LESSON PLANS

English - Class 2

Complete Book: Units 1 to 12, with Review 1, 2, 3 and 4
Punjab Curriculum and Textbook Board (SNC 2020)

Total lesson plans	80 (6 per unit x 12 units + 2 + 2 + 2 + 2 review plans)
Period duration	35 minutes each, with full time breakup
AEO observation	Standard lesson plans that cover the 7 points an AEO checks during class observation (School Monitoring Evaluation Form Ver. 7.16)
Book pages covered	1 to 119 (the complete English book)

Units in this booklet

Unit 1 - A Tiny Creature (pages 1-10) | Unit 2 - My Home and City (11-19) | Unit 3 - Let's Plant Trees (20-27) | Review 1 (28-30) | Unit 4 - Bee on my Nose (31-40) | Unit 5 - Attention! (41-48) | Unit 6 - Be Honest (49-57) | Review 2 (58-61) | Unit 7 - Sports Day (62-70) | Unit 8 - My School (71-80) | Unit 9 - What a Good Deed! (81-90) | Review 3 (91-93) | Unit 10 - An Ant and a Dove (94-101) | Unit 11 - Love for Parents (102-109) | Unit 12 - Seasons (110-117) | Review 4 (118-119)

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About These Plans

These are standard lesson plans. They are written in the normal lesson-plan format, in easy words, and they follow the PCTB English 2 textbook (SNC 2020) page by page.

When an AEO visits a class, he checks 7 points of teaching on the School Monitoring Evaluation Form Ver. 7.16. If you teach from these plans, all 7 points are covered in your lesson:

1. **Lesson planning** - your written plan is ready before the lesson and follows the book.
2. **Clear objectives** - the SLOs of the lesson are written on the board and told to the class at the start.
3. **Correct content and delivery** - the steps teach the same text, exercises and pages as the book.
4. **Work for every level** - class work has tasks for slow, average and fast learners.
5. **Student participation** - pair work, group work, games and class talk are part of every lesson.
6. **Time management** - every part of the lesson has fixed minutes, and the parts add up to the full period.
7. **Assessment in the lesson** - the lesson ends with checking questions and the teacher's feedback.

Note: the SLOs in these plans are written in easy words. They cover the same Learning Outcomes that are printed at the start of each unit in the PCTB English 2 textbook.

UNIT 1

A Tiny Creature

LESSON PLAN 1.1 - Getting Started and Pre-reading: The Cricket

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 1: A Tiny Creature	**Book pages:** 2-3	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can look at a picture and say what they see in it. - Students can guess what a poem is about by looking at its picture and title. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 2-3, board, a picture of a cricket or any insect
Board Work	**Left side:** Today: a tiny creature - guessing the poem **Middle:** sun | flowers | sky | butterflies **Right side:** Keep empty - write the words children guess for the poem
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Show the picture on page 2 (Asim in the garden). Ask: 'What things do you see around Asim? Who made all these things for us? Do we thank Allah for them?' Take 4-5 answers. **Teacher says:** "Look at page 2. What do you see around Asim?"
Presentation (12 min)	☐ **Step 1.** Page 2: read the Getting Started text aloud. Students repeat the names of the things Allah has made: flowers, sun, sky, butterflies. **Teacher says:** "Read with me. Name the things Allah has made for us." ☐ **Step 2.** Page 3: look at the poem's picture. Ask the pre-reading questions: 'Describe the insect. Does it look friendly or dangerous? Have you ever seen it?' **Teacher says:** "Look at the insect. Does it look friendly or dangerous?" ☐ **Step 3.** Tell the class the difference between the game cricket and the insect cricket. Students guess three words they may hear in the poem.
Practice / Class Work (10 min)	☐ **Slow learners:** point at the picture and name two things in it (sun, flowers). ☐ **Average learners:** describe the insect in 2-3 words and answer one pre-reading question. ☐ **Fast learners:** say one full sentence about how we thank Allah for His blessings.
Assessment (5 min)	☐ Ask: 'Name two blessings of Allah shown on page 2.' and 'Is a cricket friendly or dangerous?' **Answer:** Blessings on page 2: colourful flowers, bright shiny sun, clear blue sky, butterflies. The cricket looks friendly (from the picture and poem). **Teacher's feedback:** accept all sensible answers; correct gently and show the picture again if a child cannot name the things.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Draw one blessing of Allah (sun, flower or butterfly) and write its name.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 1.2 - Reading the Poem: The Cricket

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 1: A Tiny Creature	**Book pages:** 3	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can recite the poem 'The Cricket' with actions and correct sounds. - Students can answer simple questions about the poem. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook page 3, board
Board Work	**Left side:** Today: the poem 'The Cricket' **Middle:** rain gone - sun shining - a little bug **Right side:** New words: chirp, tug
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Recall the guesses from the last lesson. Say: 'Today we read the poem and check our guesses. Listen - what is the little bug doing?' **Teacher says:** "Listen to the poem first. Follow with your finger."
Presentation (12 min)	☐ **Step 1.** Teacher reads the poem 'The Cricket' by Marjorie Barrows aloud with correct pronunciation and actions; students listen. **Teacher says:** "Repeat each line after me. Do the actions." ☐ **Step 2.** Line-by-line reading: students repeat each line after the teacher, with actions (running, stopping, chirping). ☐ **Step 3.** While-reading: stop and ask the book's question - 'Are bugs harmful?' Discuss in pairs, then take answers. **Teacher says:** "Are bugs harmful? Talk to your partner, then tell me." ☐ **Step 4.** Post-reading: ask 'What did you understand by the title of the poem?' and 'Did you like the poem? What is its central idea?' (insects are a tiny creature of Allah).
Practice / Class Work (10 min)	☐ **Slow learners:** join the chorus reading and do the actions; say one line of the poem. ☐ **Average learners:** recite the full poem with actions and answer one post-reading question. ☐ **Fast learners:** explain the central idea of the poem in 2-3 sentences.
Assessment (5 min)	☐ Ask: 'What did the little bug chirp for the poet?' (a song) and 'Why did the poet go out?' (to play, after the rain had gone). **Answer:** The bug chirped a song for the poet. The poet went out to play because the rain had gone and the sun was shining. **Teacher's feedback:** praise children who answer from the poem; re-read the matching lines aloud for those who mix up the answers.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Learn the poem 'The Cricket' with actions and recite it at home.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 1.3 - Oral Communication: Initial and Final Sounds of Letters

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 1: A Tiny Creature	**Book pages:** 4	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can say the first (initial) and last (final) sounds of common words. - Students can say the sounds of the letters of the alphabet in any order. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook page 4, board, word cards (rain, bug, little, glad, black, chirp)
Board Work	**Left side:** Today: first and last sounds **Middle:** bug = b ... g | rain = r ... n **Right side:** Initial sound = first | Final sound = last
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Write 'bug' on the board. Say it slowly: b-u-g. Ask: 'Which sound comes first? Which sound comes last?' Then do the same with 'rain'. **Teacher says:** "Say the word slowly with me: b-u-g. Which sound comes first?"
Presentation (12 min)	☐ **Step 1.** Page 4 (i): read aloud the words rain, bug, little, glad, black, chirp with their initial and final sounds; students repeat in chorus and one by one. **Teacher says:** "Read the word. Say its first sound, then its last sound." ☐ **Step 2.** Page 4 (ii-iii): say and match the pictures with their initial letter sound, then with their final letter sound. ☐ **Step 3.** Page 4: read aloud the sounds of the given letters of the alphabet (in random order). Students make a few words using the given sounds. **Teacher says:** "Say the sound of this letter. Make a word with it."
Practice / Class Work (10 min)	☐ **Slow learners:** say the initial sound of each word with the teacher's help. ☐ **Average learners:** say both the initial and final sounds of all six words and match the pictures. ☐ **Fast learners:** make two new words from the letter sounds and say their initial and final sounds.
Assessment (5 min)	☐ Hold up the cards one by one and ask: 'First sound? Last sound?' for bug, glad and chirp. **Answer:** bug: b/g, rain: r/n, little: l/e (sound), glad: g/d, black: b/k, chirp: ch/p. **Teacher's feedback:** note children who mix up first and last sounds; practise the same words again slowly the next day.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write the words rain, bug, glad and chirp in your copy and circle the first letter of each.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 1.4 - Oral Communication: A Dialogue - Introducing Family; Reading Comprehension

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 1: A Tiny Creature	**Book pages:** 5	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can use daily-use sentences to greet others and introduce a family member. - Students can answer the comprehension questions about the poem. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook page 5, board
Board Work	**Left side:** Today: greetings + introducing family **Middle:** Assalaamu Alaikum! | How are you? | I am fine. **Right side:** This is my younger brother, Ayaan.
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Greet a student: 'Assalaamu Alaikum! How are you?' Let him reply. Ask: 'How do we introduce our brother or sister to a friend?' **Teacher says:** "Assalaamu Alaikum! How are you? Answer me."
Presentation (12 min)	☐ **Step 1.** Page 5 (iii): read the dialogue (Qasim, Yasir and Ayaan) aloud with expression; students repeat line by line. **Teacher says:** "Repeat the dialogue line by line." ☐ **Step 2.** Pairs role-play the dialogue; one pair introduces a 'younger brother' using the line 'This is my younger brother, ...' **Teacher says:** "Work in pairs. Introduce your partner's brother or sister." ☐ **Step 3.** Page 5 (B): answer the Reading Comprehension questions orally first: 'What did the little bug chirp for the poet?' and 'Why did the poet go for a walk?' Then students write the answers in copies.
Practice / Class Work (10 min)	☐ **Slow learners:** read the dialogue lines after the teacher and greet a partner. ☐ **Average learners:** role-play the dialogue in pairs and write both comprehension answers. ☐ **Fast learners:** introduce your own family member to the class in 2-3 sentences.
Assessment (5 min)	☐ Ask a pair to perform the greeting lines, and ask: 'Why did the poet go for a walk?' (The rain had gone away and the sun was shining.) **Answer:** The bug chirped a song for the poet. The poet went for a walk because the rain had gone away and the sun was shining everywhere. **Teacher's feedback:** appreciate correct greetings and polite tone; model the answer sentence on the board for weak writers.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Practise the dialogue at home with a brother, sister or friend.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 1.5 - Language Focus: Digraphs ch, sh, th; Vocabulary and Rhyming Words

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 1: A Tiny Creature	**Book pages:** 5-7	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can read words with digraphs ch, sh and th at the start and end of words. - Students can say the meanings of the new words and read rhyming words. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 5-7, board, digraph word cards (see cards page)
Board Work	**Left side:** Today: digraphs ch, sh, th **Middle:** chirp, chair | shine, shop | three, that **Right side:** rich, wish | much, push | breath, cloth
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Write 'ch' on the board and say 'chirp'. Ask: 'Two letters, one sound - who can read this word?' Then show 'sh' (shine) and 'th' (three). **Teacher says:** "Two letters, one sound. Read with me: chirp."
Presentation (12 min)	☐ **Step 1.** Page 5-6: read the digraph table - initial position (chirp, chair, shine, shop, three, that) and final position (rich, wish, much, push, breath, cloth). Students repeat and read one by one. **Teacher says:** "Read the first column, then the last column." ✂ **Cards:** after Step 1, hold up the digraph cards one by one - the class reads each word and says which digraph it has and where (start or end). ☐ **Step 2.** Page 6: circle the digraphs in initial position and tick them in final position (cheese, much, shark, brush, thin, with). Find more words with ch, sh, th. ☐ **Step 3.** Page 6: vocabulary - read the words with meanings: bug (an insect), chirp (a short sharp sound), tug (to pull hard suddenly), glad (happy), breath (air taken into the lungs). **Teacher says:** "Read the word. Tell me its meaning." ☐ **Step 4.** Page 7: read the rhyming words aloud; clap on the same ending sounds.
Practice / Class Work (10 min)	☐ **Slow learners:** read the initial-position digraph words with the group; match two vocabulary words with meanings. ☐ **Average learners:** read all digraph words, circle and tick correctly, and use 'glad' in a spoken sentence. ☐ **Fast learners:** find two more words with each digraph and add one new rhyming pair.
Assessment (5 min)	☐ Ask: 'Read these words: chair, wish, cloth.' and 'What does chirp mean?' (a short sharp sound made by an insect or bird). **Answer:** chirp = a short sharp sound; tug = to pull hard suddenly; glad = happy; breath = air taken into the lungs. **Teacher's feedback:** correct the digraph sounds on the spot; if children read ch as k+h separately, drill the one-sound cue again.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write four words with 'ch' and four with 'sh' in your copy.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 1.6 - Grammar and Writing: Sight Words, Nouns, Pronouns and Two-syllable Words

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 1: A Tiny Creature	**Book pages:** 7-10	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can read the sight words and choose the correct spelling. - Students can sort naming words (nouns) into people, places, animals and things, and use pronouns I, you, he, she, it, we, they. - Students can read two-syllable words and write five sentences with a word bank. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 7-10, board, pronoun cards (see cards page)
Board Work	**Left side:** Today: naming words + pronouns **Middle:** People | Places | Animals | Things **Right side:** I, you, he, she, it, we, they
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Hold up a book and say: 'Book is a naming word. I am holding it.' Write I and it on the board and ask which word is used instead of a name. **Teacher says:** "Book is a naming word. Now say a sentence with 'it'."
Presentation (12 min)	☐ **Step 1.** Page 7-8: read the sight words (from, good, about, your, any, blue, over); write each sight word in the shape box that fits; circle the correct spelling in each row (chirp, not cheerp). ☐ **Step 2.** Page 8-9: nouns (naming words) - match the objects with the naming words; write naming words in the four columns: People, Places, Animals, Things; write any five naming words in sentences. **Teacher says:** "Write the naming words in the right column." ☐ **Step 3.** Page 9: pronouns (substitution words) - read the sentences and notice I, you, he, she, it, we, they; each student writes one sentence with a given pronoun. ✂ **Cards:** during Step 3, give one pronoun card to each pair - they read it and make their sentence with that pronoun. ☐ **Step 4.** Page 9-10: read the two-syllable words with their division (little = lit-tle, perfect = per-fect, money = mon-ey, lovely = love-ly, improve = im-prove); list five more two-syllable words. **Teacher says:** "Read the word. Clap on the two parts: lit-tle." ☐ **Step 5.** Page 10: creative writing - write five sentences about the blessings of Allah using the word bank (great, like, many, little, creatures).
Practice / Class Work (10 min)	☐ **Slow learners:** read the sight words with a partner and write three naming words in the columns. ☐ **Average learners:** complete the shape box, the four columns and one sentence with each pronoun. ☐ **Fast learners:** write the five blessing sentences with all five word-bank words used correctly.
Assessment (5 min)	☐ Ask: 'Sort these naming words: teacher, school, cat, pen.' and 'Make a sentence with they.' **Answer:** teacher = People, school = Places, cat = Animals, pen = Things. Sentences with pronouns will differ - check the pronoun matches the person. **Teacher's feedback:** check the columns on the spot; if a child puts an animal in Things, re-teach with two quick examples.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write five naming words from your home and one sentence with 'we'.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

UNIT 2

My Home and City

LESSON PLAN 2.1 - Getting Started and Pre-reading: My Home and City

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 2: My Home and City	**Book pages:** 12-13	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can talk about their country, city or village and how they show love for it. - Students can guess a story from its pictures and say what is happening. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 12-13, board, a picture of the Pakistan flag
Board Work	**Left side:** Today: our country + guessing the story **Middle:** Pakistan - green and white flag - crescent and star **Right side:** 14th August - Independence Day
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Show the flag picture on page 12. Ask: 'What is the name of your country? What is the name of your city or village? How do you celebrate the 14th of August?' **Teacher says:** "What is the name of your country? And your city?"
Presentation (12 min)	☐ **Step 1.** Page 12: read the Getting Started text aloud (Pakistan's flag is green and white with a crescent and a star; Independence Day on the 14th of August). Students answer the three printed questions. **Teacher says:** "Read with me. When do we celebrate Independence Day?" ☐ **Step 2.** Page 13: look at the story pictures. Ask the pre-reading questions: 'What is happening in the pictures? Do you share your things with your brothers or sisters?' **Teacher says:** "Look at the pictures. What is happening?" ☐ **Step 3.** Students guess: 'Who is telling this story? What will she tell us about her home?' Note the guesses on the board.
Practice / Class Work (10 min)	☐ **Slow learners:** name their country and city and point at the flag colours. ☐ **Average learners:** answer the three Getting Started questions in short sentences. ☐ **Fast learners:** say two sentences about how they show love for their country.
Assessment (5 min)	☐ Ask: 'When do we celebrate Independence Day?' (14th August) and 'What is on Pakistan's flag?' (a crescent and a star). **Answer:** Independence Day: 14th August. On the flag: a crescent and a star. Guesses about the story will differ - check them in the next lesson. **Teacher's feedback:** praise correct answers; show the flag picture again for children who forget the crescent and star.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Draw the flag of Pakistan and write 'Pakistan' under it.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 2.2 - Reading the Story: My Home and City

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 2: My Home and City	**Book pages:** 13	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can read the story aloud and find facts in it to answer questions. - Students can tell why we keep our home and city clean. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook page 13, board
Board Work	**Left side:** Today: reading 'My Home and City' **Middle:** Maha - two brothers, one sister - Islamabad **Right side:** Rooms: 2 bedrooms, kitchen, bathroom, sitting room, drawing room
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Recall the guesses. Say: 'The story is told by a girl named Maha. Listen - how many brothers and sisters does she have?' **Teacher says:** "Listen. How many brothers and sisters does Maha have?"
Presentation (12 min)	☐ **Step 1.** Teacher reads the story aloud paragraph by paragraph; students follow in books and underline new words (airy, capital, cupboard, bookshelf). **Teacher says:** "Follow in your books. Underline the new words." ☐ **Step 2.** Second reading in pairs; each pair reads one paragraph. While-reading stop: ask the book's question 'What is the meaning of the capital city?' (the central city of a country - Islamabad is the capital of Pakistan). **Teacher says:** "What is a capital city? Islamabad is the capital of Pakistan." ☐ **Step 3.** Collect the facts on the board: Maha has two brothers and one sister; her home has two bedrooms, a kitchen, a bathroom, a sitting room and a drawing room; Faisal Masjid is in Islamabad. ☐ **Step 4.** Post-reading: discuss 'Why should we keep our home and city clean?' and 'How do we keep it clean?'
Practice / Class Work (10 min)	☐ **Slow learners:** read one paragraph with the teacher and find Maha's city name in the text. ☐ **Average learners:** read a full paragraph aloud and answer one post-reading question. ☐ **Fast learners:** act the story in a simple role-play (pantomime) - showing cleaning the home.
Assessment (5 min)	☐ Ask: 'How many rooms are there in Maha's home?' (six: two bedrooms, kitchen, bathroom, sitting room, drawing room) and 'In which city does Maha live?' (Islamabad). **Answer:** Maha has two brothers and one sister. Her home has six rooms. She lives in Islamabad; Faisal Masjid is situated there. **Teacher's feedback:** if children count only bedrooms, list the rooms on the board one by one from the text.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write three sentences about your own home.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 2.3 - Oral Communication: Consonants and Vowels; Initial Blends

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 2: My Home and City	**Book pages:** 14-15	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can name the vowels (a, e, i, o, u) and tell if a word begins with a vowel or a consonant sound. - Students can read words with the initial blends bl, cl, sp and pl. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 14-15, board, blend word cards (see cards page)
Board Work	**Left side:** Today: vowels + blends **Middle:** Vowels: a e i o u (5) - Consonants: 21 **Right side:** bl block | cl clock | sp spread | pl plane
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Write 'a e i o u' in a circle on the board. Say: 'These five letters are vowels. All other letters are consonants.' Point at 'egg' and 'pen' - which begins with a vowel? **Teacher says:** "These five letters are vowels. Say them with me."
Presentation (12 min)	☐ **Step 1.** Page 14 (i): read the alphabet aloud; students tick the vowels, then count the vowels (5) and consonants (21) and write the numbers in the boxes. ☐ **Step 2.** Page 14 (ii): read the words and write V for initial vowel sound and C for initial consonant sound: mother (C), onion (V), umbrella (V), city (C), home (C), area (V), family (C), egg (V). **Teacher says:** "Read the word. V for vowel sound, C for consonant sound." ☐ **Step 3.** Page 14 (iii): read the blend words aloud: bl (block, black), cl (clock, clean), sp (spread, sprinkle), pl (plane, place). Two consonants blend to make one sound. **Teacher says:** "Two letters blend into one sound. Read: block, clock." ✂ **Cards:** during Step 3, hold up the blend cards one by one - the class reads each word aloud and names its blend (bl, cl, sp or pl). ☐ **Step 4.** Page 15 (iv): circle the words with initial blends in the sentences (plants, blind, cloud, clothes, plum, flying, spreads).
Practice / Class Work (10 min)	☐ **Slow learners:** say the five vowels and sort four picture words into V and C with help. ☐ **Average learners:** complete the V/C exercise and read all blend words aloud. ☐ **Fast learners:** find one more word for each blend (bl, cl, sp, pl) and use one in a sentence.
Assessment (5 min)	☐ Ask: 'Is onion V or C?' (V) and 'Read these words: clock, spread, plane.' **Answer:** mother C, onion V, umbrella V, city C, home C, area V, family C, egg V. Blends in sentences: plants, blind, cloud, clothes, plum, flying, spreads. **Teacher's feedback:** correct blend sounds on the spot; drill bl and cl again if children split them into two sounds.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write two words each for bl, cl, sp and pl in your copy.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 2.4 - Learning to Speak: Introducing Yourself; Reading Comprehension

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 2: My Home and City	**Book pages:** 15	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can introduce themselves and their family using daily-use sentences. - Students can answer questions about Maha's home in complete sentences. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook page 15, board
Board Work	**Left side:** Today: introducing ourselves **Middle:** Assalaamu Alaikum. I am Maha. | This is my father, Dr. Ali. **Right side:** Nice to meet you. - Good to meet you too.
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Introduce yourself to the class: 'Assalaamu Alaikum. I am your teacher.' Ask a student: 'Would you like to introduce yourself?' **Teacher says:** "Assalaamu Alaikum. I am your teacher. Introduce yourself."
Presentation (12 min)	☐ **Step 1.** Page 15: read the dialogue aloud (Maha introduces her father Dr. Ali to Aleena, who has shifted from Karachi). Students repeat line by line. **Teacher says:** "Repeat the dialogue line by line." ☐ **Step 2.** Role-play in threes: Maha, father, new neighbour. Then random students introduce themselves and talk about their city or village. **Teacher says:** "Now your turn - Maha, father, neighbour. Begin." ☐ **Step 3.** Page 15 (B): answer the Reading Comprehension questions orally, then in copies: 'How many rooms are there in Maha's home?' 'How many rooms are there in your home?' 'How do you keep your city clean?'
Practice / Class Work (10 min)	☐ **Slow learners:** read the dialogue lines after the teacher and say their name and city. ☐ **Average learners:** role-play the dialogue and write all three comprehension answers. ☐ **Fast learners:** introduce a family member to the class in 3-4 sentences with a greeting.
Assessment (5 min)	☐ Ask one pair to perform the introduction lines, and ask: 'How do you keep your city clean?' (We do not throw litter; we put rubbish in bins.) **Answer:** Step check: Maha's home has six rooms. Assessment answer: we keep our city clean by not throwing litter, putting rubbish in dustbins, and keeping streets and homes neat. **Teacher's feedback:** praise polite greetings; write one model answer on the board for weak writers.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Introduce yourself in writing: name, father's name, city - three sentences.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 2.5 - Language Focus: Vocabulary, Animal Names, Sight Words and Spelling

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 2: My Home and City	**Book pages:** 16-17	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can say the meanings of airy, discuss, wide and capital. - Students can name farm animals, wild animals, pets and insects, and read the sight words. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 16-17, board
Board Work	**Left side:** Today: new words + animals **Middle:** airy - discuss - wide - capital **Right side:** Farm: cow, hen, horse | Wild: deer, monkey, lion
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Open the classroom door wide. Ask: 'Our room is airy - air can pass freely. What does airy mean?' Link to Maha's home in the story. **Teacher says:** "Our classroom is airy. What does airy mean?"
Presentation (12 min)	☐ **Step 1.** Page 16: vocabulary - read the words with meanings: airy (open area where air can pass freely), discuss (to talk about something), wide (large, having more space), capital (the central city of a country). **Teacher says:** "Read the word. Tell me its meaning." ☐ **Step 2.** Page 16-17: animal names - read the farm animals (cow, hen, horse) and wild animals (deer, monkey, lion); children name more of each kind and say which they have seen. Write the names of two pets and two insects. ☐ **Step 3.** Page 17: fill in the missing letters to complete the words; read the sight words aloud (said, this and others on the page). ☐ **Step 4.** Page 17: write sight words in the shape box that fits; circle the correct spelling in each row (important, famous, favourite, grand). **Teacher says:** "Circle the correct spelling. Say it aloud."
Practice / Class Work (10 min)	☐ **Slow learners:** match two vocabulary words with meanings and name two farm animals. ☐ **Average learners:** complete the missing letters, the shape box and all spelling rows. ☐ **Fast learners:** use 'discuss' and 'capital' in spoken sentences.
Assessment (5 min)	☐ Ask: 'What is the capital of Pakistan?' (Islamabad) and 'Is a lion a farm animal or a wild animal?' (wild). **Answer:** airy = open area where air can pass freely; capital = the central city of a country. Correct spellings: important, famous, favourite, grand. **Teacher's feedback:** revise farm/wild sorting with quick examples if children mix them.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write the names of three farm animals and three wild animals.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 2.6 - Grammar and Writing: Describing Words, Action Words; My Home and My City

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 2: My Home and City	**Book pages:** 17-19	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can match describing words (adjectives) with their opposites. - Students can use action words to complete sentences. - Students can write five sentences about their home and their city or village. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 17-19, board, adjective cards (see cards page), action cards
Board Work	**Left side:** Today: describing words + action words **Middle:** beautiful-ugly | happy-sad | long-short **Right side:** help, reads, eats, cleans, writes, cooks, plays
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Hold a big book and a small book. Say: 'This book is big, this one is small. Big and small are describing words - they are opposites.' **Teacher says:** "This book is big. This one is small. Big and small are opposites."
Presentation (12 min)	☐ **Step 1.** Page 17-18: read the pairs of adjectives (black-white, clean-dirty, heavy-light); match each adjective to its opposite (beautiful-ugly, clean-dirty, white-black, happy-sad, long-short). **Teacher says:** "Match the word with its opposite." ✂ **Cards:** after Step 1, play the opposites game with the cards - hold up a card, children call out the opposite word. ☐ **Step 2.** Page 18: action words - read the sentences and notice the action words (help, reads, eats). Complete the sentences with the words in the box: Maha cleans her room; They read storybooks; We help others; Amir plays with his toys; Saad writes a letter; Maha's mother cooks tasty food. **Teacher says:** "Choose the action word. Read the full sentence." ☐ **Step 3.** Page 19 (D): write five sentences about your home using the word bank (clean, room, airy, beautiful) under the heading 'My Home'. ☐ **Step 4.** Page 19: creative writing - use the mind map (fresh air, clean environment, noisy traffic, big/small, buildings, fields, roads, small houses) to write five sentences about your city or village.
Practice / Class Work (10 min)	☐ **Slow learners:** match three adjective pairs and write three sentences about home with the word bank. ☐ **Average learners:** complete all opposite matches, all action-word sentences and both writing tasks. ☐ **Fast learners:** add two sentences of your own to the city writing without the mind map.
Assessment (5 min)	☐ Ask: 'What is the opposite of happy?' (sad) and 'Complete: Saad ___ a letter.' (writes). **Answer:** Opposites: beautiful-ugly, clean-dirty, white-black, happy-sad, long-short. Sentences: cleans, read, help, plays, writes, cooks. **Teacher's feedback:** correct adjective pairs on the spot; read one good 'My Home' paragraph aloud as a model.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write five sentences about your street or mohalla.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

UNIT 3

Let's Plant Trees

LESSON PLAN 3.1 - Getting Started and Pre-reading: Let's Plant Trees

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 3: Let's Plant Trees	**Book pages:** 21-22	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can look at a picture and talk about what is wrong and right in it. - Students can guess a story from its picture and talk about planting trees. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 21-22, board
Board Work	**Left side:** Today: helping mother Earth + guessing the story **Middle:** Happy earth: trees, greenery | Sad earth: smoke, cutting trees **Right side:** Keep empty - write the guesses here
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Show the earth picture on page 21 - half happy, half sad. Ask: 'What is wrong with this picture of the earth? Why is one half happy and the other half sad?' **Teacher says:** "Look at the earth. Why is one half happy and the other sad?"
Presentation (12 min)	☐ **Step 1.** Page 21: answer the Let's Talk questions: 'What makes the half earth happy and half sad?' (trees and greenery make it happy; cutting trees and dirt make it sad) and 'How can we help the mother Earth?' **Teacher says:** "How can we help the mother Earth? Tell me." ☐ **Step 2.** Page 22: look at the story picture. Ask the pre-reading questions: 'What is happening in the picture? Have you ever planted a tree?' Pairs discuss. **Teacher says:** "Look at the picture. What is happening?" ☐ **Step 3.** Students guess the story: 'Who are the two people? What is the old man doing in the garden?' Note the guesses.
Practice / Class Work (10 min)	☐ **Slow learners:** point at the happy half and the sad half and say one word for each (tree, smoke). ☐ **Average learners:** answer the Let's Talk questions in short sentences. ☐ **Fast learners:** tell the class two ways we can help the mother Earth.
Assessment (5 min)	☐ Ask: 'How can we help the mother Earth?' (plant trees, keep places clean, water plants). **Answer:** Greenery and trees make the earth happy; cutting trees and dirt make it sad. We help by planting trees, watering plants and keeping places clean. **Teacher's feedback:** accept all good ideas and write the best three on the board.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Draw a tree and write 'Plant trees' under it.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 3.2 - Reading the Story: Let's Plant Trees - The Five Steps

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 3: Let's Plant Trees	**Book pages:** 22	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can read the story and follow the five steps of sowing a seed in order. - Students can tell how they take care of plants around them. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook page 22, board, five step cards (see cards page) or steps written on the board
Board Work	**Left side:** Today: the five steps of sowing a seed **Middle:** 1 pit - 2 sow - 3 soil over it - 4 sprinkle water - 5 water daily **Right side:** Zain promises: take care + water daily
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Recall the guesses. Say: 'A boy named Zain is with his grandfather. Listen - what is grandfather teaching him?' **Teacher says:** "Listen. What is grandfather teaching Zain?"
Presentation (12 min)	☐ **Step 1.** Teacher reads the story aloud; students follow in books and underline new words (sowing, seed, soil, sprinkle, seedling). ☐ **Step 2.** Read the five steps aloud together: 1. Make a small pit in the soil. 2. Sow a seed. 3. Spread a little soil over it. 4. Sprinkle some water on it. 5. Water it regularly. **Teacher says:** "Read the steps with me. One, two, three..." ☐ **Step 3.** While-reading: stop after step 3 and ask the book's question 'What will be the next step after step 3?' (sprinkle some water on it). Groups arrange the step cards in order. **Teacher says:** "Stop! What comes after step 3?" ✂ **Cards:** during Step 3, give the mixed step cards to each group - they arrange the five steps in the right order. ☐ **Step 4.** Post-reading: ask 'What does Zain promise his grandfather to do?' (to take care of the seedling and water it daily) and 'How do you take care of plants around you?'
Practice / Class Work (10 min)	☐ **Slow learners:** read the five steps with the teacher and point at each step's picture. ☐ **Average learners:** arrange the steps in order and answer one post-reading question. ☐ **Fast learners:** tell the five steps from memory without looking at the book.
Assessment (5 min)	☐ Mix the step cards and ask a child: 'Show me step 2 and step 4.' (2: sow a seed; 4: sprinkle some water). **Answer:** Step 2: sow a seed. Step 4: sprinkle some water on it. Zain promises to take care of the seedling and water it daily. **Teacher's feedback:** if the order is mixed up, read the steps aloud together once more with actions.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write the five steps of sowing a seed in your copy.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 3.3 - Oral Communication: Digraphs sh, ch, th, ph

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 3: Let's Plant Trees	**Book pages:** 22-23	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can read words with digraphs sh, ch, th and ph at the start and end of words. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 22-23, board, digraph word cards (see cards page)
Board Work	**Left side:** Today: digraphs sh, ch, th, ph **Middle:** shop | chart | thin | phone **Right side:** dish | teach | cloth | graph
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Write 'sh' and say 'shop'. Ask: 'This sound comes from two letters. Who can read this word?' Show 'ph' in 'phone' - it sounds like f. **Teacher says:** "Two letters, one sound. Read with me: shop."
Presentation (12 min)	☐ **Step 1.** Page 23: read the digraph table aloud - sh (shop, shirt / dish, wash), ch (chart, chair / teach, much), th (thin, thirst / cloth, bath), ph (phone, photo / graph, caliph). Students repeat and read one by one. **Teacher says:** "Read the first column, then the last column." ✂ **Cards:** after Step 1, hold up the digraph cards one by one - the class reads each word and names its digraph. ☐ **Step 2.** Explain: a digraph is two letters that make a single sound. Students share two more examples of each digraph. ☐ **Step 3.** Quick game: teacher says a word from the table; children hold up fingers for the digraph they hear (1 = sh, 2 = ch, 3 = th, 4 = ph). **Teacher says:** "I say a word. Show me its digraph number."
Practice / Class Work (10 min)	☐ **Slow learners:** read the initial-position words with the group. ☐ **Average learners:** read all words in the table and give one example of each digraph. ☐ **Fast learners:** make a sentence with 'phone' and one with 'graph'.
Assessment (5 min)	☐ Ask: 'Read these words: shop, teach, bath, photo.' and 'Which digraph is in dish?' (sh, at the end). **Answer:** dish and wash end with sh; teach and much end with ch; cloth and bath end with th; graph and caliph end with ph. **Teacher's feedback:** drill the ph = f sound again if children read it as p+h.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write three words each for sh and ch in your copy.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 3.4 - Learning to Speak: A Dialogue; Reading Comprehension

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 3: Let's Plant Trees	**Book pages:** 23-24	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can greet a friend, ask what they are doing and borrow a book politely. - Students can answer questions about the story 'Let's Plant Trees'. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 23-24, board
Board Work	**Left side:** Today: friendly talk + borrowing a book **Middle:** Hello! How are you? | What are you doing these days? **Right side:** Can I borrow your book? - Yes, of course.
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Say to a student: 'Hello! How are you? What are you doing these days?' Let the class see the small talk, then say: 'Today we practise this dialogue.' **Teacher says:** "Hello! How are you? What are you doing these days?"
Presentation (12 min)	☐ **Step 1.** Page 23: read the dialogue aloud (two friends; one is reading a book on different types of trees; the other borrows the book: 'Can I borrow your book for some days?' - 'Yes, of course. I'll share it with you but let me finish it first.'). Students repeat line by line. **Teacher says:** "Repeat the dialogue line by line." ☐ **Step 2.** Role-play in pairs with greetings and courtesies. Then pairs describe the wonders of nature they see around (trees, clouds, sky, birds) to each other. ☐ **Step 3.** Page 23-24 (B): answer the comprehension questions orally, then in copies: 'What is grandfather doing?' (sowing a seed) 'What is the second step of sowing seeds?' (sow a seed) 'Who loves greenery all around in the story?' (Zain). **Teacher says:** "Read the question. Find the answer in the story." ☐ **Step 4.** Page 24: read the sight words and use them in sentences in notebooks; read the naming, action and describing words (school, tree - naming; run - action; far, soft, tall - describing) and match the words with the pictures.
Practice / Class Work (10 min)	☐ **Slow learners:** read the dialogue lines after the teacher and answer the first comprehension question. ☐ **Average learners:** role-play the dialogue and write all three comprehension answers. ☐ **Fast learners:** describe three wonders of nature to your partner in full sentences.
Assessment (5 min)	☐ Ask a pair to perform the borrowing lines, and ask: 'What is the second step of sowing seeds?' (Sow a seed). **Answer:** Grandfather is sowing a seed. The second step is: sow a seed. Zain loves greenery all around. **Teacher's feedback:** praise polite borrowing language ('Can I borrow...?', 'Yes, of course'); correct word order gently.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write two sentences about a tree near your home.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 3.5 - Language Focus: Vocabulary, Fruits and Vegetables, Sight Words

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 3: Let's Plant Trees	**Book pages:** 24-26	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can say the meanings of pit, dig and sprinkle. - Students can read and write the names of fruits and vegetables and use the sight words. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 24-26, board, real fruit or pictures if available
Board Work	**Left side:** Today: new words + fruits and vegetables **Middle:** pit = hole | dig = make a hole | sprinkle = small drops of water **Right side:** Blanks check: garden - grandfather - water - 5
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Mime digging. Ask: 'What am I doing? To make a hole is to dig. And a small hole is called a pit.' **Teacher says:** "Watch me dig. A small hole is a pit."
Presentation (12 min)	☐ **Step 1.** Page 24-25: first finish the story check - fill in the blanks with correct options (Zain was in his grandfather's garden; grandfather was sowing a seed; sprinkle some water; 5 steps). ☐ **Step 2.** Page 25: vocabulary - read the words with meanings: pit (hole), dig (to make a hole), sprinkle (to throw small drops of water). Students use each word in a spoken sentence. **Teacher says:** "Read the word. Tell me its meaning." ☐ **Step 3.** Page 25: read the names of the fruits and vegetables in the pictures; students write the names under the pictures and share the name of their favourite fruit. **Teacher says:** "Read the name. Is it a fruit or a vegetable?" ☐ **Step 4.** Page 25-26: read the sight words; write each sight word in the shape box that fits; fill in the missing letters to complete the words.
Practice / Class Work (10 min)	☐ **Slow learners:** match the three vocabulary words with meanings and read fruit names with a partner. ☐ **Average learners:** complete the shape box and missing letters and write all fruit and vegetable names. ☐ **Fast learners:** write a sentence with 'sprinkle' and one with 'dig'.
Assessment (5 min)	☐ Ask: 'What does sprinkle mean?' (to throw small drops of water) and read two sight words from the board. **Answer:** Story blanks: garden, grandfather, water, 5 steps. sprinkle = to throw small drops of water. **Teacher's feedback:** if children confuse pit and dig, mime both once more - pit is the hole, dig is the action.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write the names of four fruits and four vegetables.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 3.6 - Grammar and Writing: Singular and Plural Nouns; Position Words

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 3: Let's Plant Trees	**Book pages:** 26-27	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can change naming words from one to many by adding s or es. - Students can use the position words in, on, under, to and from in sentences. - Students can complete a paragraph with given words. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 26-27, board, position word cards (see cards page), a book, a box and a ball for demonstration
Board Work	**Left side:** Today: one and many + position words **Middle:** flower-flowers | bus-buses | box-boxes **Right side:** in | on | under | to | from
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Hold one flower picture, then many. Say: 'One flower - two flowers. We add s.' Then put the book on the table: 'The book is ON the table.' **Teacher says:** "One flower, two flowers. What did we add?"
Presentation (12 min)	☐ **Step 1.** Page 26: read singular and plural nouns (flower-flowers, bus-buses, glass-glasses, box-boxes). Rule: nouns ending with s, x, z, ch, o, sh add 'es' (boxes, classes); most nouns add 's'. **Teacher says:** "Read: singular, plural." ☐ **Step 2.** Page 26: change the number of the nouns by adding s or es (tree, hero, watch, boy, fox, bird). ☐ **Step 3.** Page 26-27: position words - read the sentences (The glass is on the table. The football is in the box. A cat is sitting under the table.). Demonstrate with real objects. Fill in the blanks (They are going to Lahore from Multan; the monkey is sitting on the box; the fish is in the box - as shown in the pictures). Make sentences with the position words in notebooks. **Teacher says:** "The book is on the table. Where is the ball?" ✂ **Cards:** during Step 3, hold up a position word card - a child shows that position with the book and the box. ☐ **Step 4.** Page 27 (D): complete the paragraph about Zain's grandfather's garden using the word bank (flowers, garden, fresh, care, fruit, colours). Then start the creative writing 'A Happy Morning' with its word bank (tree, play, children, Allah, Sun, morning).
Practice / Class Work (10 min)	☐ **Slow learners:** change three nouns with s only and copy the model position sentences. ☐ **Average learners:** complete all plural changes, the position-word blanks and the full paragraph. ☐ **Fast learners:** write four own sentences for 'A Happy Morning' using all the word-bank words.
Assessment (5 min)	☐ Ask: 'What is the plural of box?' (boxes) and 'The cat is ___ the table - which word?' (under, from the picture). **Answer:** tree-trees, hero-heroes, watch-watches, boy-boys, fox-foxes, bird-birds. Paragraph: garden, flowers, colours, care, fruit (in text order). **Teacher's feedback:** if children add s to box, re-teach the es rule with bus and glass.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write the plurals of: bus, glass, tree, fox, boy.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

REVIEW 1

Review of Units 1-3

LESSON PLAN R1.1 - Review: Sounds, Digraphs and Answering Questions

Class: 2	**Subject:** English	**Time:** 35 minutes
Review 1: Review of Units 1-3	**Book pages:** 28-29	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can circle the first sounds and underline the last sounds of words. - Students can answer review questions about Units 1-3. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 28-29, board
Board Work	**Left side:** Review: sounds + questions **Middle:** Circle the FIRST sound, underline the LAST sound **Right side:** Steps to sow a seed = 5
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Say: 'We have finished three units. Today we check what we remember - sounds first!' Write 'seed' on the board: circle s, underline d. **Teacher says:** "Today we check what we remember. Circle the first sound of 'seed'."
Presentation (12 min)	☐ **Step 1.** Page 28 (A): read the words (home, plant, seed, sun) - circle the initial sounds and underline the final sounds. Match the words according to their initial sounds; sort apple and umbrella under Vowel, the consonant words under Consonant. **Teacher says:** "Circle the first sound. Underline the last sound." ☐ **Step 2.** Page 28: arrange the role-play - students introduce themselves and talk about their houses, as practised in Unit 2. ☐ **Step 3.** Page 28 (B): answer the review questions orally, then in copies: 'In how many steps can we sow a seed?' (5) 'When did the poet find a bug?' (after the rain had gone, when the sun was shining) 'How many rooms are there in your house?' 'How can we keep our environment clean?' 'What is the name of your city?' **Teacher says:** "Read the question. Answer in a full sentence." ☐ **Step 4.** Page 29: write words with the given digraphs in initial and final positions (ch, sh, th, ph from Units 1 and 3).
Practice / Class Work (10 min)	☐ **Slow learners:** circle and underline sounds in two words with the teacher. ☐ **Average learners:** complete the sound work and answer all review questions. ☐ **Fast learners:** add two digraph words of your own in each position.
Assessment (5 min)	☐ Ask: 'In how many steps can we sow a seed?' (5) and circle the first sound of 'plant'. **Answer:** Step 3 check: the poet found the bug after the rain had gone and the sun was shining. Assessment answers: sowing a seed takes 5 steps; the first sound of 'plant' is p. **Teacher's feedback:** note the weak areas and name them - they will be revised again in the next lesson.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write four words with digraphs - two with the digraph first, two with it last.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN R1.2 - Review: Words, Plurals, Opposites, Pronouns and Writing

Class: 2	**Subject:** English	**Time:** 35 minutes
Review 1: Review of Units 1-3	**Book pages:** 29-30	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can write meanings, plurals and opposites from Units 1-3. - Students can find action words in a paragraph and write five sentences about their city or village. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 29-30, board
Board Work	**Left side:** Review: words, plurals, opposites **Middle:** tomato-tomatoes | glass-glasses | bench-benches **Right side:** light-heavy | slow-fast | thin-thick
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Ask three quick questions from the units: 'What does tug mean? Plural of glass? Opposite of slow?' Then start the review page. **Teacher says:** "Quick check: what does 'tug' mean?"
Presentation (12 min)	☐ **Step 1.** Page 29: write the meanings of airy, tug, sprinkle and wide; write plurals (tomato-tomatoes, glass-glasses, bench-benches, class-classes, branch-branches, shirt-shirts); match each adjective to its opposite (light-heavy, dirty-clean, slow-fast, short-long, thin-thick). **Teacher says:** "Write the meaning. Now the plural." ☐ **Step 2.** Page 30: write naming words in the given columns (People, Places, Animals, Things); make sentences with the pronouns he, she, they, we, you in notebooks. ☐ **Step 3.** Page 30: read the paragraph about Sara and Zain and circle the action words (clean, help, helps, waters, takes care, love). **Teacher says:** "Read the paragraph. Circle the action words." ☐ **Step 4.** Page 30: look at the pictures and write a sentence about each using a position word; (D) write five sentences about your city/village using the given words (famous, places, beautiful, roads, big, clean).
Practice / Class Work (10 min)	☐ **Slow learners:** do the plurals with s only and copy two model city sentences. ☐ **Average learners:** complete all exercises and the city writing. ☐ **Fast learners:** write two extra sentences about your village without the word bank.
Assessment (5 min)	☐ Ask: 'Plural of bench?' (benches) and 'Opposite of thin?' (thick). **Answer:** Plurals: tomatoes, glasses, benches, classes, branches, shirts. Action words in the paragraph: clean, help, helps, waters, takes care, love. **Teacher's feedback:** collect the copies and mark the review work; plan extra practice for the weakest topic.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Revise Units 1-3 - read the poem 'The Cricket' once at home.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

UNIT 4

Bee on my Nose

LESSON PLAN 4.1 - Getting Started and Pre-reading: Bee on my Nose

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 4: Bee on my Nose	**Book pages:** 32-33	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can complete sentences about the special quality of animals. - Students can guess a poem from its picture. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 32-33, board
Board Work	**Left side:** Today: special animals + guessing the poem **Middle:** Elephant: big ears, trunk | Giraffe: long neck **Right side:** Keep empty - write the guesses here
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Ask: 'What is your special quality - what can you do very well?' Take 3-4 answers. Then show the elephant picture: 'The elephant is special because...?' **Teacher says:** "What is your special quality? What can you do very well?"
Presentation (12 min)	☐ **Step 1.** Page 32: complete the Getting Started sentences - 'The elephant is special because...' and 'The giraffe is special because...' (big ears/trunk; long neck - accept sensible answers from the pictures). **Teacher says:** "Complete the sentence: The elephant is special because..." ☐ **Step 2.** Page 33: look at the poem's picture and tell what is happening (a bee sitting on the boy's nose). **Teacher says:** "Look at the picture. What is happening?" ☐ **Step 3.** Students guess: 'Will the bee sting the boy? What will the boy say?' Note the guesses on the board.
Practice / Class Work (10 min)	☐ **Slow learners:** complete the elephant sentence with the teacher's help. ☐ **Average learners:** complete both sentences and answer the picture question. ☐ **Fast learners:** say your own special quality in two sentences.
Assessment (5 min)	☐ Ask: 'Why is the giraffe special?' (its long neck - it can eat leaves from tall trees). **Answer:** Elephant: special because of its trunk/big ears (from the picture). Giraffe: its long neck helps it eat leaves from tall trees. **Teacher's feedback:** accept sensible answers; complete the sentences on the board with the class.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write one sentence: 'The bee is special because...'
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 4.2 - Reading the Poem: Bee on my Nose; Comprehension

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 4: Bee on my Nose	**Book pages:** 33-34	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can recite the poem with actions and find its rhyming words. - Students can answer questions about the poem. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 33-34, board
Board Work	**Left side:** Today: the poem 'Bee on my Nose' **Middle:** nose-rose | sniff-tiff | agree-bee **Right side:** OUCH OUCH OUCH OUCH = the bee stung him
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Recall the guesses. Say: 'The little bee is on the poet's nose. Listen - will it sting him?' **Teacher says:** "Listen. Will the bee sting the poet?"
Presentation (12 min)	☐ **Step 1.** Teacher reads the poem 'Bee on my Nose' by R. Wayne Edwards aloud with expression; students listen and follow. **Teacher says:** "Repeat each line. Do the actions." ☐ **Step 2.** Line-by-line recitation with actions (sniffing the rose, the crouch, OUCH OUCH OUCH OUCH). While-reading stop: ask 'Where do the bees live?' (in a beehive - discuss). ☐ **Step 3.** Post-reading: find the rhyming pairs and underline them (nose-rose, sniff-tiff, agree-bee/see). Ask: 'Do you think the bee stung the poet? How do you know?' (Yes - the poet cries OUCH, OUCH, OUCH, OUCH at the end.) **Teacher says:** "Find the rhyming pairs. Underline them." ☐ **Step 4.** Page 34 (B): answer orally: 'Why did the bee want to sting the poet?' (The bee thought the poet would hurt it / it was sitting on his nose near the rose he sniffed - accept from the poem: the poet came too close.) 'What was the boy sniffing?' (a rose).
Practice / Class Work (10 min)	☐ **Slow learners:** join the chorus and point at the rhyming words with a partner. ☐ **Average learners:** recite the poem with actions and name three rhyming pairs. ☐ **Fast learners:** explain in 2-3 sentences why the bee stung the poet.
Assessment (5 min)	☐ Ask: 'Which word rhymes with nose?' (rose) and 'What was the boy sniffing?' (a rose). **Answer:** Rhyming pairs: nose/rose, sniff/tiff, agree/bee (also see/bee). Yes, the bee stung the poet - he cries OUCH four times. The boy was sniffing a rose. **Teacher's feedback:** re-read the last lines aloud for children who miss the OUCH clue.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Learn the poem with actions and underline its rhyming words in your book.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 4.3 - Oral Communication: Consonant Clusters; A Dialogue with the Teacher

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 4: Bee on my Nose	**Book pages:** 34	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can read words beginning with the clusters scr, spl, spr and str. - Students can role-play a short dialogue with a teacher politely. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook page 34, board, cluster word cards (see cards page)
Board Work	**Left side:** Today: consonant clusters **Middle:** scr scrap | spl splash | spr spring | str strap **Right side:** No vowel between the letters
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Write 'str' and say 'strap'. Ask: 'Three letters before the vowel - say it with me: str-ap.' Then do 'spr' with spring. **Teacher says:** "Say it with me: str-ap, strap."
Presentation (12 min)	☐ **Step 1.** Page 34 (i): read and say the cluster words: scr (scrap, scratch), spl (splash, splendid), spr (spray, spring), str (strain, strap). Explain: some words begin with groups of consonants with no vowel between them. **Teacher says:** "Read the words. Say the cluster first." ✂ **Cards:** after Step 1, hold up the cluster cards one by one - the class reads each word and names its cluster. ☐ **Step 2.** Page 34 (ii): read the words aloud and underline the consonant clusters (splint, screen, straw, scrape, sprain, stream). ☐ **Step 3.** Page 34: read the dialogue (Teacher and Sania - Sania has prepared her speech but needs to discuss some points: 'Come to me after the class.'). Students repeat line by line, then role-play it in pairs. **Teacher says:** "Repeat the dialogue. Sania first, then the teacher."
Practice / Class Work (10 min)	☐ **Slow learners:** read the scr and spl words with the group and read Sania's first line. ☐ **Average learners:** read all cluster words, underline the clusters and role-play the dialogue. ☐ **Fast learners:** add one line of your own to the dialogue politely ('Thank you, ma'am.').
Assessment (5 min)	☐ Ask: 'Read these words: scratch, spring, strap.' and 'Which cluster is in screen?' (scr). **Answer:** Clusters: splint (spl), screen (scr), straw (str), scrape (scr), sprain (spr), stream (str). **Teacher's feedback:** drill spr and str again slowly if children put a vowel sound between the letters.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write two words each for scr, spl, spr and str.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 4.4 - Language Focus: Blends, Vocabulary, Rhyming and Polite Words, Sight Words

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 4: Bee on my Nose	**Book pages:** 35-37	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can read words with blends sp, pl at the start and st, nd at the end. - Students can say the meanings of sniff, tiff and sting and use polite words. - Students can read the sight words and choose correct spellings. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 35-37, board
Board Work	**Left side:** Today: blends + new words **Middle:** sp, pl at start | st, nd at end **Right side:** sniff = smell | tiff = little fight | sting = sharp prick
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Write 'sniff' and 'tiff' on the board. Say: 'These two words rhyme - same ending sound. The poem had them too.' **Teacher says:** "Sniff and tiff rhyme. Read them with me."
Presentation (12 min)	☐ **Step 1.** Page 35: read the initial and final blends (sp: spread, sprinkle; pl: plant, place; -st: test, rest; -nd: hand, sand); circle the words with initial and final blends in the sentences (plant, Spin, Best, plums). ☐ **Step 2.** Page 35: fill in the blanks with the word bank (nose, bee, R. Wayne Edwards, sniff): the poem 'Bee on my Nose' is written by R. Wayne Edwards; it is about a bee; the bee wants to sting the poet's nose; 'tiff' rhymes with sniff. **Teacher says:** "The poem is written by...? Find the name." ☐ **Step 3.** Page 36: vocabulary - sniff (to smell something), tiff (a little fight), sting (a sharp painful prick). Read the rhyming words and tick the pairs that rhyme (nose-rose, bee-agree). ☐ **Step 4.** Page 36: polite words - read and practise the dialogues (asking 'Could I take your storybook?' and saying thank you). Read the sight words: very, ask, came, now, their, away, long, after. **Teacher says:** "Ask politely: Could I take your storybook?" ☐ **Step 5.** Page 37: write each sight word in the shape box that fits; circle the correct spelling in each row (suppose, crouch, sting, sniff, wicked).
Practice / Class Work (10 min)	☐ **Slow learners:** read the blend words with a partner and tick the rhyming pairs with help. ☐ **Average learners:** complete the blends, blanks, shape box and spelling rows. ☐ **Fast learners:** use 'sting' and 'sniff' in your own sentences.
Assessment (5 min)	☐ Ask: 'What does tiff mean?' (a little fight) and 'Which word rhymes with bee?' (agree). **Answer:** Blanks: R. Wayne Edwards; a bee; nose; sniff. Rhyming ticks: nose-rose, bee-agree. Spellings: suppose, crouch, sting, sniff, wicked. **Teacher's feedback:** revise the polite dialogue once more if children forget 'thank you'.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write the sight words very, came, their, after in sentences.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 4.5 - Grammar: Pronouns - Subjective and Objective Case; is, am, are

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 4: Bee on my Nose	**Book pages:** 37-38	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can choose the right pronoun (he, she, it, we, they) for a sentence. - Students can use the objective pronouns me, us, him, her, them, it and use is, am, are correctly. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 37-38, board, is/am/are cards (see cards page)
Board Work	**Left side:** Today: pronouns + is, am, are **Middle:** I - am | he, she, it - is | we, you, they - are **Right side:** him, her, me, us, them (objective case)
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Write: 'Sadia is a good girl. ___ obeys her parents.' Ask: 'Which word fits - he or she?' Then: 'I ___ a student.' **Teacher says:** "Sadia is a good girl. He or she - which word fits?"
Presentation (12 min)	☐ **Step 1.** Page 37: read the sentences and notice the substitution words (She, He, They, We, It, I, You). Choose the correct word for each blank: Sadia - she; my brother - he; Amna and Asad - they; the cat - it; Umair and I - we. **Teacher says:** "Choose the right word. Read the full sentence." ☐ **Step 2.** Page 38: pronouns as objective case - read the pairs (He likes Umer. Umer likes him. / She likes Nida. Nida likes her. / I like Sadia. Sadia likes me. / We like Amna. Amna likes us. / They play with Wasim. Wasim plays with them.). ☐ **Step 3.** Page 38: use of is, am, are - fill in the blanks: Sa'ad is a handsome boy; I am a girl; Alina and Seeta are classmates; They are cousins; I am seven years old; These are their crayons; She is a good student. Rule: I-am, he/she/it-is, we/you/they-are. **Teacher says:** "I - am. She - is. They - ?" ✂ **Cards:** during Step 3, hold up the is/am/are cards - children answer with the right word and complete the sentence.
Practice / Class Work (10 min)	☐ **Slow learners:** complete the is/am/are blanks with the rule card in front of them. ☐ **Average learners:** complete all pronoun choices and all is/am/are blanks. ☐ **Fast learners:** write three own sentences - one with him, one with them, one with are.
Assessment (5 min)	☐ Ask: 'The cat is hungry. ___ wants milk.' (it) and 'They ___ cousins.' (are). **Answer:** Choices: she, he, they, it, we. is/am/are blanks: is, am, are, are, am, are, is. **Teacher's feedback:** if children use is with they, write the I-am / he-is / they-are rule on the board again.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write five sentences with is, am and are (one for I, he, she, we, they).
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 4.6 - Writing: A Bee, My House and a Funny Incident

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 4: Bee on my Nose	**Book pages:** 38-39	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can write 3-5 simple sentences on a given topic with correct spelling and punctuation. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 38-39, board
Board Work	**Left side:** Today: writing 3-5 sentences **Middle:** A Bee: It is a bee. It lives in a hive. It makes honey. **Right side:** Capital letter - full stop - check spellings
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Read the model line on page 38: 'It is a bee.' Ask: 'What more can we write about a bee? Where does it live? What does it make?' **Teacher says:** "Read the model: 'It is a bee.' What more can we write?"
Presentation (12 min)	☐ **Step 1.** Page 38 (D): write three to five sentences on 'A Bee' using the model as a start (It is a bee. It lives in a hive. It makes honey. It can sting.). Check capital letters and full stops together. **Teacher says:** "Write your sentences. Count them - three, four or five." ☐ **Step 2.** Page 38: write on 'My House' (model: My house is very big.) - add rooms and family members. ☐ **Step 3.** Page 39: creative writing - write a few sentences about any funny incident of your life. Students first tell their incident to a partner, then write it. **Teacher says:** "Tell your funny incident to your partner first."
Practice / Class Work (10 min)	☐ **Slow learners:** copy the model sentence and add two sentences with the teacher's word help. ☐ **Average learners:** write 3-5 sentences on both topics and the funny incident. ☐ **Fast learners:** write the funny incident in five sentences with a clear beginning and end.
Assessment (5 min)	☐ Read two children's 'A Bee' paragraphs aloud (with permission) and ask the class: 'How many sentences? Any full stops missing?' **Answer:** Model 'A Bee' lines are examples - accept any 3-5 correct sentences with capital letters and full stops. **Teacher's feedback:** appreciate good beginnings; note common spelling mistakes for the next lesson's start.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write three sentences about 'My School Bag'.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

UNIT 5

Attention!

LESSON PLAN 5.1 - Getting Started and Pre-reading: Attention!

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 5: Attention!	**Book pages:** 41-42	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can share do's and don'ts of the road with the class. - Students can guess a lesson from questions about traffic lights. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 41-42, board
Board Work	**Left side:** Today: road do's and don'ts **Middle:** Do: zebra crossing, look both ways | Don't: run on the road **Right side:** Traffic lights: red - yellow - green
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Ask: 'How do you come to school every day - on foot, by bus, by rickshaw?' Then: 'Have you ever seen traffic lights? What colours do they have?' **Teacher says:** "How do you come to school? Have you seen traffic lights?"
Presentation (12 min)	☐ **Step 1.** Page 41: think and share your do's and don'ts with the teacher and classmates (cross the road at the zebra crossing, do not run on the road, look both ways). **Teacher says:** "Tell me one do and one don't of the road." ☐ **Step 2.** Page 42: answer the pre-reading questions: 'What are traffic lights?' and 'What are the colours of the lights?' (red, yellow, green). **Teacher says:** "What are the colours of the lights?" ☐ **Step 3.** Students guess what today's lesson dialogue will be about and who will be late for school.
Practice / Class Work (10 min)	☐ **Slow learners:** name one do and one don't of the road. ☐ **Average learners:** answer the pre-reading questions in short sentences. ☐ **Fast learners:** tell the class what each light colour means before reading.
Assessment (5 min)	☐ Ask: 'What are the colours of traffic lights?' (red, yellow, green). **Answer:** Traffic light colours: red, yellow, green. Do's: use the zebra crossing, follow the signals, look left and right. Don'ts: never run or play on the road. **Teacher's feedback:** praise all answers; the meanings will be confirmed in the reading lesson.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Draw traffic lights and colour them red, yellow and green.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 5.2 - Reading: Attention! - Traffic Lights and Transport

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 5: Attention!	**Book pages:** 42-43	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can read the dialogue and tell what red, yellow and green lights mean. - Students can name types of transport and tell how we avoid accidents. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 42-43, board, traffic light cards (see cards page)
Board Work	**Left side:** Today: 'Attention!' - traffic lights **Middle:** Red: stop and wait | Yellow: get ready | Green: go **Right side:** Transport: cars, buses, trains, ships, aeroplanes
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Say: 'Amir is late today. Listen - why was he late?' **Teacher says:** "Amir is late. Listen - why was he late?"
Presentation (12 min)	☐ **Step 1.** Teacher model-reads the dialogue (pages 42-43) with correct pronunciation; students follow and read the highlighted words, telling their meanings. **Teacher says:** "Read with me. Follow the highlighted words." ☐ **Step 2.** Choral and group reading of the dialogue in roles (teacher and students). ☐ **Step 3.** Read what the lights mean: red - stop and wait; yellow - get ready; green - you can go. Ask: 'Can we ignore traffic lights if we are getting late?' (No, never - we should always follow the rules.) **Teacher says:** "Red light is on. What do we do?" ✂ **Cards:** during Step 3, hold up the traffic light cards one by one - the class says each meaning aloud (stop and wait / get ready / go). ☐ **Step 4.** Read the transport part: transport takes people and goods from one place to another (cars, buses, rickshaws, motorbikes, trains, ships, aeroplanes). Post-reading: 'How can we avoid accidents?' and 'What did you learn from the dialogue?'
Practice / Class Work (10 min)	☐ **Slow learners:** read the teacher's lines with the group and say the three light meanings. ☐ **Average learners:** read one role fully and name four types of transport. ☐ **Fast learners:** explain in 2-3 sentences why we can never ignore traffic lights.
Assessment (5 min)	☐ Ask: 'Why was there a traffic jam?' (There was an accident on the road.) and 'When the yellow light is on, what do you do?' (get ready). **Answer:** Amir was late because there was an accident and a traffic jam. We avoid accidents by following traffic rules, traffic lights and using the zebra crossing. **Teacher's feedback:** use the traffic light cards once more if children mix up yellow and green.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write the three light colours with their meanings.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 5.3 - Oral Communication: Letters and Sounds; Asking Permission

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 5: Attention!	**Book pages:** 44	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can change a word by changing its first letter and hear the new sound. - Students can ask permission politely and answer. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook page 44, board
Board Work	**Left side:** Today: changing letters + asking permission **Middle:** fan - man | bat - cat | run - fun **Right side:** Can I play with your toy? - Yes, you can.
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Write 'fan' on the board. Change f to m: 'man'. Say: 'One letter changed - the sound changed, the word changed!' Ask children to change 'bat' one letter at a time. **Teacher says:** "Watch: fan. I change one letter - man! Your turn with bat."
Presentation (12 min)	☐ **Step 1.** Page 44 (i): read the words (late, travel, types, turn) and circle them in the lesson. ☐ **Step 2.** Page 44 (ii-iii): read the words; when a letter changes in a word, the sound also changes. Change the words by changing their initial letters (bat - cat, sat...; run - fun, sun...) as shown in the book. **Teacher says:** "Change the first letter. Say the new word." ☐ **Step 3.** Page 44 (A2): read and practise the permission dialogue: 'Can I play with your toy?' - 'Yes, you can, but please take care of it.' - 'Thank you.' - 'You are welcome.' Pairs practise dialogues of seeking permission in front of the class. **Teacher says:** "Ask politely: Can I...? Answer your partner."
Practice / Class Work (10 min)	☐ **Slow learners:** change two words with the teacher and read the permission lines after the teacher. ☐ **Average learners:** complete the letter-change words and perform the permission dialogue in pairs. ☐ **Fast learners:** make a new permission dialogue of your own (borrowing a pencil).
Assessment (5 min)	☐ Ask: 'Change the first letter of run to make a new word.' (fun/sun) and perform: 'Can I drink water?' - teacher answers. **Answer:** New words will differ (bat-cat/hat, run-fun/sun/bun). Permission dialogue answers: Yes, you can, but please take care of it. - Thank you. - You are welcome. **Teacher's feedback:** praise polite asking; correct 'Can I...?' word order if children use 'I can...?' as a question.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write three words and change their first letters to make new words.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 5.4 - Reading and Critical Thinking: Questions, Joining Words and Blanks

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 5: Attention!	**Book pages:** 45	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can answer questions about the lesson and join words to make sentences. - Students can choose the correct option to fill in the blanks. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook page 45, board
Board Work	**Left side:** Today: questions + joining words **Middle:** This is a train. | There was an accident. **Right side:** Blanks: traffic jam - red - road - train
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Ask the class: 'Who was late for school in our lesson - and why?' Then open page 45. **Teacher says:** "Who was late for school? Why?"
Presentation (12 min)	☐ **Step 1.** Page 45 (i): answer the questions orally, then in copies: 'Who was late for school?' (Amir) 'Why was there a traffic jam?' (There was an accident on the road.) 'How do traffic signals help us?' (They control traffic and keep us safe.) **Teacher says:** "Answer in a full sentence." ☐ **Step 2.** Page 45 (ii): join the words to make sentences: 'train is a this' - This is a train. 'an was there accident' - There was an accident. Make five more sentences of your own in notebooks. **Teacher says:** "Join the words. Read your sentence aloud." ☐ **Step 3.** Page 45 (iii): fill in the blanks with the correct options: Amir is late due to a traffic jam; when the red light is on, you need to stop and wait; we use a car, bus or motorbike to travel by road; we use a train to travel by rail.
Practice / Class Work (10 min)	☐ **Slow learners:** answer the first question and join the first sentence with the words on the board. ☐ **Average learners:** answer all questions, join both sentences and complete all the blanks. ☐ **Fast learners:** write three extra joined-word sentences of your own.
Assessment (5 min)	☐ Ask: 'How do traffic signals help us?' (they control the traffic; we travel safely). **Answer:** Amir was late. The traffic jam was because of an accident on the road. Traffic signals control traffic and help us travel safely. **Teacher's feedback:** model one joined sentence on the board if children scramble the word order.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write two sentences: one about a bus, one about a train.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 5.5 - Language Focus: Vocabulary, Syllables and Dictation, Sight Words

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 5: Attention!	**Book pages:** 46	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can say the meanings of transport, traffic and traffic jam. - Students can break words into syllables and take dictation of familiar words. - Students can read the sight words sleep, walk, again, know, may. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook page 46, board
Board Work	**Left side:** Today: syllables + dictation **Middle:** larg.est | liv.ing | Pa.ki.stan | beau.ti.ful **Right side:** Sight words: sleep, walk, again, know, may
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Show three fingers and clap 'Pa-ki-stan'. Say: 'Big words are made of parts - syllables. Today we clap the parts of words and take dictation.' **Teacher says:** "Clap with me: Pa-ki-stan. How many parts?"
Presentation (12 min)	☐ **Step 1.** Page 46: vocabulary - read the words with meanings: transport (vehicles that take people and goods from one place to another), traffic (moving vehicles on the road), traffic jam (vehicles stuck on the road), safety (being safe). ☐ **Step 2.** Page 46: syllables - read the words in parts: two-syllable words (largest = larg.est, living = liv.ing) and three-syllable words (Pakistan = Pa.ki.stan, different = diff.er.ent, beautiful = beau.ti.ful). Clap each syllable. **Teacher says:** "Read the word. Clap its parts." ☐ **Step 3.** Page 46: learn the spellings and take dictation of ten words from the text in notebooks. ☐ **Step 4.** Page 46: read the sight words (sleep, walk, again, know, may); write each in the shape box that fits; fill in the missing letters (cold, lights, transport). **Teacher says:** "Read the sight word. Write it in its shape box."
Practice / Class Work (10 min)	☐ **Slow learners:** clap the syllables of Pakistan with the class and read the sight words with a partner. ☐ **Average learners:** complete the dictation and all the shape box and missing letter work. ☐ **Fast learners:** break 'beautiful' and 'different' into syllables without help and write their parts.
Assessment (5 min)	☐ Ask: 'How many syllables in beautiful?' (three: beau-ti-ful) and dictate two words. **Answer:** beautiful has three syllables (beau-ti-ful). Missing letters: cold, lights, transport. **Teacher's feedback:** note dictation mistakes; the most-missed words go on the board for a one-minute drill.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Learn the spellings of transport, traffic and beautiful.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 5.6 - Grammar and Writing: Possessive Words, Position Words, Articles; Road Safety Rules

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 5: Attention!	**Book pages:** 47-48	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can make sentences with the possessive words my, your, his, her, our, their, its. - Students can use the position words up, down, here, there and choose a or an correctly. - Students can write road safety rules. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 47-48, board, a/an word cards (see cards page)
Board Work	**Left side:** Today: my, his, her + a/an **Middle:** my - your - his - her - our - their - its **Right side:** a boy, a girl | an apple, an elephant
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Hold your own book: 'This is MY book.' Point to a student: 'That is YOUR book.' Ask: 'Whose book is this?' for his and her. **Teacher says:** "This is my book. That is your book. Whose is this?"
Presentation (12 min)	☐ **Step 1.** Page 47: possessive words - read the sentences (Maryam likes her new dress. She is my mother. You can have your dinner now. Could you bring his tea? Our meal is ready.). Make sentences with My, His, Her, Your, Their, Its, Our in notebooks. **Teacher says:** "Make a sentence with 'her'." ☐ **Step 2.** Page 47: position words - read the sentences (chair to the left of the table; from the top of the hill; climbing up the tree; lives down the hill; sit here; went there). Make sentences with up, down, here, there in notebooks. ☐ **Step 3.** Page 47-48: articles - read the rules (a before a consonant sound: a boy; an before a vowel sound: an apple; the with names of rivers). Underline the correct articles: a cat under my chair; an egg for breakfast; a glass of juice. **Teacher says:** "Listen to the first sound: a or an?" ✂ **Cards:** during Step 3, hold up the a/an word cards one by one - children say 'a' or 'an' before each word. ☐ **Step 4.** Page 48 (D): read the dialogues (Sam and Johnny - came back by train); complete your own dialogue in the speech bubbles. Creative writing: write some road safety rules in your notebook.
Practice / Class Work (10 min)	☐ **Slow learners:** make two possessive sentences and choose a/an for three words with the rule in view. ☐ **Average learners:** complete all sentence work, the article exercise and the dialogue bubbles. ☐ **Fast learners:** write five road safety rules of your own without looking at the signs page.
Assessment (5 min)	☐ Ask: 'a or an - ___ elephant?' (an) and 'Make a sentence with their.' **Answer:** Articles: a cat; an egg; a glass of juice. Road safety rules will differ - check each rule is a real rule from the signs (stop at red, cross at zebra crossing, etc.). **Teacher's feedback:** if children put 'a' before vowel sounds, repeat the sound rule: listen to the first sound, not the letter only.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write four road safety rules in your copy.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

UNIT 6

Be Honest

LESSON PLAN 6.1 - Getting Started and Pre-reading: Be Honest

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 6: Be Honest	**Book pages:** 50-51	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can talk about honesty - what to do with someone else's things. - Students can guess a story from its picture. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 50-51, board, an eraser for demonstration
Board Work	**Left side:** Today: honesty + guessing the story **Middle:** Keep others' things? NO - not without permission **Right side:** Keep empty - write the guesses here
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Put a nice eraser on a student's desk. Ask the class: 'If you see a beautiful eraser lying on your friend's desk, what will you do? Is it good to keep someone else's things without his permission?' **Teacher says:** "This eraser is on your friend's desk. What will you do?"
Presentation (12 min)	☐ **Step 1.** Page 50: discuss the Getting Started questions: 'Have you ever kept your friends' or siblings' things without their permission? How do you return them?' **Teacher says:** "Have you ever kept a friend's thing? How did you return it?" ☐ **Step 2.** Page 51: look at the story picture and tell what is happening. Ask: 'What is honesty in your opinion?' **Teacher says:** "What is honesty, in your words?" ☐ **Step 3.** Students guess: 'Two friends are showing their erasers and pencils. What can go wrong?' Note the guesses.
Practice / Class Work (10 min)	☐ **Slow learners:** answer the first question with yes/no and one reason from the class discussion. ☐ **Average learners:** answer the questions in short sentences and guess the story. ☐ **Fast learners:** tell a short real example of honesty from your own life.
Assessment (5 min)	☐ Ask: 'Is it good to keep someone else's things without permission?' (No - it is wrong.) **Answer:** Keeping someone's things without permission is wrong. Honesty = being truthful and returning what is not ours (children's own words will differ). **Teacher's feedback:** praise honest answers, including children who admit past mistakes bravely.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write two lines: 'Honesty means...' in your copy.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 6.2 - Reading the Story: Be Honest

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 6: Be Honest	**Book pages:** 51	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can read the story and retell what Kaleem did and why. - Students can tell why honesty is an important quality of a good person. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook page 51, board
Board Work	**Left side:** Today: reading 'Be Honest' **Middle:** Asim's pencil box - in Kaleem's bag by mistake **Right side:** Mother: it is wrong. Kaleem returns it - Asim praises him.
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Recall the guesses. Say: 'Asim and Kaleem are friends. One evening, Kaleem opens his bag at home. Listen - what does he find?' **Teacher says:** "Kaleem opens his bag at home. Listen - what does he find?"
Presentation (12 min)	☐ **Step 1.** Students read the story aloud in turns (teacher asks different children to read paragraphs; a paragraph is a group of sentences about one topic). **Teacher says:** "Read your paragraph aloud. Listen to the others." ☐ **Step 2.** While-reading stop at Kaleem finding Asim's pencil box: ask 'Do you think Kaleem will return the pencil box?' Take predictions. **Teacher says:** "Stop. Will Kaleem return the box?" ☐ **Step 3.** Finish the story: mother tells him it is wrong to keep somebody's things without permission; Kaleem realises his mistake and returns the box next morning; Asim praises Kaleem for his honesty. ☐ **Step 4.** Post-reading discussion: 'Why is honesty an important trait of a good person?' and 'If you were in Kaleem's place, what would you do?' Simple role-play of the returning scene.
Practice / Class Work (10 min)	☐ **Slow learners:** read one paragraph with the teacher and answer who found the pencil box. ☐ **Average learners:** read a full paragraph aloud and answer one post-reading question. ☐ **Fast learners:** act the mother-and-Kaleem scene with dialogue.
Assessment (5 min)	☐ Ask: 'Which thing did Kaleem bring home by mistake?' (Asim's pencil box) and 'What did his mother tell him?' **Answer:** Kaleem found Asim's pencil box. His mother said it was wrong to keep it without permission. He returned it the next morning and Asim praised his honesty. **Teacher's feedback:** if children miss the mother's role, re-read her lines together.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write three lines about the story in your copy.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 6.3 - Oral Communication: Same Beginning and Ending Sounds; Greetings

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 6: Be Honest	**Book pages:** 52-53	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can find words that begin or end with the same sound. - Students can exchange routine greetings and social courtesies. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 52-53, board, sound word cards (see cards page)
Board Work	**Left side:** Today: same sounds **Middle:** Beginning: pencil, pen, pet | clock, cloud, clap **Right side:** Ending: mistake, bake
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Say three words slowly: pencil, pen, pet. Ask: 'What is the same in these words?' (They begin with the same sound.) Then: mistake, bake - what is the same here? (The ending sound.) **Teacher says:** "Pencil, pen, pet - what is the same?"
Presentation (12 min)	☐ **Step 1.** Page 52 (i): read the words aloud - same beginning sounds (pencil, pen, pet; clock, cloud, clap; flag, flower, floor) and same ending sounds (mistake, bake). **Teacher says:** "Read the words. Listen to the first sound." ✂ **Cards:** after Step 1, hold up three sound cards at a time - children pick the two that begin with the same sound. ☐ **Step 2.** Page 52 (ii): read the table - words with the same beginning sound (mat, bag, net, light, sun) and words with the same ending sound (him, tab, ten, pencil, evening, less); think of one more word with the same ending sound. ☐ **Step 3.** Page 52-53: read the routine greetings dialogue (Linda and Asma - Asma is busy preparing for her exams; 'Best of luck for your exams.' 'Thank you very much.'). Groups practise greetings and courtesy words. **Teacher says:** "Greet your group. Say: Best of luck!" ☐ **Step 4.** Page 53: read the dialogue and introduce yourself and your friends to the class.
Practice / Class Work (10 min)	☐ **Slow learners:** sort four words by beginning sound with the group. ☐ **Average learners:** complete the sound table and perform the greetings dialogue in a group. ☐ **Fast learners:** introduce yourself and two friends with greetings and courtesies.
Assessment (5 min)	☐ Ask: 'Which words begin with the same sound: pen, sun, pet?' (pen, pet) and 'Say one courtesy line.' (Best of luck / Thank you very much). **Answer:** Same beginning: pencil/pen/pet (p), clock/cloud/clap (cl), flag/flower/floor (fl). Same ending: mistake/bake. **Teacher's feedback:** clap the beginning sounds again for children who sort by last letter instead of sound.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write three words with the same beginning sound and three with the same ending sound.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 6.4 - Reading and Critical Thinking: Comprehension and Classroom Objects

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 6: Be Honest	**Book pages:** 53-54	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can answer questions about 'Be Honest' and choose correct options. - Students can name classroom objects and write sentences about them. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 53-54, board
Board Work	**Left side:** Today: story questions + classroom objects **Middle:** There is a blackboard. | There are many chairs. **Right side:** Blanks: teacher - erasers - pencil box - honesty
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Ask: 'Where were Asim and Kaleem sitting when they showed their erasers?' Then open page 53 for the full questions. **Teacher says:** "Where were the two friends sitting?"
Presentation (12 min)	☐ **Step 1.** Page 53 (i): answer the comprehension questions orally, then in copies: 'Where were Asim and Kaleem sitting?' (in the class, waiting for their teacher) 'Who had colourful erasers and beautiful pencils?' (Asim) 'Which thing did Kaleem bring home by mistake?' (Asim's pencil box). **Teacher says:** "Read the question. Answer in a full sentence." ☐ **Step 2.** Page 53 (ii-iii): read the sentences about the picture (There is a blackboard in the classroom. There are many chairs in the classroom.). Select common classroom objects from the picture and write two sentences about them. **Teacher says:** "Point at the object. Write your sentence." ☐ **Step 3.** Page 53-54 (iv): fill in the blanks with the correct options: waiting for their teacher; showing each other their erasers; in Kaleem's school bag - a pencil box; the story is about honesty.
Practice / Class Work (10 min)	☐ **Slow learners:** answer the first two questions and write one picture sentence with help. ☐ **Average learners:** answer all questions, write two picture sentences and complete the blanks. ☐ **Fast learners:** write one more sentence about the classroom picture using 'There are'.
Assessment (5 min)	☐ Ask: 'Who had the beautiful pencils?' (Asim) and 'The story is about...?' (honesty). **Answer:** They were sitting in the class. Asim had the colourful erasers and beautiful pencils. Kaleem brought home Asim's pencil box by mistake. **Teacher's feedback:** if children swap the two friends' roles, retell the first paragraph in two lines.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write the names of five classroom objects.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 6.5 - Language Focus: Vocabulary, Classroom and Home Objects, Sight Words

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 6: Be Honest	**Book pages:** 54-55	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can say the meanings of together, without permission, honesty and mistake. - Students can sort objects into classroom and home and read and write the sight words. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 54-55, board
Board Work	**Left side:** Today: new words + objects sort **Middle:** together | without permission | honesty | mistake **Right side:** Classroom objects | Home objects
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Ask: 'Kaleem kept the box without permission. What does 'without permission' mean?' (without asking). Build the other meanings from the story. **Teacher says:** "What does 'without permission' mean?"
Presentation (12 min)	☐ **Step 1.** Page 54: vocabulary - read the words with meanings: together (with one another), without permission (without asking), honesty (the quality of being truthful), mistake (something you do wrong without knowing). Use each in a spoken sentence. **Teacher says:** "Read the word. Tell me its meaning." ☐ **Step 2.** Page 54: circle the classroom items only in the picture words; think and write three objects related to the classroom and three related to home in the correct boxes. **Teacher says:** "Classroom or home? Write it in the right box." ☐ **Step 3.** Page 54-55: read and write the sight words (six, yellow, going and others) in the shape box that fits. ☐ **Step 4.** Page 55: fill in the missing letters to complete the words.
Practice / Class Work (10 min)	☐ **Slow learners:** match two meanings and write two classroom objects. ☐ **Average learners:** complete the object boxes, the shape box and the missing letters. ☐ **Fast learners:** use 'honesty' and 'mistake' in your own sentences.
Assessment (5 min)	☐ Ask: 'What is a mistake?' (something you do wrong without knowing) and read two sight words from the board. **Answer:** honesty = the quality of being truthful; mistake = something you do wrong without knowing; without permission = without asking. **Teacher's feedback:** revise the together/without permission pair with story examples if confused.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write three classroom objects and three home objects.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 6.6 - Grammar and Writing: Masculine and Feminine, Pronouns, Articles; Picture Writing

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 6: Be Honest	**Book pages:** 55-57	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can sort naming words into masculine and feminine. - Students can change nouns into pronouns and know that plural nouns do not take a or an. - Students can write sentences for pictures using action and describing words. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 55-57, board, gender pair cards (see cards page)
Board Work	**Left side:** Today: masculine/feminine + articles **Middle:** brother-sister | uncle-aunt | prince-princess **Right side:** Plurals take NO a/an: a glass - glasses
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Write 'father' and 'mother' on the board. Say: 'Father is for a male - masculine. Mother is for a female - feminine. Tell me more pairs.' **Teacher says:** "Father - masculine. Mother - feminine. More pairs?"
Presentation (12 min)	☐ **Step 1.** Page 55: read the masculine/feminine pairs (brother-sister, uncle-aunt, father-mother, prince-princess). Sort the words into the correct boxes: masculine (nephew, grandfather, sir, man, son), feminine (daughter, woman, grandmother, madam, niece). **Teacher says:** "Read the word. Masculine or feminine - write it in the box." ✂ **Cards:** during Step 1, hold up a gender card - children say the pair word (brother - sister) before sorting the boxes. ☐ **Step 2.** Page 56: pronouns - read the sentences (Ben is in class two. He is an honest boy. / Ben and Asim are friends. They are classmates. / My mother is a doctor. She helps me.). Rewrite the paragraph in notebooks, changing the coloured nouns into pronouns. ☐ **Step 3.** Page 56: omission of articles - read the sentence pairs and notice: plural nouns do not take a or an (a glass - glasses; an aeroplane - aeroplanes; a toy car - toys; a storybook - storybooks). Put a or an where needed and rewrite: I have an umbrella. We have a storybook. Amna is eating an orange. **Teacher says:** "Glass - glasses. Where did 'a' go?" ☐ **Step 4.** Page 57 (D): list the classroom objects in the pictures; write a sentence for each picture using action and describing words; write five lines: 'What would you do if you were in Kaleem's place?'
Practice / Class Work (10 min)	☐ **Slow learners:** sort six gender words and copy two corrected article sentences. ☐ **Average learners:** complete the sorting, the pronoun paragraph, the article sentences and the picture writing. ☐ **Fast learners:** write the five lines about Kaleem's place with your own honest example.
Assessment (5 min)	☐ Ask: 'Is niece masculine or feminine?' (feminine) and 'We have ___ storybook.' (a). **Answer:** Masculine: nephew, grandfather, sir, man, son. Feminine: daughter, woman, grandmother, madam, niece. Articles: an umbrella, a storybook, an orange. **Teacher's feedback:** if children add 'a' before plurals, show glass/glasses pair once more.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write five masculine and five feminine words.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

REVIEW 2

Review of Units 4-6

LESSON PLAN R2.1 - Review: Letter Changes, Sounds, Permission Dialogues and Questions

Class: 2	**Subject:** English	**Time:** 35 minutes
Review 2: Review of Units 4-6	**Book pages:** 58-59	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can change the first letter of a word to make two new words. - Students can answer review questions about Units 4-6 and rearrange words into sentences. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 58-59, board
Board Work	**Left side:** Review: word changes + questions **Middle:** ball - fall - wall | toy - boy - joy | den - pen - hen **Right side:** Traffic lights: red, yellow, green
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Write 'ball' on the board. Change b to f, then to w: fall, wall. Say: 'Review time! One letter changes, a new word comes.' **Teacher says:** "Ball. I change one letter - fall! Your turn."
Presentation (12 min)	☐ **Step 1.** Page 58 (A): change the first letters of the given words to make two new words (ball, toy, den - answers will differ: ball-fall/wall, toy-boy/joy, den-pen/hen). **Teacher says:** "Change the first letter. Say the new word." ☐ **Step 2.** Page 58: write two more words with the same beginning sound as rose and nest. ☐ **Step 3.** Page 58: arrange a dialogue in class about asking permission to visit a favourite place, using polite words (Can I...?, please, thank you). ☐ **Step 4.** Page 58 (B): answer the questions: 'Write any two traffic rules.' 'Write the names of any three means of transport.' 'What are the colours of traffic lights?' (red, yellow, green) 'What did Asim do after realising his mistake?' (The book prints 'Asim'; in the story it was Kaleem who returned the box.) 'Who has written the poem Bee on my Nose?' (R. Wayne Edwards). **Teacher says:** "Read the question. Answer in a full sentence." ☐ **Step 5.** Page 59: rearrange the given words to make sentences (We should follow rules.).
Practice / Class Work (10 min)	☐ **Slow learners:** make one new word from ball and answer the traffic light question. ☐ **Average learners:** complete all word changes, the dialogue and all review questions. ☐ **Fast learners:** arrange the jumbled words and add one sentence of your own.
Assessment (5 min)	☐ Ask: 'Who wrote Bee on my Nose?' (R. Wayne Edwards) and 'Name three means of transport.' **Answer:** It was Kaleem who returned Asim's pencil box after realising his mistake. 'Bee on my Nose' is written by R. Wayne Edwards. Rearranged: We should follow rules. **Teacher's feedback:** note weak spots and revise them at the start of the next unit.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write the colours of the traffic lights with their meanings.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN R2.2 - Review: Meanings, Pronouns, Gender, Position Words and Writing

Class: 2	**Subject:** English	**Time:** 35 minutes
Review 2: Review of Units 4-6	**Book pages:** 59-61	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can write the meanings of sniff, transport, sting and mistake. - Students can sort masculine and feminine nouns, underline position words and use is, am, are and articles in a paragraph. - Students can write five sentences about a bee with a word bank. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 59-61, board
Board Work	**Left side:** Review: meanings + paragraphs **Middle:** sniff = smell | sting = sharp prick | mistake = done wrong without knowing **Right side:** Masculine: uncle, son, grandfather | Feminine: aunt, woman, daughters, grandmother
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Ask: 'My uncle and aunt live in Karachi. Which word is masculine?' Then begin the review pages. **Teacher says:** "Uncle and aunt - which one is masculine?"
Presentation (12 min)	☐ **Step 1.** Page 59: write the meanings of sniff, transport, inquired, sting and mistake with the help of a dictionary; rewrite the given paragraph using the pronouns correctly. **Teacher says:** "Write the meaning. Use the dictionary if needed." ☐ **Step 2.** Page 60: read the paragraph - circle the masculine nouns (uncle, son, grandfather) and underline the feminine nouns (aunt, woman, daughters, grandmother); write them in their columns. ☐ **Step 3.** Page 60: underline the position words in the paragraph (up the road, from their roof, to the left of their house); fill the paragraph with is, am or are (I am in grade two. I am seven years old. I am a good student. They are my cousins. My mother is a doctor and my father is a lawyer. They are hardworking people.). **Teacher says:** "Underline the position words. Now fill is, am or are." ☐ **Step 4.** Page 60-61: put articles where needed and rewrite the paragraph; (D) write five sentences about 'Bee' with the help of the word bank.
Practice / Class Work (10 min)	☐ **Slow learners:** write two meanings and fill the is/am/are paragraph with the rule card. ☐ **Average learners:** complete all review exercises and the bee writing. ☐ **Fast learners:** write two extra bee sentences without the word bank.
Assessment (5 min)	☐ Ask: 'What does sting mean?' (a sharp painful prick) and 'They ___ my cousins.' (are). **Answer:** is/am/are paragraph: am, am, am, are, is, is, are. Position words: up (the road), from (their roof), to the left of (their house). **Teacher's feedback:** collect and mark the review work; the weakest topic gets a revision drill next week.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Revise Units 4-6 - read the poem 'Bee on my Nose' once at home.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

UNIT 7

Sports Day

LESSON PLAN 7.1 - Getting Started and Pre-reading: Sports Day

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 7: Sports Day	**Book pages:** 63-64	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can share the games they play and their favourite sport. - Students can guess a story from its picture. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 63-64, board
Board Work	**Left side:** Today: sports talk + guessing the story **Middle:** Games we play | How we feel | Favourite sport **Right side:** Keep empty - write the guesses here
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Ask: 'Which games do you play in the physical education lesson? What do you feel while playing games? What is your favourite sport?' **Teacher says:** "Which games do you play in PE lessons? How do you feel?"
Presentation (12 min)	☐ **Step 1.** Page 63: share different games played during PE lessons and how playing feels (happy, fresh, strong). Each child names a favourite sport. **Teacher says:** "Tell me your favourite sport." ☐ **Step 2.** Page 64: look at the story picture and tell which game the boys are playing. **Teacher says:** "Look at the picture. Which game are the boys playing?" ☐ **Step 3.** Students guess the story: 'It is Sports Day at school. Who will win a race? What prize will he get?' Note the guesses.
Practice / Class Work (10 min)	☐ **Slow learners:** name one game and one feeling word. ☐ **Average learners:** answer all three Getting Started questions in short sentences. ☐ **Fast learners:** tell the class about your favourite sport in 3-4 sentences.
Assessment (5 min)	☐ Ask: 'Why do we like Sports Day?' (games, races, prizes, fun with friends - accept sensible answers). **Answer:** Answers will differ. Guesses about the story are checked in the next lesson (sack race, trophy). **Teacher's feedback:** write the most-named favourite sports on the board as a class tally.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Draw your favourite sport and write its name.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 7.2 - Reading the Story: Sports Day

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 7: Sports Day	**Book pages:** 64	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can read the story and find facts in it. - Students can tell why sports are important for us. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook page 64, board
Board Work	**Left side:** Today: reading 'Sports Day' **Middle:** 12 Feb 2020 - sack race - trophy **Right side:** Games: football, cricket, hurdle race, musical chair
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Recall the guesses. Say: 'It is the 12th of February, 2020 - Annual Sports Day. Listen: in which race is the boy competing?' **Teacher says:** "Listen. In which race is the boy competing?"
Presentation (12 min)	☐ **Step 1.** Teacher model-reads the story with correct pronunciation; students follow in books and underline new words (competing, sack race, trophy, noticeboard). **Teacher says:** "Follow in your books. Underline the new words." ☐ **Step 2.** Second reading in groups; each group reads one paragraph. While-reading stop: ask 'What was written on the noticeboard?' (instructions for guests and players). **Teacher says:** "What was written on the noticeboard?" ☐ **Step 3.** Collect the facts: he got up at 7 o'clock, wore his sports kit; the school building had different colourful flags; games were football, cricket, hurdle race and musical chair; he won the sack race and the principal gave him a trophy. ☐ **Step 4.** Post-reading: discuss 'Which game do you like to play with your friends?' and 'Why are sports important for us?' (They keep us strong and healthy.)
Practice / Class Work (10 min)	☐ **Slow learners:** read one paragraph with the teacher and name two games from the story. ☐ **Average learners:** read a full paragraph aloud and answer one post-reading question. ☐ **Fast learners:** retell the race part of the story in your own words.
Assessment (5 min)	☐ Ask: 'How was the school building decorated?' (with different colourful flags) and 'Who gave him the trophy?' (the principal). **Answer:** The noticeboard had instructions for guests and players. He won the sack race; the principal gave him a trophy. Sports keep us strong and healthy. **Teacher's feedback:** re-read the race paragraph together if children miss who won.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write the names of four games from the story.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 7.3 - Oral Communication: Rhyming Syllables; Introducing Yourself

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 7: Sports Day	**Book pages:** 65	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can sort one-syllable and two-syllable words that rhyme. - Students can introduce themselves and their best friend. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook page 65, board
Board Work	**Left side:** Today: syllables that rhyme **Middle:** One syllable: game, care, fame, share **Right side:** Two syllables: medal, pedal
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Clap 'game' (one clap) and 'me-dal' (two claps). Say: 'A syllable is a part of a word with one vowel sound. Game has one, medal has two.' **Teacher says:** "Clap with me: game (one). Me-dal (two)."
Presentation (12 min)	☐ **Step 1.** Page 65 (i): read the given syllables that rhyme (game, medal, pedal; care, fame, share). **Teacher says:** "Read the rhyming words. Clap their syllables." ☐ **Step 2.** Page 65: identify the one and two-syllable words that rhyme and write them in the columns (one syllable: game, care, fame, share; two syllables: medal, pedal). Share more rhyming examples. ☐ **Step 3.** Page 65: read and practise the dialogue (Welcome to the class. Please introduce yourself. - My name is Fahad. I am six years old. - We are preparing for the Sports Day. Would you like to compete in the sack race? - Yes. I would love to.). **Teacher says:** "Introduce yourself: name and age." ☐ **Step 4.** Role-play the dialogue in pairs and introduce yourself and your best friend.
Practice / Class Work (10 min)	☐ **Slow learners:** clap the syllables of game and medal with the teacher and say your name and age. ☐ **Average learners:** sort all the rhyming words and role-play the full dialogue. ☐ **Fast learners:** introduce your best friend in 3-4 sentences (name, age, favourite game).
Assessment (5 min)	☐ Ask: 'How many syllables in pedal?' (two) and introduce yourself in two lines. **Answer:** One-syllable rhyming words: game, care, fame, share. Two-syllable: medal, pedal. **Teacher's feedback:** clap out medal/pedal once more for children who count letters instead of sounds.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write three one-syllable and three two-syllable words.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 7.4 - Reading and Critical Thinking: Questions, Clock and Calendar

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 7: Sports Day	**Book pages:** 66-67	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can answer questions about the story. - Students can read the time by the hour on a clock and find days and dates on a calendar. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 66-67, board, a teaching clock if available
Board Work	**Left side:** Today: clock + calendar **Middle:** Small hand = hours | Big hand = minutes **Right side:** September = 30 days | Defence Day = 6 Sep | Quaid's Day = 25 Dec
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Draw a clock on the board showing 7 o'clock. Say: 'The small hand shows the hour. Where is it pointing? Our story boy got up at this time.' **Teacher says:** "Look at the clock. The small hand shows the hour."
Presentation (12 min)	☐ **Step 1.** Page 66 (i): answer the comprehension questions: 'What is your favourite game?' 'How was the school building decorated?' (with colourful flags) 'Write names of different games mentioned in the story.' (football, cricket, hurdle race, musical chair, sack race). ☐ **Step 2.** Page 66: read the clock information (the small hand on the clock shows hours; the big hand shows minutes). Look at the clocks below and read the time by the hour. **Teacher says:** "Read the time on each clock." ☐ **Step 3.** Page 67: read the calendar - name the months of the year and days of the week; read across and down to find a day, date or month. Answer: How many days are there in the month of September? (30) Circle the date of Pakistan Defence Day (6 September). How many Saturdays are there in September? (count them on the calendar). **Teacher says:** "Find 6 September. That is Defence Day." ☐ **Step 4.** Page 67: read the December calendar - tick Quaid's Day (25 December). Which month comes before December? (November). Fill in the blanks with correct options: Sports Day was celebrated; he was going to compete in a sack race; he brushed his teeth and wore his sports kit; the principal gave the medal (page 68).
Practice / Class Work (10 min)	☐ **Slow learners:** read one clock time and find Defence Day on the calendar with a partner. ☐ **Average learners:** answer all questions, read all clock times and complete the calendar tasks. ☐ **Fast learners:** tell your date of birth (day, date, month) from the calendar work.
Assessment (5 min)	☐ Ask: 'How many days are in September?' (30) and 'When is Quaid's Day?' (25 December). **Answer:** September has 30 days. The month before December is November. Sports Day blanks: Sports Day, sack, sports (kit), principal. **Teacher's feedback:** practise reading down the Saturday column together if children miscount.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write the names of the twelve months in your copy.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 7.5 - Language Focus: Vocabulary, Colours and Shapes, Sight Words

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 7: Sports Day	**Book pages:** 68-69	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can say the meanings of compete, sack and instruction. - Students can read the names of colours and shapes and read the sight words. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 68-69, board, shape cards (see cards page), coloured pencils
Board Work	**Left side:** Today: colours + shapes **Middle:** square - rectangle - cylinder - cone - crescent **Right side:** compete - sack - instruction
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Show a big bag. Say: 'This is a sack - a large bag with no handles. In the story, the boys raced in sacks!' **Teacher says:** "This is a sack. The boys raced in sacks!"
Presentation (12 min)	☐ **Step 1.** Page 68: vocabulary - compete (to take part in any activity with other participants), sack (a large bag with no handles), instruction (information about using something). Use each word in a spoken sentence. **Teacher says:** "Read the word. Tell me its meaning." ☐ **Step 2.** Page 68: look and read the names of the colours; then the shapes (rectangle, cylinder, square, cone, crescent). Show classroom objects and ask their shapes. **Teacher says:** "Read the shape names. What shape is the door?" ✂ **Cards:** during Step 2, hold up the shape cards one by one - children name each shape and one classroom object of that shape. ☐ **Step 3.** Page 68: colour the shapes as told: square pink, cylinder orange, cone purple, crescent yellow. ☐ **Step 4.** Page 69: read the sight words (use, wash, fast, light, pick) and write them in the shape box that fits; fill in the missing letters (excited, musical, hurdle, medal).
Practice / Class Work (10 min)	☐ **Slow learners:** read the colour names and colour two shapes correctly. ☐ **Average learners:** complete the colouring, the shape box and the missing letters. ☐ **Fast learners:** name three classroom objects and their shapes in sentences.
Assessment (5 min)	☐ Ask: 'What shape is our classroom door?' (rectangle) and 'What does compete mean?' **Answer:** compete = to take part in an activity with others; sack = a large bag with no handles. Missing letters: excited, musical, hurdle, medal. **Teacher's feedback:** hold up the shape cards for a quick revision round if names are mixed up.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Draw a square, a rectangle and a crescent and write their names.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 7.6 - Grammar and Writing: has and have; Capital Letters; Numbers in Words

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 7: Sports Day	**Book pages:** 69-70	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can use has with one and have with many, I and you. - Students can capitalise the first letter of a sentence and of names of people, places and pets. - Students can write numbers from 1 to 50 in words. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 69-70, board
Board Work	**Left side:** Today: has/have + capital letters **Middle:** has: Hassan, he, she, it | have: I, you, we, they, men **Right side:** Capital: first word + Sultan, Lahore, Bunny
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Say: 'Hassan has a sports kit. I have a trophy. When do we say has and when have?' Write both on the board. **Teacher says:** "Hassan has a kit. I have a trophy. Has or have?"
Presentation (12 min)	☐ **Step 1.** Page 69: read the sentences and the rule (has with singular nouns and pronouns - Hassan has, He has; have with plural nouns and pronouns and always with I and you - Men and women have, I have). Fill in the blanks: Asma has a new dress; I have two ears; You have a bat; He has a pet rabbit. **Teacher says:** "Choose has or have. Read the sentence." ☐ **Step 2.** Page 70: capitalisation - read the sentences (My name is Sultan. Dogs are very noisy. She lives in Islamabad.). Rewrite and capitalise: Sara is a good girl. He likes to visit the Lahore Zoo. Bunny is my rabbit. **Teacher says:** "Rewrite with capital letters." ☐ **Step 3.** Page 70 (D): write numbers from 1 to 50 in words in your notebook, with correct spelling and proper spacing. ☐ **Step 4.** Page 70: creative writing - write five sentences about your favourite sports using the given words (win, friends, enjoy, compete).
Practice / Class Work (10 min)	☐ **Slow learners:** complete two has/have blanks and write numbers 1 to 20 in words. ☐ **Average learners:** complete all blanks, all capitalisation and numbers 1 to 50 in words. ☐ **Fast learners:** write the sports sentences with all four given words and no spelling mistakes.
Assessment (5 min)	☐ Ask: 'He ___ a pet rabbit.' (has) and 'Capitalise: bunny is my rabbit.' (Bunny is my rabbit.). **Answer:** Blanks: has, have, have, has. Capitalised: Sara is a good girl. He likes to visit the Lahore Zoo. Bunny is my rabbit. **Teacher's feedback:** if children use has with I, repeat the golden rule: I and you always take have.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write numbers 1 to 30 in words neatly.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

UNIT 8

My School

LESSON PLAN 8.1 - Getting Started and Pre-reading: My School

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 8: My School	**Book pages:** 72-73	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can say whether their school is lively or dull and suggest how to make it beautiful. - Students can talk about what they want to be and why they love school. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 72-73, board
Board Work	**Left side:** Today: our school + guessing the poem **Middle:** Beautiful school: plants, clean rooms, charts **Right side:** What do you want to be?
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Ask: 'Is the environment of your school lively or dull? Can you suggest two things to make your classroom or school beautiful?' **Teacher says:** "Is your school lively or dull? Tell me two ideas to make it beautiful."
Presentation (12 min)	☐ **Step 1.** Page 72: discuss the Getting Started questions; collect ideas for a beautiful school (plants, clean rooms, colourful charts). **Teacher says:** "Give me two ideas for a beautiful school." ☐ **Step 2.** Page 73: answer the pre-reading questions: 'What do you want to be in your life?' and 'Do you love to go to school? Why?' **Teacher says:** "Do you love to go to school? Why?" ☐ **Step 3.** Students guess the poem: 'A child is going to a new school. What new things does he have? Will he like his teacher?'
Practice / Class Work (10 min)	☐ **Slow learners:** name one thing that makes our school beautiful. ☐ **Average learners:** answer both pre-reading questions in short sentences. ☐ **Fast learners:** tell what you want to be and why, in 3-4 sentences.
Assessment (5 min)	☐ Ask: 'Name two things that can make a school beautiful.' (plants, cleanliness, charts - sensible answers). **Answer:** Ideas will differ (plants, cleanliness, charts, painted walls). Guesses about the poem are checked next lesson. **Teacher's feedback:** write the best suggestions on the board and praise them.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Draw your school and write its name.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 8.2 - Reading the Poem: My School

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 8: My School	**Book pages:** 73	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can recite the poem 'My School' with actions. - Students can share their own first-day experience in a few sentences. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook page 73, board
Board Work	**Left side:** Today: the poem 'My School' **Middle:** New: lunchbox, bookbag, green pencil box **Right side:** Teacher: tall, kind of loud, great big smile
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Recall the guesses. Say: 'The child has a brand-new lunchbox and shiny clean shoes. But one thing worries him. Listen - what is it?' **Teacher says:** "Listen to the poem. What worries the child?"
Presentation (12 min)	☐ **Step 1.** Teacher model-reads the poem 'My School' by Ruth Donnelly with correct pronunciation; students help recite it aloud line by line. **Teacher says:** "Recite with me, line by line." ☐ **Step 2.** Choral recitation with actions (peeking inside the classroom, the great big smile). While-reading stop: ask 'What is the name of your school?' - every child answers with their own school's name. **Teacher says:** "What is the name of your school?" ☐ **Step 3.** Discuss the poem: the child does not know his teacher, his desk or the kids; at the end the teacher's great big smile makes him happy. ☐ **Step 4.** Post-reading: students share their experience of their first day at school in a few sentences; ask 'Did you smile when you entered your class the first time?'
Practice / Class Work (10 min)	☐ **Slow learners:** recite two lines with the group and say the school's name. ☐ **Average learners:** recite the whole poem and tell one first-day memory. ☐ **Fast learners:** tell your first-day experience in 4-5 sentences.
Assessment (5 min)	☐ Ask: 'What is the colour of the pencil box?' (green) and 'Who has a great, big smile?' (the teacher). **Answer:** The pencil box is green. The teacher has a great, big smile. The child does not know his teacher, desk or the other kids at first. **Teacher's feedback:** re-read the smile lines together if children answer 'the child'.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Learn the poem 'My School' with actions.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 8.3 - Oral Communication: Syllables; Polite Words and Taking Turns

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 8: My School	**Book pages:** 74-75	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can count the syllables in words (one, two, three). - Students can use polite expressions to seek attention and take turns in a dialogue. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 74-75, board, flashcards of 2-3 syllable words
Board Work	**Left side:** Today: syllables + polite talk **Middle:** smile = 1 | pen.cil = 2 | fam.i.ly = 3 **Right side:** Miss, may I ask something please?
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Clap as you say 'smile' (1), 'pen-cil' (2), 'fam-i-ly' (3). Ask: 'How many parts did you hear in family?' **Teacher says:** "Clap with me: fam-i-ly. How many parts?"
Presentation (12 min)	☐ **Step 1.** Page 74 (i): read the words and indicate the number of syllables (smile = one-syllable; pencil = two-syllables; family = three-syllables). **Teacher says:** "Read the word. Clap its parts." ☐ **Step 2.** Page 74 (ii): read the words and write their syllables: shoes (1), in-side (2), teach-er (2), a-maz-ing (3), fa-vour-ite (3). Flashcard drill with more 2-3 syllable words. ☐ **Step 3.** Page 74: read and practise the dialogue (Miss, may I ask something please? - Yes, sure. - Can we go to the canteen? - First, make a queue. Then, buy your lunch one by one.). Pairs practise with teacher-student, father-son and two-friends situations, taking turns and seeking attention politely. **Teacher says:** "Ask politely: Miss, may I ask something please?" ☐ **Step 4.** Page 75: pairs discuss their favourite things in school, using polite words to seek attention.
Practice / Class Work (10 min)	☐ **Slow learners:** clap the syllables of smile and pencil with the teacher and say 'Miss, may I ask something please?' ☐ **Average learners:** write all the syllable divisions and perform the dialogue in pairs. ☐ **Fast learners:** lead a new dialogue situation with polite attention-seeking lines of your own.
Assessment (5 min)	☐ Ask: 'How many syllables in favourite?' (three: fa-vour-ite) and hear one polite attention line. **Answer:** shoes 1; inside 2 (in-side); teacher 2 (teach-er); amazing 3 (a-maz-ing); favourite 3 (fa-vour-ite). **Teacher's feedback:** clap fami-ly words once more if children count letters instead of sounds.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write four words and their syllables (like teach-er).
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 8.4 - Reading and Critical Thinking: Comprehension, Alphabetical Order, Brainstorming

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 8: My School	**Book pages:** 75-76	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can answer questions about the poem. - Students can arrange words in alphabetical order by first and second letter. - Students can brainstorm ideas and write five sentences about their school. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 75-76, board
Board Work	**Left side:** Today: order + ideas **Middle:** box, desk, kind, pencil, teacher **Right side:** shiny, smile, some, stand, sun (second letter)
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Ask: 'We arrange words in a list by alphabetical order - a, b, c... Which comes first: desk or box?' Then start the exercises. **Teacher says:** "Which comes first in the list: desk or box?"
Presentation (12 min)	☐ **Step 1.** Page 75 (i): answer the comprehension questions: 'What is the colour of the pencil box?' (green) 'Who has a great, big smile?' (the teacher) 'Do you like your school?' (own answer). ☐ **Step 2.** Page 75 (ii): rearrange the words in alphabetical order by first letter: kind, pencil, box, teacher, desk - box, desk, kind, pencil, teacher. **Teacher says:** "Arrange by the first letter." ☐ **Step 3.** Page 75 (iii): rearrange by second letter: shiny, stand, smile, some, sun - shiny (h), smile (m), some (o), stand (t), sun (u). Groups practise with their own word lists. ☐ **Step 4.** Page 76 (iv-v): brainstorm ideas about your school (playground, teacher, canteen, classroom, blackboard) and write five sentences; brainstorm ideas for 'My Teacher'; fill in the blanks with the correct options (green; clean; teacher; classroom). **Teacher says:** "Brainstorm first, then write your five sentences."
Practice / Class Work (10 min)	☐ **Slow learners:** arrange three words by first letter with the alphabet line on the board. ☐ **Average learners:** complete both alphabetical orders and write five brainstormed sentences. ☐ **Fast learners:** arrange the second-letter list without help and add two sentences.
Assessment (5 min)	☐ Ask: 'Arrange: desk, box, kind.' (box, desk, kind) and 'The shoes are...?' (clean - from the blanks). **Answer:** First letter: box, desk, kind, pencil, teacher. Second letter: shiny, smile, some, stand, sun. Blanks: green, clean, teacher, classroom. **Teacher's feedback:** put the alphabet line back on the board for the class if second-letter order confuses many.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write five words from your bag in alphabetical order.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 8.5 - Language Focus: Vocabulary, Rhyming Words, Directions, Sight Words

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 8: My School	**Book pages:** 77-78	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can say the meanings of peek, loud and shiny. - Students can write rhyming pairs and use the direction words up, down, left, right. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 77-78, board, direction cards (see cards page)
Board Work	**Left side:** Today: new words + directions **Middle:** peek = quick secret look | loud = noisy | shiny = bright **Right side:** up - down - left - right
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Peek quickly from behind the book. Say: 'I peeked - a quick, secret look! What does shiny mean? Look at the poem's shoes.' **Teacher says:** "I peeked at you! What does peek mean?"
Presentation (12 min)	☐ **Step 1.** Page 77: vocabulary - peek (a quick and secret look), loud (noisy), shiny (bright). Use each word in a spoken sentence. **Teacher says:** "Read the word. Tell me its meaning." ☐ **Step 2.** Page 77: rhyming words - read the pairs from the poem (clean-green, be-me, while-smile). Write three pairs of rhyming words in your notebook. ☐ **Step 3.** Page 77: directions - look at the direction signs and complete the sentences (the student is going up/down the stairs; the cat is climbing up the tree; the classrooms are to the left/right of the staff room; the playground is to the left/right of the canteen - as shown in the pictures). Hide an object and let children follow left-right directions to find it. **Teacher says:** "Up, down, left, right - complete the sentence." ✂ **Cards:** during Step 3, hold up a direction card - children point that way and complete a sentence ('The cat is climbing up the tree.'). ☐ **Step 4.** Page 78: read and write the sight words in the shape box that fits; fill in the missing letters to complete the words.
Practice / Class Work (10 min)	☐ **Slow learners:** match two meanings and complete two direction sentences with the cards. ☐ **Average learners:** write three rhyming pairs, complete all direction sentences and the shape box. ☐ **Fast learners:** give a classmate left-right directions to a hidden object in English.
Assessment (5 min)	☐ Ask: 'What does peek mean?' (a quick and secret look) and 'The cat is climbing ___ the tree.' (up). **Answer:** Rhyming pairs from the poem: clean-green, be-me, while-smile. Direction answers follow the pictures on page 77. **Teacher's feedback:** revise left/right with hands (writing hand trick) if children swap them.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write three pairs of rhyming words from the poem.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 8.6 - Grammar and Writing: Proper Nouns, Pointing Words, Numbers and Paragraphs

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 8: My School	**Book pages:** 78-80	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can name proper nouns for people, places and pets and start them with a capital letter. - Students can use the pointing words this, that, these, those. - Students can write numbers in tens in words and write short paragraphs. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 78-80, board, pointing word cards (see cards page)
Board Work	**Left side:** Today: proper nouns + pointing words **Middle:** Nazia, Ali, Peshawar, Mano, Faisal Masjid, River Indus **Right side:** this - that - these - those
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Write 'ali' and 'Ali' on the board. Ask: 'Which one is a particular person's name? Proper nouns start with a capital letter.' **Teacher says:** "Ali with a capital A - a particular name. Your examples?"
Presentation (12 min)	☐ **Step 1.** Page 78: proper nouns - read the sentences and notice the particular names (Nazia; Ahmad and Ali; Peshawar; the pet cat Mano; Faisal Masjid; River Indus). Write three proper nouns for each group: Person, Animal (pet), Place. **Teacher says:** "Write three proper nouns for each group." ☐ **Step 2.** Page 79: pointing words - read the sentences (This is an orange. That is an orange. These are oranges. Those are oranges.). Write four sentences using this, that, these and those, with correct capitalisation. **Teacher says:** "Point near: this. Point far: that." ✂ **Cards:** during Step 2, give one pointing word card to each pair - they point at classroom things and make their sentence with it. ☐ **Step 3.** Page 79-80 (D): write the numbers in tens in words (ten, twenty, thirty ... as given on the page). Find rhyming words in the poem and add one more word to each pair. ☐ **Step 4.** Page 80: write a short paragraph about your school; creative writing - write a paragraph on 'My Best Friend'.
Practice / Class Work (10 min)	☐ **Slow learners:** write two proper nouns for each group and two pointing-word sentences. ☐ **Average learners:** complete all exercises and both paragraphs. ☐ **Fast learners:** write the 'My Best Friend' paragraph in six sentences with two proper nouns.
Assessment (5 min)	☐ Ask: 'Is Peshawar a proper noun?' (yes - a particular place) and '___ are oranges - near or far word for many?' (these/those). **Answer:** Proper nouns name a particular person, place or pet and start with a capital letter. Numbers in tens: ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred (as on page 79). **Teacher's feedback:** correct capital letters on the spot; read one good school paragraph aloud.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write a paragraph of four sentences about your best friend.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

UNIT 9

What a Good Deed!

LESSON PLAN 9.1 - Getting Started and Pre-reading: What a Good Deed!

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 9: What a Good Deed!	**Book pages:** 82-83	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can tell how they help their parents at home. - Students can guess a story and talk about doing good to others. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 82-83, board
Board Work	**Left side:** Today: helping at home + guessing the story **Middle:** Helping: water, cleaning, small errands **Right side:** Should we do good to others? YES
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Ask: 'If your mother is not feeling well but she is still working at home, what will you do? Have you ever helped your parents in home chores?' **Teacher says:** "Your mother is not well but still working. What will you do?"
Presentation (12 min)	☐ **Step 1.** Page 82: share experiences of helping parents at home (bringing water, cleaning, running small errands). **Teacher says:** "Tell me one way you help at home." ☐ **Step 2.** Page 83: answer the pre-reading questions: 'Have you experienced any important incident in your life? Share it.' and 'Should we do good to others?' ☐ **Step 3.** Students guess the story from its picture: 'A small boy is standing by his mother's bed with water. What has happened?' **Teacher says:** "Look at the picture. What has happened?"
Practice / Class Work (10 min)	☐ **Slow learners:** name one way you help at home. ☐ **Average learners:** share one helping experience in 2-3 sentences. ☐ **Fast learners:** tell an important incident of your life in 4-5 sentences.
Assessment (5 min)	☐ Ask: 'Should we do good to others? Why?' (Yes - it makes Allah and people happy; sensible reasons). **Answer:** Helping examples will differ. Doing good to others is right - it is the lesson of the whole unit. **Teacher's feedback:** appreciate every sharing; shy children may answer with a partner.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write two lines about how you help your mother at home.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 9.2 - Reading the Story: What a Good Deed! - Bayazid Bastami

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 9: What a Good Deed!	**Book pages:** 83	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can read the story and find facts in it to answer short questions. - Students can tell what they learned from the story. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook page 83, board
Board Work	**Left side:** Today: 'What a Good Deed!' **Middle:** Pitcher empty - canal - waited all night **Right side:** Mother prayed - he became saint Bayazid Bastami
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Recall the guesses. Say: 'The boy's mother is ill. One night she asks for water - but the pitcher is empty. Listen: what does the boy do?' **Teacher says:** "The pitcher is empty. Listen - what does the boy do?"
Presentation (12 min)	☐ **Step 1.** Teacher model-reads the story with correct pronunciation; students follow in books and underline new words (pitcher, canal, patiently, saint). **Teacher says:** "Follow in your books. Underline the new words." ☐ **Step 2.** Second reading in turns. While-reading stop: ask 'Why did Bayazid Bastami go to the canal?' (The pitcher was empty; he went to fetch water for his mother.) **Teacher says:** "Why did he go to the canal?" ☐ **Step 3.** Collect the facts: he waited the whole night patiently at his mother's side with the water; when she awoke she drank and prayed for him; this boy grew up to be the great saint Bayazid Bastami. ☐ **Step 4.** Post-reading: discuss 'Did you like the story? Why?' and 'What did you learn from this story?' (kindness, patience, serving parents).
Practice / Class Work (10 min)	☐ **Slow learners:** read one paragraph with the teacher and answer who went to the canal. ☐ **Average learners:** read a full paragraph aloud and answer one post-reading question. ☐ **Fast learners:** retell the night part of the story in your own words.
Assessment (5 min)	☐ Ask: 'What did Bayazid Bastami do while his mother slept?' (He stood waiting patiently with the water.) and 'Who was Bayazid Bastami?' (a great saint). **Answer:** He went to the canal because the pitcher was empty. While his mother slept, he stood waiting patiently with the water all night. **Teacher's feedback:** praise answers that use the word patiently; re-read the mother's lines if the prayer part is missed.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write three lines about the story.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 9.3 - Oral Communication: Irregular Sight Words; Likes and Dislikes

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 9: What a Good Deed!	**Book pages:** 84	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can read and say the irregular sight words on the page. - Students can express likes and dislikes and feelings in pairs. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook page 84, board
Board Work	**Left side:** Today: likes and dislikes **Middle:** I like... | I don't like... **Right side:** Thanks, Mother.
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Say: 'I like mangoes. I don't like bitter gourd. Tell your partner one thing you like and one you don't like - in English!' **Teacher says:** "I like mangoes. I don't like bitter gourd. Your turn!"
Presentation (12 min)	☐ **Step 1.** Page 84: read and say the given irregular sight words (these words do not follow the spelling rules - learn them by sight). Drill in chorus and individually. ☐ **Step 2.** Page 84: read and practise the dialogue (asking mother for chips, biscuits and apple juice; 'Do you like chocolates?' - 'No, I don't like chocolates.' 'Thanks, Mother.'). **Teacher says:** "Repeat the dialogue line by line." ☐ **Step 3.** Pairs express their likes and dislikes about common habits (reading, playing, helping) using 'I like...' and 'I don't like...'; then express feelings in given relations (father-son, teacher-student). **Teacher says:** "Tell your partner: I like... I don't like..."
Practice / Class Work (10 min)	☐ **Slow learners:** read three sight words and say one like with the sentence frame. ☐ **Average learners:** read all sight words and perform the dialogue with likes and dislikes. ☐ **Fast learners:** express feelings for a teacher-student scene with two extra lines.
Assessment (5 min)	☐ Ask: 'Say one sentence with I like and one with I don't like.' and read two sight words from the board. **Answer:** Dialogue answers follow the page: chips, biscuits and apple juice are asked for; chocolates are not liked. **Teacher's feedback:** correct 'I don't likes' errors on the spot with the frame on the board.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write two sentences: 'I like...' and 'I don't like...'
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 9.4 - Reading and Critical Thinking: Questions, a Good Habits Chart and Blanks

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 9: What a Good Deed!	**Book pages:** 85	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can answer questions about the story in a word or two or short sentences. - Students can read a chart about good habits. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook page 85, board
Board Work	**Left side:** Today: story questions + habits chart **Middle:** Waited patiently - did not wake his mother **Right side:** Blanks: good - canal - saint
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Ask: 'Ahmed made a chart of good habits he follows daily. What is one good habit you follow every day?' **Teacher says:** "What is one good habit you follow daily?"
Presentation (12 min)	☐ **Step 1.** Page 85 (i): answer the questions: 'Why did the boy keep waiting whole night?' (He waited patiently so his mother could drink water when she woke; he did not want to disturb her sleep.) 'What did Bayazid Bastami do while his mother slept?' 'Who was Bayazid Bastami?' (a great saint). **Teacher says:** "Read the question. Find the answer in the story." ☐ **Step 2.** Page 85 (ii): read the given chart - Ahmed's chart about the good habits he follows daily. Read across and down; children find one habit from the chart and one of their own. **Teacher says:** "Read Ahmed's chart. Find one habit." ☐ **Step 3.** Page 85: read the lesson again and fill in the blanks: The story is about a good deed. The boy went to a nearby canal to fetch water. The boy grew up to be a great saint.
Practice / Class Work (10 min)	☐ **Slow learners:** answer the third question and read two habits from the chart. ☐ **Average learners:** answer all questions and complete the blanks. ☐ **Fast learners:** add two habits of your own to a mini chart in your notebook.
Assessment (5 min)	☐ Ask: 'Why did the boy go to the canal?' (to fetch water - the pitcher was empty). **Answer:** The boy kept waiting so his mother could drink when she woke. Blanks: a good deed; a nearby canal; a great saint. **Teacher's feedback:** if children confuse fetch and bring, act both out quickly.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Make a small chart of three good habits you follow daily.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 9.5 - Language Focus: Vocabulary, Cardinal Numbers, Sight Words

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 9: What a Good Deed!	**Book pages:** 86-87	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can say the meanings of patiently, pitcher, saint and fetch. - Students can read cardinal numbers and count objects to choose the right number. - Students can read the sight words tell, much, keep, some, work. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 86-87, board
Board Work	**Left side:** Today: new words + cardinal numbers **Middle:** patiently - pitcher - saint - fetch **Right side:** Cardinal numbers: one, two, three, four, five...
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Mime waiting quietly. Say: 'I am waiting patiently. And this jug for water is a pitcher. Who can fetch me a glass of water?' **Teacher says:** "I am waiting patiently. What does patiently mean?"
Presentation (12 min)	☐ **Step 1.** Page 86: vocabulary - patiently (to accept a delay quietly), pitcher (a container for holding and pouring liquids), saint (a very good, kind or patient person), fetch (to bring). Use each in a spoken sentence. **Teacher says:** "Read the word. Tell me its meaning." ☐ **Step 2.** Page 86: cardinal numbers - read the given cardinal numbers (one, two, three, four, five...). Look at the pictures and tick the correct cardinal number in the boxes by counting the objects. **Teacher says:** "Count the objects. Tick the right number." ☐ **Step 3.** Page 87: read the sight words (tell, much, keep, some, work) and write them in the shape box that fits; fill in the missing letters (diary, incident, pitcher, minutes, patience).
Practice / Class Work (10 min)	☐ **Slow learners:** match two meanings and count two picture groups with a partner. ☐ **Average learners:** complete the number ticks, the shape box and the missing letters. ☐ **Fast learners:** use 'fetch' and 'patiently' in one sentence each.
Assessment (5 min)	☐ Ask: 'What does fetch mean?' (to bring) and count the objects in one picture aloud. **Answer:** fetch = to bring; pitcher = a container for holding and pouring liquids. Missing letters: diary, incident, pitcher, minutes, patience. **Teacher's feedback:** revise patiently vs patience if children mix the two words in the missing letters.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write cardinal numbers one to ten in words.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 9.6 - Grammar and Writing: Pronouns Revision, Punctuation, Ordinal Numbers

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 9: What a Good Deed!	**Book pages:** 87-90	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can write the correct pronoun for nouns (he, she, it, we, they). - Students can end sentences with a full stop, question mark or exclamation mark. - Students can write ordinal numbers first to tenth and identify positions with them. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 87-90, board, punctuation cards (see cards page)
Board Work	**Left side:** Today: pronouns + punctuation + ordinals **Middle:** . full stop | ? question mark | ! exclamation mark **Right side:** first, second, third, fourth, fifth...
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Write three sentences without endings: 'Who is your teacher' 'The sun is shining' 'Wow you are looking pretty'. Ask: 'What is missing at the end of each?' **Teacher says:** "What is missing at the end of these sentences?"
Presentation (12 min)	☐ **Step 1.** Page 87-88: pronouns revision - tick the correct pronoun for each picture; write the correct pronoun for the underlined nouns: My brother - He; My sister - She; My cow - It; My friend and I - We; Talha and Qasim - They. ☐ **Step 2.** Page 88: punctuation - read the sentences and notice the marks (full stop at the end of a complete sentence; question mark at the end of a question; exclamation mark for strong feeling). Put the right mark: How old are you? I am going to Karachi. Oh! I lost my pencil. Who is your favourite poet? My brother plays hockey. Yay! I stood first in class. **Teacher says:** "Read the sentence. Which mark at the end?" ✂ **Cards:** during Step 2, give each pair the three punctuation cards - read a sentence aloud, children hold up the mark that ends it. ☐ **Step 3.** Page 89 (D): balloons - answer the questions using ordinal numbers (Which one is second? Orange is second. Third? Fourth? Sixth? Eighth? - from the picture). Queue activity: ten students stand in a line; ask who is first, second, third. Write ordinal numbers from first to tenth in words in your notebook. **Teacher says:** "Who is first in the queue? Who is second?" ☐ **Step 4.** Page 90: write the date and captions in the blanks (Date, Day) keeping your daily timetable in view; creative writing - make a list of things we should not do.
Practice / Class Work (10 min)	☐ **Slow learners:** choose pronouns for three nouns and mark punctuation in three sentences. ☐ **Average learners:** complete all pronoun, punctuation and ordinal work and the date/caption blanks. ☐ **Fast learners:** write five 'things we should not do' with correct punctuation.
Assessment (5 min)	☐ Ask: 'Talha and Qasim - which pronoun?' (they) and 'Which mark ends a question?' (question mark). **Answer:** Pronouns: He, She, It, We, They. Punctuation: How old are you? / Karachi. / Oh! I lost my pencil. / poet? / hockey. / Yay! I stood first in class. **Teacher's feedback:** drill the three marks with the cards if children use full stops everywhere.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write ordinal numbers first to tenth in words neatly.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

REVIEW 3

Review of Units 7-9

LESSON PLAN R3.1 - Review: Syllables, Sight Words and Story Questions

Class: 2	**Subject:** English	**Time:** 35 minutes
Review 3: Review of Units 7-9	**Book pages:** 91-92	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can count and write the syllables of words. - Students can arrange words alphabetically by first and second letter and answer review questions. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 91-92, board
Board Work	**Left side:** Review: syllables + order **Middle:** teach-er 2 | a-maz-ing 3 | prin-ci-pal 3 | great 1 **Right side:** night, pitcher, smile, teacher, wait
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Clap 'prin-ci-pal' - three claps. Say: 'Review time! Syllables first, then story questions.' **Teacher says:** "Clap with me: prin-ci-pal. How many syllables?"
Presentation (12 min)	☐ **Step 1.** Page 91 (A): read the words, count and write their syllables: teacher (teach-er, 2), amazing (a-maz-ing, 3), principal (prin-ci-pal, 3), respect (re-spect, 2), great (1), young (1). **Teacher says:** "Read the word. Clap and write its syllables." ☐ **Step 2.** Page 91: read the sight words (call, old, said) and use them in your own sentences; hold a class discussion - students express likes and dislikes about different seasons. ☐ **Step 3.** Page 91 (B): answer the questions: 'What games do you like to play in school?' 'When was the Sports Day?' (12 February 2020) 'Why did Bayazid's mother wake up at night?' (She was ill and thirsty and asked her son for water.) ☐ **Step 4.** Page 92: arrange the words alphabetically by first letter (teacher, wait, night, pitcher, smile - night, pitcher, smile, teacher, wait); then by second letter (clean, cool, complete, chores, canal - canal, chores, clean, complete, cool). **Teacher says:** "Arrange by the first letter. Now by the second letter."
Practice / Class Work (10 min)	☐ **Slow learners:** clap syllables with the teacher and arrange three words by first letter. ☐ **Average learners:** complete all syllable counts, both alphabetical orders and the questions. ☐ **Fast learners:** give two season likes and dislikes with reasons.
Assessment (5 min)	☐ Ask: 'How many syllables in respect?' (two) and 'When was the Sports Day?' (12 February 2020). **Answer:** Syllables: teacher 2, amazing 3, principal 3, respect 2, great 1, young 1. Second-letter order: canal, chores, clean, complete, cool. **Teacher's feedback:** note the weak areas; they will be revised once more before Unit 10.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write the sight words call, old, said in sentences.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN R3.2 - Review: Meanings, Pointing Words, has/have and Writing about Mother

Class: 2	**Subject:** English	**Time:** 35 minutes
Review 3: Review of Units 7-9	**Book pages:** 92-93	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can write the meanings of sack, peek, patience and loud. - Students can use this, that, these, those in sentences and fill a paragraph with has or have. - Students can brainstorm ideas and write five sentences about their mother. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 92-93, board
Board Work	**Left side:** Review: meanings + has/have **Middle:** sack = big bag | peek = quick secret look | loud = noisy **Right side:** He has - They have
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Ask: 'He ___ a sports kit - has or have?' Then open the review pages. **Teacher says:** "He - has or have? Tell me the rule."
Presentation (12 min)	☐ **Step 1.** Page 92: write the meanings of sack, peek, patience and loud; look at the pictures and write sentences using this, that, these and those. **Teacher says:** "Write the meaning of each word." ☐ **Step 2.** Page 93: fill the paragraph with has or have correctly (Hassan likes to participate in a cricket match. He has a sports kit. His team has new uniforms. They have colourful flags. They have a lot of fun - as printed on the page). **Teacher says:** "Fill has or have. Read the paragraph aloud." ☐ **Step 3.** Page 93: rewrite the given sentences with correct punctuation and capitalisation. ☐ **Step 4.** Page 93 (D): brainstorm ideas about 'My Mother', then use the ideas to write five sentences about your mother in your notebook.
Practice / Class Work (10 min)	☐ **Slow learners:** write two meanings and three mother sentences from the brainstorm. ☐ **Average learners:** complete all exercises and the five mother sentences. ☐ **Fast learners:** add two sentences about what your mother does for the family.
Assessment (5 min)	☐ Ask: 'What does peek mean?' (a quick and secret look) and 'They ___ colourful flags.' (have). **Answer:** Meanings: sack = a large bag with no handles; patience = accepting delay quietly (from patiently, Unit 9); loud = noisy. **Teacher's feedback:** collect and mark the review work; appreciate the best mother paragraphs by reading one aloud.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Revise Units 7-9 - read the 'Sports Day' story once at home.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

UNIT 10

An Ant and a Dove

LESSON PLAN 10.1 - Getting Started and Pre-reading: An Ant and a Dove

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 10: An Ant and a Dove	**Book pages:** 95-96	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can look at the story pictures and guess what the story is about. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 95-96, board
Board Work	**Left side:** Today: guessing the fable **Middle:** An ant - a river - a dove in a tree **Right side:** Keep empty - write the guesses in order
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Show the story pictures on page 96. Ask: 'Here is an ant near a river and a dove in a tree. What can happen to the ant?' **Teacher says:** "Look at the pictures. What can happen to the ant?"
Presentation (12 min)	☐ **Step 1.** Pages 95-96: look at the Getting Started and story pictures one by one and tell what is happening in each. **Teacher says:** "Tell me what is happening in this picture." ☐ **Step 2.** Page 96: answer the pre-reading instruction - 'Look at the given pictures and guess what the story is all about.' Pairs discuss and guess. **Teacher says:** "Guess the story. Who will help whom?" ☐ **Step 3.** Students guess the whole story in order: the ant falls in the river - the dove helps - then the ant helps the dove. Note the guesses.
Practice / Class Work (10 min)	☐ **Slow learners:** say one sentence about the first picture. ☐ **Average learners:** guess the story in three steps with a partner. ☐ **Fast learners:** guess the lesson of the story before reading (helping others).
Assessment (5 min)	☐ Ask: 'Who are the two friends in this story?' (an ant and a dove). **Answer:** Guesses will differ; the real order is: ant falls in the river, dove drops a leaf, ant later saves the dove from the bird catcher. **Teacher's feedback:** praise good guessing; the real story will be checked in the next lesson.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Draw an ant and a dove and write their names.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 10.2 - Reading the Story: An Ant and a Dove

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 10: An Ant and a Dove	**Book pages:** 96	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can read the fable and tell how the ant and the dove helped each other. - Students can tell the lesson of the story. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook page 96, board
Board Work	**Left side:** Today: reading 'An Ant and a Dove' **Middle:** Dove drops a leaf - ant is saved **Right side:** Ant bites the catcher - dove flies away
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Recall the guesses. Say: 'It is a hot summer day. A thirsty ant reaches a river. Listen - what happens to her?' **Teacher says:** "It is a hot day. The ant is thirsty. Listen!"
Presentation (12 min)	☐ **Step 1.** Teacher model-reads the story with correct pronunciation; students follow in books and underline new words (thirsty, slipped, plucked, bird catcher, net). Tell the class: a fable is an animal story with a moral at the end. **Teacher says:** "Follow in your books. Underline the new words." ☐ **Step 2.** Second reading in turns. While-reading stop: ask 'Where was the dove sitting?' (in a tree near the river). **Teacher says:** "Where was the dove sitting?" ☐ **Step 3.** Collect the facts: the dove plucked a leaf and dropped it near the ant; the ant climbed the leaf and reached the bank; the next day a bird catcher planned to trap the dove with his net; the ant bit him on the foot; he screamed and dropped his net; the dove flew away. ☐ **Step 4.** Post-reading: discuss 'How did the ant save the dove's life?' and 'What lesson did you learn from the story?' (Help others; never think anyone is too small to help.) Simple role-play of the leaf scene.
Practice / Class Work (10 min)	☐ **Slow learners:** read one paragraph with the teacher and name who dropped the leaf. ☐ **Average learners:** read a full paragraph aloud and answer one post-reading question. ☐ **Fast learners:** act both scenes (river and bird catcher) as a pantomime with a partner.
Assessment (5 min)	☐ Ask: 'How did the dove save the ant?' (She dropped a leaf into the river.) and 'How did the ant save the dove?' (She bit the bird catcher on the foot.) **Answer:** The dove was sitting in a tree near the river. The ant saved the dove by biting the bird catcher's foot. Lesson: help others; no one is too small to help. **Teacher's feedback:** sequence the story with three quick drawings on the board if children mix the two days.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write three lines about the story.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 10.3 - Oral Communication: Plural Sounds s, z, iz; the Ant and Dove Dialogue

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 10: An Ant and a Dove	**Book pages:** 97	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can say plurals and hear whether they end with an s, z or iz sound. - Students can express joy while playing, in a dialogue. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook page 97, board
Board Work	**Left side:** Today: plural ending sounds **Middle:** s sound: cups, hats | z sound: bags, kings **Right side:** iz sound: dishes, prizes
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Say three plurals slowly: cups, bags, dishes. Ask: 'Listen to the ends - do they all sound the same?' (cupS, bagZ, dish-IZ). **Teacher says:** "Cups, bags, dishes - listen to the ends!"
Presentation (12 min)	☐ **Step 1.** Page 97 (i): read and say the given words in the three columns - plurals ending with 's' sound, 'z' sound and 'iz' sound (singular and plural pairs as printed). **Teacher says:** "Read the word. Say its ending sound." ☐ **Step 2.** Page 97 (ii): say the words (cups, prizes, dishes, hats, bags, kings) and match them with their ending sounds. ☐ **Step 3.** Page 97: read and practise the dialogue (Ant and Dove: 'Hello, Dove! How are you?' 'You did well in the flying competition.' 'I enjoyed it a lot. I worked hard but it was really fun.') in pairs. **Teacher says:** "Ant first, then Dove. Begin." ☐ **Step 4.** Students express their joy while playing their favourite game, using the dialogue pattern.
Practice / Class Work (10 min)	☐ **Slow learners:** read the 's' sound words with the group and read the Ant's first lines. ☐ **Average learners:** match all words to their sounds and perform the dialogue. ☐ **Fast learners:** add two lines of your own about a game you enjoyed.
Assessment (5 min)	☐ Ask: 'Which sound ends bags?' (z) and 'Which ends dishes?' (iz). **Answer:** cups (s), hats (s), bags (z), kings (z), dishes (iz), prizes (iz). **Teacher's feedback:** say cups-bags-dishes slowly once more if children cannot hear the difference.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write two plural words for each sound: s, z, iz.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 10.4 - Reading and Critical Thinking: Questions, Title and Contents, Blanks

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 10: An Ant and a Dove	**Book pages:** 98-99	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can answer questions about the story. - Students can use the title and table of contents of the book to find a unit and its page. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 98-99, board, the English book itself
Board Work	**Left side:** Today: contents of our book **Middle:** Title: English Grade 2 | Unit on page 11: My Home and City **Right side:** Blanks: water - river - leaf - dove - friends
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Hold up the book. Ask: 'Where can we find which unit is on page 11? The table of contents tells us. Let us use it.' **Teacher says:** "Where do we find which unit is on page 11?"
Presentation (12 min)	☐ **Step 1.** Page 98 (i): answer the questions: 'What was the ant looking for?' (water) 'Who saved the ant?' (the dove) 'Who saved the dove?' (the ant). ☐ **Step 2.** Page 98 (ii): look at the given title and table of contents and answer: 'What is the title of the book?' (English, Grade 2) 'Write the name of the unit on page 11.' (Unit 2 - My Home and City) 'Write the name of Unit 2.' (My Home and City). Show how reading across and down in the contents finds a lesson. **Teacher says:** "Read across and down in the contents." ☐ **Step 3.** Page 98 (iii): look at the picture dictionary and write the names of the things shown. ☐ **Step 4.** Page 99 (iv): fill in the blanks with the correct options: the ant was looking for water; she slipped and fell into the river; she climbed up the leaf; the bird catcher planned to trap the dove; the ant and dove became friends. **Teacher says:** "Choose the correct option."
Practice / Class Work (10 min)	☐ **Slow learners:** answer the first question and find one unit in the contents with a partner. ☐ **Average learners:** answer all questions, the contents tasks and all the blanks. ☐ **Fast learners:** use the contents to find which page Unit 9 starts on (page 81) without help.
Assessment (5 min)	☐ Ask: 'Which unit is on page 11?' (Unit 2, My Home and City) and 'Who saved the ant?' (the dove). **Answer:** The ant was looking for water. The dove saved the ant; the ant saved the dove. **Teacher's feedback:** demonstrate contents reading once more on the board for children who search page by page.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Use the contents of your English book: write the page number of Unit 5.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 10.5 - Language Focus: Vocabulary, Ordinal Numbers, Sight Words and Spelling

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 10: An Ant and a Dove	**Book pages:** 99-100	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can say the meanings of slip, pluck and scream. - Students can read ordinal numbers and the sight words about, could, thought, thank, save. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 99-100, board, strawberries picture from the book
Board Work	**Left side:** Today: new words + ordinals **Middle:** slip - pluck - scream **Right side:** Colour the THIRD and SIXTH strawberry red
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Mime slipping. Say: 'I slipped - I lost my balance! And when I shout loudly, I scream.' **Teacher says:** "Watch me slip! What does slip mean?"
Presentation (12 min)	☐ **Step 1.** Page 99: vocabulary - slip (lose one's balance), pluck (quickly remove something), scream (to give a loud, high cry). Use each in a spoken sentence from the story. **Teacher says:** "Read the word. Tell me its meaning." ☐ **Step 2.** Page 99-100: read the ordinal numbers (first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth); colour the third and sixth strawberry red. **Teacher says:** "Count: first, second, third - colour it red." ☐ **Step 3.** Page 100: read the sight words (about, could, thought, thank, save); write them in the box that fits; circle the correct spelling in each row (climb, quick, catcher, reach, scream, snow).
Practice / Class Work (10 min)	☐ **Slow learners:** read the ordinals to fifth and read the sight words with a partner. ☐ **Average learners:** complete the colouring, the box work and all spelling rows. ☐ **Fast learners:** use 'pluck' and 'scream' in story sentences of your own.
Assessment (5 min)	☐ Ask: 'What does pluck mean?' (quickly remove something) and 'Colour which strawberries?' (the third and the sixth). **Answer:** slip = lose one's balance; pluck = quickly remove something; scream = to give a loud, high cry. Correct spellings: climb, quick, catcher, reach, scream, snow. **Teacher's feedback:** act slip once more if children confuse slip and sleep.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write the spellings: climb, quick, catcher, reach.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 10.6 - Grammar and Writing: Question Words, the Comma, and Writing

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 10: An Ant and a Dove	**Book pages:** 100-101	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can make questions with what, who, where, when and why. - Students can use a comma for a series of items and after yes and no. - Students can complete a story by replacing pictures with words and write five sentences on 'Helping Others'. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 100-101, board, question word cards (see cards page)
Board Work	**Left side:** Today: questions + commas **Middle:** what - who - where - when - why + ? **Right side:** Series: cricket, hockey, football | Yes, I will.
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Write '____ is your teacher?' Ask: 'Which question word fits - what, who, where, when or why?' (Who). Today we make questions and use commas. **Teacher says:** "Which question word fits: ___ is your teacher?"
Presentation (12 min)	☐ **Step 1.** Page 100: question words - read the given questions (What is on the table? Who teaches you English? Where is the parrot? When is your birthday? Why are you looking sad?). Note: a question ends with a question mark. Make questions of your own using the question words in your notebook. **Teacher says:** "Make your question. End it with a question mark." ✂ **Cards:** during Step 1, hold up a question word card - each pair makes a question with that word and writes it with a question mark. ☐ **Step 2.** Page 101: the comma - read the sentences (Monkeys, giraffes and lions are animals. It is a big, red, round and juicy apple. Yes, I will help you.). Rule: a comma separates words in a series, and comes after yes or no at the start of a sentence. Read the Maha-Sidra dialogue (hide and seek; cousins Sara, Amir, Fahad and Asma). ☐ **Step 3.** Page 101: use commas in the given sentences: Ali likes to play cricket, hockey, football and baseball. No, you are wrong. Mangoes, bananas and apples are healthy fruits. **Teacher says:** "Put the commas in the sentence." ☐ **Step 4.** Page 101 (D): complete the given story by replacing the pictures with words (Salman's story); creative writing - write five sentences on 'Helping Others' in your notebook.
Practice / Class Work (10 min)	☐ **Slow learners:** make two questions with the cards and put commas in the first sentence with help. ☐ **Average learners:** make five questions, complete all comma sentences and both writing tasks. ☐ **Fast learners:** write the 'Helping Others' paragraph using one comma series correctly.
Assessment (5 min)	☐ Ask: 'Make a question with when.' and 'Put commas: Mangoes bananas and apples are fruits.' **Answer:** Comma answers: Ali likes to play cricket, hockey, football and baseball. No, you are wrong. Mangoes, bananas and apples are healthy fruits. **Teacher's feedback:** if children forget the question mark, point at the rule on the board and redo one example together.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write three questions - one with what, one with where, one with why.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

UNIT 11

Love for Parents

LESSON PLAN 11.1 - Getting Started and Pre-reading: Love for Parents

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 11: Love for Parents	**Book pages:** 103-104	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can talk about a birthday party - whom to invite and what arrangements to make. - Students can guess from pictures how a birthday card is made. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 103-104, board
Board Work	**Left side:** Today: a birthday surprise + guessing the steps **Middle:** Invite - arrangements - surprise **Right side:** Card steps: guess the order
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Say: 'Imagine your father's birthday party is in the coming week. Whom do you want to invite? Would you like to surprise your father - how?' **Teacher says:** "Your father's birthday is next week. Whom will you invite?"
Presentation (12 min)	☐ **Step 1.** Page 103: answer the Let's Talk questions (invitations, arrangements for father's birthday, a surprise idea). **Teacher says:** "Would you like to surprise your father? How?" ☐ **Step 2.** Page 104: look at the given pictures and tell what the pictures are about (two children making a birthday card). **Teacher says:** "Look at the pictures. What are the children doing?" ☐ **Step 3.** Students guess the steps: 'What will Asad and Maha need? What will they do first, then next?' Note the guessed steps in order.
Practice / Class Work (10 min)	☐ **Slow learners:** name two people you would invite. ☐ **Average learners:** answer all three Let's Talk questions in short sentences. ☐ **Fast learners:** describe your surprise plan for your father in 3-4 sentences.
Assessment (5 min)	☐ Ask: 'What things do we need to make a card?' (paper, scissors, markers - from the pictures and guesses). **Answer:** Card-making things (from the text): paper, scissors, markers. Guessed steps are checked against the text next lesson. **Teacher's feedback:** praise creative surprise ideas; the real steps will be checked in the reading.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write three lines about your mother's birthday.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 11.2 - Reading: Making a Birthday Card; Comprehension

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 11: Love for Parents	**Book pages:** 104-107	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can follow the sequence of steps in the text to make a card. - Students can answer questions about the text and name the characters of a passage. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 104-106, board, card-making step cards (see cards page), real paper, scissors and markers if available
Board Work	**Left side:** Today: making a birthday card **Middle:** List: paper, scissors, markers | Asad: cuts, folds, writes **Right side:** Maha: draws flowers and a cake, writes wishes
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Recall the guessed steps. Say: 'Asad and Maha are making a card for their mother. Listen carefully - what do they do first?' **Teacher says:** "Listen. What do Asad and Maha do first?"
Presentation (12 min)	☐ **Step 1.** Read the text aloud; students listen, then read it aloud themselves in turns, following the sequence (list of things: paper, scissors, markers; Asad cuts the paper and folds it in half; Maha draws flowers and a cake on the cover; Asad writes 'Happy Birthday, mother' in bold letters; Maha writes birthday wishes inside). While-reading stop: ask 'What will happen next?' **Teacher says:** "Read your part aloud. What happens next?" ✂ **Cards:** after Step 1, give the mixed step cards to each group - they arrange Asad and Maha's card-making steps in the right order. ☐ **Step 2.** Page 106 (i): answer the comprehension questions: 'What things do Maha and Asad make the card with?' (paper, scissors, markers) 'What does Maha draw on the card?' (beautiful flowers and a cake) 'What does Asad write on the card?' (Happy Birthday, mother, in bold letters). **Teacher says:** "What does Maha draw on the card?" ☐ **Step 3.** Page 106 (ii): read the Zara and Neha passage; write the names of the characters (Zara and Neha - characters are the people or animals in a story); tell your favourite character and why. ☐ **Step 4.** Page 106-107: fill in the blanks with the correct options: making a card to give to their mother; Maha draws beautiful flowers and a cake; Maha writes birthday wishes inside the card. Post-reading talk: 'What can you do to make your mother happy? Have you ever made a card?'
Practice / Class Work (10 min)	☐ **Slow learners:** arrange the step cards in order with a partner and answer the first question. ☐ **Average learners:** answer all questions, name the characters and complete the blanks. ☐ **Fast learners:** tell your favourite character with two reasons.
Assessment (5 min)	☐ Ask: 'What does Asad write on the card?' (Happy Birthday, mother - in bold letters) and 'Who are the characters in the passage?' (Zara and Neha). **Answer:** Things: paper, scissors, markers. Maha draws beautiful flowers and a cake. Asad writes 'Happy Birthday, mother' in bold letters. Characters of the passage: Zara and Neha. **Teacher's feedback:** if the two children's jobs are mixed, re-read the middle part of the text together.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write the steps of making a card in your copy.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 11.3 - Oral Communication: Weak Forms of a and the; Contractions

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 11: Love for Parents	**Book pages:** 105-106	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can read sentences saying a and the in their weak forms. - Students can say the contractions I'm, you're, he's, she's, it's, they're. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 105-106, board, contraction cards (see cards page)
Board Work	**Left side:** Today: weak forms + contractions **Middle:** a / the - said softly, no stress **Right side:** I'm - you're - he's - she's - it's - they're
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Write 'I am making a card' and 'I'm making a card'. Say both. Ask: 'What happened to I am? Two words became one short word - a contraction.' **Teacher says:** "I am - I'm. What happened to the two words?"
Presentation (12 min)	☐ **Step 1.** Page 105 (i): read aloud the sentences and say 'a' and 'the' in their weak forms (Sajid is a hardworking man. I need a knife to cut this melon. There is no fruit in the basket. Where is the new car?). Explain: a and the are often not stressed when we speak. **Teacher says:** "Read the sentence. Say 'a' softly." ☐ **Step 2.** Page 105 (ii): pronounce the contractions of 'be': I am - I'm (I'm making a card); you are - you're (You're looking pretty); he is - he's (He's walking alone); they are - they're (They're waiting); it is - it's (It's a beautiful card); she is - she's (She's a teacher). Note the missing letters. **Teacher says:** "Say the short form: they are." ✂ **Cards:** during Step 2, hold up a contraction card - the class says the two full words (I'm - I am). ☐ **Step 3.** Page 105-106: read and practise the dialogue (Haris and Anum - favourite fruit: mangoes, because they are sweet; Allah has blessed us with a variety of delicious fruits) in pairs. ☐ **Step 4.** Pairs practise the dialogue and describe things in their surroundings (a table, a chair, the classroom) using contractions.
Practice / Class Work (10 min)	☐ **Slow learners:** say two contractions with the cards and read Anum's lines. ☐ **Average learners:** read all weak-form sentences and contractions and perform the dialogue. ☐ **Fast learners:** describe three classroom things using three different contractions.
Assessment (5 min)	☐ Ask: 'Say the short form: she is.' (she's) and 'He is walking alone - in short?' (He's walking alone). **Answer:** Contractions: I am-I'm, you are-you're, he is-he's, she is-she's, it is-it's, they are-they're. **Teacher's feedback:** drill the missing-letter idea once more if children write 'Im' without the apostrophe idea - show I'm on the board.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write the contractions for: I am, you are, he is, she is, it is, they are.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 11.4 - Language Focus: Vocabulary, Collage Directions, Sight Words

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 11: Love for Parents	**Book pages:** 107	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can say the meanings of fold, half and excited. - Students can follow multi-step directions to make a collage and read the sight words. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook page 107, board, coloured papers, glue for the collage
Board Work	**Left side:** Today: new words + collage **Middle:** fold = bend over | half = one of two equal parts | excited = showing happiness **Right side:** Collage: take papers - tear - paste
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Fold a paper in half. Ask: 'I folded it. This is one half. How many halves are there?' (Two equal parts.) **Teacher says:** "I fold the paper. This is one half."
Presentation (12 min)	☐ **Step 1.** Page 107: vocabulary - fold (bend over), half (either of the two equal parts), excited (showing happiness). Use each word in a sentence about the card story. **Teacher says:** "Read the word. Tell me its meaning." ☐ **Step 2.** Page 107: multi-step directions - read the directions for the collage activity (take red, green, blue, pink and yellow paper; tear all these papers into small pieces; paste them to make a picture) and follow them step by step with the teacher's guidance. **Teacher says:** "Follow the directions. Step one - take the papers." ☐ **Step 3.** Page 107-108: read the sight words (four, green, jump, every, where, take, pretty, got); fill in the missing letters to complete the words (excited, effort, beautiful, birthday, happy).
Practice / Class Work (10 min)	☐ **Slow learners:** follow the collage directions with the group and read four sight words. ☐ **Average learners:** complete the collage by following all directions and finish the missing letters. ☐ **Fast learners:** give a classmate two directions of your own for a new collage corner.
Assessment (5 min)	☐ Ask: 'What does excited mean?' (showing happiness) and 'What is the first direction for the collage?' **Answer:** Missing letters: excited, effort, beautiful, birthday, happy. **Teacher's feedback:** praise direction-following; show one finished collage as a model.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write the sight words every, where, pretty in sentences.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 11.5 - Grammar: Commands and Requests

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 11: Love for Parents	**Book pages:** 108	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can tell a command from a request and write three of each. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook page 108, board
Board Work	**Left side:** Today: commands and requests **Middle:** Command: Stand up. Shut the door. **Right side:** Request: Could I have my book, please?
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Say in a firm voice: 'Stand up. Shut the door.' Then softly: 'Could I have my book, please?' Ask: 'Which was a command? Which was a polite request?' **Teacher says:** "Stand up! - a command. Could I sit, please? - a request."
Presentation (12 min)	☐ **Step 1.** Page 108: read the command sentences (Stand up. Shut the door.). Note: a command asks somebody to do something; it usually starts with a verb and ends with a full stop. Students respond physically to three teacher commands. **Teacher says:** "Read the command. Do it!" ☐ **Step 2.** Page 108: write three commands in your notebook. ☐ **Step 3.** Page 108: read the request sentences (Could I have my book, please? May I use your crayons, please? Can you help me find my scarf?). Note: a request asks someone politely for something - it has please and often a question mark. **Teacher says:** "Read the request. Where is 'please'?" ☐ **Step 4.** Write three requests in your notebook. Role-play commands and requests orally in pairs.
Practice / Class Work (10 min)	☐ **Slow learners:** respond to the commands physically and copy one of each kind. ☐ **Average learners:** write three commands and three requests correctly. ☐ **Fast learners:** turn two commands into polite requests (Shut the door - Could you shut the door, please?).
Assessment (5 min)	☐ Ask: 'Is 'May I use your crayons, please?' a command or a request?' (a request) and 'Make one command.' **Answer:** Commands start with a verb and end with a full stop. Requests ask politely - please, and often a question mark at the end. **Teacher's feedback:** if please is missing in requests, add it together and re-read.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write two commands and two requests at home and practise them.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 11.6 - Writing: a Greeting Card for Mother

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 11: Love for Parents	**Book pages:** 108-109	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can make a greeting card with a picture, good words and the names of the person and the sender. - Students can write their name, phone number and address. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 108-109, board, card paper, coloured pencils
Board Work	**Left side:** Today: my greeting card **Middle:** Dear Mother, ... good words ... From: (your name) **Right side:** Back of card: Name | Phone Number | Address
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Read the model card on page 108 aloud: 'Dear Father, We love you a lot. May you have a long and happy life! Best wishes, Maha and Asad.' Ask: 'Who is the card for? Who sent it?' **Teacher says:** "Read the model card with me. Who is it for?"
Presentation (12 min)	☐ **Step 1.** Page 108-109 (D): study the model greeting card - the person it is for (Dear Father), the good words, and the senders' names (Maha and Asad). **Teacher says:** "Who is the card for? Who sent it?" ☐ **Step 2.** Make your own greeting card for your mother: draw a picture on the cover and write some good words inside, using cursive writing as in the unit. **Teacher says:** "Now make your card. Draw first, then write." ☐ **Step 3.** Page 109: write the information on the back of your card: Name, Phone Number, Address (your own name as the sender). ☐ **Step 4.** Write a few sentences about your mother in your notebook. Share your card with a partner.
Practice / Class Work (10 min)	☐ **Slow learners:** copy the model's good words, changing the name, and draw the cover picture. ☐ **Average learners:** make the complete card with picture, words and back information. ☐ **Fast learners:** write four sentences about your mother with no spelling help.
Assessment (5 min)	☐ Check three cards: 'Who is it for? Who sent it? Where is the phone number written?' **Answer:** Model card: for Father; sent by Maha and Asad. Children's cards will differ - check the person, good words, sender name and back information. **Teacher's feedback:** appreciate every card; remind about capital letters in names if missed.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Give the card to your mother at home (or keep it ready for her birthday).
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

UNIT 12

Seasons

LESSON PLAN 12.1 - Getting Started and Pre-reading: Seasons

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 12: Seasons	**Book pages:** 111-112	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can tell the differences between seasons - what we wear, eat and feel. - Students can guess a poem about the seasons. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 111-112, board
Board Work	**Left side:** Today: seasons differences **Middle:** Wear - eat - feel: different in each season **Right side:** Winter - Spring - Summer - Autumn
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Show the four season pictures on page 111. Ask: 'What difference do you see in these pictures? Do the trees look the same in all of them?' **Teacher says:** "Look at the four pictures. What is different?"
Presentation (12 min)	☐ **Step 1.** Page 111: look at the pictures and find the differences - we wear, eat and feel differently in different seasons; trees change with the seasons; it all happens due to the movement of the earth. **Teacher says:** "Tell me one difference in the leaves." ☐ **Step 2.** Page 111: answer the Let's Talk questions: 'What difference do you see in the leaves during different seasons?' and 'Is the environment different in these four pictures?' Enlist and tell the differences in your own words. ☐ **Step 3.** Page 112: answer the pre-reading question 'Which is your favourite drink in summer?' Students guess what the poem will tell about each season. **Teacher says:** "Which is your favourite drink in summer?"
Practice / Class Work (10 min)	☐ **Slow learners:** point at two differences between the summer and winter pictures. ☐ **Average learners:** enlist four differences in short sentences. ☐ **Fast learners:** tell why leaves change with the seasons in 2-3 sentences (from the text).
Assessment (5 min)	☐ Ask: 'Name the four seasons.' (winter, spring, summer, autumn). **Answer:** The four seasons: winter, spring, summer, autumn. Leaves and environment differ in each season (from the pictures); it happens due to the movement of the earth. **Teacher's feedback:** list them on the board with one word for each (snow, buds, hot, cool).
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Draw one season and write its name.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 12.2 - Reading the Poem: Seasons

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 12: Seasons	**Book pages:** 112	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can recite the seasons poem with rhythm and actions. - Students can tell one thing about each season from the poem. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook page 112, board
Board Work	**Left side:** Today: the seasons poem **Middle:** Winter: snow, too cold | Spring: warm, new buds **Right side:** Summer: hot, ice-cold drinks | Autumn: cool, short days, back to school
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Say the first line with rhythm: 'Here we go round the year again, to greet the different seasons.' Ask: 'Which season is time for snow?' **Teacher says:** "Here we go round the year again! Which season is time for snow?"
Presentation (12 min)	☐ **Step 1.** Teacher model-reads the poem with correct pronunciation, rhythm and intonation; students listen. **Teacher says:** "Recite with me. Do the actions." ☐ **Step 2.** Line-by-line recitation with actions (shivering in winter, new buds in spring, drinking ice-cold drinks in summer, going back to school in autumn). While-reading stop: ask 'When do days get warm?' (in spring time). **Teacher says:** "When do days get warm?" ☐ **Step 3.** Read the whole poem together twice, keeping the rhythm. ☐ **Step 4.** Post-reading: discuss 'Did you like the poem? Why?' and 'Which season do you like the most? Why?'
Practice / Class Work (10 min)	☐ **Slow learners:** recite the winter lines with the group and do the actions. ☐ **Average learners:** recite the full poem and say one fact about each season. ☐ **Fast learners:** tell your favourite season with two reasons from the poem.
Assessment (5 min)	☐ Ask: 'In which season are days hot?' (summer) and 'What forms on the plants in spring?' (new buds). **Answer:** Days get warm in spring. New buds form on plants in spring. Days are hot in summer; days are short in autumn. **Teacher's feedback:** re-read the matching lines if children swap spring and autumn facts.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Learn the poem with actions and recite it at home.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 12.3 - Oral Communication: Rhythm, Stress and Intonation; Body Language

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 12: Seasons	**Book pages:** 113	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can read words with correct pronunciation, rhythm, stress and intonation. - Students can use body language - face and hands - to express feelings and guess gestures. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook page 113, board
Board Work	**Left side:** Today: rhythm + body language **Middle:** go - greet - plant - cold - short - bud **Right side:** Face and hands also speak!
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Say 'Hello!' happily, then sadly. Ask: 'My words were the same - what changed?' (Voice rhythm and face - body language speaks too!) **Teacher says:** "Hello! (happy face) Hello... (sad face) What changed?"
Presentation (12 min)	☐ **Step 1.** Page 113 (i): read the given words with correct pronunciation and stress (go, greet, plant, cold, short, bud). Whole class, groups, then individuals. **Teacher says:** "Read the word with a strong, clear voice." ☐ **Step 2.** Page 113 (ii): look at the given signs and read what they say (Hello! Woo hoo!) - notice how feelings are shown. ☐ **Step 3.** Page 113 (iii): gesture game in two groups - one member makes a gesture (face and hands), the other group guesses the feeling. Appreciate correct guesses. **Teacher says:** "Make a gesture. Other group - guess the feeling!"
Practice / Class Work (10 min)	☐ **Slow learners:** read three words and make one gesture for the class to guess. ☐ **Average learners:** read all words with stress and play both roles in the gesture game. ☐ **Fast learners:** express 'I am surprised and happy' using only body language.
Assessment (5 min)	☐ Ask a child to read 'cold' and 'bud' with clear stress, and guess one teacher gesture. **Answer:** Answers are performances - check clear pronunciation and that guesses match the gesture's feeling. **Teacher's feedback:** model the word stress once more (first sound strong) if children read flatly.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Practise the gesture game at home with your family.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 12.4 - Reading and Critical Thinking: Questions, a Brochure and Blanks

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 12: Seasons	**Book pages:** 113-114	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can answer questions about the seasons. - Students can read words on a brochure and write a line about each season. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 113-114, board, old newspapers or food labels
Board Work	**Left side:** Today: seasons questions + brochure **Middle:** Four seasons in a year | Snow in winter **Right side:** Blanks: Winter - Autumn - Four - Summer
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Ask: 'How many seasons are there in a year? When does it snow?' Then open page 114 for the brochure. **Teacher says:** "How many seasons are there in a year?"
Presentation (12 min)	☐ **Step 1.** Page 113 (i): answer the questions: 'How many seasons are there in a year?' (four) 'When does it snow?' (in winter). ☐ **Step 2.** Page 114 (ii): read the words on the given brochure and note them down (a brochure is an advertisement with pictures and reading material). Write a line about each season with the help of the pictures. In a circle, underline familiar words on newspapers and food labels. **Teacher says:** "Read the brochure words. Write one line about each season." ☐ **Step 3.** Page 114 (iii): fill in the blanks with the correct options: Winter is the time for snow; days are short in Autumn; there are Four seasons in a year; in Summer time, days are hot. **Teacher says:** "Choose the correct option."
Practice / Class Work (10 min)	☐ **Slow learners:** answer both questions and write one line about winter. ☐ **Average learners:** write a line about each season and complete all the blanks. ☐ **Fast learners:** find five readable words on a food label and read them to the class.
Assessment (5 min)	☐ Ask: 'Days are short in which season?' (autumn - from the poem) and 'How many seasons?' (four). **Answer:** Blanks: Winter is the time for snow; days are short in Autumn; there are Four seasons; in Summer days are hot. **Teacher's feedback:** sing the poem lines once more for children who mix summer and autumn.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write one line about each season.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 12.5 - Language Focus: Vocabulary, Rhyming Words, Asking Permission, Sight Words

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 12: Seasons	**Book pages:** 115-116	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can say the meanings of greet, bud and form. - Students can find rhyming pairs in the poem and ask permission with can and may. - Students can read the sight words think, around, good, right, water. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 115-116, board
Board Work	**Left side:** Today: new words + rhymes + permission **Middle:** greet = welcome | bud = small growth | form = grow **Right side:** snow-grow | hot-lot | Can I...? May I...?
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Point at a small bud on a plant picture. Say: 'This bud will grow - form - into a flower. What does greet mean? We greet the seasons in our poem - we welcome them.' **Teacher says:** "We greet the seasons - we welcome them. What is a bud?"
Presentation (12 min)	☐ **Step 1.** Page 115: vocabulary - greet (welcome), bud (a small growth that becomes a plant), form (grow). Use each in a spoken sentence. **Teacher says:** "Read the word. Tell me its meaning." ☐ **Step 2.** Page 115: rhyming words - read the pairs (snow-grow, hot-lot). Read the poem and circle pairs of rhyming words; use a pair to make sentences of your own. ☐ **Step 3.** Page 115: words to ask permission - read and practise the dialogue; we use can and may to seek permission (Can I...? May I...?). Pairs practise with season examples. **Teacher says:** "Ask permission: May I...?" ☐ **Step 4.** Page 116: read the sight words (think, around, good, right, water); write each in the shape box that fits; fill in the missing letters to complete the words.
Practice / Class Work (10 min)	☐ **Slow learners:** match two meanings and read the sight words with a partner. ☐ **Average learners:** circle the rhyming pairs, perform the permission dialogue and finish the shape box. ☐ **Fast learners:** make two sentences, one with snow and one with grow.
Assessment (5 min)	☐ Ask: 'What does bud mean?' (a small growth that becomes a plant) and 'Ask permission with may.' **Answer:** Rhyming pairs from the poem include snow-grow and hot-lot (also again/seasons lines as read). Sight words: think, around, good, right, water. **Teacher's feedback:** drill can/may once more with class examples if children answer with statements.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write two rhyming pairs from the poem and one sentence with each pair word 'hot' and 'lot' - or your own pair.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 12.6 - Grammar and Writing: Question Words; a Dialogue and a Paragraph on Seasons

Class: 2	**Subject:** English	**Time:** 35 minutes
Unit 12: Seasons	**Book pages:** 116-117	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can answer questions with the question words where, who and which. - Students can copy rhyming pairs, add a rhyming word, and write a dialogue and a paragraph about favourite seasons. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 116-117, board
Board Work	**Left side:** Today: questions + season writing **Middle:** where - who - which **Right side:** here-there | snow-grow | bees-trees
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Ask three quick questions: 'Where do you live? Who is your favourite teacher? In which months do you have your summer holidays?' Note the question words where, who, which. **Teacher says:** "Where do you live? Answer me in a full sentence."
Presentation (12 min)	☐ **Step 1.** Page 116: question words - read the questions and answer them (Where do you live? Who is your favourite teacher? In which months do you have your summer holidays?). Ask different questions using wh-words about different seasons and respond. ☐ **Step 2.** Page 117 (D): read the poem ('Spring is here. Spring is there. Goodbye, snow. Flowers grow. Birds and bees. Leaves on trees.'). Find pairs of rhyming words and copy them (here-there, snow-grow, bees-trees); add one more rhyming word of your own to each pair. **Teacher says:** "Find the rhyming pairs. Copy them. Add one word." ☐ **Step 3.** Page 117: write a short dialogue between two friends about their favourite seasons, using the word bank to give reasons for their liking; fill the speech bubbles as shown. **Teacher says:** "Write the dialogue. Give reasons for liking your season." ☐ **Step 4.** Write a paragraph on your favourite season in your notebook. Revise your written work for spelling and punctuation before showing the teacher.
Practice / Class Work (10 min)	☐ **Slow learners:** answer the three questions and copy two rhyming pairs. ☐ **Average learners:** complete the dialogue with reasons and the favourite-season paragraph. ☐ **Fast learners:** add one new rhyming word to every pair correctly.
Assessment (5 min)	☐ Ask: 'Which word rhymes with bees?' (trees) and 'Ask me a question with which.' **Answer:** Rhyming pairs in 'Spring is here': here-there, snow-grow, bees-trees. Added words will differ (e.g. here-near, grow-slow, bees-sees). **Teacher's feedback:** appreciate the best season paragraph by reading it aloud (with permission).
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write five lines about the current season.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

REVIEW 4

Review of Units 10-12

LESSON PLAN R4.1 - Review: Plural Sounds, Speech Bubbles and Story Questions

Class: 2	**Subject:** English	**Time:** 35 minutes
Review 4: Review of Units 10-12	**Book pages:** 118	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can sort plural words by their ending sounds s, z and iz. - Students can answer review questions about Units 10-12. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook page 118, board
Board Work	**Left side:** Review: plural sounds **Middle:** /s/: ants, books | /z/: birds, friends | /iz/: boxes, watches **Right side:** Card needs: paper, scissors, markers
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Say 'books' and 'birds' slowly. Ask: 'Same ending sound or different?' (s vs z). Review time - sounds first! **Teacher says:** "Books - birds. Same ending sound or different?"
Presentation (12 min)	☐ **Step 1.** Page 118 (A): read the given words and write them in the columns by ending sound: /s/ (ants, books), /z/ (birds, friends), /iz/ (boxes, watches). **Teacher says:** "Say the word. Write it in its sound column." ☐ **Step 2.** Page 118: look at the given pictures and write what they say (fill the speech bubbles). ☐ **Step 3.** Make pairs and describe your school and classroom to your partner. ☐ **Step 4.** Page 118 (B): answer the questions: 'How did the ant fall into the river?' (She climbed up a stone to drink water and slipped.) 'What is your favourite season?' 'What things do we need to make a greeting card?' (paper, scissors, markers). **Teacher says:** "Read the question. Answer in a full sentence."
Practice / Class Work (10 min)	☐ **Slow learners:** sort three words with a partner and answer the greeting card question. ☐ **Average learners:** sort all words, write the speech bubbles and answer all questions. ☐ **Fast learners:** describe your classroom in five sentences to your partner.
Assessment (5 min)	☐ Ask: 'Which column for watches?' (iz) and 'How did the ant fall into the river?' (she slipped from a stone). **Answer:** The ant climbed up a stone to drink water, slipped and fell into the river. Greeting card things: paper, scissors and markers. **Teacher's feedback:** say the six words slowly once more if the z column stays empty.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write two words for each ending sound: s, z, iz.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN R4.2 - Review: Meanings, Commands and Requests, Questions and Writing

Class: 2	**Subject:** English	**Time:** 35 minutes
Review 4: Review of Units 10-12	**Book pages:** 119	**Date:** _____

LESSON FLOW

Introduction 5 min	→	Presentation 12 min	→	Practice 10 min	→	Assessment 5 min	→	Conclusion 3 min

Student Learning Outcomes (SLOs)	- Students can write the meanings of half, excited, scream and greet. - Students can tell commands from requests, write questions with what, where, which and rewrite sentences with correct punctuation and capitalisation. - Students can write a short dialogue about favourite foods with reasons. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook page 119, board
Board Work	**Left side:** Review: commands vs requests **Middle:** Commands: Shut the window. Sit down. Listen to me. **Right side:** Requests: Can I use your book, please? May I go outside, please?
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Say: 'Shut the window.' Then: 'May I go outside, please?' Ask: 'Command or request - which is which?' **Teacher says:** "Shut the window! May I go outside, please? Which is a request?"
Presentation (12 min)	☐ **Step 1.** Page 119: write the meanings of half, excited, scream and greet. ☐ **Step 2.** Page 119: circle the commands in red colour and the requests in blue (commands: Shut the window. Sit down. Listen to me. Requests: Can I use your book, please? May I go outside, please?). **Teacher says:** "Circle commands in red, requests in blue." ☐ **Step 3.** Page 119: write questions using the given question words (what, where, which) in your notebook; rewrite the given sentences with correct punctuation and capitalisation (Yes, you are right. Ali likes pizza, burger and fries. He can speak English, Urdu and Arabic.). **Teacher says:** "Rewrite with capitals, commas and full stops." ☐ **Step 4.** Page 119 (D): write a short dialogue between two friends about their favourite foods, giving reasons for their likes.
Practice / Class Work (10 min)	☐ **Slow learners:** write two meanings and circle the commands with the models on the board. ☐ **Average learners:** complete all exercises and the food dialogue with reasons. ☐ **Fast learners:** add two more lines to the dialogue with a comma series (pizza, burger and fries).
Assessment (5 min)	☐ Ask: 'What does scream mean?' (to give a loud, high cry) and 'Is 'Sit down' a command or a request?' (a command). **Answer:** Rewritten: Yes, you are right. Ali likes pizza, burger and fries. He can speak English, Urdu and Arabic. **Teacher's feedback:** collect and mark the final review; note the year's weakest topics for the next class teacher.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Revise Units 10-12 - read the story 'An Ant and a Dove' once at home.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

PART 2

CUT-AND-USE CARDS

All the cards of this book are together here at the end, so printing is easy:
Lesson plans (Part 1) - print them on **both sides** of the paper to save pages.
Card pages (Part 2) - print them on **one side only**, then cut the cards from the white gaps.
Every card page shows its **plan number in big letters** at the top, and the plan itself also tells you where to use the cards.

Cards in this part

Plan 1.5 - Language Focus: Digraphs ch, sh, th; Vocabulary and Rhyming Words
Plan 1.6 - Grammar and Writing: Sight Words, Nouns, Pronouns and Two-syllable Words
Plan 2.3 - Oral Communication: Consonants and Vowels; Initial Blends
Plan 2.6 - Grammar and Writing: Describing Words, Action Words; My Home and My City
Plan 3.2 - Reading the Story: Let's Plant Trees - The Five Steps
Plan 3.3 - Oral Communication: Digraphs sh, ch, th, ph
Plan 3.6 - Grammar and Writing: Singular and Plural Nouns; Position Words
Plan 4.3 - Oral Communication: Consonant Clusters; A Dialogue with the Teacher
Plan 4.5 - Grammar: Pronouns - Subjective and Objective Case; is, am, are
Plan 5.2 - Reading: Attention! - Traffic Lights and Transport
Plan 5.6 - Grammar and Writing: Possessive Words, Position Words, Articles; Road Safety Rules
Plan 6.3 - Oral Communication: Same Beginning and Ending Sounds; Greetings
Plan 6.6 - Grammar and Writing: Masculine and Feminine, Pronouns, Articles; Picture Writing
Plan 7.5 - Language Focus: Vocabulary, Colours and Shapes, Sight Words
Plan 8.5 - Language Focus: Vocabulary, Rhyming Words, Directions, Sight Words
Plan 8.6 - Grammar and Writing: Proper Nouns, Pointing Words, Numbers and Paragraphs
Plan 9.6 - Grammar and Writing: Pronouns Revision, Punctuation, Ordinal Numbers
Plan 10.6 - Grammar and Writing: Question Words, the Comma, and Writing
Plan 11.2 - Reading: Making a Birthday Card; Comprehension
Plan 11.3 - Oral Communication: Weak Forms of a and the; Contractions

Plan 1.5 - Language Focus: Digraphs ch, sh, th; Vocabulary and Rhyming Words

✂ Print this page before the lesson. Cut the cards from the white gaps between them.

Digraph cards - hold up a card, the class reads the word and says ch, sh or th

chirp ch - at the start	**chair** ch - at the start
shine sh - at the start	**shop** sh - at the start
three th - at the start	**that** th - at the start
rich ch - at the end	**wish** sh - at the end
much ch - at the end	**push** sh - at the end
breath th - at the end	**cloth** th - at the end

Plan 1.6 - Grammar and Writing: Sight Words, Nouns, Pronouns and Two-syllable Words

✂ Print this page before the lesson. Cut the cards from the white gaps between them.

Pronoun cards (+ possessive word my) - hold up a card, children make a sentence with it

I pronoun	**you** pronoun
he pronoun	**she** pronoun
it pronoun	**we** pronoun
they pronoun	**my** my book

Plan 2.3 - Oral Communication: Consonants and Vowels; Initial Blends

✂ Print this page before the lesson. Cut the cards from the white gaps between them.

Blend cards - hold up a card, the class reads the word and says its blend

block **bl blend**	**black** **bl blend**
clock **cl blend**	**clean** **cl blend**
spread **sp blend**	**sprinkle** **sp blend**
plane **pl blend**	**place** **pl blend**

Plan 2.6 - Grammar and Writing: Describing Words, Action Words; My Home and My City

✂ Print this page before the lesson. Cut the cards from the white gaps between them.

Opposite cards - hold up one card, children say the opposite word

beautiful opposite: ugly	**clean** opposite: dirty
white opposite: black	**happy** opposite: sad
long opposite: short	**heavy** opposite: light
big opposite: small	**fast** opposite: slow

Plan 3.2 - Reading the Story: Let's Plant Trees - The Five Steps

✂ Print this page before the lesson. Cut the cards from the white gaps between them.

Step cards - groups arrange the five steps in the right order

Make a small pit in the soil

step 1

Sow a seed

step 2

Spread a little soil over it

step 3

Sprinkle some water on it

step 4

Water it regularly

step 5

Plan 3.3 - Oral Communication: Digraphs sh, ch, th, ph

✂ Print this page before the lesson. Cut the cards from the white gaps between them.

Digraph cards - hold up a card, the class reads the word and says its digraph

shop sh digraph	**dish** sh digraph
chart ch digraph	**teach** ch digraph
thin th digraph	**cloth** th digraph
phone ph digraph	**graph** ph digraph

Plan 3.6 - Grammar and Writing: Singular and Plural Nouns; Position Words

✂ Print this page before the lesson. Cut the cards from the white gaps between them.

Position word cards - hold up a card, children show the position with a book and a box

in

position word

on

position word

under

position word

to

position word

from

position word

Plan 4.3 - Oral Communication: Consonant Clusters; A Dialogue with the Teacher

✂ Print this page before the lesson. Cut the cards from the white gaps between them.

Cluster cards - hold up a card, the class reads the word and says its cluster

scrap scr cluster	**scratch** scr cluster
splash spl cluster	**splendid** spl cluster
spray spr cluster	**spring** spr cluster
strain str cluster	**strap** str cluster

Plan 4.5 - Grammar: Pronouns - Subjective and Objective Case; is, am, are

✂ Print this page before the lesson. Cut the cards from the white gaps between them.

is / am / are cards - hold up a card with a sentence start, children say the right word

I ____ **am**	**He ____** **is**
She ____ **is**	**It ____** **is**
We ____ **are**	**You ____** **are**
They ____ **are**	**Ali ____** **is**

Plan 5.2 - Reading: Attention! - Traffic Lights and Transport

✂ Print this page before the lesson. Cut the cards from the white gaps between them.

Traffic light cards - hold up a colour card, children say the meaning

RED

stop and wait

YELLOW

get ready

GREEN

go

Plan 5.6 - Grammar and Writing: Possessive Words, Position Words, Articles; Road Safety Rules

✂ Print this page before the lesson. Cut the cards from the white gaps between them.

a / an cards - hold up a word card, children say 'a' or 'an' before it

apple an apple	**boy** a boy
egg an egg	**girl** a girl
elephant an elephant	**cat** a cat
umbrella an umbrella	**bus** a bus

Plan 6.3 - Oral Communication: Same Beginning and Ending Sounds; Greetings

✂ Print this page before the lesson. Cut the cards from the white gaps between them.

Sound cards - hold up three cards, children pick the two with the same beginning sound

pen p sound	**pet** p sound
sun s sound	**clock** cl sound
cloud cl sound	**bake** same ending as mistake
flag fl sound	**floor** fl sound

Plan 6.6 - Grammar and Writing: Masculine and Feminine, Pronouns, Articles; Picture Writing

✂ Print this page before the lesson. Cut the cards from the white gaps between them.

Gender pair cards - hold up a card, children say the pair word

brother pair: sister	**uncle** pair: aunt
father pair: mother	**prince** pair: princess
son pair: daughter	**nephew** pair: niece
grandfather pair: grandmother	**man** pair: woman

Plan 7.5 - Language Focus: Vocabulary, Colours and Shapes, Sight Words

✂ Print this page before the lesson. Cut the cards from the white gaps between them.

Shape cards - hold up a card, children name the shape and one object of that shape

square

shape

rectangle

shape

cylinder

shape

cone

shape

crescent

shape

Plan 8.5 - Language Focus: Vocabulary, Rhyming Words, Directions, Sight Words

✂ Print this page before the lesson. Cut the cards from the white gaps between them.

Direction cards - hold up a card, children point and say a sentence

up

direction

down

direction

left

direction

right

direction

Plan 8.6 - Grammar and Writing: Proper Nouns, Pointing Words, Numbers and Paragraphs

✂ Print this page before the lesson. Cut the cards from the white gaps between them.

Pointing word cards - hold up a card, children point at things and make a sentence

this

near - one

that

far - one

these

near - many

those

far - many

Plan 9.6 - Grammar and Writing: Pronouns Revision, Punctuation, Ordinal Numbers

✂ Print this page before the lesson. Cut the cards from the white gaps between them.

Punctuation cards - read a sentence aloud, children hold up the right end mark

.

full stop - end of a sentence

?

question mark - end of a question

!

exclamation mark - strong feeling

Plan 10.6 - Grammar and Writing: Question Words, the Comma, and Writing

✂ Print this page before the lesson. Cut the cards from the white gaps between them.

Question word cards - hold up a card, children make a question with it

What

question word

Who

question word

Where

question word

When

question word

Why

question word

Plan 11.2 - Reading: Making a Birthday Card; Comprehension

✂ Print this page before the lesson. Cut the cards from the white gaps between them.

Card-making step cards - groups arrange Asad and Maha's steps in order

Make a list: paper, scissors, markers

step 1

Cut the paper and fold it in half

step 2

Draw flowers and a cake on the cover

step 3

Write 'Happy Birthday, mother'

step 4

Write wishes inside the card

step 5

Give the card to mother

step 6

Plan 11.3 - Oral Communication: Weak Forms of a and the; Contractions

✂ Print this page before the lesson. Cut the cards from the white gaps between them.

Contraction cards - hold up a card, children say the two full words

I'm **I am**	**you're** **you are**
he's **he is**	**she's** **she is**
it's **it is**	**they're** **they are**