LESSON PLANS

English - Class 3

Complete Book: Units 1 to 11, with Review 1, 2 and 3
Punjab Curriculum and Textbook Board (SNC 2020)

Total lesson plans	72 (6 per unit x 11 units + 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 120 (the complete English book)

Units in this booklet

Unit 1 - All are Welcome (pages 1-10) | Unit 2 - Gifts of Nature (11-19) | Unit 3 - The People I Love (20-30) | Unit 4 - Kindness to Children (31-40) | Review 1 (41-44) | Unit 5 - Road Safety Rules (45-54) | Unit 6 - The Day of Silence (55-64) | Unit 7 - I Like to Play (65-74) | Unit 8 - Saving Resources (75-83) | Review 2 (84-87) | Unit 9 - My Culture - My Pride (88-97) | Unit 10 - Our Family Picnic (98-106) | Unit 11 - Healthy Habits (107-115) | Review 3 (116-120)

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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 3 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 3 textbook.

UNIT 1

All are Welcome

LESSON PLAN 1.1 - Getting Started: Welcome Dialogue and Greetings

Class: 3	**Subject:** English	**Time:** 35 minutes
Unit 1: All are Welcome	**Book pages:** 1-2	**Date:** _____

LESSON FLOW

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

Student Learning Outcomes (SLOs)	- Students can guess the text from the title and the pictures (pre-reading). - Students can use sentences to offer greetings and to answer greetings. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 1-2, board
Board Work	**Left side:** Dear children! / I welcome you / to the new class! **Middle:** Good morning. / Thank you, teacher! **Right side:** Class talk: Are you ready to learn?
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Welcome the class in the teacher's words of the book dialogue: 'Dear children! I welcome you to the new class!' Ask: 'Are you ready to learn new things?' **Teacher says:** "I will welcome you like the teacher in the book. Listen carefully."
Presentation (12 min)	☐ **Step 1.** Read the Getting Started dialogue on page 2 aloud; students listen and repeat each line. **Teacher says:** "I will read one line. Repeat after me. Now two partners will act the dialogue." ☐ **Step 2.** Pairs practise the dialogue: one child plays the teacher, the other the students. ☐ **Step 3.** Look at the unit title 'All are Welcome' and the opener pictures. Students guess what the unit will teach and say one greeting they know.
Practice / Class Work (10 min)	☐ **Slow learners:** repeat the dialogue lines after the teacher; say one greeting with a partner. ☐ **Average learners:** perform the dialogue in pairs and guess two things the unit will teach. ☐ **Fast learners:** greet the class in your own words and answer a class fellow's greeting politely.
Assessment (5 min)	☐ Ask: 'How do we greet our teacher in the morning?' and 'What do we say when the teacher welcomes us?' **Answer:** Children greet with Good morning and answer Thank you, teacher! **Teacher's feedback:** correct any rude or incomplete greeting by modelling the polite full sentence once more.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Practise the welcome dialogue at home and greet your family members in English.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 1.2 - Oral Communication and Sounds: Soft 'c' and 'g', Clusters 'sh' and 'st'

Class: 3	**Subject:** English	**Time:** 35 minutes
Unit 1: All are Welcome	**Book pages:** 3-4	**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 soft sounds of the letters c and g. - Students can read and say words with sh and st sounds at the start and end of words. - Students can exchange courtesies in groups to show respect. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 3-4, board, word cards (city, pencil, orange, gym, cat, goat)
Board Work	**Left side:** Soft sounds: city, pencil (c) orange, gym (g) **Middle:** Hard sounds: cat (c), goat (g) **Right side:** Clusters: sh - ship, fish st - stop, dust
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Write c and g on the board. Say city and cat slowly. Ask: 'Does c sound the same in both words?' **Teacher says:** "Listen to city and cat. Does c sound the same in both words?"
Presentation (12 min)	☐ **Step 1.** Page 4: Learning the Sounds - read words with soft c (city, pencil) and soft g (orange, pigeon) and hard c/g (cat, goat); sort them in two groups. **Teacher says:** "I will say a word card. Tell me: soft or hard? Now read the sh and st words in your row." ✂ **Cards:** use the sound word cards in Part 2 at the end of this book in this sorting work - children pick a card, read it and place it in the soft or hard group. ☐ **Step 2.** Practise two-letter clusters sh and st at the start and end of words from the page, in chorus and in rows. ☐ **Step 3.** Page 3-4: Oral Communication - groups exchange greetings and courtesies (good morning, thank you, please, excuse me) in a small circle talk.
Practice / Class Work (10 min)	☐ **Slow learners:** repeat the sound words after the teacher and sort six word cards with a partner. ☐ **Average learners:** sort all words and read the sh/st words aloud. ☐ **Fast learners:** say two new words with soft c or soft g and use them in spoken sentences.
Assessment (5 min)	☐ Ask: 'Say one word with soft c and one with soft g.' and 'Read these two words: ship, last.' **Answer:** Soft: city, pencil, orange, pigeon. Hard: cat, goat. **Teacher's feedback:** if soft and hard sounds are mixed, revise with the city/cat pair on the board.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write four soft-c/g words and four sh/st words in your copy.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 1.3 - Reading: Showing Respect (Post-reading) and Sight Words

Class: 3	**Subject:** English	**Time:** 35 minutes
Unit 1: All are Welcome	**Book pages:** 5-6	**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 show respect to their teacher and class fellows. - Students can recite the poem of the unit with actions. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 5-6, board
Board Work	**Left side:** Showing respect **Middle:** Looking Eyes Helping Hands Walking Feet Speaking Nicely **Right side:** Act it: look, help, walk, speak
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Ask: 'How do we show respect to our teacher and to our class fellows?' Take four answers. **Teacher says:** "Tell me honestly - how do we show respect in our class?"
Presentation (12 min)	☐ **Step 1.** Read the unit text on showing respect (page 5): Looking Eyes, Helping Hands, Walking Feet, Speaking Nicely. Teacher reads, students follow and repeat the key lines. **Teacher says:** "I will read a symbol. You show the action with your partner." ☐ **Step 2.** Act each symbol in pairs: look at the speaker, join hands to help, walk with a friend to help, speak nicely. ☐ **Step 3.** Page 6: read the sight words of the unit aloud and spell them; recite the poem given in the unit with actions.
Practice / Class Work (10 min)	☐ **Slow learners:** name two ways of showing respect and act one with a partner. ☐ **Average learners:** name all four respect symbols and use two sight words in sentences. ☐ **Fast learners:** tell the class one time you showed respect at home, in two sentences.
Assessment (5 min)	☐ Ask: 'Name two ways to show respect.' and 'What do Helping Hands mean?' **Answer:** Four symbols: Looking Eyes, Helping Hands, Walking Feet, Speaking Nicely. **Teacher's feedback:** children who name only one way are shown the four symbols again on the page and asked once more.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write the four ways of showing respect in your copy.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 1.4 - Language Focus: Syllables

Class: 3	**Subject:** English	**Time:** 35 minutes
Unit 1: All are Welcome	**Book pages:** 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 divide a word into syllables to read it and spell it correctly. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook page 7, board
Board Work	**Left side:** Syllable = one beat learn, fun = 1 beat **Middle:** children = child.ren (2) paragraph = pa.ra.graph (3) **Right side:** Clap and count: classroom, happy
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Clap the word 'children' as child-ren. Ask: 'How many beats did you hear?' Tell the class every beat is a syllable. **Teacher says:** "Clap with me: child-ren. How many beats did you hear?"
Presentation (12 min)	☐ **Step 1.** Page 7: read the Language Focus note - some words have one sound (learn, fun) and some have two, three or more syllables. **Teacher says:** "I clap a word slowly. Count the beats and tell me the syllables." ☐ **Step 2.** Read the given words with their syllable division; clap each syllable as a class. ☐ **Step 3.** Students divide three more words from the unit into syllables in their copies.
Practice / Class Work (10 min)	☐ **Slow learners:** clap and count the syllables of two given words with the teacher. ☐ **Average learners:** divide four words into syllables correctly. ☐ **Fast learners:** divide a three-syllable word and write its meaning.
Assessment (5 min)	☐ Ask: 'How many syllables are in the word classroom?' and 'Divide the word happy into syllables.' **Answer:** classroom = class.room (2). happy = hap.py (2). **Teacher's feedback:** slow-clap the correct division together if the count is wrong.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write three words from the unit with their syllable division.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 1.5 - Common and Proper Nouns, Opposite Words and Alphabetical Order

Class: 3	**Subject:** English	**Time:** 35 minutes
Unit 1: All are Welcome	**Book pages:** 7-9	**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 naming words: common nouns and proper nouns. - Students can use words opposite in meaning. - Students can arrange words in alphabetical (ABC) order. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 7-9, board
Board Work	**Left side:** Common nouns: boy, city, book **Middle:** Proper nouns: Ali, Lahore (capitals!) **Right side:** ABC order: apple, ball, cat
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Write 'boy' and 'Ali' on the board. Ask: 'Which word is the name of one special person?' Introduce common and proper nouns. **Teacher says:** "I write boy and Ali. Which one is the name of ONE special person?"
Presentation (12 min)	☐ **Step 1.** Read the noun work in the unit: general naming words are common nouns (boy, city, book) and particular naming words are proper nouns (Ali, Lahore). Sort the given words in two columns. **Teacher says:** "I will call a word. Tell me its column: common or proper?" ☐ **Step 2.** Opposite words: read the pairs given in the unit and say them in chorus; students give the opposite of three more words. ☐ **Step 3.** Alphabetical order: arrange the given words in ABC order, first by the first letter, then by the second letter. ☐ **Step 4.** Sentence making: make sentences with the given words (learn, good, clean, English, classroom, poster).
Practice / Class Work (10 min)	☐ **Slow learners:** sort six words into common/proper with the board columns open; arrange four words in ABC order. ☐ **Average learners:** sort all words, give four opposites and arrange six words in ABC order. ☐ **Fast learners:** make two own sentences, one with a proper noun written with a capital letter.
Assessment (5 min)	☐ Ask: 'Is Lahore a common noun or a proper noun? Why?' and 'Tell the opposite of big and arrange: cat, apple, ball.' **Answer:** Lahore is a proper noun - a special name, written with a capital letter. **Teacher's feedback:** remind the class that proper nouns start with a capital letter if that is the mistake.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write five common nouns and five proper nouns from your home and school.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 1.6 - Writing: Syllabic Division, Capitalization and Mind-Map Paragraph 'My Classroom'

Class: 3	**Subject:** English	**Time:** 35 minutes
Unit 1: All are Welcome	**Book pages:** 9-10	**Date:** _____

LESSON FLOW

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

Student Learning Outcomes (SLOs)	- Students can write the syllabic division of words. - Students can write sentences with correct capitalization, punctuation and spellings. - Students can write a guided paragraph with the help of a mind-map. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 9-10, board, students' copies
Board Work	**Left side:** children = child.ren classroom = class.room **Middle:** Mind-map 'My Classroom': name / students / furniture / activities **Right side:** Begin: capital letter End: full stop
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Write a wrong sentence on the board without capital letter and full stop. Ask: 'What is wrong in this sentence?' **Teacher says:** "I wrote a sentence with two mistakes. Who can find them?"
Presentation (12 min)	☐ **Step 1.** Page 9: Syllabic Division - write the multisyllabic words in colours with their divisions (children = child.ren, paragraph = pa.ra.graph) and divide classroom, consonants, clusters, playground, correct, happy. **Teacher says:** "First divide the words. Then complete the mind-map. Then write your six lines." ☐ **Step 2.** Capitalization and Punctuation: punctuate the given sentences with capital letters, full stops and question marks. ☐ **Step 3.** Page 10: study the mind-map of 'My Classroom' (name of class, number of students - boys + girls, furniture, fun activities, describe the classroom). Add information where needed. ☐ **Step 4.** Write six lines on 'My Classroom' with correct capitalization, punctuation and spellings. End with the tongue twister given on the page, read aloud in turns.
Practice / Class Work (10 min)	☐ **Slow learners:** divide three words and write three lines of the paragraph with the mind-map open. ☐ **Average learners:** divide all the given words and write six lines of the paragraph. ☐ **Fast learners:** write the paragraph with two extra lines of your own about your classroom.
Assessment (5 min)	☐ Check two copies for capital letters at the start and full stops at the end of sentences. **Answer:** Divisions: consonants = con.so.nants; clusters = clus.ters; playground = play.ground; correct = cor.rect; happy = hap.py. **Teacher's feedback:** correct one sentence of each checked copy on the board as a model.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write the neat final copy of 'My Classroom' in your notebook.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

UNIT 2

Gifts of Nature

LESSON PLAN 2.1 - Getting Started and Pre-reading

Class: 3	**Subject:** English	**Time:** 35 minutes
Unit 2: Gifts of Nature	**Book pages:** 11-13	**Date:** _____

LESSON FLOW

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

Student Learning Outcomes (SLOs)	- Students can guess some words of the text by looking at the picture and the title. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 11-13, board
Board Work	**Left side:** Gifts of nature **Middle:** sun, moon, plants, birds, water **Right side:** Our guesses for the poem: (date: check later)
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Ask the book's questions: 'What objects of nature do you like the most?' and 'While coming to school, which different things do you see?' **Teacher says:** "While coming to school, which gifts of nature do you see?"
Presentation (12 min)	☐ **Step 1.** Page 12: Getting Started - look at the nature pictures and name what you see (sun, moon, plants, birds). **Teacher says:** "Look at the pictures. Name one gift and say why we need it." ☐ **Step 2.** Read the title of the unit poem 'Golden Sun'. Students guess five words that will come in the poem. ☐ **Step 3.** Talk round: each child names one gift of nature and says why it is important.
Practice / Class Work (10 min)	☐ **Slow learners:** name two gifts of nature from the pictures. ☐ **Average learners:** name four gifts and guess three poem words. ☐ **Fast learners:** say one full sentence on why the sun is a gift of nature.
Assessment (5 min)	☐ Ask: 'Name three gifts of nature.' and 'Which words do you think will come in the poem?' **Answer:** Gifts: sun, moon, plants, birds, water, air. **Teacher's feedback:** keep the guessed words on the board corner; we will check them in the reading lesson.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Draw one gift of nature and write its name.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 2.2 - Reading the Poem 'Golden Sun' and Comprehension

Class: 3	**Subject:** English	**Time:** 35 minutes
Unit 2: Gifts of Nature	**Book pages:** 13-15	**Date:** _____

LESSON FLOW

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

Student Learning Outcomes (SLOs)	- Students can read the poem 'Golden Sun' and answer questions about the gifts of the sun during and after reading. - Students can name the gifts we get from the sun and tell why life on earth depends on it. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 13-15, board
Board Work	**Left side:** Golden Sun by Lenore Hetrick **Middle:** Great, glorious, golden sun, shine down on me! **Right side:** You are the life of all this earth.
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Recall the guessed words. Ask: 'What does the sun give us?' **Teacher says:** "Let us check our guesses. Listen to the poem first."
Presentation (12 min)	☐ **Step 1.** Teacher reads the poem 'Golden Sun' by Lenore Hetrick aloud with expression; students follow in books. **Teacher says:** "I read two lines, you repeat. Groups will read the next lines." ☐ **Step 2.** Read the poem again in groups, two lines per group. Discuss: 'Great, glorious, golden sun, shine down on me today! You are the life of all this earth.' ☐ **Step 3.** Answer the book's questions: What is important for a bird and a plant? List the gifts we get from the sun. What does life on earth depend on? ☐ **Step 4.** Post-reading: students tell which gift of the sun they use every day.
Practice / Class Work (10 min)	☐ **Slow learners:** read two lines of the poem with the group and answer the first question with help. ☐ **Average learners:** read four lines aloud and answer all the questions. ☐ **Fast learners:** explain in two sentences why the poet calls the sun 'great, glorious, golden'.
Assessment (5 min)	☐ Ask: 'What does life on earth depend on?' and 'Name two gifts of the sun.' **Answer:** Life on earth depends on the sun. The sun gives light, heat and life to birds and plants. **Teacher's feedback:** answers must come from the poem; point to the line 'You are the life of all this earth' for children who are stuck.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Learn the first four lines of the poem 'Golden Sun'.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 2.3 - Oral Communication, Sight Words and Long/Short Vowels

Class: 3	**Subject:** English	**Time:** 35 minutes
Unit 2: Gifts of Nature	**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 pronounce long and short vowels. - Students can talk about a picture message in pairs (discussion). *(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, a colour-pencils advertisement picture if available
Board Work	**Left side:** Long vowels: moon, see **Middle:** Short vowels: sun, fish **Right side:** Ad talk: colours / pencils / children / message
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Say two words slowly: sun and moon. Ask: 'Which vowel sound is long and which is short?' **Teacher says:** "Listen: sun... moon. Which vowel sound is longer?"
Presentation (12 min)	☐ **Step 1.** Page 14-15: Oral Communication - discuss the advertisement of colour pencils given in the book: its colours, the types/colours of pencils, the action of the children and the messages written on them. **Teacher says:** "I will say a word. Show me L for long or S for short with your fingers." ☐ **Step 2.** Read the sight words of the unit aloud and spell them. ☐ **Step 3.** Long and Short Vowels: pronounce the vowel words given in the book; sort them into long and short vowel sounds.
Practice / Class Work (10 min)	☐ **Slow learners:** say two points about the advertisement with a partner; pronounce the vowel words after the teacher. ☐ **Average learners:** say four points about the advertisement and sort the vowel words correctly. ☐ **Fast learners:** give two own examples of long and short vowel words.
Assessment (5 min)	☐ Ask: 'Say one long-vowel word and one short-vowel word.' and 'What message is written in the advertisement?' **Answer:** Long vowel: moon. Short vowel: sun. The advertisement is for Swans colour pencils ('SWANS 36 LONG'); its badges promise '100% ORIGINAL'. **Teacher's feedback:** repeat the mixed vowel word slowly, stretching the long sound, and let the child copy.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write four long-vowel and four short-vowel words in your copy.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 2.4 - Analytical Reading: The Poem 'Moon'

Class: 3	**Subject:** English	**Time:** 35 minutes
Unit 2: Gifts of Nature	**Book pages:** 16	**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 a second poem and compare it with the unit poem. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook page 16, board
Board Work	**Left side:** Golden Sun Day - sun - life **Middle:** Moon Night - moon - stars **Right side:** Same: both poems are about the sky.
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Ask: 'We read about the sun. What comes in the sky at night?' Read the title 'Moon'. **Teacher says:** "We read about the sun. What flies in the sky at night?"
Presentation (12 min)	☐ **Step 1.** Read the poem 'Moon' aloud: 'I saw the moon, one windy night, flying so fast - all silvery light...' Students follow and read in chorus. **Teacher says:** "After reading, pairs will tell one same point and one different point." ☐ **Step 2.** Compare the two poems in pairs: Golden Sun is about the day, Moon is about the night; the sun gives light and life, the moon flies fast with the frosty stars. ☐ **Step 3.** Each pair tells the class one thing that is the same and one thing that is different in the two poems.
Practice / Class Work (10 min)	☐ **Slow learners:** read two lines of 'Moon' with the group and tell one difference. ☐ **Average learners:** read the full poem and tell one same and one different point. ☐ **Fast learners:** tell which poem you like more and give two reasons.
Assessment (5 min)	☐ Ask: 'What is the moon doing in the poem?' and 'Name one difference between the two poems.' **Answer:** The moon flies fast; frosty stars chase her. Difference: day/sun vs night/moon. **Teacher's feedback:** accept any true difference from the poems; write the best two on the board.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write two lines of the poem 'Moon' in your copy.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 2.5 - Language Focus: Vocabulary, Joining Words (Conjunctions) and Anagrams

Class: 3	**Subject:** English	**Time:** 35 minutes
Unit 2: Gifts of Nature	**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 learn new words with their meanings and count their syllables. - Students can join words and sentences with joining words (conjunctions). - Students can make anagrams from simple one-syllable 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, word cards (great, glorious, magic, whole)
Board Work	**Left side:** great = grand **Middle:** glorious = very beautiful magic = spell whole = full, complete **Right side:** Anagram: pat -> tap Join: and, but, or
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Write 'pat' on the board. Ask: 'Which new word can we make from these letters?' (tap) - this is an anagram. **Teacher says:** "Letters of pat can dance! What new word can we make?"
Presentation (12 min)	☐ **Step 1.** Page 16: Vocabulary Building - read the words with meanings and count their syllables: great (grand, bigger, larger), glorious (very beautiful), magic (spell, illusion), whole (full, complete). **Teacher says:** "Read the word cards. Tell me the meaning and clap the syllables." ✂ **Cards:** use the vocabulary cards in Part 2 at the end of this book - hold up a card; children read the word, tell its meaning and clap its syllables. ☐ **Step 2.** Joining words: read the conjunction work in the unit (and, but, or) and join the given word pairs and sentences. ☐ **Step 3.** Anagrams: make new words by arranging the letters of the given one-syllable words, as in the book exercise.
Practice / Class Work (10 min)	☐ **Slow learners:** learn two vocabulary words with meanings; make one anagram with letter cards. ☐ **Average learners:** learn all four words with syllable counts; join three sentences and make two anagrams. ☐ **Fast learners:** make an anagram that is not in the book and use one conjunction in your own sentence.
Assessment (5 min)	☐ Ask: 'What is the meaning of glorious?' and 'Make a new word from the letters of pat.' **Answer:** Meanings: great = grand/bigger; glorious = very beautiful; magic = spell/illusion; whole = full/complete. **Teacher's feedback:** if anagrams fail, let the child move the letter cards physically before writing.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write the four vocabulary words with meanings and syllables.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 2.6 - Sentences (Subject + Verb), Numbers in Words and Writing

Class: 3	**Subject:** English	**Time:** 35 minutes
Unit 2: Gifts of Nature	**Book pages:** 18-19	**Date:** _____

LESSON FLOW

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

Student Learning Outcomes (SLOs)	- Students can make simple sentences with a subject and a verb (S + V). - Students can write cardinal numbers from 50 to 100 in words. - Students can write guided sentences in speech bubbles and a cartoon strip. - Students can write a simple descriptive paragraph. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 18-19, board, students' copies
Board Work	**Left side:** A sentence: Subject + Verb Birds fly. **Middle:** fifty, sixty, seventy, eighty, ninety, one hundred **Right side:** Paragraph model: Neelum Valley
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Write 'Birds fly.' on the board. Ask: 'Who is doing the action? What is the action?' Mark subject and verb. **Teacher says:** "Birds fly. Who is doing the action? What is the action?"
Presentation (12 min)	☐ **Step 1.** Page 18: Sentence Making - notice the subject and the verb in each sentence; a sentence needs both to complete its meaning. Make simple S + V sentences from the given words. **Teacher says:** "Point to the subject, point to the verb. Now write the number I call, in words." ☐ **Step 2.** Write cardinal numbers from 50 to 100 in words (fifty, fifty-one, ... one hundred) - practise the spellings in rows. ☐ **Step 3.** Page 19: read the sample paragraph 'Neelum Valley' and the picture story strip; write guided sentences in the speech bubbles. ☐ **Step 4.** Write a simple descriptive paragraph about your city on the model of the sample paragraph.
Practice / Class Work (10 min)	☐ **Slow learners:** make two S + V sentences with the word bank; write numbers 50-60 in words. ☐ **Average learners:** make four sentences, write numbers 50-100 in words and complete the speech bubbles. ☐ **Fast learners:** write the paragraph with five sentences, joining two of them with and or but.
Assessment (5 min)	☐ Ask: 'Point to the subject and the verb in this sentence.' and 'Write 67 in words.' (sixty-seven) **Answer:** 67 in words: sixty-seven. **Teacher's feedback:** correct number spellings on the board (sixty-seven, eighty-four are commonly missed).
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write numbers from 80 to 100 in words in your copy.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

UNIT 3

The People I Love

LESSON PLAN 3.1 - Getting Started: Dialogue and Pre-reading

Class: 3	**Subject:** English	**Time:** 35 minutes
Unit 3: The People I Love	**Book pages:** 20-22	**Date:** _____

LESSON FLOW

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

Student Learning Outcomes (SLOs)	- Students can guess the text by looking at placards, pictures and the title. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 20-22, board
Board Work	**Left side:** Ali's grandmother is coming from Karachi. **Middle:** She will bring gifts for all of us. **Right side:** Title guess: The People I Love = my family
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Ask: 'Who loves you the most in your family? What do they do for you?' Take four answers. **Teacher says:** "Who loves you the most in your family? Tell me one name."
Presentation (12 min)	☐ **Step 1.** Page 21: read and practise the Getting Started dialogue - Ali tells the teacher his grandmother is coming home from Karachi and will bring gifts for all. **Teacher says:** "Listen to the dialogue. Then two partners will act it for the class." ☐ **Step 2.** Pairs practise the dialogue; two pairs perform for the class. ☐ **Step 3.** Look at the title 'The People I Love' and the placards/pictures on page 22. Students guess what the text 'My Happy Home' will tell us.
Practice / Class Work (10 min)	☐ **Slow learners:** repeat the dialogue lines after the teacher; name one family member you love. ☐ **Average learners:** perform the dialogue in pairs and guess two things about the text. ☐ **Fast learners:** tell the class two things your grandmother or grandfather does for you.
Assessment (5 min)	☐ Ask: 'From where is Ali's grandmother coming?' (Karachi) and 'What will she bring?' (gifts) **Answer:** She is coming from Karachi and will bring gifts for all. **Teacher's feedback:** answers come from the dialogue; read the missed line once more if needed.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Draw one person you love and write his or her name.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 3.2 - Reading: My Happy Home (While-reading)

Class: 3	**Subject:** English	**Time:** 35 minutes
Unit 3: The People I Love	**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 'My Happy Home' and answer questions about Bano and her family during and after reading. - Students can tell one way Bano's home is like their own home and one way it is different. *(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
Board Work	**Left side:** Bano's Happy Home: sister (elder), brother (younger) parents, grandparents **Middle:** ALWAYS: respect, help, share routine **Right side:** NEVER: talk to strangers, take gifts, go out alone
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Ask the book's questions: 'Name your family members who live in your home.' and 'Whom do you like the most?' **Teacher says:** "Name the people who live in your home."
Presentation (12 min)	☐ **Step 1.** Teacher reads 'My Happy Home' aloud: Bano lives in a small house, has one elder sister and a younger brother; parents take good care of them; grandparents also live with them. **Teacher says:** "I will read. When I stop, tell me who is in Bano's home." ☐ **Step 2.** While-reading: read the Always/Never chart about strangers - respect everyone at home, help your parents, share your routine with your parents; never talk to strangers, never accept gifts from them, never go outside without permission. ☐ **Step 3.** Groups re-read the text in turns. ☐ **Step 4.** Post-reading (book's tasks): 'Like Bano, tell us about your family' and 'Describe your home in a few sentences' - volunteers speak.
Practice / Class Work (10 min)	☐ **Slow learners:** read the first part with the teacher and say two Always points. ☐ **Average learners:** read one full part and tell about your family in three sentences. ☐ **Fast learners:** describe your home in four sentences, like Bano.
Assessment (5 min)	☐ Ask: 'Who lives in Bano's home?' and 'Name one Always and one Never about strangers.' **Answer:** Bano's home: parents, grandparents, elder sister, younger brother and Bano. **Teacher's feedback:** safety points are repeated in chorus if any child misses a Never point.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write three sentences about your family.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 3.3 - Oral Communication: Weak Forms of has/have, Feelings and Introducing Myself

Class: 3	**Subject:** English	**Time:** 35 minutes
Unit 3: The People I Love	**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 say the weak forms of has and have and their negative forms. - Students can use the right tone and face expressions for different feelings. - Students can introduce themselves and talk about their family. *(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:** he has = he's I have = I've **Middle:** hasn't = has not haven't = have not **Right side:** Faces say it: happy / sad / wow!
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Make a happy face and a sad face. Ask: 'How do I feel?' Students guess from the face - today we show feelings with tone and expressions. **Teacher says:** "Watch my face. How do I feel now?"
Presentation (12 min)	☐ **Step 1.** Page 23-24: Oral Communication - practise the weak forms of has/have in speech (he has = he's, I have = I've) and the negative forms (hasn't, haven't). **Teacher says:** "Say it with feeling! First the broken toy, then the match win." ☐ **Step 2.** Exclamation work (page 24): choose and say the expressions for the three situations in the book - Bano's toy is broken (Oh no!), Ali fell from the cycle and hurt his ankle (Ouch! / Oh!), Pakistan has won the cricket match (Wow! Hurrah!). Match the facial expressions. ☐ **Step 3.** Introduce yourself with the book's points: name, class, family members, favourite book and food; partners listen and introduce each other to the class.
Practice / Class Work (10 min)	☐ **Slow learners:** say two has/have sentences after the teacher; introduce yourself with the points list open. ☐ **Average learners:** use one weak form and one negative form; introduce yourself fully. ☐ **Fast learners:** introduce your partner to the class from memory.
Assessment (5 min)	☐ Ask: 'Say one sentence with has and one with hasn't.' and 'Introduce yourself in two lines.' **Answer:** Broken toy: Oh no! Fall from cycle: Ouch! Match won: Wow! Hurrah! **Teacher's feedback:** correct weak-form pronunciation by saying the sentence naturally and letting the child copy.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write four lines to introduce yourself.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 3.4 - Reading Comprehension, Sight Words and Poem

Class: 3	**Subject:** English	**Time:** 35 minutes
Unit 3: The People I Love	**Book pages:** 25	**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 on the text they have read. - Students can recite a poem aloud with actions. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook page 25, board
Board Work	**Left side:** Bano's story questions - page 25 **Middle:** Parents take good care of us. **Right side:** Poem time: read with actions
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Ask: 'What did we learn from Bano's story? Who takes care of us at home?' **Teacher says:** "What did we learn from Bano's story? One line only."
Presentation (12 min)	☐ **Step 1.** Page 25: Reading and Critical Thinking - answer the comprehension questions on 'My Happy Home', first in groups, then in copies. **Teacher says:** "Groups read one question each and find the answer line in the text." ☐ **Step 2.** Read the sight words of the unit aloud and spell them; use two in spoken sentences. ☐ **Step 3.** Recite the poem given in the unit aloud with actions, line by line, then the whole class together.
Practice / Class Work (10 min)	☐ **Slow learners:** answer two questions with the text open and a partner. ☐ **Average learners:** answer all questions in complete sentences. ☐ **Fast learners:** write one extra question on the text and answer it.
Assessment (5 min)	☐ Ask one question from the comprehension set and 'Tell one thing Bano's parents do for the children.' **Answer:** From the text: Bano's parents take good care of the children; the family feels happy together. **Teacher's feedback:** answers must come from the text; show the line in the book for children who guess.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write the answers of the remaining comprehension questions.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 3.5 - Vocabulary and Grammar: has / have and Contractions

Class: 3	**Subject:** English	**Time:** 35 minutes
Unit 3: The People I Love	**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 say the meanings of new words and divide the words into syllables. - Students can use has and have with the right pronouns. - Students can write statements with contractions and negative contractions. *(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, word cards (vacation, living room, protection, important, strangers)
Board Work	**Left side:** vacation = holidays living room = sitting room **Middle:** protection = save from harm important = necessary strangers = unknown people **Right side:** have: I, we, you, they has: he, she, it
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Write on the board: 'He ___ a new bag. I ___ a new bag.' Ask: 'Which word fits where - has or have?' **Teacher says:** "He ___ a new bag. I ___ a new bag. Has or have?"
Presentation (12 min)	☐ **Step 1.** Page 26: Vocabulary Building - read the words with meanings and syllables: vacation (va-ca-tion, holidays), living room (sitting room), protection (save from harm), important (necessary), strangers (people we don't know). Join the syllable boxes to make words (moun + tain). **Teacher says:** "Read the Read Me box with me. Then write the contraction of each statement." ✂ **Cards:** use the vocabulary cards (in Part 2 at the end of this book) for a quick read-and-tell round. ☐ **Step 2.** Page 27: Grammar - read the Read Me box: 'have' is used with I, we, you, they; 'has' is used with he, she, it. ☐ **Step 3.** Write the given statements with contractions (I have eaten an apple = I've eaten an apple), then with negative contractions (I haven't eaten an apple).
Practice / Class Work (10 min)	☐ **Slow learners:** learn three vocabulary words; complete three has/have sentences with the Read Me box open. ☐ **Average learners:** learn all five words with syllables; write all contractions and negative contractions. ☐ **Fast learners:** write two own sentences - one with has in a contraction, one negative with haven't.
Assessment (5 min)	☐ Ask: 'She ___ a doll (has/have).' and 'Write the contraction: We have liked the game.' (We've liked the game.) **Answer:** She has a doll. We have liked the game = We've liked the game. Negative: I haven't eaten an apple. **Teacher's feedback:** revise the have/has rule on the board if errors repeat.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write the five vocabulary words with meanings and syllables.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 3.6 - Gender of Nouns and Writing: Instructions and a Guided Paragraph

Class: 3	**Subject:** English	**Time:** 35 minutes
Unit 3: The People I Love	**Book pages:** 28-30	**Date:** _____

LESSON FLOW

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

Student Learning Outcomes (SLOs)	- Students can tell and change the gender of nouns (masculine, feminine, neuter). - Students can write simple instructions and directions. - Students can write a guided paragraph in the right order. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 28-30, board
Board Work	**Left side:** Masculine: father, brother, son **Middle:** Feminine: mother, sister, aunt **Right side:** Neuter: book, boat, doctor, chicken, dishes
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Write father, mother, book on the board. Ask: 'Which word is for a man, which for a woman, and which is not for a person at all?' **Teacher says:** "Father, mother, book. Man, woman - or not a person at all?"
Presentation (12 min)	☐ **Step 1.** Page 28-29: classify the mixed nouns given in the book into Masculine, Feminine and Objects/Neuter columns: aunt, brother, nephew, niece, beds, books, father, daughter, uncle, cousin, prince, son, horse, chicken, mother, grandfather, sister, doctor, boat, hen, goose, mare. Read the note: doctor, chicken, ship, dishes are neuter. **Teacher says:** "I call a noun. Point to its column on the board." ✂ **Cards:** use the gender cards in Part 2 at the end of this book - children sort them into the Masculine, Feminine and Neuter columns. ☐ **Step 2.** Page 29-30: Writing - read the simple instructions and directions given in the unit and follow their order. ☐ **Step 3.** Write a guided paragraph using the organizing steps practised in the unit (topic sentence first, then details in order).
Practice / Class Work (10 min)	☐ **Slow learners:** sort eight nouns with the three columns drawn on the board. ☐ **Average learners:** sort the full noun list and write the paragraph with the given order. ☐ **Fast learners:** write the paragraph and add two instructions of your own for reaching the school gate.
Assessment (5 min)	☐ Ask: 'Is hen masculine, feminine or neuter?' (feminine) and 'Is doctor masculine or feminine?' (neuter) **Answer:** Hen = feminine. Doctor = neuter (it can be a man or a woman). Goose = feminine; mare = feminine; prince/nephew/uncle = masculine. **Teacher's feedback:** the doctor-type words are the common trap - revise the neuter note once more.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write ten nouns from your home in the three gender columns.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

UNIT 4

Kindness to Children

LESSON PLAN 4.1 - Getting Started, Let's Talk and Pre-reading

Class: 3	**Subject:** English	**Time:** 35 minutes
Unit 4: Kindness to Children	**Book pages:** 31-33	**Date:** _____

LESSON FLOW

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

Student Learning Outcomes (SLOs)	- Students can guess the content and words of a text from pictures and the title. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 31-33, board
Board Work	**Left side:** Title: Kindness to Children **Middle:** Our role model: the Rasool (SAW) **Right side:** Our guesses: (to check after reading)
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Ask the book's questions: 'Have you ever read about the kindness of the Rasool (peace be upon him) towards children?' and 'Do you know that the Rasool (peace be upon him) is a role model for all of us?' **Teacher says:** "Have you ever read about the kindness of the Rasool (SAW) towards children?"
Presentation (12 min)	☐ **Step 1.** Page 32: Getting Started and Let's Talk - do the opening activities and talk; students share how elders show kindness to them. **Teacher says:** "Look at the title and pictures. Guess what this text will tell us." ☐ **Step 2.** Read the title 'Kindness to Children' and look at the pictures. Students guess what the text will tell us about. ☐ **Step 3.** Pairs tell each other one act of kindness they saw this week.
Practice / Class Work (10 min)	☐ **Slow learners:** name one kind act by a family member. ☐ **Average learners:** share one act of kindness and guess two things about the text. ☐ **Fast learners:** tell the class a kind act you did yourself, in three sentences.
Assessment (5 min)	☐ Ask: 'What do you think this text will tell us?' and 'Who is our role model?' **Answer:** Open talk - guesses are kept on the board and checked in the next lesson. **Teacher's feedback:** accept warm guesses; keep three guesses on the board to check after reading.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write two lines: Who shows kindness to you at home?
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 4.2 - Reading: Kindness to Children (While-reading)

Class: 3	**Subject:** English	**Time:** 35 minutes
Unit 4: Kindness to Children	**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 read the text about the kindness of Hazrat Muhammad (SAW) to children and answer questions during and after reading. - Students can tell one way the Rasool (SAW) showed love and kindness to children. *(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:** The last Rasool of Allah (SAW) **Middle:** A blessing for mankind **Right side:** Children loved him very much.
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Recall the guesses. Ask: 'How did the Rasool (peace be upon him) treat children?' **Teacher says:** "Let us check our guesses while we read."
Presentation (12 min)	☐ **Step 1.** Teacher reads the text aloud: Hazrat Muhammad (peace be upon him) is the last Rasool of Allah; he is a blessing for mankind; his kindness to children is well known and children loved him very much. Students follow in books. **Teacher says:** "Follow in your books. When I stop, tell me what comes next." ☐ **Step 2.** While-reading: stop at the questions given in the text and let students predict what comes next. ☐ **Step 3.** Groups re-read the text in turns, one paragraph per group. ☐ **Step 4.** Post-reading talk: how did he teach us to treat children well and express love and joy? Students link it to their own homes.
Practice / Class Work (10 min)	☐ **Slow learners:** read one paragraph with the group and answer 'Children loved him - true or false?' ☐ **Average learners:** read two paragraphs and answer the while-reading questions. ☐ **Fast learners:** tell the class one way we can follow this example in school.
Assessment (5 min)	☐ Ask: 'Why did children love the Rasool (peace be upon him)?' and 'What did he teach us about children?' **Answer:** He taught us to treat children well and to express our love and joy. **Teacher's feedback:** answers must come from the text; point to the exact lines for children who guess.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write three lines on the kindness of the Rasool (peace be upon him) to children.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 4.3 - Oral Communication: Daily Routine and Reading Comprehension

Class: 3	**Subject:** English	**Time:** 35 minutes
Unit 4: Kindness to Children	**Book pages:** 34-35	**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 daily routine. - Students can answer questions on the text they have read. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 34-35, board
Board Work	**Left side:** My routine: I wake up. I brush my teeth. I eat... **Middle:** First fruit of the season - for children **Right side:** In battle: children must not be harmed
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Ask three children: 'What do you do after you wake up?' Build a small routine chain on the board. **Teacher says:** "What is the first thing you do after you wake up?"
Presentation (12 min)	☐ **Step 1.** Page 34: Oral Communication - talk about daily routine: each child tells five things of his or her day in order (I wake up, I brush my teeth...). Partners ask each other one question. **Teacher says:** "Chain talk: each child adds one action of the day." ☐ **Step 2.** Page 35: Reading and Critical Thinking - answer the book's questions, including: To whom would the Rasool (peace be upon him) give the first fruit of the season? According to his command, how were children to be treated in a battle? ☐ **Step 3.** Read the sight words of the unit aloud and spell them.
Practice / Class Work (10 min)	☐ **Slow learners:** tell three routine actions with the board chain open. ☐ **Average learners:** tell five routine actions and answer both text questions. ☐ **Fast learners:** ask your partner two questions about his or her routine and report one answer.
Assessment (5 min)	☐ Ask: 'Tell me two things you do in the morning.' and 'To whom would he give the first fruit of the season?' **Answer:** He would give the first fruit of the season to the children. His command: children were not to be harmed in battle. **Teacher's feedback:** text answers come from the book lines; re-read the missed line together.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write your daily routine in five sentences.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 4.4 - Language Focus: Vocabulary and Digraphs/Trigraphs (ch sound)

Class: 3	**Subject:** English	**Time:** 35 minutes
Unit 4: Kindness to Children	**Book pages:** 36-37	**Date:** _____

LESSON FLOW

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

Student Learning Outcomes (SLOs)	- Students can learn new words with meanings and divide them into syllables. - Students can say the ch sound. - Students can read words with digraphs and trigraphs at the start, middle and end. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 36-37, board
Board Work	**Left side:** treat = to act or behave towards a person **Middle:** cite = mention, tell **Right side:** ch sound: chair, children ch + ...
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Write 'chair' on the board and underline ch. Ask: 'Which two letters make one sound here?' **Teacher says:** "Two letters, one sound. Listen: chair."
Presentation (12 min)	☐ **Step 1.** Page 36: Vocabulary - read the words from the unit with meanings and syllabic division (for example 'treat' - to act or behave towards a person; 'cite' - mention, tell). **Teacher says:** "Read the digraph words with me. Clap on the ch words." ☐ **Step 2.** Read the digraphs and trigraphs in initial and final positions given in the book; the ch example is worked first (ch as in chair/children). ☐ **Step 3.** Students pick out three digraph words from the unit text and read them aloud in rows.
Practice / Class Work (10 min)	☐ **Slow learners:** learn two vocabulary words and read four ch words after the teacher. ☐ **Average learners:** learn all the words with syllables and read the digraph list. ☐ **Fast learners:** find one trigraph word and use one vocabulary word in your own sentence.
Assessment (5 min)	☐ Ask: 'Read this word: children. Which letters make the ch sound?' and 'Tell the meaning of treat.' **Answer:** In 'children', the letters c and h together make the ch sound. **Teacher's feedback:** if the sound is split into k-h, blend it together aloud as a class once more.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write five words with the ch sound.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 4.5 - Grammar: Describing Words (Adjectives) and Possessive Adjectives

Class: 3	**Subject:** English	**Time:** 35 minutes
Unit 4: Kindness to Children	**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 find describing words (adjectives) in sentences. - Students can use words that show possession (my, your, his, her, our, their). *(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
Board Work	**Left side:** Adjective = describing word **Middle:** a house -> a NEW house the car -> the BLACK car **Right side:** my, your, his, her, our, their
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Hold up a black pen and a broken pencil. Say: 'This is a BLACK pen. This is a BROKEN pencil.' Ask: 'Which words tell more about the pen and the pencil?' **Teacher says:** "My father bought a house. Now: a NEW house. Which word is extra?"
Presentation (12 min)	☐ **Step 1.** Page 38: read the Read Me box - an adjective describes a noun or pronoun. Compare the book's pairs: 'My father bought a house / a NEW house', 'Did you see the car? / the BLACK car', 'The green grass looks pretty.' **Teacher says:** "Underline the describing word in each sentence I write." ✂ **Cards:** use the adjective cards in Part 2 at the end of this book in the Step 2 drill - hold up a card, children make a sentence with that describing word. ☐ **Step 2.** Underline the adjectives in the given sentences (a beautiful watch, a colourful painting). ☐ **Step 3.** Possessive adjectives: read and practise my, your, his, her, our, their in sentences (This is my book. That is her bag). Students point to real things in the class and speak.
Practice / Class Work (10 min)	☐ **Slow learners:** underline adjectives in three sentences with the pairs open; say two possessive sentences about things in class. ☐ **Average learners:** underline all the adjectives and use four possessive adjectives correctly. ☐ **Fast learners:** write two own sentences, each with an adjective and a possessive adjective.
Assessment (5 min)	☐ Ask: 'Underline the adjective: The green grass looks pretty.' (green) and 'Whose bag is this? Say it with a possessive word.' **Answer:** Adjectives: new, black, green, beautiful, colourful. **Teacher's feedback:** children who pick the noun instead of the adjective re-read the 'house / new house' pair.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write five sentences, each with one describing word.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 4.6 - Present Continuous Tense, Joining Sentences and Story Writing

Class: 3	**Subject:** English	**Time:** 35 minutes
Unit 4: Kindness to Children	**Book pages:** 39-40	**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 present continuous tense for actions happening now. - Students can join sentences with and, but, or and because in a paragraph. - Students can tell the parts of a story (beginning, middle, end, characters, place, time) and write a guided story on a zoo animal. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 39-40, board, students' copies
Board Work	**Left side:** is / are + verb-ing He is running. **Middle:** Ahmad is watering the plants. **Right side:** Story parts: beginning, middle, end + characters, place, time
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Mime drinking water and ask: 'What am I doing?' Write 'I am drinking water' - an action happening right now. **Teacher says:** "Watch me - what am I doing right now?"
Presentation (12 min)	☐ **Step 1.** Page 39: Present Continuous - read the sentences and complete the pattern (We are eating. They are running. He is walking. It is running). Read Me: present continuous tells an action going on now (The boy is running. Ahmad is watering the plants). **Teacher says:** "Mime an action. The class will say the full sentence about you." ☐ **Step 2.** Act and speak: students mime actions, class says 'He is jumping', 'She is reading'. ☐ **Step 3.** Join two short sentences with and, but, or, because, as practised in the unit paragraph work. ☐ **Step 4.** Page 40: story elements - beginning, middle and end, characters, place and time. Narrate 'Hare and Tortoise' with the mind map. Then start the guided zoo-animal story with the same map.
Practice / Class Work (10 min)	☐ **Slow learners:** complete three is/are + verb-ing sentences while acting them; fill the story map with the class. ☐ **Average learners:** make five present-continuous sentences and write the story with the map. ☐ **Fast learners:** write the zoo story in six sentences, joining two with because.
Assessment (5 min)	☐ Ask: 'What is he doing? (show a running action)' (He is running) and 'Name the three parts of a story.' **Answer:** We are eating. They are running. He is walking. It is running. Story: beginning, middle, end. **Teacher's feedback:** correct missing -ing or is/are by saying the full sentence together.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Finish the zoo-animal story in your copy.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

REVIEW 1

Revision of Units 1 to 4

LESSON PLAN R1.1 - Oral and Reading Revision (Units 1-4)

Class: 3	**Subject:** English	**Time:** 35 minutes
Review 1: Revision of Units 1 to 4	**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 revise the sounds, words and speaking work of Units 1-4. *(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:** Soft c: city, pencil Soft g: orange, gym **Middle:** Hard: cat, cream (c) gum, goat (g) **Right side:** Toys: name them - which have wheels?
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Quick talk: 'Tell me one thing you remember from each unit - Welcome, Gifts of Nature, People I Love, Kindness to Children.' **Teacher says:** "One thing from each unit - who remembers the soft sounds?"
Presentation (12 min)	☐ **Step 1.** Page 41: Oral Communication - circle the words with soft sound of c and g from the list: city, gum, cat, pencil, goat, cream, orange, gym (soft: city, pencil, orange, gym). **Teacher says:** "Circle the soft words in your book. Then answer about the toys picture." ☐ **Step 2.** Look at the picture of toys and answer: Name the toys you see. Name the toys that have wheels. Which toy do you like the most? Give a reason. ☐ **Step 3.** Page 42: read the review reading passage and answer its questions in groups.
Practice / Class Work (10 min)	☐ **Slow learners:** circle the soft words with the class list open; name two toys. ☐ **Average learners:** circle all soft words and answer all toy questions with a reason. ☐ **Fast learners:** give two reasons for your favourite toy in full sentences.
Assessment (5 min)	☐ Ask: 'Which of these words have a soft sound: city, cat, gym?' and 'Which toy has wheels in the picture?' **Answer:** Soft words: city, pencil, orange, gym. Hard: cat, gum, goat, cream. Toys with wheels in the picture: the truck, the train and the car. **Teacher's feedback:** repeat the soft/hard pairs city-cat and gym-goat if mixing continues.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write the soft c and soft g words from the list in your copy.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN R1.2 - Language and Writing Revision (Units 1-4) + Short Assessment

Class: 3	**Subject:** English	**Time:** 35 minutes
Review 1: Revision of Units 1 to 4	**Book pages:** 43-44	**Date:** _____

LESSON FLOW

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

Student Learning Outcomes (SLOs)	- Students can revise alphabetical order, anagrams, nouns, verbs and punctuation of Units 1-4. - Students can show what they remember in a short review test. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 43-44, board, students' copies
Board Work	**Left side:** ABC order + anagrams: pat, dam **Middle:** Nouns = naming words Verbs = action words **Right side:** Punctuate: One day a boy...
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Write three jumbled letters on the board (t, a, p). Ask: 'Make a word!' (pat / tap) - revision of anagrams. **Teacher says:** "Letters t-a-p are waiting. Make a word!"
Presentation (12 min)	☐ **Step 1.** Page 43: put the given words in alphabetical order; fill in the missing letters to complete the words; make anagrams from the given words (pat, dam). **Teacher says:** "Finish the review page. Then the short assessment - no books!" ☐ **Step 2.** Page 44: look at the picture and write four nouns and three verbs; make meaningful sentences of the given words. ☐ **Step 3.** Punctuate and capitalise: 'one day a boy was going to the market he fell down and hurt his leg.' Then write two sentences on 'My Best Friend'. ☐ **Step 4.** Short assessment: answer two sound words, two noun/verb words and one punctuation sentence on slates.
Practice / Class Work (10 min)	☐ **Slow learners:** do the alphabetical order and missing letters with the class examples open. ☐ **Average learners:** complete all revision tasks and the punctuation sentence. ☐ **Fast learners:** write three sentences on 'My Best Friend' with one adjective.
Assessment (5 min)	☐ Check: alphabetical order of three words, one anagram, and the punctuation (One day a boy was going to the market. He fell down and hurt his leg.) **Answer:** One day a boy was going to the market. He fell down and hurt his leg. **Teacher's feedback:** note the two most common errors and revise them on the board at once.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Revise Units 1-4 for a class test next week: sounds, nouns, adjectives and punctuation.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

UNIT 5

Road Safety Rules

LESSON PLAN 5.1 - Getting Started: Road Signs and Pre-reading

Class: 3	**Subject:** English	**Time:** 35 minutes
Unit 5: Road Safety Rules	**Book pages:** 45-46	**Date:** _____

LESSON FLOW

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

Student Learning Outcomes (SLOs)	- Students can guess words of the text by looking at road and traffic signs under the title. - Students can match traffic signs with their messages. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 45-46, board
Board Work	**Left side:** STOP - red light **Middle:** WAIT - yellow light GO - green light **Right side:** Signs say: look, listen, cross safe
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Draw a traffic light with three circles on the board. Ask: 'What does the red light tell us? And the green light?' **Teacher says:** "Red light! What must we do? Green light - now?"
Presentation (12 min)	☐ **Step 1.** Page 46: Getting Started - look at the road and traffic signs with their messages under the unit title; read each sign and its message aloud. **Teacher says:** "Read the sign and its message with me. Then match them in your book." ☐ **Step 2.** Match the traffic signs with their messages (the unit's matching task). ☐ **Step 3.** Ask the book's questions: 'What do you see on the roads early in the morning?' and 'How do you travel to school?' - guess the words that will come in the text.
Practice / Class Work (10 min)	☐ **Slow learners:** match three signs with their messages with the page open. ☐ **Average learners:** match all signs and tell how you come to school in one sentence. ☐ **Fast learners:** tell the class one road rule your family follows, in two sentences.
Assessment (5 min)	☐ Ask: 'Show me the sign that means stop. What must we do at a red light?' **Answer:** Red = stop. Yellow = wait, get ready. Green = go, when safe. **Teacher's feedback:** wrong matches are corrected by reading the message under the sign aloud.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Draw one traffic sign and write its message.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 5.2 - Reading: Steps for Road Safety (While-reading)

Class: 3	**Subject:** English	**Time:** 35 minutes
Unit 5: Road Safety Rules	**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 read the road safety text and answer questions about crossing the road safely. - Students can say the three steps for crossing the road in the right order. *(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
Board Work	**Left side:** Step 1: Stand at the side of the road **Middle:** Steps 2-3: look left, look right again, zebra crossing **Right side:** Morning roads are busy - be careful!
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Ask: 'Who crosses a road to reach school? Is the road busy in the morning?' **Teacher says:** "Who crosses a road to come to school? Hands up."
Presentation (12 min)	☐ **Step 1.** Teacher reads 'Steps for Road Safety' aloud: in the morning people rush to work and children hurry to school, so we must be very careful and watch around to be safe. Students follow in books. **Teacher says:** "I read a step. You show the action at your place." ☐ **Step 2.** Read the three important steps to cross a road one by one; two volunteers act the steps at the classroom door area. ☐ **Step 3.** Groups re-read the text in turns. ☐ **Step 4.** Post-reading talk: which step do you follow daily? What happens if we are careless on the road?
Practice / Class Work (10 min)	☐ **Slow learners:** read step 1 with the teacher and act it. ☐ **Average learners:** read all three steps and tell them in order without the book. ☐ **Fast learners:** explain in your own words why morning roads are dangerous.
Assessment (5 min)	☐ Ask: 'Tell me the three steps to cross a road, in order.' and 'Why must we watch around on the road?' **Answer:** The book's three steps: 1) Stand on the side of the road and look to your right. 2) Look to your left. 3) Look to your right again and cross the road from the zebra crossing. **Teacher's feedback:** the three steps are revised in chorus with actions if the order is mixed.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write the three steps for crossing a road in your copy.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 5.3 - Oral Communication: Weak Forms of do/does and Likes/Dislikes

Class: 3	**Subject:** English	**Time:** 35 minutes
Unit 5: Road Safety Rules	**Book pages:** 49-50	**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 weak forms of do, does, don't and doesn't. - Students can use sentences to tell their likes and dislikes. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 49-50, board
Board Work	**Left side:** Do you like...? Yes, I do. / No, I don't. **Middle:** Does he like...? Yes, he does. / No, he doesn't. **Right side:** I like ... I do not like ...
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Ask three children quickly: 'Do you like mangoes?' Answers: 'Yes, I do / No, I don't.' Listen to the short forms - today's work. **Teacher says:** "Quick answers only! Do you like mangoes?"
Presentation (12 min)	☐ **Step 1.** Page 49: Oral Communication - practise questions and answers with do/does and the short forms don't/doesn't, in pairs across the rows. **Teacher says:** "Ask your partner. Use short answers - do not say the full long answer." ☐ **Step 2.** Page 50: Learning to Speak - daily-use sentences for likes and dislikes (I like..., I do not like..., My favourite... is...). Picture talk: describe pictures from the immediate surroundings in sentences. ☐ **Step 3.** Class survey: five children tell one like and one dislike; partners report one of them.
Practice / Class Work (10 min)	☐ **Slow learners:** answer two do-questions with Yes, I do / No, I don't and say one like sentence. ☐ **Average learners:** ask and answer four do/does questions and tell one like and one dislike. ☐ **Fast learners:** report your partner's like and dislike with doesn't like in one sentence.
Assessment (5 min)	☐ Ask: 'Do you like winter? Answer in a full short form.' and 'Does Ali like football? (point to a child) Use doesn't if needed.' **Answer:** do with I/you/we/they; does with he/she/it. Short forms: don't, doesn't. **Teacher's feedback:** correct do/does by person on the board (I/you/we/they - do; he/she/it - does).
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write two likes and two dislikes in sentences.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 5.4 - Reading Comprehension, Sight Words and Poem

Class: 3	**Subject:** English	**Time:** 35 minutes
Unit 5: Road Safety Rules	**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 answer questions on the text they have read. - Students can recite a poem with actions. - Students can read and spell the sight words of the unit. *(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
Board Work	**Left side:** Sight words: traffic, stop, green, rules **Middle:** Yellow light on? Wait! **Right side:** Red light: help people to stop
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Ask: 'Who can tell me one road rule without opening the book?' **Teacher says:** "Without the book - tell me one road rule."
Presentation (12 min)	☐ **Step 1.** Page 51: Sight Words - say and learn the spellings: traffic, stop, green, rules. **Teacher says:** "Spell traffic with me: t-r-a-f-f-i-c. Now find the answers in the text." ✂ **Cards:** use the sight word cards in Part 2 at the end of this book - show a card for two seconds; children read it and spell it. ☐ **Step 2.** Reading and Critical Thinking - answer the book's questions: What are the rules to cross a road? What will happen if we fall from a moving bus or a van? How can we guide people to stop at the red light? What should we do when the yellow light is on? ☐ **Step 3.** Recite the poem given in the unit with actions, in groups and then as a class.
Practice / Class Work (10 min)	☐ **Slow learners:** spell the four sight words and answer two questions with the text open. ☐ **Average learners:** answer all four questions in complete sentences. ☐ **Fast learners:** write one safety advice of your own for the school gate.
Assessment (5 min)	☐ Ask: 'What should we do when the yellow light is on?' and 'Spell the word traffic.' **Answer:** When the yellow light is on, we should wait. Sight words: traffic, stop, green, rules. **Teacher's feedback:** answers come from the text; children who guess are shown the line.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write the sight words three times each in your copy.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 5.5 - Language Focus: Vocabulary and Countable/Uncountable Nouns

Class: 3	**Subject:** English	**Time:** 35 minutes
Unit 5: Road Safety Rules	**Book pages:** 51-52	**Date:** _____

LESSON FLOW

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

Student Learning Outcomes (SLOs)	- Students can learn new words with meanings and join syllables to make words. - Students can tell nouns that can be counted and nouns that cannot be counted. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 51-52, board, countable/uncountable cards (jug, water, apples, rice)
Board Work	**Left side:** traffic = tra-ffic children = child-ren **Middle:** Countable (C): a jug, books, pens **Right side:** Uncountable (U): water, milk, rice
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Hold up one pen, then pretend to hold water in cupped hands. Ask: 'Can we count pens? Can we count water?' **Teacher says:** "I can count these pens. Can I count this water?"
Presentation (12 min)	☐ **Step 1.** Page 51-52: Vocabulary - read the unit words with meanings and syllables. Join the syllables and make words (tra-ffic = traffic, child-ren = children, fol-low, hea-vy, care-ful; 'cyclist' has two syllables: cyc-list). **Teacher says:** "Join the syllables first. Then mark C or U in the book boxes." ☐ **Step 2.** Countable and Uncountable Nouns: read the book's note - some things can be counted and some cannot; you can count a jug but cannot count water. ☐ **Step 3.** Write C in the box for countable and U for uncountable nouns in the book exercise; sort the class objects (books, pens = C; water, milk, rice = U). ✂ **Cards:** use the countable/uncountable cards in Part 2 at the end of this book in this sorting task - the child holds up the card and the class says C or U.
Practice / Class Work (10 min)	☐ **Slow learners:** join three syllable pairs and sort six nouns with cards. ☐ **Average learners:** join all pairs and mark all nouns C or U correctly. ☐ **Fast learners:** name three countable and three uncountable things in the classroom that are not in the book.
Assessment (5 min)	☐ Ask: 'Is sugar countable or uncountable? And chairs?' and 'Join the syllables: hea-vy.' (heavy) **Answer:** Cyclist = cyc-list (2 syllables). heavy = hea-vy. Jug = C, water = U. **Teacher's feedback:** revise with the jug/water example if the idea is not clear.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write five countable and five uncountable nouns from your kitchen.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 5.6 - can / cannot and Writing: Traffic Rules and School Signs

Class: 3	**Subject:** English	**Time:** 35 minutes
Unit 5: Road Safety Rules	**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 use can and cannot to show what they can and cannot do. - Students can write traffic rules for pictures. - Students can describe pictures in sentences. *(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, students' copies
Board Work	**Left side:** I can read. I cannot fly. **Middle:** can = I am able to cannot = I am not able to **Right side:** Our school signs: gate / canteen / playground
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Say: 'I can drive a car. I cannot fly.' Ask two children: 'What can you do?' **Teacher says:** "I can drive a car. I cannot fly. What can YOU do?"
Presentation (12 min)	☐ **Step 1.** Page 53: read the Read Me and examples of can/cannot; students make sentences about themselves (I can read. I cannot swim). **Teacher says:** "Say one sentence with can and one sentence with cannot. Then write the rule for your picture." ☐ **Step 2.** Page 54: look at the pictures and write the traffic rules that apply to them (Do not...). Describe two pictures in sentences. ☐ **Step 3.** Project work from the book: 'You are a police officer.' Make a list of the signs we need in different parts of the school - gate, canteen, playground; prepare the signs and, after the teacher's permission, display them.
Practice / Class Work (10 min)	☐ **Slow learners:** make two can/cannot sentences and write one traffic rule for a picture. ☐ **Average learners:** make four sentences and write rules for all the pictures. ☐ **Fast learners:** design one school sign with its message and explain where it should be placed.
Assessment (5 min)	☐ Ask: 'Tell me one thing you can do and one thing you cannot do.' and 'Write one traffic rule for this picture.' **Answer:** Correct form: I cannot swim (no -ing after cannot). **Teacher's feedback:** correct cannot sentences that miss the action word (I cannot swim, not I cannot swimming).
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write four can/cannot sentences about your family members.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

UNIT 6

The Day of Silence

LESSON PLAN 6.1 - Getting Started, Let's Talk and Pre-reading

Class: 3	**Subject:** English	**Time:** 35 minutes
Unit 6: The Day of Silence	**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 guess some words of the text by looking at the picture and the title. *(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
Board Work	**Left side:** Title: The Day of Silence **Middle:** Our guesses about the story **Right side:** A friend who cannot hear - how do we talk?
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Ask the book's questions: 'Look at the title of the story and the pictures next to it. What do you think the story is about?' **Teacher says:** "Look at the title and pictures. What can this story be about?"
Presentation (12 min)	☐ **Step 1.** Page 56: Getting Started and Let's Talk - look at the story pictures and talk; introduce yourself and one class fellow to the class (oral interaction work of the unit). **Teacher says:** "Introduce your partner to the class. One line only." ☐ **Step 2.** Read the title 'The Day of Silence'. Students guess what a day of silence can mean and which words will come in the story. ☐ **Step 3.** Talk: how do we talk to a friend who cannot hear? Students share ideas respectfully.
Practice / Class Work (10 min)	☐ **Slow learners:** name one person in the pictures and guess one story word. ☐ **Average learners:** introduce a partner and guess three story words. ☐ **Fast learners:** tell the class how people who cannot hear share their talk (signs, actions, writing).
Assessment (5 min)	☐ Ask: 'What do you think this story is about?' and 'Introduce your partner in one line.' **Answer:** Guesses are kept on the board and checked after reading the story. Model partner line: 'This is my friend Ali. He is eight years old.' **Teacher's feedback:** keep guesses gentle and respectful; write three guesses on the board to check after reading.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write two lines: How do we help a friend who cannot hear?
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 6.2 - Reading: The Day of Silence (While-reading)

Class: 3	**Subject:** English	**Time:** 35 minutes
Unit 6: The Day of Silence	**Book pages:** 57-58	**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 of Rizwan and answer questions during and after reading. - Students can tell how Rizwan talks with his friends (sign language). *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 57-58, board
Board Work	**Left side:** Rizwan - a boy of a small village **Middle:** He could not hear since birth. **Right side:** At three: learn sign language
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Recall the guesses. Ask: 'Who is Rizwan in the story? Let us find out.' **Teacher says:** "Let us meet Rizwan. Follow in your books."
Presentation (12 min)	☐ **Step 1.** Teacher reads the story aloud: Rizwan lived in a small village; his parents loved him dearly; he actively took part in sports; everyone in the village liked him for his good manners. Students follow in books. **Teacher says:** "I will stop in the middle. Tell me what the doctor will advise." ☐ **Step 2.** Continue reading: Rizwan could not hear since birth; when he turned three, a doctor advised his parents to help Rizwan learn sign language; thus Rizwan learnt sign language. ☐ **Step 3.** While-reading: stop and predict - how will Rizwan talk with his friends now? ☐ **Step 4.** Groups re-read the story in turns. Post-reading talk: what good qualities does Rizwan have?
Practice / Class Work (10 min)	☐ **Slow learners:** read the first part with the group and answer 'Could Rizwan hear? Yes or no.' ☐ **Average learners:** read two parts and tell what the doctor advised. ☐ **Fast learners:** tell the class two good qualities of Rizwan with lines from the story.
Assessment (5 min)	☐ Ask: 'Why did Rizwan learn sign language?' and 'Why did everyone in the village like Rizwan?' (his good manners) **Answer:** Everyone liked Rizwan for his good manners. The doctor advised sign language. **Teacher's feedback:** answers must come from the story; point to the lines for children who guess.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write three lines about Rizwan.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 6.3 - Oral Communication: Introductions, Turn-taking and Plural Sounds

Class: 3	**Subject:** English	**Time:** 35 minutes
Unit 6: The Day of Silence	**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 introduce themselves and others and take turns in conversation. - Students can say how plural forms change spelling (adding s and es). *(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:** This is my friend... (take turns!) **Middle:** book + s = books box + es = boxes **Right side:** Wait for your turn to speak.
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Introduce the child next to you: 'This is my friend Sara.' Today we introduce others and wait for our turn to speak. **Teacher says:** "This is my friend... now introduce the child next to you."
Presentation (12 min)	☐ **Step 1.** Page 58: Oral Communication - groups practise introducing self and others and taking turns in conversation; nobody speaks over another. **Teacher says:** "In groups: introduce, listen, then speak - nobody talks over a friend." ☐ **Step 2.** Learning the Sounds (page 58): recall changing the number of naming words by adding 's' and 'es' (book-books, box-boxes) and notice the sound at the end of each plural. ☐ **Step 3.** Page 59: read the sight words of the unit aloud and spell them.
Practice / Class Work (10 min)	☐ **Slow learners:** introduce yourself in two lines and make two plurals with the board open. ☐ **Average learners:** introduce a partner, take turns in a group talk and make four plurals. ☐ **Fast learners:** introduce two guests to the class in a short welcome talk.
Assessment (5 min)	☐ Ask: 'Introduce your partner.' and 'Make plurals: bus, pen.' (buses, pens) **Answer:** Plurals: buses, pens. **Teacher's feedback:** turn-taking mistakes are corrected kindly - one speaker at a time is the class rule of the day.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write five singular words with their plurals.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 6.4 - Reading Comprehension and Learning to Speak

Class: 3	**Subject:** English	**Time:** 35 minutes
Unit 6: The Day of Silence	**Book pages:** 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 answer questions on the story they have read. - Students can speak about the story characters in sentences. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook page 59, board
Board Work	**Left side:** Story questions - page 59 **Middle:** Rizwan: kind, good manners, loves sports **Right side:** Our lesson from Rizwan
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Ask: 'Tell me one thing about Rizwan without opening the book.' **Teacher says:** "One thing about Rizwan - without opening the book!"
Presentation (12 min)	☐ **Step 1.** Page 59: Reading Comprehension - answer the questions on 'The Day of Silence', first in groups, then in copies. **Teacher says:** "Groups: one question each, find the answer line in the story." ☐ **Step 2.** Learning to Speak: describe Rizwan and his day in sentences; partners ask each other one question about the story. ☐ **Step 3.** Class talk: what can we learn from Rizwan's life?
Practice / Class Work (10 min)	☐ **Slow learners:** answer two questions with the story open and a partner. ☐ **Average learners:** answer all questions in complete sentences. ☐ **Fast learners:** write one extra question on the story and answer it.
Assessment (5 min)	☐ Ask one question from the comprehension set and 'Tell me one thing we learn from Rizwan.' **Answer:** From the story: Rizwan is kind, has good manners and takes part in sports. **Teacher's feedback:** answers must come from the story; show the line in the book for guessers.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write the answers of the remaining comprehension questions.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 6.5 - Language Focus: Vocabulary and Plural Forms of Nouns

Class: 3	**Subject:** English	**Time:** 35 minutes
Unit 6: The Day of Silence	**Book pages:** 60-61	**Date:** _____

LESSON FLOW

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

Student Learning Outcomes (SLOs)	- Students can learn new words with meanings and divide them into syllables. - Students can use the spelling changes in plural forms of nouns. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 60-61, board, plural cards (books, boxes, buses, babies)
Board Work	**Left side:** communicate = tell, inform gesture = body movement **Middle:** valuable = expensive aware = knowing a fact festival = fair, gala **Right side:** Plurals: books, boxes, buses, babies
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Write 'box' on the board. Ask: 'I have two - what word do I write now?' (boxes). Not every word takes only s. **Teacher says:** "One box - two boxes! Listen to the end sound of boxes."
Presentation (12 min)	☐ **Step 1.** Page 60: Vocabulary - read the words from the unit with meanings and syllabic division: communicate (tell, inform), festival (fair, gala), gesture (movement of the body, action, expression), valuable (expensive), aware (knowing about a fact). **Teacher says:** "Read the word, tell the meaning, clap the syllables." ☐ **Step 2.** Page 60-61: plural forms - add 's' to most nouns (book-books); add 'es' to words ending in s, x, ch, sh (bus-buses, box-boxes); some words change spelling (baby-babies). Read and sort the book's plural sets. ✂ **Cards:** use the plural cards in Part 2 at the end of this book - children read both forms and say the rule (add s / add es / y becomes ies). ☐ **Step 3.** Write the plurals of the given singular words in copies.
Practice / Class Work (10 min)	☐ **Slow learners:** learn three vocabulary words and make four plurals with cards. ☐ **Average learners:** learn all five words with syllables and make all plurals correctly. ☐ **Fast learners:** make plurals of three new words, one of each rule, and say their sentences.
Assessment (5 min)	☐ Ask: 'Make the plurals: watch, baby, pen.' (watches, babies, pens) and 'Tell the meaning of valuable.' (expensive) **Answer:** watches, babies, pens. valuable means expensive. **Teacher's feedback:** if y-words are wrong, revise the baby-babies change on the board once.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write the five vocabulary words with meanings and syllables.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 6.6 - Articles a / an / the and Writing: A Character of the Story

Class: 3	**Subject:** English	**Time:** 35 minutes
Unit 6: The Day of Silence	**Book pages:** 62-64	**Date:** _____

LESSON FLOW

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

Student Learning Outcomes (SLOs)	- Students can tell and use a and an, and use the for a special thing. - Students can write a few sentences of their own on a given topic. - Students can find a character in the story and write briefly about him. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 62-64, board, students' copies
Board Work	**Left side:** a book an apple **Middle:** the sun, the moon (the = one special thing) **Right side:** Write about Rizwan: village, deaf, manners, sports, sign language
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Write 'a book', 'an apple', 'the sun' on the board. Ask: 'Why do we say an apple, but a book?' **Teacher says:** "A book... AN apple. Why does a become an?"
Presentation (12 min)	☐ **Step 1.** Page 62-63: read the article work in the unit: a and an for one general thing (an before vowel sounds: an apple, an egg); the for a special or known thing (the sun, the teacher). Complete the given sentences with a, an or the. **Teacher says:** "Say the next word aloud - listen to its first sound, then choose a or an." ✂ **Cards:** use the article cards in Part 2 at the end of this book - hold up a, an or the; a child says a sentence that needs that card. ☐ **Step 2.** Page 63-64: Writing - read the book's task: find out a character in the story and write briefly about him. Class picks Rizwan; collect points (a boy of a small village, cannot hear, good manners, loves sports, learnt sign language). ☐ **Step 3.** Write a few sentences of your own about Rizwan with the points, in your own order. Finish with the creative writing task given in the unit.
Practice / Class Work (10 min)	☐ **Slow learners:** fill five article blanks with the rules open; write three sentences about Rizwan with the points list. ☐ **Average learners:** fill all article blanks and write five sentences about Rizwan. ☐ **Fast learners:** write about another character of the story in four sentences.
Assessment (5 min)	☐ Ask: 'Fill in: I saw ___ elephant and ___ moon.' (an elephant, the moon) and 'Tell me one line about Rizwan.' **Answer:** an elephant, the moon. a is used before consonant sounds, an before vowel sounds. **Teacher's feedback:** a/an errors are corrected by saying the next word's first sound aloud.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write six sentences about your best friend (a character from your life).
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

UNIT 7

I Like to Play

LESSON PLAN 7.1 - Getting Started, Let's Talk and Pre-reading

Class: 3	**Subject:** English	**Time:** 35 minutes
Unit 7: I Like to Play	**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 guess words of the text by looking at the pictures and the title. - Students can talk and share their opinions in simple sentences. *(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, picture cards of games (volley ball, gilli danda, pitthu garam, football)
Board Work	**Left side:** Today: games + guessing the words of the text **Middle:** Volley Ball | Gilli Danda | Pitthu Garam | Football **Right side:** Keep empty - write the words children guess for the text here (step 3)
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Show the four game pictures on page 66. Ask: 'Do you play the games shown in the pictures? Which game do you like most?' Take 4-5 answers and write the game names on the board. **Teacher says:** "Look at page 66. Do you play these games? Which game do you like most?"
Presentation (12 min)	☐ **Step 1.** Read the 'Let's Talk' dialogue aloud with expression; students listen and repeat line by line. **Teacher says:** "Open your books at page 66. First listen to me." ☐ **Step 2.** Pairs practise the dialogue: one child plays the teacher, the other the students. Two pairs perform for the class. **Teacher says:** "Work in pairs. One of you is the teacher, the other is the students. Start." ☐ **Step 3.** Move to page 67: read the title 'Sports and Games'. Students predict three words they expect in the text and note them in copies. ✂ **Cards:** the picture cards and name cards in Part 2 at the end of this book are used in Practice - slow learners match each picture with its name card; fast learners play the same matching game after their written work.
Practice / Class Work (10 min)	☐ **Slow learners:** match game picture cards with name cards; repeat the dialogue lines after the teacher. ☐ **Average learners:** perform the dialogue in pairs and write two predicted words for the text. ☐ **Fast learners:** ask and answer one extra question about a favourite game, e.g. 'Why do you like football?'
Assessment (5 min)	☐ Ask: 'Name two games from the pictures.' and 'Which game do you play with your friends?' **Answer:** Any two of: volley ball, gilli danda, pitthu garam, football. Second question: the child's own answer - accept any game name. **Teacher's feedback:** appreciate correct names; re-teach by pointing at the picture if a child mixes up gilli danda and pitthu garam.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Draw your favourite game and write its name in English.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 7.2 - Reading: Sports and Games (While and Post-reading)

Class: 3	**Subject:** English	**Time:** 35 minutes
Unit 7: I Like to Play	**Book pages:** 67-68	**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 text 'Sports and Games' and answer questions during and after reading. - Students can name the games the children play in the text. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 67-68, board, word cards (cricket, hockey, kabaddi, ludo, carom)
Board Work	**Left side:** Today: reading 'Sports and Games' **Middle:** Indoor games | Outdoor games (two columns) **Right side:** New words of the text
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Recall yesterday's predicted words. Read the title again and ask: 'What do you like to play with your friends? Why are games important for everyone?' (the book's pre-reading questions). **Teacher says:** "Yesterday we guessed some words. Today we read the text. Open page 67."
Presentation (12 min)	☐ **Step 1.** Teacher reads the passage 'Sports and Games' paragraph by paragraph; students follow in books and underline new words. **Teacher says:** "Listen and follow in your books. Underline the new words." ☐ **Step 2.** While-reading stop: ask the book's question 'Which game do you like to play with your mother/father?' - students answer from their own lives. ☐ **Step 3.** Second reading in groups of four; each group reads one paragraph aloud. Discuss indoor and outdoor games from the text. **Teacher says:** "Read one paragraph in your group. Speak slowly and clearly." ☐ **Step 4.** Post-reading: answer the two printed questions - 'How do you celebrate when you win a game?' and 'As a captain, how do you motivate your team when you lose a match?'
Practice / Class Work (10 min)	☐ **Slow learners:** read the first paragraph with the teacher and pick out two game names. ☐ **Average learners:** read one full paragraph aloud and answer one post-reading question orally. ☐ **Fast learners:** explain in 2-3 sentences why games teach us the value of time, using the text.
Assessment (5 min)	☐ Ask: 'Name one indoor and one outdoor game from the text.' and 'What do games teach us?' **Answer:** Indoor: ludo, carom. Outdoor: cricket, hockey, kabaddi (from the text). Games teach us the value of time (post-reading answers from the text). **Teacher's feedback:** note children who cannot separate indoor/outdoor games; revise with a quick two-column sort on the board.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write the names of two indoor and two outdoor games in your copy.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 7.3 - Oral Communication: Sounds 'sp' and 'cr', Opinions and Group Interaction

Class: 3	**Subject:** English	**Time:** 35 minutes
Unit 7: I Like to Play	**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 read and say words with 'sp' and 'cr' sounds correctly. - Students can work in a group, lead the group and follow the leader. *(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, a rope (for tug-of-war demonstration) or picture of tug of war
Board Work	**Left side:** Today: sounds 'sp' and 'cr' **Middle:** spa, space, spade | cross, crow, crowd **Right side:** I agree. / I do not agree.
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Write 'sp' and 'cr' on the board. Say spa, space, cross, crowd slowly; students repeat. Ask who has seen a tug-of-war game. **Teacher says:** "Look at the board. Say after me: spa... space... cross... crowd."
Presentation (12 min)	☐ **Step 1.** Page 68: practise the 'sp' words (spa, space, spade, spaghetti, sparrow, special, speech, spell, spend, spice, spider) and 'cr' words (cross, crossing, crow, crowd, crown, crucial, crumb, cry, crisp, crowd) aloud, in chorus and individually. ✂ **Cards:** use the sound word cards in Part 2 at the end of this book in this drill - a child reads a card aloud and places it in the sp group or the cr group. ☐ **Step 2.** Page 68-69: read the Statements/Opinions table. Students say 'I agree' or 'I do not agree' with one reason, e.g. 'Schools should make sports compulsory - Yes, everybody wants to play.' **Teacher says:** "Read the sentence. Say: I agree, or I do not agree. Give one reason." ☐ **Step 3.** Page 69: arrange the tug-of-war class activity - divide the class in two groups, choose captains and three judges, take permission, as instructed in the book.
Practice / Class Work (10 min)	☐ **Slow learners:** repeat the sound words after the teacher in a small group; point to the word being read. ☐ **Average learners:** read all sound words aloud and give one opinion with a reason. ☐ **Fast learners:** lead a group in the tug-of-war arrangement and announce the rules in English.
Assessment (5 min)	☐ Ask three children to read any three 'sp' and three 'cr' words aloud. **Answer:** Any three 'sp' words (spa, space, spade, sparrow...) and any three 'cr' words (cross, crow, crowd, crown...) read aloud correctly. **Teacher's feedback:** correct pronunciation on the spot with the mouth-shape cue; praise accurate readers by name.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write five 'sp' words and five 'cr' words from page 68 in your copy.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 7.4 - Read Aloud, Sight Words, Reading Comprehension and Analytical Reading

Class: 3	**Subject:** English	**Time:** 35 minutes
Unit 7: I Like to Play	**Book pages:** 70-71	**Date:** _____

LESSON FLOW

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

Student Learning Outcomes (SLOs)	- Students can sing the poem with actions. - Students can answer questions on the text and give reasons for their answers. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 70-71, board, flashcards for sight words (play, share, ground, sports)
Board Work	**Left side:** Today: a song + questions on the text **Middle:** Sight words: play, share, ground, sports **Right side:** Title of paragraph 1, 2, 3, 4 (fill with the class)
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Sing the first two lines of 'I'm Bouncing' with actions and let students guess today's work: a song, sight words and questions on the text. **Teacher says:** "Today we will sing a song. Stand up and do the actions with me."
Presentation (12 min)	☐ **Step 1.** Page 70: sing the song 'I'm Bouncing' line by line with actions; whole class sings together twice. **Teacher says:** "Sing with me, line by line." ☐ **Step 2.** Sight words: read play, share, ground, sports aloud; students spell them and use one in a spoken sentence. ✂ **Cards:** use the sight word cards in Part 2 at the end of this book (play, share, ground, sports) for this read-spell-sentence round. ☐ **Step 3.** Page 70: answer the Reading Comprehension questions orally, then in copies - type of the passage, title for each of the four paragraphs, and 'Should we play games with the family members?' **Teacher says:** "Read the question. Find the answer in the text." ☐ **Step 4.** Page 71: Analytical Reading - read the cricket/street situation; groups select one option out of three and give reasons to justify their answer.
Practice / Class Work (10 min)	☐ **Slow learners:** sing with the group and answer the first comprehension question with a partner's help. ☐ **Average learners:** answer all comprehension questions in complete sentences. ☐ **Fast learners:** give a title to each paragraph and justify one analytical answer in 2-3 sentences.
Assessment (5 min)	☐ Ask: 'Give a suitable title for the second paragraph.' and 'What will you do if your ball breaks a window?' **Answer:** Paragraph titles may differ - accept any sensible title. Family question: yes, we should play games with family members. **Teacher's feedback:** accept sensible answers; model one strong answer on the board for children who gave incomplete reasons.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Learn the song 'I'm Bouncing' with actions and read it to your family.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 7.5 - Language Focus: Vocabulary, Spelling, Homophones and Grammar (Action Verbs)

Class: 3	**Subject:** English	**Time:** 35 minutes
Unit 7: I Like to Play	**Book pages:** 71-73	**Date:** _____

LESSON FLOW

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

Student Learning Outcomes (SLOs)	- Students can find and use action verbs (doing words) in speaking and writing. - Students can tell apart and use word pairs that sound the same (homophones). *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 71-73, board, word cards (victory, defeat, struggle, sibling, cheerful, interact)
Board Work	**Left side:** Today: doing words + same-sound words **Middle:** victory, defeat, struggle, sibling, cheerful, interact **Right side:** pear/pair | right/rite | won/one | blew/blue
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Mime three actions (clap, jump, cook) and ask: 'What am I doing?' Write the action words on the board - these are doing verbs. **Teacher says:** "Watch me. (Mime clapping.) What am I doing? These action words are doing verbs."
Presentation (12 min)	☐ **Step 1.** Page 71: Vocabulary Building - read the words with meanings (victory, defeat, struggle, sibling, cheerful, interact), break them into syllables (vic-to-ry) and learn them. ✂ **Cards:** two card sets are in Part 2 at the end of this book - vocabulary cards for this step, and homophone cards for Step 3 (pairs read both words and tell the different spellings). ☐ **Step 2.** Page 71: Learning to Spell - play the hangman game given in the book with one word from the unit. ☐ **Step 3.** Page 73: homophones - read the 'Read Me' box (right/rite, pear/pair, won/one, blew/blue, aunt/ant, here/hear, be/bee) and fill in the blanks with the right word. **Teacher says:** "These words sound the same, but their spellings are different. Choose the right word." ☐ **Step 4.** Page 72: Grammar - look at the action-verb picture words (ask, catch, cook, bounce, climb, bake, clap, cry, brush, close, bite, clean, cut, build, colour); choose four activities you can do in the classroom and say them in sentences.
Practice / Class Work (10 min)	☐ **Slow learners:** choose the correct homophone from two options on the board; copy three action verbs with pictures. ☐ **Average learners:** complete all homophone blanks and write four action-verb sentences. ☐ **Fast learners:** describe the page 72 picture in two short paragraphs - first about the scene, second about the actions.
Assessment (5 min)	☐ Ask: 'Fill in: She ate a ___ for lunch (pear/pair).' and 'Tell me three doing verbs.' **Answer:** She ate a pear for lunch. Doing verbs: any three of clap, jump, cook, catch, bounce, brush (page 72). **Teacher's feedback:** if homophones are confused, revise using the sound-same/spelling-different cue with one more example.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write the vocabulary words with meanings (page 71) in your copy.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 7.6 - Writing: Mind Map, Creative Writing and Sports Day Invitation Card

Class: 3	**Subject:** English	**Time:** 35 minutes
Unit 7: I Like to Play	**Book pages:** 73-74	**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 pictures and write about them in detail. - Students can write a short invitation card for friends and family. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 73-74, board, plain cards/paper for invitation cards, colours
Board Work	**Left side:** Today: mind-map + invitation card **Middle:** SPORTS (write in the middle, branches around it) **Right side:** Invitation card: For | Where | Date | Time | RSVP
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Show the mind-map on page 73. Ask: 'What is this diagram telling us about sports?' Collect one point for each branch. **Teacher says:** "Look at page 73. This is a mind-map. It tells us many things about one topic."
Presentation (12 min)	☐ **Step 1.** Page 73: complete the mind-map 'Sports and What I Learn From Playing' - definition of sports, outdoor games with examples, local games and examples, my favourite game and reason, importance of sports. ☐ **Step 2.** Page 74: Creative Writing (i) - look at pictures A and B and write four sentences using the hints: game, players, action, your opinion. ☐ **Step 3.** Page 74: Creative Writing (ii) - read the model and make a Sports Day Invitation Card with For, Where, Date, Time and RSVP lines; draw and colour a small picture on it. **Teacher says:** "Now make your own Sports Day card. Write who it is for, where it is, the date and the time." ☐ **Step 4.** Finish with Fun Reading: read the tongue twister 'Swan swam over the sea...' aloud, fast, in turns.
Practice / Class Work (10 min)	☐ **Slow learners:** complete the mind-map with word help from the board; copy the invitation format and fill in the details. ☐ **Average learners:** write four hint sentences and a complete invitation card independently. ☐ **Fast learners:** write the invitation in your own words and add one extra sentence inviting a named friend.
Assessment (5 min)	☐ Check two invitation cards against the five parts (For, Where, Date, Time, RSVP). **Answer:** A complete card has all five parts: For, Where, Date, Time and RSVP. **Teacher's feedback:** return cards with one written correction each; display the two neatest cards on the board.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Invite a family member with your card and practise the tongue twister at home.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

UNIT 8

Saving Resources

LESSON PLAN 8.1 - Getting Started, Let's Talk and Pre-reading

Class: 3	**Subject:** English	**Time:** 35 minutes
Unit 8: Saving Resources	**Book pages:** 76-77	**Date:** _____

LESSON FLOW

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

Student Learning Outcomes (SLOs)	- Students can guess the words and topic of the text from the pictures and the title. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 76-77, a glass of water, board
Board Work	**Left side:** Today: the gifts of nature **Middle:** air, water, land, sunlight, plants, animals, minerals **Right side:** Keep empty - write the guessed words here
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Show a glass of water and ask: 'Can we live without water? What else does nature give us?' Then ask the book's pre-reading questions: 'Why is it necessary to save natural resources?' and 'Do you know drinking clean water is necessary for health?' **Teacher says:** "Look at this glass of water. Can we live without water? What else does nature give us?"
Presentation (12 min)	☐ **Step 1.** Page 76: look at the Getting Started pictures and the Let's Talk dialogue; read and practise it in pairs. **Teacher says:** "Look at the pictures on page 76. Read the dialogue with your partner." ☐ **Step 2.** Read the title 'Saving Resources' (page 77). Students predict five words they expect in the text; write them on the board. ☐ **Step 3.** Quick oral round: each student names one natural resource (air, water, land, sunlight, plants, animals, minerals).
Practice / Class Work (10 min)	☐ **Slow learners:** name one resource by pointing at the pictures; repeat dialogue lines after the teacher. ☐ **Average learners:** practise the dialogue in pairs and predict three text words. ☐ **Fast learners:** give one reason why resources must be saved, in a full sentence.
Assessment (5 min)	☐ Ask: 'Name three natural resources.' and 'Why should we save water?' **Answer:** Any three natural resources from the middle of the board. We save water because all living things need it to live (from the discussion). **Teacher's feedback:** note the predicted-words list; tell the class we will check our predictions during reading tomorrow.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Draw and label two natural resources in your copy.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 8.2 - Reading: Saving Resources (Intensive Reading)

Class: 3	**Subject:** English	**Time:** 35 minutes
Unit 8: Saving Resources	**Book pages:** 77-79	**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 text carefully and guess what will come next. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 77-79, board, word cards (conserve, resources, minerals, abundance, existence)
Board Work	**Left side:** Today: reading 'Saving Resources' **Middle:** conserve, resources, minerals, abundance **Right side:** Our guesses - tick the right ones
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Check yesterday's predictions against the title page picture. Ask: 'What do you think happens when resources finish?' **Teacher says:** "Yesterday we guessed some words. Today we read and check our guesses."
Presentation (12 min)	☐ **Step 1.** Teacher reads page 77-78 text aloud; students follow and underline words that name resources. ☐ **Step 2.** Intensive reading: stop after each part and predict what follows, using context and prior knowledge, as the SLO requires. **Teacher says:** "Stop. What will come next? Guess from the lines you have read." ☐ **Step 3.** Groups re-read one part each and report one fact: gifts of nature, why existence is impossible without them, resources being used faster than they can be replaced, over-population increasing use. ☐ **Step 4.** Compare the board predictions with the actual text words; tick the correct predictions.
Practice / Class Work (10 min)	☐ **Slow learners:** read the first part with the teacher and underline three resource words. ☐ **Average learners:** read a full part aloud and report its main fact to the class. ☐ **Fast learners:** explain in 2-3 sentences why resources are finishing faster than they are replaced.
Assessment (5 min)	☐ Ask: 'Which resources does nature give us?' and 'Why are resources being used up fast?' **Answer:** Gifts of nature: air, water, land, sunlight, minerals, plants and animals. Resources are finishing fast because people use them faster than they can be replaced (from the text). **Teacher's feedback:** correct any child who names man-made things as natural resources, with a sort on the board (natural / man-made).
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write three sentences on how you save water at home.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 8.3 - Oral Communication: Weak Forms of 'do' and 'have' in Contractions

Class: 3	**Subject:** English	**Time:** 35 minutes
Unit 8: Saving Resources	**Book pages:** 79-80	**Date:** _____

LESSON FLOW

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

Student Learning Outcomes (SLOs)	- Students can say the short forms of 'do' and 'have' (don't, haven't) correctly. - Students can use sentences to tell their needs and feelings. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 79-80, board, flashcards (don't, doesn't, haven't, I've, we've)
Board Work	**Left side:** Today: short forms of do and have **Middle:** do not = don't | does not = doesn't | have not = haven't **Right side:** Yes, I do. / No, I don't.
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Write 'Do you eat sweets every day? Yes, I do. / No, I don't.' on the board and read naturally. Ask students what happens to 'do not' in fast speech. **Teacher says:** "Listen: Do you eat sweets every day? Yes, I do. No, I don't. In fast speech, do not becomes don't."
Presentation (12 min)	☐ **Step 1.** Page 79: Oral Communication - read and practise contractions of do and have (don't, doesn't, haven't, hasn't, I've, we've, they've) with correct weak pronunciation. ✂ **Cards:** use the contraction cards in Part 2 at the end of this book - hold up a card; children say the full form (don't = do not). ☐ **Step 2.** Pair drill: ask and answer five questions with Yes, I do / No, I don't and Yes, I have / No, I haven't. **Teacher says:** "Ask your partner. Answer with Yes, I do, or No, I don't." ☐ **Step 3.** Post-reading talk: how do you feel when water or electricity is wasted in your home? Use 'I feel...' sentences from the daily-use sentences practised.
Practice / Class Work (10 min)	☐ **Slow learners:** repeat the contractions after the teacher and answer two questions with the frame given. ☐ **Average learners:** complete the full pair drill and say one 'I feel...' sentence. ☐ **Fast learners:** ask a partner three new questions using do/have and report the answers to the class.
Assessment (5 min)	☐ Ask: 'Say the short form of do not and have not.' and 'Do you save water at home?' **Answer:** do not = don't; have not = haven't. The second answer must be in the full frame: Yes, I do. / No, I don't. **Teacher's feedback:** correct weak-form pronunciation by choral repetition; praise children who answer in full frames.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write five contractions from this lesson with their full forms.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 8.4 - Learning to Speak and Reading Comprehension

Class: 3	**Subject:** English	**Time:** 35 minutes
Unit 8: Saving Resources	**Book pages:** 80-81	**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 tell their needs and feelings. - Students can read the text and answer its questions. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 80-81, board, sight-word cards from the unit
Board Work	**Left side:** Today: asking for things politely **Middle:** I need... | May I have...? | I feel hungry. | I feel tired. **Right side:** Sight words of the unit
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Ask: 'What do you say when you need water, food or help?' Collect expressions and write the polite forms on the board (I need..., May I have..., I feel hungry/thirsty). **Teacher says:** "If you want water, what will you say? Say it politely: May I have some water, please?"
Presentation (12 min)	☐ **Step 1.** Page 80: Learning to Speak - practise the daily-use sentences for needs and feelings in pairs with situations given by the teacher (thirsty, tired, happy, in pain). **Teacher says:** "I will give you a situation. Use the sentences from the board with your partner." ☐ **Step 2.** Read the unit's sight words aloud and spell them. ☐ **Step 3.** Page 80-81: answer the Reading Comprehension questions on 'Saving Resources' - first orally in groups, then written in copies.
Practice / Class Work (10 min)	☐ **Slow learners:** use two expressions from the board frame with a partner. ☐ **Average learners:** use four expressions in situations and answer all comprehension questions. ☐ **Fast learners:** write one extra comprehension question on the text and answer it.
Assessment (5 min)	☐ Ask: 'Say one sentence for a need and one for a feeling.' and 'Name one gift of nature from the text.' **Answer:** Need: any sentence with I need or May I have. Feeling: any sentence with I feel. One gift of nature from the text, e.g. water. **Teacher's feedback:** if expressions are mixed with Urdu, remodel the same sentence in English and let the child repeat it.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write answers of the remaining comprehension questions in your copy.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 8.5 - Grammar: Possessive Pronouns and Verb Forms (be, do, have, -ing)

Class: 3	**Subject:** English	**Time:** 35 minutes
Unit 8: Saving Resources	**Book pages:** 81-82	**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 mine, yours, his, hers, ours and theirs correctly. - Students can use be, do, have and -ing forms, also in negative sentences, with I, we, you, he, she, it and they. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 81-82, board, classroom objects (cap, bag, book, pencils)
Board Work	**Left side:** Today: mine, yours, his, hers + have/has **Middle:** mine, yours, his, hers, ours, theirs **Right side:** I have | He has | They have
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Hold up a cap and say: 'This cap is mine.' Hold a student's book: 'This book is yours.' Ask: 'Which words show the owner?' **Teacher says:** "This cap is mine. This book is yours. Which words show the owner?"
Presentation (12 min)	☐ **Step 1.** Page 81: read the possessive pronoun box (mine, yours, his, hers, ours, theirs) and the example sentences; students complete exercise (i) choosing the right pronoun. ✂ **Cards:** use the possessive pronoun cards in Part 2 at the end of this book - hold up a card (mine, yours...); a child makes a sentence with it. ☐ **Step 2.** Underline the pronouns in the sentences of exercise (ii). ☐ **Step 3.** Page 82: verbs - underline the verbs in the given sentences; learn that a verb shows action or condition. **Teacher says:** "Underline the doing words. A verb shows an action." ☐ **Step 4.** Practise 'have/has' (I have books. He has books.) and 'do' with negatives (I do not exercise), then fill the blanks with do and have.
Practice / Class Work (10 min)	☐ **Slow learners:** complete three possessive-pronoun blanks with the pronoun box open; copy the have/has table. ☐ **Average learners:** complete all exercises (i) and (ii) and the do/have blanks independently. ☐ **Fast learners:** write four own sentences - two with possessive pronouns, two with has/have in negative form.
Assessment (5 min)	☐ Ask: 'This bag belongs to Amir. The bag is ___ (his).' and 'He ___ a new bag (has/have).' **Answer:** The bag is his. He has a new bag. **Teacher's feedback:** revise his/her/hers confusion with the cap-and-bag demo before ending the lesson.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write five sentences using mine, yours, his, hers and theirs.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 8.6 - Writing: Picture Sequence Sentences and Own Sentences

Class: 3	**Subject:** English	**Time:** 35 minutes
Unit 8: Saving Resources	**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 write sentences to tell what happens first, next and last in a picture. - Students can write a few correct sentences of their own on a given topic. *(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, students' copies
Board Work	**Left side:** Today: writing in order **Middle:** first | next | then | at last **Right side:** Topic: Saving Water
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Show the picture sequence on page 82-83. Ask: 'What happens first? What happens next? What happens at the end?' Introduce first, next, then, at last. **Teacher says:** "Look at the pictures. What happens first? What happens next? What happens at the end?"
Presentation (12 min)	☐ **Step 1.** Page 82-83: Learning to Write - look at the picture sequence together and speak one sentence for each picture using first, next, then, at last. ✂ **Cards:** give the order word cards in Part 2 at the end of this book (first, next, then, at last) to each group for speaking and writing the sequence sentences. ☐ **Step 2.** Students write the sequence sentences in copies; teacher moves around and helps with spellings from the unit word bank. **Teacher says:** "Write one sentence for each picture. Start with first, next, then, at last." ☐ **Step 3.** Write 3-4 own sentences on the given topic 'Saving Water' using be, do and have forms practised in Lesson 5. ☐ **Step 4.** Two students read their sentences aloud; class claps for clear sequence words.
Practice / Class Work (10 min)	☐ **Slow learners:** write three sequence sentences using the sentence starters on the board. ☐ **Average learners:** write the full sequence and three own sentences on 'Saving Water'. ☐ **Fast learners:** write five own sentences including one negative sentence with do/have.
Assessment (5 min)	☐ Read two students' sequences; check that first/next/then/at last appear in the right order. **Answer:** The four order words must come in the right order: first, next, then, at last. **Teacher's feedback:** write one corrected sequence on the board as a model before copies are collected.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write four sentences on 'Saving Electricity' in your copy.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

REVIEW 2

Review of Units 5-8

LESSON PLAN R2.1 - Oral and Reading Review (Units 5-8)

Class: 3	**Subject:** English	**Time:** 35 minutes
Review 2: Review of Units 5-8	**Book pages:** 84-85	**Date:** _____

LESSON FLOW

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

Student Learning Outcomes (SLOs)	- Students can say short and long vowel sounds, and the weak and strong forms of do and have. - Students can talk about the things they like and the things they do not like. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 84-85, board, flashcards from Units 5-8
Board Work	**Left side:** Today: revision of Units 5-8 **Middle:** mug, leaf, stop, egg, size, care, see, bus **Right side:** I like... | I don't like...
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Tell the class: 'Today we revise Units 5 to 8. Let us see how much we remember.' Start with the vowel words on page 84. **Teacher says:** "Today we revise Units 5 to 8. How much do we remember? Say these words with me."
Presentation (12 min)	☐ **Step 1.** Page 84: pronounce the given words and talk about short and long vowel sounds (mug, leaf, stop, egg, size, care, see, bus). Sort them in two columns on the board. ☐ **Step 2.** Talk activity: three things you like and three things you don't like - every child completes 'I like...' and 'I don't like...' for the class or a partner. ☐ **Step 3.** Pronounce weak and strong forms of do and have: 'Do you eat sweets every day? Yes, I do. / No, I don't.' Pair drill with questions from Units 5-8 topics. **Teacher says:** "Ask your partner: Do you...? Answer: Yes, I do. No, I don't." ☐ **Step 4.** Quick reading round: each group reads one short part from Units 5-8 texts.
Practice / Class Work (10 min)	☐ **Slow learners:** sort six vowel words with the group; say one like and one dislike. ☐ **Average learners:** sort all words, say three likes and three dislikes, complete the pair drill. ☐ **Fast learners:** ask a partner five do/have questions and report the answers.
Assessment (5 min)	☐ Ask: 'Say one short-vowel and one long-vowel word.' and 'Do you like rainy days? Answer in a full sentence.' **Answer:** Short vowel words: mug, stop, egg, bus. Long vowel words: leaf, size, care, see. The answer must be a full sentence with I do or I don't. **Teacher's feedback:** note weak areas (sounds or do/have forms) on the board for tomorrow's written review.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Revise Units 5-8 vocabulary from your copies for tomorrow's written review.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN R2.2 - Language and Writing Review with Short Assessment (Units 5-8)

Class: 3	**Subject:** English	**Time:** 35 minutes
Review 2: Review of Units 5-8	**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 revise the grammar and words of Units 5-8 and use them in sentences. - Students can write correct sentences on a given topic. *(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, review slip (short written assessment)
Board Work	**Left side:** Today: written revision + a small test **Middle:** pear/pair | mine/hers | have/has **Right side:** Writing topic: Saving Resources
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Write one mixed sentence on the board: 'She ate a pear/pair and the bag is hers/his.' Ask students to correct it - this shows what today's review will cover. **Teacher says:** "Look at the sentence on the board. It has mistakes. Can you correct it?"
Presentation (12 min)	☐ **Step 1.** Page 86-87: complete the Review 2 language exercises in groups - one group per section (sounds/words, grammar, vocabulary). ☐ **Step 2.** Whole-class correction on the board; teacher re-teaches the two most-missed points only. ☐ **Step 3.** Short written assessment (10 marks): 3 homophone/possessive blanks, 2 do/have sentences, 2 tense/verb items, 3 vocabulary meanings - from Units 5-8. **Teacher says:** "Now the small test. Books closed. Write your answers on the slip." ☐ **Step 4.** Writing finish: write 3-4 sentences on 'Saving Resources' using the revised language.
Practice / Class Work (10 min)	☐ **Slow learners:** attempt the assessment with the unit word bank visible; write two sentences. ☐ **Average learners:** attempt the full assessment closed-book and write three sentences. ☐ **Fast learners:** full assessment plus one extra sentence using a possessive pronoun and a negative do/have form.
Assessment (5 min)	☐ Collect the assessment slips; announce that results and corrections come in the next English period. **Answer:** Test answers come from Units 5-8 (review pages 86-87). Mark the slips the same day and note the items missed by more than half the class. **Teacher's feedback:** mark the slips the same day; plan re-teaching of any item missed by more than half the class.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Correct your review mistakes in your copy after the marked slips return.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

UNIT 9

My Culture - My Pride

LESSON PLAN 9.1 - Getting Started and Pre-reading

Class: 3	**Subject:** English	**Time:** 35 minutes
Unit 9: My Culture - My Pride	**Book pages:** 88-89	**Date:** _____

LESSON FLOW

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

Student Learning Outcomes (SLOs)	- Students can guess words of the text from the pictures and the title. - Students can talk about their own culture in simple sentences. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 88-89, board, pictures of Pakistani dresses and dishes if available
Board Work	**Left side:** Today: our culture - dishes and dresses **Middle:** festival, dress, dish, guest, culture **Right side:** Keep empty - write the guessed words here
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Ask the book's opening questions: 'What is your favourite dish?' and 'What dress do you like the most?' Students answer in turns; write dish and dress names on the board. **Teacher says:** "What is your favourite dish? What dress do you like the most?"
Presentation (12 min)	☐ **Step 1.** Page 89: Getting Started - look at the pictures of dresses, dishes and festivals; name what you see. ☐ **Step 2.** Read the unit title 'My Culture - My Pride'. Students predict five words they expect in the text (festival, dress, dish, guest, culture). ☐ **Step 3.** Talk round: each child completes 'My favourite festival is...' and 'In our home we cook...' **Teacher says:** "Complete my sentence: My favourite festival is..."
Practice / Class Work (10 min)	☐ **Slow learners:** name one dish and one dress from the pictures with teacher help. ☐ **Average learners:** complete both talk-round sentences and predict three text words. ☐ **Fast learners:** tell the class one special thing about your family's culture in two sentences.
Assessment (5 min)	☐ Ask: 'Name two Pakistani festivals.' and 'Which dish is cooked at your home on Eid?' **Answer:** Any two Pakistani festivals, e.g. Eid-ul-Fitr and Eid-ul-Azha. The dish is the child's own answer. **Teacher's feedback:** list all named festivals on the board; correct pronunciation of culture words gently.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Draw your favourite dish and write its name.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 9.2 - Reading: Our Life Style (While and Post-reading)

Class: 3	**Subject:** English	**Time:** 35 minutes
Unit 9: My Culture - My Pride	**Book pages:** 90-91	**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 text 'My Culture - My Pride' and answer questions during and after reading. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 90-91, board, word cards (culture, festival, hospitable, guests, delicious)
Board Work	**Left side:** Today: reading 'Our Life Style' **Middle:** culture, festival, hospitable, guests, delicious **Right side:** From Khyber to Mehran
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Recall predicted words. Ask: 'Pakistan has many cultures - what is common in all of them?' **Teacher says:** "Pakistan has many cultures. What is common in all of them? Let us read and find out."
Presentation (12 min)	☐ **Step 1.** Teacher reads 'Our Life Style' aloud; students follow and underline culture words. ☐ **Step 2.** While-reading: stop and ask 'Which dishes do you like the most? Share it with the class' (the book's question). **Teacher says:** "Stop here. Which dishes do you like the most? Share it with the class." ☐ **Step 3.** Groups re-read one part each: different cultures from Khyber to Mehran, festivals and events, hospitable people and guests, delicious dishes, colourful dresses, local games. ☐ **Step 4.** Post-reading discussion: how do we take care of our guests? Students answer from the text and from their own homes.
Practice / Class Work (10 min)	☐ **Slow learners:** read the first part with the teacher and find two culture words. ☐ **Average learners:** read one part aloud and answer one post-reading question. ☐ **Fast learners:** compare two festivals from the text in 2-3 sentences.
Assessment (5 min)	☐ Ask: 'What do Pakistanis always take care of?' (guests) and 'Name two things from the text that show our culture.' **Answer:** Pakistanis always take care of their guests. Any two from the text: festivals, delicious dishes, colourful dresses, local games. **Teacher's feedback:** children who only repeat Urdu answers are given the English frame 'We take care of our guests.' to repeat.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write three sentences about your favourite festival.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 9.3 - Oral Communication: Expressions of Respect, Gratitude, Needs and Feelings

Class: 3	**Subject:** English	**Time:** 35 minutes
Unit 9: My Culture - My Pride	**Book pages:** 91-93	**Date:** _____

LESSON FLOW

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

Student Learning Outcomes (SLOs)	- Students can use polite sentences to show respect and to say thank you. - Students can use sentences to tell their needs and feelings. - Students can speak English with ease using daily-use sentences. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 91-93, board, situation cards (guest at home, elder gives you food, you need help)
Board Work	**Left side:** Today: polite sentences **Middle:** Welcome! | Thank you. | Please come in. | May I help you? **Right side:** I need... | I feel...
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Act a small scene: a guest arrives. Say 'Welcome! Please come in. Thank you for coming.' Ask: 'Which words show respect?' **Teacher says:** "A guest has come to our home. Welcome! Please come in. Which words show respect?"
Presentation (12 min)	☐ **Step 1.** Page 91-92: Oral Communication - read and practise expressions of respect and gratitude (Welcome, Thank you, Please, May I help you, It is my pleasure). ☐ **Step 2.** Practise expressions for needs and feelings (I need..., I feel happy/sad/hungry) with the situation cards in pairs. ☐ **Step 3.** Role play in threes: host, guest and family member at a festival meal, using at least four expressions. **Teacher says:** "Now act in threes: one host, one guest, one family member. Use four polite sentences." ✂ **Cards:** use the polite sentence cards in Part 2 at the end of this book in this role play - each group picks a card and must use that sentence in the play.
Practice / Class Work (10 min)	☐ **Slow learners:** repeat the expressions after the teacher and use two in the role play with a frame card. ☐ **Average learners:** use four expressions correctly in the role play. ☐ **Fast learners:** lead the role play and add one expression of your own for gratitude.
Assessment (5 min)	☐ Ask: 'What will you say when a guest comes to your home?' and 'Say thank you in a full polite sentence.' **Answer:** Any polite full sentence, e.g. Welcome! Please come in. / Thank you for coming. **Teacher's feedback:** praise polite forms; remodel any rude/blunt sentence into its polite English form on the board.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write four polite expressions from this lesson in your copy.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 9.4 - Read Aloud (Poem with Actions), Short Vowel 'e' and Syllable Division

Class: 3	**Subject:** English	**Time:** 35 minutes
Unit 9: My Culture - My Pride	**Book pages:** 93-94	**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. - Students can say words with the short 'e' sound correctly. - Students can break a word into syllables to learn its meaning. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 93-94, board, word cards (bed, pen, hen, festival, culture, delicious)
Board Work	**Left side:** Today: short 'e' + syllables **Middle:** bed, pen, hen, dress, festival **Right side:** fes-ti-val | cul-ture | de-li-cious
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Clap the word 'festival' as fes-ti-val. Ask: 'How many beats does this word have?' Tell the class today we learn syllables and the short 'e' sound. **Teacher says:** "Clap with me: fes-ti-val. How many beats does this word have? Today we learn syllables."
Presentation (12 min)	☐ **Step 1.** Page 93: Read Aloud - recite the unit poem with actions, line by line, then the whole class together. ☐ **Step 2.** Page 94: Language Focus - short vowel 'e': read and classify words with the short 'e' sound (bed, pen, hen, dress, festival) and practise their pronunciation. **Teacher says:** "Find the short e sound in these words. Say them with me." ✂ **Cards:** use the short 'e' word cards in Part 2 at the end of this book in this sorting work - children read a card and say whether the e sound is short. ☐ **Step 3.** Syllable division: break unit words into syllables (cul-ture, fes-ti-val, de-li-cious) by clapping; students divide three new words.
Practice / Class Work (10 min)	☐ **Slow learners:** recite the poem with the group; find the 'e' in three given words. ☐ **Average learners:** recite two verses with actions; divide four words into syllables. ☐ **Fast learners:** divide five words including 'hospitality/hospitable' type long words from the unit and read them fluently.
Assessment (5 min)	☐ Ask: 'Say a word with short e.' and 'Clap the syllables of delicious.' **Answer:** Any word with the short e sound, e.g. bed, pen, hen. Delicious has 3 syllables: de-li-cious. **Teacher's feedback:** if syllables are miscounted, slow-clap the word together as a class before ending.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write five short-'e' words and divide 'festival' and 'culture' into syllables.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 9.5 - Grammar: Tenses (Present, Past, Future) and Questions with Verb 'to be'

Class: 3	**Subject:** English	**Time:** 35 minutes
Unit 9: My Culture - My Pride	**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 tell that actions happen in present, past and future time. - Students can ask questions with is, are, am, was and were. *(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, tense table chart
Board Work	**Left side:** Today: present, past and future **Middle:** am/is/are - was/were - will be | teach - taught - will teach **Right side:** today | yesterday | tomorrow
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Write three sentences: 'I am a teacher. I was a student. I will be a head teacher.' Ask: 'Which sentence is about today, yesterday, tomorrow?' **Teacher says:** "I am a teacher today. I was a student before. Which line is about today?"
Presentation (12 min)	☐ **Step 1.** Page 95: read the tense table - Present (I am a teacher / He teaches English), Past (I was a teacher / He taught English), Future (I will be a teacher / He will teach English). Explain first form (present), second form (past), will + first form (future). ✂ **Cards:** use the tense cards in Part 2 at the end of this book with this table - hold up a card; children say a sentence in that tense. ☐ **Step 2.** Choral reading of the table; students change three given sentences from present to past and future. **Teacher says:** "Change the sentence: say it for yesterday, then say it for tomorrow." ☐ **Step 3.** Page 96: fill in the blanks with is/are/am/was/were (e.g. '___ he your friend now?' 'Yesterday, they ___ playing cricket in the park.'). ☐ **Step 4.** Ask questions with verb to be: pairs ask 'Are you...? Were you...? Is he...?' about class fellows.
Practice / Class Work (10 min)	☐ **Slow learners:** complete three blanks using the tense table on the board. ☐ **Average learners:** complete all blanks and change two sentences across tenses. ☐ **Fast learners:** write and ask three own questions with was/were and will be.
Assessment (5 min)	☐ Ask: 'Change: He is a teacher (past).' and '___ she afraid of the dark? (is/was - now).' **Answer:** He was a teacher. Is she afraid of the dark? (is - because it is about now) **Teacher's feedback:** reteach was/were with a yesterday-today timeline on the board if errors repeat.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write two sentences each in present, past and future tense.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 9.6 - Writing: Festivals List and Expository Paragraph

Class: 3	**Subject:** English	**Time:** 35 minutes
Unit 9: My Culture - My Pride	**Book pages:** 96-97	**Date:** _____

LESSON FLOW

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

Student Learning Outcomes (SLOs)	- Students can make a list of festivals and add more festivals to it. - Students can write a paragraph that tells the steps of a process. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 96-97, board, students' copies
Board Work	**Left side:** Today: festivals list + writing the steps **Middle:** first | then | after that | at last **Right side:** Our festivals: Eid, Basant, Flower Show...
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Look at the festivals table on page 96 (Spring Season, Flower Show, 23-26 February, week-long celebrations of Baharaan). Ask: 'Which festivals do we celebrate in our area?' **Teacher says:** "Look at the table on page 96. Which festivals do we celebrate in our area?"
Presentation (12 min)	☐ **Step 1.** Page 96: Learning to Write (i) - add 2-4 more festivals of your choice from your own surroundings to the given list, with day/month and how they are celebrated. ☐ **Step 2.** Page 97: expository writing - read the model paragraph explaining a process (e.g. how a festival is celebrated, step by step: first, then, after that, at last). **Teacher says:** "Write the steps in order. Use first, then, after that, at last." ☐ **Step 3.** Students write their own short expository paragraph on 'How We Celebrate Eid' or 'How Tea Is Made' using sequence words. ✂ **Cards:** give the order word cards in Part 2 at the end of this book to every pair - they use them in the paragraph and the partner checks them in Step 4. ☐ **Step 4.** Exchange copies in pairs; partner ticks the sequence words used.
Practice / Class Work (10 min)	☐ **Slow learners:** add two festivals to the list and write the paragraph with sequence-word starters on the board. ☐ **Average learners:** add four festivals and write a complete paragraph with at least three sequence words. ☐ **Fast learners:** write the paragraph with a clear opening sentence and five steps of the process.
Assessment (5 min)	☐ Check two paragraphs for sequence words and step order. **Answer:** The paragraph must have at least three order words (first, then, after that, at last) in the right order. **Teacher's feedback:** read one strong paragraph aloud as a model; give one written correction per copy.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write the final neat copy of your paragraph in your notebook.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

UNIT 10

Our Family Picnic

LESSON PLAN 10.1 - Getting Started, Let's Talk and Pre-reading

Class: 3	**Subject:** English	**Time:** 35 minutes
Unit 10: Our Family Picnic	**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 guess the words and topic of the text from the pictures and the title. *(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, the unit opener picture (page 98)
Board Work	**Left side:** Today: a family picnic **Middle:** blanket, napkins, plates, bees **Right side:** Keep empty - write the guessed words here
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Show the opener picture (page 98): a family out on a picnic. Ask the book's questions: 'Why do you think it is important to go out for a picnic with the family?' and 'Will it be more fun if we go for a picnic in spring?' **Teacher says:** "Look at the picture on page 98. Why do families go out for a picnic?"
Presentation (12 min)	☐ **Step 1.** Page 99: Getting Started - look at the picnic picture and name the picnic things in it; the teacher adds the poem's own words - blanket, napkins, plates. Let's Talk dialogue practise in pairs. ✂ **Cards:** use the picnic word cards in Part 2 at the end of this book - hold up a card; children read the word and guess how it will come in the poem. ☐ **Step 2.** Read the title 'Our Family Picnic' (page 100). Students predict five vocabulary words of the poem. ☐ **Step 3.** Talk round: 'I will take ___ to the picnic' - each child names one item. **Teacher says:** "Complete my line: I will take ___ to the picnic."
Practice / Class Work (10 min)	☐ **Slow learners:** name three picnic items from the picture with teacher help. ☐ **Average learners:** practise the dialogue and predict three poem words. ☐ **Fast learners:** give one reason why family picnics are important, in a full sentence.
Assessment (5 min)	☐ Ask: 'Name three things we take on a picnic.' and 'Who goes on a family picnic?' **Answer:** Any three picnic things; the poem itself names blanket, napkins and plates. The whole family goes on a family picnic. **Teacher's feedback:** the poem names blanket, napkins and plates (accept other sensible picnic things); the whole family goes. Keep the prediction list on the board corner for checking in the next lesson.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Draw a picnic basket and write three item names.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 10.2 - Reading: Our Family Picnic (While-reading, Positions and Skimming)

Class: 3	**Subject:** English	**Time:** 35 minutes
Unit 10: Our Family Picnic	**Book pages:** 100-102	**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 where things are in a picture or on a map. - Students can look at pictures and tables in a text to understand it better. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 100-102, board, a simple class map drawn on the board
Board Work	**Left side:** Today: reading the picnic poem **Middle:** on | in | near **Right side:** The ducks are in the pond.
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Read the first line: 'My family went out on a picnic...' Ask: 'Where do families go for a picnic in our area?' **Teacher says:** "My family went out on a picnic. Where do families go for a picnic in our area?"
Presentation (12 min)	☐ **Step 1.** Teacher reads the poem 'Our Family Picnic' by Kenn Nesbitt aloud; students follow and mark new words. ☐ **Step 2.** While-reading: stop and answer the book's question: 'Did you ever have the same experience?' Then skim the map on page 101 - students say what it shows and what extra information it gives. ☐ **Step 3.** Position practice with the map (page 101): 'The ducks are in the pond. The swings are near the trees.' Students point at the map and speak in the same way. **Teacher says:** "Look at the map on page 101. Where are the ducks? Point and speak." ✂ **Cards:** use the position word cards in Part 2 at the end of this book in this practice - hold up a card (in, on, near...); a child makes a true sentence about the park map (page 101). ☐ **Step 4.** Groups re-read the poem in turns, one stanza each.
Practice / Class Work (10 min)	☐ **Slow learners:** read the first stanza with the teacher and point to three named things on the map (pond, swings, gardens). ☐ **Average learners:** read one stanza aloud and say two position sentences about the map. ☐ **Fast learners:** draw a tiny map of the picnic place and explain three positions on it.
Assessment (5 min)	☐ Ask: 'Where are the ducks on the map?' and 'What extra information does the map give?' **Answer:** The ducks are in the pond, on the map (page 101). The map gives extra information: the places in the park and the directions (compass key). **Teacher's feedback:** the ducks are in the pond; the map shows the places in the park and has a compass key for directions. Correct position words (on, in, near) by pointing at the real classroom objects.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write three sentences about the park map using on, in and near.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 10.3 - Post-reading, Oral Communication and Reading Comprehension

Class: 3	**Subject:** English	**Time:** 35 minutes
Unit 10: Our Family Picnic	**Book pages:** 102-103	**Date:** _____

LESSON FLOW

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

Student Learning Outcomes (SLOs)	- Students can link the story with their own life and answer questions on it. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 102-103, board, sight-word cards of the unit
Board Work	**Left side:** Today: questions on the picnic poem **Middle:** Sight words of the unit **Right side:** Start your answer like this: The family went to...
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Ask: 'Have you ever gone on a picnic? Where did you go and what did you eat?' Take four answers. **Teacher says:** "Have you ever gone on a picnic? Where did you go? What did you eat?"
Presentation (12 min)	☐ **Step 1.** Page 102: Oral Communication - practise the unit's spoken activities in pairs (talking about a family outing). ☐ **Step 2.** Read the sight words aloud; spell and use two in sentences. ☐ **Step 3.** Page 102-103: Reading Comprehension - answer the questions on the story, first in groups, then written. **Teacher says:** "Find the answer in the story. Then write it in a full sentence." ☐ **Step 4.** Analytical Reading: discuss the given situation questions and justify answers by relating them to own experience.
Practice / Class Work (10 min)	☐ **Slow learners:** answer the first two comprehension questions with the text open and a partner. ☐ **Average learners:** answer all comprehension questions in complete sentences. ☐ **Fast learners:** answer the analytical question with a reason from your own family experience.
Assessment (5 min)	☐ Ask: 'Where did the family go?' and 'What did they do there? Tell one thing.' **Answer:** All answers come from the story on pages 100-102. Check each answer against the text. **Teacher's feedback:** children answering in single words are prompted with 'Say it in a full sentence: The family went to...'
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write answers of any two remaining comprehension questions.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 10.4 - Language Focus: Vocabulary Building and Apostrophes for Possession

Class: 3	**Subject:** English	**Time:** 35 minutes
Unit 10: Our Family Picnic	**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 learn new words of the unit and use them in sentences. - Students can use the apostrophe (Ali's book) to show that a thing belongs to someone. *(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, students' own objects (bags, books, bottles)
Board Work	**Left side:** Today: the apostrophe - Ali's book **Middle:** Ali's book | Fatima's bottle | Ahmed's bag **Right side:** New words of the unit
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Hold two bags: 'This is Ali's bag. This is Fatima's bottle.' Point to the apostrophe-s and ask: 'What does 's show?' **Teacher says:** "This is Ali's bag. This is Fatima's bottle. What does 's show?"
Presentation (12 min)	☐ **Step 1.** Page 103: Language Focus - Vocabulary Building: read the unit words with meanings and use three in spoken sentences. ☐ **Step 2.** Page 103-104: apostrophe for possession - read examples (Ali's book, the girl's doll) and note where the apostrophe goes. ✂ **Cards:** use the possession cards in Part 2 at the end of this book in the Step 3 drill - hold up a card; the class reads it and says whose thing it is. ☐ **Step 3.** Class drill: students show an object and the class says 'It is ___'s ___'. **Teacher says:** "Show your object to the class. The class will say: It is ___'s ___." ☐ **Step 4.** Written practice: complete the book exercises on possession.
Practice / Class Work (10 min)	☐ **Slow learners:** complete three possession sentences with names given on the board. ☐ **Average learners:** complete all book exercises independently. ☐ **Fast learners:** write four own possession sentences about classroom objects.
Assessment (5 min)	☐ Ask: 'Write: the book of Ahmed (using 's).' and 'Use one new vocabulary word in a sentence.' **Answer:** Ahmed's book. The new-word sentence: check the meaning of the word from page 103. **Teacher's feedback:** if the apostrophe is misplaced, rewrite the example on the board and let students correct their copies.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write five possession sentences about things in your home.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 10.5 - Grammar: Contractions, Prepositions, can/cannot and may/may not

Class: 3	**Subject:** English	**Time:** 35 minutes
Unit 10: Our Family Picnic	**Book pages:** 104-105	**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 in, over, from, into, out of and with (prepositions) correctly. - Students can use can and cannot to show what they can or cannot do. - Students can use may and may not to ask for and give permission. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 104-105, board, a ball and a box for preposition demonstration
Board Work	**Left side:** Today: can / may + in, over, into **Middle:** it is = it's | we will = we'll | who is = who's **Right side:** May I come in? | I can jump.
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Put a ball in, on, over and into a box one by one and ask: 'Where is the ball now?' Then ask: 'Can you jump over the rope?' **Teacher says:** "Where is the ball now? (Put it in the box.) Can you jump over the rope?"
Presentation (12 min)	☐ **Step 1.** Page 104: Contractions - write contractions of the underlined words (it is - it's, we will - we'll, who is - who's) and read the 'Read Me' box. ☐ **Step 2.** Prepositions: read the sentences and note in, over, from, into, out of, with (e.g. 'The thief broke into the house', 'Can you jump over the rope?'). Act two of them out. **Teacher says:** "Act it out with me: jump over, go into, come out of." ☐ **Step 3.** Page 105: can/cannot - ability ('I can speak Spanish'), inability ('I cannot speak Spanish') and prohibition ('No, you cannot go out in the lawn'). ✂ **Cards:** use the can/may cards in Part 2 at the end of this book in this step and Step 4 - a child reads a card; the class tells: ability, permission, or 'may happen'. ☐ **Step 4.** may/may not - permission ('May I come in?'), probability ('It may rain tomorrow') and prohibition ('No, you may not'). Complete the fill-in exercise with may/can. **Teacher says:** "Ask me with may: May I...?"
Practice / Class Work (10 min)	☐ **Slow learners:** complete the contraction and preposition items with the charts open; act one preposition. ☐ **Average learners:** complete all exercises including the may/can blanks. ☐ **Fast learners:** write two own sentences each with can (ability) and may (permission).
Assessment (5 min)	☐ Ask: 'Say: It is ___ (contraction).' and 'Ask me permission to drink water using may.' **Answer:** It is = it's. Any correct question with may, e.g. May I drink water, please? **Teacher's feedback:** clear the can-vs-may confusion with one board example before the lesson ends.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write three sentences with can and three with may.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 10.6 - Writing: Picnic Items List and Completing a Paragraph

Class: 3	**Subject:** English	**Time:** 35 minutes
Unit 10: Our Family Picnic	**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 make a list of things needed for a task, like a picnic. - Students can complete a paragraph with the help of given words and sentences. *(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, students' copies
Board Work	**Left side:** Today: picnic list + completing a paragraph **Middle:** food, water flask, mat, ball, first-aid box **Right side:** Use the words in the box on page 106
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Ask: 'Tomorrow we go for a class picnic. What must we take?' Write the class list on the board as students speak. **Teacher says:** "Tomorrow we go for a class picnic. What must we take? Tell me - I will write it."
Presentation (12 min)	☐ **Step 1.** Page 105-106: Learning to Write (i) - make a neat list of items required for a picnic (food, water flask, mat, ball, first-aid box) in proper order. ☐ **Step 2.** Page 106: complete the given paragraph using the words, phrases and sentences in the box; read the completed paragraph aloud together. **Teacher says:** "Fill every blank of the paragraph with the words in the box. Then read the paragraph aloud." ☐ **Step 3.** Students write the completed paragraph neatly in copies and underline the words they used from the box. ☐ **Step 4.** Two students read their paragraphs; class checks that no blank is left.
Practice / Class Work (10 min)	☐ **Slow learners:** make the list with the board list as help; complete the paragraph with a partner. ☐ **Average learners:** make the full list and complete the paragraph independently. ☐ **Fast learners:** add two own sentences at the end of the paragraph about your picnic day.
Assessment (5 min)	☐ Check one list and one paragraph per row against the task (items listed; all blanks filled sensibly). **Answer:** The list has at least five needed things. In the paragraph, all blanks are filled with sensible words from the box. **Teacher's feedback:** return copies with the missed item/blank marked; students correct in the last minutes.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write a list of items you will take on a family picnic.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

UNIT 11

Healthy Habits

LESSON PLAN 11.1 - Getting Started and Pre-reading

Class: 3	**Subject:** English	**Time:** 35 minutes
Unit 11: Healthy Habits	**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 guess the words and topic of the text from the pictures and the title. *(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, a toothbrush and toothpaste (real objects)
Board Work	**Left side:** Today: healthy habits **Middle:** brushing, washing hands, bathing, exercise **Right side:** Keep empty - write the guessed story words here
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Show a toothbrush and ask: 'Why is it important to brush our teeth daily?' (the book's pre-reading question for the story). Collect healthy habits the class names: brushing, washing hands, bathing, exercise. **Teacher says:** "Why is it important to brush our teeth daily? Tell me."
Presentation (12 min)	☐ **Step 1.** Page 108: Getting Started - look at the healthy-habits pictures/icons and name each habit. ✂ **Cards:** use the healthy habit cards in Part 2 at the end of this book - children match each card with the habit icon in the book and name the habit. ☐ **Step 2.** Read the title 'Healthy Habits' and the story title 'Toothy Toad' (page 109). Students predict what the story will be about and which words will come in it. **Teacher says:** "The name of our story is 'Toothy Toad'. What will happen in it? Guess." ☐ **Step 3.** Vocabulary preview: wizard, spell, teeth, candies - teacher explains with actions and pictures.
Practice / Class Work (10 min)	☐ **Slow learners:** name two healthy habits from the pictures with teacher help. ☐ **Average learners:** name four habits and predict three story words. ☐ **Fast learners:** say one sentence on why the toad in the story may be in trouble.
Assessment (5 min)	☐ Ask: 'Name three healthy habits.' and 'What do you think the story Toothy Toad is about?' **Answer:** Any three healthy habits from the middle of the board. For the story, accept any guess about a toad and teeth. **Teacher's feedback:** write the best prediction on the board to check after reading the story.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Draw a toothbrush and write two sentences on brushing teeth.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 11.2 - Reading: Toothy Toad (Scanning for Specific Information)

Class: 3	**Subject:** English	**Time:** 35 minutes
Unit 11: Healthy Habits	**Book pages:** 109-111	**Date:** _____

LESSON FLOW

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

Student Learning Outcomes (SLOs)	- Students can scan the text to find answers to short questions. - Students can link the story with their own life. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 109-111, board, word cards (wizard, spell, delighted, candies, flies)
Board Work	**Left side:** Today: reading 'Toothy Toad' **Middle:** wizard, spell, delighted, candies, flies **Right side:** Find in the text: Who? What?
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Check the prediction from Lesson 1. Ask: 'What happens if we eat candies all day and never brush?' **Teacher says:** "We guessed what will happen in the story. Now we read and check. What happens if we eat candies all day and never brush?"
Presentation (12 min)	☐ **Step 1.** Teacher reads the story 'Toothy Toad' aloud with expression; students follow in books. ☐ **Step 2.** While-reading scanning: students scan the text to find specific information - Who made the spell? What did the toad love to eat? What did the wizard keep telling the toad? **Teacher says:** "Run your eyes over the page. Find: who made the spell?" ☐ **Step 3.** Groups re-read the story parts in turns; each group reports one event in order. ☐ **Step 4.** Post-reading: relate the story to own experience - 'Do you take care of your teeth like the toad should have?'
Practice / Class Work (10 min)	☐ **Slow learners:** find and read the sentence that tells what the toad loved to eat. ☐ **Average learners:** answer all three scanning questions from the text. ☐ **Fast learners:** retell the story in four sentences in correct order.
Assessment (5 min)	☐ Ask: 'Who cast the spell?' and 'What lesson does the story give us?' **Answer:** The wizard made the spell. The toad loved eating candies. The lesson: we must take care of our teeth and brush them daily. **Teacher's feedback:** students who cannot locate answers are shown the scanning method (run eyes over the page for the key word) once more.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write two sentences: what the toad did wrong, and what we should do daily.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 11.3 - Oral Communication: Sounds (Silent Letters, -ed Endings) and Class Talk

Class: 3	**Subject:** English	**Time:** 35 minutes
Unit 11: Healthy Habits	**Book pages:** 110-112	**Date:** _____

LESSON FLOW

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

Student Learning Outcomes (SLOs)	- Students can say and spell words with silent letters. - Students can say -ed words with /d/, /t/ and /id/ sounds (looked, danced, landed). - Students can use daily-use sentences in class talk. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 110-112, board, word cards (looked, danced, landed, brush, wash)
Board Work	**Left side:** Today: the sounds of -ed **Middle:** looked (t) | danced (t) | landed (id) | played (d) **Right side:** Words with silent letters (from the page)
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Write looked, danced, landed on the board and read them. Ask: 'Does -ed sound the same in all three?' Let students listen carefully. **Teacher says:** "Listen: looked, danced, landed. Does -ed sound the same in all three?"
Presentation (12 min)	☐ **Step 1.** Page 110-111: Learning the Sounds - sort -ed words into /d/, /t/ and /id/ sounds (looked, danced, landed) and pronounce them in chorus and rows. **Teacher says:** "Sort the words with me: which -ed sounds like t, which like d, which like id?" ✂ **Cards:** use the -ed sound cards in Part 2 at the end of this book for this sorting work - children place each card under /d/, /t/ or /id/. ☐ **Step 2.** Silent letters: read the given simple words with silent letters; students identify the silent letter and spell the words. ☐ **Step 3.** Pronounce syllables for stress: clap the stressed part of healthy-habit words (DEN-tist, MOR-ning, ex-er-CISE type practice with unit words). ☐ **Step 4.** Page 111-112: Learning to Speak - class talk with daily-use sentences about health (I brush my teeth twice a day. We should wash hands before meals.) in pairs.
Practice / Class Work (10 min)	☐ **Slow learners:** repeat the sound words after the teacher; say one class-talk sentence with a frame. ☐ **Average learners:** sort six -ed words correctly and speak two sentences. ☐ **Fast learners:** spell three silent-letter words from memory and lead the pair talk.
Assessment (5 min)	☐ Ask: 'Say one -ed word with the /t/ sound.' and 'Spell one silent-letter word.' **Answer:** Any -ed word with the /t/ sound, e.g. looked, danced, washed. Silent-letter word: as spelled in the book list. **Teacher's feedback:** drill the mixed sound once more in chorus if most of the class confuses /d/ and /t/.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write six -ed words and mark their sounds (/d/, /t/, /id/).
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 11.4 - Reading Comprehension, Poem with Punctuation and Tongue Twister

Class: 3	**Subject:** English	**Time:** 35 minutes
Unit 11: Healthy Habits	**Book pages:** 111-113	**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 a poem with correct pauses at commas and full stops. - Students can read aloud with correct sounds of letters and words. - Students can say a tongue twister with speed and a clear voice. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 111-113, board
Board Work	**Left side:** Today: reading with pauses **Middle:** , = small pause | . = full stop | ? = voice goes up **Right side:** The tongue twister of the unit
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Read one poem line twice - once ignoring full stops and commas, once with them. Ask: 'Which reading was better? Why?' **Teacher says:** "Listen to two readings of the same line. Which one is better? The one with pauses."
Presentation (12 min)	☐ **Step 1.** Page 111-112: Reading Comprehension - answer the short questions on 'Toothy Toad' orally in groups, then in copies. ☐ **Step 2.** Page 112: read the unit poem applying punctuation rules - pause at commas, stop at full stops, raise voice for questions; whole class reads together, then rows. **Teacher says:** "Read the poem with me. Stop at the full stop. Take a small pause at the comma." ☐ **Step 3.** Reproduce rhythm, stress and intonation: listen to the teacher's model reading of a story part and repeat in chorus. ☐ **Step 4.** Tongue twister: practise the unit tongue twister slowly, then fast, in turns - fluency, tone and pitch.
Practice / Class Work (10 min)	☐ **Slow learners:** read two poem lines with the group and answer one comprehension question. ☐ **Average learners:** read the full poem with correct pauses and answer all questions. ☐ **Fast learners:** read the poem solo with expression and say the tongue twister fast three times without a mistake.
Assessment (5 min)	☐ Ask one child per row to read two lines with punctuation pauses; ask one comprehension question. **Answer:** Comprehension answers come from the story (pages 111-112). In poem reading, children must pause at commas and stop at full stops. **Teacher's feedback:** mark where pauses were missed and remodel those exact lines before closing.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Practise the poem reading at home and learn the tongue twister.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 11.5 - Language Focus and Grammar: 'wh' Questions, Opposites, Alphabetical Order, before/after

Class: 3	**Subject:** English	**Time:** 35 minutes
Unit 11: Healthy Habits	**Book pages:** 112-115	**Date:** _____

LESSON FLOW

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

Student Learning Outcomes (SLOs)	- Students can ask questions with who, whose, which, where, why and how. - Students can use opposite words. - Students can arrange words in ABC (alphabetical) order. - Students can use before and after with actions. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 112-115, board, question-word cards (what, when, where, who, whose, which, why, how)
Board Work	**Left side:** Today: question words **Middle:** what, when, where, who, whose, which, why, how **Right side:** Opposites: up/down, rich/poor, day/night, good/bad
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Ask five quick questions using different question words about the class (Who is absent today? Where is my chalk? Why are you late? How do you feel? Whose bag is this?). Students notice the first word of each. **Teacher says:** "Who is absent today? Where is my chalk? Why are you late? Look at the first word of every question."
Presentation (12 min)	☐ **Step 1.** Page 112-114: read the question-answer examples (What is this? Who is your friend? Why are you late? How do you feel now?). ✂ **Cards:** hold up a question word card (cards in Part 2 at the end of this book); pairs make one question with that word. ☐ **Step 2.** Change the given statements into 'wh' questions and practise them in pairs (page 114). **Teacher says:** "Change the sentence into a question. Start with a question word." ☐ **Step 3.** Page 114-115: actions with before/after (We wash hands before meals; we brush teeth after meals) - students speak two sentences about their routine. ☐ **Step 4.** Opposites (page 115): fill the blanks with opposite words (up/down, rich/poor, day/night) and arrange five unit words in alphabetical order.
Practice / Class Work (10 min)	☐ **Slow learners:** match question words with ready answers on the board; do three opposites with the word bank. ☐ **Average learners:** change three statements into wh-questions and complete all opposites. ☐ **Fast learners:** write two own wh-questions and arrange eight words alphabetically without help.
Assessment (5 min)	☐ Ask: 'Make a question with whose.' and 'Tell the opposite of rich and the action you do before lunch.' **Answer:** Any correct question with whose, e.g. Whose bag is this? Opposite of rich: poor. Before lunch, we wash our hands. **Teacher's feedback:** revise question-word choice with the card set if who/whose/which are confused.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write three wh-questions and their answers about your family.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN 11.6 - Writing: Sentences on Brushing Teeth and Creative Writing (My Clean Room)

Class: 3	**Subject:** English	**Time:** 35 minutes
Unit 11: Healthy Habits	**Book pages:** 115	**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 about a picture that gives a health message. - Students can write 2-3 sentences on why brushing teeth is important, and a few lines of their own writing. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook page 115, board, students' copies
Board Work	**Left side:** Today: writing about health **Middle:** first | then | after that **Right side:** make the bed, put books away, throw litter in the bin, sweep
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Recall the story: 'Why do you think it is important to brush your teeth?' Write three class reasons on the board. **Teacher says:** "Why is it important to brush our teeth? Give me three reasons."
Presentation (12 min)	☐ **Step 1.** Page 115: Learning to Write - write 2-3 sentences answering why it is important to brush teeth, using the board reasons and own words. ☐ **Step 2.** Creative Writing: read the task 'Explain in a few lines how you keep your room clean.' Brainstorm steps (make the bed, put books in the bag, throw litter in the bin, sweep). **Teacher says:** "Now write: how do you keep your room clean? Use first, then, after that." ☐ **Step 3.** Students write 4-5 lines on keeping their room clean using first, then, after that. ☐ **Step 4.** Volunteers read their lines; class names the health message in each piece.
Practice / Class Work (10 min)	☐ **Slow learners:** write the brushing sentences with the board frame; write three room-cleaning lines with starters. ☐ **Average learners:** write both tasks completely and neatly. ☐ **Fast learners:** add one health message sentence at the end of the creative writing.
Assessment (5 min)	☐ Check two copies from each row for complete sentences and correct sequence words. **Answer:** Brushing sentences must give a real reason (clean teeth, no pain, fresh breath). The room writing has at least three steps in order. **Teacher's feedback:** give one written correction per copy and read the best piece aloud as a model.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Write four lines: 'My healthy day' - what you do from morning to night.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

REVIEW 3

Review of Units 9-11

LESSON PLAN R3.1 - Oral and Reading Review (Units 9-11)

Class: 3	**Subject:** English	**Time:** 35 minutes
Review 3: Review of Units 9-11	**Book pages:** 116-118	**Date:** _____

LESSON FLOW

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

Student Learning Outcomes (SLOs)	- Students can revise the speaking work of Units 9-11: polite sentences, poems and tongue twisters. - Students can read short parts of the Units 9-11 texts and answer questions. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 116-118, board, flashcards from Units 9-11
Board Work	**Left side:** Today: revision of Units 9-11 **Middle:** Welcome! | Thank you. | May I come in? **Right side:** short e | -ed sounds | silent letters
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Start with the Unit 11 tongue twister as a warm-up. Tell the class: 'Today we revise Units 9, 10 and 11 - culture, picnic and healthy habits.' **Teacher says:** "Start with our tongue twister. Today we revise Units 9, 10 and 11."
Presentation (12 min)	☐ **Step 1.** Page 116-118: complete the Review 3 oral activities - revise expressions of respect and gratitude (Unit 9) with a guest role play. ☐ **Step 2.** Recite the Unit 9 poem with actions and read the Unit 11 poem lines with punctuation pauses. **Teacher says:** "Recite the poem with actions. Read the lines with the correct pauses." ☐ **Step 3.** Re-read one short part from each unit text ('Our Life Style', 'Our Family Picnic', 'Toothy Toad'); groups answer one question per text. ☐ **Step 4.** Sound revision: short vowel 'e' words, -ed endings (/d/, /t/, /id/) and silent letters in a quick team game.
Practice / Class Work (10 min)	☐ **Slow learners:** join group recitation; answer one question with the text open. ☐ **Average learners:** take a speaking part in the role play and answer one question per text. ☐ **Fast learners:** lead your group's revision round and ask the questions yourself.
Assessment (5 min)	☐ Ask: 'Say one polite expression.' and 'Read this line with the correct pause.' (point to a poem line). **Answer:** Any polite sentence in full, e.g. Thank you for coming. Poem lines must have pauses at commas and full stops at the end of lines. **Teacher's feedback:** note the weakest sound/expression area on the board for tomorrow's written review.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Revise Units 9-11 grammar (tenses, prepositions, can/may, wh-questions) for tomorrow.
Teacher's Notes	What went well today: _____ What I will repeat tomorrow: _____

LESSON PLAN R3.2 - Language and Writing Review with Short Assessment (Units 9-11)

Class: 3	**Subject:** English	**Time:** 35 minutes
Review 3: Review of Units 9-11	**Book pages:** 119-120	**Date:** _____

LESSON FLOW

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

Student Learning Outcomes (SLOs)	- Students can revise the grammar of Units 9-11: tenses, prepositions, can/may, wh-questions, opposites and ABC order. - Students can write a short paragraph with the revised language. *(The teacher writes these outcomes on the board and tells the class at the start of the lesson.)*
Material / Teaching Aids	Textbook pages 119-120, board, review slip (short written assessment)
Board Work	**Left side:** Today: written revision + a small test **Middle:** was/were | may/can | who/whose **Right side:** Writing topic: A Healthy Picnic Day
Method	Activity-based learning: lecture, pair work, group work, games and class talk
Introduction (5 min)	☐ Write on the board: 'Yesterday we ___ (go) to a picnic and ___ I come in?' Ask students to fill both - tenses and may/can in one warm-up. **Teacher says:** "Fill the blanks on the board: Yesterday we ___ to a picnic. ___ I come in?"
Presentation (12 min)	☐ **Step 1.** Page 119-120: complete the Review 3 language exercises in groups - one group per grammar area; correct together on the board. ☐ **Step 2.** Teacher re-teaches the two most-missed points (expected: was/were choice and may vs can). ☐ **Step 3.** Short written assessment (10 marks): 2 tense items, 2 preposition/can-may items, 2 wh-question items, 2 opposites, 2 alphabetical-order items - from Units 9-11. **Teacher says:** "Now the small test. Books closed. Write your answers on the slip." ☐ **Step 4.** Writing finish: write a short paragraph 'A Healthy Picnic Day' using one past-tense sentence and one may/can sentence.
Practice / Class Work (10 min)	☐ **Slow learners:** attempt the assessment with the grammar charts visible; write two paragraph sentences. ☐ **Average learners:** attempt the full assessment closed-book and write the complete paragraph. ☐ **Fast learners:** full assessment plus one wh-question and its answer inside the paragraph.
Assessment (5 min)	☐ Collect the assessment slips; results and corrections in the next English period. **Answer:** Warm-up answers: went; May. Marking guide for the test: was for one person or thing, were for more than one; may for permission, can for ability; wh-questions begin with the wh-word and end with a question mark; opposites and ABC order as practised on pages 119-120. **Teacher's feedback:** mark the same day; record the class result in the assessment register and plan revision of items missed by more than half the class.
Conclusion (3 min)	☐ Sum up the lesson with the class in two sentences, then give the homework.
Homework	Correct your review mistakes in your copy after the marked slips return.
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 1.2 - Oral Communication and Sounds: Soft 'c' and 'g', Clusters 'sh' and 'st'
Plan 2.5 - Language Focus: Vocabulary, Joining Words (Conjunctions) and Anagrams
Plan 3.5 - Vocabulary and Grammar: has / have and Contractions
Plan 3.6 - Gender of Nouns and Writing: Instructions and a Guided Paragraph
Plan 4.5 - Grammar: Describing Words (Adjectives) and Possessive Adjectives
Plan 5.4 - Reading Comprehension, Sight Words and Poem
Plan 5.5 - Language Focus: Vocabulary and Countable/Uncountable Nouns
Plan 6.5 - Language Focus: Vocabulary and Plural Forms of Nouns
Plan 6.6 - Articles a / an / the and Writing: A Character of the Story
Plan 7.1 - Getting Started, Let's Talk and Pre-reading
Plan 7.3 - Oral Communication: Sounds 'sp' and 'cr', Opinions and Group Interaction
Plan 7.4 - Read Aloud, Sight Words, Reading Comprehension and Analytical Reading
Plan 7.5 - Language Focus: Vocabulary, Spelling, Homophones and Grammar (Action Verbs)
Plan 8.3 - Oral Communication: Weak Forms of 'do' and 'have' in Contractions
Plan 8.5 - Grammar: Possessive Pronouns and Verb Forms (be, do, have, -ing)
Plan 8.6 - Writing: Picture Sequence Sentences and Own Sentences
Plan 9.3 - Oral Communication: Expressions of Respect, Gratitude, Needs and Feelings
Plan 9.4 - Read Aloud (Poem with Actions), Short Vowel 'e' and Syllable Division
Plan 9.5 - Grammar: Tenses (Present, Past, Future) and Questions with Verb 'to be'
Plan 9.6 - Writing: Festivals List and Expository Paragraph
Plan 10.1 - Getting Started, Let's Talk and Pre-reading
Plan 10.2 - Reading: Our Family Picnic (While-reading, Positions and Skimming)
Plan 10.4 - Language Focus: Vocabulary Building and Apostrophes for Possession
Plan 10.5 - Grammar: Contractions, Prepositions, can/cannot and may/may not
Plan 11.1 - Getting Started and Pre-reading
Plan 11.3 - Oral Communication: Sounds (Silent Letters, -ed Endings) and Class Talk
Plan 11.5 - Language Focus and Grammar: 'wh' Questions, Opposites, Alphabetical Order, before/after

Plan 1.2 - Oral Communication and Sounds: Soft 'c' and 'g', Clusters 'sh' and 'st'

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

Sound word cards - sort into soft and hard

city soft c	**pencil** soft c
orange soft g	**gym** soft g
cat hard c	**goat** hard g

Plan 2.5 - Language Focus: Vocabulary, Joining Words (Conjunctions) and Anagrams

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

Vocabulary cards - word and its meaning

great **grand, bigger, larger**	**glorious** **very beautiful**
magic **spell, illusion**	**whole** **full, complete**

Plan 3.5 - Vocabulary and Grammar: has / have and Contractions

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

Vocabulary cards - word and its meaning

vacation holidays	**living room** sitting room
protection save from harm	**important** necessary
strangers unknown people	**happy** feeling good

Plan 3.6 - Gender of Nouns and Writing: Instructions and a Guided Paragraph

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

Gender cards - sort into the three columns

father masculine	**mother** feminine
brother masculine	**sister** feminine
uncle masculine	**aunt** feminine
book neuter	**doctor** neuter

Plan 4.5 - Grammar: Describing Words (Adjectives) and Possessive Adjectives

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

Adjective cards - describing words

green describing word	**new** describing word
black describing word	**beautiful** describing word
colourful describing word	**pretty** describing word

Plan 5.4 - Reading Comprehension, Sight Words and Poem

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

Sight word cards

traffic

sight word

stop

sight word

green

sight word

rules

sight word

Plan 5.5 - Language Focus: Vocabulary and Countable/Uncountable Nouns

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

Countable or uncountable? - sort the cards

jug **countable - C**	**water** **uncountable - U**
apples **countable - C**	**rice** **uncountable - U**

Plan 6.5 - Language Focus: Vocabulary and Plural Forms of Nouns

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

Plural cards - say the rule

book - books **add s**	**box - boxes** **add es**
bus - buses **add es**	**baby - babies** **y becomes ies**

Plan 6.6 - Articles a / an / the and Writing: A Character of the Story

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

Article cards

a

one general thing

an

before a vowel sound

the

one special thing

Plan 7.1 - Getting Started, Let's Talk and Pre-reading

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

Picture cards - for the matching game in Practice









Name cards - children match these with the pictures

Volley Ball

name card

Gilli Danda

name card

Pitthu Garam

name card

Football

name card

Plan 7.3 - Oral Communication: Sounds 'sp' and 'cr', Opinions and Group Interaction

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

Sound word cards - read aloud and sort

spa sp word	**space** sp word
spade sp word	**sparrow** sp word
special sp word	**spell** sp word
cross cr word	**crow** cr word
crowd cr word	**crown** cr word
cry cr word	**crisp** cr word

Plan 7.4 - Read Aloud, Sight Words, Reading Comprehension and Analytical Reading

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

Sight word cards - read, spell and use in a sentence

play

sight word

share

sight word

ground

sight word

sports

sight word

Plan 7.5 - Language Focus: Vocabulary, Spelling, Homophones and Grammar (Action Verbs)

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

Homophone cards - same sound, different spelling

right / rite homophones	**pear / pair** homophones
won / one homophones	**blew / blue** homophones
aunt / ant homophones	**here / hear** homophones
be / bee homophones	

Vocabulary cards - word and its easy meaning

victory win	**defeat** loss
struggle hard try	**sibling** brother or sister
cheerful happy	**interact** talk and work together

Plan 8.3 - Oral Communication: Weak Forms of 'do' and 'have' in Contractions

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

Contraction cards - short form and full form

don't do not	**doesn't** does not
haven't have not	**hasn't** has not
I've I have	**we've** we have

Plan 8.5 - Grammar: Possessive Pronouns and Verb Forms (be, do, have, -ing)

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

Possessive pronoun cards

mine belongs to me	**yours** belongs to you
his belongs to him	**hers** belongs to her
ours belongs to us	**theirs** belongs to them

Plan 8.6 - Writing: Picture Sequence Sentences and Own Sentences

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

Order word cards - for writing in sequence

first

1st

next

2nd

then

3rd

finally

last

Plan 9.3 - Oral Communication: Expressions of Respect, Gratitude, Needs and Feelings

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

Polite sentence cards - for the role play

Welcome! **for a guest**	**Please come in.** **for a guest**
Thank you. **to say thanks**	**May I help you?** **to offer help**
It is my pleasure. **after thank you**	**Please** **a polite word**

Plan 9.4 - Read Aloud (Poem with Actions), Short Vowel 'e' and Syllable Division

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

Short 'e' word cards

bed short e	**pen** short e
hen short e	**dress** short e
bell short e	**nest** short e

Plan 9.5 - Grammar: Tenses (Present, Past, Future) and Questions with Verb 'to be'

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

Tense cards - present, past, future

am / is / are present	**was / were** past
will be future	**teach** present
taught past	**will teach** future

Plan 9.6 - Writing: Festivals List and Expository Paragraph

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

Order word cards - for the paragraph

first

1st

then

2nd

after that

3rd

finally

last

Plan 10.1 - Getting Started, Let's Talk and Pre-reading

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

Picnic word cards

blanket word from the poem	**napkins** word from the poem
plates word from the poem	**park** word from the poem
rain word from the poem	**bees** word from the poem

Plan 10.2 - Reading: Our Family Picnic (While-reading, Positions and Skimming)

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

Position word cards - point and speak

in position word	**on** position word
near position word	**over** position word
into position word	**out of** position word

Plan 10.4 - Language Focus: Vocabulary Building and Apostrophes for Possession

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

Possession cards - whose is it?

Ali's book belongs to Ali	**Fatima's bottle** belongs to Fatima
Ahmed's bag belongs to Ahmed	**the girl's doll** belongs to the girl

Plan 10.5 - Grammar: Contractions, Prepositions, can/cannot and may/may not

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

can / may cards

I can jump. **ability**	**I cannot swim.** **cannot do it**
May I come in? **permission**	**It may rain.** **may happen**
it's **it is**	**who's** **who is**

Plan 11.1 - Getting Started and Pre-reading

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

Healthy habit cards

Brushing teeth healthy habit	**Washing hands** healthy habit
Taking a bath healthy habit	**Exercise** healthy habit
Eating vegetables healthy habit	**Sleeping on time** healthy habit

Plan 11.3 - Oral Communication: Sounds (Silent Letters, -ed Endings) and Class Talk

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

-ed sound cards - sort by sound

looked **-ed sounds like t**	**danced** **-ed sounds like t**
washed **-ed sounds like t**	**played** **-ed sounds like d**
cleaned **-ed sounds like d**	**landed** **-ed sounds like id**

Plan 11.5 - Language Focus and Grammar: 'wh' Questions, Opposites, Alphabetical Order, before/after

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

Question word cards

what question word	**when** question word
where question word	**who** question word
whose question word	**which** question word
why question word	**how** question word