

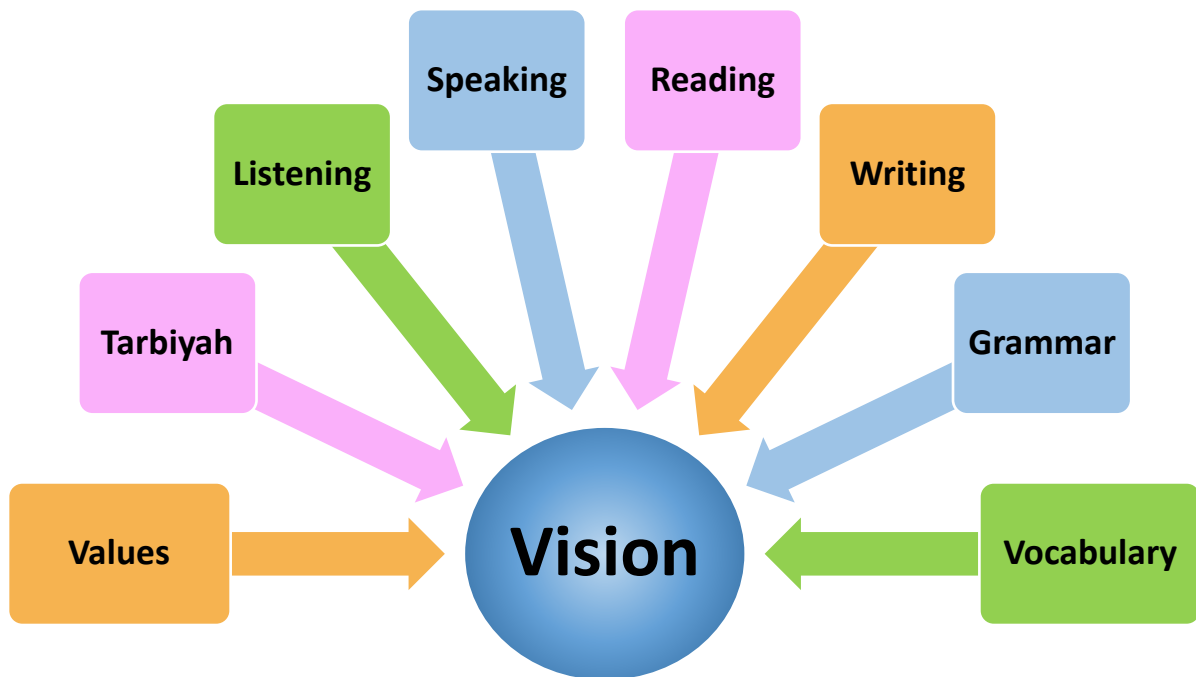


EDUCATIONAL RESEARCH INSTITUTE

**With Complete
Lesson Plans**

VISION 1 Teacher's Guide

According to the Text book Vision 1 Revised Edition 2022



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PREFACE

Dear Educators,

Welcome to the English Guide Book designed exclusively for teachers, aiming to empower you in your mission to nurture confident and skilled English language learners. This comprehensive guide book has been thoughtfully structured to facilitate effective teaching and enable your students to excel in their English language proficiency.

Each chapter in this guide book is thoughtfully divided into five essential stages, designed to cover the following aspects:

1. **Vocabulary:** The foundation of language learning begins with a strong vocabulary. In this stage, you will find meticulously selected words and phrases, accompanied by clear definitions and contextual usage. By focusing on vocabulary development, your students will expand their language repertoire, enabling them to understand and express themselves more effectively.
2. **Text:** Language comprehension and critical reading skills are vital for overall language proficiency. In this stage, you will find authentic and engaging texts, carefully chosen to cater to the language level of your students. By analyzing various texts, from short stories to articles, your students will develop their reading comprehension, inferential, and analytical abilities.
3. **Grammar:** A solid grasp of grammar rules is essential for accurate communication. This stage provides a systematic presentation of grammar concepts, supported by examples and exercises. As you guide your students through grammar lessons, they will learn to construct grammatically correct sentences and convey their ideas more clearly.
4. **Guided/Creative Writing:** Writing is a powerful tool for self-expression and language development. The guided writing tasks offer your students a structured approach to applying their vocabulary and grammar knowledge, fostering confidence in their writing abilities. Additionally, creative writing exercises nurture their creativity, allowing them to experiment with language and explore their imagination.
5. **Listening and Speaking:** Effective communication extends beyond writing and reading. The inclusion of listening and speaking activities in each chapter enables your students to develop their aural and verbal skills. By engaging in various audio resources, conversations, and role-plays, your students will become more proficient and confident speakers, while also honing their ability to comprehend spoken English.

Purpose and Benefits:

As a teacher using this guide book, you will find numerous advantages in integrating these five stages into your English language curriculum:

1. **Comprehensive Approach:** The division of chapters into stages ensures a well-rounded and comprehensive approach to language learning. Your students will develop all essential language skills in a balanced manner, preparing them for real-world language use.
2. **Structured Progression:** The progressive difficulty of the chapters allows you to guide your students through their language learning journey in a structured and systematic manner, ensuring steady advancement.
3. **Engaging Content:** The diverse and authentic content in each stage is designed to captivate your students' interest and spark their enthusiasm for learning, making your classroom environment more dynamic and enjoyable.
4. **Personalized Learning:** The guide book allows you to tailor your teaching approach to suit the needs and learning styles of individual students, facilitating personalized instruction and addressing specific language challenges.
5. **Empowering Language Development:** By implementing the guided and creative writing tasks, listening, and speaking activities, you provide your students with ample opportunities to apply what they've learned, enhancing their language proficiency and confidence.

As you embark on this journey of guiding your students through the intricacies of the English language, let this guide book serve as your steadfast companion, providing valuable resources, diverse teaching materials, and insightful pedagogical strategies. Together, we can instill a lifelong love for language and empower our students to become articulate, eloquent, and effective communicators in the global community.

Sincerely

Time Distribution Grid Per Unit

Time Duration: Five Weeks / Unit

Weekly Distribution: 7 Periods Per Week

Minimum Time Duration: 30 Minutes / Period

No of Periods: Approximately 33 Periods / Month

(The children studying in Class 1 are still learning their basic skills. Therefore children & the teacher need to be comfortable with each other rather than covering the syllabus. It is recommended to have 60 minutes period per day rather than single period of 30 minutes.)

	Days	Vocabulary Spelling/ Phonics	Reading + Comprehension	Grammar	Creative + Guided Writing	Listening + Speaking	Total No of Periods
Week 1	Day 1	1 Period	1 Period	-	-	-	07
	Day 2	-	-	1 Period	1 Period	-	
	Day 3	1 Period	1 Period	-	-		
	Day 4	-	-	-	-	1 Period	
Week 2	Day 5	1 Periods	1 Periods				07
	Day 6	-	-	1 Period	1 Period		
	Day 7	1 Period	1 Period	-	-		
	Day 8					1 Period	
Week 3	Day 9	1 Periods	1 Periods	-	-	-	07
	Day 10	-	-	1 Period	1 Period		
	Day 11	-	-	1 Periods	1 Periods		
	Day 12	-	-	-	-	1 Period	
Week 4	Day 13	1 Period	1 Period			-	07
	Day 14	-	-	1 Period	1 Period		
	Day 15	-	-	1 Periods	1 Periods	1 Period	
	Day 16	06 Periods	06 Periods	06 Periods	06 Periods	04 Periods	28
Week 5	Assessment/ Test Worksheets	Reading Dictation: Comprehension: (Unseen Passage) 2 Periods		Grammar: 1 Period Writing: 1 Period Picture Writing/ Sentences Making			04
Total No Periods Per Unit							32

General Instructions For the teachers.

How to Deal the Vocabulary Box:

- Focus on one column at a time. At least (how many ?) Columns per week.

Skills Focus:

- ✓ Pronunciation
- ✓ Spelling
- ✓ Sentences Making.
- ✓ Ordering words in Alphabetical Order.

How to deal the Text:

- Pre Reading:

- ✓ Discuss the Unit Title
- ✓ Discuss key words

- While Reading:

- ✓ Read each sentences word by word so students can identify the words.
- ✓ Read each word with correct pronunciation.
- ✓ Pause reading and ask questions related to the sentences/ passage.
- ✓ Identify and underline/circle words.

- Post Reading:

- ✓ Students will read the text silently and get ready for the Reading Comprehension Exercises.

Exercises of the book has been distributed according to the basic language skill required by the students.

Basic Language Skills are:

- Listening
- Speaking
- Reading
- Writing (Creative & Guided Writing)

Other Skills Focused in the book are:

- Grammar
- Spelling
- Phonics

Areas and Exercises focused in the book.

- Reading Comprehension:
- Vocabulary
- Spelling
- Phonics
- Grammar
- Writing
- Conversation
- Listening
- Poem

Exercises and skills focused in the book.

- Reading Comprehension:
 - ✓ Fill the Chart
 - ✓ Match the Columns
 - ✓ Choose the best answer to fill the blanks.
 - ✓ Match the correct pictures.
 - ✓ Answer the given questions.
 - ✓ Sequence the story/ events
- Vocabulary
 - ✓ Match the actions with the pictures
 - ✓ Fill in the blanks to complete sentences/ passage.
 - ✓ Making small words using bigger word.
 - ✓ Search the given words from the word maze.
 - ✓ Picture labelling
 - ✓ Completing/ filling tables
 - ✓ Identifying and sorting words
 - ✓ Filling Cross word puzzles
 - ✓ Words Meanings
- Spelling
 - ✓ Words ending with 'ight'
 - ✓ Words ending with 'ther'
 - ✓ Silent 'k' , 't' , 'h' , 'b' and 'w' words.
 - ✓ Complete the passage with 'ther' words.
 - ✓ Adding 'ing' by doubling last letter.
 - ✓ Add 'ink' to make words.

- **Phonics**

- ✓ Read and underline at, et, ot & ut words and sorting them under correct column.
- ✓ Read the passage and underline 'sh' words and sorting them into columns.
- ✓ Read and list down 'sh' and 'ch' words.
- ✓ Filling the blanks with 'sh' and 'ch' to complete the sentences.
- ✓ Read and identify long 'oo' and short 'oo' words and sorting them into columns.
- ✓ Read and identifying 'ee' words.
- ✓ Read and identify 'th' words.
- ✓ Read and identify 'cr, gr, tr & fr' words.

- **Writing**

- ✓ Write sentences/passage on "Myself"
- ✓ Write activities to fill the 'morning/ afternoon/ evening/ night' chart.
- ✓ Use the given vocabulary to label the picture.
- ✓ Describe a picture using Naming words/Action Words/ Describing words/ Prepositions.
- ✓ Read and fill the web.
- ✓ Rebus. (Replace the pictures with words to complete a passage/ story)
- ✓ Completing Family Tree and write sentences about "My Family"
- ✓ Look at the picture and fill the chart. (Naming/Action/ Where)
Use the chart to write sentences about the picture.
- ✓ Use the information web to write a passage on an object/animal/ place
- ✓ Choose appropriate words to write sentences/ passages/ stories.
- ✓ Use the given key words to write a passage on a picture.

- **Conversation**

- ✓ Practice given conversation.
- ✓ Introduce self/friend/mother/sister/brother
- ✓ Roleplay text/story/ event
- ✓ Retell a story using pictures cards/ props

- **Listening**

- ✓ Listen and follow instruction to draw.
- ✓ Listen and circle words.
- ✓ Listen to a story and draw.

- **Poem**

- ✓ Memorize the poems
- ✓ Discuss the concepts of the poems.
- ✓ Language skills must focus thoroughly using the given time frame.
- ✓ Wherever necessary extra worksheets/Activity Cards must be used to enhance the required skill. (Extra Worksheets/ Activity Cards has been provided at end of each Unit)

CONTENT

Unit 1 Myself 7

Unit 2 The Family 45

Unit 3 Neighbourhood 61

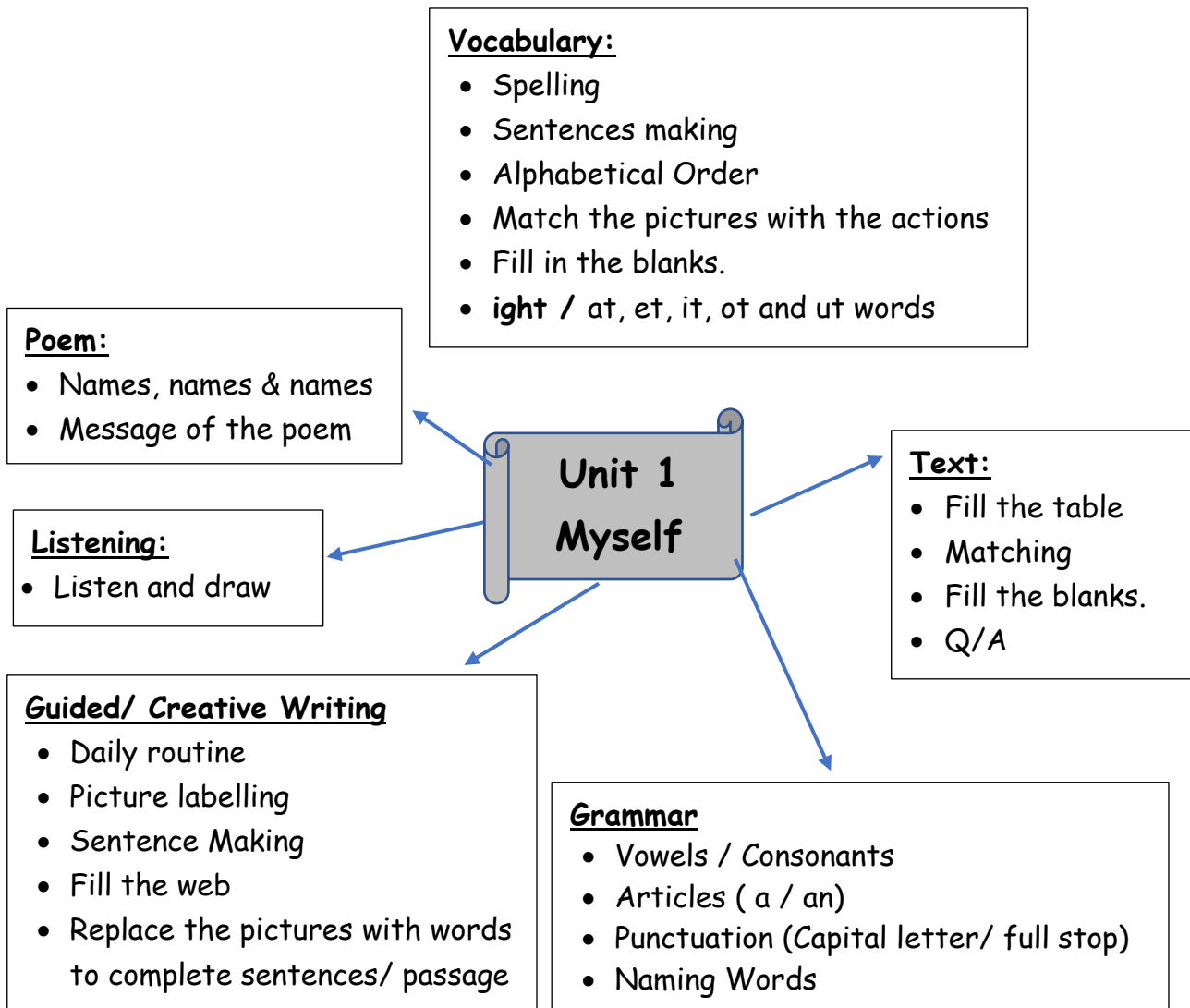
Unit 4 The Clever Bird 80

Unit 5 Friends 99

Unit 6 Allah Knows Everything 120

Unit 7 Eid Mubarak 142

Content of Unit 1



Learning Objectives of Unit 1

At the end of the Unit the students will be In-Sha-Allah able to:

Vocabulary / Spelling/ Phonics:

- ✓ Write the words with correct spellings
- ✓ Make sentences using more than two words from the vocabulary box.
- ✓ Identify & write the words in each column in alphabetical order.
- ✓ Identify three letter words and sort them according their rhyming words.
- ✓ Identify "ight" words.
- ✓ Match the pictures with the correct action word.
- ✓ Fill the cloze passage using the given words.

Reading/ Reading Comprehension:

- ✓ Read the text fluently with correct pronunciation.
- ✓ Read the text and fill character information chart.
- ✓ Match to make correct sentences related to text.
- ✓ Choose the correct word to fill the blanks.

Grammar:

- ✓ Identify and sort vowels and consonants.
- ✓ Fill the blanks/label the pictures using "a" and "an".
- ✓ Use Capital Letters & Full Stops while writing sentences.
- ✓ Label the Naming words using a big picture/ identify Naming Words in sentences.
- ✓ Fill the blanks using appropriate Naming Words in sentences.

Writing:

- ✓ Fill Daily Routine table.
- ✓ Label a picture using the given picture.
- ✓ Make sentences to describe the picture.
- ✓ Read and collect information to fill a form/web.
- ✓ Write a short description about an object using the information.
- ✓ Replace the picture with relevant words to complete a passage.

Conversation:

- ✓ Carry on a conversation to introduce self/someone.

Listening:

- ✓ Listen to a story and answer questions/ retell.
- ✓ Listen and follow instructions to draw pictures.

Poem:

- ✓ Understand the theme of the poem.
- ✓ Memorize and recite the poem.

Social Emotional & Religious Concepts:

- ✓ Etiquettes of sleeping
- ✓ Etiquettes of saying alam
- ✓ Cleanliness of self
- ✓ Memorize Dua before sleeping. / Memorize "Tasbeeh e Fatima"

Text Reading: Things to remember:

Pre Reading:

- ✓ Before introducing the text, teacher should prepare the students for the theme of the Unit so that they can better understand and comprehend.

Possible Pre-Reading Activities:

- ✓ Discuss the Title of the Unit.
- ✓ Discuss/ describe/ talk about the main picture of the Unit.
- ✓ Teacher may
Introduce new Vocabulary of the Unit through softboard display/
chalkboard.
- ✓ Invite the students to draw pictures if possible.
- ✓ Make sentences using the Vocabulary.
- ✓ "Word of the Day" can be introduced. Everyday a new word is introduced and posted on the softboard with a sentence.

Example: Muslim I am a Muslim.

While Reading:

- ✓ Divide the Unit into small portion, like half page per day.
- ✓ Teacher will read aloud the text word by word with clear dictation and pronunciation and students will follow the teacher. Make sure students follow the words /text with their fingers.
- ✓ Ask related questions after reading. Ask the students to talk about pictures on the page.
- ✓ You may ask the students to find words and underline them. (three letter words/ rhyming words/ words beginning with the same letter etc.)

Post Reading:

- ✓ After reading the text teacher may ask the students to attempt questions / other relevant exercises. It is recommended to use the **Reading Comprehension** exercises when the text is thoroughly completed. Comprehension Exercises should be done by the students independently. It indicates that the students are comfortable and understanding the text thoroughly.

Vocabulary Box/ Spelling/ Phonics:

- ✓ Words in the vocabulary box are the key words used in the text. These key words were selected keeping in mind the learners age appropriation and to achieve required language skills.

Possible Vocabulary Activities:

- ✓ Draw pictures of the words if possible.
- ✓ Making a rhyming words list of each word vocabulary box.
Example: bright - night / fight/ right/ height Spelling Ex: A Page 06
- ✓ Discuss meanings of the words and make sentences. When the students are comfortable with making sentences make sets of words so the students can make quality sentences. Example: **straight / hair, morning / school/ study, change/ clothes/ lunch, afternoon/play /football /friend etc.**
- ✓ Arrange the words in alphabetical order.
- ✓ Word search.
- ✓ Introduce new Vocabulary of the Unit through softboard display/ chalkboard.
- ✓ Invite the students to draw pictures if possible.
- ✓ Make sentences using the Vocabulary.
- ✓ "Word of the Day" can be introduced. Everyday a new word is introduced and posted on the softboard with a sentence.
Example: Muslim I am a Muslim.
- ✓ Vocabulary Exercise given in the unit will be done after dealing with the whole vocabulary box.

Weekly Lesson Plan Distribution / Unit 1 Myself

Week 1 / Day 1

Unit 1 Myself	Number of Periods 2 (60 minutes)
Vocabulary/Spelling/Phonics	Reading/ Comprehension
Time: 60 minutes	
<p><u>Vocabulary:</u> <u>Introduction:</u> # 1st column / VB Pg. 1 <u>Written Task 1: Notebook</u> # Write 1st Column in alphabetical order.</p>	<p><u>Text Reading:</u></p> <ul style="list-style-type: none"> • Read text on page 2 with the students from "Assalamu <i>Alaikum</i><i>lunch and take a nap</i>"
<p><u>Homework:</u> # Write and learn spellings of 1st column.</p>	

Week 1 / Day 1

Task 1: Vocabulary Box

1st column of the Vocabulary Box Page 1

Time Duration: 15 Minutes:

Vocabulary: Muslim, years, straight, hair, bright.

Step: 1: Teacher will introduce the words using soft board display/ chalkboard.

Teacher will show flash cards / write each word on the board one word at a time and ask the students to repeat the words with the teacher.

After reading the words teacher will break the words into syllables and make them memorize the spellings of each word.

Mus/lim, y/ears st/ra/ight h/air, br/ight

Step: 2: Teacher will invite the students to make sentences.

Week 1/ Day 1

Task 2: Arrange the words in 1st Column in alphabetical order.

Time Duration: 15 Minutes:

Vocabulary: Muslim, years, straight, hair, bright.

Step: 1: Teacher will introduce alphabets in order using chalkboard/ softboard.

Students will recite alphabets song. Teacher may use the below given link to practice alphabetical order. <https://www.youtube.com/watch?v=BELIZKpi1Zs>

Step 2:

- ✓ Teacher will write all the alphabets in sequence on the chalkboard or prepare a soft board display to make the children understand alphabetical order.

See Display Sample 1

- ✓ After practicing alphabetical order several times through chalkboard or soft board display teacher will guide the students to arrange words in 1st column in alphabetical order.

Written Task 1: 15 Minutes:

- ✓ Teacher will ask the students to write the date first in the margin.
- ✓ After writing the date guide the students to write instructions for the exercise. **Write the 1st column words in alphabetical order.**
- ✓ Teacher will ask the students to read the first word. After reading students will write the first word 'bright' in the notebook.
- ✓ Before moving on to the next word teacher should give enough time to children to complete the task.
- ✓ Teacher will move on to the next word until the exercise is done.

bright hair Muslim, straight years



Display Sample 1

Week 1 /Day 1

Task 3 : Reading; $\frac{1}{2}$ of Page 02. from "Assalamu Alaikumlunch and take a nap"

Time Duration: 15 Minutes:

Step: 1: Teacher will read the text word by word. The students will listen and repeat after the teacher.

Step: 2:


- ✓ Teacher will discuss and explain the text.
- ✓ After reading teacher should ask the following questions to promote comprehension skill in students.

While Reading:


- Teacher will ask random students Questions:
 1. How old is Ali? 2. What is the colour of Ali's eyes?(no mention of color in text instead)
 2. What is the color of Ali's hair?
 3. When does Ali go to school?
 4. What does Ali do when he is back from the school?
 5. Look at the 2nd picture. What can you see? What is Ali doing?

Unit 1**MYSELF**

Assalamu Alaikum.
My name is Ali. I am a Muslim.
I am six years old.
I have black straight hair and bright eyes.
I go to school in the morning.



I study in class one.
When I come back from school,
I change my clothes, eat lunch and take
a nap.



Week 1 / Day 2

Unit 1 Myself

Grammar Time: 30 minutes

Creative & Guided writing

Time: 60 minutes

Introduction: # Vowels & Consonant (Pg. 07)

Written Task 1 : Notebook

Write Vowels & Consonants in notebook.

Pasted Unit 1/ WS 1

Introduction: # Use of 'a' & 'an'. (Pg. 07)

Written Task 2 : In Notebook

Do Ex A Pg. 07 in notebook.

Homework: # Make sentences using 'read, change, straight.' In notebook



Display Sample 2

Week 1/ Day 2 / Task 1/ /: Grammar;

Time Duration: 15 Minutes:

Step: 1:

- ✓ Teacher will introduce Vowels & Consonants using the chalkboard / softboard display. (*See Display Sample 2*)

Step: 2:

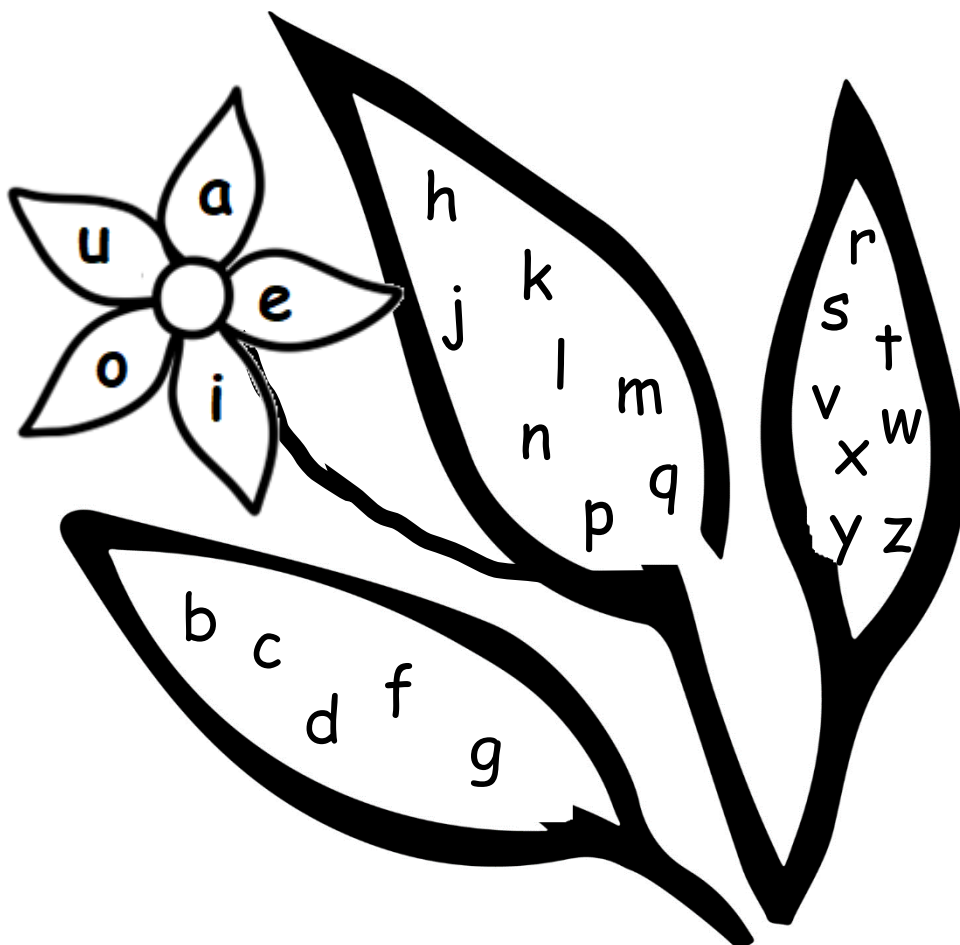
- ✓ Teacher will divide the alphabets into vowels and consonants. Teacher will ask the students to identify Vowels and consonants from Softboard display / chalkboard.

Written Task 1: 15 Minutes:

Worksheet 1: Students will write vowels in the petals of the flower. & Consonants in the leaves.

Methodology: Paste / draw the flower and leaves in the notebook.

- ✓ Guide the students to write vowels on the flower. Each vowel in a petal. And all the consonants in the leaves. Students may colour the picture.



Worksheet 1/ Unit 1

Write vowels in the petals.

Consonants in the leaves.



Week 1/ Day 2 / Task 2/ /: Grammar; Use of "a/an"

Written Task 1: 15 Minutes:

Time Duration: 30 Minutes:

- ✓ Teacher will explain that when a word begins with a consonant we use 'a' before the word. Example: a bear/ a dog / a car.

- ✓ When the words begin with a vowel we use 'an'.

Example: an octopus / an orange/ an egg (See Display Sample 3)

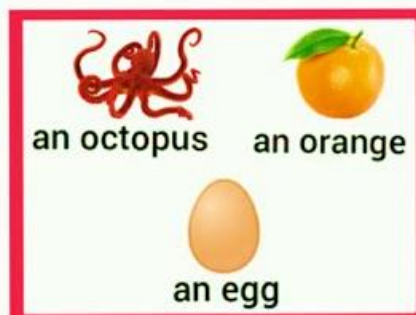
Methodology:

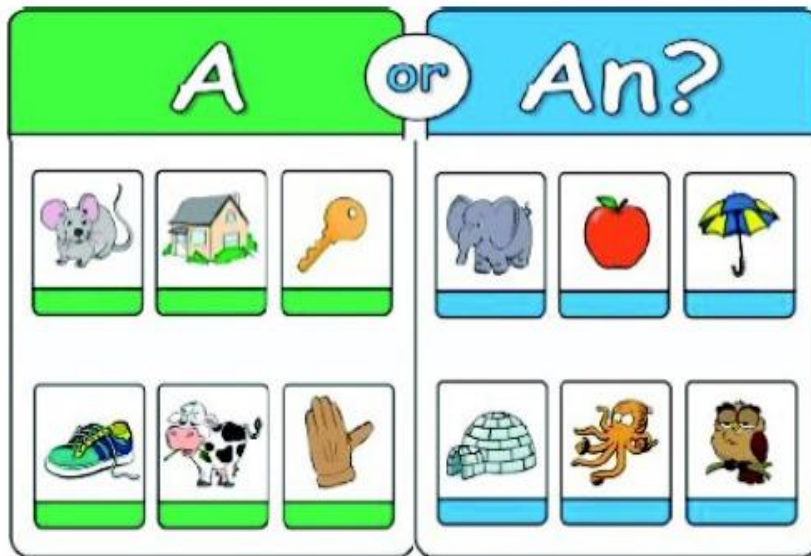
Before starting the written activity, guide the students to write the date and the instruction for the exercise.

- ✓ Teacher will ask the name of the 1st picture. Yes, it is a mouse.
- ✓ Teacher asks the students to write the answer in the notebook.
- ✓ Teacher will complete the exercise one picture at a time giving enough time.

Display Sample 3

Use of **a** and **an**





Answers:

- a mouse
- a house
- a key
- an elephant
- an apple
- an umbrella
- a shoe
- a cow
- a glove
- an igloo
- an octopus
- an owl

A Use 'a' or 'an' for the above pictures.
 Example: a mouse an elephant

Week 1 / Day 3

Unit 1 Myself	
Vocabulary/Spelling/Phonics	Reading/ Comprehension
Time: 60 minutes	
<u>Vocabulary:</u> <u>Revision:</u> # 1 st Column of the VB Pg.1 <u>Introduction:</u> # 2 nd Column.. <u>Phonics:</u> Three Letter Words. Pg 06. <u>Written Task 1 : In Book</u> # Ex A Page 06	<u>Text Reading:</u> • Read Page 02.
<u>Homework:</u> # Learn & Write the words of 2 nd column in alphabetical order. # Read Page 1 and write sentences about each picture in notebook.	

Week 1 / Day 3 / Task 1: Vocabulary Box/ Time Duration: 15 Minutes:

Vocabulary: school, morning, study, change, clothes

Step: 1: Write the words "Muslim, years, straight, hair, bright" on chalkboard. Invite random students to identify and circle and spell the word. Also, the student will make a sentence.

Step: 2: Teacher will introduce 2nd Column of the Vocabulary Box. Read the new words with correct pronunciation & students will repeat. Break the words into syllables and memorize the spelling.

Week 1 / Day 3 / Phonics:

Time Duration: 30 Minutes:

Phonics: Three letter words 'at, et, ot, and ut'

Step: 1: Teacher will revise three letter words using chalkboard/ soft board.

Step: 2:


- ✓ After revising three letter words, teacher will read the story one line/sentences at a time from **Ex A Page 06**.
 "There is a hut near the pond." Can you find the three letter word in the sentence? Yes it is "hut." The children will underline the word 'hut.'
- ✓ Move on to the 2nd sentence of the story following the same procedure. Complete the story line by line.
- ✓ Teacher must give enough time to the students to find and underline the word/words before moving on to the next sentence.

Step: 3: Complete the exercise by giving instructions or asking following questions.

- ✓ Turn to Page 6 Ex A. Look at the first sentence & read it. Which word did you underline in the 1st sentence? Yes, it is 'hut.' Under which column will we write it? Yes, under the 'ut' column.
- ✓ Guide the students to write all the three letter words under the correct column one by one.
- ✓ Teacher should encourage the children to add more words to the list.

A Read the following paragraph. Underline all the 'at, et, ot and ut' sound words.

There is a hut near the pond.
Kitty the cat went to the hut
to get a net. Kitty looked under the cot.
There is a big pot and a red net under
the cot. Kitty peeped into the pot. It saw a nut and a rat in
the pot. The rat saw the cat and ran out of the hut.
The poor rat fell into the pond and got wet.



at	et	ot	ut
cat	get	cot	hut
rat	net	pot	nut
mat	wet	pot	cut
fat	pet	got	but
hat	vet	hot	

Week 1 / Day 3 / Task 3: Reading

Time Duration: 15 Minutes:

Step: 1: Teacher will read the page word by word. The students will listen and repeat after the teacher.

Step: 2:

- ✓ Teacher will discuss and explain Page 2 through Questions.
- ✓ After reading teacher should ask the following questions to promote comprehension skill in students.

While Reading:

- Teacher will ask random students the following Questions:
 1. What does Ali do in the afternoon?
 2. What is the name of Ali's cat?
 3. What does Ali do when he hears adhan?
 4. Who is Ali's friend?
 5. What does Ali do after playing?
 6. Teacher should encourage the students to talk about the pictures.

I like to read books in the afternoon. I also play with my cat, Mano.



When I hear adhan,
I stop what I am doing and say salah.

Then I play with my friend Bilal.
I play football with him.
I do my homework in the evening.



Week 1 / Day 4

Unit 1 Myself	
Poems/ Listening	Speaking
Timing: 30 minutes	
<p>Poem: Page 13 "Names, names & names" Listening: # Listen to the story of "The Thirsty Crow". (Optional) <u>Story has been given.</u></p>	-----
Homework: # Memorize the poem from Page 13	

Week 1 Day 4 / Task 1: Poem / Page 13

Time Duration: 10 Minutes:

Step: 1: Teacher will recite the poem line by line. The students will repeat the poem with the teacher.

Step: 2: Discuss poem through given questions.

Why do we have names? # Which name has the most fame? # Why is it?

Names, names and names
Each with a special name
The name with the most fame,
Is my Prophet's ﷺ name
Echoed all over the world
Over and over again!
In Adhan and Salah
A blessing from Allah

Week 1/ Day 4 / Task 2: Listening to a story

Time Duration: 20 Minutes.

Step: 1: Teacher will tell the story "The Thirsty Crow." Students

Step: 2: Discuss and explain the story.

Unit 1 Story: The Thirsty Crow



Once there was a very thirsty crow. He flew here and there looking for water. At last, he saw a jug of water near well.



He looked inside the jug. There was very little water in the bottom of the jug. He could not reach the water.



The crow saw some pebbles nearby. He thought of a plan. He picked up some pebbles. He put pebbles one by one into the jug.

Slowly the water came up. Finally, the crow drank the water and flew away happily.



- Q1. Why did the crow fly here and there looking for water?
- Q2. Where was the jug?
- Q3. What did the crow see inside the jug?
- Q4. Why could not the crow reach the water?
- Q5. What happened when the crow put pebbles into the jug?
- Q6. Talk about the opposites of the bold and underlined words.
- Q7. Make a list of Naming words.
- Q8. What is the moral of the story?

Week 2 / Day 5

Unit 1 Myself	
Vocabulary/Spelling/Phonics	Reading/ Comprehension
Time: 60 minutes	
<u>Vocabulary:</u> <u>Revision:</u> # 1 st & 2 nd Column of the VB Pg.1 <u>Introduction:</u> # 3 rd Column.. <u>Dictation:</u> 1 st & 2 nd Columns (15 minutes) <u>Written Task 1: In Notebook</u> <u># Suggested Words:</u> Muslim, hair, bright, school, morning,	<u>Text Reading:</u> # Read Unit 1 <u>Written Task 6: In book.</u> # Ex A Pg. 03 in book. (Fill the Chart of Ali)
<u>Homework:</u> # Learn & Write the words of 3 rd column in alphabetical order. # Read Unit 1. Memorize the dua before sleeping with meaning.	

Week 2 / Day 5 / Task 1: Vocabulary Box

Time Duration: 15 Minutes:

Vocabulary: lunch, read, afternoon, when, play

Step: 1: Write the words "*Muslim, years, straight, hair, bright school, morning, study, change, clothes*" on chalkboard. Invite random students to identify and circle and spell the word. Also, the student will make sentence.

Encourage the students to make sentences using more than two words. Teacher can pair the words. Example: **straight/ hair, bright/ morning**

Step: 2: Teacher will introduce 3rd Column of the Vocabulary Box. Read the new words with correct pronunciation & students will repeat. Break the words into syllables and memorize the spelling.

Week 2 / Day 5 / Dictation/ Time Duration: 15 Minutes:

Before starting the written activity, guide the students to write the date and the instruction for the exercise.

- ✓ Tell one word at a time slowly and clearly with correct pronunciation.
- ✓ Don't rush. Given enough time for writing according to the writing speed of the students.
- ✓ Students will listen and write the word with the correct spelling.
- ✓ Before moving into the next word repeat the word twice so the students can check their work and correct mistakes if any.


Week 2 / Day 5 / Reading / Time Duration: 15 Minutes:

- ✓ Teacher will read the text from Page 03. The students will listen repeat after the teacher.
- ✓ Teacher will discuss and explain the text through the given questions.
- ✓ After reading teacher should ask the following questions to promote comprehension skill in students.


While Reading:

- Teacher will ask random students the following Questions:
 1. What does Ali eat at night?
 2. What does Ali do after eating?
 3. What does Ali do before sleeping?
 4. Describe the pictures.
 5. Memorize the dua before sleeping.
 6. Teacher will discuss etiquettes of sleeping using the given Hadiths.

At night I eat dinner with my family.
I thank Allah for the food. After dinner
I brush my teeth and change my clothes.



I thank Allah ﷻ and say dua.
اللَّهُمَّ بِاسْمِكَ أَمُوتُ وَأَحْيَا
'O Allah in Your name I die and live'.
Then I go to sleep.



Dhikr Before Sleeping

Narrated by Ali bin Abi Talib:

Fatima رضي الله عنها came to Rasulullah صلى الله عليه وسلم asking for a servant. He said, "May I inform you of something better than that? When you go to bed, recite:

33 times, **بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ** 33 times **الحَمْدُ لِلَّهِ**
and 34 times **اللَّهُمَّ صَلِّ عَلَى مُحَمَّدٍ وَعَلَى آلِ مُحَمَّدٍ**

Sahi Al Bukhari 5362 & Sahi Muslim 2727a

Dhikr Before Sleeping

Narrated 'Aisha: Whenever the Rasulullah صلى الله عليه وسلم went to bed every night, he used to cup his hands together and blow over it after reciting **Surat Al-Ikhlās, Surat Al-Falaq & Surat An-Nas**. Then rub his hands over whatever parts of his body he was able to rub, starting with his head, face and front of his body. He used to do that three times. *Sahih Al-Bukhari 5017*

Week 2 / Day 5 / Reading Comprehension Ex A Page 03

Time Duration: 15 Minutes:

Before starting the written activity, guide the students to write the date and the instruction for the exercise.

- ✓ Guide the students to fill the chart of Ex A Page 03 by asking relevant questions.
- ✓ Ask the children to check their work and remove mistakes if any.

A

Ali	
Name: <u>Ali</u>	Age: <u>six</u>
Class: <u>One</u>	
Hair: <u>straight black</u>	
Pet: <u>cat Mano</u>	
Friend: <u>Bilal</u>	
Game: <u>football</u>	

1. What is the name of the boy?
2. How old is Ali?
3. Which class is he studying?
4. Describe Ali's hair.
5. Who is Ali's pet?
6. Who is Ali's friend?
7. What is Ali's favourite game?

Week 2 / Day 6

Unit 1 Myself	
Grammar	Creative & Guided writing
Time: 60 minutes	
<p><u>Introduction:</u></p> <ul style="list-style-type: none"> • Punctuation <p><u>Written Task 1: Notebook</u> # Ex B Page 08 in notebook (Punctuate the given sentences.)</p>	<p><u>Written Task 2: In book.</u> # Ex A Pg. 09 (Daily routine chart)</p>
<p><u>Homework:</u> # Make sentences using '<u>Muslim, hair, bright.</u>' In notebook</p>	

Task 1/ Week 2/ Day 6 /: Grammar:

Time Duration: 30 Minutes:

- ✓ Explain while writing sentences, always start with a capital letter and at the end of the sentence put a full stop. See Display Sample 4
- ✓ Teacher will call random students to the chalkboard to punctuate the sentences using capital letters and full stop.

Methodology:


- ✓ Turn to Page 08. Look at the sentences in Ex B.
- ✓ Look at the first sentence. The sentences are written without capital letters and full stop.
- ✓ Open your notebook and write the date and the Ex B Page 08. Punctuate the sentences.
- ✓ Write each sentence. Write the first letter of the sentence in capital letter. End the sentence with a full stop.
- ✓ Walk around the classroom and guide the students to complete the written work.

When writing a sentence, remember to begin with a **Capital Letter**. Always end the sentence with a **Full Stop**. (.)

B Punctuate the following sentences.

1. the boy is running
2. he is eating
3. the bird is flying
4. i like to eat apples

1. The boy is running.
2. He is eating.
3. The bird is flying.
4. I like to eat apples.

Remember: 

Capitals and full stops!

Yesterday I was at home.

Many children have pets.

Display Sample 4

Week 2 / Day 6 / Task 3: Creative/ Guided Writing

Time Duration: 30 Minutes:

Writing: Ex A Page 09

Methodology:

- ✓ Teacher will discuss daily routine. What we do in the morning/ afternoon/ evening / night.
- ✓ Teacher will invite the students tell what they do in the morning / afternoon/ evening / night.
- ✓ Teacher will draw four columns on the chalkboard. Invite the students to talk about what they do during each time.
- ✓ Teacher will write the answers under the correct column. After oral discussion students will do Ex A from Page 09 in book.
- ✓ Teacher will walk around the classroom and guide the students to complete the written work.

A Write at least two activities that you do at the following times

Morning	Afternoon	Evening	Night
I eat breakfast.	Answers will vary		
I brush my teeth.			

Week 2 / Day 7

Unit 1 Myself	
Vocabulary/Spelling/Phonics	Reading/ Comprehension
Time: 30 minutes	
<u>Vocabulary:</u> <u>Revision:</u> # 1 st , 2 nd & 3 rd Column of the VB Pg.1 <u>Introduction:</u> # 4 th Column.. <u>Written Task 1:</u> <u>Sentence Making: In notebook</u> # Make sentences using the given sets of words. straight/ hair, bright/ morning study/ school change/ clothes read/ afternoon <u>Spelling: Introduction:</u> # "ight" words from Page 06 Ex A <u>Written Task 2:</u> Write "ight" Words in the text. Add two more 'ight' words to the list.	<u>Text Reading:</u> # Read Unit 1 silently/ with the teacher.
<u>Homework:</u> Do Ex A Pg 03 in book. Fill the chart of "Myself" # Learn & write the words of 4 th column in alphabetical order.	

Week 2 / Day 7/ Task 1: Vocabulary Box

Time Duration: 30 Minutes.

Step: 1: Pair the words in 1st, 2nd and 3rd columns. Ask the students to orally make sentences using the sets of words. **straight /hair bright / morning**
study/ school change/ clothes read/ afternoon.

After oral practice students will write sentences using sets of words.

Before starting the written activity, guide the students to write the date and the instruction for the exercise.

Written Task 1: In notebook.

- ✓ **Make sentences using the sets of words**

Sentences will vary

Step: 2: Teacher will introduce 4th Column of the Vocabulary Box.

hear friend homework football evening

- ✓ **Read the new words with correct pronunciation & students will repeat. Break the words into syllables and memorize the spelling.**

Week 2 / Day 7 Spelling Ex A Page 06)

Time Duration: 30 Minutes.

Step: 1: Teacher will introduce words ending with 'ight' words through softboard display /chalkboard.

Step: 2: Teacher will guide the students to read and find 'ight' words in the text.

Methodology:

- ✓ Students will read unit 1 silently. Teacher should walk around the class and individually guide those students' facing difficulty in reading alone.
- ✓ After reading they will write 'ight' words in the notebook.

Before starting the written activity, guide the students to write the date and the instruction for the exercise.

Written Task 2: In notebook.

Ex A Page 06



Read the words ending with 'ight'.

might fight light tight

Read pages 2 and 3. Find and write 'ight' words.

Add two more 'ight' words to the list.

Read Pages 2 and 3 .

Find 'ight' words

1. straight 2. night
3. bright 4. Fight
5. eight

Week 2 / Day 8

<u>Unit 1 Myself</u>	
Poems/ Listening	Speaking
Timing: 30 minutes	
<p><u>Poem:</u> Page 13 "Names, names & Names</p> <p><u>Listening:</u> # Listen to the story of "The Thirsty Crow". Discuss story through question answers.</p>	<p>-----</p>
<u>Homework:</u> # Memorize the poem from Page 13	

Week 3 / Day 9

Unit 1 Myself	
Vocabulary/Spelling/Phonics	Reading/ Comprehension
Time: 60 minutes	
<u>Vocabulary: VB Page 1</u> <u>Revision:</u> # 1 st , 2 nd , 3 rd & 4 th Columns # Make sentences using the given sets of words. play/ football / friend, homework/ evening afternoon/ lunch <u>Introduction:</u> # 5 th Column.. night, family, teeth, sleep, dinner <u>Written Task: In Book.</u> # Ex A Pg.05. (Matching)	<u>Text Reading:</u> # Read Unit 1 # Ex B Pg. 04 in book. Matching Columns. # Write the complete sentences.
<u>Homework:</u> # Learn & write the words of 5 th column in alphabetical order.	

Week 3 / Day 9 : Vocabulary Box

Time Duration: 30 Minutes.

Step: 1: Pair the words in 1st, 2nd and 3rd columns. Ask the students to orally make sentences using the sets of words

play/ football / friend, homework/ evening afternoon/ lunch

Step: 2: Teacher will introduce 5th Column of the Vocabulary Box.

night, family, teeth, sleep, dinner

Read the new words with correct pronunciation & students will repeat. Break the words into syllables and memorize the spelling.

Written Task: In Book.

Ex A Pg.05. (Matching)

- ✓ Teacher will discuss Ali's actions and their pictures from page 05 Ex A.
- ✓ Teacher will ask the students to match each picture with the correct word given in the middle.
- ✓ After oral discussion students will match pictures with the words.
- ✓ Teacher will walk around the classroom and guide the students where necessary.

VOCABULARY

A Match Ali's actions with the pictures.



Week 3 / Day 9 : Reading / Comprehension

Time Duration: 30 Minutes.

- ✓ Students will read Unit 1 silently. Teacher will walk around the classroom and help the students where necessary.

Written Task: In Book /Notebook

Methodology:

Before starting the written activity, guide the students to write the date and the instructions for the exercise.

- ✓ Teacher will ask the students to read and match Ali's Time Table & write the answers in the 3rd column.

Example: 1. In the morning ----- b. Ali goes to school. 1. B

- ✓ After matching all four sentences, students will write the complete sentences in the notebook.

B

What does Ali do? Match the column.

Write in complete sentences.



Ali's Timetable		
1. In the morning	a. Ali eats dinner.	1. b
2. In the afternoon	b. Ali goes to school.	2. d
3. In the evening	c. Ali does homework.	3. c
4. At night	d. Ali reads books.	4. a

Write the complete sentences.

1. In the morning Ali goes to school. 2. In the afternoon Ali reads book.
3. In the evening Ali does homework. 4. At night Ali eats dinner.

Week 3 / Day 10

Unit 1 Myself

Grammar Time: 30 minutes

Creative & Guided writing

Time: 60 minutes

Introduction:

- Naming Words

Written Task 1: Notebook

Ex C Parts i & ii Page 08
(Label the Naming Words/ Find More Naming Words)

Homework: Do Ex D from Page 09 in book.

Week 3 / Day 9 : Grammar: Naming Words

Timing: 20 Minutes.

- ✓ Teacher will discuss "Naming Words" using the things around the classroom/object collection/pictures to help the students to understand that everything has its special name.
- ✓ Reinforce the Naming Words with the help of the softboard display /chalkboard.
- ✓ Divide the chalkboard into four columns under the headings of Person, place animal and Things.

Naming words



Persons	Places	animals	Things
boy	home	cat	jug
girl	masjid	dog	pencil
father	park	elephant	lunchbox
mother	garden	bird	table
baby	seaside	fish	chair
grandmother	hospital	ant	plate
grandfather	school	mosquito	cup

Written Task 1: Grammar/ Ex C (i & ii) Page 08

Timing: 40 Minutes.

Methodology:

Before starting the written activity, guide the students to write the date and the instruction for the exercise.

- ✓ Open the book and turn to page 08. Look at the picture on Ex C.
- ✓ Can you find the Naming Word for Number 1 from the given word list?
Yes. It is "**window**". Now write the number in the margin. Write the word 'window' in front of the number.
- ✓ Move on to the next Naming Word. Complete the exercise gradually dealing with one word at a time. Give enough time to write the answer. Move around the class and help the students where necessary.
- ✓ After labeling Naming Words students will find and write three more Naming Words in the notebook.

Naming Words

Words that name something are called **Naming Words**.
 For example: I have a **ball**. The word **ball** is a **Naming Word**.

C

i) Label the picture using Naming Words from the box.



- glass
- table
- pillow
- cat
- curtain
- window
- clock
- shoes
- chair
- bag

ii) Look at the picture and write 3 more **Naming Words**.

1. window	2. bag	3. table	4. glass	5. pillow
6. cat	7. chair	8. shoes	9. curtain	10. clock

ii) Look at the picture and write 3 more Naming Words.
 leaves, clouds, bushes, plant, dustbin, bed, pencil, pen, books

Week 3 / Day 11

Unit 1 Myself	
Grammar	Creative & Guided writing
Time: 60 minutes	
-----	Writing: Picture Labeling/ Picture Written Task 14: In Notebook # Ex B , C and D Pg. 10 Picture labeling & Sentences making
Homework:	

Written Task 1: Ex B, C & D Page 10

Timing: 60 minutes

Methodology:

Before starting the written activity, guide the students to write the date and the instruction for the exercise.

- ✓ Open the book and turn to page 10.
- ✓ Invite the students label the pictures with numbers using the given words.
- ✓ Number 1 is fish, Number 2 is cloud
- Encourage the students to find more things.
 dragonfly, water, waterlily, stones, bushes etc.
- ✓ Invite the students to make sentences using each word.
- ✓ After making sentences orally guide the students do Ex B, C & D in notebook.
- ✓ First, they will label the picture according to the given numbers.
- ✓ Then add more words to the list.
- ✓ Finally, they will write five sentences to describe the picture.
- ✓ Move around the class and help the students where necessary. They may need teacher's help in spellings and sentences making.

B Use the words from the box to label the picture.

leaves flamingo duck duckling grass
tree fish frog flowers cloud



- 1. Fishes
- 2. Clouds
- 3. Tree
- 4. Grass
- 5. Flower
- 6. Frog
- 7. Duck
- 8. Flamingo
- 9. Ducklings
- 10. leaves

- C** Can you find more things in the picture? Write their names.
- D** Write five sentences to describe the picture.

dragonfly, water , pond, sky, waterlilies, bushes, stones

1. The fish is in the pond/ water.
2. The clouds are in the sky.
3. There is a big tree.
4. The grass is green.
5. The flower is yellow.
6. The green frog is on the stone.
7. The duck is in the pond.
8. The flamingo is tall.
9. Two ducklings are swimming with mother,
10. The tree has lots of green leaves. *Sentences will vary*

Week 3 / Day 12

Unit 1 Myself	
Poems/ Listening	Speaking
30 Minutes	
-----	# Conversation: Ex A Pg 12 # Retell the story "The thirsty Crow."
Homework: # Memorize the poem from Page 13	

A Practice the following conversation with your partner.



- B** Introduce your:
- a) cousin to your friend.
 - b) mother to your teacher.
 - c) younger sister to your friend.
- Also talk about their likes and dislikes.
- She/He likes She/He does not like

Conversation: Ex A Page 12

Methodology:

- ✓ Open the book and turn to page 12
- ✓ Practice the given dialogues with your partner.
- ✓ Encourage the students to retell the story "The Thirsty Crow ".

Week 4/ Day 13

<u>Unit 1 Myself</u>	
Vocabulary/Spelling/Phonics	Reading/ Comprehension
60 Minutes	
<u>Revision:</u> # Vocabulary Box <u>Dictation/Sentence Making:</u> <u>Written Task 1: In Notebook</u> # Use the given set of words to make sentences. night/sleep, brush/teeth, family / dinner <u>Written Task 2: In Book.</u> # Ex B Pg.05. (Filling blanks in Cloze passage)	<u>Text Reading:</u> # Read Unit 1 <u>Written Task 17: In book</u> # Ex C Pg. 04 in book. (Filling the blanks)
<u>Homework:</u> # Memorize the poem from Page 13.	

Week 4 / Day 13 Vocabulary: Ex B Page 05

Time Duration: 30 Minutes:

Written Task 1 : In notebook.

- ✓ Students will orally practice sentence making using the given sets of words.
- ✓ After oral practice students will write sentences using the words.

Example: I sleep at night. Ali sleeps at night.

I brush my teeth. The family eats dinner.

Written Task 2: Ex B Page 05 In notebook.

- ✓ Teacher will orally conduct the exercise.
- ✓ After oral discussion students will do the exercise in book.
- ✓ Move around the class and help the students where necessary.

B

Fill in the blanks with the words given in the box.

read change play recite study

I am Sara. I am six years old. I study in class one. I like to read books. I also like to play games. When I come back from school, I change my clothes. After that, I do my homework. Grandmother helps me to read the Quran.

Week 4 / Day 13 Text: Ex C Page 04**Time Duration: 30 Minutes.****Written Task 1 : In book**

- ✓ Students will read Unit 1 silently. Teacher will move around the class and help the students in reading.
- ✓ After reading teacher will discuss Ex C from Page 04.
- ✓ Students will fill the blanks orally.
- ✓ After oral discussion students will do the exercise in book.
- ✓ Move around the class and help the students where necessary.

C

Fill in the blanks with the correct answer:

1. Ali has black hair.

hands



hair



teeth

2. Ali likes to play football with his friends.

football



hockey



cricket

3. Ali likes to read books in the afternoon.

brush



sleep



read

4. Ali has a pet cat called Mano.

horse



hen



cat

5. When Ali hears the adhan, he says salah.

salah



sleep



play

Week 4/ Day 14

Unit 1 Myself	
Grammar	Creative & Guided writing
60 Minutes	
Grammar: Written Task 1: In book. # Ex E Pg. 09. (Fill the blanks with Naming Words)	Written Task 2: In Book # Ex H Pg 12 Rewrite the story using the words in place of the pictures.
Homework: ----	

Week 4 / Day 14 Grammar: Ex E Page 09

Time Duration: 30 Minutes.

Written Task 1 : In book

- ✓ Teacher will revise Naming Words through softboard display/ chalkboard.
- ✓ After revising Naming Words teacher will ask the students to open the book and turn to page 09.
- ✓ Teacher will orally discuss the exercise
- ✓ After oral discussion students will do the exercise in book.
- ✓ Move around the class and help the students where necessary.

E

Fill in the blanks with the given **Naming Words**.

window glass house apple sky

1. The birds fly in the sky.
2. Saba ate an apple in the evening.
3. I drink water in a glass.
4. Please open the window.
5. My house is near the park.










Week 4 / Day 14 : Writing: Ex H Page 12

Time Duration: 30 Minutes.

Written Task 2 : In book.

- ✓ Open the book and turn to page 12, Ex H.
- ✓ First teacher will ask the children to name all the pictures in the exercise.
- ✓ Teacher will invite random students to the chalkboard to write the spellings of each picture.
- ✓ After oral discussion students will do Ex H from Page 12 in book.

H Rewrite the story using words in place of the pictures.

The red and white  **ball** is under the  **table** .
The green  **cup** and the round  **plate**
are on the  **table** . There is a fried  **egg**
in the  **plate** .

Week 4/ Day 15

<u>Unit 1 Myself</u>	
<u>Grammar</u>	<u>Creative & Guided writing</u>
Time: 30 Minutes	
<u>Grammar:</u> -----	<u>Grammar:</u> ----- <u>Writing:</u> # Read & Fill the blanks. <u>Written Task 1: In Book</u> # Ex E and F Pg. 11 (Read & Fill the blanks) # Ex G Pg. 11 . (Fill the blanks) <u>Written Task 2: In Notebook.</u> # Write sentences using Ex G Pg 11
<u>Homework:</u> ----	

Week 4 / Day 15 : Writing: Ex E, F, G Page 11

Time Duration: 30 Minutes.

Written Task 1 : In book.

- ✓ Open the book and turn to page 11, Ex H.
- ✓ First teacher will ask the students to read the text given in Ex E Page 11.
- ✓ After reading teacher will ask questions, name of the bird/ colour/ size/ about tail/ special quality of beak
- ✓ Teacher will invite random students to answer the questions. .
- ✓ After oral discussion students will do Ex E from Page 11 in book.
- ✓ After doing Ex E ask the students do Ex F independently.

E Read the sentences and fill in the web.

This is a beautiful small brown bird. It is a sparrow. It has a short tail. It has a powerful beak.

Name : sparrow

Colour : brown

Size : small

Tail : short

Special quality of its beak: powerful



F Read the sentences and fill in the web.

This is a wooden table. It is a big brown table. We use it for writing and eating food.

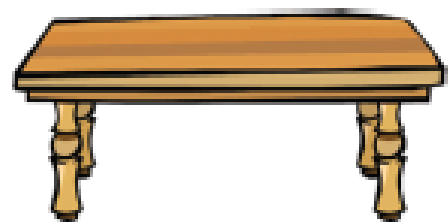
Name : table

Colour : brown

Size : big

Material : wooden

Use it for : writing, eating food



Time Duration: 30 Minutes.

Written Task 2 : In book.

- ✓ Move on to Ex F. First teacher will ask the students to look on Ex G Page 11 and name the picture. After naming it Ask, Is it big/small? What is the colour? Which material is used for making it? What is the use of it?
- ✓ Teacher will ask students to make sentences using the information.
- ✓ After oral discussion students will do Ex F Page 11 in book and make sentences in notebooks.



Fill in the description of a chair.

Name: chair Size: big

Colour: brown Material: wooden

We use it for: sitting

Write a few lines to describe the chair.



Example: It is a chair. It is big and heavy. It is brown.

It is a wooden chair. We use it for sitting.

Week 4/ Day 16

Unit 1 Myself	
Poems/ Listening	Speaking
Timing: 30 minutes	
Listening: Listen & Draw Page 13	Conversation: Ex B Pg 12
Homework: # Memorize the poem from Page 13	

Conversation: Ex A Page 12

Methodology:

- ✓ Open the book and turn to page 12
- ✓ Practice the given dialogues with your partner.
- ✓ Encourage the students to retell the story "The Thirsty Crow "

A Practice the following conversation with your partner.



B Introduce your:

- a) cousin to your friend.
- b) mother to your teacher.
- c) younger sister to your friend.

Also talk about their likes and dislikes.

She/He likes She/He does not like




Listening: Ex A Page 13

Methodology:

- ✓ Before starting the listening activity ask the children to listen to the instruction very carefully.
 - ✓ Teacher will read one instruction at a time slowly and clearly two times giving the children enough time to do the exercise.
 - ✓ After the activity read the instructions for the third time and ask the children to check their work.
- a) Draw a spoon in the cup. b) Draw two flowers on the plant
c) Draw a book on the table. d) Circle the word 'sometimes'

LISTENING

Listen and draw.

<p>a)</p> 	<p>b)</p> 
<p>e)</p> 	<p>d)</p> <p>something</p> <p>someone</p> <p><u>sometimes</u></p>

Reading:

Reading will be taken from text/
Reading Comprehension Worksheet 1
Reading Comprehension **Worksheet 1**

Vocabulary:

Dictation from Vocabulary Box/ Text.

Grammar:

Punctuation/ use of 'a/an'
Naming Words. **Worksheet 2**

Writing:

Worksheet 3

Reading Comprehension: Assessment/ Test Worksheet 1

1. Read and fill the blanks.

This is Bilal. He is six years old. He has black straight hair. He likes to read books. He says salah when he hears adhan.

Bilal is Ali's friend. They play football in the evening.

- a) Ali's friend is _____.
- b) Bilal is _____ years old.
- c) Bilal has _____ hair.
- d) Bilal and Ali play _____.

2. Punctuate the following sentences.

- a) bilal is a boy _____
- b) the book is on the table _____

3. Look at the pictures and fill the blanks with 'a and an'.

_____ elephant



_____ orange



_____ pencil



_____ owl .



_____ turtle



_____ mouse



_____ bicycle



_____ umbrella



1. Answer the following questions:

What is your name? My name is _____

How old are you? I am _____ years old.

Are you a boy or a girl? I am a _____.

I have _____ hair.

The name of my school is _____.

I study in Class _____.

2. Write five sentences about "Myself"

Vocabulary:

- Spelling
- Making smaller words from bigger words.
- Word search from word maze.
- Match the pictures with the actions
- Words beginning, middle or ending with 'sh'.
- Words ending with 'ther'.

Poem:

- 'Allah Loves Children'
- Message of the poem

Text:

- Fill the table
- Matching
- Fill the blanks.
- Q/A

Listening / Speaking:

- Listen and circle.
- Conversation Practice

Unit 2
My Family

Guided/ Creative Writing

- Read and complete the web.
- Complete 'Family Tree'
- Collect information from the picture to write a passage.

Grammar

Revision of:

- Articles (a / an)
- Punctuation (Capital letter/ full stop)
- Naming Words.

Introduction of:

- Action Words
- Prepositions (at/in/on/under / near)
- Singular Plural by adding 's'

Note: Teachers are requested to add Reading Comprehension & Picture Writing Activities wherever possible.
If time left after completing the given content of each week you may use Reading / Picture Comprehension Cards

Learning Objectives of Unit 2 /My Family

At the end of the Unit the students will be Inshallah able to:

Vocabulary / Spelling/ Phonics:

- ✓ Write the words with correct spellings
- ✓ Make sentences using more than two words from the vocabulary box.
- ✓ Make small words using bigger words.
- ✓ Search the given words from the "Word Maze"
- ✓ Identify the words ending with "**ther**".
- ✓ Sort the words that have "**sh**" sound in the beginning / ending / middle.

Reading/ Reading Comprehension:

- ✓ Read the text fluently with correct pronunciation.
- ✓ Match the person with their work.
- ✓ Choose the best answer to fill
- ✓ Write the answers to the given questions.

Grammar:

- ✓ Look at the pictures and write the correct Action Words.
- ✓ Write Action Words for given body parts.
- ✓ Read and underline Action Words in sentences.
- ✓ Write the sentences using capital letters and full stops.
- ✓ Fill the blanks using correct Prepositions.
- ✓ Write the Plural of Singular Nouns by adding "**s**".

Writing:

- ✓ Read and collect information to fill a form/web.
- ✓ Fill the "Family Tree"
- ✓ Look at the picture and fill the table of Naming Words/ Action Words /Where. Use the table to describe the picture.

Conversation:

- ✓ Carry on a conversation using the given outline.

Listening:

- ✓ Listen to a story and answer questions/ retell.
- ✓ Listen and circle the correct words.

Poem:

- ✓ Understand the theme of the poem.
- ✓ Memorize and recite the poem.

Social Emotional/ Religious:

- ✓ Respect elders.
- ✓ Know the family members
- ✓ Sharing / caring with family members.
- ✓ Know the responsibilities of each member of the family.

YouTube Links for supporting videos: Action Words / Prepositions / Singular Plural

https://www.youtube.com/watch?v=8Ha_uBAYI_M

<https://www.youtube.com/watch?v=8FONYBBKczM>

<https://www.youtube.com/watch?v=V8vXop8hfkg>

Week 1/ Day 1

Weekly Lesson Plan Distribution / Unit 2 My Family

	Vocabulary/ Spelling/Phonics	Reading Text /Comprehension
Week 1	60 minutes	
	<u>Vocabulary: Introduction</u> # 1 st column / VB Pg. 14 <u>Written Task 1: Book</u> # Circle the Naming Words in the Vocabulary Book Page 14	<u>Text Reading:</u> # Read Pg. 15.. <u>Written Task 2: In Notebook.</u> # Read Page 15 and write 05 Naming Words.
HW	<u>Day 1:</u> # Write and learn spellings of 1 st column. Make sentences using the words in the 1 st column. # Read Page 14 of Unit 2	

Written Task 1: Week 1/ Day 1

VOCABULARY BOX

family	cleans	stories	made	told
together	children	elder	younger	last
pray	helps	house	tells	listen
busy	reads	fix	grandfather	week
cooks	sometimes	models	grandmother	hide

1. Circle the Naming Words red.

Written Task 2: Week 1/ Day 1

Read Page 15. Write five Naming Words.

father mother masjid house school sister

Week 1 / Day 2

	Grammar	Writing
	60 minutes	
	<u>Grammar: Introduction:</u> # Action Words from Page 20. <u>Revision:</u> # Punctuation <u>Written Task 1 & 2:</u> # Ex A Page 20 in book # Ex B Page 20 in notebook.	-----
HW	# Do Ex D from Page 20 in notebook. (Punctuation)	

Written Task 1 & 2 : Week 1/ Day 2

A Look at the pictures and write Action Words.



eat



read



sleep



play

B Write Action Words that you can do with the given body parts. eyes, teeth, hand and feet.

eyes

open , watch, read, blink, close, see etc.

teeth

chew, bite, cut etc.

hand

hold, pick, wave, raise, etc.

feet

walk, climb, jump, etc.

Week 1 / Day 3

	Vocabulary/ Spelling/Phonics	Reading /Comprehension
	60 minutes	
	<p>Revision: # 1st Column</p> <p>Introduction: # 2nd Column</p> <p>Phonics: "sh" words</p> <p>Written Task 1: In Book</p> <p># Ex A Page 19</p>	
HW	<p># Write and learn spellings of 2nd column.</p> <p># Read Page 14 of Unit 2</p>	

Written Task 1: Week 1/ Day 3

A Read the passage and colour all the 'sh' words.

Shakir saw some shells washed on the shore. He picked the shells and cleaned them with a brush. Then he put them on the shelf. Ayesha wanted to show the shells to Shehla. The shells fell with a crash and smashed. Shakir wished he had not put the shells on the shelf. Ayesha was ashamed.

Fill the table with 'sh' words.

Words beginning with 'sh'	Words with 'sh' in the middle	Words ending with 'sh'
Shakir	wished	brush
shells	Ayesha	crash
shore	ashamed	
shelf	smashed	
show		
Shehla		

Week 1 /Day 4

	Listening	Speaking
	30 minutes	
	# <u>Story</u> : "Fox and the Grapes" # <u>Poem</u> : "Allah Loves Children Pg. 24	-----
HW	# Memorize the poem from Page 24	

POEM

Allah loves children, children everywhere,
 Playing here, studying there.
 Tanned and pale, black and white,
 Spreading joy, laughter and light.
 When we see them we pray,
 On Imaan they always stay. Ameen



The Fox and the Grapes



One day a fox was very hungry. He looked everywhere for food. At last, the fox went in a vineyard. He saw some bunches of grapes hanging from the vine.

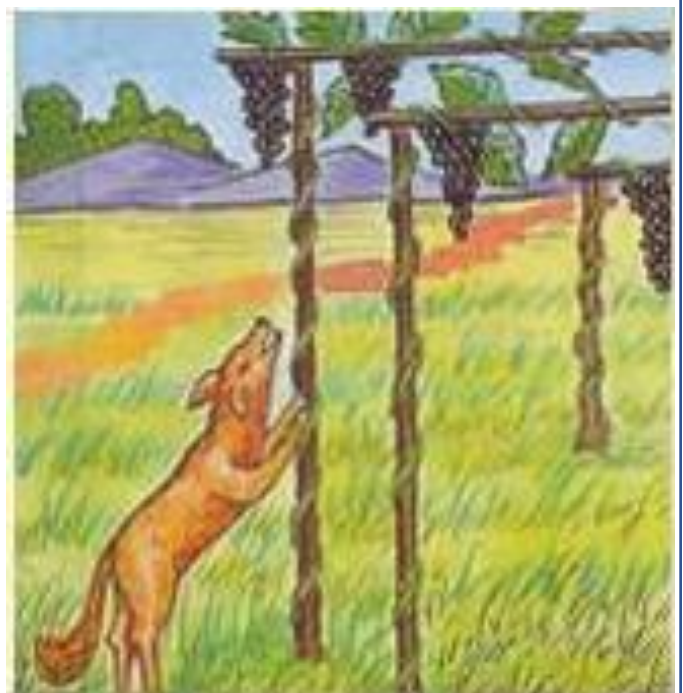
He jumped again and again to catch them but they were too high.

He could not catch them.

Finally, he got tired and said,

'These grapes are sour.

I don't want them'.



Q1. Why did the fox look for food?

Q2. What did he see in the vineyard?

Q3. Why the fox could not catch the bunch of grapes?

Q4. Why did the fox say that he doesn't want the grapes?

Q5. Talk about the opposites of the bold and underlined words.

Q6. Make a list of rhyming words for 'fox' 'got' and 'but'.

Q7. Make a list of Naming Words & Action Words.

Week 2 / Day 5

	Vocabulary/ Spelling/Phonics	Reading /Comprehension
	60 minutes	
	Vocabulary: VB Pg. 14 Introduction: 3 rd column / # Revise 1 st & 2 nd Columns. Written Task 1: In notebook # Dictation from 1 st column. Written Task 2: Book # Ex A from Page 18.	Text Reading: # Read Pg. 16.
HW	Day 1: # Write and learn spellings of 3 rd column. Make using the words # Read Page 16 of Unit 2 # Do Ex A Page 17 in book.	

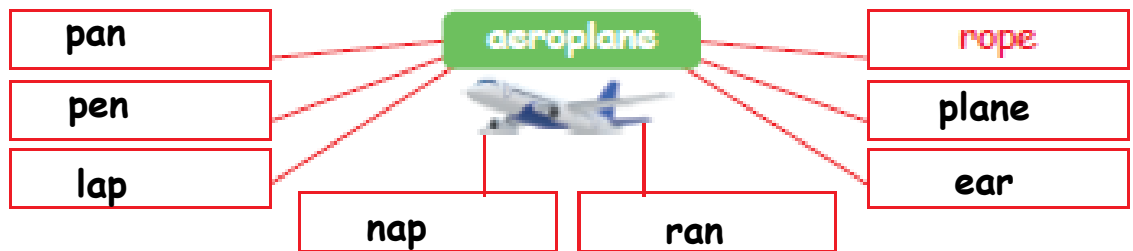
Written Task 1/ Week 2 / Day 5

Dictation from 1st Column:
Any five words.

Written Task 2: Week 2 / Day 5

A

Make as many words as you can from the given word.



Week 2 / Day 6

Grammar

Writing

60 minutes

	Grammar: Introduction: # Prepositions from Page 21. Written Task 1: # Ex E Page 21 in book	Written Task 2: In Book Picture Writing: # Ex C from Page 23 in book.
HW	# Do Ex C from Page 20 in book.	

Written Task 1: Week 2 / Day 6

Prepositions are words that tell you the location or relationship with another **Naming Word**.

at in on under near

E Fill in the blanks with the correct **Preposition**.

1. The picture is on the wall.
2. The rat is under the table.
3. The fish is in the bowl.
4. The cat is near the tree.
5. The box is under the table.



Written Task 2: Week 2 / Day 6

C Look at the picture and write 5 **Naming Words**. Write an **Action Word** for each **Naming Word**.



Naming Word	Action Word	Where
duck	swimming	in the pond
frog	sitting	on the leaf
rabbit	sitting	near the pond
butterfly	flying	near the flowers
squirrel	sitting	on the log
chick	standing	next to the hen

Week 2 Day 7		Vocabulary/ Spelling/Phonics	Reading /Comprehension
60 minutes			
	Revision: # 1 st , 2 nd & 3 rd Columns Introduction: # 4 th Column.. Written Task: In Notebook # Dictation from 2 nd Column Spelling "ther" words Written Task: In Notebook # Ex A Page 19. Write "ther" words.	Reading: # Read Unit 2 and find "ther" words. Underline them	
HW	# Write and learn spellings of 4 th column. # Make sentences using 4 th column words. # Read Unit 2		

Written Task 1: Week 2 / Day 7

Dictation from 2nd Column:
Any five words.

Written Task 2: Week 2 / Day 7

A Read the words in the box. They are ending with 'ther'.

weather together feather another

Find four words that end with 'ther' from the text.

father together mother
brother grandfather grandmother

Week 2 / Day 8		Listening	Speaking
30 minutes			
	# Story: "Fox and the Grapes" Question answers/ roleplay / retell # Poem: "Allah Loves Children Pg. 24"	-----	
HW	# Memorize the poem from Page 24		

Week 3 / Day 9

Vocabulary/ Spelling/Phonics		Text
60 minutes		
<p>Vocabulary: VB Pg. 14</p> <p>Revision: 1st, 2nd, 3rd & 4th Columns.</p> <p>Introduction: # 5th Column.</p>	<p>Reading: # Silent Reading of Unit 2</p> <p>Written Task 1: In Notebook # Ex C from Page 18. <i>Answer the following questions</i></p>	
HW	# Write and learn spellings of 5 th column. # Make sentences using 1 st column words.	

Written Task 1: Week 3 / Day 9

C

Answer the questions.

1. What does Ali's mother do? Make a list.
2. Write the names of Ali's brothers and sisters.
3. How old are Umar and Ayesha?
4. Which game do the children play?
5. Which story did grandmother tell the children?

1. Ali's mother cooks, clean the house, helps Ali to do homework, play games, reads stories to Nursery Class.
2. Khalid, Umar, Maryam and Ayesha
3. Umar is four years old and Ayesha is two years old.
4. The children play hide and seek.
5. Grandmother tells story of Musa AS

Week 3 / Day 10

Grammar		Writing
60 minutes		
<p>Grammar: Introduction: # Singular Plural from Page 21.</p> <p>Written Task 1: # Ex F Page 21 in notebook. Write the plurals of the given words.</p>	<p>Written Task 2: In Book Picture Writing: # Question 3 from Page 14 in notebook. Write three sentences about the picture.</p>	
HW	# Do Ex B from Page 22 in book. (Only fill the names.)	

Written Task 1: Week 3 / Day 10

For one thing we use the word 'Singular'.

Example one apple, one tree.

For more than one we use the word 'Plural'.

Example two apples, two trees. To make a Singular Naming Word Plural we add the letter 's' to the word.



F

Write the **Plurals** of the following words.

carrot car cup book ant

carrots cars cups books ants

Written Task 2: Week 3 / Day 10



1. Grandmother and grandfather are sitting on the sofa.
2. Mother, father and sister are sitting on the sofa.
3. There is a black and white football on the floor,
4. The children are sitting on the floor.
5. The cat is sitting on the floor.
6. There are pictures on the wall.
7. The table lamp is between the two sofas.
8. The girl is wearing a pink frock.
9. The boys are wearing blue, yellow and orange shirt.
10. The cat is white.

60 minutes

Grammar:

Revise Naming words/
Action Words through
softboard.

Written Task 1: In Notebook

Ex D from Page 23.
Use the information to write sentences
about the picture.

HW

Do Ex B from Page 18 in book.

Written Task 2: Week 3 / Day 11



Naming Word	Action Word	Where
duck	swimming	in the pond
frog	sitting	on the
rabbit	sitting	neat the pond
butterfly	flying	near the flowers
squirrel	sitting	on the log
chick	standing	next to the

D

Use the information to write sentences about the picture.

Example: The **duck** is **swimming** in the **pond**.

1. The frog is sitting on the green leaf.
2. The white rabbit is sitting on the green grass.
2. The butterfly is flying near the flower.
3. The squirrel is sitting on the log.
4. The chick is standing next to the hen.

Week 3/ Day 12

	Listening	Speaking
	30 minutes	
	# Story: "Fox and the Grapes" roleplay / retell	# Conversation practice from Ex A Page 24
HW	# Memorize the poem from Page 23	

CONVERSATION

A Read and practice with your partner.



B Practice the same conversation on the following topics.

1. younger, elder brothers/sisters
2. No brothers/sisters

Week 4/ Day 13

	Vocabulary/ Spelling/Phonics	Reading / Comprehension
	60 minutes	
	Vocabulary: VB Pg. 14 Revision: Revise VB. Written Task 1: In Notebook # Dictation from 3 rd Columns	Reading: # Silent Reading of Unit 2 Written Task 2: In Book # Do Ex B from Page 17.
HW	# Write and learn spellings of 5 th column. # Make sentences using 5 th column words.	

Written Task 1: Week 2 / Day 13

Dictation from 3rd Column:
Any five words.

Written Task 1: Week 4 / Day 13

B Choose the best answer to fill in the blanks.

- Ali and his father go to the masjid in the evening.
 a) market in the evening b) school in the evening
 c) masjid in the evening
- Mother reads stories to the Nursery Class.
 a) the Nursery Class b) Ali's class c) the family
- Maryam is Ali's elder sister.
 a) younger b) elder c) baby
- Last week, Ali and Khalid made a model aeroplane.
 a) boat b) car c) aeroplane
- There are eight members in Ali's family.
 a) eight b) six c) seven

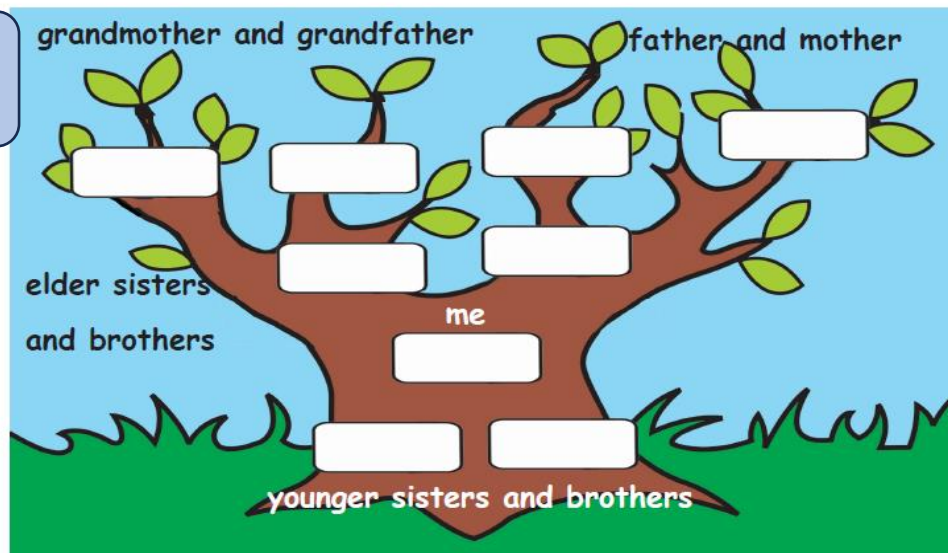


Week 4 / Day 14

	Grammar	Writing
	60 minutes	
	Grammar: # Revise Naming words/ Action Words/ Preposition through softboard.	Written Task 1: In Notebook # Ex B from Page 22 . Use the "Family Tree" to write sentences about the family.
HW	# Read Unit 2 and write 5 Action Words in notebook.	

B Fill your family tree. Write five sentences about your family.

Written Task 1:
Week 4 / Day 14



Week 4 / Day 15		Grammar	Writing
		60 minutes	
		Written Task 1: In Book # Ex A from Page 22. Read and fill about "Mango" in book. # Write three more sentences about "Mango"	
HW	----		

Written Task 1: Week 4 / Day 15

A Read the sentences and fill in the blanks.

This is a yellow, sweet and ripe mango. It is a summer fruit. It is the king of fruits.

Name : mango
 Colour : yellow
 Taste : sweet
 Season : summer
 Special Name : king of fruit



We make mango juice and jam with ripe mangoes. The green unripe mango is sour. We make chutney and pickles with unripe mangoes.
Sentences may vary

Week 4 / Day 16		Listening	Speaking
		30 minutes	
	Written Task 1: In Book # Do Listening Activity A from Page 24. Listen and circle the correct words.	# Conversation practice from Ex B Page 24	
HW	---		

Week 5 Day 17: Test / Assessment

Reading: # Reading will be taken from text/ storybooks. Vocabulary: # Dictation from Vocabulary Box	Grammar: # Action Words / Prepositions/ Singular Plural Writing: # Describe Object/ Animal / Thing. # Write about "Family"
--	--

Extra Worksheet for Unit 2: Test / Assessment

WS 1 / Unit2

Read the passage and answer the questions:

In Abdulla's farm there lives a goat family.

Mother, Father, elder brother Billy, elder sister Milly and Baby goat. Grandfather goat also lives with them.

In the evening, they go to the nearby jungle. They play hide and seek. They eat



fresh green grass. Grandfather goat is old. He sits under the tree and watches the children play. Sometimes grandfather tells stories about animals. They loved to listen to his stories.

1. Where do the goat family live? 2. Where do they go in the evening?
3. What do they do in the jungle?
4. Write 3 Naming words and 3 Describing Words from the passage.
5. Write Plurals of the underlined words.
6. How many goats are there in the goat family?

WS 2 / Unit2

Read and answer the questions.

One day the red fat hen sat in a box. It laid ten round brown eggs. The bad fox saw the red fat hen. The fox ran after the hen.

It chased the hen. The bad fox ate all the ten brown eggs.

1. Where did the hen sit?
2. Who saw the red hen?
3. How many eggs did the hen lay?
4. Why did the fox chase the hen?
5. Underline the Naming words.
6. Circle the Action words.



Vocabulary:

- ✓ Spelling
- ✓ Professions
- ✓ Ought/ ight words
- ✓ Silent 'k' words

Poem:

- ✓ "Jazak Allah Mr. Farmer"
Page 38

Text:

- ✓ Choose the best answer
- ✓ Question / Answers
- ✓ Sequencing
- ✓ Reading For Information

Listening:

- ✓ Listen and write/fill in the blanks.

**Unit 3
NEIGHBOURHOOD**

Guided/ Creative Writing

- ✓ Picture Writing
- ✓ Picture Comprehension by filling the blanks
- ✓ Look at the picture and write a passage.
- ✓ Complete the description
- ✓ Descriptive writing on professions

Grammar

- ✓ Describing Words
- ✓ Word Opposites
- ✓ Punctuation
- ✓ Proper Nouns & Common Nouns
- ✓ Singular Plural by adding 's'/ 'es'/'ves'/ 'ies'
- ✓ Past Tense Verbs to Present/ -ing Verbs

Learning Objectives of Unit 3 / Neighbourhood

At the end of the Unit the students will be Inshallah able to:

Vocabulary / Spelling/ Phonics:

- ✓ Write the words with correct spellings/ in alphabetical order /make sentences.
- ✓ Make small words using bigger words.
- ✓ Search the given words from the "Word Maze"
- ✓ Fill the cloze passage using given words.
- ✓ Identify and label the professions.
- ✓ Write the things they sell. Fishmonger/ butcher/ baker/ greengrocer.
- ✓ Find the words with silent letter "k".
- ✓ Filling the blanks with "sh & ch" words

Reading/ Reading Comprehension:

- ✓ Choose/ write the best answer to fill the blanks.
- ✓ Write the answers to the given questions.

Grammar:

- ✓ Describing Words.
- ✓ Look at the picture & write sentences using Prepositions. "in/on/under/near"
- ✓ Match the opposites.
- ✓ Adding "es" to make Plural Naming words.
- ✓ Fill the blanks using correct Prepositions.
- ✓ Sort out Naming/ Action/ Describing Words. Make a set of Naming/ Action/ Describing Words and write sentences.

Writing:

- ✓ Complete the information web & use the web to write a passage.
- ✓ Look at the picture and list down Naming Words/ Action Words/ Describing Words. Use them to write a write a passage to describe the picture.
- ✓ Rewrite the story by replacing pictures with words.
- ✓ Choose words to write descriptive passage/s.

Conversation:

- ✓ Carry on a conversation using the given outline.

Listening:

- ✓ Listen to a story and answer questions/ retell.
- ✓ Listen and circle the correct words.

Poem:

- ✓ Understand the theme of the poem.
- ✓ Memorize and recite the poem.

Social Emotional/ Religious:

- ✓ Identify places and people living around us.
- ✓ Know the different professions & their work.

Weekly Lesson Plan Distribution / Unit 3 Neighbourhood

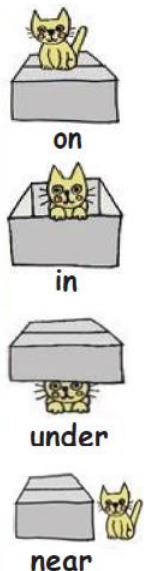
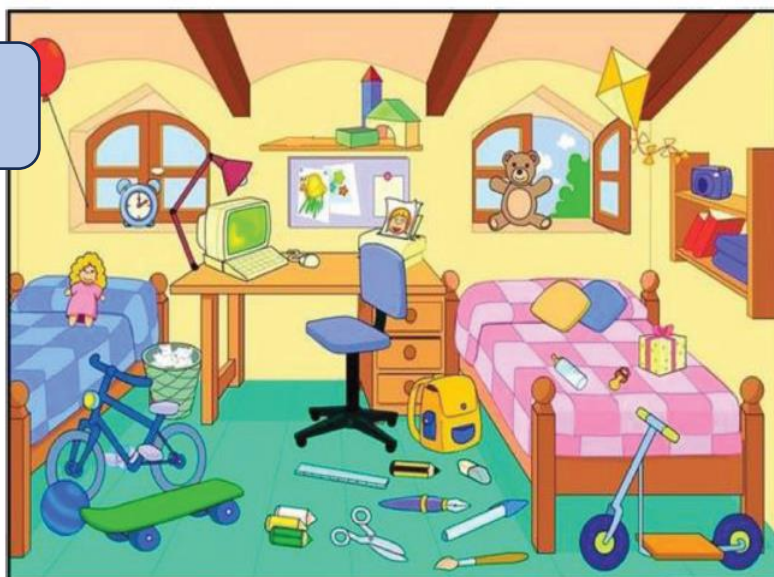
Week 1 / Day 1	Vocabulary/ Spelling/Phonics	Reading /Comprehension
60 minutes		
	<p><u>Vocabulary: Introduction</u> # 1st column / VB Pg. 25 Before introducing the lesson, teacher will talk about neighbourhood. You may use this video as well. https://www.youtube.com/watch?v=7VOqiQTpoZO</p>	<p><u>Text Reading:</u> # Read Pg. 26. <u>Written Task 1: In Notebook.</u> # Read Page 26 and write 03 Naming Words and their Action Words.</p>
HW	# Write and learn spellings of 1 st column in alphabetical order. # Read Page 26 of Unit 3.	

Written Task 1/ Week 1/ Day 1

Read Page 26 and write 03 Naming Words and their Action Words.
 1. Ali - pick up/ walk/ says 2. mother - walk 3. Tailor - stitches

Week 1 / Day 2	Grammar	Writing
60 minutes		
	<p><u>Grammar: Introduction:</u> # Describing Words from Page 33. <u>Revision:</u> # Prepositions <u>Written Task 1: In Notebook</u> # Ex B Page 33. Look at the picture and write sentences.</p>	<p><u>Written Task 1: In Notebook/</u> # Write passage using the information web of "cup" from Page 33.</p>
HW	----- B Look at the picture. Write sentences using 'in, on, under or near'.	

Written Task 1: Week 1/ Day 2



Written Task 1: Week 1/ Day 2

Look at the picture and write sentences.

1. The yellow bag/pen/ pair of scissors/ruler/ pencil/ brush/ eraser is **on** the floor.
2. The clock/ teddy bear is on the windowsill.
3. The doll/ pillow/ pacifier/ bottle/ gift is **on** the bed.
4. The computer/ mouse/ printer is **on** the table.
5. The boxes are **on** the shelf.
6. There are two beds **in** the room.
7. The ball/ dustbin/ cycle/ skateboard/ scooter/ bag is **under/near** the bed.

Written Task 2: Week 1/ Day 2

feels: hard/smooth

made of: clay

shape: round

name: cup

size: small

colour: red

This is a cup. It is a small round red cup. It is made of clay. It is smooth.

Week 1 / Day 3

Vocabulary/ Spelling/Phonics

Reading /Comprehension

60 minutes

	<p>Revision: # 1st Column</p> <p>Introduction: # 2nd Column</p> <p>Phonics: "ch" and "sh" words.</p> <p>Written Task 1: In Book/ Notebook</p> <p># Ex A (i) & (ii) Page 32.</p> <p>(Fill in the blanks with "sh" & "ch".</p>	<p>Text Reading:</p> <p># Read Pg. 27.</p>
HW	<p># Write and learn spellings of 2nd column in alphabetical order.</p> <p># Read Page 27 of Unit 3.</p>	

PHONICS

Letter 'c' has a sound as in cat. When letter 'c' joins hands with 'h', it makes a different sound. Example: 'chop'.

A i) Fill the blanks with 'sh' or 'ch' sounds.

1. The butcher cuts the meat with a sharp knife.
2. The branch of the rosebush has a bunch of flowers.
3. The teacher is writing on the blackboard with chalk.
4. The short girl is playing on the beach with shells.

ii) Write all the 'sh' and 'ch' words in the sentences.

Add two more to your list.

"ch" words	"sh" words
butcher, branch, teacher, bunch, chalk,	sharp, rosebush, short, shells
chips, cheese, chocolate, chair	Sheep, shoes, shine, ship, shop, wish, dish

Week 1 / Day 4

Listening

Speaking

30 minutes

	# Story: "Rabbit and the Tortoise "	-----
	# Poem: "Jazak Allah Farmer" Pg. 38	
HW	# Memorize the poem from Page 24.	

POEM



The cow says "Moo" The pigeon says "Coo"
 The sheep says "Baa" The goat says "Maa"
 The hen says "Cluck, Cluck"
 "Quack, Quack" says the duck
 The cat says "Meow" The horse says "Neigh"
 "I love sweet hay"

Then the shed is locked tight They retire for the night
 At the end of each day, The animals say
 Jazak Allah Mr. Farmer

RABBIT AND THE TORTOISE

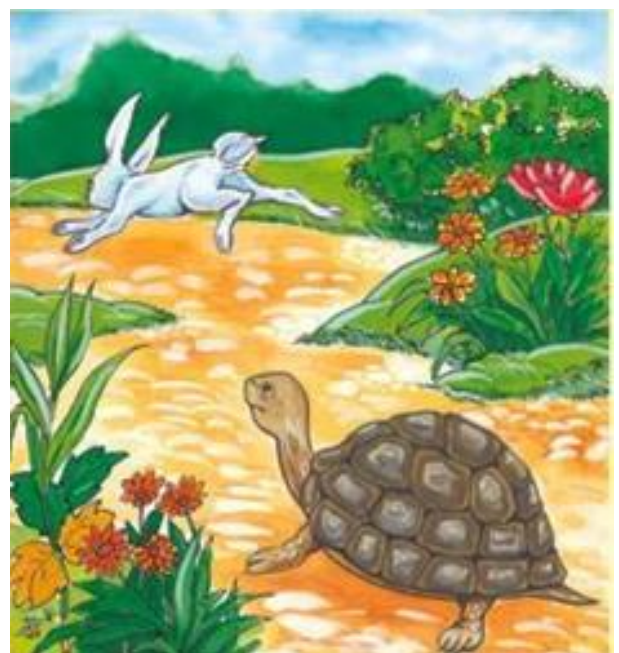


Once upon a time in a thick jungle lived a huge giant turtle. He was wise and clever. Next to his home under the neem tree, there was a deep burrow. It was a rabbit's home. Every day after breakfast, they played under the shady neem tree. The rabbit always talked about how fast he can run and

how high he can jump. The tortoise was very tired of listening to the same story again and again. One day the tortoise asked the rabbit to run a race with him. The rabbit laughed and made fun of the tortoise. Finally, the rabbit agreed race with the tortoise.

Next morning after eating delicious breakfast together, they went to the starting point. They counted.....
"one.....two.....three Go!"

There went the rabbit like a wind and disappeared around the corner. The tortoise was shocked and gathered his courage. He slowly and steadily started his journey as fast as he can.





The rabbit ran like a wind. He saw the ending point. He turned and tried to find his friend.

The tortoise was nowhere to be seen. The rabbit thought "I will wait here. When he comes near, I will finish the race in a blink of the eye." The rabbit laughed and laid down under the tree. It was a hot summer day and soon he fell asleep under the shady tree.

The tortoise slowly and steadily moved continuously. He saw the rabbit sleeping under the tree. He smiled and kept on walking as fast as he can. The tortoise was tired and his tiny shorts legs were hurting. He reached the end and suddenly saw the rabbit appeared around the corner. With a deep breath the tortoise ended the race.



Q1. Where did the tortoise and the rabbit live?

Q2. What did rabbit tell the tortoise every day while playing?

Q3. What happened to the rabbit?

Q4. Describe the rabbit and the tortoise.

Q5. What lesson did you learn from this story? Explain.

Week 2 / Day 5		Vocabulary/ Spelling/Phonics	Reading /Comprehension
60 minutes			
	<p><u>Vocabulary: Introduction</u> # 3rd column / VB Pg. 25 # Revise 1st & 2nd Columns.</p> <p><u>Written Task 1: In notebook</u> # Dictation from 1st & 2nd columns.</p> <p><u>Written Task 2: In notebook</u> # Ex C from Page 30. Make small words with the bigger word.</p>	<p><u>Text Reading: 15 minutes</u> # Read Pg. 28.</p>	
HW	<p># Write and learn spellings of 3rd column in alphabetical order. # Read Page 27 of Unit 3.</p>		

Written Task 1/ Week 2 / Day 5

Dictation from 1st Column:
 Any five words.

Written Task 2/ Week 2/ Day 5



Make as many words as you can from the given word.

vegetables

get, vet, tab, bat, set,
 sat, gate, table, tablet,
 beg, leg, gas, lab



Week 2 / Day 6		Grammar	Writing
60 minutes			
	<p><u>Grammar: Introduction:</u> # Making Plural Naming words by adding 'es'.</p> <p><u>Written Task 1: In Notebook</u> # Ex D Page 34 in notebook. Write the plurals of the given words.</p>	<p><u>Written Task 2:</u> <u>In Book/ Notebook.</u> # Ex A from Page 35 in Book & notebook. Fill the web about "orange" and write a passage using the web.</p>	
HW	<p># Make sentences using five words from 1st column of VB. Page 25 in notebook.</p>		

Written Task 1/ Week 2 / Day 6

D

Add 'es' to words ending in 'ch', 'sh', 's', 'ss', 'x' or 'z' to make them plural.

one box 

many boxes 

quiz → quizzes

beach → beaches

bus → buses

dish → dishes

bunch → bunches

cross → crosses

Write the plurals of the following words.

bush patch glass fox watch bench branch

bush - bushes

glass - glasses

watch - watches

patch - patches

fox - foxes

bench - benches

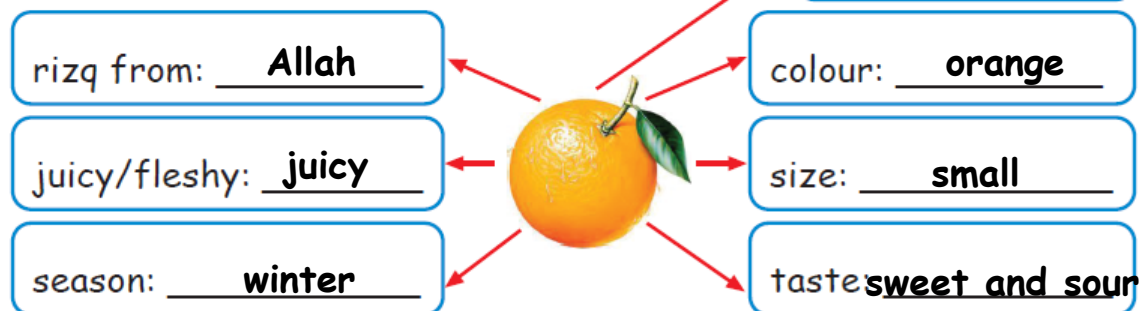
branch - branches

Written Task 1/ Week 2 / Day 6

WRITING

A

Complete the web and write a paragraph.



This is an orange. It is orange in colour. It is small and round. It is sweet and sour fruit. It is a winter fruit. It is a juicy fruit. It is a rizq from Allah.

Week 2 / Day 7	Vocabulary/ Spelling/Phonics	Reading /Comprehension
	60 minutes	
	Vocabulary: Introduction # 4 th column / VB Pg. 25 # Revise 1 st , 2 nd & 3 rd Columns. Written Task 1: In notebook # Dictation from 2 nd column. Written Task 2: In book # Ex A from Page 30. Fill the blanks with the correct words.	Text Reading: 15 minutes # Model reading of Unit 3 with teacher.
HW	# Write and learn spellings of 4 th column in alphabetical order. # Read Unit 3.	

Written Task 1/ Week 2 / Day 7

Dictation from 2nd Column:
Any five words.

Written Task 2/ Week 2 / Day 7

VOCABULARY

A

Use the given words to fill the blanks.

fresh pick corner buy sells
 Abdullah is a fruit seller. He sells many fruits in his cabin.
 He always brings fresh fruits. His cabin is in the corner
 of the masjid. We buy one kilo apples. He allows us to
pick the red apples from the basket.

Week 2 / Day 8	Listening	Speaking
	30 minutes	
	# Story: "Rabbit and the Tortoise " Listen and discuss the story through questions, # Poem: "Jazak Allah Farmer" Pg. 38	-----
HW	# Memorize the poem from Page 24	

- Q1. Where did the tortoise and the rabbit live?
- Q2. What did rabbit tell the tortoise every day while playing?
- Q3. What happened to the rabbit?
- Q4. Describe the rabbit and the tortoise
- Q5. What lesson did you learn from this story? Explain.

	<p>Vocabulary: # Revise VB Pg. 25</p> <p>Written Task 1: In notebook # Dictation from 3rd column.</p> <p>Written Task 2: In book & Notebook # Ex B from Page 30 in book. Name the professions in the book. Write what do they do in notebook.</p> <p>Written Task 3: In book # Do Ex D from Page 31 in book. Write what we buy from the following persons.</p>	<p>Text Reading: 15 minutes # Silent reading of Unit 3 by students.</p>
<p>HW</p>	<p># Read Unit 3. # Make sentences using any five words from 1st Column in notebook. # Do Ex E from Page 31 in book.</p>	

Written Task 1/ Week 3 / Day 9

Dictation from 3rd Column:
Any five words.

Written Task 2/ Week 3 / Day 9

B Name the professions. What do they do?



fruit seller



greengrocer



butcher



tailor



barber



baker

What do they do?

fruit seller - sells fresh fruits

greengrocer - sells fresh vegetables

butcher - sells meat

tailor - sews clothes

barber - cuts hair

baker - bakes bread and cakes

Written Task 3/ Week 3 / Day 9

D Write the things we buy from the following persons.
The first one is done for you.

Person	They sell
fishmonger	fish, shrimp, prawns
butcher	mutton, beef, minced beef, chicken
fruit seller	apple, orange, banana, mango & many more
baker	bread, cake, biscuits
greengrocer	onions, potatoes, carrots & many more

Week 3 / Day 10

Grammar

Writing

60 minutes

Grammar: Introduction: # Word Opposites.

Written Task 1: In book

Ex C Page 34 in book. Match the opposites.

Written Task 2: In book

Ex E Page 35. Colour the Naming Words red, Describing Words blue and Action Words green.

Written Task 2: Notebook













Make 5 sentences using a Naming Word an Action Word and a Describing Word.

HW

Make sentences using five words from 2nd column of VB

C Match the word in column A with its opposite in column B.

Written Task 1/
Week 3 / Day 10

Column A	Column B
big 	slow 
fast 	light 
heavy 	hard 
hot 	small 
soft 	short 
tall 	cold 

Written Task 2/ Week 3 / Day 10

E Colour the **Naming Words** red, **Describing Words** blue and **Action Words** green. Make 5 sentences using **Naming Words**, an **Action Word** and a **Describing Word** together.
Example: The **pretty** **bird** **eats** a **sweet** **mango**.



Make 5 sentences.
 The bird sleeps in the soft nest.
 The pretty girl sleeps under the shady tree,
Sentences may vary.

Week 3 / Day 11

	Grammar	Writing
		60 minutes
		Picture Description: Written Task 1: In Notebook # Ex B Page 36. Describe the picture using Naming Words, Action Words and Describing Words,
HW	# Make sentences using five words from 3 rd column of VB	

Written Task 1/ Week 3 / Day 11

B Write sentences to describe the picture using **Naming Words**, **Action Words** and **Describing Words**.



Maryam is sitting under the blue umbrella. Saad is sitting between Maryam and Hiba. Huma is eating sweet banana. There are many fresh fruits on the mat. Adil is holding a small plate in his hand.

Sentences may vary.

Week 3 / Day 12

	Listening	Speaking
	30 minutes	
	# Role Play/ Retell the story.	# Conversation Practice through role play. Page 38
HW	# Memorize the poem from Page 24	

Week 4 / Day 13		Vocabulary/ Spelling/Phonics	Reading /Comprehension
			60 minutes
	-		# Read Unit 3 silently. Written Task 1: In notebook # Ex B from Page 29. Read the text and answer the questions.
HW	# Read Unit 3. # Do Ex A from Page 28 in book. (Choose the best answer to fill the blanks.) # Do Ex C from Page 29 in book. (Read the text and fill the blanks.)		

Written Task 1 / Week 4/ Day 13

- B** Read the text and answer the questions.
1. Who asks Ali to pick up the phone?
 2. What does Ali's father say?
 3. Where do Ali and mother go?
 4. What does the baker sell?
 5. What is the fruit seller selling today?

1. Maryam asks Ali to pick up the phone.
2. Ali's father said he will come home late today.
3. Ali and mother go to buy meat.
4. The baker sells fresh bread and cakes.
5. The fruit seller sells mangoes, bananas and apples today.

Week 4 / Day 14		Grammar	Writing
			60 minutes
			Written Task 1: In book # Ex C Part (i) and (ii) Page 36 and 37 Write the names of the professions. Fill the blanks with the professions. Written Task 1: In Notebook # Ex D Page 37. Rewrite the story by replacing pictures with words.
HW	# Make sentences using five words from 4 th column of VB		

Written Task 1 / Week 4/ Day 14

C i) Write the names of the following professions.



carpenter



plumber



policeman



farmer








doctor


ii) Fill in the blanks with correct professions.

- a) Doctor checks the patients. b) Cobbler mends shoes.
c) Plumber mends pipes. d) Carpenter makes furniture.
e) Farmer grows rice and wheat.

Written Task 2 / Week 4 / Day 14

D Rewrite the story using words in place of the pictures.

There is a tall  near the . There is a small 
on the . There are three  in the nest.

The  are blue in colour.

There is a tall **tree** near the pond. There is a small **nest** on the **tree**. There are three **eggs** in the nest. The **eggs** are blue in colour.

Written Task 1: In Notebook

Ex E Part (i) and (ii) Page 36 and 37

Choose the words to write sentences.

HW # Read Unit 3 and write five professions with their work.

Written Task 1 / Week 4 / Day 15

E i) Choose words from the boxes to write sentences.

This is a / an apple / orange / cucumber

It is red / orange / green in colour.

It is a fruit / vegetable.

ii) Choose words from the boxes to write sentences.

This is a / an octopus / lion / elephant.

It is a huge / small / dangerous / wild animal.

It lives in the jungle / water / zoo.

It eats grass / leaves/meat/ small fish.

This is an apple. It is red in colour. It is a fruit.

This is an orange. It is orange in colour, It is a fruit.

This is a cucumber. It is green in colour. It is a vegetable.

This is an octopus. It is a small animal. It lives in the water.
It eats small fish.

This is a lion. It is a dangerous wild animal. It lives in the
jungle/zoo. It eats meat.

This is an elephant. It is a huge wild animal. It lives in the
jungle/ zoo. It likes to eat leaves.

Week 4 / Day 16

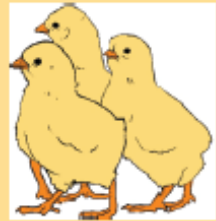
	Listening	Speaking
	30 minutes	
	Written Task 1: In book # Listening Activity Page 38.	# Conversation Practice through role play. Page 38
HW	-----	

Written Task 1 / Week 4 / Day 16

LISTENING

Listen and circle the words.

The children saw chicks playing on the beach.
They were eating cheese and chopped spinach.
An ostrich asked them to share the food. The chicks gave a sandwich to the ostrich.



UNIT 3 NEIGHBOURHOOD

Listen and circle the words with 'ch' sound.

The children saw chicks playing on the beach. They were eating cheese and chopped spinach. An ostrich asked them to share the food. The chicks gave a sandwich to the ostrich.

Week 5 Day 17: Test / Assessment

<p>Reading: # Reading will be taken from text/ storybooks.</p> <p>Vocabulary: # Dictation from Vocabulary Box/ Sentences from the Text</p>	<p>Grammar: # Naming Words/ Action Words/ Describing Words. # Singular Plural by adding "es"</p> <p>Writing: # Describe Object/ Animal / Thing. # Describing a picture using Naming Words/ Action Words/ Describing Words and Prepositions.</p>
--	---

Extra Worksheet for Unit 2: Test / Assessment

WS 1 / Unit 3

Read and answer the questions.

Ali and Bilal are playing. They are playing in the mud. They fill the cups with mud to make mud buns. The sun comes out and dried up the mud. Now they cannot make mud buns. Ali and Bilal wash their hands and dry their hands with a towel.

1. Where did Ali and Bilal play?
2. What did they make with mud?
3. What happened to the mud?
4. How did they dry their hands?
5. Write 5 Naming words.
6. Write a describing word for each Naming word.



WS 2 / Unit 3

- Make a list of 5 Naming Words in the picture.
- Write a describing word to each Naming Word.
- Write a paragraph using Naming words and Describing Words and Action Words
- Don't forget to begin your sentence with a Capital letter and end with a full stop.



Vocabulary:

- # Spelling # Colour the Naming, Describing & Action Words in the VB
- # Make sentences using the words from the VB.
- # Match the Opposite Words with pictures & F/B with Opposite Words.
- # Complete the Cross Word Puzzle.
- # F/B with the correct words from the given box. # Silent letter 'h' words.
- # 'ee' Words. # Complete the list of things. # Make small words.

Poem:

- # Friendship'
- # Message of the poem

Listening / Speaking:

- # Listen and circle.
- # Conversation Practice.
- # Listen and retell the story "Having a Best Friend".

**Unit 4
Clever Bird**

Text:

- # Question Answers
- # Choose the best answer.
- # Fill the chart
- # Rand the passage & Answer the Qs.

Guided/ Creative Writing

- # Make a list of friends and make sentences about them.
- # Read the passage with picture and replace the pictures with words. # Choose the words to write a paragraph.
- # Look at the picture & make a list of action done by the cats.
- # Make a list of describing words for cats. Write a paragraph using describing & Action words about the picture.

Grammar

Revision of:

- # Pronouns (he/ she/ they/ it / we)
- # Punctuation
- # Look at the picture and F/B with Preposition
- # Make a list of Singular & Plural things in the picture.

Introduction of: # Use of 'is/am/ are'

Note: Teachers are requested to add Reading Comprehension & Picture Writing Cards Wherever possible.
If time left after completing the given content of each week you may use Reading / Picture Comprehension Cards

Learning Objectives of Unit 4/ The Clever Bird

At the end of the Unit the students will be Inshallah able to:

Vocabulary / Spelling/ Phonics:

- ✓ Write the words with correct spellings and make sentences.
- ✓ Fill the cloze passage using given words.
- ✓ Sort out the food items under correct column.
- ✓ Search the given words from the "Word Maze"
- ✓ Find the words with silent letter "t".
- ✓ Complete the passage with 'ther' words.
- ✓ Identify short / long "oo" sound words.

Reading/ Reading Comprehension:

- ✓ Write the answers to the given questions.
- ✓ Read the text and sequence the story.

Grammar:

- ✓ Fill the blanks using 'a, an, the' to complete the passage
- ✓ Punctuate the sentences using capital letters and full stops.
- ✓ Look at the picture and fill the blanks using Prepositions "in, on, under, near"
- ✓ Naming Words and their Pronouns. (he/she/ it/ they/we)

Writing:

- ✓ Write a passage using the given information web.
- ✓ Rewrite the story by replacing pictures with words.
- ✓ Look at the picture and complete the passage using appropriate words.
- ✓ Look at the picture and write a paragraph using appropriate Naming/Action/ Describing Words.

Conversation:

- ✓ Role Play/ act out the story "The Clever Bird"

Listening:

- ✓ Listen and write.

Poem:

- ✓ Understand the theme of the poem.
- ✓ Memorize and recite the poem.

Social Emotional/ Religious:

- ✓ Think wisely before doing anything rather than panicking.
- ✓ Try to do their work by themselves where ever possible on time.
- ✓ Allah help those who help themselves.

YouTube Links for supporting videos: Pronouns / Prepositions / Phonics

<https://www.youtube.com/watch?v=OP9-kOC5qY8>

<https://www.youtube.com/watch?v=5TfODLBkkzw>

<https://www.youtube.com/watch?v=uDGwhiwwxXA&t=13s>

<https://www.youtube.com/watch?v=hDJQM9XsCc>

Weekly Lesson Plan Distribution / Unit 4 The Clever Bird

Week 1 / Day 1		Vocabulary/ Spelling / Phonics	Reading /Comprehension
60 minutes			
	<p><u>Vocabulary: Introduction/ (15 Minutes)</u> # 1st column / VB Pg. 39.</p>	<p><u>Text Reading: 40 minutes</u> # Read Pg. 40 up to.... grew stronger. # While reading teacher may discuss the text by asking following questions. * Which story did Ali's mother tell? * What did the farmer grow? * Where was the shady tree? * How many eggs were there in the nest? * Why could not anyone see the nest? <u>Written Task 1: In Notebook.</u> # Read Page 40 and write 03 Naming Words and their Describing Words.</p>	
HW	# Learn spellings of 1 st column words. Draw three columns of Naming Words, Action Words and Describing Words in the notebook. Sort and write all the words in 1 st column under the correct column.		







Written Task 1/ Week 1/ Day 1

stories - interesting big - corn field huge shady - tree
clever - mother bird warm comfortable - nest
round - eggs tiny - baby birds

Week 1 / Day 2		Grammar	Writing
60 minutes			
	<p><u>Grammar: Introduction: (15 Minutes)</u> # Pronouns from Page 48. https://www.youtube.com/watch?v=OP9-kOCSqY8 Show the video and discuss Pronouns. <u>Written Task 1: In book (10 minutes)</u> # Ex D Page 48. Tick the correct Pronouns.</p>	<p><u>Written Task 2: In Notebook/</u> # Do Ex A from Page 49. # Write passage using the information web of "The Bird" from Page 49.</p>	
HW	# Do Ex B from Page 47 in notebook.		

Written Task 1/ Week 1/ Day 2

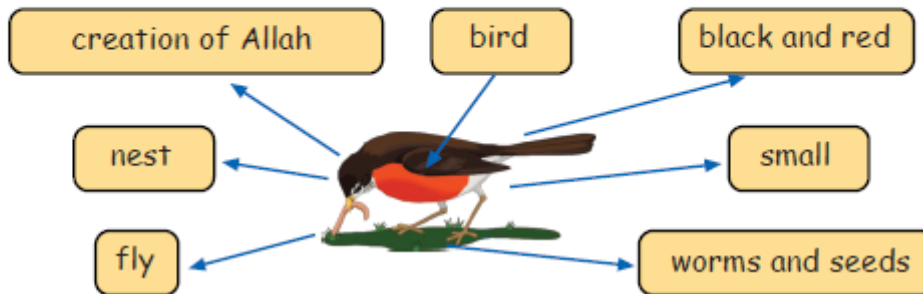
D Tick the correct Pronoun.

 <p><input checked="" type="radio"/> we <input type="radio"/> they <input type="radio"/> it</p>	 <p><input type="radio"/> you <input checked="" type="radio"/> I <input type="radio"/> she</p>
 <p><input type="radio"/> I <input type="radio"/> we <input checked="" type="radio"/> they</p>	 <p><input checked="" type="radio"/> it <input type="radio"/> he <input type="radio"/> I</p>
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Written Task 2/ Week 1/ Day 2

WRITING

A Write a paragraph using the given web.



This is a bird. It is black and red in colour. It is a small bird. It likes to eat worms and seeds. It can fly in the sky. It lives in a nest. The bird is a creation of Allah.

Week 1 / Day 3	Vocabulary/ Spelling/Phonics	Reading /Comprehension
	60 minutes	
	Revision: # 1 st Column Introduction: # 2 nd Column Spelling: Introduction # Silent letter "t" Ex A Page 45 Revision: "ther" words. Ex B Page 45. Written Task 1: In Book. # Ex B Page 45. (Complete the passage using "ther" words.)	Text Reading: # Read Pg. 40 # While reading collect Naming Words/ Action Words/ Describing Words (Only Oral)
HW	# Learn and Write spellings of 2 nd column words. Make sentences using any five words. # Read Page 40.	

Written Task 1 Week 1/ Day 3

B

Complete the passage with 'ther' words.

I went to the park with my mother_____.

On the way we found a beautiful father_____.

My little brother_____ wanted the father_____.

I said, it is my father_____. He got angry and went to

father_____. I ran and hid behind my grandmother_____.

My grandmother_____ asked my father_____, not to

give the father_____ to my little brother_____.



Week 1 / Day 4	Listening	Speaking
	30 minutes	
	# Story: "The Fox and The Crow " # Poem: "The Little Bird" Pg. 51	-----
HW	# Memorize the poem from Page 51	

POEM

The Little Bird

I saw a little bird go hop, hop, hop
 I told the little bird to stop, stop, stop
 I went to the window to say,
 "How do you do?"
 He wagged his little tail
 And far away he flew!



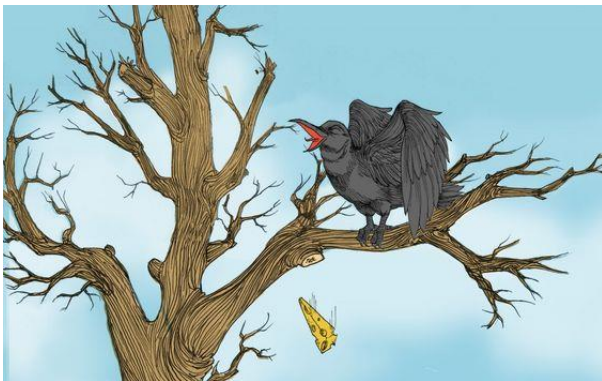
https://mangfali.com/page/DATADFAE895E72860068F0984A7B825398FA08/farm_storytime_rhyme_%7C_classroom_songs_kindergarten_songs

The Fox and The Crow



Once upon a time there lived a very smart and cunning fox. He was hungry and looking for something to eat. He saw a crow sitting on a tree branch. The crow had a piece of meat. The fox's mouth watered when he saw the meat. He sat behind a thick bush and thought of a plan.

An idea came to his mind. He sat under the tree and started to praise the crow about its beauty and sweet voice.



The crow was very happy and started to hop and sing. The piece of meat fell down. The clever fox laughed loudly and picked the meat and dashed into the forest. The foolish crow cried bitterly for losing his food.



1. What did hungry fox see?
2. What did fox say to the crow.
3. What happened to the piece of meat?
4. What did the fox do when the piece of meat fell down?
5. Write the Describing Words used for the fox, a piece of meat and the crow.

Week 2 / Day 5	Vocabulary/ Spelling/Phonics	Reading /Comprehension
60 minutes		
	<p>Revision: # 1st & 2nd Columns</p> <p>Introduction: # 3rd column</p> <p>Dictation: Written Task 1: In notebook. # Any Five Words from 1st column.</p> <p>Phonics: Introduction https://www.youtube.com/watch?v=hDJQM9XsCc Watch the video and discuss. # Long / Short "oo" words. Ex A , B & C Page 45 /46</p> <p>Written Task 2: In Book. # Ex A Page 45. (Underline long "oo" words and circle the short "oo" words.) # Ex B Page 46. (Read and underline all the "oo" words.)</p> <p>Written Task 3 In Notebook. # Ex C Page 46</p>	<p>Text Reading: # Read Pg. 41 # While reading collect Naming Words/ Action Words/ Describing Words (Only Oral)</p>
HW	# Learn and Write spellings of 3 rd column words. Make sentences using any five words. # Read Page 41.	

Written Task 1 Week 2/ Day 5

Dictation from 1st Column:
Any five words.

Written Task 2 Week 2/ Day 5

PHONICS

Letters /oo/ make long oo sound as in moon.
Letters /oo/ make short /oo/ sound as in book.

A

Underline the /oo/ words and circle the /oo/ words.

roof pool food tools cook hook boot
wool foot wood cool good stool spoon

B Read the story and underline all the /oo/ words.

One day Phool and Moon were going to school. Soon they came to a pool. The water in the pool was very cool. There was a spoon in the pool. They stood at the pool and looked at the spoon. Moon tied a hook to a long broom stick. He stood on a stool and shook. He took the spoon out and put it on a bunch of wool to dry.

Written Task 3 Week 2/ Day 5

C Draw two columns. Write /oo/ words in the 1st column and /oo/ words in the 2nd column.

Long "oo"	Short "oo"
Phool, Moon, school, pool, cool, spoon, broom, stool	stood, looked, hook, shook, took, wool

Week 2/ Day 6

Grammar

Writing

60 minutes

Grammar: Revision:

Articles. Ex A Page 46.

Written Task 1: In book

Ex A Page 46.

Fill in the blanks using "a, an, the"

Written Task 2: In book

Do Ex C from Page 49.

Look at the picture and complete the passage.

HW

Written Task 1 Week 2/ Day 6

A Fill the blanks using 'a', 'an', 'the'.

Ameena wants to make a sandwich. She needs an onion, a tomato, an egg, a potato and a cucumber to make the sandwich. First, she boils the egg and the potato in a pot. Next, she peels the onion and the cucumber with a knife. After peeling, she cuts the tomato and cucumber into thin slices. Next, she cuts the boiled potato and egg into tiny pieces. Finally, she mixes everything together and spreads it on a slice of bread. Then she covers the bread with another slice

Written Task 2 Week 2/ Day 6

C Look at the picture and complete the passage.

The boy is having his breakfast.
 He is eating a sandwich. There is a
 fried egg and a slice of bread. There is some
milk in the glass. There is a
bowl of yoghurt in between the glass and
 plate.



Week 2 / Day 7

Vocabulary/ Spelling/Phonics

Reading /Comprehension

60 minutes

	<p>Revision: # 1st, 2nd & 3rd Columns Introduction: # 4th column Dictation: Written Task 1: <u>In notebook.</u> # Any Five Words from 2nd column. Written Task 2: In Book. # Ex A Page 43. (Fill in the blanks using the given words.) Written Task 2: In Book. # Ex B Page 44. (Sort out the food items under the correct column)</p>	<p>Text Reading: # Read Pg. 42 # While reading collect Naming Words/ Action Words/ Describing Words (Only Oral)</p>
HW	# Learn and Write spellings of 4 th column words. Make sentences using any five words. # Read Page 42.	

Written Task 1 Week 2/ Day 7

Dictation from 2nd Column:
 Any five words.

Written Task 2 Week 2/ Day 7

A Fill in the blanks using the given words.

tiny comfortable flew round stronger worms

The mother bird made a comfortable nest on a tree. She laid two round eggs. Two tiny baby birds came out of the eggs. Mother bird fed worms to the baby birds daily. The baby birds grew stronger. One day the baby birds flew away with the mother bird.

Written Task 3 Week 2/ Day 7

B Sort out the food items under the correct column.

corn pineapple rice onion apricot wheat
garlic spinach chickpeas carrot cherry guava



grains	fruits	vegetables
corn	pineapple	onion
rice	apricot	garlic
wheat	cherry	spinach
chickpeas	guava	carrot

Week 2 / Day 8

Listening

Speaking

30 minutes

Story: "The Fox & The Crow "

Poem: "The Little Bird" Pg. 51

HW

Memorize the poem from Page 51

Week 3 / Day 9	Vocabulary/ Spelling/Phonics	Reading /Comprehension
	60 minutes	
	<u>Revision:</u> VB Unit 4 <u>Dictation: Written Task 1:</u> <u>In notebook.</u> # Any Five Words from 3 rd column.	<u>Text Reading:</u> # Read Unit 4 <u>Written Task 1: In notebook.</u> # Ex A from Page 43.
HW	# Read Unit 4. # Do Ex C from Page 44 in book.	

Written Task 1 Week 3 / Day 9

Dictation from 3rd Column:
Any five words.

Written Task 1 Week 3 / Day 9

READING COMPREHENSION

A

Answer the following questions.

1. Where was Ali's mother?
2. Where did the mother bird build the nest?
3. How many eggs were in the nest?
4. Who came to see the corn field?
5. Finally who cut the corn field?

1. Ali's mother was at **Ali's** school.
2. The mother bird build the nest on the tree branch hanging over the corn field.
3. There were two eggs in the nest.
4. The farmer came to see the corn field.
5. Finally, farmer and his sons cut the corn field.

Grammar: Revision: # Prepositions

Watch the Preposition Video using the given links.

<https://www.youtube.com/watch?v=uDGwhiwwxXA&t=13s>

<https://www.youtube.com/watch?v=5TfODLBkkzw>

Written Task 1: In book

Ex C Page 47.

Fill in the blanks using "in, on, under, near"

Written Task 2:

In Notebook

Do Ex B from Page 49.

(Rewrite the story using words in place of pictures.

HW

Written Task 1 Week 3 / Day 10







C Look at the picture. Fill in the blanks with 'in, on, under or near'.



1. There are two cushions on the sofa.
2. Some yellow and red flowers are in the vase.
3. The lamp is near the sofa.
4. The cat is standing on the cushion.
5. The notebook is on the table.
6. The envelope is under/near the table.
7. There is a yellow mat under the table.
8. The brown coat is hanging on the hook.

Written Task 1 Week 3 / Day 10

B Rewrite the story using words in place of the pictures.

The bad  chased the little red . The little red  ran and ran. It ran and hid under the huge blue . The blue  is near the small .

The bad *fox* chased the little red *hen*. The little red *hen* ran and ran. It ran and hid under the huge blue *van*. The blue *van* is near the small *hut*.

Week 3/ Day 11

Grammar	Writing
60 minutes	
<p><u>Grammar:</u> -----</p>	<p><u>Written Task 1: In Notebook</u> # Do Ex D from Page 50. (Look at the picture and write a paragraph. Use Naming Describing & Action Words.</p>
<p>HW</p>	<p>-----</p>

Written Task 1
Week 3 / Day 11

D Look at the picture and write a paragraph. Use **Naming**, **Describing** and **Action Words**.



There are three *beautiful butterflies* are *flying*. The *small boy* is *watering* the plants. The boy is *collecting apples* in the *basket*. The *girl* and the boy are *playing* with a *colourful ball*. The *ducks* and the *ducklings* are *swimming* in the *pond*. (*Sentences will vary*)

Week 3 / Day 12	Listening	Speaking
	30 minutes	
	# Conversation Practice from Page 50.	
HW	# Memorize the poem from Page 51	

CONVERSATION

Role play the story of the 'The Clever Bird' using the speech bubbles from the text.



Week 4 / Day 13	Vocabulary/ Spelling/Phonics	Reading /Comprehension
	60 minutes	
	<u>Revision:</u> VB Unit 4 <u>Dictation: Written Task 1:</u> <u>In notebook.</u> # Any 5 Words from 4 th column.	<u>Text Reading:</u> # Read Unit 4 <u>Written Task 2: In notebook.</u> # Ex B from Page 43.
HW	# Read Unit 4.	

Written Task 1 Week 4 / Day 13

Dictation from 4th Column:
Any five words.

Written Task 2 Week 4 / Day 13

B Read and sequence the story.

At last, the farmer and his sons cut the corns.

The corn plants grew taller.

The brothers did not come to cut the corns.

The farmer said, "It is time to cut the corn."

The neighbours did not come to cut the corns.

The corn plant grew taller.
 The farmer said, "It is time to cut the corn."
 The neighbours did not cut the corns.
 The brothers did not cut the corns.
 At last, the farmer and his sons cut the corns.

Week 4/ Day 14		Grammar	Writing
		60 minutes	
	Grammar: -----	Written Task 1: In Notebook # Look at the picture on Page 39 and write five sentences.	
HW	-----		

Look at the picture and write 5 sentences.

Written Task 1 Week 4 / Day 14



It is a corn field. The corn plants are tall. There are yellow corns on the plants. The corns are ripe. The corn plants have long green leaves. There is a tree branch hanging over the corn field. There is a cozy nest on the branch. There are two tiny baby birds. They are blue in colour. The mother bird is feeding the baby birds with worms. *(Sentences may vary)*

60 minutes

Grammar: Revision:

Pronouns # Prepositions # Punctuation
Naming/ Action/ Describing Words.

Written Task 1: In notebook.

Read Page 40 and underline Pronouns. Find the related Naming Word for the Pronouns.

HW

Written Task 1 Week 4 / Day 15

THE CLEVER BIRD

Mother was at Ali's school. It was story time. The children were happy to see her. She always told interesting stories. Today she was going to tell a story about a clever mother bird.



Once upon a time, there was a farmer. He had a big corn field. In the corner of the field, there was a huge shady tree. A bird lived on a branch hanging over the corn field. She made a warm

comfortable nest and laid two round eggs. After a few days two tiny baby birds came out of the eggs. No one could see the nest with the babies. It was hidden in the corn field.

Every morning, mother bird flew away in search of food. Soon the corn plants grew taller and the baby birds grew stronger.



I am going out to look for food. The farmer will come to look at the corn. Tell me what the farmer says.

Yes, mother. We will tell you what the famer says.

The farmer came to see the corn field. He was very happy to see the ripe corn field. The corns were ready to be picked.

It's time to cut the corn.
I will call my neighbours. They will cut the corn for me tomorrow.



She - Ali's mother He - The farmer It - nest
I - Mother bird We - Baby birds They - neighbours

Week 3 / Day 12	Listening	Speaking
	30 minutes	
	# Listening Activity from Page 51	# Conversation Practice from Page 50.
HW	-----	LISTENING

Listen and write.



triangle



circle



hexagon



rectangle

UNIT 4 THE CLEVER BIRD

- Listen and follow the instruction.
1. Write your name in the rectangle.
 2. Draw your favourite fruit in the circle.
 3. Write today's date in the hexagon.
 4. Write your friend's name in the triangle.

Week 5 Day 17: Test / Assessment

<p><u>Reading:</u> # Reading will be taken from text/ storybooks.</p> <p><u>Vocabulary:</u> # Dictation from Vocabulary Box/ Sentences from the Text</p>	<p><u>Grammar:</u> # Naming Words/ Action Words/ Describing Words. # Pronouns # Prepositions # Punctuation</p> <p><u>Writing:</u> # Describe Object/ Animal / Thing. # Describing a picture using Naming Words/ Action Words/ Describing Words and Prepositions.</p>
--	---

Extra Worksheet for Unit 4: Test / Assessment

WS 1 / Unit 4

- Make a list of 5 Naming Words in the picture.
- Write a describing word to each Naming Word.
- Write a paragraph using Naming words and Describing Words.
- Don't forget to begin your sentence with a Capital letter and end with a full stop.



Look at the picture and make sentences.

<ol style="list-style-type: none"> 1. The table is 2. The jug is 3. The eggs are 4. The milk packet is 5. The beater is 6. The microwave is 	<p>on</p> <p>in</p> <p>in front</p>	<p>the table.</p> <p>of the counter.</p> <p>the hand.</p> <p>the bowl.</p> <p>the counter.</p> <p>the tray.</p>
---	-------------------------------------	---

Read and answer the questions.

Once there was a beautiful blue bird. She made a nice cozy nest on a tree branch. One day she laid three shiny blue eggs in the nest. After few days, three beautiful baby birds came out from eggs. Everyday mother bird fed the baby birds with fruits, tiny insects and worms. Soon the baby birds grew into beautiful birds.

1. Where did the bird make the nest?
2. Where did the bird lay the eggs?
3. What came out from the eggs?
4. What did mother feed the baby birds?
5. Which words describes the nest?



Vocabulary:

- # Spelling # Colour the Naming, Describing & Action Words in the VB
- # Make sentences using the words from the VB.
- # Match the Opposite Words with pictures & F/B with Opposite Words.
- # Complete the Cross Word Puzzle.
- # F/B with the correct words from the given box. # Silent letter 'h' words.
- # 'ee' Words. # Complete the list of things. # Make small words.

Poem:

- # Friendship'
- # Message of the poem

Listening / Speaking:

- # Listen and circle.
- # Conversation Practice.
- # Listen and retell the story "Having Best Friends'.

Unit 5 Friends



Text:

- # Question Answers
- # Choose the best answer.
- # Fill the chart
- # Read the passage & Answer the Qs.

Guided/ Creative Writing

- # Make a list of friends and make sentences about them.
- # Read the passage with picture and replace the pictures with words. # Choose the words to write a paragraph.
- # Look at the picture & make a list of action done by the cats.
- # Make a list of describing words for cats. Write a paragraph using describing & Action words about the picture.

Grammar

Revision of;

- # Pronouns (he/ she/ they/ it / we)
- # Punctuation
- # Look at the picture and F/B with Preposition
- # Make a list of Singular & Plural things in the picture.

Introduction of;

- # Use of 'is/am/ are'

Note: Teachers are requested to add Reading Comprehension & Picture Writing Cards Wherever possible.
If time left after completing the given content of each week you may use Reading / Picture Comprehension Cards

Learning Objectives of Unit 5 / Friends

At the end of the Unit the students will be Inshallah able to:

Vocabulary / Spelling/ Phonics:

- ✓ Write the words with correct spellings and make sentences.
- ✓ Match the word opposites with the pictures and complete the sentences.
- ✓ Complete the crossword puzzle.
- ✓ Complete the list of words for each group.
- ✓ Fill in the blanks with correct words using the given words.
- ✓ Find the words with silent letter "h" and "t" words.
- ✓ Make small words using the given bigger word.
- ✓ Read and identify 'ee' sound words.

Reading/ Reading Comprehension:

- ✓ Write the answers to the given questions.
- ✓ Read the text and sequence the story.

Grammar:

- ✓ Write Pronouns for the underlined word in sentences.
- ✓ Use of "is, are, am" in sentences.
- ✓ Punctuate the sentences using capital letters and full stops.
- ✓ Look at the picture and fill the blanks using Prepositions *behind, in front between, under.*"
- ✓ Change the singular things into plural.
- ✓ Naming Words and their Pronouns. (*he/she/ it/ they/we*)

Writing:

- ✓ Write a passage on "My Friend."
- ✓ Rewrite the story by replacing pictures with words.
- ✓ Choose appropriate words to describe an apple/ a potato/ a tomato/ an orange.
- ✓ Look at the picture and write Action Words for cats. Also write Describing Words for the cats. Use the Action Words and Describing Words to write a paragraph on the picture,

Conversation:

- ✓ Practice the given outline and the situations.

Listening:

- ✓ Listen and circle the correct pictures.

Poem:

- ✓ Understand the theme of the poem.
- ✓ Memorize and recite the poem.

Social Emotional/ Religious:

- ✓ Stop everything and listen to adhan attentively and offers salah on time.
- ✓ Sharing and caring with others.
- ✓ All the people look different like and like different things. Respect others likes and feelings because before Allah we are all the same.

YouTube Links for supporting videos:

Use of is/am/are: <https://www.youtube.com/watch?v=xI2kZhPgyOw>

Solve a Crossword Puzzle: <https://www.youtube.com/watch?v=JSM4Nl6mQ1o>

Weekly Lesson Plan Distribution / Unit 5 Friends

Week 1 / Day 1	Vocabulary/ Spelling / Phonics	Reading /Comprehension
60 minutes		
	<p><u>Vocabulary: Introduction</u> # 1st column / VB Pg. 52.</p>	<p><u>Text Reading:</u> # Read Pg. 53 Teacher may discuss the text by asking following questions. # What did Ali ask mother? # Describe Ali's friend Bilal. # Which game did Ali want to play? # Where did Ali and Bilal decided to go? <u>Written Task 1: In Notebook.</u> # Ex D Page 57</p>
HW	<p># Read Unit 5 Page 53. # Learn spellings of 1st column words. Make sentences using the words.</p>	

Written Task 1 Week 1 / Day 1

D Read the passage and answer the questions.

This is Mr. Saleem's house.

It is a big house with a large garden.

The colour of the house is white.

The garden has a long row of rose bushes with many flowers blooming on them.



There are red, pink, white and yellow roses. The children play on the lush green grass. They play with a black and white football.

1. What is the colour of Mr. Saleem's house?
2. Name the colours of the roses in the garden.
3. Where are the children playing?
4. What are the children playing with?
5. Underline five **Describing Words**. Make sentences.

Grammar: Revision:

Pronouns from Page 61

Introduction: Use of "is/are/am"

<https://www.youtube.com/watch?v=xI2kZhPgyOw>

Written Task 1: In book.

Ex B Page 62. Complete the phrases using is/are/am.

Written Task 2: In Notebook.

Make sentences using the phrases from Ex B Page 62.

HW

Do Ex A from Page 61 in notebook. (Pronouns)

Written Task 1 & 2: Week 1/ Day 2

B

Use of "is am are".

I	am
Huma/ He/She/It	is
You/ We/ They/ Hina and mother/ Cow and the goat	are



Fill the blanks to complete the phrases.

Use them in sentences.

I am He is She is It is

We are You are They are Ali is

Ali and Bilal are The fox is The tree is

The foxes are The trees are

I am eating an apple. He is playing. She is sleeping.
 It is a table. We are reading. You are late.
 They are running. Ali is a tall boy. Ali and Bilal are jumping.
 The fox is hiding under the bush. The tree is tall.
 The foxes are playing. The tall trees are in the garden.

(Sentences may vary)

60 minutes

Vocabulary: VB Pg. 52.

Revision: # 1st column

Introduction: 2nd Column

Written Task 1: In book.

Ex A from Page 58

Match the words with the pictures.

Fill in the blanks with suitable words.

Text Reading:

Read Pg. 53

Written Task 2: In Notebook.

Read Page 53 and Write 4 Describing Words

HW

Read Unit 5 Page 53.

Learn spellings of 2nd column words. Make sentences using the words.

Written Task 1: Week 1 / Day 3

A Match the words with the picture.

Salman

Usman



Ali

Ayesha



Bilal

Noor



fat thin short long open shut tall short

1. Salman is fat and Usman is thin.
2. The green pencil is long and the blue pencil is short.
3. Bilal is tall and his younger sister Noor is short.
4. Ali opens the door and Ayesha shuts the door.

Written Task 2:
Week 1 / Day 3

Read Page 53. Find and write 4 Describing Words.

thin tall
cheerful favourite

"It's time to play! May I go out and play with my friends, mother?" asked Ali.

"Yes, but remember to say your prayers in the masjid," said mother.



Ali quickly ran to the house next door. His friend Bilal lived there. He knocked at the door. A cheerful thin and tall boy opened the door. "Assalamu Alaikum Bilal," said Ali. "Walaikum Asslam Ali," said Bilal.

"Would you like to come and play cricket?" "No, let's play football," said Bilal excitedly. "Well, that's your favourite game," said Ali smiling. Bilal asked his mother, "May I go out and play with my friends?" "Yes, but please come back soon."

I am making your favourite dish today and father will bring your favourite drink," replied mother.



Week 1 / Day 4		Listening	Speaking
		30 minutes	
	# <u>Story</u> : "Having a Best Friend "	-----	
	# <u>Poem</u> : "Friendship" Pg. 66		
HW	# Memorize the poem from Page 51		

POEM

Friendship

I had a box of crayons
 All shiny, straight and new
 I lent a friend one crayon
 And oops! It broke in two
 My friend said " I am sorry"
 But I said " I don't care"
 Because now we both can colour
 one crayon we can share



<http://loveoflearningmslawrence.blogspot.com>



Hassan and Bilal were best friends. One day they were walking through the desert. Suddenly they had an argument. Bilal got angry and slapped Hassan's face. Hassan was hurt, but without saying anything, wrote in the sand, "Today my best friend slapped me on the face."

It was getting too hot and they were looking for a shady place to rest. Soon they found an oasis, where they decided to take a bath. Hassan got stuck in the mud and started drowning, but Bilal saved him.

After he recovered from the near drowning, Hassan wrote on a stone, "Today my best friend saved my life."

Bilal asked him, "I got angry and slapped you, you wrote it in the sand. I saved you from drowning and you write it on a stone, why?" Hassan replied, "When someone hurts us, we should write it down in sand where winds of forgiveness can erase it away. But, when someone does something good for us, we must engrave it in stone where no wind can ever erase it."

- Q1. Where were the two friends?
- Q2. Why did Bilal slap Hassan on his face?
- Q3. What did Hassan write on the sand?
- Q4. Why did they look for a shady place to rest?
- Q5. What did they do in the oasis?
- Q6. What happened to Hassan?
- Q7. What did Hassan do when Bilal saves him from drowning?
- Q8. Make a list of Naming Words/ Describing Words / Action Words

Week 2 / Day 5		Vocabulary/ Spelling / Phonics	Reading /Comprehension
		60 minutes	
	<p><u>Vocabulary:</u> VB Pg. 52. <u>Revision:</u> # 1st & 2nd columns. <u>Introduction:</u> 3rd d Column <u>Written Task 1: In Notebook.</u> <u>Dictation: Written Task 1:</u> # Any Five Words from 1st Column <u>Written Task 1: In book.</u> https://www.youtube.com/watch?v=JSM4NI6mQ1o # Ex B from Page 58. (Fill the crossword puzzle. (Watch the video before doing the exercise.)</p>	<p># Read Pg. 54 <u>Written Task 2: In Notebook.</u> # While reading discuss the text with the Ss. # Underline the Pronouns. " 'He' in 2nd line. 'I' in 10th line. 'I' in 12th line. 'we' in 15th line. # Find and write the Naming Word of the Pronouns.</p>	
HW	<p># Read Unit 5 Page 53. # Learn spellings of 3rd column words. Make sentences using the words.</p>		


Written Task 1: Week 2 / Day 5


Dictation from 1st Column: Any five words.


Written Task 2: Week 2 / Day 5


B Complete the crossword puzzle.

A

1 

2 

3 

4 

1A m a p
a
r
r
o
t

2A c a r r o t

3A e l e p h a n t
n
c
i
l i o n

4A l i o n


5D


6D


7D


8D

D

5 

6 

7 

8 

Written Task 3: Week 2 / Day 5

Read Page 54 and underline following Pronouns.

Write their Naming Words.

'He' in 2nd line - Usman

'I' in 10th line - Usman

'I' in 12th line. - mother

'we' in 15th line. - Ali, Bilal, Usman

	<p>Grammar: Revision: # Punctuation # Preposition</p> <p>Written Task 1: In book. # Ex D from Page 63 in book.</p>	<p>Written Task 2: In Notebook. # Ex B from Page 64. (Rewrite the story by replacing pictures with words.)</p>
HW	# Do Ex C from Page 62 in notebook. (Punctuation)	

Written Task 1: Week 2 / Day 6

D

Look at the picture and fill in the blanks using the given Prepositions.



behind

in front

between

under

- The blue chair is between the lamp and the plant.
- There is a ball under the table.
- There is a window behind the sofa.
- There is a trophy between the books.
- There is a plant behind the toy box.
- There is a table in front of the sofa.

Written Task 2: Week 2 / Day 6

B

Rewrite the story using words in place of the pictures.

Once there were three little . The three little  ran after a tiny . The tiny  hid under a huge . The three little  could not catch the tiny . The sad little kittens went to play near the .

Once there were three little *kittens*. The three little *kittens* ran after a tiny *mouse*. The tiny *mouse* hid under a huge *log*. The three little *kittens* could not catch the tiny *mouse*. The sad little *kittens* went to play near the *pond*.

Week 2 / Day 7

	Vocabulary/ Spelling / Phonics	Reading /Comprehension
	60 minutes	
	<p>Vocabulary: VB Pg. 52. Revision: # 1st, 2nd & 3rd columns. Introduction: 4th Column Written Task 1: In book. Dictation: Written Task 1: # Any Five Words from 2nd Column Written Task 2: In book. Spelling/ Phonics: # Ex A and B from Page 60 in book. Silent "h" and Silent "t" words Written Task 2: In Notebook. # Ex C and D from Page 61. (Read the story and make a list of "ee" Words)</p>	# Read Pg. 55.
HW	# Read Unit 5 Page 53 & 54 # Learn spellings of 4 th column words. Make sentences using the words.	

Written Task 1: Week 2 / Day 7

Dictation from 2nd Column: Any five words.

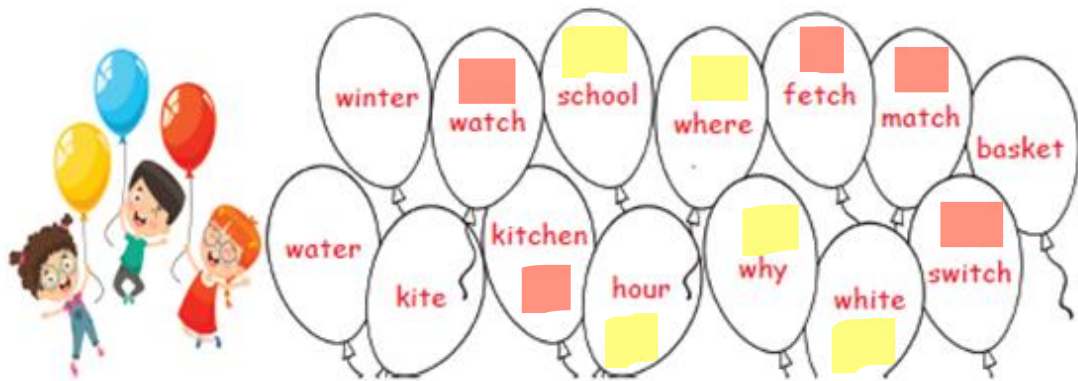
Written Task 2: Week 2 / Day 7

SPELLING

A Read aloud the words that have 'silent h'.

hour school what when why where
whether white mechanic rhyme scheme

B Read the words in the balloons. Some words have 'silent h', colour them yellow. Some words have 'silent t', colour them red.



Written Task 3: Week 2 / Day 7

C Read the story and make a list of "ee" words.

Teeny the bee lives in a beehive. The beehive is on a tall tree. The tall tree has many fresh green leaves. The tree has colourful flowers and tasty fruits with lots of seeds. When the breeze is strong the fruits fall down.

Teeny the bee can see the ants taking the seeds. She went to meet the ants. "Why are you taking the seeds?" asked Teeny. "It will be winter soon and all the streets will freeze. There will be no food for us," said the ants.

D Add five more "ee" words to your list.

Teeny, bee, beehive, tree, green, seed, breeze, meet, street, freeze, sleep, keep, see, deep, feed, need, knee, feet, three, sheep

Week 2 / Day 8		Listening	Speaking
30 minutes			
	# <u>Story</u> : "Having a Best Friend "	-----	
	# <u>Poem</u> : "Friendship" Pg. 66		
HW	# Memorize the poem from Page 51		

Week 3 / Day 9		Vocabulary/ Spelling / Phonics	Reading /Comprehension
60 minutes			
	<u>Vocabulary</u> : VB Pg. 52. <u>Revision</u> : # 1 st , 2 nd , 3 rd & 4 th columns. <u>Written Task 1: In book.</u> <u>Dictation: Written Task 1:</u> # Any Five Words from 3rd Column	# Read Unit 5 silently/ with the teacher. <u>Written Task 2: In Notebook.</u> # Ex B from Page 56. (Answer the following questions.)	
HW	# Read Unit 5. # Do Ex A from Page 56 in book. (Choose the best answer to fill the blanks.)		

Written Task 1: Week 3 / Day 9

Dictation from 3rd Column: Any five words.

Written Task 1: Week 3 / Day 9

B Answer the following questions.

1. What did mother want Ali to remember?
2. Where did Bilal live?
3. Why did Salman's mother ask him to come back soon?
4. Who called the adhan?
5. Which salah did the children offer in the masjid?
6. How many friends did Ali have?

1. Ali's mother wanted Ali to remember to say salah in the masjid,
2. Bilal lived next door.
3. Salman's mother asked him to come back soon because she was making his favourite dish.
4. Muezzin called adhan.
5. The children offered Salat-ul-Magrib.
6. Ali has three friends.

Week 3 / Day 10

Grammar

Writing

60 minutes

Grammar: Revision:

Singular Plural with "s" & "es"

Written Task 1: In Notebook.

Ex E from Page 63.

Written Task 2: In Notebook.

Ex C from Page 64.

(Choose words from the boxes to write a paragraph.)

HW

Read Page 54 and Write 3 Naming Words with their Describing Words.

Written Task 1: Week 3 / Day 10**E**

Make a list of Singular things in the picture. Change them into Plural

chair - chairs
 glass - glasses
 ball - balls
 window - windows
 lamp - lamps
 cat - cats
 bird - birds
 bag - bags
 pillow - pillows

**Written Task 1: Week 3 / Day 10****C**

Choose words from the boxes to write a paragraph.

There is a / an apple/ potato / tomato/ orange in the basket/ box / bag. It is brown/ red / orange in colour.

It is a vegetable/ fruit. It is soft/ hard. It has many/ few /no seeds. It is sweet / sour /salty. We make salad/ jam with apple/ potato / tomato/ orange.

There is a tomato in the basket. It is red in colour. It is a fruit. It is soft. It has many seeds. It is sour. We make salad with tomato. *Sentences may vary.*

	-----	<p>Written Task 1: In Notebook. # Ex D from Page 65. (Look at the picture and write Action Words & Describing Words for cats. Make sentences using the pair.</p>
HW	# Read Page 55 and Write 5 Action Words. Make sentences using them.	

Written Task 1: Week 3 / Day 11

D

Look at the picture and write the actions the cats are doing.
 Make a list of **Describing Words** that you can give to cats.
 Write sentences using **Describing Words** and **Actions Words**.



Action Words	Describing Words
drinking	chubby
sitting	orange
playing	grey
sleeping	black stripes
chasing	naughty
standing	cute

The three chubby kittens are drinking milk.
 The orange cat is sitting in the box.
 The grey cat is playing with a ball of wool.
 The grey cat with black stripes is sleeping.
 The naughty orange cat is chasing the black kitten.
 The black cute kitten is sitting behind the chair.

Sentences may vary.

Week 3/ Day 12	Listening	Speaking
	30 minutes	
	# Retell the "Having a Best Friend "	# Conversation practice from Page 66. # Roleplay/ Pair work.
HW	-----	

CONVERSATION

A Practice the following with your partner.

Mother: Sana, why are you crying?

Sana: I have hurt my knee.

Mother: Come here. Let me look at it.

Sana: It hurts me a lot.

Mother: I will put a bandage on it.

Sana: Jazak Allah mother ! I love you.



Week 4/ Day 13	Vocabulary/ Spelling / Phonics	Reading /Comprehension
	60 minutes	
	<u>Vocabulary:</u> VB Pg. 52. <u>Revision:</u> # Revise VB <u>Written Task 1: In book.</u> <u>Dictation: Written Task 1:</u> # Any Five Words from 4 th Column. <u>Written Task 2: In book.</u> # Ex E from Page 60 in book.	# Read Unit 5 silently/ with the teacher. <u>Written Task 3: In Book.</u> # Ex C from Page 57. (Fill the chart about Ali's friends.)
HW	Read Unit 5	

Written Task 1: Week 4/ Day 13

Dictation from 4th Column: Any five words.

Written Task 2: Week 4/ Day 13

E Fill in the blanks with the correct words from the box.

quickly different entered remember rushed

- The children entered the school from the front gate.
- The zebra is different from a giraffe.
- Saba is lost. She cannot remember her house.
- Sara rushed to her room to do her homework.
- Usman ran very quickly to catch the ball



Written Task 3: Week 4/ Day 13

C Fill the chart about Ali's friends.

name	appearance	favourite game 	favourite food 	favourite drink 
Bilal	thin and tall	football	biryani	mango juice
Salman	slim and shy	hockey	shami kabab	milkshake
Usman	short chubby	hide and seek	aloo paratha	lasser

Week 4/ Day 14

Grammar

Writing

60 minutes

	<p>Written Task 1: In Notebook. # Ex D from Page 59.</p>	<p>Written Task 2: In Notebook. # Ex A from Page 64. (Write a paragraph on "My Friend")</p>
HW	# Do Ex C from Page 64 in notebook. Choose the proper words to write a paragraph.	

Written Task 1: Week 4 / Day 14

D Make as many words as you can from the given word.

den

different

friend

dent

ten

fin

tin

net

rent

WRITING

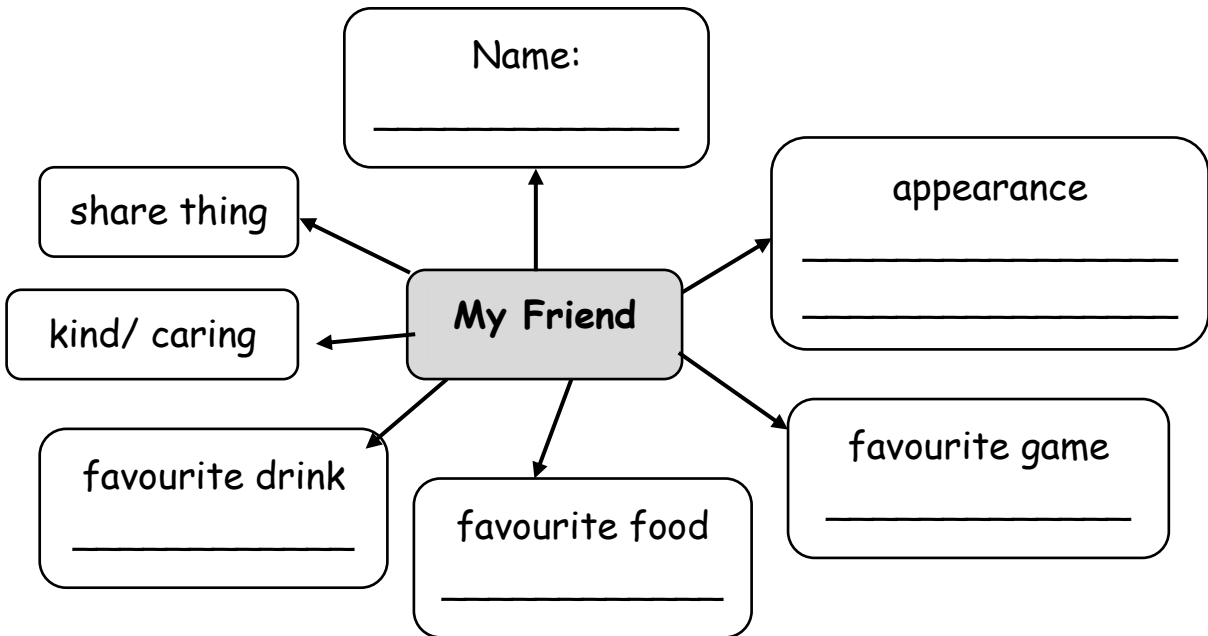
A

Write a paragraph on 'my friend'.



Students can fill the chart/ web before writing the paragraph.

Name	appearance	Favourite game	Favourite food	Favourite drink



Week 4/ Day 15

	Grammar	Writing
	60 minutes	
	<p>Written Task 1: <u>In Book.</u> # Do Ex C from Page 59. (Only things read/ ride/ wear)</p>	<p>Written Task 2: In Notebook. # Ex 1 and 2 from Page 52. (Look at the picture and write Naming & Action Words. Make sentences.)</p>
HW	# Do Ex C from Page 59 in book. (Only Things to eat)	

Written Task 1: Week 4 / Day 15

C Each of the following boxes contain a group of things.
Complete the list in each box.

Things to read



1. book
2. newspaper
3. magazines
4. letters
5. messages

Things to ride



1. bicycle
2. motorcycle
3. car
4. ship/ boats
5. aeroplane/ helicopter

Things to eat



1. burger
2. _____
3. _____
4. _____
5. _____

HOMEWORK

Things to wear



1. shirt
2. Shalwar kameez
3. pants
4. frock
5. socks

1. Look at the picture. Write 5 **Naming Words** and **Action Words**:

Example: clouds floating

2. Write 5 sentences on the picture.

Written Task 2:
Week 4 / Day 15



children	playing
girl	swinging
boys	climbing
boy	riding

The children are playing in the park.
 The girl is swinging on the swing.
 The boys are climbing the monkey bar.
 The boy is riding the horse.

Week 4/ Day 16	Listening	Speaking
	30 minutes	
	# Listening Activity from Page 65.	# Conversation practice from EX B Page 66. # Roleplay/ Pair work.
HW	-----	LISTENING

Listen to the story and circle the things Areeba got as Eid gifts.






UNIT 5 FRIENDS

Listen to the story and circle the things Areeba got as Eid gifts.
 Areeba is a little girl. Uncle and aunty came to her house on Eid day. Uncle gave her a pretty frock. Aunty gave her a storybook. Areeba's mother gave her a doll. Areeba's father gave her a pair of shoes.

B

Practice the following with your partner.

- 1. headache → tablet 
- 2. cough → honey with hot water 
- 3. rash → rash cream 

Week 5 Day 17: Test / Assessment

<p>Reading: # Reading paragraph will be taken from text/ storybooks.</p> <p>Vocabulary: # Dictation from Vocabulary Box/ Sentences from the Text</p>	<p>Grammar: # Pronouns # Prepositions # Punctuation # Use of "is/are/am"</p> <p>Writing: # Picture/ Object Writing</p>
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Extra Worksheet for Unit 5: Test / Assessment

Read and write the events in order.

It was early in the morning. Alia woke up very hungry. She had a shower, then got dressed. Next, she went to the kitchen. She filled the kettle with water to make a cup of tea. Then, she got a small frying pan and made pancakes and fried eggs. After that, Alia sliced an apple, peeled an orange and put them into a bowl. Finally, she made a cup of tea and enjoyed a lovely breakfast.

- Alia put fruits in a bowl.
- She enjoyed the breakfast with a cup of tea.
- She filled the kettle with water.
- Alia woke up very hungry.
- She made pancakes and fried eggs.
- She had a shower and got dressed.



Look at the picture and make a list of Naming Words. Write Describing Word for each Naming Word. Also Write "Where is it? "

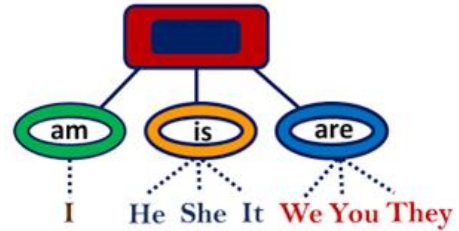
Make a list of Singular Naming Words and change them into Plural. Make sentences using 'is' with singular and 'are' with plural list.



Naming Word	Describing Word	Action Word (If any)	Where is it/the person/animal

Fill in the blanks with suitable words.

Remember !



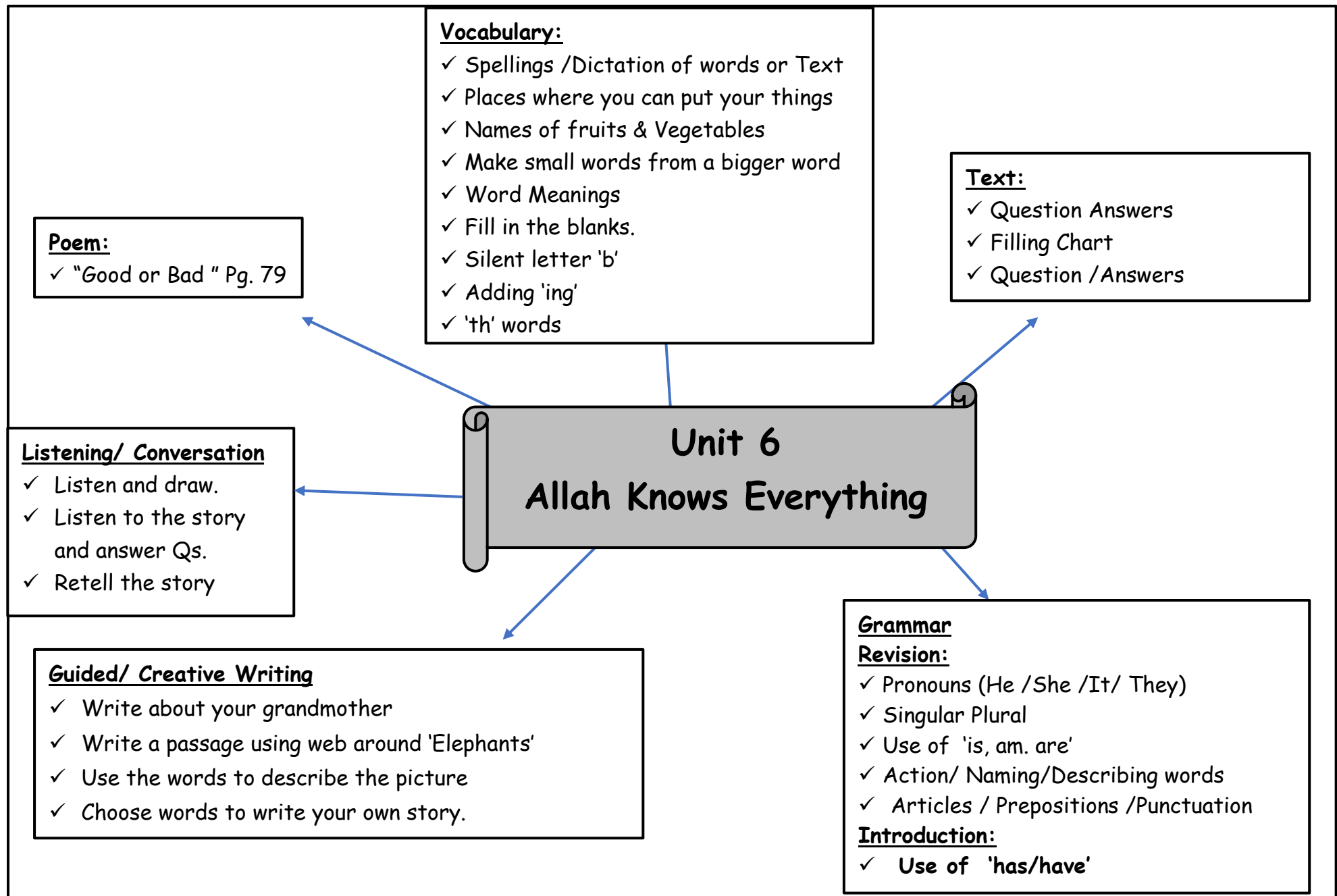
1. _____ am Safia. _____ am a girl.
2. Hiba _____ sleeping. _____ is tired.
3. Mahad _____ is climbing the tree. _____ is a tall boy.
4. Mahad and Safia _____ brother and sister.
_____ are reading book.
5. Mano _____ Mahad pet. _____ is drinking milk.
6. Why are _____ crying?

Read and answer the questions.

Once there was a cat named Kitty. She loved to play with her ball. One day Kitty was playing with her ball and it rolled onto the street. She was worried because she wasn't allowed to go onto the street alone. Just then, her friend Mano came by and helped Kitty to get the ball. Kitty was so happy that she played ball with Mano for the rest of the afternoon.

1. Who loved to play with the ball?
2. What happened to the ball?
3. Who helped Kitty to get the ball?
4. What did Mano and Kitty do with the ball?
5. Write the Naming Word for the underlined Pronouns.





Learning Objectives of Unit 6/ Allah Knows Everything

At the end of the Unit the students will be Inshallah able to:

Vocabulary / Spelling/ Phonics:

- ✓ Write the words with correct spellings and make sentences.
- ✓ Identify places where we keep things at home.
- ✓ List down fruits and vegetables.
- ✓ Make small words using the bigger word.
- ✓ Match the meaning of the words from the text.
- ✓ Fill in the blanks with correct word to complete sentences.
- ✓ Find the words with silent letter "b" words.
- ✓ Identify Action Words that double the last letter when adding "ing"
- ✓ Read and identify "th" sound words.

Reading/ Reading Comprehension:

- ✓ Write the answers to the given questions.
- ✓ Read the text and fill the chart.

Grammar:

- ✓ Use of "has & have" in sentences.
- ✓ Fill in the blanks with "has/ have."
- ✓ Fill in the blanks with "is/ am/ are."
- ✓ Look at the pictures and write sentences using the Prepositions.
- ✓ Write Action Words for "Animals."
- ✓ Fill in the blanks using correct Pronoun.
- ✓ Make Describing Words web for given object/ fruit/ vegetable.

Writing:

- ✓ Write a passage on "My Grandmother"
- ✓ Use the given web to write a paragraph on "Elephants"
- ✓ Look at the picture and write a paragraph using the given outline.
- ✓ Choose appropriate words to write a story.
- ✓ Write a passage about "Allah"

Conversation:

- ✓ Practice the given outline and the situations.

Listening:

- ✓ Listen and draw pictures

Poem:

- ✓ Understand the theme of the poem.
- ✓ Memorize and recite the poem.

Social Emotional/ Religious:

- ✓ Understand good actions and bad actions and choose the right path.
- ✓ Have strong sense about that Allah is watching us all the time.

YouTube Links for supporting videos:

Use of has/ have: <https://www.youtube.com/watch?v=XWzBH02phjk&t=277s>

Weekly Lesson Plan Distribution / Unit 6 Allah Knows Everything

Week 1 / Day 1	Vocabulary/ Spelling / Phonics	Reading /Comprehension
60 minutes		
	<p><u>Vocabulary: Introduction</u> # 1st column / VB Pg. 67. Spellings/ Making sentences.</p> <p><u>Spelling:</u> <u>Introduction:</u> Silent "b" words. # Adding "ing" to Action Words.</p> <p><u>Written Task 1: In Book.</u> # Ex B Page 72.</p> <p><u>Written Task 2: In Notebook.</u> # Ex C from Page 73</p>	<p><u>Text Reading:</u> # Read Pg. 68 Teacher may discuss the text by asking following questions.</p> <p># When did the children go to grandmother's house? # Why were the children delighted? # Where did Saad, Adnan, Sumaiyah and Madia eat their apples? # Find the Action Words. Make a list on the chalkboard.</p>
HW	# Read Page 68 and write 5 Action Words. Make sentences using them. # Write and learn spellings of 1 st column words.	

Written Task 1 Week 1 / Day 1

B Underline the words that have 'silent 'b'.

The plumber was fixing the bathtub. He was using a hammer to fix the pipe. He saw bread crumbs under the tub. He put his hand under the tub to clean the crumbs. His thumb got hurt and became numb. He applied cream from a tube to his numb thumb.

Written Task 1 Week 1 / Day 1

When we add 'ing' to some 'Action Words' the last letter of the word is doubled.
 Example : hop hopping



C Read the words and add 'ing'.

mop beg shop sob stop rub tap

mop - mopping beg - begging shop - shopping
 sob - sobbing rub - rubbing tap - tapping

	<p>Grammar: Revision: # Use of "is/are/am"</p> <p>Introduction: Use of "has/ have" from Page 74. Use the given link for the <i>has/have</i> video. https://www.youtube.com/watch?v=XWzBH02phjk&t=277s</p> <p>Written Task 1: In Book. # Ex A Page 74. Fill in the blanks using <i>has/have</i>.</p> <p>Written Task 2: In book. # Ex B Page 75. (Fill in the blanks using "is/are/am.")</p>	<p>----</p>
<p>HW</p>	<p># Make sentences using <i>I have, We have, You have, They have</i></p>	

Written Task 1: Week 1/ Day 2

A Fill in the blanks with 'has' or 'have'.

- I have an apple in my lunchbox.
- She has many storybooks.
- Ali and Bilal have fried eggs for breakfast.
- You have long straight hair.
- They have a basket of flowers.
- It's raining. We have an umbrella.
- The tree has lots of pretty flowers on it.
- The cat has three kittens.



Written Task 2: Week 1/ Day 2

B Fill in the blanks with 'is, am or are'.

My name is Ahad. I am five years old. My elder sister is Maryam. Maryam and mother are making pizza. My younger brother is two years old. My younger brother and I am waiting for the tasty pizza.

Week 1 / Day 3		Vocabulary/ Spelling / Phonics	Reading /Comprehension
		60 minutes	
	<p>Vocabulary: VB Pg. 67. Revision: 1st column. Introduction: 2nd Column Spellings/ Making sentences. Phonics: Introduction: "th" sound words from Page 73. Written Task 1: In Book. # Ex A Parts (i) & (ii) Page 73. Written Task 2: In Notebook. # Ex C from Page 73</p>	<p>Text Reading: # Read Pg. 68 silently / with the teacher. Make a list of Naming Words in the Chalkboard.</p>	
HW	# Read Page 68 and write 5 Naming Words. Make sentences using them. # Write and learn spellings of 2 nd column words.		

Written Task 1: Week 1 / Day 2

A i) Read and write the 'th' sound words.

Last Thursday I went to the beach with my sister Nadia. At the beach my sister tried to pull a cactus. A thorn pricked her thumb. I covered the thumb with a thin piece of cloth. Nadia thanked me for helping her. Suddenly the sky was covered with thick grey clouds. A thunderstorm started so we ran home. We took a bath in the rain.



ii) Read the story and answer the questions.

- a) When did we go to the beach?
- b) How did Nadia prick her thumb?
- c) Why did the children go home?

i) Thursday, beach, thorn, thumb, thin, cloth, thanked, with, thick, thunderstorm, bath

a) We went to the beach on last Thursday.
 b) Nadia tried to pull a cactus and pricked her thumb.
 c) The children went home because of the thunderstorm.

Week 1 / Day 4		Listening	Speaking
		30 minutes	
	# <u>Poem</u> : "Good Or Bad" Pg. 79. # Discuss about Allah Using the given Posters 1 to 4	-----	
HW	# Memorize the poem from Page 79.		

POEM

Good Or Bad

We can choose to be good or bad.
We can make others happy or sad.



We should never be angry or unkind
and instead, be the best of mankind.

We must tell the truth all the time
and mustn't steal which is a crime.



To our elders we must always be polite
and only do what is good and right

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Knowing Allah Poster 1

ALLAH

He is the One Who is worshipped;
the Only One Who deserve to be
worshipped because of the Divine
Attributes He possesses which are

Attributes of Perfection

TAWHEED

Tawheed (توحيد) comes from the Arabic Verb 'wahada'
(وحد) which means "to make something one".

Islamically, it is to single out Allah ﷻ alone for all
worship due to the Oneness of His Lordship, His Unique
Names and Attributes, and His Divine Perfection that
make Him the Only One worthy of being worshipped.

Knowing Allah Poster 2

Allah is Al-Ahad

Colour, Trace and Write inshaa'Allah

و
الْأَحَدُ

وَلَمْ يَكُنْ لَهُ كُفُوًا أَحَدٌ

And there is none co-equal or comparable unto Him.

(Qur'aan 112:4)

If someone asks you ...



مَنْ هُوَ اللهُ؟
Who is Allah?

You should say ...

هُوَ اللهُ رَبِّي وَرَبِّكُمْ
Allah is my Lord and
your Lord.



And the proof for that is Allah's
statement ...

إِنَّ اللَّهَ رَبِّي وَرَبِّكُمْ فَاعْبُدُوهُ هَذَا صِرَاطٌ مُسْتَقِيمٌ

Truly, Allah is my Lord and your Lord, so
worship Him. That is the straight path. (Qur'an 2:213)

Allah is Al-Ahad

Read and Colour, inshaa'Allah

Allah is One.
He has no partners.

1



He has no children.

He is not like His creation.

Allah is not a man.

Allah is not a tree.



Allah is not a stone.

There is nothing like Allah.

There is no one like Allah

Allah is Al-Ahad.



60 minutes

Vocabulary: VB Pg. 67.

Revision: 1st & 2nd columns.

Introduction: 3rd Column

Spellings/ Making sentences.

Written Task 1: In Notebook.

Dictation from 1st Column.

Written Task 2: In Notebook.

Ex A Parts (i) & (ii) Page 71.

Written Task 3: In Notebook.

Ex B from Page 71

Text Reading:

Read Pg. 69 with the teacher.

Teacher may discuss the text by asking following questions.

Where did Umer and Khola eat their apples?

Why was Ali still holding his apple?

Written Task 1: Week 2 / Day 5

Dictation from 1st column

Written Task 2: Week 2 / Day 5

VOCABULARY

A

i) In the house there are many places to keep things.

Write the names of five places.

ii) Write the names of five fruits.

Draw their pictures.



i) cupboard , drawers, shelf, storeroom, tables

ii) apricot, cherry, pineapple, papaya, guava, peach

Written Task 3: Week 2 / Day 5

B

Make as many small words as you can from the given word.

cup

pod



bad

cop

cupboard

crap

crop

pour

road

cap

cob

bud

rub

drop

board

broad

proud

cobra

60 minutes

Grammar: Revision:

Prepositions

Written Task 1: In Notebook.

Ex C Page 75. Look at the pictures and make sentences using Prepositions.

Written Task 1: In Notebook.

Do Ex A from Page 76.

Write a paragraph on " *My Grandmother*"

HW

Make sentences using *I have, We have, You have, They have*

Written Task 1: Week 1/ Day 6

C

Look at the pictures. Make sentences about each picture.

1

between



2

behind



3

in



4

in front



5

on



6

near

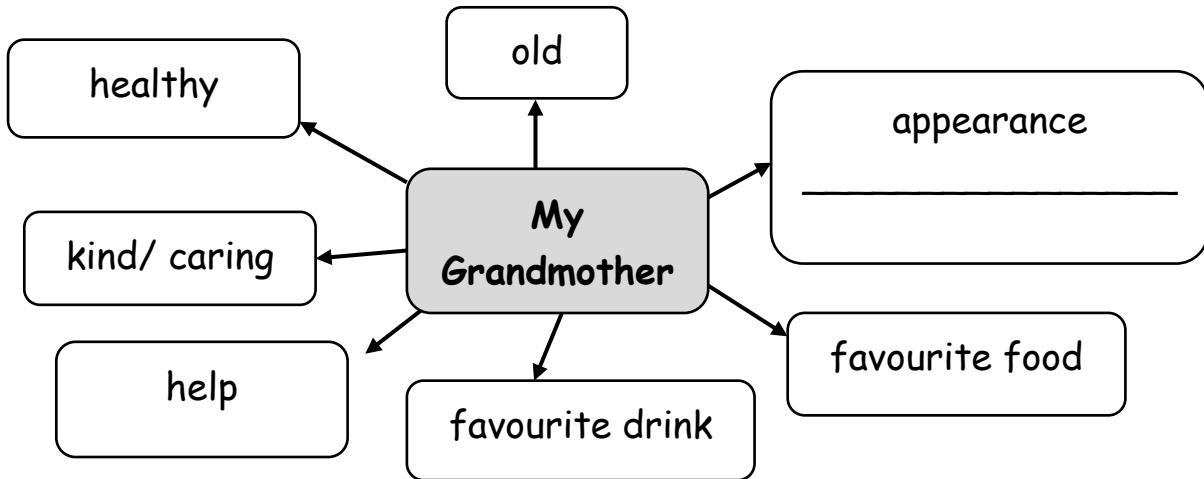


1. The orange cat is sitting **between** the pots.
2. The cat is peeping **behind** the pot.
3. The cat is sitting **in** the pot.
4. The cat is stretching **in front of** the pot.
5. The cat is sitting **on** the pot.
6. The cat is sitting **near** the pot.

Written Task 2: Week 2 / Day 6

WRITING

A Write five sentences on 'My Grandmother'.



My grandmother is old. She is chubby and short. She has long gray hair. My grandmother likes to eat _____. Her favourite drink is _____. She helps us to read Quran. She tells us many stories. She is kind and caring. May Allah keep her healthy and strong.

Week 2 / Day 7

Vocabulary/ Spelling / Phonics

Reading /Comprehension

60 minutes

Vocabulary: VB Pg. 67.
Revision: 1st, 2nd 3rd & 4th columns.
 Spellings/ Making sentences.
Written Task 1: In Book.
 # Dictation from 2nd Column.
Written Task 1: In Book.
 # Ex C Page71. Match the words with meanings.
Written Task 1: In Book.
 # Ex D from Page 72. Fill in the blanks with correct words.

Text Reading:
 # Read Pg. 69 with the teacher/ silently.
 # Make a list of Naming Words in the Chalkboard.

HW # Read Unit 6. Write 5 Naming Words from Page 68. Make sentences using them

Written Task 1: Week 2 / Day 7

Dictation from 2nd column

Written Task 2: Week 2 / Day 7

C Match the words with their meanings.

Word	Meanings	
1. hide	a. top of the house	1. e
2. everywhere	b. bottom of the stairs	2. d
3. delighted	c. top of the stairs	3. g
4. watching	d. at all the places	4. f
5. roof	e. away from others	5. a
6. upstairs	f. looking	6. c
7. downstairs	g. happy	7. b

Written Task 2: Week 3 / Day 7

D Fill in the blanks with the correct word from the box.

delighted hide place watching knows

- We cannot hide anything from Allah .
- The tailor knows how to stitch clothes.
- The children are watching the ducks swimming.
- The grandmother was delighted to see the children.
- Always put your things in the right place.

Week 2 / Day 8

Listening

Speaking

30 minutes

Poem: "Good Or Bad" Pg. 79.
Discuss about Allah Using the given Posters 1 to 4

HW

Memorize the poem from Page 79.

Allah is Al-A'laa

Read and Colour, Inshaa'Allah

Allah is above everything.

He is the Most High.

Allah is not on the earth.

He is not on the moon.

He is not in the clouds.

Allah is the ONE, everywhere.

Allah is above the Heavens.

He is above His Throne.

Allah is Al-A'laa.



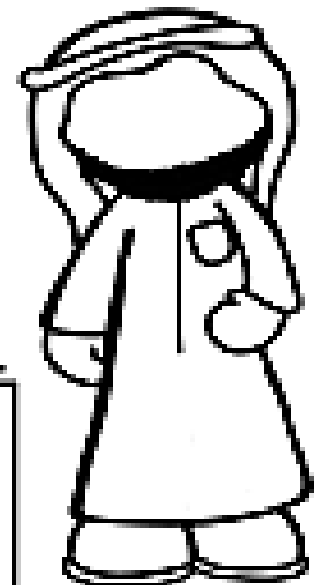
If someone asks you ...



كَيْفَ تَعْرِفُ اللَّهَ؟
How do you know Allah?

You should say ...

أَعْرِفُ اللَّهَ بِآيَاتِهِ
I know Him by His Signs.



And the proof for that is Allah's statement ...

إِنَّ فِي السَّمَوَاتِ وَالْأَرْضِ وَمَا خَلَقَ فِي السَّمَوَاتِ وَالْأَرْضِ
لَآيَاتٍ لِّقَوْمٍ يَعْلَمُونَ

Indeed, in the dimension of the night and the day and [in] what Allah has created in the heavens and the earth are signs for a people who fear Allah.

Allah is Al-A'laa

Colour, Trace and Write insha'Allah

الأعلى

سبح اسم ربك الأعلى

Glorify the Name of your Lord, the Most High,
(Qur'an 87:1)

Allah is Ar-Rabb

Colour, Trace and Write insha'Allah

الرب

إلهي وربكم فاعبدوه

Truly, Allah is my Lord and Your Lord, so
worship Him (Qur'an 3:51)

Allah is Ar-Rabb

Read and Colour, insha'Allah

Allah is our Lord.

He created us.

He takes care of us.

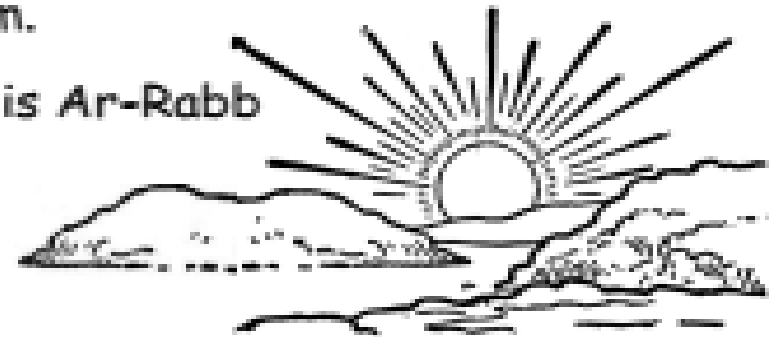
He gives us everything we need.

Allah controls everything in the
Heavens and on the earth.

He controls life and death.

Everything in the universe belongs
to Him.

Allah is Ar-Rabb



60 minutes

Vocabulary: VB Pg. 67.

Revision: 1st, 2nd 3rd & 4th columns.

Spellings/ Making sentences.

Written Task 1: In Notebook.

Dictation from 3rd Column.

Text Reading:

Read Unit 6 with the teacher/ silently.

Written Task 2: In Notebook.

Ex A from Page 70.

Answer the following questions.

HW

Read Unit 6. Write 5 Naming Words from Page 69.

Make sentences using them

Written Task 1: Week 3 / Day 9

Dictation from 3rd column

Written Task 2: Week 3 / Day 9

READING COMPREHENSION

A Answer the following questions.

1. Write the names of all the children mentioned in the text.
2. Whose house did the children go to?
3. Which fruit did grandmother give to the children?
4. What did grandmother ask the children to do?
5. Why did not Ali eat the apple?

1. Saad, Adnan, Sumaiyah, Madiha, Umer, Khola, Ali.
2. The children went to grandmother's house.
3. Grandmother gave apples to the children.
4. The grandmother asked the children hide and eat the apple so, no one can see them.
5. Ali did not eat the apple because he knew that we cannot hide from Allah and He is everywhere.

Grammar: Revision: # Action Words.

Written Task 1: In Book.

Ex D Page 75. Write suitable Action Words for animals.

Written Task 2: In Notebook.

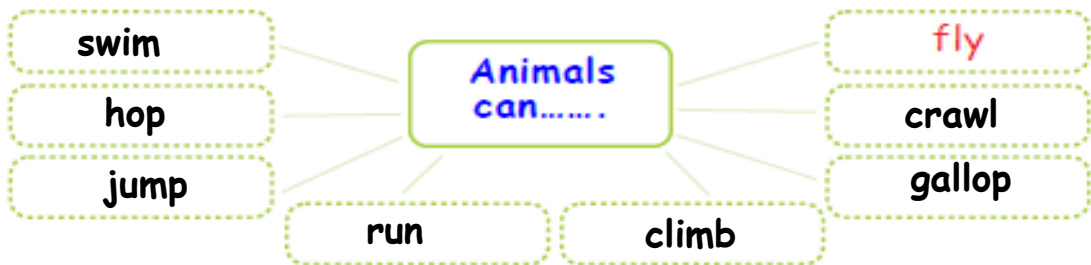
Do Ex B from Page 77.

Write a paragraph using the given web about "Elephants."

HW

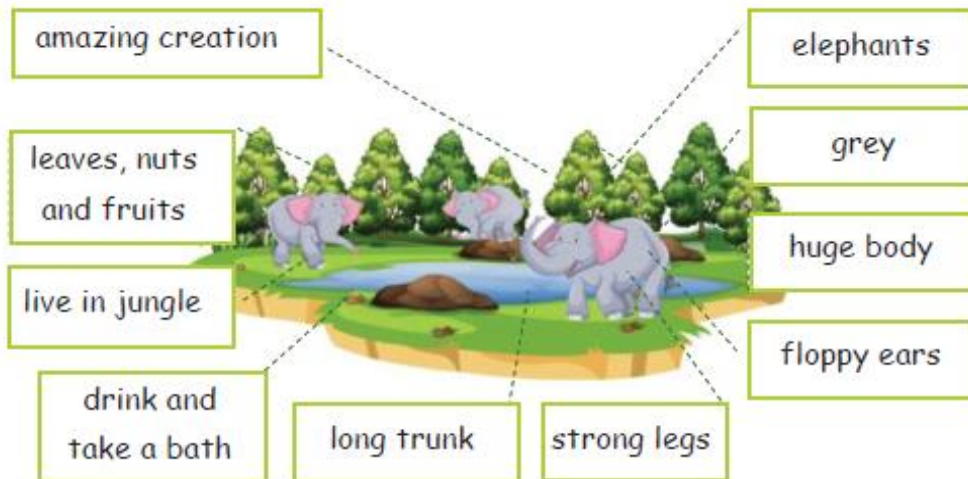
Written Task 1: Week 3/ Day 10

D Write Action Words for 'Animals'. The first one is done for you.



Written Task 2: Week 3/ Day 10

B Use the given web to write a paragraph on elephants.



The elephants are near the pond. They are grey in colour. They are huge animals. They have floppy ears. They have four strong legs. They have long trunks to drink and take a bath. They live in jungles. They like to eat leaves, nuts and fruits. Elephants are an amazing creation of Allah.

	<p>Grammar: Revision: # Pronouns</p> <p>Written Task 1: In Book. # Ex E Page 76. Fill in the blanks with suitable Pronouns.</p>	<p>Written Task 2: In Notebook. # Do Ex C from Page 77. Write a paragraph using the given words to describe the picture.</p>
HW	-----	

Written Task 1: Week 3 / Day 11

E Fill in the blanks with suitable pronouns.

Ameena was a little girl. **She** lived near the park.

Ameena's younger brother was Sarim.

He was three years old.

Sometimes **they** went to the park.

They played hide and seek. Ameena gave Sarim a juicy red

apple. **It** was very tasty. After playing **they** went

home. Mother was waiting at the gate. **She** gave Ameena

and Sarim fresh glass of juice. **It** was orange juice.



Written Task 2: Week 3/ Day 11

C Use the given words to write a paragraph about the picture.

sky clouds raining colourful
umbrella holding happy flowers



The sky is full of gray clouds. They are floating in the sky. It is raining. The children have colourful umbrellas. They are holding the umbrellas. They are happy to play in the rain. The tiny white flowers are everywhere.

Week 3 / Day 12	Listening	Speaking
	30 minutes	
	# Students will talk about Allah using the posters.	# Conversation Practice from Ex A Page 79.
HW	-----	

CONVERSATION

A Practice the following with your partner.

1. Do you live in Karachi?

2. Yes, I do.

3. Do you live in a flat?

4. No, I don't. I live in a house.

Week 4 / Day 13

	Spelling	Vocabulary/ / Phonics	Reading /Comprehension
	60 minutes		
	Vocabulary: VB Pg. 67. Revision: 1 st , 2 nd 3 rd & 4 th columns. Spellings/ Making sentences.	Text Reading: # Read Unit 6 with the teacher/ silently. Written Task 1: In Book. # Ex B from Page 70. Fill the chart.	
HW	-----		

Written Task 1: Week 4 / Day 13

B Fill the chart to show where the children ate their apples.
The first one is done for you.

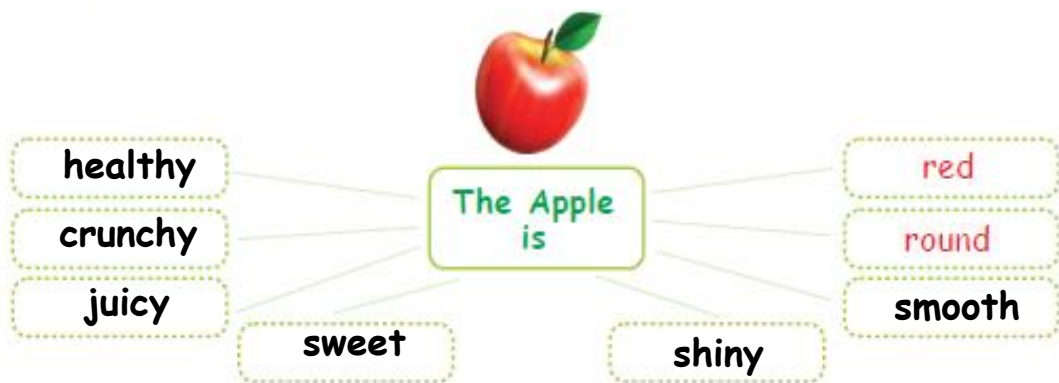
Name	Place where he/she ate the apple
Saad	Saad ate the apple under the table.
Sumaiyah	Sumaiyah ate the apple in the storeroom.
Madiha	Madiha ate the apple on the roof.
Umer	Umer ate the apple behind the cupboard.
Adnan	Adnan ate the apple under the bed.
Khola	Khola ate the apple under the stairs.
Ali	Ali did not eat the apple.

Week 4/ Day 14

	Grammar	Writing
	60 minutes	
	Grammar: Revision: # Describing Words. Written Task 1: In Book. # Ex F Page 76. Fill the Describing Words web about "The Apple is"	Written Task 2: In Notebook. # Write a paragraph using the Describing Web of Apple.
HW	-----	

Written Task 1: Week 4 / Day 14

- F** Make a web of Describing Words for 'An Apple'. The first one is done for you.



Written Task 2: Week 4 / Day 14

The apple is red in colour. It is round in shape. It has a smooth and shiny skin. It is sweet in taste. The crunchy apple is a healthy fruit.

Week 4/ Day 15

	Grammar	Writing
	60 minutes	
	----	Written Task 1: In Notebook. # Ex D from Page 78. Choose appropriate words to write your own story.
HW	-----	

Written Task 1: Week 4 / Day 15

D Choose words from the boxes to write your own story.

Once upon a time there lived a / an old / young / poor boy/ girl / man/ woman in a small/ big house/ hut/ cottage near a forest / town / river . One day, he/ she went to the forest / town / river to get some water/ fruit / fish/ wood / flowers for himself/ herself . But when he/ she reached the forest / town / river he/ she met with an accident. Due to the accident, he/ she broke his/ her leg / arm / ankle and had to stay in the bed.

Once upon a time there lived a poor boy in a small hut near a river. One day, he went to the river to get some water for himself. But when he reached the river, he met with an accident. Due to the accident, he broke his leg and had to stay in the bed. *Story may vary.*

Week 3 / Day 12

	Listening	Speaking
	30 minutes	
	# Listening Activity Page 78 in book.	# Conversation Practice from Ex B Page 79.
HW	-----	

UNIT 6 ALLAH KNOWS EVERYTHING

Listen to the story and draw.
 It was a hot summer day. A thirsty crow was looking for water. He saw a jug with little water in the bottom of the jug. He tried to drink water from the jug but his beak didn't reach the bottom of the jug. He saw a pile of small stones near the jug. He put stones one by one into the jug. The water came up. The clever crow drank water. He thanked Allah ﷻ and flew away happily.

B Now practice the following conversation with your partner.

pencil book	toothpaste soap	crayon paints
-------------	-----------------	---------------

Week 5 Day 17: Test / Assessment

Reading:

Reading will be taken from text/ storybooks.

Vocabulary:

Dictation from Vocabulary Box/
Sentences from the Text

Grammar:

Use of "is/are/am / has / have

Prepositions. # Pronouns

Describing / Action Words.

Writing:

Picture Writing

Write 5 sentences about Allah

Extra Worksheet for Unit 6: Test / Assessment

WS 1 / Unit 6

Read and answer the questions.

I am Bilal. My father is a farmer. We have a big farm. We have six cows, ten hens, a donkey, a dog, and nine goats. We have twelve sheeps. My father wakes up at five o'clock. He milks the cows, feeds the cattle and collects the eggs. I and my mother help father to keep the farm neat and clean. My father wants to buy another donkey and a new tractor. My mother daily prepares healthy food for us. She gives us boiled eggs, milk, cheese and bread for breakfast.

1. Where does Bilal live?
2. What does his father do every day?
3. What does Bilal's father want to buy?
4. What does Bilal's mother give for breakfast?



WS 2 / Unit 6

Use the given table to make complete sentences.

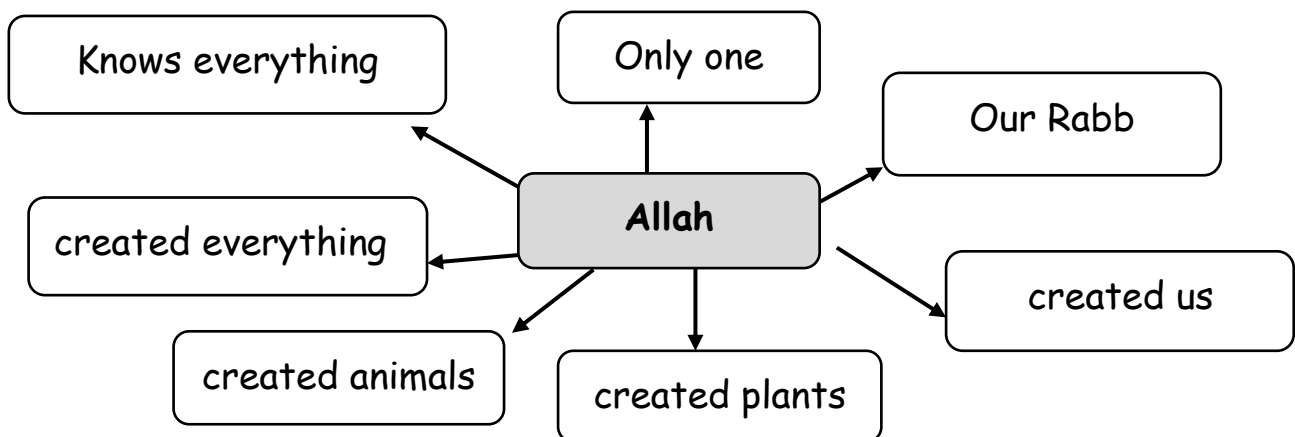
I	is
We	
You	am
They	
Hassan and Ali	are
Hassan	has
She	have
He	
It	
The tree	

Look at the picture and make a list of Naming Words. Write a Describing Word and Action Word for each Naming Words. Make sentences using them.



Objective: Encourage the students to using following areas while writing.
Functional Grammar through writing.

- # Naming Words/ Action Words / Describing Words / Prepositions
- # Use of "is/ are/ am/ has / have
- # Punctuation # Pronouns # Singular / Plural



Learning Objectives of Unit 7/ Eid Mubarak

At the end of the Unit the students will be Inshallah able to:

Vocabulary / Spelling/ Phonics:

- ✓ Write the words with correct spellings and make sentences.
- ✓ Make small words using the bigger word.
- ✓ Match the meaning of the words from the text.
- ✓ Fill in the blanks with correct word to complete sentences.
- ✓ Find the words with silent letter "w" words.
- ✓ Add "ing" to Action Words that double the last letter.
- ✓ Add "ink" to complete the words.
- ✓ Read and identify "cr/ fr/ gr / tr" words.

Reading/ Reading Comprehension:

- ✓ Write the answers to the given questions.
- ✓ Fill the blanks with the words from the text to complete sentences.
- ✓ Match columns to make proper sentences.
- ✓ True / False sentences. Correct the False sentences.

Grammar:

- ✓ Fill in the blanks with "is/ am/ are."
- ✓ Change the underlined Naming Words with appropriate Proper Noun.
- ✓ Punctuation using full stop & capital letters,
- ✓ Listing Naming/ Action / Describing Words.
- ✓ Make sentences using "has/ have".
- ✓ Change the sentences into Plural form.
- ✓ Fill the blanks with correct Prepositions.
- ✓ Making an Action Word web for "boy".

Writing:

- ✓ Write a passage on "Eid Day"
- ✓ Use the given web to write a paragraph on "Ants"
- ✓ Use Naming / Action / Describing Words to describe a picture.
- ✓ Look at the picture and write a paragraph using the given outline.
- ✓ Choose appropriate words to write a story.

Conversation:

- ✓ Practice the given outline and the situations.

Listening:

- ✓ Listen and draw pictures.

Poem:

- ✓ Understand the theme of the poem.
- ✓ Memorize and recite the poem.

Social Emotional/ Religious:

- ✓ Know the importance of Sharing.
- ✓ Know how to celebrate the Religious Festivals.

Weekly Lesson Plan Distribution / Unit 7 Eid Mubarak

Week 1 / Day 1	Vocabulary/ Spelling / Phonics	Reading /Comprehension
60 minutes		
	<p>Vocabulary: VB Pg. 80. Introduction: # 1st column / Spellings/ Making sentences. Spelling: Introduction: Silent "w" words. Written Task 1: In Notebook. # Ex A Page 86 in Notebook. # Ex B Page 86 in Book. Written Task 2: In Book. # Ex C Part (i) from Page 86.</p>	<p>Text Reading: # Read Pg. 81 Teacher may discuss the text by asking following questions. # Where did Saba's family go after Salat ul Fajr? # Why were the children happy at the Eidgah? # What did they have for breakfast? # What does Saba get as Eid gifts? # Who rang the doorbell? # Make a list of Action Words in chalkboard.</p>
HW	# Write and learn spellings of 1 st column words from VB Page 80. Make sentences using any five words.	

Written Task 1: Week 1 / Day 1

A Read aloud the words that have 'silent' 'w'.

wrong wrist sword whole

Add three more silent 'w' words to the list.

wrap, write, wrinkles, two, who, whole, answer, wrap, wriggle

B Read the passage and circle the 'silent' 'w' words.

The thin caterpillar came out of the tiny egg.
 He had a green wrinkled skin. The caterpillar was hungry. He ate fresh juicy leaves. He was still hungry and ate through the sweet apple. He ate and ate the whole day. Finally, he was full. He wrapped a huge leaf around him and went to sleep. After sleeping for many days, he wriggled out as a butterfly and flew away happily.



Grammar: Revision:

Use of "is/are/am" # Punctuation

Written Task 1: In Book.

Ex A Page 88. Fill in the blanks with "is, are, am".

Written Task 2: In book.

Ex C Parts (i) and (ii) Page 88.

Rewrite the passage using Capital Letters and Full Stops.

Make a list of Naming, Describing and Action Words from the Passage..

HW

Read Page 81 and write 5 Naming Words and make sentences.

Written Task 1: Week 1/ Day 2

A Fill in the blanks with **is, am** and **are**.

1. She is holding a colourful umbrella.
2. The children are playing in the park.
3. I am going to Lahore by train.
4. Maaz and Hassan are brothers.
5. He is eating an apple.



Written Task 1: Week 1/ Day 2

C i) Rewrite the passage using **Capital Letters** and **Full Stops**.

the tigers live in the jungle they eat meat
 they have orange and black stripes on their body
 they have a long tail they look like a huge cat.



ii) Make a list of **Naming**, **Describing** and **Action Words** from the above passage.

(i) The tigers live in the jungle. They eat meat. They have orange and black stripes on their body. They have a long tail. They look like a huge cat.

(ii) Make a list of Naming, Describing and Action Words from the passage.

Naming Words	Describing Words	Action Words
tiger	orange	live
jungle	black	eat
meat	long	
stripes	huge	
body		
tail		
cat		

Week 1 / Day 3

Vocabulary/ Spelling / Phonics

Reading /Comprehension

60 minutes

Vocabulary: VB Pg. 80.

Introduction: # 2nd column.

Spellings/ Making sentences.

Revision: 1st Column

Spelling: Introduction:

Words ending with "ink"

Adding "ing" to Action Words.

Written Task 1: In Notebook.

Ex C Part (i) from Page 86.

Written Task 2: In Book.

Ex C Part (ii) from Page 86.

Text Reading:

Read Pg. 81 with the teacher/ silently.

Written Task 1: In Notebook.

Make list of 5 Action Words and 5 Describing Words from Page 82.

HW

Write and learn spellings of 2nd column words from VB Page 80. Make sentences using any five words.

Written Task 1: Week 1 / Day 3

C

i) Read the words and write them by adding 'ing'.

swim shop skip trim drop drip win

Example: swimming

swimming, shopping, skipping, trimming, dropping, dripping, winning

Written Task 2: Week 1 / Day 3

ii) Add 'ink' to complete the words.

dr_ink



bl_ink



s_ink



l_ink



th_ink



shr_ink



Written Task 2: Week 1 / Day 3

Read Page 81 and write 5 Action Words and 5 Describing Words.

Actions Words: went, happy, excited, offered, said, made, gave, rang, jump, thought, visit,

Describing Words: many, favourite, elder, new, best

Week 1 / Day 4

Listening

Speaking

30 minutes

	# <u>Poem</u> : "Ramadhan" Pg. 94. # <u>Story</u> : "The Clever Rooster"	-----
HW	# Memorize the poem from Page 79.	

Ramadhan

The blessed month of Ramadhan
 Also called the month of Quran.
 In this is the month Allah ﷻ forgives
 So, by His law we try and live.
 This is the month we fast by day
 And spend time to worship and pray.
 We study hard and learn Islam
 And stay away from everything haram.



The Clever Rooster

Once a hungry fox sneaked into a farm house. He grabbed a big fat rooster and tried to run away. The farmer saw the fox and raised the alarm and he and his dogs started chasing the fox. "Run faster and get the fox," shouted the farmer. "No!" suddenly screamed the rooster. "Don't come near me. My master is very cruel and he was planning to kill me and cook me in big pot toady. Dear fox, take me away from him," pleaded the rooster. The farmer was very sad to hear the rooster because the rooster was his favourite. He fed the rooster well and took good care him. The fox was delighted to hear the rooster because it was difficult for him to run away dragging the heavy rooster. Immediately fox dropped the rooster and it flew to a high branch of a tree so the fox cannot reach it. The fox was surprised to see the rooster high up in a tree and said "You are smarter than me." The fox went away sadly.

The farmer came to the rooster and it flew to his loving master happily.



Q1. Why did the fox sneak into the farmhouse?

Q2. What did he grab from the farm?

Q3. What did the famer do when he saw the fox?

Q4. Why did the rooster ask his master not to come near him?

Q5. Why did the fox put the rooster down?

Q6. Why did the rooster fly to the branch of a tree?

Q7. Find the Naming Words and their Describing Words.

Q8. Give another suitable name for the story.

Q9. Give another ending to the story.

Q10. Change the characters of the story and retell.

60 minutes

Vocabulary: VB Pg. 80.
Introduction: # 3rd column.
 Spellings/ Making sentences.
Revision: 1st and 2nd Columns
Written Task 1: In Notebook
Dictation:
 # 1st Column
Phonics: "cr, fr, gr, tr" words.
Written Task 2: In Book.
 # Ex A Parts (i) & (ii) Page 87.

Text Reading:
 # Read Pg. 82 with the teacher.
 Teacher may discuss the text by asking following questions.
 # What did Aunty give Saba?
 # What was written on the card?
 # Why did Saba share her toys with Ayesha?
 # Describe Saba's room.

HW # Write and learn spellings of 3rd column words from VB Page 80.
 Make sentences using any five words.

Written Task 1: Week 2 / Day 5

**Dictation from 1st column:
 Any five words**

Written Task 2: Week 2 / Day 5

- A** i) Read the story. Underline 'cr', 'fr', 'gr' and 'tr' words. Write them under the correct column.

The creepy crocodile and the grasshopper were friends. One day the crocodile was sleeping under the tree. The grasshopper was playing



on the green grass. The frog wearing a crown saw the grasshopper and grabbed it with its sticky tongue. The crocodile jumped on the triangular shaped stone and pushed the frog into the frozen pond.

'cr' words	'fr' words	'gr' words	'tr' words
creepy	friends	grasshopper	tree
crocodile	frog	green	triangular
crown	frozen	grass	
		grabbed	

ii) Write two more words for each column.

crab	fried	grapes	train
crash	fresh	ground	trip

Week 2 / Day 6

Grammar

Writing

60 minutes

Grammar: Revision: # Pronouns. # Action Words.

Written Task 1: In Notebook.

Ex B Page 88. Change the underlined Naming Words using correct Pronouns.

Written Task 2: In book.

Do Ex G from Page 91 in book.

HW

Look at the picture from Ex F Page 90. Write five Naming Words. Write a describing word for each Naming Word. Make sentences.

Written Task 1: Week 2/ Day 6

B Change the underlined **Naming Words** using the correct Pronouns.

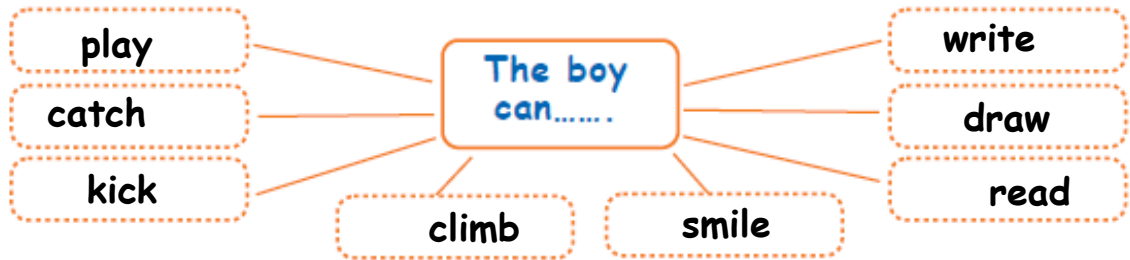
1. The table is near the window. The table is heavy.
2. Asad was waiting for mother. Asad was waiting quietly.
3. Najma has a pet rabbit. The rabbit is white and fluffy.
4. Fahad and Bilal are friends. Fahad and Bilal are fishing.
5. Sana throws stones at birds. Sana is a naughty girl.

1. The table is near the window. **It** is **heavy**.
2. Asad was waiting for mother. **He** was waiting quietly.
3. Najma has a **pet** rabbit. **It** is **white** and **fluffy**.
4. Fahad and Bilal are friends. **They** are fishing.
5. Sana throws stones at birds. **She** is a **naughty** girl.

Underline all the Naming Words, circle the Action Words and colour the Describing Words in the sentences.

Written Task 2: Week 2/ Day 6

G Make an Action Word web.



Week 2 / Day 7

Vocabulary/ Spelling / Phonics

Reading /Comprehension

60 minutes

Vocabulary: VB Pg. 80.
Introduction: # 4th column.
 Spellings/ Making sentences.
Revision: 1st, 2nd and 3rd Columns.
Written Task 1: In Notebook
Dictation: # 2nd Column

Text Reading:
 # Read Pg. 83 with the teacher.
Written Task 2: In Book
 # Ex C from Page 84 in book.
 Match the columns to make proper Sentences.

HW # Write and learn spellings of 4th column words from VB Page 80.
 Make sentences using any five words.

Written Task 1: Week 2/ Day 7

Dictation from 2nd column:
 Any five words

Written Task 2: Week 2/ Day 7

C Match column A with column B to make proper sentences.

Column A	Column B
1. Last Eid Saba didn't	a) design on its cover.
2. The elder brother gave	b) let Ayesha play with her doll.
3. Uncle and Aunty gave	c) Allah will be happy with you.
4. If you share your things	d) a storybook with a card on its cover.
5. The storybook had a	e) Saba a new schoolbag.
1. <u> b </u> 2. <u> e </u> 3. <u> d </u> 4. <u> c </u> 5. <u> a </u>	

Week 1 / Day 8		Listening	Speaking
		30 minutes	
	# <u>Poem</u> : "Ramadhan" Pg. 94. # <u>Story</u> : "The Clever Rooster"	-----	
HW	# Memorize the poem from Page 79.		

Week 3 / Day 9		Vocabulary/ Spelling / Phonics	Reading /Comprehension
		60 minutes	
	<u>Vocabulary</u> : VB Pg. 80. <u>Revision</u> : 1 st , 2 nd , 3 rd & 4 th Columns. Spellings/ Making sentences. <u>Written Task 1: In Notebook</u> <u>Dictation</u> : # 3 rd Column	<u>Text Reading</u> : # Read Unit 7 with the teacher/ silently. <u>Written Task 2: In Notebook</u> # Ex A from Page 83 in book. Answer the questions.	
HW	# Read Unit 7. # Read the Passage in Ex B Page 86. Write 5 Naming Words and their Describing Words from the passage in notebook. Write 3 Action Words from the passage.		

Written Task 1: Week 3/ Day 9

Dictation from 3rd column:
Any five words

Written Task 2: Week 3/ Day 9

Answer the following questions.

1. Why did Saba's family go to the Eidgah?
2. Who came to visit Saba on Eid day?
3. What gifts did Saba get?
4. How was Saba selfish?
5. Why was Ayesha happy?



1. Saba's family went to the Eidgah to offer Salat ul Eid.
2. Ahmed's Uncle, Aunty and Ayesha came to visit Saba on Eid day.
3. Saba got storybook, dollhouse, schoolbag and a coloring book as gifts.
4. Saba was selfish by not sharing toys with Ayesha.
5. Ayesha was happy because Saba was sharing all the toys.

Grammar: Revision:

Use of has/have"

Written Task 1: In Notebook.

Ex D from Page 89 in notebook.
Make sentences using "has" & "have" wheels.

Written Task 1: In Notebook.

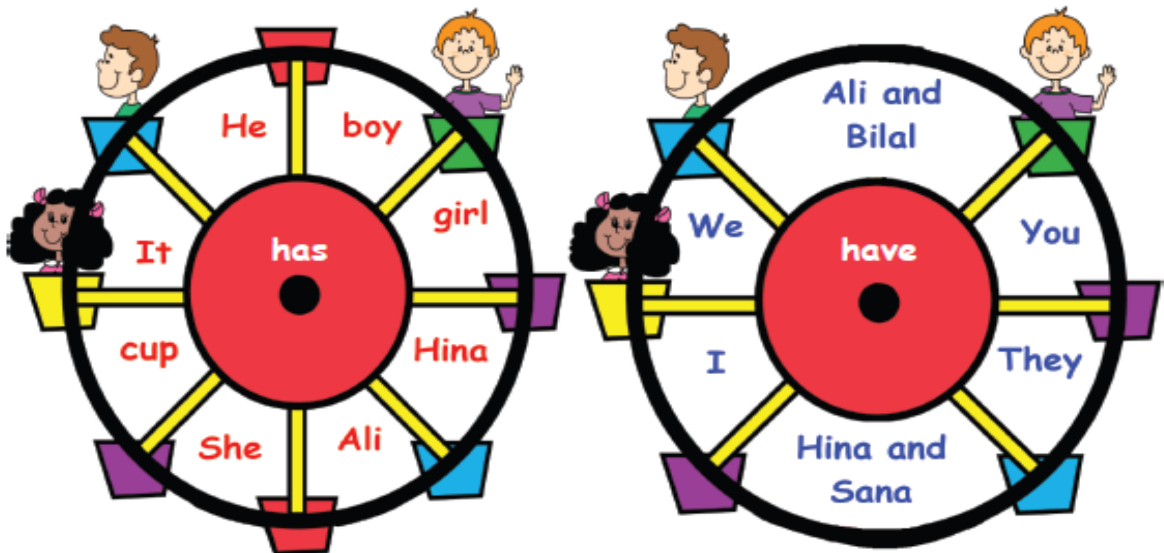
Ex A from Page 91 in notebook.
Write 5 sentences on Eid Day.
Orally discuss about Eid day with the children.
List down /web important points.

HW

Do Ex D from Page 89 in notebook. Write 5 sentences using "has" wheel and 5 sentences using "have" wheel.

Written Task 1: Week 3/ Day 10

D Make sentences using 'has' and 'have' wheels.

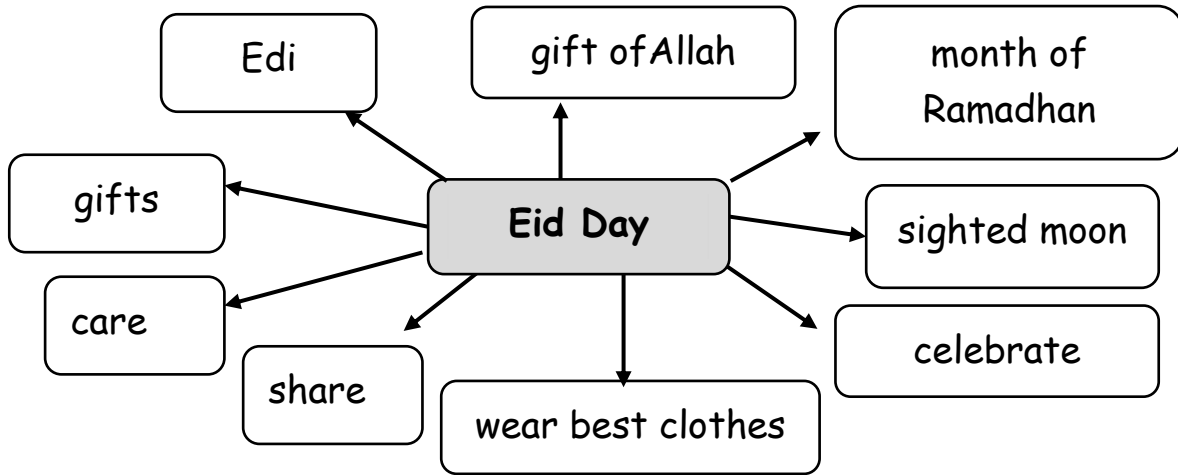


The **boy** **has** a pencil.
The **girl** **has** long hair.
Hina **has** a red frock.
Ali **has** brown hair.
She **has** an umbrella.
The **cup** **has** a small handle.
It **has** long legs.
He **has** a bicycle.

Ali and Bilal **have** short hair.
You **have** to write neatly.
They **have** eggs for breakfast.
Hina and Sana **have** a pretty doll.
I **have** a pet parrot.
We **have** a busy day.
Sentences will vary!

Written Task 2: Week 3/ Day 10

A Write five sentences on 'Eid Day'.



We fast during the month of Ramadhan. When the new moon is sighted, we stop fasting. We celebrate Eid. We wear our best clothes. We share sweets and food with neighbours, friends and relatives. We take care of needy and poor people on this day. We give gifts to each other. Elders give Eidi to children. Eid Day is the gift of Allah for those who fast and do good deeds during the month of Ramadhan.

Week 3 / Day 11

Grammar

Writing

60 minutes

Grammar: Revision:

Singular Plural.

Written Task 1: In Book & Notebook

Ex E Part (ii) from Page 89.

Read and underline the Singular Naming Words. Change them into Plural.

Written Task 1: In Notebook.

Ex B from Page 91 in notebook.

Use the given web to write about "ants"

HW

Do Ex E Part (i) from Page 89 in notebook. Make sentences using the words from Ex E Part (ii)

Written Task 1: Week 3/ Day 11

E ii) Read and underline the **Singular Naming Words**. Change them into **Plural Naming Words**.

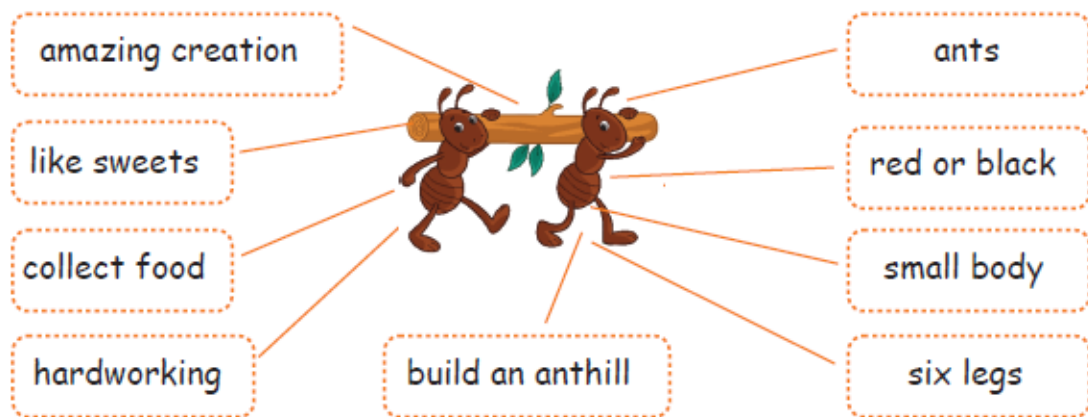
1. The fox jumped over the bush.
2. Put the potato and egg in the pot.
3. The bird build a nest on the branch.
4. The bench is under the tall tree.
5. The girl washed the dish.



1. The **foxes** jumped over the **bushes**.
2. Put the **potatoes** and **eggs** in the **pots**.
3. The **birds** build **nests** on the **branches**.
4. The **benches** are under the tall **trees**.
5. The **girls** washed the **dishes**.

Written Task 2: Week 3/ Day 11

B Use the given web to write about 'Ants'.



The ants are red or black in colour. They have a small body. They have six legs. They build an anthill to live. They are hardworking insects. They collect food throughout the day. They store the food in the anthill for winter season. They like sweet things like sugar, candies and fruits. The ants are an amazing creation of Allah.

Week 1 / Day 12	Listening	Speaking
	30 minutes	
	# <u>Story</u> : "The Clever Rooster"	# Conversation Practice from Page 94.
HW	-----	

CONVERSATION

Practice the following conversation with your partner.



With your partner practice same conversation with the following things.

bangles glass of milk piece of cake

Week 4 /Day 13	Vocabulary/ Spelling / Phonics	Reading /Comprehension
	60 minutes	
	Vocabulary: VB Pg. 80. Revision: 1 st , 2 nd , 3 rd & 4 th Columns. Spellings/ Making sentences. Written Task 1: In Notebook Dictation: # 4 th Column Written Task 2: In Book # Ex A from Page 85. Match the words with the meanings.	Text Reading: # Read Unit 7 with the teacher/ silently. Written Task 3: In Book/Notebook # Ex E from Page 84 . Read and write "True" or "False". Correct the False ones,
HW	# Read Unit 7. # Do Ex B from Page 83 in book. # Do Ex C from Page 85 in notebook.	

Written Task 1: Week 4/ Day 13

**Dictation from 4th column:
Any five words**

Written Task 3: Week 4/ Day 13

A Match the word with its meaning.

Word	Meaning	Word	Meaning
1. each	a) came in	5. design	e) covered
2. entered	b) gladly	6. shelf	f) all the time
3. arranged	c) everyone	7. always	g) pattern
4. happily	d) put in order	8. wrapped	h) rack
1. <u> c </u> 2. <u> a </u> 3. <u> d </u> 4. <u> b </u>			
5. <u> g </u> 6. <u> h </u> 7. <u> f </u> 8. <u> e </u>			

Written Task 3: Week 4/ Day 13

E Read and write 'True' or 'False'. Correct the 'False' ones.

- 1. Saba's family had kheer for breakfast on Eid day. False
- 2. Uncle and Auntie gave the best Eidi to Saba. True
- 3. Saba visited Ayesha on Eid day. False
- 4. Last Eid Saba shared her new doll with Ayesha. False
- 5. Saba's room was very tidy. True

1. Saba's family had sheerkurma and gulab jamun for breakfast on Eid day.

3. Ayesha visited Saba on Eid day.

4. Last Eid Saba did not share her new doll with Ayesha.

Grammar: Revision:

Prepositions.

Written Task 1: In Book & Notebook

Ex F Part (i) from Page 90

- (i) Look at the picture and fill in the blanks.
- (ii) Use "in, on, near" to answer the questions.

Written Task 1: In Notebook.

Ex C Page 92.

Write a paragraph on the picture. Use Naming Words, Describing Words and Action Words.

HW

Do Ex D from Page 84 in book. # Do Ex B from Page 85 in book.

Written Task 1: Week 4/ Day 14

F

i) Look at the picture and fill in the blanks.

in between behind next



1. The bed is behind the girl.
2. The dustbin is in between the girl and the bed.
3. The clock is next to the gift box.
4. The tricycle is next to the bed.
5. The pencil is in between the eraser and paint can.
6. The study table is behind the children.

Written Task 2: Week 4/ Day 14



Write a paragraph on the picture.

Use **Naming**, **Describing** and **Action Words**.



The family is in the beautiful park. The small boy is hanging on the tall tree. The tall boy is holding a red can. The little boy is sitting on the yellow mat. He is giving a juicy apple to small sister. The old man sitting on the mat is drinking a cup of tea.

Week 4 / Day 15

Grammar

Writing

60 minutes

Grammar: Revision:

Prepositions.

Written Task 1: In Book & Notebook

Ex F Part (ii) Use "in, on, near" to answer the questions.

Written Task 1: In Notebook.

Ex D Page 92.

Use the given words to write a paragraph about the picture.

HW

Do Ex E from Page 93 in notebook.

Written Task 1: Week 4/ Day 15



ii) Use 'in, on or near' to answer the questions.

1. Where is the ball?
2. Where is the yellow bag?
3. Where is the red paint brush?
4. Where is the teddy bear?

1. The ball is **on** the bed.
2. The yellow bag is **near** the bed.
3. The red paint brush is **in** the blue paint can.
4. The teddy bear is **on** the window.

D

Use the given words to write a paragraph about the picture.

sunny day two friends went fishing riverbank
across the river cows grazing beautiful flowers
caught fish hooked an old shoe laughed made fun of

Written Task 2:
Week 4/ Day 15



Week 1 / Day 12

Listening

Speaking

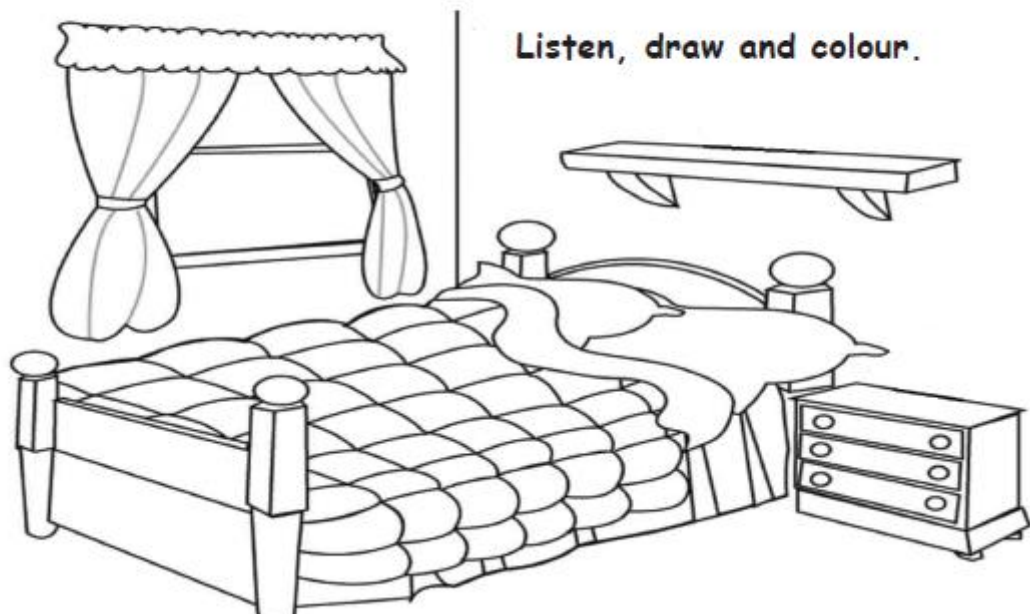
30 minutes

Listening Activity from Page 93 in book

Conversation Practice from Page 94.

HW

LISTENING



UNIT 7 EID MUBARK

Listen, draw and colour the things in Saba's bedroom.

This is Saba's bedroom. Her bed cover is blue in colour. Her two pillows are pink in colour. There are five books on the shelf above the bed. The curtain hanging on the window is pink in colour. There is a brown teddy bear on the side table.

Week 5 Day 17: Test / Assessment

Time Duration: 60 minutes

Reading:

Reading will be taken from text/ storybooks.

Vocabulary:

Dictation from Vocabulary Box/ Sentences from the Text

Grammar:

Use of "is/ am/ are/ has / have."

Proper Noun. # Punctuation

Naming/ Action / Describing Words.

Singular & Plural form.

Prepositions.

Writing:

Picture Writing

Extra Worksheet for Unit 7: Test / Assessment

WS 1 / Unit 7

Look at the picture and make a list of Naming Words. Write a Describing Word and Action Word for each Naming Words. Make sentences using them.



Objective: Encourage the students to using following areas while writing.

Functional Grammar through writing.

Naming Words/ Action Words / Describing Words / Prepositions

Use of "is/ are/ am/ has / have

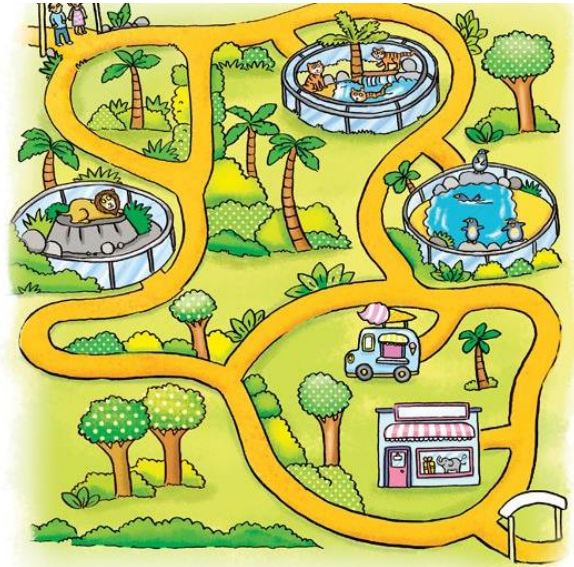
Punctuation # Pronouns # Singular / Plural

Read and answer the questions.

Ali went to the zoo with his father and younger sister. First, they saw a white bear and a brown bear.

The bears were huge.

Then they saw a camel with a hump on its back. They saw a grey wolf eating meat. They saw an elephant waving its trunk. It was eating sugarcane.



1. Who went to the zoo with Ali?
2. How many bears did they see?
3. What was on the camel's back?
4. What was the wolf eating?
5. What was the elephant doing?
6. List down 5 Naming Words, 5 Action Words and 5 Describing Words.

Use the given table to make complete sentences.

I	is
We	
You	
They	am
Hassan and Ali	
Ali	are
Hassan	
She	has
He	
It	have
The mouse	
The tree	