



**PROFESSIONAL DEVELOPMENT
FOR QUALITY EDUCATION**

GRADE

3

SCHOOL

LESSON PLANS

ENGLISH

**BASED ON
CURRICULUM 2020**



Directorate of Curriculum and Teacher Education (DCTE)
Khyber Pakhtunkhwa Abbottabad

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Development Team:

- Mr. Amin Dad, (Desk Officer & Subject Expert) Principal GHS Kholian Bala Haripur.
- Mr. Zafar Arbab Abbasi, (Subject Expert) Principal GHS Chita Bata Mansehra.
- Mr. Hameed Ud Din Khattak, Subject Specialist English GHSS Nizampur, Nowshera.
- Muhammad Ilyas, Subject Specialist English Mazdoor Abad Takht Bhai, Mardan
- Mr. Yousaf Khan, Subject Specialist English GHSS Muslim Abad Kohat.
- Mr. Sufaid Khan, (working teacher) PST GPS No.3 Akbarpura, Nowshera.

Review Team:

- Mr. Amin Dad (Desk Officer) Subject Expert, Principal GHS Kholian Bala Haripur.
- Mr. Inam Ullah, Subject Expert, V/P GHSS Shakardara Kohat.
- Mr. Zafar Arbab Abbasi Subject Expert, Principal GHS Chita Batta Mansehra.

Technical Assistance:

Khyber Pakhtunkhwa Education Sector Programme (KESP) Team.

Coordinator:

Abrar Ahmad, Additional Director Teacher Professional Development, Directorate of Curriculum and Teachers' Education Khyber Pakhtunkhwa, Abbottabad.

Guidance and Supervision:

Gohar Ali Khan
Director, Curriculum and Teacher Education,
Khyber Pakhtunkhwa, Abbottabad.



**Directorate of Curriculum and Teacher Education
Khyber Pakhtunkhwa, Abbottabad.**

Phone #:0992-385148 Fax #:0992-381527 E-mail: dcte-kpk@hotmail.com
https://twitter.com/DCTE_KP <https://www.facebook.com/dctekp.abbottabad.3>

NOTIFICATION:

No.5400-5563/F.24/Vol-II/SLP/G-III/SS-M&E, dated: 30-08-2021 : Consequent upon its development and review by the respective development and review committees notified for the purpose, the Directorate of Curriculum and Teacher Education (DCTE), Khyber Pakhtunkhwa, Abbottabad, being the competent authority under the Khyber Pakhtunkhwa Supervision of Curricula, Textbooks and Maintenance of Standards of Education Act 2011, is pleased to notify the scripted lessons for Grade-III in the subjects of English, Urdu, Mathematics and General Knowledge based on Curriculum 2020 and the textbooks aligned on it for all educational institutions in Khyber Pakhtunkhwa for the Academic Year 2021-22 and onwards.

DIRECTOR

Copy forwarded for information and necessary action to the:

1. Secretary, Elementary & Secondary Education Department Govt. of Khyber Pakhtunkhwa, Peshawar.
2. Director, Elementary & Secondary Education Khyber Pakhtunkhwa.
3. Director, Professional Development, Khyber Pakhtunkhwa Landey Sarak Charsadda Road Larama, Peshawar.
4. All District Education Officers (M/F) in Khyber Pakhtunkhwa and Newly Merged Districts (NMDs).
5. All Sub Divisional Education Officers (M/F) in Khyber Pakhtunkhwa and Newly Merged Districts (NMDs).
6. Team Leader ASI-KESP, at Peshawar.
7. PS to Minister Elementary & Secondary Education, Khyber Pakhtunkhwa, Peshawar
8. PS to the Director Local Office.

ADDITIONAL DIRECTOR (SS)

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INTRODUCTION

Teaching and learning process in the classroom can vary concerning the ability, experience, and training of the teacher, which is why to standardize instruction, every good and effective teacher requires a lesson plan. The preparation of a lesson plan is important for clarity and comprehension regarding how the entire learning process will be handled as well as how students can understand and store the knowledge that is being passed onto them.

Lesson plans are vital for helping students accomplish their goals within a learning environment on a short-term and long-term basis. Lesson plans based on clearly defined Student Learning Outcomes (SLOs) concerning the textbooks ensure students are taught the required curriculum most efficiently. These ensure the teacher is adequately prepared and has a clear sense of direction for their lessons. In the context of Khyber Pakhtunkhwa, Lesson Plans are designed to support teachers to implement new pedagogical methods and help provide direction to instruction in the classrooms.

Traditional Teaching Style:

Many teachers in Pakistan have come to rely on the textbook for teaching. They come into the classroom, ask students to open the textbook on a certain page, have students read a portion of the text, paraphrase the same and then ask students to answer questions that require them to reproduce material from the text. They teach every subject (the exception being mathematics) and every lesson in the same way. In some cases, the teacher is unable to complete the curriculum or impart the SLOs for a particular grade to the students effectively. Using lesson plans ensure standardization in teaching quality and provides a clear goal with relevant activities that can help students learn more effectively and achieve curriculum milestones.

What is a Lesson Plan?

A lesson plan is a description of the instructions for the purpose of teaching the contents of the textbook of a particular subject and achieving Student Learning Outcomes (SLOs).

A lesson plan is the road map for teachers for the achievement of SLOs effectively during class time. The teachers design appropriate learning activities and develop strategies to obtain feedback on students' learning. A carefully constructed lesson plan allows the teacher to enter the classroom with more confidence and maximizes the chance of having a meaningful learning experience with the students.

A successful lesson plan addresses and integrates three key components:

- ◇ Student Learning Outcomes (SLOs).
- ◇ Learning activities.
- ◇ Assessment to check for students' understanding.

Benefits of Lesson Planning

Most important benefits of lesson planning are to:

- Improve the quality of teaching and learning.
- Establish clarity of purpose.
- Facilitate achievement of student learning outcomes.
- Use available time effectively.
- Develop appropriate materials and ensure their effective use.
- Develop the confidence of teachers.

Development Process of a Lesson Plan

Lesson plan usually starts with a thinking process. This thinking process is basically completed in four parts.

- **First**, determine the SLO; that is, what the children will learn, what they will be able to do upon completing the activities or work of the lesson.
- **Second**, determine what the students already know, before beginning of the lesson that can lead into a new curriculum of the day.
- **Third**, determine at least one way to assist the students in learning the new curriculum.
- **Fourth**, determine a way to evaluate the learning outcomes of the students.

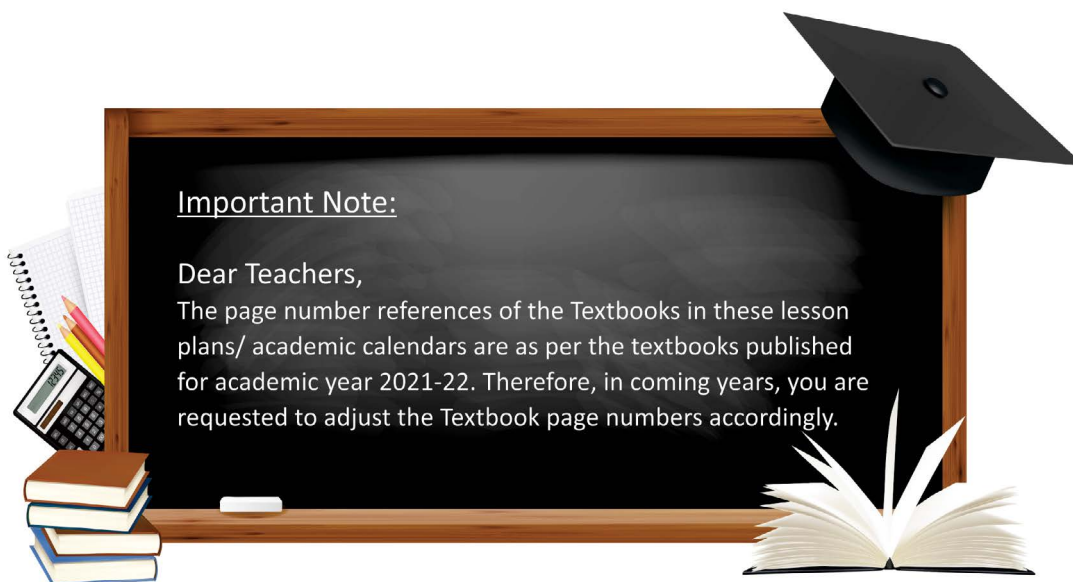
Components of a Lesson Plan

Common elements of lesson plans are; unit of study, a title/topic/problem, identification of student learning outcomes (SLOs), a sequence of learning activities including introductory, developmental and concluding activities, list of materials to be used and assessment strategies.

- ♦ **Choosing the Topic.** You can choose any topic from the textbook of the designated grade, a skill such as information gathering, a value such as peace, a current affair topic or an area of special concern such as the environmental pollution etc.
- ♦ **Identifying Student Learning Outcomes (SLOs) from the Curriculum.** The Curriculum has identified the student learning outcomes to be achieved for each topic. Identifying the student learning outcomes will help you to clarify the knowledge, skills, attitudes and values to be developed. Choose only one to three SLOs to develop your lesson (many more for a unit plan).
- ♦ **Material Resources.** A key part of planning is to ensure the identification, adaptation and development of resources required for the lesson for both teachers and students.
- **Development:**
 - ♦ **Introductory Activities:** Introductory activities are designed to introduce the topic, a subtopic or establish connection with the previous lesson. They are designed to build readiness, create interest, raise questions and explore what children already know about the topic, recall relevant information, motivate students and focus their attention on the topic/ theme/problem to be studied. Introductory activities can include an arrangement of pictures and other times that stimulate interest and questions. Others may be based on the teacher posing questions, reading a poem or story etc. A test, an inventory, or a quiz may be used to find out what students know in order to build on their existing knowledge.
 - ♦ **Developmental Activities:** Developmental activities should emerge out of the introductory activities. There should be smooth transitions between the activities to provide a smooth learning sequence. These activities are designed to actualize the student learning outcomes. They introduce new concepts, skills and values or build on past learning and should be linked with each other. Applicative or demonstrative activities extend learning and develop the ability to use concepts and skills. Creative and expressive activities enrich learning and develop the ability to improvise and apply learning in original ways.
 - ♦ **Concluding the lesson:** Conclusion includes activities that serve to consolidate, summarize, or facilitate application of knowledge and skills of students to a new situation. They are generally related to the main idea of the lesson. The concluding activities could bring together the different main ideas of the unit. In this case, the emphasis should be on the educational outcomes and not on “putting on a show”.
 - ♦ **Assessment of Learning.** Assessment strategies can tell us how well or to what extent the student learning outcomes have been met. Assessment of learning is important in all phases of the lesson/unit from introduction to conclusion. A variety of tools can be used to assess the realization of the chosen learning outcomes. Some of these will be prepared as part of the learning activities. For example, the drawing and labeling of a map, the checklist for evaluating a discussion or simply asking questions relevant to the

day's topic. Other tools such as tests can be prepared ahead of time as well.

- ♦ **Follow up/homework task.** This component includes follow up activities or home assignments to be under-taken by students at home.



PREFACE

The Government of Khyber Pakhtunkhwa, Elementary and Secondary Education Department, is committed to improve the quality of teaching and learning by taking a number of reforms and initiatives for the improvement of quality education in line with the national and international emerging trends. Providing quality education at primary level is the first imperative step towards achieving this goal.

For this purpose, the Directorate of Curriculum and Teacher Education Khyber Pakhtunkhwa, at Abbottabad, has been entrusted the responsibility of developing and reviewing teachers' in-service and pre-service training materials for the improvement of pedagogical skills of teachers.

These quality improving initiatives also include development of teacher's guides of scripted lesson plans at primary level that support teachers to implement new pedagogical methods. These teacher guides are intended to assist teachers with the provision of content, effective teaching methods and tools for measuring what learners have gained. These guides will ensure an effective and participative engagement of teachers with students as activities included in these lesson plans are student-centered.

These teachers' guides of Lesson Plans based on Student Learning Outcomes (SLOs) of Curriculum 2006 were developed for the first time in 2013. In 2018-2019, the Directorate of Curriculum & Teachers' Education Khyber Pakhtunkhwa undertook the task to revise and develop the Scripted Lesson Plans for Grade I-III according to the Academic Calendar on missing Students Learning Outcomes (SLOs).

As the Curriculum has been revised and new textbook are developed in 2020 for Grades Pre-I to V, hence the need has been felt that these Lesson Plans for Grades I to V are to be revised, developed and aligned with the updated Curriculum 2020, accordingly.

The Directorate of Curriculum and Teacher Education Khyber Pakhtunkhwa constituted different committees comprising of Curriculum/Subject experts and working teachers for developing these Lesson Plans based on Curriculum 2020. DCTE acknowledges the efforts of these experts for developing and reviewing these scripted lesson Plans.

The Directorate of Curriculum and Teachers Education Khyber Pakhtunkhwa is also thankful to the Technical Assistance of Khyber Pakhtunkhwa Education Sector Programme (KESP) in the finalization of these lesson plans.

Gohar Ali Khan
Director,
Curriculum and Teacher Education
Khyber Pakhtunkhwa, Abbottabad.

Month

1

FORMULAIC EXPRESSIONS



STUDENT LEARNING OUTCOMES

- Practice class talk to learn formulaic expression for efficiency in speaking English.

INFORMATION FOR TEACHERS

- Formulaic expressions are words and phrases used in everyday situations to communicate for different purposes e.g. greetings (How are you? Fine, thank you) permissions (May I? Sure) gratitude (Thank you! You are welcome). These words and phrases once learn can fit in most situations.
- Formulaic expressions are used to show good manners and polite behavior.
- The choice of words and expressions used depends on the age, gender, and status of the addressee.
- You need to select phrases and expressions which are easy for your students. The expressions should also help the students in their homes, school, marketplace, etc.
- While teaching the lesson, the teacher should also use the textbook where applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, textbook, etc.



INTRODUCTION

5 MINUTES

- Greet the class and say: Good morning! How are you?
(**Expected answer:** "Fine Thank you"/ "very well", "Thank you")
- Introduce a few formulaic expressions by giving examples. Give a phrase and ask students where and why we use that expression:
 - ◇ 'Thank you' (expressing gratitude)
 - ◇ 'May I' (asking for permission)
 - ◇ 'Excuse me' (seeking attention)
 - ◇ 'Please' (making requests)
 - ◇ 'You are welcome' (replying thanks)
 - ◇ 'I am sorry' (admitting a mistake)
- Explain that basic courtesy demands that one replies according to the age and relationship with the person one is speaking to.



DEVELOPMENT

20 MINUTES

Activity 1:

10 MINUTES

1. Tell students that to express greetings, farewell, thanks, or apologies, we use a wide range of FORMULAIC EXPRESSIONS. These may consist of a single word or several words acting as a unit. Here are some examples:

<i>bye</i>	<i>excuse me</i>
<i>goodbye</i>	<i>thanks</i>
<i>hello</i>	<i>thank you</i>
<i>farewell</i>	<i>thanks a lot</i>
<i>hi</i>	<i>sorry</i>
<i>so long</i>	<i>pardon</i>

2. Some formulaic expressions express agreement or disagreement with a previous speaker:
yes, yeah, no, okay, right, sure
3. Practise these expressions with the class with examples. Explain the function and purpose of each expression.

Activity 2:

10 MINUTES

1. Divide the class into four groups.
2. Ask each student to share formulaic expressions they have practiced in the previous activity with their group members.
3. Tell students to focus on the following points when they are practicing.
 - ◇ What is the formulaic expression?
 - ◇ Where do we use this formulaic expression?
4. Ask students from different groups randomly to share a few expressions they have practised in their group.



CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by telling the students that:

1. Formulaic expressions are phrases and sentences which we use in our daily conversation.
2. We should try to show courtesy and politeness in our communication with others in school, at home, and in other places too.



ASSESSMENT

5 MINUTES

Ask the following questions from students randomly:

1. When do we use “thank you”?
2. Which expression do we use for making a request?
3. Which word we should use for greeting someone?



HOMEWORK / FOLLOW UP

2 MINUTES

Assign students to do the relevant activities/ exercises from their textbook as homework.

ORAL INTERACTIONS



STUDENT LEARNING OUTCOMES

- Demonstrate conventions and dynamics of oral interactions in a group to exchange courtesies to show respect.

INFORMATION FOR TEACHERS

1. Involve students in active communication.
2. Use appropriate vocabulary for the topic.
3. Focus on pronunciation.
4. Use gestures to support talk.
5. Give students practice in short informal sentences.
6. Engage students in brief discussions and dialogues.
7. While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, textbook, etc.



INTRODUCTION

5 MINUTES

1. Ask students the following questions.
 - ◇ What do you say when someone helps you?
Expected answer: thank you, so nice of you, so kind of you
 - ◇ What do you do when an elder enters the room?
Expected answer: stand up and say Salam
 - ◇ Should we speak when another person is speaking?
Expected Answer: no
2. Tell students that all these questions/answers they have practiced show respect.
3. Tell students that it is always important to show respect during our communication with others.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Introduce the magic words with examples to students. Use the following information to explain the expressions to students:

“Please”

- ◇ Using “please” expresses respect for those with whom we’re interacting/ talking.
- ◇ It changes a command into a request.
- ◇ It sets the tone for whatever follows – makes what we say polite!
- ◇ It is one of most important universal manners.

“Thank You” and “You’re Welcome”

- ◇ Express thanks for the everyday courtesies such as when someone holds the door or lets us go ahead in line.
- ◇ Expressing thanks for these little services shows a lot of respect to others.
- ◇ When someone says, “thank you,” the best response is, “you’re welcome.”

“Excuse Me”

- ◇ “Excuse me,” “pardon me,” and “I beg your pardon” all show respect to others. Make it a habit to excuse yourself whenever you do the following:
- ◇ Make an interruption: “Excuse me, but your marker has dropped.”
- ◇ Make a request: “Excuse me, but this seat is taken already.”
- ◇ Acknowledge an error: “Excuse me. I didn’t realize that you were already waiting in line.”
- ◇ Acknowledge unpleasant actions such as burping: “Excuse me.”
- ◇ Leave a conversation: “Excuse me, I wish I could talk to you longer, but I have to leave now.”
- ◇ Get up from the table: “Please excuse me.”

“I’m Sorry”

- ◇ Making and accepting apologies gracefully are acts of courtesy and respect.
- ◇ “I’m sorry” is also one of the simplest and often kindest ways to express sympathy or regret.

Activity 2:

10 Minutes

1. Write the following questions on the writing board:
 - ◇ Would you like some tea?
 - ◇ Do you need any help?
 - ◇ Can I talk to you?
2. Ask students to use the following courtesy/ magic words in their responses.
3. Ask students to stand up and mingle in the classroom.
4. Each student will ask the questions written on the writing board from at least two students.
5. Each student will use at least one courtesy word in his/her response.
6. Next, write the following expressions/ actions on the writing board:
 - ◇ Doing what your parents ask you to do.
 - ◇ Name-calling
 - ◇ Holding the door for someone.
 - ◇ Cleaning up the mess you made.
 - ◇ Being on time in class.
 - ◇ Talking when others are talking.
 - ◇ Looking at the people when they are talking to you.
 - ◇ Do not let other people have a turn to talk.
 - ◇ Taking something without asking.
 - ◇ Please
 - ◇ You are welcome.

- ◇ So kind of you.
7. Divide the class into small groups.
 8. Ask students to discuss the expressions/ actions written on the board and identify the positive ones (that show respect and good manners).
 9. Assist the groups during discussion and ensure participation of all students.
 10. Once they are done, review the answers as a whole group/ class.



CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by telling the students that:

1. We should use respectful words during our communication with others, especially with elders, friends, and family members at home.
2. Everyone likes a person who shows respect to others.



ASSESSMENT

5 MINUTES

3. Ask the following questions randomly from students:
 - ◇ Is it respectful to take turns in speaking?
 - ◇ Is it respectful to call someone names?
 - ◇ Is it respectful to take things without permission?
 - ◇ Is it respectful to say Salam to someone you meet on the way?
 - ◇ Is it respectful to say thank you when someone has helped you?
4. Tell students to respond in YES or NO.
5. Appreciate them for their responses.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Tell students to apply all the courtesy words and sentences showing respect in this lesson at their homes, with friends and elders. They will be observed in upcoming classes.
2. Assign them to do the relevant activities/ exercises from their textbook as homework.

LESSON

3

EXPRESSIONS IN CONVERSATION



STUDENT LEARNING OUTCOMES

- Use appropriate expressions in conversation to articulate, recognise and use some formulaic expressions to:
 - ◊ Offer and respond to greetings.
 - ◊ Introduce yourself and talk about family.
 - ◊ Introduce self and others.

INFORMATION FOR TEACHERS

1. Display different expressions on charts in the classroom so that students keep practicing them.
2. “Nice to meet you” is used when meeting someone for the first time. Later, you can say “Nice to see you”.
3. While teaching the lesson, the teacher should also consult the textbook where applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing Board, chalk/marker chart papers, textbook, etc.



INTRODUCTION

5 MINUTES

Ask students the following questions and write their answers on the writing board:

1. What do you say when you meet someone?
2. What do you say when you leave someone?

Everyday greetings	Special greetings
Good morning	Happy Eid
Good evening	happy New year
Good night	Happy Independence Day
Good bye	Good luck
	Congratulations
	Well done
	Get well soon

Farewell (Leaving)
Goodbye
So long
I have to run
Good day
Bye
Catch you later
See you again, take care
See you later/soon



DEVELOPMENT

20 MINUTES

Activity 1: 10 Minutes

1. Explain that almost all conversations start with a greeting. Several expressions are commonly used as greetings, some are formal (more serious and reserved) and some informal (more friendly and less reserved). Which ones to use depends on the situation. We choose the ones appropriate for the situation. It is also useful to know lots of different expressions to not repeat yourself when you meet many people at the same time.
2. Be careful about using informal expressions with people who you do not know well or whose age/rank is higher than yours.
3. Show the following table on chart paper/board and discuss it with the class. Let students greet and respond to any of the following expressions in pairs.

General Greetings (Formal)	
Hello!	I am fine. Thanks
How do you do?	How do you do? Pleased to meet you.
How are you?	Fine, thanks.
	Very well. Thank you. How about you?
	Good, thanks. And you?
	Not bad. How are you?
	I'm good. And yourself?
	I'm fine, thanks. How about yourself?
Greeting a person you haven't seen for a long time (Formal)	
I'm so happy to see you again.	
It's been too long.	
It's been a long time.	
It's good to see you.	
General Greetings (Informal)	

Hi What's up? Good to see you. How are you doing?? How's it going? How is life? How is everything? How is everything going on?	Hi No much. What's up with you? Good to see you, too. Good/ Well/ I'm doing well. Never been better! Can't complain. Not bad. Great!
Greeting a person you haven't seen for a long time (Informal)	
Long time no see. Where have you been hiding?	

Activity 2:

10 Minutes

1. Divide the class into pairs and give them any one situation given in the table below. Make changes in dialogues according to students' interests.
2. Once they have practiced well, invite a few pairs to present their dialogue to the whole class.



When meeting first time	Possible responses
How do you do? My name is Bilal. I study in class 3. Are you from Lahore? I like my school. Do you like this City/village/School? Well, goodbye Shahid, it was nice to meet you (pleased to meet you).	I am fine. Thank you. My name is Shahid, I also study in class 3. I am new here. No, I am from Peshawar but I live here now. No, I still miss my friends. (or: Yes, I really like it). Pleased to meet you too. Yes, goodbye.
When talking about family/others	Possible responses
Hello Shahid! This is my brother, Ali. He is a student. Did you meet him before?	Oh! I see. Nice to meet you, Ali. Good! Where do you read Ali? No. It is my first meeting with him.



CONCLUSION / SUM UP

3 MINUTES

Ask students about ways of thanking someone and how to respond to that (only in English).



ASSESSMENT

5 MINUTES

Make pairs and ask the students to introduce them to the class. Get help from the following expressions:

1. Hello. I am _____.
2. I would like to introduce my friend, _____
3. He/she lives in _____ with _____
4. His/her family is _____ (small/large).
5. He/she likes _____ but he/she does not like _____



HOMEWORK / FOLLOW UP

2 MINUTES

1. While teaching the lesson, also consult the textbook at all steps.
2. Ask students to interview a family member introduce them to the class the next day.

POEMS WITH ACTIONS



STUDENT LEARNING OUTCOMES

- Recite poems with actions.

INFORMATION FOR TEACHERS

1. Tell the students that they will be learning poems today. Poems usually have rhyming words and this is how we can differentiate between poetry and prose. Poems also have a shorter sentence structure.
2. Stanza is two or more lines in a poem. They follow a common pattern.
3. Chorus or refrain is also a very important part of the poem. Chorus/refrain is a line or two, repeated particularly when it comes either at the end of a stanza or between two stanzas.
4. The teacher must learn at least 2 to 3 poems by heart before the start of this period because it will help him/her make this lesson more interesting.
5. While teaching the lesson, the teacher should also consult the textbook where applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks, writing board, marker, textbook
- (Select few poems that belong to the same theme or have language aspects that the teacher would like to introduce or reinforce). Use the ones in the textbook. (Sample poem attached in Appendix 1).



INTRODUCTION

5 MINUTES

1. Stand at a place where every single student of the class can see you easily. Recite the poem without actions, intonation, or pauses.
2. Now recite the poem with correct intonation and give a lot of emphasis on the rhyming words and the chorus. You also need to perform actions with the poem. Explain that actions help us appreciate and understand the poem better and the movements help us keep the rhythm and rhyme of the poem
3. Try to use all the space available in the class. Move-in the spaces between the benches of the students.
4. Ask the students to follow you in reciting the poem with actions.



DEVELOPMENT

20 MINUTES

Activity 1: 10 Minutes

1. Ask some students to volunteer for the activity. Ask them to come forward.
2. Tell the students that they will be helping the class learn and have fun.
3. Ask the students to follow you in reciting the poem and also in the actions you perform.
4. Tell the class that all of them should see each other and raise their hands if anyone recites or performs incorrectly.
5. This will ensure the participation of all the students of the class.

Activity 2: 10 Minutes

1. Divide the class into two groups.
2. One group will recite one verse (line) of the poem with actions and the other group will recite the following verse.
3. This activity will continue till the end of the poem.



CONCLUSION / SUM UP

3 MINUTES

1. Conclude the lesson by again asking the class to recite and perform the poem.
2. This time, you must step aside and let the class do this, on their own.



ASSESSMENT

5 MINUTES

1. Ask one student to come up and perform one random action from the poem, without reciting the words behind those actions.
2. Ask the class to recite the words behind those actions.
3. Involve the students in solving problems given in exercises at the end of the unit/chapter.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to recite and perform the poem in front of their parents and siblings.
2. Give the students a new poem and help them learn it. Ask the students to come up with their own actions for each stanza of the poems. Ask each student to recite and perform that poem in the next class in front of the class.:

Appendix 1:

I have ten fingers (hold up both hands, fingers spread)
And they all belong to me, (point to self),
I can make them do things,
Would you like to see?
I can shut them up tight, (make fists),
I can open them wide, (open hands),
I can put them together, (place palms together),
I can make them all hide. (put hands behind back).
I can make them jump high, (hands over head),
I can make them jump low, (touch floor),
I can fold them up quietly, (fold hands in lap),
And hold them just so.

SAMPLE POEM

Rain is falling all around,
The roofs are wet and so is the ground,
I cannot hear any sound,
Rain is falling all around,
Rain, rain! Please go away,
Come again some other day,
Come in June or come in May,
Little children want to play.

TWO-CONSONANT CLUSTERS

'SK', 'ST'



STUDENT LEARNING OUTCOMES

- Recognize and pronounce, with reasonable accuracy, common two-consonant clusters 'sk' and 'st' in initial and final positions.

INFORMATION FOR TEACHERS

- In English, when two or three consonant letters are used together, it is called a consonant cluster. i.e., 'cl' in class, 'sch' in school.
- These clusters can be at the beginning of the word or the end of the word.
- Clusters at the beginning of the word are called "initial clusters" and at the end of the word are called "final clusters."
- Give students as much practice as possible by making use of consonant clusters in different words.
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, textbook, etc.



INTRODUCTION

5 MINUTES

- Write the following letters on the writing board.
S - T - R - O - N - G
- Ask students randomly to identify each letter as a vowel or consonant.
- Now, write all the letters as a word like: STRONG
- Ask a few students randomly to pronounce the underlined consonants.
- Tell students that when different consonants come together and produce separate sounds, it is called a consonant cluster. A consonant cluster can come at the start of the word or the end of the word.
- Consonant clusters coming at the beginning of the word are called "initial clusters" and consonant clusters coming at the end of the word are called "final clusters".



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Divide the class into four groups and name them A, B, C, and D.
- Assign them the following words:
 - Group A: strip, best
 - Group B: clean, lamps
 - Group C: ants, student

- ◇ Group D: spoon, task
3. Ask the groups to brainstorm about the letters in the given words.
 4. Ask them to point out consonant clusters in the given words.
 5. Next, ask them to mention whether they are clusters at the initial position or final position.
 6. Review the answers with the whole class. Make sure all students understand the concept of consonant clusters and identify them both at initial and final positions.
 7. Appreciate them for their responses.

Activity 2:

10 Minutes

1. Write the following words on the writing board:
clouds, cats, speak, salt, score, step, fast, ask, skill.
2. Divide the class into pairs.
3. Ask pairs to do the following:
 - ◇ Identify consonant clusters.
 - ◇ Tell if the cluster is at the beginning of the word or the end of the word?
 - ◇ Is it an initial cluster or a final cluster?
 - ◇ Write the clusters in their notebooks.
4. Invite a few pairs randomly to share their answers with the whole class.
5. Next, review the answers as a whole group. Underline the consonant clusters in the words on the writing board:
clouds, cats, speak, salt, score, step, fast, ask.
6. Finally, ask students to think of one more example word for each consonant cluster, e.g., clean, rats, spoon, etc.



CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by telling students that:

1. When two or three consonant letters are used together and produce separate sounds, it is called a consonant cluster. i.e., cl in class, sch in school.
2. These clusters can be at the beginning of the word or the end of the word.
3. Consonant clusters coming at the beginning of the word are called “initial clusters” and consonant clusters coming at the end of the word are called “final clusters”.



ASSESSMENT

5 MINUTES

1. Write the following words on the writing board:
bring, black, skin, test, fresh, hand, stand, sky, trophy
2. Draw two columns like this:

Initial Clusters	Final Clusters

3. Ask students to copy the table in their notebooks and write appropriate consonant cluster words in the relevant column.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to go through a lesson of their choice in the textbook and find five initial cluster words and five final cluster words and write them in their notebooks.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

HARD AND SOFT SOUNDS OF LETTERS “C” AND “G”



STUDENT LEARNING OUTCOMES

- Articulate hard and soft sounds of the letters c and g.

INFORMATION FOR TEACHERS

- Competency: Formal and Lexical Aspects of Language.
- Soft ‘c’** is pronounced ‘s’ as in cell, city, mice, citrus, cylinder.
- A **hard ‘c’** is pronounced ‘k’ as in clock, correct, cup, cage, class.
- A **Soft ‘g’** is pronounced ‘j’ as in gaint, giraffe, gypsy.
- A **hard ‘g’** is pronounced ‘g’ as in golf, gun, great, gum, goat.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable..



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Pictures given at the end of the lesson plan starting with the letters ‘c’ and ‘g’ or the same things can be drawn on the writing board.



INTRODUCTION

5 MINUTES

- Ask the class: Tell the names of the things that start with letter c.
- (Answer: cap, car, cup, cow. Appreciate the children who give correct answers by saying good / very good).
- Tell them that the sound of letter c here is hard as it is pronounced as ‘k’.
- Name few things that start with letter ‘g’ (Answer: giraffe, gun, gate, goat, etc.)
- Tell them that giraffe has j sound it is **soft ‘g’**.
- While gun, gum, gate, goat sound is g so it is **hard ‘g’**.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Show the picture card 1 to children for soft ‘c’ sound and ask them: What can you see in the picture (Answer: two mouse/rats.) tell the children they are called mice when two are together.
- What can you see in the picture number 2 and 3 (Answer: city, cylinder).

1	2	3	4
A soft 'c' is pronounced 's'	A hard 'c' is pronounced 'k'	A soft 'g' is pronounced 'j'	A hard 'g' is pronounced 'g'
Cell, city, mice, cylinder	Clock, correct, cup, class, clap, cage, copy	Giraffe, gaint, gel	Gun, grass, gate

- Ask the class to clap for the child who has given a correct answer). Record the words on the writing board under the heading **soft 'c'**. (**Write the words on the writing board making four columns like this**):
- Inform them that if they sound of the above mentioned words in first column is 's' it is called the **soft c**.
- Where are you sitting? Answer: in the classroom.
- Tell the students that the 'k' sound is called a hard 'c'.
- Take a cap, cup, clock, copy and cat in the class or the picture cards to the class and ask them: What are these things called? Answer: cat, cup, cap, clock, copy. Appreciate them by asking to clap for correct answers given by students.
- Show the class a picture of a giraffe/gaint/gel. Ask them what is it. When they answer, write it in column 3.
- Tell the students that the sound 'j' is called a soft 'g'.
- Show gross, plastic gun or pictures and ask them what is it. When they answer write the words in column 4. Tell the students that the 'g' sound is a hard 'g'.
- A **soft 'c'** is pronounced 's'; A **hard 'c'** is pronounced like 'k'.
- A **soft 'g'** is pronounced 'j'; A **hard 'g'** is pronounced like 'g'.
- Read the words written on the writing board aloud.
- Correct the children if they pronounce it wrongly.

Activity 2:

10 Minutes

- Students will work in pairs and read the words written on the writing from the previous activity. They can give more words with the same sounds.
- Ask them to identify if the word has soft sound of letters c and g or hard sound of letter c and g.



CONCLUSION / SUM UP

3 MINUTES

Review the key points of the lesson with the whole class. Tell students that today they have practised the soft and hard sounds of c and g.



ASSESSMENT

5 MINUTES

- Ask the questions from the students:
 - Name a few things that start with **soft 'c'**
Answer: cell, city, mice, cylinder.
 - Name a few things that start with **hard 'c'**.
Answer: call, clock, cup, cage, class, copy.
 - Name a few things that start with **soft 'g'**.
Answer: giant, giraffe, gypsy

2. Name a few things that start with **hard 'g'**.
3. Answer: golf, gun, great, gum, goat, grass.
4. Involve the students in solving the problems given in the exercise at end of unit / chapter.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Paste pictures or draw two things that start with **soft 'c'** and **'g'** or **hard 'c'** and **'g'**.
(Soft 'c') cell, city, **hard 'c'**: cup, cap, cream, clock, cage, class.
(Soft 'g') giant, giraffe, (hard 'g') goat, golf, gun.
2. Picture cards for activity 1: (bring newspaper cuttings / magazines for the following pictures. Do not cut from here).

PREDICTION



STUDENT LEARNING OUTCOMES

- Use pre-reading as a strategy to predict the text through the title and pictures.

INFORMATION FOR TEACHERS

- Give students text examples relating to real-life or their personal experiences.
- Use the pictures relevant to the text.
- Use low-cost and no-cost materials i.e., cuttings from newspapers, magazines, storybooks, etc.
- Predicting is when readers use text clues and their own personal experiences to anticipate what is going to happen next in the text.
- Use brainstorming and skimming during pre-reading.
- Consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN / 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, textbook pictures, etc.



INTRODUCTION

5 MINUTES

- Draw pictures of the following fruits on the writing board:
apple, banana, orange
- Tell students that these pictures have been taken from a lesson. Ask them to look at the pictures and guess what the lesson is about. Ask them to think of a title for the lesson. Use the following questions as prompts to help students think systematically:
 - What are the names of the objects drawn on the writing board?
 - What are these objects called as a group?
 - What is your favorite fruit?
 - Can you guess what are we going to learn in this lesson?
- Allow a few students to share their responses with the whole class. Tell students that pictures and titles help us guess what a story or text is about. They also help us guess what happens next in a story.
- Tell students that today they are going to practise this technique with the help of a few interesting activities.

**Activity 1: 10 Minutes**

1. Find the pictures of the four seasons from a picture book, newspaper, or magazine, i.e., spring, summer, winter, and autumn.
2. Write the following sentences on the writing board:
 - ◇ It is very hot.
 - ◇ Beautiful flowers are everywhere.
 - ◇ I need a warm jacket.
 - ◇ The leaves are falling down.
3. Divide the class into pairs.
4. Ask pairs to read the sentences written on the writing board for a couple of minutes.
5. Show the picture of seasons one by one.
6. Ask students to read the sentence related to the shown picture.
7. Ask students to predict the title of this activity.

Expected Answers: Seasons, weather, flowers

Activity 2: 10 Minutes

1. Write the following titles on the writing board:
School, Garden, Hospital
2. Divide the class into groups of five.
3. Assign a group leader to each group and tell the groups that these are titles of a few more lessons. Ask them to discuss and guess what information they may find in the lessons with these titles.
4. Show students the following picture and ask them to discuss what it is showing:



5. Write the following text on the writing board while students are discussing.
It is a place where sick people get treatment for their illness. It has doctors, nurses, ambulances, and medical staff. Sick people come here and take medicine to get cured. It has an operation theater, x-ray machine, and laboratory.
6. Tell the groups to read the text and predict the title after discussion in the group.
7. Invite group leaders to come up and share their responses with the whole class.



CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by telling the students that:

1. We use prediction to judge something in advance.
2. We can use pictures or titles to predict the text.



ASSESSMENT

5 MINUTES

Show the following pictures to the students and ask them to predict what they show.

1. Picture of a man distributing letters.
2. Picture of a man driving a car.
3. Picture of the market.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Ask students to collect any five pictures from old books, newspapers, or magazines.
3. Ask them to paste them into notebooks and predict the title of each picture.

CRITICAL THINKING (POST-READING)**STUDENT LEARNING OUTCOMES**

- Use critical thinking to respond to the text (post-reading) by relating what is read to their own experiences.

INFORMATION FOR TEACHERS

- Critical thinking means applying prior knowledge, given information, and reasoning to understand a text.
- Post-reading activities are those in which students summarise, reflect or question what they have just read. They are ideal for building reading comprehension and there are several different activities you can do.
- Use content that is relevant to the students' environment.
- Consult textbook when and where needed.

**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD****MATERIALS / RESOURCES REQUIRED**

- Chalks/markers, writing board, duster, textbook, etc.

**INTRODUCTION**

5 MINUTES

- Write the following text on the writing board:
The name of my country is Pakistan. It has four provinces. The names of the provinces are Punjab, Sindh, Khyber Pakhtunkhwa, and Balochistan. The capital of Pakistan is Islamabad.
- Ask to read the text and identify the names of the places mentioned in the text.
- Ask a few students randomly to share their answers.

**DEVELOPMENT**

20 MINUTES

Activity 1:**10 Minutes**

- Write the following text on the writing board:
My name is Ali. I like to speak with my friends in English. My teachers help me to learn through games and activities. I know some poems and I love to sing these with my friends.
- Divide the class into pairs. Give students two minutes to read the text.
- While students are reading, write the following sentence starters on the writing board:
 - ◇ My name is -----
 - ◇ I like -----

- ◇ My teachers-----
 - ◇ I know -----
4. Ask pairs to complete the sentences with their own details after reading the text.
 5. Invite a few pairs to share their work with the whole class.

Activity 2: 10 Minutes

1. Write the following text on the writing board:
My house has three bedrooms, a kitchen, and a family room. There is a small garden in front of the house. I love to water the plants in the evening. I also have a white kitten as a pet. I call it “kitty.”
2. Divide the class into small groups.
3. Ask students to read the text from the writing board and discuss the following questions written on the writing board:
 - ◇ How many bedrooms are there in the house?
 - ◇ What other places are there in the house besides these three rooms?
 - ◇ What does he/she love to do in the evening?
 - ◇ What is the colour of the kitten?
 - ◇ What does he/she call the kitten?



CONCLUSION / SUM UP

3 MINUTES

1. Conclude the lesson by summarizing the key points of the lesson.



ASSESSMENT

5 MINUTES

Ask the following questions randomly from the students, which they have discussed in the previous activity.

1. How does Ali learn?
2. What other places are there in the house besides these three rooms?
3. What does Ali sing with his friends?
4. What language does Ali want to speak?
5. What does he/she call the kitten?



HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Ask students to go through the first lesson in the textbook and find five nouns, five verbs, and five adjectives and write them on their notebooks and share them with the class the next day.

ALPHABETICAL ORDER



STUDENT LEARNING OUTCOMES

- Use alphabetical order to arrange words.
- Recognize alphabetical arrangement of words as preparation for glossary or dictionary use.

INFORMATION FOR TEACHERS

1. Alphabetical order helps developing dictionary skills. It also helps in making a list of items as in the attendance register.
2. The selection of words should be from the students' vocabulary. The list should be made by the students.
3. Make some worksheets for this lesson which help the students to learn the alphabetical order easily.
4. While teaching the lesson, the teacher should also consult the textbook at all steps where and when needed.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

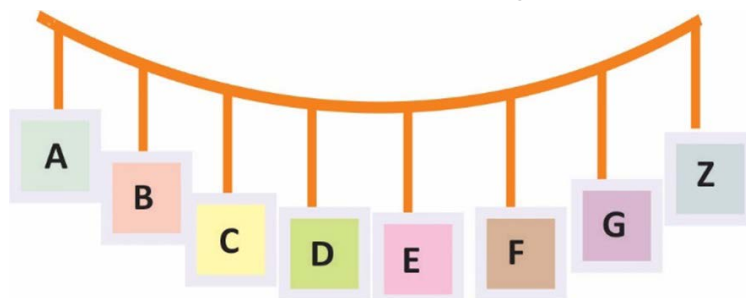
- Writing board, chalk/markers, dictionary, class attendance register, cloth peg, washing lines, each letter of the alphabet written on the individual flashcards.



INTRODUCTION

5 MINUTES

1. Tell students that words are made by a collection of letters. The arrangement of ABC is called the alphabetical order and that they will be learning to use the alphabetical order.
2. Tell students that they just need to recall the ABC for this lesson. Ask the class to join you in singing the alphabetical order song.
3. (A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z... now I know my ABC, tell me what you think of me?)
4. Arrange the letters in alphabetical order on the washing line, asking children to chant/say the order as you put up the flashcards on the washing line.





DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Call five students randomly in front of the class. Make them stand in a line. Call out their names and give them numbers: 1st, 2nd, 3rd, 4th, and 5th.
2. Now, arrange them differently and ask the class to rearrange their positions.
3. Next, ask the students to write the first letter of their name on a large paper.
4. Ask these five students to stand in alphabetical order in front of the class by holding the letter in front of them. (Encourage children to take help from the alphabetical order put up on the washing line).
5. Ask the class to check if they are standing in alphabetical order or not. If they are not, then ask the class to arrange them accordingly.
6. Now, tell the class that the attendance register is also made in the same way. Show them the register and show the names of some students.
7. This will describe the concept of alphabetical order as well. Point out that when two names begin with the same letter then we decide based on second-letter order. e.g. Ali Saad and Ali Zahid. Similarly, when two words are starting with the same letter we decide the order based on the second letter e.g., deer, duck.

Activity 2:

10 Minutes

1. Write five words on the writing board. Try to ask this list from the students keeping in mind their age and interests. Ask the students to select the words from a given theme. For example, students select from the following words.

SPORTS, PLAYERS, CRICKET, FOOTBALL, GOAL

2. Write numbers from 1 – 5 under the words in alphabetical order. i.e. CRICKET comes first, so write 1 under cricket and so on.
 - ◇ Cricket
 - ◇ Football
 - ◇ Goal
 - ◇ Players
 - ◇ Sports
3. Write another five words on the writing board.
4. Ask some students to come in front and ask them to arrange the words in alphabetical order.
5. Help them out with the activity.



CONCLUSION / SUM UP

3 MINUTES

1. Conclude the lesson by telling the class that alphabetical order is very important in many ways. It is very useful in daily lives. Show them the dictionary and tell them how to use the dictionary with the help of alphabetical order.



ASSESSMENT

5 MINUTES

1. Ask students to write the names of any five of their class fellows in alphabetical order. They need to check for the first and second alphabet.
2. Check the work and appreciate students for their participation.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Ask students to write the names of five cities, five countries, five female and five male names, and arrange them in alphabetical order.

NOUNS



STUDENT LEARNING OUTCOMES

- Recognize naming words as nouns.
- Demonstrate use of some nouns from immediate and extended environment.

INFORMATION FOR TEACHERS

1. Definition of Noun: Noun is a part of speech that name persons, places or things. e.g. Man, woman, boy, girl, teacher, principal, coach, doctor or police officers.
2. Dog, cat, mouse, fish, snake, and bird are some examples of nouns that name animals.
3. School, museum, fire station, store and restaurant are some nouns that name places.
4. Table, desk, chair, blackboard, pencil and rug are some nouns that name things or objects.
5. Rule to Play: What is it? (kasauti): Choose some object from the classroom. (For example: a green chart paper on the wall) Do not tell anyone what object you have selected. The students will ask questions: Is it a girl? Is it boy? Is it on the wall? Is it green? etc. Reply with "YES" to the correct guess and NO to the wrong guess. The first student who guesses the object wins.
6. Time allocation is estimated and can change as per need of the activity.
7. While teaching the lesson, the teacher should also consult the textbook where applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, chalks/markers, charts, textbook, Students' copies, pencils, rulers, wall clock/ wrist watch.



INTRODUCTION

5 MINUTES

1. Tell the students that you have an interesting game to play in class and the students must actively participate. The game is 'What is it?' (Kasauti).
2. Start the game by explaining that you will choose some object from the classroom.
3. You will not tell anyone what object you have selected.
4. The students will ask questions, one at a time, to find out about the object. Encourage all the students to ask questions.
5. The first student who guesses the object wins. Whole class claps for the winner.
6. Write name of the object on the writing board. continue playing the game for a few more objects.
7. Tell the students that the objects are called nouns. Ask them if they remember and tell what nouns are:

- After the students have given you their answers about nouns, explain to them that nouns are names of people, places or things.
- Call out some nouns and have the students say whether the noun is a person, place or thing. For example, you could call out the following nouns: tree, cat, school, and mother.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- For a written activity, ask the students to take out their notebooks.
- Ask students to draw three columns on the page.
- Write the word “People” on the blackboard and tell students to write the word “People” as the heading of the first column in their notebooks.
- Give 5 minutes to students to write the names of people in the school and their homes.
- Tell them to write at least six names with correct spellings during the time period.
- Repeat the same procedure for “Places”, “Things” and “Animals”.

Activity 2:

10 Minutes

- In this activity students share their lists with other students.
- Ask students to share the nouns they have written in pairs.
- All students check each other’s work with pencil and identify if any wrong word has been written.
- Students write the definition of noun in their note books. (Definition is given in Information for Teachers above. Students only write three to four examples of nouns in the definition).



CONCLUSION / SUM UP

2 MINUTES

- Give students a quick recap by asking them the definition and examples of nouns.



ASSESSMENT

5 MINUTES

- The students’ understanding of nouns can be assessed during the written activity. First, check if each student can make a list of nouns. Second, check if students can identify the nouns as a person, place, or thing.
- Students can be assessed at the end of week. Students can draw a picture and label the nouns in the given picture.
- Involve the student in solving problems given in exercise at the end of unit/chapter.



HOMEWORK / FOLLOW UP

3 MINUTES

- Give students eight letters of the alphabet. Assign two letters each for names of persons, places and things. For example, ‘a’ and ‘m’ for places, ‘n’ and ‘d’ for persons, ‘t’ and ‘g’ for things and ‘s’ and ‘c’ for animals. Ask them to write one noun that starts from each given letter. Give this task as homework..

ANTONYMS



STUDENT LEARNING OUTCOMES

- Recognise and use words opposite in meaning.

INFORMATION FOR TEACHERS

- Similar means the same meanings. They are also called synonyms.
- Opposite words are also called antonyms. In grade III, we use direct opposites e.g. big/small, old/new, dirty/clean.
- Opposites are often adjectives as they describe (words) e.g. old book, small cat.
- While teaching the lesson, the teacher should also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/markers, charts, textbook, etc.



INTRODUCTION

5 MINUTES

- Ask students randomly to tell:
 - Anything big in the class/anything small in the class.
 - Anything clean in the class/anything dirty in the class.
 - Anything dull/black/dark in the class/anything (bright/white/ colourful) in the class.
 - Anything new in the class/anything (old) in the class.
- After this activity tell the students that they will be standing about similar and opposite words that day.
- Write the words “antonyms” (words with opposite meanings) and “synonyms” (words with similar meanings) on the writing board and ask the students to copy them in their notebooks.
- Tell them that opposite words are also called antonyms and similar words are also called synonyms.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Write the following words on the writing board:
old, long, difficult, big, hard, tall, heavy, new, small, beautiful, cold, short.
- Ask students to work in pairs and match the antonyms from the given words.

3. Move around and support them where required.
4. Once they are done, invite 3 – 4 pairs to share their work with the whole class.

Activity 2: 10 Minutes

1. Draw two columns on the writing board as shown below and ask students to draw the same in their notebooks e.g:

Words	Opposite words
Big	
Day	
Good	
Young	
Short	

2. Now, ask students to guess the opposite words of the words written in column 1.
3. Tell them to discuss their answers in pairs.
4. Ask a few students to share their responses with the whole class.



CONCLUSION / SUM UP

3 MINUTES

1. Review the key points of the lesson with the whole class.



ASSESSMENT

5 MINUTES

Ask students:

1. What are antonyms?
2. Think of antonyms of old, tall, hot, soft, up



HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Ask students to make sentences of their own using the following words as homework:
 - ◇ old long difficult
 - ◇ big hard tall
 - ◇ heavy new small
 - ◇ beautiful cold short

SYLLABIC DIVISION



STUDENT LEARNING OUTCOMES

- Understand the syllabic division of a word for learning words' meanings.
- Write syllabic division of a word for learning words' meanings.

INFORMATION FOR TEACHERS

1. Syllable means a word or a part of a word that can be pronounced with a single pulse of tongue e.g. ba-na-na (three syllables), pencil (two syllables), pen (one syllable), etc. More often each syllable has a single vowel sound.
2. The syllabic division helps in understanding pronunciation, spelling, and meaning of words.
3. Syllables are also used as prefixes and suffixes. . Prefix comes at the start of the word and suffix comes at the end of the word.
4. While teaching the lesson, also consult the textbook at all steps..



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, textbook, etc.



INTRODUCTION

5 MINUTES

1. Write the following words on the writing board:
helpful, incomplete, unlock.
2. Ask students to pronounce these words loudly.
3. Now write the words as follows:
help-ful, in-comp-lete, un-lock
4. Ask students to pronounce the words again in parts as shown.
5. Tell students that when we separate a word to the smallest part which can be pronounced in a single pulse of the tongue is called a syllable.
6. The syllables "ful", "in" and "un" are also called prefixes and suffixes. Prefix comes at the start of the word and suffix comes at the end of the word.
7. Ask students to guess the meanings of the prefixes/ suffixes and then use them to guess the meanings of the words. Give them an example: do, un-do (un changes the word do into an antonym).
8. Tell students that today they are going to practise dividing words into syllables to understand their meanings.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Write the following words on the writing board:
Beauti-ful , un-happy , dis-connect , un-like , comfort-able
- Divide the class into pairs.
- Ask students to notice the words on the writing board and identify syllables showing suffixes and prefixes.
- Ask random pairs to share their answers.
- Write the following table on the writing board:

Syllable (Affix)	Meaning
ful	complete
un	not
dis	without
able	having the quality

- Tell students that when affixes add as a syllable with a word they change the meaning of that word.

Activity 2:

10 Minutes

- Write the following words and affixes on the writing board:
Words: **happy, wonder, like, kind, truth, respect**
Affixes: **dis, un, ful, able**
- Divide the class into groups.
- Ask groups to combine an affix with a word to make a new word.
- Ask group leaders to share the answers of their groups with the whole class.



CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by telling the students that:

- One syllable word involves one pulse of the tongue.
- The syllabic division helps in understanding pronunciation, spelling, and meaning of words.
- Syllables are also used as prefixes and suffixes. Prefixes come at the start of the word and suffixes come at the end of the word.



ASSESSMENT

5 MINUTES

- Draw the following table on the writing board:

Column A	Column B
respect	un
honest	ful
fruit	dis
healthy	able

- Ask students to match the words with the right affixes and write the complete words in their notebooks.



HOMEWORK / FOLLOW UP

2 MINUTES

- Tell students to go through their textbooks and find out ten words using affixes as syllables.
- Tell them to share their work in the upcoming class.

PUNCTUATION AND SPELLINGS



STUDENT LEARNING OUTCOMES

- Write sentences of their own using correct capitalisation, punctuation and spellings.

INFORMATION FOR TEACHERS

- Capitalization for beginning sentences and for proper nouns.
- Punctuation features to be re-introduced to grade III: full stop, question mark, speech marks, exclamation marks.
- Tell the students that they are going to write about themselves and their families.
- In this lesson they will be taught possessive helping verbs (has, have) and pronouns (I, you, we, they, he, she, it) etc.
- Students will check each other's work for correct capitalisation, punctuation and spellings.
- While teaching the lesson, the teacher should also consult the textbook where applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, chalks, markers, attached worksheet, textbook etc.



INTRODUCTION

5 MINUTES

Ask the students:

- How many brothers and sisters do they have?
- How old are they?
- Do they have relatives other than parents, brothers and sisters, who live with them in the same house? For e.g. grandparents, uncles or aunts?



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Draw worksheet I on the writing board and ask the students to draw the tree in their copies.
- Once they have finished drawing and writing ask them to fill the worksheet.
- While the students do their work monitor and help the students.
- When students are finished with the first tree worksheet, exchange their first tree worksheet, exchange their work with their pair. Ask students to write sentences about their

friend using information on the tree.

- Recap the punctuation and capitalization rules. Tell the students that 'have' is used for I, You, We and They. While has is used for She, He, and It. I, me, you, we, they, them, their, he, his, him, she, her are pronouns.
- Make students practice this by repeating after you several times: 'I have, we, you have, they have, she has, he has, it has.'
- Draw this table on the writing board and do an oral drill of a few sentences using the information from any one of the tree diagram.

He, she, it
I, me, you, we, they
Has
Have
Is

- e.g. She has two brothers. He likes mangoes. They have a house in the village.
- Now ask the students to write five sentences about their friend using information given in the tree diagram.

Activity 2: 10 Minutes

- Ask students to choose and write about any member of their family.
- Encourage them to choose someone that they have never written about before.
- Discuss with them what 3 or 4 pieces of information will be most interesting for their paragraph (instead of just writing about how old they are and what time they wake up.
- A paragraph should be interesting and carry unique information about the topic.)

For example:

- ◇ Does the person they are writing about have a nickname?
- ◇ How does that person spend time with you?
- ◇ What does he/she say to you?
- ◇ Does that person have any habits that you like or dislike?



CONCLUSION / SUM UP

3 MINUTES

Ask them:

- What should we remember when beginning a sentence?
- Where else do we use capital letters? Give examples.



ASSESSMENT

5 MINUTES

Ask the students to exchange and read each other's work in pairs.

- Tell the students to check capitalisation, punctuation and spelling mistakes and write again, after the first checking, keeping the corrections in mind.
- Involve the students in solving problems given in exercise at the end of unit/chapter.



1. Ask the students to write a paragraph about their families.
2. You may decide to leave out the second and third blanks in the tree diagram (place and date of birth).
3. You can add a fill in the blank: Other relatives living with you _____.

WORKSHEET

Fill in the blanks.

Name: _____

Place of Birth: _____

Date of Birth: _____

Brothers and Sisters: _____

Favorite Things: _____

Interesting Story: _____

PARAGRAPH WRITING USING MIND MAPS



STUDENT LEARNING OUTCOMES

- Write a guided paragraph using the technique of mind-map.

INFORMATION FOR TEACHERS

1. A mind map, or spider diagram, is a strategy for making notes on a topic, before writing.
2. It is a structured strategy, which shows the relationship of ideas, as opposed to an unstructured strategy, such as brainstorming, in which students produce notes randomly on the paper.
3. Mind maps make writing essays and paragraphs easy as they help gather ideas easily and structure those ideas.
4. Use mind maps for both guided and free paragraph writing activities with students.
5. While teaching the lesson, also consult the textbook at all steps..



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

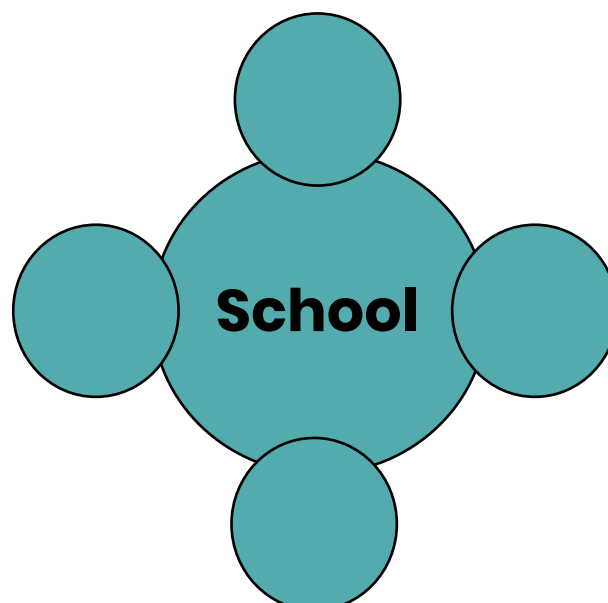
- Chalks/markers, writing board, duster, textbook, etc.



INTRODUCTION

5 MINUTES

1. Draw a mind map (spider diagram) on the writing board. (See the following as an example):



2. Ask students to say some words related to school.
3. Write those words in the mind map drawn on the writing board.
4. Now tell students that the figure drawn on the writing board is called a mind map and it is used to gather ideas about a topic.
5. Tell students that they are going to use the mind map to write a paragraph on “School”.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Write the following topics on the writing board:
School, Garden, Hospital, Classroom, Playground
2. Divide the class into five groups and assign a topic to each group.
3. Assign a group leader to each group to monitor the activity.
4. Ask the groups to make a mind map of their given topic by generating ideas about it i.e., place, people, objects, activity, etc.
5. Ask each group leader to share the points they have written in their mind map with the whole class.
6. Guide and facilitate the groups during the activity.

Activity 2:

10 Minutes

1. Ask students to remain in the same groups.
2. Ask them to make a sentence on each point they have written in their mind map.
3. Ask group leaders to share their sentences.
4. Now, ask groups to sort out their sentences in sequence.
5. After completion of this part, tell the groups to share their paragraph with other groups.
6. Guide and facilitate the groups during the activity.



CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by telling the students that:

1. A mind map, or spider diagram, is a strategy for making notes on a topic, before writing.
2. Mind maps make writing paragraphs easy as it helps gather ideas and structure them.



ASSESSMENT

5 MINUTES

1. Ask students to make a mind map on the following topic:
My Family.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.

LONG AND SHORT VOWEL SOUNDS



STUDENT LEARNING OUTCOMES

- Pronounce long and short vowel sounds.

INFORMATION FOR TEACHERS

1. There are five vowels in English. They are: a, e, i, o, u; the letter 'a' is pronounced as in apple, 'e' is pronounced as in egg, 'i' as in ink, 'o' as in orange, and 'u' as in umbrella.
2. Minimal pair: Minimal pairs are pairs of words or phrases that differ only in one sound in a word and have different meanings. Practicing minimal pairs can help recognize the differences in pronunciation between one word and another. Minimal pairs are for both vowels and consonants. In this lesson, the focus is only on vowel minimal pairs.
3. The teacher needs to have the following long and short vowel sounds in mind. They will help her/him in teaching vowel sounds effectively.

Short and long vowel sounds

There are five short vowel sounds.

Sound	Example
Short 'e'	pen, hen
Short 'i'	it, in
Short 'o'	top, hop
Short 'u'	under, cup

Six long vowel sounds

Sound	Example
Long 'a'	bark, park
Long 'e'	seed, feed
Long 'o'	horse, lock
Long 'u'	school, tool

4. While teaching the lesson, the teacher should also consult the textbook where applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, marker/ chalk, big cut-outs of the long and short vowel sounds made of card paper, textbook, etc.



INTRODUCTION

5 MINUTES

1. Introduce the vowels: Write vowels a, e, i, o, u on the writing board. Inform students that there are five vowel letters in the English Language with which we add 'an' if the word

starts with vowel letters or sound.

2. Pronounce the sound of letters like this: Letter 'a' is pronounced as in apple, 'e' is pronounced as in egg, 'i' as in ink, 'o' as in orange, and 'u' as in umbrella.
3. Place your hand on the writing board and draw its outline. Write a, e, i, o, u on the top of fingers and thumb to make the hand span. Students must make this in their notebooks.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Ask children to tell some words that start with the vowel 'a'. (as a teacher you have to make sure that you pick only those words which start with short vowel sound of a) Do the same for e, i, o, and u.

2. Record their answers on the writing board like this:

Short e	Short i	Short o	Short u
egg, elephant	ink, insect	orange, ox	umbrella

3. Inform students that these are words that start with short vowel sounds.
4. Students must make this table in their notebooks.

Activity 2:

10 Minutes

1. Write the word need, fan, park, short, horse on the writing board.
2. Underline vowel letters in these words like need, fan, park, short, horse.
3. Refer to the instruction for teachers for clear understanding.
4. Record the answers in a table on the writing board.
5. When the vowel sound is long, as long -e- in beet, feet, long -o- in horse, lock, long -u- in food is they are called long vowel sounds.
6. Repeat the long vowel sounds aloud at least five times.
7. Correct for pronunciation.
8. Ask all students to make the table of words in their notebooks.



CONCLUSION / SUM UP

3 MINUTES

1. Conclude the session by telling the students that we have practiced short and long vowel sounds. It is important to note short and long vowel sounds while pronouncing certain words.



ASSESSMENT

5 MINUTES

1. Assess students through their responses in the class during both activities above.
2. Involve the students in solving the problems given in the exercise of the relevant unit of the textbook.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Continue to recite the short vowel sound and long vowel sound poems with students at regular intervals.
2. Write one short and one long vowel sound word for 'a', 'e', 'i', 'o', 'u' and also add 'a' or 'an' to it as a home assignment.

INTENSIVE READING



STUDENT LEARNING OUTCOMES

- Apply critical thinking to interact with the text using intensive reading strategies (while reading) to predict what follows in the text using context.

INFORMATION FOR TEACHERS

- Intensive reading requires that students try to understand the text thoroughly.
- Intensive reading involves learners reading in detail with specific learning aims and tasks.
- Critical thinking means applying prior knowledge, given information, and reasoning to understand a text.
- Intensive reading activities include skimming a text for specific information to answer true or false statements or to filling gaps in a summary, scanning a text to match headings to paragraphs, and scanning jumbled paragraphs, and then reading them carefully to put them into the correct order.
- Skimming is reading rapidly in order to get a general overview of the material. Scanning is reading rapidly in order to find specific facts.
- Intensive reading strategies help in predicting what happens next by using the context.
- While teaching the lesson, the teacher should also consult the textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, textbook, etc.



INTRODUCTION

5 MINUTES

- Write the following text on the writing board:

I was very hungry. I needed something to eat. I asked my mother to cook food. She cooked delicious food after 30 minutes and

- Ask students to read the text quickly and predict what would have happened next.
- Expected Answers: I ate food. I washed my hands. I drank water. etc.
- Tell students that reading a part of the text and understanding its situation/ context helps us guess what happens next in the story/ text.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Write the following text on the writing board:
Once there was a fox. It was very hungry. It went here and there in search of food. But it could not find food anywhere. Soon it came to a garden and found some branches of grapes.....
2. Divide the class into groups of five students.
3. Ask groups to read the text written on the writing board.
4. Write the following question on the writing board while the students read.
 - ◇ Who was hungry?
 - ◇ What had it needed?
 - ◇ Where did it go in search of food?
 - ◇ What did it see in the garden?
5. Ask groups to discuss the questions written on the writing board and find the answers.
6. Invite some groups randomly to share their answers.

Activity 2:

10 Minutes

1. Tell students to remain in the same groups.
2. Ask groups to read the text again and predict what might happen next by using the context of the text.
3. Write the following prompt on the writing board while students are predicting.
 - ◇ The fox ate the grapes and
 - ◇ The fox could not eat the grapes as
4. Ask groups to predict one possible result and complete the prompt by using the context.
5. Invite groups randomly to share their responses.



CONCLUSION / SUM UP

3 MINUTES

1. Conclude by summarizing the key points of the lesson.



ASSESSMENT

5 MINUTES

1. Write the following story and read it to students:
Once there was a crow. It found a piece of meat. It flew with it and sat on a branch of a tree to eat it. Soon a fox came and saw the crow with the piece of meat. Fox wanted to take that piece of meat. It told the crow that it had a beautiful voice, could it sing a song?
The crow.....
2. Ask students to predict what might have happened next after Fox's offer?



HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Write the following story on the writing board:
Once there was a dog. It was very hungry. It went here and there in search of food. Soon he came
3. Ask students to copy the story on their notebooks and complete it as homework by predicting what will happen next.
4. Ask students to show their work in the next class.

Month

2

CONJUNCTIONS & POSSESSIVE ADJECTIVES



STUDENT LEARNING OUTCOMES

- Recognise the functions of joining words (conjunctions).
- Recognise and use words showing possessions as possessive adjectives.

INFORMATION FOR TEACHERS

1. Conjunction (or a joining word) is a word that connects words or sentences.
2. 'And' is used for addition, e.g.,
 - ◊ Ahad and Ali
 - ◊ Chocolates and toffees
3. 'Or' is used for alternatives, e.g.,
 - ◊ Ahad or Ali
 - ◊ Milk or tea
4. 'But' is used for contrast (opposite), e.g.,
 - ◊ I have chocolate but I want to eat toffees.
5. 'Because' is used to express reason, e.g., I watch T.V because I like it.
6. The possessive adjectives that are used in the English language are: my, your, our, its, her, his, and their; each one corresponds to a subject pronoun. They are words that modify a noun to show a form of possession, a sense of belonging or ownership to a specific person, animal, or thing.
7. While teaching the lesson, the teacher should also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, marker/ chalk, duster, textbook, etc.



INTRODUCTION

5 MINUTES

1. Write a sentence on the writing board leaving the word 'and'. For example:
2. I have a pencil a rubber.
3. Ask students to tell what will complete the sentence.
4. Explain the function of joining words here. (Two or three sentences should be written on the same pattern for a better understanding of students).
 - ◊ I like chocolates (but) Sana dislikes them.
 - ◊ Ali likes ice creams (because) he likes cold things.
 - ◊ Ali (and) I buy things to eat from the market (or) school.

**Activity 1: 10 Minutes**

- Review the concept of conjunctions with a few more examples.
- Ask students to take out their pencils and erasers/notebook/colour pencils or anything that they have with them.
- Ask a few students to tell in a sentence two things they have. Responses would be:
 - ◇ I have a pencil and a rubber.
 - ◇ I have a book and a few colour pencils.
 - ◇ I have a lunch box and a water bottle.
- Explain how 'and' joins two words.
- Next, write the following sentences on the writing board.
- Ask students to work in pairs and fill in the blanks with the correct conjunctions.
 - ◇ Red _____ blue are colours. (and, or)
 - ◇ I think he is three _____ four years old. (and, or)
 - ◇ I am tired _____ I will go to bed. (but, so)
 - ◇ The girl is happy _____ she has some ice cream. (because, but)

Activity 2: 10 Minutes

- Introduce the concept of possessive adjectives using the following table and examples:

Subject	Object	Possessive Adjective
I	me	my
you	you	your
he	him	his
she	her	her
it	it	its
we	us	our
they	them	their

- Tell students that we use possessive adjectives:
 - ◇ to show **something belongs** to somebody:
 - ◇ This is **our classroom**.
My bag is very old.
 - ◇ for **relations and friends**:
 - ◇ **My mother** is a teacher.
How old is **your brother**?
 - ◇ for **parts of the body**:
 - ◇ She has broken **her arm**.
He is washing **his hair**.
I need to brush **my teeth**.
- Tell students that the possessive adjective **its** does **not** have an apostrophe ('):
 - ◇ That bird has broken **its** (NOT it's) wing.
 - ◇ (it's always means it is or it has.)
- Now, ask students "What's your name?" Write this on the board: "My name is..."
- Give students more practice by extending it to "What's my/ his/ her/ its name?" and "What are our/ their names?" "What's his mother's name?", "What are our pets' names?" etc.



CONCLUSION / SUM UP

3 MINUTES

1. Review the definitions of conjunctions and possessive adjectives with a few more examples.
2. Tell students that these words are very common in English and are used frequently in everyday conversations..



ASSESSMENT

5 MINUTES

Give students the following sentences and ask them to underline joining words (conjunctions) from them.

1. I cannot go with you _____ I am ill.
2. Ali is a poor man _____ he is very generous.
3. Hina has two _____ three brothers.
4. The man picked up his umbrella _____ went away.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Write the following sentences and ask the students to underline conjunctions and possessive adjectives as a home assignment.
 - ◇ Ayesha has a cup and a spoon in her hand.
 - ◇ She likes to watch cartoons and children's programmes but her TV is out of order these days.
 - ◇ Can you please give me a pen or a pencil? I forgot my bag at home.
 - ◇ We have not eaten our lunch, but we have chips and chocolates.

ANAGRAMS



STUDENT LEARNING OUTCOMES

- Make anagrams from simple one-syllable words.

INFORMATION FOR TEACHERS

- An anagram is a word or phrase formed by rearranging the letters of a different word or phrase, typically using all the original letters exactly once. For example, the word race can be rearranged into care, and the word keen can become knee!
- An anagram can help create different words from a word, e.g., bring = in, ring.
- One syllable word is a word that can be pronounced with a single pulse of the tongue.
- Anagrams are very interesting and students love creating anagrams.
- Try to use words for anagrams from student's daily life.
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, textbook, etc.



INTRODUCTION

6 MINUTES

- Tell students that they are going to play a game to make new words by rearranging the letters of a word.
- Write the following words on the board:
are, tea, cat
- Ask students to work in pairs and make one new word from each word by rearranging its letters.
- Once they are done, invite a few pairs to share their answers with the whole class.
- Review the answers with the class: are=ear, tea=eat, cat=act
- Tell students that when we rearrange the letters of a word and make a new word, it's called an 'anagram'.
- Now, write the following words on the writing board:
nation = in, on, at, not, tan
- Ask students to read the words and tell what unique thing they see in these words.
- Elicit that these words are made of the one word "nation". When you break a word into different words by rearranging its letters, it is also called an anagram.
- Tell students that they are going to do some anagram activities in this lesson.



DEVELOPMENT

20 MINUTES

Activity 1:

8 Minutes

1. Review the definition of anagram.
2. Write the following examples on the writing board:
dusty = study
inch = chin
state = taste
below = elbow
car = arc
meat = team
3. Remind students that we can also create many words from a single word by rearranging its letters.
4. Write the word '**simple**' on the board.
5. Now, show students how we can create many different words using the letters of the word 'simple', e.g.:
sim, sip, lip, slip, slim, pile, mile, lime, slime, smile
6. Tell students that the rule is that we use the letters of the original word only to create new words by rearranging those letters.

Activity 2:

12 Minutes

1. Write the following words on the writing board:
part, pairs, run, pat, note, was, won, who, night
2. Divide the class into pairs.
3. Tell pairs to make a new word from each word written on the writing board by rearranging its letters.
4. As the pairs work, move around and assist them where needed.
5. Once they are done, allow 3 – 4 pairs to share their words with the whole class.



CONCLUSION / SUM UP

2 MINUTES

Conclude the lesson by telling the students that:

1. An anagram is a word or phrase formed by rearranging the letters of a different word or phrase, typically using all the original letters exactly once. For example, are into ear and thing into night.
2. An anagram can also help create different words from one word .i.e. inch = chin, in.



ASSESSMENT

3 MINUTES

1. Write the following word on the writing board:
EASY
2. Ask students randomly to make different words from the word written on the writing board.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Ask students to go through their textbooks and find at least five words and make anagrams from those words.
3. Ask students to share their work in the next class..

SIMPLE SENTENCES



STUDENT LEARNING OUTCOMES

- Make simple sentences by using SV (Subject and verb) structure.

INFORMATION FOR TEACHERS

- The term “subject” is called a doer of the action in English grammar; “verb” refers to an action or a state of being something.
- It is very important to give students practical examples in understanding these two terms.
- Give students as much practice as possible in making simple sentences.
- Help them understand how a simple sentence consists of a subject and a verb, e.g., I (subject) smile (verb).
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, textbook, etc.



INTRODUCTION

5 MINUTES

- Write the following sentence on the writing board:
 - I play.
- Ask a few students to read this sentence aloud.
- Now, ask students the following questions:
 - What are the meanings of the words “I” and “play”?
 - What do we call these words in grammar?

Expected answer: words, noun, subject, action, etc.
- Explain to them that:
 - The word “I” is a subject and is the doer of the action. A subject comes at the start of the sentence.
 - The word “play” is a verb and shows action or state of being something.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Write the following words on the writing board:

sing, he, eat, drink, you, Ali, walk, they, write, it, work, she

2. Divide the class into pairs.
3. Ask students to read the words and identify the subjects and verbs.
4. (hint: verb shows action)
5. Tell students to complete the following table:

Subject	Verb

6. Once they have completed the table, review the answers with the whole class.
7. Then, ask students to make simple sentences using the words from both columns.
8. Ask a few pairs to share their work with the whole class..

Activity 2:

10 Minutes

1. Write the following words on the board:
Subject: **I, we, you, they, he, she, it, Bilal**
Verbs: **run, sleep, smile, walk, read, write, speak**
2. Ask students to continue working in the same pairs and make simple sentences using the given subjects and verbs. Do one as an example for them: I run.
3. Once they are done, allow 3 – 4 pairs to share their work with the whole class.
4. Appreciate students for their participation..



CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by telling the students that:

1. The term “subject” is called a doer of the action in English grammar.
2. The subject comes at the start of the sentence.
3. “Verb” in grammar refers to an action or a state of being something. In English, it comes after the subject.



ASSESSMENT

5 MINUTES

1. Write the following verbs and subjects on the writing board:
drink, cat, he, run, we, work, laugh, you.
2. Invite a few students to come up and do the following:
 - ◇ Underline the subject
 - ◇ Circle the verb
 - ◇ Use both in a simple meaningful sentence.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to go through their textbooks and find five subjects and verbs. Use these subjects and verbs in simple sentences.
2. Ask students to share their work in the next class.

NARRATIVE PARAGRAPH



STUDENT LEARNING OUTCOMES

- Write a simple narrative paragraph.

INFORMATION FOR TEACHERS

- Narration is a story that is written to explain what, when, and who did something.
- Narrative paragraphs are usually written in chronological order/sequence.
- Words like soon, later, then, after should be used to show the timing of the action.
- While teaching the lesson, the teacher should also consult the textbook at all steps where and when needed.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, marker/ chalk, charts, textbook, etc.



INTRODUCTION

5 MINUTES

- Ask students if they have ever heard stories from their grandmothers or anyone else.
- Ask them if they liked those stories or not.
- Ask for their comments e.g., what was so enjoyable about those stories?
- Relate this experience to the current lesson of narrative writing saying that the story is a narrative.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Brainstorm to find a topic that will be of interest to the class e.g. kittens, rabbits, etc.
- Ask students what they know about the topic.
- Ask them to make a story on the topic.
- Remind them that a narrative or a story has a problem that is then solved at the end (sometimes it is not solved).
- Think of a problem:
 - What if your kitten got lost or locked up in a cupboard by mistake?
 - How would the kitten feel?
 - Who would rescue the kitten? Or will she find a solution to her problem herself?

6. Write down the topic sentence which expresses the main idea.
7. Add 3 more sentences using the information noted on the writing board (the ideas given by the students).
8. Use transition devices (then, after, later, as soon as, etc.) to show the order in which the events occurred.
9. Write a sentence that would sum up the idea

Sample:

10. Once I had a rabbit. One day I lost it.
11. Ask the students to complete it individually.
12. More around and help those who have problems in paragraph completion.
13. Once they have completed, ask some students randomly to come in front and read aloud the written paragraph.
14. Appreciate them for their work.

Activity 2: 10 Minutes

1. Divide the class into groups of 4 – 5 students.
2. Assign a different topic to each group from those suggested by the class and noted on the writing board.
3. Ask the groups to write a narrative paragraph on the demonstrated pattern, with each member contributing one sentence.
4. Ask the groups to share their work with the whole class, by one member reading out the group's paragraph loudly.



CONCLUSION / SUM UP

3 MINUTES

1. Ask students to read out their paragraphs.
2. Ask students what they have learnt during the lesson. They should be able to talk about the contents of the paragraph, besides the structure.



ASSESSMENT

5 MINUTES

1. Write the following sentence on the writing board.
Aslam gets up early in the morning.
2. Ask students to read it and then write a few sentences about their morning routine.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Tell students to write a narrative paragraph on 'My Birthday' in their notebook and share it with the class the next day.

ORDINAL NUMBERS



STUDENT LEARNING OUTCOMES

- Write ordinal numbers from 50–100 in words.

INFORMATION FOR TEACHERS

- The numbers which give us the order of an object are called ordinal numbers. Ordinal numbers tell the position of an object in a sequence rather than their quantity.
- Ordinal numbers are essential to learning life skills.
- They help us in counting.
- Some examples of ordinal numbers are first, second, third, etc.
- While teaching the lesson, the teacher should also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- White/blackboard, charts of ordinal numbers, flashcards, textbook, etc.



INTRODUCTION

5 MINUTES

- Make a row of five shapes.
- Tell students to count how many shapes are in the row.
- Explain that you can identify where the shapes are in line by using ordinal numbers. Then point to each shape and say: first, second, third, fourth, fifth.
- Have volunteers point to different shapes based on your directions. For example, say: Point to the second shape in the row.
- Ask questions such as: Where is the tenth shape? How many shapes are in the second row?



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Ask 10 volunteers to line up facing the class.
- Have them turn to face right and count 1 to 10 as you touch each student's shoulder.
- Then give each student the corresponding ordinal card showing the ordinal number in words.
- Read the ordinal number, and have students repeat after you.
- After all ten children in line have been given cards, ask questions such as: Who is fourth in line? Who is sixth in line?

- Then have children mix up and ask volunteers to help you rearrange them in the correct order.

Activity 2:

10 Minutes

- Write the following words on the writing board:
1st, 2nd, 3rd, 4th
- Ask students to read aloud these numbers.
- Tell them that there are two ways to write numbers.
 - 1st, 2nd, 3rd, 4th
 - First, second, third, fourth
- Show a chart with ten objects with numbers in words.
- Ask students to count the numbers and help them read the number in words.
- Then, ask them to copy the numbers in words.
- Next, ask to learn the spelling by noticing the sounds and write the numbers in words.
- Show pictures with different numbers of objects; ask students to write correct numbers in words.
- In the same way, ask the students to write numbers from 50 to 100 in words. Show a chart with the picture of a race among ten boys. First, second, third, fourth, fifth, sixth, seventh, eighth, ninth, and tenth will be written under them.
- Ask students to copy ordinal numbers in words.
- Ask students to learn the spelling and write the ordinal numbers in words.



CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by telling the students that:

- The numbers which give us the exact position of an object are called ordinal numbers. Ordinal numbers tell the position of objects rather than their quantity.
- Ordinal numbers are essential to learning life skills.
- They help us in counting.
- Some examples of ordinal numbers are first, second, third, etc.



ASSESSMENT

5 MINUTES

- Ask a few students randomly to come in front and write the following ordinal numbers in words.
55th, 73rd, 82nd, 91st



HOMEWORK / FOLLOW UP

2 MINUTES

- Ask the students to write ordinal numbers from 50-100 in words in their notebooks.
- Also, take help from the relevant exercises/ activities of the textbook.

SPEECH BUBBLES



STUDENT LEARNING OUTCOMES

- Write guided sentences in speech bubble and cartoon strips using vocabulary, tone, style of expression appropriate to the communicative purpose and context.

INFORMATION FOR TEACHERS

- Comic strips are used to tell a story. They have three main parts of a story: setting, characters, and plot. Comic strips use words and pictures equally. They use a series of frames to show story movement.
- Speech bubbles are just what they sound like. They usually take the form of a photograph or an image of a person's head with a bubble of words emanating from their mouths.
- A speech bubble is a round shape next to the head of a character in a cartoon/ story/ dialogue inside which the character's words or thoughts are written (Oxford Advanced Learner's Dictionary)
- Speech bubbles are useful for vocabulary development, communication, and role play.
- Speech bubbles can take multiple forms. Typically, they include a photograph or other representation of a person or group whose words appear in the bubble. They can be laminated for re-use in or outside the classroom. They can be posted on walls, bulletin boards, student cupboards, etc.
- Different types of speech bubbles are as under.



- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, marker/ chalk, flashcards, chart, textbook, etc.



INTRODUCTION

5 MINUTES

1. Draw some speech bubbles on the writing board.
2. Ask students about these bubbles if they know about them.
3. Explain what are speech bubbles and what is their use?
 - ◇ Speech bubbles demonstrate what someone is thinking, saying, or doing.
 - ◇ Speech bubbles are a substitute for writing long sentences.
 - ◇ Speech bubbles are very interesting and fun.

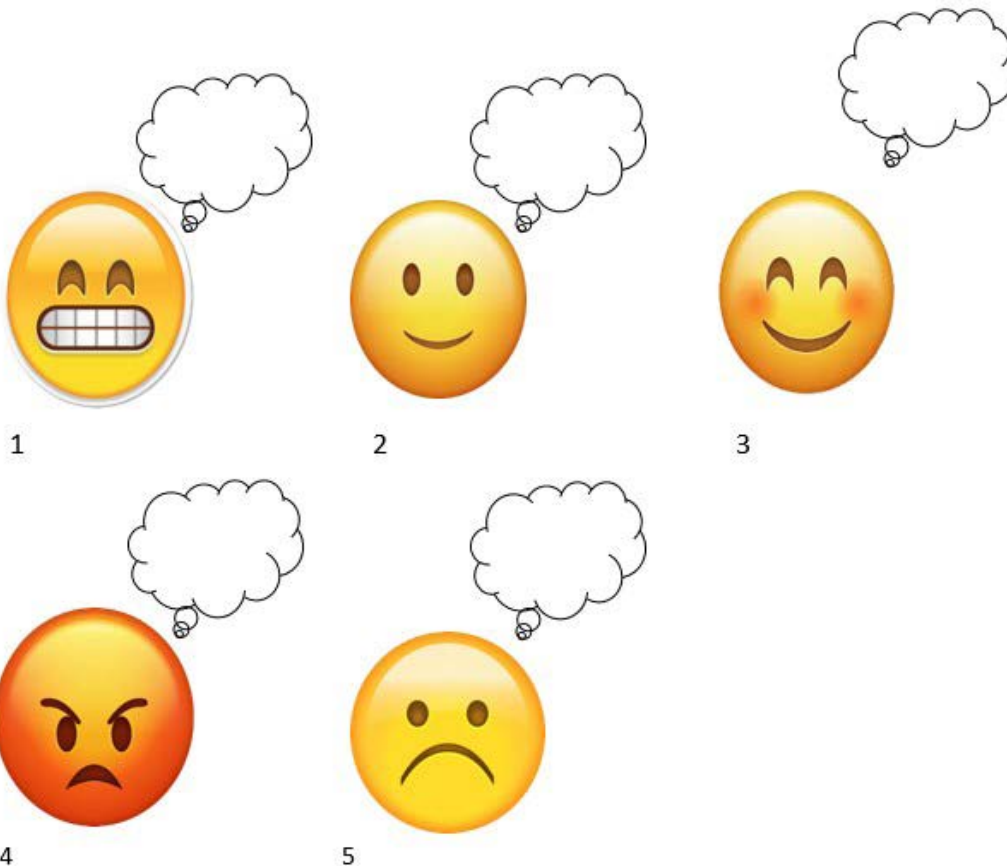


DEVELOPMENT

20 MINUTES

Activity 1: 10 Minutes

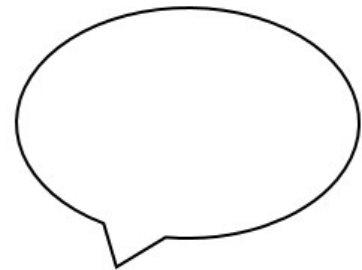
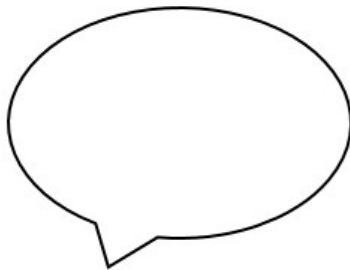
1. Prepare a chart containing different emojis with speech bubbles as given below.



2. Paste the chart on the writing board.
3. Ask students to work in pairs and write suitable words for the emoji in the blank speech bubbles.
4. Encourage active participation of all students.

Activity 2:**10 Minutes**

1. Divide the class into six groups.
2. Ask each group to fill in the following speech bubbles in the form of a dialogue between two friends:



3. Help students during this activity if they face difficulty while filling it.
4. Once they are done, invite a representative of each group to present their work to the whole class.





**CONCLUSION / SUM UP****3 MINUTES**

Conclude the lesson by telling the students that:

1. Speech bubble is a round shape next to the head of a character in a cartoon inside which the character's words or thoughts are written.
2. Speech bubbles are useful for vocabulary development communication and role play.
3. It is an interesting and interactive activity tool for students.

**ASSESSMENT****5 MINUTES**

1. Draw the following pictures with speech bubbles on a chart and display it for students:

<div data-bbox="379 197 603 318" style="border: 1px solid black; width: 140px; height: 54px; margin-bottom: 10px;"></div> <p data-bbox="336 371 547 405">It is very cold.</p> 	<div data-bbox="960 197 1184 318" style="border: 1px solid black; width: 140px; height: 54px; margin-bottom: 10px;"></div> <p data-bbox="938 353 1102 387">Leaves fall.</p> 
<div data-bbox="360 707 584 828" style="border: 1px solid black; width: 140px; height: 54px; margin-bottom: 10px;"></div> <p data-bbox="312 891 435 925">It is hot.</p> 	<div data-bbox="948 707 1171 828" style="border: 1px solid black; width: 140px; height: 54px; margin-bottom: 10px;"></div> <p data-bbox="938 864 1166 898">Flowers bloom.</p> 

2. Ask students to fill in the speech bubble with the name of the season shown in the pictures.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.

DESCRIBING EVENTS



STUDENT LEARNING OUTCOMES

- Describe events in a picture or an illustration.
- Write a few simple sentences to describe/show sequence in a picture.

INFORMATION FOR TEACHERS

1. Picture description is an interesting activity for the students. It helps them to learn new things in an interesting way.
2. Write a simple title that summarizes the picture.
3. Add details of the picture i.e., people, things, date, place, etc.
4. Make at least one sentence on each detail.
5. While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, textbook, pictures, etc.



INTRODUCTION

5 MINUTES

1. Show the following pictures to students.



2. Ask students the following questions:
 - ◇ How many pictures can you see?
 - ◇ What things do you see in the pictures?
 - ◇ What do these pictures show?



DEVELOPMENT

20 MINUTES

Activity 1: 10 Minutes

1. Show the students the following picture:



2. Divide the class into five groups.
3. Ask groups to see the picture and discuss what they see in the picture. i.e., people, things, etc.
4. Ask different students from each group about different things they see in the picture.

Activity 2: 10 Minutes

1. Tell students to remain in the same groups.
2. Ask students to make one sentence that describes one event/ action shown in the picture. i.e.
 - ◇ A shopkeeper is selling vegetables.
 - ◇ A girl is buying meat.
3. Invite group leaders to come up and share their group's work.



CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by telling the class that:

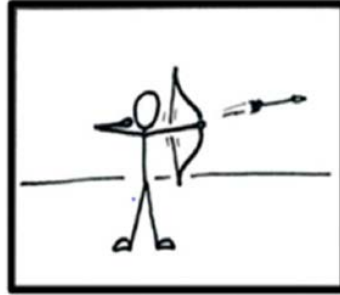
1. We can use pictures to describe different events, people, things, etc.
2. Picture description also helps in writing simple sentences.



ASSESSMENT

5 MINUTES

1. Draw the following pictures on the writing board or a chart:



2. Tell students to work individually.
3. Say: "Look at the pictures and number them in a sequence (1, 2, and 3) that forms a story".
4. Randomly ask a few students to tell what is happening in the picture story.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to find two pictures of their choice from the textbook and do the following:
 - ◇ Describe the actions/ events shown in the picture.
 - ◇ Make a sentence on each item shown in the picture.
2. Tell students to show their work in the next class..

WEAK FORMS OF HAS, HAVE



STUDENT LEARNING OUTCOMES

- Recognise and pronounce the weak forms of has, have, and negative to develop fluency of speech.

INFORMATION FOR TEACHERS

- 'Has' and 'have' have weak forms when they are used in contractions. i.e. haven't, hasn't.
- 'Has' and 'have' have strong forms when they are not used in contractions.
- Contractions are commonly used in oral communication and help increase fluency.
- The strong forms of 'has' and 'have' are commonly used in written language or formal conversation.
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, textbook, etc.



INTRODUCTION

5 MINUTES

- Write the following sentence on the writing board:
 - You have done it.**
- Ask students to read the sentence written on the writing board.
- Now write the following sentence on the writing board:
 - You've done it.**
- Ask students to read the sentence again.
- Now ask students to tell the difference between the two sentences.
- After taking a few responses, explain that the strong form of 'have' is used in the first sentence and the weak form of 'have' is used in the second sentence. That makes the second sentence sound faster and more fluent.
- The weak forms of has/ have are mostly used in everyday speech when these are not used as main verbs.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Review the following table with the whole class:

Words	Weak Forms	Negative
has	he has = he's, she has = she's, it has = it's	has not = hasn't
have	I have = I've, you have = you've, they have = they've, we have = we've	have not = haven't

- Write the following sentences on the writing board:
 - I have done my work.
 - I haven't eaten lunch.
 - She's a doll.
 - He hasn't passed.
 - You've written a letter.
- Divide the class into pairs.
- Ask pairs to first read the sentences written on the writing board and then identify weak and strong forms of 'has' and 'have'.
- Tell students to refer to the table for understanding.
- Ask a few pairs to share their answers with the whole class.

Activity 2:

10 Minutes

- Write the following sentences on the board:
 - I have won the match.
 - You have drunk water.
 - She has not sung a song.
 - They have not arrived.
 - We have not written a letter.
 - He has finished his work.
 - It has stopped raining.
- Divide the class into small groups and ask them to read the sentences and rewrite the given sentences using weak forms of has and have and their negatives.
- As the groups work, move around and assist them where needed.
- Once they are done, invite a representative of each group to share their work with the whole class.



CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by telling the students that:

- 'Has' and 'have' have weak forms when they are used in contractions. i.e. haven't, hasn't
- They also have weak forms when they are not used as main verbs in a sentence.
- 'Has' and 'have' have strong forms when they are not used in contractions.
- Contractions are commonly used in oral communication and help increase fluency.
- The strong forms of 'has' and 'have' are commonly used in written language or formal conversation, and when they are stressed in speech.



ASSESSMENT

5 MINUTES

1. Write the following weak and strong forms of has and have on the writing board.
Has not, haven't, she's, they've
2. Ask students to identify the weak forms from the words written on the board.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Tell students to go through their textbooks and find out five strong and five weak forms of 'has' and 'have' and write them in their notebooks.
2. Tell them to share their work in the next class.

TONE AND NON-VERBAL CUES



STUDENT LEARNING OUTCOMES

- Identify and use appropriate tone and non-verbal cues for different communicative functions.

INFORMATION FOR TEACHERS

- Non-verbal cues refer to gestures, facial expressions, tone of voice, eye contact, body language, posture, and other ways people can communicate without using language.
- Tone refers to the rise and fall of speech.
- We use non-verbal cues a lot in our communication. They save our time and make communication easy.
- Involve students in various non-verbal communication games to understand the concept of non-verbal cues.
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, textbook, sentences written on strips, etc.



INTRODUCTION

5 MINUTES

- Do the following actions in front of the students:
 - look sad
 - look angry
 - look happy
- While doing these actions ask students to guess what these actions mean?
- Explain to the students that these actions are called non-verbal cues and are used for communication.
- Now, pronounce the following sentences:
 - Who are you? (in a polite manner)
 - Who are you? (in a harsh way)
- Ask students to guess the difference between the two sentences.
- Explain to the students that when we bring rise and fall in our speech, it is called tone. Tone can change the purpose of the speaker.

**Activity 1:****10 Minutes**

1. Draw the following emojis on the writing board:



2. Review them with the whole class. Explain the meanings of the emotions each emoji expresses.
3. Divide the class into pairs.
4. Tell pairs to look at the emoji and practice acting out the emotions and messages each emoji is conveying.
5. Once they are done, invite 3 – 4 pairs by turn to come to the front.
6. One partner has to explain the meanings of the emoji and the other will act it out.
7. Tell them to use their facial expressions to match with the emojis.
8. Ask the whole class during every emoji, if the pair has done it right or wrong.
9. Conclude the activity by telling students that our facial expressions are a form of non-verbal communication – they convey certain messages without using any words! So, while talking to others, we should use appropriate facial expressions because they can even change the meanings of what we say!

Activity 2:**10 Minutes**

1. Write the following sentences showing different tones:
 - ◇ Open your book. (in harsh tone)
 - ◇ Come here. (as a command)
 - ◇ Bring some water, please. (in a polite manner)
 - ◇ I did this. (as a question)

- ◇ Are you okay? (in a polite manner)
2. Ask students to practise saying these sentences as per instructions written in brackets.
 3. Once they have practised well, invite a few students to speak a selected sentence following the instructions given in brackets.
 4. When all the sentences have been done, thank students for their active participation and tell them that what we say is affected by how we say it. In other words, our tone either strengthens the meanings of what we are saying or changes them altogether. Our tone can convert statements into questions or exclamations. For example, look at the following sentences:
 - ◇ You did it. (statement)
 - ◇ You **did** it! (exclamation)
 - ◇ **You** did it? (question)



CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by telling the students that:

1. Non-verbal cues refer to gestures, facial expressions, tone of voice, eye contact, body language, posture, and other ways people can communicate without using language.
2. Tone refers to the rise and fall of speech.
3. We use non-verbal cues a lot in our communication. They save our time and make communication easy.



ASSESSMENT

5 MINUTES

1. Write the following word at the center of the writing board.

OK

2. Ask students randomly to say the word “ok” in different tones.
i.e., agreement, question, exclamation, etc.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework..

ORAL COMMUNICATION SKILLS



STUDENT LEARNING OUTCOMES

- Use appropriate expressions in conversation to articulate, recognize and use some formulaic expressions to respond to simple instructions and directions.

INFORMATION FOR TEACHERS

- A simple sentence has a subject and a verb and expresses a complete thought.

Examples are:

- ◇ Jameel went to the store.
- ◇ Sarah and Javed are playing.
- ◇ The frog jumped into the pond.

- The sentence which is used to convey a command is called an 'imperative'. This type of sentence always uses the second person (you) as the subject but most of the time the subject is not explicitly written or said.

Examples are:

- ◇ Bring me a glass of water.
- ◇ Wash your hands first and then eat.
- ◇ Give me a pen and a pencil.

- While giving directions/instructions, the use of intonation and stress helps to strengthen a specific meaning, attitude, or emotion in a word/sentence.
- Intonation: the rise and fall of voice in speaking.
- Stress: Stress is the relative emphasis that may be given to certain syllables in a word, or to certain words in a phrase or a sentence.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, marker, text book, duster etc.



INTRODUCTION

5 MINUTES

The teacher will:

- Greet the students by saying Assalam-o-Alaikum/Hello/Good morning.
- Appreciate those students who respond to the greetings properly.
- Give some instructions/directions to the students, using stress and intonation:
- Ask a student to "close the door". Give the instruction with proper stress and intonation.
- Now ask another student to "open the door". Give the instruction with proper stress and

intonation.

6. Ask a student to “raise his/her hand”.
7. Tell the students that today, we will learn how to respond to the directions that are easy to follow.
8. Tell the students that directions are the steps given to complete a job. Sometimes directions are written while sometimes they are spoken.
9. Tell the students that it is important to follow directions exactly as they are given in order to do the work properly.



DEVELOPMENT

20 MINUTES

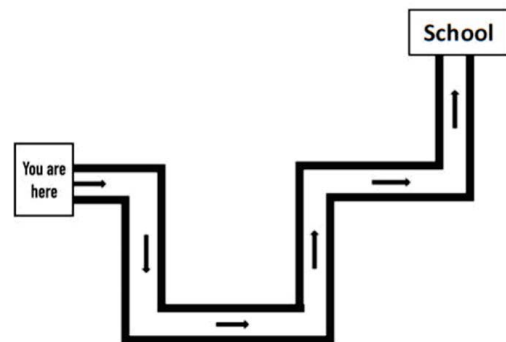
Activity 1:

10 Minutes

1. Draw a “find the way” puzzle on the writing board.
2. Write a list of directions on the board, for example:
 - ◇ Turn left.
 - ◇ Turn right.
 - ◇ Move straight.
 - ◇ Go up.
 - ◇ Go down.
3. Introduce the list of directions given above to the students.
4. Explain the meaning of each phrase with arrows to the students, demonstrate each direction and lead some pronunciation practice exercises.
5. Ask a student to come to the front of the class and tell the rest of the students to give directions so the student in front can respond.

Sample directions:

- ◇ Turn left
- ◇ Go down
- ◇ Move straight ahead
- ◇ Turn right
- ◇ Go up



Activity 2:

10 Minutes

The teacher will:

1. Ask two volunteer students to come in front of the class.
2. Draw another ‘find the way’ puzzle on a piece of paper and hand it to one of the students (Student A-Instructor) who will give directions to the other student (Student B-Follower). Ask follower to stand with his/ her back to the class.
3. Ask follower to follow the directions given by Instructor and draw them on the board.
4. Explain to students that the instructor will not be allowed to turn around and view the drawing of the follower.
5. Begin the activity by instructing the rest of the class to stay quiet during the activity.
6. After the directions are completed, let the student giving directions turn around and look at the results of his directions. (It is usually very surprising to see the drawing is not like what was originally envisioned.)
7. Stress the importance of using transition/ linking words like: ‘first’, ‘next’ and ‘finally’ when giving directions.

- Point out that it is also important to use precise language to explain things. This helps us to communicate clearly.
- The same practice must be repeated with five students in the classroom.



CONCLUSION / SUM UP

3 MINUTES

The teacher will say:

- Today we have learnt how to give and respond to simple instructions and directions.



ASSESSMENT

5 MINUTES

The teacher will:

- Select a few students randomly and ask to open their books on different page numbers



HOMEWORK / FOLLOW UP

2 MINUTES

The teacher will:

- Ask students to practice the activity of giving instructions and respond to simple sentences and directions at home with their siblings/friends. Also develop a list of 5 linking words.
- Make sure that the students can respond to simple instructions and directions in the classroom.

FORM OF HAS AND HAVE



STUDENT LEARNING OUTCOMES

- Illustrate the use of different forms of the verb has, have with their negative form and corresponding pronouns.

INFORMATION FOR TEACHERS

- There are seven personal pronouns in English:

I, we, you, He, She, It, They

Examples:

(i) I have a book.

(ii) **They** have played Hockey.

(iii) **You** have a pen.

- ◇ In sentence 1, 'I' is a Personal pronoun.
- ◇ In sentence 2, 'They' is a Personal pronoun.
- ◇ In sentence 3, 'You' is a personal pronoun.
- ◇ The verbs (has, have) are different forms are used as main and helping verbs.
- ◇ The forms of "have" are 'have, has, and had.

- Following is the table of corresponding pronouns with the forms of (has, have).

Form	Corresponding Pronoun
Has	He, She, It, Name (Singular)
Have	I, You, They, We, Name (Plural)

- Give students as much practice as possible in the use of has, have.
- While teaching the lesson, also consult the textbook at all steps..



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, worksheets, duster, textbook, etc.



INTRODUCTION

5 MINUTES

- Review the concept of pronouns learnt earlier.
- Ask students the following questions:
 - ◇ What are pronouns?
 - ◇ Are pronouns used in place of nouns or verbs?
 - ◇ What are some examples of pronouns?

3. Show them the chart of the forms of (has, have) and corresponding pronouns.
4. Explain the chart to the students.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Write the following worksheet on the writing board:
 - ◇ I----- a book. (has, have)
 - ◇ She----- eaten the meal. (has, have)
 - ◇ We----- won the match. (has, have)
 - ◇ You----- a pen. (have, has)
 - ◇ Malala----- learnt the lesson. (has, have)
2. Divide the class into pairs.
3. Give clear instructions to the students and ask them to complete the worksheet.
4. You have to move around and monitor students' work and provide help.
5. Tell pairs to refer to the table they have learnt.
6. Once they are done, review the answers with the whole class.

Activity 2:

10 Minutes

1. Write the following table on the writing board:

Subject/ Pronoun	Helping Verb	Object
I	has	a book.
We		eaten meal.
You		drink water.
They		won the match.
He	have	sung a song.
She		took tea.
It		four legs.

2. Divide the class into small groups.
3. Ask each group to make as many sentences as possible by using the words given in the table. i.e. pronoun + helping verb + object.
4. Facilitate the groups during the activity.
5. Ask group leaders to share the sentences they have made.



CONCLUSION / SUM UP

3 MINUTES

1. Conclude the lesson by reminding students about the following table:

Form	Corresponding Pronoun
Has	He, She, It, Name (Singular)
Have	I, You, They, We, Name (Plural)



ASSESSMENT

5 MINUTES

1. Write the following personal pronouns on the writing board:
I, he, it, you, they, we
2. Ask students randomly to tell if these pronouns will take has or have.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to go through their textbooks and find five sentences using has and five sentences using have.
2. Tell students to share their work in the next class..

LESSON

28

GENDER



STUDENT LEARNING OUTCOMES

- Classify and change the gender of nouns from immediate and extended environment (masculine/feminine/neuter).

INFORMATION FOR TEACHERS

- Definition and Meaning of Gender Noun: A division of nouns and pronouns such as masculine and feminine, neuter or common.
- Masculine** the masculine gender represents all those of the male kind (boys, men and male animals). Examples: Man, Lion, King, Horse
- Feminine** the feminine gender represents all those of the female kind (girls, women and female animals). Examples: Woman, Lioness, Queen, Mare
- Neuter** - the neuter gender represents non-living things. Examples: Chair, Table, Tree
- Time allocation is estimated and can change as per need of the activity.
- While teaching the lesson, the teacher should also consult the textbook where applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Worksheet for each student, chalks/marker writing board, carts, textbook.



INTRODUCTION

5 MINUTES

- Start the lesson by writing some nouns (male and female) on the blackboard. Ask the students about the gender of each noun.
- Divide the whole class into two teams; A and B.
- On the blackboard, draw two columns.
- Write Masculine Nouns on top of one column. Write Feminine Nouns on top of the other column.
- Team A gives ten masculine nouns and Team B gives ten feminine nouns (You can increase or decrease the number according to the time limit for this activity).
- Write the nouns as each student says it. If any team gives a wrong noun, the point goes to the other team.
- The team with the higher score wins. The members of the winning team receive colour stars on their class work.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Tell the students that gender of nouns can be changed from masculine to feminine and from feminine to masculine.
2. Draw two columns on the writing board again. Write masculine Nouns on top of one column. Write feminine Nouns on top of the other column.
3. Write ten masculine nouns first. Write feminine noun in front of its masculine noun (for example: Man/Woman, Boy/Girl, and Horse/Mare).
4. Ask the students to write them in their notebooks.

Activity 2:

10 Minutes

1. Clean the black board and write Neuter on it.
2. Tell students that there is another gender; neuter (see the definition in Information for Teacher).
3. Write a few examples on the black board.
4. Ask the students to give names of non-living things e.g. school, home, hospital, stone, river and shop etc.
5. Write on black board as many neuter gender nouns as the time allows.
6. Ask the students to write them in their notebooks. You can call this the gender noun books.



CONCLUSION / SUM UP

2 MINUTES

1. Quickly go over all the three gender nouns and their examples.



ASSESSMENT

5 MINUTES

1. Assess the students' understanding of the gender of nouns learnt earlier through their responses in the introduction activity.
2. Assess students' understanding of neuter gender nouns through their responses in the activity 2 and performance on the worksheet.
3. Check each student's Gender Nouns Book throughout the development.
4. Arrange a written quiz after a week for further assessment.
5. Involve the student in solving problems given in exercise at the end of unit/chapter.



HOMEWORK / FOLLOW UP

3 MINUTES

1. Distribute work sheets among the students. Give clear instructions. Give the worksheet as home work.
2. Project: Ask children to cut out pictures (5 masculine, 5 feminine and 5 neuter nouns) from old magazines and newspapers and paste them into their notebook and label them as masculine, feminine and neuter. This activity is an extension of their Gender Nouns Book.

(Answers key for worksheet) 1:

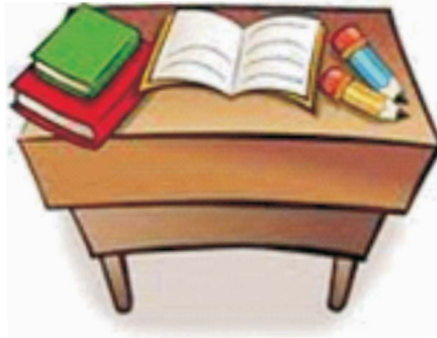
book, table; 2: car, road; 3: kite, sky; 4: ball, water; 5: basket, bananas.

Additional/optional activity on worksheet:

Ask students to write plural forms of the neuter nouns (wherever possible) identified in the worksheet.

Work Sheet – Gender Nouns

Circle the neuter gender nouns in each sentence. Each sentence has two neuter nouns.



1. The books are on the table.

2. The car is moving on the road.



3. The kite is flying in the sky.



4. The ball is in the water.



5. This basket is full of bananas.



INSTRUCTIONS AND DIRECTIONS



STUDENT LEARNING OUTCOMES

- Write simple instructions and directions

INFORMATION FOR TEACHERS

- Use practical and real-life examples for this activity.
- Use topics that are relevant to the daily life of students.
- Help students learn imperative and review terms used to connect discourse (then, and, because) as well as prepositions (e.g, around, down, up).
- Also, teach them ordinal numbers (first, second, etc) and verbs, including phrasal verbs, used to give common, everyday directions and instructions.
- Consult the textbook at all steps while teaching the lesson.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, etc.



INTRODUCTION

5 MINUTES

- Enter the class and give the following instructions/directions to different students:
 - Stand up.
 - Close the door.
 - Open the book.
 - Sit down.
 - Rub the writing board.
 - Give me chalk.
- Ask the students what these sentences show?
- After some discussion, tell them that these sentences show instructions and directions.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Provide instructions using the imperative to various students in the class.
- Provide some instructions as commands (e.g., NAME, close the door!. NAME, give that back to your partner!) and others as requests (e.g., NAME, open the window, please. NAME, please pass these to the person next to you).

3. Write the following directions on small cards or slips of paper.
 - ◇ Go straight
 - ◇ Turn left
 - ◇ Sit down
 - ◇ Go right
 - ◇ Turn right
 - ◇ Stand up
4. Invite students randomly to come up and take a card.
5. When you invite a student to the front, ask him/ her to read the direction and point towards another student, call his/ her name, and give him/ her the direction.

i.e. Bilal, stand up.
Najma, turn left.

Activity 2: 10 Minutes

1. Draw the following table on the writing board.

Instructions/directions used in school	Instructions/directions used at home

2. Divide the class into groups of five students and elect leaders for each group.
3. Ask the groups to discuss instructions and directions used in school and at home.
4. Tell group leaders to copy the table in their notebooks.
5. After discussion within the groups, complete the column drawn on the writing board.
6. Invite group leaders to share their work with the class.



CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by telling the students that:

1. Instructions and directions are guidelines that are commonly used in school or at home.
2. Practice as many instructions and directions as possible from different settings.



ASSESSMENT

5 MINUTES

1. Invite some students randomly and give them the following instructions and directions.
 - ◇ Bring your notebook.
 - ◇ Draw a circle on the writing board.
 - ◇ Open the books on page 10.
 - ◇ Bring some water.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Tell students to go through their textbooks and find out five instructions and directions and write them in their notebooks.
2. Tell them to share their work in the next class.

PARAGRAPH WRITING



STUDENT LEARNING OUTCOMES

- Analyse and use the organising principles of paragraph writing to write a meaningful and guided paragraph.

INFORMATION FOR TEACHERS

- A paragraph is a series of sentences that are organised, coherent, and related to a single topic. Almost every piece of writing you do, that is longer than a few sentences should be organized into the paragraph.
- There are four types of paragraphs – narratives, descriptive, expository, and persuasive.
- More simply a paragraph is a collection of sentences having one main idea.
- Following are the principles for organizing paragraphs.
 - Start a paragraph with the topic sentence as it conveys what the writer is going to reflect in the paragraph.
 - Then, add some supporting sentences i.e. add more information about the topic.
 - Then, end up with a concluding sentence. This will be your compact paragraph.
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, and textbook, etc.



INTRODUCTION

5 MINUTES

- Ask students to open their textbook at the relevant page and mention the paragraphs of the lesson. Ask them:
 - How many portions are there in this lesson?
 - What do we call those portions?
- In case of the correct response, appreciate them and if there is no response or incorrect responses, tell them these are called paragraphs and today we will learn about them.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Write the topic: **Happy Home**. Then write the paragraph on the writing board as:
 - (My name is Banu. I live in a small house. I call it a 'Happy home')
 - (I have an elder sister and a brother who is younger than I. My parents take good care

of us. My grandparents also live with us. We all feel very happy with each other. Our uncles, aunts, and cousins come and meet us. We also go and visit them on the week-ends or during vacation.) (It is all fun.)

2. Make two groups A and B and elect leaders for each group.
3. Then underline the three parts of the paragraph and ask the groups to discuss and differentiate the three underlined portions of the paragraph and then ask them:
 - ♦ **Group A:**
4. What is the position of the first underlined part? What does it do? If the response is incorrect, encourage them and tell them that as the first sentence is elaborating the other sentences, therefore this is called the topic sentence.
 - ♦ **Group B:**
5. What is the middle portion called? If the response is incorrect then also tell that this portion explains the topic sentence and is called the body. Also tell them the last portions conclude the paragraph as 'It is all fun', hence it is the concluding part.)

Activity 2: 10 Minutes

1. Again make two groups and ask them to write a paragraph on the topic 'Good students'.
2. Meanwhile, move around, guide, and help when and where they need help.
3. In the end, ask the group leaders to come and share their paragraphs with the whole class.



CONCLUSION / SUM UP

3 MINUTES

1. Conclude the lesson by telling that with this activity, you have learnt the principles of paragraph writing.
2. Repeat the guidelines for writing a paragraph.



ASSESSMENT

5 MINUTES

1. Ask students to write a short paragraph on 'Our Classroom' and share it with their desk mates.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Tell students to write a paragraph on 'Our School' with the help of their parents/siblings.

Month

3

'CH' SOUND



STUDENT LEARNING OUTCOMES

- Recognise and pronounce 'ch' sound through instructions.

INFORMATION FOR TEACHERS

- Use active oral communication for teaching this SLO.
- Revise previous lessons about consonants and consonant digraphs to teach this lesson.
- Consult the textbook and different resources like reference books and pronunciation dictionaries for guidance and consultation..



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, textbook, etc.



INTRODUCTION

5 MINUTES

- Draw or display a picture of a watch (or show a real watch to students):



- Ask students to name it. Have them repeat the word 'watch' and ask them to identify its ending sound.
- Write the following words on the writing board:
 - chair, chin, chain
 - lunch, bench, torch
- Ask students to read the words and answer the following questions:
 - What is common in the words of the first row?
Expected answer: They all begin with 'ch'
 - What is common in the words of the second row?
Expected answer: They all end with 'ch'

- Remind students that when two consonant letters come together and give a single sound, they are called consonant digraphs. Give them examples of a few other digraphs, e.g., ph, th, sh, etc.
- Tell students that “ch” gives /ch/ sound as found in the words chart, chair, etc.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Help students recall the previous lessons on digraphs.
- Tell them that a digraph is when two letter sounds or phonemes combine to make one sound or phoneme.
- When the /c/ sound combines with the /h/ sound they create the unique sound of /ch/.
- Practise with the whole class the ch sound in words that begin and end with the ch digraph using the examples below:

chain	cheek	chimney
chair	cheese	chin
chase	chest	chirp
check	chicken	choose
beach	each	reach
bench	lunch	rich
branch	match	sandwich
bunch	much	scratch
catch	patch	such
crunch	pitch	switch
ditch	porch	watch

Activity 2:

10 Minutes

- Write the following instructions on strips:
 - Check your bag.
 - Move the chair.
 - Sit on the bench.
 - Eat your lunch.
 - Touch your nose.
- Invite a few students randomly to come up and pick one strip.
- Ask the student to read the instruction from the strip and instruct any of the students according to the instruction written on the strip. That student should then act out according to the given instruction.



CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by telling the students that:

- ‘Ch’ sound is used in many words in the English language like chair, chart, etc.
- Practice these sounds as much as possible and find examples from different resources i.e. textbook, dictionary, etc.



ASSESSMENT

5 MINUTES

1. Write the following sentences on the board and ask students to read them:
 - ◇ The bird on the big branch is chirping.
 - ◇ Let's play catch at the beach.
 - ◇ I need to scratch the itch on my cheek.
 - ◇ I had chips for lunch.
 - ◇ Choose the chore you want to do.
 - ◇ I like cherries, chili, and chocolate.
 - ◇ I used a match to light each candle.
 - ◇ I hope the teacher chooses me!
2. Then, randomly ask a few students to read the sentences aloud. Check for their pronunciation of /ch/ sound.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.

DAILY ROUTINE



STUDENT LEARNING OUTCOMES

- Talk about daily routine by half and full hour.

INFORMATION FOR TEACHERS

1. Daily routine refers day to day activities we do in our daily life.
2. We have a specific time for a specific activity.
3. Make sure that students refer to the time when talking about their daily routine.
4. Use flashcards as shown below to help students talk about their daily life:

<p>in the morning</p> <p><input type="checkbox"/> I wake up at 7 o'clock.</p> <p><input type="checkbox"/> etc.</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p>in the evening</p> <p><input type="checkbox"/> I watch TV at 5.30</p> <p><input type="checkbox"/> etc.</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>
<p>in the afternoon</p> <p><input type="checkbox"/> I eat lunch at 12 o'clock.</p> <p><input type="checkbox"/> etc.</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p>at night</p> <p><input type="checkbox"/> I go to bed at 8.30</p> <p><input type="checkbox"/> etc.</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>

flashcards

5. Use examples from the daily life of the students.
6. While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, textbook, etc.



INTRODUCTION

5 MINUTES

1. Tell students about your daily routine mentioning it with time, e.g.,
 - ◇ I get up at 4 a.m.
 - ◇ I offer my Fajr prayers at 4:30 a.m.
 - ◇ I have my breakfast around 6:00 a.m.
 - ◇ I go to the school at 8:30 a.m.

2. Tell students that this is your daily routine.
3. Explain to students that what a daily routine means.
4. Help students recall their learning from the previous lessons about time.



DEVELOPMENT

20 MINUTES

Activity 1:

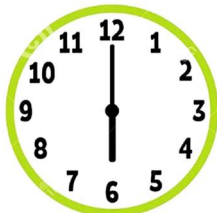
10 Minutes

1. Review the concept of daily routine using the information below:
 - ◇ A daily routine is the tasks you follow daily.
 - ◇ It can include the simplest of things like brushing your teeth, having breakfast, going to school, and attending classes. Here is a sample list of things you may do early in the morning:
 - I wake up at 5:30 a.m.
 - Then, I brush my teeth.
 - After that, I wash my face.
 - Next, I take a shower.
 - I dress up for school at 6:00 a.m.
2. Divide the class into pairs.
3. Tell students to discuss the following questions in pairs:
 - ◇ What time do you get up?
 - ◇ What time do you offer your Fajr prayers?
 - ◇ What time do you have your breakfast?
 - ◇ What do you usually eat for breakfast?
 - ◇ What time do you leave for school?
4. As the pairs discuss, move around, listen to them, and provide assistance where needed.
5. Once they are done, invite a few students randomly to share their answers with the whole class.

Activity 2:

10 Minutes

1. Draw the following clocks on the writing board:



o'clock



o'clock



o'clock



o'clock



o'clock



o'clock

2. Ask students to get up and do the following:
 - ◇ Mingle in the room.
 - ◇ Choose a clock.
 - ◇ Find at least three students and tell them about what you do at your chosen clock time.
 - ◇ Also, ask the other student about his/ her routine at a specific clock time.



CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by telling students that:

1. Daily routine refers to the day-to-day activities that we do in our daily life.
2. We usually have a specific time for a specific activity.



ASSESSMENT

5 MINUTES

1. Write different clock times on the writing board.
2. Ask students randomly to tell about their routine at a specific time.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Ask students to meet two persons from their family or friends and ask them about their daily routines at different times of the day.
3. Tell them to note down the routines in their notebooks and share them with the class the next day.

DIGRAPHS AND TRIGRAPHS – I



STUDENT LEARNING OUTCOMES

- Identify and articulate words containing digraphs and trigraphs in initial, middle, and final positions.

INFORMATION FOR TEACHERS

- A digraph is two letters next to each other that make one sound. It can be made up of vowels or consonants.
- Consonant digraphs are groups of two consonants that make a single sound.
- List of consonant digraphs:
 - ‘th’ as in thumb
 - ‘wh’ as in where
 - ‘ch’ as in cheese
 - ‘ck’ as in clock
 - ‘ck’ as in clock
 - ‘ph’ as in phony
- Vowel digraphs are combinations of vowels that make a single vowel sound.
- Point out various digraphs to students as they read books. They may be given word cards to put into groups, according to their digraphs. Students need to be given the chance to practice writing words to learn correct spelling.
- While teaching the lesson, the teacher should also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, textbook, marker/ chalk, duster, phonics cards, etc.



INTRODUCTION

5 MINUTES

- Use any of the symbols from the list given below to reinforce the sounds already taught to the students.
/ă/, /t/, /s/, /ö/, /m/, /b/, /ë/, /c/, /f/, /r/, /d/, /l/, /n/, /k/, /p/, /i/, /h/, /j/, /ü/, /w/, /v/, /g/, /y/, /x/, /z/, /q/.
- Say “chain”, ask the students what sound they hear at the beginning of the word “chain”. Emphasize the initial sound (DO NOT WRITE the word).
Expected answer: /ch/
- Say “brush”, ask the students what sound they hear at the end of the word “brush”. Emphasize the final sound (DO NOT WRITE the word).
Expected answer: /sh/
- Tell students that today we will learn about pairs of letters that make one sound.

**Activity 1:****10 Minutes**

1. Write the word “thumb” on the board. Point at the word “thumb” on the board and say “thumb” emphasizing the initial sound /th/ of the word.
2. Ask a few students to repeat the word.
3. Underline the two letters “th” and tell the students that in many words when you see two letters together, for example ‘th’, this can be only one sound /th/.
4. Instruct the students, DO NOT sound out the /t/ and /h/ separately. ALWAYS sound out “th” as /th/ - ONE SOUND!
5. Repeat the above with the word “brother” and “teeth”.
6. Write the following words on the writing board:
chat, shut, sheep, clock, phone,
7. Make pairs of the students and ask them to pronounce and identify digraphs.
8. Ask one pair to stand up and identify digraphs.
9. Underline the digraphs on the writing board and repeat this process with four more pairs.
10. Summarise the activity by reinforcing the digraphs written on the board.

Activity 2:**10 Minutes**

1. Remind students that “A digraph is two letters (two vowels or two consonants or a vowel and a consonant) which together make one sound.”
2. Tell them that a trigraph is a single sound that is represented by three letters, for example:
3. In the word ‘match’, the three letters ‘tch’ at the end make only one sound.
4. Other examples of trigraphs are:
 - ◇ igh as in sigh
 - ◇ ore as in bore
 - ◇ air as in fair
 - ◇ ear as in dear
 - ◇ are as in dare
5. Cut-up phonics cards, where students have to put phonemes (sounds) together to make a word, for example, students could make the words hatch, catch, witch, and latch with the following cards:

h	a	c	a
w	i	l	a
tch	tch	tch	tch
6. Distribute the cards in small groups and ask them to make words using the given letters that represent sounds. Give them a hint that every word will have a sound represented by the three letters ‘tch’ (a trigraph).
7. As the groups work, move around and provide assistance where needed.
8. Once they are done, invite a representative from each group to share their words with the whole class.
9. Appreciate students for their active participation.



CONCLUSION / SUM UP

2 MINUTES

1. Tell students that when consonants are next to each other, they can make one sound i.e. 'ch', 'sh', 'ph'.
2. Point out to the students that some letters of the alphabet are friends and stay together in pairs or groups.
3. Tell students that learning spellings will become easier if they remember the letters that usually are next to each other.



ASSESSMENT

5 MINUTES

1. In pairs, ask students to come up with one word with a digraph and another with a trigraph and say them to the class before leaving the classroom.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to underline the words containing digraphs and trigraphs in a unit of their textbook and share them with the class the next day.

DIGRAPHS AND TRIGRAPHS – II**STUDENT LEARNING OUTCOMES**

- Identify and articulate words containing digraphs and trigraphs in initial, middle, and final positions.

INFORMATION FOR TEACHERS

- A trigraph is a chain of three letters that make one sound when next to each other.
- List of trigraphs:

Sch	Scr	Shr	Spr
Schedule	Scrapbook	Shred	Sprang
Scheme	Scratch	Shriek	Spray
Scholar	Screen	Shrill	Spread
Scholarship	Scream	Shrine	Spring
School	Scribble	Shrank	Sprinkle
	Script		Sprite
Squ	Str	Thr	
	Straight	Thread	
	Strange	Threat	
Square	Strap	Three	
Squash	Straw	Threw	
Squeak	Strawberry	Thrice	
Squeeze	Stream	Thrill	
Squirrel	Street	Throat	
	Strength	Throne	
	String	Through	
	Strong	Throw	

- Tell students how the three letters are to be pronounced. In this grade, students will only study 'dge' and 'str' trigraphs.
- Point out various trigraphs to students as they read books.
- Students need to be given the chance to practice writing words to learn the correct spelling.
- While teaching the lesson, the teacher should also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, textbook, marker/ chalk, duster, etc.



INTRODUCTION

5 MINUTES

1. Review digraphs already taught: /ch/, /sh/, /th/, /ph/, /wh/ and /ck/
2. Say “photo” and ask students what sound they hear at the beginning of the word “photo”. Emphasize the initial sound (DO NOT WRITE the word).
Expected answer: /f/
3. Say “duck”, ask students what sound they hear at the end of the word “duck”. Emphasize the final sound (DO NOT WRITE the word).
Expected answer: /k/
4. Now, write the word “photo” on the board and ask students to identify the letters that represent the initial sound of the word. Elicit ‘ph’ and underline them on the board.
5. Repeat this step for the word “duck”.
6. Tell students that today we will learn a chain of three letters that are used together and make one sound.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Write the word “strawberry” on the board. Point at the word “strawberry” on the board and say “strawberry” emphasizing the initial sound /str/ of the word.
2. Ask a few students to repeat the word.
3. Underline the three letters “str” and tell students that when three consonants are next to each other in a word they can make one sound.
4. When you see “str” together in a word, they stand for one sound /str/.
5. Instruct students DO NOT sound out the /s/, /t/ and /r/ separately. ALWAYS sound out “str” as /str/ - ONE SOUND!
6. Repeat the above with the word “bridge”
7. Write the following words on the writing board.
Scratch, School, Spray, Throw, Thrill
8. Split students into pairs and ask them to pronounce and identify trigraph(s).
9. Ask one pair to stand up and identify trigraph.
10. Underline the trigraph on the writing board and repeat this process with four more pairs.
11. Summarize the activity by reinforcing the trigraphs written on the board.

Activity 2:

10 Minutes

1. Write the words “fridge, straight, and edge” on the board. Point at the word “fridge” on the board and say “fridge” emphasizing the final sound /dʒ/ of the word.
2. Ask a few students to repeat the word.
3. Underline the three letters “dge” and tell students that three consonants next to each other can make one sound. When you see “dge” together in a word, they stand for one sound

/dʒ/.

4. Repeat the above with the word “straight” and “edge”.
5. Write the words “strap, strength, grudge, and smudge” on the board.
6. Say these words once and ask students to repeat them.
7. Ask students to identify the letters that make one sound in each word. Appreciate the students who correctly identify and articulate the written words.
8. Revise that ‘dge’ as in ‘fridge’ and ‘knowledge’ and ‘str’ in ‘strawberry’ given one sound.



CONCLUSION / SUM UP

3 MINUTES

1. Tell students that three letters next to each other can produce one sound.
2. Point out to students that some letters of the alphabet are friends and stay together in pairs or groups. Tell students that learning spellings will become easier if they remember the letters that usually come together.



ASSESSMENT

5 MINUTES

1. In pairs, ask students to come up with one word with a trigraph and say it to the class before leaving the classroom.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to scan their textbooks and find out at least three words starting with the initial sound /str/ and three words ending with sound /dge/ and share them with the class the next day.

STORY ELEMENTS



STUDENT LEARNING OUTCOMES

- Identify the basic elements of the story; beginning, middle, end, characters, place, and time.

INFORMATION FOR TEACHERS

- Storytelling should be an ongoing activity throughout the year.
- Stories with illustrations are best understood and help a lot in inculcating factual information.
- Reading aloud a story develops listening and reading fluency skills.
- While teaching the story, the teacher should also use the textbook (if required).
- Mime is a performance using body gestures without using words.
- Sequencing refers to the identification of the elements of a story – beginning, middle, end, character, place, and time. Sequencing is also the ability to retell the events within a given text in the order in which they occurred.
- Sequencing is one of many skills that contribute to students' ability to comprehend what they read.
- The ability to sequence events in a text is a key comprehension strategy, especially for narrative texts. Sequencing is also an important component of problem-solving across subjects.
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, textbook, chart of stories: Hare and Tortoise and The Lion and Mouse



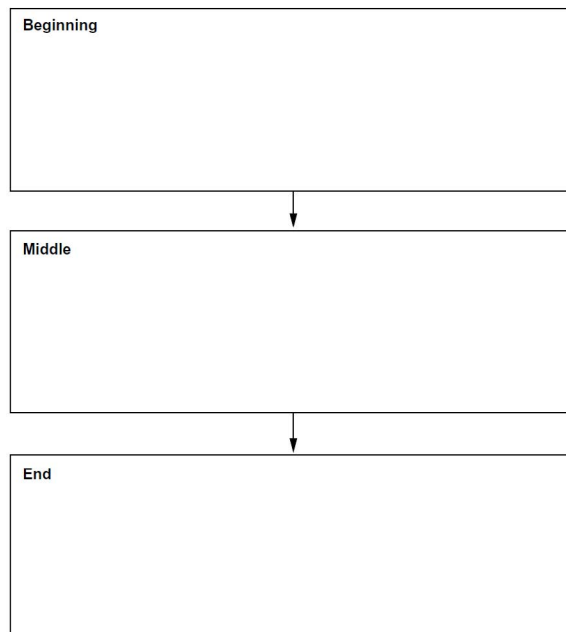
INTRODUCTION

5 MINUTES

- Paste a chart in front of the class having the story 'The Hare and Tortoise' and help students in reading the story.
- Tell students to silently read the story of 'The Hare and the Tortoise'.
- Ask them to look at the pictures and see how they link to the story.
- Ask a few students to briefly tell the story in their own words.
- Now tell students that when a story is told in one's own words, this is called 'retelling'.
- Explain to students that a story has a beginning (as in the story of the Hare and the Tortoise, the story begins where the hare and the tortoise start the race), a middle (where hare and tortoise are running and the hare sleeps), and an end (where the tortoise wins). It also has characters (e.g., the hare is one character and the tortoise is another character in the story we just read). A story also has a setting, i.e., where and when it happened (in the jungle, one day).

**Activity 1:****20 Minutes**

1. Paste the chart having the story 'The Lion and Mouse'.
2. Ask the students to look at the pictures of the story 'The Lion and Mouse' and brainstorm what the story is about.
3. Read the given story once using intonation, stress, and body language (with actions).
4. Ask the students to read the story "The Lion and the Mouse" silently.
5. In turn, ask few students to read the story loudly. Make sure all students participate in the reading activity by reading at least one sentence.
6. Draw three boxes on the writing board as given below:



7. Tell students that at the beginning of the story, readers try to understand the characters and the setting of the story.
8. Model looking through the first paragraph and identify where a character and setting are introduced.
9. Ask students to find out the characters and setting of a story and write their responses in the first box (beginning) drawn on the writing board.
10. Explain that in the middle of the story, some sort of action or problem takes place, or something happens to the characters.
11. Model looking through the second paragraph to understand what happens in the middle of the story.
12. Ask students about the problem and write their responses in the second box (middle) drawn on the writing board.
13. Explain that at the end of a story, often the characters change in some way, or the problem is solved.
14. Model looking at the last paragraph and identifying the end of the story.
15. Ask students to work in pairs and tell each other about each part of the story.
16. Ask students to use the following sentence frames:
 - ◇ At the beginning ____.
 - ◇ In the middle ____.
 - ◇ At the end ____.



CONCLUSION / SUM UP

3 MINUTES

1. Tell the students that today they learnt that stories have a beginning, middle, and end. Beginning happens first, middle happens next and end happens last.



ASSESSMENT

5 MINUTES

1. Ask students to open their textbooks and mark/underline the characters of a story given in their textbook.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Ask students to read a story and underline its beginning, middle, and end.

ADJECTIVES



STUDENT LEARNING OUTCOMES

- Identify describing words as adjectives. Use adjectives of quantity, quality, size and colour.

INFORMATION FOR TEACHERS

- He is a boy.
- He is a good boy.
- Good here describes more about the noun. (Boy)
- While teaching the lesson, the teacher should also consult the textbook where applicable.



- Tall
- Thin
- Handsome
- Well dressed



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, textbook, pencil.



INTRODUCTION

5 MINUTES

- Ask the students following questions to introduce the concept of adjectives and note the responses of the students on the writing board.
- What is the colour of your bag?
Expected Answer: black/pink/red/blue.
- Tell them that bag is a noun and the word black/blue/pink/red are describing this noun or telling more about it and these words are called adjectives. (small/big), (clean/dirty).
- You can ask questions about their uniform / shoes or books to further clarify the concept.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Ask the students to do the following and note their responses on the board.
- Touch your book and tell if it is soft or hard.
- Take out your pencil and tell its colour.
- What is the shape of your desk?
- Do you run fast or slow?
- Look at the class and tell if it is clean/ dirty.
- Explain to them how the words hard, soft, colours (black, red) are describing nouns.

Activity 2:**10 Minutes**

1. Ask students to take turns doing a role play. The student will pretend to be looking for something, and the others will pretend to help him/her find it, and will ask questions about it.
2. You can make student practice these conversations and then encourage them to have their own conversations. The conversation can be something like this:
3. 1st student: I have lost my shirt. Has anyone seen it?
4. Helpers: May be, what was it like?
5. What colour was it?
6. 1st student: It was blue with dots on it.
7. Helpers: Was it big or small?
8. 1st student: It was a small shirt?
9. Helpers: What about the fabric? What kind of fabric did it have?
10. 1st student: The fabric was very soft and a little shiny too.
11. Helpers: Oh, here it is, a blue and white, small, soft and shiny shirt!
12. Other suggestions for role play:
13. A child is lost in a crowd and is looking for his/her mother and is telling the strangers how she looks? What is she wearing? What is her hair like? Etc.
14. A child is going to his/her friends' house and can't find it. He / She is asking people where that house is. Is it a big house? What colour is it? Does it have a pretty garden? Does the garden have fragrant flowers?
 - ◇ Ahad is a tall boy.
 - ◇ Amna is nice girl.
 - ◇ Dog is a faithful animal.
 - ◇ The ice cream is yummy.
 - ◇ She is a beautiful girl.
 - ◇ The tea is hot.
 - ◇ I have a brown bag.
 - ◇ Sugar is sweet.
 - ◇ Sarah has red shoes.
 - ◇ My bag is heavy.

**CONCLUSION / SUM UP****3 MINUTES**

1. Today we have learnt what are adjectives and how they describe nouns.
2. We also learnt that they help us tell other people about an object or person so they know what we are talking about.
3. Ask students to write a role play on a new topic, for example a child who is telling his parents what kind of a pet dog or cat s/he wants.
4. Help them with spellings if they need help.

**ASSESSMENT****5 MINUTES**

1. Use the written role play activity to assess students.
2. Involve the students in solving problems given in exercise at the end of unit / chapter.

**HOMEWORK / FOLLOW UP****2 MINUTES**

1. Use the following adjective in sentences: small, big, good, heavy, black.

WORDS SHOWING POSSESSIVE



STUDENT LEARNING OUTCOMES

- Recognise and use words showing possession as possessive adjectives.

INFORMATION FOR TEACHERS

- An adjective is the part of speech that qualifies a noun or pronoun.
- Possession means ownership.
- The possessive adjectives are my, your, his, her, its, our, their, and whose. A possessive adjective sits before a noun (or a pronoun) to show who or what owns it. For example, "He is looking after his cattle."
- Possessive adjectives are classified as a type of pronoun. Look at this example:
- Is that the Queen's hat?
- No, it's her crown.
- (In this example, the possessive adjective "her" replaces the noun "the Queen.")
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, textbook, chart of the story 'Hare and tortoise' and 'The Lion and Mouse'



INTRODUCTION

5 MINUTES

- Read a 5-6 sentence story to the students that would be of interest to them.
- Repeatedly use the name of the main character of the story, instead of using a pronoun.
- Ask students if it sounded strange to them; help them identify what was strange.
- If they are unable to point it out, you can tell them that we don't use the naming word again and again, but use pronouns or substitution words in their place, so we don't sound strange.
- Sample story to be read out to the students:

Once there lived a caterpillar. He was a very hungry caterpillar. **The caterpillar** ate a nice juicy apple. Then **the caterpillar** ate a chocolate cake. **The caterpillar** also ate ice cream. **The caterpillar** was still looking for more food. **The caterpillar** found a little leaf. Then **the caterpillar** went to sleep inside **the caterpillar's** shell called a cocoon. When **the caterpillar** woke up, **the caterpillar** had changed into a pretty butterfly.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Teach words showing possession (my, your, his, her, our, their) by demonstrating with the help of the following sentences:
 - ◇ I am Ahmad. This is **my** book. (point to yourself).
 - ◇ You are Ali. This is **your** book. (point to the person you are speaking to).
 - ◇ He is Aslam. This is **his** book. (point to a boy you are speaking of).
 - ◇ She is Salma. This is **her** book. (point to a girl you are speaking of).
 - ◇ We are students. It is **our** room. (point to yourselves).
 - ◇ They are students. This is **their** school. (point to the boys or girls you are speaking of).
2. Ask students to read unit 4 of the textbook and pick out words like my, their, etc.
3. Write those words on the writing board.
4. Discuss with the class and help them to clarify their concept.

Activity 2:

10 Minutes

1. Model this activity first by pasting one of your own photos to the top half of a sheet of chart paper.
2. In a Shared Writing activity, write sentences on the bottom half, using possessive adjectives to describe the photo. For example:
3. My name is Gul Khan. This is a picture of my grandfather, my father, and me. This is my grandfather. His name is Sher Khan. His hair is gray and his eyes are brown. Here is my father. His name is Abdullah Khan. His hair is black and his eyes are brown. I look like my father.
4. After the Shared Writing, have students create their own pages with one of their photos, and a short written description using possessive adjectives.



CONCLUSION / SUM UP

3 MINUTES

1. Possessive adjectives are used to show ownership like his car, her house, etc.
2. Use a few adjectives showing possession into sentences.



ASSESSMENT

5 MINUTES

1. Ask students randomly about possessive adjectives.
2. Ask them to use a few possessive adjectives in sentences.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework..

PRESENT CONTINUOUS TENSE



STUDENT LEARNING OUTCOMES

- Identify and use the structure of present continuous tense for describing activities and for actions, taking place at the time of speaking.

INFORMATION FOR TEACHERS

- Present continuous tense is about the action that is presently going on.
- The structure of present continuous tense is: S+HV+ Present participle + object +
- The present participle is formed by adding 'ing' to the base or present form of the verb.
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, marker/ chalk, textbook, chart, duster, etc.



INTRODUCTION

5 MINUTES

- Write S+V+O sequence on the writing board, such as 'I eat an apple'.
- Ask 3 – 4 students to identify the structure i.e. sequence as subject, object, and verb.
- Now, ask them to look around and find out a few actions that are happening right now.
- Ask a few students to describe such actions in sentences.
- Tell the students about today's topic 'present continuous tense'.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Write the following sentences of present continuous tense on the writing board.
 - I am reading a book.
 - He is polishing his shoes.
 - My mother is cooking the meal.
 - It is raining today.
 - The farmers are working in their fields.
- Now teach the students about the action verbs taking 'ing' form.
- Also, tell the students about the structure of the sequence for example take 1st sentence.
 - 'I am reading a book'.

Subject + helping verb + verb + (present participle) + object
 ↓ ↓ ↓ ↓
 I am reading a book.

Activity 2 **10 Minutes**

1. Write the following table on the writing board:

Subject	Helping verb	Present participle	Object
He	is	going	to home, school
I		cooking	water
She	are	making	food, meal
It	am	drinking	chart
They			

2. Divide the class into four groups.
3. Tell groups to use (subject, verb, object) from the given table and make 10 sentences in the present continuous tense.
4. Ask groups randomly to share their work.



CONCLUSION / SUM UP

3 MINUTES

1. Conclude the topic by telling students that the present continuous takes the following sequence structure:
 Subject + helping verb + Present participle + object



ASSESSMENT

5 MINUTES

Ask 3 – 4 students to identify the verb in the following sentences.

1. They are beating the drum.
2. All the boys are listening to their teacher.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Ask students to write at least 5 sentences of present continuous tense in their notebook and share with the class the next day.

GUIDED STORY



STUDENT LEARNING OUTCOMES

- Write a guided story on a zoo animal.

INFORMATION FOR TEACHERS

- Through stories, students learn a lot about life skills and feelings/emotions.
- Children enjoy being able to retell a story.
- Discussions about story elements should start as early as preschool and continue through high school. For younger students, simple elements such as beginning, middle, and end are appropriate. For older students, more complex elements such as character, setting, events, problem, and resolution should be introduced to increase difficulty.
- The important elements of the story are 'Plot, Characters, Setting, Problem, and Solution'. However, for 3rd graders, it is important to understand that a story has a 'beginning', 'middle', and an 'end', and it also has characters.
- 'Sequencing or transition words are an important part of the story. For example then, after that, in the end, it starts with, from, etc.
- Prepare well before going to the classroom. Read Aloud the story with enthusiasm and demonstrate an interest in reading.
- While teaching the lesson, the teacher should also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, textbook, etc.



INTRODUCTION

5 MINUTES

- Ask students if they remember any story they have heard from their parents.
- Listen to the stories from a couple of students.
- Now tell the students that a story is also called a narrative.
- Give background information about the story and its elements.
- Tell students that a story has different parts i.e., characters, plot, setting, etc.
- Keep referring to the stories the students have narrated for an explanation.
- Tell students that in the next two activities they are going to write a story on a zoo animal.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Write the following words on the writing board:
lion, mouse, trap, hunters
2. Divide the class into groups.
3. Ask groups to discuss the words written on the writing board and make a sentence on each word.
4. Ask group leaders to write the sentences on their notebooks.
5. Ask groups to share their sentences.

Activity 2:

10 Minutes

1. Tell students to sit in the same group and recall elements of the story writing for two minutes.
2. Write the following story writing prompt on the writing board.

What is the setting of the story?	Who is the main character?	What happens first?	What happens next?	What happens last?

3. Tell students to refer to the words used in the previous activity and write a story on "The lion and the mouse"
4. Ask students to use the prompt for writing the story.
5. Tell groups to focus on proper beginning, middle, and end.



CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by telling the students that:

1. Story writing is an interesting activity.
2. Focus on proper beginning, middle and end.
3. Also keep in mind the elements of the story like plot, characters, setting, etc.



ASSESSMENT

5 MINUTES

1. Ask group leaders randomly to share the story written by their group.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to go through the relevant page in their textbooks and complete the guided story.

Month

4

CONTRACTIONS



STUDENT LEARNING OUTCOMES

- Recognise and pronounce weak forms of do, does, don't, and doesn't in contractions to develop fluency of speech.

INFORMATION FOR TEACHERS

- Weak forms are syllable sounds that become unstressed in connected speech.
- Contractions are shortened forms of two words and are unstressed.
- Weak forms are often used to bring fluency to the speech.
- Weak forms of verbs are important from a pronunciation point of view.
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, textbook, etc.



INTRODUCTION

5 MINUTES

- Start the lesson by writing two sentences on the writing board as:
 - I do not play hockey.
 - I don't play hockey.
- Then, ask 2 students of the class to come to the front of the class and read the above sentences, one by one.
- Then ask the rest of the students to tell who sounds more fluent; the student who read sentence 1 or 2.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Make two columns 'A' and 'B' on the writing board.
- Write the following sentences on the writing board and change them in contractions to bring fluency in speaking by involving the students.

Column A	Column B
1. I do not speak well	1. I don't speak well.
2. He does not take breakfast.	2. He doesn't take breakfast.
3. This kite does not fly high.	3. This kite doesn't fly high.
4. They do not beat the drum.	4. They don't beat the drum.
5. You do not play cricket.	5. You don't play cricket.

Activity 2:**10 Minutes**

1. Ask students to work in pairs (as students A and B) and answer the following questions using contractions. First, A asks the questions and B answers, then B asks the questions and A answers:

Column A	Column B
1. Do you like mangos?	No, I don't.
2. Does she help her mother?	
3. Does he comb his hair in the morning?	
4. Do I drive fast?	
5. Does she cook the meals?	
6. Do you brush your teeth daily?	
7. Do they grow vegetables?	
8. Does it rain here often?	
9. Do you tell stories?	
10. Does she sing poems?	

**CONCLUSION / SUM UP****3 MINUTES**

Conclude the lesson by reviewing the following points:

1. Weak forms are unstressed sounds in speech.
2. We often use contractions while pronouncing weak forms.
3. Weak forms make our speech more fluent.

**ASSESSMENT****5 MINUTES**

Randomly ask a few students to answer the following questions by stating 'Yes, No' and using contractions:

1. Do you read the newspaper?
2. Does she eat strawberries?
3. Do they play football?

**HOMEWORK / FOLLOW UP****2 MINUTES**

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Ask students to rewrite the following sentences using contractions of do and does in their notebooks and share them with the class the next day:
 - ◇ You do not speak Chinese.
 - ◇ She does not like meat.
 - ◇ It does not rain much in autumn.
 - ◇ They do not live in Mardan.
 - ◇ She does not visit the Kaghan Valley..

ORAL COMMUNICATION SKILLS



STUDENT LEARNING OUTCOMES

- Express likes and dislikes.

INFORMATION FOR TEACHERS

- Like is to feel attraction towards someone or something, or to take pleasure and enjoyment in something.
- Dislike is the feeling of not liking someone or something.
- Create opportunities for students to have real conversation with each other rather than a role play in the class. This will help students in developing their interpersonal and communication skills.
- While teaching this lesson, the teacher should also consult the textbook (if required).



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster and textbook



INTRODUCTION

5 MINUTES

The teacher will:

- Greet the students by saying Assalam-o-Alaikum / Good Morning.
- Appreciate those students who respond to the greetings correctly.
- Ask students the following questions about their likes/dislikes.
 - Do you like cats? (If one student says, I like cats, ask the others if they like them too.)
 - Do you like visiting relatives?
 - Do you like playing games?
 - Do you like reading books?
- What do you like doing in your free time?
- Make sure that all students participate by responding to the questions asked by the teacher and use the word 'like', 'don't like' at least once in the sentence to express their likes or dislikes.
- Encourage students to provide individual responses, providing them the vocabulary, they need as they go along.
- Tell students that today we will talk about 'likes' and 'dislikes'.
- Now, explain to the students that you like something which you enjoy doing and you dislike something that you don't enjoy doing. i.e.



DEVELOPMENT

20 MINUTES

Activity 1:

20 Minutes

The teacher will:

1. Draw the following table on the writing board.

Tennis	
Golf	
Cricket	
Swimming	
Running	
Football	
Baseball	
Hockey	

2. Ask the students I turns whether they like or dislike the sports mentioned in the table.
3. Write students' responses.
4. Assist students if they need help.



CONCLUSION / SUM UP

3 MINUTES

The teacher will:

1. Explain that 'like' can be substituted for other verbs as to 'love, prefer, enjoy',
2. Ask students to use these alternatives in 'like' sentences.



ASSESSMENT

5 MINUTES

1. The teacher will informally assess students' ability to express likes and dislikes during the activity.



HOMEWORK / FOLLOW UP

2 MINUTES

The teacher will:

1. Ask students to write three sentences about things they like to do in school and three sentences about things they don't like to do in school, explaining the reason why.
2. Continue to model expressing likes and dislikes once or twice a week throughout the year.

TRAFFIC SIGNS



STUDENT LEARNING OUTCOMES

- Use pre-reading strategies to practice some words of the text by looking at road and traffic signs with messages under the title.
- Match traffic signs with their messages.

INFORMATION FOR TEACHERS

1. Traffic signs take people safely to their destinations.
2. There are no chances of accidents if we follow traffic rules and signs for safe driving.
3. Road signs give clear-cut directions to the drivers.
4. There are three basic types of road signs they are: Regulatory, warning, and guide signs.
5. Give students real-life exposure to traffic signs if your school is located in an urban area where you have traffic signs available. Otherwise, use pictures to help them become familiar with the signs.
6. While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

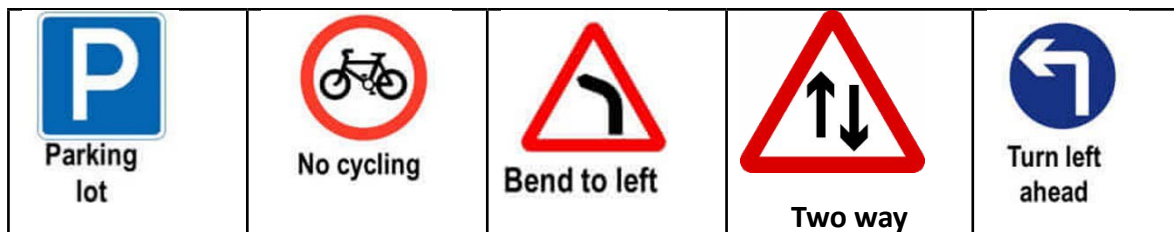
- Writing board, chalk/marker, traffic signs chart, textbook, etc.



INTRODUCTION

5 MINUTES

1. Ask students randomly if they have seen any boards on the roadside with signs? (If your school is in an urban area, they must have seen these signs. If not, show them a few pictures of traffic signs).
2. Ask, "What are these signboards for?"
3. Display the following traffic signs on a chart and ask students to discuss in pairs what messages these signs give:



4. Review the signs with the whole class.
5. Tell students that traffic signs help us drive/ ride safely. They also guide us to reach our destination easily.



Activity 1: 10 Minutes

1. Display a chart of traffic signs and write an appropriate message under each sign which it conveys (involving the students):

 Turn right ahead	 No right turn
 Hump	 No U-turn

2. Explain the signs to students. Let them share their experiences of having seen any such signs.
3. Discuss the importance of these signs.

Activity 2: 10 Minutes

1. Divide the class into pairs.
2. Display the following chart and ask students to match the relevant message from Column A with the sign in column B:

Column A	Column B
a) The way for pedestrians (people who are walking on foot)	
b) Turn left	
c) Airport	 Bend to left
d) Turn left only	
e) Reduce the speed	

3. Provide them with the necessary support.

4. Ask them to share their work with other pairs.



CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by telling that:




1. Awareness about the traffic rules is necessary while driving as well as walking on the road.
2. Some of the signs are warning signs, some are informational while some are regulatory.



ASSESSMENT

5 MINUTES

1. Ask students to write appropriate messages against each sign:

1. 	
2. 	
3. 	



HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Ask the students to draw the signs of the following messages in their notebook and share them with other students on the next day.
 - ◇ No U-Turn
 - ◇ Hospital ahead.
 - ◇ No Left Turn.
 - ◇ No horn
 - ◇ Airport ahead

COUNTABLE AND UNCOUNTABLE NOUNS



STUDENT LEARNING OUTCOMES

- Identify and differentiate between countable and uncountable nouns.

INFORMATION FOR TEACHERS

- The concept of countable and uncountable nouns can be difficult for young students to understand easily. Visual examples are useful in helping your students understand the difference.
- A noun can be countable or uncountable. Countable nouns can be “counted”; they have a singular (a book, an apple) and plural form. (three tables, two rabbits)
- Uncountable nouns cannot be counted. Uncountable nouns are materials, concepts, information etc. which are not individual objects and cannot be counted. Examples: water, sand, rice, sugar, air.
- Time allocation is estimated and can change as per need of the activity.
- While teaching the lesson, the teacher should also consult the textbook where applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- A leaf, two pebbles, some sand, a glass of water, a textbook, writing board, chalks/markers, charts, textbook.



INTRODUCTION

5 MINUTES

- Send four students outside the class to bring one leaf, two pebbles, some sand/mud and a glass of water.
- When they have brought all the things, put the things on the table.
- Ask the whole class: How many leaves are there on the table?
- After the students have given the answer, ask them about pebbles. Then ask about sand and water. Ask the students whether they can count sand and water in numbers. They will say NO.
- Tell them that there are some nouns that can be counted in numbers and there are some nouns that cannot be counted in numbers.
- Tell the students that nouns, which can be counted are called Countable Nouns and nouns which cannot be counted are called Uncountable Nouns.
- Draw five or six lines on the blackboard to represent countable items and a scribbled mass or crisscross of lines to represent uncountable items.



Countable items



Uncountable items

- Start with the list of simple countable nouns that they know. For example, apple, cup, rupee etc. and use the blackboard to contrast this with uncountable nouns like tea.
- You can count the cups but cannot count the tea in it.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- On the blackboard, make two columns. Write 'countable nouns' and 'uncountable nouns' on top of each column respectively.
- Divide the class into two teams. Both teams have to give ten countable and ten uncountable nouns from their household.
- Team A will give countable nouns and the team B will provide uncountable nouns. If any team gives a wrong noun the point will be given to the other team. The team which scores most points wins. The whole class claps for the winning team.
- (Children get excited in such competitions and they all shout names at the same time, therefore this activity needs to be disciplined. Tell students that they have to raise their hands and you will choose the students).

Activity 2:

10 Minutes

- Ask the students to take out their textbooks and their notebooks.
- Divide all the students into pairs. Tell them to go to the specific page (textbook) that you have already selected for the activity. (You must have done this earlier. The text must have good examples of countable and uncountable nouns).
- Ask them to read the selected text carefully. Tell them to write, in their notebooks, all the uncountable nouns in the text.
- (As a hint, you can tell students the total number of uncountable nouns present in the text. Help students with reading where needed).



CONCLUSION / SUM UP

3 MINUTES

- Go through countable and uncountable nouns with the whole class. Ask students questions like what is a countable noun? What is an uncountable noun? Can you give examples of some?



ASSESSMENT

5 MINUTES

- Assess all the students for their understanding of the concept. Assessment should also be done by checking the written work done by students in the class and the work given as homework.
- After a week, arrange a quiz between two teams to assess how much students have understood from the concept taught.
- Teacher is also required to involve the student in solving the problems given in the exercise at end of unit / chapter.



HOMEWORK / FOLLOW UP

2 MINUTES

- As a follow up, give students the same text and they have to write down all the countable nouns. Again, as a hint give them the total number of countable nouns present in the text.
- Give this as a home task. Students have to write the uncountable nouns only, in the Activity 2.

EXPRESSING ABILITY / INABILITY



STUDENT LEARNING OUTCOMES

- Demonstrate the use of the verb can / cannot to show ability and inability.

INFORMATION FOR TEACHERS

1. Can / could are model auxiliary verbs.
2. After can or could always the first form of the verb is used.
3. The three main uses of can are (i) ability, (ii) possibility, and (iii) permission.
4. The sentence, 'Aslam can swim' shows that Aslam has the ability to swim.
5. In the sentence 'We can read another story today'. Can is used to show ability i.e. we are able to host as many as ten guests for dinner tonight.
6. Could is the past tense of can and is used to show the ability to do something in the past, could.
7. For example, 'I could not go to school yesterday because I was sick.'
8. Thus using 'not' with 'can' or 'could' shows inability.
9. While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, textbook, etc.



INTRODUCTION

5 MINUTES

1. Ask students randomly about any sentence they remember regarding the use of can and could. Also, make two columns A and B on the writing board and write the responses of students in column A as:

Column A	Column B
1. He can run.	He runs.
2. The child cannot run.	The child does not run.
3. I can speak loudly.	I speak loudly.
4. We cannot write.	We do not write.

2. Then ask students:
 - ◇ What is the difference between the sentences: 'He can run' and 'He runs' (written in column B)
 - ◇ What is the difference between 'I can speak loudly' and 'I speak loudly' (written in column B)
 - ◇ What is the difference between: 'We cannot write' and 'We do not write.' (written in column B)
3. Tell students that today we will work on using can and cannot with action verbs to show ability or inability.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Make two columns A and B again on writing board for writing ability to do something and converting them into the sentences having can or could respectively: e.g.,
2. Ask students:
 - ◇ Does an infant have the ability to run?' (Their response will be 'no').
 - ◇ Does a young boy have the ability to run?' (Their response will be 'yes')
3. Write their responses in column A and the sentences of can/ could against them in column B as:

Column A	Column B
1. An infant doesn't have the ability to run.	1. An infant cannot run.
2. A young boy has the ability to run.	2. A young boy can run.

4. Also, review the following examples with the class:

Column A	Column B
1. Kamal has the ability to help the poor.	1. Kamal can help the poor.
2. Najma has no ability to write quickly.	2. Najma cannot write quickly.
3. Zahid had no ability to reach in time.	3. Zahid could not reach in time.

Activity 2:

10 Minutes

1. Copy the following table on the writing board:

Column A (Showing inability)	Column B (Showing ability)
1. Babar Azam _____ play cricket well now.	1. You _____ play after finishing your homework.
2. He _____ solve all the questions as some are very difficult.	2. She _____ do many exercises in the morning.
3. She _____ read long stories.	3. Gul Khan is only three but he _____ count up to fifty.

2. Ask the students to work in pairs and complete the sentences by writing can or cannot.
3. Once they are done, invite 3 – 4 pairs to share their responses with the whole class.
4. Finally, review the answers with the class.
5. Appreciate students for their participation.



CONCLUSION / SUM UP

3 MINUTES

1. Tell students that today they have learnt the use of can and cannot for expressing ability and inability.
2. Give them a few more examples.



ASSESSMENT

5 MINUTES

1. Write the following sentences on the board and ask students to identify which ones show ability and which ones show inability:
 - ◇ She **can speak** several languages.

- ◇ He **can swim** like a fish.
- ◇ They **can't play** cricket very well.
- ◇ We **can't go** to the library today.



HOMework / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Ask them to copy the following table in their notebooks for further practice at home:

ABILITY				INABILITY			
I	can	speak	English	I	can't	speak	English
He	can	run	very fast	You	can't	run	very fast
He	can	sit	in the garden	He	can't	sit	in the garden
She	can	write	poems	She	can't	write	poems
It	can	jump	to the other side	It	can't	jump	to the other side
We	can	make	delicious cakes	We	can't	make	delicious cakes
You	can	pass	the exam	You	can't	pass	the exam
	can	draw	pictures	They	can't	draw	pictures

DESCRIBING PICTURES WITH ACTION VERBS



STUDENT LEARNING OUTCOMES

1. Describe pictures from the immediate surroundings in sentences.
2. Describe pictures for details linked to action verbs.

INFORMATION FOR TEACHERS

1. Students need to be trained to observe the visible things in pictures and to note down them in written form.
2. They should also be skilled to observe the actions reflected in the pictures and noting them down.
3. For this purpose arrange cuttings from newspapers, magazines, and pictures of cricket, volleyball matches as well as other historical activities.
4. While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, pictures, newspaper cuttings, charts, and textbook, etc.



INTRODUCTION

5 MINUTES

5. Tell students that it is said that 'pictures speak'. Another saying is that 'a picture is worth a thousand words.' Write these sayings on the board and ask students to discuss what these sayings mean:
 - ♦ **Pictures speak!**
 - ♦ **A picture is worth a thousand words.**
 (Their responses may be: pictures have a message, they tell a story, they show action, etc.)
6. Appreciate students for their responses.
7. Tell them that today we are going to practise describing a few pictures.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Display a portrait of Quaid-e-Azam (it is displayed in almost all school offices, you can get it from there or arrange one from the market or use a newspaper/ magazine cutting).
2. Then point to the picture of Quaid-e-Azam and ask students:
3. What is he wearing on his head?

4. Help students find words to describe Quaid-e-Azam's portrait in detail.
5. Ask them different guiding questions to help them think through.
6. Then show them the pictures of the school cricket match and ask questions.
7. Allow them to discuss the pictures in detail.

Activity 2:

10 Minutes

1. Divide the class into small groups.
2. Give some pictures to each group and ask them to discuss and write sentences to mention the actions shown in the pictures.
3. Then ask them to share their work with the other groups.
4. Finally, allow a representative from each group to share their sentences with the whole class.
5. Appreciate students for their active participation in the activities.



CONCLUSION / SUM UP

3 MINUTES

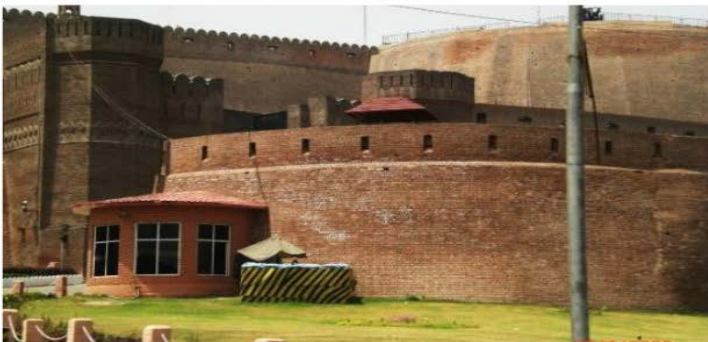
1. Conclude the lesson by telling the students that with this activity they have practised describing pictures for details linked with action verbs and names of the things from surroundings.



ASSESSMENT

5 MINUTES

1. Ask a few students randomly to describe pictures pasted on the walls of the classroom. Alternatively, display one of the following pictures in the class and ask students to describe it (these are pictures of famous historical places in Peshawar):



HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.

SILENT LETTERS IN A WORD



STUDENT LEARNING OUTCOMES

- Pronounce and spell words with silent letters.

INFORMATION FOR TEACHERS

1. In an alphabetic writing system, a silent letter is a letter that, in a particular word, does not correspond to any sound in the word's pronunciation.
2. In simple words, a silent letter is a word of the English language, that is written but not pronounced at all.
3. Silent letters are compulsory in writing but ignored in speaking and pronunciation e.g. in the words: Debt, Know, knife, known, Night, Sign, comb, wrong, the underlined letters are silent because they have been written but are not pronounced.
4. While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, textbook, etc.



INTRODUCTION

5 MINUTES

1. Write the following commonly used, simple words on the writing board:
comb, science, night, sign, bridge, talk, knee, autumn, castle, write.
2. Ask students to pronounce the words (help them to pronounce correctly where required).
3. Then pronounce the words one by one yourself and ask students to identify the letter which is written but not pronounced. Meanwhile underline the silent letters as identified, however, help in identification, if required.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Review the concept of silent letters with the whole class (see information for teachers).
2. Next, help students understand the following rules for silent letters:
Say, "Let's take a look at some rules for silent letters":
 - The letter B is usually silent when used after the letter M and also before the letter T.
 - ◇ Examples before M: Jamb, Lamb, Comb, Tomb
 - ◇ Examples before T: Debt, Doubt

- The letter C is silent when used before the letter L and the letter K.
 - ◊ Example before L: Muscle
 - ◊ Examples before K: Block, Luck
- The letter D is silent when it appears before the letter N and then also before the letter G.
 - ◊ Example before N: Wednesday
 - ◊ Example before G: Badge
- Let's look at the letter E.
 - ◊ If E happens to be at the end of a word, it is generally not pronounced. Examples: Able, Change, Title.
- The letter G is silent when it is used before the letter N.
 - ◊ Examples: Design, Sign.
- The letter H is often silent when it precedes the letter O, and when it follows the letters G, and R.
 - ◊ Examples before O: Honest, Hour, Honour
 - ◊ Examples after G: Ghost
 - ◊ Example after R: Rhyme, Rhythm
- The letter K is always silent when it precedes the letter N.
 - ◊ Examples: Know, Knock, Knife, Knight

Activity 2:

10 Minutes

1. Make two columns 'A' and 'B' on the writing board and write the following words having silent letters:

Column A	Column B
know	chorus
calf	debt
doubt	wrong
wrist	guest
knife	answer
build	knock
yolk	scene
match	what
where	when
light	name

2. Divide the class into pairs and name each student in a pair as 'A' and 'B'.
3. Ask partner 'A' to work on column 'A' and partner 'B' on column 'B'
4. Then ask students to practice the pronunciation of the words of their assigned columns and underline the silent letters.
5. Next, each partner should read the words aloud to the other partner and tell which letter is silent in each word.
6. Then ask pairs to compare their work with another pair.
7. Review the answers with the whole class.



CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by telling students that today we have learnt that:

1. In the English language, certain words differ in pronunciation from their written shapes.
2. A letter (or more) from a word is written, but not pronounced at all.
3. Such letters (that are written but not pronounced) are called silent letters.



ASSESSMENT

5 MINUTES

1. Write the following sentence on the writing board and ask students to identify words with silent letters:
“I knit you a glove that covers you from your thumb to your wrist.”
2. Ask students to open any chapter of their textbook and search words with silent letters and also underline them.
3. Check the work of a few students randomly.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Ask students to write in their notebooks 10 words which have silent letters in their notebooks and share with the class the next day.

IRREGULAR NOUNS



STUDENT LEARNING OUTCOMES

- Recognise and apply spelling change in plural forms of nouns.

INFORMATION FOR TEACHERS

- Irregular nouns are made plural by changing vowels, changing the word, or adding different endings more than one word as:

Goose,	Tooth,	Calf,	Wolf,	Leaf
↑↓	↑↓	↑↓	↑↓	↑↓
Goose,	teeth,	calves,	wolves	leaves
- An irregular noun is a noun that becomes plural by changing its spelling in other ways than adding an “s” or “es” to the end of the word. For example, the plural form of man is men, not mans. The plural form of woman is women, not womans.
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, textbook, etc.



INTRODUCTION

5 MINUTES

- On the board, draw a picture of a foot on one side and two feet on the other side.
- Ask students to tell how the pictures are alike and different.
- Label the pictures with the words foot and feet.
- Discuss the spelling of each noun. Potential questions include: What do you notice about the spelling? How are the spellings different?
- Tell your students that today they will learn about irregular plural nouns.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Make two columns ‘A’ and ‘B’ on the writing board.
- Write the following singular nouns in the column ‘A’.
- Make their plurals with the help of students:

Column A	Column B
singular	plural
wolf	people
mouse	mice
foot	feet
knife	knives

Activity 2:

10 Minutes

1. Divide the class into three groups.
2. Write the following sentences with the instruction for students on the writing board:
Fill in the blanks with the plural form of nouns given in brackets.
 - ◇ _____ Are playing in the field (child)
 - ◇ I got my _____ injured. (foot)
 - ◇ We cut water millions with different _____ (knife)
 - ◇ Don't pluck _____ from the trees. (leaf)
 - ◇ Medicine should be used to kill the _____ (louse)
3. Ask the groups to note the sentence and fill in the blanks by changing the given singular into plural.
4. After completion, each group leader presents his/her group's work.



CONCLUSION / SUM UP

2 MINUTES

Conclude the lesson by telling students that:

1. An irregular noun is a noun that becomes plural by changing its spelling in other ways than adding an "s" or "es" to the end of the word.
2. For example, the plural form of man is men, not mans. The plural form of woman is women, not womans.



ASSESSMENT

5 MINUTES

Ask students to make the plural of the following nouns:

1. Calf
2. Loaf
3. Thief
4. Goose
5. Shelf



HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Ask students to write the plurals of the following nouns in their notebooks and share them with the class the next day:

Directions: Use the dictionary to write the plural form of the following irregular nouns.

Singular	Plural
Goose	
Ox	
Man	
Woman	
Person	
Fish	
Shelf	
Scissors	
Sheep	
Child	
Shrimp	

CHANGING NUMBER OF SIMPLE NAMING WORDS SINGULAR / PLURAL



STUDENT LEARNING OUTCOMES

- Recall changing the number of simple naming words by adding 's' and 'es'.

INFORMATION FOR TEACHERS

- Singular noun names one person, place, or a thing e.g., a cup, an umbrella.
- Plural noun indicates more than one person, place, or a thing e.g. cups, hats.
- Most of the plural nouns are formed by adding 's' or 'es' to the singular noun and are called regular nouns.
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, textbook, etc.



INTRODUCTION

5 MINUTES

- Write the following nouns on the writing board:
Apple, Table, Students, Pen, Books, Cat, Dogs, Rats, Pencil.
- Ask 2 – 3 students to identify the nouns in the list which refer to one person, place, or a thing.
- Again ask 2 – 3 students to recognize those nouns in the list which indicate more than one person, place, or thing.
- Tell students how the singular nouns are made plural by adding 's' or 'es' to them.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Write the following nouns on the writing board:
boy, glass, group, tree, plate.
- Draw a table with columns A and B on the writing board.

Column A	Column B
Boy	Boys
Glass	Glasses
Group	Groups
Tree	Trees
Plate	Plates

3. Next, write the singular nouns in column A as shown above.
4. Involve students to change the number of the written noun in column A and write them in column B against the relevant nouns (as shown above).

Activity 2:**10 Minutes**

1. Divide the class into 4 groups.
2. Write the following nouns on the writing board.
country, bed, fan, door, dish, class.
3. Select a group leader for each group.
4. Ask each group to change the number of these nouns and write them on a chart.
5. After completion, ask the group leaders to come and present their group's work.

**CONCLUSION / SUM UP****3 MINUTES**

Conclude the topic by writing 2 – 3 main points on the writing board. e.g.:

1. Regular nouns are made plural by adding 's' or 'es' to the singular.
2. Singular nouns denote one person, place, or thing while plural refers to more than one.

**ASSESSMENT****5 MINUTES**

1. Ask students to change the number of the following nouns.
chair, cup, bulb, sharpener, bench

**HOMEWORK / FOLLOW UP****2 MINUTES**

1. Ask students to select a paragraph from the textbook of their own choice and identify the nouns (at least five) which refer to one person, place, or thing.
2. Also, ask them to change their number and write them in their notebooks.
3. Assign students to do the relevant activities/ exercises from their textbook as homework.

ARTICLES



STUDENT LEARNING OUTCOMES

- Identify 'a' or 'an' as articles.
- Identify and use the definite article 'the'.

INFORMATION FOR TEACHERS

1. In the English language, an article is an adjective.
2. Like adjectives, articles modify nouns.
3. There are two types of articles: definite and indefinite articles.
4. 'The' is used to refer to specific nouns; a/an is used to modify non-specific or general nouns. More simply, articles are words that define a noun as specific or general.
5. 'A' or 'an' is used with a singular count noun, when you mean 'one of many', 'any', 'in general'.
6. 'The' is used with any noun when the meaning is specific; for example, when the noun names the only one (or one) of a kind.
7. 'The' is used before names of countries, with the names of jobs and professions, with compass directions, with names of oceans, seas, rivers, and canals, with names of unique objects (the sun, etc).
8. 'A' and 'an' are used before singular nouns. 'A' is used before a noun beginning with a consonant sound, and 'an' is used before nouns beginning with vowel sounds.
9. While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, textbook, etc.



INTRODUCTION

5 MINUTES

1. Ask students randomly whether they have heard about 'a', 'an' and 'the' in the English sentences?
2. Write the following sentences with blanks and ask 3 – 4 students to fill them.
 - ◇ I ate _____ apple.
 - ◇ This is _____ hen.
 - ◇ That is _____ man.
 - ◇ _____ sun rises in the East.
3. Then ask them as to what 'a/an' and 'the' are called.
4. Take their responses and tell them that these are called articles.

**Activity 1:****10 Minutes**

1. Make two columns A and B on the writing board and write the following sentences:

Column A	Column B
1. Ali is a good student	1. Ali is a strong boy.
2. Aslam is an honest man.	2. This is an inkpot.
3. The Cleanliness Day will be celebrated tomorrow.	3. This is the cow that gives more milk.
4. This is an elephant	4. That is an aeroplane.
5. The river Indus flows in Pakistan.	5. Gul Khan is the most hard-working boy in the class.

2. Ask students to work in pairs to identify the use of articles. Partner 'A' should do the column 'A' and partner 'B' should work on the column 'B'. Once they are done, they should compare their answers.
3. Tell them that 'a' and 'an' are used before singular nouns. 'A' is used before consonants sounds and 'an' is used before vowel sounds.
4. 'The' is used to refer to specific nouns. It is also used before the names of oceans, seas, canals.

Activity 2:**10 Minutes**

1. Write the following incomplete sentences in columns A and B.

Column A	Column B
1. Shakeel is _____ best doctor.	1. He is _____ strongest man.
2. Najam is _____ good doctor.	2. Nadeem is _____ honest man.
3. Kiran is ___ most intelligent student in the school.	3. Red colour is _____ most popular colour in our school.
4. Aleezay is _____ good student.	4. She eats _____ egg daily.
5. Gilgit is in _____ North of Pakistan.	5. _____ River Kabul flows in KP.

2. Ask students to work in pairs to fill in the blanks with correct articles. Partner 'A' should do the column 'A' and partner 'B' should work on the column 'B'. Once they are done, they should compare their answers.
3. Finally, invite 3 – 4 pairs to share their answers with the whole class.
4. Appreciate students for their active participation.



1. Conclude the lesson by telling students that today's activities were aimed at the identification of articles 'a', 'an', 'the' and use of 'the'.
2. They have practised using the articles in sentences too.



ASSESSMENT

5 MINUTES

1. Ask students to write 5 sentences using 'a', 'an', and 'the' and cross-check with the desk mates.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to search three sentences for each article in the textbook at home and write in their notebooks.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

COMPOSITION



STUDENT LEARNING OUTCOMES

- Write with reasonable accuracy, some sentences or their own on a given topic.

INFORMATION FOR TEACHERS

- A sentence is a set of words that contains a subject and a predicate (the part of a sentence or clause containing a verb and stating something about the subject e.g., went home in Gul Khan **went home**).
- Help students understand that adjectives tell the qualities of nouns or describe nouns.
- Tell them that antonyms are words with opposite meanings for example tick=thin. At this level it is better to introduce direct opposites i.e. big=small, instead of forming antonyms through prefixes, comfortable-uncomfortable).
- This/these indicate things located near (singular and plural respectively).
- Adjectives, antonyms, and words like this, these, that, those are helpful to make sentences on a given topic.
- Orient students with the steps of the writing process, i.e., pre-writing, drafting, revising/ editing, and publishing.
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, marker/ chalk, charts, and textbook, etc.



INTRODUCTION

5 MINUTES

- Ask students to tell which book is their favourite and why.
- Ask different questions from different students about their favourite book and write their responses on the writing board in bullets.
- Expected Answers: adjectives describing the book, e.g. interesting, colourful, thick, big, large, good, etc.
- Underline the adjectives in the sentences/ phrases and tell students that all the words which tell something about the book are adjectives.



DEVELOPMENT

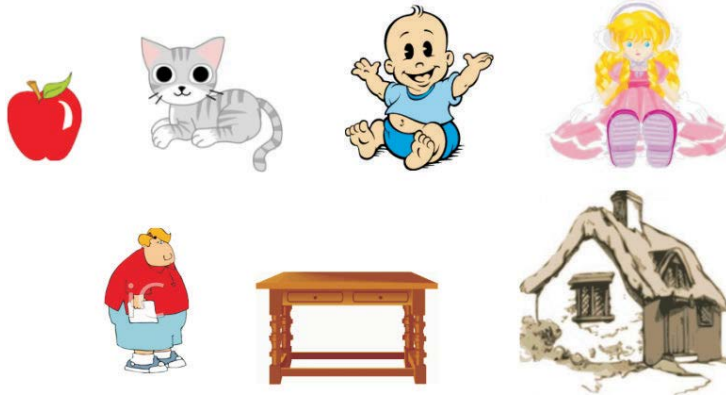
20 MINUTES

Activity 1:

10 Minutes

- Draw or find similar pictures from the textbooks.
- Ask students to describe the following pictures:

apple, cat, table, an old house, fat boy, baby, doll.



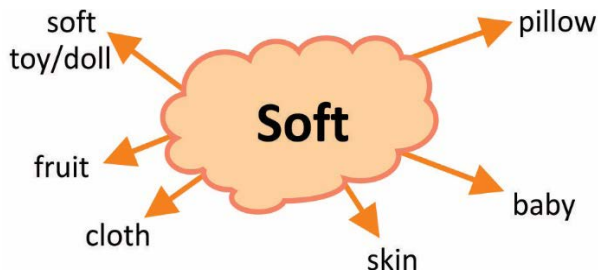
Activity 2:

10 Minutes

- Tell students that the sentences should be meaningful. For example, ask them:
 - Is the writing colourful?
 - Is the notice board soft or hard?
- Write these words on the writing board and ask students to copy them.

colourful, soft, hard

- Brainstorm with the students on all possible naming words (nouns) they can think of that each of the above-given adjectives can be used to describe.
- Write any one of the adjectives from above in the centre of a cloud made on the writing board and write possible responses around the adjective cloud: Soft. Nouns: pillow, fruit, skin, touch, cloth, ball, etc.



- Encourage use of complete sentences when using the adjective and nouns. Provide help by suggesting This is/that is, These are/those are structures.
- Then, ask students to write five sentences by using the above words.
- Monitor and help students while they are writing. Make sure they use all five words in their sentences. Tell students that the sentences should make sense.



CONCLUSION / SUM UP

2 MINUTES

- When students finish their work, ask them to read out one sentence.
- Ask the class to propose any changes if required and make corrections where needed.
- Appreciate creative and original sentences.



ASSESSMENT

5 MINUTES

- Ask students to check their mistakes (of punctuation and write the second draft by correcting the mistakes.



HOMEWORK / FOLLOW UP

2 MINUTES

- Assign students to do the relevant activities/ exercises from their textbook as homework.

CHARACTERS IN A STORY



STUDENT LEARNING OUTCOMES

- Find out a character in the story and write briefly.

INFORMATION FOR TEACHERS

- A story is developed by presenting one or more characters.
- A **character** is a person, animal, being, creature, or thing in a **story**. Writers use **characters** to perform the actions and speak dialogue, moving the **story** along a plotline. A **story** can have only one main **character** (protagonist) and still be a complete story.
- A story arouses the interest of students and they pick the required things easily.
- While teaching the lesson, also consult the textbook at all steps..



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, textbook, etc.



INTRODUCTION

5 MINUTES

Ask students the following questions:

- Have you ever heard a story?
Expected Answer: Yes, a lot of.
- Do you like reading stories?
Expected Answer: Yes
- Can you tell the names of any stories you've read or heard?
Expected Answer: Thirsty crow, Greedy dog, Grapes are Sour, etc.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Review the definition of the characters in a story with the whole class:
- A **character** is a person, animal, being, creature, or thing in a **story**.
- It can be anything from a human to a non-living object. Whether it's Little Red Riding Hood or the Grasshopper and the Ant that you're describing, these characters play an important part within their story.
- Paste a written chart containing the story of 'The Greedy Dog'. Read aloud the story with appropriate speed, intonation, and expressions:

The Greedy Dog

Once there was a very hungry dog. He searched for food everywhere and at last, he found a bone. He picked the bone in his mouth and started running to find a safe place. There was a bridge on his way.

When he was crossing the bridge, he saw his reflection in the water. The dog thought that there was another dog with a bone in his mouth. He wanted to get that other bone too.

So he started barking at his own reflection. His bone fell in the water as soon as he opened his mouth. The greedy dog lost his bone!

Moral of the story: Greed is a curse.

5. Ask students what is story about?
6. Ask them to tell the name of the character in the story?
7. Explain to students the characters in stories.

Activity 2:

10 Minutes

1. Divide the class into 4 groups.
2. Select a group leader.
3. Review the following points for describing a character with the whole class:
 - ◇ describe the character's appearance
 - ◇ describe their background/past
 - ◇ describe how they speak
 - ◇ describe how they move
 - ◇ describe the character's actions, thoughts, and feelings
 - ◇ describe their personality
4. Ask each group to discuss and then write a few sentences about the character of the dog in the story. Ask them to look at the story text written on the chart to find details about the character of the dog.
5. After completion of work, the group leaders will present their group's work to the whole class.



CONCLUSION / SUM UP

3 MINUTES

1. Conclude the lesson by writing main points on the writing board about the story especially about the character of the dog.



ASSESSMENT

5 MINUTES

Ask students to answers the following questions:

1. What did the dog find to eat?
2. Where was he going to eat the bone?
3. What did he see in the water?
4. How did he lose his bone?



HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Ask students to read a story given in the textbook and tell about its characters the next day.

Month

5

TWO-CONSONANT CLUSTERS

SP, CR



STUDENT LEARNING OUTCOMES

- Recognise and pronounce with reasonable accuracy, common two-consonant clusters in initial and final positions 'sp' and 'cr'.

INFORMATION FOR TEACHERS

- In English, when two or more consonant letters come together in such a way that each retains its sound, they are called a consonant cluster e.g., 'tw' in twelve and 'str' in string.
- Clusters** are made of two or more consonant sounds, while a **digraph** is a group of two consonant letters standing for a single sound.
- These clusters can come at the beginning, middle, and end of the word.
- The cluster at the beginning of a word is called "initial cluster," while at the end of the word is called "final cluster."
- Give students possible practice in the use of identifying consonant clusters in different words.
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, textbook, etc.



INTRODUCTION

3 MINUTES

- Write the following word in this way C-R-E-A-M on the writing board.
- Ask 3 – 4 students to identify each letter as a consonant or vowel.
- Now, write the same word like this: 'CREAM'.
- Ask a few students randomly to pronounce it.
- Next, underline the initial consonant cluster 'cr' in the word 'CREAM'.
- Tell students that when two or more consonant letters come together in such a way that each one retains its sound, they are called a consonant cluster.
- A consonant cluster can come at the initial, medial, and final positions.



DEVELOPMENT

22 MINUTES

Activity 1:

10 Minutes

- Write the following words on the board:
speak, wasp, crisp, spade, crow

2. Divide the class into pairs.
3. Ask students to read the words, identify two consonants coming together in each word, and note them down in their notebooks. Then, both partners should practise pronouncing each word and identify the sound of the consonant cluster. Ask them to feel if they can hear each consonant sound within the cluster.

Activity 2: 12 Minutes

1. Ask students to continue working in the same pairs.
2. Write the following words on the writing board:

cr-	sp-	-sp	-ct
crab	space	clasp	act
cracker	spank	crisp	direct
crazy	speak	cusps	expect
cricket	special	gasp	fact
cripple	spend	grasp	object
crisp	spirit	lisp	project
crutch	sport	wasp	respect
cry	spot	wisp	tract

3. Ask the pairs to practise the words and identify the consonant clusters in each word.
4. Ask them to tell the position of the clusters.



CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson with the following points.

1. In English, when two or more consonant letters come together in such a way that each retains its sound, they are called a consonant cluster e.g., 'tw' in twelve and 'str' in string.
2. Clusters are made of two or more consonant sounds, while a digraph is a group of two consonant letters standing for a single sound.



ASSESSMENT

5 MINUTES

1. Write the following words on the writing board.
2. cricket, crate, spouse, spoon, wasp, crisp, fact, act
3. Make two columns like this:

Initial cluster	Final cluster

4. Ask students to copy the table in their notebooks and write the given words under relevant headings.
5. Randomly check students' work and then review the answers with the whole class.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Ask students to go through a unit of their textbook and identify five initial cluster words and five final cluster words and write them in their notebook.
3. Ask them to share their words with the rest of the class the next day..

EXPRESSING OPINIONS



STUDENT LEARNING OUTCOMES

- Use appropriate expressions in conversation to articulate, recognize, and express opinions in simple sentences.

INFORMATION FOR TEACHERS

- An opinion is a viewpoint or statement that is not conclusive.
- An opinion shows agreement or disagreement to a statement of a person.
- An opinion is also a piece of advice from an expert.
- 'In my opinion', speaking for myself, and 'everybody knows' are some expressions that show opinions.
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker duster, textbook, etc.



INTRODUCTION

5 MINUTES

- Write the following statement on the writing board:
 - Sports are more important than studies.
- Ask a student the following questions:
 - Do you agree with this statement? If yes, why?
 - Do you disagree with this statement? If yes, why?
- Ask a few other students to express their opinions about the statement written on the board.



DEVELOPMENT

23 MINUTES

Activity 1:

13 Minutes

- Introduce students to the concept of politely expressing their opinions during discussions and conversations with others.
- Say: Imagine yourself in a room full of people where an important discussion is going on. Suddenly, someone calls you by name, saying, "So, what's your opinion about this topic?"
- Ask students to share if they have ever had such an experience. Do they feel comfortable when others ask their opinion about a topic?
- Tell students that there are certain useful phrases people use before expressing their

opinions. Review the following phrases/ expressions with the whole class:

- ◇ I think....
- ◇ I believe....
- ◇ I feel....
- ◇ I suppose....
- ◇ I guess....
- ◇ According to me....
- ◇ In my view....
- ◇ In my opinion....
- ◇ From my point of view....
- ◇ Personally, I think....
- ◇ I'd like to point out that....
- ◇ What I mean is....
- ◇ My impression is that....
- ◇ I hold the view that....
- ◇ I'm of the opinion that....

5. Next, tell students that an opinion usually has three parts:

- ◇ **An opening phrase or statement** that clarifies that it's your opinion being expressed.
- ◇ **One or more reasons** that explain "why" you have that opinion.
- ◇ **A conclusion** that ends the discussion. It can also ask a question, as we'll see in other examples. Let's take talking about the weather, for example:
 - I really hate summer weather in Peshawar (opening statement).
 - It's hot and humid (reason #1).
 - It makes me feel tired and uneasy (reason #2).
 - I don't feel like reading or doing homework much (reason #3).
 - So I don't look forward to summer (conclusion).

6. Tell students that in the next activity, they will practice expressing their opinions on a couple of topics. Ask them to keep the three-step process in mind while expressing their opinions.

Activity 2:

10 Minutes

1. Write the following situations on the writing board:
 - ◇ Teachers should not give us homework.
 - ◇ Fruit is better than tea.
2. Divide the class into small groups.
3. Assign a group leader to each group whose job will be to moderate the discussion and give everyone an opportunity to speak and express opinions.
4. Remind students of the useful phrases and the three-step process discussed in the previous activity.
5. Ask them to discuss both topics one by one.
6. As the groups discuss, move around and assist them where needed.
7. Once they are done, appreciate them for their active participation.



CONCLUSION / SUM UP

2 MINUTES

Conclude the lesson by telling students that:

1. It is important to express your opinions politely.
2. Begin expressing an opinion using one of the phrases studied today, e.g., I feel..., In my view..., In my opinion..., etc.

3. Follow the three-step process while expressing your opinion on a topic.



ASSESSMENT

3 MINUTES

1. Write the following statement on the writing board:
 - ◇ Students should participate in the school games.
2. Ask students to think of an opening statement, a reason, and a conclusion to express their opinion about this topic.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.

LEAD AND FOLLOW



STUDENT LEARNING OUTCOMES

- Demonstrate conventions and dynamics of oral interactions to lead and follow.

INFORMATION FOR TEACHERS

1. Formulaic expressions are fixed forms used in different conversations i.e. 'how are you?', 'I am fine, thank you.', etc.
2. Use facial expressions while talking to the students.
3. Notice that when these expressions are used in routine life, they make the language livelier.
4. While teaching the lesson, the teacher should also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, textbook, and charts, etc.



INTRODUCTION

5 MINUTES

1. Begin a conversation by asking students "How are you?"
Expected answer: We are fine.
2. Continue with a few more questions to engage more students in the conversation.
3. Introduce the topic by saying that our lesson for today is to use correct expressions to lead and follow.



DEVELOPMENT

20 MINUTES

Activity 1:

20 Minutes

NOTE: This is a role-play activity that requires prior preparation. Provide the below dialogue to students and give them time to practise it.

1. Divide the class into groups of four each. Ask each group to prepare this dialogue.
2. Write the following dialogue on four charts and display them in each corner of the class.

Student A: Hello, friend. How are you?

Student B: Hello, I am fine, thank you and, how are you?

Student A: Where is the library?

Student B: I am sorry, I don't know.

Student A: Never mind! Let me ask someone else.

Student A: Hi, may I know where the library is?

Student C: Hello, it is in front of the Principal's office.

Student A: Could you take me there now?

Student C: Sure, let me leave my bag in the classroom.

Student A: Sure please, I am waiting.

Student C: Let's go please, here it is.

Student A: Thank you for bringing me to the library.

Student C: Don't mention it.

Student A: Hello sir, can you take me to the science section, please?

Librarian: Hello! Yes, I can but don't you know about it?

Student A: No sir, I am afraid, I don't. I am new to this school.

Librarian: Go straight down this row and take the first left, walk for about 20 feet, then you will find the science section at your right.

Student A: Thank you sir for being so helpful.

3. Now divide the class into groups of four each.
4. Ask each group to assign roles amongst themselves and prepare the dialogue.
5. Move around the class and help them by explaining difficult words and pronouncing the sentences with correct pronunciation and intonation.
6. Randomly invite any two groups for the act of role-playing.



CONCLUSION / SUM UP

3 MINUTES

1. Explain to the students that today we have learnt and practised some expressions which are used to lead and follow the conversation.
2. Give examples from the dialogue.



ASSESSMENT

5 MINUTES

1. Assess and provide feedback while the students act dialogues.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to practise the dialogue with siblings at home.
2. Encourage students to use formulaic expressions during day-to-day conversations in the class in particular, and outside the class in general.

ACTION VERBS



STUDENT LEARNING OUTCOMES

- Recognize doing words as verbs. Use action verbs in speech and writing.

INFORMATION FOR TEACHERS

- A verb is a word that expresses action, makes a statement, or links relationships.
- Action verbs show what someone or something is doing.
For example:
 - Ali hit the ball.
 - My mother is cooking dinner.
 - The farmer drives a tractor.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, chalks/markers, charts, textbook, paper chits having action words written.



INTRODUCTION

5 MINUTES

- Begin the lesson by clapping your hands. Ask whole class: What am I doing? The students answer: "clapping".
- Encourage students to give answer in a complete sentence; "You are clapping".
- Ask the students: "Is clapping a noun or a verb?"
- If students give the correct answer (verb), encourage them by saying "Well done!" or "good!".
- If students give incorrect answer (noun), tell them that "clapping" is an action verb.
- Explain action verbs to the students. (see Information for teachers above).
- Tell the class that they will play a game. Divide the class into two teams; Team A and Team B. Tell them that you will call students one by one from one team. He/she will pick a chit and perform the action (without making any sound written on the chit. The other team will have to guess the action.
- Write the actions on the board as students guess them.
- Play the game till the time allows.
- The team who guesses the most actions right wins. The whole class claps for the winning team.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Divide the class into pairs.
2. Give each pair one action word. Choose the verb from the writing board. (the action verbs from the introduction activity).
3. Tell the pairs, that one student has to make a question using the action verb. The other student will answer the question.
4. Demonstrate with an example (Student A says: "Why are you jumping?" Student B says: "I am jumping because I am happy").
5. Give clear instructions. Tell pairs that they have 5 minutes to prepare. Repeat instructions if necessary. Monitor the pairs to check each member is contributing. HELP the students where necessary.
6. After 5 minutes, ask each pair to say their dialogue. If time does not allow each pair to speak, tell the rest of pairs that they will have their turn in the next class.

Activity 2:

10 Minutes

1. Ask students to take out their notebooks.
2. Write five sentences on the writing. (See the sample sentences at the end of the lesson plan).
3. Ask the students to underline action verb in each sentence.
4. Ask students to substitute the action verbs and see how that changes the meaning of the sentences.



CONCLUSION / SUM UP

3 MINUTES

1. Review the lesson by asking the students questions: What are action verbs? Ask students to give a few examples of action verbs.



ASSESSMENT

5 MINUTES

1. Assess students' understanding of action verbs through their correct responses during introduction and sum up.
2. Assess students' understanding of action verbs through the dialogues produced in activity 1.
3. Assess students' ability to identify action verbs through the written answers chosen in the activity 2.
4. Arrange an oral or written quiz after few days to further assess students' understanding of action verbs.
5. Involve the students in solving problems given in exercise at the end of unit / chapter.



1. Write five action verbs on the blackboard. Ask the students to use them in their own sentences. Give this activity as home work. Sample action words are given at the end of this plan. You can either give the same to students or change them.

Sample sentences for Activity 2**Underline the action verb in each sentence:**

1. Fish swims in water.
2. Children play in the evening.
3. My mother cooks every day.
4. Sara always sings her favourite song.
5. I am writing a letter to my father.

Sample action words for follow up:

play, eat, stand, write, talk

PAIRS OF WORDS / HOMOPHONES



STUDENT LEARNING OUTCOMES

- Locate, identify, differentiate between and use some simple pairs of words including homophones.

INFORMATION FOR TEACHERS

- A homophone is a word that has the same pronunciation as another word or words but that has a different meaning. Some common homophones are there/their/they're, one/won, and hour/our.
- Homophones are words that sound the same but have different meanings – so they are the same but different!
- Because students frequently confuse the spellings of words in homophone sets, it is important to:
 - learn the different ways that similar-sounding words are spelled,
 - learn the different meanings of words in homophone sets, and
 - associate each homophone spelling with its corresponding word meaning.
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, textbook, flashcards, etc.



INTRODUCTION

5 MINUTES

- Write the following words on the writing board as shown below:
see, sea, meat, meet
- Pronounce the words written on the writing board loudly.
- Ask students to tell if they see a difference in pronunciation.
- Tell students that words with the same sound but different spelling are called homophones.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Write the following words on the writing board in jumble form:
flour, sun, two, brake, eight, son, too, break, ate, flower.

2. Divide the class into pairs and ask them to do the following:
 - ◇ Pronounce the words
 - ◇ Check the spelling
 - ◇ Find pairs of words matching in sounds (i.e., homophones)
3. Once they are done, ask a few pairs randomly to share the homophones with the whole class.

Activity 2:

10 Minutes

1. Make flashcards of the following words:
 - ◇ bored/board
 - ◇ peek/peak
 - ◇ here/hear
 - ◇ ring/wring
 - ◇ knot/not
 - ◇ know/no
 - ◇ where/wear
 - ◇ allowed/aloud
 - ◇ sea/see
 - ◇ hear/here
 - ◇ red/read
 - ◇ past/passed
 - ◇ manner/manor
 - ◇ they're/their/there
2. Place the flashcard in the mixed form at the center of the room.
3. Make teams of two students.
4. Ask the teams to find flashcards having homophones.
5. Give a chance to as many teams as possible.
6. Team matching homophones in lesser time will be declared the winner.



CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson in 2 or 3 sentences, like this.

1. Homophones are words that sound the same but have different meanings.
2. They are spelled differently.



ASSESSMENT

5 MINUTES

1. Write the following words on the writing boards.
 - ◇ Week weak
 - ◇ Write right
2. Ask 3 – 4 students to use these words in their sentences so that their meanings become understandable.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.

MIND MAP



STUDENT LEARNING OUTCOMES

- Make notes and fill them to complete a mind map as a guided task.

INFORMATION FOR TEACHERS

- A mind map is a diagram used to visually organize information.
- It is often created around a single concept.
- Major ideas are connected directly to the central concept and other ideas branch out from those major ideas.
- For making a mind map to complete a guided task for example writing a paragraph on a given task, the following steps may be followed:
- Skill them to observe the physical environment, its use, and purpose, etc.
- Train them to classify and make in order the components of the task.
- Train them to mind map their ideas regarding a given topic.
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, textbook, etc.



INTRODUCTION

5 MINUTES

- Ask the following question from the students.
 - Have you listened to the speech of the Head Master in the school assemblies and students in the school Bazm-e-Adab Programmes? (Expected Responses: Yes).
- Then ask any volunteers to try to reproduce shortly a recent speech. Ask the whole class to help recall the ideas from that speech by brainstorming.
e.g., one may reproduce the speech of Head Master on 'Qualities of a good student', in the school assembly as:
 - A good student is always punctual, comes to school on time, does his work regularly.
 - Offers prayers five times a day.
 - Respects his/ her parents, teachers, and all elders.
 - Gives time for play, sitting with his/ her parents and siblings.
 - Completes his/ her homework at the proper time.
 - Takes care of cleanliness.
- Then tell the students that as we have written various qualities of good students in the form of a list after brainstorming, another technique that can be used to generate and organize ideas is called mind-mapping. Tell students that today they are going to practice it.



DEVELOPMENT

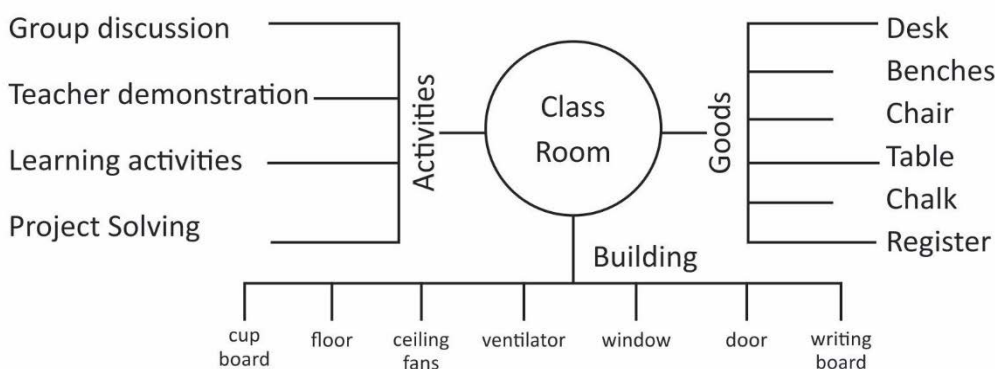
20 MINUTES

Activity 1:

10 Minutes

Ask the students randomly the following questions:

1. What parts are there in the building of our classroom?
Expected responses: door, windows, writing board, cupboard, ceiling fans, ventilators, etc.
2. Ask another question that what goods/things are there?
Expected responses: chairs, desks, bench, tables, chalks, registers, bags, etc.
3. Ask that what activities are carried out here?
Expected responses: the teaching-learning activities, group discussion, project, problem-solving, reading, etc.
4. Incorporate their responses in diagrammatic form as:



5. Then make two groups A and B and ask them to convert the diagrammatic form into a written shape.
6. Making three paragraphs one for buildings, second for goods, and the third for activities mentioning all the items, meanwhile move to each group for guidance and help.
7. At the end ask them to share their works with other groups.

Activity 2:

10 Minutes

1. Again make two groups A and B and ask them to prepare the diagrammatic form of the details of their villages and then to convert it into written form, however, help and guide them.
2. After completion of the task, each group leader presents his/her task.



CONCLUSION / SUM UP

3 MINUTES

1. Conclude the lesson by telling the students that today we have practiced how to complete a mind map and write a note on a particular topic.



ASSESSMENT

5 MINUTES

1. Ask the students to write main points and their further details, in bullet form, for writing a note on our school library and cross-check with their desk mates.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Tell the students to write a note on their school with the help of their parents/siblings at home using a mind map.

INFORMAL INVITATIONS



STUDENT LEARNING OUTCOMES

- Write guided short informal invitations to friends and family members to demonstrate the use of convention.

INFORMATION FOR TEACHERS

- In an informal invitation letter, the sender informs about the event or the occasion and asks the receiver to attend it kindly.
- The language of such a letter is informal and friendly. The letter can be elaborative, explaining the details of the event.
- Informal invitations generally take the shape and form of a personal letter. We use these to invite our friends, relatives, and dear ones with whom we have intimate, personal, and friendly relations.
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, some used marriage invitation cards, etc.



INTRODUCTION

5 MINUTES

- Showing a marriage invitation card to the students ask the following questions.
 - What is this?
- Being commonly used, the response of the students in one voice will be: (Marriage invitation card) then ask:
- For what purpose it is used? The response will be: 'Feast, Waleema, Dawat'.
- Then show them an application of a student for leave and ask.
 - What is this?
- Their expected response will be: an application then write their responses as invitation card and application and ask what is the difference between these two?
- Most, someone or no one may respond correctly, however, tell them that 'an application and letter to parents, teacher, and other grownups are formal whereas invitation is generally, personal letter.
- We use them to invite our friends, relatives and dear ones quite relaxed and friendly.
- Tell them that today we will work on it.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Make two groups A and B of the students and give some invitation cards, applications of students available in the class cupboard to each group and ask them to match them and note down the differences of style and language on a paper.
2. Then ask the group leaders to come, share their observations with the whole class, and write them in their concerned column on the writing board.
3. Meanwhile, help and guide them where required.

Activity 2:

10 Minutes

1. Again make two groups of the students and ask group A to write to a friend for attending a birthday party and group B to attend his brother's marriage feast.
2. Meanwhile, keep moving to each group for guidance and help.
3. Check it and then ask the group leaders to share it with the class.



CONCLUSION / SUM UP

3 MINUTES

1. Conclude the lesson by telling the students that with these activities they have practiced how to write informal invitations.



ASSESSMENT

5 MINUTES

1. Ask students to write an invitation to a friend to attend a birthday party and cross-check with their desk mates.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.

Month

6

EXPRESSING NEEDS AND FEELINGS



STUDENT LEARNING OUTCOMES

- Use appropriate expressions in conversation to articulate, recognize, and use some formulaic expressions to express needs and feelings.

INFORMATION FOR TEACHERS

- Give your students enough vocabulary to express needs and feelings.
- Use your facial expressions while talking to the students.
- While teaching the lesson, the teacher should also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, textbook, chart, etc.



INTRODUCTION

5 MINUTES

- Ask students the following questions:
 - How are you feeling today?
Expected answer: We are feeling well.
 - What do you need when you are thirsty?
Expected answer: We need water.
- Ask students to identify what these sentences show.
- Get their responses and tell them that these sentences express needs and feelings.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Introduce students to the concept of feelings and how to express them:
 - Before you express a feeling, you need to know what it is!
 - Spend some time alone thinking about how you're feeling.
 - Come up with suitable words that describe exactly how you feel.
 - Instead of saying you feel 'bad' – find more specific words like afraid, angry, upset, or nervous.
 - Remember, feelings are often described in one word (happy, excited, sad, angry). If you've got more than that it might be a thought you're trying to express – e.g., I feel that my teacher doesn't like my writing.
- Divide the class into four groups.

3. Select a group leader for each group.
4. Write the following words on the board:
happiness, anger, sadness, disgust, fear, surprise
5. Paste the chart of the following emotions:



6. Ask students to identify feelings/emotions shown by each face.
7. Ask them to read the words written on the board and match them with the faces shown on the chart. Here's the key (for emotions from left to write): **happiness, sadness, anger, fear, disgust, surprise**
8. Once they are done, invite group leaders to share their group's responses with the whole class.
9. Review the answers with the whole class.
10. Allow students to share their experiences related to each of the feelings/ emotions.

Activity 2: 10 Minutes

1. Write the following words on the writing board:
water, food, books, air
2. Divide the class into pairs.
3. Ask students to look at the words written on the writing board and discuss when we need the items shown by these words.
e.g. water —————> thirsty —————> we need water when we are thirsty.
4. Allow 3 – 4 pairs to share their responses with the whole class.
5. Discuss with the whole class how they express their needs.
6. Review the polite expressions for making requests, e.g., May I..., Can I..., Could you please..., etc.



CONCLUSION / SUM UP

3 MINUTES

1. Conclude the lesson by telling students that our facial expressions show our feelings while we talk to others.
2. We should express our needs politely.



ASSESSMENT

5 MINUTES

1. Ask students to think of a situation, event, or action that made them feel (happy, sad, angry, disgusted, or surprised). Express it using the following expressions:
 - ◇ I feel _____ when _____
 - ◇ I feel _____ about _____
2. Randomly ask a few students to share their responses.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Give 10 words to the students to practice using (thee, thuh) as per initial vowel/consonant sounds.

CONTRACTIONS WITH 'DO' AND 'HAVE'



STUDENT LEARNING OUTCOMES

- Recognise and pronounce the weak forms of 'do' and 'have' in contractions.

INFORMATION FOR TEACHERS

- Weak forms are syllable sounds that become unstressed in connected speech and are often then pronounced as a schwa /ə/ (a short vowel sound as at the start of 'alone' and end of 'the').
- Example:
In the sentence below the first 'do' is a weak form and the second is stressed.
- What do you want to **do** this evening?
- Structural words, such as prepositions, conjunctions, auxiliaries, and articles are often pronounced in their weak form, since they do not carry the main content, and are therefore not normally **stressed**.
- Students can find them difficult to hear and this interferes with understanding.
- Counting the number of words in a sentence, or sentence dictations can help raise awareness of weak forms.
- Weak forms of 'do' and 'have' are unstressed in connected speech.
- Weak forms are often used in contractions, e.g., do not = don't, have not = haven't.
- We use contractions (I'm, we're) in everyday speech and informal writing. Contractions, which are sometimes called 'short forms', commonly combine a pronoun or noun and a verb, or a verb and not, in a shorter form.
- While teaching the lesson, also consult the textbook at all steps..



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker duster, textbook, charts, balloons, etc.



INTRODUCTION

5 MINUTES

- Blow up a balloon and ask students to watch it expand.
- Keep blowing so that it gets bigger and bigger but stop before it bursts.
- Now let the air out slowly and ask students to observe its size now.
- Tell them that when we blow up a balloon, it gets bigger, but when we let the air out, it shrinks, or contracts. To contract means to get smaller.
- Tell students that in everyday speech and writing to friends and family (informal writing), we use short forms of words that are called contractions.

**Activity 1:****10 Minutes**

- Tell students that in writing, we can use a contraction to combine two words together and make a shorter word.
- In other words, the contraction shrinks the two words just as a balloon shrinks. So a contraction is just a word that's a shortened form of two words put together.
- For example, when the words do and not are put together, the contraction word don't is formed.
- To make a contraction word, we put two words together and shorten them using an apostrophe where the letters have been omitted or taken out.
 - ◇ can + not = can't
- Remember, when we added the apostrophe, it took the place the letters 'n' and 'o' of the word not.
 - ◇ do + not = don't
- When 'do' and 'not' are put together, they make the contraction 'don't'. We took the two words, took out a letter (the 'o'), put in the apostrophe, and then made the shorter word. The contraction word 'don't' was formed.
 - ◇ Have + not = haven't
- In this example, the words have and not were combined. The apostrophe took the place of the letter 'o' and the word 'haven't' was formed.

Activity 2:**14 Minutes**

- Review the following table with the whole class:

uncontracted	Words joined	letter(s) omitted	contracted
do not	donot	donot	don't
does not	doesnot	doesnot	doesn't
did not	didnot	didnot	didn't
I have	Ihave	Ihave	I've
He/She/It has	He/She/It has	He/She/It has	He's/ She's/ It's
They have	Theyhave	Theyhave	They've
have not	havenot	havenot	haven't
has not	hasnot	hasnot	hasn't

- Now, divide the class into pairs.
- Write the following sentences on the board and ask students to discuss with each other in pairs and rewrite the sentences using contractions:

uncontracted	contracted
I do not believe you.	
She does not know.	
We did not go.	
I have not finished.	
You have not eaten.	
He has not started.	
It has rained.	
She has left.	

I have a blue bag.	
Do you not eat apples?	
Does she not take tea?	

- As the pairs work, move around and provide the necessary support.
- Once they are done, review the answers with the whole class.



CONCLUSION / SUM UP

2 MINUTES

- Conclude by restating the key points of the lesson.



ASSESSMENT

2 MINUTES

- Assess the understanding of students during the activities above.



HOMEWORK / FOLLOW UP

2 MINUTES

- Assign students to do the relevant activities/ exercises from their textbook as homework.

VERBS



STUDENT LEARNING OUTCOMES

- Illustrate use of different forms of the verb be, doing and have with their corresponding pronouns I, we, you, he, she, it, they.

INFORMATION FOR TEACHERS

1. Be, Do and Have are helping verbs. They are irregular verbs and can be used as main verbs.
2. The verbs **am**, **is**, **are**, **was**, and **were** are the forms of the verb **be**. The verb **be** does not show action. It tells what someone or something is or is like.
3. The verbs 'am', 'is', and 'are' tell what someone or something is now.

For example:

- a. I am a teacher, I am hungry.
 - b. She is a student. He is laughing
 - c. They are happy. We are studying.
4. Use **am**, **is** and **was** with **I**, **she**, **he** and **it**.
 5. Use **are** and **were** with **we**, **they** and **you**.
 6. The verb to **have** shows possession.

For example:

- a. I **have** a piano. She **has** a new doll.
 - b. They have many cats.
7. The forms of the verb to have are have and has for the present and had for the past.
 8. Use **has** with **she**, **he** and **it**.
 9. Use **have** with **I**, **we**, **they** and **you**.
 10. The verb do is one of the most common verbs in English. It can be used as an auxiliary and a main verb. The verbs **do** and **does** are used to express daily activities or jobs.

For example: I do homework.

11. You can reinforce this lesson in one more period for clarity of the concepts with examples.
12. While teaching the lesson, the teacher should also consult the textbook where applicable.

**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD****MATERIALS / RESOURCES REQUIRED**

- Writing board, chalks/markers, charts, textbook, some pictures (girl or boy, a girl or boy doing some action, people doing some action, a cute pet animal).



INTRODUCTION

10 MINUTES

1. Bring some pictures (see materials above) to the class.
2. Hold one picture in your hand. Ask the whole class: Is she a girl or a boy? The students answer: girl.
3. Encourage students to give answer in a complete sentence form: She is a girl.
4. Ask one female student: Are you a girl or a boy?
5. Practice the question with a few male and female students. Tell students that they have to answer in complete sentences: I am a boy. I am a girl.
6. Draw three columns on the writing board. Write **I am** in the first column. Write **He is, She is, it is** in the second column. Write you are, **we are, They are** in the third column like this:

I am	He is She is, It is	You are, We are, They are
-------------	----------------------------	----------------------------------

7. Hold another picture in your hand. Ask whole class: What is he doing? The students answer: He is smiling/writing/running. etc. (whichever action is shown in the picture).
8. Point to a student and ask the whole class: What is he doing?
9. Practice the question with a few male and female students. Tell students that they have to answer in complete sentences: He / She is talking/writing/smiling.
10. Show the students another picture and ask: What are they doing? The students answer: They are playing/running. etc.
11. Ask the students: What are we doing? (Use actions to show 'we').
12. Show the students a picture of a cat and say: It is a cute cat.
13. Touch the wall and say: It is a wall.
14. Call a few students (one by one) to your desk. Have them touch different objects. Ask each student: What is it?
15. Write on the blackboard (list): I am, She is, He is, It is, You are, We are, They are. Go through the list with students. Wipe off the list from the blackboard.
16. Draw two columns on the blackboard. Write I have, You have, They have, We have in one column.
17. Write She has, He has, It has in the second column: like this:

I have, You have, They have, we have	She has, He has, It has
---	--------------------------------

18. Ask students do they remember when has or have is used.
19. Encourage students if they give correct answer. Tell them when we use the verb has and have. Also teach them which pronouns take has and which pronouns take have. (See Information for Teachers above).
20. Ask the students to give you examples.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Ask students to take out their note books.
2. Write eight sentences on the blackboard. (See the sample sentences at the end of the lesson plan).
3. Ask the students to put in the correct verb in each sentence.

Activity 2:**10 Minutes**

1. Draw two columns on the blackboard. Write I do, You do, They do, We do in one column.
2. Write She does, He does, It does in the second column.
3. Tell them when we use the verb do and does. Also teach them what pronouns take do and what pronouns take does. (See Information for Teachers above).
4. Give students many examples: What do you do? My father does business. My mother does house work. We do class work daily. etc.
5. Ask students for examples.

**CONCLUSION / SUM UP****3 MINUTES**

1. Review the lesson by asking questions from students.
2. Choose a text from any textbook to quiz them by asking them to point out which verb will be used in which sentence.

**ASSESSMENT****5 MINUTES**

1. Assess students' understanding of be, do and have verbs through their correct responses during, activity 2 and sum up.
2. Arrange an oral or written quiz after few days to further assess students' understanding of the auxiliary verbs.
3. Teacher is also required to involve the student in solving the problems given in the exercise at end of unit / chapter..

**HOMEWORK / FOLLOW UP****2 MINUTES**

1. Write seven sentences on the blackboard. Ask the students to copy the sentences in their note books. Give this activity in home work.
2. Write five sentences on the blackboard. Ask the students to copy the sentences in their note books. Give this activity as class work in the next class.

Sample Sentences with answers Activity 1**Fill in the blanks using am, is, are.**

1. I am brave.
2. They are watching TV.
3. She is going to the market.
4. You are very kind.
5. It is a big kite.
6. We are playing football.
7. He is very naughty.
8. It is a black dog.

Sample Sentences with answers Follow up Activity 1

Fill in the blanks using has or have.

1. I have many toys.
2. She has a new dress.
3. They have many cats in their house.
4. He has two children.
5. It has a long tail.
6. You have beautiful eyes.
7. We have only one bicycle.

Sample Sentences Follow up Activity 2

Fill in the blanks using do or does.

1. I do my home work in the evening. (do)
2. She does cooking with her mother.(does)
3. He has a job. (does)

SHORT VOWELS



STUDENT LEARNING OUTCOMES

- Classify, pronounce, and practice short vowel 'e'

INFORMATION FOR TEACHERS

- There are five short vowel sounds:

	Sound	Example
i.	Short 'a'	and, an
ii.	Short 'e'	ten, test, pen
iii.	Short 'i'	ink, ill
iv.	Short 'o'	hot, pot
v.	Short 'u'	up, shut

- There are seven long vowel sounds (single vowels):

	Sound	Example
i.	Long 'a'	fake, rate
ii.	Long 'ā'	park, heart
iii.	Long 'ē'	seat, heat
iv.	Long 'ī'	lie, high
v.	Long 'ō'	road, boat
vi.	Long 'ū'	fool, rule

- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, textbook, chart of short vowel sounds, etc.



INTRODUCTION

5 MINUTES

- Introduce vowels: write the vowels a, e, i, o, u on writing board.
- Read the sounds of letters like this:

Letter	example
a	lalunt
e	lelgg
i	li nk
o	lolrange
u	lu nder

3. Make the student practice words f|e|stival, |e|vent, h|e|
4. Tell students that the vowels used in these words are called short vowels.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Write the following words on the writing boards.
egg, eleven, elephant, end, else
2. Divide the class into pairs.
3. Tell pairs to pronounce the given words one by one.
4. After this practice tell them to identify vowel sounds.
5. Ask students to tell if it is a short vowel or not.
6. Ask some pairs randomly to share their answers.

Activity 2:

10 Minutes

1. Write the following words on the writing board and make the students pronounce them several times:
egg, hen, elephant, end, elbow.
2. Divide the students into groups and ask them to write two words with 'e' short vowel sound.
3. Collect the responses of students and make necessary corrections.



CONCLUSION / SUM UP

3 MINUTES

1. Conclude by summarizing the key points of the lesson. Tell students that 'e' is a short vowel sound as in 'end' or 'egg'.



ASSESSMENT

5 MINUTES

1. Ask students randomly to tell a word with 'e' as a short vowel sound.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Ask them to write ten (10) words in their notebook which have 'e' as short vowel sound and share them with the class the next day.

EXPRESSING GRATITUDE



STUDENT LEARNING OUTCOMES

- Use appropriate expressions in conversation to articulate, recognise and use some formulaic expressions to express respect and gratitude.

INFORMATION FOR TEACHERS

- Teaching students to show gratitude is one of the first steps for instilling good manners. It also sets a foundation for good communication skills in the future.
- The word 'gratitude' means being thankful for something and a readiness to show appreciation for kindness.
- Provide phrases for students to learn, practice, and reproduce appropriately while teaching the students to express gratitude. However, give them multiple options where possible, for example, 'thank you', 'thanks', 'thank you so much', 'thanks so much', 'thanks a lot', 'thanks a ton', 'thanks a bunch', 'thanks a million'.
- Create opportunities for students to have real conversations with each other, not just role plays in class. This will help develop student's interpersonal skills.
- Expressing or showing gratitude is not a one-time activity, it is a routine. Be an example to the students – model the correct way to express gratitude.
- Saying 'thank you' shows good manners. It's one of the quickest and easiest ways to ensure that someone sees you as polite.
- While teaching the lesson, also consult the textbook at all steps..



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, marker/ chalk, textbook, and chart, etc.



INTRODUCTION

5 MINUTES

- Ask students, "When someone gives you something, what do you say?"
Expected answer: Thank you
- Ask the students, "When someone does a small favour for you, what do you say?"
Expected answer: Thank you
- Ask the students, "When someone shows you kindness or helps you out, what do you say?"
Expected answer: Thank you
- Tell the students that we say "Thanks" or "Thank you" to express or show gratitude.
- Say, gratitude is to show appreciation for and to return kindness.



DEVELOPMENT

20 MINUTES

Activity 1:

20 Minutes

1. Write the following dialogue on a chart and display it on the writing board.
Student A: Hello, friend. How are you?
Student B: Hi, I am fine, thank you and, how are you?
Student A: I am all right, thanks. Guess what I have for you.
Student B: What do you have for me?
Student A: It's a geometry box. I bought it for you as a gift.
Student B: Oh, I am extremely grateful.
Student A: You are welcome. Be patient, there is another gift for you.
Student B: And what is that?
Student A: It's a new school bag.
Student B: Oh, so nice of you. I cannot thank you enough for this precious gift.
2. Explain to the students that gratitude means being thankful to someone.
3. Ask the students to identify the words in the dialogues displayed on the board which show gratitude.
4. Underline these words.
5. With one student, read out the conversation in front of the class.
6. Ask the students to practice the dialogue in pairs.
7. Invite two students to come in front of the class and role-play the dialogues.
8. Help the students pronounce the sentences with proper intonation and expression.



CONCLUSION / SUM UP

3 MINUTES

1. Conclude by summarising the key points of the lesson.
2. Tell the students that expressing gratitude is our moral duty. We should thank others for helping us.



ASSESSMENT

5 MINUTES

1. Borrow a pen from a student.
2. Say, 'Thank you'.
3. Wait for the student's response.
4. Possible response: "You are welcome, sir/ ma'am."
5. Repeat the same activity with a few other students randomly.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Ask students to practice expressing gratitude when someone helps them at home..

CLOSE-ENDED QUESTIONS



STUDENT LEARNING OUTCOMES

- Ask questions with verbs 'to be'.

INFORMATION FOR TEACHERS

- 'To be' verbs are helping verbs that do not show action in a sentence.
- They help to know the 'tense' and 'time' of other occurrences of an action.
- 'To be' verbs can also be used to ask close-ended questions when they are put at the beginning of a sentence.
- 'To be' verbs are also called 'Auxiliary verbs'.
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalk, marker, writing board



INTRODUCTION

5 MINUTES

- Enter the class and show a picture of a football ground which has many players and then ask:

Questions

Expected Answers

- | | |
|----------------------------|-----|
| ◇ Is it a market? | No |
| ◇ Are there players? | Yes |
| ◇ Is it a football ground? | Yes |
- Tell students that all these questions can be answered in 'yes' or 'no'
 - Tell students that these questions are formed by using the verb 'to be' i.e. is, are, am.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Explain the following table to students:

To be	is am are	was were	been
	has have	had	been
	Will shall	Will have shall have	Will Shall have been

- Ask students to use these verbs in sentences.

3. Explain the proper place of the 'to be' verb in a sentence.
4. Explain the use of the 'to be' verb used in closed-ended questions.

Activity 2

10 Minutes

1. Divide your class into groups and assign them a task to think and note five questions that have yes / no answers.
2. Collect questions from the groups and provide support for correction.
3. Ask more close questions from each other in the same groups.
4. Arrange a competition of asking close questions among the group.
5. Award white flag to the winner.
6. Encourage students for active partitions.



CONCLUSION / SUM UP

3 MINUTES

Derive summary by asking questions like:

1. Am I a teacher?
2. Are you a student?
3. Do you like ice cream?



ASSESSMENT

5 MINUTES

1. Assessment should be done with the help of the following chart on the writing board:
2. Write the correct response in your notebook.

Questions / Answers	
1. Are you boys/girls?	Yes / No
2. Am I a teacher?	Yes / No
3. Was it a holiday yesterday?	Yes / No

3. Review the answers with the whole class.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Ask students to write ten sentences in their notebook which can be answered in 'yes' or 'no' and share them with the class the next day.

Month

7

PUNCTUATION



STUDENT LEARNING OUTCOMES

- Use punctuation according to rules learnt earlier.

INFORMATION FOR TEACHERS

- The rule learnt earlier is, “recognize that a sentence ends with some form of punctuation i.e. full-stop, question mark or an exclamation mark”.
- Use a full stop to show the end of a sentence or statement.
- Use an exclamation mark at the end of a sentence to show surprise, urgency or excitement.
- Use a question mark at the end of a direct question.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Reader 3 KP Textbook (2019-20), writing board, chalk/marker.



INTRODUCTION

5 MINUTES

- Greet the students by saying Assalam-o-Alaikum / Good morning.
- Appreciate those students who respond to the greetings correctly.
- Write down a few sentences on the board without punctuation and read them without a pause. For example:
 - I went to the park yesterday I had a great time.
 - I played with Ali Qasim and Zakir
 - What did you do yesterday
- Ask the students, “What is wrong with these sentences?”
- Take their responses and make necessary corrections.
- Explain to the class that punctuation is the use of marks to make the meanings of sentences clearer.
- Tell students that pauses help us convey meaning.
- Punctuation tells us how a sentence should sound. Without it, all of us would be speaking tonelessly like robots!

**Activity 1:****10 Minutes**

1. Write the following sentences on writing board.
 - a. She is playing in the ground
 - b. This is Kashif's book
 - c. What is your name
 - d. Is Saleem laughing
2. Ask a few students to come to the writing board and punctuate the given sentences.
3. Encourage them for their correct responses and help those students who cannot respond correctly.
4. Help students until they understand the concept well and start using punctuation correctly.

Activity 2:**10 Minutes**

1. Divide the class into four groups and name them A, B, C and D
2. Give different sentences to each group with missing punctuation marks on a piece of paper.
3. Ask them to put exclamation marks (!), full stops (.) and question marks (?) in the sentences where necessary.

Group A	Have they gone home This is Saleem's house I am a boy Go to school
Group B	What are you doing Whose book is this Hurrah Pakistan has won the match
Group C	Ah he got injured Are we going to park Aalia is sleeping Complete your homework
Group D	Jamila's dress is blue How are you Miss Maryam is a good teacher Please come back

4. Ask them to paste their papers on writing board and share it with the class.
5. Appreciate them for their correct responses and help them if they cannot punctuate the sentences correctly.



1. The teacher will Summarize the use of (!) (.) (?) to students by giving a few examples.



ASSESSMENT

5 MINUTES

The teacher will:

1. Ask students to write three sentences using exclamation marks (!), full stops (.) and questions marks (?) appropriately.
2. Check a few students randomly and make corrections where necessary.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Write five sentences of your daily routine with exclamation marks (!), question marks (?), and full stops (.).
2. The teacher will provide reminders on the use of punctuation marks to students.
3. Punctuation marks chart should be pasted in the classroom and make students practice throughout the year.

FESTIVALS AND EVENTS



STUDENT LEARNING OUTCOMES

- Make a list of festivals and add to the existing information.

INFORMATION FOR TEACHERS

- Involve students in a discussion by asking questions about festivals.
- Help them in expressing their thoughts and feelings.
- Arrange and correct information collected from students.
- Relate information with current events.
- Use pictures in the textbook for initiating discussion on festivals.
- Give clues to the students for a discussion on the topic.
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/ marker, duster, textbook, pictures of different festivals/ events, etc.



INTRODUCTION

5 MINUTES

- Ask students the following questions:
 - When do you gather in your maternal parents' home?
Expected Answer: Several occasions and events – (one of them is Eid).
- Why do we enjoy Eid?
- Tell the students that 'Eid' is a festival.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Display a chart of pictures related to different festivals i.e. Eid, Independence Day, Defence Day, etc.
- Divide the class into pairs.
- Tell students to look at the picture and discuss the following questions:
 - What do you see in the pictures?
 - Do the pictures show festivals/events?
 - Name the festivals shown in the pictures.
- Ask pairs randomly to share their responses with the whole class.



Activity 2: 10 Minutes

1. Divide the class into groups.
2. Give each group a topic.
 - ◇ Eid-ul-Fitr
 - ◇ Eid-ul-Adha
 - ◇ Independence day
 - ◇ Defence day
3. Tell each group to discuss each festival/ day/ event with a focus on the following points:
 - ◇ When does this festival/ event happen?
 - ◇ Why does this festival/ event happen?
 - ◇ What activities are carried out at this festival/ event?
4. After the discussion, invite students from different groups randomly to share their responses with the whole class.



CONCLUSION / SUM UP

2 MINUTES

1. Tell students that festivals are events which we celebrate on special occasions like Eid, Independence Day, etc.



ASSESSMENT

5 MINUTES

1. Ask students randomly to write 2 – 3 sentences about their favourite festival. Tell them to mention why it is favourite for them.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Write five sentences on 'How do you celebrate Eid'.

EXPLAINING A PROCESS OR PROCEDURE



STUDENT LEARNING OUTCOMES

- Write an expository paragraph, explaining a process or procedure.

INFORMATION FOR TEACHERS

- In an **expository paragraph**, you give information. You explain a subject, give directions, or show how something happens.
- In **expository** writing, linking words like first, second, then, and finally are usually used to help readers follow the ideas.
- Focus on the use of clear steps to describe a procedure and appropriate words like firstly, then, next, after that, etc. to define different steps of a process.
- While teaching the lesson, the teacher should also consult the textbook.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, marker/ chalk, textbook, charts, etc.



INTRODUCTION

5 MINUTES

The teacher will:

- Ask students about routine tasks they do at home (brushing teeth, making up the bed, polishing shoes, etc.).
- Ask students how they perform 'wudhu' before offering prayers. What do they do first, next, then, and last?
- Take their responses, then ask them that to perform any activity, we follow certain steps in a certain order.
- Explain to students the difference between a process and a procedure:
 - A process is about what we do.
 - A procedure is about how we do something.



DEVELOPMENT

24 MINUTES

Activity 1:

24 Minutes

- Ask students if they have ever built or know how to build a snowman, and take their responses.
- Brainstorm and draw a big and a small circle on the writing board and say that firstly, roll a big ball of snow. Then roll a small ball of snow.



Firstly, _____

3. Ask students the second step of the procedure. Draw the second picture and say that secondly, put the small ball on top of the big snowball.



Secondly, _____

4. Ask students what to do next. Draw the third picture and say that now, add two sticks in the sides to make arms.



Now, _____

5. Ask students the fourth step of the procedure. Draw the picture and say after that, add two stones to make the eyes and add three stones down the snowman's tummy to make the buttons.



After that, _____

6. Ask students what to do next. Draw the fifth picture and say that then, add a carrot for the nose.



Then, _____

7. Ask students about the last step. Draw the last picture and say that finally, put a scarf and a hat on the snowman.



Finally, _____

8. Tell students that to describe different steps of a procedure we use appropriate words like firstly, secondly now, after that, then and finally, etc.
9. Ask students to copy the pictures and sequencing words from the writing board on their notebooks and write the sentences to describe each step.
10. Move around the classroom to help students use appropriate vocabulary and tenses to write a simple procedure.



CONCLUSION / SUM UP

2 MINUTES

1. Tell students about other processes/ procedures such as washing a car, making a bed, packing a school bag, etc.
2. Remind them that using sequencing or transition words is very important while explaining the steps of a process or procedure.



ASSESSMENT

2 MINUTES

1. Assess students' responses for use of appropriate vocabulary and tenses during the activity.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Ask students to write the process of performing 'wudhu' in their notebooks already discussed in the class.

USE OF GRAPHICAL FEATURES TO INCREASE TEXTUAL UNDERSTANDING



STUDENT LEARNING OUTCOMES

- Skim through common graphical features such as pictures and tables in the text to increase understanding.

INFORMATION FOR TEACHERS

- The educationalists are of the view that increasing the involvement of more sense will increase the understanding of a lesson.
- Therefore apart from other audiovisual aids. The use of graphical features as pictures and table need to be used for better understanding of a text.
- In order to make a text more understandable pictures showing the message in a text can be drawn by hand, searched through the Internet, or cuttings from newspapers or magazines can be arranged.
- Also, table for words puzzles and brainstorming can be utilized to reinforce vocabulary.
- Skimming is a reading technique meant to look for main or general ideas in a text without going into detailed and exhaustive reading.
- Through skimming the input and output of a picture be grasped quickly.
- Tables are also useful for understanding and reinforcement of an activity.
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, pictures of a village, Hujra, and school study tour in the past.



INTRODUCTION

5 MINUTES

- Show the picture of the school study tour and ask students:
 - What activity is reflected by the picture?
 - (Response of most of the students will be: School study tour)
 - How did you know that it reflected a school study tour?
- Some students may respond that in the picture, there are students, teachers, and picnic features, however, here announce that each picture has a story, historic event, a message and a lesson, the main idea of which is obtained by the first look, i.e. the environment and objects in the pictures tell us quickly what the picture is about and today we will work on it.

**DEVELOPMENT**

20 MINUTES

Activity 1:**10 Minutes**

1. Exhibit the picture of Hujra near the writing board.
2. Make two groups of the students as Group A and B.
3. Ask them to discuss the visible objects and the activities carried out in the pictures and see what the picture is about.
4. When they have done it, ask the group leaders to come forward and share with the whole class.

Activity 2:**10 Minutes**

1. Make the following table on the writing board:

			H			
S	C		O	O	L	
H	P		N	C	I	L
O		A				
		D	Y	P		
S		U	D	E	N	T

2. Notes for teacher: Word Key: School, Pencil, Student, Honey
3. Then ask students to think of the words that can be formed by inserting missing letters.
4. Next, ask a few students to come forward and insert the missing letters and join the words with the help of oval shape.
5. Read the words with the whole class.

**CONCLUSION / SUM UP**

3 MINUTES

1. Conclude the lesson by telling that “today’s lesson was aimed to skill you to skim through graphical features and get the understanding of a given text quickly.”

**ASSESSMENT**

5 MINUTES

1. Ask students to look at the picture on page 103 of their textbook and write what it is about and what activity is carried out there.
2. Randomly check the work of a few students.

**HOMEWORK / FOLLOW UP**

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.

APOSTROPHE AND EXCLAMATION MARK



STUDENT LEARNING OUTCOMES

- Recognise and use apostrophes to show possessions and exclamation marks to show strong feelings.

INFORMATION FOR TEACHERS

- The apostrophe is a punctuation mark (') which is used to show possession.
- It is used with both singular and plural nouns.
i.e. a boy's books (used to show books as possession of one boy).
- Boys' books (possession of several boys).
- The apostrophe cannot be used for non-living things.
- The exclamation mark (!) is used for exclamatory and optative sentences.
i.e. Oh! He fell down
◇ I wish I were a king!
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, textbook, chart, pictures, etc.



INTRODUCTION

5 MINUTES

- Take a 'pen' of a student and ask from the whole class, "Whose pen is this?"
- Students will reply with the name of that particular student. Write on the board: "It is Akmal's pen."
- Now, take different items from a few other students and ask similar questions. Write answers using the apostrophe.
- Look at some beautiful bag and say: "What a bag! Wows! It looks so beautiful!
I wish I had a bag like this!"
- Tell students that we use 'has, have' and apostrophe to show possession.
- Tell students that to express strong feelings we use the exclamation mark (!) in writing.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Ask students to read the following sentences. (Write the sentences on the writing board).
 - ◇ This is Ali's book.
 - ◇ These are girls' bags.
 - ◇ That is buffalo's milk.
2. Tell the students that in each of the above sentences possession is shown. In the first sentence, the book is in possession of Ali. In the second sentence, bags are the possession of girls. The third sentence shows that 'milk' is the possession or product of buffalo.
3. Tell students that apostrophe is used to indicate possession of someone.
4. In the case of a singular noun, the apostrophe is used before 's' as in sentence 1. (explain to students)
5. If a noun is a plural ending with 's', the apostrophe is used after 's' as in sentence 3. (explain to students).
6. Explain that if a noun is plural but does not end with 's' apostrophe is used before 's' as in sentence no. 2. (Explain to students)

Activity 2:

10 Minutes

1. Ask students what they do when they are very sad: cry, scream, weep, shout, sob, etc.
2. Ask them what they do when they are happy? (scream, clap, dance, etc.).
3. Tell them that to write such feelings, there is a punctuation mark called the exclamation mark (!).
4. Use and explain this mark in sentences as:
 - ◇ Hurrah! We won.
 - ◇ Oh! He fell down.



CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by reminding students that:

1. The apostrophe is used to show possession.
2. The exclamation mark (!) is used to express strong feelings.



ASSESSMENT

5 MINUTES

1. Put (') or exclamation mark (!) at the appropriate place for the underlined words in sentences. (Write on writing board).
 - ◇ These are Amnas dresses.
 - ◇ Wows its great.
 - ◇ Oh I forgot my pen.
 - ◇ It is womens centre.
2. Ask students to complete the above exercise in their notebooks.
3. Randomly check the answers of a few students.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Write five more sentences on the use of the apostrophe (') and five for the use of exclamation mark!.

USE OF PREPOSITIONS



STUDENT LEARNING OUTCOMES

- Recognise and use words with, in, over, from, into, and out of. (Prepositions)
- Recognise and use actions with prepositions 'before' and 'after'.

INFORMATION FOR TEACHERS

1. Prepositions tell the position of a noun/pronoun.
2. Prepositions are of different kinds.
3. The position of objects in the classroom is also helpful in the clarification of the concept.
4. Consult the textbook for giving examples..



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, textbook, duster, objects in the classroom i.e. fan, table and book, etc.



INTRODUCTION

5 MINUTES

1. Ask students the following questions to introduce the concept of prepositions and note the responses of students on the writing board.
 - ◇ Where am I sitting?
(The expected answer would be: on a chair, on the floor, etc.)
2. Tell them that word 'on' is telling the position of 'I'.
3. Ask, "Where are we?"
4. (The answer would be: in the classroom, at school)
5. Tell students that the prepositions 'in' and 'at' show our position with reference to two places.
6. Ask a few more questions for our, from, into, and out



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Take a book and put it on the table.
2. Ask students, 'Where is it?'
3. Put something in a glass and ask students, "Where it is?"
4. Explain to students that the words like in, on, our, into, and out of are all called prepositions and they show the position of nouns/ pronouns.
5. Use the examples from the textbook.

USE OF MAY / MAY NOT



STUDENT LEARNING OUTCOMES

- Identify and use may / may not for seeking or giving permission and prohibition.

INFORMATION FOR TEACHERS

- May is used to make polite requests, ask for permission, or discuss the possibility of an action in the future. For example:
 - May I take your book?
 - It may rain today.
- While teaching the lesson, the teacher should also consult the textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN / 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, marker/ chalk, charts, and textbook, etc.



INTRODUCTION

5 MINUTES

- Ask students: May I open the window/door, please? Use actions/ gestures for students' understanding.
- If students say 'yes', tell them to say either 'you may' or 'you may not' open the window/door.
- Tell students if they do not want the door/window to be opened, they can refuse to give permission by saying: You may not open the window/door.
- Tell students that we use 'may' to ask for permission to do something (see information for teachers above).
- Practice with more examples. Involve students in the practice.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Display an already prepared chart having the use of may and may not.
 - May I ask a question?
 - May I take some rest here?
 - May I eat in this room?
 - May I see your homework, please?
 - You may not live in this house.

- ◇ You may not wear shoes in the Mosque.
 - ◇ You may not eat in the library.
2. Involve the students while sharing these sentences.

Activity 2: 10 Minutes

1. Divide the class into pairs.
2. Tell each pair that one student must ask for permission using 'May I'. The other student either gives permission by saying "You may" or refuses to give permission by saying "You may not".
3. You can act it out with one student so that students understand what they need to do.
4. Give students 3-5 minutes to practise.
5. After the given time, call 2 – 3 pairs to present their dialogue in front of the class.



CONCLUSION / SUM UP

3 MINUTES

1. Quickly review the lesson by asking students the following question: "When do we use may or may not?"



ASSESSMENT

5 MINUTES

1. Assess students' ability to use may/may not for asking or giving permission and refusing through the language produced during the oral activity 2.
2. Assess students' ability to identify the use of may/ may not for asking or giving permission and refusing through the follow-up activity.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Tell students to go through a lesson in their textbook and find five examples of 'may' and five examples of 'may not' and write in their notebooks.
2. Ask them to share their work in the next class.

VOCABULARY



STUDENT LEARNING OUTCOMES

- Make a list of items (e.g. vocabulary) required for a given task/topic.

INFORMATION FOR TEACHERS

- A robust vocabulary improves all areas of communication listening, speaking, reading, and writing.
- Expanding a child's knowledge of words provides unlimited access to new information.
- For better comprehension, kids need to understand 98% of the words.
- Similarly, for a better understanding of listening, kids need sufficient vocabulary to be understood.
- For creating good writing, kids need to know a vast vocabulary about the given topic.
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, charts, textbook, etc.



INTRODUCTION

5 MINUTES

- Write the following words on the writing board.
milk, meat, useful, animal
- Ask students to use these words in a simple sentence.
i.e. Milk is white. I like meat etc.



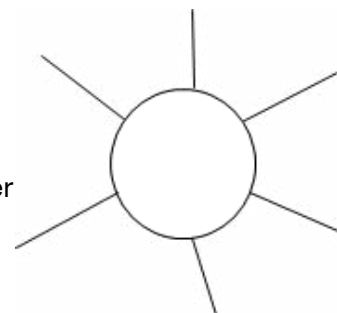
DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Draw a spider diagram on the writing board.
- Tell students that they are going to make an omelette.
- Ask students to tell the names of the items they will need to make an omelette.
- Take responses from the students and insert them in the spider diagram.



Activity 2:**10 Minutes**

1. Divide the class into five groups.
2. Assign one of the following topics to each group:
(a) classroom (b) school (c) market (d) home (e) playground
3. Tell groups to use a spider diagram and list items, which can be found according to their topic.
4. Invite some groups randomly to share their lists.

**CONCLUSION / SUM UP****3 MINUTES**

Conclude the lesson by writing the following points on the writing board.

1. Vocabulary improves, the ability of writing.
2. It also improves reading skills.
3. A better understanding of vocabulary improves listening skills.
4. To write on any topic, vocabulary makes, the work easy.

**ASSESSMENT****5 MINUTES**

1. Assess students' understanding through the activities above.

**HOMEWORK / FOLLOW UP****2 MINUTES**

1. Tell students to go through their textbook and find words related to food and list them in their notebooks after organising them.

Month

8

WORD STRESS



STUDENT LEARNING OUTCOMES

- Pronounce syllables for the stress of the word.

INFORMATION FOR TEACHERS

1. The part of a word that is pronounced with a single pulse of the tongue is called syllable.
2. A syllable is a group of letters with one vowel sound.
3. Each word has one stress. In multi-syllabic words, there is primary and secondary stress.
4. Secondary stress is less than primary stress.
5. We can only stress vowels, not consonants.
6. **Chart of Syllable Stress:**

Nouns	Verbs
PR oject	pro J ECT
OB ject	ob J ECT
CON vict	con V ICT
PRE sent	pre S ENT
SUS pect	sus P ECT
RE cord	re C ORD
CON trast	con T RAST
IN sult	in S ULT
CON flict	con F LICT

7. Syllabification Rules

- ◇ Rule # 1: Every syllable has one vowel sound.
 - ◇ Rule # 2: The number of vowel sounds in a word equals the number of syllables, e.g.,
home = 1, sub+ject = 2, pub+lish+ing = 3
 - ◇ Rule # 3: A one-syllable word is never divided, e.g., stop, feet, bell, etc.
8. While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, textbook, etc.



INTRODUCTION

5 MINUTES

1. Help students recall their learning from the Grade-2 lesson about word stress and sentence stress.

- Write the following words on the writing board and ask students to pronounce them:
put, subject, beautiful
- Ask students to pronounce these words.
- Now, write the words like this:
put = 1, sub+ject = 2, beau+ti+ful = 3
- Ask students to pronounce the words again.
- Explain to the students that each syllable is produced with a single pulse and contains a vowel sound.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Write the word 'perfect' on the writing board and pronounce it in chorus with students.
- Explain the syllables of the words as PROject, OBJect, REcord
- Tell students that one syllable in a word is a stressed syllable.
- Parts of speech of words change with the change of stress in some cases, e.g., PREsent is a noun whereas preSENT is a verb.

Activity 2:

10 Minutes

- Ask students to search at least five two-syllable and three-syllable words from the textbook.
- Find stressed syllables of each word.
- Pronounce those words in groups.
- Pronounce the following words with stress on the right syllable:
 - ◇ Healthy
 - ◇ Delighted
 - ◇ Pineapple
 - ◇ Toothache
 - ◇ Promised



CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by telling the students that:

- A syllable is a group of letters with one vowel sound.
- Each word has a stressed syllable.
- A stressed syllable is spoken louder and longer while pronouncing a word.



ASSESSMENT

5 MINUTES

- Ask students to pronounce the following words and tell the number of syllables in each word:
(a) School (b) Classroom (c) Understand



HOMEWORK / FOLLOW UP

2 MINUTES

- Assign students to do the relevant activities/ exercises from their textbook as homework.
- Search five new words of two or three syllables, write and pronounce them accurately and share with the class the next day

SILENT LETTERS



STUDENT LEARNING OUTCOMES

- Pronounce and spell simple words with silent letters.

INFORMATION FOR TEACHERS

1. Speech bubbles are just what they sound like. They usually take the form of a photograph
Silent means the letter exists in the word but is soundless, quiet, or sleeping.
2. Words starting with 'wr' are pronounced as 'r' where 'w' is silent e.g., in write, wrong, wrap, wrist, etc.
3. Words starting with 'kn' are pronounced as 'n' where 'k' is silent e.g., knee, kneel, knew, knife, knit, knot, knock, etc.
4. While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, textbook, etc.



INTRODUCTION

5 MINUTES

1. Ask students to say some words that start with the letters 'wr.'
2. Expected answer: right, write, wrong.
3. Appreciate children by saying well done / good / very good for the words they tell.
4. Display the following words:

'wr' words	'b' words
write, wrong, wrap, wrist	doubt, thumb, comb
'kn' words	'l' words
knee, kneel, knew, knife, knit, knot, knock	talk, walk, calf, calm

5. Tell students that these words contain silent letters.
6. Ask students to read the words aloud. Make corrections if children read a word with the wrong pronunciation.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Inform students that many words start with 'wr' where 'w' sleeps and 'r' is awake. So it is pronounced as 'r' ('w' is silent), and there are many words that start with 'kn' where 'k' sleeps and 'n' is awake. So it is pronounced as 'n', 'k' is silent.
2. Practice example words with students.
3. Tell them that a long time ago, before today's Modern English, there used to be an Old English; many of these silent letters were pronounced in the Old English but over the centuries they went to sleep!

Activity 2:

10 Minutes

1. Ask students to go through a lesson in their textbooks.
2. Ask them to work in pairs and find words starting with 'wr', 'kn'.
3. Ask them to read aloud and learn the spellings of 'wr' words (first) and then 'kn' words written on the writing board.
4. Be prepared to give clues to students in case they are unable to think of the words quickly.
5. Correct students if they read it wrong.
6. Ask a few pairs to share their work with the whole class.



CONCLUSION / SUM UP

3 MINUTES

1. Recap that silent letters are the letters that exist in a word but are soundless or sleeping, for example, 'w' in write, wrong, wrap, etc.



ASSESSMENT

5 MINUTES

1. Write the following exercise on the writing board:
Fill in the blanks with the correct spelling.
 - ◇ Cut the apple into two and give me one _____. (haf, half, hoff)
 - ◇ The mother elephant likes it's _____. (cat, coff, calf)
 - ◇ The yellow part in the middle of an egg is called _____. (yolk, yoke, yock)
2. Randomly check students' responses and then review the answers with the whole class.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Ask students to underline ten words having silent letters from their textbook and share them with the class the next day.

ENDING SOUND OF |ED|



STUDENT LEARNING OUTCOMES

- Recognise the ending sounds of 'ed' (/d/, /t/, and /id/) as in looked, danced and landed.

INFORMATION FOR TEACHERS

- Verbs are action words or doing words, e.g., write, eat, drink, play, dance, land, fly, run, etc.
- Students have already learnt about verbs in previous grades/lessons, so recap the concept in this lesson.
- While teaching the past tense pronunciation for regular simple verbs, give students practice of adding "-ed" to the end of the base form of the verb.
- Explain to the students that the three sounds of 'ed' are "d", "t", and "id".
 - If 'ed' ending follows the letter 'p, k, sh, ch, s, f', the ending sound will be 't' as in helped, looked.
 - If 'ed' ending follows the letter 'b, g, l, m, n, v, z' the ending sound will be 'd' as in called, used.
 - If 'ed' ending follows the letter 't or d', then the ending sound will be 'id', as in loaded, wanted.
- A second syllable with the last sound (not the last letter) is a /t/ or /d/, for example, "wanted", "decided", "needed", or "invited". The last sound for the words "want" and "invite" is /t/, the last sound for the words "decide" and "need" is /d/. These two sounds require that added -ed ending be pronounced with an additional syllable.
- Encourage the students in pronouncing the following words:

/id/	/t/	/d/
wanted	helped	called
needed	looked	cleaned
decided	washed	used
planted	fixed	followed

- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, textbook, etc.



INTRODUCTION

5 MINUTES

- Write the following words on the writing board and ask students to pronounce them:
filled, needed, burnished, missed, stopped, finished

2. Make necessary corrections in their pronunciation.
3. Tell students that 'ed' has three ending sounds: /id/, /t/, and /d/..



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Review the three sounds of 'ed' (i.e., /t/, /d/, and /id/) with the whole class.
2. Divide the class into pairs.
3. Display a chart in front of the class with the following activity or write it on the writing board:

finished, filled, needed, cleaned, missed, stopped, rhymed, cooked, tried, played, hunted, wasted, started, charged, fixed		
/t/	/d/	/id/

4. Tell pairs to write -ed ending word in the relevant column after carefully pronouncing the word and identifying its ending sound.
5. After completion of the task, exchange their answers with another pair.
6. Invite some pairs to come up and share their answers.
7. Guide and explain during the activity.

Activity 2:

10 Minutes

1. Divide the class into pairs.
2. Tell students to go through a lesson in their textbook and search for 10 words with 'ed' endings.
3. Tell pairs to discuss, if the 'ed' ending is /t/, /d/, /id/.
4. Ask pairs to make a list of 'ed' endings words and specify with /t/, /d/, /id/.
5. Ask pairs randomly to share their work.



CONCLUSION / SUM UP

3 MINUTES

1. Conclude the lesson by telling the students that:
 - ◊ The words ending with 'ed' have three different sounds i.e. /d/, /t/ and /id/.

Give them some examples like:

Offered —————→ /d/

Laughed —————→ /t/

Needed —————→ /id/



ASSESSMENT

5 MINUTES

1. Ask students to tell words with ending sounds /t/, /d/ and /id/.
2. Get responses from a few students randomly.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Ask students to write five (5) words for each ending sound /t/, /d/, /id/.
3. Ask them to share their work with the class the next day.

RHYTHM, STRESS AND INTONATION



STUDENT LEARNING OUTCOMES

- Reproduce in speech, appropriate rhythm, stress, and intonation through listening to a story.

INFORMATION FOR TEACHERS

- Intonation is the way the pitch of a speaker's voice goes up or down as they speak. Intonation can be rising, falling, or flat and is used to communicate how a speaker feels. For Example, an English language speaker uses a rising intonation in spoken discourse to show that they haven't finished a sentence. The intonation commonly drops at the end of a sentence to show they have finished.
- High, low, and normal are the basic pitches in English.
- When some syllables are pronounced stronger than other syllables, it is called stress.
- Position of stress can change the meanings of words and sentences.
- Punctuation marks are also used to change the meaning of a word or sentence.
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, textbook, etc.



INTRODUCTION

5 MINUTES

- Write a sentence on the writing board and articulate it with different stresses as:
- You^u are late.
- You are la^lte.
- '^u' shows stress on the word.
- Tell students that in each case the meanings of the word change; the first case shows wonder/ surprise and the second anger.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

- Discuss with the students, in English, we give stress to some words while some words are spoken quickly.
- Tell the students that we mostly stress nouns, adjectives action words, etc which are called CONTENT WORDS.

3. Read a story from your textbook to the students with stress and intonation.
4. Ask students to note stress.
5. Explain to the students that there are different stress patterns.

Activity 2:**10 Minutes**

1. Read aloud the following story to the class with a focus on appropriate rhythm, stress, and intonation:

The Fox and the Grapes

One day, a fox became very hungry as he went to search for some food. He searched high and low, but couldn't find something that he could eat.

Finally, as his stomach rumbled, he stumbled upon a farmer's wall. At the top of the wall, he saw the biggest, juiciest grapes he'd ever seen. They had a rich, purple color, telling the fox they were ready to be eaten.

To reach the grapes, the fox had to jump high in the air. As he jumped, he opened his mouth to catch the grapes, but he missed. The fox tried again but missed yet again.

He tried a few more times but kept failing.

Finally, the fox decided it was time to give up and go home. While he walked away, he muttered, "I'm sure the grapes were sour anyway."

2. While reading, exaggerate the rhythm, stress, and intonation for students.
3. Use the rise and fall of your voice to help students understand the intonation patterns.
4. Divide the class into pairs.
5. Tell the students to read the story aloud and note stress and intonation.
6. Ask students to read and repeat.
7. Arrange a class competition and ask the students to read the story in pairs.
8. Give a star to the best pair.



CONCLUSION / SUM UP

3 MINUTES

1. Ask students about the importance of stress and intonation.
2. Remind them that stress and intonation can change the meaning of a word or a sentence.



ASSESSMENT

5 MINUTES

1. Assess students through their responses during the activities above.
2. Involve students in solving problems given in the exercise of the textbook unit.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
put

TONGUE TWISTERS



STUDENT LEARNING OUTCOMES

- Utter a tongue twister as a practice for fluency, tone, and pitch.

INFORMATION FOR TEACHERS

- A tongue twister is defined as “a sequence of words or sounds, typically of an alliterative kind, that are difficult to pronounce quickly and correctly.” (Oxford Dictionary)
- Tongue twisters are the repetition of words to create fun.
- Tongue twisters are important for language fluency.
- For teaching tongue twisters chorus recitation is appropriate.
- The practice of tongue twisters must be done throughout the year.
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, textbook, chart, etc.



INTRODUCTION

5 MINUTES

- Write the following tongue twister on the writing board and make the students recite it several times:
She sells seashells by the seashore.
- Ask students to increase their speed every time they repeat it.
- Introduce the concept of tongue twisters to the class. (See information for teacher)



DEVELOPMENT

23 MINUTES

Activity 1:

10 Minutes

- Ask students to search for a tongue twister from textbook unit 11.
- Repeat the tongue twister.
I thought a thought, but the thought
I thought wasn't the thought I thought I thought.
- Make sure that each student utters it properly.
- Tell students that this type of fun can improve their fluency and pronunciation so they should practice it.

Activity 2:**13 Minutes**

1. Divide students into groups.
2. Make them recite the written tongue twister in different tones and pitches.
3. Give them more practice with the following tongue twisters:
Red lorry, yellow lorry.
Sheep should sleep in a shed.
She sees cheese.
Zebras zig and zebras zag.
The blue bluebird blinks.
Four fine fresh fish for you.
He threw three balls.
Greek grapes, Greek grapes, Greek grapes.
4. Help them in adjusting their intonation and speed to read the tongue twisters correctly.

**CONCLUSION / SUM UP****2 MINUTES**

1. A tongue twister is the repetition of words and sounds with different pitches and tones for fluency and correct pronunciation.

**ASSESSMENT****3 MINUTES**

Ask students to read the following tongue twisters correctly and quickly:

1. Cooks cook cupcakes quickly.
2. A big black bear sat on a big black rug.
3. Kitty caught the kitten in the kitchen.
4. We surely shall see the sunshine soon.

**HOMEWORK / FOLLOW UP****2 MINUTES**

1. Say, "Search a tongue twister from your textbook and read it with fluency and accuracy. Also, demonstrate in the class the next day."

LOCATING FACTUAL INFORMATION



STUDENT LEARNING OUTCOMES

- Locate specific factual information to answer short questions based on the text.

INFORMATION FOR TEACHERS

- This reading activity helps students to focus on aspects of the text and to understand them better.
- Skimming (quick reading) is the ability to locate the main idea within the text.
- Using reading comprehension can help students to become more proficient readers.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, textbook, chalk/marker.



INTRODUCTION

5 MINUTES

The teacher will:

- Greet the students by saying Assalam-o-Alaikum / Good morning.
- Appreciate those students who respond to the greetings correctly and encourage others.
- Show a picture of Miss Fatima Jinnah to the students and ask them to guess the topic of the lesson.
- Get the answers from students and write them on the board.



DEVELOPMENT

20 MINUTES

Activity 1:

20 Minutes

The teacher will:

- Ask students to open their textbooks at page 33 (Edition 2019-20).
- Read the lesson at page 33 aloud and tell students to read after you.
- Now ask students to read silently.
- Then ask students to read the lesson again in pairs and find answers to the following questions written on the board.
 - Who was Fatima Jinnah?
 - When was Fatima Jinnah born?
 - Where did she receive her education?
 - What title was honored to Fatima Jinnah by the people of Pakistan?

5. Walk around the class and monitor students' work.
6. Ask a few students to share their responses with the class.
7. Appreciate students for their correct responses and help those who cannot answer correctly.
8. Write the correct answers on the writing board.



CONCLUSION / SUM UP

3 MINUTES

The teacher will say:

1. Share with students that we can find out specific information in a given text by quick reading (skimming).



ASSESSMENT

5 MINUTES

The teacher will assess the students by asking few more and any other questions based on the text.

1. What was Fatima Jinnah's profession?
2. When did she die?



HOMEWORK / FOLLOW UP

2 MINUTES

The teacher will:

1. Ask students to read 'Birds' in English grade 3 textbook at page 119 (Edition 2019-20) and answer the comprehension questions at page 120.
2. Ask students to locate specific information written on news board/bulletin board in the school fortnightly.

PUNCTUATION IN A POEM



STUDENT LEARNING OUTCOMES

- Read a poem with application and understanding of punctuation rules.

INFORMATION FOR TEACHERS

1. A sentence ends with some form of punctuation i.e. full-stop, question mark, or an exclamation mark.
2. A full stop to show the end of a sentence or statement.
3. A question mark comes at the end of a direct question.
4. While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, marker, duster, textbook, etc.



INTRODUCTION

5 MINUTES

1. Write down a few sentences on the writing board without punctuation and read them without a pause. For example:
 - ◇ I went to the park yesterday I had a great time
 - ◇ I played with Ali Qasim and Zakir
 - ◇ What did you do yesterday
2. Ask students, 'What is wrong with these sentences?'
3. Take their responses and make necessary corrections.
4. Explain to the class that punctuation is the use of marks to make the meanings of sentences clearer.
5. Tell students that pauses help us convey meaning.
6. Punctuation marks are also used in poems and they help us to understand the poem.



DEVELOPMENT

20 MINUTES

Activity 1:

10 Minutes

1. Display following poem to the class.
2. Ask few students to read aloud the poem and identify the marks of punctuations used in the poem.

Baa, baa, black sheep,
 Have you any wool?
 Yes, sir, Yes, sir,
 Three bags full!
 One for the master,
 And one for the dame,
 And one for thee little boy,
 Who lives down the lane!

3. Help them if they find difficulty doing it.

Activity 2: 10 Minutes

1. Divide the class into four groups and name them A, B, C, and D.
2. Give different sentences to each group with missing punctuation marks on a piece of paper.
3. Ask them to put exclamation marks (!), full stops (.), and question marks (?) in the sentences where necessary.

Group A	Have they gone home This is Saleem's house I am a boy Go to school
Group B	What are you doing Whose book is this Hurrah Pakistan has won the match
Group C	Ah he got injured Are we going to park Aalia is sleeping Complete your homework
Group D	Jamila's dress is blue How are you Miss Maryam is a good teacher Please come back

4. Ask them to paste their papers on the writing board and share it with the class.
5. Appreciate them for their correct responses and help them if they cannot punctuate the sentences correctly.



CONCLUSION / SUM UP

3 MINUTES

1. The teacher will summarize the use of (!), (.) (?) to students by giving a few examples.



ASSESSMENT

5 MINUTES

1. Ask students to write three sentences using exclamation marks (!), full stops (.), and questions marks (?) appropriately.
2. Check a few students randomly and make corrections where necessary.



HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to copy a poem from the textbook and identify the marks of punctuation used in the poem and share it the next day.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

FUNCTION OF [WH] QUESTIONS



STUDENT LEARNING OUTCOMES

- Recognise the function of simple 'wh' forms used in questions.
- Identify and use questions words why, how, who, whose, which, where, etc.

INFORMATION FOR TEACHERS

1. 'Wh' questions are also called 'open-ended questions'
2. These questions are used to ask about knowledge and understanding information and opinion etc.
3. Answers to these questions are different for different people.
4. Start the lesson with a demonstration.
5. While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, textbook, chart, etc.



INTRODUCTION

5 MINUTES

1. Ask students the following questions:
 - ◇ What is your name?
 - ◇ When were you born?
 - ◇ Where is your home?
 - ◇ How do you come to school?
 - ◇ Who do you like the most?
2. There will be different answers for each student.
3. Ask a few students from class and compare their answers.

**DEVELOPMENT**

20 MINUTES

Activity 1: 10 Minutes

1. Copy the following table on a chart and paste it on the front wall of the classroom:

Question	Purpose of Question
1. When does she come to school?	Asking about (reason)
2. Where is his house?	Asking about(time)
3. Why do they run?	Asking about(place)
4. What is there on the table?	Asking about(person)
5. Who would like to answer first?	Asking about..... (thing)

2. Ask students to work in pairs and match each question with its purpose.
3. Invite 2 – 3 pairs to share their responses with the whole class.
4. Tell students that wh-questions are often used in both oral and written communication.

Activity 2: 10 Minutes

1. Write the following prompts on the writing board:

- ◇ Who _____
- ◇ When _____
- ◇ Why _____
- ◇ Where _____

2. Divide the class into pairs.
3. Tell students to look at the question words and complete the prompt by adding one question.
4. Once they are done, invite a few pairs to share their questions with the whole class.
5. Now, make groups in such a way that each group contains three pairs from the previous activity.
6. Tell students to share their questions, which they have made in the previous activity with the group.
7. Tell each group to select the five best questions from their group.
8. Ask groups to share their questions with the class.

**CONCLUSION / SUM UP**

3 MINUTES

1. 'Wh' questions are used to collect information and opinions.
2. 'W' questions usually begin with What, when, how, who, whom, where, etc.

**ASSESSMENT**

5 MINUTES

1. Ask students to ask each other (in pairs) about their daily routines using each wh-word at least once, i.e., who, what, when, where, why, and how.



1. Ask students to do a short dialogue role-play on 'Packing for a Weekend', in which two Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Tell students to complete the following chart and share it with the class the next day.

Word	Sentence 1	Sentence 2
What		
When		
Where		
How		
Who		
Whom		

A teacher's purpose is not to create students in his/her own image, but to develop students who can create their own image.



**Directorate of Curriculum and Teacher
Education Khyber Pakhtunkhwa
Abbottabad**



قومی ترانہ

پاک سرزمین شاد باد کشور حسین شاد باد

تونشانِ عزمِ عالیشان ارضِ پاکستان !

مرکزِ یقین شاد باد

پاک سرزمین کا نظام قوتِ اخوتِ عوام

قوم، ملک، سلطنت پائندہ تابندہ باد !

شاد باد منزلِ مراد

پرچمِ ستارہ و ہلال رہبرِ ترقی و کمال

ترجمانِ ماضی شانِ حال جانِ استقبال !

سایہِ خدائے زالجلال





PROFESSIONAL DEVELOPMENT
FOR QUALITY EDUCATION

GRADE

3

GENERAL KNOWLEDGE

LESSON PLANS

BASED ON CURRICULUM 2020



Directorate of Curriculum and Teacher Education (DCTE)
Khyber Pakhtunkhwa Abbottabad



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Khyber Pakhtunkhwa, Abbottabad.

Development Team:

1. Mr. Muhammad Athar, Subject Expert, (Desk Officer), DCTE, Abbottabad.
2. Qari. Muhammad Ilyas, (Subject Expert) Principal GHSS Bagra Haripur.
3. Mr. Nasir Ahmad, (Subject Expert) Principal GHSS Shalkandai Dir Lower.
4. Mr. Rasool Shah Subject Expert, Subject Specialist, GHSS Togh Bala Kohat.
5. Mr. Mumtaz Hussain (Subject Expert) Principal, GHSS Muhammad Zai Kohat.
6. Mr. Bilal Ahmad, Subject Expert, SST, GHSS No-1 Abbottabad.

Review Team:

1. 1Mst. Rafia Naz Jadoon, Subject Expert, (Desk Officer), DCTE, Abbottabad.
2. Mr. Abdul Khaliq, (Subject Expert) Principal GHSS No-1 Kohat.
3. Qari, Muhammad Ilyas, Subject Expert, Principal, GHSS Bagra Haripur.
4. Muhammad Wajid., (Subject Expert), SST GHS Muslim Abad Abbottabad.

Coordinator:

Abrar Ahmad, Additional Director Teacher Professional Development,
Directorate of Curriculum and Teachers' Education Khyber Pakhtunkhwa,
Abbottabad.

Guidance and Supervision:

Gohar Ali Khan

Director, Curriculum and Teacher Education,
Khyber Pakhtunkhwa, Abbottabad.



**Directorate of Curriculum and Teacher Education
Khyber Pakhtunkhwa, Abbottabad.**

Phone #:0992-385148 Fax #:0992-381527 E-mail: dcte-kpk@hotmail.com
https://twitter.com/DCTE_KP <https://www.facebook.com/dctekp.abbottabad.3>

NOTIFICATION:

No.5400-5563/F.24/Vol-II/SLP/G-III/SS-M&E, dated: 30-08-2021 : Consequent upon its development and review by the respective development and review committees notified for the purpose, the Directorate of Curriculum and Teacher Education (DCTE), Khyber Pakhtunkhwa, Abbottabad, being the competent authority under the Khyber Pakhtunkhwa Supervision of Curricula, Textbooks and Maintenance of Standards of Education Act 2011, is pleased to notify the scripted lessons for Grade-III in the subjects of English, Urdu, Mathematics and General Knowledge based on Curriculum 2020 and the textbooks aligned on it for all educational institutions in Khyber Pakhtunkhwa for the Academic Year 2021-22 and onwards.

DIRECTOR

Copy forwarded for information and necessary action to the:

1. Secretary, Elementary & Secondary Education Department Govt. of Khyber Pakhtunkhwa, Peshawar.
2. Director, Elementary & Secondary Education Khyber Pakhtunkhwa.
3. Director, Professional Development, Khyber Pakhtunkhwa Landey Sarak Charsadda Road Larama, Peshawar.
4. All District Education Officers (M/F) in Khyber Pakhtunkhwa and Newly Merged Districts (NMDs).
5. All Sub Divisional Education Officers (M/F) in Khyber Pakhtunkhwa and Newly Merged Districts (NMDs).
6. Team Leader ASI-KESP, at Peshawar.
7. PS to Minister Elementary & Secondary Education, Khyber Pakhtunkhwa, Peshawar
8. PS to the Director Local Office.

ADDITIONAL DIRECTOR (SS)

PREFACE

The Government of Khyber Pakhtunkhwa, Elementary and Secondary Education Department, is committed to improve the quality of teaching and learning by taking a number of reforms and initiatives for the improvement of quality education in line with the national and international emerging trends. Providing quality education at primary level is the first imperative step towards achieving this goal.

For this purpose, the Directorate of Curriculum and Teacher Education Khyber Pakhtunkhwa, at Abbottabad, has been entrusted the responsibility of developing and reviewing teachers' in-service and pre-service training materials for the improvement of pedagogical skills of teachers.

These quality improving initiatives also include development of teacher's guides of scripted lesson plans at primary level that support teachers to implement new pedagogical methods. These teacher guides are intended to assist teachers with the provision of content, effective teaching methods and tools for measuring what learners have gained. These guides will ensure an effective and participative engagement of teachers with students as activities included in these lesson plans are student-centered.

These teachers' guides of Lesson Plans based on Student Learning Outcomes (SLOs) of Curriculum 2006 were developed for the first time in 2013. In 2018-2019, the Directorate of Curriculum & Teachers' Education Khyber Pakhtunkhwa undertook the task to revise and develop the Scripted Lesson Plans for Grade I-III according to the Academic Calendar on missing Students Learning Outcomes (SLOs).

As the Curriculum has been revised and new textbook are developed in 2020 for Grades Pre-I to V, hence the need has been felt that these Lesson Plans for Grades I to V are to be revised, developed and aligned with the updated Curriculum 2020, accordingly.

The Directorate of Curriculum and Teacher Education Khyber Pakhtunkhwa constituted different committees comprising of Curriculum/Subject experts and working teachers for developing these Lesson Plans based on Curriculum 2020. DCTE acknowledges the efforts of these experts for developing and reviewing these scripted lesson Plans.

The Directorate of Curriculum and Teachers Education Khyber Pakhtunkhwa is also thankful to the Technical Assistance of Khyber Pakhtunkhwa Education Sector Programme (KESP) in the finalization of these lesson plans.

Gohar Ali Khan

Director

Curriculum and Teacher Education

Khyber Pakhunkhwa Abbottabad

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INTRODUCTION

Teaching and learning process in the classroom can vary concerning the ability, experience, and training of the teacher, which is why to standardize instruction, every good and effective teacher requires a lesson plan. The preparation of a lesson plan is important for clarity and comprehension regarding how the entire learning process will be handled as well as how students can understand and store the knowledge that is being passed onto them.

Lesson plans are vital for helping students accomplish their goals within a learning environment on a short-term and long-term basis. Lesson plans based on clearly defined Student Learning Outcomes (SLOs) concerning the textbooks ensure students are taught the required curriculum most efficiently. These ensure the teacher is adequately prepared and has a clear sense of direction for their lessons. In the context of Khyber Pakhtunkhwa, Lesson Plans are designed to support teachers to implement new pedagogical methods and help provide direction to instruction in the classrooms.

Traditional Teaching Style:

Many teachers in Pakistan have come to rely on the textbook for teaching. They come into the classroom, ask students to open the textbook on a certain page, have students read a portion of the text, paraphrase the same and then ask students to answer questions that require them to reproduce material from the text. They teach every subject (the exception being mathematics) and every lesson in the same way. In some cases, the teacher is unable to complete the curriculum or impart the SLOs for a particular grade to the students effectively. Using lesson plans ensure standardization in teaching quality and provides a clear goal with relevant activities that can help students learn more effectively and achieve curriculum milestones.

What is a Lesson Plan?

A lesson plan is a description of the instructions for the purpose of teaching the contents of the textbook of a particular subject and achieving Student Learning Outcomes (SLOs).

A lesson plan is the road map for teachers for the achievement of SLOs effectively during class time. The teachers design appropriate learning activities and develop strategies to obtain feedback on students' learning. A carefully constructed lesson plan allows the teacher to enter the classroom with more confidence and maximizes the chance of having a meaningful learning experience with the students.

A successful lesson plan addresses and integrates three key components:

- Student Learning Outcomes (SLOs).
- Learning activities.
- Assessment to check for students' understanding.

Benefits of Lesson Planning

Most important benefits of lesson planning are to:

- Improve the quality of teaching and learning.
- Establish clarity of purpose.
- Facilitate achievement of student learning outcomes.
- Use available time effectively.
- Develop appropriate materials and ensure their effective use.
- Develop the confidence of teachers.

Development Process of a Lesson Plan

Lesson plan usually starts with a thinking process. This thinking process is basically completed in four parts.

- First, determine the SLO; that is, what the children will learn, what they will be able to do upon completing the activities or work of the lesson.
- Second, determine what the students already know, before beginning of the lesson that can lead into a new curriculum of the day.
- Third, determine at least one way to assist the students in learning the new curriculum.
- Fourth, determine a way to evaluate the learning outcomes of the students.

Components of a Lesson Plan

Common elements of lesson plans are; unit of study, a title/topic/problem, identification of student learning outcomes (SLOs), a sequence of learning activities including introductory, developmental and concluding activities, list of materials to be used and assessment strategies.

- Choosing the Topic. You can choose any topic from the textbook of the designated grade, a skill such as information gathering, a value such as peace, a current affair topic or an area of special concern such as the environmental pollution etc.
- Identifying Student Learning Outcomes (SLOs) from the Curriculum. The Curriculum has identified the student learning outcomes to be achieved for each topic. Identifying the student learning outcomes will help you to clarify the knowledge, skills, attitudes and values to be developed. Choose only one to three SLOs to develop your lesson (many more for a unit plan).
- Material Resources. A key part of planning is to ensure the identification, adaptation and development of resources required for the lesson for both teachers and students.
- Development:

Introductory Activities: Introductory activities are designed to introduce the topic, a subtopic or establish connection with the previous lesson. They are designed to build readiness, create interest, raise questions

and explore what children already know about the topic, recall relevant information, motivate students and focus their attention on the topic/theme/problem to be studied. Introductory activities can include an arrangement of pictures and other times that stimulate interest and questions. Others may be based on the teacher posing questions, reading a poem or story etc. A test, an inventory, or a quiz may be used to find out what students know in order to build on their existing knowledge.

Developmental Activities:

Developmental activities should emerge out of the introductory activities. There should be smooth transitions between the activities to provide a smooth learning sequence. These activities are designed to actualize the student learning outcomes. They introduce new concepts, skills and values or build on past learning and should be linked with each other. Applicative or demonstrative activities extend learning and develop the ability to use concepts and skills. Creative and expressive activities enrich learning and develop the ability to improvise and apply learning in original ways.

- **Concluding the lesson:** Conclusion includes activities that serve to consolidate, summarize, or facilitate application of knowledge and skills of students to a new situation. They are generally related to the main idea of the lesson. The concluding activities could bring together the different main ideas of the unit. In this case, the emphasis should be on the educational outcomes and not on “putting on a show”.
- **Assessment of Learning.** Assessment strategies can tell us how well or to what extent the student learning outcomes have been met. Assessment of learning is important in all phases of the lesson/unit from introduction to conclusion. A variety of tools can be used to assess the realization of the chosen learning outcomes. Some of these will be prepared as part of the learning activities. For example, the drawing and labeling of a map, the checklist for evaluating a discussion or simply asking questions relevant to the day’s topic. Other tools such as tests can be prepared ahead of time as well.
- **Follow up/homework task.** This component includes follow up activities or home assignments to be undertaken by students at home.

IDENTIFICATION OF DIRECTION WITH RESPECT TO EAST AND WEST



STUDENT LEARNING OUTCOMES

- Identify South and North with respect to East and West, namely South and North.
- Identify that on Earth, the direction of sunrise is East and the direction of Sunset is West.
- Name places towards North, South, East and West of the school / home.

INFORMATION FOR TEACHERS

1. The earth is a part of universe
2. The earth revolves around the sun
3. The earth rotates around its axis.
4. Rotation around axis causes days and nights
5. Revolutions of the earth in its orbit causes seasons.
6. The sun rises in the East and sets in the West.
7. There are four cardinal direction i.e. North, East, South and West.



DURATION / NO OF PERIODS: 105 MINUTES / 3 PERIODS



MATERIALS / RESOURCES REQUIRED

- Textbook of General Knowledge of grade – III, Writing board, Marker/chalk, Duster, Charts, prepared flash cards.



INTRODUCTION

10 MINUTES

1. Have you seen sunrise today?
2. Where does the sun disappear every day?
3. Have you seen moon at night?
4. In which direction the sun rises?
5. After collecting their responses, the teacher will announce the topic.



DEVELOPMENT

35 MINUTES

Activity 1:

1. Divide the class in suitable groups.
2. Ask the students to open the textbook on the relevant page.

3. Write the main points / words in the notebook (Sun, Earth, East, West, North and South).
4. One student from each group read out the main points loudly.
5. The students will be facilitated by the teacher if they feel any difficulty during this learning process.

Activity 2:

1. Break the groups and ask them to come out to the open yard.
2. Ask two volunteer students to come in front of the class.
3. Ask one student to stand in such a way that his face is towards the sunrise.
4. Now ask the student to spread his arms and ask the second student to tell the class all the four directions (i.e East, West, North and South) in respect to the sunrise.
5. Repeat the same activity in groups, so that each and every student must take part in the activity.

Activity 3:

Divide the class into groups.

1. Ask the students to discuss cordial direction and make a list of the places lies in different directions in respect to your school.
2. After completion of the list one student from each group read out the list loudly.



CONCLUSION / SUM UP

10 MINUTES

1. Write the main points of the topic on the writing board and tell the students about the main points briefly.
 - ◇ Sun: All the planets of solar system revolve around the sun.
 - ◇ Earth: Revolve around the sun and rotates on its axis.
 - ◇ East, West, North and South: We identify sides in respect to sunrise easily.



ASSESSMENT

10 MINUTES

1. In which direction the sun sets?
2. In which direction the sun rises?
3. What are the four directions?



HOMEWORK / FOLLOW UP

5 MINUTES

1. Ask the students to make a list of the places lie in all the four directions of your home.

FORMATION OF SHADOWS AND ESTIMATION OF TIME



STUDENT LEARNING OUTCOMES

- Describe the formation of shadows.
- Recognize that the size and direction of the shadow can be used to estimate (guess) time.

INFORMATION FOR TEACHERS

1. Rays of light travel in straight lines.
2. Translucent objects do not allow the rays to pass through.
3. The rays cannot pass through the translucent objects, and make a shadow of the translucent objects in the opposite direction.
4. The shape and size of the shadow depends on the direction and angle of the light.



DURATION / NO OF PERIODS: 70 MIN/ 02 PERIODS



MATERIALS / RESOURCES REQUIRED

- Textbook of General Knowledge for Grade – III
- Writing boards, marker/chalk, duster, charts, flash cards, candles and matchboxes



INTRODUCTION

10 MINUTES

1. How do you feel in darkness?
2. How can you differentiate between darkness and light?
3. What are the benefits of light?
4. After getting their responses tell them that we are going to learn about shadows and estimation of time.



DEVELOPMENT

40 MINUTES

Activity 1:

1. Divide the students in suitable groups.
2. Ask the students to read and discuss the relevant page of the textbook of General Knowledge Grade-III and discuss the term shadow.
3. Close the doors and windows of the classroom.
4. Now provide each group a candle and match box and ask the students to light the candle on the table.
5. Place a translucent object in front of the candle.
6. Now observe the darkness of the object that is called shadow.

7. Now ask the students to tell that how the shadows are formed. Each group will express their views.

Activity 2:

1. Now re-arrange the students in three groups. Ask them to read and discuss the relevant page of the textbook.
2. Provide each group a chart and colour pencils.
3. Group-I will make a scene of shadow of objects in the morning.
4. Group-II will make shadows of objects in the noon.
5. Group-III will make shadows of objects in the evening.
6. Ask each group to paste their charts on the writing board and tell the role of shadows in the estimation of time.



CONCLUSION / SUM UP

10 MINUTES

1. Write the main points on the writing board and discuss briefly.
 - ♦ **Light:**
With the help of light, we see the objects clearly.
 - ♦ **Formation of shadow:**
The rays cannot pass through the translucent objects make shadows in the opposite direction.
 - ♦ **Shadow and guessing of time:**
The shape and size of the shadow depends of direction and angle of light.



ASSESSMENT

5 MINUTES

1. How are shadows formed?
2. What will be the direction of your shadow in morning?
3. How can we recognize the noon time?



HOMEWORK / FOLLOW UP

5 MINUTES

1. Make a diagram of an object which forms shadow in electric light in your notebooks and show it next day.

RESOURCES AND THEIR TYPES



STUDENT LEARNING OUTCOMES

- Define the term “resources”
- State types of resources, Natural resources, Human resources and capital resources.
- Identify Natural resources (Plants, animals, water, air land, forests and soil) Human resources (farmers, builders, painter etc.) capital resources (Trucks, computer, factory, buildings etc.)

INFORMATION FOR TEACHERS

1. “The things” we utilize to meet the needs of life called resources. There are three types of resources.
2. **Natural resources:**
Provided by nature (Plants animals, water, air, land, sun, forest and soil).
3. **Human resources:**
Ability of doing jobs (Farmers, builders, labours).
4. **Capital resources:**
Man-made things that make money (Computer, factories, machine).



DURATION / NO OF PERIODS: 105 MIN/ 03 PERIODS



MATERIALS / RESOURCES REQUIRED

- Textbook of General Knowledge for Grade-III,.
- Writing board, marker/chalk, duster, prepared charts.



INTRODUCTION

10 MINUTES

1. Ask the following questions.
 - ◇ Where do we get water from?
 - ◇ What are the benefit of glacier?
 - ◇ Why “Khewra” is famous for?
 - ◇ How human being serve each other? give example.
 - ◇ What are the benefits of factories?
2. After collecting the responses, topic will be announced.



DEVELOPMENT

30 MINUTES

Activity 1:

1. Divide the students in three groups.

2. Ask the students to open their books on the relevant page, read and discuss in groups about resources and its types
3. Ask the students to write the definition of resources on charts.
4. Ask the students to write the different kinds of resources on the charts. Then paste their charts on the writing board and ask group leader of each group to read loudly in front of the class.

Activity 2:

1. Make three groups.
2. Ask the groups to read and discuss the relevant pages of the textbook about the types of resources.
3. Group A Natural resources group: will make list of natural resources.
4. Group B Human resources group: will make list of human resources.
5. Group C Capital resources group: will make list of capital resources.
6. Ask each group to read their list of resources loudly in front of the class.

Activity 3:

1. Divide the students in suitable groups.
2. Provide the students flash cards, having pictures of different types of resources.
3. Ask them to arrange the pictures according to different resources (Natural, Human and Capital resources), and paste them on the writing board.
4. Group-I point out the pictures of Natural resources (Plants, animals, water and air etc.)
5. Group-II Point out the pictures of Human resources (Farmer, Doctor, and electrician etc.)
6. Group-III Point out the pictures of Capital resources (Factory, Computer and mobile etc.)



CONCLUSION / SUM UP

10 MINUTES

1. Write main points on writing board.
 - ◇ Resources: The things we used to meet the needs of our life.
 - ◇ Natural resources: The resources provided by nature.
 - ◇ Human resources: The ability of doing different jobs.
 - ◇ Capital resources: The resources which are created by human ability to earn money.



ASSESSMENT

15 MINUTES

1. What does the term resources means?
2. What are Natural resources?
3. What are Human resources?
4. What are Capital resources?
5. Tell the names of some natural resources.



HOMEWORK / FOLLOW UP

5 MINUTES

1. Make a list of Natural, Human and capital resources and show them next day in the class.

GOODS AND SERVICES



STUDENT LEARNING OUTCOMES

- Define the term goods, services, buyers, and sellers.
- Identify the main goods and services of their local area.
- Recognize the need for interdependence as not all goods and services are available in their area.

INFORMATION FOR TEACHERS

1. Those things which we need in our daily life are called goods.
2. People serve one another in different ways which is called services.
3. A man who buys things is known as buyers.
4. A man who sells things is called sellers.



DURATION / NO OF PERIODS: 105 MIN/ 03 PERIODS



MATERIALS / RESOURCES REQUIRED

- Textbook of general Knowledge of Grade III
- Writing board, Marker/chalk, Duster, Prepared charts.



INTRODUCTION

10 MINUTES

1. What do you eat in your daily life?
2. Where do we get vegetable from?
3. What does a doctor do for us?
4. Where do we buy shoes from?
5. Whom do you get education from?
6. After collecting their answers, the topic "Goods and services" will be announced.



DEVELOPMENT

45 MINUTES

Activity I:

1. Divide the students in pairs and ask them to read and discuss the relevant page of textbook of General Knowledge of Grade-III.
2. Ask the students to write the main terms used in the text. (Goods and services, buyers and sellers) on a chart.
3. Ask five different pairs of students to paste their charts on the writing board and read the terms loudly.

4. Teacher should facilitate them and help them if they feel any kind of difficulty during learning process.

Activity 2:

1. Divide the class in suitable groups.
2. Ask them to read and discuss the relevant page of textbook of General Knowledge Grade-III.
3. Group-I: Make a list of things which are less than the requirement of their area.
4. Group-II: Make a list of products which are surplus to the needs of that area.
5. Group-III: Make list of those goods and services that they exchange between the two area.
6. Each group read the list loudly and tell how we depend on others. (called interdependence).



CONCLUSION / SUM UP

5 MINUTES

1. Write main points on the writing board and explain briefly.
 - ◇ Goods and services: The things we use in our daily life are called goods. The jobs we provide to facilitate and serve others are called services.
 - ◇ Buyers and Sellers: People who buy things of their needs are called buyers and people who sell surplus things and necessary things for their daily uses are called sellers.
 - ◇ Inter dependence: People dependents on one another for the things of their needs and services.



ASSESSMENT

5 MINUTES

1. Ask the students.
 - ◇ Define goods?
 - ◇ Name some goods necessary for the survival of human beings?
 - ◇ What do you know about buyers?
 - ◇ What do you know about sellers?
 - ◇ Define interdependence?



HOMEWORK / FOLLOW UP

5 MINUTES

1. Make a list of things which you need to buy from Bazaar?
2. Write the names of some goods and services in your note book at home.

ECONOMIC CHOICES WITH IN LIMITED RESOURCES



STUDENT LEARNING OUTCOMES

- Define scarcity.
- Recognize that people make economic choices, because goods and services are limited.

INFORMATION FOR TEACHERS

1. The limited goods and services which do not satisfy our needs is called scarcity.
2. We have limited resources and unlimited wants. Therefore we will have to make choice and will buy only those goods which satisfy our maximum needs and will leave others. It is called economic choice.
3. In other words we buy substitute of goods because we have lack of money and shortage of goods for daily use so we have no other option without using substitute.



DURATION / NO OF PERIODS: 70 MIN/ 02 PERIODS



MATERIALS / RESOURCES REQUIRED

- Textbook of general Knowledge of Grade III
- Writing board, Marker/chalk, Duster, and notebooks.



INTRODUCTION

10 MINUTES

1. Do you grow vegetable in your home?
2. Why most of the people like vegetables?
3. Why some people like to eat meat?
4. Why do all people not use air conditioners?
5. Some people use bicycle, some motorcar, some use public transport. why?
6. After collecting their responses the teacher will announce the topic.



DEVELOPMENT

40 MINUTES

Activity 1:

1. Divide the students in suitable groups.
2. Ask the students to read and discuss the relevant page of the textbook of General Knowledge of Grade-III in groups.

3. Ask the students to make a list of goods and services which are less than the required quantity in a particular area (for example population of that area is about ten thousand and there is only one doctor for them, which shows scarcity of doctors)
4. Ask each group to read the list loudly in front of the class.

Activity 2:

1. Make five groups in the class.
 - ◇ Group-I: Students who have bicycles.
 - ◇ Group-II: Students who have motor cycles.
 - ◇ Group-III: Students who have cars in their homes.
 - ◇ Group-IV: Students who have air-conditioners in their homes.
 - ◇ Group-V: Students who have only fans in their homes.
2. Now ask the student to discuss in groups that why all people have not the same facilities.
3. Each group will tell at least one reason for these economic choices.
4. One student will note their answers on the writing board.



CONCLUSION / SUM UP

10 MINUTES

1. Write main points related to the topic.
 - ◇ Scarcity: when the available goods and services do not fulfill the need of the society. It is called scarcity. As a result people will purchase them on high prices which will cause of difficulty and financial problem. In this way poverty increase in society.
 - ◇ Economic choices: Due to limited resources, people cannot fulfill their requirements and unable to fulfill their desires in very limited resources. Therefore, they will have to make a choice, what to buy and what not to buy.



ASSESSMENT

5 MINUTES

1. What is scarcity?
2. Why does prices increase?
3. Why do people make choices?



HOMEWORK / FOLLOW UP

5 MINUTES

1. Ask the students to make a list of cheap goods and costly things existing in their homes.

CHANGES IN THE NATURAL ENVIRONMENT AND POLLUTION



STUDENT LEARNING OUTCOMES

- Describe ways in which human have changed the natural environment.
- Define the term pollution.
- List different kinds of pollution (Land, air and noise)
- Suggest ways for conservation of natural resources.
- Predict that what would happen if natural resources were all used up.

INFORMATION FOR TEACHERS

Definition of pollution:

Any substance that negatively impacts the environment or organism that live within effected environment is called pollution.

Types of pollution.

1. Land pollution i.e. Deforestation Garbage of factories, houses and hospitals, mining and use of chemical fertilizers.
2. Water pollution i.e. polluted water from homes, factories, mixing of drinking water with polluted water due to damaged / leaked water supply pipelines.
3. Air pollution, Smoke of factories, Release of different types of harmful gases.
4. Noise pollution: Noise produce by aero planes, vehicles, machines, Noise produced by fine construction works and industrial machines.
 - ◊ Excessive use of natural resources badly effected the natural environment.
 - ◊ Unnecessary and excessive use of natural resources will create problems for human beings. Crops will not be grown, birds and animals cannot live, shortage of fuel and gas will produce much more difficulties.

Ways to save the natural resources.

- Use of less water.
- Use of renewable energy.
- Choose renewable goods.
- New dams should be constructed for water storage.
- New sources of energy should be explored such as solar and wind energy.
- Plantation campaign should be arranged.
- Deforestation should be avoided and banned.



DURATION / NO OF PERIODS: 70 MIN/ 02 PERIODS



MATERIALS / RESOURCES REQUIRED

- Writing board, Marker, Charts, Flash cards Textbook of General Knowledge Grade III



INTRODUCTION

05 MINUTES

1. Do you make a noise in your class?
2. Do you like to drink dirty water? Yes / No
3. Have you seen smoke in the air? Yes / No
4. Have you planted a tree in your house? Yes / No
5. How can we store the rain water?



DEVELOPMENT

50 MINUTES

Activity 1:

1. Divide the students into four groups and assign them the following topics.
 - ◇ Group 1: Definitions of pollution.
 - ◇ Group 2: Kinds / Types of pollution.
 - ◇ Group 3: Conservation of natural resources.
 - ◇ Group 4: impact of excessive use of natural resources on environment. Ask them to study and discuss assigned topic on relevant pages of textbook General Knowledge Grade III.
2. Ask each group to write main points of assigned topic.
3. Ask group leader to present his / her work.
4. The teacher will help them if they needed.

Activity 2:

1. Divide the students into pairs and distribute flash cards among the pairs.
2. Ask them to write one example of each type of pollution. At the end of this activity student will paste the flash cards on the walls of the classroom.



CONCLUSION / SUM UP

5 MINUTES

Conclude the lesson by telling the students:

1. Use the natural resources carefully.
2. Store the water and avoid to unnecessary use of natural resources.
3. Wastage of natural resources not only cause of pollution but will make our lives difficult on the earth.



ASSESSMENT

5 MINUTES

Ask following questions from the students to assess their understanding.

1. How many types of pollution are there?
2. What would be happen if the natural resources were exhausted?
3. How can we keep our environment clean?



HOMEWORK / FOLLOW UP

5 MINUTES

1. Ask the students to write kinds of pollution in their note books and show to class on next day.

PROTECTING ENDANGERED AND EXTINCT ANIMALS



STUDENT LEARNING OUTCOMES

- Identify endangered animals (Indus dolphin, Markhor, Brown deer).
- Suggest ways for the conservation of endangered animals.
- Identify extinct animals (Dinosaur).

INFORMATION FOR TEACHERS

1. Endangered animals are those animals whose species are in danger of becoming extinct. This is because of climate change or the place where they live in have been destroyed.
2. Examples of endangered animals:
3. Markhor, Indus Dolphin, snow leopard, Black deer, Marcopolo sheep, Brown bear etc.

Measures for the protection of endangered animals.

- ◇ Creating wild life habitats.
- ◇ Making laws to ban hunting of endangered animals.
- ◇ To be aware the people about endangered animals importance of protection.
- ◇ Extinct animals refers to the termination of species of the animals concerned. Those animals are not existing in this world any more. For example, Dinosaur, Dodo bird, Tasmanian tiger and wild bull.



DURATION / NO OF PERIODS: 70 MIN/ 02 PERIODS



MATERIALS / RESOURCES REQUIRED

- Writing board, Marker, Charts Textbook of G.K Grade III



INTRODUCTION

10 MINUTES

1. Have you ever visited a zoo? (Yes / No)
2. What did you see in the zoo? (animals and birds)
3. Which animal did you like the most in the zoo?

After collecting the responses of the students, the topic will be announce and it will be written on the writing board.



DEVELOPMENT

45 MINUTES

Activity I:

1. Provide a chart of animals and paste on the writing board.

2. Divide the students into three groups. Distribute the flash cards among them. Ask the Group A to identify the endangered animals from the chart and write down their names on their own flash card.
3. Ask the group B to identify the extinct animals from the chart and write down the names of extinct animal on their flash cards.
4. Ask the Group C to identify the animals which found large number in the forest.
5. Ask the each group to present their flash cards in front of the class and then paste them on the wall of classroom..

Activity 2:

1. Divide the students into four groups and give them ten minutes to propose different measures for protection of endangered animals and prepare charts for presentation. Guide and help them during the activity. If they feel any kind of difficulty during this learning process, facilitate and help them. At last appreciate and encourage them.



CONCLUSION / SUM UP

5 MINUTES

1. Tell the student that the species of some animals are decreasing with the passage of time. If measures were not taken for their protection, they will diminish like extinct animals which are no more in this world.



ASSESSMENT

5 MINUTES

Ask the following questions from the students for assessment.

1. What do you know about endangered animals?
2. How can we protect endangered animals?
3. What do you know about distinct animals?
4. Give example of some distinct animals?



HOMEWORK / FOLLOW UP

5 MINUTES

1. Paste the picture of national animal on your notebook and tell whether these are endangered or distinct animal.

FOUNDER OF PAKISTAN



STUDENT LEARNING OUTCOMES

- Introduce Quaid-e-Azam Muhammad Ali Jinnah as the founder of Pakistan.
- Narrate the major events in the life of Quaid-e-Azam Muhammad Ali Jinnah (date of birth, founder of Pakistan, few major contributions and the date when he died).

INFORMATION FOR TEACHERS

1. We live in Pakistan. Pakistan is our beloved country. Its complete official name is Islamic Republic of Pakistan. Its founder name is Quaid-e-Azam Muhammad Ali Jinnah.

Quaid-e-Azam Muhammad Ali Jinnah was born in Karachi on 25th of December 1876. His father name was Jinnah Poonja. He got his early education in Karachi and got higher education in law from England. He became a great lawyer. After completion of education, he started his political life in India in 1906. His struggle was for the independence of India from British rule. He realized that the rights of Muslims in India would not be protected after getting independence from the British's. Because Hindus were in majority and Muslims were in minority. Therefore, Quaid-e-Azam demanded a separate homeland for the Muslims. He struggled hard for this great mission, as a result Pakistan came into being on 14th of August 1947. Therefore, He is called the father of the nation and founder of Pakistan. Quaid-e-Azam was not only the founder of Pakistan, but he was a great man and man of principles, great lawyer, honest, truthful, hardworking and punctual. He did not compromise on his principles. He is the role model for whole the nation. He died on September 11, 1948. His tomb is in Karachi.



DURATION / NO OF PERIODS: 105 MIN/ 03 PERIODS



MATERIALS / RESOURCES REQUIRED

- Textbook, Writing boards, currency notes of 10, 20, 50, 100 500 rupees.



INTRODUCTION

5 MINUTES

1. Ask the students.
 - ◇ What is the name of our country?
 - ◇ Where is the capital of Pakistan?
 - ◇ When Pakistan came into being?
 - ◇ Who is the father of the nation?
 - ◇ What is the name of Quaid-e-Azam?
 - ◇ Where is the tomb of Quaid-e-Azam?
2. After completion this warm up activity announce that we will know today. About the founder of Pakistan Quaid-e-Azam Muhammad Ali Jinnah.

**Activity 1:**

Distribute the students into five groups and divide currency Notes of 10 Rupees, 20 Rupees, 50 Rupees, 100 Rupees, 500 Rupees and 1000 Rupees among these five groups.



1. Ask the each group to observe which is the common thing in these currency Notes.
2. Allot them 10 minutes for this observation.
3. Ask each group to explain whose picture is there on the currency notes. Ask them to discuss in the group.
4. Ask the group leaders to show Quaid-e-Azam picture on currency notes to other groups.
5. Tell the students these are currency notes of our country Pakistan. Quaid-e-Azam Muhammad Ali Jinnah was the founder of Pakistan. Therefore, his picture is posted on all the currency notes of Pakistan.

Activity 2:

1. Divide the students into pairs. Distribute the flash cards among them.
2. Ask each pair to study the relevant page of textbook and write one Quality of Quaid-e-Azam Muhammad Ali Jinnah on flash card i.e. truthful, honest, punctual, handworker etc.
3. Allot them 10 minutes for this activity call them one by one and ask them to display the flash cards, read the Quality of Quaid-e-Azam loudly and paste the flash cards on the wall.
4. Ask the students to note the Qualities of Quaid-e-Azam on their notebooks.

Activity 3:

1. Draw column on writing board. Quaid-e-Azam.

Quaid-e-Azam Muhammad Ali Jinnah	
Column A	Column B
Date of birth of Quaid-e-Azam	Quaid-e-Azam Muhammad Ali Jinnah
Independence day of Pakistan	23 rd March, 1940
Father of the nation	Sindh Madrasat-ul-Islam Karachi
Resolution of Pakistan	England
Early education	25 th December, 1876
Higher Education	Karachi
Tomb	14 th August 1947
Date of death	1 st Governor General of Pakistan
Quaid-e-Azam Muhammad Ali Jinnah	11 th September 1948

2. Ask the students to match column A with Column B.



CONCLUSION / SUM UP

15 MINUTES

1. Tell the students that we learnt today about the Quaid-e-Azam Muhammad Ali Jinnah that he was the founder of our beloved country Pakistan. He was born in Karachi on 25th December 1876. He got his early education from Sindh Madrasat-ul-Islam Karachi. He got higher education from England and became a famous lawyer. He started his political life. His politics was for the rights of Muslims of sub-continent. In the result of his hard work and struggle Pakistan came into being on 14th of August 1947. Quaid-e-Azam was not a great leader but he was a role model for the nation. He was a man of principles, truthful, honest, straight forward and sincere personality.



ASSESSMENT

10 MINUTES

Ask the following questions from the students to assess the activities.

1. Who is the founder of Pakistan?
2. When Pakistan came into being?
3. When and where Quaid-e-Azam born?
4. When and where Quaid-e-Azam died?
5. Where is the tomb of Quaid-e-Azam?
6. Who was the first Governor General of Pakistan?
7. What is the meaning of Quaid-e-Azam?
8. What are the main principles given by Quaid-e-Azam to the Pakistani nation?



HOMEWORK / FOLLOW UP

10 MINUTES

Direct the students.

1. Write down in your notebooks ten sentences about the life of Quaid-e-Azam.
2. Write down five sentences about the history of Pakistan.

DREAMER AND NATIONAL POET OF PAKISTAN



STUDENT LEARNING OUTCOMES

The student will be able to:

- Introduce Allama Muhammad Iqbal as a personality who expounded the idea of Pakistan.
- Narrate the major events in the life of Allama Muhammad Iqbal (date of birth, National poet, famous poems for children and the date when he died).

INFORMATION FOR TEACHERS

1. Allama Muhammad Iqbal was born in Sialkot on 9th November, 1877. His father name was Sheikh Noor Muhammad.
2. He got his early education in Sialkot and obtained MA Degree from Government College Lahore.
3. He got his higher education from England and Germany.
4. He gave the idea of a separate homeland for the Muslims of subcontinent. He gave the idea of two nations in Khutba Allahabad and through his poetry first time in the subcontinent history that the Muslims and Hindus are two separate nations by their faith, which provided the starting point for the creation of Pakistan. Therefore, he is known as the Dreamer of Pakistan.
5. He served as a teacher at Government College Lahore and practiced law for some time.
6. He was a great poet. The main themes of his poetry include Islam, Muslims, freedom and patriotism. He also had a grand love for the Prophet (ﷺ). He is also known as the National Poet of Pakistan because he reawakened the Muslims of India through his poems. He died in 1938. His tomb is in front of Badshahi Masjid Lahore.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, Marker, charts, textbook of G.K Grade-III, picture of Allama Muhammad Iqbal



INTRODUCTION

10 MINUTES

1. Ask the students whether they have heard the following poems پہاڑ اور گلہری ، جگنو
Expected answers Yes / No
2. Hang the picture of Allama Muhammad Iqbal on the wall and ask the students whose picture is it?
3. Ask them who has written these poems?
Expected answer: Allama Muhammad Iqbal
4. Now tell them that today our topic is about Allama Muhammad Iqbal.



DEVELOPMENT

45 MINUTES

Activity 1:

1. Divide the students in four groups and allot them the single topic. The Dreamer of Pakistan.
2. Now tell the students to study the relevant page in the textbook, note main points and write / prepare a speech about Allama Muhammad Iqbal. All the group leaders will deliver a speech. There will be special clapping for the winner.

Activity 2:

Quiz Competition

1. Divide the class into two groups and ask 7 questions from one group and 7 questions from the other group alternatively, the group with maximum correct answers will stand as the winner. Make a score board on writing board and mark the score on relevant box of each group.
2. When was Allama Muhammad Iqbal was born?
3. Where did Allama Muhammad Iqbal get his early education?
4. Where did he pass his MA?
5. Who is known as the poet of the East?
6. Who demanded a separate homeland for the Muslims of subcontinent?
7. Who awarded Allama Muhammad Iqbal the title of Sir?
8. Who wrote the poem of sympathy? *پھردی*
9. Who is the writer of the poem a child's prayer? *بچے کی دُعا*
10. What is the meaning of freedom in Urdu?
11. What is the meaning of Patriotism in Urdu?
12. When did Allama Muhammad Iqbal die?
13. Where is the tomb of Allama Muhammad Iqbal?
14. Where did Allama Muhammad Iqbal go for higher education?
15. For whom most of the poetry of Allama Muhammad Iqbal is?



CONCLUSION / SUM UP

5 MINUTES

1. Tell the students that Allama Muhammad Iqbal is known as the dreamer of Pakistan because he gave the idea of a separate homeland for the Muslims. He is also known as the National Poet of Pakistan because he awakened the Muslim of subcontinent to start struggle for their own homeland.



ASSESSMENT

5 MINUTES

1. Ask a few questions from the list of quiz completion from a few students to assess their understanding.



HOMEWORK / FOLLOW UP

5 MINUTES

1. Ask the students to write an essay in their own words on Allama Muhammad Iqbal in their notebooks.

DIFFERENT STAGES OF LIFE SPAN OF PLANTS AND ANIMALS



STUDENT LEARNING OUTCOMES

- Compare different stages of life span of plants and animals (from pictures through observation / Videos etc.)
- Identify the changes in the life span of an animal and a plant.

INFORMATION FOR TEACHERS

1. All living things have the ability to produce organisms of their own kind.
2. Some off springs of animals are like their parents in form and shape at the time of birth. For example lion, goat, dog, cow etc.
3. Offspring's of some animals are not like their parents the time of birth. Later on they assume the form of their parents for example frog, butterfly etc.
4. Living organisms pass through different stages after their birth and growth.



DURATION / NO OF PERIODS: 70 MIN/ 02 PERIODS



MATERIALS / RESOURCES REQUIRED

- Writing boards, Marker, Duster, Charts, textbook G.K Grade III.



INTRODUCTION

10 MINUTES

1. What is the difference between living and non-living things?
2. Can living things reproduce?
3. How plants produce?
4. Get their responses and briefly tell them the changes in life span of an animal and a plant



DEVELOPMENT

30 MINUTES

Activity 1:

1. Paste the charts of life cycle of a plant and life cycle of butterfly. Ask the students to observe the charts. Discuss in pairs and write down the different stages shown in the life cycle of plant and butterfly in their notebooks. Teacher should facilitate the students and help them if they needed.

Activity 2:

1. Paste charts of life cycle of hen and frog.
2. Divide the class into suitable groups.
3. Discuss the charts in groups and write down the changes in the life span of hen and frog.

- On charts and group leader of each group will present to the class.



CONCLUSION / SUM UP

10 MINUTES

Conclude the topic with following key points.

- All living organisms have the ability to produce organisms of their own kind.
- At the time of birth some living organisms are similar to their parents. For examples lion, cat, dog etc.
- At the time of birth some organisms are not similar to their parents for example butterfly and frog etc.
- The period from birth to reproduction is called life cycle.
- Life cycle of animals and plants have different stages.
- The life cycle of plants consists of four stages while the life cycle of birds has three stages. The life cycle of insects consist of four stages.



ASSESSMENT

10 MINUTES

- Define life cycle?
- How many stages are there in the life cycle of the butterfly?
- Tell the name of stages of bird (hen)
- What happens in the last stage of life cycle of plants?



HOMEWORK / FOLLOW UP

10 MINUTES

- Read Q1 and Q2 given in the exercise at relevant page in you textbook G.K Grade III write down their answer in your note book.

HEAT AND LIGHT OF SUN HELP TO SUSTAIN LIFE ON EARTH



STUDENT LEARNING OUTCOMES

- Recognize that heat and light of sun help to sustain life on Earth which is the only known planet where life exists.

INFORMATION FOR TEACHERS

- Earth is the only planet where life exists.
- Sun is the main source of heat and light for living things on earth.
- We use heat light of the sun in our daily life.
- Animals eat plants as their food but plants prepare their own food in the presence of sun light.
- Heat and light are necessary for the maintenance of life.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, Marker, Duster, charts, Textbook of G.K Grade III



INTRODUCTION

5 MINUTES

- Why we can not see objects at night?
- Why we can see things clearly in day time?
- What is the major source of light?
- What are the benefits of Sun?
- Why we like to sit in sunlight during winter?
- Can plants grow without the sunlight?



DEVELOPMENT

20 MINUTES

Activity 1:

- Ask the students to switch off the lights and close all the windows and doors of class room.
- Ask them, what are they feeling? (dark)
- Open all the windows and doors and ask them why are they feeling light? (sunlight)
- Tell the students that the source of light is sun.

5. Ask the students to leave the class and stand up in the open sky.
6. Ask them why they are feeling heat?
7. Tell them that the source of heat is sun.

Activity 2:

1. Take two plants of same kind place one plant in sun light while other plant at dark place.
2. Give equal amount of water to these plants on daily basis.
3. Observe the changes in them. Discuss in pairs the changes they observed in height of plant, colour of leaves and other changes in your notebooks.
4. Teacher will guide and facilitate the students during the activity.



CONCLUSION / SUM UP

5 MINUTES

1. Earth is the only planet where life exists.
2. Sun is the major Natural source of Heat and light.
3. We see the objects in day time due to sun light.
4. We use the light and heat of sun in our daily life.
5. Green plants prepared their own food in the presence of sun light.
6. Heat and light of sun help to sustain life on Earth.



ASSESSMENT

5 MINUTES

1. What is the name of that planet where life exists?
2. Which is the biggest source of heat and light on earth?
3. Why plants need sun light?
4. Is life possible without sun?



HOMEWORK / FOLLOW UP

5 MINUTES

1. With the helps of parents / elders write five benefits of sun in your notebook.

HABITAT



STUDENT LEARNING OUTCOMES

- Define the term habitat.
- Describe the different habitats for living things (Polar region, desert, forest, aquatic)
- Name plants and animals which live in each of different habitat.

INFORMATION FOR TEACHERS

1. The place where a particular organisms lives naturally is called its habitat.
2. Forest, grassland, deserts, mountains, Polar Regions and aquatic are natural habitats.
3. Habitat is a natural environment where organisms live / grow and fulfill their needs.
4. Different plants and animals live in different habitat.
5. There are two main habitats.
 - Land habitat
 - Water habitat
6. Land habitat is sub divided into forest, desert and grass land.
7. Water habitat is sub divided into fresh water, marine habitat, coastal habitat and polar habitat.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, Marker, Duster, charts, flash cards, Textbook G.K Grade III



INTRODUCTION

5 MINUTES

1. Where does a fish live?
2. Name any two animals, live in desert?
3. Name any two animals, live on land?
4. Where do the lion, tiger and monkey live?



DEVELOPMENT

20 MINUTES

Activity 1:

Paste two charts:

1. Chart one shows the pictures of land habitat.

- i. Forest ii. Desert iii. Grass land habitat
2. Chart two shows the pictures of water habitat.
 - i. Fresh water ii. Marine water iii. Costrel habitat iv. Polar region
3. Divide the class into two groups.
 - Group A: observe chart (1) “land habitat” and ask them to discuss and write the name of any five animals of forest habitat.
 - Group B: observe chart (2) “water habitat” and ask them to discuss and write the name of any five animals of marine/ water habitat.
 - Group leader of each group present his assigned work.
4. The teacher will facilitate and guide the students.

Activity 2:

- Hang the chart of different animals on the writing board.
- Draw the following table on writing board. Divide the class into four groups and distribute flash cards among them:

Habitat	Plant	Animal
Marine		
Forest		
Grass land		
Desert		

1. Group ‘A’ may be asked to discuss and write the names of animals and plants of marine habitat.
2. Group ‘B’ may be asked to discuss and write the names of animals and plants of forest habitat.
3. Group ‘C’ may be asked to discuss and write the names of animals and plants of grassland habitat.
4. Group ‘D’ may be asked to discuss and write the names of animals and plants of desert habitat.



CONCLUSION / SUM UP

5 MINUTES

1. Habitat is the place where living organisms are found naturally and get their needs fulfilled.
2. The habitat of living organisms on the surface of earth is called land habitat.
3. The types of land habitat are forest, grassland and desert.
 - ◇ Forest is a large area which is covered by green plants and trees.
 - ◇ Grasslands: Wide area which is covered by grass and bushes.
 - ◇ Deserts are mostly sandy, hot and dry area.
4. The habitat of living organisms in water is called water habitat. The types of water habitat includes pond, river, ocean and Polar Regions.
 - ◇ **Fresh water:**
Rivers, lakes, ponds, streams are included in fresh water.
 - ◇ **Marine Habitat:**
Oceans are biggest water habitat. Large variety of plants and animals are found in this habitat.

◇ **Coastal habitat:**

The area where land and oceans meet.

◇ **Polar region:**

Polar region is the coldest regions and it is covered with snow throughout the year.



ASSESSMENT

5 MINUTES

1. Define habitat.
2. How many types of habitat are there?
3. Name any two land habitat.
4. Name any two water habitat.
5. Name a desert habitat.
6. Name any two Grass land habitat.



HOMEWORK / FOLLOW UP

1. Paste pictures and write the name of any five land habitat in your note books.

ECOSYSTEM



STUDENT LEARNING OUTCOMES

- Briefly introduce what an Ecosystem is
- Identify the environmental factors (Temperature, light, water) that support the life in a habitat.

INFORMATION FOR TEACHERS

1. Ecosystem is a community or group of living organisms that live and interact with each other in a specific environment.
2. Ecosystem contains biotic and abiotic factors.
3. Biotic factors are the living parts of the eco-system e.g. plants, animals and decomposers like bacteria etc.
4. Abiotic factors are the nonliving parts of the eco-system e.g. temperature, light, soil, and water.
5. Ecosystem is different for different animals, For example, the ecosystem of frog is different from the ecosystem of lion.
6. Examples of ecosystem are:
 - Terrestrial ecosystem, Forest ecosystem, Grassland ecosystem, desert ecosystem, tundra eco-system, fresh water ecosystem and marine ecosystem.



DURATION / NO OF PERIODS: 70 MIN/ 02 PERIODS



MATERIALS / RESOURCES REQUIRED

- Writing board, Marker, Charts, Duster, textbook.



INTRODUCTION

05 MINUTES

1. Ask the following questions.
 - ◇ What do you need to live? (food, water, air etc.)
 - ◇ From where did we get our food? (plants and animals etc.)
 - ◇ Where plants grow? (soil, water)
 - ◇ Where animals live? (land, forest, water)
2. After taking their responses announce the topic "eco-system".



DEVELOPMENT

15 MINUTES

Activity 1:

1. Paste a chart of an ecosystem on writing board and ask the students to observe the chart carefully. After mutual discussion write down in the note books about the living and nonliving things shown in picture.

Activity 2:

Ask the pairs to read the relevant pages of their text book and answer the following questions.

1. What is eco-system?
2. What are the main elements of eco-system?



CONCLUSION / SUM UP

5 MINUTES

1. Conclude the topic with following key points.
2. Living and nonliving things present at one place affect each other in specific environment is called Ecosystem.
3. Ecosystem contains two components
 - a. Biotic
 - b. Abiotic
4. Biotic components are living part (animals, plants and microorganism).
5. Abiotic components are nonliving part (e.g. temperature, light and humidity).
6. Ecosystem is different for different animals. e.g. the ecosystem of Frog is different from ecosystem of lion.
7. Examples of ecosystem are forest ecosystem, Grassland ecosystem and fresh water, ecosystem etc.



ASSESSMENT

5 MINUTES

1. What is an ecosystem?
2. What are the two main components of an ecosystem?
3. What is meant by biotic components?
4. What is meant by abiotic components?
5. Tell the Names of any two biotic components?



HOMEWORK / FOLLOW UP

5 MINUTES

1. Draw and write the names of any three living and nonliving things on your notebook.

ADAPTATION



STUDENT LEARNING OUTCOMES

- Understand the ways plants and animals have certain features adapted to their habitat (Camel, Fish, Polar bear, Cacti, Lotus, Pine trees etc.)
- Identify the ways human activities affect the natural habitats.

INFORMATION FOR TEACHERS

1. The appearance of characteristics in a living organisms in a specific habitat due to changing conditions is adaptation.
2. These adaptations are necessary for getting food, protections from climatic changes and enemies.
3. Living organisms prepared themselves for various changes which occur in environment.
4. Camel is an animal of desert. To face desert condition camel has hump, soft and wide feet, long eyebrows.
5. Pine trees grown in cold area have narrow and pointed leaves. Instead of flowers they have cones which remain closed during winter.



DURATION / NO OF PERIODS: 70 MIN/ 02 PERIODS



MATERIALS / RESOURCES REQUIRED

- Writing board, Marker, Charts, Duster, textbook Grade III, prepared chart having pictures of camel, pines, bear and frog.



INTRODUCTION

10 MINUTES

1. Paste prepared chart on writing board.
2. Ask the following questions.
 - ◇ Have you ever seen a camel?
 - ◇ How camel is able to survive in desert?
 - ◇ Have you ever seen pine trees in cold area?
 - ◇ Why pine trees have narrow and pointed leaves?
 - ◇ Introduce the topic "Adaptation". Who is worthy of worship?
 - ◇ Have you ever been to Masjid?



DEVELOPMENT

45 MINUTES

Activity 1:

1. Divide the class into three groups and give the following charts to each group.
 - ◇ **Group A:** a chart showing camel and cactus plant of desert area.
 - ◇ **Group B:** a chart showing fish and lilies of aquatic habitat
 - ◇ **Group C:** a chart showing polar bear and pine trees of cold area.
2. Ask the groups to study the adaptations found on their assigned charts from their textbook and write down the main adaptations in note books.
3. The group leader of each group present the key points of their assigned task. Teacher should facilitate and guide during activity.

Activity 2:

Ask the students to open the relevant pages of their text books and write down the main points of "effects of human activities on land habitat and Water Habitat and answer the following questions.

4. How human activities effect the land habitat?
5. How human activities effect the water habitat?



CONCLUSION / SUM UP

5 MINUTES

Conclude the main points of the topic.

1. Living organisms adopt themselves according to their environment.
2. Living organisms prepared themselves for various changes, which occur in environment.
3. Evaluational process where a plant and an animal become suited to living in a particular habitat is called adaptation.
4. Changes may occur in body of the animal and in structure of plants according to their habitat.
5. Camel is a desert animal. It has hump to store food for many days. The soft and wide feet of camel help it to walk on sand.
6. Cactus plant is found in desert area. Therefore these plants have hard and thick cuticle in order to increase their capacity to store more water.
7. Polar bears are found in Polar Regions. The skin of polar bears is thick, hard and have fatty layer under the skin which protects bear from cold.
8. Pine trees are found in cold area. These have narrow and pointed leaves.
9. Fishes are found in water having fins on both side of their bodies which help in swimming.
10. Usually Lilies are found in water having big and flat leaves, which help them in floating.
11. Human beings are effecting natural habitats for their own benefits.
12. Human activities are destroying forest and polluting water.



ASSESSMENT

5 MINUTES

Ask the following questions.

1. Why camel has hump?
2. Why fish has fins?
3. Where cactus are found?
4. What is the shape of cactus leaf?

5. Which trees have Cones?
6. Write two effects of human activities on natural habitats?



HOMEWORK / FOLLOW UP

5 MINUTES

1. With the help of parents write down the three effects of human activities on land habitat and water habitat in their notebook.

FOOD AND ITS BASIC GROUPS



STUDENT LEARNING OUTCOMES

- Recognize that plants make their own food in the presence of sun light.
- Recognize that different animals eat different kinds of food.
- Identify certain food groups as fruit, vegetable, Grains, dairy product, meat and dry fruits.

INFORMATION FOR TEACHERS

1. Living organisms need energy for their life. They get energy from food.
2. All living organisms do not eat same type of food. Different animals eat different food.
3. Animals are divided into three groups on the basis of food types.
4. Some animals only eat green plants e.g. Goat, Cow, Rabbit etc. they are called herbivores.
5. Some animals eat meat of other animals e.g. Lion, wolf, tiger etc. are called carnivores.
6. Some animals eat both green plants and meat e.g. Human beings, Crow, rat etc. they are called omnivores.
7. Food is divided into fruits and vegetables, Grains, Dairy products, meat and dry fruit.



DURATION / NO OF PERIODS: 70 MIN/ 02 PERIODS



MATERIALS / RESOURCES REQUIRED

- Writing board, Marker, Duster, Charts, Textbook G.K Grade-III



INTRODUCTION

5 MINUTES

1. Ask following question.
 - ◇ What you like to eat?
 - ◇ Why do we eat?
 - ◇ When you feel more energetic?
 - ◇ Tell the names of any two fruits?
 - ◇ Tell the names of any two vegetables?
2. After taking their responses teacher will introduce the topic “food and its basic groups”



DEVELOPMENT

15 MINUTES

Activity 1:

1. Divide the class into three groups
2. Paste charts of different animals on writing board and draw three columns on writing board.

HERBIVOROUS	CARNIVORES	OMNIVORES

3. Ask students to carefully observe the chart and tell the names of animals who eat plants, animals and both plants and animals
4. Take the responses and write it in relevant column.

Activity 2:

1. Divide the whole class in to 5 groups and ask them to open relevant pages of their text book and discuss the assigned topic with group. group 1: fruits and vegetables, group 2: grains, group 3: dairy products, group 4: meat, group 5: dry fruit.
2. After allotted time group leader will present their finding with whole class.
3. Conclude the activity by sharing the importance of balance diet.



CONCLUSION / SUM UP

7 MINUTES

Conclude the topic with following key points.

1. All living organisms need energy to live.
2. Living organisms get energy from food.
3. Green plants prepare their own food.
4. On the basis of food, animals, are divided into three groups, herbivores, carnivores, and omnivores.
5. Food is divided into many groups which include fruits, vegetables, meat, grains, dairy products and dry fruits.
6. Milk makes teeth and bones strong, meat is important for growth similarly vitamins and minerals are obtained from fruits and vegetables.



ASSESSMENT

5 MINUTES

Ask following questions

1. On the basis of food how many groups of animals are there?
2. What are carnivores?
3. Tell the names of any two herbivores?
4. Which diet is necessary for strong teeth and bones?
5. On the basis of food you belong to which group?



HOMEWORK / FOLLOW UP

3 MINUTES

1. Paste two pictures of herbivore, carnivores and omnivores on your notebook.

BALANCE DIET AND FACTORS



STUDENT LEARNING OUTCOMES

- Define a balanced diet.
- Recognize that healthy living requires eating a balanced diet, keeping clean, sleeping well and exercise regularly.
- Identify the ways to get sufficient exercise to stay healthy.

INFORMATION FOR TEACHERS

1. We need balanced diet which contains all basic groups of food for a healthy and active life.
2. Food contains fruits, vegetables, grains, meat, milk and eggs etc. is called Balanced diet.
3. Balanced diet is essential for healthy life.
4. A part from balanced diet, cleanliness, proper sleep, and Exercise are necessary for healthy life.
5. Children who do not get enough healthy diet, may fall growth and face health



DURATION / NO OF PERIODS: 70 MIN/ 02 PERIODS



MATERIALS / RESOURCES REQUIRED

- Writing board, Marker, charts, Duster, Textbook of General Knowledge Grade-III.



INTRODUCTION

5 MINUTES

1. Do you like to eat fruits?
2. What is your favorite fruit?
3. What is your favorite vegetable?
4. Why we wash our hands before and after meal?
5. Why we need proper sleep?
6. What is your favorite game?
7. Why you play game?



DEVELOPMENT

20 MINUTES

Activity I:

1. Hang the chart of fruits and vegetables in front of class.
2. Divide the class into four groups.

- Ask each group to discuss and write the names of four fruits and vegetables, you like and complete the following task.

S. No	Name vegetables / Fruit	Season in which found	Colour
1			
2			
3			
4			

- Group leader will present his assigned group work guidance.

Activity 2:

- Divide the class into three groups.
 - ◇ Group A may be assigned the Topic “cleanliness”.
 - ◇ Group B may be assigned the Topic “proper sleep”.
 - ◇ Group C may be assigned the Topic “Exercise”
- Ask the groups to read the assigned topics in their textbooks and write the key points of the assigned task on charts.
- Group leader of each group will present his chart.



CONCLUSION / SUM UP

5 MINUTES

- The diet which contains all groups of food is called a balanced diet.
- A balanced diet provides the body with essential nutrition's.
- Without balanced diet, your body may face numerous health problems.
- A part of balanced diet, clean environment, regular exercise and proper sleep are necessary for healthy life.
- Proper sleep makes the body fresh and ready to work.
- Regular exercise keep the body strong, healthy and protects it from diseases.
- Riding bicycle, swimming and playing different games keep the body healthy.



ASSESSMENT

5 MINUTES

- What will happen, if we don't eat balanced diet?
- Tell the three measures for cleanliness?
- Name any three fruits available in summer?
- Why proper sleep is necessary for good health?
- What is your favorite game?
- What are your feelings after you finish your game?
- Why milk is necessary for children?



HOMEWORK / FOLLOW UP

- Discusses with your parents about cleanliness and write down 05 measures of cleanliness in your notebook.

THE COMMUNITY



STUDENT LEARNING OUTCOMES

- Define community and its importance.
- Describe the activities that individuals perform for the welfare of the community.
- Identify key problems in their local area (Shortage of drinking water, lack of health and educational facilities, poor sewerage system etc.)

INFORMATION FOR TEACHERS

1. Definition of community.
2. A group of people living in the same area and having common characteristics and having common issues is called community.
3. People living in a community support each other. For example, A teacher teaches children, a doctor treats patients and a farmer grows farinas. Thus, they all work for the welfare of community.
4. Due to increasing population, the community have some problems, which can be solved individually. Whereas some problems need the help of others / government.
5. Some main problems are as under.
 - ◊ Shortage of drinking water.
 - ◊ Lack of educational Facilities.
 - ◊ Lack of Health facilities.
 - ◊ Poor sewerage system.
6. The above mentioned problems can be solved with the co-operation of community. If the community do not waste the water and manage the water utilization and store the rain water this problem will be solved automatically.
7. Every community member should realize that the cleanliness of his surrounding area is his own duty therefore, dirty water should not be stands in streets which is the cause of spread of diseases. It is the duty of every citizen to clean his streets and drains in front of his house.
8. Lack of educational and health facilities issues should be resolved by the government.



DURATION / NO OF PERIODS: 70 MIN/ 02 PERIODS



MATERIALS / RESOURCES REQUIRED

- Textbook for General Knowledge of Grade- III
- Writing board, Marker, chart, Flash cards.



INTRODUCTION

15 MINUTES

Ask the following questions.

1. How many people live in your home?
2. How many people live in your village / town / city?
3. Why people live together?
4. Can you build your house?
5. Who build house for you?
6. Do you appreciate the meson?
7. Who sew your cloths / uniform?
8. Do you realize the services of tailor?
9. Do you clean your street?
10. How can you solve the problem of shortage of drinking water?



DEVELOPMENT

30 MINUTES

Activity 1:

1. Divide the students into three groups equally.
2. Ask group A to sweep and clean their classroom.
3. Group B clean the school ground area and drains of school.
4. Group C clean the surroundings area of school.
5. Allot them for this activity 15 minutes. After completion the activity, together the groups and tell them that you belong to different families but you are studying in class 3rd of the same school.
6. You can help one another. All of you take part in cleanliness of school similarly with the help of community we can solve our local problems. Therefore, you should take part in cleanliness of your masjid, Hujra, community center and your streets.

Activity 2:

1. Prepare a chart given below on writing board.
2. Ask the students to look at the checklist at the chart pasted on writing board whether the facilities available or not available in your village / town.
3. Fill the relevant column as given answers by students.

S. No	Facilities	Yes / No
1	Clean drinking water	
2	Drainage system	
3	Primary school for boys	
4	Primary school for girls	
5	Play ground	
6	Wash rooms in school	
7	Community center	
8	Proper system for garbage disposal	
9	Mosque	
10	Telephone / Internet	
11	Electricity	
12	Sui Gas	



CONCLUSION / SUM UP

10 MINUTES

1. Tell the students.
2. Human beings live together because they need help one another.
3. Anyone cannot fulfill his needs but he needs the help of society. Community work together and every member of community help the others Therefore every parson and profes- sion is important in community.
4. Due to increasing of population community face some problems i.e.
5. Shortage of drinking water.
6. Lack of educational and health facilities.
7. Poor sewerage system.
8. We can solve these problems with the help of community by realizing our duties.



ASSESSMENT

10 MINUTES

Ask the question.

1. Do you have the facility of clean drinking water?
2. Do you have proper drainage system in your village / Town?
3. Do you have play ground in your village / Town?



HOMEWORK / FOLLOW UP

5 MINUTES

1. Ask the students to make a list of facilities which they have in their village / Town.
2. Prepare a list of shortage of facilities they have need.

THE ROLE OF GOVT AND CITIZENS



STUDENT LEARNING OUTCOMES

- Recognize that citizens, organize themselves to meet their needs.
- Describe what the Government does to meet the needs of citizens.

INFORMATION FOR TEACHERS

1. People live together where they help each other. No one can fulfil his needs alone without the help of others, Each and every person need others help. For example people build Masjid for their Mohallah by organizing themselves, construct Hujra by unity and other welfare projects completed by the unity of the society.
2. Many of the basic local issues can be resolved by the organizing and unity of the citizens at local stage.
3. Through local bodies elections people elect their representatives who belong to local area. They know the basic issues / problems and can resolve them with the help of the Government.
4. Government establishes different departments to fulfil the needs of citizens just like Education Department for providing educational facilities, public Health Department for providing clean drinking water, WAPDA for providing electricity etc.
5. Government cannot meet the needs of citizens without their co-operation. Due to lack of resources, government cannot meet all the needs of the people.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Textbook for General Knowledge of Grade- III
- Writing board, Marker, Chart, Flash cards.



INTRODUCTION

5 MINUTES

1. Ask the questions.
 - ◊ Who build Majid in you Mohallah?
 - ◊ Who build Hujra?
 - ◊ Who is the provider of educational & health facilities?
 - ◊ What is the function of Public Health Department?
 - ◊ Who has provided the facility of Post office?
2. Announce to-day we will learn about the organization of people and efforts of government to fulfil the basic needs.

**Activity 1:**

1. Divide the class into seven groups.
2. Distribute the flash cards among them. Write a name of welfare organization on one card. Distribute one card to one group. Ask them to identify the organization and discuss among the group.
3. Allot them 10 minutes for discussion. Supervise and help them during activity.
 - ◇ Anjuman Himayat-e-Islam
 - ◇ Edhi Foundation
 - ◇ Sahara Welfare Foundation
 - ◇ Minhaj Welfare Foundation
 - ◇ Akhuwat Foundation
 - ◇ Hilal-e-Ahmar
 - ◇ Al-Khidmat Foundation
4. After the discussion, call group leaders one by one to present the information about the welfare organization discussed in the group.
5. Tell the students these welfare organizations serve and help the people throughout the country. These welfare organizations are role models in resolving issues and problems of the people.

Activity 2:

1. Draw a column on writing board that shows the Government efforts to meet the needs of citizens by establishing institutions.
2. Ask the students to match column A with column B and identify the role of different departments in the resolving issues and problems of the citizen.

Column A	Column B
Education Department	Hospitals
Construction & work Department	Electricity
WAPDA /PESCO	Drinking water
Public Health Department	Roads / Buildings
Health Department	Schools / Colleges
Law & order	Telephone / Internet
PTCL (Pakistan telecommunication limited)	Police



Tell the students that:

3. Human live together to meet their needs. If they work together and organize themselves, they can solve many of the problems and issues themselves.
4. Many welfare organizations in our country provide the services to the citizens and help them. Eidhi Foundation, Al-Khidmat Foundation, Red Crescent Sahara Foundation and many other organizations are serving and helping the citizens.
5. Government is trying its best to resolve the basic issues of citizens by establishing different departments and appoints officials in every District & Tehsil of concerned departments to resolve the citizen's problems at their doorstep. Citizens should organize themselves, help and co-operate with the Government officials and departments.



ASSESSMENT

5 MINUTES

1. Ask the following questions from the students to assess their learning.
2. Name any two organizations working in Pakistan for the welfare of citizens?
3. Who provide the health & education facilities to citizens?
4. Which building has been constructed by the co-operation of citizens in your Mohallah?
5. What can you do by organizing yourselves in your school?



HOMEWORK / FOLLOW UP

1. Ask the students to make a list of welfare work done by people and a list of welfare work done by Government in your village / Town.

ROLE OF GOVT AND PEOPLE



STUDENT LEARNING OUTCOMES

- Suggest ways the Government and people can work together to meet the people's needs in the area.
- Identify ways they can demonstrate good citizenship (playing fairly, helping others, following rules, Taking responsibility for one's actions).
- Identify the personal traits of good citizens (Trustworthiness, respect for law, responsibility, honesty, tolerance, gender equality and respect for other's rights).

INFORMATION FOR TEACHERS

1. In the modern world, it is the collective responsibility of Government and citizens to work together and resolve all the issues and problems of the locality.
2. If the citizens assist the Government institutions, many problems can be resolved quite easily.
3. For example traffic problems can be resolved if the people cooperate with traffic police. The standard of cleanliness can be improved if the people cooperate with the Government. There are many other problems which people can solve on their own hands.
4. For example the people of a locality can resolve the problems of clean drinking water, sewerage and cleanliness. Similarly, they can build masjid, school, playground and hospital where necessary.
5. The Government cannot resolve all the issues within its limited resources.
6. To be a good citizen, everyone needs to possess the following characteristics.

(i) Truthfulness	(ii) Respect for law	(iii) Honesty
(iv) Tolerance	(v) Equality	(vi) Respect for others



DURATION / NO OF PERIODS: 70 MIN/ 02 PERIODS



MATERIALS / RESOURCES REQUIRED

- Textbook for General Knowledge of Grade- III
- Writing board, Marker, chart, Flash cards.



INTRODUCTION

5 MINUTES

1. Do you clean your houses regularly?
2. Do you clean your streets regularly?
3. Do you throw garbage in drains?
4. Has anyone donated a piece of land for masjid, school or playground in your locality?
5. So today our topic is: The role of Government and people.



DEVELOPMENT

20 MINUTES

Activity 1:

1. Divide the class into six groups.
2. Group 1 and 4 will prepare the list of the facilities that the Government has provided in their locality.
3. Group 2 and 5 will prepare a list of facilities that the people have established by themselves in their locality.
4. Group 3 and 6 will prepare a list of those facilities which the people and Government have collectively provided to the locality.
5. Group leaders will present their findings (work) in front of the class. Provide feedback if needed.

Activity 2:

Provide the following list to all the students of the class and tell them to fill it up just to identify that how many good traits they do possess.

	Statements	Yes	No	Sometime / seldom
1	Do you respect your mother / elder?			
2	Do you tell a lie?			
3	Do you forgive your younger brother / Sister?			
4	Do you avoid quarreling / fighting with your friends?			
5	Do you do your homework regularly?			
6	Do you tell the Truth always?			
7	Do you follow traffic rules when crossing the road?			
8	Do you wait for your turn when playing?			
9	Do you control your anger when hungry?			
10	Do you help others?			



CONCLUSION / SUM UP

3 MINUTES

1. The Government is always working for the welfare of its people, but it cannot meet all the needs of the people because of limited resources. Therefore, it is very important that the Government and people should work together to meet the requirements of the locality/ country.
2. As a good citizen, It is our responsibility to tell the truth, respect the elders, love the younger's, follow the laws, help the others and avoid quarreling.



ASSESSMENT

5 MINUTES

Ask the following questions form the students to judge their understanding.

1. Do the Government need your help in welfare activities?
2. How can you help the Government in welfare activities? Mention only one point.
3. Do you follow traffic rules?



HOMEWORK / FOLLOW UP

2 MINUTES

1. Enlist those activities with the help of your parents where people have helped the Government in providing facilities to the locality.

DISAGREEMENTS / CONFLICTS AND THEIR REASONS



STUDENT LEARNING OUTCOMES

- Recognize disagreements / conflicts that occur at home, in school and in the local community.
- Identify feelings of people in different conflicting situations.
- Identify reasons for disagreement with friends and family members.

INFORMATION FOR TEACHERS

1. Different people have different views on the same issue or different people have different approaches on the same issue. They do not agree on one point. This is called disagreement.
2. People respond in different ways at the time of conflicting situation.
3. The following are the main reasons for disagreements.
 - ◇ Differences in likes and dislikes.
 - ◇ Not waiting for ones turn.
 - ◇ No respect for the opinion of others.
 - ◇ Not listening to others carefully.
 - ◇ Looking one side of the picture and do not try to look the other side.
 - ◇ Thinking himself superior than other.
 - ◇ Thinking own opinion right and the others opinion wrong without listening.
 - ◇ Lack of knowledge and tolerance.
 - ◇ Overall impact of the behavior of society.
 - ◇ Lack of Islamic values.



DURATION / NO OF PERIODS: 105 MIN/ 03 PERIODS



MATERIALS / RESOURCES REQUIRED

- Textbook for general knowledge of Grade- III. Writing board, Marker/chalk, Duster and charts,



INTRODUCTION

10 MINUTES

1. How many students are there in your class?
 2. How many among them are your friends?
 3. Why are all people not our friends?
 4. What makes you angry?
 5. What do you do at the time of anger?
- Now announce the topic, "Disagreement / Conflicts and their reasons".

**Activity 1:**

1. Divide the students into three groups.
2. Ask them to read and discuss the relevant page of the textbook.
3. Display a prepared chart of different conflicts which generally occur in our lives. (e.g conflict on taking turn, having seat, having toys etc.) and give flash cards to the groups.
 - ◇ Group -I: Make a list of disagreements (in the light of displayed chart) often occur at home.
 - ◇ Group-II: Make a list of disagreements which occur at school.
 - ◇ Group-III: Make list of disagreements which occur in our society.
4. All the group leaders will display their charts on the writing board and read it loudly in front of the class.

Activity 2:

1. Select ten students among the class.
2. Provide seven chocolates to the selected students.
3. Ask them to distribute the chocolates among the selected students.
4. Select two students who note the response of those students who did not obtain any chocolate. (One of them remain silent, the second one shows minor anger and the third one attacks on other student to obtain chocolate).
5. Ask one of the selected students to read the main points loudly.
6. The teacher observe the acuity and guide the students briefly. It shows that all the three deprived students reacted differently in the same situation.

Activity 3:

1. Divide the students into two groups.
2. Ask the students to read and discuss the relevant topic from the textbook.
3. Group-I: Make a list of reasons for disagreements with friends.
4. Group-II: Make a list of reasons for disagreements with family members.
5. Ask each group leader to read the list of disagreements loudly.
6. The teacher observe and express that different conflicts have different reasons.



Write the main points of the topic on writing board and discuss briefly.

1. Disagreements / conflicts:

Different people have different views in the same situation.

2. Different people have different feelings:

Different people show different response at the time of disagreements.

3. Main reasons for disagreement / conflicts:

There are many reasons for disagreements i.e. not listening of other opinions, not respecting others, lack of tolerance and knowledge thinking himself superior then other.



ASSESSMENT

10 MINUTES

1. What do you know about the disagreements?
2. Why do conflicts often occur among people?
3. Do people have same feelings in conflicts situations?
4. Tell two reasons for disagreement?



HOMEWORK / FOLLOW UP

5 MINUTES

1. Ask the students to discuss reasons for disagreement with their parents.

PROBLEM-SOLVING METHODS TO RESOLVE DISAGREEMENTS / CONFLICTS



STUDENT LEARNING OUTCOMES

- Identify the ways in which people resolve conflicts / disagreements at home and school.
- Apply discussion and problem solving methods to work out disagreement.

INFORMATION FOR TEACHERS

1. People can resolve their conflict / disagreement by adopting these ways.
 - ◇ Admitting one's own mistakes.
 - ◇ Apologizing for mistakes.
 - ◇ Forgiving other for their mistakes.
 - ◇ Giving respect to others.
 - ◇ Controlling anger and emotions.
 - ◇ Listening others carefully and respectfully.
2. All the above are different ways of resolving conflicts / disagreement.



DURATION / NO OF PERIODS: 70 MIN/ 02 PERIODS



MATERIALS / RESOURCES REQUIRED

- Textbook for General Knowledge of Grade- III,
- Writing board, Marker/chalk, Duster and charts,



INTRODUCTION

10 MINUTES

1. Have you seen any dispute between two persons in your street?
2. What was the reason for their dispute?
3. What was happened at the occasion.
4. What was the role of people at that time.
5. How did they resolve their dispute?
6. What should we do when we know about other people conflict?

Announce today's topic "Problem solving methods to resolve disagreement / conflicts.



DEVELOPMENT

40 MINUTES

Activity 1:

1. Prepare a questionnaire having questions about problem-solving ways.

For example:

- ◇ Who is the elder of your family?
 - ◇ Who resolve the disputes of your family?
 - ◇ How people resolve the dispute of your village?
 - ◇ Do you know what is Jirga?
 - ◇ Why did police come to your village
2. Divide the students in suitable groups.
 3. Provide each group a copy of the same questionnaires.
 4. Ask the students to discuss in pairs all the questions and answer them according your approach.
 5. Allot them 15 minutes for discussion.
 6. Each group leader write their answers on the writing board such as

Group - 1

Group - 2

Group - 3

Activity 2:

1. Arrange a role play.
2. Select five students randomly from the class.
3. One of them play the role of mediator / elder.
4. One of them claim that the other student torn his book.
5. The second student will claim that the other student broken his pencil.
6. Mediator will decide peaceful decision between the opposite parties to resolve the conflict.
7. Student-1 act as apologizer and admit his mistake and apologize for his mistake.
8. Student-2 looser / effected act as looser and forgive him.



CONCLUSION / SUM UP

5 MINUTES

1. Write main points of today's topic on the writing board.
2. Ways of resolving conflicts: Admit one' mistakes.
3. Discussion: Apologizing for your mistakes.
4. Respecting elders: Forgiving other for their mistakes.
5. Listening your fellows respectfully: Controlling your anger and emotions.



ASSESSMENT

10 MINUTES

1. A chart with multiple traffic signs shall be pasted on the writing board and teacher shall How can one control his anger?
2. Why should we admit our mistakes?
3. What are the virtues of forgiveness?
4. What are the benefits of resolving conflicts among others?



HOMEWORK / FOLLOW UP

5 MINUTES

1. Discuss the ways of resolving conflicts with your family members.

MATTER AND ITS STATES



STUDENT LEARNING OUTCOMES

- Identify matter and its states.
- Recognize basic differences between states of matter such as, water, through physically observable properties (shapes and size).

INFORMATION FOR TEACHERS

1. Anything that occupies space and having mass is called matter. (e.g.) stone, water, air etc.
2. Every matter (Solid, liquid, gas) is made up of very small particles called atoms.
3. Matter exists in three states. (i) Solid (ii) Liquid (iii) Gas
4. All three states of matter have different characteristics regarding shapes and volume.
5. States of matter are interchange able.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Textbook for general knowledge Grade- III. Writing board, Marker, Duster and charts.



INTRODUCTION

5 MINUTES

1. Tell the names of things around you in classroom?
2. Have these things any Mass?
3. Whether these things have any mass?
4. What happens when water is kept in freezer?
5. Name three states of water?
6. Introduce the topic “matter and its states”.



DEVELOPMENT

15 MINUTES

Activity 1:

1. Write the words: chair, table, pencil, rubber, milk, Book, water, Bag, air, filled Balloon on writing board or show them pictures if easily managed.
2. Ask the students randomly to tell the states of these things and also write down the states of these things in your notebook.

Activity 2:

Demonstrate this activity by taking some cubes of ice in beaker and heat them. Students observe and will write the answers of the following question.

1. Which state does the ice change in?
2. Heat more and observe the changes that occur?
3. Why did the changes in ice occur?



CONCLUSION / SUM UP

8 MINUTES

1. Anything which occupy space and have mass is called matter.
2. Matter has three states, solid, liquid and gas.
3. The three states of matter are different from each other due to their physical characteristics.
4. The state of matter can be changed due to heat.



ASSESSMENT

5 MINUTES

1. How many states of matter are there?
2. Tell the three states of water?
3. Why did the changes occur in the state of matter?
4. Tell any two examples of matter?



HOMEWORK / FOLLOW UP

2 MINUTES

1. Write the three states of Matter, along with example in your notebook.

SOURCES OF ENERGY



STUDENT LEARNING OUTCOMES

- Recognize that energy is required for doing work.
- Understand that sources of energy are used for many things (move an object, heating, lighting, transportation, electric appliances etc.)
- Identify natural sources of energy (e.g. the sun, wood, flowing water, wind, coal, oil, gas).

INFORMATION FOR TEACHERS

1. The ability to do work is called Energy.
2. Energy is required to cook food, to drive a car or push an object.
3. Human beings need different tools to make their lives comfortable. Energy is required for these tools to work.
4. Sun is the biggest natural source of Energy.
5. Other natural sources of energy are flowing water, air, coal, Natural gas and crude oil etc.
6. Everything present around us either uses or provides energy.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, Marker/chalk, Duster and charts, textbook G.K Grade-III



INTRODUCTION

5 MINUTES

1. What is used to cook the meal?
2. Can we do any work without energy?
3. What is used to run motorcar or bus?
4. Name any two natural sources of energy?
5. Which is the biggest natural source of energy?
6. What are the uses of gas.



DEVELOPMENT

15 MINUTES

Activity 1:

1. Divide the class into four groups and ask them to study the relevant pages of the text book.
2. Group A may be asked to discuss and write the uses of sun on chart.

- Group B may be asked to discuss and write the uses of coal on chart.
- Group C may be asked to discuss and write the uses of oil on chart.
- Group D may be asked to discuss and write the uses of gas on chart.
- Ask each group leader to present his group work in the class.

Activity 2:

- Hang the following chart in front of class and ask random students to tell the source of energy, the following use.

	Pictures	Sources of energy
1	Car	
2	Sailing boat	
3	Burner	
4	Water mill	
5	Motor bike	

- Facilitate and guide the students.



CONCLUSION / SUM UP

5 MINUTES

Conclude the topic with key points.

- The ability to do work is called energy.
- Energy is a basic need of life.
- No work can be done without energy.
- We cannot cook food or drive car / bicycle without energy.
- Sun, air, coal and gas natural sources of energy.
- Sun is the biggest source of energy.



ASSESSMENT

5 MINUTES

- What is an energy?
- Name any two natural sources of energy.
- Name two uses of natural gas.
- Which source of energy is used for generating electricity? (flowing water, oil, wind)



HOMEWORK / FOLLOW UP

- Write any five domestic uses of electricity in your notebook.

LIFE IN THE PAST AND PRESENT AGE**STUDENT LEARNING OUTCOMES**

- Recognize that present time is different from the past in terms of living style, food, communication, clothes etc.
- Identify how schools, communities and transportation have changed over time (from the given pictures).
- Sequence events in narrative in chronological order.

INFORMATION FOR TEACHERS

1. In past people lived in caves.
2. They used to eat uncooked vegetables, fruits, seeds and meat etc.
3. They used horses, donkeys and other animals for transportation.
4. They used skin of animals to cover themselves.
5. They used stones, wood and animals bones as tools.
6. In present time, life has been made comfortable by modern machines.
7. With the invention of wheel, man has made different machines, vehicles, and electrical appliances.
8. Present life is completely different from that of the past.

**DURATION / NO OF PERIODS: 105 MIN/ 03 PERIODS****MATERIALS / RESOURCES REQUIRED**

- Writing board, Marker/chalk, Duster, charts and flash cards, text book of G.K grade-III.

**INTRODUCTION**

10 MINUTES

1. How did the people travel in past?
2. What the people in the past used to eat?
3. What is your favorite food?
4. How do you travel to school?
5. Have you seen an aeroplane?
6. What is an aero plane used for?

Today we will discuss about “Life in the past and present age”.



Activity 1:

1. Make pairs of students.
2. Ask them to read the relevant pages of the textbook and discuss with each other about the present and past life style of the people.
3. Make a list of food, clothes, means of transportation, and living facilities on chart that were used in past with the help of students.
4. Make a list of facilities, we use at present time with the help of students.

List of facilities man used in the past	List of facilities we use at present

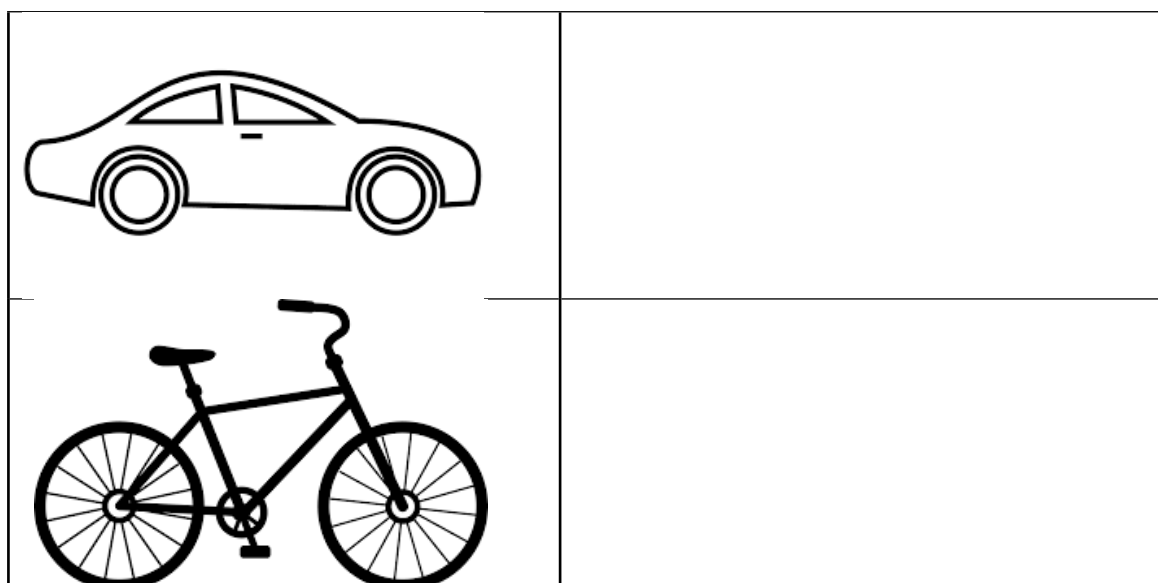
5. Ask random students to read both the list in front of the class.






Activity 2:

1. Make suitable groups of the students.
2. Provide flash cards of educational institutions, means of transportation, foods, clothes, and life style in the past and present age.
3. Now ask each group to separate flash cards of present and past age facilities.
4. Ask each group to paste the flash cards of past age facilities on one side of the board and the modern age facilities on the other side.
5. Tell the students that how did the world changed with the passage of time?
6. Facilitate and guide the students.

Activity 3:

1. Paste a prepared charts of means of transportation used in different ages.
2. Ask random students to number the pictures in chronological order and repeat this activity randomly.



3. Ask random students to read both the list in front of the class.



CONCLUSION / SUM UP

5 MINUTES

Conclude the topic with key points.

1. People in past traveled by foot or used animals like donkey and horse.
2. Past people used seeds, fruits, uncooked vegetables, and wild roots as food.
3. Present people use cars, trains, busses and aero plane for traveling.
4. They eat delicious foods and wear neat and clean clothes.
5. Present people use different machines to make the life easy and comfortable.



ASSESSMENT

5 MINUTES

1. What did the people of past time eat?
2. What did the people of past time use to travel with?
3. Name five means of transportation of past time?
4. Name five means of transportation of present time?
5. What is the fastest means of transportation in present time?



HOMEWORK / FOLLOW UP

5 MINUTES

1. Ask the students to collect five pictures of past and present time means of transportation and paste them in your note books.

RECENT INVENTIONS HAVE CHANGED THE LIVES OF PEOPLE



STUDENT LEARNING OUTCOMES

- Describe what an invention is.
- Identify major recent inventions (e.g. electricity, aero plane, computer, internet etc.)
- Analyze recent inventions (Electricity, computers, phone and internet etc.) have changed the lives of the people.

INFORMATION FOR TEACHERS

1. Invention can be defined as a creation of new device as a result of study and experimentations.
2. Recent inventions like aero plane, computer, mobile phone and internet have made the life of mankind easy.
3. Modern machines have lessened the burden of labour, shortened the distances, minimized the dangers, made the life easy and changed the world totally.
4. Some modern inventions are computers, mobile phones and internet. Computers are used to impart knowledge, information, diagnose diseases, predict weather etc.
5. Mobile phone is used to communicate quickly.
6. Internet interconnects users.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Textbook for general knowledge of Grade- III
- Writing board, Marker/chalk, Duster, Mobile phone, Pictures of Radio, Laptop, Tablet, bulb.



INTRODUCTION

5 MINUTES

1. Teacher will call any volunteer student and give him/ her mobile phone and ask the student what is the use of mobile phones.
2. How it is charged? (Electricity)
3. Now announce the topic “Recent inventions changed the lives of the people”.



DEVELOPMENT

15 MINUTES

Activity I:

1. Divide the students into three groups.
2. Ask them to read the relevant pages of textbook and discuss modern inventions in their

groups.

3. Paste the chart of recent inventions i.e. radio, mobile phone, laptop, iron, tablet, bulb, wall clock on writing board.
4. Teacher will draw following table on writing board.
5. Ask the groups to make a list of these things on charts and write the uses with mutual discussion.

	Article	Uses
1		
2		
3		
4		
5		
6		

6. Each group present their work in front of the class.

Activity 2:

1. Ask group-I to discuss the uses of electricity.
2. Ask group-II to discuss the uses of computer.
3. Ask group-III to discuss the uses of mobile phone.
4. Teacher will give feedback where required.



CONCLUSION / SUM UP

5 MINUTES

1. The creation of new device as the result of study and experimentation is called invention.
2. Aero plane, computers mobile phones, internet, space ships, satellite are some major recent inventions.
3. Aero planes have made our journeys fast and comfortable, internet has strengthened the communication system, weather satellite predicts about weather changes.
4. These inventions have changed the lives of the people.



ASSESSMENT

5 MINUTES

Ask following questions.

1. Name some recent inventions?
2. How we predict about weather?
3. How we enlighten our homes?
4. What makes the world a global village?



HOMEWORK / FOLLOW UP

5 MINUTES

1. Ask the students to discuss with their parents / siblings about benefits of Internet.

SIMPLE MACHINES



STUDENT LEARNING OUTCOMES

- Define tool an instrument to make people's work easier.
- Name and identify different forms of simple machines. (Inclined plane, lever, pulley, wheel and axel, wedge, screw.).

INFORMATION FOR TEACHERS

1. Tool is a thing which is used to make certain task easier (e.g) hammer, Saw, axe, and plier etc.
2. A simple machine converts the applied force to make the work easy.
3. There are six types of simple machines.

(i) Lever	(ii) Wheel and axel	(iii) Inclined plane
(iv) Pulley	(v) Wedge	(vi) Screw
4. A machine which is made of two or more simple machines is called complex machine.
5. The teacher may discuss the general advantages of simple machines with students.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, Marker/chalk, Duster, chart, Textbook, pictures of simple machines.



INTRODUCTION

10 MINUTES

1. Hammer a nail into a wooden block in front of the class.
2. Ask a volunteer student to pull the nail with his/ her hands. (student will face difficulty)
3. Ask students how a nail comes out easily? (hammer, pliers)
4. Now introduce the topic "simple machines"



DEVELOPMENT

15 MINUTES

Activity 1:

1. Divide the class into six groups.
2. Give each group a picture of simple machine and ask them to discuss, how this machine is used for. (group 1: inclined plane, group 2: lever, group 3: Pulley, group 4: wheel and axel, group 5: wedge, group 6: screw)
3. Give groups five minutes for the task.
4. Supervise and facilitate the groups.

- After allotted time ask groups to present their group work one by one.

Activity 2:

- Ask students to read the information provided about simple machine on the relevant pages of their text book.



CONCLUSION / SUM UP

5 MINUTES

- Conclude the topic with the following key points.
- In ancient times, man-made tools from stones, wood and bones of animals.
- Some of the tools of the ancient time are being used even today.
- Tools and simple machines make our work easy.
- Simple machines have six types.
 - Lever
 - Wheel and axel
 - Inclined plane
 - Pulley
 - Wedge
 - Screw



ASSESSMENT

5 MINUTES

- Ask following questions.
- Name the simple machines?
- Tell the names of any two simple machines used in your home.
- For what purpose Pulley is used?



HOMEWORK / FOLLOW UP

5 MINUTES

- Match the column A with Column B and write down in your notebook.

Column A	Column B
Lever	Spiral surface
Screw	Reduced the friction
Wedge	Shifting heavy bodies
Wheel and axel	Rod
Inclined plane	Axe

RELATION BETWEEN FORCE AND MOVEMENT



STUDENT LEARNING OUTCOMES

- Recognize that push and pull moves things fast or slow (Push and pull as a force).
- Recognize from pictures of the past that force applied by humans and animals moved vehicles (Tonga, bullock cart, bicycle, and pushcart). While today vehicles are moved by machines (bus, motorcycle and car etc.)

INFORMATION FOR TEACHERS

1. When force is applied, static objects can move by push and pull.
2. Motion and direction of an object can be changed by applying force.
3. Shapes of objects can be changed by force (e.g.) push and pull are used to open or close the door.
4. In ancient times people used bull cart, tonga and tipcart for transportation. They moved very slowly.
5. Today human beings use car, train and aeroplanes etc. for transportation, having power full engines and fast speed.



DURATION / NO OF PERIODS: 70 MIN/ 02 PERIODS



MATERIALS / RESOURCES REQUIRED

- Writing board, Marker/chalk, Duster, chart, Textbook.



INTRODUCTION

10 MINUTES

1. Which thing is needed to push or pull a door?
2. Which thing is needed for the movement of static objects?
3. Why does football move fast or slow?
4. Which one is the fastest means of transportation? (car, tonga, aero plane)



DEVELOPMENT

15 MINUTES

Activity 1:

1. Divide the class into two groups.
2. Ask the groups to read the content of relevant topic in their textbooks. Discuss in group and then group A will write the old mean of transportation. Group B will write the modern and fastest mean of transportation on charts.
3. Each group leader will present his task. Teacher will facilitate and guide the student during activity.



CONCLUSION / SUM UP

5 MINUTES

1. To pull and push an object needs force.
2. Force can change the shape, place and speed of an object.
3. Speed of an object depends on the applied force. Greater force brings the greater change in motion of an object.
4. Old means of transportation are bull cart, Tonga and tipcart.
5. Modern means of transportation are car, train and aeroplane etc.



ASSESSMENT

5 MINUTES

1. How can we push and pull an object? (force)
2. Name any two old means of transportation.
3. Name any two-modern means of transportation.
4. What is necessary to change shape, place and speed of an object?



HOMEWORK / FOLLOW UP

5 MINUTES

1. Ask the students to write the names of three old and new means of transportation in your note books.

GREATER FORCE BRINGS GREATER CHANGE



STUDENT LEARNING OUTCOMES

- Recognize that greater the force, greater the change in the motion of an object.
- Observe and describe how motion of objects can be changed by applying force (Speed up, slow down, change direction etc.)

INFORMATION FOR TEACHERS

1. When we use force on an object, the change in motion, direction and shape will also be greater.
2. If an object is in motion and more force is applied to it, the object will begin moving faster.
3. If two objects have the same mass and a greater force is applied to one of the object, the object which receives the greater force will change speeds more quickly.
4. There are many types of force e.g. frictional force gravitational force, magnetic force etc.
5. Force is a push or pull that can cause an object to move, stop or change speed or direction.



DURATION / NO OF PERIODS: 140 MIN/ 4 PERIODS



MATERIALS / RESOURCES REQUIRED

- Writing board, Marker/chalk, Duster, chart, Textbook G.K Grade-III



INTRODUCTION

5 MINUTES

1. Have you seen moving swing?
2. Why does swing move fast or slow?
3. Have you ever played football?
4. Why does football move fast or slow?



DEVELOPMENT

15 MINUTES

Activity 1:

Take a pendulum and do the following experiment in front of class. Ask the students to observe the experiment and ask the following questions from students.

1. When does pendulum move?
2. In which direction pendulum move?
3. Why does it move fast or slow?
4. How a moving pendulum is stopped?

5. Write the responses of the students on writing board.



CONCLUSION / SUM UP

5 MINUTES

1. Push or pull an object needs force.
2. Object will move faster if greater force is applied on it.
3. Object will move slowly if less force is applied.
4. Object will not change its position if force is not applied on it.
5. It means greater the force the greater will be the changes in motion and direction.



ASSESSMENT

5 MINUTES

1. What will happen if force is not applied on an object?
2. What will happen if force is applied on an object?
3. What will happen if greater force is applied to moving swing?
4. Can you stop moving object by applying a force?
5. Can we change direction of an object without applying force?
6. Can we change movement- of football without applying force?



HOMEWORK / FOLLOW UP

5 MINUTES

Ask the students to observe the following points when you will play football match in the evening and write key points in your notebooks with the help of your parents.

1. Why the position of football is not changing when it is lying stationary?
2. When does football move?
3. In which direction football move?
4. Why does it move fast and slow?

PERSONAL SAFETY AND FACING DANGERS IN DAILY LIFE



STUDENT LEARNING OUTCOMES

- Recognize the need of personal safety.
- Understand the risk and danger associated with the use of electric appliance, sharp objects and fire.
- Practice safety measures while using electric appliances.

INFORMATION FOR TEACHERS

1. Safety means the condition of being protected from danger, risk or injury.
2. Using machines and sources of energy become the necessity of our life.
3. Machine and energy sources have benefits as well as risks and dangers.
4. In case of danger we should take safety measures.
5. Be aware of bare wires, gas leakage, risk in playing on road. Keep ourselves away from fire and other dangerous articles.



DURATION / NO OF PERIODS: 70 MIN/ 02 PERIODS



MATERIALS / RESOURCES REQUIRED

- Textbook for General Knowledge of Grade-III
- Writing board, Marker/chalk, Duster, chart, Textbook.



INTRODUCTION

10 MINUTES

1. For which purpose do you use knives in your homes?
 - ◇ What is needle for?
 - ◇ What is saw for?
 - ◇ What does your mother use in kitchen for the purpose of burning?
 - ◇ Can these things be harmful for us?
2. Now announce the topic "Personal safety and facing dangers in daily life".



DEVELOPMENT

45 MINUTES

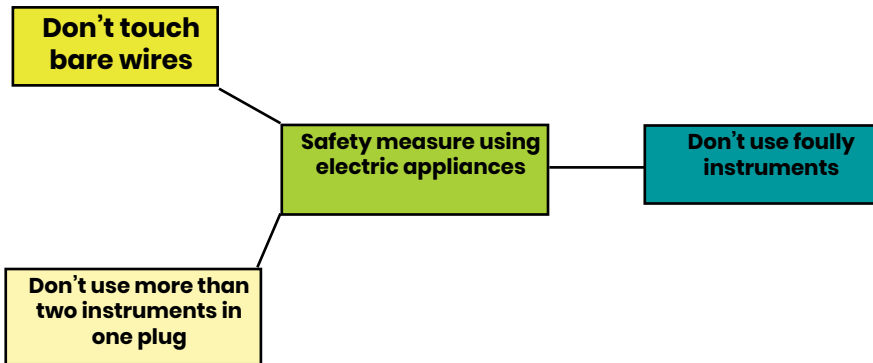
Activity 1:

1. Divide the students in three groups.
2. Ask the students to read the textbook and discuss the dangers associated with appliances of daily use.
3. Now display a prepared chart having pictures of the appliances of daily use like (Knives, Saw, axe, hammer, needle, washing machine, iron, extension board, electric circuit etc.)

4. Ask the students of group-I to tell the risks associated with saw, axe and hammer.
5. Group-II tell the dangers associated with washing machine and Iron.
6. Group-III tell the risk in using extension board and electric circuit.

Activity 2:

1. Make pairs of the students.
2. Ask the students to read the relevant page of the textbook carefully and write the missing safety measures on the chart.



CONCLUSION / SUM UP

5 MINUTES

1. The condition of being protected from dangers, risks and injury is called safety.
2. Use sharp instruments carefully.
3. Insulate the bare wires.
4. Keep electrical instruments away from water.
5. Put off the gas appliances leakage during night.
6. Use zebra crossing while crossing the road.
7. Do not push any one in rush places.



ASSESSMENT

5 MINUTES

1. What are the dangers in using electric appliances?
2. What are the risks using gas appliance.
3. What are the danger using sharp knives?
4. What is the benefit of traffic lights?



HOMEWORK / FOLLOW UP

5 MINUTES

1. Ask the students to discuss with parents the dangers we face in our daily life.

VARIOUS HAZARDS AND WAYS OF SAFETY



STUDENT LEARNING OUTCOMES

- List the various hazards they can face at home. (bare wires, damaged roof, broken glass, fire, scissor etc.)
- Understand the ways of being careful and staying safe.

INFORMATION FOR TEACHERS

1. A hazard is a potential source of harm, damage or adverse health effects on something or someone.
2. A hazard is any object, situation, or behaviors that has the potential to cause injury, damage health, damage property or the environment.
3. The main categories of hazards are.
 - ◇ Biological hazards.
 - ◇ Chemical hazards.
 - ◇ Physical hazards.
4. The following are the ways of safety.
 - ◇ Always keep the doors closed.
 - ◇ Always have an emergency plan.
 - ◇ Ensure that alarm systems are working.
 - ◇ Keep the floor dry at all times.



DURATION / NO OF PERIODS: 70 MIN/ 02 PERIODS



MATERIALS / RESOURCES REQUIRED

- Textbook of general knowledge for Grade-III,
- Writing board, Marker/chalk, Duster and charts, prepared card boxes.



INTRODUCTION

10 MINUTES

- Ask following questions.
- Tell me about safety measures while crossing the road.
 - ◇ Why do we use face masks?
- After taking their responses the teacher announce the topic “various hazards and ways of safety”.

**Activity 1:**

1. Divide the class in two groups and provide prepared card boxes to each group.
2. Ask each group for arranging the cards in matching columns on their tables, in column 1 put the hazard card and in column 2 the various ways of hazard effect.

Column 1	Column 2
Instruments	Hazards
Broken glass bottle	Burning
Instruments	Electric shock
Burner	Sleeper
Bare wires	Sting
Paper pin	Cause injury

3. Now ask both groups to paste their cards on the writing board and tell the class about the hazards and its effects.
4. Facilitate and supervise the groups.

Activity 2:

1. Make a role play in the class. Select ten students from the class.
2. Divide the remaining students in suitable groups and ask them to observe the role play carefully.
3. Place a water cooler and glass on the table in front of the class.
4. Ask five students to drink water from the water cooler in hurriedly.
5. Ask the other five students to make a queue and drink water from water cooler.
6. Now write three questions on the writing board.
7. Which way of drinking water was the most suitable one?
8. Which one was dangerous?
9. How can we maintain safety measures in such situation?
10. Students will answers loudly.
11. The teacher will listen and guide the students if needed.



1. A hazard is a potential source of harm, damage or adverse health effects on some thing or someone.
2. The main categories of hazards are:
 - ◇ Biological hazards
 - ◇ Chemical hazards
 - ◇ Physical hazards
3. Different ways of safety.
 - ◇ Always have an emergency plan.
 - ◇ Ensure that alarm systems are working.
 - ◇ Keep the floor dry at all times.



ASSESSMENT

5 MINUTES

1. What are the hazards of broken glass?
2. How can we keep ourselves safe from the hazards of bare wire?
3. How should we use sharp instruments?



HOMEWORK / FOLLOW UP

5 MINUTES

1. Ask the students to discuss various hazard they can face at home with their siblings?
2. Question 3 of the exercise may also be sued for home work.

COMMON DISASTERS AND SAFETY MEASURES AT THE TIME OF UNEXPECTED SITUATIONS



STUDENT LEARNING OUTCOMES

- Identify some common disasters and ways to stay safe.
- Understand that they should not hide anything from their parents / teachers / guardians to stay safe from any unexpected situation.

INFORMATION FOR TEACHERS

1. Disaster is a serious problem occurring over a short or long period of time that causes wide spread of human material, economic or environmental loss.
2. Natural disasters (earth quake, flood Tsunami, cyclone, land sliding, falling of ice bergs).
3. Disasters due to human activities (red accident, aero plane crashes, explosions, emission of poisonous gases, etc.)
4. All these disasters can cause loss of lives and properties too.
5. We can't control the natural disasters but we can minimize the damages of all disasters through adopting precautionary measures and effective disaster management.



DURATION / NO OF PERIODS: 70 MIN/ 02 PERIODS



MATERIALS / RESOURCES REQUIRED

- Textbook of General Knowledge for Grade-III
- Writing board, Marker/chalk, Duster, charts.



INTRODUCTION

10 MINUTES

1. Ask the introductory question to introduce the topic.
 - ◇ What is earth quake?
 - ◇ Have you ever seen a house on fire?
 - ◇ Have you heard about Tsunami?
 - ◇ What is flood?
2. Announce the topic "common disasters and safety measures at the time of unexpected situations.



DEVELOPMENT

45 MINUTES

Activity 1:

1. Make pairs of students.

2. Ask the students to open their textbook on relevant page read and discuss the disasters.
3. Make a chart of natural disasters and disasters due to human activities.

Natural Disasters	Disasters due to human activities
1.	
2.	
3.	
4.	
5.	
6.	

4. Ask them to write at least five disasters name in relevant box.
5. Ask at least five students randomly from the class to paste their charts on the writing board and read it in front of the class.

Activity 2:

1. Make a role play involving all the students of the class.
2. Place a large table in a corner of the class.
3. Keep the doors of the class open.
4. Arrange a bell inside the class.
5. Tell the students, the first ring indicates the earthquake starts.
6. At that time the students will try to escape themselves under the table or go out of the class.
7. The second ring will indicate the earthquake stops.
8. Now the teacher will ring the bell and the students will try to escape carefully.
9. After ten seconds ring the bell again.
10. Now state briefly how can we minimize the damages of the disasters by showing discipline and carefulness.



CONCLUSION / SUM UP

5 MINUTES

1. Disaster is a serious problem occurring over a short or long period of time that causes wide spread of human material economic and environmental loss is called disaster.
2. Natural disasters are (Earthquake flood, Tsunami, and land sliding).
3. Disaster due to human activities (Road accidents aeroplane crashes, and explosion).



ASSESSMENT

5 MINUTES

1. What is disaster?
2. Give examples of Natural disaster.
3. Tell the names of any two disasters. Which is caused due to human activities?



HOMEWORK / FOLLOW UP

5 MINUTES

1. Ask the students to write the main causes of Natural disasters on their notebooks. .

A teacher's purpose is not to create students in his own image, but to develop students who can create their own image.



**Directorate of Curriculum and Teacher
Education Khyber Pakhtunkhwa
Abbottabad**



قومی ترانہ

پاک سر زمین شاد باد کشورِ حسین شاد باد
تُو نشانِ عزمِ عالی شان ارضِ پاکستان!

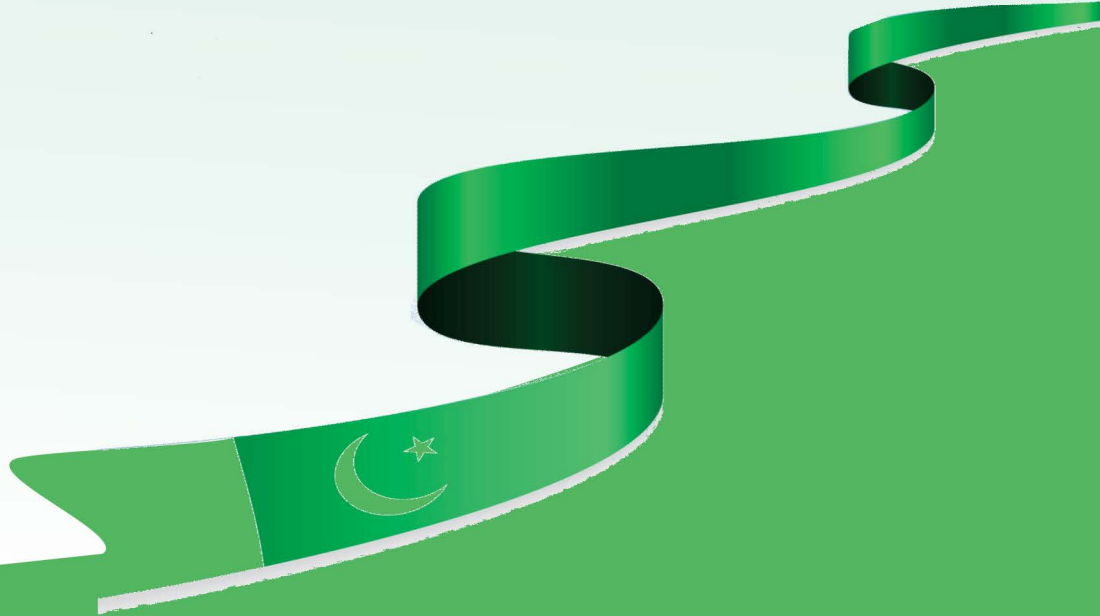
مرکزِ یقین شاد باد

پاک سر زمین کا نظام قوتِ اُخوتِ عوام
قوم، ملک، سلطنت تابندہ باد

شاد باد منزلِ مراد

پرچمِ ستارہ و ہلال رہبرِ ترقی و کمال
ترجمانِ ماضی، شانِ حال جانِ استقبال!

سایہٴ خدائے ذوالجلال





PROFESSIONAL DEVELOPMENT
FOR QUALITY EDUCATION

GRADE
3

MATHEMATICS

LESSON PLANS



BASED ON CURRICULUM 2020

Directorate of Curriculum and Teacher Education (DCTE)
Khyber Pakhtunkhwa Abbottabad



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Khyber Pakhtunkhwa, Abbottabad.**

Development Team:

1. Mukhtiar Muhammad (Desk Officer) Subject Specialist DCTE Abbottabad.
2. Mr. Javed Akhtar (Subject Expert) Subject Specialist GHSS Bagra Haripur.
3. Mr. Irfan Ullah (Subject Expert) GHSS No-1 Kohat.
4. Mst. Lubna Nawaz (Subject Expert) GGHSS Nowshera Kalan.
5. Mr. Munsif Ali (Subject Expert) Subject Specialist GHSS Kheshgi Payan Nowshera.
6. Muhammad Waqar (Subject Expert), PST GPS Lassey Urmar Payan Peshawar.

Review Team:

1. Mr. Abbas Khan (Desk Officer) Subject Specialist DCTE Abbottabad.
2. Mr. Irfan Ullah, (Subject Expert) GHSS No-1 Kohat.
3. Mr. Munsif Ali (Subject Expert) Subject Specialist GHSS Kheshgi Payan Nowshera.
4. Syed Masoom Shah (Subject Expert) SCT GHS Tarkha Nowshera.

Technical Assistance:

Khyber Pakhtunkhwa Education Sector Programme (KESP) Team.

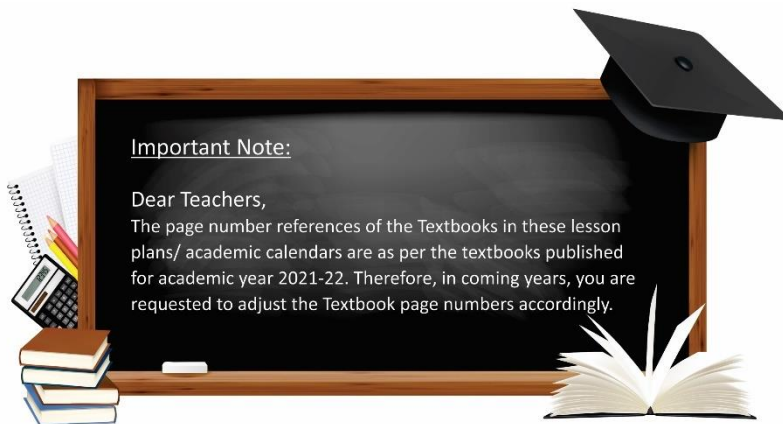
Coordinator:

Abrar Ahmad, Additional Director Teacher Professional Development, Directorate of Curriculum and Teachers' Education Khyber Pakhtunkhwa, Abbottabad.

Guidance and Supervision:

Gohar Ali Khan

Director, Curriculum and Teacher Education,
Khyber Pakhtunkhwa, Abbottabad.





**Directorate of Curriculum and Teacher Education
Khyber Pakhtunkhwa, Abbottabad.**

Phone #:0992-385148 Fax #:0992-381527 E-mail: dcte-kpk@hotmail.com
https://twitter.com/DCTE_KP <https://www.facebook.com/dctekp.abbottabad.3>

NOTIFICATION:

No.5400-5563/F.24/Vol-II/SLP/G-III/SS-M&E, dated: 30-08-2021 : Consequent upon its development and review by the respective development and review committees notified for the purpose, the Directorate of Curriculum and Teacher Education (DCTE), Khyber Pakhtunkhwa, Abbottabad, being the competent authority under the Khyber Pakhtunkhwa Supervision of Curricula, Textbooks and Maintenance of Standards of Education Act 2011, is pleased to notify the scripted lessons for Grade-III in the subjects of English, Urdu, Mathematics and General Knowledge based on Curriculum 2020 and the textbooks aligned on it for all educational institutions in Khyber Pakhtunkhwa for the Academic Year 2021-22 and onwards.

DIRECTOR

Copy forwarded for information and necessary action to the:

1. Secretary, Elementary & Secondary Education Department Govt. of Khyber Pakhtunkhwa, Peshawar.
2. Director, Elementary & Secondary Education Khyber Pakhtunkhwa.
3. Director, Professional Development, Khyber Pakhtunkhwa Landey Sarak Charsadda Road Larama, Peshawar.
4. All District Education Officers (M/F) in Khyber Pakhtunkhwa and Newly Merged Districts (NMDs).
5. All Sub Divisional Education Officers (M/F) in Khyber Pakhtunkhwa and Newly Merged Districts (NMDs).
6. Team Leader ASI-KESP, at Peshawar.
7. PS to Minister Elementary & Secondary Education, Khyber Pakhtunkhwa, Peshawar
8. PS to the Director Local Office.

ADDITIONAL DIRECTOR (SS)

PREFACE

The Government of Khyber Pakhtunkhwa, Elementary and Secondary Education Department, is committed to improve the quality of teaching and learning by taking a number of reforms and initiatives for the improvement of quality education in line with the national and international emerging trends. Providing quality education at primary level is the first imperative step towards achieving this goal.

For this purpose, the Directorate of Curriculum and Teacher Education Khyber Pakhtunkhwa, at Abbottabad, has been entrusted the responsibility of developing and reviewing teachers' in-service and pre-service training materials for the improvement of pedagogical skills of teachers.

These quality improving initiatives also include development of teacher's guides of scripted lesson plans at primary level that support teachers to implement new pedagogical methods. These teacher guides are intended to assist teachers with the provision of content, effective teaching methods and tools for measuring what learners have gained. These guides will ensure an effective and participative engagement of teachers with students as activities included in these lesson plans are student-centered.

These teachers' guides of Lesson Plans based on Student Learning Outcomes (SLOs) of Curriculum 2006 were developed for the first time in 2013. In 2018-2019, the Directorate of Curriculum & Teachers' Education Khyber Pakhtunkhwa undertook the task to revise and develop the Scripted Lesson Plans for Grade I-III according to the Academic Calendar on missing Students Learning Outcomes (SLOs).

As the Curriculum has been revised and new textbook are developed in 2020 for Grades Pre-I to V, hence the need has been felt that these Lesson Plans for Grades I to V are to be revised, developed and aligned with the updated Curriculum 2020, accordingly.

The Directorate of Curriculum and Teacher Education Khyber Pakhtunkhwa constituted different committees comprising of Curriculum/Subject experts and working teachers for developing these Lesson Plans based on Curriculum 2020. DCTE acknowledges the efforts of these experts for developing and reviewing these scripted lesson Plans.

The Directorate of Curriculum and Teachers Education Khyber Pakhtunkhwa is also thankful to the Technical Assistance of Khyber Pakhtunkhwa Education Sector Programme (KESP) in the finalization of these lesson plans.

Gohar Ali Khan
Director,
Curriculum and Teacher Education
Khyber Pakhtunkhwa, Abbottabad.

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INTRODUCTION

Teaching and learning process in the classroom can vary concerning the ability, experience, and training of the teacher, which is why to standardize instruction, every good and effective teacher requires a lesson plan. The preparation of a lesson plan is important for clarity and comprehension regarding how the entire learning process will be handled as well as how students can understand and store the knowledge that is being passed onto them.

Lesson plans are vital for helping students accomplish their goals within a learning environment on a short-term and long-term basis. Lesson plans based on clearly defined Student Learning Outcomes (SLOs) concerning the textbooks ensure students are taught the required curriculum most efficiently. These ensure the teacher is adequately prepared and has a clear sense of direction for their lessons. In the context of Khyber Pakhtunkhwa, Lesson Plans are designed to support teachers to implement new pedagogical methods and help provide direction to instruction in the classrooms.

Traditional Teaching Style:

Many teachers in Pakistan have come to rely on the textbook for teaching. They come into the classroom, ask students to open the textbook on a certain page, have students read a portion of the text, paraphrase the same and then ask students to answer questions that require them to reproduce material from the text. They teach every subject (the exception being mathematics) and every lesson in the same way. In some cases, the teacher is unable to complete the curriculum or impart the SLOs for a particular grade to the students effectively. Using lesson plans ensure standardization in teaching quality and provides a clear goal with relevant activities that can help students learn more effectively and achieve curriculum milestones.

What is a Lesson Plan?

A lesson plan is a description of the instructions for the purpose of teaching the contents of the textbook of a particular subject and achieving Student Learning Outcomes (SLOs).

A lesson plan is the road map for teachers for the achievement of SLOs effectively during class time. The teachers design appropriate learning activities and develop strategies to obtain feedback on students' learning. A carefully constructed lesson plan allows the teacher to enter the classroom with more confidence and maximizes the chance of having a meaningful learning experience with the students.

A successful lesson plan addresses and integrates three key components:

- Student Learning Outcomes (SLOs).
- Learning activities.
- Assessment to check for students' understanding.

Benefits of Lesson Planning

Most important benefits of lesson planning are to:

- Improve the quality of teaching and learning.
- Establish clarity of purpose.
- Facilitate achievement of student learning outcomes.
- Use available time effectively.
- Develop appropriate materials and ensure their effective use.
- Develop the confidence of teachers.

Development Process of a Lesson Plan

Lesson plan usually starts with a thinking process. This thinking process is basically completed in four parts.

- **First**, determine the SLO; that is, what the children will learn, what they will be able to do upon completing the activities or work of the lesson.
- **Second**, determine what the students already know, before beginning of the lesson that can lead into a new curriculum of the day.
- **Third**, determine at least one way to assist the students in learning the new curriculum.
- **Fourth**, determine a way to evaluate the learning outcomes of the students.

Components of a Lesson Plan

Common elements of lesson plans are; unit of study, a title/topic/problem, identification of student learning outcomes (SLOs), a sequence of learning activities including introductory, developmental and concluding activities, list of materials to be used and assessment strategies.

- **Choosing the Topic.** You can choose any topic from the textbook of the designated grade, a skill such as information gathering, a value such as peace, a current affair topic or an area of special concern such as the environmental pollution etc.
- **Identifying Student Learning Outcomes (SLOs) from the Curriculum.** The Curriculum has identified the student learning outcomes to be achieved for each topic. Identifying the student learning outcomes will help you to clarify the knowledge, skills, attitudes and values to be developed. Choose only one to three SLOs to develop your lesson (many more for a unit plan).
- **Material Resources.** A key part of planning is to ensure the identification, adaptation and development of resources required for the lesson for both teachers and students.
- **Development:**
Introductory Activities: Introductory activities are designed to introduce the topic, a subtopic or establish connection with the previous lesson. They are designed to build readiness, create interest, raise questions and explore what children already know

about the topic, recall relevant information, motivate students and focus their attention on the topic/ theme/problem to be studied. Introductory activities can include an arrangement of pictures and other times that stimulate interest and questions. Others may be based on the teacher posing questions, reading a poem or story etc. A test, an inventory, or a quiz may be used to find out what students know in order to build on their existing knowledge.

Developmental Activities:

Developmental activities should emerge out of the introductory activities. There should be smooth transitions between the activities to provide a smooth learning sequence. These activities are designed to actualize the student learning outcomes. They introduce new concepts, skills and values or build on past learning and should be linked with each other. Applicative or demonstrative activities extend learning and develop the ability to use concepts and skills. Creative and expressive activities enrich learning and develop the ability to improvise and apply learning in original ways.

- **Concluding the lesson:** Conclusion includes activities that serve to consolidate, summarize, or facilitate application of knowledge and skills of students to a new situation. They are generally related to the main idea of the lesson. The concluding activities could bring together the different main ideas of the unit. In this case, the emphasis should be on the educational outcomes and not on “putting on a show”.
- **Assessment of Learning.** Assessment strategies can tell us how well or to what extent the student learning outcomes have been met. Assessment of learning is important in all phases of the lesson/unit from introduction to conclusion. A variety of tools can be used to assess the realization of the chosen learning outcomes. Some of these will be prepared as part of the learning activities. For example, the drawing and labeling of a map, the checklist for evaluating a discussion or simply asking questions relevant to the day’s topic. Other tools such as tests can be prepared ahead of time as well.
- **Follow up/homework task.** This component includes follow up activities or home assignments to be undertaken by students at home.

Month

1

ROMAN NUMBERS



STUDENT LEARNING OUTCOMES

- Read Roman numbers up to 20.
- Write Roman numbers up to 20

INFORMATION FOR TEACHERS

The teachers should know:

1. The shape of Roman numbers up to 20.
2. How to write Roman numbers up to 20.



DURATION / NO. OF PERIODS: 35 MINUTES / 1 PERIOD



MATERIALS / RESOURCES REQUIRED

- Textbook, Board, Marker/Chalk, Duster, Chart showing Roman numbers from 1 to 20



INTRODUCTION

1. Prepare 5 cards in a way that on one side a numeral from 1 to 5 is written and on the other side its Roman numeral is written.
2. Randomly select five students and give one card to each. Ask them to stand in front of the class.
3. Select another five students and give them a card with a numeral from 1-5. Ask them to sit on their seats.
4. Now, ask one of the students standing in front of the class to show his/her Roman numeral card to the whole class and ask loudly, who has the card of numeral 1. (The student will face the Roman numeral side to the class and will look at the backside of the card where 1 is written.) The student with numeral 1 will stand up and come to the board.
5. Both students will stand side by side, one holding card with numeral 1 and the other with Roman I. The class will see both cards to learn both forms of one.
6. Guide the students that both these are numerals but one is written in Arabic form and the other is written in Roman form.
7. Repeat steps 4 and 5 with the rest of the students.
8. Tell students that in today's class, we will learn about Roman numbers.



DEVELOPMENT

Activity 1:

1. Draw/Paste the following chart showing Roman numbers on the board:

I = 1	V = 5	X = 10		
I	II	III	IV	V
1	2	3	4	5
VI	VII	VIII	IX	X
6	7	8	9	10
XI	XII	XIII	XIV	XV
11	12	13	14	15
XVI	XVII	XVIII	XIX	XX
16	17	18	19	20

2. Explain the chart to the students that I = 1, V = 5 and X = 10. Tell students that these are the basic Roman numerals. If they can read and write these numerals, they can easily read and write the rest of the Roman numerals.
3. Read all the numbers with Roman numbers aloud in the class.
4. Write the following numbers on the board.
II , VI , VII , XI
5. Tell students to read Roman numbers from left-hand side as follows.
II : 1 + 1 = 2
VI : 5 + 1 = 6
VIII : 5 + 3 = 8
XI : 10 + 1 = 11
6. Tell students that we break X and V as 10 and 5 and add them to make 15 i.e., XV.
XIII : 10 + 3 = 13
XV : 10 + 5 = 15
XX : 10 + 10 = 20
7. Tell students that when a small number is written on the left side of the greater number, the smaller number is subtracted from the greater number i.e., IX means 10 – 1 = 9, IV means 5 – 1 = 4.
8. Ask students to copy down Roman numbers from 1–20 in their notebooks.

Activity 2:

1. Divide the class into four groups.
2. Give a set of numerals to each group and ask them to write it in Roman numerals in their notebooks.
3. Assign numerals 1–5 to group 1, 6–10 to group 2, 11–15 to group 3 and 16–20 to group 4.

4. Draw the following table on the board and ask each group to fill in their column by writing the Roman numerals.

Group 1		Group 2		Group 3		Group 4	
	Roman Numeral		Roman Numeral		Roman Numeral		Roman Numeral
1		6		11		16	
2		7		12		17	
3		8		13		18	
4		9		14		19	
5		10		15		20	

5. Guide students where required.



CONCLUSION / SUM UP

1. To conclude the lesson tell students that today we learned how to read and write the Roman numbers up to 20.



ASSESSMENT

1. Divide the class into four groups.
2. Write the following Roman numbers on the board.
III, VIII, XI, XII, XVI
3. Ask each group to discuss and write these Roman numbers in Arabic form in their notebooks.
4. Guide and correct them where necessary.



HOMEWORK / FOLLOW UP

Ask students to copy the following table in their notebooks and complete it.

i		iii			vi			ix	
	xii		xiv			xviii			xx

EVEN AND ODD NUMBERS



STUDENT LEARNING OUTCOMES

- Recognize even and odd numbers up to 99 within a given sequence.
- Differentiate between even and odd numbers within a given sequence.

INFORMATION FOR TEACHERS

The teachers should know about the concept of even and odd numbers within a sequence.



DURATION / NO. OF PERIODS: 35 MINUTES / 1 PERIOD



MATERIALS / RESOURCES REQUIRED

- Textbook, Board, Marker/Chalk, Duster, Cards showing numbers from 51 to 60.



INTRODUCTION

1. Call 10 students and ask them to stand in front of the class.
2. Ask a student (other than the 10) to count the number of students standing.
3. Take his/her response and write 10 on the board.
4. Arrange the 10 students in pairs and write 'even' on the board.
5. Tell the class that as each one of them has a partner so 10 is an even number.
6. Send a pair of students back to their seats leaving behind 4 pairs (8 students).
7. Tell the class that as each one of them has a partner so 8 is an even number.
8. Ask a student of anyone pair to go back to his/her seat leaving behind 7 students.
9. Ask students, does everyone has a partners?
10. Take students' responses and tell them that everyone has a partner except 1.
11. Tell students that the numbers which are not divisible by 2 (as one student is standing without a partner) are called odd numbers.
12. Tell students that the numbers which are divisible by 2 are called even numbers.
13. Tell students that today we will learn to recognize even and odd numbers and also differentiate between them within a given sequence.



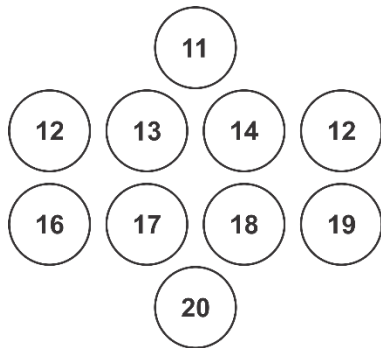
DEVELOPMENT

Activity 1:

1. Make a row of ten students having cards from 51 to 60.
2. Divide students into two groups as follows:
Group 1: Students having cards 51, 53, 55, 57, and 59
Group 2: Students having cards 52, 54, 56, 58 and 60
3. Ask the class, which group is of odd numbers and which group is of even numbers.
4. Take students' responses and guide them to look at the ones digit in each number to identify it as an even or odd number. If the digit at ones place is 2, 4, 6, 8, 0, it is an even number and if the digit at ones place is 1, 3, 5, 7, 9, it is an odd number.

Activity 2:

1. Write the following numbers on the board.



2. Make two columns on the board, one labelled as Even Numbers and the other as Odd Numbers.
3. Call students randomly and ask them to identify one even and one odd number from the given numbers.
4. Ask the students to write the numbers under the relevant heading.
5. Cross out the numbers which are identified.
6. Guide students where necessary.



CONCLUSION / SUM UP

At the end of the lesson, tell students that today we have learned the difference between even and odd numbers.

1. Write the following numbers on the board.



2. Select a student randomly and ask, is 38 an even or an odd number.
3. Take his/her response and guide if required.
4. Repeat steps 2 and 3 with the rest of the numbers.

Do question 7 on page 39 in the textbook.

NUMBERS UP TO 10,000**STUDENT LEARNING OUTCOME**

- Read and write numbers up to 10,000 (Ten Thousand) in numerals and words.

INFORMATION FOR TEACHERS

The teachers should know how to use the place value chart of a 5-digit number to read and write numbers in numerals and words.

**DURATION / NO. OF PERIODS: 35 MINUTES / 1 PERIOD****MATERIALS / RESOURCES REQUIRED**

- Textbook, Board, Marker/Chalk, Duster

**INTRODUCTION**

1. Write a 4-digit number on the board.
2. Ask students to identify ones, tens, hundreds, and thousands in the given number.
3. Take students' responses.
4. Repeat steps 1 to 3 using several other 4-digit numbers.
5. Ask students what is the biggest 4-digit number.
6. Take students' responses and write 9999 on the board.
7. Ask students what will happen if we add 1 to 9999.
8. Tell students that 9999 will become 10,000 and in today's lesson we will learn about 5-digit numbers.

**DEVELOPMENT****Activity 1:**

1. Write the following on the board.

$$\begin{array}{r} 9999 \\ + \quad 1 \\ \hline \end{array}$$
2. Tell students that we will add 1 to a 4-digit number i.e., 9999 and will get a 5-digit number.
3. Answer the question with the students and write 10000.
4. Ask students to read the place value of each digit in 10000. (they will read it as ones, tens, hundreds and thousands).

- When they reach thousands, write 10000 as 10 000 on the board. Underline 10 and say, this is ten and then underline 000 and tell them that 1000 has three zeros so we will read it as thousand. Tell them that we will read 10000 as ten thousand.
- Draw the following table on the board and ask students to place 96,385 in it.

Ten Thousands	Thousands	Hundreds	Tens	Ones

- Read the numbers in the table aloud and ask students to read after you.
- Explain the table to the students as follows;

Place value of 9 = 90,000

Place value of 6 = 6,000

Place value of 3 = 300

Place value of 8 = 80

Place value of 5 = 5

$90,000 + 6,000 + 300 + 80 + 5 = 96,385$

Ten Thousands	Thousands	Hundreds	Tens	Ones
90,000	6,000	300	80	5

- Make pair of students and give them different 5-digit numbers to read and fill in the place value boxes.

Activity 2:

- Draw the following table on the board.

Ten Thousands	Thousands	Hundreds	Tens	Ones
1	8	7	2	1

- Fill in the first box involving students.

Ten Thousands	Thousands	Hundreds	Tens	Ones
1	8	7	2	1
10,000	8000	700	20	1

- Ask students to copy down the given number (18721) in their notebooks and write it in words. Guide them as follows:

10,000 = ten thousand

8000 = eight thousand

700 = seven hundred

20 = twenty

1 = one

Ten thousand + eight thousand = eighteen thousand

Hence, the given number will be written in words as: Eighteen thousand seven hundred and twenty-one

4. Make pairs of students and ask them to write the following numbers in words.
 - i. 65,147
 - ii. 34,208
 - iii. 73,915
5. Take few responses and write the correct answers on the board.
6. Repeat the guidelines for students to develop better understanding.



CONCLUSION / SUM UP

Conclude the activity by telling students that:

1. 10,000 is the smallest 5-digit number.
2. The place value that we have learned today is ten-thousand.
3. Starting from the right-hand side, the place values of a 5-digit number will be read as: ones, tens, hundreds, thousands, ten-thousands.



ASSESSMENT

1. Write 36,321 on the board.
2. Ask the students to copy down the number in their notebooks.
3. Ask them to write the place value of each digit and write the number in words.
4. Check students' responses and guide if required.



HOMEWORK / FOLLOW UP

1. Do question 1 on page 17 of the textbook.
2. Do question 3 on page 18 of the textbook.

PLACE VALUES**STUDENT LEARNING OUTCOME**

- Identify the place values of numbers up to 5 digits.

INFORMATION FOR TEACHERS

The teachers should know:

- How to read place value chart of numbers up to 5 digits.

Ten Thousands	Thousands	Hundreds	Tens	Ones
---------------	-----------	----------	------	------

- $10 = 1 \text{ tens} = 10 \text{ ones}$

$$100 = 1 \text{ hundreds} = 10 \text{ tens}$$

$$1000 = 1 \text{ thousands} = 10 \text{ hundreds}$$

**DURATION / NO. OF PERIODS: 35 MINUTES / 1 PERIOD****MATERIALS / RESOURCES REQUIRED**

- Textbook, Board, Marker/Chalk, Duster, 4 sets of flashcards, Place value chart

**INTRODUCTION**

- Divide the class into four groups.
- Provide a set of flashcards with different numbers written on them to each group.
- Ask each group to arrange the flashcards to form a 4-digit number.
- Draw the place value table on the board and ask a student from each group to fill the table with correctly writing the numbers.

Ten Thousands	Thousands	Hundreds	Tens	Ones

- Once all the groups have entered their numbers in the table, ask each group to use the same flashcards to come up with another number.
- Ask a student from each group to write their number in the place value table.
- Compare the two numbers of a group and emphasize that two numbers using the same digits will be different based on their place values.



DEVELOPMENT

Activity 1:

1. Call five students to stand in front of the class.
2. Give each student a flashcard with a number written on it.
3. Select a student randomly and ask him/her to identify the place values of the first four numbers written on the flashcards starting from the right-hand side. (from ones to thousands)
4. Take his/her response and tell students that the fifth digit is at the place of ten thousand.
5. Draw the following table on the board to show the position of ten thousands to the students.

Ten thousands	Thousands	Hundreds	Tens	Ones
1	2	3	4	5

6. Tell students that 5 is at ones place, 4 is at tens place, 3 is at hundreds place, 2 is at thousands place and 1 is at ten thousands place.

Activity 2:

1. Ask a student to come to the board and write a 5-digit number.
2. Circle two digits of the written number.
E.g., (2) 4 3 (6) 7
3. Ask a student to identify the place value of the circled digits.
4. Take his/her response and guide where necessary.



CONCLUSION / SUM UP

Conclude the activity by telling students that today we have learnt about a new place value i.e., ten thousands.



ASSESSMENT

1. Write the following numbers with circled digits on the board and ask students to copy and answer in their notebooks.
 - a. 2 (3) 6 (7) 8
 - b. (4) 1 7 (8) 2
2. Check students' responses and guide where required.



HOMEWORK / FOLLOW UP

Do questions 5, 6 and 7 on page 19 of the textbook.

NUMBER LINE**STUDENT LEARNING OUTCOMES**

- Represent a given number on a number line up to 2-digit numbers.
- Identify the value of a number from a number line up to a 2-digit number.

INFORMATION FOR TEACHERS

The teachers should be able to:

1. Identify the value of a number on the number line.
2. Identify the value of objects on the number line.
3. To know that the number line is represented horizontally, the positive numbers are on the right side of zero and negative numbers are on the left side of zero.

**DURATION / NO. OF PERIODS: 35 MINUTES / 1 PERIOD****MATERIALS / RESOURCES REQUIRED**

- Textbook, Board, Marker/Chalk, Duster, Chart showing number line, Chart showing number line with objects.

**INTRODUCTION**

1. Call six students to come and stand in front of the class.
2. Give one card to each student with one digit from 1-6.
3. Draw a straight line on the floor.
4. Ask students to stand on the line in order of the numbers given to them and show their cards to the class.
5. Tell students that these numbers on a straight line form a number line and in today's lesson we will learn more about it.

**DEVELOPMENT****Activity 1:**

1. Paste the following chart on the board showing the number line.



- Tell students that this is a straight line with numbers from 1 to 9. There is an equal interval on this line which means the difference of 1 among all numbers. Tell them that there could be different intervals such as difference of 2 or 5.
- Write the following intervals as examples on the board.
0 2 4 6 8 10
0 5 10 15 20 25 30
- Tell students that a straight line on which numbers are represented at equal intervals is called the number line.
- Ask students, what do you think we get from the number line.
- Take their responses and tell them that a number line represents the number in proper order.

Activity 2:

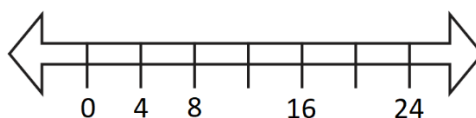
- Draw the following number line on the board.



- Write some numbers (2, 4, 6, 9, 12, 17) on the board.
- Call any 6 students on the board and ask each of them to write one number on the number line. Tell students that they should count the divisions on the number line to find out the correct position of each number.
- Take their responses.
- Guide students where required.



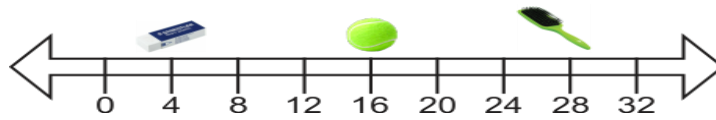
- Draw the following number line on the board.



- Tell students that this number line has some missing numbers.
- Ask students, how can we find out the missing numbers.
- Take their responses and tell them to find out the difference between the first two numbers i.e., $4-0=4$
- Ask the class to find out the difference between the next two numbers i.e., $8-4=4$. This shows that the numbers on the number line are written with a different of 4.
- Tell them to try finding out the number after 8 on the number line.
- Take their responses and write 12 on the number line.
- Similarly, ask students to find out the missing number after 16.
- Take their responses and write 20 on the number line.

Activity 3:

1. Paste the following chart on the board.



2. Ask any student to read the number line and tell the position of the eraser.
3. Take his/her response and guide if required.
4. Repeat steps 2 and 3 with ball and brush.



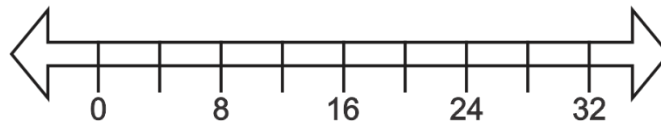
CONCLUSION / SUM UP

Tell students that a number line is a straight line on which numbers are represented at equal intervals.



ASSESSMENT

1. Ask students to copy the following questions in their notebooks and answer them.
Write the missing values on the given number lines.



2. Check their responses and guide where required.



HOMEWORK / FOLLOW UP

1. Do question 1 on page 25 of the textbook.
2. Do questions 2 and 3 on page 26 of the textbook.

Month

2

COMPARING AND ORDERING NUMBERS



STUDENT LEARNING OUTCOME

- Compare two numbers up to 3-digit using symbols " $<$ ", " $>$ " or " $=$ ".

INFORMATION FOR TEACHERS

The teachers should be able to compare 3-digit numbers as greater, less, or equal.



DURATION / NO. OF PERIODS: 35 MINUTES / 1 PERIOD



MATERIALS / RESOURCES REQUIRED

- Board, Marker, Duster, Chart showing pictures of toys, Textbook.



INTRODUCTION

- Select ten students and give each of them a flashcard with a number from 10 to 100.
- Select one student and give him/her a flashcard with the number 30.
- Select three students and give each of them a flashcard with the symbol $>$, $<$ and $=$.
- Ask the student with the number 10 to stand towards the left of the student with the number 20 (while facing the class). Keep some space between the two students for the symbol.
- Ask the class, 10 is greater than 20 or less than 20.
- Take students' responses and tell them that 10 is less than 20. Tell students that the symbol for less than is ' $<$ ' and ask the student with symbol $<$ to stand between the two students.
- Ask the student with the number 70 to stand towards the left of the student with the number 50 (while facing the class). Keep some space between the two students for the symbol.
- Ask the class, 70 is greater than 50 or less than 50.
- Take students' responses and tell them that 70 is greater than 50. Tell students that the symbol for greater than is ' $>$ ' and ask the student with symbol $>$ to stand between the two students.

Tip

Imagine the symbols as an alligator's mouth. The open mouth is always facing towards the greater number and the tail will be facing towards the lesser number.

10. Ask the students with number 30 to stand beside each other. Keep some space between the two students for the symbol.
11. Ask the class, 30 is greater than 30 or less than 30.
12. Take students' responses and tell them that 30 is equal to 30. Tell students that the symbol for equal to is '=' and ask the student with symbol = to stand between the two students.
13. Tell students that in today's lesson, we will learn the use of symbols, >, < and = with different numbers.



DEVELOPMENT

Activity 1:

1. Write the following pair of numbers on the board.
27 _____ 31
2. Ask students to copy the given pair of numbers in their notebooks.
3. Guide them to answer the question as follows:
 - i. Identify the place value of each digit in the number by writing T, O above them.

T O	T O
2 7	3 1
 - ii. Compare the left most numbers. E.g., in the case of 27 and 31, 2 is less than 3 so 27 is less than 31.
4. Tell students that in case of 3-digit numbers, write H, T, O above the numbers and compare the left most numbers.
5. Write the following pairs of numbers on the board and ask students to compare each pair of numbers and fill in the blanks with the correct symbol.
6. Write the symbols for greater than, less than and equal to on the board for guidance.

12	_____	22
99	_____	100
150	_____	130
50	_____	50
120	_____	120
224	_____	351

- Call five students randomly on the board and ask each student one by one to fill in one blank.
- Check students' responses.
- Guide where required.

Activity 2:

- Write the following 3-digit numbers on the board with their place value.

H	T	O
<u>3</u>	5	5

H	T	O
<u>3</u>	5	9

- Ask the class to compare the number at hundreds place.
- Take students' responses and tell them that in both numbers, 3 is at hundreds place which means it is equal.

H	T	O
3	<u>5</u>	5

H	T	O
3	<u>5</u>	9

- Ask the class to compare the number at tens place.
- Take students' responses and tell them that in both numbers, 5 is at tens place which means it is equal.
- Ask the class to compare the number at ones place.

H	T	O
3	5	<u>5</u>

H	T	O
3	5	<u>9</u>

- Take students' responses and tell them that 5 is less than 9 so 355 is less than 359.



CONCLUSION / SUM UP

Tell students that:

- The sign for greater than is $>$
- The sign for less than is $<$
- The sign for equal to is $=$
- We take the help of place value to compare numbers.



ASSESSMENT

- Ask students to copy the given questions in their notebooks and answer them.

Write $<$, $>$ or $=$ for each of the following pairs of numbers.

817	-----	825
-----	-------	-----

364	-----	215
-----	-------	-----

64	-----	34
----	-------	----

- Check students' responses.
- Guide students where required.



HOMEWORK / FOLLOW UP

Do questions 1 and 2 on page 32 of the textbook.

COMPARING AND ORDERING NUMBERS



STUDENT LEARNING OUTCOME

- Write the given set of numbers in ascending and descending order (Numbers up to 3-digit)

INFORMATION FOR TEACHERS

1. The teachers should be able to arrange a given set of numbers in ascending and descending order.



DURATION / NO. OF PERIODS: 35 MINUTES / 1 PERIOD



MATERIALS / RESOURCES REQUIRED

- Textbook, Board, Marker/Chalk, Duster, Chart showing ascending and descending order as stairs

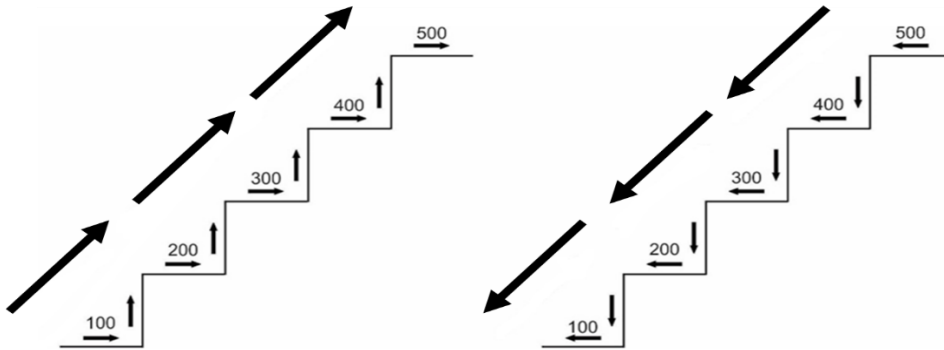


INTRODUCTION

3. Prepare flashcards having numbers 100, 200, 300, 400, and 500.
4. Choose five students and give one flashcard to each student.
5. Ask them, which number is smaller and which is greater.
6. Ask the students to arrange the flashcards from smaller to greater numbers in front of the class. Help them if required.
100, 200, 300, 400, 500
7. Tell them that when we arrange the numbers from smaller to greater, it is called ascending order.
8. Ask the students to arrange the flashcards from greater to smaller numbers in front of the class. Help them if required.
9. Tell them that when we arrange the numbers from greater to smaller, it is called descending order.
500, 400, 300, 200, 100
10. Tell students that today we will learn to arrange numbers in ascending and descending order.

**Activity 1:**

1. Paste the following chart on the board.



Ascending Order (upward)

Descending Order (downward)

2. Tell students that arranging numbers in ascending order is like climbing up stairs and arranging numbers in descending order is like climbing down the stairs.
3. Write the following numbers on the board.
380, 300, 257, 175, 120, 212
4. Ask students, using the given stairs diagram, arrange the numbers in ascending order in your notebooks.
5. Help students to arrange the numbers following the given steps:
 - i. First, look at the numbers in 100 (175, 120)
 - ii. Arrange these numbers in ascending order (120, 175)
 - iii. Look at the numbers in 200 (257, 212)
 - iv. Arrange these numbers in ascending order and write them after the numbers in 100
 - v. Look at the numbers in 300 (380, 300)
 - vi. Arrange these numbers in ascending order and write them after the numbers in 200
6. Ask any student to write the answer on the board.
7. Check student's response.
8. Guide him/her if required.
9. Write the following numbers on the board.
268, 565, 180, 220, 375, 300
10. Ask students, using the given stairs diagram, arrange the numbers in descending order in your notebooks.
11. Ask anyone student to write the answer on the board.
12. Check student's response.
13. Guide him/her if required.



CONCLUSION / SUM UP

Tell students that:

The order in which we proceed from smaller to greater number is called ascending order whereas, the order in which we proceed from greater to smaller is called descending order.



ASSESSMENT

1. Ask students to copy the following questions in their notebooks and answer them.
 - a) Arrange the following set of numbers into ascending order:
259, 289, 217, 250, 245
 - b) Arrange the following set of numbers into descending order:
555, 111, 333, 444, 222
2. Check their responses and guide where required.



HOMEWORK / FOLLOW UP

Do questions 3 and 4 on pages 32 and 33 of the textbook.

ESTIMATION



STUDENT LEARNING OUTCOME

- Rounding off the whole number to the nearest 10 and 100.

INFORMATION FOR TEACHERS

The teachers should know:

1. Methods for rounding off the whole number.
2. To use symbol " \approx " for rounding off.



DURATION / NO. OF PERIODS: 35 MINUTES / 1 PERIOD



MATERIALS / RESOURCES REQUIRED

- Textbook, Board, Marker/Chalk, Duster



INTRODUCTION

1. Write the following real-life situation on the board.
Asim went on shopping and spent Rs. 78. When his mother asked him, how much money he has spent, Asim said approximately, Rs. 80.
2. Ask students, why did Asim say Rs. 80.
3. Take their responses.
4. Tell students that today we will learn about rounding off whole numbers to the nearest 10 and 100.



DEVELOPMENT

Activity 1:

1. Refer to the same question written on the board.
2. Tell students if we want to round off 78 to the nearest 10, we look at the digit at ones place.
3. Circle the number at ones place. (i.e., 8)
4. If the digit at ones place is greater than 5, it is replaced with 0 and the digit at tens place is increased by 1. It means 8 will become 0 and 7 will become 8.

$$78 \approx 80$$

Similarly, if we want to round off 157 to the nearest 10, we look at the digit at ones place. Circle the number at ones place (i.e., 7). As 7 is greater than 5, it will be replaced with 0 and the digit at tens place will be increased by 1. It means 7 will become 0 and 5 will become 6.

$$157 \approx 160$$

5. Tell students that if the digit at ones place is less than 5, it is replaced with 0 and no change will take place to the number at tens place.

E.g., $124 \approx 120$

6. Write the following numbers on the board.
26, 46, 189, 14, 74, 233
7. Make pairs of students and ask them to round off the given numbers to the nearest 10.
8. Check few responses randomly and write the answers on the board.
9. Ask students to match their answers.
10. Guide students if required.

Activity 2:

1. Write the following statement on the board.
The number of students in a school is 632.
2. Ask students to round off the number 632 to the nearest 100. (answer: 600)
3. Take students' responses and guide them that if the digit at tens place is less than 5, then we replace the digits at ones and tens place with 0.

E.g., $632 \approx 600$

If the digit at tens place is greater or equal to 5, the digits at ones and tens place are replaced with 0 and the digit at hundreds place is increased by 1.

E.g., $468 \approx 500$



CONCLUSION / SUM UP

Tell students that today we have learned about rounding off whole numbers to the nearest 10 and 100.



ASSESSMENT

1. Write the following question on the board:
Match the following numbers with the correct value after rounding off to the nearest 10 and 100.

Nearest to 10	
17	30
32	60
58	70
77	20

Nearest to 100	
276	500
412	300
549	700
702	400

2. Select two students randomly and ask each student to attempt one question on the board.
3. Ask the rest of the students to comment if the matching's are correct or incorrect.
4. Check students' responses and guide where required.



HOMEWORK / FOLLOW UP

Do question 10 on page 40 of the textbook.

ADDITION**STUDENT LEARNING OUTCOMES**

- Add numbers up to 4 digits with and without carrying.
- Solve real-life number stories up to 4-digits with and without carrying involving addition.

INFORMATION FOR TEACHERS

The teachers should know how to:

1. Add two 4-digit numbers with and without carrying
2. Solve real-life number stories, involving the addition of 4-digit numbers

**DURATION / NO. OF PERIODS: 35 MINUTES / 1 PERIOD****MATERIALS / RESOURCES REQUIRED**

- Textbook, Board, Marker/Chalk, Duster

**INTRODUCTION**

1. Write the following question on the board.

One day Ahmad received 120 rupees from his father and 130 rupees from his mother on a good performance in his school exams. How much money he has received altogether?

2. Tell students that first, we add ones with ones, then tens with tens, and hundreds with hundreds as:

	Hundreds	Tens	Ones
	1	2	0
+	1	3	0
	2	5	0

3. Tell them that today we will learn about the addition of 4-digits numbers with and without carrying.

**Activity 1:**

1. Write the following question on the board.
Add 3324 and 1235.
2. Draw the following table on the board and call a student to fill in the table.

Thousands	Hundreds	Tens	Ones
+			

3. Check student's response and guide if required.
4. Ask another student to come to the board and answer the question. Guide the student to start from the right and add ones with ones, tens with tens, and hundreds with hundreds.
5. Check student's response and guide if required.
6. Ask the class, what should we do with 3 and 1 at thousands place.
7. Take students' responses and tell them that the digit at thousands place will also be added like the others.
8. Ask a student to come to the board and carry out the last step of addition.
9. Take his/her response and guide if required.

Thousands	Hundreds	Tens	Ones
3	3	2	4
+	1	2	3
4	5	5	9

Activity 2:

1. Write the following question on the board:
There are 1628 trees of mangoes and 2172 trees of apples in a garden. Find the total number of trees in the garden.
2. Use the process of addition by involving the students and ask them to follow the given steps.
 - i. First step: Add ones with ones i.e., $8 + 2 = 10$. Write 0 in the ones column and carry 1 to the tens column.
 - ii. Second step: Add tens with tens and carry 1 i.e., $1 \text{ tens} + 2 \text{ tens} + 7 \text{ tens} = 10 \text{ tens}$. Write 0 in tens column and carry 1 to hundreds column.
 - iii. Third step: Add hundreds with hundreds and carry 1 i.e., $1 \text{ hundreds} + 6 \text{ hundreds} + 1 \text{ hundreds} = 8 \text{ hundreds}$. Write 8 in hundreds column.
 - iv. Fourth step: Add thousands with thousands i.e., $1 \text{ thousands} + 2 \text{ thousands} = 3 \text{ thousands}$. Write 3 in thousands column.

- v. Answer: The total number of trees in the garden is 3800.

	Thousands	Hundreds	Tens	Ones
Number of mango trees	1	6 ⁽¹⁾	2 ⁽¹⁾	8
Number of apple trees	2	1	7	2
Total trees in the garden	3	8	0	0

3. Select a student randomly and ask him/her to explain the process again to the class.
4. Guide the student where required.



CONCLUSION / SUM UP

Tell students that:

1. Ones are added with ones, tens with tens, hundreds with hundreds, and thousands with thousands.
2. We can use 4-digit addition to solve real-life situations.



ASSESSMENT

1. Write the following question on the board and ask students to copy down in their notebooks and answer it.
In a school, there are 3651 boys and 2349 girls. Find the total number of students in the school.
2. Check students' responses and guide if required.



HOMEWORK / FOLLOW UP

1. Do question 1 on page 46 of the textbook.
2. Do questions 3, 4 and 5 on page 47 of the textbook.

ADDITION**STUDENT LEARNING OUTCOME**

- Add numbers up to 100 using mental strategies.

INFORMATION FOR TEACHERS

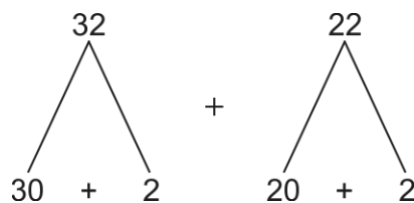
The teachers should be able to use mental strategies for adding numbers up to 100..

**DURATION / NO. OF PERIODS: 35 MINUTES / 1 PERIOD****MATERIALS / RESOURCES REQUIRED**

- Textbook, Board, Marker/Chalk, Duster

**INTRODUCTION**

1. Bring a packet of 54 toffees to the class.
2. Give 32 toffees to one student and 22 toffees to another student.
3. Ask students, how can we find the total number of toffees.
4. Take students' responses and write the breakdown of both numbers on the board as follows:



5. Tell students that first, we break 32 and 22 into tens and ones as shown.
6. Add tens with tens ($30 + 20 = 50$) and ones with ones ($2 + 2 = 4$) by counting to get the answer ($50 + 4 = 54$). This is how we use mental strategies to add two numbers.
7. Tell students that today we will practice mental strategies for addition.

**DEVELOPMENT****Activity 1:**

1. Write the following question on the board:
Add 35 and 62 using mental strategies.
2. Make pairs of students. Assign the task as follows:

- i. Student 1 of each pair should break down 35 into tens and ones and student 2 of each pair should break down 62 into tens and ones.

$$\begin{array}{c} 35 \\ \diagdown \quad \diagup \\ 30 \quad + \quad 5 \end{array} \quad + \quad \begin{array}{c} 62 \\ \diagdown \quad \diagup \\ 60 \quad + \quad 2 \end{array}$$

- ii. Student 1 should add tens with tens and student 2 should add ones with ones.
 - iii. Come up with the answer.
3. Take few responses and write 97 on the board.
 4. Summarize all the steps once again for developing sound understanding.



CONCLUSION / SUM UP

1. At the end of the lesson, tell students that today we have learned how to add two numbers using mental calculations.



ASSESSMENT

1. Write the following questions on the board and ask students to write the answers in their notebooks using a mental strategy:
 - i. $53 + 33 =$
 - ii. $62 + 14 =$
 - iii. $57 + 42 =$
 - iv. $15 + 64 =$
 - v. $22 + 35 =$
2. Call five students one by one to stand in front of the class and ask them to share their answers.
3. Check their responses and guide if required.



HOMEWORK / FOLLOW UP

Do question 8 on page 48 of the textbook.

SUBTRACTION**STUDENT LEARNING OUTCOMES**

- Subtract numbers up to 4-digits with and without borrowing.
- Solve real-life number stories up to 4-digit with and without borrowing involving subtraction.

INFORMATION FOR TEACHERS

The teachers should know that in subtraction of 4-digit numbers:

1. Subtract ones from ones, tens from tens, hundreds from hundreds, and thousands from thousands.
2. If the subtraction number is greater than the number from which it is subtracted, we borrow 1 ten as 10 ones from the tens place and carry to the ones place.

**DURATION / NO. OF PERIODS: 35 MINUTES / PERIOD 1****MATERIALS / RESOURCES REQUIRED**

- Textbook, Board, Chalk/Marker, Duster

**INTRODUCTION**

1. Ask the following question from the students:
Suppose you have 340 rupees. You give 152 rupees to your friend. How much money is left with you?
2. Ask a student to come to the board and answer the given question.

Hundreds	Tens	Ones
$3^{(2)}$	$4^{(13)}$	$0^{(10)}$
- 1	5	2
1	8	8

3. Check his/her steps of subtraction and explain each step to the whole class as a recall.
4. Tell students that in the previous class you have done subtraction with borrowing till hundreds. In today's class, we will learn to subtract 4-digit numbers which means up to thousands.

**Activity 1:**

- Write the following question on the board:
Subtract 4563 from 5786
- Ask the class, which number 4563 or 5786 is bigger.
- Take students' responses and tell them that the bigger number i.e., 5786 will be written at the top whereas, the smaller number i.e., 4563 will be written under it.
- Select a student randomly and ask him/her to write the given question in vertical form on the board.
- Call another student and ask him/her to answer the question on the board till hundreds place.
- Ask the rest of the students to check and comment if the answer is correct or incorrect.
- Guide the students if required.

	Thousands	Hundreds	Tens	Ones
	5	7	8	6
–	4	5	6	3
		2	2	3

- Ask the class, what will we do next with the digits on the thousands place.
- Take their responses and tell them that we will subtract them as we have subtracted the rest of the digits, which means subtract thousands from thousands.
- Ask a student to subtract digits at the thousands place and write the answer.
- Help the student in reaching the right answer if required.

	Thousands	Hundreds	Tens	Ones
	5	7	8	6
–	4	5	6	3
	1	2	2	3

Activity 2:

- Write the following question on the board:
Subtract 3657 from 5713 OR $5713 - 3657 = ?$
- Select a student randomly and ask him/her to write the given question in vertical form on the board.
- Explain the steps of subtraction to the students as follows:
 - Subtract the ones. We see that 7 at ones place is greater than 3, so we need to borrow. Borrow 1 tens as 10 ones from the tens place and carry to the ones place.

$$13 \text{ ones} - 7 \text{ ones} = 6 \text{ ones}$$

	Thousands	Hundreds	Tens	Ones
	5	7	7 ⁽¹⁰⁾	3 ⁽¹³⁾
–	3	6	5	7
				6

- ii. Subtract the tens. We see that 5 at tens place is greater than 0, so borrow 1 hundreds from the hundreds place and carry to the tens place.
 10 tens – 5 tens = 50 tens

	Thousands	Hundreds	Tens	Ones
	5	7 ⁽⁶⁾	7 ⁽¹⁰⁾	3 ⁽¹³⁾
–	3	6	5	7
			5	6

- iii. Subtract the hundreds. 6 hundreds – 6 hundreds = 0 hundreds

	Thousands	Hundreds	Tens	Ones
	5	7 ⁽⁶⁾	7 ⁽¹⁰⁾	3 ⁽¹³⁾
–	3	6	5	7
		0	5	6

- iv. Subtract the thousands. 5 thousands – 3 thousands = 2 thousands

	Thousands	Hundreds	Tens	Ones
	5	7 ⁽⁶⁾	7 ⁽¹⁰⁾	3 ⁽¹³⁾
–	3	6	5	7
	2	0	5	6



CONCLUSION / SUM UP

Tell students that today we have learnt subtraction of 4-digit numbers with and without borrowing.

SUBTRACTION**DURATION / NO. OF PERIODS: 35 MINUTES / PERIOD 2****INTRODUCTION**

1. Call a student to stand in front of the class and tell the steps of 4-digit subtraction learned in the last class.
2. Write the steps on the board.
3. Tell students that in today's class we will practice 4-digit subtraction with borrowing and use it to solve real-life problems.

**DEVELOPMENT****Activity 3:**

1. Make three groups of students and give each group one of the following questions to answer:

i	$\begin{array}{r} 3843 \\ -2465 \\ \hline \end{array}$	Group 1
ii	$\begin{array}{r} 4583 \\ -2496 \\ \hline \end{array}$	Group 2
iii	$\begin{array}{r} 6592 \\ -4293 \\ \hline \end{array}$	Group 3

2. Ask a student from each group to share their answer with the whole class.
3. Visit each group to check their understanding of subtraction with borrowing and subtraction of 4-digit numbers.
4. Facilitate and guide students where it is necessary.

Activity 4:

1. Write the following question on the board:
Asad has 7450 rupees. He bought some books for 4545 rupees. How much money is left with him?
2. Answer the question with the class as follows:

		Thousands	Hundreds	Tens	Ones
Total amount with Asad	=	7 ⁽⁶⁾	4 ⁽¹⁴⁾	5 ⁽⁴⁾	0 ⁽¹⁰⁾
Buy books of amount	=	4	5	4	5
Amount left with Asad	=	2	9	0	5
Asad has 2905 rupees left.					



CONCLUSION / SUM UP

Tell students that:

1. We can use the subtraction of 4-digit numbers with borrowing to solve real-life problems.
2. After reading the question copy down numbers in vertical form.
3. Subtract ones from ones, tens from tens, hundreds from hundreds, and thousands from thousands.
4. Write the answer in the form of a statement.



ASSESSMENT

1. Write the following questions on the board and ask students to answer them in their notebooks:
 - i. Asim had 4754 birds in a cage. He opened the cage and 3267 birds flew away. How many birds are left in the cage?
 - ii. There are 6425 students in a school. If 4213 of them are boys, how many girls are there in the school?
2. Check students' responses and guide where required.



HOMEWORK / FOLLOW UP

Do questions 14 to 17 on page 56 of the textbook.

SUBTRACTION**STUDENT LEARNING OUTCOME**

- Subtract numbers up to 100 using mental strategies.

INFORMATION FOR TEACHERS

The teachers should know about the conversion of numbers into tens and ones and then the subtraction process by mental calculation.



DURATION / NO. OF PERIODS: 35 MINUTES / 1 PERIOD

**MATERIALS / RESOURCES REQUIRED**

- Textbook, Board, Chalk/Marker, Duster

**INTRODUCTION**

- Write the following numbers on the board:
Subtract 43 from 68
- Ask students, how we can subtract 43 from 68 using mental strategy. Tell them to recall the process they have learned in the previous class for addition.

$$\begin{array}{r}
 68 \\
 \swarrow \quad \searrow \\
 60 \quad + \quad 8
 \end{array}
 -
 \begin{array}{r}
 43 \\
 \swarrow \quad \searrow \\
 40 \quad + \quad 3
 \end{array}
 =
 \begin{array}{r}
 \boxed{60} - \boxed{40} = \boxed{20} \\
 \boxed{8} - \boxed{3} = \boxed{5} \\
 \hline
 \boxed{68} - \boxed{43} = \boxed{25}
 \end{array}$$

- First, break the numbers 68 and 43 into tens and ones.
 $68 = 60 + 8$ and $43 = 40 + 3$
- Subtract tens from tens. $60 - 40 = 20$
- Subtract ones from ones. $8 - 3 = 5$
- Add 20 and 5 to get 25 as the answer.
- Tell students that today we will subtract numbers using mental strategies.



DEVELOPMENT

Activity 1:

1. Write the following question on the board:
Subtract 35 from 57 using mental strategy.
2. Make pairs of students. Assign the task as follows:
 - i. Student 1 of each pair should break down 57 into tens and ones and student 2 of each pair should break down 35 into tens and ones.

$$\begin{array}{c} 57 \\ \swarrow \quad \searrow \\ 50 \quad + \quad 7 \end{array} \quad - \quad \begin{array}{c} 35 \\ \swarrow \quad \searrow \\ 30 \quad + \quad 5 \end{array}$$

- ii. Student 1 should subtract tens from tens and student 2 should subtract ones from ones.
 - iii. Come up with the answer.
5. Take few responses and write 22 on the board.
 6. Summarize all the steps once again for developing sound understanding.



CONCLUSION / SUM UP

1. At the end of the lesson, tell students that today we have learnt how to subtract two numbers using mental calculations.



ASSESSMENT

1. Write the following questions on the board and ask students to answer them using a mental strategy.
 - vi. $53 - 31 =$
 - vii. $65 - 14 =$
 - viii. $55 - 42 =$
 - ix. $74 - 52 =$
 - x. $45 - 13 =$
2. Call five students one by one to stand in front of the class and tell the answer to one question.
3. Check their responses and guide if required.



HOMEWORK / FOLLOW UP

Do question 13 on page 56 of the textbook.

Month

3

MULTIPLICATION



STUDENT LEARNING OUTCOME

- Develop multiplication tables for 6, 7, 8 and 9.

INFORMATION FOR TEACHERS

The teachers should be able to develop multiplication tables.



DURATION / NO. OF PERIODS: 35 MINUTES / PERIOD 1



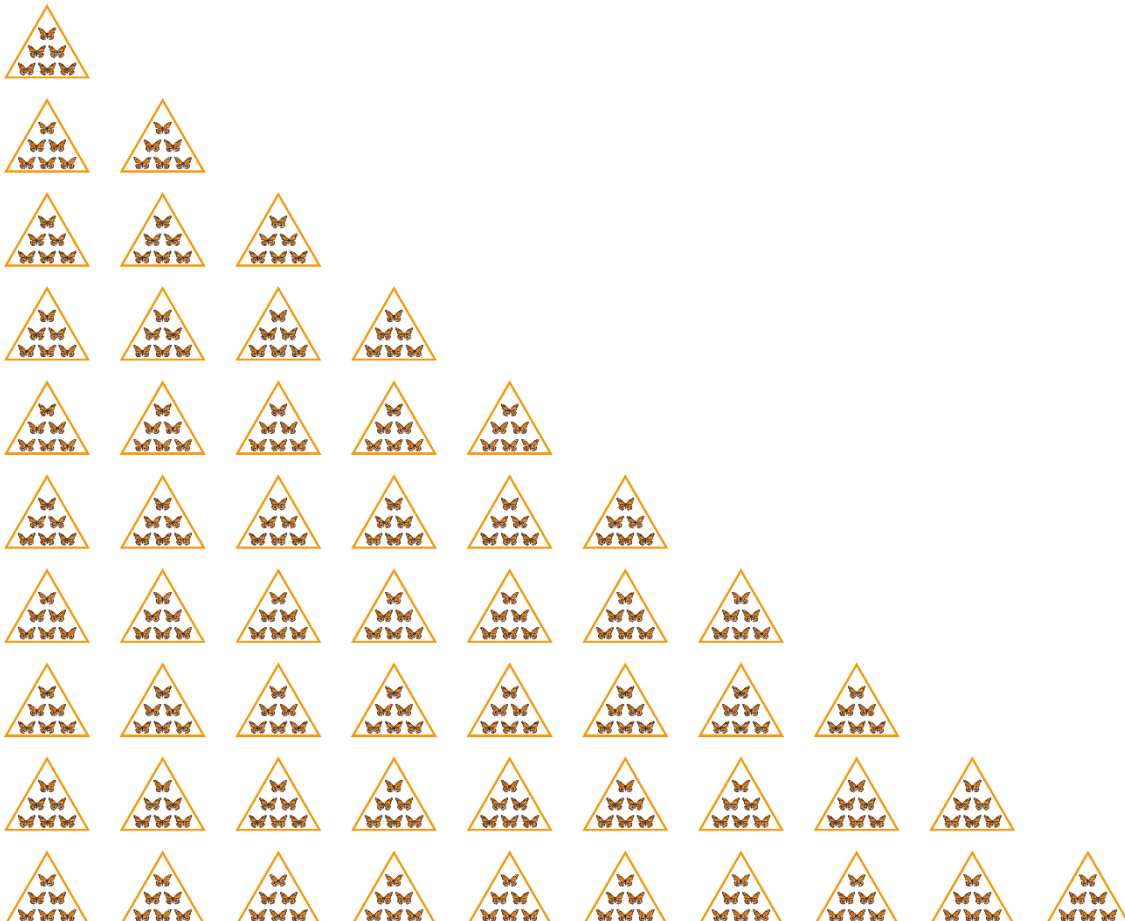
MATERIALS / RESOURCES REQUIRED

- Textbook, Board, Chalk/Marker, Duster, Charts showing multiplication tables of 6, 7, 8 and 9



INTRODUCTION

1. Paste/Draw the following chart showing sets of butterflies on the board.



2. Ask one of the students to count the number of butterflies in the first triangle. (Expected answer: 6).
3. Write on the board: 1 set of 6 butterflies is equal to 6.
4. Ask another student to count butterflies in the triangles in the second row. (Expected answer: 12)
5. Write on the board: 2 sets of 6 butterflies are equal to 12.
6. Repeat steps 4 and 5 with the rest of the rows in the table.
7. Tell students that today we will learn about the development of multiplication tables of 6, 7, 8 and 9.



DEVELOPMENT

Activity 1:

1. In connection with the activity in introduction, tell students that:

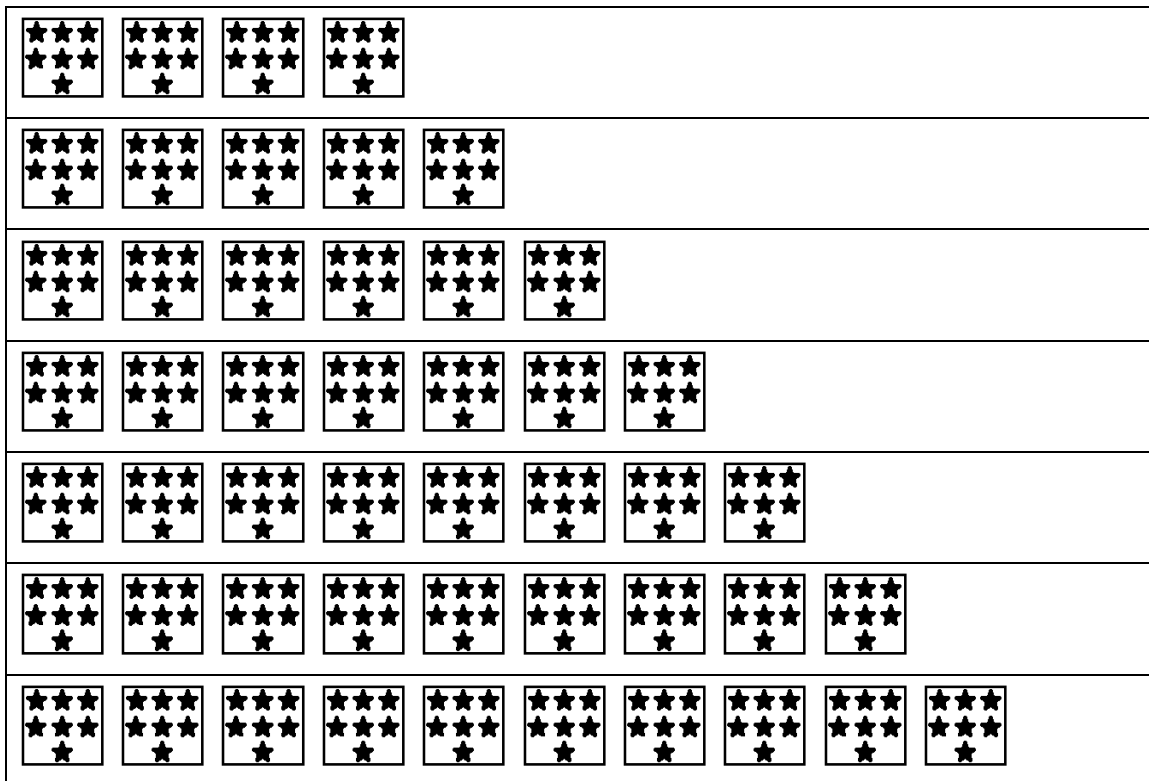
One set of six butterflies is equal to six means:	$6 \times 1 = 6$
Two sets of six butterflies are equal to twelve means:	$6 \times 2 = 12$
Three sets of six butterflies are equal to eighteen means:	$6 \times 3 = 18$
Four sets of six butterflies are equal to twenty-four means:	$6 \times 4 = 24$
Five sets of six butterflies are equal to thirty means:	$6 \times 5 = 30$
Six sets of six butterflies are equal to thirty-six means:	$6 \times 6 = 36$
Seven sets of six butterflies are equal to forty-two means:	$6 \times 7 = 42$
Eight sets of six butterflies are equal to forty-eight means:	$6 \times 8 = 48$
Nine sets of six butterflies are equal to fifty-four means:	$6 \times 9 = 54$
Ten sets of six butterflies are equal to sixty means:	$6 \times 10 = 60$

2. Ask students to open page 57 of the textbook and read the table of 6.

$6 \times 1 = 6$	$6 \times 6 = 36$
$6 \times 2 = 12$	$6 \times 7 = 42$
$6 \times 3 = 18$	$6 \times 8 = 48$
$6 \times 4 = 24$	$6 \times 9 = 54$
$6 \times 5 = 30$	$6 \times 10 = 60$

Activity 2:

1. Paste/Draw the following chart showing sets of stars on the board.



- Ask one of the students of the class to count the number of stars in the first square. (Expected answer: 7).
- Write on the board: 1 set of 7 stars is equal to 7.
- Ask another student to count stars in the squares in the second row. (Expected answer: 14)
- Write on the board: 2 sets of 7 stars are equal to 14.
- Repeat steps 4 and 5 with the rest of the rows in the table.
- Make the multiplication table for 7 with the help of the students and guide them where required.

$7 \times 1 = 7$	$7 \times 6 = 42$
$7 \times 2 = 14$	$7 \times 7 = 49$
$7 \times 3 = 21$	$7 \times 8 = 56$
$7 \times 4 = 28$	$7 \times 9 = 63$
$7 \times 5 = 35$	$7 \times 10 = 70$



CONCLUSION / SUM UP

Tell students that today we have learnt to develop multiplication tables of 6 and 7.

MULTIPLICATION



DURATION / NO. OF PERIODS: 35 MINUTES / PERIOD 2



INTRODUCTION

1. Ask a student to read aloud the table of 6. Let other students help where needed.
2. Ask a student to read aloud the table of 7. Let other students help where needed.
3. Tell students that today we will learn to develop multiplication tables of 8 and 9.

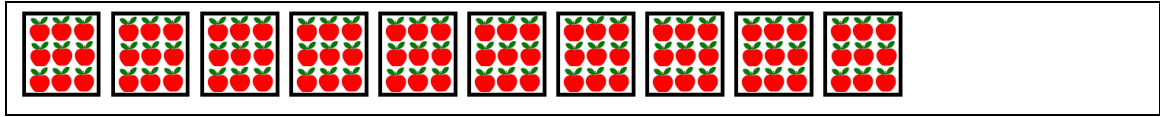


DEVELOPMENT

Activity 3:

1. Paste/Draw the following chart showing sets of flowers on the board.

2. Ask one of the students of the class to count the number of flowers in the first rectangle. (Expected answer: 8).
3. Write on the board: 1 set of 8 stars is equal to 8.
4. Ask another student to count flowers in the rectangles in the second row. (Expected answer: 16)



- Ask one of the students of the class to count the number of apples in the first box. (Expected answer: 9).
- Write on the board: 1 set of 9 apples is equal to 9.
- Ask another student to count apples in the box in the second row. (Expected answer: 18)
- Write on the board: 2 sets of 9 apples are equal to 18.
- Repeat steps 4 and 5 with the rest of the rows in the table.
- Make the multiplication table for 9 with the help of the students and guide them where required.

$9 \times 1 = 9$	$9 \times 6 = 54$
$9 \times 2 = 18$	$9 \times 7 = 63$
$9 \times 3 = 27$	$9 \times 8 = 72$
$9 \times 4 = 36$	$9 \times 9 = 81$
$9 \times 5 = 45$	$9 \times 10 = 90$



CONCLUSION / SUM UP

- Tell students that today we have learnt to develop multiplication tables of 8 and 9.



ASSESSMENT

- Ask the following questions from the students one by one. Ask them to take help from the tables on the board.

$$7 \times 6 = \text{-----}$$

$$9 \times 7 = \text{-----}$$

$$8 \times 8 = \text{-----}$$

$$6 \times 3 = \text{-----}$$

$$7 \times 5 = \text{-----}$$

$$8 \times 6 = \text{-----}$$

$$8 \times 9 = \text{-----}$$

$$9 \times 7 = \text{-----}$$

- Guide and correct them where it is necessary.



HOMEWORK / FOLLOW UP

Learn the tables of 6, 7, 8, and 9 by heart.

MULTIPLICATION



STUDENT LEARNING OUTCOMES

1. Multiply 2-digit numbers by a 1-digit number.
2. Multiply a number by 0 and 1.
3. Solve real-life problems involving the multiplication of a 2-digit number by a 1-digit number.

INFORMATION FOR TEACHERS

The teachers should know that:

1. A short operation for repeated addition of the same number is called multiplication.
2. When two numbers are multiplied with each other we get the product.
3. We can use multiplication to solve real-life problems.



DURATION / NO. OF PERIODS: 35 MINUTES / PERIOD 1



MATERIALS / RESOURCES REQUIRED

- Textbook, Board, Marker/Chalk, Duster, Charts



INTRODUCTION

1. Write the following question on the board.
There are 5 baskets of apples. The number of apples in each basket is 6. How many apples are there in 5 baskets?
2. Ask students, how can we find the total number of apples in 5 baskets.
3. Take students' responses and tell them that one method to find out the total number of apples in 5 baskets is adding 6 five times.
 $6 + 6 + 6 + 6 + 6 = 30$ apples
4. Tell students that the second method is multiplication and ask them to recall the 1-digit multiplication that they have practiced in the previous class.
5. Write the following on the board.
6 apples in each basket x 5 baskets = ?
6. Ask students, recall the multiplication table of 6 and tell $6 \times 5 = ?$
7. Take their responses and write the 30 apples as the answer on the board.

8. Tell students that today we will learn about the multiplication of 2-digit by 1-digit numbers and multiplication of a number with 0 and 1.



DEVELOPMENT

Activity 1:

1. Write the following question on the board.

$$57 \times 5 = ?$$

2. Tell students to answer the question as follows:

- i. Write the question in vertical form.

$$\begin{array}{r} \text{T O} \\ ^{(3)}57 \\ \times \quad 5 \\ \hline 285 \end{array}$$

- ii. Multiply ones with ones, i.e., $5 \times 7 = 35$
- iii. Write 5 at ones place and 3 as carry at tens place.
- iv. Multiply $5 \times 5 = 25$ and add 3 in the answer i.e., $25 + 3 = 28$
- v. Write 8 at tens place and 2 at hundreds place.
3. Repeat explanation of steps i to v.



CONCLUSION / SUM UP

Tell students that today we have learnt about the multiplication of 2-digit numbers with 1-digit numbers.

MULTIPLICATION**DURATION / NO. OF PERIODS: 35 MINUTES / PERIOD 2****INTRODUCTION**

- Write the following question on the board.
 $34 \times 6 = ?$
- Ask students to recall the steps of multiplication learned in the previous lesson.
- Select a student randomly and ask him/her to tell the steps of multiplication in sequence.
- Take his/her response and write the steps on the board.
- Guide the student where required.
- Ask another student to answer the sum on the board.

$$\begin{array}{r}
 \text{T} \quad \text{O} \\
 {}^{(2)}3 \quad 4 \\
 \times \quad \quad 6 \\
 \hline
 2 \quad 0 \quad 4
 \end{array}$$

- Check student's response and guide if required.
- Tell students that in today's class, we will learn how to use multiplication to solve real-life problems.

**DEVELOPMENT****Activity 2:**

- Write the following situation on the board.

There are three empty plates.



- Tell students that there is nothing in any of the plates. We can write this as:
 $0 + 0 + 0 = 0$ or
 $0 \times 3 = 0$
- Tell students that when a number is multiplied by 0, the answer is always 0.
 $2 \times 0 = 0$ and $4 \times 0 = 0$

4. Write the following situation on the board.



There are three plates and, in each plate, there is a biscuit. We can write this as:

$$1 + 1 + 1 = 3 \text{ or}$$

$$1 \times 3 = 3$$

Tell students that when a number is multiplied by 1, the number remains the same.

e.g., $1 \times 2 = 2$ and $1 \times 4 = 4$

Activity 3:

1. Write the following question on the board.

If the price of one book is Rs. 85, then what will be the price of 5 such books?

2. Tell students to answer the given question as follows:

- The price of 1 book = Rs. 85
- The price of 5 such books = Rs. 85 x Rs. 5 = Rs. 425
- The price of 5 such books = Rs. 425

3. Repeat the explanation of steps 1 and 2 to develop a better understanding.



CONCLUSION / SUM UP

Tell students that:

1. When a number is multiplied by 0, the answer is always 0.
2. When a number is multiplied by 1, the number remains the same.



ASSESSMENT

1. Divide the class into three groups.
2. Assign questions to each group as follows:

Group 1	53	30	
	X 5	X 7	
	_____	_____	
	_____	_____	

Group 2	75	30	
	X 7	X 5	
	_____	_____	
	_____	_____	

Group 3

$$\begin{array}{r} 90 \\ \times 9 \\ \hline \hline \end{array} \qquad \begin{array}{r} 99 \\ \times 1 \\ \hline \hline \end{array}$$

3. Ask each group to solve their questions.
4. Visit each group and guide them where needed.

0/0

HOMEWORK / FOLLOW UP

Answer questions 8, 10 and 11 on page 68 of the textbook.

MULTIPLICATION**STUDENT LEARNING OUTCOME**

- Apply mental mathematical strategies to multiply 1-digit number to 1-digit number.

INFORMATION FOR TEACHERS

The teachers should know the multiplication tables of 2-9.

**DURATION / NO. OF PERIODS: 35 MINUTES / 1 PERIOD****MATERIALS / RESOURCES REQUIRED**

- Textbook, Board, Chalk/Marker, Duster

**INTRODUCTION**

1. Select three students randomly and ask them to answer the following:
 $2 \times 2 = ?$
 $3 \times 2 = ?$
 $4 \times 2 = ?$
2. Tell students that in the multiplication of a 1-digit number with a 1-digit number it is very important to use the multiplication tables, which is the simplest way to solve the problems.
3. Tell students that today we will learn about the mental strategy to multiply a 1-digit number with a 1-digit number.

**DEVELOPMENT****Activity 1:**

1. Write the following questions on the writing board and ask the students to answer them using the mental calculation for multiplication.
 - i. $7 \times 9 = ?$
 - ii. $6 \times 3 = ?$
 - iii. $8 \times 5 = ?$
 - iv. $9 \times 3 = ?$
2. Take students' responses and guide where required.

Activity 2:

1. Divide the class into two groups and label them as Team 1 and Team 2.
2. Draw two columns on the board. Write scoreboard on the top of the table. Label one column of the board as Team 1 and the other column as Team 2.
3. Ask one multiplication question from each team one by one and tell them to answer orally. E.g., $8 \times 7 = ?$
4. Give one point on each correct answer.
5. Count the points at the end and declare the winner of the game.
6. Appreciate the winning team and ask the other team (who has lost the game) to memorize tables.



CONCLUSION / SUM UP

Tell students that to multiply a 1-digit number with a 1-digit number, it is necessary to memorize multiplication tables from 2 to 9.



ASSESSMENT

1. Ask the following questions from the students:
 - i. $6 \times 3 = \text{-----}$
 - ii. $7 \times 5 = \text{-----}$
 - iii. $8 \times 6 = \text{-----}$
 - iv. $9 \times 3 = \text{-----}$
 - v. $8 \times 7 = \text{-----}$
2. Take their responses and guide where required.



HOMEWORK / FOLLOW UP

Answer question 9 on page 68 of the textbook.

DIVISION



STUDENT LEARNING OUTCOMES

- Divide 2-digit number by 1-digit number with zero remainder.
- Solve real-life situations involving division of 2-digit number by a 1-digit number

INFORMATION FOR TEACHERS

The teachers should know that

1. Division means to distribute things equally.
2. A short operation for repeated subtraction of the same number from any number is called division.
3. To solve real-life problems involving division.



DURATION / NO. OF PERIODS: 35 MINUTES / 1 PERIOD



MATERIALS / RESOURCES REQUIRED













- Textbook, Board, Chalk/Marker, Duster



INTRODUCTION

1. Write the given question on the board.

Ahmad has 12 bananas. He wants to divide them among 4 friends equally. How many bananas will each friend get?

Friend 1	Friend 2	Friend 3	Friend 4
			
			
			

2. Tell students to solve the given problem as follows.
First, give one banana to each friend. $12 - 4 = 8$ (First subtraction)
This shows that out of 12 bananas 8 are left.

Give one banana again to each friend. $8-4=4$ (Second subtraction)

This shows that out of 8 bananas 4 are left.

Give one banana again to each friend. $4-4=0$ (Third subtraction)

No bananas are left. Hence, each friend will get 3 bananas.

3. Ask students, which mathematical operation has been carried out each time.
4. Take students' responses and write 'subtraction' on the board.
5. Tell students that in their previous class they have learnt that division is successive subtraction.
6. Tell the class that in today's lesson they will learn to divide 2-digit numbers with 1-digit numbers and how to use division to solve real-life problems.



DEVELOPMENT

Activity 1:

1. Write the following question on the board.
 $24 \div 6$
2. Tell students to recall the table of 6 and stop when they reach number 24.
 $6 \times 1 = 6$
 $6 \times 2 = 12$
 $6 \times 3 = 18$
 $6 \times 4 = 24$
3. Tell them that as $6 \times 4 = 24$ so the answer of $24 \div 6 = 4$
4. Write 4 as quotient, 6 is the divisor, 24 is the dividend.
5. Subtract 24 from 24 and the remainder is 0.
6. Describe the terminologies to the students with the help of the following figure.

$$\begin{array}{r} 4 \longrightarrow \text{quotient} \\ \text{divisor} \longleftarrow 6 \sqrt{24} \longrightarrow \text{dividend} \\ \quad \underline{-24} \\ \quad \quad 00 \longrightarrow \text{zero remainder} \end{array}$$

7. Ask students to repeat each term after you.

Activity 2:

1. Write the following question on the board.
Zahid has 32 toffees. He wants to divide these toffees among 8 children. How many toffees would each child get?
2. Write each step of division on the board as follows:
Total number of toffees = 32
Number of children = 8
Number of toffees each child would get = $32 \div 8 = 4$ toffees

$$\begin{array}{r}
 4 \text{ --- Quotient} \\
 \text{Divisor --- } 8 \overline{) 32} \text{ --- Dividend} \\
 \underline{-32} \\
 00 \text{ --- Remainder}
 \end{array}$$

Each child will get 4 toffees.



CONCLUSION / SUM UP

Tell students that:

1. Division is successive subtraction.
2. The terminologies used in division questions are as follows:

$$\begin{array}{r}
 4 \text{ --- Quotient} \\
 \text{Divisor --- } 8 \overline{) 32} \text{ --- Dividend} \\
 \underline{-32} \\
 00 \text{ --- Remainder}
 \end{array}$$



ASSESSMENT

1. Write the following questions on the board.
 - i. $21 \div 3 =$
 - ii. $36 \div 6 =$
 - iii. $35 \div 5 =$
 - iv. $72 \div 8 =$
 - v. $20 \div 4 =$
 - vi. $56 \div 7 =$
2. Ask students to answer each question in their notebooks, showing divisor, dividend, quotient and remainder.
3. Check students' responses and guide where required.



HOMEWORK / FOLLOW UP

Answer questions 16 to 20 given on pages 72 and 73 of the textbook in the notebooks.

DIVISION**STUDENT LEARNING OUTCOME**

- Apply mental strategies to divide 1-digit number by 1-digit number.

INFORMATION FOR TEACHERS

The teachers should be able to use mental strategies to answer division questions.

**DURATION / NO. OF PERIODS: 35 MINUTES / 1 PERIOD****MATERIALS / RESOURCES REQUIRED**

- Textbook, Board, Chalk/Marker, Duster

**INTRODUCTION**

1. Tell students that we can use mental strategies to answer division questions quickly. For this, we should have learnt multiplication tables by heart.
2. Ask the following questions orally from the class.
 $2 \times 2 = ?$
 $3 \times 4 = ?$
 $4 \times 3 = ?$
 $8 \times 7 = ?$
 $6 \times 4 = ?$
 $5 \times 6 = ?$
3. Tell students that in today's lesson, we will practice using a mental strategy to answer questions involving division.

**DEVELOPMENT****Activity 1:**

1. Write the following question on the board.

$$8 \div 2$$

2. Ask students to read the table of 2 till they reach 8.
3. Take students' responses and write 4 on the board.
4. Write another question on the board.

$$8 \div 4$$

5. Ask students to read the table of 4 till they reach 8.
6. Take students' responses and write 2 on the board.
7. Repeat steps 4-6 with different values.
8. Guide students' where necessary.

Activity 2:

1. Divide the class into two groups and label them as Team 1 and Team 2.
2. Draw a line on the board to make two columns. Write scoreboard on the top of the table. Label one column of the board as Team 1 and the other column as Team 2.
3. Ask one division question from each team one by one and tell them to answer orally. E.g., $24 \div 3 = ?$
4. Give one point on each correct answer.
5. Count the points at the end and declare the winner of the game.
6. Appreciate the winning team and ask the other team (who has lost the game) to memorize tables.



CONCLUSION / SUM UP

Tell students that we can use mental strategies to answer division questions.



ASSESSMENT

1. Write the following questions on the board.
Using the mental strategies, answer the following questions.
 - i. $8 \div 4$
 - ii. $6 \div 3$
2. Call two students one by one to answer one question.
3. Help students with mental calculations.



HOMEWORK / FOLLOW UP

Answer questions 13, 14 and 15 on page 72 of the textbook.

Month

4

COMMON FRACTIONS**STUDENT LEARNING OUTCOMES**

- Express the fractions in figures and vice versa.
- Match the fraction with related figures.

INFORMATION FOR TEACHERS

The teachers should know that:

1. In fractions, a numerator means, how many parts you have and denominator shows how many equal parts the whole is divided into.

**DURATION / NO. OF PERIODS: 35 MINUTES / 1 PERIOD****MATERIALS / RESOURCES REQUIRED**

- Textbook, Board, Marker/Chalk, Duster, 4 Chart papers, 4 Colour pencils, 4 Flashcards showing fractions

**INTRODUCTION**

1. Select a student randomly and give him/her an apple.
2. Ask the student to cut the apple into 4 equal pieces.
3. Tell him/her to give one piece to a student.
4. Tell the class that we can write this as $\frac{1}{4}$ where 4 is the total number of pieces of the apple and 1 is the number of pieces of the apple given to the student.
5. Ask students, if we give another piece to a student, how we should write it.
6. Take students' responses and write $\frac{2}{4}$ on the board.
7. Tell the class $\frac{1}{4}$ and $\frac{2}{4}$ are called fractions and a fraction is a part of a whole. The number above the line is called the numerator whereas, the number below the line is called the denominator.
8. Represent the fraction as follows on the board.

$$\text{fraction } \left\{ \begin{array}{l} \frac{1}{5} \longrightarrow \text{numerator} \\ \frac{1}{5} \longrightarrow \text{denominator} \end{array} \right.$$

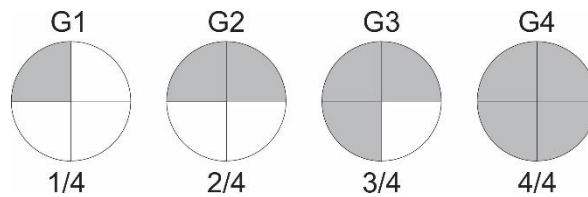
9. Tell students that in today's lesson, we will learn about fractions.



DEVELOPMENT

Activity 1:

1. Divide the class into four groups.
2. Distribute a chart paper and a few colour pencils to each group.
3. Ask each group to make four circles on the chart paper and divide each circle into four equal parts.
4. Ask each group to colour part(s) of their circle as follows:
 $1/4, 2/4, 3/4, 4/4$
5. Call a member from each group one by one and ask him/her to present their circle to the class.
6. Encourage correct responses and guide students where necessary.




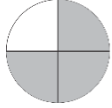


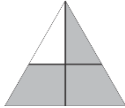
Activity 2:

1. Divide the class into four groups.
2. Give one flashcard to each group with one of the following fractions on it.
 $2/4, 3/4, 4/6, 3/8$
3. Ask each group to discuss and draw the figure of the fraction assigned to them in their notebooks.
4. Call a member from each group one by one and ask him/her to present their figure to the class.
5. Encourage correct responses and guide students where necessary.



Activity 3:

1. Draw the following table on the board.
2. Select five students randomly and ask them to come to the board one by one, and match one fraction in column A with its correct figure in column B.

Column A	Column B
$\frac{1}{2}$	
$\frac{1}{5}$	
$\frac{3}{4}$	
$\frac{4}{6}$	
$\frac{5}{9}$	



CONCLUSION / SUM UP

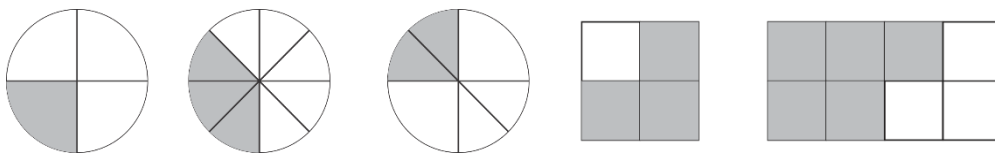
Tell students that:

1. Fraction is always a part of a whole.
2. In a fraction, the number above the line is called the numerator whereas, the number below the line is called the denominator.



ASSESSMENT

1. Draw the following figures on the board and ask students to answer the question in their notebooks.
2. Write the fraction representing the shaded parts of the following figures.



3. Check students' responses.
4. Guide students where required.



HOMEWORK / FOLLOW UP

Do questions 1 and 2 on page 82 of the textbook.

PROPER AND IMPROPER FRACTIONS**STUDENT LEARNING OUTCOMES**

1. Recognize proper and improper fractions.
2. Differentiate between proper and improper fractions.

INFORMATION FOR TEACHERS

The teachers should know that:

1. In proper fractions, the numerator is less than the denominator.
2. In improper fractions, the numerator is greater than or equal to the denominator.

**DURATION / NO. OF PERIODS: 35 MINUTES / 1 PERIOD****MATERIALS / RESOURCES REQUIRED**

- Textbook, Board, Marker/Chalk, Duster, 3 Flashcards showing fractions

**INTRODUCTION**

1. Show three flashcards to the class with fractions $\frac{3}{5}$, $\frac{7}{2}$ and $\frac{3}{3}$ written on them.
2. Ask students to look at the fractions carefully and tell the difference between them.
3. Give students appropriate time.
4. Take students' responses and write them on the board.
5. Tell students that:
In $\frac{3}{5}$, 3 is less than 5 i.e., the numerator is less than the denominator.
In $\frac{7}{2}$, 7 is greater than 2 i.e., the numerator is greater than the denominator.
In $\frac{3}{3}$, the numerator is equal to the denominator.
6. Tell students that in today's lesson, we will learn about the types of fractions.

**DEVELOPMENT****Activity 1:**

1. Tell students the following number story.

Aslam brought a cake on his birthday and divided it into eight equal pieces. 7 pieces were eaten by his friends. How many pieces are left?

2. Take students' responses and write 1 on the board.
3. Select a student randomly and ask him/her to write the given situation in the form of a fraction on the board. (Expected answer: $1/8$)
4. Take his/her response and guide if required.
5. Tell students that in fraction $1/8$, the numerator (1) is less than the denominator (8). This type of fraction is called a proper fraction.
6. Write $5/2$ on the board.
7. Ask students, in the given fraction which is greater, the numerator or the denominator.
8. Take students' responses and write on the board, the numerator is greater than the denominator.
9. Tell students that when the numerator (5) is greater than the denominator (2), it is called an improper fraction.
10. Write $6/6$ on the board and ask students, is a proper or improper fraction.
11. Take students' responses and tell them that if the numerator is equal to the denominator, it is also called an improper fraction.

Activity 2:

1. Divide the class into four groups.
2. Write the following fractions on the board.

$1/3$	$10/13$	$9/6$
-----	-----	-----
$7/2$	$5/8$	$11/13$
-----	-----	-----
$5/12$	$8/5$	$41/63$
-----	-----	-----
$5/5$	$10/3$	$8/8$
-----	-----	-----

3. Select students randomly and ask them to identify one fraction as proper or improper. Write their answers on the board.
4. Encourage the correct responses and guide students where it is necessary.



CONCLUSION / SUM UP

1. Tell students that today we have learnt about proper and improper fractions.



ASSESSMENT

1. Write the following table on the board.
2. Ask students to copy the table and complete it in their notebooks. One is done for you.

S. No.	Fraction	Proper fraction	Improper fraction
1	$\frac{4}{5}$	✓	-
2	$\frac{8}{3}$		
3	$\frac{11}{11}$		
4	$\frac{12}{13}$		
5	$\frac{13}{25}$		
6	$\frac{29}{16}$		

3. Check students' responses and guide where required.



HOMEWORK / FOLLOW UP

Do questions 3 and 4 on pages 82 and 83 of the textbook.

EQUIVALENT FRACTIONS



STUDENT LEARNING OUTCOMES

- Identify equivalent fractions from the given figures.
- Write three equivalent fractions for a given fraction.

INFORMATION FOR TEACHERS

The teachers should know about:

1. Equivalent fractions
2. Formation of equivalent fractions



DURATION / NO. OF PERIODS: 35 MINUTES / PERIOD 1



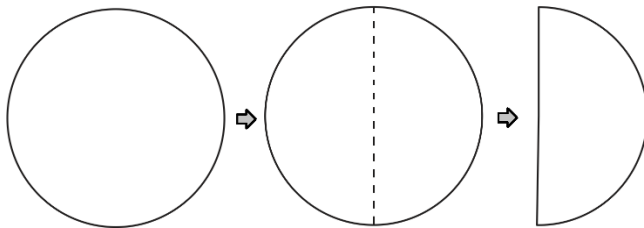
MATERIALS / RESOURCES REQUIRED

- Textbook, Board, Marker/Chalk, Duster, 4 Card sheets, Scissors, 4 paper strips of equal length

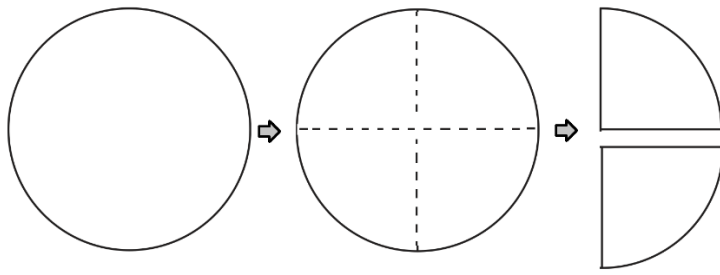


INTRODUCTION

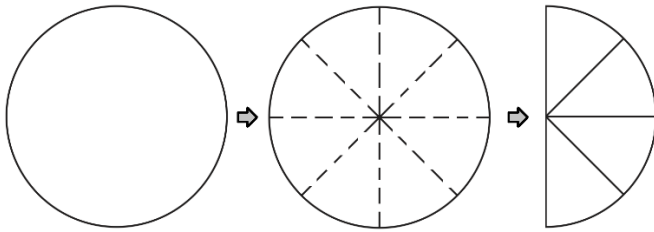
1. Bring three circular card sheets to the class.
2. Call a student to the board and give him/her one card sheet.
3. Ask him/her to cut it into two equal parts with the help of scissors.
4. Ask him/her to take one half only and tell how to write it in fraction form.
5. Take the student's response and write $\frac{1}{2}$ on the board.



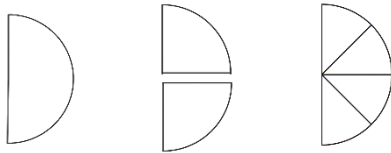
6. Call another student to the board and give him/her one card sheet.
7. Ask him/her to cut it into four equal parts with the help of scissors.
8. Ask him/her to take two parts and tell how to write it in fraction form.
9. Take student's response and write $\frac{2}{4}$ on the board.



10. Call another student to the board and give him/her one card sheet.
11. Ask him/her to cut it into eight equal parts with the help of scissors.
12. Ask him/her to take four parts and tell how to write it in fraction form.
13. Take student's response and write $\frac{4}{8}$ on the board.



14. Ask students to observe the shape of the figure each student has.



Student 1 Student 2 Student 3

15. Tell students that all of them have the same size card sheet but with different fraction forms.

Student 1 has $\frac{1}{2}$

Student 2 has $\frac{2}{4}$

Student 3 has $\frac{4}{8}$

This shows that $\frac{1}{2}$, $\frac{2}{4}$ and $\frac{4}{8}$ are equivalent fractions.

16. Tell students that in today's lesson, we will learn about equivalent fractions.



DEVELOPMENT

Activity 1:

1. Divide the class into five groups.
2. Give a strip of paper to each group and assign a fraction, $\frac{3}{9}$, $\frac{2}{6}$, $\frac{5}{15}$, $\frac{6}{18}$, $\frac{4}{12}$
3. Ask each group to shade their strip as per the fraction assigned to them.
4. Visit each group and guide where required.
5. Paste all the strips in a line on the board and ask them what is common in these fractions.
6. Take their responses and tell them that the shaded sections of all the strips are equal but they in different fraction forms.

7. Tell students that they are different fractions but the same in values. Such fractions are called equivalent fractions.



CONCLUSION / SUM UP

Tell students that in today's lesson, we have learned about equivalent fractions.

EQUIVALENT FRACTIONS



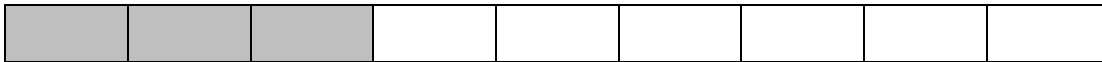
DURATION / NO. OF PERIODS: 35 MINUTES / PERIOD 2



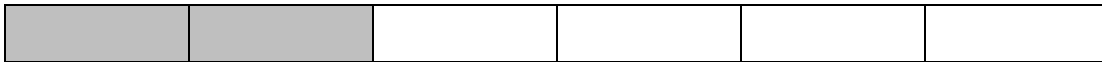
INTRODUCTION

1. Draw the following fractions on the board.

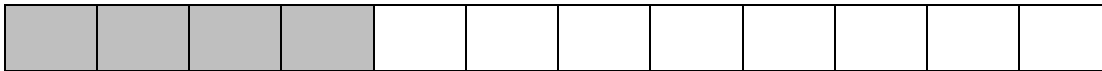
$$\frac{3}{9}$$



$$\frac{2}{6}$$



$$\frac{4}{12}$$




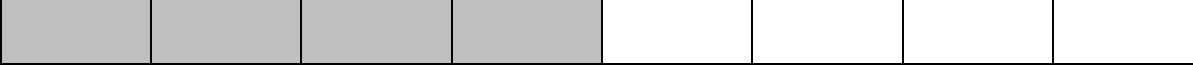


2. Ask students, what type of fractions are these.
3. Take students' responses and write on the board, equivalent fractions.
4. Tell students that in today's lesson, we will explore more about equivalent fractions.



DEVELOPMENT

Activity 2:

1. Divide the class into 4 groups and give each group a long strip of equal length.
2. Ask the first group to divide the strip into two equal parts and colour one part of it.
 
3. Ask the second group to divide the strip into four equal parts and colour only two parts of it.
 
4. Ask the third group to divide the strip into six equal parts and colour three parts of it.
 
5. Ask the fourth group to divide the strip into eight equal parts and colour four parts of it.
 
6. Ask each group to paste their strips on the board and compare them.
7. Tell students that the coloured part(s) of all the groups are the same though the fraction is different. So, these will be equivalent fractions.

Activity 3:

1. Write $\frac{2}{3}$ on the board and tell students that we will make three equivalent fractions of it.
2. Tell students that to make equivalent fractions, we multiply or divide the numerator or the denominator by the same non-zero number.
3. Explain the formation of equivalent fractions with the help of the following example.

To make the first equivalent fraction of $\frac{2}{3}$, multiply the numerator and the denominator with 2. We will get $\frac{4}{6}$.

To make the second equivalent fraction of $\frac{2}{3}$, multiply the numerator and the denominator with 3. We get $\frac{6}{9}$.

To make the third equivalent fraction of $\frac{2}{3}$, multiply the numerator and the denominator with 4. We get $\frac{8}{12}$.

$$\begin{aligned}\frac{2}{3} &= \frac{2 \times 2}{3 \times 2} = \frac{4}{6} \\ \frac{2}{3} &= \frac{2 \times 3}{3 \times 3} = \frac{6}{9} \\ \frac{2}{3} &= \frac{2 \times 4}{3 \times 4} = \frac{8}{12}\end{aligned}$$

Hence, the three equivalent fractions of $\frac{2}{3}$ are $\frac{4}{6}, \frac{6}{9}, \frac{8}{12}$



CONCLUSION / SUM UP

Tell students that for making equivalent fractions, we multiply or divide the numerator or the denominator by the same non-zero number.



ASSESSMENT

1. Write the following question on the board and ask students to complete it in their notebooks.

Match equivalent fractions.

$\frac{3}{4}$	$\frac{14}{22}$	$\frac{5}{8}$	$\frac{4}{14}$
$\frac{2}{7}$	$\frac{9}{12}$	$\frac{7}{11}$	$\frac{10}{16}$

2. Check students' responses and guide if required.



HOMEWORK / FOLLOW UP

Do questions 1 and 2 on pages 86 and 87 of the textbook.

COMPARING FRACTIONS**STUDENT LEARNING OUTCOME**

- Compare fractions with the same denominator using the symbol " $<$ ", " $>$ " or " $=$ "

INFORMATION FOR TEACHERS

The teachers should know that:

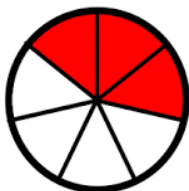
1. A fraction having a greater numerator than the other fraction is a greater fraction.
2. Fractions with the same numerators are equal fractions.

**DURATION / NO. OF PERIODS: 35 MINUTES / 1 PERIOD****MATERIALS / RESOURCES REQUIRED**

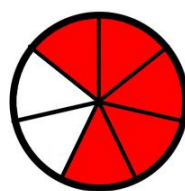
- Textbook, Board, Marker/Chalk, Duster, Worksheet

**INTRODUCTION**

1. Write the following number story on the board.
2. Ahmad eats $\frac{3}{7}$ parts of bread while Asad eats $\frac{5}{7}$ parts of bread.



Ahmad: $\frac{3}{7}$



Asad: $\frac{5}{7}$

3. Ask students, who eats more bread, Ahmad or Asad?
4. Take students' responses and tell them that Asad eats more bread.
5. Tell students that in today's lesson, we will learn the comparison of fractions.

**DEVELOPMENT****Activity 1:**

1. Ask students how do we know that $\frac{5}{7}$ is greater than $\frac{3}{7}$.

- Take students' responses and tell them that when the denominators are the same, the fraction having the greater numerator than the other fraction, is a greater fraction. In the given case, the denominators of both fractions are the same i.e., 7 and the numerator 5 is greater than the numerator 3. So, $5/7$ is greater than $3/7$.

Or we can say, $3/7$ is smaller than $5/7$.

- Tell students that we can use symbols of greater than and less than to write the given relationship symbolically.

E.g., $5/7 > 3/7$ or $3/7 < 5/7$

- Write the following fraction on the board.

$3/7$ _____ $3/7$

- Ask students which symbol to be written in the blank.
- Take students' responses and tell them that when the numerators and the denominators of both the fractions are the same, the fractions are called equal fractions.

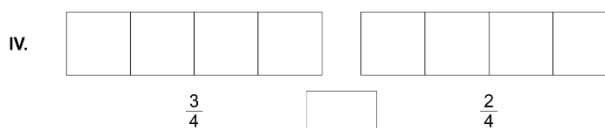
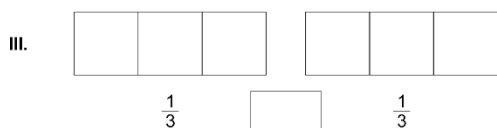
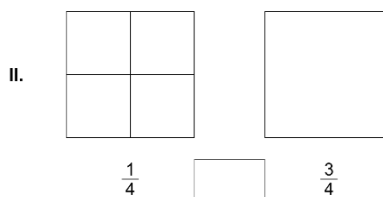
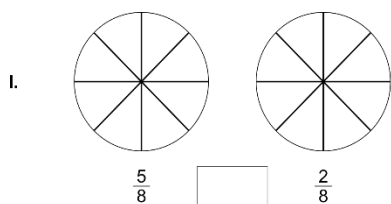
We can write it as:

$$3/7 = 3/7$$

Activity 2:

- Divide the class into four groups and give one worksheet to each group.
- Instruct the class to fill in the worksheet collectively.

Shade the figures according to the fractions given and fill in the boxes with the symbol $<$, $>$ or $=$.



- Visit each group during the activity.
- Ask one student from each group to present their work to the class.
- Check answers of each group and guide where required.



CONCLUSION / SUM UP

Tell students that:

- When the denominators are the same, the fraction having the greater numerator than the other fraction is a greater fraction.

2. When the numerators and the denominators of both the fractions are the same, the fractions are called equal fractions.



ASSESSMENT

1. Write the following questions on the board.

Use "<", ">" or "=" to fill in the given boxes.

i. $\frac{3}{4}$ $\frac{7}{4}$

ii. $\frac{5}{7}$ $\frac{2}{7}$

iii. $\frac{1}{9}$ $\frac{1}{9}$

iv. $\frac{8}{6}$ $\frac{7}{6}$

v. $\frac{2}{3}$ $\frac{5}{3}$

2. Call five students one by one on the board to answer one question.
3. Check students' responses and guide where required.



HOMEWORK / FOLLOW UP

Do question 2 on page 89 of the textbook.

ADDITION OF FRACTIONS**STUDENT LEARNING OUTCOMES**

- Add two fractions with the same denominators.
- Represent addition of fractions through figures.

INFORMATION FOR TEACHERS

The teachers should know that to add fractions with the same denominator, we add numerators only and the denominator remains the same.

**DURATION / NO. OF PERIODS: 35 MINUTES / PERIOD 1****MATERIALS / RESOURCES REQUIRED**

- Textbook, Board, Marker/Chalk, Duster, Worksheet

**INTRODUCTION**

1. Write the following number story on the board.
Afzal and Akram bought a card sheet. The card sheet was divided into 6 equal pieces. Afzal used 1 piece of the card sheet, while Akram used 3 pieces of the card sheet. How much card sheet is used by them altogether?
2. Ask students, how many pieces are there of the card sheet.
3. Take students' responses and write 6 on the board.
4. Ask students, how many pieces of the card sheet Afzal used.
5. Take students' responses and write 1 on the board.
6. Ask students, how many pieces of the card sheet Akram used.
7. Take students' responses and write 3 on the board.
8. Ask students, how can we find out the total number of card sheets used by both.
9. Take students' responses and tell them that in today's lesson they will learn about the addition of two fractions.

**DEVELOPMENT****Activity 1:**

1. Draw the following figure on the board and ask students to consider it as the card sheet.



2. Call a student and ask him/her to divide the card sheet into six equal pieces.



3. Call another student and ask him/her to shade one piece of the card sheet ($1/6$).



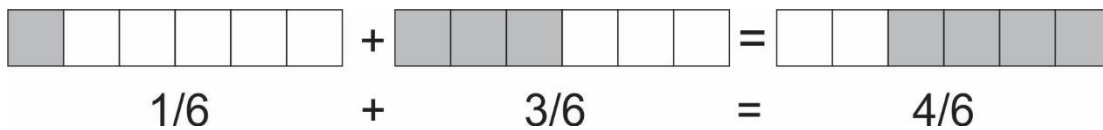
4. Draw the following figure again on the board.



5. Call the third student to come and shade three pieces of the card sheet ($3/6$).



6. Call the fourth student to come and combine the card sheets.



Hence, Afzal and Akram used $4/6$ of the card sheet.

7. Tell students this is how we add fractions and in today's lesson, we will practice the addition of fractions.

Activity 2:

1. Write the following question on the board.

$$\frac{1}{4} + \frac{2}{4} = \underline{\hspace{2cm}}$$

2. Tell the class to remember the rule for the addition of fractions.

To add fractions with the same denominator we add numerators only.

3. Answer the question with the class as follows:

i. Add the numerators only i.e., $1 + 2 = 3$

ii. Write 3 as the numerator over the denominator 4 as $\frac{3}{4}$

4. Ask students to answer the following questions using the same rule.

i. $\frac{3}{11} + \frac{7}{11} = \underline{\hspace{2cm}}$

ii. $\frac{3}{12} + \frac{5}{12} + \frac{7}{12} = \underline{\hspace{2cm}}$

5. Check students' work and guide where required.



CONCLUSION / SUM UP

Tell students that, to add fractions with the same denominator we add numerators only.

ADDITION OF FRACTIONS**DURATION / NO. OF PERIODS: 35 MINUTES / PERIOD 2****INTRODUCTION**

1. Write the following question on the board.

$$\frac{2}{5} + \frac{6}{5} = \underline{\hspace{2cm}}$$

2. Select a student randomly and ask him/her to tell how to answer the question.
3. Take his/her response and correct if required.
4. Ask another student to answer the question on board.
5. Check his/her response and ask the class to comment if the answer is correct or not.
6. Tell students that in today's lesson, we will learn to represent the addition of fractions through figures.

**DEVELOPMENT****Activity 3:**

1. Divide the class into four groups.
2. Give the following worksheet to each group.
3. Instruct each group to discuss and answer the first question only.

4. Call one student from each group to share their work with the class.
5. Take students' responses.
6. Give students the following guidelines to answer the question.

- i. Look at the shaded part of the first figure and write in fraction. E.g., the first figure shows one shaded part out of four. Write $\frac{1}{4}$
 - ii. Look at the shaded part of the second figure and write in fraction. E.g., the second figure shows one shaded part out of four. Write $\frac{1}{4}$
 - iii. See the symbol of mathematical operation between both fractions and write it as $\frac{1}{4} + \frac{1}{4}$
 - iv. Add the numerator with the numerator i.e., $1+1 = 2$
 - v. Copy down the denominator without change and write the answer as $\frac{2}{4}$.
7. Ask students to answer the remaining questions following these guidelines.



CONCLUSION / SUM UP

1. Tell students that representing the addition of fractions through figures makes it easy to understand the concept.



ASSESSMENT

1. Write the following questions on the board and ask students to answer them in their notebooks.
 - i. $\frac{3}{7} + \frac{4}{7} = \underline{\hspace{2cm}}$
 - ii. $\frac{2}{5} + \frac{6}{5} = \underline{\hspace{2cm}}$
 - iii. $\frac{1}{9} + \frac{7}{9} = \underline{\hspace{2cm}}$
 - iv. $\frac{4}{11} + \frac{8}{11} = \underline{\hspace{2cm}}$
2. Make pairs of students and ask them to check each other's work
3. Guide them where required.



HOMEWORK / FOLLOW UP

Do questions 1-6 on page 90 of the textbook.

SUBTRACTION OF FRACTIONS**STUDENT LEARNING OUTCOMES**

- Subtract the fractions with the same denominator.
- Represent subtraction of fractions through figures.

INFORMATION FOR TEACHERS

The teachers should know that to subtract fractions with the same denominator, we subtract the numerators only and the denominator remains the same.

**DURATION / NO. OF PERIODS: 35 MINUTES / PERIOD 1****MATERIALS / RESOURCES REQUIRED**

- Textbook, Board, Marker/Chalk, Duster, Cake, Knife, Worksheet

**INTRODUCTION**

1. Write the following number story on the board.
Abid and Shahid bought a cake. Abid ate $\frac{3}{7}$ of the cake and Shahid ate $\frac{2}{7}$ of the cake. How much more cake was eaten by Abid than Shahid?
2. Place a small cake on the table and cut it into 7 pieces.
3. Call one of the students to come and take 3 pieces of the cake ($\frac{3}{7}$).
4. Call another student to come and take 2 pieces of the cake ($\frac{2}{7}$).
5. Call the third student to come and find the difference between the pieces of cake taken by both the students ($\frac{1}{7}$).
6. Take students' responses and tell them that today we will learn about the subtraction of fractions.

**DEVELOPMENT****Activity 1:**

1. Write the following question on the board.
 $\frac{5}{8} - \frac{4}{8} = \underline{\hspace{2cm}}$
2. Tell the class to remember the rule for the subtraction of fractions.
To subtract fractions with the same denominator we subtract the numerators only.

3. Answer the question with the class as follows:
 - i. Subtract the numerators only i.e., $5 - 4 = 1$
 - ii. Write 1 as the numerator over the denominator 8 as $\frac{1}{8}$

Activity 2:

1. Divide the class into three groups.
2. Assign one question to each group and ask them to answer it using the same rule.
 - i. $\frac{7}{13} - \frac{4}{13} = \underline{\hspace{2cm}}$
 - ii. $\frac{9}{5} - \frac{2}{5} = \underline{\hspace{2cm}}$
 - iii. $\frac{4}{12} - \frac{1}{12} = \underline{\hspace{2cm}}$
3. Ask one member of each group to come and present their work.
4. Guide students where required.



CONCLUSION / SUM UP

Tell students that, to subtract fractions with the same denominator we subtract numerators only.

SUBTRACTION OF FRACTIONS



DURATION / NO. OF PERIODS: 35 MINUTES / PERIOD 2



INTRODUCTION

1. Write the following question on the board.

$$\frac{6}{9} - \frac{2}{9} = \underline{\hspace{2cm}}$$

2. Select a student randomly and ask him/her to tell how to answer the question.
3. Take his/her response and correct if required.
4. Ask another student to answer the question on board.
5. Check his/her response and ask the class to comment if the answer is correct or not.
6. Tell students that in today's lesson, we will learn to represent the subtraction of fractions through figures.

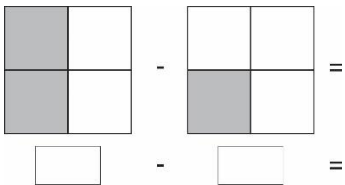
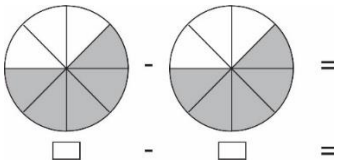


DEVELOPMENT

Activity 3:

1. Divide the class into four groups.
2. Give the following worksheet to each group.
3. Instruct each group to discuss and answer the first question only.

1	$\frac{3}{4} - \frac{1}{4} =$ $\frac{\square}{\square} - \frac{\square}{\square} =$
2	$\frac{4}{6} - \frac{3}{6} =$ $\frac{\square}{\square} - \frac{\square}{\square} =$
3	$\frac{3}{4} - \frac{2}{4} =$ $\frac{\square}{\square} - \frac{\square}{\square} =$

4	 <input type="text"/> - <input type="text"/> =
5	 <input type="text"/> - <input type="text"/> =

4. Call one student from each group to share their work with the class.
5. Take students' responses.
6. Give students the following guidelines to answer the question.
 - i. Look at the shaded part of the first figure and write in fraction. E.g., the first figure shows three shaded parts out of four. Write $\frac{3}{4}$
 - ii. Look at the shaded part of the second figure and write in fraction. E.g., the second figure shows one shaded part out of four. Write $\frac{1}{4}$
 - iii. See the symbol of mathematical operation between both fractions and write is as $\frac{3}{4} - \frac{1}{4}$
 - iv. Subtract the numerators. $3 - 1 = 2$
 - v. Copy down the denominator without change and write the answer as $\frac{2}{4}$.
7. Ask students to answer the remaining questions following these guidelines.



CONCLUSION / SUM UP

Tell students that representing the subtraction of fractions through figures makes it easy to understand the concept.



ASSESSMENT

1. Write the following questions on the board and ask students to answer them in their notebooks.

i. $\frac{8}{9} - \frac{1}{9}$

ii. $\frac{5}{7} - \frac{2}{7}$

iii. $\frac{6}{11} - \frac{4}{11}$

iv. $\frac{8}{14} - \frac{6}{14}$

2. Make pairs of students and ask them to check each other's work
3. Guide them where required.



HOMEWORK / FOLLOW UP

Do questions 1-9 on page 92 of the textbook.

LENGTH**STUDENT LEARNING OUTCOME**

- Use standard metric units of length (kilometer, meter and centimeter) including abbreviations.

INFORMATION FOR TEACHERS

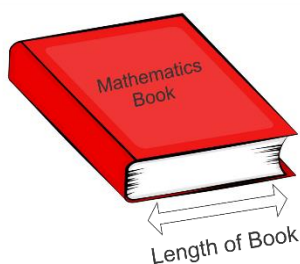
The teachers should know that the basic units used for measuring length are kilometer, meter and centimeter. Kilometer is represented by 'km' meter is represented by 'm' while centimeter is represented by 'cm'.

**DURATION / NO. OF PERIODS: 35 MINUTES / 1 PERIOD****MATERIALS / RESOURCES REQUIRED**

- Textbook, Board, Marker/Chalk, Duster, Charts showing objects

**INTRODUCTION**

1. Ask the following questions as a brain-storming activity.
 - i. Who is the tallest boy/girl in the class?
 - ii. How can we measure the height of this boy/girl?
 - iii. How can we find out the length of the classroom?
 - iv. How can you find out the distance to your school from your home?
2. Take students' responses and tell them that for measuring the shorter distance we use 'cm' and for the longer distance, we use 'm' and 'km'.
3. Paste the following chart on the board.



4. Ask students, how are the length of the book and the height of the school bag measured.
5. Take students' responses and tell students that they are measured in centimeters using a ruler.
6. Tell students that in today's lesson we will learn about units of length and their abbreviations.



DEVELOPMENT

Activity 1:

1. Draw the following figures on the board.



Home



School

2. Ask students, how is the distance between your school and your home measured. Can it be measured in cm?
3. Take students' responses and tell them that usually, schools are far away from home, so this distance is measured in Kilometer (Km).

Activity 2:

1. Paste the following chart showing some everyday objects on the board.



2. Select a student randomly and ask him/her, what would you use (cm, m, km) to measure the height of the table?
3. Take his/her response and tell the class that we would use meter to measure the height of the table.
4. Repeat steps 2 and 3 for door, pencil and book.
5. Guide students where necessary.



CONCLUSION / SUM UP

Tell students that:

1. The units of length are kilometer, meter and centimeter
2. The abbreviation of kilometer is km, meter is m and centimeter is cm.



ASSESSMENT

1. Ask the students to find the length and width of their desks using the appropriate unit.
2. Guide them during the activity.



HOMEWORK / FOLLOW UP

Measure the length of the following objects using suitable units and record answers in your notebook.

Table, Mathematics textbook, Water bottle, Soap

LENGTH**STUDENT LEARNING OUTCOMES**

- Add measures of length in same units without carrying.
- Solve real-life situations involving the same units of length for addition without carrying.

INFORMATION FOR TEACHERS

The teachers should know how to add two measures of length and how can we use this in real-life situations.

**DURATION / NO. OF PERIODS: 35 MINUTES / 1 PERIOD****MATERIALS / RESOURCES REQUIRED**

- Textbook, Board, Marker/Chalk, Duster, Measuring tape

**INTRODUCTION**

1. Ask students to tell the units of length.
2. Take students' responses and write the units (km, m and cm) on the board.
3. Ask students to recall rules for 3-digit addition.
4. Take students' responses and tell them that when we add two numbers, we add ones with ones, tens with tens and hundreds with hundreds.
5. Tell students that in today's lesson, we will learn about the addition of measures of length.

**DEVELOPMENT****Activity 1:**

1. Ask students to take out their pencil boxes and rulers.
2. Ask them to measure the length of their pencil box in cm.
3. Take responses from any two students (suppose one is 10 cm long and the other is 14 cm long) and write the following on the board.

$$10 \text{ cm} + 14 \text{ cm} = ?$$

4. Ask a student to add 10 cm and 14 cm.
5. Take his/her response and write 24 cm on the board.
6. Tell students that both the values are in cm, so we will write cm with the answer.

Activity 2:

1. Ask the student on the front desk to cover the distance between his/her desk and the board and measure it using measuring tape. (Suppose that it is 60 cm).
2. Ask the same student to cover the distance from the board to the door and measure it using measuring tape. (Suppose that it is 30 cm).

3. Tell students that we will find out the total distance covered by the student as follows:

Distance travelled by the student from his desk to the board = 60cm

Distance travelled by the student from the board to the door = + 30cm

Total distance covered by the student = 90cm

Activity 3:

1. Write the following question on the board.
In a 100-meter race, Zahid covers 7 km 632 m distance in the first round. In the second round, he covers 8km 214 m distance. Find out the total distance covered by Zahid in the two rounds?
2. Tell students that we will write the question in the vertical form where km will be written with km and m will be written with m.
3. Calculate the distance by using simple addition.

$$\begin{array}{r}
 7km \quad 632m \\
 + \quad 8km \quad 214m \\
 \hline
 15km \quad 846m
 \end{array}$$

4. Repeat the description for students to develop a better understanding.



CONCLUSION / SUM UP

Tell students that today we have learnt to add measures of length.



ASSESSMENT

3. Write the following questions on the board and call two students one by one on board to answer them.

$$\begin{array}{r}
 100 \text{ cm} \qquad \qquad 80 \text{ m} \\
 + 120 \text{ cm} \qquad \qquad + 10 \text{ m} \\
 \hline
 \end{array}$$

4. Check students' responses and guide where required.



HOMEWORK / FOLLOW UP

Do questions 3 to 8 on page 102 of the textbook.

Month

5

LENGTH**STUDENT LEARNING OUTCOMES**

- Subtract measure of length in same units without borrowing.
- Solve real-life situations involving same units of length for subtraction without borrowing.

INFORMATION FOR TEACHERS

The teachers should know how to subtract two measures of length and how can we use this in real-life situations.

**DURATION / NO. OF PERIODS: 35 MINUTES / 1 PERIOD****MATERIALS / RESOURCES REQUIRED**

- Textbook, Board, Marker/Chalk, Duster, Paper strips, Ruler

**INTRODUCTION**

1. Ask the students the following question.
The length of the desk is 65cm and the length of the school bag is 50 cm. How much the desk is longer than the school bag?
2. Take students' responses.
3. Solve the given problem with the help of students on the board.

Length of desk	65 cm
Length of school bag	- 50 cm

Difference in length	15 cm

The desk is 15cm longer than the school bag.
4. Tell students that today we will learn to subtract measures of length.

**DEVELOPMENT****Activity 1:**

1. Show a pencil to the class and ask one student to find the length of the pencil using a ruler. (Suppose it is 12 cm)
2. Sharp the pencil in front of the students and ask another student to find its length. (Suppose it is 10 cm)
3. Ask students, what has happened to the length of the pencil after sharpening.

- Take students' responses, and tell them that to find out the lost length of the pencil we will use subtraction.
- Answer the question on the board involving students.

Length of the pencil before sharpening = 12 cm

Length of the pencil after sharpening = 10 cm

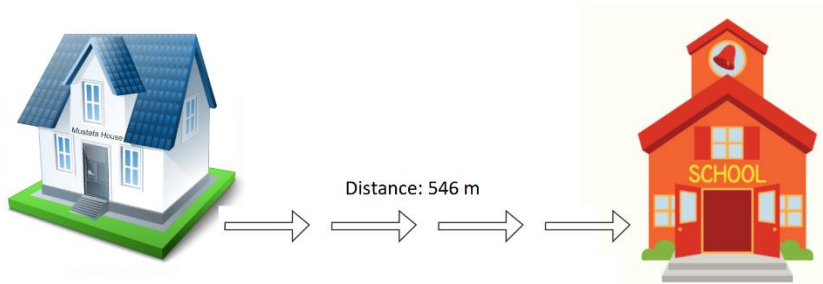
Length of the pencil lost = 2 cm

The length of the pencil lost after sharpening is 2 cm.

Activity 2:

- Write the following question on the board and call a student to answer it.

The distance between Naveed's home and school is 546 m. If Naveed has covered 234m, how much distance is left to cover?



Distance between Naveed's home and school = 546 m

Distance covered by Naveed = 234 m

Remaining distance to be covered by Naveed = 312 m

- Help the student to reach the correct answer.
- Ask the class to check and comment if the answer is correct or incorrect.
- Guide students where required.



CONCLUSION / SUM UP

Tell students that today we have learned to subtract measures of length.



ASSESSMENT

- Divide the class into four groups.
- Give each group an item such as pencils, strips of paper, erasers, books.
- Ask each group to measure the length of their item and find out the difference with the item of other groups.
- Visit each group during the activity and guide where required.



HOMEWORK / FOLLOW UP

Do questions 1 and 2 on page 105 of the textbook.

MASS**STUDENT LEARNING OUTCOMES**

1. Use standard metric units of mass (kilogram and gram) including abbreviations.
2. Add a measure of mass in same units without carrying.
3. Solve real-life situations involving same units of mass for addition without carrying.

INFORMATION FOR TEACHERS

The teachers should know:

1. The basic units of mass (kilogram and gram)
2. The abbreviations of mass units (kg and g)
3. Addition of measures of mass in in real-life situations.

**DURATION / NO. OF PERIODS: 35 MINUTES / PERIOD 1****MATERIALS / RESOURCES REQUIRED**

- Textbook, Board, Marker/Chalk, Duster, Chart showing baskets of fruits

**INTRODUCTION**

1. Draw the following diagrams on the board and write their masses on it.



2. Call a student and ask him/her to separate the heavy and lighter things as follows:
Draw a square around lighter things.
Draw a circle around heavy things.



3. Check student's response and tell students that we measure heavy masses in kilogram and the lighter masses in gram.
1 kilogram = 1000 gram
4. Write the units of mass on the board and tell students that the abbreviation of kilogram is kg and the abbreviation of gram is g.

- Tell students that in today's lesson we will learn about units of mass and the addition of measures of mass.



DEVELOPMENT

Activity 1:

- Using the figures drawn on the board during 'introduction', ask students what should we do if we want to find out the mass of rice and ghee together.
- Take students' responses and write the figures in vertical form.

$$\begin{array}{r} 40 \text{ kg} \\ + 16 \text{ kg} \\ \hline 56 \text{ kg} \end{array}$$

- Select a student randomly and ask him/her to answer the question.
- Check the student's response and guide where required.
- For the addition of grams, call a student and ask him/her to add the mass of mango jam and honey.

$$\begin{array}{r} 250 \text{ g} \\ + 500 \text{ g} \\ \hline 750 \text{ g} \end{array}$$

- Check the student's response and guide where required.
- Tell students that kilogram is added to kilogram and gram is added to gram.

Activity 2:

- Write the below question on the board.
Add 20 kg 625 g and 42 kg 343 g
- Call a student to write the given question in vertical form:

$$\begin{array}{r} 20 \text{ kg} \quad 625 \text{ g} \\ + 42 \text{ kg} \quad 343 \text{ g} \\ \hline 62 \text{ kg} \quad 968 \text{ g} \end{array}$$

- Call another student to carry out the addition of both values.
- Tell students that kilogram is added to kilogram and gram is added to gram.
- Help the student to reach the correct answer.
- Ask the student to explain the steps of addition to the class.
- Guide students where required.



CONCLUSION / SUM UP

Tell students that:

- The units of mass are kilogram and gram
- 1 kilogram = 1000 gram which means kilogram is bigger than gram.
- Kilogram is written as kg and gram is written as g
- When adding masses, add kg to kg and g to g

MASS



DURATION / NO. OF PERIODS: 35 MINUTES / PERIOD 2



INTRODUCTION

1. Ask the following questions from the students one by one.
 - i. What are the units of mass?
 - ii. Which one is bigger, kilogram or gram?
 - iii. What is the abbreviation of kilogram and gram?
 - iv. How do we add two masses?
2. Take students' responses and guide where required.
3. Tell students that in today's lesson, we will learn to use the addition of measures of mass in real-life situations.



DEVELOPMENT

Activity 3:

1. Write the following question on the board and ask students to answer it in their notebooks.

Alia bought 50 kg 300 g rice and 39 kg 500 g flour from the market. Find the total mass of the things Alia has bought.

The mass of rice = 50 kg 300 g

The mass of flour is = + 39 kg 500 g

Total mass = 89 kg 800 g

The total mass of the things bought by Alia is 89 kg 800 g

2. Guide the students where required.

Activity 4:

1. Paste the following chart showing baskets of fruits on the board.



2. Ask the following questions from the students.
 - i. Which fruit basket is the lightest? Take students' responses.
 - ii. Which fruit basket is the heaviest? Take students' responses.
 - iii. What is the total mass of baskets 2 and 3? Take students' responses.
3. Call a student to answer the given question on the board.

Find out the total mass of all baskets.

$$\begin{array}{r}
 12 \text{ kg} \\
 10 \text{ kg} \\
 7 \text{ kg} \\
 + 3 \text{ kg} \\
 \hline
 32 \text{ kg}
 \end{array}$$

4. Check the student's response and guide where required.



CONCLUSION / SUM UP

Tell students that:

1. For heavy objects, we use kilogram (kg) and for lighter objects, we use gram (g).
2. We can use the addition of measures of mass to solve real-life situations.



ASSESSMENT

1. Make two groups of students and assign each group a question as follows:

Group 1:

$$\begin{array}{r}
 38\text{kg} \quad 426\text{g} \\
 + \quad 51\text{kg} \quad 532\text{g} \\
 \hline
 \end{array}$$

Group 2:

Sohail bought 12 kg 300 g mangoes and 14 kg 500 g apples. Find out the total mass of fruits he has bought.

2. Ask each group to answer their question in a notebook.
3. Call one student from each group to present their work to the class.
4. Check students' responses and guide where required.



HOMEWORK / FOLLOW UP

Do questions 1 to 4 on pages 110 and 111 in the textbook.

MASS**STUDENT LEARNING OUTCOMES**

1. Subtract measures of mass in same units without borrowing.
2. Solve real-life situations involving same units of masses for subtraction without borrowing.

INFORMATION FOR TEACHERS

The teachers should know that gram is subtracted from gram and kilogram is subtracted from kilogram.

**DURATION / NO. OF PERIODS: 35 MINUTES / 1 PERIOD****MATERIALS / RESOURCES REQUIRED**

- Textbook, Board, Marker/Chalk, Duster

**INTRODUCTION**

1. Ask the following question to the students.
The mass of a book is 535 gm and the mass of the pencil box is 320 gm. How much the book is heavier than the pencil box?
2. Take students' responses.
3. Answer the given question with the help of students on the board.

Mass of book		535 gm
Mass of pencil box	-	320 gm
Difference in mass		<u>215 gm</u>

The book is 215 gm heavier than the pencil box.

4. Tell students that today we will learn to subtract measures of mass.



DEVELOPMENT

Activity 1:

1. Divide the class into two groups and give one question to each group as follows.

Group 1	Group 1
34 kg 580 g	48 kg 600 g
– 22 kg 300 g	– 21 kg 200 g
<hr/>	<hr/>
<hr/>	<hr/>

2. Ask each group to answer the question keeping in mind to subtract gram from gram and kilogram from kilogram.
3. Visit both groups and guide if required.
4. Ask a student from each group to present their work to the class.
5. Ask students to comment if the answer is correct or incorrect.
6. Guide students where required.

Activity 2:

1. Write the following word problem on the board.
Salim's father bought a basket of mangoes. The total mass of mangoes is 18kg 500g. After dinner, the family ate 10kg 300g mangoes. Find the mass of mangoes left in the basket.

2. Answer the question on the board involving students.

The total mass of mangoes in the basket = 18 kg 500 g

The mass of mangoes eaten after dinner = 10 kg 300 g

Mass of mangos left in basket = 8 kg 200 g

The mass of mangoes left in the basket is 8 kg 200 g.



CONCLUSION / SUM UP

Tell students that today we have learned to subtract measures of mass.



ASSESSMENT

1. Divide the class into two groups and give one question to each group as follows.

Group 1

63 kg 550 g

– 41 kg 200 g

Group 1

76 kg 800 g

– 54 kg 400 g

2. Ask each group to answer the question.
3. Visit both groups to help them reach the correct answer.



HOMEWORK / FOLLOW UP

Do questions 1 to 3 on page 114 of the textbook.

Month

6

CAPACITY



STUDENT LEARNING OUTCOME

- Use standard metric units of capacity/liter and milliliter including abbreviation.

INFORMATION FOR TEACHERS

The teachers should know that:

1. The units of capacity are liter and milliliter
2. The abbreviation used for liter is 'l' and for milliliter is 'ml'.
3. 1 liter = 1000 milliliter



DURATION / NO. OF PERIODS: 35 MINUTES / 1 PERIOD



MATERIALS / RESOURCES REQUIRED

- Textbook, Board, Chalk/Marker, Duster, Empty containers; water bottles, packets of milk and juices, oil gallons, cooking oil bottles, carbonated drink bottles, sanitizer bottles, Beaker



INTRODUCTION

1. Divide the class into 4 groups.
2. Give empty packets of milk and juices, and empty water bottles to each group.
3. Ask students to look for information about how much liquid each container holds.
4. Take students' responses and tell them that you could see 1 liter written on the milk packet, 500 ml of the water bottle and 250 ml on the juice pack. This information shows that the milk packet contains 1 liter of milk and the water bottle can hold 500 ml of water.
5. Write units of capacity on the board.

The units of capacity are liter and milliliter. The abbreviation for liter is 'l' and for milliliter is 'ml'.

6. Tell students that today we will learn about units of capacity.



DEVELOPMENT

Activity 1:

1. Bring to class some everyday objects such as oil gallons, cooking oil bottles, carbonated drink bottles, sanitizer bottles or any such easily available containers.
2. Ask students to look at the information about capacity on each container and note it down in their notebooks.



3. Check students' responses and help them in reading the values correctly.

Activity 2:

1. Take a beaker of 250 ml and fill it with water.
2. Take an empty 1-litre water bottle and fill it with water using the beaker.
3. Ask students, how many times I have taken water into the beaker to fill the water bottle.
4. Take students' responses. Explain to them that the beaker is of 250 milliliter and the water bottle is of 1 liter. The beaker is filled four times to fill in a water bottle. This shows that liter is bigger than milliliter.

1 liter = 1000 milliliter



CONCLUSION / SUM UP

Tells students that:

1. The units of capacity are liter and milliliter.
2. The abbreviation used for liter is 'l' and for milliliter is 'ml'.
3. 1 liter = 1000 milliliter

1. Draw the following table on the board and ask students to complete it in their notebooks.

Container	Measured in liter or milliliter
Tea in a cup	
Petrol in a car	
Water in school bottle	
Water in a class	
Water in an aquarium	

2. Check students' responses and guide where required.

Find out two objects at your home; one with less capacity and the other with greater capacity and write in your notebooks which can measure in liter and which can measure in milliliter.

CAPACITY



STUDENT LEARNING OUTCOMES

- Add measures of capacity in same units without carrying.
- Solve real-life situations involving same unit of capacity for addition without carrying.

INFORMATION FOR TEACHERS

The teachers should know how to add measures of capacity in real-life situations.



DURATION / NO. OF PERIODS: 35 MINUTES / 1 PERIOD



MATERIALS / RESOURCES REQUIRED

- Textbook, Board, Marker/ Chalk, Duster



INTRODUCTION

1. Ask the following question from the class.

Suppose that we have two glasses of water; one glass contains 200ml water and the other glass contains 300ml water. We pour the water of both glasses into an empty jug. Find out how much water is there in the jug.

2. Ask students to identify the mathematical operation used to find out the answer.
3. Take students' responses and write 'addition' on the board.
4. Tell students that in today's lesson we will learn how to add measures of capacity.



DEVELOPMENT

Activity 1:

1. Divide the class into three groups.
2. Give each group one of the following questions to answer in a notebook.

$$\begin{array}{r} \text{Group 1} \\ 38L \quad 500ml \\ + \quad 31L \quad 200ml \\ \hline \end{array}$$

$$\begin{array}{r} \text{Group 2} \\ 25L \quad 200ml \\ + \quad 53L \quad 300ml \\ \hline \end{array}$$

$$\begin{array}{r} \text{Group 3} \\ 35L \quad 300ml \\ + \quad 24L \quad 600ml \\ \hline \end{array}$$

- Tell students to recall the rules of addition learned in measurement. Add liter to liter and milliliter to milliliter.
- Call a student from each group to present their work to the class.
- Guide students where required.

Activity 2:

- Write the following question on the board.

In a school, there are two water containers; one has a capacity of holding 14 liter 600ml water while the other has a capacity of holding 12 liter and 200ml water. What is the total amount of water that can be contained in the school?



- Call a student and ask him/her to write the given information on the board.
- Call another student to answer the question on the board.
- Tell students to recall the rules of addition learned in measurement. Add liter to liter and milliliter to milliliter.
- Guide the student to reach the correct answer.

Container 1 contains	14 L 600 ml
Container 2 contains	+ 12 L 200 ml
	26 L 800 ml
Total capacity	26 L 800 ml

The total amount of water the school can contain is 26 L 800ml.

- Repeat the steps of addition for students to develop a better understanding.



CONCLUSION / SUM UP

Tell students that we have learned the addition of the capacity of objects and how to use it in real-life situations.



ASSESSMENT

1. Divide the class into three groups and give one question to each group as follows.

$$\begin{array}{r} \text{Group 1} \\ 25L \quad 200ml \\ + \quad 14L \quad 100ml \\ \hline \end{array}$$

$$\begin{array}{r} \text{Group 2} \\ 16L \quad 350ml \\ + \quad 12L \quad 120ml \\ \hline \end{array}$$

$$\begin{array}{r} \text{Group 3} \\ 35L \quad 800ml \\ + \quad 24L \quad 100ml \\ \hline \end{array}$$

2. Ask each group to answer the question.
3. Visit both groups to help them in finding the correct answer.



HOMEWORK / FOLLOW UP

Do questions 1 to 4 on pages 118 and 119 in the textbook.

CAPACITY**STUDENT LEARNING OUTCOMES**

- Subtract measure of capacity in same units without borrowing.
- Solve real-life situations involving same units of capacity for subtraction without borrowing.

INFORMATION FOR TEACHERS

The teachers should know that liter is subtracted from liter and milliliter is subtracted from milliliter.

**DURATION / NO. OF PERIODS: 35 MINUTES / 1 PERIOD****MATERIALS / RESOURCES REQUIRED**

- Textbook, Board, Marker/Chalk, Charts, Measuring cylinder, Beaker, Glass of water, Jug

**INTRODUCTION**

1. Write the following question on the board:
A car tank has 32 liter 200ml petrol. During travelling, the car used 30 liter 200ml petrol.
How much petrol is left in the car tank?
2. Ask students what mathematical operation will be required to solve the given problem?
3. Take students' responses and write 'subtraction' on the board.
4. Tell students that today we will learn how to subtract measures of capacity in the same units and use them in real-life situations.

**DEVELOPMENT****Activity 1:**

1. Divide the class into three groups and give one question to each group as follows.

$$\text{Group 1} - \begin{array}{r} 35L \quad 200ml \\ \underline{21L \quad 100ml} \\ \hline \end{array}$$

$$\begin{array}{r} \text{Group 2} \quad 45L \quad 600ml \\ - \quad 32L \quad 400ml \\ \hline \end{array}$$

$$\begin{array}{r} \text{Group 3} \quad 76L \quad 800ml \\ - \quad 45L \quad 600ml \\ \hline \end{array}$$

2. Ask each group to answer the question keeping in mind to subtract milliliter from milliliter and liter from liter.
3. Visit all groups and guide if required.
4. Ask a student from each group to present their work to the class.
5. Ask students to comment if the answer is correct or incorrect.
6. Guide students where required.

Activity 2:

1. Write the following question on the board:
A small plastic water tank holds 84 L 700 ml water. The gardener used 24 L 300 ml water for watering the grass. Find out the amount of water left in the water tank.



2. Let the students work in pairs to answer the above question in their notebooks.
3. Ask a student to volunteer to set up the question on the board.
4. Ask another student to volunteer and answer the question on the board.
5. Help the student answer the question on the board as follows:

Water in the tank = 84 L 700 ml

Used water in the garden = 24 L 300 ml

Water left in the tank = 60 L 400 ml

The water left in the tank is 60 L 400 ml.



CONCLUSION / SUM UP

Tell students that today we have learned to subtract measures of capacity.



ASSESSMENT

1. Write the following questions on the board and ask students to answer them in their notebooks.
2. Guide students where needed.

$$\begin{array}{r} 25L \quad 900ml \\ - \quad 15L \quad 700ml \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 95L \quad 800ml \\ - \quad 62L \quad 200ml \\ \hline \\ \hline \end{array}$$



HOMEWORK / FOLLOW UP

Do questions 1-4 on pages 121 and 122 of the textbook.

**STUDENT LEARNING OUTCOMES**

- Use a.m. and p.m. to record the time from 12-hour clock.
- Read and write time from analogue and digital clocks.

INFORMATION FOR TEACHERS

The teachers should know:

1. About the format of time of a 12-hour clock.
2. The difference between analogue and digital clock that analogue clock shows the time with hands while the digital clock shows the time in digits.

**DURATION / NO. OF PERIODS: 35 MINUTES / 1 PERIOD****MATERIALS / RESOURCES REQUIRED**

- Textbook, Board, Marker/Chalk, Flashcards showing time, Digital and analogue clocks, Chart showing time

**INTRODUCTION**

1. Start the lesson with the following questions:
 - i. How do we measure time?
 - ii. How many types of clocks are there?
 - iii. Can you tell the difference between analogue and digital clocks?
2. Take students' responses and tell them that today we will use a.m. and p.m. to tell the time and the difference between analogue and digital clocks.

**DEVELOPMENT****Activity 1:**

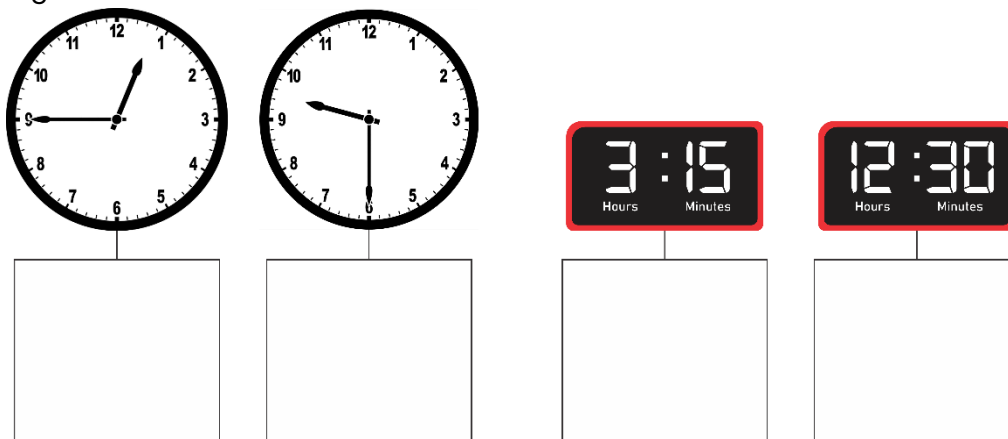
1. Write the following statement on the board.

Sana wakes up at 6 o'clock in the morning. She finishes her homework at 6 o'clock in the evening.

2. Ask the students is there any difference in writing the time of morning and evening?
3. Take their responses and then tell them that we write a.m. (ante meridiem) with the time which lies between 12:00 midnight to 12:00 noon and write p.m. (post meridiem) with time which lies between 12:00 noon to 12:00 midnight.
4. Tell them that in the given example, Sana wakes up at 6 o'clock in the morning, so the time will be written as 6:00 a.m. She finishes her homework at 6 o'clock in the evening, so the time will be written as 6:00 p.m.
5. Select students randomly and ask the following questions. Ask them to answer using a.m. or p.m.
 - i. When do you get up from bed in the morning?
 - ii. What does your school start?
 - iii. At what time do you sleep at night?
6. Take students' responses and guide where required.

Activity 2:

1. Show an analogue clock to the students.
2. Tell the class that there are 1 to 12 digits on the dial of an analogue clock. It shows time with hands. The long hand shows the minutes and the small hand shows hours.
3. Show a digital clock to the students.
4. Tell the class that there are only digits on a digital clock so it shows time in digits. The left side digits show the hours while the right side digits show the minutes.
5. Call four students and give each of them a flashcard showing time on the analogue and digital clocks.



6. Ask them to show their flashcards to the class.
7. Ask students to read the time shown on their flashcards and record it in the blank box.
8. Check students' answers.
9. Guide students where required.



CONCLUSION / SUM UP

Tell students that:

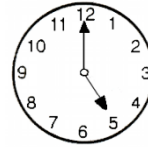
1. We write a.m. with the time which lies between 12:00 midnight to 12:00 noon and write p.m. with time which lies between 12:00 noon to 12:00 midnight.
2. There are 1 to 12 digits on the dial of an analogue clock. It shows time with hands.
3. There are only digits on a digital clock so it shows time in digits.



ASSESSMENT

1. Paste the following chart on the board.
2. Select three students randomly and ask them to give answers using a.m. or p.m.

i. What time do you play?



ii. When does your father go to work?



iii. When do you have dinner?



3. Take students' responses and guide where required.



HOMEWORK / FOLLOW UP

Do questions 1 and 2 on pages 130 and 131 of the textbook.

TIME



STUDENT LEARNING OUTCOME

- Read and write days and dates from the calendar.

INFORMATION FOR TEACHERS

The teachers should know how to read a calendar.



DURATION / NO. OF PERIODS: 35 MINUTES / 1 PERIOD



MATERIALS / RESOURCES REQUIRED

- Textbook, Board, Marker/Chalk, Duster, Chart showing calendar, Calendar of four months



INTRODUCTION

1. Paste the following picture showing the calendar on the board.

August 2018						
M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		


2. Ask the student, which month is shown on the calendar.
3. Take his/her response.
4. Ask another student, which date is highlighted in August.
5. Take his/her response.
6. Select another student randomly and ask, which day is on 14th of August.
7. Take his/her response.
8. Tell the class that in today's lesson we will practice using the calendar.



DEVELOPMENT

Activity 1:

1. Divide the class into four groups and give each group a calendar as follows:

Group 1	Group 2
	
Group 3	Group 4
	

2. Guide students that first we will go to the month and then date.
3. Tell them that we will go up in the column of the date to find the day.
4. Ask each group to read the given month's calendar and write the day, month, date and year as follows.
Friday, March 12th, 2020
5. Visit each group and guide where required.



CONCLUSION / SUM UP

Tell students that today we have learned to use the calendar.



ASSESSMENT

1. Write the following question on the board.
Using a solar calendar of 2021, find out the day on the following dates.
 - i. Your birthday this year
 - ii. 25th October
2. Check students' responses and guide them where required.



HOMEWORK / FOLLOW UP

TIME**STUDENT LEARNING OUTCOMES**

- Add measures of time in hours.
- Solve real-life situations involving measure of time for addition.

INFORMATION FOR TEACHERS

The teachers should know that:

1. The units to measure time are seconds, minutes and hours.
2. One hour has 60 minutes.
3. To add time, hours are added to hours and minutes are added to minutes.

**DURATION / NO. OF PERIODS: 35 MINUTES / 1 PERIOD****MATERIALS / RESOURCES REQUIRED**

- Textbook, Board, Marker/Chalk, Duster

**INTRODUCTION**

1. Ask the following question from the students:
Suppose that it takes 2 hours to reach the bus stop from your home and then 3 hours to reach the other city. What is the total time you have spent in travelling?
2. Ask students, which mathematical operation will be used to find out the total time.
3. Take their responses and write 'addition' on the board.
4. Ask a student to add 2 hours and 3 hours.
5. Take the student's response and write $2 \text{ hours} + 3 \text{ hours} = 5 \text{ hours}$ on the board.
6. Tell students that today we will learn the addition of time and how it is used in real-life situations.

**DEVELOPMENT****Activity 1:**

1. Ask the students to work in pairs and write the amount of time they spent in doing Mathematics and English homework. Add the time and answer as the total time.

- Give appropriate time to students to discuss and record their answers.
- Meanwhile, divide the board into two columns and label each column as Mathematics homework and English homework.
- Call a member of each group to copy their work in their column on the board and explain it to the other group.

Mathematics Homework	
Time spent by student 1	= 2 hours
Time spent by student 2	= 1 hour
Total time spent	= 3 hours

English Homework	
Time spent by student 1	= 2 hours
Time spent by student 2	= 3 hours
Total time spent	= 5 hours

- Check students' work and guide where required.

Activity 2

- Write the following question on the board.
Mohsin studies a book of General Knowledge for 10 hours and a Mathematics book for 12 hours in a week. How much time does he spend in studying both subjects altogether?
- Ask students to copy the question in their notebooks in the vertical form and answer it.
- Take students' responses.
- Ask a student to come to the board to share his/her work.

$$\begin{array}{r} \text{Time spent on General Knowledge} = 10 \text{ hours} \\ \text{Time spent on Mathematics} = + 12 \text{ hours} \\ \hline \text{Total time spent} = 22 \text{ hours} \end{array}$$

The total time spent on two subjects is 22 hours.
- Guide students where required.



CONCLUSION / SUM UP

Tell students that today we have learned about the addition of time and how it is used in real-life situations.



ASSESSMENT

- Write the following questions on the board and ask the students to complete them in their notebooks.

12hrs + 10hrs _____	8hrs + 2hrs _____	3hrs + 1hr _____
---------------------------	-------------------------	------------------------

- Guide students where required.



HOMEWORK / FOLLOW UP

Do questions 1 to 4 on page 136 of the textbook.

Month

7

TIME**STUDENT LEARNING OUTCOMES**

- Subtract measure of time in hours.
- Solve real-life situations involving subtraction of measure of time in hours.

INFORMATION FOR TEACHERS

The teachers should know how to subtract measures of time in hours and how can we use this in real-life situations.

**DURATION / NO. OF PERIODS: 35 MINUTES / 1 PERIOD****MATERIALS / RESOURCES REQUIRED**

- Textbook, Board, Marker/Chalk, Duster

**INTRODUCTION**

1. Write the following number story on the board.
There are two brothers, Asim and Zafar. Asim takes 6 hours for studying English and Zafar takes 4 hours for studying English. How much more times does Asim take than Zafar for studying English?
2. Ask the class, which mathematical operation will be used to find out the answer.
3. Take students' responses and write 'subtraction' on the board.
4. Ask a student to subtract 4 hours from 6 hours.
5. Take his/her response and write on the board: 6 hours – 4 hours = 2 hours
6. Tell students that today we will learn about subtraction of time in hours and how to use it in real-life situations.

**DEVELOPMENT****Activity 1:**

1. Divide the class in two groups and label them as Group 1 and Group 2.

- Write the following questions on the board and assign them to both groups as follows:

Group 1	Group 2
11 hours	12 hours
– 12 hours	– 10 hours
_____	_____
_____	_____

- Visit each group to check their work and help them in reaching the correct answer.
- Call a member of each group to present their work to the other group.
- Guide students where required.

Activity 2:

- Write the following question on the board.
Faiza spends 4 hours for studying science and 2 hours for studying mathematics.
How much more time does she spend studying science than mathematics?
- Answer the question on the board involving students.

Time spent for studying science	= 4 hours
Time spent for studying mathematics	= 2 hours
Difference in time spent	= 2 hours
Faiza spends 2 hours more for studying science than mathematics.	

- Repeat the steps of subtraction for students to develop better understanding.



CONCLUSION / SUM UP

Tell students that today we have learned to subtract measures of time in hours and how to use it in real-life situations.



ASSESSMENT

- Write the following questions on the board and ask students to answer them in their notebooks.

18 hours	21 hours
– 11 hours	– 8 hours
_____	_____
_____	_____
16 hours	18 hours
_____	_____

- 10 hours

- 7 hours

2. Make pairs of students and ask them to exchange their work.
3. Facilitate the students and help them check each other's work.
4. Guide students where required.

0/0

HOMEWORK / FOLLOW UP

Do questions 1 to 4 on page 138 of the textbook.

GEOMETRICAL SHAPES



STUDENT LEARNING OUTCOME

- Draw and measure line segments to the nearest centimeter and millimeter.

INFORMATION FOR TEACHERS

The teacher should know that:

1. The line segment is a part of a line it has two endpoints.
2. Line segment AB can be written as \overline{AB} .
3. A line segment cannot be extended to any direction. It has a fixed length.
4. A ruler measures in centimeter (cm) and millimeter (mm).
5. 1 cm = 10 mm



DURATION / NO. OF PERIODS: 35 MINUTES / 1 PERIOD



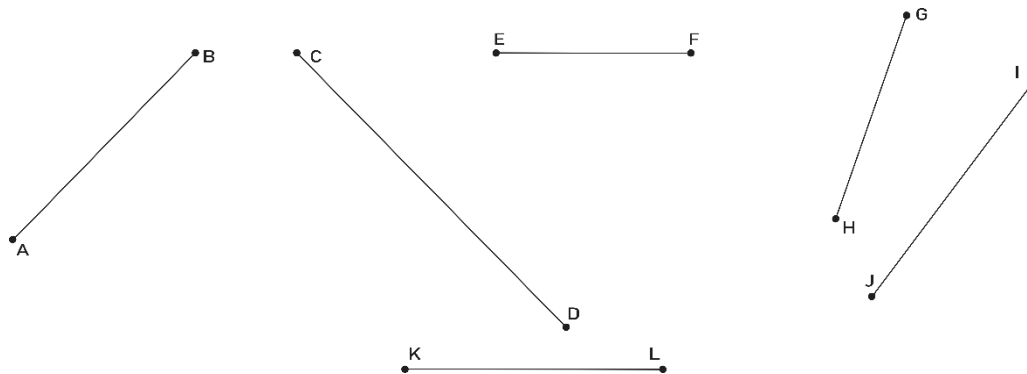
MATERIALS / RESOURCES REQUIRED

- Textbook, Board, Marker/Chalk, Duster, Chart showing line segments of different lengths



INTRODUCTION

1. Paste the following chart on the board.



2. Tell students that these are line segments of different lengths.

Describe a line segment to the students as follows:

A line segment is a part of a line. It has two points. It can be written as \overline{AB} . It has a fixed length. It cannot be extended to any direction.

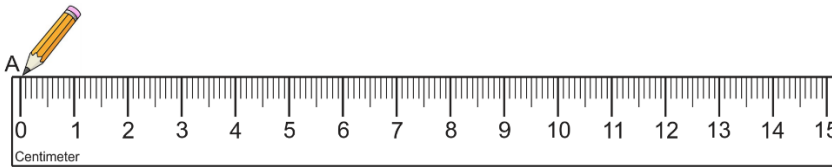
3. Tell students that in today's lesson, we will learn to draw a line segment of a given length in cm and mm.



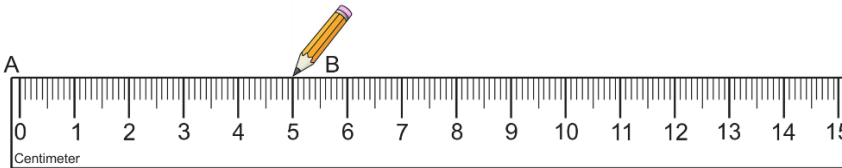
DEVELOPMENT

Activity 1:

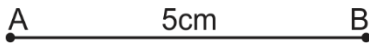
1. Tell students to draw a line segment of 5 cm in their notebooks.
2. Explain the method on the board as follows:
 - i. Take a ruler and place it on the page of your notebook.
 - ii. Look at the numbers 0, 1, 2, 3, .. on the scale. The distance from 0 to 1 is equal to 1 cm. The small lines in 1 cm show millimeter.
 - iii. Make a point A at 0 cm of the scale.



- iv. Make a point B at 5 cm of the scale.



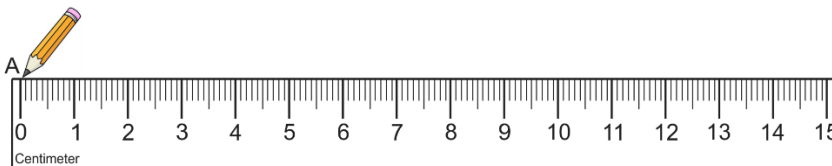
- v. Join the points A and B.



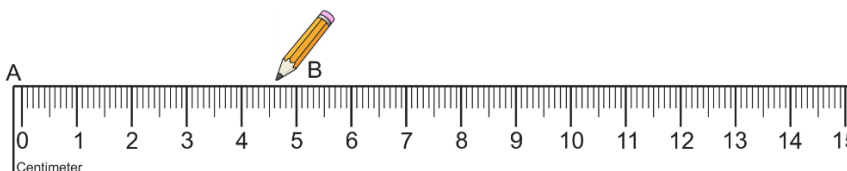
- vi. Thus, the required line segment $AB = 5$ cm.
3. Help the students to draw the required line segment.

Activity 2:

1. Tell students to draw a line segment of 4 cm 6 mm in their notebooks.
2. Explain the method on the board as follows:
 - i. Take a ruler and place it on the page of your notebook.
 - ii. Make a point A at 0 cm of the scale.



- iii. Make a point B at 4 cm 6 mm of the scale. For drawing 6 mm, count 6 small lines after 4.



- iv. Join the points A and B.

- v. Thus, the required line segment $AB = 4 \text{ cm } 6 \text{ mm}$.
3. Help the students to draw the required line segment.



CONCLUSION / SUM UP

Tell students that today we have learned to draw a line segment.



ASSESSMENT

1. Draw a line segment of the following lengths in your notebooks.
 - i. 7 cm
 - ii. 9 cm 4 mm
2. Check students' work and guide where required.



HOMEWORK / FOLLOW UP

Do questions 2 and 3 on page 147 of the textbook.

GEOMETRICAL SHAPES



STUDENT LEARNING OUTCOME

- Recognize point, line, ray and line segment.

INFORMATION FOR TEACHERS

The teachers should know that:

1. The points are used for the location of the place or position of objects.
2. Point is represented by a dot (.)
3. A line has no endpoints and it can be extended in both directions.
4. A ray has only one endpoint and can be extended in one direction.
5. A line segment cannot be extended in any direction. It has a fixed length.



DURATION / NO. OF PERIODS: 35 MINUTES / 1 PERIOD



MATERIALS / RESOURCES REQUIRED

- Textbook, Board, Marker/Chalk, Duster, Picture of map showing streets



INTRODUCTION

1. Ask students to open page 142 of the textbook and look at the first map.



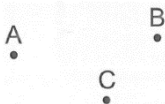
2. Ask students the following questions.
 - i. What is located at point A on the map?
Take students' responses and tell them, Gold City Shopping Mall.
 - ii. What is located at point B on the map?
Take students' responses and tell them, Serena Hotel.
3. Tell students that points are used for the location of place or positions of objects. Today, we will learn about point, line segment, line and ray.



DEVELOPMENT

Activity 1:

1. Draw some points on the board and label them as A, B and C.



2. Tell students that these are called points. The points are used for location of place or positions of objects. A point is represented by a dot (.). It is denoted by capital letters.

Activity 2:

1. Ask students to make two points in their notebooks as A and B.



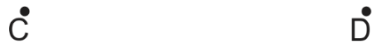
2. Ask them to draw a line between these two points.



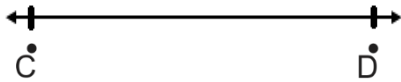
- Tell the students that the line between A and B is called a line segment. It has two endpoints. It is represented by \overline{AB} . It cannot be extended in any direction. It has a fixed length.

Activity 3:

- Ask students to make two points in their notebooks at some distance from each other and label them as C and D.



- Join points C and D and make arrows at the end.



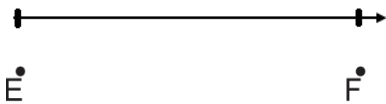
- Tell students that this is called a line. It has no endpoints and can be extended in both directions. It is represented by \overleftrightarrow{AB} .

Activity 4:

- Ask the students to make two points in their notebook at some distance as E and F.



- Join points E and F and make an arrow at one end only.



- Tell students that it is ray. A ray is a part of a line. It has a fixed initial point but can be extended at the other point. It is represented by \overrightarrow{EF} .



CONCLUSION / SUM UP

Tell students that today we have learned about point, line segment, line and ray.



ASSESSMENT

- Draw the following on the board and ask students to draw and identify them in their notebooks.



ii. \dot{A}



- Check students' responses.

3. Guide students where required.



HOMEWORK / FOLLOW UP

Do the activity on page 144 of the textbook.

GEOMETRICAL SHAPES**STUDENT LEARNING OUTCOME**

- Classify figures according to number of sides as quadrilaterals (Rectangle, Squares and Triangles).

INFORMATION FOR TEACHERS

The teachers should know that:

- A closed figure with four sides and four corners is called a quadrilateral. The four corners are called vertices.
- A closed figure with three sides and three vertices is called a triangle.

**DURATION / NO. OF PERIODS: 35 MINUTES / 1 PERIOD****MATERIALS / RESOURCES REQUIRED**

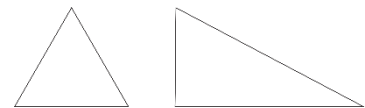
- Textbook, Board, Marker/Chalk, Duster, Shapes drawn on card sheet: square, rectangle and triangle, 4 worksheets

**INTRODUCTION**

- Ask students to look at the different objects in the classroom and name any four-sided objects.
- Take students' responses and write the names of some four-sided objects on the board.
- Ask students, do you see any objects having three sides.
- Take students' responses and write the names of some three-sided objects on the board.
- Tell students that today we will learn about four-sided and three-sided geometrical objects/figures.

**DEVELOPMENT****Activity 1:**

- Show a triangle made of card sheet to the students.
- Ask them to count the sides and corners of the shape.
- Take students' responses.
- Tell students that a triangle has three straight sides and three corners/vertices. The three sides of a triangle may not be equal.



Activity 2:

1. Show a rectangle made of a card sheet to the students.
2. Ask them to count the sides and corners of the shape.
3. Take students' responses.
4. Tell students that a rectangle has four straight sides and four corners/vertices. The length of the opposite sides of a rectangle is equal.



Activity 3:

1. Show a square made of card sheet to the students.
2. Ask them to count the sides and corners of the shape.
3. Take students' responses.
4. Tell students that a square has four straight sides and four corners/vertices. The length of all four sides of a square is equal.
5. Tell students that a closed figure with four sides and four corners/vertices are called a quadrilateral.
6. Ask students, tell which of the shapes that we have studied today are examples of the quadrilateral.
7. Take students' responses and guide where required.



CONCLUSION / SUM UP

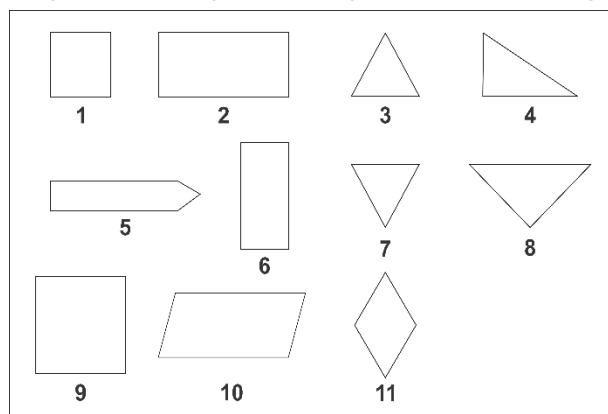
Tell students that:

1. A triangle has three straight sides and three corners/vertices. The three sides of a triangle may not be equal.
2. A closed figure with four sides and four corners/vertices is called a quadrilateral.
3. A rectangle is an example of a quadrilateral that has four straight sides and four corners/vertices. The length of the opposite sides of a rectangle is equal.
4. A square is an example of quadrilateral which has four straight sides and four corners/vertices. The length of all four sides of a square is equal.



ASSESSMENT

1. Divide the class into four groups and give each group the following worksheet to answer.



Using numbers, classify the given shapes as four-sided or three-sided figures in the table.

Four-sided Figure	Three-sided Figure

2. Check the work of each group and guide where required.



HOMEWORK / FOLLOW UP

Do question 1 on page 156 of the textbook.

GEOMETRICAL SHAPES



STUDENT LEARNING OUTCOME

- Calculate the perimeter of square, rectangle and triangle.

INFORMATION FOR TEACHERS

The teacher should know that a perimeter is a closed figure equal to the sum of lengths of all sides.



DURATION / NO. OF PERIODS: 35 MINUTES / 1 PERIOD



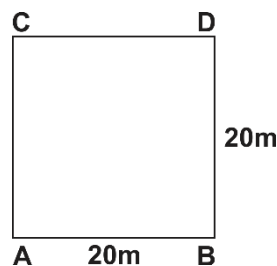
MATERIALS / RESOURCES REQUIRED

- Textbook, Board, Marker/Chalk, Duster



INTRODUCTION

- Write the following number story on the board.
Azra runs around a square-shaped ground. The length of each side of the ground is 20 m.
How much distance does Azra cover in one round?



- Take students' responses.
- Tell students that today we will learn to calculate the perimeters of closed figures.



DEVELOPMENT

Activity 1:

- Use the above number story.
- Call a student to come and add the length of all the sides of the square.
 $20\text{ m} + 20\text{ m} + 20\text{ m} + 20\text{ m} = 80\text{ m}$
 Total length = 80 m
- Tell students that the formula to find out the perimeter of a square is:

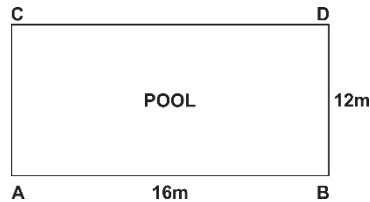
Perimeter of a square = Sum of all sides

Or

Perimeter of a square = 4 x length of a side

Activity 2:

1. Write the following number story on the writing board.
The length of a rectangular pool is 16 m and its width is 12 m.



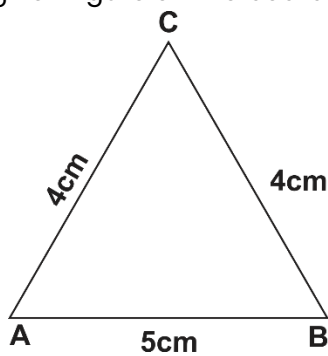
2. Call a student to come and add the length and width as follows:
Length + Length + Width + Width = 16 m + 16 m + 12 m + 12 m = 56 m
3. Tell students that the formula to find out the perimeter of a rectangle is:
Perimeter of a rectangle = Sum of all sides

Or

Perimeter of a rectangle = 2 Length + 2 Width

Activity 3:

1. Draw the given figure on the board.



2. Call a student to come and add all the sides of a triangle as follows:
5 cm + 4 cm + 4 cm = 13 cm
3. Tell students that the formula to find out the perimeter of a triangle is:
Perimeter of a triangle = Sum of all three sides



CONCLUSION / SUM UP

Tell students that the sum of lengths of all the sides of a closed figure is called its perimeter.



ASSESSMENT

1. Divide the class into three groups.
2. Write the following questions on the board and assign one question to each group as follows:

Group 1: Find the perimeter of a square whose one side is 5 cm.

Group 2: Find the perimeter of a door with a length of 240 cm and a width of 128 cm.

Group 3: Find the perimeter of a triangle whose sides are 3 cm, 4 cm and 5 cm.

3. Visit each group to help them reach the correct answer.
4. Check students' work and guide if required.



HOMEWORK / FOLLOW UP

Do question 2 on pages 156 and 157 of the textbook.

GEOMETRICAL SHAPES**STUDENT LEARNING OUTCOME**

- Identify center, radius and diameter of a circle.

INFORMATION FOR TEACHERS

The teachers should know that:

1. A line segment that joins two points of a circle and passes through the center of a circle is called the diameter of a circle.
2. The half of the diameter is called the radius of the circle.
3. The center point where the two diameters of a circle meet is called the center of the circle.



DURATION / NO. OF PERIODS: 35 MINUTES / 1 PERIOD



MATERIALS / RESOURCES REQUIRED

- Textbook, Board, Marker/Chalk, Duster, Paper, Scissors

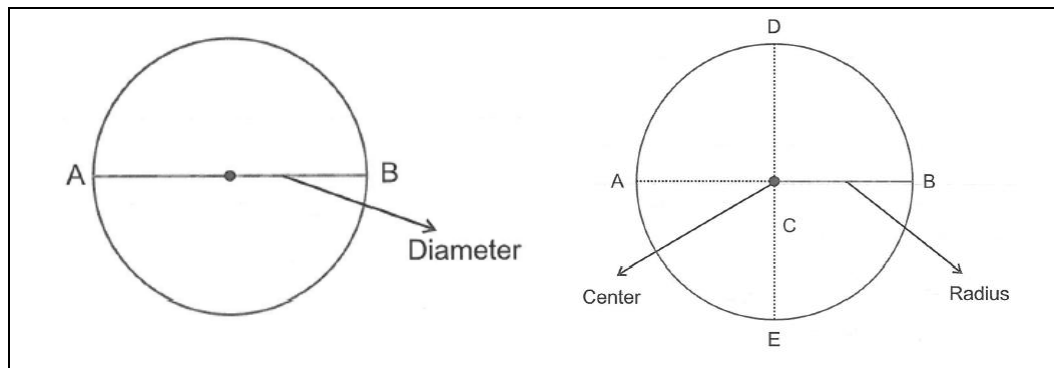
**INTRODUCTION**

1. Call some students and ask them to stand in the shape of a circle in front of the class.
2. Ask students, which shape is this?
3. Call few more students and ask them to stand in a line in the center of the circle.
4. Tell students that this line of the students dividing the circle into two parts is called the diameter of the circle.
5. Ask half of the students representing the diameter to go back.
6. Tell students that the remaining students standing in the center represent the radius of the circle.
7. Tell students that today we will learn about the center, radius and diameter of the circle.

**DEVELOPMENT****Activity 1:**

1. Cut a piece of paper in the shape of a circle.
2. Show it to the students and tell them that it is a circle.
3. Fold the paper in half and unfold it.

4. Show the line that is developed at the folding point to the students and tell them that it divides the circle into two halves. This line is called the diameter of the circle.
5. Fold the paper into a quarter and unfold it.
6. Show the lines that are developed at the folding points to the students and tell them that they divide the circle into four equal halves. The point on which the two lines are joining is called the center of the circle and the distance from the center of the circle to the side of the circle is called the radius of the circle. The radius of a circle is defined as, half of the diameter.
7. Draw the following figures on the board and repeat the explanation of each term.



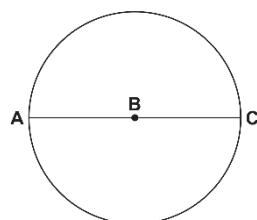
CONCLUSION / SUM UP

Tell students that:

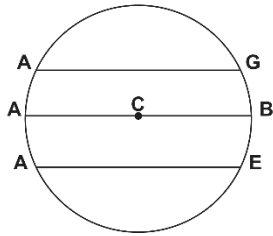
1. The line segment which joins two points of a circle and passes to the mid-point is called the diameter of a circle.
2. The half of the diameter is called the radius of a circle.
3. The point where two diameters meet is called the center of a circle.



ASSESSMENT

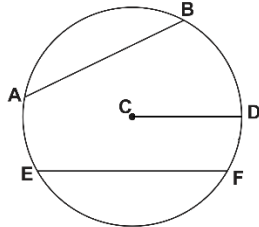


1. Which point in the above figure is the center of the circle?
 (a) C (b) A (c) B



2. Which of the line segments shows the diameter in the above figure?

- (a) \overline{AG} (b) \overline{AB} (c) \overline{AE}



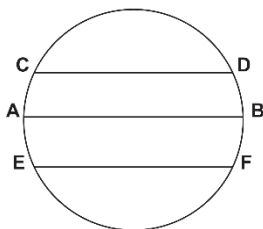
3. In the above figure which line segment shows the radius?

- (a) \overline{AB} (b) \overline{CD} (c) \overline{EF}



HOMework / FOLLOW UP

1. Draw the following figure on the writing board.



2. Ask students to draw the given figure in their notebooks and identify the diameter in it.

SYMMETRY**STUDENT LEARNING OUTCOME**

- Identify reflective symmetry in a two-dimension (2-D) shape.

INFORMATION FOR TEACHERS

The teachers should know that:

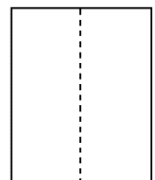
- In symmetrical shapes, one part of an object is the mirror image of the other.
- The line of folding is called the line of symmetry.

**DURATION / NO. OF PERIODS: 35 MINUTES / 1 PERIOD****MATERIALS / RESOURCES REQUIRED**

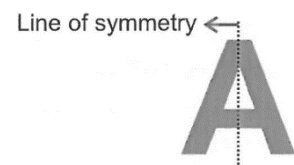
- Textbook, Board, Marker/Chalk, Duster, Paper, Chart showing symmetrical objects

**INTRODUCTION**

- Take plain paper and draw a line in the center of the paper.
- Ask students, is the right side of the paper exactly the same as the left side.
- Take students' responses and tell them that the paper is an example of a symmetrical object. When one part of the paper, to the left of the line, is folded it exactly covers the right part of the paper.
- Tell students that in today's lesson, we will learn about symmetrical objects.

**DEVELOPMENT****Activity 1:**

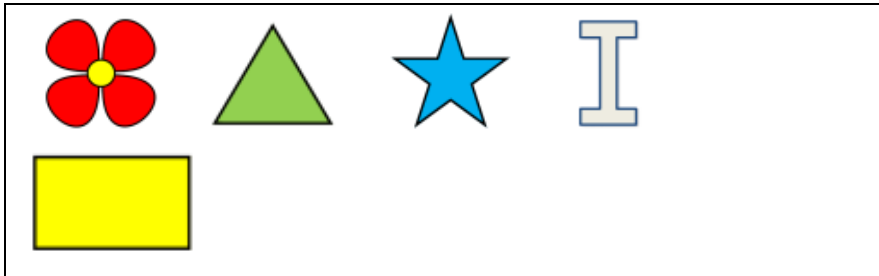
- Draw the alphabet 'A' on the board.
- Draw a line through the alphabet 'A' which divides it into two halves.
- Tell students that the line which divides the 'A' into two halves is called the line of symmetry.



- Cut small rectangle shapes from a piece of paper.
- Give these rectangles to students and ask them to fold them in a way that when the left part is folded over the right, it should exactly cover the right side.
- Guide students during the activity and ask them to identify the line of symmetry.
- Tell students that the shapes which have no line of symmetry are called non-symmetrical shapes.

Activity 2:

- Draw/Paste the following chart on the board:



- Call students one by one to draw a line of symmetry on one object.
- Take students' responses and guide where required



CONCLUSION / SUM UP

Tell students that:

- In symmetrical shapes, one part of an object is the mirror image of the other.
- The line of folding is called the line of symmetry.



ASSESSMENT

- Draw the following figures on the board and ask students to answer the question in their notebooks.

Identify the line of symmetry in the following shapes.



Figure A

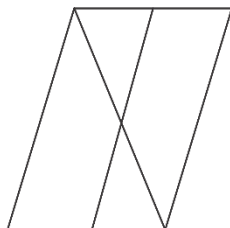


Figure B

- Check students' responses and guide where required.



HOMEWORK / FOLLOW UP

Do question 1 on page 161 of the textbook.

SYMMETRY**STUDENT LEARNING OUTCOME**

- Identify and draw lines of symmetry.

INFORMATION FOR TEACHERS

The teachers should know that:

To draw a line of symmetry first the central part of the figure is marked then the lines are drawn which exactly divide the figure into two equal parts.



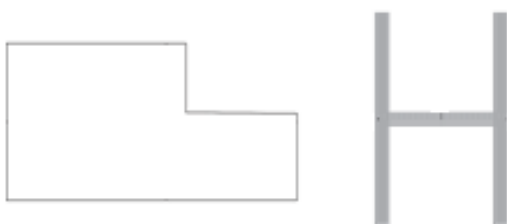
DURATION / NO. OF PERIODS: 35 MINUTES / 1 PERIOD

**MATERIALS / RESOURCES REQUIRED**

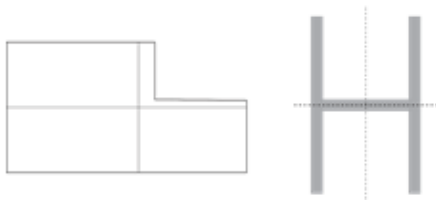
- Textbook, Board, Marker/Chalk, Duster

**INTRODUCTION**

- Draw the following figures on the board.



- Call a student to draw a line of symmetry on both shapes.
- Take the student's answer. (The student will not be able to draw a line of symmetry on the first figure.)
- Tell students that in the case of the first object, we will not be able to divide the shape into two halves. However, we can easily draw a line of symmetry on the other figure (H). Thus, there are two types of 2-dimensional shapes; one has a line of symmetry and are called symmetrical shapes and the other has no line of symmetry and are called non-symmetrical shapes.



5. Ask the class, which one is a non-symmetrical shape.
6. Take students' responses and guide if required.
7. Tell students that in today's lesson, we will practice drawing lines of symmetry.



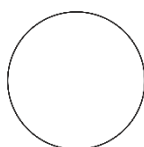
DEVELOPMENT

Activity 1:

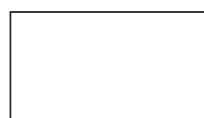
1. Draw the following shapes on the board.



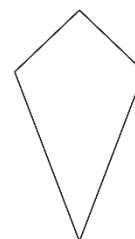
A



B

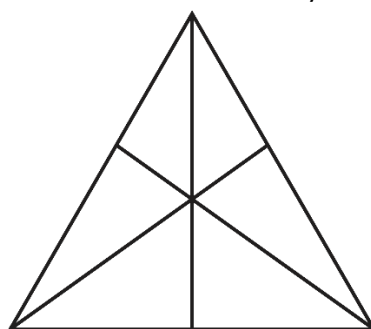


C



D

2. Select four students randomly and ask each student to draw a line of symmetry on one figure.
3. Check students' work and guide if required.
4. Tell students that there are shapes that can have more than one line of symmetry. E.g., triangle.
5. Draw a triangle on the board and draw three lines of symmetry on it.



6. Tell students that the triangle has three lines of symmetry.
7. Ask students to draw more lines of symmetry on the figures drawn on the board.

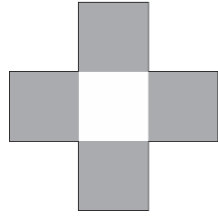


CONCLUSION / SUM UP

Tell students that:

1. There are two types of 2-dimensional shapes; one has a line of symmetry and are called symmetrical shapes and the other has no line of symmetry and are called non-symmetrical shapes.
2. There are objects which can have more than one line of symmetry.

1. Draw the following figures on the board.
2. Call two students one by one to draw lines of symmetry on one figure.



3. Check students' work and guide where required.

Do question 2 on page 161 of the textbook.

Month

8

THREE DIMENSIONAL (3-D) OBJECTS



STUDENT LEARNING OUTCOMES

- Describe 3-D objects (cubes, cuboids and pyramid) with respect to the number of edges and faces.
- Differentiate 3-D objects (cube, cuboid and pyramids) with respect to the number of edges and faces.

INFORMATION FOR TEACHERS

The teachers should be able to describe and differentiate between cubes, cuboids and pyramids with respect to their number of edges and faces.



DURATION / NO. OF PERIODS: 35 MINUTES / PERIOD 1



MATERIALS / RESOURCES REQUIRED

- Textbook, Board, Marker/Chalk, Duster, 3 Dice, 3 Matchboxes, Cone-shape hat, Chart about cube and cuboid, Prism, 3 flashcards showing 3-shapes, Worksheets



INTRODUCTION

1. Bring some real objects like dice, matchbox, cone-shaped hat, and place them in front of the class.
2. Ask the following questions.
 - i. Are all these objects same in shape?
 - ii. What is the main difference between the shapes of these objects?
3. Take students' responses and tell them that they are different because of faces and edges.
4. Tell students that in today's lesson, they will learn about 3-D objects.



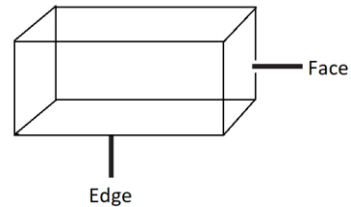
DEVELOPMENT

Activity 1:

1. Show a matchbox to the students.
2. Ask students, how many faces does a matchbox have.
3. Take students' responses and tell them that a matchbox has also 6 faces.
4. Ask students what is the shape of each face of the matchbox.
5. Take students' responses and tell them that all faces are rectangles.

6. Draw a labelled diagram of a cuboid on the board and tell students that a matchbox is a cuboid with the following characteristics:

- i. It has 6 faces.
- ii. All faces are rectangles.
- iii. It has 12 edges.
- iv. It has 8 vertices.



7. Tell students that the face is the shape's surface, edges are the lines between the faces and vertex is the point where two edges meet.

8. Divide the class into 3 groups and give each group a dice and a matchbox.

9. Let each group identify the vertices, edges and faces of both objects.



CONCLUSION / SUM UP

Tell students that:

1. A cube has 6 faces. All its faces are square. It has 12 edges of the same length and 8 vertices.
2. A cuboid has 6 faces. All its faces are rectangles. It has 12 edges and 8 vertices.

THREE DIMENSIONAL (3-D) OBJECTS



DURATION / NO. OF PERIODS: 35 MINUTES / PERIOD 2



INTRODUCTION

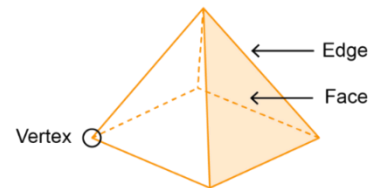
1. Take a recap of the previous lesson by asking the following questions:
 - i. Identify face of the dice. (Show a dice to the students)
 - ii. Identify edge of the matchbox. (Show a matchbox to the students)
 - iii. How many vertices does a cuboid have?
 - iv. How many faces does a cube have?
2. Take students' responses.
3. Guide students where required.



DEVELOPMENT

Activity 3:

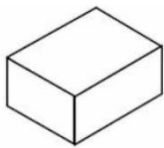
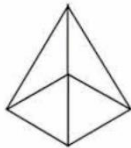
1. Show a prism to the students.
2. Tell students that it is a pyramid that has 8 edges, 5 faces and 5 vertices.
3. Show the prism to students in groups and let them identify its vertices, edges and faces.



Activity 4:

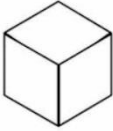
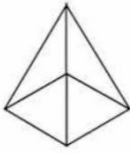
1. Divide the class into four groups.
2. Give each group the following worksheet to answer.

Group 1:

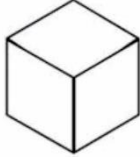
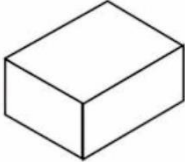
Difference between cuboid and pyramid based on edges and faces	
Cuboid No. of edges of cuboid = No. of faces of cuboid =	
Pyramid No. of edges of pyramid = No. of faces of pyramid =	

Group 2:

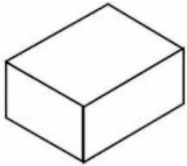
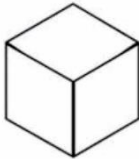
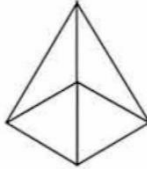
Difference between cube and pyramid based on edges and faces
--

Cube No. of edges of cube = No. of faces of cube =		Pyramid No. of edges of pyramid = No. of faces of pyramid =	
--	---	---	---

Group 3:

Difference between cube and cuboid based on edges and faces			
Cube No. of edges of cube = No. of faces of cube =		Cuboid No. of edges of cuboid = No. of faces of cuboid =	

Group 4:

Difference between cube, cuboid and pyramid based on edges and faces		
Cuboid 	Cube 	Pyramid 
No. of edges of cuboid = No. of faces of cuboid =	No. of edges of cube = No. of faces of cube =	No. of edges of pyramid = No. of faces of pyramid =

3. Guide students during this activity and help them to differentiate the objects properly with respect to their faces and edges.



CONCLUSION / SUM UP

Tell students that:

1. A prism has 8 edges, 5 faces and 5 vertices.
2. We can differentiate between a cube, cuboids and pyramid by counting their number of vertices, edges and faces.



ASSESSMENT

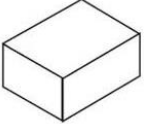
1. Divide the whole class into three groups.
2. Give one flashcard to each group as shown below.
3. Ask each group to recognize the shape given to them and write about its edges, faces and vertices.

Flashcard 1 for group 1:

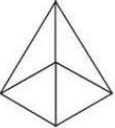
Shape	Name	No. of faces	No. of edges	No. of vertices
-------	------	--------------	--------------	-----------------

				
---	--	--	--	--

Flashcard 2 for group 2:

Shape	Name	No. of faces	No. of edges	No. of vertices
				

Flashcard 3 for group 3:

Shape	Name	No. of faces	No. of edges	No. of vertices
				

4. Call one student from each group to present their work to the class.
5. Check students' work and guide where required.



HOMEWORK / FOLLOW UP

Complete the table given on page 164 of the textbook.

DATA REPRESENTATION**STUDENT LEARNING OUTCOMES**

1. Representation of data by
 - i. Carroll diagram
 - ii. Tally chart
2. Read and interpret a Carroll diagram and a Tally chart.

INFORMATION FOR TEACHERS




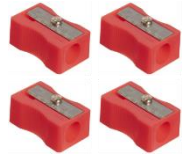
The teachers should know that Lewis Carroll developed Carroll diagram for the handling of data. Carroll diagram is a diagram in which different things are sorted out according to any two characteristics.

**DURATION / NO. OF PERIODS: 35 MINUTES / PERIOD 1****MATERIALS / RESOURCES REQUIRED**

- Textbook, Board, Marker/Chalk, Duster, 5 blue pencils, 4 red pencils, 7 blue sharpeners, 4 red sharpeners. Chart showing pencils and sharpeners, Worksheet for homework

**INTRODUCTION**

1. Show some blue and red pencils and some blue and red sharpeners to the students.
2. Count the number of blue pencils and tell the total to the students i.e., 5.
3. Count the number of red pencils and tell the total to the students i.e., 4.
4. Ask one student to count the number of blue and red sharpeners. (Suppose 7 blue sharpeners and 4 red sharpeners)
5. Draw/Paste the following chart on the board.

Blue colour		
Red colour		

6. Tell students that we have sorted out the objects on the basis of colour i.e., blue pencils and sharpeners are separated from red pencils and sharpeners. If you want to know how

many blue pencils and sharpeners are there, you can use the above diagram to get the answer quickly.

- Tell students that today we will learn about representation of data by Carroll diagram and tally chart.



DEVELOPMENT

Activity 1:

- Write the following numbers on the board.
3, 8, 10, 12, 16, 18, 21, 25, 28, 33
- Ask students what are the possible ways in which we can make groups of these numbers.
- Take students' responses and tell them that among other ways, we can use the size of the number for sorting numbers less than 14 and greater than 14 or we can separate the numbers which are divisible by 2.
- Tell students that we use a diagram, called Carroll diagram to represent data. It is a diagram in which different things are sorted out according to any two different characteristics.
- Draw the following table on the board to show Carroll diagram for the given situation.

	Numbers less than 14	Numbers greater than 14
Numbers divisible by 2		
Numbers not divisible by 2		

- Tell students that in the first box, we will write numbers which are less than 14 and divisible by 2. Guide them as follows:
 - Look at the given set of numbers and circle the numbers which are less than 14.
 - Cross out the encircled numbers which cannot be divided by 2.
 - The remaining encircled numbers are the ones which are less than 14 and are divisible by 2.
 - Write 8, 10, 12 in the first box.
- Tell students that in the second box (across), we will write numbers which are greater than 14 and divisible by 2. Guide them as follows:
 - Look at the given set of numbers and circle the numbers which are greater than 14.
 - Cross out the encircled numbers which cannot be divided by 2.
 - The remaining encircled numbers are the ones which are greater than 14 and are divisible by 2.
 - Write 16, 18, 28 in the second box.
- Make pairs of students and ask them to fill in the rest of the boxes of the Carroll diagram.

	Numbers less than 14	Numbers greater than 14
Numbers divisible by 2	8, 10, 12	16, 18, 28
Numbers not divisible by 2	3	21, 25, 33

9. Check students' input and guide where required.



CONCLUSION / SUM UP

Tell students that we have learned the comparison of different objects based on capacity using observation.

DATA REPRESENTATION**DURATION / NO. OF PERIODS: 35 MINUTES / PERIOD 2****INTRODUCTION**

1. Ask students to take out their notebooks and a pencil.
2. Tell students, we will do counting till 20 but in a different way.
3. Ask students to draw one small line on each count till 4 and cross out the four lines on the count of 5 as shown below.



1. Repeat the step till we complete counting till 20.
2. Tell students that these small lines are called tally marks. It is used to denote number of observations in a data.
3. Tell students that today we will learn about tally charts used for representing data.

**DEVELOPMENT****Activity 2:**

1. Karishma's father gave her pocket money from 1st day of the month to the last day of the month in rupees as follows:
3, 4, 5, 2, 2, 4, 3, 5, 2, 3, 5, 4, 3, 5, 2, 4, 2, 3, 5, 4, 2, 3, 4, 2, 5, 3, 4, 5, 2, 4
2. Draw the following table on the board and tell students that we can represent this data through a tally chart.

Pocket money received in rupees	Number of times
2	
3	
4	
5	

3. Guide students to interpret the tally chart in the following way:
Karishma received Rs. 2 as pocket money for 8 days
Karishma received Rs. 3 as pocket money for 7 days
Karishma received Rs. 4 as pocket money for 8 days

Karishma received Rs. 5 as pocket money for 7 days

4. Tell students that using tally charts which can deduce useful information.
5. Repeat the explanation of tally chart for students to develop better understanding.



CONCLUSION / SUM UP

Tell students that today we have learned how to interpret tally charts to get useful information.



ASSESSMENT

1. Write the following numbers on the board and draw Carroll diagram.

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16

	Numbers less than 10	Numbers greater than 10 but less than 16
Numbers divisible by 2		
Numbers not divisible by 2		

2. Ask students to answer the following questions. Enter their answers in the Carroll diagram.

- i. Which numbers are less than 10 and divisible by 2?
- ii. Which numbers are less than 10 and not divisible by 2?
- iii. Which numbers are greater than 10 and less than 16 and also divisible by 2?
- iv. Which numbers are less than 16 and not divisible by 2?

	Numbers less than 10	Numbers greater than 10 but less than 16
Numbers divisible by 2	2, 4, 6, 8	12, 14
Numbers not divisible by 2	1, 3, 5, 7, 9	11, 13, 15

3. Check students' responses and guide where required.

1. Give the following worksheet to the students.
2. The tally chart below shows the number of students who celebrated their birthday in different months. Using the tally marks, answer the questions given below.

Months	Tally marks
January	
February	
March	
April	
May	

- i. In which months did the least number of students celebrate their birthday?
- ii. In which month did the greatest number of students celebrate their birthday?
- iii. In January and April, what number of students celebrated their birthday?
- iv. What is the total number of students who celebrated their birthday in these 5 months?

DATA REPRESENTATION**STUDENT LEARNING OUTCOME**

- Read and interpret picture graphs.

INFORMATION FOR TEACHERS

Read and interpret picture graphs.







DURATION / NO. OF PERIODS: 35 MINUTES / 1 PERIOD

**MATERIALS / RESOURCES REQUIRED**

- Textbook, Board, Marker/Chalk, Duster, 3 Charts showing picture graphs

**INTRODUCTION**

1. Paste the following picture graph on the board.
2. Ask students to study the given picture carefully and answer the following questions.

PICTURE GRAPH	
Parrot	
Hens	
Pigeons	
Ducks	






- i. Tell the number of parrots as shown in the picture graph.
Take students' responses and write 5 on the board.
 - ii. Tell the number of hens as shown in the picture graph.
Take students' responses and write 8 on the board.
 - iii. Tell the number of pigeons as shown in the picture graph.
Take students' responses and write 6 on the board.
 - iv. Tell the number of ducks as shown in the picture graph.
Take students' responses and write 4 on the board.
3. Tell students that in today's lesson we will learn to read a picture graph.



DEVELOPMENT

Activity 1:

1. Paste the following picture graph on the board.
The following picture graph shows the number of students absent during the last week.

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

2. Ask a student to read the picture graph and explain it to the class.
3. Check the student's understanding and guide if required.
4. Tell students that in the given graph, 1 picture = 1 student
5. Select five students randomly and one by one ask them to answer one of the following questions.
 - i. How many students were absent on Monday?
 - ii. How many students were absent on Tuesday?
 - iii. On what day, the greatest number of students were absent?

- iv. On what day, the least number of students were absent?
 - v. What is the total number of students absent on Tuesday and Wednesday?
6. Take students' responses and guide where required.



CONCLUSION / SUM UP





Tell students that in a picture graph, the number of pictures of different things helps us to reach the actual data behind the picture.



ASSESSMENT

1. Paste the following chart on the board.
2. Ask students to study the given picture carefully and answer the questions that follow.

The following picture graph shows the number of cars available in different colours.
1 figure = 2 cars (Means count 1 car as 2 cars)

Colour	Number of Cars
Red	
Blue	
Grey	
Black	

- i. How many red cars are there?
3. Guide students to count 1 car as 2 cars. Tell them that the number of red cars in the picture graph is 4. Multiply 4 with 2 to get the actual number of red cars.
- $$4 \times 2 = 8 \text{ red cars}$$
- ii. How many blue cars are there?
 - iii. What is the total number of blue and grey cars?
 - iv. In which colour, the least number of cars are there?
4. Take students' responses and guide them where required.



HOMEWORK / FOLLOW UP

Do question 3 on page 179 of the textbook.

A teacher's purpose is not to create students in his own image, but to develop students who can create their own image.



**Directorate of Curriculum and Teacher Education
Khyber Pakhtunkhwa Abbottabad**



قومی ترانہ

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Khyber Pakhtunkhwa, Abbottabad

جملہ حقوق بحق نظامتِ نصاب و تعلیم اساتذہ، خیبر پختونخوا، ایبٹ آباد محفوظ ہیں۔

مُصنّفین:

- 1- تاج ولی خان، ڈیسک آفیسر، ماہر مضمون (لسانیات)، نظامت نصاب و تعلیم اساتذہ، خیبر پختونخوا
- 2- محمد ایوب، ماہر مضمون، گورنمنٹ ہائیر سیکنڈری اسکول، کب گانی، صوابی
- 3- محمد ہارون، ماہر مضمون، گورنمنٹ ہائیر سیکنڈری اسکول، بقاء مانسہرہ
- 4- ڈاکٹر اسد قیوم، ماہر مضمون، گورنمنٹ ہائیر سیکنڈری اسکول، ایبٹ آباد
- 5- مقصود جان، (ماہر مضمون)، گورنمنٹ ہائیر سیکنڈری اسکول، گڑھی حمید گل، چار سدہ
- 6- محمد راشد، پرائمری اسکول ٹیچر، گورنمنٹ پرائمری اسکول، گلی کٹھوال، ایبٹ آباد

نظر ثانی:

- 1- تاج ولی خان، ڈیسک آفیسر، ماہر مضمون (لسانیات)، نظامت نصاب و تعلیم اساتذہ، خیبر پختونخوا
- 2- محمد ایوب، ماہر مضمون، گورنمنٹ ہائیر سیکنڈری اسکول، کب گانی، صوابی
- 3- ڈاکٹر اسد قیوم، ماہر مضمون، گورنمنٹ ہائیر سیکنڈری اسکول، ایبٹ آباد
- 4- مقصود جان، (ماہر مضمون)، گورنمنٹ ہائیر سیکنڈری اسکول، گڑھی حمید گل، چار سدہ

ملکیتی معاونت:

خیبر پختونخوا ایجوکیشن سیکٹر پروگرام

کوآرڈینیٹر:

ابرار احمد، ایڈیشنل ڈائریکٹر، (پیشہ ورانہ ترقی برائے اساتذہ)، نظامت نصاب و تعلیم اساتذہ، خیبر پختونخوا، ایبٹ آباد

نگران و سرپرستی:

گوہر علی خان، ڈائریکٹر، نظامت نصاب و تعلیم اساتذہ، خیبر پختونخوا، ایبٹ آباد

اہم نوٹ:

محترم اساتذہ،

ان سبقی منصوبوں میں دیے گئے درسی کتب کے صفحہ نمبر کے حوالا جات،

تعلیمی سال 2021-22 میں چھپی ہوئی کتب کے مطابق ہیں۔

لہذا آپ سے گزارش ہے کہ آنے والے تعلیمی سالوں میں چھپنے والی کتب کے مطابق ترامیم کریں۔



**Directorate of Curriculum and Teacher Education
Khyber Pakhtunkhwa, Abbottabad.**

Phone #:0992-385148 Fax #:0992-381527 E-mail: dcte-kpk@hotmail.com
https://twitter.com/DCTE_KP <https://www.facebook.com/dctekp.abbottabad.3>

NOTIFICATION:

No.5400-5563/F.24/Vol-II/SLP/G-III/SS-M&E, dated: 30-08-2021 : Consequent upon its development and review by the respective development and review committees notified for the purpose, the Directorate of Curriculum and Teacher Education (DCTE), Khyber Pakhtunkhwa, Abbottabad, being the competent authority under the Khyber Pakhtunkhwa Supervision of Curricula, Textbooks and Maintenance of Standards of Education Act 2011, is pleased to notify the scripted lessons for Grade-III in the subjects of English, Urdu, Mathematics and General Knowledge based on Curriculum 2020 and the textbooks aligned on it for all educational institutions in Khyber Pakhtunkhwa for the Academic Year 2021-22 and onwards.

DIRECTOR

Copy forwarded for information and necessary action to the:

1. Secretary, Elementary & Secondary Education Department Govt. of Khyber Pakhtunkhwa, Peshawar.
2. Director, Elementary & Secondary Education Khyber Pakhtunkhwa.
3. Director, Professional Development, Khyber Pakhtunkhwa Landey Sarak Charsadda Road Larama, Peshawar.
4. All District Education Officers (M/F) in Khyber Pakhtunkhwa and Newly Merged Districts (NMDs).
5. All Sub Divisional Education Officers (M/F) in Khyber Pakhtunkhwa and Newly Merged Districts (NMDs).
6. Team Leader ASI-KESP, at Peshawar.
7. PS to Minister Elementary & Secondary Education, Khyber Pakhtunkhwa, Peshawar
8. PS to the Director Local Office.

ADDITIONAL DIRECTOR (SS)

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تعارف

کراجماعت میں تعلیم و تدریس کا عمل استاد کی صلاحیت، تجربے اور تربیت کے حوالے سے مختلف ہو سکتا ہے۔ موثر تدریس کے لیے ہر اچھے استاد کو سبقی منصوبے کی ضرورت ہوتی ہے۔ تدریس کو موثر بنانے اور طلبہ کی تفہیم اور تحصیل علم کے عمل کو بہتر بنانے کے لیے سبقی منصوبے کی تیاری بہت اہمیت رکھتی ہے۔

سبقی منصوبے طلبہ کے قلیل المیعاد اور طویل المیعاد مقاصد کی تکمیل کے لیے بہت ضروری ہیں۔ سبقی منصوبے جامع حاصلاتِ تعلیم پر مبنی ہوتے ہیں، جن کا تعلق درسی کتب سے ہوتا ہے اور یہ طلبہ کے لیے ضروری نصاب کی موثر تدریس کو یقینی بناتے ہیں۔ سبقی منصوبے اسباق کی موثر تیاری اور درست سمت کے تعین میں استاد کو مدد دیتے ہیں۔ خیبر پختونخوا کے تناظر میں سبقی منصوبے اساتذہ کو جدید طریقہ ہائے تدریس اور موثر اکتسابی عمل کے لیے درست سمت فراہم کرنے کے لئے تیار کیے جاتے ہیں۔

روایتی طرزِ تدریس:

پاکستان میں زیادہ تر اساتذہ پڑھائی کے دوران درسی کتاب پر ہی انحصار کرتے ہیں۔ وہ کراجماعت میں داخل ہو کر طلبہ کو کسی خاص صفحے پر کتاب کھول کر متن کا کوئی حصہ پڑھنے کا کہتے ہیں۔ درسی مواد کو سادہ زبان میں تبدیل کرنے اور اسے دُہرانے کے مقصد کے حوالے سے طلبہ سے سوالات پوچھتے ہیں۔ وہ تمام مضامین (سوائے ریاضی کے) اور اسباق اسی طریقے سے پڑھاتے ہیں۔ بعض حالات میں استاد نصاب یا کسی خاص درجے کے طلبہ کے لئے مخصوص حاصلاتِ تعلیم کی موثر تکمیل سے قاصر رہتا ہے۔ سبقی منصوبے تدریس کے عمل کو موثر بناتے ہیں اور متعلقہ سرگرمیوں کے لیے واضح اہداف فراہم کرتے ہیں تاکہ طلبہ بہتر طریقے سے سیکھ کر نصابی سنگ میل سر کر سکیں۔

سبقی منصوبہ کیا ہے؟

سبقی منصوبہ ایک ایسا خاکہ ہے، جس میں مختلف قسم کی تدریسی ہدایات اور کسی خاص مضمون کا نصابی مواد موجود ہوتا ہے، نیز یہ حاصلاتِ تعلیم کے حصول کے لیے مرتب کیا جاتا ہے۔

سبقی منصوبہ استاد کے لیے حاصلاتِ تعلیم کی تکمیل کا ایک موثر ذریعہ ہے۔ استاد ایسی موزوں اور مناسب تدریسی سرگرمیاں ترتیب دیتا ہے، جن کے ذریعے سے طلبہ کے تعلیم کا جائزہ لیا جا سکتا ہے۔ ایک اچھا تیار شدہ سبقی منصوبہ استاد کو کراجماعت میں پر اعتماد بناتا ہے اور طلبہ کی سیکھنے کی صلاحیت کو جلا بخشتا ہے۔ ایک کامیاب سبقی منصوبہ تین اجزاء پر مشتمل ہوتا ہے۔

- حاصلاتِ تعلیم
- تدریسی سرگرمیاں

سبقی منصوبے کے فوائد:

- سبقی منصوبے کے اہم ترین فوائد درج ذیل ہیں:
- تدریس و تعلّم کے معیار کو بہتر بنانا۔
- مقاصد کی واضح سمت کا تعین۔
- حاصلاتِ تعلّم کے حصول میں معاونت۔
- دستیاب وقت اور وسائل کا مؤثر استعمال۔
- مناسب مواد کی تیاری اور اس کا بہتر استعمال۔
- استاد کے اعتماد میں اضافہ۔

سبقی منصوبے کی تیاری:

- سبقی منصوبہ بندی سوچنے کا ایک عمل ہے۔ سوچنے کا یہ عمل بنیادی طور پر چار حصوں پر مشتمل ہوتا ہے۔
- پہلا حصہ: حاصلاتِ تعلّم کا تعین کرنا، یعنی طلبہ کیا سیکھیں گے؟ سبق اور سرگرمیوں کے بعد وہ کیا کرنے کے قابل ہوں گے؟
- دوسرا حصہ: اس بات کا تعین کرنا کہ طلبہ پہلے سے کیا جانتے ہیں؟ سبق کے آغاز سے قبل ایسا کرنا نئے نصاب کی طرف رہ نمائی کر سکتا ہے۔
- تیسرا حصہ: ایک ایسا طریقہ کار اختیار کرنا جو طلبہ کو نیا نصاب سیکھنے میں مدد دے۔
- چوتھا حصہ: ایک ایسا طریقہ کار اختیار کرنا جس سے طلبہ کے حاصلاتِ تعلّم کے حصول کو جانچا جاسکے۔

سبقی منصوبے کے حصے:

سبقی منصوبے کے اہم حصوں میں تدریسی سبق، عنوان / موضوع، طلبہ کے حاصلاتِ تعلّم کی پہچان، سیکھنے کے عمل سے متعلق سرگرمیوں کا ترتیب وار سلسلہ: جس میں تعارفی سرگرمیاں، پختگی کے لئے نتیجہ خیز سرگرمیاں، استعمال ہونے والے مواد اور جائزے کی حکمت عملیوں کی فہرست شامل ہیں۔

- موضوع کا انتخاب: آپ متعلقہ درجے کی درسی کتاب سے کسی بھی موضوع کا انتخاب کر سکتے ہیں۔ جیسے: معلومات اکٹھی کرنا، کوئی قدر جیسے: امن، حالات حاضرہ سے متعلق موضوع یا خصوصی توجہ کا طالب کوئی موضوع جیسے: ماحولیاتی آلودگی وغیرہ۔

- نصاب میں سے طلبہ کے حاصلاتِ تعلّم جاننا: قومی نصاب میں ہر موضوع کے حوالے سے طلبہ کے حاصلاتِ تعلّم کا تعین کر دیا گیا ہے۔ طلبہ کے حاصلاتِ تعلّم کی نشان دہی، انہیں دی جانے والی معلومات، مہارتیں، رویے اور اقدار واضح کرنے میں مدد دیتی ہے۔ اپنا سبق تیار کرنے کے لئے ایک سے تین حاصلاتِ تعلّم منتخب کریں۔

- (ایک یونٹ کی منصوبہ بندی کے لیے زیادہ حاصلاتِ تعلیم بھی لے سکتے ہیں۔)
- ذرائع / وسائل: یہ سبقی منصوبہ بندی کا ایک انتہائی اہم مرحلہ ہے جو اساتذہ اور طلبہ دونوں کی ضروریات کے مطابق سبق کے لیے درکار وسائل کی موجودگی کو یقینی بناتا ہے۔

تیاری:

- تعارفی سرگرمیاں: تعارفی سرگرمیاں عنوان / ذیلی عنوان کو متعارف کرانے یا گزشتہ سبق سے ربط پیدا کرنے کے لیے تیار کی جاتی ہیں۔ یہ سرگرمیاں طلبہ میں آمادگی، دلچسپی، سوالات اٹھانے، موضوع سے متعلق طلبہ کی سابقہ واقفیت کا جائزہ لینے، متعلقہ معلومات کی یاد دہانی، طلبہ کو ترغیب دلانے اور ان کی توجہ پڑھائے جانے والے موضوع پر مرکوز کرنے کے لئے تیار کی جاتی ہیں۔ اگر تعارفی سرگرمیوں میں تصاویر اور عنوانات کو ترتیب وار شامل کیا جائے تو سوالات کے ذریعے طلبہ کی دلچسپی کو ابھارا جا سکتا ہے۔

- پختگی کی سرگرمیاں: پختگی کی سرگرمیاں، تعارفی سرگرمیوں سے ہی شروع ہونی چاہیے۔ ایک سرگرمی سے دوسری سرگرمی کی طرف منتقلی اس انداز سے ہو کہ سیکھنے کے عمل میں ربط پیدا ہو جائے۔ یہ سرگرمیاں حاصلاتِ تعلیم کے حصول کو ممکن بناتی ہیں۔ یہ نئے تصورات، مہارتوں اور اقدار کو متعارف کراتی ہیں یا پہلے سے سیکھے ہوئے تعلیم کو بنیاد بنا کر نئی معلومات کے حصول کو ممکن بناتی ہیں۔ یہ تمام سرگرمیاں مربوط ہونی چاہئیں۔ اطلاق سرگرمیاں طلبہ کی سیکھنے کی صلاحیت کو بہتر بنانے کے ساتھ انہیں تصورات اور مہارتوں کو استعمال میں لانے کے قابل بناتی ہیں۔ تخلیقی اور اظہاری سرگرمیاں تعلیم کو تقویت دیتی ہیں اور ان سے اکتسابی عمل کا حقیقی انداز میں اطلاق ممکن ہوتا ہے۔ ان سرگرمیوں میں مل جل کر سیکھنے کے عمل کو ترجیح دی گئی ہے تاکہ طلبہ جوڑوں اور گروپوں میں ایک دوسرے سے سیکھ سکیں اور معاونت کر سکیں۔

- سبق کا اختتام: اختتامی سرگرمیاں وہ سرگرمیاں ہوتی ہیں جو تعلیم کو پختگی بخشنے، خلاصہ بیان کرنے اور طلبہ کو اپنے علم اور مہارت کو روزمرہ زندگی میں استعمال کرنے میں مدد دیتی ہیں۔ یہ سرگرمیاں عام طور پر سبق کے مرکزی خیال سے جڑی ہوتی ہیں۔ یہ کسی یونٹ کے مختلف مرکزی خیالات کو اکٹھا کرتی ہیں۔ اس صورت میں تعلیمی مقاصد کو پیش نظر رکھنا چاہیے ورنہ یہ محض ایک تفریحی سرگرمی بن جائے گی۔

- تعلیم کا جائزہ: جائزے کی حکمت عملیوں سے ہمیں اندازہ ہوتا ہے کہ کس حد تک حاصلاتِ تعلیم کا حصول ممکن ہوا ہے۔ سبق کے آغاز سے اختتام تک ہر مرحلے پر تعلیم کا جائزہ اہمیت کا حامل ہوتا ہے۔ حاصلاتِ تعلیم کے حصول کا جائزہ لینے کے لیے مختلف طریقے استعمال کیے جاتے ہیں، مثلاً: نقشہ بنانا اور اس پر موجود مختلف اشیا کی نشان دہی کروانا، جائزے پر مبنی فہرست یا موضوع سے متعلق سوالات پوچھنا اور وقت سے پہلے آزمائشوں کی تیاری وغیرہ۔

- تفویض کار: سبقی منصوبہ بندی کا یہ حصہ تدریس کے دوران انجام دی گئی سرگرمیوں سے متعلق تفویض کار پر مبنی ہوتا ہے جو طلبہ گھر سے کر کے لاتے ہیں۔

پیش لفظ

محکمہ ابتدائی و ثانوی تعلیم خیبر پختونخوا عالمی اور قومی رجحانات کے تناظر میں تدریس و تعلم کے معیار کو بہتر بنانے کے لیے بہت سی اصلاحات اور اقدامات کر رہا ہے۔ پرائمری سطح پر معیاری تعلیم اس مقصد کے حصول کی طرف پہلا قدم ہے۔ اس مقصد کے حصول کے لیے نظامتِ نصاب و تعلیم اساتذہ خیبر پختونخوا، ایبٹ آباد نے دورانِ ملازمت اور قبل از ملازمت تربیت کے لیے اساتذہ کی تدریسی مہارتوں میں بہتری لانے کے لئے مواد کی تیاری اور اس پر نظر ثانی کی ذمہ داری اٹھائی ہے۔ معیار کی بہتری کے لیے اٹھائے گئے اقدامات میں ایک قدم پرائمری سطح پر سبقی منصوبوں کی تیاری بھی ہے، جو اساتذہ کو نئی تدریسی طریقوں پر عمل درآمد میں مدد فراہم کرتے ہیں۔ یہ رہ نمائے اساتذہ، اساتذہ کو مواد کی فراہمی، مؤثر تدریسی طریقوں اور تعلم کا جائزہ لینے میں مددگار ثابت ہوں گے۔ یہ رہ نمائے اساتذہ اساتذہ اور طلبہ کی مؤثر شمولیت کو یقینی بناتے ہیں۔ ان سبقی منصوبوں میں ایسی سرگرمیاں شامل ہیں جن کا مرکزی نقطہ طلبہ ہیں۔

سبقی منصوبوں کی یہ رہ نمائے پہلی مرتبہ ۲۰۱۳ء میں ترتیب دی گئیں، جو کہ ۲۰۰۶ء کے نصاب پر مبنی حاصلاتِ تعلم پر مشتمل تھیں۔ ۲۰۱۸-۱۹ میں نظامتِ نصاب و تعلیم اساتذہ خیبر پختونخوا نے تعلیمی کیلنڈر کے مطابق جماعت اول تا سوم کے ان حاصلاتِ تعلم سے متعلق اسباق کی تیاری اور ان پر نظر ثانی کی ذمہ داری نبھائی جو پہلے سے موجود نہیں تھے۔

اب چونکہ نظر ثانی کے بعد جماعت اول تا پنجم کے لیے ۲۰۲۰ء میں نیا نصاب تیار کیا گیا ہے، اس امر کی ضرورت محسوس کی گئی کہ ۲۰۲۰ء کے نصاب کے مطابق سبقی منصوبے تیار کر کے انھیں نئے نصاب سے ہم آہنگ کیا جائے۔ نظامتِ نصاب و تعلیم اساتذہ خیبر پختونخوا نے نصاب ۲۰۲۰ء کے عین مطابق سبقی منصوبوں کی تیاری کے لیے نصاب اور متعلقہ مضامین کے ماہرین پر مشتمل مختلف کمیٹیاں بنائیں۔ نظامتِ نصاب و تعلیم اساتذہ خیبر پختونخوا سبقی منصوبوں کی تیاری اور نظر ثانی کے لیے ان ماہرین کی کاوشوں پر انھیں خراجِ تحسین پیش کرتا ہے۔

علاوہ ازیں نظامتِ نصاب و تعلیم اساتذہ خیبر پختونخوا ان سبقی منصوبوں کی تکمیل میں تکنیکی معاونت فراہم کرنے پر خیبر پختونخوا ایجوکیشن سیکٹر پروگرام (کے۔ ای۔ ایس۔ پی) کا بھی شکر گزار ہے۔

گوہر علی خان

ڈائریکٹر نصاب و تعلیم اساتذہ خیبر پختونخوا، ایبٹ آباد



1

ایک جملے میں ایک سے زائد ہدایات سُن کر اُن پر عمل کر کے دکھانا

سبق نمبر
1

طلبہ کے حاصلاتِ تعلم



- ایک جملے میں ایک سے زائد ہدایات سُن کر اُن پر عمل کر کے دکھائیں۔

معلومات برائے اساتذہ

1. طلبہ کو ہدایات دینے سے پہلے اُن کو متوجہ کریں۔ طلبہ کو ہدایات دیتے وقت اُن کے درجے اور ذہنی سطح کو مد نظر رکھیں اور طلبہ کو مختصر مگر جامع اور واضح الفاظ میں ہدایات دیں۔
2. اگر کسی جملے میں ایک سے زیادہ ہدایات ہوں تو ٹھہر ٹھہر کر طلبہ کو بتا کر سمجھائیں۔ طلبہ کو مختلف قسم کی ہدایات بغور سُننے، سمجھنے اور عمل کرنے کے قابل بنائیں۔
3. اسکول کی طرف سے ملنے والی ہدایات جیسے: حفظانِ صحت، نظم و ضبط، اخلاقی تربیت وغیرہ سے متعلق مختلف ہدایات پر عمل کروائیں۔

دورانیہ: 35 منٹ/ایک پیریڈ



وسائلِ اذرائع



درسی کتاب برائے جماعت سوم، تختہ تحریر، مارکر/چاک، ڈسٹر/جھاڑن، چارٹ وغیرہ

تعارف: 5 منٹ



- ہدایات پر مشتمل جدول میں دیے گئے جملے تختہ تحریر پر لکھیں۔

- کتابیں کھولو۔
- اٹھو اور دروازہ بند کرو۔

- دو تین طلبہ سے دیے گئے جملے پڑھوائیں۔
- دو طلبہ سے ہدایات میں موجود پیغام اخذ کروائیں۔
- دو اور طلبہ سے ان ہدایات پر عمل کروا کر باقی طلبہ کو دکھائیں۔

تصور کی پختگی: 20 منٹ



سرگرمی نمبر: 1

1. دی گئی ہدایات تختہ تحریر پر لکھیں۔

- کتاب کھولو اور صفحہ نمبر 23 پر تصویر کا نام بتاؤ۔
- اٹھو اور کھڑکی کھولو۔
- بیٹھو اور شور مت کرو۔
- پنسل تراش نکالو اور پنسل تراشو۔

2. طلبہ کے تین گروپ بنائیں اور گروپ لیڈر سے اپنے گروپ کو ہدایات دینے کا کہیں۔
3. گروپ میں شریک باقی طلبہ باری باری ہدایات پر عمل کر کے دکھائیں۔

سرگرمی نمبر 2:

1. طلبہ کے گروپوں کو برقرار رکھیں۔
2. گروپ لیڈر کو باری باری جماعت کے سامنے ہدایات دینے کا کہیں۔
3. جن طلبہ کو سرگرمی نمبر 1 میں شرکت کا موقع نہیں ملا ان طلبہ سے باری باری ہدایات پر عمل کروائیں۔
 - بیٹھ جاؤ اور اُردو کی کاپی نکالو۔
 - اٹھو اور اُستاد/اُستانی کو کتاب دو۔
 - کتاب بند کرو اور تختہ تحریر کی طرف دیکھو۔
 - کمرہ جماعت میں سے کچرا اٹھاؤ اور کوڑا دان میں پھینکو۔

نتیجہ/خلاصہ: 3 منٹ



درج بالا سرگرمیوں سے طلبہ اس قابل ہو گئے ہیں کہ ہدایات سن کر اور انہیں سمجھ کر عمل کر سکتے ہیں۔

جائزہ/جانچ: 5 منٹ



1. اُستاد/اُستانی چند طلبہ کو بلا کر جدول میں دی گئی ہدایات دے اور طلبہ سے ان پر عمل کروائے۔

اٹھیں اور تختہ تحریر صاف کریں۔
گلاس لیں اور پانی بیٹھ کر پیئیں

2. ہدایات پر عمل کرنے پر طلبہ کی حوصلہ افزائی کریں۔

مشق: 2 منٹ



طلبہ کو بتائیں کہ گھر میں والدین کی طرف سے ملنے والی مختلف ہدایات میں سے تین ہدایات اپنی کاپیوں پر لکھ کر لائیں۔

لے اور آہنگ کے حوالے سے اشعار اور نظمیں سنانا اور بتانا

سبق نمبر
2

طلبہ کے حاصلاتِ تعلم



- اُردو میں اشعار، نظمیں وغیرہ سنا سکیں۔
- لے اور آہنگ کے حوالے سے اشعار اور نظمیں سن کر بتا سکیں۔

معلومات برائے اساتذہ

1. نظم پڑھنے کے اصولوں میں درست تلفظ، مناسب لب و لہجہ اور اُتار چڑھاؤ مع تاثرات شامل ہیں۔
2. نظم کو ترنم، آہنگ اور لے کے ساتھ سنائیں تاکہ طلبہ لطف اندوز ہو سکیں۔
3. طلبہ کی عمر اور دلچسپی کو مد نظر رکھتے ہوئے اُن کو چھوٹی چھوٹی نظمیں، اشعار اور مصرعے سنائیں اور ان سے نظم کے حوالے سے پسندیدگی کے اظہار کا موقع ضرور دیں۔
4. نظم اور نثر پڑھنے/سنانے کا انداز الگ الگ ہوتا ہے۔ نظم اور نثر سنانے کے لیے تلفظ اور ادائیگی کا دُرست کا خیال رکھنا ضروری ہے۔

دورانیہ: 35 منٹ/ایک پیریڈ



وسائل/اذرائع



درسی کتاب برائے جماعت سوم، تختہ تحریر، مارکر/چاک، ڈسٹر/جھاڑن، بچوں کے رسائل/اخبار وغیرہ

تعارف: 5 منٹ



1. طلبہ کو دُرست تلفظ، ترنم، لے اور آہنگ کے ساتھ دی گئی نظم سنائیں۔

مکڑی	نے	کیا	جالا	تانا
کیا	اچھا	تانا	بانا	
آخر	اُس نے	کیوں	کر	جانا
اس سے	طے	گا	مجھ	کو کھانا
جس نے	مکڑی	پیدا	کی	ہے
اس نے	اتنی	عقل	بھی	دی ہے
روزی	کا	کیوں	تجھ	کو غم ہے
مکڑی	سے	بھی	کیا	تُو کم ہے
جب	تک	تیرے	ہاتھ	میں دم ہے
ہا	تھ	میں	کا	غذ اور قلم ہے
سیکھ	لے	بابا	علم	و ہنر تُو
محنت	کر	تُو،	محنت	کر تُو

2. یہی نظم طلبہ کو تڑم کے ساتھ سنانے کا کہیں۔
3. طلبہ کو بتائیں کہ آج ہم اشعار اور نظمیں تڑم کے ساتھ سنائیں گے۔

تصور کی پختگی: 20 منٹ



سرگرمی نمبر: 1

1. طلبہ کے جوڑے بنائیں۔
2. اُستاد/اُستانی جدول میں دی گئی نظم نمونے کے طور پر سنائے اور نظم میں موجود خاص الفاظ کے معنی بتائے۔

فسانوں میں دل کش فسانہ کتاب
 خزانوں میں نادر خزانہ کتاب
 نہ ہو کیوں ہمارا ترانہ کتاب
 کتا ہیں زمانہ، زمانہ کتاب
 کتابیں پڑھیں ہم، کتابیں پڑھیں
 کتابیں دماغوں کی تنویر ہیں
 ہماری یہ دولت ہیں، جاگیر ہیں
 کتابیں ہی خوابوں کی تعبیر ہیں
 کتابیں ہی قوموں کی تقدیر ہیں
 کتابیں پڑھیں ہم، کتابیں پڑھیں

3. طلبہ سے کہیں کہ یہی نظم جوڑوں میں ایک دوسرے کو سنائیں۔

سرگرمی نمبر: 2

1. دو تین طلبہ سے یہی نظم جماعت کے سامنے سنانے کا کہیں۔
2. طلبہ کی نظم خوانی کے دوران تلفظ کی دُرستی، ادائیگی، اور آہنگ کے ساتھ پڑھنے میں مدد اور رہ نمائی کریں۔
3. دُرست نظم خوانی پر طلبہ کی حوصلہ افزائی کریں۔

نتیجہ/خلاصہ: 3 منٹ



ان سرگرمیوں کی تکمیل کے بعد طلبہ اس قابل ہو گئے ہیں کہ وہ دُرست انداز سے اشعار اور نظمیں سنا سکتے ہیں۔

جائزہ/جانچ: 5 منٹ



1. سبق کی تکمیل کے بعد طلبہ سے درج ذیل سوالات پوچھیں:
 - اپنی پسند کا کوئی ایک شعر سنائیں۔
 - جس طالب علم/طالبہ کو کوئی نظم یاد ہو وہ ہاتھ اٹھائے اور جماعت کے سامنے نظم سنائے۔

مشق: 2 منٹ



طلبہ سے کہیں کہ وہ گھر جا کر بچوں کے کسی رسالے سے اپنی پسند کی کوئی نظم تلاش کر کے پڑھنے کی مشق کریں اور اگلے دن جماعت میں آکر اپنے ساتھیوں کو سنائیں۔

اپنے اردگرد کے ماحول / قدرتی مناظر پر گفت گو کرنا

طلبہ کے حاصلاتِ تعلم



- اپنے اردگرد کے ماحول (قدرتی مناظر) پر بات کر سکیں۔

معلومات برائے اساتذہ

1. طلبہ کو بتائیں کہ ہمارے اردگرد موجود ایشیا مثلاً: تفریحی مقامات، عمارات، جنگلات، پہاڑ، میدان، دریا وغیرہ ہمارے ماحول کا حصہ ہیں۔ انہی قدرتی مناظر سے زمین کی خوب صورتی ہے۔
2. طلبہ کو اردگرد کے ماحول کو مشاہدہ کرنے کے قابل بنائیں اور ان کو مشاہدے میں آئی ہوئی چیزوں کے بارے میں بولنے کا موقع فراہم دیں۔
3. طلبہ میں اردگرد کی ایشیا/ماحول پر مشاہدہ کرنے کی صلاحیتیں پیدا کریں اور اردگرد کے ماحول/قدرتی مناظر سے متعلق معلومات اخذ کروائیں۔
4. طلبہ کے بولنے کی صلاحیت کو پروان چڑھا کر ان کے اعتماد کے جذبے کو فروغ دیں اور ماحول سے متعلق ایک دوسرے سے بات چیت کروائیں۔

دورانیہ: 35 منٹ/ایک پیریڈ



وسائل / ذرائع



درسی کتاب برائے جماعت سوم، تختہ تحریر، مارکر/چاک، ڈسٹر/جھاڑن، بابِ خیبر اور وادیِ کالام کی تصاویر وغیرہ

تعارف: 5 منٹ



- جماعت میں سے کسی ایک طالب علم/طالبہ کو کھڑا کریں۔
- اس کو کہیں کہ کمرہ جماعت میں موجود ایشیا کے نام بتائیں۔
- ایشیا کے نام تختہ تحریر پر بھی لکھیں۔

تصور کی پختگی: 20 منٹ



سرگرمی نمبر: 1



1. طلبہ کو دو گروپوں میں تقسیم کریں اور گروپ لیڈر کا انتخاب کریں۔
2. ایک گروپ کو 'بابِ خیبر' اور دوسرے گروپ کو 'وادیِ کالام' کی تصویر دیں۔
3. طلبہ سے کہیں کہ تصاویر میں موجود ایشیا اور منظر پر گروپ میں

- ایک دوسرے سے کُفت گو کریں۔
4. گروپ لیڈر اہم نکات جماعت کے سامنے آکر سنائیں۔

سرگرمی نمبر 2:

1. طلبہ کے گروپوں کو برقرار رکھیں۔
2. گروپ لیڈر تبدیل کریں۔
3. گروپ لیڈر سے کمرہ جماعت کے سامنے تصاویر کے مناظر پر بات چیت کروائیں۔

نتیجہ/خلاصہ: 3 منٹ



درج بالا سرگرمیوں کی تکمیل کے بعد طلبہ اردگرد کے ماحول اور قدرتی مناظر پر بات چیت کرنے کے قابل ہو گئے ہیں۔

جائزہ/جانچ: 5 منٹ



1. گھر سے اسکول آتے ہوئے اردگرد کے ماحول میں آپ نے کیا دیکھا؟
2. اسکول آتے ہوئے آپ نے جو کچھ دیکھا، اُن میں سے پانچ چیزوں کے نام بتائیں۔
3. ان چیزوں میں سے آپ کو کون سی چیز پسند آئی؟

مشق: 2 منٹ



طلبہ سے کہیں کہ اپنے گھر کے آس پاس کے ماحول کا مشاہدہ کریں اور اپنی معلومات جماعت میں آکر سنائیں۔

نوٹس

نظم پڑھ کر سوالات کے دُرست جوابات دینا اور لکھنا

سبق نمبر
4

طلبہ کے حاصلاتِ تعلم



- نظم پڑھ کر سوالات کے دُرست جوابات دے سکیں۔
- سبق (نظم) پڑھ کر اُس کے متن سے متعلق سوالات کے جوابات لکھ سکیں۔

معلومات برائے اساتذہ

1. طلبہ کو دُرست طریقے سے نظم پڑھنا سکھائیں اور طلبہ کو نظم کے مفہوم سمجھنے کی طرف راغب کریں۔
2. نظم کے متن میں موجود پیغام / معلومات سے متعلق سوالات کے جوابات دینا سکھائیں کیوں کہ یہی سوالات و جوابات اُن کی فہم جانچنے میں مددگار ثابت ہوتے ہیں۔
3. نظم میں موجود خاص الفاظ کا مفہوم سمجھائیں اور طلبہ سے نظم کا مرکزی خیال اور پیغام اخذ کر واکر لکھوائیں۔
4. متن کے فہم کے لیے طلبہ کو موقع دیں کہ وہ بچوں کے رسالے، میگزین، اخبار، لائبریری کی کتابوں اور درسی کتاب میں سے اپنی پسند کی کوئی نظم، کہانی، لطیفے، پہلیاں اور اہم معلومات پڑھ سکیں۔
5. طلبہ سے متن کی فہم کے لیے اس سے متعلق سوالات ضرور پوچھیں۔

دورانیہ: 35 منٹ / ایک پیریڈ



وسائلِ اذرائع



درسی کتاب برائے جماعت سوم، تختہ تحریر، مارکر / چاک، ڈسٹر / جھاڑن، چارٹ، بچوں کے رسائل / اخبار و غیرہ

تعارف: 5 منٹ



- طلبہ کو سبق کی طرف راغب کرنے کے لیے درج ذیل سوالات پوچھیں۔
 - اپنی پسند کی کوئی نظم سنائیں۔
 - اس نظم کا مطلب کون بتا سکتا ہے؟ (دو تین طلبہ سے پوچھیں)۔
- طلبہ کو بتائیں کہ آج ہم نظم پڑھ کر اس کا مفہوم سمجھیں گے اور متن سے متعلق سوالات کے جوابات دینا اور لکھنا سیکھیں گے۔

تصور کی پختگی: 20 منٹ



سرگرمی نمبر: 1

1. طلبہ کے جوڑے بنائیں۔
2. جدول میں دی گئی نظم تختہ تحریر پر لکھیں۔

پاک وطن کے پیارے بچو!	قوم کی آنکھ کے تارے بچو!
قدر کرو تم وقت کی ہر دم	دور رہے گا تم سے ہر غم
وقت کو ناحق جو کھوتے ہیں	بچھتاتے ہیں اور روتے ہیں
لیکن جو ہیں اچھے بچے	محنت، ہمت والے، سچے
لکھتے پڑھتے رہتے ہیں جو	آگے بڑھتے رہتے ہیں جو
اک دن لائق بن جائیں گے	لائق فائق بن جائیں گے

3. نظم دُرست تلفظ لے اور آہنگ کے ساتھ سنائیں۔

4. نظم کے اشعار کا مفہوم سمجھائیں۔

5. دو تین طلبہ سے بھی نظم پڑھوائیں۔

سرگرمی نمبر 2:

1. طلبہ کے جوڑے برقرار رکھیں۔

2. نظم کے متن سے متعلق سوالات تختہ تحریر پر لکھیں۔

▪ ہمیں کس چیز کی قدر کرنی چاہیے؟

▪ اچھے بچے کون ہوتے ہیں؟

▪ لائق فائق کون بتا ہیں؟

3. ہر سوال کا جواب دینے کے لیے طلبہ کو دو منٹ کا وقت دیں۔

4. طلبہ سے جوابات تختہ تحریر پر لکھوائیں۔

5. اگر طلبہ کو دُرست جواب دینے میں کوئی مشکل پیش آئے تو ان کی رہ نمائی کریں۔

نتیجہ / خلاصہ: 3 منٹ



درج بالا سرگرمیوں کی تکمیل کے بعد طلبہ نظم کا مفہوم سمجھ کر سوالات کے جوابات دینے اور لکھنے کے قابل ہو گئے ہیں۔

جائزہ / جانچ: 5 منٹ



1. جائزے کے طور پر طلبہ سے پوچھیں:

▪ اپنی پسند کی کوئی نظم پڑھ کر سنائیں۔

▪ نظم کے متن سے متعلق دو تین سوالات پوچھیں۔

▪ کسی ایک سوال کا جواب تختہ تحریر پر لکھوائیں۔

مشق: 2 منٹ



طلبہ سے کہیں کہ وہ درسی کتاب کے صفحہ نمبر ۴ پر سوال نمبر ۳ میں دیے ہوئے سوالوں کے جواب لکھ کر لائیں۔

کوئی منظر یا منظر کی تصویر دیکھ کر اظہارِ خیال کرنا اور چھ سے دس جملوں پر مشتمل عبارت لکھنا

سبق نمبر
5

طلبہ کے حاصلاتِ تعلم



- کوئی منظر یا منظر کی تصویر دیکھ کر کم از کم چھ جملوں پر مشتمل عبارت لکھ سکیں۔
- تصویر یا منظر دیکھ کر اپنی رائے کا اظہار کر سکیں۔
- کوئی منظر یا منظر کی تصویر دیکھ کر کم از کم دس جملوں پر مشتمل عبارت لکھ سکیں۔

معلومات برائے اساتذہ

1. طلبہ کو وقتاً فوقتاً اپنے اردگرد کے ماحول کے بارے میں بتاتے رہیں تاکہ وہ کسی منظر یا منظر کی تصویر دیکھ کر اظہارِ خیال کر سکیں۔
2. طلبہ کو وقتاً فوقتاً مختلف مناظر کی تصاویر دکھا کر ان کے بارے میں سوالات پوچھیں۔ جیسے:
 - یہ کس جگہ کا منظر ہے؟
 - منظر میں کتنی اشیا موجود ہیں؟
 - منظر میں موجود اشیا کی آوازوں کے بارے میں پوچھیں۔
 - اگر منظر میں کوئی پھول یا خوشبو والی چیز موجود ہو تو اس کی خوشبو کے بارے میں سوال کریں۔
 - یہ منظر آپ کو کیسا لگا؟
3. منظر کے بارے میں طلبہ سے انفرادی طور پر چند جملے لکھوائیں۔

دورانیہ: 35 منٹ/ایک پیریڈ



وسائل/اذرائع



درسی کتاب برائے جماعت سوم، تختہ تحریر، مارکر/چاک، ڈسٹر/جھاڑن، تصاویر وغیرہ

تعارف: 5 منٹ



- طلبہ کو باغ کی تصویر دکھائیں جس میں چند پودے/درخت اور پھول دکھائی دے رہے ہوں۔
- طلبہ سے اس سے متعلق جدول میں دیے گئے سوالات پوچھیں۔
 - تصویر میں کتنے پودے/درخت دکھائی دے رہے ہیں؟
 - تصویر میں موجود پھولوں کی خوشبو کیسی ہے؟
 - یہ منظر آپ کو کیسا لگا؟



سرگرمی نمبر: 1

- تصویر میں نظر آنے والی کوئی سی چار چیزوں کے نام بتائیں۔
1. ابو جان کے ہاتھ میں کیا ہے؟
 2. تصویر میں موجود لوگوں کے نام بتائیں؟
 3. تصویر میں موجود کون سی چیز سے آواز آرہی ہے؟
 4. تصویر میں موجود کون سی چیز خوش بو والی ہے؟
 5. سارہ کیا کر رہی ہے؟

1. طلبہ کے جوڑے بنائیں۔
2. انہیں درسی کتاب کے صفحہ نمبر 20 پر سوال 8 کے تحت دی گئی تصویر دکھائیں۔
3. طلبہ سے تصویر کے بارے میں بات چیت کرنے کا کہیں۔
4. طلبہ سے جدول میں دیے گئے سوالات پوچھیں۔
5. اب طلبہ سے جوڑوں کی شکل میں تصویر کے بارے میں دس جملے لکھنے کا کہیں۔
6. استاد/استانی طلبہ کی نگرانی کرے اور جہاں ضرورت ہو مناسب رہ نمائی کرے۔
7. جوڑے کے دونوں طلبہ لکھنے کی سرگرمی میں شریک کریں۔

سرگرمی نمبر ۲:

1. طلبہ سے لکھے ہوئے جملے جماعت کے سامنے آکر سنانے کا کہیں۔
2. استاد/استانی معیاری جملے تختہ تحریر پر لکھے۔
3. اچھی کارکردگی پر طلبہ کی حوصلہ افزائی کریں۔
4. آخر میں طلبہ کو تختہ تحریر پر لکھے گئے جملے اپنی کاپیوں پر لکھنے کا کہیں۔

نتیجہ/خلاصہ: 3 منٹ



طلبہ کوئی منظر یا منظر کی تصویر دیکھ کر اظہار خیال کرنے اور اس کے بارے میں دس جملوں پر مشتمل عبارت لکھنے کے قابل ہو گئے ہیں۔

جائزہ/جانبی: 5 منٹ



1. طلبہ سے تصویر سے متعلق جدول میں دیے گئے سوالات پوچھیں۔

- تصویر میں آپ کو کیا بات اچھی لگی؟
- منظر میں موجود کس چیز/فرد کی آواز آپ کو پسند ہے؟

2. دو طلبہ کو تختہ تحریر پر تصویر سے متعلق ایک ایک جملہ لکھنے کا کہیں۔
3. اچھی کارکردگی پر طلبہ کی حوصلہ افزائی کریں۔

مشق: 2 منٹ



طلبہ سے کہیں کہ وہ درسی کتاب کے صفحہ نمبر ۱۲۹ پر سوال نمبر ۶ میں دی گئی تصویروں کو غور سے دیکھیں اور بتائیں کہ آپ ان میں سے کس جگہ جانا پسند کریں گے اور کیوں؟

معنی کے لحاظ سے مترادف الفاظ کو سمجھ کر بولنا / لکھنا

طلبہ کے حاصلاتِ تعلم



- معنی کے لحاظ سے مترادف الفاظ کو سمجھ کر بول / لکھ سکیں۔

معلومات برائے اساتذہ

1. مترادف الفاظ: بعض الفاظ آپس میں ہم معنی ہوتے ہیں۔ انہیں ”مترادف الفاظ“ کہتے ہیں۔ جیسے: جدو جہد / کوشش، آرام / سکون وغیرہ۔ انہیں ہم معانی الفاظ بھی کہتے ہیں۔
2. طلبہ کو مترادف الفاظ، ہم آواز الفاظ اور متضاد الفاظ کا فرق خوب سمجھائیں تاکہ وہ کسی بھی عبارت یا نظم میں سے ان کی دُرست نشان دہی کر سکیں۔
3. طلبہ کو روزمرہ زندگی سے متعلق اور اپنے درجے کے مترادف الفاظ کی اچھی طرح مشق کروائیں۔

دورانیہ: 35 منٹ / ایک پیریڈ



وسائل / ذرائع



درسی کتاب برائے جماعت سوّم، تختہ تحریر، مارکر / چاک، ڈسٹر / جھاڑن وغیرہ

تعارف: 5 منٹ



- طلبہ سے پوچھیں کہ:
- لفظ ”بشر“ کے کیا معنی ہیں؟
 - طلبہ کا جواب ہو گا، ”انسان“
 - (اگر طلبہ دُرست جواب نہ دے سکیں تو مناسب رہ نمائی کریں)
 - اب طلبہ سے پوچھیں کہ لفظ ”آدمی“ کا مطلب ہے؟
 - طلبہ کا جواب ہو گا ”انسان“
 - (اگر طلبہ جواب نہ دے سکیں تو مناسب رہ نمائی کریں)
 - اب طلبہ کو بتائیں کہ بشر، آدمی اور انسان آپس میں ”مترادف الفاظ“ کہلاتے ہیں۔

تصور کی پختگی: 20 منٹ



سرگرمی نمبر: 1

1. طلبہ کے جوڑے بنائیں۔
2. جدول میں دیے گئے الفاظ تختہ تحریر پر لکھیں۔

قدیم	اُمّی
عقل مند	پرانا
ماں	دانا
داستان	عمدہ
جیت	کہانی
اچھا	فتح

3. طلبہ سے کہیں کہ وہ دیے گئے الفاظ اپنی کاپیوں پر لکھیں۔
4. طلبہ کو یہ سرگرمی مکمل کرنے کے لئے 5 منٹ کا وقت دیں۔
5. اُستاد/اُستانی پہلا لفظ بول کر اس کا مترادف بتائیں اور آپس میں میل میلانیں۔ جیسے: اُمّی-ماں
6. بقیہ الفاظ کے لئے اسی طرح کی سرگرمی طلبہ سے دہرائیں۔

سرگرمی نمبر 2:

1. طلبہ کے جوڑے برقرار رکھیں۔
2. جدول میں دی گئی عبارت تختیہ تحریر پر لکھیں۔

عبارت

موجود دور میں امن و امان کا مسئلہ ہر ملک کو درپیش ہے۔ کسی کو بھی آرام و سکون میسر نہیں۔ ہر کوئی اپنے چرچے اور شہرت کا آرزو مند ہے، لوگ اپنے رسوم و رواج میں جکڑے ہوئے ہیں، کوئی بھی خوش و خرم نظر نہیں آتا، حقیقی خوشی کے حصول کا تعلق مال و زر سے نہیں بل کہ اپنے آقا اور مالک کی حقیقی بندگی اپنانے سے ہے۔

3. طلبہ کو دی گئی عبارت میں سے خط کشیدہ الفاظ کے مترادف تلاش کر کے لکھنے کا کہیں۔
4. طلبہ کو یہ سرگرمی مکمل کرنے کے لئے 5 منٹ کا وقت دیں۔
5. آخر میں چند جوڑوں سے جوابات اخذ کروائیں۔

نتیجہ/خلاصہ: 3 منٹ



درج بالا سرگرمیوں کی تکمیل کے بعد طلبہ معنی کے لحاظ سے مترادف الفاظ کو سمجھ کر بول/لکھ سکتے ہیں۔

جائزہ/جانیچ: 5 منٹ



1. جدول میں دیے گئے الفاظ تختیہ تحریر پر لکھیں۔
 - لال۔ کالا۔ دُرس۔ دن
2. طلبہ سے کہیں کہ دیے گئے الفاظ کے مترادف الفاظ زبانی بتائیں۔

مشق: 2 منٹ



تمام طلبہ گھر پر درسی کتاب کے صفحہ نمبر ۶ پر سوال نمبر ۷ میں الفاظ اور اُن کو مترادف چُن کر جوڑوں کی صورت میں نیچے دی ہوئی خالی جگہوں میں لکھیں۔

فعلِ ماضی کو پہچان کر اس کے جملے لکھنا

طلبہ کے حاصلاتِ تعلم



- فعلِ ماضی کو پہچان سکیں اور فعلِ ماضی کے جملے لکھ سکیں۔

معلومات برائے اساتذہ

- زمانے کے لحاظ سے فعل کی درج ذیل اقسام ہیں۔
 - فعلِ ماضی
 - فعلِ حال
 - فعلِ مستقبل
- زمانے بھی تین قسم کے ہوتے ہیں۔
 - گزرا ہوا زمانہ (فعلِ ماضی)
 - موجودہ زمانہ (فعلِ حال)
 - آنے والا زمانہ (فعلِ مستقبل)
- فعلِ ماضی: جو کام / فعل گزرے ہوئے زمانے میں ہوا ہو اُسے ”فعلِ ماضی“ کہتے ہیں۔ جیسے صائم نے خط لکھا، روبی نے کہانی سنائی وغیرہ۔

دورانیہ: 35 منٹ / ایک پیریڈ



وسائل / ذرائع



درسی کتاب برائے جماعت سوّم، تختہ تحریر، مارکر / چاک، ڈسٹر / جھاڑن وغیرہ

تعارف: 5 منٹ



- جدول میں دیے گئے جملے تختہ تحریر پر لکھیں۔

- اُستانی مضمون لکھتی ہے۔
- اُستانی نے مضمون لکھا۔
- اُستانی مضمون لکھے گی۔

- طلبہ سے کہیں کہ وہ دیے گئے جملوں میں زمانے کی نشان دہی کر کے بتائیں۔
- (اگر طلبہ جواب نہ دے سکیں تو مناسب رہ نمائی کریں جیسے: اُستانی نے مضمون لکھا۔ اس جملے میں فعلِ ماضی کا ذکر ہے۔)



سرگرمی نمبر: 1

1. طلبہ کے جوڑے بنائیں۔
2. جدول میں دیے گئے جملے تختیہ تحریر پر لکھیں۔

■ اکرم اسکول جائے گا۔	■ ناصرہ نے خط لکھا۔
■ امی اخبار پڑھ رہی ہے۔	■ ابو پچھلے ہفتے پشاور گئے تھے۔
■ بھائی جان نے بازار سے پھل خریدے۔	■ اُستاد سبق پڑھا رہا ہے۔

3. طلبہ سے کہیں کہ وہ دیے گئے جملوں میں فعل ماضی کو پہچان کر اس کی نشان دہی کریں۔
4. ہر جوڑی میں سے کوئی ایک طالب علم / طالبہ فعل ماضی کی نشان دہی کرے۔
5. تمام طلبہ فعل ماضی سے متعلق جملے اپنی کاپیوں پر لکھیں۔

سرگرمی نمبر: 2

1. جدول میں دیے گئے جملے تختیہ تحریر پر لکھیں۔

فعل ماضی کے جملے	فعل حال / فعل مستقبل کے جملے
	ثریا کتاب پڑھتی ہے۔
	ابو بازار جائے گا۔
	لڑکے اسکول سے واپس آ رہے ہوں گے۔
	لڑکیاں اسکول جاتی ہیں۔
	حامد پتنگ اڑاتا ہے۔

2. طلبہ سے کہیں کہ دو دیے گئے جملے فعل ماضی میں تبدیل کر کے لکھیں۔
3. طلبہ سے فعل ماضی کے جملے تختیہ تحریر پر لکھوائیں۔
4. طلبہ کی حوصلہ افزائی کریں اور بہ وقت ضرورت مناسب رہ نمائی کریں۔
5. طلبہ سے کہیں کہ وہ یہ جملے اپنی کاپیوں پر لکھیں۔

نتیجہ / خلاصہ: 3 منٹ



درج ذیل سرگرمیوں کی تکمیل کے بعد طلبہ اس قابل ہو گئے ہیں کہ وہ فعل ماضی کو پہچان سکتے ہیں اور فعل ماضی کے جملے لکھ بھی سکتے ہیں۔

جائزہ / جانچ: 5 منٹ



1. تختیہ تحریر پر درج ذیل جملے لکھیں۔
 2. طلبہ دیے گئے جملوں میں فعل ماضی کی نشان دہی کر کے زبانی بتائیں۔
- | |
|---------------------------|
| ■ اسلم کرکٹ کھیلتا ہے۔ |
| ■ آسمان پر تارے چمکیں گے۔ |
| ■ امی نے تر بوز کھایا۔ |

مشق: 2 منٹ



تمام طلبہ گھر پر درسی کتاب کے صفحہ نمبر ۶ سوال نمبر ۸ میں دی ہوئی تصویر کو غور سے دیکھیں اور اس سے متعلق فعل ماضی کے پانچ جملے کاپی میں لکھ کر لائیں۔

ہم آواز الفاظ بنانا

طلبہ کے حاصلاتِ تعلم



ہم آواز الفاظ بنا سکیں۔

معلومات برائے اساتذہ

1. ہم آواز الفاظ وہ الفاظ ہوتے ہیں جن کا آخری حرف یا حروف ایک جیسی آواز والے ہوں۔ مثلاً: گیت / جیت، عظمت / وحدت، روشن دان / قلم دان وغیرہ۔
2. ایسے الفاظ بولنے میں ایک جیسے ہوتے ہیں لیکن ان کے معنی مختلف ہوتے ہیں جیسے: آج / اناج وغیرہ۔
3. اُستاد / اُستانی ہم آواز الفاظ کی خوب وضاحت کریں اور روزمرہ بول چال میں استعمال ہونے والے الفاظ کی مثالیں دے کر طلبہ سے خوب مشق کروائیں۔

دورانیہ: 35 منٹ / ایک پیریڈ



وسائل / ذرائع



درسی کتاب برائے جماعت سوّم، تختہ تحریر، مارکر / چاک، ڈسٹر / جھاڑن وغیرہ

تعارف: 5 منٹ



- جدول میں دیے گئے الفاظ تختہ تحریر پر لکھیں۔
- شان، جان، مان، آم، کام، نام
- چند طلبہ سے دیے گئے الفاظ بلند آواز میں پڑھوائیں۔
- طلبہ سے کہیں کہ ان الفاظ کے آخری حروف ایک جیسی آواز والے ہیں۔
- جیسے: شان۔ جان۔ مان۔ وغیرہ
- طلبہ سے کہیں کہ ایسے الفاظ ”ہم آواز الفاظ“ کہلاتے ہیں۔

تصور کی پختگی: 20 منٹ



ہم آواز	لفظ
جلائے	نظارے
طاقت	کھلائے
پیارے	عظمت
حیوان	بات
رات	داتا
ناتا	انسان

سرگرمی نمبر: 1

1. طلبہ کو جوڑوں میں تقسیم کریں۔
2. جدول میں دیے گئے الفاظ تختہ تحریر پر لکھیں۔
3. جوڑوں سے کہیں کہ دیے گئے نمونے کے مطابق ہم آواز الفاظ کا آپس میں میل ملائیں۔ جیسے: نظارے۔ پیارے

4. زیادہ سے زیادہ طلبہ کو شرکت کا موقع دیں۔
5. دُرست جواب پر جوڑوں کو شاباش دیں اور بہ وقت ضرورت مناسب رہ نمائی کریں۔
6. آخر میں طلبہ سے کہیں کہ وہ یہ الفاظ اپنی کاپیوں پر لکھیں۔

سرگرمی نمبر ۲:

1. جدول میں دیے گئے الفاظ تختہ تحریر پر لکھیں۔

لفظ	ہم آواز الفاظ
سب	جب۔ تب۔ اب
حرکت	
عوام	
حال	
شاد	
قوت	

2. جوڑوں سے کہیں کہ وہ باری باری ہر لفظ کے ہم آواز الفاظ بنائیں۔
 - جیسے: سب۔ جب/تب/اب وغیرہ
3. تمام جوڑوں کی شرکت کو یقینی بنائیں۔
4. اُستاد/اُستانی جوڑوں کی مدد سے بنائے گئے ہم آواز الفاظ تختہ تحریر پر لکھوائے۔
5. طلبہ سے کہیں کہ وہ تختہ تحریر پر لکھے گئے ہم آواز الفاظ اپنی کاپیوں پر لکھیں۔

نتیجہ/خلاصہ: 3 منٹ

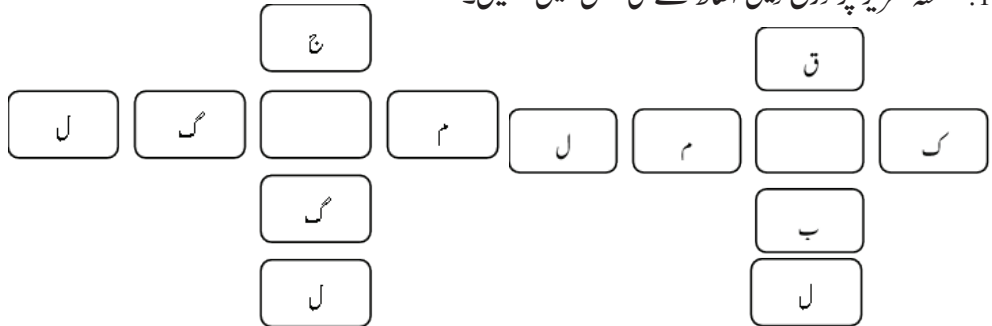


درج بالا سرگرمیوں کی تکمیل کے بعد طلبہ اس قابل ہو گئے ہیں کہ وہ ہم آواز الفاظ بنا سکتے ہیں۔

جائزہ/جانچ: 5 منٹ



1. تختہ تحریر پر درج ذیل الفاظ مٹھے کی شکل میں لکھیں۔



2. طلبہ سے کہیں کہ وہ خالی جگہوں پر دُرست حروف لکھ کر ہم آواز الفاظ بنا کر لکھیں۔

مشق: 2 منٹ



تمام طلبہ گھر پر درسی کتاب کے صفحہ نمبر ۵ پر ”لفظوں کا کھیل“ کے تحت سوال نمبر ۶ میں دیے گئے خالی جگہوں میں دُرست حروف لکھ کر ہم آواز الفاظ بنا کر لکھیں اور اپنے ساتھ لے آئیں۔
مخلوط کمرہ جماعت: دی گئی سرگرمیاں جماعت دُوم اور جماعت چہارم کے طلبہ کو ساتھ بٹھا کر بھی کروائی جاسکتی ہیں۔

روزِ مرہ اُردو بول چال میں اعتماد سے حصہ لینا

طلبہ کے حاصلاتِ تعلم



- روزِ مرہ اُردو بول چال میں اعتماد سے حصہ لے سکیں۔

معلومات برائے اساتذہ

1. اُردو ہماری قومی زبان ہے اس لیے ضروری ہے کہ ہم اُردو زبان بولتے ہوئے بنیادی مہارتوں کا خیال رکھیں۔
2. طلبہ بول چال کے ذریعے اپنے خیالات تاثرات اور احساسات دوسروں تک پہنچا سکتے ہیں۔
3. طلبہ سے اپنے گھر، اسکول اور ماحول میں موجود چیزوں کے بارے میں اظہارِ خیال کرنے کا کہیں۔
4. گفت گو میں حصہ لینے سے طلبہ کی خود اعتمادی میں اضافہ ہوتا ہے۔ جھجک دور ہوتی ہے اور موقع محل کے مطابق بات چیت کا گر پیدا ہوتا ہے۔ لہذا اُستاد/اُستانی طلبہ کو زیادہ سے زیادہ بول چال کے مواقع فراہم کرے تاکہ طلبہ کی گفت گو میں روانی اور بہتری آسکے۔

دورانیہ: 35 منٹ/ایک پیریڈ



وسائل/اذرائع



درسی کتاب برائے جماعت سوّم، تختہ تحریر، مارکر/چاک، ڈسٹر/جھاڑن وغیرہ

تعارف: 5 منٹ



- تختہ تحریر پر موضوع ”میرا کراجماعت“ لکھیں۔
- طلبہ سے جدول میں دیے گئے سوالات پوچھیں۔
- آپ کے کراجماعت میں کتنی کھڑکیاں ہیں؟
- آپ کے کراجماعت میں کتنے پنکھے ہیں؟

تصور کی پختگی: 20 منٹ



سرگرمی نمبر: 1

1. طلبہ کے جوڑے بنائیں۔
2. طلبہ کو ’میرا پسندیدہ کھیل‘ کے بارے میں بات چیت کرنے کا کہیں۔
3. اُستاد/اُستانی طلبہ کی نگرانی کرے اور ضرورت کے مطابق مناسب رہ نمائی فراہم کرے۔

سرگرمی نمبر: ۲

1. طلبہ کو جماعت کے سامنے آکر اپنے پسندیدہ کھیل کے بارے میں بتانے کا کہیں۔ اس حوالے سے جدول میں دیے گئے سوالات بھی پوچھیں۔

- یہ کھیل آپ کو کیوں پسند ہے؟
- اس کھیل میں ہر ٹیم کے کتنے کھلاڑی ہوتے ہیں؟
- کیا اس کھیل کے عالمی مقابلے بھی ہوتے ہیں؟

2. تلفظ اور الفاظ کی ادائیگی کا خاص خیال رکھیں۔

3. زیادہ سے زیادہ طلبہ کو اس سرگرمی میں شریک کریں۔

4. اچھی کارکردگی پر طلبہ کی حوصلہ افزائی کریں۔

نتیجہ / خلاصہ: 3 منٹ



طلبہ روزمرہ اُردو بول چال میں اعتماد سے حصہ لینے کے قابل ہو گئے ہیں۔

جائزہ / جانچ: 5 منٹ



1. دو تین طلبہ کو جماعت کے سامنے آکر اپنے پسندیدہ پھل کے بارے میں دو جملے بولنے کا کہیں۔

2. کوشش کریں کہ وہ طلبہ سامنے آئیں جنہیں پہلے موقع نہیں ملا۔

مشق: 2 منٹ



ہر طالب علم / طالبہ اپنے پسندیدہ موسم کے بارے میں چند جملے یاد کر کے آئے اور جماعت کے سامنے سنائے۔

نوٹس

سنی ہوئی کہانی، قصے سے متعلق سوالات کے جوابات دینا

سبق نمبر
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طلبہ کے حاصلاتِ تعلم



- سنی ہوئی کہانی، قصے سے متعلق سوالات کے جوابات دے سکیں۔

معلومات برائے اساتذہ

1. طلبہ کو بچوں کے رسائل اور اخبارات میں سے کہانیاں پڑھنے کا کہیں۔
2. طلبہ کو مختلف کہانیاں سنا کر اس سے متعلق درج ذیل سوالات پوچھیں:
 - آپ کو یہ کہانی کیسی لگی؟
 - کہانی کا کون سا کردار آپ کو پسند آیا؟
 - کہانی کون سا حصہ آپ کو اچھا لگا؟
 - کہانی کا اختتام کیسا تھا؟
 - کہانی میں کیا چیز آپ کو اچھی نہیں لگی؟
3. طلبہ کو اُن کی رائے کے اظہار کا آزادانہ موقع دیں۔

دورانیہ: 35 منٹ / ایک پیریڈ



وسائلِ اذرائع



درسی کتاب برائے جماعت سوم، تختہ تحریر، مارکر / چاک، ڈسٹر / جھاڑن وغیرہ

تعارف: 5 منٹ



- طلبہ کو کچھوا اور خرگوش کے عنوان پر کہانی سنائیں۔
- طلبہ سے کہانی کے بارے میں جدول دیے گئے سوالات پوچھیں۔
 - آپ کو یہ کہانی کیسی لگی؟
 - کہانی کے آخر میں کیا ہوا؟

تصور کی پختگی: 20 منٹ



سرگرمی نمبر: 1

1. طلبہ کے جوڑے بنائیں۔
2. طلبہ کو درسی کتاب کے صفحہ نمبر 30 پر پڑھنا کے ذیل میں دیا گیا قصہ سنائیں۔
3. طلبہ کو دیا گیا قصہ ایک دوسرے کو سنانے کا کہیں۔

4. اُستاد/اُستانی طلبہ کی نگرانی اور مناسب رہ نمائی کرے۔

سرگرمی نمبر:2:

1. طلبہ سے قصبے سے متعلق جدول دیے گئے سوالات پوچھیں۔

- بچے اپنی جماعت سے نکل کر کہاں گئے؟
- عامر کو دروازے کے پاس سے کیا ملا؟
- عامر گھر سے کیا لانا بھول گیا تھا؟
- عامر نے بٹوہ کس کے حوالے کیا؟
- عامر کو انعام کیوں ملا؟

2. تلفظ اور الفاظ کی ادائیگی پر خصوصی توجہ دیں۔

3. دُرست جواب دینے پر طلبہ کی حوصلہ افزائی کریں اور بہ وقت ضرورت مناسب رہ نمائی کریں۔

نتیجہ/خلاصہ: 3 منٹ



طلبہ سنی ہوئی کہانی، قصبے سے متعلق سوالات کے جوابات دینے کے قابل ہو گئے ہیں۔

جائزہ/جانبیج: 5 منٹ



1. ایک طالب علم/طالبہ سے جماعت کے سامنے آکر قصبے کا خلاصہ بیان کرنے کا کہیں۔

2. چند طلبہ سے جدول میں دیے گئے سوالات پوچھیں۔

- آپ کو قصبے کا کون سا حصہ پسند آیا اور کیوں؟
- اگر آپ عامر کی جگہ ہوتے تو کیا کرتے؟

مشق: 2 منٹ



تمام طلبہ گھر پر درسی کتاب کے صفحہ ۱۲ پر سوال نمبر ۶ کے ذیل میں دیا ہوا واقعہ سنیں/پڑھیں اور پوچھے گئے سوالات کے جوابات زبانی دیں۔

نوٹس

کسی موضوع پر خود سے کم از کم سات سے دس مربوط جملے لکھنا

سبق نمبر
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طلبہ کے حاصلاتِ تعلم



- کسی موضوع پر خود سے کم از کم سات مربوط جملے لکھ سکیں۔
- کسی موضوع پر خود سے کم از کم دس مربوط جملے لکھ سکیں۔

معلومات برائے اساتذہ

1. طلبہ سے وقتاً فوقتاً نئے الفاظ کے جملے بنوائیں تاکہ ان کی جملے بنانے کی مہارت بہتر ہو سکے۔
2. طلبہ کی قوتِ مشاہدہ بڑھانے کے لیے ان سے مختلف موضوعات کے بارے میں سوالات پوچھیں اور انہیں لکھنے کی ترغیب دیں۔ اس حوالے سے دیے گئے طریقے اپنائے جاسکتے ہیں۔
 - طلبہ سے ان کی پسند ناپسند کے بارے میں پوچھیں۔
 - پسند کی وجوہات کے بارے میں سوالات کریں۔
 - ان موضوعات پر طلبہ کو چند جملے لکھنے کا کہیں۔
 - جملے بنانے میں طلبہ کی مدد کریں۔
 - اس بات کو یقینی بنائیں کہ جملے مکمل یا معنی اور مربوط ہوں۔
3. تمام طلبہ سے انفرادی طور پر لکھنے کی سرگرمی کراوائی جائے۔

دورانیہ: 35 منٹ/ایک پیریڈ



وسائل/ذرائع



درسی کتاب برائے جماعت سوّم، تختہ تحریر، مارکر/چاک، ڈسٹر/جھاڑن وغیرہ

تعارف: 5 منٹ



1. تختہ تحریر پر موضوع لکھیں: ”میری عیدی“
2. طلبہ سے اس کے بارے میں جدول میں دیے گئے سوالات زبانی پوچھیں۔

- آپ کو کس عید پر زیادہ عیدی ملتی ہے؟
- عیدی کے پیسوں سے آپ کیا خریدتے ہیں؟
- آپ کو عیدی کس کس سے ملتی ہے؟

تصور کی چٹنگی: 20 منٹ



1. طلبہ کے جوڑے بنائیں۔
2. جدول میں دیے گئے الفاظ تختہ تحریر پر لکھیں۔

سوار	اسٹاپ	بس
کھڑکی	سیٹ	قطار
چل پڑی	کنڈکٹر	ڈرائیور
آواز	ٹکٹ	رفقار
ٹریفک	وصول	کرایہ
اشارے	منزل	رش
خوشی	لطف	قریب
	روانہ	گھر

3. ہر طالب علم / طالبہ کو ان الفاظ کی مدد سے 'بس کی سواری' کے موضوع پر دس جملے لکھنے کا کہیں۔
4. طلبہ جملے لکھ کر اپنے ساتھی کو بتائیں۔
5. استاد / استانی طلبہ کی نگرانی کرے اور مناسب رہ نمائی فراہم کرے۔
6. طلبہ کو سرگرمی مکمل کرنے کے لیے دس منٹ کا وقت دیں۔

1. چند جوڑوں کو اپنے لکھے ہوئے جملے جماعت کے سامنے آکر سنانے کا کہیں۔
2. استاد / استانی معیاری جملے تختہ تحریر پر لکھیں۔
3. جہاں ضروری ہو طلبہ کی اصلاح کریں۔
4. اچھی کارکردگی پر طلبہ کی حوصلہ افزائی کریں۔
5. آخر میں طلبہ تختہ تحریر سے جملے اپنی کاپیوں پر لکھیں۔

نتیجہ / خلاصہ: 3 منٹ



طلبہ کسی موضوع پر خود سے کم از کم سات سے دس مربوط جملے لکھنے کے قابل ہو گئے ہیں

جائزہ / جانچ: 5 منٹ



1. چند طلبہ سے 'بس کی سواری' کے موضوع پر ایک ایک جملہ تختہ تحریر پر لکھوائیں۔
2. کوشش کریں کہ ان طلبہ کو بلایا جائے جنہیں پہلے موقع نہ ملا ہو۔
3. اچھی کارکردگی پر طلبہ کی حوصلہ افزائی کریں۔

مشق: 2 منٹ



درسی کتاب کے صفحہ ۱۴ پر "کچھ نیا لکھیں" کے تحت دیے گئے الفاظ کی مدد سے حضرت محمد رسول اللہ خاتم النبیین صلی اللہ علیہ وعلی آلہ واصحابہ وسلم کے بارے میں سات جملے لکھ کر لائیں۔

واحد اور جمع کا فرق جملوں میں واضح کرنا

سبق نمبر
12

طلبہ کے حاصلاتِ تعلم



▪ واحد اور جمع کا فرق جملوں میں واضح کر سکیں۔

معلومات برائے اساتذہ

1. وہ اسم جو صرف ایک چیز، جگہ یا شخص کو ظاہر کرے ”واحد“ کہلاتا ہے۔
 - جیسے: کتاب، کاپی، لڑکا وغیرہ
2. وہ اسم جو ایک سے زیادہ چیزوں یا اشخاص کو ظاہر کرے ”جمع“ کہلاتا ہے۔
 - جیسے: کتابیں، کاپیاں، لڑکے وغیرہ
3. کمرہ جماعت میں موجود اشیا میں سے واحد اور جمع کا فرق خوب واضح کریں جیسے: تختہ تحریر واحد ہے جب کہ پتکے اور گریں جمع ہیں۔

دورانیہ: 35 منٹ / ایک پیریڈ



وسائلِ اذرائع



درسی کتاب برائے جماعت سوم، تختہ تحریر، مارکر / چاک، ڈسٹر / جھاڑن وغیرہ

تعارف: 5 منٹ



- کمرہ جماعت میں سے کوئی ایک طالب علم / طالبہ کو کھڑا کریں اور باقی جماعت سے پوچھیں کہ یہ کتنے طلبہ ہیں؟
- اب اس کے ساتھ ایک سے زیادہ طلبہ کو کھڑا کریں اور پوچھیں کہ اب یہ کتنے طلبہ ہیں؟
- طلبہ کو بتائیں کہ ایک چیز کو ”واحد“ اور ایک سے زیادہ چیزوں کو جمع کہتے ہیں مثلاً: بچہ / بچے، پتی / پتیاں وغیرہ
- طلبہ کی دل چسپی مزید بڑھانے کے لیے کمرہ جماعت میں موجود اشیا کے واحد اور جمع کروائیں۔

تصور کی چٹنگی: 20 منٹ



سرگرمی نمبر: 1

1. یہ سرگرمی طلبہ انفرادی طور پر کریں گے۔
2. دیے گئے جملے تختہ تحریر پر لکھیں۔
 - درخت کے شاخ پر..... بیٹھے ہیں (پرنده)
 - ہمارے اسکول میں بہت سے..... ہیں۔ (پودا)
 - ہمارے کمرہ جماعت میں چار..... ہیں۔ (پنکھا)

- میرے بستے میں دو----- ہیں۔ (کتاب)
 - ہمارے ملک کے چار----- ہیں۔ (صوبہ)
 - ہمارے اسکول میں تین----- ہیں۔ (استاد/استانی)
3. طلبہ سے کہیں کہ جملوں کے سامنے دیے ہوئے واحد کی جمع بنا کر خالی جگہ پُر کریں۔
 4. زیادہ سے زیادہ طلبہ کو شرکت کا موقع دیں۔
 5. طلبہ کو یہ سرگرمی مکمل کرنے کے لیے دس منٹ کا وقت دیں۔
 6. طلبہ سے کہیں کہ وہ دیے گئے جملے اپنی کاپیوں پر لکھیں۔

سرگرمی نمبر 2:

1. طلبہ کو جوڑوں میں تقسیم کریں۔
2. جدول میں دی گئی عبارت تختہ تحریر پر لکھیں۔

عبارت

کل ہم اپنے ابو اور بھائی جان کے ساتھ سودا لینے بازار گئے۔ کتابوں کی دکان پر مختلف کاپیاں اور پنسلیں خریدیں۔ بجلی کا سامان بیچنے والے سے تین پیکھے اور ایک بلب خریدا۔ درمیان میں سے کئی دکانیں چھوڑ کر آخر کار ہم آئس کریم والے کی دکان سے اپنے لیے قلفیاں خرید کر گھر لوٹے۔

3. طلبہ سے کہیں کہ وہ درج بالا عبارت کو غور سے پڑھیں اور واحد الفاظ کو تلاش کر کے ان کے نیچے خط کشید کریں جب کہ جمع الفاظ کے گرد دائرہ لگائیں۔
4. طلبہ کو واحد اور جمع الفاظ ڈھونڈنے کے لیے پانچ منٹ کا وقت دیں۔
5. جوڑوں کی حوصلہ افزائی اور رہ نمائی کریں۔
6. جوڑوں سے اخذ شدہ واحد اور جمع الفاظ تختہ تحریر پر لکھوائیں۔
7. طلبہ کو واحد اور جمع کا فرق جملوں سے واضح کر کے بتائیں۔

نتیجہ/خلاصہ: 3 منٹ



درج بالا سرگرمیوں کے نتیجے میں طلبہ اس قابل ہو گئے ہیں کہ واحد اور جمع کا فرق جملوں میں واضح کر سکتے ہیں۔

جائزہ/جانچ: 5 منٹ



1. تختہ تحریر پر درج ذیل الفاظ لکھیں۔

راستہ، تصاویر، اخبار، رسائل

2. طلبہ سے کہیں کہ وہ درج بالا الفاظ کو جملوں میں استعمال کر کے واحد اور جمع کا فرق واضح کریں۔

مشق: 2 منٹ



تمام طلبہ گھر سے کوئی سے دو ایسے جملے لکھ کر لائیں جن میں واحد کا واضح استعمال ہو اور دو ایسے جملے لکھ کر لائیں جن میں جمع کا استعمال ہو۔ مخلوط کمرہ جماعت: دی گئی سرگرمیاں جماعت دُوم اور جماعت چہارم کے طلبہ کو ساتھ بٹھا کر بھی کروائی جاسکتی ہیں۔

ابلاغ یا دیگر ایسے ہی ذرائع سے نظمیں پڑھ / سن کر دوسروں کو سنانا

سبق نمبر
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طلبہ کے حاصلاتِ تعلم



- ابلاغ یا دیگر ایسے ہی ذرائع سے نظمیں پڑھ / سن کر دوسروں کو بھی سنا سکیں۔

معلومات برائے اساتذہ

- کسی بھی زبان کو سیکھنے کے لیے سننے، بولنے اور پڑھنے کی مہارتیں بہت اہم ہیں، اس لیے استاد / استانی طلبہ کو پڑھنے اور سننے کے زیادہ سے زیادہ مواقع فراہم کرے۔
- وقتاً فوقتاً طلبہ کو ریڈیو، ٹیلی ویژن، کمپیوٹر اور پروجیکٹر کے ذریعے نظمیں پڑھنے اور سننے کے مواقع فراہم کیے جائیں۔
- طلبہ ذرائع ابلاغ میں دل چسپی لیتے ہیں لہذا ان کے ذریعے سے تدریس کو مؤثر اور دل چسپ بنایا جاسکتا ہے۔ اس لیے جہاں تک ممکن ہو ان سے استفادہ کیا جائے۔
- طلبہ کو نظمیں پڑھ / سن کر دوسروں کو سنانے کی مشق کروائیں۔

دورانیہ: 35 منٹ / ایک پیریڈ



وسائل / ذرائع



درسی کتاب برائے جماعت سوم، تختہ تحریر، مارکر / چاک، ڈسٹر / جھاڑن، کمپیوٹر، پروجیکٹر، موبائل فون وغیرہ

تعارف: 5 منٹ



- طلبہ کو جدول میں دی گئی نظم موبائل سے پڑھ کر سنائیں۔

سب	زبانوں	کی	جان	ہے	اُردو
کتنی	پیاری	زبان	ہے	اُردو	
یہ	تراشے	ہوئے	حسین	جملے	
جیسے	ہیروں	کی	کان	ہے	اُردو
کتنی	صدیاں	گزر	چکیں	لیکن	
آج	تک	نوجوان	ہے	اُردو	
(سیف احمد صدیقی)					

- طلبہ ساتھ ساتھ نظم پڑھیں۔



سرگرمی نمبر: 1

1. طلبہ کے جوڑے بنائیں۔
2. طلبہ کو کمپیوٹر/پروسیسنگ/موبائل فون پر انٹرنیٹ کے ذریعے اسماعیل میرٹھی کی نظم ”نصیحت“ یا کوئی اور نظم پڑھ کر سنائیں۔
3. طلبہ نظم یاد کر کے ایک دوسرے کو نظم سنائیں۔
4. طلبہ کی نگرانی کریں اور بہ وقت ضرورت رہ نمائی کریں۔

سرگرمی نمبر: 2

1. چند طلبہ کو جماعت کے سامنے آکر نظم سنانے کا کہیں۔
2. تلفظ، لے اور آہنگ کا خاص خیال رکھیں۔
3. اچھی پیش کش پر طلبہ کی حوصلہ افزائی کریں۔

نتیجہ/خلاصہ: 3 منٹ



طلبہ ابلاغ یا دیگر ایسے ہی ذرائع سے نظمیں پڑھ/سن کر دوسروں کو سناسکتے ہیں۔

جائزہ/جانچ: 5 منٹ



1. چند طلبہ سے جماعت کے سامنے آکر اوپر پڑھائی گئی نظم پڑھنے اور سنانے کا کہیں۔ ایسے طلبہ کو بلائیں جو پہلے جماعت کے سامنے نہیں آئے۔
2. دُرست تلفظ، لے اور آہنگ سے پڑھنے والے طلبہ کی حوصلہ افزائی کریں۔

مشق: 2 منٹ



طلبہ کمپیوٹر/موبائل فون پر انٹرنیٹ کے ذریعے کسی نظم کا انتخاب کر کے اپنی کاپیوں پر لکھ کر لائیں اور کرا جماعت میں سنائیں۔

نوٹس

گفت گو سن کر اس کے اجزا (ابتداء، اہم نکات، نتائج) اخذ کرنا

سبق نمبر
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طلبہ کے حاصلاتِ تعلم



- قدرے طویل گفت گو سن کر اس کے اجزا (ابتداء، اہم نکات، نتائج) اخذ کر سکیں۔

معلومات برائے اساتذہ

1. اُستاد/اُستانی طلبہ کی سننے کی مہارت کو بہتر بنانے کے لیے طلبہ کو کسی اہم گفت گو میں شامل کریں۔ جس سے وہ سن کر معلومات لیں اور بعد میں اس کے نتائج اخذ کر سکیں۔
2. گروپوں میں کام کروانے کے دوران طلبہ کو کسی اہم موضوع/گفت گو پر سوچنے کا موقع دیں اور انھیں اس گفت گو کے متعلق اہم نکات اخذ کرنے کا کہیں۔
3. گفت گو/بات چیت کے متعلق طلبہ کو نتیجہ اخذ کرنے کا موقع دیں تاکہ وہ کوئی بھی گفت گو سننے کے بعد اسے خود سے بیان کرنے کے قابل ہو سکیں۔

دورانیہ: 35 منٹ/ایک پیریڈ



وسائل/ذرائع



درسی کتاب برائے جماعت سوّم، تختہ تحریر، مارکر/چاک، ڈسٹر/جھاڑن، چارٹ وغیرہ
نوٹ: طلبہ کو مکالمے کے لیے پہلے سے تیار کریں۔

تعارف: 5 منٹ



- طلبہ کو بتائیں کہ آج ہم گفت گو سن کر اس کے اجزا (ابتداء، اہم نکات، نتائج) اخذ کریں گے۔

تصور کی پختگی: 20 منٹ



سرگرمی نمبر: 1

1. طلبہ پہلے سے تیار کردہ مکالمہ پڑھیں۔

مکالمہ

- زمین: ارے کوڑے دان۔ کیوں خاموش ہو؟
کوڑا دان: نہیں میں سوچ رہا ہوں کہ یہ سب لوگ آکے کچرا میرے اندر کیوں پھینک کر جاتے ہیں؟
زمین: تو اس میں اداسی کی کیا بات ہے۔
کوڑا دان: (زمین سے) دیکھو ہمیں ہر کوئی صاف رکھتا ہے اور سارا کوڑا اٹھا کر مجھ میں پھینک کر جاتے ہیں؟
زمین: آپ میرے دوست ہو اگر لوگ ایسا نہیں کریں گے تو ساری گندگی میرے اوپر پڑی رہے گی، مکھیاں آجائیں گی، لوگ سانس لیں گے تو بیمار ہو جائیں گے، اس سے سارا ماحول گندا ہو جائے گا۔

- کوڑے والی گاڑی: ارے کیا باتیں ہو رہی ہیں؟
 زمین: (کوڑے دان کو مخاطب کرتے ہوئے) یہ دیکھو گاڑی آگئی اب سارا کچرا یہ اٹھا کر لے جائے گی اور آپ بھی صاف
 سترے ہو جاؤ گے میں بھی اور ہمارا ماحول بھی صاف ستر رہے گا۔
 کوڑے والی گاڑی: ہاں ہاں زمین صحیح کہہ رہی ہے میں بھی ابھی سب کچھ پھینک کر واپس آپ کے پاس آ جاؤں گی اور صاف سترے
 ماحول میں بیٹھ کر بات چیت کریں گے۔
 کوڑا دان: ٹھیک ہے اب میں سمجھ گیا کہ لوگ کچرا میرے اندر کیوں پھینکتے ہیں۔
 زمین: ہاں شاہاش آئندہ اداس نہیں ہونا۔
 2. تین طلبہ مکالمہ پیش کریں۔
 3. باقی ساتھی غور سے سنیں اور اس کے اہم نکات اپنے کاپیوں پر نوٹ کریں۔

سرگرمی نمبر 2:

1. طلبہ سے مکالمے کے متعلق سوالات پوچھیں۔
 - مکالمہ کس کے بارے میں تھا؟
 - کوڑا دان کیوں اداس تھا؟
 - زمین نے کوڑے دان کو کیا سمجھا یا؟
 - آپ کو مکالمے میں کس کا کردار پسند آیا اور کیوں؟
2. چند طلبہ کو سوالات کے جوابات کا موقع دیں۔
3. صحیح جواب ملنے پر طلبہ کی حوصلہ افزائی کریں۔

نتیجہ/خلاصہ: 3 منٹ



طلبہ گفت گوئی کر اس کے اجزا (ابتداء، اہم نکات اور نتائج) اخذ کرنے کے قابل ہو گئے ہیں۔

جائزہ/جانبی: 5 منٹ



- طلبہ سے پوچھیں:
- آج کے مکالمے کے بارے میں سوچیں اور بتائیں کہ آپ اس سے کیا معلومات حاصل کریں۔
 - چند طلبہ کو جوابات کا موقع دیں۔
 - طلبہ سے عہد کروائیں کہ وہ کچرا کوڑا دان میں ڈالیں۔

مشق: 2 منٹ



طلبہ سے کہیں گھر میں ٹیلی ویژن پر اپنی پسند کا کوئی پروگرام دیکھ کر اس کے متعلق معلومات اپنی کاپیوں پر لکھ کر لائیں۔

توجہ سے سُن کر اپنے رد عمل / خیالات کا اظہار دُرست تلفظ اور لب و لہجے میں کرنا

سبق نمبر
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طلبہ کے حاصلاتِ تعلم



- توجہ سے سُن کر اپنے رد عمل / خیالات کا اظہار دُرست تلفظ اور لب و لہجے میں کر سکیں۔

معلومات برائے اساتذہ

- استاد / استانی متن، نظم یا کہانی سنانے کے دوران طلبہ کی دل چسپی کا خیال رکھیں تاکہ وہ توجہ سے سُن کر اپنے خیالات کا اظہار دُرست تلفظ اور لب و لہجے سے کر سکیں۔
- عبارت سنانے کے دوران اس بات کا خیال رکھیں کہ طلبہ کی توجہ عبارت کی طرف مرکوز رہے اور وہ عبارت کی تفہیم کر سکیں۔
- استاد / استانی باآواز بلند اور دُرست تلفظ سے طلبہ کو عبارت پڑھ کر سنائیں۔

دورانیہ: 35 منٹ / ایک پیریڈ



وسائل / ذرائع



درسی کتاب برائے جماعت سوّم، تختہ تحریر، مارکر / چاک، ڈسٹر / جھاڑن وغیرہ

تعارف: 5 منٹ



- جدول میں دی گئی نظم طلبہ کی سامنے دُرست لب و لہجے کے ساتھ پڑھیں۔

گرمی سردی اور برسات	آؤ کریں موسم کی بات
سورج بھی ٹھنڈا پڑ جائے	جب سردی کا موسم آئے
لو سے ہو دنیا ہلکان	گرمی آئے توجاے جان
بارش بر سے دن اور رات	پھر جب آجائے برسات

- طلبہ سے پوچھیں کہ یہ نظم کس کے بارے میں ہے؟
- نظم میں کن موسموں کا ذکر کیا گیا ہے؟

تصور کی چٹنگی: 20 منٹ



سرگرمی نمبر: 1

- دی گئی عبارت طلبہ کو پڑھ کر سنائیں۔

عید الفطر کی شام کو ابو جان، حسن اور عائشہ کو عید میلے میں لے گئے۔ میلے میں بہت بھیر تھی۔ ایک طرف کھانے پینے اور کھلونوں کی دکانیں تھیں۔ دوسری طرف مختلف جھولے لگے ہوئے تھے اور مداری کرتب دکھا رہے تھے حسن اور عائشہ نے جھولے لیے واپسی پر ابا جان نے بچوں کو آکس کریم کھلائی۔ عائشہ کو فٹ بال اور حسن کو ہوائی جہاز لے کر دیا۔ حسن اور عائشہ نے ابا جان کا شکریہ ادا کیا۔ حسن نے کہا: ”ابا جان! آج ہمیں بہت مزہ آیا۔“ ابا جان نے کہا: ”بیٹا! عید کے معنی ہی خوشی، مسرت اور جشن کے ہیں۔“

2. طلبہ سے دی گئی عبارت توجہ سے سننے کا کہیں۔
3. عبارت سننے کے دوران استاد/استانی دُرست تلفظ، لب و لہجہ اور روانی کا خیال رکھیں تاکہ طلبہ عبارت میں بتائے گئے مناظر کو سُن کر سمجھ سکیں۔
4. ضرورت پڑنے پر طلبہ کو عبارت دو مرتبہ سنائیں۔
5. عبارت کی بلند خوانی آٹھ منٹ میں مکمل کریں۔

سرگرمی نمبر 2:

1. طلبہ کے جوڑے بنائیں۔
2. دیے گئے سوالات تختہ تحریر پر لکھیں۔

حسن اور عائشہ کو میلے میں کون لے کر گیا؟
میلے میں جھولے کس نے لیے؟
عائشہ کو ابا جان نے کیا لے کر دیا؟
ابا جان کا شکریہ کس نے ادا کیا؟

3. طلبہ سے کہیں کہ آپ نے جو عبارت سنی ہے یہ سوالات اسی کے متعلق ہیں۔ سوال پڑھیں اور ساتھی کے ساتھ مشورہ کر کے جوابات لکھیں۔
4. سرگرمی کے لئے طلبہ کو پانچ منٹ کا وقت دیں۔

نتیجہ/خلاصہ: 3 منٹ



ان سرگرمیوں کے بعد طلبہ کوئی عبارت، کہانی یا نظم سن کر اپنے ردِ عمل/خیالات کا اظہار دُرست تلفظ اور لب و لہجے سے کر سکتے ہیں۔

جائزہ/جائزہ: 5 منٹ



طلبہ سے پوچھیں:

- آج جو عبارت آپ نے سنی وہ کس کے بارے میں تھی؟
- میلے پر کون کون گیا تھا؟
- میلے میں کرتب کون دکھا رہا تھا؟

مشق: 2 منٹ



طلبہ سے کہیں کہ گھر میں اپنے ابا، اُمی یا بہن بھائیوں سے کوئی کہانی یا نظم سن کر آئیں اور اگلے دن جماعت میں باقی ساتھیوں کو سنائیں۔

سادہ اور مرکب جملوں پر مشتمل عبارت سمجھ کر پڑھنا

طلبہ کے حاصلاتِ تعلم



- سادہ اور مرکب جملوں پر مشتمل عبارت سمجھ کر پڑھ سکیں۔

معلومات برائے اساتذہ

1. طلبہ کو بتائیں کہ ایسا جملہ جس میں صرف ایک بات کی گئی ہو سادہ جملہ کہلاتا ہے۔ مثلاً: میں اسکول جاتا ہوں، یہ میرا گھر ہے میں جماعت سوم میں پڑھتا ہوں وغیرہ۔
2. مرکب کی تعریف: وہ جملہ جو کسی دوسرے جملے سے مل کر پورا مفہوم ادا کرے ”مرکب جملہ“ کہلاتا ہے۔ مثلاً: میں صبح سویرے اٹھا اور منٹھ ہاتھ دھویا۔ سوات نہ صرف بڑا شہر ہے بل کہ خوب صورت بھی ہے۔
3. مرکب جملوں کو آپس میں ملانے کے لیے زیادہ تر یہ الفاظ استعمال ہوتے ہیں: اور، اگر، مگر، بل کہ، ورنہ، کیوں کہ، چوں کہ، تاکہ، اس لیے، لیکن، لہذا وغیرہ۔
4. طلبہ کو بتائیں کہ درج بالا الفاظ کے بغیر جملوں میں ربط پیدا نہیں ہوتا۔ جس سے گفت گو اور جملے میں خوب صورتی ختم ہو جاتی ہے۔

دورانیہ: 35 منٹ/ایک پیریڈ



وسائل/اذرائع



درسی کتاب برائے سوم، تختہ تحریر، چاک/مارکر، جھاڑن/ڈسٹر وغیرہ

تعارف: 5 منٹ



1. طلبہ کو بتائیں کہ سادہ جملہ صرف ایک جملے پر مشتمل ہوتا ہے جب کہ مرکب جملے دو یا دو سے زیادہ جملوں سے مل کر بنتے ہیں۔
 - مثلاً: اُردو ہماری قومی زبان ہے۔ (سادہ جملہ)
 - دو اور دو چار ہوتے ہیں (مرکب جملہ)
2. مرکب جملوں کو آپس میں ملانے کے لیے: اور، کہ، بل کہ، تاکہ، اس لیے، لیکن، کیوں کہ، لہذا وغیرہ الفاظ استعمال ہوتے ہیں۔

تصور کی پختگی: 20 منٹ



سرگرمی نمبر: 1

1. طلبہ کے جوڑے بنائیں۔
2. تختہ تحریر پر دیے گئے جملے لکھیں۔
 - احمد اسکول پڑھتا ہے۔
 - گلاب ایک خوشبو دار پھول ہے۔

- قرآن مجید آخری آسمانی کتاب ہے۔
- علی ایک اچھا بچہ ہے۔
- ہمارا اسکول بہت خوب صورت ہے۔
- 3. طلبہ سے کہیں کہ جملے کا پیوں پر نوٹ کریں۔
- 4. طلبہ سے کہیں کہ جوڑوں میں جملے ایک دوسرے کو پڑھ کر سنائیں۔
- 5. سرگرمی کے لیے طلبہ کو 8 منٹ کا وقت دیں۔

سرگرمی نمبر 2:

1. جوڑے برقرار رکھیں۔
2. تختہ تحریر دیا گیا جدول بنائیں۔

کالم الف	کالم ب
پاکستانی لوگ بہت محنتی اور	خاندان والے عزت کرتے ہیں۔
محنت کرو تا کہ	کامیاب ہو جاؤ۔
عائشہ بااخلاق ہے اس لیے	دھو کہ باز نہیں۔
سلیم ہو شیار ضرور ہے مگر	وقت کا پابند بھی ہے۔
ہمارا اُستاد نہ صرف قابل ہے بل کہ	جفاکش ہیں۔

3. اور طلبہ سے کہیں کہ وہ یہی جدول اپنی کاپیوں پر لکھیں۔
4. طلبہ کو بتائیں کالم الف کے جملوں کو کالم ب کے جملوں کے ساتھ ملا کر دُرست جملہ بنانا ہے جیسے: ہم پاکستانی لوگ بہت محنتی اور جفاکش ہیں۔
5. طلبہ سے کہیں کہ کالم ملانے کے بعد جملے کو ملا کر پڑھیں۔
6. پہلا ساتھی دوسرے کو اور دوسرا پہلے کو پڑھ کر سنائیں۔
7. سرگرمی مکمل کرنے کے لیے طلبہ کو 10 منٹ کا وقت دیں۔

نتیجہ/خلاصہ: 3 منٹ



درج بالا سرگرمیوں کے نتیجے میں طلبہ سادہ اور مرکب جملے بنانا سیکھ چکے ہیں۔ تصور کی پختگی کے لیے طلبہ سے مرکب جملوں میں استعمال ہونے والے الفاظ ضرور پوچھیں۔

جائزہ/جانبی: 5 منٹ



1. استاد طلبہ کو مرکب جملہ بنانے کا کہیں۔ (تمام طلبہ ایک ایک جملہ بنائیں۔)
2. طلبہ سے جملے پڑھ کر سنانے کا کہیں۔
3. کوئی سے تین طلبہ سے سن لیں۔
4. طلبہ کی مناسب رہ نمائی کے ساتھ ساتھ حوصلہ افزائی بھی کریں۔

مشق: 2 منٹ



گھر سے کم از کم تین سادہ جملے اور تین مرکب جملے اپنی کاپیوں پر لکھ کر لائیں۔



2

اپنی پسند کی کہانیاں، ڈرامے اور نظمیں پڑھ کر نتائج اخذ کرنا

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طلبہ کے حاصلاتِ تعلم



- اپنی پسند کی کہانیاں، ڈرامے اور نظمیں پڑھ کر نتائجِ اخذ کر سکیں۔

معلومات برائے اساتذہ

1. استاد/استانی طلبہ کو کہانیاں، واقعات، ڈرامے اور نظمیں سنانے کے دوران سوالات و جوابات کا سلسلہ جاری رکھیں تاکہ طلبہ پڑھ کر یا سن کر نتائجِ اخذ کر سکیں۔
2. طلبہ کو گروپ میں کام کرنے کی زیادہ سے زیادہ سے مواقع فراہم کریں تاکہ طلبہ ایک دوسرے سے گفت گو کر کے کسی بھی کہانی، واقعہ، ڈرامہ اور نظم کو بہتر انداز سے بیان کر سکیں۔
3. طلبہ کو واضح اور سلیس اردو میں کہانی، ڈرامے اور نظمیں پڑھنے کو دیں، تاکہ وہ آسانی سے پڑھ کر مفہوم کو سمجھ سکیں۔ اس کے علاوہ طلبہ کو بچوں کے رسالے، میگزین اور اخبار میں بچوں کے صفحے سے کہانیاں، نظمیں اور واقعے بار بار پڑھنے کے مواقع فراہم کریں تاکہ طلبہ میں پڑھنے کے حوالے سے دل چسپی پیدا ہو اور وہ خود کسی کہانی، واقعہ، ڈرامہ یا نظم کو پڑھ کر نتائجِ اخذ کر سکیں۔

دورانیہ: 70 منٹ/دو پیریڈ



وسائل/ادرائع



درسی کتاب برائے جماعت سوم، تختہ تحریر، مارکر/چاک، ڈسٹر/جھاڑن، چارٹ و غیرہ

تعارف: 5 منٹ



- جماعت میں ایک یا دو طلبہ سے اُن کی پسند کی کوئی ایک نظم سنانے کا کہیں۔
- نظم سنانے کے لیے طلبہ سے ہاتھ کھڑا کروائیں۔

تصور کی پختگی: 30 منٹ



سرگرمی نمبر: 1

1. طلبہ کے دو گروپ بنائیں۔
2. پہلے گروپ کو درسی کتاب کے صفحہ نمبر ۲۱ سے سرگرمی (پڑھیں) میں دیے گئے واقعہ کو پڑھنے کا کہیں۔
3. دوسرے گروپ کو درسی کتاب کے صفحہ نمبر ۱۵۱ سے نظم (بچے کی دعا) پڑھنے کو دیں۔
4. دونوں گروپوں کو ہدایت دیں کہ واقعہ / نظم دُرست تلفظ اور روانی سے پڑھیں۔

سرگرمی نمبر 2

1. دونوں گروپوں میں چارٹ اور مارکر دیں۔
2. دونوں گروپوں کو دیے گئے سوالات دیں اور ان کے جوابات لکھنے کا کہیں۔

پہلے گروپ کے سوالات	دوسرے گروپ کے سوالات
<ul style="list-style-type: none"> ▪ آپ ﷺ نے بازار میں کس شخص کو دیکھا؟ ▪ آپ ﷺ نے دھوکہ دینے والوں کے بارے میں کیا فرمایا؟ ▪ غلہ کس وجہ سے گھیلا ہو چکا تھا؟ 	<ul style="list-style-type: none"> ▪ ایک طالب علم کو کس چیز سے محبت ہونی چاہیے؟ ▪ نظم کے آخری شعر میں کیا دعا مانگی گئی ہے؟ ▪ طالب علم کس سے بچنے کی دعا کرتا ہے؟

3. طلبہ کو کام کرنے کے لیے وقت دیں۔
4. طلبہ سے کہیں کہ اپنے چارٹ کو دیوار پر آویزاں کریں۔
5. دونوں گروپوں سے کہیں کہ ایک دوسرے کے چارٹ پر لکھے ہوئے جوابات پڑھیں۔

پریڈ نمبر 2: 25 منٹ

عزیز طلبہ! کل ہم نے درسی کتاب سے ایک واقعہ اور نظم پڑھی تھی آج ہم ایک ڈراما پڑھیں گے۔

سرگرمی نمبر 1:

1. طلبہ کے گروپ برقرار رکھیں۔
2. طلبہ کو بتائیں کہ کل ہم نے نظم اور واقعہ پڑھا تھا۔ آج ہم کہانی اور ڈرامہ پڑھیں گے۔
3. پہلے گروپ کو ڈراما دیں اور غور سے پڑھنے کا کہیں۔

ڈراما

ڈرامنگ روم میں دو میز اور دو کرسیاں دیوار کے ساتھ لگی ہوئی ہیں۔ ایک میز پر پلیٹ میں تین سیب رکھے ہوئے ہیں۔ قریب ہی ٹیلی فون ہے۔ ایک کونے میں رکھے ہوئے چھوٹے میز پر ایک طوطا پنجرے میں بند شور مچا رہا ہے۔ گھر میں صرف علی اور دادا جان موجود ہیں۔ علی کمرے میں بیٹھا ہوا ہے۔ جب کہ دادا جان طوطے کے پنجرے کے پاس ہی ایک کرسی پر بیٹھے اخبار پڑھ رہے ہیں۔

(دادا جان علی کو بلاتے ہوئے): علی بیٹا! دھر آؤ۔

علی: جی دادا جان آیا:

دادا جان: علی بیٹا دیکھو یہ طوطا تم نے قید کر کے رکھا ہوا ہے۔ آپ کو تو پتا ہے آزادی بہت بڑی نعمت ہے۔ اس طوطے سے تم نے آزادی کی نعمت کیوں چھینی ہوئی ہے۔

علی: دادا جان ابھی جا کر اسے آزاد کرتا ہوں

علی دوڑا اور پنجرے سے طوطے کو آزاد کر دیا۔

دادا جان: شاباش میرے بیٹے شاباش (دادا جان علی کو گلے لگاتے ہوئے)

4. دوسرے گروپ کو کتاب کے صفحہ نمبر ۴۰ تا ۴۱ پر دی گئی کہانی (چالاک لومڑی اور چنٹو مرغا) غور سے پڑھنے کا کہیں۔
5. استاد/استانی گروپوں کو وقت دیں اور تسلی کر لیں کہ طلبہ صحیح روانی کے ساتھ اور سمجھ کر پڑھ رہے ہیں۔
6. سرگرمی کے لیے طلبہ کو دس منٹ کا وقت دیں۔

سرگرمی نمبر 2:

1. طلبہ کو گروپ میں چارٹ اور مارکر دیں۔
2. طلبہ سے کہیں دیے گئے سوالات کے جواب چارٹ پر لکھیں۔

3. دونوں گروپوں کو سوالات دیں اور ان کے جوابات لکھنے کا کہیں۔

پہلے گروپ کے سوالات	دوسرے گروپ کے سوالات
<ul style="list-style-type: none"> ▪ طوطا کس نے قید کیا ہوا تھا؟ ▪ دادا جان کے مطابق آزادی کیا ہے؟ ▪ علی نے دادا جان کی بات سن کر کیا کیا؟ 	<ul style="list-style-type: none"> ▪ مرغا کیوں پریشان تھا؟ ▪ لو مڑی نے مرغ کو کیا چیز سنائی؟ ▪ مرغا نیچے اتر آتا تو کیا ہوتا؟ ▪ اگر آپ مرغ کی جگہ ہوتے تو کیا کرتے؟

4. دونوں گروپوں سے کہیں کہ ایک دوسرے کے چارٹ پر لکھے گئے جوابات پڑھیں۔

نتیجہ/خلاصہ: 3 منٹ



طلبہ کہانی، ڈراما، نظم اور واقعہ پڑھ کر نتائج اخذ کر سکتے ہیں۔

جائزہ/جائچ: 5 منٹ



طلبہ سے پوچھیں:

- نظم کے مطابق ہمیں کس سے محبت ہونی چاہیے؟
- طوطا کس نے قید کیا ہوا تھا؟
- سرگرمی نمبر 1 کے واقعہ سے ہمیں کیا سبق ملتا ہے؟

مشق: 2 منٹ



طلبہ سے کہیں کہ گھر سے درسی کتاب، بچوں کے رسائل، کہانیوں کی کتابوں یا اخبار (بچوں کے صفحے) سے کوئی کہانی، نظم یا واقعہ پڑھ کر آئیں اور اگلے دن جماعت میں باقی ساتھیوں کو اس کے بارے میں بتائیں۔

نوٹس

عبارت پڑھ کر تفہیمی سوالات کے جوابات لکھنا

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طلبہ کے حاصلاتِ تعلم



- سبق پڑھ کر اس کے متن سے متعلق دُرست جوابات لکھ سکیں۔
- نثر کو پڑھ کر دُرست سوالات کے دُرست جوابات دے سکیں۔
- عبارت پڑھ کر تفہیمی سوالات کے دُرست جوابات دے سکیں۔

معلومات برائے اساتذہ

1. طلبہ کی دل چسپی بڑھانے کے لیے ضروری ہے کہ طلبہ متعلقہ متن اور عبارت کو فہم سے پڑھ سکیں۔
2. طلبہ کو موقع دیں کہ وہ بچوں کے رسالے، میگزین، اخبار، لائبریری کی کتابوں اور درسی کتاب میں سے اپنی پسند کی کوئی عبارت پڑھ کر اس کے متعلق اہم معلومات لکھ سکیں۔
3. استاد/استانی گروپ میں یا انفرادی طور پر طلبہ کو کوئی عبارت پڑھنے کے لیے دیں اور اس کے متعلق سوالات کے جوابات لکھنے کی سرگرمی کروائیں تاکہ طلبہ کا جائزہ لیا جاسکے کہ انھوں نے سبق کو سمجھ کر پڑھ لیا ہے یا نہیں۔
4. ایسی نثر منتخب کریں جو طلبہ کی ذہنی سطح اور مناسب الفاظ پر مشتمل ہو۔

دورانیہ: 35 منٹ/ایک پیریڈ



وسائل/ذرائع



درسی کتاب برائے جماعت سوم، تختہ تحریر، مارکر/چاک، ڈسٹر/جھاڑن، چارٹ وغیرہ

تعارف: 5 منٹ



- تختہ تحریر پر جدول میں دی گئی عبارت لکھیں۔
- پانی اللہ تعالیٰ کی بہت بڑی نعمت ہے ہمیں چاہیے کہ دانت صاف کرتے ہوئے اور ہاتھ منھ دھوتے وقت پانی ضائع نہ کریں۔ پینے کے لیے ہمیشہ صاف پانی کا استعمال کریں۔
- پانی استعمال کرتے وقت کیا احتیاط کرنی چاہیے؟
- طلبہ سے کہیں کہ عبارت پڑھیں اور دیے گئے سوال کا جواب لکھیں۔
- طلبہ اس کا جواب انفرادی لکھیں گے۔

تصور کی پختگی: 20 منٹ



سرگرمی نمبر: 1

1. طلبہ کے جوڑے بنائیں۔

2. جدول میں دی گئی عبارت تختہ تحریر پر لکھیں۔

انٹرنیٹ بے حد مفید ایجاد ہے۔ انٹرنیٹ کی مدد سے دنیا بھر کی تازہ ترین صورت حال کا پتا چلایا جا سکتا ہے۔ انٹرنیٹ نے انسانی زندگی میں بہت ہی آسانیاں پیدا کر دی ہیں۔ انٹرنیٹ کی مدد سے دنیا کی بڑی بڑی مارکیٹوں سے براہ راست خریداری ہو سکتی ہے۔ انٹرنیٹ کے ذریعے سے الفاظ اور تصاویر کی صورت میں کمپیوٹر کی سکریں پر تمام معلومات فراہم ہو سکتی ہیں۔

3. طلبہ سے کہیں کہ عبارت کو غور سے پڑھیں اور اپنی کاپیوں پر لکھیں۔

4. سرگرمی کے لیے طلبہ کو پانچ منٹ کا وقت دیں۔

سرگرمی نمبر 2

1. تختہ تحریر پر سوالات لکھیں۔

- انٹرنیٹ نے انسانی زندگی میں کیسے آسانی پیدا کی ہیں۔ کوئی ایک آسانی لکھیں۔
- کمپیوٹر کی سکریں پر تمام معلومات کیسے فراہم ہوتی ہیں؟
- ہم براہ راست خریداری کس کے ذریعے کرتے ہیں؟

2. طلبہ سے کہیں کہ عبارت کی روشنی میں دیے گئے سوالات کے جوابات لکھیں۔

3. جوڑوں میں ساتھی ایک دوسرے کے مشورے سے سوالات کے جوابات لکھیں۔

4. کوئی سے دو جوڑوں سے سوالات کے جوابات پوچھ لیں۔

نتیجہ / خلاصہ: 3 منٹ



طلبہ عبارت / متن / نثر پڑھ کر تفہیمی سوالات کے دُرست جوابات دے سکتے ہیں اور لکھ سکتے ہیں۔

جائزہ / جانچ: 5 منٹ



طلبہ سے پوچھیں:

- انٹرنیٹ ہمارے لیے کیسے مفید ہے؟
- انٹرنیٹ سے کون کون سی معلومات فراہم ہوتی ہیں؟
- انٹرنیٹ نے ہماری زندگی کیسے آسان کر دی؟

مشق: 2 منٹ



طلبہ سے کہیں کہ درسی کتاب کے صفحہ نمبر ۵۶ پر ”پڑھیں“ میں دی گئی عبارت کاپیوں پر لکھیں اور دیے گئے سوالات کے جوابات لکھ کر لائیں۔

سادہ جملوں کو استفہامیہ میں تبدیل کرنا

طلبہ کے حاصلاتِ تعلم



- سادہ جملوں کو استفہامیہ جملوں میں تبدیل کر سکیں۔

معلومات برائے اساتذہ

1. استفہامیہ جملے: ایسے جملے جن میں کوئی بات یا سوال پوچھا جائے استفہامیہ جملے کہلاتے ہیں۔ جیسے یہ بستہ کس کا ہے؟ آپ کے اسکول کا نام کیا ہے؟ وغیرہ
2. استفہامیہ جملوں میں حروفِ استفہامیہ کا استعمال کیا جاتا ہے اور جملے کے آخر میں علامت استفہام یا سوالیہ علامت (?) لگائی جاتی ہے۔
3. حروفِ استفہام درج ذیل ہیں۔
4. کیا، کیوں، کیسے، کہاں، کب، کون، کس طرح، کس لیے، کون سا وغیرہ

دورانیہ: 35 منٹ/ایک پیریڈ



وسائل/اذرائع



درسی کتاب برائے جماعت سوّم، تختہ تحریر، مارکر/چاک، ڈسٹر/جھاڑن وغیرہ

تعارف: 5 منٹ



- تختہ تحریر پر درج ذیل جملے لکھیں۔

- عائشہ پو دا لگا رہی ہے۔
- کیا عائشہ پو دا لگا رہی ہے؟
- عائشہ پو دا نہیں لگا رہی ہے۔

- طلبہ سے کہیں کہ ان جملوں میں استفہامیہ جملے کی نشان دہی کریں۔
- اگر طلبہ جواب نہ دے سکیں تو مناسب رہ نمائی کریں۔

تصور کی پختگی: 20 منٹ



سرگرمی نمبر: 1

1. یہ سرگرمی طلبہ انفرادی طور پر کریں گے۔
2. جدول میں دیے گئے جملے تختہ تحریر پر لکھیں۔

- میں صبح سویرے اُٹھتا ہوں۔
- روٹی روزانہ اسکول جاتی ہے۔
- کیا میمونہ شہر میں رہتی ہے؟
- تیمور کراچی جائے گا۔
- تم کون سی جماعت میں پڑھتے ہو؟
- نانی اماں نے کہانی سنائی۔

3. طلبہ سے کہیں کہ وہ درج بالا جملوں میں سے استفہامیہ جملوں کی نشان دہی کریں۔
4. طلبہ کو یہ سرگرمی مکمل کرنے کے لئے 5 منٹ کا وقت دیں۔
5. طلبہ سے کہیں کہ وہ استفہامیہ جملے اپنی کاپیوں پر لکھیں۔
6. طلبہ کو دُرست جملے بنانے پر شاباش دیں اور بہ وقت ضرورت مناسب رہ نمائی کریں۔

سرگرمی نمبر 2:

1. طلبہ کو جوڑوں میں تقسیم کریں۔
2. جدول میں دیے گئے جملے تختہ تحریر پر لکھیں۔

استفہامیہ جملے	سادہ جملے
	<ul style="list-style-type: none"> ▪ ارم آنکھ مچولی کھیلتی ہے ▪ دادی جان سویٹر بُن رہی ہے۔ ▪ احمد کتاب پڑھتا ہے۔ ▪ سارہ کہانی لکھتی ہے۔ ▪ مالی پو دا لگائے گا۔ ▪ ابو جان سوا د لینے بازار گئے۔

3. طلبہ سے کہیں کہ وہ درج ذیل سادہ جملوں کو استفہامیہ میں تبدیل کر کے اپنی کاپیوں پر لکھیں۔
4. دُرست جملے بنانے پر شاباش دیں اور بہ وقت ضرورت مناسب رہ نمائی کریں۔
5. جوڑوں کو سرگرمی مکمل کرنے کے لیے 10 منٹ کا وقت دیں۔
6. سرگرمی مکمل کرنے کے بعد چند جوڑوں سے جملے پوچھیں۔

نتیجہ/خلاصہ: 3 منٹ



درج بالا سرگرمیوں کی تکمیل کے بعد طلبہ اس قابل ہو گئے ہیں کہ وہ سادہ جملوں کو استفہامیہ جملوں میں تبدیل کر سکتے ہیں۔

جائزہ/جانچ: 5 منٹ



1. تختہ تحریر پر دیے گئے جملے لکھیں۔
2. طلبہ سے کہیں کہ وہ یہ جملے استفہامیہ جملوں میں تبدیل کر کے لکھیں۔
3. دو یا تین طلبہ سے استفہامیہ جملوں پوچھیں۔

مشق: 2 منٹ



تمام طلبہ گھر سے کوئی سے تین سادہ جملے لکھ کر انہیں استفہامیہ میں تبدیل کر کے لائیں۔

تذکیر و تانیث کا فرق جملوں میں واضح کرنا

طلبہ کے حاصلاتِ تعلم



- تذکیر و تانیث کا فرق جملوں میں واضح کر سکیں۔

معلومات برائے اساتذہ

1. مذکر: 'نر' کے لیے بولنے والا لفظ "مذکر" کہلاتا ہے جیسے: گھوڑا، دادا وغیرہ
2. مؤنث: مادہ کے لیے بولنے والا لفظ "مؤنث" کہلاتا ہے جیسے: گھوڑی، دادی وغیرہ
3. جان دار اسما کی تذکیر و تانیث کو حقیقی کہتے ہیں۔
4. مثلاً: انسانی تذکیر و تانیث جیسے مرد، عورت اور حیوانی تذکیر و تانیث جیسے گھوڑا، گھوڑی وغیرہ
5. بے جان اشیا میں چوں کہ نر اور ماہ کا فرق نہیں ہوتا، اس لیے انہیں فرضی تعلق کی بنا پر مذکر یا مؤنث قرار دیا جاتا ہے۔ اس لیے ان کو غیر حقیقی تذکیر و تانیث کہتے ہیں جیسے: ناک مؤنث ہے اور کان مذکر

دورانیہ: 35 منٹ/ایک پیریڈ



وسائل/اذرائع



درسی کتاب برائے جماعت سوم، تختہ تحریر، مارکر/چاک، ڈسٹر/جھاڑن وغیرہ

تعارف: 5 منٹ



1. تختہ تحریر پر درج ذیل الفاظ لکھیں۔
 - طالب علم۔ طالبہ۔ خالو، خالہ۔ پڑوسن، پڑوسی۔
2. طلبہ کو درج بالا الفاظ میں سے مذکر اور مؤنث الگ الگ کرنے کا کہیں۔
 - اگر طلبہ درست جواب نہ دے سکیں تو مناسب رہ نمائی کریں۔
3. درج بالا الفاظ جملوں میں استعمال کر کے مذکر اور مؤنث کا فرق واضح کریں۔

تصور کی پختگی: 20 منٹ



سرگرمی نمبر: 1

1. طلبہ کے دو گروپ بنائیں۔
2. جدول میں دیے گئے جملے تختہ تحریر پر لکھیں۔
 - ہماری جماعت میں سات لڑکے اور پانچ لڑکیاں ہیں۔
 - کل ہمارے گھر نانا اور نانی آئے ہوئے تھے۔

- عید الاضحیٰ کے میلے میں کسی نے بکرا خریدا اور کسی نے گائے۔
 - ہمیں آپس میں بہن بھائیوں کی طرح رہنا چاہیے۔
 - بھینس دودھ دیتی ہے جب کہ گھوڑی تازگا کھینچتی ہے۔
 - پرانے زمانے میں غلام اور لونڈی کا عام رواج تھا۔
3. گروپ 'الف' سے کہیں کہ وہ درج بالا جملوں میں سے مذکر کی نشان دہی کر کے اس کے نیچے خط کشید کریں۔
 4. گروپ 'ب' سے کہیں کہ وہ ان جملوں میں مؤنث کی نشان دہی کر کے اس کے گرد دائرہ لگائیں۔
 5. طلبہ کو یہ سرگرمی مکمل کرنے کے لئے ۱۰ منٹ کا وقت دیں۔

سرگرمی نمبر 2:

1. جدول میں دیے گئے جملے تختہ تحریر پر لکھیں۔

مثال: باورچی نے سبزی کاٹی اور باورچن نے کھانا پکایا۔
 میرے۔۔۔۔۔ کی عمر ۵ سال ہے جب کہ دادی کی عمر ۷۱ سال ہے۔
 ابو نے۔۔۔۔۔ کو چائے بنانے کا کہا۔
 بادشاہ نے۔۔۔۔۔ کے لیے نئی گاڑی خریدی۔
 میرے پڑوس میں ایک۔۔۔۔۔ ہے جس کی بیوی بھی درزن ہے۔
 شادی میں دو لہا اور۔۔۔۔۔ کو ہار پہنانے گئے۔

2. طلبہ سے کہیں کہ وہ دیے گئے جملے غور سے پڑھیں اور مثال کے مطابق مذکر اسما کے مؤنث اور مؤنث اسما کے مذکر لکھ کر خالی جگہ پُر کریں۔
3. گروپ 'الف' میں سے کوئی طالب علم / طالبہ مذکر اسما تلاش کر کے اُس کا مذکر لکھیں۔
4. گروپ 'ب' میں سے کوئی طالب علم / طالبہ مؤنث اسما تلاش کر کے اُس کا مؤنث لکھیں۔
5. طلبہ سے جوابات تختہ تحریر پر لکھوا کر فرق واضح کریں۔
6. طلبہ سے کہیں کہ وہ یہ جملے اپنی کاپیوں پر لکھیں۔

نتیجہ / خلاصہ: 3 منٹ



درج بالا سرگرمیوں کی تکمیل کے بعد طلبہ اس قابل ہو گئے ہیں کہ وہ تذکیر و تانیث کا فرق جملوں میں واضح کر سکتے ہیں۔

جائزہ / جانچ: 5 منٹ



1. تختہ تحریر پر درج ذیل جملے لکھیں۔
 - مالک کی آواز پر نوکر اور خادمہ دوڑے چلے آئے۔
 - میری بہن اور بہنوئی کل کراچی جا رہے ہیں۔
2. طلبہ سے کہیں کہ وہ ان جملوں میں مذکر اور مؤنث اسما کا فرق واضح کریں۔

مشق: 2 منٹ



طلبہ سے کہیں کہ وہ گھر سے کوئی سے چار ایسے جملے لکھ کر لائیں جن میں مذکر اور مؤنث اسما استعمال ہوئے ہوں۔

ساتھیوں کو کہانیاں سنانا

طلبہ کے حاصلاتِ تعلم



- کہانیاں پڑھ / سُن کر اپنے ساتھیوں کو بھی سنا سکیں۔

معلومات برائے اساتذہ

1. طلبہ کو کہانیاں بلند آواز، دُرست تلفظ، لب و لہجے اور تاثرات کے ساتھ سُنائیں۔ طلبہ کہانی کے کرداروں، واقعات اور تصاویر کے ذریعے اُس کو یاد رکھیں گے اور ان کی دل چسپی میں اضافہ ہوگا۔ اس طرح وہ یہ کہانیاں اپنے ساتھیوں کو بھی سنائیں گے۔
2. کہانی کی ابتدا، درمیان اور اختتام کے بارے میں طلبہ سے پیش گوئی کروائیں۔
3. کہانی سناتے ہوئے ترتیب / ربط / تسلسل قائم رکھنے پر عبور حاصل کرنے کے لیے بار بار ایسے مواقع دینے کی ضرورت ہے۔
4. طلبہ سے کہانی دُرست تلفظ اور روانی سے پڑھوائیں۔
5. طلبہ کو کہانیوں کے ذریعے اپنے احساسات کو پُر اعتماد طریقے سے پیش کرنے کے لیے تیار کریں۔

دورانیہ: 35 منٹ / ایک پیریڈ



وسائل / اذرائع



درسی کتاب برائے جماعت سوّم، تختہ تحریر، مارکر / چاک، ڈسٹر / جھاڑن، اخبارات و رسائل و غیرہ

تعارف: 5 منٹ



1. طلبہ کو بتائیں کہ آج انھیں اپنی پسند کی کہانی سنانے کا موقع ملے گا۔
2. طلبہ سے پوچھیں کہ کیا انھیں کہانیاں پڑھنے کا شوق ہے؟
3. کسی بھی طالب علم / طالبہ سے چھوٹی سی کہانی سنیں۔ اگر طالب علم / طالبہ جھجک محسوس کرے تو ان کے سامنے خود نمونہ پیش کریں۔

تصور کی پختگی: 20 منٹ



سرگرمی نمبر: 1

1. طلبہ کے جوڑے بنائیں۔
2. ہر طالب علم / طالبہ اپنی مرضی کے مطابق کسی اخبار یا رسالے سے اپنی پسند کی کہانی پڑھے۔
3. طلبہ کو کہانی پڑھنے کے لیے 10 منٹ کا وقت دیں۔

سرگرمی نمبر: 2

1. جوڑوں کو برقرار رکھیں۔
2. جوڑے میں ایک ساتھی دوسرے کو وہی کہانی سنائے جو اُس نے پڑھی تھی۔

تقریر سن کر اس کے اجزا (ابتداء، اہم نکات، نتائج) اخذ کرنا

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طلبہ کے حاصلاتِ تعلم



- تقریر سن کر اس کے اجزا (ابتداء، اہم نکات، نتائج) اخذ کر سکیں۔

معلومات برائے اساتذہ

1. تقریر کے لغوی معنی ہے ثابت کرنا۔ برقرار رکھنا۔ تقریر دراصل بولنے کی فن میں مہارت کو کہا جاتا ہے۔ صحیح گفت گو کرنا اور اس کے ذریعے سننے والوں کا دل جیتنا تقریر کا حصہ ہے۔ تقریر میں کسی بھی موضوع کو دلائل کے ساتھ با اعتماد طریقے سے پیش کیا جاتا ہے۔ تقریر کرنے سے طلبہ کے اعتماد میں اضافہ ہوتا ہے۔
2. استاد/استانی طلبہ کو بتائے:
 - تقریر کی ابتدا عام طور پر کسی شعر یا واقعے سے کی جاتی ہے۔
 - تقریر کے اہم نکات میں موضوع کے فوائد اور نقصانات کے بارے میں بتایا جاتا ہے۔
 - تقریر کا اختتام یا نتائج سبق آموز ہونے چاہئیں تاکہ سامعین اپنے تاثرات کو ایک نکتے پر مرکوز کر سکیں۔
3. تقریر سن کر طلبہ سے اس کے اجزا (ابتداء، اہم نکات، نتائج) اخذ کروائیں۔

دورانیہ: 35 منٹ/ایک پیریڈ



وسائل/ادراغ



کسی بھی طالب علم/طالبہ کو موضوع ”پسندیدہ شخصیت“ کے بارے میں ایک منٹ بولنے کا کہیں۔ اگر طالب علم/طالبہ جھجک محسوس کرے تو خود بہ طور نمونہ مظاہرہ کریں۔

تعارف: 5 منٹ



کسی بھی طالب علم/طالبہ کو موضوع ”پسندیدہ شخصیت“ کے بارے میں ایک منٹ بولنے کا کہیں۔ اگر طالب علم/طالبہ جھجک محسوس کرے تو خود بہ طور نمونہ مظاہرہ کریں۔

تصور کی پختگی: 20 منٹ



سرگرمی نمبر: 1

1. طلبہ کے دو گروپ بنائیں۔
2. گروپ ’الف‘ کو ”موبائل فون کے فوائد“ اور گروپ ’ب‘ کو ”موبائل کے نقصانات“ پر تقریر تیار کرنے کا کہیں۔
3. دونوں گروپوں کو موضوع سے متعلق تجربات اور شوہد اکٹھے کرنے میں مدد دیں۔
4. طلبہ کو تقریر تیار کرنے کے لیے 10 منٹ کا وقت دیں۔
5. تقریر تیار کرنے میں گروپوں کی رہ نمائی کریں۔

1. ہر گروپ اپنے لیے لیڈر منتخب کریں۔
2. ہر گروپ کے لیڈر سے کہیں کہ وہ جماعت کے سامنے تقریر کرے۔ تقریر کے لیے دس منٹ کا وقت دیں۔
3. گروپ 'الف' گروپ 'ب' کی تقریر سن کر اس کے اجزا (ابتداء، اہم نکات، نتائج) اخذ کریں۔
4. گروپ 'ب' گروپ 'الف' کی تقریر سن کر اس کے اجزا (ابتداء، اہم نکات، نتائج) کو اخذ کرے۔
5. اب گروپ 'الف' گروپ 'ب' اور گروپ 'ب' گروپ 'الف' کی تقریر کے اجزاء (ابتداء، اہم نکات، نتائج) ایک دوسرے کو سنائیں۔
6. ہر گروپ کو تقریر سنانے کے لیے 5 منٹ کا وقت دیں۔

نتیجہ/خلاصہ: 3 منٹ



طلبہ کسی تقریر کو سن کر اس کے اجزا (ابتداء، اہم نکات، نتائج) اخذ کرنے کے قابل ہو گئے ہیں۔

جائزہ/جانیچ: 5 منٹ



- دو طلبہ سے موبائل فون کے چند فوائد پوچھیں۔
- دو طلبہ سے موبائل فون کے چند نقصانات پوچھیں۔
- دُست جواب پر طلبہ کی حوصلہ افزائی کریں۔

مشق: 2 منٹ



درسی کتاب کے صفحہ ۲۹ پر سوال ۱۳ کے تحت دیے گئے موضوع پر تقریر تیار کریں اور کرا جماعت میں پیش کریں۔

نوٹس

ٹی وی، موبائل، کمپیوٹر وغیرہ پر مختصر عبارت سمجھ کر پڑھنا

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طلبہ کے حاصلاتِ تعلم



- ٹی وی، موبائل، کمپیوٹر وغیرہ پر مختصر عبارت سمجھ کر پڑھ سکیں۔

معلومات برائے اساتذہ

- جدید ذرائع ابلاغ میں موبائل اور کمپیوٹر وغیرہ شامل ہیں۔ ٹیلی وژن میں بھی جدت آگئی ہے۔ اب کیبل کی مدد سے کئی چینل دیکھے جاسکتے ہیں۔ ضرورت اس بات کی ہے کہ اساتذہ نہ صرف خود ان جدید ذرائع کا استعمال کریں بلکہ طلبہ کی دل چسپی کے لیے طریقے تدریس میں شامل کرنے کا سوچیں۔
- موبائل، ٹیلی وژن یا کمپیوٹر میں رنگین تصاویر کے ساتھ مختصر عبارت ہوتی ہیں۔ طلبہ اس میں زیادہ دل چسپی لیتے ہیں۔ اس لیے اساتذہ کو شش کر کے ایسی رنگین تصاویر جن کے ساتھ مختصر عبارت دی گئی ہو تدریس میں استعمال کریں۔
- طلبہ کو ٹیلی وژن، موبائل اور کمپیوٹر پر مختصر عبارت پڑھنے کے مواقع دیں تاکہ وہ ان ذرائع ابلاغ کے استعمال میں دل چسپی لے سکیں۔

دورانیہ: 35 منٹ/ایک پیریڈ



وسائل/ذرائع



درسی کتاب برائے جماعت سوّم، تختہ تحریر، مارکر/چاک، ڈسٹر/جھاڑن، موبائل، کمپیوٹر وغیرہ
نوٹ: کمپیوٹر کی عدم موجودگی میں اساتذہ موبائل کا استعمال کر سکتے ہیں۔

تعارف: 5 منٹ



- استاد/استانی موبائل یا کمپیوٹر میں مختصر عبارت نکالیں۔
- باری باری چند طلبہ سے ایک ایک سطر پڑھوائیں۔
- آخر میں ایک طالب علم/طالبہ سے پوری عبارت پڑھوائیں۔

تصور کی پختگی: 20 منٹ



سرگرمی نمبر: 1

- استاد/استانی طلبہ کو موبائل میں مختصر عبارت نکالنے کا طریقہ سکھائیں۔
- طلبہ کے دو گروپ بنائیں۔
- پہلے گروپ کو کوئی عبارت نکالنے اور پڑھنے کا کہیں۔
- دوسرے گروپ کو بھی ایک عبارت نکالنے اور پڑھنے کا کہیں۔
- طلبہ کو اس سرگرمی کے لیے 10 منٹ کا وقت دیں۔

6. عبارت نکالنے اور پڑھنے میں طلبہ کی رہ نمائی کریں۔

سرگرمی نمبر 2:

1. طلبہ کے گروپوں کو برقرار رکھیں۔
2. دونوں گروپ اپنی عبارت ایک دوسرے سے تبدیل کریں۔
3. اب ہر گروپ دوسرے گروپ سے اُن کی عبارت سے متعلق سوالات پوچھے۔
4. سرگرمی مکمل کرنے کے لیے طلبہ کو 10 منٹ کا وقت دیں۔

نتیجہ/خلاصہ: 3 منٹ



طلبہ ٹی۔ وی، موبائل، کمپیوٹر وغیرہ پر مختصر عبارت سمجھ کر پڑھ سکتے ہیں۔

جائزہ/جانچ: 5 منٹ



- چند طلبہ سے موبائل، کمپیوٹر وغیرہ میں سے اپنی پسند کی عبارت جماعت کے سامنے آکر پڑھنے کا کہیں۔
- عبارت کے بارے میں طلبہ سے دو تین سوالات پوچھیں۔
- دُرست جوابات پر طلبہ کی حوصلہ افزائی کریں۔

مشق: 2 منٹ



گھر میں کمپیوٹر/موبائل فون پر کوئی عبارت پڑھیں اور اگلے دن جماعت میں اپنے ساتھی کو اس کا مفہوم بتائیں۔

نوٹس

طلبہ کے حاصلاتِ تعلم



اپنی جماعت کے معیار کے مطابق املا لکھ سکیں۔

معلومات برائے اساتذہ

1. ذخیرہ الفاظ میں اضافت کے لیے املا بہت اہم ہے۔ اس طریقہ کار میں اُستاد/اُستانی طلبہ کے سامنے زبانی طور پر درست تلفظ کے ساتھ الفاظ بولتا/بولتی ہے اور طلبہ ان الفاظ کو سُن کر اپنی کاپی پر لکھتے ہیں۔ اس کا مقصد طلبہ کی ذہانت کا امتحان لینا نہیں ہے بل کہ طلبہ کی سُننے کی صلاحیت کو استعمال کرتے ہوئے لفظ میں موجود آوازیں پہچان کر لکھنے کی مہارت کو بہتر بنانا ہے۔
2. ذخیرہ الفاظ طلبہ کی الفاظ بولنے، جملے میں بیان کرنے اور لکھنے میں مددگار ثابت ہوتے ہیں۔
3. اس مقصد کے حصول لیے آپ طلبہ کو روزانہ ایک نیا لفظ متعارف کروا سکتے ہیں اور دو ہفتے بعد ان الفاظ کی املا کروا سکتے ہیں/جملے میں استعمال کروا سکتے ہیں۔
4. درسی کتاب، اشتہارات، ہدایات، اخبارات، بچوں کے رسالے اور کہانیوں کی کتابوں کو بھی املا کے لیے منتخب کر سکتے ہیں۔
5. املا صرف الفاظ کی نہیں ہوتی بلکہ ایک جملے یا ایک چھوٹے پیراگراف/عبارت کی بھی ہو سکتی ہے۔

دورانیہ: 35 منٹ/ایک پیریڈ



وسائل/ذرائع



درسی کتاب برائے جماعت سوم، تختہ تحریر، مارکر/چاک، ڈسٹر/جھاڑن وغیرہ

تعارف: 5 منٹ



- تمام طلبہ سے ایسے الفاظ لکھنے کا کہیں جنہیں لکھنے میں انہیں دشواری پیش آتی ہو۔
- طلبہ کو بتائیں کہ الفاظ کو رسم الخط اور صحت کے ساتھ لکھنے کو املا کہتے ہیں۔
- آج ہم الفاظ کو دُرست طریقے سے لکھنے کی مشق کریں گے۔

تصور کی پختگی: 20 منٹ



سرگرمی نمبر: 1

1. جدول میں دیے گئے الفاظ کو بلند آواز سے دُرست تلفظ اور ادائیگی کے ساتھ بولیں اور طلبہ سے انہیں لکھنے کا کہیں۔

الفاظ
سُرخ - کثرت - قلت - کپڑے - سچا - امین - صحت - جدید
درکار - متاثر

2. استاد/استانی الفاظ کو مناسب وقفے سے بولے تاکہ طلبہ الفاظ کو صحت املا کے ساتھ لکھ سکیں۔
3. اُستاد/اُستانی بہ وقت ضرورت مناسب رہ نمائی کریں۔

سرگرمی نمبر 2:

1. استاد/استانی تختہ تحریر پر جدول میں دیے گئے غلط جملے لکھے۔

یہ امارت کتنی بلند ہے۔
 سا بن سے منہ دھولو۔
 اس شعر کا متلب آسان ہے۔
 تمہارا کلم خوب صورت ہے۔

2. طلبہ کو جوڑوں میں تقسیم کریں۔
3. جوڑوں سے یہ جملے املا کے لحاظ سے دُرست کر کے دوبارہ لکھنے کا کہیں۔
4. چند جوڑوں سے درست جملے تختہ تحریر پر لکھوائیں۔
5. دُرست جملے لکھنے والے جوڑوں کے لیے تالیاں بجوائیں۔
6. باقی طلبہ کی مناسب رہ نمائی کریں۔

نتیجہ/خلاصہ: 3 منٹ



طلبہ اپنی جماعت کے معیار کے مطابق املا لکھنے کے قابل ہو گئے ہیں۔

جائزہ/جائز: 5 منٹ



- طلبہ سے جدول میں دیے گئے جملے دُرست املا کے ساتھ لکھنے کا کہیں۔
- دُرست املا لکھنے پر طلبہ کی حوصلہ افزائی کریں۔
- سورج مشرق سے تلوع ہوتا ہے۔
- اَلْم بڑی دولت ہے۔

مشق: 2 منٹ



طلبہ سے کہیں کہ گھر سے آج سیکھے گئے تمام الفاظ/جملے خوش خط لکھ کر لائیں۔

نوٹس

طلبہ کے حاصلاتِ تعلم



- عبارت پڑھ کر (بلند خوانی/خاموش مطالعہ) تفہیمی سوالات کے دُرست جوابات دے سکیں۔

معلومات برائے اساتذہ

1. طلبہ متعلقہ عبارت کو فہم کے ساتھ پڑھ سکیں۔
2. مطالعہ ذہنی و اخلاقی تربیت کا ایک اہم ذریعہ ہے۔
3. عبارت کے فہم کے لیے طلبہ کو موقع دیں کہ وہ بچوں کے رسالے، میگزین، اخبار یا لائبریری کی کتابوں سے اپنی پسند کی کہانیاں، لطیفے، پھیلیاں اور اہم معلومات (بلند خوانی/خاموش مطالعہ) سے پڑھ سکیں۔
4. عبارت کا فہم جانچنے کے لیے طلبہ سے اس سے متعلق سوالات ضرور پوچھیں۔

دورانیہ: 35 منٹ/ایک پیریڈ



وسائل/اذرائع



درسی کتاب برائے جماعت سوّم، تختہ تحریر، مارکر/چاک، ڈسٹر/جھاڑن، بچوں کے رسالے، میگزین، اخبارات وغیرہ

تعارف: 5 منٹ



1. طلبہ کو بتائیں کہ آج ہم ایک عبارت (بلند خوانی/خاموش مطالعہ) پڑھیں گے اور اس عبارت سے متعلق سوالات کے جوابات بھی لکھیں گے۔
2. طلبہ سے پوچھیں:
 - کن طلبہ کو کتابیں پڑھنے کا شوق ہے؟
 - آپ کون کون سی کتابیں پڑھنا پسند کرتے ہیں؟
 - دو سے تین کتابوں کے نام بھی پوچھیں۔

تصور کی چٹنگی: 20 منٹ



سرگرمی نمبر: 1

1. جدول میں دی گئی عبارت تختہ تحریر پر لکھیں۔

مل جل کر کھانا

ابو بازار جارہے تھے۔ انھوں نے پوچھا ”کیا لاؤں؟“ امی نے کہا ”سبزی اور پھل لائیے“ فاطمہ نے کہا ”میرے لیے کہانی کی کتاب لائیے گا۔ علی نے کہا میرے لیے بلا لائیے گا۔ ابو بازار گئے۔ بہت دیر میں آئے۔ بازار میں بہت بھیر تھی۔ وہ سبزی اور پھل لائے۔ فاطمہ نے ”جزاک اللہ“ کہ ابو امرود، انار اور انگور لائے تھے۔ علی کو پھلوں میں انار بہت پسند ہے اور فاطمہ انگور شوق سے کھاتی ہے۔ سب نے دوپہر کے کھانے کے بعد اپنی پسند کے پھل مل جل کر کھائے۔ ابو نے بتایا کہ مل جل کر کھانے سے برکت پیدا ہوتی ہے اور اللہ تعالیٰ خوش ہوتا ہے۔

2. اُستاد/اُستانی عبارت میں موجود نئے الفاظ دُرست تلفظ کے ساتھ طلبہ کو پڑھ کر بتائے۔
3. اب باری باری چند طلبہ سے عبارت کو بلند آواز سے پڑھنے کا کہیں۔
4. طلبہ سے کہیں کہ اب عبارت کا خاموش مطالعہ کریں۔
5. خاموش مطالعہ کے لیے طلبہ کو ۵ منٹ کا وقت دیں۔

سرگرمی نمبر 2:

1. طلبہ سے عبارت کے متعلق جدول میں دیے گئے سوالات پوچھیں۔

ابو کہاں جارہے تھے؟
فاطمہ کو کون سا پھل پسند تھا؟
عبارت میں موجود پھلوں کے نام لکھیں۔
علی کو کون سا پھل پسند تھا؟
دوپہر کے کھانے کے بعد ابو نے کیا بتایا؟

2. دُرست جوابات دینے پر طلبہ کی حوصلہ افزائی کریں۔
3. یہ وقت ضرورت مناسب رہ نمائی کریں۔

نتیجہ/خلاصہ: 3 منٹ



طلبہ کسی بھی عبارت کو (بلند خوانی/خاموش مطالعہ) پڑھ سکتے ہیں اور تفہیمی سوالات کے جوابات بھی دے سکتے ہیں۔

جائزہ/جانچ: 5 منٹ



- چند طلبہ سے عبارت سے متعلق جدول میں دیے گئے سوالات پوچھیں۔
 - ابو نے کیا پوچھا؟
 - ابو بازار سے پھلوں کے علاوہ کیا لائے؟
 - سب نے کون سے وقت کا کھانا کھایا؟
 - دُرست جواب پر طلبہ کو شاباش دیں۔

مشق: 2 منٹ



درسی کتاب کے صفحہ ۲۸ تا ۲۹ پر پڑھیں، کی سرگرمی کے تحت دی گئی عبارت گھر سے پڑھ کر آئیں اور اگلے دن ساتھیوں سے اس کے متعلق دیے گئے سوالات پوچھیں۔

اسم ضمیر کی نشان دہی کرنا

طلبہ کے حاصلاتِ تعلم



- اسم ضمیر کی نشان دہی کر سکیں۔

معلومات برائے اساتذہ

- اسم ضمیر کی تعریف: وہ لفظ جو کسی شخص، جگہ یا چیز کے نام کی جگہ استعمال کیا جائے 'اسم ضمیر' کہلاتا ہے مثلاً: میں، ہم، تو، تم، آپ، تمہارا، وہ وغیرہ
- اسم ضمیر کے تین صیغے ہیں:
 - ضمیر متکلم۔ مثلاً میں، ہم
 - ضمیر حاضر: مثلاً تو، تم، آپ
 - ضمیر غائب: مثلاً وہ، اس، ان

دورانیہ: 35 منٹ/ایک پیریڈ



وسائل/اذرائع



درسی کتاب برائے جماعت سوم، تختہ تحریر، مارکر/چاک، ڈسٹر/جھاڑن وغیرہ

تعارف: 5 منٹ



- جدول میں دی گئی عبارت تختہ تحریر پر لکھیں۔

شازیہ اسکول سے گھر واپس آرہی تھی۔ وہ سڑک پار کر رہی تھی کہ اُس نے سڑک کے کنارے ایک زخمی فاختہ دیکھی۔ اُس نے فاختہ کو اٹھایا اور اُسے گھر لے آئی۔

- عبارت میں 'وہ' اور 'اُس' کو نمایاں کر کے طلبہ سے پوچھیں کہ:
 - یہ الفاظ کس کی جگہ استعمال ہوئے ہیں۔
 - طلبہ کا جواب ہوگا۔ شازیہ
 - اگر طلبہ جواب نہ دے سکیں تو ان کی رہ نمائی کریں اور انھیں بتائیں کہ یہ الفاظ اسم ضمیر کہلاتے ہیں۔

تصور کی پختگی: 20 منٹ



سرگرمی نمبر: 1

- دیے گئے الفاظ اور جملے تختہ تحریر پر لکھیں۔
 - کون سی سے جماعت میں پڑھتے ہو؟

- ----- سب پاکستانی ہیں۔
 - ----- روزانہ اسکول جاتی ہے۔
 - ----- روزانہ صبح کی سیر کرتا ہوں۔
 - ----- نام کیا ہے؟
 - استانی نے ----- کو شاباش دی۔
2. جملوں میں خالی جگہ پر دُرست اسمِ ضمیر لگا کر انھیں مکمل کریں۔

میں	تم	وہ	تمہارا	اُس	ہم
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3. تمام طلبہ کی شرکت یقینی بنائیں۔
4. طلبہ سے یہ سرگرمی ۱۰ منٹ میں مکمل کروائیں۔
5. آخر میں طلبہ سے کہیں کہ وہ یہ جملے اپنی کاپیوں پر لکھیں۔

سرگرمی نمبر 2:

1. جدول میں دی گئی عبارت کو تختہ تحریر پر لکھیں۔

علامہ محمد اقبال سیال کوٹ میں پیدا ہوئے۔ آپ کے والد کا نام شیخ نور محمد تھا۔ انھیں یورپ بھی جانا پڑا۔ وہ ہمارے قومی شاعر ہیں۔ وہ اپنے اشعار میں ہمیں پیغام دیتے ہیں:

سبق پھر پڑھ صداقت کا، شجاعت کا
لیا جائے گا تجھ سے کام دُنیا کی امامت کا

2. طلبہ سے عبارت میں موجود اسمِ ضمیر کی نشان دہی کروائیں۔
3. زیادہ سے زیادہ طلبہ کو شرکت کو موقع دیں۔
4. طلبہ کو یہ سرگرمی مکمل کرنے کے لئے ۱۰ منٹ کا وقت دیں۔
5. طلبہ سے کہیں کہ وہ اسمِ ضمیر کی نشان دہی کر کے اپنی کاپیوں پر لکھیں۔

نتیجہ/خلاصہ: 3 منٹ



درج بالا سرگرمیوں کی تکمیل کے بعد طلبہ اسمِ ضمیر کی دُرست نشان کرنے کا قابل ہو گئے ہیں۔

جائزہ/جانچ: 5 منٹ



1. تختہ تحریر پر دی گئی عبارت لکھیں۔

قائد اعظم محمد علی جناح کراچی میں پیدا ہوئے۔ قائد اعظم کے والد کا نام پونچا جناح تھا۔
قائد اعظم کے والد چڑے کا کاروبار کرتے تھے۔

2. طلبہ سے کہیں کہ وہ عبارت میں خط کشیدہ الفاظ کی جگہ دُرست اسمِ ضمیر لگائیں۔
3. دُرست جواب پر طلبہ کی حوصلہ افزائی کریں۔

مشق: 2 منٹ



تمام طلبہ گھر سے درسی کتاب کے صفحہ نمبر ۲۷ پر ”قواعد سیکھیں“ گے کے تحت سوال نمبر ۸ میں دی گئی خالی جگہوں میں دُرست اسمِ ضمیر لگا کر جملے مکمل کریں اور اگلے دن اپنے ساتھ کمر اجتماعت میں لے کر آئیں۔

اپنی اور دوسروں کی پسند نا پسند اور دل چسپیوں سے متعلق بات چیت کرنا

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طلبہ کے حاصلاتِ تعلم



- اپنی اور دوسروں کی پسند نا پسند اور دل چسپیوں سے متعلق بات چیت کر سکیں۔

معلومات برائے اساتذہ

- پسند نا پسند اور دل چسپیوں سے متعلق ہر کسی کا میلان مختلف ہوتا ہے۔ بچے بھی مختلف دل چسپیاں رکھتے ہیں۔ کھیل کود، کھانے پینے، لباس وغیرہ کے ساتھ بڑھنے کی دل چسپیاں بھی مختلف ہوتی ہیں۔
- طلبہ جب اپنی دل چسپیوں اور پسند نا پسند کا اظہار کریں گے تو اس سے ان کی معاشرتی تربیت اور آگے بڑھنے کی صحیح سمت متعین ہو سکتی ہے۔
- اپنے خیالات اور رائے کا اظہار دنیا کے ہر شخص کا بنیادی حق ہے۔ اس بات سے طلبہ کو آگاہ کریں۔
- اپنی دل چسپیوں سے متعلق گفت گو کرنے پر طلبہ کی حوصلہ افزائی کریں۔

دورانیہ: 35 منٹ/ایک پیریڈ



وسائل/ذرائع



درسی کتاب برائے جماعت سوّم، تختہ تحریر، مارکر/چاک، ڈسٹر/جھاڑن، مختلف کھیلوں کی تصاویر وغیرہ

تعارف: 5 منٹ



- طلبہ سے درج ذیل سوالات پوچھیں:
 - اپنے پسندیدہ کھانے/دش کا نام بتائیں۔
 - آپ کون سے کھیل میں دل چسپی لیتے ہیں؟
1. طلبہ کو بتائیں کہ آج ہم اپنی اور دوسروں کی پسند نا پسند اور دل چسپیوں سے متعلق پڑھیں گے۔

تصور کی پختگی: 20 منٹ



سرگرمی نمبر: 1

1. طلبہ کے جوڑے بنائیں۔
2. طلبہ سے کہیں کہ اپنی پسند نا پسند کے بارے میں ایک دوسرے سے بات چیت کریں۔
3. پسند نا پسند اور دل چسپیوں سے متعلق مضامین، کھیل، کھانوں، پھلوں، رنگوں وغیرہ پر گفت گو ہو سکتی ہے۔
4. طلبہ کو آپس میں بات چیت کے لیے 10 منٹ کا وقت دیں۔

1. دو سے تین طلبہ سے جماعت کے سامنے اپنی پسند ناپسند اور دل چسپیوں پر بات چیت کروائیں۔
2. اساتذہ اس بات کو یقینی بنائیں کہ بات چیت کے دوران طلبہ کی دل آزاری نہ ہو۔
3. اُستاد/اُستانی بہ وقت ضرورت طلبہ کی رہ نمائی کرے اور اچھی کارکردگی پر ان کی حوصلہ افزائی کرے۔

نتیجہ/خلاصہ: 3 منٹ

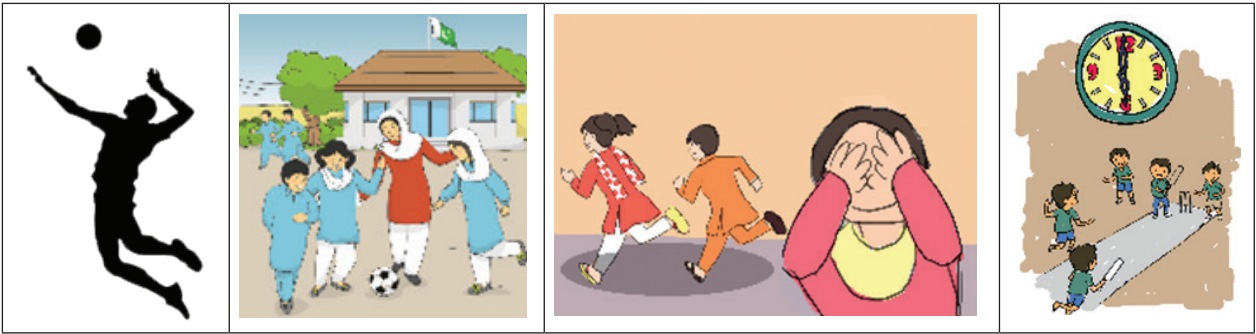


سرگرمیوں کی تکمیل کے بعد طلبہ اپنی اور دوسروں کی پسند ناپسند اور دل چسپیوں سے متعلق بات کرنے کے قابل ہو گئے ہیں۔

جائزہ/جانچ: 5 منٹ



1. مختلف کھیلوں کی تصاویر تھمنا تحریر پر چسپاں کریں۔



2. دو/تین طلبہ سے کہیں کہ وہ ان میں سے اپنی پسند کے کھیل کا نام اونچی آواز میں بولیں۔
3. طلبہ سے اپنی پسند کے کھیل سے متعلق دو/تین جملے جماعت میں آکر بولنے کا کہیں۔
4. دُرسٹ جملے بولنے پر طلبہ کی حوصلہ افزائی کریں۔

مشق: 2 منٹ



طلبہ سے کہیں کہ وہ اپنے دوست/ساتھی کی ایک پسندیدہ عادت اور ایک ناپسندیدہ عادت کے بارے میں ایک دوسرے کو بتائیں۔

نوٹس

گھر اور اسکول میں پیش آنے والے مسائل کا حل تلاش کرنا

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طلبہ کے حاصلاتِ تعلم



- گھر اور اسکول میں پیش آنے والے چھوٹے چھوٹے مسائل کا حل بات چیت، اتفاقِ رائے سے تلاش کر سکیں۔

معلومات برائے اساتذہ

- طلبہ کو گھر اور اسکول میں مختلف قسم کے چھوٹے چھوٹے مسائل پیش آتے ہیں۔
- طلبہ میں اپنے مسائل حل کے لیے آپس میں بات چیت کرنے کی صلاحیت پیدا کریں۔
- مسائل کے حل کے لیے مشاورت اور اتفاقِ رائے کی اہمیت بتائیں۔
- اپنے مسائل حل کرنے کی قابلیت پیدا ہو تو طلبہ میں خود اعتمادی اور احساس ذمہ داری پیدا ہوتا ہے۔

دورانیہ: 35 منٹ/ایک پیریڈ



وسائل/اذرائع



درسی کتاب برائے جماعت سوّم، تختہ تحریر، مارکر/چاک، ڈسٹر/جھاڑن وغیرہ

تعارف: 5 منٹ



1. استاد/استانی طلبہ سے دیے گئے کے سوالات پوچھیں:
 - کیا آپ کو گھر یا اسکول میں کوئی مسئلہ پیش آیا ہے؟ مسئلے کے بارے میں بتائیں۔ (یہ سوال دو سے تین طلبہ سے پوچھا جائے)
2. اپنے مسئلے کے حل کے لیے آپ نے کس سے مشورہ لیا؟

تصور کی پختگی: 20 منٹ



سرگرمی نمبر: 1

1. طلبہ کو چار گروپوں میں تقسیم کریں۔
2. ہر گروپ کو جدول میں دیے گئے مسائل میں سے ایک مسئلہ دیں۔

مسائل

- شبانہ کی کاپی گم ہو گئی ہے۔
- جمیل اُردو کی کتاب گھر بھول آیا ہے۔
- ندیم کو دور سے کم نظر آتا ہے۔
- راحت دیر سے اسکول آتی ہے۔

3. گروپ کے شرکا مسئلے پر بات چیت کریں۔
4. طلبہ کو مسئلے پر سوچنے اور اس کا حل تلاش کرنے کے لیے دس منٹ کا وقت دیں۔

سرگرمی نمبر 2:

1. گروپوں کو برقرار رکھیں۔
2. گروپ لیڈر سے دو منٹ میں اپنے مسئلے کا حل جماعت کے سامنے پیش کرنے کا کہیں۔
3. اچھی پیش کش پر طلبہ کی حوصلہ افزائی کریں۔

نتیجہ/خلاصہ: 3 منٹ



درج بالا سرگرمیوں میں مکمل کرنے کے بعد روزمرہ زندگی میں پیش آنے والے چھوٹے چھوٹے مسائل کا حل بات چیت، اتفاق رائے سے تلاش کرنے کے قابل ہو گئے ہیں۔

جائزہ/جائزہ: 5 منٹ



1. جماعت میں دو طلبہ ایک دوسرے سے ناراض ہیں۔
2. دونوں میں صلح کروانے کے لیے چند طلبہ سے رائے دینے کا کہیں۔
3. رائے کی روشنی میں مسئلے کا حل تجویز کروائیں۔

مشق: 2 منٹ



درسی کتاب کے صفحہ ۲۶ پر ”مل کر کریں بات“ کے تحت سوال ۵ میں دی گئی صورت حال پر اپنے ساتھی سے بات چیت کریں اور کمرہ جماعت میں ساتھیوں کو بتائیں۔

نوٹس

کسی موضوع پر دُرُست لب و لہجے اور حرکات و سکنات کے ساتھ تقریر کرنا

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طلبہ کے حاصلاتِ تعلم



- کسی موضوع پر اپنے خیالات اور مشاہدات کو دُرُست لب و لہجے، موقع محل کے مطابق حرکات و سکنات، صحیح تلفظ اور اعتماد کے ساتھ پیش کر سکیں۔
- اپنے ماحول (تفریحی مقامات، قدرتی مناظر، اہم عمارات) سے متعلق کسی موضوع پر ایک منٹ کی تقریر کر سکیں۔

معلومات برائے اساتذہ

- تقریر کے معنی ہیں: بیان، گفت گو، تفصیل سے بیان کرنا، بات چیت، خطبہ۔ بولنے کے فن میں مہارت کو تقریر کہا جاتا ہے۔ دُرُست لب و لہجے، خوب صورت ادائیگی، لہجے میں اُتار چڑھاؤ اور ضروری حرکات و سکنات تقریر کی خوبیاں ہیں۔ ان خوبیوں کی بنیاد پر سننے والوں کے دل جیتے جاسکتے ہیں۔
- تقریر میں موضوع پر دلیل کے ساتھ پُر اعتماد انداز میں بات کی جاتی ہے۔ تقریر کی مہارت سے بولنے کی جھجک دور ہوتی ہے اور اعتماد میں اضافہ ہوتا ہے۔
- مختلف جسمانی حرکات و سکنات تقریر کے اثر کو بڑھاتی ہیں۔ نمونے کے طور پر ویڈیو دکھا کر طلبہ کو تقریر سکھائی جاسکتی ہے۔ دل چسپ موضوعات پر طلبہ کے درمیان تقریری مقابلے بھی مفید ہیں۔

دورانیہ: 35 منٹ / ایک پیریڈ



وسائل / ذرائع



درسی کتاب برائے جماعت سوّم، تختہ تحریر، مارکر / چاک، ڈسٹر / جھاڑن، ڈائس وغیرہ

تعارف: 5 منٹ



- نمونے کے طور پر ”موسم بہار“ پر طلبہ کے سامنے 1 منٹ کی تقریر کریں۔
- اسی موضوع پر کسی طالب علم / طالبہ سے 1 منٹ تک بولنے کا کہیں۔
- طلبہ سے کہیں آج ہم کسی بھی موضوع پر تقریر کرنا سیکھیں گے۔

تصور کی پختگی: 20 منٹ



سرگرمی نمبر: 1

- طلبہ کو دو گروپوں ’الف‘ اور ’ب‘ میں تقسیم کریں۔
- گروپ ’الف‘ کو ”ٹیلی ویژن کے فائدے“ اور گروپ ’ب‘ کو ”ٹیلی ویژن کے نقصانات“ پر تقریر تیار کرنے کا کہیں۔
- خیالات اور مشاہدات اکٹھا کرنے کے لیے طلبہ کی رہ نمائی کریں۔

4. تقریر تیار کرنے کے لیے گروپوں کو 10 منٹ کا وقت دیں۔
5. ہر گروپ میں سے ایک طالب علم/طالبہ دوسرے گروپ کو اپنی تقریر سنائے۔

سرگرمی نمبر 2:

1. گروپوں کو برقرار رکھیں۔
2. گروپ لیڈر بنائیں۔
3. گروپ لیڈرز سے کہیں کہ جماعت کے سامنے باری باری تقریر کریں۔
4. تقریر کے لیے ہر گروپ کو تین سے چار منٹ کا وقت دیں۔
5. طلبہ ہاتھ کھڑا کر کے بہترین تقریر کے بارے میں اپنی رائے دیں گے۔
6. بہترین تقریر کرنے پر مقرر کے لیے تالیاں بجوائیں۔
7. اعتماد کے ساتھ تقریر کرنے پر طلبہ کی حوصلہ افزائی کریں۔

نتیجہ/خلاصہ: 3 منٹ



ان سرگرمیوں کے بعد طلبہ اس قابل ہو گئے ہیں کہ وہ اپنے خیالات و مشاہدات کی روشنی میں دُست لب و لہجے اور حرکات و سکنات کے ساتھ تقریر کرنے کے قابل ہو گئے ہیں۔

جائزہ/جانچ: 5 منٹ



1. استاد/استانی دو طلبہ سے ان کے پسندیدہ موضوع پر باری باری 2 منٹ کی تقریر کروائے۔
2. طلبہ میں خود اعتمادی پیدا کرنے کے لیے ان کی حوصلہ افزائی کریں۔

مشق: 2 منٹ



طلبہ سے کہیں کہ گھر سے کسی بھی دل چسپ موضوع پر چھوٹی سی تقریر تیار کر کے لائیں اور کمرجماعت میں پیش کریں۔
 ہدایات برائے مخلوط کمرجماعت:
 دی گئی سرگرمیاں جماعت چہارم اور پنجم کے طلبہ کو ساتھ بٹھا کر بھی کروائی جاسکتی ہیں۔

نوٹس

اپنے مسائل والدین اور اساتذہ کو بلا جھجک بتانا

طلبہ کے حاصلاتِ تعلم



- اپنے مسائل، گھر، اسکول محلے وغیرہ میں پیش آنے والے ناپسندیدہ واقعہ، اشارہ، ترغیب یا لالچ وغیرہ کے بارے میں والدین اور اساتذہ کو بلا جھجک بتائیں۔

معلومات برائے اساتذہ

- موجودہ حالات میں بچوں کو محفوظ رکھنا بہت مشکل کام ہے۔ اکثر بچے لاعلمی اور غفلت کی وجہ سے انسان دشمنوں کے ہتھے چڑھ جاتے ہیں۔
- طلبہ کو حفاظتی تدابیر سے روشناس کروائیں کہ بروقت حفاظت کس طرح کی جاتی ہے۔
- طلبہ میں یہ شعور اجاگر کریں کہ اگر کوئی اجنبی، ان جان یا جان پہچان والا شخص ان کے جسم کو چھوئے، کوئی غیر اخلاقی حرکت یا اشارہ کرے یا غیر اخلاقی لالچ دے تو فوراً والدین اور اساتذہ کو بتانا چاہیے۔
- طلبہ کو بتائیں کہ مرد/عورت، لڑکا/لڑکی میں سے اجنبی کوئی بھی ہو سکتا ہے۔ جسے آپ بالکل نہ جانتے ہوں، اس کے ساتھ میل جول نہ رکھیں۔
- طلبہ کو بتائیں کہ کسی بھی اجنبی کے دھوکے میں نہ آئیں، اور نہ کسی لالچ یا ترغیب کو قبول کریں۔
- طلبہ کو بتائیں کہ اگر کوئی ڈرا دھکا کر کوئی ناپسندیدہ کام کرنے کو کہے تو بالکل نہ ڈریں اور اپنے والدین یا اساتذہ کو فوراً بتائیں۔

دورانیہ: 35 منٹ/ایک پیریڈ



وسائلِ اذرائع



درسی کتاب برائے جماعت سوم، تختہ تحریر، مارکر/چاک، ڈسٹر/جھاڑن، وغیرہ

تعارف: 5 منٹ



1. طلبہ سے تعارف کے طور پر یہ سوالات پوچھیں۔
 - اگر کوئی اجنبی آپ کو کوئی چیز دینے کا اصرار کرے تو آپ کیا کریں گے؟
 - اگر کوئی اجنبی آپ کو اپنے ساتھ چلنے کا کہے تو کیا آپ اس کے ساتھ چلے جائیں گے؟
 - اگر کوئی اجنبی اپنے ساتھ جانے کے لیے زبردستی کرے تو آپ کیا کریں گے؟
2. سوالات کے جوابات میں طلبہ کی رہنمائی کریں اور جوابات دینے میں ان کی جھجک دور کریں۔
3. طلبہ کو بتائیں کہ آج ہم ناپسندیدہ واقعات، حرکات، اشارات، ترغیب لالچ کے حوالے سے پڑھیں گے۔



سرگرمی نمبر: 1

1. طلبہ کو جوڑوں میں تقسیم کریں۔
2. تختہ تحریر پر چوکور میں دیا گیا سوال نمایاں کر کے لکھیں۔
- کسی اجنبی شخص کی غیر اخلاقی حرکت یا اشارہ کرے کی صورت میں میں آپ کیا کریں گے؟
3. طلبہ کو جوڑوں میں سوال پر بات چیت کا موقع دیں۔
4. اس سرگرمی کے لیے طلبہ کو 5 منٹ کا وقت دیں۔
5. بچوں کے خیالات پوری جماعت کو سنائیں۔
6. استاد/استانی ذاتی معلومات استعمال کرتے ہوئے طلبہ کو مسئلے سنگین نتائج سے آگاہ کریں۔

سرگرمی نمبر: 2

1. موضوع کے حوالے سے طلبہ سے تمثیلی ڈراما کروائیں۔

تمثیل

ایک بچہ راستے پر جا رہا ہوتا ہے، ایک اجنبی اس کو کچھ ٹافیاں پیش کرتا ہے، انکار کرنے پر اجنبی زبر دستی کرنے کی کوشش کرتا ہے، بچہ/بچی بڑی مشکل سے جان چھڑا کر بھاگ جاتا/جاتی ہے۔ راستے میں اس کا استاد/استانی آتا/آتی ہے، بچہ یہ سارا واقعہ استاد/استانی کو سنا تا/سناتی ہے۔ استاد/استانی اس کو خود اس کے گھر لے جاتا/جاتی ہے۔ بچہ/بچی والدین کو سارا واقعہ سنا تا/سناتی ہے۔ والدین استاد/استانی کا شکریہ ادا کرتے ہیں اور اس بات کا یقین دلاتے ہیں کہ بچے کو حفاظت کے ساتھ اسکول لے جانا اور واپس لانا ہماری ذمہ داری ہے۔

2. طلبہ کو درج ذیل کردار تفویض کریں۔
- طالب علم/طالبہ (بچہ) ▪ اجنبی، ▪ استاد/استانی، ▪ والدین
3. تیاری کے لیے طلبہ کو 5 منٹ کا وقت دیں۔
4. کردار ادا کرنے میں طلبہ کی رہ نمائی کریں۔
5. ڈراما پیش کرنے پر طلبہ کی حوصلہ افزائی کریں۔

نتیجہ/خلاصہ: 3 منٹ



ان سرگرمیوں کی تکمیل کے بعد طلبہ کسی بھی ناپسندیدہ واقعے یا کسی اجنبی کے غیر اخلاقی اشارے/حرکت/لاٹچ کو سمجھ کر اساتذہ اور والدین کو بروقت آگاہ کرنے کے قابل ہو گئے ہیں۔

جائزہ/جانچ: 5 منٹ



1. اجنبی کون ہو سکتا ہے؟
2. اگر کوئی اجنبی آپ کو اپنے ساتھ جانے کا کہے تو آپ کیا کریں گے؟
3. اگر کوئی اجنبی آپ کو کوئی چیز پیش کرے تو آپ کا کیا رد عمل ہوگا؟

مشق: 2 منٹ



طلبہ موضوع کے حوالے سے مزید باتیں والدین اور اساتذہ کرام سے سُن کر جماعت میں باقی طلبہ کو بتائیں۔

طلبہ کے حاصلاتِ تعلم



مکالماتی گفت گو میں حصہ لے سکیں۔

معلومات برائے اساتذہ

- روز مرہ گفت گو کی بنیاد مکالمے پر ہے۔
- مکالمہ زبان دانی کی ایک اہم اور دل چسپ صنف ہے۔
- مکالمہ دو یا دو سے زیادہ افراد کے درمیان کسی موضوع پر گفت گو یا بات چیت کرنے کا نام ہے۔
- مکالمے میں زبان کی شگفتگی اور لہجے میں بے تکلفی کا خیال رکھا جاتا ہے۔
- مکالمے میں جملوں کے اختصار اور با مقصد و جامع الفاظ کا استعمال ہوتا ہے۔

دورانیہ: 35 منٹ/ایک پیریڈ



وسائل/اذرائع



درسی کتاب برائے جماعت سوم، تختہ تحریر، مارکر/چاک، ڈسٹر/جھاڑن۔

تعارف: 5 منٹ



1. اُستاد/اُستانی ایک طالب علم/طالبہ سے بہ طور تعارف جدول میں دیا گیا مکالمہ کرے۔

اُستاد/اُستانی:	السلام علیکم!
طالب علم/طالبہ:	وعلیکم السلام!
اُستاد/اُستانی:	آپ کیسے ہیں؟
طالب علم/طالبہ:	سر/میڈم میں بالکل ٹھیک ہوں۔
اُستاد/اُستانی:	آپ گھر میں کس وقت پڑھتے/پڑھتی ہیں؟
طالب علم/طالبہ:	سر/میڈم کھیل کے بعد پڑھتا/پڑھتی ہوں۔
اُستاد/اُستانی:	کیا آپ گھر کا کام لکھ کر لایا/لائی ہیں؟
طالب علم/طالبہ:	جی سر/میڈم۔

2. اُستاد/اُستانی طلبہ کو بتائے کہ جب دو یا دو سے زیادہ افراد ایک دوسرے سے بات چیت کرتے ہیں اُسے مکالمہ کہتے ہیں۔ جیسے: ابھی آپ نے بہ طور نمونہ مکالمہ دیکھا۔

3. آج ہم اسی مکالمے کے بارے میں پڑھیں گے۔



سرگرمی نمبر: 1

1. طلبہ کے چار گروپ بنائیں۔
2. تخیلی تحریر پر جدول میں دیے گئے موضوعات لکھیں۔
 - گروپ نمبر ۱: گاہک اور درزی / درزن
 - گروپ نمبر ۲: ڈاکٹر اور مریض / مریضہ
 - گروپ نمبر ۳: استاد اور شاگرد / شاگردہ
 - گروپ نمبر ۴: مہمان اور میزبان
3. طلبہ سے کہیں کہ دیے گئے عنوان کے مطابق اپنا مکالمہ تیار کریں۔
4. اس سرگرمی کے لیے طلبہ کو دس منٹ کا وقت دیں۔

سرگرمی نمبر: ۲

1. گروپوں کو برقرار رکھتے ہوئے ان سے باری باری جماعت کے سامنے مکالمہ پیش کروائیں۔
2. مکالمہ پیش کرنے کے لیے دو سے تین منٹ کا وقت دیں۔
3. اچھا مکالمہ پیش کرنے پر طلبہ کی حوصلہ افزائی کے لیے تالیاں بجوائیں۔

نتیجہ / خلاصہ: 3 منٹ



ان سرگرمیوں کے بعد طلبہ مختلف لوگوں سے بات چیت / گفتگو / مکالمہ کرنے کے قابل ہو گئے ہیں۔

جائزہ / جانچ: 5 منٹ



1. دو طلبہ کو جماعت کے سامنے کھڑا کریں۔
2. گاہک اور پھل فروش کے کردار دے کر ان سے مکالمہ کروائیں۔
3. تین سے چار منٹ میں مکالمہ پیش کروائیں۔

مشق: 2 منٹ



طلبہ سے کہیں کہ کسی بھی موضوع پر باپ اور بیٹے یا ماں اور بیٹی کے درمیان مکالمہ لکھ کر لائیں اور جماعت میں پیش کریں۔
 ہدایات برائے مخلوط کمرہ جماعت:
 دی گئی سرگرمیوں میں جماعت چہارم اور پنجم کے طلبہ کو ساتھ بٹھا کر بھی کروائی جاسکتی ہیں۔

متن میں شامل نئے الفاظ کو اپنے جملوں میں استعمال کرنا

سبق نمبر
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طلبہ کے حاصلاتِ تعلم



- متن میں شامل نئے الفاظ کو اپنے جملوں میں استعمال کر سکیں۔

معلومات برائے اساتذہ

- طلبہ کو روزانہ ایک نیا لفظ سکھائیں اور اس کے معانی سے آگاہ کر کے جملے بنانے کا کہیں۔ یہ الفاظ لکھ کر کمرہ جماعت میں آویزاں کریں تاکہ طلبہ اسے بار بار دیکھ کر یاد رکھ سکیں۔
- دُرست جملے بنانے پر طلبہ کی معاونت کریں تاکہ وہ با معنی اور دُرست جملے بنا سکیں۔
- پہلے زبانی جملے بنوائیں پھر انھیں لکھنے کا کہیں۔

دورانیہ: 35 منٹ/ایک پیریڈ



وسائل/اذرائع



درسی کتاب برائے جماعت سوّم، تختہ تحریر، مارکر/چاک، ڈسٹر/جھاڑن وغیرہ

تعارف: 5 منٹ



- اُستاد/اُستانی لفظ ”مفید“ کا جملہ بنا کر تختہ تحریر پر لکھیں۔
- اب دو طلبہ سے اسی لفظ کے مزید جملے بنانے کا کہے۔

تصور کی پختگی: 20 منٹ



سرگرمی نمبر: 1

- طلبہ کے جوڑے بنائیں۔
- طلبہ سے درسی کتاب کے صفحہ نمبر ۳۹، سوال نمبر ۱۰ پر دیا ہوا اقتباس پڑھوائیں۔
- اقتباس میں موجود درج ذیل الفاظ تختہ تحریر پر لکھیں۔

دریغ	قربانی	حفاظت	پُرکشش	ہمت
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- طلبہ کو الفاظ سے دُرست جملے بنانے کا کہیں۔
- اُستاد/اُستانی طلبہ کی نگرانی کرے اور بہ وقت ضرورت رہ نمائی کرے۔

سرگرمی نمبر: 2

- کچھ جوڑوں کو جماعت کے سامنے آکر جملے سنانے کا کہیں۔

2. تلفظ اور ادائیگی پر خاص توجہ دیں۔
3. اچھی پیش کش پر طلبہ کی حوصلہ افزائی کریں۔
4. جملوں کو تختہ تحریر پر لکھیں۔
5. آخر میں تمام طلبہ سے جملے لکھوائیں۔

نتیجہ/خلاصہ: 3 منٹ



طلبہ متن میں شامل نئے الفاظ کو جملوں میں استعمال کرنے کے قابل ہو گئے ہیں۔

جائزہ/جانیچ: 5 منٹ



- چند طلبہ کو جدول میں دیے گئے الفاظ میں سے ایک لفظ کا جملہ بنانے اور جماعت کے سامنے آکر سنانے کا کہیں۔

پیشہ	بہادری	مقابلہ
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- ان طلبہ کو موقع دیں جو پہلے جماعت کے سامنے نہیں آئے۔
- اچھی پیش کش پر طلبہ کو شاباش دیں۔

مشق: 2 منٹ



دیے گئے الفاظ کے جملے بنائیں اور اپنے ساتھی کو سنائیں۔

- وطن
- خاطر
- شعبہ
- بنیادی

ہدایات برائے مخلوط کمرہ جماعت:

دی گئی سرگرمیاں جماعت چہارم اور پنجم کے طلبہ کو ساتھ بٹھا کر بھی کروائی جاسکتی ہیں۔

نوٹس



3

اسم معرفہ اور اسم نکرہ کی پہچان کر کے بنانا

طلبہ کے حاصلاتِ تعلم



- اسم معرفہ اور اسم نکرہ کی پہچان کر کے بتائیں۔

معلومات برائے اساتذہ

- اسم معرفہ کی تعریف: کسی چیز، شخص یا جگہ کے خاص نام کو اسم معرفہ کہتے ہیں۔ جیسے: اسلام آباد، ڈاکٹر عبد القدیر خان اور بانگ درا وغیرہ
- اسم نکرہ کی تعریف: کسی چیز، شخص یا جگہ کے عام نام کو اسم نکرہ کہتے ہیں۔ مثلاً شہر، سائنس دان، کتاب وغیرہ
- اسم معرفہ کو اسم خاص اور اسم نکرہ کو اسم عام بھی کہتے ہیں۔
- طلبہ کو مثالوں کی مدد سے اسم معرفہ اور اسم نکرہ کی پہچان کی خوب مشق کروائیں۔

دورانیہ: 35 منٹ/ایک پیریڈ



وسائل/اذرائع



درسی کتاب برائے جماعت سوم، تختہ تحریر، مارکر/چاک، ڈسٹر/جھاڑن وغیرہ

تعارف: 5 منٹ



- جدول میں دیے گئے الفاظ تختہ تحریر پر لکھیں۔

کھیلنا	کا	پھول	اوپر
مکملہ جواب: ”پھول“			

- طلبہ سے ان الفاظ میں سے اسم کی نشان دہی کروائیں۔
- اگر طلبہ جواب نہ دے سکیں تو مناسب رہ نمائی کریں۔
- طلبہ کو بتائیں کہ آج ہم اسم کی اہم اقسام اسم نکرہ (اسم عام) اور اسم معرفہ (اسم خاص) کے بارے میں پڑھیں گے۔

تصور کی پختگی: 30 منٹ



سرگرمی نمبر: 1

- سرگرمی سے پہلے لفظ ”لڑکا“ اور ”راشد“ تختہ تحریر لکھیں اور وضاحت کریں کہ لڑکا عام شخص کے لیے استعمال ہوتا ہے جب کہ راشد ایک خاص لڑکے کا نام ہے۔ اس لیے لڑکا اسم نکرہ اور راشد اسم معرفہ ہے۔

2. طلبہ کے دو گروپ بنائیں۔
3. دیے گئے جملے تختہ تحریر پر لکھیں۔
 - اسلام آباد خوب صورت شہر ہے۔
 - گلاب کا پھول مجھے بہت پسند ہے۔
 - کریلا ایک سبزی ہے۔
 - آم ایک میٹھا پھل ہے۔
 - عالیہ کو سُرخ رنگ پسند ہے۔

اسم نکرہ	اسم معرفہ

4. طلبہ سے کہیں کہ وہ ان جملوں کو غور سے پڑھ کر ان میں اسم نکرہ اور اسم معرفہ کی نشان دہی کریں۔
5. گروپ 'الف' اسم نکرہ جب کہ گروپ 'ب' اسم معرفہ تلاش کر کے متعلقہ خانوں میں لکھیں۔

اسم نکرہ	اسم معرفہ

7. طلبہ کو یہ سرگرمی مکمل کرنے کے لیے دس منٹ کا وقت دیں۔
8. طلبہ سے کہیں کہ اسم معرفہ اور اسم نکرہ کی نشان دہی کر کے اپنی کاپیوں پر لکھیں۔

سرگرمی نمبر 2:

1. طلبہ کے گروپوں کو برقرار رکھیں۔
2. تختہ تحریر پر درج ذیل الفاظ لکھیں۔
 - دریائے کابل، استانی، مردان، پھل، سبزی، خیبر پختون خوا، عورت، کرنل شیر خان
 - باغ، قصہ خوانی، بازار، کریلا
3. طلبہ سے کہیں کہ دیے گئے الفاظ میں سے اسم معرفہ اور اسم نکرہ الگ کر کے متعلقہ خانوں میں لکھیں۔
4. اب گروپ 'الف' والے اسم معرفہ جب کہ گروپ 'ب' والے اسم نکرہ تلاش کر کے لکھیں۔
5. زیادہ سے زیادہ طلبہ کی شرکت کو یقینی بنائیں۔
6. طلبہ سے کہیں کہ وہ اسم نکرہ اور اسم معرفہ متعلقہ خانوں میں لکھنے کے بعد اپنی کاپیوں پر لکھیں۔



درج بالا سرگرمیوں کی تکمیل کے بعد طلبہ اسم نکرہ اور اسم معرفہ کی پہچان کر کے بتا سکتے ہیں۔



1. طلبہ سے کہیں کہ وہ دی گئی مثال کے مطابق درج ذیل اسم نکرہ کے لیے مناسب اسم معرفہ بتائیں۔

مثال	اسم نکرہ	اسم معرفہ
	پھول	گلاب
	جانور	_____
	سبزی	_____



تمام طلبہ گھر سے درسی کتاب میں سے پانچ اسم نکرہ اور پانچ اسم معرفہ تلاش کر کے لکھیں اور اگلے دن کمرہ جماعت میں ساتھ لے آئیں۔ مخلوط کمرہ جماعت: دی گئی سرگرمیاں جماعت چہارم کے طلبہ کو ساتھ بٹھا کر بھی کروائی جاسکتی ہیں۔

نوٹس

معنی کے لحاظ متضاد الفاظ کو سمجھ کر بولنا / لکھنا

طلبہ کے حاصلاتِ تعلم



- معنی کے لحاظ سے متضاد الفاظ کو سمجھ کر بول / لکھ سکیں۔

معلومات برائے اساتذہ

- متضاد کے معنی ہیں، مخالف ہونا، جیسے: بُرا، بھلایا نیک، بد وغیرہ۔
- بعض الفاظ معنی کے لحاظ سے ایک دوسرے کے اُلٹ یا ایک دوسرے کی ضد ہوتے ہیں۔ انھیں ”متضاد“ الفاظ کہتے ہیں۔ جیسے: ”خزاں“ کا اُلٹ ”بہار“ اور ”خوب صورت“ کا اُلٹ ”بد صورت“ وغیرہ۔

دورانیہ: 35 منٹ / ایک پیریڈ



وسائل / ذرائع



درسی کتاب برائے جماعت سوم، تختہ سیاہ، چاک / مارکر، جھاڑن / ڈسٹر، تصویری کارڈ وغیرہ

تعارف: 5 منٹ



- جدول میں دیے گئے جملے تختہ تحریر پر لکھیں۔

انسان نہ زیادہ گرمی برداشت کر سکتا ہے، نہ زیادہ سردی۔

آزادی اور غلامی کی زندگی میں بہت بڑا فرق ہے۔

- طلبہ سے کہیں کہ وہ ان جملوں میں متضاد الفاظ تلاش کریں۔

- اگر طلبہ جواب نہ دے سکیں تو مناسب رہ نمائی کریں۔

تصور کی پختگی: 20 منٹ



سرگرمی نمبر: 1

- دیے گئے جملے تختہ تحریر پر لکھیں۔
 - اکثر کارخانے دن رات چلتے رہتے ہیں۔
 - کام یابی اور ناکامی کا دارو مدار انسانی محنت پر ہے۔
 - قطار میں اول سے آخر تک لڑکے ہیں۔
 - نفع و نقصان اللہ کے ہاتھ میں ہے۔
 - انسان ہو یا حیوان سب گرمی سے متاثر ہوتے ہیں۔

2. طلبہ کو دو گروپوں میں تقسیم کریں اور ان سے جملوں میں الفاظ متضاد کی نشان دہی کروائیں۔
3. اساتذہ لفظ کی نشان دہی کریں۔ پھر دونوں گروپوں سے اُس لفظ کا متضاد پوچھیں۔
4. جوابات تختہ تحریر پر لکھیں۔ جیسے:

الفاظ	متضاد	الفاظ	متضاد
دن	رات	نفع	نقصان
کامیابی	نا کامی	انسان	حیوان

سرگرمی نمبر ۲:

1. گروپ برقرار رکھیں۔
2. تختہ تحریر پر دیے گئے الفاظ لکھیں۔

صبح۔ پیار۔ بہار۔ بوڑھا۔ اوپر۔ آگے

3. گروپ 'الف' کے کسی طالب علم / طالبہ سے کہیں کہ وہ ان الفاظ میں سے کوئی ایک لفظ بولے۔
4. دوسرے گروپ میں سے ایک طالب علم / طالبہ سے اُس کا متضاد بتانے کا کہیں۔
5. اب دوسرے گروپ کا کوئی اور طالب علم / طالبہ لفظ بولے اور پہلے گروپ کا کوئی طالب علم / طالبہ اُس کا متضاد بتائے۔
6. تمام الفاظ کے لیے یہ سرگرمی دہرائیں۔ دورانِ تدریس تمام طلبہ کی شمولیت یقینی بنائیں۔
7. گروپوں کے جواب تختہ تحریر پر لکھیں۔

لفظ	متضاد	لفظ	متضاد
صبح	شام	پیار	تندرست
بہار	خزاں	بوڑھا	جوان
اوپر	نیچے	آگے	پچھے

نتیجہ / خلاصہ: 3 منٹ



درج بالا سرگرمیوں کے نتیجے میں طلبہ الفاظ کے متضاد بنانے کے قابل ہو گئے ہیں۔

جائزہ / جانچ: 5 منٹ



1. دیے گئے الفاظ کے تصویری کارڈ تیار کریں۔

آسمان	دھوپ	چھوٹا
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2. چند طلبہ کو باری باری کارڈ دکھا کر لفظ پڑھنے کا کہیں۔
3. لفظ پڑھنے کے بعد طلبہ سے اس کا متضاد بھی پوچھیں۔
4. بہ وقت ضرورت مناسب رہ نمائی اور حوصلہ افزائی کریں۔

مشق: 2 منٹ



طلبہ درسی کتاب کے صفحہ ۳۹ پر سوال نمبر ۹ کے تحت دیے گئے جملوں میں خط کشیدہ الفاظ کے متضاد لکھ کر جملے مکمل کریں۔
ہدایات برائے مخلوط کمرہ جماعت
دی گئی سرگرمیاں جماعت دُوم اور جماعت چہارم کے طلبہ کو ساتھ بٹھا کر بھی کروائی جاسکتی ہیں۔

گروہی کاموں میں شمولیت اختیار کرنا اور مجوزہ ذمہ داری بہتر انداز میں ادا کرنا

سبق نمبر
35

طلبہ کے حاصلاتِ تعلم



- گروہی کاموں میں شمولیت اختیار کر سکیں اور مجوزہ ذمہ داری بہتر انداز میں ادا کر سکیں۔

معلومات برائے اساتذہ

- گروپ میں کام کرنے سے طلبہ کو مل جل کر کام کرنے کی ترغیب ملتی ہے، جس سے ان پر اجتماعی اور گروہی کاموں کی اہمیت واضح ہوتی ہے۔
- طلبہ میں قائدانہ صلاحیتیں بیدار ہوتی ہیں، نیز طلبہ دستیاب وسائل کو بہتر انداز سے استعمال کر سکتے ہیں۔
- ہر طالب علم/طالبہ اپنی ذمہ داری بہتر انداز میں ادا کرنے کی تربیت حاصل کرتا ہے۔ نیز اُستاد/اُستانی بڑی تعداد والی جماعت کو گروپ کی صورت میں آسانی سے سکھا سکتا ہے۔

دورانیہ: 35 منٹ/ایک پیریڈ



وسائل/اذرائع



درسی کتاب برائے جماعت سوم، تختہ تحریر، مارکر/چاک، ڈسٹر/جھاڑن، چارٹ وغیرہ

تعارف: 5 منٹ



1. گروپ میں کام کرنے سے کام بہتر ہوتا ہے کیوں کہ اتفاق میں برکت ہے۔
- طلبہ کو جدول میں دی گئی کہانی سنائیں۔

اتفاق میں برکت ہے

کسی جنگل میں کبوتروں کا ایک گروہ رہتا تھا۔ وہ صبح سویرے دانے کی تلاش میں اکٹھے جاتے اور شام کو اکٹھے واپس آتے۔ ایک دن ایک شکاری جنگل کی طرف آ نکلا۔ اس نے جب کبوتروں کی کو ایک جگہ دیکھا تو بہت خوش ہوا۔ شکاری نے درختوں کے نیچے بہت سا دانہ بکھیرا اور جال بچھا دیا۔ کبوتر دانہ دیکھ کر اس جگہ جا پہنچے۔ جب وہ دانہ چگنے میں مصروف ہوئے تو شکاری نے جال کی رسی پھینچ ڈالی۔ اس طرح تمام کبوتر جال میں پھنس گئے۔ وہ بہت پریشان تھے۔ گروہ میں موجود ایک بوڑھے کبوتر نے کہا کہ اب ہمارے پاس بچنے کا ایک ہی راستہ ہے، وہ یہ کہ ہم اکٹھے اڑنا شروع کر دیں۔ سب نے بوڑھے کبوتر کی ہدایت پر عمل کیا اور جال سمیت اڑنے میں کامیاب ہو گئے۔ شکاری ان کے پیچھے بھاگا لیکن آخر تھک ہار کر بیٹھ گیا۔ کبوتر جال اڑا کر دریا کے کنارے لے گئے۔ وہاں ان کا دوست چوہا رہتا تھا۔ چوہے نے اپنے تیز دانتوں سے جال کتر دیا۔ اس طرح کبوتر آزاد ہو گئے۔



سرگرمی نمبر: 1

1. طلبہ کے تین گروپ بنائیں۔
2. ہر گروہ کا ایک قائد (Leader)، ایک پیش کار (Presenter) اور ایک وقت کا حساب رکھنے والا (Time Manager) مقرر کریں۔
3. گروپ میں چارٹ تقسیم کریں۔
4. پہلے گروپ کو 'کھیل کے میدان' کے بارے میں چند جملے لکھنے کا کہیں۔
5. دوسرے گروپ کو 'پھلوں' کے بارے میں چند جملے لکھنے کا کہیں۔
6. تیسرے گروپ کو 'پاکستان کے سیاسی مقامات' کے بارے میں جملے لکھنے کا کہیں۔
7. اُستاد/اُستانی ہر گروپ میں بیٹھ کر طلبہ کی رہ نمائی کرے۔ یہ سرگرمی مکمل کرنے کے لیے طلبہ کو دس منٹ کا وقت دیں۔
8. اُستاد/اُستانی کی رہ نمائی میں گروپ کا قائد تمام طلبہ کی شرکت یقینی بنائے۔

سرگرمی نمبر: 2

1. ہر گروپ کا پیش کار جماعت کے سامنے چارٹ آویزاں کرے اور لکھے گئے جملے سنائے۔
2. استاد/اُستانی بہ وقت ضرورت طلبہ کی اصلاح کرے۔
3. اچھی کارکردگی پر طلبہ کی حوصلہ افزائی کریں۔

نتیجہ/خلاصہ: 3 منٹ



طلبہ گروہی کاموں میں شمولیت اختیار کرنے اور مجوزہ ذمہ داری بہتر انداز میں ادا کرنے کے قابل ہو گئے ہیں۔

جائزہ/جانیچ: 5 منٹ



1. ہر گروپ سے پیش کار کے علاوہ ایک طالب علم/طالبہ کو اپنے گروپ کے لکھے گئے جملے جماعت کے سامنے آکر سنانے کا کہیں۔
2. اچھی پیش کش پر طلبہ کی حوصلہ افزائی کریں۔

مشق: 2 منٹ



گھر میں اپنے بہن بھائیوں کے ساتھ مل کر اپنے کمرے میں موجود بے ترتیب اشیاء کو ترتیب سے رکھیں۔

تصاویر دیکھ کر ان سے متعلق سوالات کے جوابات دینا

طلبہ کے حاصلاتِ تعلم



- تصاویر دیکھ کر ان سے متعلق سوالات کے جوابات دے سکیں۔

معلومات برائے اساتذہ

- استاد/اُستانی کمرِ جماعت میں تصاویر استعمال کریں۔ بہتر ہے کہ اپنے ماحول اور معاشرے سے متعلق تصاویر استعمال کریں اور طلبہ کو تصاویر کی تفہیم میں مدد دیں۔
- طلبہ سے تصاویر سے متعلق سوالات کریں۔ اگر وہ جواب نہ دے سکیں تو ان کی معاونت کریں۔ اس سلسلے میں تصویر کے متعلقہ حصے کی طرف توجہ دلائیں۔
- تصویر سمجھنے کے لیے دیکھنے کے ساتھ ساتھ تمام مشاہداتی صلاحیتیں؛ سوگھنے، چکھنے اور محسوس کرنے کی حس کو استعمال میں لائیں۔

دورانیہ: 35 منٹ/ایک پیریڈ



وسائلِ اذرائع



درسی کتاب برائے جماعت سوم، تختہ تحریر، مارکر/چاک، ڈسٹر/جھاڑن وغیرہ

تعارف: 5 منٹ



طلبہ سے کہیں کہ وہ کمرہ جماعت میں موجود اشیا کے بارے میں دو دو جملے لکھیں۔

تصور کی پختگی: 20 منٹ



سرگرمی نمبر: 1

1. طلبہ کے جوڑے بنائیں۔
2. طلبہ سے کہیں کہ وہ درسی کتاب کے صفحہ نمبر ۷۴ پر سوال ۶ کے تحت موجود تصویر کے بارے میں ایک دوسرے سے بات چیت کریں۔
3. تصویر کے بارے میں جدول میں دیے گئے سوالات طلبہ سے پوچھیں۔

سوالات

- حادثہ کیوں پیش آیا؟
- آپ کی خیال میں یہ حادثہ کس کی غلطی کی وجہ سے ہوا؟
- اس حادثے سے کیسے بچا جاسکتا تھا؟
- 4. جوابات کے لیے طلبہ کی تصویر کے متعلقہ حصے کی طرف توجہ دلائیں۔

1. جوڑوں کو برقرار رکھیں اور انھیں درسی کتاب کے صفحہ نمبر ۴۷ پر سوال ۶ کے تحت دی گئی تصاویر پر بات چیت کا کہیں۔
2. چند جوڑوں کو جماعت کے سامنے بلائیں اور ان سے تصاویر کے بارے میں سوال ۶ کے ذیل میں دیے گئے سوالات پوچھیں۔
3. بہ وقت ضرورت طلبہ کی اصلاح کریں۔
4. دُرست جوابات دینے پر طلبہ کی حوصلہ افزائی کریں۔

نتیجہ/خلاصہ: 3 منٹ



طلبہ تصاویر دیکھ کر ان سے متعلق سوالات کے جوابات دینے کے قابل ہو گئے ہیں۔

جائزہ/جانیچ: 5 منٹ



1. طلبہ سے درسی کتاب کے صفحہ ۵۷ پر سوال نمبر ۱۱ میں موجود تصاویر کے بارے میں جدول میں دیے گئے سوالات پوچھیں۔
 - صفحے کے دائیں طرف والی تصویر میں کون سا منظر دکھائی دے رہا ہے؟
 - صفحے کے بائیں طرف والی تصویر کو دیکھ کر آپ نے کیا محسوس کیا؟
2. دُرست جواب پر طلبہ کی حوصلہ افزائی کریں۔

مشق: 2 منٹ



طلبہ سے کہیں کہ درسی کتاب کے صفحہ ۴۴ پر موجود تصویر کے بارے میں اپنے بہن بھائیوں سے سوالات پوچھیں۔

نوٹس

اُردو میں لکھے ہوئے کسی بھی پیغام یا علامت کو سمجھ کر روانی سے پڑھنا

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طلبہ کے حاصلاتِ تعلم



- اُردو میں لکھے ہوئے کسی بھی پیغام یا علامت کو سمجھ کر روانی سے پڑھ سکیں۔

معلومات برائے اساتذہ

- اُردو میں لکھے ہوئے پیغامات یا علامات ابلاغ کے مؤثر ذرائع ہیں۔ ان پیغامات اور علامات کی مدد سے ہم معلومات حاصل کرتے ہیں۔
- استاد/استانی بینک، اسپتال، ڈاک خانہ وغیرہ کا فرضی منظر بنا کر یا ویڈیو دکھا کر طلبہ کو مختلف کرداروں کے ذریعے ان جگہوں پر لکھے گئے پیغامات/علامات سے روشناس کرائے اور طلبہ سے پیغامات/علامات کا مطلب اخذ کروائے۔
- اگر کسی جملے میں ایک سے زیادہ پیغامات ہوں تو طلبہ کو ٹھہر ٹھہر کر پڑھنے کا مشورہ دیں تاکہ وہ سمجھ کر عمل کر سکیں۔

دورانیہ: 35 منٹ/ایک پیریڈ



وسائل/ذرائع



درسی کتاب برائے جماعت سوّم، تختہ تحریر، مارکر/چاک، ڈسٹر/جھاڑن، پلے کارڈ وغیرہ

تعارف: 5 منٹ



1. طلبہ سے پوچھیں کہ کیا وہ کبھی بینک گئے ہیں؟
 2. جو طلبہ ہاں میں جواب دیں ان سے پوچھیں کہ وہاں انھوں نے کون سے پیغامات پڑھے ہیں؟ استاد/استانی بہ طور مثال یہ کارڈ دکھا کر معلومات اخذ کروانے کی کوشش کرے۔
- (اس کا مطلب ہے کہ موبائل فون کا استعمال منع ہے)

تصور کی پختگی: 20 منٹ








سرگرمی نمبر: 1

1. طلبہ کے دو گروپ بنائیں۔
2. کمرہ جماعت میں ایک فرضی ڈاک خانے کا منظر پیش کریں۔
3. گروپ 'الف' پلے کارڈ پر جدول نمبر 1 میں دیے گئے پیغامات لکھے۔

جدول نمبر 1
فیس ماسک پہنیں
اپنی باری کا انتظار کریں
رجسٹرڈ خطوط/پارسل

تمباکو نوشی منع ہے
خطوط یہاں ڈالیں
منی آرڈر
ٹکٹ یہاں سے خریدیں
بل جمع کروانے کی جگہ

4. گروپ کے طلبہ ان پیغامات کے بارے میں آپس بات چیت کریں۔
5. گروپ 'ب' کو چند نقشے دیں۔ ان سے جدول نمبر 2 میں دی گئی علامات پلے کارڈ پر بنانے کا کہیں۔

جدول نمبر 2	
	
	
	

6. طلبہ ان علامات کے بارے میں آپس میں بات چیت کریں۔
7. اُستاد/اُستانی طلبہ کی نگرانی اور رہ نمائی کرے۔

سرگرمی نمبر 2:

1. گروپ 'الف' کے طلبہ کو پیغامات جماعت کے سامنے پیش کرنے کا کہیں۔
2. استاد/اُستانی طلبہ سے ان کے بارے میں سوالات پوچھے۔
3. گروپ 'ب' کے طلبہ علامات جماعت کے سامنے پیش کریں۔
4. استاد/اُستانی ان سے علامات کے بارے میں سوالات پوچھے۔
5. دُرست جوابات پر طلبہ کی حوصلہ افزائی کریں۔

نتیجہ/خلاصہ: 3 منٹ



طلبہ ار دو میں لکھے ہوئے کسی بھی پیغام یا علامت کو سمجھ کر روانی کے پڑھنے کے قابل ہو گئے ہیں۔

جائزہ/جانچ: 5 منٹ



1. طلبہ سے جدول میں دیے گئے پیغامات اور علامات کے بارے میں سوالات پوچھیں۔
 - سوال: اس پیغام کا کیا مطلب ہے؟
 - سوال: اس علامت کا کیا مطلب ہے؟
2. دُرست جواب پر طلبہ کی حوصلہ افزائی کریں۔

مشق: 2 منٹ



اسکول سے گھر جاتے ہوئے راتے میں لکھے ہوئے پیغامات کو غور سے پڑھیں اور اگلے روز کرا جماعت میں اپنے ساتھیوں کو سنائیں۔

اپنے ہیڈ ماسٹر اور ہیڈ مسٹریس کے نام رخصت کی درخواست لکھنا

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طلبہ کے حاصلاتِ تعلم



- اپنے ہیڈ ماسٹر اور ہیڈ مسٹریس کے نام رخصت کی درخواست لکھ سکیں۔

معلومات برائے اساتذہ

- درخواست کی لغوی معنی التماس، گزارش اور آرزو کے ہیں۔ اصطلاح میں اس سے مراد کسی انفرادی/اجتماعی مسئلے کے حل کے لیے کسی افسر یا حاکم کے نام لکھی جانی والی تحریر ہے۔ درخواست کے پانچ حصے ہیں۔ آغاز، عنوان، آداب، متن، اختتام۔ جیسے: ہم ہیڈ ماسٹر صاحب یا ہیڈ مسٹریس صاحبہ کو درخواست لکھتے ہیں۔
- طلبہ کو اسکول سے متعلق ضروریات/مقاصد سے آگاہ کریں اور لکھنے کی مشق کروائیں تاکہ وہ اپنی ضرورت/مقصد بیان کرنے کے قابل ہو سکیں۔
- طلبہ کو اسکول سربراہ کو مخاطب کرنے اور اپنا مدعا بیان کرنے کا طریقہ سکھائیں۔

دورانیہ: 35 منٹ/ایک پیریڈ



وسائل/ادراع



درسی کتاب برائے جماعت سووم، تختہ تحریر، مارکر/چاک، ڈسٹر/جھاڑن، چارٹ وغیرہ

تعارف: 5 منٹ



طلبہ سے پوچھیں کہ:

- آپ کو اسکول سے چھٹی لینا ہو تو کیا کرتے ہیں؟
- آپ چھٹی کی درخواست کس کے نام لکھتے ہیں؟
- پھر طلبہ کو بتائیں کہ آج ہم اسکول سے رخصت کی درخواست لکھیں گے۔

تصور کی پختگی: 20 منٹ



سرگرمی نمبر: 1

1. استاد/اُستانی چارٹ یا تختہ تحریر کے ذریعے رخصت کی درخواست لکھنا سکھائے۔
2. طلبہ کو درخواست کا نمونہ سمجھائیں۔
3. طلبہ سے درخواست اپنی کاپیوں پر لکھنے کا کہیں۔

سرگرمی نمبر: 2

1. طلبہ کے جوڑے بنائیں۔

2. آدھے جوڑوں کو بیماری کی وجہ سے رخصت کی درخواست لکھنے کا کہیں۔
3. باقی طلبہ کو ضروری کام کی وجہ سے رخصت کی درخواست لکھنے کا کہیں۔
4. درخواست کا متن مختلف جوڑوں کا مختلف ہونا چاہیے۔
5. استاد/استانی طلبہ کی نگرانی و رہ نمائی کریں۔
6. چند جوڑوں کو جماعت کے سامنے درخواست پیش کرنے کا کہیں۔
7. دُرست پیش کش پر طلبہ کی حوصلہ افزائی کریں۔

بخدمت جناب ہیڈ مسٹریس صاحبہ گورنمنٹ پرائمری اسکول پشاور

جناب عالی!

مؤدبانہ گزارش ہے کہ مجھے کل اپنی امی جان کے ہمراہ ماموں کے گھر جانا ہے۔ جس وجہ سے اسکول میں حاضر ہونے سے قاصر ہوں۔ اس لیے مجھے ایک دن کی چھٹی عنایت فرمائیں۔

شکریہ

آپ کی تابع فرمان

سندس

رول نمبر ۵

جماعت سوم

مورخہ: یکم جون 2021ء

نتیجہ/خلاصہ: 3 منٹ



طلبہ اپنے ہیڈ ماسٹر/ہیڈ مسٹریس کے نام رخصت کی درخواست لکھنے کے قابل ہو گئے ہیں۔

جائزہ/جانبیج: 5 منٹ



1. دو جوڑوں کے طلبہ کو ایک دوسرے کی درخواست جماعت کے سامنے آکر سنانے کا کہیں۔
2. دُرست پیش کش پر طلبہ کو شاباش دیں۔

مشق: 2 منٹ



طلبہ سے کہیں کہ گھر سے ضروری کام یا بیماری کی وجہ سے رخصت کی درخواست اپنی کاپی پر لکھ کر لائیں۔

نوٹس

تحریر میں عددی ترتیب (ایک تا دس) دُرست استعمال کرنا

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طلبہ کے حاصلاتِ تعلم



تحریر میں عددی ترتیب (ایک تا دس) دُرست استعمال کر سکیں۔

معلومات برائے اساتذہ

- استاد/استانی طلبہ کے سامنے عددی ترتیب اور اس کا استعمال مثالوں کے ذریعے واضح کرے۔
- عددی ترتیب طلبہ کو صرف ریاضی میں ہی نہیں بل کہ دوسرے مضامین میں بھی کئی جگہ استعمال کرنے کی ضرورت پڑتی ہے۔ اس کے صحیح استعمال سے طلبہ ترتیب میں رکھی ہوئی چیزوں کی شناخت کر سکتے ہیں اور ان کو تحریری صورت میں لانے میں آسانی رہتی ہے۔
- عددی ترتیب کی مدد سے ہفتے میں دنوں، مہینے میں دنوں اور ہفتوں اور سال میں مہینوں کی ترتیب کا بھی پتا چلتا ہے۔
- جیسے: ”منگل ہفتے کا دوسرا دن ہے“۔ ”مارچ کا تیسرا ہفتہ“، ”مئی سال کا پانچواں مہینہ ہے“ وغیرہ

دورانیہ: 35 منٹ/ایک پیریڈ



وسائل/اذرائع



درسی کتاب برائے جماعت سوّم، تختہ تحریر، مارکر/چاک، ڈسٹر/جھاڑن، تصویری چارٹ نوٹ: اگر تصویری چارٹ موجود نہ ہو تو استاد/استانی چارٹ پیپر پر تصاویر بنا کر لائے۔

تعارف: 5 منٹ



1. طلبہ سے دیے گئے سوالات کے جوابات اخذ کروائیں۔
 - آج کون سا دن ہے؟
 - ہفتے کا پہلا دن کون سا ہوتا ہے؟
2. طلبہ سے کہیں کہ ہم نے ایک سے دس تک گنتی اُرڈ و ہندسوں میں پڑھی ہے، آج ہم عددی ترتیب (ایک تا دس) کا دُرست استعمال سیکھیں گے۔

تصور کی پختگی: 20 منٹ



سرگرمی نمبر: 1

1. تختہ تحریر پر عددی ترتیب ایک تا دس ہندسوں اور عددی ترتیب کے ساتھ لکھیں۔






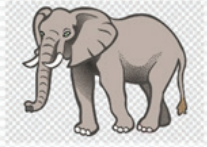




عددی ترتیب	ہندسے	عددی ترتیب	ہندسے
چھٹا/چھٹی/چھٹے	۶	پہلا/پہلی/پہلے	۱
ساتواں/ساتویں/ساتویں	۷	دوسرا/دوسری/دوسرے	۲
آٹھواں/آٹھویں/آٹھویں	۸	تیسرا/تیسری/تیسرے	۳
نواں/نویں/نویں	۹	چوتھا/چوتھی/چوتھے	۴
دسواں/دسویں/دسویں	۱۰	پانچواں/پانچویں/پانچویں	۵

جماعت سوّم

2. طلبہ سے عددی ترتیب پڑھنے کا کہیں۔
3. طلبہ سے کہیں کہ عددی کو اپنی کاپیوں پر لکھیں۔
4. اس بات کی تسلی کر لیں کہ تمام طلبہ نے عددی ترتیب کاپیوں پر لکھ لی ہے۔

سرگرمی نمبر 2

1. طلبہ کے دو گروپ بنائیں۔
2. دونوں گروپوں کو تصاویر اور جملوں والے چارٹ فراہم کریں۔
3. ہر گروپ دیے گئے جملے مشاورت سے مکمل کرے۔
4. اُستاد/اُستانی دونوں گروپوں میں وقتاً فوقتاً بیٹھ کر طلبہ کی رہ نمائی کرے۔

۵	۴	۳	۲	۱
				
۱۰	۹	۸	۷	۶
				

- مرغ _____ نمبر پر ہے۔
- چوزہ _____ نمبر پر ہے۔
- ہاتھی _____ نمبر پر ہے۔
- بکری _____ نمبر پر ہے۔
- بندر _____ نمبر پر ہے۔
- شیر _____ نمبر پر ہے۔
- گھوڑا _____ نمبر پر ہے۔
- خرگوش _____ نمبر پر ہے۔
- چڑیا _____ نمبر پر ہے۔
- بلی _____ نمبر پر ہے۔

نتیجہ/خلاصہ: 3 منٹ



طلبہ عددی ترتیب (ایک تا دس) کا صحیح استعمال کر سکتے ہیں۔

جائزہ/جانچ: 5 منٹ



1. دیے گئے جملے تختہ تحریر پر لکھیں۔
 - نظم نعت درسی کتاب کے _____ صفحے پر ہے۔
 - کرکٹ میں ارسلان کی باری _____ نمبر پر آئے گی۔
2. دو سے تین طلبہ سے جملے مکمل کروائیں۔
3. جملے صحیح مکمل کرنے پر طلبہ کی حوصلہ افزائی کریں۔

مشق: 2 منٹ



طلبہ سے کہیں گھر سے اپنی کاپی پر عددی ترتیب (ایک تا دس) کو اپنے جملوں میں استعمال کر کے لائیں۔

فعلِ حال اور فعلِ مستقبل کی پہچان کرنا اور فعلِ ماضی کے جملوں کو فعلِ حال اور فعلِ مستقبل میں تبدیل کرنا

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طلبہ کے حاصلاتِ تعلم



- فعلِ حال کی پہچان کر سکیں اور فعلِ ماضی کے جملوں کو فعلِ حال میں تبدیل کر سکیں۔
- فعلِ مستقبل کو پہچان سکیں۔ نیز جملوں کو فعلِ مستقبل میں تبدیل کر سکیں۔

معلومات برائے اساتذہ

- وہ فعل جس میں کسی کام کا کرنا یا ہونا موجودہ زمانے میں پایا جائے ”فعلِ حال“ کہلاتا ہے۔ جیسے: اکرم نماز پڑھتا ہے۔
- سائرہ اسکول جاتی ہے۔ وغیرہ
- وہ فعل جس میں کسی کام کے کرنے یا ہونے کی توقع آنے والے زمانے میں ظاہر ہو ”فعلِ مستقبل“ کہلاتا ہے۔ جیسے: ہم مضمون لکھیں گے۔ وہ اسکول جائے گی۔ وغیرہ
- طلبہ سے فعلِ ماضی کے جملوں کو فعلِ حال میں اور فعلِ ماضی اور فعلِ حال کے جملوں کو فعلِ مستقبل میں تبدیل کروانے کی خوب مشق کروائیں۔

دورانیہ: 35 منٹ / ایک پیریڈ



وسائل / ذرائع



درسی کتاب برائے جماعتِ سوّم، تختہ تحریر، مارکر / چاک، ڈسٹر / جھاڑن وغیرہ

تعارف: 5 منٹ



- جدول میں دیے گئے جملے تختہ تحریر پر لکھیں۔

مداری کرتب دکھاتا ہے۔
ہم نیا مکان بنائیں گے۔
عائشہ مضمون پڑھے گی۔
ہم دن میں پانچ مرتبہ نماز پڑھتے ہیں۔

- طلبہ سے کہیں کہ وہ ان جملوں میں فعلِ حال اور فعلِ مستقبل کی پہچان کر کے نشان دہی کریں۔
- اگر طلبہ جواب نہ دے سکیں تو مناسب رہ نمائی کریں۔

تصور کی چٹنگی: 20 منٹ



سرگرمی نمبر: 1

1. طلبہ کے جوڑے بنائیں۔

2. جدول میں دیے گئے جملے تختہ تحریر پر لکھیں۔

فعل ماضی	فعل حال
مالی نے پودا لگایا۔	مالی پودا لگا رہا ہے۔
نعیم نے کھانا کھایا۔	-----
فاطمہ نے کہانی لکھی۔	-----
فوٹو گرافر نے تصویر بنائی۔	-----
ہم نے میلے کی سیر کی۔	-----
سائرہ نے سال گرہ منائی۔	-----

3. طلبہ سے کہیں کہ وہ دی گئی مثال کے مطابق فعل ماضی کے جملوں کو فعل حال میں تبدیل کر کے لکھیں۔

سرگرمی نمبر 2

1. طلبہ کے جوڑے برقرار رکھیں۔

2. جدول میں دیے گئے جملے تختہ تحریر پر لکھیں۔

جملے	فعل مستقبل
طلبہ مری کے سیر کو گئے۔	-----
سورج مغرب میں غروب ہوتا ہے	-----
بچوں نے پودے لگائے۔	-----
استاد طلبہ سے سوالات پوچھتا ہے۔	-----
لڑکیاں قومی ترانہ پیش کرتی ہیں۔	-----
استانی نے گھر کا کام دے دیا۔	-----

3. طلبہ سے کہیں کہ وہ دیے گئے جملوں کو فعل مستقبل میں تبدیل کریں۔

4. طلبہ کی حوصلہ افزائی کریں اور بہ وقت ضرورت مناسب رہ نمائی کریں۔

5. طلبہ سے کہیں کہ وہ یہ جملے اپنی کاپیوں پر لکھیں۔

نتیجہ/خلاصہ: 3 منٹ



درج بالا سرگرمیوں کی تکمیل کے بعد طلبہ اس قابل ہو گئے ہیں کہ وہ فعل حال اور فعل مستقبل کی پہچان کر سکتے ہیں اور فعل ماضی کو فعل حال اور فعل ماضی اور فعل حال کو فعل مستقبل میں تبدیل کر سکتے ہیں۔

جائزہ/جانبی: 5 منٹ



- تختہ تحریر پر درج ذیل جملہ لکھیں: ہم نے چشمے کا پانی پیا۔
- چند طلبہ سے کہیں کہ وہ یہ جملہ فعل حال اور فعل مستقبل میں تبدیل کر کے لکھیں۔

مشق: 2 منٹ



تمام طلبہ گھر سے فعل ماضی کے کوئی سے دو جملے فعل حال میں تبدیل کر کے لکھیں۔ نیز فعل ماضی اور فعل حال کا ایک ایک جملہ فعل مستقبل میں تبدیل کر کے اپنی کاپیوں پر لکھیں۔

ایک سے بیس تک گنتی اُردو ہندسوں اور اور لفظوں میں لکھنا

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طلبہ کے حاصلاتِ تعلم



- ایک سے بیس تک گنتی اُردو ہندسوں اور لفظوں میں لکھ سکیں۔

معلومات برائے اساتذہ

- گنتی ہندسوں اور لفظوں میں سیکھنا علم ریاضی کی بنیادی مہارت ہے۔
- ایک سے سو تک گنتی ہندسوں اور لفظوں میں لکھ کر سیکھنا بہت ضروری ہے۔
- روزمرہ زندگی میں ہم لین دین اور خرید و فروخت میں بھی ہندسوں کا استعمال کرتے ہیں۔ جس سے طلبہ کو گنتی کی ہندسوں اور لفظوں میں پہچان اور لکھنے کا علم بہت اہم ہے۔
- حساب کتاب اور علم ریاضی میں بھی ہندسوں کی اپنی اہمیت ہے۔ اس لیے طلبہ سے گنتی کو ہندسوں اور لفظوں میں لکھنے کی بار بار مشق کروائیں۔

دورانیہ: 35 منٹ/ایک پیریڈ



وسائل/ذرائع



درسی کتاب برائے جماعت سوّم، تختہ تحریر، مارکر/چاک، ڈسٹر/جھاڑن، وغیرہ

تعارف: 5 منٹ



- پچھلی جماعت میں ہم ایک سے دس تک گنتی اُردو ہندسوں اور لفظوں میں لکھنا سیکھ چکے ہیں۔
- آج ہم ایک سے بیس تک گنتی اُردو ہندسوں اور لفظوں میں لکھنا سیکھیں گے۔

تصور کی پختگی: 20 منٹ



سرگرمی نمبر: 1

1. تختہ تحریر پر ایک سے بیس تک گنتی اُردو ہندسوں اور لفظوں میں لکھیں۔
2. طلبہ سے کہیں کہ تختہ تحریر پر لکھی گنتی پڑھیں۔
3. طلبہ سے کہیں کہ گنتی کو اپنے کاپیوں پر لکھیں۔
4. سرگرمی کے لیے طلبہ کو دس منٹ کا وقت دیں۔
5. اساتذہ گنتی لکھنے میں طلبہ کی مناسب رہ نمائی کریں۔

ہندسوں میں	لفظوں میں	ہندسوں میں	لفظوں میں
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گیارہ	۱۱	ایک	۱
بارہ	۱۲	دو	۲
تیرہ	۱۳	تین	۳
چودہ	۱۴	چار	۴
پندرہ	۱۵	پانچ	۵
سولہ	۱۶	چھ	۶
سترہ	۱۷	سات	۷
اٹھارہ	۱۸	آٹھ	۸
انیس	۱۹	نو	۹
بیس	۲۰	دس	۱۰

سرگرمی نمبر 2:

1. استاد/استانی تختہ تحریر پر جدول میں دیے گئے جملے تحریر کریں۔

- گا جر 18 روپے فی کلو ہے۔
- 12 میں 8 جمع کریں تو جواب 20 آتا ہے۔
- میں نے 14 پرانے سکے جمع کر لیے ہیں۔
- 15 صفحات پڑھ لیے ہیں۔
- میری کتاب میں کل 19 صفحات ہیں۔

2. طلبہ سے کہیں کہ تحریر کردہ جملوں میں انگریزی ہندسوں کی جگہ اُردو ہندسے لکھیں۔

3. استاد/استانی اُردو ہندسے لکھنے میں طلبہ کی رہ نمائی کریں۔

4. دُرست لکھنے پر طلبہ کی حوصلہ افزائی کریں۔

نتیجہ/خلاصہ: 3 منٹ



طلبہ ایک سے بیس تک گنتی اُردو ہندسوں اور لفظوں میں لکھنے کے قابل ہو گئے ہیں۔

جائزہ/جائزہ: 5 منٹ



- طلبہ سے جدول میں دیے گئے انگریزی ہندسے اُردو ہندسوں اور لفظوں میں لکھو انہیں۔
- دُرست لکھنے پر طلبہ کی حوصلہ افزائی کریں۔

لفظوں میں	اُردو ہندسوں میں	انگریزی میں
		7
		11
		15
		17
		10

مشق: 2 منٹ



طلبہ سے کہیں کہ ایک سے بیس تک اُردو گنتی اُردو ہندسوں اور لفظوں میں اپنے کاپیوں پر لکھ کر لائیں۔

بجلی اور پانی کے دُرست استعمال سے آگاہ ہونا

طلبہ کے حاصلاتِ تعلم



- روزمرہ زندگی میں بجلی اور پانی کے دُرست استعمال سے آگاہی حاصل کر سکیں۔

معلومات برائے اساتذہ

- طلبہ کو تربیت دیں کہ وہ بجلی اور پانی کو ضائع نہ کریں اور یہ اسی وقت ممکن ہے جب اساتذہ خود عملی نمونہ پیش کریں۔ جیسے: تفریح کے اوقات میں بلب اور پنکھا بند کر کے کمرہ جماعت سے باہر جائیں۔ پینے کے لیے ضرورت کے مطابق پانی گلاس میں ڈالیں، تاکہ پانی ضائع نہ ہو۔ ہاتھ دھوتے ہوئے پانی کا ناکا کھلا نہ چھوڑیں۔
- بجلی اور پانی کے مؤثر استعمال سے آگاہ کریں۔
- اُستاد/اُستانی بجلی اور پانی کے صحیح استعمال کی روزانہ مشق کروائے تاکہ طلبہ روزمرہ زندگی میں ان کا صحیح استعمال سیکھ سکیں۔

دورانیہ: 35 منٹ/ایک پیریڈ



وسائل/ادرائع



درسی کتاب برائے جماعت سوّم، تختہ تحریر، مارکر/چاک، ڈسٹر/جھاڑن، چارٹ وغیرہ

تعارف: 5 منٹ



1. طلبہ سے کہیں کہ گھر میں روزمرہ استعمال ہونے والی چیزوں کے نام بتائیں۔
 - بجلی، پانی، ایندھن/گیس، آٹا، چینی، سبزی وغیرہ
2. طلبہ کی طرف سے چیزوں کی فہرست آنے کے بعد استاد/استانی طلبہ سے کہیں کہ آج ہم بجلی اور پانی کے دُرست استعمال سے آگاہی حاصل کریں گے۔

تصور کی پختگی: 20 منٹ



سرگرمی نمبر: 1

1. طلبہ کے دو گروپ بنائیں۔
2. ہر گروپ میں چارٹ اور مارکر دیں۔
3. پہلے گروپ کو عنوان ”بجلی کے دُرست استعمالات“ لکھنے کا کہیں۔
4. دوسرے گروپ کو عنوان ”پانی کے دُرست استعمالات“ لکھنے کا کہیں۔
5. اُستاد/اُستانی دُرست استعمالات لکھنے کے لیے طلبہ کی مناسب رہ نمائی کریں۔

1. طلبہ کے گروپ برقرار رکھیں۔
2. طلبہ سے کہیں کہ اپنے گروپ کا لکھا ہوا چارٹ کمرہ جماعت میں آویزاں کریں۔
3. گروپ لیڈر منتخب کریں۔
4. پہلا گروپ لیڈر بجلی کے دُڑست استعمالات سے طلبہ کو آگاہ کرے۔
5. دوسرا گروپ لیڈر پانی کے دُڑست استعمالات سے طلبہ کو آگاہ کرے۔
6. اُستاد/اُستانی طلبہ کو ہدایات دیں کہ بجلی اور پانی کے دُڑست استعمال کو اپنے روزمرہ زندگی میں عملی طور پر اپنائیں۔

نتیجہ/خلاصہ: 3 منٹ



طلبہ روزمرہ زندگی میں بجلی اور پانی کی دُڑست استعمال سے آگاہ ہو گئے ہیں۔

جائزہ/جانیچ: 5 منٹ



1. دو طلبہ سے بجلی کے دُڑست استعمالات پوچھیں۔
2. دو طلبہ سے پانی کے دُڑست استعمالات پوچھیں۔

مشق: 2 منٹ



طلبہ سے کہیں کہ وہ طریقے اپنی کاپیوں میں لکھ کر لائیں جن کے ذریعے ہم بجلی اور پانی کو ضائع ہونے سے بچا سکتے ہیں۔

نوٹس

زبان کے صحیح یا غلط ہونے میں امتیاز کرنا

طلبہ کے حاصلاتِ تعلم



- روزمرہ گفت گوئی کر زبان کے صحیح یا غلط ہونے میں امتیاز کر سکیں۔

معلومات برائے اساتذہ

- اُردو ہماری قومی زبان ہے اس لیے ضروری ہے کہ ہم اُردو زبان بولتے ہوئے بنیادی مہارتوں کا خیال رکھیں۔
- طلبہ بول چال کے ذریعے اپنے خیالات، تاثرات اور احساسات دوسروں تک صحیح انداز میں پہنچا سکیں۔
- روزمرہ گفت گو میں حصہ لینے سے طلبہ کی خود اعتمادی میں اضافہ ہوتا ہے اور موقع محل کے مطابق بات چیت کا گر پیدا ہوتا ہے۔
- اُستاد/اُستانی طلبہ کو زیادہ سے زیادہ گفت گو کے مواقع فراہم کرے تاکہ طلبہ گفت گو سن کر زبان کے صحیح یا غلط ہونے میں امتیاز کر سکیں۔

دورانیہ: 35 منٹ/ایک پیریڈ



وسائل/اذرائع



درسی کتاب برائے جماعت سوّم، تختہ تحریر، مارکر/چاک، ڈسٹر/جھاڑن وغیرہ

تعارف: 5 منٹ



1. دیا گیا جملہ طلبہ سے دُست کروائیں:
 - بچے نے ماں سے دس روپے مانگے۔
2. دُست جملہ
 - بچے نے ماں سے دس روپے مانگے۔
3. اگر طلبہ اسے دُست نہ کر سکیں تو ان کی رہ نمائی کریں۔ انھیں بتائیں کہ آج ہم روزمرہ گفت گو سن کر زبان کے صحیح یا غلط میں امتیاز کرنا سیکھیں گے۔

تصور کی چٹنگی: 20 منٹ



سرگرمی نمبر: 1

1. اُستاد/اُستانی تختہ تحریر پر درج ذیل جملے لکھیں۔
 - یہ رمضان کا مہینا ہے۔
 - انھوں نے میرے سے کہا۔
 - آپ کا مزاج کیسا ہے۔

- اس مکان کی چھت نئی ہے۔
 - اس نے میرے قلم توڑ دی۔
 - آپ تشریف لائیں۔
2. طلبہ سے کہیں کہ جدول میں دیے گئے جملے اپنی کاپیوں پر لکھیں۔
 3. روزمرہ بول چال کے لحاظ سے صحیح اور غلط جملے الگ الگ کر کے لکھیں۔
 4. استاد/استانی طلبہ سے باری باری صحیح اور غلط جملے الگ الگ بولنے کا کہے۔
 5. استاد/استانی بہ وقت ضرورت مناسب رہ نمائی کرے۔

سرگرمی نمبر 2:

1. استاد/استانی تختہ تحریر جدول میں دی گئی عبارت لکھے۔

عبارت

میں نے اخبار کی بہت انتظار کی۔ کافی دیر بعد جب وہ آیا تو اس نے مجھ سے پوچھا کیا آپ نے آج کی اخبار پڑھی ہے؟ یہ سن کہ مجھے بڑی حیرانگی ہوئی۔ میں نے اس سے کہا آپ ابھی آرہے ہو تو میں اخبار کیسے پڑھتا؟ اس نے معذرت کہتے ہوئے کہا کہ جب سے میں نے ہوش سنبھالی ہے آج پہلی مرتبہ دیر سے آیا ہوں۔

2. استاد/استانی تختہ تحریر پر لکھی ہوئی عبارت جوں کی توں بلند آواز سے پڑھے۔
3. طلبہ غور سے سنیں اور غلطیاں نوٹ کرتے جائیں۔
4. اب استاد/استانی دو تین طلبہ سے باری باری عبارت دُرست کر کے بلند آواز سے پڑھوائیں۔
5. استاد/استانی مناسب رہ نمائی کرے۔

نتیجہ/خلاصہ: 3 منٹ



طلبہ روزمرہ گفت گوئوں کر زبان کے صحیح یا غلط ہونے میں امتیاز کرنے کے قابل ہو گئیں۔

جائزہ/جانچ: 5 منٹ



1. استاد/استانی دیے گئے جملے تختہ تحریر پر لکھے۔
 - آپ تشریف لاؤ۔
 - اسے اُردو اچھا آتا ہے۔
 - آپ سے کس نے کہا ہے۔
 - فضول باتیں مت کرو۔
2. استاد/استانی یہ جملے بلند آواز سے پڑھے۔
3. اب چند طلبہ سے صحیح اور غلط جملے الگ الگ کر کے پڑھنے کا کہیں۔

مشق: 2 منٹ



درج ذیل جملوں میں سے صحیح اور غلط جملے الگ الگ کر کے اپنی کاپیوں پر لکھ کر لائیں۔

آپ جائیں۔ آپ جاؤ۔
 دیکھتے ہی دیکھتے یہ کیا ہوا۔ دیکھتے ہی دیکھتے یہ کیا ہو گیا۔
 آپ مجھ سے کیا کہنا چاہتے ہیں۔ آپ مجھے کیا کہنا چاہتے ہیں۔

میت

4

مختلف جگہوں کا خیال رکھنا

طلبہ کے حاصلاتِ تعلم



- گھر، اسکول، محلے، مسجد/عبادت گاہ، پارک، تفریحی مقامات وغیرہ سے متعلق چیزوں کا خیال رکھ سکیں۔

معلومات برائے اساتذہ

1. طلبہ کو تربیت دیں کہ وہ گھر، اسکول، محلے، مسجد/عبادت گاہ، پارک، تفریحی مقامات وغیرہ کی چیزوں کا خیال رکھیں کیوں کہ اس سے یہ مقامات صاف ستھرے اور محفوظ رہتے ہیں۔
2. تربیت کا مقصد طلبہ میں احساس ذمہ داری پیدا کرنا ہے کہ سماجی اداروں کا بھی خیال رکھیں کیوں کہ یہ ادارے ہمارے معاشرے کا اثاثہ ہوتے ہیں۔ ہمیں اپنے علاوہ باقی لوگوں کو بھی ان مقامات پر گندگی پھیلانے اور توڑ پھوڑ سے روکنا ہے۔
3. طلبہ کے سامنے خود کو مثالی نمونہ پیش کریں تاکہ ان اخلاقی پہلوؤں کا خیال رکھتے ہوئے طلبہ معاشرے کے مفید شہری بن سکیں۔

دورانیہ: 35 منٹ/ایک پیریڈ



وسائل/ادرائع



درسی کتاب برائے جماعت سوم، تختہ تحریر، مارکر/چاک، ڈسٹر/جھاڑن وغیرہ

تعارف: 5 منٹ



1. طلبہ سے درج ذیل سوالات پوچھیں:
 - پڑھنے کے لیے آپ کہاں جاتے ہیں؟ (اسکول)
 - عبادت کے لیے آپ کہاں جاتے ہیں؟ (عبادت گاہ)
 - تفریح کے لیے آپ کہاں جاتے ہیں؟ (پارک، سیرگاہ)
2. آخر میں طلبہ کو بتائیں کہ ان جگہوں کی صفائی کا خیال رکھنا ہماری ذمہ داری ہے۔

تصور کی پختگی: 30 منٹ



سرگرمی نمبر: 1

1. طلبہ کے چار گروپ بنائیں۔
2. ہر گروپ کو چارٹ اور مارکر دیں۔
3. دو گروپوں کو گھر اور اسکول جب کہ دوسرے گروپوں کو مسجد اور عبادت گاہ کی تصاویر دیں۔ طلبہ کو ان جگہوں کا خیال رکھنے کے لیے تجاویز لکھنے کا کہیں۔
4. کام کے دوران طلبہ کی حوصلہ افزائی کریں اور مناسب رہ نمائی کریں۔

5. سرگرمی مکمل کرنے کے لیے طلبہ کو ۱۰ منٹ کا وقت دیں۔

سرگرمی نمبر 2:

1. طلبہ کے گروپوں کو برقرار رکھیں۔
2. گروپ لیڈر اپنے گروپ کا بنایا ہوا چارٹ کراجماعت کے سامنے آویزاں کریں۔
3. گروپ لیڈر اپنی تجاویز جماعت کے سامنے پیش کریں۔
4. سرگرمی مکمل کرنے پر طلبہ کی حوصلہ افزائی کریں۔
5. سرگرمی کے لیے چاروں گروپوں کو دو/دو منٹ کا وقت دیں۔

نتیجہ/خلاصہ: 3 منٹ



طلبہ گھر، اسکول، محلے، مسجد/عبادت گاہ، پارک اور تفریحی مقامات کا خیال رکھنے کے قابل ہو گئے ہیں۔

جائزہ/جانیچ: 5 منٹ



1. طلبہ سے پوچھیں کہ ہمیں اچھا شہری بننے کے لیے کن کن جگہوں کا خیال رکھنا چاہیے؟
2. دو/تین طلبہ سے تجاویز کے بارے میں سوال کریں۔
3. دُرست جواب پر طلبہ کی حوصلہ افزائی کریں۔

مشق: 2 منٹ



طلبہ سے کہیں کہ درسی کتاب کے صفحہ نمبر ۶۵ پر سوال ۱۳ کے ذیل میں دی گئی سرگرمی مکمل کریں۔
مخلوط کراجماعت:

درج بالا سرگرمیاں جماعت چہارم کے طلبہ کو بھی ساتھ بٹھا کر کروائی جاسکتی ہیں۔

نوٹس

اکیس سے تیس تک گنتی اُردو ہندسوں اور لفظوں میں لکھنا۔

سبق نمبر
44

طلبہ کے حاصلاتِ تعلم



- اکیس تا تیس گنتی اُردو ہندسوں اور لفظوں میں لکھ سکیں۔

معلومات برائے اساتذہ

- گنتی ہندسوں اور لفظوں میں سیکھنا علم ریاضی کی بنیادی مہارت ہے۔
- ایک سے سو تک گنتی ہندسوں اور لفظوں میں لکھ کر سیکھنا بہت ضروری ہے۔
- روزمرہ زندگی میں ہم لین دین اور خرید و فروخت میں بھی ہندسوں کا استعمال کرتے ہیں۔ جس سے طلبہ کو گنتی کی ہندسوں اور لفظوں میں پہچان اور لکھنے کا علم بہت اہم ہے۔
- حساب کتاب اور علم ریاضی میں بھی ہندسوں کی اپنی اہمیت ہے۔ اس لیے طلبہ سے گنتی کو ہندسوں اور لفظوں میں لکھنے کی بار بار مشق کروائیں۔

دورانیہ: 35 منٹ/ایک پیریڈ



وسائل/اذرائع



درسی کتاب برائے جماعت سوم، تختہ تحریر، مارکر/چاک، ڈسٹر/جھاڑن وغیرہ۔

تعارف: 5 منٹ



- عزیز طلبہ! پچھلے سبق میں ہم گیارہ سے بیس تک گنتی ہندسوں اور لفظوں میں سیکھ چکے ہیں۔
- آج ہم اکیس سے تیس تک گنتی اُردو ہندسوں اور لفظوں میں لکھنا سیکھیں گے۔

تصور کی پختگی: 30 منٹ



سرگرمی نمبر: 1

- تختہ تحریر پر اکیس سے تیس تک گنتی ہندسوں اور لفظوں میں لکھیں۔

ہندسوں میں	لفظوں میں
اکیس	۲۱
بائیس	۲۲
تیس	۲۳
چوبیس	۲۴

پچیس	۲۵
چھبیس	۲۶
ستائیس	۲۷
اٹھائیس	۲۸
انٹیس	۲۹
تیس	۳۰

2. طلبہ سے کہیں کہ تختہ تحریر پر لکھی گنتی پڑھیں۔
3. طلبہ سے کہیں کہ گنتی کو اپنی کاپیوں پر لکھیں۔
4. سرگرمی کے لیے طلبہ کو دس منٹ کا وقت دیں۔
5. اساتذہ مناسب رہ نمائی کریں

سرگرمی نمبر 2:

1. اُستاد/اُستانی تختہ تحریر پر سامنے دیا گیا جدول بنائیں۔

لفظوں میں	ہندسوں میں
۲۲	بائیس
	تیس
۲۵	پچیس
	چھبیس
	ستائیس
۲۹	
۳۰	تیس

2. طلبہ یہ جدول اپنی کاپیوں پر بنائیں۔
3. جہاں پر گنتی ہندسوں میں نہیں ہے مکمل کریں۔
4. جہاں پر گنتی لفظوں میں نہیں ہے مکمل کریں۔
5. اساتذہ مناسب رہ نمائی کریں اور دُرست لکھنے پر طلبہ کو شاباش دیں۔

نتیجہ/خلاصہ: 3 منٹ



طلبہ آکس سے تیس تک گنتی اُرڈ ہندسوں اور لفظوں میں لکھنے کے قابل ہو گئے ہیں۔

جائزہ/جانچ: 5 منٹ



1. دیا گیا جدول تختہ تحریر پر بنائیں۔

استفہامیہ اور اقراری جملوں کی شناخت کرنا اور استفہامیہ، اقراری اور انکاری جملوں میں فرق کرنا

سبق نمبر
46

طلبہ کے حاصلاتِ تعلم



- استفہامیہ اور اقراری جملوں کی شناخت کر سکیں۔
- استفہامیہ، اقراری اور انکاری جملوں میں فرق کر سکیں۔

معلومات برائے اساتذہ

- استفہامیہ جملے: ایسے جملے جن میں کوئی سوال یا بات پوچھی جائے ”استفہامیہ جملے“ کہلاتے ہیں۔ جیسے: کیا ماحول کو صاف رکھنا ہماری ذمہ داری ہے؟
- ایسے جملوں کے آخر میں ختمہ کے بجائے سوالیہ نشان (?) لگا یا جاتا ہے۔
- اقراری جملے: ایسے جملے جن میں کسی بات کا اقرار کیا جائے ”اقراری جملے“ کہلاتے ہیں۔ جیسے: جی ہاں! ماحول کو صاف رکھنا ہماری ذمہ داری ہے۔
- انکاری جملے: ایسے جملے جن میں کسی کام سے انکار کیا جائے ”انکاری جملے“ کہلاتے ہیں۔ جیسے: جی نہیں! میں نے کھانا نہیں کھا یا ہے۔

دورانیہ: 35 منٹ / ایک پیریڈ



وسائل / ذرائع



درسی کتاب برائے جماعت سوم، تختہ تحریر، مارکر / چاک، ڈسٹر / جھاڑن وغیرہ

تعارف: 5 منٹ



1. تختہ تحریر پر دیے گئے جملے لکھیں۔
 - کیا خالد نے خط لکھا؟
 - جی ہاں! خالد نے خط لکھا۔
 - جی نہیں! خالد نے خط نہیں لکھا۔
2. طلبہ کو بتائیں کہ جملہ نمبر 1 میں سوال کیا گیا ہے، لہذا یہ استفہامیہ جملہ ہے۔
3. دوسرے جملے میں اقرار کیا گیا ہے، اس لیے یہ اقراری جملہ ہے۔
4. تیسرے جملے میں انکار کیا گیا ہے، لہذا یہ انکاری جملہ کہلائے گا۔

تصور کی پختگی: 20 منٹ



سرگرمی نمبر: 1

1. طلبہ کے تین گروپ بنائیں۔
2. جدول میں دیے گئے جملے تختہ تحریر پر لکھیں۔

▪ کیا تم نے سبق یاد کیا؟	▪ جی ہاں! میں چترال میں رہتا ہوں۔
▪ جی ہاں! میں نے کھانا کھا یا ہے۔	▪ کیا باہر دھوپ تیز ہے؟
▪ کیا پودے ماحول کو صاف رکھتے ہیں؟	▪ جی ہاں! پودے ماحول کو صاف رکھتے ہیں۔

3. طلبہ سے کہیں کہ وہ ان جملوں میں استفہامیہ اور اقراری جملوں کی شناخت کر کے الگ الگ خانوں میں لکھیں۔

استفہامیہ جملے	اقراری جملے
.1	.1
.2	.2

4. گروپ 'الف' سے کہیں کہ وہ ان جملوں میں سے استفہامیہ جملے تلاش کرے جب کہ

5. گروپ 'ب' کو اقراری جملے ڈھونڈنے کا کہیں۔

6. زیادہ سے زیادہ طلبہ کی شرکت کو یقینی بنائیں۔ طلبہ سے کہیں کہ وہ یہ جملے اپنی کاپیوں پر لکھیں۔

سرگرمی نمبر 2:

1. اب طلبہ کے تین گروپ بنائیں۔

2. جدول میں دیے گئے جملے کو تختہ تحریر پر لکھیں۔

▪ جی ہاں! یہ ہمارا سکول ہے۔

▪ کیا تم نے چاول کھائے؟

▪ جی ہاں! میں ماں کا ہاتھ بٹاتی ہوں۔

▪ کیا وسیم ہاکی کھیلتا ہے؟

▪ جی نہیں! میں نے پھول نہیں توڑا۔

▪ جی نہیں! میں نے چترال نہیں دیکھا۔

3. طلبہ سے کہیں کہ وہ دیے گئے جملوں میں سے استفہامیہ، اقراری اور انکاری جملے الگ الگ کر کے لکھیں۔

استفہامیہ جملے	اقراری جملے	انکاری جملے
.1	.1	.1
.2	.2	.2

4. ایک گروپ استفہامیہ جملے تلاش کر کے متعلقہ خانے میں لکھے۔ دوسرا گروپ اقراری جب کہ تیسرا گروپ انکاری جملے ڈھونڈ کر متعلقہ خانے میں لکھے۔ طلبہ سے استفہامیہ، اقراری اور انکاری جملوں کا فرق واضح کر کے متعلقہ خانوں میں لکھوائیں۔

نتیجہ/خلاصہ: 3 منٹ



درج بالا سرگرمیوں کی تکمیل کے بعد طلبہ استفہامیہ، اقراری اور انکاری جملوں میں فرق کرنے کے قابل ہو گئے ہیں۔

جائزہ/جانچ: 5 منٹ



▪ تختہ تحریر پر جدول میں دیے گئے جملے لکھیں۔

▪ کیا پارش برس رہی ہے؟

▪ کیا اسکول دو بارہ کھل گئے؟

▪ طلبہ سے کہیں کہ ان جملوں کو اقراری اور انکاری جملوں میں تبدیل کر کے زبانی بتائیں۔

▪ تین/چار طلبہ سے جملے اخذ کروائیں۔

مشق: 2 منٹ



طلبہ سے کہیں کہ وہ گھر جا کر درسی کتاب کے صفحہ نمبر 117 پر "قواعد سیکھیں" کے تحت سوال نمبر 8 حل کر کے متعلقہ خانوں میں لکھ کر لائیں۔

کسی تقریب کو دیکھ کر اس کی کسی مخصوص سرگرمی پر اپنے ردِ عمل کا اظہار کرنا

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طلبہ کے حاصلاتِ تعلم



- کسی تقریب کو دیکھ کر اس کی کسی مخصوص سرگرمی پر اپنے ردِ عمل کا اظہار کر سکیں۔

معلومات برائے اساتذہ

- کسی تقریب کو خود دیکھ کر اس کے بارے میں خیالات اور تاثرات کا اظہار کرنا طلبہ کے لئے آسان ہوتا ہے۔
- استاد/استانی وقتاً فوقتاً طلبہ سے ٹیلی وژن، کمپیوٹر یا موبائل وغیرہ پر دیکھی جانے والی تقریبات کے حوالے سے اس کے خیالات کا اظہار کروائیں تاکہ طلبہ خود بھی کسی دیکھی ہوئی تقریب کو اپنے الفاظ میں بیاں کر سکیں۔
- اسکول میں ہونے والی تقریبات مثلاً: تقریب تقسیم انعامات، یوم آزادی، یوم والدین اور بزم ادب کی تقریبات وغیرہ کے بارے میں طلبہ سے ان کا اظہار خیال پوچھتے رہیں تاکہ طلبہ کی تخلیقی صلاحیتوں میں اضافہ ہو۔
- کسی مخصوص سرگرمی پر طلبہ کو بولنے کا موقع دینے سے طلبہ کی جھجک ختم ہو جاتی ہے اور ان کے اعتماد میں اضافہ ہو جاتا ہے۔

دورانیہ: 35 منٹ/ایک پیریڈ



وسائل/اذرائع



درسی کتاب برائے جماعت سوّم، تختہ تحریر، مارکر/چاک، ڈسٹر/جھاڑن، چارٹ وغیرہ

تعارف: 5 منٹ



1. طلبہ سے پوچھیں۔
2. اگر آپ نے ٹیلی وژن، موبائل فون یا اپنے اسکول میں کوئی تقریب دیکھی ہو تو اس کا نام بتائیں۔
3. تین سے چار طلبہ کو بولنے کا موقع دیں۔

طلبہ کے ممکنہ جوابات:

- جشن آزادی کی تقریب
- تقریب تقسیم انعامات
- بزم ادب
- یوم والدین
- یوم پاکستان کی تقریب
- شادی کی تقریب
- مدارس میں دستار بندی کی تقریب
- کرسمس کی تقریب
- دیوالی یا ہولی کی تقریب
- بابا گورو نانک کی جنم بھومی کی تقریب وغیرہ

جماعت سوّم



سرگرمی نمبر: 1

1. طلبہ کے دو گروپ بنائیں۔
2. گروپوں کو چارٹ اور مارکر دے دیں۔
3. ایک گروپ کو ”جشن آزادی کی تقریب“ اور دوسرے گروپ کو ”شادی کی تقریب“ دیں۔
4. طلبہ سے کہیں کہ اس تقریب کی جو خاص خاص سرگرمیاں ہیں۔ انہیں چارٹ پر ترتیب سے لکھیں۔
5. سرگرمی مکمل کرنے پر چارٹ دیوار پر آویزاں کریں۔
6. اُستاد/اُستانی گروپوں میں بیٹھ کر وقتاً فوقتاً طلبہ کی رہ نمائی کرے۔
7. سرگرمی مکمل کرنے کے لیے طلبہ کو دس منٹ کا وقت دیں۔

سرگرمی نمبر: 2

1. طلبہ کی مشاورت سے گروپ لیڈر منتخب کریں۔
2. دونوں گروپ لیڈر سرگرمی نمبر 1 میں دیے گئے تقریبات میں لکھے جانے والے مخصوص نکات باقی ساتھیوں کو پڑھ کر سنائے۔
3. کام مکمل کرنے پر طلبہ کی حوصلہ افزائی کریں۔

نتیجہ/خلاصہ: 3 منٹ



طلبہ کسی تقریب کو دیکھ کر اس کی کسی مخصوص سرگرمی پر اپنے رد عمل کا اظہار خیال کر سکتے ہیں۔

جائزہ/جانچ: 5 منٹ



1. طلبہ سے پوچھیں۔
 - آپ نے اور کون کون سی تقریبات دیکھی ہیں؟
 - چند طلبہ کو بولنے کا موقع دیں۔
 - طلبہ کی حوصلہ افزائی کریں۔

مشق: 2 منٹ



طلبہ سے کہیں کہ گھر سے کسی چھوٹی سی تقریب کا آنکھوں دیکھا حال اپنے الفاظ میں لکھ کر لائیں۔

پہیلیاں سننے، سنانے اور بو جھننے سے لطف اندوز ہونا

طلبہ کے حاصلاتِ تعلم



- پہیلی سن کر بو جھ سکیں۔
- پہیلیاں سننے، سنانے اور بو جھنے سے لطف اندوز ہو سکیں۔

معلومات برائے اساتذہ

- طلبہ کو اردو پہیلیاں سنانا کر ایک دوسرے کو سنانے کی طرف مائل کریں۔
- طلبہ لطیفوں اور پہیلیوں میں زیادہ دل چسپی لیتے ہیں اس لیے اساتذہ کے لیے لطیفے اور پہیلیاں یاد کرنا اور سنانے کا مخصوص فن یا گرجانا بہت ضروری ہے۔
- پہیلیاں ذہنی ورزش ہیں، ان سے طلبہ میں سوچنے کی صلاحیت ابھرتی ہے۔
- کراجماعت میں طلبہ کے درمیان پہیلیاں سنانے کا مقابلہ کروائیں اور زیادہ پہیلیاں بو جھنے والے طلبہ کو فاتح قرار دیں۔

دورانیہ: 35 منٹ/ایک پیریڈ



وسائل/اذرائع



درسی کتاب برائے جماعت سوم، تختہ تحریر، مارکر/چاک، ڈسٹر/جھاڑن، تصاویر، پہیلیوں والا چارٹ وغیرہ

تعارف: 5 منٹ



1. طلبہ کو ایک پہیلی سنائیں۔
 - ایک گز کا طول
 - کبھی کلی کبھی پھول
2. طلبہ کو پہیلی بو جھنے کا موقع فراہم کریں۔
3. نہ بو جھنے کی صورت میں طلبہ کی مدد اور رہ نمائی کریں۔

تصور کی پختگی: 20 منٹ



سرگرمی نمبر: 1

1. تختہ تحریر پر پہیلیوں والا چارٹ لگائیں۔

پہیلیاں	
وہ کون سی چیز ہے؟ جو آپ کی ہے لیکن استعمال دوسرے لوگ کرتے ہیں۔	را جارانی کی کہانی ایک گھڑے میں دو رنگ پانی

وہ کون سا پرندہ ہے؟ جس کے سر پر پاؤں ہوتے ہیں۔	وہ کون سی چیز ہے؟ جو کان سے نکلتی ہے لیکن کھائی جاسکتی ہیں۔
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2. طلبہ سے باری باری پھیلیاں بو جھنے کا کہیں۔
3. پھیلیاں بو جھنے کے لیے طلبہ کی رہ نمائی کریں۔

سرگرمی نمبر 2:

1. طلبہ کے دو گروپ بنائیں۔
2. دونوں گروپوں کے درمیان پھیلیاں سنانے اور بو جھنے کا مقابلہ کروائیں۔
3. پھیلیاں بو جھنے میں دونوں گروپوں کی مناسب رہ نمائی کریں اور سمجھائیں کہ پھیلی میں بو جھنے کے خاص الفاظ ہوتے ہیں۔
4. زیادہ پھیلیاں بو جھنے والے گروپ کو فاتح قرار دیں۔

نتیجہ / خلاصہ: 3 منٹ



طلبہ اس قابل ہو گئے ہیں کہ وہ پھیلیاں سنے، سنانے اور بو جھ کر لطف اندوز ہو سکیں گے۔

جائزہ / جانچ: 5 منٹ



1. کمرہ جماعت میں سے کسی ایک طالب علم / طالبہ کو کوئی ایک پھیلی سنانے کا کہیں۔
2. باقی طلبہ کو بو جھنے کا کہیں۔
3. دو تین طلبہ سے اپنی پسند کی پھیلی سنیں اور باقی طلبہ سے بو جھنے کا کہیں۔

مشق: 2 منٹ



تمام طلبہ گھر پر درسی کتاب کے صفحہ نمبر ۸۰ سوال نمبر ۶ میں دی گئی پھیلیاں سنیں / پڑھیں اور بو جھ کر آئیں۔

نوٹس

اسمائی، صفاتی اور فعلی الفاظ کو اپنی تحریر میں دُرست طور پر استعمال کرنا

سبق نمبر
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طلبہ کے حاصلاتِ تعلم



- اسمائی، صفاتی، اور فعلی الفاظ کو اپنی تحریر میں دُرست طور پر استعمال کر سکیں۔

معلومات برائے اساتذہ

- کسی شخص، جگہ یا چیز کے نام کو ”اسم“ کہتے ہیں۔
- وہ اسم جو کسی شخص، جگہ یا چیز کی خوبی یا خامی ظاہر کرے ”اسمِ صفت“ کہلاتا ہے۔
- کسی کام کا کرنا یا ہونا ”فعل“ کہلاتا ہے۔
- طلبہ کو اسم سے متعلق اسمائی، صفت سے متعلق صفاتی اور فعل سے متعلق فعلی الفاظ کو اپنی تحریر میں دُرست طور پر استعمال کرنے کی خوب مشق کروائیں۔
- اسم سے متعلق اسمائی الفاظ: شہر، لڑکا، کتاب، علامہ اقبال، مردان، بانگِ درا، پنکھا، بلب وغیرہ
- صفت سے متعلق صفاتی الفاظ: خوب صورت، بد صورت، ٹھنڈا، گرم، ڈبلا، پتلا، کڑوا، میٹھا وغیرہ
- فعل سے متعلق فعلی الفاظ: کھانا، پینا، جاگنا، سونا، دوڑنا، سنا، پڑھنا، لکھنا وغیرہ

دورانیہ: 35 منٹ/ایک پیریڈ



وسائل/اذراع



درسی کتاب برائے جماعت سوّم، تختہ تحریر، مارکر/چاک، ڈسٹر/جھاڑن وغیرہ

تعارف: 5 منٹ



- جدول میں دیے گئے الفاظ تختہ تحریر پر لکھیں۔

گرسی،	سیب،	بولنا،
گرم،	چلنا،	کڑوا
- طلبہ سے کہیں کہ دیے گئے الفاظ میں سے اسم، صفت اور فعل الگ الگ کر کے لکھیں۔
- اگر طلبہ جواب نہ دے سکیں تو انہیں بتائیں کہ گرسی اور سیب اسم ہیں، گرم اور کڑوا صفت اور بولنا اور چلنا فعل ہیں۔
- طلبہ سے کہیں کہ آج ہم اسمائی، صفاتی اور فعلی الفاظ کو اپنی تحریر میں دُرست طور پر استعمال کرنے کی مشق کریں گے۔

تصور کی پختگی: 20 منٹ



سرگرمی نمبر: 1

- طلبہ کے تین گروپ بنائیں۔
- تختہ تحریر پر دیے گئے الفاظ ملے جلے لکھیں۔

جماعت سوّم

میٹھا	لڑکا	پڑھنا	کڑوا	کھیلنا	شہر	ٹھنڈا
لکھنا	درخت	نیک	دوڑنا	دریا	گرم	چلنا
بیٹھنا	پھل	اچھا	سبزی	میز	پھیکا	کاپی

3. طلبہ سے کہیں کہ وہ دیے گئے الفاظ میں سے اسمائی، صفاتی اور فعلی الفاظ الگ الگ کر کے لکھیں۔

اسمائی الفاظ	صفاتی الفاظ	فعلی الفاظ

4. گروپ 'الف' اسمائی الفاظ، گروپ 'ب' صفاتی الفاظ اور گروپ 'ج' فعلی الفاظ الگ الگ کر کے لکھیں۔

5. طلبہ کی حوصلہ افزائی کریں اور بہ وقت ضرورت مناسب رہ نمائی کریں۔

6. گروپوں کو یہ سرگرمی مکمل کرنے کے لئے دس منٹ کا وقت دیں۔

سرگرمی نمبر 2:

1. طلبہ کے گروپ برقرار رکھیں۔

2. جدول میں دی گئی عبارت کو تختہ تحریر پر لکھیں۔

جب ہم دریا پر پہنچے تو ہم نے ایک درخت کے نیچے دری بچھائی۔ اب ہم دریا کے کنارے کے ساتھ ساتھ ٹہلنے لگے۔

اونچے اونچے درخت، خوب صورت پھول اور ٹھنڈا میٹھا پانی۔ واپس آنے کو جی نہیں چاہتا تھا۔

3. گروپوں سے کہیں کہ دی گئی عبارت میں سے اسمائی، صفاتی اور فعلی الفاظ کی دُرست نشان دہی کر کے لکھیں۔

اسمائی الفاظ	صفاتی الفاظ	فعلی الفاظ

4. ہر گروپ میں سے طلبہ کو شرکت کا موقع دیں۔

5. استاد/استانی طلبہ کی رہ نمائی کرے۔

6. طلبہ اسمائی، صفاتی اور فعلی الفاظ کی نشان دہی کر کے اپنی کاپیوں پر لکھیں۔

نتیجہ/خلاصہ: 3 منٹ



درج بالا سرگرمیوں کی تکمیل کے بعد طلبہ اس قابل ہو گئے ہیں کہ وہ اسمائی، صفاتی اور فعلی الفاظ کو اپنی تحریر میں دُرست طور پر استعمال کر سکتے ہیں۔

جائزہ/جانچ: 5 منٹ



1. دیے گئے الفاظ تختہ تحریر پر لکھیں۔ سفید، سُرخ، پکڑنا، لگانا، پنسل، قلم

2. طلبہ سے کہیں کہ دیے گئے الفاظ میں سے اسمائی، صفاتی اور فعلی الفاظ کو اپنے جملوں میں دُرست طور پر استعمال کریں۔

3. چند طلبہ سے جملے زبانی سنوائیں۔

مشق: 2 منٹ



طلبہ سے کہیں کہ وہ گھر جا کر کوئی سے دو اسمائی، دو صفاتی اور دو فعلی الفاظ اپنے جملوں میں استعمال کر کے لکھیں اور اگلے دن اپنے ساتھ لے آئیں۔

استعجابیہ جملوں کی نشان دہی کرنا

طلبہ کے حاصلاتِ تعلم



- استعجابیہ جملوں کی نشان دہی کر سکیں۔

معلومات برائے اساتذہ

- استعجابیہ جملے کی تعریف :- ایسا جملہ جس میں حروفِ استعجاب استعمال ہوں، 'استعجابیہ جملہ' کہلاتا ہے۔ جیسے: سبحان اللہ! کیا سُبھا نا موسم ہے وغیرہ۔
- حروفِ استعجاب: حروفِ استعجاب وہ کلمات ہیں جو حیران ہونے کے موقع پر بولے جاتے ہیں۔ مثلاً: سبحان اللہ، آہا، اللہ اکبر، اوہو، اللہ اللہ وغیرہ۔
- طلبہ کو درسی کتاب یا دیگر ذرائع سے حاصل کردہ عبارات میں سے استعجابیہ جملوں کی نشان دہی کروائیں۔

دورانیہ: 35 منٹ/ایک پیریڈ



وسائلِ اذرائع



درسی کتاب برائے جماعت سوم، تختہ تحریر، مارکر/چاک، ڈسٹر/جھاڑن وغیرہ

تعارف: 5 منٹ



- طلبہ سے پوچھیں کہ جب آپ اچانک کسی خوب صورت منظر کو دیکھتے ہیں تو آپ پر کیا کیفیت طاری ہو جاتی ہے؟
- طلبہ کا جواب ہوگا۔ حیران ہونا، حیرت کا اظہار کرنا وغیرہ۔
- طلبہ کو بتائیں کہ حیران ہونے کے موقع پر جو کلمات بولے جاتے ہیں وہ "حروفِ استعجاب" کہلاتے ہیں اور جس جملے میں حرفِ استعجاب استعمال ہوا ہو وہ "استعجابیہ" جملہ کہلاتا ہے۔

تصور کی پختگی: 20 منٹ



سرگرمی نمبر: 1

1. طلبہ یہ سرگرمی انفرادی طور پر کریں گے۔
2. جدول میں دیے گئے الفاظ تختہ تحریر پر لکھیں۔

سبحان اللہ	تا کہ	اللہ اکبر	کہ	اوہو
لیکن	واہ رے	اگر	آہا	پر

3. طلبہ سے کہیں کہ وہ دیے گئے حروف میں سے حروفِ استعجاب چن کر اپنی کاپیوں پر لکھیں۔
4. اُستاد/اُستانی الفاظ چننے میں طلبہ کی رہ نمائی کرے۔

5. طلبہ کو حروفِ استعجاب کی خوب مشق کروائیں۔

سرگرمی نمبر 2:

1. طلبہ کے جوڑے بنائیں۔
2. جدول میں دیے گئے جملے تختہ تحریر پر لکھیں۔

■ استعجابیہ جملے
■ آپ کا نام کیا ہے؟
■ ہم نے میچ نہیں دیکھا۔
■ واہ! کیا مزے دار کھانا ہے۔
■ جی ہاں! میری امی اُستانی ہے۔
■ اللہ اکبر! کیا نظارہ ہے۔
■ میں پشاور میں رہتا ہوں۔
■ سبحان اللہ! آپ کی ذہانت کا کیا کہنا۔
■ اوہو۔ کتنا کھٹا اچار ہے۔

3. جوڑوں سے کہیں کہ دیے گئے جملے غور سے پڑھیں اور ان میں سے استعجابیہ جملے تلاش کر کے متعلقہ خانے میں لکھیں۔
4. اُستاد/اُستانی استعجابیہ جملے تلاش کرنے میں طلبہ کی رہ نمائی کرے۔
5. طلبہ سے استعجابیہ جملے تلاش کرنے کے بعد تختہ تحریر پر لکھوائیں۔
6. طلبہ کو یہ سرگرمی مکمل کرنے کے لیے دس منٹ کا وقت دیں۔

نتیجہ/خلاصہ: 3 منٹ



درج بالا سرگرمیوں کی تکمیل کے بعد طلبہ اس قابل ہو گئے ہیں کہ وہ استعجابیہ جملوں کی نشان دہی کر سکتے ہیں۔

جائزہ/جانچ: 5 منٹ



- جدول میں دیے گئے الفاظ تختہ تحریر پر لکھیں۔

”موسم، منظر“

- طلبہ سے کہیں کہ وہ دیے گئے الفاظ کو جملوں میں استعمال کرتے ہوئے استعجابیہ جملے بنائیں۔
- چند طلبہ سے اخذ شدہ جملے زبانی سنوائیں۔

مشق: 2 منٹ



طلبہ سے کہیں کہ درسی کتاب کے صفحہ نمبر ۲۳ پر سوال نمبر ۹ میں دیے گئے جملوں میں سے استعجابیہ جملے تلاش کر کے اپنی کاپیوں پر لکھیں اور اگلے دن کمر جماعت میں اپنے ساتھ لے آئیں

جملوں میں (ماضی، حال اور مستقبل) کے لحاظ سے فعل کی پہچان کر کے بتانا اور انھیں زمانہ ماضی، حال اور مستقبل کے لحاظ سے تبدیل کرنا

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طلبہ کے حاصلاتِ تعلم



- جملوں میں (ماضی، حال اور مستقبل) کے لحاظ سے فعل کی پہچان کر کے بتائیں۔
- جملوں کو زمانہ ماضی، حال اور مستقبل کے لحاظ سے تبدیل کر سکیں۔
- فعل ماضی، فعل حال اور فعل مستقبل کی پہچان کر کے بتائیں۔

معلومات برائے اساتذہ

- مصدر کے آخر میں 'نا' ہوتا ہے، اس میں کوئی زمانہ نہیں پایا جاتا ہے اس میں کام کرنے کی معنی پائے جاتے ہیں۔ مصدر سے زمانہ بنتے ہیں۔
- جیسے: آنا، لانا وغیرہ۔
- طلبہ کو زمانے کی تینوں اقسام کے بارے میں بتائیں۔
- گزرا ہوا زمانہ جس کو زمانہ ماضی کہتے ہیں۔ مثلاً: ماریہ نے خط لکھا۔
- موجودہ زمانہ جس کو زمانہ حال کہتے ہیں۔ مثلاً: ماریہ خط لکھتی ہے۔
- آنے والا زمانہ جس کو زمانہ مستقبل کہتے ہیں۔ مثلاً: ماریہ خط لکھے گی۔

دورانیہ: 35 منٹ/ایک پیریڈ



وسائل/ذرائع



درسی کتاب برائے سوْم، تختہ تحریر، چاک/مارکر، جھاڑن/ڈسٹر وغیرہ

تعارف: 5 منٹ



- جدول میں دیے گئے جملے تختہ تحریر پر لکھیں۔
- میں کل اسکول گیا تھا۔
- میں آج اسکول جاتا ہوں۔
- میں کل اسکول نہیں جاؤں گا۔
- طلبہ سے باری باری ہر جملے کے زمانے کے بارے میں پوچھیں۔
- طلبہ کو بتائیں آج ہم زمانے کے لحاظ سے فعل کی پہچان کر کے اُسے تینوں زمانوں ماضی، حال اور مستقبل میں تبدیل کریں گے۔



سرگرمی نمبر: 1

1. تختہ تحریر پر ایک سادہ جملہ لکھیں۔ مثلاً: اسلم سبق پڑھتا ہے۔
2. اس جملے میں مصدر ”لکھنا“ ہے۔
3. زمانہ حال بناتے وقت مصدر کی علامت ”نا“ ہٹا کر ’تا ہے‘، ’تی ہے‘، ’تے ہیں‘ وغیرہ لگاتے ہیں۔ جیسے: اسلم سبق پڑھتا ہے۔ عائنہ خط لکھتی ہے۔ طلبہ کرکٹ کھیلتے ہیں۔
4. زمانہ ماضی بناتے وقت مصدر کی علامت ”نا“ ہٹا کر ’الف‘، ’یا‘ اور ’ی‘ بڑھاتے ہیں۔ جیسے: اسلم نے سبق پڑھا۔ ابو نے کھانا کھایا۔ سلمیٰ نے نماز پڑھی۔
5. زمانہ مستقبل بناتے وقت مصدر کی علامت ”نا“ ہٹا کر ’ے‘ بڑھاتے ہیں اور اس کے بعد ’گا‘، ’گے‘ اور ’گی‘ کا استعمال کرتے ہیں۔ جیسے: اکبر خط لکھے گا۔ طلبہ میچ کھیلیں گے۔ ثنا اسکول جائے گی۔

سرگرمی نمبر: 2

1. کلاس کو تین گروپوں میں تقسیم کریں۔
2. جدول میں دیے گئے جملے تختہ تحریر پر لکھیں۔

سارہ کہانی لکھتی ہے۔	اسلم نے مضمون لکھا۔
ہم کھانا کھائیں گے۔	سویرا اُستانی بن گئی۔
احمد کرکٹ کھیلتا ہے۔	میرا بچہ لاہور جائے گا۔

3. ایک گروپ سے کہیں کہ وہ ان جملوں میں سے زمانہ حال کے جملے الگ کریں اور ان کو زمانہ ماضی میں تبدیل کریں۔
4. دوسرے گروپ سے کہیں کہ وہ ان میں سے زمانہ ماضی کے جملے الگ کریں اور ان کو زمانہ حال میں تبدیل کریں۔
5. تیسرے گروپ کو زمانہ مستقبل کے جملے الگ کرنے اور ان کو زمانہ حال اور ماضی دونوں میں تبدیل کرنے کا کہیں۔
6. اُستاد/اُستانی بہ وقتِ ضرورت مناسب رہ نمائی کرے۔

نتیجہ/خلاصہ: 3 منٹ



درج بالا سرگرمیوں کے نتیجے میں طلبہ اس قابل ہو گئے ہیں کہ وہ زمانے کے لحاظ سے فعل کی پہچان کر کے اُسے حال، ماضی اور مستقبل میں تبدیل کر سکتے ہیں۔

جاڑہ/جانچ: 5 منٹ



- طلبہ سے کوئی جملہ زبانی پوچھیں۔ مثلاً: مریم خط لکھتی ہے۔
- دیے گئے جملے میں کون سا زمانہ پایا جاتا ہے؟
- اسے زمانہ مستقبل میں تبدیل کریں۔
- اس جملے کو زمانہ ماضی میں تبدیل کریں۔
- چند طلبہ سے تینوں زمانوں کے جملے پوچھیں اور انھیں دوسرے زمانوں میں تبدیل کروائیں۔

مشق: 2 منٹ



تمام طلبہ گھر پر درسی کتاب کے صفحہ نمبر ۱۴۰ سوال نمبر ۷ میں دیے گئے خالی جگہوں میں زمانہ کے مطابق دُرست جملے لکھ کر لائیں۔



5

ابلاغ یا دیگر ذرائع سے گیت پڑھ / سُن کر دوسروں کو سنانا

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طلبہ کے حاصلاتِ تعلم



▪ ابلاغ یا دیگر ایسے ہی ذرائع سے گیت پڑھ / سُن کر دوسروں کو بھی سنا سکیں۔

معلومات برائے اساتذہ

1. گیت (نظم) پڑھ / سُن کر سنانا ایک بہت اہم تدریسی حکمت عملی ہے کیوں کہ طلبہ اس میں خاطر خواہ دل چسپی لیتے ہیں۔ اور کھیل کھیل میں وہ ایک دوسرے سے سیکھ رہے ہوتے ہیں۔
2. اُردو گیت پڑھ / سُن کر سنانے سے طلبہ کے اُردو زبان کے حوالے سے ذخیرہ الفاظ میں اضافہ ہوتا ہے۔
3. اُردو چونکہ ہماری قومی زبان ہے اس لیے طلبہ کو اُردو زبان میں چھوٹے چھوٹے گیت پڑھ / سُن کر سنانے سے ان کی روانی کے ساتھ ساتھ ان کے دُرست تلفظ میں بھی بہتری آتی ہے۔
4. طلبہ کو لائبریری، گھر میں موجود کہانیوں کی کتابیں، بچوں کے رسالے، اخبار میں بچوں کے صفحات، ٹیلی وژن، موبائل فون وغیرہ سے گیت پڑھنے اور سننے کی سرگرمیوں کی مشق کروائیں۔
5. گیت پڑھ / سُن کر سنانے سے طلبہ کی جھجک ختم ہوتی ہے اور ان کے اعتماد میں اضافہ ہوتا ہے۔

دورانیہ: 35 منٹ / ایک پیریڈ



وسائل / ذرائع



درسی کتاب برائے جماعت سوم، تختہ تحریر، مارکر / چاک، ڈسٹر / جھاڑن وغیرہ

تعارف: 5 منٹ



1. طلبہ سے کہیں کہ اپنی پسند کی کوئی نظم سنائیں۔
2. چند طلبہ کو نظم سنانے کا موقع دیں۔

تصور کی پختگی: 30 منٹ



سرگرمی نمبر: 1

1. جدول میں دیا گیا اُردو گیت تختہ تحریر پر لکھیں۔

مچھلی جل کی رانی

مچھلی جل کی رانی ہے

جیون اس کا پانی ہے

ہاتھ لگاؤ گے تو ڈر جائے گی

پانی سے نکالو گے تو مر جائے گی

مچھلی کو پانی میں رہنے دو

جیون اس کا چینی دو

2. طلبہ سے کہیں کہ اسے غور سے پڑھیں اور اپنی کاپی پر لکھیں۔

3. اُستاد/اُستانی ترمیم کے ساتھ پڑھے اور طلبہ توجہ سے سُنیں۔

4. طلبہ ایک یا دو مرتبہ توجہ سے سننے کے بعد اُستاد/اُستانی کے ساتھ ترمیم کے ساتھ دہرائیں۔

5. طلبہ کو یہ سرگرمی مکمل کرنے کے لیے ۱۰ منٹ کا وقت دیں۔

سرگرمی نمبر 2:

1. طلبہ کے جوڑے بنائیں۔

2. طلبہ سے کہیں کہ جوڑی میں اپنے ساتھی کو ترمیم کے ساتھ گیت پڑھ کر سنائیں۔

3. پہلا ساتھی دوسرے کو اور دوسرا پہلے کو گیت پڑھ کر سنائے۔

4. جماعت میں گھوم کر تسلی کر لیں کہ طلبہ گیت دُرست تلفظ کے ساتھ ایک دوسرے کو پڑھ کر سنا رہے ہیں۔

نتیجہ/خلاصہ: 3 منٹ



طلبہ ابلاغ یا دیگر ایسے ہی ذرائع سے گیت پڑھ کر سنا سکتے ہیں۔

جائزہ/جانچ: 5 منٹ



طلبہ سے پوچھیں:

▪ آج کا گیت ہم نے کس کے بارے میں پڑھا؟

▪ چند طلبہ سے پڑھا گیا گیت ترمیم کے ساتھ دوبارہ پڑھوائیں۔

▪ طلبہ کی حوصلہ افزائی کریں۔

مشق: 2 منٹ



تمام طلبہ گھر پر درسی کتاب کے صفحہ نمبر ۹۳ پر جائزہ۔ ۳ کے تحت سُننا/بولنا میں دیے گئے اشعار غور سے پڑھیں/سُنیں اور ان میں بتائی ہوئی اچھی عادات کے بارے میں اشعار اپنے ساتھیوں کو سنائیں۔

ایک منٹ میں کم از کم ساٹھ کثیر الاستعمال الفاظ دُرست طریقے سے پڑھنا

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طلبہ کے حاصلاتِ تعلم



- ایک منٹ میں کم از کم ساٹھ کثیر الاستعمال الفاظ دُرست طریقے سے پڑھ سکیں۔

معلومات برائے اساتذہ

- اُستاد/اُستانی کثیر الاستعمال الفاظ طلبہ کے ذہن نشین کروانے کے لیے چارٹ کا استعمال کریں اور کثیر الاستعمال الفاظ کا چارٹ کمرہ اجتماعت میں آویزاں کریں۔
- کثیر الاستعمال الفاظ طلبہ کے لیے اس لیے ضروری ہیں کہ ان کی مدد سے طلبہ عام متن/عبارت کو روانی سے پڑھ سکتے ہیں۔
- اُستاد/اُستانی متن پڑھانے سے پہلے کثیر الاستعمال الفاظ طلبہ کو پڑھ کر سنا دیں تاکہ بعد میں وہ خود متن/عبارت کو آسانی کے ساتھ پڑھ سکیں۔

دورانیہ: 70 منٹ/دو پیریڈ



وسائل/اذرائع



درسی کتاب برائے جماعت سوم، تختہ تحریر، مارکر/چاک، ڈسٹر/جھاڑن، کثیر الاستعمال الفاظ کا چارٹ وغیرہ

تعارف: 5 منٹ



- طلبہ کو بتائیں کہ آج ہم ساٹھ کثیر الاستعمال الفاظ ایک منٹ میں دُرست طریقے سے پڑھنے کی مشق کریں گے۔

تصور کی پختگی: 30 منٹ



سرگرمی نمبر: 1

1. طلبہ کے جوڑے بنائیں۔
2. اُستاد/اُستانی طلبہ سے درسی کتاب کا صفحہ ۱۰۳ تا ۱۰۴ پر دیے گئے ساٹھ الفاظ پر مشتمل کثیر الاستعمال الفاظ نکالنے کا کہیں۔
3. اُستاد/اُستانی طلبہ کو ہدایات دے کہ یہ ساٹھ الفاظ آپ نے ایک منٹ میں روانی کے ساتھ پڑھنے ہوں گے۔
4. ہر جوڑا یہ فیصلہ کر لے کہ پہلے کون سا طالب علم/طالبہ پڑھے گا اور بعد میں کون پڑھے گا۔
5. طلبہ کو بتائیں کہ جب میں اسٹارٹ بولوں گا/گی۔ آپ نے پڑھنا شروع کرنا ہے اور ”رک جاؤ“ بولنے پر جہاں تک پڑھا ہے وہاں انگلی رکھ دیں۔
6. اب سٹاپ واچ کا استعمال کرتے ہوئے طلبہ کو ”اسٹارٹ“ بولیں اور ایک منٹ پورا ہونے پر ”رک جاؤ“ بولیں۔
7. ہر جوڑے میں سے دونوں طلبہ کے لیے یہ سرگرمی اسی طرح دہرائیں۔
8. اساتذہ کمرہ اجتماعت میں گھوم کر جائزہ لیں کہ طلبہ درست الفاظ پڑھ رہے ہیں۔

1. یہ سرگرمی طلبہ انفرادی طور پر کریں گے۔
2. اُستاد/اُستانی طلبہ کو ہدایات دے کہ آپ نے یہ الفاظ ایک منٹ میں روانی کے ساتھ پڑھنے ہیں۔
3. طلبہ کو بتائیں کہ جب میں اسٹارٹ بولوں گا۔ آپ نے پڑھنا شروع کرنا ہے اور ”رک جاؤ“ بولنے پر جہاں تک پڑھا ہے وہاں انگلی رکھ دیں۔
4. اب سٹاپ واچ کا استعمال کرتے ہوئے طلبہ کو ”اسٹارٹ“ بولیں اور ایک منٹ پورا ہونے پر ”رک جاؤ“ بولیں۔
5. اساتذہ کمر اجتماعت میں گھوم کر جائزہ لیں کہ طلبہ درست الفاظ پڑھ رہے ہیں۔
6. تمام طلبہ سے کہیں کہ پڑھے جانے الفاظ کی تعداد گنیں۔
7. زیادہ الفاظ پڑھنے پر طلبہ کی حوصلہ افزائی کریں۔

نتیجہ/خلاصہ: 3 منٹ



انفرادی طور پر طلبہ ایک منٹ میں ساٹھ کثیر الاستعمال الفاظ پڑھنے کے قابل ہو گئے ہیں۔

جائزہ/جانچ: 5 منٹ



1. چند طلبہ سے کثیر الاستعمال الفاظ ایک منٹ میں پڑھوائیں۔
2. صحیح لفظ پڑھنے پر طلبہ کی حوصلہ افزائی کریں۔

مشق: 2 منٹ



طلبہ سے کہیں کہ گھر پر اپنی درسی کتاب کے صفحہ نمبر ۱۰۳ تا ۱۰۴ پر سوال نمبر ۹ میں دیے گئے الفاظ ایک منٹ میں دُرست تلفظ اور روانی سے پڑھنے کی مشق کر کے آئیں۔

نوٹس

استفہامیہ، اقراری اور انکاری جملوں کو ایک دوسرے میں تبدیل کرنا

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طلبہ کے حاصلاتِ تعلم



- استفہامیہ، اقراری اور انکاری جملوں کو ایک دوسرے میں تبدیل کریں۔

معلومات برائے اساتذہ

1. استفہامیہ جملے: ایسے جملے جن میں کوئی سوال یا بات پوچھی جائے ”استفہامیہ جملے“ کہلاتے ہیں۔ جیسے: کیا ماحول کو صاف رکھنا ہماری ذمہ داری ہے؟
 - ایسے جملوں کے آخر میں ختمہ کے بجائے سوالیہ نشان (?) لگایا جاتا ہے۔
2. اقراری جملے: ایسے جملے جن میں کسی بات کا اقرار کیا جائے ”اقراری جملے“ کہلاتے ہیں۔ جیسے: جی ہاں! ماحول کو صاف رکھنا ہماری ذمہ داری ہے۔
3. انکاری جملے: ایسے جملے جن میں کسی کام سے انکار کیا جائے ”انکاری جملے“ کہلاتے ہیں۔ جیسے: جی نہیں! میں نے کھانا نہیں کھایا ہے۔
4. طلبہ کو استفہامیہ، اقراری اور انکاری جملوں کو ایک دوسرے میں تبدیل کرنے کی خوب مشق کروائیں۔

دورانیہ: 35 منٹ/ایک پیریڈ



وسائل/اذرائع



درسی کتاب برائے جماعت سوم، تختہ تحریر، مارکر/چاک، ڈسٹر/جھاڑن وغیرہ

تعارف: 5 منٹ



- تختہ تحریر پر جدول میں دیے گئے جملے لکھیں۔

- کیا ہم اسکول جائیں گے؟
- جی ہاں! ہم اسکول جائیں گے۔
- جی نہیں! ہم اسکول نہیں جائیں گے۔

- طلبہ کو بتائیں کہ جملہ نمبر 1 میں سوال کیا گیا ہے۔ لہذا یہ استفہامیہ جملہ ہے۔
- دوسرے جملے میں اقرار کیا گیا ہے۔ اس لیے یہ اقراری جملہ ہے۔
- تیسرے جملے میں انکار کیا گیا ہے۔ لہذا یہ انکاری جملہ کہلائے گا۔
- طلبہ سے کہیں کہ آج ہم استفہامیہ، اقراری اور انکاری جملوں کو ایک دوسرے میں تبدیل کریں گے۔



سرگرمی نمبر: 1

1. طلبہ کے تین گروپ بنائیں۔
2. جدول میں دیے گئے جملے تختہ تحریر پر لکھیں۔

انکاری جملے	اقراری جملے	استفہامیہ جملے
		کیا تم نے لاہور دیکھا ہے؟ کیا تمہیں چاول کھانا پسند ہیں؟ کیا باغ میں تتلیاں اڑ رہی ہیں؟ کیا تم نے نئے کپڑے پہنے؟ کیا عائشہ کے پاس گڑیا ہے؟ کیا طالبات قومی ترانہ پیش کر رہی ہیں؟

4. طلبہ سے کہیں کہ دیے گئے استفہامیہ جملوں کو اقراری اور انکاری جملوں میں تبدیل کر کے لکھیں۔
5. گروپ 'الف' کو استفہامیہ جملہ بولنے، گروپ 'ب' کو اسے اقراری جملے میں تبدیل کرنے، جب کہ گروپ 'ج' کو اسے انکاری جملے میں تبدیل کرنے کا کہیں۔
6. جملہ دُڑست تبدیل کرنے پر طلبہ کو شاباش دیں۔
7. طلبہ سے کہیں کہ وہ یہ جملے اپنی کاپیوں پر لکھیں۔

سرگرمی نمبر: 2

1. گروپ برقرار رکھیں۔
2. جدول میں دیے گئے جملے تختہ تحریر پر لکھیں۔

انکاری جملے	اقراری جملے	استفہامیہ جملے
مثال: کیا تم نے سوات دیکھا ہے؟	جی ہاں! میں نے سوات دیکھا ہے۔	جی نہیں! میں نے سوات نہیں دیکھا ہے۔
	جی ہاں! ہم گاؤں میں رہتے ہیں۔	
		جی نہیں! میں بازار نہیں جاتی۔
		کیا آپ ایک دوسرے کو تحفے دیتے ہیں؟
		جی نہیں! ہم دوستوں کے ساتھ باہر نہیں جاتے۔
	جی ہاں! میں نے ہوائی جہاز دیکھا ہے۔	
		جی نہیں! میں مانیٹر نہیں ہوں۔

4. جملوں کو مثال کے مطابق ایک دوسرے میں تبدیل کروائیں۔
5. ایک گروپ کے طالب علم سے دیا گیا جملہ بلوائیں۔ دوسرے اور تیسرے گروپ کے طلبہ سے کہیں کہ وہ استفہامیہ کو اقراری اور انکاری جملے میں، اقراری کو استفہامیہ اور انکاری جملے میں، جب کہ انکاری جملے کو اقراری اور استفہامیہ میں تبدیل کر کے لکھیں۔
6. یہ سرگرمی مکمل کرنے کے لئے دس منٹ کا وقت دیں۔

روزمرہ معاملات (اسکول، گھر، محلے کھیل کے میدان) میں رواداری اختیار کرنا

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طلبہ کے حاصلاتِ تعلم



- روزہ مرہ معاملات (گھر، اسکول، کھیل کے میدان) میں رواداری اختیار کر سکیں۔

معلومات برائے اساتذہ

- استاد/استانی طلبہ کو وقتاً فوقتاً اتفاق رائے کی ترغیب دیں۔
- اختلاف رائے کی صورت میں لڑائی جھگڑے کی بجائے بات چیت سے مسئلے کا حل نکالنے کا کہیں۔
- کسی طالب علم/طالبہ کو اُس کی قوم، مذہب، نسل اور رنگ کی وجہ سے تعصب کا نشانہ نہ بنائیں۔
- کھیل کے دوران برداشت پیدا کرنے کی ترغیب دیں اور عدم برداشت سے روکیں۔
- ہار اور جیت دونوں صورتوں میں نتیجہ قبول کرنے کی صلاحیت پیدا کریں۔

دورانیہ: 35 منٹ/ایک پیریڈ



وسائل/اذرائع



درسی کتاب برائے جماعت سووم، تختہ تحریر، مارکر/چاک، ڈسٹر/جھاڑن وغیرہ۔

تعارف: 5 منٹ



- طلبہ سے جدول میں دیے گئے سوالات پوچھیں۔
- آپ کا دوست آپ سے ناراض ہے آپ اُسے کیسے منائیں گے؟
- جب آپ ہار جاتے/جاتی ہیں تو کیا کرتے/کرتی ہیں؟
- دو سے تین طلبہ کو بولنے کا موقع دیں

تصور کی پختگی: 20 منٹ



سرگرمی نمبر: 1

1. طلبہ کے چار گروپ بنائیں
2. گروپ میں چارٹ اور مارکر دیں۔
3. گروپوں کو بالترتیب اسکول، گھر، محلے، کھیل کے میدان کی جگہوں کے نام سے کام تفویض کریں۔
4. طلبہ سے پوچھیں کہ دی گئی جگہوں پر آپ اپنے دوستوں کی کس طرح مدد کرتے ہیں۔

5. طلبہ سے کہیں کہ مشاورت سے نکات لکھیں۔
6. تمام گروپوں میں وقتاً فوقتاً بیٹھ کر طلبہ کی رہ نمائی کریں۔
7. سرگرمی کے لیے طلبہ کو ۱۰ منٹ کا وقت دیں۔

سرگرمی نمبر 2:

1. گروپ لیڈر منتخب کریں۔
2. چاروں گروپوں میں کیا جانے والا کام کرا جماعت میں گروپ لیڈر کو پڑھ کر سنائے۔
3. اُستاد/اُستانی مزید معلومات کا اضافہ کرتے ہوئے تصور کو مثالوں سے واضح کرے۔
4. کام مکمل کرنے پر طلبہ کی حوصلہ افزائی کریں۔

نتیجہ/خلاصہ: 3 منٹ



درج بالا سرگرمیوں کے بعد طلبہ روزمرہ معاملات (اسکول، گھر، محلے، کھیل کے میدان) میں روادری اختیار کر کے ضرورت کے وقت ایک دوسرے کی مدد کرنے کے قابل ہو گئے ہیں۔

جائزہ/جانچ: 5 منٹ



- کرا جماعت میں ہمیں ساتھیوں کے ساتھ کیسا رویہ رکھنا چاہیے؟
- آپ بہ وقت ضرورت اپنے دوست کی کس طرح مدد کرے ہیں؟

مشق: 2 منٹ



طلبہ سے کہیں کہ اپنی کاپیوں پر ”ہم جماعت دوستوں کی مدد کیسے کی جاسکتی ہے“ کے بارے میں تین تین جملے لکھیں اور دوسرے دن کرا جماعت میں ساتھیوں کو سنائیں۔

نوٹس



6

کہانی سن کر دوبارہ وہی کہانی خاص خاص نکات سمیت سنانا

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طلبہ کے حاصلاتِ تعلم



■ کہانی سن کر دوبارہ وہی کہانی خاص خاص نکات سمیت زبانی سنا سکیں۔

معلومات برائے اساتذہ

1. طلبہ فطری طور پر کہانیاں سننے کے شوقین ہوتے ہیں لہذا وقتاً فوقتاً طلبہ کو دل چسپ کہانیاں بلند خوانی کی حکمت عملی کے ذریعے سنائیں۔
طلبہ جن کہانیوں کو پسند کرتے ہیں ان کو بار بار دہراتے ہیں۔
2. طلبہ کی توجہ کہانی کے خاص خاص نکات کی طرف مبذول کروائیں۔
3. کہانی میں موجود پیغام / سبق اخذ کروائیں۔

دورانیہ: 35 منٹ / ایک پیریڈ



وسائل / اذرائع



درسی کتاب برائے جماعت سوم، تختہ تحریر، مارکر / چاک، ڈسٹر / جھاڑن وغیرہ

تعارف: 5 منٹ



- اُستاد / اُستانی طلبہ سے پوچھے کہ وہ گھر میں کس سے کہانی سنتے ہیں؟
- کہانیوں سے متعلق طلبہ کی پسند و ناپسند پوچھیں۔

تصور کی پختگی: 30 منٹ



سرگرمی نمبر: 1

1. اساتذہ دی گئی کہانی کی بلند خوانی کریں۔

رحم دلی کا نتیجہ

سبک نگین غزنی کے بادشاہ کا ایک غلام تھا۔ ایک دن وہ جنگل میں شکار کے لیے گیا۔ اُسے ایک ہرنی بچے کے ساتھ نظر آئی۔ اس نے گھوڑا دوڑایا اور ہرنی کا پیچھا کرنے لگا۔ ہرنی تو بچ کر نکل گئی مگر بچہ اس کے ہاتھ آگیا۔ وہ اُسے لے کر واپسی کے لیے مُڑا۔ کچھ ہی دور گیا ہوگا کہ اُسے ہرنی کے قدموں کی آواز سنائی دی جو اپنی مامتا سے مجبور ہو کر پیچھے چلی آرہی تھی۔ یہ دیکھ کر سبک نگین کے دل میں رحم آیا۔ اس نے ہرنی کے بچے کو چھوڑ دیا۔ ہرنی بچہ پا کر بہت خوش ہوئی۔ اس رات سبک نگین کو خواب میں ایک بزرگ نے خوش خبری دی کہ تمہاری رحم دلی کی وجہ سے تمہیں غزنی کی حکومت ملے گی۔ کچھ عرصے بعد وہ واقعی بادشاہ بن گیا۔

2. طلبہ کو دو گروپوں میں تقسیم کریں۔

3. طلبہ سے کہیں کہ کہانی کے خاص نکات گروپوں میں دہرائیں۔
4. گروپوں کو کہانی کے نکات دہرانے کے لیے ۵ منٹ کا وقت دیں۔

سرگرمی نمبر 2:

1. طلبہ کے گروپ برقرار رکھیں۔
2. طلبہ سے کہانی کے خاص نکات کی نشان دہی کروائیں۔
3. دو/تین طلبہ سے یہی کہانی خاص خاص نکات سمیت جماعت کے سامنے دو بارہ سنوائیں۔

نتیجہ/خلاصہ: 3 منٹ



درج بالا سرگرمیوں کی تکمیل بعد طلبہ اس قابل ہو گئے ہیں کہ وہ سُنی ہوئی کہانی دوبارہ سنا سکیں اور اس کے اہم اور خاص نکات بتا سکیں۔

جائزہ/جانچ: 5 منٹ



1. کوئی ایک طالب علم/طالبہ مختصر سی کہانی سنائے۔
2. کہانی سنانے کے بعد اس کے خاص خاص نکات بتائے۔

مشق: 2 منٹ



طلبہ سے کہیں کہ وہ گھر پر درسی کتاب کے صفحہ نمبر ۱۰۹ پر ”مل کر کریں بات“ کے تحت سوال نمبر ۵ میں دی گئی تصویروں کو غور سے دیکھ کر کہانی بنائیں اور کمرہ جماعت میں آکر سنائیں۔

نوٹس

عبارت سمجھ کر روانی سے پڑھنا

طلبہ کے حاصلاتِ تعلم



- اُردو میں لکھی ہوئی کسی بھی عبارت کو سمجھ کر روانی سے پڑھ سکیں۔
- اپنی جماعت کے معیار کے مطابق کم از کم ستر الفاظ پر مشتمل عبارت ایک منٹ میں روانی سے پڑھ سکیں۔

معلومات برائے اساتذہ

1. طلبہ کو مطالعے کا عادی بنائیں تاکہ ان میں پڑھنے کی صلاحیت پروان چڑھے۔
2. طلبہ سے مختلف نوعیت کی عبارات پڑھنے کی مشق کروائیں تاکہ وہ روانی سے پڑھنے کے قابل ہو جائیں۔
3. نئے الفاظ پڑھنے کی مشق کروائیں۔ نئے الفاظ سے واقفیت طلبہ کے فہم کے ساتھ پڑھنے میں آسانی پیدا کرتی ہے۔
4. طلبہ کو اپنی پسند کی کہانیوں، لطیفوں اور نظموں وغیرہ کے پڑھنے کا موقع دیں تاکہ وہ بار بار کی مشق سے روانی سے عبارت پڑھ سکیں۔

دورانیہ: 35 منٹ / ایک پیریڈ



وسائل / اذرائع



درسی کتاب برائے جماعت سوم، تختہ تحریر، مارکر / چاک، ڈسٹر / جھاڑن، اسٹاپ واچ وغیرہ

تعارف: 5 منٹ



1. دی گئی عبارت تختہ تحریر پر لکھیں۔

جو لوگ روزانہ صبح سویرے اٹھتے ہیں اور تازہ ہوا کھانے کے لیے پارک اور باغ میں جاتے ہیں یا آبادی سے دور رکھتوں کی طرف نکل جاتے ہیں، ان کی صحت ہمیشہ اچھی رہتی ہے۔ کابلی ان کے قریب نہیں آتی۔ ان کا دماغ اور جسم دونوں صحت مند رہتے ہیں۔ صحت مندی کا راز صبح اٹھ کر سیر کرنے میں ہے۔ صبح کی سیر سے انسان چاق چو بند رہتا ہے۔

2. نمونے کے طور پر پہلے خود عبارت روانی سے پڑھیں۔
3. دو سے تین طلبہ سے بھی عبارت روانی کے ساتھ پڑھوائیں۔

تصور کی پختگی: 30 منٹ



سرگرمی نمبر: 1

1. دی گئی عبارت کا چارٹ سامنے آویزاں کریں۔

لؤلؤ سر جھیل مانسہرہ سے تقریباً ساڑھے تین سو کلومیٹر دور واقع ہے۔ ہر سال بڑی تعداد میں سیاح یہاں آتے ہیں۔ دریائے کنہار میں پانی شیشے کی طرح شفاف ہے۔ لؤلؤ سر کی برف سے ڈھکی ہوئی پہاڑیوں کا عکس جب جھیل کے صاف پانی میں دکھائی دیتا ہے تو دیکھنے والے حیران رہ جاتے ہیں۔ یہ منظر بہت خوب صورت ہوتا ہے۔

2. طلبہ سے کہیں کہ وہ چارٹ پر لکھی ہوئی عبارت کاپیوں پر لکھیں۔

3. طلبہ کے جوڑے بنائیں اور جوڑوں میں عبارت پڑھنے کی مشق کروائیں۔
4. عبارت پڑھنے کے دوران طلبہ کی رہ نمائی اور حوصلہ افزائی کرتے رہیں۔

سرگرمی نمبر 2:

1. دو سے تین طلبہ سے کہیں کہ وہ جماعت کے سامنے اپنی کاپی سے روانی کے ساتھ عبارت پڑھیں۔
2. طلبہ سے کہیں کہ وہ ایک منٹ میں عبارت پڑھنے کی کوشش کریں۔
3. وقت نوٹ کرنے کے لیے اسٹاپ واچ کا استعمال کریں۔
4. اسٹارٹ بول کر پڑھنا شروع کروائیں اور اسٹاپ بول کر رُکنے کا بولیں۔
5. جو طالب علم/طالبہ ایک منٹ میں روانی کے ساتھ عبارت پڑھنے میں کامی اب ہو جائے اُس کے لیے طلبہ سے تالیاں بجوائیں۔

نتیجہ/خلاصہ: 3 منٹ



ان سرگرمیوں کی تکمیل کے بعد طلبہ روانی کے ساتھ عبارت پڑھنے کے قابل ہو گئے ہیں۔

جائزہ/جائزہ: 5 منٹ



1. طلبہ سے دُرست ی کتاب کا صفحہ نمبر ۱۱۱ کھلوائیں اور اُن کو سوال نمبر ۹ کے تحت دی ہوئی عبارت پڑھنے کا کہیں۔
2. دو سے تین طلبہ سے عبارت ایک منٹ میں پڑھوائیں۔
3. وقت نوٹ کرنے کے لیے اسٹاپ واچ استعمال کریں۔

مشق: 2 منٹ



طلبہ سے کہیں کہ درسی کتاب کے صفحہ نمبر ۱۱۸ پر سوال نمبر ۹ کے تحت دی ہوئی عبارت گھر میں ایک منٹ میں روانی سے پڑھیں۔

نوٹس

تیس سے چالیس تک گنتی اُردو ہندسوں اور لفظوں میں لکھنا

سبق نمبر
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طلبہ کے حاصلاتِ تعلم



- تیس سے چالیس تک گنتی اُردو ہندسوں اور لفظوں میں لکھ سکیں۔

معلومات برائے اساتذہ

- گنتی ہندسوں اور لفظوں میں سیکھنا علم ریاضی کی بنیادی مہارت ہے۔
- ایک سے سو تک گنتی ہندسوں اور لفظوں میں لکھ کر سیکھنا بہت ضروری ہے۔
- روزمرہ زندگی میں ہم لین دین اور خرید و فروخت میں بھی ہندسوں کا استعمال کرتے ہیں۔ جس سے طلبہ کو گنتی کی ہندسوں اور لفظوں میں پہچان اور لکھنے کا علم بہت اہم ہے۔
- حساب کتاب اور علم ریاضی میں بھی ہندسوں کی اپنی اہمیت ہے۔ اس لیے طلبہ سے گنتی کو ہندسوں اور لفظوں میں لکھنے کی بار بار مشق کروائیں۔

دورانیہ: 35 منٹ / ایک پیریڈ



وسائل / ذرائع



درسی کتاب برائے جماعت سوم، تختہ تحریر، مارکر / چاک، ڈسٹر / جھاڑن وغیرہ

تعارف: 5 منٹ



پچھلے سبق میں ہم اکیس سے تیس تک گنتی اُردو ہندسوں اور لفظوں میں سیکھ چکے ہیں آج ہم چالیس تک گنتی اُردو ہندسوں اور لفظوں میں سیکھیں گے

تصور کی پختگی: 30 منٹ



سرگرمی نمبر: 1

- تختہ تحریر پر تیس تا چالیس تک گنتی اُردو ہندسوں اور لفظوں میں لکھیں۔
- طلبہ سے کہیں کہ تختہ تحریر پر لکھی ہوئی گنتی پڑھیں۔

لفظوں میں	ہندسوں میں
۳۰	تیس
۳۱	اکتیس
۳۲	بیس
۳۳	تینتیس

چونتیس	۳۴
پینتیس	۳۵
چھتیس	۳۶
سینتیس	۳۷
اڑتیس	۳۸
اُتالیس	۳۹
چالیس	۴۰

3. طلبہ سے کہیں کہ گنتی کو کاپیوں پر لکھیں۔
4. طلبہ کو سرگرمی مکمل کرنے کے لیے ۱۰ منٹ کا وقت دیں۔
5. اساتذہ مناسب رہ نمائی کریں۔

سرگرمی نمبر 2:

1. اُستاد/اُستانی تختہ تحریر پر اُردو ہندسوں اور لفظوں کی گنتی کا نام مکمل بنائیں۔

ہندسوں میں	لفظوں میں
	۳۱
بتیس	
	۳۲
چونتیس	
	۳۵
اڑتیس	۳۷
چالیس	۳۸

2. طلبہ اس کو کاپیوں پر لکھیں۔
3. جہاں پر گنتی ہندسوں میں نہیں ہے مکمل کریں۔
4. جہاں پر گنتی لفظوں میں نہیں ہے مکمل کریں۔
5. اساتذہ مناسب رہ نمائی کریں اور دُرست لکھنے پر طلبہ کو شاباش دیں۔

نتیجہ/خلاصہ: 3 منٹ



درج بالا سرگرمیوں کے بعد طلبہ اس قابل ہو گئے ہیں کہ وہ تیس سے چالیس تک گنتی اُردو ہندسوں اور لفظوں میں لکھ سکتے ہیں۔

جائزہ/چالنج: 5 منٹ



1. طلبہ سے میل ملائیں۔
2. ہندسوں کا لفظوں میں دی گئی گنتی سے میل ملائیں۔

کہانی کا اختتام تبدیل کر کے لکھنا

طلبہ کے حاصلاتِ تعلم



- اپنی جماعت کے معیار کے مطابق دی گئی کہانی کا اختتام تبدیل کر کے لکھ سکیں۔

معلومات برائے اساتذہ

- بچے فطری طور پر کہانیاں سننے کے شوقین ہوتے ہیں۔ طلبہ کو مختلف کتابوں کی مدد سے دل چسپ اور سبق آموز کہانیاں سنائیں۔
- کہانی سناتے ہوئے طلبہ کو کہانی کے آغاز، درمیان اور اختتام کے بارے میں بتائیں۔
- طلبہ کو کہانیوں اور واقعات کا ربط و تسلسل سمجھائیں۔ طلبہ سے کہانی کا اختتام تبدیل کروائیں تاکہ طلبہ اپنے خیالات اور الفاظ کی مدد سے کہانی کو ایک نئے رخ سے تبدیل کر سکیں۔
- کہانی لکھنا، اختتام تبدیل کرنا اور کہانی کے نکات اخذ کرنے سے طلبہ کی تخلیقی صلاحیتیں پروان چڑھتی ہیں۔

دورانیہ: 35 منٹ / ایک پیریڈ



وسائل / ذرائع



درسی کتاب برائے جماعت سوم، تھنکے تحریر، مارکر / چاک، ڈسٹر / جھاڑن وغیرہ

تعارف: 5 منٹ



- کسی ایک طالب علم / طالبہ سے کوئی کہانی سنوائیں۔
- کہانی میں موجود سبق اخذ کروائیں۔
- طلبہ سے کہیں کہ آج ہم کہانی کا اختتام تبدیل کرنے سے متعلق پڑھیں گے۔ جس سے کہانی میں موجود پیغام / سبق بھی تبدیل ہو گا۔

تصور کی پختگی: 20 منٹ



سرگرمی نمبر: 1

- جدول میں دی گئی کہانی تخیل تحریر پر لکھیں۔ نمونے کا تبدیل شدہ اختتام بھی لکھیں۔

توکل

ایک درویش کسی جنگل سے گزر رہا تھا۔ ایک جگہ اس نے دیکھا کہ ایک چیل گھونسلے میں معذور کوئے کو خوراک دے رہی ہے۔ اُس نے سوچا کیوں نہ میں بھی آرام سے بیٹھ جاؤں، روزی تو سب کو اللہ دیتا ہے۔ درویش اسی طرح جنگل میں پڑا رہا اور بھوکوں مرنے لگا۔

- تبدیل شدہ اختتام:

جلد ہی اُسے احساس ہوا کہ اللہ تعالیٰ تو رزق دیتا ہے لیکن اس کے لیے محنت بھی ضروری ہے۔

2. دو سے تین طلبہ سے اختتام تبدیل کروا کر کہانی سنوائیں۔
3. طلبہ کی رہ نمائی اور حوصلہ افزائی کریں۔

سرگرمی نمبر ۲:

1. طلبہ کے دو گروپ بنائیں۔
2. دی گئی کہانی تختہ تحریر پر لکھیں۔

لاچ کی سزا

کبوتروں کا ایک غول اڑتا ہوا جا رہا تھا۔ ایک جنگل پر سے گزرتے ہوئے کبوتروں نے کچھ دانے زمین پر پڑے ہوئے دیکھے اور کھانے کی غرض سے زمین پر اترنا چاہا۔ کبوتروں کے سردار نے انھیں نیچے اترنے سے منع کیا کیوں کہ نیچے شکاری نے جال بچھا یا ہوا تھا۔ کبوتروں نے سردار کی بات نہ مانی۔ وہ دانوں کے لاچ میں زمین پر اتر گئے اور شکاری کے جال میں پھنس گئے۔

مکملہ جوابات:

- کبوتروں نے سردار کی بات مان لی اور بچ گئے۔
- کبوتروں نے اتفاق سے کام لیتے ہوئے زور لگایا اور جال سمیت اڑ کر بچ گئے۔

3. گروپوں سے کہیں کہ کہانی کا اختتام تبدیل کریں۔
4. تبدیل شدہ اختتام کے ساتھ گروپ لیڈرز سے کہانی سنوائیں۔
5. اختتام تبدیل کرنے میں طلبہ کی رہ نمائی کریں۔
6. آخر میں گروپوں سے کہانی میں موجود اخلاقی سبق بھی اخذ کروائیں۔

نتیجہ/خلاصہ: 3 منٹ



ان سرگرمیوں کے بعد طلبہ کسی بھی کہانی کا اختتام تبدیل کرنے کے قابل ہو گئے ہیں۔

جائزہ/جانچ: 5 منٹ



1. اُستاد/اُستانی کوئی بھی مختصر کہانی سنائے۔
2. دو سے تین طلبہ سے کہانی کا اختتام تبدیل کروائیں۔
3. طلبہ کی حوصلہ افزائی کریں۔

مشق: 2 منٹ



طلبہ سے کہیں کہ والدین سے کوئی کہانی سنیں اور اس کا اختتام تبدیل کر کے اپنی کاپیوں پر لکھیں۔

لطیفے سننے اور سنانے سے لطف اندوز ہونا

طلبہ کے حاصلاتِ تعلم



- لطیفے سن کر لطف اٹھاسکیں۔
- لطیفے سننے اور سنانے سے لطف اندوز ہو سکیں۔

معلومات برائے اساتذہ

- دل چسپ واقعات، اشعار، پہیلیاں اور لطائف سنانا طلبہ کی توجہ آسانی سے حاصل کی جاسکتی ہے۔
- طلبہ کی دل چسپی کو مد نظر رکھتے ہوئے اساتذہ کو لطائف یاد ہونے چاہئیں۔
- لطائف سنانے کے مقابلے کروا کر طلبہ کی دل چسپی بڑھائی جاسکتی ہے۔

دورانیہ: 35 منٹ/ایک پیریڈ



وسائل/ذرائع



درسی کتاب برائے جماعت سوم، تختہ تحریر، مارکر/چاک، ڈسٹر/جھاڑن وغیرہ

تعارف: 5 منٹ



1. اُستاد/اُستانی طلبہ کو جدول میں دیے گئے لطائف سنائے۔

لطائف
<ul style="list-style-type: none"> ▪ ایک کو چوان (دوسرے کو چوان سے): تمہارا گھوڑا شوکھی گھاس بڑے شوق سے کھا رہا ہے۔ میرا گھوڑا تو صرف ہری گھاس کھاتا ہے۔ ▪ دوسرا کو چوان (بڑے فخر سے): میں نے گھوڑے کی آنکھوں پر ہرے شیشوں کا چشمہ لگا یا ہے۔ ▪ ڈاکٹر (مریض سے): آپ ناشتے میں کیا پیتے ہیں چائے، کافی یا لسی؟ ▪ مریض: ڈاکٹر صاحب آپ تکلف نہ کریں۔

2. طلبہ سے کہیں کہ آج ہم لطیفے سنیں اور سنائیں گے۔

تصور کی چٹنگی: 20 منٹ



سرگرمی نمبر: 1

1. طلبہ کے دو گروپ بنائیں۔
2. طلبہ سے کہیں کہ گروپ میں ایک دوسرے کو لطائف سنائیں۔

3. اس سرگرمی کے لیے ۱۰ منٹ کا وقت دیں۔

سرگرمی نمبر ۲:

1. طلبہ کے گروپوں کو برقرار رکھیں۔
2. دونوں گروپوں کے درمیان لطیفے سنانے کا مقابلہ کروائیں۔
3. بہترین اور مزاحیہ لطیفے سنانے والے گروپ کے لیے تالیاں بجوائیں۔
4. اس سرگرمی کے لیے بھی ۱۰ منٹ کا وقت دیں۔

نتیجہ/خلاصہ: 3 منٹ



ان سرگرمیوں کی تکمیل کے بعد طلبہ لطائف سُننے سنانے اور ان سے لطف اُٹھانے کے قابل ہو گئے ہیں۔

جائزہ/جانچ: 5 منٹ



1. دو سے تین طلبہ کو جماعت کے سامنے لطائف سنانے کے لیے کہیں۔
2. طلبہ کی حوصلہ افزائی کے لیے تالیاں بجوائیں۔

مشق: 2 منٹ



طلبہ سے کہیں کہ گھر جا کر بہن بھائیوں کے ساتھ لطیفے سُننے سنانے کی مشق کریں۔

نوٹس

ایک منٹ میں پچاس اختراعی ہجوں والے بے معنی الفاظ پڑھنا

سبق نمبر
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طلبہ کے حاصلاتِ تعلم



ایک منٹ میں کم از کم پچاس اختراعی ہجوں والے بے معنی الفاظ پڑھ سکیں۔

معلومات برائے اساتذہ

- اختراعی ہجوں والے یا بے معنی الفاظ وہ ہوتے ہیں جس کے اپنے کوئی معنی نہیں ہوتے۔ جیسے: روضو، ثنا بھی، تھو نا وغیرہ
- بے معنی الفاظ پڑھنے سے طلبہ کی پڑھائی میں روانی پیدا ہوتی ہے۔
- بے معنی الفاظ پڑھنے سے با معنی الفاظ پڑھنے میں مدد ملتی ہے۔

دورانیہ: 35 منٹ/ایک پیریڈ



وسائل/ادرائع



درسی کتاب برائے جماعت سوّم، تختہ تحریر، چاک/مارکر، جھاڑن/ڈسٹر وغیرہ

تعارف: 5 منٹ



آج ہم اختراعی ہجوں والے بے معنی الفاظ کے بارے میں پڑھیں گے۔ یہ وہ الفاظ ہوتے ہیں جن کے اپنے کوئی معنی نہیں ہوتے

تصور کی پختگی: 20 منٹ



سرگرمی نمبر: 1

1. درسی کتاب کے صفحہ نمبر 124 سوال نمبر 10 میں دیے ہوئے بے معنی الفاظ تختہ تحریر پر لکھیں۔

چانا	بوگو	جارا	توغو	راگا	فانگا
حاجھی	جاش	تاگے	باخا	تھوما	ماگے
گوٹا	توقی	ساکا	ماکی	راٹا	تاگتا
تھوٹا	ٹارے	تاگھو	ضاطا	جیا	فانٹو
پانخی	فوزے	راٹ	تھاڑے	خاچے	مانا
کھاٹے	پاٹا	جاتھے	جوکھا	روجا	نوخو
دھوسا	تھوجا	خازل	پاما	بوصو	جانے
چاگے	روگھو	گھوٹے	موخو	کھاگا	طراما
	ماکہ	نوطا			

2. چند طلبہ سے باری باری اس طرح پڑھوائیں کہ وہ ایک منٹ میں کم از کم پچاس الفاظ پڑھ سکیں۔
3. اُستاد/اُستانی سرگرمی کے لیے اسٹاپ واچ پر وقت نوٹ کرے۔

10 منٹ

سرگرمی نمبر 2:

1. طلبہ کو دو گروپوں میں تقسیم کریں۔
2. تختہ تحریر پر جدول میں دیے گئے پچاس بے معنی الفاظ لکھیں۔
3. دونوں گروپوں کے درمیان پچاس بے معنی الفاظ پڑھنے کا مقابلہ کروائیں۔
4. جو گروپ کم وقت میں زیادہ الفاظ پڑھے اس کی حوصلہ افزائی کریں اور اُسے فاتح قرار دیں۔
5. اُستاد/اُستانی اسٹاپ واچ کا بندوبست کرے۔
6. زیادہ سے زیادہ طلبہ کو اس سرگرمی میں شریک کریں۔
7. ہر طالب علم/طالبہ کو ایک منٹ کا وقت دیں۔
8. جیسے ہی ایک منٹ پورا ہو۔ اگلا طالب علم/طالبہ مقابلے کے لیے آئے۔
9. دونوں گروپوں کے پہلی پوزیشن حاصل کرنے والے طلبہ کے درمیان مقابلہ کرائیں۔
10. جیتنے والے طالب علم/طالبہ کو انعام دیں۔
11. طلبہ میں مقابلے کا جذبہ پیدا کریں۔

نتیجہ/خلاصہ: 3 منٹ



درج بالا سرگرمیوں کے بعد طلبہ ایک منٹ میں کم از کم پچاس اختراعی/بے معنی الفاظ پڑھنے کے قابل ہو گئے ہیں۔

جائزہ/جانچ: 5 منٹ



1. طلبہ کو کم از کم پچیس اختراعی/بے معنی الفاظ پڑھنے کو کہیں۔
2. کوشش کریں کہ ایسے طلبہ کو موقع دیا جائے جو پہلے شریک نہ ہو سکے ہوں۔
3. الفاظ پڑھنے پر طلبہ کی حوصلہ افزائی کریں۔

مشق: 2 منٹ



طلبہ سے کہیں کہ کوئی سے بیس اختراعی/بے معنی الفاظ لکھ کر لائیں اور جماعت کے سامنے سنائیں۔

سو کثیر الاستعمال ارکان دُرستی کے ساتھ پڑھنا

طلبہ کے حاصلاتِ تعلم



- سو کثیر الاستعمال ارکان دُرستی کے ساتھ پڑھ سکیں۔

معلومات برائے اساتذہ

- استاد/استانی کثیر الاستعمال ارکان کو ذہن نشین کروانے کے لیے چارٹ کا استعمال کریں اور کثیر الاستعمال ارکان کا چارٹ کمر اجتماعت میں آویزاں کریں، تاکہ طلبہ اسے غور سے پڑھیں اور نئے ارکان سیکھ سکیں۔
- کثیر الاستعمال ارکان طلبہ کے لیے اس لیے ضروری ہیں کہ ان کی مدد سے طلبہ نئے الفاظ بنا سکتے ہیں۔
- استاد/استانی الفاظ پڑھانے سے پہلے کثیر الاستعمال ارکان طلبہ کو پڑھائیں تاکہ بعد میں وہ خود الفاظ کو آسانی کے ساتھ پڑھ سکیں۔
- کثیر الاستعمال ارکان طلبہ کو نہ صرف پڑھنے میں مدد دیتے ہیں بل کہ اس سے طلبہ کی لکھنے کی صلاحیت میں بہتری آتی ہے۔

دورانیہ: 35 منٹ/ایک پیریڈ



وسائل/اذرائع



درسی کتاب برائے جماعت سوّم، تختہ تحریر، مارکر/چاک، ڈسٹر/جھاڑن وغیرہ

تعارف: 5 منٹ



1. تختہ تحریر پر جدول میں دیے گئے ارکان لکھیں۔

نو	چا	نی	لے	با
----	----	----	----	----

2. دو سے تین طلبہ سے روانی کے ساتھ ارکان پڑھوائیں۔
3. طلبہ کو بتائیں کہ آج ہم سو کثیر الاستعمال ارکان دُرست طریقے اور روانی سے پڑھنے کی مشق کریں گے۔

تصور کی پختگی: 20 منٹ



سرگرمی نمبر: 1

1. استاد/استانی پہلے سے جدول میں دیے گئے (سو کثیر الاستعمال) ارکان کا چارٹ اعراب وغیرہ کا خیال رکھتے ہوئے بنائے۔

لا	نی	با	خی	نو	چے	ٹو	گا	دو	شا
ڈی	ذا	ڑا	شی	زے	می	چا	نی	صو	عے
سا	طا	ٹا	ڈا	بی	عا	ضے	ذا	خو	غے
فا	کھی	لی	گو	زو	فی	ما	لے	زی	شو

کھے	دا	طی	سو	را	خا	غی	تھی	تے	طو
غو	نا	کھا	نے	کی	طے	ضی	کھو	ہی	ڑے
سی	ہا	دی	کا	نے	کے	ذی	بھا	لو	ہے
بھے	گے	ضا	چھا	سے	گی	کو	شے	ڈو	مو
چھی	بھو	بے	غا	ڈے	ری	گھو	چی	بھی	ہو
گھا	چھے	ضو	گھی	چو	گھے	دے	چھو	ے	بو

2. چارٹ دیوار پر طلبہ کے سامنے آویزاں کریں جہاں سے تمام طلبہ آسانی کے ساتھ پڑھ سکتے ہوں۔
3. تسلی کر لیں کہ تمام طلبہ دیکھ کر آسانی کے ساتھ پڑھ سکتے ہیں۔
4. طلبہ کے جوڑے بنائیں۔
5. جوڑوں سے کہیں کہ وہ روانی کے ساتھ ایک دوسرے کو ارکان پڑھ کر سنائیں۔
6. اس سرگرمی کے لیے طلبہ کو 5 منٹ کا وقت دیں۔
7. جوڑوں سے پوچھ کر تسلی کر لیں کہ تمام جوڑوں نے ارکان ایک دوسرے کو پڑھ کر سنا دیے ہیں۔

سرگرمی نمبر 2:

1. استاد/استانی اب ہر جوڑے کے ایک ایک طالب علم/طالبہ کو کمر اجتماعت میں لگے چارٹ کے پاس بلا کر ارکان پڑھنے کا کہے۔
2. ہر جوڑے کے ایک طالب علم/طالبہ کے ساتھ یہ سرگرمی دہرائیں۔
3. صحیح پڑھنے پر طلبہ کی حوصلہ افزائی کریں۔
4. اس سرگرمی کے لیے طلبہ کو دس منٹ کا وقت دیں۔

نتیجہ/خلاصہ: 3 منٹ



جوڑوں میں کام کرنے اور چارٹ سے ارکان پڑھنے سے طلبہ روانی کے ساتھ سوکثیر الاستعمال ارکان پڑھنے کے قابل ہو گئے ہیں۔

جائزہ/جانبی: 5 منٹ



1. چارٹ میں سے ایک سطر پر لکھے گئے دس ارکان ایک طالب علم/طالبہ سے پڑھوائیں۔
2. تین یا چار طلبہ کو پڑھنے کا موقع دے کر ان سے مختلف سطور پڑھوائیں۔

مشق: 2 منٹ



طلبہ سے کہیں کہ وہ خود سے درسی کتاب سے بیس کثیر الاستعمال ارکان اپنی کاپیوں پر لکھ کر لائیں اور دوسرے دن باقی ساتھیوں کو سنائیں۔



7

چالیس سے پچاس تک گنتی اردو ہندسوں اور لفظوں میں لکھنا

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طلبہ کے حاصلاتِ تعلم



- چالیس سے پچاس تک گنتی اردو ہندسوں اور لفظوں میں لکھ سکیں۔

معلومات برائے اساتذہ

- جماعت سوم کے طلبہ گنتی ہندسوں میں لکھ سکتے ہیں۔ اس لیے انہیں گنتی (اعداد و شمار) ہندسوں اور لفظوں میں لکھ کر سکھانا بہت ضروری ہے تاکہ وہ اردو میں بھی گنتی پڑھنا اور لکھنا سیکھ سکیں۔
- گنتی ہندسوں اور لفظوں میں سیکھنا علم ریاضی کی بنیادی مہارت ہے۔
- ایک سے سو تک گنتی ہندسوں اور لفظوں میں لکھ کر سیکھنا بہت ضروری ہے۔
- روزمرہ زندگی میں ہم لین دین اور خرید و فروخت میں بھی ہندسوں کا استعمال کرتے ہیں۔ جس سے طلبہ کو گنتی کی ہندسوں اور لفظوں میں پہچان اور لکھنے کا علم بہت اہم ہے۔
- حساب کتاب اور علم ریاضی میں بھی ہندسوں کی اپنی اہمیت ہے۔ اس لیے طلبہ کو ہندسوں اور لفظوں میں لکھنے کی بار بار مشق کروائیں۔

دورانیہ: 35 منٹ / ایک پیریڈ



وسائلِ اذرائع



درسی کتاب برائے جماعت سوم، تختہ تحریر، مارکر/چاک، ڈسٹر/جھاڑن، چارٹ وغیرہ

تعارف: 5 منٹ



1. تختہ تحریر پر دیا گیا جدول بنائیں۔

کالم ”الف“	کالم ”ب“
۳۲	تینتیس
۳۸	بیس
۳۳	چھتیس
۳۶	اڑتیس

2. دو سے تین طلبہ سے ہندسوں میں گنتی کا لفظوں سے میل ملوائیں۔

3. طلبہ سے کہیں عزیز طلبہ!

4. پچھلے سبق میں ہم نے گنتی ”تیس سے چالیس“ اردو ہندسوں اور لفظوں میں لکھنا سیکھی تھی آج ہم ”چالیس سے پچاس“ اردو ہندسوں اور لفظوں میں لکھنا سیکھیں گے۔



سرگرمی نمبر: 1

1. دیے گئے جدول میں لکھی گئی گنتی چالیں تا پچاس اُردو ہندسوں اور لفظوں میں تختہ تحریر پر لکھیں۔

لفظوں میں	ہندسوں میں
اکتالیس	۴۱
بیالیس	۴۲
تینتالیس	۴۳
چوالیس	۴۴
پہنتالیس	۴۵
چھیالیس	۴۶
سینتالیس	۴۷
اڑتالیس	۴۸
انچاس	۴۹
پچاس	۵۰

2. طلبہ سے کہیں کہ گنتی اپنی کاپیوں پر لکھیں۔

3. کمرہ جماعت میں طلبہ کے پاس جا کر تسلی کر لیں کہ طلبہ گنتی صحیح لکھ رہے ہیں۔

سرگرمی نمبر 2:

1. طلبہ کے جوڑے بنائیں۔

2. طلبہ کو ہدایات دیں کہ جوڑے میں پہلا طالب علم / طالبہ کوئی ہندسہ بولے اور دوسرا طالب علم / طالبہ وہی ہندسہ (ہندسوں اور لفظوں) میں لکھے گا۔

3. مثلاً (پہلا طالب علم بولے ۴۱) (دوسرا طالب علم لکھے ۴۱۔ اکتالیس)

4. جوڑے میں ہر ساتھی دوسرے ساتھی سے کم از کم ”پانچ“ ہندسے بولے۔

5. سرگرمی مکمل کرنے کے لیے طلبہ کو ۱۰ منٹ کا وقت دیں۔

نتیجہ / خلاصہ: 3 منٹ



جوڑوں میں سرگرمی سے طلبہ گنتی (چالیں تا پچاس) اُردو ہندسوں اور لفظوں میں لکھنا سیکھ گئے ہیں۔

جائزہ / جانچ: 5 منٹ



1. تختہ تحریر پر دیا گیا جدول بنائیں۔

چھٹی کے دن کی مصروفیات لکھنا

طلبہ کے حاصلاتِ تعلم



- چھٹی کے دن کی مصروفیات لکھ سکیں۔

معلومات برائے اساتذہ

- طلبہ سے چھٹی کے دن کے معمولات کے بارے میں طلبہ سے پوچھیں۔ جوابات اخذ کروانے کے لیے طلبہ کو درج ذیل تجاویز دیں جیسے: عزیزوں / ارشتے داروں سے ملنا، پلٹک پر جانا، مل جل کر کھیلنا، کسی تقریب میں شرکت کرنا، والدین اور بہن بھائیوں کا ہاتھ بٹانا وغیرہ
- طلبہ سے ان کی ذاتی مصروفیات کے بارے میں چند جملے لکھوائیں۔
- طلبہ کو اعتماد دیں کہ وہ فرضی مصروفیات نہ لکھیں بلکہ اپنے چھٹی کے دن کے بارے میں سوچ کر لکھیں۔ طلبہ کی مصروفیات کو سراہیں۔

دورانیہ: 35 منٹ / ایک پیریڈ



وسائل / ذرائع



درسی کتاب برائے جماعت سوم، تختہ تحریر، مارکر / چاک، ڈسٹر / جھاڑن وغیرہ

تعارف: 5 منٹ



1. استاد / استانی کو بہ طور نمونہ خود اپنی چھٹی کے دن کی مصروفیات بتائیں۔
2. ایک طالب علم / طالبہ سے اس کی چھٹی کے دن کی مصروفیات پوچھیں۔

تصور کی پختگی: 20 منٹ



سرگرمی نمبر: 1

1. طلبہ کے جوڑے بنائیں۔
2. طلبہ سے کہیں کہ وہ اپنی چھٹی کے دن کی مصروفیات کے بارے میں چند جملے لکھیں۔
3. استاد / استانی طلبہ کی نگرانی کرے اور بہ وقت ضرورت رہ نمائی کرے۔
4. املا اور جملوں کی بناوٹ پر خاص توجہ دیں۔

سرگرمی نمبر 2

1. چند طلبہ سے جماعت کے سامنے آکر لکھے گئے جملے سنانے کا کہیں۔
2. طلبہ کو حوصلہ افزائی کریں اور بہ وقت ضرورت رہ نمائی اور اصلاح کریں۔
3. کوئی ایک طالب علم / طالبہ جملے تختہ تحریر پر لکھتا جائے۔

فطرت سے متعلق موضوعات پر دی گئی تحریروں سے لطف اٹھانا

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طلبہ کے حاصلاتِ تعلم



- فطرت سے متعلق موضوعات پر دی گئی تحریروں سے لطف اٹھائیں۔

معلومات برائے اساتذہ

- اساتذہ طلبہ کے لیے بچوں کے رسائل و اخبارات اکٹھے کریں۔
- طلبہ سے بچوں کے رسائل اور اخبارات میں سے فطرت سے متعلق موضوعات تلاش کرنے کا کہیں جیسے: پہاڑوں، بانگوں، سمندروں، دریاؤں وغیرہ کے بارے میں۔
- فطری موضوعات کے حوالے سے مختلف عنوانات سے باخبر ہونا بہت اہم ہے، اس سے طلبہ کی معلومات میں اضافہ ہوتا ہے اور وہ بات چیت کے ذریعے ان معلومات کو دوستوں تک پہنچاتے ہیں۔

دورانیہ: 35 منٹ/ایک پیریڈ



وسائل/ذرائع



درسی کتاب برائے جماعت سوّم، تختہ تحریر، مارکر/چاک، ڈسٹر/جھاڑن، بچوں کے رسالے، میگزین، اخبارات وغیرہ

تعارف: 5 منٹ



- طلبہ کو بتائیں کہ آج ہم ملکہ کو ہسار مری کے بارے میں پڑھیں گے، جس کے مناظر بہت خوب صورت اور دیدہ زیب ہیں۔

تصور کی پختگی: 20 منٹ



سرگرمی نمبر: 1

1. طلبہ کے جوڑے بنائیں۔
2. طلبہ کو درسی کتاب کا صفحہ نمبر ۱۲۶ تا ۱۲۷ ”ملکہ کوہسار کی سیر“ پورا پڑھائیں اور ان کی توجہ خوب صورت مناظر کی طرف مبذول کروائیں۔
3. طلبہ سبق میں موجود مناظر پر ایک دوسرے سے بات چیت کریں۔
4. طلبہ اہم نکات کا پیوں پر لکھیں۔
5. استاد/استانی طلبہ کی نگرانی کرے اور تحریر سے لطف اٹھانے کا موقع دے۔

سرگرمی نمبر: 2

1. طلبہ کو جماعت کے سامنے آکر سبق کے بارے میں اپنے تاثرات بیان کرنے کا کہیں۔ ان سے جدول میں دیے گئے سوالات بھی پوچھیں۔

طلبہ کے حاصلاتِ تعلم



- اپنے دوستوں اور رشتے داروں کا تعارف کروائیں۔

معلومات برائے اساتذہ

- مختلف لوگوں سے جان پہچان معاشرتی زندگی کا حصہ ہے۔ اسی کی بنیاد پر معاشرتی تعلق اور رشتے بنتے ہیں۔
- طلبہ سے یہ طور نمونہ پہلے اپنا تعارف کریں اور اسی طریقے سے باری باری طلبہ سے بھی تعارف کروائیں۔
- طلبہ کو بتائیں کہ تعارف کے بنیادی لوازمات نام، کام یا پیشہ اور رہائش کے بارے میں بتانا شامل ہیں۔
- طلبہ کو جامع انداز میں اپنا اور دوسروں کا تعارف کروانا سکھائیں۔

دورانیہ: 35 منٹ/ایک پیریڈ



وسائل/ذرائع



درسی کتاب برائے جماعت سوّم، تختہ تحریر، مارکر/چاک، ڈسٹر/جھاڑن وغیرہ

تعارف: 5 منٹ



1. طلبہ کے سامنے یہ طور نمونہ خود اپنا تعارف کریں۔
2. دو سے تین طلبہ سے ان کا تعارف کروائیں۔
3. طلبہ سے کہیں کہ اپنے تعارف کی طرح آج ہم دوستوں اور رشتے داروں کا تعارف کروانا سیکھیں گے۔

تصور کی پختگی: 20 منٹ



سرگرمی نمبر: 1

4. طلبہ کو چار گروپوں میں تقسیم کریں۔
5. ہر طالب علم/طالبہ گروپ میں پہلے اپنا تعارف کریں۔
6. پھر گروپ کے سارے شرکا اپنے ساتھیوں کا تعارف کروائیں۔
7. اس سرگرمی کے لیے 10 منٹ کا وقت دیں۔

سرگرمی نمبر: 2

1. چار طلبہ سے تمثیلی انداز میں یہ سرگرمی کروائیں۔
2. طلبہ کو یہ کردار تفویض کریں۔

(نمونے کا تعارف)

یہ میرا/میری چچا زاد بھائی/بہن ہے۔

یہ جماعت سوم میں پڑھتا/پڑھتی ہے۔

یہ پشاور میں رہتا/رہتی ہے۔

▪ پہلا طالب علم/طالبہ: تعارف کروانے والا/والی

▪ دوسرا طالب علم/طالبہ: چچا زاد بھائی/بہن

▪ تیسرا طالب علم/طالبہ: دوست/سہیلی

▪ چوتھا طالب علم/طالبہ: ماموں/ممائی

3. تعارف کروانے والے طالب علم/طلبہ سے کہیں کہ وہ جماعت کے سامنے اپنے رشتے داروں اور دوست کا تعارف کروائے۔

4. یہ سرگرمی 10 منٹ میں مکمل کروائیں۔

نتیجہ/خلاصہ: 3 منٹ



ان سرگرمیوں کی تکمیل کے بعد طلبہ دوستوں اور رشتے داروں کا تعارف لوگوں سے کروانے کے قابل ہو گئے ہیں۔

جائزہ/جانچ: 5 منٹ



1. آپ کے گھر کوئی رشتے دار (چچا، چچی، ماموں، ممائی، پھوپھا، پھوپھی، چچا زاد وغیرہ) آئے تو آپ پڑوسیوں سے کس طرح اس کا تعارف کرواتے ہیں؟ (دو طلبہ سے تعارف کروائیں۔)

2. تعارف میں کون سی باتیں/چیزیں ضروری ہوتی ہیں؟ (دو سے تین طلبہ سے پوچھیں۔)

مشق: 2 منٹ



طلبہ سے کہیں کہ گھر میں بہن بھائیوں کے ساتھ تعارف کروانے کی مشق کریں۔

عددی ترتیب (گیارہ تا بیس) کا دُرست استعمال کرنا

طلبہ کے حاصلاتِ تعلم



- تحریر میں عددی ترتیب (گیارہ تا بیس) کا دُرست استعمال کر سکیں۔

معلومات برائے اساتذہ

- عددی ترتیب طلبہ کو صرف ریاضی میں ہی نہیں بل کہ دوسرے مضامین میں بھی کئی جگہ استعمال کرنے کی ضرورت پڑتی ہے۔ اس کے صحیح استعمال سے طلبہ میں شناخت اور ترتیب میں رکھی ہوئی چیزوں کی شناخت کر سکتے ہیں۔
- عددی ترتیب کی مدد سے ہفتے میں دنوں، مہینے میں دنوں اور ہفتوں اور سال میں مہینوں کی ترتیب کا بھی پتا چلتا ہے۔ جیسے: منگل ہفتے کا دوسرا دن ہے، مارچ کا تیسرا ہفتہ، مئی سال کا پانچواں مہینہ ہے وغیرہ۔

دورانیہ: 35 منٹ/ایک پیریڈ



وسائل/اذرائع



درسی کتاب برائے جماعت سوّم، تختہ تحریر، مارکر/چاک، ڈسٹر/جھاڑن وغیرہ

تعارف: 5 منٹ



- طلبہ سے دیے گئے سوالات کے جوابات اخذ کروائیں۔
- ابھی کون سا مہینا ہے؟
- جون سال کا کون سا مہینا ہوتا ہے؟
- طلبہ سے کہیں کہ ہم نے ۱۱ تا ۲۰ گنتی ہندسوں میں پڑھ لی ہے۔ آج ہم عددی ترتیب (گیارہ تا بیس) کا دُرست استعمال اور تحریر سیکھیں گے۔

تصور کی پختگی: 20 منٹ



سرگرمی نمبر: 1

- تختہ تحریر پر گیارہ تا بیس ہندسے عددی ترتیب کے ساتھ لکھیں۔

عددی ترتیب	ہندسے
گیارہواں / گیارھویں / گیارھویں	۱۱
بارھواں / بارھویں / بارھویں	۱۲
تیرھواں / تیرھویں / تیرھویں	۱۳
چوہواں / چوہویں / چوہویں	۱۴

میت

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عددی ترتیب (اکیس تا تیس) کا دُرست استعمال کرنا

طلبہ کے حاصلاتِ تعلم



- تحریر میں عددی ترتیب (اکیس تا تیس) کا دُرست استعمال کر سکیں۔

معلومات برائے اساتذہ

- عددی ترتیب طلبہ کو صرف ریاضی میں ہی نہیں بلکہ دوسرے مضامین میں بھی کئی جگہ استعمال کرنے کی ضرورت پڑتی ہے۔ اس کے صحیح استعمال سے طلبہ میں شناخت اور ترتیب میں رکھی ہوئی چیزوں کو تحریری صورت میں لانے میں آسانی ہوتی ہے۔
- عددی ترتیب کے استعمال سے طلبہ جملے کے خاکے کو بہتر بنانے کے قابل ہوتے ہیں اور اس سے طلبہ کسی جملے کو ترتیب دینا سیکھتے ہیں۔
- عددی ترتیب کا استعمال سکھانے کے لیے طلبہ کو گروپ میں ایک دوسرے سے سیکھنے کا موقع دیں۔

دورانیہ: 35 منٹ / ایک پیریڈ



وسائل / اذرائع



درسی کتاب برائے جماعت سوم، تختہ تحریر، مارکر / چاک، ڈسٹر / جھاڑن وغیرہ

تعارف: 5 منٹ



طلبہ کو بتائیں کہ ہم نے پچھلے سبق میں عددی ترتیب (گیارہ تا تیس) کا استعمال سیکھا تھا۔ آج ہم عددی ترتیب (اکیس تا تیس) اور اس کا استعمال سیکھیں گے۔

تصور کی پختگی: 30 منٹ



سرگرمی نمبر: 1

- تختہ تحریر پر عددی ترتیب (اکیس تا تیس) ہندسوں اور عددی ترتیب کے ساتھ لکھیں۔

عددی ترتیب	ہندسے
اکیسواں / اکیسویں / اکیسویں	۲۱
بائیسواں / بائیسویں / بائیسویں	۲۲
تیسواں / تیسویں / تیسویں	۲۳
چوبیسواں / چوبیسویں / چوبیسویں	۲۴

آدابِ گفت گو (شکریہ، افسوس، معذرت) کا خیال رکھنا

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طلبہ کے حاصلاتِ تعلم



- موقع کی مناسبت سے آدابِ گفت گو (شکریہ، افسوس، معذرت وغیرہ) کا استعمال کر سکیں۔

معلومات برائے اساتذہ

- روزمرہ زندگی میں ہمیں کئی مراحل سے گزرنا پڑتا ہے اور مختلف مواقع کا سامنا کرنا پڑتا ہے۔
- موقع محل کے مطابق کلمات ادا کرنا ایک فن ہے اور شائستگی اور تہذیب کی عکاسی کرتا ہے۔
- تشکر یا شکریہ کے موقع پر ہم عام طور پر اس قسم کے کلمات ادا کرتے ہیں۔ جیسے: میں آپ کا بہت شکر گزار ہوں، مہربانی، بہت شکریہ، میں آپ کا بے حد ممنون ہوں وغیرہ
- تاسف یعنی افسوس کے موقع پر عموماً اس قسم کے کلمات ادا کرتے ہیں جیسے: اُف، آہ، ہائے ہائے، افسوس، صد افسوس وغیرہ
- معذرت کے موقع پر عموماً اس قسم کے کلمات ادا کرتے ہیں۔ جیسے: معافی چاہتا ہوں، معذرت چاہتا ہوں وغیرہ

دورانیہ: 35 منٹ/ایک پیریڈ



وسائلِ اذرائع



درسی کتاب برائے جماعت سوم، تختہ تحریر، مارکر/چاک، ڈسٹر/جھاڑن وغیرہ

تعارف: 5 منٹ



1. طلبہ سے پوچھیں۔
 - جب کوئی آپ کا کام مکمل کرتا ہے تو آپ اسے کیا کہتے ہیں؟
 - جب آپ کوئی غلطی کرتے ہو تو آپ کون سے کلمات استعمال کرتے ہیں؟
 - اگر طلبہ جواب نہ دے سکیں تو طلبہ کو بتائیں کہ آج ہم شکریہ، افسوس اور معذرت والے کلمات کے بارے میں پڑھیں گے۔

تصور کی پختگی: 20 منٹ



سرگرمی نمبر: 1

1. سادہ کاغذ پر درج ذیل کلمات لکھیں۔
 - تشکر کے کلمات
 - تاسف کے کلمات
 - معذرت کے کلمات
2. سادہ کاغذ پر لکھے ہوئے کلمات تختہ تحریر پر چسپاں کریں۔

معذرت کے کلمات	افسوس کے کلمات	تشکر کے کلمات
<ul style="list-style-type: none"> ▪ معذرت خواہ ہوں ▪ معافی چاہتا ہوں ▪ یہ میری غلطی ہے ▪ معاف کیجئے گا مجھے دیر ہوگئی ہے وغیرہ 	<ul style="list-style-type: none"> ▪ افسوس ▪ صد افسوس ▪ اُف ▪ ہائے ہائے وغیرہ 	<ul style="list-style-type: none"> ▪ شکریہ ▪ بہت بہت شکریہ ▪ مہربانی ▪ آپ کا بے حد شکر گزار ہوں وغیرہ

3. طلبہ سے کہیں کہ تشکر کے موقع پر ہم اس قسم کے کلمات ادا کرتے ہیں۔ شکریہ، بہت بہت شکریہ، مہربانی، میں آپ کا بے حد مشکور ہوں وغیرہ
4. طلبہ سے کہیں کہ افسوس یا تاسف کے موقع پر درج ذیل قسم کے کلمات ادا کیے جاتے ہیں۔ افسوس، صد افسوس، اُف، ہائے ہائے وغیرہ
5. طلبہ سے کہیں کہ معذرت کے موقع پر درج ذیل قسم کے کلمات ادا کیے جاتے ہیں۔ جیسے: معافی چاہتا ہوں، معذرت خواہ ہوں وغیرہ
6. طلبہ کو ان کلمات کی خوب مشق کروائیں۔
7. طلبہ سے کہیں کہ وہ درج بالا کلمات اپنی کاپیوں پر لکھیں۔

سرگرمی نمبر 2:

1. تختہ تحریر پر دیا گیا جدول بنائیں۔

معافی چاہتا ہوں	تشکر کے کلمات
مہربانی	افسوس کے کلمات
اُف	معذرت کے کلمات

2. طلبہ سے کہیں کہ وہ ان کا دُرست میل ملائیں۔
3. طلبہ کی حوصلہ افزائی کریں اور بہ وقت ضرورت مناسب رہ نمائی کریں۔

نتیجہ/خلاصہ: 3 منٹ



درج بالا سرگرمیوں کی تکمیل کے بعد طلبہ موقع کے مناسبت سے آدابِ گفت گو (شکریہ، افسوس، معذرت) کا استعمال کرنے کے قابل ہو گئے ہیں۔

جائزہ/جانچ: 5 منٹ



طلبہ سے پوچھیں:

- شکریہ، مہربانی وغیرہ کے کلمات کن مواقع پر استعمال ہوتے ہیں؟
- افسوس، ہائے ہائے وغیرہ کے کلمات کن مواقع پر استعمال ہوتے ہیں؟
- معافی چاہتا ہوں، معذرت خواہ ہوں وغیرہ کے کلمات کن مواقع پر استعمال ہوتے ہیں؟

مشق: 2 منٹ



تمام طلبہ گھر سے (تشکر، افسوس، معذرت) کے مواقع پر ادا ہونے والے کلمات یاد کر کے آئیں۔

اپنی پسند کی کہانیاں، ڈرامے اور نظمیں پڑھنا

طلبہ کے حاصلاتِ تعلم



- اپنی پسند کی کہانیاں، ڈرامے اور نظمیں پڑھ کر نتائج اخذ کر سکیں۔

معلومات برائے اساتذہ

- استاد/استانی طلبہ کو دل چسپ کہانیاں، ڈرامے اور نظمیں پڑھائیں۔
- استاد/استانی طلبہ کو گروپ میں کام کے زیادہ سے زیادہ مواقع فراہم کریں تاکہ طلبہ ایک دوسرے سے گفت گو کر کے کسی بھی کہانی، ڈراما اور نظم کو بہتر انداز سے بیان کر سکیں۔
- استاد/استانی طلبہ کو واضح اور آسان اردو میں کہانی، ڈرامے اور نظمیں پڑھنے کو دیں تاکہ وہ آسانی سے پڑھ سکیں۔ اس کے علاوہ طلبہ کو بچوں کے رسالے، میگزین اور اخبار میں بچوں کے صفحے سے کہانیاں، ڈرامے اور نظمیں بار بار پڑھنے کا مواقع فراہم کریں تاکہ طلبہ میں پڑھنے کے حوالے سے دل چسپی پیدا ہو۔

دورانیہ: 70 منٹ/دو پیریڈ



وسائل/اذرائع



درسی کتاب برائے جماعت سوم، تختہ تحریر، مارکر/چاک، ڈسٹر/جھاڑن وغیرہ

تعارف: 5 منٹ



- کمر جماعت میں ایک یا دو طلبہ سے ان کی پسند کی کوئی ایک نظم سنانے کا کہیں۔

تصور کی چٹنگی: 20 منٹ



سرگرمی نمبر: 1

1. طلبہ کے تین گروپ بنائیں۔
2. پہلے گروپ کو کہانی (مرغ اور موتی) پڑھنے کا کہیں۔

مرغ اور موتی

ایک مرغ بھوک سے بے تاب ہو کر دانے دنگے کی تلاش میں ایک کوڑے کے ڈھیر کو کرید رہا تھا۔ کافی محنت کے بعد اچانک اسے ایک بیش قیمت موتی ملا۔ موتی کو دیکھ کر مرغ نے بڑی حسرت کے ساتھ آہ بھر کر کہا افسوس! اتنی محنت کے بعد مجھے ملا بھی تو موتی جس سے نہ میرے دل کی تشفی ہو سکتی ہے اور نہ ہی میری بھوک کی تسکین۔ کاش مجھے اس کے بدلے گندم یا چنے کا ایک دانہ مل جاتا۔

3. دوسرے گروپ کو نظم (اچھی لکھائی) پڑھنے کا کہیں۔

(نظم) اچھی لکھائی

پیارے	پیارے	اچھے	بچو
گھر	کے	چاند	ستارے
نانا	نانی	دادا	دادی
سب	نے	تم	پہ
کپڑے	بھی	ہیں	صاف
جو	تے	بھی	پالش
کام	تو	تم	نے
جو	پوچھا	تھا	وہی
سوچ	سمجھ	کر	صاف
موتی	جیسے	لفظ	سجاؤ

4. تیسرے گروپ کو ڈراما پڑھنے کا کہیں۔

ڈراما

استاد/استانی: السلام علیکم بچوں آپ کا چھٹی کا دن کیسے گزرا؟
 راشد/راشدہ: (بولنے کے لیے ہاتھ اٹھاتا/تی ہے) میں اپنے والدین کے ساتھ سیر کے لیے گیا تھا۔
 استاد/استانی: زبردست
 ایوب/سلٹی: میں اپنی نانی جان کے گھر کھانے کے لیے اور اپنے موماں زاد کے ساتھ کھیلنے گیا تھا۔
 استاد/استانی: بہت خوب اب ہم قواعد سیکھنا شروع کرتے ہیں۔
 راشد/راشدہ یہ بہت مشکل ہے۔
 استاد/استانی: فکر نہ کرو راشد/راشدہ میں بہت آسان زبان میں سمجھا دوں گا۔ میں بھول گیا آج آپ کا ایک نیا ساتھی بھی جماعت میں موجود ہے۔
 سب بچے (حیرات سے) کون ہے وہ؟
 استاد/استانی: ”ہارون“ اُس کا جماعت میں آج پہلا دن ہے۔ سب بچوں نے اُسے خوش آمدید کہا۔

5. استاد/استانی بہ وقت ضرورت پڑھنے میں مناسب رہ نمائی کریں۔

دوسرا پیریڈ: عزیز طلبہ! کل ہم نے کہانی، نظم اور ڈراما پڑھا تھا۔ آج ہم ان سے متعلق سوالات پوچھیں گے۔

سرگرمی نمبر ۲:

1. طلبہ کے گروپوں کو برقرار رکھیں۔
2. پہلے گروپ سے کہانی کے متعلق درج ذیل سوالات پوچھیں۔
 - مرغ کو کیا ملا؟
 - کس نے موتی ملنے پر افسوس کیا؟
 - مرغ موتی کے بدلے کس چیز کی خواہش کر رہا تھا؟
3. دوسرے گروپ سے نظم کے متعلق درج ذیل سوالات پوچھیں۔
 - نظم کس چیز کے متعلق ہے؟
 - نظم میں چاند ستارے کس کو کہا گیا ہے؟
 - موتی کی طرح کیا سجاے ہیں؟

4. تیسرے گروپ سے ڈرامے کے متعلق سوالات پوچھیں۔
- راشد/راشدہ کس کے ساتھ سیر کے لیے گئے تھے؟
 - ایوب/اسلمی نانی کے گھر کس لیے گئے تھے؟
 - نئے لڑکے کا نام کیا تھا؟

نتیجہ/خلاصہ: 3 منٹ



طلبہ اس قابل ہو گئے ہیں کہ اپنی پسند کی کہانیاں ڈرامے اور نظمیں پڑھ سکیں اور اُس سے نتائج اخذ کر سکتے ہیں۔

جائزہ/جانچ: 5 منٹ



1. طلبہ سے کہانی ڈرامے اور نظم کے متعلق چند سوالات پوچھیں۔
- کہانی کے مطابق موتی کس کو ملی تھی؟
 - نظم کس کے متعلق ہے؟
 - استاد/استانی کون سی چیز سیکھا رہا تھا؟

مشق: 2 منٹ



گھر میں کوئی کہانی، ڈراما یا نظم پڑھ کر آئیں اور آپس میں اس کے بارے میں بات چیت کریں۔

نوٹس

قومی ترانہ

پاک سرزمین شاد باد کشور حسین شاد باد
تو نشان عزم عالی شان ارض
مرکز یقین شاد باد پاکستان!

پاک سرزمین کا نظام قوت اخوت عوام
قوم، ملک، سلطنت تابندہ باد
شاد باد منزل مراد پائندہ

پرچم ستارہ و ہلال رہبر ترقی و کمال
ترجمان ماضی شان حال استقبال!
سایہ خدائے ذوالجلال جان

