



TEST EDITION

English Book One

FOR CLASS ONE



Sindh Textbook Board Jamshoro



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Prepared by **Sindh Textbook Board**

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How to use this book?

This book is developed by Sindh Textbook Board in alignment with the Revised Sindh Curriculum for English Language for Grades K-VIII (2023-24). The book has taken into consideration the foundational language learning strategies and assessment methods used to assess the language learning at the level of grade one.

This book integrates the language competencies i.e., oral communication, reading, writing and grammar and vocabulary in an integrated approach based on student centered content.

Each unit has the first page mentioning the Students' Learning Outcomes(SLOs), as given in the said curriculum, which are covered within the unit through teaching content, activities, and Note for Teacher.

Students' Learning Outcomes(SLOs):

The SLOs, of all language competencies, mentioned in the beginning of each unit are interpreted in the same unit as Teaching Content, Activities, and Note for Teacher.

Teaching Content:

Teaching Content provides the topic, theme, or concept to be explained, discussed, and taught to students in the class.

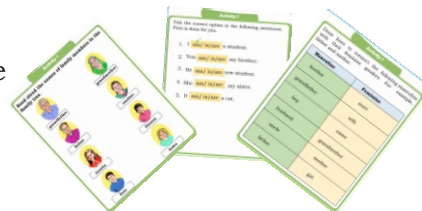
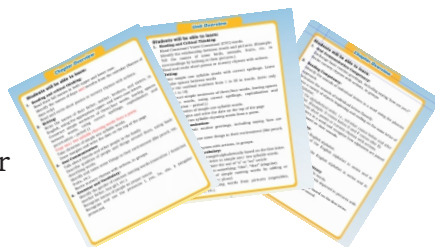
Teaching Content in each unit is designed as per the theme of the unit and age appropriateness of the Grade I students.

Activities:

Activities are designed as per the SLOs in respective language competencies and themes of units in progression from basic to advance level as one goes from unit one to unit six. Activities are designed to provide wider exposure, area and domain for students to practice the language learning content.

Note for Teacher:

Note for Teacher provides the basic instructions for Teachers to engage students in activities and manage the entire class during an activity. It tells about the teaching methodology, class management, and sharing other ideas or concepts with students wherever needed.



Note for Teacher: Ask students look at the above family tree and draw their own one. Make sure they write the names of grandparents, parents and siblings one by one.

Note for Teacher: Ask students to introduce their family as Hassan's family is introduced. Help students practice these sentences in the class.

Note for Teacher: Help students understand the conversation in their native language and repeat after you in the class. Ask students to practice the conversation in pairs and call each pair to role play in front of the class.

How to use this book?

While teaching this textbook, following things must be considered seriously.

1. Follow the Units in Order: Each unit builds upon the previous one, ensuring a smooth learning experience.

2. Articulating sounds and tracing letters: Encourage Students to articulate the sounds accurately after you in the class and also help them in tracing the letters properly. To know the accurate articulation or pronunciation of sounds in English alphabet, scan the following QR codes:



3. Practice Tracing & Writing: Encourage your child to use their pencil to trace letters and words.

4. Read Aloud: Read nursery rhymes and stories together to improve pronunciation and fluency.

5. Encourage Speaking: Ask questions and encourage your child to use the learned words in daily conversation.

6. Engage in Activities: Complete exercises, color pictures, and participate in hands-on activities to reinforce learning.

7. Review & Revise: Go back to previous lessons regularly to strengthen understanding.



Preface

It is a matter of great pleasure that the Sindh Textbook Board has always been providing the students of Sindh with textbooks of quality standards since its inception. These books are being provided on a regular basis to enable students to access the quality material. Every effort is made to ensure that textbook development, publication and availability are managed quickly and efficiently to enable timely delivery across the Province.

This textbook is developed as per Revised Sindh Curriculum for English Language for grades K-VIII. It contains the material based on the current and emerging foundational language skills and attributes in an integrated manner which provides a wider scope for the teacher and the taught to learn language competencies at their best. The textbook not only is student/learner centered, but fulfills all needs of student/learner as per education policy of Pakistan. It maintains the cultural inclusivity, gender equality, patriotism, respect for others, and is free from any bias against any community, language, race, creed and colour. With these objectives and intentions, Sindh Textbook Board is publishing the My English Book I for



Preface

Grade one as an effort to promote the language learning and social skills.

The Sindh Textbook Board would be warmly welcoming any feedback, suggestions, recommendations and remarks on this textbook in the noble cause of improving its quality in content and other materials from all readers, teachers, researchers, scholars, academicians, and experts.

Chairman
Sindh Textbook Board

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Students will be able to learn:**1. Oral Communication Skill:**

- Exchange basic routine greetings.

2. Reading and Critical Thinking Skill:

- Identify the sounds of individual letters in a word using the phonics approach.
- Articulate the sounds of individual letters fluently.
- Name a variety of objects beginning and ending on the same letter of the alphabet.
- Identify the alphabetical order, i.e., tell what comes before and after an alphabet. (Example: D comes before E and F comes after E)
- Read aloud letters in a word and recognize how alphabets are joined to form words, based on their sounds.

3. Writing Skill:

- Trace the letters of the English alphabet.
- Write the small letters of the English alphabet in series and in random order.
- Write the capital letters of the English alphabet in series and in random order.

4. Vocabulary and Grammar:

- Articulate the sounds of mono-syllable words.
- Match the initial sound of common words depicted in pictures with their corresponding letters.
- Recognize words arranged alphabetically based on the first letter.
- Identify words that end with the same sound.

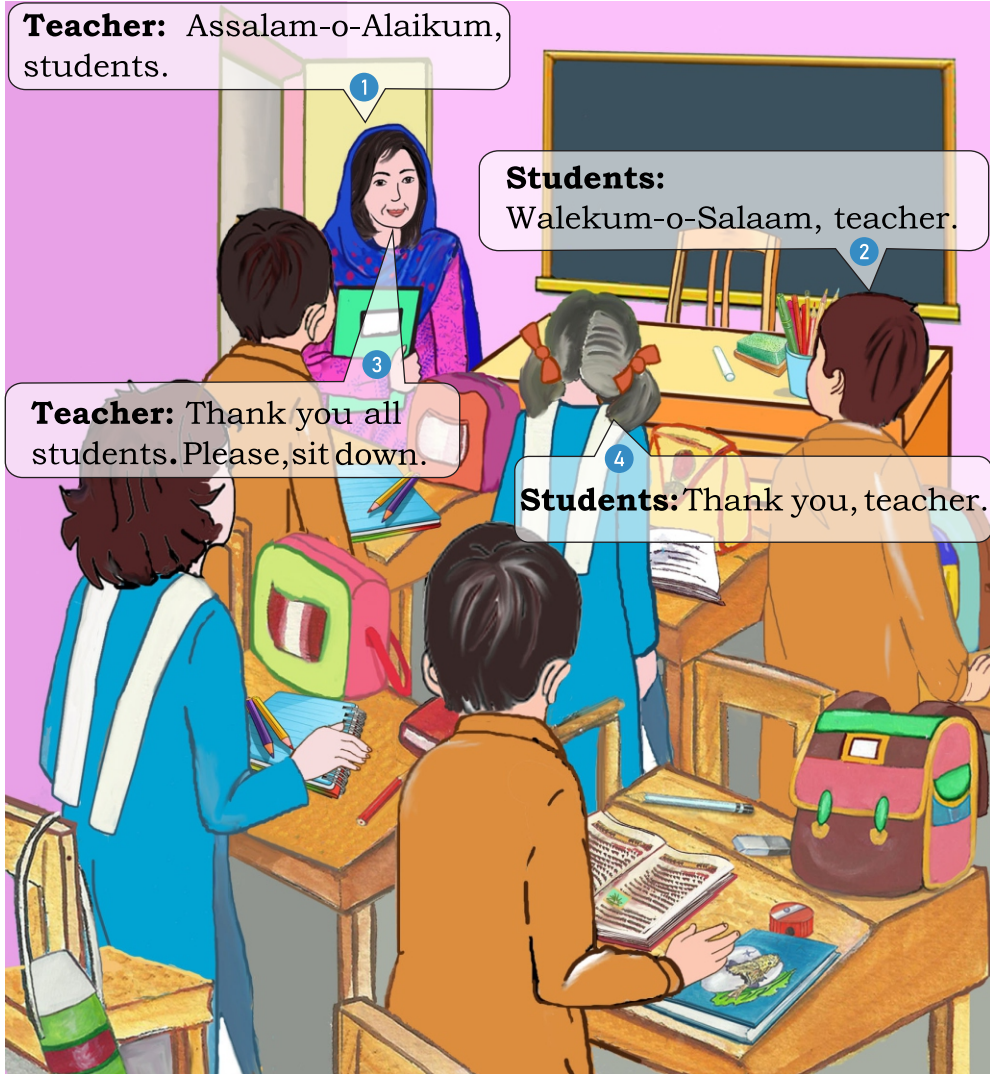
Practice the following dialogues.

Teacher: Assalam-o-Alaikum, students.

Students:
Walekum-o-Salaam, teacher.

Teacher: Thank you all students. Please, sit down.

Students: Thank you, teacher.



Note for Teacher: Guide students to stand up when any teacher enters the class and say 'Welcome to class, teacher'. Read aloud the sentences before students and ask them to role-play in pairs one being a teacher and another a student.

Practice the following dialogues.




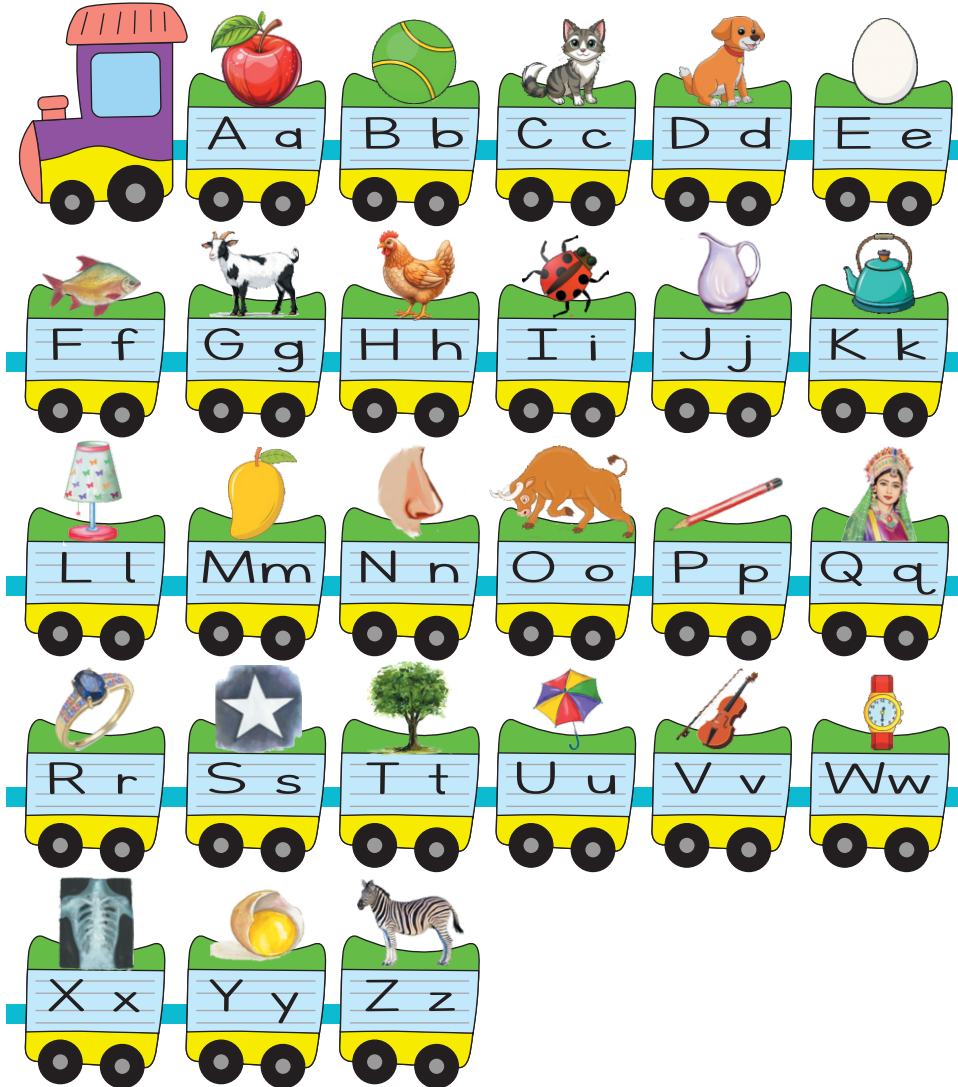
Note for teacher: Ask students to use the above sentences in the oral communication to introduce themselves. Ensure that before introducing themselves, students understand the same in their native language. Continue the practice until the last student of the class introduces herself/ himself.



1.2


Alphabet Train

 Recognize and articulate the different sounds of the letters of the alphabet.



Note for Teacher: Guide students to recognize the alphabets and picture of objects. Help them pronounce the letter sounds by articulating for them first loudly. Ask them to repeat after you.

Let's Meet Aa Bb Cc Dd

 Recognize and articulate the different sounds of the letters of the alphabet.

Aa



apple

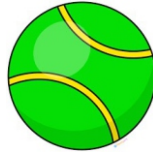


arm

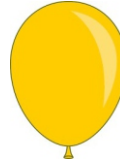


ant

Bb



ball



balloon



book

Cc



cat



candle



car

Dd



dog



doll



duck



Note for Teacher: Introduce the letters Aa, Bb, Cc and Dd along with their sounds by associating with their respective pictures / objects. Ask students if their names start with same letters they have just learnt. Use letter sounds for each letter as 'aa'- 'aa'- 'apple', 'ba'- 'ba'- 'ball', 'ka'- 'ka'- 'kat' while articulating the above sounds. Link Source on page no. iv



Activity 1



Trace the letters of English alphabet.

a

a a a a a a a

a a a a a a a

A

A A A A A A A

A A A A A A A

b

b b b b b b b

b b b b b b b

B

B B B B B B B

B B B B B B B

c

c c c c c c c

c c c c c c c

C

C C C C C C C

C C C C C C C

d

d d d d d d d

d d d d d d d

D

D D D D D D D

D D D D D D D



Note for Teacher: Guide students to recognize and trace into the letters in capital and small forms.





Activity II

Encircle the small letters similar to the letter in capital letters.

A	d	a	c	d
B	a	b	d	c
C	d	a	c	b
D	a	c	d	b

Activity III

Encircle the letter that the objects in picture start with.

	a	b	c	d
	c	d	a	b
	d	a	c	b
	a	d	c	b



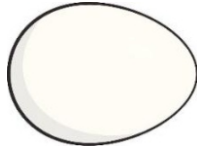
Note for Teacher: Show flashcards of different objects starting with similar initial sounds of Aa, Bb, Cc, Dd. Encourage them to tell more names of objects starting with the same sound.



Let's Meet Ee, Ff, Gg, Hh

 Recognize and articulate the different sounds of the letters of the alphabet.

Ee



egg



eye



ear

Ff



fish



fan



flower

Gg



goat



glass



gate

Hh



hen



house



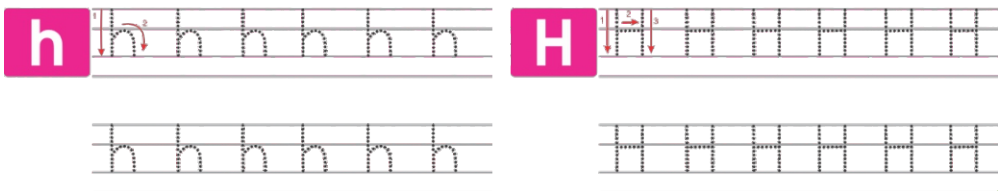
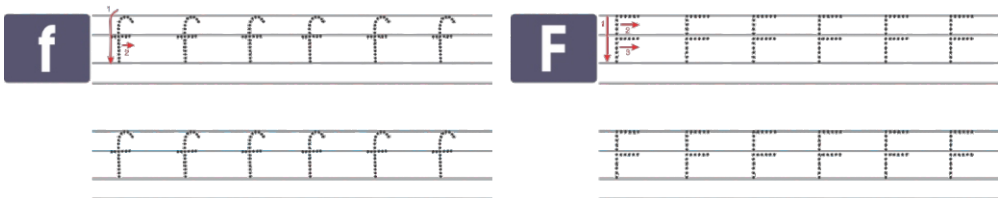
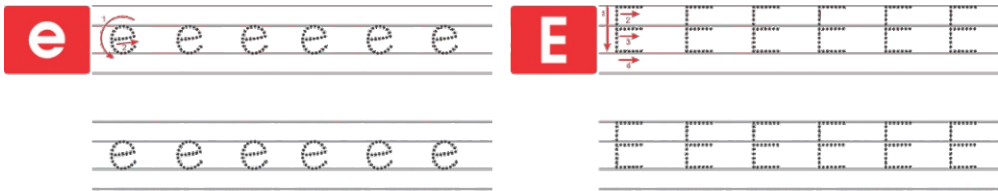
horse



Note for Teacher: Introduce the letters Ee, Ff, Gg and Hh along with their sounds by associating with their respective pictures / objects. Ask students if their names start with same letters they have just learnt. Use letter sounds for each letter as 'ee'- 'ee'- 'egg', 'fa'- 'fa'- 'fish', 'ga'- 'ga'- 'goat' while articulating the above sounds. Link Source on page no. iv

Activity 1

 Trace and write the letters of English alphabet.



Note for Teacher: Guide students to recognize and trace the letters in capital and small forms.



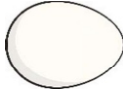



Activity II

Encircle the small letters similar to the letter in capital letters.

E	f	g	e	h
F	h	f	e	g
G	e	g	h	f
H	g	f	h	e

Activity III

Encircle the letter that the objects in picture start with.

	e	f	g	h
	h	g	f	e
	f	g	h	e
	e	h	g	f



Note for Teacher: Show flashcards of different objects starting with similar initial sounds of Ee, Ff, Gg, Hh. Encourage them to tell more names of objects starting with the same sound.

Let's Meet Ii Jj Kk Ll



Recognize and articulate the different sounds of the letters of the alphabet.

Ii



insect



iron



inkpot

Jj



jug



jacket

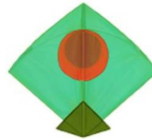


jeep

Kk



kettle



kite



key

Ll



lamp



lion




leaf



Note for Teacher: Introduce the letters Ii, Jj, Kk and Ll along with their sounds by associating with their respective pictures / objects. Ask students if their names start with same letters they have just learnt. Use letter sounds for each letter as 'ii'- 'ii'- 'inkpot', 'ja'- 'ja'- 'jug', 'ka'- 'ka'- 'kite' while articulating the above sounds. Link Source on page no.iv



Activity 1

 Trace the letters of English alphabet.

i

i i i i i i i

i i i i i i i

I

I I I I I I I

I I I I I I I

j

j j j j j j j

j j j j j j j

J

J J J J J J J

J J J J J J J

k

k k k k k k k

k k k k k k k

K

K K K K K K K

K K K K K K K

l

l l l l l l l l

l l l l l l l l

L

L L L L L L L L

L L L L L L L L



Note for Teacher: Guide students to recognize the letters in the upper and lower case and to trace them.



Let's Revise





Activity II

Encircle the small letters similar to the letter in capital letters.

I	l	k	j	i
J	k	j	i	l
K	l	i	j	k
L	j	l	k	i

Activity III

Encircle the letter that the objects in picture start with.


	l	i	j	k
	l	k	j	i
	j	l	k	i
	k	j	i	l



Note for Teacher: Show flashcards of different objects starting with similar initial sounds of Ii, Jj, Kk, Ll. Encourage them to tell more names of objects starting with the same sound.



Let's Meet Mm Nn Oo Pp

 Recognize and articulate the different sounds of the letters of the alphabet.

Mm



mango



monkey



mug

Nn



nose



nest



net

Oo



ox



orange



onion

Pp



pencil



parrot



pilot



Note for Teacher: Introduce the letters Mm, Nn, Oo and Pp along with their sounds by associating with their respective pictures / objects. Ask students if their names start with same letters they have just learnt. Use letter sounds for as 'ma'-ma'-mango', 'na'-na'-nose', 'oo'-oo'-onion' to articulate the sounds. Link Source on page no. iv

Activity 1

 Trace the letters of English alphabet.

m m m m m m m m **M** M M M M M M M

m m m m m m m m

M M M M M M M M

n n n n n n n n **N** N N N N N N N

n n n n n n n n

N N N N N N N N

o o o o o o o o **O** O O O O O O O

o o o o o o o o

O O O O O O O O

p p p p p p p p **P** P P P P P P P

p p p p p p p p

P P P P P P P P



Note for Teacher: Guide students to recognize and trace the letters in the capital and small letters.







Activity II

Encircle the small letters similar to the letter in capital letters.

M	n	m	o	p
N	p	n	m	o
O	n	o	p	m
P	n	p	m	o

Activity III


Encircle the letter that the objects in picture start with.

	p	n	m	o
	n	p	m	o
	n	m	o	p
	n	o	p	m



Note for Teacher: Show flashcards of different objects starting with similar initial sounds of Mm, Nn, Oo, Pp. Encourage them to tell more names of objects starting with the same sound.

Let's Meet Qq, Rr, Ss, Tt, Uu

 Recognize and articulate the different sounds of the letters of the alphabet.

Qq



queen



quilt



queue

Rr



ring



rabbit



robot

Ss



star



soap



sun

Tt



tree



tap



table

Uu



umbrella



umpire



urn

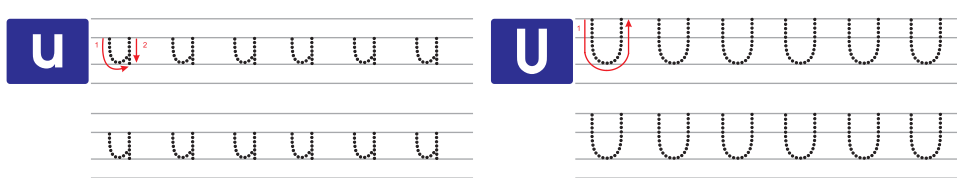
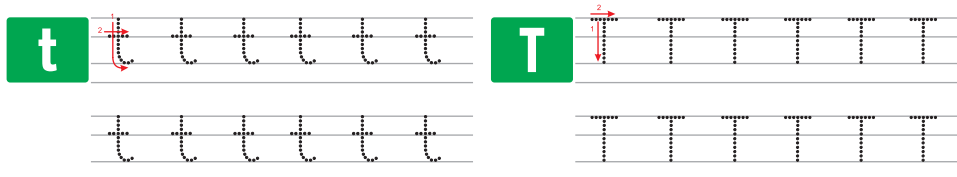
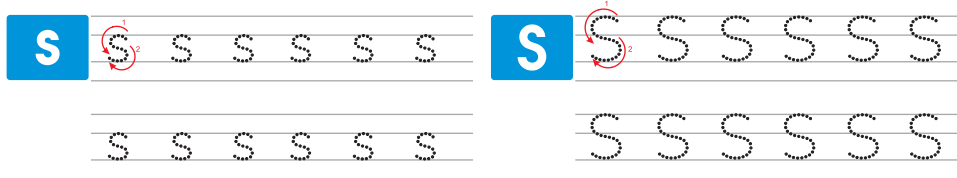
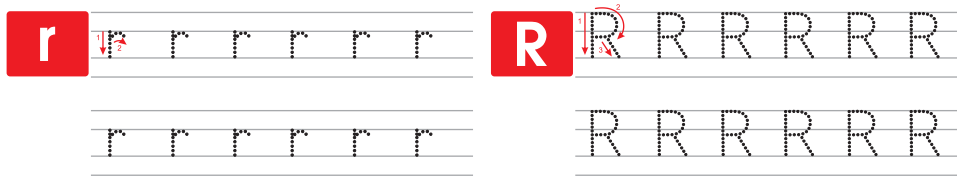
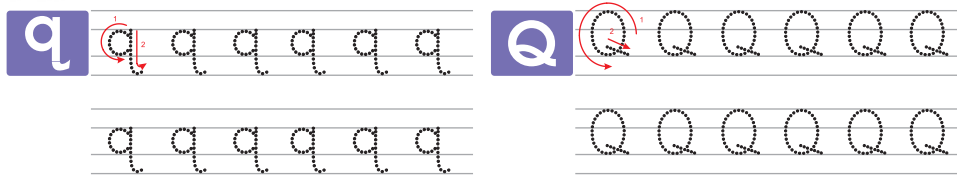


Note for Teacher: Introduce the letters Qq, Rr, Ss, Tt and Uu along with their sounds by associating with their respective pictures / objects. Ask students if their names start with same letters they have just learnt. Use letter sounds for each letter as 'qu'-'qu'-'queen', 'ra'-'ra'-'ring', 'sa'-'sa'-'sun' while articulating the above sounds. Link Source on page no.iv



Activity 1

 Trace the letters of English alphabet.



Note for Teacher: Guide students to recognize and trace the letters in the capital and small letters.






Activity II

Encircle the small letters similar to the letter in capital letters.

Q	r	q	u	s	t
R	r	u	s	t	q
S	t	r	q	u	s
T	s	t	u	q	r
U	r	u	s	t	q

Activity III

Encircle the letter that the objects in picture start with.


	r	q	u	s	t
	r	u	s	t	q
	t	r	q	u	s
	s	t	u	q	r
	r	u	s	t	q



Note for Teacher: Show flashcards of different objects starting with similar initial sounds of Qq, Rr, Ss, Tt and Uu. Encourage them to tell more names of objects starting with the same sound.



Let's Meet Vv, Ww, Xx, Yy, Zz

 Recognize and articulate the different sounds of the letters of the alphabet.

Vv



violin



vest



van

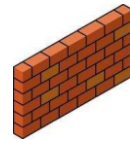
Ww



watch



window

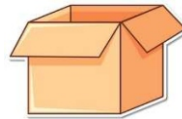


wall

Xx



x-ray



box



fox

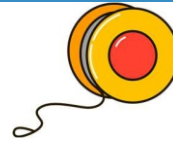
Yy



yolk



yarn

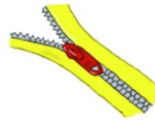


yoyo

Zz



zebra



zip



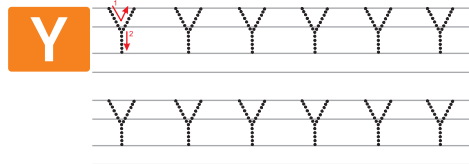
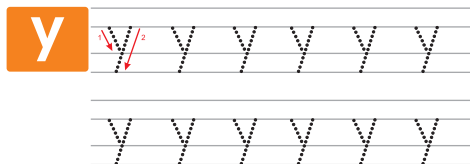
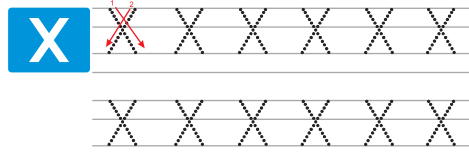
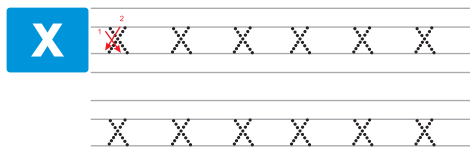
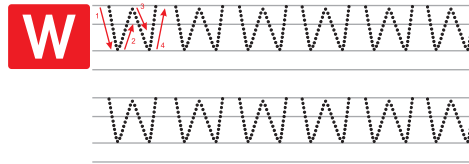
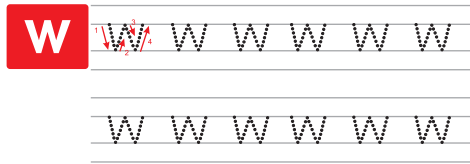
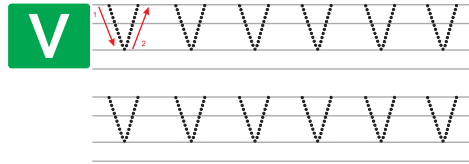
zoo



Note for Teacher: Introduce the letters Uu, Vv, Ww, Xx, Yy and Zz along with their sounds by associating with their respective pictures/objects. Ask students if their names start with same letters they have just learnt. Use letter sounds for each letter as 'aa'- 'aa'- 'ambrella', 'va'- 'va'- 'vase', 'wa'- 'wa'- 'watch' while articulating the above sounds. Link Source on page no. iv

Activity 1

 Trace the letters of English alphabet.



Note for Teacher: Guide students to recognize and trace the letters in the capital and small letters.



Activity II

Encircle the small letters similar to the letter in capital letters.

V	y	v	w	z	x
W	z	x	w	y	v
X	v	z	w	x	y
Y	z	y	x	w	v
Z	x	z	v	w	y

Activity III

Encircle the letter that the objects in picture start with.

	y	v	w	z	x
	z	x	w	y	v
	v	z	w	x	y
	z	y	x	w	v
	x	z	v	w	y



Note for Teacher: Show flashcards of different objects starting with similar initial sounds of Uu, Vv, Ww, Xx, Yy and Zz. Encourage them to tell more names of objects starting with the same sound.

Activity I

Read aloud the letters and write down the missing capital and small letters in the table. First is done for you.

A <u>a</u>	<u> </u> b	C <u> </u>	<u> </u> d	E <u> </u>
F <u> </u>	<u> </u> g	<u> </u> h	I <u> </u>	J <u> </u>
<u> </u> k	L <u> </u>	<u> </u> m	N <u> </u>	<u> </u> o
P <u> </u>	Q <u> </u>	<u> </u> r	S <u> </u>	<u> </u> t
U <u> </u>	<u> </u> v	W <u> </u>	<u> </u> x	Y <u> </u>
		<u> </u> z		

Activity II

After: Write what comes after the given letter.

c		l		m		b	
s		f		o		h	
p		j		e		k	

Before: write what comes before the given letter.

	B		O		Y		H
	U		E		S		K
	M		D		Q		D

Between: What comes between the two given letters.

a		c	g		i	m		o
l		n	s		u	e		g
d		f	j			x		z
p		r	v		x	m		o



Note for Teacher: Explain the concept of 'after', 'before' and 'between' and help students to fill the given boxes.















1.10

Initial Sounds













Grammar and
Vocabulary

Identify the sounds of coloured letters in the following words.

			
a pple	b all	c ar	h ouse
			
g oat	i nsect	f lower	e gg
			
n et	p arrot	r abbit	q ueen

Activity 1

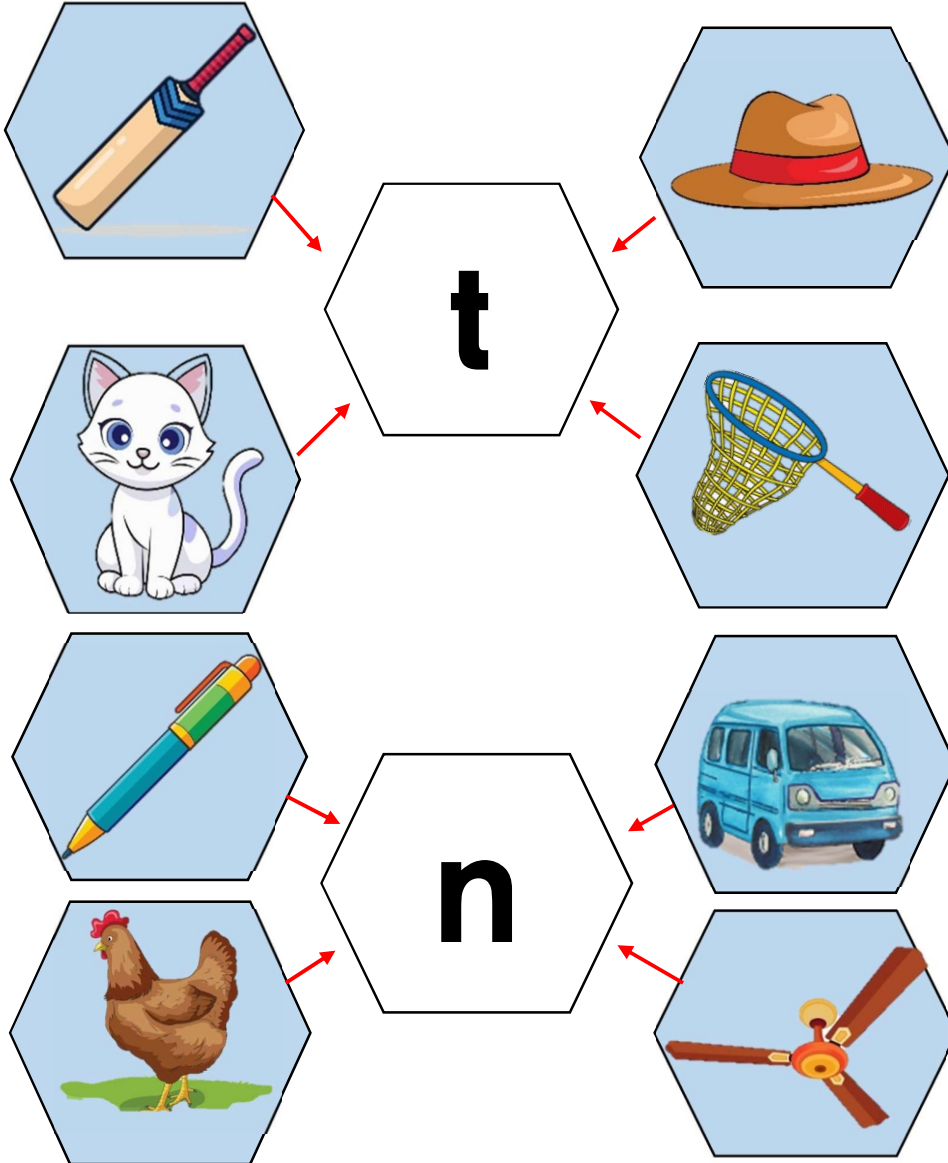
Read aloud the coloured letters given in the following words.

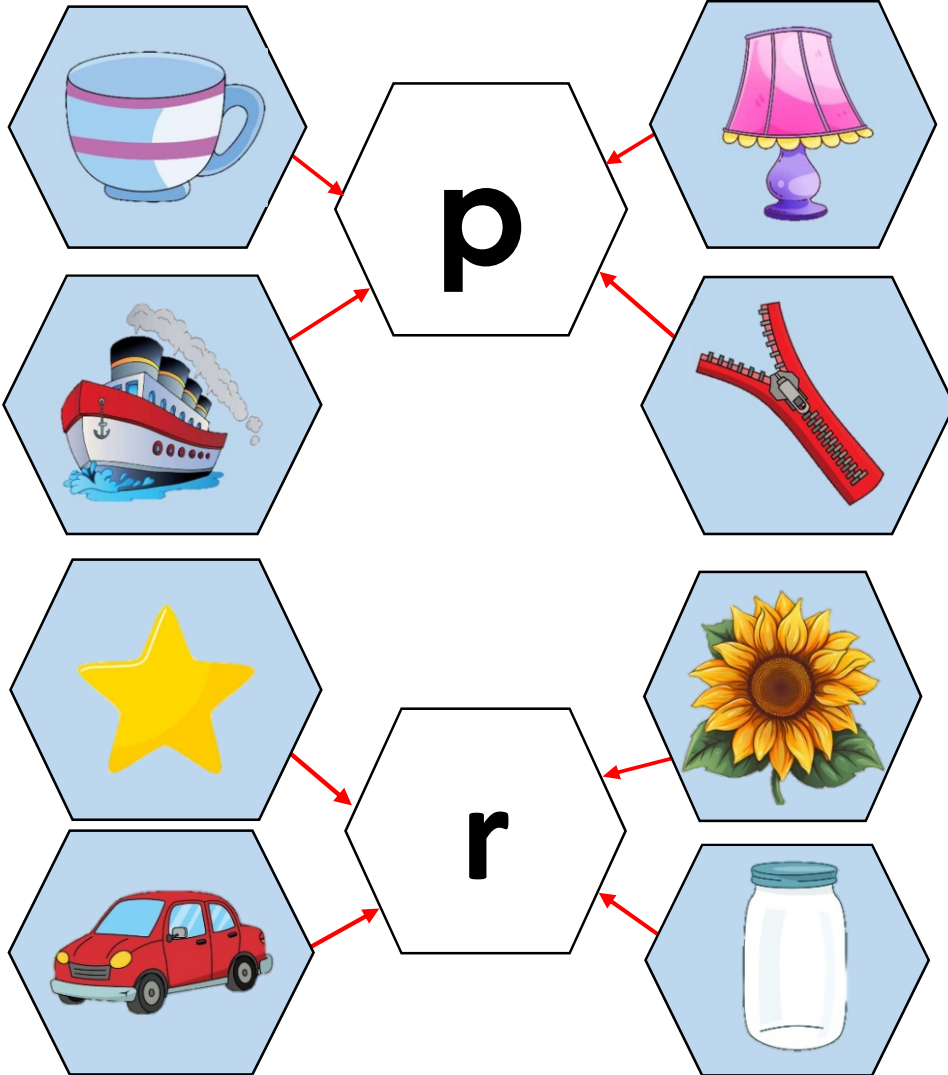
			
d oll	f an	j eep	m ango
			
n est	o nion	p encil	v an
			
t ree	w indow	k ettle	m onkey



Note for Teacher: Help students read the coloured letters and articulate their sounds.

Look at the objects and read aloud their names ending with same sounds





Note for teacher: Guide students to understand that the names of various objects in pictures end with the same letter/sound. Conduct a hunt activity in the class. Make flashcards of ending letters in a word like -r, -n, -t, -d, -m, -p, -ng, -y etc each in different colour. Guide and instruct students to look for objects that end with the same letter. For example, they find a pen, pan, and fan to represent items ending in 'n'.

1.13

Making Words








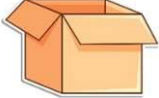


Grammar and
Vocabulary

Join letters.

a + n	an	a + t	at
e + n	en	e + t	et
i + p	ip	i + n	in
o + g	og	o + x	ox
u + g	ug	u + t	ut

Activity 1

Read the sounds of letters in words given below.

v + a + n	Van		b + a + t	bat	
h + e + n	hen		n + e + t	net	
z + i + p	zip		p + i + n	pin	
d + o + g	dog		b + o + x	box	
j + u + g	jug		h + u + t	hut	















Note for teacher: Guide students to read out the sounds of individual letters in a word. Write some more examples on the board and ask them to identify the sounds of each individual letter in the word written on the board.



Activity II

Match the words with their pictures.

Words	Pictures	Word	Picture
apple		orange	
cat		queen	
egg		rabbit	
hat		tree	
kettle		van	
mango		zebra	



Note for Teacher: First, ask students to tell the names of objects. Later, ask them to match the words with appropriate pictures.

Students will be able to learn:**1. Oral Communication Skill:**

- Exchange basic routine greetings, including saying 'how are you?'
- Identify and name some things in their environment (like pencil, toy, fruits, etc.).

2. Reading and Critical Thinking Skill:

- Recognise the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation (period)).
- Identify the relationship between words and pictures. (Example: Tell the names of some birds, animals, fruits, etc. in surroundings by looking at their pictures.)
- Read and recite short poems or nursery rhymes with actions.

3. Writing Skill:

- List items of a similar category from a given text.
- Write simple naming one/ two syllable word(s) by identifying an object in a picture.
- Write simple one syllable words with correct spellings. Leave regular spaces between words.
- Write the cardinal numbers from 1 to 10 in words

4. Vocabulary and Grammar:

- Recognize and identify consonant and vowels in the English alphabet.
- Pronounce some common consonant digraphs in the initial position.
- Recognize simple naming words from pictures.
- Provide the missing letter in simple one/ two syllable words.
- Identify and differentiate the use of "a" or "an" article.
- Use words that point to something: this, that (singular).
- Change the number of simple naming words by adding or removing s in singular/ plural.



Practice the greetings.

Saba: Good Morning,
Areeba. How are you?



Note for Teacher: Divide the class into groups of three or four. Ask them to introduce their friends to other members in the group. Repeat the same conversation shifting the role play of each student until all have used same dialogues.

2.2

Vowels and Consonants

Reading Skill

Read aloud the following vowel letters













a	e	i	o	u
---	---	---	---	---

Read aloud the following consonant letters

b	c	d	f	g	h	j
k	l	m	n	p	q	r
s	t	v	w	x	y	z

Activity 1

Identify the coloured letters as vowels or consonants and articulate each letter loudly

			
duck	apple	lock	monkey
			
kettle	pin	sun	car
			
ring	horse	zip	pencil



Note for Teacher: Guide students to recognize and understand the coloured vowel and consonant letters in each word. Also ensure that students understand the basic difference between both.



Activity II

Provide the missing vowel or consonant letters in the following words.

			
s _ n	_ ap	ti _	t _ ee
			
l _ on	d _ ll	soa _	_ arrot
			
y _ rn	_ onkey	o _ ion	ki _ e















Note for teachers: Guide students to fill up the missing vowel or consonant letter in each word. Ensure that students identify each missing letter properly.



Activity III

Write the letter 'c' for words starting with consonants and 'v' for words starting with vowels. First one is done for you.

	<u> c </u>		<u> </u>
banana		girl	
	<u> </u>		<u> </u>
arm		orange	
	<u> </u>		<u> </u>
car		bus	
	<u> </u>		<u> </u>
egg		umbrella	
	<u> </u>		<u> </u>
pigeon		nest	
	<u> </u>		<u> </u>
inkpot		lion	



Note for Teacher: Divide the class into pairs and ask them to write 'c' before the word starting with consonant sound/letter and 'v' before the word starting with vowel sound/letter.



2.3

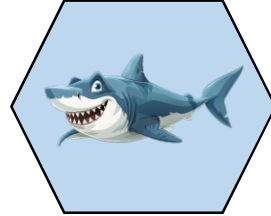
Common Consonant Digraphs

Vocabulary
and Grammar

“sh-” as initial sound.



shop



shark

sh-

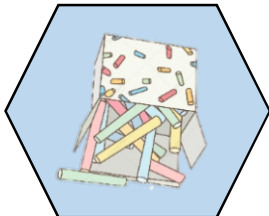


sheep



ship

“ch-” as initial sounds:



chalk

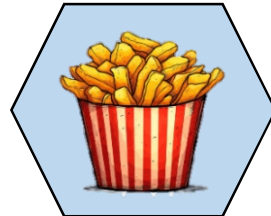


chick

ch-



chair



chips








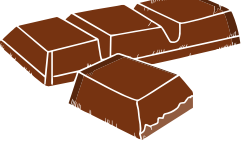

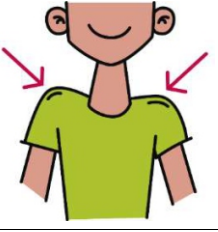

Note for teacher: Guide students to understand how digraphs 'sh' and 'ch' are used as initial sounds.



Common Consonant Digraphs

Activity 1

Provide the missing appropriate consonant digraphs.

		
_ip	_air	__eep
		
__in	_oe	__ocolate
		
__ain	__oulder	__ark












Note for teacher: Guide students to provide appropriate consonant digraphs as initial or ending sounds/letters in the words. Ensure that students understand the digraphs properly.












Look at pictures and read aloud the words.

Animals

		
goat	horse	lion
		
monkey	camel	cat
		
dog	donkey	cow

Birds

		
hen	parrot	eagle
		
pigeon	sparrow	duck
		
crow	peacock	owl



Note for Teacher: Encourage students to read aloud the names of animals and birds and articulate them properly.

Activity 1

Look at the picture and write down any ten names of animals and birds in the table.



Animals
1.
2.
3.
4.
5.

Birds
1.
2.
3.
4.
5.









Note for Teacher: Help students identify the names of animals and birds in the picture and write their names in the table given below.









Look at pictures and read aloud the words.

Fruits

	
apple	mango
	
banana	orange
	
melon	lemon

Vegetable

	
carrot	potato
	
peas	onion
	
cabbage	tomato



Note for Teacher: Help students read aloud and articulate the names of objects in pictures and ask them to repeat after you.

Activity I

Look at pictures and write down the names of fruits and vegetables in the table given below.



Fruits I like

1.

2.

3.

4.

5.

Vegetables I like

1.

2.

3.

4.

5.



Note for Teacher: Help students read aloud the names of animals and birds in the picture and write their names in the table given below.



Syllable: A syllable is a part of a word that contains a single vowel sound.

Look at the following words and understand.

One syllable words	Two syllable words

Say and clap

One syllable words	Two syllable words
<p>pot</p> <p>cat</p>	<p>parrot</p> <p>kitten</p>



Note for Teacher: Provide students more examples from the class practice on one and two syllable words i.e. pencil, desk, chair, class, blackboard etc.

Activity 1

Write down the one syllable words in column 'A' and two syllable words in column 'B' from the given box.

kite	monkey	orange	apple
tree	book	lion	duck
pencil	tap	window	zebra

One Syllable words	Two Syllable words



Note for Teacher: Ask students to tell their names and the syllables in them. Provide them more words in their surroundings to practice on articulating syllables in them.



Read the poem aloud.

One, two, three, four, five,
Once I caught a fish alive.
Six, seven, eight, nine, ten,
Then I let it go again.



Why did you let it go?

Because it bit my finger so!

Which finger did it bite?

The little finger on my right!



Note for teacher: First, ask students to read the nursery rhyme after you. Divide the class into three groups and ask each group to recite one stanza at a time.

Activity I

Write down the words from the poem rhyming with the given ones. One is done for you.

Words	Rhyming Words
five	
ten	
go	
it	
right	

Activity II

Find out sets of three rhyming words from the box.

bow	night	toe
sight	pen	kite
hen	row	ten



Note for teacher: Ask students to write the sets of three rhyming words on their notebook. Help them pronounce the words loudly to match the rhyming sounds of words.



Activity III

Write the spelling of numbers in words given below. One is done for you.

Numbers	Words	Numbers	Words
1		6	
2		7	
3	three	8	
4		9	
5		10	



Note for teacher: Ask students to read the nursery rhyme again and write them in words with correct spellings in the provided spaces.

Read and understand

Use of a: a + naming words starting with consonant sound.

Use of an: an + naming words starting with vowel sound.

Use of a



a cat



a van



a bag



a chair



a horse

Use of an



an apple



an egg



insect



an orange



an umpire



Note for Teacher: Ask students to 'a' or 'an' with objects around their classroom i.e., eraser, pencil, bag, copy, door, desk, inkpot etc.



Activity 1

Use 'a' or 'an' before the following naming words.

_ car	_ elephant	_ inkpot	_ window
_ net	_ eye	_ doll	_ arm
_ table	_ elbow	_ lion	_ airplane
_ glass	_ urn	_ balloon	_ onion



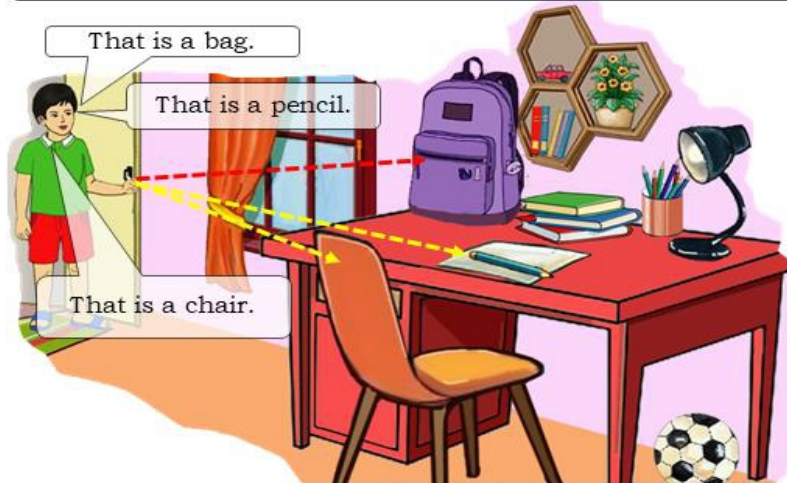
Note for Teacher: Guide students to use 'a' or 'an' after identifying the first letter in naming words either as consonant or vowel. Help them articulate the sound of first letter in each naming word to distinguish between vowel and consonant letters.

Look at pictures and understand

This is used to point out things that are near to the speaker.



That is used to point out things that are far from the speaker.

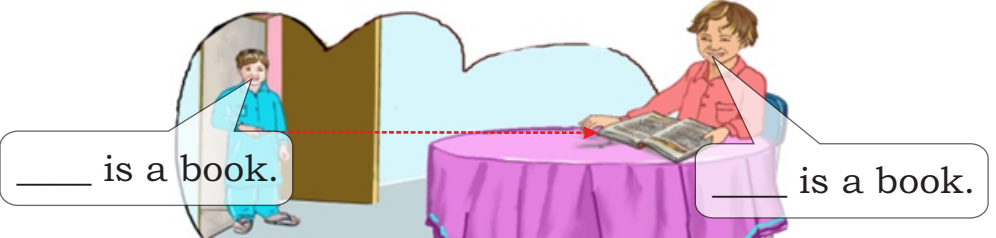
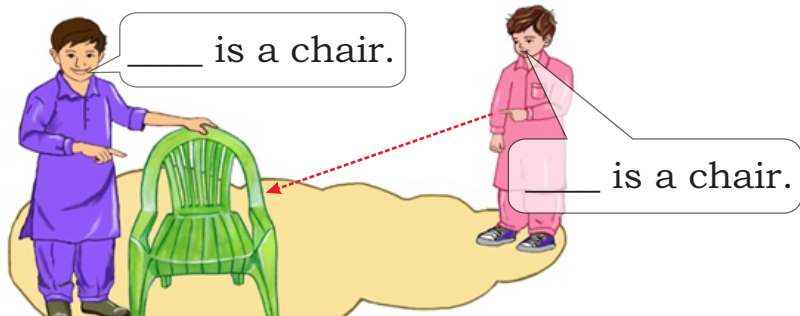
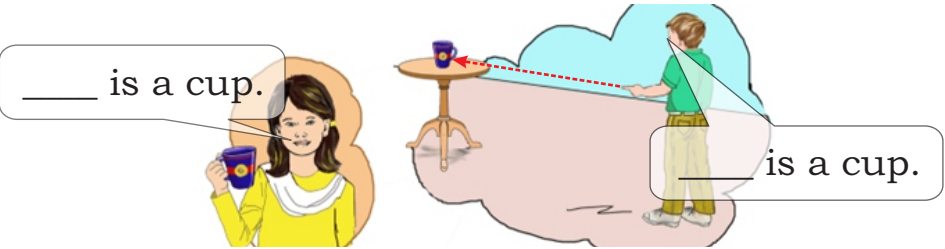
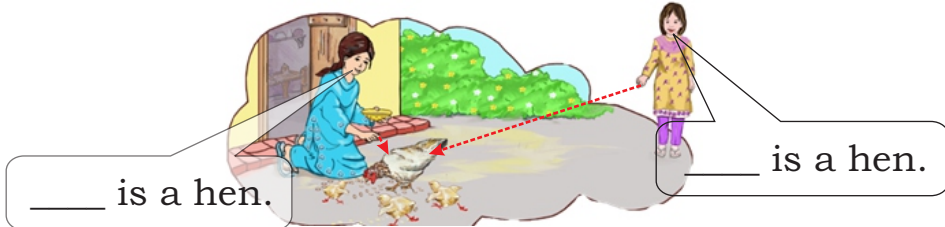


Note for Teacher: Explain students the use of 'this' and 'that' for singular objects near or far from the speaker. Provide more examples using 'this' and 'that' on objects in the class around them.



Activity 1

Look at the following pictures. Complete the sentences using “this or that”.














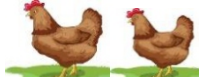


Note for Teachers: Help students use ‘this’ or ‘that’ in the blanks after judging the distance of object from the speaker. Provide them more examples in the class i.e., eraser, sharpener, pencil, table, chair etc.,

Look at pictures and read the following singular and plural words.

Singular (One object or thing)

Plural (two or more objects or things)

Singular (One)	Singular + s	Plural (two or more)
 a cat	cat + s	 cats
 a flower	flower + s	 flowers
 an egg	egg + s	 eggs
 a hat	hat + s	 hats
 a ball	ball + s	 balls
 an umbrella	umbrella + s	 umbrellas
 a hen	hen + s	 hens






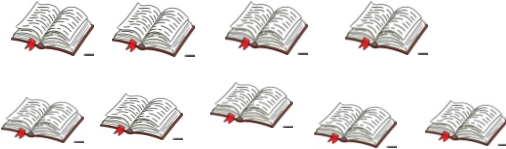





Note for teachers: Guide students to understand the concept of singular and plural with examples on the board. Help them add 's' to make plurals of common naming words. Ask them how many objects in plural they see in the class and tell the same adding 's' at the end of the singular.



Activity I

Count the objects and write their plurals by adding '-s' along with numbers. One is done for you.

a van		two vans
a cup		
a pen		
a flower		
an inkpot		
a book		
a bird		
a dog		
an apple		



Note for Teacher: Provide more examples to students from their surrounding to make plurals of singulars by adding -s into them.

Activity 1

Look at the objects in the pictures and read their names loudly.

sofa	lamp	bag	bed	pillow
window	wall clock	fan	chair	television



Note for Teacher: Help students identify the objects in the picture and ask them to tell the names of those objects loudly one by one in the class. Help them articulate the names clearly in the class.



Students will be able to learn:**1. Oral Communication Skill:**

- Use verbal signals, like 'Excuse me please', to seek attention.
- Express social courtesies (excuse me).
- Recite nursery rhymes with actions, in groups.

1. Reading and Critical Thinking Skill:

- Read their full names in both upper and lower case.
- Use pictures in the texts to make reasonable predictions.
- Read and recite short poems or nursery rhymes with actions.

2. Writing Skill:

- Write the cardinal numbers from 11 to 20 in words.
- Write the names of their father, mother, brothers, and sisters, in English, using the appropriate upper and lower case letters.
- Construct simple sentences of three/four words, leaving spaces between words, using correct spellings, capitalization and punctuation – period (.).

3. Vocabulary and Grammar:

- Spell simple one/ two syllable words.
- Identify the gender of common naming words (masculine / feminine).
- Recognize names of people as proper nouns.
- Recognize and use the pronouns I, you, he, she, it (singular pronouns).
- Use am, is in short sentences to identify and describe a person, place, or thing.
- Use initial capital letters for the first word of a sentence.

3.1

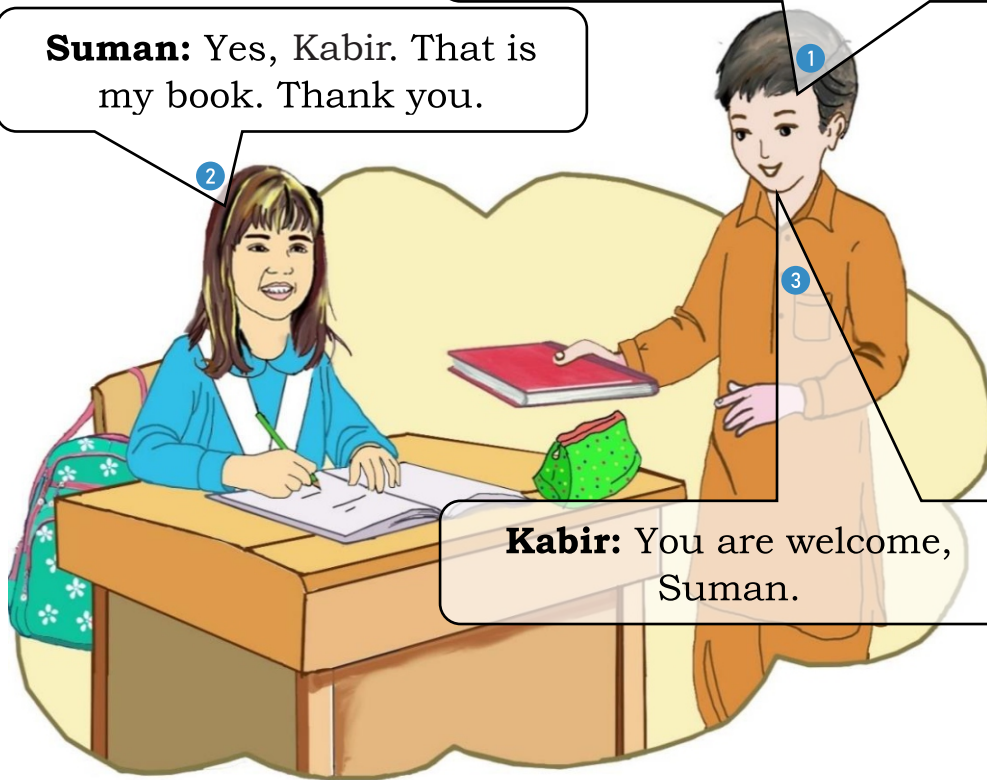
Social Courtesies

Oral Communication

Practice on the dialogues with friends.

Kabir: Excuse me, Suman, is this your book?

Suman: Yes, Kabir. That is my book. Thank you.



Kabir: You are welcome, Suman.



Note for Teacher: Help students understand the conversation in their native language and repeat after you in the class. Ask students to practice the conversation in pairs and call each pair to role play in front of the class.



Practice on the dialogues with friends.

Ahmed: Hi Hassan,
how are you?

Hassan: I am fine,
thank you.

Hasan: Hello, what
is your name?

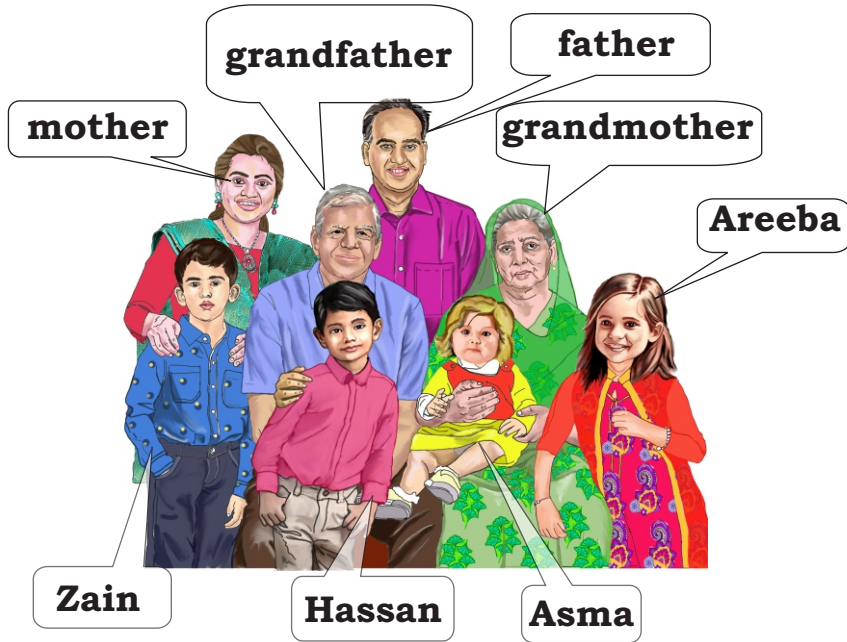
Jacob: Hello, my
name is Jacob.

Ahmed: This is my friend.



Note for Teacher: Help students understand the conversation in their native language and repeat after you in the class. Ask students to practice the conversation in pairs and call each pair to role play in front of the class.

Look at the picture and read aloud the sentences.



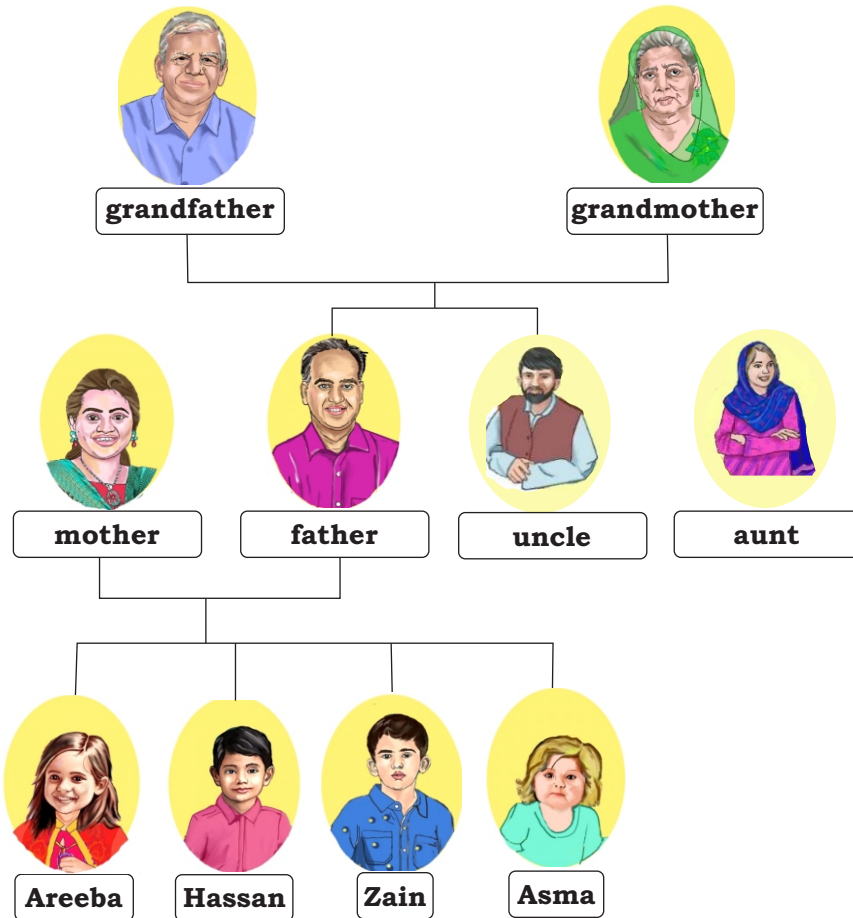
Hello everyone, my name is Hasan.
 I am five years old. I am in class one.
 We are eight members in the family.
 My grandfather and grandmother are very caring.
 My father is a lawyer. My mother is a doctor.
 Zain is my brother. He is seven years old.
 Areeba is my younger sister.
 Asma is little sister.



Note for Teacher: Ask students to introduce their family as Hassan's family is introduced. Help students practice these sentences in the class.



Read aloud the names of family members in the family tree.



Note for Teacher: Ask students look at the above family tree and draw their own one. Make sure they write the names of grandparents, parents and siblings one by one.

Activity I

Write down the names of members in Hasan's family in the following blanks.

- a) The name of the boy is _____
- b) The name of his baby sister is _____
- c) The name of his brother is _____
- d) The name of his sister is _____

Activity II

Write your name and the names of your family members.

- a) My name is _____
- b) My father is _____
- c) My mother is _____
- d) The name of my brother is _____
- e) The name of my sister is _____















Note for Teacher: Tell students to write the first alphabet in the names of people with a capital letter. Tell them to write the names of all their brothers and sisters starting with the capital letters. Help them to correct their spellings through the phonic approach. Encourage them to ask you spellings if they want to.



Masculine name is used for male and feminine name is used for female.

Look at the pictures and read the words aloud.

masculine	feminine
	
grandfather	grandmother
	
father	mother
	
husband	wife
	
brother	sister
	
boy	girl
	
uncle	aunt



Note for Teacher: Explain students the names of the masculine and feminine gender used for persons. Ask their names to emphasize the masculine and feminine names.

Activity 1

Draw lines to connect the following masculine with their feminine names. For example, father and mother.

Masculine	Feminine
brother	aunt
grandfather	wife
boy	sister
husband	grandmother
uncle	mother
father	girl



Note for Teacher: Explain students that masculine and feminine genders not only apply to persons, but other living things as well. Provide them examples in animals and birds as well.



3.5

Nursery Rhyme Seven Days in a week

Reading
Skill

Recite the nursery rhyme with actions.



Monday is day one, raise your hand.

Tuesday is day two, touch the sand.

Wednesday is day three, look at sky.

Thursday is day four, let's all fly.

Friday is day five, let's all pray.

Saturday is day six, it's time to play.

Sunday is day seven, it's full of fun.

Now we know names of days all in one



Note for teacher: Ask students to recite the poem “Seven Days in a Week” in the class loudly with actions. Ensure that students understand the poem clearly.

Read and say it loud.



Hello, **I am** Areeba. **I am** in class One.

I carries **am**

You are Anita. **You are** also in class one.



You carries **are**



She is Mary. **She is** new in class one.

She carries **is**

He is Ahmed. **He is** in class one too.



He carries **is**



I have a book. **It is** a story book.

It carries **is**



Note for Teacher: Guide students to use the pronouns (I, you, he, she, and it) in the class in group of two or three. Ensure that students understand the meaning of sentences in their native language as well.



Activity 1

Tick the correct option in the following sentences.
First is done for you.

1. _____ am a student.

I/You/He

2. _____ are my brother.

I/You/He

3. _____ is a new student.

I/You/He

4. _____ is my sister.

I/You/She

5. _____ is a cat.

I/You/It













6. _____ is my friend.

He/You/It



Note for Teacher: Guide students to understand the use of pronouns I, you, he, she, it. Ensure that they use appropriate verbs am, is, are with the pronouns in sentences. Also make them practice these sentences in the class.

Look at pictures and read out the names of professions

			
a doctor	a driver	a teacher	a lawyer
			
a police woman	a soldier	a nurse	a shopkeeper
			
a carpenter	a cook	a cobbler	a farmer










Note for Teacher: Ask students what professions do their parents or siblings. Later, ask them what they want to be or do in future.



Activity 1

Complete the following sentences.

I am a <u>doctor</u> .	
She is a _____.	
You are a _____	
She is a _____	
She is a _____	
Zamin is a _____	
Farhan is a _____	



Note for Teacher: Help students to complete the sentences. After they have completed the sentences provide them more examples on different objects and persons to make more sentences.

Look at pictures and write names on note books.



Note for Teacher: First, ask students to look at the objects and tell their names. Later, ask them to close their books and open the new page on their note book. Help them draw a margin from the left side. Also guide them to write the date on the top of the page and dictate them to write the names of pictures in their notebooks.



3.9

Numbers in words

Reading Skill

Read aloud the numbers in words.

1	11
2	12
3	13
4	14
5	15
6	16
7	17
8	18
9	19
10	20

11	eleven
12	twelve
13	thirteen
14	fourteen
15	fifteen
16	sixteen
17	seventeen
18	eighteen
19	nineteen
20	twenty

Twenty



Note for Teacher: Help students count the numbers from one to twenty. Ensure that students memorize the spelling of numbers as well.

Activity 1

Write the words of each number in their column.

Numbers	Words
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	



Note for Teacher: Help students to count the numbers and memorize their spellings properly. Help them write the numbers in words.



Students will be able to learn:**1. Oral Communication Skill**

- Respond to social courtesies (you are welcome, it's ok/ alright, sure).
- Express apology by saying: 'I'm sorry'.
- Express needs according to the situation.
- Recite nursery rhymes with actions, in groups.

2. Reading and Critical Thinking Skill

- Use pictures in the texts to make reasonable predictions.
- Tell the time (by the hour) by looking at the position of the hands of the clock.
- Read and recite short poems or nursery rhymes with actions.

3. Writing Skill

- Identify a series of actions in a picture by writing action verbs.
- Write simple action one/ two syllable word(s) by identifying an action in a picture. Join words to make simple sentences.
- Write the cardinal numbers from 21 to 30 in words.
- Copy simple sentences from the text, leaving spaces between words, using correct spellings, capitalization and punctuation – period (.).
- Copy one/ two syllable rhyming words from a poem

4. Vocabulary and Grammar

- Use simple action words from the immediate surroundings (talk, jump, drink, etc.).
- Physically respond to some common action words used in the classroom.

4.1

Social Courtesies Asking for Permission

Oral Communication

Practice the following conversation in pairs

Yes, why are you late today?

May I come in teacher, please?

It's alright. Come in and sit down.

I am sorry, teacher. I will not be late again.

Excuse me teacher, may I go to drink water, please?

Yes, you may go.

Thank you, teacher.

You are welcome.



Note for Teacher: Divide the class in pairs. Ask them to practice the dialogues through role play. Later, ask each pair to role play in front of the class until all have performed.



Activity 1

Fill the blanks in bubbles with correct words.



Note for Teacher: Ask students to recall the courtesy words and fill in the blanks with appropriate ones.

4.2

Action Words

Vocabulary and Grammar

Look at pictures and identify the action in each picture.



waking up



brushing teeth



washing face



taking
breakfast



going to school



sitting in the
class



playing



doing homework



going to bed



Note for Teacher: First, ask students to look at the pictures and tell what action is performed in each. Later, help them articulate the action words loudly. Ask each student do they perform same actions in their daily routines.



Activity 1

Look at the pictures and write the appropriate action words below each picture. One is done for you.

kicking
jumping
drinking

writing
swimming
sitting

eating
running
reading

talking
painting
standing



kicking































Note for teacher: First, ask students what actions they see in each picture. Later, help them perform the actions by articulating each action word as given in picture. after that, ask them to write below each picture the appropriate action word.

Activity II

Look at the pictures, guess the actions and complete the following sentences. One is done for you.

1. A boy is <u>kicking</u> the ball.	
2. A girl is _____ over a rope.	
3. A girl is _____ water.	
4. A boy is _____ food.	
5. A girl is _____ teeth.	
6. A girl is _____.	



Note for Teacher: Ask students to read aloud action words in each picture. Ensure that students also understand the meaning of action words.



4.3

Telling The Time

Oral Communication

Look at the picture and learn to tell the time.

Big Hand (Minute Hand)

Small hand (Hour Hand)

Small hand (Hour Hand)

Big Hand (Minute Hand)

Five minutes

Small hand points out hours.

Big hand points out minutes.

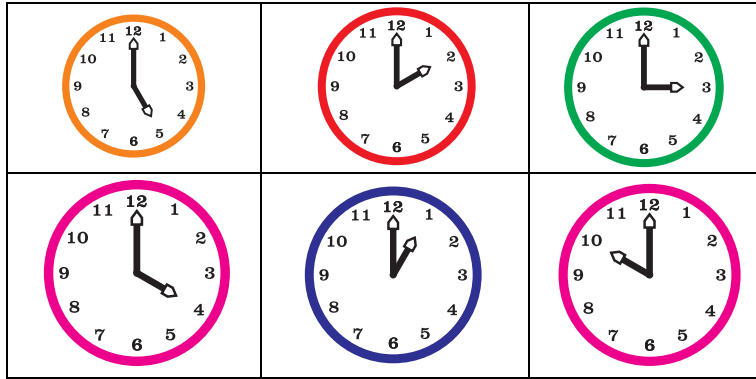
Distance between two numbers is one hour.



Note for Teacher: Explain to students that how the position of both hands in a clock tell the time in hours and minutes. it demonstrate and tell different time through a wall clock by changing hands' position.

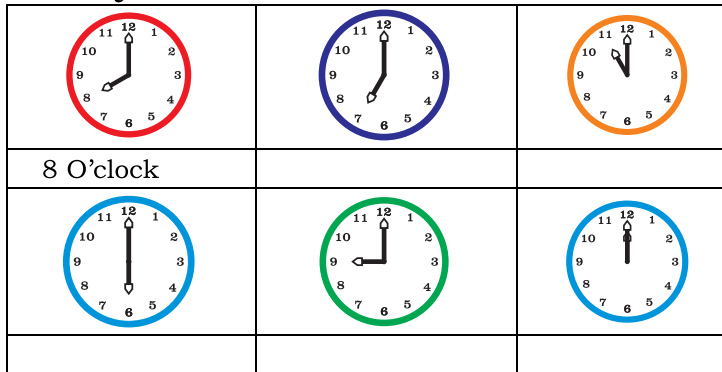
Activity I

Look at the clocks and tell the time by looking at the hands of the clock.



Activity II

Look at the clocks and write the time in each. One is done for you



Note for teachers: Ask them what the time is by pointing to any one of the clocks. Let the whole class respond. Accept and repeat the correct answer. Then repeat this by asking individual students.



Look at the picture. Read the following actions.



Hi, I am Zain.
I am in Class one.



I wake up at 7
O'clock in the morning.



I go to school
at 8 O'clock in
the morning.



I come back from
school at 1 O'clock in
the afternoon.



I play with friends
in the evening.



I do my homework at 6
O'clock in the evening.







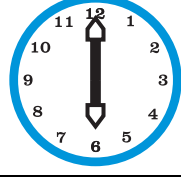

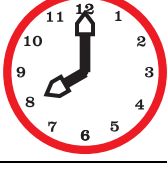

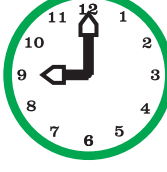

I go to bed at 9
O'clock at night.



Note for Teacher: Ask students about their routine actions. First, ask them when do they wakeup, the time they go to bed etc., Later, ask them to practice on the sentences and call each student to read aloud for the entire class.

Activity 1

Match the actions of Zain's daily routine with the time in clocks on which he performs the actions.





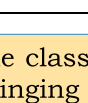
Note for Teacher: Re-read the 'My daily routine' again, focusing on actions and the time on which Zain performs the actions. Help students match the actions with time on.



4.5

If You Feel (Nursery Rhyme)**Reading Skill**

Recite aloud the following nursery rhyme with actions








	If you feel happy, jump up high, Raise your arms and touch the sky. Sing a song, and dance around, Share your joy in a cheerful sound.	
		
		
	If you feel sad, it's okay to cry, Spread your arms and start to fly. Touch the nose and wave your hands. Make new friends and shake your hands.	
		
		
		
	If you feel angry, count to ten, Take a breath and try again. Touch your hair and tap your head, Let's not forget what is said.	
		
		



Note for Teacher: Sing the nursery rhyme before the class loudly with actions. Ask them to repeat after you. While singing loudly, perform the actions before the class and ask students to imitate the same. After that, ask groups of three or four to come forward and recite each stanza with actions one by one in front of the class.

Activity 1

Match the actions in the poem with their appropriate pictures.

Actions	Pictures
jump up	
sing a song	
dance around	
cry	
touch the nose	
shake you hands	
tap your head	



Note for Teacher: Encourage students to perform the action while matching the action words with appropriate pictures.

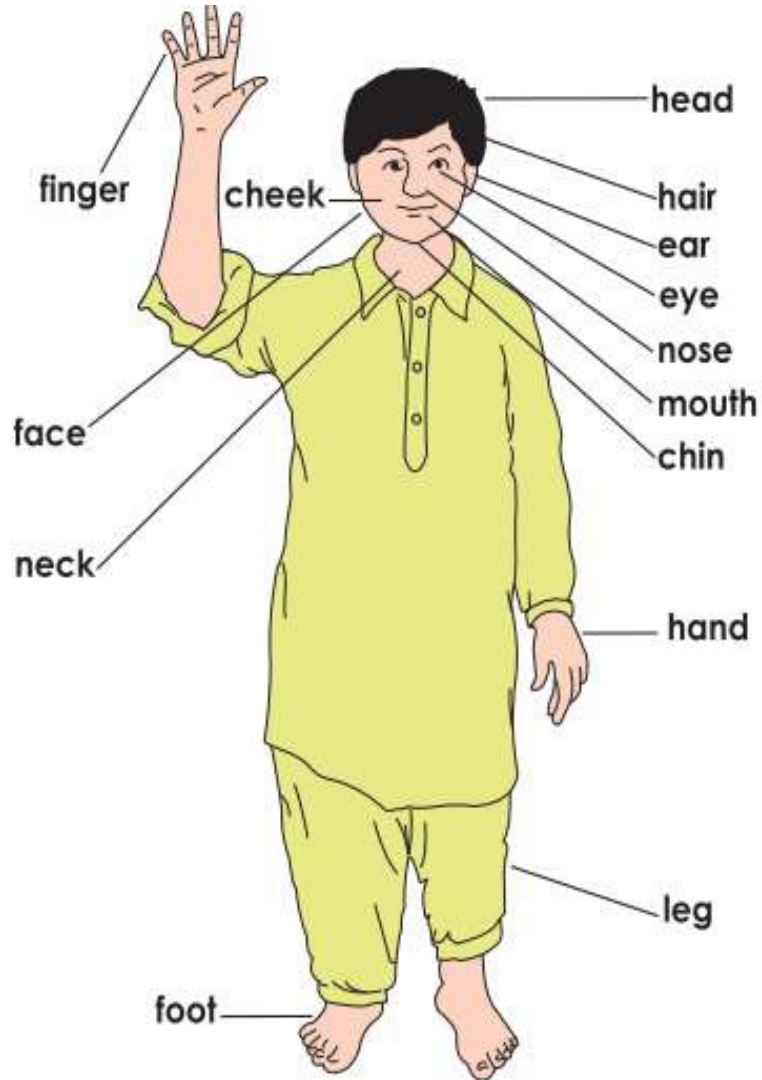


4.6

Body Parts

Reading Skill








Look at picture and read the names of body parts.



Note for Teacher: Help students to tell the names of body parts. Ask them touch the part when you pronounce the name loudly in the class. Call out each student to tell the names of parts of the body in front of the class.

Activity 1

Match the words with the pictures.

Words	Pictures
ear	
nose	
hand	
foot	
chin	
leg	
eye	



4.7

Numbers In Words

From 21 to 30

Reading
Skill

Read the following numbers in words loudly.

1	11	21	21	twenty-one
2	12	22	22	twenty-two
3	13	23	23	twenty-three
4	14	24	24	twenty-four
5	15	25	25	twenty-five
6	16	26	26	twenty-six
7	17	27	27	twenty-seven
8	18	28	28	twenty-eight
9	19	29	29	twenty-nine
10	20	30	30	thirty

Thirty



Note for Teacher: Help students memorize the spelling of numbers up to thirty in words along with spellings. Explain how three ten-rupee notes make up thirty rupees.

Activity 1

Write the numbers in words.

Numbers	Words
21	
22	
23	
24	
25	
26	
27	
28	
29	
30	



Note for Teacher: Help students write the given numbers in words.



Students will be able to learn:**1. Oral Communication Skill:**

- Say simple sentences using the correct pronunciation.
- Categorise and talk about objects according to group (transport = cars, buses, rickshaws, etc., fruits = banana, apple, grapes, etc.).
- Recite nursery rhymes with actions, in groups.
- Listen and participate in stories told/ read by the teacher by adding their thoughts and ideas.

2. Reading and Critical Thinking Skill:

- Use pictures in the texts to make reasonable predictions.
- Portray understanding of the story read, through actions / role-play.
- Recognise the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation (period)).
- Read and recite short poems or nursery rhymes with actions.

3. Writing Skill:

- Identify a series of actions in a picture by writing action verbs.
- Write the cardinal numbers from 31 to 40 in words.
- Copy simple sentences from the text, leaving spaces between words, using correct spellings, capitalization and punctuation – period (.).
- Write sentences to answer simple questions starting with what.

4. Vocabulary and Grammar:

- Identify and use words showing possession: my, your, his, her, its (singular).
- Use initial capital letters for the first word of a sentence.

Practice the following dialogues.

1 Hello children, what do you have?

2 **Amna:** I have a train. My train is large.

3 Zeenat has a doll. Her doll is beautiful.

4 Shazia has a bus. Her bus is red.

5 Ali has an aeroplane. His aeroplane is new.

6 Hassan has a car. His car is fast.



Note for Teacher: Read aloud the sentences before students and ask them to repeat after you. Help them use the same sentences in their classroom situation on objects i.e., copy, book, bag, ruler water cooler etc., Ask them to practice in pairs and role-play in the class one by one.



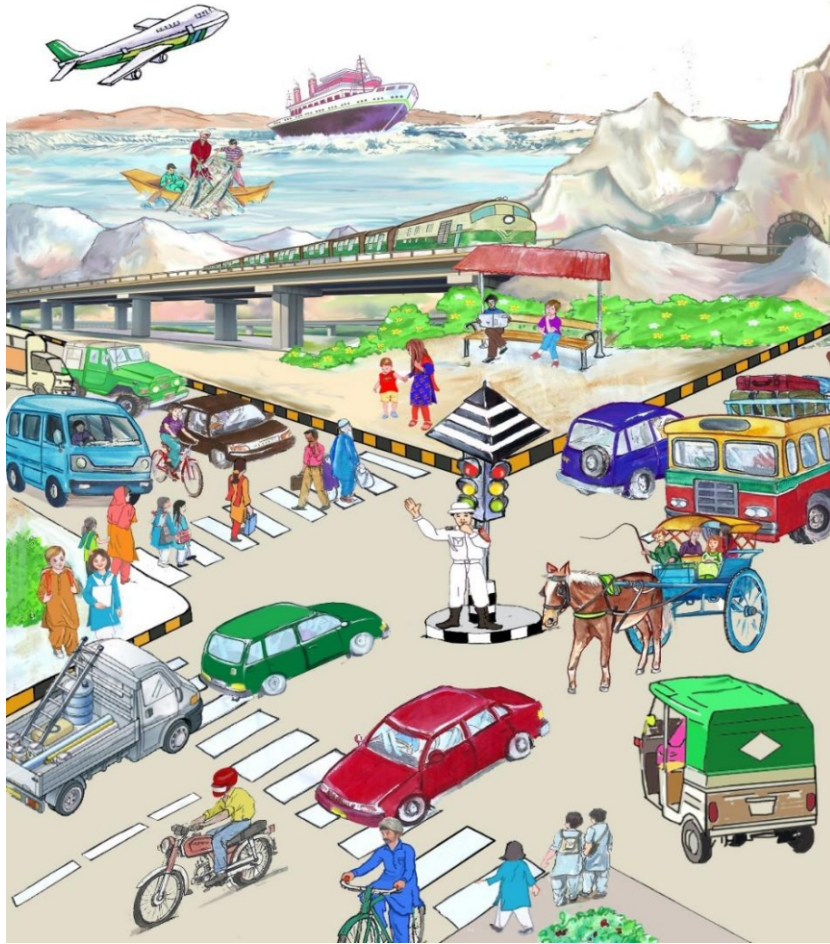
5.2

Transport

Reading Skill

Look at the picture and tell the names of transport they see.







Transport: vehicles people use to move from one place to another.



Note for Teacher: Ask students what transport modes do they see in the picture. After they have shared their answers, ask them what transport do they use or see while coming to school.

Activity 1

Match the words with appropriate pictures.

cycle	
train	
aeroplane	
rikshaw	
motor bike	
car	










Note for Teacher: Shows them flashcards of different vehicles and modes of transport and ask them to tell their names.



Activity II

Complete the sentences using words from the box. One is done as an example.

train	motor bike	car
aeroplane	bus	ship
	horse cart	

Column A	Column B
This is a train.	
That is a _____.	
This _____.	
That _____.	
This _____.	
That _____.	
This _____.	








Note for Teacher: Help students recall the use of 'a' and 'an' and 'this' and 'that' from the previous chapter. Also help them write the sentences about the pictures given.

5.3

Use of my, your, his, her, its**Vocabulary and Grammar**

Look at the following words and understand their usage.

Subject	Possession	Example In Use	
I	→ my	I read my book.	
You	→ your	You do your homework.	
He	→ his	He plays with his car.	
She	→ her	She hugs her doll.	
It	→ its	It is a bus. Its colour is red.	



Note for Teacher: Help students understand the use of possessives 'my', 'your', 'his', 'her', 'its' etc.,. Also provide more examples in the class to explain the use of possessives.



Activity 1

Choose the correct word to complete the sentences. First has been done for you.

Where is your book?

my/your ✓



This is my book.

my/your ✓

May I have ____ pen, please?

her/your



Here is ____ pen.

my/his

Where is ____ school?

his/your



____ school is in Karachi.

My/His

She is __ new friend.

my/its



I am new in ____ class.

its/your

It is ____ car.

my/its



____ colour is red.

My/Its




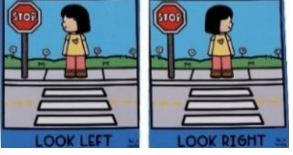





Note for Teacher: Discuss all the pictures with the students. Emphasise the words that show possession. Explain the different words used to show possession when talking about different people/genders. Next, tell them to look at the pictures and fill the blanks using the correct words and the words showing possession. They can choose the words for the items from the box.

5.4

Traffic Rules (Nursery Rhyme)

Reading Skills

Read the nursery rhyme in the class with actions.

<p>Standing at traffic lights, what do we do? Look at the roads and decide what to do?</p>	
	<p>When crossing the road, what do we do? Look left, look right, that's one clue.</p>
<p>Red light, red light, what do you say? I say stop, stop right away.</p>	
	<p>Yellow light, yellow light, what do you say? wait and wait, is all I say.</p>
<p>Green light, green light, what do you say? I say go, and go right away.</p>	
	<p>Never run, never run on the road, Follow the rules, it's the safest mode.</p>
<p>Now we know what the traffic lights mean, Yellow for wait, Red means stop, go says green.</p>	



Note for Teacher: Explain students about the picture in the nursery rhyme. Guide them to recite the poem in the class loudly. Ensure that students understand the meaning of the poem in their native language.



Activity I

Tick the correct answer.

1. What should we do to cross the road?
A) Look right only C) Look left only
B) Look right and left D) Look no sides
2. What does red light say?
A) Wait C) stop
B) look D) go
3. What does green light mean?
A) Wait C) stop
B) look D) go
4. What does yellow light say?
A) Wait C) stop
B) look D) go



Note for Teacher: Help students read the questions in the light of the poem and tick the correct answer.

Activity II

Look at pictures and understand what they mean.



go



wait



stop



do not
run



turn right



turn left



NO PARKING

no
parking



slow



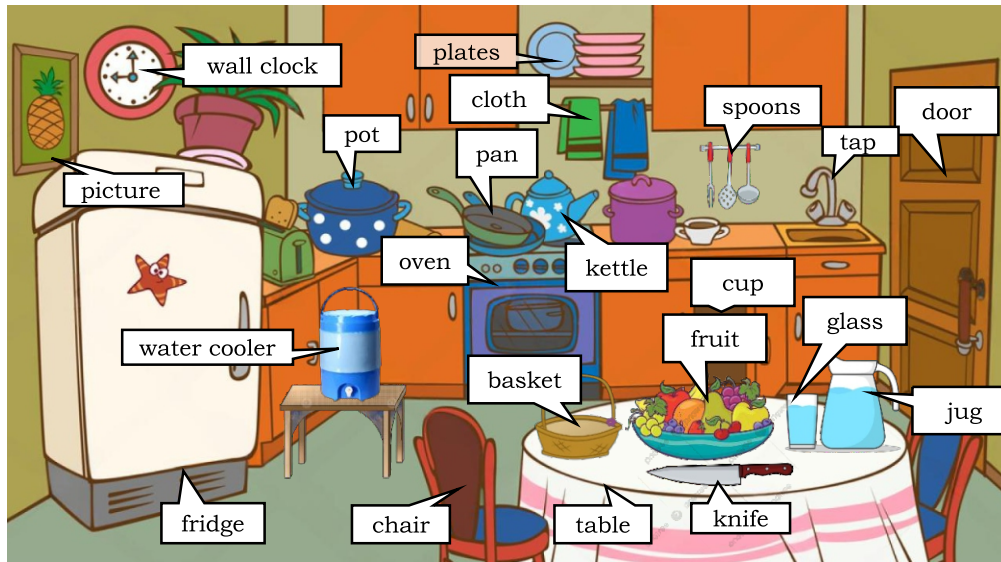
zebra
crossing



Note for Teacher: Ask students to draw pictures of different traffic signs and help them to demonstrate.



Look at the objects in the picture, articulate the names of objects loudly and write the names of any ten objects in the box given below.



1. _____	2. _____	3. _____
4. _____	5. _____	6. _____
7. _____	8. _____	9. _____
	10. _____	



Note for Teacher: Help students read aloud the names of objects in the picture. First ask them what objects they are familiar with and later ask them to read aloud and write the names of those objects. After that help them revise the names after you.

Read the numbers and their spellings.

1	11	21	31
2	12	22	32
3	13	23	33
4	14	24	34
5	15	25	35
6	16	26	36
7	17	27	37
8	18	28	38
9	19	29	39
10	20	30	40

forty

31	thirty-one
32	thirty-two
33	thirty-three
34	thirty-four
35	thirty-five
36	thirty-six
37	thirty-seven
38	thirty-eight
39	thirty-nine
40	forty

Activity 1

Write the numbers in words below each number.

31	35	39
32	34	36
33	37	40
	38	

Students will be able to learn:**1. Oral Communication Skill:**

- Say simple sentences using the correct pronunciation.
- Express needs according to the situation.

2. Reading and Critical Thinking Skill:

- Identify the names of days / months from the calendar. Identify the relationship between words and pictures.
- Recognise the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation (period)).
- Respond to the story after reading by expressing likes / dislikes about the story.
- Portray understanding of the story read, through actions / role-play.
- Use pictures in the texts to make reasonable predictions.
- Read and repeat simple stories.
- Read and recite short poems or nursery rhymes with actions.

3. Writing Skill:

- Replace rebus (objects) with words to complete a given story.
- Write the cardinal numbers from 41 to 50 in words.
- Copy one/ two syllable rhyming words from a poem.
- Write two to four sentences to describe a picture.
- Write sentences to answer simple questions starting with what.

4. Vocabulary and Grammar:

- Recognize simple naming words from pictures (vegetables, objects at home, etc.).
- Use some describing words showing size (big, small, etc.).
- Match the familiar words with opposites through pictures.



6.1

Independence Day

Oral Communication

Look at pictures and discuss.



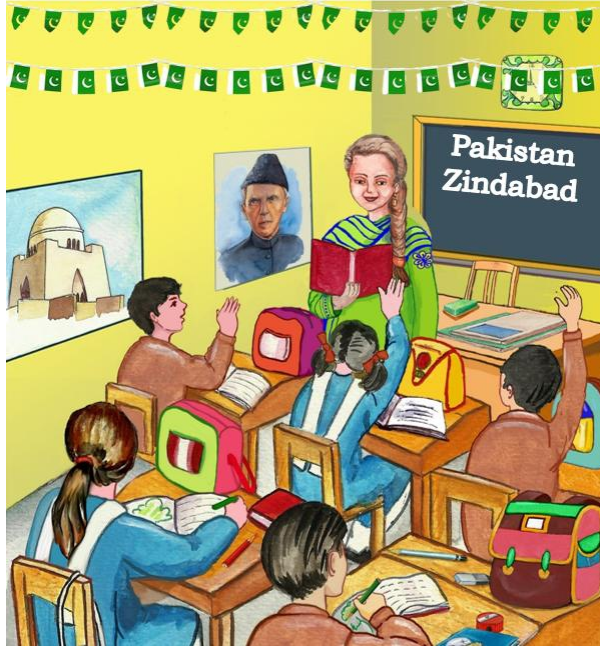
Note for Teachers: Divide the class into groups of three or four. Ask them to look at the pictures and discuss what are the pictures about? Later, call each group out to share their answer with the class.

6.1

Independence Day (Asking Question)

Oral
Communication

Listen and practice the following conversation.



Student 1: Excuse me, teacher. May I ask one question, please?

Teacher: Sure. You may ask.

Student 1: Teacher, when do we celebrate the Independence Day?

Teacher: We celebrate the Independence Day on 14th August every year.

Student 2: Why do we celebrate the Independence Day?

Teacher: To pay tribute to national heroes.

Students: Thank you, teacher, we all love our beloved country, Pakistan.



Note for Teacher: Read aloud the above dialogue among the class. Tell students to pause a little at the end of questions in the dialogues. After that, divide the class into small groups and make them role-play on the above conversation in front of the class.



Read the following passage carefully.

Pakistan is a beautiful country.

It has four seasons. They are winter, spring, summer and autumn.



People from Sindh, Punjab, Balochistan, Khyber Pakhtunkhwa and Gilgit Biltistan make up one nation in Pakistan.



People in Pakistan celebrate Eids, Diwali, Nouroz and Christmas.



Note for Teacher: First, read the passage loudly before the class and ask them to repeat after you. Later, ask them to read the passage one by one. Also explain to them about the seasons, people and famous festivals in Pakistan.

Activity I

Look at the pictures and write down the names of pictures from the box.

Winter	Sindhi	Balochi
Panjabi	Autumn	Spring
Gilgiti	Pashtun	Summer







































6.3

Helping Each Other

Reading Skill

Read the pictures as words in the following story.

A  was sitting on a  . It saw an  drowning in the river. The  plucked a  from the  and threw it near the  in the water. When the  fell near the , it got on to it. The  came to the riverbank. The  was saved by the  .

A few days later, the  saw a hunter. He was about to shoot the  with his gun. The  ran fast and bit the hunter on his leg. The shot missed and  flew away. The  had saved the ant's life and now the  saved the bird's life.

Moral of the story: Helping others is helping ourselves.



Note for Teacher: Ask the students to look at the given story and listen as you read each line. Ask them to repeat each line after you. Next, explain to them how the blanks are to be filled by looking at the given pictures.

Activity I

Tick the correct pictures to complete the sentences.

1. A _____ was sitting on a tree.



2. The bird plucked a _____ from the tree.



3. The _____ saw a hunter.



4. The bird plucked a leaf from the _____.



5. The _____ was saved by the bird.



Note for Teacher: Read each picture as word and tick the appropriate picture to complete the sentence.



Activity II

Look at these emojis and tell their meaning. After that draw these pictures in the following box to share your feelings about the above story.



I like it.



I don't know.



I do not like it.



I liked it a lot.



Note for Teacher: Ask the students to share whether they liked, did not like, don't know and liked the story a lot. Discuss with them what the emojis mean.

6.4

Months in a Year

Reading Skill

Look at the following calendar and read aloud the names of months in the year.

2025

JANUARY

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY

S	M	T	W	T	F	S
				1		
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

MARCH

S	M	T	W	T	F	S
				1		
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

APRIL

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY

S	M	T	W	T	F	S
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JUNE

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

JULY

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST

S	M	T	W	T	F	S
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

SEPTEMBER

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

OCTOBER

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

NOVEMBER

S	M	T	W	T	F	S
				1		
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

DECEMBER

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Name of the month



S	Sunday
M	Monday
T	Tuesday
W	Wednesday
T	Thursday
F	Friday
S	Saturday



Note for Teacher: Explain to students how to read the calendar.



6.4

Months in a year**Writing Skill****Activity I**

Write the dates encircled in the above calendar. One is done for you.

1. <u>January 8</u>	2. _____	3. _____
4. _____	5. _____	6. _____

Activity II

Encircle the following dates in the above given calendar.

February 3	May 17	June 26
August 14	October 23	December 27

Activity III

Encircle your birth date in the above given calendar.

Activity IV


Encircle the month before July and the month after January in the above given calendar.



Note for Teacher: Explain students how to read the calendar and search for the specific date, day or month in the calendar. Also ask them to practice writing dates on their copies regularly.

Describing words are used to describe objects, people, or persons.

Recite the nursery rhyme loudly.

	The sun goes up , the rain falls down .	
	Zain lives in a village, I live in a town.	
	The books are new , the bench is old .	
	The fire is hot , the ice is cold .	
	The day is bright , dark is the night,	
	The crow is black , the pigeon is white .	
	The dog is loud , the cat is quiet ,	
	Table is heavy , chair is light .	
	She is first in the queue, I am the last .	
	The turtle is slow , the rabbit is fast .	
	The elephant is big , the ants are small .	
	A boy is short , a girl is tall .	








Note for Teacher: First, ask students to sing the rhyme loudly after you. Later, divide the class into three groups and ask them to sing loudly in the class. After they have completed, ask each group to come forward one by one and recite in rhythm before the class.



Activity 1

Describe the following objects in one or two sentences using words from the given box. One is done for you.

fast	large	bright
beautiful	hot	sweet
high	soft	fresh
	huge	

1. The train is <u>fast</u> . 2. The train _____	
1. Sun is <u>bright</u> . 2. _____.	
1. The flower _____ 2. _____	
1. Fruit _____ 2. _____.	
1. The mountain _____ 2. _____	



Note for Teacher: Provide more examples of describing words to students and help them use in the class to describe objects like pencil, rubber, desk, board etc.

6.6

Number in words (from 41 to 50)

Reading
Skill

Read the following numbers in words.

1	11	21	31	41	41	forty-one
2	12	22	32	42	42	forty -two
3	13	23	33	43	43	forty -three
4	14	24	34	44	44	forty -four
5	15	25	35	45	45	forty -five
6	16	26	36	46	46	forty -six
7	17	27	37	47	47	forty -seven
8	18	28	38	48	48	forty -eight
9	19	29	39	49	49	forty -nine
10	20	30	40	50	50	Fifty

fifty



6.6

Number in words
(from 41 to 50)

Writing
Skill

Activity 1

Write the numbers in words below each number.

41	45	49
42	44	46
43	47	50
	48	



Note for Teacher: Help students memorize the numbers in words and digits from forty-one to fifty.

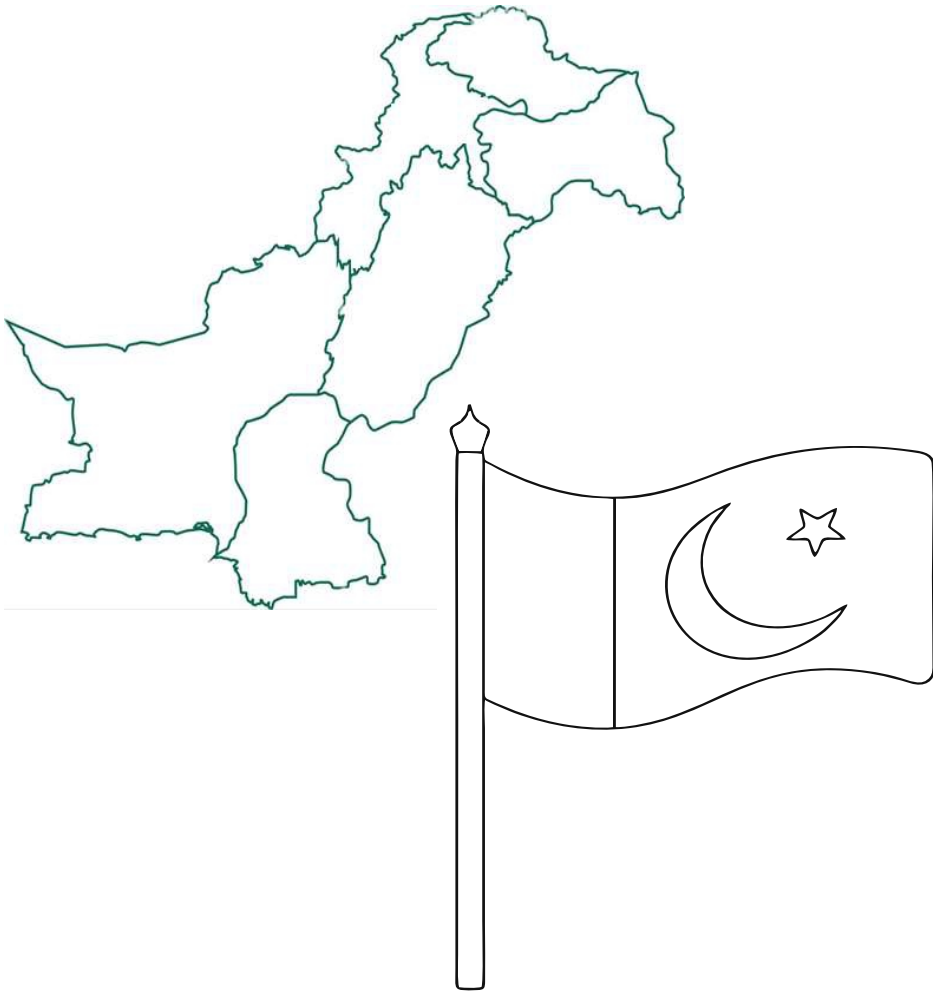


6.7

Colouring

Fun Activity

Colour the map and flag of Pakistan



Note for Teacher: Guide students to colour the national map and flag of Pakistan. They may colour the map with different colours and colour the flag in white and green.



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قومی ترانہ

پاک سر زمین شاد باد کِشورِ حسین شاد باد
تو نشانِ عزمِ عالی شان ارضِ پاکستان

مرکزِ یقین شاد باد

پاک سر زمین کا نظام قوتِ اخوتِ عوام
قومِ ملک، سلطنتِ پاستندہ تا بندہ باد

شاد باد منزلِ مراد

پرچمِ ستارہ و ہلال رہبرِ ترقی و کمال
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