



Model Textbook of

English

Based on National Curriculum 2022-23

National Curriculum Council Secretariat,
Ministry of Federal Education and Professional Training,
Government of Pakistan



National Book Foundation
as
Federal Textbook Board, Islamabad



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Model Textbook of English
for Grade 1



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**TEST
EDITION**

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Preface

Model Textbook of English for Grade 1 has been developed in accordance with the standards of the National Curriculum of Pakistan 2022. With its new design and layout, it meets contemporary standards of quality textbooks. The textbook is comprised of a collection of materials carefully developed to enhance communicative competence among learners through oral and written instructional materials. It is a colorful book.

The main objective of this textbook is to enable learners to acquire logical, interactive and communicative skills. The content will inculcate ideas and nourish critical thinking skills in young minds. Students will benefit from appropriate sociolinguistic and psycholinguistic aspects of the English language addressed in the textbook.

The National Book Foundation has always strived for improvement in all qualitative aspects of its textbooks ranging from designing to writing and printing. This new edition of the Model Textbook incorporates graphics, content and exercises. The balanced blend of these elements is intended to make learning more pleasant while taking into consideration modern pedagogical principles for textbook design as well as the learning needs of the students. The production of the textbook has been collaborative process. Many thanks to the writers, reviewers, technical facilitators, graphic designers and particularly the staff of National Curriculum Council Secretariat, Ministry of Federal Education & Professional Training and the National Book Foundation.

An amalgamation of the best possible efforts of all engaged in its production. However, there is always room for further improvement based on suggestions from the teachers and the community. It has been ensured that the notifications issued by the Ministry of Religious Affairs, concerning the Muslim faith and beliefs regarding Hazrat Muhammad Rasoolullah (ﷺ) have been duly and completely embedded and implemented. All suggestions from the teachers will definitely help us to further improve it in the coming years. Such feedback will be highly appreciated. After incorporating the changes, textbook will be again published.

May Allah guide and help us, (Ameen).

Dr. Raja Mazhar Hameed
Managing Director

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About the Book

Unit 8 Nature Is Beautiful

Learning Outcomes

After completing this unit, you will be able to:

- pronounce familiar non-vocalic words.
- discuss about the use of common adjectives and adverbs of group and friendship in a group to participate in conversations, to take turns.
- discuss about the use of common adjectives and adverbs of group and friendship in recite poems.
- arrange a list of words in alphabetical order.
- listen to gather ideas for various activities/tasks.
- write short poems or sensory stories with adjectives.
- articulate and identify simple rhyming words in text.
- recognise the different responses of some parts of the body.
- use art, to, use to short responses to identify and describe a person, place, and thing e.g. I am.
- use some describing words showing quality.
- apply comprehension to the initial letter of the first word of a sentence.
- write down and capture on page line.
- fill in missing information to complete simple sentences.

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Learning outcomes provide key learning expectations.

Each unit revolves around a social/ethical theme and content for the development of four language skills.

The Hare and the Tortoise

Pre-reading

- Look at the given pictures and tell the names of the animals.
- Have you ever participated in any race?

One day, all the animals of the jungle were having fun together. A hare told them proudly that he could run very fast. He was making fun of a tortoise for his slow speed. The tortoise challenged the hare to a race. The hare happily agreed.

The race started. The hare ran very fast and left the tortoise far behind. "I have much time to reach the finish line. I can have some rest," he thought. So he slept under a tree.

The tortoise kept moving slowly. At last, he reached the finish line. The animals loudly cheered for the tortoise. The hare woke up from his sleep. The poor hare ran to reach the finish line, but it was too late. The tortoise was over the line.

The hare felt sad. He said sorry to the tortoise for his proud and rude behaviour. "We should not think that we are better than others," the tortoise advised the hare.

While-reading
What will happen next when the hare wakes up?

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Text is organised around the theme of the unit. Pictures aid in better understanding of the text.

• Here's my good old bed and _____.

• Now I just could _____ and sing.

• I'm so _____ because it's spring.

C) Language Focus

1. Vocabulary Building

I. Read the given words with their meanings.

glad	happy
marbles	small balls made of glass
shout	a loud cry

Rhyming words

II. Read the given rhyming words.

find	kind	sunny	funny
------	------	-------	-------

III. Make a rhyming word for each given word.

tree	_____	hang	_____
------	-------	------	-------

Parts of the Body

iv. Look at the parts of the body below. Read their names.

hand	knee	eye	arm	nose	neck
------	------	-----	-----	------	------

Read life
Rhyming words have the same ending sounds.

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It provides information about the concept being taught.

Review pages have been provided throughout the book to assess students' learning.

Each unit is divided into four major sections. These sections collectively develop spelling and other language skills: reading, writing, listening and speaking.

Teaching points make teaching more effective and skillful.

Review - 1

A) Oral Communication

1. Learning the Sounds

Read the given words and underline the consonant blends.

brick	block	drop	blue
dream	class	brain	clock

Look at the given pictures and circle their letter sounds.

c b	k m	s z
-----	-----	-----

Arrange a role-play activity in class and ask students to share some sentences about themselves and their families.

B) Reading and Critical Thinking

Reading Comprehension

Answer the given questions.

- How many brothers and sister do you have?
- What are three things that you do in your school?
- When do you get up in the morning?

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Learning Outcomes

After completing this unit, you will be able to:

- recognise sounds, words or phrases in the language and repeat them.
- begin to use contextual clues to predict content in short supported talk on a limited range of general and curricular topics.
- listen to others and respond appropriately.
- take turns to speak.
- ask questions for clarity.
- recognise the name of the common sound associated with every letter in the English alphabet.
- take dictation of familiar words studied in class.
- demonstrate the ability to name various objects through pictures and real life objects to sort, group, pick the odd one out etc.
- practise a comfortable and efficient pencil grip and learn to form letters correctly.
- practise handwriting patterns and writing letters both capital and small with correct formation.
- practise writing letters and words from left to right with regular spaces between letters and words.





Getting Started

Look and say the names.



Let's Talk

- Say the initial sounds of the given words.
- Name any five objects in your surroundings and tell what colour are they.



- Encourage students to look at the pictures contextual clues, say the name of objects shown and notice the initial sounds of the given words and repeat them.
- Engage the students in discussion on questions given in "Let's Talk" to promote oral communication skills
- Help students talk about the things around them using the contextual clues.
- Guide the students to show awareness of the listener while discussion through non-verbal communication e. g., through maintaining eye contact with the speaker and nodding in response.
- Guide them to listen to others, respond appropriately. Take turns to speak and ask questions for clarity.



i. Read the given letters and say their sounds.

Aa

Bb

Cc

Dd

Ee

Ff

Gg

Hh

Ii

Jj

Kk

Ll

Mm

Nn

Oo

Pp

Qq

Rr

Ss

Tt

Uu

Vv

Ww

Xx

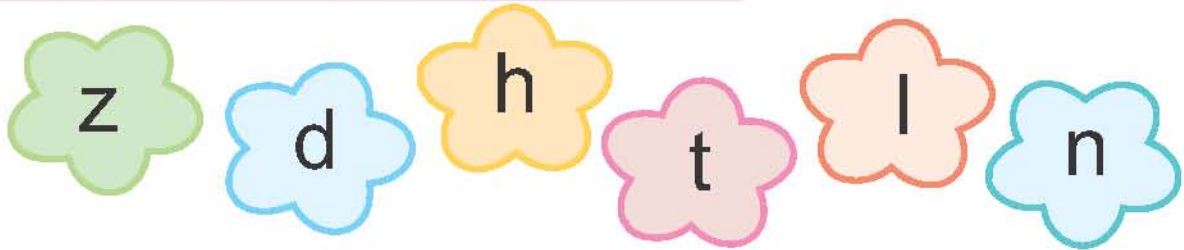
Yy

Zz

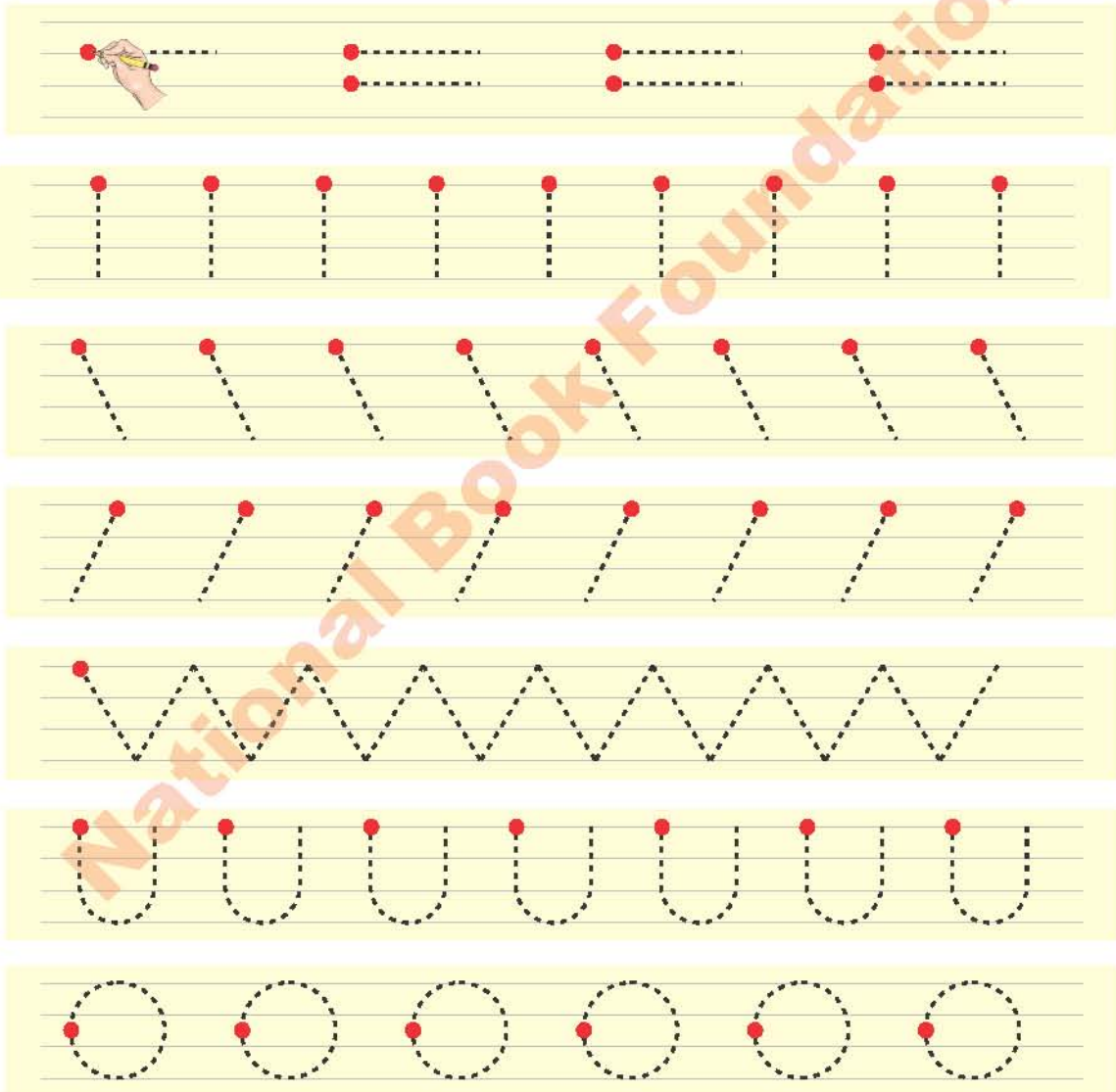


- Model reading of the letters needs to be done with correct pronunciation. (Show and Tell)
- Show picture-letter flash cards to students and encourage them to say the sounds and name the objects. Encourage students to pronounce the letters of the alphabet in series. In the end, have your students drill the complete alphabet in series with correct pronunciation. Give the concept of capital and small letters.

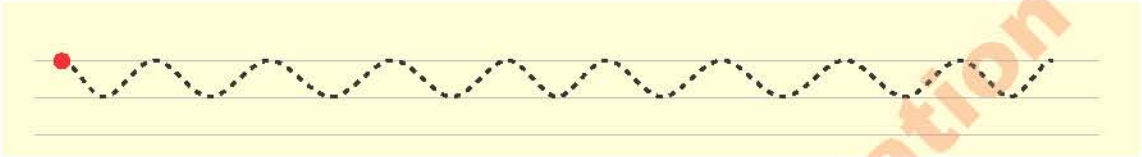
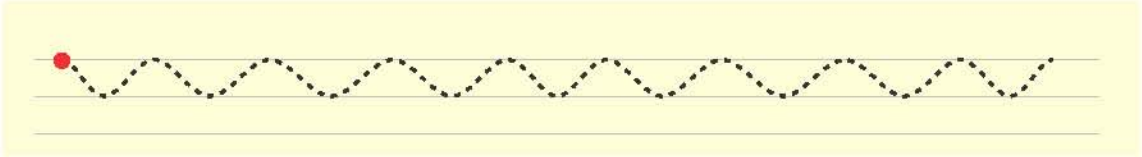
ii. Say the sounds of the given letters.



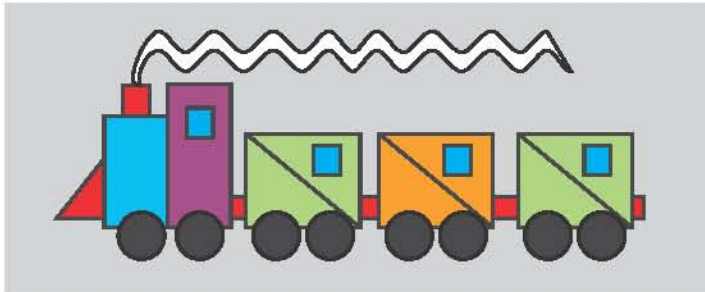
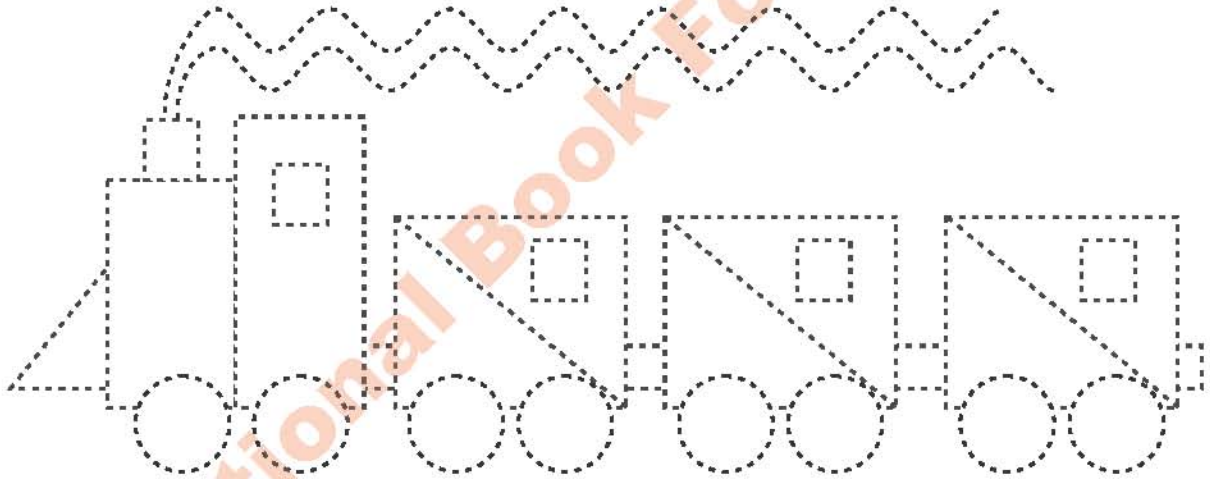
iii. Practise handwriting patterns.



- Pronounce the sounds of the given letters aloud and encourage students to pronounce the sounds themselves.
- Guide students by showing them how to hold their pencils correctly.
- Tell them to start with the dot.



iv. Practise a comfortable and efficient pencil grip by connecting dots.



- Teaching Point**
- Help students in tracing and colouring if need be.
 - Encourage them to colour within the designated space. Share the names of different lines (vertical, horizontal, etc) with them.
 - Encourage them to draw different lines and patterns in their notebooks.

v. Practise correct formation of the capital and small letters.

Aa Bb Cc Dd Ee

Ff Gg Hh Ii Jj

Kk Ll Mm Nn Oo

Pp Qq Rr Ss Tt

Uu Vv Ww Xx

Yy Zz



- Tell students that the alphabet is a set of letters. We can write each letter of the alphabet as a small letter or as a capital letter.
- Encourage them to trace the small and capital letters.
- Guide them to write on four lines.
- Ask them to say each letter sound while tracing it and tell them that we always write English from left to right.

vi. Practise writing capital letters in alphabetical order from left to right with regular spaces between letters.

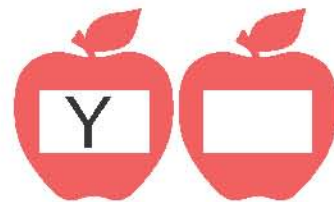
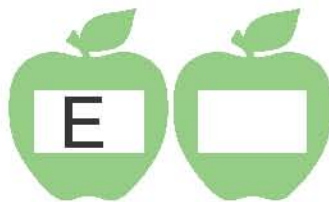
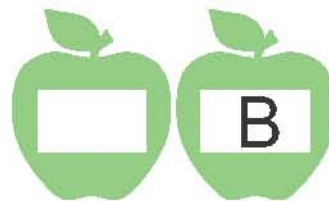
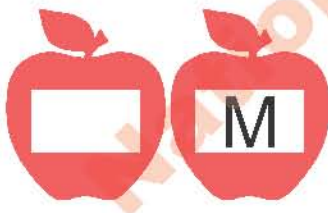
Handwriting practice lines for writing capital letters in alphabetical order.

Handwriting practice lines for writing capital letters in alphabetical order.

Handwriting practice lines for writing capital letters in alphabetical order.

Handwriting practice lines for writing capital letters in alphabetical order.

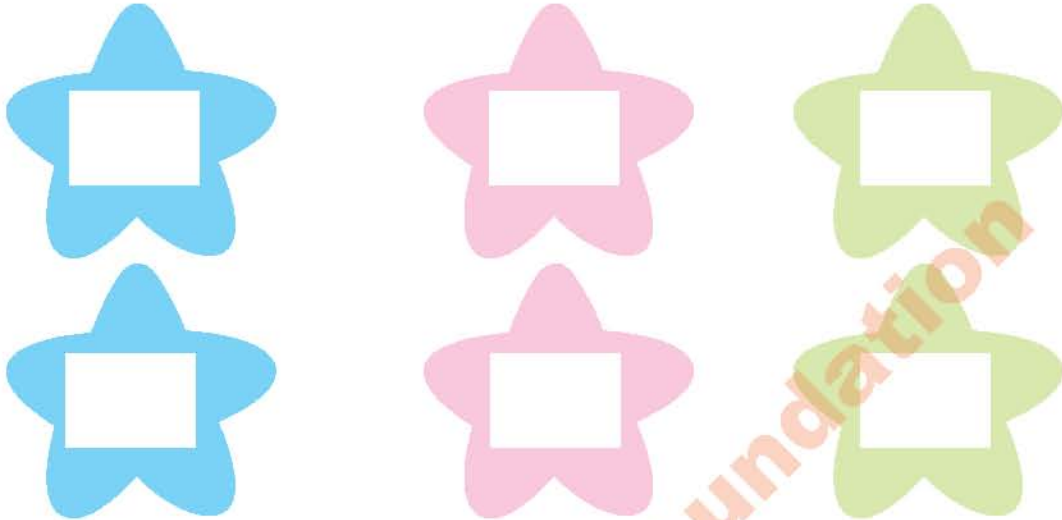
vii. Write the letters which come before or after each given letter.



- Encourage students to write the alphabet themselves. Ask them to space letters evenly.
- Guide them to write properly on the lines. Ask them to write the small letters in alphabetical order in their notebooks.
- Encourage them to read the given letters and write the letter which comes before or after each given letter.

Dictation

viii. Write the letters of the pronounced sounds.



ix. Practise writing the given words.

sun		ant	
pan		rat	
jug		hen	

x. Name the house pets and pick (circle) the odd ones out.



- Dictate the different sounds (letters) of the alphabets to students. Encourage them to follow the correct letter formation while writing.
- Explain the concept of three-letter words. Guide students practising a comfortable and efficient pencil grip and learn to form letter correctly.
- Guide students in demonstrating the ability to name various objects through pictures and real life objects to sort, group, pick, the odd one out, etc.

Learning Outcomes

After completing this unit, you will be able to:

- show awareness of the listener through non-verbal communication. (e.g., through maintaining eye contact with the speaker and nodding in response)
- begin to use contextual clues to predict content in short supported talk on a limited range of general and curricular topics.
- listen to others and respond appropriately.
- take turns to speak.
- ask questions for clarity.
- recognise “stress” and “intonation” patterns as used in statements and questions.
- interact minimally by naming things and asking simple questions.
- participate in small group discussions.
- read common high frequency words by sight.
- use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words e.g., blending to read, and segment to spell.
- match sounds to their corresponding letter patterns:
 - initial and final consonants /s/
 - initial short vowel sounds /a/
- use prior knowledge and pre-reading strategies to predict a story by looking at the picture(s) and title of the text, preview, title/headings/ visuals; ask self, “What is it about? What do I know about this? What do I want to know?”.
- recognise and use naming words from the environment and classify them into different categories such as a person, place, animal or thing.
- recognise and use substitution words (e.g., I, we, you, he, she, it, they).
- provide the missing letter in simple one/two syllable words.
- practise writing letters and words from left to right with regular spaces between letters and words.
- spell and write familiar common words accurately, drawing on sight words.
- recognise and read common sight words.
- recognise and write for a purpose using some basic features of a text.
- write words and sentences at an appropriate speed and develop an understanding that a capital letter is for the start of a sentence.
- recognise and write for a purpose using some basic features of a text.
- fill in missing information to complete simple sentences. (For example. My name is.....)





Getting Started

Look at the picture and answer the questions orally.



Let's Talk

- How many kids are there?
- Who are they?
- What is happening ?
- How are they feeling? And how do you know?



- Guide students in showing awareness as listener through non-verbal communication (e.g., through maintaining eye contact with the speaker and nodding in response, taking turns to speak and ask questions for clarity.
- Encourage students to use contextual clues to predict content in short supported talk on a given topic.

My Family

Pre-reading

- Look at the pictures and read the title of the lesson.
- Guess what will you study in this lesson.

My name is Saad. I am a Pakistani. I am six years old. I **live** with my parents, **grandparents**, two brothers and a sister. I am in class one. I go to school in the morning. I eat my lunch **during** the break after

washing my hands with soap and water.

I **come back** home at one o'clock. First, I do my homework. Then, I play with my brothers and sister in the **evening**. I have many toys to play with. Mostly, I love to play with my **toy train**.



I love to have dinner with my family. Every night, my mother tells me a **bedtime** story. Then, I go to sleep.

While-reading

Saad plays with his  _____.

Post-reading

Hold a small group discussion on:

- What would you like to have for lunch?
- Share three things that you do after school.



- Model reading of the lesson will be done by the teacher and she will help students read grade-level prose (lesson text).
- Help students use prior knowledge and pre-reading strategies to predict the lesson content by looking at the picture and title of the text (Preview, title/headings/ visuals).
- Guide students in using phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words by blending (to read) and segmenting (to spell).
- Encourage students in recognising conventions and identify purpose, theme and ideas in text.
- Encourage them to give atleast one word answers to pre reading, while reading and post reading questions.



A) Glossary

i. Read the given words with their meanings.

Words	Meaning
grand parents	parents of your own parents
evening	time around sunset
bed time	sleep time



B) Reading and Critical Thinking

Reading Comprehension

i. Answer these questions.

- How many sisters does Saad have?
- Write two things that Saad does when he comes back home from school.
- What do you like to do in the evening?

ii. Read the lesson again and fill in the blanks with the correct options.

- Saad is _____ years old.
a) four b) five c) six d) seven
- Saad has _____ family members.
a) six b) seven c) eight d) nine



- Guide students in using phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words by blending (to read) and segmenting (to spell).
- Comprehend simple question words e.g. who, what, why etc. using pre-reading strategies.
- Help students in comprehending simple question words e. g., who, what, why etc. using pre-reading strategies.

Learning the Sounds

- i. Practise reading the /s/ consonant sound by singing the rhyme. Also colour the picture.

The snake is in the grass.
The snake is in the grass.
/sss!/ /sss!
The snake is in the grass.

Whenever snake is scared or frightened he makes himself into an s shape and hisses ssssss.



Action: Weave hand in an s shape, like a snake, and say ssssss

- ii. Three of these pictures have an /s/ sound in them. Cross out the one that doesnot.



- iii. Read the poem below. Replace the given words starting with /s/ sound and rewrite your own poem. e.g. Sally---- SAMI, slippers----- SLIDES, etc.

Alphabet Stories

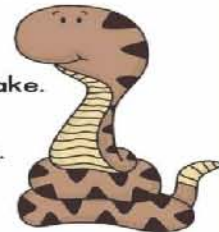
S

The Snake

Story by Andrew Frinkle

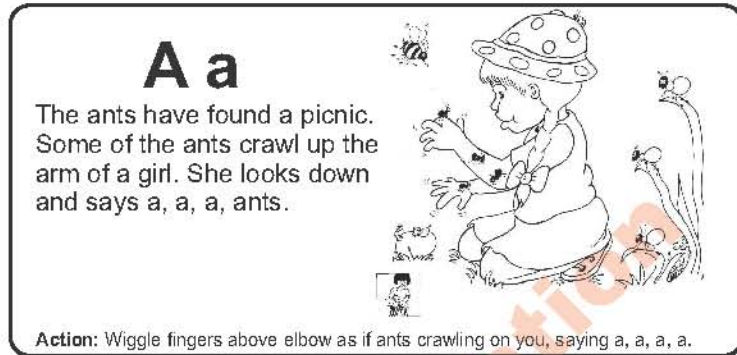
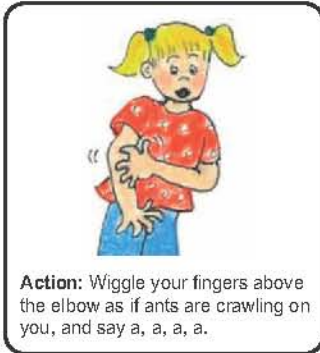
Sally was a slithery snake.
She did not wear shoes.
She did not wear slippers.
She did not wear socks.
Sally had no feet!

Sally was a slithery snake.
Sally slid in the sand.
Sally slid under the sun.
Sally slid over stones.
Sally liked to slide!



- Guide students in recognising and practice reading the /s/ consonant sound by singing the rhyme with prescribed actions. Encourage them to enjoy colouring the picture.

iv. Practise reading the /a/ consonant sound by singing the rhyme. Also colour the picture.



v. Read the poem below. Replace the given naming words starting with /a/ sound and rewrite your own poem. e.g. Art----AMAL, Ant----ANDY, etc...

Alphabet Stories A

The Ant and the Apple

Story by Andrew Frinkle

Art had an apple.
The apple was all he had.
An ant asked Art for a bite.



Art gave the ant a bite.
Art and the ant ate the apple.
After they ate the apple,
the ant went away.



vi. Three of these pictures have an /a/ sound in them. Cross out the one that does not.



- Guide students in recognising and practice reading the /a/ consonant sound by singing the rhyme with prescribed actions. Encourage them to enjoy colouring the picture.



C) Language Focus

Vocabulary Building

i. Read the given words.

to

and

he

you

I

the

ii. Write words in the given boxes.

t h e

□ □

□ □ □

□ □ □

□

□ □

iii. Fill in the missing letters.

ho_e

st__ry

__ister

e__t

tr__in

Read Me

One-syllable words cannot be divided into parts and are pronounced in one go, for example cat, book, etc.

Two-syllable words are pronounced in two parts together, for example broth.er, eve.ning, etc.

Grammar

Nouns (Naming Words)

i. Read the given sentences and notice the use of naming words.

- Where is my **train**?
- I like my **home**.
- **Saad** is going to **school** in the morning.

Read Me

Naming words are the names of people, animals, places and things, for example girl, book, pen, duck, etc.



- Explain the concept of nouns to the students by naming simple things from their surroundings.
- Encourage them to respond through their knowledge about names of things they use daily, see around themselves and have in their bags.

ii. Match the given nouns with their pictures.



boy

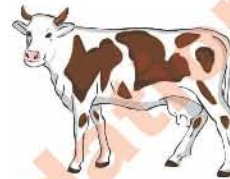
cow

ball

elephant

banana

girl



Substitution Words

iii. Look at the pictures and read the given pronouns.



I am **Umar**.
I am a boy.

Hi, **Anna**!
You look nice.



Read Me

Words that take the place of nouns are called **Substitution words**, for example I, you, he, she, we, they, it.



Mithu is a **parrot**.
It is green.

Hira and **I** are friends.
We are in class one.



Haris is my brother.
He is a good boy.

Samita and **Asma** are sisters.
They are girls.



Sidra is my friend.
She is a girl.



- Explain the concept of substitution words as the words which replace nouns to avoid repetition. Substitution words are also called pronouns. Help students recognise and use substitution words (e.g., I, we, you, he, she, it, they) in the given exercise.

iv. Fill in the blanks with the correct pronouns.

1. _____ is a girl.

- i. She ii. He

2. _____ are a student.

- i. It ii. You

3. _____ is a good boy.

- i. He ii. She

4. _____ are in class one.

- i. I ii. We

5. _____ am a teacher.

- i. You ii. I

6. _____ is a rabbit.

- i. It ii. They



D) Oral Communication

Learning to Speak

i. Read and practise the given dialogue.

Assalaamu Alaikum!
I am Mariam.
How are you?



Wa Alaikum Assalaam!
I am Sara.
I am fine. Thank you!

ii. Practise the dialogue; introduce your self (statements) and ask the other class fellow about his/her, name, family, likes and dislikes. e.g.

I am _____.

Are you a student?



What is your name?

Yes!

Read Me

Rising intonation
Sentence starts with high tone and ends in low tone.



- Encourage students to practice the given dialogue. Practicing intonation will help students not only communicate more effectively, it will also help them understand situations better. Give your students a series of questions they must evaluate. Tell them that they must indicate whether each has a rising or falling intonation. See if students can see a pattern (yes/no questions have rising intonation; wh- questions have falling intonation). For students to convey the right intonation, they must first understand it and then practice more dialogues with yes/no answers and wh- questions.
- Engage them in minimal interaction by naming things and asking simple questions.
- Help students converse audibly with class fellows, teachers and other adults in basic language using simple words and phrases. Guide them about sharing an experience within a group.



E) Writing

Read Me

Learning to Write

A **syllable** is part of a word with a single vowel sound. **One-syllable words** cannot be split into parts. They are pronounced as a single unit.

ii. Read the given passage and find five one-syllable words in it. Then write them in the boxes provided.

I am Saad. I have a pet cat. Its name is Tom. It sits on a big mat. It likes to play with a red ball. It likes to drink milk.

--	--	--	--	--

Writing Practice

Interview one of your friends and fill in the following information about him/her.

Name: _____

Age: _____

Class: _____

Father's name: _____

Mother's name: _____

Favourite toy: _____



- Have students find five one-syllable words in the unit and note them in their notebooks.
- (Role play) Get students into pairs and ask them to interview each other. Help them while taking interviews from their friends. Instruct them to write the correct spelling and space words evenly.
- Help the students in practising a comfortable and efficient pencil grip and learn to form letters correctly. Also make sure that students practise handwriting patterns and write letters both capital and small with correct formation. Guide them in practising writing letters and words from left to right with regular spaces between letters and words. Encourage them to write letters and words at an appropriate speed and develop an understanding that a capital letter is for the start of a sentence.

Learning Outcomes

After completing this unit, you will be able to:

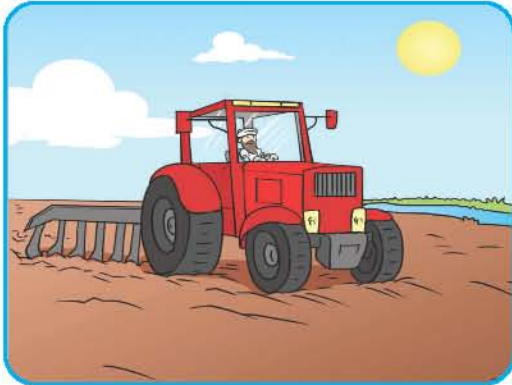
- show awareness of the listener through non-verbal communication. (e.g., through maintaining eye contact with the speaker and nodding in response)
- begin to use contextual clues to predict content in short supported talk on a limited range of general and curricular topics.
- listen to others and respond appropriately.
- take turns to speak.
- ask questions for clarity.
- converse audibly with class fellows, teachers and other adults.
- converse in basic language using simple words and phrases with a group to share an experience.
- participate in small group discussions.
- read common high frequency words by sight.
- use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words e.g., blending to read, and segment to spell.
- match sounds to their corresponding letter patterns:
 - initial and final consonants /c/, /k/
- use prior knowledge and pre-reading strategies to predict a story by looking at the picture(s) and title of the text, preview, title/headings/ visuals; ask self, "What is it about? What do I know about this? What do I want to know?"
- provide the missing letter in simple one/two syllable words.
- match the familiar words with their opposites through pictures and text (e.g. black-white, tall-short)
- recognise and use naming words from the environment.
- practise writing letters and words from left to right with regular spaces between letters and words.
- write letters and words at an appropriate speed and develop an understanding that a capital letter is for the start of a sentence.
- spell and write familiar common words accurately, drawing on sight words.
- write short sentences with basic personal information.
- recognise and write for a purpose using some basic features of a text.
- fill in missing information to complete simple sentences. (For example. My name is)





Getting Started

Look at the given pictures. Can you tell who these people are?



Let's Talk

- Who helps you in your studies?
- What does a doctor do?
- Where do you see a policeman?
- Think and tell the names of any two professions.



- Encourage students to look at the given picture and discuss what do these people do.
- Engage the students in discussion on questions given in "Let's Talk" to promote oral communication skills.
- Help students show awareness if they are listening, through body language, gestures and facial expressions. Guide students to maintain eye contact with the speaker and nod in response.

Cobbler, Cobbler

Pre-reading

- Look at the given picture and tell what the poem can be about.
- Have you ever seen a cobbler in your town?



Cobbler, Cobbler, mend my shoe.

Get it done by half past two.

Half past two is much too late!

Get it done by half past eight.

Stitch it up and **stitch** it down.

And I'll give you half a **crown**.

While-reading

I went to the cobbler
to mend my



Post-reading

- What is the job of a cobbler?
- Have you ever gone to a cobbler to get your shoes mended?
- Did you like the poem 'Cobbler, Cobbler'?



- Model the poem by reading with correct pronunciation and intonation. Discuss different professions with students. Ask them to tell what they want to be when they grow up.
- Help students use phonic knowledge to read decodable words while reading lesson text and encourage them to attempt to sound out some elements of unfamiliar words e.g., blending to read, and segment to spell.



A) Glossary

i. Read the given words with their meanings.

Words	Meaning
cobbler	shoemaker
mend	to fix
stitch	to sew
crown	coin, money



B) Reading and Critical Thinking

Reading Comprehension

i. Answer these questions.

- Why did the boy go to the cobbler?
- Find and write the pairs of rhyming words in the poem.
- How many times did the boy go to the cobbler?

ii. Read the given naming words and action words.

Naming Words	Action Words
cobbler	mend
park	play
duck	stitch
book	sit

Read Me

Naming words are the names of people, places, animals or things, for example Haris, school, chair, table, etc. **Action words** express actions, for example: run, drink, read, etc.

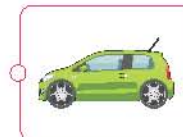


- Help students in comprehending simple question word e.g. who, what, why etc. using pre-reading strategies. Help students recall the concept of nouns. Explain to them about action words are the words showing.
- Have them recall the concept of naming words and action words. Encourage them to share more examples from their surroundings.

iii. Look at the given pictures and match them with the names and action.



car



house



rabbit

chair



cook

eat



read

brush



Consonant Sounds

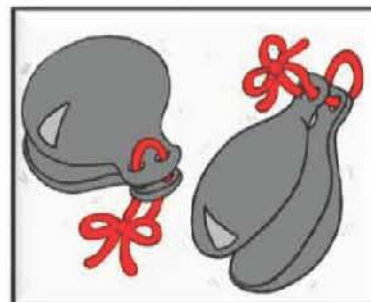
INITIAL AND FINAL CONSONANT SOUND /c/.

i. Practise reading the /c/ consonant sound by singing the rhyme.

C c
K k



Action
Raise hands and snap fingers together as if playing castanets and say k,k,k,k.



We are clicking castanets,
/c/-/c/-/c/.
We are clicking castanets,
/c/-/c/-/c/.
We are clicking castanets,
Clicking castanets...
...we are clicking castanets,
/c/-/c/-/c/.




- Help and guide the students in recognizing and practicing the given consonant/vowel by singing the prescribed rhyme with actions. Make them recall the phonics with the prescribed actions often during the reading sessions.

ii. Watch the song of /c/ to learn its sound,
<https://youtu.be/-ZxaDdJpxns>

iii. Read the poem “Cobbler, Cobbler” and circle the words starting with /c/ sound. COBBLER COBBLER.....


iv. Write letter ‘c’ in the blanks with the pictures that begin with ‘c’.

1) ___astle 

2) ___obot 

3) ___rog 

4) ___ree 

5) ___up 

6) ___ake 



C) Language Focus

Vocabulary Building

Rhyming Words

i. Read the given rhyming words.



Read Me

Rhyming words have the same ending sounds.



- Ask students to match the pictures with the action words.
- Ask students to learn the vocabulary with meanings and try to use new words in their daily conversations.
- Guide students in identifying the /c/ sound as they read the poem.
- Explain to students the concept of rhyming words by giving examples on the board. Encourage them to share more examples.

ii. Match the rhyming words.

cook

blow

late

book

grow

eight

Words - Opposites

iii. Read the given words with the opposite meaning words.

tall



short



dry



wet



happy



sad



Read Me

Opposite words are the words which are opposite in meaning e.g. In - Out
Yes - No

iv. Match the words with opposite meaning word.

hot

fast

good

dark

slow

cold

light

bad

Learning to Spell

i. Read the given words and use them in sentences.

it

of

in

was

said

with

ii. Fill in the missing letters to complete the words.

c__bblor

__end

eig__t

st__tch

cro__n



- Have students recall the concept of sight words. Help students read these sight words aloud and guide them in filling the given boxes accordingly.

Grammar

Nouns (Naming Words)

i. Fill in the blanks with naming words.

- She is a _____.
- Sajid has a pet _____.
- Maha has two _____.



Pronouns (Substitution Words)

ii. Arrange the words in each row correctly and circle the pronouns.

- am cobbler I a

- a teacher are you

- my black shoe is

- together we play



- Ask students to look at the given pictures for help and fill the blanks with correct noun.
- Have students recall the concept of pronouns. Encourage them to rearrange words to make sentences and circle the pronouns in them.

- a doctor he is.

- very is beautiful she.

- are standing they.



D) Oral Communication

Learning to Speak

i. Read and practise the given dialogue.

Ayan: Assalaamu Alaikum! Hello!
How are you?

Sana: Wa Alaikum Assalaam! Hi! I
am fine. Thank you!

Ayan: Could I please have your
crayons?

Sana: Sure. Here they are.

Ayan: Thank you very much!

Sana: You are welcome!



ii. Hold a conversation (in pairs) in basic language using simple words and phrases with a group to share routine greetings and imitate an experience of showing good manners as a professional (cobbler/doctor/shopkeeper/taxi driver).



- During the conversation, help students show awareness as the listener through non-verbal communication (e.g., through maintaining eye contact with the speaker and nodding in response).
- Guide them to use contextual clues to predict content in the talk. Encourage them to listen to fellow student and respond appropriately. Supervise them to take turns to speak, ask questions for clarity and converse audibly.
- Help students converse audibly with class fellows, teachers and other adults in basic language using simple words and phrases. Guide them about sharing an experience within a group.



E) Writing

Learning to Write

i. Practise writing the given sentences. Make sure the capital letter is for the start of a sentence.

- I am a boy/girl.

- We love our country.

- The student reads a book.

- This is a bat.

ii. Fill in the missing information to complete simple sentences.

- My name is _____.
- I am a _____.
- _____ is my friend.
- Sky is _____.



- Help the students to practise a comfortable and efficient pencil grip and learn to form letters correctly. Also make sure that students handwriting patterns and writing letters both capital and small with correct formation. Guide them in practising writing letters and words from left to right with regular spaces between letters and words. Encourage them to write letters and words at an appropriate speed and develop an understanding that a capital letter is for the start of a sentence.

Review - 1



A) Oral Communication

Learning the Sounds

i. Read the given words and underline the initial sounds.

brick

block

drop

blue

dream

class

brain

clock

ii. Look at the given pictures and circle their letter sounds.



c b



k m



s z

iii. Arrange a group discussion in class and ask students to share some sentences about themselves and their families.



B) Reading and Critical Thinking

Reading Comprehension

i. Answer the given questions.

- How many brothers and sisters do you have?
- What are three things that you do in your school?
- When do you get up in the morning?

ii. Read the given sentences. Underline the nouns and circle the action words.

- The boy goes to the cobbler.
- Maryam is going to the park.
- Ali is sleeping in his room.
- I play with my brothers.
- The rabbit jumps.

iii. Read a simple reader/big books/pictorial story book with guidance. Apply your knowledge of words and alphabets to form words and connect words to read sentence.

(e.g. The first grade friends: Lunch box surprise, Hello Reader - Level: 1)



C) Language Focus

Vocabulary Building

i. Read the given words and write their meanings.

cobbler

complete

stitch

ii. Write names for the given pictures.



iii. Tick (✓) the correct pronouns and fill in the blanks.

- Hira and Asma are playing.
_____ are good friends. (He, They)



- Vicky is a boy. _____ is a good student. (He, She)



- Hi, Rita! _____ look happy. (They, You)



D) Writing

Learning to Write

i. Write three sentences about yourself (basic/personal information).

Word bank:

boy

girl

like

play

want

ii. Write any three one-syllable words.

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