

Lesson Plan

1 st term	Grade: 3	Subject: English	Chap: 1
Week: 2	Day: 1	Time: 40 min	
Teacher:		Date:	

Topic: Rhyming Words, English Alphabet

Objective:

- Identify and articulate rhyming words.
- Learn the sound of English Alphabet.

Teaching Aid:

- Textbook page 6 & 7, worksheet

Teaching Methodology:

Warm Up: (3 min)

- Welcome students in the class with a bright smile.
- Greet them with “Assalaam-o-Alaikum” and encourage them to reply with “Wa Alaikum Assalaam”.
- Ask students to sit with discipline.
- Ask students if they know about rhyming words.
- Involve them in class discussion.

Discussion: (25 min)

- Tell students that today they are going to learn about rhyming words and the sounds of English letters.
- Tell them that rhyming words are the words ending with same sound. For example: **mug – tug**.
- Ask them to share a few more examples.
- Now open textbook page 6 and read the statement A ③.
- Involve the students in this activity and encourage them to find out rhyming words from the poem.
- Praise them for their correct answers and help them if needed.
- Now ask students to open textbook page 7.
- Read the statement B ①(i) aloud and pronounce the letters in the given exercise.
- Share the correct pronunciation with students and ask them to repeat the sounds after you.

Conclusion: (2 min)

Conclude the lesson by explaining the concept again.

Revision: (7 min)

Involve students in an activity. Write different letters on board and ask them to pronounce them correctly.

Homework: (3 min)

Provide them the worksheet to solve at home

Worksheet

- Find two rhyming words for each word below.

Fan	1. _____	2. _____
Gate	1. _____	2. _____
Dove	1. _____	2. _____

- Colour the words on each row that rhymes together.

great	blows	wonder	plate
skated	cell	tell	tiny
share	grows	stare	flare
whale	low	story	blow
tale	Jail	sale	true

Lesson Plan

1 st term	Grade: 3	Subject: English	Chap: 1
Week: 2	Day: 2	Time: 40 min	
Teacher:		Date:	

Topic: Hard and Soft Sounds (Phonics)

Objective:

- Recognize and articulate hard and soft sounds of the letter's 'c' and 'g'.

Teaching Aid:

- Textbook Page 7 & 8, worksheet, whiteboard, marker, eraser.

Teaching Methodology:

Warm Up: (3 min)

- Welcome students in the class with a bright smile.
- Greet them with "Assalaam-o-Alaikum" and encourage them to reply with "Wa Alaikum Assalaam".
- Ask students to sit with discipline.
- Write down the letters 'c' and 'g' on board and ask the students to say the sound.
- Observe their responses.

Discussion: (25 min)

- Tell students that today they are going to learn about the hard and soft sounds of the letter's 'c' and 'g'.
- Tell them that the soft sound of the letters 'c' and 'g' are pronounced if they come before the letters (i, e, y).
- The soft sound of 'c' is /s/ and the soft sound of 'g' is /j/.
- Tell them that the hard sound of the letters 'c' and 'g' are pronounced if they come after any others letters than 'e', 'i' or 'y'. Usually, the hard sound is pronounced when these letters are followed by 'a', 'o', or 'u'.
- Share different examples with them.
- Ask them to open textbook page 7 and read the statement B ❶ (ii).

- Write different examples on board shared by students.
- Now encourage students to solve the exercise (ii) on the text book page 8.
- Praise them for their correct answers and help them if needed.

Conclusion: (2 min)

Conclude the lesson by explaining them the concept again.

Revision: (5 min)

Provide them the worksheet to solve.

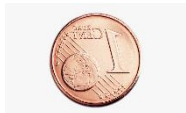



Homework: (5 min)

Ask them to write 3 more examples of hard and soft sounds of the letter's 'c' and 'g' in their notebooks.

Worksheet

- Classify the words into the given categories.

Slice	cage	game	dice
Glass	genius	good	germs
control	price	wage	car

Soft C	Soft G	Hard C	Hard G
			
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Lesson Plan

1 st term	Grade: 3	Subject: English	Chap: 1
Week: 2	Day: 3	Time: 40 min	
Teacher:		Date:	

Topic: Consonant Clusters, Speaking Skills

Objective:

- Identify and articulate the sound of consonant clusters.
- Use appropriate expressions in conversation to articulate, recognize and use some formulaic expressions to offer and respond to greetings.

Teaching Aid:

- Textbook page 8

Teaching Methodology:

Warm Up: (5 min)

- Welcome students in the class with a bright smile.
- Greet them with “Assalaam-o-Alaikum” and encourage them to reply with “Wa Alaikum Assalaam”.
- Ask students to sit with discipline.
- Ask students if they know the definition of consonant clusters.
- Encourage them to participate in conversation.

Discussion: (25 min)

- Tell the students that today they are going to learn about consonant clusters.
- Tell them that consonant clusters are made by two or more letters but make one sound.
- Consonant clusters come in initial or final position.
- Give them the examples: skip, spoon, last, burst
- Now ask them to open textbook page 8 and read the statement (iii).
- Read the examples of consonant clusters aloud and ask them to repeat the examples after you.
- Involve them to share a few more examples of consonant clusters.

- Now call two students to come forward and read the dialogue 2 (i).
- Tell them that we should respond the greetings with polite expressions.
- Now ask students to role-play the dialogue with the students sitting next to them.
- Praise them for their active participation.

Conclusion: (3 min)

Conclude the lesson by explaining them the concept again.

Revision: (4 min)

Ask students one by one to share one example of consonant clusters and appreciate them for the correct answer.

Homework: (3 min)

Ask them to practice the dialogue given on textbook page 8 with their siblings at home.

Lesson Plan

1 st term	Grade: 3	Subject: English	Chap: 1
Week: 2	Day: 4	Time: 40 min	
Teacher:		Date:	

Topic: Noun (Grammar), Learning to Spell

Objective:

- Learn to spell words.
- Recognize and demonstrate the use of some nouns.

Teaching Aid:

- Textbook page 9, picture cards

Teaching Methodology:

Warm Up: (5 min)

- Welcome students in the class with a bright smile.
- Greet them with “Assalaam-o-Alaikum” and encourage them to reply with “Wa Alaikum Assalaam”.
- Ask students to sit with discipline.
- Ask them if they know the definition of ‘nouns.’
- Show them the picture cards and ask them to name the pictures.
- Involve them in conversation.

Discussion: (25 min)

- Tell the students that today they are going to learn about ‘nouns.’
- Ask them to open textbook page 9 and read the statement C①(i).
- Encourage them to solve the exercise themselves and help them if needed.
- Now read the statement C②(i). Tell them that noun is the name of a person, place or thing.
- Encourage them to solve the exercise themselves and help them if needed.
- Praise them for the correct answer.

Conclusion: (5 min)

Conclude the lesson by explaining them the concept again.

Revision: (5 min)

Ask students to come forward one by one and give one example of 'nouns.'

Homework: (0 min)

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Picture Cards



Camel



Ship



Swing



Chair



Doctor



Strawberry



Businessman



Bird



Grandfather

Lesson Plan

1 st term	Grade: 3	Subject: English	Chap: 1
Week: 2	Day: 5	Time: 40 min	
Teacher:		Date:	

Topic: Countable and Uncountable Nouns (Grammar)

Objective:

- Identify and differentiate between countable and uncountable nouns.

Teaching Aid:

- Textbook page 9 & 10, whiteboard, marker, eraser, worksheet, picture cards

Teaching Methodology:

Warm Up: (5 min)

- Welcome students in the class with a bright smile.
- Greet them with “Assalaam-o-Alaikum” and encourage them to reply with “Wa Alaikum Assalaam”.
- Ask students to sit with discipline.
- Show the picture cards to students and ask them the quantity of things given in pictures. For example: How many chairs are there?
- Encourage the students to participate in discussion.

Discussion: (25 min)

- Tell them that today they are going to learn about “Countable and Uncountable Nouns”.
- Open textbook page 9 and read the definition of countable / uncountable nouns.
- Write some more examples on board.

Countable Nouns: orange, grapes, olives, chairs, etc.

Uncountable Nouns: chocolate, cereal, coffee, juice, etc.

- Now ask students to open textbook page 10 and ask them to solve the exercise C 2(ii) themselves.
- Help them if needed.
- Praise them for the correct answers.

Conclusion: (3 min)

Conclude the lesson by explaining them the concept again.

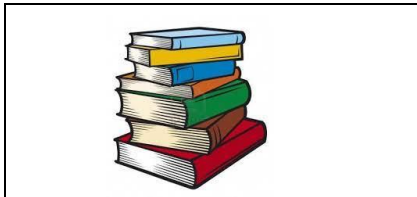
Revision: (4 min)

Provide them the worksheet to solve.

Homework: (3 min)







Ask students to write five more examples of countable and uncountable nouns in their notebooks.

Picture Cards



Worksheet

- Write whether the given nouns are countable or uncountable.

 grapes	<hr/> <hr/>
 meat	<hr/> <hr/>
 flour	<hr/> <hr/>
 peas	<hr/> <hr/>
 honey	<hr/> <hr/>
 apples	<hr/> <hr/>



bread



tea

Lesson Plan

1 st term	Grade: 3	Subject: English	Chap: 1
Week: 2	Day: 6	Time: 40 min	
Teacher:		Date:	

Topic: Alphabetical Order

Objective:

- Use alphabetical order (first and second alphabet to arrange words)

Teaching Aid:

- Textbook page 10, whiteboard, marker, eraser.

Teaching Methodology:

Warm Up: (5 min)

- Welcome students in the class with a bright smile.
- Greet them with “Assalaam-o-Alaikum” and encourage them to reply with “Wa Alaikum Assalaam”.
- Ask students to sit with discipline.
- Write some random English letters on board and ask students which letter comes first. First write two letters. Then write three letters and then four and so on.
- Involve the students in the activity.

Discussion: (25 min)

- Ask students to open textbook page 10 and read statement D (i).
- Give them instructions to divide the words according to first letter.
- Now write more examples on board to tell the students how to divide the words according to alphabetical order to second letter.

For example:

‘l’ comes first in English alphabet.

- Help them to solve exercise (ii) on book.
- Praise them for the correct answers.
- Now let them solve exercise E (i) themselves. Repeat the sounds of letters.
- Once they have done, tell them the answers.

Conclusion: (5 min)

Conclude the lesson by explaining the concept again.

Revision: (5 min)

Ask students to sound the letters you write on board.

Write some letters on board and let them arrange the words alphabetically.

Homework: (0 min)

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