

Lesson Plan

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

Topic: Speaking Skills, Missing Letters

Objective:

- Recognize three consonant clusters.
- Use appropriate expressions in conversation to express opinion and regret.
- Complete the words with missing letters.

Teaching Aid:

- Textbook page 14, chart

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 them word cards to explain how to express opinion and regret.
- Tell them regret shows that we feel sorry for something.
- Tell them that we show opinion in different ways. We express our thoughts and ideas to others.
- Encourage them to participate in discussion and observe their responses.

Discussion: (25 min)

- Ask students to open textbook page 14.
- Read the statement B❶(i) aloud.
- Ask students to read the dialogue after you with correct intonation and pronunciation.
- Now give them a specific topic in order to share their views and opinions about that topic/incident.
- Involve them in discussion
- Appreciate them for their active participation.
- Ask students to read the dialogue again and practice it with the

students sitting next to them.

- Now ask them to open textbook page 14 and complete the words with missing letters in C1(i).
- Help them if needed.

Conclusion: (4 min)

- Conclude the lesson by explaining them the concept again.

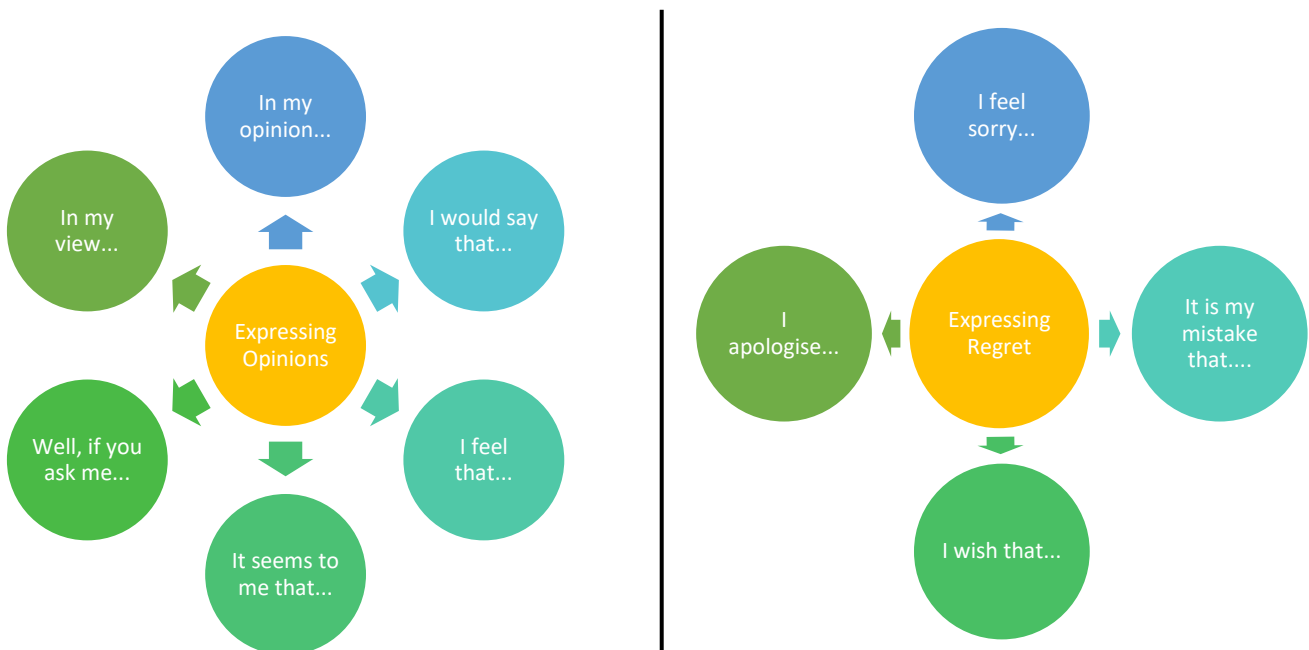
Revision: (4 min)

- Ask students at random to role-play the dialogue in front of class showing regret on any specific topic.

Homework: (2 min)

- Practice the dialogue from textbook page 14 with your siblings at home.

Chart Paper



Lesson Plan

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

Topic: Collective Nouns, Articles

Objective:

- Recognize and use some naming words as collective nouns.
- Choose between 'a' or 'an' and 'the' before words that start with mute consonant letters.

Teaching Aid:

- Textbook page 14-15, whiteboard, marker, eraser, worksheet.

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 what collective nouns are.
- Show them 4-5 sticks and join them. Tell them that now it is called a 'bundle of sticks.'
- Now make a group of 5 students. This 'group' is called a collective noun.
- Praise them for their observance and let them share a few more examples.

Discussion: (25 min)

- Ask students to open textbook page 14 and read aloud the statement C②(i).
- Tell them the definition of 'collective nouns.'

A collective noun is a word referring to a collection of things taken as a whole.

Examples: crew flock mob herd bunch shoal
fleet series panel hive pack string

- Write the above given examples on board to explain them the

concept of 'collective nouns.'

- Now read the examples given on textbook page 14 and ask students to solve exercise (ii) in their notebooks.
- Help them in making sentences using the collective nouns.
- Then tell them the 'use of articles.'
- Give them a minute to revise the concept of articles.
- Read the statement (iii) from textbook and tell the students that we use articles with mute letters according to the sound of second letter of the word.
- Read the given examples from textbook and write a few more examples on board as given below.

a knot

a wrapper

an Mphil

a knife

a university

an uncle

- Now read aloud the statement of C②(iv) from textbook page 15 and ask students to solve the exercise themselves.
- Once they have done, write the correct answers on board and ask students to match their answers.
- Appreciate them for this active participation in the activity.

Conclusion: (4 min)

- Conclude the lesson by explaining them the concepts again.

Revision: (4 min)




- Ask students to come forward one by one and share one example of 'collective nouns' aloud.

Homework: (2 min)

- Provide them the worksheet to solve at home.

Worksheet

- Cut and glue the collective noun to the correct picture.

		
students	soldiers	bees

		
sheep	stars	musicians

A swarm of

A band of

A class of

A galaxy of

A herd of

An army of

Lesson Plan

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

Topic: Adjectives of Origin

Objective:

- Recognize and use adjectives of origin.

Teaching Aid:

- Textbook page 15, 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.
- Ask them to revise the concept of adjectives and the types.
- Ask them if they know what adjectives of origin are.
- Encourage them to participate in this activity.

Discussion: (25 min)

- Tell them that today they will learn about ‘Adjectives of Origin’.
- Tell them that some adjectives tell you which place or country a person or thing comes from, or belongs to. They are called **adjectives of origin**.
- Write the given examples on board and explain them the concept.

a Chinese boy	an Indian temple	an Italian shoes
a Mexican hat	a German dog	the Pakistani flag

- Ask them to open textbook page 15.
- Read the statement (v) and the examples of adjectives of origin using sentences.
- Encourage them to share a few more examples using sentences.
- Now ask them to solve exercise (vi) in their notebooks and make

sentences of adjectives of origin.

- Encourage them in making sentences and help them if needed.
- Make sure every student is making a different sentence.

Conclusion: (4 min)

- Conclude the lesson by explaining them the concept again.

Revision: (4 min)

- Ask students to come forward one by one and share a sentence using adjectives of origin.

Homework: (2 min)

- Learn the classwork.

Lesson Plan

1 st term	Grade: 4	Subject: English	Chap: 2
Week: 4	Day: 4	Time: 40 min	
Teacher:		Date:	
Topic: Capitalization, Proper Noun Objective: <ul style="list-style-type: none">Recognize and apply capitalization to the initial letter of proper nouns: names of holidays, special events and groups.			
Teaching Aid: <ul style="list-style-type: none">Textbook page 15-16			
Teaching Methodology: Warm Up: (5 min) <ul style="list-style-type: none">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 what ‘Proper Nouns’ are.Praise them for their correct answers.			
Discussion: (25 min) <ul style="list-style-type: none">Tell students that the topic for today is ‘Capitalization’ and ‘Proper Nouns’.Ask them to open textbook page 15.Read aloud the statement D(i) with examples. Tell them that we always use capital letter to the proper nouns.Ask them to read the examples again from textbook.Now ask them to open textbook page 16 and solve D(ii) by their own.Encourage them to solve the exercise and write three examples of proper nouns and holiday in Pakistan. Help them if needed.Once they have done, recheck their answers and praise them for their correct answers.			
Conclusion: (4 min) <ul style="list-style-type: none">Conclude the lecture by explaining them the concept again.			
Revision: (4 min) <ul style="list-style-type: none">Ask students to share one example of proper nouns in front of class.			

Homework: (2 min)

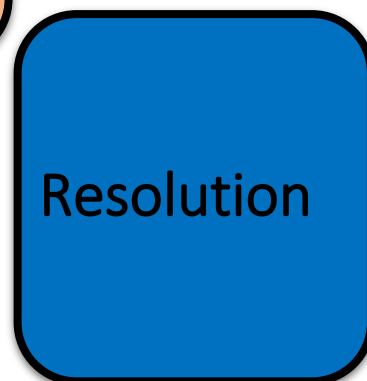
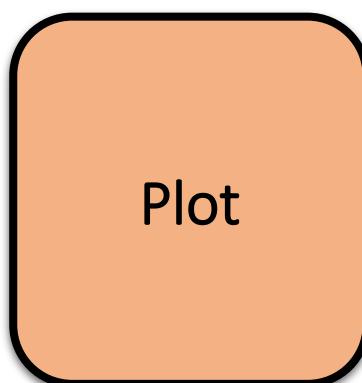
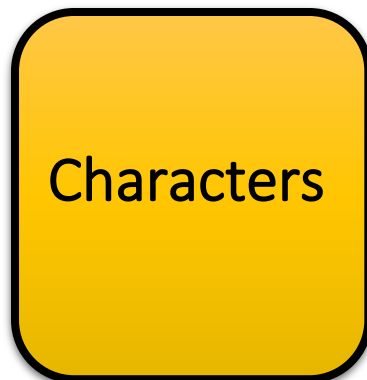
- Revise the classwork.

Lesson Plan

1 st term	Grade: 4	Subject: English	Chap: 2
Week: 4	Day: 5	Time: 40 min	
Teacher:	Date:		
Topic: Compose a story, Character Sketch			
Objective: <ul style="list-style-type: none">● Identify the elements of a story: plot, beginning, middle, end of a story with conflict and resolution, human, animal, imaginary characters and their roles and settings.● Write a guided story using the elements of story writing.● Describe the characters in a story.			
Teaching Aid: <ul style="list-style-type: none">● Textbook page 16, word cards			
Teaching Methodology:			
Warm Up: (3 min) <ul style="list-style-type: none">● 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 what story elements are.● Show them the word cards and discuss each of them.● Involve them in discussion.			
Discussion: (25 min) <ul style="list-style-type: none">● Ask students to open textbook page 16.● Read aloud the statement D(iii). Discuss the given story elements with them. Tell them that “setting, characters, plot, conflict and resolution” are the major elements to compose a story.● Give them the reference of the story of the lesson by dividing it into these elements.● Now ask students to think of a story by their own and write it following the story elements.● You may make groups of 4-5 and ask a group to think of a story.● Help them to compose a story and share different ideas with them.● Now ask them to solve exercise (iv) in their notebooks and write their story with sequence.			

<ul style="list-style-type: none">• Appreciate them for their active participation.
Conclusion: (2 min) <ul style="list-style-type: none">• Conclude the lesson by explaining the concept again.
Revision: (7 min) <ul style="list-style-type: none">• Read aloud the statement D(v). Now ask students to come forward one by one and talk about their favourite character from the text “Tolerance”. Ask them: Who is your favourite character from the lesson and why?
Homework: (3 min) <ul style="list-style-type: none">• Ask students to revise the concept discussed in class.

Word Cards



Lesson Plan

1 st term	Grade: 4	Subject: English	Unit: 2
Week: 4	Day: 6	Time: 40 min	
Teacher:		Date:	
Topic: Picture Illustration Objective: <ul style="list-style-type: none">• Describe a series of events in a picture or an illustration.			
Teaching Aid: <ul style="list-style-type: none">• Textbook page 16, Candies			
Teaching Methodology: Warm Up: (3 mins) <ul style="list-style-type: none">• 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 to revise the story elements and discuss them aloud.• Involve them in this activity.			
Discussion: (25 min) <ul style="list-style-type: none">• Ask students to open textbook page 16.• Read aloud the statement E(i).• Ask students to look at the pictures carefully and discuss what’s happening in them.• Encourage them to illustrate the sequence of pictures and the incidents.• Now ask them to open their notebooks and write a story “The Greedy Dog” following the sequence of pictures.• Help them to compose the story and remind them to use ‘story elements.’• Praise them for their active participation.• Once they have done, distribute candies among them to encourage their efforts.			
Conclusion: (2 min) <ul style="list-style-type: none">• Conclude the lesson by explaining them the pictures again.			
Revision: (10 min) <ul style="list-style-type: none">• Ask students to come forward one by one and read aloud their written story from their notebooks.			

Homework: (0 min)