

# Grade 4 English: PAL-Integrated Lesson Plans

(For Below-Grade-Level Learners)

## Structure (Same for All Lessons)

- **Teacher-led instruction:** 25–30 minutes
  - **PAL practice:** 15–20 minutes
  - **Focus:** Accuracy + confidence, not speed
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## Lesson 1: Decoding Multi-Syllable Words

### Objective (Student-friendly)

👉 *I can break big words into small parts and read them.*

### Key Skills

- Syllable breaking
- Pronunciation
- Reading confidence

### Teacher-Led (30 min)

#### Spark (5 min):

Write on board:

- **bas-ket**
- **win-dow**
- **mar-ket**

Ask:

- “Is this one word or two sounds?”

### Teach (10 min):

- Clap syllables
- Use hand movement for each part
- Model reading slowly → smoothly

### **Guided Writing (10 min):**

Students:

- Break 3 words into parts
- Read them aloud to partner

### **Confidence Check (5 min):**

Praise effort, not speed

### **PAL Practice (15 min)**

- Syllable-based word reading
- Tap + listen + read

## **Assessment**

- Student attempts without skipping syllables

### **EASY (2 syllables, familiar)**

- basket
- window
- water
- paper
- mother
- father
- teacher
- happy
- table
- pencil
- doctor
- rabbit
- bottle
- sister
- brother
- cotton
- apple
- yellow
- flower
- morning

### **MEDIUM (2–3 syllables, school & life)**

- market
- garden
- village
- blanket
- holiday
- picture
- sentence
- library
- kitchen
- behind
- inside
- outside
- evening
- classroom
- number
- animal
- weather
- festival
- student
- uniform

### **HARD (3–4 syllables, Grade 4 stretch)**

- remember
- together
- tomorrow
- afternoon
- important
- understand
- difference
- education
- celebration
- information
- government
- community
- environment
- responsibility
- opportunity
- arrangement
- communication
- population
- development
- electricity

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## **Lesson 2: Vocabulary in Context (Meaning Matters)**

### **Objective**

 *I can understand and use new words.*

## **Key Skills**

- Word meaning
- Oral sentence formation
- Written usage

### **Teacher-Led (30 min)**

#### **Spark (5 min):**

Show word:

- **tired**

Ask:

- “When do you feel tired?”

#### **Teach (10 min):**

Teach 3 words:

- tired
- happy
- afraid

Use:

- Acting
- Real-life examples

#### **Guided Writing (10 min):**

Students write:

- “I feel \_\_\_ when \_\_\_.”

#### **Reading Practice (5 min):**

Students read sentence aloud

### **PAL Practice (15 min)**

- Picture-word matching
- Choose correct word for sentence

# Assessment

- Correct word used in sentence

## EASY (Concrete & observable)

- hungry
- tired
- clean
- dirty
- full
- empty
- near
- far
- hot
- cold
- wet
- dry
- open
- close
- early
- late
- fast
- slow
- loud
- soft

## EASY LEVEL SENTENCES

(Concrete, observable, daily-life situations)

1. I am **hungry** after playing outside.
2. The boy feels **tired** after school.
3. My room is **clean** today.
4. The shoes are **dirty** after the rain.
5. The glass is **full** of water.
6. The box is **empty** now.
7. The shop is **near** my house.
8. The park is **far** from school.
9. The water is **hot**.
10. The ice is **cold**.
11. My clothes are **wet** in the rain.
12. The ground is **dry** in summer.
13. Please **open** the door.
14. Please **close** the window.
15. I wake up **early** every day.
16. He came **late** to class.
17. The rabbit runs **fast**.
18. The turtle walks **slow**.
19. The music is **loud**.
20. The baby speaks in a **soft** voice.

## MEDIUM LEVEL SENTENCES

(Feelings, behaviour, and social context)

1. Be **careful** while crossing the road.
2. The classroom was very **noisy**.
3. The library is a **quiet** place.
4. The child was **afraid** of the dark.
5. She felt **excited** about the picnic.
6. He was **worried** about the test.
7. Eating fruits keeps us **healthy**.
8. The baby looked **sleepy**.
9. The boy was **angry** when he lost the game.
10. I was **surprised** to see my friend.
11. She felt **proud** of her work.
12. The girl was **brave** during the storm.
13. He felt **sad** when his toy broke.
14. The child was **happy** to see his mother.
15. She is **kind** to everyone.
16. It is **rude** to shout in class.
17. Say “thank you” to be **polite**.
18. The teacher is **helpful** to students.
19. The boy was **lazy** in the morning.
20. The class was very **active** today.

## MEDIUM (Feelings & behaviour)

- careful
- noisy
- quiet
- afraid
- excited
- worried
- healthy
- sleepy
- angry
- surprised
- proud
- brave
- sad
- happy
- kind
- rude
- polite
- helpful
- lazy
- active

## HARD (Emotions & thinking words)

- confused

- patient
- serious
- confident
- nervous
- calm
- disappointed
- responsible
- honest
- curious
- respectful
- independent
- energetic
- creative
- thoughtful
- careless
- generous
- stubborn
- nervous
- focused

## HARD LEVEL SENTENCES

(Emotions, thinking, self-regulation, abstract ideas)

1. I felt **confused** by the question.
2. We must be **patient** while waiting.
3. The teacher spoke in a **serious** voice.
4. She felt **confident** after practice.
5. He was **nervous** before the test.
6. The room became **calm** after the noise stopped.
7. The child felt **disappointed** when he lost.
8. I am **responsible** for my homework.
9. The boy was **honest** about his mistake.
10. She is **curious** to learn new things.
11. Be **respectful** to elders.
12. The girl became **independent** with time.
13. The team was **energetic** during the match.
14. She gave a **creative** answer.
15. The child was **thoughtful** in class.
16. He was **careless** with his books.
17. She is **generous** with her food.
18. The boy was **stubborn** about his choice.
19. He stayed **focused** on his work.
20. The student felt **nervous** during the speech

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## Lesson 3: Reading Short Paragraphs (Fluency + Meaning)

### Objective

👉 I can read a short paragraph and tell what it is about.

## **Key Skills**

- Reading fluency
- Comprehension
- Confidence in longer text

## **Teacher-Led (30 min)**

### **Spark (5 min):**

Read paragraph aloud once

Ask:

- “What did you hear?”

### **Teach (10 min):**

- Model reading with pauses
- Explain:
  - Full stop = stop
  - Comma = small pause

### **Guided Reading (10 min):**

Students read 2–3 lines each

### **Oral Comprehension (5 min):**

Ask:

- Who?
- What happened?

## **PAL Practice (15 min)**

- Read short passages
- Answer 1 simple question

## **Assessment**

- Student reads without refusing
- Attempts comprehension answer

## **EASY (Story basics)**

- walk
- play
- home
- road
- tree
- friend
- school
- food
- house
- park
- boy
- girl
- dog
- cat
- rain
- sun
- book
- ball
- family
- shop

## **MEDIUM (People, places, actions)**

- morning
- evening
- farmer
- teacher
- children
- animals
- market
- river
- village
- forest
- journey
- holiday
- picnic
- bridge
- field
- mountain
- road
- train
- riverbank
- playground

## **HARD (Adverbs & context words)**

- suddenly
- quietly
- carefully
- quickly
- slowly

- finally
  - already
  - nearby
  - behind
  - ahead
  - during
  - before
  - after
  - sometimes
  - often
  - rarely
  - immediately
  - carefully
  - safely
  - silently
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## Lesson 4: Sentence Expansion (Writing with Meaning)

### Objective

👉 *I can make my sentence better.*

### Key Skills

- Sentence building
- Descriptive writing
- Grammar intuition

### Teacher-Led (30 min)

#### Spark (5 min):

Write:

- “The dog runs.”

Ask:

- “Is this enough?”

#### Teach (10 min):

Expand together:

- The dog runs →
- The brown dog runs fast.

Explain:

- Add **what kind**
- Add **how**

### Guided Writing (10 min):

Students expand:

- The boy eats.
- The girl sings.

### Sharing (5 min):

Students read aloud

### PAL Practice (15 min)

- Sentence rearranging
- Add word activities

### Assessment

Sentence has at least one addition

### EASY (Describing words)

1. big
  2. small
  3. tall
  4. short
  5. fast
  6. slow
  7. new
  8. old
  9. good
  10. bad
  11. clean
  12. dirty
  13. hot
  14. cold
  15. happy
  16. sad
  17. loud
  18. soft
  19. bright
  20. dark
- a. The **big** dog runs.
  - b. The **small** cat sleeps.
  - c. The **fast** boy runs.
  - d. The **happy** girl smiles.

- e. The **old** man walks.
- f. The **new** bag is heavy.
- g. The **tall** tree stands.
- h. The **short** boy jumps.
- i. The **hot** sun shines.
- j. The **cold** water flows.
- k. The **clean** room looks nice.
- l. The **dirty** shoes smell bad.
- m. The **bright** light shines.
- n. The **dark** room is quiet.
- o. The **good** student listens.
- p. The **bad** weather comes.
- q. The **loud** bell rings.
- r. The **soft** pillow feels nice.
- s. The **red** ball rolls.
- t. The **blue** sky looks clear.

## MEDIUM (How / when / where)

- 1. quickly
- 2. slowly
- 3. happily
- 4. loudly
- 5. outside
- 6. inside
- 7. today
- 8. yesterday
- 9. tomorrow
- 10. early
- 11. late
- 12. nearby
- 13. together
- 14. alone
- 15. carefully
- 16. easily
- 17. quietly
- 18. neatly
- 19. safely
- 20. suddenly
- 21. The boy runs **quickly**.
- 22. The girl sings **happily**.
- 23. The dog sleeps **outside**.
- 24. The teacher speaks **loudly**.
- 25. The child writes **neatly**.
- 26. The class works **quietly**.
- 27. The bus arrives **late**.
- 28. The sun rises **early**.
- 29. The cat jumps **inside** the room.
- 30. The boy eats **slowly**.
- 31. The girl walks **carefully**.
- 32. The students sit **together**.

33. The boy waits **patiently**.
34. The bell rings **today**.
35. The family met **yesterday**.
36. The child plays **nearby**.
37. The teacher comes **on time**.
38. The dog barks **at night**.
39. The boy studies **at home**.
40. The girl reads **in class**.

## ● HARD (Precision & style)

1. silently
2. politely
3. excitedly
4. patiently
5. angrily
6. nervously
7. confidently
8. carefully
9. honestly
10. lazily
11. proudly
12. gently
13. bravely
14. seriously
15. thoughtfully
16. quickly
17. neatly
18. loudly
19. peacefully
20. correctly

21. The boy runs **quickly in the park**.
22. The girl sings **happily at school**.
23. The dog sleeps **quietly outside the house**.
24. The teacher speaks **calmly in the class**.
25. The child writes **neatly in his notebook**.
26. The class listens **carefully to the story**.
27. The boy waits **patiently near the gate**.
28. The girl walks **slowly on the road**.
29. The students sit **quietly during the test**.
30. The child eats **slowly at home**.
31. The boy reads **confidently in front of others**.
32. The girl answers **politely in the class**.
33. The dog runs **fast across the field**.
34. The teacher explains **clearly on the board**.
35. The child works **hard to finish his work**.
36. The girl smiles **happily after winning**.
37. The boy speaks **softly to his friend**.
38. The students walk **safely in a line**.

39. The child listens **carefully** to instructions.

40. The girl writes **confidently** without fear.

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## Lesson 5: Reading → Writing Connection

### Objective

👉 *I can read and write about the same idea.*

### Key Skills

- Transfer of learning
- Reading comprehension
- Written expression

### Teacher-Led (30 min)

#### Spark (5 min):

Read 3–4 sentence story

#### Teach (10 min):

Ask:

- Who is in the story?
- What happened?

Write answers together

#### Guided Writing (10 min):

Students write:

- 2 sentences about the story

#### Support (5 min):

Sentence starters on board

### PAL Practice (15 min)

- Story sequencing
- Answering simple questions

### Assessment

- Written response matches story idea

# **EASY LEVEL – Literal Recall**

(One-word or short phrase answers)

1. Read the story. Who is in the story?

**Who is in the story?**

👉 Ravi

**What happened?**

👉 Ravi played with his ball.

2. Read the story. Who is the main person?
3. Read the story. Who did the story talk about?
4. Read the story. Who are the people in the story?
5. Read the story. Who is the story about?
6. Read the story. What happened in the story?

**Who is in the story?**

👉 Meena and her dog

**What happened?**

👉 The dog ran in the park.

**Who is in the story?**

👉 The girl

**What happened?**

👉 She went to school and met her friend.

7. Read the story. What did the boy do?
8. Read the story. What did the girl do?
9. Read the story. What happened at the end?
10. Read the story. What happened first?
11. Read the story. Who went to school?
12. Read the story. Who helped someone?
13. Read the story. What happened in the park?
14. Read the story. What did the child see?
15. Read the story. Who was at home?
16. Read the story. What happened in the morning?
17. Read the story. Who was with the child?
18. Read the story. What did the family do?
19. Read the story. Who is the animal in the story?
20. Read the story. What happened today?

👉 *Expected response:* single noun / short phrase

(e.g., “The boy.” / “He went to school.”)

# **MEDIUM LEVEL – Connected Recall**

(One complete sentence answers)

1. Read the story. Who is in the story? Write one sentence.
2. Read the story. Who are the main characters?
3. Read the story. Who did the story begin with?
4. Read the story. Who helped in the story?
5. Read the story. Who went to the market?
6. Read the story. What happened in the story? Write one sentence.
7. Read the story. What did the child do first?
8. Read the story. What happened after that?
9. Read the story. What problem happened in the story?
10. Read the story. What did the child learn?
11. Read the story. What happened at school?
12. Read the story. What happened at home?
13. Read the story. What did the family do together?
14. Read the story. What happened in the evening?
15. Read the story. Who was happy in the story?
16. Read the story. What made the child sad or happy?
17. Read the story. What happened because of the rain?
18. Read the story. What did the boy/girl decide to do?
19. Read the story. What happened at the end of the story?
20. Read the story. Who was important in the story?

👉 *Expected response:*

“The boy went to the park.”

“The family helped the child.”

## HARD LEVEL – Meaning & Simple Inference

(2 connected sentences or detailed response)

1. Read the story. Who is in the story and what do they do?
2. Read the story. Who is the main character and why?
3. Read the story. Who are the people in the story and how are they connected?
4. Read the story. Who helps in the story and what happens after?
5. Read the story. Who is most important in the story?
6. Read the story. What happened in the story? Explain in two sentences.
7. Read the story. What happened first and what happened next?
8. Read the story. What problem happened and what was done?
9. Read the story. What change happened in the story?
10. Read the story. What happened because of the child’s action?
11. Read the story. What happened at the beginning and the end?
12. Read the story. What did the character feel after what happened?
13. Read the story. What happened that made the story interesting?
14. Read the story. What happened and why was it important?
15. Read the story. What happened and what did the character learn?
16. Read the story. Who was kind or helpful in the story?
17. Read the story. What happened when a problem came?
18. Read the story. What happened and how did it end?
19. Read the story. What happened that changed the day?
20. Read the story. Who is in the story and what is the main event?

👉 *Expected response:*

“The boy lost his bag. His friend helped him find it.”

