

Scheme of Work 2021 - 2022 Subject: English Class 1st		Rev. No.:
Book: Punjab Curriculum Text Board (PCTB)		Date:
Term: Final Term		

Week	Content
1 st	Text Book: Blessing of Allah. Reading, Translation (Understanding) Words meaning.
2 nd	Text Book: Blessing of Allah. Exercise Q/A Fill in the blank Miss letters.
3 rd	Text Book: Blessing of Allah, Translation (Understanding) Words meaning.
4 th	Text Book: Classroom manners Translation (Understanding) Exercise Q/A Fill in the blank Missing letters.
5 th	Text Book: Classroom manners Exercise Q/A Fill in the blank Missing letters.
6 th	Text Book: Its spring time Reading Translation (Understanding) Exercise Q/A Fill in the blank Miss letters.
7 th	Text Book: Its spring time Reading Exercise Q/A Fill in the blank Miss letters.
8 th	Text Book: Its spring time Reading Exercise Q/A Fill in the blank Miss letters.
9 th	Revision (1st week of November)
10 th	3rd Formative Assessment (2nd week of November)

Blessings of Allah (سبحانہ و تعالیٰ)

Pre-reading

- Look at the given picture and tell what the story is about.
- Have you ever planted any fruit or vegetable?

One day, fruits and vegetables met together in a basket. They became friends. One morning, all of them were talking to each other, but Red Carrot was sitting quietly in a corner. "Why are you sad?", asked Yellow Mango. She said, "Juicy Apple always fights with me. He says he is very sweet and healthy. People like to eat him more than me. He makes fun of me."

While-reading

Why was Miss Carrot sitting quietly?

All the fruits and vegetables felt sorry for Red Carrot. "You should not feel sad. Allah (سبحانہ و تعالیٰ) has blessed us with good health. We should not fight," said Yellow Mango. Everyone agreed. Juicy Apple also said sorry to Red Carrot for being rude to her and they became friends again.



Post-reading

- Which is your favourite fruit and vegetable?
- Did you like the story? If yes, why?



Model the story by reading with correct pronunciation and intonation. Explain that fruits and vegetables are blessings of Allah (سبحانہ و تعالیٰ). They keep us healthy. We should thank Allah (سبحانہ و تعالیٰ) for all His blessings. We should always wash fruits and vegetables before eating them.



A) Oral Communication



1. Learning the Sounds

Initial and Ending Sounds

i. Pronounce the given words and circle the ones that begin with the same sound.

hair

apple

rude

healthy

play

ii. Pronounce the given words and circle the ones that end with the same sound.

fruit

clap

brush

canteen

basket



2. Learning to Speak

i. Look at the given faces and read the emotions.



I am happy



I am sad



I am angry

ii. Draw faces showing the given feelings.

angry



sad



A2 (i) Ask students to look at the given emotions and read what they show. Get them into small groups and ask them to come to the front of the class and show the emotions as given above. A2 (ii) Ask them to draw the emotions on the faces and also guide them about non-verbal communication.



B) Reading and Critical Thinking

Reading Comprehension

i. Answer these questions.

- Who was sad?
- What did Juicy Apple say to Red Carrot?
- Is it good to make fun of others?

ii. Read the given three-letter words.

one

sad

day

bug

pen

iii. Rearrange and punctuate the given words to make sentences.

- fights me with always apple

- fun me makes of he

- became they friends

- were each other talking fruits to



B (ii) Ask students to read three-letter words with correct pronunciation. Have them find three-letter words in the text and circle them.

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

- All _____ and vegetables are good for health.
a) junk food b) fruits c) drinks d) all
- _____ was sitting quietly in a corner.
a) Apple b) Carrot c) Mango d) Banana
- Apple said sorry to Carrot for being _____ to her.
a) proud b) polite c) kind d) rude



C) Language Focus









1. Vocabulary Building

i. Read the given words with their meanings.

healthy	good for health
equal	with the same ability
rude	to behave badly

Fruit and Vegetables Names

ii. Read the names of the fruits and vegetables.

Fruits		Vegetables	
			
apricot	watermelon	turnip	cucumber
			
pineapple	strawberry	okra	brinjal



B (iv) Encourage them to read the lesson again and circle the correct answers. C1 (i) Ask students to memorise the words with meanings. Ask them to use these words in their daily conversation. C1 (ii) Get students into pairs and ask one of them to make a list of fruits and the other to make a list of vegetables then share the list of fruits and vegetables by saying their names to each other.

ii. Tick (✓) the fruits and circle (○) the vegetables.



2. Learning to Spell

i. Read the given sight words and write them in the shape boxes that fit.

down

little

then

we

go

have

am

out



ii. Circle the correct spelling in each row.

ealthy

hellthy

healthy

iqua

equal

equaal

piple

ppe

people

sorry

soory

sory

baskit

basket

baskett



C2 (i) Encourage students to circle the correct spelling in each row.

3. Grammar

Proper Nouns

i. Read the proper nouns highlighted in the following sentences.

- Maham is drinking.
- We live in Lahore.
- Jawad is running.

ii. Find proper nouns in the given sentences and circle them.

- Anna lives in Islamabad.
- His father's name is Zafar.
- They are going to visit Naran.
- Waqas is my best friend.
- Sidra was sleeping.

Question Words

iii. Read the following.

- What is your favourite vegetable?
- Where are you going?
- Who is playing in the garden?

Read Me

A **proper noun** is the name of a particular person or place, for example: Faisal, Karachi, etc. We always capitalise the first letter of a proper noun.

Read Me

We use **question words** to ask questions. We use 'what' to ask for information. We use 'who' to ask about people. We use 'where' to ask for the location of people or things.

iv. Make questions using the question words given below.

What

Where

Who



C3 (i) Have them read the given sentences. Tell them that a proper noun is the name of a particular person or place. C3 (ii) Tell students that we use different question words to ask questions. Give them examples by asking questions related to this story.

Action Words

v. Read the given sentences.

- Fruits were **talking** to each other.
- Saira is **playing** hide and seek.
- They are **swimming** in the pool.

Read Me

Words that express actions are called action words.

vi. Underline the action words in the given sentences.

- Adina is eating an apple.
- We are clapping.
- Subhan is writing a letter.
- They are walking on a road.
- Abbas is sitting quietly.

Omission of Articles (a/an)

vii. Read the following sentences.

I have a pen .	I have pens .
My brother is eating an orange .	My brother is eating oranges .
A bell is ringing.	Bells are ringing.
This rabbit is eating a carrot .	This rabbit is eating carrots .

Read Me

Plural nouns do not take indefinite articles 'a' or 'an'.

viii. Put articles 'a' or 'an' where needed and rewrite the sentences.

- I have new dress. _____
- We have storybooks. _____
- Nimra is eating apple. _____



C3 (v) Have students recall the concept of action words. Tell them that action words are also called verbs. Encourage them to share examples of verbs.



D) Writing

1. Learning to Write

i. Write numbers from 1-10 in words.

1	2	3	4
5	6	7	8
9		10	

ii. Look at the given pictures and write four sentences on table manners using correct capitalisation, punctuation and spelling in your notebook.



2. Creative Writing

Complete the given sentences and write one more sentence about your favourite fruit. Also draw your favourite fruit and colour it.

My Favourite Fruit

- _____ is my favourite fruit.
- Its colour is _____.
- _____



D1 (i) Ask students to write the correct numbers in words. Encourage them to write with correct spelling. D1 (ii) Ask students to write four lines on table manners by taking help from the given pictures. D2 Ask them to write three more lines about their favourite fruit (taste, size and season).

Classroom Manners

Pre-reading

- What does the title of the lesson mean to you?
- How do you greet others?

(It was Monday morning. Zara went to her new school where she met her class teacher.)

Assalaam-o- Alaikum! I am Zara.
Today is my first day in this school.



Wa Alaikum Assalaam!
I am Anum, your grade 1 English teacher. Welcome to the school.



(Miss Anum and Zara went to the class.)

Dear students, here is Zara. She is your new classmate. Please introduce yourselves and explain the classroom rules to her.

All students welcomed her and introduced themselves one at a time. Then they explained the following classroom rules. Let's go through them.

While-reading

It is Zara's first day in the new



Umer



We keep our classroom clean.

We share our things.



Irum

Amir



We respect our teachers.

We listen to our teachers carefully.



Faiza



Model the text by reading with correct pronunciation and intonation. Explain the importance of classroom manners to students. Ask different questions from students about school and classroom manners.

Sana



We use polite words like 'please' and 'thank you'.

We always seek permission before going to the washroom or to drink water.



Ali

Huma



We wait for our turn.

We queue up quietly.



Amir



Zara, you can read these manners from the chart.

Classroom Manners

- Keep your classroom clean.
- Respect your teacher.
- Listen to your teacher carefully.
- Share your things with your classmates.
- Seek permission before going to the washroom or to drink water.
- Be polite and use "please" and "thank you".
- Raise your hand and wait for your turn.
- Complete your work on time.
- Make a queue during break and off time.



Post-reading

- Write any three classroom manners.
- Why is it important to have classroom manners?



Have students discuss the theme of the lesson. Explain to them the meaning of good manners and tell them their importance in everyday life. Encourage them to practise table manners in their daily routine.



A) Oral Communication

1. Learning the Sounds

Rhyming Words

i. Read the given pairs of one-syllable rhyming words.

class glass

time lime

run fun

hat bat

Read Me

Rhyming words have the same ending sounds.

A one-syllable word is a word that has a single vowel sound.

ii. Read and write the correct one-syllable words.

- 'Cat' rhymes with _____. (hat mouse)
- 'Sun' rhymes with _____. (goat bun)
- 'Hen' rhymes with _____. (ten rain)
- 'Ring' rhymes with _____. (swing nut)

2. Learning to Speak

i. Read and practise the given dialogue.

Tuba: Assalaamu Alaikum. How are you, Zainab?

Zainab: Wa Alaikum Assalaam. I'm fine, Tuba.

Tuba: How did your spelling competition go?

Zainab: Very well. I got second position.

Tuba: That's great. Congratulations!

Zainab: Thank you!

ii. Practise the dialogue above and use the expressions in your own dialogue.



A1 (ii) Tell students that one-syllable words cannot be divided into parts for example play, one, two, etc. (Guided Practice) Read the words with correct pronunciation. Then have students repeat after you accurately. Help them correct their pronunciation focusing on the syllable. A2 (i) (Pair Work) Ask students to work in pairs and practise the different routine greetings and courtesy words in the form of a dialogue.



B) Reading and Critical Thinking

Reading Comprehension

i. Answer these questions.

- Who was new in the school?
- Who teaches English to grade 1?

ii. Read the given checklist of classroom manners. Tick (✓) the manner which you follow in your classroom.



☐ Be on time.



☐ Listen carefully to your teacher.



☐ Make a queue during break and off time.



☐ Be polite, say "please" and "thank you".



☐ Raise your hand for seeking permission.



☐ Keep your classroom clean.



☐ Do not eat or drink in the classroom.

iii. Read the names of the food labels.



B(ii) Ask students to fill in the checklist. Help them if need be. B (iii) Bring to the class different food jars or food cartons with labels. Ask them what their favourite food item is. Help them to pronounce the names.

iv. Fill in the blanks using the given word bank.

clean teacher English carefully

- Miss Anum is the _____ teacher of grade 1.
- Keep your classroom _____.
- Listen to your teacher _____.
- Respect your _____.



C) Language Focus

1. Vocabulary Building

i. Read the given words with their meanings.

permission	allow someone to do something
queue	a line
finish	to complete a task

Common Objects

ii. Read the given names of the objects in the classroom and at home.

Classroom Objects



chair



desk



board



school bag



pencil



book

Objects at Home



sofa



TV



bed



lamp



iron



clock



C1 (i) Ask students to memorise the words with meanings. Ask them to use these words in their daily conversation. C1 (ii) Show the objects above to students and tell them their names. Show them other objects and ask them to say their names.

iii. Write the names of any three objects in the classroom and at home.

classroom

home

Left and Right

iv. Look at the signs of directions.

left



right

v. Follow the instructions for each object.



Circle (o) the iron on the left.



Tick (✓) the bag on the right.



Cross (x) the sofa on the left.



2. Learning to Spell

i. Read the given sight words.

do

little

could

when

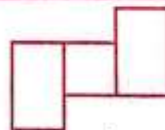
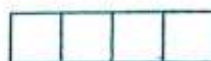
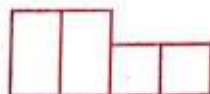
did

what

so

see

ii. Write the sight words learnt earlier in the shape boxes that fit.



C1 (iv) Explain the directions (left and right) to students with the help of a map and help them to learn directions. Explain the concept of sight words. Ask students to read the sight words from the lesson and encourage them to use these sight words in their daily conversation.

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

cl__ss

tea__er

res__ect

lis__en

permissi__n

3. Grammar

Wh Questions

i. Read the following sentences.

Why is the boy crying?

He is crying because somebody has broken his toy.



When will the train arrive?

The train will arrive in 20 minutes.



ii. Make questions using the question words given below.

When: _____

Why: _____

Use of Am, Is, Are

iii. Read the following sentences.

- I **am** a Pakistani.
- He **is** a boy.
- We **are** classmates.

Read Me

We use **is**, **am**, **are** to describe a person, place or thing.



C3 (iii) Explain the use of 'is', 'am' and 'are' by writing different examples on the board. Encourage students to make sentences using 'is', 'am' and 'are'.

iv. Tick (✓) the correct option.

- I (am, is) a policeman.
- Zara and Iqra (are, is) good students.
- This (is, am) my bedroom.
- They (am, are) very kind.
- Miss Asma (are, is) our class teacher.

Adjectives of Size

v. Read the given adjectives of size.



a tall tree



a small tree



a fat cat



a thin cat

Read Me

Adjectives of size are words which describe how big or small a noun or pronoun is.

vi. Use the given above adjectives of size in your sentences.



C3 (v) Explain to students the concept of adjectives of size by showing different objects. Ask students to share more examples.



D) Writing



1. Learning to Write

i. Read the given lists.

Clothing



sweater



shirt



suit



kurta



cap



gloves

Food



cheese



eggs



butter



ice cream



sandwich



bread

ii. Write the names of three things in each of the given columns.

Clothes
1. _____
2. _____
3. _____

Food
1. _____
2. _____
3. _____

Classroom Objects
1. _____
2. _____
3. _____



2. Creative Writing

Write a few sentences about how you keep your classroom clean. Use the given word bank in your notebook.

neat

clean

throw

rubbish

dustbin



D1 (i) Tell students that listing things helps us to arrange things and it also makes our work easier. D1 (ii) Ask them to make a list of things of their own.

It's Spring Time

Pre-reading

- Look at the picture and name two creations of Allah (سبحانه وتعالى).
- Which weather (windy, sunny or rainy) do you like the most?

Good-bye, snow! Good-bye, ice!
Though of course you're very nice,
I am glad you've gone away
Leaving us this fine spring day.

Here's my good old bat and ball!
Marbles, too! How are you all?
I am sure that I can play
With you now, 'most any day.

Good-bye, winter! Though it's true
I've had lots of fun with you,
Now I just could shout and sing;
I'm so glad because it's spring

Winnifred Mott

Post-reading

- What do you feel when the weather changes?
- Did you like the poem? If yes, why?

While-reading

My heat warms
the air. What am I?



Model the poem by reading with correct pronunciation and intonation. Help and encourage students to recite the poem. Tell them that seasons are the blessing of Allah (سبحانه وتعالى). We should be thankful to Allah (سبحانه وتعالى) for all His blessings.



A) Oral Communication



1. Learning the Sounds

One-syllable Words

i. Read the given one-syllable words.

life

grew

nose

lack

Read Me

A **syllable** is part of a word with a single vowel sound.



2. Learning to Speak

i. Read and practise the given dialogue.

Teacher: Who wants to read today's lesson?

(Sa'ad and Huma both reply at the same time)

Sa'ad: Ma'am, should I read first?

Neesha: Ma'am, should I?

Teacher: No, I will call you one at a time. You have to wait for your turn.

Students: Okay! Ma'am.

ii. Express your feelings about your favourite season by speaking on your turn in a group.



B) Reading and Critical Thinking



Reading Comprehension

i. Answer these questions.

- What is the poem about?
- Why does the poet want to shout and sing?
- Name the seasons mentioned in the poem.



A2 (i) Explain to students the importance of taking turns and how to participate in class. (Role Play) Get students into pairs and ask them to role-play the dialogue above.

ii. Read the given words in alphabetical order.

arrow

bow

camel

down

Read Me

We use alphabetical order to arrange words in a list.

iii. Arrange the given words in alphabetical order.

tree

hang

wind

lack

mind

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

iv. Read the given topic with its ideas.

name

Asma

age

Six years

class

one

Myself

The Primary School

school name

Read Me

Brainstorming is a way of thinking to create good ideas.

v. Think and fill in the following mind map.

name

subject

nature

My Teacher

personality

vi. Fill in the blanks using the given word bank.

ball snow glad spring shout

- Good-bye, _____! Good-bye, ice!
- Leaving us this fine _____ day.



B (ii) Explain to students that we arrange words according to the first letter of each word. B (iv) Conduct a brainstorming activity in the class and ask students different questions, like: What is your name? What class are you in? etc. After that explain to them the concept of mind mapping.

- Here's my good old bat 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
------	------	-------	-------

Read Me

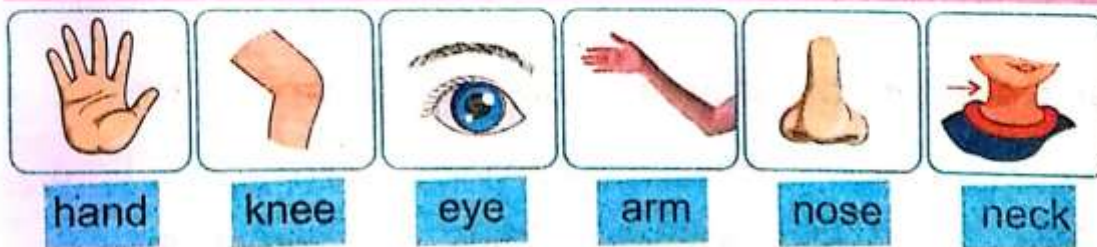
Rhyming words have the same ending sounds.

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.



C1 (i) Ask students to memorise the vocabulary with meanings. Ask them to use these words in their daily conversation. C1 (iv) Tell them that Allah (سبحانه و تعالیٰ) has blessed us with different parts of the body. They are very important for us. We need to keep our body neat and clean. We need to be careful about our personal hygiene.

v. Write any three body parts.

_____	_____	_____
-------	-------	-------

2. Learning to Spell

i. Read and write the given sight words in the shape boxes that fit.

work try today fly tell much keep give

work	try	today	fly	tell	much	keep	give
------	-----	-------	-----	------	------	------	------

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

b__t	__pring	p__ay	shou__	n__ce
------	---------	-------	--------	-------

3. Grammar

Use of is, am, are

i. Read the given sentences.

- I **am** happy.
- She **is** a good girl.
- We **are** playing.

ii. Complete the sentences using 'is', 'am' or 'are'.

I _____ Haris. He _____ a doctor. We _____ tired.

She _____ writing a letter. They _____ very busy.



C3 (i) Demonstrate the use of 'is', 'am' and 'are' to students. You can say, for example, "I am a teacher" and "you are a student", etc.

Adjectives of Quality

iii. Read the following sentences.

- She is a **nice** girl.
- Hassan is a **good** boy.
- Hira is an **intelligent** woman.
- The hospital is **neat** and **clean**.

Read Me

A word that describes the quality of a noun or pronoun (person, place or thing) is called an **adjective of quality**.

iv. Use the given adjectives to complete the sentences.

- The rabbit has _____ fur.
- Tom is a _____ boy.
- It is a _____ box.

light
soft
short

Capitalisation

v. Read the given sentences.

- **I** love my parents.
- **W**inter is my favourite season.
- **T**he clouds are dark.

Read Me

We always capitalise the first letter of the first word of a sentence.

vi. Rewrite the given sentences using capital letters.

- it is very hot today.

- a cool breeze is blowing.

- uzma has beautiful eyes.

- the children like to play in the garden.



C3 (iii) Explain to students the concept of adjectives of quality. Show different flash cards of nouns to them and ask them to tell you any quality of that noun.



D) Writing

1. Learning to Write

i. Read and write the given date and captions on the top of the given page.

<u>Date</u> 2-9-2020 <u>Day</u> Wednesday <u>Unit name</u> Its Spring Time _____ _____ _____	_____ _____ _____ _____ _____
--	---

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

- We have _____ eyes to see with.
- We have _____ nose to smell with.
- _____ is our homeland.
- _____ is the capital city of Pakistan.

2. Creative Writing

Write a few sentences on 'Green Environment' in your notebook. Use the words given below.

healthy

clean

green

recycle



D1 (i) Tell students that we write the date, day and unit name before writing anything in the notebook. These are called captions. D2 Ask students to write five lines on 'green environment' using the word bank.