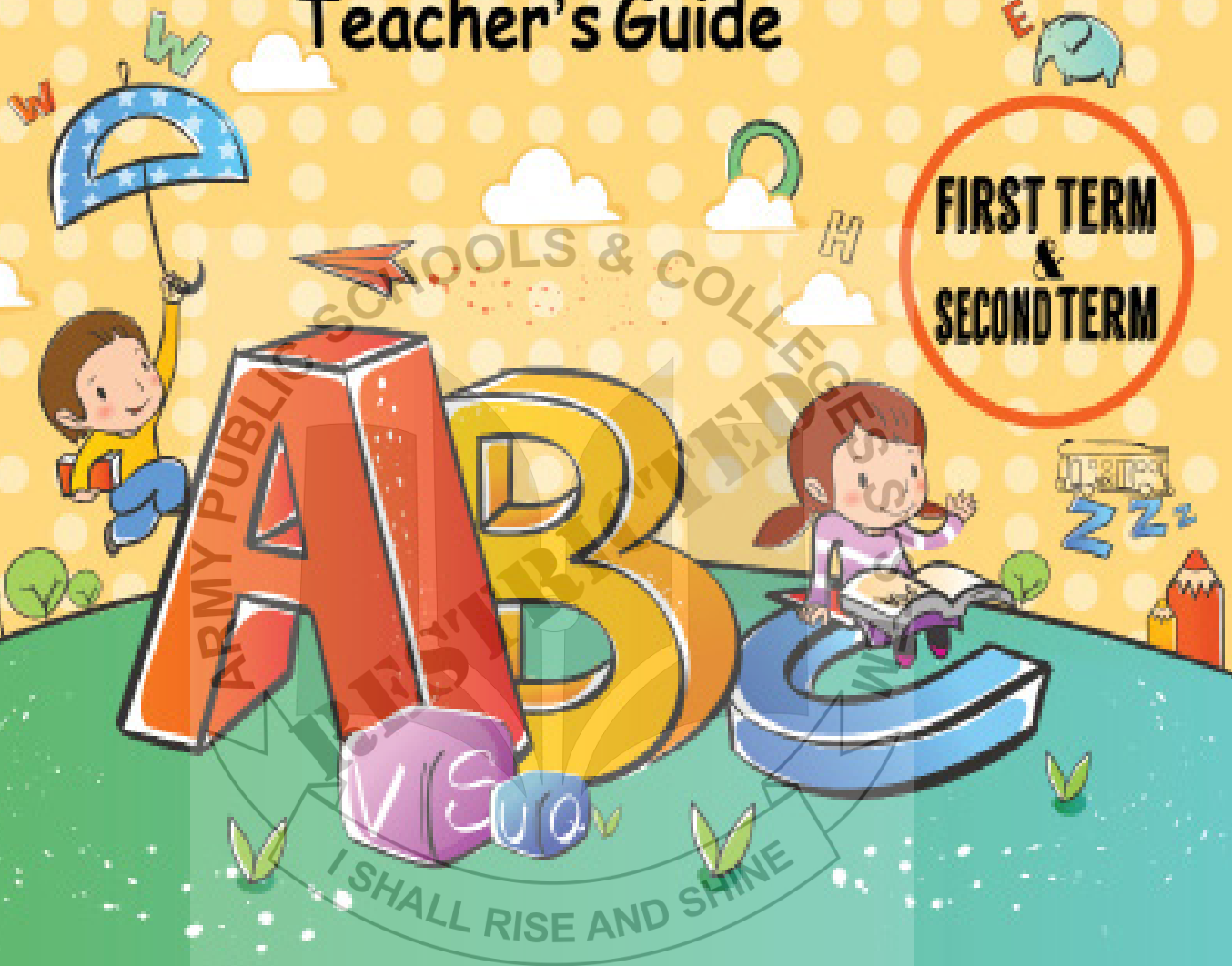


Based on National Curriculum of Pakistan 2022

READY, STEADY, GO...

English Early Years Stage 2

Teacher's Guide



NAME: _____ SEC: _____ SCHOOL: _____



ARMY PUBLIC SCHOOLS & COLLEGES SYSTEM

READY, STEADY, GO...

English Early Years Stage 2

First Term

Teacher's Guide





I SHALL RISE AND SHINE

Reinforcement Activity (Pre-Writing)


- Draw vertical, horizontal and wavy lines on the board and call children one by one and practise tracing on these lines. Tell them how to hold the marker/crayon/pencil properly.
- Draw some shapes on the board, such as circles, squares, triangles and rectangles, distribute their slate/ small boards and ask children to copy these shapes. Distribute play dough and ask children to make different shapes with it.
- Explain Ready, Steady, Go **Practice Book pgs. 1, 2** and let children trace the curved lines and flower independently.

Unit :1

Letter 'Aa' (Textbook Page 1)



- **Note: The symbol 'Ant'** has been introduced as an ongoing lesson for children on character building. The character traits associated with ants are steadfastness, discipline, unity, planning, hard work and nurturing community living. Since children associate reading with the animal world, the symbol will capture their attention and their focus on the value being imparted at that time during the lesson or activity.
-  Play and sing ABC Song and Phonics Song
Links: <https://youtu.be/EVTB8xIHWU0>
<https://youtu.be/TEHb-sP1coU>
- Show any real object/toy starting with the letter 'a' (aero –plane, apple) and introduce the sound a, a, aeroplane.
- Tell children that we can hear different sounds in the environment for example, chirping birds, ringing bells, paper tearing, dropping and tapping things, animal voices, wind blowing and musical instruments etc. Teacher can play different sounds in the class and ask children to recognize the sounds.
- Explain that letters have sounds and learner must recognize these sounds in order to read and write.
-  Introduce vocabulary of letter 'a' through pictures, real objects and Ready, Steady, Go **Textbook pg. 1** Talk about pictures, discuss and colour the picture
- Repeat the correct pronunciation many times focusing the initial sound.
-  Ask children to think and tell names of more objects starting with letter 'a'
- Explain the concept of four lines and explain sky, grass and root lines
- Introduce the capital and small letter 'Aa' by showing flashcards or writing on the board within four lines. Follow the correct formation
- Ask children to trace the letter in the air, on the table, on a salt tray/small white boards/slate on the **Textbook pg. 1** and colour the picture (In the beginning, children will make marks and just scribble.)
- Do **Practice Book pgs. 3-6**
-  **Do Activity:** Make colourful aero- planes by paper folding (use newspaper).

My Body (Textbook Page 2)





- Ask students to talk about themselves e.g. their age, height, weight, gender (boy or girl) parts of the body, parts of the face, parts of the hand (nails, wrist, knuckles, thumb, fingers and the palm). Children to touch their body parts **Textbook pg. 2** and say their names
- Play and sing the poem Head and shoulders
- Show and display the related pictures/ real objects.
-  Ask children to look at the **ant**, observe the action and discuss cleanliness, health and hygiene

- Brainstorm the ways how we keep ourselves healthy and clean e.g. (by taking a shower, washing hands, blowing the nose, sleeping on time, eating healthy food, adopting good habits).


My Family (Textbook Page 3)

-  Introduce the topic by showing a big picture of a family **Textbook pg. 3**
- Discuss that we all have families and have many family members. How important our families are to us and how we care for each other. Our family is a blessing of Allah for us and we must be thankful for it.
-  Ask children to look at the **ant**, observe the action and discuss living together, love and care for the family.


Letter 'Bb' (Textbook Page 4)





-  Play and sing ABC Song and Phonics Song.
- Revise letter Aa, its sound/phonics and vocabulary.
- Show any real object/toy starting with letter 'b' (ball, bag) and introduce the sound b, b- ball.
- Ask children to show the button on their shirt?
-  Introduce vocabulary of letter 'b' through pictures, real objects and Ready, Steady, Go **Textbook pg. 4**. Talk about pictures, discuss and colour the picture.
- Repeat the correct pronunciation many times.
-  Ask children to think and tell names of objects starting with the letter 'b'.
- Introduce the capital letter 'B' and small letter 'b' by showing flashcards.
- Write on the board within four lines explaining the concept of sky, grass and root lines.
- Follow the correct formation and tell children to trace the letter in the air, on the table, on the **Textbook pg. 4**, and on salt tray /small white boards/slate.
- Do **Practice Book pgs. 7-10**
-  **Group Activity** Draw picture of a balloon and let children do collage work in it. Use low cost/ no cost/ recycled material. Display it in the class.

My Home (Textbook Pages 5-6)



- Discuss different areas of a house, **Textbook pg. 5**
- Look at **Textbook pg.6** and discuss rooms in a house and the use of each room
- Ask questions:
 - How many rooms are there in your home?
 - Which objects are kept in different rooms?
 - Which room do you like the most and why?
-  Discuss and encourage students to keep their environment clean (Home, School, Street, Park, Markets) and motivate their friends and family too.

Letter 'Cc' (Textbook Page 7)

-  Play and sing ABC and Phonics Song
- Revise letters Aa-Bb, its sound/phonics and its vocabulary.
- Show any real object/toy starting with letter 'c' (car, cup) and introduce the sound c, c- car




-  Introduce vocabulary of letter 'c' through pictures, real objects and Ready, Steady, Go **Textbook pg.7**. Talk about pictures, discuss and colour the picture.
-  Ask on which event do we cut the cake?
- Repeat the correct pronunciation many times.
-  Ask children to think and tell names of more objects starting with the letter c
- Introduce the capital letter 'C' as the big friend of small letter 'c' by showing flashcards.
- Write on the board within four lines explaining the concept of sky, grass and root lines.
- Follow the correct formation and ask children to trace the letter in the air, on the table, on the **Textbook pg. 7**, and on salt tray /small white boards/slate, make letter with play dough.
- Do **Practice Book pgs. 11-14**
-  **Activity** (Group Activity)
- Divide students in groups and give cake cutouts to students and ask them to draw or paste paper candles on it.


My School (Textbook Pages 8-9)

- Have a discussion on how students are adjusted/ feeling in the new class. Guide them to express themselves in short sentences such as: I am happy, I am sad, I am cold, I am thirsty, I am hungry.
- Take the children to the school ground. Show different areas of the school (playground, classroom, office, library, computer room, canteen, sick room etc.) Discuss and encourage students to keep their school clean and motivate their friends too.
- Talk about the different places in the school and circle the objects that are in the school bag.
Textbook pgs.8- 9.
-  **Activity**
-  Ask students to share their likes and dislikes i.e. food, cartoon, book, animal, family member etc.
- Students to participate in discussion and tell the reason why they like it and why they do not like it.
- Students to draw objects on **Textbook pg 10** which they like and do not like.

Unit 2


Letter 'Dd' (Textbook Page 11)

-  Play and sing ABC Song and Phonics Song.
- Revise letters Aa-Cc, its sound/phonics and vocabulary.
- Show any real object/toy starting with the letter 'd' (duck, door) and introduce the sound d, d-duck.
-  Introduce vocabulary of letter 'd' through pictures, real objects and Ready, Steady, Go **Textbook pg. 11**. Talk about pictures, discuss and colour the picture.
- Repeat the correct pronunciation many times.
-  Ask children to think and tell names of more objects starting with the letter d
- Introduce the capital letter 'D' as the big friend of small letter 'd' by showing flashcards.

- Write on the board within four lines explaining concept of sky, grass and root lines.
- Follow the correct letter formation and ask children to trace the letter in the air, on the table, on the **Textbook pg. 11**, and on salt tray /small white boards/slate.
- Do **Practice Book pgs. 15-18**
-  **Activity** Draw a duck (outline only) on the chart papers for each group and let children do thumb printing on it

Plants Parts of a tree (Textbook Pages 12-13)

- Introduce **plants** by showing flashcards/pictures/real plants to students. Explain that plants vary in shape, size, colour, fruit, smell according to their area/ weather.
- Show a plant and name its parts e.g. stem, leaf, bud, flower, root etc. **Textbook pgs.12-13**
- 😊 Ask children to look at the **ant**, observe the action and discuss how to take care of plants
- Ask students to name different flowers (rose, sunflower, jasmine etc). Flowers have beautiful smell. Bring and make them smell different types of flowers in class.
- 🇵🇰 Tell students that National tree of Pakistan is Deodar and the National Flower is Jasmine.
- Plants and trees give oxygen, food, medicines and wood. Tell children plants need water, air and sunlight to grow. Discuss that plucking flowers/tearing leaves is not a good habit.

Activity  Show children different types of seeds e.g. apple, orange, sunflower etc. and tell them plants grow from seeds. Explain how seeds sprout and become baby plants and grow into trees/ bushes. Conduct the **seed germination experiment** in class

Reinforcement Activity (Textbook Pages14-15)

- Revise letters 'Aa-Dd' in 4 lines on the board
- Match pictures with letters 'Aa-Dd'
- 'Aa-Da' small to capital letter matching
- Do writing practice on the slate
- Give Aa- Dd sequence writing and Fill in the Blanks
- **Do Textbook pgs. 14-15, Practice Book pgs. 19, 20**

Activity: Lay out flash cards of letters 'a to d' and pictures of related letters on the floor or table. Ask students to match pictures with the letters.





Activity: Make a set of alphabet (small and capital) cards. Jumble them up in a box. Ask students to match the small letters with capital letters and make pairs.

Fruits (Textbook Page16)


- Talk to students about different fruits and their nutritional value.
- Show pictures of fruits (pineapple, guava, pear, apple, banana, orange, mango, grapes) and introduce the names. **Textbook pg. 16**. Explain that each fruit has a different smell, taste and colour.
- 🎵 Play and sing Fruits
- 🇵🇰 Tell students that the National fruit of Pakistan is mango.
- 😊 Ask children to look at the **ant**, observe the action and discuss eating fruits and healthy food.

- **Activity:** Ask children to bring their favorite fruit for lunch. Do the show and tell activity with these fruits. Let children speak about their favorite fruit.

Letter 'Ee' (Textbook Page17)

-  Play and sing ABC and Phonics Song
- Show any real object/ picture starting with the letter 'e' (egg, ear) and introduce the sound e, e- egg.
-  Introduce vocabulary of letter 'e' through pictures, real objects and Ready, Steady, Go **Textbook pg. 17**. Talk about pictures, discuss and colour the picture.
- Repeat the correct pronunciation many times.
- Ask children to think and tell names of more objects starting with the letter 'e'
- Introduce the capital letter 'E' as the big friend of small letter 'e' by showing flashcards.
- Write on the board within four lines explaining concept of sky, grass and root lines.
- Follow the correct formation and ask children to trace the letter in the air, on the table, on the **Textbook pg. 17**, and on salt tray /small white boards/slate.
- Call some children to the board and ask to write within four lines with correct formation.
- Do **Practice Book pgs. 21-24**
-  Have a discussion on earthquake. Ask **students** what they know about the earthquake? Guide them what they should do during the earthquake. Do the indoor safety drill in the classroom and if possible the outdoor safety drill too.
-  **Group activity:** Make envelopes by paper folding and display in the class.

Vegetables (Textbook Pages 18-19)




- Introduce the topic 'vegetables' by placing different (real) vegetables on the table (potato, onion, tomato, carrot, cabbage, cucumber, lemon, radish etc.)
- Ask children to look at **Textbook pg. 18** and tell their names and talk about their favourite vegetable
-  Ask children to look at the **ant**, observe the action and discuss benefits of eating vegetables and healthy food.
- **Activity:** Do vegetable printing on Textbook pg.19



Reinforcement Activity (Textbook Page 20)

- Ask children to draw their favourite fruit & vegetable and colour them on **Textbook pg. 20**

Unit 3

Letter 'Ff' (Textbook Page 21)

-  Play and sing ABC and Phonics Song
- Revise letters Aa-Ee, its sound/phonics and vocabulary.
-  Show any real object starting with letter 'f' (flag, fan) and introduce the sound f, f- flag. Discuss the colours of flag of Pakistan.
-  Introduce vocabulary of letter 'f' through pictures, real objects and Ready, Steady, Go **Textbook pg. 21**. Tell the uses of these objects. Repeat the correct pronunciation many times.

-  Ask where does the 'fish' live?
- Ask children to think and tell names of objects starting with the letter f
- Introduce the capital letter 'F' as the big friend of small letter 'f' by showing flashcards.
- Write on the board within four lines explaining concept of sky, grass and root lines.
- Follow the correct formation and ask children to trace the letter in the air, on the table, on the **Textbook pg. 21**, and on salt tray /small white boards/slate.
- Do **Practice Book pgs. 25-28**
-  **Activity:** Make fish aquarium by using shoe boxes (low cost/ no cost/ recycled material) and let children paste fish on it. Ask children to talk about this art work.





Reinforcement Activity (Textbook Page 22)

- Revise capital & small letters Aa- Ff and do **Textbook Page 22**.



My Country (Textbook Page 23)

-  Ask students what they know about their country 'Pakistan'. Tell them Pakistan is our country and we love our country. We respect our flag and National Anthem. We rise when the National Anthem is being played/ sung.
- Show the Flag of Pakistan **Textbook pg. 23** discuss its colours, crescent and star. Tell what the green and white colour stand for.
-  Ask children to look at the **ant**, observe the action and sing National Anthem.


Letter 'Gg' (Textbook Page 24)

-  Play and sing ABC Song and Phonics Song
- Show any real object starting with letter 'g' (grapes, glass) and introduce the sound g, g- grapes.
- Revise letters Aa-Ff, its sound/phonics and vocabulary.
-  Introduce the vocabulary of letter 'g' through pictures, real objects and Ready, Steady, Go **Textbook pg. 24**. Talk about pictures, discuss and colour the picture.
- Repeat the correct pronunciation many times.
-  Ask what is the colour of the grass?
- Ask children to think and tell names of more objects starting with the letter 'g'
- Introduce the capital letter 'G' as the big friend of small letter 'g' by showing flashcards.
- Write on the board within four lines explaining concept of sky, grass and root lines.
- Follow the correct formation and ask children to trace the letter in the air, on the table, on the **Textbook pg. 24**, and on salt tray /small white boards/slate.
- Do **Practice Book pgs. 29-32**
-  **Activity:** Dip pen / bottle cap cover into paint and press it on paper to make (circle) impression. Make grapes by repetition.

My Country (Textbook Pages 25-27)

-  Revise all the Q/A of the previous week. Have a discussion and show the pictures related to Pakistan.
- Look at **Textbook pg. 25** and discuss The important Personalities and their role in making Pakistan(Quaid-e-Azam Muhammad Ali Jinnah, Allama Iqbal, Fatima Jinnah).
- Note: The teacher must show the picture / flashcards of provincial dresses of Pakistan to students.
-  Look at **Textbook pgs.26, 27** and discuss the information given on these pgs. Have a discussion and show the pictures related to Pakistan: national dress, language, tree, bird, flower, animal etc. and then display in the class.
- Ask children to sing Milli Naghme.




Blending (Textbook Page 28)

- Revise phonics a-z
- Blend sounds and make 2 letter words e. g. ba, ca, da, fa, ga
- **CVC words:** A CVC word is a **three-letter word (with single syllable) that follows the pattern of consonant, vowel, consonant.** Learning about CVC words is an important tool in phonics as it can help children with reading, writing, and rhyming three-letter words.
-  Show video how to blend sounds to make words (three letter CVC words)
<https://youtu.be/mKFuUeg6PUo>
- Practice blending sounds and making words on **Textbook Page 28**

Activity: Make flash cards of CVC words e.g. bag, cap, bat, cat, fan etc. and distribute in the class. Draw pictures on the board and ask children to read their word and paste in front of the picture.

Unit 4

Letter 'Hh' (Textbook Page 29)

-  Play and sing ABC and Phonics Song
- Revise letters Aa-Gg, its sound/phonics and vocabulary.
- Show any real object/ picture starting with letter 'h' (hat, hand) and introduce the sound h, h- hat.
-  Introduce vocabulary of letter 'h' through pictures, real objects and Ready, Steady, Go **Textbook pg. 29.** Talk about pictures, discuss and colour the picture. Repeat the correct pronunciation many times.
-  Ask students who lives in the home?
- Ask children to think and tell names of more objects starting with the letter 'h'
- Introduce the capital letter 'H' as the big friend of small letter 'h' by showing flashcards. Write on the board within four lines explaining the concept of sky, grass and root lines. Follow the correct formation and ask children to trace the letter in the air, on the table, on the **Textbook pg.29**, and on salt tray/ sand tray /small white boards/slate, make letter with play dough.
- Do **Practice pgs. 33-36**
- **Activity:** Do hand printing on chart papers (in groups) and display in the classroom.

Animals (Textbook Pages 30-32)

- Introduce farm animals by showing pictures and discuss uses of animals. What do we get from animals? Discuss **Textbook pgs. 30, 31**

- **Activity:** Sing poem 'Old Macdonald had a farm'
- 😊 Ask children to look at **ant**, observe the action and discuss how to take care of animals. keeping pets and their area clean.
- 📱 The teacher to download animal sounds, play them on mobile or laptop, make students listen to them and tell which animal it belongs to e.g. 'meow' - cat, 'woof woof' - dog, 'neigh' - horse etc.
- 🇵🇰 Show picture of the **national animal of Pakistan 'Markhor'**.
- Look at **Textbook pg. 32** and make voices of the given animals
- Have discussion and ask students what they know about lions and other wild animals. Is lion a domestic animal or a wild animal? Where do lions live? Have you ever been to the zoo? Guide them about the safety rules & the hazards while visiting the zoo.
- 📱 **Activity:** Play and sing poem jungle animals
- **Animals and their young ones:**
- Tell students about different animals and the names of their young ones e.g. cat – kitten, horse – pony, lion – cub, dog – puppy, hen – chick. **Show them pictures.**
- Ask children Do you have a pet? What is the name of your pet?
- What is the colour of your pet?

Letter 'i' (Textbook Page 33)

- 📱 Play and sing ABC and Phonics Song
- Revise letters Aa-Hh, its sound/phonics and its vocabulary.
- Show any real object starting with letter 'i' (ink) and introduce the sound i, i- ink.
- 💬 Introduce vocabulary of letter 'i' through pictures, real objects and Ready, Steady, Go **Textbook pg. 33**. Talk about pictures, discuss and colour the picture. Repeat the correct pronunciation many times.
- 🤔 Ask who gives you an injection when and why?
- Ask children to think and tell names of more objects starting with letter i
- Introduce the capital letter 'I' as the big friend of small letter 'i' by showing flashcards.
- Write on the board within four lines following the correct formation and ask children to trace the letter in the air, on the table, on the Textbook pg. 33 and on salt tray /small white boards/slate.
- Do **Practice Book pgs. 37-40**
- 🎨 **Activity:** Draw igloo outline on chart paper (according to the groups) and let children do Cotton Pasting on it.

Birds and insects (Textbook Pages 34-36)

- Give information about different birds and insects to students. Birds have feathers and insects have 8 legs. Names of birds: parrot, pigeon, hen, owl, eagle, sparrow, duck, ostrich, crow, nightingale, falcon (any five). Tell names of insects: bee, mosquito, butterfly, ladybird, beetle etc. Show pictures and display in the class.
- Look at birds and insects on **Textbook pgs. 34-35** and discuss.
- Sing poems Incy wincy spider and two little blue birds,

- Do activity (making insects by thumb printing) on **Textbook pg. 36**.
- 😊 Ask children to look at the **ant**, observe the action and discuss how to take care of birds and feed them.

Reinforcement Activity (Textbook Page 37-38)

- Revise letters 'Aa-li' in 4 lines on the board.
- Match pictures with letters 'Aa-li'.
- 'Aa-li' small to capital letter matching.
- Do writing practise on slate.
- Teacher to plan and make worksheets for revision (Give Aa- li Fill in the Blanks, matching, sequence writing etc.)
- **Do revision Textbook pgs. 37, 38 and Practice Book pgs. 41-42**

Sea Animals (Textbook Pages 39-40)

- Introduce sea animals through pictures and toys and tell their names fish, sea horse, crab, octopus etc. Discuss where these animals live and what do they eat.
- Look at **Textbook pg. 39** and discuss sea animals given on this page.
- Colour sea animals on **pg. 40**

- 😊 Ask children to look at the **ant**, observe the action and discuss care for pet animals

Unit 5


Letter 'Jj' (Textbook Page 41)

- 🎵 Play and sing ABC Song and Phonics Song
- Show any real object starting with letter 'j' (jug, jam) and introduce the sound j, j- jug.
- 💬 Introduce vocabulary of letter 'j' through pictures, real objects and Ready, Steady, Go **Textbook pg. 41**. Talk about pictures, discuss and colour the picture.
- Repeat the correct pronunciation many times.
- Ask children to think and tell names of more objects starting with letter j.
- Introduce the capital letter 'J' as big friend of small letter 'j' by showing flashcards.
- Write on the board within four lines explaining concept of sky, grass and root lines.
- Follow the correct formation and ask children to trace the letter in the air, on the table, on the **Textbook pg. 41**, and on salt tray /small white boards/slate, make letter with play dough.
- Do **Practice Book pgs. 43-46**

Seasons (Textbook Page 42)



- Ask children what do you wear in winter? (jacket, sweater and warm clothes, gloves, etc. How do you protect your head from the cold? (Scarf, cap, hat).
- Introduce the four seasons **Textbook pg. 42** show pictures and discuss one by one, the changes associated with each season
- Example: winter: weather condition; cold, rainy and snowfall in the mountains etc.
- Clothing: sweater, jacket, muffler, cap, umbrella, etc.) Ask children which season do they like and why?
- Display related pictures, real objects and flash cards regarding seasons to develop interest.
- 😊 Ask children to look at the **ant**, observe the action and discuss how to take care of ourselves in

different seasons


-  **Activity:** Make a panorama/a little book of 4 seasons (Group Work)

Make trees, changes in clothes, changes in eating habits in 4 seasons: summer, spring, winter and autumn. Display the project in class. Encourage children to talk about their art work.



Letter 'Kk' (Textbook Page 43)

-  Play and sing ABC and Phonics Song
- Revise letters Aa-Jj, its sound/phonics and vocabulary.
- Show any real object starting with letter 'k' (kite, key) and introduce the sound k, k, kite.
-  Introduce vocabulary of letter 'k' through pictures, real objects and Ready, Steady, Go **Text Book pg. 43**. Talk about pictures, discuss and colour the picture.
- Repeat the correct pronunciation many times.
- Ask children to think and tell names of objects starting with letter k.
- Introduce the capital letter 'K' as the big friend of small letter 'k' by showing flashcards. Write on the board within four lines following the correct formation and ask children to trace the letter in the air, on the table, on the **Textbook pg. 43**, and on salt tray /small white boards/slate.
- Do **Practice Book pgs. 47- 50**
- **Activity:** Make kites with colourful papers and display in the class

Weather (Textbook Page 44)

- Introduce hot and cold weather by showing pictures.
- Look at **Textbook pg. 44** and discuss hot and cold weather
Discuss what type of clothes we wear in these two weathers and how we protect ourselves from hot and cold weather
-  Ask children to look at the **ant**, observe the action and discuss how to take care of ourselves in cold weather



Letter 'Ll' (Textbook Page 45)

-  Play and sing ABC Song and Phonics Song
- Revise letters Aa-Kk, its sound/phonics and its vocabulary.
- Show picture/any real object starting with letter 'l' (lollypop,lock) and introduce the sound l, l- lollypop.
-  Introduce vocabulary of letter 'l' through pictures, real objects and Ready, Steady, Go **Textbook pg. 45**. Talk about pictures, discuss and colour the picture.
- Repeat the correct pronunciation many times.
- Ask children to think and tell names of more objects starting with letter l
- Introduce the capital letter 'L' as big friend of small letter 'l' by showing flashcards.
- Write on the board within four lines following the correct formation and ask children to trace the letter in the air, on the table, on the **Textbook pg. 45**, and on salt tray /small white boards/slate.
- Do **Practice Book pgs. 51-54**



Group Activity: Do real leaf pasting on the tree cut out and make a tree.

Weather (Textbook Page 46)




- Introduce rainy, windy, sunny, cloudy weather by showing pictures.
- Look at **Textbook page 46** and discuss these weathers
- Discuss what type of clothes do we wear in these weathers and how we protect ourselves from rain, sun and wind
-   Ask children to look at the **ant**, observe the action and discuss how to take care of ourselves in rainy weather




Group Activity: Draw rainy weather and let children paste paper rain drops on it.

Unit 6

Letter 'Mm' (Textbook Page 47)

-  Play and sing ABC and Phonics Song
- Revise letters Aa-Mm, its sound/phonics and vocabulary.
- Show picture/ real object starting with letter 'm' (milk, mat) and introduce the sound m, m- milk.
-  Introduce vocabulary of letter 'm' through pictures, real objects and Ready, Steady, Go **Book pg. 47**. Tell the uses of these objects. Repeat the correct pronunciation many times. Colour the picture
-  Ask students when and where do they see the moon?
- Ask children to think and tell names of more objects starting with the letter m.
- Introduce the capital letter 'M' as big friend of small letter 'm' by showing flashcards.
- Write on the board within four lines explaining the concept of sky, grass and root lines. Follow the correct formation and ask children to trace the letter in the air, on the table, on the **Textbook pg. 47**, and on salt tray /small white boards/slate.
- Do **Practice Book pgs. 55-58**

Sharp Objects, Fire Safety (Textbook Pages 48-50)

- Introduce sharp objects by showing real objects and tell their names and discuss how these things can harm and hurt us. (**Place them on height after showing**). Look at **Textbook pages 48-50** and discuss that children should stay away from these objects. Name things that can cause you harm. (knife, scissors, sharp objects, lighter, matchstick, stove, heater etc.)
-  Ask children to look at the **ant**, observe the action and discuss how to take care of ourselves and others if we get hurt

Ask questions:

- What will happen if you play with switches and electrical wires/machines? (Can get an electric shock)
- What can happen if you play with sharp objects e.g. knife, saw, nail clipper? (can get hurt)
- What should we do if we get hurt? (call/ run for help)
- Circle the sharp objects on **Textbook page 49**
- Look at **Textbook pg. 50** and discuss fire safety and colour the picture

Stranger Danger (Text book Page 51)

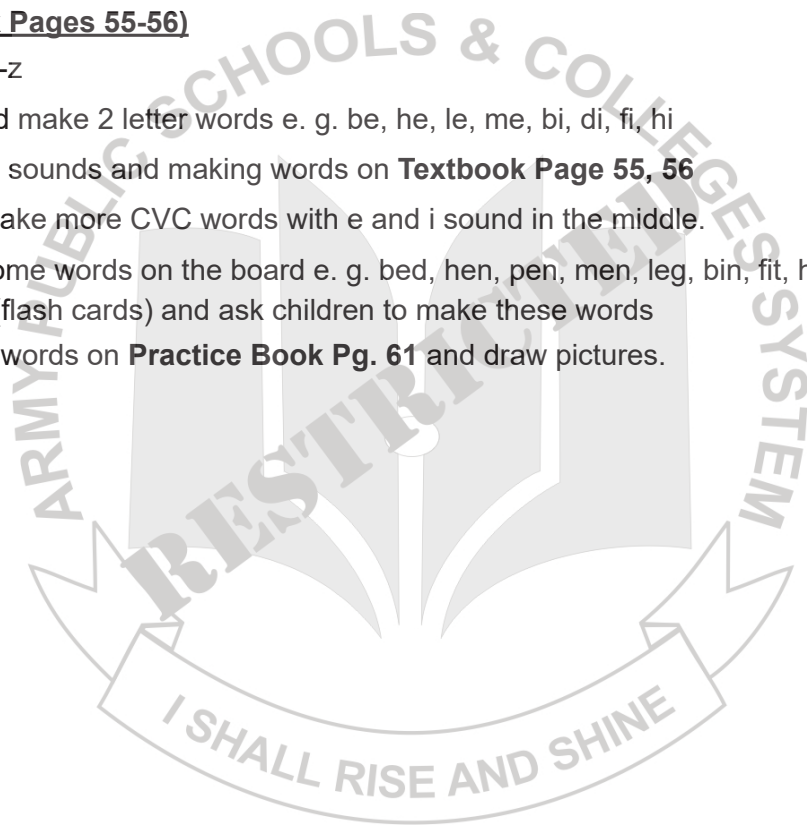
- Demonstrate an understanding on private body parts (good touch and bad touch). Explain that except their parents and doctor no one else can touch them and they must report to parents and teacher immediately/ shout and say 'NO' if someone touches them inappropriately and that they should not:
 - talk to strangers
 - go with strangers
 - take anything from strangers
 - go out alone
- Look at **Textbook pg. 51** and ask should we talk to and accept things from strangers. Tell them to be aware of strangers.

Reinforcement Activity (Textbook Pages 52-54)

- Revise Letters Aa-Mm on board and its vocabulary by showing flash cards and real objects
- Do **Textbook pgs. 52-54** and **Practice Book pgs. 59-60**

Blending (Textbook Pages 55-56)

- Revise phonics a-z
- Blend sounds and make 2 letter words e. g. be, he, le, me, bi, di, fi, hi
- Practice blending sounds and making words on **Textbook Page 55, 56**
- Ask children to make more CVC words with e and i sound in the middle.
- **Activity:** Write some words on the board e. g. bed, hen, pen, men, leg, bin, fit, him, bin etc., distribute alphabet/ letters (flash cards) and ask children to make these words
- Write some CVC words on **Practice Book Pg. 61** and draw pictures.

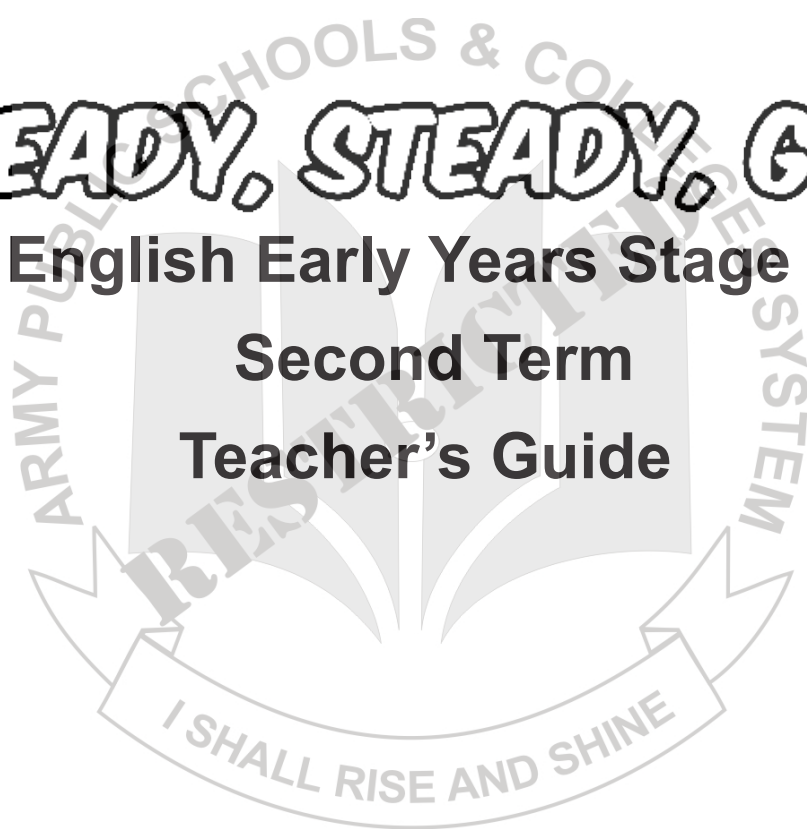


READY, STEADY, GO...

English Early Years Stage 2

Second Term

Teacher's Guide



Unit : 7



Reinforcement Activity (Textbook Page 1)

- **Activity:** Show flash cards, pictures and real objects to revise the letters Aa-Mm, sounds and its related vocabulary.
- Show letters (a-m) and ask students to think and tell the vocabulary related to these letters
- **Mystery Bag:** Put some real objects in a bag, call children one by one and ask them to put their hand inside the bag, feel the object and tell the name.
- **I Spy Examples:** I Spy something starting with b (bag), I Spy something starting with f (fan)
- Explain **Ready, Steady, Go Textbook pg. 1 and Practice Book pg. 1, 2** and let children do the work independently.

-  **Group Activity**

Draw pictures on chart paper related to letters a-m (3-4 pictures on 1 chart paper). Ask children to colour /do collage work in the given pictures and write the beginning letter.


Letter 'Nn' (Textbook Page 2)



- Ask children to touch their nose and introduce the sound n, n, nose.
-  Introduce vocabulary of letter 'n' through pictures, real objects and Ready, Steady, Go **Textbook pg. 2.** Say the words in correct pronunciation many times. Tell the uses of these objects. Colour the picture
-  Ask children to think and tell names of more objects starting with letter 'n'.
- Introduce the capital letter 'N' as the big friend of small letter 'n' by showing flashcards or writing on the board within the four lines.
- Follow the correct formation and ask children to trace the letter in the air, on the table, on the Textbook pg. 2, and on salt tray.
- Do **Practice Book pgs. 3-6**

-  **Group Activity**


Cut brown paper/ take straws. Ask students to make nest and paste a bird in it.

People at Work (Textbook Pages 3-4)



- Tell children that I am a teacher and I teach the students/ children
- Ask children about the jobs of their father and mother
- Introduce different professionals given on **Textbook pg. 3**
-  **Activity:** Play and sing poem **Cobbler cobbler mend my shoes**
- Discuss how we all have different jobs that we do; students study, teachers teach, doctors treat patients, artists make pictures, gardeners plant trees, cobblers mend shoes etc. Discuss and tell students that everyone's work is important. Ask students to think what will happen if there is no teacher in the classroom, if nobody cooks food for you, if there is no one to check and treat us when we get sick? etc.
- Ask students questions such as:
 - Who paints pictures?(artist)
 - Who stitches clothes? (tailor)
 - What is the job of the chef? (Cooks food)

-  Who protects our country? (Soldier)
-  Ask children to look at **ant**, observe the action and discuss the job of a doctor. Display and show the related pictures.
- Further discuss the objects / tools used by these people. Show pictures on **Textbook pg. 4**, read the words with correct pronunciation and ask children to repeat. Explain **Textbook pg. 4** and let children do the work independently.

Letter 'Oo' (Textbook Page 5)

- Revise letters Aa- Nn, sounds and related vocabulary.
- Show any real object/toy starting with letter 'o' (orange) and introduce the sound o, o, orange.
- Ask to make a big O in the air using arm
- Introduce vocabulary of letter o through pictures, real objects and Ready, Steady, Go **Textbook pg. 5**. Tell the uses of these objects. Repeat the correct pronunciation many times. Colour the picture
- Ask children to think and tell names of more objects starting with letter 'o'
- Introduce the capital letter 'O' as the big friend of small letter 'o' by showing flashcards.
- Follow the correct formation and ask children to trace the letter in the air, on the table, on the **Textbook pg. 5**, and on salt tray/ small white boards/slate/ make letter with play dough.
- Call some children to the board and ask to write within the four lines with correct letter formation.
- Do **Practice Book pgs. 7-10**
-  **Activity:** Make children sit / stand in a big circle to make letter O


Letter 'Pp' (Textbook Page 6)

- Revise letters Aa-Oo, its sound/phonics and its vocabulary.
- Show any real object starting with letter 'p' (potato/pillow) and introduce the sound p
- Introduce vocabulary of letter 'p' through pictures, real objects and Ready, Steady, Go **Textbook pg. 6**. Tell the uses of these objects. Repeat the correct pronunciation many times. Colour the picture
-  Ask children to think and tell names of more objects starting with the letter p
- Discuss '**Pakistan**' starts with letter P. Encourage children to talk about our country
- Introduce the capital letter 'P' as the big friend of small letter 'p' by showing flashcards.
- Write on the board in four lines. Follow the correct formation and ask children to trace the letter in the air, on the table, on the **Textbook pg. 6**, and on salt tray/ small white boards/slate.
- Do **Practice Book pgs. 11-14**
-  **Group Activity:** Make a paper parrot with cutouts of paper shapes. Guide students to do pasting neatly.

Places of Work (Textbook Page 7)

- Revise the topic People at Work by showing pictures/ flashcards. Ask children what do they want to become?
- Discuss and tell students that everyone's work is important. Ask children jobs and work places of their father and mother. Tell them that I am a teacher and I work in school. Discuss other jobs and work places e.g. hospital, airport, bus/ railway station, market, etc. and talk about their purpose and importance.
- Explain **Textbook pg. 7** and let children do the work independently.



Blending (Textbook Page 8)

- Revise phonics a-z
- Blend sounds and make 2 letter words e. g. bo, ca, do, ho, lo, mo, no, po
-  Show video how to blend sounds to make words (three letter CVC words)
https://youtu.be/qMxoLV9_R6o
- Practice blending sounds and making words on **Textbook Page 8**,
- Ask children to make more CVC words with o sound in the middle.
- **Activity:** Make a puzzle on the board/ worksheet and let children find and circle 3 letter words
- **Sample:**

b	o	x	d	h
v	y	k	l	j
d	m	c	o	t
o	r	n	g	l
g	q	t	o	p

Unit : 8

Letter 'Qq' (Textbook Page 9)

- Revise letters Aa- Pp, sounds and vocabulary.
- Show any real object/toy starting with letter 'q' (quilt) and introduce the sound q.
-  Introduce vocabulary of letter 'q' through pictures, real objects and Ready, Steady, Go **Textbook pg. 9**. Tell the uses of these objects. Repeat the correct pronunciation many times. Colour the picture
-  Ask children to think and tell names of more objects starting with the letter q
- Introduce the capital letter 'Q' as the big friend of small letter 'q' by showing flashcards. Follow the correct letter formation and ask children to trace the letter in the air, on the table, on the **Textbook pg. 9**, and on salt tray / small white boards/slate.
- Do **Practice Book pgs. 15-18**
- **Activity:** Make a queue in/outside the class

Modes of Communication (Textbook Page 10)



- Tell students what is meant by communication, we use words, sounds, signs, gestures, behaviour to express or exchange information, ideas, thoughts, feelings etc. Give information about different modes of communication: newspapers, magazines, books, letter, radio, telephone, TV, mobile, computer, e mail, whatsapp etc. Teacher must show and display real objects/ pictures.
- Discuss **importance of positive communication (using good nice words)**. Guide students to use courtesy words, give examples from daily life. Thank you, You are welcome, I am sorry, May I, etc. Take care of the following points when communicating with others: be polite and use courteous language. Listen attentively, use words carefully (**no bullying/abusive language**).
- Look at **Textbook pg. 10** the teacher must explain to students that we get information, awareness and knowledge from these sources.

Reinforcement Activity (Textbook Pages 11-12)

- Revise letters 'Nn-Qq' through:
 - Flashcards (Letter names and sounds)

- Matching pictures with letters 'Nn-Qq'
- Matching 'Nn-Qq' small to capital letter
- Sequence writing Aa-Qq and fill in the blanks
- Explain **Textbook pgs. 11-12, Practice Book pgs. 19-22** and let children do the work independently.

Letter 'Rr' (Textbook Page 13)

- Revise letters Aa-Qq, its sound/phonics and vocabulary.
- Show real object/pictures starting with the letter 'r' (ring, ruler) and introduce the sound r, r, ring.
-  Introduce vocabulary of letter 'r' through pictures, real objects and Ready, Steady, Go **Textbook pg. 13**. Tell the uses of these objects. Repeat the correct pronunciation many times. Colour the picture
-  Ask children to think and tell names of more objects starting with letter r.
- Introduce the capital letter 'R' as the big friend of small letter 'r' by showing flashcards. Write on the board in four lines explaining concept of sky, grass and root lines.
- Follow the correct formation and ask children to trace the letter in the air, on the table, on the **Textbook pg. 13**, and on salt tray / small white boards/slate.
- Do **Practice Book pgs. 23-26**





Group activity

- Make a rabbit outline on chart paper, guide students to paste the ears on rabbit and draw eyes, nose and lips to complete it and colour it.

'an' Words (Textbook Pages 14-15)

- Show flashcards of letter 'a' and 'n' and ask children to make their sound. Join the two letters and their sounds to make two letter word 'an'
- Explain that **'a+ n= an'**
- Now make three letter words with 'an' adding one more letter in the beginning e. g. pan, van, man etc. Look at **Textbook pgs. 14, 15** and blend sounds to make 'an words'
- Let children write the initial letter of the given objects on **Textbook pg. 15**

Modes of Communication (Textbook Pages 16-17)




- Revise modes of communication newspapers, magazines, books, letter, radio, telephone, TV, mobile, computer etc. Teacher must show and display real objects/ pictures. Look at **Textbook pg. 16** the teacher must explain to students that we get information, awareness and knowledge from these sources.
-  Ask children to look at the **ant**, observe the action and discuss children should not watch TV and use the computer for a long time as it is not good for the eyes and their health
- **Ask children to memorize their landline/parents' cell phone number and write on Textbook pg. 17 (Give as H.W)**
-  Look at the **ant**, observe the action and discuss how to talk if they pick up the phone call.

Blending (Textbook Page 18)



- Revise the sounds/phonics a-z.
- Ask children to blend sounds and read the words (column wise).
- Encourage them to make more words.

Unit : 9



Letter 'Ss' (Textbook Page 19)

- Revise letters and their sounds/phonics Aa- Rr.
- Show real object/ pictures starting with letter's' (soap, sun) and introduce the sound s, s, soap.
-  Introduce vocabulary of letter 's' through pictures, real objects and Ready, Steady, Go **Textbook pg. 19**. Tell the uses of these objects. Repeat the correct pronunciation many times. Colour the picture
-  Ask children to think and tell names of more objects starting with letter s
- Introduce the capital letter 'S' as the big friend of small letter 's' by showing flashcards. Write on the board in four lines explaining concept of sky, grass and root lines. Follow the correct formation and ask children to trace the letter in the air, on the table, on the **Textbook pg. 19**, and on salt tray / small white boards/slate, make letter with play dough.
- Do **Practice Book pgs. 27-30**
-  **Group activity:** Draw sun on chart paper and let children paint with yellow colour and paste glitters on it. Display in the classroom.


Modes of Transport (Textbook Page 20)

- Ask students how do you come to school? Take students responses one by one
- Introduce different modes of transportation: cars, airplanes, bicycle, bus, ship, train, boat, tractor, tonga, truck, jeep, motorbike (**water, air and land**).
- Show pictures/ toys and display in the class.
-  **Activity:** Play and sing poem Wheels on the bus...
<https://youtu.be/EVM-aQgcHc>
- Look at **Textbook pg. 20** the teacher must explain to students that if we need to go from one place to another we go on foot or use these vehicles to save time.
-  Ask children to look at the **ant**, observe the action and discuss road safety

Letter 'Tt' (Textbook Page 21)

- Revise letters Aa-Ss, its sound/phonics and its vocabulary.
- Ask children to tap the table and introduce the sound t, t, table.
- Introduce vocabulary of letter 't' through pictures, real objects and Ready, Steady, Go **Textbook pg. 21**. Tell the uses of these objects. Repeat the correct pronunciation many times. Colour the picture
-  Ask children to think and tell names of more objects starting with letter 't'
- Introduce the capital letter 'T' as the big friend of small letter 't' by showing flashcards. Write on the board in four lines explaining concept of sky, grass and root lines. Follow the correct formation and ask children to trace the letter in the air, on the table, on the **Textbook pg. 21**, and on salt tray / small white boards/slate.
- Do **Practice Book pgs. 31-34**
-  **Group Activity**
- Draw a tree on chart paper, let children colour/paint in it and then paste leaves on it. Display in the classroom.

Traffic signals and Signs (Textbook Pages 22-23)



- Revise land, air, water transportation through pictures/ toys.
- Look at **Textbook pgs. 22, 23** and explain Traffic Signals and Signs.
- Ask students what do we do when we see a red light?
-  Ask children to look at the **ant**, observe the action and discuss road safety.
- Give information about traffic lights/signals, walking on the road, zebra crossing, stop, school ahead, foot-path, speed breaker etc.
- **Activity:** Sing poem Red light, red light
- Teacher to make traffic lights, zebra crossing on chart paper, arrange them on the driveway of the school. Make children walk and cross this self-made road. Guide students that pedestrians (people walking on foot) should cross the road from zebra crossing when traffic light turns red and cars stop moving. Give the concept of traffic signals red means stop, yellow means ready and, green means go.

'en' Words (Textbook Pages 24-25)

- Revise letters sounds/ phonics a- z. Show flash cards (jumbled) for better recognition of letters and sounds.
- Show flashcards of letters 'e' and 'n' and ask children to make their sound. Blend their sounds to make two letter word 'en'
- Explain that **'e+ n= en'**
- Now make three letter words with 'en' adding one more letter sound in the beginning e. g. pen, hen, men, ten, den etc.
- Look at **Textbook pgs. 24, 25** and let children write the initial letter of the given objects on **Textbook pg. 25**

Unit : 10

Letter 'Uu' (Textbook Page 26)

- Revise letters Aa-Tt, its sound/phonics and its vocabulary.
- Show any real object starting with the letter 'u' (umbrella) and introduce the sound u, u, umbrella.
-  Introduce vocabulary of letter 'u' through pictures, real objects and Ready, Steady, Go **Textbook pg. 26**. Tell the uses of these objects. Repeat the correct pronunciation many times. Colour the picture
-  Ask children to think and tell names of more objects starting with letter 'u'
- Introduce the capital letter 'U' as the big friend of small letter 'u' by showing flashcards. Write on the board in four lines explaining the concept of sky, grass and root lines. Follow the correct formation and ask children to trace the letter in the air, on the table, on the **Textbook pg. 27**, and on salt tray/ sand tray / small white boards/slate.
- Do **Practice Book pgs. 35-38**

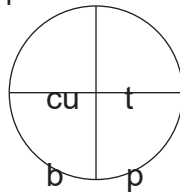
Blending (Textbook Page 27)

- Revise phonics a-z
- Blend sounds and make 2 letter words e. g. bu, cu, hu, mu, ju, ru etc.
- Practice blending sounds and making words on **Textbook Page 27**
- Ask children to make more CVC words with u sound in the middle.



- **Activity:** Make word games with moveable alphabet

- **Example:**

bu	d	
	n	
	s	
	g	
	t	






Outdoor Games (Textbook Pages 28-29)

- Ask children which is your favourite game?
- Introduce different outdoor games hockey, football, cricket, badminton, swimming, catch the ball, dodge the ball etc.
- Show balls of different games, hockey stick, bat, wickets, rackets, shuttlecock etc. and display in the class. Games make us active and healthy
- Look at **Textbook pgs. 28- 29**, discuss the pictures, explain the task and let children do the task independently.
-  Ask children to look at the **ant**, on **Textbook pg. 28**, observe the action and discuss national game hockey.
-  **Activity:** Show video on hockey match and relate it to Games and Patriotism.

Reinforcement Activity (Textbook Pages 30-32)

- Revise letters 'Rr -Uu' through:
- Flashcards (Letter names and sounds).
- Matching pictures with letters 'Rr -Uu'.
- Matching 'Rr -Uu' small to capital letter.
- Sequence writing and fill in the blanks 'Rr -Uu'
- Explain **Textbook pgs.30-31** and **Practice Book pgs. 39-42** and let children do the work independently.
- Revise '**an, en**' **Words** through phonic drill, explain **Textbook pg. 32** and let children complete the work independently.

Letter 'Vv' (Textbook Page 33)

- Revise letters Aa- Uu. Show flash cards (jumbled) for better recognition of letters and sounds.
- Show toy van and introduce the sound v, v, van.
-  Introduce vocabulary of letter 'v' through pictures, real objects and Ready, Steady, Go **Textbook pg. 33** Tell the uses of these objects. Repeat the correct pronunciation many times. Colour the picture.
-  Ask children to think and tell names of objects starting with letter v.
- Introduce the capital letter 'V' as big friend of small letter 'v' by showing flashcards.
- Write on the board in four lines explaining concept of sky, grass and root lines.
Follow the correct formation and ask children to trace the letter in the air, on the table, on **Textbook pg.33** and on salt tray / small white boards/slate, make letter with play dough.
-  Do **Practice Book pgs. 43-46**



-  **Activity: Paper Vase.**

- Make a letter V shape vase with paper strips and let children paste flowers on it.

Indoor Games (Textbook Page 34)

- Introduce different indoor games ludo, carom board, dart game, monopoly, snakes and ladders, hide and seek etc. Ask how do we start any game? Discuss rules of different games. Show real games/ pictures and display in the class.
- Look at **Textbook pg. 34**, and discuss the games

Letter 'Ww' (Textbook Page 35)

- Revise letters Aa-Vv, its sound/phonics and its vocabulary.
- Show a watch and introduce the sound w, w, watch.
-  Introduce vocabulary of letter 'w' through pictures, real objects and Ready, Steady, Go **Textbook pg. 35** Tell the uses of these objects. Repeat the correct pronunciation many times. Colour the picture.
-  Ask children to think and tell names of objects starting with letter w
- Introduce the capital letter 'W' as the big friend of small letter 'w' by showing flashcards.
- Write on the board in four lines explaining concept of sky, grass and root lines.
- Follow the correct formation and ask children to trace the letter in the air, on the table, on **Textbook pg. 35** and on salt tray / small white boards/slate.
- Do **Practice Book pgs. 47- 50**



Group Activity: Draw a butterfly on chart papers, distribute in groups. Ask children to colour/ paint in it and do collage work in its wings with Pulses/ stars/ beads/ glazed paper

'in' Words (Textbook Pages 36-37)


- Show flashcards of letters 'i' and 'n' and ask children to make their sound. Join the two letters and their sounds to make two letter word 'in'
- Explain that 'i+ n= in'
- Now make three letter words with 'in' adding one more letter in the beginning e. g. pin, tin, bin, fin, win etc.
- Look at **Textbook pgs. 36, 37** and let children write the initial letter of the given objects on **Textbook pg. 37**

Games (Textbook Page 38)

- Ask children which game do you like to watch on TV?
- Introduce names of important games of Pakistan Hockey, Squash, and Cricket etc. Discuss names of our famous players/heroes/ World champions and show their pictures as well.
- Look at **Textbook pg. 38**, and discuss the games.
- **Activity:** Play favourite games e.g. Pakran pakrai, Baraf paani, Hopscotch, Ringa Ringa Roses, Chirriya uri, Catch the ball, Dodge the ball etc.

Unit : 11

Letter 'Xx' (Textbook Page 39)

- Revise letters Aa- Ww. Show flash cards (jumbled) for better recognition of letters and sounds.
- Show X- ray sheet and introduce the sound of 'x'.
-  Introduce vocabulary of letter ' x' through pictures, real objects and Ready, Steady, Go **Textbook**

- pg. 39. Tell the uses of these objects. Repeat the correct pronunciation many times. Colour the picture
- Introduce the capital letter 'X' as the big friend of small letter 'x' by showing flashcards.
- Write on the board in four lines explaining the concept of sky, grass and root lines.
- Follow the correct formation and ask children to trace the letter in the air, on the table, on the **Textbook pg. 39**, and on salt tray / small white boards/slate.
- Do **Practice Book pgs. 51-54**

Healthy Body (Textbook Page 40)

- Ask children questions about daily routine and what they do at home such as:
Washing hands, Brushing teeth, combing, taking shower, eating three meals (breakfast, lunch, dinner), playing games, doing exercise, sleeping in time etc.
Look at **Textbook pg. 40 and** discuss how to keep our body healthy and active
- 😊 Ask children to look at **ant**, observe the action and discuss how to take bath properly to keep our body clean
- 📖 **Activity:** Play and sing poem Early to bed
- This is the way we wash our face
- Discuss how can we help others at home? e. g. I can pick up things, keep my room clean, put the toys and clothes back etc.
- Teacher should explain personal safety and security :

Children must task for adult's 'HELP' when needed e.g. if they are feeling unwell, hurt, unhappy or uncomfortable, if they want to take something from fridge, cupboard which is high, for using washroom properly. Do not put any object in the mouth.

Letter 'Yy' (Textbook Page 41)

- Revise letters Aa-Xx, its sound/phonics and its vocabulary.
- Show any real object starting with letter 'y' (Yogurt) and introduce the sound kite.
- 💬 Introduce vocabulary of letter 'y' through pictures, real objects and Ready, Steady, Go **Textbook pg. 41**. Tell the uses of these objects. Repeat the correct pronunciation many times. Colour the picture
- Introduce the capital letter 'Y' as the big friend of small letter 'y' by showing flashcards. Write on the board in four lines explaining the concept of sky, grass and root lines. Follow the correct formation and ask children to trace the letter in the air, on the table, on the **Textbook pg. 41**, and on salt tray / small white boards/slate.
- Do **Practice Book pgs. 55-58**

'at' Words (Textbook Page 42-43)

- Show flashcards of letters 'a' and 't' and ask children to make their sound. Join the two letters and their sounds to make two letter word 'at'
- Explain that 'a+ t= at'
- Now make three letter words with 'at' adding one more letter in the beginning e. g. cat, bat, hat, mat, fat etc.
- **Activity: Word Wheel**



- Make word wheel for further practise of Rhyming Words. Spin the wheel and ask children one by one to make a word e.g. pat, mat, rat, bat, cat, fat
- Look at **Textbook pgs. 42, 43** and revise 'at words' stressing on first letter and let children write the initial letter of the given objects on **Textbook pg. 43**

Healthy & Junk Food (Textbook Pages 44-45)



- Revise healthy, hygienic lifestyle practises, personal safety and security
- Ask children one by one what they had in their breakfast.
- Discuss the importance of healthy food; it gives energy to our body and helps to grow.
- Show real food items and differentiate between healthy and junk food e.g. milk, meat, fruits, vegetables, water are healthy food and packed, frozen food
- Ask children to open up their lunch boxes, name the food they have brought for their lunch time and identify healthy and unhealthy food.
- Discuss food pictures given on **Textbook pgs. 44-45**
- Elicit taking too much of burgers, chips, pizzas, chocolates, candies, soft drinks etc. is not good for our health. Sweets can harm our teeth
- Explain the importance of water for living things. Children should drink 6-8 glasses of water daily.

Blending (Textbook Page 46)

- Revise the sounds/phonics a-z
- Ask children to blend sounds and make three letter words by adding one letter/ sound in the beginning. Write the words on **Textbook Page 46**

Unit : 12

Letter 'Zz' (Textbook Page 47)

- Revise letters Aa – Yy, their sounds and related vocabulary by showing flash cards and real objects.
- Show any real object starting with letter 'z' (zip) and introduce the sound z,z zip
-  Introduce vocabulary of letter 'z' through pictures, real objects and Ready, Steady, Go **Textbook pg. 47**. Tell the uses of these objects. Repeat the correct pronunciation many times. Colour the picture
-  Ask children to think and tell names starting with letter z (Zain, Zoobia, Zunaira, Zohaib etc.)
Introduce the capital letter 'Z' as the big friend of small letter 'z' by showing flashcards. Write on the board in four lines explaining the concept of sky, grass and root lines. Follow the correct formation and ask children to trace the letter in the air, on the table, on the **Textbook pg. 47**, and on salt tray / small white boards/slate.

Do **Practice Book pgs. 59-62**

Living and non- Living things (Textbook Pages 48)



- Take children outside and let them observe different objects in their surroundings.
- Ask children 'can a building move'?
- Tell difference between living things can move, they need food to grow and air to breathe, on the other hand non living things do not move, grow or respire.

Group Activity :

Student to make two columns on chart paper and draw living and non living things on it.

Name objects given on Textbook Pg 48 and put a ✓ on living thing .


World Map (Textbook Pages 49)

- Introduce the topic 'My World' to children starting with their own identity, people and places around them, name of their city, name of their Country, their family members, relatives, neighbours and friends.
- Show a globe/map of the world and identify land and water on it. Tell them that the large areas of land are called continents. The large bodies of water are called oceans.
- Explain **Textbook pgs.49** and let children colour water and land areas in the world map
-  **Activity:** Play and sing poem Thank You God.
-  Ask children to look at **ant**, observe the action and discuss how to take care of 'My World'

'ot' Words (Textbook Pages 50-51)

- Show flashcards of letters 'o' and 't' and ask children to make their sound. Join the two letters and their sounds to make two letter word 'ot'
- Explain that 'o+ t'= 'ot'
- Now make three letter words with 'ot' adding one more letter in the beginning e.g. cot, dot, hot, not, pot etc.
- Make Word Wheel (as 'at Words') and do practise of 'ot Words'
- Look at **Textbook pgs. 50, 51** and revise 'ot words' stressing on first letter and let children write the initial letter of the given objects on **Textbook pg. 51**

Picture Discussion (Textbook Page 52)

- Ask about the places near your home where you go with your family or friends; park, market, restaurant, hospital, bus/railway station, airport etc. Show pictures of these places and display in the classroom.
- Explain various Land forms on **Textbook pg. 52** and tell their different features.
-  **Activity**
- Show a video on different Land forms i.e mountains, deserts forest, valley etc.

Reinforcement Activity (Textbook Pages 53-56)

- Revise letters Aa – Zz (jumbled) through flash cards and check recognition of letters and sounds.
- Call children one by one and ask them to write letters Aa – Zz in sequence on the board (one child one letter)
- Revise vocabulary Aa- Zz by showing flash cards and real objects.
- Revise Rhyming words done in earlier weeks.
- Explain **Textbook pgs. 52- 56** and **Practice Book pgs. 63-68** ask children to do the work independently.