



English Power

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***Teacher's
Resource Book***

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Lesson 1: The Very Hungry Caterpillar

Learning objectives:

- To help children learn about a variety of foods that a small animal might eat
- To help children understand that a variety of food is needed to remain healthy
- To make them understand that food is important for any living thing in order to survive

Teacher Starters:

Little children love food and they love to talk about food. This is why this chapter presents a simple story about a caterpillar's week. Start by asking children about their favorite foods. They may be able to answer in simple words e.g. fruits, burgers etc. Once engaged, start the chapter reading.

Teaching:

Get the lesson read in class, emphasizing more on the type of foods that children have as part of their diet every day. Point to the pictures given in the unit and ask children if they have/have not eaten such a thing.

Student's Tasks:

Students Tasks

1. Complete the chart by drawing the things the caterpillar ate every day and colour them.

Answer: Do as directed.

Sunday	Leaf
Monday	Apple
Tuesday	pears
Wednesday	Plums
Thursday	Strawberries
Friday	Oranges
Saturday	Chocolate, Ice-cream, Pickle, Swiss cheese, Lollipop, Cherry pie, Sausage, Cupcake, Watermelon

2. Answer the following questions.

- a. What did the caterpillar want?
 - Caterpillar wanted to eat.

- b. What happened on Saturday?
- On Saturday, the caterpillar ate through chocolate, ice-cream cone, pickle, swiss cheese, lollipop, cherry pie, sausage, cupcakes and watermelon.
- c. What did he have on Sunday?
- He had one nice leaf after which he felt much better.
- d. What is his house called?
- His house is called cocoon.
- e. In the end, what comes out of that cocoon?
- In the end, a beautiful butterfly comes out of that cocoon.

3. Write a few lines about your favourite foods.

- My favourite foods are: pizza, cake, chocolate, mango, orange and ice-cream.

4. Fill in the blanks with words from the story.

- a) Sunday, tiny
- b) apple
- c) stomachache
- d) cocoon
- e) butterfly

5. Draw a butterfly in your notebook and colour it.

- Do as directed.

Extended Teaching

Resources at www.learningwell.pk

Log on to your personal account at www.learningwell.pk to view electronic print of this lesson and a full-length video lecture or animation pertaining to the lesson. You will also find extended exercises or MCQ-based tests based on the lesson to help your students improve their learning. Additional teaching resources are also available at www.TeachingWell.pk

Web Resources:

For further information visit these sites and links:

1. <https://www.storyjumper.com/book/index/12855542/Calli-the-Caterpillar>
2. <https://healthy-kids.com.au/food-nutrition/5-food-groups/>



Lesson 2: My Lunch

Learning objectives:

To help children understand that food is important for us.

To help children understand that a variety of food is needed to remain healthy

Teacher Starters:

Like the previous chapter, this chapter also relates with food. The purpose again is to stimulate a sense of healthy eating habits in children. Ask children the types of sugary foods that they like. When they have named enough, get the lesson reading started.

Teaching:

Do not give more than two lines to be read by a single child. Point to the pictures given in the lesson and ensure that the children know the names of the foods as per the images. Also identify which children are more excited about foods with high sugar content. Explain to your children that too much sugar can harm their teeth.

Student's Tasks:

1. Answer the following questions.

- a. What kind of food did the poet made for lunch?
 - The poet made vanilla wafers and cherry punch for lunch.
- b. Do you think his mother will allow him to eat so many sweet things? Give reasons.
 - No, his mother will not allow him to eat so many sweet things because:
It will damage his teeth.
It will cause tooth decay.
- c. What does so much sweet do to our teeth?
 - So much sweet can damage our teeth and it will cause tooth decay.
- d. What do you enjoy eating in lunch?
 - I enjoy eating sandwiches and juice.
- e. What are your favourite sweets? How often do you eat them?
 - My favourite sweets are: chocolate, cake and wafers etc. I eat them every day.

2. Look at the picture.

- Students do by themselves

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Web Resources:

For further information visit these sites and links:

1. <https://healthy-kids.com.au/food-nutrition/position-statements/added-sugar-in-food/>
2. <https://kidshealth.org/en/parents/sugar.html>

Lesson 3: Origami: Making Things from Paper**Learning objectives:**

To help children how to make simple things creatively using paper

To help them assess their motor skills

Teacher Starters:

The chapter is a practical activity and it would best be demonstrated. You can start children by asking them if they can make anything from a blank paper just by folding or cutting it. When they seem engaged, get the lesson started.

Teaching:

The chapter needs to be practically demonstrated and the teachers are supposed to start it with a short introduction to origami. Once they have understood the concept of the activity, you can simply show them the practical demonstration and they may follow you step by step.

Student's Tasks:**1. Answer the following questions.**

- a. Did you enjoy the work?
 - Yes! I enjoyed the work.
- b. Was the task easy?
 - Yes! The task was easy.
- c. Which step was easy for you?
 - Step 2: Folding the paper upon itself thrice.
- d. Which step did you find difficult?



- Step 4: Turning around the sheet and folding in the pointy bottom side.
- e. Have you ever made a paper toy before? What did you make?
- Yes! I made paper guns.

2. Look at the pictures. Complete the sentences by using words in the boxes

- a) take
- b) fill
- c) seeds
- d) plant
- e) pot
- f) see

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Web Resources:

For further information visit these sites and links:

1. <https://www.thesprucecrafts.com/origami-4162885>
2. <https://www.origami-fun.com/origami-for-kids.html>

Lesson 4: Elephants: The Friendly Giants**Learning objectives:**

- To help children develop a feeling for wild animals
- To help children about various characteristics unique to an animal such as elephant

Teacher Starters:

Simply start by asking children if they have ever visited the zoo and saw an elephant in real. As they respond, ask them questions about how big or friendly they find elephants. Once engaged, get the lesson started.

Teaching:

Get the lesson read in class, emphasizing more on the 'features' or characteristics of elephants. You can tell a few details about elephants which are not given in the chapter, such as elephants are considered as the most respected member in the jungle and that they have been found to be loyal to their masters.



Student's Tasks:**1. Answer the following questions:**

- a. Elephants use their trunk for what purpose?
- Elephants use their trunk for eating and drinking.
- b. For how long calves are dependent on their mothers?
- Calves are dependent on their mothers for three years.
- c. What do elephants eat?
- Elephants eat leaves, twigs, bamboo and roots.
- d. How much an adult elephant drinks?
- An adult elephant drink 210 litres.
- e. How long can elephants live?
- Elephants can live up to 70 years.

2. Fill in the blanks

- a) Africa and Asia
b) tusks
c) 210
d) herds
e) intelligent

3. Mark the following as either True or False.

- a) True
b) True
c) False
d) False
e) True

4. Label the different parts of the body of the Elephant.

- Do as directed.

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Web Resources:

For further information visit these sites and links:

1. <https://www.ducksters.com/animals/elephant.php>
2. <https://easyscienceforkids.com/all-about-elephants/>

Lesson 5: Trains**Learning objectives:**

- To help children learn about the usefulness of trains
- To help them understand how trains are different from other means of transport

Teacher Starters:

Simply start by asking children if they have ever travelled or seen a train. Ask them about how they would describe trains i.e. big, heavy, noisy, lots of people etc. Get the poem read when the children are stimulated.

Teaching:

The teachers must make it clear to the students that trains are long distance vehicles as compared to cars and motorbikes. They must know that travelling to different cities is easier in trains than in cars or bikes. Also, the children should be made to understand that the trains are the best means of transport for long distance journeys and tours as they can help passengers to see a large number of places mentioned in the poem.

Student's Tasks:**1. Answer the following questions.**

- a. What places the trains pass through?
 - The train passes through mountains, plains and rivers.
- b. What do trains carry?
 - The trains carry passengers, mail and freight cars.

2. Match the pictures of different transports with their names.

- Do as directed)

3. Have you ever traveled on a train? If yes, what do you liked about it?

- Yes, I traveled through train and the journey was very good. I saw beautiful things. Train journey is full of fun.

4. Use these words in your sentences.

Mountains: There are many mountains in Pakistan.

Train: I enjoyed my journey on train.

River: River water is sweet and cold.

Come: I will come on your birthday.

Passengers: Passengers are waiting for train.

5. Colour the following drawing.

- Do as directed.

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Web Resources:

For further information visit these sites and links:

1. <https://oldtracksnewtricks.com/train-activities-for-kids/>
2. <https://play-trains.com/top-train-activities-for-kids-2013/>

Lesson 6: The Foolish Crow and the Cunning Fox**Learning objectives:**

- To help children learn about the story format
- To help children learn that animals can be intelligent and foolish too

Teacher Starters:

Simply ask children if they see crows flying in the sky in mornings or in daylight. Ask them how they feel about crows. Do they like them, their voice etc.? Also ask them whether they have seen fox in a zoo?

Teaching:

Get the lesson story in class, making sure that each child reads one or two lines maximum. Ask them to identify why crow was foolish or why the fox was cunning.

Student's Tasks:

1. Answer the following questions.

- a. Where did the flock of crows live?
 - The flock of crows lived in a big tree.
- b. Did Crowkoo went to look for food?
 - Yes, Crowkoo went to look for food.
- c. Where did he find food for itself?
 - Crowkoo find food for itself from a hut of old lady.
- d. What was the old lady frying?
 - Old lady was frying French fries.
- e. Who praised the crow and why?
 - A cunning fox praised the crow to get the fry from the crow.
- f. Did you like the story? Why or why not?
 - No! I don't like the story of crow and fox because fox fools the crow to get fries. Fooling anybody is not a good habit.
- g. What did you learn from the story?
 - I learned not to steal things because it is bad habit and don't be fooled from anyone.

2. Fill in the blanks with proper words.

- a) flock
- b) French fries
- c) washing line
- d) beak
- e) fooled

3. Mark whether the following are True or False.

- a) false
- b) true
- c) true
- d) false
- e) false

4. Use these words in your sentences.

Lazy: Elephant is a lazy animal.

Old: I saw an old lady.

Shiny: My eyes are shiny and black.

5. Colour the drawing.

Answer: Do as directed.



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Web Resources:

For further information visit these sites and links:

1. <https://americanliterature.com/short-stories-for-children>
2. <https://www.storiestogrowby.org/bedtime-stories-kids-free/>

Lesson 7: A Day at the Beach**Learning objectives:**

- To help children understand about various preparations needed for a picnic
- To help children understand to have fun under supervision of parents

Teacher Starters:

Start by asking children whether they have been to a beach for picnic. As they respond, tell them more about beaches such as their uses for picnic and leisure. You may also ask them to name certain beaches such as Hawksbay or Sandspit.

Teaching:

When getting the lesson read in class, make sure that children understand that certain preparation and timing is needed when they go for picnic such as food and sports kits. Also, they should be clear that parents or adults must accompany the children when they go to beaches.

Student's Tasks:**1. Answer the following questions.**

- a. When the children reached the beach?
 - The children reached the beach early in the morning.
- b. Who was the expert swimmer?
 - Father was the expert swimmer.
- c. What did the children have to wear in the water?
 - The children have to wear life jackets in the water.



- d. What did the children play?
- The children played beach ball.
- e. At what time they returned to home?
- They returned to home at sunset.

2. Draw a picture of a beach and write five things which you would like to take to the beach.

- Do as directed)

I would like to take hat, bat/ball, sunglass, sandwich and juice to the beach.

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Web Resources:

For further information visit these sites and links:

1. <https://www.freechildrenstories.com/age-5-8-1>
2. <https://activeforlife.com/21-active-beach-games/>

Lesson 8: My Winter Holidays

Learning objectives:

- To help students understand that diary is a great way to record memorable events
- To help students describe a trip to an adventurous tourist spot i.e. Murree

Teacher Starters:

Though most students in your class may not be familiar with tourist places, it is a good idea to depict a fairy-tale like view of Murree as demonstrated in the chapter. You may ask children questions about whether they have visited such a place with mountains or snowfall.

Teaching:

When getting the lesson read, make sure that student understands that they are able to describe the features of the place (Murree) being discussed, such as snowfalls, hills etc. Also help your students to take notes of such features. When done ask them to write a diary note of their own about any place they have visited for tour with their family.

Student's Tasks:



1. Answer the following questions.

- a. Who wrote this diary?
- Laila Rehman wrote this diary.
- b. Where did the family go in winter holidays?
- The family went to Murree in winter holidays.
- c. Where did they stay in Islamabad?
- They stayed at their uncle's home in Islamabad.
- d. What did Laila do in Murree?
- Laila enjoyed lift chair and the cable-car and made a snow dog in Murree.
- e. Why did Laila hold her father tightly in the cable-car?
- Laila hold her father tightly in the cable-car as it felt like she was flying in the sky.
- f. What did Laila make with snow?
- Laila made a snow dog.
- g. What did Laila's cousins make with snow?
- Laila's cousins made a snowman.

2. Write your Diary

- I spent my last weekend with a lot of fun. I went to the Aladin Park with my family. I enjoyed all swings with my siblings. Around 2 pm, we took our lunch. Then we went to cinema to watch a new movie Jungle King. The movie was very interesting. Then we came back to home in evening. It was a wonderful day.

3. Do you like winter?

Answer. Yes, I like winter very much.

4. Write five things we need in cold weather.

- Things we need in cold weather.
1) Jackets and sweaters 2) mittens 3) caps 4) dry fruits 5) hot water

5. Match the pictures with the words.

- Do as directed

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Web Resources:

For further information visit these sites and links:

1. https://www.journalbuddies.com/journal_prompts_journal_topics/diary-writing-ideas-for-kids/
2. <https://www.theschoolrun.com/diary-writing-for-children>

Lesson 9: What I Saw in My Backyard

Learning objectives:

- To help children get an idea about balanced diet
- To help children develop a sense of curiosity for creatures that may live outside earth

Teacher Starters:

Start by asking children questions relating to backyards or lawns or flower pots in their home and whether they have seen any creatures in the plants. When the show engagement, get the lesson read.

Teaching:

The chapter is pretty lengthy and each child may be able to read a line or two. Make sure that children understand meanings of difficult words such as creature, skinny, alien, strength, etc. Also keep the focus on balanced diet aspect of the chapter.

Student's Tasks:**1. Answer the following questions.**

- a. What did Huma saw in the backyard?
 - Huma saw Tenjo in the backyard.
- b. Who was Tenjo?
 - Tenjo was an alien.
- c. Where did he live?
 - He lived far from our world.
- d. Why was Tenjo small and skinny?
 - Tenjo was small and skinny because he didn't take balanced diet.
- e. What did Huma's grandmother said about the balanced diet?



- Huma’s grandmother told her balanced diet is the healthy food that we eat in the proper amount.
- f. What did the grandmother said about healthy eating?
- Huma’s grandmother told her that we need to drink milk, eat meat and take vegetables and fruits regularly to grow healthy and strong.”

2. Choose the correct answer.

- a) backyard
- b) legs
- c) fruits
- d) granny
- e) skinny

3. Complete the story with the help of pictures given in the scene.

- 1) bus
- 2) house
- 3) wall
- 4) cat

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Web Resources:

For further information visit these sites and links:

1. <https://www.lifewithmylittles.com/backyard-activities-for-toddlers/>
2. <https://www.parents.com/fun/activities/outdoor/make-your-backyard-more-fun>

Lesson 10: Nomi, Seemi and the Butterflies

Learning objectives:

- To help children appreciate the importance of friendly insects such as butterflies
- To help children take care of little animals that depend on plants for their food

Teacher Starters:

Simply ask children about whether they have seen butterflies. Ask them to identify various colours of butterflies they have seen. When they seem engaged, get the lesson started.

Teaching:

Divide chapter reading among the children. Each child should be able to read a line or two. Make sure that children understand the difficult words such as regretful, gloomily, hopefully, trouble, flock, matter, courier, argued, discussion etc. The words should add up to vocabulary of the children.

Student's Tasks:**1. Answer the following questions:**

- What did Nomi and Seemi see first thing in the morning?
 - Nomi and Seemi saw colourful butterflies in the morning.
- Why did the butterflies stopped coming to the garden?
 - The butterflies stopped coming to the garden because Nomi and Seemi tried to catch a butterfly.
- Who helped them to bring the butterflies back to the garden?
 - Parrots and the Courier company helped them to bring the butterflies back to the garden.
- What was the name of the rider from the courier company?
 - The name of the rider from the courier company was Aslam.
- State how did the rider help the children?
 - Rider Aslam visited butterflies place and told them all about message of the parrots.

2. Write down the number of people and things in the picture.

Answer:

1. There are four children in this picture.
2. There are eleven butterflies in this picture.

3. Complete the sentences with proper words from the text.

- butterflies
- catch
- unhappy, regretful
- courier

e) garden

4. Write which of the followings are True or False.

- a) False
- b) True
- c) False
- d) True
- e) False
- f) False
- g) False

5. Join the dots to see what is there. Also, colour it.

- Do as directed.

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Web Resources:

For further information visit these sites and links:

1. <https://mothernatured.com/animal-play/ten-top-butterfly-activities/>
2. <https://fun-a-day.com/21-caterpillar-and-butterfly-activities/>

Lesson 11: Goldilocks and the Three Bears

Learning objectives:

- To help children appreciate the importance of friendship
- To help children understand it is important to behave while visiting someone's place

Teacher Starters:

Ask children if they have ever seen a bear in the zoo. Ask them to describe their features e.g. lazy, fat, cute etc. When they seem engaged the reading started.

Teaching:



Get the lesson read in class and give two to three lines for each student to read. Make sure that children also underline the difficult words such as similar, gobbled, impatiently, explore, murmured, distance, dipping, dismayed, comfy, scowling, pleasant.

Student's Tasks:**1. Answer the following questions.**

- a. Why Goldilocks went to the bear's house?
 - Goldilocks was picking flowers when she reached near the bear's house and decided to pop in.
- b. How was the porridge of the baby bear?
 - There was no porridge in this story OR the porridge of the baby bear was quite nice.
- c. In whose chair Goldilocks sat?
 - Goldilocks sat on Baby Bear's Chair.
- d. Whose bed was too soft?
 - Baby Bear's bed was too soft
- e. When Goldilocks woke up, what happened?
 - Goldilocks woke up to the scowling faces of bears bending over her. She jumped out of bed and fled downstairs and ran out.

2. Choose the correct answer.

- a) three
- b) pudding
- c) bed
- d) forgave
- e) sat

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Web Resource:

For further information visit these sites and links:

1. <http://taleswithgigi.com/tale/17/>
2. <https://www.bedtime.com/the-bear/>

