



LearningWell's **English**

1

***Teacher's
Resource Book***

For Order : 0320-5899031

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Lesson 1: Meet My Family

Learning objectives:

- To help children get an idea about various members in a family
- To help them learn about various relationships

Teacher Starters:

Simply start by asking children the number of people in their family. Also ask them what names they have given to call their mom and dad and siblings e.g. Mama, Papa, Ammi, Abbu, Baba etc. When students seem engaged, get the chapter read by students.

Teaching:

Each child should be given one sentence to read so that everyone gets a chance. Make sure that they know the pronunciation and meanings of difficult words e.g. bank, engineer, beach, hopscotch, together etc. Since the text relates to a child's immediate environment, much interest is expected from the class.

Exercises:

1. Complete the family tree. Write the names of persons in blank boxes.

Mr. Asad	<u>Mrs. Nargis Imran</u>	
<u>Mr. Farhan</u>	Ms Farah	
<u>Abdullah</u>	Usman	Arifa
Farzan	Arsalan	<u>Fariha</u>

2. Answer the following questions

- Where does Arsalan live?
 - Arsalan lives in Islamabad.
- What does Arsalan's Father do?
 - Arsalan's father works in a bank. He is a banker
- How many siblings does Usman have?
 - 3 siblings
- Where does Arsalan's uncle live?
 - Arsalan's uncle lives in Karachi
- Who is Arifa and what does her mother do?
 - Arifa is cousin of Arsalan and Arifa's mother is a teacher.
- Do you live in a joint family? What do you call your aunt and uncle?
 - Note: Student will answer



Grammar Task**Capital letters and full stop**

Usman, Abdullah and Arifa are my cousins.

Uncle is thirty years old.

My cousins came to stay with me.

It was a hot summer day.

Pour the milk into the glass.

Word task**Alphabetical order**

Amir

Fayyaz

Mariah

Noreen

Rameez

Sohail

Waqas

Zainab

Initial Blend: bl- and br-

Blow broom Brush

Block Blue

Brick Black Brown

We Write**Write few lines about your family**

Note: Students will do by themselves with the help of teachers and parents.

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



Lesson 2: My Lunch

Learning objectives:

- To help children learn about some commonly eaten deserts and foods
- To help them learn new words

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.

1. Answer the following questions.

- What kind of food did the poet made for lunch?
 - The poet made vanilla wafers and cherry punch for lunch.
- 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.
- What does so much sweet do to our teeth?
 - So much sweet can damage our teeth and it will cause tooth decay.
- What do you enjoy eating in lunch?
 - I enjoy eating sandwiches and juice.
- 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.

Grammar Task

Look at the pictures and write the name of things you see.

- Window
- Shelf
- Oven
- Flour
- Glass
- Plates



- Jug
- Bowl
- Spoon
- Bin
- Table
- Sky
- Cloud
- Wall
- Floor
- Food

Word Task

Note: Student will do by themselves with the help of teacher.

Extended Teaching

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Web Resources:

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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.

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.

Grammar Task

Find the verb in each group of Words. Match with its picture.

- a) Draw
- b) Fly
- c) Make
- d) Blow

Write a verb from the box to complete the sentences.

- a) Play
- b) Drink
- c) Ride
- d) Read
- e) Go
- f) sleep

Word Task

Make three new words ending with “ld” and “st”.

- | | |
|---------|---------|
| 1. Sold | |
| 2. Gold | 1. Vast |
| 3. Hold | 2. Must |
| | 3. Most |



We Write

Look at the pictures. Complete the instructions by using words in the boxes.

1. Take
2. Fill
3. Seeds
4. Plant
5. Pot
6. See

Extended Teaching

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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: Rabbit**Learning objectives:**

- To help children describe features or characteristics of rabbit
- To help them learn how to write simple descriptive accounts

Teacher Starters:

Simply start by asking children if they have ever seen a rabbit in their neighborhood or in a zoo. ask them to define a few features of the rabbit e.g. fluffy, fast, white etc. When they seem engaged, get the lesson reading started.

Teaching:

The focus here is on the 'descriptive' part of the text. This is the simplest paragraph writing style which the students should be able to learn. When the reading is complete, you can ask children to write a similar descriptive account of any other animal they like e.g. cat, dog, bird etc. You are successful if they are able to write four to five lines with some support.



Answer the questions

1. How does a rabbit look like?
 - Rabbit has a small body with a short fluffy tail. It has long ears. Rabbit has whiskers on the side of its mouth. It has two pairs of sharp big teeth. Rabbit has its very strong hind legs.
2. Why do rabbits have long ears?
 - To hear very dim sounds
3. What does a rabbit like to eat?
 - Rabbit likes to eat vegetables. Its favorite food is carrot.
4. Where does a rabbit live?
 - Rabbit lives in holes in the ground, called burrows.
5. What makes rabbit hop so fast?
 - Strong hind legs make rabbit hop so fast.

Grammar Task

Choose the correct simple verb from the bracket to complete present tense.

1. Hunts
2. Lay
3. Eat
4. Like
5. Has

Complete the sentences and write then in your notebook.

1. I speak English
2. We play in the ground
3. They do my homework
4. He writes a poem
5. You tell a story
6. She makes tea

Fill in the blanks with the correct form of a verb

- a) Plays kicks
- b) Rides
- c) Runs runs
- d) Cooks
- e) Sings

Word Task

Drake
Bake



Cake
Snake
Rake

We write

- Student will do by themselves

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Web Resources:

For further information visit these sites and links:

1. <https://myhouserabbit.com/rabbit-care/care-pet-rabbit/>
2. <https://www.thesprucepets.com/is-a-rabbit-the-right-pet-for-you-1239320>

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.

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

Grammar Task

See the actions and write past verbs by adding –ed

Walked

Talked

Played

Looked

Pushed

Complete the simple past tense with correct verb form

Arrived

Waited

Visited

Lived

Travelled

Word Task

Read the poem again and find the words which have a same ending sounds.

Mountains

Plains

Plains

Trains

Mail

Fail

Carrying

Bringing

We Write

Write a new tail rhymes. Words in the box will help you.

Potato

Go

Foe

Below

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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.

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.

Grammar Task

Circle the plural nouns in the following sentences.

Tasks

Helpers

Colors

Pencils

Chairs

Make the plural by adding "es"....

Buses

Boxes

Dishes

Glasses

Word Task

Match the middle words with correct box

1. In search of: looking for something
2. Smart: clever

Read the following words and look at the ending blends. Write the consonant blend in the box on top.

ld

lf

ft

mp

st

Choose the correct final blend to fill the blank spaces.

Calf

Fold

Jump

Toast

We Write

Do as directed

Extended Teaching

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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 Wonderful Day

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 park for picnic. As they respond, tell them more about parks such as their uses for picnic and leisure. You may also ask them to name some parks of Pakistan such as Safari park (Karachi), Lawrence Park (Lahore) .

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 picnic.

Answer the following questions

1. Why was Adnan excited?
 - Adnan’s family planned to visit a park. That is why he was very excited.
2. What was the mother doing in the kitchen?
 - Mother was preparing food in the kitchen
3. At what time did the family set out for the park?
 - At 9 A.M. family set out for the park.
4. What did the father advice to Anum?
 - Father advised, “It is everyone’s duty to keep places clean. It keeps our country clean and ourselves healthy”.
5. If you were there in the park with Adnan, what would you do to keep the park clean?
 - Note: Students will answer by themselves



6. What do you learn from the story?
- Note: Students will answer by themselves

Word Task

- Do as directed

Grammar Task**Complete the sentences with correct verbs**

1. Was
2. Were
3. Was
4. Was
5. Was
6. Were

We Write**Write few lines how you celebrated your birthday last year.**

Note: Students will answer by themselves. Just for their guidance, here is an example

My birthday was on 14th of December. I invited all my school friends. My birthday party was held in my home. Mom cooked some delicious food for my friends. Dad brought my birthday cake from the town's shop. I cut my birthday cake and served all my friends. I got wonderful gifts. That was one of the memorable days of my life.

Complete the story by using was and were

- Was
Was
Were
Were
Was
Was
Were
Was
Were



Lesson 8: My Last 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.

1. Answer the following questions.

- Who wrote this diary?
 - Laila Rehman wrote this diary.
- Where did the family go in winter holidays?
 - The family went to Murree in winter holidays.
- Where did they stay in Islamabad?
 - They stayed at their uncle's home in Islamabad.
- What did Laila do in Murree?
 - Laila enjoyed lift chair and the cable-car and made a snow dog in Murree.
- 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.
- What did Laila make with snow?
 - Laila made a snow dog.
- What did Laila's cousins make with snow?
 - Laila's cousins made a snowman.



Grammar Task**Correct or change the verbs in red into irregular past verbs**

1. Brought
2. Gave
3. Bought
4. Sang
5. Forgot

Word Task**Read aloud.**

Do as directed

Find the following words in the crossword puzzle.

C			U	G	L	Y	L
O		W					I
P		I				B	L
Y		N				O	L
		D				D	Y
		Y				Y	
	T	E	D	D	Y		

Match the words with pictures.

- Note: Students will answer by themselves

We Write

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.

Extended Teaching**Resources at www.learningwell.pk**

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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.

1. Answer the following questions.

1. What did Huma saw in the backyard?
 - Huma saw Tenjo in the backyard.
2. Who was Tenjo?
 - Tenjo was an alien.
3. Where did he live?
 - He lived far from our world.
4. Why was Tenjo small and skinny?
 - Tenjo was small and skinny because he didn't take balanced diet.
5. 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.
6. 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."

Word Task

Complete the words with prefixes and match with related pictures

Unhappy

Unwell

Unlock

Unpack

Unload



Dislike
Disconnect
Discomfort
Disagree
Dishonest
Note: match pictures as directed

Re-write the sentences and change the underlined words by single word using prefixes.

Untidy
Disagree
Unable
Dislike
Unsafe

Grammar Task

Color the verbs....

Have
Has
Has
Have

Write has or have to complete the sentences.

Has
Has
Has
Have
Have

We Write

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

Bus
House
Tree
Windows
Wall
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: Seasons**Learning objectives:**

- To help children learn about different seasons of a year
- To help them learn that each season has its own colours and pleasures

Teacher Starters:

The starter questions have been given in the lesson right in the beginning. Ask them from your children before starting the chapter text.

Teaching:

Like the description account of chapter 4 'Rabbit' here you have descriptive account for four different seasons. Give adequate pause for explaining features or characteristics of each season. Make sure each child reads a line or two and has grasp on the difficult words used in the lesson.

Word Task

Write a word with –ful or –less to complete sentences

1. Thankful
2. Homeless
3. Beautiful
4. Colorful
5. Hopeless

Grammar Task**This and That**

That is a football

This is a dog

That is a laptop

This is an umbrella

That is my book

This is my house

These and Those

These are fairies

Those are sharpeners



These are cats
Those are hens
These are blocks
Those are plates

Complete the sentences using this, that, these, and those

That

This

Those

These

Those

This

These

That

We Write

How do you enjoy four seasons? Write two lines about each.

Note: Students will answer by themselves. This is just for the help of them

Winter

Spring

Summer

Autumn

Extended Teaching

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Web Resources:

For further information visit these sites and links:

1. <https://www.theschoolrun.com/what-are-seasons>
2. <https://www.ducksters.com/science/seasons.php>

Lesson 11: Pigeon, Pony and Parrot

Learning objectives:

1. To help children learn that favors done today benefit us tomorrow
2. To help children familiarize with story format of writing

Teacher Starters:

Brainstorming questions to be asked are given at the start of the lesson. Ask those questions to your children and when they seem engaged, get the chapter reading started.

Teaching:

The features of the two animals need to be explained clearly e.g. Mittho is noisy, while Pony seems lazy. They are not friends, but they still like to be around each other. Also make it clear to your students that favor done to someone will return with a greater reward to you one day. This is the moral that must be explained clearly.

Answer the following questions:

1. Where did the farmer live?
 - He lived on his farm
2. Which were his favorite animals on the farm?
 - Mithoo, the parrot and Bravo, the pony were his favorite animals.
3. Why did the pony not like parrot?
 - Pony did not like parrot because of its shouting.
4. Why did the pigeon come on the farm?
 - Pigeon came for looking food in the farm
5. Who attacked the pigeon?
 - Farmer's cat attacked the pigeon
6. Do you think Bravo and Mithoo became friends in the end?
 - Yes
7. What do you learn from the story?
 - We only get what we give

Grammar Task

And and But

1. Fill in the blanks using and
 - a) I and my sister went to the zoo yesterday
 - b) We played and enjoyed a lot there



- c) It was getting dark and lonely.
- d) At home we had our dinner and went to bed.

2. Fill in the blanks using but

- a) Dog ran after the cat but the cat climbed the tree.
- b) Owais wanted to buy chocolates but mummy bought fruits.
- c) Sara is watching cartoon but mummy wants her to do homework.
- d) Daddy can drive car but he goes to work by van.

Word Task**Synonyms**

- 1. Close
- 2. Big
- 3. Sick
- 4. Talk
- 5. Simple

We Write**Arrange and rewrite the story in correct sequence.**

Ant falls down into the water

A kind dove sees the ant

The dove drops a leaf

Ant gets on the leaf

Leaf floats to the land

Ant is safe now

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Web Resources:

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https://www.huffingtonpost.in/anubhuti-krishna/of-pigeons-parrots-and-pe_b_8501554.html

<https://www.ducksters.com/science/seasons.php>

