



LearningWell's **English**

3

***Teacher's
Resource Book***

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Lesson 1: The Story of A Wise Woman

Learning objectives

1. To teach children the importance of not giving up
2. To teach children about the importance of plants

Teacher Starter

There is a starter activity at the beginning of the lesson. Get the activity done two to three times in pairs. This will help students get engaged in the lesson before they start the chapter text.

Teaching

The moral of the story here is to not give up if you want to get success. Miss Lucas, the main character in the story, presents a powerful character who thinks that trying new things entail difficulties. As such, she keeps trying until she finally gets success. Her determination not only helped her but people of the entire state of Carolina. Make sure that the class gets this lesson when they are over with the chapter text.

Answer these questions

1. Why did indigo plants die the first time?
The plants died the first time because of frost.
2. How did Miss Lucas help the people of South Carolina?
Miss Lucas helped the people of South Carolina by helping them how to plant indigo plants.
3. How would you describe Miss Lucas?
: Miss Lucas was a wise woman who did not give up and kept working hard until succeeded.
4. Why do you think Miss Lucas was successful?
Miss Lucas was successful because she kept trying.
5. How did the people of Carolina become rich?
In a few years, more than a million pounds of indigo were made in South Carolina. Many people got rich from it.
6. What would you do if you failed to do something first time?
I will try again.

Grammar Task

Simple Present Tense

Complete these sentences with **is, am or are**.

- | | |
|--------|--------|
| 1. Is | 4. Are |
| 2. Are | 5. Are |
| 3. Am | 6. Is |

Choose a verb from the box to complete the sentence.

1. Hear
2. Jumps
3. Enjoy
4. Comes
5. Draw
6. Play

Fill in the gaps with correct form of have or has

Have

Have has

Have

Have have

Have has

Change the given paragraph into present tense.

Answer: Her name is Eliza Lucas. The father of Miss Lucas does not live in Carolina. He is the governor of one of the islands of West Indies. Miss Lucas is fond of trying new things.

Punctuation**Insert capital letters, comma and full stop where necessary.**

Answer: When it is used in washing clothes, it is called bluing. In a few years, more than a million pounds of indigo were made in South Carolina every year. Many people got rich from it, and it was all because Miss Lucas did not give up.

Word Task**Circle the verbs in the paragraph given below**

1. Goes
2. Likes
3. Play
4. Visits
5. Lives
6. Do
7. Enjoy

We Write**1. Write a conversation about your meeting with a friend, who was absent from school yesterday.**

Me: Hello

My Friend: Hi

Me: How are you?

My Friend: I am fine now.

Me: Why you were absent yesterday?

My Friend: I was not fine yesterday, you know seasonal sickness.

Me: oh! Yeah! Please take care of yourself. Do not eat outside these days! It's viral.

My Friend: Yes, I won't eat outside now. Thank you for your concern.

Me: welcome

2. Summarize the story of Mrs. Pinckney in your own words.

Mrs. Pinckney was a wonderful wise woman. She never gave up. She lived in South Carolina. Her father was a governor of one of the islands of the West Indies. Her father used to send her seeds. Once he sent her indigo seeds. Miss Lucas planted those seeds and after many difficulties she succeeded in her mission. In few years not only Miss Lucas but the whole South Carolina got rich by indigo plantation, just because of Miss Lucas.

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 Google (www.google.com) and browse with related key words.

Lesson 2: Saving The Birds

Learning Objectives

1. To teach children that helping the weaker ones makes one strong
2. To teach them that good people have a heart for those in need

Teacher Starter

This chapter also has an interesting starter activity at the beginning in which children engage in an active discussion related to the subject of the story i.e. 'helping the needy and the stressful'. Organize this activity in the class and when your students are ready, get the lesson reading started.

Teaching

The story is long enough to be read by several student and if the need be, you can get the chapter reading done twice so that each student gets a chance to read at least a couple of lines. Make sure that children understand the gist of the lesson when they are finished, that good people always lend a helping hand for those in trouble and need.

Answer these questions.

1. Why were little robins out of their nest?
The storm had blown robins out of the nest.
2. How did Abraham Lincoln help save the birds?
Abraham Lincoln put back the robins in their nest.
3. Why do you think the men were surprised that Lincoln wasn't there at the spring?
They were surprised because guessing that Abraham Lincoln had stopped to help poor little birds.
4. Why do you think the man called Abraham Lincoln a "hero"?
Abraham Lincoln was a hero because he saved the birds.
5. Why did his friends laugh at him?
His friend laughed at him because they thought it was foolish that a strong man should take so much trouble just for some worthless young birds.

Grammar Task**Noun Phrases**

Underline the noun phrases in these sentences.

1. All the kids
2. The boy in the blue jeans
3. Beautiful red dress
4. Tasty chocolate cookies
5. Her friends
6. These rude people
7. True hero
8. My best friend

Punctuation**The colon (:)**

Rewrite each sentence. Use numbers and a colon to write the time given.

1. 8:45
2. 4:30
3. 11:30
4. 2:17
5. 6:10

Word task**Synonyms**

Circle two synonyms for each set of words

- | | |
|----------------|----------|
| 1. Comfortable | |
| 2. Stroll | Run |
| 3. Dispute | Disagree |
| 4. Honesty | Courage |
| 5. Chef | Bake |
| 6. Draw | Sketch |

Antonyms

Read each sentence. Write an antonym from the words in the box to replace the underline word.

1. Worst
2. Over
3. Messy
4. Long
5. Close
6. Never
7. Warm
8. Smallest
9. Old
10. Out

We Write

Write an essay about a personality you like most.

My favorite personality is Quaid-e-Azam Muhammad Ali Jinnah. He was born in Karachi on 25th December, 1876. He was the founder of Pakistan, a country where we live. After the partition of India in 1947, he became the first governor general of Pakistan. Pakistanis call him Quaid-e-Azam, means the great leader. He also has known as Babe-e-Qoam which means the father of nation. The day of his birth is national holiday in Pakistan. He died on 11th September, 1948.

Extended Teaching

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Web Resources:

<https://www.coolkidfacts.com/abraham-lincoln-facts/>

<https://www.ducksters.com/biography/uspresidents/abrahamlincoln.php>

https://kids.kiddle.co/Abraham_Lincoln

<http://www.fun-facts.org.uk/american-presidents/abraham-lincoln.htm>

Lesson 3: Androcles and the Lion

Learning objectives:

1. To help children develop a regard for wild animals
2. To help children understand that favors extended to someone may return to them

Teacher Starters:

Ask children to describe a few features or characteristics of wild animals such as lion e.g. roaring, wild, hungry, quick etc. Also ask them if they believe wild animals can be friendly too.

Teaching:

The story is long enough to be read by several students. Make sure that the students understand the meanings of the difficult vocabulary words in the lesson. Also try to teach children respect and regard for wild animals and tell them that sometimes wild animals can be ever more friendly than humans while humans can be much more cruel at times.

Answer the Questions

1. Why did Androcles help the lion in the cave?
Androcles helped the lion in the cave because the lion's paw was hurt by long, sharp thorn.
2. What law says that Androcles must fight a lion?
The law was that every slave who ran away his master should be made to fight a hungry lion.
3. Why do you think the crowd wants Androcles and the lion to be free?
I think the crowd wants the two to be free because everyone should have his liberty.
4. What do you think this story is trying to teach you?
I think this story teaches us to help others in trouble and give liberty to others.

Grammar Task

Parts of Speech

Verb	Noun
1. Went	pupils
2. Liked	Salma, birds, zoo
3. Bought	she, picture, cow
4. Swam	boys, girls, pool
5. Played	they, cricket, grass
6. Ate, drink	Ramis, apple, juice

Adjectives

Circle the adjectives.

1. Old
2. Interesting
3. Clear blue
4. Exciting
5. Delicious
6. Exhausting

Punctuation

The exclamation mark (!)

1. Oh My God! Why you fail in your exam?
2. Wow! You are best!
3. That's Great! You solve the problem!

Word Task

Homophones, homonyms and homographs

Complete the following sentences by writing the correct homophone in the blanks.

1. Sore
2. Whole
3. Piece
4. Cymbals
5. Beach

Find the meaning of these homographs and homonyms and write them.

Homograph	First Meaning	Second Meaning
Bear	Carry, Support, tolerate	An animal
Tear	Pull apart something or to pieces with force	Body fluid to clean eyes
Wind	Natural movement of air	To be breathless
Tire	Feel to rest or sleep	Bore
Seem	Appear in a particular way	Unable to do something

We Write

Write a story about a slave, a king and a monkey

Long, long ago, there lived a king in a beautiful palace. He was very fond of monkeys. He had one favorite monkey as a friend. The king thought that the monkey was very clever so he kept the him as a bodyguard.

One day the king went to the visit his kingdom. When he came back from visiting, he was very tired and sleepy. So, that day he went to sleep early. He told his monkey, "Keep a watch around so that no one disturbs me while I sleep!" The monkey said, "Okay!" and sat beside the king and guarded him with a sword in his hand.

After a while, the monkey heard a buzzing around the room. One fly sat on the face of the sleeping king. The monkey tried very hard to shew away the fly but it kept on buzzing over the king's face. It flew and sat on his nose again and again.

Irritated and angry monkey said, “I am going to kill you!” So, when the fly sat on the king’s nose once again, he hit it with a sword. The fly flew away but the sword fell on the king’s nose and his nose was cut off. So, the poor king laid there on his bed without a nose.

Moral: A wise enemy is better than a foolish friend.

Extended Teaching

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Web Resources:

For further information visit these sites and links:

1. <https://www.youtube.com/watch?v=qujgTue2ZtA>
2. [https://en.wikipedia.org/wiki/Androcles_and_the_Lion_\(play\)](https://en.wikipedia.org/wiki/Androcles_and_the_Lion_(play))
3. <https://www.pitt.edu/~dash/type0156.html>

Lesson 4: The Cat, The Rooster and The Young Mouse

Learning Objectives

1. To teach children that it is not wise to judge anyone based on his/her looks
2. To teach children descriptive accounts or features of cat, mouse and rooster

Teacher Starter

An interesting starter activity is given at the beginning of the lesson. Divide the class into groups of journalists as specified in the activity. This brainstorming session in addition to preparing the students for the lesson will also help them develop skills to ask and respond to questions.

Teaching

Make sure that the children understand the meanings of the difficult words of the lesson as given under the end-of-chapter vocabulary. Divide the reading between different pairs of students. Also see that children are clear with the moral of the lesson when they are finished with chapter reading i.e. that they can be mistaken by judging anyone from looks.

Answer these questions.

1. What was the mouse telling to his mother?
Mouse was telling his mother about his first experience of the outer world in which he came across two different creatures.
2. Why did the creatures seem strange to the mouse?
The creatures seemed strange because the mouse had never seen those creatures before.

3. By which of the mouse's descriptions of the monster did you come to realize that it was a rooster?

The description "raw red meat hanging in front of the neck" makes it clear that it was a rooster.

4. What had frightened the mouse?

The mouse was frightened at the appearance of rooster.

5. "As he looked at me he waved his fine long tail and smiled" was the cat a friend of the mouse?

The cat was not the friend of the mouse. Cats usually eat the mouse and considered as its enemy.

6. What advice did the mother give to her son?

Mother mouse advised her son to never judge people by their looks.

Grammar Task

Simple Past Tense

Find past tense of these verbs in the story

Present	Past
Come	Came
Tell	Told
Turn	Turned
See	Saw
Walk	Walked
Escape	Escaped

Make sentence with the past form of these words.

Came	He came to me
Told	He told me about his family
Turned	She turned off the fan
Saw	My father saw me to play with dirt
Walked	My Father walked to me
Escaped	I escaped with the fear of my father

Choose the correct verb to complete the sentences.

- | | |
|---------|-----------|
| 1. Know | 4. Meet |
| 2. Saw | 5. Bought |
| 3. Ask | 6. Enjoy |

Complete the questions using these words

- | | |
|----------|---------|
| 1. Why | 4. When |
| 2. Who | 5. What |
| 3. Where | 6. How |

Punctuation**Quotation Mark**

In the following sentences put in quotation marks wherever they are needed.

1. “Mary is trying working hard in school this semester”, her father said.
2. “No”, the taxi driver said curtly, “I cannot get you to the airport in fifteen minutes”.
3. She asked, “Is Time a magazine you read regularly?”
4. When did Roosevelt say, “We have nothing to fear but fear itself”?
5. “Certainly”, Mr. Martin said, “I shall explain the whole situation to him. I know that he will understand.”

Word Task**Adjectives and Adverbs**

List all the above Adjectives and Adverbs in the table. First one is done for you.

Adjectives	Adverbs
Smart	Quickly
Intelligent	Eagerly
Beautiful	Sensibly
Large	Happily
Shiny	Silently

We Write

1. Write an interview with a famous person, using your knowledge of question words, adjectives, adverbs, past tense and quotation marks.

Do as directed

2. What lesson did you get from the story?

Do not trust alone to outward appearances alone.

Extended Teaching

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Lesson 5: Think Before You Speak

Learning Objectives

1. To teach children not to make fun of people they do not know anything of
2. To teach them that they should always think before speaking anything

Teacher Starter

Brainstorming questions for the lesson are given at the beginning. Ask those questions to your students and when they seem and engaged and ready, get the story reading started.

Teaching

In addition to giving a powerful moral to the students, this lesson also teaches them the value of being tolerant towards others. Make sure that your students learn the difficult words of the lesson i.e. appropriate, announcement, adjacent, reserved, patience, ashamed and apologized. Divide the class in pairs to make sure that each child gets a line or two to read.

Answer these questions

1. Where was the group of youngsters going?
The group of youngsters was on board for vacation.
2. Name some of the shops on the railway station.
Juice shop, mobile restaurants, coffee and tea stalls, newspaper shop, restaurants, etc were some of the shops.
3. What did the group of friends do, when the train arrived?
The group of friends made loud noise to welcome the train as it entered the station. They ran to get their reserved seats before anyone could get into the train.
4. How old was the boy and what did he say when the train started moving?
The boy was 15 years old. When the train started moving he said to his father: “Dad, the train is moving and the things are moving backwards”
5. Why was the boy excited to see everything?
The boy was excited to see everything because he was born blind and had just got his vision back.
6. What lesson did you get from the story?
I learned that lesson that we should not make fun of anyone and think before we speak.

Grammar Task

Present Continuous Tense

Tick the correct words in the brackets.

1. Is
2. Are
3. Are
4. Are
5. Is

Fill in the blanks with the present continuous form of the verb given in the brackets. Do not forget to use am, is or are.

1. Am eating
2. Are calling
3. Is raining
4. Are going
5. Are making
6. Are stepping
7. Are coming
8. Is working
9. Is crying
10. Is standing are sitting

Punctuation**The Hyphen:****For each of the following, choose the correct sentence.**

She jumped from a two-story building.

The cancellation of the show was a real let-down.

You must let-down your guard

You certainly have a down-to-earth nature.

You certainly have a go-get-it nature.

What a cute-little-bird she has!

Word Task**Collective noun:****Look at the words below. Find the correct collective nouns for each.**

1. Crew
2. Pack
3. Choir
4. Bouquet
5. Nest
6. Army
7. Flock
8. Bunch

We Write**Use present continuous tense in your compositions.**

Do as directed

Extended Teaching

Resources at www.learningwell.pk

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Web Resources:

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Lesson 6: The Mathematician Prince 1

Learning Objectives

1. To teach children the importance of exploring new things
2. To help them learn that solving mathematical problems is fun

Teacher Starter

There is a starter activity before the lesson in which students are required to state which subjects they like the most. Get every child state at least something about the subject he or she likes. When the class is engaged, get the chapter reading started.

Teaching

This lesson is all about learning the importance of mental mathematics. While the lesson's writing craft is a story, it still presents itself as a verbal exercise for doing basic arithmetic problems. Make sure that your children understand the meanings of difficult words given in the lesson e.g. dangerous, crossroads, discovered, devoured, poisonous, exclaimed, cliff etc.

Answer these Questions

1. The prince loved math but what was special about him?
The special thing about his love for math was that he never used calculator while solving mathematical problems
2. How did the prince enter the dark room?
He entered through a big wooden door at the end of a big corridor thinking that it was the passage for exit.
3. On which condition could the prince get out of that dangerous place?
He could get out of the dangerous place by solving four mathematical problems.

4. What could happen if one of the steps had disappeared?

If one of the steps disappeared, the prince will fall into the deep chasm and be devoured by snakes and spiders.

Grammar Task

Past Continuous Tense

Complete the sentence using past continuous tense.

1. Driven
2. Ate
3. Played
4. Wore
5. Thought

Word Task

Similes and Metaphors

1. Sun
2. Cotton
3. Night
4. Knife
5. Cat

Identify whether the sentence is an example of a metaphor or simile.

Simile

Metaphor

Metaphor

Simile

Metaphor

Metaphor

Simile

We Write

Create your own poem as similes and metaphor

“Dreams”

Hold fast to dreams

For if dreams die

Life is a broken-winged bird

That cannot fly.

Hold fast to dreams

For when dreams go

Life is a barren field

Frozen with snow

Extended Teaching

Resources at www.learningwell.pk

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Web Resources:

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Lesson 7: The Mathematician Prince 2**Learning Objectives**

1. To teach children the importance of exploring new things
2. To help them learn that solving mathematical problems is fun

Teacher Starter

Brainstorming questions for the lesson are given in the beginning. The questions are developed with a view to develop skills of prediction in children. Ask the children if they can suggest what would happen to the prince before the chapter is read. When the class is engaged, get the chapter reading started.

Teaching

This lesson is all about learning the importance of mental mathematics. While the lesson's writing craft is a story, it still presents itself as a verbal exercise for doing basic arithmetic problems. Make sure that your children understand the meanings of difficult words given in the lesson e.g. meditating, dedicate, apologize, squash, concentrate, mortal, strainer

Answer these Questions

1. Why was the last question difficult for the prince?
The last question was difficult for the prince because he had never solved such a problem before.
2. What could happen to the prince if he had failed to answer within the given time?
If the prince had failed to answer, the pointed walls would close in and turn him into a strainer.
3. Can you draw those pointed walls which could have squashed the prince?
Do as directed .
4. What did the king apologize for?
The king apologized for risking the life of prince by asking him to leave his room and find the park to play.

5. What was the prince's new resolution?
The prince decided that he would devote first hours of the day for studies and after finishing his homework would go out to play with friends.
6. Do you agree with what prince decided to do in the end? Give reasons for your answer?
Yes I do agree as playing is also important like studies and we should divide our time between the two activities.

Grammar Task

Past and Past Continuous Tense

Finish these sentences by using appropriate verb form of past simple or past continuous tense.

Did

Tried

Was saying... was... needed

Arrived...was not... was studying....

Word Task

Suffixes

Can you tell where the suffixes in these words are? Underline them.

Dictation

Dangerous

Competition

Function

Wonderful

Accidentally

We Write

My Hobby

I love to paint. It is my hobby. I paint with water colours. I like to paint beautiful landscapes. When we go on holidays to different places like hill stations, desert areas, river banks or the countryside, I always take my art material with me. I like to sit and paint a scenery as I watch it. The painting then is very vivid and comes alive. I find my hobby refreshing to me. I keep all my paintings carefully

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Lesson 8: The Foolish Fish

Learning Objectives

1. To help children learn about fables, a story in which animals speak like humans
2. To help them familiarize with the writing craft and expression used in poetry

Teacher Starter

Ask children questions related to their liking or disliking for fish. You can ask them to use adjectives to describe fish e.g. sweet, innocent, shiny, scary, fast, quick, hungry etc. When the class seems engaged, get the poem recited line by line making sure each student gets a chance to read a line or two.

Teaching

As a simply strategy after the poem is read, you can simply state the story of the poem in plain text i.e. a fish was caught in a hook as she tried to get hold of a worm. Ensure that the students are familiarized with difficult words like trout, hapless, ventured, innocent, bid, plight, nook and longing. Ask children to identify rhyming words used in the poem, like cried and hide, trout and out, fish and wish so that children get to know the pattern of how rhyming words sound similar to each other.

Answer These Questions

1. What was the wish of a fish?
The fish was hungry and wanted to eat the worm
2. Why the fish could not eat the worm?
The fish could not eat the worm as it was put in a hook used to catch fish
3. Elaborate the story of the foolish fish that died?
The foolish fish died when she was caught by a sharp-edged hook covered with a worm.
4. Explain the following stanza.

As I have heard, the little trout
Was young and foolish too
And presently he ventured out
To learn what might be true

The stanza states the tender age and naivety of the fish. Even though her mother warned not to go after the worm, she did on her own in curiosity. She wanted to know the truth.

Find the Rhyming Words

Wish-dish-fish,
hook-book-look,
played-clayed-slayed,

out-doubt-pout,
see-bee-fee,
bite-kite-lite

Grammar Task**Pronouns**

Write the pronouns that replaces the subject nouns in each sentence.

1. She
2. He
3. They
4. He
5. We
6. It
7. They
8. We
9. They
10. It

Word Task

Think of other words to make compound nouns with these words. you may take help from the box.

1. Haircut
2. Fire Station
3. Homework
4. Sportsman
5. Newspaper

Compound Adjectives

Circle the compound adjectives in these sentences.

1. Four-foot
2. Part-time
3. Green-eyed
4. Well-behaved
5. Open-minded

Choose the correct compound adjectives

1. 10-year-old
2. Terribly-cold
3. Level-headed

We Write

A hungry baby fish saw a worm and asked his mother to get it for him. The mother fish observed the worm and told the baby fish that he had no knowledge what it was. She warned him that the worm was covering a sharp hook to trap the fish. In spite of mother's warning, the little foolish fish swam to the worm and looked around it. He didn't see the hook and gave a bite. He lost his life as he did what his mother had told him not to do.

Extended Teaching

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Web Resources:

For further information visit these sites and links:

1. <https://www.kidsworldfun.com/kidspoems/the-foolish-fish.php>
2. <https://www.youtube.com/watch?v=kZlHl6dzsMI>
3. <https://funbrains.net/foolish-fish>

Lesson 9: The Lion, The Witch and The Wardrobe – 1**Learning Objectives**

1. To develop a feeling of curiosity amongst young children
2. To help them learn teamwork while vacationing

Teacher Starter

Ask children questions related to their fearful experiences, like visiting a deserted place or a house. Ask them how they felt strange in such alien surroundings and how did they spend their time. When the students are engaged, get the chapter reading started.

Teaching

This story is about exploring new places. As such, make sure that the children are able to develop a map of the haunted house in their minds with the descriptive clues given in the story. Also make sure that children understand meanings of difficult words used in the story i.e. pretending, chap, bad-tempered, armour, grumbling, explore, creepy etc.

Answer these questions.

1. Why were the children sent to London?
They were sent to the house of an old professor who lived in the heart of the country during war because of air-raids.
2. How did the children behave, when they saw the old professor?
The old professor was odd-looking. Lucy was a little afraid of him and Edmund wanted to laugh and had to keep on pretending he was blowing his nose to hide it.
3. Who was bad-tempered and why?
Edmund was bad-tempered because he was tired and pretending as if he actually not tired.

4. Write down the names of animals you have read in the lesson?

- Owl
- Eagles
- Stags
- Hawks
- Badgers
- Foxes
- Rabbits

5. What is the adventure all about?

This story is about the travel adventures of four siblings who stayed at old the house of an old profession in London. The house, its surrounding and its environment are sort of haunted and have some shocking secrets.

6. Explain these words and phrases in your own words.

- The heart of country: main land of country
- Fallen on our feet: successful or lucky
- Odd-looking: strange or unusual in appearance
- Moth-balls: a small pellet of a pungent substance
- A looking glass: mirror
- Worthwhile: importance or value

Grammar Task

Future Tense

Put the verbs into the correct form (simple future)

1. You will be very happy
2. You will get a lot of money
3. You will buy a beautiful house
4. Your friends are going to envy you
5. You are going to meet a good friend.

Word Task

Match the singulars with their correct plurals

Singular	Plural
Cactus	Foci
Focus	Cacti
Fungus	Syllabi/Syllabuses
Nucleus	Fungi
Syllabus	Nuclei
Analysis	Oases
Diagnosis	Analyses
Oasis	Diagnoses

We Write

Write down your plans for next vacations, using “going to”.

I am going to visit my Aunt in Lahore during my next vacations. We will visit different places of the city, including cricket stadium, museum and Badshahi mosque. I am going to eat different sorts of foods there. I am also going to meet my cousins who live in Lahore.

Extended Teaching

Resources at www.learningwell.pk

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Web Resources:

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Lesson 10: The Lion, The Witch and The Wardrobe – 2

Learning Objectives

1. To develop a feeling of curiosity amongst young children
2. To help them learn teamwork while vacationing

Teacher Starter

Ask the given questions to brainstorm the lesson:

1. How far can you be driven with your curiosity?
2. Would you behave like Lucy?
3. Was that right decision to open the wardrobe

You can add more questions for this discussion and when the class seems engaged, get the chapter reading started.

Teaching

The story is long enough to be read by a large number of students. Do not give more than one paragraph to a child for reading. Ask children to underline difficult words such as several, stretched, enormous, crunching, queer, prickly, frightened, inquisitive, glimpse, pleasant, training and faun. Stress on the words which are used to describe the situation in the story, such as Faun was carrying umbrella over his shoulder and had short-pointed beard.

Answer these questions

1. What did Lucy see when she opened the wardrobe?
She saw several coats hanging up, mostly long fur coats. She also found the second row of coats hanging up behind the first one.
2. What did Lucy feel so weird inside the wardrobe?
Two rows of several long fur coats felt weird to Lucy.
3. What did she find just outside the wardrobe?
She found something soft, powdery and extremely cold and hard and rough branches of trees.
4. From where was the light coming? How much time did Lucy take to reach there?
There was lamp-post in the middle of the wood. Lucy took about 10 minutes to reach there.
5. Describe the appearance of Faun? Do not write unnecessary details.
Faun was little taller than Lucy. He carried an umbrella. From waist upwards he was like a man, but his legs were shaped like a goat. Instead of feet he had goat's hoof. He also had a tail, reddish skin and two horns.
6. What happened when the Faun saw little Lucy?
Faun dropped all the parcels and exclaimed, "Goodness gracious me".

Grammar Task

Identify the given sentences as the past, the present or the future.

1. Present
2. Past
3. Future
4. Present
5. Past
6. Present

Write two sentences about each, what you did, you do, and will do.

Yesterday

1. My family went to uncle's home
2. I finished story book

Everyday

1. I do my homework.
2. I drink a glass of milk.

In your summer vacations

1. I will buy a bicycle
2. I will learn swimming.

Word Task**Change these nouns to adjectives**

Hairy
Windy
Sleepy
Noisy
Watery
Dusty
Sticky
Cloudy
Dirty

We Write**Read the description of the wardrobe thoroughly, and then write description of your house.**

My house has a very big hallway, and three bedrooms on the left side, while the dining room and kitchen are on the right side. At the end of the house there is a balcony. The living room has a sofa opposite the TV set, and one coffee table is there too. My bedroom has one bed near to the window and a study table beside which is a bookshelf.

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

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Lesson 11: Riddles**Learning Objectives**

1. To teach children some very easy riddles
2. To teach them to solve intelligence-based problems while working in groups

Teacher Starter

This lesson is a practical one. As such, you need to form groups of two to three children and assign them a riddle from the chapter to solve. You can even ask children to ask any other riddle that they may know of.

Teaching

The teachers are expected to guide and help children unfold and solve the riddles. They may do so by drawing pictures on the board or by giving them clues or hints that may help children solve the riddles.

Answer these questions

1. What are riddles?

Answer: Riddle No. 3

2. Which of these riddles you like most and why?

Note: Teacher should ask students

3. Which riddle is the funniest?

Note: Teacher should ask students

4. Can you make some riddles of your own?

Note: Teacher should ask students

5. How are riddles good for us?

Riddles sharpen our IQ level. It also increases our capacity to think and solve problems.

Grammar Task**Prepositions**

Use the common prepositions from the word bank to complete the sentences.

1. In
2. From
3. With in
4. By
5. Out
6. Of
7. For
8. To
9. Off
10. Out On

Word Task**Prefix and Root**

Inactive

Misbehave

Illegal

Important

Disagree

affair

Expert

Preview

We Write

Look at the picture given below and create a story about it.

On a bright Sunday morning, Sara and her brother Sam were planting trees. Their dog Shaggy was guarding them. A postman came and dropped the mail. Their father who had arrived from Islamabad picked up the mail and learnt that he had got a promotion at his office. He was excited and so happy that he announced that the family will go to beach to celebrate his success. They went to beach and enjoyed a lot at the beach.

Also write five instructions what we should do and what we should not.

We Should

1. Take care of each other
2. Learn swimming before go to the beach
3. Keep our waste with us
4. Take care of nature
5. Keep the environment safe

We Should Not

1. Bullying
2. Cheat
3. Tell a lie
4. Throw garbage openly
5. Throw our waste in sea

Extended Teaching

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Lesson 12: The Cunning Fox and The Clever Stork

Learning Objectives

1. To teach children the difference between cunningness and cleverness as shown by the two animals in the lesson
2. To help them familiarize with story format

Teacher Starter

Ask students if they believe that certain animals are more intelligent and cunning others. As specific example, you can tell them about their perception of fox and stork. What do they think is more clever or stupid?

Teaching

The lesson is aimed at teaching children the difference between cleverness and cunningness. The fox is shown as a negative character as he fools the stork while inviting him to dinner. The stork, on the other hand, only teaches him a lesson and is not evil in nature. This moral should be clear when the children are finished up with chapter reading.

Answer these questions

1. What kind of personality the fox had?
The fox used to deceive others with its sneaky mind. He used to speak to other animals sweetly to make him trustworthy.
2. Why did the cunning fox invite the stork?
Fox invited stork to have a feast with him and he wanted to treat his friend with delicious food.
3. Why did the stork remain hungry for the whole day?
Considering the delicious dinner proposed by the fox, the stork remained hungry for the whole day.
4. Explain how did the fox cheat the stork?
The cunning fox offered the soup in a shallow bowl. The stork was stunned to have the soup in the shallow bowl. The long bill of the stork prevented it to take the soup. Stork was not able to even taste a bit of the soup.
5. Why was the fox unable to eat anything at the stork's place?
Fox was unable to eat anything at stork's place because stork served food long-necked jars.

Grammar Task**Modals**

Match these modals with their correct of use.

Should	advice
Will	future tense
May	possibility
Can	permission
Must	obligation

Modals (Page no. 81)

1. You must not light a fire in the park.
2. You must not catch fishes in the breeding season.
3. You must not do camping in land slide areas.

4. You must not throw litters in the fresh water.
5. You must not feeding monkeys without proper guidance.
6. You must not picking flower from the green belt.

Read what happened to Yasir and some of his family members. Use ought to and should/shouldn't to offer advice to them as in No. 1.

1. 1 is done in text book
2. Yasir's father ought to careful with his life. He shouldn't smoking. He ought to stop smoking
3. Mona ought to careful with her results. She should study on daily basis. She should not play video games.
4. Nomi shouldn't push other children. He ought to be fair with games. He should work hard for victory.
5. Yasir ought to help his grandmother. He should limit his time playing with his friends. He ought to be sensible and helpful in this matter.

Word Task

Connectors

Use or, but or and to join each pair of sentences. Can you leave any words out in your answer? The first one is done for you.

1. 1 is already done in text book.
2. We tried really hard but we did not win.
3. I might go by train or bus.
4. She likes the watch but she has no money to buy it.
5. Irfan was tall and handsome.
6. Do your homework or you will not watch TV tonight.
7. Ahmed drew a horse as carefully as he could but it looked like a donkey.
8. The lamp was switched off and Lubna was soon asleep.

We Write

Write your own story about cunning fox and teach him a lesson.

Once there was a fox living in a forest. He was roaming around the jungle for his foods. By chance, he fell into a well. He tried his level best to come out but all in vain. So, he had no other alternative but to remain there till the next morning. He asked his friend but they didn't help him. The next day, a goat came on that way. She peeped into the well and saw the fox was there. The goat asked, what are you doing there, my dear?

The fox replied, I came here to drink water. How sweet and cool this water in this hot summer days. It is the best I have ever tasted. Come and you want some water. Without second thought, the goat jumped into the well. He quenched her thirst and looked for a way to get out.

Then the fox said, I have an idea to get rid of this well. You stand with your back legs. I will climb on your head and get out. Then I shall help you to come out too. The goat was innocent enough

to understand the bad idea of the fox. He did as fox said to him. Now the fox get out of the well with a jump and walked away. The fox said, Had you been intelligent enough, you would never have got in without seeing how to get out. I can't help you.

Moral: Look before you leap. Do not believe blindly and walk in to anything without thinking.

Extended Teaching

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