

ZAST

Fluent Future English

4

Teacher's Resource Book

- Lesson Plans
- Answer Keys
- Teaching Tips



Phonics



- Lesson Plans
- Answer Keys
- Class Activities

Grade 4

Chapter 1: The First Steam Train

Chapter Overview

- **Title:** The First Steam Train
- **Grade Level:** 4
- **Estimated Time:** 5–7 lessons (30–40 minutes each)
- **Chapter Summary:** This chapter explains how the steam train transformed travel and society in the early 1800s. Students learn about George Stephenson’s invention, The Rocket, and how trains made journeys faster and safer. The text highlights mixed reactions to new inventions—excitement, fear, and curiosity—while building vocabulary, comprehension, and grammar skills.

Learning Objectives

By the end of this chapter, students will be able to:

- Understand how the steam train changed travel and society.
- Identify main ideas, details, and sequence of events.
- Recognise vocabulary related to inventions and technology.
- Apply grammar concepts: nouns, verbs, adjectives, adverbs, prepositions, conjunctions, articles, reflexive pronouns.
- Answer comprehension questions in complete sentences.
- Express opinions about inventions and compare past and present transportation.

Vocabulary

High-Frequency Words: train, travel, invention, railway, passengers **Content Words:** locomotive, astonishing, precarious, progress **Action Words:** chugged, moved, puffed, built **Descriptive Words:** surprising, unsafe, fast, loud

Complete Lesson Plans

LESSON 1: Introduction & Warm-Up (30–40 minutes)

- **Objectives:** Introduce topic and historical setting.
- **Materials:** Textbook pages, train images, board.
- **Procedure:**

1. Warm-Up Talk: Show train image. Ask: "How do we travel today? How did people travel before trains?"
 2. Direct Teaching: Explain early 1800s context simply.
 3. Guided Practice: Students discuss inventions they know.
 4. Independent Practice: Draw old vs modern transport.
- **Assessment:** Observe drawings and oral responses.

LESSON 2: Characters & Setting (40 minutes)

- **Objectives:** Identify time and place.
- **Activities:**
 - Read first section aloud.
 - Highlight key words.
 - Guided: Discuss where story happens.
 - Independent: Write setting description.
- **Assessment:** Review written setting descriptions.

LESSON 3: Sequencing Events (40 minutes)

- **Objectives:** Arrange events in order.
- **Procedure:**
 1. Direct Teaching: Use timeline on board.
 2. Guided: Students arrange event cards.
 3. Independent: Write 4 steps of steam train development.
- **Assessment:** Check sequencing accuracy.

LESSON 4: Vocabulary Focus (40 minutes)

- **Objectives:** Understand context clues.
- **Activities:**
 - Match words with meanings.
 - Guided: Use sentences from story.
 - Independent: Write own sentence using vocabulary.
- **Assessment:** Collect worksheets.

LESSON 5: Feelings & Theme Discussion (40 minutes)

- **Objectives:** Identify reactions to inventions.
- **Discussion:** Why were some people scared?
- **Independent:** Write two viewpoints: excited / worried.
- **Assessment:** Review written responses.

LESSON 6: Main Idea & Details (40 minutes)

- **Objectives:** Identify main idea and supporting details.
- **Procedure:**
 - Teacher models finding main idea sentence.
 - Guided: Students locate supporting details.
 - Independent: Write main idea summary.
- **Assessment:** Summaries checked for accuracy.

LESSON 7: Workbook Comprehension (40 minutes)

- **Activities:**
 - Complete comprehension questions.
 - Fill in blanks.
 - Short answers.
- **Assessment:** Teacher circulates for support.

LESSON 8: Phonics / Language Patterns (40 minutes)

- **Focus:** Sound patterns in vocabulary.
- **Activities:**
 - Sort words by sound groups.
 - Extension: Create new word list.
- **Assessment:** Review word sorting.

LESSON 9: Grammar Focus – Parts of Speech (40 minutes)

- **Objectives:** Identify nouns, verbs, adjectives.
- **Procedure:**

- Direct Teaching: Explain definitions.
- Guided: Identify in sentences.
- Independent: Write one example of each.
- **Assessment:** Grammar worksheet check.

LESSON 10: Grammar Focus – Adverbs, Prepositions, Conjunctions (40 minutes)

- **Activities:**
 - Circle adverbs.
 - Underline prepositions.
 - Create sentence using conjunction.
- **Assessment:** Review grammar exercises.

LESSON 11: Writing / Creative Task (40 minutes)

- **Prompt:** Imagine seeing the steam train for first time.
- **Independent:** Write 4 sentences describing what they see, hear, feel.
- **Differentiation:** Sentence frames for support; descriptive vocabulary for extension.
- **Assessment:** Review creative writing.

LESSON 12: Integrated Revision (40 minutes)

- **Activities:**
 - Quiz review.
 - Vocabulary game.
 - Grammar sorting challenge.
- **Closure:** Exit ticket: *One invention that changed life.*
- **Assessment:** Exit tickets collected.

Answer Keys

- **Comprehension:**
 - Who built The Rocket? → George Stephenson in 1829.
 - Why were people nervous? → They feared danger, smoke, and job loss.
 - How did trains improve travel? → Faster, safer, easier for families.

- **Vocabulary:** locomotive = powered train engine, astonishing = surprising, precarious = unsafe, chugged = moved slowly with sound.
- **Grammar:**
 - Proper name: George Stephenson.
 - Verb: built.
 - Nouns: train, clouds, smoke.
 - Adjectives: small, happy.
 - Reflexive pronouns: myself, herself, themselves.

Teacher Tips & Strategies

- Use think–pair–share for discussions.
- Provide sentence starters for weaker students.
- Encourage drawing comparisons between old and modern transport.
- Celebrate all attempts.

Home Connection

Family Letter: Dear Families, We are reading *The First Steam Train*. This story explains how trains changed travel in the 1800s. At home, you can:

- Talk about inventions that changed life.
- Practice words: train, railway, invention, passengers.
- Ask: “How did trains help families?”
- Draw or write about a modern invention.

Materials Checklist

- Textbook pages
- Train images
- Flashcards
- Worksheets (comprehension, grammar, vocabulary)
- Sequencing cards
- Assessment checklists

Assessment Tools

- Checklist:
 - Identifies main idea and details
 - Retells events in sequence
 - Uses vocabulary correctly
 - Applies grammar rules
 - Writes descriptive sentences

Pacing Guide

- Day 1: Introduction & Warm-Up
- Day 2: Characters & Setting
- Day 3: Sequencing Events
- Day 4: Vocabulary Focus
- Day 5: Feelings & Theme Discussion
- Day 6: Main Idea & Details
- Day 7: Workbook Comprehension
- Day 8: Phonics / Language Patterns
- Day 9: Grammar Focus – Parts of Speech
- Day 10: Grammar Focus – Adverbs, Prepositions, Conjunctions
- Day 11: Writing / Creative Task
- Day 12: Integrated Revision

Reflection & Notes

- What worked well
- What needs adjustment
- Students needing extra support
- Extension ideas

Chapter 2: The Lemonade Stand

Chapter Overview

- **Title:** The Lemonade Stand
- **Grade Level:** 4
- **Estimated Time:** 5–7 lessons (30–40 minutes each)
- **Chapter Summary:** This chapter introduces Ethan, a young entrepreneur who sets up a lemonade stand to learn about business. Students explore concepts such as profit, expenses, and customer service. The story highlights planning,

honesty, and creativity in business, while reinforcing grammar skills with verbs and homophones.

Learning Objectives

By the end of this chapter, students will be able to:

- Understand basic business concepts (profit, expense, service).
- Identify main ideas and details in a narrative text.
- Apply vocabulary in context.
- Distinguish main verbs, helping verbs, transitive and intransitive verbs.
- Recognise homophones (buy/by/bye).
- Answer comprehension questions in complete sentences.
- Write short paragraphs about business ideas.

Vocabulary

High-Frequency Words: buy, by, bye, profit, expense, customer **Content Words:** business, entrepreneur, trade, service, planning **Action Words:** sell, buy, spend, earn, plan **Descriptive Words:** honest, fresh, busy, successful

Complete Lesson Plans

LESSON 1: Introduction & Warm-Up (30–40 minutes)

- **Objectives:** Activate prior knowledge about business.
- **Materials:** Storybook, chart paper, flashcards.
- **Procedure:**
 1. Warm-Up Talk: Ask: “Have you ever sold something? Why do people start businesses?”
 2. Story Introduction: Introduce Ethan and his lemonade stand.
 3. Guided Practice: Students predict story events.
 4. Independent Practice: Draw their own small business idea.
- **Assessment:** Observe drawings and oral responses.

LESSON 2: Characters & Setting (40 minutes)

- **Objectives:** Identify characters and environment.
- **Activities:**

- Highlight Ethan, customers, and home environment.
- Guided: Discuss descriptive details.
- Independent: Write a short setting description.
- **Assessment:** Review written setting descriptions.

LESSON 3: Sequencing Events (40 minutes)

- **Objectives:** Arrange events in order.
- **Procedure:**
 1. Teacher creates timeline: Idea → Preparation → Selling → Profit calculation.
 2. Guided: Students reorder event cards.
 3. Independent: Write 4 steps of Ethan's business.
- **Assessment:** Check sequencing accuracy.

LESSON 4: Vocabulary Focus (40 minutes)

- **Objectives:** Understand business vocabulary.
- **Activities:**
 - Match glossary words.
 - Guided: Use sentences like "Profit means..."
 - Independent: Create vocabulary notebook.
- **Assessment:** Collect notebooks.

LESSON 5: Business Concepts (40 minutes)

- **Objectives:** Explore profit and expenses.
- **Discussion:** What is profit? Why track expenses?
- **Hands-on Activity:** Pretend shop role-play.
- **Assessment:** Observe participation.

LESSON 6: Main Idea & Details (40 minutes)

- **Objectives:** Identify main idea and supporting details.
- **Procedure:**
 - Teacher models underlining key sentences.

- Guided: Students locate details.
- Independent: Write main idea summary.
- **Assessment:** Review summaries.

LESSON 7: Workbook Comprehension (40 minutes)

- **Activities:**
 - Complete comprehension questions.
 - Fill in blanks.
 - Short answers.
- **Assessment:** Teacher checks responses.

LESSON 8: Homophones (40 minutes)

- **Objectives:** Distinguish buy/by/bye.
- **Activities:**
 - Guided: Sentence sorting activity.
 - Independent: Write sentences using each homophone.
- **Assessment:** Review sentences.

LESSON 9: Grammar Focus – Main & Helping Verbs (40 minutes)

- **Objectives:** Identify main and helping verbs.
- **Procedure:**
 - Direct Teaching: Explain definitions.
 - Guided: Identify in sentences.
 - Independent: Write examples.
- **Assessment:** Grammar worksheet check.

LESSON 10: Grammar Focus – Transitive & Intransitive Verbs (40 minutes)

- **Objectives:** Classify verbs.
- **Procedure:**
 - Direct Teaching: Explain transitive vs intransitive.
 - Guided: Classify examples.

- Independent: Write sentences.
- **Assessment:** Review exercises.

LESSON 11: Writing Task (40 minutes)

- **Prompt:** How can Ethan grow his business?
- **Independent:** Write 4–5 sentences with suggestions.
- **Differentiation:** Sentence frames for support; extension with creative vocabulary.
- **Assessment:** Review writing samples.

LESSON 12: Integrated Revision (40 minutes)

- **Activities:**
 - Vocabulary game.
 - Grammar quiz.
 - Role-play shopkeeper and customer.
- **Closure:** Reflection: “One business lesson I learned.”
- **Assessment:** Exit tickets collected.

Answer Keys

- **Comprehension:**
 - Why did Ethan set up a lemonade stand? → To learn about business and trade.
 - How did he prepare? → Bought lemons, prepared syrup, recorded expenses.
 - What did he learn? → Planning, honesty, quality, and customer service are important.
 - How much profit did he make? → 200 Dhs.
- **Vocabulary:** business = work done to earn money, entrepreneur = person who starts a business, profit = money left after costs.
- **Grammar:**
 - Main verb: running; Helping verb: is.
 - Transitive: Ethan drinks lemonade.
 - Intransitive: The children laugh loudly.

- **Homophones:** buy = purchase, by = near, bye = goodbye.

Teacher Tips & Strategies

- Use pretend shop role-play for engagement.
- Provide sentence frames for weaker students.
- Encourage creative business ideas.
- Celebrate all attempts.

Home Connection

Family Letter: Dear Families, We are reading *The Lemonade Stand*. This story is about Ethan, who learns about business by selling lemonade. At home, you can:

- Talk about small businesses in your community.
- Practice words: profit, expense, customer.
- Ask: “What did Ethan learn about business?”
- Draw or write about a business idea.

Materials Checklist

- Storybook
- Flashcards
- Worksheets (comprehension, grammar, vocabulary)
- Sequencing cards
- Chart paper
- Assessment checklists

Assessment Tools

- Checklist:
 - Identifies main idea and details
 - Retells events in sequence
 - Uses vocabulary correctly
 - Applies grammar rules
 - Writes descriptive sentences

Pacing Guide

- Day 1: Introduction & Warm-Up
- Day 2: Characters & Setting
- Day 3: Sequencing Events
- Day 4: Vocabulary Focus
- Day 5: Business Concepts
- Day 6: Main Idea & Details
- Day 7: Workbook Comprehension
- Day 8: Homophones
- Day 9: Grammar Focus – Main & Helping Verbs
- Day 10: Grammar Focus – Transitive & Intransitive Verbs
- Day 11: Writing Task
- Day 12: Integrated Revision

Reflection & Notes

- What worked well
- What needs adjustment
- Students needing extra support
- Extension ideas

Chapter 3: The Secret of the Old Well

Chapter Overview

- **Title:** The Secret of the Old Well
- **Grade Level:** 4
- **Estimated Time:** 5–7 lessons (30–40 minutes each)
- **Chapter Summary:** Bill and Mary discover an abandoned stone well hidden behind bushes. Inside, they find a tin box containing faded drawings and notes about how villagers used the well during dry seasons. The story highlights teamwork, resilience, and the importance of history and knowledge.

Learning Objectives

By the end of this chapter, students will be able to:

- Understand story events and sequence.
- Identify themes of teamwork, history, and resilience.

- Learn meanings of idioms and figurative phrases.
- Apply prefixes and suffixes to form new words.
- Identify adjectives and use degrees of comparison.
- Answer comprehension questions in full sentences.
- Discuss the importance of history and teamwork.

Vocabulary

High-Frequency Words: old, box, rope, notes, villagers **Content Words:** abandoned, resilience, lifeline, generations, centuries, faded **Action Words:** discover, pull, tie, read, share **Descriptive Words:** rusty, faded, old, proud, curious

Complete Lesson Plans

LESSON 1: Introduction & Warm-Up (30–40 minutes)

- **Objectives:** Predict story events.
- **Materials:** Picture of an old well.
- **Procedure:**
 1. Hook: Show image of old well. Ask: “What secrets might old places hide?”
 2. Guided Practice: Students predict story events.
 3. Independent Practice: Write one prediction.
- **Assessment:** Observe predictions.

LESSON 2: Characters & Setting (40 minutes)

- **Objectives:** Identify characters and setting.
- **Activities:**
 - Read first section aloud.
 - Highlight descriptive clues.
 - Guided: Discuss Bill, Mary, and the village.
 - Independent: Write setting description.
- **Assessment:** Review written responses.

LESSON 3: Sequencing Events (40 minutes)

- **Objectives:** Arrange events in order.
- **Procedure:**
 1. Direct Teaching: Use timeline on board.
 2. Guided: Students arrange event cards.
 3. Independent: Write 5 steps of discovery.
- **Assessment:** Check sequencing accuracy.

LESSON 4: Vocabulary Focus (40 minutes)

- **Objectives:** Learn meanings of key words.
- **Activities:**
 - Match words to meanings.
 - Guided: Use words in sentences.
 - Independent: Write own sentence using vocabulary.
- **Assessment:** Collect worksheets.

LESSON 5: Theme Discussion (40 minutes)

- **Objectives:** Identify themes of teamwork and history.
- **Discussion:** Why was teamwork important? Why is history valuable?
- **Independent:** Write one theme sentence.
- **Assessment:** Review responses.

LESSON 6: Main Idea & Details (40 minutes)

- **Objectives:** Identify main idea and supporting details.
- **Procedure:**
 - Teacher models main idea.
 - Guided: Students locate details.
 - Independent: Write summary.
- **Assessment:** Summaries checked.

LESSON 7: Workbook Comprehension (40 minutes)

- **Activities:**

- Answer comprehension questions.
- Fill in blanks.
- **Assessment:** Teacher checks responses.

LESSON 8: Idioms & Figurative Language (40 minutes)

- **Objectives:** Understand idioms.
- **Activities:**
 - Teach idioms: *Every cloud has a silver lining, Don't let the grass grow under your feet, Hit the nail on the head.*
 - Independent: Write meaning of one idiom.
- **Assessment:** Review answers.

LESSON 9: Grammar Focus – Prefixes & Suffixes (40 minutes)

- **Objectives:** Form new words.
- **Activities:**
 - Add prefixes: unhappy, rewrite.
 - Add suffixes: hopeful, singer.
 - Independent: Create own examples.
- **Assessment:** Grammar worksheet check.

LESSON 10: Grammar Focus – Adjectives (40 minutes)

- **Objectives:** Identify describing words.
- **Activities:**
 - Find adjectives in story: old well, rusty tin box, faded drawings.
 - Independent: Write 3 adjectives.
- **Assessment:** Review worksheets.

LESSON 11: Degrees of Comparison (40 minutes)

- **Objectives:** Use positive, comparative, superlative forms.
- **Activities:**
 - Identify degrees in sentences.
 - Rewrite with comparisons.

- **Assessment:** Check transformations.

LESSON 12: Integrated Revision (40 minutes)

- **Activities:**
 - Vocabulary quiz.
 - Grammar sorting challenge.
 - Reflection discussion: “Why is knowledge more valuable than treasure?”
- **Assessment:** Exit tickets collected.

Answer Keys

- **Comprehension:**
 - What did Bill and Mary discover? → An abandoned stone well.
 - How did they retrieve the box? → With rope and teamwork.
 - What was inside? → Faded drawings and notes.
- **Vocabulary:** abandoned = left behind, resilience = strength, lifeline = essential for survival.
- **Grammar:** Prefix examples: unhappy, rewrite. Suffix examples: hopeful, singer.
- **Adjectives:** old, rusty, faded.
- **Degrees of Comparison:** sweet → positive, brighter → comparative, busiest → superlative.

Teacher Tips & Strategies

- Use images of old wells for engagement.
- Encourage teamwork in group activities.
- Provide sentence frames for weaker students.
- Celebrate all attempts.

Home Connection

Family Letter: Dear Families, We are reading *The Secret of the Old Well*. This story is about teamwork, history, and resilience. At home, you can:

- Talk about old places in your community.
- Practice words: abandoned, resilience, faded.

- Ask: “Why is knowledge more valuable than treasure?”
- Draw or write about teamwork.

Materials Checklist

- Storybook
- Flashcards
- Worksheets (comprehension, grammar, vocabulary)
- Sequencing cards
- Chart paper
- Assessment checklists

Assessment Tools

- Checklist:
 - Identifies characters and setting
 - Retells events in sequence
 - Uses vocabulary correctly
 - Applies grammar rules
 - Writes descriptive sentences

Pacing Guide

- Day 1: Introduction & Warm-Up
- Day 2: Characters & Setting
- Day 3: Sequencing Events
- Day 4: Vocabulary Focus
- Day 5: Theme Discussion
- Day 6: Main Idea & Details
- Day 7: Workbook Comprehension
- Day 8: Idioms & Figurative Language
- Day 9: Grammar Focus – Prefixes & Suffixes
- Day 10: Grammar Focus – Adjectives

- Day 11: Degrees of Comparison
- Day 12: Integrated Revision

Reflection & Notes

- What worked well
- What needs adjustment
- Students needing extra support
- Extension ideas

Chapter 4: A Visit to Northern Pakistan

☆ □Chapter Overview

Learning Objectives

Knowledge Students will:

- Understand descriptive travel narrative.
- Identify sequence of events in a journey.
- Learn geographical vocabulary.
- Recognise verb tenses used in narration.

Skills Students will:

- Read informational and descriptive text.
- Identify main idea and supporting details.
- Use context clues to determine meaning.
- Apply correct verb tense forms.

Language & Thinking Goals

- Describe travel experiences clearly.
- Use sequencing language.
- Compare present, past, and future actions.

☆ □Key Vocabulary Table

Word Meaning

flickered shone on and off

trail narrow path

shimmered shone softly

plateau flat high land

itinerary travel plan

caption short description under picture

weaving making fabric by crossing threads

highway main road

☆ **Grammar Focus**

This chapter focuses on **Tenses**:

- **Present Simple (PrS)**: Olivia reads her journal every day.
- **Present Continuous (PrC)**: Noah is editing photos right now.
- **Past Simple (PaS)**: They flew to Gilgit.
- **Past Continuous (PaC)**: The driver was checking the tyres.
- **Future Simple (F)**: We will add captions tomorrow.
- **Future Continuous (FC)**: At 7 a.m., we will be driving.

☆ **Lesson Plans (12 Lessons)**

1. **Story Introduction** — Map hook, activate prior knowledge.
2. **Characters & Setting** — Identify Olivia and Noah, highlight travel details.
3. **Vocabulary Exploration** — Match meanings, create vocabulary notebook.
4. **Descriptive Language** — Identify phrases, write own descriptions.
5. **Sequencing Events** — Create timeline, use signal words.
6. **Comprehension Skills** — Model main idea, students summarise.
7. **Collocations & Synonyms** — Practice collocations, synonyms.
8. **Grammar Concept 1** — Present vs Past tense comparison.

9. **Grammar Concept 2** — Continuous tense practice.
10. **Future Tense Practice** — Role-play planning trip.
11. **Writing Activity** — “My Memorable Journey” using multiple tenses.
12. **Integrated Revision** — Tense sorting game, vocabulary quiz, sequencing cards.

☆ **Core Topic Explanation (Teacher Guidance)**

Travel writing describes places, experiences, and feelings during a journey.

Focus Points:

- Use adjectives to describe scenery.
- Show time progression with verb tenses.
- Use sequencing language to organise events.

Board Points:

- Travel narrative = sequence + description.
- Past tense = completed travel.
- Continuous tense = action in progress.

☆ **Answer Key (Highlights)**

- **Vocabulary:** flickered = shone on and off; trail = path; shimmered = shone softly.
- **Collocations:** keep a journal, add a caption, follow a trail.
- **Synonyms:** sparkled → glittered; trip plan → itinerary.
- **Comprehension:** Olivia and Noah first travelled to Gilgit; they visited Eagle’s Nest and Khunjerab Pass.
- **Grammar:** Identify tenses correctly; transform sentences.
- **Sequencing:** Gilgit → Hunza → Eagle’s Nest → Khunjerab Pass → village lights flickered.
- **Exit Ticket Examples:**
 - Past Simple: We reached Hunza in the evening.
 - Past Continuous: We were walking along the lake.

- Future Continuous: At 9 a.m. tomorrow, we will be travelling.

Home Connection

Family Letter: Dear Families, We are reading *A Visit to Northern Pakistan*. This story is about Olivia and Noah's journey through the northern mountains. At home, you can:

- Talk about travel experiences in your family.
- Practice words: itinerary, plateau, caption, trail.
- Ask: "What makes travel valuable—seeing new places or learning new things?"
- Draw or write about a memorable trip.

Materials Checklist

- Storybook text
- Map of Northern Pakistan
- Flashcards (vocabulary, collocations)
- Worksheets (comprehension, grammar, sequencing)
- Chart paper for timelines
- Sequencing cards
- Assessment checklists

Assessment Tools

Checklist:

- Identifies characters and setting
- Retells journey events in sequence
- Uses geographical vocabulary correctly
- Applies verb tense rules accurately
- Writes descriptive sentences about travel

Pacing Guide

- Day 1: Story Introduction
- Day 2: Characters & Setting
- Day 3: Vocabulary Exploration

- Day 4: Descriptive Language
- Day 5: Sequencing Events
- Day 6: Comprehension Skills
- Day 7: Collocations & Synonyms
- Day 8: Grammar Concept 1
- Day 9: Grammar Concept 2
- Day 10: Future Tense Practice
- Day 11: Writing Activity
- Day 12: Integrated Revision

Reflection & Notes

- **What worked well:** Students enjoyed maps and sequencing cards.
- **What needs adjustment:** Extra support needed for tense distinctions.
- **Students needing extra support:** Provide sentence frames for tense practice.
- **Extension ideas:**
 - Create a travel brochure for Northern Pakistan.
 - Compare Olivia and Noah's journey with a local trip.
 - Draw landscapes described in the chapter.

Chapter 5: Poetry – Plant a Seed Today

Chapter Overview

Learning Objectives

Knowledge Students will:

- Understand poem structure and message.
- Identify rhyme and figurative language.
- Recognise similes and imagery.
- Learn vocabulary related to growth and kindness.

Skills Students will:

- Read poetry with expression.
- Identify rhyming words.
- Interpret figurative meaning.
- Use synonyms and antonyms correctly.
- Construct different sentence types.

Language & Thinking Goals

- Understand symbolic meaning (seed = kindness/actions).
- Develop emotional and moral interpretation.
- Express ideas creatively through writing.

Key Vocabulary Table

Word	Meaning
seed	small part of plant that grows
ground	earth or soil

Word	Meaning
leafy	full of green leaves
gentle	soft, kind, mild
blossom	to bloom
deed	an action
spread	move or grow across
grand	large or important
care	kindness or concern
change	make different or better

Grammar Focus

Subject and Predicate

- Subject = who or what sentence is about.
- Predicate = action or description.
- Example: *The tiny seed grows quickly.*
 - Subject: the tiny seed
 - Predicate: grows quickly

Sentence Types

- Affirmative: Kindness spreads everywhere.
- Negative: Kindness does not grow without care.
- Interrogative: Does the seed grow into a tree?

Synonyms and Antonyms

- gentle → soft (synonym)
- gentle → harsh (antonym)

Lesson Plans (12 Lessons)

1. Poem Introduction — Teacher reads poem aloud, students listen for rhyme.
2. Understanding Message — Discuss symbolic meaning of seed.

3. Vocabulary Exploration — Use glossary table, create word cards.
4. Rhyme Hunt — Identify rhyming pairs, clap rhythm activity.
5. Figurative Language — Identify simile “Kindness grows like a seed.”
6. Imagery and Visualization — Students draw scene from poem.
7. Synonyms and Antonyms — Sort words into pairs.
8. Word Classification — Sort into nouns, verbs, adjectives.
9. Sentence Structure — Identify subject and predicate.
10. Sentence Types — Affirmative, negative, interrogative practice.
11. Creative Writing — Write “Tree of Kindness.”
12. Integrated Review — Rhyme, vocabulary, grammar, message discussion.

Core Topic Explanation (Teacher Guidance)

This poem uses **nature as a symbol**.

- Seed = small good actions.
- Tree = growth of kindness.
- Shade = positive impact on others.

Teaching focus:

- Literal meaning: planting a seed.
- Figurative meaning: planting kindness.
- Message: small actions create big impact.

Board Notes: Seed → growth → tree → shade → kindness spreading.

Answer Key (Highlights)

- **Rhyme Hunt:** ground/around, tree/me, care/share.
- **Figurative Language:** Simile “Kindness grows like a seed” → small actions grow into big changes.
- **Creative Writing (Model):** “I would plant a tree of kindness that grows flowers of friendship and fruits of helping others...”
- **Glossary Understanding:** seed = small part of plant; blossom = bloom; deed = action.

- **Synonym Swap:** ground → soil; gentle → kind; blossom → bloom.
- **Antonym Challenge:** leafy → bare; grand → simple; spread → shrink.
- **Word Sort:**
 - Nouns: ground, deed
 - Verbs: blossom, spread
 - Adjectives: leafy, gentle, grand
- **Sentence Builder:** Kindness is a gentle deed that helps people grow stronger.
- **Subject & Predicate:** Kindness spreads like sunshine → Subject: Kindness, Predicate: spreads like sunshine.
- **Sentence Types:** Affirmative: The boy plants a seed. Negative: The boy does not plant a seed. Interrogative: Does the boy plant a seed?
- **Message Understanding:** Small acts of kindness create positive changes in the world.

Home Connection

Family Letter: Dear Families, We are reading *Plant a Seed Today*. This poem teaches that kindness is like a seed that grows into something beautiful. At home, you can:

- Talk about small acts of kindness in your family.
- Practice words: seed, blossom, deed, care.
- Ask: “How can kindness spread in our community?”
- Draw or write about a “Tree of Kindness.”

Materials Checklist

- Poem text
- Flashcards (vocabulary, rhyme pairs)
- Worksheets (comprehension, grammar, vocabulary)
- Chart paper for word sorting
- Drawing materials for imagery activity
- Assessment checklists

Assessment Tools

Checklist:

- Identifies rhyme and figurative language
- Explains poem's message
- Uses synonyms and antonyms correctly
- Applies sentence structure rules
- Writes creative responses

Pacing Guide

- Day 1: Poem Introduction
- Day 2: Understanding Message
- Day 3: Vocabulary Exploration
- Day 4: Rhyme Hunt
- Day 5: Figurative Language
- Day 6: Imagery and Visualization
- Day 7: Synonyms and Antonyms
- Day 8: Word Classification
- Day 9: Sentence Structure
- Day 10: Sentence Types
- Day 11: Creative Writing
- Day 12: Integrated Review

Reflection & Notes

- **What worked well:** Students enjoyed rhyme hunt and drawing imagery.
- **What needs adjustment:** Some needed support distinguishing literal vs figurative meaning.
- **Students needing extra support:** Provide sentence frames and synonym/antonym word banks.
- **Extension ideas:**
 - Create a class "Kindness Tree" mural.

- Write short kindness poems.
- Link to science: study how seeds grow in real life.

Chapter 6: Journey to the Seven Wonders

Chapter Overview

Learning Objectives

Knowledge

- Identify the Seven Wonders described in the story.
- Understand historical landmarks and their importance.
- Recognise sentence types and compound sentences.
- Understand conjunction usage.

Skills

- Reading comprehension.
- Sequencing events.
- Vocabulary development.
- Grammar identification and transformation.
- Creative descriptive writing.

Language & Thinking Goals

- Describe places using imagery.
- Develop curiosity about world cultures.
- Use questioning language correctly.

Key Vocabulary Table

Word	Meaning
Atlas	book of maps
Temple	place of worship
Gladiator	ancient Roman fighter
Pyramid	triangular stone structure
Rediscovered	found again
Monument	important statue/building
Marble	smooth stone used in buildings

Word	Meaning
Statue	carved figure

Grammar Focus

- **Types of sentences:** Declarative, Interrogative, Imperative, Exclamatory
 - **Compound sentences**
 - **Coordinating conjunctions (FANBOYS)**
 - **Subordinating conjunctions:** because, although, since, while, if
 - **Sentence transformation**
 - **Identifying sentence types**
-

Lesson Plans (12 Lessons)

1. Story Introduction — Activate prior knowledge, introduce Sara and atlas journey.
 2. Great Wall of China — Purpose and historical context, map activity.
 3. Petra — Visual imagery, describe hidden city.
 4. Colosseum — Historical imagination, role-play crowd scene.
 5. Chichén Itzá — Science and history connection.
 6. Machu Picchu — Geography vocabulary.
 7. Christ the Redeemer — Symbolism.
 8. Taj Mahal — Cultural understanding.
 9. Sequencing Events — Arrange journey steps.
 10. Vocabulary Development — Homophones & homonyms.
 11. Grammar Focus — Sentence types and conjunctions.
 12. Creative Integration — Design your own 8th wonder.
-

Core Topic Explanation (Teacher Guidance)

Concept: Wonders are famous structures built by humans. They show culture, science, and history.

Teaching focus:

- Use visuals to compare size and purpose.
- Encourage descriptive writing using imagery.
- Grammar focus: sentence types and compound sentences.

Board Notes:

- What? Where? Why important?
 - Sentence types chart.
 - Compound sentence structure: Simple + conjunction + simple.
-

Answer Key (Highlights)

Comprehension

1. Sara's teacher asked her to find out about the Seven Wonders and share them with the class.
2. Petra is called the "Rose City."
3. Sara imagined cheering crowds and gladiators fighting in the Colosseum.

True or False

- The Great Wall of China was built to protect China. → True
- Machu Picchu is in Mexico. → False
- The Taj Mahal was built by Emperor Shah Jahan. → True
- Christ the Redeemer is a statue in Brazil. → True

Fill in the Blanks

1. Petra is also called the "Rose City."
2. Chichén Itzá was used as a temple and for studying the stars.
3. Machu Picchu is a lost city high in the Andes mountains.
4. The Taj Mahal glowed in the moonlight.

Postcard Writing (Sample)

“Greetings from Machu Picchu! I see ancient stone buildings high in the mountains. Clouds float around the city, making it look magical. I feel amazed by this wonder.”

Homophones

- Sun / Son
- Sea / See
- Night / Knight
- Write / Right

Homonyms

- Light (brightness / not heavy)
- Watch (look / clock)
- Ring (jewelry / sound)
- Bark (dog sound / tree covering)

Grammar Practice

- Identify sentence type: Declarative, Imperative, Exclamatory, Interrogative.
- Transform sentences:
 - Declarative → The seed grows into a tree.
 - Interrogative → Does the seed grow into a tree?
 - Exclamatory → The seed grows into a beautiful tree!
- Subordinating conjunctions: because, although, since, while, if.

Creative Writing (Sample)

- Declarative: Sara visited many amazing places.
- Interrogative: Which wonder was the most exciting?
- Imperative: Read about the Taj Mahal.
- Exclamatory: What a beautiful journey!

Home Connection

Family Letter:

Dear Families, We are reading *Journey to the Seven Wonders*. This story introduces famous landmarks from around the world. At home, you can:

- Talk about places you would like to visit.
 - Practice words: monument, statue, temple, pyramid.
 - Ask: “Why are landmarks important for history and culture?”
 - Draw or write about a wonder you would like to see.
-

Materials Checklist

- Storybook text
 - Atlas or world map
 - Flashcards (vocabulary, homophones, homonyms)
 - Worksheets (comprehension, grammar, sequencing)
 - Chart paper for sentence types
 - Assessment checklists
-

Assessment Tools

Checklist:

- Identifies Seven Wonders correctly
 - Retells journey events in sequence
 - Uses vocabulary accurately
 - Applies grammar rules (sentence types, conjunctions)
 - Writes descriptive sentences about landmarks
-

Pacing Guide

- Day 1: Story Introduction
- Day 2: Great Wall of China
- Day 3: Petra

- Day 4: Colosseum
 - Day 5: Chichén Itzá
 - Day 6: Machu Picchu
 - Day 7: Christ the Redeemer
 - Day 8: Taj Mahal
 - Day 9: Sequencing Events
 - Day 10: Vocabulary Development
 - Day 11: Grammar Focus
 - Day 12: Creative Integration
-

Reflection & Notes

- **What worked well:** Students enjoyed postcard writing and role-play activities.
- **What needs adjustment:** Some learners needed extra support distinguishing homophones and homonyms.
- **Students needing extra support:** Provide sentence frames and visual aids.
- **Extension ideas:**
 - Create a class “Atlas of Wonders.”
 - Compare ancient wonders with modern landmarks.
 - Write a travel diary imagining a visit to one wonder.

Chapter 7: Silly Soup

Chapter Overview

Learning Objectives

Knowledge

- Understand story sequence and cause and effect.
- Recognise character behaviour and feelings.
- Learn sound words and descriptive vocabulary.
- Understand adverbs and clauses.

Skills

- Reading comprehension.
- Sequencing events logically.
- Writing character responses.
- Identifying grammar structures.

Language & Thinking Goals

- Identify humour in storytelling.
 - Understand kindness and respectful communication.
 - Use expressive vocabulary.
-

Key Vocabulary Table

Word	Meaning
Bossy	always telling others what to do
Grin	wide cheeky smile
Plop	heavy sound falling into liquid
Squelch	wet squishy sound
Zoom	move very fast
Sizzle	hot frying or bubbling sound
Fizzy	full of bubbles
Whoosh	rushing fast sound
Bubble	air pockets in liquid

Word	Meaning
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Stir	mix by moving spoon round
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Additional Word Power: splash, slurp, gulp, nasty, wobble, giggle, whirl, steam, frown, glow

Core Topic Explanation (Teacher Guidance)

Story Theme:

- Daniel wants Grandma to be kinder.
- He uses humour instead of arguing.
- The silly soup becomes a symbol of laughter.

Teaching Focus:

- Cause → action → reaction.

Board Structure:

- Problem: Grandma bossy
- Plan: Silly soup
- Result: laughter and change

Grammar Focus:

- Adverbs describe: How? When? Where? How often? To what extent?
 - Clauses:
 - Main clause = complete idea.
 - Subordinate clause = extra information (because, when, if, although, since).
-

Grammar Focus

Adverbs

- Manner: quickly, loudly
- Time: yesterday, tomorrow
- Place: outside, here

- Frequency: always, often
- Degree: very, too

Clauses

- Main clause: can stand alone.
 - Subordinate clause: begins with because, when, if, although, since.
-

Lesson Plans (12 Lessons)

1. Introduce story context and characters.
 2. Read first part and predict outcome.
 3. Discuss character traits.
 4. Explore sound words and descriptive language.
 5. Create cause and effect chart.
 6. Sequence events.
 7. Vocabulary practice.
 8. Write about character feelings.
 9. Grammar introduction (adverbs).
 10. Practice kinds of adverbs.
 11. Clauses and sentence structure.
 12. Creative extension and role play.
-

Answer Key (Highlights)

Sequencing Fun

1. Daniel thought of making a silly soup.
2. Daniel added toothpaste and jelly sweets.
3. Daniel poured the soup into a bowl.
4. Grandma shouted for her tea.
5. Grandma laughed so loudly that neighbors came to look.

Character Feelings

- Daniel at the beginning: unhappy because Grandma was bossy.
- Grandma after drinking the soup: surprised and amused.
- Daniel at the end: proud and happy.

Comprehension

1. Grandma was bossy because she often told Daniel what to do.
2. Daniel decided to make a silly soup.
3. Ingredients: bubble bath, toothpaste, red chili sauce, jelly sweets.
4. Grandma zoomed around and laughed loudly.
5. Grandma became kinder and spoke more gently.
6. Lesson: laughter and kindness can change hearts.

Grammar Spot (Negative Form)

- Daniel loved his grandmother → Daniel did not love his grandmother.
- Grandma spoke kindly every morning → Grandma did not speak kindly every morning.

Oral Communication (Sample Responses)

- Strange ingredient: chocolate chips, marshmallows, soap bubbles.
- Sound description: splash, fizz, sizzle, whoosh.
- Acting words: giggle, wobble, whirl.

Adverbs Practice

- loudly (manner)
- tomorrow (time)
- outside (place)
- never (frequency)
- too (degree)

Clause Detective

- because it was raining
- when the teacher arrived

- if you study hard

Clause Transformation

- The dog barked loudly because it saw a stranger.
- She was happy when she saw her friend.
- I like ice cream because it tastes sweet.

Clause Connectors

- Daniel laughed because Grandma drank the silly soup.
- The children clapped when the singer finished.
- I stayed home because it was raining.

Creative Extension (Sample)

Daniel made another magic soup. When Grandma tasted it, she began to dance happily. The soup made everyone laugh together.

Home Connection

Family Letter:

Dear Families, We are reading *Silly Soup*. This story shows how humour and kindness can change relationships. At home, you can:

- Talk about funny family moments.
 - Practice words: plop, squelch, giggle, wobble.
 - Ask: “How can laughter make people kinder?”
 - Draw or write about a silly soup recipe.
-

Materials Checklist

- Storybook text
- Flashcards (sound words, adverbs)
- Worksheets (comprehension, grammar, vocabulary)
- Chart paper for cause/effect and sequencing
- Drawing materials for creative extension
- Assessment checklists

Assessment Tools

Checklist:

- Identifies story sequence and cause/effect
- Recognises character behaviour and feelings
- Uses sound words and descriptive vocabulary
- Applies grammar rules (adverbs, clauses)
- Writes creative responses

Pacing Guide

- Day 1: Story Introduction
- Day 2: Reading and Prediction
- Day 3: Character Traits
- Day 4: Sound Words
- Day 5: Cause and Effect
- Day 6: Sequencing Events
- Day 7: Vocabulary Practice
- Day 8: Character Feelings Writing
- Day 9: Grammar (Adverbs)
- Day 10: Adverbs Practice
- Day 11: Clauses and Sentence Structure
- Day 12: Creative Extension

Reflection & Notes

- **What worked well:** Students enjoyed sound words and role-play.
- **What needs adjustment:** Some needed support distinguishing adverbs of manner vs time.
- **Students needing extra support:** Provide sentence frames and word banks.

- **Extension ideas:**

- Create a class “Silly Soup Recipe Book.”
- Act out sound words in drama activity.
- Write a short comic strip about Daniel and Grandma.

Chapter 8: The Pillar of the Family

Chapter Overview

Theme:

Family unity, devotion, responsibility, and how every family member contributes during difficult times.

Central Message:

Each person in a family acts like a pillar. Even small acts of kindness, courage, and support help families stay strong during challenges.

Skills Developed:

- Reading comprehension and inference
- Understanding figurative language (pillar metaphor)
- Vocabulary development through glossary and idioms

- Grammar focus on clauses (main and subordinate)
- Speaking and reflective thinking skills
- Emotional awareness and values education

Cross-curricular links:

Social skills, moral education, character building.

Key Vocabulary Table

Word Meaning

Devotion	Strong love and loyalty
Pillar	Someone who supports and strengthens
Manage	Handle or deal with something
Calmly	In a peaceful way
Storm	Very bad weather or difficult situation
Mend	Repair something broken
Sacrifice	Giving up something for others
Withstand	Stay strong during difficulty
Deeds	Actions or good acts
Warmth	Kindness and comfort
Affection	Loving feeling
Beacon	A guiding light or hope
Unity	Being together as one

Grammar Focus

Clause

- **Main Clause (Independent Clause):**
Has a subject and verb. Makes complete sense alone.
Example: Sara helped her family.

- **Subordinate Clause (Dependent Clause):**
Has a subject and verb but needs a main clause. Often begins with: because, when, if, although, since, that, which.
Example: because the storm was strong
 - **Together in a Sentence:**
Main clause + subordinate clause:
She stayed inside because the storm was strong.
-

Core Topic Explanation (Teacher Guidance)

This chapter uses the metaphor of a pillar to teach children about responsibility and family roles.

Teaching focus:

- Discuss how families support each other during challenges.
- Help students connect emotional responses with actions.
- Emphasize teamwork and cooperation.
- Encourage reflection on real-life family contributions.

Suggested discussion:

- How can children help during difficult times?
 - Why is emotional support important?
 - What makes someone a “pillar”?
-

Lesson Plans (12 Lessons)

1. Introduce theme. Predict story using title and images.
2. Read first section. Identify characters and setting.
3. Discuss storm problem. Predict solutions.
4. Vocabulary exploration.
5. Role of each family member.
6. Theme discussion: devotion and unity.
7. Idioms and phrases from story.

8. Grammar focus introduction (clauses).
 9. Practice identifying main and subordinate clauses.
 10. Creative writing reflection.
 11. Oral discussion activities.
 12. Review, recap, assessment, extension.
-

Answer Key (Highlights)

Comprehension

1. The family began to worry because heavy rain flooded the streets and the power went out.
2. Sara's grandfather walked through muddy roads to buy milk for everyone.
3. Sara learned that every family member can be a pillar by showing love, care, and support.

True or False

- The family lived in a large, luxurious house. → False
- Grandmother encouraged everyone to stay strong. → True
- Sara helped her younger brother with homework. → True
- The father fixed the roof before going to work. → True

Fill in the Blanks

1. When there is a will, there is a way.
2. Sara compared each family member to a pillar.
3. Half a loaf is better than none.
4. I too can be a pillar of my family.

Oral Communication (Sample Answer)

Who is the pillar in your family?

"My mother is the pillar of my family because she cares for everyone."

Idioms (Meaning)

- When there is a will, there is a way = determination leads to success.
- Half a loaf is better than none = something is better than nothing.

- Charity begins at home = kindness starts with family.

Grammar Practice

- Clause Detective:
 - Main clause: She stayed inside / Subordinate clause: because the storm was strong
 - Main clause: Ali finished his homework / Subordinate clause: Although he was tired
 - Main clause: Sara smiled / Subordinate clause: when her grandmother told a story
- Clause Scramble:
 - I stayed home because it was raining.
 - The students packed their bags when the bell rang.
- Clause Contrast:
 - Main only: The children played.
 - Main + subordinate: The children played because the rain stopped.

Creative Writing (Sample Answer)

“During a storm, my family stays together and helps each other. My father checks the house, my mother prepares food, and I help my younger siblings. Working together makes us feel safe.”

Home Connection

Family Letter:

Dear Families, We are reading *The Pillar of the Family*. This story teaches that every family member can be a pillar by showing love, care, and support. At home, you can:

- Talk about how each person helps during challenges.
 - Practice words: devotion, pillar, sacrifice, unity.
 - Ask: “What makes someone a pillar in your family?”
 - Draw or write about your family’s pillars.
-

Materials Checklist

- Storybook text
 - Flashcards (vocabulary, idioms)
 - Worksheets (comprehension, grammar, vocabulary)
 - Chart paper for family pillar diagram
 - Assessment checklists
-

Assessment Tools

Checklist:

- Identifies story theme and message
 - Retells events in sequence
 - Uses vocabulary correctly
 - Applies grammar rules (clauses)
 - Writes reflective responses
-

Pacing Guide

- Day 1: Theme Introduction
- Day 2: Characters and Setting
- Day 3: Storm Problem Discussion
- Day 4: Vocabulary Exploration
- Day 5: Role of Family Members
- Day 6: Theme Discussion
- Day 7: Idioms and Phrases
- Day 8: Grammar Focus
- Day 9: Clause Practice
- Day 10: Creative Writing Reflection
- Day 11: Oral Discussion
- Day 12: Review and Extension

Reflection & Notes

- **What worked well:** Students connected the pillar metaphor with their own families.
- **What needs adjustment:** Some needed extra support identifying subordinate clauses.
- **Students needing extra support:** Provide sentence frames and idiom explanations.
- **Extension ideas:**
 - Create a “Family Pillars” poster.
 - Write short stories about family teamwork.
 - Role-play family members helping during a storm.

Chapter 9: The Amazing World of Inventions

Chapter Overview

Theme:

Innovation, creativity, history of inventions, and how inventions change human life.

Learning Objectives

Reading

- Identify key inventions and inventors.
- Understand cause and effect relationships in informational text.
- Extract facts from nonfiction passages.

Vocabulary

- Understand invention-related words.
- Use synonyms and antonyms.

Grammar

- Sentence expansion.
- Adding details using adjectives, phrases, and clauses.

Writing

- Describe inventions.
- Create and explain original ideas.

Thinking Skills

- Evaluate impact of inventions.
 - Imagine alternative realities.
-

Key Vocabulary Table

Word	Meaning
Invention	A new tool, machine, or idea created to solve a problem
Inventor	A person who creates something new
Brilliant	Very smart or clever
Fascinating	Very interesting
Essential	Very important or necessary
Transform	To change completely
Curiosity	Strong desire to learn
Vast	Very large
Aviation	Flying or aircraft travel

Grammar Focus

Sentence Expansion

A sentence can be made longer by adding more information.

Methods:

1. Add describing words
 - The cat sleeps.
 - The lazy cat sleeps quietly.

2. Add phrases
 - The cat sleeps on the sofa.
3. Add clauses
 - The cat sleeps because it is tired.

Purpose:

- Give more detail.
 - Improve writing quality.
 - Add clarity and interest.
-

Core Topic Explanation (Teacher Guidance)

This chapter introduces inventions as solutions to problems.

Focus on:

- Timeline thinking (past vs present technology).
- Cause and effect (telephone enabled communication).
- Human curiosity and innovation.
- Real-life applications (internet, aviation, medical inventions).

Teaching tips:

- Show real images of inventions.
 - Ask students to compare old and modern technology.
 - Encourage imagination during creative tasks.
-

Lesson Plans (12 Lessons)

1. Pre-reading discussion: What is an invention?
2. Read opening section. Discuss Alexander Graham Bell.

3. Timeline understanding: Telephone to smartphones.
 4. Light bulb invention and safety improvements.
 5. Aviation and Wright brothers.
 6. Modern inventions: computers, internet, medicine.
 7. Cause and effect analysis.
 8. Vocabulary development.
 9. Timeline Builder activity.
 10. Grammar focus: Sentence expansion.
 11. Creative invention design.
 12. Oral discussion and reflection.
-

Answer Key (Highlights)

Timeline Builder

1. Telephone
2. Light bulb
3. Airplane
4. Smartphones

Inventory (Who Invented What)

- Thomas Edison → Light bulb
- Wright brothers → Airplane
- Alexander Graham Bell → Telephone

Cause & Effect

- Telephone → Allowed people to talk over long distances.
- Light bulb → Provided safer and brighter lighting.
- Airplane → Enabled fast travel across continents.
- Internet → Connected people globally and shared information quickly.

While Reading Task

Inventors mentioned: Alexander Graham Bell, Thomas Edison, Wright brothers

Travel invention: Airplane

Comprehension

1. The teacher asked students to learn about inventions and understand their importance.
2. The telephone allowed people to communicate over long distances for the first time.
3. The Wright brothers' invention opened the door to modern aviation.
4. The light bulb transformed cities by allowing activities at night.
5. Modern inventions help people work faster and explore space.

Word Power

- Synonyms: Brilliant → clever; Fascinating → interesting; Transform → change; Essential → important; Vast → huge
- Antonyms: Bright → dull; Modern → old; Easy → difficult; Fascinating → boring; Safe → dangerous

Oral Communication (Sample Answers)

If the light bulb was never invented:

- Nights would be darker.
- People would rely on candles.
- Many activities would be harder after sunset.

Inventor's Challenge (Creative)

"My invention is a smart homework helper robot. It scans homework and gives hints. It helps students learn faster."

Grammar Practice

Expand Sentences:

- The dog barks → The small dog barks loudly at night.
- The girl reads → The young girl reads an interesting book quietly.
- The sun shines → The bright sun shines over the green fields.

Add Details:

- The car moves.

- Adjective: The red car moves.
- Prepositional phrase: The car moves on the road.
- Subordinate clause: The car moves because the driver started it.

Expansion Race:

- The boy runs: quickly / in the park / because he is late.
 - The girl reads: quietly / in the library / because she loves stories.
-

Home Connection

Family Letter:

Dear Families, We are reading *The Amazing World of Inventions*. This chapter explores how inventions change our lives. At home, you can:

- Talk about inventions that made life easier.
 - Practice words: invention, inventor, transform, curiosity.
 - Ask: "Which invention do you think is the most important?"
 - Draw or write about an invention idea.
-

Materials Checklist

- Storybook text
 - Flashcards (vocabulary, synonyms, antonyms)
 - Worksheets (comprehension, grammar, vocabulary)
 - Chart paper for timelines
 - Assessment checklists
-

Assessment Tools

Checklist:

- Identifies inventions and inventors
- Retells events in sequence

- Uses vocabulary correctly
 - Applies grammar rules (sentence expansion)
 - Writes creative invention ideas
-

Pacing Guide

- Day 1: Pre-reading Discussion
 - Day 2: Alexander Graham Bell
 - Day 3: Timeline Understanding
 - Day 4: Light Bulb Invention
 - Day 5: Aviation and Wright Brothers
 - Day 6: Modern Inventions
 - Day 7: Cause and Effect Analysis
 - Day 8: Vocabulary Development
 - Day 9: Timeline Builder Activity
 - Day 10: Grammar Focus
 - Day 11: Creative Invention Design
 - Day 12: Oral Discussion and Reflection
-

Reflection & Notes

- **What worked well:** Students enjoyed timeline building and creative invention design.
- **What needs adjustment:** Some needed extra support with sentence expansion.
- **Students needing extra support:** Provide sentence frames and word banks.
- **Extension ideas:**
 - Create a class “Invention Timeline” poster.
 - Write short stories imagining life without a key invention.
 - Role-play inventors presenting their ideas.

Chapter 10: The Door in the Library

Chapter Overview

Theme:

Fantasy, imagination, curiosity, and the power of reading.

Learning Goals

Reading Skills

- Identify fantasy story elements.
- Understand sequence of events.
- Recognize character emotions.
- Interpret story message.

Language Skills

- Use punctuation marks correctly.
- Understand simple tenses.
- Practice verb forms.
- Expand vocabulary using word families.

Thinking Skills

- Imagination and creativity.
- Critical thinking.
- Personal response to reading.

Key Vocabulary Table

Word	Meaning
Shimmered	Shone with a soft sparkling light

Word	Meaning
Realm	A special world or kingdom
Imagination	Ability to create ideas or pictures in the mind
Creature	Living being (real or imaginary)
Curious	Wanting to know more
Astonishment	Great surprise
Sparkle	Shine brightly
Whisper	Speak very softly
Magic	Something mysterious or extraordinary

Grammar Focus

Punctuation Review

- Full Stop (.) → End of statements.
- Question Mark (?) → For questions.
- Exclamation Mark (!) → Strong feeling.
- Comma (,) → Separate items in a list, after introductory clauses.
- Quotation Marks (" ") → For speech.
- Apostrophe (') → Shows possession or contraction.

Simple Tenses

- Present: She reads books.
- Past: Lina opened the door.
- Future: She will explore the forest.

Verb Forms Practice

- Go → went → gone
- Eat → ate → eaten
- Run → ran → run

- Write → wrote → written
 - See → saw → seen
 - Come → came → come
 - Take → took → taken
 - Give → gave → given
 - Do → did → done
 - Make → made → made
-

Core Topic Explanation (Teacher Guidance)

Fantasy Elements:

- Magical door
- Talking owl
- Crystal forest
- Fantasy creatures

Character Feelings:

- Curious at beginning
- Amazed inside the realm
- Happy and inspired at end

Message of Story:

Reading and imagination open new worlds. Stories help creativity grow.

Lesson Plans (12 Lessons)

1. Introduce fantasy genre and discuss imagination.
2. Read first part. Predict what happens after finding door.
3. Identify fantasy elements.
4. Discuss character emotions.
5. Sequence events in order.
6. Vocabulary practice and glossary discussion.

7. Word family practice.
 8. Comprehension questions (full sentence answers).
 9. Creative writing activity.
 10. Grammar focus: punctuation.
 11. Grammar focus: verb forms and tenses.
 12. Review, oral discussion, and creative extension.
-

Answer Key (Highlights)

Comprehension

1. Lina found the small wooden door hidden behind books in the old library.
2. The tunnel looked like a glowing passage filled with silver light and floating stars.
3. A talking owl welcomed Lina to the Realm of Imagination.

True or False

- Lina found the door in her classroom. → False
- The forest had crystal trees and golden water. → True
- The owl told Lina to stop reading. → False

Fill in the Blanks

1. The tunnel shimmered with silver light.
2. Lina saw a knight practicing with a dragon.
3. The owl said, "Never stop reading."

Vocabulary Match

- Astonishment → Great surprise
- Shimmered → Shone with a soft light
- Realm → A magical world

Multiple Choice

- Lina hid in the old library.
- Lina saw crystal trees and golden river.

- The owl told Lina to never stop reading.

Sequence Order

1. Lina opened the wooden door.
2. Lina met the talking owl.
3. Lina saw a knight and a dragon.
4. Lina returned to the library.

Creative Writing / Drawing

Sample: "I would draw a friendly owl with golden eyes whispering magical words to Lina."

Grammar Review

- Punctuation practice: Where are you going? / Wow, this place is amazing!
 - Tense practice: She played football yesterday. / We will go to the park tomorrow.
 - Verb forms: Yesterday I went to the library. / She has written a letter.
-

Home Connection

Family Letter:

Dear Families, We are reading *The Door in the Library*. This fantasy story shows how imagination and reading open magical worlds. At home, you can:

- Talk about your favorite fantasy stories.
 - Practice words: shimmered, realm, imagination, creature.
 - Ask: "What magical world would you like to visit?"
 - Draw or write about a fantasy adventure.
-

Materials Checklist

- Storybook text
- Flashcards (vocabulary, punctuation marks)
- Worksheets (comprehension, grammar, vocabulary)
- Chart paper for sequencing events
- Drawing materials for creative extension

- Assessment checklists
-

Assessment Tools

Checklist:

- Identifies fantasy elements
 - Retells events in sequence
 - Uses vocabulary correctly
 - Applies grammar rules (punctuation, tenses, verb forms)
 - Writes creative responses
-

Pacing Guide

- Day 1: Fantasy Genre Introduction
 - Day 2: Reading and Prediction
 - Day 3: Fantasy Elements
 - Day 4: Character Emotions
 - Day 5: Sequencing Events
 - Day 6: Vocabulary Practice
 - Day 7: Word Families
 - Day 8: Comprehension Questions
 - Day 9: Creative Writing
 - Day 10: Grammar Focus (Punctuation)
 - Day 11: Grammar Focus (Verb Forms & Tenses)
 - Day 12: Review and Creative Extension
-

Reflection & Notes

- **What worked well:** Students enjoyed fantasy elements and creative drawing.
- **What needs adjustment:** Some needed extra support with punctuation rules.

- **Students needing extra support:** Provide sentence frames and verb form charts.
- **Extension ideas:**
 - Create a class “Realm of Imagination” mural.
 - Write short fantasy stories inspired by Lina’s adventure.
 - Role-play characters from the magical forest.

Chapter 11: Poem – The Magic of Words

Chapter Overview

Theme:

The poem shows how reading and words take readers into imaginative worlds. It

highlights imagination, creativity, learning through books, and emotional connection with stories.

Learning Goals

Reading Skills

- Understanding poetic meaning
- Identifying imagery
- Recognising rhyming words
- Interpreting figurative meaning

Language Skills

- Vocabulary development
- Word families
- Idioms and expressions
- Continuous tenses (grammar focus)

Thinking Skills

- Visualising scenes from text
- Connecting imagination with reading
- Reflecting on personal reading habits

Key Vocabulary Table

Word	Meaning (Simple)
Ordinary	Simple or usual
Shine	To glow or sparkle
Castle	Large strong building
Hero	Brave person
Dragon	Mythical flying creature

Word	Meaning (Simple)
Sparkling	Shining brightly
Ocean	Very large body of water
Brave	Showing courage
Light	Brightness or knowledge
Far away	At a great distance

Grammar Focus

Continuous Tenses

- **Present Continuous**
Formula: Subject + is/am/are + verb + ing
Example: She is reading a book.
- **Past Continuous**
Formula: Subject + was/were + verb + ing
Example: They were reading stories.
- **Future Continuous**
Formula: Subject + will be + verb + ing
Example: I will be reading tonight.

Teaching Points:

- Used for actions happening over time.
 - Show ongoing activity.
 - Compare simple tense vs continuous.
 - I read. (habit)
 - I am reading. (happening now)
-

Core Topic Explanation (Teacher Guidance)

Poetic Meaning:

Poems use imagination and symbolic meaning.

Examples from poem:

- “Words can take me far away” → reading transports imagination.
- “Ordinary shine” → books make life meaningful.
- Dragons, castles → fantasy imagery.

Teaching Strategy:

1. Read aloud with rhythm.
2. Ask students what pictures they imagine.
3. Identify rhyming pairs.
4. Discuss feelings connected to reading.

Focus on:

- Visualization
 - Imagery
 - Emotional response
-

Lesson Plans (12 Lessons)

1. First Reading — Teacher reads poem aloud, students listen and identify mood.
2. Vocabulary Introduction — Discuss glossary words with examples.
3. Imagery Exploration — Students draw scenes from poem.
4. Rhyming Words — Identify rhyme pairs (away/gray, line/shine, strong/wrong, find/mind, light/night).
5. Poetic Meaning — Explain literal vs poetic meaning.
6. Word Families — Create new examples from base words.
7. Idioms and Expressions — Discuss “lost in a book,” “turn the page,” “see the light,” “in the limelight,” “light as a feather.”
8. Comprehension Practice — Students answer questions orally.
9. Creative Writing — Write own short poem lines.
10. Grammar Focus — Continuous tense introduction.
11. Grammar Practice — Create sentences using reading theme.

12. Reflection and Discussion — What does reading mean to you?

Answer Key (Highlights)

Rhyme Hunt

- away / gray
- line / shine
- strong / wrong
- find / mind
- light / night

Imagery Detective (Examples)

- “Of dragons flying in the night”
- “Oceans sparkling in the light”

Poem Puzzle

- Castles → strong buildings / imagination world
- Dragons → mythical creatures
- Oceans → sparkling water scenes

Multiple Choice

1. What can make the ordinary shine? → A single page
2. Who fights the wrong? → Heroes
3. What fills the world with light? → Words

Sequence Order

1. Words can take me far away
2. With every book, a door I find
3. Of dragons flying in the night
4. So I will read both day and night

Poem Map (Sample Answers)

- Beginning: Words take us to new places.
- Middle: Dragons, oceans, castles.
- End: Promise to keep reading.

Word Hunt

Examples: light, dragons, shine, castles

Creative Writing

Open-ended — check for imagination and sentence structure.

Reflection

Expected idea: Reading teaches imagination, knowledge, and creativity.

Chapter 12: The Love of Animals

Chapter Overview**Learning Objectives****Knowledge**

- Identify characters, setting, and key events in the story.
- Understand themes of kindness, compassion, and respect for animals.
- Recognize vocabulary related to emotions and animal care.
- Learn simple tense review and continuous tense formulas.

- Understand direct speech rules.

Skills

- Reading comprehension and inference.
- Sequencing events logically.
- Vocabulary development.
- Grammar identification and application.
- Expressing feelings and themes through discussion and writing.

Language & Thinking Goals

- Develop empathy through storytelling.
- Explain moral lessons.
- Describe actions using correct tense structures.
- Convert direct and indirect speech.

Key Vocabulary Table

Word	Child-Friendly Meaning
Sanctuary	A safe place where animals or people are protected
Graceful	Moving in a smooth, beautiful way
Glistening	Shining softly
Darted	Moved quickly
Compassion	Kind care for someone in need
Loyal	Faithful and supportive
Huddled	Stayed close together for safety
Remarkable	Unusual or special
Trust	Believing someone is safe or reliable
Guarded	Protected or watched over

Grammar Focus

- Simple Tenses (Present, Past, Future)
- Continuous Tenses (Present, Past, Future Continuous)
- Direct Speech basics
- Reporting verbs: said, told, asked, replied, shouted, cried
- Adverbs
- Conjunctions: but, and, when, because

Lesson Plans (12 Lessons)

1. **Story Introduction** — Predict content, discuss animals and feelings.
2. **Characters and Setting** — Identify Sophie, garden, birds, squirrel, stray dog.
3. **Sequencing Events** — Morning feeding, meeting stray dog, storm night.
4. **Vocabulary Development** — Match glossary words, use in sentences.
5. **Feelings and Theme** — Discuss Sophie's compassion, write moral of story.
6. **Main Idea and Details** — Identify kindness and respect for life.
7. **Workbook Comprehension** — Answer questions, true/false, fill in blanks.
8. **Vocabulary & Adverbs** — Sort adverbs by manner, time, place.
9. **Grammar Concept 1 (Simple Tenses)** — Practice tense formulas with story examples.
10. **Grammar Concept 2 (Continuous Tenses)** — Practice present, past, future continuous.
11. **Direct Speech** — Teach quotation rules, reporting verbs.
12. **Integrated Revision** — Vocabulary, grammar, story discussion, reflection writing.

Core Topic Explanation (Teacher Guidance)

Message:

Animals respond to care even without words.

Teaching focus:

- Use real examples like feeding birds or caring for pets.
- Show that compassion means helping others.
- Actions demonstrate love.
- Animals communicate through behaviour.

Board Points:

- Compassion = helping others.
 - Actions show love.
 - Animals communicate through trust.
-

Answer Key (Highlights)**Story Comprehension**

1. Sophie scattered grains for sparrows and pigeons every dawn.
2. She gave the stray dog water and flatbread, speaking gently.
3. Sophie learned that love is shown through care, loyalty, and respect for all living beings.

Guided Reading

- Sophie cared for animals out of compassion.
- The dog slowly trusted her and guarded the garden.
- Friends questioned her actions.
- Animals huddled together during the storm.

Character Feelings

- Sophie: caring, gentle, patient, compassionate.
- Dog: scared at first, then trusting and loyal.
- Birds: safe and comfortable around Sophie.

True / False

1. Sophie liked racing bicycles more than caring for animals. → False
2. The stray dog became healthier and followed Sophie everywhere. → True

3. Sophie believed animals could speak with words. → False

Fill in the Blanks

1. Sophie scattered grains for sparrows and pigeons.
2. The squirrel nibbled peanuts near the tree roots.
3. The dog guarded the garden like a soldier.

Vocabulary Match

- Graceful → moving smoothly
- Sanctuary → safe place
- Compassion → kindness and care
- Loyal → faithfulness
- Remarkable → unusual and noticeable
- Glistening → shining softly
- Huddled → stayed close together

Word Identification

- Adverbs: slowly, softly, gently, carefully, quietly
- Adjectives: dusty, loyal, graceful, remarkable, weak
- Conjunctions: and, but, when, because

Grammar Practice

- Direct Speech: “Where is my bag?” Noah asked.
- Reported Speech: Emma said that she liked apples.
- Tense Review: Present, Past, Future + Continuous forms.

Creative Writing

Accept answers showing kindness toward animals, care actions, respect for life, and personal reflection.

Home Connection

Family Letter:

Dear Families, We are reading *The Love of Animals*. This story teaches compassion and respect for living beings. At home, you can:

- Talk about how you care for pets or animals in your community.
 - Practice words: compassion, loyal, trust, guarded.
 - Ask: “How do animals show love without words?”
 - Draw or write about an animal you care for.
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Materials Checklist

- Storybook text
 - Flashcards (vocabulary, adverbs, conjunctions)
 - Worksheets (comprehension, grammar, vocabulary)
 - Chart paper for sequencing and feelings chart
 - Pictures of animals
 - Assessment checklists
-

Assessment Tools

Checklist:

- Identifies characters, setting, and events
 - Retells story sequence
 - Uses vocabulary correctly
 - Applies grammar rules (tenses, direct speech)
 - Writes reflective responses
-

Pacing Guide

- Day 1: Story Introduction
- Day 2: Characters and Setting
- Day 3: Sequencing Events
- Day 4: Vocabulary Development
- Day 5: Feelings and Theme

- Day 6: Main Idea and Details
 - Day 7: Workbook Comprehension
 - Day 8: Vocabulary & Adverbs
 - Day 9: Grammar (Simple Tenses)
 - Day 10: Grammar (Continuous Tenses)
 - Day 11: Direct Speech
 - Day 12: Integrated Revision
-

Reflection & Notes

- **What worked well:** Students enjoyed connecting with animals through Sophie's story.
- **What needs adjustment:** Some needed support distinguishing direct and indirect speech.
- **Students needing extra support:** Provide sentence frames and tense charts.
- **Extension ideas:**
 - Create a "Compassion for Animals" poster.
 - Write diary entries from the dog's perspective.
 - Role-play caring for animals in different situations.

