



Jilast

English

Teacher Manual

Package A - B

Manual for Package A English

The purpose of this manual is to help you teach Aaghaz Syllabus. The purpose of Aaghaz syllabus is to develop basic English and Urdu language reading and writing skills along with basic mathematics to primary school children.

Please keep three things in mind:

1. Practice during this training, don't feel shy, enjoy making mistakes while learning
2. Motivate and appreciate students at every step
3. Exaggerate the sounds, facial expressions while teaching

Page 1: Phonetic awareness of 'c', 'o', 'e', 'i'

ILO (Intended Learning Outcome): Student will be able to recognize and say the targeted sounds.

Methodology: Teacher will start the class by saying few words with 'c' sound. She can say 'cup', 'candle' and 'cat'. She will repeat each word three times. Then she will tell students, "All these words have the same beginning sound. She will give few more words, beginning with the same sound, like cow, card, and caterpillar. Teacher says, "Did you notice that the beginning sound of all these words is the same? Its 'c'. 'c' cat, 'c' cup, 'c' candle." Then she will write "c" on the board, and will tell students, "this is how 'c' looks like." Then she will repeat the words with the 'c' sounds like this, 'c' candle, 'c' cup, 'c' cow. The same she will do with the rest of the sounds to be done in this unit. She will provide students with at least 5 words beginning with the sound she is introducing. Here are some choices of words:

For 'o': owl, ostrich, oven, ox, oat

For 'i': igloo, inkpot, ice cream, India, impala

For 'e': envelope, egg, eagle, enemy, elephant

After practicing all the above words on the board, Teacher asks children to open the Aaghaz workbook and go to page number 1. Teacher, "look at the top left corner of this page. There are three small pictures here. It means you have to do three things on this page. First you have to read, second, you have to match, and third you have to color."

Now she points at the first picture on the left and says this is a candle. The beginning sound of the candle is 'c'." Then she points at the top letter on the right and says, "Is this 'c'? No? Yes, this is 'l'." Then she points at the second letter and says, "Is this 'c'?" Yes, this is 'c'. Let's match candle with its beginning sound 'c'.

Page 2: phonetic awareness of 's', 'a', 'w', 'r'

ILO (Intended Learning Outcome): Student will be able to recognize and say the targeted sounds.

Methodology: same as page 1. The choices of words are as follows:

For 's': sun, soup, snail, sand, soap

For 'a': ambulance, axe, alligator, apple, arrow

For 'u': umbrella, undo, unzip, uncle, umpire

For 'r': rat, rabbit, rain, rainbow, rope

Page 3: Phonetic awareness of 'm', 'n', 'z', 's'

ILO (Intended Learning Outcome): Student will be able to recognize and say the targeted sounds.

Methodology: same as page 1. The choices of words are as follows:

For 'm': monkey, money, moon, map, mop

For 'n': nest, net, needle, nose, neck

For 'z': zip, zoo, zebra, zigzag

Page 4: Phonetic awareness of 'v', 'w', 'x', 'z'

ILO (Intended Learning Outcome): Student will be able to recognize and say the targeted sounds.

Methodology: same as page 1. The choices of words are as follows:

For 'v': vase, vest, vim

For 'w': watch, wheel, whale

For 'x': box, ox,

For 'z': zebra, zigzag, zip, zoo

Page 5: Phonetic awareness of 'k', 'f', 't', 'l'

ILO (Intended Learning Outcome): Student will be able to recognize and say the targeted sounds.

Methodology: same as page 1. The choices of words are as follows:

For 'k': kettle, kite, king

For 'f': frog, frock, foam, film, father

For 't': tea, truck, tom, table, turtle

For 'l': lantern, lamp, lion, lock, lip

Page 6: Phonetic awareness of 'd', 'b', 'h', 'd'

ILO (Intended Learning Outcome): Student will be able to recognize and say the targeted sounds.

Methodology: same as page 1. The choices of words are as follows:

For 'b': ball, basket, bat, bag, board

For 'd': doll, duck, deer, drum, desk

For 'h': house, hen, horse, hand, horn

Page 7: Phonetic awareness of 'p', 'y', 'j', 'g'

ILO (Intended Learning Outcome): Student will be able to recognize and say the targeted sounds.

Methodology: same as page 1. The choices of words are as follows:

For 'p': pen, pink, pencil, parrot, park

For 'y': yoyo, yolk, yank, yummy,

For 'j': jump, jack, jacket, jeep

For 'g': gum, grass, grapes, group

Page 8: Phonetic awareness of 'q'

ILO (Intended Learning Outcome): Student will be able to recognize and say the targeted sounds.

Methodology: same as page 1. The choices of words are as follows:

For 'q': quail, quill, quarter, queue, queen, quiz

Page 9: Review of sounds 'a' to 'l'

ILO (Intended learning outcome): students will be able to recognize the sounds 'a' to 'l'

Methodology: Teacher will write letters 'a' to 'l' on the board on by one. She will point at each letter and ask students to give its sound, and then she will ask students to say a word beginning with this sound. She will do this with all the letters. Then she will open the book and the same she will do, pointing at the letter and ask students to give the sound. Ask them to circle the picture starting with that sound.

Page 10: Review of sounds 'm' to 'z'

ILO (Intended learning outcome): Students will be able to recognize the sounds 'm' to 'z'

Methodology: Same as page 9

Page 11: Awareness of grass, sky, and root letters

ILO (Intended learning outcome): Students will know the different types of letters according to their formation

Methodology: Teacher will draw four lines on the board. She will write 'bag' in these four lines and will tell students that in the word 'bag', b is written in the upper three lines, a is written in the middle two lines, and g is written in bottom three lines. Then she will tell students that 'b' is sky letter, 'a' is grass letter, and 'g' is root letter. The teacher will now draw three columns on the board with the heading of sky, grass and root letters and will write letters under the respective columns. The teacher will then tell the students to rewrite the letters in their book.

Page 12: Letter writing in sequence

ILO (Intended learning outcome): Students will be able to write letters in their proper places in four lines and develop a name sound association

Methodology: Teacher will draw four lines on the black board and will write the complete alphabet on the board. She will introduce letter name along with letter sound then she will tell students to read it

along with her. After repeating it three times, she will tell the students to read it once independently. After that students will open the books. They will trace it and then will write it.

Page 13: Capital letters

ILO (Intended learning outcome): Students will know the complete alphabets along with their sounds

Methodology: Teacher will draw four lines on the blackboard and will write the capital alphabets on it. Then she will point to each letter and will ask students to repeat it with her. She will tell them the names of each letter and then will tell them to say their sounds.

Page 14 and 15: Capital letters

ILO (Intended learning outcome): Students will be able to build the letter name recognition and write letter in their proper place in four lines

Methodology: Teacher will draw four lines on the blackboard and will write the capital letters on it. She will point at each letter and ask students to say their names and sounds. After this, she will tell students to open their books. Students will point at each letter and will repeat the names and after this, they will write them down in their books.

Page 16: Vowels

ILO (Intended learning outcome): Students will be able to differentiate between vowels and consonants, and they will know how vowels are used to make three letter words

Methodology: Teacher will draw four lines on the board and will write vowels on them. She will tell students that these five letters are called vowels, and they are used to make three letter words. She will ask students to repeat the sounds of all vowels. Then she will write remaining letters telling students that these are consonants which join with vowels to make three letter words. She will tell students to open the book and trace all vowels and consonants repeating their sounds.

Page 17: 'at' words

ILO (Intended learning outcome): Students will make three letter words using vowel and consonants.

Methodology: Teacher will write 'a' on the board and then she will write 't' on the board. She will tell students that when we join 'a' with 't', it becomes 'at'. She will repeat the 'at' sounds thrice. Then she

will write few letters with 'at' and then start joining them to make three letter words. Like b—at: bat, c—at: cat, m—at: mat. She will introduce all "at" words on the board and then she will tell students to open the book. Students will look at the pictures and will repeat the words.

Page 18: Making 'at' words

ILO (Intended learning outcome): Students will be able to make three letter words by joining a consonant to 'at'

Methodology: Teacher will ask students to tell the sounds of each consonant given at the top of the page. Then she will point at each picture and tell students to name it. She will ask students to find the beginning sound of the picture and then she will tell them to write the right sound in each blank to complete the word.

Page 19: Blending of 'at' words

ILO (Intended learning outcome): Students will know the mixture of different sounds with 'at' sound to make new words

Methodology: Teacher will write different consonants on the board. She will mix them with 'at' making new words. She will ask students to join a consonant with the 'at' to make new words. Then she will tell them to open the book and will point at each picture to ask the beginning sound. She will then blend the sound with 'at' to make a word. Students will make words and will write them in the book.

Page 20: Completing sentence with the help of 'at' words

ILO (Intended learning outcome): Students will be able to use the target at word to complete a sentence

Methodology: Teacher, "Children go to page number 20. Let's look at the picture of the boy sitting on the chair. I will read the sentence written under this picture. The boy 'dash' on the chair." Read this sentence 3 times. Translate it. Then say to children, "Let's read it together." Now read it two times with children." Then ask, "What should come in the space?"

Discuss and give children time to fill the empty space. Motivate them along the way.

From pages 21 to 42 you will find more pages covering more word parts. That you will do the same way. Let's practice the sound of these word parts: et, ax, en, ed, in, ix, id, ig, ot, un, ud, sh, ch.

Page 43: Keywords

ILO (Intended learning outcome): Students will be able to read and use the targeted keywords in sentences

Methodology: Write the first word from this page on the board. Say it three times. Ask children to repeat it twice and give meaning. Make two sentences using this word. Write all the words, one by one on the board, using this method.

Ask children to open the book. Review these words on the page by reading each word. Practice writing in the space provided.

Ask children to memorize the spelling of these words. Do dictation of these words next day.

Page 44: Action Words

ILO (Intended learning outcome): Students will be able to know various action words which will enrich their vocabulary

Methodology: Action words will be taught using actions. The teacher will do the action herself and will tell the name of that action; she will do it three times at least and then she will call the students to come and perform the action. She will write the word on the board and then will make students read it three times. She will open the book then and will point at each picture and students will say each action word. The teacher will ask each student to repeat the action words given on the page.

Ask children to memorize the spelling of these words. Do dictation of these words next day.

Page 45: Opposites

ILO (Intended Learning outcome): Students will know different words and their opposites.

Methodology: Teacher will use the same technique as she did with action words. She will do the action of the word and then the action of the opposite. She will call students in front and will make them do the actions to clear the concept. She will then write the words on the board and will repeat the words three times at least. She will open the book and will make students read the words. After reading the words, she will make them read the sentences given on the page and students will fill up the blank with the opposites to complete the sentences.

Page 46 and 47: Reading

ILO (Intended learning outcome): Students will be able to read the paragraph of 8 to 10 lines fluently and independently.

Methodology: Teacher will read the whole chapter herself and students will listen to her carefully. She will then tell students to open the book. She will now instruct students to put their finger on the first word:

Teacher: “Students, put your finger under the first word. It's ‘I’.”

Repeat two more times. Then say, “Now let’s say it together ‘I’, say it one more time, ‘I’. Now students, put your finger under the next word...”

This way you will make students read words and then a whole sentence.

Page 48: Comprehension

ILO (Intended Learning outcome): Students will be able to answer as relevant to the context.

Methodology: Teacher will write questions on the board one by one and will make students read the questions and after reading each question, she will ask them to answer. She will write the answer on the board and will make them read again. After this students will write the answers in their books.

Page 49: Creative Writing

ILO (Intended learning outcome): Students will be able to write a paragraph of 8 to 10 lines independently.

Methodology: First discuss the picture with them. All the things they see in the picture are the ones introduced before, so they can easily name them.

- Read one word.
- Ask children to make a sentence using the word.
- Translate into English if they give you the sentence in their mother tongue.
- Use 3-2 method to do listening and speaking of sentences.
- Then say, “let us write this on the board.”
- In this way make all the sentences and write them on the board.

- Then ask children to copy in their notebooks.
- After children do few creative writing, write only the keywords, difficult or long words on the board.

Page 50: Key Words

ILO (Intended learning outcome): same as page 43

Methodology: same as page 43

Page 51: Action Words

ILO (Intended learning outcome): same as page 44

Methodology: same as page 44

Page 52: Opposites

ILO (Intended learning outcome): same as page 45

Methodology: same as page 45

Page 53 and 54: Reading

ILO (Intended learning outcome): same as page 46 and 47

Methodology: same as page 46 and 47

Page 55: Comprehension

ILO (Intended learning outcome): same as page 48

Methodology: same as page 48

Page 56: Creative Writing

ILO (Intended learning outcome): same as page 49

Methodology: same as page 49

Page 57: Key Words (same as page 43)

Page 58: This is / That is (same as page 44)

Page 59: Action Words (same as page 44)

Page 60: Opposites (same as page 45)

Page 61 and 62: Reading (same as page 46 and 47)

Page 63: Comprehension (same as page 48)

Page 64: Creative Writing (same as page 49)

Page 65: Key Words (same as page 43)

Page 66: That / Those (same as page 44)

Page 67: Action Words (same as page 44)

Page 68: Opposites (same as page 45)

Page 69 and 70: Reading (same as page 46 and 47)

Page 71: Comprehension (same as page 48)

Page 72: Creative Writing (same as page 49)

Page 73: Key Words (same as page 43)

Page 74: It is (same as page 44)

Page 75: Action Words (same as page 44)

Page 76: Opposites (same as page 45)

Page 77 and 78: Reading (same as page 46 and 47)

Page 79: Comprehension (same as page 48)

Page 80: Creative Writing (same as page 49)

Page 81: Key Words (same as page 43)

Page 82: he, his / she, her (same as page 44)

Page 83: Action Words (same as page 44)

Page 84: Opposites (same as page 45)

Page 85 and 86: Reading (same as page 46 and 47)

Page 87: Comprehension (same as page 48)

Page 88: Creative Writing (same as page 49)

Page 89: Days of the week

ILO (Intended learning outcome): students will be able to know the days of the week in order along with their spellings.

Methodology: same as page 46 and 47

Page 90: same as page 48

Page 91: Month of the year

ILO (Intended learning outcome): students will be able to know the months of the year in order along with their spellings.

Methodology: same as page 46 and 47

Page 92: same as page 48

Page 93: keywords (same as page 43)

Page 94: me / your (same as page 44)

Page 95: action words (same as page 44)

Page 96: opposites (same as page 45)

Page 97 and 98: Reading (same as page 46 and 47)

Page 99: Comprehension (same as page 48)

Page 100: Creative Writing (same as page 49)

Page 101: New Words (same as page 43)

Page 102 and 103: Reading (same as page 46 and 46)

Page 104: Comprehension (same as page 48)

Page 105: Creative Writing (same as page 49)

Page 106: Theme “Myself”

ILO (Intended learning outcome): students will be able to describe things about themselves.

Methodology: Children start observing themselves as soon as they start using their body parts themselves. They are fascinated with their hands, feet, eyes, hair and can talk about them too when motivated.

Start talking about their body initiating the discussion through your hands, feet and eyes.

Tell them that they can eat, draw, play, write with their hands, run, play, jump, hop with their feet, see, roll, close write their eyes, eat, taste with their mouth and so on.

Start talking about their families individually. Their body parts, hobbies, belongings, parents, siblings, pets, neighbors, & school.

Page 107: Myself (Discussion)

ILO (Intended learning outcome): Students will be able to discuss themselves and will be able to read sentences

Methodology: Talk about Ahmed’s family. The teacher will read first and talk about the whole page.

- Okay, children today we will talk about our family.
- Yes, okay I am _____, I live with my mom, dad, children and/or husband. Uncle Ali is my neighbor. My pets are dog and cat.
- My home is nice.
- Okay, Affan now you tell me about your family.

- Yes, you live with your dad, mom, sister, okay and your neighbor. Good uncle Mushtaq is your neighbor; Okay your home, it's nice - great.
- After asking about families of all the children, distribute the books and start talking about Ahmed's family. Read the text of each picture and tell them that Ahmed is now telling about his family. He is telling about himself. Okay look at this picture, he's saying that they are my dad, mom, and sister.
- Discuss the page with them is reading it yourself first.

Page 108: Activity Page

ILO (Intended learning outcome): students will be able to design the whole theme about themselves using pictures and sentences

Methodology: This is an interaction activity page so children would do it interestingly. Have they brought pictures of themselves, their family, uncle, and pets? Hobbies and their classroom (for the home they can draw and paste too). Follow the icons and encourage them to write in the blank. They can write their own names but not of others. So your guidance and help will be needed.

- Okay, children today we will do an interesting activity. Have you brought your pictures, and your family pictures, okay your uncles and pets pictures and your school pictures?
- Okay, you can draw your home now, color it & paste it here.(make them bring the pictures prior to starting this page)

Page 109: Senses (same as 106)

Page 110: (same as 107)

Page 111: (same as 108)

Page 112: Animals and their homes (same as 106)

Page 113: (same as 107)

Page 114: (same as 108)

Page 115: Transports (same as 106)

Page 116: (same as 107)

Page 117: (same as 108)

Page 118: People who help us (same as 106)

Page 119: (same as 107)

Page 120: (same as 108)

Page 121: Tools (same as 106)

Page 122: (same as 107)

Page 123: (same as 108)

Page 124: Eid (same as 106)

Page 125: (same as 107)

Page 126: (same as 108)

Page 127: Seasons (same as 106)

Page 128: (same as 107)

Page 129: (same as 108)

Manual for Package B English

Page 1: Using frequently used words of English language

Intended Learning Outcome: Students will be able to use keywords to construct sentences.

Methodology: Teacher will write the keywords on the blackboard one by one. She will repeat the words thrice and ask the students to repeat the word twice. After that, she will give the meaning. She will help students make three sentences verbally using the targeted word.

Next, tell students to open the books and make students read the sentences given in the book.

Page 2: Sentence Translation and sentence making

Intended Learning Outcome: Students will be able to read and translate sentences as well as practice making new sentences by replacing nouns, verbs and adjectives in existing sentences

Methodology: Students will open the book, and teacher will read the sentence with 3/2 method and then will read the translation with the same method. Next teacher will read a sentence in English and ask students to translate it into Urdu. After that, she will say a sentence from the page in Urdu and ask students to translate it into English. After that, she will help students make new sentences by showing students how to change noun, verb and or adjective in the sentence.

For example:

The original sentence in the books is: This is a car.

New sentences made by sentences can be: This is a bus. This is a cat. This is a box.

The original sentence is: The seed is in the jar.

New sentences made by sentences can be: The pen is in the jar. The seed is in the box.

Students will write some of the new sentences they make in their notebooks. They can practice writing as many sentences as time permits. Students can also draw small pictures to go along with the sentences they make right under each sentence.

Page 3, 5, 7, 9, 15, 31, 37 and 38: Using frequently used words of English language

Same as page 1

Page 4, 6, 8, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 32, 33, 34, 35, 36, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52

Sentence Translation and sentence making

Same as page 2

Page 53 and 54: Reading development

Intended Learning Outcome: Students will be able to read paragraphs independently

Methodology: Teacher will read the story once and then will make students read the story. Reading could be done in following ways:

Guided reading: Teacher makes students read words and then lines by 3/2 method.

Aloud reading: Teacher allows students to read independently.

Pair reading: Teacher makes pairs of students and allows them to read in pairs.

Page 55: Comprehension.

Intended Learning Outcome: Students will be able to answer the given questions

Methodology: The teacher will write the question on the board and will make students read it by 3/2 method. Then the teacher will ask students to give the answer to that question and will write it on the board and read it by 3/2 method. Then students will open the books and will write down the answers there.

Page 56: Creative Writing

Intended Learning Outcome: Students will be able to construct sentences and then create a paragraph about the given topic

Methodology: The teacher will write the helping words on the board and will ask students to make sentences with them, as students will make the sentences teacher will ask them to write in their copies. Next, The teacher will look at all the made sentences and will correct them as per need. After this, The teacher will ask students to make a paragraph out of these sentences and write it in their books.

Page 57, 58, 61, 62, 65, 66, 69, 70, 73, 74, 77, 78, 79, 80, 83, 87, 88, 89, 93, 94, 95, 99, 100, 101, 106, 110, 111, 112, 113, 117, 118, 119, 120 Reading (same as page 53 and 54)

Page 59, 63, 67, 71, 75, 81, 84, 90, 96, 102, 107, 114, 121 Comprehension (same as page 55)

Page 60, 64, 68, 72, 76, 82, 86, 92, 98, 104, 109, 116, 122 Creative writing (same as 56)

Page 85: Grammar (Compound Words)

Intended Learning Outcome: Students will be able to understand and apply the concept of Compound Words

Methodology: The teacher will write the words on the board. She will join the words, making it a compound word and will explain it to the students how two words are joined to make a word. After practicing it on the board, students will open the book and will do the exercise in the book.

Page 91: Common and Proper Noun

Intended Learning Outcome: Students will be able to understand and apply the concept of Common and proper nouns

Methodology: same as page 85

Page 97: Singular and Plurals

Intended Learning Outcome: Students will be able to understand and apply the concept of Singular and Plural

Methodology: Same as page 85

Page 103: Contractions

Intended Learning Outcome: Students will be able to understand and apply the concept of Contractions

Methodology: same as page 85

Page 108: Synonyms

Intended Learning Outcome: Students will be able to understand and apply the concept of Synonyms

Methodology: same as page 85

Page 115: Antonyms and Synonyms

Intended Learning Outcome: Students will be able to understand and apply the concept of Antonym and Synonym

Methodology: Same as page 85

All rights reserved

No part of this book may be reproduced or copied in any form, without the written permission from the publisher. Produced in Pakistan.

**LITERATE
PAKISTAN**



www.literatepakistan.org

Head office:

B-29, Block-3, Gulshan-e-Iqbal, Karachi.

Tel: 021-34970331, 34970553

0334-3412474, 0334-3913500