DAILY LESSON PLAN — ENGLISH GRAMMAR

Grade 4 • 40 Mins

Aligned with School Monitoring Evaluation (Ver. 7.16 — 23 Points)

Teacher Name:		**School Name:**	
Class / Grade:	Grade 4 (Primary)	**Subject:**	English (Grammar & Structure)
Topic:	Noun and Its Kinds (Common, Proper, Collective)	**Duration:**	40 Minutes
Date & Time:		**Teaching Aids:**	Whiteboard, Markers, Textbook, Flashcards, Classroom Objects

1. LEARNING OBJECTIVES CLARITY (CRITERION 2 ALIGNMENT)

Board Statement (To be written in the top-right corner of the board and stated aloud in Minute 1):
"Today we will learn what a Noun is and how to identify and use Common Nouns, Proper Nouns, and Collective Nouns in our daily sentences."

- **SLO 1 (Define & Identify):** Students will accurately define a noun as the naming word for a person, place, animal, or thing and point out at least 5 nouns around the classroom.
- **SLO 2 (Classify Kinds of Nouns):** Students will distinguish between **Common Nouns** (general names), **Proper Nouns** (special names starting with a capital letter), and **Collective Nouns** (group names).
- **SLO 3 (Apply in Sentences):** Students will construct and correct short Grade-4 level sentences using capital letters for Proper Nouns and appropriate group terms for Collective Nouns.

2. CONTENT ACCURACY & GRADE-4 REFERENCE (CRITERION 3 ALIGNMENT)

Category	Grade-4 Definition & Rule	Accurate Classroom Examples
Noun (Naming Word)	A word that names any person, place, animal, bird, or thing we can see, touch, or talk about.	**Person:** teacher, doctor **Place:** school, park **Thing/Animal:** chair, cat
1. Common Noun	A general name given to any person, place, animal, or thing of the same kind. It starts with a small letter (unless at the start of a sentence).	boy, girl, city, country, river, book, month, school

Category	Grade-4 Definition & Rule	Accurate Classroom Examples
2. Proper Noun	A special, particular name of a specific person, place, pet, or day/month. **Rule: Always begins with a Capital Letter.**	**Ali, Fatima, Lahore, Pakistan, River Indus, Holy Quran, Monday**
3. Collective Noun	A single naming word used for a whole collection or group of people, animals, or things taken together as one unit.	a **class** of students, a **team** of players, a **flock** of birds, a **bunch** of keys

3. CLASSROOM & TIME MANAGEMENT PACING PLAN (CRITERION 6 ALIGNMENT)

Time Slot	Lesson Phase	Teacher & Student Instructional Procedure
00 – 05 Mins (5 Mins)	**Warm-Up & Objective Framing**	Greet students promptly. Hold up a textbook, a marker, and point to the classroom door. Ask: *"Everything in this room has a name. What do we call naming words in English?"* Introduce the topic, state the Learning Objective aloud, and point to the SLO box on the board.
05 – 17 Mins (12 Mins)	**Core Concept Delivery (Board Modeling)**	Draw a 3-column comparison chart on the whiteboard (Common vs. Proper vs. Collective). Pair general nouns with specific ones: *boy* → *Ahmed*, *city* → *Islamabad*, *country* → *Pakistan*. Highlight the first capital letter of Proper Nouns in red/blue chalk. Hold up a key ring with multiple keys to demonstrate a *bunch of keys* (Collective Noun). Reference the Learning Objective mid-explanation.
17 – 25 Mins (8 Mins)	**Two-Way Interactive Questioning**	Conduct the flashcards sorting game. Distribute questions across front, middle, and back rows. Invite students to ask "Why" questions about capitalization rules and group nouns (see Section 5 below).
25 – 33 Mins (8 Mins)	**Differentiated Group & Desk Practice**	Assign tiered tasks according to student ability levels (Tier A, Tier B, Tier C). Circulate through the aisles, particularly checking back-bench students' notebooks and offering quiet desk-side scaffolding.
33 – 40 Mins (7 Mins)	**Formative Assessment & Specific Feedback**	Administer the 3-item Quick Exit Check on the board. Inspect student work, give specific step-by-step corrective responses, recap the three kinds of nouns against the stated SLO, and assign brief homework.

4. DIFFERENTIATED INSTRUCTIONS STRATEGY (CRITERION 4 ALIGNMENT)

To ensure content is adjusted for students of different ability levels within the same Grade 4 classroom, students complete tiered notebook tasks during the 8-minute practice window:

Learner Ability Group	Adjusted Instructional Task	Teacher Scaffolding Support
Support Group *(Struggling / Foundational Learners)*	**Word-Sorting & Matching:** Given a word bank of 6 words (*pen, Karachi, Ayesha, tree, team, herd*), students sort them into three labeled columns in their notebooks.	Provide picture flashcards and guide students one-on-one to spot capital letters as a visual clue for Proper Nouns.
Core Group *(Grade-Level Learners)*	**Identification & Capitalization:** Underline the nouns in 4 sentences, label their kind (C, P, or Col), and rewrite Proper Nouns with a capital letter.	Monitor notebook progress and prompt students to check if the noun names one general thing or a specific name.
Extension Group *(Advanced / Fast Finishers)*	**Sentence Creation:** Write 3 original sentences—each sentence must combine one Proper Noun, one Common Noun, and one Collective Noun.	Challenge students to peer-check a partner's sentences and verify spelling and punctuation accuracy.

5. STUDENT ENGAGEMENT & TWO-WAY PARTICIPATION (CRITERION 5 ALIGNMENT)

Criterion 5 requires that **students both respond to teacher's questions AND ask their own questions**. The teacher will facilitate two-way dialogue using the following structured protocol:

- **Teacher-to-Student Prompts (Distributed Across All Rows):**
  - *Recall (Back Row):* "Bilal, is the word 'river' a Common Noun or a Proper Noun? How can we change it into a Proper Noun?"
  - *Application (Middle Row):* "Sana, if one player is a Common Noun, what Collective Noun do we use when 11 cricket players play together?"
  - *Analysis (Front Row):* "Why did I write 'school' with a small 's', but 'Government Primary School' with capital letters?"
- **Prompting Student-Generated Questions ("Ask the Teacher / Challenge a Classmate"):**
  - At Minute 21, the teacher pauses and announces: *"Now it is your turn to test me or your classmates! Who can ask a 'Why' or 'What if' question about Common, Proper, or Collective Nouns?"*
  - **Expected Student Questions & Guided Discussion:** Students ask questions such as, *"Sir/Madam, why is 'Monday' a Proper Noun when we cannot touch it?"* or *"What do we call a group of sheep or sticks?"* The teacher praises the questioner and invites peers to brainstorm before confirming the rule.

6. ASSESSMENT & SPECIFIC RESPONSE IN LESSON (CRITERION 7 ALIGNMENT)

A. Real-Time Formative Check (3-Minute Board Exit Ticket)

Students copy and solve these three quick items in their notebooks during the final 7 minutes while the teacher walks the room:

1. Rewrite with correct capital letters and label the nouns: **ali went to lahore on friday.**
2. Fill in the blank with the right Collective Noun (*flock / bunch / class*): **A _____ of birds flew over our school.**
3. Change the Common Noun **"country"** into a Proper Noun: _____

B. Protocol for Specific Teacher Feedback (Replacing Vague "Good" or "Wrong")

- **When a student answers correctly:** Instead of just saying *"Good,"* state specifically: *"Excellent work, Zainab! You capitalized both 'Ali' and 'Lahore' because they are specific Proper Nouns, and you kept 'school' lowercase as a Common Noun."*
- **When a student makes an error (e.g., capitalizing a Common Noun or confusing Collective with Plural):** Deliver a specific diagnostic response: *"Look closely at the word 'birds' vs. 'flock', Hamza. 'Birds' is just more than one bird (plural common noun), whereas 'flock' is the single group word for all of them together. Circle 'flock' as the Collective Noun."*

7. WHITEBOARD LAYOUT PLAN & HOMEWORK ASSIGNMENT

Left Panel (Objectives & Rules)	Center Panel (Interactive Chart)	Right Panel (Formative Check & HW)
Date / Class 4 / English **SLO:** Identify & use Common, Proper, and Collective Nouns. • **Common:** General name (boy, city) • **Proper:** Special name + Capital Letter (Ali, Multan) • **Collective:** Group name (team, class)	**Noun Transformation Table:** 1. boy → **Ahmed** (Person) 2. city → **Karachi** (Place) 3. book → **Holy Quran** (Thing) 4. student → a **class** of students 5. key → a **bunch** of keys 6. player → a **team** of players	**Quick Check:** 1. Ali went to Lahore on Friday. 2. A flock of birds. 3. country → Pakistan **Homework:** Write 3 Common, 3 Proper, and 3 Collective Nouns found in your home.

8. SUPERVISION & OBSERVER VERIFICATION REMARKS

Teacher Signature:	Head Teacher Approval:	Observer / AEO / MEA Sign:
_____	_____	_____