

A COMPREHENSIVE COURSE FOR PRIMARY CLASSES

Know Your WORLD

2

Social Studies for Pakistan

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Teaching
Guide

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INTRODUCTION

Know Your World is a comprehensive set of textbooks for Social Studies in Pakistan for Classes 1 to 5. This five-level course, based on the Pakistan National Curriculum 2007, consists of:

- five Textbooks,
- five Teaching Guides.

The general approach is interactive and aims to create in students an awareness of their surroundings and, above all, creativity. By the time the students complete this course, they should be observant and responsive in a reasonable and responsible way and be prepared for the challenges of future.

TEACHING METHODOLOGY

The learning method of children is different from that of adults. This course is designed to satisfy their needs.

- Children focus on themselves and their immediate surroundings—they should be provided the opportunity to exchange information about themselves, their families, homes, and friends.
- Children learn by doing—activity-based learning encourages students to be responsive and creative.
- Children learn and forget quickly—reinforcement of the learning is very important from time to time.
- Children learn and work at different paces—students should be given due attention and a variety of activities.
- Children should be encouraged to cooperate with their peers—information sharing should be encouraged.
- Children learn holistically—every lesson should be engaged with real life and their environment.

THE CONTENT

The textbooks are divided into a number of units which are interlinked by topic and develop progressively through the series.

THE TEACHING GUIDE—PAGE BY PAGE LESSON NOTES:

These include:

- Previous knowledge (concepts with which children are already familiar)
- New vocabulary which should be explained at the start of the lesson; the textbooks also have a glossary at the end.
- Learning objectives
- Method (a) Introduction (b) Development (c) Closure
- Assessment (a) Content Review (b) Going Further (application)
- Answer keys to the textbook tasks
- Sample test papers at the end of each unit
- Some suggestions to make a lesson interactive

The time required for explanation and teaching will vary according to the needs of your students. Lesson planning should be done according to the timetable period allocation.

Some suggestions for making lessons interactive:

I Questions:

- Using questions: ask questions at the end of each sub-topic or theme. Following the questions, give students time to reply, sum up the topic, and move on.
- Inviting students' questions: encourage students to ask questions throughout the lesson.

- Assessing students' learning from a lesson: students can be assessed by asking them to write 2–3 important or interesting things they have learnt in the lesson.

II Discussion:

Discussion is a valuable form of interaction between students' groups. They should be left to discuss, comment, or decide. Questions are the best way to start a discussion. Give students time to think. Write down some points to guide the discussion. Conclude the discussion by summing up the answers of all the students.

III Role play:

Role play is characterization of the topic. Students can learn the content by observing and acting.

- Write a role play.
- Select players.
- Allow students time to read and understand their roles.
- Discuss and summarize the contents of the role play.
- Ask students to talk or write about the feelings, attitudes, and perspective of each character.

IV Cooperative learning:

Cooperative learning takes place when students work in groups to enhance their own and each other's learning. Thinking, writing, pairing, and sharing are the four steps for group study.

ASSESSMENT

Assessment is the process of recording, usually in measurable terms, the learning, knowledge, and skills of the students.

There are different types of assessment. The assessment applicable at primary level is mainly:

1. Formative and summative
2. Objective and subjective
3. Informal and formal

Formative assessment is generally carried out throughout a course and helps the teaching-learning process. This informal assessment can be based on feedback by peers and observation by teachers.

Summative assessment is carried out at the end of a course, for example, term tests and examinations. These are formal assessments.

There are various types of objective and subjective questions.

Subjective assessment is a form of questioning which may have more than one correct answer. Subjective questions include extended answer tasks and essays.

Objective assessment is a form of questioning which has a single, correct answer. Objective question types include true/false answers, multiple choice, and multi-response and matching questions.

These definitions are given to help teachers with student assessment throughout the academic year. Sample test papers are also provided in the Teaching Guides for this purpose. It is suggested that all components of Question I (subjective) carry 2 marks each while all components of Question II (objective) should carry 1 mark each.

CONCLUSION

Students will enjoy learning if they feel secure about succeeding. *Know Your World* will give them a solid foundation for learning social studies, but please adapt its content to your own situation as required—no book can replace a good mentor.

My neighbourhood

Though the information given here may not be new, this lesson encourages students to be aware of their neighbourhood and the people living there.

PREVIOUS KNOWLEDGE

Children are familiar with their surroundings and people they come across in their daily lives.

VOCABULARY

neighbourhood, peaceful, deliver

MATERIAL REQUIRED

A large sheet of paper, a marker, crayons

LEARNING EXPECTATIONS

Students should be able to:

- describe their neighbourhood
- understand the part played in their daily lives by the people living or working in their neighbourhood

METHOD

(a) Introductory activity

Ask the students to think about the shops, buildings, streets, parks, and public buildings (with names of each) around the school.

Ask them to draw the school in the centre of the sheet of paper and add the other places mentioned above to the picture.

Use the pictures as a prompt to discuss the school neighbourhood.

(b) Development

Look at the picture of Zafar's neighbourhood in the textbook and read the lesson with the students.

Ask them questions such as:

- What can you see in the picture of Zafar's neighbourhood?
- What is a neighbourhood?
- How is this neighbourhood different from that of the school?
- What are neighbours?
- How can neighbours help each other?

(c) Closure

As a summary activity, discuss the questions in the Content Review and Going Further sections.

ASSESSMENT

Ask the students to do the exercises in their notebooks, helping with spellings and sentence formation.

CONTENT REVIEW (PAGE 4)

Answer key

1. It is suggested that this question be done orally only as the answer will be too lengthy for children of Class 2 to write down.
2. A bank, a shopping centre, a school, a park, and a hospital.
3. The greengrocers, a postman, a doctor, a bus driver, and a road sweeper work in Zafar's neighbourhood.

GOING FURTHER

- Q1 Discuss the given words. Ask the students to tick the words that describe their own neighbourhood. Each child will tick different words.
Questions 2, 3, and 5 may be given for homework.
- Q4 Students should work in pairs or small groups to share their ideas.

Date:

Time: 40 mins

Unit 1: Me and My World

Topic: My neighbourhood	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
1. Home neighbourhood	<ul style="list-style-type: none">to encourage students to observe their surroundingsto explain what a neighbourhood is	<ul style="list-style-type: none">describe their school neighbourhood	Four large sheets of paper, markers, lots of crayons	Introductory activity: 20 min. Development: 10 min. CW: 10 min.

Key words: neighbourhood, peaceful, clean, noisy, big, small, dirty

Introductory activity: Ask the students to think about the shops, buildings, streets, parks, and public buildings around the school. Divide the students into four groups and ask them to draw the school in the centre of the sheet of paper and to add the other surrounding buildings, roads, trees, etc. Use the picture as a prompt to discuss the school neighbourhood.

Development: Read page 1 with the students and explain the content.
Ask the students questions such as What is a neighbourhood? How are neighbourhoods different from one another?

CW: Content Review Q1 in class orally

HW: Going further Q1

Date:

Time: 40 mins

Unit 1: Me and My World

Topic: My neighbourhood	Teaching objectives	Learning outcomes	Resources/Materials	Activities/CW/HW
2. Home neighbourhood	<ul style="list-style-type: none"> to encourage students to look at their home neighbourhoods closely 	Students should be able to: <ul style="list-style-type: none"> describe their home neighbourhood 		Introductory activity: 10 min. Development: 20 min. CW: 10 min.

Key words: neighbour, greengrocer, postman, doctor, cleaner, student

Introductory activity: Ask students the following questions: What is a neighbourhood? What do you see in your home neighbourhood? What work do people do in your neighbourhood? How do they help you? How do you help them? How do your family members help them? Students will give different answers. Listen to them and explain that they will see some neighbourhoods in the book and will also meet Asad's neighbours. They will see what they do and how they help each other.

Development: Read pages 2, 3, and 4 with the students. Discuss the pictures on these pages.

CW: Content Review Q2 and Q3 orally. Make a list on the board with the help of the students.

HW: Going Further Q2

Date:

Time: 40 mins

Unit 1: Me and My World

Topic: My neighbourhood	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
3. People in the neighbourhood	<ul style="list-style-type: none">• to revise the unit• to reinforce the concept of neighbourhood	<ul style="list-style-type: none">• describe their neighbourhood• explain the part played in their daily lives by the people living or working in their neighbourhood		Introduction: 10 min. CW: 25 min. Winding up: 5 min.

Key words: place, help, clean

Introduction: Go over the main points of the unit briefly.

CW: Discuss Going Further Q3, then ask the students to write the answer. Q4 and Q5 for oral discussion.

Winding up: Summarize the lesson.

HW: Complete the given worksheet.

Name: _____

Date: _____

1. At which of the following places do you usually meet your neighbours?

- | | | |
|---------------------------------------|------------------------------|-----------------------------|
| a. the neighbourhood mosque | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| b. grocery shops in the neighbourhood | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| c. local police station | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| d. neighbourhood park | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

2. There are different types of neighbourhood: some small, some big, some noisy, and some peaceful. Think of some of the neighbourhoods in your city/town/village and write their name against the word that best describes each one:

busy _____

quiet _____

dirty _____

clean _____

Name: _____

Date: _____

Which of the following places and people have you noticed in your own neighbourhood? Choose any two and write a few sentences about them:

- mosque Yes No
- post office Yes No
- shops Yes No
- rubbish collection trucks Yes No
- bus stop Yes No

1. I have noticed _____ in my neighbourhood.

2. I have also noticed _____ in my neighbourhood.

A village *and* This is our city

TIP

Teach the lesson **A village** in conjunction with the lesson **This is our city**.
In this lesson, students will compare life in a village with that in a city.

PREVIOUS KNOWLEDGE

Students know that some people live in villages and others live in cities.

VOCABULARY

A village: river bank; a quiet place; blacksmith; carpenter; mason

This is our city: drain; flyover; coast; anchor; goods

MATERIAL REQUIRED

Paper, card, paints, crayons, magazine pictures, etc. to create a wall display of a village scene

LEARNING EXPECTATIONS

Students should be able to:

- describe life in a village and in a city
- compare the living styles in the two communities

METHOD

(a) Introductory activity

Ask students questions about where they and their family members live.

For example:

- Do you live in a village or a city?
- What is the name of your village or city?
- Do you have any friends or relatives who live in a village or a city?

Ask students to describe features of a village and of a city, highlighting the differences in housing style, the means of transport, utilities such as water, gas, and electricity. Identify facilities that might be found in a city but not in a village (e.g. library, hospital, cricket stadium, cinema).

(b) Development

Read **A village** with the students and discuss the life in Sami's village.

(c) Closure

As a summary activity, discuss the questions in the Content Review and Going Further sections.

ASSESSMENT

Ask the students to do the exercises in their books.

CONTENT REVIEW (PAGE 7)

Answer key

(a) river (b) A few (c) wood (d) simple mud houses

GOING FURTHER

Do Q.2 first. Ask a student who has been to a village to talk to the others about what he saw and did there.

Help the students to complete the first task as class project and invite other classes to come and see the display. Each student can say a few lines to explain life in a village.

(b) Development

Read *This is our city* with the students.

Discuss the city of Karachi if you live there; otherwise discuss your own city.

Talk about:

- the size of the city.
- the types of homes.
- the facilities provided in the city.
- the factories, the airport, and the business centres in the city.

(c) Closure

As a summary activity, discuss the questions in the Content Review and Going Further sections.

ASSESSMENT

Ask the students to answer the questions in their books.

CONTENT REVIEW (PAGE 10)

Answer key

1. Words to be crossed: c, d
2. b
3. d

GOING FURTHER

Q1 Ask students to work in pairs to discuss the questions before holding a class discussion.

Q2 Students could collect information to make a bar chart of preferences for topic one and/or conduct a mini-debate on topic 2.

Date:

Time: 40 mins

Unit 1: Me and My World

Topic: A village and This is our city	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
1. Characteristics of a village	<ul style="list-style-type: none"> to familiarize students with a village environment 	<ul style="list-style-type: none"> list some characteristics of a village 		Introductory activity: 10 min. Development: 20 min. CW: 10 min.
<p>Introduction: Ask students questions about where they and their family members live. For example: Do you live in a village? Have you ever been to a village? Do you have any friends or relatives who live in a village? Ask students to describe features of a village, the modes of transport, provision of utilities such as water, gas, and electricity. Identify facilities that might not be found in a village (e.g. library, hospital, cricket stadium, etc.).</p> <p>Development: Read the text with the students and provide any necessary explanations. You could ask questions such as: Who in this class lives in a village? Who in this class lives in a town or city? Why are there only a few houses in a village? What kind of work do most people do? What facilities are found in a village? Discuss the pictures on page 6.</p> <p>CW: Content Review — Do the fill in the blanks exercise in exercise books (If there is not enough time, this can be done orally and given as written work for HW)</p> <p>HW: Read over the text at home. Bring pictures of a village.</p> <p>Note: This unit may be taught in conjunction with the next one, <i>This is our city</i>. It is left to the teacher's discretion. Should you take the latter option then please refer to pages 8 and 9 of this TG for guidance.</p>				

Date:

Time: 40 mins

Unit 1: Me and My World

Topic: A village and This is our city	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
2. Life in a village	<ul style="list-style-type: none">to revise the characteristics of a village	<ul style="list-style-type: none">describe life in a village	Paper, card, paints, crayons, magazine pictures, drawing pins, sticky tape, etc., to create a wall display of a village scene	Introduction: 10 min. CW: 25 min. Winding up: 5 min.

Key words: villager, collect, farmer

Introduction: Revise some of the characteristics of a village studied in the previous lesson.

CW: Going Further Q1. To make a display of a village scene in the classroom; you could divide the students into groups and assign them different tasks.

Winding up: List the main points of the lesson.

HW: Going Further Q2. If the students have not been to a village they can make a list from the text they have just studied. Ask them to complete worksheet.

Name: _____

Date: _____

Wordsearch

Find the names of things that can be found in Sami's village.

A	E	R	T	H	U	T	S
V	C	I	T	T	L	E	C
E	A	V	N	V	M	F	J
E	T	E	H	A	E	A	S
S	T	R	O	O	L	R	H
Q	L	E	T	Y	L	M	O
H	E	T	S	O	L	E	P
S	C	H	O	O	L	R	S

FARMER RIVER CATTLE SHOPS HUTS SCHOOL

Date:

Time: 40 mins

Unit 1: Me and My World

Topic: A village and This is our city	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
1. A city	<ul style="list-style-type: none">to explain that cities are large areas and provide many facilities to the inhabitants	<ul style="list-style-type: none">explain that cities are large and are divided into suburbsidentify the various facilities available in cities		Introduction: 10 min. CW: 25 min. Winding up: 5 min.

Key words: town, drain, flyover, coast, anchor, go, traffic

Introductory activity: Begin the lesson by asking questions such as: Where do you live; a city or a village? Can you name some places that you see in a city? Students will give different answers.

Development: Read the lesson with the students (page 8 and part of page 9); explain that cities are divided into towns for administrative reasons. There are various types of houses in a city. Different types of buildings are used for different purposes. Cities have many facilities.

Winding up: Recap the main points of the lesson.

HW: Read pages 8 and 9.

Date:

Time: 40 mins

Unit 1: Me and My World

Topic: A village and
This is our city

Teaching objectives

- to differentiate between the characteristics of a city and a village

Learning outcomes

Students should be able to:

- describe life in a city
- differentiate between city life and village life

Resources/Materials

Pictures of various cities

Activities/CW/HW

Introduction: 5 min.
Development: 15 min.
CW: 20 min.

Introduction: Go over the main points of the previous lesson. Discuss the city of Karachi if you live there; otherwise discuss your own city.

Development: Complete the reading of the lesson with the students. Discuss the specific features in a city such as seaport, airport, flyovers, etc. Ask students to name some landmarks of their city.

CW: Content Review
Going Further Q1 and Q2. For Q1, ask students to work in pairs to discuss the questions before holding a class discussion.

HW: Complete the given worksheet.

Name: _____

Date: _____

1. Karachi is the largest city in Pakistan. Find out the names of four more big cities in our country.

a. _____

b. _____

c. _____

d. _____

2. Fill in the blanks:

a. Most of the houses in Karachi have _____,
_____, and _____.

b. There is a lot of _____ on the roads of Karachi.

c. Many things we use are made in the _____
of Karachi.

d. Karachi has a very big airport called _____.

Name: _____

Date: _____

Complete the following sentences to describe your town or city:

- a. I live in a town/city called _____.
- b. In size, my town/city is considered a _____ town/city.
(big/small)
- c. The most used and important road in my town/city is called _____.
- d. My town/city _____ airport. (has an/has no)
- e. _____ are frequently used as public transport in my town/city. (Buses/Taxis/Tongas/Rickshaws/Trains)
- f. My town/city has _____ factories. (some/many/no)
- g. Some famous places in my town/city include _____.

We are all part of a community

The focus of this lesson is village, town, and city communities as a follow-on to the two previous topics.

PREVIOUS KNOWLEDGE

Students know about the different lifestyles of a village and a city. They know something about their own neighbourhoods.

VOCABULARY

town, community, suburbs, facilities

LEARNING EXPECTATIONS

Students should be able to:

- identify the community to which they belong
- define the terms village, town, and city
- recognize the diversity within communities

METHOD

(a) Introduction

Begin the lesson by eliciting from students names of all the people who form the school community (e.g. students, teachers, principal, administrative staff, cleaning staff, etc.) Make a list on the board. Explain that these are all members of the school community. In the same way, people who live in a particular neighbourhood will form the neighbourhood community.

(b) Development

Read the lesson together and explain the different communities mentioned. Ask students to comment on the differences between the three communities.

(c) Closure

As a summary activity, discuss the questions in the Content Review and Going Further sections.

ASSESSMENT

Ask the students to answer the questions in their books.

CONTENT REVIEW (PAGE 12)

Answer key

1. community
2. city, village
3. village community
4. facilities, schools, houses

GOING FURTHER

The questions can be set as homework. For Questions 2 and 3, ask students to talk to their parents and then list the answers in their copy books in two columns headed 'Facilities we have' and 'Facilities we would like'.

Date:

Time: 40 mins

Unit 1: Me and My World

Topic: We are all part of a community	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
1. What is a community?	<ul style="list-style-type: none"> to explain that we are all part of a community to discuss the diversity of lifestyles among communities 	<ul style="list-style-type: none"> identify the community to which they belong define the terms village, town, and city give examples of diversity within communities 		Introductory activity: 10 min. Development: 20 min. Recap: 10 min.
<p>Key words: town, community, suburb, facility</p> <p>Introductory activity: Begin the lesson by eliciting from students names of all the people who form the school community (e.g. students, teachers, principal, administrative staff, cleaning staff, etc.). Make a list on the board. Explain that these are all members of the school community. In the same way, people who live in a particular neighbourhood will form the neighbourhood community.</p> <p>Development: Read the lesson together and explain the different communities mentioned. Ask students to comment on the differences between the three communities.</p> <p>Recap: Summarize the lesson by going over the main points.</p> <p>HW: Read over the lesson. Do the given worksheet.</p>				

Date:

Time: 40 mins

Unit 1: Me and My World

Topic: We are all part of a community	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
2. Our community	<ul style="list-style-type: none">to reinforce the concept of communities	<ul style="list-style-type: none">describe different communitiesidentify the different facilities available in different communities		Introduction: 10 min. CW: 25 min. Winding up: 5 min.

Key words: people, together

Introduction: Review the main points of the unit.

CW: Content Review: Explain the questions and ask the students to answer them in their exercise books.
Going Further: Ask Q1. Discuss Q2 and Q3 (to be completed for HW)

Winding up: Go over the main points of the lesson.

HW: Going Further: Q2 and Q3
Ask students to talk to their parents and then list the answers in their exercise books in two columns headed 'Facilities we have' and 'Facilities we would like'.

Name: _____

Date: _____

1. Look at the following pictures and choose the right word to describe the scene: village, city.



2. Write the words in the correct boxes.

supermarkets
bridges
hospitals
paved roads

mud huts
narrow, dusty lanes
very big, old, shady trees
fields

Found in a city/town

Found in a village

Our country

The lesson provides basic information about Pakistan, including the full name of the country, the names of the provinces and the capital city, as well as a simple description of the land.

PREVIOUS KNOWLEDGE

Students know about the flag of Pakistan, some famous people, places, and historical sites of Pakistan.

VOCABULARY

province, seashore, historical site, high-rise

MATERIAL REQUIRED

A piece of white fabric, about 1.5 metres long, with an outline map of Pakistan and the borders of the provinces drawn with a marker (to use in class); four different coloured poster paints, enough paint brushes, and a black marker

LEARNING EXPECTATIONS

Students should be able to:

- know the full name of Pakistan, and the names of its provinces and capital city
- recognize the map of Pakistan
- know that the people of Pakistan are called Pakistanis

METHOD

(a) Introductory activity

Explain to the students that Pakistan is divided into four units called provinces.

Show them on the outline map the four provinces and teach the students their names. Ask students to identify their own province.

Spread the map on several layers of newspaper on the floor. Divide the students into four groups and give each group a different colour paint with which to paint one of the provinces. When the painting is finished, they should write the name of the province they coloured with a black marker.

Write on the map the title 'The Islamic Republic of Pakistan'. Fix the map on the soft board or the classroom wall.

(b) Development

Read the lesson with the students and talk about the full name of Pakistan, its capital city, provinces, and the beautiful places in the country.

(c) Closure

As a summary activity, discuss the questions in the Content Review and Going Further sections. Explain the meaning of 'key' and tell them that Q2 of Going Further gives the 'key' to the map they coloured in Q1.

ASSESSMENT

Ask the students to do the exercises in their books.

CONTENT REVIEW (PAGES 14–15)

Answer key

1.
 - a. Islamic Republic of Pakistan
 - b. provinces
 - c. capital
 - d. Pakistani
 - e. green and white
2. Sindh, Punjab, Balochistan, Khyber Pakhtunkhwa

GOING FURTHER

Ask the students to choose a different colour for each province. To prepare the key they should enter the relevant colour beside the name of the province.

Help them to locate Islamabad on the map.

SAMPLE TEST PAPER, Unit 1

I. Answer the following questions.

1. What do you call a place where people live and work together?
2. Name a few things which are made in factories.
3. In which city is Quaid-i-Azam buried?
4. What do the greengrocers sell?
5. Name a few things located in a busy city neighbourhood.
6. What is a postman's job?
7. Name three facilities that a city has but a village does not.
8. What is the full name of our country?
9. Name the capital city of Pakistan.
10. Name three people who work in your neighbourhood.

II. Fill in the blanks:

1. There are more _____ in cities than in villages.
(hospitals, farms, cows)
2. The people who live near you are called _____.
(doctors, neighbours, thieves)
3. Sami's village now has _____.
(gas, airport, electricity)
4. The postman's job is to _____ letters.
(deliver, write, send)
5. A _____ takes care of the health of the people.
(bus driver, student, doctor)
6. In Sami's village, most people live in _____ houses.
(brick, cement, mud)
7. Sami's village has _____ schools.
(no, two, three)
8. Amir and Farah belong to the city _____.
(area, community, neighbourhood)
9. A town has more houses than a _____.
(village, city, country)
10. There are _____ provinces in Pakistan.
(five, six, four)

Date:

Time: 40 mins

Unit 1: Me and My World

Topic: Our country	Teaching objectives	Learning outcomes	Resources/Materials	Activities/CW/HW
1. Pakistan	<ul style="list-style-type: none"> to introduce Pakistan, the full name of the country, the names of the provinces and the capital city, and its geographical features 	Students should be able to: <ul style="list-style-type: none"> name their country, the capital cities, and provinces recognize the map of Pakistan explain that the people of Pakistan are called Pakistanis 	A piece of white fabric, about 1.5 metres long, with an outline map of Pakistan and the borders of the provinces drawn with a marker (to use in class); four different coloured poster paints, enough paint brushes, and a black marker	Introductory activity: 25 min. Development: 15 min.

Key words: province, seashore, historical site, high-rise

Introductory activity: Explain that Pakistan is divided into four units called provinces.

Show the students the four provinces on the outline map and teach them the name of each of them. Ask the students to identify their own province.

Spread the map on several layers of newspaper on the floor. Divide the students into four groups and give each group different colour paint with which to paint one of the provinces. When the painting is finished, they should write the name of the province they painted with a black marker. Write on the map the title 'The Islamic Republic of Pakistan'. Display the map on the soft board or the classroom wall.

Development: Read the lesson with the students and talk about the full name of Pakistan, its capital city, provinces, and the beautiful places in the country.

HW: Read the lesson at home.

Date:

Time: 40 mins

Unit 1: Me and My World

Topic: Our country	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
2. Our country	<ul style="list-style-type: none">to review and assess understanding of the lesson	<ul style="list-style-type: none">demonstrate an understanding of the elemental information about Pakistan		Recap: 10 min. CW: 30 min.

Key words: different, map

Recap: A brief revision of the unit.

CW: Content Review Q1 and Q2
Going Further Q1, Q2, and Q3

As a summary activity, discuss the questions in the Content Review and Going Further sections. Explain the meaning of 'key' and explain that Q2 of Going Further gives the 'key' to the map they coloured in Q1.

HW: Complete the given worksheet.

Name: _____

Date: _____

1. On the map of Pakistan, name the provinces.



2. Find and circle the following words in the wordsearch.

PAKISTANI

ISLAMABAD

PROVINCE

SEASHORE

DESERT

RIVER

I	S	L	A	M	A	B	A	D	Z	D
O	E	B	V	I	M	A	Z	O	P	E
K	A	Z	I	A	V	K	R	I	Z	S
M	S	B	P	R	O	V	I	N	C	E
V	H	Z	K	O	B	P	V	Z	M	R
M	O	K	K	V	I	K	E	O	A	T
B	R	B	O	K	M	K	R	A	B	M
O	E	P	A	K	I	S	T	A	N	I

The Sun and the Earth

In this lesson, students learn that day and night occur due to the movement of the Earth around the Sun. They need to understand that the Sun is stationary and the Earth revolves around it and, at the same time, rotates on its own axis. This means that when one part of the Earth has day, the part opposite will have night.

PREVIOUS KNOWLEDGE

Students know that day follows night and vice versa.

VOCABULARY

rotate, axis, sunset, sunrise

MATERIAL REQUIRED

A candle, an orange, a stick or knitting needle to pass through the orange; a large globe; if an orange is unavailable, use a soft rubber ball.

LEARNING EXPECTATION

Students should be able to:

- explain why day and night occur at different times on different parts of the Earth's surface

METHOD

(a) Introductory activity

Discussion

Begin by talking to students about their daytime and night-time activities in order to establish the difference between the two different parts of the day.

Ask whether any of the students knows why there is light for part of the day and darkness for the rest of the time.

Using the orange, candle, and a long stick as Amir does in the book, demonstrate how day and night follow each other. (Insert a long stick through the orange and tilt it to show that the Earth is not at 90° .)

(b) Development

Read the lesson with the students, explaining the text where necessary.

(c) Closure

As a summary activity, discuss the questions in the Content Review and Going Further sections.

ASSESSMENT

Ask the students to answer the questions in their books.

Date:

Time: 40 mins

Unit 2: The Earth and the Environment

Topic: The Sun and the Earth	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
1. Day and night	<ul style="list-style-type: none">to explain the rotation of the Earth on its axisto explain the significance of sunlight for the occurrence of day and night	<ul style="list-style-type: none">explain why day and night occur at different times on different parts of the Earth	A candle, an orange, a stick or knitting needle to pass through the orange; a large globe; if an orange is unavailable, use a soft rubber ball	Introductory activity: 15 min. Development: 15 min. Recap: 10 min.

Key words: rotate, axis, sunset, sunrise

Introductory activity: Begin by talking about the students' daytime and night-time activities in order to establish the difference between the two different times of day. Ask whether any of the students knows why there is light for part of the day and darkness for the rest of the time.

Using the orange, candle, and a long stick as Amir does in the book, demonstrate how day and night follow each other. (Insert a long stick through the orange and tilt it to show that the Earth is not at 90°.)

Development: Read the lesson with the students, explaining the text where necessary.

Recap: Go over the main points of the lesson.

HW: Read the lesson at home.

Date:

Time: 40 mins

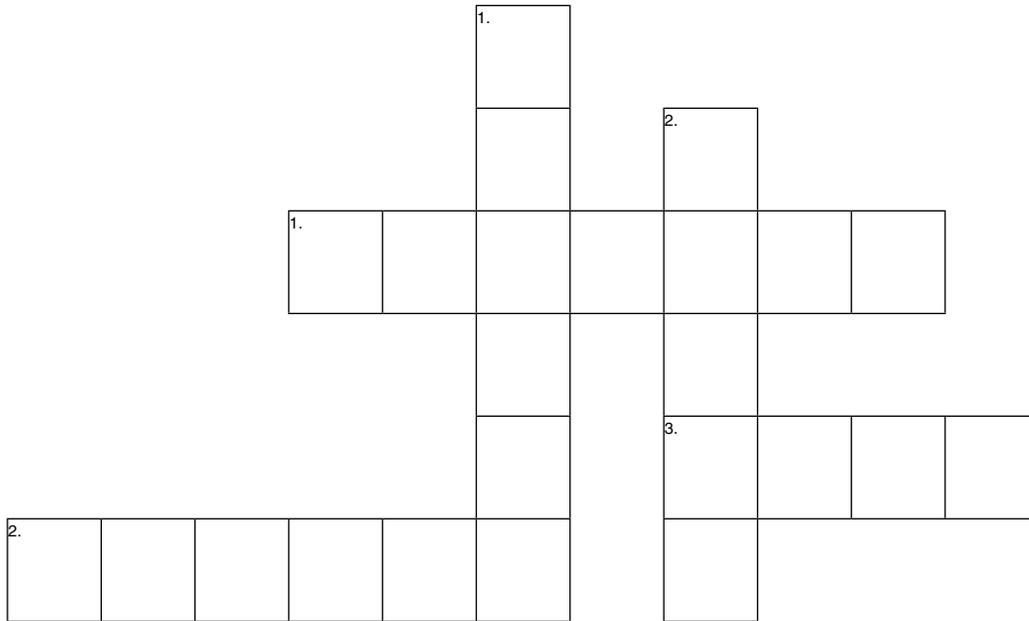
Unit 2: The Earth and the Environment

Topic: The Sun and the Earth	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
2. The Sun and the Earth	<ul style="list-style-type: none"> to reinforce the concept of day and night following each other due to the rotation of the Earth to focus on the fact that daytime and night-time are caused by the light coming from the Sun 	<ul style="list-style-type: none"> explain why day and night follow each other 		Recap: 10 min. CW: 30 min.
<p>Key words: bright, globe</p> <p>Recap: Go over the main points of the previous lesson. Write the main points on the board with the help of the students.</p> <p>CW: Content Review (written work), Going Further Q1 and Q2. For Q1, discuss the questions. Encourage the students to suggest different possible answers; end with your explanation.</p> <p>For Q2 a. Show the position of Pakistan on a globe and explain that it is daytime in Pakistan. Ask which part of the Earth is dark. (Answer: North and South America)</p> <p>b. Show the students Australia on the globe and ask where it will be daytime when it is night in Australia. Ask them to write the answers in their exercise books in two columns headed Daytime and Night-time.</p> <p>HW: Complete the given worksheet.</p>				

Name: _____

Date: _____

Solve the crossword puzzle.



Across

1. brings the beginning of the day
2. Amir uses it to explain daytime.
3. The Sun provides this, along with light.

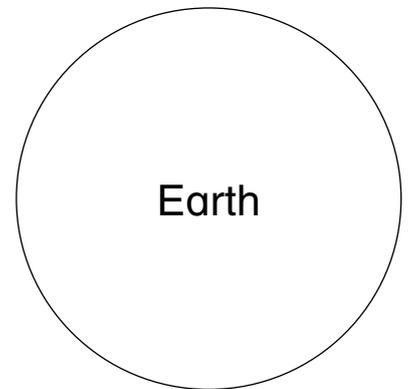
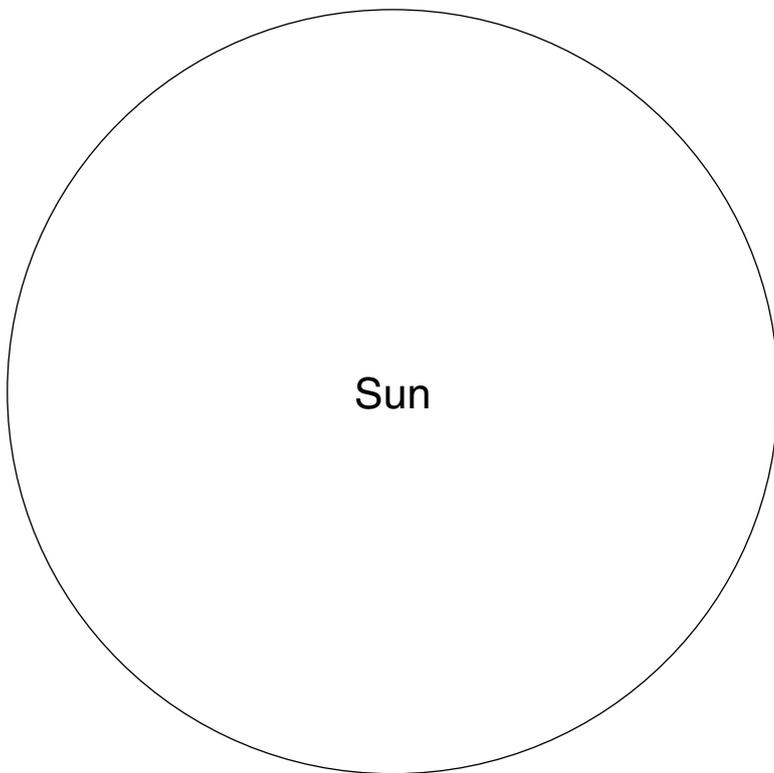
Down

1. has a small flame and gives light
2. when it is dark

Name: _____

Date: _____

Colour the part of the Earth which will be in darkness.



The seasons

In this lesson the difference in seasons is shown graphically; four children celebrate their birthdays, each in a different season. The effects each season has on the way we dress, manage our day, and also on the environment are explained.

Seasons occur due to the revolution of Earth around the Sun. As the orbit is elliptical (a stretched circle), when the Earth is away from the Sun we experience winter; when it is close to it, we experience summer.

PREVIOUS KNOWLEDGE

Students know the names of the four seasons and the natural physical changes that take place with the change of season.

VOCABULARY

fairy lights, light clothes

LEARNING EXPECTATION

Students should be able to:

- describe the effects each season has on their lives

METHOD

(a) Introductory activity

Discussion

Ask the students to name the four seasons; write them on the board. Ask students to provide ideas of the different things they do, clothes they wear, foods they eat, etc. in the different seasons. Explain what it is like in autumn to those who might not have experienced it.

(b) Development

Read the lesson with the students looking closely at the illustrations of the birthday parties, asking them to find the differences.

(c) Closure

As a summary activity, discuss the questions in the Content Review and Going Further sections.

ASSESSMENT

Ask the students to answer the questions in their books.

CONTENT REVIEW (PAGES 20–21)

Answer key

1. spring, summer, autumn, winter
2. a. autumn b. spring c. winter d. summer

GOING FURTHER

Ask each child about his date and month of birth. Determine the season in which their birthday falls; ask them to look at the chart given in the Going Further section. Ask them what special arrangement they make to celebrate their birthday with respect to the season. Ask the students to do the given exercises.

Date:

Time: 40 mins

Unit 2: The Earth and the Environment

Topic: The seasons	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
1. Effects of the seasons	<ul style="list-style-type: none"> to introduce the names of the four seasons to describe the natural physical changes that take place with the change of season 	<ul style="list-style-type: none"> name the four seasons describe the effects each season has on their lives 		Introductory activity: 10 min. Development: 25 min. Winding up: 5 min.

Key words: fairy lights, light clothing

Introductory activity: Ask the students to name the four seasons; write the names on the board. Ask the students to speak about the different things they do, clothes they wear, foods they eat, etc. in the different seasons. Explain what it is like in autumn to those who might not have experienced it.

Development: Read the text with the students and look closely at the illustrations of the birthday parties, asking them to identify the differences.

Winding up: Write the main points of the lesson on the board.

HW: Going Further Q3

Date:

Time: 40 mins

Unit 2: The Earth and the Environment

Topic: The seasons	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
2. The seasons	<ul style="list-style-type: none">to assess and reinforce the concepts taught	<ul style="list-style-type: none">describe the different seasons		Recap: 10 min. CW: 30 min.
<p>Recap: Go over the main points of the previous lesson.</p> <p>CW: Content Review Q1 and Q2 Going Further Q1, Q2, and Q4. Ask each student his/her date and month of birth. Determine the season in which their birthday falls; ask them to look at the chart in the Going Further section. Ask them what special arrangements they make to celebrate their birthday with respect to the season.</p> <p>HW: Complete the worksheet.</p>				

Name: _____

Date: _____

1. Choose the correct season for the following activities:

a. We are going to the beach for a swim. We often do that in

_____.

- i. winter ii. autumn iii. summer

b. All the plants are looking fresh and flowers are blooming. This is the _____ season.

- i. spring ii. winter iii. autumn

c. We have to collect all the fallen leaves from our garden and we do this in the _____ season.

- i. winter ii. summer iii. autumn

d. We should take out the warm blankets and clothes because the _____ season is beginning.

- i. summer ii. spring iii. winter

2. Write two things that we would not be able to do if there were no summer season.

a. _____

b. _____

3. Write a few sentences about the things you can only do in the winter season.

Name: _____

Date: _____

Draw a picture of a season of your choice and explain your drawing.

Landforms

The chapter introduces children to the landforms: mountain, valley, hill, plain, and desert.

PREVIOUS KNOWLEDGE

Depending on where they live, students may know very little about landforms. They have read the names of some landforms in the lesson ***Our country***.

VOCABULARY

landform, peak, inhabit, food crop

LEARNING EXPECTATION

Students should be able to:

- identify correctly the different landforms

METHOD

(a) Introductory activity

Introduce the landforms using your hand. With a closed fist, point out the knuckles. The lower ones represent hills and the taller ones, the mountains. The areas between them represent valleys. Open your hand and look at the palm. The flat palm represents the plains. The lifelines, etc. represent rivers that start at a source and become tributaries that meet. They empty into the sea or ocean which is represented by the outer edge of your hand near the index finger.

Now ask the students if they have actually seen any of these landforms.

(b) Development

Read the lesson with students. Explain and discuss each picture and the content of the lesson.

(c) Closure

As a summary activity, discuss the questions in the Content Review and Going Further sections.

ASSESSMENT

Ask the students to answer the questions in their books.

CONTENT REVIEW (PAGES 24–25)

Answer key

1. a. hill b. desert c. valley d. mountain e. plain
2. a. plain b. hills c. desert d. valley
3. The top is called its peak: _____ (mountain)

GOING FURTHER

Students should complete the tasks individually.

Date:

Time: 40 mins

Unit 2: The Earth and the Environment

Topic: Landforms	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
1. Landforms	<ul style="list-style-type: none">to describe landforms such as mountains, valleys, hills, plains, and deserts	<ul style="list-style-type: none">name the different landforms		Introductory activity: 10 min. Development: 25 min. Winding up: 5 min.

Key words: landform, peak, inhabit, food crop

Introductory activity: Introduce the landforms using your hand. With a closed fist, point out the knuckles. The lower ones represent hills and the taller ones, the mountains. The areas between them represent valleys. Open your hand and look at the palm. The flat palm represents the plains. The lifelines, etc. represent rivers that start at a source and become tributaries that meet. They empty into the sea or ocean which is represented by the outer edge of your hand near the index finger.

Now ask the students to talk about any of these landforms that they have actually seen.

Development: Read the text with the students. Explain and discuss each picture and the content of the lesson.

Winding up: Discuss Q1 of Content Review.

HW: Complete Content Review Q1
Bring a picture of a landform for Going Further Q3.

Date:

Time: 40 mins

Unit 2: The Earth and the Environment

Topic: Landforms	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
2. Landforms	<ul style="list-style-type: none"> to assess and reinforce the concepts taught about landforms 	<ul style="list-style-type: none"> describe different landforms 		Recap: 10 min. CW: 25 min. Winding up: 5 min.
<p>Key words: crop, rounded, clue</p> <p>Recap: Summarize the main points of the previous lesson. Make a list of landforms on the board with the help of the students.</p> <p>CW: Content Review Q2 and Q3 Going Further Q3</p> <p>Winding up: Wind up the lesson by reading out the landforms listed on the board.</p> <p>HW: Going Further Q1 and Q2</p>				

Name: _____

Date: _____

Match the pictures to the descriptions.

desert



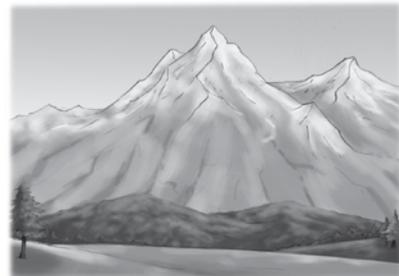
plain



valley



hills



mountains



Name: _____

Date: _____

Say which of the following you think are true, and explain why.

a. We should take care of all our landforms, Correct Incorrect

because _____

b. If there were no plains, there would be no space for building cities and towns, Correct Incorrect

because _____

c. We would have no rivers and streams if there were no mountains, Correct Incorrect

because _____

Natural and man-made environments

An environment is the surroundings in which one lives. A man-made environment would be one which has structures erected by man such as buildings, roads, etc. A natural environment is untouched by man. In this lesson, children learn to distinguish between natural and man-made environments. They learn that it is not good to destroy the natural environment. They learn their first lesson in conservation.

PREVIOUS KNOWLEDGE

Students can name some natural resources.

VOCABULARY

man-made, environment, water resource

MATERIAL REQUIRED

A selection of natural and man-made objects, a set of 12 cards, each with one of the words from the list below (Introductory activity) written on it with a marker

LEARNING EXPECTATIONS

Students should be able to:

- tell the difference between natural and the man-made environments
- understand how people change the natural environment for their use
- know the importance of saving and protecting natural resources

METHOD

(a) Introductory activity

Show the children a collection of natural and man-made items (e.g. fruits, vegetables, flowers, leaves, pen, book, bag, shoe, etc.). Ask the students to decide which are man-made and which are natural. Write the following words on the cards and attach them to the board in random pattern, using scotch tape.

river	plains
lake	toy animal
horse	bridge
road	the Sun
plants	television
factory	light bulb

Write two headings on the board—Natural and Man-made. Ask individual students in turn to select one of the words and put it under the correct heading.

Take the discussion further to identify objects in their immediate surroundings that are natural and man-made.

Discuss the differences between natural and man-made environments.

(b) Development

Read the lesson with the students and discuss the pictures and text. Stress the role played by plants and trees in keeping the environment clean. Discuss how cutting down trees can harm the environment.

Discuss the importance to man of natural resources such as water, crops, and land.

(c) Closure

As a summary activity, discuss the questions in the Content Review and Going Further sections.

ASSESSMENT

Ask the students to answer the questions in their books.

CONTENT REVIEW (PAGE 27)

Answer key

1. A man-made environment is created by people when they build houses, roads, factories, etc.
2. A natural environment is produced by different landforms and water resources such as rivers, streams, and lakes.

GOING FURTHER

Q1 Students complete the task in their books.

Q2 Students can tell the class about different environments they have visited. Encourage them to bring photographs if they are available. These could be used to create a classroom display of different environments.

Date:

Time: 40 mins

Unit 2: The Earth and the Environment

Topic: Natural and man-made environments	Teaching objectives	Learning outcomes	Resources/Materials	Activities/CW/HW
1. Natural and man-made environment	<ul style="list-style-type: none"> to explain the differences between natural and man-made environments 	<p>Students should be able to:</p> <ul style="list-style-type: none"> distinguish between natural and man-made environments 	A selection of natural and man-made objects; a set of 12 cards, each with one of the words from the list below (Introductory activity) written on it with a marker	<p>Introductory activity: 25 min.</p> <p>CW: 10 min.</p> <p>Winding up: 5 min.</p>

Key words: man-made, environment, water resource

Introductory activity: Show the students a selection of natural and man-made items (e.g. fruits, vegetables, flowers, leaves, pen, book, bag, shoe, etc.). Ask the students to decide which are man-made and which are natural.

Write the following words on the cards and attach them to the board in a random pattern, using sticky tape.

river
lake
horse
road
plant
factory
plain
toy animal
bridge
the Sun
television
light bulb

Write two headings on the board, Natural, and Man-made. Ask students in turn to select one of the words and put it under the correct heading. Encourage discussion to identify objects in the students' immediate surroundings that are natural and man-made. Discuss the differences between natural and man-made environments.

CW: Answer Q1 of the worksheet.

Winding up: Briefly summarize the lesson.

HW: Complete the worksheet.

Date:

Time: 40 mins

Unit 2: The Earth and the Environment

Topic: Natural and man-made environments	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
2. Importance of natural environment	<ul style="list-style-type: none"> to explain how trees keep an environment clean to explain how spoiling the natural environment can cause problems 	<ul style="list-style-type: none"> explain the importance of conserving the natural environment 		Recap: 5 min. Development: 20 min. Activity: 15 min.

Key words: different, natural, create

Recap: Briefly summarize the previous lesson.

Development: Read the text with the students and discuss the pictures and text. Stress the roles played by plants and trees in keeping the environment clean. Explain how cutting down trees can harm the environment. Discuss the importance to man of natural resources such as water, crops, and land.

Activity: Take the students outside the class room to identify natural and man-made objects.

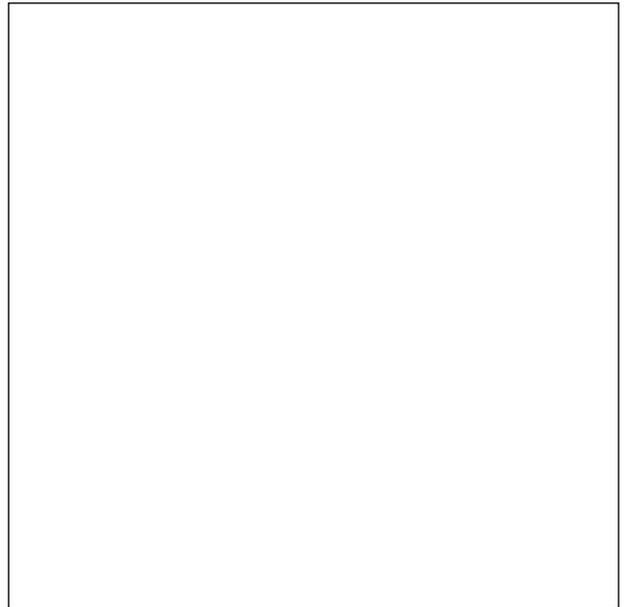
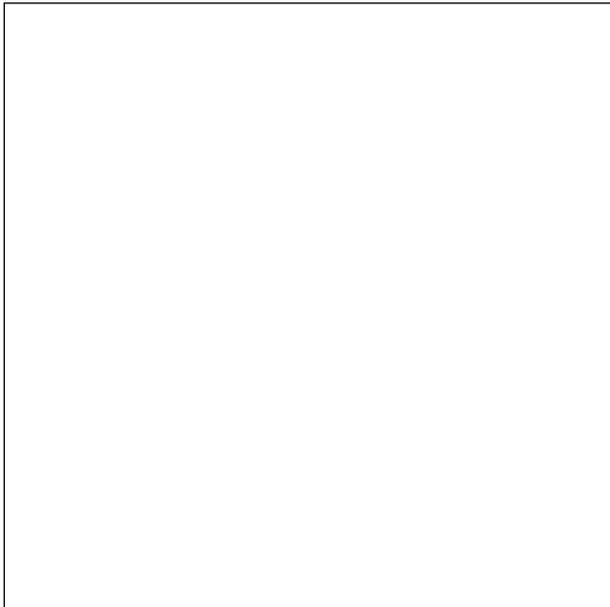
CW: Content Review Q2

HW: Read page 26.
Going Further Q1

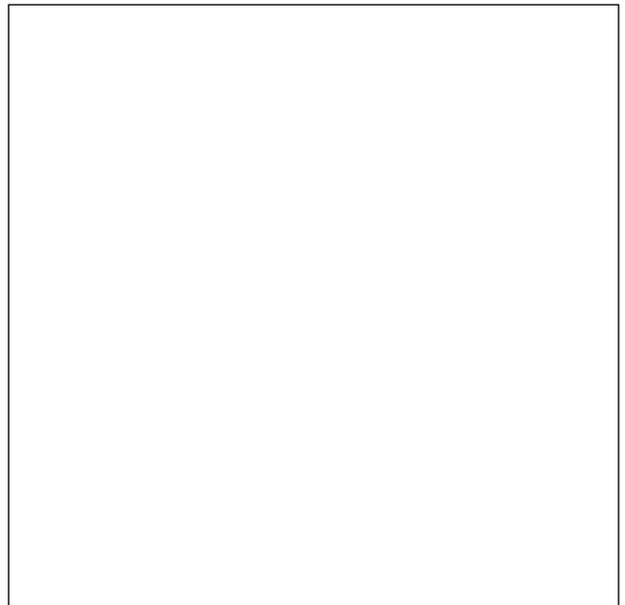
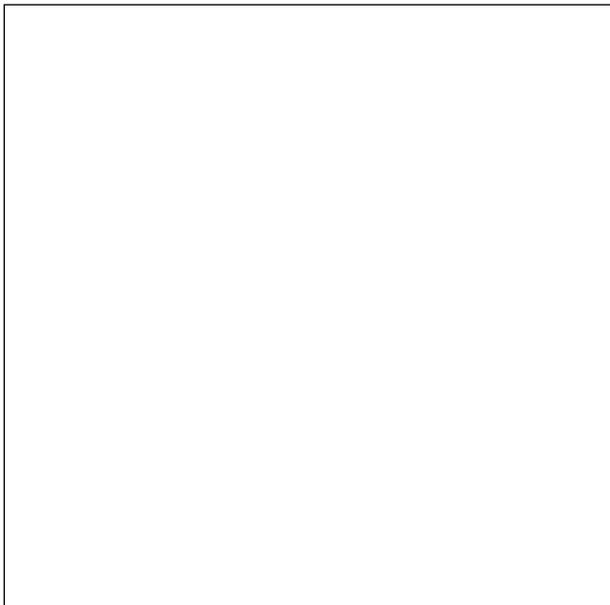
Name: _____

Date: _____

1. Draw pictures of two man-made environments that you use every day. (*Hints: a place where you study, a place where you live*)



2. Draw pictures of two natural environments that you have visited. (*Hints: a sandy place with lots of water and waves, a place that is high and requires climbing.*)



Name: _____

Date: _____

1. Fill in the blanks:

- a. Cutting down trees and plants for building can cause _____.
- b. Most animals get their food from _____.
- c. A man made environment is created by people when they build _____, _____, _____, etc.
- d. _____, _____ and _____ are all natural resources.
- e. Natural resources form the _____ environment.

2. What do you think would happen if we cut down all the trees and plants in our country and built houses and factories in their place?

Our needs

Man's basic needs are explained in this lesson. The most basic of these are food, air, and water. Next in importance are proper clothing, a comfortable home, good health, etc.

PREVIOUS KNOWLEDGE

Students understand the importance of eating healthy food and breathing fresh air.

VOCABULARY

comfortable, way to earn money, protect

LEARNING EXPECTATION

Students should be able to:

- identify the things that we need to live

MATERIAL REQUIRED

Old magazines, two or three chart papers divided into halves, glue, scissors

METHOD

(a) Introductory activity

A week before you teach this lesson, ask the students to bring some old magazines from home (or provide them yourself).

Ask students to think about the things we need to live. Let them share their ideas. Note basic points on the board.

Organize the students into small groups and give them some magazines. Ask them to cut out pictures of items which they think are necessary for us and use them to make charts. The groups should take turns to present their charts before the class and explain why they have chosen those particular items.

(b) Development

Read the lesson with the students, explaining the text and pictures as necessary.

(c) Closure

As a summary activity, discuss the questions in the Content Review and Going Further sections.

ASSESSMENT

Ask the students to answer the questions in their books.

CONTENT REVIEW (PAGE 29)

Answer key

- a. air, food b. drinking, washing, cooking c. proper clothes

GOING FURTHER

Q1 Students should complete this, working independently.

Q2 Ask students to discuss these questions in pairs before asking for answers. [Possible answers: air—3 minutes, water—3 days, and food—4–6 weeks (adults)]

Date:

Time: 40 mins

Unit 2: The Earth and the Environment

Topic: Our needs	Teaching objectives	Learning outcomes	Resources/Materials	Activities/CW/HW
1. Our needs	<ul style="list-style-type: none"> to explain what is meant by needs to discuss our basic needs 	Students should be able to: <ul style="list-style-type: none"> identify the things that we need to live 	Old magazines, two or three chart papers divided into halves, glue, scissors	Introductory activity: 10 min. Development: 25 min. Winding up: 5 min.
<p>Key words: comfortable, way to earn money, protect</p> <p>A week before you teach this lesson, ask the students to bring some old magazines from home (or provide them yourself).</p> <p>Introductory activity: Ask the students to think about the things we need to live. Let them share their ideas. Note basic points on the board.</p> <p>Development: Organize the students into small groups and give them some magazines. Ask them to cut out pictures of items which they think are necessities and use them to make charts. The groups should take turns to present their charts to the class and explain why they have chosen those particular items.</p> <p>Winding up: Summarize the main points of the lesson.</p> <p>HW: Complete the given worksheet.</p>				

Date:

Time: 40 mins

Unit 2: The Earth and the Environment

Topic: Our needs	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
2. Our needs	<ul style="list-style-type: none">to discuss the importance of human needs such as food, air, water, proper clothing, a comfortable home, good health, etc.	<ul style="list-style-type: none">name the things we need to live		Recap: 5 min. Development: 20 min. CW: 15 min.

Key words: health, protect

Recap: Summarize the previous lesson.

Development: Read the text with the students. Ask them to look at the pictures in the lesson and discuss what they see.

CW: Content Review. Going Further Q2 (Oral work)

HW: Going Further Q1

Name: _____

Date: _____

1. Which of the following do we need to live a comfortable life, and which are not necessary?

	Necessary	Not necessary
water		
sweets and chocolates		
air conditioning		
food		
home		
video games		

2. Find the following things that we need in the wordsearch.

AIR WATER HEALTH FOOD AIR HOME
EDUCATION CLOTHES

P	W	A	T	E	R	T	E	F
A	A	V	U	E	W	A	D	O
I	F	P	C	U	B	B	U	O
H	E	A	L	T	H	L	C	D
N	C	U	O	R	J	E	A	W
K	L	I	T	O	G	S	T	L
D	J	G	H	O	M	E	I	G
E	S	F	E	C	A	L	O	D
A	I	R	S	L	O	T	N	S

The Earth's natural resources

Land, water, and air are natural resources. All natural resources are important and need to be saved. Students should be made aware of this fact at an early age. The lesson teaches children the basic usage of these three resources. They should also understand how important plants are for us and that these must not be damaged. In fact, wherever possible, more should be planted.

PREVIOUS KNOWLEDGE

Students understand what is meant by natural environment.

VOCABULARY

waste, natural resource, basic need

MATERIAL REQUIRED

Large sheets of paper or card, crayons/paints, recycled materials to make posters

LEARNING EXPECTATIONS

Students should be able to:

- understand that land, water, and air are natural resources
- understand how natural resources help us to meet our basic needs
- know and practice simple ways to save these natural resources at personal and family level

METHOD

(a) Introductory discussion

Review the previous lesson Our needs, asking students to recall our basic needs of air, water, and food. Elicit from the students the fact that food comes from the land. Land is also needed to build homes on.

(b) Development

Read the lesson with students, explaining the contents with the help of the illustrations. Ask students to suggest more uses of these natural resources. Also ask what will happen if one of these is used up. Explain how precious fresh water is and that land can be destroyed if we do not look after it; air is becoming polluted with smoke and dust.

Discuss how we can protect and save these natural resources, so that we do not face a shortage of any of them.

(c) Closure

As a summary activity, discuss the questions in the Content Review and Going Further sections.

ASSESSMENT

Ask the students to answer the questions in their books.

CONTENT REVIEW (PAGE 31)

Answer key

- a. true b. true

GOING FURTHER

Ask students to work in groups to produce ideas for Questions 1 and 2. Note their responses on the board and summarize.

Date:

Time: 40 mins

Unit 2: The Earth and the Environment

Topic: The Earth's natural resources	Teaching objectives	Learning outcomes	Resources/Materials	Activities/CW/HW
1. Conserving Earth's natural resources	<ul style="list-style-type: none"> to explain the importance of, and the need for, conservation of natural resources 	<p>Students should be able to:</p> <ul style="list-style-type: none"> explain that land, water, and air are natural resources explain how natural resources help us to meet our basic needs identify and practise simple ways to save natural resources at personal and family levels 		<p>Introductory activity: 20 min.</p> <p>CW: 15 min.</p> <p>Winding up: 5 min.</p>

Key words: natural resource, basic need

Introductory activity: Review the previous lesson Our needs, asking students to recall our basic needs of air, water, and food. Discuss the importance of land, how it is used to grow the food that we eat and for space to build our homes. In the same way, discuss the importance of water. Ask the students to list how many ways they use water. Finally explain the importance of clean, fresh air. Explain that these are all natural resources and they enable us to meet our basic needs: explain why it is important not to waste them. Emphasize the need to grow trees.

CW: Do the given worksheet.

Winding up: Summarize the lesson.

Date:

Time: 40 mins

Unit 2: The Earth and the Environment

Topic: The Earth's natural resources	Teaching objectives	Learning outcomes	Resources/Materials	Activities/CW/HW
2. The Earth's natural resources	<ul style="list-style-type: none">to stress the importance of preserving natural resources	<p>Students should be able to:</p> <ul style="list-style-type: none">explain why it is important to conserve natural resources such as water, land, and air	Large sheets of paper or card, crayons/paints, recycled materials to make posters	Recap: 5 min. Development: 20 min. CW: 15 min.

Key words: breathe, waste

Recap: Summarize the previous lesson.

Development: Read the text with the students, explaining the contents with the help of the illustrations. Ask the students to suggest more uses of these natural resources. Also ask what would happen if one of these was used up. Explain how precious fresh water is, and that land will be ruined if we do not look after it; air is becoming polluted with smoke and dust.

Discuss how we can protect and preserve these natural resources so that we do not face a shortage of any of them.

CW: Draw a poster showing conservation of any one of the natural resources (discuss before starting the work).

HW: Complete the given worksheet. If the poster cannot be completed in class it should be finished for homework.

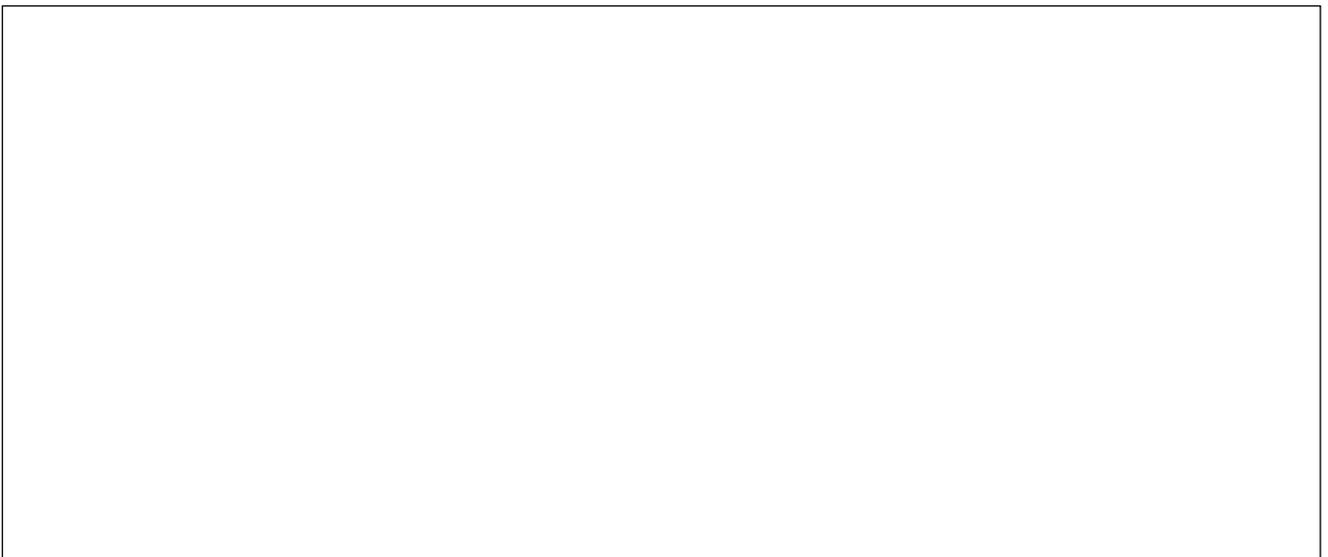
Name: _____

Date: _____

1. We should thank God for providing us with water, air, and food. Write three more things for which we should be thankful to God.
 - a. _____
 - b. _____
 - c. _____

2. We need water to drink, wash, bathe, and cook. Name one thing for which we need each of the following.
 - a. soil _____
 - b. air _____
 - c. wood _____
 - d. fruits _____

3. Imagine what the world would look like if there was no water; draw a picture of a world without water.



Name: _____

Date: _____

1. Trees are a natural resource. List four things we get from trees:

a. _____

b. _____

c. _____

d. _____

2. Fill in the blanks:

a. _____, _____, and _____ are natural resources.

b. We can keep the air clean by planting more _____.

c. We should not waste _____ while taking showers, or washing.

d. We need _____ to grow our food.

e. We grow foods such as _____, _____, and _____.

f. We should be thankful to _____ for natural resources.

Water

Water is a basic human need. It is a very precious natural resource. Though our seas are full of water, this water is unfit for human use as it is salty. On the other hand, a very limited amount of fresh water is available for all living things on land. The lesson introduces the sources of water.

PREVIOUS KNOWLEDGE

Students know that water is a natural resource and that life cannot exist without it. It also has other uses.

VOCABULARY

ocean, melt, depend

LEARNING EXPECTATIONS

Students should be able to:

- name the sources of fresh water on Earth
- differentiate between fresh water and sea water

METHOD

(a) Discussion

Discuss what life would be like without water; list the things we couldn't do—it would be terrible to be thirsty, dirty clothes would pile up, we could not bathe or water the garden, etc. Elicit from the students that we cannot use the water in the oceans for these purposes because it is salty.

(b) Activity

Put some sea water (or salt water) in a shallow container and leave it on a window sill in the sun. After a few days, all the water will have evaporated and crystals of salt will remain at the bottom.

Ask students to suggest where the fresh water we need comes from.

(c) Development

Read the lesson with the students. Explain the text and pictures as required. Ask students if they have seen the sea, a lake, or a river.

(d) Closure

As a summary activity, discuss the questions in the Content Review and Going Further sections.

ASSESSMENT

Ask the students to answer the questions in their books.

CONTENT REVIEW (PAGES 33–34)

Answer key

1. The lake water is fresh and can be used for drinking, cooking, washing, and growing crops and plants. The sea water is salty and cannot be used for such purposes.
2. Most rivers start high in the mountains.
3. stream, lake, river, sea
4. Salty water is found in the seas and oceans.

GOING FURTHER

Q1 They may give the answer in number of buckets or litres, etc.

Answer: 10–13 litres.

Q2 We should turn off the tap when we are brushing our teeth because water wastes if we leave the tap running. We should save fresh water as it is available in very limited amounts.

Q3 Ask the students to discuss the question in pairs and tell their ideas to the class.

TIP

Tell the students that if a tap drips at the rate of one drop per second, 2700 gallons of water will be wasted in one year. Write their ideas on the board and ask the students to note them in their books.

Possible answers include:

- (a) Never throw water down the drain when there may be another use for it such as watering plants or the garden, or washing.
- (b) Repair faulty or dripping taps.
- (c) Don't let water run while washing your face or brushing your teeth.
- (d) We shouldn't throw rubbish in water reservoirs, rivers, ponds, etc.
- (e) Sewerage water should not be drained into freshwater sources.

Date:

Time: 40 mins

Unit 2: The Earth and the Environment

Topic: Water	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
1. Sources of fresh water	<ul style="list-style-type: none"> to identify the various sources of water 	<ul style="list-style-type: none"> name the sources of fresh water on Earth 	Some salt, a small shallow container	Introduction: 15 min. Activity: 10 min. Development: 15 min.
<p>Key words: ocean, melt, depend</p> <p>Introduction: Discuss what life would be like without water; list the things we could not do—it would be terrible to be thirsty, dirty clothes would pile up, we could not bathe or water the garden, etc. Elicit why we cannot use the water in the oceans for these purposes (because it is salty).</p> <p>Activity: Put some sea water (or salt water) in a shallow container and leave it on a window sill in the sun. After a few days, all the water will have evaporated and crystals of salt will remain at the bottom. Ask students to suggest where the fresh water we need comes from.</p> <p>Development: Read page 32 as far as the heading 'Streams'. Discuss the pictures.</p> <p>HW: Complete the given worksheet.</p>				

Date:

Time: 40 mins

Unit 2: The Earth and the Environment

Topic: Water	Teaching objectives	Learning outcomes	Resources/Materials	Activities/CW/HW
2. Sea water and fresh water	<ul style="list-style-type: none">to explain the difference between sea water and fresh water	<p>Students should be able to:</p> <ul style="list-style-type: none">distinguish between sea water and fresh water		<p>Recap: 10 min.</p> <p>Development: 25 min.</p> <p>Winding up: 5 min.</p>

Key words: resource, depend, form

Recap: Go over the previous lesson.

Development: Read page 32 (continue from 'Streams') and page 33 with the students. Explain the text and pictures as required. Ask students if they have seen the sea, a lake, or a river.

Discuss the water-related issues in the Going Further section. They all emphasize conservation of this natural resource. Encourage students to be careful while using water so as not to waste it.

Winding up: Summarize the lesson.

HW: Content Review

Name: _____

Date: _____

1. Fill in the blanks:

- a. Animals drink _____ water.
- b. _____ and _____ contain salty water.
- c. _____ flow into the seas and oceans.
- d. Fresh water is found in _____, _____, and _____.

2. Write below the names of two large and two smaller bodies of water.

Large bodies of water	Small bodies of water

Name: _____

Date: _____

1. True or False?

- a. The snow on the mountains melts and becomes water. _____
- b. Streams from the top of the mountains flow to the valleys. _____
- c. Seas and oceans flow into rivers. _____
- d. A river is a very large stream of water. _____

2. Wordsearch

Find the Water Words.

T	W	J	W	I	D	Z	J
I	A	N	A	C	R	Q	A
G	U	P	S	E	I	U	G
W	A	D	H	O	N	H	L
T	A	S	K	Y	K	F	J
W	A	T	E	R	M	D	U
U	X	I	E	B	A	T	H
L	O	C	O	O	L	B	E

BATH COOL DRINK GAS ICE TAP
WASH WATER

Plants are important

The lesson explains the importance of plants as a natural resource that should be conserved for the well-being of life on this planet. Students must understand that each little sapling is important and must be looked after.

PREVIOUS KNOWLEDGE

Students understand that we need plants to live.

VOCABULARY

diseased, fertile

LEARNING EXPECTATION

Students should be able to:

- explain the uses and importance of plants

METHOD

(a) Introductory activity

Plan a day to celebrate Plantation Day in the class.

One week before the lesson is taught, ask the students to identify a small plant in their garden and plant it in a pot so that it can be brought to school.

On plantation day, help the students to replant their plants in a specific area in the school or another suitable place.

You may wish to take photographs of this activity for the school magazine or to display in the classroom. Remember that these plants will need to be watered and weeded regularly. You may want to take photographs at regular intervals to show how they are growing.

(b) Discussion

Talk about the fact that plants are a natural resource as they grow naturally on Earth, and ask students to name the other natural resources they need in order to grow, i.e. water, sunlight, and soil.

(c) Development

Read the lesson with the students and discuss the text and pictures.

Explain how plants clean the air by taking in carbon dioxide and giving out oxygen.

Discuss the foods that come from plants and how they may be processed and transported before they reach us.

Explain how dead plants gradually decompose (rot) to form humus, a form of manure, which can be used to make the land more fertile. Explain how the leaves and roots of forest trees help the land to retain more rain and hold the soil together.

If possible, show them a bird's nest in a tree and talk about how different creatures make their homes in plants for example, squirrels and monkeys, butterflies and bees.

Discuss the picture that shows the things we get from plants.

Discuss ways to protect plants.

(d) Closure

As a summary activity, discuss the questions in the Content Review and Going Further sections.

ASSESSMENT

Students should do the exercises in their books.

CONTENT REVIEW (PAGE 36)**Answer key**

- a. trees and plants
- b. air/environment
- c. humans, animals
- d. Ask students to discuss in pairs and write four things we get from trees. Children can write different things.

GOING FURTHER

Talk about the given example of paper to the students.

TIP

- Q1 Explain that when we want to make a bridge, farmland, factories, or houses we should try not to cut the trees or forests. If it is really necessary to cut them, then we should plant new trees to replace them. We should not waste anything made of wood which is a natural resource.
- Q2 Divide the students in five groups and ask them to make a poster of one of their ideas about saving the trees. Display the posters on the school notice board so that other students can see them too.

SAMPLE TEST PAPER, Unit 2

I. Answer the following questions:

1. How are day and night caused?
2. Why will Sana hold her birthday party in the daytime?
3. In which season do we wear light cotton clothes?
4. Give three examples of a man-made environment.
5. Give three examples of a natural environment.
6. Write three uses of water.
7. Name two animals that make trees their home.
8. What is fertile land good for?
9. Name the two types of water. Which type do you drink?
10. How is a stream different from a river?

II. Fill in the blanks:

1. The Earth moves around the _____. (moon, Sun, stars)
2. _____ is the season of falling leaves. (spring, autumn, summer)
3. We should plant trees to keep the _____ clean. (air, land, water)
4. We should not _____ food. (waste, eat, share)
5. Water found in the seas and oceans is _____. (salty, sweet, healthy)
6. Trees provide us with _____ air. (fresh, dirty, green)
7. When dead plants rot, they make land more _____. (dirty, fertile, smelly)
8. The top of a mountain is called its _____. (cap, peak, point)

III. True or False?

1. It is good to be out in the sun in winter.
2. Summer is followed by spring.
3. Factories, farms, towns, and cities are mostly located in the mountains.
4. A valley is the land between hills or mountains.
5. It is not good to cut down too many trees as they keep the air clean.
6. We can live a good life even without education and good health.
7. Food, air, and water are our basic needs.
8. Fresh water is found in the seas and oceans.
9. More rain falls in areas where there are trees and plants.
10. Land, water, and air are the Earth's natural resources.

Date:

Time: 40 mins

Unit 2: The Earth and the Environment

Topic: Plants are important	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
1. Plants are important	<ul style="list-style-type: none">to explain the importance of planting and looking after plants	<ul style="list-style-type: none">explain the importance of plantsexplain that plants need water, air, and sunlight to survive	A small plant or sapling for each student	Introduction: 10 min. Activity: 30 min.

Introduction: Talk about the fact that plants are a natural resource as they grow naturally on Earth. Ask students to name the other natural resources plants need in order to grow, i.e. water, sunlight, and soil.

Activity: Plan a day to celebrate Plantation Day in the class. One week before the lesson is taught, ask the students to identify a small plant in their garden and plant it in a pot so that it can be brought to school. On Plantation Day, help the students to replant their plants in a specific area in the school garden or other suitable place. You may wish to take photographs of this activity for the school magazine or to display in the classroom. Remember that these plants will need to be watered and weeded regularly. You may want to take photographs at regular intervals to show how they are growing.

HW: Complete the given worksheet.

Date:

Time: 40 mins

Unit 2: The Earth and the Environment

Topic: Plants are important	Teaching objectives	Learning outcomes	Resources/Materials	Activities/CW/HW
2. Plants are an important natural resource	<ul style="list-style-type: none"> to explain the importance of plants as a natural resource 	Students should be able to: <ul style="list-style-type: none"> explain the uses and importance of plants 		Recap: 10 min. Development: 25 min. Winding up: 5 min.

Key words: diseased, fertile

Recap: Briefly go over the previous lesson.

Development: Read the text with the students and discuss the content and pictures. Explain how plants clean the air by taking in carbon dioxide and giving out oxygen. Discuss the foods that come from plants and how they are often processed and transported before they reach us. Explain how dead plants gradually decompose (rot) to form humus, a form of manure, which can be used to make the land more fertile. Explain how the leaves and roots of forest trees help the land to retain more rain and hold the soil together. If possible, show them a bird's nest in a tree and talk about how different creatures make their homes in plants for example, squirrels, monkeys, butterflies, and bees. Discuss the picture that shows the things we obtain from plants. Discuss ways to protect plants. You may include the points suggested in Going Further or make these the topic in the next class.

CW: Content Review

Winding up: Summarize the main points of the lesson.

HW: Read page 35.

Name: _____

Date: _____

1. Animals eat plants. We eat plants too. Can you list below the names of ten plants that we eat? (think of fruits and vegetables)

2. Plants grow from seeds. Seeds are found in fruits. Can you name four fruits that are grown in Pakistan?

Name: _____

Date: _____

1. Name ten things that we get from plants.

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

h. _____

i. _____

j. _____

2. Look around your school or home for the tree that you like the best. Describe it in a few words and use sticky tape to attach one of its leaves in the box below:

Good manners

Children should learn good manners from a very early age. This lesson reinforces some of these. Using these expressions should become a habit.

PREVIOUS KNOWLEDGE

Students understand the importance of good manners.

VOCABULARY

look after, receive

LEARNING EXPECTATION

Students should be able to:

- demonstrate good manners in everyday life

METHOD

(a) Introductory activity

Play a mime game with students.

Write these words on individual pieces of paper and put them in a bag or box: Assalam-o-Alaikum, Sorry, Excuse me, Don't speak so loudly, Please, Thank you

Ask a student to close his/her eyes and choose one of the slips and then mime what is written on it to the rest of the class, who must guess the word. Repeat with other students until all the words have been guessed.

Talk about when we use these words and why it is important that we always use good manners.

(b) Development

Read the lesson with students and discuss the text and illustrations.

(c) Closure

As a summary activity, discuss the questions in the Content Review and Going Further sections.

ASSESSMENT

Students should do the exercises in their books.

CONTENT REVIEW (PAGE 38)

Fill in the blanks:

- a. meet b. thank you c. hurt d. ask for

GOING FURTHER

Ask students to discuss the questions in pairs and match the phrases with the correct pictures. At the end of the lesson, ask students for other examples of good manners.

Date:

Time: 40 mins

Unit 3: Citizenship

Topic: Good manners	Teaching objectives	Learning outcomes	Resources/Materials	Activities/CW/HW
1. The importance of having good manners	<ul style="list-style-type: none"> to emphasize the importance of good manners 	Students should be able to: <ul style="list-style-type: none"> demonstrate good behaviour 	A bag with slips of paper with words written on them which the children have to mime	Introduction: 10 min. Activity: 20 min. Winding up: 10 min.

Introduction: Begin the lesson by asking the students questions such as: How do you greet older people? How do you greet friends? When you want something, what words do you use? etc.

Activity: Play a mime game. Write these words on separate pieces of paper and put them in a bag or box: Assalam-o-Alaikum, Sorry, Excuse me, Don't speak so loudly, Please, Thank you. Ask a student to close his/her eyes and choose one of the slips and then mime the situation in which the words have to be said (except for the words Don't speak so loudly, which do not have to be said but the situation explained where children have to behave in this manner). Ask students to take turns until all the words have been guessed. Talk about when we use these words and why it is important that we always demonstrate good manners.

Winding up: Sum up the lesson.

HW: Do the given worksheet.

Date:

Time: 40 mins

Unit 3: Citizenship

Topic: Good manners	Teaching objectives	Learning outcomes	Resources/Materials	Activities/CW/HW
2. Practising good manners	<ul style="list-style-type: none">to reinforce the importance of good manners	Students should be able to: <ul style="list-style-type: none">show good manners to everybody		Recap: 5 min. Development: 15 min. CW: 20 min.
Recap: Summarize the lesson.				
Development: Narrate situations or a made up story where students should insert polite sentences as the situation demands. Ask them to practise these and always ensure that they use them. Gradually good manners will become a habit.				
CW: Content Review and Going Further				
HW: Complete the given worksheet.				

Name: _____

Date: _____

1. If we are not polite and do not have good manners, which of the following is most likely to happen?
 - a. People will not like us and will not be willing to listen to us.
 - b. Everyone will like us and will be willing to help us if we need it.

2. Write two well-mannered habits that you have adopted.
 - a. _____
 - b. _____

3. Write the correct words to use in the following situations:
 - a. before asking a question in the class _____
 - b. after receiving your goods from the shopkeeper _____
 - c. when you first meet someone _____
 - d. when leaving home for school _____

Our work

The lesson stresses the importance of all types of work. No work is more important than any other just as no work is too lowly. Students should understand that in one way or another we all benefit from each other's work.

PREVIOUS KNOWLEDGE

Students understand that everyone has a role in their community.

VOCABULARY

earn, trouble, criminal, safety, plumber, cereals, mechanic, cobbler

MATERIAL REQUIRED

Old newspapers or magazines with pictures of people at work

LEARNING EXPECTATIONS

Students should be able to:

- understand that people are interdependent
- show respect for and appreciation of the work other people do for them
- understand that people take up professions or trades in order to earn their living

METHOD

(a) Introductory discussion

Ask students to list ways in which they help other people at school and at home. Write the list on the board.

Write a second list of the ways in which students receive help from other people at school and at home. Explain that there are many people who help us, but we do not know them personally. In this lesson students will learn about some of these people.

(b) Development

Read the lesson with the students and discuss the text and illustrations.

(c) Closure

As a summary activity, discuss the questions in the Content Review and Going Further sections.

ASSESSMENT

Ask students to answer the questions in their books.

CONTENT REVIEW (PAGES 41–42)

Answer key

1. Students to do this on their own.
2. 1. pilot 2. bank officer 3. farmer 4. plumber 5. carpenter

GOING FURTHER

Q1 Provide the students with old magazines and ask them to find pictures of people at work. Students should cut and paste the pictures in their notebooks and write what job each person is doing.

Q2 Ask them to work in pairs and tell each other about the job they would like to do when they grow up and why? Ask each student to talk to the class about the job they have chosen.

Date:

Time: 40 mins

Unit 3: Citizenship

Topic: Our work	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
1. Our work	<ul style="list-style-type: none"> to explain how we all benefit from each other's work 	<ul style="list-style-type: none"> explain how we all benefit from each other's work 	Old newspapers or magazines containing pictures of people at work	Introductory activity: 15 min. Development: 10 min. CW: 10 min. Winding up: 5 min.
<p>Introductory activity: Ask the students to list ways in which they help other people at school and at home. Write the list on the board. Write a second list of the ways in which students receive help from other people at school and at home. Explain that there are many people who help us, but we do not know them personally. In this lesson students will learn about some of these people.</p> <p>Development: Read page 39 and discuss the text and illustrations.</p> <p>CW: Content Review</p> <p>Winding up: Sum up the lesson.</p> <p>HW: Read page 39. Going Further Q1</p>				

Date:

Time: 40 mins

Unit 3: Citizenship

Topic: Our work	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
2. Role play	<ul style="list-style-type: none">to describe various professions	<ul style="list-style-type: none">describe the work of different professional people		Recap: 5 min. Development: 30 min. Winding up: 5 min.

Recap: Go over the last lesson.

Development: Read pages 40–41 with the students and discuss the text and illustrations. Then ask each student to take the role of one professional mentioned in the lesson and explain his/her work to the class.

Winding up: Sum up the day's lesson.

HW: Read pages 40 and 41.

Name: _____

Date: _____

1. The jobs people do are also called their occupations. Ask one of your parents about their job and write two sentences to describe it.

2. Fill in the blanks:

policeman teeth teacher robbers
students dentist sick doctor

a. Mr. Iqbal is a _____.
He catches _____.



b. Miss Sara is a _____.
She teaches _____
how to read and write.



c. My aunty is a _____.
She treats _____
people in the hospital.



d. My uncle is a _____.
He checks and treats people's _____.



Sports and games

Playing sports and games is very healthy for children and they should be encouraged to participate in them. Both indoor and outdoor games are discussed in this lesson.

PREVIOUS KNOWLEDGE

Students have experience of playing games for fun.

VOCABULARY

game, sport, active, relax, indoor, outdoor

LEARNING EXPECTATIONS

Students should be able to:

- name some outdoor and indoor games
- differentiate between games and sports
- understand that some sports are played as a team

METHOD

(a) Introductory activity

Ask the students which of them likes to play games and discuss the different games that they play. List the different games on the board.

Ask them whether they take part in any sports outside school and list these in a different column.

Discuss with the students the differences between sports and games.

Elicit that there are games which are played inside the house. They are enjoyable but they do not require a great deal of physical effort.

Other games such as Hide and Seek and skipping games are played outside and require more energy. Sports are games that are played outside and require a lot of physical activity.

(b) Development

Read the lesson with the class and discuss the text and illustrations. Discuss how the students share when playing with their friends and how it is important to take turns.

Ask students to talk about how they feel when their teacher or parents play with them.

(c) Closure

As a summary activity, discuss the questions in the Content Review and Going Further sections.

ASSESSMENT

Ask the students to answer the questions in their books.

CONTENT REVIEW (PAGE 44)

Answer key

- a. outdoor
- b. active
- c. always

GOING FURTHER

Ask students to discuss the topics in pairs and write their answers in their notebooks.

Date:

Time: 40 mins

Unit 3: Citizenship

Topic: Sports and games	Teaching objectives	Learning outcomes	Resources/Materials	Activities/CW/HW
1. Sports and games	<ul style="list-style-type: none"> to discuss different sports 	Students should be able to: <ul style="list-style-type: none"> name various sports explain that physical activity is good for the health and playing sports provides this 		Introductory activity: 20 min. CW: 15 min. Winding up: 5 min.
<p>Key words: sport, healthy, active</p> <p>Introductory activity: Ask the students what different games they like to play. List the different games on the board. Ask them whether they take part in any sports outside school and list these in a different column. Discuss the differences between sports and games. Elicit that there are games which are played inside the house. They are enjoyable but they do not require a great deal of physical effort. Other games such as Hide and Seek and skipping are played outside and require more energy. Sports are games that are played outside and require a lot of physical activity.</p> <p>CW: Do the given worksheet.</p> <p>Winding up: Go over the main points of the lesson.</p> <p>HW: Going Further Q1</p>				

Date:

Time: 40 mins

Unit 3: Citizenship

Topic: Sports and games	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
2. Sports and games	<ul style="list-style-type: none">to explain that it is important to take turns when playingto explain that sports and games teach us team spirit	<ul style="list-style-type: none">explain the importance of self-discipline and waiting for one's turn while taking part in a game or sportexplain that team spirit is more important than winning or losing		Recap: 5 min. Development: 15 min. CW: 20 min.

Key words: game, sport, active, relax, indoor, outdoor

Recap: Go over the main points of the previous lesson.

Development: Read the lesson with the class and discuss the text and illustrations. Discuss how the students share when playing with their friends and how it is important to take turns. Ask students to talk about how they feel when their teacher or parents play with them.

CW: Going Further Q2 and Q3

HW: Content Review

Name: _____

Date: _____

1. Find the names of the sports and games from the list in the following wordsearch puzzle:

R	C	P	J	F	E	S
F	R	U	G	B	Y	W
F	I	D	E	A	W	I
V	C	A	R	D	S	L
S	K	E	R	M	A	J
Q	E	D	E	I	W	R
W	T	E	N	N	I	S
I	Q	E	U	T	S	R
O	L	U	D	O	Z	F
H	E	D	I	N	V	V

CRICKET TENNIS LUDO CARDS BADMINTON

2. There are many sports that involve racquets. Write the name of the sport beneath each racquet:



School rules and home rules

Children should learn to respect rules and follow them as a habit. They should understand that rules are a way of enforcing discipline and protecting people's rights.

PREVIOUS KNOWLEDGE

Students already understand that they must obey the rules in school and at home.

VOCABULARY

rule, corridor, queue

LEARNING EXPECTATIONS

Students should be able to:

- explain the importance of rules
- make suitable rules for the class

METHOD

(a) Introductory discussion

Ask students for examples of some of the rules they have to follow. Ask them to try to define what a rule is. You should reach a simple definition such as 'A rule tells us what we should do or what we should not do.'

(b) Development

Read the lesson with the students. Explain the text and illustrations as necessary.

Discuss the rules that are followed in Asad's school.

Discuss the reasons why we have to have rules to follow.

(c) Closure

As a summary activity, discuss the questions in the Content Review and Going Further sections.

ASSESSMENT

Ask the students to answer the questions in their books.

CONTENT REVIEW (PAGE 47)

Answer key

1. False
2. True
3. False

GOING FURTHER

Q1 Ask students to work in pairs or small groups to talk about the rules they follow in their homes. Each group should record the rules on a sheet of paper and present before the class, explaining why they think each rule is different.

Q2 Divide the class in the groups of six students. Ask the groups to make a rule for their school and tell why they think it is a good rule for the school.

Date:

Time: 40 mins

Unit 3: Citizenship

Topic: School rules and home rules	Teaching objectives	Learning outcomes	Resources/Materials	Activities/CW/HW
1. Importance of rules	<ul style="list-style-type: none"> to encourage the habit of respecting and following the rules 	Students should be able to: <ul style="list-style-type: none"> explain the importance of following rules 		Introductory activity: 10 min. Development: 15 min. CW: 15 min.
<p>Key words: rule, corridor, litter</p> <p>Introductory activity: Ask students for examples of some of the rules they have to follow. Ask them to define what a rule is. You should reach a simple definition such as, 'A rule tells us what we should do or what we should not do.'</p> <p>Development: Ask the students to look at the pictures on page 45 and explain which rules are shown being followed. Ask the students to identify some other rules that they follow in school. Ask them to think how their lives would be affected in the absence of rules. Read and discuss the text.</p> <p>CW: Do the given worksheet.</p> <p>HW: Read page 45.</p>				

Date:

Time: 40 mins

Unit 3: Citizenship

Topic: School rules and home rules	Teaching objectives	Learning outcomes	Resources/Materials	Activities/CW/HW
2. School rules and home rules	<ul style="list-style-type: none">to explain that rules are a way of enforcing discipline and protecting people's rights	<p>Students should be able to:</p> <ul style="list-style-type: none">explain that following rules is for everyone's benefitdiscuss home rules and school rules		<p>Recap: 5 min.</p> <p>Development: 20 min.</p> <p>CW: 15 min.</p>

Key words: queue, meal, wash

Recap: Briefly go over the content of the previous lesson.

Development: Discuss the illustrations on pages 46 and 47 and read the text. Ask the students what rules they follow at home. Discuss the rules that are followed in Asad's school. Ask the reason for making rules. Explain that rules enforce discipline, and without discipline there would be chaos.

CW: Going Further Q1 and Q2

HW: Content review

Name: _____

Date: _____

1. Write three school rules that you have to follow.

2. Write three home rules that you have to follow.

Name: _____

Date: _____

1. What rules should we follow:

a. when playing with toys? _____

b. in the library? _____

c. before and after eating? _____

d. when playing with a ball? _____

e. when going to bed? _____

f. in the school canteen? _____

g. with waste paper and wrappers? _____

h. when answering a question in class? _____

i. in the school corridors? _____

j. when having lunch in school? _____

Who helps us follow the rules?

Children learn who is responsible for enforcing rules and maintaining discipline.

PREVIOUS KNOWLEDGE

Students are familiar with following rules at home and in school.

LEARNING EXPECTATIONS

Students should be able to:

- know who makes the rules that they have to follow
- know who helps them to follow the rules
- have some understanding of the consequences of breaking rules

METHOD

The lesson can best be taught through group work.

Divide the class into groups of 4–5 students. Ask them to read the lesson together and each to play one of the roles. (Farah the narrator, the parents, a teacher, the principal). The whole group can say the last words together.

Listen to the students reading their words.

Ask each group to make up short scenes which show the parents and teaching staff enforcing rules with the student. Refer back to the previous lesson for ideas of which rules to use.

Closure

As a summary activity, discuss the questions in the Content Review and Going Further sections.

ASSESSMENT

Ask the students to answer the questions in their books.

CONTENT REVIEW (Page 49)

Answer key

1. Rules are made to make our lives better. A rule tells us what we should do or what we should not do.
2. Our parents help us to follow the rules at home.
3. Our principal makes the rules for our school.
4. Our teachers and the principal help us to follow the rules at school.

GOING FURTHER

Q1 Ask the students to discuss the question in pairs, and then discuss as a class the consequences of breaking rules at home.

Q2 Ask for their ideas on how students who break the school rules should be treated.

Date:

Time: 40 mins

Unit 3: Citizenship

Topic: Who helps us follow the rules?	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
1. Who helps us follow the rules?	<ul style="list-style-type: none">to explain that rules need to be followed and that adults are responsible for making and enforcing the rules	<ul style="list-style-type: none">identify those who make the rules that they have to followidentify those who help them follow the rulesexplain that there may be consequences for breaking rules		Recap: 5 min. Development: 20 min. CW: 15 min.

Key words: follow, parent, principal

Recap: A brief revision of the previous lesson.

Development: Now that students understand why rules are made, explain who makes these rules and help them follow these. Read the text and explain the illustrations. Discuss the Going Further questions to generate discussion on rules.

CW: Going Further Q1 and Q2

HW: Read page 48.

Date:

Time: 40 mins

Unit 3: Citizenship

Topic: Who helps us follow the rules?	Teaching objectives	Learning outcomes	Resources/Materials	Activities/CW/HW
2. Who helps us follow the rules?	<ul style="list-style-type: none"> to reinforce concepts taught in the previous lesson 	Students should be able to: <ul style="list-style-type: none"> explain the importance of following rules identify those who are responsible for enforcing rules 		Recap: 5 min. Development: 10 min. CW: 25 min.
<p>Recap: Summarize the previous lesson.</p> <p>Development: Ask the students one by one to tell their class fellows what rules they have followed since the previous evening.</p> <p>CW: Content Review Q1 to Q4</p> <p>HW: Complete the given worksheet.</p>				

Name: _____

Date: _____

1. Parents help us follow rules at home. Teachers help us follow rules at school. Find out who helps us follow rules in the following places:

a. roads: _____

b. mosque: _____

c. library: _____

2. Write down any two rules that your parents have set for you to follow at home.

Home rule 1: _____

Home rule 2: _____

Solve the playground problem

This lesson illustrates how students can cooperate to solve a common problem. This may help them to deal with problems that they may face in the future.

LEARNING EXPECTATION

Students should be able to:

- understand the various steps that need to be taken in order to solve a problem

METHOD

(a) Introductory discussion

Talk about the problem of litter in the playground and ask the students for ideas on how this problem could be solved.

(b) Development

Explain that the lesson shows how some students decided to solve this problem in their own school, but the steps have been shown in the wrong order. Their task is to put them in the correct sequence. Help the students through discussion. When they have finished the task, discuss their answers. Ask students to identify any problems in their own school. List them on the board and choose one of them to solve, using the steps shown in the lesson.

(c) Closure

Discuss the given exercises.

ASSESSMENT

Ask students to do the exercises in their books.

CONTENT REVIEW (PAGE 52)

Answer key

1. The first step is to name the problem.
2. The best solution is decided by talking to friends and concerned people.

GOING FURTHER

Ask them to observe the pictures and find the differences. Also ask in which park environment they would prefer to play.

SAMPLE TEST PAPER, Unit 3

I. Answer the following questions:

1. Write four things you say to show good manners.
2. What do rules tell us?
3. Name three different types of work people do.
4. What are the benefits of playing games and sports?
5. State three home rules that you follow every day.
6. What was the problem that the Class 2 children in the lesson wanted to solve?
7. How do your teacher's rules help you?
8. What will happen if we make noise in the library?

II. Fill in the blanks:

1. Good children _____ show good manners.
(always, never, sometimes)
2. A _____'s job is to protect us from criminals.
(teacher, police officer, builder)
3. _____ is an indoor game.
(Football, Ludo, Hockey)
4. Rules are made to _____.
(annoy us, make our lives better, make our lives difficult)
5. The best way to solve a problem is to do it _____.
(alone, together with friends, without any help)
6. Playing games and sports makes us _____.
(sick, healthy, slow)
7. Raise your _____ to talk to the teacher in class.
(foot, voice, hand)
8. Children should go to bed _____ as it is good for their health.
(after midnight, when all the TV programmes finish, early)

III. True or False?

1. Everybody who works helps us meet our needs in different ways.
2. Taking turns is not important when you are playing.
3. We should follow rules only when somebody is watching.
4. All good children follow rules.
5. When we are faced with a problem, it is better to leave it to others to solve it.
6. There is no need to take help from grown-ups when solving a problem.
7. It is alright to get in the way when two people are talking.
8. Old people need looking after.
9. Our shouting does not disturb others.
10. Some jobs are important and some are not.

Date:

Time: 40 mins

Unit 3: Citizenship

Topic: Solve the playground problem	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
1. Problem solving	<ul style="list-style-type: none"> to explain problem solving techniques 	<ul style="list-style-type: none"> describe the steps that need to be taken in order to solve a problem 		Introduction: 10 min. Development: 25 min. Winding up: 5 min.
<p>Key words: problem, responsible, litter</p> <p>Introduction: Discuss the problem of litter in the playground and ask the students for ideas on how this problem could be solved.</p> <p>Development: Explain that the lesson shows how some students decided to solve this problem in their own school, but the steps they took have been shown in the wrong order. The students' task is to put them in the correct sequence. Help the students through discussion. When they have finished the task, discuss their answers. Ask the students to identify any problems in their own school; list them on the board and choose one to solve together, using the steps shown in the lesson.</p> <p>Winding up: Briefly recap the lesson.</p> <p>HW: Do the given worksheet.</p>				

Date:

Time: 40 mins

Unit 3: Citizenship

Topic: Solve the playground problem	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
2. Problem solving	<ul style="list-style-type: none">to reinforce the idea that many problems can be solved through cooperation and by following problem solving techniques	<ul style="list-style-type: none">explain how simple problems can be solved		Recap: 10 min. CW: 25 min. Winding up: 5 min.

Key words: problem, solution

Recap: Summarize the previous lesson.

CW: Content Review Q1 and Q2. Going Further. Do the given worksheet.

Winding up: Go over the main points of the lesson.

HW: Read pages 50 and 51.

Name: _____

Date: _____

Wordsearch

Find the following words in the wordsearch:

stop friends problem solve steps
 best talk decide

p	r	o	b	l	e	m	w	k	s
f	w	o	m	a	w	t	i	j	o
r	l	s	t	e	p	s	x	t	l
i	j	m	j	s	t	o	p	a	v
e	b	a	t	l	y	m	b	s	e
n	e	x	a	d	e	c	i	d	e
d	s	o	l	t	i	s	z	c	t
s	t	m	k	o	r	m	t	s	l

Being careful

Personal safety is of the utmost importance. Young students should be cautioned not to put themselves in dangerous situations. This lesson lists some common dangers and you can add others to the list.

PREVIOUS KNOWLEDGE

Students have an understanding of danger and of how accidents can happen.

VOCABULARY

bare, electric wire, sockets, sharp

MATERIAL REQUIRED

A large danger sign

LEARNING EXPECTATION

Students should be able to:

- identify some precautions that could be taken to ensure their personal safety inside and outside their homes

METHOD

(a) Introductory discussion

Show the students a danger sign and ask them what it means.

Ask the students for ideas of what sorts of things or situations are dangerous, and make a list on the board.

(b) Development

Read the lesson with students and discuss the text and illustrations.

(c) Closure

As a summary activity, discuss the questions in the Content Review and Going Further sections.

ASSESSMENT

Ask students to answer the questions in their books.

CONTENT REVIEW (PAGE 55)

Answer key

1. We may get hurt.
2. An electric shock could kill us.
3. They may want to harm us.

GOING FURTHER

Q1 Ask the students to work in pairs and circle the things that can be dangerous.

Q2 Invite students to share with their classmates their thoughts about ways of keeping safe and avoiding accidents.

SAMPLE TEST PAPER, Unit 4

I. Answer the following questions:

1. Write any three things we must not do in order to keep safe.
2. Why must rubbish always be put in the dustbin?
3. How can accidents be avoided?
4. What could happen on a dirty, slippery floor?

II. True or False?

1. It is very dangerous to play with fire.
2. We must never fly a kite on a rooftop without a railing.
3. Taking medicines that are not meant for you is fine.
4. Broken glass pieces can give you a serious cut.
5. Playing with sharp objects like knives, needles, nails, and scissors can never cause any harm.
6. Playing sports like cricket and football on the road is safe.
7. Accidents can cause very serious injuries.

Date:

Time: 40 mins

Unit 4: Health and Safety

Topic: Being careful	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
1. Common dangers	<ul style="list-style-type: none">to discuss some common dangers students may be exposed to	<ul style="list-style-type: none">explain how to avoid dangerous situations	A large danger sign	Introductory activity: 15 min. Development: 20 min. Winding up: 5 min.

Key words: bare, electric wire, socket, sharp

Introduction: Show the students a danger sign and ask them what it means. Ask the students to suggest some objects or situations that are dangerous, and make a list on the board.

Development: Read the text with the students and discuss the content and illustrations.

Winding up: Summarize the lesson.

HW: Read pages 53 and 54.

Date:

Time: 40 mins

Unit 4: Health and Safety

Topic: Being careful	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
2. Keeping out of danger	<ul style="list-style-type: none"> to caution the students not to put themselves in dangerous situations 	<ul style="list-style-type: none"> suggest some precautions that could be taken to ensure their personal safety inside and outside their homes 		Introduction: 10 min. CW: 25 min. Winding up: 5 min.
Key words: moving, bare, accident				
Introduction: Revise the main points of the previous lesson. Encourage the students to suggest ideas for keeping safe. Discuss Going Further Q2				
CW: Content Review Q1 to Q3 Going Further Q1 and Q2				
Winding up: Review the lesson briefly.				
HW: Going Further Q1. Worksheet				

Name: _____

Date: _____

1. Draw one picture of something that can harm you and one picture of something that is safe for you to use.

2. True or false?

- a. We should cross the road without any adults to help us. _____
- b. We should light the stove all by ourselves. _____
- c. It is dangerous to play cricket with our friends. _____
- d. It is safe to turn on the television by ourselves. _____
- e. It is alright to talk to people you do not know. _____

Then and now

This lesson is an introduction to history. Students already understand that things change over time. They may be able to talk about things in the school, or in their village/town/city that have changed in the last year or two. Likewise, what they see now is likely to change in the future. Change is constant and should be welcomed.

PREVIOUS KNOWLEDGE

Children understand the idea of change and can identify the changes shown in two pictures.

VOCABULARY

port

LEARNING EXPECTATIONS

Students should be able to:

- demonstrate some understanding of sequence of time
- understand the concepts of past and the present

METHOD

(a) Introductory discussion

Discuss with the students any recent changes they have noticed in their village, town, or city.

Explain that they are going to learn about some of the changes that have taken place over many years in the city of Karachi.

(b) Development

Read the lesson with the students. Discuss how Karachi has developed from a small village into a huge city over many years.

If possible, invite some guests to tell the students how their own village/town/city has changed.

(c) Closure

As a summary activity, discuss the questions in the Content Review and Going Further sections.

ASSESSMENT

Ask the students to complete the sentences in their books.

CONTENT REVIEW (PAGE 57)

Answer key

1. village 2. Kolachi 3. Pakistan 4. old

GOING FURTHER

Encourage students to talk to their parents or grandparents and to share their research with the rest of the class. If they are able to bring in photographs from home to show any local changes, these could be used to make a classroom display of 'THEN and NOW'.

Date:

Time: 40 mins

Unit 5: Our Past and Our Present

Topic: Then and now	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
1. Change	<ul style="list-style-type: none">to explain that change comes with time	<ul style="list-style-type: none">identify the changes they see around themdescribe the changes that have come about in Karachi over time		Introductory activity: 10 min. Development: 20 min. CW: 10 min.

Key words: port

Introductory activity: Discuss any recent changes the students have noticed in their village, town, or city. Explain that they are going to learn about some of the changes that have taken place over many years in the city of Karachi.

Development: Read the lesson with the students. Discuss how Karachi has developed from a small village into a huge city over many years. If possible, invite some guests to the next lesson, to tell the students how their own village/town/city has changed.

CW: Content Review

HW: Read pages 56 and 57.
Going Further—to be discussed at home and notes taken for next class.

Date:

Time: 40 mins

Unit 5: Our Past and Our Present

Topic: Then and now	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
2. Then and now	<ul style="list-style-type: none"> to discuss with students the kinds of changes that have taken place in their city 	<ul style="list-style-type: none"> take part in class discussion on changes that have taken place in their own city 		Recap: 10 min. Guest speaker/ discussion: 25 min. Winding up: 5 min.
<p>Recap: Go over the previous lesson.</p> <p>Development: Ideally invite a guest to talk about the changes that have taken place in your city. If that is not possible, then pictures of old cars, dresses, trains, etc. or actual models if possible can be brought and shown.</p> <p>Students should discuss what they have learned from their elders about their city twenty-five years ago (Going Further exercise given in the previous class as HW)</p> <p>Winding up: Briefly sum up the lesson.</p> <p>HW: Do the given worksheet.</p>				

Name: _____

Date: _____

Find old pictures of your city, of old cars, old-fashioned clothes, etc. and paste them here.

The calendar

In this lesson children learn how to use a calendar.

PREVIOUS KNOWLEDGE

Students know the names of the days of the week and understand the term 'date of birth'.

VOCABULARY

calendar, weekend

MATERIAL REQUIRED

A large calendar, a set of twelve flash cards, each showing the name of one of the months, scotch tape

LEARNING EXPECTATIONS

Students should be able to:

- show correct use of the calendar to identify special dates
- know the names of the months of the year in the correct order
- know the date of the birth of Pakistan

METHOD

(a) Introductory activity

Start the lesson by showing the students a calendar. Explain that it shows all the months in the year. If it has a page for each month, turn the pages and ask the students to count.

Elicit from the students the names of the months. As each month is named, stick the card showing that name on the board. When all twelve flashcards are on the board, ask students to volunteer to place the months in the correct order.

Students can take turns around the class to say the names of the months, one after the other. Each student only names one month, and the others follow in sequence. This will reinforce the order in which the months occur.

(b) Development

Read the lesson with students and discuss the information shown on a calendar. Ask them to suggest some reasons why it is useful to have a calendar in the house or classroom.

Tell them the date of the birth of Pakistan with a little background information.

(c) Closure

As a summary activity, discuss the questions in the Content Review and Going Further sections.

ASSESSMENT

Ask students to do the exercises in their books.

CONTENT REVIEW (PAGE 58)

Answer key

1. There are seven days in a week (Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday). Check spelling and make sure all days are written with an initial capital letter.
2. There are twelve months in a year (January, February, March, April, May, June, July, August, September, October, November, December).

3. January
4. December

GOING FURTHER

Ask the students to work in pairs to complete the tasks, using the calendars they have brought from home.

You could collect information about the students' birthdays and show it on a chart in the classroom, and/or ask each student to circle his/her birthday on the classroom calendar.

Date:

Time: 40 mins

Unit 5: Our Past and Our Present

Topic: The calendar	Teaching objectives	Learning outcomes	Resources/Materials	Activities/CW/HW
1. Months of the year	<ul style="list-style-type: none"> to introduce the names of the twelve months 	Students should be able to: <ul style="list-style-type: none"> recite the names of the months of the year in the correct order 	Students should bring a calendar from home for the lesson; they can take the calendar back with them. A large calendar, a set of twelve flash cards, each showing the name of one of the months, sticky tape	Introductory activity: 20 min. Development: 20 min.

Key words: calendar, weekend

Introductory activity: Start the lesson by showing the students a calendar. Explain that it shows all the months in the year. If it has a page for each month, turn the pages and ask the students to count. Elicit from the students the names of the months. As each month is named, stick the card showing that name on the board. When all twelve flashcards are on the board, ask students to volunteer to place the months in the correct order. Students can take turns around the class to say the names of the months, one after the other. Each student only names one month and the others follow in sequence. This will reinforce the order in which the months occur.

Development: Read the text with students and discuss the information shown on a calendar. Ask them to suggest some reasons why it is useful to have a calendar in the house or classroom. Tell them the date of the birth of Pakistan with a little background information.

HW: Worksheet

Date:

Time: 40 mins

Unit 5: Our Past and Our Present

Topic: The calendar	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
2. The calendar	<ul style="list-style-type: none">to explain how to use a calendar	<ul style="list-style-type: none">find important dates on the calendar		Introduction: 10 min. CW: 25 min. Winding up: 5 min.

Introduction: Go over the previous lesson.

Development: Explain to the students the purpose of a calendar. Show them how days and dates are given in columns and rows. Help them find the current date. In the same manner, ask them to find out on what day 23rd March and 14th August fall. Help them do the Going Further questions where they have to mark the dates of their own and their friend's birthdays. They can also mark their school's summer and winter holidays.

CW: Going Further Q1 and Q2

Winding up: Sum up the lesson briefly.

HW: Content Review

Name: _____

Date: _____

Find the names of the following months in the wordsearch.

APRIL MARCH FEBRUARY JULY JUNE MAY

S	E	F	F	T	P
J	R	T	E	R	O
U	A	F	B	E	L
N	P	N	R	D	G
E	R	D	U	U	M
O	I	S	A	A	A
I	L	A	R	S	R
J	U	L	Y	F	C
F	M	A	Y	G	H

Name: _____

Date: _____

Use the calendar to answer the questions:

March						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- a. What is the date on the second Saturday? _____
- b. On what day of the week does the month begin? _____
- c. What is the date on the first Monday of the month? _____
- d. What is the date on the last Wednesday of the month? _____
- e. Which day of the week is March 17? _____

Name: _____

Date: _____

Fill in the blanks:

1. The number of the days in a week is _____.
2. The day between Wednesday and Friday is _____.
3. The number of day(s) that start with the letter 'S' is _____.
4. The day after Tuesday is _____.
5. The number of day(s) that start with the letter 'M' is _____.
6. The day with the maximum number of alphabets is _____.
7. The number of day(s) between Monday and Friday is _____.
8. The day before Tuesday is _____.

The world before money

This lesson introduces the concept of money and traces its origins. Starting with the barter system, it evolved into paper currency and now we use plastic money.

PREVIOUS KNOWLEDGE

Students are familiar with the currency currently in use. They understand that money is used to buy the things we need.

VOCABULARY

barter, exchange, tokens

Learning Expectations

Students should be able to:

- understand the difference between past and present ways of buying and selling
- begin to understand how money has changed with time

METHOD

(a) Introductory discussion

Discuss the idea that when we go shopping we need money to pay for the things we want to buy. Elicit examples of items that cost a lot of money and items that cost less.

Ask students to imagine a world without money and to suggest how people might obtain the things they needed from other people. This should provide an introduction to the barter system. If necessary, provide them with an example to guide their thinking. For example, *If Ali has too many eggs but no flour, and Maryam has a lot of flour but no eggs, what might they decide to do?*

Explain that money was introduced because it was easier to use than larger goods.

(b) Development

Read the lesson and discuss the text and illustrations.

(c) Closure

As a summary activity, discuss the questions in the Content Review and Going Further sections.

ASSESSMENT

Ask students to do the given exercises.

CONTENT REVIEW (PAGE 60)

Answer key

1. They exchanged things with each other.
2. Today we use money made of metal and paper.

GOING FURTHER

Students will give different answers. The purpose of the task is to introduce the idea that things need to be exchanged for items of similar value.

SAMPLE TEST PAPER, Unit 5

I. Answer the following questions:

1. What is the difference between the Karachi of the past and the Karachi of today?
2. Which month comes after May?
3. In which month did Pakistan come into being?
4. What metals were first used for making coins?

II. True or False:

1. A calendar can only tell us which year it is. _____
2. These days we use paper money and coins to buy things. _____
3. From being a small fishing village a few hundred years ago, Karachi has now become a big port city. _____
4. Using barter for buying and selling is easier than using money. _____

Date:

Time: 40 mins

Unit 5: Our Past and Our Present

Topic: The world before money	Teaching objectives	Learning outcomes	Resources/Materials	Activities/CW/HW
1. The barter system Money	<ul style="list-style-type: none">to explain the former system of barter	Students should be able to: <ul style="list-style-type: none">explain the difference between the past and present ways of buying and sellingexplain how money has changed with time		Introductory activity: 20 min. Development: 20 min.

Key words: barter, exchange, token

Introductory activity: Discuss the idea that when we go shopping we need money to pay for the things we want to buy. Elicit examples of items that cost a lot of money and items that cost less. Ask students to imagine a world without money and to suggest how people might obtain the things they needed from other people. This should provide an introduction to the barter system. If necessary, provide them with an example to guide their thinking. For example, *If Ali has too many eggs but no flour, and Maryam has a lot of flour but no eggs, what might they decide to do?* Explain that money was introduced because it was easier to use than larger goods.

Development: Read the lesson and discuss the text and illustrations.

HW: Read page 59. Worksheet

Date:

Time: 40 mins

Unit 5: Our Past and Our Present

Topic: The world before money	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
2. Money	<ul style="list-style-type: none"> to reinforce the discussion on money in the previous class 	<ul style="list-style-type: none"> explain the convenience of using money in its present form 		Recap: 10 min. CW: 30 min.
<p>Recap: Go over the previous lesson.</p> <p>Development: Do the Going Further exercise in class. Plan a role play in which the inconvenience of bartering is brought out, explaining why the need for a medium of exchange arose.</p> <p>CW: Going Further</p> <p>HW: Content Review. Complete the given worksheet.</p>				

Name: _____

Date: _____

1. Ask your parents to give you a ten rupee note. Examine it carefully and write down in your own words what you see on it.

2. True or False?

- a. We need money to buy things. _____
- b. Before money was invented, people exchanged things. _____
- c. Money is only made of paper. _____
- d. Different countries have different names for their money. _____
- e. The money used in Pakistan is called the dollar. _____
- f. People keep their money in banks. _____

Pictures and maps

This lesson introduces students to simple maps and explains how simple maps can be produced.

PREVIOUS KNOWLEDGE

Students understand that a drawing represents a real object, person, or place.

VOCABULARY

feature, simplified

MATERIAL REQUIRED

A large picture of an area or place and a simple plan or map of the same area

LEARNING EXPECTATIONS

Students should be able to:

- understand that a map is a drawing showing the features of any area
- identify similarities between a picture and a map of the same area
- draw a simple map of an area shown in a picture

METHOD

(a) Introductory discussion

Discuss the different types of maps that students have seen or used, e.g. a plan of the school, a road map, a map in an atlas.

Show the students a large picture of an area and a simple plan of the same area. Discuss the similarities and differences between them.

(b) Development

Read the lesson, offering explanations as required.

(c) Closure

As a summary activity, discuss the questions in the Content Review and Going Further sections.

ASSESSMENT

Ask students to do the exercises in the book.

CONTENT REVIEW (PAGE 62)

Answer key

Sentences 1 and 3 are correct.

GOING FURTHER

Discuss the features shown in the picture and how they could be represented on the map. It may be necessary to draw the map on the board or provide an outline for less-able students.

Date:

Time: 40 mins

Unit 6: Map-reading Skills

Topic: Pictures and maps	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
1. Pictures and maps	<ul style="list-style-type: none">to introduce simple maps	<ul style="list-style-type: none">explain that a map is a drawing showing the features of an areaidentify similarities between a picture and a map of the same area	A large picture of an area or place and a simple plan or map of the same area	Introduction: 10 min. Development: 20 min. CW: 10 min.

Key words: feature, simplify

Introduction: Show the students some maps and pictures. Ask the students these questions: What is this? Is this a picture or a map? Students will give different answers. Discuss the difference between maps and pictures.

Development: Divide the class into groups of 5 or 6 students and ask each group to look at the map and the picture of the same place or building. Ask each group to discuss the difference. Each group should voice their findings in class.

CW: Complete the given worksheet. Draw the map on the board to help the students understand the concept.

Date:

Time: 40 mins

Unit 6: Map-reading Skills

Topic: Pictures and maps	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
2. Pictures and maps	<ul style="list-style-type: none"> to help students draw a basic map 	<ul style="list-style-type: none"> draw a simple map of an area shown 		Recap: 5 min. Development: 15 min. CW: 20 min.
Recap: Summarize the last lesson.				
Development: Discuss the different types of map that students have seen or used, e.g. a plan of the school, a road map, and a map in an atlas.				
CW: Do the Going Further exercise in which they have to draw a simple map based on the given picture.				
HW: Content Review				

Name: _____

Date: _____

1. A map is a drawing that helps us find directions. Make a map of your classroom, showing positions of desks, chairs, doors, windows, etc.



An address

The reason for having an address is explained. Students learn how to write an address on an envelope and that this address corresponds to an actual house.

PREVIOUS KNOWLEDGE

Students are familiar with the postman and letters.

VOCABULARY

address, postal code

MATERIAL REQUIRED

Ask the students to bring to class a copy of their address if they do not know it.

LEARNING EXPECTATIONS

Students should be able to:

- explain what the different lines of an address refer to
- remember and write their own home address

METHOD

(a) Introductory activity

Ask the students to imagine that you are going to visit them at home and so you need to know where they live. Encourage them to give you the details you need. You could either begin with the city and work down to the suburb, street, and house number, or obtain the information in the reverse order (or try both methods). Write two or three addresses on envelopes drawn on the board, explaining that the address is written in the centre of the envelope and each part of it should be written on a new line. Students should notice that no two unrelated students share the same address.

Elicit from the students that each house needs to have its own address, and the reasons for this.

(b) Development

Read the lesson with students and explain the content as required.

(c) Closure

As a summary activity, discuss the questions in the Content Review and Going Further sections.

ASSESSMENT

Ask students to do the exercises in their books.

CONTENT REVIEW (PAGE 64)

Answer key

Ask the students to write Asad's address on the envelope.

GOING FURTHER

Ask each student to write his/her home address correctly on the 'envelope'.

SAMPLE TEST PAPER, Unit 6

Answer the following questions:

1. How is the map of an area different from its picture?
2. Name some features that the map of an area shows?
3. What does an address tell you?
4. What does an address usually contain?
5. Write your complete home address.

Date:

Time: 40 mins

Unit 6: Map-reading Skills

Topic: An address	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
1. An address	<ul style="list-style-type: none"> • to explain how to write an address • to explain that an address corresponds to an actual house 	<ul style="list-style-type: none"> • explain what the different lines of an address refer to • remember and write their own home address 	Ask the students to bring to class a copy of their address if they do not know it.	Introduction: 15 min. Development: 15 min. CW: 10 min.
<p>Key words: address, postal code</p> <p>Introduction: Ask the students to imagine that you are going to visit them at home and so you need to know where they live. Encourage them to give you the details you need. You could either begin with the city and work down to the suburb, street, and house number, or obtain the information in the reverse order (or try both methods). Write two or three addresses on envelopes drawn on the board, explaining that the address is written in the centre of the envelope and each part of it should be written on a new line. Students should notice that no two unrelated students share the same address. Elicit from the students that each house needs to have its own address and the reasons for this.</p> <p>Development: Read the text with students and explain the content as required.</p> <p>CW: Content Review</p> <p>HW: Going Further</p>				

Name: _____

Date: _____

1. Ask your teacher the address of your school. Ask your parents the address of your house. Write the addresses below.

My school address is:

Plot no. _____

Road _____

Block _____

Area _____

City _____

Country _____

Postal code _____

My home address is:

Plot no. _____

Road _____

Block _____

Area _____

City _____

Country _____

Postal code _____

2. Addresses contain the names or numbers of which of the following things? Circle them.

street

lamp post

pets

country

house

garden

road

