

A COMPREHENSIVE COURSE FOR PRIMARY CLASSES

# Know Your WORLD

1

Social Studies for Pakistan

Farhat Mansoob

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 the 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.

## Myself

### PREVIOUS KNOWLEDGE

Students are familiar with their name, age, and class.

### VOCABULARY

outside, listen

### MATERIAL REQUIRED

Glue stick; small pictures of the students

### LEARNING EXPECTATION

Students should be able to:

- create in themselves a sense of self
- describe themselves, their likes and dislikes
- talk about themselves

### METHOD

#### (a) Introductory activity

##### Getting to know each other

The lesson will be taught at the start of the session when the students and teacher are new for each other. This activity will be helpful for you to get to know your new students. In addition, students will also be introduced to each other and get to know their friends' likes and dislikes.

Begin by introducing yourself. Tell them what subject/s you will teach them and how you expect them to behave during your class. Be polite and do not expect too much from them at this time. Be reasonable.

Ask the students to sit in a circle. You may take them outside the classroom. Ask the first student on your right to introduce himself to the class. What is your name? How old are you? What do you like to eat? What do you like to do? Tell them to answer these questions for their introduction. Carry on the introductory exercise in the circle. After the activity, bring them back to the classroom.

Through this activity you will not only know their names but also their favourite things and much more about the children. You will find out who is able to follow simple directions. You will learn about their writing and drawing abilities and their creativity when they do the exercises at the end of the lesson. You will also get a hint about the independent workers.

#### (b) Development

Ask the students to open the book and then read the lesson with them. Explain the lesson with the help of the given pictures. You may ask questions such as:

- How old is Zara or Hasan?
- What do they like to do?
- What do they like to play?

**(c) Closure**

Explain the Content Review and Going Further exercises.

**ASSESSMENT**

Ask them to do the exercises. Ask them to bring a small picture of theirs to paste in the Going Further section.

**CONTENT REVIEW (PAGE 2)****Answer Key**

1. (a) Zara (b) Hasan
2. Ask students to recognize Zara and Hasan in the group and join their names to their pictures.

**GOING FURTHER**

Students can paste their picture or draw one in the centre of the flower. They can write the required information in the blanks as well as on the petals.

Date:

Time: 40 mins

## Unit 1: Me and My World

Topic: Myself	Teaching objectives	Learning outcomes	Resources/Materials	Time allocation
1. Describing yourself	<ul style="list-style-type: none"><li>to create an awareness of one's own self</li></ul>	Students should be able to: <ul style="list-style-type: none"><li>talk about themselves</li></ul>	Paper, coloured pencils	Introductory activity: 15 mins Development: 15 mins CW: 10 mins

**Key words:** name, myself, year, pizza, sweets, outside, story, cricket

**Introductory activity:** On the board write two sentences—I have two eyes. I have a nose. Ask the students to respond verbally to 'I have...' while the teacher points to the mouth, the ears, and other facial features. Question why an s is added to some words and not others. This will bring out the concept of plural words. The students should then write the sentences in their exercise books. Challenge more able students to write 'I have big eyes', etc. Ask each student to say two or three sentences about herself/himself to the class.

**Development:** Read page 1 and explain in detail. Ask questions related to the text, for example: What do you like to eat? Which is your favourite food? What do you like to play with? What is your favourite pastime? etc.

**CW:** Content Review Q1 and Q2

**HW:** Ask students to bring a small picture of theirs from home for the Going Further activity.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Write a few sentences about yourself.

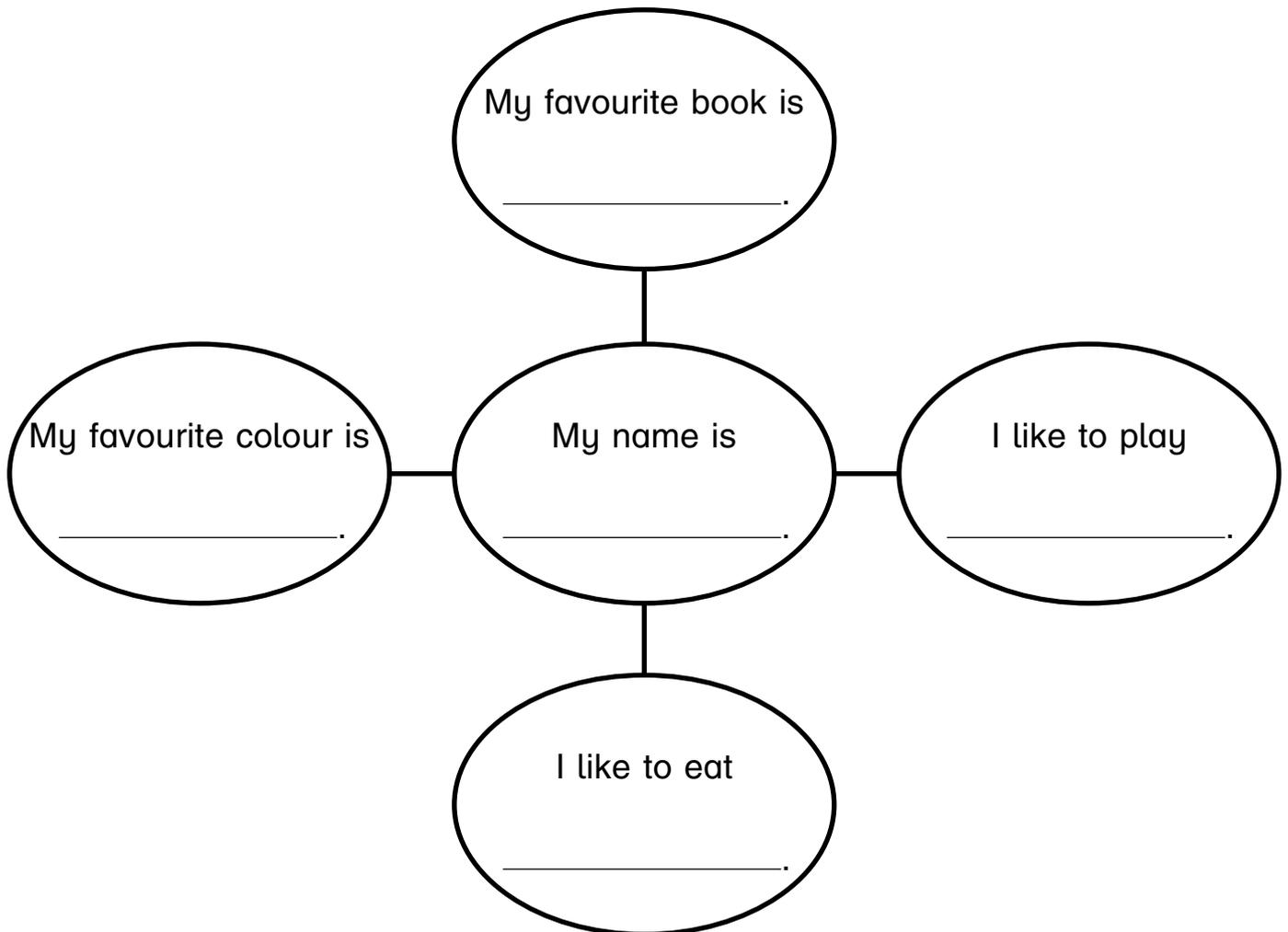
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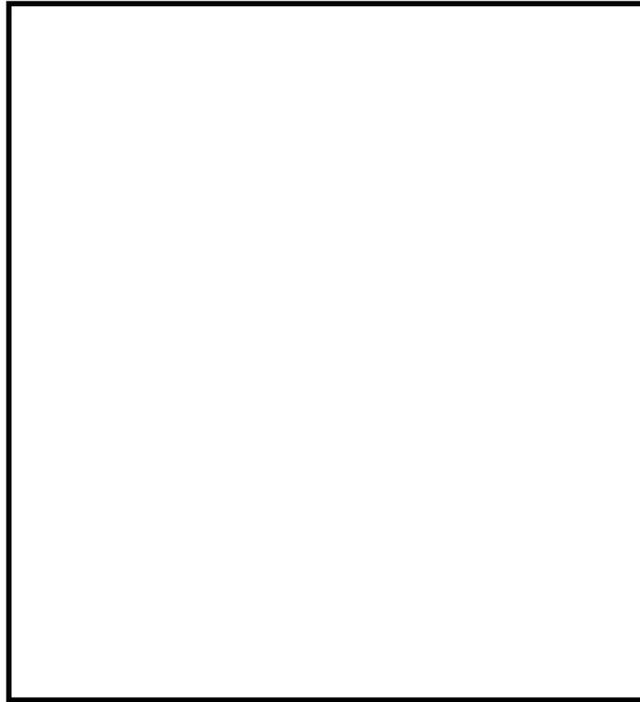
2. Fill in the boxes with information about yourself:



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Stick a picture of yourself in the box and describe the picture in a few lines:



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# My school

## PREVIOUS KNOWLEDGE

Students are familiar with their classroom and a few places in the school.

## VOCABULARY

assembly, library

## MATERIAL REQUIRED

Paper and crayons/colour pencils for Going Further task

## LEARNING EXPECTATIONS

Students should be able to:

- develop preliminary geography skills
- identify the different places in the school and their usage

## METHOD

### (a) Introductory activity

#### Visitor at our school

Before you start the lesson, ask the students about the school.

- What are the different places in school?
- What are the different rooms for?
- How are they used?

Students will give different answers. You can take them on a round of the school and explain to them about the different areas for their orientation. When you come back to the classroom, tell them to imagine that someone wants to visit the school. They have to give him a round of the school, tell him about everything in the school—the different areas and how they are used.

Divide the students in groups of 4–5. Give them some time to discuss what they would tell the visitor. Some child in the group may then pretend to be the visitor. Now ask the students from each group to tell the visitor about the school.

### (b) Development

Read the lesson with the students. Explain the pictures. You may ask questions like:

- Where do Hasan and Zara have their lessons?
- Where do they play with their friends?
- Where do they paint pictures?

### (c) Closure

Explain the Content Review and Going Further exercises.

## ASSESSMENT

Ask them to do the Content Review exercise in the book.

## CONTENT REVIEW (PAGE 5)

You may help them when they do the joining exercise.

## GOING FURTHER

Take the students outside the class to get a view of the school building in order to draw it.

Date:

Time: 40 mins

## Unit 1: Me and My World

Topic: My school	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Time allocation
1. School environment	<ul style="list-style-type: none"><li>to explore the surroundings of their place of learning</li></ul>	<ul style="list-style-type: none"><li>to identify each area of the school</li></ul>		Introductory activity: 5 mins Development: 30 mins CW: 5 mins

**Key words:** library, assembly, lesson, art room

**Introductory activity:** Ask the students questions such as: What is the name of our school? Why do you come to school every day? What activities do you do at school?

**Development:** Read pages 3 and 4 and provide any necessary explanations. The teacher should escort the students around the school, showing them the work areas and naming them so that the name and the purpose of each area is clear to students. For example, take them to the library and ask the students what the place is called. Ask questions such as: Why do we come to a library? What is the purpose of a library? Explain why it is necessary to have different areas for different activities.

**CW:** On returning to the classroom, ask questions related to the topic and the areas they have visited, for example: Where do you go to read books? Where do you paint pictures? etc.

**HW:** Going Further Q1

Date:

Time: 40 mins

## Unit 1: Me and My World

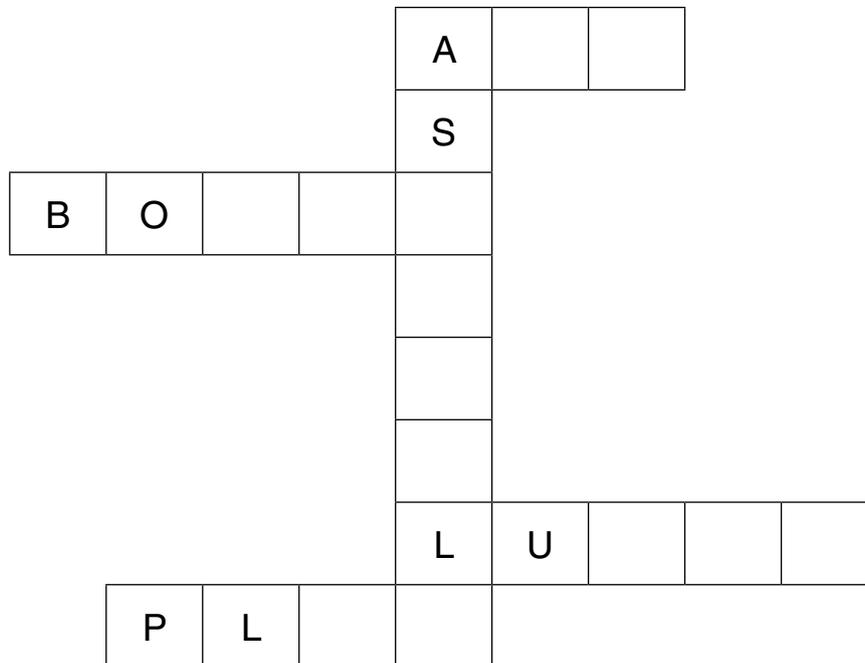
Topic: My school	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Time allocation
2. Recap of previous lesson	<ul style="list-style-type: none"> <li>to check if students recognize different places in the school</li> </ul>	<ul style="list-style-type: none"> <li>identify by name the various places of work within the school</li> </ul>	Worksheet 1	Recap: 25 mins CW: 15 mins
<p><b>Recap:</b> Review the chapter by asking questions about the school environment. The students should be able to name each area of their school without any difficulty. Write the names of the areas on the board and ask them to read the words aloud and then ask each student to name any one area and tell the other students what that area is used for.</p> <p><b>CW:</b> Content Review and Going Further</p> <p><b>HW:</b> Complete Worksheet 1.</p>				

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Complete the puzzle with the names of some of the things we have in school. Use the words in the box to help you.

BOOKS	LUNCH	ASSEMBLY	PLAY	ART
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2. Fill in the blanks:

- a) We eat our lunch at \_\_\_\_\_ time.
- b) We play in the \_\_\_\_\_ with our friends.
- c) We paint pictures in the \_\_\_\_\_ room.
- d) We read books in the school \_\_\_\_\_.
- e) We have our lessons in the \_\_\_\_\_.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Name the different rooms you pass if you walk from your classroom to the school gate.

\_\_\_\_\_

\_\_\_\_\_

2. Write a sentence about the work of the following people in your school:

a) School gatekeeper:

\_\_\_\_\_

\_\_\_\_\_

b) Librarian:

\_\_\_\_\_

\_\_\_\_\_

c) Physical trainer:

\_\_\_\_\_

\_\_\_\_\_

d) Your favourite teacher:

\_\_\_\_\_

\_\_\_\_\_

# My home

## PREVIOUS KNOWLEDGE

Students are aware of the plan/layout of their home, its type, and the usage of different areas in the home.

## VOCABULARY

two floors, wheelchair, 'No horn' sign

## MATERIAL REQUIRED

Photographs of homes and grandparents, if possible, for Going Further tasks

## LEARNING EXPECTATIONS

Students should be able to:

- identify the different areas in a home and their usage
- understand that homes look nice with plants and greenery
- understand the concept of a large family
- understand that homes have to be kept clean
- develop the understanding that handicapped persons need care
- learn that a 'No horn' sign should be obeyed

## METHOD

### (a) Introductory discussion

Ask the students:

- How many floors does their house have?
- Who lives in a flat?
- Where is food cooked at home?
- Whose house has plants?
- Is it noisy or quiet near their house?
- How do they help at home?

### (b) Development

Tell the students that they will learn about different homes today. Read the lesson with the students. Explain the pictures in the lesson.

Talk about Hasan's house.

- Who waters the plants in his house?
- How does his house look different now? (plants, greenery)
- What do they do in the different areas of the house?
- Why do Zara and her family live in a big house?
- How does Zara keep the house clean?
- Where does Peter live?
- How is the lift useful for Peter's sister?
- Why can't he sleep sometimes?

Talk about some more homes given in the lesson and what they are like.

### **(c) Closure**

Explain the Content Review and Going Further exercises.

### **ASSESSMENT**

Ask the students to do the given exercises.

### **CONTENT REVIEW (PAGE 9)**

#### **Answer Key**

(a) balcony (b) dustbin (c) waters (d) clean

### **GOING FURTHER**

1. Give the task for homework; ask students to show the picture to their friends and talk about it.
2. Homework task: children to bring pictures of their own and their grandparents' or relatives' houses or draw them in their journals. They may take help from their parents. The pictures can be shared and discussed in class.
3. Since children may live in different types of houses, explain to them where to tick the answer.
4. Ask the children how they help at home, what they do, etc. They should then write the answers in their notebooks or draw a picture to express themselves.

Date:

Time: 40 mins

## Unit 1: Me and My World

Topic: My home	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Time allocation
1. Different areas of the home	<ul style="list-style-type: none"> <li>to discuss the students' home surroundings</li> <li>to stress the importance of plants</li> <li>to stress the importance of cleanliness</li> </ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>identify the different areas of their home by name and understand the purpose of each</li> <li>explain the importance of plants for a healthy environment</li> <li>recognize the importance of cleanliness</li> </ul>	Old and more recent pictures of the students' houses	<p>Introductory activity: 10 mins</p> <p>Development: 20 mins</p> <p>CW: 10 mins</p>

**Key words:** floor, dining, drawing room, garage, rubbish, storeroom

**Introductory activity:** Ask a couple of students to describe their houses. Ask questions like: Where do you eat your dinner? Where do you sit and watch television? etc. Also talk about the importance of plants and how important it is to grow plants and trees.

**Development:** Read pages 6 and 7 and explain the text. Talk about cleanliness. How important it is to keep ourselves and our surroundings clean and tidy. Ask them questions during the lesson like: How do you help to keep your house clean? Why should we not eat in the bedroom? Emphasize the fact that we should be neat, clean, and orderly.

**CW:** Ask questions related to the topic, for example: What is your house like? Ask each student to look at the pictures of his/her house and to describe it in writing.

**HW:** Read pages 6 and 7.

Date:

Time: 40 mins

## Unit 1: Me and My World

Topic: My home	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Time allocation
2. Different areas of the home	<ul style="list-style-type: none"> <li>to discuss different kinds of houses</li> <li>to discuss the importance of helping other members of the family by sharing the housework</li> </ul>	<ul style="list-style-type: none"> <li>explain that houses are made giving consideration to weather conditions</li> <li>explain the importance of sharing household duties</li> </ul>		Introductory activity: 10 mins  Development: 10 mins  CW: 20 mins

**Key words:** balcony, wheelchair, sign, airy

**Introductory activity:** Ask the students questions like: What kind of a house do you live in, (a flat, a bungalow, etc.) Talk to them about the different types of houses. What different materials are used to make different types of houses? Explain that different places have different kinds of houses due to their weather conditions and surroundings.

**Development:** Read p 8 and provide necessary explanations. Ask questions such as: Why does Peter's sister use a wheelchair? What is a lift? Explain what a lift is and what it is used for. Explain why it is important to have bright, airy, houses.

Turn their attention to the 'No Horn' sign given on p 8. Ask if they have noticed a similar sign on the streets. If so, where? Tell them to look for it near hospitals and schools. Ask them why they think this sign is posted at these locations. Explain to them that people inside these places need peace and quiet and should not be disturbed. Ask them to look carefully for street signs next time they are outside.

**CW:** Content Review

**HW:** Look out for signs near your home and school and draw them in your exercise books.

Date:

Time: 40 mins

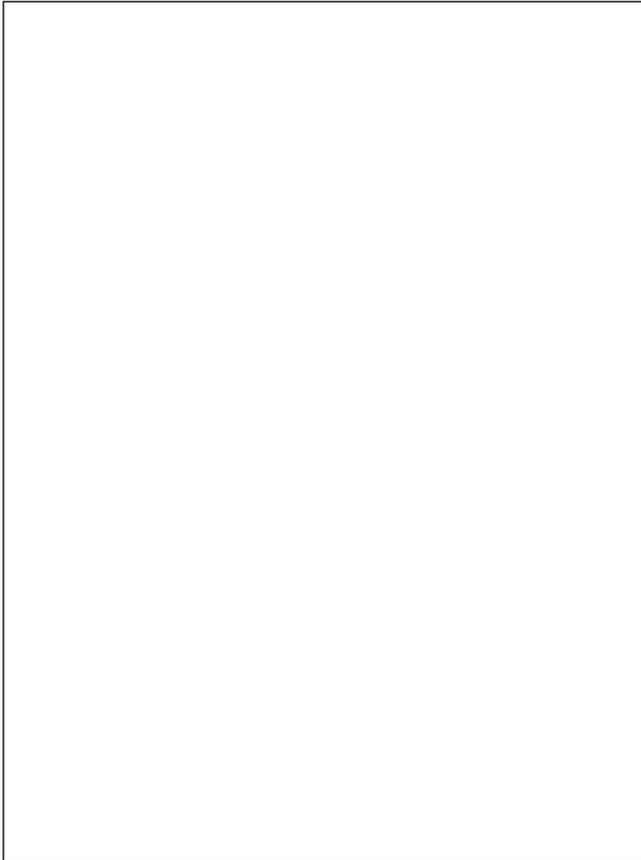
## Unit 1: Me and My World

Topic: My home	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Time allocation
3. Expressing thoughts in writing	<ul style="list-style-type: none"><li>reinforcement of the topic</li></ul>	<ul style="list-style-type: none"><li>do the Going Further exercises</li></ul>		Development: 15 mins CW: 25 mins
<b>Development:</b> Review the main points of 'My home'. Ask individual students questions and help them to give full answers. Explain the Going Further questions in detail and ask three or four students to supply answers so that all the students understand the task.				
<b>CW:</b> Going Further Q1, Q3, and Q4				
<b>HW:</b> Going Further Q2				

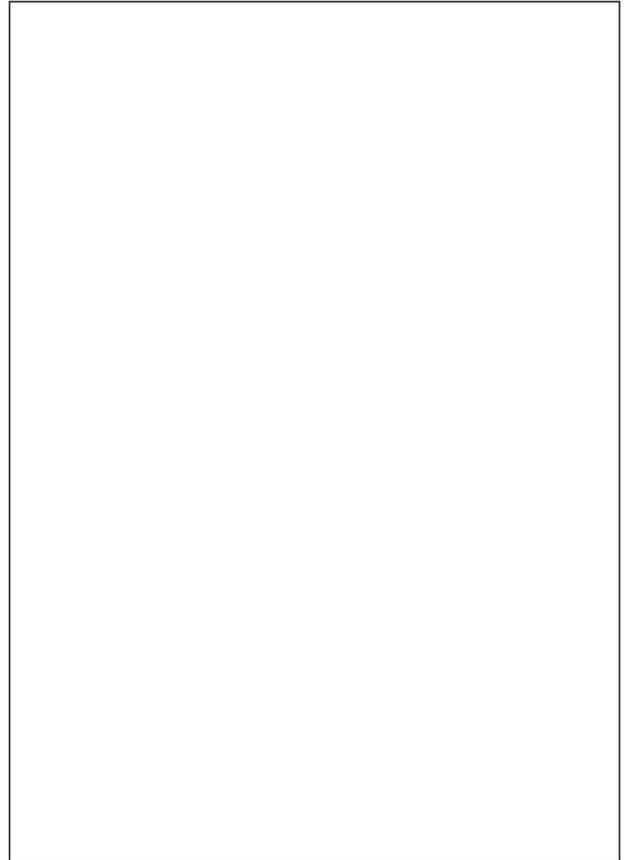
Name: \_\_\_\_\_

Date: \_\_\_\_\_

Draw and compare houses.



House 1



House 2

Which house is taller? \_\_\_\_\_

Which house is wider? \_\_\_\_\_

Which house has more windows? \_\_\_\_\_

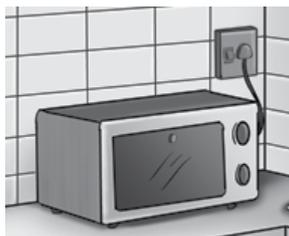
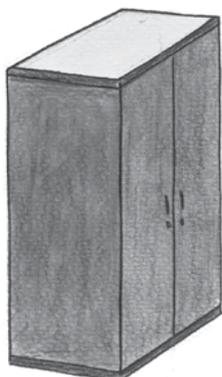
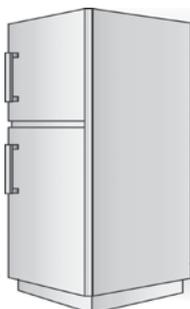
Which house is darker? \_\_\_\_\_

Which house do you prefer? \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Put all the furniture in the right places by drawing lines.



# My family

## PREVIOUS KNOWLEDGE

Students are familiar with family relationships.

## VOCABULARY

‘When you were a baby, your parents did everything for you’.

Explain to them how their parents helped them in feeding, walking, speaking, and many other things when they were small and could not do anything for themselves.

## MATERIAL REQUIRED

Baby pictures of students; family pictures, if possible

## LEARNING EXPECTATIONS

Students should be able to:

- learn the concept of a family
- understand the timeline of their family

## METHOD

### (a) Introductory activity

#### Family day

Organize a family scene in the classroom. Give each child the role of a family member. Arrange for them to dress according to their role, such as mother, father, grandparents, brother, and/or sister. Arrange their seating in the classroom like a family and ask them to present and play their roles (e.g. the mother can pretend to cook). Let the students enjoy. Invite some teachers and children to watch the show.

After 10–15 minutes, ask the students to return to their seats in the class. Talk about the activity.

- How was the family?
- What was father doing?

### (b) Development

Read the lesson with the students. Also explain the given pictures and ask different questions about them, for example:

What is Hasan sharing with his sister?

### (c) Closure

Explain the Content Review and Going Further exercises.

## ASSESSMENT

### CONTENT REVIEW (PAGE 11)

Discuss with the help of the pictures what Hasan is shown doing. Students can then write a few points in their notebooks.

## GOING FURTHER

Students can complete tasks on their own with a little prompting from the teacher for those who need help.

Date:

Time: 40 mins

## Unit 1: Me and My World

Topic: My family	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Time allocation
1. Family relationships	<ul style="list-style-type: none"><li>to examine different family relationships</li></ul>	<ul style="list-style-type: none"><li>explain their relationships to the people who live with them</li></ul>	Pencils, paper, coloured pencils, crayons	Introductory activity: 10 mins Development: 20 mins CW: 10 mins

**Key words:** parents, grandmother, grandfather, help

**Introductory activity:** Ask the students questions such as: How many people live in your home? How are they related to you? Discuss why families are important and what they like about their families. Ask students to think about the special contributions each family member makes to the family. As they respond, create a chart on the board and record some of their responses. Encourage the students to think about their own role in their family. What do they contribute? How do they help?

**Development:** Read pages 10 and 11 and then ask questions related to the text such as: How many people are there in your family? Who did everything for you when you were a baby? Who does everything for you now? Who do you help at home? How do you help your father, mother, or siblings? etc.

**CW:** Explain what a family tree is. Draw one on the board and then complete it using the names of one student's family members. Do it again with the names of another student's family members so that they know how to draw a family tree. The teacher should give each student a sheet of paper and ask them to draw his/her own family tree.

**HW:** Complete the given worksheet.

Date:

Time: 40 mins

## Unit 1: Me and My World

Topic: My family	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Time allocation
2. Respecting elders and interaction with family members	<ul style="list-style-type: none"> <li>to assess students' learning</li> </ul>	<ul style="list-style-type: none"> <li>explain who constitutes a family</li> <li>describe the positions the senior members of the family enjoy</li> <li>explain how family members interact with each other</li> </ul>	Worksheet	Recap: 5 mins Development: 10 mins CW: 25 mins
<p><b>Recap:</b> Review the main points of the chapter and ask questions related to the text.</p> <p><b>Development:</b> Read out the questions in the Content Review and Going Further sections and discuss them with the students.</p> <p><b>CW:</b> Content Review and Going Further. Help the students to frame their answers to the Content Review questions.</p> <p><b>HW:</b> Worksheet</p>				

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Fill in the blanks with information about your family:

My family

My grandfather's name is \_\_\_\_\_

My grandmother's name is \_\_\_\_\_

My grandfather's name is \_\_\_\_\_

My grandmother's name is \_\_\_\_\_

My father's name is \_\_\_\_\_

My mother's name is \_\_\_\_\_

I have \_\_\_\_\_  
brothers

I have \_\_\_\_\_  
sisters

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Are the following actions helpful for our family? Choose the correct answer:

- a) Washing dishes with mother.     Helpful     Not helpful
- b) Leaving our toys on the floor.     Helpful     Not helpful
- c) Putting our clothes in the cupboards.     Helpful     Not helpful
- d) Leaving the drawers open.     Helpful     Not helpful
- e) Throwing sweet and ice cream wrappers on the floor.     Helpful     Not helpful

2. How do you help your mother/father at home?

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# Meet my friends

## PREVIOUS KNOWLEDGE

Children have friends.

## VOCABULARY

kind, obey

## LEARNING EXPECTATION

Students should be able to:

- know about the qualities of a good friend

## METHOD

### (a) Introductory activity

Ask the children who their friends are.

Draw a large house on the board and label it 'Friendship House'.

Ask the students to draw a similar house in their notebooks.

List the following steps on the board while the students are drawing their friendship houses.

- If your friends are kind to you, then colour the house yellow; otherwise leave it without any colour.
- Colour the roof brown if your friends share their things and lunch with you; if not, then do not colour.
- Colour the door red if your friends wait for you to start playing.
- Colour the windows green if they help you in your work; otherwise leave them without colour.
- Colour the gate orange if your friends obey their parents and teachers.

Check students' work by taking a round of the class; then discuss a few things about the Friendship House.

What did you colour and why?

What did you not colour and why?

It will be interesting to listen to the children.

### (b) Development

Read the lesson with the students and talk about the given pictures. Ask them how they act with their friends.

### (c) Closure

Explain the Content Review and Going Further exercises.

## ASSESSMENT

Ask the children to do the exercises; help them when required.

## CONTENT REVIEW (PAGE 13)

### Answer Key

(a) True (b) True (c) False (d) True

## GOING FURTHER

Discuss these questions with the students; they can then write out the answers in their notebooks.

Date:

Time: 40 mins

**Unit 1: Me and My World**

<b>Topic: Meet my friends</b>	<b>Teaching objectives</b>	<b>Learning outcomes</b> Students should be able to:	<b>Resources/Materials</b>	<b>Time allocation</b>
1. Appreciating friends	<ul style="list-style-type: none"> <li>to raise awareness of how every child is different and has different likes and dislikes</li> </ul>	<ul style="list-style-type: none"> <li>describe the nature of friendship</li> </ul>		Introductory activity: 20 mins  Development: 10 mins  CW: 10 mins

**Key words:** kind, obey**Introductory activity:** Please refer to the introductory activity for this lesson on page 23 of the teaching guide.**Development:** Read pages 12 and 13 and provide any necessary explanations. Ask the students to talk about what they do with their friends, how they behave, and how they like to spend time together.**CW:** Content Review (True and False)

Read out the sentences to the class and let them answer before they write the answers in their exercise books.

**HW:** Complete Content Review.

Date:

Time: 40 mins

## Unit 1: Me and My World

Topic: Meet my friends	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Time allocation
2. Expression through written work	<ul style="list-style-type: none"><li>to assess students' learning</li></ul>	<ul style="list-style-type: none"><li>explain the importance of having good friends</li></ul>	Worksheet 3	Recap: 10 mins Development: 10 mins CW: 20 mins

**Recap:** Review the main points asking questions related to the text.

**Development:** Read out the questions from the Going Further exercise and ask the students to respond to them. Discuss the questions thoroughly, listening to the responses of five or six students before asking them all to write their answers in their exercise books.

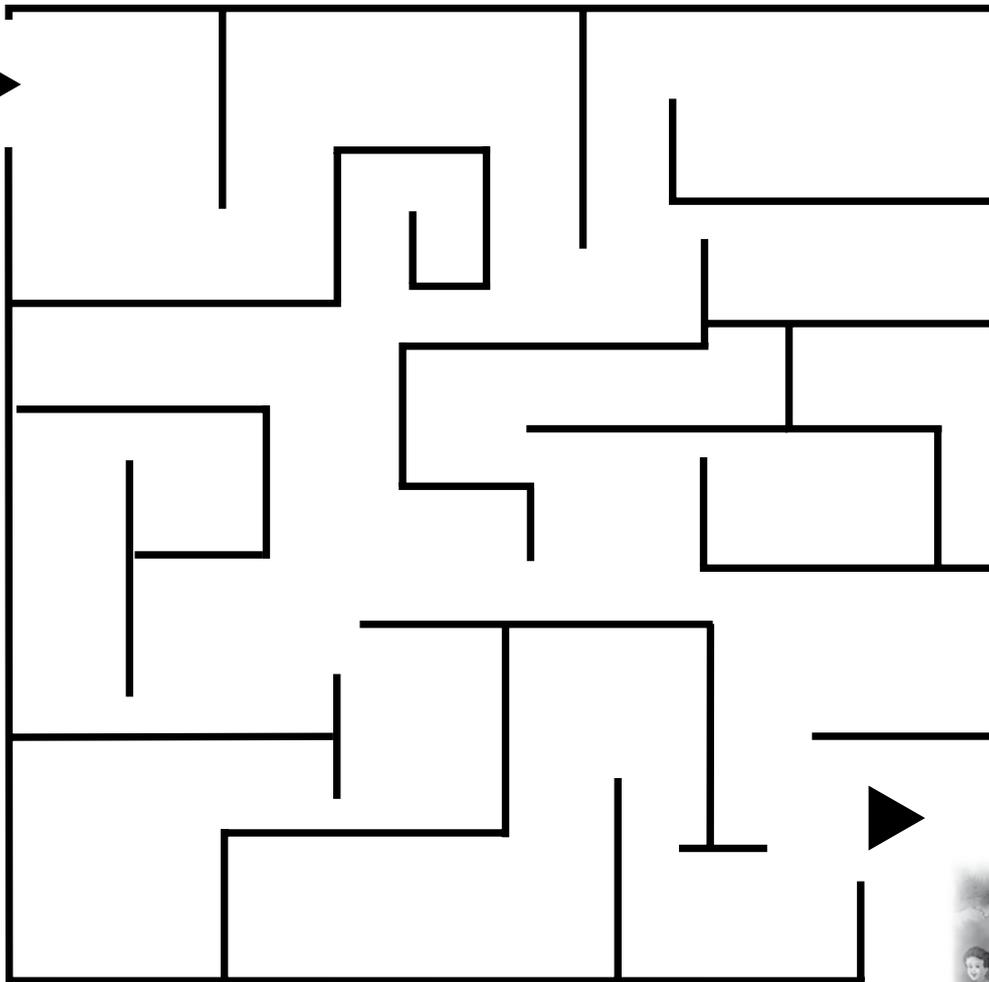
**CW:** Going Further

**HW:** Complete Worksheet 3.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Help Zara find her friends through the maze.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Write a few lines about your best friend:

My best friend's name is \_\_\_\_\_.

He/she \_\_\_\_\_.

He/she lives in \_\_\_\_\_.

He/she likes \_\_\_\_\_.

We \_\_\_\_\_

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2. Stick or draw a picture of your best friend in the box below:

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Me and my friends

3 ways I could be more friendly are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

3 ways I could be kinder are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

What would you do?

1. If you saw somebody without any lunch?

\_\_\_\_\_  
\_\_\_\_\_

2. If you saw somebody playing all by themselves at recess?

\_\_\_\_\_  
\_\_\_\_\_

3. If somebody from your classroom was being picked on?

\_\_\_\_\_  
\_\_\_\_\_

# Jobs

## PREVIOUS KNOWLEDGE

Children know about the different jobs they see people doing.

## VOCABULARY

jobs

## LEARNING EXPECTATIONS

Students should be able to:

- identify their responsibilities in school and at home
- appreciate the jobs people do in society and help them

## METHOD

### (a) Introductory activity

Talk to the students about

- What jobs they do at home?
- What jobs they do at school?

Make two columns on the board and write the answers children give you.

Jobs at school                      Jobs at home

- What is the job of the guard in the school?
- What is the job of the cleaner in the school?

### (b) Development

Read the lesson with the children, and then explain the matter and the pictures. Talk about the pictures on page 16 and the work different people are doing.

### (c) Closure

Ask individual students to act in mime and show different jobs being done; ask the other students to guess.

Explain the Content Review and the Going Further exercises.

## ASSESSMENT

Ask the students to do the exercises and help them as required.

## CONTENT REVIEW (PAGE 17)

### Answer Key

(a) study   (b) teach   (c) cleans   (d) table

## GOING FURTHER

Talk to the students about the different jobs they do at home and in school; the answers will vary. Ask them to write the answers in their books, and then share and discuss them with their friends.

## SAMPLE TEST PAPER, UNIT 1

### I. Answer the following questions:

1. Write two things each that Zara and Hasan like to do.
2. What do you most enjoy doing in school?
3. How many rooms are there in Hasan's house?
4. Why does Peter's sister need to use the lift to go up and down?
5. How do you help at home?

### II. Fill in the blanks.

1. Zara and Hasan want to tell their friends about their \_\_\_\_\_.
2. The children in school play in the \_\_\_\_\_.
3. In Hasan's \_\_\_\_\_ there are \_\_\_\_\_ and grass.
4. Things that are not used or needed are kept in the \_\_\_\_\_ in Zara's house.
5. Peter's flat is on the \_\_\_\_\_ floor.
6. There are \_\_\_\_\_ people in Hasan's family.
7. Zara and her friends are \_\_\_\_\_ to each other.
8. Zara helps to put up \_\_\_\_\_ on the board in class.
9. A \_\_\_\_\_'s job is to cut hair.

Date:

Time: 40 mins

## Unit 1: Me and My World

Topic: Jobs	Teaching objectives	Learning outcomes	Resources/Materials	Time allocation
1. Different kinds of jobs	<ul style="list-style-type: none"><li>to highlight the significance of every type of job</li></ul>	Students should be able to: <ul style="list-style-type: none"><li>describe the contribution of each individual to the community through his/her work</li></ul>	Pictures of different occupations	Introductory activity: 15 mins Development: 15 mins Closure: 10 mins

**Key words:** job, clean

**Introductory activity:** Begin by asking students what jobs or chores they do at home and at school. Explain to them why people need to work, that a job is a responsibility or duty which must be fulfilled properly. Ask the students to tell you about the jobs they do at home and the jobs they do at school. Draw two columns, Jobs at school and Jobs at home, on the board and complete it using the students' responses.

Talk about the work of the school guard or cleaner.

**Development:** Read pages 14, 15, and 16 and explain each job to the students in detail. Talk about the pictures on page 16 and the work different people are doing.

**HW:** Content Review: Read out the sentences with the students and help them fill in the blanks.

Date:

Time: 40 mins

## Unit 1: Me and My World

Topic: Jobs	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Time allocation
2. We all have jobs to do	<ul style="list-style-type: none"> <li>to revise the topic and to discuss different types of jobs</li> </ul>	<ul style="list-style-type: none"> <li>describe some different types of work</li> </ul>	Worksheet 1	Recap: 5 mins Development: 15 mins CW: 20 mins
<p><b>Recap:</b> Review the main points of the topic by asking questions related to the text. Ask the students to tell the class about some other jobs. Which job do they think is very difficult and which is an easier one?</p> <p><b>Development:</b> The teacher can ask individual students to mime one of the jobs discussed in class; the other students can ask questions related to that profession. For example a student can mime being a doctor, a postman, or a barber, etc. The students can prepare this at home and give a presentation on 'Jobs'.</p> <p><b>CW:</b> Going Further</p> <p><b>HW:</b> Complete Worksheet 1.</p>				

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Decide if each statement below is TRUE or FALSE. If it is TRUE, write T in the blank provided. If it is FALSE, write F.

1. A dentist takes care of teeth. \_\_\_\_\_
2. A student studies at school. \_\_\_\_\_
3. A postal worker fights fires and drives a fire engine. \_\_\_\_\_
4. A singer sings songs. \_\_\_\_\_
5. A cook takes care of teeth. \_\_\_\_\_
6. A teacher cooks food in a restaurant. \_\_\_\_\_
7. A firefighter fights fires and drives a fire engine. \_\_\_\_\_
8. A bus driver drives a bus. \_\_\_\_\_
9. A doctor works in a post office and delivers letters. \_\_\_\_\_
10. A police officer works in a police station and fights crime. \_\_\_\_\_
11. A waiter studies at school. \_\_\_\_\_
12. A truck driver works in the police station and fights crime. \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Fill in the blanks using the given words:

greengrocer mechanic teacher builder student cleaner



I fix cars,  
I am a \_\_\_\_\_.



I sell vegetables,  
I am a \_\_\_\_\_.



I clean the school,  
I am a \_\_\_\_\_.



I teach children,  
I am a \_\_\_\_\_.



I build houses,  
I am a \_\_\_\_\_.



I go to school,  
I am a \_\_\_\_\_.

2. Write down any three jobs that you do every day:

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

# Healthy food

## PREVIOUS KNOWLEDGE

Students know that milk is good to drink and fruit is good to eat.

## VOCABULARY

healthy, junk food

## MATERIAL REQUIRED

Samples of some fruit and vegetables in season, as well as packaged junk food items

## LEARNING EXPECTATIONS

Students should be able to:

- identify healthy food and know its importance for them
- name different fruits and vegetables
- understand that junk food is not good for their health
- appreciate that cleanliness is important for health

## METHOD

Invite a doctor to your class to tell students how to stay healthy. Show the lesson to the doctor before he/she comes to your class.

### (a) Introductory activity

Ask the following question:

What should we do to stay healthy?

- Eat healthy food.
- Avoid junk food.
- We must keep everything clean.

Let the children answer, and then write their responses and the three points above on the board.

Tell them that to know how to stay healthy we have invited a doctor to the class today. Students can ask questions at the end of the doctor's talk. Invite the doctor to start his/her lecture. Ask the children to thank the doctor in the end.

### (b) Development

Read the lesson with the children. Discuss the given pictures.

Explain to them about healthy food and its importance; tell them that fruits and vegetables must be washed before they are used.

Talk about junk food and tell the students why it is unhealthy.

### **(c) Closure**

Explain the Content Review and Going Further exercises.

### **ASSESSMENT**

Students should write the answers in their notebooks; help them as required.

### **CONTENT REVIEW (PAGE 20)**

#### **Answer Key**

1. Milk, meat, and eggs help our bodies to grow.
2. Cereals like rice and wheat give us energy and make us strong.
3. We must eat fruits and vegetables because they give us vitamins and minerals that our body needs and they also prevent illness.

### **GOING FURTHER**

Talk to the students about the fruits and their parent plants shown in Q1 to help them join the pictures. Do the same for Q2.

Date:

Time: 40 mins

## Unit 2: Good Health

Topic: Healthy food	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Time allocation
1. Balanced diet	<ul style="list-style-type: none"><li>to explain healthy eating habits</li></ul>	<ul style="list-style-type: none"><li>differentiate between healthy and unhealthy food</li><li>explain the concept of a balanced diet</li></ul>	Pictures of fruits, vegetables, healthy foods	Introductory activity: 10 mins Development: 20 mins CW: 10 mins
<p><b>Key words:</b> healthy, wheat, raw, junk</p> <p><b>Introductory activity:</b> Ask the students what their favourite food/fruit is. Explain the difference between healthy food and junk food, and between fruits and vegetables. Draw two columns on the board and write the names of different fruits and vegetables under the correct headings.</p> <p><b>Development:</b> Read pages 18 and 19 and give any necessary explanations. Ask questions related to the text such as: Why should we eat different kinds of food? What do you think would happen if we ate only one type of food? What makes our bones and teeth strong? etc.</p> <p><b>CW:</b> Content Review: Ask the questions and elicit answers from the students.</p> <p><b>HW:</b> Content Review Q1, Q2, and Q3</p>				

Date:

Time: 40 mins

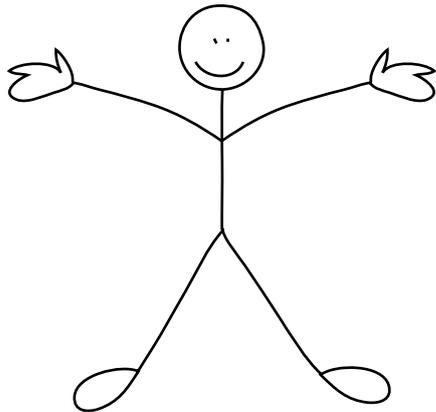
**Unit 2: Good Health**

Topic: Healthy food	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Time allocation
2. Eating healthy food	<ul style="list-style-type: none"> <li>to promote positive attitudes towards fruit and vegetables</li> </ul>	<ul style="list-style-type: none"> <li>distinguish between fruits and vegetables</li> <li>identify healthy foods</li> </ul>	Assorted food items which include: fruits, vegetables, bakery items, packaged foods, soft drinks, sweets, juices; students could be asked to bring these from home or you may use pictures of these cut from newspapers and magazines  Worksheet 1	Class activity: 30 mins  CW: 10 mins
<p><b>Class activity:</b> Ask a few students to set up a shop in the classroom with all the food collected. Ask the others to visit the shop one by one and purchase three healthy foods of their choice, using pretend money. At the end of this exercise check each student's purchase to see if they have understood the difference between healthy and unhealthy food.</p> <p><b>CW:</b> Going Further: Ask students to finish the work for homework.</p> <p><b>HW:</b> Complete Worksheet 1.</p>				

Name: \_\_\_\_\_

Date: \_\_\_\_\_

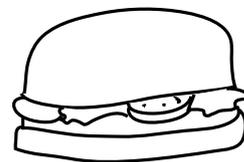
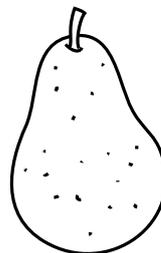
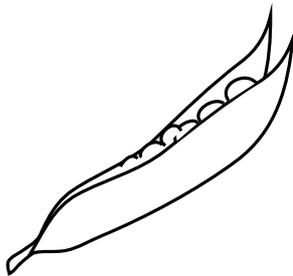
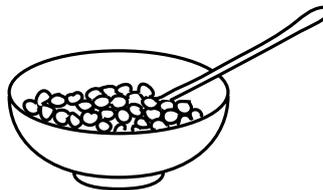
1. Which of the following stick people do you think have been eating healthy food, and which one has been eating lots of junk food?



\_\_\_\_\_



\_\_\_\_\_

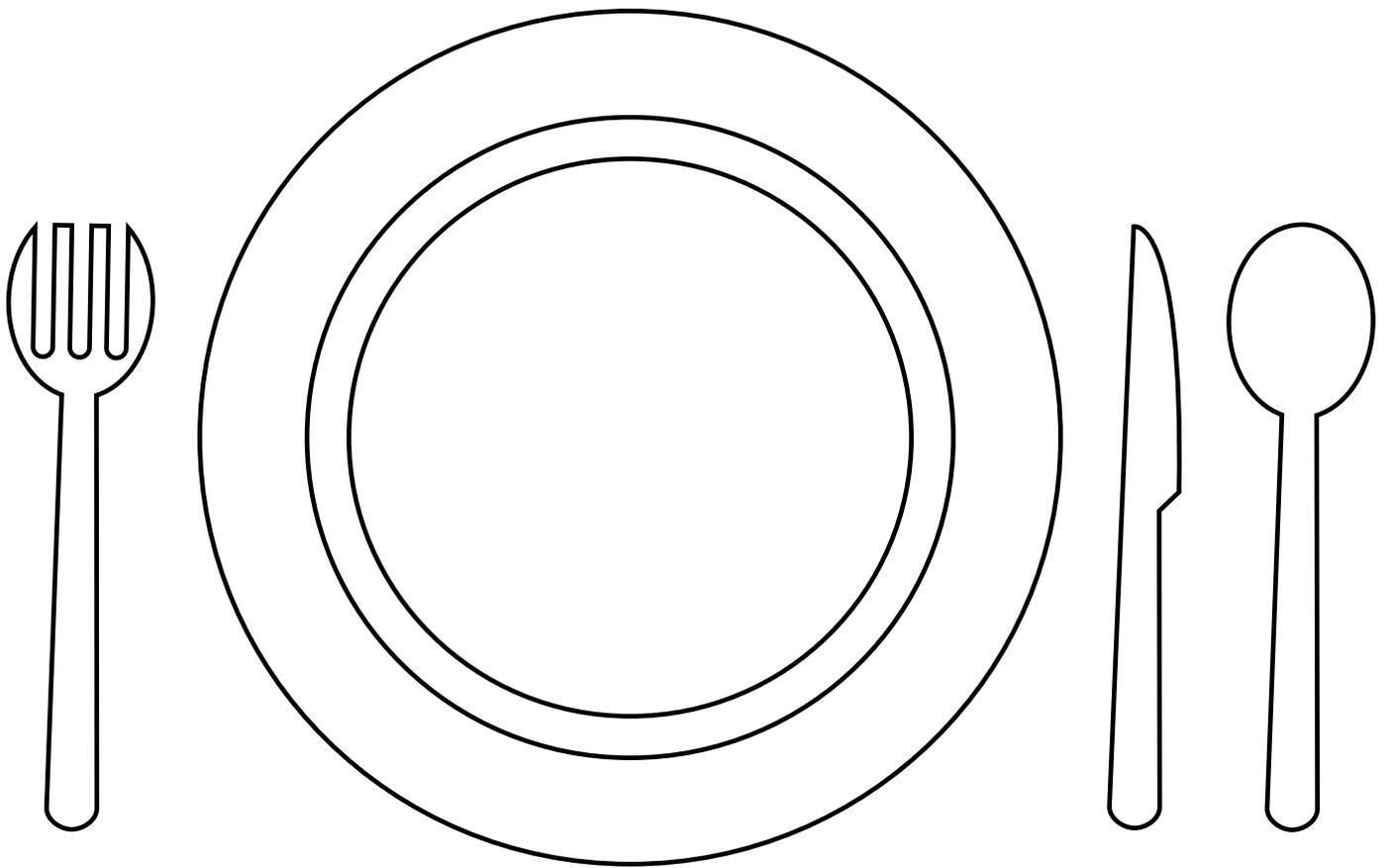


2. Draw lines to show which of the food items above were eaten by these stick people. Colour the pictures.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Draw and colour your favourite fruits and vegetables on this plate.



# Keeping clean

## PREVIOUS KNOWLEDGE

Students have read about keeping healthy and know that cleanliness is important for health.

## VOCABULARY

germs, litter

## LEARNING EXPECTATIONS

Students should be able to:

- appreciate the importance of cleanliness for health
- understand how to keep clean
- understand that clean places are pleasant places

## METHOD

Refer to the doctor's talk and the previous lesson. Talk about keeping clean and the ways in which we do so.

### (a) Introductory activity

Ask students about the different ways of keeping clean and tell them about their importance. Tell them that dirt breeds germs and germs cause diseases.

### (b) Development

Read the lesson with students. Explain the content with the help of the pictures. Talk about more ways of keeping ourselves and our surroundings clean.

### (c) Closure

Explain the Content Review and Going Further tasks to the students.

## ASSESSMENT

Ask the students to do the exercises in their books.

## CONTENT REVIEW (PAGE 23)

### Answer Key

- |         |          |          |         |
|---------|----------|----------|---------|
| a. True | b. False | c. False | d. True |
| e. True | f. False | g. True  |         |

## GOING FURTHER

Ask brief questions to ensure students' understanding; then ask them to complete the task.

## SAMPLE TEST PAPER, UNIT 2

I. Answer the following questions:

1. Why are fresh fruits and vegetables good for us?
2. Name two types of junk food. Why is junk food not good for us?
3. Name three kinds of healthy food.
4. What happens when we do not keep ourselves clean?
5. Write one way each to keep your home and school clean.

II. Fill in the blanks.

1. We should use \_\_\_\_\_ and water to \_\_\_\_\_ and take a bath.
2. Milk makes your \_\_\_\_\_ and \_\_\_\_\_ strong.
3. We should put rubbish in the \_\_\_\_\_ .
4. We should \_\_\_\_\_ our hands \_\_\_\_\_ and \_\_\_\_\_ eating.

Date:

Time: 40 mins

## Unit 2: Good Health

Topic: Keeping clean	Teaching objectives	Learning outcomes	Resources/Materials	Time allocation
1. Importance of keeping clean	<ul style="list-style-type: none"><li>to explain the importance of cleanliness</li></ul>	Students should be able to: <ul style="list-style-type: none"><li>explain the importance of keeping clean</li></ul>	Pictures of clean and dirty places, of children wearing dirty clothes, their faces, hands and feet unwashed; of those in neat, clean clothes and clean faces, hands, and feet	Introductory activity: 20 mins Development: 10 mins CW: 10 mins

**Key words:** healthy, germ, litter

**Introductory activity:** Show the children the pictures that you have collected. Allow them to look at them closely and to describe what they see. Ask them which ones they like and why? Ask how they would like to look, clean like this particular picture or dirty like the boy/girl in the other one? Ask who they would rather become friends with, who they would like their friends to look like. Help them to see the advantages of being clean and wearing clean clothes. Show them pictures of clean and dirty neighbourhoods. Ask them where they would prefer to live. Explain why it is important to keep themselves and their surroundings clean. They should realize that they contribute to the dirt or cleanliness of their surroundings. Now explain that they are going to learn how they can keep themselves and their surroundings neat and clean and, as a result, healthy.

**Development:** Read pages 21 and 22 and discuss the pictures. Ask students to suggest other ways to keep themselves clean.

**CW:** Content Review

Date:

Time: 40 mins

**Unit 2: Good Health**

<b>Topic: Keeping clean</b>	<b>Teaching objectives</b>	<b>Learning outcomes</b> Students should be able to:	<b>Resources/Materials</b>	<b>Time allocation</b>
2. Cleanliness and good health	<ul style="list-style-type: none"> <li>to explain through a drawing activity the importance of cleanliness</li> </ul>	<ul style="list-style-type: none"> <li>realize the importance of cleanliness for good health through a drawing activity</li> </ul>	Sheets of paper and coloured pencils  Worksheet	Recap: 10 mins  Development: 20 mins  CW: 10 mins
<p><b>Recap:</b> Review the main points asking students how they can keep themselves and their surroundings clean.</p> <p><b>Development:</b> Give students the sheets of paper and coloured pencils. Ask them to draw a picture of themselves playing with their friends in a park. Remind them to draw large bins in the park full of rubbish, explaining why the park is so clean!</p> <p><b>CW:</b> Going Further</p> <p><b>HW:</b> Complete the worksheet.</p>				

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Fill in the missing letters to complete the words from the lesson:

- a) G \_\_\_ \_\_\_ ms (They make us ill.)
- b) W \_\_\_ \_\_\_ h (We need water and soap to do this.)
- c) B \_\_\_ \_\_\_ h (We should take one every day.)
- d) To \_\_\_ th b \_\_\_ \_\_\_ sh (We use it to clean our teeth.)

2. Write T for True or F for False after each of the following sentences:

- a) Germs live in clean places. \_\_\_\_\_
- b) We should cut our nails every week. \_\_\_\_\_
- c) We should not bathe every day. \_\_\_\_\_
- d) We should throw rubbish in the street. \_\_\_\_\_
- e) We should wear clean clothes. \_\_\_\_\_
- f) We should wash our hands before every meal and after using the toilet. \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Fill in the blanks to complete the following poem:

brush	nice	comb	bed
-------	------	------	-----

I \_\_\_\_\_ my teeth in the morning, I shower every day.

I \_\_\_\_\_ my hair and clean my ears, and that is the right way.

To stay healthy and look \_\_\_\_\_, and keep the germs away!

I brush my teeth again at night, before I go to \_\_\_\_\_,

And shake my pillow well, before I rest my head.

# Our flag

## PREVIOUS KNOWLEDGE

Students recognize the flag of Pakistan.

## VOCABULARY

special days, respect

## LEARNING EXPECTATIONS

Students should be able to:

- recognize the details of the flag of Pakistan
- learn to respect the flag of Pakistan

## METHOD

Talk about the special days such as Independence Day, Pakistan Day, etc. Try to teach the lesson close to any special day like 14th August. Show them a flag of Pakistan. Tell them about the background and history of our national flag. The green background stands for the Muslims; the white strip is for all the non-Muslim citizens of Pakistan; the crescent in the centre is for progress and the five-pointed star is for light and knowledge.

### (a) Introductory activity

Arrange a parade of your students for the special day. Take the students out in the ground for the parade practice. Choose any national song to be played for the parade. The child leading the group can hold up a large flag; other children can carry small flags of Pakistan.

Give them a big hand after the final performance.

### (b) Development

Read the lesson with the children. Explain the given pictures and tell them how they should respect the flag.

### (c) Closure

Explain the Content Review and Going Further tasks.

## ASSESSMENT

Ask students to do the given exercises in the book.

## CONTENT REVIEW (PAGE 25)

### Answer Key

- |                  |   |
|------------------|---|
| (a) green, white | (b) special days, a sign of respect and joy |
| (c) throw        | (d) respect                                 |

## GOING FURTHER

1. Ensure that the students use the correct colour, i.e. dark green for the flag background, leaving the strip on the edge, the crescent moon and star white.
2. Divide students into groups to talk about the question. Then ask their views in turns.

Date:

Time: 40 mins

**Unit 3: Citizenship**

<b>Topic: Our flag</b>	<b>Teaching objectives</b>	<b>Learning outcomes</b> Students should be able to:	<b>Resources/Materials</b>	<b>Time allocation</b>
1. The importance of our national flag	<ul style="list-style-type: none"> <li>to describe the Pakistan flag and explain its importance</li> </ul>	<ul style="list-style-type: none"> <li>describe the details of the flag of Pakistan and demonstrate respect for it</li> </ul>	Flag of Pakistan Worksheet 2	Introductory activity: 10 mins  Development: 10 mins  CW: 20 mins
<b>Key words:</b> proud, respect, special day				
<b>Introductory activity:</b> Refer to page 47 of this teaching guide under METHOD. Introduce the Pakistan flag in this way.				
<b>Development:</b> Read the text with the students. Explain the illustrations and explain how they should respect the flag.				
<b>CW:</b> Complete Worksheet 2.				
<b>HW:</b> Going Further Q1				

Date:

Time: 40 mins

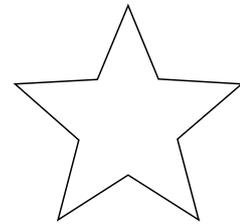
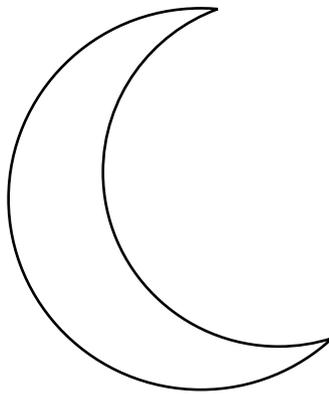
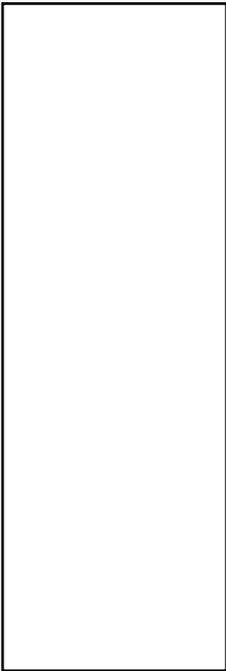
### Unit 3: Citizenship

Topic: Our flag	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Time allocation
2. Our flag	<ul style="list-style-type: none"><li>to develop a sense of pride in the Pakistani flag</li></ul>	<ul style="list-style-type: none"><li>feel proud of their national identity</li></ul>	One large flag of Pakistan for the parade, one small flag for each of the students	Activity: 20 mins CW: 10 mins
<b>Activity:</b> Refer to the Introductory activity given on page 47 of the teaching guide.				
<b>CW:</b> Content Review Going Further Q2				

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Cut out the pieces and paste them onto a sheet of paper to make our flag and colour it. You may ask your parents to help you.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Write True or False in front of the following sentences:

a) Pakistan does not have a flag. \_\_\_\_\_

b) We should respect our flag. \_\_\_\_\_

c) We celebrate Pakistan's birthday on the 1st of January.

\_\_\_\_\_

d) We should throw our flag on the ground. \_\_\_\_\_

e) Our flag has a moon and a star on it. \_\_\_\_\_

2. Draw the flag of Pakistan in this space.

# Meet Quaid-i-Azam

## PREVIOUS KNOWLEDGE

Students are familiar with the name and picture of Quaid-i-Azam.

## VOCABULARY WORDS

title, honest, tomb

## LEARNING EXPECTATIONS

Students should be able to:

- understand that Quaid-i-Azam is our hero and we respect him
- learn about his life and accomplishments

## METHOD

### (a) Introductory activity

Start the lesson by showing the picture of Quaid-i-Azam and ask:

- Whose picture is this?
- What do you know about him?

Listen to their answers, and then tell them that we will read the lesson to know about him.

### (b) Development

Read the lesson with the students; explain the content and the pictures; emphasize the importance of following the Quaid's example of honesty and hard work.

### (c) Closure

Explain the exercises of Content Review and Going Further.

## ASSESSMENT

Ask the students to do the exercises in their books.

## CONTENT REVIEW (PAGE 27)

### Answer Key

- (a) Great leader
- (b) Karachi, 25 December 1876
- (c) work

## GOING FURTHER

Divide students in groups of four. Ask different questions so that they start thinking. For example, what have you learnt from Quaid-i-Azam? We have learnt that we should work hard and be honest and brave like him so that our country can be strong and can go forward. Write the underlined words above on the board to help students write their answers.

Date:

Time: 40 mins

### Unit 3: Citizenship

Topic: Meet Quaid-i-Azam	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Time allocation
1. The founder of Pakistan	<ul style="list-style-type: none"><li>to introduce Quaid-i-Azam as the founder of Pakistan</li></ul>	<ul style="list-style-type: none"><li>describe the qualities of Quaid-i-Azam</li></ul>	Pictures of Quaid-i-Azam Worksheet 1	Introductory activity: 10 mins Development: 15 mins CW: 15 mins

**Key words:** title, tomb, honest

**Introductory activity:** Show the students a large photograph of Quaid-i-Azam and ask if they recognize him. Ask them what they know about him. Listen to their answers and explain that in this lesson they will learn about him.

**Development:** Read the text with the students; explain the content and the pictures; emphasize the importance of following Quaid-i-Azam's example of honesty and hard work.

**CW:** Complete the worksheet.

**HW:** Content Review

Date:

Time: 40 mins

**Unit 3: Citizenship**

<b>Topic: Meet Quaid-i-Azam</b>	<b>Teaching objectives</b>	<b>Learning outcomes</b> Students should be able to:	<b>Resources/Materials</b>	<b>Time allocation</b>
2. A great leader	<ul style="list-style-type: none"> <li>to describe some of the qualities of our leader</li> </ul>	<ul style="list-style-type: none"> <li>explain why we should respect the leadership qualities of Quaid-i-Azam</li> <li>list some facts about his life and achievements</li> </ul>	Worksheet 2	Recap: 15 mins CW: 25 mins
<p><b>Development:</b> Ask the students to sit in a circle and tell them anecdotes from the Quaid's life which bring out his qualities of honesty and uprightness. Ask them if they have heard any similar stories. Explain the kind of Pakistan he wanted to see and what he expected from Pakistani people like us. Explain what it means to have a country of one's own.</p> <p><b>CW:</b> Going Further. Refer to page 52 of this teaching guide for notes on Going Further.</p> <p><b>HW:</b> Do the given worksheet.</p>				

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Which of the following are true about Muhammad Ali Jinnah:

a) He was born in Karachi on 25 December 1876.

True  Not true

b) He studied in Karachi and then in England.

True  Not true

c) He never worked hard.

True  Not true

d) We call him Quaid-i-Azam.

True  Not true

e) His tomb is in England.

True  Not true

f) His tomb is in Karachi.

True  Not true

2. Where have you seen this building? What is it?





# Things we are proud of in Pakistan

## PREVIOUS KNOWLEDGE

Students are quite familiar with some well-known places in the country.

## VOCABULARY

proud, Nobel Prize, physics

## LEARNING EXPECTATIONS

Students should be able to:

- identify heroes in the country who demonstrate achievements in their life
- identify places and things in the country that we are proud of
- enhance their own self esteem as Pakistanis

## MATERIAL REQUIRED

Paper garlands for the children

## METHOD

### (a) Introductory activity

Make a list of the students of the class and against each name write a reason to appreciate him/her. For example, performance in the class, regularity, neat work, punctuality, etc.

Tell the students that you have brought the garlands to the class in appreciation of their work and behaviour. Call out their names one by one and telling the class about their good points, garland them. Let the others clap for their classmates. After the activity, tell them that we are similarly proud of some objects, people, places, and buildings in Pakistan.

### (b) Development

Read the lesson with the children and explain what the pictures are about, why some people, places, or things are famous, and why they are important for us. Tell the students about the importance of Minar-e-Pakistan (it marks the place where the Pakistan Resolution was passed in 1940); Jansher Khan was the world champion for the game of squash. Explain the historical background of the other places shown in the lesson.

Tell them that the National Anthem is the national song of Pakistan and we sing it proudly and with respect.

### (c) Closure

Explain the Content Review exercise.

## ASSESSMENT

Ask the students to do the given exercises.

## CONTENT REVIEW (PAGE 29)

Tell the students that like other countries Pakistan also has some symbolic places, e.g. Minar-e-Pakistan. Help students to identify the places and join them with the definitions.

## GOING FURTHER

Explain that a country's national anthem identifies it in the world. In the same way, our national anthem —*Qaumi Tarana*—is special. It is played on special occasions, e.g. Independence Day, 14 August and Pakistan Day, 23 March. The Pakistani national anthem was written by the noted poet Hafeez Jalandhari and composed by Ahmed Ghulamali Chagla. The national anthem should be sung with respect, saying its words correctly and in the correct tune. Sing the national anthem together.

Date:

Time: 40 mins

**Unit 3: Citizenship**

Topic: Things we are proud of in Pakistan	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Time allocation
1. Things we are proud of in Pakistan	<ul style="list-style-type: none"> <li>• to identify Pakistanis who have achieved a great deal in their lives</li> <li>• to identify places and things in the country that we are proud of</li> </ul>	<ul style="list-style-type: none"> <li>• list national heroes and places, and things of significance in the country</li> </ul>	Pictures of famous buildings, famous people, etc.	Introductory activity: 20 mins  Development: 20 mins
<p><b>Key words:</b> object, well known, scientist, Nobel Prize</p> <p><b>Introductory activity:</b> Refer to the introductory activity given on page 57 of this teaching guide.</p> <p><b>Development:</b> Refer to page 57 of this teaching guide.</p> <p><b>HW:</b> Collect pictures of some famous Pakistanis to bring to the next class.</p>				

Date:

Time: 40 mins

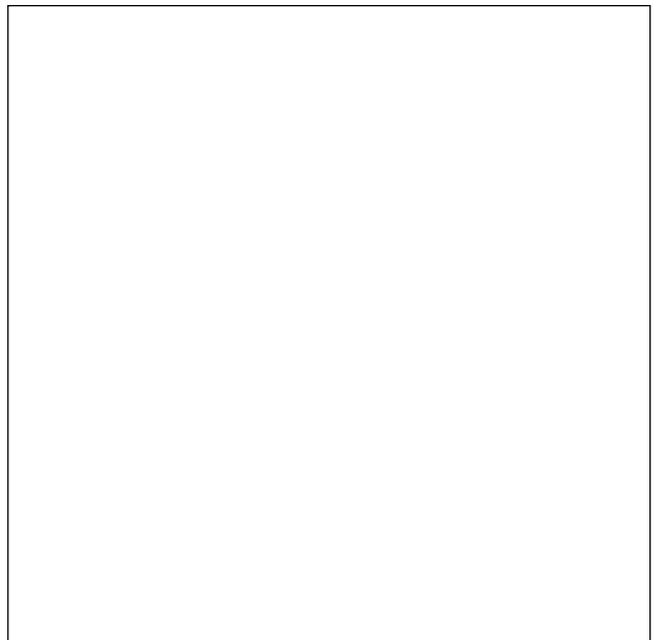
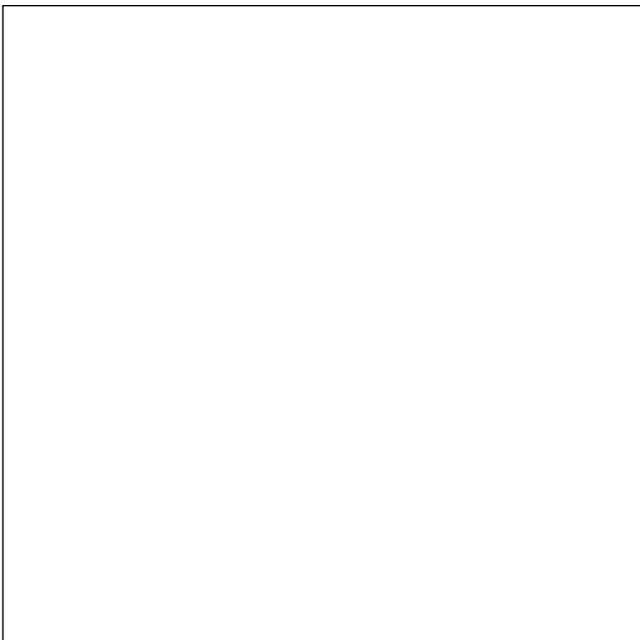
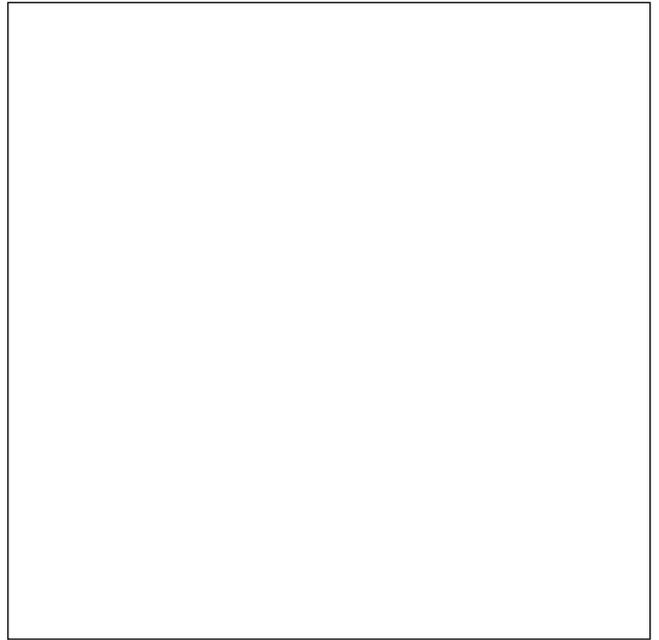
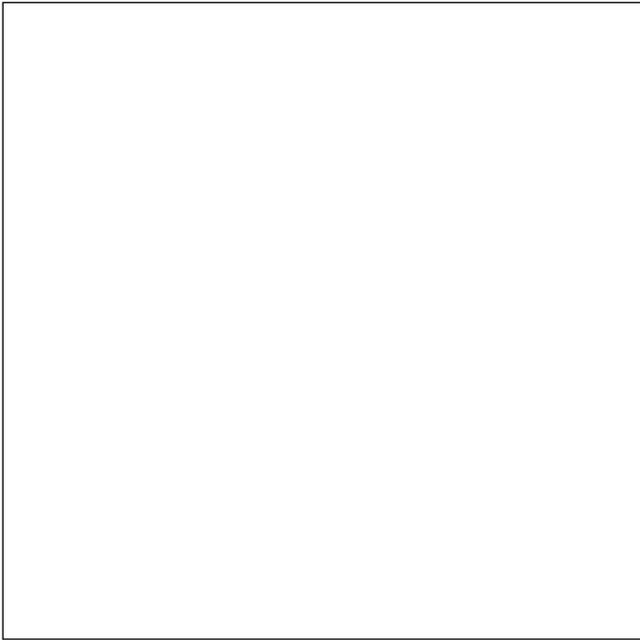
### Unit 3: Citizenship

Topic: Things we are proud of in Pakistan	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Time allocation
2. Proud Pakistanis	<ul style="list-style-type: none"><li>• to review the topic</li><li>• to develop a sense of national pride</li></ul>	<ul style="list-style-type: none"><li>• explain why they are proud to be Pakistani</li><li>• sing the national anthem with respect</li></ul>	Worksheet 2	Recap: 10 mins CW: 30 mins
<p><b>Recap:</b> Review the main points of the previous lesson. Explain that it is important to know the words of the national anthem and be able to sing it with pride and respect.</p> <p><b>CW:</b> Content Review orally first and then give as a written exercise. Ask the students to show the pictures that they have brought into school and discuss them one by one. Ask them later to stick them in their exercise books.</p> <p><b>Going Further:</b> After the exercise, ask all the students to stand up and sing the national anthem.</p> <p>Explain the worksheet tasks so that they can complete them as homework. Refer to page 57 of this teaching guide for notes on Going Further.</p> <p><b>HW:</b> Complete the given worksheet.</p>				

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Draw and colour pictures of any four places that you are proud of as a Pakistani.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Think of some famous Pakistani sportsmen that we are proud of and write their names below:

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

d) \_\_\_\_\_

e) \_\_\_\_\_

2. Do you recognize these buildings? Write their names.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

# Money box

## PREVIOUS KNOWLEDGE

Children recognize the notes and coins of Pakistan and know them as money. They know that money is needed to buy anything.

## VOCABULARY

cost, save, currency

## LEARNING EXPECTATIONS

Students should be able to:

- learn problem-solving
- be patient when they are short of money
- identify different denominations of the currency
- inculcate the habit of giving money to poor people

## METHOD

### (a) Introductory activity

Start the lesson by showing some currency to the students. Ask them to identify the notes and coins. Ask what we can do with the money. They may answer that we can buy toys, clothes, chocolates, etc. You can give them further ideas about how money is spent. Someone may answer that we can save the money too. Tell the students about saving money. Ask them if they ever saved any money; if so, then where they kept it, e.g. in a money box. Also ask them what they did with the saved money.

### (b) Development

Read the lesson Money Box with the students; discuss how money is spent and saved.

Explain

- Babar's problem;
- how the problem was solved;
- what is currency?
- Tell them that they should also give some money to help poor people.

### (c) Closure

Explain the given exercises in Content Review and Going Further.

## ASSESSMENT

Ask students to do the given exercises.

## CONTENT REVIEW (PAGE 31)

### Answer Key

(a) Rs 25 (b) toys (c) give, poor

## GOING FURTHER

For questions 1 and 2, divide the class into pairs; then ask the students to tell their partners the answers for Q1. Allow them to discuss the answers to Q2; get their feedback and note the points on the board. These points can be used to write the answers in their notebooks (optional).

Date:

Time: 40 mins

### Unit 3: Citizenship

Topic: Money box	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Time allocation
1. Money box	<ul style="list-style-type: none"> <li>to teach problem solving, the importance of saving money</li> <li>familiarize students with Pakistani currency notes</li> </ul>	<ul style="list-style-type: none"> <li>solve problems</li> <li>explain the importance of saving money</li> <li>identify the different denominations of Pakistani bank notes</li> </ul>	Different currency notes Worksheet 1	Introductory activity: 5 mins Development: 20 mins CW: 15 mins
<p><b>Key words:</b> money box, currency, rupee</p> <p><b>Introductory activity:</b> Ask the students to suggest ways in which money can be earned. Where does the money they spend come from? etc.</p> <p><b>Development:</b> Read page 30 with the students and give any necessary explanations. Discuss the Content Review (fill in the blanks) and ask individual students to provide sample answers.</p> <p><b>CW:</b> After discussing the Content Review questions, ask the students to write answers in their exercise books, then discuss the questions in the Going Further section.</p> <p><b>HW:</b> Complete the given worksheet.</p>				

Date:

Time: 40 mins

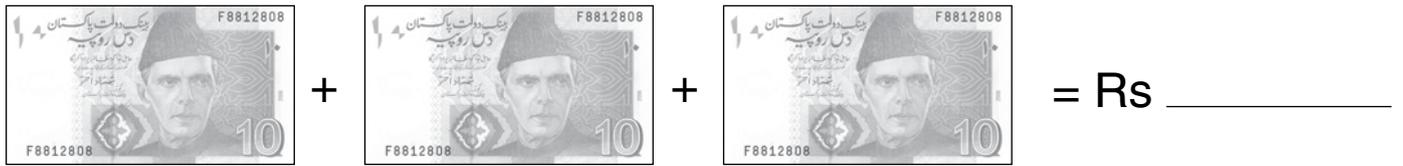
**Unit 3: Citizenship**

<b>Topic: Money box</b>	<b>Teaching objectives</b>	<b>Learning outcomes</b> Students should be able to:	<b>Resources/Materials</b>	<b>Time allocation</b>
2. Money box	<ul style="list-style-type: none"> <li>to teach the students the value of money through activity</li> </ul>	<ul style="list-style-type: none"> <li>explain the importance of money in today's market</li> </ul>	Snacks, paper money, etc.	Class activity: 40 mins
<p><b>Class activity:</b> Ask the students to bring from home some snacks (packets of crisps, sandwiches, brownies, juice, etc.) Divide the students into three groups. Ask the groups to take turns to be buyers and sellers of the snacks. They should use paper money and through this activity learn how to calculate and also learn what can be bought with given amounts of money.</p> <p><b>Note—</b>this activity requires a lot of preparation—for example, who is going to fix the prices for the goods; what about hygiene if students are handling snacks that are not wrapped? What happens to the snacks afterwards? Are these snacks in line with the previous lesson on healthy eating? What will the third group do while groups 1 and 2 are buying and selling? Will it be one child to one seller? The teacher will have to check the maths needed by both buyer and seller.</p> <p>One option can be to give each student a set amount of money and the prices of goods (pictures on the board with prices). Ask them to decide how to best spend the sum they have.</p>				

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Count the money



# Traffic lights

## PREVIOUS KNOWLEDGE

Children are aware of traffic lights and zebra crossings.

## VOCABULARY

vehicles, traffic, busy roads, zebra crossing, rules

## LEARNING EXPECTATIONS

Students should be able to:

- realize that there are traffic rules
- know how the traffic police helps the public

## METHOD

### (a) Introductory activity

Ask what the traffic signals say; how do you cross a road?

Listen to the different answers.

### (b) Development

Read the lesson with the students. Explain it with the help of the pictures; tell them how the road should be crossed. The most important safety factor is to explain to the students that they are too small to cross a road alone and must be accompanied by an adult when doing so.

A helpful activity to teach the concept is by gathering some toys such as cars, trucks, and other transport vehicles, drawing road signs, the traffic lights, and the zebra crossing to set up a traffic scene. Then demonstrate how traffic on the road should obey the signals and how people should cross the roads safely.

### (c) Closure

Explain the exercises in Content Review and Going Further.

## ASSESSMENT

Ask the students to do the given exercises.

## CONTENT REVIEW (PAGE 33)

### Answer Key

(a) Wrong (b) Wrong (c) Right (d) Wrong

## GOING FURTHER

Let students talk about these pictures; prompt when required.

### SAMPLE TEST PAPER, UNIT 3

I. Answer the following questions:

1. Name the days on which we fly the Pakistan flag.
2. Where did Quaid-i-Azam study?
3. Where is Quaid-i-Azam buried?
4. What prize did Dr Abdus Salam win?
5. What is the national flower of Pakistan?
6. Write about three things you can do with your money.
7. Where should you cross a road?

II. Complete the sentences below.

1. The Pakistan flag has a \_\_\_\_\_ and a \_\_\_\_\_ on it.
2. Quaid-i-Azam's name was \_\_\_\_\_.
3. Quaid-i-Azam died on \_\_\_\_\_.
4. Dr Abdus Salam won the \_\_\_\_\_ in 1979.
5. The money used in a country is called its \_\_\_\_\_.
6. The traffic policeman directs the traffic when there are no \_\_\_\_\_ on the road.

Date:

Time: 40 mins

**Unit 3: Citizenship**

Topic: Traffic lights	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Time allocation
1. What are traffic lights?	<ul style="list-style-type: none"> <li>to explain some basic traffic rules</li> </ul>	<ul style="list-style-type: none"> <li>explain the importance of observing traffic rules</li> </ul>		Introductory activity: 10 mins  Development: 20 mins  CW: 10 mins
<p><b>Key words:</b> zebra crossing, safely, vehicle, blind</p> <p><b>Introductory activity:</b> Ask the students to explain how to cross a busy road; explain why it is important to observe traffic rules.</p> <p><b>Development:</b> Read pages 32 and 33 with the students and give any necessary explanations. Emphasize the fact that it is very important to observe traffic rules for our own safety and for the safety of others. Explain the rules for crossing the road.</p> <p><b>CW:</b> Content Review</p> <p><b>HW:</b> Read pages 32 and 33</p>				

Date:

Time: 40 mins

### Unit 3: Citizenship

Topic: Traffic lights	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Time allocation
2. Helping people on the road	<ul style="list-style-type: none"><li>to explain how students can help people in need</li></ul>	<ul style="list-style-type: none"><li>explain ways in which they can help elderly and physically challenged people around them</li></ul>	Worksheet 1	Recap: 10 mins Development: 20 mins CW: 10 mins

**Recap:** Briefly go over the content of the previous lesson. Review the main points asking questions based on the text.

**Development:** Talk about the pictures given in Going Further and then ask the students what is wrong in each picture. Give them as much time as they need to respond and encourage them to focus on identifying the problems. Listen to three or four responses and discuss the picture, highlighting what is wrong. Write the necessary vocabulary on the board and then help the students to write the answers.

**CW:** Going Further

**HW:** Complete the given worksheet.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

What is wrong with these sentences? Rewrite the correct sentence in the space below:

a) Ahmed crossed the road at the donkey crossing.

\_\_\_\_\_

b) All cars stopped when the traffic signal turned pink.

\_\_\_\_\_

c) A nurse is always there to help us if there is no traffic signal.

\_\_\_\_\_

d) First look up, and then down and then up again before you cross the road.

\_\_\_\_\_

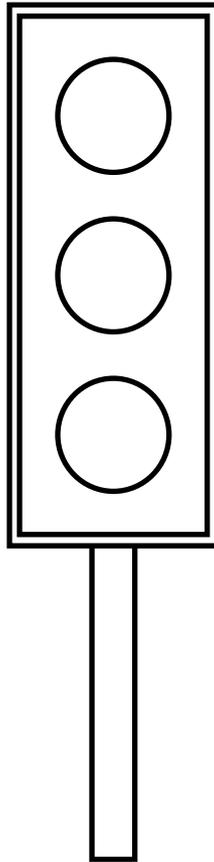
e) Do not run, but sit down quickly on the zebra crossing.

\_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Colour the traffic lights. Trace the words.



Traffic Light

## Things change

### PREVIOUS KNOWLEDGE

Students have an idea about the change in things, old and new.

### VOCABULARY

change, past, present

### LEARNING EXPECTATION

Students should be able to:

- understand that things change over time

### METHOD

#### (a) Introductory activity

Start the lesson by talking about how things change. Talk about pets—kittens becoming cats; younger siblings (brothers and sisters) growing up. Ask how they have changed—what differences did they see? They may give different answers.

#### (b) Development

Read the lesson and use the pictures to show how the changes take place, such as older grandparents and the different kinds of things they used. Explain how things change with the passage of time. Compare the things students use today with the things that grandparents or even parents used.

#### (c) Closure

Explain the Content Review and Going Further exercises.

### ASSESSMENT

Ask students to do the given exercises.

The Content Review task can be done independently.

### GOING FURTHER

Students can do Q1 by themselves. You should also participate in the discussion of Q2; share your own school experience with your students. Also ask them to discuss the question at home with their parents and grandparents.

Date:

Time: 40 mins

## Unit 4: Our Past and Our Present

Topic: Things change	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Time allocation
1. Change	<ul style="list-style-type: none"><li>to explain that things change over time</li></ul>	<ul style="list-style-type: none"><li>describe how things change over a period of time</li></ul>	Pictures of items which were used in the past	Introductory activity: 15 mins Development: 15 mins CW: 10 mins

**Key words:** celebrate, past, present

**Introductory activity:** Explain the difference between past and present to the children. Ask them to name a few things that happened in the past and then some things in the present so that they clearly understand the difference in time. Refer to the introductory activity on page 72 of this teaching guide.

**Development:** Read page 35 with the students and explain the text where necessary. The teacher could show the students pictures of the school, (past and present) and ask them to identify the changes. The students could be asked to bring to class pictures or objects from the past, for example, from their grandparents.

**CW:** Ask questions related to the text. Explain the Content Review task and ask the students to complete it in class.

Date:

Time: 40 mins

### Unit 4: Our Past and Our Present

Topic: Things change	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Time allocation
2. Change mostly brings about development	<ul style="list-style-type: none"> <li>to explain how developments take place over time</li> </ul>	<ul style="list-style-type: none"> <li>explain that things do not remain the same and development is taking place all the time</li> </ul>	Worksheet	Recap: 5 mins Development: 20 mins CW: 15 mins
<p><b>Recap:</b> Review the main points of the previous lesson by asking questions.</p> <p><b>Development:</b> Discuss the pictures and other items that the students have brought from home. Talk about the differences between the things used in the past and those used in the present. Discuss schools of the past in detail and encourage the students to identify the advantages and disadvantages. Show them pictures and objects for hands-on activity.</p> <p><b>CW:</b> Going Further</p> <p><b>HW:</b> Complete the given worksheet.</p>				

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Like all things, people also change as they grow older. Ask your parents what games they liked to play when they were your age and write them down. Then write down what you like to play and note the differences.

When my father was my age he liked to play \_\_\_\_\_

\_\_\_\_\_

When my mother was my age she liked to play \_\_\_\_\_

\_\_\_\_\_

I like to play \_\_\_\_\_

\_\_\_\_\_

# Transport

## PREVIOUS KNOWLEDGE

Children are aware of different kinds of transport seen on the roads.

## VOCABULARY

transport, travel, goods

## MATERIAL REQUIRED

Pictures of different means of transport for class display.

## LEARNING EXPECTATIONS

Students should be able to:

- understand how means of transport have changed
- appreciate that vehicles as well as animals are used for transport
- learn that animals should be treated kindly

## METHOD

### (a) Introductory activity

Put up a collage of pictures of different types of vehicles and means of transport. Ask students to name the different kinds of transport they know; talk about what kinds of transport they have used. Discuss how methods of transport have changed with time; also discuss their speed and capacity.

### (b) Development

Read the lesson with the students, using the pictures to explain the text. Talk about change in how people live. Stress the importance of being kind and caring towards animals that help us.

### (c) Closure

Explain the Content Review and Going Further tasks.

## ASSESSMENT

Ask students to do the given exercises.

## CONTENT REVIEW (PAGE 38)

Students can do this task independently.

The Going Further task can also be done by the students on their own.

## SAMPLE TEST PAPER, UNIT 4

I. Answer the following questions:

1. Name two things that you have and which your grandparents did not have when they were young.
2. How is your school different from your parents' school?
3. Write the names of two kinds of old transport and two kinds of new transport.

II. Mark the sentences below as True or False.

1. People used to fly in aeroplanes 200 years ago.
2. Boats and ships sail on rivers and seas.
3. Animals like horses, camels, and donkeys are also used for transport.
4. We do not have to be kind to animals.

Date:

Time: 40 mins

### Unit 4: Our Past and Our Present

Topic: Transport	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Time allocation
1. How transportation has developed	<ul style="list-style-type: none"> <li>to explain how modes of transport have changed over the years</li> </ul>	<ul style="list-style-type: none"> <li>describe the progress made in modes of transport</li> </ul>	Pictures of different kinds of transport Worksheet 1	Introductory activity: 15 mins  Development: 25 mins
<p><b>Key words:</b> travel, camel, vehicle</p> <p><b>Introductory activity:</b> Show the students pictures of different modes of transport and ask them which ones they have used? Discuss various forms of transport, from roller skates, bikes, and scooters to jet skis, helicopters, and aeroplanes. Make a list on the board of the various modes of transport suggested by the students. Ask the students to suggest other exciting ways to travel they have not yet experienced (hot air balloon, camel or dolphin back, space shuttle). What would they like to try in the future? Refer to the introductory activity in this teaching guide on page 76.</p> <p><b>Development:</b> Read page 37 with the students, asking questions and providing necessary explanation. Discuss the advantages and disadvantages of different forms of transport used in the past and present.</p> <p><b>HW:</b> Complete the worksheet.</p>				

Date:

Time: 40 mins

## Unit 4: Our Past and Our Present

Topic: Transport	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Time allocation
2. Different kinds of transport	<ul style="list-style-type: none"><li>to describe different kinds of transport</li></ul>	<ul style="list-style-type: none"><li>identify the advantages and disadvantages of transport in the past and the present</li></ul>	Worksheet 2	Recap: 10 mins Class activity: 30 mins

**Recap:** Review the main points asking questions such as: How did your grandparents get to school? How did your parents get to school? How do children travel to school today? What are the differences?

**CW:** Content Review and Going Further

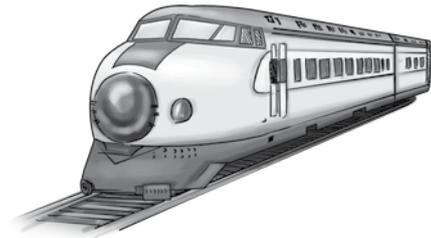
Discuss the animals which have been named in the Content Review exercise. Read out the instructions in 'Going Further' and explain the task to the students.

**HW:** Complete the given worksheet.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Trace the words. Draw lines to match each mode of transport to its name.



bus



truck



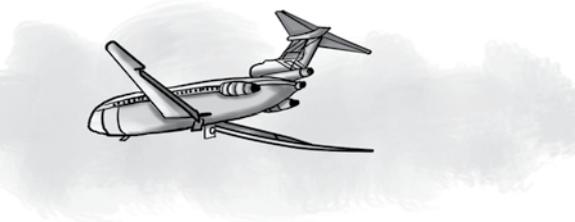
ship



airplane



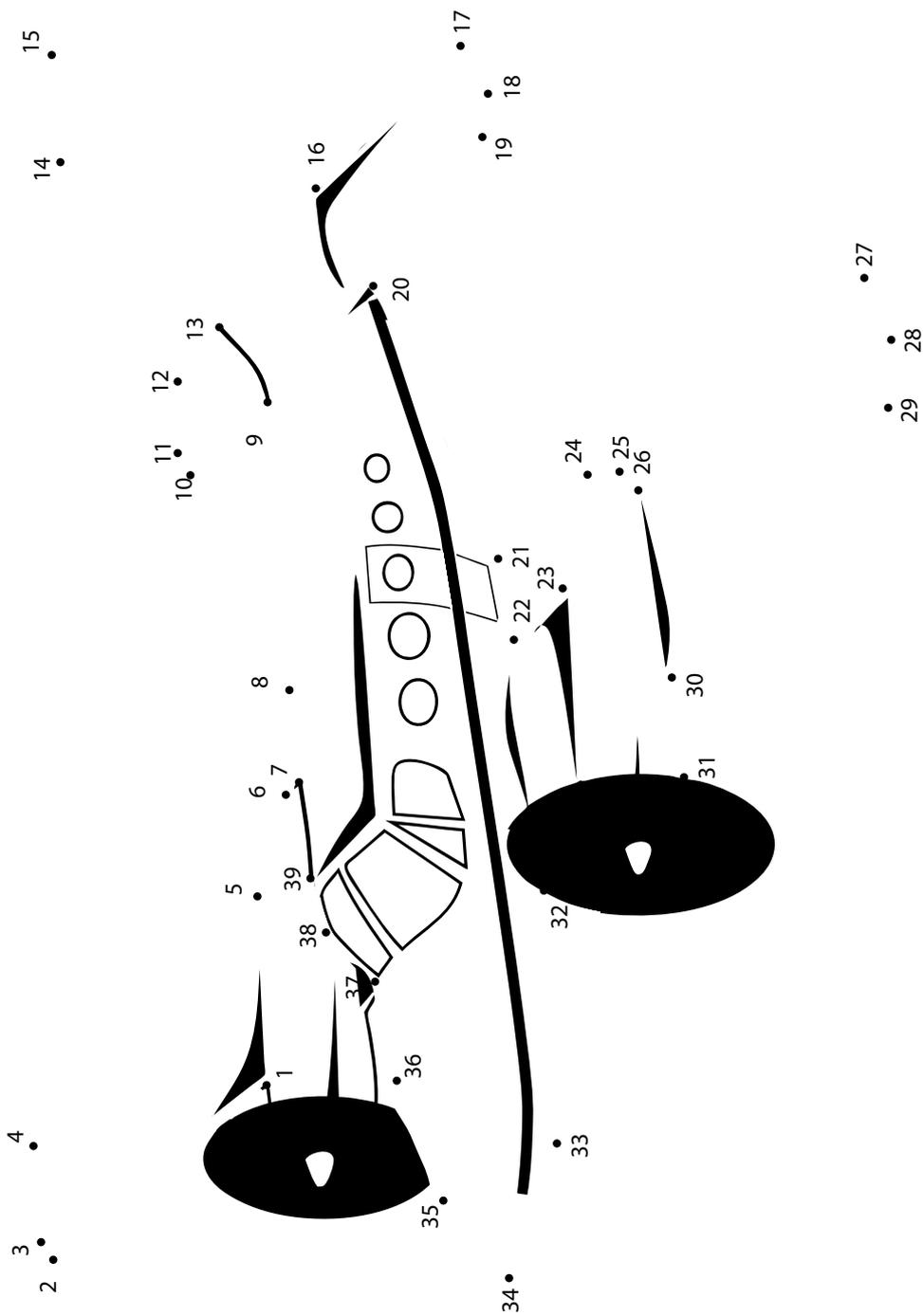
train



motorcycle

Name: \_\_\_\_\_

Date: \_\_\_\_\_



# Day and night

**PREVIOUS KNOWLEDGE**

Students have the basic concept of the change of day and night.

**VOCABULARY**

night-time, daytime

**LEARNING EXPECTATIONS**

Students should be able to:

1. understand the natural phenomenon of day and night
2. differentiate between day and night

**METHOD****(a) Introductory activity**

Bring the students outside the class in an open area. Tell them that they have been brought there to observe certain things in their surroundings. Talk about where they are standing: is it dark or is it bright? Note their answers.

Tell them that it is bright as you can see the things clearly. Ask what colour is the sky? What can you see in the sky? They may answer sunshine, clouds, birds, etc.

Ask what time it is—daytime or night-time?

Return to the class to study the lesson.

**(b) Development**

Read the lesson with them. Explain the content and the pictures.

**(c) Closure**

Discuss the Content Review and Going Further exercises.

**ASSESSMENT**

Ask them to do the exercises independently. Help them where needed.

**CONTENT REVIEW (PAGE 40)****Answer Key**

(a) blue (b) black (c) Sun (d) night

**GOING FURTHER**

1. The drawing can be given for homework.
2. Picture A shows daytime and Picture B shows night-time; therefore, the things used in the day should match with A, and the things used at night with B.

Date:

Time: 40 mins

## Unit 5: The Earth and the Environment

Topic: Day and night	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Time allocation
1. The phenomenon of day and night	<ul style="list-style-type: none"><li>to explain the natural phenomenon of day and night</li></ul>	<ul style="list-style-type: none"><li>explain how day and night occur</li></ul>	Worksheet 1	Introductory activity: 15 mins Development: 15 mins CW: 10 mins

**Key words:** night time, bright

**Introductory activity:** Refer to Introductory activity given on page 82 of this teaching guide.

**Development:** Read page 39 with the students and ask questions related to the text. Discuss the Content Review question with the students and then help them to complete it individually.

**CW:** Content Review

**HW:** Complete Worksheet 1.

Date:

Time: 40 mins

**Unit 5: The Earth and the Environment**

<b>Topic: Day and night</b>	<b>Teaching objectives</b>	<b>Learning outcomes</b> Students should be able to:	<b>Resources/Materials</b>	<b>Time allocation</b>
2. Day vs night	<ul style="list-style-type: none"> <li>to explain the difference between day and night</li> </ul>	<ul style="list-style-type: none"> <li>to differentiate between day and night</li> </ul>	Worksheet 2	Recap: 10 mins CW: 30 mins
<b>Recap:</b> Ask the students what they see outdoors during the daytime. How is daytime different from night-time?				
<b>CW:</b> Going Further Q1 and Q2				
<b>HW:</b> Complete Worksheet 2.				

Name: \_\_\_\_\_

Date: \_\_\_\_\_

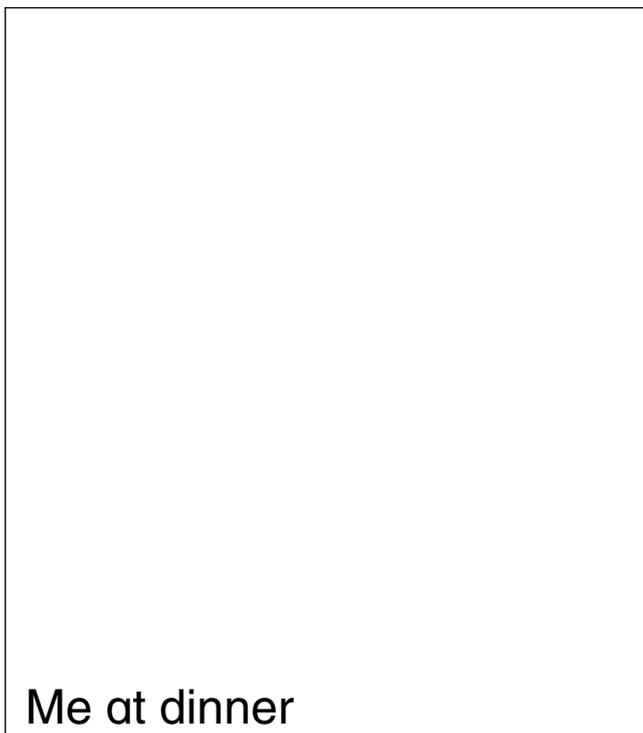
### All in a day



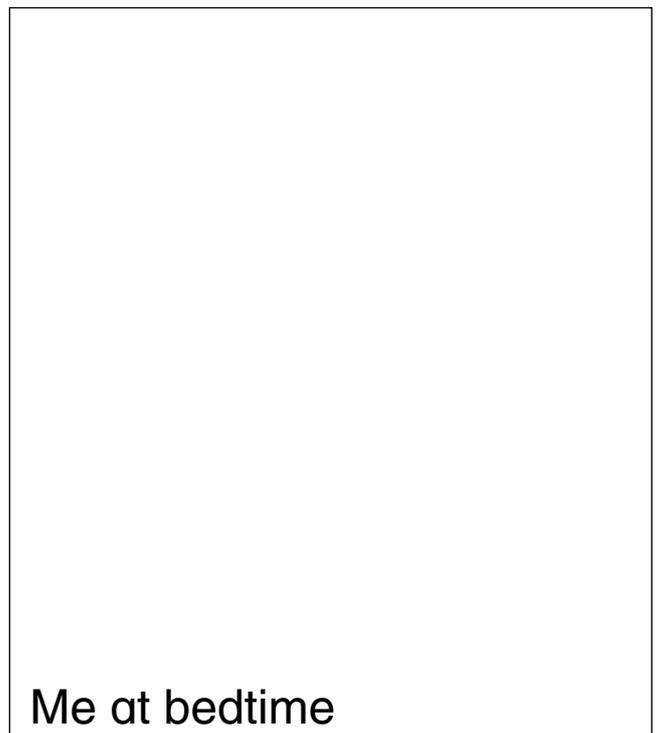
Me in the morning



Me at lunch



Me at dinner



Me at bedtime

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Day or Night?

Write down when you do the following activities: during day or during night?

a) Eat breakfast: \_\_\_\_\_

b) See the moon: \_\_\_\_\_

c) Go to bed: \_\_\_\_\_

d) See the street lights come on: \_\_\_\_\_

e) Go to school: \_\_\_\_\_

f) Eat lunch: \_\_\_\_\_

g) See the stars: \_\_\_\_\_

h) Play outside: \_\_\_\_\_

# Days of the week

## PREVIOUS KNOWLEDGE

Students understand the basic concept of the days of week by following their class timetable.

## VOCABULARY

week, chart

## LEARNING EXPECTATIONS

Students should be able to:

- understand the concept of a week and its days
- read and draw a pictorial timeline of a week

## METHOD

### (a) Introductory activity

Ask the students to look at their class timetable. Talk about what they can see in their timetable. They may give different answers, such as it shows the different subjects on different days or it shows when it is break-time. They may also tell you about the days of week. For those who cannot name the days, explain by asking what day it is, then tell them the names of the days of the week; ask them what they study each day.

### (b) Development

Read the lesson with them; explain the pictorial timeline given in the lesson.

### (c) Closure

Explain the Content Review and Going Further exercises.

## ASSESSMENT

Ask them to do the given exercises.

## CONTENT REVIEW (PAGE 42)

### Answer Key

1. Help students to write the names from Monday to Sunday.
2. Friday
3. Sunday and Wednesday

## GOING FURTHER

Get students to work in pairs. Help them in making the charts as this may be their first experience in drawing a timeline. Give them time to share their charts with their partners. Let them discuss what is common and what is different about their activities.

Date:

Time: 40 mins

### Unit 5: The Earth and the Environment

Topic: Days of the week	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Time allocation
1. Days of the week	<ul style="list-style-type: none"> <li>to explain the concept of a week and that there are seven days in one week</li> </ul>	<ul style="list-style-type: none"> <li>explain that there are seven days in a week</li> </ul>		Introductory activity: 15 mins  Development: 15 mins  CW: 10 mins

**Key words:** chart, week

**Introductory activity:** Refer to the Introductory activity on page 87 of this teaching guide.

**Development:** Read the lesson with the students; explain the pictorial timeline shown in the student's book.

**CW:** Content Review Q1

**HW:** Content Review Q2 and Q3

Date:

Time: 40 mins

## Unit 5: The Earth and the Environment

Topic: Days of the week	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Time allocation
2. Days of the week timeline	<ul style="list-style-type: none"><li>to help students draw a timeline for the coming week</li></ul>	<ul style="list-style-type: none"><li>draw a timeline like that shown in the book</li></ul>	Paper, pencils	Recap: 10 mins CW: 30 mins

**Development:** Begin by asking the students to name the days of the week. Ask them to name the current day.

**CW:** Discuss the Going Further question with the students. Help them to draw a chart like Peter's.

**HW:** Worksheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Writing down what we would like to do in the coming days is called 'Making a plan'. Make a plan of what activities you will do next week and write down one activity per day in the chart below:

Saturday	Sunday	Monday	Tuesday

Wednesday	Thursday	Friday

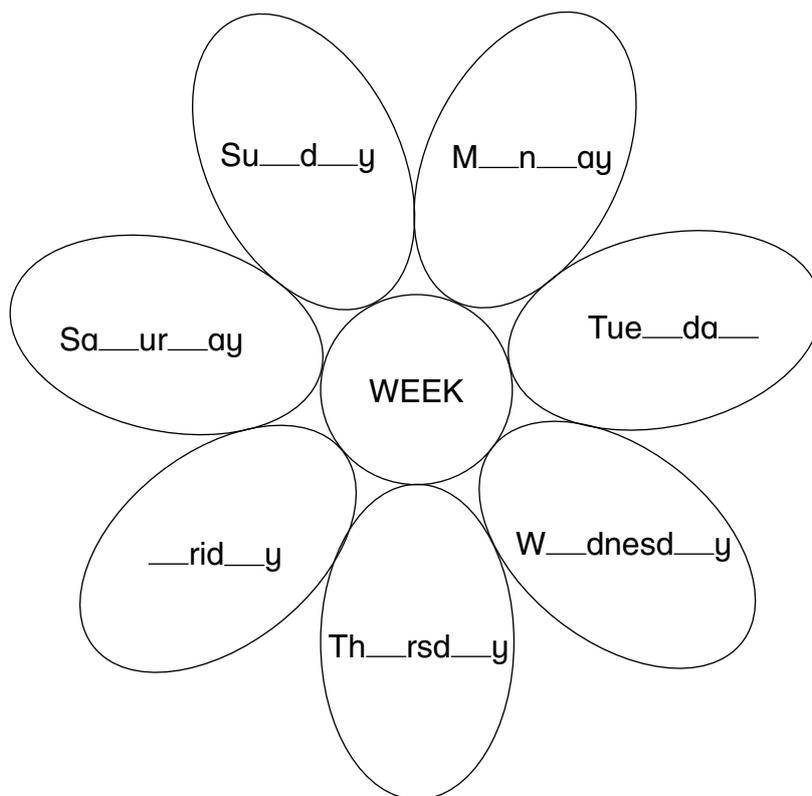
2. Fun rhyme to learn and sing with your friends:

Sunday is our fun day but Monday we go to school.  
Tuesday we still have work to do, like Wednesday and  
Thursday too,  
Friday it is just the same, Oh my! What to do?  
But we don't worry, and we don't cry,  
because work is a lot of fun too!  
Saturday is a holiday; we rest a little and play,  
And 'Yay' we shout as here we are, back to Sunday!

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Fill in the blanks to name the days.



What do you do on these days of the week?

On Monday, I \_\_\_\_\_

On Tuesday, I \_\_\_\_\_

On Wednesday, I \_\_\_\_\_

On Thursday, I \_\_\_\_\_

On Friday, I \_\_\_\_\_

On Saturday, I \_\_\_\_\_

On Sunday, I \_\_\_\_\_

# The weather

## PREVIOUS KNOWLEDGE

Students can feel and tell if it is hot or cold. They are familiar with the sun, rain, and clouds.

## VOCABULARY

windy, rainy, sunny, cloudy, recorded

## LEARNING EXPECTATIONS

Students should be able to:

- understand the natural phenomenon of the change of seasons and their names
- draw a weather chart for a week

## METHOD

### (a) Introductory activity

Start the lesson by asking students:

- How are you feeling today, hot or cold?
- How is the weather today?

They may answer sunny or cloudy or rainy, depending on the season.

- Is the weather sunny every day or do you see some other kind of weather too?

Tell them that weather can be sunny, rainy, windy, or cloudy.

Write these words on the board.

### (b) Development

Read the lesson with the students. Explain the different kinds of weather we see; discuss with them the weather chart of the week.

### (c) Closure

Explain the Content Review and Going Further tasks.

## ASSESSMENT

Ask students to do the given exercises.

## CONTENT REVIEW (PAGE 44)

### Answer Key

- (a) Rainy
- (b) Wednesday and Saturday
- (c) Tuesday and Sunday

## GOING FURTHER

Questions 1 and 2 can be done in pairs. Write umbrella, raincoat, splash, puddles on the board to help students.

1. Talk to the class about what they do when it rains; note responses on the board.
2. Take class feedback about favourite weather; note responses on the board.

3. Students will need help to make simple weather charts for the week. Cut the daily weather data from a newspaper for a week and paste it on a large sheet of paper on the board. Show this to the class and explain how weather is recorded. Now ask students to make a similar chart for the current week.
4. Participate with your students in this activity. Tell them how a shadow is formed. Take them out in the morning when the Sun is lower in the sky. Mark the length of each child's shadow, and your own too. Then bring the class out again to the same place at noon when the Sun is overhead. Now compare the shadows.

Explain that shadows are longer when the Sun is lower in the sky, for example in the morning and late afternoon, and shadows are shorter when the Sun is overhead as at noon.

Date:

Time: 40 mins

## Unit 5: The Earth and the Environment

Topic: The weather	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Time allocation
1. What is meant by weather?	<ul style="list-style-type: none"> <li>to explain the different weather conditions</li> </ul>	<ul style="list-style-type: none"> <li>identify different weather conditions</li> </ul>	Pictures of different weather conditions	Introductory activity: 15 mins  Development: 15 mins  CW: 10 mins
<p><b>Key words:</b> weather, sunny, windy, rainy</p> <p><b>Introductory activity:</b> Please refer to introductory activity on page 92 of this teaching guide.</p> <p><b>Development:</b> Read the lesson with the students. Explain the different kinds of weather we experience. Discuss the weather chart of the week.</p> <p><b>CW:</b> Content Review</p> <p><b>HW:</b> Going Further Q1</p>				

Date:

Time: 40 mins

## Unit 5: The Earth and the Environment

Topic: The weather	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Time allocation
2. Weather timeline for the week	<ul style="list-style-type: none"><li>to help students make a weather timeline or chart for the week</li></ul>	<ul style="list-style-type: none"><li>record the weather for a whole week</li></ul>	Worksheet (teacher may choose)	Development: 20 mins CW: 20 mins

**Development:** Begin by asking, What is the weather like today? Which weather do you like best? In which weather do you like to go for a picnic? In which weather do you use a quilt at night? In which weather do you see gardens full of flowers? Do you like rainy weather? What is your street like after it has rained?  
Help the students to make a weather chart like the one in the book, by asking them to record the weather in their exercise books over a period of seven days.

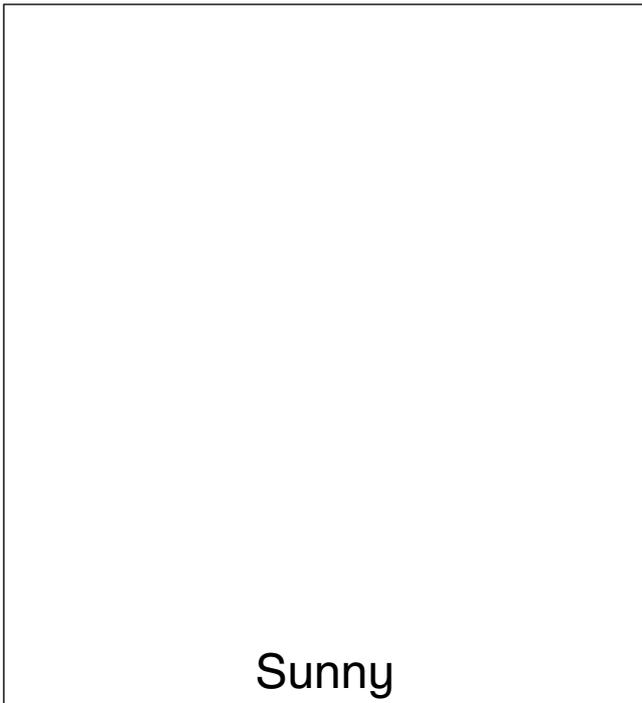
**CW:** Going Further: Begin working on Q3. Complete the worksheet.

**HW:** Write two or three sentences about the kind of weather you like best.

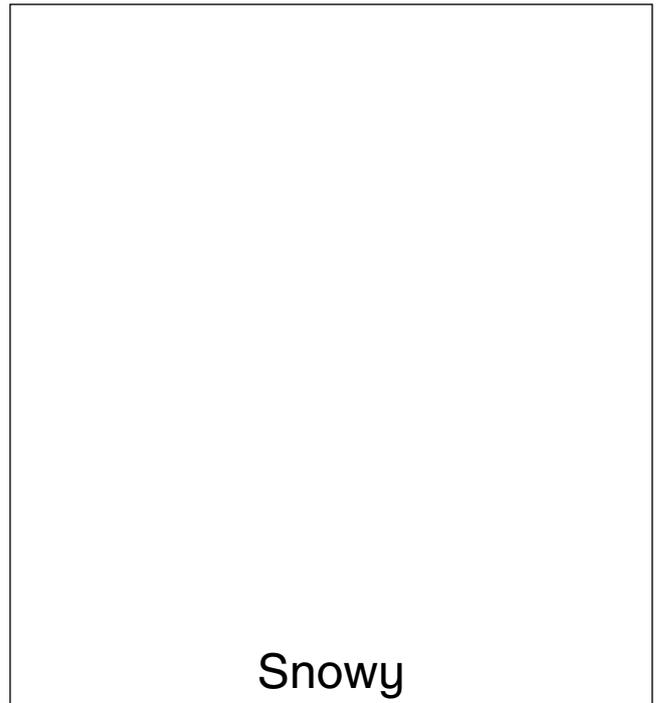
Name: \_\_\_\_\_

Date: \_\_\_\_\_

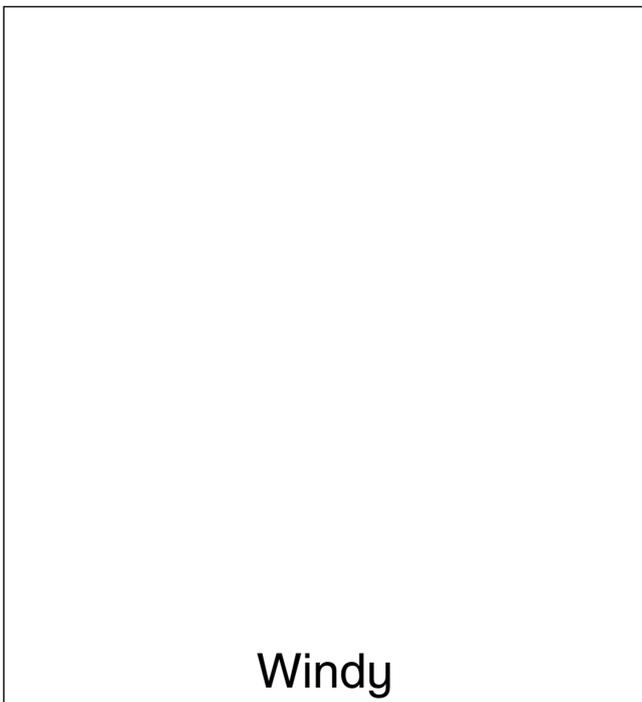
Make up your own weather symbols for the following kinds of weather.



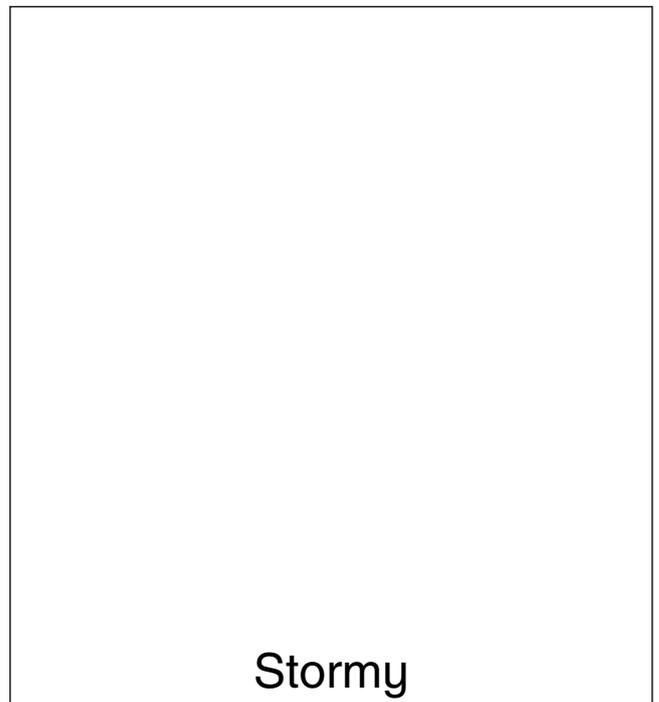
Sunny



Snowy



Windy



Stormy

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Draw yourself wearing clothes you might wear in.

Hot weather

Cold weather

# The seasons

## PREVIOUS KNOWLEDGE

Students are aware of different weather conditions.

## VOCABULARY

shed, start to grow again

## LEARNING EXPECTATION

Students should be able to:

- identify the four seasons of the year and know their names

## METHOD

### (a) Introductory activity

Introduce the topic by asking about vacations. Ask students in which seasons of the year they have long vacations when the school closes. They will reply about the summer and winter vacations.

Ask what is meant by winter and summer. The children may give different answers.

Explain that these are the names of two seasons. There are four seasons in a year: spring, summer, autumn, and winter. Write the names on the board. Tell them what season it is when they are doing this lesson.

### (b) Development

Read the lesson with the children. Talk about the given pictures, the seasons, and what happens in the four different seasons.

### (c) Closure

Explain the Content Review and Going Further exercises.

## ASSESSMENT

Ask students to do the given exercises.

## CONTENT REVIEW (PAGE 46)

### Answer Key

(a) four (b) winter (c) spring (d) summer (e) autumn

## GOING FURTHER

1. The answer depends on the time of the year the lesson is being taught.
2. Talk about the things they do in a particular season and then ask them to draw a picture about it. (This can also be given for homework after explanation.)

Date:

Time: 40 mins

## Unit 5: The Earth and the Environment

Topic: The seasons	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Time allocation
1. The four seasons	<ul style="list-style-type: none"><li>to describe the seasons</li></ul>	<ul style="list-style-type: none"><li>identify the different seasons</li></ul>	Pictures of the seasons	Introductory activity: 10 mins Development: 15 mins CW: 15 mins

**Key words:** spring, summer, winter, autumn

**Introductory activity:** Refer to Introductory activity on page 98 of this teaching guide.

**Development:** Read the lesson with the students. Talk about the pictures and what happens in the four different seasons.

**CW:** Content Review

Date:

Time: 40 mins

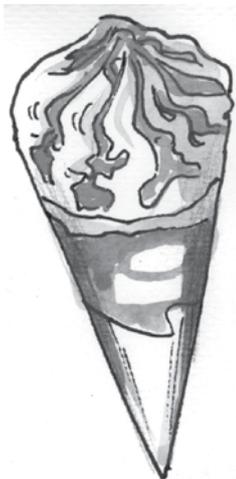
### Unit 5: The Earth and the Environment

Topic: The seasons	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Time allocation
2. The seasons	<ul style="list-style-type: none"> <li>activities related to the topic</li> </ul>	<ul style="list-style-type: none"> <li>show their understanding of the differences between the seasons by describing them</li> </ul>	Paper, pencils, coloured pencils or crayons Worksheet (teacher may select)	Recap: 5 mins Development: 15 mins CW: 20 mins
<p><b>Recap:</b> Review the main points of the last lesson.</p> <p><b>Development:</b> Discuss why some activities are limited to a certain season. Ask the students to name the current season. Ask them how they would dress in the different seasons, and why?</p> <p><b>CW:</b> Going Further</p> <p><b>HW:</b> Complete the worksheet.</p>				

Name: \_\_\_\_\_

Date: \_\_\_\_\_

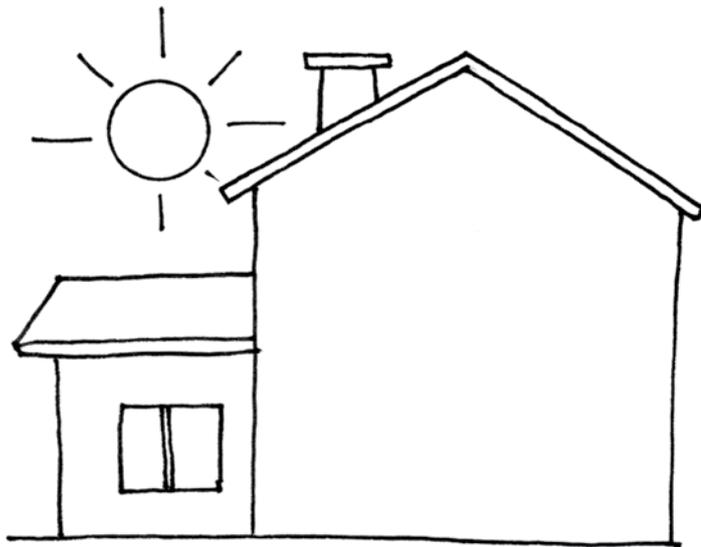
Circle what you see on a sunny day.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Circle what you see on a rainy day.



# Models are small

## PREVIOUS KNOWLEDGE

Children use the models of things as their toys.

## VOCABULARY

model, many times smaller

## LEARNING EXPECTATION

Students should be able to:

- understand that a model is a smaller but exact copy of an object

## METHOD

### (a) Introductory activity

Bring the model of any real thing to the class, which children can compare with the real thing in the class or school; for example, a model of a chair, a computer, a toy car, etc.

Talk about the model and the real thing.

- What difference do you see between the two?
- What similarity do you see?

Tell them that it is a model of a real thing. It is a smaller copy but is exactly like its original.

### (b) Development

Read the lesson with the students and discuss the content and the given illustrations.

### (c) Closure

Explain the Content Review and Going Further exercises.

## ASSESSMENT

Ask students to do the given exercises.

## CONTENT REVIEW (PAGE 48)

### Answer Key

(a) False (b) True

## GOING FURTHER

1. This can be done independently by the students.
2. Students will need your help to do this task. It is best to do this as pair work.

Date:

Time: 40 mins

### Unit 5: The Earth and the Environment

Topic: Models are small	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Time allocation
1. Models are small	<ul style="list-style-type: none"> <li>to explain that a model is a small but exact copy of any object</li> </ul>	<ul style="list-style-type: none"> <li>explain that a model and the real object are similar except for the size</li> </ul>	A toy computer, a toy car, or a toy chair	Introductory activity: 15 mins  Development: 15 mins  CW: 10 mins

**Key words:** model, real thing

**Introductory activity:** Refer to the introductory activity on page 103 of this teaching guide.

**Development:** Read the lesson with the students and discuss the text and the illustrations.

**CW:** Content Review

**HW:** Going Further Q1

Date:

Time: 40 mins

## Unit 5: The Earth and the Environment

Topic: Models are small	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Time allocation
2. Making models	<ul style="list-style-type: none"><li>to discuss models through an activity</li></ul>	<ul style="list-style-type: none"><li>make a model</li></ul>	Plasticine or clay Worksheet	Class activity: 40 mins

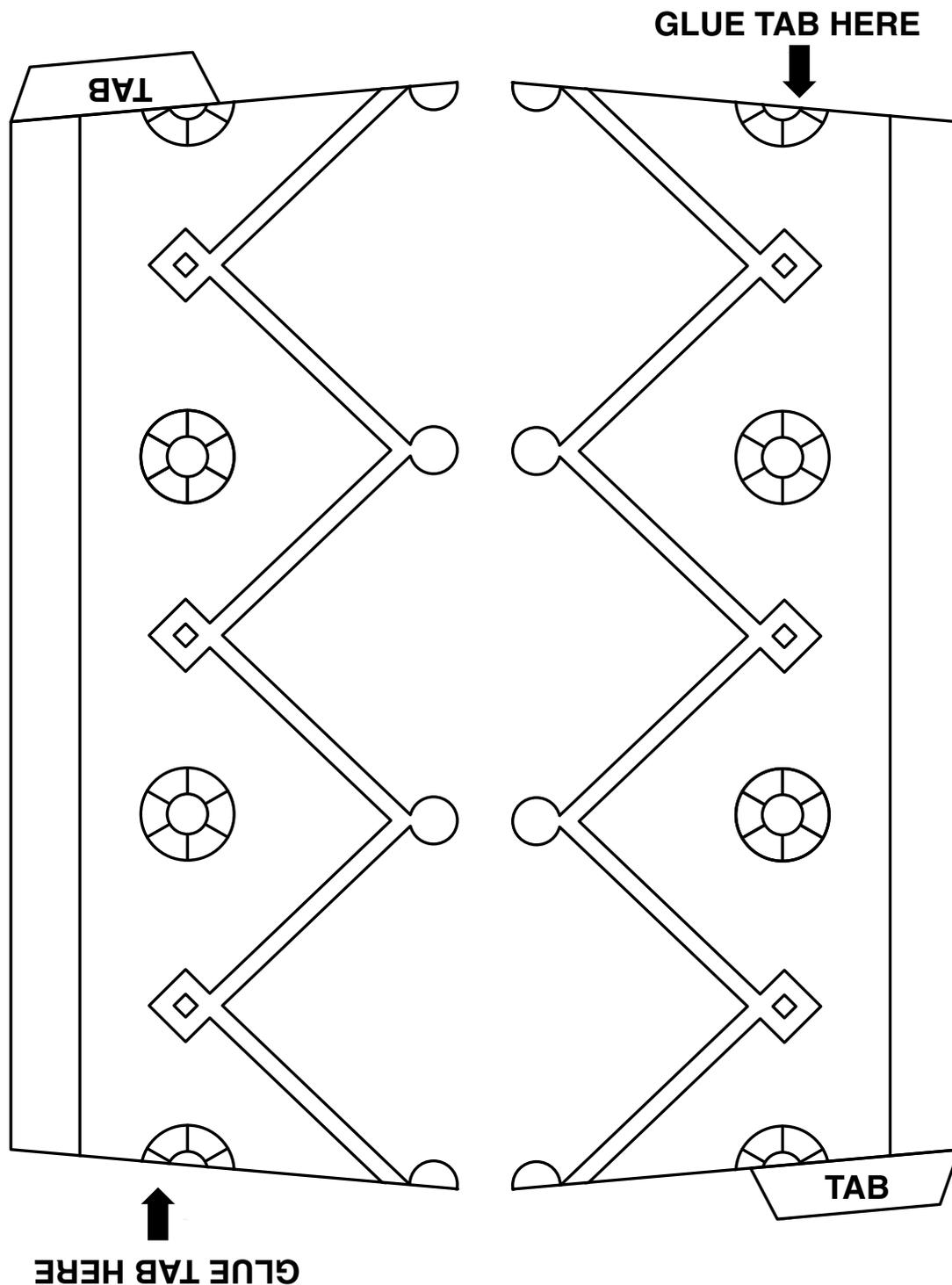
**Class activity:** Going Further Q2

**HW:** Complete the worksheet.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Cut out the pieces and stick them together to make a paper model of a king's crown. Colour the crown.



# The Earth and the globe

## PREVIOUS KNOWLEDGE

Students are aware of the name 'Earth' as they have read about it in the lesson Day and Night.

## VOCABULARY

model, globe

## LEARNING EXPECTATION

Students should be able to:

- understand that a globe is a model of the Earth

## MATERIAL REQUIRED

Simple outline of world map for colouring

## METHOD

### (a) Introductory activity

Bring a globe to the class to show to the students. Ask them if they know what it is. Has any child seen a globe before?

Tell them that a globe is a model of the Earth. It looks like the Earth, but a globe is much smaller and the Earth is many times bigger than a model globe. (The previous lesson has prepared them about the concept of models.)

Ask how a globe is useful. (Listen to their replies whenever you ask any question.) Tell them that a globe can be carried anywhere; we can learn many things about the Earth by studying this globe.

Rotate the globe and show Pakistan to the children; show them other countries that they may want to see on the globe.

### (b) Development

Read the lesson with the students. Explain the content and the illustrations.

### (c) Closure

Explain the Content Review and Going Further exercises to the students.

## ASSESSMENT

Ask students to do the given exercises.

## CONTENT REVIEW (PAGE 49)

### Answer Key

(a) round (b) water (c) land (d) Earth

## GOING FURTHER

Put up a coloured world map on the board or place the globe on your desk. Distribute map-outline copies and explain the task to the students.

Date:

Time: 40 mins

### Unit 5: The Earth and the Environment

Topic: The Earth and the globe	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Time allocation
The Earth and the globe	<ul style="list-style-type: none"> <li>to explain that the globe is a model of the Earth</li> </ul>	<ul style="list-style-type: none"> <li>to describe the similarities between a globe and the Earth</li> </ul>	A globe, a world outline map for each student	Introductory activity: 15 mins  Development: 15 mins  CW: 10 mins
<p><b>Key words:</b> globe, model, different country</p> <p><b>Introductory activity:</b> Refer to the introductory activity in this teaching guide on page 107.</p> <p><b>Development:</b> Read the lesson with the students. Explain the content and the illustrations.</p> <p><b>CW:</b> Going Further</p> <p><b>HW:</b> Content Review</p>				

# Farm animals

## PREVIOUS KNOWLEDGE

Students are familiar with the names of some animals and also with names of some animal products that they use in their daily life.

## VOCABULARY

guard, tame, wild, pets, cheese, yoghurt, ghee

## LEARNING EXPECTATIONS

Students should be able to:

- differentiate between wild and tame animals
- identify farm animals
- understand the usefulness of farm animals for humans

## METHOD

### (a) Introductory activity

Talk to the students about animals. Ask them if they have any pets; talk about the kind of animals kept as pets—these are tame animals.

Ask them if they have ever visited a zoo; talk about the kind of animals found in a zoo—these are wild animals.

Talk to them about farm animals, such as cows, goats, sheep, and poultry, i.e. hens, chickens, etc. Ask students how farm animals help us. Note their responses on the board.

### (b) Development

Farm animals are very useful; they provide us with food and also work for us. Read the lesson with students and explain the content and the given pictures. Tell students about the importance of being kind to animals.

### (c) Closure

Explain the Content Review and Going Further exercises.

## ASSESSMENT

Ask students to do the exercises in the book.

## CONTENT REVIEW (PAGE 52)

### Answer Key

1. Ensure that only farm animals are circled.
2. Check that only animal products are ticked.

## GOING FURTHER

(a) Yes (b) Yes (c) No (d) No

## SAMPLE TEST PAPER, UNIT 5

I. Answer the following questions:

1. Name a bird or animal that comes out at night.
2. How many days in the week do you go to school?
3. Write about two things that you like to do on a sunny day.
4. How is a model different from the real thing?
5. Name the animals that give us milk.
6. How should we treat animals?

II. Complete these sentences.

1. A model aeroplane is much \_\_\_\_\_ than a real one.
2. We can learn about the \_\_\_\_\_ by looking at a globe.
3. Wild animals live in the \_\_\_\_\_.
4. Dogs \_\_\_\_\_ our homes.
5. We get wool from the \_\_\_\_\_.
6. Farm animals are \_\_\_\_\_ animals.
7. We can make \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ from leather.

Date:

Time: 40 mins

## Unit 5: The Earth and the Environment

Topic: Farm animals	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Time allocation
1. Farm animals	<ul style="list-style-type: none"><li>to explain the difference between wild and tame animals</li></ul>	<ul style="list-style-type: none"><li>explain the difference between wild animals and tame animals</li></ul>	Models of different animals Worksheet 2	Introductory activity: 15 mins Development: 25 mins

**Key words:** wild, tame, forest, zoo

**Introductory activity:** Talk about animals. Ask the students if they have any pets; talk about the kinds of animals kept as pets—these are tame animals. Ask if they have ever visited a zoo; talk about the kinds of animals found in a zoo—these are wild animals.

**Development:** Draw two columns on the board headed Wild animals and Tame animals. Divide the class into four groups and give each group a selection of the model animals. Taking turns, one member of each group should select an animal and say whether it is a tame animal or a wild one. You should then write the name of the animal in the appropriate column. After this activity, ask those students who have pets in their homes to come out and tell the class how they look after them.

**HW:** Complete Worksheet 2.

Date:

Time: 40 mins

## Unit 5: The Earth and the Environment

Topic: Farm animals	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Time allocation
2. Farm animals	<ul style="list-style-type: none"> <li>to identify farm animals</li> <li>discuss the usefulness of farm animals for humans</li> </ul>	<ul style="list-style-type: none"> <li>recognize farm animals</li> <li>explain how farm animals are useful to us</li> </ul>		Introductory activity: 5 mins  Development: 25 mins  CW: 10 mins

**Key words:** guard, yoghurt, ghee, cheese, transport, wool, leather

**Introductory activity:** Discuss farm animals, such as cows, goats, sheep, poultry, etc. Ask the students how farm animals help us. Note their responses on the board. Talk about the importance of being kind to animals.

**Development:** Read the lesson with the students and explain the content and pictures.

**CW:** Content Review

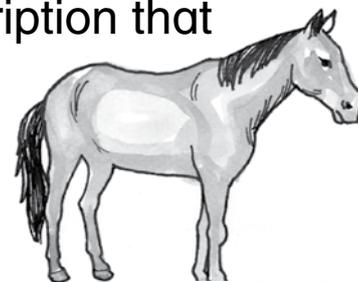
**HW:** Going Further

Name: \_\_\_\_\_

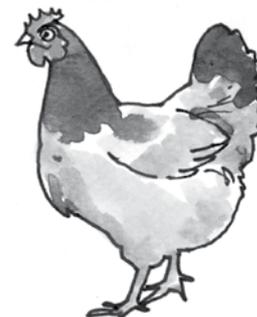
Date: \_\_\_\_\_

Draw a line from each farm animal to the description that matches it best.

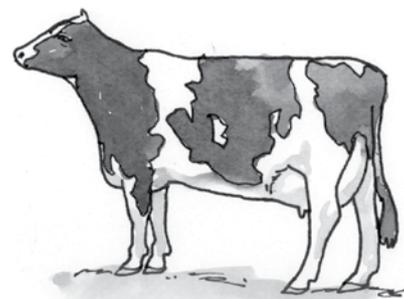
We make sweaters from its coat.



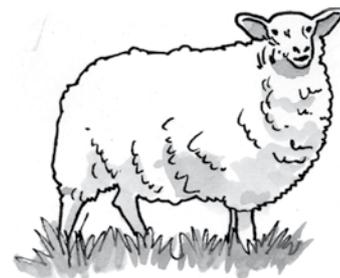
Can run very fast



Swims in the pond



Lays eggs



Gives milk



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Find and circle these words. They run down, across, and diagonally.

tiger	lion	duck	sheep
camel	deer	mule	horse

z	k	s	t	g	e	l	d
i	u	l	h	i	e	y	e
v	w	k	i	e	g	e	e
n	e	i	p	o	e	e	r
d	u	c	k	a	n	p	r
l	c	a	m	e	l	w	c
a	w	u	m	u	l	e	z
w	h	o	r	s	e	u	o

## Looking from above and the side

### PREVIOUS KNOWLEDGE

Students understand the meaning of *above* and *side*.

### VOCABULARY

object, views

### LEARNING EXPECTATION

Students should be able to:

- learn the basic map skills of looking at things from different angles

### METHOD

#### (a) Introductory activity

Take a bucket or a toy to the class. Ask the children to look at it from above and then from the side. You may call the students in groups to come close and look at the object.

Ask them if it looked the same from above and the sides. How was it different?

Ask them to look at different things from above and sides, and notice the difference.

#### (b) Development

Read the lesson with children, discuss all the pictures as to how different they look from above and sides. Explain to them the concept of how things look different when viewed from different angles.

#### (c) Closure

Explain the Content Review and Going Further tasks.

### ASSESSMENT

Ask them to do the exercises in the book.

### CONTENT REVIEW (PAGE 54)

#### Answer Key

(a) Right (b) Wrong

### GOING FURTHER

Except for the telephone, seen from above, all other objects have been viewed from the side.

Date:

Time: 40 mins

**Unit 6: Map-reading Skills**

<b>Topic: Looking from above and the side</b>	<b>Teaching objectives</b>	<b>Learning outcomes</b> Students should be able to:	<b>Resources/Materials</b>	<b>Time allocation</b>
Different views of an object	<ul style="list-style-type: none"> <li>to explain that objects appear different when viewed from different angles</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate how one object can be viewed from different angles</li> </ul>	A bucket or a toy	Introductory activity: 20 mins Development: 20 mins
<p><b>Key words:</b> object, above</p> <p><b>Introductory activity:</b> Refer to the introductory activity on page 115 of this teaching guide.</p> <p><b>Development:</b> Refer to development given in this teaching guide, on page 115.</p> <p><b>CW:</b> Content Review</p> <p><b>HW:</b> Going Further</p>				

# Where is it?

## PREVIOUS KNOWLEDGE

Students understand the concept of directions and movement.

## VOCABULARY

top, bottom, under

## LEARNING EXPECTATIONS

Students should be able to:

- understand the words used to tell the position of things
- be familiar with the basic skill of reading maps

## METHOD

### (a) Introductory activity

You can begin the lesson directly from the book. Show the picture and talk about the children in it. Discuss what is happening, what everyone is doing.

Ask students about themselves and their classroom, to locate the position of things, such as the board, the ceiling fan, etc.

### (b) Development

Read the lesson with children. Link the words in blue with the given picture and explain.

### (c) Closure

Explain the Content Review and Going Further exercises.

## ASSESSMENT

Ask students to do the given exercises in their book.

## CONTENT REVIEW (PAGE 56)

### Answer Key

(a) right (b) right (c) under (d) down

## GOING FURTHER

Help children to trace their hand on the blank space; then ask them if it is their left hand or right hand.

Note: Since Unit 6 is skills-based there is no sample test paper for it.

Date:

Time: 40 mins

**Unit 6: Map-reading Skills**

Topic: Where is it?	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Time allocation
Words showing position	<ul style="list-style-type: none"> <li>to introduce words that indicate position</li> </ul>	<ul style="list-style-type: none"> <li>understand and use correctly words that describe the position of an object</li> </ul>		Introductory activity: 15 mins  Development: 15 mins  CW: 10 mins
<p><b>Key words:</b> slide, under, bottom</p> <p><b>Introductory activity:</b> Refer to the introductory activity on page 117 of this teaching guide.</p> <p><b>Development:</b> Read the lesson with the students. Link the words in blue with the given picture and explain.</p> <p><b>CW:</b> Going Further</p> <p><b>HW:</b> Content Review</p>				