

A COMPREHENSIVE COURSE FOR PRIMARY CLASSES

# Know Your WORLD

3

Social Studies for Pakistan

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Teaching  
Guide

OXFORD  
UNIVERSITY PRESS



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# INTRODUCTION

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

- five Textbooks,
- five Teaching Guides.

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

## TEACHING METHODOLOGY

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

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

## THE CONTENT

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

## THE TEACHING GUIDE—PAGE BY PAGE LESSON NOTES:

These include:

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

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

Some suggestions for making lessons interactive:

### I Questions:

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

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

## II Discussion:

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

## III Role play:

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

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

## IV Cooperative learning:

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

## ASSESSMENT

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

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

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

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

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

There are various types of objective and subjective questions.

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

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

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

## CONCLUSION

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

## Where in the world is my country?

Though in this lesson we are introducing children to the planet Earth. For some of them it might be the first opportunity to use a globe or a world map. Please make sure that each of your students gets a hands-on experience so that an interest is kindled in them.

### MATERIAL/EQUIPMENT REQUIRED

large globe and/or world map

### FOR GOING FURTHER TASK

paper and glue for making papier mache; large relief map or model of Pakistan for students to copy; green and brown paint; paint brushes

### PREVIOUS KNOWLEDGE

The students recognize the globe and the map of the Earth.

### VOCABULARY

land mass, body of water

### LEARNING EXPECTATIONS

Students should be able to:

- name and locate on a world map the continents and oceans of the world.
- locate Pakistan on a world map or a globe.

### METHOD

#### (a) Introductory activity

Ask students to open their books at page 1.

Explain to them that in their books the continents are shown in green and the oceans in blue.

Ask the students:

- How many continents are there in the world?
- How many oceans are there?

Show the students a globe or a large world map.

Ask the students to refer to their book and try to name and/or locate any of the continents or oceans on the large map or globe. If necessary, point these out.

Ask them to list the names of the continents and the oceans on the board.

Explain to them that each country in the world is part of one of the continents and that Pakistan is part of Asia. Ask them, in turns, to point to Pakistan on the map.

#### (b) Development

Read the lesson with children and explain the map and the contents.

### **(c) Closure**

Discuss the Content Review questions as a method of summing up the content of the lesson, and discuss the Going Further activity.

### **ASSESSMENT**

Ask the students to answer the Content Review questions in writing. Help them complete the Going Further activity, working in groups.

### **CONTENT REVIEW (PAGE 2)**

#### **Answers**

1. A continent is a large land mass surrounded almost completely by sea.
2. The large body of salty water on Earth that surrounds a continent is called an ocean.
3. There are seven continents on the Earth. They are:
  - North America
  - South America
  - Europe
  - Asia
  - Africa
  - Oceania
  - Antarctica
4. Pakistan is in Asia.

Date:

Time: 40 min.

## Unit 1: Me and My World

Topic: Where in the world is my country?	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
1. Locating continents and oceans on a world map	<ul style="list-style-type: none"><li>to identify and locate on a world map the continents, oceans, and Pakistan</li></ul>	<ul style="list-style-type: none"><li>locate the continents, oceans, and Pakistan on a world map.</li></ul>	A globe	Introductory activity: 15 min.  Development: 15 min.  CW: 10 min.

**Key words:** continent, land, water, ocean, globe, salty

**Introductory activity:** Ask the students to look at the world map on page 1 and identify each continent and ocean. Explain that in their books the continents are shown in green and the oceans in blue. Ask the students how many continents and oceans there are in the world. Divide the students into groups of four; ask each group to point out the continents and oceans on the globe. Explain that each country is a part of one of the continents.

**Development:** Read pages 1 and 2 with the students and explain the text.  
Ask the students questions such as: What is a continent? What is an ocean? Name the seven continents. Ask each student to point out Pakistan on the world map.

**CW:** Content Review Q1 to Q4 orally

**HW:** Read pages 1 and 2.

Date:

Time: 40 min.

## Unit 1: Me and My World

Topic: Where in the world is my country?	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
2. Oceans and continents	<ul style="list-style-type: none"> <li>to explain the locations of oceans and continents</li> </ul>	<ul style="list-style-type: none"> <li>correctly place cut-outs of oceans and continents on a globe.</li> </ul>	Enough cut-outs of continents for the whole class Paper bags, glue, blue paint and brushes	Class activity: 40 min.
<p><b>Class activity:</b> Use large brown bags from the grocery store and stuff them with newspaper until full. Close the open end with tape. Push the corners at the bottom of the bag down to make it as round as possible; it will not be perfectly round but fairly close. Ask the students to paint the globes blue. When the paint has dried, ask them to glue the cut outs of continents on their globes in the correct locations.</p> <p><b>HW:</b> Content Review Q1 and Q2</p>				

Date:

Time: 40 min.

## Unit 1: Me and My World

Topic: Where in the world is my country?	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
3. Continents	<ul style="list-style-type: none"><li>to help students learn the names of the continents</li></ul>	<ul style="list-style-type: none"><li>recall the names of continents with the help of a rhyme.</li></ul>		Class activity: 40 min.
<p><b>Class activity:</b> Ask students to learn this rhyme to help them remember the names of the seven continents:</p> <p>To learn the seven continents think of the letter A And when you're down to only one an E will save the day. There's Africa. Antarctica, Australia, Asia too. The oceans run between them with their waters deep and blue. There are also 2 Americas, North and South you see. And now you're coming to the end, Europe starts with E.</p> <p>Fill a bag with cards that have the name of a continent, ocean, or the words continent or ocean written on them. Ask the students to pass the bag around the room. When a student receives the bag, ask her/him to pull out a card. S/he should then go to the world map hanging on the wall and point to the location indicated on the card. Repeat this until all students have had a turn.</p> <p><b>HW:</b> Content Review Q3 and Q4. Learn the poem on continents.</p>				

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

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

1. On the map below, colour the continents green and the oceans blue, and write their names. Then draw a circle within Asia to show where Pakistan is located.



2. Fill in the blanks to complete the sentences.

- a. Asia is the \_\_\_\_\_ continent.
- b. Pakistan is part of the continent of \_\_\_\_\_.
- c. The water in the oceans is \_\_\_\_\_.
- d. The Earth is covered by \_\_\_\_\_ and \_\_\_\_\_.
- e. There are \_\_\_\_\_ oceans.

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

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

1. Word search—find the names of the five oceans of the world.

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

2. Circle the correct answers.
- a. The large land masses are called
    - i. oceans.
    - ii. continents.
    - iii. slands.
  - b. Oceania is
    - i. an ocean.
    - ii. a mountain.
    - iii. a continent.
  - c. Huge bodies of water are called
    - i. oceans.
    - ii. continents.
    - iii. land.

# The cities of Pakistan

From locating Pakistan on the world map we move on to study what is within our country. In this chapter, children are introduced to the major cities of Pakistan; their locations should be pointed out on a map of Pakistan. Children should be helped/asked to identify their province first and then locate their city. They will also learn the names and locations of the main cities of Pakistan.

They will learn that a local government is an elected group of people who work together to manage a city or town. Their services make the community a better place to live in. The local government is responsible for waste disposal, water supply, road and transport network, etc. of a city.

## **MATERIAL/EQUIPMENT REQUIRED**

a large map of Pakistan showing provinces, main cities, and major roads

## **FOR GOING FURTHER TASK**

a collection of pictures of various cities in Pakistan

## **PREVIOUS KNOWLEDGE**

Students are familiar with some cities, towns, and villages of Pakistan.

They know that Islamabad is the capital city of Pakistan. They are familiar with the map of Pakistan.

## **VOCABULARY**

Local government, administer, industrial city

## **LEARNING EXPECTATIONS**

Students should be able to:

- name and locate on a map the four provinces of Pakistan.
- name the province in which their own city/town lies.
- identify the main cities of Pakistan.
- explain why Islamabad, Faisalabad, and Karachi are important cities.
- understand that all cities and towns are administered by local governments.
- understand that cities are interconnected through rail, road, or air.
- understand that some cities also have international air links.

## **METHOD**

### **(a) Introductory activity**

Begin by asking:

In which city or town do you live?

Which other cities can you name?

Can you name your province?

Is your city in the mountains or on flat land?

Is it close to a river or the sea?

Elicit from them the different landforms that are found in their area.

### **(b) Development**

Read the lesson with students. Explain the functions of a city government. Explain why some cities like Faisalabad, Karachi, and Islamabad are important.



Date:

Time: 40 min.

## Unit 1: Me and My World

Topic: The cities of Pakistan	Teaching objectives	Learning outcomes	Resources/Materials	Activities/CW/HW
1. The provinces and the major cities of Pakistan	<ul style="list-style-type: none"> <li>to identify and locate on the map of Pakistan the provinces and major cities of Pakistan</li> </ul>	Students should be able to: <ul style="list-style-type: none"> <li>locate the provinces and major cities of Pakistan on the map.</li> </ul>	World map/globe/map of Pakistan	Introductory activity: 10 min. Development: 20 min. CW: 10 min.

**Key words:** local government, city, town, village, mountain, plain, coast, plane, airport, road, rail, air route

**Introductory activity:** Display the map of Pakistan in the classroom and ask the students to look at it. Let them locate the provinces and other cities they are familiar with, then ask individual students to locate other major cities and show the position to the rest of the class. The names of the cities located can be written on the board so that all the students look for a different city each time and learn their locations on the map of Pakistan.

**Development:** Read pages 3 and 4 with the students and explain the text. Explain the functions of a local government. Explain why some cities such as Faisalabad, Islamabad, and Karachi are important.

**CW:** Content Review Q1 to Q6 orally. Ask at least four or five students to answer each question so that they are able to work independently.

**HW:** On the map of Pakistan, mark the four provinces and the major cities of Pakistan.

Date:

Time: 40 min.

## Unit 1: Me and My World

Topic: The cities of Pakistan	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
2. Pakistani cities	<ul style="list-style-type: none"><li>to describe some Pakistani cities</li></ul>	<ul style="list-style-type: none"><li>describe some Pakistani cities.</li></ul>	A map of Pakistan/a globe	Recap: 10 min. Development: 15 min. CW: 15 min.

**Recap:** Review the chapter with the students asking questions such as: What is the name of your province? Which other cities can you name? Is your city in the mountains or on flat land? etc.

**Development:** Discuss the cities mentioned in the chapter stating the importance of each. Give the students background and interesting facts about the city in which you live. Explain about the cities nearest to their own and how these are connected to each other. Ask them to share any information they might have about other cities of Pakistan and say if they have visited them.

**CW:** Content Review Q1 to Q3

**HW:** Content Review Q4 to Q6. Ask the students to bring pictures of any three cities of Pakistan for a class activity.

Date:

Time: 40 min.

## Unit 1: Me and My World

Topic: The cities of Pakistan	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
3. Review	<ul style="list-style-type: none"> <li>to practise spelling</li> </ul>	<ul style="list-style-type: none"> <li>spell correctly the names of the major cities of Pakistan.</li> </ul>	A blank map of Pakistan for each student Some pictures of the major cities of Pakistan	Revision: 10 min. Development: 25 min. Winding up: 5 min.
<p><b>Revision:</b> Review the lesson by asking questions.</p> <p><b>Class activity:</b> Study the map on page 3, point out each city and its location. Write the names of the cities on the board and ask the students to spell the names aloud. Ask them to close the books and write the names of the cities on the map of Pakistan. Explain what they have to do in the Going Further activity and provide pictures for those students who have not been able to bring them.</p> <p><b>CW:</b> Going Further—Ask the students to stick the pictures in their exercise books and write a caption for each of them.</p> <p><b>Winding up:</b> Wind up the lesson by reviewing the main points.</p>				

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

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

Name the important cities marked on the map.

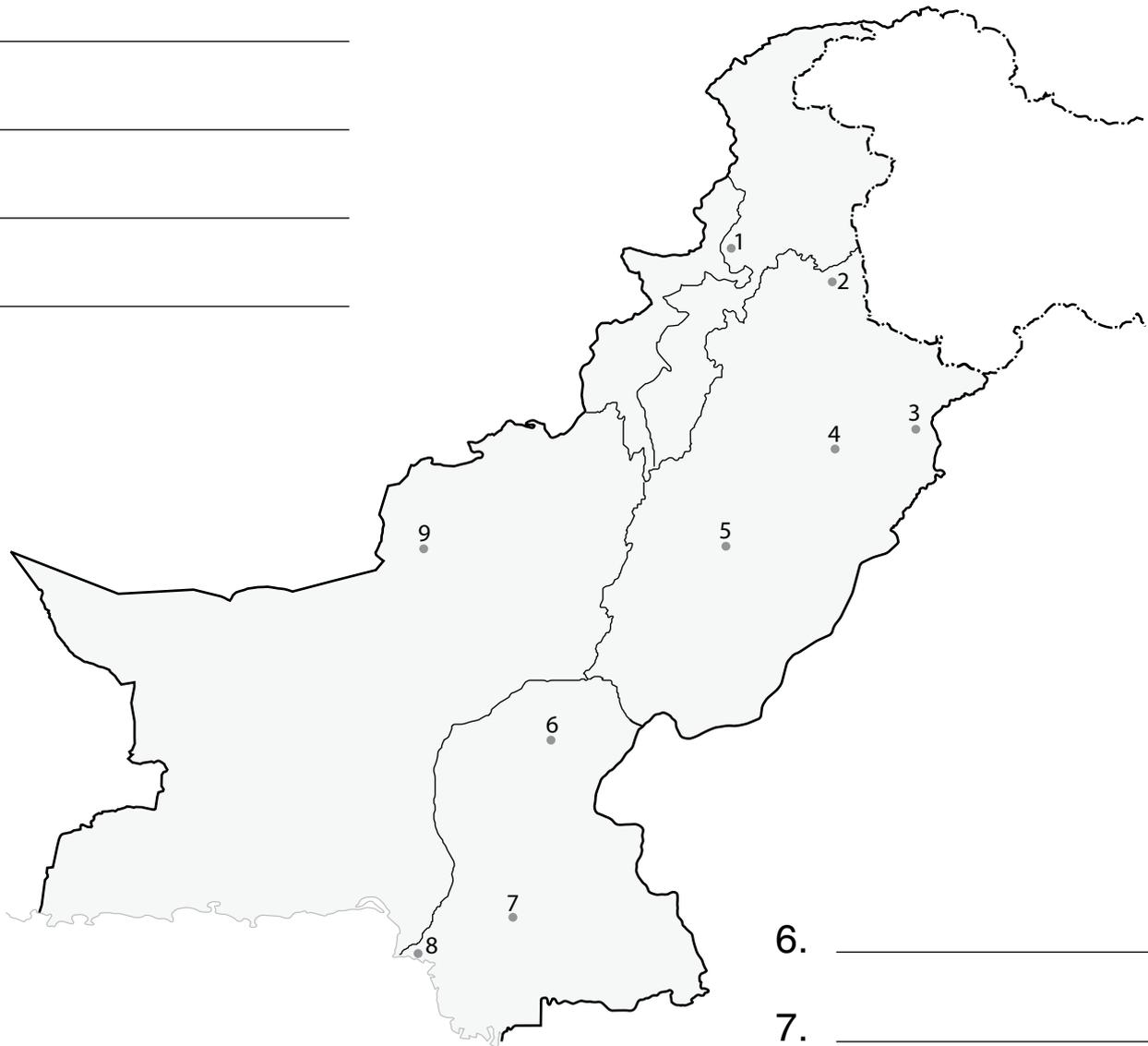
1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_



6. \_\_\_\_\_

7. \_\_\_\_\_

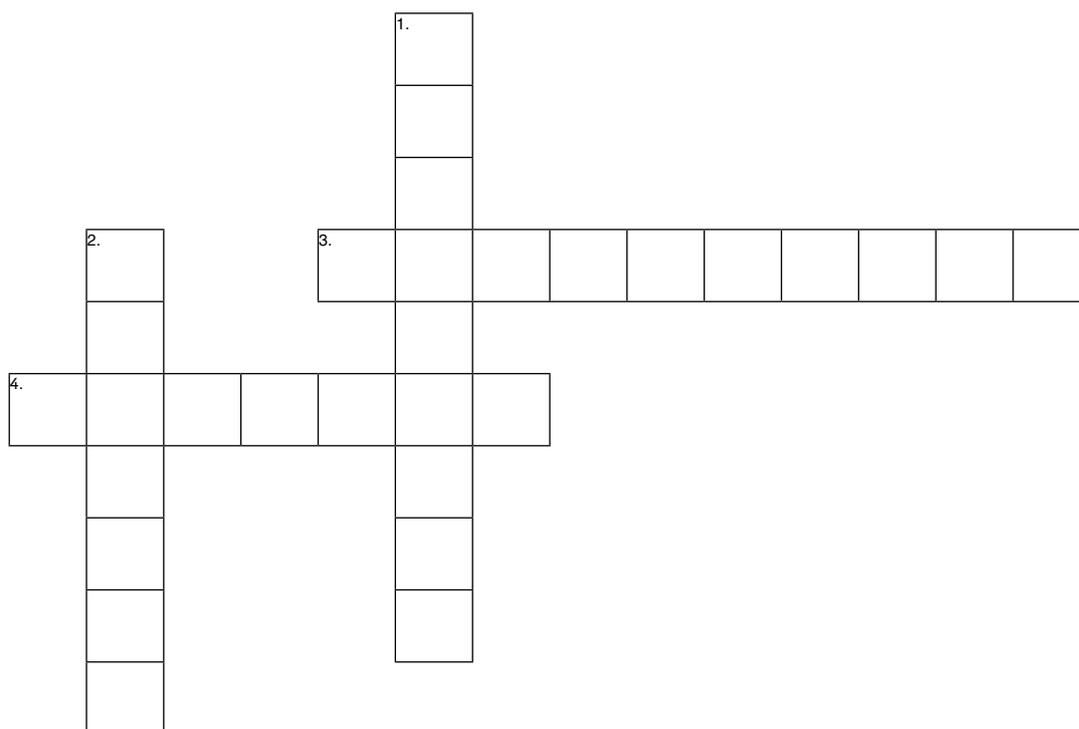
8. \_\_\_\_\_

9. \_\_\_\_\_

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

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

1. Fill in the blanks and find the words in the crossword puzzle.



**Down**

- 1. The capital city of Pakistan is \_\_\_\_\_.
- 2. The largest city of Pakistan is \_\_\_\_\_.

**Across**

- 3. \_\_\_\_\_ is the industrial city of Pakistan.
- 4. Karachi is located on \_\_\_\_\_ sea.

# The rivers of Pakistan

In this lesson, children are being introduced to the rivers of Pakistan. They learn that the River Indus is the main river of our country and it originates in the Himalayas. It is explained how the Indus runs through the entire length of Pakistan and that along the way it is joined by four more rivers, the Ravi, Sutlej, Chenab, and Jhelum. Some other minor rivers such as the River Kabul and some smaller tributaries also join it. Before entering the Arabian Sea, it forms a delta east of Karachi. The word 'delta' comes from the Greek letter which looks like the letter D. At the mouth of a river a delta is formed because sediment is collected, forming a triangular shape.

The River Indus has a long history. In fact, the word 'Hindu' is derived from the word Indus; the people who lived around this river came to be called Hindus and the land was called Hindustan. The famous civilizations of Harrappa and Mohenjo-Daro flourished around the Indus. The Muslim armies of Mohammad bin Qasim, Mahmud Ghaznavi, Mohammad Ghauri, Taimur, and Babur crossed the Indus to reach the interior of India.

## PREVIOUS KNOWLEDGE

Students understand what a river is.

## VOCABULARY

third largest, rise, approach, channel, rivulet, tributary, domestic, agriculture

## LEARNING EXPECTATIONS

Students should be able to:

- describe the journey of River Indus and its tributaries.
- explain what a delta is.
- explain what the mouth of a river is.
- understand what an important role a river plays in people's lives and the many benefits it provides to them.

## METHOD

### (a) Introductory activity

Begin by asking students:

What is a river?

Who can name a river?

Have you ever been to a riverside?

What did you do there?

How are rivers useful for us?

Why do you think people would want to live close to a river?

Give them blank sheets of paper. Ask them to imagine they are by a riverside. What do they imagine themselves doing? They should draw the activity on the paper.

### (b) Development

Explain that you are about to tell the students the story of a river. Explain how ancient the River Indus is; how many civilizations have settled along its banks; that it provides sustenance to millions of people and has been doing so for ages. Ask them to look at the map in their textbook and to trace the course of River Indus with their index finger. They should note how it originates in the mountains, makes its way down, how it is joined by its tributaries, and finally runs into the Arabian Sea.

Now read the lesson with them, explaining the text where necessary.

**(c) Closure**

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

**ASSESSMENT**

Ask the students to answer the Content Review questions in writing.

**CONTENT REVIEW (PAGE 6)**

**Answers**

1. A tributary is a small river or stream that joins a main river.
2. The main river of Pakistan is the River Indus. Its four tributaries are:  
River Sutlej  
River Jhelum  
River Ravi  
River Chenab
3. The place where a river reaches the sea is called the mouth of the river.
4. The River Indus forms a delta as it is about to enter the Arabian Sea to the east of Karachi.
5. The correct order of the sentences is:  
It rises in the Himalaya Mountains in Tibet.  
It passes through the mountains.  
It enters the flat plains of Punjab and Sindh.  
It makes its way to the Arabian Sea.

Ask students to complete the drawings for the Going Further task and to write a caption for each drawing.

Date:

Time: 40 min.

## Unit 1: Me and My World

Topic: The rivers of Pakistan	Teaching objectives	Learning outcomes	Resources/Materials	Activities/CW/HW
1. River Indus	<ul style="list-style-type: none"><li>to introduce the major rivers of Pakistan</li></ul>	Students should be able to: <ul style="list-style-type: none"><li>explain what a river is.</li></ul>	A map of Pakistan, plaster of Paris, paints, cotton	Introductory activity: 20 min. Development: 20 min.

**Key words:** third largest, Himalaya, plain, tributary, gradually, slow down

**Introductory activity:** Before starting the lesson, the teacher can ask the students to get the required materials and make the model of a river using plaster of Paris; while they are making the model, explain each term related to a river. The hands-on activity will help the students to understand how a river flows and also to remember the names of the different parts of the river.

**Development:** While the students are making the model, the teacher can tell the students the history of the River Indus, explaining that the word 'Hindu' is derived from the word Indus and the people who lived around this river came to be called Hindus and the land was called Hindustan. The famous civilizations of Harappa and Mohenjo-Daro flourished around the Indus. The Muslim armies of Mohammad bin Qasim, Mahmud Ghaznavi, Mohammad Ghauri, Taimur, and Babur crossed the Indus to reach the interior of the Indian sub-continent.

**HW:** Learn the spellings and locations of the five rivers marked on the map of Pakistan.

Date:

Time: 40 min.

## Unit 1: Me and My World

Topic: The rivers of Pakistan	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
2. Different parts of a river The River Indus and its tributaries	<ul style="list-style-type: none"> <li>to explain each part of a river</li> <li>to explain the importance of a river</li> </ul>	<ul style="list-style-type: none"> <li>identify the different parts of a river.</li> <li>explain the importance of rivers.</li> </ul>	A map of Pakistan	Development: 25 min. CW: 15 min.
<p><b>Key words:</b> approach, rivulet, delta, mouth, domestic, industry, tourist</p> <p><b>Development:</b> Before starting the chapter, ask questions such as: What is a river Has anyone ever been to a river? Can anyone name any river? How are rivers useful for us?</p> <p>Read pages 5 and 6 with the students and explain the text. Ask them to look at the map in the textbook and to note where the River Indus originates and where it is joined by other rivers. They should understand that it originates in the mountains, makes its way down, is joined by its tributaries, and finally flows into the Arabian Sea.</p> <p><b>CW:</b> Content Review Q1 to Q5 orally.</p> <p><b>HW:</b> Read the chapter carefully.</p>				

Date:

Time: 40 min.

## Unit 1: Me and My World

Topic: The rivers of Pakistan	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
3. Revision/Assessment	<ul style="list-style-type: none"><li>to revise the unit</li></ul>	<ul style="list-style-type: none"><li>recall the names of the rivers of Pakistan and be able to locate them on a map.</li></ul>		Recap: 5 min. Development: 10 min. CW: 20 min. Winding up: 5 min.

**Recap:** Review the main points of the lesson with the students.

**Development:** Content Review Q1 – Q5. Review the questions orally.

**CW:** Ask the students to write the answers to the questions in their exercise books. Provide any necessary help.

**HW:** Going further—Draw four pictures showing how the Indus is used in our life. Ask the students to complete the drawings and to write a caption for each of them.

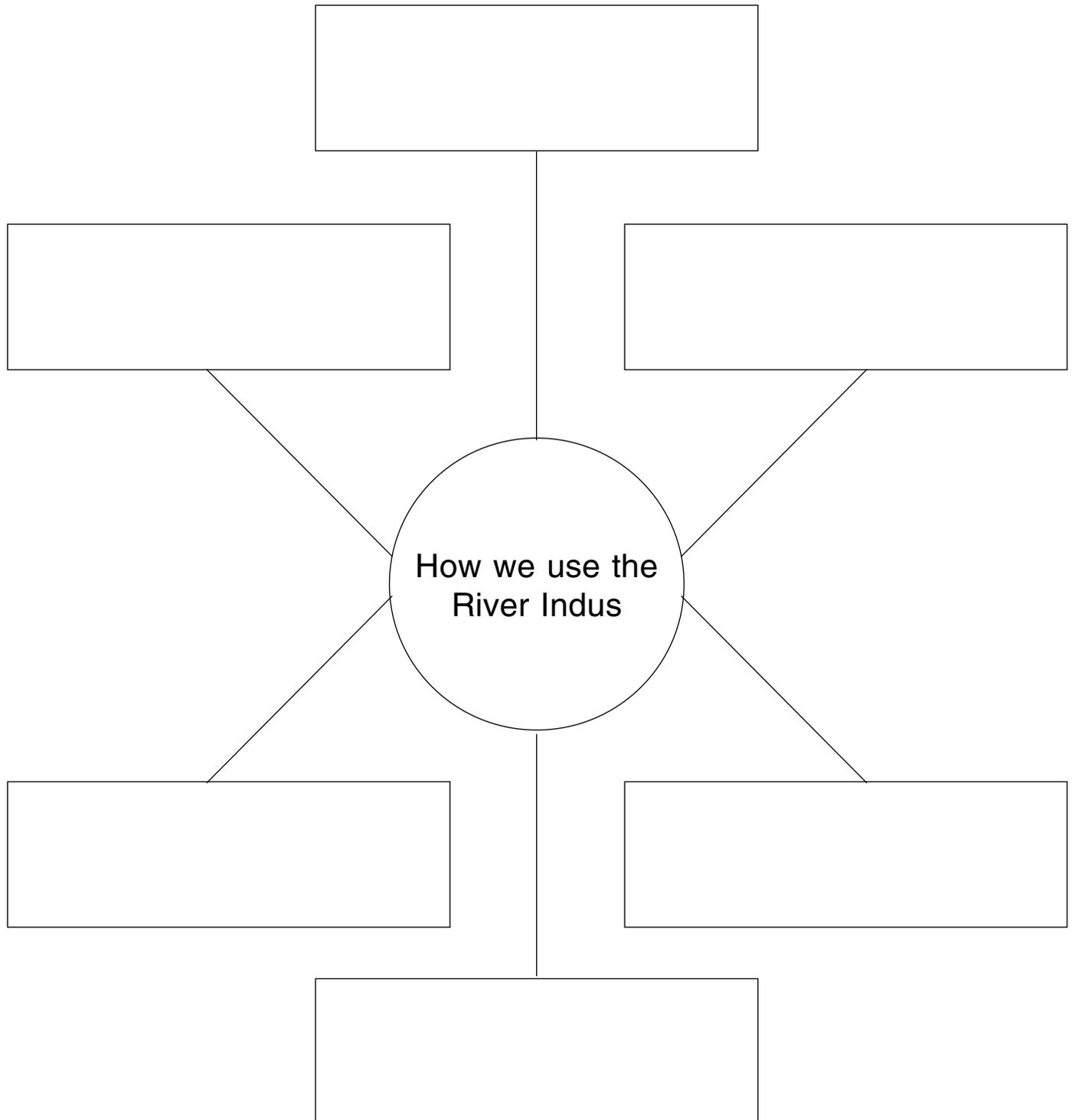
**Winding up:** Wind up the lesson by briefly reviewing the main points.



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

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

Write six ways in which the River Indus is useful for us.



# The plight of zoo animals

Through this lesson an attempt is made to raise students' awareness of the cruel treatment we sometimes see being meted out to animals. Children will not only become conscious of their own behaviour but will also challenge others whom they see misbehaving. They will learn how to work together to solve a problem; to do something to stop it when they see a wrong thing happening. Finally, they will understand that it is important to convey their message to others in an effective way so that others may be educated.

Animals that sleep in the day and are active at night are called nocturnal animals, for example, bat, mole, and owl. Each animal has its own typical habits. Animals too have feelings—this is a lesson that should be taught to children at an early age. We don't see an appreciation of this fact in our society.

## PREVIOUS KNOWLEDGE

Students understand the importance of kindness and the benefits of cooperation.

## VOCABULARY

plight, natural habitat, fact-finding, specific

## LEARNING EXPECTATIONS

Students should be able to:

- identify a problem reported in the newspapers.
- gather information from members of the community.
- work towards solving a problem together.
- practise decision making.
- present information through simple posters.

## METHOD

### (a) Introductory activity

Begin by asking:

- Who has a pet?
- How do you look after it?
- What does it eat?
- How do you treat it?
- How many of you have visited the zoo?
- Which animals did you see there?
- Were the animals happy? Why were they sad?
- Were their cages clean?
- How would you like to live in such a place?

Explain that you have a disturbing story to tell them. Ask them how they would feel if somebody was unkind to them?

### (b) Development

Ask children if they think that animals have feelings, that they get hurt when somebody is unkind to them. After having made this point, tell them that the four children mentioned in the lesson were upset by what they saw one day on a visit to the zoo.

Read the lesson with your students.

Ask them questions such as:

- Do you think there was a problem?
- Could the children do something to solve it?
- Have you ever seen something like this happening?
- How did you feel?

Proceed by discussing why it is wrong to hurt any living creature, whether human or animal. We should be thoughtful and not upset someone by thinking only of our own pleasure. We should always put ourselves in the other person's/animal's position and think how we would feel if somebody behaved badly towards us.

The lesson explains why it is wrong to feed animals in the zoo. Although it can be a good thing to give somebody food, it must be understood that there is a rule in the zoo saying not to feed animals. Rules have to be obeyed. We must have faith in rules, trusting that they exist for somebody's benefit. Stress the rules written on page 8, explaining that signs like these should be followed and not ignored as if they did not exist.

The lesson also introduces the problem-solving method. The first step is to identify the problem; the subsequent steps are: gather information, make a plan, and then act on the plan.

### **(c) Closure**

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

### **ASSESSMENT**

Ask the students to answer the Content Review questions in writing.

### **CONTENT REVIEW (PAGE 10)**

#### **Answers**

1. The areas where the tigers and leopards were kept were too small. In their natural habitat these animals live in open spaces.
2. Giraffes were kept by themselves and no fresh leaves from tree tops were available to them. In their natural habitat they live with other animals and eat leaves from tall trees, being tall themselves.
3. The first step taken by the children was to identify the problem.
4. The zookeeper asked the children to tell everybody they knew that it was wrong to hurt animals.

### **GOING FURTHER**

Encourage students to use the library and the Internet to complete these tasks.

Ask them to record their answers in their journals.

## SAMPLE TEST PAPER, UNIT 1

I Answer the following questions:

1. Name some important cities of Pakistan.
2. Which city is called the industrial city?
3. Where do the tributaries of River Indus join the main river?
4. What benefits do the waters of River Indus bring us?
5. Explain how zoo animals should be treated.

II Fill in the blanks:

1. There are \_\_\_\_\_ continents and \_\_\_\_\_ oceans in the world.
2. The water in the ocean is \_\_\_\_\_.
3. The place where a river reaches the sea is called its \_\_\_\_\_.
4. The River Indus rises in the \_\_\_\_\_ Mountains.
5. The River Indus forms a \_\_\_\_\_ when it nears Karachi.
6. The area in which an animal lives is called its \_\_\_\_\_.
7. In Pakistan we can travel from one city to another either by \_\_\_\_\_, \_\_\_\_\_, or \_\_\_\_\_.
8. Animals must always be treated with \_\_\_\_\_.
9. To solve a \_\_\_\_\_ we must first identify it.
10. When we see somebody doing wrong we should \_\_\_\_\_ them.

Date:

Time: 40 min.

## Unit 1: Me and My World

Topic: The plight of zoo animals	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
1. Kindness towards animals	<ul style="list-style-type: none"><li>to explain that animals need to be treated kindly</li></ul>	<ul style="list-style-type: none"><li>explain the importance of kindness towards animals.</li><li>identify the benefits of cooperation.</li></ul>	Pictures related to the topic	Introductory activity: 10 min. Development: 25 min. Winding up: 5 min.

**Key words:** plight, habitat, article, newspaper, puzzled, wonder, tease, identify, deprive, intervention, fact finding, endanger

**Introductory activity:** Discuss how animals should be treated. Ask them if they have any pets at home and how they treat them.

**Development:** Read pages 7-8 as far as step 3 with the students and explain the text thoroughly.  
Ask the students questions such as: What can we do to solve the problems that the animals described in the book are facing? How can we make people aware of the fact that they should be kind towards animals?

**Winding up:** Briefly sum up the lesson.

Date:

Time: 40 min.

## Unit 1: Me and My World

Topic: The plight of zoo animals	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
2. Solving a problem	<ul style="list-style-type: none"> <li>to help the students convey their thoughts and ideas clearly</li> </ul>	<ul style="list-style-type: none"> <li>make decisions.</li> <li>cooperate with others to solve a problem.</li> </ul>	Pictures/photos of the related topic	Recap: 10 min. Development: 25 min. Winding up: 5 min.

**Key words:** visitor, specific, overfed, tease

**Recap:** Go over the previous lesson briefly.

**Development:** Read pages 8 and 9 with the students, explaining the text where necessary. The teacher should ask questions such as: How many of you have visited a zoo? How were the animals treated? Encourage the students to share their experiences with the class.

**Winding up:** Sum up the lesson.

**HW:** Ask the students to present simple information by making posters and displaying them in schools and market places. Draw some signs on the board to give them some ideas.

Date:

Time: 40 min.

## Unit 1: Me and My World

Topic: The plight of zoo animals	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
3. Revision/Assessment	<ul style="list-style-type: none"><li>to review the unit</li></ul>	<ul style="list-style-type: none"><li>demonstrate feelings of compassion and sympathy in appropriate situations.</li></ul>		Recap: 10 min. CW: 25 min. Winding up: 5 min.

**Recap:** Review the main points of the lesson.

**CW:** Content Review Q1 to Q4. Discuss the questions for reinforcement; the students can then complete them in their exercise books.

**HW:** Going Further—Discuss the questions in class.

**Winding up:** Wind up the lesson by reviewing the important points.

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

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

1. Mark the following sentences with 'Correct' or 'Incorrect':

- a. We should not cross the cage railings at the zoo.  Correct  Incorrect
- b. It is kind to throw stones at the zoo animals.  Correct  Incorrect
- c. A zoo is the natural habitat for wild animals.  Correct  Incorrect
- d. Cities are built for people, not animals.  Correct  Incorrect
- e. To get something done, it is better to discuss among ourselves, do research, make a plan, and then take action.  Correct  Incorrect

2. Write below any three acts of cruelty towards animals usually carried out by people outside the zoo.

- i) \_\_\_\_\_
- ii) \_\_\_\_\_
- iii) \_\_\_\_\_

3. Find out about any two wild animals that are active during the night and rest during the day, and write a few lines about each of them.

\_\_\_\_\_

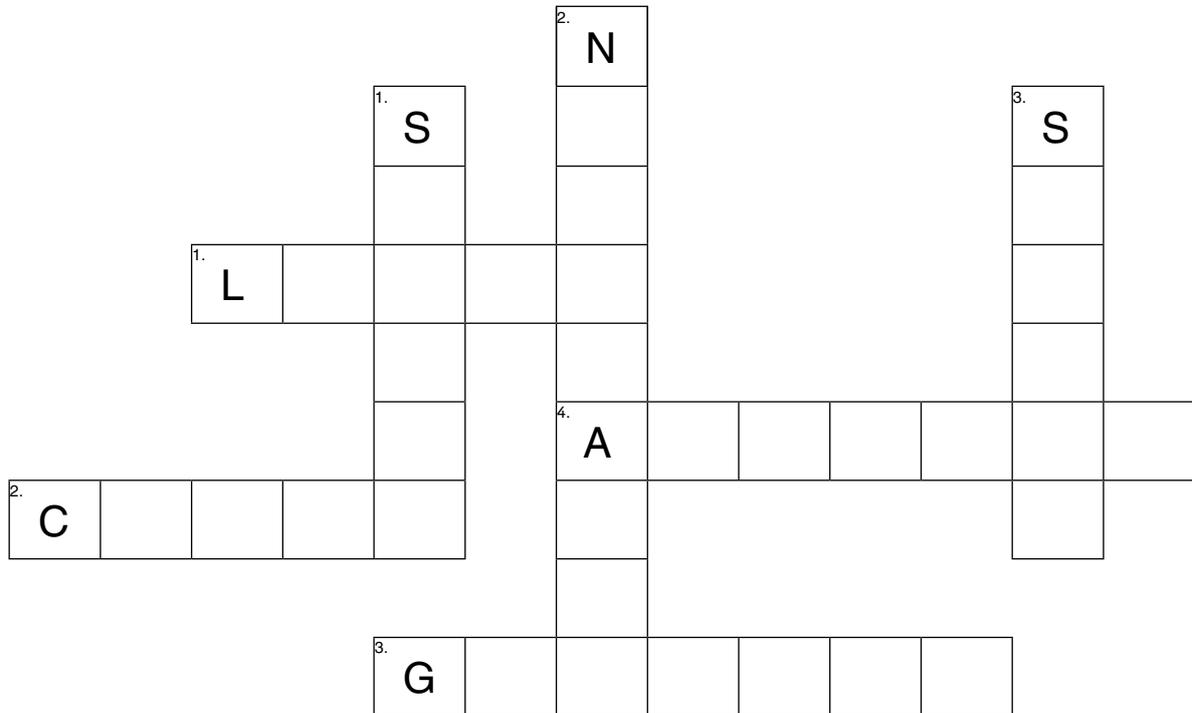
\_\_\_\_\_

\_\_\_\_\_

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

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

### Crossword puzzle



#### Across

1. kings of the jungle
2. wild animals are kept in these at the zoo
3. a tall animal that enjoys eating fresh tasty leaves from the tree tops
4. a short piece of information in the newspaper

#### Down

1. We should not throw these at zoo animals.
2. We can obtain a lot of information from this.
3. Shehryar displayed posters at his \_\_\_\_\_.

## The weather and its effects

Weather plays a very important role in our lives. The way we dress, what we eat, and how we live are directly dependent on the weather. In this lesson children become aware of the weather conditions around them and realize that some of the things that they do unconsciously are mostly due to the weather conditions.

Students also learn about the water cycle in this lesson. From the heat of the Sun, water in our seas and rivers becomes vapour and rises in the sky to form clouds. Here the vapour cools, forming water droplets which fall to the ground as rain. After the rain, water returns to the rivers and the sea and the whole process is repeated. This is called the water cycle. The water that we use, be it for washing, cleaning, cooking, drinking, or for growing crops, is a product of the water cycle. In the absence of evaporation there would be no rain, and without rain all our water reservoirs and rivers would dry up.

### PREVIOUS KNOWLEDGE

Students are aware of weather conditions such as cloudy, rainy, snowy, and windy.

### VOCABULARY

water vapour, droplet, flood, ice crystal

### MATERIAL REQUIRED

large sheets of paper and coloured pencils or pens

### LEARNING EXPECTATIONS

Students should be able to:

- understand how daily weather conditions affect our daily lives.
- explain the water cycle.

### METHOD

#### (a) Introductory activity

Use the Jigsaw Method: divide the class into groups. Give each group a large sheet of paper and ask them to draw a weather condition of their choice. They can use the pictures in their textbook for guidance. Ask the groups in turn to present and explain their drawing. Encourage others to ask questions to the presenting group about their drawing. Finally, discuss how weather affects our life.

#### (b) Development

Read the lesson with the students. Study the pictures and ask the students if they can add anything about the different weather conditions from their own experience. Ask them if they know how rain is formed. Explain the water cycle. Ask what would happen if there was no rain.

#### (c) Closure

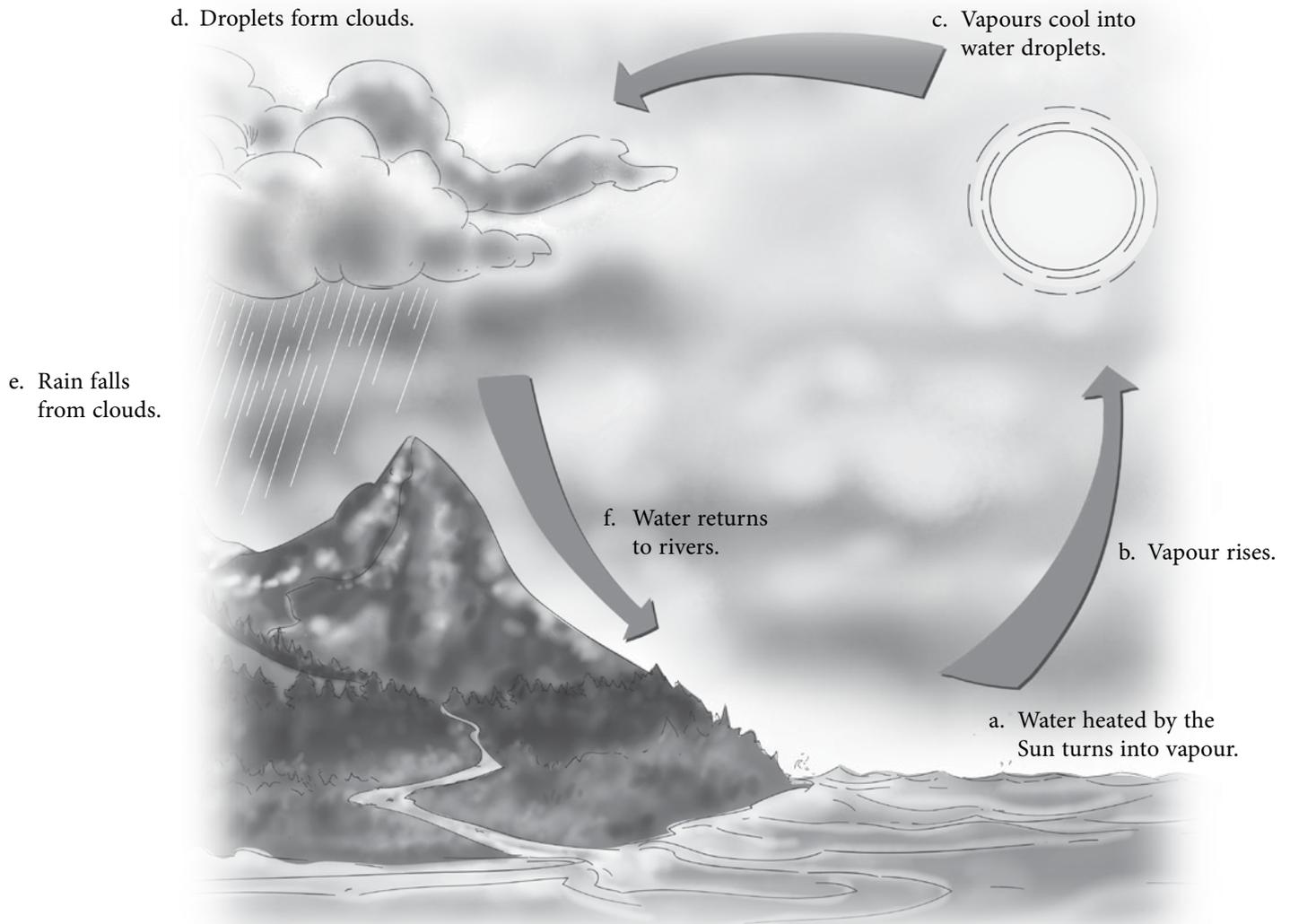
As a summary activity, discuss the Content Review questions.

## ASSESSMENT

Ask students to add the labels to the diagram in Content Review.

## CONTENT REVIEW (PAGE 13)

### Answers



## GOING FURTHER

Discuss different types of weather with the students. Ask them what they do when it rains or if they have played with snow. Use the pictures in the book for help. Then ask them, in turns, to talk about their most and least favourite types of weather.

Date:

Time: 40 min.

## Unit 2: The Earth and the Environment

Topic: The weather and its effects	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
1. The different types of weather	<ul style="list-style-type: none"> <li>to describe the different types of weather</li> </ul>	<ul style="list-style-type: none"> <li>to describe the different types of weather.</li> </ul>		Introductory activity: 20 min.  Development: 10min.  CW: 10 min.
<p><b>Key words:</b> weather, water vapour, water droplet, plenty, flood, ice crystal</p> <p><b>Introductory activity:</b> Refer to page 30 of this teaching guide for the introductory activity.</p> <p><b>Development:</b> Read page 11 of the textbook and explain the text. Ask questions such as: What happens when clouds are heavy? How does the water change into water vapour?</p> <p><b>CW:</b> Discuss different weather conditions and explain that the weather plays a very important role in our lives. What we do or how we live depends directly or indirectly on the climate of our country.</p> <p><b>HW:</b> Read page 11.</p>				

Date:

Time: 40 min.

## Unit 2: The Earth and the Environment

Topic: The weather and its effects	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
2. Weather conditions	<ul style="list-style-type: none"><li>to explain further how different weather conditions affect our daily lives</li></ul>	<ul style="list-style-type: none"><li>identify weather conditions such as snowy, cloudy, windy, and rainy.</li></ul>	Diagrams, pictures of different types of weather conditions and the water cycle	Recap: 15 min. Development: 15 min. CW: 10 min.

**Recap:** Review the main points of the last lesson. Ask the students to study the pictures and share any of their experiences with the rest of the class.

**Development:** Read pages 12 and 13 and explain the text. Study the pictures and discuss their content.

**CW:** Content Review

Date:

Time: 40 min.

## Unit 2: The Earth and the Environment

Topic: The weather and its effects	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
3. The weather and its effects	<ul style="list-style-type: none"> <li>to explain the water cycle</li> <li>to reinforce through class work the students' learning about the different types of weather and their effects</li> </ul>	<ul style="list-style-type: none"> <li>describe the water cycle.</li> <li>complete written exercises correctly.</li> </ul>	Large sheets of paper and coloured pencils and pens	Recap: 10 min. CW: 20 min. Winding up: 10 min.
<p><b>Recap:</b> Review the main points of the lesson.</p> <p><b>CW:</b> Complete the Going Further exercise in their notebooks. Worksheet</p> <p><b>Winding up:</b> Wind up the lesson by reviewing the main points.</p>				

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

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

1. Choose the best word to complete each sentence.

- a. There are a lot of kites in the sky, it must be \_\_\_\_\_ outside.  
i. raining                      ii. cloudy                      iii. windy
- b. It is difficult for vehicles to move about town because of the \_\_\_\_\_.  
i. snow                      ii. noise                      iii. wind
- c. Heavy rains can cause \_\_\_\_\_.  
i. happiness                      ii. snow                      iii. floods
- d. The \_\_\_\_\_ was so strong today that a lot of trees in our park were uprooted.  
i. Sun                      ii. wind                      iii. snowfall
- e. Water changes into \_\_\_\_\_ when heated by the Sun.  
i. waterfall                      ii. rivers                      iii. water vapour

2. Write down what you like to do in each type of weather.

I like to

\_\_\_\_\_

\_\_\_\_\_ when it is rains.

I like to

\_\_\_\_\_

\_\_\_\_\_ when it is snows.

I like to

\_\_\_\_\_

\_\_\_\_\_ when it is windy.

I like to

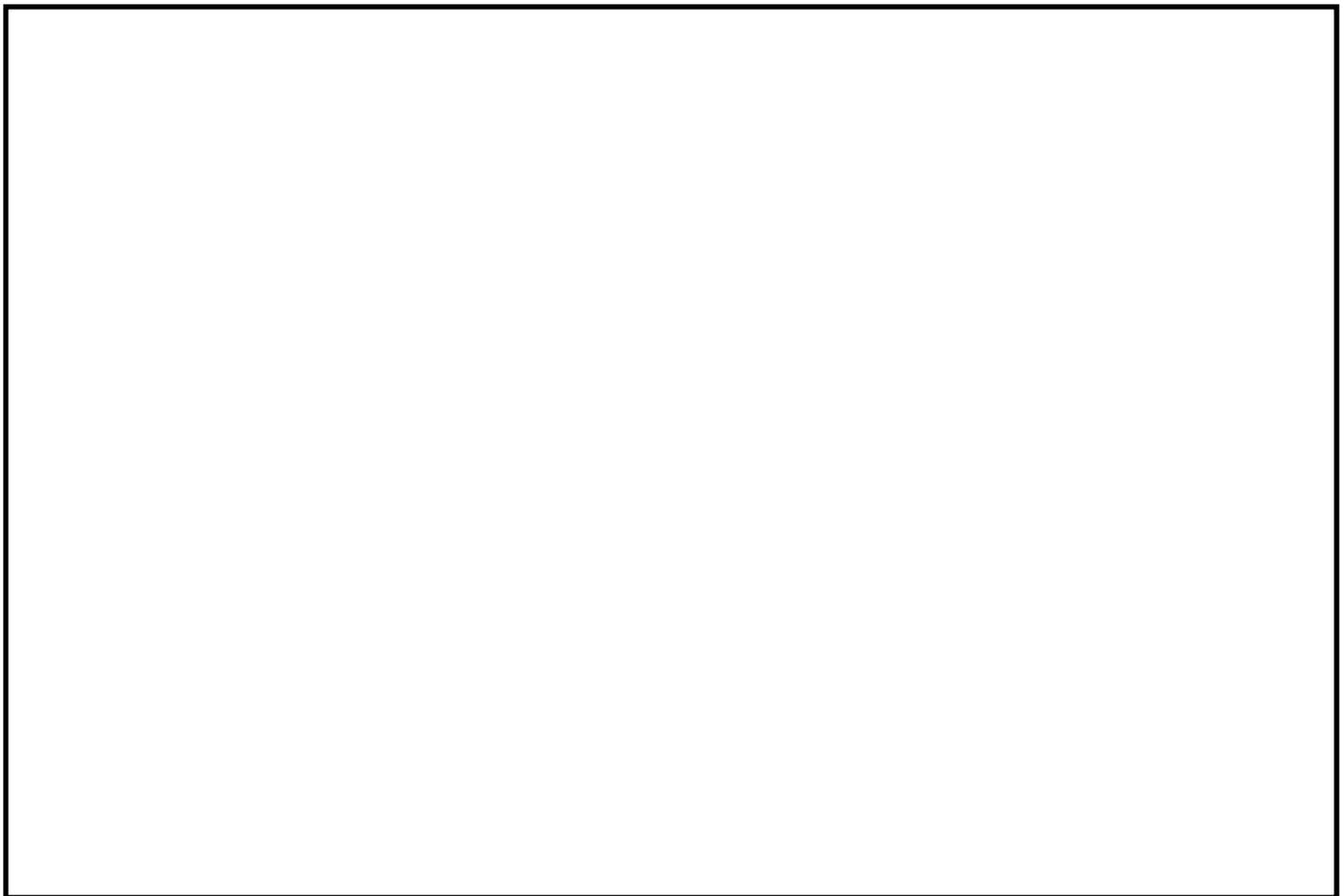
\_\_\_\_\_

\_\_\_\_\_ when it is sunny.

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

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

Draw a picture of a weather condition that you do not enjoy and write two lines about it.



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# Fertile soil—a natural resource

In this lesson, students learn how precious fertile soil is. They will come to realize that, like all natural resources, fertile soil is also scarce. The importance of fertile soil for our existence is emphasized and some factors which play a part in destroying this resource are mentioned. Ways of conserving fertile soil are also mentioned.

Roughly speaking, the Earth is three-quarters water and one quarter land. Of the quarter that is land, one half is inhabited. Of the remaining half, only a quarter is suitable for cultivation as the rest is either rocky, marshy, too dry, or mountainous. Use of chemical fertilizers, rather than organic ones, to produce bigger yields, and reckless deforestation are turning good fertile land into infertile land.

## PREVIOUS KNOWLEDGE

Students are aware of our natural environment and understand our basic needs and the importance of plants in our life.

## VOCABULARY

staple diet, inhabited, soil, tilled, fertile, cultivation, manure, chemical, fertilizer, fallow, nutrients

## MATERIAL/EQUIPMENT REQUIRED

2 large apples or guavas of the same size; a knife to cut them

## LEARNING EXPECTATIONS

Students should be able to:

- explain the part good soil plays in our ecosystem.
- understand that farmers make their living by cultivating fertile land.
- understand that cultivable land is scarce.
- appreciate that all natural resources have to be conserved.
- understand that organic fertilizers preserve land while overuse of chemical fertilizers destroys it.

## METHOD

### (a) Introductory activity

Show the students one of the fruits and explain that it represents the Earth. Cut out one-quarter from the whole fruit. Show them the remaining three-quarters section and explain that this portion represents the area of the Earth that is water. The remaining section represents the area that is land. Now cut the one-quarter chunk into two. Remove one of the sections, explaining that this represents the part of the Earth on which all the people of the world live. From the remaining section, cut out one-quarter and explain that this represents the area that can be cultivated, as the other three-quarters is infertile. Now hold this tiny section that represents the cultivable area in one hand and, the second, whole fruit in the other and demonstrate that if this whole fruit represents the Earth, then this small chunk is all the land that we can use for growing fruit, vegetables, wheat, rice, etc. Stress to them how important this portion of the Earth is for us, and ask what might happen if we do not take good care of it.

### (b) Development

Read the lesson with the students. Explain the text and the pictures and diagrams as necessary. Keep asking questions to keep the lesson interactive and test understanding.

### (c) Closure

As a summary activity, discuss the Content Review questions.

## **ASSESSMENT**

Ask the students to answer the Content Review questions in writing.

### **CONTENT REVIEW (PAGE 16)**

#### **Answers**

1.
  - a. three; one
  - b. half
  - c. is fit for cultivation
  - d. wet; too cold
  - e. natural fertilizer; manure
2. We need fertile soil to grow good, healthy crops.
3. Farmer Rafiq saved his soil by using manure along with chemical fertilizers.

### **GOING FURTHER**

Divide the class into groups of three.

Identify the three different situations of the farmers.

Ask the students to work in their groups to produce a short script and prepare to perform a play depicting the thoughts of the three farmers.

Date:

Time: 40 min.

## Unit 2: The Earth and the Environment

Topic: Fertile soil—a natural resource	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
1. Importance of fertile soil	<ul style="list-style-type: none"><li>to explain the importance of fertile soil</li></ul>	<ul style="list-style-type: none"><li>explain that, like all natural resources, fertile soil is scarce.</li></ul>	Two apples or round guavas	Introductory activity: 20 min. Development: 10 min. CW: 10 min.

**Key words:** staple diet, inhabit, cultivation, steep, manure, chemical fertilizer, yield, barren, natural fertilizer, cultivation

**Introductory activity:** Refer to page 37 of this teaching guide for the introductory activity.

**Development:** Read pages 14 and 15 as far as ‘Meet the farmers’ and explain the text.  
Ask the students questions such as: How can we keep soil fertile forever? Which crop is the staple diet for most of the world’s population? What do crops need to grow well?

**CW:** Content Review Q1

Date:

Time: 40 min.

## Unit 2: The Earth and the Environment

Topic: Fertile soil—a natural resource	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
2. Cultivating fertile soil	<ul style="list-style-type: none"> <li>to explain the importance of good, fertile land to farmers and for our survival</li> </ul>	<ul style="list-style-type: none"> <li>explain that farmers make their living by cultivating fertile land.</li> <li>explain that the unavailability of fertile land will result in food shortages.</li> </ul>		Introductory activity: 10 min.  Development: 20 min.  CW: 10 min.

**Key words:** landlord, cultivation, healthy crop, damage, till, nutrient

**Introductory activity:** Review the points covered in the last lesson. Narrate the story of the three farmers in your own words first. At the end, ask the students what mistake the first two farmers made when tilling their land. Explain the importance of trees, not only to the environment as a whole but also to land because the trees and their roots slow down the flow of rainwater.

**Development:** Read pages 15 and 16 with the students and explain the text. Explain that farmers make their living by cultivating fertile land. The students should understand that cultivable land is scarce.

**For Going Further exercise:** select three students and give them simple dialogues to learn by heart.

**CW:** Q2 and Q3 orally in class.

Date:

Time: 40 min.

## Unit 2: The Earth and the Environment

Topic: Fertile soil—a natural resource	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
3. Revision/Assessment	<ul style="list-style-type: none"><li>to reinforce the idea that fertile soil is a natural resource which is scarce</li></ul>	<ul style="list-style-type: none"><li>explain the importance of fertile land for us and that there are ways of preserving it.</li></ul>		Recap: 5 min. Development: 15 min. CW: 15 min. Winding up: 5 min.

**Recap:** Review the important points of the lesson.

**Development:** Going Further exercise. The selected three students should enact their roles, sharing with the rest of the class the experiences of the three farmers.

**CW:** Content Review Q2 and Q3

**Winding up:** Wind up the lesson by briefly reviewing the main points.

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

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

by using less \_\_\_\_\_  
fertilizer.



by leaving the \_\_\_\_\_  
fallow.

by saving trees because  
they slow down the flow of  
\_\_\_\_\_.

# The water we use

This lesson is about the various uses of water and its sources.

It attempts to show students that, like land, fresh water is also a scarce resource. It is not to be wasted as a very limited amount is available to us on Earth.

Though 97 per cent of the Earth is covered by oceans, this water is salty and cannot be used for drinking, washing, cooking, or for irrigation. Of the remaining 3 per cent of water, about three quarters or 75 per cent is locked up in glaciers and snowcaps. A lot of it is stored underground. What is available for our use is what flows in the rivers.

To produce enough fresh water for our needs, salt is removed from sea water through a special process in desalination plants. There is one such plant operating in Karachi.

## PREVIOUS KNOWLEDGE

Students know that water is one of our basic needs.

## VOCABULARY

survive, locked up as ice caps and glaciers, recreational, desalination

## MATERIAL REQUIRED

sheets of A-3 paper and crayons/markers for making posters

## LEARNING EXPECTATIONS

Students should be able to:

- explain the ways we use water.
- understand that water is a natural resource.
- understand that only a limited amount of fresh water is available.
- know and practise ways of saving water.

## METHOD

### (a) Introductory activity

#### Chinese whispers

Ask the class to sit in a circle. Explain that you are going to send all students a secret message. Whisper the sentence 'We should not waste water' into the first student's ear. That student will whisper this sentence, as he has heard it, into his neighbour's ear, and the neighbour in turn into his own neighbour's ear. Continue until the message has been whispered into the last student's ear. Upon hearing it, he/she will say the secret message out loud. Of course, by this time the message may have changed! Write the actual secret message on the board. It may cause laughter!

### (b) Development

Read the lesson with the students, explaining the text and the pictures as necessary. Keep the lesson interactive by asking their opinions and putting simple questions.

### (c) Closure

As a summary activity, discuss the Content Review questions.

## ASSESSMENT

Ask the students to answer the Content Review questions in writing.

## CONTENT REVIEW (PAGE 20)

### Answers

1. Show students how to draw the bar graph. Using a cm ruler, make a 10 cm long bar graph. Mark off 9.7 cm to show salty water; colour it green. The remaining 0.3 cm shows fresh water; colour it blue.



2. Most of Earth's fresh water is stored in the glaciers and snow-capped mountain peaks.
3. Desalination is when salt is removed from sea water to make it usable.

### GOING FURTHER

Discuss possible ideas for a poster.

Divide students in groups and ask them to make posters to show that water is scarce. Display the posters in the school.

Date:

Time: 40 min.

## Unit 2: The Earth and the Environment

Topic: The water we use	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
1. Water is scarce	<ul style="list-style-type: none"><li>to explain the importance of not wasting water</li></ul>	<ul style="list-style-type: none"><li>explain that water is one of our basic needs and only a limited amount is available.</li></ul>		Introductory activity: 15 min. Development: 15 min. CW: 10 min.

**Key words:** exist, survive, numerous, salty, ice cap, glacier, snow peak, underground, stored water

**Introductory activity:** Discuss the importance of water and ask the students what measures they think could be taken to save water. Refer to page 43 of this teaching guide for the introductory activity.

**Development:** Read page 17 of the textbook with the students, explaining in detail that drinkable water really is very scarce. Though three-quarters of the Earth's surface is covered with water and only one quarter is land, most of the water is contained in the oceans and is salty. A lot of water is frozen in the form of glaciers and as ice caps at the poles.

**CW:** Content Review Q1

**HW:** Content Review Q2

Date:

Time: 40 min.

## Unit 2: The Earth and the Environment

Topic: The water we use	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
2. Where does our water come from?	<ul style="list-style-type: none"> <li>to identify the sources of water</li> </ul>	<ul style="list-style-type: none"> <li>explain where our water comes from.</li> </ul>		Introduction: 5 min. Development: 25 min. CW: 10 min.

**Key words:** stream, rainwater, reservoir, tube well, seep, hand pump, desalination, surface

**Introduction:** Brainstorm the different sources of water. Each correct answer should be written on the board.

**Development:** Read page 18 with the students. Explain how water is collected in reservoirs and passed through a cleaning process before being supplied through pipelines to our homes. Where there is no direct supply of water, such as in remote areas and villages, groundwater is brought to the surface through handpumps and tube wells. Fields are irrigated through a system of canals. In some areas water has to be carried long distances every day from lakes, rivers, or canals. Stress the importance of water and the trouble people in some areas have to go to in order to obtain it. Explain that sea water can be made drinkable by removing the salt content from it, but this process is very expensive.

**CW:** Content Review Q3

**HW:** Worksheet

Date:

Time: 40 min.

## Unit 2: The Earth and the Environment

Topic: The water we use	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
3. Uses of water Water must not be wasted	<ul style="list-style-type: none"><li>to identify the various uses of water</li></ul>	<ul style="list-style-type: none"><li>explain how we use water.</li></ul>	Chart paper, coloured pencils	Class activity: 20 min. Development: 20 min.

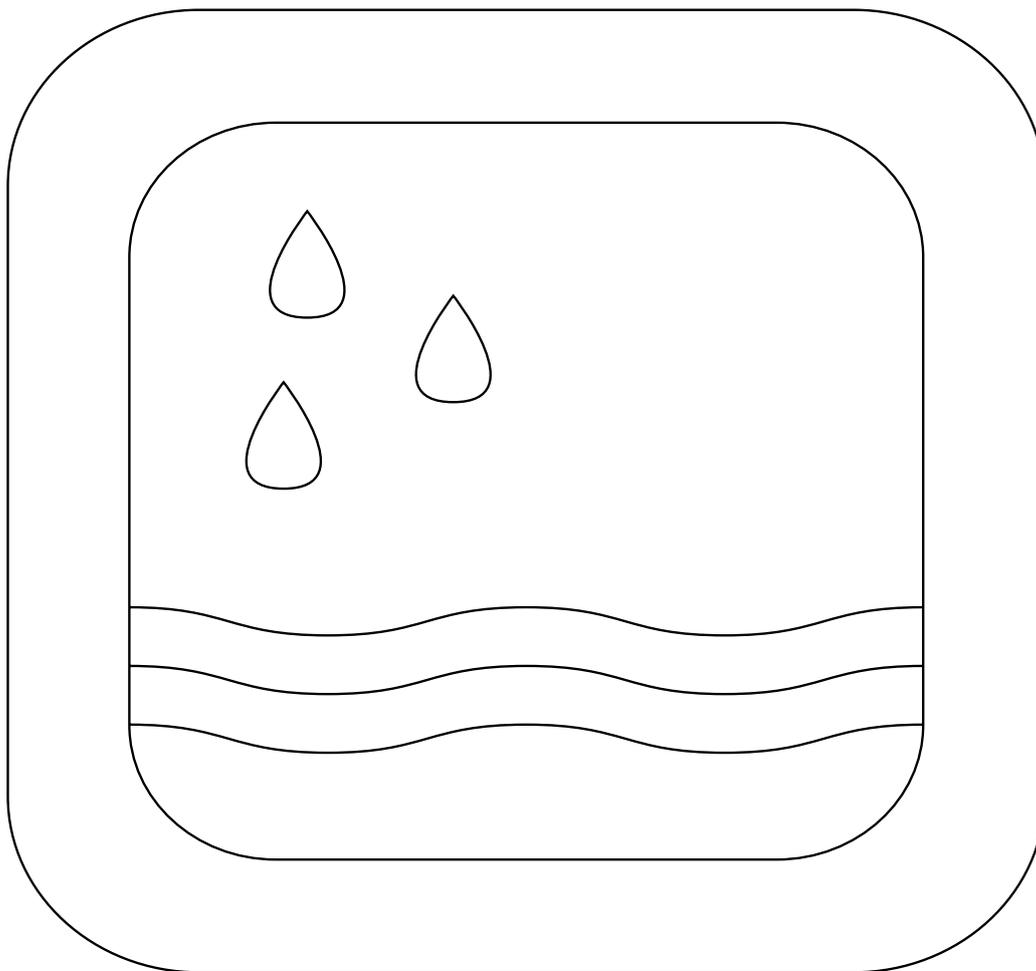
**Class activity:** Divide the students into groups of four. Give each group a sheet of chart paper and some coloured pencils. Ask them to make a chart showing the many ways in which we use water.

**Development:** Read pages 18, 19, and 20 with students. Discuss the uses of water given in the book and see if more can be added. Discuss the ways of saving water given on page 20. Encourage students to get into the habit of saving water in their daily lives. By this last lesson on the topic, students should understand that water is a valuable resource, and wasting it is a very irresponsible act.

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

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

Colour the picture. Name the natural resource. On the lines below the picture, list some uses of this resource.



washing

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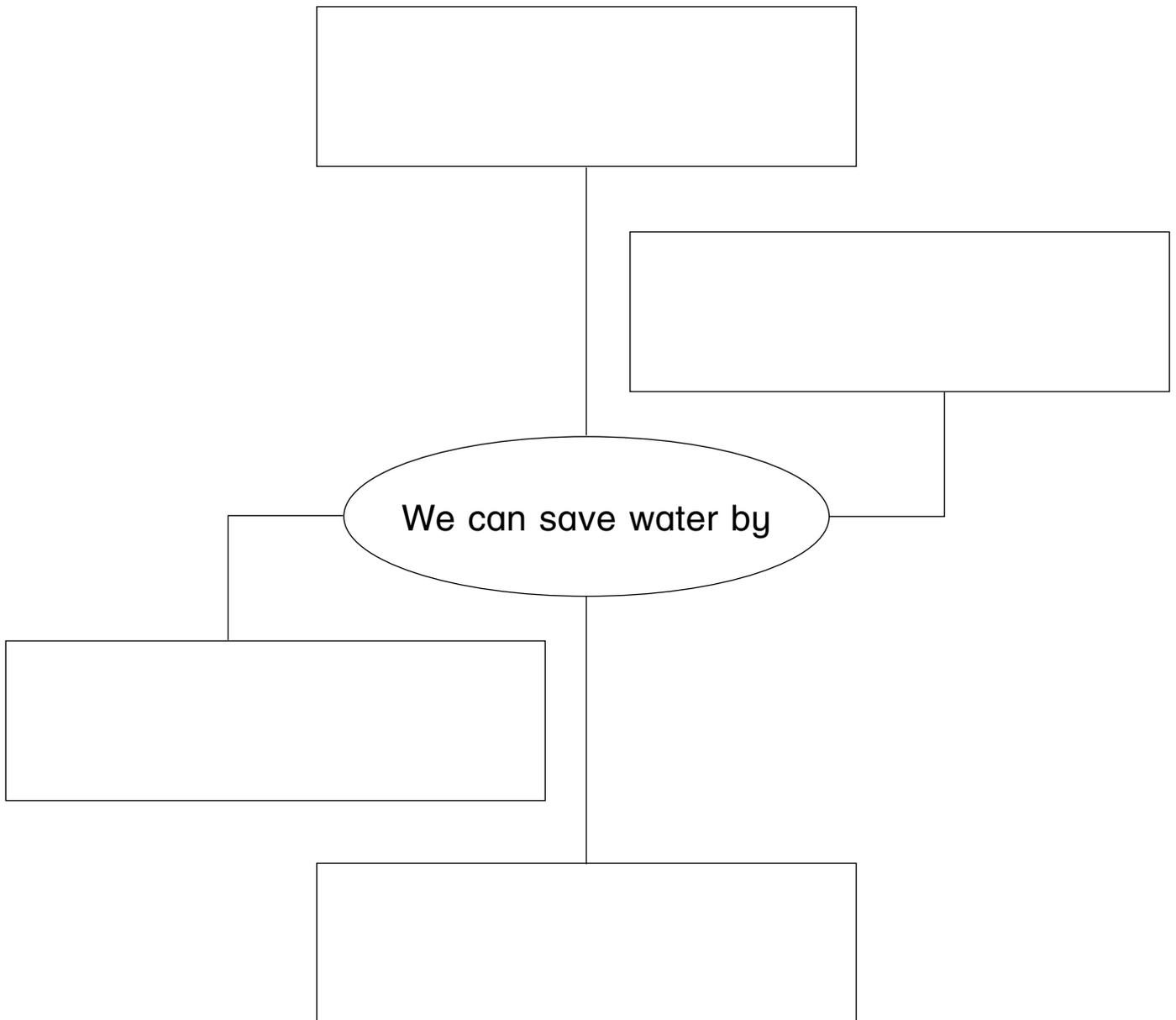
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Name: \_\_\_\_\_

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



# Saving our natural resources

Now that students understand what natural resources are and that they are limited, they will consider in this lesson what can be done to preserve them. They also discover how they can contribute towards this themselves. A sense of responsibility towards their immediate environment is being developed in them and, through it, towards the larger environment that is the Earth. If at a young age they are taught to follow the famous R's, i.e. Reduce, Reuse, and Recycle, this will become a habit and when they cooperate as a group the change will become apparent.

## PREVIOUS KNOWLEDGE

The students appreciate that natural resources are scarce and should be preserved.

## VOCABULARY

natural resource, reduce, reuse, recycle, molten, extract

## MATERIAL REQUIRED

disposable plastic gloves; reference books and magazines for Going Further activity

## LEARNING EXPECTATIONS

Students should be able to:

- understand that they too can make a contribution towards conserving natural resources.
- explain different ways in which this can be done.

## METHOD

### (a) Introductory activity

With the permission of the principal, one day prior to teaching the lesson, ask the students to collect the waste paper from all the classroom wastepaper bins in a transparent polythene bag. Do this activity during the last period of school. Ask the students to wear gloves for the activity. Store the bags in a corner of the classroom till next day when you start the lesson.

Begin by asking students to name the natural resources they have studied.

Show them the bag and explain that it contains the waste paper that the students of the school throw away in a day. Explain that throwing away paper means destroying trees because paper is made from trees!

### (b) Development

Read the lesson with the students. Explain the text and the pictures as necessary. While stressing the need to reduce usage of natural resources, explain that they should reuse and recycle as well.

### (c) Closure

As a summary activity, discuss the Content Review questions.

## ASSESSMENT

Ask the students to answer the Content Review questions in writing.

## **CONTENT REVIEW (PAGE 22)**

### **Answers**

1. A natural resource is something that we use which comes from nature, for example, water, wood, gas.
2. The 3 R's are Reduce, Reuse, and Recycle.
3. Students will discuss, think, and then make their lists.

### **GOING FURTHER**

Task 2: Discuss the task with the students and divide them into groups to complete the research.

They should use books and magazines from the school library; the teacher can help them to find information from the Internet.

Groups should report back to the whole class on their findings.

Date:

Time: 40 min.

## Unit 2: The Earth and the Environment

Topic: Saving our natural resources	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
1. Conserving natural resources	<ul style="list-style-type: none"> <li>to emphasize the importance of natural resources</li> </ul>	<ul style="list-style-type: none"> <li>explain how they can contribute towards conserving natural resources.</li> </ul>		Introductory activity: 10 min.  Development: 20 min.  CW: 10 min.
<p><b>Key words:</b> natural resource, forest, reduce, reuse , molten, extract, aluminum</p> <p><b>Introductory activity:</b> Refer to page 50 of this teaching guide for the introductory activity.</p> <p><b>Development:</b> Read pages 21 and 22 of the textbook and explain the text. Students should understand that each individual has a role to play in saving the Earth's natural resources. Discuss the 3 R's.</p> <p><b>CW:</b> Content Review Q1 and Q2.</p> <p><b>HW:</b> Worksheet</p>				

Date:

Time: 40 min.

## Unit 2: The Earth and the Environment

Topic: Saving our natural resources	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
2. Recycling	<ul style="list-style-type: none"><li>to explain that materials can be recycled</li></ul>	<ul style="list-style-type: none"><li>make bins for recyclable materials.</li></ul>	Large, empty cartons brought from home; old newspapers; markers, water paint and brushes	Introduction: 10 min. Class activity: 30 min.

**Introduction:** Recap the previous lesson on recycling. Explain that materials such as paper, glass, aluminium, and plastic can be recycled. This helps to reduce piles of rubbish. At the same time it allows new, useful things to be produced at a lower cost. Explain that recyclable materials should be separated from the general waste in their homes and sold to people who deal with recycling.

**Class activity:** Use old newspapers to cover the cartons which should then be painted in attractive colours. The finished cartons should be labelled 'Recycle'. Ask students to take these home and educate all family members to separate recyclable materials from other waste and to deposit empty bottles, cans, paper, etc. into this box. The contents can later be sold for recycling.

**HW:** Going Further Q2

Date:

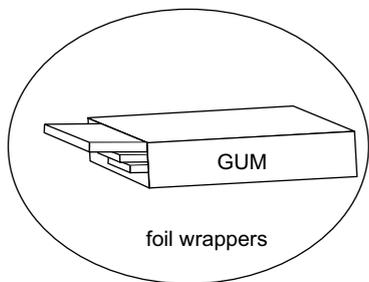
Time: 40 min.

## Unit 2: The Earth and the Environment

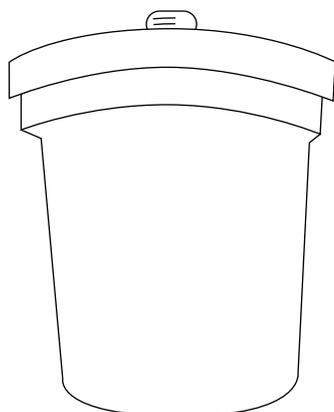
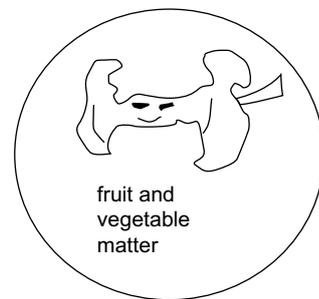
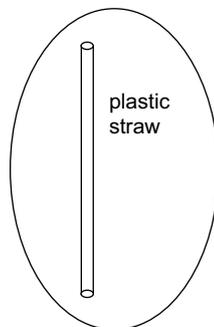
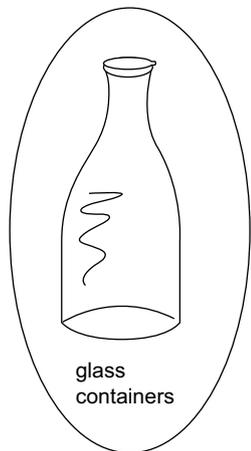
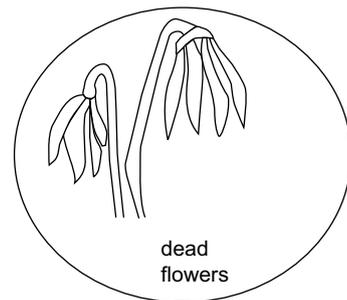
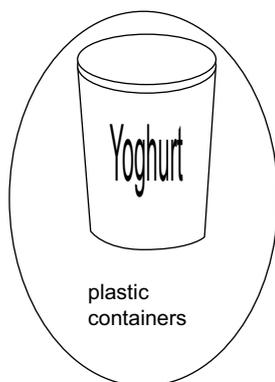
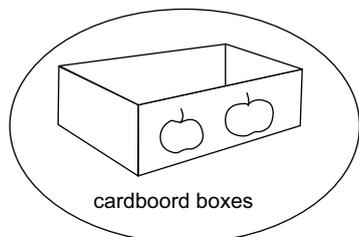
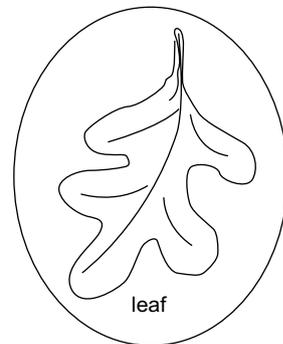
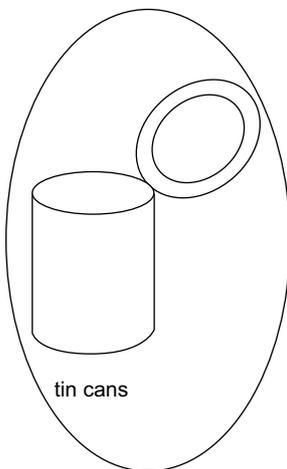
Topic: Saving our natural resources	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
3. How to save paper	<ul style="list-style-type: none"> <li>to encourage students to save paper</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate the reduced use of paper in order to save a natural resource which is the trees.</li> </ul>	Photos of shrinking forest areas in the Amazon Basin	Development: 25 min. CW: 15 min.
<p><b>Development:</b> Ask students if they know how paper is made. Explain that most paper is produced from wood fibre. Wood from trees is cut into chips. These are cooked in a chemical solution to form a pulp. The pulp is washed and bleached, and passed through a moving screen in the paper-making machine. Most of the water in the pulp drains through the screen, leaving an even mat of fibres. These fibres are pressed tightly together and thus sheets of paper are formed. One average sized tree produces about seventeen reams of paper.</p> <p>As we all know, trees are an important natural resource. We understand their importance to our natural environment. Show the students photographs of the shrinking forests in the Amazon Basin and its adverse effects on the environment. Explain how we can contribute to saving the trees by taking some practical steps. Discuss the first two R's: reduce and reuse.</p> <p>Also explain that most of our paper has to be imported because we do not have enough trees in Pakistan to produce our own. The forests that we have are being cut down quickly due to people's greed, and poor education. When something is imported from another country it costs the country a lot of money.</p> <p><b>CW:</b> Content Review Q3. Give any help needed to list ways of saving paper at home.</p>				

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

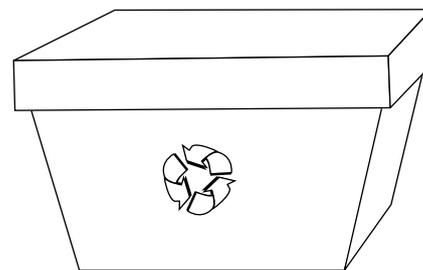
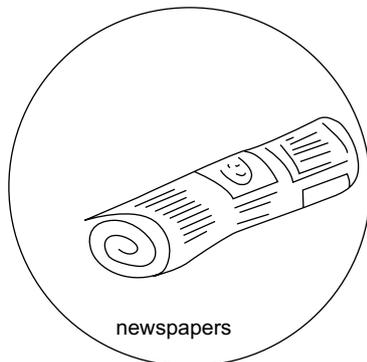
Date: \_\_\_\_\_



foil wrappers



Garbage

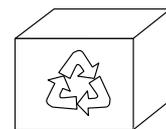
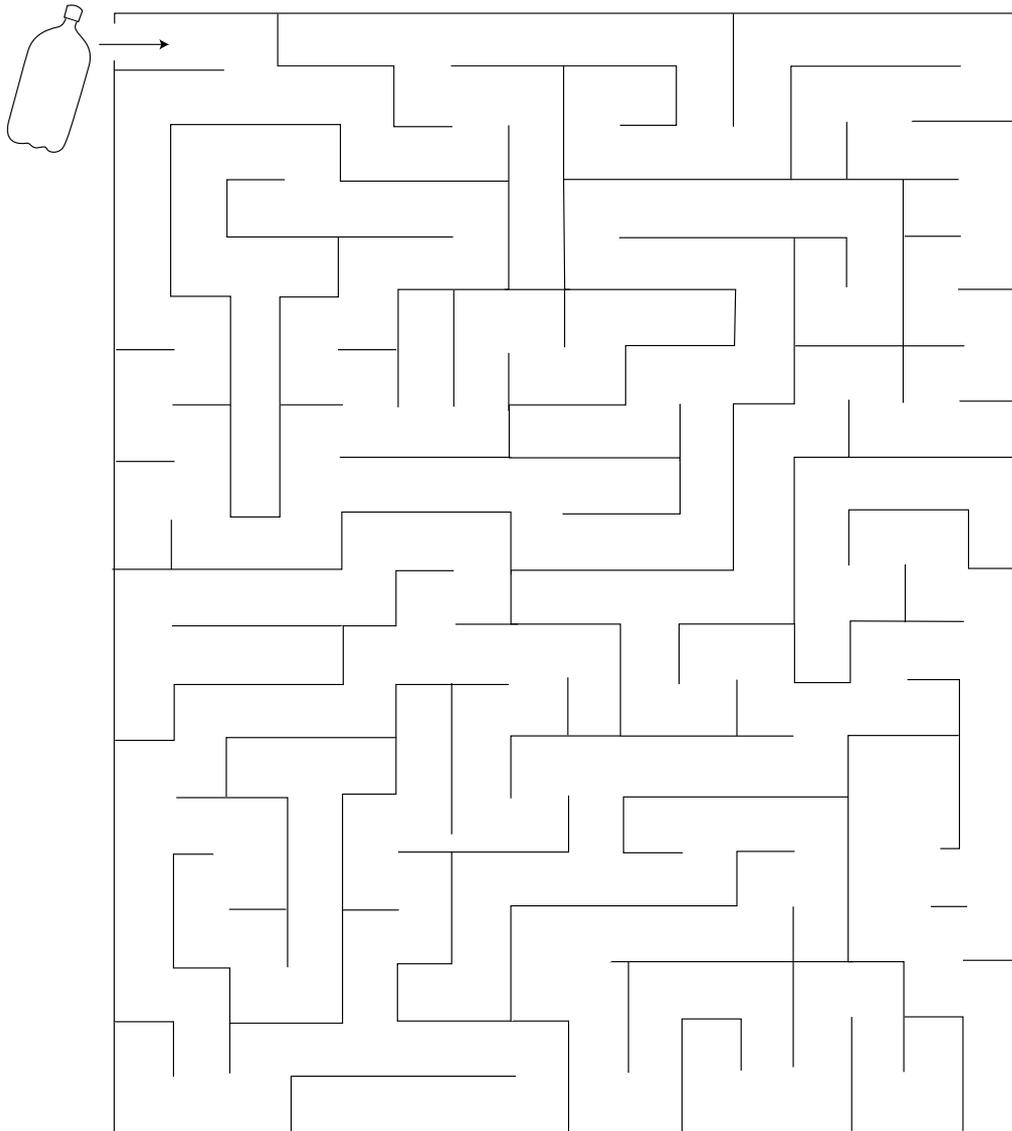


Recycling

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

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

Put the bottle into the recycling bin.



# Solid waste disposal

Every household produces bags full of solid waste every day and children also contribute to this. This lesson helps them to realize that the amount of waste collected from the whole city is massive and has to be disposed of at a suitable location. Until now this is something they might not have thought about. This lesson will introduce local government and especially the department that deals with solid waste disposal.

## PREVIOUS KNOWLEDGE

Students know about recycling and understand that they have to keep their surroundings clean.

## VOCABULARY

decompose, solid waste, landfill sites, compressed

## LEARNING EXPECTATIONS

Students should be able to:

- describe the local government's role in keeping the city/town clean.
- understand why they should not carelessly drop litter and waste matter.
- use organic waste (vegetable, fruit, and leaves, etc.) to make compost.
- know how to separate recyclable solid waste and dispose it off properly.

## METHOD

### (a) Introductory activity

After the lunch break take the children into the school grounds to see what the large rubbish bins contain. They should find plastic/paper wrappers, empty bottles and cans, fruit peel and cores, etc.

Ask them about the items they saw in the bins.

What happens to the garbage from school, home, and other places?

### (b) Development

Read the lesson with the students. Explain to them the content and the pictures as necessary.

### (c) Closure

As a summary activity, discuss the Content Review questions.

## ASSESSMENT

Ask the students to answer the Content Review questions in writing.

## CONTENT REVIEW (PAGE 25)

### Answers

1. Unwanted or discarded items for which we have no further use are referred to as solid waste. For example:
  - paper
  - cans
  - glass/plastic bottles
  - fruit peel
  - vegetable peel

polythene bags  
pieces of wood  
old shoes or clothes  
old toys  
left over food  
any other appropriate item that qualifies as waste

2. Local governments provide solid-waste disposal service in cities, towns, and villages. These are paid for by money collected from citizens as taxes.
3. The local government workers collect the solid waste and transport it to the transfer stations. From there the garbage is taken to the landfill sites where it is weighed before it is emptied from the trailers. It is compressed and put in the ground. A six-inch layer of soil is spread over it.

### **GOING FURTHER**

Discuss the first activity. Ask students to work in groups to think of ways of reusing plastic items. Groups should present their ideas to the class or in a school assembly or they could create a wall display in a school corridor to pass on their ideas to other students.

### **MAKING COMPOST FOR THE SCHOOL GARDEN**

If possible, with the principal's permission, have a deep hole dug in a corner of the school grounds. Ask your students to put fruit peel and cores from their lunches into the hole. While the hole is filling up, keep it covered with an old piece of carpet or a thick sheet of black plastic. When the hole is full, cover it with a thick layer of soil. After about two months, the compost should be ready for use in the school garden.

## SAMPLE TEST PAPER, UNIT 2

I Answer the following questions:

1. What happens to water in the oceans and rivers when it is heated by the Sun's rays?
2. Explain how the wind helps us.
3. What is the staple diet of most of the world's population?
4. Name some natural resources. Why must they not be wasted?
5. List four uses of water.
6. Who provides basic services to cities and towns?
7. Name four things that can be recycled.
8. Why is it important to keep our environment clean?

II Fill in the blanks:

1. We need plenty of \_\_\_\_\_ and \_\_\_\_\_ soil for growing good crops.
2. Clouds are made of \_\_\_\_\_.
3. Sometimes heavy rains cause \_\_\_\_\_ which damage homes and crops.
4. Oceans hold \_\_\_\_\_ per cent of the water on the Earth.
5. Salt is removed from sea water in a \_\_\_\_\_ plant.
6. Paper is made from \_\_\_\_\_.
7. The three R's are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
8. We should reduce the use of plastics as these are made from \_\_\_\_\_ chemicals.
9. The amount of solid waste produced per day in Karachi is \_\_\_\_\_ tonnes.
10. Water must be \_\_\_\_\_ before we can use it.

Date:

Time: 40 min.

## Unit 2: The Earth and the Environment

Topic: Solid waste disposal	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
1. Types of waste	<ul style="list-style-type: none"> <li>to explain what constitutes solid waste</li> </ul>	<ul style="list-style-type: none"> <li>explain what makes up solid waste.</li> </ul>		Introductory activity: 10 min.  Development: 20 min.  CW: 10 min.

**Key words:** rubbish, solid waste, community bin, dispose, compress, weighbridge, decompose, solid waste, landfill site, rubbish, trailer

**Introductory activity:** Refer to page 57 of this teaching guide for the introductory activity. Students should be able to identify what generally constitutes solid waste. They should also start thinking about where it eventually goes and how it is disposed of.

**Development:** Read page 23 and explain the text.

**CW:** Content Review Q1

Date:

Time: 40 min.

## Unit 2: The Earth and the Environment

Topic: Solid waste disposal	Teaching objectives	Learning outcomes	Resources/Materials	Activities/CW/HW
2. Responsibility as a citizen to keep the environment clean	<ul style="list-style-type: none"><li>to explain that the amount of waste collected from a whole city is massive and has to be disposed of at a suitable location</li></ul>	Students should be able to: <ul style="list-style-type: none"><li>explain why they should not carelessly drop litter everywhere.</li></ul>		Recap: 10 min. Development: 15 min. CW: 15 min.

**Recap:** Remind students that the amount of waste produced in Karachi is 8000 tonnes per day! This is about half a kg per person. Students should realize what a massive job it is to dispose of this waste. Each individual can contribute by minimizing the amount of waste they produce and following the 3 R's.

**Development:** Read pages 24 and 25. Stress the importance of keeping their environment clean and acting as responsible citizens.

**CW:** Content Review Q2 and Q3.

**HW:** Going Further exercise. Do the first part: make a list of all the items made of plastic that are thrown away in the home or school. Continue in the next class as classwork.

Date:

Time: 40 min.

## Unit 2: The Earth and the Environment

Topic: Solid waste disposal	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
3. Reinforcement of ideas discussed in the previous two lessons	<ul style="list-style-type: none"> <li>to make compost</li> <li>to identify ways to reuse plastics</li> </ul>	<ul style="list-style-type: none"> <li>make compost.</li> <li>suggest ways of reusing plastic material.</li> </ul>	Vegetable/fruit peel brought from home by each student	Recap: 5 min. Class activity: 35 min.
<p><b>Recap:</b> Review the main points of the lesson.</p> <p><b>Class activity:</b> Going Further. Ask students to work in groups to think of ways of reusing plastic items. Groups should present their ideas to the class or in the school assembly, or they could create a wall display for the school corridor to pass on their ideas to the other students.</p> <p>Have a hole dug up in one corner of the school grounds. Ask the students to put fruit peel and cores from their lunches into the hole, along with the kitchen waste brought by them. While the hole is filling up, keep it covered with an old piece of carpet or a sheet of thick, black plastic. When the hole is full, cover it with a thick layer of soil. After about two months, the compost should be ready for use in the school garden.</p> <p><b>HW:</b> Worksheet</p>				

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

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

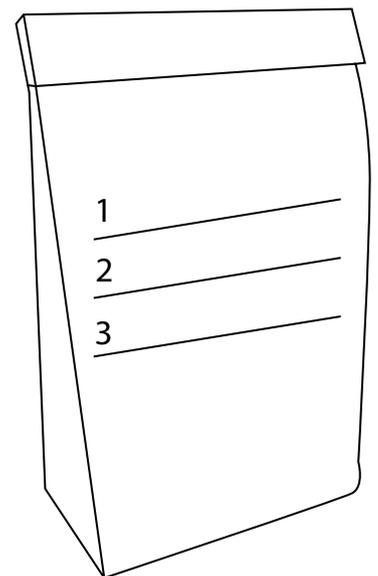
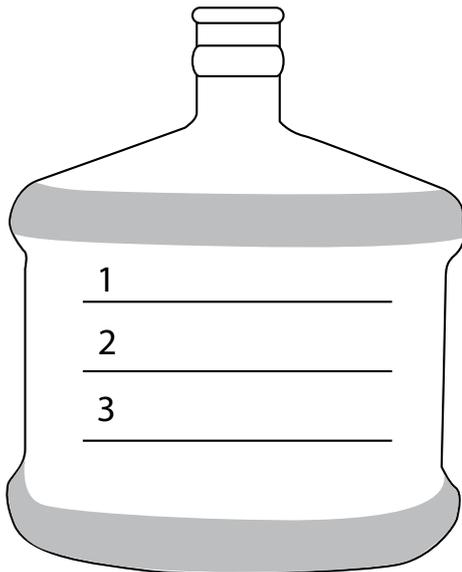
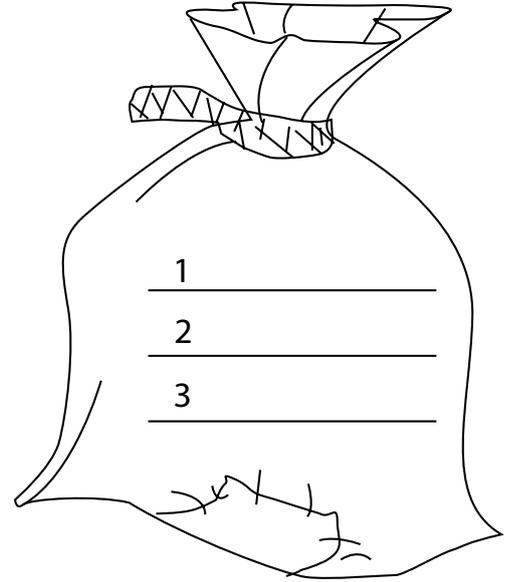
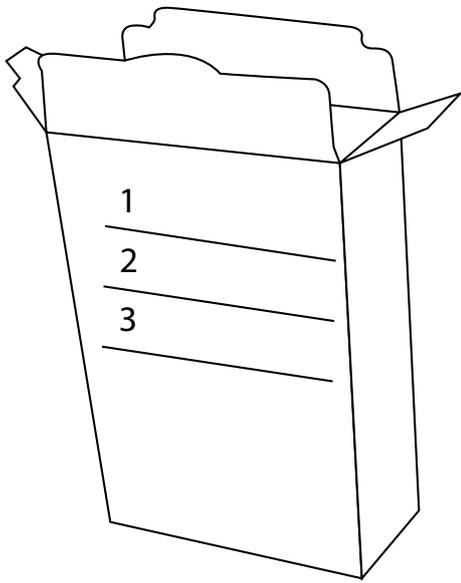
1. Fill in the blanks to complete the sentences.

- a. If waste is not disposed of properly, it can cause \_\_\_\_\_ and \_\_\_\_\_ problems.
- b. The estimated amount of solid waste produced in Karachi is about \_\_\_\_\_ tonnes per day.
- c. The place where solid waste is dumped after being compressed and where a six-inch layer of soil is spread over it is called a \_\_\_\_\_ site.
- d. A material that takes years to decompose and blocks drains preventing land from draining is called \_\_\_\_\_.
- e. Items made of glass, metal, tin, and wood can be \_\_\_\_\_.

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

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

Write on the pictures the names of some items that we throw away after using, and that are made from the same material as the item pictured.



# Living happily together

This lesson looks at a major behavioural problem of children: they pick fights very readily. Rather than punishing them for this, ways are suggested to prevent this problem. These will also guide teachers in dealing with the problem.

## PREVIOUS KNOWLEDGE

Many students believe that fighting is the only way to settle a disagreement.

## VOCABULARY

queue, disagree

## MATERIAL/EQUIPMENT REQUIRED

sweets and chocolates (or dry fruit if possible as it is healthy), slips of paper, and a bowl or bag to put them in

## LEARNING EXPECTATIONS

Students should be able to:

- understand the importance of being fair, patient, taking turns, etc.
- understand that fights and quarrels cause unhappiness.

## METHOD

### (a) Introductory activity

Take some sweets and chocolates (or dry fruit) to the classroom. Keep them in a basket on your table and ask students to help themselves. It is probable that they will all swarm round the desk and want to be the first to get at the booty. There will be chaos and a lot of fighting and shoving. And there will be those complaining that they did not get any, or that their neighbour got more than them.

### (b) Development

Explain the content and the pictures.

Ask them to settle down in their seats. Now ask how the whole exercise made them feel. Were they unhappy about it or happy? Can anyone suggest what caused the unhappiness? How could it be avoided?

Can anyone recall another time when they were unhappy? What made them feel that way? When a student gives an example where the reason was unfairness or impatience, explain that fights can never settle these issues and that you are going to discover with the students some of the secrets of happiness.

Read out the text with them, referring to the pictures, and asking for explanations and ideas.

### **(c) Closure**

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

### **ASSESSMENT**

Ask the students to answer the Content Review questions in writing.

### **CONTENT REVIEW (PAGE 27)**

#### **Answers**

1. To choose partners, the children write their names on slips of paper, fold them, and put them in a bowl or bag. Students take turns to pick out a slip. The student whose name is on the slip becomes their partner.
2. The children share their toys at home by taking turns and giving everybody a chance.
3. When a disagreement arose among them, the children went to their teacher for help. She/he gave each of them a chance to speak. Everybody listened patiently and so came to know the other person's point of view. In this way, an agreement was reached.

### **GOING FURTHER**

Ask students to provide personal examples and those from members of their family. Students could write about how the newly-learnt techniques have helped them and present their experiences during a school assembly so that other classes too can learn to use these techniques of problem solving.

Date:

Time: 40 min.

### Unit 3: Citizenship

Topic: Living happily together	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
1. Getting along with others	<ul style="list-style-type: none"><li>to explore ways in which students can prevent fights between themselves</li></ul>	<ul style="list-style-type: none"><li>explain the importance of being fair, patient, and taking turns.</li></ul>	Sweets or chocolates; a bowl or a tray for the sweets or chocolates	Introductory activity: 15 min. Development: 20 min. CW: 5 min.

**Key words:** citizenship, community, partner, queue

**Introductory activity:** Refer to page 65 of this teaching guide for the introductory activity.

**Development:** Refer to page 65 of this teaching guide for the development.

**CW:** Content Review Q1

Date:

Time: 40 min.

**Unit 3: Citizenship**

Topic: Living happily together	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
2. Being considerate and polite	<ul style="list-style-type: none"> <li>to explain that fights and quarrels cause unhappiness</li> </ul>	<ul style="list-style-type: none"> <li>explain the importance of being fair, patient, and taking turns.</li> </ul>		Introductory activity: 5 min.  Development: 25 min.  CW: 10 min.

**Key words:** upset, community, equally, pair, happily, queue, disagree, interrupt, fairness

**Introductory activity:** Ask the students how they felt about yesterday's activity? What do they think should have been done in the first place instead of fighting? After listening to their input, explain how important it is to be fair and not to fight over everything because fighting is never useful or good for anyone.

**Development:** Show students, through different classroom activities, how very important fairness, sharing, and treating everyone equally is. Ask them not to speak in class when someone else is speaking and to give a chance to speak. Explain how important it is to take turns instead of everyone speaking or doing something at the same time. To check understanding, the teacher can ask the students at home time to pack their bags and get ready for the bell, and observe whether they form an orderly queue or push and pull each other in order to stand near the door. Praise them if they form an orderly queue, and if they do not, explain the correct behaviour again.

**CW:** Content Review Q2 and Q3.

Date:

Time: 40 min.

### Unit 3: Citizenship

Topic: Living happily together	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
3. The right way to behave	<ul style="list-style-type: none"><li>to suggest alternative behaviour to practise in situations which might otherwise give rise to fights</li></ul>	<ul style="list-style-type: none"><li>behave properly in situations that might otherwise cause disagreement or conflict.</li></ul>		Development: 20 min. CW: 20 min.

**Development:** Discuss the four situations given in the book: everyone should be treated equally; taking turns; being fair; listening to others carefully. Ask students if they can think of other situations where these behaviours would help to settle issues. Suggest some situations and ask students how a conflict could be prevented.

**CW:** Going Further

**HW:** Worksheet

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

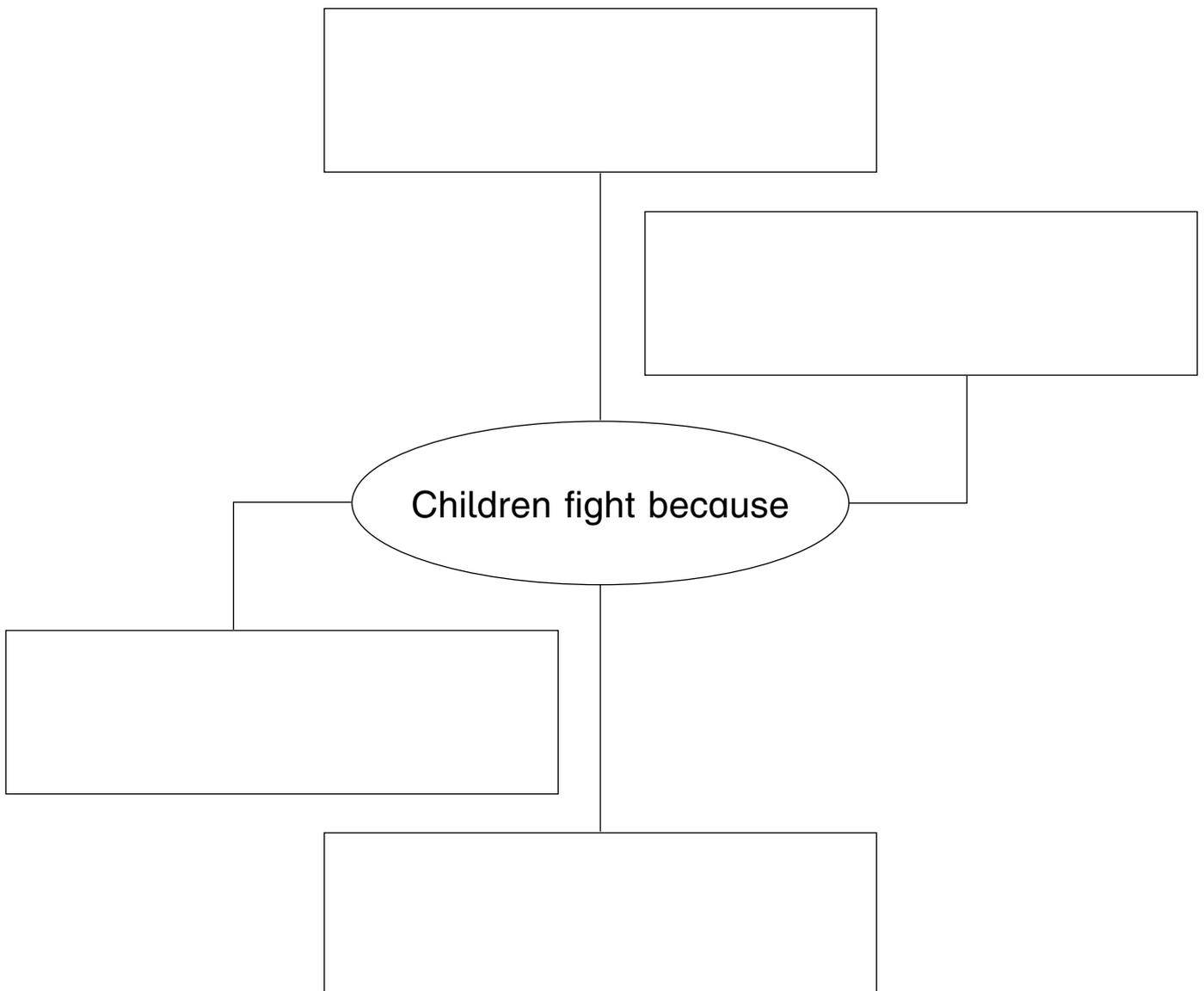
Date: \_\_\_\_\_

1. Write two places other than a bus stop where we should form a queue.

a. \_\_\_\_\_

b. \_\_\_\_\_

2. In your opinion, why do children fight? Write your answers in the boxes.



# How to be a good citizen

Observance of rules is a habit that needs to be inculcated in students at a very early age. This lesson stresses the importance of observing rules, explaining how each rule is for the benefit of people. Teachers can play a big role in creating among students a respect for rules that sometimes appears to be lacking in our society in general.

(The law is a whole system of rules that everyone in a country or society must obey. For example, there is a law in the country that every motorcyclist should wear a helmet.

A rule is a statement which tells us what we should or should not do in a particular place or during a particular activity. For example, every game has a set of rules; every school or home may have different rules.)

## PREVIOUS KNOWLEDGE

Students are aware of school and home rules; they learnt about these in Class 2.

## VOCABULARY

citizen, rule, law

## MATERIAL REQUIRED

paper and coloured pencils for designing a sign

## LEARNING EXPECTATIONS

Students should be able to:

- explain the importance of following rules.
- understand that we can become good citizens only by following rules set by the community.

## METHOD

### (a) Introductory activity

Begin by asking students to give some examples of rules that they have to follow either at school or at home. Discuss whether they like following these rules, and talk about those they do not like obeying.

Explain that you are going to tell them about a school that had no rules or regulations. Everybody was free to do as they pleased. There was no rule about school timings—everybody came and went as they pleased, teachers and pupils alike. Students could eat lunch during lessons. They could roam around the class, throw rubbish on the floor, scream at each other, do homework only if they chose to, and go home whenever they pleased.

In the same way, the whole community lived without any rules or laws. Ask students to give you examples of what it must have been like to live there. For example, when there was a burglary, there was no police to catch the burglar nor a jail to keep him in. People drove on any side of the road. When there were accidents, nobody was punished. People built houses wherever they wanted, sometimes blocking roads.

At home there were no set timings for meals, bedtime, watching television, or doing homework. Children were very often sick because they didn't get enough sleep. They were not learning anything at school. There was total chaos everywhere.

### **(b) Development**

Ask the students if they would like to live in such a community and if it helps them understand the importance of rules in any society, even though they seem harsh or restrictive. When there are no rules, people's rights are ignored. Rules are made for the safety and protection of each individual. By obeying rules, we accommodate each other and live as civilized people. Without rules, societies are uncivilized. Read the unit in the book. Ask the students to provide further examples of the types of rules given in the examples.

Discuss the meanings of the signs at the end of the unit. Discuss the need for signs to be simple and easy to understand.

### **(c) Closure**

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

## **ASSESSMENT**

Ask the students to answer the Content Review questions in writing.

### **CONTENT REVIEW (PAGE 29)**

#### **Answers**

1. Children must have rules in order to remain healthy and safe, and to learn to get along with each other.
2. There are rules in the adult workplace to prevent accidents, to keep the workplace healthy, and to maintain order.
3. Signs remind us to follow rules.

### **GOING FURTHER**

The first task can be done through brainstorming.

Discuss the other two tasks and ask students to work in pairs or groups to complete them.

Date:

Time: 40 min.

### Unit 3: Citizenship

Topic: How to be a good citizen	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
1. Why have rules?	<ul style="list-style-type: none"><li>to explain the importance of having rules</li></ul>	<ul style="list-style-type: none"><li>explain why it is important to have rules.</li></ul>	Paper, coloured pencils	Introductory activity: 20 min. Development: 20 min.

**Key words:** safety rule, school rule, workplace rule, general rule

**Introductory activity:** Please refer to page 71 of this teaching guide.

**Development:** Please refer to page 72 of this teaching guide.

**HW:** Worksheet

Date:

Time: 40 min.

**Unit 3: Citizenship**

Topic: How to be a good citizen	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
2. Importance of rules	<ul style="list-style-type: none"> <li>to explain that rules are for our own benefit</li> </ul>	<ul style="list-style-type: none"> <li>explain why some rules are made and who benefits from them.</li> </ul>		Recap: 10 min. Development: 15 min. CW: 15 min.
<b>Recap:</b> Remind students about the discussion that took place in the last lesson. Ask them whether they now think that it is important to have rules.				
<b>Development:</b> Go over the lesson once again and ask students why all the rules mentioned have been made? Who benefits from them? Discuss Going Further Q1. Ask everyone for input.				
<b>CW:</b> Going Further Q2				

Date:

Time: 40 min.

### Unit 3: Citizenship

Topic: How to be a good citizen	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
3. Design a sign	<ul style="list-style-type: none"><li>to help students design a poster as a reminder of a rule</li></ul>	<ul style="list-style-type: none"><li>design a poster to remind them of a rule they follow.</li></ul>	Students' notebooks, red coloured pencils	Class activity: 35 min. Winding up: 5 min.

**Class activity:** Going Further Q3. Students should select a home rule or a school rule and design a sign in their notebooks.

**Winding up:** Review the main points of the lesson to wind up.

**HW:** Content Review Q1, Q2, Q3

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

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

Say which three school rules you think are most important and explain why.

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

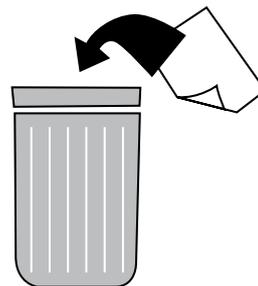
Date: \_\_\_\_\_

Look at the pictures and write the rules.

In the school corridor



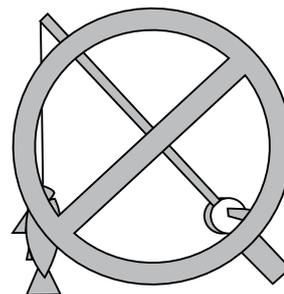
In the bin



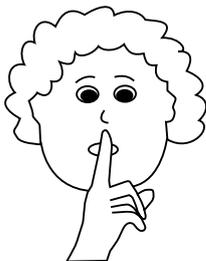
In the classroom



At the lake



In the library



In the park



# What is meant by rights and responsibilities?

People are generally aware of their rights. They do not realize that with rights come responsibilities. This lesson lists some of the main rights that children enjoy as stated in the Declaration of Children's Rights. Conversely, there are some responsibilities which children should be made aware of right from the beginning as these guide them to become responsible, productive citizens of the world.

## PREVIOUS KNOWLEDGE

Children know that they should treat others fairly.

## VOCABULARY

responsibility, rights

## LEARNING EXPECTATIONS

Students should be able to:

- be aware of their rights and responsibilities.
- understand the importance of safeguarding these.

## METHOD

### (a) Introductory activity

Ask the students what they understand by the term 'responsibility'. Ask them to list some of their own responsibilities at home, in school, and in the community. Establish that a responsibility is a duty which one has to carry out. The main reason for having responsibilities is to make this world a good place to live for everybody. If everybody carries out his/her responsibilities then there will be no fights, no unfairness, and nobody will get hurt. We should all be aware of our responsibilities and carry them out seriously.

As one grows up, one has more responsibilities. For example, parents have the responsibility of looking after their children, feeding them, and providing them with good education so they can become good, responsible adults themselves when they grow up.

### (b) Development 1

Read out the responsibilities given in the lesson one by one and with each ask children to raise their hands if they are carrying it out. Ask the children if they have any other responsibilities, for example, looking after a pet or a household duty.

Ask the students what, if anything, they understand by the term 'rights'.

Explain that there are ways of being treated, or privileges to which a person is entitled. For example, the students eat food every day but may not know that it is a right of every child, rich or poor, no matter where in the world they live, to have enough to eat. There are many other rights that children should enjoy. For example, the right to play the games of their choice. Ask students to try to name some others.

### Development 2

Read the rest of the lesson, discussing the rights that are mentioned. Discuss whether the students believe that most of the children in Pakistan enjoy those rights.

Read the children's rights listed in the unit and discuss their meaning.

When you have finished reading the unit, ask the students to close their books and, working in groups, list as many children's rights and responsibilities as they can remember. Compile a complete list on the board.

**(c) Closure**

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

**ASSESSMENT**

Ask the students to answer the Content Review questions in writing.

**GOING FURTHER**

Ask the students to work in groups to discuss these questions before having a class plenary session.

Date:

Time: 40 min.

**Unit 3: Citizenship**

Topic: What is meant by rights and responsibilities?	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
1. What is meant by responsibilities?	<ul style="list-style-type: none"> <li>to explain what is meant by responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>describe what responsible behaviour they show.</li> </ul>	Students' notebooks, red coloured pencils	Introduction: 10 min. Development: 20 min. CW: 10 min.

**Key words:** right, responsibility**Introduction:** Students have recently studied rules, why they are made, and why they should be followed. Responsibilities are closely related to rules. We should feel a responsibility to follow rules. Along with responsibilities go rights.**Development:** Read the first part in the chapter which lists how responsible people are expected to behave. Explain that if they do this, they are following rules. Ask the students how many of these they follow. These are all good habits which not only help us live happily together but also help us to become good citizens, as we have read in previous chapters.**CW:** Content Review Q1**HW:** Worksheet

Date:

Time: 40 min.

### Unit 3: Citizenship

Topic: What is meant by rights and responsibilities?	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
2. What are rights?	<ul style="list-style-type: none"><li>to define what is meant by rights</li></ul>	<ul style="list-style-type: none"><li>explain that, along with responsibilities, we also enjoy some rights.</li></ul>		Introduction: 10 min. Development: 15 mins CW: 15 min.

**Introduction:** Explain that, that along with their responsibilities people also enjoy certain rights. In fact, every child is entitled to enjoy certain rights. A right is a claim or a privilege to which a person is entitled.

**Development:** Read the text on pages 30 and 31 which lists some of the rights that each child should enjoy. Students should be aware that they can all claim these rights. A civilized society operates by giving its members some rights and at the same time expects them to fulfill some responsibilities so that there is order in society and people can live together in peace.

**CW:** Content Review Q2

**HW:** Going Further. Ask students to discuss this with their parents or elders in preparation for a class discussion in the next lesson.

Date:

Time: 40 min.

**Unit 3: Citizenship**

Topic: What is meant by rights and responsibilities?	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
3. Discussion on rights and responsibilities of children	<ul style="list-style-type: none"> <li>to discuss the importance of having rights and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>decide whether or not all children enjoy the rights granted to them.</li> </ul>		Recap: 5 min. Class activity: 20 min. CW: 10 min. Winding up: 5 min.
<p><b>Recap:</b> Review the main points of the two previous lessons.</p> <p><b>Class activity:</b> Hold a class discussion on whether or not all children enjoy their rights. What should those children who do not enjoy them do? Encourage the students to explain how important these rights are to them. Similarly, they should also understand their responsibilities.</p> <p><b>CW:</b> Worksheet</p> <p><b>Winding up:</b> Wind up the lesson by reviewing the main points.</p>				

What is meant by rights and responsibilities?

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

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

1. Say which of the following actions are those of responsible children and which are not.
- a. Doing your homework on time  Responsible  Irresponsible
- b. Leaving the dishes on the table when you finish eating  Responsible  Irresponsible
- c. Throwing things out of a moving car  Responsible  Irresponsible
- d. Throwing sweet wrappers in rubbish bins  Responsible  Irresponsible
2. Which of the following are the rights of every child? Circle the correct answers.

safety	Yes / No
clean water	Yes / No
teddy bears	Yes / No
plays	Yes / No
care	Yes / No
chocolate	Yes / No
food	Yes / No
education	Yes / No

# Solving the problems of others

The lesson is going to address two things. The first is to inculcate in children empathy for others: when they hear of anyone in distress they should want to help. Secondly, the problem-solving method is reinforced.

## PREVIOUS KNOWLEDGE

Students are familiar with the problem-solving method.

## VOCABULARY

afford, information, decide, best way

## LEARNING EXPECTATIONS

Students should be able to:

- demonstrate a caring attitude towards the needy people around them.
- understand how to help solve other people's problems through group effort, using the problem-solving method.

## METHOD

### (a) Introductory activity

Explain that the lesson tells a story about some children who discover that students of another school need help. Ask children to give examples when they have helped other people, either on their own or as part of a group.

### (b) Development

Remind students of how they used the problem-solving method in Class 2, where children worked together to solve the problem of litter in the school playground.

Read the unit and ask students to identify the problem and discuss the steps the children took to solve it.

### (c) Closure

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

## ASSESSMENT

Ask the students to answer the Content Review questions in writing.

## CONTENT REVIEW (PAGE 33)

### Answers

1. The students' problem was that many of them did not have notebooks to write in as their parents could not afford to buy them.
2. They discussed it together and told their principal about it.
3. The best way to solve the problem was to collect money, either from their pocket money or by asking their parents, and buy the notebooks for the children.
4. The children who had new notebooks were very happy as their problem had been solved.

## GOING FURTHER

For these exercises, brainstorming should be done first. They should be asked to collect ideas from home as well. Afterwards, they should be divided into groups and the task given. They should be shown how to write the steps for problem solving.

Date:

Time: 40 min.

### Unit 3: Citizenship

Topic: Solving the problems of others	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
1. Developing empathy	<ul style="list-style-type: none"><li>to encourage students to look around them to see if anybody needs help</li></ul>	<ul style="list-style-type: none"><li>discuss the problem presented in the book.</li><li>Identify and discuss the steps for solving the problem taken by the children in the example.</li></ul>		Introductory activity: 10 min.  Development: 20 min.  CW: 10 min.

**Key words:** afford, information, decide, best way

**Introductory activity:** Discuss with the students any problem they have faced and who helped resolve the situation. The teacher should try to inculcate in the students empathy towards others. Explain how important it is to help somebody who is in trouble, or to help solve somebody's problem. Ask the students to share with the class their personal experiences of helping somebody, and how they felt afterwards.

**Development:** Read pages 32 and 33 of the textbook and explain the text and pictures. Explain the problem-solving steps.

**CW:** Content Review Q1 and Q2

Date:

Time: 40 min.

**Unit 3: Citizenship**

Topic: Solving the problems of others	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
2. Taking the initiative to solve a problem	<ul style="list-style-type: none"> <li>to motivate students to help others in distress</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate a caring attitude towards needy people around them.</li> </ul>		Recap: 10 min. Class activity: 30 min.
<b>Recap:</b> Discuss the main points of the last lesson.				
<b>Class activity:</b> Going Further Q1. Divide the students into groups of 4. Ask them to discuss the task in their groups. Ask each group to present their ideas when everybody is ready.				
<b>HW:</b> Content Review Q3 and Q4				

Date:

Time: 40 min.

### Unit 3: Citizenship

Topic: Solving the problems of others	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
3. Applying steps they have learnt for solving problems	<ul style="list-style-type: none"><li>to help students try to help solve the problem of another person</li></ul>	<ul style="list-style-type: none"><li>demonstrate a willingness to help a member of their class who may be in need.</li></ul>		Recap: 5 min. Class activity: 30 min. Winding up: 5 min.

**Recap:** Review the main points of the lesson.

**Class activity:** Going further Q2. Just as in the previous lesson, divide the students into new groups and ask them to follow the steps they have learned to find a solution for the imaginary problem of a class fellow who is sick and has missed a month of school.

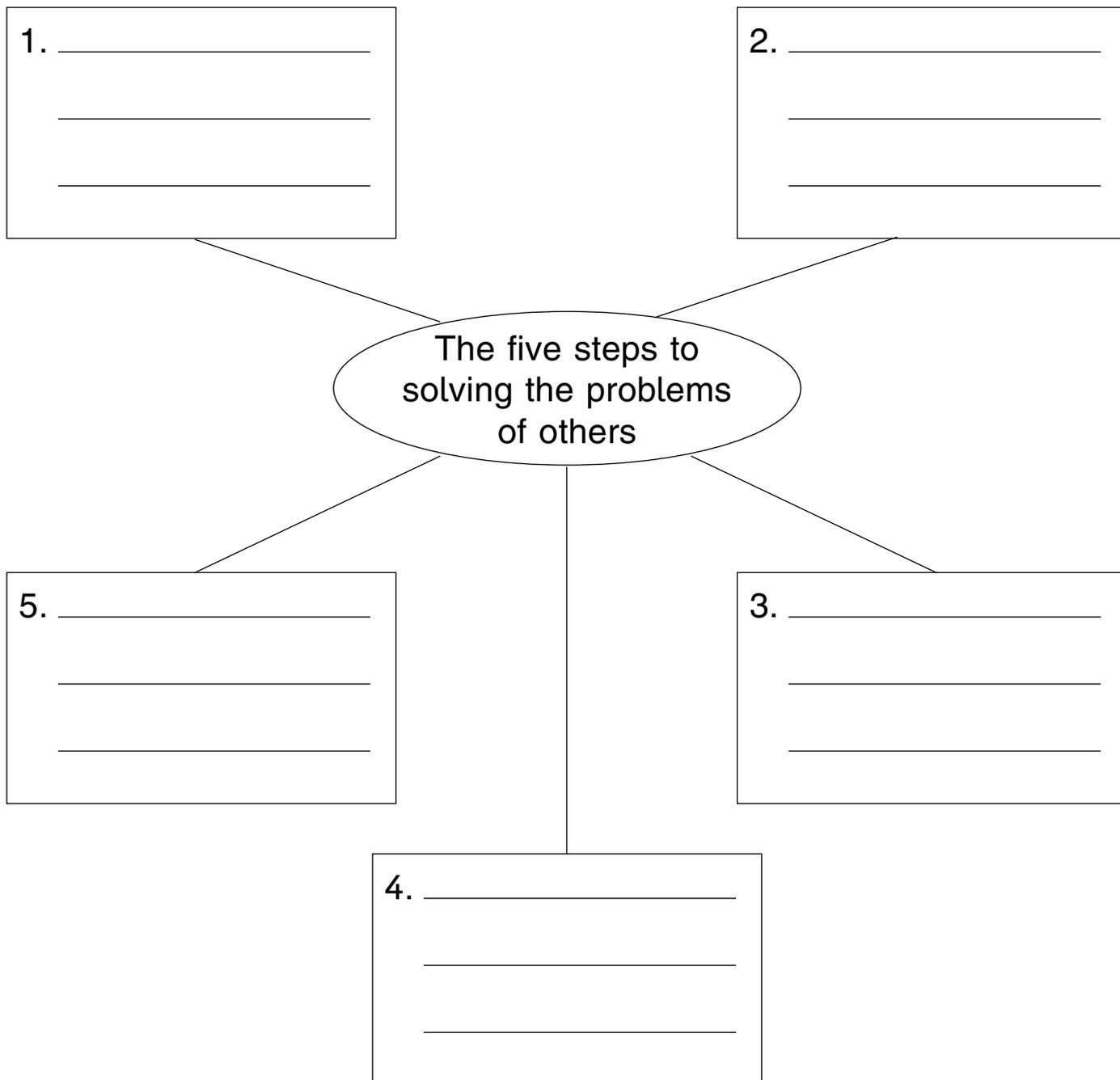
**Winding up:** Wind up the lesson by briefly reviewing the main points.

**HW:** Worksheet

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

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

Write in the boxes the five steps we can take to help solve the problems of other.



# Local government and a pledge

In this lesson, students are being introduced to the development work that they see being carried on around them in the city. They see the dug-up roads for laying pipelines, roads and flyovers being built, etc. This is their introduction to the civic work undertaken by their local government. The purpose is not only to understand this but to realize that all this work is undertaken to facilitate the citizens. The citizens in turn should feel responsible towards preserving these amenities, rather than vandalizing or defacing them as we see happening.

## PREVIOUS KNOWLEDGE

Students know about their local government through the lesson on solid-waste management. They also see development work going on in the city. They see the results at the completion.

## VOCABULARY

Local government, provide services, sewage, seepage, equipment, pledge

## LEARNING EXPECTATIONS

Students should be able to:

- become aware of the presence of the local government of their area and the work it undertakes to improve the living conditions for the people.
- feel responsible towards their city in taking care of public property.

## METHOD

### (a) Introductory activity

Do you know who looks after our city? Who builds the roads and bridges? Who makes sure that you get water in the taps, that the city is clean and the garbage is removed? Sometimes you see people working on these things. They are all the employees of your local government.

The local government works under the nazim (mayor). People elect the nazim and some other people who work under him.

### (b) Development

Read the lesson and explain the kind of work the local government undertakes. Here, the Karachi city government has been taken as a test case. Having gone through the lesson, focus may be put on your own local government as it will be closer to home.

The main idea is to list the functions of a local government which are common to all.

### (c) Closure

Explain the Content Review and Going Further exercises.

## ASSESSMENT

Ask the students to do the Content Review exercises in their notebooks.

## CONTENT REVIEW (PAGE 36)

### Answers

1. A nazim or mayor is an elected leader of a town or a city who works with the local government officers to run the administration of a city, carry out repair work, and to improve public facilities. \_\_\_\_\_ is the nazim of our city/town.
2. Providing health and education services, supply of clean water, recreational facilities, and building and repairing roads and bridges.
3. The children made a pledge to look after the facilities provided by their local government, not to destroy, damage, or waste things which are built for the common use of the public.

### GOING FURTHER

Have a brainstorming session in class, asking children to suggest ways to support their local government in maintaining parks and hospitals. Later a poster may be made or they may list the points in their copies.

Date:

Time: 40 min.

### Unit 3: Citizenship

Topic: Local government and a pledge	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
1. Work done by the local government	<ul style="list-style-type: none"><li>to explain that all the work around the city is done for the benefit of its citizens</li></ul>	<ul style="list-style-type: none"><li>describe the responsibilities of their local government.</li></ul>		Introduction: 10 min. Development: 30 min.

**Key words:** Community, drainage, recreational facility, sewage, local government, provide

**Introduction:** Ask the students if they have seen any work in progress on the roads or around the city. This is their introduction to the civic work undertaken by their local government. Explain that all this work is carried out to make life better for the citizens, and the citizens in turn should take care of government property rather than destroy or damage it. Ask questions such as: Do you know who looks after our city? Who builds the roads and bridges? Who makes sure that there is water flowing in the taps and that the city is clean and the rubbish removed? Sometimes you see people working on these things; they are the employees of the local government.

**Development:** Read page 34; ask questions to reinforce the concepts. Emphasize the rights and responsibilities of the citizens towards civic amenities.

Date:

Time: 40 min.

**Unit 3: Citizenship**

Topic: Local government and a pledge	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
2. Improving communities	<ul style="list-style-type: none"> <li>to identify some of the work undertaken by the local government to improve the living conditions of its citizens</li> </ul>	<ul style="list-style-type: none"> <li>explain the value of the work done by the local government.</li> <li>explain that the facilities provided by the government have to be paid for and looked after.</li> </ul>		Recap: 10 min. Development: 20 min. CW: 10 min.

**Key words:** seepage, water supply, equipment, health care, affordable, service

**Recap:** Review the main points of the previous lesson. Make sure each student participates and understands the concept of local government and the responsibilities of the citizens.

**Development:** Read page 35, giving any necessary explanations. Ask the students to stand and hold up their right hand while reading the pledge on page 36. Discuss at least two professions where one has to take a pledge before joining, for example the army, lawyers, nurses or doctors.

**CW:** Content Review Q1 to Q3 orally. Ask questions from the text giving each student an opportunity to answer. Guide them if they are having problems.

**HW:** Do the given worksheet.

Date:

Time: 40 min.

### Unit 3: Citizenship

Topic: Local government and a pledge	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
3. Supporting the local government	<ul style="list-style-type: none"><li>to reinforce the learning of this topic</li></ul>	<ul style="list-style-type: none"><li>explain and discuss the development work undertaken by the local government.</li><li>explain that government property and facilities have to be appreciated and looked after.</li></ul>		Recap: 10 min. CW: 20 min. HW: 10 min. (discussion)

**Recap:** Review the lesson by asking questions from the text and the information provided by the teacher in the previous lesson.

**CW:** Content Review Q1 to Q3 written. Briefly review the questions with the students before they start the work.

**HW:** Going Further. Have a brain storming session in class to suggest ways to support the local government in maintaining parks and hospitals. Write the suggestions on the board. Ask students to do a write up on this as homework.

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

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

1. List any five services that the local government provides for a city or town.

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2. List any five things you can do to help the local government do its work.

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# Abdul Sattar Edhi

Abdul Sattar Edhi is a name all Pakistanis are familiar with. Most Pakistanis have benefited from his services in one way or the other. In this lesson, students are being given some background about this great man so that they get to know him. They need a hero in whose footsteps they can follow.

## PREVIOUS KNOWLEDGE

Students are familiar with the name of Edhi and are aware that he helps people who are injured in accidents.

## VOCABULARY

established, shelter, destitute, abandoned, rescue, remote

## LEARNING EXPECTATIONS

Students should be able to:

- know Abdul Sattar Edhi as a social worker.
- learn what kind of social service he provides to the public.
- understand the driving force behind his sense of service and to derive motivation from it.

## METHOD

### (a) Introductory activity

Play the guessing game.

Tell your students you have thought of a personality whose name they have to guess. Hints: he is a famous Pakistani; he likes to help people; he dresses very simply; his ambulances are a common sight on the roads. If they still don't guess the name then give them some more hints.

### (b) Development

When the name has been guessed, tell them that there are many famous people in Pakistan. Ask them to name a few. When they have named some, tell them that they are all our heroes. So is Edhi. Tell them about the virtues of helping the poor and living simply. Read the lesson with them, explaining each point.

### (c) Closure

Explain the given exercises in Content Review and Going Further.

## ASSESSMENT

Ask the students to do the Content Review exercises in their notebooks.

## CONTENT REVIEW (PAGE 38)

### Answers

1. Abdul Sattar Edhi learnt about caring for others at a very early age. His mother used to give him two paise daily, one for himself and one for the poor, so helping the needy became a habit.
2. His ambulance service has the largest fleet and includes air ambulances as well.
3. Abdul Sattar Edhi is mentioned in the Guinness Book of World Records because his organization has the biggest fleet of ambulances and also because he has worked continuously for the greatest number of hours.

## GOING FURTHER

For Q.1 call the students who are willing to the front of the class and ask them to tell the class about their experience.

### SAMPLE TEST PAPER, UNIT 3

I Answer the following questions:

1. List some ways of avoiding fights.
2. List some advantages of following rules.
3. List three things you do that show you are a responsible child.
4. List some of the rights that you enjoy.
5. Explain the steps that can be taken to solve a problem.
6. Name some of the services that a local government provides.
7. What is the title of the elected leader of a town or city?
8. Who lives in Edhi Homes?
9. How is the Edhi Foundation supported?
10. Why must we take care of the things provided for us by our local government?

II Fill in the blanks:

1. Abdul Sattar Edhi uses \_\_\_\_\_ to rescue people from remote areas.
2. The name of your town nazim is \_\_\_\_\_.
3. We act responsibly if we do not blame \_\_\_\_\_ for our mistakes.
4. All good citizens follow \_\_\_\_\_.
5. A motorcyclist should always wear a \_\_\_\_\_.
6. We should take \_\_\_\_\_ when we play.
7. We should give everyone a \_\_\_\_\_ to speak.
8. Every child is born \_\_\_\_\_ and has certain \_\_\_\_\_.
9. Local governments provide facilities from the \_\_\_\_\_ paid by the citizens.
10. The Edhi Home is also known as \_\_\_\_\_.

Date:

Time: 40 min.

### Unit 3: Citizenship

Topic: Abdul Sattar Edhi	Teaching objectives	Learning outcomes	Resources/Materials	Activities/CW/HW
1. Edhi Foundation	<ul style="list-style-type: none"><li>to introduce Abdul Sattar Edhi as a social worker and a hero, who we should look up to</li></ul>	Students should be able to: <ul style="list-style-type: none"><li>list the social services provided by the Edhi Foundation.</li></ul>		Introductory activity: 10 min. Development: 20 min. CW: 10 min.

**Key words:** businessman, devoted, needy, abandon, destitute, innumerable, terminally sick, volunteer, rescue, ambulance, remote area, private individual, wounded, introduce, fund

**Introductory activity:** Please refer to page 95 of this teaching guide.

**Development:** Read page 37 and 38, explaining the text as it is read. Emphasize the selfless devotion of Abdul Sattar Edhi, his humility, honesty and commitment to his work. In difficult and tragic times he has never given up but worked hard to help his fellow citizens. Point out the fact that international recognition has only strengthened his resolve to serve humanity. He is a hero whose life and work should inspire us to good for our countrymen and humanity.

**CW:** Ask questions related to the text orally.

Date:

Time: 40 min.

**Unit 3: Citizenship**

Topic: Abdul Sattar Edhi	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
2. Serving fellow citizens	<ul style="list-style-type: none"> <li>to motivate the students to help their countrymen and humanity</li> </ul>	<ul style="list-style-type: none"> <li>describe the driving force behind his sense of service and his love for social work.</li> </ul>		Recap: 5 mins Development: 20 min. CW: 15 min.

**Recap:** Review the main points of the lesson.

**Development:** Discuss some of the other famous people in Pakistan and what they do for our country and the people. Ask the students to name a few. Write the names on the board. Explain that welfare trusts help the poor and distressed people. These organizations work very closely with them and are aware of their circumstances. Some of the other well known welfare organizations of Pakistan are Saylani Welfare, Alamgir Welfare, and Ansar Burney Welfare Trust. Ask the students to find information about some famous social workers and write some important points about any one of the welfare organizations. Let it be an interactive activity and encourage them to find out details about other famous people doing welfare work for our country.

**CW:** Content Review Q1 to Q3 written. Discuss the questions, then ask the students to write the answers in their exercise books.

**HW:** Going Further Q1. Prepare for discussion in the next lesson.

Date:

Time: 40 min.

### Unit 3: Citizenship

Topic: Abdul Sattar Edhi	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
3. Welfare organizations	<ul style="list-style-type: none"><li>to emphasize the importance of helping the less fortunate</li></ul>	<ul style="list-style-type: none"><li>relate occasions when they have helped others.</li></ul>		Introduction: 5 min. Development: 20 min. CW: 10 min. Winding up: 5 min.

**Introduction:** Continue the discussion from the previous lesson, emphasizing the importance of helping those less fortunate than us. Discuss the ideas for a welfare organization with the students. Ask the students to give their input on the topic.

**Development:** Give each student a chance to relate an incident where they helped somebody less fortunate than themselves.

**CW:** Content Review Q3

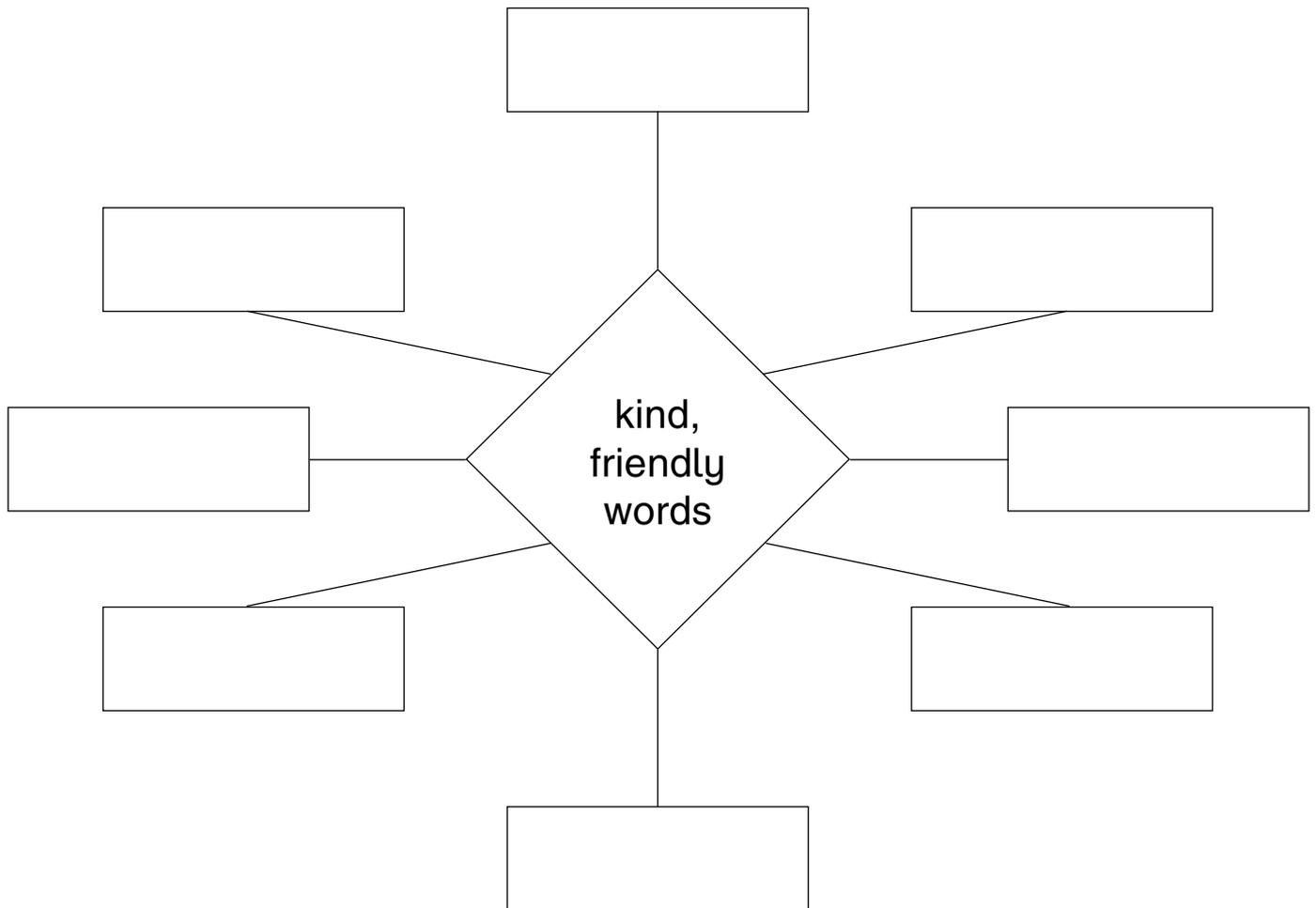
**HW:** Going Further Q2. Worksheet

**Winding up:** Wind up the lesson by reviewing the main points.

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

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

Think of as many kind, friendly words as you can.



## A history of clocks

The lesson traces the history of clocks, covering the different stages of progress and finally arriving at the latest innovation.

### PREVIOUS KNOWLEDGE

Students know what clocks are and can tell the time.

### VOCABULARY

accurate, a.m., p.m.

### LEARNING EXPECTATIONS

Students should be able to:

- understand that the clocks have changed over time.
- learn that a complete day is of 24 hours.
- learn about the division of the day into a.m. and p.m.

### METHOD

#### (A) Introductory activity

Bring a clock to the class. Teach them how to tell the time. Tell them about the hour hand, the minute hand, and also the second hand. (Some students may already be well aware of this skill.)

#### (b) Development

Tell the students that the clock that they are working with is battery-powered. This is a recent invention when we look at how far back clocks were invented. In the beginning, clocks were very simple but with time improvements were made. Later, more elaborate clocks were made. Today, we have digital clocks and watches which are very accurate in keeping time.

The first clocks could only tell the time in the day, in the presence of the Sun.

Read the lesson with them, explaining in your own words wherever required.

#### (c) Closure

Explain the given exercises in Content Review and Going Further.

### ASSESSMENT

Ask the students to do the Content Review exercises in their notebooks.

### CONTENT REVIEW (PAGE 41)

#### Answers

1. The oldest clock is the sundial.
2. The atomic clock tells the most accurate time.
3. 6 p.m. is in the evening.

### GOING FURTHER

Help children do this exercise by tracing the history of clocks given in the lesson.

Date:

Time: 40 min.

### Unit 4: Our Past and Our Present

Topic: A history of clocks	Teaching objectives	Learning outcomes	Resources/Materials	Activities/CW/HW
1. Development of clocks	<ul style="list-style-type: none"> <li>to explain how clocks have changed over time</li> </ul>	Students should be able to: <ul style="list-style-type: none"> <li>explain how clocks have improved over time.</li> </ul>	Different types of clocks A memory card game prepared beforehand, with half the cards showing analogue time and the other half showing digital time; pairs should show the same time	Introductory activity: 25 min. Development: 15 min.

**Key words:** accurate, a.m., p.m.

**Introductory activity:** Bring different types of clock to the lesson. Show the students how they are used to tell the time. Explain how different clocks work. Ask the students how many types of clock they are familiar with. Explain that in the beginning, clocks were very simple but over time, improvements were made. Today we have digital clocks and watches which are very accurate. Show the students different types of clock and ask them to tell the time by them. Play a memory time game with the students. Place two sets of cards, one showing analogue time and the other showing digital time, face down in rows and columns. Ask the students to turn over the cards to match the analogue time with the digital time. The game can be played in the same way as the traditional memory game or they can simply match the times on the cards.

**Development:** Read page 39 giving any necessary explanations.

Date:

Time: 40 min.

## Unit 4: Our Past and Our Present

Topic: A history of clocks	Teaching objectives	Learning outcomes	Resources/Materials	Activities/CW/HW
2. Types of clocks	<ul style="list-style-type: none"><li>to explain the division of the day into a.m. and p.m.</li></ul>	Students should be able to: <ul style="list-style-type: none"><li>understand how the day is divided into a.m. and p.m.</li></ul>	Different types of clocks	Recap: 5 min Introductory activity: 15 min. Development: 20 min.

**Key words:** invent, indicate, pendulum, accurate

**Recap:** Review the previous lesson.

**Introductory activity:** Discuss how many different types of clock the students have seen. Ask them to tell the time by them. Explain that the oldest clock was the sun dial and the first clocks could only tell the time in the day, in the presence of the Sun. The teacher could take the students outside and show them how people used to calculate time by observing the length of shadows. Explain a.m. and p.m.

**Development:** Read page 40 and 41 giving any necessary explanations. Ask questions related to the text.

**HW:** Content Review Q1 and Q2

Date:

Time: 40 min.

## Unit 4: Our Past and Our Present

Topic: A history of clocks	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
3. Revision	<ul style="list-style-type: none"> <li>to reinforce the students' learning of this topic</li> </ul>	<ul style="list-style-type: none"> <li>explain how clocks have developed over a period of time.</li> </ul>	Task cards, hourglass, stopwatch	Class activity: 20 min. CW: 20 min.

**Class activity:** Place some task cards, a stopwatch and an hourglass in a bag. Ask students to come with a partner to take out one task card and the hourglass or the stopwatch. They should complete the activity and write down the result. Some questions can be: How many times can you jump in a minute? How long do you take to write from 1 to 10?

**CW:** Content review Q3. Worksheet

**HW:** Going further. Help students to do this exercise by tracing the history of clocks described in the lesson. Explain it clearly and then ask them to find more information from home and write it in their books.

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

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

1. Say whether the following statements are true or false.

- a. You can tell the time at night using a sundial.  True  False
- b. Candle clocks are not very accurate.  True  False
- c. The Dutch man Huygens invented the pendulum clock.  True  False
- d. It is dark at 1 a.m.  True  False
- e. It is day time at 10 a.m.  True  False

2. What do the following clocks use to tell the time? Choose the correct word from the list and write it next to the name of the clock.

sand      sunlight      batteries      pendulum

sundial	
hourglass	
quartz clock	
grandfather clock	

# The Islamic calendar

Children are used to following the Gregorian calendar. The lesson introduces to them the Islamic calendar, explaining its usage and basis. It also tells students the names of all the months of an Islamic calendar.

## PREVIOUS KNOWLEDGE

Students are familiar with the use of calendars.

## VOCABULARY

lunar, orbit, religious festivals, Gregorian

## LEARNING EXPECTATIONS

Students should be able to:

- use the lunar calendar.
- differentiate between the solar and lunar calendars.
- memorize the names of Islamic months.

## METHOD

### (a) Introductory activity

Show a Gregorian calendar to students. Ask them if they know how to find today's date on the calendar. Teach them if they don't. Tell them that this calendar is based on the movement of the Earth around the Sun.

Ask them which is the month of fasting for Muslims. They will say Ramadan. Tell them that Ramadan is also a month like January or February but it is an Islamic month. There are twelve Islamic months. Explain to them that these months form the Islamic calendar which helps us know the dates of our religious festivals and important days. Ask them to name some of these, for example, the two Eids, Shab-e-Barat, Shab-e-Mairaj, 9th and 10th of Muharram.

Show a Gregorian calendar to the students. Open the current-month page and talk about it. Tell them that this is a solar calendar; we use it in everyday life.

Also tell the students that the solar calendar is based on the Earth's revolution around the Sun which takes 365 days. The lunar year is 354 days.

### (b) Development

Write the names of the Islamic months on the board. Say them out aloud and ask children to repeat after you. Read the lesson with them and explain the illustrations.

### (c) Closure

Explain the Content Review and Going Further exercises.

## ASSESSMENT

Ask the students to do the Content Review questions in writing.

## CONTENT REVIEW (PAGE 43)

### Answers

1. a. false      b. false      c. true      d. false
2. The Islamic lunar calendar began when Prophet Muhammad (ﷺ) made his journey, called Hijra, from Makkah to Madina.

## GOING FURTHER

This activity will need your input. Both type of calendars have to be made available.

Date:

Time: 40 min.

## Unit 4: Our Past and Our Present

Topic: The Islamic calendar	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
1. The Gregorian calendar	<ul style="list-style-type: none"><li>to demonstrate how to find dates and days on a Gregorian calendar</li></ul>	<ul style="list-style-type: none"><li>use the Gregorian calendar correctly.</li></ul>	A large Gregorian calendar for the classroom	Introductory activity: 10 min. Development: 20 min. CW: 10 min.

**Key words:** Hijri, lunar, orbit, crescent, religious festival, Gregorian calendar

**Introductory activity:** Show the students a Gregorian calendar and ask them to find today's date. Demonstrate how to do this if necessary. Explain that this calendar is based on the movement of the Earth around the Sun.

**Development:** Open the calendar at the current month and talk about it. Explain that this is a solar calendar; we use it in everyday life. Also explain that the solar calendar has 365 days as it takes the Earth this many days to revolve once around the Sun.

**CW:** Ask students to mark their birthdays on the calendar in the classroom. Ask them to find out on which days of the week the following dates with fall: 14th August; 23rd March; 25th December

**HW:** Worksheet

Date:

Time: 40 min.

## Unit 4: Our Past and Our Present

Topic: The Islamic calendar	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
2. Gregorian and lunar calendars Names of months in the Islamic calendar	<ul style="list-style-type: none"> <li>to differentiate between the Gregorian and the lunar calendar</li> <li>to teach the students the names of the months of the Islamic calendar</li> </ul>	<ul style="list-style-type: none"> <li>explain how the Gregorian and the lunar calendars differ.</li> <li>name the Islamic months and explain the importance of some months.</li> </ul>	Islamic calendar, a bag, cards with the names of the Islamic months written on them	Introductory activity: 15 min.  Development: 25 min.

**Introductory activity:** Ask students to name the month of fasting for Muslims. They will say Ramadan. Explain that Ramadan is also a month like January or February but it is an Islamic month. There are twelve Islamic months. Explain that these months form the Islamic calendar which tells the dates of Islamic religious festivals and important days. Ask them to name some of these, for example, the two Eids, Shab-e-Barat, Shab-e-Mairaj, 9th and 10th of Muharram. The lunar year has 354 days.

**Development:** Read pages 42 and 43 with students, explaining the text. Explain the differences between the two types of calendar. Read out the names of the Islamic months and help the students to learn them.

**HW:** Learn the names and spelling of the Islamic months.

Date:

Time: 40 min.

## Unit 4: Our Past and Our Present

Topic: The Islamic calendar	Teaching objectives	Learning outcomes	Resources/Materials	Activities/CW/HW
3. Names of months in the Islamic calendar contd.	<ul style="list-style-type: none"><li>to help the students learn the names of the months of the Islamic calendar</li></ul>	Students should be able to: <ul style="list-style-type: none"><li>recite the names of the Islamic months.</li></ul>	Islamic calendar, a bag, cards with the names of the Islamic months written on them	Recap: 5 min. Development: 25 min. CW: 10 min.

**Recap:** Revise the last two lessons.

**Development:** Ask individual students to take turns to write on the board the names of the Islamic months. Make sure they spell each one correctly. Play a game of matching cards. The students should come in pairs, one of them should take out a card from the bag and say the name of the month aloud the other one should try and say which month of the year it is and if they know of any important event that takes place in that month. Alternatively each student takes out a card and the rest of the students raise their hands to say which month of the year it is and what important event takes place in that month.

**CW:** Content Review Q1 and Q2

**HW:** Going Further exercise; worksheet

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

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

1. Fill in the blanks to write the names of the Islamic months, and put them in the correct order.

S \_ \_ f \_ \_ r \_\_\_\_\_

Mu \_ \_ ar \_ \_ am \_\_\_\_\_

Ja \_ \_ aadi ul A \_ \_ wal \_\_\_\_\_

S \_ \_ aba'an \_\_\_\_\_

Z \_ \_ i \_ \_ thi \_ \_ j \_\_\_\_\_ 12

Rab \_ \_ ul Awwa \_ \_ \_\_\_\_\_

\_ \_ ajab \_\_\_\_\_

Z \_ \_ qa \_ \_ d \_\_\_\_\_

Sha \_ \_ wal \_\_\_\_\_

Rab \_ \_ us San \_ \_ \_\_\_\_\_

Ja \_ \_ adi us S \_ \_ ni \_\_\_\_\_

Ra \_ \_ ada \_ \_ \_\_\_\_\_

2. Say whether the following statements are true or false.

a. The Islamic year follows the changes of the moon. \_\_\_\_\_

b. Each new moon begins a new year. \_\_\_\_\_

c. In the Islamic calendar, the months have 29 or 30 days. \_\_\_\_\_

d. Some months of the Islamic calendar have 31 days. \_\_\_\_\_

e. August is the name of an Islamic month. \_\_\_\_\_

3. Name the month:

in which Prophet Mohammad (PBUH) was born. \_\_\_\_\_

in which Eid-ul-Fitr is celebrated. \_\_\_\_\_

is the first month of the Islamic calendar. \_\_\_\_\_

in which Muslims fast. \_\_\_\_\_

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

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

Make a school calendar for the next Islamic month. Write down the date of the month under each day and mention any event that the school has planned for that day.

Month: \_\_\_\_\_

Year: \_\_\_\_\_

Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday

# We all change

The lesson does not teach anything new. It makes children aware of the physical changes in us brought about with age.

## PREVIOUS KNOWLEDGE

Students already know that things change with time.

## VOCABULARY

height scale, weighing scale

## LEARNING EXPECTATION

Students should be able to:

- understand the aging process with the help of pictures.

## METHOD

### (a) Introductory activity

Begin by asking students:

Who has a younger brother or sister? How old is he/she? Do you remember when he/she was just born? Hasn't he grown already? Then explain: If you look at your own baby pictures you will see how much younger and different you were. We all change and grow up with age. Your mother too was a baby once. So was your father. We all pass through different stages in life. During each stage we play different roles. You are students now. When you are older and have studied up to a level, you will start working in an office.

Explain that with time everything changes. Animal babies become full-grown animals; small plants become bushes and trees.

### (b) Development

Read the lesson, explaining the illustrations.

### (c) Closure

Explain the Content Review and Going Further exercises.

## ASSESSMENT

Ask the students to do the Content Review exercises in their notebooks.

## CONTENT REVIEW (PAGE 45)

### Answers

Became taller; gained weight; hands grew bigger; legs grew longer; learnt to walk.

## GOING FURTHER

Interesting activities to be carried out in classroom.

## SAMPLE TEST PAPER, UNIT 4

I Answer the following questions:

1. Why are sundials only useful for part of the day?
2. Who invented the first clocks and where?
3. Name the twelve Hijri months.
4. What is the main use of the Hijri calendar?
5. What machine do we use to check our weight?

II Fill in the blanks:

1. At noon the Sun is \_\_\_\_\_.
2. The \_\_\_\_\_ calendar is based on the movement of the moon around the Earth.
3. When telling time, a.m. means \_\_\_\_\_, and p.m. means \_\_\_\_\_.
4. The solar calendar is also known as the \_\_\_\_\_ calendar.
5. The pendulum clock was invented by \_\_\_\_\_ in 1656.
6. Changes in our \_\_\_\_\_ and \_\_\_\_\_ are part of our growth.

Date:

Time: 40 min.

### Unit 4: Our Past and Our Present

Topic: We all change	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
1. Growing older	<ul style="list-style-type: none"> <li>to introduce the developmental stages of humans</li> </ul>	Students should be able to: <ul style="list-style-type: none"> <li>describe the growing process.</li> </ul>		Introductory activity: 20 min.  Development: 20 min.
<p><b>Key words:</b> weight, growth, grandparent, younger, machine</p> <p><b>Introductory activity:</b> Refer to page 112 of this teaching guide.</p> <p><b>Development:</b> Read page 44 and 45 and supply any necessary explanations. Explain that humans go through certain stages of growth and development. Write the stages on the board e.g. baby, toddler, child, teenager, adult, etc. Ask the students to suggest approximate ages for these stages. Ask them how the members of their families fit into the above stages.</p> <p><b>HW:</b> Content Review; ask students to bring their baby pictures for the next lesson.</p>				

Date:

Time: 40 min.

## Unit 4: Our Past and Our Present

Topic: We all change	Teaching objectives	Learning outcomes	Resources/Materials	Activities/CW/HW
2. All living things change as they grow older	<ul style="list-style-type: none"><li>to explain that all living change as they grow older</li></ul>	Students should be able to: <ul style="list-style-type: none"><li>explain that all living things grow, though not all at the same rate.</li></ul>	A large sheet of paper to draw a bar graph, marker, measuring tape, baby pictures of the students in class Pictures of animals and their young, saplings and fully grown plants	Introductory activity: 10 min. Development: 20 min. CW: 10 min.

**Introductory activity:** Show the students the pictures of animals and their young, and saplings and fully grown plants. Explain that, over time, all living things grow, although some may grow more slowly than others. Animal babies become fully grown animals; small plants become bushes and trees.

**Development:** Measure the height of the students; also mark on the tape a normal newborn's height about 19 to 21 inches. Make a bar graph; label the x axis number of students and the y axis height of students in inches. Put the bar graph up on the board. Have the students compare their baby pictures with some current pictures and point out the similarities and differences. Alternatively they can work with partners and look at each other's pictures.

**CW:** Going Further Q2

**HW:** Worksheet

Date:

Time: 40 min.

### Unit 4: Our Past and Our Present

Topic: We all change	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
3. Stages of development	<ul style="list-style-type: none"> <li>to reinforce the learning</li> </ul>	<ul style="list-style-type: none"> <li>explain that all living things go through different stages of growth and development.</li> </ul>	Different baby pictures, pictures of a child or adult	Recap: 10 min. Class activity: 20 min. CW: 10 min.

**Recap:** Review the main points of the lesson.

**Class activity:** Show pictures of three babies; ask the students to compare them to the picture of a ten year old and try to identify which is the corresponding baby picture. Guide them by asking them to study the facial features. Ask questions such as: How did the shape of her/ his eyes, nose, etc. change? What other changes occur as newborns grow? etc. The same activity can be repeated with an adult's picture.

**CW:** Do the given worksheet.

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

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

1. Find out from your mother the age at which you did these things:

cut your first tooth \_\_\_\_\_

learned to read \_\_\_\_\_

sat up without support \_\_\_\_\_

fed yourself \_\_\_\_\_

took your first step \_\_\_\_\_

started school \_\_\_\_\_

said your first word \_\_\_\_\_

dressed yourself \_\_\_\_\_

made your first friend \_\_\_\_\_

2. Draw a picture of your family.

3. Match the sentences with the words.

a. I sleep in my cot.

b. I like to read to my grandchildren

c. I go to work every morning.

d. I like to keep my house clean.

e. I go to college every day.

f. I use my stick when I go for a walk.

g. I like my school.

student

mother

baby

grandmother

father

grandfather

college student

# Goods and services

Children are being taught here the difference between goods and services. These are available to them all the time, but the lesson will teach them to look at these with understanding.

## PREVIOUS KNOWLEDGE

Students know that they have to pay a price when buying something.

## VOCABULARY

goods, services, consumers

## LEARNING EXPECTATIONS

Students should be able to:

- understand the difference between goods and services.
- understand what a consumer is.

### (a) Introductory activity

After explaining the vocabulary words, begin by asking students to name some goods and services available to them in class. Make two columns on the board and list them.

#### Goods

chair  
table  
pencil

#### Services

electricity  
cleaning of your class by the sweeper  
teaching by your teachers

They may name many things. The idea is that they should be able to differentiate between goods and services.

### (b) Development

Read the lesson with students, explain the contents and the pictures.

Explain goods and services with examples. Ask them what the people who buy goods and services are called. They may give various answers, but tell them they are called consumers.

### (c) Closure

Explain the Content Review and Going Further exercises.

## ASSESSMENT

Ask the students to do the Content Review questions in writing.

## **CONTENT REVIEW (PAGE 47)**

### **Answers**

1. Goods are things that can be bought or sold and can be touched, for example, cars, books, toys, food, etc.
2. Services can also be bought or sold but they cannot be touched. Services are the work done for you, for example, getting a haircut, having our clothes stitched, having our food cooked.
3. Newspaper subscription, electricity, water, and gas supply.
4. Consumers are people who buy goods and services.

### **GOING FURTHER**

Children should work individually.

Ask them to do the exercises independently.

Date:

Time: 40 min.

## Unit 5: Lifestyles

Topic: Goods and services	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
1. Difference between goods and services	<ul style="list-style-type: none"> <li>to explain the difference between goods and services</li> </ul>	<ul style="list-style-type: none"> <li>explain that they purchase goods and services.</li> </ul>		Introductory activity: 15 min.  Development: 20 min.  Winding up: 5 mins

**Key words:** lifestyle, goods, service, subscription, consumer

**Introductory activity:** Introduce the words 'goods' and 'services' to the students, explaining that goods are possessions, for example, computer, chair, bed, etc., and a service is the action or process of doing something for another person. Draw two columns on the board and ask the students to name some goods and services available to them in school; examples of goods include, chair, table, etc. and services include cleaning the classroom, the supply of electricity, etc.

**Development:** Read page 46 and 47 and explain the text and the pictures. Explain that the people who buy goods and services are called consumers.

**Winding up:** Sum up the lesson by reviewing the main points.

Date:

Time: 40 min.

## Unit 5: Lifestyles

Topic: Goods and services	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
2. Consumers	<ul style="list-style-type: none"><li>to explain further the role of consumers</li></ul>	<ul style="list-style-type: none"><li>describe their role as consumers.</li></ul>		Introductory activity: 20 min.  CW: 20 min.

**Introductory activity:** Make a chart of the first ten activities the students do before coming to school. How many activities require the use of goods? How many involve services? Since the students have learned about local government, they can be asked if they remember the services provided by the local government.

**CW:** Content Review Q1 to Q4 (written). Ask questions first and then ask the students to note the answers in their exercise books.

**HW:** Worksheet

Date:

Time: 40 min.

## Unit 5: Lifestyles

Topic: Goods and services	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
3. Goods and services	<ul style="list-style-type: none"> <li>to reinforce the learning</li> </ul>	<ul style="list-style-type: none"> <li>differentiate between goods and services.</li> </ul>	Pictures of goods and services, chart paper	Recap: 5 min. Introductory activity: 15 min CW: 20 min.

**Recap:** Review the main points of the unit.

**Introductory activity:** Give the students a phrase such as: if I had a pet..., and ask them to list ten things they would require ,e.g. pet food, leash, bowl, basket, vet, etc. Ask them to separate the requirements into goods and services. This can be repeated with other phrases, for example, When we travel to Lahore we need..., or When I go to the grocery store...

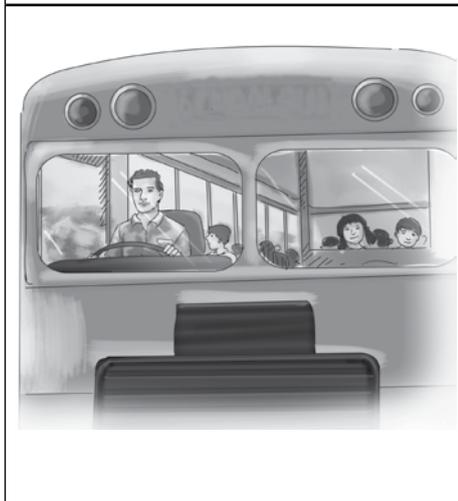
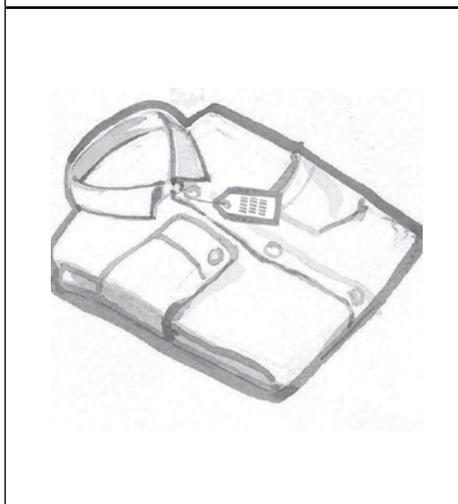
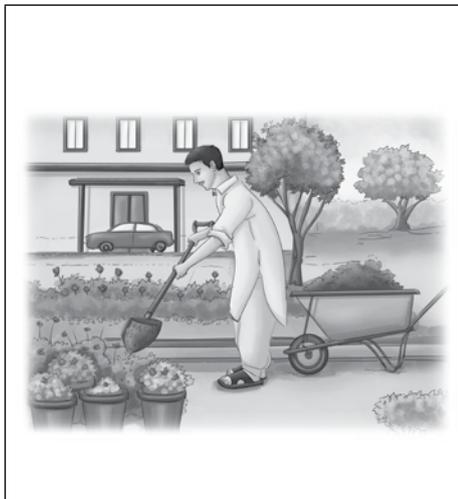
**CW:** Show the students pictures of goods and services being provided to consumers and ask them to separate them into two groups. They can then be pasted under the heading goods and services on chart paper to make a collage.

**HW:** Going Further exercise

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

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

Write G for a good and S for a service.



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

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

1. List five goods that your family uses.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

e. \_\_\_\_\_

2. List five occupations that provide services for your family (e.g. cook, doctor, cleaner, driver, etc.)

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

e. \_\_\_\_\_

# Markets

The lesson introduces the concept of a market. It explains that markets can be of different types.

## PREVIOUS KNOWLEDGE

Students already know what goods and services are. They are also aware that market is a place where you buy things.

## VOCABULARY

products, poultry, wholesale market

## LEARNING EXPECTATIONS

Students should be able to:

- understand the role of markets in the distribution of goods and services.

## METHOD

### (a) Introductory activity

If possible, take the students to a nearby market for a visit. Brief them first.

What are goods—ask for examples.

What are services— ask for examples.

Where do we buy goods and services?

What type of markets have they visited?

After the visit, ask questions about the goods and services they saw.

### (b) Development

Read the lesson with students. Explain the text with the help of pictures.

Ask questions:

- What is a market?
- What is a product?
- Where do the goods come from to the market?

While giving the example of French fries, ask who is the consumer, and what is the product being sold. Ask about the difference between goods and services.

### (c) Closure

Explain the given exercises in Content Review and Going Further.

## ASSESSMENT

Ask the students to do the Content Review exercises in their notebooks.

## CONTENT REVIEW (PAGE 49)

1. A market is a place where all kinds of goods are sold.
2. Goods sold in the market are brought from the farms where they are grown. Goods are also brought from the factories where they are produced. Goods that are made at home may be sold in the market too.
3. Goods sold in the handicraft shop are made at home or in small factories where they are made by hands.
4. Products are goods that people make or grow in order to be sold.

## GOING FURTHER

Discuss in class and then give this exercise for homework.

Date:

Time: 40 min.

## Unit 5: Lifestyles

Topic: Markets	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
1. The role of markets	<ul style="list-style-type: none"> <li>to introduce the concept of markets</li> </ul>	<ul style="list-style-type: none"> <li>explain the role of markets in the distribution of goods and services.</li> </ul>		Introductory activity: 10 min.  Development: 20 min.  CW: 10 min.

**Key words:** market, product, handicraft, poultry

**Introductory activity:** Refer to page 125 of this teaching guide. If you decide to do this activity, change this lesson plan accordingly.

**Development:** Read pages 48 and 49 and provide any necessary explanations. Introduce the terms 'producer' and 'consumer'. Point out that most people are both consumers and producers. Ask student what they would buy if they were given some money as a gift. Where would they go to buy those things?

**CW:** Ask questions related to the text.

Date:

Time: 40 min.

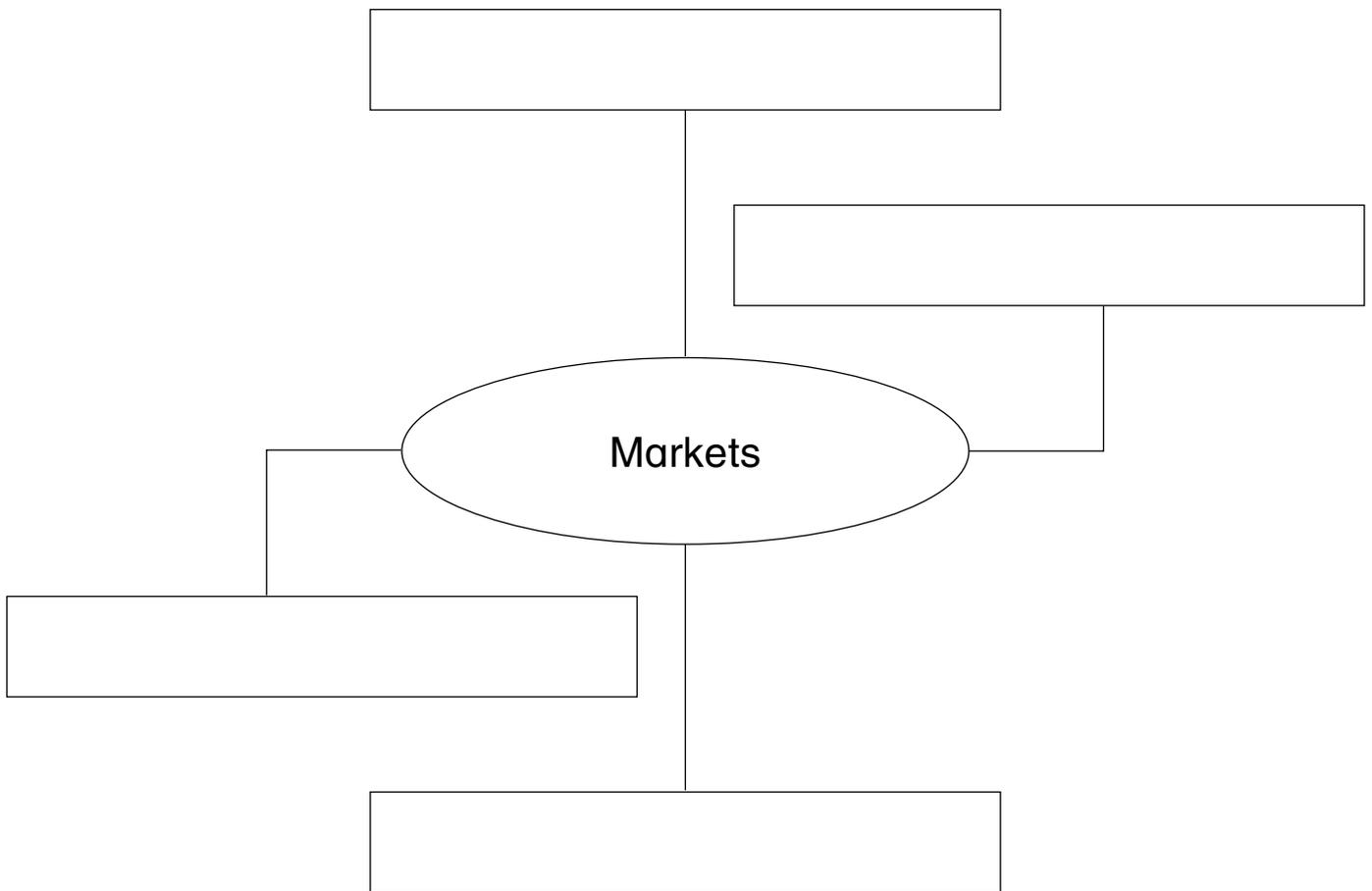
## Unit 5: Lifestyles

Topic: Markets	Teaching objectives	Learning outcomes	Resources/Materials	Activities/CW/HW
2. Types of markets	<ul style="list-style-type: none"><li>to explain different types of market</li></ul>	Students should be able to: <ul style="list-style-type: none"><li>describe different types of markets.</li></ul>		Recap: 10 min. Development: 15 min. CW: 15 min.
<p><b>Recap:</b> Review the lesson by asking questions based on the text and the details provided in the previous lesson.</p> <p><b>Development:</b> Ask questions such as: What is a market? Where do products in a market come from? What are goods and services? From where do we buy goods and services? Explain the different markets for different products. Encourage the students to talk about the markets they visit.</p> <p><b>CW:</b> Content Review Q1 to Q2</p> <p><b>HW:</b> Going Further: discuss the activity and ask the students to complete it at home.</p>				

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

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

1. Name four different types of market.



2. Name four markets in your city.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# The journey of the apples

The lesson explains, in a very simple way, how apples are grown on farms and are transported to the market. Children eat fruit regularly, but this will encourage them to think about where the fruit is grown and how it reaches the fruit seller.

## PREVIOUS KNOWLEDGE

Students know that products are either grown or made.

## VOCABULARY

producer, orchard, irrigate, prune, ripen

## MATERIAL REQUIRED

some apples

## LEARNING EXPECTATIONS

Students should be able to:

- explain the difference between a producer and a consumer.
- explain where the fruit and fruit products they consume come from.

## METHOD

### (a) Introductory activity

Show the students an apple and ask them where the apples they eat come from.

Talk about the other ways in which fruit is consumed—for example, in fruit juice, jam, or flavouring in yoghurt.

Explain that fruit is grown in fields called orchards and ask if any student has seen an apple orchard. Ask the students to identify the areas of Pakistan that are famous for apple orchards, or for other fruits such as apricots, oranges, mangoes, etc.

### (b) Development

Read the lesson with the students, asking questions to keep it interactive.

### (c) Closure

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

## ASSESSMENT

Ask the students to answer the Content Review questions in writing.

## CONTENT REVIEW (PAGE 52)

### Answers

1. A producer is a person who makes or grows something.
2. The crates of apples are loaded onto trucks and taken to the wholesale fruit markets where fruit sellers buy them to sell in their shops.
3. The farmers spray the land in spring to keep the trees safe from harmful insects.
4. Different activities take place on apple farms during the four seasons of the year. In summer, the orchards are irrigated.

In winter, the apple trees are pruned.

In autumn, the apples are picked.

In spring, the land around the trees is weeded and sprayed.

5. List of the services involved in growing apples:

Service of apple producers

Service of paid farm workers

Service of truck drivers

Service of wholesale market dealer

Service of the fruit sellers

Service of your parents who buy them and bring them home for you

### **GOING FURTHER**

Students should do Q.1 individually. Ask them to draw pictures of some products that they use, for example, jam, squash, etc. You can even ask them to bring empty bottles or cans of foods made from apples, and these can be displayed in a corner of the classroom.

For Q.2, begin with brainstorming and tell the students what the saying means. Ask them to write the answer in their notebooks.

Date:

Time: 40 min.

## Unit 5: Lifestyles

Topic: The journey of the apples	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
1. Producers and consumers	<ul style="list-style-type: none"><li>to explain the difference between producers and consumers</li></ul>	<ul style="list-style-type: none"><li>differentiate between producers and consumers.</li></ul>	Apples	Introductory activity: 10 min. Development: 20 min. CW: 10 min.

**Key words:** producer, orchard, irrigate, ripen, bulk

**Introductory activity:** Refer to page 129 of this teaching guide.

**Development:** Refer to page 129 of this teaching guide.

**CW:** Content Review Q1 and Q2

**HW:** Going Further Q1

Date:

Time: 40 min.

**Unit 5: Lifestyles**

Topic: The journey of the apples	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
2. Producers and consumers	<ul style="list-style-type: none"> <li>to explain where fruit and fruit products come from</li> </ul>	<ul style="list-style-type: none"> <li>describe the stages products go through to reach the consumer.</li> </ul>	A flow diagram of the journey of apples from the producer to the consumer	Development: 10 min. CW: 30 min.
<p><b>Development:</b> Building on the previous lesson, talk about other goods available in the market, describing how they are produced and then brought to the market to be consumed by us. The lesson only mentions apples but explain that other produce in the market reaches us in the same manner. Talk about other fruits which are processed and packaged.</p>				
<p><b>CW:</b> Going Further Q2. Ask students to think about the question and give their ideas. Explain the saying later. Content Review Q3, Q4, Q5. Students can finish the work for homework.</p> <p><b>HW:</b> Worksheet</p>				

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

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

1. Identify the roles the following people play in bringing products to our homes.

a. the person who owns the land where the apples grow

worker    producer    teacher    shopkeeper

b. the person who works in factories or on farms

worker    producer    seller    actor

c. the person who sells the apples to us

worker    producer    shopkeeper    nurse

d. the person who purchases goods or services

worker    producer    shopkeeper    consumer

2. Fill in the blanks to complete the sentences.

a. In summer we \_\_\_\_\_ the orchards because there is not enough rain.

b. In winter, the workers \_\_\_\_\_ the apple trees so that sunlight can reach inside them.

c. The \_\_\_\_\_ pick the apples from the trees by \_\_\_\_\_.

d. Trucks transport crates to the \_\_\_\_\_ markets.

e. In spring, we \_\_\_\_\_ the land and \_\_\_\_\_ it to keep the trees and fruit safe.

# Job opportunities

The lesson considers different ways by which people earn a living.

## PREVIOUS KNOWLEDGE

Students are aware that people have to work to earn a living; the nature of work is different for everyone.

## VOCABULARY

earn a living

## LEARNING EXPECTATIONS

Students should be able to:

- identify different professions.

## METHOD

### (a) Introductory activity

Game—miming occupations. The teacher begins by doing a short mime of an occupation, such as a chef, hairdresser, pilot. A student who guesses correctly can then take a turn to mime a different job.

Ask each student what he/she would like to be when they grow up.

List on the board as many professions as they can name.

Explain that everybody has to earn a living in this world. Explain in simple terms that when we work we do it not only for our own benefit but also to support the whole community and its economic progress. When we earn money, we can afford to buy products and services made or provided by others. This means that they earn a living because we are able to buy from them.

### (b) Development

Referring to the professions the class has named, ask the students to work in pairs to see if they can establish any way to divide them into different categories. Let students explain their suggestions to the class. If necessary, explain that these can be divided into different categories, such as skilled, unskilled, and professional. Then ask students to organize the jobs they have listed under these headings on the board or introduce these terms to fit the categories the students have already made.

Read the lesson with the students, asking for comments of explanations as appropriate in order to keep it interactive. Cite examples where possible, such as Edhi for the voluntary sector. Ask students to identify the category of employment that fits the work of members of their family.

### (c) Closure

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

## ASSESSMENT

Ask the students to answer the Content Review questions in writing.

## CONTENT REVIEW (PAGE 55)

### Answers

1. Volunteers work without a salary.
2. A public servant is a person who works for the government doing work which supports the community.

3. A skilled worker is a person who has a special skill which has been acquired through training. He/she uses special tools to do the work for example, a plumber, a tailor. An unskilled worker has no special training and performs simple, mostly manual, work.

#### **GOING FURTHER**

1. Discussion and brainstorming. It would be interesting to list student choices on the board and see which ones are most common and which are unusual.
2. Divide class in groups for discussion.

Date:

Time: 40 min.

**Unit 5: Lifestyles**

Topic: Job opportunities	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
1. Professions	<ul style="list-style-type: none"> <li>to identify various professions</li> </ul>	<ul style="list-style-type: none"> <li>classify jobs into different categories.</li> </ul>		Introductory activity: 15 min.  Development: 25 min.
<p><b>Key words:</b> living, profession, skilled worker, earn a living, volunteer</p> <p><b>Introductory activity:</b> Refer to page 134 of this teaching guide.</p> <p><b>Development:</b> Refer to page 134 of this teaching guide. Read page 53 with the students and explain the text.</p> <p><b>HW:</b> Content Review Q3</p>				

Date:

Time: 40 min.

## Unit 5: Lifestyles

Topic: Job opportunities	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
2. Different job categories	<ul style="list-style-type: none"><li>to identify different types of job and explain how they fall into different categories</li></ul>	<ul style="list-style-type: none"><li>describe the different job categories.</li></ul>		Recap: 5 min Introduction: 10 min. Development: 15 min. CW: 10 min.

**Recap:** Briefly go over the previous lesson.

**Introduction:** Ask questions such as: What do you want to do when you grow up? Discuss each profession in detail. Explain that everybody has to earn a living in this world. Describe in simple terms that when we work, we do it not only for our own benefit but also to support the whole community and its economic progress. When we earn money, we can afford to buy products and services made or provided by others. Because we are able to buy from them, they also earn a living.

**Development:** Read pages 54 and 55 with the students. Explain the different job categories.

**CW:** Content Review Q1, Q2

**HW:** Going Further Q1

Date:

Time: 40 min.

## Unit 5: Lifestyles

Topic: Job opportunities	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
3. Role play	<ul style="list-style-type: none"> <li>to discuss different types of job and explain how they fall into different categories</li> </ul>	<ul style="list-style-type: none"> <li>describe the different job categories.</li> </ul>		Class activity: 40 min.
<p><b>Class activity:</b> To further explain that professions fall into different categories, prepare students to do role play. They could be given a few lines beforehand to describe their profession. Their fellow students should first identify the job and then say what category it belongs to. Make sure all categories mentioned in the book are covered.</p> <p>If there is any time, do Going Further Q1 in class.</p> <p><b>HW:</b> Worksheet</p>				

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

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

1. Ask your mother or father into which of the following categories her/his job falls? Circle the category.

professional

skilled worker

unskilled worker

technician

agricultural worker

public servant

volunteer

2. Discuss the nature of her/his job and write four lines about it.

a. My father/mother is a \_\_\_\_\_.

b. He/she goes to work at \_\_\_\_\_ a.m/p.m.

c. His/her job is to \_\_\_\_\_.

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

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

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

1. Write the category to which each of the following professions belongs.

Profession	Category
carpenter	
teacher	
firefighter	
waiter	
dairy farmer	
mechanic	

2. Find the following words in the word search.

nurse, vet, actor, cleaner, teacher, chef, tailor

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

# Fishing—one way to make a living

After having studied different occupations, fishing is taken up in this lesson as one example of a way to earn a living. The unit explains how fish makes its way from the sea or river to the dining table and how many people earn a living by participating in the different stages of this process.

## PREVIOUS KNOWLEDGE

Students know that people make a living through different professions and trades.

## VOCABULARY

occupation, hatched, chemical, overfishing, pollution

## LEARNING EXPECTATIONS

Students should be able to:

- understand how so many people make a living through the fishing industry.
- explain the steps by which fish is caught and finally served as food.

## METHOD

### (a) Introductory activity

To create interest in the lesson a visit to a fish market, a fish pond, a river where fishermen can be seen catching fish, or a fishing port at the time when launches or trawlers are returning with their catch may be arranged; or a fishmonger may be invited to class to answer children's questions.

### (b) Development

Read the lesson with the students, explaining the text and illustrations as necessary and asking questions in order to make the lesson interactive.

Discuss which people other than fishermen are involved in the fishing industry. Also talk about the nutritional value of fish as a food and how it should be a regular part of the diet. Highlight the fact that overfishing is bad and explain that for this reason there are a few months when fishing is not allowed. Students should also be aware that water pollution is a very big problem that endangers marine life. Pollutants such as pesticides, fertilizers washed from farm and other cultivated land, chemical effluents from factories, and untreated sewage pose a grave threat to fish and other organisms living in water.

### (c) Closure

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

## ASSESSMENT

Ask the students to answer the Content Review questions in writing.

## CONTENT REVIEW (PAGE 59)

### Answers

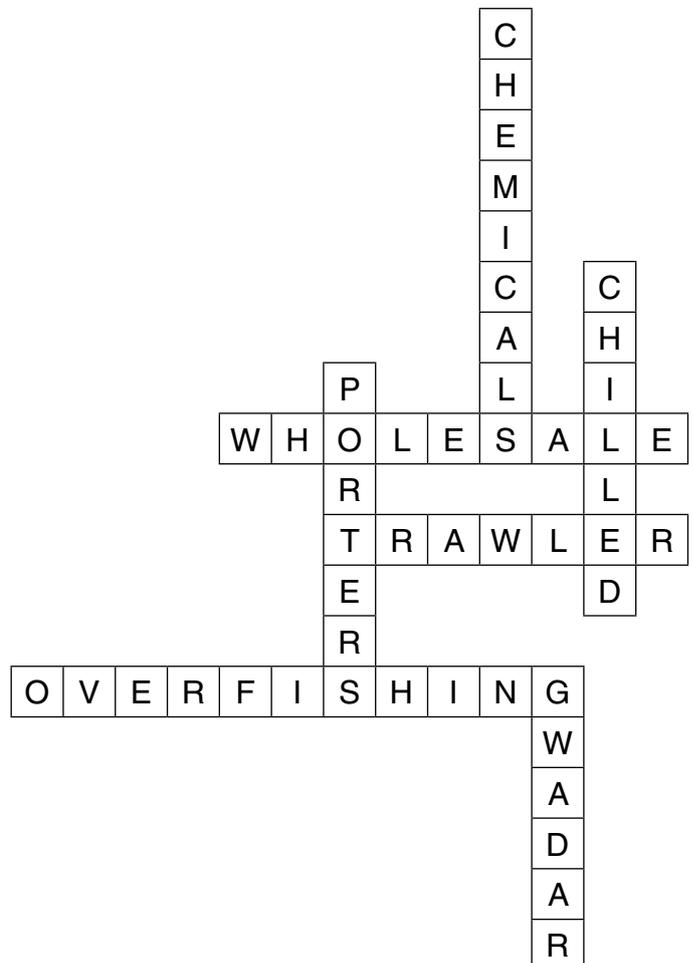
1. Karachi and Gwadar are the two main fishing harbours in Pakistan.
2. List of some people who earn a living through fishing-related business:
  - boat builders and repairers
  - porters, workers in cleaning and packing in the factories
  - truck drivers

- net makers
  - ice makers
  - factory workers who prepare canned fish, fertilizers, fish food, and fish oil
  - people who work in restaurants to cook and serve fish
3. Fishing is not allowed for a certain period because time has to be given to the fish for breeding.

### GOING FURTHER

1. Explain to students that discharge of waste from chemical factories, tanneries, and domestic sewage harms marine life in the rivers and seas. Waste should be treated to remove poisonous matter before it is released.
2. Discuss in class and ask students to talk about this at home as well about the stages of a fish's journey from the river or sea to your plate.

Solution to the crossword puzzle on page 148



## SAMPLE TEST PAPER, UNIT 5

I Answer the following questions:

1. What is the difference between goods and services?
2. Give examples of some different types of markets.
3. Why are the apple trees pruned in winter?
4. What do the growers do if the orchards do not get enough rain?
5. Name some jobs done by professionals.
6. What do technicians do? Give examples.
7. What is a trawler?
8. How is fish kept fresh till the boats return to port?

II Fill in the blanks:

1. Things we can buy but cannot touch are called \_\_\_\_\_.
2. Things that can be touched and bought and sold are called \_\_\_\_\_.
3. People who buy and use goods are called \_\_\_\_\_.
4. When we hire somebody to clean for us, we are buying their \_\_\_\_\_.
5. Apple trees are \_\_\_\_\_ so that sunlight can reach inside the trees.
6. Examples of foodstuffs made from apples are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
7. Architects, pilots, and engineers are \_\_\_\_\_ workers.
8. The work of Abdul Sattar Edhi belongs to the \_\_\_\_\_ category of jobs.
9. Factory waste must not be discharged into \_\_\_\_\_ and seas.
10. Like farming, \_\_\_\_\_ is a source of income for many people.

Date:

Time: 40 min.

## Unit 5: Lifestyles

Topic: Fishing — one way to make a living	Teaching objectives	Learning outcomes	Resources/Materials	Activities/CW/HW
1. Stages of the fishing industry	<ul style="list-style-type: none"> <li>to explain that many people earn a living by participating in the different stages of the fishing industry</li> </ul>	Students should be able to: <ul style="list-style-type: none"> <li>explain how many people make a living through the fishing industry.</li> </ul>		Introduction: 10 min. Development: 20 min. CW: 10 min.

**Key words:** occupation, harbour, trawler, cold storage, wholesale, hatch

**Introduction:** Begin by asking questions such as: How many of you like fish? How often do you eat fish? Who has been fishing? Explain that fishing is a very specialized industry. Some people fish for pleasure but it provides a livelihood for many others. The fishermen need to know where the best fishing spots are, how to cast a fishing net, and how to survive at sea for long periods of time. If possible, take the students to a fish market or a river where they can talk to the fishermen.

**Development:** Read pages 56 and 57 and explain the text. Discuss how many other people are also involved in the fishing industry. Talk about the nutritional value of fish and how it should be a regular part of the diet. Explain that there are some months when fishing is not allowed, this is the breeding season for the fish.

**CW:** Ask Content review questions orally

Date:

Time: 40 min.

## Unit 5: Lifestyles

Topic: Fishing — one way to make a living	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
2. Harmful effects of water pollution	<ul style="list-style-type: none"><li>to explore ways of preventing water pollution</li></ul>	<ul style="list-style-type: none"><li>describe the harmful effects of water pollution.</li><li>Identify some ways of preventing water pollution.</li></ul>		Recap: 10 min. Development: 15 min. CW: 15 min.

**Recap:** List the businesses related to the fishing industry on the board. Go over the main points of the last lesson.

**Development:** Read pages 58 and 59 and explain the text. Explain that water pollution is a very big problem that endangers marine life. Untreated sewage and pollutants such as pesticides and fertilizers washed from farms and other cultivated lands, pose a threat to fish and other organisms living in water.

**CW:** Content Review Q1 to Q3. Students can finish the work for homework.

Date:

Time: 40 min.

## Unit 5: Lifestyles

Topic: Fishing — one way to make a living	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
3. The fish's journey from the sea to our homes	<ul style="list-style-type: none"> <li>to reinforce learning</li> <li>to explain how a fish from the sea or the river reaches our dinner plate</li> </ul>	<ul style="list-style-type: none"> <li>explain the value of the fishing industry.</li> <li>explain the journey of a fish from sea/river to our dinner plate.</li> </ul>		Recap: 15 min. Development: 15 min. CW: 10 min.
<p><b>Recap:</b> Review the main points of the lesson. List on the board the different stages the fish go through to reach the market and then our homes. Also list different businesses related to the fishing industry.</p> <p><b>Development:</b> Going further. Explain that discharge of waste from chemical factories and tanneries, and domestic sewage harms marine life in the rivers and seas. Waste should be treated to remove poisonous matter before it is released. Discuss this in class and ask students to talk about this at home as well as the stages of a fish's journey from the river or sea to the plate.</p> <p><b>CW:</b> Worksheet</p> <p><b>HW:</b> Ask the students to draw a poster drawing attention to the harmful effects of water pollution.</p>				

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

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

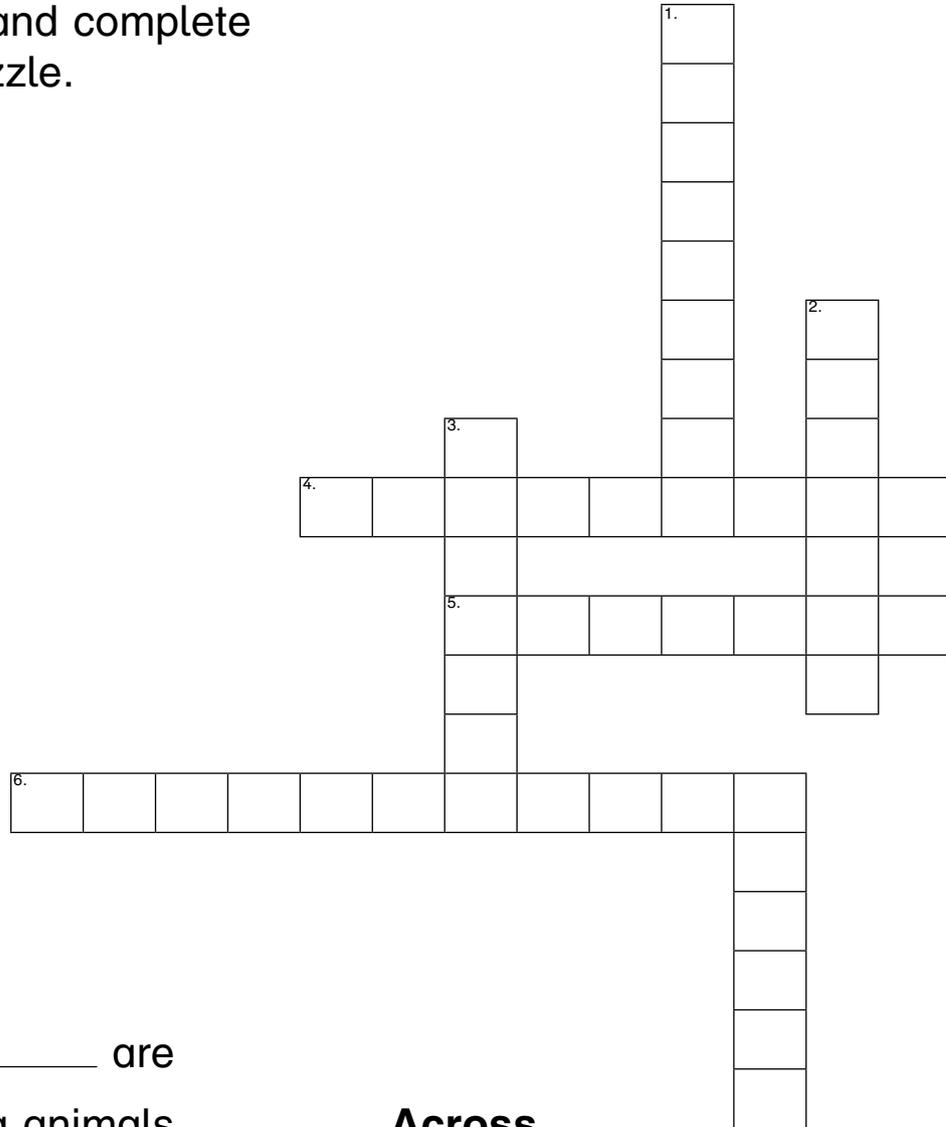
Fill in the blanks to complete the sentences.

- a. Fishing is one of the \_\_\_\_\_ occupations in the world.
- b. Fishermen in Pakistan go out on the \_\_\_\_\_ sea or River \_\_\_\_\_ in boats, small ships or \_\_\_\_\_ to catch fish.
- c. \_\_\_\_\_ transport the fish to factories where they are cleaned and packed.
- d. \_\_\_\_\_ buy fish from the wholesale markets and sell it in their shops.
- e. \_\_\_\_\_ from factories should not be discharged into the sea.
- f. Fishing is not allowed during the \_\_\_\_\_ season.

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

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

Fill in the blanks and complete the crossword puzzle.



**Down**

- 1. \_\_\_\_\_ are harmful for sea animals.
- 2. Fish are packed in \_\_\_\_\_ containers.
- 3. \_\_\_\_\_ carry fish from harbours to factories.
- 7. Besides Karachi, the other fishing harbour is \_\_\_\_\_.

**Across**

- 4. Fishmongers buy fish from the markets \_\_\_\_\_.
- 5. A fishing boat that tows a huge net behind it
- 6. Taking too many fish from the sea is called \_\_\_\_\_.

## Directions

In this lesson the four cardinal directions are introduced.

### PREVIOUS KNOWLEDGE

Students are familiar with prepositions such as under, top, right, left.

### VOCABULARY

direction

### MATERIAL/EQUIPMENT REQUIRED

a magnetic compass or a class set of magnetic compasses

### LEARNING EXPECTATION

Students should be able to:

- understand how the four cardinal directions are positioned relative to each other.

### METHOD

#### (a) Introductory activity

Take your students outside with a compass. Explain how it is used to indicate the direction of north, and how it must be 'set' before it is used. If using a class set of compasses, make sure that students can do this. Ask students to work out the directions of features around them. On returning to class, find directions of objects in the classroom. This exercise is included in the Going Further section.

#### (b) Development

Ask the students why it is important to know the directions; for example, they enable us to locate things, find addresses, and know where each country is located in the world. Just as we cannot find something we are looking for unless we know where it is placed, in geography we need to know these directions in order to know where each place is located.

Read the lesson with them. You might wish to discuss the fact that today many people use the GPS system to find locations electronically, but it is nevertheless useful to be able to use a simple compass to complete the same task.

Complete the given exercises making sure that each student writes the answers in his/her book.

#### (c) Closure

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

### ASSESSMENT

Ask the students to answer the Content Review questions in writing.

## CONTENT REVIEW (PAGE 62)

### Answers

- true
  - false
  - false
  - true
  - false
- The answer to this question will depend on how a student is directed but logically he should go first to the toy shop. So he would go first to the north and then turn eastward.
- East
- West

### GOING FURTHER

Discuss with students the surroundings of the school, taking them outside to do this if necessary.

Date:

Time: 40 min.

## Unit 6: Map-reading Skills

Topic: Directions	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
1. Finding directions	<ul style="list-style-type: none"><li>to explain the four cardinal directions</li></ul>	<ul style="list-style-type: none"><li>demonstrate how the four cardinal directions are positioned relative to each other.</li></ul>	A magnetic compass	Introductory activity: 10 min.  Development: 20 min.  CW: 10 min.

**Key words:** directions

**Introductory activity:** Ask students to look at the plan on page 60 of the textbook. Teach them the four directions, north, south, east, and west.

Show the students a compass and explain that the needle always points north. Take the students outside and ask them to work out the directions of features around them. In the classroom, ask them to find directions of different objects. Display a large picture of the Earth showing the four cardinal directions.

**Development:** Looking at the plan, ask students to name the direction of the mosque, the hospital, etc. Read page 60 with the students.

**CW:** Content Review Q1.

**HW:** Worksheet

Date:

Time: 40 min.

**Unit 6: Map-reading Skills**

Topic: Directions	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
2. Following directions	<ul style="list-style-type: none"> <li>to help students to follow instructions using the four cardinal directions</li> </ul>	<ul style="list-style-type: none"> <li>follow a route expressed in directions of the compass.</li> </ul>		Recap: 5 min. Development: 20 min. CW: 15 min.
<p><b>Recap:</b> Review the lesson by reviewing the main points.</p> <p><b>Development:</b> Begin by reading page 61. Ask each student to put their finger on Ahson's home and from there follow your directions. Talk about Ahson's shopping list and explain that Ahson has to leave his home, buy the different items and then return home, making a round trip as shown on the plan.</p> <p><b>CW:</b> Content Review Q2 to Q4. Students can finish the work as homework.</p>				

Date:

Time: 40 min.

## Unit 6: Map-reading Skills

Topic: Directions	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
3. Using a compass	<ul style="list-style-type: none"><li>to explain the use of a compass</li></ul>	<ul style="list-style-type: none"><li>find directions using a compass.</li></ul>	Some magnetic compasses	Recap: 5 min. Development: 35 min.
<b>Recap:</b> Review the lesson by reviewing the main points.				
<b>Development:</b> Going Further exercise. Take your students into the playground. Try and provide some compasses, one for a group of four students at least. Demonstrate how to use the compass to find the locations of different things they can see in the playground.				
<b>HW:</b> Worksheet				

# Map keys

Students learn that symbols are used to show information on maps and that a map key is made up of symbols.

## PREVIOUS KNOWLEDGE

Students are familiar with maps.

## VOCABULARY

symbol

## LEARNING EXPECTATIONS

Students should be able to:

- understand what a map key is.
- demonstrate the use of a key to read a map.

## METHOD

Students know what maps are used for. They have used maps in the previous chapter. Now they are going to learn about map keys. These help us to understand the information shown in the map.

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

## CLOSURE

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

## ASSESSMENT

Ask the students to answer the Content Review questions in writing.

## GOING FURTHER

Students can work individually or in pairs to complete these tasks.

## SAMPLE TEST PAPER, UNIT 6

I Answer these questions:

1. Draw a simple diagram showing the four main directions.
2. If your back is to the north, which direction lies to your left?
3. What is the purpose of a map key?
4. Why are symbols used on a map?

II Fill in the blanks:

1. A map is a \_\_\_\_\_ of a real place.
2. If you stand facing the west, \_\_\_\_\_ is the direction to your right.
3. If you stand facing the east, the direction to your right will be the \_\_\_\_\_.

Date:

Time: 40 min.

## Unit 6: Map-reading Skills

Topic: Map keys	Teaching objectives	Learning outcomes Students should be able to:	Resources/Materials	Activities/CW/HW
1. Using symbols	<ul style="list-style-type: none"><li>to introduce the use of symbols to show information on maps</li></ul>	<ul style="list-style-type: none"><li>explain the purpose of a map key.</li></ul>	Maps with symbols to show information	Introduction: 10 min. Development: 15 min. CW: 15 min.

**Key words:** symbol, represent

**Introduction:** There is a very simple map on page 63. Ask your students to look at it closely.

**Development:** Read page 63 and explain the text. Ask someone to describe what they see on the map. Accept their responses and finally explain that this map shows a road, on one side is a hospital next to a lot of trees. On the opposite side are more trees and houses. The airport is at the end of the road. Explain that you know all of by reading the symbols and map key

**CW:** Content Review exercise

**HW:** Worksheet

Date:

Time: 40 min.

## Unit 6: Map-reading Skills

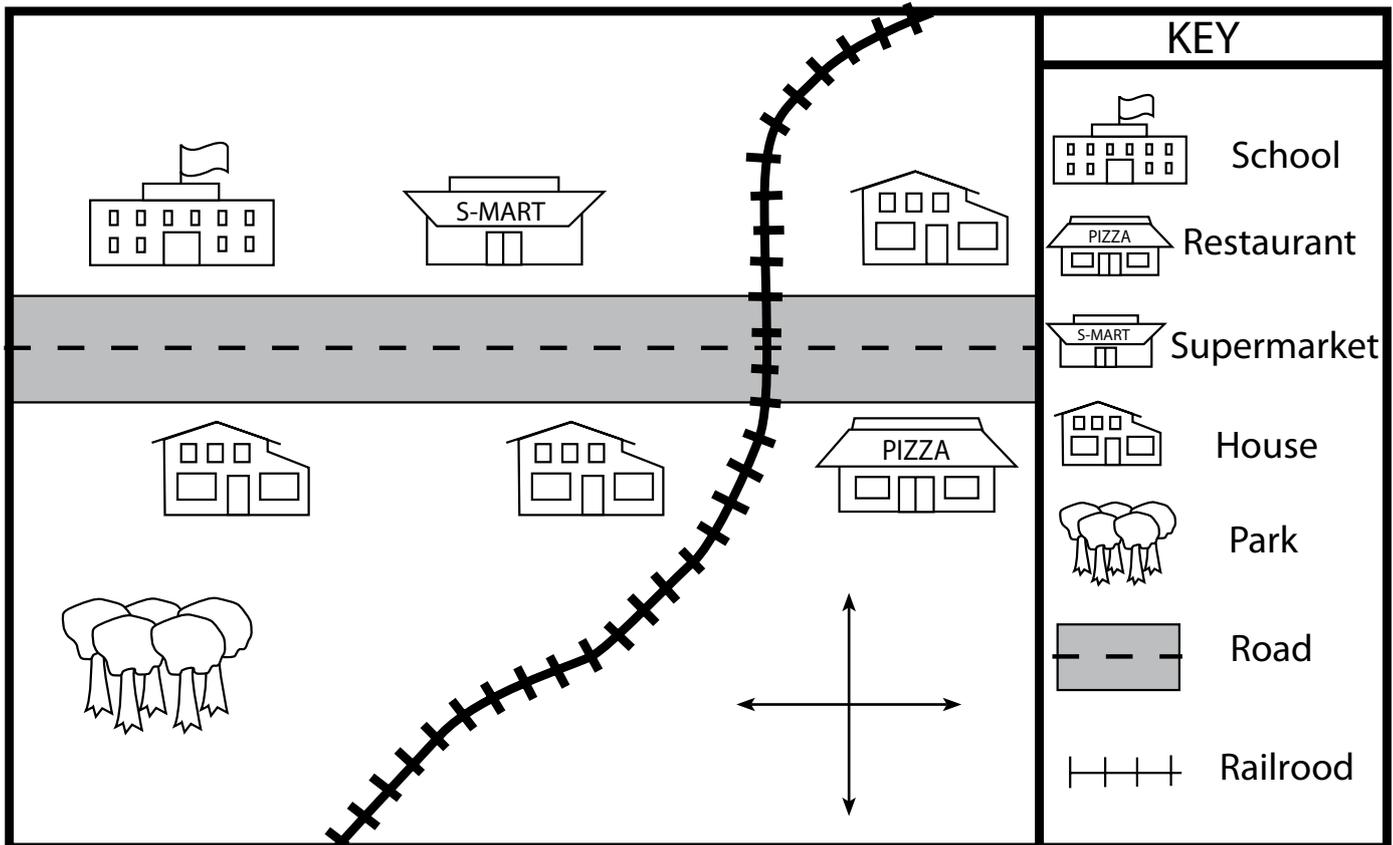
Topic: Map keys	Teaching objectives	Learning outcomes	Resources/Materials	Activities/CW/HW
2. Symbols on maps	<ul style="list-style-type: none"> <li>to help students design symbols to represent some landmarks</li> </ul>	Students should be able to: <ul style="list-style-type: none"> <li>design some symbols for maps.</li> </ul>	Pencils, sheets of paper, coloured pencils	Recap: 5 min. Activity: 35 min.
<p><b>Recap:</b> Review the main points of the previous lesson.</p> <p><b>Activity:</b> Going Further Q2. Ask students to draw symbols to represent the following: a swimming pool, traffic lights, a fire station, a mountain. Explain how these could be used to show these features on a map.</p> <p>If time permits, do Going Further Q1. Ask students to draw a map of their school neighbourhood using a map key. The work can be finished at home.</p> <p><b>HW:</b> Worksheet</p>				

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

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

### Map reading

### Jinnah Street



Write **N**, **S**, **W**, and **E** on the compass rose.

Label the road **Jinnah Street**.

Trace the railroad with **purple**.

Color the park **green**.

Color the school **red**.

Color the supermarket **brown**.

Color the restaurant **yellow**.

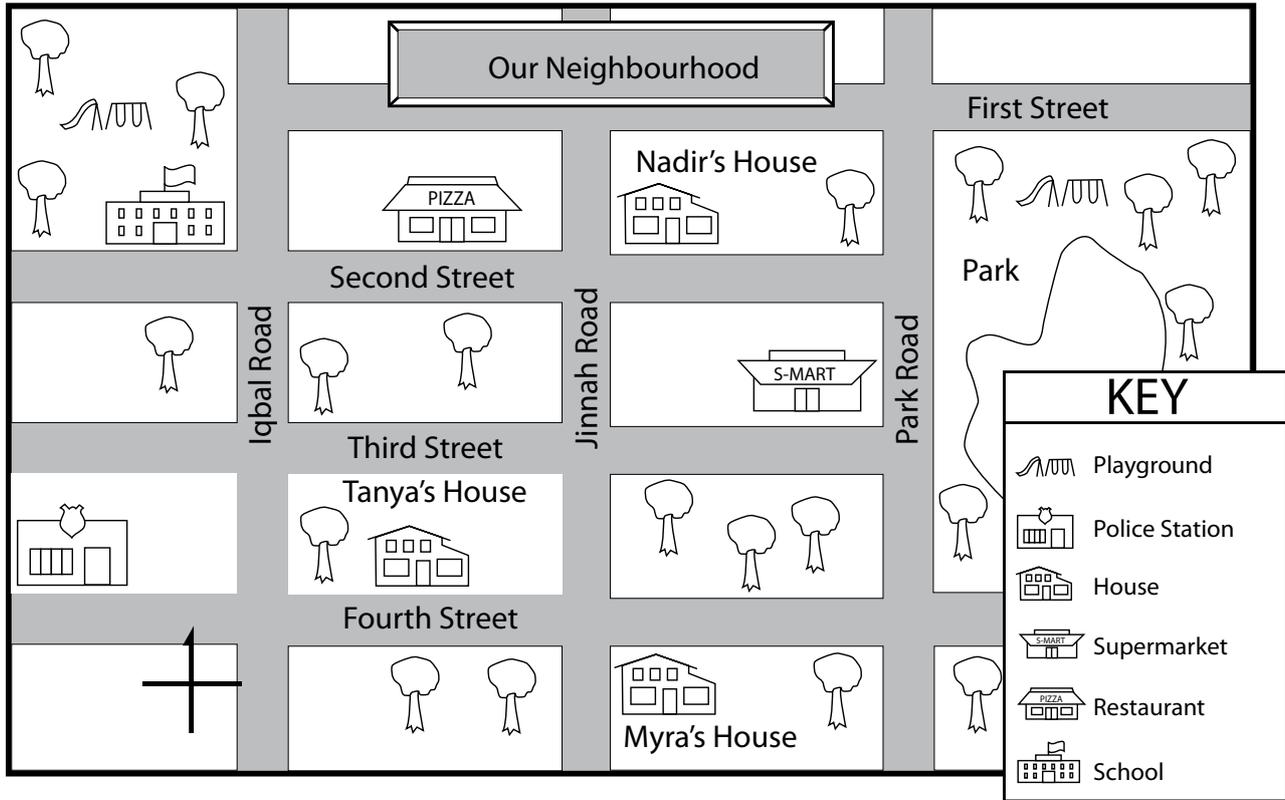
Color the houses south of the road **blue**.

Color the house east of the railroad **orange**.

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

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

Map reading



1. Label **N**, **S**, **E**, and **W** on the compass rose.  
Write **north**, **south**, **east**, or **west** to complete each sentence.
2. To go from Nadir's house to the school, you travel \_\_\_\_\_.
3. The supermarket is \_\_\_\_\_ of Myra's house.
4. A police officer would go \_\_\_\_\_ to the park.
5. Students walk \_\_\_\_\_ to the school after using the school playground.
6. Tanya goes \_\_\_\_\_ to eat at the restaurant.
7. Nadir would walk \_\_\_\_\_ to use the park playground.
8. Nadir would walk \_\_\_\_\_ to visit Myra.