

NEW OXFORD  
**SOCIAL  
STUDIES**  
FOR PAKISTAN

**TEACHING GUIDE**



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**2**



# Introduction

The *New Oxford Social Studies for Pakistan* (Fourth Edition) has been revised and updated both in terms of text, illustrations, and sequence of chapters, as well as alignment to the National Curriculum of Pakistan 2006. The lessons have been grouped thematically under unit headings. The teaching guides have been redesigned to assist teachers to plan their lessons as per their class needs.

**Key learning** at the beginning of each lesson provides an outline of what would be covered during the course of the lesson.

**Background information** is for teachers to gain knowledge about the topics in each lesson.

**Lesson plans** provide a step-by-step guidance with clearly defined outcomes.

**Duration** of each lesson plan is 40 minutes; however, this is flexible and teachers are encouraged to modify the duration as per their requirements. If required, teachers can utilise two periods for a single lesson plan.

**Outcomes** identify what the students will know and be able to do by the end of the lesson.

**Resources** are materials required in the lesson. Teachers are encouraged to arrange the required materials beforehand. In case students are to bring materials from their homes, they should be informed well ahead of time.

**Introduction** of the lesson plan sets forth the purpose of the lesson. In case of a new lesson, the teacher would give a brief background of the topic; while for subsequent lessons, the teacher would summarise or ask students to recap what they learnt in the previous lesson. The idea is to create a sense of anticipation in the students of what they are going to learn.

**Explanation** is the central part of the lesson plan. Its focus is to ensure that the learning outcomes are met through explanation, demonstration, class discussions, and brainstorming. References to the text, illustrations, and images in the textbook will make the lesson engaging and interesting. The teacher is encouraged to elicit responses from the students to determine whether the learning outcomes are being met.

**Class work** is based on the questions, Work pages, and group activities in 'Things you can do' section. If there isn't enough time to complete class work, teachers can assign it for homework, or allocate a separate period for the completion of class work.

**Homework** is assigned to students during the lesson. Research-based tasks and projects are usually given as homework.

**Conclusion** wraps up the topic and usually comprises of a review of the topics covered in a particular lesson.

**Suggested activities** are given for most of the lessons and only conducted if sufficient time and resources are available.

**Answers to questions and Work pages** are provided at the end of the lesson plans.

**Appendix: Worksheets** comprises of worksheets that may be printed out beforehand.

**Teachers are encouraged to use digital resources** to enhance classroom learning. The digital resources are available on <https://oup.com.pk/digital-resources>. Teachers can also create their accounts by following the instructions given on the inside cover of the textbook.

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## 1 About myself

### Key learning:

- Importance of family at all times
- Relations within their own families

### Background information:

This chapter covers details about the first social institution that a child is born into—a family. While some children may have elder or younger siblings (brothers and/or sisters), others may be the only child of their parents. A nuclear family consists of parents and their children who are dependent on them. On the other hand, there are extended families. The extended family includes other members such as grandparents, aunts, uncles, cousins, etc. They may or may not live together. A family tree i.e., a chart that shows the relationship between different family members, is also used to list and explain the relationship that exists between family members. In this book, a fictional character, Mr Ali and his family, is used to explain different concepts to students.

The chapter also talks about certain aspects of an individual that are unique to them. In other words, it takes a questioning approach, by which an individual can know more about him/herself. For example, a person's birthday, his/her height, weight, full name, home address, hobbies, etc. It also discusses the concept of nick names, or a name that is lovingly given to a person and is used instead of their real name.

### Lesson plan 1

**Duration:** 40 minutes

**Outcomes:** Students will be able to:

- construct narratives about their personal or families past from a variety of sources, e.g. photographs.
- identify the what, where, when, and who in their families as presented in narratives of the local past.

**Resources:** textbook page 2, photographs of students

**Introduction:** 10 minutes

Begin your class by introducing yourself to your students. Write your full name on the board, along with your age and date of birth. Ask students to stand up one by one and tell their full names to the class, along with their date of birth and age.

**Explanation:** 20 minutes

Discuss with students the concept of hobbies. Tell them that the activities they like to do in their free time is called hobbies. And that every person has something or the other that they like to do. Some people like to paint, others like to play tennis, or cricket, or football, and yet others simply like indoor games or watching television. Give students 10 minutes to write down a list of three things that they like to do in their free time. Once they've written it, ask them to discuss it with their friends (you may form groups of 4 to 5 students for this activity). At the end, emphasise the importance of playing outdoor games. Tell them that games which involve physical activity like

running, or jumping etc. is good for health, and that hobbies such as watching television must be limited.

Next, ask them if they've got any nicknames at home. Remind them that nicknames are common throughout the world, however one should never call any one with nasty nick names. Tell them that calling someone with a bad name is wrong.

**Conclusion:** 3 minutes

Briefly discuss the concepts that were studied in class. Inform students that at this age they should involve themselves more in physical activities as a means of keeping healthy.

**Class work:** 5 minutes

Students could do Questions 1–2 on page 2.

**Homework:** Ask students to bring the following information from home: telephone number, address, date of birth (for those who do not know). Also, ask them to bring a passport size photograph of themselves.

## Lesson plan 2

**Duration:** 40 minutes

**Outcomes:** Students will be able to:

- construct narratives about their personal or families past from a variety of sources, e.g. photographs.
- identify the what, where, when, and who in their families as presented in narratives of the local past.

**Resources:** textbook page 2, weighing machines, height chart, inch tape, glue, scissors

**Introduction:** 5 minutes

Begin your session by recapping the topics that were taught previously. Inform students that weighing machines are used to measure the weight of any object or living thing including human beings, luggage, meat etc. Similarly, the height of any object or living thing can be measured using an inch tape or a height chart.

**Explanation:** 20 minutes

Inform students that they will be conducting a physical examination and will be measuring their weight and height. Place the weighing machine and the height chart in front of the class. Ask students to come one by one and step on the weighing machine first. Note down their weight on the tabular form that you have brought with you. Next, measure their height and note it down. Tell the student his/her weight and height, and ask him/her to write it down in their notebook. Do the same for every student.

**Class work:** 15 minutes

Students could complete the blanks on page 2 with the teacher's assistance. They will have their home address, telephone number, date of birth, and passport size photograph.

**Homework:** Students could read page 3.

## Lesson plan 3

**Duration:** 40 minutes

**Outcomes:** Students will be able to:

- construct narratives about their personal or families past from a variety of sources, e.g. photographs.

- identify the what, where, when, and who in their families as presented in narratives of the local past.

**Resources:** textbook pages 3–4

**Introduction:** 5 minutes

Begin your class by drawing your family tree on the board. Include your grandparents, aunts and uncles, and cousins in the tree. Next, have a brief discussion on the topics taught in lesson 1. Ask students if they remember what the terms nuclear family and extended family mean. Encourage them to participate in class by raising their hands and answering the question. Ask them if they have cousins or aunts/uncles. Next, inform students that today they will learn more about Mr Ali’s family.

**Explanation:** 20 minutes

Read page 3 of the textbook. Show students the image of Mr Ali’s family and the family tree given below it. Ask students if they recognise the drawing on the board (give them a hint by telling them that it is similar to the one in the book). Explain to them that every person’s family tree is different depending on the members of his/her family. However, a family tree is basically a chart that shows the relationship between different family members. You may ask one student to volunteer, and tell everyone about his/her family, including his/her grandparents, aunts, uncles, cousins, etc. Draw his/her family tree on the board. Since you wouldn’t know the names of his extended family members, just use general terms like grandfather, grandmother, father, mother, aunt, uncle, etc.

Next, help students complete the blanks given on page 4 of the textbook. First, ask them if they know the answers to the blanks. You may ask them question by question, for example, can anyone tell me, by looking at page 3, who is Mr Raza Ali’s father, etc. Once you’ve taken their input, help them complete the blanks correctly.

**Conclusion:** 5 minutes

Briefly discuss the concept of family tree, how everyone’s family tree will be different, depending on the number of siblings they have, their aunts, their uncles, etc.

**Class work:** 10 minutes

Students could do Questions 1–4 on page 4.

**Homework:** Students could do Work page activity B.

## Lesson plan 4

**Duration:** 40 minutes

**Outcomes:** Students will be able to:

- construct narratives about their personal or families past from a variety of sources, e.g. photographs.
- identify the what, where, when, and who in their families as presented in narratives of the local past.

**Resources:** textbook page 5, white sheet, paint

**Introduction:** 10 minutes

Begin your class by asking students if they completed the task that was given to them as homework. Tell them that today they’ll be learning about a new concept that they may not be aware of—fingerprints. However, before that they will complete activity C on work page 5. Ask students to exchange their textbooks with their partners. Read out activity C on page 5

and explain it to them. Tell them that each student will fill out the answers on his/her partner's textbook.

**Explanation:** 20 minutes

Ask students to look at their partners and observe the similarities between them. We all have two legs, two arms, two eyes and ears, a nose, hair, neck, etc. Inform students that though we have many similarities, however, there are some differences between us as well. For example, different hair colour, hair length, eye colour, gender, etc. Tell them that there is one thing which no two human beings share: fingerprints. Stick a white paper on the board, and dip your finger in paint and paste it on the white paper. Repeat the same for another finger, and then tell students how no two fingerprints are the same! Tell them that today they will be looking at the fingerprints of their right and left hands. Also, tell them how each finger has different names: the thumb, first or index finger (pointer), second finger (middle finger), third finger (ring finger), and the little finger.

**Class work:** 10 minutes

Complete activity A of Work page 5. Distribute the paints that you brought to class. Ask students to dip their fingers in paint, one finger at a time, and paste its fingerprint in the right column. After they've completed this task, ask them to compare their own fingerprints. Are any two the same?

**Homework:** Students could do activity of 'Things you can do'.

## 2 Mr Raza Ali's day

**Key learning:**

- The importance of time
- The significance of daily routines and timetable
- a.m and p.m

**Background information:**

This chapter is basically meant to help students understand the concept of time and its importance. By discussing the daily activities of Mr Raza Ali, on a timely basis, it seeks to inculcate in students the important lesson of how to utilise one's time. While not touched upon overtly, the chapter also introduces the concept of a.m. and p.m.—ante meridiem and post-meridiem. Ante meridiem is a Latin word that means before midday and *post meridiem* (Latin word) means after midday. Hence a.m. signifies time in the morning, up until noon, and p.m. signifies time in the evening, up until midnight. a.m. is used from 12:01 a.m. in the night to 11:59 a.m. in the morning, while p.m. is used from 12:01 p.m. in the afternoon to 11:59 p.m. in the night.

### Lesson plan 5

**Duration:** 40 minutes

**Outcomes:** Students will be able to:

- construct timelines to show effect of their lives and their families, in chronological order.
- describe themselves and the people around them in school and at home.
- gather and present information about their families by constructing their family trees.

**Resources:** textbook pages 7–8



**Introduction:** 10 minutes

Begin your class asking students about their parents and the work they do. Make two columns on the board. Write 'mother' in one column and 'father' in the other column. List the parents' professions as shared by the students. Some students might say 'My mother does nothing.' Ask them whether their mother looks after them and their house. Ask them to imagine what would happen if their mothers stopped doing all the house work and did nothing. Mothers who take care of their household and family are called 'homemakers.' The work homemakers do is by no means less valuable than that of people working outside the home. Also talk about their parents' timings of waking up, leaving for work, and coming home.

**Explanation:** 15 minutes

Read through the lesson. Ask students if they have ever been to a bank and what things did they observe there. Talk about the people behind counters and the customers who queue up to wait for their turns. Also, make sure that you point to the images in the textbook and have short discussions about them. For example, the first image shows Mr Raza Ali having breakfast. Ask students what they usually have for breakfast before coming to school. Emphasise how breakfast is an important meal as it keeps one energetic throughout the day. The next image shows Mr Raza getting out of his car. Ask students which form of transportation they use to come to school. Whether they use the school's transportation, or their parents drop them to school, and so on and so forth. In between, place emphasis on the importance of doing everything on time. For example, tell them that if Mr Raza doesn't sleep on time at 10 p.m., then he will find it difficult to wake up early in the morning. And if he wakes up late, then he will either have to miss his breakfast so that he can reach work on time, or he'll have breakfast but will be late for work. This is why it is important to be punctual.

Stop reading once you reach Mr Raza's Sunday routine. This is for the next session.

**Conclusion:** 5 minutes

Briefly discuss the chapter with students. Inform them how it is important to follow their routine and do everything on time. Else people usually end up being late which affects the way they go about doing their daily tasks.

**Class work:** 10 minutes

Students could do Questions 1–4 on page 8.

**Homework:** Students could do Work page 9 activity B.

**Lesson plan 6****Duration:** 40 minutes

**Outcomes:** Students will be able to:

- construct timelines to show effect of their lives and their families, in chronological order.
- describe themselves and the people around them in school and at home.
- gather and present information about their families by constructing their family trees.

**Resources:** textbook page 8

**Introduction:** 5 minutes

Begin your class by asking students to recap what was discussed in the previous class. Make sure they talk about the importance of time. Ensure every student gets a chance to participate in the discussion.

**Explanation:** 20 minutes

Read about Mr Raza's routine on Sunday from page 8. Discuss the related image in the textbook with students. For example, ask students if they went for picnics as a family. Talk about how families in Karachi usually go to places like seaview for picnics.

Next, talk about Sundays and how they are different from the other six days of the week. Ask students about their Sunday routine and how it is different for them and their families. Possible answers can be: they do not come to school; family members do not go to work; they spend more time with the family; the family goes for outings and picnics; they enjoy time with each other. Tell students that families usually spend more time together on Sundays. Talk about weekends. Tell students that the night before the weekly holiday is called a weekend. For students in Pakistan and in many other countries in the world, the weekend begins on Friday night and lasts till Sunday night.

Next, briefly discuss the concept of time. Be brief as students will learn more about this later on. Ask students if they know how many hours there are in a day. Tell them that a day is divided into two 12-hour parts. You may draw a clock on the board for this. Explain that from 12 o'clock midnight to 12 o'clock noon, the time is identified as a.m., so most of the work done is usually during the first half of the day (a.m.). For example, breakfast time, school time, etc. Explain that p.m. denotes the 12 hours from noon to midnight, i.e. the second half of the day. Give examples of playtime, lunch, and dinner time, etc.

**Conclusion:** 5 minutes

Briefly discuss the chapter with students. Inform them how different families spend their Sundays in different ways. Discuss the importance of being punctual.

**Class work:** 10 minutes

Students could do Work page, activity A.

**Homework:** Students could do Work page 9, activity C.

### 3 Your school

**Key learning:**

- The stages of education
- Different people who work at school
- Subjects and extracurricular at school
- Observations about school

**Background information:**

This chapter covers details about schools, beginning with preschool. The suffix 'pre' in preschool means before, therefore preschool is a place where children go, before they join a proper school. Preschool consists of classes such as kindergarten and nursery. Generally, the first main school a child joins, at the age of five or six, is a primary school. Primary schools start with Prep and go up to class 5. Classes 5 to 10 or 11, depending on the system being followed, are known as senior school, meaning older, according to the students' age group.

After school comes college and for people who want to continue studying, there is a next level, university. At school, children are taught lots of different subjects, but in college, they can choose to study the ones they like best and finally, in university, often only one subject is chosen to study in great detail. Some popular fields include medicine, dentistry, engineering, veterinary science, fashion, business, etc.

As for the subjects that are taught at primary level, they include Languages, Science, Sports, Social Studies, etc. All children learn Urdu in school throughout Pakistan. In provinces where another language is also spoken, such as Punjabi in Punjab, Sindhi in Sindh, then that second language is also taught. Since English is spoken throughout the world, it is taught in all schools. Children are taught to read, write, and speak the languages. As for mathematics, first children learn about numbers, counting, etc. then they are taught how to add and subtract them. As they grow older, they learn more such as multiplication and division.

**Lesson plan 7**

**Duration:** 40 minutes

**Outcomes:** Students will be able to:

- gather and record information about school and community issues.
- use pictures to understand that schools and communities have changed over time.
- identify the rights and responsibilities of young people in schools and local community.

**Resources:** textbook pages 12–13, images of children colouring, reading, and learning the alphabets in preschool

**Introduction:** 10 minutes

Begin your session by informing students that today they will be learning more about their school and the different facilities that it has to offer. Ask them if they can name a few places in their

school. Facilitate them by giving examples like classroom, lunchroom, playground, computer lab, science lab, library, headmaster's office, etc. Note their answers on the board. Also, for every facility that is mentioned, talk about its usefulness. For example, classrooms are required because they provide a quiet space wherein students can sit and study different subjects. Similarly, since physical activity is important for every student, hence the need for playgrounds. Computer labs are necessary as they help students gain practical knowledge of computers (what they study in class). Libraries are a place of knowledge and information, and students can go there and borrow books to increase their knowledge on any subject. The principal ensures that the school operates smoothly without any disruptions, etc.

**Explanation:** 20 minutes

Read pages 12 and 13. Discuss with students the different types of schools. Ask them about their school, whether they study at a primary, secondary, or senior school. Talk about the levels of education at school. Ask them if they remember in what grade they first joined the school. Their answers may vary: pre-nursery, kindergarten, etc. Tell them that children first join preschool which helps them prepare for primary school. Show students some pictures of children engaged in various activities in a preschool—colouring, reading, learning the alphabet—and ask them what they did in their preschool. Next, explain that once they are through with preschool, children are ready to join the primary school. Students usually spend five years in the primary school, i.e. classes 1–5. Talk about the activities in a primary school and briefly discuss the subjects they study. Show some pictures of primary school students engaged in different activities.

**Conclusion:** 5 minutes

Briefly discuss the concepts that were studied in class. Talk about the different types of schools and the reason why schools offer different facilities to students.

**Class work:** 10 minutes

Students could do Questions 1–2 on page 15.

**Homework:** Students could do Work page activity D.

## Lesson plan 8

**Duration:** 40 minutes

**Outcomes:** Students will be able to:

- gather and record information about school and community issues.
- use pictures to understand that schools and communities have changed over time.
- identify the rights and responsibilities of young people in schools and local community.

**Resources:** textbook pages 13–15, class timetable

**Introduction:** 5 minutes

Begin your session by informing students that today they will be covering an interesting topic in class. Ask them to take out their class timetables and have a look at it. Ask them to list the subjects that they study at school, including PT/PE. Make a note of the subjects on the board. Make sure all the subjects are covered.

**Explanation:** 20 minutes

Read page 13. Ask students if they remember what they learnt in preschool or kindergarten. The answers would mostly be alphabets, numbers, nursery songs, etc. Ask them if they are learning

the same things now. The answer would be 'no'. Explain that just as the number of subjects has increased in primary school, likewise some more subjects will be added in their secondary classes. Next, read pages 14 and 15. For every subject that is mentioned in the textbook, discuss with students what it covers and why it is important. Do not forget to stress upon the importance of extra-curricular subjects/activities like sports, which helps promote teamwork as well as healthy competition, and art and craft which encourages creativity. After you're done explaining, ask students to complete activity A of Work page. First ask them question by question, for example, can anyone tell me, to which phrase does the word 'history' match? etc. Once you've taken their input, help them complete the question correctly.

Finally inform them briefly about surveys. Tell them that surveys are a way of collecting information from people by asking them questions. Give them an example by asking students who do not like Mathematics to raise their hands. Count the number of students who raised their hands and write that number on the board. Do the same for Science and History. Inform students that the activity they just did is a form of survey!

**Conclusion:** 5 minutes

Briefly discuss the concepts that were studied in class. Talk about the different subjects that are studied in class and the reason why subjects change or increase as they grow older and move to upper education levels.

**Class work:** 10 minutes

Student could do Questions 3–5 on page 15 and activity C on Work page.

**Homework:** Students could do Work page activity B

## 4 Living together

**Key learning:**

- The importance of living together
- Importance of caring about the people we live with
- Rules for living together happily

**Background information:**

This chapter covers basic etiquettes that must be followed when living together. Sharing is the first mannerism discussed. Sharing ensures that everyone gets something to eat and nobody goes hungry. Next, children are taught to wait their turn and take turns in doing any task. Taking turns helps ensure that everyone has equal fun. The third manner of conduct discussed is queuing. This is explained using an example. Children can be asked to imagine that they are waiting to buy tickets to go inside the zoo. What would happen if everyone crowded around the window and all asked for tickets together? A queue ensures each person gets a ticket and that work is easier for the man in the ticket booth. The last topic discussed is feelings. The chapter explains that when many people are together, people must be careful not to hurt anyone's feelings. They should try to create a pleasant environment instead of being rude or harsh to one another. When people live together, they must be polite and caring.

## Lesson plan 9

**Duration:** 40 minutes

**Outcomes:** Students will be able to:

- identify and explain ways in which conflicts can be resolved by core democratic values such as justice, equality, and freedom.

**Resources:** textbook pages 19–20

**Introduction:** 5 minutes

Begin your session by informing students that today they will be learning about why all living creatures, including human beings and animals, live together. Ask them what would happen if they were all alone without family, relatives, and friends. Give them time to think and then ask for their answers. These could include: be lonely, be sad, feel scared, have no one to play with, etc. Students will have many more interesting ideas. Note their answers on the board. Emphasise that they would be all alone if not for their families, friends, and other relatives. Also, explain that when people live together, some rules need to be followed to make the experience happy for everyone.

**Explanation:** 20 minutes

Read pages 19 and 20. Discuss with students the importance of sharing. Ask a few of them to share a joke with the whole class. Encourage the quiet ones to participate. Emphasise that when people live together, it is important to share laughter as well as sorrow. Next, ask students how they feel when others try to take up more time, such as for using a computer or playing a game, or when people crowd around and push each other instead of standing in a line, i.e. a queue. The material response will be 'angry'. Anger is a feeling, like happiness is a feeling, too. Explain that when we live in a group or a community, things happen which make us happy, sad, angry, proud, confident, and also jealous at times. Explain 'jealousy'—it is when you feel unhappy to see someone else having something you like, and you want to have it instead.

Encourage students to talk about these feelings. One feels confident and proud when one has succeeded, like being the winner in a race. Some feelings like hunger, thirst, and tiredness are felt by all, but other feelings are felt by us at different times and for different reasons. Happiness, pride, confidence, and sympathy are positive feelings. Sadness, anger, and jealousy are negative feelings. We should try to overcome our negative feelings—it will make us and everything around us more pleasant. Combine 'Things to do' activities 2 and 3 with this.

**Conclusion:** 5 minutes

Recap all the ideas discussed in the lesson. Ask questions such as: Why should we live together? What rules need to be followed for living together? How important is sharing? Why does making a queue help everyone in a crowded place? Which feelings are positive and what are negative feelings? etc.

**Class work:** 10 minutes

Students could do Questions 1–4 and activity C and D on Work page 21.

**Homework:** Students could do Work page activities A and B.

## 5 Rules for staying healthy and safe

### Key learning:

- Things they do daily to keep themselves clean and healthy
- Dirt and pollution are the main causes of disease
- Different ways surroundings can be kept clean for healthy living
- Reasons for traffic accidents and road safety measures
- Safety hazards at home and how to avoid them

### Background information:

This chapter covers personal health habits that must be followed on a regular basis. These include showering, brushing one's teeth, combing hair, etc. Other habits can also be included in the list such as eating a balanced diet of fruits, vegetables, meat, milk and bread, chocolates, exercising, keeping our clothes clean, etc. The lesson also discusses the reason as to why we must maintain clean hair. It talks about head lice and how they suck blood by pricking the scalp, and laying small eggs (nits) on the base of the hair shaft. This in turn makes people itchy. Germs, flies, and mosquitoes have also been discussed in the chapter; how they can be found in dirty places. And that they are also the reason why it is so important to wash our hands before eating food—otherwise germs would pass from our hands on to our food, and into our bodies, where they would make us ill. Pollution is also talked about as something that happens when there is a lot of dirt, dust, and smoke in the air, and rubbish on the ground and in the water. The chapter also talks about road safety, especially when crossing roads. It states the importance of looking on both sides, and making sure the road is clear before crossing. And the importance of using a zebra crossing—a place where motorists know people will cross and therefore, are meant to slow down. Home safety measures have also been discussed. Examples include not playing with match sticks, bare wires, sockets, medicines and tablets, etc. Not playing near the kitchen stove, not flying kites near electrical wires, not trying drinks from unmarked bottles, not playing in dangerous places, like on rooftops or out on the road, etc.

### Lesson plan 10

**Duration:** 40 minutes

**Outcomes:** Students will be able to:

- describe the importance of rules and consequences of not having or not observing rules.
- make rules for their class.
- identify their own and others' viewpoints and the effects of their actions on others.

**Resources:** textbook page 23

**Introduction:** 5 minutes

Begin your session by talking about good health and why it is important for everyone to be healthy. Inform students that when we are well and healthy, we feel happy and cheerful, and we can enjoy our studies and games. Also, we don't have to go to a hospital or a doctor or lie in bed feeling miserable. You may also talk about the number of ways in which one can keep healthy.

**Explanation:** 20 minutes

Read page 23. Discuss with students about their morning cleanliness routine. This would probably include taking a bath or a shower, using the toilet, washing their hands, brushing their

teeth, combing their hair, etc. Next, talk about their cleanliness routine before going to bed which may include using the toilet, washing their hands, brushing their teeth, and/or taking a bath. Ask students why it is important to follow a healthy, cleanliness routine everyday. Note their answers on the board and add that we follow such routines to stay fit and healthy and safe from illnesses.

Show students the images under 'Common problems' on page 23. Ask them what is the boy doing? Why is he scratching his head? Note their opinions and then explain that it may be because his hair and scalp may not be clean; he could also have lice. Lice are tiny insects that live on the scalp and the hair, and they bite into the skin which makes the scalp itchy. They also lay their eggs in the hair. One can get rid of lice by using anti-lice medicine/shampoo and a lice comb. Next, ask them why the girl and the boy are looking so sick? After noting their answers, explain that the girl may have eaten stuff from a push-cart, the food may not have been prepared with cleanliness, and the germs have made her sick. Ask students if they have ever observed flies on uncovered food stuff. The boy has a toothache because of eating too many candies. Too much sugar causes tooth decay and pain, and is not good for health overall.

**Conclusion:** 5 minutes

Recap all the ideas discussed in the lesson. Ask questions such as: why is cleanliness important? what rules need to be followed for living a healthy life? etc.

**Class work:** 10 minutes

Students could do Question 2 on page 26 and activity B from Work page on page 27.

**Homework:** Students could do activity A from Work page on page 27.

## Lesson plan 11

**Duration:** 40 minutes

**Outcomes:** Students will be able to:

- describe the importance of rules and consequences of not having or not observing rules.
- make rules for their class.
- identify their own and others' viewpoints and the effects of their actions on others.

**Resources:** textbook page 24

**Introduction:** 5 minutes

Begin your session by recapping the topics discussed in your previous class. Ask children if they have done the homework that was assigned to them. Read out the answers of exercise A and tell them to correct their answers if they got any wrong. Next, inform them that today they will be learning how to identify the main causes of pollution, and keep away from them.

**Explanation:** 20 minutes

Read page 24. Draw students' attention to the first image on the page—a garbage pile. Ask them if they have observed similar sights on their way to school or when they go out with their parents. Sadly, garbage, littering, and lack of paper drains are a problem in our cities. But explain that all this happens when we do not pay attention to keeping our neighbourhood and our city clean. Rubbish, dirt, garbage heaps, open drains, and waste water are some favourite places of flies, cockroaches, and mosquitoes. Smoke and fume from badly-kept vehicles cause pollution, and lead to eye problems and lung diseases. Show them the images of mosquitoes



and flies. You may discuss why it is important to keep our homes free from mosquitoes and flies—it helps avoid illnesses. Talk about nets on windows and doors that people usually have in their homes to keep out flies and mosquitoes. Discuss the importance of healthy food, fruits and vegetables, exercise, proper rest, and sleep.

Next, draw a bubble on the board and label it 'KEEPING SCHOOL CLEAN.' Ask students to suggest what we can do to keep the school clean. Complete the list and leave it on the board. Students can later copy the five most important points in their notebooks. Then draw another bubble on the board and label it 'KEEPING OUR HOMES CLEAN.' Ask students what measures we need to take in order to keep our homes clean. List students' suggestions and ask them to copy the five most important actions in their notebooks.

**Conclusion:** 5 minutes

Recap all the ideas discussed in the lesson. Ask students to briefly explain concepts such as: why should we avoid flies and mosquitoes? why should we keep our neighbourhood clean? etc.

**Class work:** 10 minutes

Students could do Questions 1 and 3 on page 26 and activity 1 from 'Things you can do' on page 27.

**Homework:** Read pages 25 and 26.

## Lesson plan 12

**Duration:** 40 minutes

**Outcomes:** Students will be able to:

- describe the importance of rules and consequences of not having or not observing rules.
- make rules for their class.
- identify their own and others' viewpoints and the effects of their actions on others.

**Resources:** textbook pages 25–26, scissors, unlabelled medicine, a match box

**Introduction:** 5 minutes

Begin your session by informing students that today they will be learning about safety measures. Ask them if they have ever witnessed any accident or if they have been in one. It is possible that most of the accidents they talk about would be traffic-related. Tell them an accident is any incident that takes place, in which something is damaged or someone is injured. It can take place anywhere, even in their homes! A pile of books falling from the table is also an accident; so is a person slipping on something lying on the floor, etc.

**Explanation:** 20 minutes

Read pages 25 and 26. Write the proverb 'Look before you leap' on the board. Ask students to look at the illustration on the top of the page and try to guess what the proverb means. Explain that it means we should be careful before doing anything. In the image, the boy is about to step into a puddle because he is not looking where he is going. Ask students what could happen if he steps into the puddle—his shoes will get dirty, his clothes will get dirty, he will slip and hurt himself, etc. These things are also known as accidents and they could occur if the boy is not careful about his actions. Read the text further. Accidents usually happen due to carelessness. Sometimes a little carelessness can end in a big accident. Talk about the illustration showing

the zebra crossing. Explain to students that it is meant as a place where people can cross roads and cars are supposed to stop if people are crossing it. Write 'TRAFFIC SAFETY RULES' on the board. Ask students to recall if they know any rules that must be followed while walking on the road. Note their answers on the board. Some rules include: before crossing the road, look towards your right, then left, and again towards the right quickly and cross the road; never run on a road but walk carefully; always cross the road at the zebra crossing; and never play on or near the road, etc.

Next, inform students that accidents can also happen at home. Show them a pair of scissors, some unlabelled medicine, and a matchbox. Ask students about the hazards of using each of these. List the responses on the board. Tell students that all of these things are very important for us but if they are not used or handled properly, they can prove to be very dangerous for us. Talk about safety rules for each of the items. Also discuss home safety rules in general, such as never poke a finger or any object into an electric socket; never be near a burning stove; never try to light a stove; never fly kites near electrical wires; never swallow a tablet or take medicine without an adult's supervision; and never play or run wildly on rooftops; etc. Finally, briefly discuss warning signs with students and why it is important to follow them—for our own safety.

**Conclusion:** 5 minutes

Recap all the ideas discussed in the lesson. Ask students to briefly explain concepts such as: what safety measures can be practiced at home? why should we cross using the zebra crossing? etc.

**Class work:** 10 minutes

Students could do Questions 4–6 from page 26 and activity C from Work page.

**Homework:** Students could do activity D from work page.

## 6 Food

### Key learning:

- Importance of food for living things
- The main sources of food
- The idea of a balanced diet

### Background information:

This chapter covers details about food and why we need it to survive. It explains the sources of food—we can get them from plants and animals. Examples of food received from plants includes all fruits, vegetables, cereals, etc. Similarly, food from animals include meat, milk, cheese, butter, cream, etc. Seafood includes fish, prawns, lobsters, etc. The concept of a balanced diet is also touched upon—how different foods help our bodies in different ways. For instance, milk and food made from milk, makes our bones strong. Carrots make our eyes strong. Fruits and vegetables help us fight germs. Meat helps us to grow, etc. The stages of corn oil production are also explained briefly. Steps involved include ploughing—turning the soil over so that the ground is soft and even; sowing—planting the seeds into beds; and harvesting—cutting down the crop.

### Lesson plan 13

**Duration:** 40 minutes

**Outcomes:** Students will be able to:

- explain the ways in which communities benefit from or are limited by the physical environment, e.g. people make their living by farming on fertile land, fishing in local water, availability of water, etc.
- describe ways in which we can conserve limited resources at the personal and family level.
- trace the origins and production process of food and clothing products.

**Resources:** textbook pages 29–30

**Introduction:** 10 minutes

Begin your session by informing students that today they will be learning more about the food they eat. Ask them about their eating routine. You may ask questions, such as: what did they have for dinner last night, did they have breakfast in the morning, did they bring lunch to school today, etc. Ask if they have a pet and what food is given to it and how many times a day. Tell students that all living things need food to live and grow. Without food, living things would die.

**Explanation:** 20 minutes

Read pages 29 and 30. Discuss with students the sources of food. Ask them if they know what goes into making a cake: it is made of flour, butter, eggs, sugar, and cream. Where do these items come from? Flour comes from wheat; eggs come from chickens; sugar comes from sugar cane; and butter and cream come from cows and buffaloes. Talk about the different cereals

like rice, wheat, and corn, and vegetables and fruits. Cereals are grown and then processed in factories into the form that we buy in shops. Fruits are eaten fresh, and some vegetables too, while others are cooked. Talk about the importance of food for all living things and discuss food that is eaten by some animals and birds.

Next, briefly discuss the concept of a balanced diet with the students. Tell them that the consumption of different foods helps make our body grow stronger. Milk and milk products help us grow and make our bones and teeth stronger. Fruits and vegetables make us healthy and help fight the germs in our body. Meat, chicken, fish, and eggs provide energy for our muscles to be strong and help us work for a longer time. This is why it is necessary to eat all kinds of food to be healthy. Ask students what will happen to a child who eats only meat or drinks only milk. The child would not have enough nutrients and minerals in his/her body to fight illnesses or germs. Ask similar questions about different food items.

**Conclusion:** 5 minutes

Briefly discuss the concepts that were studied in class. Talk about the different types of foods and why it is necessary to consume all of them. What are the different sources from where we get food? etc.

**Class work:** 10 minutes

Students could do Questions 1 and 2 on page 32 and Work page activity A.

**Homework:** Students could do Work page activities C and D.

## Lesson plan 14

**Duration:** 40 minutes

**Outcomes:** Students will be able to:

- explain the ways in which communities benefit from or are limited by the physical environment, e.g. people make their living by farming on fertile land, fishing in local water, availability of water, etc.
- describe ways in which we can conserve limited resources at the personal and family level.
- trace the origins and production process of food and clothing products.

**Resources:** textbook pages 31–32

**Introduction:** 10 minutes

Begin your session by informing students that today they will be learning about cooking oil and how it is prepared. Ask them if they know of any food that contains oil, or that is cooked in oil. Encourage them to participate by raising their hands and answering the question. Inform them that almost every food that is cooked in their house or in restaurants contains oil.

**Explanation:** 20 minutes

Read pages 31 and 32. Explain the process of making corn oil beginning from the corn being planted. Go through the stages of oil production such as ploughing, sowing, saving the crop from pests, and harvesting. These are the stages during which corn is grown in the fields. From there, it reaches the factories where it is crushed in big machines for extracting oil. Then, oil is poured into bottles, tins and pouches, packed and shipped out to be sold in stores. Ask students if they can name some brands of cooking oil that they see on the television, or the ones that are used in their homes. Talk about other foods made from corn such as corn flour, cornflakes, and popcorn.

**Conclusion:** 5 minutes

Briefly discuss the concepts that were studied in class. Talk about the time it takes for corn to become corn oil and the steps involved in the process, etc.

**Class work:** 10 minutes

Students could do Questions 3 and 4 on page 32.

**Homework:** Students could do Work page activity B.

## 7 Clothes

**Key learning:**

- Clothes are worn according to climate, geography, and culture of an area
- The need for special clothing for particular jobs

**Background information:**

This chapter covers details about the clothes we wear and why we wear them—to look good, to keep warm, to protect our body, etc. Some clothes are worn for specific purposes or occasions, for example, uniforms are worn by people in the armed forces, the police, and employees of some organisations, as well as by school children. The chapter also describes the sort of clothes that people wear in winter, summer, and other seasons. It also discusses the type of clothing worn in Pakistan and in other countries.

The chapter also discusses a few types of fabrics such as nylon, wool, and cotton. It explains how wool is obtained from sheep and how it is processed into yarn and fabric. The sheep are 'shorn', i.e. have their woollen coat trimmed every summer, which grows back every year. The wool is then cleaned and dyed, and made into yarn and cloth. Similarly, cotton is spun into yarn and then into cloth. Cotton is gathered from the cotton plant, cleaned, and stretched around a spinning wheel that spins it into yarn. The yarn is woven into fabric on a loom, either operated by hand, or run on electricity, like the power loom shown in the picture. Finally, it discusses how clothes are made from fabrics. Fabrics are cut and stitched into clothes using a sewing machine, usually by a tailor. When clothes get dirty, they can be washed either by hand using water and washing powder, or in a washing machine. Once the clothes are dry, they are ironed. Some special clothes have to be dry-cleaned.

### Lesson plan 15

**Duration:** 40 minutes

**Outcomes:** Students will be able to:

- describe the different types of clothes worn in different seasons.
- identify the national clothes of Pakistan and other countries and special clothes worn by professionals.
- trace the origins and production process of food and clothing products.

**Resources:** textbook pages 34–35

**Introduction:** 5 minutes

Begin your session by informing students that today they will be learning more about the clothes they wear. Ask them to look at their uniforms and identify the clothes they are wearing. Write the items on the board. Ask students about the weather, as in, is it summer or winter, and whether

their clothing is according to the season. Ask students why we wear clothes: clothes cover our bodies, protect us from cold and heat, make us look good, keep us safe from the winter season, and the blazing summer sun. Talk about clothing for school and home and how it is different. Briefly discuss the different kinds of clothes we wear.

**Explanation:** 20 minutes

Read page 34. Ask students to look at the illustrations on page 34 and identify any of those clothes and where they are worn (in which city). Ask them what other clothes people wear in general—jeans, trousers, t-shirts, jackets, shirts, shalwar kameez, etc. Explain how there are different clothes for men and women, and similarly there are different clothes for parties and special occasions. Explain that convenience and comfort are the two main things to consider when wearing or buying clothes. Ask them to name the kinds of clothes they like to wear the most. Share your own preferences with the students. Next, read page 35. Discuss the pictures of people dressed in traditional clothing from different countries. Show pictures of some more traditional dresses from different countries like India, Sweden, Russia, Mexico, the Caribbean, Saudi Arabia, etc. Talk about the weather and its effects on the choice of clothing. In warmer countries, people prefer to wear cotton clothes and may not use many layers of clothing. In colder regions, people use fur and woollen materials to keep themselves warm. Discuss the use of mufflers, mittens, gloves, and headgear worn by people in colder regions.

Ask students to look at the images given at the bottom of page 35. Talk about the special dresses worn by the people in the illustrations. Ask them about the clothing soldiers have to wear. It is made of a special fabric. Talk about the accessories such as helmets, big boots, and bullet-proof jackets. Talk about the other three pictures as well. Explain that the clothes are according to the needs of the job or the task about to be done. For example, a fireman needs fireproof dress with a special helmet and boots. Nurses and doctors are usually dressed in white to give an impression of health and hygiene, etc.

**Conclusion:** 5 minutes

Briefly discuss the concepts that were studied in class. Talk about the different types of clothes and why human beings wear clothes? how does the weather affect the type of clothes we wear? etc.

**Class work:** 10 minutes

Students could do Questions 1 and 3 on page 37.

**Homework:** Students could do Work page activity B.

## Lesson plan 16

**Duration:** 40 minutes

**Outcomes:** Students will be able to:

- describe the different types of clothes worn in different seasons.
- identify the national clothes of Pakistan and other countries and special clothes worn by professionals.
- trace the origins and production process of food and clothing products.

**Resources:** textbook pages 36–37, samples of different kinds of fabric: cotton, silk, wool, nylon, etc.

**Introduction:** 5 minutes

Begin your session by informing students that today they will learn where the fabric to make clothes comes from. Ask them if they can guess where it comes from. Note their answers on the board. Inform them that different types of fabric come from different sources. For example, cotton grows on plants, nylon is made from chemicals, wool comes from sheep, etc.

**Explanation:** 20 minutes

Read pages 36 and 37. Show students the samples of cloth and ask them to guess which material or fabric is close or similar to their uniforms—woollen in winters and cotton in summers. Tell them the names of the different kinds of fabric. Ask them if they can guess which materials are used for different kinds of weather. Show students a piece of nylon as well and tell them that it is made entirely from chemicals and used for special outfits such as swimsuits for swimming and diving. Briefly discuss how clothes are made from wool/cotton, etc.

Discuss the pictures given on page 37. Talk about a tailor and the things he/she needs to stitch a garment—a pair of scissors, measurement tape, tailoring chalk, and sewing machines. Talk about the need for keeping clothes neat and clean. Students should realise that it is important to wear neat and pressed clothes at all times. Discuss with them how a person would look in untidy and wrinkled clothes.

**Conclusion:** 5 minutes

Briefly discuss the concepts that were studied in class. Talk about the sources of fabrics and how clothes are made from them. How does the type of fabric affect the type of clothes we wear in different seasons? etc.

**Class work:** 10 minutes

Students could do Questions 2 and 4 on page 37, and Work page activity A.

**Homework:** Students could do Work page activity C.

## 8 Building houses

### Key learning:

- The universal need for a shelter
- Different kinds of homes in different places
- Different materials required to build homes
- The process to build a home, professional plan and skills, and tools involved

### Background information:

This chapter covers details about houses; why they are built, who builds them, the tools that are required to build them, etc. Houses provide people with shelter from their surroundings, a place to keep their things, a place to share with their family, etc. Some are big with large gardens, some are small, and some are a part of large apartment buildings. In villages, many houses are made of mud and wood. Houses are often built according to their surroundings. For instance, the Inuit make their igloos out of blocks of snow. Gypsies are people who do not live in one place but keep moving. Their homes, therefore, are either horse-drawn caravans or tents. In forests and woods, it is common to find homes, called log cabins, made of wood.

Different building materials are used to construct buildings. Stones are crushed and mixed with cement to make concrete. Cement is also used like glue to join bricks together—sometimes sand is mixed with cement. Wood is used to make window frames, doors, cupboards, etc. Steel is used to strengthen walls and ceilings. Bricks, which are made of clay, are joined together to make the walls. There are many people involved in building a house. Architects help build the plan of the house. Then the plan is drawn on the ground and dug out. These are the foundations, which are filled with concrete, upon which the walls are made. The labourers and the bricklayers do most of this work. Then the pipes and electrical wires are fitted. (Usually plumbers and electricians do this work). These will remain concealed in the wall, beneath the plaster, and only the sockets and taps will be visible outside. Then the doors and windows are fixed. The walls are then plastered and finally painted. Many tools are also used in the building or maintenance of houses. For example, hammers, drills, screw drivers, saw, pliers, etc.

### Lesson plan 17

**Duration:** 40 minutes

**Outcomes:** Students will be able to:

- describe and compare the physical and human characteristics of local places.
- gather information from their environment and community members.
- use pictures to understand that buildings, tools, and machines have changed over time.
- describe the various building materials, tools, and jobs.
- realise the importance of observing safety rules while using tools.
- create the floor plan for a small house.

**Resources:** textbook pages 40–41



**Introduction:** 5 minutes

Begin your session by asking students where their houses are located and what they are like, how many rooms they have, etc. Ask students how different the school building is from their homes.

**Explanation:** 20 minutes

Talk about people's need to live in houses. You may ask them to explain in their own words what a house is. A house is a shelter from the surroundings, a place to keep one's things, a place to live with the family. Read the text on page 40. Talk about the sizes of houses. Make sure you do not discriminate on the basis of the size of the house. Talk about houses being made according to the needs of the people. Show students pictures of houses from around the world. Inform them that people generally use building materials which are available close to their houses' location. Talk about mud houses built in the villages of Pakistan, log cabins built in forests, or in places near a forest.

Read page 41. Show students images of building materials. Talk about each item, its name, and what it is used for. Show them pictures of a plot of land dug up for construction. Inform them that the higher or larger the building, the deeper the hole that is dug in the ground. The amount of concrete used is also a lot more in big buildings and towers. This helps make the foundation of the building very strong. Talk about Japan, a country where earthquakes frequently occur. The building material and the plan used for structures there is different from other places. And so, even during an earthquake, buildings don't fall easily.

**Conclusion:** 5 minutes

Briefly discuss the concepts that were studied in class. Talk about the need for shelter. Why are different types of materials used to construct houses? Why are there different types of houses? etc.

**Class work:** 10 minutes

Students could do Questions 1–3 on page 43 and activity 1 from 'Things you can do'.

**Homework:** Students could do Work page activity A and activities 2–3 from 'Things you can do'.

**Lesson plan 18****Duration:** 40 minutes

**Outcomes:** Students will be able to:

- describe and compare the physical and human characteristics of local places.
- gather information from their environment and community members.
- use pictures to understand that buildings, tools, and machines have changed over time.
- describe the various building materials, tools, and jobs.
- realise the importance of observing safety rules while using tools.
- create the floor plan for a small house.

**Resources:** textbook pages 41–42

**Introduction:** 5 minutes

Begin your session by asking the class to think about the number of people involved in constructing a house. Students will probably suggest a huge number of people. Make a list on the board to be used later as well. Tell students that they will learn how many people help in constructing one house. They will also learn about the process of constructing a house.

**Explanation:** 20 minutes

Read the text from beginning till the end. Talk about each job individually and discuss its importance in the construction process. Ask students if they have seen any of these people at work and to describe their observations. Many of these workers do repair work as well. Tell students that each job requires training. These professionals also help in the maintenance of houses. For example, plumbers repair broken pipes and sanitary fittings, painters paint houses, carpenters repair broken or damaged furniture or fixtures. We need these people to maintain our homes in good shape.

**Conclusion:** 5 minutes

Ask students to share their experiences of having watched some maintenance work taking place at their homes.

**Class work:** 10 minutes

Students could do Question 4 on page 43.

**Homework:** Students could do Work page activities B and C and activity 4 from 'Things you can do'.

## Lesson plan 19

**Duration:** 40 minutes

**Outcomes:** Students will be able to:

- describe and compare the physical and human characteristics of local places.
- gather information from their environment and community members.
- use pictures to understand that buildings, tools and machines have changed over time.
- describe the various building materials, tools, and jobs.
- realise the importance of observing safety rules while using tool.
- create the floor plan for a small house.

**Resources:** textbook page 43, images of a few tools like screw driver, hammer, drill, pliers, pair of scissors, etc.

**Introduction:** 5 minutes

Begin your session by asking the class if they have witnessed people coming to their house for maintenance or repair work. Do they use tools in their work? What tools do they use? Ask them to recall the types of professionals involved in building houses. Did each person use a tool? Inform them that every workman uses specific tools for his work and he looks after his tools.

**Explanation:** 20 minutes

Read page 43. Show students the images of tools that you brought with you to class. Ask them if they know the name of any of the tools. The most well-known would be: screw driver, hammer, drill, a pair of scissors, etc. Ask students which professionals use these tools. Listen to their answers and note the correct ones on the board. Name each tool and describe its uses briefly

for students. Ask students what an architect's tools are—paper, ruler, pencil, measurement tape, etc. Similarly, ask about the tools used by other professionals such as a painter, a plumber, or a carpenter. Discuss the tools each of them would use to complete their work successfully.

Talk about the importance of being careful with tools. Tools are there to help us with a task, but if not handled and used properly, they can hurt us.

**Conclusion:** 5 minutes

Briefly discuss the concepts that were studied in class. Talk about the need for tools. How have tools made it easier for workers to construct houses? etc.

**Class work:** 10 minutes

Students could do Question 5 on page 43 and activities D and E from Work page.

**Homework:** Students could do activities 5–6 from 'Things you can do'.

## 9 Time

### Key learning:

- The different phases of a full day
- The concept of time, months, weeks, and days

### Background information:

This chapter is about time. Different stages of the day are described in the book, i.e., dawn, morning, midday/noon, afternoon, evening, and night. Time with respect to a clock is also explained—seconds, minutes, and hours. Beginning with twenty-four hours in a full day, the chapter explains that twelve hours make up day time and the other twelve hours together make night time. Each hour consists of sixty minutes, which means that the minute-hand moves sixty times to complete one circle, i.e. one hour. Each minute is made up of sixty seconds, which means that the second-hand makes sixty movements in one minute. The days of the week, as well as the number of weeks and months in a year is also explained in the book. A rhyme has been included to help students remember which months consist of thirty days and which ones consist of thirty-one days. The concept of February is also explained how in a leap year, February has twenty-nine days, and therefore, the days in that year are 366, whereas normally there are twenty-eight days in February, and 356 days in a year.

### Lesson plan 20

**Duration:** 40 minutes

**Outcomes:** Students will be able to:

- identify the different times of the day.
- interpret key concepts of time and movement such as a 24-hour clock, dates on calendars, and leap year.
- name and order the months of the year and the number of days in each month.
- create their own calendar.

**Resources:** textbook page 47, a big wall clock

**Introduction:** 5 minutes

Ask students what time it is by the classroom clock. It may be 10 or 11 o'clock. Ask students if this is daytime or night, and whether it is morning or midday. Students may get confused at this question. Explain that different parts of a day are identified with different names, depending on the position of the sun.

**Explanation:** 20 minutes

Begin with explaining the occurrence of day and night. Explain that it is because of the earth's rotation on its axis. The day begins when the sun rises in the east and ends when the sun sets in the west. Tell students that today they will learn about the division of a day according to the sun's position. Then, read the text on page 47 and explain each line with reference to the illustrations.

Explain to students the hours of a day from dawn to the evening. Talk about there being twenty-four hours in a day. Show students the clock that you brought to class. Explain the concept of a.m. and p.m. to students with the help of the clock. Twelve midnight to twelve noon is a.m. Ask students about the time now: is it a.m. or p.m.? Tell them that the period from noon to midnight is known as p.m. The twelve hours of a.m. and twelve hours of p.m. make a complete day of twenty-four hours.

**Conclusion:** 5 minutes

Briefly discuss the concepts that were studied in class. Talk about the need for time, the different phases of a day, etc.

**Class work:** 10 minutes

Students could do Questions 1 and 2 on page 48.

**Homework:** Students could do Work page activity A and activity 1 from 'Things you can do'.

## Lesson plan 21

**Duration:** 40 minutes

**Outcomes:** Students will be able to:

- identify the different times of the day.
- interpret key concepts of time and movement such as a 24-hour clock, dates on calendars, and leap year.
- name and order the months of the year and the number of days in each month.
- create their own calendar.

**Resources:** textbook page 48, calendar with each month on a separate page

**Introduction:** 5 minutes

Begin your session by having students volunteer and briefly recap the topics taught in the previous class.

**Explanation:** 20 minutes

Ask students about the days of the week, count them, and name the days. Talk about weekends; you may also ask questions like, which is the first day of school after the weekend, which is the third working day in a week, etc. Talk about the number of days in a week, weeks in a month, and months in a year as given in the lesson. Start singing the months' poem first and encourage students to sing along. This is an effective way of remembering months and the number of days in each.

Talk about the leap year. Show students the calendar and ask them whether it is a leap year. Talk about an extra day in the month of February. Ask students if they know anyone born on February 29th.

**Conclusion:** 5 minutes

Briefly discuss the concepts that were studied in class. Talk about the number of days in a year, the number of days in each month, etc. Make sure that students learn 'The months' rhyme.

**Class work:** 10 minutes

Students could do Questions 3 and 4 on page 48, and activity B from Work page.

**Homework:** Students could do Work page activity C and activity 2 from 'Things you can do'.

## 10 Directions

**Key learning:**

- Basic vocabulary for directions
- Pointing to a certain direction
- The importance of cardinal directions on a map
- Cardinal directions to identify places on a map

**Background information:**

This chapter mainly covers details about directions and how to describe the location of different things/places/people. Some of the directions discussed include terms such as left, right, behind, in front of, opposite, straight, at the corner, etc. To reinforce concepts, four questions have been given in the chapter that will help students learn the terminologies better. Students are introduced to the concept of a compass and how to find out directions using it. The main component of a compass is its magnet. And no matter where it is held, a compass will always point north, and from there all the other directions—south, east, and west—can be worked out.

### Lesson plan 22

**Duration:** 40 minutes

**Outcomes:** Students will be able to:

- describe the use of a compass.
- interpret and use cardinal directions.
- locate places on the globe and map of Pakistan.
- interpret basic maps and explain how they help in navigation.

**Resources:** textbook pages 50–51, a compass

**Introduction:** 10 minutes

Make a simple map on the board for students. Write the direction/position words on the board in a separate box or column. Introduce directions by asking simple questions like: who is sitting to your right/next to you, on your right? where is your bag? where is your book? etc.

**Explanation:** 20 minutes

Read pages 50 and 51. Point to the direction words written on the board. Tell students that without these words they would not be able to talk about different places on the map drawn on the board or the position of different things in the drawing. There are four questions given in the textbook on page 50. Ask them to answer these using the words from the box.

Next, discuss cardinal directions with students. Ask them how we can find directions on a map. To get to any location on a map, we need to use specific directions such as east, west, north, and south. These directions are called 'cardinal directions.' Write east, west, north, and south on the board in the form of a cross. Remind students the sun always rises in the east and always sets in the west. If possible, take them outside to the ground. Most probably, the sun

would still be towards the east at that time. Tell them the direction opposite the east is the west and if your back is towards the west, then the north will always be on your left. Let students tell the directions on their own. Show them the compass at this point. Remind them that its pointer always points to the north and let them guess the direction of north by looking at the position of the sun in the sky. Check their answers with the help of the compass. Return to your classroom. Tell students how a compass is used to find out directions. Take a map and talk about the location of different countries. Talk about Russia, Afghanistan, and United States with respect to Pakistan's location.

**Conclusion:** 5 minutes

Recap the lesson by revising cardinal directions as well as adverbs of position, e.g. on, in, above, below, behind, before, etc.

**Class work:** 10 minutes

Students could do Questions 1–3 on page 51.

**Homework:** Students could do Work page activity A.

## 11 Public places

### Key learning:

- Important places near a population base (town or city)
- The benefits of markets
- Importance and usefulness of nearby places

### Background information:

This chapter mainly covers details about important public places that exist everywhere, in every country. The first of these places is a market. There are different types of markets—covered markets and open-air ones. Covered markets, such as shopping malls, house different types of shops, which may include book shops, clothes boutiques, toy shops, and restaurants. Many such places can be found throughout Pakistan. Secondly, there are open-air markets, such as Sunday Bazaar in Karachi, which is very well-known. Here, you will find different stalls selling all sorts of things, ranging from fruit and meat to clothes and household utensils. Specialist markets only sell one type of product such as car spare parts, etc. The second place discussed is a post office. All letters are collected at the post office and delivered to homes by postmen. Stamps are put on letters because that way people can tell where the letter is from. It is important that an address is mentioned on a letter so that the postman knows where to post it.

### Lesson plan 23

**Duration:** 40 minutes

**Outcomes:** Students will be able to:

- describe and compare the physical and human characteristics of local places, e.g. market and post office.
- identify markets and their role in the distribution of various goods and services.
- provide examples of services provided by the local government to improve the conditions of communities, e.g. post office.
- gather information about important places in their local areas.
- describe the function of a post office.

**Resources:** textbook pages 54–55

**Introduction:** 5 minutes

Begin your session by asking students where they are from (the name of their city). Then ask them to name some important places in their city. According to students' suggestions, make a list on the board. Ask students how this list would differ for a village. Talk about fewer facilities in villages. Make another list of places for a village or cross out the items in the first list that would not be found in a village such as an airport, shopping plazas, high-rise buildings, etc.



**Explanation:** 20 minutes

Read page 54, heading 'The market'. Show students pictures of different kinds of markets in our cities, such as Sunday Bazaar in Karachi or a regular neighbourhood market in Lahore, or a huge shopping centre in Karachi, etc. Give an explanation about each market and the kinds of things sold there. Ask students what would happen if there were no markets in a city. Give them time to think and then note their responses. There would be a variety of answers given by students. Conclude by saying that markets are an important part of a place where people live, whether it's a small village, a town, or a big city like Karachi.

Next, read page 55. Read the text about the post office. Ask students to name the things that are important for sending something through the post office. This would include an envelope, name and address, and a stamp. Explain to them the process of sending letters to anyone, and how it is important to stamp letters and write the receiver's address before posting any letter or parcel.

**Conclusion:** 5 minutes

Help students to complete Work page activity B.

**Class work:** 10 minutes

Students could do Questions 1–4 on page 55.

**Homework:** Students could do Work page activity A.

## 12 Plants around us

### Key learning:

- Significance of plants for healthy and beautiful surroundings
- Benefits provided by plants and trees

### Background information:

This chapter mainly covers details about the plants around us. It explains how plants not only make our surroundings look beautiful, but are also very important in keeping the air clean. That is why it is important not to cut down too many trees, but to plant as many as we can. In addition, trees and plants provide food and wood, and also homes for many tree animals and birds. Bees collect pollen and make honey from it. Caterpillars eat leaves and when they are fat enough, wrap themselves up in cocoons and emerge as butterflies. Birds build their nests in trees. Little insects live under the rocks and stones.

Plants also have many other uses. They can be crushed and used as ingredients in medicines. Flower scents are used in perfume. Wood is used to make furniture and paper. Leaves can be woven together to make baskets and mats. Bees also use nectar from flowers to make honey. Chicle is a liquid that is found under the bark of a special tree and is used as an ingredient in chewing gum. (Possibly Chiclets, the famous brand, got its name from this source.) The sap of some trees is used to make rubber.

### Lesson plan 24

**Duration:** 40 minutes

**Outcomes:** Students will be able to:

- explain the ways in which communities benefit from or are limited by the physical environment, e.g. recreational activities.
- describe the significance of plants and animals.
- gather and record information about plants and animals.

**Resources:** textbook pages 59–60, some potted plants arranged in the class

**Introduction:** 5 minutes

Begin your session by arranging various potted plants in the class. Try to get these from the school garden or take students out to view them. Ask students how the class looks—fresh, green, and beautiful! Encourage them to talk about plants and to name a few of them (if they know). Briefly talk about the parts of a plant. Explain that plants are useful for humans and well as animals. Ask the class to name some plant-eating animals, e.g. cows, goats, camels, etc. Ask them to name some plants that we eat, e.g. lettuce, spinach, peas, etc.

**Explanation:** 20 minutes

Read page 59. Discuss with students the space that is required for a proper garden. Draw the students' attention towards the fact that many people in cities live in apartments or their houses are not big enough to have gardens. Ask them what those people should do. Should they give up the idea of having plants around them? The answer is 'No!' One need not have a big house to grow plants. People place all kinds of plants in their balconies and on the staircase landings of their apartments, etc. Sometimes people grow flowering plants and sometimes they grow vegetables as well. Inform students how some vegetables can be grown indoors. We can use a small crate, fill it up with soil, sow seeds in it, provide proper sunlight and water, and we will soon see the saplings sprouting. These are called kitchen gardens. You can also discuss indoor and outdoor plants. All plants need air, water, sunlight and good soil to grow, but some plants need less sunlight and can be grown indoors. Some, like the money plant, can be grown in water as well as soil. Discuss the usefulness of parks especially in localities which have many high-rise buildings. Parks provide people with space to relax, play, exercise, and enjoy the scenery—green grass, colourful flower beds, etc. Parks are important because trees provide us with fresh air.

Read page 60. Discuss with students the usefulness of plants and why we must plant more trees.

**Conclusion:** 5 minutes

Recap the lesson by covering the main points discussed in today's class. Advise students that they can also grow vegetables at home. They can begin with simple herbs planted from seeds (coriander) or cuttings (mint stalks) in small crates or pots, which should be placed where they get adequate light and air, and should not be over-watered. Ask them to note how the plants grow and to share their observations with the class.

**Class work:** 10 minutes

Students could do Questions 1–3 on page 60, and Work page activity B.

**Homework:** Students could do Work page activities A and C.

## 13 Animals around us

**Key learning:**

- Difference between different groups of animals
- Benefits of animals provide for humans

**Background information:**

This chapter mainly covers details about the animals around us. It talks about different groups of animals such as sea animals, domestic animals, wild animals, and birds. Some of the key features of these animals are as follows: sea animals live in the rivers and seas. For example, fish, whales, octopuses, and sea horses. Birds are of two types; the ones which are capable of flight—sparrows, crows, parrots; and the ones which cannot fly—ostriches, penguins, and peacocks. Wild animals are those that live in the wild jungles and forests, such as lions, tigers, and bears. Tame animals are those that have been domesticated, and live and work with humans. These include farm animals such as donkeys and sheep, and pets such as cats and rabbits.

Tame animals are very useful to human beings. For example, horses help pull carts which carry goods and people! Bullocks help pull heavy loads. They are also used to pull ploughs, to turn the earth in preparation for sowing seeds, and for pulling the water wheel to bring up underground water from the well. Ponies are small horses and are usually used for riding. Elephants have very strong trunks and can pick up heavy logs easily. Camels are very strong and useful animals. They are used for riding. They store fat in their humps and can travel long distances without needing water. Therefore, they are very useful for travelling over dry, hot deserts. Donkeys are also used for pulling loads on carts. Some animals like buffaloes, cows, and goats provide us with milk, while the meat of cows and goats is also eaten.

The chapter also places an emphasis on the importance of treating animals kindly. They should be fed well, given plenty of water, and kept clean. It is cruel to hit them or make them work harder than they are able to. If they are treated kindly, only then will they be able to work and help us happily.

## Lesson plan 25

**Duration:** 40 minutes

**Outcomes:** Students will be able to:

- explain the ways in which communities benefit from or are limited by the physical environment, e.g. recreational activities.
- describe the significance of plants and animals.
- gather and record information about plants and animals.

**Resources:** textbook pages 62–63, pictures of a zoo, a farm, and some pets, a short video on animals

**Introduction:** 5 minutes

Begin your session by showing students some short video clips or pictures of animals from different groups such as pets with their owners, farm animals in a barn, wild animals in their natural habitat, and domesticated animals engaged in different tasks. Ask students how these animals are different from each other. Note their ideas on the board. Explain to them that today they will be learning more about the different types of animals.

**Explanation:** 15 minutes

Read page 62. Make several columns on the board and write the headings: sea animals, domesticated animals, birds, pets, and wild animals. Ask students to suggest animals from each group. Talk about the main features of each group. Explain how sea animals live in rivers and seas. These include fish, whales, octopuses, and sea horses. Tame animals are those that have been domesticated, and live and work with humans. These include farm animals such as donkeys and sheep, and pets such as cats and rabbits. You can also show students the images of six animals given at the end of page 62. Inform them that these are tame animals and they are useful to human beings as well. Birds include flying ones, such as sparrows, crows, parrots and non-flying ones such as ostriches, penguins, and peacocks. Wild animals are those that live in the wild jungles and forests, such as lions, tigers, and bears.

Next, read page 63. Inform them that we get food from some animals, while others are use for transportation purposes or for carrying weight, etc.

Explain that animals are living things and feel pain, hunger, happiness, thirst, and sadness in their own ways.

**Conclusion:** 5 minutes

Ask students if they have seen people being unkind to animals. Students can share their experiences or observations. Reinforce that being cruel to animals is a very unkind thing to do. We must care for all living things.

**Class work:** 15 minutes

Students could do Questions 1–5 on page 63.

**Homework:** Students could do Work page activities B and C and activity 1 from 'Things you can do'.

## 14 Weather

### Key learning:

- Definition of weather
- Weather conditions, symbols, and record-keeping
- The four seasons in a year

### Background information:

This chapter deals with weather. Weather is the day to day temperature of any place. The book describes a few weather conditions. Rain falls when warm water rises from the surface of the sea and forms clouds in the sky. When the clouds are full, or if the weather becomes cooler, the water falls back as rain. Lightning and thunder is also witnessed at times. They occur because clouds also contain some electricity and during a storm, currents can be seen in the form of lightning. Although thunder is actually the loud noise that occurs when atmospheric gases are suddenly heated by a discharge of lightning, one can simply say it is the noise of the clouds crashing together. Rainbows mostly appear when the sun shines immediately after it has been raining. The chapter also discusses the four seasons: spring, summer, autumn, and winter. As for the months during which these seasons fall, they are as follows: winter falls in November, December, and January, spring falls in February, March, and April, summer falls in May, June, and July and autumn falls in August, September, and October.

### Lesson plan 26

**Duration:** 40 minutes

**Outcomes:** Students will be able to:

- explain the ways in which communities benefit from or are limited by the physical environment, e.g. effects of weather.
- gather and present information on weather.

**Resources:** textbook page 66, worksheet for students containing the table given on page 69, activity B

**Introduction:** 5 minutes

Take students outside the classroom, preferably into an open area. Sit in a circle on the ground; talk about the day, whether it is sunny or cloudy, or if there are chances of rain, etc. Let students talk about the weather. Ask if they like the weather today and why or why not. (If it is too hot, do not expose the children to the sun.) Bring the students back to the classroom.

**Explanation:** 20 minutes

Write 'weather' on the board. Ask students if they recall what this means. Tell them that the day to day conditions of a place is called weather. The weather may change daily. For example, one day it may be bright and sunny but the next day the sky could become cloudy. Talk about the colour of the weather—a bright day would appear to be yellow or white but a cloudy day would

be dark and grey. Have a discussion with students about their favourite weather and what they would like to do in that weather.

Next, write 'weather chart' on the board. Ask students if they know what a weather chart is. Tell them it is a table for recording the weather conditions for a week, month, or even a year. Tell them they will make a weather chart for a month. Ask them to turn to page 69 in their textbooks. Exercise B is the activity that they will be doing for a month. Provide students with a worksheet which has a table like the one in the book. Draw the four symbols given on the Work page on the board. Explain the symbols to the students. Symbols are small pictures which are used in place of written text. For example, instead of writing 'cloudy day,' making a symbol of clouds will denote cloudy weather. Explain all the other symbols. Talk about the weather today and ask students to put the date on the table along with the correct symbol.

**Conclusion:** 5 minutes

Discuss the day's weather with students.

**Class work:** 10 minutes

Students could do Questions 1–2 on page 68.

**Homework:** Students could do Work page activity A.

## Lesson plan 27

**Duration:** 40 minutes

**Outcomes:** Students will be able to:

- explain the ways in which communities benefit from or are limited by the physical environment, e.g. effects of weather.
- gather and present information on weather.

**Resources:** textbook pages 66–68

**Introduction:** 5 minutes

Begin your session by asking students about the weather in December and January. Note their answers on the board. Next, ask them how they feel in June and July. Inform them that weather conditions are different during different months of the year; a phenomenon that is basically called seasons. Tell them that they will be learning more about this in today's class.

**Explanation:** 20 minutes

Read pages 66–68. Discuss how the weather changes as the seasons change. Describe the seasons in Pakistan. Tell students that the seasons are different in different parts of the world. Even different parts of Pakistan experience seasons differently. For example, the southern areas of Pakistan are warmer during the whole year than the areas in the north. Similarly, in Karachi, leaves on many of the trees do not change colours in autumn. Karachi experiences two main seasons—summer and winter. Ask students which season stays for a longer time in Karachi: it is summer. Explain how in spring flowers and blossoms grow on the trees. Mango trees flower during spring. Next, discuss the other three seasons, emphasizing their main points. Talk about activities that can be done during these months.

**Conclusion:** 5 minutes

Recap the lesson by covering the main points discussed in today's class.

**Class work:** 10 minutes

Students could do Questions 3–4 on page 68.

**Homework:** Students could do Work page activity C.

## 15 Water

**Key learning:**

- The uses of water in daily life
- The key components of a water cycle
- The main sources of fresh water on Earth and significance of keeping water resources clean
- Ways to conserve water
- Understand how the pumping system works

**Background information:**

This chapter deals with water. It stresses upon the importance of water in our life—a person can stay alive without food but not without water. It is very important for our bodies—it cleans our bodies from the outside as well as inside.

The water cycle is also explained to students—how water is heated by the Sun and becomes water vapour (like steam) and rises up. It is cold far above the Earth so the steam collects in the shape of clouds. When the clouds become heavy with water vapour, it falls to the ground as rain and goes back into the rivers, lakes, and seas. The book mentions snow and rain as the two sources of fresh water.

The purpose of reservoirs is explained. A reservoir is a natural or artificial pond or lake used to store water. When water comes down the mountain, there is danger of it all flowing away, so sometimes a pond is made at the base of the hills where the water collects. It can then be sent through pipes to other places or stored until needed. Alternatively, a dam—a big, strong wall across a river—can also be built to stop water from flowing further. The water collected behind a dam can again be distributed as required. If there is too much water in the dam, for instance, or if it has rained a lot, special gates can be opened to let some water through.

Water is taken through pipes to water plants, factories, and waterworks built near cities. There the water is cleaned and then redistributed through smaller pipes all around the city. These pipes are usually laid underground and lead, eventually, right into people's houses. The children may have noticed manholes in the street that lead into the waterworks system.

### Lesson plan 28

**Duration:** 40 minutes

**Outcomes:** Students will be able to:

- describe the water cycle.
- explain how water is stored in a dam.
- explain how water is supplied to homes.

**Resources:** textbook page 71



**Introduction:** 5 minutes

Begin your session by asking students about their daily routines. Ask them about their activities since morning. Expect answers like 'woke up, took a shower, washed face and hands, changed clothes, ate breakfast,' etc. Talk about the things they will be doing after they go back home—taking a bath, washing, eating, drinking water. Ask them to think about the number of times they use water in a day. Tell them we need water for most of the work we do in a day such as washing, cooking, drinking, and even in our factories. Ask them who else needs water—animals, birds, insects, and plants—all living things need water.

**Explanation:** 20 minutes

Read page 71. With the help of a diagram explain to students the water cycle in detail. Label the different parts. Explain how water from the surface of the ocean is warmed by the sun, and turns into steam or vapour and rises up into the clouds. These clouds travel across the sky collecting more and more raindrops. Finally, when the cloud is heavy with water, it bursts and all the drops fall down as rain. They fall in little streams down the mountains, and come together to form rivers, which finally join and run back into the sea again. Point out each of the stages in the picture.

Next, define the term 'source' for students. 'Source' is the origin or the starting point of something. For example, plants and animals are sources of food. Similarly, the source of fresh water on Earth is rain and snow. Talk briefly about fresh water and sea water and the difference between them.

**Conclusion:** 5 minutes

Recap the lesson by covering the main points discussed in today's class, i.e. the uses of water and the processes of the water cycle.

**Class work:** 10 minutes

Students could do Question 1 on page 72.

**Homework:** Students could do Work page activity B.

**Lesson plan 29****Duration:** 40 minutes

**Outcomes:** Students will be able to:

- describe the water cycle.
- explain how water is stored in a dam.
- explain how water is supplied to homes.

**Resources:** textbook pages 71–72

**Introduction:** 5 minutes

Begin your session by asking students if they are aware of how water reaches their homes, schools etc. Encourage students to participate by raising their hands to answer the question. Note their answers on the board. Inform them that today they will be learning about how water travels from lakes and reservoirs to cities.

**Explanation:** 20 minutes

Read pages 71–72. Write reservoirs and dams on the board. Explain that reservoirs are huge tanks for storing water, whereas dams have barriers or gates to stop the excess water from flowing down to the sea. Tell students these are huge structures which work just like the water storage tanks found in our homes. Explain that as the temperatures start rising in the beginning of spring, the snow on the mountain peaks starts melting. Sometimes the melted snow in the form of water is more than enough for our needs, so much so that at times, it also floods the rivers. The excess water flows into the sea and mixes with the salt water. Dams are built on the rivers to store this excess water for later use when the water supply decreases, especially after summer. Dams also provide water to fields and other places such as homes, factories, etc. Talk about the gates of the dam and explain when the gates are opened and closed.

Next, discuss how water reaches homes, schools, offices, in short, the city. Explain that water from the main reservoirs or storage tanks in the towns and cities is supplied to the localities through underground pipelines. It is then pumped up to the overhead tank on the tops of houses, flats and other buildings. It then flows through the pipes to the taps and showers, etc. Water is supplied to factories in the same way.

Next, inform students that the volume of water on the earth is the same since many millions of years, but the need for water is growing because we have more people in the world now as compared to hundreds of years ago. Talk about not wasting water, such as not leaving the tap running while brushing teeth, washing dishes, and clothes, etc.; stop using hosepipes to wash patios and verandahs; supervise servants when they use water; avoid using the washing machine for only a few clothes; and collect water from the kitchen and shower drains in a separate tank to be re-used for gardening; etc.

**Conclusion:** 5 minutes

Ask questions such as how does water reach homes? why are dams built? etc.

**Class work:** 10 minutes

Students could do Questions 2–4 on page 72 and Work page activity A.

**Homework:** Students could do Work page activity C.

## 16 Our country

**Key learning:**

- The main geographical features of Pakistan
- Some importance places in the main cities of Pakistan

**Background information:**

This chapter deals with Pakistan. It provides a description of the physical features of Pakistan. The country is shown to have big cities with busy roads and overpasses, business and commercial centres, parks and open spaces, and educational institutions. Dams, canals, harbours, and airports can also be found in Pakistan. A map of Pakistan is also given, which shows the provincial boundaries and the topography. Provinces and major cities have been labelled along with the neighbouring countries of Pakistan: India, China, Afghanistan, and Iran. In Pakistan, rupee is the currency, and the main languages are Urdu and English (besides the provincial languages).

## Lesson plan 30

**Duration:** 40 minutes

**Outcomes:** Students will be able to:

- describe the natural features of Pakistan.
- express pride in their national identity and develop a sense of ownership.

**Resources:** textbook pages 74–76

**Introduction:** 5 minutes

Begin your session by asking students about Pakistan. Discuss the national flag. You may call up some students to draw the flag on the board. Discuss the capital Islamabad and other main cities. Ask students if they have ever visited any other city of Pakistan. Encourage them to say a few sentences about that city.

**Explanation:** 20 minutes

Read pages 74–76. Talk about the geographical features found in Pakistan such as valleys, rivers, the sea, mountains, hills, deserts, and forests. Talk about the cities and the villages. Point to the pictures on pages 74–75. Encourage students to talk about these. Explore each picture one by one. Talk about big and tall buildings. Ask students if they have seen or visited any of the big buildings in their city or anywhere else. Such buildings are built for various purposes—living (flats), business, offices, hotels, etc. Talk about the presence of colleges and schools in a city; talk about the schools and colleges near your school or the students' homes.

**Conclusion:** 5 minutes

Recap the lesson by covering the main points discussed in today's class, i.e. the geographical features of Pakistan and important places in the main cities of the country.

**Class work:** 10 minutes

Students could do Questions 1–4 on page 76, and activity C from Work page.

**Homework:** Students could do Work page activities A and B.

## Lesson plan 31

**Duration:** 40 minutes

**Outcomes:** Students will be able to:

- narrate the major events in the life of Quaid-e-Azam (date of birth, founder of Pakistan, few major contributions, and the date he died).

**Resources:** textbook pages 74–76, a big chart showing an empty timeline, photocopies of timeline sheets

**Introduction:** 5 minutes

Begin by telling the students that Quaid-e-Azam was the founder of Pakistan who was not only a celebrated lawyer, but also a seasoned politician who carved a new nation on the world map. His life is full of interesting events that can be classified and put on a timeline. Tell students it could be fascinating to learn the dates and make a timeline of how Quaid-e-Azam's hard work transformed into a new state called Pakistan.

Explain to students that a timeline is a chronological log of significant events or a person's achievements. The achievements of Quaid-e-Azam's life can also be logged into a timeline in

the same manner. For example, his birth on December 25 1876 will be the first entry on the timeline, and so on.

**Explanation:** 20 minutes

Quaid-e-Azam was born on December 25 1876 in Karachi in British India. He studied law in England and became a barrister at the age of 18. When he came back to India, he began practicing law and joined politics. In 1906, he became a leader of the All India Muslim League and later Muslim League. Quaid-e-Azam strongly believed that Hindus and Muslims were two separate group of people who should live as separate nations.

He worked diligently with other senior Muslim leaders of the time, and on March 23 1940, they started the formal movement to gain an independent country for the Muslims of India. After years of hard work of all the leaders and Muslims of the subcontinent, Pakistan came into being on August 14 1947. Quaid-e-Azam's vision for Pakistan was a well-established Muslim country where people of all faiths could live in harmony.

Due to his significant contributions in the creation of Pakistan, he was bestowed the title of 'Father of the nation' on May 19 1950. After the creation of Pakistan, he fell ill and contracted tuberculosis. Even then, he wanted to pull the country through its initial problems and set up a solid governance structure. He worked to establish an infrastructure including education, constitution, law and order, etc.

On September 11 1948, he passed away in Karachi. He is buried in Karachi. Many people from all over Pakistan visit his shrine to pay respects to the Father of the nation.

Stick or hang the empty timeline on the board and mark the important dates on it. Ask students to tell the important events in Quaid-e-Azam's life in chronological order. You may also do it otherwise, i.e. write the description of events on the board in the corner and the students could tell the dates that you could write on the timeline.

**Conclusion:** 5 minutes

The teacher should give a recap of all the important events.

**Class work:** 10 minutes

Take off the chart and write the events in uneven order on the board. Students could now fill in the photocopied timeline sheets on their own. Alternatively, students could draw the timeline in their class work copies and fill them.

**Homework:** Students could ask their parents about Quaid-e-Azam.

## Lesson plan 32

**Duration:** 40 minutes

**Outcomes:** Students will be able to:

- recognise the significance of the national flag.
- draw the flag of Pakistan.
- identify what the colours and symbols on the flag represent.
- recognise that all countries have a flag.

**Resources:** textbook pages 74–76, flag of Pakistan, picture of an aerial view (from the peak) of Minar-e-Pakistan, bamboo sticks, A3 size paper sheets; coloured card sheet cut-outs of a circle, a square, a triangle, an oval, a pentagon, a star, an arrow, a crescent, a dot, and a slash (Note: choose dark green card sheets for square shape, and white for rectangle, star, and crescent)

**Introduction:** 5 minutes

Tell students that flags are the national identity of a country. Each country has a flag, and Pakistan has its own too. Each flag is different in colour and design. The colours in Pakistan's flag are green and white. The flag is used to represent the country at all international platforms. All Pakistanis consider the flag an esteemed icon of identity.

**Explanation:** 20 minutes

Paste or pin all shapes on the soft board in scattered places, but keep one side of the board available. Ask the students to turn their chairs into the direction of the soft board or place it on a desk that should lean on the wall. Now ask children to identify all the shapes they think should make the flag of Pakistan. Take votes for different shapes. Unpin the correct shapes and pin them on an empty space on the board. Let students tell which shape goes where.

Now, ask them to choose the decorations on the flag form among the available ones on the side. Let them vote for the right ones and then pin them to the right place on the flag.

When the design is complete, ask students what, in their opinion, do the green and white parts denote in the flag of Pakistan. Take the answers from students and appreciate them before revealing that the green part of the flag signifies the majority, i.e. the Muslims of the country and the white part signifies its minorities that include people from all other religions. Inform them that the flag of Pakistan was designed by Syed Amir-uddin Kedwani.

Place the photograph of the aerial view of Minar-e-Pakistan on the board. Tell the students that it is a national monument located in Lahore where it was officially decided that the Muslims of the Indian subcontinent would have a separate country (Share this if you feel the students are inquisitive and also ready to absorb the information. Perhaps they will have a few questions to ask, too). Ask the students to share what they see in the picture. The aerial photograph of Minar-e-Pakistan angled right from its peak shows the two crescents on the sides and a star in the center big enough to be seen. These are the same crescent and star shapes that can be seen in the flag of Pakistan.

**Conclusion:** 5 minutes

Ask students to recall occasions and significant events when the flag of Pakistan is hoisted and used as a symbol. The answers should include Independence Day and Defence Day celebrations on television, pictures in newspapers, during prime minister's speech on television, international sports events, international cultural events, etc. Tell them that the purpose to use the flag of a country is to symbolise, as well as attribute its people and their achievements, especially at international platforms. For example, when Pakistan cricket team won the World Cup in 1992, the flag of Pakistan went up as the symbol of the winning country.

**Class work:** 10 minutes

Imagine the classroom were a new country that lacked a flag! Distribute A3 sheets and bamboo sticks. Tell the students they could be creative, use shapes, symbols, and colours to design the flag. Do not pick a winning flag. This should be a stimulating experience only, led by creativity. All students could stick their flags onto the sides of their desks for a week or so.

Homework: Talk to your grandparents and parents on how they celebrated the Independence Day in their childhood. Can you relate to their memories? Do you celebrate it the same way? What do you do? Share with your classmates if you like.

# Answers to questions, Work page, and 'Things you can do'

## Unit 1

### Chapter 1

#### Answers to questions

1. Yasir is the youngest in Mr Ali's family.
2. Mahmood has 2 cousins, Anum and Yasir.
3. Anum has one aunt and uncle.
4. Their names are Tehmina and Imran.

#### Work page

- A. Students will have to complete this question with the help of their teacher. Having an inkpad or paint will help in its completion.
- B. Students will have to complete this question on their own, with the help and guidance of their teacher.
- C. Students will have to complete this question on their own, with the help and guidance of their teacher.

#### Things you can do

1. Let the children compare their fingerprints with each other to see how different each set is.
2. Allow students to make an outline of their foot on a sheet of paper and then compare it with their friend's foot outline.
3. Students can make a simple family tree of their own, along the lines shown in the textbook. This will introduce them to the concept and design of a family tree, without it becoming too complicated.

### Chapter 2

#### Answers to questions

1. Mr Raza Ali works in a bank.
2. He goes to work at 7:30 am.
3. Students will have to answer this on their own.
4. Students will have to answer this on their own.

#### Work page

- A. Students are given a timetable to fill in with details of their own daily routine. The events should include waking and sleeping times, mealtime, play time, homework time, etc. Students will have to complete this question on their own, with the help and guidance of their teacher.

- B. This is a comparative look at what different people are doing at one particular time of the day. Students will have to find out what their family members do at certain times on their own. Information of school-related personnel can be gathered by the teacher or by the students themselves, under the teacher's supervision.
- C. Students will have to ask their grandparents about what they did. Encourage them to include both men and women from their family, young and old.

### **Things you can do**

1. Using the answers from exercise A of Work page, have students draw pictures of themselves doing various activities.
2. Students will have to write and draw pictures about how they spend their time on a Sunday. Ask them to include approximate times too.
3. Students will have to ask their grandparents about what they did. Encourage them to include both men and women from their family, young and old.

# Unit 2

## Chapter 3

### Answers to questions

1. The teacher will help students write the correct spelling of their school.
2. The answer to this question will most probably be one year. Depending on the school, the answer to this question will be different. The teacher must help students complete this question.
3. Mathematics is about numbers.
4. Urdu and English. (In some cases Arabic).
5. Sports is good for us because it helps people relax and stay healthy.

### Work page

- A. History – about the past; mathematics – about numbers; languages – reading, writing, and speaking; art- drawing and painting; sports – exercising the body; science – about plants, animals, and how things work; geography – about the people and countries of the world
- B. Teachers or parents will help students complete this exercise.
- C. This question is about a survey. Teachers will first have to briefly explain what a survey is—collecting information about something by asking questions and recording answers. Students will first have to guess the possible answer and then fill in the correct one. The correct answers could either be provided directly by the teacher, or they could be split into groups and each group can find out the answer to one question. For example, to find out the number of desks in the school, one group could go to the administrator and share the information with the class. Once the whole survey is complete, compare the estimates and the real numbers.
- D. Students will have to answer a few questions about their school. The answers should be given in complete sentences.

### Things you can do

1. Students will have to write four sentences about their school. This must include their school name, class teacher's name, and their favourite subject.
2. Students will have to draw an image of their school.
3. Students will have to draw a picture of themselves playing.
4. This answer must include the name of the subject they dislike and why they dislike it.



# Chapter 4

## Answers to questions

1. Rules help us live together happily.
2. This is a subjective question. Explain the question first and then encourage students to answer it.
3. This too is a subjective question. Discuss with students first and then encourage them to answer in a few sentences.
4. Kashif and Ali should have taken turns in flying the kite.

## Work page

- A. This exercise asks three questions. First, discuss them with students generally—situations or things that make them sad/angry/happy, and then let them choose and write the answers themselves. You could also talk about things that make children laugh.
- B. Students will have to make a list of the things they share with other people. This could be done together in class, focusing on things in school that the children share with each other.
- C. Students will have to make a list of rules for their class. Students can also suggest punishments for those who break the rules.
- D. Students will have to write about the consequences of breaking rules.

## Things you can do

1. For this question, students will have to draw a funny picture. It could be expanded/substituted by asking each child to narrate a joke (they could find out from home).
2. This question gives students a list of words and they have to find out their meanings.
3. Here they have to talk about these feelings:
  - Sad: a feeling of being upset by something
  - Angry: showing anger—wanting to shout because you are upset by something or at someone
  - Happy: feeling cheerful and good about things
  - Hungry: wanting to eat food
  - Confident: feeling certain you can do something well
  - Thirsty: wanting to drink water
  - Proud: to be deeply pleased with what you have or have done; wanting to show others
  - Jealous: a feeling of being upset when you think someone has done better than you
  - Greedy: wanting to have more than you need
  - Sorry: to be upset that you have hurt someone or done something wrong

Ask the children to use some of the words to make simple sentences.

# Chapter 5

## Answers to questions

1. Teachers can help students complete this answer. (Not litter school grounds, not write on school desks, walls, etc.)
2. It is important to keep ourselves clean because it keeps us healthy and protects us from germs.
3. We can keep our homes clean by not leaving things lying around, throwing garbage in the dustbin, etc.
4. The proverb basically means that we should consider the consequences of doing an act before actually doing it.
5. They are dangerous because electric shocks can kill.
6. The teacher can help students list down the rules that must be followed at school. It is important to follow them because they keep us from getting hurt.

## Work page

- A. Students will have to write a sentence about the use of the three items shown—a comb, a toothbrush, and a bar of soap. Probable answers include, a toothbrush is used to clean our teeth, a comb is used to keep our hair neat and tidy, and soap is used to wash dirt and germs off our body.
- B. This question can be set as a homework exercise or as part of a visit to a local supermarket, where students can find out brand names of various items.
- C. This question shows three warning signs and students have to find out what they mean. Discuss each one separately, i.e. what is shown and what it might mean. The first sign is skull and crossbones, which the children might have seen in 'pirate' storybooks. It signifies that something is lethally dangerous and you should not go near or touch any object with that warning sign on it. Some household cleaning products such as bleach often carry this sign, which means drinking it could kill.
- The second shows a figure digging with a spade. This sign denotes that some sort of construction/repair work is taking place and it would be dangerous to venture near the site. Ask the children to guess what the possible dangers may be—falling into a hole, something heavy might fall, etc. This sort of sign is sometimes seen where roadworks are taking place.
- The third symbol shows speed breakers. The motorist is warned to slow down, since driving over a speed breaker at a high speed could damage the car or cause an accident. Speed breakers are often built outside places like schools and hospitals, to ensure that motorists slow down and accidents are avoided.
- D. For this question, students will have to make up their own warning sign. They may face difficulty in thinking of relevant situations, so the teacher can give them specific examples and ask them how a warning could be symbolized. Examples could include; a warning outside a hospital telling motorists not to sound their horns; a warning that the road ahead is slippery; a warning showing that there are wild animals ahead; and one showing that water near a beach is not safe for swimming.

## Things you can do

1. For this question, students have to list a few places where cockroaches can be found. Explain to them that cockroaches, like flies, carry germs and spread them wherever they go. Therefore, it is important to make sure there are no cockroaches in the house. Examples of places where they might be found include, in bathrooms, kitchen, etc.
2. This question can be set as a homework exercise. Students can find out about the signs in their own neighbourhood.

# Unit 3

## Chapter 6

### Answers to questions

1. We need food for physical and mental energy. It also helps us grow strong and healthy. Without food, human beings cannot survive.
2. We get food from different sources such as plants and animals. For example, we get grains, fruits and vegetables from plants, and we get meat and other dairy products from animals.
3. Crops are sprayed in order to protect them from pests.
4. Corn can be used to make corn oil, corn flakes, popcorn etc.

### Work page

- A. Milk – cheese, yogurt, butter, milkshake; Corn – oil, chips, cereal, popcorn.
- B. Ice cream is made from milk, cream, sugar, and flavouring as well as fruit, for example, mangoes or strawberries; bread is made of flour, water, and yeast, which is a special substance that makes the bread rise; kebabs are made from minced meat and spices; an omelette is made by frying beaten eggs in oil; jam is made from fruit and sugar; and biryani is made from rice and meat.
- C. Seafood is obtained from rivers and seas. These include fish, prawns, lobsters, etc.
- D. Students will have to draw a picture of their favourite food and write its name.

### Things you can do

1. This activity requires students to bring empty food packets from home. This will generate quite a variety. A display can be put up in the classroom.
2. Students will have to find out the prices of the listed items from home.

# Chapter 7

## Answers to questions

1. Clothes that are made from wool and fur keep us warm.
2. Wool comes from sheep.
3. Uniforms are usually worn at school, whereas at home, people wear casual clothes such as shorts, t shirts, etc.
4. They are usually made from cotton.

## Work page

A. SILK, RAYON, NYLON, COTTON

B. This question shows an Inuit and a Nigerian man, and students will have to point out the differences in their clothes. They also have to answer why they are different. Each country has its own traditional clothes which reflect the culture and climate of the place.

C. 1. This question is related to the uniform of a soldier and a policeman. Since soldiers are involved in fighting, they have to wear clothes that will protect them, like helmets and bulletproof jackets. Their clothes must also be made of strong material because they spend a lot of time outdoors. Policemen's clothes are also made of strong material since they also have a lot of outdoor work to do. Both must wear uniforms so that they can be recognized amongst a group of people.

2. Doctors are meant to be especially clean; they usually wear white or light coloured coats, which are kept clean and also protect their own clothes from germs, infection, etc.

## Things you can do

1. This activity can be altered slightly wherein students can come dressed in fancy clothes and have a fancy dress competition.
2. Teachers and parents can assist students in completing this exercise.

# Unit 4

## Chapter 8

### Answers to questions

1. Houses are made of stones, bricks, and cement. Iron, clay, and wood are also used to construct different areas of a house.
2. In a building, doors and windows are made of wood.
3. Students must list the differences that they see between the two images. These include apartments that are big and are one on top of the other, windows are made of wood and glass, village huts that are made of clay and are small, etc.
4. Students will have to complete this question on their own.
5. Students will have to complete this question on their own.

### Work page

- A. Students will have to complete this question on their own, with the help of their parents.
- B. Igloos are made of blocks of snow; straw huts are made of clay and straw; yurt, log cabin is made of wood; yurt is made of flexible poles and fabric.
- C. Plumber; carpenter, architect; labourer; electrician; brick kiln worker; plasterer
- D. Students will have to complete this question on their own
- E. Textbooks, note copies, pencils, erasers, glasses (for students who need them), etc.

### Things you can do

1. This activity suggests students draw a picture of their house.
2. Students can complete this activity with the assistance of their teacher or parent.
3. This activity involves drawing a floor plan. Discuss with students the floor plan on page 46. Give them a sheet of squared paper and ask them to make a floor plan of their own house. To make it simpler, they could simply draw their own room and mark the windows, doors, and furniture.
4. Students are required to draw images of six tools in their books.
5. Students are required to list the tools used to make different objects.
6. Students can interview the school gardener and find out the names of the tools he uses—spade, rake, shovel, hoe, lawn mower, shears, etc.

# Unit 5

## Chapter 9

### Answers to questions

1. The time from when the sun rises till the sun sets is day time, whereas night time is the time from when the sun sets to the time the sun rises.
2. At midday or noon, the sun is directly overhead.
3. There are sixty seconds in a minute.
4. A leap year occurs after every four years and in a leap year there are 366 days, as February has twenty-nine days in a leap year.

### Work page

- A. Saturday, Tuesday, Monday, Friday, Thursday, Sunday, Wednesday
- B. 7 days in a week; 24 hours in a day; 365 days in a year; 30 days in a month; 366 days in a leap year; 60 seconds in a minute
- C. 31, 28/29, 31, 30, 31, 30, 31, 31, 30, 31, 30, 31.

### Things you can do

1. This activity suggests that students make their own calendar. The calendar for the whole year might be rather tiresome for them. They could, instead, mark their birthdays on the class calendar, and count in which week of the year it falls.
2. This activity involves students copying the poem and decorating it. They can make one large class display and decorate it with images and drawings representing the whole year.

# Chapter 10

## Answers to question

1. The sun always rises in the east.
2. A compass
3. Afghanistan

## Work page

A. This activity shows the map of an imaginary island. First of all, the teacher must point to the compass drawn beside the map. Explain that this is always shown on a map, so that the map can be read according to the compass directions. This shows that north is towards the top. Go through the features of the map, and then students should be able to answer the questions.

1. The island is called New Island.
2. The beach is to the southeast.
3. The mountains are to the northwest of the island.
4. It is situated to the south.
5. The village is in the west.
6. The small islands are towards the northeast of the island.

## Things you can do

1. This activity requires a globe.
2. Students can look at the globe and list countries situated to the north and south of the globe.
3. This activity requires the teacher to show a compass to the students.



# Unit 6

## Chapter 11

### Answers to questions

1. Students are to attempt this question on their own. Or they can seek their parents, help in completing this question.
2. Students are to attempt this question on their own. Or they can seek their parents, help in completing this question.
3. The answer to this question can be yes or no. People usually go to a post office to send letters or parcels to other people.
4. Post offices help people send and receive letters or parcels. The letter or parcel must include the receiver's address and a stamp, which helps the postman know where the letter is supposed to go and that payment has been given to deliver the letter/parcel to the right recipient.

### Work page

- A. This activity can be done with the help of a parent.
- B. Teacher's assistance is required in order to complete this exercise. They should first explain the form of writing an address on the board, first with separate lines for the number and street, town, city, post code and country, with commas in between and a full stop at the end. Explain that a stamp shows the postman that you have paid the right amount of money to have the letter delivered.
- C. Faisal Mosque in Islamabad, a school, a building

### Things you can do

1. This activity asks students to draw a picture of a market and write about it.
2. This activity suggests that students bring stamps to class and sort them out according to different categories.
3. The activity could be set as a homework exercise—a person who collects stamps is called a philatelist.

# Unit 7

## Chapter 12

### Answers to questions

1. Plants are useful because: they keep the air clean for all living things; plants provide fruits and nuts as well as other useful products; and they look and smell good.
2. Plants are useful because they provide homes and food for birds and animals.
3. Medicines, perfumes, and furniture are a few things that can be made from plants.

### Work Page

- A. All the images given are made from plants except for the flower vase.
- B. This exercise shows photographs of flowers that the children have to label. The top line shows a lotus, rose, poppy, and pansy, and the second line shows marigold, carnation, jasmine, and daisy.
- C. Students are to name five plants that humans eat. These include tomato, broccoli, spinach, lettuce, cucumber, cauliflower, etc.

### Things you can do

1. This activity can be done with a teacher/parent's assistance. Press some flowers as suggested in between any newspaper or an empty scrapbook. Make sure the flowers are clean and dry and pressed as flat as possible between sheets of paper under some bricks or heavy books. After several days, remove them carefully and glue them to your scrapbook.
2. Students will have to find out the names of trees growing nearby. This is a good exercise in observation and may also have been covered during class work.

## Chapter 13

### Answers to questions

1. Horses, ponies, camels, and bulls are used to pull wagons and carts.
2. Elephants help move heavy logs.
3. Chickens are very useful animals. We eat their eggs and meat. Their feathers are used to fill pillows and make dusters.
4. Chicken, buffaloes, cows, goat, etc. Together, they provide us with milk, meat, eggs, leather etc.
5. We should be kind to animals because they too can feel pain, happiness, hunger, sadness etc. in their own way.

### Work page

- A. ELEPHANT; HORSE; PONIES; BULLOCK; CAMEL; DONKEY
- B. Students are to fill in the blanks, from information given in the lesson, about those animals we get food from and those are used to carry weight. Cows, goats, bullocks and hens fall in the former category, and donkeys, bullocks, horses and elephants fall in the latter.
- C. Students have to colour the picture and describe it. The picture shows a man leading a camel in a desert.

## Things you can do

1. This activity can be set as a homework exercise. Ask the children to draw and write about one of the tame animals discussed in class. A better alternative, however, would be to ask the children to find out about how dogs help humans. Dogs can be trained to become very good guard dogs as well as guide dogs for the blind. They have a very good sense of smell, so the police also use them, to sniff drugs, etc., and also to track people down simply by the scent they leave. A dog can smell an item belonging to a person and then trace the same scent over a fairly long distance. They also make very good, enjoyable pets.

# Unit 8

## Chapter 14

### Answers to questions

1. Yes/No. A rainbow has 7 colours: red, orange, yellow, green, blue, indigo, and violet.
2. Yes/No. It can get scary.
3. Teachers will have to help students answer this question. It can either be summer or winter.
4. Again, depending on the city, this answer can be different. Teachers will have to help students answer it.

### Work page

- A. Students will have to spot the differences between the two pictures. Leaves have fallen, the water has turned to ice, snow on the mountains, etc. whereas in the first image, the tree has leaves on it, water is flowing freely, there's no ice on the mountains, etc.
- B. Students will have to make a two-month calendar as shown in the book, but they'll have to leave wider gaps. The teacher can draw a set of simple symbols to represent different types of weather, and ask students to record the temperature every day. Symbols can also be combined to show combination weather.
- C. 1. Shorts, t-shirts, cotton clothes, etc.  
2. Sweaters, full pants/jeans, caps, gloves, etc.  
3. Students will have to answer this question on their own. They can write about the food that they enjoy in summer; the places they go to, like the beach, swimming pool; and the type of clothes they wear, etc.

### Things you can do

1. Students will have to list the foods they enjoy in summer. This may include cold drinks, watermelon, mangoes, and ice cream. They're also required to make a list of clothes worn in winter.
2. The teacher can help students in this activity. Cotton balls can be used to depict snow.

# Chapter 15

## Answers to questions

1. Snow and rain
2. Water from the mountains is stored in dams. When required, the gate of the dam is opened and water flows through pipes to water plants, factories, etc. Here, the water is cleaned and redistributed to the city through different smaller pipes.
3. Drinking clean water keeps us healthy. Dirty water can make us ill and can cause a lot of skin diseases.
4. Water supplied by the municipality is distributed through pipes and collected in the underground tank of the house. A water pump, which runs on an electric engine, pumps water from the underground tank to the overhead one. Once it is collected in the overhead tank, it runs through the pipes and into the taps.

## Work page

- A. This question shows a diagram of the water system of a house. The children have to label the different parts. Make sure they have understood the system and do not simply copy the labels.
- B. The teacher can help students complete this question. Answers include for washing clothes, for drinking, for cooking, for bathing, for washing dishes, watering plants, etc.
- C. The teacher can help students complete this question.

## Things you can do

1. Students will have to name different containers used to carry water. These could include watering cans, bottles, flasks, etc.
2. Students are asked to imagine how they would feel without water. This is something that can be talked about in class and can be written accordingly. Answers include feel dirty, feel thirsty, etc.
3. Students can complete this activity with the guidance of their teacher.

# Chapter 16

## Answers to questions

The answers to these questions will vary from city to city and individual to individual. Teacher's guidance will be required in order to correctly answer them.

## Work page

A. This question shows six images. They are as follows:

1. A dam: Tarbela and Mangla are the most well-known dams in Pakistan. Point out the gates and the bridge over the dam wall.
2. Faisal Mosque: It is built at the foot of the Margalla Hills in Islamabad.
3. A factory: Explain that there are many factories in Pakistan producing different things such as chemicals, medical instruments, clothes, biscuits, etc. Some products, mainly cotton, clothes, and carpets are sold to other countries.
4. Lahore Fort: This fort was built many years ago, when kings ruled this area. It was both a palace for the emperor and his family, and a strong fort from where the army would keep watch over the city and keep it safe.
5. Karachi's new flyovers which reflect the progress in this city over the years: the picture shows that Karachi is a modern city in many ways.
6. Quaid-e-Azam's Mausoleum: This is where the founder of Pakistan, Mohammed Ali Jinnah is buried. He worked very hard to make Pakistan and many people visit the mausoleum to offer a prayer.

B. Pakistan; Islamabad; Sindh, Punjab, Balochistan, KPK; Karachi.

C. The person in the picture is Quaid-e-Azam, Muhammad Ali Jinnah. He was born on 25 December 1876, and he died on 11 September 1948. He was the person, who along with others, fought for the rights of the Muslims for a separate homeland. He was the first governor general of Pakistan.

## Things you can do

1. K2 is the highest mountain in Pakistan.
2. Students will have to complete this activity with the help of their parents or teacher.
3. There are many personalities that can be discussed in this activity. They include Abdul Sattar Edhi, Seema Aziz, etc.

# Appendix: Worksheets

## Unit 1: Myself and my family

### Lesson 1: About myself

1. Write your name using your favourite colour.

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2. Make a list of the names of all the people in your house. Now put it in an alphabetical order.

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3. These jumbled-up words are about the family. Write them out correctly.

i) REMOTH \_\_\_\_\_

iv) FREATH \_\_\_\_\_

ii) SICOUN \_\_\_\_\_

v) TRISES \_\_\_\_\_

iii) TROBHER \_\_\_\_\_

vi) CLEUN \_\_\_\_\_

## Lesson 2: Mr Raza Ali's day

1. Why does Mr Raza Ali wake up early in the morning?

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2. What does he do to keep himself fit and healthy?

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3. Where does your father work and what does he do?

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# Unit 2: Learning good habits

## Lesson 3: Your school

1. At what time does your school start?

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2. Why should you not be late to school?

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3. Make a table. List the subjects that you study at school on one side, and write one thing that you have learnt in each subject, in front of it.

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4. What more would you like to learn in school?

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## Lesson 4: Living together

1. Name the things that you share with your brothers and sisters.

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2. What are the things that you have to share at school?

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3. Why is it useful to stand in line and wait for your turn?

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## Lesson 5: Rules for staying healthy and safe

1. Why is it important to keep ourselves and our surroundings clean?

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2. Name three insects that spread diseases. How can we get rid of them?

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3. How can we be safe from injury on the road?

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4. Name two safety rules we should follow at home.

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5. Make warning signs for the following:

- i) Slow down – school or playground nearby
- ii) Be careful – learner driver driving car
- iii) Be aware – Z-bend in road ahead

# Unit 3: Food and Clothes

## Lesson 6: Food

1. Do you know which foods are good for you?

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2. The steps for making corn oil are given below, but not in the right order. Number them correctly.

- The crop is harvested. \_\_\_\_\_
- Rain helps the crop to grow. \_\_\_\_\_
- A farmer ploughs the land. \_\_\_\_\_
- The crop is sprayed to kill pests. \_\_\_\_\_
- Corn is sown in the field. \_\_\_\_\_
- Corn is crushed in the factory to take out the oil. \_\_\_\_\_
- Harvested corn is taken to the factory. \_\_\_\_\_

## Lesson 7: Clothes

1. Name the different clothes that you have and tell us about the occasions when you wear them. Write two lines about your favourite clothes.

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2. Name four jobs in which people wear uniforms.

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3. Draw and colour the traditional clothes of a Pakistani bride or groom.

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# Unit 4: Buildings

## Lesson 8: Building houses

1. Name the different materials used in the making of your school building.

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2. Name two things in your house that are made of metal, two things made of glass, and two things made of wood.

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3. A building is built in many stages. Read this text about the basic stages of building. Then count the stages and re-write as numbered sentences.

First, a plan or design is made for building. Next, the foundation is laid by digging deep and putting in the pillars. Then a framework is built and door and window spaces are marked. The wiring and plumbing plan is made. Now the walls go up. Next, the roof is built and the floor is laid. Then, doors and windows are added.

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4. List the tools used by the following people:

i) Doctor: \_\_\_\_\_

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ii) Dentist: \_\_\_\_\_

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iii) Artist: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

iv) Architect: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. How are these tools used?

- A hammer is used to:  
\_\_\_\_\_  
\_\_\_\_\_

- A screwdriver is used to:  
\_\_\_\_\_  
\_\_\_\_\_

- A spanner is used to:  
\_\_\_\_\_  
\_\_\_\_\_

- Pliers are used to:  
\_\_\_\_\_  
\_\_\_\_\_

- A drill is used to:  
\_\_\_\_\_  
\_\_\_\_\_

- A saw is used to:  
\_\_\_\_\_  
\_\_\_\_\_

# Unit 5: Time and Movement

## Lesson 9: Time

1. What time of the day is it when you get back home?

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2. Make a list of the birthdays in your family. When is your birthday?

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3. Match the answers.

- |             |                               |
|-------------|-------------------------------|
| i) Dawn     | The middle of the day         |
| ii) Evening | When it is totally dark       |
| iii) Night  | Very early, before sunrise    |
| iv) Noon    | The end of the day, at sunset |



## Lesson 10: Directions

1. Name the directions a compass shows.

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2. If you face the setting sun (west), what will be the directions on your right and left?

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3. Who sits on your right and left in class?

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4. Who sits in front of you and who sits behind you?

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5. Where is the teacher's table and where is the writing board?

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# Unit 6: Important Places

## Lesson 11: Public places

1. Name some important places in your city. How many have you visited?

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2. Name five useful things you can buy in a market.

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3. Complete these sentences about how letters are posted.

- 1 To post a letter you put it in an \_\_\_\_\_.
- 2 Then you write the \_\_\_\_\_ on it and put a \_\_\_\_\_ on it.
- 3 Next, you go and put the letter in a \_\_\_\_\_.
- 4 The \_\_\_\_\_ collects the letters and takes them to the \_\_\_\_\_.

# Unit 7: Plants and Animals

## Lesson 12: Plants around us

1. Name five fruits that plants give us.

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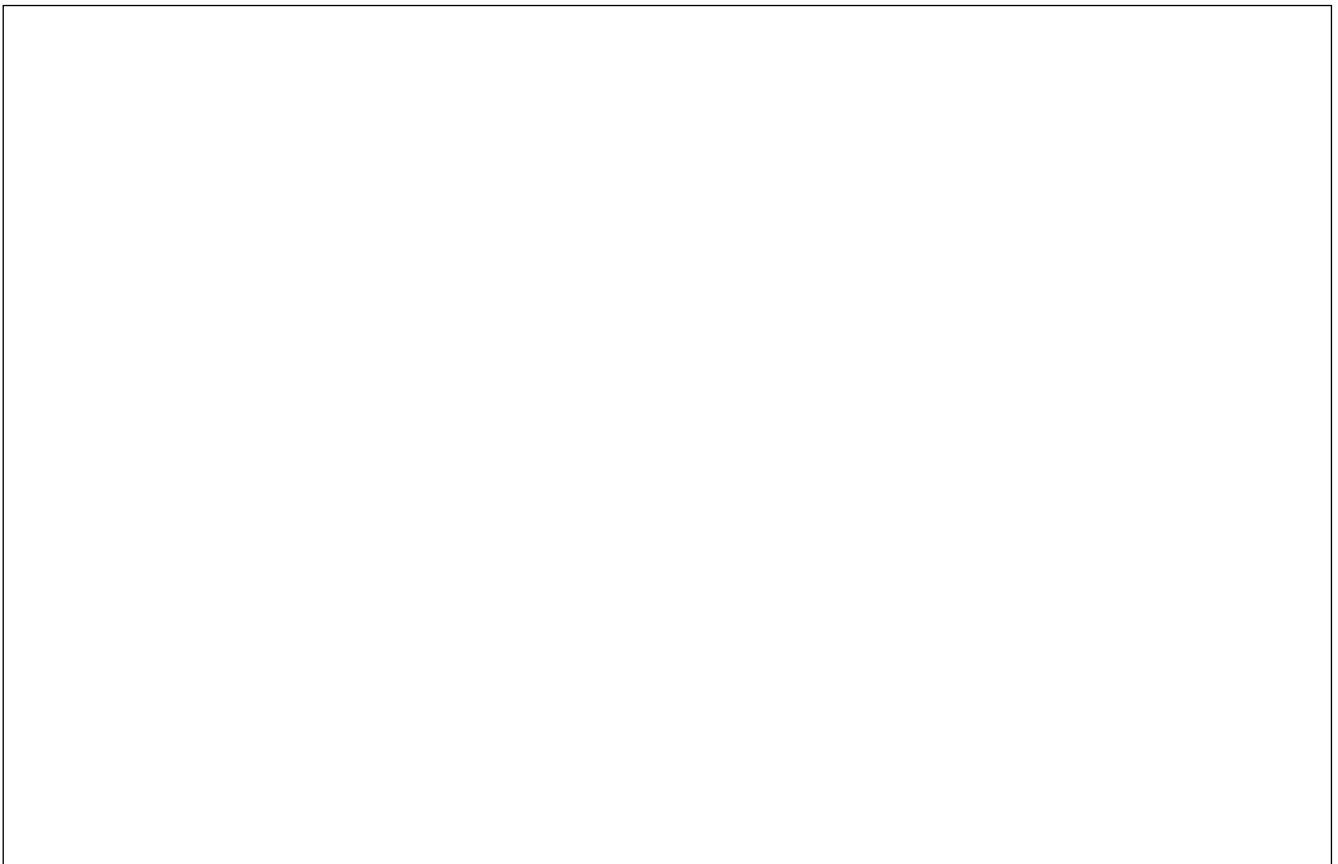
2. Find out two things in your house that are made from plants.

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3. Draw and colour a picture of a park.



## Lesson 13: Animals around us

1. Have you been to a farm or a zoo? Describe what you saw there.

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2. Name five animals that are kept in a zoo.

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3. Complete the sentences below.

- i) Chickens are bred on \_\_\_\_\_.
- ii) We use their \_\_\_\_\_ and \_\_\_\_\_ for food.
- iii) Their \_\_\_\_\_ are used to make \_\_\_\_\_ and cushions.

# Unit 8: Geography

## Lesson 14: Weather

1. What weather do you enjoy? Explain why.

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2. Name two places in Pakistan where it snows in winter.

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3. Complete these sentences:

- i) When the clouds are dark, it \_\_\_\_\_.
- ii) There is \_\_\_\_\_ and \_\_\_\_\_ in a rainstorm.
- iii) The \_\_\_\_\_ comes out when there is sunshine just after rain.
- iv) We enjoy a picnic in \_\_\_\_\_ weather.

4. What season do you like best? Why?

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5. Write about two activities that you like doing in summer.

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6. What do you enjoy doing in winter?

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## Lesson 15: Water

1. What is the difference between fresh water in the rivers and sea water?

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2. Write three ways in which water can be saved.

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3. Name three ways in which the seas are useful.

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## Lesson 16: Our country

1. Match the places with what they are famous for:

- i) Peshawar      sports goods
- ii) Sialkot      Qissa Khawani Bazaar
- iii) Multan      Pakistan's main port city
- iv) Karachi      many Sufi shrines
- v) Lahore      Faisal Mosque, the capital of Pakistan
- vi) Islamabad      Badshahi Mosque, historic monuments

2. Fill in the blanks.

- i) The name of the biggest river in Pakistan is \_\_\_\_\_.
- ii) The \_\_\_\_\_ Sea is along Pakistan's coastline.
- iii) The highest mountain in Pakistan is \_\_\_\_\_.