



AMAZING WORLD

TEACHING GUIDE



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Introduction

The Teacher Guides are developed for Text books of General Knowledge Grade I to III by Oxford based on Single National Curriculum (SNC). These text books based on SNC are a result of an effort to review and revise the previous curriculum in line with modern trends and innovations in different fields. It is important to mention here that National Curriculum 2006 for General Knowledge was an integration of General Science, Social Studies, and Islamiat. However the Single National Curriculum for General Knowledge 2020 is based on the themes and concepts from General Science, Social Studies and ethics.

About the Teachers Guide

The Teacher Guide is organized in five main sections. The first section explains Aims of the guide and how to use teacher Guide. The second section explains the strands and skills of GK. The third section unfolds STEAM integration and the concept of classrooms without walls. The fourth portion includes assessment practices at early grades. The last portion is the main portion of Learning Themes with detailed plans .It includes innovative ideas for how to present the topic in each session for classroom teaching and corresponding teaching and learning activities, pedagogical approaches and techniques, steam incorporation and assessment strategies for effective delivery of content. A large collection of worksheets offers further activity and practice to reinforce learning in addition to those included in the text Book while some of the worksheets are designed to support the text Book activities.

We hope that this teacher guide will enable the teachers to teach with confidence and competence which, in turn will equip the students with 21st century skills. The Teacher Guide of General Knowledge (GK) adopts an inclusive approach for enhancing the capacity of newly inducted teachers and senior teachers who teach GK to Grades 1–III students as an integrated subject. As the Single National Curriculum (SNC) combines early year science, social studies and value education TG will help teachers to teach multidisciplinary subject with complete in-depth understanding of content and organization of chapters of textbook and alignment of these with the curriculum.

The SNC Approach in Teacher Guide

For today's changing world the life skills-based classroom learning would significantly enhance the opportunities and options for shaping the future of learners. Scientific competency opens doors to productive futures, while the lack of the same keeps those doors closed. All students should have an opportunity and support necessary to learn the significant concepts with depth and understanding. Excellence for classroom

learning requires testing explanations of things that students observe while studying science. So, it is important that every school must be equipped with necessary materials which enable the students to learn science concepts by doing. Therefore, activities using daily materials which are globally popular for learner centered classrooms should be resorted to improve the classroom teaching. Furthermore, these activities would also resolve issues faced by schools where proper laboratories

are not available. Globally science educators have been espousing the idea that the best way to learn science is by 'doing it'. Keeping in view the importance of science, and modern teaching trends this Teachers guide has been developed by Oxford University Press.

The Oxford Teacher's Guide has been prepared to equip the teachers with updated skills and knowledge required to inculcate the best practices of global classrooms. Hope that this book will help the teachers to demonstration the concrete concepts of science and social studies with grade level appropriate activities.

Teachers Guide Development Process

The guide has followed a rigorous and meticulous process of development. Need assessment was done to identify from teachers teaching GK to grade 1 –III .Plan ,Activities ,teaching tips & Aids ,work sheets and assessment techniques were designed addressing teachers specific need. Activities are designed to promote relevant skills of GK in students .STEAM is incorporated where required .

Strands Covered by General Knowledge

This Curriculum for General Knowledge aims to provide our students with real life quality learning experiences which is based on inquiry and hands-on activities. It is comprised of concepts from General Science and Social Studies and Ethics. These concepts are drawn primarily from the domains of life sciences, physical sciences, earth and space sciences, social sciences, strands of history, geography, government, citizenship, economics, culture; and ethical values which are essence of Islam and common in all the religions.



Aims of the Teacher Guide

The overall aims of the teacher guide is to achieve the aims of GK given in SNC. Reference SNC GK.

This Curriculum has been developed with the following emphasis: • Broadening the learning space (out of the classroom learning). • Strengthening the interface with pre-primary and secondary school curricula. • Developing understanding of ethical values. • Integrating students' learning experiences with emphasis on patriotism and sustainable development. • Promoting life-long learning and enhancing 21st century skills. • Developing students' independent learning. • Enhancing interest and appreciation in society and curiosity in science & technology. • Putting emphasis on students' holistic development and providing them real life quality experience, based on inquiry and hands-on activities/experiences. • Developing the understanding about human diversity.

Aims of development of this guide are as follows:

To enable and encourage children to learn through life skilled based education.

- To ensure that science is seen as a natural, relevant and essential part of our lives with the concept of =classroom without walls
- To suggest and develop activities through which students may be introduced with scientific concepts with STEAM approach.
- To assist the teacher in the classroom with supporting materials for realistic activities of STEAM classroom.
- To suggest and explore practical activities for STEAM classroom that can be carried out with inexpensive and easily available material.

How to use Teachers' guide?

The learning methodology for students of early grades is entirely different from that of adults. This teachers guide has been developed by keeping in view the age-appropriate level of understanding and previously learned skills. The teacher's guide is made easy and understandable for both newly inducted and senior teachers It is a fun, flexible and easy to use course that gives both learners and teachers the support they need.

1. Group work, and peer learning should be promoted through different activities with peer interaction.
2. Students should be provided an opportunity to exchange information about them, their surroundings, families, friends, and homes.
3. Learning should be encouraged by doing with interactive and creative activities.
4. Teachers should encourage students to be responsive because students of early grades learn and forget very quickly so, time to time reinforcement of learning is vital.
5. Each student is a different individual and learn differently, they should be given due attention by assigning appropriate activities.



General Knowledge Skills:

Early grade children learn through Listening, thinking, speaking, writing, interacting, reading, creating, questioning, looking, researching, investigating, experimenting, discussing, doing developing discovering, visiting, playing, drawing and collecting. Activities, work sheets and assessment techniques are designed to enhance and promote the required skills

Unfolding STEAM in GK:

WHAT DOES STEAM STAND FOR?

SCIENCE, TECHNOLOGY, ENGINEERING, ARTS, MATHS

STEAM is an arts integration approach to education that promote students to be curious learners who seek creative solutions to real-world problems; this helps them develop the soft and hard skills necessary to succeed in their life. Using STEAM education results in students engage in experimental learning, problem-solving, collaboration, and work through the creative process. These are the innovators, educators, leaders, and learners of the 21st century. STEAM is a way to take the benefits of STEM and complete the package by integrating these principles in and through the arts. STEAM takes STEM to the next level: it allows students to connect their learning in these critical areas together with arts practices, elements, design principles, and standards to provide the whole pallet of learning at their disposal. STEAM removes limitations and replaces them with wonder, critique, inquiry, and innovation.

BENEFITS OF STEAM

Engaged learning for students.

Better test scores.

STEAM is inclusive, it works for all students regardless of culture, ethnicity or learning styles

Brings fun back to class.

Assessment has a vital importance in education system. In early grades the assessment should be very effective and efficient. Research show that first seven years of life has a great influence on child personality.

Multidimensional Assessment.

For multidimensional development of a personality the assessment should be multidimensional i.e., should not only written but oral, practical based. For grades 1–3 project-based assessment will be helpful to assess the communication ability, cooperative and team-based learning, problem solving skills of students. However, the subjectivity in such assessments could be addressed carefully with objective development of scoring rubrics. There should not be single summative assessment after one year nor formative assessments after three or six months, but it should be the combination of both. Since the assessment is an ongoing and continuous process. Multiple techniques i.e., test trough work sheets, oral quizzes, anecdotal records, observational sheets, teachers remark (not

formality evidence based) portfolios both developmental and showcase type. Audio and video recording of student's work could also be the part of student's assessment.

Homework Ideas

The challenges of homework facing teachers today are all the more troublesome given the importance of meaningful and appropriate assignments. Student achievement rises significantly when teachers regularly assign homework and students conscientiously do it, and the academic benefits increase as children move into the upper grades. Homework can help children develop good habits and attitudes. It can teach children self-discipline and responsibility. More importantly, it can encourage a love of learning.

Through our homework ideas students delve into extended inquiry, real world application, and deeper exploration of curricular topics. Integrating arts activities can decidedly enliven the curriculum content, make lesson outcomes more successful and interesting to both teachers and students.

Contents

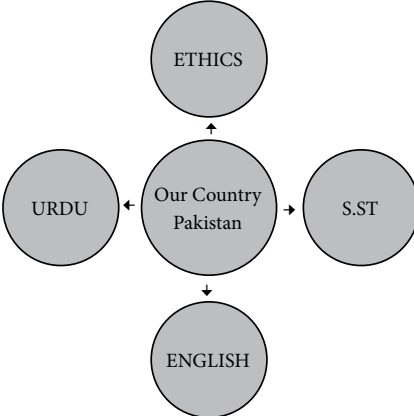
| | | |
|----------------|---------------------------------------|-----------|
| <i>Unit 1</i> | Our Country Pakistan | 2 |
| <i>Unit 2</i> | Villages and Cities | 13 |
| <i>Unit 3</i> | Roles and Responsibilities | 21 |
| <i>Unit 4</i> | Religious Festivals in Pakistan | 30 |
| <i>Unit 5</i> | The Natural Environment and Resources | 39 |
| <i>Unit 6</i> | Water | 49 |
| <i>Unit 7</i> | Plants | 61 |
| <i>Unit 8</i> | Animals | 75 |
| <i>Unit 9</i> | Agriculture and Livestock | 86 |
| <i>Unit 10</i> | Conservation of Earth's Resources | 95 |

Contents

| | | |
|---------------------------|---|------------|
| <i>Unit 11</i> | Heat and Light | 106 |
| <i>Unit 12</i> | Helping Others | 117 |
| <i>Unit 13</i> | Professions/Occupations | 126 |
| <i>Unit 14</i> | Respecting Others & Appreciating Their Diversity | 134 |
| <i>Unit 15</i> | Forgiveness and Forgiving Others | 143 |
| <i>Unit 16</i> | Being Just and Fair | 151 |
| Answer Key | | 159 |
| Sample Assessment Paper 1 | | 219 |
| Sample Assessment Paper 2 | | 223 |

UNIT 1

Our Country Pakistan

| | |
|--|---|
| <p>LESSON PLAN INFORMATION</p> <p>SUBJECT</p> <p>General Knowledge</p> <p>GRADE: Two</p> <p>Duration 4 Lessons</p> | <p>LEARNING OUTCOMES</p> <p>All the students will be able to:</p> <ul style="list-style-type: none">• Recognize the map of Pakistan.• Name the provinces and areas (AJK, GB, ICT) of Pakistan.• Depict the cultural diversity of all the provinces and areas of Pakistan.• Recognize the significance of the National flag. <p>LEARNING OBJECTIVES</p> <ul style="list-style-type: none">• Identify the map of Pakistan.• Learn the names of the provinces of Pakistan.• Distinguish between different cultural values of all provinces.• Identify the importance of the National flag. <p>CROSS-CURRICULUM LINKS</p>  <pre>graph TD; A((Our Country Pakistan)) --> B((ETHICS)); A --> C((S.ST)); A --> D((ENGLISH)); A --> E((URDU));</pre> <ul style="list-style-type: none">• The topic has links with Pakistan studies. Details about Pakistan's map, provinces and national flag will be given.• Social studies is also linked with the subject. Social norms and cultures will be explained.• In geography, the different provinces and areas of Pakistan will be discussed.• Urdu and English languages can use the topic in essays, comprehensions etc. |
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SKILLS INVOLVED:

Recalling, remembering, listing, learning, writing, colouring and collaboration.

PROGRESSION BETWEEN GRADES:

| Grade I | GRADE III |
|--|--|
| <ul style="list-style-type: none">• Our country Pakistan• National flag | <ul style="list-style-type: none">• Quaid-e-Azam Muhammad Ali Jinnah• Allama Muhammad Iqbal |
| Link for SNC: http://mofept.gov.pk/Detail/YzJiNGVjODgtNjIwOC00YzRiLTNmNmUtNjJjYWlWYmJkMWY2 | |

BRIDGE-IN:

Ask students the following questions to make them recall the previously knowledge they have learnt in grade one.

- What is the official name of Pakistan?
- When did Pakistan come into being?
- When do we fly Pakistan's National flag on our houses?
- What is the meaning of star and moon on the flag?

TEACHING STRATEGIES:

- Use of map of Pakistan.
- Flag making
- Act play
- Celebrate Pakistan day (theme: people of our provinces)
- Activities
- Videos

CONTENT SUPPORT:

Important facts about our country:

- Our country Pakistan was made as a result of the Pakistan movement carried out by the Muslims of the subcontinent.
- Quaid-e-Azam Muhammad Ali Jinnah became the first Governor General and Liaquat Ali Khan became the first Prime Minister of Pakistan.
- Allama Iqbal is the National poet of Pakistan.
- National flag of Pakistan was made by Syed Amiruddin Kidwai.
- The flag was approved on 11th August 1947 by the Constituent Assembly of Pakistan.
- Karachi is the largest city of Pakistan.
- Islamabad is the capital of Pakistan.
- Pakistan's neighbouring countries are Iran, Afghanistan, China and India.
- Bangladesh, previously known as East Pakistan, was a part of Pakistan when Pakistan came into existence.

- Pakistan is the first Islamic nuclear power country of the world.
- Pakistan is an agricultural country and has the world's largest irrigation system.
- The official currency of Pakistan is 'Rupees'.
- The second highest peak of the world, K-2, is situated in Pakistan.
- The official language of Pakistan is Urdu.
- The National animal is Markhor.
- The National bird is Chukar.
- The National flower of Pakistan is Jasmine.
- The National fruit of Pakistan is Mango.
- The National drink of Pakistan is Sugarcane juice.

Online links for related videos

https://youtu.be/L2SnC5qx_oU

<https://youtu.be/dbok-clxaU4>

Lesson plan 1.1:

UNIT 1 Our Country Pakistan

TOPIC: Regions of Pakistan

CLASS DURATION: 45 minutes

LEARNING OUTCOMES:

Students will be able to

- Recognize the map of Pakistan.
- Identify different provinces and regions of Pakistan.

OBJECTIVES

- Explain the map of Pakistan.
- Name the provinces and regions of Pakistan.

TIMELINE

WARM UP (5 min)

Use of a Map:

Paste the **pictorial** map of Pakistan on the board and explain it to the students by making them recall the pictorial map they have learnt in grade one.

PRESENT INFORMATION (15 min)

- Pages # 2 and 3.
- Now paste the original basic map of Pakistan and explain it with the help of the one given in the text books.

Activities (20 minutes)

Any of the following activities can be done in the class.

Activity 1:

- Make a chart and draw pictures of things or places that represent the particular province. Like fields and crops for Punjab, Sea and ports for Sindh etc.

Activity 2:

- Watch a video about the provinces of Pakistan.

Activity 3:

- Worksheet 1-1.

Assessment: (5 minutes)

- Which province of Pakistan has a sea?
- Lahore is situated in which province of Pakistan?
- Name the one thing or place that represents Balochistan.

Home assignment:

- Make a colourful map of Pakistan showing its four provinces and regions.

Worksheet 1-1

Draw the lines to show the provinces and regions of Pakistan. Also label them.



Lesson plan 1.2:

TOPIC: Our Culture

CLASS DURATION: 45 minutes

LEARNING OUTCOME:

Students will be able to

- Identify the difference in cultures of our provinces.

OBJECTIVE

- Differentiate between different cultures that exist in Pakistan.

TIMELINE

WARM UP (5 min)

- Write or draw things on the board that make the culture of any society, like dress, food and/or, language. This will make the concept of 'culture' clear to the students.

PRESENT INFORMATION (15 min)

- Read and explain page # 4. Show the pictures give on page 4 and discuss different cultures.

Activities: (20 minutes)

- Any of the following activities can be done in the class.

Activity 1:

- Have a small fancy-dress show representing dresses of the four provinces of Pakistan.

Activity 2:

- Make a poster and list the language, food, dress and famous festivals of the four provinces. Also paste relevant pictures.

Assessment: (5 min)

- Show students flashcards of things and famous places of the provinces. Ask the students to guess the name of the province or region to which it belongs.
- Worksheety 1–2.

Home assignment:

- Paste the pictures of people dressed in clothes representing the four provinces of Pakistan on a chart paper.

Worksheet 1-2

Match the following:

Karachi

Punjab

Lahore

Balochistan

Quetta

Khyber Pakhtunkhwa

Gilgit Baltistan

Sindh

Azad Jammu Kashmir

North of Pakistan

Peshawar

North-east of Pakistan

Lesson plan 1.3:

TOPIC: The Pakistani Flag CLASS DURATION: 45 minutes

LEARNING OUTCOME:

Students will be able to

- identify the significance of Pakistan's flag.

OBJECTIVE

- Explain the importance of the flag.

TIMELINE

WARM UP (10 min)

- Hang the flag on the wall of the classroom before the lecture. The students will get excited to see and explore the flag.

ACTIVITIES: (20 MINUTES)

- Any of the following activities can be done in the class.

Activity 1:

- Make a flag with glazed papers and straw.

Activity 2:

- Show the pictures of flags of different countries to make the students understand that all countries have a unique flag.

ASSESSMENT: (15 minutes)

- What is the meaning of the star and moon on the flag?
- What does the white colour on the flag represent?
- What does the green colour of the flag represent?

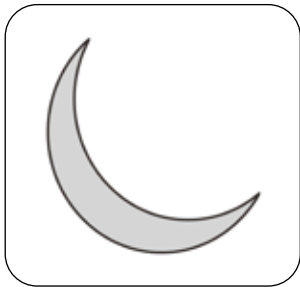
Home assignment:

- Paste flags of different countries on a chart paper.
- Worksheets 1–3.



Write the meaning of the following:





WHITE COLOUR

GREEN COLOUR

Lesson plan 1.4:

TOPIC: Reinforcement

CLASS DURATION: 45 minutes

LEARNING OUTCOME:

Students will reinforce the topics of the unit.

OBJECTIVE

- Reinforce the topics of the unit.

TIMELINE

WARM UP (10 min)

- Ask students to take turns and tell one fact about Pakistan.

ACTIVITIES: (20 MINUTES)

- Mind map on Page # 6.
- Chapter Review on Page # 7 and 8.

ASSESSMENT: (15 minutes)

- Worksheet 1–4 will be given to assess the students.

Home assignment:

- Collect the pictures of different cultures of Pakistan and make a collage on a poster. (Let's find out on Page # 4)

Assessment worksheet

List the four provinces of Pakistan.

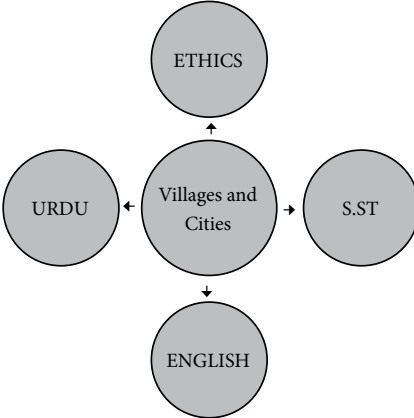


Define Culture.

Draw and colour Pakistan's national flag.

UNIT 2

Villages and Cities

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| <p>LESSON PLAN INFORMATION</p> <p>SUBJECT</p> <p>General Knowledge</p> <p>GRADE: Two</p> <p>Duration 3 Lessons</p> | <p>LEARNING OUTCOMES</p> <p>All the students will be able to:</p> <ul style="list-style-type: none">• Recognize that the people of Pakistan live in villages and cities.• Identify key characteristics of a village (buildings, facilities, environment and the work that people do).• Identify key characteristics of a city.• Compare village and city life.• Identify some common professions of a village/city (tailor, butcher, cobbler, musician etc.). <p>LEARNING OBJECTIVES</p> <ul style="list-style-type: none">• Make comparison between village life and city life.• Explore the advantages and disadvantages of village and city life.• Explain the culture, life and professions. <p>CROSS-CURRICULUM LINKS</p>  <pre>graph TD; VC((Villages and Cities)) --> ETHICS((ETHICS)); VC --> SST((S.ST)); VC --> ENGLISH((ENGLISH)); VC --> URDU((URDU));</pre> <ul style="list-style-type: none">• The topic links to Social studies. It is about the two different ways of life in which society can be divided.• There are links with language subjects where students can write comprehensions about villages and cities.• 3D models of city and village life can be made with the teacher's help, in Arts class. |
|--|---|

SKILLS INVOLVED:

Recording, listing, planning, drawing, communication and collaboration.

PROGRESSION BETWEEN GRADES:

| GRADE I | GRADE III |
|--|---|
| <ul style="list-style-type: none">• Neighborhood• Kinds of houses | <ul style="list-style-type: none">• Individuals and community• Past and present things |
| Link for SNC: http://mofept.gov.pk/Detail/YzJiNGVjODgtNjIwOC00YzRiLThmNmUtNjJjYWlWYmJkMWY2 | |

BRIDGE-IN:

- Ask the students if they have ever been to a village.
- Ask the students (who have experienced village life) to share their experiences with the class.
- Try to link their experience with the advantages and disadvantages of village and city life.

TEACHING STRATEGIES:

- Question/Answer session
- Group discussion
- Make students understand the material through videos.
- Use posters and charts to elaborate.
- Show pictures to the students and ask them to identify which life they belong to.

CONTENT SUPPORT:

The lives of the people living in cities and the people living in villages are very different from each other. Both lifestyles have their own significance, and both have some advantages and disadvantages.

A village is a small community of people living in rural areas. The life in a village is very simple.

People have time to socialize and have get together. They are more connected to each other than the people living in cities. One can feel the freshness and purity of air when he/she breathes. But besides these advantages this life has disadvantages too.

Advantages of a village life:

- Peaceful environment
- Fresh air
- Pure food
- No air pollution
- No light pollution
- No noise pollution
- Easy way of living
- People mostly practice agriculture or farming.
- People are more social in villages.

Disadvantages of village life:

- Poor transport system.
- Poor infrastructure.
- Lack of education.
- Lack of health care facilities.

Advantages of City life:

- Latest facilities of transportation.
- Advanced modes of communication are available like high speed internet etc.
- More opportunities for business.
- Better educational institutions present available.
- Big hospitals with high technology equipment.

Disadvantages:

- One of the biggest disadvantages is pollution which is getting worse day by day.
- No time for socializing.
- No fresh air.
- Traffic problems.
- Overcrowded places.
- Fear of theft and robbery is higher in cities.

Online links for related videos

<https://youtu.be/JAIPmtJm6eA>

https://youtu.be/n-4hL_4IBsM

<https://youtu.be/OXMq-HMir2w>

Lesson plan 2.1:

UNIT 2: Villages and Cities

TOPIC: Life in a Village

CLASS DURATION: 45 minutes

LEARNING OUTCOME:

Students will be able to

- Recognize the people living in villages, their occupations and their lifestyle.

OBJECTIVE

- Explain the advantages and disadvantages of a village life.

TIMELINE

WARM UP (5 min)

- Ask a student who has visited a village to share some story from his trip.

PRESENT INFORMATION (10 min)

- Page # 10
- Show a relevant video.

Activities:

Any of the following activities can be done in the class.

Activity 1:

- Role-play of a village life.

Activity 2:

- Tell an interesting story about a village.

Activity 3:

- Make a poster of things related to a village life. You can draw or paste the pictures.

Activity 4:

- Have a field trip to a nearby village.

Activity 5:

Worksheet 2-1.

Assessment: (5)

- What are the means of transport in villages?
- What type of food do villagers eat?
- Which occupations do the villagers belong to?

Home assignment:

- List the things that you can find in a village but that cannot be found in cities.

Worksheet 2-1

The following are pictures relate to either city or village life. Label the pictures from the words given in the word bank.

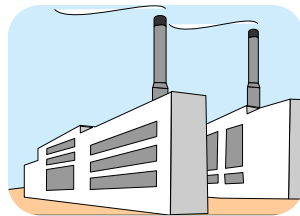
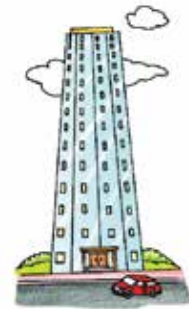
Traffic signal
Farm animals

Factory
Rush hours

Sky scrapers
Homemade food

Fields
Rubbish

Theater



Lesson plan 2.2:

TOPIC: Life in a city

CLASS DURATION: 45 minutes

LEARNING OUTCOME:

Students will be able to identify the people, occupations and lifestyle of a city.

OBJECTIVE

- Explain the advantages and disadvantages of a city life.

TIMELINE

WARM UP (5 min)

- Ask students about the things they like in city life and the things they don't like. Make a list on the board. At the end you will get advantages and disadvantages of an urban life.

PRESENT INFORMATION (10 min)

- Read and explain page # 11
- Show a relevant video.

Activities:

STEAM APPROACH:

In STEAM approach, 'Technology' can be incorporated to explain the differences in village and city life.

ACTIVITY 1: SOURCES OF LIGHT

Resources: Simple Oil lamp, oil, lighter, battery bulb, Wires

Procedure:

- Demonstrate students how a simple oil lamp and a circuit bulb is made.
- You can involve the students in the activity.

Activities: Worksheet 2-2

Assessment: (5 min)

- What are the means of transport in cities?
- What type of food is eaten in cities?
- How do people spend their leisure time in cities?

Home assignment:

- List the things you can have in a city but that you cannot find in a village.

Worksheet 2-2

Write five differences between village and city life.



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Lesson plan 2.3:

TOPIC: Reinforcement

CLASS DURATION: 45 minutes

LEARNING OUTCOME:

Students will reinforce the subtopics of the unit.

OBJECTIVE

- To reinforce the sub topics of the unit through different practices.

TIMELINE

WARM UP (10 min)

Show the students a video showing the differences between village and city life.

Activities: (20 minutes)

- Mind map on Page # 12
- Chapter review on Page # 13–14

ASSESSMENT: (15 minutes)

Students will be assessed through the following activity:

Let's make a village/city:

- Divide the class into four groups.
- Make six sets of statement cards.
- Draw or paste pictures on cards and have six sets of picture cards.

First give the groups statement cards and ask them to sort the cards according to the things they will find in a village and a city.

Next, give them picture cards and ask to sort them similarly.

Then using the cards, two groups will plan a map of a village, and two groups will map a city on a large sheet of paper. They can add extra items as well.

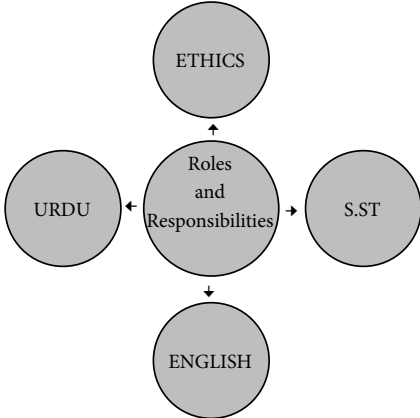
They can then present their plans to the other groups.

Home assignment:

- Find pictures of people in different professions living in village and/or city and paste them on a chart.

UNIT 3

Roles and Responsibilities

| | |
|--------------------------------|---|
| LESSON PLAN INFORMATION | LEARNING OUTCOMES |
| SUBJECT | All the students will be able to: <ul style="list-style-type: none">• Define government.• Identify the services that the government provides to the people.• List the basic rights of the citizens• Identify their responsibilities with respect to each right. |
| General Knowledge | LEARNING OBJECTIVES |
| GRADE: Two | <ul style="list-style-type: none">• Learn the definition of government.• Identify the services that the government provides to the citizens.• Identify the rights of the citizens and their responsibilities towards those rights. |
| Duration | CROSS-CURRICULUM LINKS |
| 3 Lessons |  <ul style="list-style-type: none">• The topic is linked with Ethics. Fulfillment of role responsibilities is an ethical duty of every and person.• The role of different people of a society and their responsibilities is explained in Social Studies. |

SKILLS INVOLVED:

Listing, planning, analyzing, communication, collaboration and writing.

PROGRESSION BETWEEN GRADES:

| GRADE I | GRADE III |
|--|---|
| <ul style="list-style-type: none">• Rules of playing games• Traffic rules• School rules | <ul style="list-style-type: none">• Individuals and community• Need of government• Government and people• Good citizenship |
| Link for SNC: http://mofept.gov.pk/Detail/YzJiNGVjODgtNjIwOC00YzRiLThmNmUtNjJjYWlWYmJkMWY2 | |

BRIDGE-IN:

- Make a list of services on the board that are provided by the government to the people. e.g. Roads, schools, hospitals etc.
- Ask the students ‘Who provides these services?’
- Explain to them that it’s the responsibility of the government to provide these services to the citizens of the country.

TEACHING STRATEGIES:

- Question/Answer session
- Group discussion
- Make them understand through videos.
- Use posters and charts to elaborate.
- Show pictures to the students and ask them to identify which life they belongs to.

CONTENT SUPPORT:

Role of Government:

Group of people having the authority to make decisions for the betterment of the country and its people.

It’s very important for children to understand what is government and what is its role in the lives of people.

- Government makes laws to maintain peace in the country.
- It makes sure that people of the country are having pure and healthy food at reasonable prices from the market.
- It ensures the safety of the people.
- It is the duty of the government to provide clean water and adequate water supply to every citizen.
- It ensures the provision of appropriate space for recreation and relaxation.
- It has the responsibility to provide high quality education for everyone.

- It has the responsibility to provide health facilities equally to every citizen.
- It has the responsibility to maintain the cleanliness of the cities.

Rights and responsibilities of a citizen.

All the responsibilities of the government are actually the rights of the citizens. But in return every citizen also has some responsibilities towards the facilities provided to them by the government.

Some of the responsibilities of a citizen are:

- Not to waste water.
- It's the duty of the shopkeepers not to store food in times of high demand and not to raise prices without any reasons.
- It's the duty of the students to work hard and make the country proud of them.
- To keep the roads of the cities and their neighborhood clean.
- To give taxes.
- To obey laws.
- To obey rules and regulations set by the government.
- To do volunteer work whenever possible to help the government for the betterment of the people.

Online links for related videos

<https://youtu.be/TyP09S0UEzA>

<https://youtu.be/S2bxkt3Nbpk>

Lesson plan 3.1:

UNIT 3: Roles and Responsibilities

TOPIC: Role of a Government

CLASS DURATION: 45 minutes

LEARNING OUTCOMES:

Students will be able to

- Define government.
- Identify the role of a government for a country and the people.

OBJECTIVES

- Explain the role of a government in a country.
- Identify the goods and services provided by the government to the people.

TIMELINE

WARM UP (5 min)

Vote!

- Choose a head boy/girl for a day.
- Have a small voting within the classroom.
- Choose two or three students and ask the other students to raise their hands to vote for the one they think would be helpful to them.
- At the end, relate this activity with the process of choosing the correct government for the country. This activity will help the students to understand the government system and its role.

PRESENT INFORMATION (10 min)

- Page # 16

Activities:

Activity 1:

What is your right?

- Give a small card to every student. Ask them to write one thing they have in their lives. Like food, education, home, security, recreation etc.
- Collect all the cards.
- Make two columns on the board 'Provided by Government' and 'Provided by Parents'.
- Sort the things written on the card in these columns.
- Explain to the students that government helps to provide all the things that are important for our lives and are called 'rights'. However, there are some rights that are the responsibility of our parents to provide us.

Activity 2:

Worksheet 3-1.

Assessment: (5 minutes)

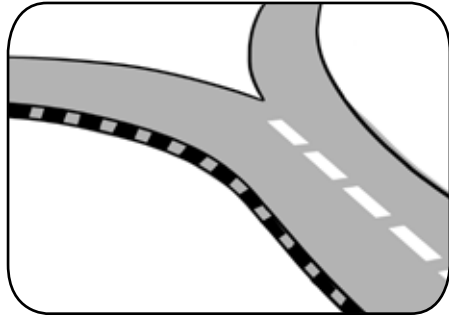
- Worksheet 3-1 will be given.

Home assignment:

- Discuss with their parents about the responsibilities of Government.

Worksheet 3-1

Tick the services provided by the government:



Lesson plan 3.2:

TOPIC: Rights and Responsibilities of a Citizen

CLASS DURATION: 45 minutes

LEARNING OUTCOMES:

Students will be able to

- Differentiate between rights and responsibilities.
- Identify the rights and responsibilities of a citizen.

OBJECTIVES

- Define rights and responsibilities.
- Explain rights and responsibilities of a citizen.

TIMELINE

WARM UP (5 min)

Concept of responsibility.

- Ask students to discuss their tasks from morning till off timing of the school.
- Start eag from coming to school in proper uniform, going to the courtyard or ground of the school for assembly and making queue and then bringing their home assignments.
- Explain to them that all of these are their responsibilities.

PRESENT INFORMATION (10 min)

- Read and explain page # 17

Activities:

Rights/Responsibilities (20 minutes)

- Make some flashcards provide and some clues on them by writing key words like education, fun, good food etc.
- Show students a card and ask them what their right and responsibility is towards the word written on the flash card, as a citizen.

Assessment: (10 min)

- Assess the students through worksheet 3-2.

Home assignment:

- List any five rights of a citizen.

Right or Responsibility?

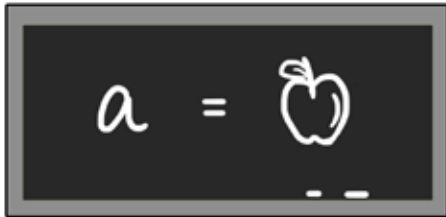
Completing your home assignment on time.



Have healthy and pure food



Have good education.



Respect your elders.



Lesson plan 3.3:

TOPIC: Reinforcement

CLASS DURATION: 45 minutes

LEARNING OUTCOME:

Students will reinforce the topics of the unit.

OBJECTIVE

- To reinforce the topics of the unit through different practices.

TIMELINE

WARM UP (10 min)

Carry out a role-play. Hold a dialogue between a government officer and a citizen regarding roles and responsibilities of the government and other citizens. (Project Page # 20)

Activities:

- Mind map on Page # 18.
- Chapter review on Page # 19 and 20.

ASSESSMENT: (15 minutes)

Worksheet 3-3 will be done.

Home assignment:

- Write the names of five things that you would like to see in your country.

Assessment Worksheet:

Define government?

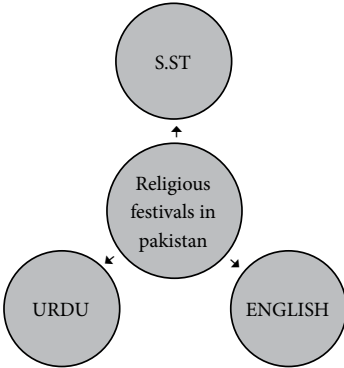
List three responsibilities that you have as a citizen when you go for an outing with your parents.

True & False:

1. Taking you out for recreation is the responsibility of the government. T/F
2. Providing nice parks and places for recreation is the responsibility of the government. T/F
3. Providing safe and secure environment is the responsibility of the government. T/F

UNIT 4

Religious Festivals in Pakistan

| | |
|---|---|
| <p>LESSON PLAN INFORMATION</p> <p>SUBJECT</p> <p>General Knowledge</p> <p>GRADE: Two</p> <p>Duration</p> <p>3 Lessons</p> | <p>LEARNING OUTCOMES</p> <p>All the students will be able to:</p> <ul style="list-style-type: none">• Understand why Muslims celebrate ‘Eid-ul-Fitr’ and ‘Eid-ul-Azha’.• Describe how people celebrate ‘Eid-ul-Fitr’ and Eid-ul-Azha’.• Identify other religious and cultural festivals of other faiths celebrated in Pakistan. <p>LEARNING OBJECTIVE</p> <ul style="list-style-type: none">• Identify the various aspects of Eid-ul-Fitr and Eid-ul-Azha.• Identify different religious festivals celebrated in Pakistan. <p>CROSS-CURRICULUM LINKS</p>  <pre>graph TD; A((Religious festivals in pakistan)) --> B((S.ST)); A --> C((URDU)); A --> D((ENGLISH));</pre> <ul style="list-style-type: none">• The topic links to Social studies. Festivals are the integral part of any society.• Creative writing and comprehensions can be done in language subjects. |
|---|---|

PROGRESSION BETWEEN GRADES:

| GRADE I | GRADE III |
|--|---|
| <ul style="list-style-type: none"> • Our country Pakistan | <ul style="list-style-type: none"> • Individuals and community |
| Link for SNC: http://mofept.gov.pk/Detail/YzJiNGVjODgtNjIwOC00YzRiLThmNmUtNjJjYWlWYmJkMwY2 | |

SKILLS INVOLVED:

Listing, inquiry, writing, reading, communication, remembering, recalling

BRIDGE-IN:

- Make a list of activities on the board that are done on Eid day, with the help of students.

TEACHING STRATEGIES:

- Question/Answer session
- Group discussion
- Videos
- Use posters and charts to explain.
- Pictures
- Flash cards
- Worksheets

CONTENT SUPPORT:

Pakistan is a Muslim country and has the second largest Muslim population in the world. The percentage of Muslims living in the country is almost 97%. Festivals depicts the culture of any country. Muslims celebrate two main festivals Eid-ul-Fitr and Eid-ul- Azha. So these two are the main religious festivals celebrated in the country.

Eid-ul-Fitr:

Muslims celebrate this Eid after the one month of fasting in Ramazan. The holy month of Ramazan is itself the month of festivity and blessings.

- Muslims wear new clothes on Eid.
- Girls make mehndi tattoos on their hands.
- Muslims start the day with Eid prayer in mosques.
- They give charity in the form of 'Fitrana' to the needy people.
- They visit their relatives.
- Have get togethers and exchange gifts.
- Elders give money 'Eidi' to the children as the gift of their fasting in the holy month of Ramazan.

Eid-ul-Azha:

- This Eid is also called the 'Bari Eid'.

- Muslims celebrate this Eid in the memory of the ‘incident of Hazrat Ibrahim (A.S)’
- Hazrat Ibrahim(A.S) completely surrendered himself for the love of Allah. He was ready to sacrifice his loveliest son Hazrat Ismail (A.S) to fulfill the will of Allah.
- Sacrificing becomes the virtuous act to obtain the love and mercy of Allah, in continuation of this incident.
- Muslims sacrifice animals: cows, goats, sheep, and camels on this day.
- They divide the meat of the animal in three portions according to the ‘Sunnah’. One for needy, one for relatives and one for themselves.
- They wear new clothes and offer Eid prayer in the morning.
- They arrange barbeque parties for the family and friends and have fun.
- Other religious festivals:
- There are other minorities also living in Pakistan. Most of them belongs to Hinduism or Christianity.
- Main festivals of Hindus: Diwali and Holi
- Main festivals of Christians: Christmas and Easter
-

Online links for related videos

<https://youtu.be/5gf-BE-pgSg>

<https://youtu.be/brRueAalMKs>

Lesson plan 4.1:

UNIT 4: Religious Festivals in Pakistan

TOPIC: Eid-ul- Fitr

CLASS DURATION: 45 minutes

LEARNING OUTCOMES:

Students will be able to

- Identify the main religious festivals celebrated in the country.
- Identify the various aspects of Eid-ul-Fitr.

OBJECTIVES

- Identify different religious festivals celebrated in Pakistan.
- Explain why and how do we celebrate Eid-ul-Fitr.

TIMELINE

WARM UP (5 min)

Students will take turns and tell about how do they celebrate this Eid.

PRESENT INFORMATION (10 min)

- Pages# 22 and 23.

Activities: (20 min)

Any or all of the following activities can be done.

Activity 1:

- Arrange a mock Eid party in your classroom.
- Ask students to wear Eid clothes and dressed up like they do on Eid day.

Activity 2:

- List all the preparations you do for Eid –ul-Azha.

Activity 3:

- Worksheet 4-1

Assessment: (10 minutes)

- Which sweet dish do we make on Eid Day?
- In which month do we celebrate Eid-ul-Fitr?
- What do we get from our elders on Eid-ul-Fitr?

Home assignment:

- Draw or paste the picture of things that are related to Eid-ul-Fitr like bangles, moon, vermicelli, eid clothes etc.

Worksheet 4-1

Complete the sentences:

- Muslims go to the _____ for Eid prayer.



- They exchange _____ with their family and friends.



- They eat _____ on this Eid.



- They give charity to the _____.



- Muslims celebrate Eid-ul-Fitr by seeing the _____.



Lesson plan 4.2:

TOPIC: Eid-ul-Azha

CLASS DURATION: 45 minutes

LEARNING OUTCOME:

Students will be able to

- Identify why do we celebrate Eid-ul-Azha.

OBJECTIVE

- Explain the various aspects of Eid-ul-Azha.

TIMELINE

WARM UP (5 min):

- Make a list of meat dishes people make on this Eid on the board with help of your students.

PRESENT INFORMATION (10 min)

- Page# 23.

Activities:

- Any of the following activities can done:

Activity 1:

- Draw and colour the animals on the chart paper that Muslims sacrifice on Eid-ul-Azha.

Activity 2:

- List the activities we do on the day of Eid-ul-Azha.

Activity 3:

- Worksheet 4-2

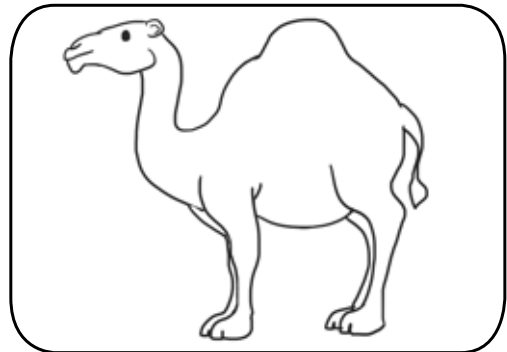
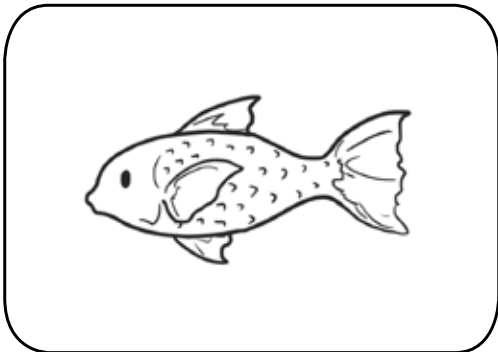
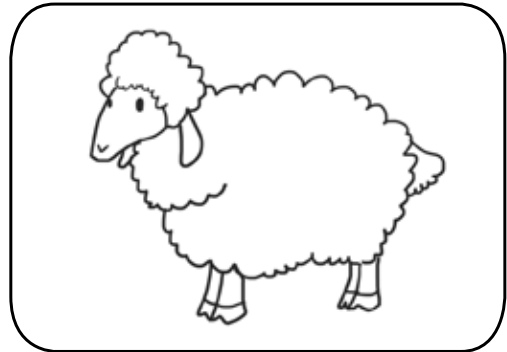
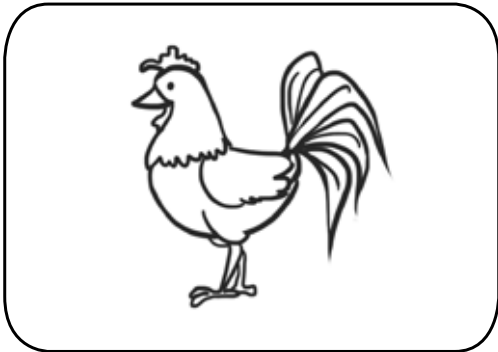
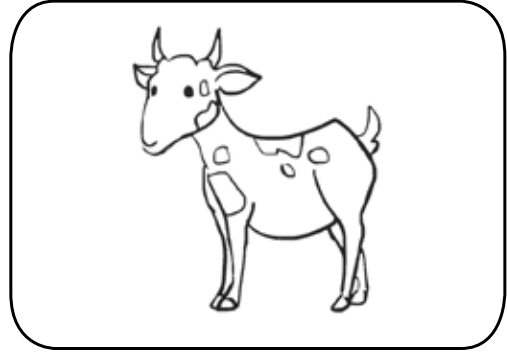
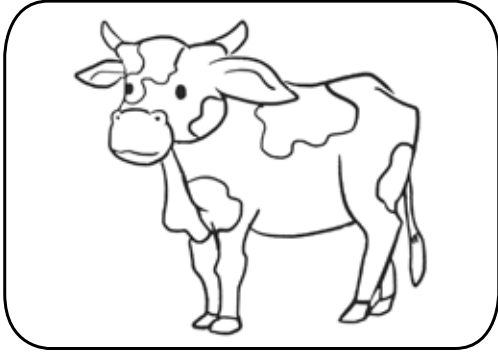
Assessment: (5 min)

- When do we celebrate Eid-ul-Azha?
- Eid-ul-Azha is celebrated in the remembrance of which prophet?
- What do we sacrifice on this Eid?

Home assignment:

- Q.1 page 25

Colour the animals that we sacrifice on Eid-ul-Azha



Lesson plan 4.3:

TOPIC: Reinforcement

CLASS DURATION: 45 minutes

LEARNING OUTCOME:

Students will reinforce the subtopics of the topic.

OBJECTIVE

- To reinforce the topics of the unit through different practices.

TIMELINE

WARM UP (10 min)

- Show the students pictures of different festivals and ask them to guess.

Activities:

- Mind map on page #24.
- Chapter review 26.

ASSESSMENT: (15 minutes)

Worksheet 4-3 will be given.

Home assignment:

- Collect the pictures of different religious festivals celebrated in Pakistan and make a collage.

Worksheet 4-3

Unscramble the words

FICESARIC

NOOM

YERRAP

BRATCELEE

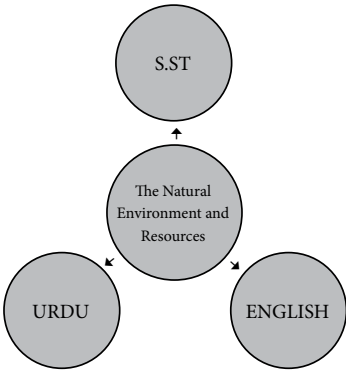
MALANIS

Write down the names of four religious festivals that are celebrated in Pakistan.

UNIT 5

The Natural Environment and Resources

.....

| | |
|---|--|
| <p>LESSON PLAN INFORMATION</p> <p>SUBJECT General Knowledge</p> <p>GRADE: Two</p> <p>Duration 4 Lessons</p> | <p>LEARNING OUTCOMES</p> <p>All the students will be able to:</p> <ul style="list-style-type: none">• Recognizes that the natural environment comprises of living and non-living things.• Recognize that natural resources are essential for survival of human being (land, water, air, sun etc.)• Recognize the importance of natural resources.• Differentiate between the natural and human made materials.• Recognize that people manufacture different things from natural resources to serve human needs. <p>LEARNING OBJECTIVES</p> <ul style="list-style-type: none">• Observe that the natural environment comprises of living and non-living things.• Recognize the importance of natural resources.• Differentiate between natural and human-made things. <p>CROSS-CURRICULUM LINKS</p>  <ul style="list-style-type: none">• The topic links to Social studies. The effective and proper usage of natural resources is very important to explain to the students.• Details about environment and resources will be explained.• In Arts subject poster or modules can be made related to the topic. |
|---|--|

SKILLS INVOLVED:

Initiating, listing, planning, analyzing, communication, and collaboration.

PROGRESSION BETWEEN GRADES:

| GRADE I | GRADE III |
|---|---|
| <ul style="list-style-type: none"> • Earth and Sky | <ul style="list-style-type: none"> • Pollution • Natural disaster • Changes in the natural environment • Conserving the natural environment |
| <p>Link for SNC: http://mofept.gov.pk/Detail/YzJiNGVjODgtNjIwOC00YzRiLThmNmUtNjJjYWlWYmJkMWY2</p> | |

BRIDGE-IN:

- Ask students to tell the names of living things that they can see in the classroom.
- Then ask them to tell the names of non-living things that they can see in the classroom.

TEACHING STRATEGIES:

- Group discussion
- Make them understand through videos.
- Use posters and charts to elaborate.
- Flash cards.
- Worksheets

CONTENT SUPPORT:

- All ecological systems that are running without any human intervention makes natural environment like atmosphere, photosynthesis, pollination, water cycle, soil, mountains, water falls etc.
- The natural environment consists of living or non-living things.
- Living things: plants, human beings, and animals.
- Non-living things: air, sand, water, minerals etc.
- All things that are found naturally in the environment and are used by the people are called natural resources. e.g. water, wood, air, stones etc.
- Different regions on this Earth are rich in different natural resources. Some regions have more minerals, or some have more forests while some others are rich in oils etc.
- These natural resources are used by human beings to make things for the benefit of human beings. These things are called man-made things. e.g. furniture, rubber, paper etc.

Online links for related videos

<https://youtu.be/Qw6uXh9yM54>

<https://youtu.be/8GcSrSz9LT0>

Lesson plan 5.1:

UNIT 5: Natural environment and resources

TOPIC: Living and Non-living things

CLASS DURATION: 45 minutes

LEARNING OUTCOME:

Students will be able to

- Determine that natural environment consists of living and non-living things.

OBJECTIVE

- Observe that natural environment consists of living and non-living things.

TIMELINE

WARM UP (5 min)

Ask students to name one living and one non-living thing around them.

PRESENT INFORMATION (10 min)

- Page # 28

Activities: (25 minutes)

Any of the following activities can be done.

Activity 1:

- Ask students to draw three living and non-living things on a chart paper and colour them.

Activity 2:

- Make flash cards by pasting pictures of living and non-living things on them. Ask the students to sort living and non-living things.

Activity 3:

- Worksheet 5-1

Assessment: (5 minutes)

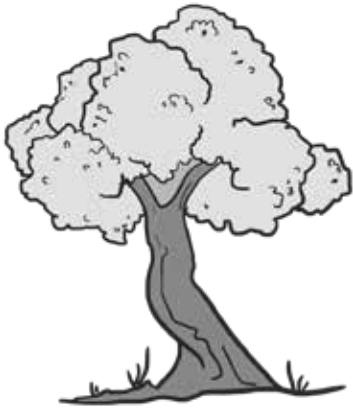
- Define Environment.
- How can we differentiate living from non-living things?
- Give some examples of living and non-living things.

Home assignment:

- Make a small list of living and non-living things that you can find in your house.

Worksheet 5-1

Circle the non-living things.



Lesson plan 5.2:

TOPIC: Natural Resources

CLASS DURATION: 45 minutes

LEARNING OUTCOME:

Students will be able to

- Identify natural resources and their importance for living things.

OBJECTIVE

- Recognize that natural resources are necessary for the survival of all living things.

TIMELINE

WARM UP (5 min)

- Warm up the students by asking the students these questions:
- How do you feel if you don't drink water for the whole day?
- If you don't water your plant for few days what would happen?
- Can a fish live without water?
- If there would be no tree on land how would it affect us?

PRESENT INFORMATION (10 min)

- Read and explain pages # 29–31.

GUIDED PRACTICE (10 min)

Worksheet 5–2 will be done.

Activities:

Any of the following activities can be done:

Activity 1:

- Make poster and list the ways in people use natural resources.

Activity 2:

- Make groups and choose one resource for every group to discuss how should we conserve that resource. (Project. Page#37)

Activity 3:

- Worksheet 5–2.

Assessment: (5 min)

- What are natural resources?
- What is the source of heat?
- Why can't we live without air?

Home assignment:

Question no.1 page 33

Worksheet 5-2

Name the following natural resources:



Lesson plan 5.3:

TOPIC: Natural and man-made things

CLASS DURATION: 45 minutes

LEARNING OUTCOME:

Students will be able to

- Differentiate between natural and man-made things.

OBJECTIVE

- Recognize that people make different things called man-made things from natural resources for their use.

TIMELINE

WARM UP (5 min)

Ask these questions:

- Who has made the sky or the Sun?
- Who made this table?
- Who does make the roads? etc.

PRESENT INFORMATION (10 min)

- Page # 31

Activities:

Activity 1:

- Display two posters with the headings 'Natural things' and 'Man-made things.'
- Make groups. One group will write natural things and the other will write man-made things on the poster.
- At the end each group will present the poster to the class.

Activity 2:

Worksheet 5-3

Assessment: (5 min)

- What are manmade things?
- Give some examples.

Home assignment:

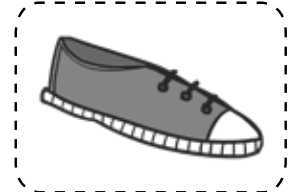
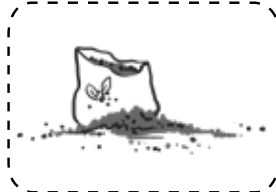
- Draw three natural and three man made things in your note books.

Worksheet 5-3

Cut and paste the picture in the correct column:

Natural things

Man-made things



Lesson.No. 5.4:

TOPIC: Reinforcement

CLASS DURATION: 45 minutes

LEARNING OUTCOME:

Students will reinforce the topics of the topic.

OBJECTIVE

- To reinforce the topics of the unit through different practices.

TIMELINE

WARM UP (10 min)

- Gather some natural and man-made things on the table ask students to identify. e.g water, soil, piece of cloth, paper, pencil, piece of wood etc.

Activities:

- Mind map on Page # 32
- Chapter review on page # 33 and 34.

ASSESSMENT: (15 minutes)

Worksheet 5-4

Home assignment:

- Look around your house and make list of natural and man-made things. Draw pictures also.

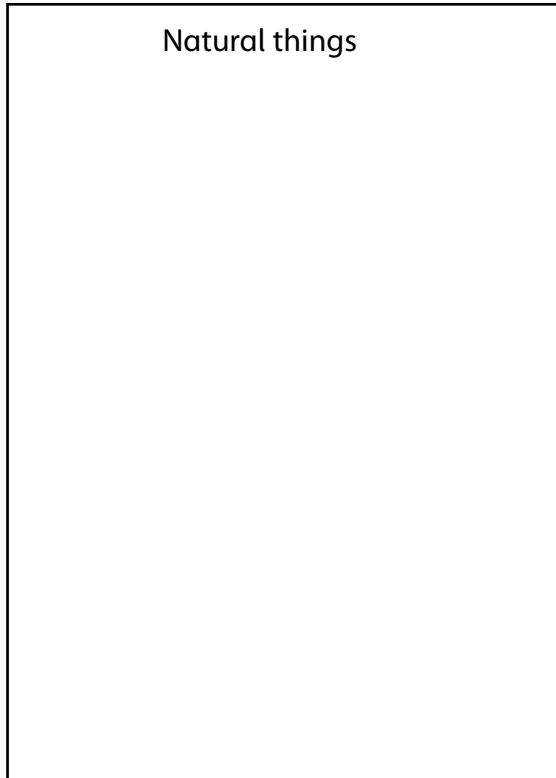
Worksheet 5-4

Define Natural environment.

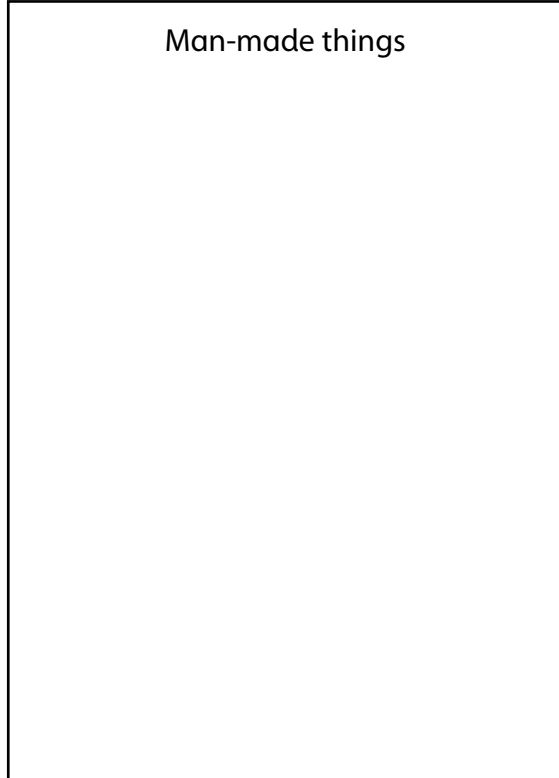
Write three uses of wood.

Draw pictures:

Natural things



Man-made things



UNIT 6

Water

LESSON PLAN INFORMATION

SUBJECT

**General
Knowledge**

GRADE: Two

**Duration
4 Lessons**

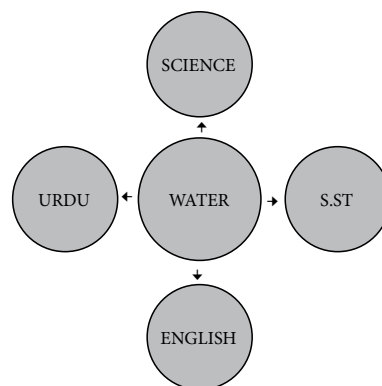
LEARNING OUTCOMES

- Recognize that living things need water to stay alive.
- Identify simple uses of water in everyday life.
- Take around the school and list natural and human made resources.
- List the ways in which people use natural resources.
- Identify the natural resources of water around themselves.
- Recognize the importance of water resources.
- Narrate how water gets from a natural source to the taps in their homes.
- Recognize that clean water should be used for drinking and cooking purposes.
- Understand that boiling, filtering, etc. are methods of purifying water.
- Recognize that some areas of Pakistan experience shortage of water.

LEARNING OBJECTIVES

- Identify the importance of water in life.
- List the different sources of water.
- Recognize that some areas of our country are facing shortage of water.
- Learn how to save water.

CROSS-CURRICULUM LINKS



This topic has links with Science as it explains the different sources of water and the procedure how we get the water in our taps.

This also has links with Social studies. As how some people are facing shortage of water and that we should not waste water is explained.

SKILLS INVOLVED:

Remembering, recalling, listing, comprehending, analyzing, experimenting, discovering.

PROGRESSION BETWEEN GRADES:

| GRADE I | GRADE III |
|--|---|
| <ul style="list-style-type: none">• Earth's features | <ul style="list-style-type: none">• Water cycle• Forms of water• Conserving the natural environment |
| Link for SNC: http://mofept.gov.pk/Detail/YzJiNGVjODgtNjIwOC00YzRiLThmNmUtNjJjYWlWYmJkMWY2 | |

BRIDGE-IN:

Interest in students can be developed by asking mind warm-up questions like:

- Have you ever wondered why fish don't live on land?
- What would happen if you don't drink water?
- From where water comes in your taps?

TEACHING STRATEGIES:

- Question/Answer session
- Group discussion
- Make them understand through videos.
- Use posters and charts to elaborate.
- Give students the handouts showing kids doing water activities like bathing, washing clothes etc. Discuss each activity.

CONTENT SUPPORT:

Water is the most important natural resource. All living things need water to survive. There is no alternative to water. Earth comprises of 71% of water.

There are so many uses of water. People use water for drinking, washing, bathing, for irrigation, for making electricity, for running air conditioning systems etc.

Sources of water:

- The people living in small areas which are located near some pond or river, usually use water directly from the pond or river.
- In rural areas water pumps in houses and tube well systems for irrigation are used to get the water from underground.

- In big cities proper supply system called ‘water works’ is used, it comprises of a pumping station and a water purification system.
- In towns and big cities, water is carried through large underground pipes.
- The quantity of salt in sea water is very high and it cannot be consumed. There are some areas located near the sea, where sea water is purified through the process called ‘desalination’. As this process is very expensive sea water is purified to use only if there is shortage of fresh water.

How to save water?

We have learnt that 71% of Earth’s surface comprises of water. But there is very little fresh water available for our use. If we are not going to save it or use it properly then the people on this Earth can face drastic shortage of water. So we must use it wisely:

- Never leave the tap open while brushing.
- Use bucket instead of shower to take bath.
- Always turn off the tap after its use.
- Fix the leakage of taps and pipes immediately.
- Try to use less water washing and cleaning purposes.
- Give water to plants from left water in bottles.

Online links for related videos

<https://youtu.be/bGWr5jXJfbs>

<https://youtu.be/c-3KCzxEgek>

Lesson plan 6.1:

UNIT 6: Water

TOPIC: Importance of water

CLASS DURATION: 45 minutes

LEARNING OUTCOMES:

Students will be able to

- Determine the importance of water.
- Identify that water is essential for all living things.

OBJECTIVES

- Explain the importance of water.
- Identify that no living organism can live without water.

TIMELINE

WARM UP (5 min)

Ask students to tell the ways they use water daily. Ask them to tell the number of times they use water.

PRESENT INFORMATION (10 min)

- Page# 39

Activities:

Activity1: Water the plant!

- Take two small pots of plants and place them in a classroom window.
- Give water to only one pot daily.
- Explain the students that the plant which is watered daily is fresh and growing healthy but the plant which is not watered at all is going to decay.
- Similarly, water is important for our body as well if our body does not get adequate water it becomes weak and ill.

Activity 2: Circle the things for which we use water in the following picture:



Activity 3:

Worksheet 6-1

Assessment: (5 minutes)

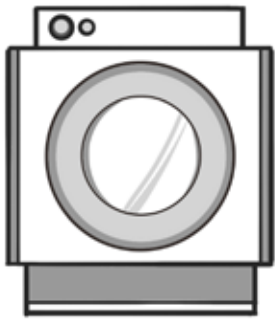
- What will happen to our body if it will not get enough water?
- Tell some uses of water.

Home assignment:

- List the ways in which water is used by people.

Worksheet 6-1

Match the following:



Drinking



Cooking



Swimming



Washing

Cleaning



Watering



Lesson plan 6.2:

TOPIC: Sources of Water

CLASS DURATION: 45 minutes

LEARNING OUTCOMES:

Students will be able to

- Identify different sources of water.
- Identify the ways to purify water.

OBJECTIVES

- Explain about the different sources of water.
- Explain the ways to purify the water.

TIMELINE

WARM UP (5 min)

Ask students the following questions:

- When you want water to wash hands from where do you get it?
- What do you think how do we get water in taps?
- Can we drink or use seawater?

PRESENT INFORMATION (10 min)

- Read and explain page# 38–39

Activities: (25 min)

Activity1: Steam Activity

- Students will do this activity in groups.
- Students will be required to draw and colour the different sources of water on a chart paper.

Activity 2: What comes next?

- Write different steps of the procedure of getting water starting from rain water and ending on tap water on the colourful cards.
- Call students one by one and ask them to paste the cards in the correct order on the board or poster.

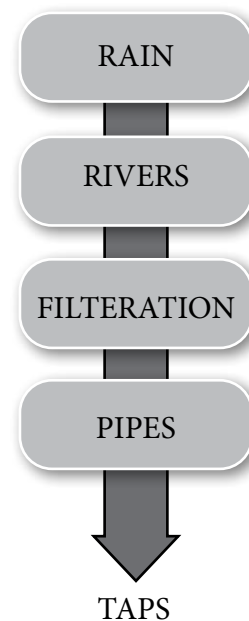
Activity 3: Worksheet 6–2

Assessment: (5 min)

- Quick review page no. 37

Home assignment:

- Exercise Question 1 and 3
- Cut and paste five pictures of different sources of water.



Worksheet 6-2

SOURCES OF WATER (Match the pictures with their names)

RIVER



POND



SEA



HAND PUMP



LAKE



Which is your favourite source of water? Why?

Lesson plan 6.3:

TOPIC: Conservation of water

CLASS DURATION: 45 minutes

LEARNING OUTCOMES:

Students will be able to

- Determine that some areas of the world are facing shortage of water.
- Identify the ways to conserve water resources.

OBJECTIVES

- Identify the areas where there is less water for consumption.
- Learn the ways to conserve water resources.

TIMELINE

WARM UP (5 min)

Ask students

- Do you turn the tap off while brushing teeth?
- Have they seen anyone wasting water?
- If yes, then how did you tell him/her not to waste water?

Present information: (15)

Page# 42 and 43

Activities: (20 min)

Why we should conserve water?

- Have a bucket full of water.
- Have three transparent measuring cups and one eye dropper.
- Call three students to help you in demonstration.
- Ask two students to fill the two cups with the bucket's water.
- Explain them this water represents fresh water and the water in the bucket is the salt water.
- Now ask one of them to pour half cup into the third empty cup.
- Now explain to the students that this 1 and $\frac{1}{2}$ cup of water is the polar ice caps. This water is in frozen form so cannot be used.
- Now the $\frac{1}{2}$ cup water is the ground water, surface and the water molecules present in the atmosphere.
- Let the students guess that of this half cup of water how much water is surface water.
- Take out the dropper and pour one drop on the hand of a student and explain to them that this is the surface water consists of rivers, ponds, lakes etc. that is available for our use.
- Now discuss with them that the water that we can use is available in such a small quantity that is why it is so important to not waste water and to use it wisely.

Activity 2:

ASSESSMENT: (5 minutes)

- Why is it important to use water wisely?
- Tell few ways to conserve water.

Home assignment:

Make a list of ways through which you can save water.

WHAT USES MOST WATER?

Circle the top three.



Washing clothes



watering plants



washing car



Brushing teeth



Have a bath



Flushing the toilet



Cleaning the house

Lesson No. 6.4:

TOPIC: Reinforcement

CLASS DURATION: 45 minutes

LEARNING OUTCOME:

Students will reinforce the topics of the topic.

OBJECTIVE

- To reinforce the topics of the unit through different practices.

TIMELINE

WARM UP (10 min)

- Discuss the results of the experiment of watering plant done in the first lecture of this unit.
- Show them the two pots and discuss that the plant which was not given water has decayed.

Activities: (20 min)

- Mind map on page no 40.
- Lets find out on page no 47.

ASSESSMENT: (15 minutes)

- Worksheet will be given.

Home assignment:

- Draw a flow chart of 'how water reaches our home taps from rivers'.

Unscramble the words.

ETSAM

ECI

TREAW

POURVA

VERIR

Fill in the blanks:

1. All _____ need water to live.
2. Rain water absorbs by the _____.
3. Water is taken to the filtration plants to kill _____.
4. We should drink _____ water.
5. We should drink more water in summer because in summer we _____.

Answer the following:

1. Write a method through which we can kill germs in our water.

2. Why do we not use seawater?

UNIT 7

Plants

LESSON PLAN INFORMATION

SUBJECT

General Knowledge

GRADE: Two

Duration
5 Lessons

LEARNING OUTCOMES

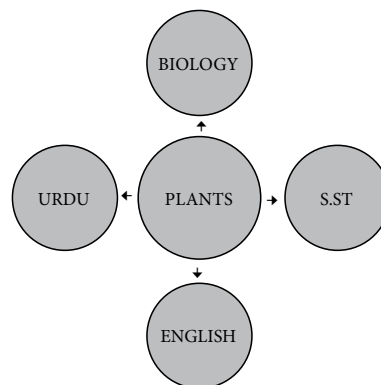
All the students will be able to:

- identify major parts of a plant. (root, stem, leaf and flower)
- list the functions of root, stem, leaf and flower
- identify different shapes of leaves found around them
- identify the roots that are eaten by people
- name a few plants around them which have flowers, and which do not have flowers
- identify the fruits which have seeds in them
- recognize that some plants grow from seeds while others grow from stems or roots
- identify that soil, light, air and water are needed to grow a plant
- highlight the importance of plants for climate change

LEARNING OBJECTIVES

- Identify major parts of plants.
- Recognize the functions of parts of plants.
- Understand growth and changes in plants.
- Learn uses of plants.

CROSS-CURRICULUM LINKS



- Details about the plants is discussed in Biology.
- Plants are an important part of any society. They help in making society a beautiful and a healthy place to live.

SKILLS INVOLVED:

Observing, analyzing, comprehending and writing.

PROGRESSION BETWEEN GRADES:

| GRADE I | GRADE III |
|--|---|
| <ul style="list-style-type: none"> • Common plants • Need of plants • Importance of plants | <ul style="list-style-type: none"> • Ecosystem • Lifecycle of some plants • Plants' food • Basic food groups • Balanced diet |
| Link for SNC: http://mofept.gov.pk/Detail/YzJiNGVjODgtNjIwOC00YzRiLThmNmUtNjJjYWlwYmJkMWY2 | |

BRIDGE-IN:

- Ask students to name some plants.
- Ask them why plants are important?

TEACHING STRATEGIES:

- Class discussion
- Videos
- Activities
- Flash cards

CONTENT SUPPORT:

Plants are very important for all living organisms. They produce oxygen during the process of photosynthesis. They provide shelter. They are important for our ecosystem. They provide food to other living organisms i.e. human and animals.

Parts of plants:

- Roots
- Stem
- Leaves
- Flowers
- Fruits

Functions of parts of plants:

- Roots: This part is under the soil. It absorbs water and minerals and provide it to the other parts of plant.
- Stem: It provides the bases for leaves and makes the shoot system.
- Leaves: They make food for the plant through the process called photosynthesis.
- Flowers: They are the reproductive part of the plant. Flowers are the colourful part of the plant.
- Fruits: They spread the seeds and allow the plants to reproduce

Plant helps to maintain the climate:

- Plants are the foundation of an ecosystem.
- Plants release oxygen and make the air clean by taking in carbon dioxide.
- Plants help in decreasing air pollution.
- Plants help to save the ozone layer.
- Thus they are very important in stopping the climate change.

Shapes of leaves:

- The leaves of different plants are different in shape.
- They may be oval shaped, elongated or wavy etc.

Seeds of plants:

- Most of the plants grow from seeds.
- We find seeds in fruits. Fruits can have one or more seed(s).
- Seeds can be big or small.
- They may be present inside or may be outside like in strawberries.

Growing plants:

Plants need the following things for its growth.

- Water
- Soil
- Air
- Sunlight

Online links for related videos

<https://youtu.be/7vjISSBcHCg>

<https://youtu.be/E9yo-LKtxj8>

Lesson plan 7-1:

UNIT 7 PLANTS

TOPIC: MAJOR PARTS OF PLANTS AND THEIR FUNCTIONS-I

CLASS DURATION: 45 minutes

LEARNING OUTCOMES

Learn major parts of plants and their functions.

OBJECTIVES

Students will be able to:

- Identify major parts of a plant. (root, stem, leaf and flower)
- list the functions of root, stem, leaf and flower

TIMELINE

WARM UP (5 min). (Classroom without walls)

You can have a short walk to the school's garden to let the students explore the parts of plants by looking at different plants and trees. (or bring a plant to the class if there is no garden available)

- Ask the students to observe how many parts a plant has.
- After coming back to the classroom ask them to discuss what they have observed.

PRESENT INFORMATION (10 min)

Pages # 46

Activities: (25 min)

Any of the following activities can be done.

Activity 1:

- Project given on page # 53

Activity 2:

- Paste a poster on the board or draw the diagram.
- Ask the students to come and label the parts.

Activity 3:

- Students make different parts with colourful papers and paste them on the chart.

Activity 4:

Worksheet 7-1

Assessment:

- Name the main parts of plants.
- Which part makes food for the plants?
- Which part of plant is under the soil?

Home assignment:

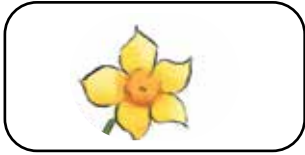
- Draw the diagram of plant and label it.

Worksheet 7-1

Match the parts of plants with their functions:



Makes food for the plant.



Absorbs water and minerals from the soil.



Reproductive part of the plant.



Provides basis for the leaves.

Lesson plan 7.2:

TOPIC: MAJOR PARTS OF PLANTS AND THEIR FUNCTIONS-II

CLASS DURATION: 45 minutes

LEARNING OUTCOMES:

Students will be able to:

- identify different shapes of leaves found around them
- identify the roots that are eaten by people
- name a few plants around them which have flowers, and which do not have flowers
- identify different forms of seeds in the fruits of different plants.

OBJECTIVES

- Know that leaves around us have different shapes and roots are used as food by people.
- Learn that plants can be both flowering and non-flowering.
- Learn about the seeds in fruits of different plants.

TIMELINE

WARM UP (5 min)

Ask students:

- Name any part of plant that is consumed by humans as food.
- Name your favorite flowers.

PRESENT INFORMATION (10 min)

- Pages# 47–48.

Activities: (25 min)

Any of the following activities can be done.

Activity1: Different shapes of leaves.

- Have different shaped leaves in a basket.
- Write the names of different shapes of leaves on the poster.
- Call one student at a time and ask him/her to select and paste the correct leaf on the poster under its shape name.

Activity 2: Edible roots!

- Beetroot, radish, carrot and turnip and ginger are some of the roots of plants that are eaten by humans.
- Bring these vegetables to the class and show them to the students.
- Ask them to draw and colour these vegetables.

Activity 3: Seeds!

- Show the flash cards having pictures of different fruits on them.
- Show them one by one and ask the students to tell what kind fruit it is or how many seeds it has.

Activity 4:

Worksheet 7-2

Assessment:

- Name the vegetables that are the roots of plants.
- Name the vegetables that are leaves of plants.
- Name the vegetables that are the fruit of plants.

Home assignment:

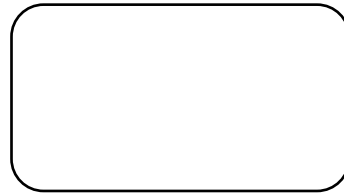
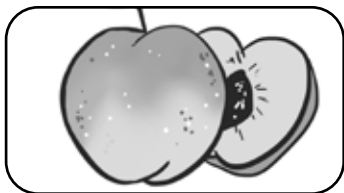
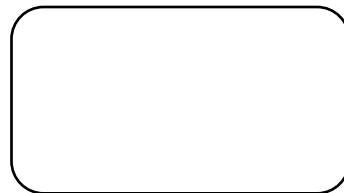
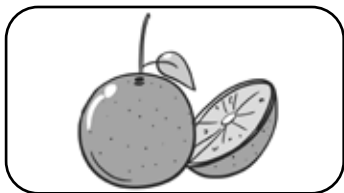
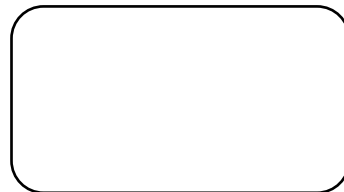
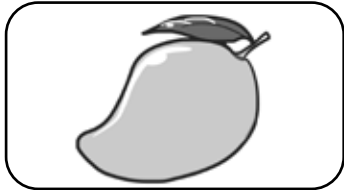
Search on the internet and write five names of flowering and five non- flowering plants.

Worksheet 7-2

Draw the seed of the fruit:

FRUITS

SEEDS



Lesson plan 7.3:

TOPIC: GROWTH AND CHANGE IN PLANTS

CLASS DURATION: 45 minutes

OVERVIEW

Students will be able to:

- recognize that some plants grow from seeds while others grow from stems or roots
- identify that soil, light, air, and water are needed to grow a plant

OBJECTIVES

- Learn that some plants grow from seeds while others grow from stems or roots.
- Learn about the role of soil, light, air, and water in the growth of plants.

TIMELINE

WARM UP (5 min)

- Have you ever grown a plant?
- If yes, then how did you grow it?

Activities: (25 min)

Any of the following activities can be done.

Activity 1: STEAM Activity.

- Have two pots of plants.
- Place one pot in sunlight and water it daily.
- Place the other in a dark place and do not water it at all.
- Observe the two plants' growth.

Activity 2: Art Activity.

Make groups and ask students to draw and colour different stages of the growth of a plant.

Activity 3: Classroom without walls.

- Arrange an activity of plantation of plants by students.
- Ask them to take care of the plant and observe its growth.

Activity 4:

Worksheet 7-3

Assessment: (5 min)

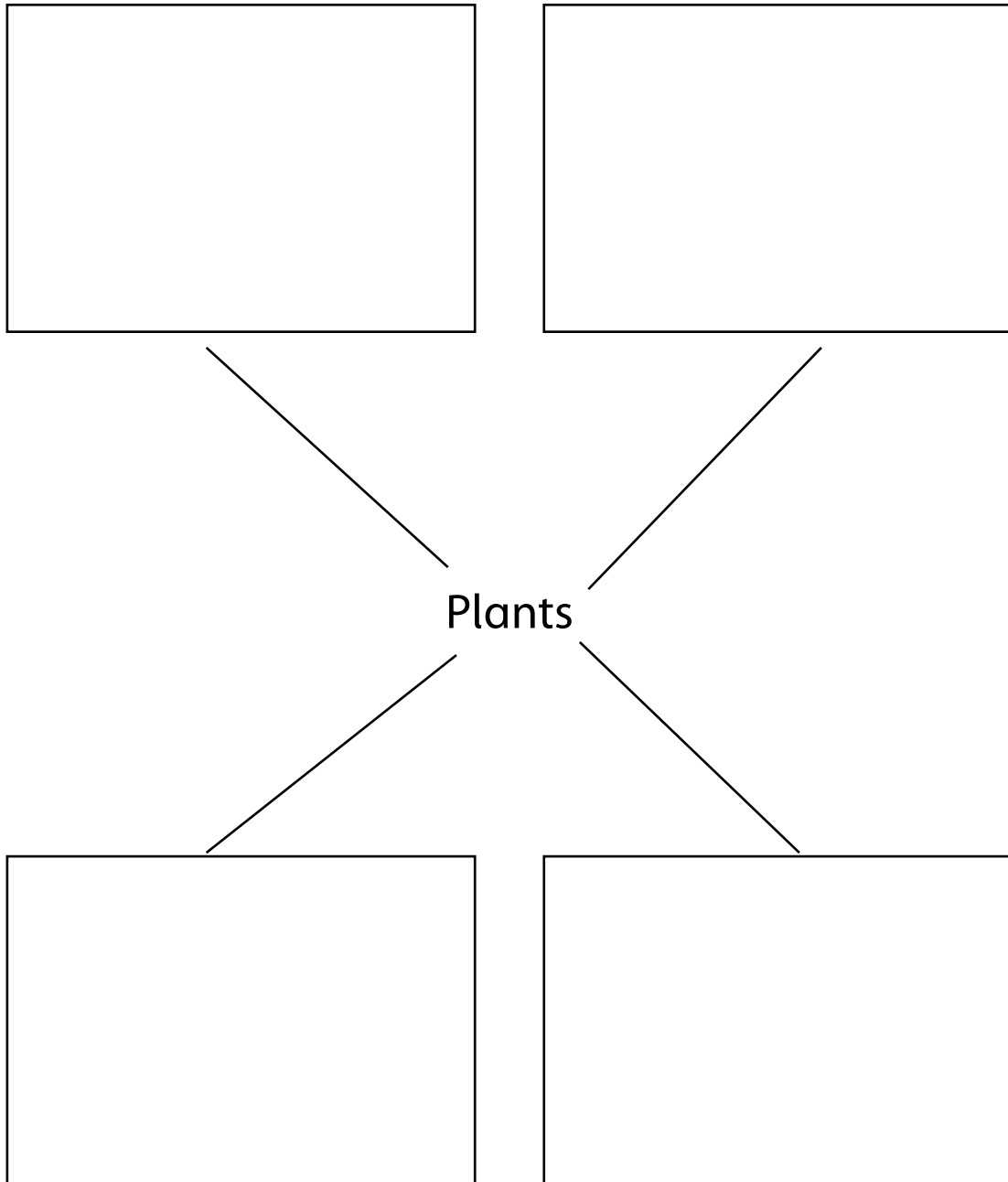
- What are the things important for a plants' growth?

Home assignment:

- Make a diagram of a plant and show and label the things important for the growth of a plant.

Worksheet 7-3

What are the things required by plants to grow, fill in the diagram below.



Lesson plan 7.4:

TOPIC: USES OF PLANTS

CLASS DURATION: 45 minutes

LEARNING OUTCOME

Students will be able to:

- highlight the importance of plants for climate change.

OBJECTIVE

- To learn the significance of plants in climate changes.

TIMELINE

WARM UP (5 min)

- What are the uses of plants?

Activities: (25 min)

Activity 1:

- Make groups and ask them to write how plants are used by human beings.

Activity 2:

- Discuss the importance of plants for the climate.
- Then write about what will happen if we don't have plants on Earth, with the involvement of students, on the board.

Activity 3:

- Make a chart with pictures and demonstrate the role of plants in climate change.

Assessment:

Worksheet 7-4 will be given.

Home assignment:

- Discuss the changing climate and the role of plants with your parents.

Worksheet 7-4

Write down the different roles that trees and plants are playing for our environment.



Lesson.No. 7.5:

TOPIC: Reinforcement

CLASS DURATION: 45 minutes

LEARNING OUTCOME:

Students will reinforce the topics of the unit.

OBJECTIVE

- To reinforce the topics of the unit through different practices.

TIMELINE

WARM UP (10 min)

Recap the unit by asking:

- What are the things important for the growth of plant?
- Name the basic parts of a plant.
- Name some vegetables that are roots of the plants.

Activities:

- Mind map on Page# 50.
- Projects given on page 53.
- Chapter review page 51–53

ASSESSMENT: (15 minutes)

- Worksheet 7–5 will be given.

Home assignment:

- Write a paragraph on 'Plants are important'.

Worksheet 7-5

Draw the parts of plant:

ROOTS



STEM



LEAVES



FLOWER



Complete the sentences using the words given below:


seeds


oil


water


pot

sunlight

1. Fill the _____  with mud.

2. Pour some _____  into the mud.

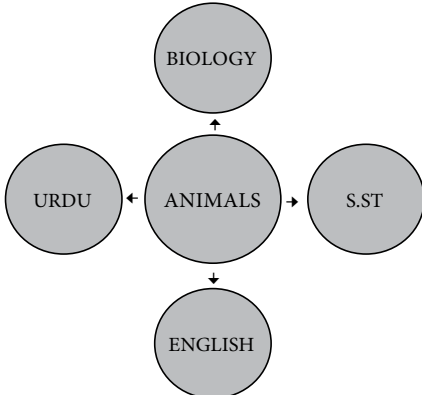
3. Cover the seeds with the _____ .

4. Pour some _____  into the pot.

5. Place the pot in front of _____ .

UNIT 8

Animals

| | |
|--|--|
| <p>LESSON PLAN INFORMATION</p> <p>SUBJECT</p> <p>General Knowledge</p> <p>GRADE: Two</p> <p>Duration</p> <p>4 Lessons</p> | <p>LEARNING OUTCOMES</p> <p>All the students will be able to:</p> <ul style="list-style-type: none">• list the animals they see in their surroundings (land and water)• recognize the animals that live on land are different in features from those that live in water• recognize that all animals have young ones that grow into adults (compare the young and adult forms of diff animals)• recognize different animals and their young ones. For example, horse and foal, cat and kitten, dog and puppy, hen and chick, frogs and tadpoles, butterflies and caterpillars etc.)• identify that some young animals do not look like their parents (frogs and butterflies etc.)• list the animals that feed their young ones and look after them• note different places where animals live (nest, den, barrow etc.) (match the animals with their homes) <p>LEARNING OBJECTIVES</p> <ul style="list-style-type: none">• Identify the animals on Land and in Water• Learn about the growth and changes in animals• Recognize the places where different animals live. <p>CROSS-CURRICULUM LINKS</p>  <pre>graph TD; ANIMALS((ANIMALS)) --> BIOLOGY((BIOLOGY)); ANIMALS((ANIMALS)) --> S_ST((S.ST)); ANIMALS((ANIMALS)) --> ENGLISH((ENGLISH)); ANIMALS((ANIMALS)) --> URDU((URDU));</pre> |
|--|--|

Details about the different animals is discussed in Science subject.

Animals are important for a society. They help a society in lots of ways.

SKILLS INVOLVED:

Listing, planning, analyzing, observing, drawing, collaboration and writing.

PROGRESSION BETWEEN GRADES:

| GRADE I | GRADE III |
|--|---|
| <ul style="list-style-type: none">• Common animals• Need of animals• Importance of animals• Living places of animals• Wild and domestic animals• Food for animals• Caring for things around us | <ul style="list-style-type: none">• Habitats• Kinds of habitats• Ecosystem• Characteristics of habitats• Life cycle of some animals• Animals' food |
| Link for SNC: http://mofept.gov.pk/Detail/YzJiNGVjODgtNjIwOC00YzRiLTNmNmUtNjJjYWlwYmJkMWY2 | |

BRIDGE-IN:

- Ask students which animals do they have or would like to have in their house.
- Have they been to a zoo? Were they scared of any animal in the zoo?
- Which animal's houses they know of or have seen?

TEACHING STRATEGIES:

- Activities
- Videos
- Pictures
- Flash cards

CONTENT SUPPORT:

Types of animals:

Animals on the Earth can be differentiated in different groups:

- **Land animals:**

Animals that can only live on land like tigers, cats, dogs etc.

- **Water animals:**

Animals that live in water like fish, octopuses, sharks etc.

- **Land and water animals:**
- Some of the animals and live on both land and water. Like crocodiles, frogs etc.

Difference:

| TERRESTRIAL/LAND ANIMALS | AQUATIC/WATER ANIMALS |
|--|--|
| live on land. | live in water. |
| Breathing organ is lungs. | Breathing organ is gills. |
| Skin is leathery, hard or spiny. | Skin is slimy, slippery or soft. |
| Their bodies have legs, waterproof skin, feathers, covered eggs and kidneys. | They have streamline bodies, fins, webbed feet, air bladder. |

Animal homes/Habitat:

Different animals live in different places: For example

Snakes-----Holes

Owls-----Tree hole

Dogs-----kennel

Cats-----cattery

Horses -----stable

Lion-----Den

Rabbit -----Hutch

Cow -----Shed

Animal's babies:

Adult animals take care of their baby animals. They teach them how to get food and how to protect themselves. Most animals have a strong bond with their babies like human beings. The baby names of some of the animals are:

Cat ----- Kitten

Dog ----- Puppy

Bear ----- Cub

Butterfly ----- Caterpillar

Camel ----- Calf

Tiger ----- Cub

Owl ----- Owlet

Online links for related videos

<https://youtu.be/lq4EZgeuNxA>

<https://youtu.be/Xj1ASC-TIsI>

Lesson plan 8.1:

UNIT ANIMALS

TOPIC: ANIMALS ON LAND AND IN WATER

CLASS DURATION: 45 minutes

LEARNING OUTCOMES:

Students will be able to:

- list the animals they see in their surroundings (land and water)
- recognize the animals that live on land are different in features from those that live in water

OBJECTIVES

- Name the animals found on land and in water.
- Differentiate between the features of animals found on land and in water.

TIMELINE

WARM UP (5 min).

- Name the animals found on land and in water.

PRESENT INFORMATION (10 min)

Pages# 55–58

Activities:

- Any of the following activities can be done:

Activity 1:

- Make two groups.
- One group will write the names and draw the animals found on land.
- Other group will write the names and draw the animals found in water.

Activity 2:

- Show the pictures of different animals and ask the students to say whether it is a land animal or a water animal.

Activity.3:

Worksheet 8–1

Assessment:

- What are land animals?
- What are water animals?
- What are land and water animals?

Home assignment:

- Paste pictures of 3 land and 3 water animals in your notebook.
- Question 4 of Chapter review.

Worksheet 8-1

Write the names of animals in the correct column:

FISH

TIGER

CAT

DOG

BEAR

SHARK

DEER

DOLPHIN

ANIMALS ON LAND

ANIMALS IN WATER

Lesson plan 8.2:

TOPIC: GROWTH AND CHANGES IN ANIMALS

CLASS DURATION: 45 minutes

LEARNING OUTCOMES:

Students will be able to:

- Recognize that all animals have young ones that grow into adults
- Recognize different animals and their young ones. For example, horse and foal, cat and kitten, dog and puppy, hen and chick, frogs and tadpoles, butterflies and caterpillars etc.
- Identify that some young animals do not look like their parents (frogs and butterflies etc.)
- List the animals that feed their young ones and look after them

OBJECTIVES

- Identify that all animals have younger forms
- Learn that younger forms can and cannot be same as adult forms

TIMELINE

WARM UP (5 min)

- Which baby animals have you seen?
- Do you have a pet animal?
- Was it a baby when you adopted it?

PRESENT INFORMATION (10 min)

- Pages # 59 and 60

Activities: (25 min)

- Any of the following activities can be done.

Activity 1:

- Draw the lifecycle of a frog and butterfly on the board and ask students to label it one by one.

Activity 2:

- Make a kitten and a cat with colourful clay.

Activity 3:

- Make two groups. One group will make a chart on the lifecycle of a butterfly and the other group will make a chart on the lifecycle of a frog.

Activity 4:

Worksheet 8-1.

Assessment:

- What do we call young one of a cat?
- Name some animals that take care of their babies.
- Name some animals that lay eggs.

Home assignment:

- Search on internet and draw the life cycle of any animal other than frog and butterfly.

Worksheet 8-2

Write the names of the young ones of these animals:



Lesson plan 8.3:

TOPIC: PLACES FOR ANIMALS

CLASS DURATION: 45 minutes

LEARNING OUTCOME:

Students will be able to:

- Name different places where animals live (nest, den, barrow etc.)

OBJECTIVE

- Learn about the names of the places where different animals live.

TIMELINE

WARM UP (5 min)

- Have you observed where ants go when you see them taking food in their mouth and going somewhere in the queue.
- Do you know where the birds go in the evening?

Present information: (10 min)

- page # 59.
- Relevant video

Activities: (25 min)

Activity 1:

- Use flash cards to show the houses of different animals and ask students to tell the names of the animals to which it belongs.

Activity 2:

- Take students on a study tour to a stable or a shed.

ASSESSMENT (5 min)

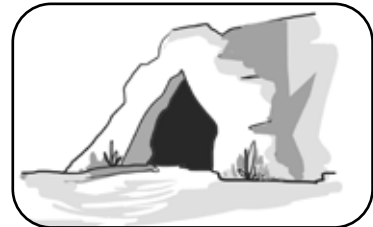
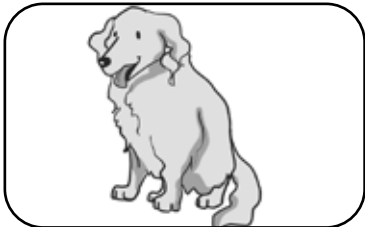
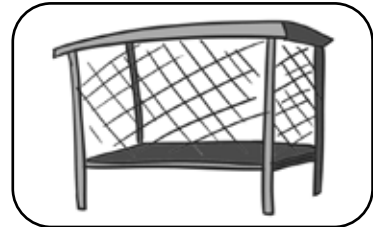
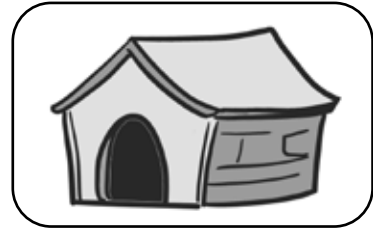
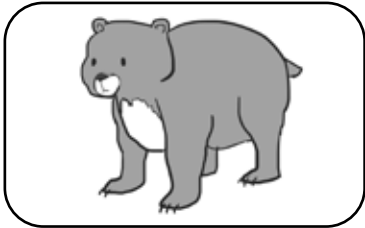
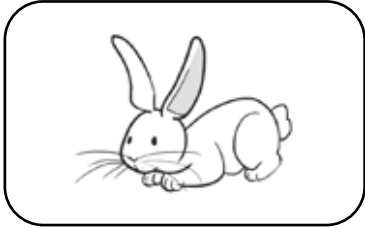
- Worksheet 8–3 will be given.

Home assignment:

- Draw houses of any five animals.

Worksheet 8-3

Match the following animals with their homes:



Lesson plan 8.4:

TOPIC: Reinforcement

CLASS DURATION: 45 minutes

LEARNING OUTCOME:

- Students will reinforce the topics of the unit.

OBJECTIVE

- To reinforce the topics of the unit through different practices.

TIMELINE

WARM UP (10 min)

- Name an animal that can live on land and in water.
- What is habitat?
- What do we call a baby lion?
- What is the home of rabbits called?

Activities:

- Mind map on Page#61.
- Chapter review on Page# 62 and 63.

ASSESSMENT: (15 minutes)

- Worksheet 8-4 will be done.

Home assignment:

- Question 1 of Chapter review

Worksheet 8-4

Assessment Worksheet:

List three water animals.

List three land animals.

True & False:

1. A baby tiger is called a chick. T/F
2. Shark can live on land and also in water. T/F
3. Where do snakes live. T/F

Draw the house of the following:

ANT

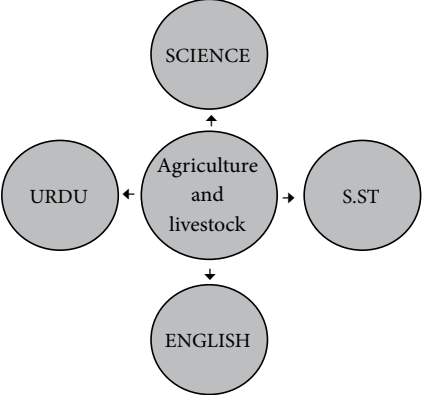


BIRD



UNIT 9

Agriculture and Livestock

| | |
|---|---|
| <p>LESSON PLAN INFORMATION</p> <p>SUBJECT</p> <p>General Knowledge</p> <p>GRADE: Two</p> <p>Duration</p> <p>3 Lessons</p> | <p>LEARNING OUTCOMES</p> <p>All the students will be able to:</p> <ul style="list-style-type: none">• List the major crops in Pakistan.• Recognize that people process the crops they grow for making products.• Recognize the importance of livestock. <p>LEARNING OBJECTIVE</p> <ul style="list-style-type: none">• List the major crops in Pakistan.• Learn about the process of making products from raw crops.• Recognize the meaning and importance of livestock <p>CROSS-CURRICULUM LINKS</p>  <ul style="list-style-type: none">• The process of the production of crops and the details about the body and habits of livestock is discussed in Science subject.• The topic has links with Social Studies. The agriculture and livestock both are important for a society. |
|---|---|

SKILLS INVOLVED:

Observing, reading, analyzing, communication, collaboration and writing.

PROGRESSION BETWEEN GRADES:

| GRADE I | GRADE III |
|--|---|
| <ul style="list-style-type: none"> • Our Country: Pakistan • Things around us: Plants and animals | <ul style="list-style-type: none"> • Changes in living things • Habitat • Resources and their types • Conservation of natural resources • Food |
| Link for SNC: http://mofept.gov.pk/Detail/YzJiNGVjODgtNjIwOC00YzRiLTNmNmUtNjJjYWlWYmJkMWY2 | |

BRIDGE-IN:

- Tell students a short story in which the terms agriculture and livestock are used.
- For example, you can tell a story about a boy whose father grows crops and the boy takes care of their animals....

TEACHING STRATEGIES:

- Videos
- Worksheets
- Activities
- Pictures
- Poster
- Discussions

CONTENT SUPPORT:**Agriculture:**

- The main crops that are grown in Pakistan are:
- Wheat:
- Wheat is the main crop grown in the country.
- Production of wheat depends on
- Quality of seeds.
- Timely sowing
- Use of fertilizers
- Elimination of weeds

Rice:

- The second largest crop grown in Pakistan is Rice.
- Pakistan also exports rice in large quantity.
- Pakistan is the fifth largest exporter of rice.
- The finest quality of rice made by Pakistan is 'Basmati'.

Maize:

- Maize is also an important crop of Pakistan.
- It is used in the making of edible oil.

Cotton

- Cotton is very important crop.
- Pakistan is raising foreign exchange through its export.
- It is called a cash crop.
- Cotton provides raw material for textile industry.

Sugarcane

- Sugarcane is also a cash crop.
- It provides the raw material for white sugar and gur.

Livestock:

- Livestock are those animals that provide us meat, eggs, milk, wool etc.
- For example: Hen, Goat, Sheep, Buffalo etc.
- In Pakistan, livestock is also a common business.

Online links for related videos

<https://youtu.be/GibudTRgU3Y>

<https://youtu.be/v7HNTGXwQd0>

Lesson plan 9.1:

UNIT 9: AGRICULTURE AND LIVESTOCK

TOPIC: MAJOR CROPS IN PAKISTAN

CLASS DURATION: 45 minutes

LEARNING OUTCOME:

Students will be able to

- Identify the major crops growing in Pakistan.

OBJECTIVE

- Learn about the major crops of Pakistan.

TIMELINE

WARM UP (5 min)

- What did you eat today in breakfast?
- From which crop bread is made of?
- Can you name some of the crops?

PRESENT INFORMATION (10 min)

- Page# 65, 66.

Activities: (25 min)

Activity:1: Sort the Seeds!

- Ask the students to bring different type of seeds and a bowl from their home a day before the class.
- Collect the seeds from the class and mix them.
- Put the mixture of the seeds in the bowls and give one bowl to each student.
- Ask the students to sort the seeds.
- Now paste the different seeds on the chart paper and write their names.

Activity:2: Scarecrow!

- Make a scarecrow with the help of wooden sticks, glazed paper and dry grass.

Activity:3:

- Worksheet 9-1

Assessment: (5 minutes)

- What are the main crops of Pakistan?

Home Assignment:

- What are the major crops of Pakistan? Research on internet and write down some facts about these crops.

Worksheet 9-1

Write down the names of the crops.

Wheat

Rice

Cotton

Sugarcane

Maize

Sunflower



Lesson plan 9.2:

TOPIC: IMPORTANCE OF LIVESTOCK

CLASS DURATION: 45 minutes

LEARNING OUTCOME:

Students will be able to

- Identify the importance of livestock in Pakistan.

OBJECTIVE

- Explain the importance of livestock in Pakistan.

TIMELINE

WARM UP (5 min)

- Show pictures of some farm animals to the students
- Ask what do we get from these animals.

PRESENT INFORMATION (10 min)

- Read and explain page# 66

Activities: (25 min)

Activity1: Animal Masks!

Steam Activity:

- Have paper plates, paints and thread/rubber band.
- Draw and paint animal faces on these plates.
- Tie a rubber band or thread at the two corners of the thread.

Activity 2: Lets Count!

Steam Activity:

- Show the students different pictures of livestock in which different number of a particular animal is present.
- You can also draw and make flash cards.
- Ask the students to count the number of animals shown in the picture/card.

Activity 3:

- Worksheet 9–2

Assessment: (5 min)

- What do we mean by livestock?
- Which animals give us milk.
- Which animal lays eggs?

Home Assignment:

- Draw or paste any three animals that give you milk, meat, and eggs in your notebook. Also label them.

Worksheet 9-2

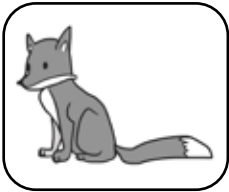
Match the following:



EGGS



MEAT



MILK



HONEY



FUR

Lesson plan 9.3:

TOPIC: Reinforcement

CLASS DURATION: 45 minutes

LEARNING OUTCOME:

Students will reinforce the topics of the unit.

OBJECTIVE

- To reinforce the topics of the unit through different practices.

TIMELINE

WARM UP (10 min)

- Have different seeds of the crops grown in Pakistan. Show them to the students and ask them to guess the crop to which the seed belongs.

Activities: (20 min)

- Mind map on Page# 67.
- Chapter review on Page# 68.

ASSESSMENT: (15 minutes)

- Worksheet 9-3

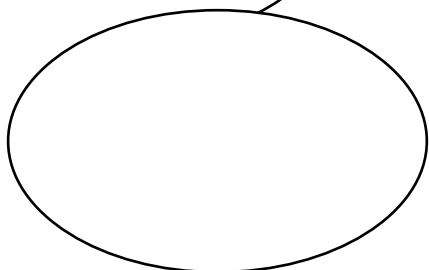
Home Assignment:

- Make a list of the main crops of Pakistan. Also draw or paste their pictures.

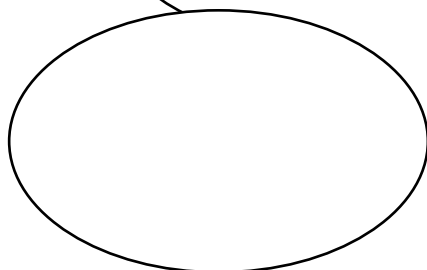
Complete the structure by drawing the pictures.



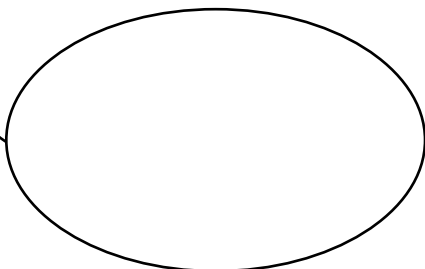
COTTON



DRESS



THREAD



CLOTH

UNIT 10

Conservation of Earth's Resources

| | |
|--|---|
| <p>LESSON PLAN INFORMATION</p> <p>SUBJECT</p> <p>General Knowledge</p> <p>GRADE: Two</p> <p>Duration</p> <p>3 Lessons</p> | <p>LEARNING OUTCOMES</p> <p>All the students will be able to:</p> <ul style="list-style-type: none">• Identify the ways in which human beings waste water.• Identify the problems caused by wastage of water.• Suggest ways to save water.• Recognize the importance of forests for human beings.• Identify the ways in which land is destroyed due to human activity. (deforestation)• Suggest ways to reduce deforestation. <p>LEARNING OBJECTIVES</p> <ul style="list-style-type: none">• Identify the problems caused by wastage of water by human beings.• Learn about the ways to save water.• Learn the meaning and ways of deforestation.• Learn the ways to reduce deforestation. <p>CROSS-CURRICULUM LINKS</p> <div data-bbox="746 1205 1171 1603" data-label="Diagram"><pre>graph TD; A((Conservation of the Earth's resources.)) --> B((Environmental science)); A --> C((S.ST)); A --> D((ENGLISH)); A --> E((URDU));</pre></div> |
| | <ul style="list-style-type: none">• Environmental Science is linked with the subject. Shortage of water and deforestation directly effects our environment.• People's behavior towards the natural resources is the main reason of reduction of natural resources. |

SKILLS INVOLVED:

Observing, analyzing, planning, communication, collaboration, and writing.

PROGRESSION BETWEEN GRADES:

| Grade I | GRADE III |
|--|---|
| <ul style="list-style-type: none"> • Our country: Pakistan • Earth and Sky • Things around us | <ul style="list-style-type: none"> • Energy and its sources • Resources and their types • Conservation of natural resources. |
| Link for SNC: http://mofept.gov.pk/Detail/YzJiNGVjODgtNjIwOC00YzRiLThmNmUtNjJjYWlWYmJkMWY2 | |

BRIDGE-IN:

Ask students to take turns and tell what would happen if there would be no water left.

TEACHING STRATEGIES:

- Question/Answer session
- Group discussion
- Make them understand through videos.
- Use posters and charts to elaborate.
- Worksheets

CONTENT SUPPORT:**Importance of Water:**

- Water is life. Water is an essential component of this Earth.
- It is very important for human life. If we consume less water, it can cause severe dehydration.
- Human beings use water for other purposes also like washing, bathing, cleaning etc.

Wastage of Water:

- Water is very important for human beings and there is no alternative to it. Human beings need water for almost everything they do. But water is being wasted too by human beings.
- They keep their taps open while brushing their teeth.
- They take bath from the shower.
- They use flushing systems in toilets.
- They wash their cars with water pipes or pumps.
- They keep the water flowing while washing dishes.
- They usually don't take care of small leakages of pipes.
- Almost 50 to 60 gallons of water is being wasted in every house.

Save Water:

- The consumption of water must be reduced to save the water for our next generations.
- Keep the tap off when not using it.

- Use of paper toilets or bucket water instead of flushing system in toilets or use it only when necessary.
- Use bucket or take shorter showers.
- Try to measure that how much water is being wasted.
- Collect rain water for watering plants.

Deforestation:

- It means to clear the trees off from any part of the land. Forests covers 30% of Earth's land. They provide food, medicine and shelter to many animals. They are important for maintaining Earth's climate. Thus forests are very important for us.

Reason:

- Forests are destroyed and trees are cut to build houses, markets, hospitals etc.
- Trees are cut to get the wood for wood basic industries like paper, match sticks etc.
- Trees are cut for fuel purposes.
- Deforestation is also done to convert the forest into agricultural area.
- Forest are destroyed to get timber.
- Deforestation also occurs due to forests fires.
- To make roads trees are being cut.

Effects:

- The effects of deforestation are:
- Soil erosion
- Increase in global warming.
- Many plants and animals are endangered.
- Increase in water level due to land erosion results in more floods occurring.

Save Forests:

- Plant more trees.
- Make strict rules for deforestation.
- Ban unchecked cutting of trees.
- Make the people aware of the hazards of deforestation.

Online links for related videos

<https://youtu.be/lcyM43z0UE8>

<https://youtu.be/vBgV4rbM3ec>

<https://youtu.be/-01T9e6VDWU>

Lesson plan 10.1

UNIT 10: CONSERVATION OF THE EARTH'S RESOURCES

TOPIC: WAYS OF WASTING WATER

CLASS DURATION: 45 minutes

LEARNING OUTCOME:

Students will be able to

- Determine the ways in which human beings are wasting water.

OBJECTIVE

- Identify the ways the of wasting water.

TIMELINE

WARM UP (5 min):

- Do you think that you waste water? If yes, then how?

PRESENT INFORMATION (10 min)

- Page# 70
- Related video.

Activities: (25 min)

Activity 1: Show Time!

- Show the students some pictures in which water is being wasted.
- Discuss each picture and ask students to give their opinion about those pictures.

Activity 2: Classroom without walls!

- Ask students to take a round of the school and ask them to note down where they found water is being wasted.
- Ask them to give suggestions on how we can control wastage of water.

Activity 3:

Worksheet 10–1

Assessment: (5 minutes)

- Can we survive without water?
- What are the ways in which human beings waste water?

Home Assignment:

- Write down the ways you notice in which water is wasted in your house. Then discuss these points with your parents.

Worksheet 10-1

WHAT SHOULD WE DO:

We should wash the car every day.

Yes/No

We should take long showers.

Yes/No

We should waste lots of water when we wash clothes.

Yes/No

We should not water plants daily.

Yes/No

We should turn off the taps while brushing our teeth.

Yes/No

We should repair the pipe leakages immediately.

Yes/No

Lesson plan 10.2:

TOPIC: WAYS TO SAVE WATER

CLASS DURATION: 45 minutes

LEARNING OUTCOMES:

Students will be able to:

- Identify the problems caused by wastage of water.
- Determine the ways to save water.

OBJECTIVES

- Identify the problems that are caused by wastage of water.
- Learn ways to save water.

TIMELINE

WARM UP (5 min)

- What can you do to save water?

PRESENT INFORMATION (10 min)

- Read and explain page# 70–71.

Activities: (25 min)

Activity 1: Group Activity!

- Make a list of the ways to save water.
- This activity can be done in groups.

Activity 2: STEAM activity!

- Estimate the amount of water you use in one day. You can estimate in liters.
- Then calculate how much water you wasted.
- At the end, find out the minimum quantity of water you could use.

Activity 3:

Worksheet 10–2

Assessment: (5 min)

- What are some of the problems we will have to face due to wastage of water?
- List some methods of conservation of water.

Home Assignment:

- What role kids can play in saving water?

Worksheet 10-2

HOW CAN WE SAVE WATER?

| Place of using water | How can water be wasted on this place? | How can we save water here? |
|----------------------|--|-----------------------------|
| | | |
| | | |
| | | |

Lesson plan 10.3:

TOPIC: IMPORTANCE OF FORESTS

CLASS DURATION: 45 minutes

LEARNING OUTCOME:

Students will be able to

- Identify the hazards of deforestation.

OBJECTIVE

- Learn the importance of forests.

TIMELINE

WARM UP (5 min)

- Have you ever been to some forest?
- What is the name of that forest?
- Share your experience of going there.

PRESENT INFORMATION (10 min)

Read and explain page# 72.

Activities: (25 min)

Activity:1. Endangered animals!

- Draw the animals that are in danger due to deforestation.
- Activity:2. Classroom without walls:
- Arrange a trip to a nearby forest. Or show a video of a forest

Activity:3:

Worksheet 10-3

Activity:4: Poster Making!

- Make a poster on the importance of forests for the climate.
- This activity can be done in groups.
- Display the best poster on the wall.

Assessment: (5 min)

- What are some disadvantages of deforestation?

Home Assignment:

- Plant a tree in your garden or in some nearby park.

Worksheet 10-3

Tick the ways to save the forests:



Plant
more
trees

Make fires

Use only
one side of
the paper

Cut down
trees

Recycle
paper

Don't cut
trees

Use lighter
instead of
match stick

Use lots
of tissue
papers

Lesson plan 10.4:

TOPIC: Reinforcement

CLASS DURATION: 45 minutes

LEARNING OUTCOME:

Students will reinforce the topics of the unit.

OBJECTIVE

- To reinforce the topics of the unit through different practices.

TIMELINE

WARM UP (10 min)

- How do people waste water?
- How can we save water?
- Why are trees being cut by people?

Activities: (20 min)

Mind map on Page#73.

Chapter review on Page# 74 and 75.

ASSESSMENT: (15 minutes)

Assesment

Worksheet 10–4

Home Assignment:

- Why do people cut trees? Write 3 reasons.

Worksheet 10-4

Write two ways of wasting water?

List three ways of saving water?

Match:

fix any leaking taps



Don't waste water



Deforestation



UNIT 11

Heat and Light

LESSON PLAN INFORMATION

SUBJECT

General
Knowledge

GRADE: Two

Duration

3 Lessons

LEARNING OUTCOMES

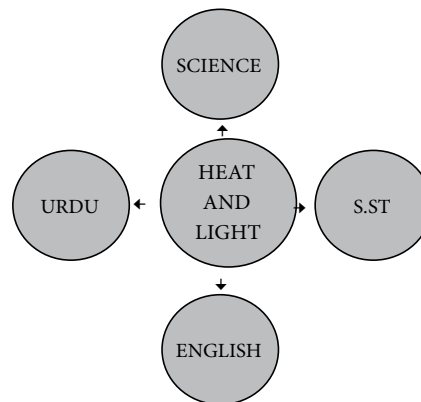
All the students will be able to:

- List the major crops in Pakistan.
- Recognize that people process the crops they grow for making products.
- Recognize the importance of livestock.

LEARNING OBJECTIVE

- List the major crops in Pakistan.
- Learn about the process of making products from raw crops.
- Recognize the meaning and importance of livestock

CROSS-CURRICULUM LINKS



- The topic has links with Science subject. The production of heat and light will be explained.
- In Social Studies subject, the importance of heat and light in human being's life will be elaborated.

SKILLS INVOLVED:

Observing, analyzing, performing, recording, inquiry and problem solving.

PROGRESSION BETWEEN GRADES:

| Grade I | GRADE III |
|---|---|
| <ul style="list-style-type: none"> • Earth and Sky | <ul style="list-style-type: none"> • Sun • Energy and its Sources |
| <p>Link for SNC: http://mofept.gov.pk/Detail/YzJiNGVjODgtNjIwOC00YzRiLThmNmUtNjJjYWlWYmJkMWY2</p> | |

BRIDGE-IN:

- Ask following questions to make students active:
- From where does the Earth get its light?
- How can we get light other than the sunlight?
- How do we get warm in cool weather?

TEACHING STRATEGIES:

- Hand on experiences
- Worksheets
- Activities
- Videos
- Pictures

CONTENT SUPPORT:**FACTS ABOUT HEAT:**

- When two objects touch each other, the hotter object will transfer its heat to the other object with low heat.
- When heat of an object increases it expands.
- Some objects absorb more heat than others, these objects are called conductors. Iron, steel, copper and water are all conductors of heat.
- An object can change its state of matter with heat like when we heat water, it changes into steam.
- Heat energy can travel through air and this is called 'radiation'. For example: The heat of Sun reaches to the Earth by radiation.
- We can feel more heat of the object producing heat when we are close to it. For example, when we sit closer to the heater in winter season we feel its warmth more than to sit away from it.
- What is Light?
- Light is the form of energy that make us able to see things. The main natural source of light is the Sun.

FACTS ABOUT LIGHT:

- Light travels at the speed 300,000 kilometers per second.
- Sunlight reaches the Earth in 8 minutes.
- We see an object when light from its source travels to the object and reflects to our eyes.
- There are many other man-made sources of light. For example, Torch, Lamp, Electric Bulb etc.
- We can see the object more clearly when there is more light. For example, we can see anything more clearly in the sunlight than in any other artificial light.

Online links for related videos

<https://youtu.be/jKokXIJ9Gw4>

<https://youtu.be/LCEqlvHFihM>

Lesson plan 11.1:

UNIT 11 Heat and Light

TOPIC: Sources of Heat and Light

CLASS DURATION: 45 minutes

LEARNING OUTCOMES:

Students will be able to:

- Recognize the terms heat and light.
- Identify the sources of heat and light.

OBJECTIVE

- Define the terms heat and light.
- Identify and list different sources of heat and light.

TIMELINE

WARM UP (5 min).

- Have different pictures of objects producing heat or light energy. Show the pictures to the students and ask them to tell whether the object in the picture is producing heat or light energy.

PRESENT INFORMATION (10 min)

Pages# 77–78.

Activities: (25 min)

Activity 1: Melt the ice!

- Steam Activity
- Divide students in different groups.
- Give them sealed transparent bags of ice cubes.
- Ask them to melt the ice cubes.
- They can use any method to melt them. For example, put it in the sun shine or rub them etc.
- Then measure the difference of time between different groups they take to melt the ice.

Activity 2: Best source of light!

- Collect different things that produce light. For example: Torch, lamp, small bulb, any toy with light.
- Make the classroom dark with no light.
- Now switch on the objects one by one and ask students to tell which object is producing more light.
- At the end, open up the window and explain to them that sunlight is the best source of light.

Activity 3:

Worksheet 11–1

Assessment: (5 min)

- Name the man-made sources of light.
- Name the ways of producing heat energy.

Home Assignment:

- Make a list of things in your house from which you get light.

Worksheet 11-1

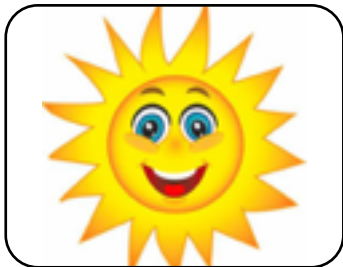
Identify natural and man-made sources.



Natural/Man-Made



Natural/Man-Made



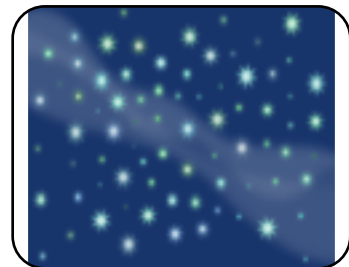
Natural/Man-Made



Natural/Man-Made



Natural/Man-Made



Natural/Man-Made

Lesson plan 11.2:

TOPIC: Uses of Heat and Light

CLASS DURATION: 45 minutes

LEARNING OUTCOME:

Students will be able to:

- Recognize different uses of heat and light.

OBJECTIVE

- List the uses of heat and light.

TIMELINE

WARM UP (5 min)

- Ask students about the uses of heat and light and list them on the board.

PRESENT INFORMATION (10 min)

Pages # 80

Activities: (25 min)

Activity 1: Art activity.

- Make two groups.
- One group will make poster on the uses of heat. The other group will make a poster on the uses of light.
- Ask the students to make their posters colourful and draw relevant pictures.

Activity 2: Show time!

- Show the pictures in which heat or light is being used.
- You can use projector to show the pictures.
- Discuss each picture with the students.

Activity 3:

Worksheet 11–2

Assessment: (5 min)

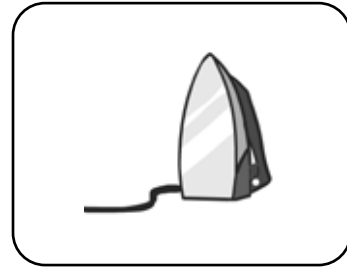
- How did you use light energy today?
- Did you use heat energy today? How many times did you use it?

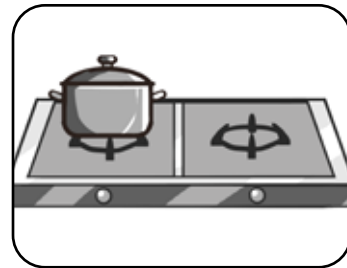
Home Assignment:

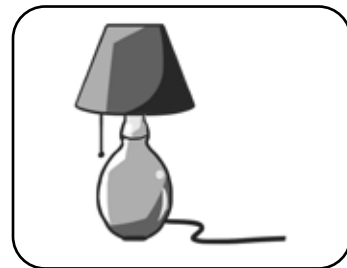
- Draw five objects that are being used in your house to get either heat or light energy. Also mention the usage of the object.

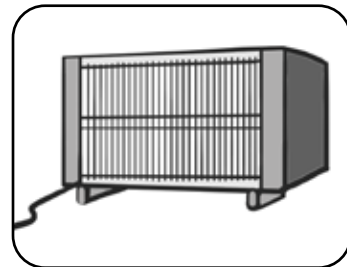
Worksheet 11-2

What is the source of light or heat energy shown in the picture?









Lesson plan 11.3:

TOPIC: Intensity of Heat and Light

CLASS DURATION: 45 minutes

LEARNING OUTCOME:

Students will be able to:

- Recognize that heat and light energy intensifies when we are close to them.

OBJECTIVE

- Explain that heat and light energy intensifies when we are close to them.

TIMELINE

WARM UP (5 min)

- There are some countries on the Earth where the weather is always hot and in some countries the weather remains cold, whereas there are countries with moderate weather. What is the reason behind the change in weather of these countries?

Present information: (10 min)

Page # 81–82

Activities: (25 min)

Activity 1: Who can be seen clearly!

- Close all the windows and switch on only one light of the classroom. Now explain to the students that the students who are sitting near the light can be seen more clearly than the students who are sitting far from the light.

Activity 2: Warm or cold!

- Ask the students to hold a warm cup of water. Ask them that which is warmer, their hand or the cup. After a while ask them how are their hands feeling. Their hands will be warm after touching the warm cup of water.

Activity 3:

Worksheet 11–3

ASSESSMENT (5 min)

- Can we go near the Sun? Why?

Home Assignment:

Activity on page#81

Worksheet 11-3

Circle the object with highest intensity:



Lesson plan 11.4:

TOPIC: Reinforcement

CLASS DURATION: 45 minutes

LEARNING OUTCOME:

Students will reinforce the subtopics of the unit.

OBJECTIVE

- To reinforce the topics of the unit through different practices.

TIMELINE

WARM UP (10 min)

- Name some natural sources of light.
- Tell one method to get warm.
- How do we use heat and light energy?

Activities: (20 min)

- Mind map on Page# 83.
- Chapter review on Page# 84, 85.

ASSESSMENT: (15 minutes)

Assessment worksheet

Home Assignment:

What would happen if there was no heat energy to use? Write few lines.

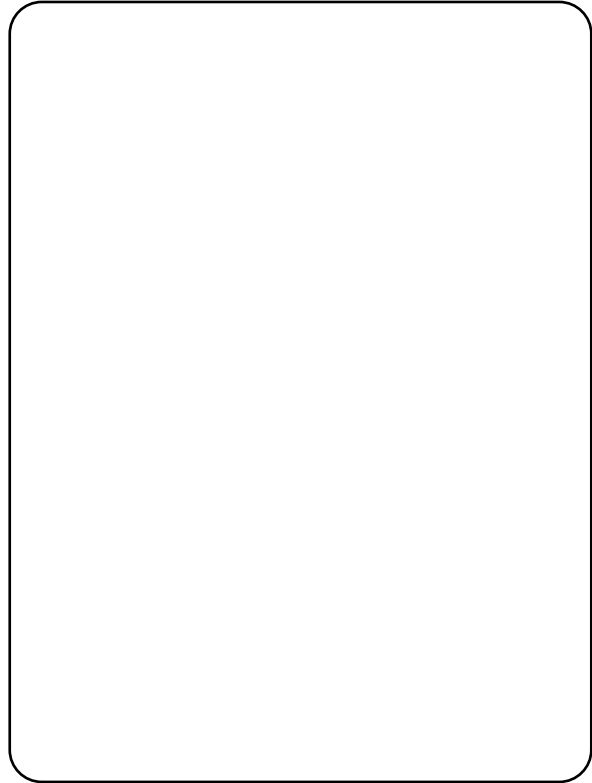
Assessment

Worksheet: 11-4

Worksheet 11-4

Name three man-made sources of light.

Draw two natural sources of light.

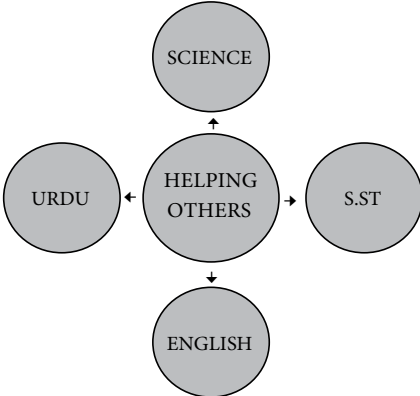


What are the three ways of getting heat energy?

Write some uses of light.

UNIT 12

Helping others

| | |
|--|---|
| <p>LESSON PLAN INFORMATION</p> <p>SUBJECT</p> <p>General Knowledge</p> <p>GRADE: Two</p> <p>Duration</p> <p>3 Lessons</p> | <p>LEARNING OUTCOMES</p> <p>All the students will be able to:</p> <ul style="list-style-type: none">• Understand the importance of sharing things.• List the things they share with others. (toys, stationery items, lunch with friends etc.)• Identify from given pictures and stories the ways in which people help each other. (at home, in classroom, in city/in village, at the time of any need or disaster)• Identify from their daily life, the ways in which people are interdependent. <p>LEARNING OBJECTIVES</p> <ul style="list-style-type: none">• Identify the importance of sharing things.• List the things they share with their friends and family.• Identify the ways in which people help each other. <p>CROSS-CURRICULUM LINKS</p>  <pre>graph TD; H[HELPING OTHERS] --> S[SCIENCE]; H --> SS[S.ST]; H --> E[ENGLISH]; H --> U[URDU];</pre> <ul style="list-style-type: none">• The topic is linked with Ethics. An individual can become a good person only by developing the habit of helping others.• Helping one another is essential for all the people living in a society. |
|--|---|

SKILLS INVOLVED:

Writing, planning, observing, drawing, collaboration and communication.

PROGRESSION BETWEEN GRADES:

| GRADE I | GRADE III |
|--|---|
| <ul style="list-style-type: none"> • Friends and Family • Neighbourhood • Good Manners and Habits | <ul style="list-style-type: none"> • The Role of the Government and the Citizen • Working out Disagreements • Safety |
| Link for SNC: http://mofept.gov.pk/Detail/YzJiNGVjODgtNjIwOC00YzRiLThmNmUtNjJjYWlWYmJkMWY2 | |

BRIDGE-IN:

- You can have a small demonstration session where you can create different situations of helping others, for the students. For example: If someone has not brought his lunch, you can share your lunch with him or you can help an old person in crossing the road etc.

TEACHING STRATEGIES:

- Worksheets
- Videos
- Pictures
- Flash cards
- Demonstrations

CONTENT SUPPORT:

- Helping other people is one of the most important traits one should have to make this world a happy and peaceful place to live. There are ways in which we can help others.

BY SHARING OUR THINGS.

- We should learn to share whatever we have. If someone wants a thing that we do have but the other person does not have and he/she needs that thing we must not hesitate to share it. If we share our things today, then others will share their things when we need them.

LISTEN TO THE PEOPLE:

- Listening to the problems of people sometimes is a great help to them. Today, everyone is busy in their lives and no one really cares what the other person is going through. If we take out time for others to listen to their problems and try to find out solutions, then this can be a great help to them.

BY HELPING OLD OR SICK PEOPLE:

- You should help old people whenever you see them in need. Always be aware about the old people living within your locality and be ready to help them in whatever way possible.

BY HELPING YOUR YOUNGER SIBLINGS:

- If you have your younger brothers and sisters, help them in their homework or different little tasks in which they need your help.

HELP YOUR PARENTS:

- Help your parents in routine tasks. For example, help your mother in kitchen or table setting or help your father in washing the car etc.

BENEFITS OF HELPING OTHERS:

- First of all, it's our religious obligation and ALLAH Almighty becomes happy with us when we help others.
- It has proved from different researches that the people who help others live long lives.
- When we help others, it gives us internal happiness and contentment. So, we become a happy person.
- By helping others, you become famous and everyone starts respecting you.
- You can make new friends.
- When you will be in need of something you will find that there are so many people who are ready to help you and you are not alone.

Online links for related videos

<https://youtu.be/GGBYFn4iXtA>

<https://youtu.be/isdsMlk9AL4>

Lesson plan 12.1:

UNIT 12 HELPING OTHERS

TOPIC: SHARING WITH OTHERS

CLASS DURATION: 45 minutes

LEARNING OUTCOMES:

Students will be able to:

- Identify the importance of sharing with others.
- Identify the things they share with others.

OBJECTIVES

- Learn the importance of sharing with others.
- List the things they share with others.

TIMELINE

WARM UP (5 min).

- If you forgot your pencil at home and you have to do your classwork what would you do?
- If your friend is not willing to share his/her pencil with you how would you feel?

PRESENT INFORMATION (10 min)

Page# 87

Related video.

Activities: (20 min)

Activity 1: What do you share!

- Make a list of things you share with your friends on a coloured paper.

Activity 2: Role play!

- Arrange a role play in which there are three people. One of them is in need of something and the other two have that thing but one person is not willing to share his/her thing and hides it and the third person shares his/her thing.
- Through this role play, students would realize how does it feel when we help others. The person who shares and help becomes a star and everybody loves him/her.

Assessment: (10 min)

Assessment

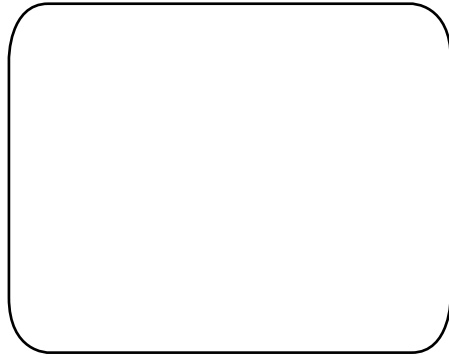
Worksheet 12-1

Home Assignment:

- Make a list of things you share with your siblings.

SHARING IS CARING

I am a good boy/girl because I share



Lesson plan 12.2:

TOPIC: PEOPLE ARE INTERDEPENDENT

CLASS DURATION: 45 minutes

LEARNING OUTCOMES:

Students will be able to:

- Recognize the ways in which people are interdependent on each other.

OBJECTIVE

- Learn the ways in which people are interdependent on each other.

TIMELINE

WARM UP (5 min)

- Ask following questions
- Can you cut your hair by yourself?
- Can you make your own shoes?
- When you go to the market, you see that there are lots of people who are helping each other. We all are dependent on one another in some way or another and we are helping each other even if we don't realize it.

PRESENT INFORMATION (10 min)

Page # 88

Activities: (25 min)

Activity 1: Writing Activity!

- Make a list of people you think you are dependent on. Also write the reason.

Activity 2: Art Activity!

- Draw the pictures of people who help you in your daily life. For example, barber, cobbler etc.

Activity 3:

Worksheet 12-2

Assessment: (5 min)

- A person who bakes the bread is called _____.
- A person who cuts our hair is called _____.
- We call a person who provides us meat _____.
- We go to _____ get our education.

Home Assignment:

- Write an incident where you helped someone.

Worksheet 12-2

Fill in the blanks using the word bank below:

Cobbler

Farmer

Doctor

Barber

Milkman

We depend on.....

1. _____ to cut our hair.

2. _____ to drink milk.

3. _____ to mend our shoes.

4. _____ to get ourselves checked.

5. _____ to eat vegetables.

Lesson plan 12.3:

TOPIC: Reinforcement

CLASS DURATION: 45 minutes

LEARNING OUTCOME:

Students will reinforce the topics of the unit.

OBJECTIVE

- To reinforce the topics of the unit through different practices.

TIMELINE

WARM UP (10 min)

- Discuss the benefits of helping others.

Activities: (20 min)

Mind map on Page# 89

Chapter review on Page# 90 and 91.

ASSESSMENT: (15 minutes)

Assessment

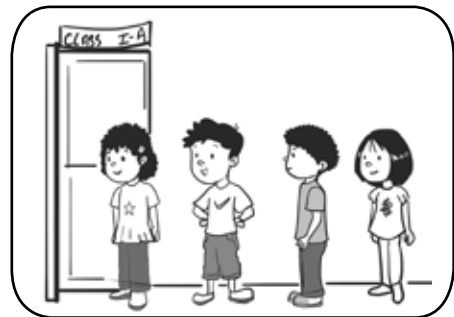
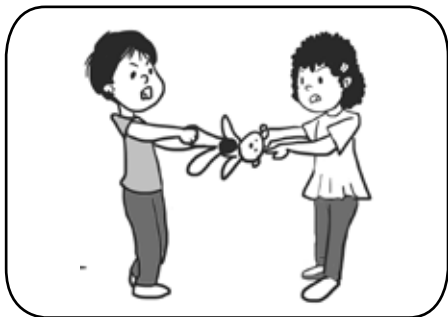
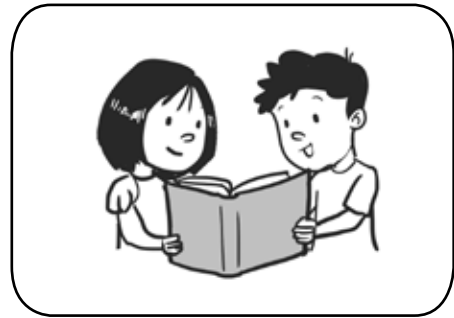
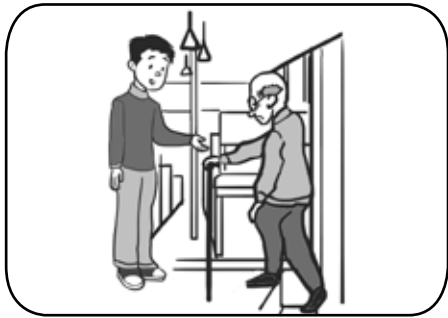
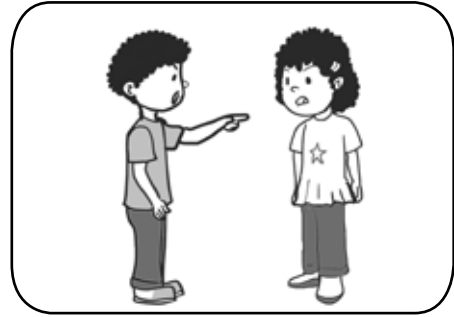
Worksheet 12–3

Home Assignment:

- Help someone in your neighbourhood (may be by sharing something with your friend living in your neighbor or help any old person in crossing the road etc.) and write about it.

Worksheet 12-3

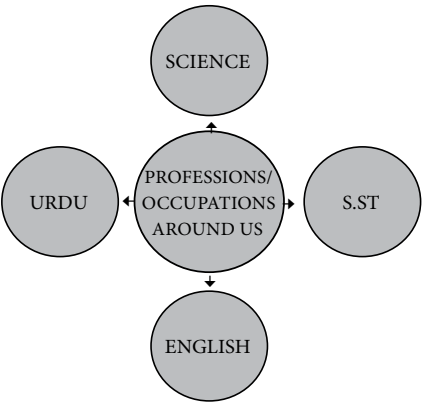
Tick the ways of helping others:



UNIT 13

Professions/Occupations around us

.....

| | |
|--|--|
| <p>LESSON PLAN INFORMATION</p> <p>SUBJECT</p> <p>General Knowledge</p> <p>GRADE: Two</p> <p>Duration</p> <p>3 Lessons</p> | <p>LEARNING OUTCOMES</p> <p>All the students will be able to:</p> <ul style="list-style-type: none">• Understand the importance of sharing things.• List the things they share with others. (toys, stationery items, lunch with friends etc.)• Identify from given pictures and stories the ways in which people help each other. (at home, in classroom, in city/in village, at the time of any need or disaster)• Identify from their daily life, the ways in which people are interdependent. <p>LEARNING OBJECTIVES</p> <ul style="list-style-type: none">• Identify the importance of sharing things.• List the things they share with their friends and family.• Identify the ways in which people help each other. <p>CROSS-CURRICULUM LINKS</p>  <pre>graph TD; A((PROFESSIONS/OCCUPATIONS AROUND US)) --> B((SCIENCE)); A --> C((S.ST)); A --> D((ENGLISH)); A --> E((URDU));</pre> |
|--|--|

SKILLS INVOLVED:

Observing, analyzing, writing, drawing, performing and inquiry.

PROGRESSION BETWEEN GRADES:

| GRADE I | GRADE III |
|--|---|
| <ul style="list-style-type: none"> • Neighbourhood • Our country | <ul style="list-style-type: none"> • Changing World • Role of Government and Citizens |
| Link for SNC: http://mofept.gov.pk/Detail/YzJiNGVjODgtNjJwOC00YzRiLThmNmUtNjJjYWlwYmJkMWY2 | |

BRIDGE-IN:

Make students think of their everyday experiences with different professionals by asking them:

- Where do you go when you get sick?
- If your car has some problem who does your father take the car to?
- If you have a problem in wires at home who does your father call?

TEACHING STRATEGIES:

- Use posters that illustrate different professionals.
- Allow students to design and sketch the flashcards depicting different professions.
- Involve students in discussion to express their favorite profession.

CONTENT SUPPORT:

- Profession or occupation is an economic activity that the person regularly performs to earn money. For example, shopkeepers, barber, butcher, drivers etc.
- A profession can involve mental or physical work.
- One has to get proper education or training to adopt any profession.
- The objective of adopting any profession should be to help others.
- An expert in a particular field is called a professional.
- For every profession there are some ethical code of conducts that professionals have to follow.

Online links for related videos

https://youtu.be/_ID6QEK_c7o

<https://youtu.be/VnP-Q7Y9bI0>

Lesson plan 13.1:

UNIT 13 PROFESSIONS/OCCUPATIONS AROUND US

TOPIC: SOME COMMON PROFESSIONS

CLASS DURATION: 45 minutes

LEARNING OUTCOMES:

Students will be able to:

- Identify some professions (teaching, medicine, farming etc.) with the help of pictures.

OBJECTIVES

- Define the term “profession”.
- Recognize different professions.
- Recognize the names of the tools used in different professions.

TIMELINE

WARM UP (5 min).

- Make students think of their everyday experiences with different professionals by asking:
- Where do you go when you get sick?
- If your car has some problem who does your father take the car to?
- If you have a problem with wires at your home who does your father call?

PRESENT INFORMATION (10 min)

Pages# 93–95.

Activities: (20 min)

Activity 1: Hand on activity!

- Do actions for each job and students will guess what job it is. Look at the flash card, do action and let students guess it. As each profession is guessed stick the flash card on board and make students read the profession name three times.
- Actions to do for professions:
- Driver: pretend to drive or beep the horn.
- Farmer: pretend to rake the soil, pick vegetables from ground or fruit from trees.
- Doctor: pretend to give injection in some students’ arms or listen in their heartbeat through stethoscope.
- Hairdresser: pretend to cut hair and blow dry hair.
- Soldier: March around and pretend to shoot rifle.
- Teacher: pretend to write on an imaginary board.

Activity 2:

Worksheet 13–1

Assessment: (10 min)

- Show pictures of different professionals and ask pupils to recognize them.

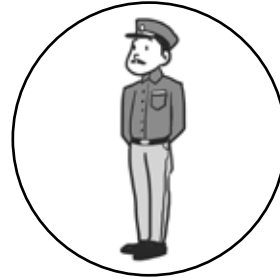
Home Assignment:

- Collect the pictures of people with different professions and make flash cards. Also write the name of profession on it.

Worksheet 13-1



Who am I?



pilot

barber

police

teacher

nurse

- I arrest criminals.

- I cut your hair.

- I help doctors in a hospital.

- I fly a plane.

- I teach children in school.

Lesson plan 13.2:

TOPIC: MY FAVOURITE PROFESSION

CLASS DURATION: 45 minutes

LEARNING OUTCOME:

Students will be able to:

- State which profession they like the most and why?

OBJECTIVE

- talk about their favorite profession.

TIMELINE

WARM UP (5 min)

- Ask the students what would they like to become when they grow older.

PRESENT INFORMATION (10 min)

Pages # 93–95

Related video

Activities: (25 min)

Activity 1: Q/A

- Help to complete the following question /answers.
- What do you want to become in future?
- Why do you like this job for yourself??
- How would you help people with this job?

Activity 2: Art activity!

- Draw and colour the picture of your favourite profession.

Activity 3: Career day!

- Celebrate career day and ask the students to dress up like the professional they like the most.

Activity 4:

Worksheet 13–2

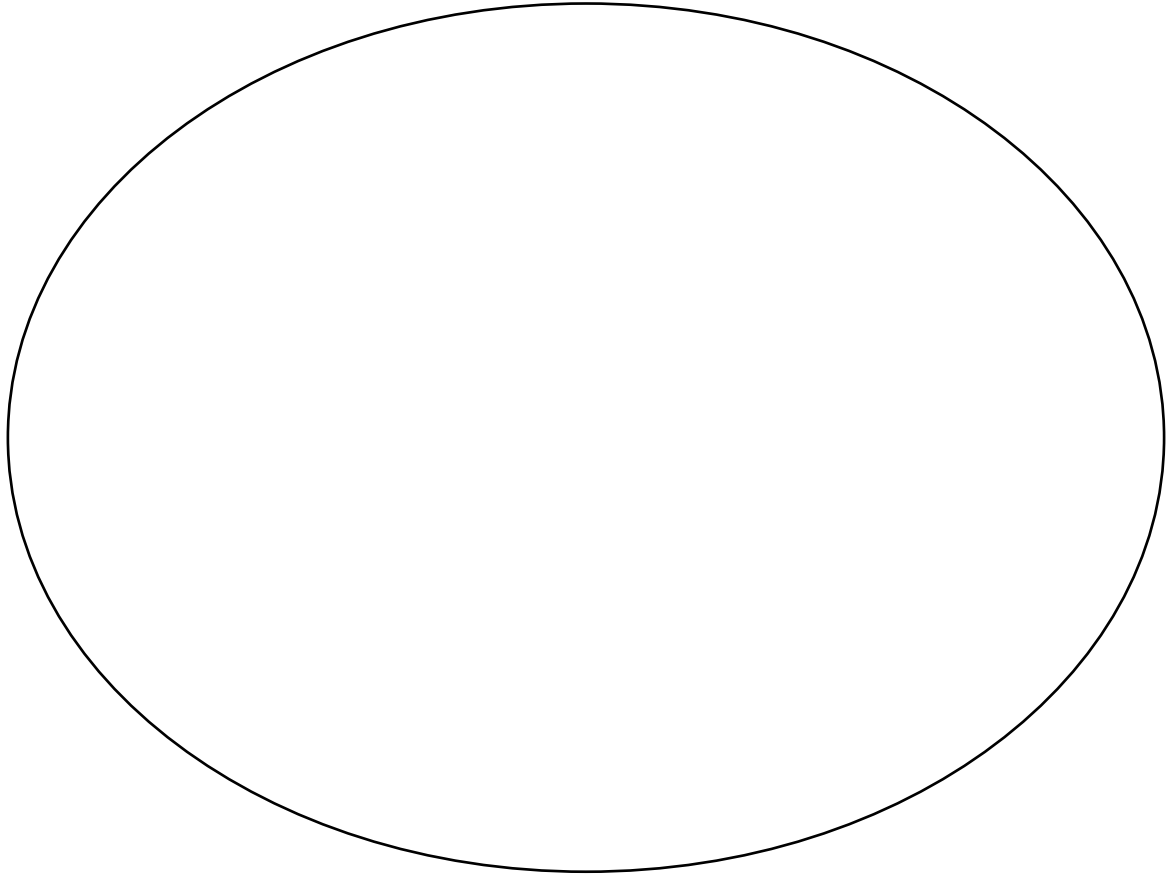
Assessment: (5 min)

- Call the name of different professionals and ask the students how those professionals help other people.

Home Assignment:

- Write a paragraph of five sentences on your favorite profession.

I want to become



This is how would I look like when I become _____.

Few lines about my favourite profession:

Lesson plan 13.3:

TOPIC: Reinforcement

CLASS DURATION: 45 minutes

LEARNING OUTCOME:

Students will reinforce the topics of the unit.

OBJECTIVE

- To reinforce the topics of the unit through different practices.

TIMELINE

WARM UP (10 min)

- Define the term “profession”
- Describe common professions in cities and villages.
- Discuss the role of different professions.

Activities: (20 min)

- Chapter review on Page# 96–97.

Classroom without walls:

- Arrange a study trip to some professional’s workplace.

ASSESSMENT: (15 minutes)

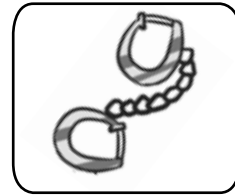
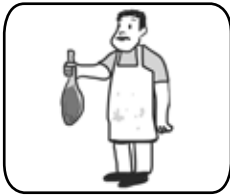
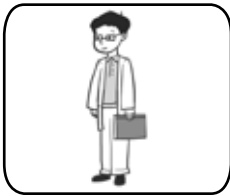
- Worksheet 13–3 will be done.

Home Assignment:

- Discuss with your father/mother about their profession and write few lines about it.

Worksheet 13-3

Match the following:



UNIT 14

Appreciating others and respecting their diversity

LESSON PLAN INFORMATION

SUBJECT

**General
Knowledge**

GRADE: Two

Duration

3 Lessons

LEARNING OUTCOMES

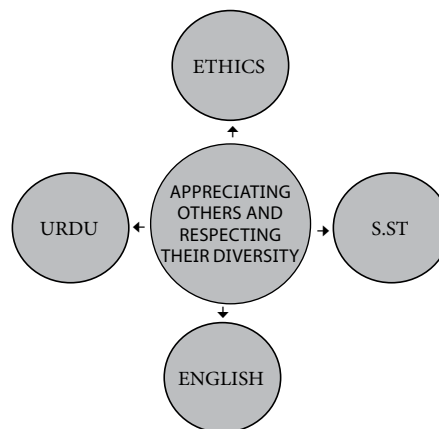
All the students will be able to:

- Recognize that all human beings are equal and important.
- Identify that all human beings are similar but differ by family, culture, ethnicity, religion and should all be respected.
- Recognize the need to respect all people as they are born equal and with dignity.
- Identify the ways in which they can respect all.
- Identify the occasions when it is important to wait for one's turn. For example, while speaking, in the school, on the bus stop, at canteen and ticketing counters etc.
- Understand that it is important to show respect for others' needs, interests, opinions and feelings.

LEARNING OBJECTIVE

- Explain that all humans are equal and important.
- Identify that all human beings are only different by their religion, culture etc.
- Learn how to show respect for others.

CROSS-CURRICULUM LINKS



Respecting other religions and considering all individuals equal is important in Ethics.

Social Studies has links with this topic. In a balanced society all people must be considered as individuals with same integrity and self-respect.

SKILLS INVOLVED:

Observing, Analyzing, inquiry, questioning and communication.

PROGRESSION BETWEEN GRADES:

| GRADE I | GRADE III |
|--|---|
| <ul style="list-style-type: none">• Family and Friends• Neighbourhood• Good Habits and Manners | <ul style="list-style-type: none">• Role of the Government and Citizens• Working out Disagreements |
| Link for SNC: http://mofept.gov.pk/Detail/YzJiNGVjODgtNjIwOC00YzRiLThmNmUtNjJjYWlwYmJkMWY2 | |

BRIDGE-IN:

- Make the students think about the time when someone disrespected them and ask them to share how that made them feel. Let students tell their stories to their classmates.

TEACHING STRATEGIES:

- Worksheets
- Activities
- Videos
- Pictures
- Discussions
- Case studies

CONTENT SUPPORT:

WE ALL ARE EQUAL:

- All the people of this world are equal and important, irrespective of their wealth, colour, culture or religion.

EVERYONE IS RESPECTABLE:

- We should respect everybody. Even a maid who takes care of our house is respectable because she is doing a job to meet her expenditures in the same way as our elders are doing a job in a firm or a company.

BE FAIR TO OTHERS:

- It is our duty that we should be fair and loyal to everyone. Even if we get a chance to play unfair we should not do that.

BE HUMBLE:

- Always be humble to the people and treat your subordinates very politely.

FORGIVE EVERYONE:

- If something goes wrong and does not go according to you, try to be patient and calm. If you forgive your friend's mistakes, then try to forgive your servant's also.

WHAT TO DO:

- To show your respect to others and treat everyone equally you should do the following:
- Whenever you see a queue, stand in a queue and wait for your turn.
- Give presents to your friends who belong to other religions in their festivals.
- Never mistreat your servants.
- Always listen to others carefully.
- Respect everyone's opinion.
- Never call anyone by bad names.
- Never make fun of anyone's deficiency.

Online links for related videos

<https://youtu.be/O40DNHPG9cA>

https://youtu.be/vbHQ-OS9_G0

Lesson plan 14.1:

UNIT 14 Respecting others and appreciating their diversity

TOPIC: ALL HUMANS ARE EQUAL

CLASS DURATION: 45 minutes

LEARNING OUTCOMES:

Students will be able to:

- Recognize that all human beings are equal and important.
- Identify that all human beings are similar but differ by culture, religion etc.

OBJECTIVES

- Explain that all humans are equal and important.
- Identify that all human beings are only different by their religion, culture etc.

TIMELINE

WARM UP (5 min).

- A related video will be shown at the start of the lecture.

PRESENT INFORMATION (10 min)

- Page#99.

Activities: (25 min)

Activity 1: Writing Practice!

- If you have ever gone to any other city or village then write down what difference did you notice in the people living there.

Activity 2: Art Activity!

- Draw pictures to show any two cultures of the world.

Activity 3:

Worksheet 14-1

Assessment: (5 min)

- How should we treat our subordinates?
- In what ways people are different?

Home Assignment:

- Make a list of ways people are different from each other. Also give examples.

Worksheet 14-1

We are only different by:

(Compare any culture with yours.)

Languages they speak:

Languages I speak:

They wear:

I wear:

They eat:

I eat:

Lesson plan 14.2:

TOPIC: WAYS OF RESPECTING OTHERS

CLASS DURATION: 45 minutes

LEARNING OUTCOMES:

Students will be able to:

- Recognize that all human beings are respectable.
- Identify the ways of respecting others.

OBJECTIVE

- Learn how to show respect for others.

TIMELINE

WARM UP (5 min)

- Ask students to share any incident where they felt to be disrespected by someone and how did they feel?

PRESENT INFORMATION (10 min)

- Pages # 99–100

Activities: (25 min)

Activity 1: Role Play!

- Create different scenarios of daily life where students should show their respect to others. Like when someone gives you a gift, when you go to the restaurant or when you visit to your aunt's house etc.

Activity 2: Make cards!

- Write different ways of respecting others on colourful cards.

Activity 3: Worksheet 14–2

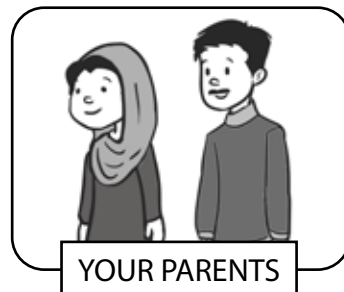
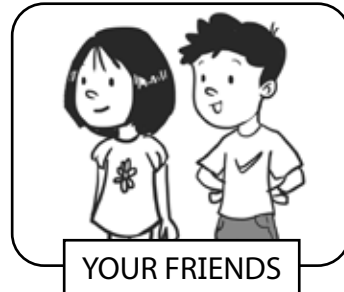
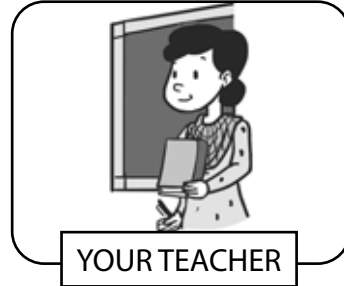
Assessment: (5 min)

- When you see a queue somewhere how would you show your respect?
- If someone is giving his opinion about something how would you make him feel that you respect his opinion?

Home Assignment:

- Discuss with your family the ways of showing respect to others.

How do you respect these people?



Lesson plan 14.3

TOPIC: Reinforcement

CLASS DURATION: 45 minutes

LEARNING OUTCOME:

Students will reinforce the topics of the unit.

OBJECTIVE

- To reinforce the topics of the unit through different practices.

TIMELINE

WARM UP (10 min)

- Slogans on T-shirts!
- Ask students to bring plain t-shirts.
- Write different slogans about equality and respect of human beings on the t-shirts with fabric paint.

Activities: (20 min)

- Mind map on Page# 101
- Chapter review on Page# 102–103.

ASSESSMENT: (15 minutes)

- Worksheet 14–3 will be done.

Home Assignment:

- Write about an incident where you tried to make the other person happy by showing respect for him.
- Or do Question no.1 of Chapter review.

Assessment Worksheet:

Worksheet 14-3

Name three things that differentiate the human beings from one another.

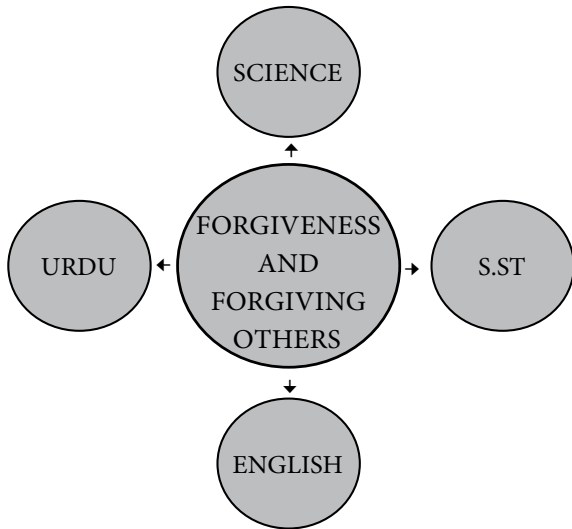
Draw a situation where you show respect by maintaining the discipline.

What should you not do to avoid disrespecting others?

What are the three ways of respecting others?

UNIT 15

Forgiveness and forgiving others

| | |
|---|---|
| <p>LESSON PLAN INFORMATION</p> <p>SUBJECT</p> <p>General Knowledge</p> <p>GRADE: Two</p> <p>Duration</p> <p>3 Lessons</p> | <p>LEARNING OUTCOMES</p> <p>All the students will be able to:</p> <ul style="list-style-type: none">• Recognize what they say and do, can hurt others and what others can say and do, can hurt them. (telling lies, pushing others, bullying using derogatory words etc.)• Recognize that mistakes are natural outcome of learning and nothing to be ashamed about and to make fun of.• Recognize that making fun of others can cause distress and hurt others.• Identify the ways in which we can redress the hurt caused to others (ask for forgiveness, say sorry, do something special for them etc.• Recognize that when people apologize for their mistakes they should forgive them. <p>LEARNING OBJECTIVE</p> <ul style="list-style-type: none">• List the actions that can hurt others.• Recognize that mistakes do occur and they should not be ashamed of their mistakes or make fun of others' mistakes.• Learn the ways of reducing the hurt caused by our actions. <p>CROSS-CURRICULUM LINKS</p>  <p>Social Studies subject has links with this topic. If people living in a society don't forgive one another then the society would become an awful place to live.</p> |
|---|---|

The topic is linked with Ethics. Forgiving others is very important from ethical aspect as well.

SKILLS INVOLVED

Analyzing, observing, Writing, performing, problem solving and communication.

PROGRESSION BETWEEN GRADES:

| GRADE I | GRADE III |
|--|---|
| <ul style="list-style-type: none">• My self• My Family and Friends• Games and Rules• Good Manners | <ul style="list-style-type: none">• Working Out Disagreements |
| Link for SNC: http://mofept.gov.pk/Detail/YzJiINGVjODgtNjIwOC00YzRiLThmNmUtNjJjYWlwYmJkMWY2 | |

BRIDGE-IN:

- Tell students a story about ‘forgiveness’.

TEACHING STRATEGIES:

- Worksheets
- Activities
- Videos
- Pictures
- Case study
- Discussions

CONTENT SUPPORT:

- Generally, when someone commits mistakes, he/she does not accept it and take it as his defeat to accept that he has done something wrong. It feels more easy to cut the relation with others than to say sorry. By doing this we are not only hurting others but we are indulging ourselves in constant discomfort and inner guilt. In reality it is not difficult to accept our mistake and make ourselves release of this constant inner pain. If we have done something wrong, then we should do the following things.
- Accept our mistake.
- Discuss it with the person and explain that your intention was not to hurt him/her.
- You can give him/her a gift.
- You can also arrange a get together if your friend is unhappy with you to sort out the things.

Online links for related videos

<https://youtu.be/72HHgLeTbpY>

<https://youtu.be/sSs1UZQ47eQ>

Lesson plan 15.1:

UNIT 15 FORGIVENESS AND FORGIVING OTHERS

TOPIC: HURTING OTHERS

CLASS DURATION: 45 minutes

LEARNING OUTCOMES:

Students will be able to:

- Recognize that our actions or words can hurt other people.

OBJECTIVE

- Explain the actions that can hurt others.

TIMELINE

WARM UP (5 min).

- Give a scenario or tell a story where one person hurts another person's feelings. Ask the children how the person who was hurt must have felt.

PRESENT INFORMATION (10 min)

- Pages# 105

Activities: (25 min)

Activity 1: Sort the Expressions!

- Ask students to make faces for different expressions. For example, sad, angry, scared, embarrassed, contended, relaxed, happy.
- Now ask the students to sort the expressions for the person who is hurt.
- Then ask them to find the expressions for the feeling a person gets when he forgives others.

Activity 2: Discussion!

- Discuss with the students how do they feel when they obey their elders or speak the truth and how do they feel when they lie to someone.

Activity 3: Worksheet 15-1

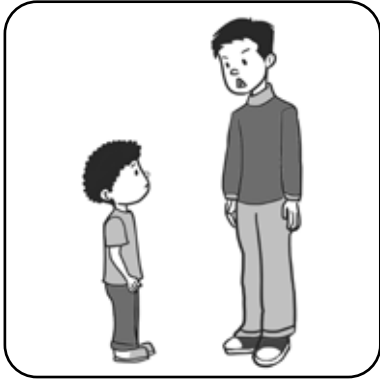
Assessment: (5 min)

- When we hurt someone how do they feel?

Home Assignment:

- If you have hurt someone then apologize to him/her, write few lines about how would you feel after accepting your mistake.

How people are getting hurt in these pictures?







Lesson plan 15.2:

TOPIC: How to reduce the hurt

CLASS DURATION: 45 minutes

LEARNING OUTCOMES:

Students will be able to:

- Recognize the ways to reduce the hurt caused by their actions.

OBJECTIVE

- Learn the ways of reducing the hurt caused by us.

TIMELINE

WARM UP (5 min)

- Ask the students to share the story if they have ever make any angry friend happy again.

PRESENT INFORMATION (10 min)

- Pages # 106

Activities: (25 min)

Activity 1: “FORGIVENESS”

- Cut out the letters for the word “FORGIVENESS’ from colourful chart papers.
- Join them with a ribbon.
- Hang it on the wall of the classroom.

Activity 2: “I Will”...

- Ask students to make a list of things students are going to do, following what they have learnt from this lecture.

Activity 3: Worksheet 15–2

Assessment: (5 min)

- Tell the ways you will follow to apologize for your mistake.

Home Assignment:

- Make a forgiveness card for your friend.

How can I reduce the hurt I have given to anyone?

- I can _____.
- I can _____.
- I can _____.
- I can _____.
- I can _____.

Lesson plan 15.3:

TOPIC: Reinforcement

CLASS DURATION: 45 minutes

LEARNING OUTCOME:

Students will reinforce the topics of the unit.

OBJECTIVE

- To reinforce the topics of the unit through different practices.

TIMELINE

WARM UP (10 min)

- What would happen if we don't apologize for our mistakes?

Activities: (20 min)

- Mind map on Page# 107.
- Chapter review on Page# 108–109.

ASSESSMENT: (15 minutes)

- Worksheet 15–3 will be done.

Home Assignment:

- Write down the ways by which you may hurt your friends.

Worksheet 15-3

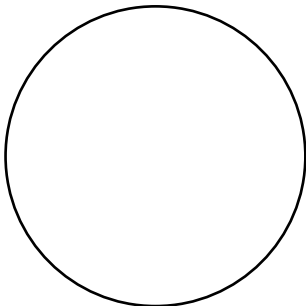
What should we never do or say to others?

Write some benefits of forgiving others.

What should you do if someone apologizes?

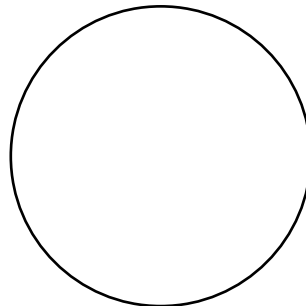
How do you feel when someone hurts you?

Draw



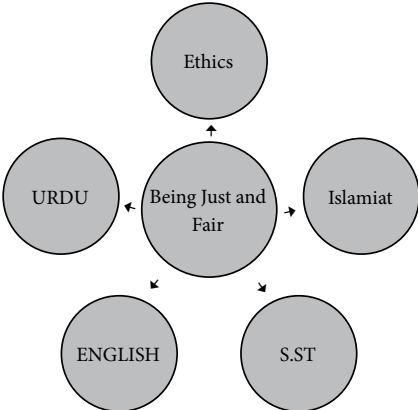
How do you feel when someone apologizes?

Draw



UNIT 16

Being just and fair

| | |
|---|--|
| <p>LESSON PLAN INFORMATION</p> <p>SUBJECT</p> <p>General Knowledge</p> <p>GRADE: Two</p> <p>Duration</p> <p>3 Lessons</p> | <p>LEARNING OUTCOMES</p> <p>All the students will be able to:</p> <ul style="list-style-type: none">• Identify fairness and unfairness in their daily lives.• Identify ways of making unfair situations fair.• Accept responsibility for treating others unfairly and mend their behavior accordingly. <p>LEARNING OBJECTIVES</p> <ul style="list-style-type: none">• Identify fair and unfair situations.• Learn the ways to be fair in different circumstances.• Learn to accept the responsibility of their behaviours towards others. <p>CROSS-CURRICULUM LINKS</p>  <p>The topic has links with Ethics. It's the ethical duty of all individuals to be fair in every aspect of life.</p> <p>In Social Studies subject, the advantages of being fair is explained.</p> <p>The topic has links with Islamiat. Being just and fair has great importance in Islam.</p> |
|---|--|

SKILLS INVOLVED:

Observing, Analyzing, performing, communication and collaboration.

PROGRESSION BETWEEN GRADES:

| GRADE I | GRADE III |
|--|--|
| <ul style="list-style-type: none"> • Games and Rules • Neighbourhood • Traffic Rules • Good Habits and Manner | <ul style="list-style-type: none"> • Quaid-e-Azam Muhammad Ali Jinnah • Allama Muhammad Iqbal • Role of the Government and Citizen • Working out Disagreements |
| Link for SNC: http://mofept.gov.pk/Detail/YzJiNGVjODgtNjIwOC00YzRiLThmNmUtNjJjYWlwYmJkMWY2 | |

BRIDGE-IN:

- Have flash cards of different expressions.
- Tell the students different situations of fairness and unfairness.
- Then show them the flash cards having different expressions and ask them how would they feel in such a situation.

TEACHING STRATEGIES:

- Worksheets
- Activities
- Videos
- Pictures
- Discussions

CONTENT SUPPORT:

- By being just and fair we mean that one should be honest in his every endeavour of life. A person who possess these qualities actually has a strong character.

HOW CAN YOU BE FAIR?

- You should perform your all duties fairly and should not put your duty on any other person.
- If you are playing a game, then play it fairly.
- If someone asks you to help in resolving their problem, do not take the side of your friend.
- When you have to distribute something, distribute it equally.
- Treat others the way you want to be treated by others.
- When everyone takes care of being fair and just to other then this world becomes an ideal place. A person who promises himself to be fair, will lead a prosperous and successful life.

Online links for related videos

<https://youtu.be/rGm5Hnq6Ff4>

<https://youtu.be/IY17B0BzIJI>

Lesson plan 16.1:

UNIT 16 BEING FAIR AND JUST

TOPIC: BEING FAIR

CLASS DURATION: 45 minutes

LEARNING OUTCOMES:

Students will be able to:

- Differentiate between fair and unfair situations.
- Identify the ways of how to be fair in different circumstances.

OBJECTIVES

- Identify fair and unfair situations.
- Learn the ways to be fair in different circumstances.

TIMELINE

WARM UP (5 min).

- What do you think by the word 'Fair'?

PRESENT INFORMATION (15 min)

- Pages# 111.

Activities: (20 min)

Activity 1: Writing!

- Write down a situation where you were not fair to someone or someone was not fair to you.

Activity 2: Who is Fair!

- Make a colourful poster and paste it onto the wall.
- Ask students to write the names of the students who are known to be fair.

Activity 3: Worksheet 16-1

Assessment: (5 min)

- What is the advantage of being fair?
- How can you make an unfair situation a fair situation?

Home Assignment:

- Discuss with your siblings about the importance of being fair.

Rate your fairness:

• **Share your things:**

Excellent Good Ok Needs improvement

• **Distribute equally.**

Excellent Good Ok Needs improvement

• **Take turns.**

Excellent Good Ok Needs improvement

• **Listen to others.**

Excellent Good Ok Needs improvement

• **Accept your mistakes.**

Excellent Good Ok Needs improvement

• **Respect other's opinion.**

Excellent Good Ok Needs improvement

• **Follow the rules.**

Excellent Good Ok Needs improvement

Lesson plan 16.2:

TOPIC: ACCEPTING RESPONSIBILITIES

CLASS DURATION: 45 minutes

LEARNING OUTCOMES:

Students will be able to:

- Identify the importance of accepting responsibilities of their behaviour and act accordingly.

OBJECTIVE

- Learn to accept the responsibility of their behaviours towards others.

TIMELINE

WARM UP (5 min)

- Play a game like 'Chinese Whisper' and ask the students that everyone is responsible for being fair.

PRESENT INFORMATION (10 min)

- Pages # 111.

Activities: (25 min)

Activity 1: Responsibility chart!

- Make a colourful chart and list how you are responsible to be fair.
 - Treat others equally
 - Always distribute with justice.
 - Take care of the rules while playing
 - Don't blame others for your misdeeds.
 - Don't be biased.
 - Always think about the feelings of others.
 - Speak the truth.
 - Paste the chart on the wall as the reminder.

Activity 2: Invite a guest!

- Arrange a discussion session with a lawyer.
- Invite him/her to come and explain to the students that how the justice system runs in the court and how important it is to be fair there.

Activity 3: Worksheet 16-2

Assessment: (5 min)

- What are do's and don'ts of being fair?

Home Assignment:

- Can you be fair in every situation? Write few lines about it.

What should we do when we commit a mistake!

Tick the correct option:



Drink Water



Apologize



Think what to do now!



Panic



Blame others

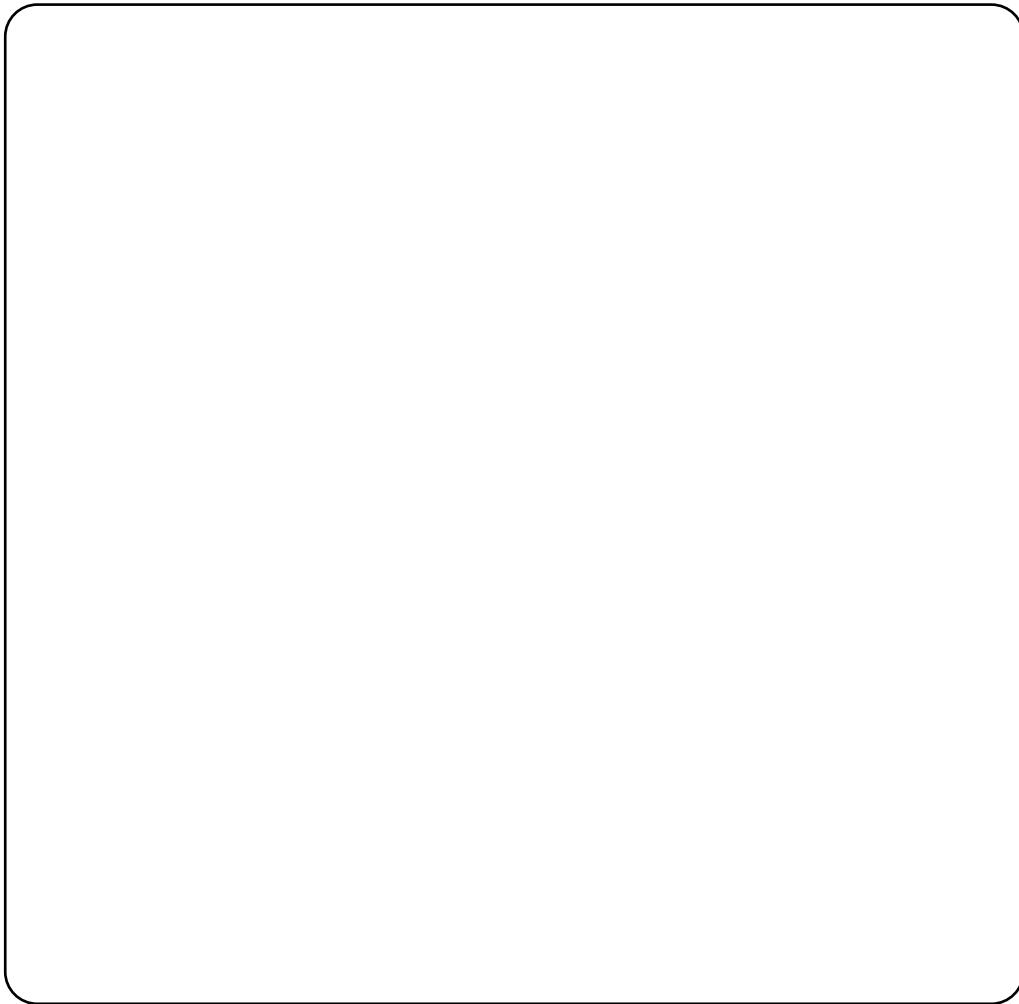


Take deep breaths

Worksheet 16-3

I will be fair if I ...

Draw here what you have written above.



Lesson plan 16.3:

TOPIC: Reinforcement

CLASS DURATION: 45 minutes

LEARNING OUTCOME:

Students will reinforce the topics of the unit.

OBJECTIVE

- To reinforce the topics of the unit through different practices.

TIMELINE

WARM UP (10 min)

- Ask the students to share any incident where they were not fair.

Activities: (20 min)

- Mind map on Page# 112.
- Chapter review on Page# 113–114.

ASSESSMENT: (15 minutes)

- Worksheet 16–3 will be done.

Home Assignment:

- Read any story about fairness and write few lines about it on your notebook.

Q.1 Choose the correct answer.

1. Four
2. Green and white
3. Pashto
4. Islamabad capital territory
5. Islamabad

Q.2 Give one-word answer to the following:

1. Pakistan
2. Punjabi
3. Culture
4. Balochi
5. Gilgit-baltistan

Q.3 Write the names of the four provinces of Pakistan.

Punjab

Sindh

Balochistan

Khyber Pakhtunkhwa

Q.4 Colour the map of Pakistan. Use a different colour for each province.

Q.5 Label the four provinces in the given map



Unit 2

Q.1 Read about a big city and cross out the words that are wrong.

1. Flats/houses
2. All of the above
3. All of the above

Q.2 Village City

Villages are small

Mostly people live in mud houses

Few facilities

cities are larger than villages

people live in different types of houses.

facilities like schools, hospitals are available

Q.3 Give one-word answer to the following:

- i. Cities
- ii. Farmers
- iii. cities
- iv. traffic

Unit 3

Q.1 Choose the correct answer.

1. Citizen
2. All of the above
3. Pay taxes
4. Citizens
5. Human beings

Q2 Give one-word answer to the following:

1. Citizen
2. Government
3. Government
4. Equality

Q3 Write True or False:

We should treat everyone like we want them to treat us. _____ **True**

If we are good to people, they will be good to us. _____ **True**

It is okay to be rude to people. _____ **False**

Q4 Fill in the blanks.

1. Equality
2. Fun
3. Rights
4. Tax

Q5 Answer the following questions:

1. A government is a group of people who together run a country.
2. They make rules and laws that everyone has to follow. government saves the country from outside enemies.
3. Pay taxes. Use water, electricity and gas responsibly. Keep their country clean.
4. Right to food
Right to free education
Right to protection

Right to equality
Right to healthcare

Unit 4

Q1 Choose the best answer:

1. Christmas
2. Hindus
3. All of the above
4. Spring
5. Eid-ul-azha

Q2 Fill in the blanks.

1. Eid-ul-Azha, Eid-ul-fitr
2. Mosque
3. Hajj
4. Ramzan
- 1 Savaiyan

Q3 Give detail answers to the following questions:

1. A festival is a celebration of an important event.
2. Eid-ul-Azha, Eid-ul-Fitr
3. Muslims wear new clothes on Eid. They go to the mosque to say Eid prayers. Girls put henna on their hands and wear bangles matched with their Eid clothes.
4. Christmas, Easter
5. diwali and holi

Unit 5

Q1 Choose the best answer:

1. All of these
2. Water
3. Land
4. Oil
5. Book

Q2 Fill the following circles with two examples of each type of resource:

Resources from Land: coal, wood

Resources from water: fish, water to drink

Resources from air: oxygen, used to produce electricity

Q3 Give one-word answers to the following:

1. From sunlight
2. forests
3. iron
4. pen,book, fan etc

Q4 Vocabulary review

1. Natural resources
2. Oxygen

Unit 6

Q1 Choose the best answer:

1. 71%
2. River
3. Water
4. All of the above
5. All of the above

Q2 Give one-word answers to the following:

1. Rain
2. Ground
3. Dam, handpump
4. Dam, rain

Q3 Mark whether the following statements are true or false.

The water we drink must be clean and free of germs. **true**

Water is used to make electricity. _____ true

Taking short showers saves water. _____ true

When the water resources around us become dirty we call it water pollution.
_____ true

Ponds are a human-made source of water. _____ False

Q4 Write the uses of water in the circles given below.

1. Water is used for drinking.
2. Water is used for washing.
3. Water is used to grow food.
4. Water is used to produce electricity.
5. Water is used in factories.

Q5 List the steps in which the water reaches our homes.

1. Water is taken from rivers and reservoirs.
2. From there, water is taken to the filtration plants, where water is cleaned.
3. The cleaned water flows into the network of pipes in our towns and cities.
4. All the water then flows into our homes through taps.

Unit 7

Q1 Choose the best answer:

1. Roots
2. Leaf
3. Beetroot
4. Seeds
5. Air

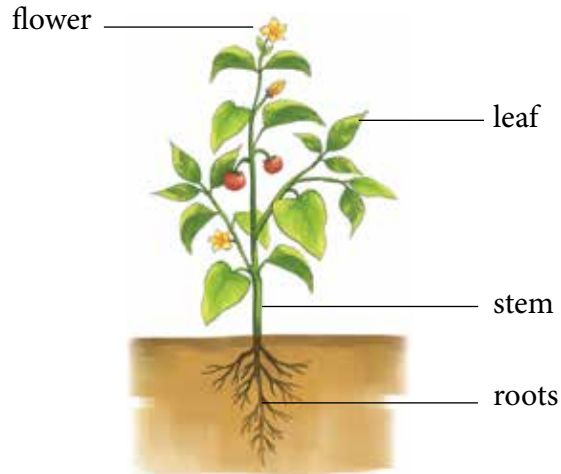
Q2 Give one-word answers to the following:

1. Oxygen
2. Roots
3. Stem

Q3 Vocabulary review

1. Climate change
2. Minerals

Q4 Label the following plant:



Q5 Mark whether the following statements are true or false.

- All the plants have flowers. _____ False
- Plants make their own food. _____ True
- All the fruits have two seeds. _____ False
- The seed starts to grow roots under the ground with the help of water and nutrients. _____ True

Unit 8

Q1 Choose the correct answer.

1. fish, shark, dolphin
2. dolphin
3. parrot
4. crocodile
5. tadpole

Q2 Give one-word answers to the following:

1. markhor
2. no
3. cow
4. frog

Q3 Match the young ones with their parents:

1. horse _____ foal
2. frog _____ tadpole
3. cat _____ kitten
4. dog _____ puppy

Q4 Where do the following animals live? Write in the circles.

Forest: deer, fox, tiger, squirrel

Mountain:, snow leopard, markhor, mountain goat

Unit 9

Q1 Choose the correct answer.

1. Crow
2. Thread
3. Wheat

Q2 Give one-word answers to the following questions:

1. Livestock
2. Cotton
3. Sugarcane

Q3 Answer the following questions:

1. Cow, sheep, goat, hen
2. Wheat, rice, sugarcane, cotton
3. Cotton is used to make fabric.

Unit 10

Q1 Choose the best answer:

1. We waste water
2. All of the above
3. 1%
4. Floods
5. Trees

Q2 Mark whether the following statements are true or false.

The water we drink must be clean and free of germs. _____ true

Water cannot be recycled. _____ false

Taking short showers saves water. _____ true

Cutting down trees is called deforestation. _____ true

Forests are the source for woods. _____ True

Q3 Answer the following questions:

1. We leave our taps open while washing hands or brushing teeth.
We keep the water flowing while washing dishes.
2. Plants will not get enough water for their growth.
We will not have water for drinking.
We will not have water for cleaning, cooking, washing, etc.
3. A lot of animals live in forests and if there are no forests, there will be no animals.
Forests play an important role in keeping the air clean.
Forests help in preventing floods.
We get wood for various uses from the forests.
4. Trees are cut down by humans to build buildings or cities. This is known as deforestation.
5. We should plant more trees. Avoid paper wastage and recycle paper.

Unit 11

Q1 Choose the correct answer.

1. The Sun
2. Electric bulb
3. Firefly
4. warmer to cooler objects
5. Heat

Q2 Answer the following questions:

1. To see everything around us.
2. Fire, firefly
3. No
4. Bulb, torch
5. Heat
6. Sun
7. Heat

Q3 Which of the following helps us to see in the dark:

Sun and a torch

Q4 List down three uses of heat.

Heat helps us to cook food.

It also helps in drying clothes.

Heat from heater keeps us warm.

Q5 Which of the following produce heat:

- Candle _____ yes
- Shirt _____ no
- hands rubbing together _____ yes
- book _____ no
- blanket _____ yes

UNIT 12

Q1 Choose the correct answer.

1. Make friends
2. Care about others and enjoy
3. Happy
4. Elderly people
5. Interdependent

Q2 Write True or False.

I feel very happy when someone helps me. _____ true

If someone falls down, it is okay not to help them _____ false.

All of us depend on each other. _____ True

Q3 Give one-word answers to the following questions:

1. Sharing
2. Interdependent
3. Baker
4. Happy
5. Tailor

Q4 Give detailed answers to the following questions:

1. a. to share your things with others
b. when you share things with others they will also share their things with you when you need them.
2. We depend on each other for most of our needs.
3. Doctor: helps us when we are sick
4. **Teacher: teaches us**
5. Tailor: stitches clothes for us

Q5 Give examples of how you have helped your friends.

Answers depend on students.

Unit 13

Q1 Choose the correct answer.

1. do many kinds of jobs
2. Teachers
3. Bank Officers
4. Carpenters
5. Nurses

Q2 Give one-word answer to the following questions:

1. Plumber
2. Farmer
3. Cattle
4. Work
5. Difficult

Q3 Name the person who:

1. Pilot
2. Banker
3. Farmer
4. Plumber
5. Carpenter

Q4 Answer the following questions:

1. Teacher, doctor, nurse, van driver,
2. By doing job.
3. Police: protects us from criminals.
4. Carpenter: works with wood to make doors and furniture.
5. Farmer: grows cereals, fruits, and vegetables.
6. Teacher: helps us learn

Unit 14

Q1 Choose the correct answer.

1. Fair
2. Wait
3. Hand

Q2 Fill in the blanks:

1. Advice
2. Line
3. Fair

Q3 Write True or False.

We should treat everyone like we want them to treat us. _____ true

It is okay to be rude to people. _____ false

We should be calm and wait for our turn. _____ True

Q4 Give answers to the following questions:

1. Religion, culture and ethnicity
2. Treat everyone equally listen to their opinions be considerate of everyone
3. Listen to them attentively

Unit 15

Q2. Give one-word answer to the following questions:

1. Forgiveness
2. Sorry
3. Hurt

Q3. Answer the following:

1. A) They can lie
B) They can say bad things
2. It is hurtful to them
3. We should apologise as soon as possible
4. We should try to forgive them

Q4. Put a tick before a right action, a cross before a wrong action.

1. Taking permission before using something that belongs to someone else ✓
2. Laughing at someone ✗
3. Saying sorry after doing something wrong ✓
4. Forgiving people ✓
5. Pushing people ✗

Unit 16

Q1. Choose the correct answer

1. Fair
2. All of the above
3. Blame

Q2. Answer the following:

1. Behaving with other in a way that is right and responsible
2. Hurt and angry
3. Not make fun of our friends, don't blame them for our mistakes, take responsibility for our own actions, apologise if we've made a mistake

Q3. Put a tick before a right action, a cross before a wrong action.

1. A good person never stays quiet on unfair acts
2. Saying sorry after doing something wrong
3. It is fair to lay your responsibilities on someone else

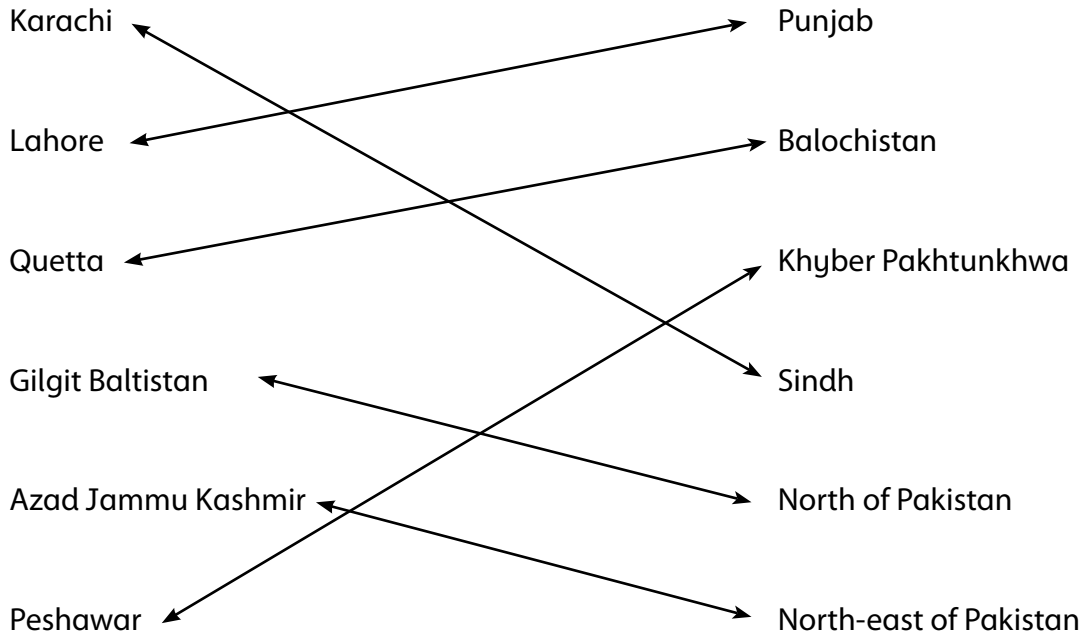
Answer sheet 1-1

Draw the lines to show the provinces and regions of Pakistan. Also label them.



Answer sheet 1-2

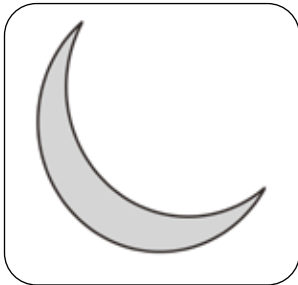
Match the following:



Write the meaning of the following:



The star represents light and knowledge



The crescent represents progress.

WHITE COLOUR

The white colour represents the religious minorities.

GREEN COLOUR

The green colour represents the Muslim majority of Pakistan.

Assessment worksheet

List the four provinces of Pakistan.

1. Punjab _____

2. Sindh _____

3. Baluchistan _____

4. Khyber Pakhtunkhwa _____

Define Culture.

- The way of life of a particular group of _____

- people or society. _____

Draw and colour the Pakistan flag.



Answer sheet 2-1

Following are the pictures relate to the city or village life. Label the pictures from the words given in the word bank.

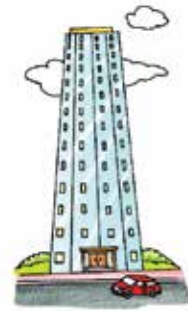
- | | | | | |
|----------------|------------|----------------|--------|---------|
| Traffic signal | Factory | Sky scrapers | Fields | Theater |
| Farm animals | Rush hours | Home made food | | Rubbish |



Traffic signal



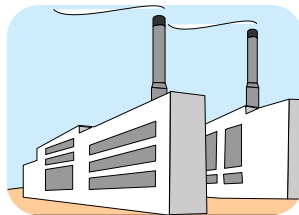
Home made food



Sky scrapers



Rubbish



Factory



Rush hours



Fields



Theater



Farm animals

Answer sheet 2-2

Write five differences between village and city life.



1. There are fields.

2. The air is fresh.

3. Food is pure and fresh.

4. There are no proper roads.

5. Most of the houses are made of mud.

1. There are big buildings.

2. The air is polluted.

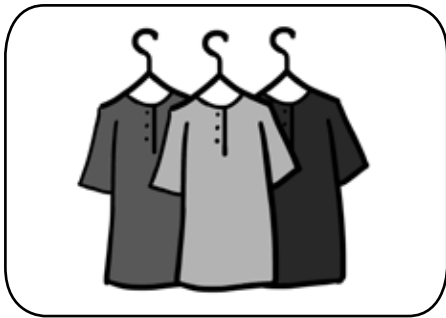
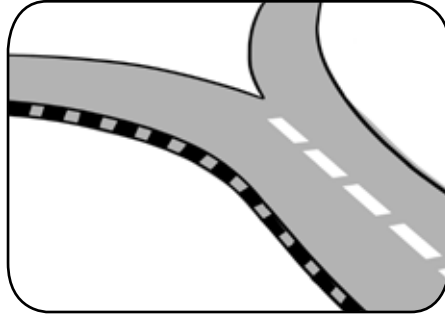
3. There are big and proper roads.

4. The houses are made of bricks.

5. There are big hospitals.

Answer sheet 3-1

Tick the services provided by the government:



Right or Responsibility?

Completing your home assignment on time.



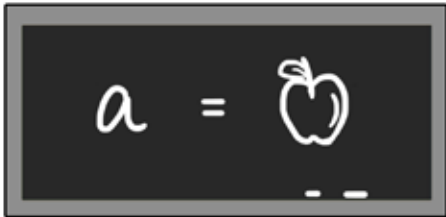
Responsibility

Have healthy and pure food



Right

Have good education.



Right

Respect your elders.



Responsibility

Assessment Worksheet:

Define government?

Ans: Group of people having the authority to make decisions for the betterment of the country and its people.

List three responsibilities of yours as a citizen when you go for outing with your parents.

1. Do not throw the garbage in the park or on the roads.
2. Obey the rules of that place.
3. Respect other people's privacy.

True & False:

1. Taking you out for recreation is the responsibility of the government. T/F
2. Providing nice parks and places for recreation is the responsibility of the government. T/F
3. Providing safe and secure environment is the responsibility of the government. T/F

Complete the sentences:

- Muslims go to the Mosque for Eid prayer.



- They exchange gifts with their family and friends.



- They eat sweet things on this Eid.



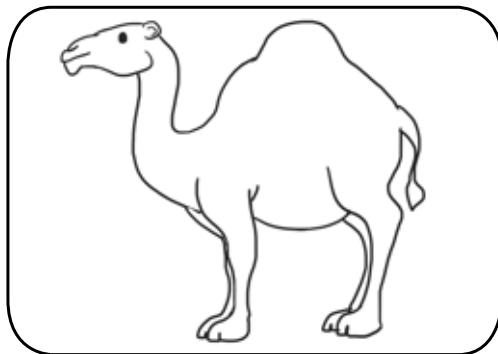
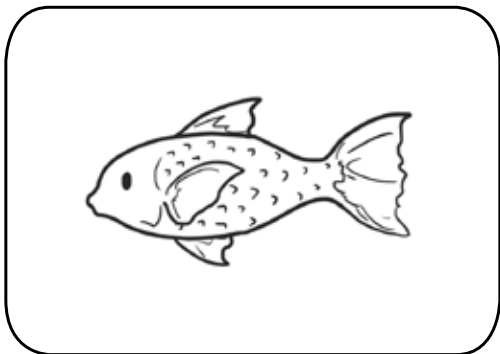
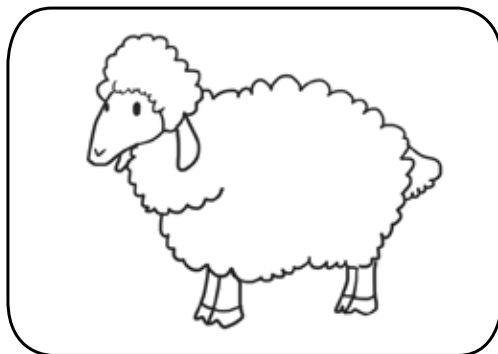
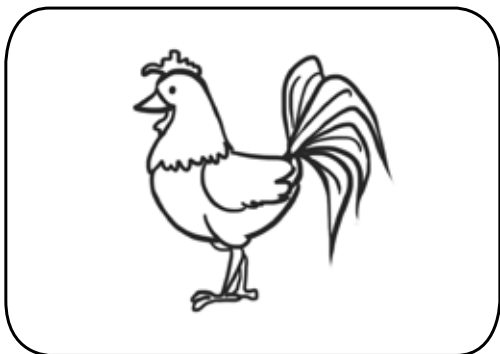
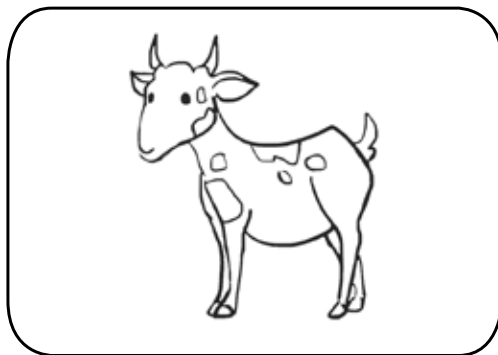
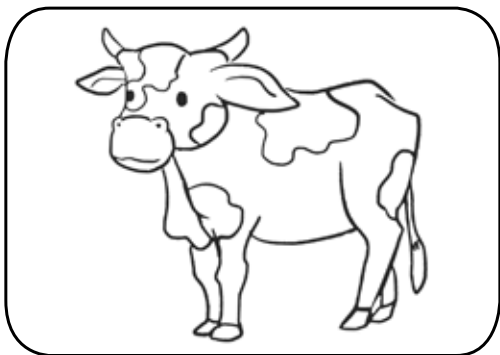
- They give charity to the needy.



- Muslims celebrate Eid-ul-Fitr by seeing the shawwal moon.



Colour the animals that we sacrifice on Eid-ul-Azha



Unscramble the words

FICESARIC

SACRIFICE

NOOM

MOON

YERRAP

PRAYER

BRATCELEE

CELEBRATE

MALANIS

ANIMALS

Write down the names of four religious festivals that are celebrated in Pakistan.

EID-UL-AZHA

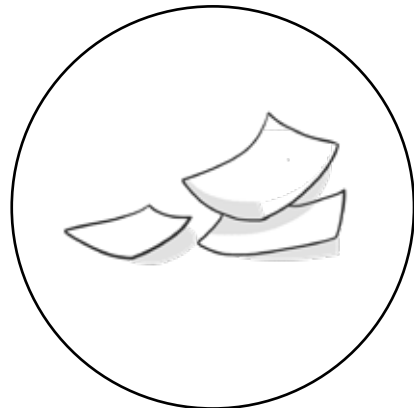
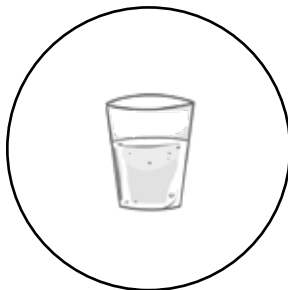
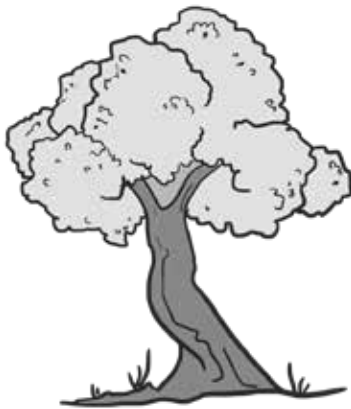
EID-UL-FITR

CHRISTMAS

DIWALI

Answer sheet 5-1

Circle the non-living things.



Answer sheet 5-2

Name the following natural resources:



Water is used for drinking.



Trees gives us oxygen.



Sunlight makes us warm.

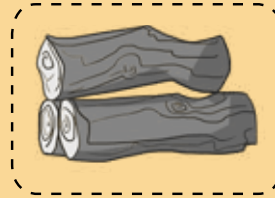
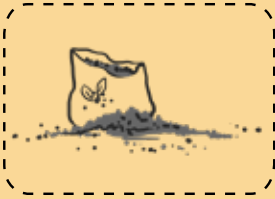


Coal is the source of energy.

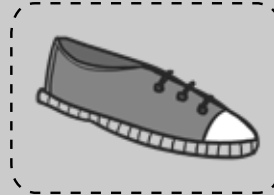
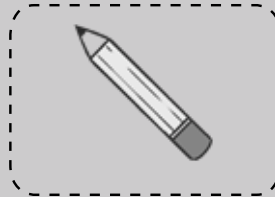
Answer sheet 5-3

Cut and paste the picture in the correct column:

Natural things



Man-made things



Answer sheet 5-4

Define Natural environment.

All ecological systems that are running without any human intervention makes

natural environment

Write three uses of wood.

1. Furniture is made with wood.

2. Paper

3. Match sticks

Draw pictures:

Natural things

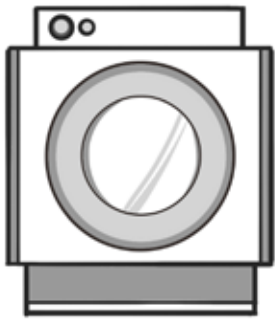
answers depend on students

Man-made things

answers depend on students

Answer sheet 6-1

Match the following:



Drinking



Cooking



Swimming



Washing

Cleaning



Watering



Answer sheet 6-2

SOURCES OF WATER (Match the pictures with their names)

RIVER

POND

SEA

HAND PUMP

LAKE



Which is your favourite source of water? Why?

Answers will vary

WHAT USES MOST WATER?

Circle the top three.



Washing clothes



watering plants



washing car



Brushing teeth



Have a bath



Flushing the toilet



Cleaning the house

Unscramble the words.

ETSAM STEAM

ECI ICE

TREAW WATER

POURVA VAPOUR

VERIR RIVER

Fill in the blanks:

1. All living things need water to live.
2. Rain water absorbs by the soil.
3. Water is taken to the filtration plants to kill germs.
4. We should drink clean water.
5. We should drink more water in summer because in summer we perspire.

Answer the following:

1. Write a method through which we can kill germs in our water.

Ans: We can kill germs by boiling the water.

2. Why do we not use seawater?

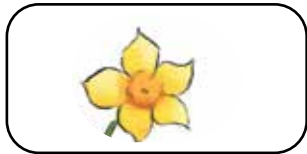
Ans: We do not use sea water because it contains very high amount of salt.

Answer sheet 7-1

Match the parts of plants with their functions:



Makes food for the plant.



Absorbs water and minerals from the soil.



Reproductive part of the plant.



Provides basis for the leaves.

Answer sheet 7-4

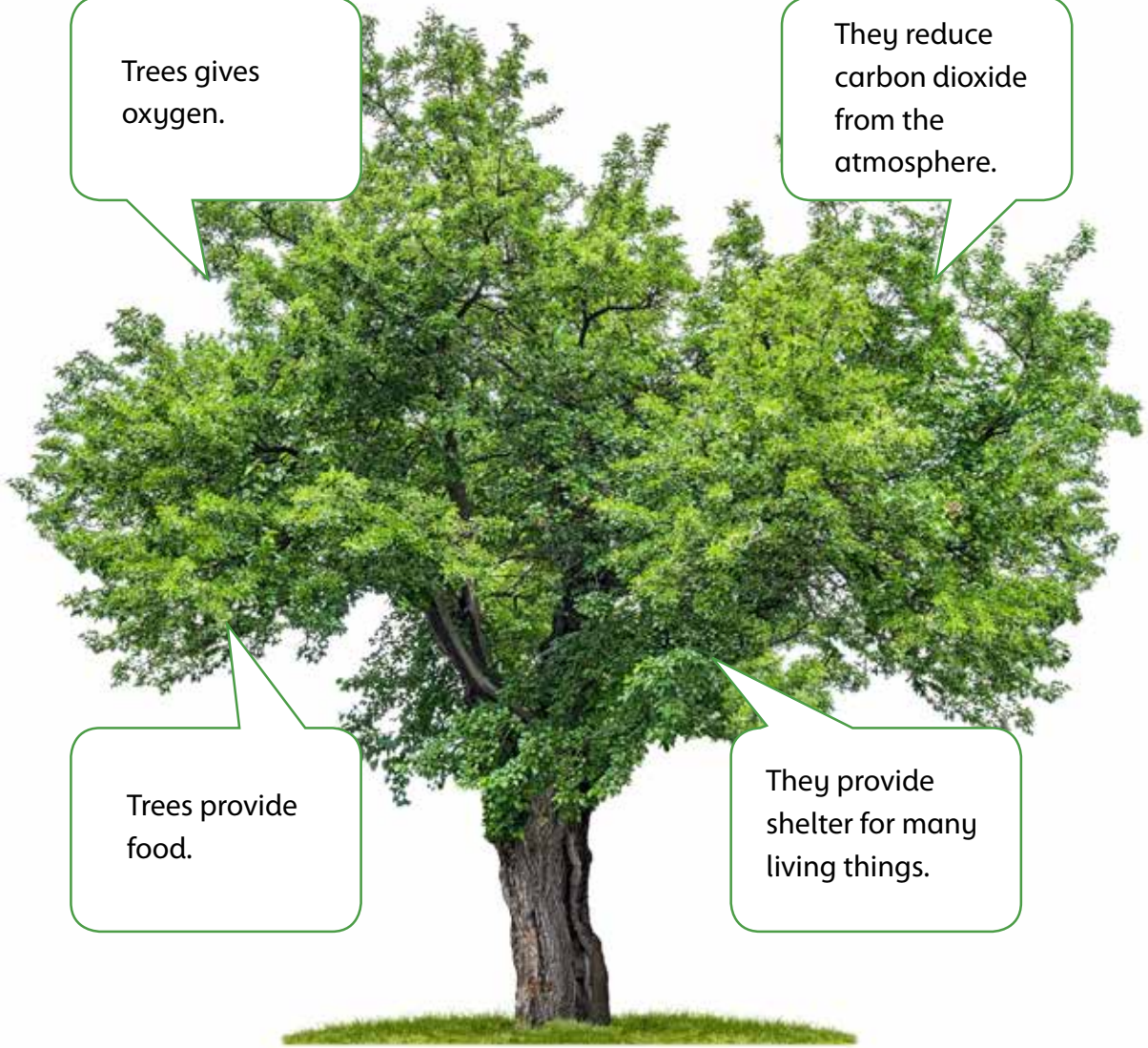
Write down the different roles that trees and plants are playing for our environment.

Trees gives oxygen.

They reduce carbon dioxide from the atmosphere.

Trees provide food.

They provide shelter for many living things.



Draw the parts of plant:ROOTS

ROOTS



STEM








LEAVES



FLOWER



Complete the sentences using the words given below:

1. Fill the pot  with mud.
2. Pour some Seeds  into the mud.
3. Cover the seeds with the soil .
4. Pour some water  into the pot.
5. Place the pot in front of sunlight .

Answer sheet 8-1

Write the names of animals in the correct column:

| | | | |
|------|-------|------|---------|
| FISH | TIGER | CAT | DOG |
| BEAR | SHARK | DEER | DOLPHIN |

ANIMALS ON LAND

TIGER CAT DOG

DEER BEAR

ANIMALS IN WATER

DOLPHIN

FISH SHARK

Answer sheet 8-2

Write the names of the young ones of these animals:



CUB



KITTEN



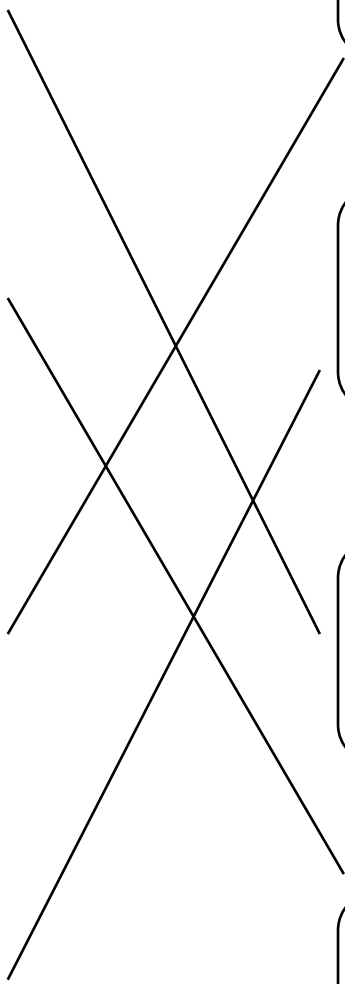
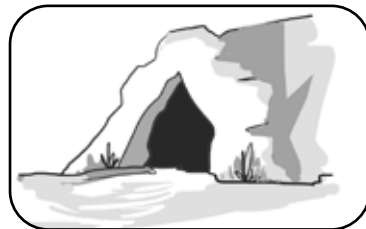
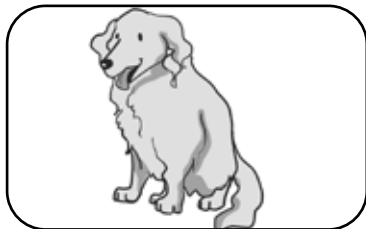
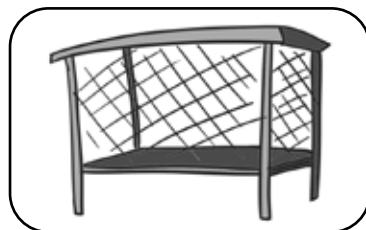
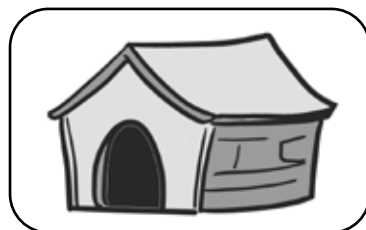
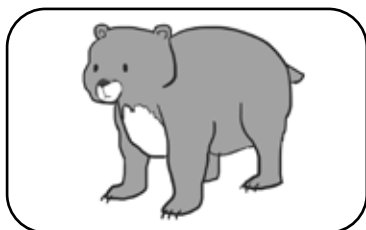
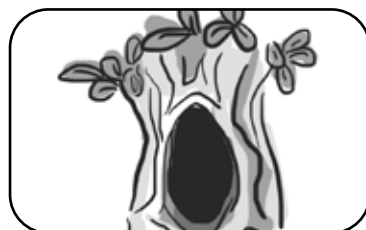
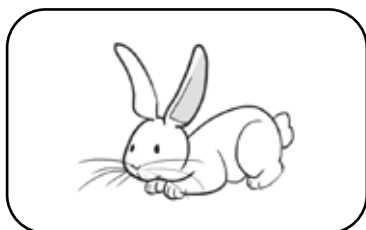
TADPOLE



CATERPILLAR

Answer sheet 8-3

Match the following animals with their homes:



Answer sheet 8-4

Assessment Worksheet:

List three water animals.

1. Shark

2. Whale

3. Star fish

List three land animals.

1. Lion

2. Cat

3. Elephant

True & False:

1. A baby tiger is called a chick. F
2. Shark can live on land and also in water. F
3. Butterflies look different from their babies T

Draw the house of the following:

ANT

Answers depend on student's drawing

BIRD

Answers depend on student's drawing

Write down the names of the crops.

Wheat
Sugarcane

Rice
Maize

Cotton
Sunflower



Wheat



Sugarcane



Cotton



Sugarcane



Maize



Rice

Answer sheet 9-2

Match the following:



EGGS

MEAT

MILK

HONEY

FUR

WHAT SHOULD WE DO:

We should wash the car every day.

Yes / No

We should take long showers.

Yes / No

We should waste lots of water when
we wash clothes.

Yes / No

We should not water plants daily.

Yes / No

We should turn off the taps while brushing
our teeth.

Yes / No

We should repair the pipe leakages
immediately.

Yes / No

Answer sheet 10-2

HOW CAN WE SAVE WATER?

| Place of using water | How can water be wasted on this place? | How can we save water here? |
|----------------------|--|-------------------------------------|
| Laundry | Use too much water. | Use less water as much as possible. |
| Garden | Use water pipes to water plants. | Try to use used water. |
| Bathroom | Use shower. | Use bucket. |

Tick the ways to save the forests:



Plant
more
trees ✓

Make fires

Use only
one side of
the paper

Cut down
trees

Recycle
paper ✓

Don't cut
trees ✓

Use lighter
instead of
match stick ✓

Use lots
of tissue
papers

Answer sheet 10-4

Write two ways of wasting water?

1. Open the tap while brushing the teeth.

2. Use shower to take bath.

List three ways of saving water?

1. Turn off the tap when it is not in use.

2. Fix the leakage of water pipes.

3. Use bucket to take a bath.

Match:

fix any leaking taps



Don't waste water



Deforestation



Answer sheet 11-1

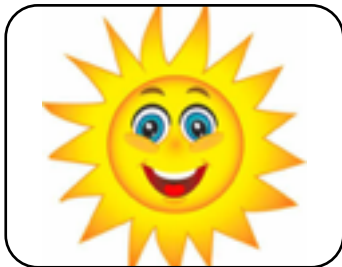
Identify natural and man-made sources.



Natural/Man-Made



Natural/Man-Made



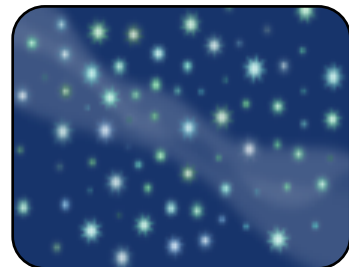
Natural/Man-Made



Natural/Man-Made



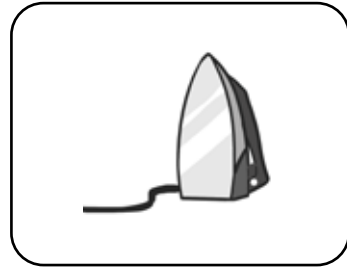
Natural/Man-Made



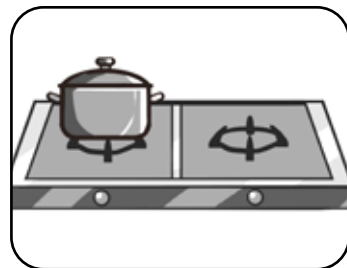
Natural/Man-Made

What is the source of light or heat energy shown in the picture?

heat



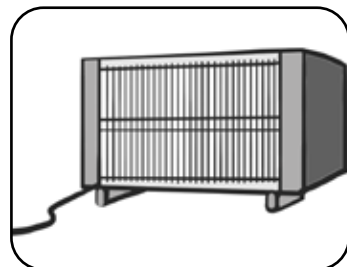
heat



light

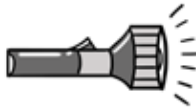
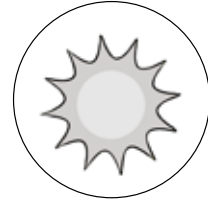


heat



Answer sheet 11-3

Circle the object with highest intensity:



Answer sheet 11-4

Name three man-made sources of light.

1. Torch

2. Lamp

3. Electric bulb

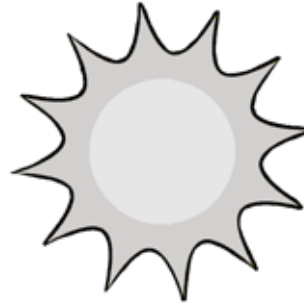
What are the three ways of getting heat energy?

1. Sun

2. Electricity

3. Fire

Draw two natural sources of light.

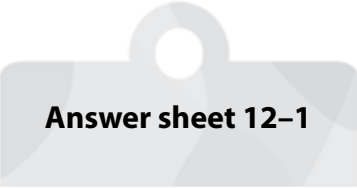


Write some uses of light.

1. Light makes the things visible to us.

2. It gives us warmth feeling.

3. Light is necessary for the plants to make their food (photosynthesis).



Answer sheet 12-1

SHARING IS CARING

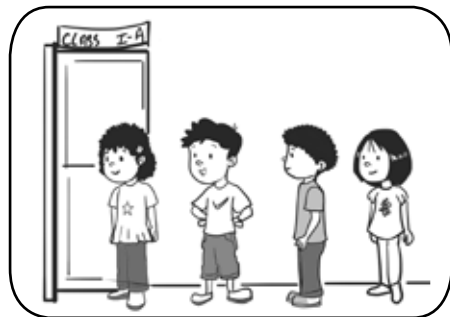
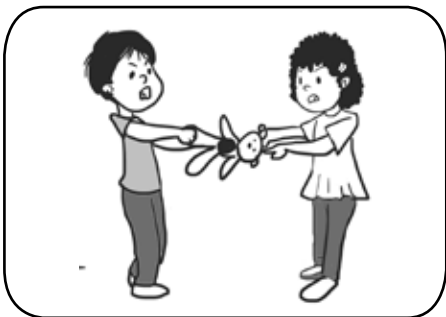
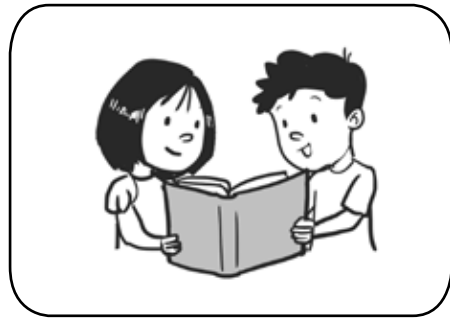
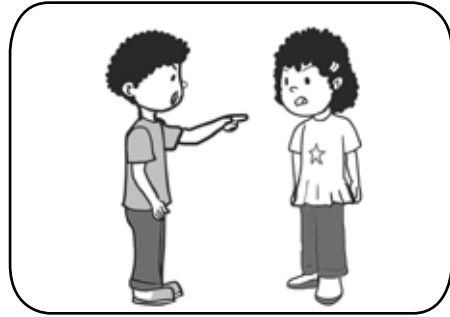
I am a good boy/girl because I share

We depend on.....

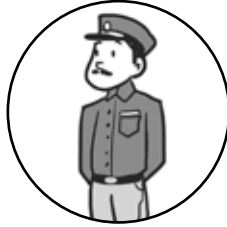
1. Barber to cut our hair
2. Milk man to drink milk.
3. Cobbler to mend our shoes.
4. Doctor to get ourselves checked.
5. Farmers to eat vegetables.

Answer sheet 12-3

Tick the ways of helping others:



Who am I?



- I arrest criminals.

policeman

- I cut your hair.

barber

- I help doctors in a hospital.

doctor

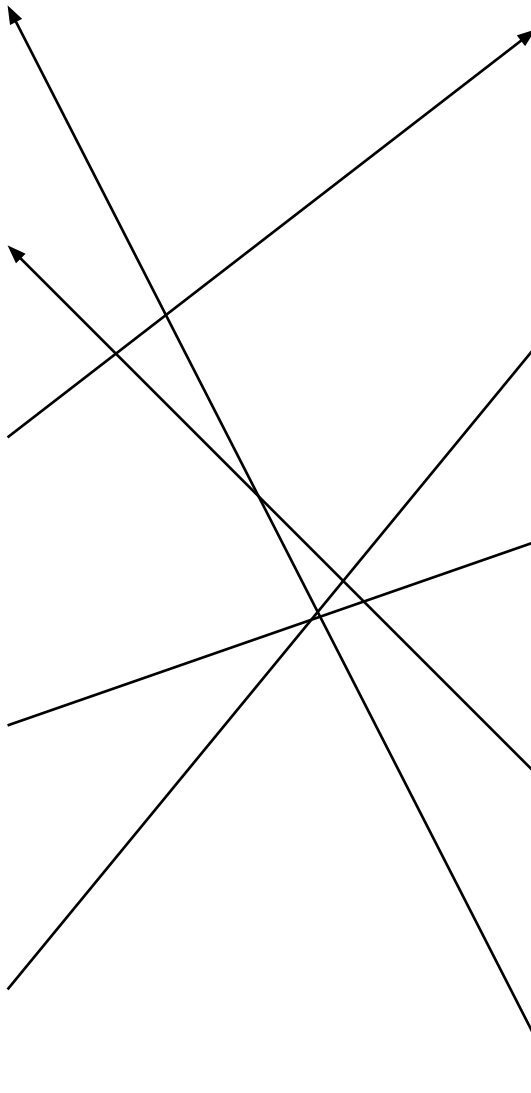
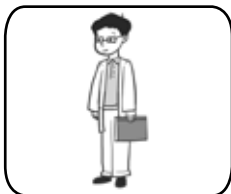
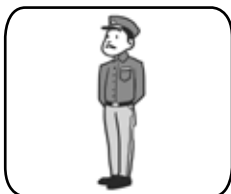
- I fly a plane.

pilot

- I teach children in school.

teacher

Match the following:

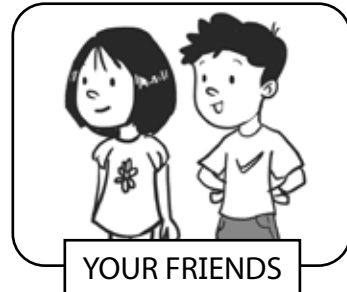


How do you respect these people?

By listening to her carefully.



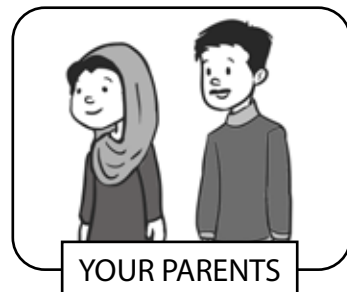
Being loyal to them.



By talking with them respectfully.



By obeying them.



Answer sheet 14-3

Name three things that differentiate the human beings from one another.

1. Language

2. Clothes

3. Food

What should you not do to avoid disrespecting others?

Ans: We should not try to snub others.

Draw a situation where you show respect by maintaining the discipline.

answers depend on student's response

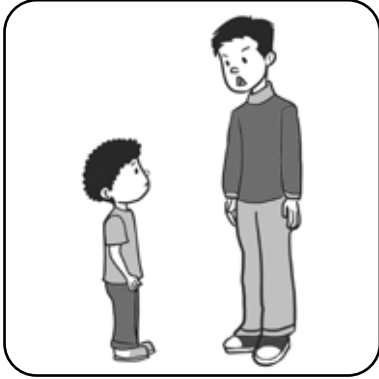
What are the three ways of respecting others?

1. Listen to them carefully.

2. Respect their opinions.

3. Wait for your turn whenever you are in a queue.

How people are getting hurt in these pictures?



Being scolded.



Not listened.



Being bullied.

How can I reduce the hurt I have given to anyone?

- I can accept my mistake.
- I can say sorry.
- I can give them gift.
- I can invite them at dinner.
- I can tell them how important they are to me.

Answer sheet 15-3

What should we never do or say to others?

1. We should never call anyone by
bad names.
2. We should never give anyone a
feeling of being ignored.

Write some benefits of forgiving others.

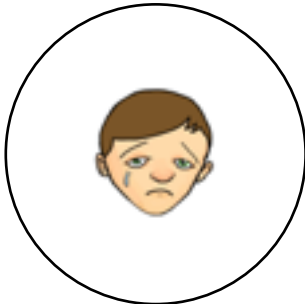
1. We become friends again.
2. It gives us inner satisfaction.
3. It gives us mental peace.

What should you do if someone apologizes?

Ans: We should accept his apology.

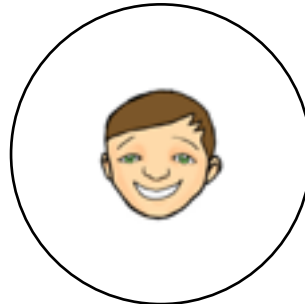
How do you feel when someone hurts you?

Draw



How do you feel when someone apologizes?

Draw



Answer sheet 16-1

Rate your fairness:

• **Share your things:**

Excellent Good Ok Needs improvement

• **Distribute equally.**

Excellent Good Ok Needs improvement

• **Take turns.**

Excellent Good Ok Needs improvement

• **Listen to others.**

Excellent Good Ok Needs improvement

• **Accept your mistakes.**

Excellent Good Ok Needs improvement

• **Respect other's opinion.**

Excellent Good Ok Needs improvement

• **Follow the rules.**

Excellent Good Ok Needs improvement

What should we do when we commit a mistake!

Tick the correct option:



Drink Water



Apologize ✓



Think what to do now!



Panic



Blame others



Take deep breaths

Answer sheet 16-3

I will be fair if I ...

irrespective of other's appearance and social status, I treat them equally.

Draw here what you have written above.

answers depend on student's response

Sample Assessment Paper 1

Maximum marks: 50

Mid Term Examination

Time Allowed: 1 hour

Grade Two

Q.1: Fill in the blanks:

(1 mark each = 5 marks)

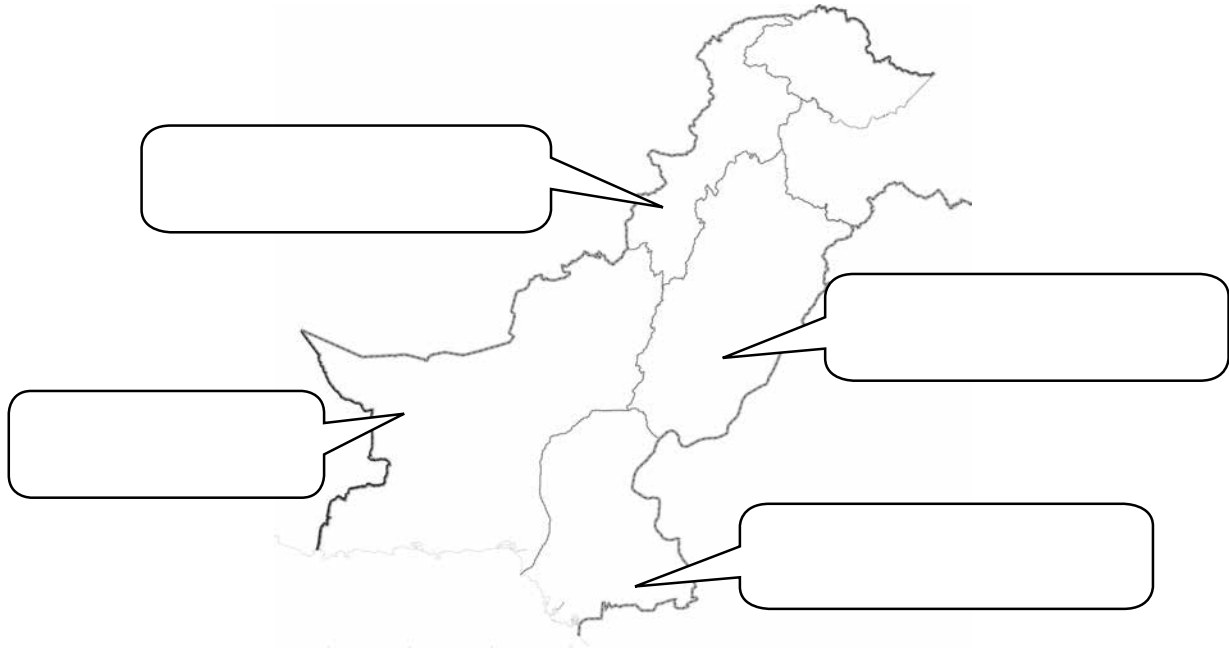
- (i) Pakistan has _____ provinces.
- (ii) Villages are _____ area as compared to cities.
- (iii) Citizens _____ to the Government.
- (iv) Muslims go to the _____ to offer their prayers.
- (v) Materials we get from nature are called _____ materials.

Q.2: Choose the correct answers: (1 mark each = 5 marks)

- (i) People from _____ speak Sindhi.
 - A. Punjab
 - B. Baluchistan
 - C. Sindh
 - D. Khyber Pakhtunkhwa
- (ii) Government provide _____ to the citizens.
 - A. Schools
 - B. Roads
 - C. Parks
 - D. All of the above
- (iii) Muslims celebrate _____ Eids.
 - A. One
 - B. Two
 - C. Three
 - D. Four
- (iv) _____ is the part which make fruit.
 - A. Flower
 - B. Stem
 - C. Leaf
 - D. Root
- (v) _____ is the water animal.
 - A. Tiger
 - B. Parrot
 - C. Elephant
 - D. Dolphin

Q.3: Label the following diagram:

(1 mark each = 4 marks)



Q.4: Complete the table:

(1 mark each= 4 marks)

| Water Animal | Land Animal |
|--------------|-------------|
| | |
| | |

Q.5: Write the name of the part of the plant:

(1 mark each= 4 marks)

| | |
|---|--|
| BECOMES A FRUIT | |
| TAKES WATER AND MINERALS FROM THE ROOTS TO THE LEAVES | |
| TAKES UP WATER AND MINERALS FROM SOIL | |
| MAKES FOOD FOR THE PLANT | |

Q.6: Give reasons of the following:

(1 mark each= 5 marks)

(i) Why does every country has its flag?

(ii) Why is the air in villages clean and fresh?

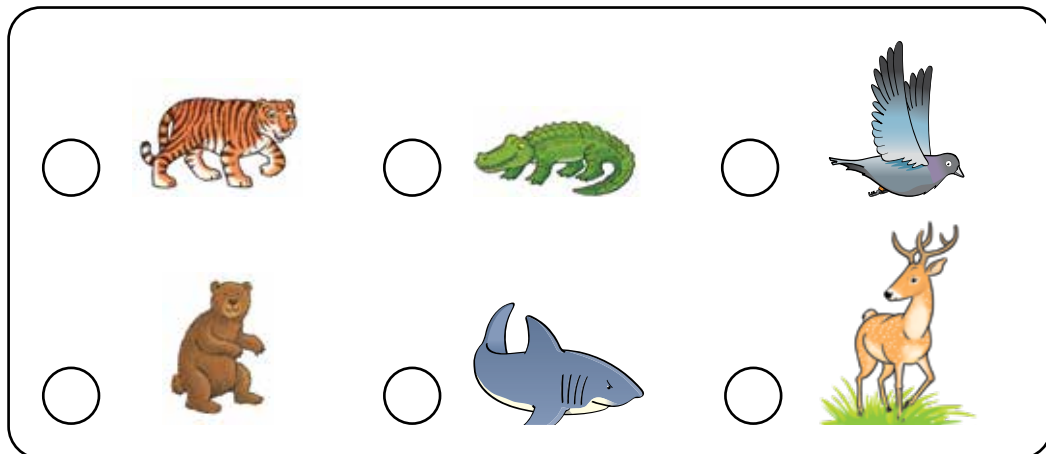
(iii) Why do we pay taxes to the Government?

(iv) Why should we not throw garbage on roads?

(v) Why is water so important to us?

Q.7: Identify the land animals and tick them:

(1 mark each = 3 marks)



Q.8: Circle the correct word to complete the statements:

(1 mark each = 5 marks)

(i) The main source of water is rain/ sea.

(ii) Forests keep the air carbon dioxide/ oxygen-free.

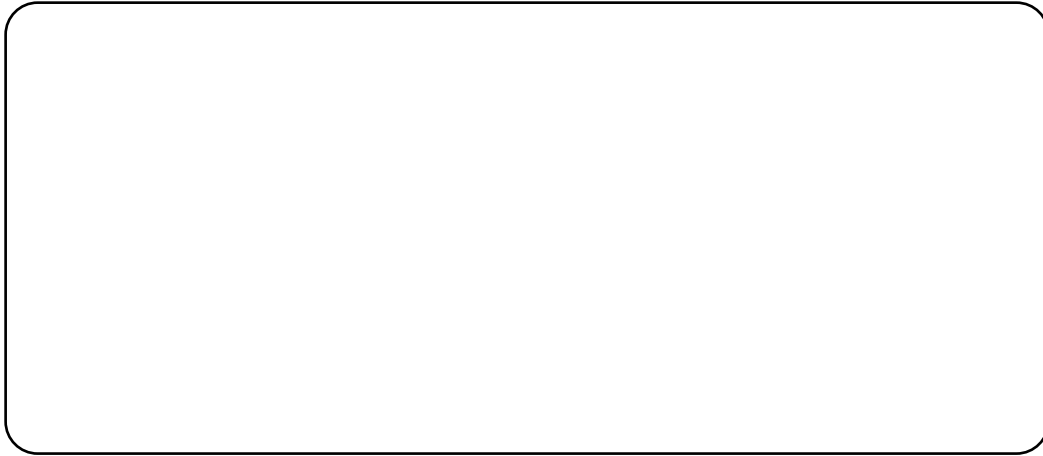
(iii) Holi is celebrated by Hindus/ Sikhs.

(iv) Citizens/ Government make rules for the country.

(v) Villages/ Cities are divide into towns

Q.9: Draw a plant:

(2 marks)



Q.10: Answer the following:

(2.5 marks each = 5 marks)


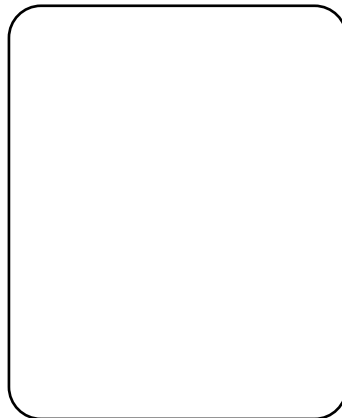
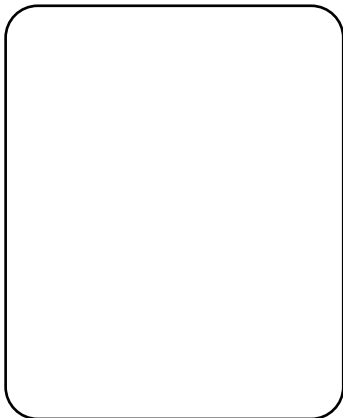
- (i) What are the differences between villages and cities.
- (ii) Name two Eids celebrated by Muslims.

Q.11: List the four provinces of Pakistan

(1 mark each= 2 marks)

Q.12: Draw three natural resources.

(1 mark each =3 marks)



Q.13: Name the following:

(1 mark each = 3 marks)

- (i) Man-made material.

- (ii) Gas released by the plants.

- (iii) Festival celebrated by Christians.

Sample Assessment Paper 2

Maximum marks: 50

Mid Term Examination

Time Allowed: 1 hour

Grade Two

Q.1: Fill in the blanks:

(1 mark each = 5 marks)

- (i) Leaves are of different _____ and _____.
- (ii) Animals that give birth to their young ones are called _____.
- (iii) Excess of _____ heats up the Earth.
- (iv) Water must always be _____ before drinking.
- (v) The main source of water is _____.

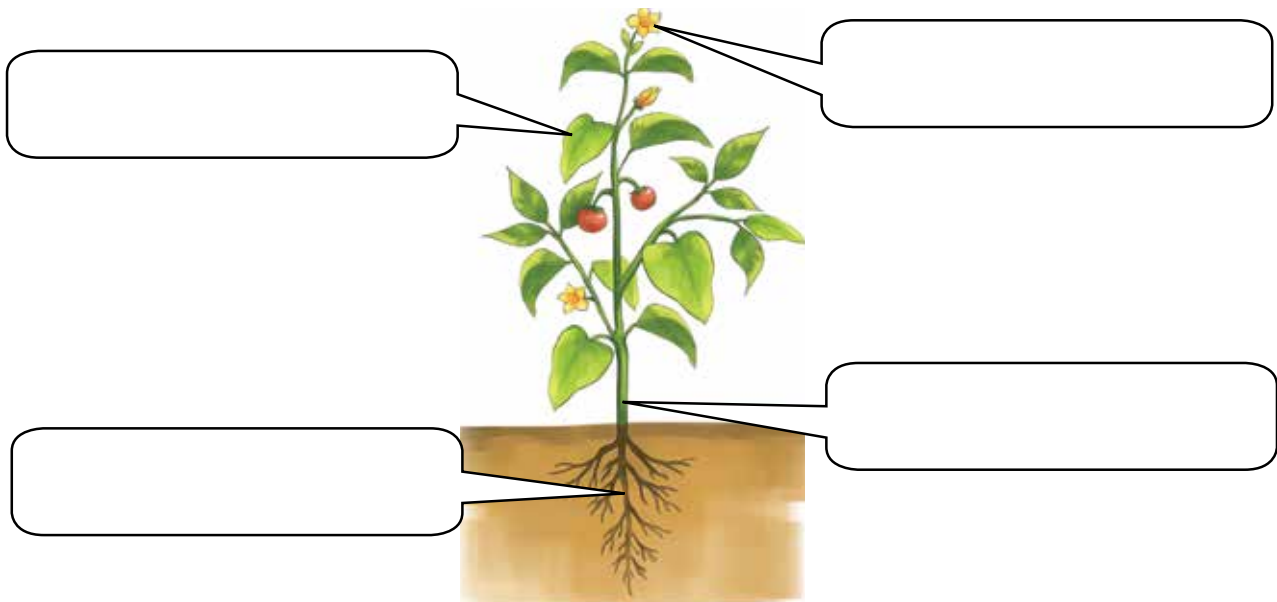
Q.2: Choose the correct answers:

(1 mark each = 5 marks)

- (i) Pakistan has _____ provinces.
 - A. two
 - B. three
 - C. four
 - D. five
- (ii) People from _____ wear Sindhi dresses.
 - A. Punjab
 - B. Sindh
 - C. Baluchistan
 - D. Khyber Pakhtunkhwa
- (iii) In villages people live in houses made of _____.
 - A. concrete
 - B. Mud
 - C. bricks
 - D. wood
- (iv) Easter is the religious festival of _____.
 - A. Hindus
 - B. Muslims
 - C. Sikhs
 - D. Christians
- (v) _____ makes fruit for the plant.
 - A. Roots
 - B. Stem
 - C. Leaves
 - D. Flower

Q.3: Label the following diagram:

(1 mark each=4marks)



Q.4: Complete the table:

(1 mark each= 4 marks)

| Natural Sources of Water | Man-made sources of water |
|--------------------------|---------------------------|
| | |
| | |
| | |
| | |

Q.5: Write the name of the following festivals:

(1 mark each= 4 marks)









Q.6: Give reasons of the following:

(1 mark each= 5 marks)

(i) Why does every country has its flag?

(ii) Why is the air in villages fresh and pure?

(iii) Why do we pay tax to the Government?

(iv) Why do Muslims sacrifice animals on Eid-ul-Azha?

(v) Why should we be careful while using water?

Q.7: Identify any three living things and encircle them:

(1 mark each = 3 marks)



Q.8: Circle the correct word to complete the statements:

(1 markeach=5 marks)

(i) Plants give us oxygen/carbon dioxide.

(ii) All/Some plants have flowers.

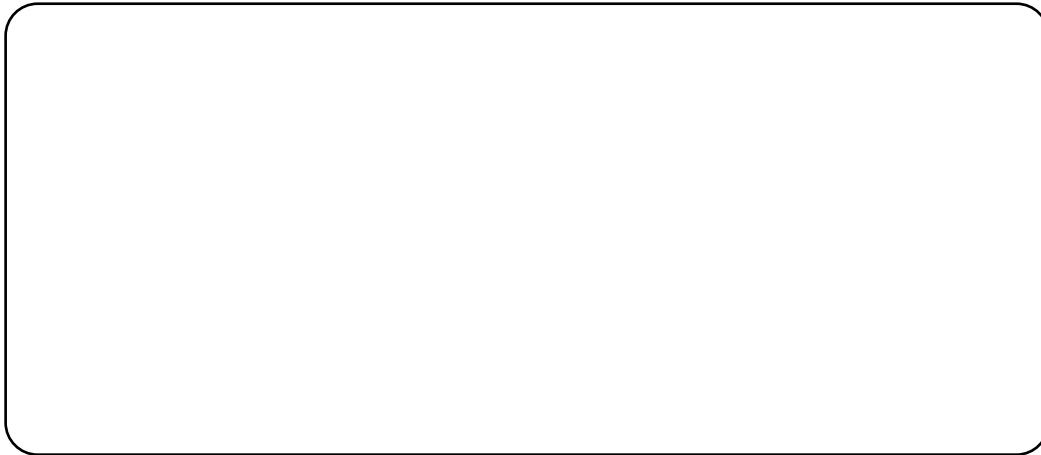
(iii) In villages people mostly live in mud/brick houses.

(iv) The green/white part of our flag shows all the Muslims who live in Pakistan.

(v) Muslims celebrate one/two Eids.

Q.9: Draw the national flag of Pakistan:

(2 marks)



Q.10: Answer the following:

(2.5 marks each = 5 marks)


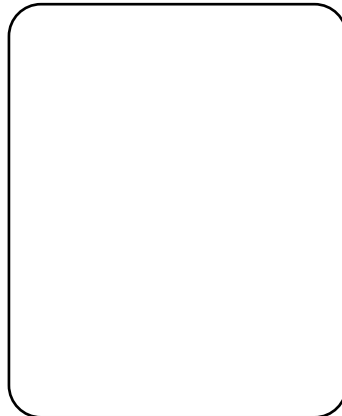
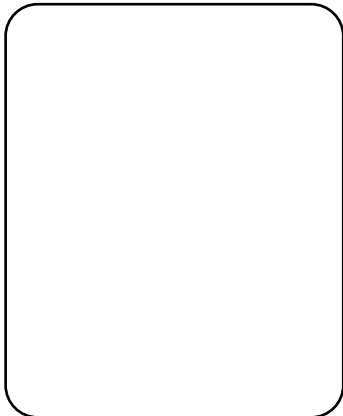
- (i) Define Government.
- (ii) Write two differences between city and village life.

Q.11: List the services given by the Government to the citizens.

(1 mark each = 2 marks)

Q.12: Draw three man-made sources of water.

(1 mark each = 3 marks)



Q.13: Name

(1 mark each = 3 marks)

- (i) the province where you live

- (ii) the things that are found in nature

- (iii) the process of turning waste into something that can be used again
