

New Oxford
**General
Knowledge**

TEACHING GUIDE

For Grade

1



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Introduction

New Oxford General Knowledge is a new series of General Knowledge textbooks. The graded books closely follow the guidelines and recommendations set out in the National Curriculum's 'One Nation, One Curriculum' document produced by the National Curriculum Council of Pakistan in 2020. The themes and concepts covered in the textbooks are from the areas of General Science and Social Studies. The teaching guides have been redesigned to assist teachers to plan their lessons as per their class needs.

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

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

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

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

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

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

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

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

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

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

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

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

Answers to Exercise questions are provided, wherever applicable, at the end of the lesson plans.

Appendix worksheets comprises of worksheets that may be printed out beforehand.

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Unit 1 Myself

Key learning:

- Self-introduction
- Likes and dislikes
- Recognising qualities
- Respecting differences

Background information:

This unit is about finding what makes up our sources of identity. Likewise, we all have likes and dislikes, activities we perform like playing, sharing, expressing gratefulness, and making friends. People around us have many characteristics, some are like us, and some are different.

Good characteristics are called qualities. Being kind to ourselves helps us respect others as well. Kind words, gestures, discouraging bullying and helping others makes us be respectful. Being respectful towards ourselves and others is also reflected in how we treat our space and things, like we take care of them, keep them clean, share them with others and build better communities.

Lesson plan 1

Duration: 40 minutes

Outcomes: Students will be able to:

- introduce themselves
- identify their likes and dislikes

Resources: textbook pages 1–2, Worksheet 1

Introduction: 10 minutes

Begin by introducing yourself to the students. Besides your name and what you do, add your likes and dislikes, a short event from your childhood or when you were in Class 1. This short introduction can act as an icebreaker between you and the students. Ask students about their names and ages, and their likes and dislikes, e.g., foods.

Explanation: 20 minutes

1. Read about Hassan. Talk about the pictures of Hassan and his friends on page 1 and 2.
2. Discuss the details such as the colour of their clothes, their hairstyle, what they are doing in the pictures, etc.
3. Ask the students to look around and observe other boys and girls in class. Do they see any similarities and differences? Similar uniforms, but different hairstyles; similar books but different school bags; what else do they see?
4. Ask the students to describe themselves—colour of their hair, eyes, clothes, etc. Discuss the Questions 1–3 on page 2 with students.

Conclusion: 5 minutes

Discuss with students what activities Hassan may do during his evenings such as playing, going out with parents, watching TV, doing homework, etc. Answers will differ based on students' own perception.

**Class work:**

- Students could do Question A in class work copies through discussion and taking individual inputs for 'I like to play,' and 'I like to eat.'

Homework:

- Students could draw or paste their own pictures showing them playing, enjoying their favorite dish, studying, and helping others in their work copies. Students can also do Worksheet 1.

Lesson plan 2**Duration:** 40 minutes**Outcomes:** Students will be able to:

- identify what is considered a quality
- identify qualities in themselves and others
- identify ways in which people are similar and different

Resources: textbook page 1–2, pictures/posters modelling inclusivity**Introduction:** 10 minutes

Begin by asking students to share few things about themselves, e.g., their full name, their parents and siblings name, their likes and dislikes, and names of their friends.

Share your details as well and highlight similarities and differences.

Explanation: 20 minutes

1. Reread about Hassan's daily activities on page 1 and 2.
2. Ask students to share their individual activities, games with friends, people they help, how do they thank God, etc.
3. Ask the students to raise their hands when repeating the most common answers for likes, dislikes, favorite games, food, if they clean up after themselves, thanking God, etc.
4. Ask the students to if they want to be friends with Bina, Hassan's best friend. Help them describe why are they friends with others. (Bina likes to do things which are new for Hassan, she does not lie, and is always helpful.)
5. Discuss how they can be friends with people who are different from them.
6. Share pictures/posters that highlight how can people be respectful towards others by:
 - ❖ Welcoming others
 - ❖ Thinking about others
 - ❖ Making others feel good

Conclusion: 5 minutes

Discuss with students what activities Hassan and Bina may do together and can do with them. Answers will differ based on students' own perception.

Classwork:

- Students could do Question A in class work copies through discussion and taking individual inputs for 'I like to play,' and 'I like to eat.'

**Homework:**

- Students could draw or paste their own pictures showing them playing, enjoying their favorite dish, studying, and helping others in their work copies.

Suggested activities

1. Divide the class in pairs and ask students to talk about their own and then their partner's good qualities.
2. Ask students to share the likes and dislikes of their partner's food, colour, sports, etc.



Unit 2 My Body

Key learning:

- Body parts
- Five senses
- Sensory descriptions

Background Information:

Our body is host to several organs and parts that help it to move and function in the right order. Each body part has a specific function, for example, we use our nose to breathe and smell, whereas we use our eyes see.

All parts of the body work in conjunction to function at their full capacity. There are 206 bones in the human body. Also, the skin is the largest organ in the human body. We are the same in many ways, but also different. For example, we all have hair, but some people have long hair, and some have short; we all have bodies, but some people are tall and some are short; some of us are girls and others are boys.

Animals use their senses to hunt and keep themselves safe. Humans depend on their senses for different things. We use our five senses (see, hear, smell, taste, and touch) to understand the world around us.

Lesson plan 3

Duration: 40 minutes

Outcomes: Students will be able to:

- label major parts of the human body (eyes, nose, ears, mouth, arms, feet, and legs).
- identify the functions of various body parts

Resources: textbook page 3–4, pictures of children playing, eating, etc., if possible, a large doll (boy or girl) to demonstrate body parts, Worksheet 2.

Introduction: 15 minutes

Invite a girl and a boy to come forward. (In case of segregated schools, call forward any two students.) Ask them to name the body parts that are visible to them such as head, neck, legs, arms, shoulders, hair, etc.

Ask the class if these body parts are the same in both the students. The obvious answer would be YES. Tell them that these are the physical features that all human beings are generally born with. The students called out may return to their seats. At this level, deformities can be discussed by telling students that not all children are born healthy due to certain deficiencies.

Play the game 'Simon says' for 10 minutes or so with the students. Students will have fun playing 'Simon says' as it can be used to practise body parts. To play the game, give an instruction preceded by 'Simon says'—for example, 'Simon says, wiggle your thumb.' The children should then do so. If the instruction is given without saying 'Simon says' first, the children are not supposed to follow and if they do, they are out. Try to include lesser-known parts of the body such as toes, elbows, eyelids, nails, etc

Explanation: 20 minutes

1. Ask the class to name the body parts one by one. Write the names on the board.
2. Now look at page 3 of the textbook and repeat the names of the body parts. While reading, let the students point to their own body parts. Revise the spellings of all body parts given in the textbook.
3. Explain that the head is where the brain is located: it controls all our actions whether we are awake or asleep. You can add some more parts of the body such as the back and the chest and abdomen. Tell the class why these are important. The back supports us in our posture and movement. The chest is where the heart and lungs are located, and which are very important in keeping us alive.

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4. Reflect on people with physical disability who move, learn and enjoy life differently.
 5. Next, focus on some of the differences between people, such as eye colour, hair, facial features, etc. (Be careful about complexions as it can be a sensitive issue for children and parents.) These differences are present among all human beings and differentiate one person from another. Even twins are sometimes born with differences.
 6. Write 'running' on the board and then ask students what body parts are used for this purpose: legs, feet, ankles, knees are the answers.
 7. Extend the activity by adding other activities as well.
 8. Refer to the pictures of children playing, eating, writing, etc on pages 5 and 6.
 9. Ask what parts of the body are being used for each activity. For example, write 'writing' on the board—ask: what parts of our body do we use to do this? Hands, eyes, head (brain).
 10. Tell the students that more than one body part is used to perform a single activity.

Conclusion and Classwork: 5 minutes

Students could do the activity on page 4. The teacher can help students identify body parts in use of actions in the picture for question A, like the girl skipping is using her legs and hands. The teacher will discuss situations similar to question B on page 4.

Homework:

- Students could attempt to answer question B on page 4 and Worksheet 2.

Lesson plan 4

Duration: 40 minutes

Outcomes: Students will be able to:

- identify what is considered a quality

Resources: textbook page 5–6, flash cards or pictures of children doing different activities, e.g., running, writing, seeing, and listening, speaking, eating, etc., a mystery bag activity filled with things with different textures, weight, smell, and colours.

Introduction: 10 minutes

Begin with a quick recap of the previous lesson—how we use our body parts. Introduce the five senses through flash cards and pictures:

Hear	what something sounds like
See	what something looks like
Smell	the scent of something
Taste	the flavor of something
Touch	how something feels

The five senses are always in use. We do not consciously use them; they are gathering information all the time. Discuss how some people have sensory impairment, like deafness, blindness, hearing impairment, etc.

Explanation: 20 minutes

1. Discuss with students the importance of each and every part of the body. Talk about the sensory nerves that help us see, hear, smell, taste, and understand different textures by touching.
2. Ask students whether they ever seen someone with a sensory disability? Explain the difficulties these people have to endure in fulfilling everyday chores and activities.

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3. Discuss the situations for each of the five senses and help them understand its role and importance in everyday life. For example, ask students if they can walk down the road with a blindfold, or drive a car by blocking the sound completely.
 4. Discuss why does the boy on page 5 say 'Not to look at the sun directly?' or why do we remove our hand from a flame. Help them understand our senses detect danger and tell our brain what is good or bad for us. Looking at the sun directly harms the eyes and can blind us for a while after. We remove our hand from a flame because the sense of touch tells our brain that it is hurting by burning and so removes it.
 5. Do the mystery bag activity and blindfold students one by one. Ask them to poke around the bag and just by feeling, make a guess about what it is.

Class work and Conclusion: 5 minutes

- Students can do question A on page 7 in the textbook. Answers will vary
- Discuss and ask students to Think, Pair, and Share for questions C and D on pages 7 and 8.

Homework:

- Students can do questions B (Answers will vary) and E from Exercise on pages 7 and 8 independently.

Suggested activities

- Share video of five senses for recap of senses and how they help <https://www.pbslearningmedia.org/resource/c9ed5f18-7545-4d9f-ae6c-a626851dbd3f/five-senses-science-trek/?student=true>
- Play a range of games for students to become more aware of their body parts and their senses like:
 - i. stand on one leg and see who can balance the longest.
 - ii. pick up a piece of paper with your toes.
 - iii. draw a picture with your left hand (or right hand, if you are left-handed).
 - iv. play Blind Man's Buff with your friends.
- Ask students to play 'Simon Says' with the teacher to see how capabilities and limitations of adult body.

Answers for Unit 2

- B. Write
- | | |
|---------------|-----------------------------|
| Pick a flower | hands |
| Throw a ball | hands |
| Eat | hands, mouth, teeth, tongue |
| Read | eyes |
| Run | legs, feet |
- E.
 - i. five
 - ii. daytime
 - iii. sour, salty
 - iv. skin
 - v. around

Unit 3 Keeping ourselves clean

Key Learning:

- Different ways to keep the body clean
- The importance of keeping clean
- Different types of clothes

Background Information:

Maintaining hygiene is very important to keep healthy. There are different ways to keep clean such as washing yourself, taking a bath, brushing teeth, cleaning ears, cutting nails, wearing clean clothes, and much more. There are very tiny germs that can attack us if we do not keep ourselves clean. Moreover, the bacteria and virus that make us fall sick also shoots into the air and can attack other people around us.

Work with students to determine the importance of keeping clean, for example why do we should wash our hands after using the toilet, before and after eating food, and after coming home from the market.

People wear different kinds of clothes according to their cultural values as well as weather conditions. The world over, people wear warm clothes during winter such as sweaters, cardigans, socks, scarves, woollen shawls, and leather boots. During summer, people prefer wearing airy, cotton clothes that keep them cool.

In different countries, people wear clothes that reflect cultural norms. For example, south Asian wear shalwar kameez, sari, dhoti, kurta, and pajama. In Japan, the traditional clothing for women is the kimono. Men in Arab regions wear Kandoura, which is a long, flowy dress with a Ghutra over a scarf, and women wear Jalabiya, which is also long flowy dress with a scarf. In Europe and America people wear trousers (dress pants) and shirts, t-shirts, shorts, skirts amongst many other items.

Work with students to explore the wide varieties of clothing people wear around the world during an Internet search or browsing through books in the library.

Lesson plan 5

Duration: 40 minutes

Outcomes: Students will be able to:

- list the ways to keep their body clean.

Resources: textbook page 9–10, 2 pictures (cartoons) to show Mr tidy and Mr untidy

Introduction: 15 minutes

Show the class pictures of a cartoon character “Mr Tidy” as a neat person and another cartoon character who can be called “Mr Not so tidy/Untidy” as an untidy person. The attached pictures can be pasted on a chart paper for better viewing.

Ask students to observe the pictures and say what they have noticed about the two pictures. They will most probably tell the difference between the two characters as one being tidy and the other untidy. Ask what Mr Tidy does to keep himself clean (take a shower daily, brush his teeth, wash hands, cut hair, trim nails, etc.) Give feedback on their replies and add to their observations if you think there is a need for it.

Explanation: 20 minutes

1. Connect the introductory activity with the pictures and the text to the students’ own lives: how they keep themselves clean, like Mr Tidy (e.g., brushing teeth in the morning and before going to bed, taking a shower, brushing hair); tell them that all these actions are important to keep themselves clean and healthy.

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2. Emphasise the importance of cleanliness for good health. Everyone likes people who are, and look, neat and clean, and keep their surroundings tidy and organised.
 3. Read the first three lines and stop and ask the class what the girl in the picture is doing.
 4. Tell the students why it is important to keep our teeth clean. Here you can quote some toothpaste advertisement which usually shares this information. It is observed that children remember things they see and hear on TV as they are catchy. Reinforce the importance of dental hygiene.
 5. Read the next line and talk about the picture. Ask why we should shower every day. Endorse their responses as they say, 'to keep the body clean and healthy'. Read the rest of the page, pointing to the pictures, and talking about each action and why it is done or why it is important. Inform them that to keep clean, we have to do some things daily while others need to be done with intervals such as trimming nails and cutting hair.

Conclusion: 5 minutes

Show the pictures of the two cartoons again to the class and ask which one of the two does the things they have just read in their books (Mr. Tidy). Which one of the characters would they like to be friends with? How would they advise the other one to improve?

Classwork:

- Students can do question A page 13 in their books.

Homework:

- Students could do activity 1 from 'Things you can do'. Parents could assist them. Ask students to bring empty toothpaste tubes, toothbrush, shampoo bottles, soap wrappers, and combs for the next class.

Lesson plan 6

Duration: 40 minutes

Outcomes: Students will be able to:

- list the ways to keep their body clean.

Resources: textbook pages 9–10, articles brought by students

Introduction: 10 minutes

Ask students what they need to keep themselves clean. Start with washing hands: what do you need? They would suggest soap, liquid soap, towel, and water, of course. Endorse their replies.

Explanation: 20 minutes

1. Begin with activity 1 from 'Things you can do'. Place the articles they have brought on your table; display them.
2. Give an opportunity to the students to share the names of the articles and say what they are used for. For example, if they show a soap wrapper, they will tell the class what they use it for on a daily basis. Try to include a variety of articles with different students as talking about the same things may make this activity boring.

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3. Ask the students to look at the pictures on page 10 and share what they think is happening? You could ask them the following questions:
- Why should we use a tissue and/or handkerchief when sneezing?
 - Is it healthy to grow nails and eat food with them? (Ask reasons for their answers.)
 - What happens to your hair if you do not wash and comb it regularly?
 - How do you feel when you keep yourself clean all the time? (Tell them cleanliness makes people stay active and fresh besides also smelling good and looking nicer).

Conclusion: 10 minutes

Class work and Conclusion: 10 minutes

- Students could do 'Discuss and answer' on page 10 in their work copies.

Homework:

- Students can do question B from 'Exercise' on page 13.

Suggested activities

- Ask the students to write their daily, weekly, and monthly hygiene and cleanliness routine on paper or class work copies. For example, how often they cut their nails, get a haircut, take a bath, clean earwax, etc.
- They could also share how many tasks they carry out without help from anyone to keep themselves and their belongings clean.

Lesson plan 7

Duration: 40 minutes

Outcomes: Students will be able to:

- identify the different types of clothing and explain the importance of keeping clothes clean.

Resources: textbook pages 11, pictures of people at different occasions in different clothes, sheets of coloured paper, Worksheet 3

Introduction: 20 minutes

Draw the students' attention to the pictures on page 11—what are Yasir and Anum doing in the two pictures on the top? Ask students if they can name the clothes that are hanging on the line. What clothes are Yasir and Anum wearing?

Explanation: 20 minutes

- Name some items of clothing such as shorts, trousers, jackets, frocks, shalwar kameez, socks, etc.
- Ask them about the different clothes shown in other pictures on page 11.
- Did they notice any difference in the people's clothes and shoes and the weather as well? The students should be able to tell the difference between the clothes worn during summer and winter. For example, they could say we wear warm clothes during winters and soft, cool clothes during summers.
- Ask students to look at the weather in the two pictures and tell what time of the year it is. Can we wear cool cotton clothes in winter and warm woolen clothes in summer? Take their replies and add the details.
- Explain that clothes are worn according to the occasion, place, and the time of day and year. Similarly, the clothes worn at school are a symbol of being students and the uniform represents the school. At the school, when it is wintertime, students, teachers, and everyone wear sweaters, cardigans, scarves, and other articles of clothing. In summers, everyone wears the regular uniform and clothes that keep them cool.



Class work and Conclusion: 10 minutes

- Discuss Questions 1–3 with the students in class.
- Students can do activities 3–5 from ‘Things you can do’. This would be a good way to reinforce different items of clothing, however, it would require some tricky cutting and there is the risk of ending up with many cut-out shapes that look nothing like clothes!

Homework:

- Students could do question C from ‘Exercise’ on page 13, and Worksheet 3.

Lesson plan 8

Duration: 40 minutes

Outcomes: Students will be able to:

- identify the importance of keeping ourselves, our belongings, and our surroundings clean.

Resources: textbook pages 12, 3 potatoes, plastic gloves, soap, 3 plastic bags, pictures of people living in unhygienic conditions.

Introduction: 10 minutes

Draw the students’ attention to the pictures on page 12—what are germs? Ask students if they can see germs around them? What happens when people don’t keep themselves and their surroundings clean?

Explanation: 20 minutes

1. Perform the potato experiment with students. Peel the potatoes and gather students.
2. Ask students to wear rubber gloves and pass Potato 1 around for them to touch. Explain that gloves are being worn so that no germs will touch the potato. Seal it in a plastic bag and label it.
3. Pass Potato 2 around the class without wearing gloves. Have students look at it closely to see if they can see any germs. They can look for dirty spots or other identifying marks. The purpose is for the potato to be exposed to many hands and many germs – do not mention to students. Seal it in a plastic bag and label it.
4. Ask students to wash their hands using soap and now pass Potato 3 around the class. Again, tell them to look for germs or other identifying marks. Seal it in a plastic bag and label it.
5. Discuss with students how germs are all around us and are passed on to other people and objects we interact with. Since they can be harmful by causing illness (flu, typhoid, cholera, dysentery, etc.) we should wash our hands regularly and keep ourselves clean.
6. Ask students to look around their class and brainstorm all places that can have germs and how to keep them clean.
7. Students should explain the pictures on page 12.

Class work and Conclusion: 10 minutes

- Students can do question D from page 1.



Answers for Unit 3

- B.** i. water, soap
ii. nail cutter
iii. handkerchief/tissue
iv. teeth
v. comb
- C.** i. cold
ii. wash
iii. fold them neatly
- D.** i. incorrect
ii. correct
iii. correct
iv. correct
v. incorrect
vi. incorrect



Unit 4 My family and friends

Key Learning:

- Immediate and extended family structures
- Respectful and caring treatment for family
- Friendships
- Past and present

Background Information:

Unit 1 was about personal identity. Likewise, students will learn that we all have a family that we are born into and consists of different relations such as father, mother, brother, and sister. These relations constitute as our primary family members.

On the other hand, parents also have parents whom we call grandparents, and siblings who become our aunts and uncles. The father's parents are called paternal grandparents, and the mother's parents are called maternal grandparents. Similarly, we have paternal and maternal aunts and uncles.

In Pakistan, it is common to live in a joint family system which means grandparents, uncles, and aunts also live together. The hierarchy of relationships is called a family tree that keeps on growing generation after generation. We can also trace back our ancestors and add their names to the family tree.

Lesson plan 9

Duration: 40 minutes

Outcomes: Students will be able to:

- identify members of their family.
- create their family tree.
- identify respect and kindness as appropriate treatment between family members.

Resources: textbook page 15–16, students' photographs for activity

Introduction: 10 minutes

Write the word 'Family' on the board—inquire from students what do they know about this word? Write the words they say on the board around the word 'family'. Complete the relationships for a family by adding missing words and behaviours that strengthen love, respect, and care between family members.

Explanation: 20 minutes

1. Read what is meant being a family. Ask students how they treat their elder and younger siblings, how do they speak to their parents, how much time do they spend with their grandparents.
2. Talk about Yasir and Anum's family. Ask students to share names of their family members to the student sitting near them.
3. Either stick the photographs of families on the board or show them directly to the students. Ideally, the photos should have both parents and grandparents. Show a few pictures of children with single parents. Ask students who are the people in the photos. The answers will probably be according to your expectations: mother, father, son, and daughter.
4. Call students' attention to the photograph on page 15. Ask them if they know who these people are; the response may be: they look like dada, dadi or nana, nani. Just like the students have parents, their parents also have their parents. They are called grandparents and the students are their grandchildren.
5. Explain the meaning of maternal and paternal grandparents. Relate the terms in English with the Urdu equivalents.

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6. Explain the basic unit of a family and its members. Refer to the words written on the board.
 7. Invite a student to come forward. Write the student's name on the board and using the table on page 16, ask about if they have any siblings. If yes, write the name or names next to the student's. Repeat the process and write grandparent's names. Now this should look like a flow chart. Count the family members. Repeat this exercise with a few more students.
 8. Talk about the relationships mentioned on page 15 for Yasir and Anum, such as who is Yasir's father? What is the name of Anum's mother? Who is Mrs. Zainab Ali's son? Who are Mr. Akbar Malik and Mrs. Fatima Malik?

Conclusion: 5 minutes

Students could do activity 1–2 from 'Things you can do'. The students should write the names along with the relationship. Help them with the spellings. Students may paste their family's real pictures next to their family trees and share their work with other students.

Classwork:

- Students can do question A on page 18 in their books.

Homework:

- Students can do question B on page 18 in their books.

Lesson plan 10

Duration: 40 minutes

Outcomes: Students will be able to:

- create narratives about their families' past using a variety of sources.
- identify different family styles.

Resources: textbook page 17, students' family photographs (Think, Pair, Share) and Worksheet 4

Introduction: 10 minutes

Talk about how the childhood of their parents was different from theirs. Ask students if they chat with their grandparents and have stories from their past.

Talk about people of a family living together in a house and doing fun things together. Ask students if their parents have siblings. Do they come to their house often? Discuss how they behave around different family members (elders and youngsters).

Explanation: 20 minutes

1. Brainstorm good and bad behaviours towards family. Introduce words like respect and kindness. Ask students how to be kind to their parents, siblings, elders and cousins in their family (using please, sorry, excuse me, thank you, etc., helping clean after themselves, spend time with elders, etc.)
2. Discuss how Anum and Yasir help their mother to keep the house clean. They clean their rooms every day.
3. Draw a family tree like in the previous lesson, adding one more layer above for the grandparents. Ask a student to come forward and fill in the information with the names of the relations with maternal grandparents above the mother's and paternal grandparents above the father's name. The family tree can become bigger and bigger if we add the names of parents' grandparents.
4. Ask students how many of them live with their grandparents. Possibly many of them may live in a joint family structure. Ask if other relatives, such as aunts and uncles also live with them. The reply may be yes, like aunts, uncles, cousins (or in Urdu, like chacha, chachi, phupi, mamoon, etc.). Briefly discuss these relationships.
5. Divide the class in pairs and ask students to talk about their family tree.

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6. Ask students who is a friend and why did they choose them.
 7. Then randomly pick pairs to come forward and speak about their friend's family tree.

Conclusion: 5 minutes

Discuss with students what activities might Yasir and Anum do during their evenings such as playing, going out with parents, watching TV, doing homework, etc. Answers will differ based on students' own perception.

Class work:

- Students could do Questions C and D on page 19 and Worksheet 4.

Homework/ Suggested activity:

- Students can do activity 4 from 'Things you can do' and share their findings as a presentation.

Answers for Unit 4

- | | | | |
|----|------|--------------------|----------------|
| A. | i. | Yasir's father | Mr Raza Ali |
| | ii. | Yasir's sister | Anum |
| | iii. | Mrs Ali's son | Yasir |
| | iv. | Anum's mother | Mrs Zainab Ali |
| | v. | Mrs Ali's daughter | Anum |
| | vi. | Anum's brother | Yasir |



Unit 5 Games and rules

Key learning:

- name indoor and outdoor games
- daily exercise for good health
- importance of collaboration
- respect for rules

Background Information:

Children love to have fun, at home and otherwise. At home, children love to sing and dance, play games, play with toys, and do much more. Some children enjoy indoor games such as board games, table tennis, and other such activities. Other children prefer outdoor games and activities that lift their spirits. Outdoor activities such as playing in the park, enjoying fun rides, visiting animals at the zoo, and much more.

Lesson plan 11

Duration: 40 minutes

Outcomes: Students will be able to:

- name different games.
- collaborate for fun activities.

Resources: textbook page 20, indoor or outdoor games, video or PowerPoint presentation of children playing games and sports, or large pictures/posters showing the same

Introduction: 10 minutes

Tell the students they will have an interesting activity today. Show them the video/ presentation or the posters/pictures of children playing in the sand, in the park, taking rides, visiting places such as the zoo, seaside, museums, etc.

Ask the students what they see in the video/presentation or the posters/pictures. You would get a variety of answers as there would be a number of activities and places shown. Talk about these activities and where they take place—outdoor sports and indoor games, such as playing in the sand, playing with toys, board games, video games, cricket, football, swimming, and activities like picnics, visits to nature parks, museums, etc.

Explanation: 20 minutes

1. Ask students why it is important to take part in sports. Take their responses and then explain to them briefly that outdoor sports and other recreational activities are good for us because they keep us active, healthy, busy, and provide fun and relaxation.
2. Repeat the discussion about visiting different places. Stress the importance of seeing new places, learning new things, and getting information.
3. Ask the students about the places they may have visited, like museums, special shows or exhibitions, book fairs, etc. Questions at the end of the lesson should be answered and discussed here.
4. Read page 20. Ask the students to observe the photographs—what are they doing? What games are they playing? Do the students also play this game? Make two columns on the board with the headings 'Fun and games at home' and 'Fun and games at school'.
5. Let students name some of the games they play at school and at home. List their responses in each column, accordingly. Point out and appreciate where students have suggested healthy activities such as playing, running, or visiting parks.
6. Stress the importance of physical activity for healthy living by using pictures, posters, or videos.



Conclusion and Classwork: 10 minutes

Students could do Exercise A on page 23.

Homework:

- Students could do Activity on page 22 and answer the questions from 'Discuss and answer' in their copy.

Suggested Activities:

Ask students to collaborate and design a game with art supplies. They can bring coloured sheets, plain sheet for drawing, scissors, glue, and threads. Help them trace and cut masks and sew thread into them. Students will wear them and draw their pictures on sheets.

Lesson plan 12

Duration: 40 minutes

Outcomes: Students will be able to:

- compare the similarities and differences between activities at home and at school.
- respect rules around them.
- identify rules at home and school.

Resources: textbook page 21, Classroom rules poster, board games, Worksheet 5

Introduction: 10 minutes

Ask the students about the places they may have visited, like museums, special shows or exhibitions, book fairs, etc. Ask students about rules for popular games and brainstorm the role of rules.

Explanation: 20 minutes

1. Ask students why it is important to take part in outdoor activities. Take their responses and then explain to them briefly that outdoor and other recreational activities are good for us because they keep us active, healthy, busy, and provide fun and relaxation.
2. Most children like to go to parks to enjoy a variety of rides. Ask them the names of their favourite rides and why they like them.
3. Ask what other games they can play at the park.
4. Read page 21 and discuss instructions as a keyword. Explain that rules are steps to follow. They describe actions and behaviors that are allowed and not allowed.
5. Ask students to share house rules (time to eat, manners at table, greeting people, sleeping time, etc.) and brainstorm class rules.

Conclusion: 5 minutes

Discuss with students what activities might Yasir and Anum do during their evenings such as playing, going out with parents, watching TV, doing homework, etc. Answers will differ based on students' own perception.

Class work:

- Students could do suggested activity in 'Things you can do' on page 23.

Homework:

- Students can do Worksheet for chapter 5.



Suggested activity:

Make a clown's hat. Ask the children to paint a square of chart paper in colourful checks. Once it has dried, turn it to make a cone shaped hat. Secure it in place with staples or sticky tape. Ask the children to stick three pompoms down the front. Using face paint or cosmetics, make the children up as clowns: red noses, white, smiling borders around their mouths, and crosses over both eyes. Put on the caps and the clowns are ready

Answers for Unit 5

- A.
- | | | |
|---------------|----------|--------|
| cricket | tennis | ludo |
| spinning tops | marbles | hockey |
| carrom | football | chess |
- B.
- i. activity
 - ii. school
 - iii. rules



Unit 6 Our neighborhood

Key learning:

- Different types of houses.
- Houses are made using all sorts of building materials and other products.
- Navigating neighbourhoods through maps.
- Civic sense in keeping neighbourhoods clean.

Background Information:

Our home is the house we share with our family. Houses come in all different shapes and sizes, whereas there are different kinds of rooms in a house, e.g., bedrooms, kitchen, TV lounge, and so on. Just as each child has his/her own name, each house is also given a certain number, and the streets are also given names or numbers. This makes it easy to find a house. It will be difficult to find a house without an address.

Most houses in the cities are made of bricks and cement. Some houses are big with large gardens, some are small, and some are part of large apartment buildings. In the villages, many houses are made of mud and wood. Houses are often built according to their surroundings. For instance, Inuit used to make their houses, igloos, out of snow blocks. Though snow is cold, the igloo sheltered the Inuit from the icy winds. Now they live in houses made of insulated material (explain) that are raised above the ground to protect from snow.

In Africa, some places are very hot, and the houses there are made of mud, which remain cool inside. Gypsies are people who do not live in one place but keep moving. Their homes, therefore, are either horse-drawn caravans, or tents. In forests and woods, it is common to find log cabins made of wood. Show the children pictures of these types of homes and, if possible, the people who live there.

People tend to settle near many amenities, like parks, stores, doctors/hospitals, schools, etc. These spaces are made by us and reflect how active we are as good citizens. It is our responsibility to own these spaces and keep them clean.

Lesson plan 13

Duration: 40 minutes

Outcomes: Students will be able to:

- identify various materials used for building houses.
- describe and compare the different types of houses.

Resources: textbook page 24, a doll's house

Introduction: 10 minutes

Put the doll's house in front of the class. Ask students what it is. It is obvious that students living in the urban areas are familiar with the doll's house, especially the girls. Affirm their answers. Talk about the structure of the doll's house such as rooms, windows, doors, furniture, accessories, etc.

Explanation: 20 minutes

1. Read the lesson on page 24. Explain that just like the doll, we too need a place to live where we and our family and belongings are safe. Such a place is called home.
2. Brainstorm new words for students' vocabulary and discuss that a home for people can be an apartment, a bungalow, a small house, or even a simple house in the village. The concept of shelter and security should be emphasised in the explanation. We all have homes, but they may be of different kinds; show pictures of apartments, houses, and bungalows and ask the children to name them.

- 
3. Let some students talk about the kind of house they live in.
 4. Ask how many children know their home address. Write down the names and addresses of a few students; read them out to the class.
 5. Show the class how to write their name and address.
 6. Draw the children's attention once again to the doll's house.

Conclusion and Class work: 10 minutes

Discuss Questions 1–3 on page 24. Let them count the rooms in it and write it in words in their notebooks.

Lesson plan 14

Duration: 40 minutes

Outcomes: Students will be able to:

- identify various materials used for building houses.
- describe and compare the different types of houses.

Resources: textbook page 25, some pictures from magazines of apartments, bungalows, houses, buildings, small, attached houses, Worksheet 6.

Introduction: 10 minutes

Share a song with the students about 'No place like home'. Let the students sing along.

Explanation: 20 minutes

1. Read the lesson on page 25 focusing on the four pictures and their captions. Inform students that there are different kinds of houses and the main building material used in making these, such as cement, bricks, wood, straw, and mud. What kind of houses do we see while coming to school in the morning?
2. Besides bungalows and apartments, bring into discussion the presence of shanty homes and huts found in many places in the outskirts of our cities. Talk about the materials used for construction; what is the school building made of?
3. Ask students what are our homes made of? Tell them about cement and bricks, mud, and wood. Differentiate between the houses in the city and villages.
4. Discuss that in many places' houses are built according to the weather conditions. In cold and snowy areas and places which get a lot of rainfall, houses usually have sloping roofs so that the snow/rain drains off easily. In warmer areas, houses are built to keep the inside cool; they may have more windows, and suitable materials, e.g., hollow bricks, are used for construction.
5. Show the presentation/pictures of a log cabin, igloo, tents, and mud huts. Explain the reason why construction methods vary in different regions.
6. Outside large towns/cities people use building material that is easily available and is most suitable for them; for example, mud houses in most of our villages, or straw huts in the Thar region.
7. Introduce each material to the students and draw their attention to materials that are visible in their classroom, such as steel, wood, tiles, etc. This way they will be able to answer Question 1 on page 23.

Conclusion: 5 minutes

Help students' complete activity on Worksheet 6.

Class work:

- Students could do Questions 1–4 in notebooks from 'Discuss and answer' on page 24.

Homework:

- Students could do question B on page 29.

Lesson plan 15

Duration: 40 minutes

Outcomes: Students will be able to:

- list the ways to keep their body clean

Resources: textbook page 26–27, world map, country map, neighbourhood map

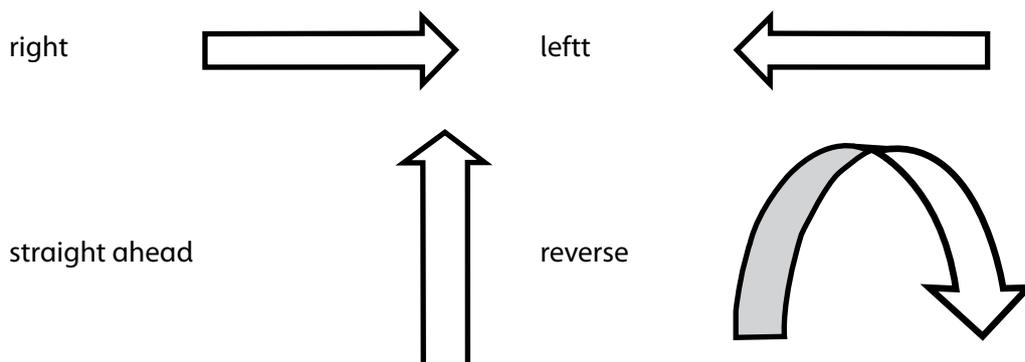
Introduction: 15 minutes

Show the class World and country maps and explain how they help us in finding direction. Ask them to spot their country on the global map and find their city on the country map.

Show them the neighbourhood map and explain that a neighbourhood is a large area where many people live together and share resources like water, electricity, doctors, schools, parks, shops, etc. The more services a neighbourhood has, the more it attracts people to settle there.

Explanation: 20 minutes

1. Call group of students to come forward and see where their town/city, and other major cities, like Karachi, Lahore, Islamabad, Hyderabad, Quetta, Peshawar, etc. are on the big map. Inform students that a country is made up of towns and in the countryside, villages.
2. Explain that in a town or city, there are government offices, big businesses, and banks, universities, hospitals and colleges, large shops and markets, long, wide roads, big mosques, railway stations, and airports. People with different skills train, live, and work in cities.
3. Read the lesson on page 26 and 27. Ask students to find Anum and Yasir's home and find a way to the railway station from there. Use directions like right, left, straight ahead, reverse, for explanation using arrows like this:



4. Similarly, ask students to find their way from the railway station to the market, etc.

Conclusion and Classwork: 10 minutes



Students can 'Discuss and answer' questions on page 26 and 27 in their notebooks.

Homework:

- Students can do question A on page 29 in their books.

Lesson plan 16

Duration: 40 minutes

Outcomes: Students will be able to:

- list all the ways in which neighbourhoods are unclean.
- identify ways in which neighbourhoods can be kept clean.

Resources: textbook page 28, pictures of littering, neglect and of people, specially kids, cleaning areas.

Introduction: 15 minutes

Brainstorm what happens to the rooms or classrooms when they are not cleaned. Write their suggestions on board as one words for vocabulary and explain that one must take care of things to keep them hygienic.

Discuss the scale on which the students' neighbourhoods are clean and how can they make effort to keep it clean.

Explanation: 20 minutes

1. Read the lesson on page 28 and show images of littered and neglected neighbourhoods.
2. Brainstorm with students why do people litter. Explain to them that this happens when people do not own a place as their own and do not take its responsibility.
3. Give examples, like when students litter unless the teacher strictly asks them not to. Similarly, things and places are kept clean with effort when people consider things and places as their responsibility.
4. List how neglect and litter can make neighbourhoods unclean (pollution of water, foul smell from trash, bacteria, and viruses, etc.).
5. Students can make sure they do not litter and not let others around them litter their neighbourhood.
6. Brainstorm what can be recycled to make their neighbourhoods clean and beautiful.
7. Organise programme to clean up their school, its neighbourhood, beach, park, or whatever is manageable.

Conclusion and Classwork: 5 minutes

Show students the four ways to sort garbage for recycling for plastic, glass, organic, and paper for their neighbourhood.



Answers for Unit 6

- A. ii. neighbourhood
iii. masjid, streets, parks, playground (any two needed)
iv. clean
v. houses
- B. bungalow, mud house, hut, apartment block

Unit 7 Our school

Key learning:

- Students go to school to learn new things every day.
- Communication is the best solution for conflict resolution
- Activities and rules at school
- Behaviour towards teachers, staff, class fellows from different backgrounds
- Responsibility of keeping the school clean

Background Information:

Coming to school is fun because we learn lots of new and exciting things and make lots of friends. Students go to different schools, but most schools are basically the same, with teachers, classrooms, and students. Students start school at various ages, some as young as two, in nursery school, but others wait until they are five or six. We meet diverse people at school. Their roles can be similar or different. Showing care towards all teachers, staff, and class fellows, no matter how different (diverse) they appear in appearance or thoughts is essential for making good students.

At school, students learn Maths, Science, Social Studies, Art, Languages, Music, and much more. There are many extra curricular activities also offered in the school such as physical sports, drawing and painting, music, dramatics, etc. Students also learn about religion and moral values.

There are different areas of a school which would include classrooms, offices, the library, and playground. All areas used by students are their responsibility to keep clean and safe.

Lesson plan 17

Duration: 40 minutes

Outcomes: Students will be able to:

- gather information about school and community issues which they have encountered or learnt about.
- identify ways in which conflicts could be resolved at home and school.

Resources: textbook page 30–31, textbooks of other subjects, notebooks, pencils, crayons, erasers

Introduction: 10 minutes

Ask students a few questions. For example, 'Where are you all right now? "Why do you come to school?' Write the responses on the board. Summarise students' ideas by talking about each point and also let students explain their ideas. Ask them what they must pay attention to for coming to school: uniform, shoes, bag, books, notebooks, homework, stationery, etc. Wrap up the activity.

Explanation: 20 minutes

1. Talk briefly about Yasir and Anum. Point to the pictures on textbook page 30. Where are they and what are they doing? Discuss the activities and list students' input on the board.
2. Read the text. Point out the picture of a school building in the lesson. Call up a few students to draw their school building on the board. Let students write the name of their school along with the drawing.
3. Discuss with the students if they like coming to school. Emphasise that coming to school is fun because we learn lots of new and exciting things and make lots of friends; they get to play games; learn about the different subjects and activities.

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4. Read the lesson page 31 and identify all workers mentioned in the lesson around them with names, titles. Explain that all the workers are helpful and should be treated with respect. Brainstorm respectful behavior for different workers and encourage same treatment for all.
 5. Discuss Questions 1–5 on page 31 with students and write their responses on the board along with their names.

Conclusion and Classwork: 5 minutes

Encourage students to point out things that they learn at school. You could write the responses on the board. Now, students could do activity B on Work page.

Homework:

Students could do questions A-C on page in class work copies.

Suggested activities

Students could do activity 1 of ‘Things you can do’.

Lesson plan 18

Duration: 40 minutes

Outcomes: Students will be able to:

- identify the importance of rules at school
- identify ways in which conflicts could be resolved at home and school.
- list the many ways they learn from activities at school

Resources: textbook page 32–33, photographs of some old schools (exterior and interior); if the school maintains an archive of past photographs take the students to see this, Worksheet 7.

Introduction: 5 minutes

Begin by asking students to share their homework activity. Encourage all students to share at least one item from their list. Then recap what they learned about games and rules in the previous lesson.

Explanation: 20 minutes

1. Remind students of the main points of the last lesson—what do they like doing in school? Brainstorm for all the things students like to do at school. Each student can contribute at least one idea about it. Do activity 2 from ‘Things you can do’.
2. Ask students to list 3 classroom rules and why are they important. Help them understand that rules are for everyone. Read the lesson on page 32 and perform activity 2 from ‘Things you can do’.
3. Ask students why they think coming to school is important. Read lesson on page 33 and ask them what they learned at school on that day.
4. Discuss respectful behaviour for people who look and think differently from them.
5. To make the activity more interesting, share your experiences as well. Young students like to hear the teachers’ stories; sharing an anecdote from your childhood will be exciting for them.

Conclusion: 5 minutes



Ask students the following questions:

1. What makes you excited to come to school?
2. What is the least likeable thing about coming to school?
3. What are the new activities that you would like to see in your school?

Class work: 10 minutes

Students could do activities E, F and G from Exercise. The teacher will supervise and assist the students.

Homework:

Students could do Worksheet 7 and activity 3 from 'Things you can do'.

Suggested activities:

1. In this section, the students can play 'I spy' as they did in Lesson 8. They can also draw a picture of their school and write down its name and address. Write the address on the board for the students to copy.
2. 'A page from history' is an interesting activity for students, which combines art with history. Begin by telling the students that in the olden days people used feathers/ quills as pens. Tell the students to collect feathers, or you could provide them yourself. Take a piece of plain paper and stain it with diluted tea, applied with a ball of cotton wool to make it look like aged parchment. Hang the stained papers on a line and let them dry completely. Ask the students to dip their feathers into a pot of ink, as though they were quills, and write their names on their 'parchment'.

Answers for Unit 7

- E. (left to right) cook, gardener, teacher, army, architect, engineer, scientist, lawyer
- F.
1. raising your hand to ask a question in class
 3. keeping hands to yourself
 4. paying attention when someone is talking
 6. saying sorry when you do something wrong
 9. waiting for your turn



Unit 8 Places of worship

Key learning:

- There are three major religions in the world.
- Each religion has its own holy book, religious festivals, and symbols denoting their beliefs.

Background information:

People believe God made the world and everything in it; however, different people show this in different ways. The way you show you believe in God is a simple definition of religion.

Islam, Christianity, and Hinduism are three religions in the world. The followers of these religions are called Muslims, Christians, and Hindus, respectively. Most people in Pakistan are Muslims, but there are many Christians and Hindus too.

All these religions teach its followers the following teaching:

- that God made everything in the world
- to thank God for all the wonderful things in our lives
- to be good and kind to others
- that lying, stealing, and hurting others is bad
- to respect our parents.

The origin of each symbol is unique as well—the cross represents Christ being put on a wooden cross by people who were against him, the crescent represents the new moon upon which the Islamic calendar is based, and the trident represent a type of spear, known as a trishul in Hindi, held by one of the Hindu gods.

Each religion has its own special name for God: Allah, God, and Bhagwan. Special religious festivals such as Eid, Christmas, and Diwali are major religious festivals of the followers of Islam, Christianity, and Hinduism.

Lesson plan 19

Duration: 40 minutes x 2

Outcomes: Students will be able to:

- explain different religions and places of worship.

Resources: textbook page 36, pictures of some beautiful places of worship (easily available on the Internet, such as mosques, churches, temples) of different faiths, Worksheet 8

Introduction: 10 minutes

Ask students who made the different things in the surroundings such as the school building, houses, parks, etc. Ask them who made the other things they use, wear, and eat, such as their uniform, their lunch/snack, their desks and chairs? In the end ask 'Who has made our world?' Tell students that God/Allah has created all of us and our world and everything in it—the land, water, trees, all animals and plants, and also the Sun, Moon, and stars that we see in the sky.

Explanation: 25 minutes

1. Explain to the children that we should thank Allah, our Creator, for everything He has given us. We believe in Him, just as people of other religions do in different ways; the way we show our belief is called our religion.

2. Read the first two lines on page 45. Discuss how religion teaches us to be better persons. Our religion teaches us to be good and fair to everyone, to avoid hurting others, to always be thankful for whatever we already have, etc. it teaches us many good things so that we can be better and make the world a better place.
3. Read the rest of the lesson. Tell the students that the holy book of Muslims is the Quran; it gives us guidance on how to be good people, good Muslims. Next, ask the students where their fathers, uncles, and brothers go to pray; tell them that in some places there are mosques where women can pray as well. Students should be told that though most of the people in Pakistan are Muslims, there are many Christians, Hindus, Sikhs, and Parsis as well in our country.
4. Talk about Hindus and Christians. Point out the pictures of the church and temple. At this point show video clips of Hindus and Christians praying in their places of worship, with Hindus singing bhajans in temples and Christians singing hymns in a church. Explain that bhajans and hymns are poems in praise of God.
5. Inform the class that people remember Allah by different names and thank Him in different ways. Muslims call Him Allah, Christians call Him God, and Hindus call Him Bhagwan.
6. People of different faiths also pray and thank their Creator in different ways. We must respect all religions.
7. Help student's complete activity B from Work page. Guide them as they complete.

Conclusion: 5 minutes

Show students pictures of some of the beautiful mosques of the world which may include Masjid-al Haram (Makkah) and Masjid-e-Nabvi (Madina) رسول الله محمد بن عبد الله عليه وعلى آله وأصحابه وسلم.

Class work: Students could do Worksheet 8 and activity A from Work page.

Homework: Students could do Questions 1–3 on page 37 in homework copies.

Suggested activity:

1. Help student do activities 1–2 from 'Things you do'. This section asks the children to collect postcards of places of worship in Pakistan and to listen to stories from the Quran or from one of the other holy books.
2. Make a rosary. Rosaries (tasbeeh) feature quite prominently in Muslim worship, but traditionally, they also have a place in Christianity and Hinduism. You could ask the children to make this a present for their parents. You will need:
 - 32 beads
 - 1 large bead
 - A length of string

Ask the children to thread the large bead on to the string, followed by the 32 smaller ones. Knot the ends firmly.

3. 'Stories from the Quran', by Sajeda Zaidi, published by Oxford University Press Pakistan, is a good source.

Lesson plan 20

Duration: 40 minutes

Outcomes: Students will be able to:

- understand what makes a place sacred
- identify importance of respectful behaviour towards people from different faiths

Resources: textbook page 37, pictures of some beautiful places of worship on special occasions (easily available on the Internet, such as Eid in mosques, Christmas in churches, Diwali in temples) and pictures that show interfaith harmony.

Introduction: 10 minutes

Talk about the excitement of discovering new places. Ask the children to think of a special place for them which they enjoy. Children can brainstorm their feelings when thinking about their special place. Link the emotional language to the places that inspire it: excited, full of wonder, curious, inspired, amazed, anxious. Ask them how they felt at any place of worship.

Explanation: 25 minutes

1. Discuss what 'sacred' means and how special places for those with a faith are sacred places, places for worship.
2. Read the lesson on page 37 and speak about Pakistan's religious diversity. Even though 97% Pakistanis are Muslims, there are people from different faiths. Historically, people from different faiths have lived in this region peacefully. Give them examples.
3. Ask:
 - Why can buildings be special to people?
 - How are religious buildings used?
 - Why are religious buildings important to believers?
 - Why are places of worship important to a community and a person's religious identity?
4. Brainstorm behaviour that is respectful and disrespectful for behaviour towards their own religion. Help them understand that the same respect applies for people, beliefs, and places of worship for Hindus, Christians, etc. as well.

Conclusion and Class work: 5 minutes

Students could do activity C and D from Exercise.

Homework: Students could do the suggested activities from 'Things you can do.'

Answers for Unit 8

- C. Church: Christians
Mandir: Hindus
- D. Symbols of respect for religions:
1. Crescent for Islam
 2. Cross for Christianity
 3. Om in Sanskrit language for Hinduism

Unit 9 Our country: Pakistan

Key learning:

- Official name and date of independence of Pakistan
- The main geographical features of Pakistan
- Some important landforms of Pakistan
- Flag of Pakistan

Background information:

This chapter deals with Pakistan. It provides a brief introduction and description of the physical features of Pakistan.

Show pictures/presentation of the country that show its big cities, farmlands, and ports with busy roads and overpasses, business and commercial centres, parks and open spaces, and educational institutions. Dams, canals, harbours, and airports can also be found in Pakistan. A map of Pakistan is given in the book, which shows the provincial boundaries and its topography (major landforms).

Lesson plan 21

Duration: 40 minutes

Outcomes: Students will be able to:

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

Resources: textbook pages 39–40, pictures, video, or presentation of major cities of Pakistan, Worksheet 9

Introduction: 10 minutes

Begin your session by asking students about Pakistan. Brainstorm and build vocabulary. Show them Pakistan on a globe and point out its neighbouring countries.

Explanation: 20 minutes

1. Discuss the capital Islamabad and name other main cities (Karachi, Lahore, Peshawar, Quetta, etc.)
2. Ask students if they have ever visited any other city of Pakistan. Encourage them to say a few sentences about that city.
3. Read pages 39. Talk about the geographical features found in Pakistan such as valleys, rivers, the sea, mountains, hills, deserts, and forests. Talk about the cities and the villages. Point to the map and speak about the port in Karachi and coastal towns in Balochistan, farms in Punjab, forests in Khyber Pakhtunkhwa, deserts in Sindh, and mountains in Sindh, Balochistan, and Khyber Pakhtunkhwa. Encourage students to talk about these.
4. Discuss the national flag. You may call up some students to draw the flag on the board. Ask students about the features (crescent, colours) on Pakistan's map. Using the Atlas, ask students to find and draw flags of Pakistan's neighbouring countries.

Conclusion and Class work: 10 minutes

Recap the lesson by covering the main points discussed in today's class, i.e., the name of Pakistan, its date of independence, its geographical features and flag.

Using the Atlas or the globe, students could do activity A and B from Exercise and Worksheet 9.

Homework: Students could do activity from 'Things you can do' from page 41.



Unit 10 Getting around: Transportation

Key learning:

- Means of transportation
- Differentiation between slow and fast means of transportation
- Stops for different means of transportation
- Traffic rules and safety measures while travelling

Background information:

Transport means to shift people or goods from one place to another. There are different modes of transportation such as cars, buses, motorcycles, vans, trains, carts, airplanes, rickshaws, etc. As a school bus is mainly used to transport school-going children from and to their homes. Similarly, taxis and rickshaws are used to transport people to and from wherever they want. However, both school buses, rickshaws, and taxis are not privately owned and must be paid for, unlike private cars.

Donkey and bullock carts are mainly used to transport people and goods from one place to another in villages. For example, when the crops are harvested, and farmers and traders want to sell their produce in cities they bundle up all their goods on bullock or donkey carts and begin their journeys. Carts are a major mode of transportation for people living in villages. However, some people in villages also use cars and other vehicles. Airplanes and trains are used to travel between cities as well as internationally. However, these are costlier modes of transportation.

Lesson plan 22

Duration: 40 minutes x 2

Outcomes: Students will be able to:

- describe the meaning of transportation.
- identify the most common modes of transportation around them.
- identify different stations or stops for modes of transportation.
- recognise the differences in the lives of city and village dwellers

Resources: textbook pages 42–43, pictures of busy traffic in cities; school bus; rickshaws; taxis; airplanes taking off; railways; donkey carts, a globe

Introduction: 10 minutes

Ask students if they know the meaning of the word transport. It means 'a way to carry people or things from one place to another'. Ask how many students come to school on foot every day. You could tell them that it is not possible for everyone to commute to school and work on foot which is why we all use some form of transport, for example, cars, school bus, motorcycles, public bus, taxis, and rickshaws.

Explanation:

1. Read the lesson on page 42 and 43. Display all the pictures on the board. Tell them that there are different modes of transport to carry people and things from one place to another. This activity could be within the city or village, between two cities or countries.
2. Looking at the picture display on the board Let them think which is the most commonly used means of transport for everyday use. They should be able to identify cars, school buses, public buses, rickshaws, bicycles, and taxis. These vehicles are the most used because they help people reach everyday destinations in time. However, some vehicles move faster than others. For example, a school bus cannot move at high speed because it can endanger the lives of students. Similarly, cars and motorcycles move at another speed.

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- Put the globe in the centre and ask students which is the best mode of transportation if someone wants to travel to England. Run your fingers from where Pakistan is located on the globe to where England is located. They should be able to identify airplanes and airports.
 - Move on to bullock carts and donkey carts. Ask students who is more likely to use this form of transport. The answers will vary as some might have been to a village and saw them there, whereas others might have only seen these in the city. The difference between the two is that usually in villages both people and goods are transported via bullock and donkey carts, whereas in cities, these are mainly overloaded with goods. This happens because in cities people have access to a wide variety of transport system.

Conclusion:

Discuss Question 2 on page 43 and brainstorm why do people use these modes to travel? Are they most common in villages or cities? How do they affect traffic in cities

Class work:

Students could do question 1 on page 43.

Homework:

Students could do activity B and C from Exercise and activity 1 from 'Things you can do' on page 45.

Suggested activity:

Students could build a model of a transportation network in city life. For this they will need the following materials:

- plaster of Paris
 - old newspapers
 - poster paints (primary colours)
 - old cartons - flattened
 - cardboard boxes - flattened
 - a few building models (plastic toys)
 - brown and green glaze sheets
 - match sticks
 - glue and black markers
 - toothpicks and ice creams to shape objects (optional)
 - cutter and scissors
- Use plaster of Paris to prepare models of cars, rickshaws, buses, school buses, taxis, and a cart. When they are dried, paint them using poster colour paint and let them dry again.
 - Prepare two different cardboard boxes by placing old, flattened cartons over them. Cover these bases with brown glaze sheets and stick together. Cut and reshape if too large.
 - It is suggested that you let students do all the work except cutting and any work that could bring harm to them. You can add more items such as an airport space and place airplane model. Install model trees and flowers inside the garden spaces and on the footpath.
 - Pro-tip: You can also make your own building using old shoeboxes and different colours of glaze sheets.

Lesson plan 23

Duration: 40 minutes

Outcomes: Students will be able to:

- recognise the differences in the lives of city and village dwellers.
- recognise what safety measures to take while travelling.



Resources: textbook pages 44, pictures of traffic lights, people crossing street, bus stop, airplane hangar, seaports, taxi stops, etc., and worksheet 10

Introduction: 10 minutes

Ask students if they have ever been to a bus stop or an airport. Ask them to explain all the activities they witnessed and introduce new vocabulary words like loading, unloading, chaos, announcements, etc. You can tell them that such places are crowded and chaotic because people are trying to catch their ride, or find their luggage, or are looking for information. People need to be extra careful while moving around such places as a chance of losing belongings and accidents is very common.

Explanation: 20 minutes

1. Ask students to describe the pictures in the book on page 44 and the pictures shared.
2. Brainstorm what safety measures can be taken in such places. You can tell them that they should always have an elder with them at these places, they should know who to go to if they are lost or have lost something, for example the station master is responsible for maintenance and inspection on a railways station.
3. Discuss and list more safety measures, like traffic lights on road, be alert near railroad crossings and stop for approaching trains. If the lights are flashing or the gate is down, wait for the train to pass completely before crossing. It is never okay to rush across and try to beat the train. Trains may be closer and faster than you think.
4. Explain the meaning of the traffic light and its colors and the meaning of the signs.

Conclusion and Class work: 10 minutes

Students could do Worksheet 10 as recap to the chapter.

Homework:

Students could do question A from Exercise.

Answers for Unit 10

- B.
1. two
 2. two
 3. four
 4. three
 5. four
 6. three
- C.
1. vehicle
 2. animals

Unit 11 Good manners

Key learning:

- Appropriate behaviour and its importance
- Rules in public spaces to make them safe spaces for everyone.

Background information:

There are different forms of good and bad behaviour, for example:

- Being late for school
- Listening to your parents
- Breaking your things
- Pushing people in a line
- Working hard
- Helping people
- Being dirty
- Telling lies
- Saying 'please' when you want something
- Saying 'thank you' when you get something
- Fighting
- Telling the truth

There is a reason why an act is good or bad. For example, if you keep yourself clean and tidy, you will look and smell nice and you will have many friends. Your parents take care of you in so many ways, so you should always listen to what they say. If you help someone, they will help you too, at some time. Polite behaviour and mannerisms are important, such as:

- Covering your mouth when you yawn or cough
- Saying 'I beg your pardon' when you burp
- Eating with your mouth closed
- Giving your seat to an older person

Lesson plan 24

Duration: 40 minutes

Outcomes: Students will be able to:

- provide examples of local government actions, e.g., implementing traffic rules, to improve their local community.
- describe the importance of rules and create rules for their own class.
- identify the rights and responsibilities of young people in school and in the local community.

Resources: textbook page 46–47, some board games, chart papers, markers, Worksheet 11

Introduction: 10 minutes

What would happen if people on the roads did not follow traffic rules? The response would be accidents, problems, and fights (chaos). Similarly, what would happen if everyone in school was allowed to do as he or she wanted to—would students be able to learn, or teachers be able to teach? Stress the importance of observing rules in every aspect of our lives as it saves us from many problems and difficulties. Give the example of children playing in a park without observing any rules. Explain the hazards of running wildly such as tripping over something on the ground, falling down, pushing, or being pushed by someone else, causing harm to smaller children or older people.



Explanation: 20 minutes

1. Explain that rules are made to help us along in our life and to make life easier for everyone.
2. Demonstrate how there are rules even for playing games—there are different rules for different sports and for indoor games too. If we play by the rules, then everyone gets a fair chance. If we don't follow rules, then we are being unfair, and we'll also suffer when someone else breaks the rules.
3. Explain to students that just the way there are rules in a school and for the class which show us how to be a good student and to respect our teachers, friends, and the other staff in the school, there are rules for good behaviour at home and when we go out with our family and friends.
4. The rules made for the country are called its laws. Laws must also be respected and followed to keep the country a peaceful and organised place where people are safe and happy.
5. Read the lesson on page 47 and discuss with students the reasons for eating etiquettes. Explain the importance of cleanliness like washing hands before and after eating to avoid catching any illness, regularity in eating to keep healthy, not to chew loudly, being thankful and considerate by helping in clearing the food after eating.
6. Reiterate that rules help to make life pleasant and easier for everyone. When we make rules, we should also follow them.

Conclusion: 5 minutes

Take their responses and guide them about behaving in public places. Ask the children what they have learned today.

Class work: Students could do questions from 'Discuss and answer' on page 46 in class work copies.

Homework: Students can do Worksheet 11 and activity A from Exercise on page 49.

Suggested activities:

Tell students that today they will develop rules for their class and then for the recess time. Divide the class into two groups, one for class rules, the other for break time rules. Discuss what rules they would suggest for the class and why. For example: We must keep our class clean and tidy because it will look good; things will be kept in place. We must keep our books neat and tidy and not tear pages or damage the books, etc. We must not scratch the tables/desks because our class will look bad and scruffy.

During recess we should not run out in a rush because we could hurt others and get hurt ourselves; our snacks would fall on the ground. We shouldn't litter the school grounds; we should use the litter bins to throw empty packets, juice packs, etc.

Write the rules suggested by the children in two columns (Class, Recess) on the board. Give a chart paper and markers to each group to write down the rules. Move around the class and help the students.

When they are done, stick the chart papers on the board/wall. Keep repeating the rules at least once a day for a week or so.

Lesson plan 25

Duration: 40 minutes

Outcomes: Students will be able to:

- describe the importance of rules and create rules for their own class.
- identify common etiquettes and its importance.
- identify the rights and responsibilities of young people in school and in the local community.

Resources: textbook page 48, animation of the story 'The Lion and the Mouse'



Introduction: 10 minutes

Greet students by exchanging pleasantries or saying Assalaam o Alaikum. Let them reply completely and thank them. Ask students why we exchange these greetings every day. Talk about the importance of greeting/wishing our elders, parents, siblings every morning and greeting people before starting a formal conversation. Tell students this is one of the good manners we have to follow at all times.

Explanation: 20 minutes

1. Show the class the video of 'The Lion and the Mouse' or read the story to them. Talk about the kind behaviour of the lion of letting the mouse go instead of eating it up. Emphasise the incident of the mouse helping the lion in return. Tell students that acts of kindness and good behaviour are rewarded sooner or later.
2. Read the lesson on page 48. Look at the illustrations and talk about what is happening in each picture. For example, the boy listening to elders with attention, following rules like crossing according to traffic rules and not jaywalking, helping around by cleaning up after ourselves, etc.
3. Discuss Question 1 from 'Discuss and answer' with the students and encourage students to share more experiences.

Conclusion: 5 minutes

Talk about each rule of good behaviour and give examples of the situations that arise when rules are not followed. For example, we have a dinner party at home and the guests invited are not on time. What happens and how do we feel about it? Similarly ask students about the situations such as when they are waiting for their turn at the school canteen, and someone pushes their way in. Let them voice their opinion about each of the rules mentioned in the text.

Class work: Students could do Questions B and C from Exercise and Worksheet 11.

Homework: Students could do activity 1 and 2 from 'Things you can do'. Remind students about the rules given on page 47 and 48.

Suggested activities

1. Ask the children to choose a rule of good behaviour and draw a picture illustrating it. These can be mounted and displayed on the board.
2. Story time: Aesop's fable 'The Lion and the Mouse' can be read from a book or shown to the students on a PC by clicking on this link: <http://www.bbc.co.uk/cbeebies/stories/>

Answers for Unit 11

- A. 1. Please
2. Sorry
3. Thank you
4. Excuse me
- B. 1. sorry
2. Thank you
3. please
- C. sharing, washing hands, following directions, using kind words



Unit 12 Plants

Key learning:

- Natural resources.
- Public spaces, such as gardens, for family recreational activities.
- Plants as a source of food, shade, and shelter.
- Things from plants.

Background information:

Greenery makes our environment fresh and attractive. Parts of a tree include trunk, branches, and leaves. Parts of a flower include petals, pollen, stem. Seeds need sunlight and water to grow from a seedling into a plant, with a stem above the

surface of the soil, and roots below it. Bees collect nectar and make honey from it. Caterpillars eat leaves and when they are fat enough, wrap themselves up in cocoons and emerge as butterflies. Birds build their nests in trees. Little insects live under rocks and stones. Gardens and parks look nice; give us a place to play; and are home to so many little animals, birds, and insects, etc.

Lesson plan 26

Duration: 40 minutes

Outcomes: Students will be able to:

- identify plants as living things, in need of nourishment for growth and survival.
- explain the ways in which local communities benefit from the physical environment (e.g., the importance of plants and animals for the environment, and for family recreational activities).

Resources: textbook page 50–51, pictures of plants in daytime and nighttime

Introduction: 10 minutes

Take the students to a nearby park or the school garden. They should carry their books as well. Ask the children to sit in a semi-circle and quietly observe the things they can see in the surroundings. Give them about five minutes to do this. Then ask them one by one what they have noticed in the garden or the park. The answers should be trees, plants, flowers, leaves, grass, birds, insects etc.

Choose any one thing and focus students' attention towards its minute details. For example, select a tree and talk about its branches, leaves, trunk, fruit, roots (if some are visible above the ground). Appreciate the children for their observation. Tell them they should not pluck leaves from the plants.

Explanation: 25 minutes

1. Read the lesson on page 50–51. Draw students' attention to the pictures. What can they see? Discuss what is living and non-living things. Ask them to spot and name three living and non-living things in the garden.
2. Explain to students that plants need sunlight, air, and water to get energy. Give them example that some flowers bloom during day and furl itself close during night.
3. Let students name the things in the pictures. Do they think gardens are beautiful?
4. Ask students if they know the names of any parks in the city/town. Suggest some names too. They may have visited these parks around the city.
5. Talk about the importance of plants: plants and trees clean the air by taking in the air we breathe out, and they breath out clean air for us. (Don't give scientific details; just general guidelines.) Taking care of plants is very important because plants and trees not only give us clean air, but they also give us fruits, vegetables, (some also give us medicines), wood to make furniture, shade in summer, and are home to many small animals, and insects and birds.



6. Besides, they are beautiful to look at with their pretty flowers and fresh, shiny leaves.

Conclusion: 5 minutes

Compare the pictures with the actual park or school garden that children have seen; did they see any butterflies or birds too?

Class work:

Students can do questions from 'Discuss and answer' from page 51 in their copies.

Homework: Students could do Questions A from Exercise on page 54.

Lesson plan 27

Duration: 40 minutes

Outcomes: Students will be able to

- identify types of plants and its characteristics.

Resources: textbook page 51, chart of a tree with its main parts labelled, types of plants from the school garden or pictures of some flowers, leaves, and types of plants listed in the lesson

Introduction: 5 minutes

Greet students and ask them if they discussed their visit to the school garden/nearby park at home. What did they tell their family? Appreciate their efforts.

Explanation: 20 minutes

1. Ask students if they remembered what they learned about diversity. Take them to the garden and make them list what makes one plant different from another plant. Explain that like humans, plants are also diverse.
2. Ask students what does a plant need to grow? (soil, water, air, sunlight)
3. Read the lesson on page 51 and show them pictures or plants from the garden to make them identify the differences between climbers, creepers, potted, and water plants.
4. Tell the students those plants and trees are also living things. We plant a seed or a small plant in a pot, and then it grows into a bigger plant, and it has flowers and/or fruits and vegetables.
5. On the board, paste the chart of a big tree with the branches, roots, and leaves shown properly. Ask the students if they know the names of any parts of the tree. It is likely they know about leaves and fruits.
6. Tell them about trunk, branches, and roots. Label these parts on the board as well. Now ask the students to take out their notebooks and open the page where they have drawn a tree.
7. Allow students to label their drawing by pointing to the main parts such as roots, trunk, branches, and leaves.

Conclusion: 5 minutes

Ask students to share any interesting experience or event at a park, such as a flower show. Share one of your stories too. Students at this age are particularly happy to listen to stories told by teachers about themselves.

Class work: Students could do activities 1–2 from 'Things you can do'.

Homework: Students could Worksheet 12.

Suggested activities:

1. A simplified version of Frances Hodgson Burnett's 'The Secret Garden' could be read in class. 'A Seed in



Need' by Sam Godwin, is an interesting description of the plant cycle.

Lesson plan 28

Duration: 40 minutes

Outcomes: Students will be able to

- explain the ways in which local communities benefit from the physical environment (e.g., the importance of plants and animals for the environment, and for family recreational activities).

Resources: textbook page 52–53, pictures of things humans get from plants like food, medicine, wood, furniture, stationary, etc.

Introduction: 5 minutes

Ask students if they remember what they learned about plants in the previous lesson. Read page 52 and tell them about the importance of trees for clean air, and as home for small animals, birds, and insects. You may also want to tell them about the other benefits we get from trees such as wood, flowers, fruits, and shade.

Explanation: 20 minutes

1. Read page 53 and ask students to name things that are made or extracted from plants.
2. Brainstorm the importance of plants and what steps can they take to grow more plants and take care of the plants around them.
3. Paint a pot. Give each child a plain terracotta pot and dish. Using a selection of bright paints, ask the children to decorate the pot with patterns or pictures.

Conclusion and Class work: 5 minutes

Students could do questions 1–2 from 'Discuss and answer' in their copies.

Homework: Students can do questions A and B from Exercise on page 54.

Answers for Unit 12

- A.
1. Sunflower
 2. Blue hibiscus
 3. Lily
 4. Rose
- B.
1. BRANCH
 2. THORN
 3. TREE
 4. FLOWER
 5. POT
 6. LEAF
 7. BERRY



Unit 13 Animals

Key learning:

- The difference between wild and domestic animals.
- How animals build their homes?
- Measures to take care of animals
- Importance of animals as food, transport, and joy.

Background information:

It is important not to simply buy pets and then be lazy and not take proper care of them. Pets are like friends and need a lot of time and attention. All pets need:

- a proper place to live
- to be kept clean
- to be given food and water regularly
- to be kept healthy
- a lot of love and attention.

For example, rabbits need:

- a hutch that is big enough for them to move around
- regular grooming with special brushes
- water and fresh food like carrots and lettuce
- their hutch to be cleaned regularly.

A dog need:

- plenty of room to run around
- to be taken for a walk every day
- to be brushed and kept clean
- proper food and fresh water every day
- to visit the vet for regular check-ups and vaccinations.

Just as we have houses to live in, animals too make their own homes. Birds make nests by collecting pieces of straw and grass and weaving them together to make a bowl shape. They lay eggs in their nest and come here to sleep after sunset. Some birds build their nests on branches in trees, but some, like woodpeckers, make theirs inside holes in the tree trunk.

All animals live in homes. For example, dog—kennel; cat—basket; rabbit—hutch or burrow; parrot/budgie—cage; fish—fish tank or bowl. The homes of little animals such as bees, spiders, and ants are beehives, webs, and anthills, respectively.

A spider makes a web by spinning a special thread made in its body. The web is sticky, strong, and almost invisible and little insects get trapped in it, which the spider eats. A beehive is like a collection of tiny cells made of wax, joined together in lots of layers. Bees collect nectar from the flowers, which is like flower juice, and take it back to the hive to make honey.

Lesson plan 29

Duration: 40 minutes

Outcomes: Students will be able to

- differentiate between domestic and wild animals.
- name different types of animals' homes.

Resources: textbook pages 55, pictures of tame and wild animals



Introduction: 10 minutes

Ask students who have a pet at home to raise their hands. Ask the ones who do to talk about the kind of pet they have, and what they call it (e.g., a cat named Minny; a parrot called Walkie-talkie, etc.). Share with the class the names given by the students and write them on the board.

Explanation: 20 minutes

1. Read the first and second paragraph on page 55. Ask the class if Yasir and Anum also have a pet? To know more, read the lesson with the class. What is it and what do they call it? Can they suggest some other name for Yasir and Anum's pet?
2. Read the third paragraph about taking care of the pets. When we have a pet animal or bird, taking care of it is a great responsibility.
3. Select a student who may have a pet. Ask him/her what things are needed to take care of a pet. The student may suggest a home, food, and water.
4. Ask students why we need to worry about keeping the living places of pets clean. Tell them that just like human beings, animals and pets also require clean places to live healthily.
5. Students should know that if they did not take care of their pets, the animals/birds would soon get sick, and often they easily die. Inform students those animals also need to be vaccinated against diseases and illnesses, just as humans do.
6. There are two types of animals: wild and tame. Wild animals are too dangerous to be kept at home as pets because they survive in their natural habitat only. These include lions, snakes, bears, giraffe, elephant, etc. On the other hand, tame animals are safe to live with humans in their homes. These include cats, dogs, rabbits, different varieties of birds, etc.
7. Display pictures of wild and tame animals on the board. Ask students to identify wild and tame animals.

Conclusion and Classwork: 10 minutes

Help students complete activity A from Exercise. Students can discuss the name given by Yasir and Anum have given their pet, Spotty. Do they think it's a nice name? What other names do they have for the pets on page 55? Let them brainstorm and then do the exercise C. Do not focus on spelling at this stage; move around the class while students are completing their work.

Homework: Students can answer questions on page 55 in their copies and could do activities 1 and 2 from 'Things you can do'.

Suggested activity:

The next activity is a new and interesting one in the class. Write the word ACROSTICS in bold on the board. Acrostics are easy to write, and the format is simple. The name of the person, object, or place is written vertically down the left-hand side of the page. Each letter is capitalised and becomes the first letter of the word beginning each line. The words used should describe the person, object or place in a positive way. Each line may comprise a word, a phrase or a thought that is continued on to the next line. Acrostics require writers to choose the best words and the best sentence construction within the limitations imposed by the form. For Class 1 students writing a word is sufficient. (Depending on the level of students the word ACROSTICS may or may not be introduced to them.) For example, write ANIMALS vertically on the board. Ask students to suggest one word for each letter of the word ANIMALS. Start it yourself such as:

A nimals are	N aughty and
I ntelligent but	M any
A nimals are	L azy and
S low too!	

Lesson plan 30

Duration: 40 minutes x 2

Outcomes: Students will be able to:

- differentiate between pet and wild animals.
- name different types of animals' homes.

Resources: textbook page 56–57, pictures of some animals and their natural homes, Worksheet 13

Introduction: 5 minutes

Begin with a quick brainstorming about some animals (random choice) and where they live. Most students will reply 'in the jungle' for a wild animal. What about pets? Where do they live? For birds, a cage would be the obvious answer. For other animals the responses would vary. Tell students that today they will learn about animals' natural homes.

Explanation: 25 minutes

1. Read lesson on page 56–57. Ask students to look at the picture on page 57. What is Yasir looking at? Do they know its name? It is a bird's nest. Read the first part of the text. Explain about the nest. After talking about the types of nests, stress the importance of not disturbing a nest particularly when it has eggs or young ones in it as they are very fragile. Ask them how they would feel if someone came and disturbed their house just because they wanted to look at it.
2. What should Yasir do once he has had a look at the nest—should he touch the nest or come down quietly? Note the students' suggestions. Ask them what they would do if they were in Yasir's place.
3. Display the pictures of animal's homes on the board. Talk about each animal home and how it is made. Have the students seen a spider's web? Tell them about the special material it is made up of that is found in the spider's body. It is also used to trap prey for the spider to eat.
4. Talk about the beehive. It is made of wax that the bees produce. The bees collect nectar (juice) from flowers and then store it in the cells of the hive. Do the students know what this nectar becomes? Give them some hints (it's clear, golden, sweet, and sticky) and then tell them it is honey!

Conclusion and Class work: 10 minutes

Students could do Questions 1–3 in class work copies.

Homework:

Students could do Worksheet 13 and activity 3 from 'Things you can do'.

Suggested activity:

1. To conclude the lesson an outdoor pet show can be held. All students must bring either a stuffed or live pet to the show. All live pets must be accompanied by an adult. Each student may bring one live pet or a toy animal. To protect pet owners and students, all live animals must be brought by an adult and always kept either on a leash or in a cage/carrier. Please note that there will be many students around the animals. If an adult cannot bring the family pet, please have your student show a toy animal. Pets must stay in the area marked for them. The owners are responsible for managing their pets during the show. Each student is expected to make a poster describing his/her pet, whether a real animal or a stuffed toy. The poster should have the following information:
 - a. Pet's name
 - b. Picture of your pet: photographs, drawings, picture from a magazine, etc.
 - c. Type of animal: a mammal, a fish, a reptile, an amphibian, or a bird
 - d. What sort of home/habitat it needs?
 - e. What sort of food it eats?
 - f. Any special care your pet may need (e.g., daily brushing for a dog or cat)

Posters should be sent to the school three days before the pet show. The students should be prepared to say two sentences each about their pets to the visitors.

1. Make a bird's nest. Give each student a small clay/plastic bowl. Apply glue both inside and out and ask them to cover and line the bowl with bits of straw, wool, grass, etc. until it looks like a nest. You could also weave together long, thin leaves, which would be closer to how a nest is actually built. This will illustrate exactly how difficult the bird's task is! Put in some sugared almonds to look like bird eggs—a treat for the students to take home.

Lesson plan 31

Duration: 40 minutes

Outcomes: Students will be able to:

- recognise the uses of animal.
- identify steps to take care of wild and domestic animals.

Resources: textbook page 58, pictures of products from animals, use of animals on farms, etc.

Introduction: 5 minutes

Show pictures of animals in villages and cities like on farms, mining field, roads, etc. Ask students to name uses of animals. Help them understand that world is a huge space which humans share with all living and non-living things like animals and plants. It is our responsibility to take care of animals and plants.

Explanation: 25 minutes

1. Read lesson on page 58. Ask students to list uses of animal.
2. They should be able to give two to three examples for food from animals (meat, milk, butter, cheese, etc.), companionship as tame animals, and as help (transport, ploughing farm fields, force to move heavy things like Persian wheel, etc.)
3. Ask students how they can take care of their tame animal.
4. Discuss that tame animals are responsibilities and are dependent on them. Like babies, tame animals rely on their caretakers to give them food, keep them clean, engage them in activities, give them company, etc.
5. Its important to take care of wild animals by looking after their habitat as well. We can do that by planting trees, taking care of land after activities like mining for minerals, avoid pollution, etc.

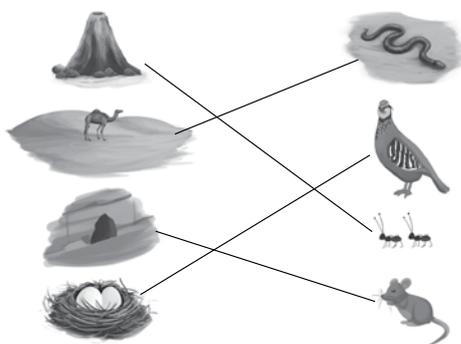
Conclusion and classwork: 10 minutes

Homework:

Students can do questions B and D from Exercise.

Answers for Unit 13

B.





C

tame	wild
dog	wolf
goat	lion
pigeon	elephant
horse	
cat	

D. kennel – cage – cage.



Unit 14 Earth and sky

Key learning:

- Introduction to basic geography.
- The different times of the day
- How the Sun and the Moon cause day and night.

Background information:

The land is divided into different countries and the water into lakes, seas, and oceans. Mountains are very high and often snow-capped; hills are less steep and usually have green slopes, and plains are flat land. Mount Everest is the highest mountain in the world.

A desert is—sandy land, with very little water or greenery. Pacific Ocean is the largest body of water in the world. The five oceans are the Pacific, Atlantic, Indian, Arctic, and Southern.

A sea is usually a part of an ocean closer to land which has its shores on two or three sides. For example, the Arabian Sea has the Indian Gujarat coastline to the east, the Pakistan coastline to its north, and the Arabian peninsula's coastline to its west. To the South is the Indian Ocean. The Mediterranean Sea in Europe is surrounded by land on all sides, with a small opening in the west which links it to the Atlantic Ocean. A lake is water surrounded by land; show a picture of a lake. The North and South Poles are completely frozen areas.

There are different times in day. When the sun is out, there is light, and it is called daytime. When it is dark, we call it night-time. The different between the two parts of the day is caused by the Sun and the moon. The Sun rises so the daytime begins. When it sets, the Moon appears to give light at night. However, unlike the moon, the sun is a hot mass of fire that helps provide heat during the day. The closer it is to the Earth, the hotter it will be. It is important to not look directly at the Sun because the light is so bright it could damage our eyes.

The appearance of the sky would change if it were a stormy day rather than a clear day, or vice versa. Compare the colour of the sky and clouds. When the sun comes out after the rain, very often a rainbow is formed. Its colours include violet, indigo, blue, green, yellow, orange, and red. Move on to the sky at night.

Besides the Sun and the Moon, there are other things that one might see in the sky such as the birds, airplanes, and air balloons during the day and at night.

Lesson plan 32

Duration: 40 minutes

Outcomes: Students will be able to:

- describe and compare the physical features of the Earth.
- explain the ways in which the local communities can benefit from an understanding of the wider world (e.g., the Sun is the source of energy for the Earth.)
- research about the physical features of Pakistan and seas

Resources: textbook page 61, a large globe, a large world map showing physical features, a poster showing the Earth from space (so that land and water are more clearly visible; put up the poster on the board so that the class can see it)

Introduction: 10 minutes

Introduce the world as a place where all living things—humans, animals, and plants—live. Our world is also called Earth. Write the name on the board. Our country is a part of the world, like all other countries. Now show them the globe—tell them that it is a small model of the Earth, and it is called a globe. This is how our Earth looks like—a huge ball. Show the location of Pakistan and countries such as USA, UK, and China.



Explanation: 25 minutes

1. Read the text on page 61. Draw the students' attention to the picture on the top right of page, and to the poster (if available): this is what the Earth looks like when seen from high up in space, like a green, brown, and blue ball. The green and brown parts show the land, and the blue parts show the water. Demonstrate this using the globe too; point out how much more of water there is on the Earth as compared to the land area.
2. Depending on your location, talk about the physical features found there. For example, for students in Khyber Pakhtunkhwa and Gilgit-Baltistan, and parts of Balochistan, you can talk about mountains. In the Punjab and Sindh, you can talk about valleys and plains, and in Karachi, you can talk about the sea. Again, show the mountainous areas on the globe.
3. The light and dark colouring depicts the height of the mountains. Explain the main land features such as mountains, hills, rivers, and plains.
4. Talk about rivers; ask the students from where the rivers begin. Read the remaining part of the lesson and explain that rivers begin in the snow-topped mountains. As the snow melts in summer, it adds to the rivers which flow down the mountains and valleys into lakes, or into the sea.
5. Ask the students to read the labels on the diagram on page 63. Point to the river emerging from the mountains and flowing down into the sea. Talk about lakes, which are large bodies of water surrounded by land, and about the other physical features of the Earth mentioned in the text and the diagram. Discuss the questions with the students.

Class work: Students could do Questions 1–3 in class work copies.

Homework: Students could do activity B from Exercise on page 63.

Conclusion: 5 minutes

To evaluate the student's concepts, display the world map on the board. Ask them to point out areas covered by water and areas covered by land. Also, show them the pictures of the Earth from space and ask them does it look like to them. Take responses and encourage students to share their opinion.

Lesson plan 33

Duration: 40 minutes

Outcomes: Students will be able to:

- describe and compare the physical features of the Earth.
- explain the ways in which the local communities can benefit from an understanding of the wider world (e.g., the Sun is the source of energy for the Earth.)
- research about the physical features of Pakistan and seas.

Resources: textbook page 61, pictures of various physical features (use examples from Pakistan which has all the features found across the Earth), Worksheet 16

Introduction: 5 minutes

Show the globe to the class, rotating it so that they can see the extent of water as compared to land. Do activity 2 from 'Things to do' on the Work page. Appreciate the student's answers.

Explanation: 20 minutes

1. (As the text is heavy with new words and explanation, it becomes necessary to go through the text at least twice with the class.) Read the text again and focus students' attention on the diagram.
2. Ask them what features they can see in it: talk about the valley between the mountains, the forests on the lower slopes, and the sea.

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3. Ask them what the brown and green rectangles on the plains could be—explain that these are farms and fields.
 4. Read the instructions in activity 1 of 'Things you can do'. Help the students complete the task.

Conclusion: 5 minutes

Emphasise that it is important look after the Earth that is home to all living things and ask/ suggest how we can do this. Discuss activity 2 from 'Things you can do'.

Class work: 10 minutes

Students could do Worksheet 14a. The teacher will supervise and assist them.

Homework: Students could do activities D and E from Exercise on page 64.

Suggested activity:

Looking after Planet Earth: Make two columns on the board. Write TAKE CARE in one and DO NOT TAKE CARE in the other column. Tell students in the first column we will write actions which show that we take care of our Earth, and the other column will have the points which show that we do not take care.

Read out the points below, one by one, and ask the students in which column each one should go.

- Throw litter on the roads
- Plant trees to make the air clean
- Throw out plastic bags after use
- Leave the house garbage outside on the road
- Throw wrappers, cans, plastic bottles from car windows
- Wastewater
- Keep the area around our house clean
- Keep only our homes clean and tidy
- Damage plants while we are playing in the park/gardens
- Pluck flowers just for fun
- Switch off extra lights which we are not using
- Use things again for different purposes such as paper (example of their using newspaper for an activity)
- Use water carefully

Lesson plan 34

Duration: 40 minutes x 2

Outcomes: Students will be able to:

- explain the ways in which the local communities can benefit from an understanding of the wider world (e.g., the Sun is the source of energy for the Earth.)
- research about the physical features of Pakistan and seas

Resources: textbook page 62, a glass jam-jar filled with water to the top, a large sheet of white chart paper or 4 sheets of white paper; chalks/crayons/markers in rainbow colours

Introduction: 10 minutes

Take the students out of the class to the school ground or any place where they are out in the open. Ask them to look at the sky but not at the Sun: what can they see? Probable answers would be birds, clouds, kites, or a passing aircraft. Ask students if it is day or night: the answer would be 'day'. How do they know? What is the colour of the sky? It's daytime because it is bright and there's sunshine; the sky is blue. During the day we can always see the things in the sky more clearly. Return to the classroom.

Explanation: 20 minutes

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1. Read the first paragraph of the lesson, page 65. Tell the student that there are things to be seen at night too, when the sky is dark—what can we see then?
 2. Talk about the night sky: it is dark because there's no light from the Sun. In the night sky we can see the stars (which we can't see during the day because they are very far away and their light is weak), and we can see the Moon.
 3. Ask one of the students to come and draw a new moon on the board; another can draw a full moon. Let the students talk about the Moon and stars.
 4. Move on to the next paragraphs about the sky. Talk about clouds—where do the clouds come from? How are they made?
 5. Briefly explain that when the air collects moisture from the water on Earth it forms clouds which are carried across the sky by the wind. When many clouds cover the sky, it becomes cloudy.
 6. Ask what happens then—it rains! Draw a rainbow on the board and ask if students know what it is. Tell them that it is called a rainbow, and it appears when the Sun comes out after a rain shower. Explain that a rainbow can only be seen after rain during daytime. When there are a few clouds in the sky and the Sun is shining brightly, then it is called sunny weather.
 7. Ask them if it is sunny or cloudy outside. The response will be according to the weather at the time.
 8. Explain that the clouds we see are high up in the sky, and the sky itself is high above the Earth. There is air in the sky, and birds fly in the air; aeroplanes fly higher than birds.
 9. Answer 'Discuss and answer' Questions 1–3 in their notebooks.

Conclusion: 10 minutes

Help the students do activities 1–2 from 'Things you can do'.

Class work:

Students could do Questions 1–3 in class work copies.

Homework: Students could do activity A from Work page.

Lesson plan 35

Duration: 40 minutes

Outcomes: Students will be able to:

- explain the ways in which the local communities can benefit from an understanding of
- the wider world (e.g., the Sun is the source of energy for the Earth.)
- research about the physical features of Pakistan and seas

Resources: textbook page 62, torch, globe, worksheets

Introduction: 5 minutes

Share with the students what did you see in the sky during last night and ask them the same. Write down their observations on the board. This will encourage students to share their responses actively.

Explanation: 25 minutes

1. Place the globe on your table. Switch off the classroom lights and then shine the torch on the globe so that the light falls where Pakistan is located.
2. Point this out to the students. Holding the torch steady, slowly rotate the globe anti-clockwise, and as you do so, explain how an area gets bright as it moves into the light, and gets dark as it moves away from it. In the same way, the Earth moves/rotates on its axis, and when it is in the Sun's light, it is day; when it turns away from the Sun, it is night.

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3. Involve students by letting one hold the torch and other slowly turning the globe anti-clockwise. The experiment can be repeated several times with different students to give them hands-on experience of the activity and to reinforce their understanding.
 4. Discuss the activities people are engaged in during daytime and at night. Show them the globe and torch again and explain that when it is day in one part of the world, that faces the Sun, it is night in the other parts which are turned away from the Sun. Emphasise that both day and night can be happening at the same time in different places.
 5. Explain that where it is day people could be getting ready for school or work, working, eating, having fun, or may be in a park. At night-time people would be watching TV, having dinner, getting ready for bed, etc.
 6. Explain and show on the globe that the USA is on the opposite side of Pakistan; when it's day in Pakistan, it is night in the USA. Discuss what the young people there may be doing when it is bedtime for students in Pakistan.

Conclusion and Class work: 10 minutes

Help the students do activity C from the Exercise on page 64 and answer 'Discuss and answer' questions in their notebooks.

Homework:

Students could do Worksheet 14b.

Suggested activities:

1. Catch a rainbow. The rainbow must be one of the most transient and beautiful natural occurrences and here the students can 'capture' their own.

You will need: A clear glass or jar filled to the top with water

- A windowsill
- Bright sunlight
- White paper (A3 or larger)
- Drawing pen
- Paint (optional)

Set the jar on the window sill in bright sunlight. The glass jar should stick out over the ledge a little. Place the paper on the floor in front of the window—tape 2–3 pieces together to form a poster size and get a bigger rainbow image. A rainbow will be reflected on the paper. This will depend greatly on how bright the sunlight is and the position of the jar, so move it from side to side on the windowsill until you get a rainbow on the paper. Draw lines to capture the rainbow. The students can paint directly on to the paper on the floor.

2. Display board: Make a sky scene on the board. You can use the rainbow from the art and craft activity. In addition, use cotton wool for fluffy clouds, paper and glitter for the Sun and the rays, tissue paper for the kites, and wool and bows for their tails, and cut-out pictures of birds.



Answers for Unit 14

- A.
1. an aeroplane
 2. a bird
 3. a helicopter
 4. a kite
- B. Picture from page 61 for labelling
- C.
1. snow
 2. lakes
 3. trees
 4. ball
 5. above
 6. dark
 7. moon, stars



Worksheet 1: Myself

1. Fill the blanks.

- i. The name of my school is _____.
- ii. I am a student of Class _____.
- iii. I enjoy studying _____.
- iv. My favourite sport is _____.
- v. _____ is the eldest in my family.
- vi. The youngest person in my family is _____.
- vii. I have _____ grandparents.
- viii. My grandparents' names are _____
_____.

2. Draw and write the name for your favourite:

toy	animal
vegetable	candy



Worksheet 2: My body

1. Which parts of your body do you use when eating?

2. Write three things you can do with your hands.

3. What activities can you use your nose for?

4. Draw yourself in the box below and label your body parts.



Worksheet 3: Keeping ourselves clean

1. Answer the following questions:

a. What happens if you do not keep yourself clean?

b. Why do you need to keep your ears and teeth clean?

c. How can you keep yourself fresh and clean?

2. Make a list of clothes that you wear during summer and winter season:

Summer	Winter



Worksheet 4: My family and friends

1. Fill the blanks.

- i. _____ is the eldest in my family.
- ii. The youngest person in my family is _____.
- iii. I have _____ grandparents.
- iv. My grandparents' names are _____.

2. Interview your parents.

a. What are the names of your parents?

b. How many sisters and brothers do you have?

c. What are their names?

3. Interview your grandparents.

a. How did you spend your free time when you were young?

b. What is your favorite memory of my parent's childhood?



Worksheet 5: Games and rules

1. Have you ever been to an amusement park or played games at the beach? What did you see and do there?

2. Draw a picture of your favourite activity at home.



Worksheet 6: Our neighbourhood

1. What is your house made of?

2. Why is a hospital an important place? Who works there?

3. Why is the police station an important place?

4. Draw your house in the box as you see it.



Worksheet 7: Our school

1. Make a list of things you learn at school. (This should include academics, extra-curricular, and other things).

2. Tick the statements that show what respect looks like at school.

- Ignoring a request.
- Rolling our eyes.
- Staying in our seat.
- Raising our hand to speak.
- Using a loud voice.
- Greet the teachers and staff.
- Running around in the class.
- Not cleaning after ourselves.
- Walking in a queue while inside or outside the class.
- Yelling or talking over others.
- Using kind words like please, sorry, thank you, excuse me, etc.

Worksheet 8: Places of worship

1. Fill in the blanks:

- a. Muslims go to pray at a _____
- b. The holy book of the Christians is known as the _____
- c. The holy book of the Muslims is known as the _____
- d. Religions teach us to do _____ things.
- e. We should _____ all religions.

2. Fill the following table with information in the lesson.

Religion	Followers	Place of worship	symbol (draw below)	Major religious festivals	They worship
Islam					
Christianity					
Hinduism					

3. Tick the statements that show what behaviour is disrespectful towards other religions:

- making fun of other's religious practices
- wishing them well on their festivals
- not making friends with them because they follow another religion
- spreading misinformation about other's faith and practices
- trying to learn about other faiths
- valuing the good in other faiths

Worksheet 9: Our country: Pakistan

1. Find and colour Pakistan on the world map:



2. Name any four cities of Pakistan.

a. _____

b. _____

c. _____

d. _____

3. What is the official name of Pakistan?

Worksheet 10: Getting around: Transportation

1. Refer to pages 42–44 and write the names of any three types of transport found in villages and cities.

City	Village

2. Sort the different types of transportations according to listed needs:

bus-truck-animal cart-ship-airplane-car-motorbike-bicycle

- a. To carry heavy things from factory to the market.

- b. To move a lot of people from one city to another city far away.

- c. To carry heavy items from one port to another port.

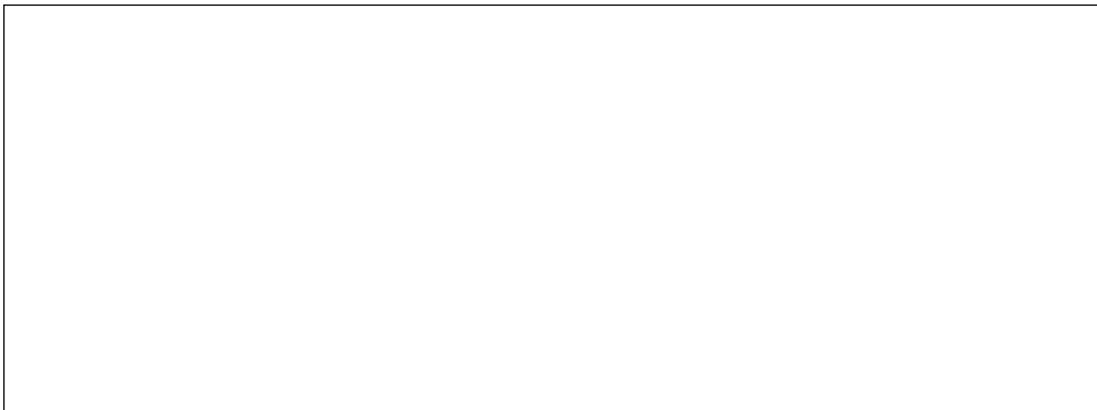
- d. To pick up a cake for a birthday.

- e. To move things from one place to other without fuel.

3. Draw a picture of any one of the following:

- i. traffic scene in a city

- ii. airplanes parked at the airport





Worksheet 11: Good manners

1. What do you say when someone does something nice for you?

2. What do you say when you don't understand what someone is saying?

3. What do you say when you do something wrong?

4. When you want something, you say?

5. Here are some jumbled words. Write them out correctly.

i. ORSRY _____

ii. SPALEE _____

iii. AHNTK OYU _____

iv. EXCSUE ME _____



Worksheet 12: Plants

1. Go to a nearby garden and write down the names of all the things you see there. Also, write names of things that make it look beautiful.

2. Imagine you have a new garden space in your home. Draw how you would like to organise it in the box below. (Hint: Add more colourful flowers and plants).



Worksheet 13: Animals

1. What should do you do to keep your pet healthy and happy?

2. What foods do you think the animals on page 55–58 would like to eat?

3. Do you own a pet? Is it good to keep pets at home?

Write one-word answers:

1. Where do ants live?

2. What does a beehive contain?

3. Where do you keep pet fish?

4. Why should we not disturb birds' nests?

5. Draw and colour a nest.



Worksheet 14a: Earth and sky

1. What is the shape of the Earth? What is the Earth made up of?

2. The Earth is our home. Write two ways how we can look after it.

3. On the world map below, colour the land brown and the water blue.

4. Draw the globe in the box below.



Worksheet 14b: Earth and sky

1. Draw pictures of two insects that can fly. Name them.

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2. Name three birds that you commonly see flying in the sky.

3. Draw a kite and fill it with your favourite colour.

4. Fun Time!

Draw your favourite picture and colour it.

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