

New Oxford
**General
Knowledge**

TEACHING GUIDE

For Grade

2



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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.

Classwork 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.

Table of Contents

Unit 1 Our country—Pakistan	1
Unit 2 Villages and cities	5
Unit 3 Government—role and responsibilities	8
Unit 4 Religious festivals in Pakistan	11
Unit 5 The natural environment—living and non-living	13
Unit 6 Water	17
Unit 7 Plants	20
Unit 8 Animals	24
Unit 9 Agriculture and livestock	28
Unit 10 Conservation of the Earth's resources	32
Unit 11 Heat and light	35
Unit 12 Professions	35
Unit 13 Diversity and respect	40
Unit 13 Forgiveness	42

Unit 1 Our country—Pakistan

Key learning:

- recognise the map of Pakistan.
- name the provinces and administrative areas (AJK, GB and ICT) of Pakistan.
- depict the cultural diversity of all provinces and areas of Pakistan.
- recognise the significance of National flag.

Background information:

This chapter deals with Pakistan. It provides a map of Pakistan which shows the provincial boundaries, topography, as well as a brief description of the physical features of Pakistan. Provinces and major cities have been labelled along with the neighbouring countries of Pakistan: India, China, Afghanistan, and Iran. Details are given about the culture of Pakistan, focusing on each province, Sindh, Punjab, Balochistan, Khyber Pukhtunkhwa, Gilgit-Baltistan, Azad Jammu & Kashmir; giving information about their cuisine, dress, and languages. The flag of Pakistan is its national symbol, and the crescent, star, and the green and white colours all have significant meaning.

Lesson plan 1

Duration: 40 minutes

Outcomes: Students will be able to:

- recognise the map of Pakistan
- name provinces and key administrative areas of Pakistan

Resources: textbook pages 1–3

Introduction: 5 minutes

Begin your session by asking students about Pakistan. Discuss the capital city Islamabad and talk about other main cities in each province. Ask students if they have ever visited any other city of Pakistan. Encourage them to say a few sentences about that city.

Explanation: 20 minutes

Read pages 1–3 of the textbook. Talk about the map of Pakistan, focussing on where the major cities and landmarks such are located. Ask students if they have seen or visited any of the landmarks or cities mentioned on page 2. Ask them to flip to page 3 and discuss the different geographical features such as mountains, rivers, seas, deserts, etc., present in Pakistan. Talk about the mountains in the north, the Arabian sea in the south, and the numerous deserts in the country.

Conclusion: 5 minutes

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

Classwork: 10 minutes

Students could do Exercises 1–2 on pages 7–8, and activity 1 from 'Things you can do'.

Homework: Students could do Exercise 3–4 from page 7–8, and activity 2 from 'Things you can do'.

Lesson plan 2

Duration: 40 minutes



Outcomes: Students will be able to:

- talk about the culture of Pakistan
- understand the different lifestyles of people in various provinces of Pakistan

Resources: textbook pages 4–6

Introduction: 5 minutes

Have a quick review of the different provinces of Pakistan, and their capital cities. Discuss what the students know about each province, particularly the geography. Ask them to think about whether an area's geography affects the way people of that region live.

Explanation: 20 minutes

Discuss each province mentioned in the textbook, spending an ample amount of time on each one. Talk about the capital city of each province, and the types of clothes worn by the region's locals, as well as the cuisine. Mention the regional languages spoken across Pakistan. Ask the students if they know any of the regional languages mentioned, if so, ask them to introduce themselves in the language they know.

Conclusion: 5 minutes

Throughout the lesson you have been focussing on the difference between the lifestyles of people living across different provinces. While concluding your lesson make sure you talk about the importance of respecting people that have different lifestyles and languages from us.

Classwork: 10 minutes

Students could do Activity 3 from 'Things you can do'.

Homework:

Students could do Activity 4 from 'Things you can do'.

Lesson plan 3

Duration: 40 minutes

Outcomes: Students will be able to:

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

Resources: textbook page 6, flag of Pakistan, bamboo sticks, A3 size paper sheets; coloured card sheet cut-outs of a circle, a square, a triangle, an oval, a pentagon, a star, an arrow, a crescent, a dot, and a slash (Note: choose dark-green card sheets for square shape, and white for rectangle, star, and crescent).

Introduction: 5 minutes

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

Explanation: 20 minutes



Paste or pin all shapes on the soft board in scattered places but keep one side of the board available. Ask the students to turn their chairs into the direction of the soft board or place it on a desk that should lean on the wall. Now ask children to identify all the shapes they think should make the flag of Pakistan. Take votes for different shapes. Unpin the correct shapes and pin them on an empty space on the board. Let students tell which shape goes where. Now, ask them to choose the decorations on the flag form among the available ones on the side. Let them vote for the right ones and then pin them to the right place on the flag. When the design is complete, ask students what, in their opinion, do the green and white parts denote in the flag of Pakistan. Take the answers from students and appreciate them before revealing that the green part of the flag signifies the majority, i.e. the Muslims of the country and the white part signifies its minorities that include people from all other religions. Inform them that the flag of Pakistan was designed by Syed Amir-uddin Kedwani. Place the photograph of the aerial view of Minar-e-Pakistan on the board. Tell the students that it is a national monument located in Lahore where it was officially decided that the Muslims of the Indian subcontinent would have a separate country (Share this if you feel the students are inquisitive and also ready to absorb the information. Perhaps they will have a few questions to ask, too). Ask the students to share what they see in the picture. The aerial photograph of Minar-e-Pakistan angled right from its peak shows the two crescents on the sides and a star in the center big enough to be seen. These are the same crescent and star shapes that can be seen in the flag of Pakistan.

Conclusion: 5 minutes

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

Classwork: 10 minutes

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

Homework: Ask the students to talk to their grandparents and parents on how they celebrated the Independence Day in their childhood. Ask them to express how they relate to their memories? Do the students celebrate it the same way? What do they do? Share with their classmates if they like.



Answers to Unit 1

Exercises

1. (from left to right) mountain, Masjid, sand dunes, beach, fort
2.
 - i. Islamabad
 - ii. Sindh, Punjab, Balochistan, Khyber Pakhtunkhwa
 - iii. Azad Jammu and Kashmir, Gilgit-Baltistan
 - iv. Karachi
 - v. (students will answer this question based on their personal preference)
3.
 - i. desert
 - ii. coast
 - iii. mountain
 - iv. Islamabad
4. Students will answer this question based on their understanding

Things you can do

1. Students will answer this question based on their understanding
2. K-2
3. Students will answer this question based on their understanding
4. Students will collect and organise the material based on their understanding



Unit 2 Villages and cities

Key learning:

- recognise that the people of Pakistan live in villages and cities
- identify key characteristics of a village
- identify key characteristics of a city
- compare village and city life
- identify some common professions and occupations of a village/city

Background Information:

This chapter mainly covers the differences between villages and cities, comparing the lifestyles of people who live in both. It provides information about what living in a village is like in terms of the smaller and fewer buildings present, and how mostly homes are made of mud and bricks; the availability of facilities such as running water and electricity. Focus is also given to the environment of the region and the kind of work that people living there do ranging from mining, fishing, and even making crafts. Similarly, students are introduced to what a city is, and the key traits of a city in terms of the large buildings present, that are mainly made from cement. Facilities in the city are more varied, including schools, malls, cinemas, etc. The environment of a city is also more polluted than that of a village. The professions of people are different too, with people in the city having jobs in banks, offices, and hospitals. This chapter also explores key cities in Pakistan including Karachi, which is the largest city in the country; Islamabad, which is the country's capital.

Lesson plan 4

Duration: 40 minutes

Outcomes: Students will be able to:

- describe and compare the physical and human characteristics of cities and villages

Resources: textbook pages 9–10

Introduction: 5 minutes

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

Explanation: 20 minutes

Read the pages 9–10 and refer to the list on the board that was formed during the introduction. Talk about how Pakistan has large cities, smaller towns and many villages. Elaborate on what life is like in the village. Discuss how there are only small and simple houses and just a few buildings, and just a couple of shops, if any. Mention how fewer people live in a village as compared to a city. Education levels are also different in village. You can take a moment to ask why students think this is so. Talk about how sometimes children are needed to help out in chores and tending to agriculture and livestock of their family, and often leave school to support the family. Houses are made from mud and bricks and often have thatched roofs. There are usually no roads in villages, and people may use dirt tracks. Moreover, village people often do not have access to many facilities including running water and electricity. You may mention that nowadays many people in villages have started using portable solar panels to charge their devices and



ensure they stay connected with the outside world. City life, on the other hand is different from life in the village. Cities are large and have thousands and even millions of people living in them. A city has many facilities including large buildings featuring apartments, offices, an airport, railway station etc. Ask the students to name any kind of building that can be found in a city, which is not mentioned in the list given in the book. Talk about how the buildings in cities are typically made of cement, bricks and steel that allow them to be larger. Moreover, roads are made of a hard material called concrete which allows people to drive different vehicles on them. Since cities are big, so people typically travel across them in numerous transport options including cars, buses, trains, and even bicycles. Talk about how these different forms of transport causes traffic on the road. There are also many markets and shops in cities.

Conclusion: 5 minutes

Conclude the lesson by discussing the pros and cons of living in villages and cities. For example, the environment of villages is cleaner, they are quieter than big cities, there may be more animals around for better and the everyday routine is simpler. Cities, on the other hand have more school options, more entertainment options, but have more air, water, and noise pollution. Ask students where they would prefer to live if they had a choice.

Classwork: 10 minutes

Ask the students to do Exercises 3–4 on page 14

Homework: Ask the students to do Exercise 1 on page 13, and Exercise 5 on page 15.

Lesson plan 5:

Duration: 30 minutes

Outcomes: Students will be able to:

- apply the concepts they have build in the previous lesson to their context
- have a complete grasp on the differences between villages and cities
- talk about the common professions in villages and cities

Resources: textbook pages 11–12

Introduction: 5 minutes

Draw two brainstorming bubbles on the writing board, one that is labelled ‘village’, and the other labelled ‘city’. Ask the students to take turns in answering with what they remember from the previous lesson about village and city life. Once they are done answering, ask them to think about what the usual professions of people will be for those living in villages and cities.

Explanation: 15 minutes

Give the students a minute to think about what professions are commonly taken up by people living in the city and those in villages. Ask the children to talk about what their parents do. Talk about the large cities in the country such as Karachi which has ports where ships carrying goods dock. Also mention how Islamabad is the capital city and thus has many government offices. Ask the students to read the textbook pages 11–12, and discuss professions in cities that include officers, bankers, doctors, factory workers, etc. Move on to discussing professions in villages including cattle rearing, fishing, making crafts. Discuss different kinds of crafts that are made by the small-scale industry workers in villages such as embroidery, jewelry, carpets, earthen pots, etc. You may encourage students to mention any profession that has not been mentioned in the list for city and village life.



Conclusion: 5 minutes

Ask the students to think about what kind of professions they think is the most creative. Ask them if they think they are more suited to living in a city or living in a village.

Classwork: 5 minutes

Ask the students to do Exercise 2 on page 13.

Homework: Ask the students to do Activity 2 of 'Things you can do' on page 15.

Extra Activity: If there is an opportunity, arrange a class trip to a village, and/or a city tour, based on Activity 1 of 'Things you can do' on page 15.

Answers for Unit 2

1. Students will answer this question based on their understanding.
2. In a city: In a village:
construction farmer
doctor fisherman
banker miner
3. City: bank, circus, clock tower, dentist, bazaar, college, park, hospital, clinic, pharmacy
Village: plough, potato field, cowshed, haystack, well
4. i. well
ii. crops
iii. camel
iv. hut
v. goat
vi. cart
5. i. Houses in a city are constructed using cement, bricks, steel, and glass. There are also more houses in a city than in a village.
ii. Students will answer this question based on their understanding.
iii. village is smaller, quieter, and less polluted than a city.

Things you can do

1. Students will answer this question based on their understanding.
2. Students will answer this question based on their understanding.

Unit 3 Government – Role and Responsibilities

Key Learning:

- Defining 'government'
- Identifying some goods and services that government provides for the people
- List some rights of the citizens
- Understand that everyone has a right to practice their own religion freely
- Identify their responsibilities with respect to each right

Background:

This chapter expands upon what a government is, highlighting how the term refers to a group of people who run the country. It mentions how each country has its own kind of government, and there are many kinds of government in the world. In Pakistan, people choose their own government after every five years through a process called the 'election'. The government is chosen from several political parties, each led by a political leader. People of the country get to cast their votes for every election, and the party with the most votes gets to form the government, and the leader of the party becomes the Prime Minister. The chapter also talks about how the government makes laws that citizens need to follow to stay safe. It also mentions the responsibilities of a government in providing the citizens with facilities and services including healthcare, defence, education, etc., for the welfare of the people. The chapter also discusses the rights of citizens, including access to hospitals, justice, transport, protection, etc. They also have the right to follow the religion of their choice without any hindrance. The chapter ends by mentioning the responsibilities of citizens that include many things such as respecting others, working to maintain a clean environment, getting an education, treating people equally, etc.

Lesson plan 6

Duration: 40 minutes

Outcomes: Students will be able to:

- understand what exactly a government is
- define laws and their significance
- become aware of the responsibilities of the government

Resources: textbook pages 16–17, pieces of paper, a box with a removable lid (it will help if there is a small slit on the lid through which the pieces of paper can fit through).

Introduction: 5 minutes

Begin the class by giving the students 5 minutes of silent reading time to go over the textbook pages 16–17.

Explanation: 25 minutes

Once the students have finished reading, ask them to elect a 'government' for their class, based on what they have read about how a government is formed, and what it focusses on. Ask the students to form 2–3 political parties and then decide on the party goals which they will try to achieve if they get elected to form the government. Ask each 'political party' to come in front of the class and talk about what laws their government will create, and how they will use the government resources if it gets elected (whether they will spend more on education, defence, or trade). Each party will also indicate which member will become the Prime Minister. Once each party has introduced itself, the rest of the students will be given 5 minutes to 'cast their votes', by writing the name of the party they chose on a piece of paper. To make sure



they understood the task, ask the students to write down a brief reason why they chose a certain political party. Collect the 'votes' in a box with a removable lid, and then count the votes. Name the party which received the most votes as the one that will form the government.

Conclusion: 5 minutes

After this activity is wrapped up, you can mention that this manner of choosing the government is called 'democracy', which means that the people decide who they are governed by. You can also say that the students from the winning 'political party' can get a day to be the class monitor.

Classwork: 5 minutes

Ask the students to do Exercise 2 on page 20.

Homework: Ask the students to do Exercise 1 (parts i, ii) on page 19.

Lesson plan 7:

Duration: 40 minutes

Outcomes: Students will be able to:

- understand what it means to have 'rights'
- recognise the rights and responsibilities of citizens

Resources: textbook page 18

Introduction: 5 minutes

Begin the class by focusing on the term 'rights' and how it refers to a rule or an object that cannot be taken away from a person. Ask students to name some things which they believe are their rights.

Explanation: 15 minutes

Discuss with students about their rights as students in their school, of how they have a right to receive a good education, to get clean and well-lit classrooms where they can have their lessons. Expand the discussion to include what their responsibilities as students should be, that they should study hard at the allotted time, they must follow the classroom rules, they should respect everyone around them. Make this discussion as interactive as possible, and ask for plenty of examples throughout the lesson, to ensure the students understand what is being discussed.

Conclusion: 5 minutes

Conduct a discussion with the students about what they think would happen if citizens refuse to fulfil their responsibilities.

Classwork: 15 minutes

Ask the students to do Activity 1 from 'Things you can do' on page 20. Divide the class in two groups, with one group representing a government officer, and the other representing a citizen. Each group should have one speaker who will talk with the speaker of the other group about the points put forward by the whole group itself. Before the dialogue between the two speakers, make sure the group sits together for 10 minutes to brainstorm the main roles and responsibilities of the character they are assigned.

Homework: Ask the students to complete all parts of Exercise 1 on page 19.



Answers to Unit 3

Exercises

1.
 - i) An organised group of people who run the country is called government.
 - ii) The government is responsible for providing goods and services, e.g. health, education, transport, roads, and other facilities to its citizens.
 - iii) Right to protection, getting a good education for their children, access to health facilities (hospitals), facilities like water and electricity, etc.
 - iv) Responsibilities include keeping their environment clean, following the laws of the country, treating everyone equally, look after their country and fellow citizens, should not misuse resources such as water, electricity, food, etc.
2.
 - i. election
 - ii. responsibility
 - iii. laws
 - iv. responsibilities
 - v. tax
3. Students should do this activity with the help of their teacher based on their knowledge of the election process.

Things you can do

1. Students should do this based on their understanding.

Unit 4 Religious Festivals in Pakistan

Key Learning:

- understand why Muslims celebrate Eid-ul-Fitr and Eid-ul-Adha.
- describe how people celebrate Eid-ul-Fitr and Eid-ul-Adha.
- identify religious and cultural festivals of other faiths celebrated in Pakistan.

Background:

This chapter talks about the different religious festivals that are celebrated in Pakistan. It provides information about the Muslim festivals: Eid-ul-Fitr, Eid-ul-Adha, and Milad-un-Nabi ﷺ. Eid-ul-Fitr is celebrated on the 1st of Shawwal, after fasting in the month of Ramzan, and Muslims celebrate it by giving charity, sharing food and celebrating with friends and relatives. Eid-ul-Adha is celebrated on 10th Zilhaj, as a way of remembering the sacrifice made by Hazrat Ibrahim عليه السلام, which Muslims honour by sacrificing animals such as goats, sheep, and cows. Milad-un-Nabi ﷺ characterizes the celebrations made in honour of the Prophet Muhammad's ﷺ birthday, which falls on 12th Rabbi-ul-Awwal. This chapter also provides details on the different religions in Pakistan such as Christmas (celebrated by Christians on the 25th of December), Holi and Diwali (celebrated by Hindus, each festival having its particular norms), Baisakhi (celebrated by Sikhs to mark the beginning of the new year, and Nauruz (relevant to the Parsees in March of every year, to celebrate Spring).

Lesson plan 8:

Duration: 30 minutes

Outcomes: Students will be able to:

- name the three main Muslim festivals
- understand the reasons the festivals are celebrated

Resources: textbook pages 21–23, writing board, chalk/marker

Introduction: 5 minutes

Ask the students about what they think are the common Muslim festivals.

Explanation: 15 minutes

Draw three brainstorming bubbles on the writing board, mentioning the three main religious festivals celebrated by Muslims in each one. Discuss with your class what are the reasons behind these festivals and how they are celebrated. Ask them to mention if there is something missed in the explanation given in the textbook.

Conclusion: 5 minutes

Choose three students from random to come up in front of the class to quickly review what has been explored in the class for each festival.

Classwork: 5 minutes

Spend 5 minutes in class to plan the activities 1 and 2 from 'Things you can do' on page 26.

Homework: Ask the students to do Exercise 3 on page 26.

Lesson plan 9:

Duration: 40 minutes

Outcomes: Students will be able to:

- recognize and develop an understanding of different religious and cultural festivals that are practiced in Pakistan

Resources: textbook page 24, research notes made from home a day before

Introduction: 5 minutes

Begin the class by writing down the quote by Muhammad Ali Jinnah رحمۃ اللہ علیہ on the writing board where he says “You are free; you are free to go to your temples. You are free to go to your mosques or to any other places of worship in this State of Pakistan. You may belong to any religion, caste or creed—that has nothing to do with the business of the state.” Ask the students what they think about these words.

Explanation: 20 minutes

Divide the class into five groups. Assign each religious festival (Christmas, Holi, Diwali, Nauruz, and Baisakhi) to each group. If there is time, assign these groups a day before the lesson so they have time to do some research from home. Give each group 3–4 minutes to present what they know about the religious festival assigned to them in front of the class.

Conclusion: 5 minutes

Discuss with the class how important it is to respect all religions. You may refer to the quote you mentioned in the introduction.

Classwork: 10 minutes

Ask the students to do Exercises 1 and 2 on page 25.

Homework: Ask the students to do Activity 3 from ‘Things you can do’ on page 26.

Answers to Unit 4

Exercises

- i. Eid-ul-Fitr
 - ii. Students should do this based on their understanding.
 - iii. 25th December
 - iv. Baisakhi marks the birth of the Sikh faith, and is also the start of the New Year and the beginning of the harvesting season.
 - v. Holi
2. Students should do this based on their understanding.
- i. Adha
 - ii. Ibrahim
 - iii. 12th
 - iv. Nauruz

Things you can do

1. Students should organise this event based on their understanding.
2. Students should organise this event based on their understanding.
3. Students should do this based on their understanding.



Unit 5 The Natural Environment – Living and Non-Living

Key learning:

- understand how the natural environment comprises of living and non-living things
- recognise that natural resources are essential for survival human being
- recognise the importance of natural resources
- differentiate between the natural and human-made materials
- recognise that people manufacture different things from natural resources to serve human needs

Background:

The chapter begins by an explanation of the main difference between living and non-living things. Living things refer to plants, animals, and human beings, all of whom live and grow on earth. They require food and water to survive. Non-living things are those that are not living, and which don't grow organically. The chapter also explores the difference between natural and human-made materials. Natural materials are those which are from the Earth such as wood and stone. Natural resources refer to natural materials which are used by people, such as water, air, plants, and animals. As the name suggests, human-made materials are those which are made by people using natural things. This chapter also covers the significance of natural resources, which help fulfil the needs of people by providing them with things like fuel, food, and shelter. Different materials are also used to make different things with specific properties.

Lesson plan 10

Duration: 40 minutes

Outcomes: Students will be able to:

- understand that the natural environment is making up of living and non-living things
- describe the difference between living and non-living things
- identify between living and non-living things from a pool of choices

Resources: textbook pages 27–28, notebooks, pencils, ruler to draw the columns in their notebooks

Introduction: 5 minutes

Begin the lesson by talking to the students about what they think the natural environment is made up of. Ask them to write their definition of 'natural environment' in their notebooks. Tell them to include the terms 'living' and 'non-living' things in their definition.

Explanation: 20 minutes

Ask the students to make two columns in their notebooks using a ruler and a pencil. One column should be labelled 'living things' and the other 'non-living things'. Ask them to form a single file, and then lead the class around the school. Ask the students to make a list of the living things they see during the campus tour, as well as a list of non-living things. List of living things can include cactus plant, money plant, chikoo tree, ants, birds, stray cats, etc. List of non-living things can include printer machine, computer, pencils, sharpener, mat, desk, chair, etc. During this activity, make sure the children follow all transition rules, such as not bumping into each other, walking instead of running, keeping their hands locked (when they are not writing things down), and not speaking unnecessarily during the transitions.

Conclusion: 5 minutes

Once they are back in class you can ask them to share one living and one non-living thing that they saw during their trip with the rest of the class.



Classwork: 10 minutes

Ask the students to do Exercise 2 of page 31.

Homework: Ask the students to do Activity 3 from 'Things you can do' on page 32.

Lesson plan 11

Duration: 40 minutes

Outcomes: Students will be able to:

- describe the difference between natural and man-made things
- identify natural and man-made things from a pool of options

Resources: textbook page 29, a few printed images of scenery with natural and human-made things

Introduction: 5 minutes

At the beginning of the class, ask the students what they understand by the terms 'natural' and 'human-made'.

Explanation: 20 minutes

Once the students have gotten a chance to answer the introductory question, tell them that the word 'natural' refers to any living and non-living thing. On the other hand, the word 'human-made' refers to things that have been prepared by humans using natural resources. Ask the students to give a few examples of natural and human-made things. After this part of lesson, you will be sure that the children can differentiate the difference between human-made and natural things. Show the class a few pictures (one-by-one) of the scenery featuring natural and human-made things. Ask them to identify the natural things and human-made things present in each image.

Conclusion: 5 minutes

As a cooldown activity, ask the class to think about the different natural and human-made materials which can be found in different locations across the country. For example, sea water is a natural resource that's only present in the south of the country, while yak wool sweaters are only made by hand in the northern areas of Pakistan where there are herds of yak.

Classwork: 10 minutes

Ask the students to do activity 1 of 'Things you can do' on page 32. Discuss the different natural resources present in the school (you may refer to the previous lesson where you took them around the school premises). Choose one of the natural resources present in school, and discuss what steps you can take as a class to conserve it.

Homework: Ask students to do Exercise 3 from page 31, and activity 2 from 'Things you can do' on page 32.

Lesson plan 12

Duration: 40 minutes

Outcomes: Students will be able to:

- discuss what things are made up of.
- understand how objects are made up of different materials, each of which have different properties.



Resources: textbook page 30, toy/ornament from home

Introduction: 5 minutes

Review the term 'natural resource' that was discussed in the previous lessons. Ask students to come one at a time to the front of the class and write down the name of one natural resource on the writing board.

Explanation: 15 minutes

Referring to the list of natural resources on the writing board, launch a discussion about why you think natural resources are significant for people. Talk about each individual natural resource mentioned on the writing board and talk about how it helps humans live good lives. Talk about what these natural resources can be used to make; wood can be used for making a variety of things like furniture, paper, etc.

Conclusion: 5 minutes

Ask the students to write down a few things that can be made from the natural resources they mentioned at the start of the lesson.

Classwork: 15 minutes

Ask the children to take out the toy or ornament they brought from home upon the teacher's request a day before to do Activity 4 from 'Things you can do' on page 32. Ask them to look at their object carefully and figure out what it is made of. After they have completed the activity, ask them to do exercise 1 on page 31.

Homework: Ask the students to do exercise 4 on page 32, and do activity 5 of 'Things you can do' on page 32.

Answers to Unit 5

Discuss and Answer (on page 30)

A chair can be made of plastic, metal, wood, marble, and even numerous fabrics. Many chairs are made of multiple different materials to improve their function.

Exercises

- c (oil)
 - a (wood)
 - c (brick)
 - a (stone, brick, wood)
 - a (mirror)
- Living: friend, monkey, potato, beetle, leg, bush, teacher
Non-living: chair, pencil, cup, knife, star
- Human-made things: car, book, pencil,
Natural things: cat, stone, hair, bird, grass
- Toys are made of plastic so they do not break easily, even when played with roughly. Toys that are made of glass would break easily and hurt anyone in contact with them. Plastic toys can also be cleaned easily.



Things you can do

1. Students will answer this based on their understanding.
2. Students will answer this based on their understanding.
3. Oil and gas is used for cooking, oil (petrol) used as fuel in cars and buses, breathing air, drinking water, use of metals such as copper in wires that conduct electricity, etc.
4. Students will answer this based on their understanding.
5. Students will answer this based on their understanding.

Unit 6 Water

Key learning:

- understand that living things need water to stay alive
- identify the uses of water
- recognise the importance of water resources
- narrate how water gets from a natural source to the taps in their home
- recognise that clean water should be used for drinking and cooking purposes
- recognise that some areas of Pakistan experience shortage of water

Background:

This chapter deals with water. It stresses upon the importance of water in our life, since water is used for many different things, such as drinking, cooking, washing, etc. The book mentions snow and rain as the two sources of fresh water. The purpose of reservoirs and dams is explained. Here water can be collected and then sent through pipes to other places, such as homes and factories, or stored until needed. The water cycle is also explained to students—how water is heated by the sun and becomes water vapour (like steam) and rises. It is cold far above the Earth, so the steam collects in the shape of clouds. When the clouds become heavy with water vapour, it falls to the ground as rain and goes back into the rivers, lakes, and seas. The chapter also explains how water reaches homes. Water from a river is processed in a filtration plant and then kept in a storage tank from where it is taken through underground pipes to houses. The chapter talks about how consuming dirty water can make people sick. Water can be cleaned using different methods including boiling, filtering, chlorination, etc. the chapter highlights the social responsibility to not contaminate water and prevent water wastage. Places in the world are mentioned where there is a shortage of water.

Lesson plan 13

Duration: 40 minutes

Outcomes: Students will be able to:

- discuss the importance of water
- talk about the different sources of water
- describe the water cycle

Resources: textbook page 33–34

Introduction: 5 minutes

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

Explanation: 20 minutes

Read page 34. With the help of a diagram explain to students the water cycle in detail. Draw the cycle on the writing board and label its different parts. Explain how water from the surface of the ocean is warmed by the sun and turns into steam or vapour and rises into the clouds. These clouds travel across the sky



collecting more and more raindrops. Finally, when the cloud is heavy with water, it bursts, and all the drops fall as rain. They fall in little streams down the mountains, and come together to form rivers, which finally join and run back into the sea again. Point out each of the stages in the picture. Next, define the term 'source' for students. 'Source' is the origin or the starting point of something. For example, plants and animals are sources of food. Similarly, the source of fresh water on Earth is rain and snow. Talk briefly about fresh water and sea water and the difference between them.

Conclusion: 5 minutes

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

Classwork: 10 minutes

Students could do Exercise 1, 3 on page 38, and Activity 7 of 'Things you can do' on page 38.

Homework: Students could do Exercise 2 on page 37, and Activity 2, 3, 8 of 'Things you can do' on page 38.

Lesson plan 14

Duration: 40 minutes

Outcomes:

- understand how water reaches the taps of houses
- get information about the different ways water is treated
- understand that deserts are formed due to water shortages
- discuss the effects of water shortages

Resources: textbook pages 35–36, piece of pipe or a straw, access to a tap with running water, filter paper

Introduction: 5 minutes

Ask the children if they have ever wondered how water reaches their homes? Ask them if they have ever seen a pipe in action. Hold up a straw or a small piece of pipe in front of the class. Remind them that a water pipe is a form of a cylinder which carries water from one place to another. Use a straw and a tap with running water to show how a straw can work like a pipe and allow water to move from one place to another.

Explanation: 20 minutes

After the students have witnessed the mechanism of pipes, tell them how water reaches different places through large pipes that are typically underground. Often water is then stored in underground tanks so that it can be available for use whenever needed. Talk about the dangers of consuming or using dirty water, and the importance of different ways to clean water. You can conduct a demonstration by mixing some sand in a clear glass of water, and then pouring the mixture through filter paper. Students will be able to see that the sand will be transferred from the water to the filter paper, and thus be purified. This is just one of the ways water can be cleaned. You can discuss other methods including boiling, that are mentioned in the textbook on page 36. Recall the previous lesson where the importance of water was discussed. Ask the students to think about places where there is a shortage of water. Deserts are places that have very little water. Talk about how sandy and dry they are. Discuss how difficult life will be in places where there is little water. Discuss the 'Did you know' box on page 36 where it mentions that there are some areas that face water shortages.



Conclusion: 5 minutes

To conclude the lesson, talk about what things the students can do at a personal level at home and in school to conserve water. You may discuss things like closing taps that are not in use, alerting an adult if someone notices a leaking tap or pipe, etc. Encourage all the students in the class to suggest an idea to save water.

Classwork: 10 minutes

Students could do Exercise 4 on page 37, and Activity 4 of 'Things you can do' on page 38.

Homework: Students could do Activity 1, 5, 6 of 'Things you can do' on page 38.

Answers to Unit 6

Exercises

- Students will answer this based on their understanding.
 - Clean drinking water does not have any organisms that would make us sick. Dirty water can seriously harm people, animals, and plants.
 - water cycle begins with water in lakes, seas, and rivers evaporating into the atmosphere when it gets heated by the sun. The evaporated water moves up in the form of water vapour, forming clouds. The moisture in the clouds falls back on Earth in the form of rain and snow when the temperatures drop. The fallen water goes back into the water bodies, from where it is heated and rises up again as water vapour.
 - Students will answer this based on their understanding.
- Rain, snow, underground water, streams, rivers, sea
- Students will answer this based on their understanding. (Answers can include: drinking, preparing food, bathing, brushing teeth, washing clothes, doing the dishes, watering the garden, etc.)
- Students will answer this based on their understanding. (Answers can include: checking for leaks, taking shorter showers, opening the tap for a lesser time, installing water-efficient fixtures, etc.)

Things you can do

- Students will answer this based on their understanding.
- Students will answer this based on their understanding.
- Students will answer this based on their understanding.
- Students will answer this based on their understanding.
- Students will answer this based on their understanding. (Answers can include: Jehlum and Chenab rivers, Tharparkar region, etc.)
- Students will answer this based on their understanding.
- Students will answer this based on their understanding.
- Students will answer this based on their understanding.



Unit 7 Plants

Key learning:

- identify major parts of a plant
- list the functions of root, stem, leaf and flower
- identify the roots that are eaten by people
- recognise that some plants grow from seeds while others grow from stems or roots
- identify that soil, light, air and water are needed to grow a plant
- highlight the importance of plants for climate change

Background information:

This chapter mainly covers details about the plants around us. It explains how plants are living things which grow from the soil and makes its own food. Plants can be grown in pots at home or in gardens and parks. There are many different parts of plants including roots, trunk and stem, leaves, flowers, fruits, and vegetables. Each part of a plant supports it in a different way and has a distinct appearance. Plants also have seeds from which new plants can grow. It is important to plant more trees to help prevent global warming, as plants are very important as they absorb carbon dioxide and release oxygen, and also keep the environment cool. The chapter also talks about the many uses of plants in keeping the air clean, having a good smell, and providing good things to eat such as fruits and nuts. In addition, trees and plants provide food and wood, and homes for many tree animals and birds. They can be crushed and used as ingredients in medicines. Flower scents are used in perfume. Wood is used to make furniture and paper. Leaves can be woven together to make baskets and mats. Trees can also provide shade to people. The chapter also talks about the many different types of plants including shrubs, herbs, creepers, climbers, and trees.

Lesson plan 15

Duration: 40 minutes

Outcomes: Students will be able to:

- talk about the significance of plants.
- gather and record information about plants.
- identify the different parts of a plant.

Resources: textbook pages 39–45, some potted plants arranged in the class

Introduction: 5 minutes

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

Explanation: 20 minutes

Read page 39. Discuss with students the space that is required for a proper garden. Draw the students' attention towards the fact that many people in cities live in apartments or their houses are not big enough to have gardens. Ask them what those people should do. Should they give up the idea of having plants



around them? The answer is 'No!' One need not have a big house to grow plants. People place all kinds of plants in their balconies and on the staircase landings of their apartments, etc. Sometimes people grow flowering plants and sometimes they grow vegetables as well. Inform students how some vegetables can be grown indoors. We can use a small crate, fill it up with soil, sow seeds in it, provide proper sunlight and water, and we will soon see the saplings sprouting. These are called kitchen gardens. You can also discuss indoor and outdoor plants. All plants need air, water, sunlight and good soil to grow, but some plants need less sunlight and can be grown indoors. Some, like the money plant, can be grown in water as well as soil. Discuss the usefulness of parks especially in localities which have many high-rise buildings. Parks provide people with space to relax, play, exercise, and enjoy the scenery—green grass, colourful flower beds, etc. Parks are important because trees provide us with fresh air. Focusing on the plants present in the class, talk about its different parts based on the information given on the pages 40–45. Ask the students to point what parts they can see on the plant. If there are no vegetables, fruits, or flowers on a particular plant, simply talk to the students about what they observed in their everyday life about those plants.

Conclusion: 5 minutes

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

Classwork: 10 minutes

Students could do Question 1, 2 and 3 of 'Discuss your answers' on page 45, and Activity 1 of 'Things you can do' on page 51.

Homework: Students could do Exercises 1, 2, 3 on page 49, and Activity 2 of 'Things you can do' on page 51.

Lesson plan 16

Duration: 40 minutes

Outcomes: Students will be able to:

- understand the importance of planting more trees
- talk about global warming and how plants can help reduce carbon dioxide in the air
- describe the many uses of plants

Resources: textbook pages 46–47, some bean seeds, a glass of water, a flower pot filled with soil

Introduction: 5 minutes

Ask the students what they know about global warming and dangers of having too much carbon in the air. Draw a diagram of the earth on the writing board, and make a line around the earth to show the Ozone layer. Make a few breaks in the line to show the damage of the Ozone layer due to the pollution and CFCs. Discuss the heating of the earth as deforestation means that there are lesser plants to absorb the carbon in the air.

Explanation: 20 minutes

After talking about the importance of plants and how they can help reduce global warming, ask the students to take their seeds and plant them in a pot. You may arrange some empty pots in class or ask the students to bring their own small pots from home a day before. Make sure there is soil present in each pot.



Ask the students to use their hands to aerate the soil by digging into it and not letting any large soil clumps to remain. Ask the students to carefully place the seeds they brought from home in the pot, and then cover it with soil. Make sure they water the seeds and then place the plant in a spot where there is ample sunlight and air. Over the next few weeks ask the students to carefully observe the growth of their plant, and if possible, maintain a daily observation log in their notebooks (as mentioned in Activity 1 of 'Things you can do' on page 51).

Conclusion: 5 minutes

Once the main lesson is over, make sure to give some time to the students to clear up after themselves. Make sure they wash their hands properly, and there is no water or soil on their work spaces and desk. Check if the classroom is spick and span. During this clean-up, remind students of their role in helping the Earth stay green and healthy, and discuss small acts that can be done which are good for the environment. Ask them to plant more trees around in their house or in their neighbourhood. Plants are great for providing fresh air, and are responsible for cooling down the area.

Classwork: 10 minutes

Students could do Question 1 and 2 of 'Discuss and answer' on page 48.

Homework: Do Exercise 5 on page 50.

Lesson plan 17

Duration: 40 minutes

Outcomes: Students will be able to:

- identify the different types of plants
- give examples of the different types of plants
- get more knowledge about how different types of plants function and appear, and what they do

Resources: textbook pages 47–48

Introduction: 5 minutes

Explanation: 20 minutes

Arrange a class trip to a local nursery or the school garden (if the school garden has a variety of vegetable and fruit plants). Ask the students to lock their hands during the transitions, and carefully observe the different kinds of plants that they see. Ask them to smell the leaves of plants such as mint, and talk about how different plants look different based on their type and the conditions in which they grow. Make sure the students are able to identify the different types of plants they come across, i.e. whether the plant is a tree, a creeper, etc. Talk about what each plant can provide to humans.

Conclusion: 5 minutes

After returning from their observation trip, ask the students to take out their notebooks and write down the different plants they saw and mention what type they were. You can even ask the students what their favourite type of plant is. Some students may respond with answers like 'tree', but ask them to be more specific, and make sure they give a good reason to support their choice.

Classwork: 10 minutes

Do Questions 1 and 2 of 'Discuss and answer' on page 48.

Homework: Ask the students to do Exercise 4 on page 50.



Answers to Unit 7

Discuss and Answer (on page 48)

1. Plants help keep the air clean, the environment fresh, provide a good smell, and often are eaten for their high nutritious value. They provide homes for many creatures, a cool shade from the hot sun, and can be used to make essential medicines to keep people healthy. Wood from trees can be used for many essential purposes for making furniture, etc.
2. Wooden furniture, paper, medicines, perfumes, glue, soaps, shampoos, paint, rubber, gum, etc.

Exercises

1.
 - i. True
 - ii. True
 - iii. False
 - iv. False
2.
 - i. d (coriander)
 - ii. d (radish)
 - iii. c (rose)
 - iv. c (mango)
 - v. c (water and food)
3. (From left to right) apple, peach, grapes, lemon, mango
(Seeds from left to right) peach, apple, lemon, mango, grape
4.
 - i. trees
 - ii. Shrubs
 - iii. cactus
 - iv. plants
 - v. creepers
5. Students should answer this question based on their interview with an adult.

Things you can do

1. Students should do this activity based on their understanding.
2. Students should do this activity based on their understanding.
3. Students should do this activity based on their understanding.
4. Students should do this activity based on their understanding.
5. Students should do this activity based on their understanding.
6. Students should do this activity based on their understanding.
7. Students should do this activity based on their understanding.
8. Students should do this activity based on their understanding.



Unit 8 Animals

Key learning:

- identify how some animals live on land and some live in water
- recognise the animals that live on land are different in features from those that live in water
- recognise that all animals have young ones that grow into adults
- recognise different animals and their young ones
- list the animals that feed their young ones and look after them
- compare wild animals and domestic animals focussing on where they live
- benefits which animals provide for humans

Background:

This unit is about animals. It begins with a discussion on the different places where animals live. Some animals like fish live in water, others live on land, and birds make their nests in trees. Different animals have unique body parts such as wings, gills, webbed feet, and beaks which help them do a variety of things to survive such as move, breathe, or catch food. The chapter goes on to talk about baby animals some of which look like their parents, while others don't. Some animals are called 'wild' animals because they live in jungles and forests. Wild animals have a particularly varied diet since some eat plants while others eat other animals. Scavengers are creatures that eat dead animals. Domestic animals are those animals which can be tamed, often living in houses as pets or on farms. These animals provide humans with many important things such as cheese, butter, wool, fur, meat, etc.

Lesson plan 18

Duration: 40 minutes

Outcomes: Students will be able to:

- recognise that animals live in a variety of environments
- animals have distinct body parts that are adapted to help them survive
- some baby animals don't look like their parents, while others look like their parents

Resources: textbook pages 52–53

Introduction: 5 minutes

Begin the lesson by talking about different animals. Ask the students to name some animals that live in the water, while others that live on land. Talk about what they think the difference between animals is, and why does this difference occur, that is, why some animals have gills and others have wings? Ask the students to think about their answers.

Explanation: 20 minutes

Talk about the different places that animals live such as under water, on land, in the grass, and even on trees. Elaborate on how sea animals live in rivers and seas. These include fish, whales, octopuses, and sea horses. You may mention that there are many kinds of birds include flying ones, such as sparrows, crows, parrots and non-flying ones such as ostriches, penguins, and peacocks. Expand your discussion to include the specialised body part of different animals. Talk about why these animals need these body parts to survive. For example, giraffes need long necks so they can reach the leaves on top of trees, birds need wings to fly so they can travel long distances (you may mention migration due to the seasons) and so they can escape their predators. Ask the students to think of three animals (that are not mentioned in the textbook) who have specialised body parts. Ask them to briefly describe (in their notebooks) the animals'



specialised feature and how they think it helps them survive. After the students have completed writing down their descriptions, ask them to share their responses in class. Make sure each child gets some time to talk about at least one of the animals they have chosen. Some examples of animals can include kangaroo, ostrich, whale, dolphin, pufferfish, walrus, polar bear, penguin, etc. Talk about the students that some animal babies don't look like their parents. If there is time, you can draw the lifecycle of a frog on the writing board. Show the students how the baby frogs are called tadpoles, and they slowly develop the limbs and appearance of the frog as they grow older.

Conclusion: 5 minutes

End the discussion by talking about how many different animals there are in the world, and how uniquely they have been created to suit their needs.

Classwork: 10 minutes

Students could do Exercise 6 on page 59.

Homework: Students could do Exercise 3, 4, 5 on page 58.

Lesson plan 19

Duration: 40 minutes

Outcomes: Students will be able to:

- understand the main differences between domestic and wild animals
- talk about the different traits that make them unique

Resources: textbook pages 54–56, pictures of a zoo, a farm, and some pets, a short video on animals

Introduction: 5 minutes

Begin your session by showing students some short video clips or pictures of animals from different groups such as pets with their owners, farm animals in a barn, wild animals in their natural habitat, and domesticated animals engaged in different tasks. Ask students how these animals are different from each other. Note their ideas on the board.

Explanation: 20 minutes

Make two columns on the writing board and write the headings: wild animals, and domestic animals. Ask students to suggest animals from each group. Tame animals are those that have been domesticated, and live and work with humans. These include farm animals such as donkeys and sheep, and pets such as cats and rabbits. You can also show students the images of five animals given at the end of page 55. Inform them that these are tame animals, and they are useful to human beings as well. Wild animals are those that live in the wild jungles and forests, such as lions, tigers, and bears. Next, read page 56. Inform them that we get food from some animals, while others assist in transportation purposes or for carrying weight, etc. Explain that animals are living things and feel pain, hunger, happiness, thirst, and sadness in their own ways, and so we must respect them and treat them with kindness. Talk to the students about the meaning of the word 'scavenger' about how they are a type of animal that eat dead animals. You may also introduce the children to the words 'herbivore' and 'carnivore', where a herbivore is an animal that eats plants, and a carnivore is an animal that eats meat. You can mention that some domestic animals such as cows and goats are herbivores, while other domestic animals like cats are carnivores. Some animals like dogs and wolves are 'omnivores', which means that they eat food from plant and animal sources.



If there is an opportunity, arrange a school trip to the zoo, and ask the students to do questions 1 and 2 of 'Things you can do' on page 60.

Conclusion: 5 minutes

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

Classwork: 10 minutes

Students could do 'Discuss and Answer' Questions 1, 2, and 3 on page 55.

Homework: Students could do Exercise 1 and 2 on page 57, activity 3, 4, and 5 from 'Things you can do' on page 60.

Answers for Unit 8

Discuss and Answer (page 55)

- | | |
|-------------|-----------------------------|
| camel: | desert |
| monkey: | jungle |
| bear: | forests or mountains |
| fish: | under water |
| reindeer: | cold mountains or woodlands |
| rhinoceros: | grasslands or savannah |
| elephant: | grasslands or savannah |
| tiger: | forests or grasslands |
| eagle: | forests or deserts |
- | | |
|-------------|--|
| camel: | grass and grains |
| monkey: | nut, fruits, insects |
| bear: | fish, berries, fruits |
| fish: | insects, worms, smaller fish |
| reindeer: | herbs, grass, shrubs |
| rhinoceros: | grass, shrubs, trees, bark |
| elephant: | root, grass, fruit |
| tiger: | meat |
| eagle: | small creatures like rats, rabbits, fish, amphibians, reptiles |
- | | |
|-------------|---|
| camel: | forest |
| monkey: | forest |
| bear: | forest |
| fish: | in water (sometimes kept in city as pets) |
| reindeer: | forest |
| rhinoceros: | forest |
| elephant: | forest |
| tiger: | forest |
| eagle: | forest, but also fly over some cities |



Exercises

1.
 - i. d (all of the above)
 - ii. c (vulture)
 - iii. a (ducks)
 - iv. c (bear)
2.
 - i. silkworm
 - ii. cat
 - iii. hen
 - iv. sheep
 - v. tame
 - vi. birds
 - vii. horses
 - viii. eggs
3.
 - i. (students can give varied answers as long as it fits the questions criteria)
 - ii. rhinoceros (students can give varied answers as long as it fits the questions criteria)
 - iii. eagle (students can give varied answers as long as it fits the questions criteria)
 - iv. elephant (students can give varied answers as long as it fits the questions criteria)
 - v. bear (students can give varied answers as long as it fits the questions criteria)
4.
 - i. birds (claw: catching prey, attacking predators; feather: flying, keeping warm; tail: flying/ manoeuvring, attracting a mate; beak: catching food, eating; wing: flying)
 - ii. fish (gill: breathing; scale: protection; tail: moving; fin: moving; mouth: eating)
5. we live in water: goldfish, tadpole, eel, crab, whale, seahorse, octopus, lobster, shark, snake
we do not live in water: lizard, rabbit, butterfly, crab, scorpion, rat, orangutan, jackal, snake, fly, nightingale, centipede
6. swan: cygnet
bear: cub
cat: kitten
horse: foal
fish: fry

Things you can do

1. Students will answer based on their understanding.
2. Students will answer based on their understanding.
3. Students will answer based on their understanding.
4. Students will answer based on their understanding.
5. Students will answer based on their understanding.



Unit 9 Agriculture and Livestock

Key learning:

- talk about the major crops in Pakistan
- recognise that people process the crops they grow for making products
- understand the importance of livestock

Background information:

This chapter provides information about where food comes from, focusing on the idea that living things can't survive without food. There are different ways that food becomes available, each requiring specific conditions to develop. Food that grows on land requires specific things to grow including sunshine, water, etc. The major crops of Pakistan includes fruits, vegetables, and grain that is acquired through plants. Pakistan is known for its wheat, sugarcane, cotton, and rice. Other crops also grow in Pakistan. Some crops like cotton and corn oil are processed by using a series of steps that help make them more useful to people. Cotton can be processed to make fabric that can be worn in different forms. This chapter also discusses livestock, which refers to the raising of domestic animals in an agricultural setting to acquire things like meat, milk, and other dairy products. Livestock animals also help carry loads and transport themselves from one place to another.

Lesson plan 20

Duration: 40 minutes

Outcomes: Students will be able to:

- understand where food comes from
- talk about the importance of agriculture
- describe key crops grown in Pakistan

Resources: textbook pages 61–62, map of Pakistan showing where the four crops are mostly grown (cotton, rice, sugarcane, and wheat)

Introduction: 5 minutes

Begin the class by introducing the students to the term 'agriculture'. Ask the students what they think is meant by the term 'agriculture'. Ask them to raise their hands during the discussion, after listening to a few responses, explain how agriculture refers to the preparation and cultivation of the soil to grow crops (plants) and raising livestock (domestic animals).

Explanation: 20 minutes

Once the students have fully grasped the meaning of 'agriculture', tell them how Pakistan is an agricultural country. Talk about how it has fertile land due to the five rivers (Indus, Jehlum, Chenab, Ravi, Sutlej), and due to its rich soil, devotes a lot of area for growing crops. Talk about the key crops that are grown in Pakistan including cotton, rice, sugarcane, and wheat, and point out the areas in which these crops are mostly grown on a map of Pakistan. Discuss with the class why these crops are important. Ask the students to suggest more crops that are grown in Pakistan. Talk about how many things grown in Pakistan are sold to other countries, which helps Pakistan earn money. Elaborate on how generating revenue by selling crops to other countries can benefit the overall economy of Pakistan.



Conclusion: 5 minutes

While winding up the class discussion, talk about what would happen if there were a locust or pest infestation on the crops in Pakistan. Ask the students to talk about the effects of such an incidence on not just the population of Pakistan, but also the overall economy of the country.

Classwork: 10 minutes

As a class, read and answer the Questions 1 and 2 of 'Discuss and Answer' on page 62.

Homework: Students could do Questions 1 and 4 of 'Things you can do' on page 68.

Lesson plan 21

Duration: 40 minutes

Outcomes: Students will be able to:

- understand what processed crops are
- describe some of the steps often used in processing various crops

Resources: textbook pages 63–66, materials to make the flowcharts including chart papers, markers, etc.

Introduction: 5 minutes

Begin the class by talking about the numerous crops grown in Pakistan, as discussed in the previous lesson. Discuss if these crops can be used in their raw form, or if they need to be processed. Talk about what the term 'processed' means. Explain that processed refers to certain measures taken to change or even preserve certain things, thereby improving its value or making it more useful for people.

Explanation: 20 minutes

Once you have sufficiently explained the term 'processed', discuss the heading 'Processed crops' in the textbook (pages 63–65). Talk about the different things that can be made using raw material acquired from the agricultural industry. Divide the class into groups and assign a crop to them. Each group should prepare a simple step-by-step flowchart describing how the crop assigned to them can be processed. Ask them to use the correct terminology (such as "spun", "bolls", "fabric", "thresh", etc.) as mentioned for cloth on page 65. Crops which can be processed may include wheat, rice, pulses, maize, etc. If there is time, ask each group to present their findings in front of the class.

Conclusion: 5 minutes

After the group activity, give a moment to the class to come back to their seats. Talk to them about what they think is 'processed food'. Candies, bakery products, fast food items are all examples of processed food, and are unhealthy if consumed in large quantities. Remind students that it is a good idea to maintain a balanced diet by eating raw fruits and vegetables.

Classwork: 10 minutes

Students could do Exercise 1 on page 68.

Homework:

Students could do Exercise 2 on page 68.



Lesson plan 22

Duration: 40 minutes

Outcomes: Students will be able to:

- recognise the meaning of the term 'livestock'
- talk about livestock in Pakistan
- highlight the importance of livestock to Pakistan
- understand the uses of livestock in everyday life

Resources: textbook pages 66–67, documentary on livestock farming in Pakistan

Introduction: 5 minutes

Begin the lesson by asking students to recall the discussion conducted in the first lesson on this unit where it was mentioned that livestock is a part of the agricultural lifestyle. Ask the students to also recall what they have learnt about domestic animals in Unit 8, that is, domestic animals include animals like cows, goats, sheep, horses, etc.

Explanation: 20 minutes

Expand upon the concept of livestock farming by mentioning that it is the second largest kind of farming in Pakistan (after crop farming). In livestock farming, animals like cows, goats, and buffaloes, give people milk and meat, to be consumed. Animal milk can also be processed to form many food staples including butter and cheese. Farmers in Pakistan take the help of animals such as donkeys, mules, and camels to help them transport things and carry heavy loads. After the discussion, take the students to the ICT lab or an audio-visual room to watch a short documentary about livestock farming in Pakistan.

Conclusion: 5 minutes

Ask the students to discuss what they learnt from the documentary they just watched. Ask them if they think livestock farming is good for Pakistan's economy?

Classwork: 10 minutes

Students could do Exercise 3 on page 68.

Homework: Students could do Exercise 3 on page 68.

Suggested Activity: Arrange a trip to a farm as suggested in Activity 2 of 'Things you can do' on page 68. If a trip to a farm could not be arranged, ask the students to collect pictures of livestock animals and arrange them on the classroom softboard for them to refer to.



Answers for Unit 9

Discuss and Answer (page 62)

1. Food provides us energy to survive. (Encourage detailed answers from students)
2. From plants and animals. (Encourage detailed answers from students)

Exercises

1. Milk: yogurt, butter, cereal, milkshake
Corn: oil, chips, cereal, popcorn
2. (Encourage students to answer in detail)
Bread: flour, yeast
Ketchup: tomatoes
Jam: berries/fruit, sugar, water
Cookies: flour, milk, sugar, chocolate chips
Yoghurt: milk, starter yoghurt
Butter: milk, water
Cheese: milk, rennet, culture
3. Fish (salmon, tuna, kingfish...), edible sea plants/seaweed, salt (processed), lobsters, crabs, octopus, shrimp, prawns, etc.

Things you can do

Students can do these activities based on their understanding.



Unit 10 Conservation of the Earth's resources

Key learning:

- identify the ways in which people waste water
- understand problems caused by wastage of water
- suggest ways to save water
- recognise the significance of forests for human beings.
- identify the ways in which the land is destroyed due to human activities
- suggest ways to reduce deforestation

Background information:

The chapter talks about the need for people to look after the natural resources since these are needed for the survival of living things. Water is a valuable resource that is needed for a variety of day-to-day tasks including drinking, brushing teeth, doing laundry, etc. Water wastage has many consequences, the most severe being the fact that it is linked to food shortages. There are many things that can be done (even by individuals) to reduce water wastage. Trees are another key natural resource for many important reasons including the fact that they produce oxygen for us to breathe, etc. Deforestation is therefore a great concern causing many problems for all living things. To be more environment-friendly, it is important to 'Reduce, Reuse, and Recycle', focusing on finding new ways to use old things rather than relying on endless cycles of production that waste resources and energy.

Lesson plan 23

Duration: 40 minutes

Outcomes: Students will be able to:

- increase their awareness about the importance of water for the survival of living things
- identify things that can be done to conserve water

Resources: textbook pages 69–70

Introduction: 5 minutes

Ask the students to review what they have learnt about natural resources. After listening to their responses, explain to the students how natural resources are resources that are drawn from nature, and are used in a variety of different ways to help one survive. Talk to the students about how water is an important natural resource. Give students 1–2 minutes to list down all the things they need water for, in their notebooks.

Explanation: 25 minutes

Tell the students about how there are approximately 7.7 billion people in the world, and each person needs access to water. To make sure there is enough water for everyone, it is important that everyone plays their role in conserving this natural resource. Refer to textbook page 70 to review the significance of water and read the heading 'Ways to save water'. Ask the students about what other ways they can think of to save water. Ask the students to form a single file and go to check various taps around school to see if there are any leaks in the plumbing. If they find any such incident, ask them to write a report and submit it the school administration so action can be taken against the plumbing issue. Make sure the report contains the location of the leak and gives clear reasons why it is important to play our role in conserving water.



Conclusion: 5 minutes

At the conclusion of the discussion, ask the students to write a short pledge in their notebooks that will outline their intention to do the best in their power to conserve water as individuals. You may ask them to even list down the ways they intend to do so.

Classwork: 5 minutes

Students could do Exercise 2 (parts i, iv) on pages 74–75.

Homework: Students could do Activity 3 of ‘Things you can do’ on page 75.

Suggested Activity: Carry out a *Walk for Water* event to raise awareness about the fact that people in many countries around the world, and even in many areas of Pakistan, often have to walk long distances every day to get access to drinking water and even after such an effort, the water they find is sometimes not clean. Students may arrange sponsors to fund the event, so for every kilometre walked by students, a certain amount gets donated to a cause that works on making clean water more accessible for people (especially in rural areas of Pakistan). It is a good idea to make the students do some research on the NGOs that are working for this social cause.

Lesson plan 24

Duration: 40 minutes

Outcomes: Students will be able to:

- identify the importance of trees
- describe the effects of deforestation
- understand the ways to reduce deforestation

Resources: textbook pages 71–73, writing board and the related writing materials (chalk/board markers)

Introduction: 5 minutes

Begin the class by reviewing what the students have learnt up till that moment about natural resources. Mention how trees are an important natural resource. Make a brainstorming bubble on the writing board and ask students to suggest the ways trees are used and what makes them important. Write down their responses on the writing board.

Explanation: 20 minutes

Give the students a few moments to evaluate their responses that have been written on the writing board just so they can see the importance of trees in their everyday life. Discuss the illustration given on page 71 that highlights why trees are significant to humans and animals, and even the environment. Take a clear glass and fill it with water. Ask a few students to go outside and pluck a leaf from a nearby plant or tree. Carefully place the leaf in the glass of water so that it is completely submerged. Ask the students to note what they see at the end of the class. They will notice small bubbles appearing near the leaf, which shows that leaves produce oxygen. Elaborate on how important trees and plants are for the environment because they produce fresh oxygen for us to breathe. Explain how it is important that humans play a part in conserving this essential natural resource.

Talk about deforestation, and how many trees are being cutdown heedlessly across the world. You may quote global statistics, such as how the Amazon rainforest loses about 10,000 acres every day which causes the displacement of many animals. Due to this massive rate of deforestation, it is estimated that 100,000 species get extinct each year.



Ask the students to flip to page 73 and discuss the ways to reduce deforestation. Expand the discussion to include the three 'Rs', that is reduce, reuse and recycle. Ask the students if they think following the three 'Rs' will conserve trees and prevent deforestation.

Conclusion: 5 minutes

To wind up the class discussion, it is a good idea to do the 'Discuss and answer' given on page 72. Ask the students to talk about the picture given on the page, and ask them to think about what can be done to reverse the problems caused by the given scenario.

Classwork: 10 minutes

Students could do Exercise 1, 2 (remaining parts) on page 74.

Homework: Students could do Exercise 3 on page 75, and Activity 1 and 2 of 'Things you can do' on page 75.

Suggested Activities:

- Organise a speech or poster making competition as described in Activity 3 of 'Things you can do' on page 75. Make sure each speech or poster highlights the key issues faced by the world at large, and clearly outlines some steps that can be followed in everyday life by the individual so they can play their part in helping conserve precious natural resources.
- Ask the students to recycle their paper in class. This activity will take some time since it requires time-consuming processes such as cutting, soaking, drying, etc. Ask the students to use the recycled paper they have made to take notes in class.

Answers for Unit 10

- i. d (wheels)
 - ii. c (making buildings in forest)
 - iii. b (panda)
 - iv. a (coal)
 - v. a: turn off the tap; b: fix the leak; c: reduce duration of shower and turn off water when not in use; d: don't open water to maximum capacity, and turn off the tap during the scrubbing and rinsing stages.
- i. Students will answer based on their preferences/understanding.
 - ii. littering, deforestation, constructing very large buildings in open areas, setting fires to get rid of trash, etc.
 - iii. Reduce, reuse, recycle; if we don't follow the rules, we will exhaust the natural resources, and increase environmental pollution through increased use of industries due to high production, etc. (Students will answer based on their understanding.)
 - iv. water is a precious resource, you need water for all daily purposes, etc. (Students will answer based on their understanding.)
3. Trees produce oxygen, clean the environment, reduce carbon dioxide in the air, freshen the surroundings, provide shade, give shelter to many creatures, can be used to generate medicines, is a source of rubber, can be used to make furniture, etc.

4. Things you can do

Students can do the activities based on their understanding of the topic.



Unit 11 Heat and Light

Key learning:

- identify sources of heat and light in their homes, schools and surroundings
- classify the sources of light and heat into natural and human made
- describe methods of producing heat
- list the uses of heat and light
- recognise that the intensity of heat and light is felt more as they come nearer to the source

Background information:

The chapter provides information about the natural and human made sources of heat and light. Natural sources of light include the sun, stars, fireflies, glow worms, etc, while the human made sources of light include the light bulb, torch, match, fireworks, etc. Similarly, sources of heat include wood fires, gas fires, electric heaters, etc. The unit outlines how there are many uses of heat and light, including the basic need of plants for sunlight to make food. The differences between heat and light are highlighted in the different uses that both have. Humans have many different methods for producing heat, such as building a fire, or burning resources such as wood, oil or coal. Electricity is a relatively modern way of generating heat and electricity. The book also covers how the intensity of heat and light typically increases the closer you get to the source.

Lesson plan 25

Duration: 40 minutes

Outcome: Students will be able to:

- identify the sources of heat
- identify the sources of light
- understand that some sources of heat and light are natural while others are human made

Resources: textbook pages 76–77, chart paper, markers/pencils, (optional) pictures of common sources of heat and light

Introduction: 5 minutes

Ask the students what they think about heat and light. Where do they think it comes from?

Explanation: 20 minutes

Divide the class into two groups. One group should deal with 'Natural sources', while the other should be assigned 'Human made sources' of heat and light. Ask each group to list down all the sources of heat and light that they know. If there is time, ask them to go around the school to come up with more ideas regarding the source of heat and light. Before they are working you can mention that heat and light are forms of energy that is used by humans daily. You can encourage students in both groups to paste or even draw pictures on the chart they are preparing. Once the chart is prepared, ask the students to pin it up in the class for display.

Conclusion: 5 minutes

Classwork: 10 minutes

Exercise 1 on page 79, and Activity 1 of 'Things you can do' on page 80.

Homework: Exercise 2 on page 79.



Lesson plan 26

Duration: 40 minutes

Outcome: Students will be able to:

- outline various methods of producing heat
- highlight the different uses of heat and light (especially in everyday settings)
- understand how the intensity of heat and light varies depending on the distance from the source

Resources: textbook pages 77–79, candle/lightbulb, matches/battery

Introduction: 10 minutes

Discuss the heading 'Uses of heat and light' given on the textbook page 77. Talk about how important heat and light are for survival. To further engage the students, you can tell them a summarised version of the Grecian legend of Prometheus.

Prometheus angered the Greek god Zeus by tricking him into accepting a sacrifice of bones and fat instead of meat. Zeus, as a punishment took fire away from humans. Prometheus, known for his intelligence, devised a cunning plan to distract the gods and then stole the fire from Zeus and returned it to humans. This act of defying Zeus and giving humans fire is a powerful one because fire allows people to cook meat, and even inspire and help humans create art. Fire also helps keep humans safe from the attack of wild beasts and allows them to see even during the night when the sun has set. Fire is therefore a symbol of creation, and thus Prometheus was hailed by the people as the champion of art and as someone who provided an essential service to humanity. Zeus was angry at Prometheus for tricking him and giving the fire to the humans, so he gave Prometheus an eternal punishment by tying him to a rock with chains and had an eagle rip out his liver repeatedly as it grew back again.

Explanation: 20 minutes

After the story of Prometheus, students will be able to articulate the importance of fire (a source of heat and light) in the lives of people. Ask students to think about what they feel about Prometheus, focusing on the many uses of heat and light in their daily existence. Discuss if they think Prometheus is a hero for humanity. Talk about how 'fire' in modern civilisation equates to electricity.

You can talk about how heat and light are produced. Traditionally they were produced by rubbing two sticks or stones together, which create fire. Also, burning coals and wood were a good source of heat and light. In modern life, devices and appliances help generate heat and light such as heaters, lightbulbs, etc. Talk about where students have seen the use of heat and light: light in the classroom so they can read, heat in their homes at the kitchen stove where the meals are cooked, etc.

Bring a candle to the class (if there is no candle, you can bring a lightbulb attached to a battery with a wire from the science lab). Light the candle with matches. Ask the students if they can feel the heat of the candle as they sit in their seats. The students will reply 'No'. Ask the students to carefully form a single file and move in front of the class. One-by-one ask each student to bring their hand closer to the candle (make sure the students do not try to touch the open flame!). Ask them if they can feel the heat now, they will answer 'Yes'. Once they are on their seats, explain to the students that things are hotter the closer they are to the source. It is a good idea to use a lightbulb for this activity. You can dim the lights of the classroom and ask the students to read something while sitting in their seats. They will find reading hard because there will be too little light. Then ask them to read something close to the lightbulb. They will be able to read whatever is in that position, thus proving that the intensity of light also increases closer to the source.



Conclusion: 5 minutes

Ask the students to recall what they have learnt in the lesson. Go to page 79 and read the text under the heading 'Did you know?' Discuss the invention of Thomas Edison, and how he invented the first electric light bulb.

Classwork: 10 minutes

Exercise 3 on page 80, and Activity 2 of 'Things you can do' on page 80.

Homework: Exercise 4 on page 80.

Answers to Unit 11

Exercises

- sun
 - germs
 - Thomas Edison
 - stones; sticks
 - plants; warmth
- Students will answer this question based on their surroundings and their understanding.
- Cooking, warming the house, to weld to cut metals, etc.
- Methods of the past:* rubbing stones or sticks together, burning wood or coal, oil lamps, stoves
Methods of the present: electricity, power generators, nuclear reactors, etc.

Things you can do

Students will do these activities based on their observations, experiences, and understanding of the topic.



Unit 12 Professions

Key learning:

- identify and describe different professions
- understand the role of some professions in everyday life
- talk about which profession they like the most and why

Background information:

This chapter focuses on the different professions held by people to earn a living. Different jobs require a specific set of skills the people need to acquire to qualify for a particular job. Professionals are important as they provide valuable services that improve the survival of humans on earth. Different professionals include teachers, doctors, accountants, etc. All professions are important for the society. This chapter also talks about skilled and unskilled jobs, where skilled refers to jobs where professionals have earned certifications by passing exams, while unskilled jobs mostly don't need one to clear any exam.

Lesson plan 27

Duration: 40 minutes

Outcomes: Students will be able to:

- identify some professions based on the pictures of professionals
- understand the importance of jobs
- compare the difference in qualifications of unskilled and skilled workers

Resources: textbook pages 81-82, some pictures of professionals that are not present in the textbook (these can include pilot, construction worker, engineer, baker/chef, etc.)

Introduction: 5 minutes

Talk to the students about jobs. Introduce them to what it means. A job is a paid position undertaken by a professional who is hired to do that particular task. Ask them what jobs their parents do, and why do they think having a job is important.

Explanation: 20 minutes

Expand the lesson so that it features a discussion about different professionals. Show students the pictures of various professionals one-by-one and ask them to identify what profession they have, and what they think their job is about. Use the terms 'skilled' and 'unskilled' (elaborated on textbook page 82), focusing on how skilled jobs are those where the professionals have obtained a formal qualification in terms of a certification which they get by passing certain exams. Talk about what subjects you would need to study to do a particular job. For example, doctors would need to study science, accountants would need to focus their studies on mathematics, etc. You may add that some professionals wear uniforms while others can wear what they want as long as they follow a certain dress code.

Conclusion: 5 minutes

Talk to the students about what they think would happen if all the professionals stopped doing their jobs. Remind the students that it is important to respect people from all professions, irrespective of whether they are skilled or unskilled workers.

Classwork: 10 minutes

Students could do Exercise 2 on page 84, and Activity 1 of 'Things you can do' on page 84.



Homework: Students could do Exercise 1 on page 83, Activity 2 of 'Things you can do' on page 84, and the Activity given in 'Discuss and Answer' given on page 82.

Suggested Activity: Organise a 'Meet the Professional' day at school. Invite people with different professions to come speak to the students and tell them more about their job. Students can ask questions, and then write about what they have learnt in their notebooks.

Answers for Unit 12

Exercises

1.
 - i. Students will answer this question based on their personal experiences.
 - ii. Students will answer this question based on their personal experiences.
 - iii. Students will answer this question based on their observations.
 - iv. Students will answer this question based on their understanding. (chef: cooks food; waiter: serves food; dish washer: washes dishes)

Which of these jobs requires a lot of skill? Chef

Which requires little skill? Dish washer

2.
 - i. banker, baker, etc.
 - ii. lawyer, lifeguard, etc.
 - iii. doctor, director, etc.
 - iv. manager, machine operator, etc.
 - v. engineer, electrician, etc.
 - vi. nurse, news reporter, etc.
 - vii. greengrocer, graphic designer, etc.
 - viii. pediatrician, president, etc.
 - ix. journalist, jeweler, etc.
 - x. sociologist, salesperson, etc.

Things you can do

Students can do these activities based on their experiences and understanding of the topic.



Unit 13 Diversity and Respect

Key learning:

- identify that all human beings are equal and important irrespective of their background
- recognise the need to respect all people as they are born equal and with dignity
- demonstrate respect for all
- identify the ways in which people help each other
- understand how people are interdependent

Background information:

This chapter discusses equality, and how all people should be treated with dignity, no matter who they are. The chapter talks about 'diversity', defining it as variety, meaning that people can belong to different cultures, religions, families, classes, etc. All the people have a right to be respected and should be treated equally irrespective of their background. Individuals can do certain things to promote peace and harmony in the society, including sharing, showing respect to one another, helping others, taking turns, and queuing. This chapter also highlights some rules that students can learn and apply in their lives to be better citizens and students.

Lesson plan 28

Duration: 40 minutes

Outcomes: Student will be able to:

- understand the terms 'diversity' and 'equality'
- talk about how they can respect others
- recognise the importance of caring about the people

Resources: textbook pages 85–89, scenario cards prepared by the teacher (see Explanation below for an idea on what the scenario cards should be like)

Introduction: 5 minutes

Begin the lesson by asking each student to give the name of their favourite and least favourite food dishes. Each student should be asked individually. Once everyone has answered you can talk about how the whole class is made up of people with varying tastes. Talk about how this is a representation of the world. We are all humans who have had different experiences that have shaped us, and therefore will have different interests and personal choices. No matter what, we need to respect our differences and the ways that we are unique in order to live peacefully and harmoniously.

Explanation: 20 minutes

Write down key terms on the writing board: disrespect, equal, queue, respected, rude, share, and temper. Ask the students to write down their definitions of these terms in their notebooks. Give them 5 minutes for their task. If some students are having trouble, you can guide them to think about what a certain term means to them in their everyday life. After they have written down their definitions, ask them to refer to the Glossary given at the end of the textbook on page 99. Students should read the definitions and compare those with the definitions they wrote in their notebook. Students will now be able to articulate their experiences with this vocabulary, while also reviewing how to use a glossary.

Bring out the scenario cards you prepared beforehand. Scenario cards can include a short description of a scene or a part of a dialogue involving (or showcasing the lack of respect). For example, one card can feature a situation involving two students, one of who. Examples can include a card featuring a situation



involving two students in a loud fight that results in one student bursting to tears, or even a situation where two students are unconsciously ignoring a third student who is in a wheelchair. After reading out a scenario card, ask the class what they think about the situation. How is it respectful/disrespectful? Ask them to offer suggestions if they think it was not respectful or inclusive.

Conclusion: 5 minutes

Ask students to review the words written on the writing board, and then come up with synonyms for each of them. For example, the word *disrespect* could have the synonyms rudeness, ridicule, scorn, disregard, disdain, ignore. By coming up with synonyms, students will be able to deepen their understanding of the terms. If there is time, ask the students to write the synonyms in their notebooks.

Classwork: 10 minutes

Students could do Exercise A and C on page 90, and the Activity under the heading 'Things you can do' on page 90.

Homework: Students could do Exercise B and D on page 90.

Suggested activities:

- Students could go through old newspapers and magazines for pictures that are showing diversity or respect, for example, pictures of people working together, pictures of people who look different or are differently abled playing together, people helping each other with tasks, people tending to animals or sick people, etc. Students can cut these pictures out and paste them on a chart titled 'Celebrating Diversity'.
- Teachers can arrange a community clean-up event by taking the students to a local beach or park for a clean-up activity. Students will wear disposable gloves and go around picking up litter to clean a public place. This will teach them the importance of respecting the environment as well.

Answers for Unit 13

- A. Students will answer this question based on their understanding and observations.
- B. 1. Though everyone is different in many ways, everyone has a right to be respected so that they can all live in peace and harmony.
2. We can share things, make queues, etc.
3. Students will answer this question based on their understanding and observations.
- C. Students will answer this question based on their understanding.
- D. *Respectful*: listening, helping others, keeping your space tidy, raising hand before speaking

Things you can do

Students can do this activity to practice how to take turns.



Unit 14 Forgiveness

Key learning:

- understanding the significance of forgiveness; how it is important to ask for and accept someone else's request for forgiveness
- recognising how people can feel a variety of different emotions and feelings, and all of them are valid
- importance of treating everyone justly and fairly
- the significance of exercising equality to create a peaceful community
- recognise how peoples' feelings are linked to how they are treated

Background information:

This chapter talk about forgiveness, highlighting how sometimes our words and actions can hurt others. There are different ways of hurting others, and if that ever happens, it is important to ask for forgiveness. Moreover, if someone says sorry to you, we should be ready to give them a second chance and accept their apology since everyone makes mistakes and it is important to learn from them rather than make the same mistakes again. This chapter contains the script of a short play where the characters learn to how apologise and recognise when they have made a mistake. The chapter goes on to discuss feelings such as happy, sad, angry, etc. Our actions can determine how other people feel. This chapter also talks about treating everyone equally and being just and fair in our judgements and actions. It also highlights how peoples' feelings are linked to how they are treated.

Lesson plan 29

Duration: 40 minutes

Outcomes: Students will be able to:

- understand the importance of forgiveness
- recognise how it's their responsibility to make sure no one is hurt by their actions or words

Resources: textbook pages 91–93

Introduction: 5 minutes

Talk to the students about 'Forgiveness'. Ask them to evaluate what the term means to them. Have they ever asked for forgiveness? How does it make them feel? Remind students that we live in a society and peoples' lives are inevitably interdependent. We interact in all spheres of life, whether we are running for groceries, going to schools and shops, etc. It is important that we learn how to deal with people and make a positive impact.

Explanation: 20 minutes

Assign roles of the characters to the students for the script of the play 'The New Watch' given on pages 92 and 93. Ask the students to enact the roles, using their facial and vocal expressions. Ask the rest of the class to listen to the play carefully. After the play is done, give the students one minute to think about it and then one-by-one ask them to talk about what they thought was wrong of the characters to say and what was correct. Focus on all the questions in the 'Discuss and Answer' box present on page 93. Encourage students to express themselves using the keywords given at the start of the unit, on page 91.

Conclusion: 5 minutes

After the class discussion, give students 5 minutes to write about what they learnt through the play.



Classwork: 10 minutes

Students could do Activity 1 and 3 of 'Things you can do' given on page 97.

Homework: Students could do Exercise A on page 96.

Lesson plan 30

Duration: 40 minutes

Outcomes: Students will be able to:

- understand how humans have different kinds of feelings
- define the terms 'just' and 'fair'
- recognise the importance of treating people with equality
- acknowledge that others' actions and words can impact how one feels

Resources: textbook pages 91–93

Introduction: 5 minutes

At the beginning of the lesson, write down the word 'feelings' on the writing board. Talk about how feelings are emotions that are felt by people. Ask all the students to give a one-word answer about what they are feeling at this moment. Are they happy, sad, etc.? You will hear many varied responses from the class. You can even take a moment to highlight how they are all sitting in the same class but are feeling different things, that is because they are all different people, and that is okay.

Explanation: 20 minutes

Ask the students to flip to page 94 and focus on the words given under the heading 'Discuss and Answer'. You can ask each student to pick a word from the list and demonstrate that feeling to the class. You can even ask two or three students to come in the front of the class and show the same feeling. These students may have different ways of showing this feeling, so you can highlight that as well.

Ask the students to pair up and choose any three words from the list. Try to encourage the students to choose the more complex feelings, not just 'happy' and 'sad'. Ask each pair to write down what things make inspire the feelings that they have chosen. Each student has to write what inspires them to feel the feelings they have chosen as well as what they think will inspire the feelings in their partner. Once they have written what they think would affect the feeling in their partner, ask them to share their opinions with the partners to see if they got it right. Introduce the word 'empathy' in class and talk about the need for people to be sensitive to how others around them are feeling.

Remind the students about the need for society to be equal especially since every individual is different. For a more equal and tolerant society, it is important to treat people justly and fairly. Turn over to page 95 and ask the students to read the example given on the page. Ask the questions given on the same page under the heading 'Discuss and Answer'. Listen carefully to the students' feedback, evaluation, and suggestions given in response to the questions.

Conclusion: 5 minutes

After the class discussion, ask each pair of students to discuss with their partners how they can be more just and fair in their everyday lives. Encourage them to write down their goals in their notebooks.

Classwork: 10 minutes

Students could do Exercise C of page 97, and Activity 4 of 'Things you can do' on page 97.

Homework: Students could do Exercise B of page 97, and Activity 2 and 5 from 'Things you can do' on page 97.

Suggested Activities:

- "Injustice anywhere is a threat to justice everywhere." – Dr. Martin Luther King, Jr.
Students could prepare a speech either agreeing with or disagreeing with the quote given above. Hold a speech competition to see who is the best at arguing their point.
- Students could write a story about a lion, a goldfish, a seagull, and an elephant that are being tested to do different things such as climbing trees, swimming, or flying. Ask students to reflect on how some animals will be good at some things while others will not be able to do the same things. Encourage students to use words from the keywords given at the start of the chapter on page 91.

Answers for Unit 14

Discuss and answer (page 93)

1. Ali, Sara, Mehreen
2. Kashif
3. Ali
4. Kashif

Discuss and answer (page 95)

1. Jamal
2. Manzar
3. Seema
4. Arif

Exercises

- A.
1. Fair behaviour is when everyone is treated equally, while unfair behaviour is when some people are treated differently from others based on unjust reasons.
 2. Students will answer this question based on their understanding.
 3. Students will answer this question based on their understanding.
- B.
1. Students will answer this question based on their understanding/observations/experiences. Answers can include reasons like they are trustworthy, social, kind, approachable, etc.
 2. Students will answer this question based on their understanding and experiences.
 3. Students will answer this question based on their understanding.
- C. Students will answer this question based on their understanding.

Things you can do

1. Incidents can include:
 - o There was an old woman who used to throw rubbish on Prophet Muhammad ﷺ every day, each time when he passed by her house towards the mosque. He never said anything to her and simply brushed the garbage off and walked on. One day when the Prophet ﷺ was passing by, he noticed that the old woman was not there to throw the garbage. He stopped and asked a neighbour about her. The neighbour informed the Prophet ﷺ that the old woman was sick on bed. The Prophet ﷺ

asked permission to visit the old woman. When the old woman saw the Prophet ﷺ enter her house, she thought that he had come to take his revenge now that she was sick and couldn't move. The Prophet ﷺ told that he was there to ask her if she needed anything or any help because of her illness. The old woman was so moved by the way the Prophet ﷺ forgave her misdemeanour and his display of kindness that she accepted Islam at once.

- o When the Prophet ﷺ went to Taif to preach Islam, he was treated very poorly by the citizens. They abused him and asked street urchins to pelt him with stones. The Prophet ﷺ bled so much that his shoes were filled with blood. As he was leaving Taif, Allah sent an angel to the Prophet ﷺ who would destroy Taif if the Prophet ﷺ asked. The Prophet ﷺ instead forgave the people of Taif for their ignorance and prayed to Allah to guide them.
2. Students can make the presentation based on their understanding.
 3. Students can answer these questions based on their experiences and understanding.
 4. Students can answer this question based on their experiences and understanding.
 5. Students can make the poster based on their opinion and understanding.



Worksheet 1— Our country 'Pakistan'

1. Draw and colour the national flag of Pakistan.

2. Write about the different cultures in Pakistan.

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

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

4. Fill in the blanks.

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

5. Mark these statements as True (T) or False (F).

- i. The Pakistan flag is dark blue and white. _____
- ii. We sing our national anthem with respect and pride. _____
- iii. Pakistanis are free to follow their own religions. _____
- iv. The Pakistan currency (money) is called the riyal. _____
- v. English is the official language in Pakistan. _____



Worksheet 2— Villages and cities

1. Compare life in villages and cities by pasting relevant pictures that you find in newspapers and old magazines.

Life in Villages	Life in Cities

2. Make a blue circle around the words related to cities, and a green circle around the words related to villages in the list below.

farmer circus construction bank field hut gym miner
Karachi embroidery skyscraper museum cattle zoo park

Worksheet 3—Government—role and responsibilities

1. Evaluate each statement and decide whether it is the role or responsibility of the government or the citizens.
 - a. Making schools affordable and accessible for all children. _____
 - b. Keeping the neighbourhood clean. _____
 - c. Avoiding the misuse of resources such as water and electricity. _____
 - d. Arranging the elections to elect the new leaders. _____
 - e. Making new laws. _____
 - f. Protecting the country against external threats. _____
2. Write your resolution, adding your signature at the end to demonstrate what you will do to be a better citizen.

A large, empty scroll-shaped box with rounded corners and a small circular tab at the top left and bottom left, intended for writing a resolution and signature.

3. Complete these sentences.
 - i) People living in one locality form a _____.
 - ii) Services for everyone to use are _____ services.
 - iii) We pay _____ to the government so that it can provide public service facilities, e.g. transport, roads, education, healthcare, etc. to the people.

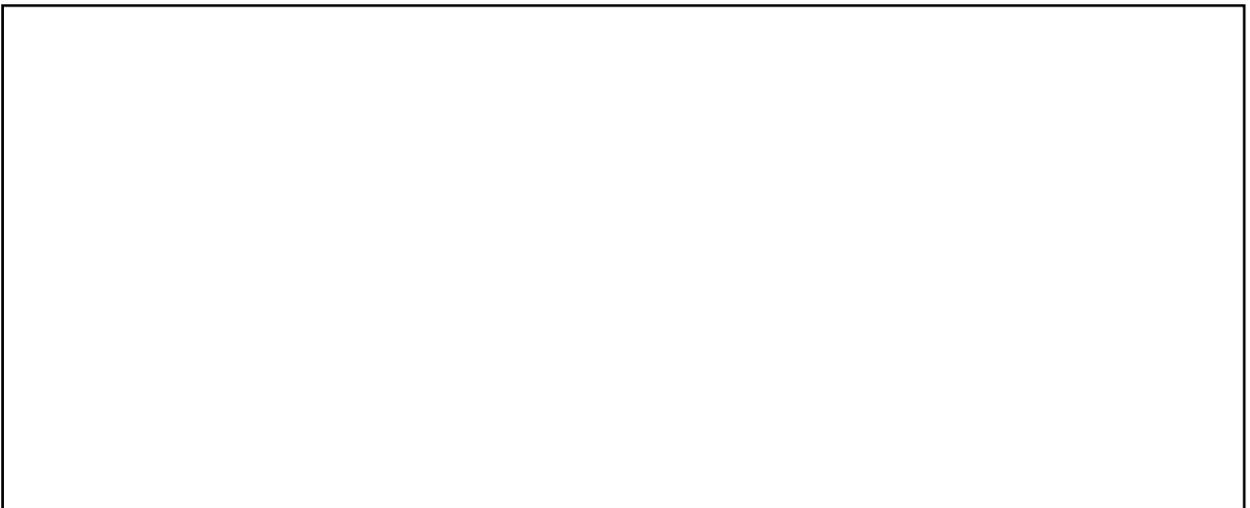


Worksheet 4— Religious festivals in Pakistan

1. Match the name of the festival to the practice described on the column on the right.

<i>Meethi</i> Eid	People light oil lamps and celebrate with fireworks on this occasion
Eid-ul-Adha	Festivities involve a play with coloured powder and water
Milad-un-Nabi	Muslims sacrifice animals
Holi	There is a 31-gun salute in Islamabad to mark this occasion
Christmas	People exchange presents and decorate their houses with lights and streamers
Diwali	Pilgrims visit the shrine of Panja Sahib and Nankana Sahib
Baisakhi	Haft sheen table is laid out to celebrate Spring
Nauroz	Celebrated on 1st Shawwal

2. Make an illustration of your experience of celebrating a festival in Pakistan.





Worksheet 5—The Natural Environment

1. Mark a tick (✓) to find out whether the thing is living or non-living.

	Does it eat?	Does it breathe?	Does it grow?	Is it living or non-living?
Rock				
Snake				
Gold necklace				
Grass				
Chair				
Kitten				
Car				
Rain				

2. Describe why man-made things are important.



3. What role do natural resources play in everyday life?



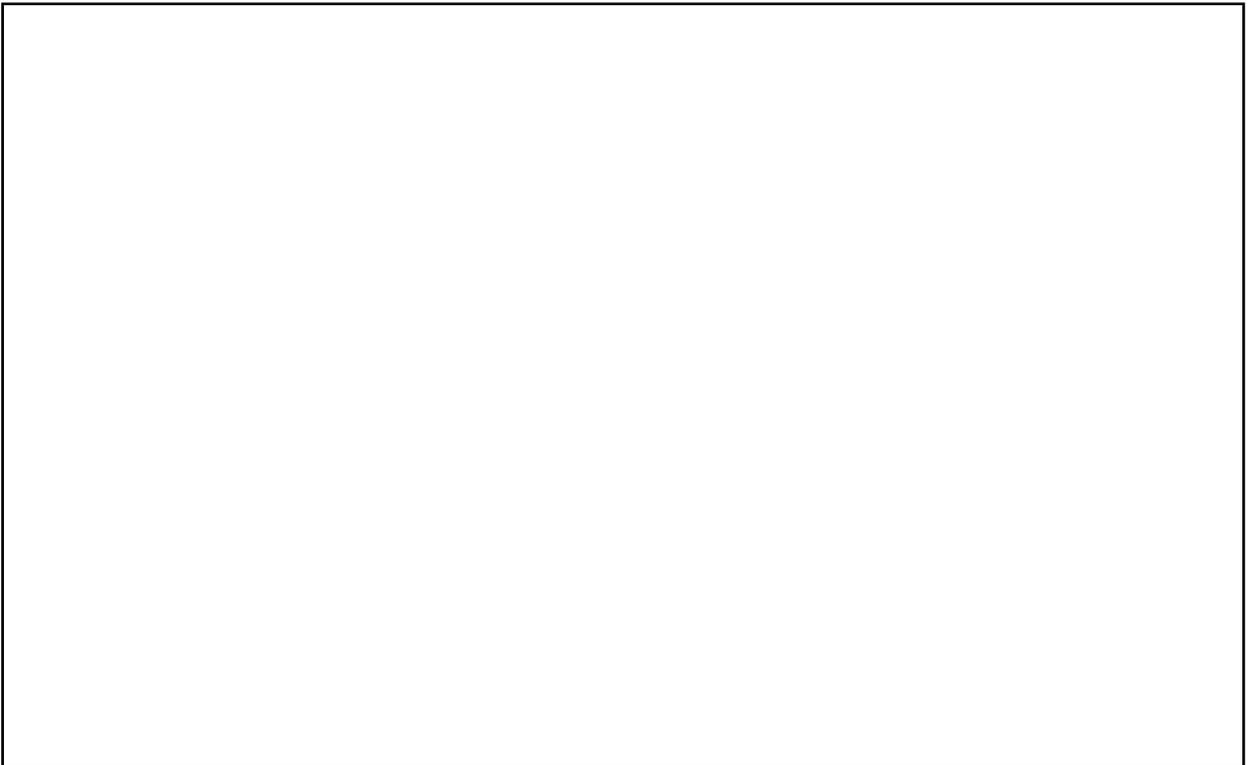
Worksheet 6—Water

1. Complete the sentences using a word from the word bank. You may not need to use all of the words present in the bank.

moisture	cycle	vapour	taps	disease
soaks	reservoir	dams	canal	

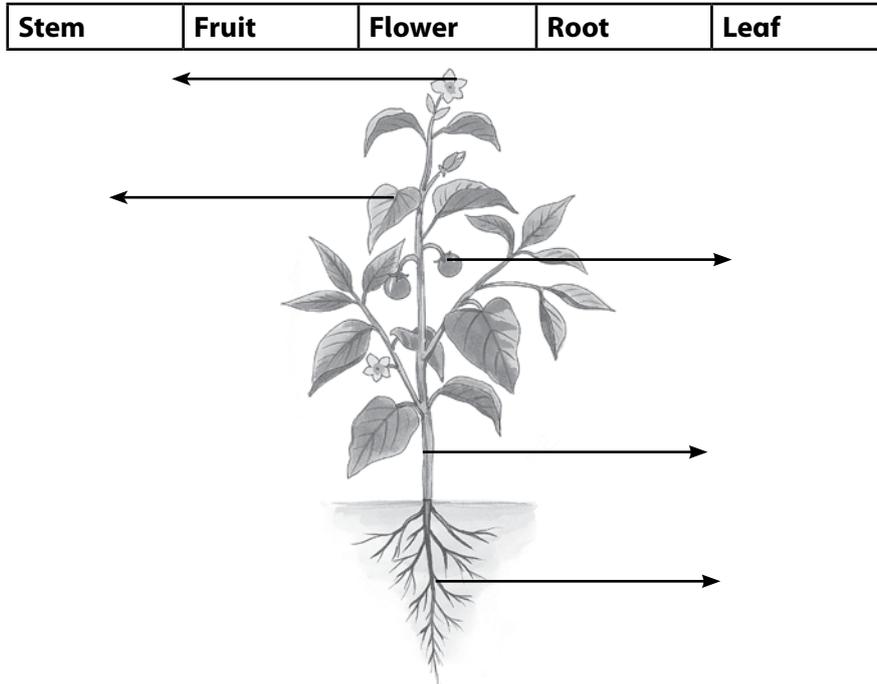
- a. Rain and snow are the result of _____ from the clouds falling to the ground.
- b. _____ and _____ are used to store river water.
- c. Water is transported through pipes and _____ to the places where it's needed.
- d. If water is heated enough, it turns into _____.
- e. Areas that have water shortages usually have many people falling sick due to _____.
2. Think of some ways that water can be saved.

3. Use the space below to draw and label the water cycle.



Worksheet 7—Plants

1. Label the following on the picture of the plant given below.



2. Identify whether the following vegetable is a leaf, stem, root, or something that grows on a branch/ stem. The first one has been done for you

Vegetable	Part of the plant
Sugarcane	<i>Stem</i>
Potato	
Onion	
Cucumber	
Spinach	
Peas	
Green chilies	
Kale	
Broccoli	
Ginger	
Eggplant	



Worksheet 8—Animals

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

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

3. Fill in the blanks with appropriate words or phrases.

- i. Chickens are bred on _____. We use their _____ and _____
_____ for food. Their _____ are used to make _____ and cushions.
- ii. Camels store _____ in their humps, which they use when _____ is not available.
- iii. Domestic animals are great sources of _____, _____, and _____.

4. Use the space below to draw and colour your favourite animal. Mention if it is a domestic or a wild animal.

Worksheet 9—Agriculture and livestock

1. Write about three crops grown in Pakistan.

2. Write about three kinds of livestock reared in Pakistan.

3. Find words related to agriculture and livestock in the word search below.

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

boll	fabric	harvest
horses	mangoes	plough
rear	seeds	sow
spray	sugarcane	sunshine
water	wheat	yarn



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

- a) The crop is harvested. _____
- b) Rain helps the crop to grow. _____
- c) A farmer ploughs the land. _____
- d) The crop is sprayed to kill pests. _____
- e) Corn is sown in the field. _____
- f) Corn is crushed in the factory to take out the oil. _____
- g) Harvested corn is taken to the factory. _____



Worksheet 10—Conservation of the Earth

1. Give three reasons why it is important to conserve natural resources.

2. Describe any one natural resource that needs to be saved.

3. Design a poster highlighting the importance of observing the “three Rs”.

Worksheet 11—Heat and light

1. In the space given below, draw and colour things that give off light, and things that give off heat.

Things that give off light	Things that give off heat

2. Fill in the blanks.

- We need _____ to be able to read and write during nighttime.
- To cook food, we need _____.
- The _____ is the main source of heat and light.
- A bulb gives us _____.
- Light helps us _____ things, otherwise there would be darkness.

3. Write "True" or "False" for each of the following statements.

- The light bulb is the primary source of heat and light. _____
- Plants need light to survive. _____
- We need light to dry our clothes after washing them. _____
- Heaters are used by a majority of people in winters. _____
- Without the sun, no living thing can survive on Earth. _____

4. Describe the methods of producing heat.



Worksheet 12—Professions

1. Name and briefly describe four jobs in which people wear uniforms.

2. Describe your dream job and give two reasons why you want to be in that profession.

3. Fill in the table given below to identify the similarities and differences between skilled and unskilled jobs.

Skilled jobs	Unskilled jobs
Similarities	
Differences	



Worksheet 13—Diversity and respect

1. Describe what the term “equality” means to you.

2. Describe how necessary is it accept diversity in society.

3. Name the things you share with your brothers and sisters.

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

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

6. What are the ways people can show respect to those around them in everyday life?
