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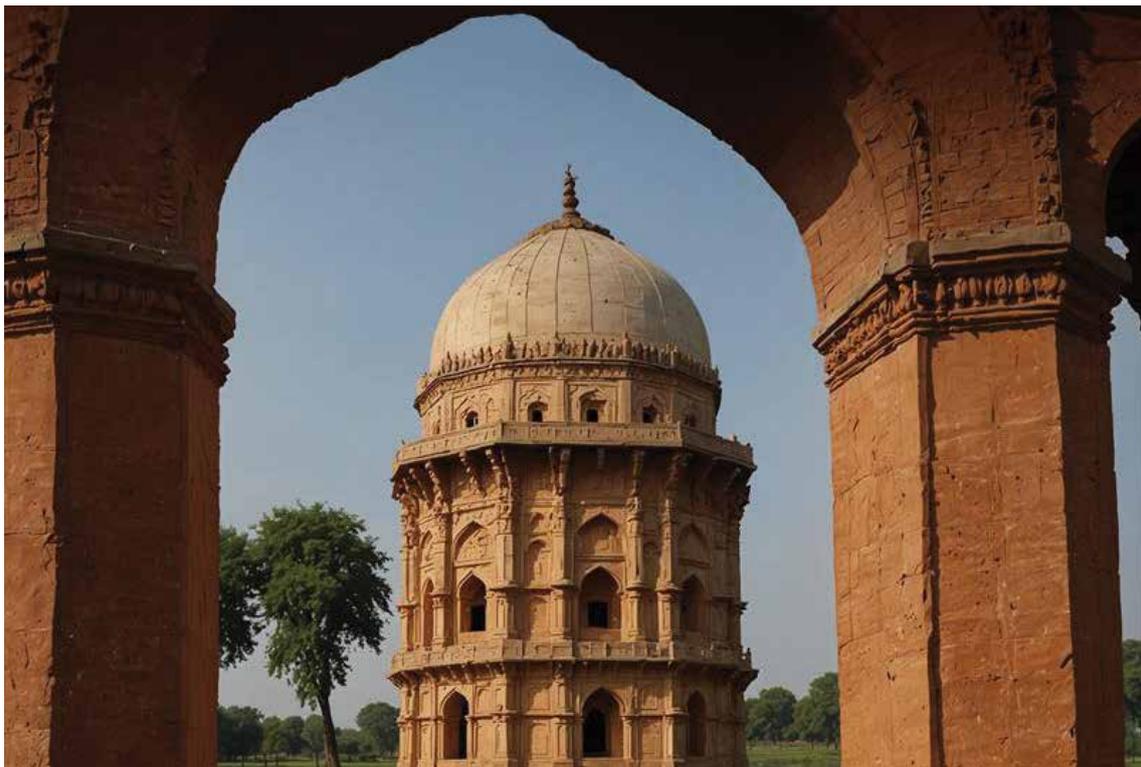
3

KNOW YOUR WORLD

SECOND EDITION



TEACHING GUIDE



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INTRODUCTION

Know Your World Second edition is a comprehensive set of textbooks for Social Studies in Pakistan for Classes 1 to 5. This five-level course, based on the NCP 2020, consists of:

- five Textbooks,
- five Teaching Guides.

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

Teaching methodology

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

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

The Content

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

The Teaching Guide—Page by page lesson notes:

These include:

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

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

Some suggestions for making lessons interactive:

I Questions:

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

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

II Discussion:

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

III Role play:

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

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

IV Cooperative learning:

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

assessment

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

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

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

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

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

There are various types of objective and subjective questions.

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

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

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

Conclusion

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



CHAPTER 1.1 Goods and Services

PREVIOUS KNOWLEDGE

Students know that they have to pay to buy something.

VOCABULARY

goods, services, consumers

LEARNING OUTCOMES

Students should be able to:

- define the terms: goods, services, buyers and sellers.
- identify the main goods and services of their local area.
- recognise the need for interdependence as not all goods and services are available in their area.
- define scarcity.
- recognise that people make economic choices because goods and services are limited.

METHOD

(a) Introductory activity

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

Goods

chair

table

pencil

Services

electricity

cleaning of your class by the sweeper

teaching by your teachers

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

(b) Development

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

Explain goods and services with examples. Ask them what people who buy goods and services are called. They may give various answers, but tell them they are called consumers or buyers. Define scarcity as a shortage of something. Ask students if they can buy everything they want. Explain to them that people have limited resources and cannot buy everything, so they have to make choices depending on their needs and wants.

Ask students where they buy their books and uniform. Tell them that they depend on the shopkeeper to provide them books and uniform. Explain the concept of interdependence using other examples.

(c) Closure

Explain the Learning Check and Going Further exercises.

ASSESSMENT

QUICK RECALL

Needs: water, plain pencil box, school bag

Wants: toys, cola drink, fancy pencil box, video games, rubber, tablet

LEARNING CHECK

1. Goods: laptop, smartphone, backpack.
Services: laundry, tailoring, visiting a doctor.
2. Goods are things that can be touched, bought or sold. Some examples include, clothes, toys, cars, etc.
3. Services are things that cannot be bought or purchased, e.g. visiting a doctor, getting a haircut from a salon, watching a movie in the cinema, etc.
4. Internet service and watching TV channels.
5. A consumer is a person who buys and uses things while a seller is a person who sells things.
6. Teacher, doctor, cleaner, plumber, shopkeeper, lawyer, etc.

GOING FURTHER

1. Visit a market and list five items.
2. Help the students build a role-play script between a buyer and a seller. Assign them lines to remember and then enact the role play in class. Different groups can act on different variations of the script.
3. Discuss why buying everything is not possible.
4. Ask students to do this activity as homework. They should discuss it with their parents or guardians and then share their observations in class discussion.
5. Ask students to do this activity as homework. They should discuss it with their parents or guardians and then share their observations in class discussion.



Date:

Time: 40 mins

Unit 1: Me and My World

| Topic: Goods and Services | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/ HW |
|--|--|---|----------------------|---|
| 1. Difference between goods and services | <ul style="list-style-type: none"> to explain the difference between goods and services | Students should be able to: <ul style="list-style-type: none"> define the terms: goods, services, buyers and sellers. identify the main goods and services of their local area. | Worksheet 1 | Introductory activity: 15 min Development: 20 min Winding up: 5 mins |

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

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

Development: Read page 2 and explain the text and the pictures. Explain that the people who buy goods and services are called consumers.

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

HW: Worksheet 1

Date:

Time: 40 mins

Unit 1: Me and My World

| Topic: Goods and Services | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/ HW |
|---------------------------|--|---|----------------------|--|
| 2. Interdependence | <ul style="list-style-type: none"> to explain how people depend on each other | Students should be able to: <ul style="list-style-type: none"> recognise the need for interdependence as not all goods and services are available in their area. | Worksheet 2 | Introductory activity: 20 min CW: 20 min |

Introductory activity: Make a chart of the first ten activities the students do before coming to school. How many activities require the use of goods? How many involve services? Then introduce the concept of interdependence (Read page 3).

CW: Learning Check. Ask questions first and then ask the students to note the answers in their exercise books.

HW: Worksheet 2



Date:

Time: 40 mins

Unit 1: Me and My World

| Topic: Goods and Services | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/ HW |
|---------------------------|--|---|---|---|
| 3. Scarcity | <ul style="list-style-type: none"> to explain the concept of scarcity and economic choice | Students should be able to: <ul style="list-style-type: none"> define scarcity. recognise that people make economic choices because goods and services are limited. | Pictures of goods and services, chart paper | Recap: 5 min Introductory activity: 15 min CW: 20 min |

Recap: Review the main points of the unit.

Introductory activity: Explain the concept of scarcity, which means that goods and services are not available in the required quantities. Give the example of load shedding, where there is not enough electricity or natural gas for everyone at the same time. Also ask them if they have ever had to choose between two items in a shop. Listen to their responses and explain that when they choose one thing over another, they are making an economic choice.

CW: Going Further activity 3. Hold a class discussion.

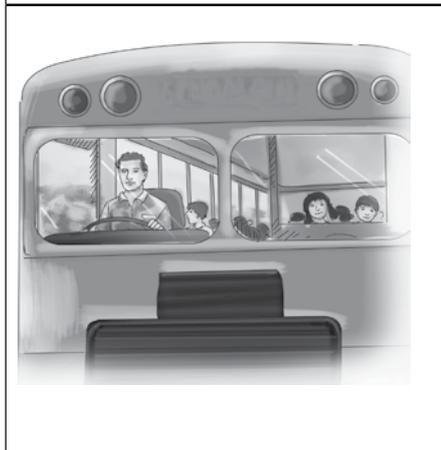
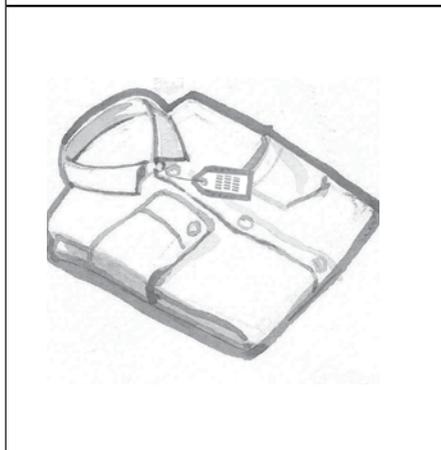
Unit 1: Me and My World
Goods and Services

Worksheet 1

Name: _____

Date: _____

Write G for a good and S for a service.





Unit 1: Me and My World
Goods and Services

Worksheet 2

Name: _____

Date: _____

1. List five goods that your family uses.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

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

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

CHAPTER 1.2 Markets

PREVIOUS KNOWLEDGE

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

VOCABULARY

products, poultry, wholesale market

LEARNING OUTCOMES

Students should be able to:

- define the terms market, product, and producer.
- describe the journey of a product from its origin to the market using an example.

METHOD

(a) Introductory activity

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

What are goods—ask for examples.

What are services—ask for examples.

Where do we buy goods and services?

What type of markets have they visited?

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

(b) Development

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

Ask questions:

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

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

(c) Closure

Explain the given exercises in Learning Check and Going Further.



ASSESSMENT

QUICK RECALL

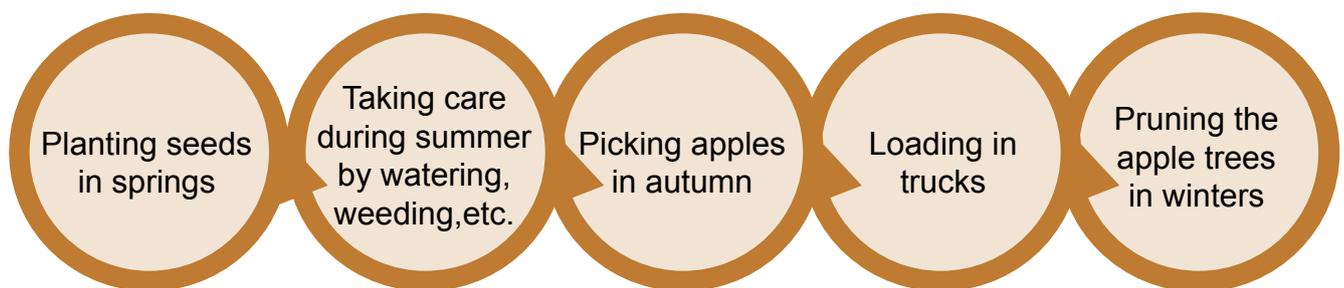
goods, handicraft, prune, irrigate, weed

LEARNING CHECK

1. Buying and selling goods.
2. From factories and farms.
3. Made at home or in small factories.
4. Spring: weed and spray; Summer: irrigate; Autumn: pick and pack; Winter: prune.

GOING FURTHER

1. List markets in your area and their products.
2. Discuss the uniqueness of homemade goods.
3. Create a flow chart of apple growing stages.



Date:

Time: 40 mins

Unit 1: Me and My World

| Topic: Markets | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/ HW |
|------------------------|---|---|---|--|
| 1. The role of markets | <ul style="list-style-type: none"> to introduce the concept of markets | Students should be able to: <ul style="list-style-type: none"> define the terms market, product, and producer. | pictures of goods and services Worksheet 1 | Introductory activity: 10 min Development: 20 min CW: 10 min |

Key words: market, product, handicraft, poultry

Introductory activity: To develop students' interest in the topic, ask them: do you visit any market with your family? What kind of things are sold in the market? Or why do we need to go to the market? Show some pictures of various types of markets, like supermarkets, craft shops, etc. Students' responses can be written on the board as well to encourage further discussion.

If possible, students can be taken to the nearby market for a visit, followed by a classroom discussion on the topic of markets.

Development: Read pages 6 and 7 and provide any necessary explanations. Introduce the terms 'producer' and 'consumer'. Explain that most people are both consumers and producers. Ask students what they would buy with their pocket money and where they would go to buy those things. Show the pictures of goods and services to students and ask them where they get it from.

CW: Quick Recall and Learning Check Questions 1-2

HW: Worksheet 1



Date:

Time: 40 mins

Unit 1: Me and My World

| Topic: Markets | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/ HW |
|---|--|---|----------------------|--|
| <ul style="list-style-type: none"> Journey of goods to markets | <ul style="list-style-type: none"> to explain different types of market | Students should be able to: <ul style="list-style-type: none"> describe the journey of a product from its origin to the market using an example. | markers and papers | Recap: 10 min Development: 15 min CW: 15 min |

Recap: Review the lesson by asking questions based on the text and the details provided in the previous lesson.

Development: Read pages 6-8. Ask questions such as: What is a market? Where do products in a market come from? What are goods and services? From where do we buy goods and services? Explain the different markets for different products. Encourage the students to talk about the markets they visit. Explain how things are grown on the farms and brought to the market and how they are made in factories or homes and brought to the market. Distribute papers and markers. Ask students to draw a wooden chair and then think about where the wood came from and how it was turned into a chair. They should show the journey of the chair from the trees to their classroom.

CW: Learning Check Questions 3-4.

HW: Going Further Q1: Discuss the activity and ask the students to complete it at home.



CHAPTER 1.3 Job Opportunities

PREVIOUS KNOWLEDGE

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

VOCABULARY

earn a living

LEARNING OUTCOMES

Students should be able to:

- identify different types of professions.
- describe the activities that individuals perform for the welfare of the community.

METHOD

(a) Introductory activity

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

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

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

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

(b) Development

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

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

(c) Closure

As a summary activity, discuss the Learning Check questions and Going Further task.

ASSESSMENT**QUICK RECALL**

1. i. small business
- ii. professionals
- iii. farms, animals
- iv. salary

LEARNING CHECK

1. Examples: doctors, teachers, lawyers.
2. Jobs: aircraft technicians, laboratory technicians, X-ray machine operators, car mechanics.
3. Volunteers work without a salary.
4. A public servant is a person who works for the government doing work which supports the community.
5. A skilled worker is a person who has a special skill which has been acquired through training. They use special tools to do the work for example, a plumber, a tailor. An unskilled worker has no special training and performs simple, mostly manual work.

GOING FURTHER

1. Discussion and brainstorming. It would be interesting to list student choices on the board and see which ones are most common and which are unusual.
2. Students will need an adult's help to do this activity at home. The volunteer could be any person in the student's family or neighbourhood who participate in voluntary work, e.g. plants trees for the community, takes sick people to the doctors, helps clean the neighbourhood and parks, etc.



Date:

Time: 40 mins

Unit 1: Me and My World

| Topic: Job Opportunities | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/ HW |
|--------------------------|---|--|----------------------|--|
| 1. Professions | <ul style="list-style-type: none"> to identify various professions | Students should be able to: <ul style="list-style-type: none"> identify different types of professions. | | Introductory activity: 15 min Development: 25 min |

Key words: living, profession, skilled worker, earn a living, volunteer

Introductory activity: Refer to page 13 of this teaching guide.

Development: Refer to page 13 of this teaching guide. Read page 10 of the textbook with the students and explain the text.

HW: Quick Recall. Learning Check Q1

Date:

Time: 40 mins

Unit 1: Me and My World

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

Recap: Briefly go over the previous lesson.

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

Development: Read pages 11 and 12 with the students. Explain the different job categories.

CW: Learning check Q2, 3, 4, and 5.

HW: Going Further Q2



Date:

Time: 40 mins

Unit 1: Me and My World

| Topic: Job Opportunities | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/ HW |
|---------------------------------|---|--|-----------------------------|--------------------------|
| 1. Role play | <ul style="list-style-type: none"> to discuss different types of job and explain how they fall into different categories | Students should be able to: <ul style="list-style-type: none"> describe the different job categories. | Worksheet 1 and 2 | Class activity: 40 min |

Class activity: To further explain that professions fall into different categories, prepare students to do role play. They could be given a few lines beforehand to describe their profession. Their fellow students should first identify the job and then say what category it belongs to. Make sure all categories mentioned in the book are covered.

If there is any time, do Going Further Q1 in class.

HW: Worksheet 1 and 2

Name: _____

Date: _____

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

professional

skilled worker

unskilled worker

technician

agricultural worker

public servant

volunteer

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

a. My father/mother is a _____.

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

c. His/her job is to _____.

d. He/she _____.



Name: _____

Date: _____

1. Categorise each of the following professions.

| Profession | Category |
|--------------|----------|
| carpenter | |
| teacher | |
| firefighter | |
| waiter | |
| dairy farmer | |
| mechanic | |

2. Find the following words in the word search.

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

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

CHAPTER 1.4 Fishing: One Way to Make a Living

PREVIOUS KNOWLEDGE

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

VOCABULARY

occupation, hatched, chemical, overfishing, pollution

LEARNING OUTCOMES

Students should be able to:

- appreciate that fishing is a means to make a living.
- describe the process of catching fish and selling it in the market.

METHOD

(a) Introductory activity

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

(b) Development

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

Discuss which people other than fishermen are involved in the fishing industry. Also talk about the nutritional value of fish as a food and how it should be a regular part of the diet. Highlight the fact that overfishing is bad and explain that for this reason there are a few months when fishing is not allowed.

Students should also be aware that water pollution is a very big problem that endangers marine life. Pollutants such as pesticides, fertilizers washed from farm and other cultivated land, chemical effluents from factories, and untreated sewage pose a grave threat to fish and other organisms living in water.

(c) Closure

As a summary activity, discuss the Learning Check questions and Going Further tasks.



Assesment

QUICK RECALL

1. i. T
- ii. F (Pakistan has two main fishing harbours)
- iii. T
- iv. T
- v. F (Overfishing decreases the number of fish)

LEARNING CHECK

1. Fishing is catching fish for income. It is an occupation for people living by the sea or a river.
2. Karachi and Gwadar.
3.
 - boat builders and repairers
 - porters, workers in cleaning and packing in the factories
 - truck drivers
 - net makers
 - ice makers
 - factory workers who prepare canned fish, fertilizers, fish food, and fish oil
 - people who work in restaurants to cook and serve fish
4. Fishermen use nets to catch fish.
5. Fishing is restricted to allow fish populations to recover.

GOING FURTHER

1. Watch a documentary about fishermen and share learnings. This documentary screening can also be arranged at school.
2. Explain to students that discharge of waste from chemical factories, tanneries, and domestic sewage harms marine life in the rivers and seas. Waste should be treated to remove poisonous matter before it is released. Help them create a poster on protecting fish and their habitats.

Date:

Time: 40 mins

Unit 1: Me and My World

| Topic: Fishing: One Way to Make a Living | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/ HW |
|--|--|---|--|---|
| 1. Stages of the fishing industry | <ul style="list-style-type: none"> to explain that many people earn a living by participating in the different stages of the fishing industry | Students should be able to: <ul style="list-style-type: none"> appreciate that fishing is a means to make a living. describe the process of catching fish and selling it in the market. | pictures of fishermen, fishing bots, fish, prawns etc. | Introduction: 10 min Development: 20 min CW: 10 min |

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

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

Development: Show the pictures of fish and fishermen and fishing boats to students. Read pages 13 and 14 and explain the text. Discuss how many other people are also involved in the fishing industry. Talk about the nutritional value of fish and how it should be a regular part of the diet. Explain that there are some months when fishing is not allowed, this is the breeding season for the fish.

CW: Quick Recall



Date:

Time: 40 mins

Unit 1: Me and My World

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

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

Development: Read pages 14 and 15 and explain the text. Explain that water pollution is a very big problem that endangers marine life. Untreated sewage and pollutants such as pesticides and fertilizers washed from farms and other cultivated lands, pose a threat to fish and other organisms living in water. The harmful ingredients are transferred to human body when they eat the affected fish.

CW: Learning Check. Students can finish the work for homework.

HW: Worksheet 1 and 2

Name: _____

Date: _____

Fill in the blanks to complete the sentences.

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

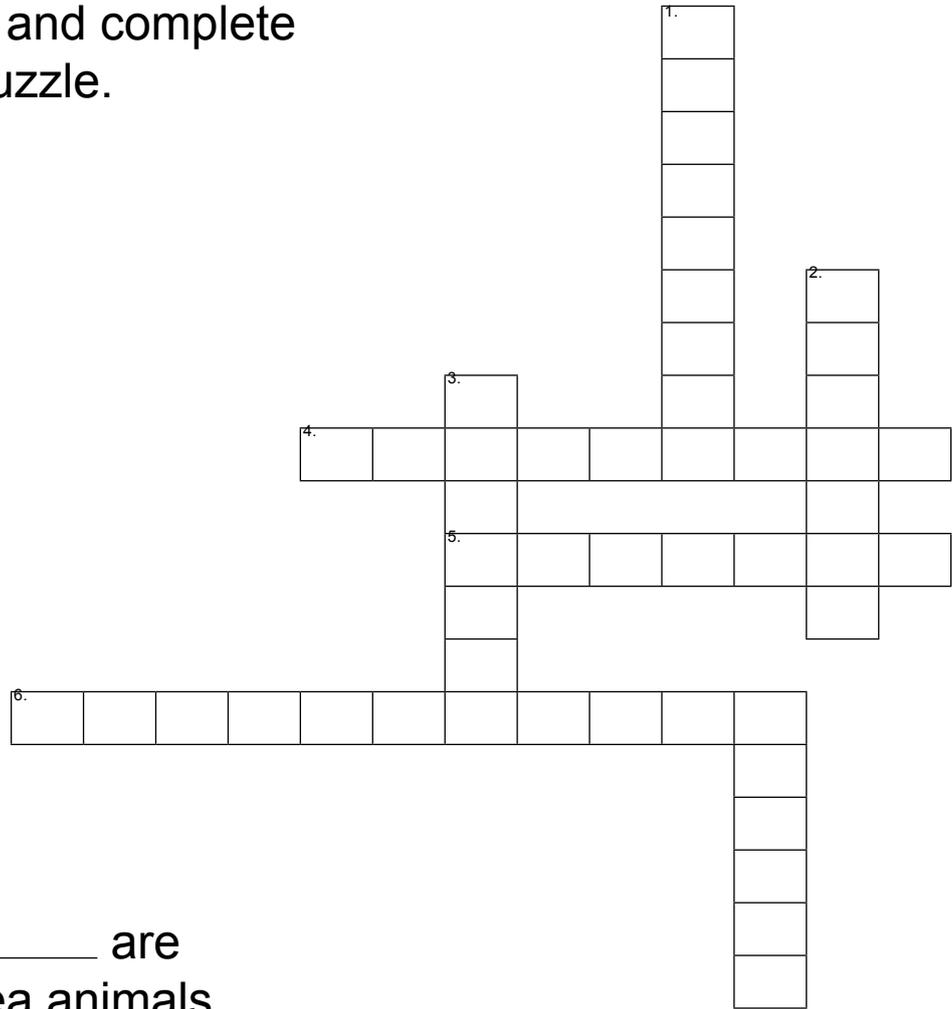


Fishing: One Way to Make a Living

Name: _____

Date: _____

Fill in the blanks and complete the crossword puzzle.



Down

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

Across

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

CHAPTER 2.1 Solving the Problems of Others**PREVIOUS KNOWLEDGE**

Students are aware that problems are solved through discussions.

VOCABULARY

afford, information, decide, best way

LEARNING OUTCOMES

Students should be able to:

- use discussion and problem-solving methods to work out disagreement.

METHOD**(a) Introductory activity**

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

(b) Development

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

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

(c) Closure

As a summary activity, discuss the Learning Check questions and Going Further tasks.

ASSESSMENT**QUICK RECALL**

1.
 - i. State.
 - ii. information
 - iii. solutions
 - iv. pros and cons
 - v. best



LEARNING CHECK

1. They wanted to help because the other school did not have a library.
2. The children felt happy and satisfied after solving the problem.

GOING FURTHER

For these exercises, brainstorming should be done first. Students should be asked to collect ideas from home as well. Afterwards, they should be divided into groups and the task should be assigned. Once the solution is decided, ask them to write the steps for problem-solving.

Date:

Time: 40 mins

Unit 2: Rules and Responsibilities

| Topic: Solving the Problems of Others | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/HW |
|---------------------------------------|--|--|----------------------|---|
| 1. Developing empathy | <ul style="list-style-type: none"> to encourage students to solve problems through discussion | Students should be able to: <ul style="list-style-type: none"> use discussion and problem-solving methods to work out disagreement. | Worksheet 1 | Introductory activity: 10 min Development: 20 min CW: 10 min |

Key words: afford, information, decide, best way

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

Development: Read pages 17 and 18 of the textbook and explain the text and pictures. Explain the problem-solving steps.

CW: Learning Check and Worksheet 1



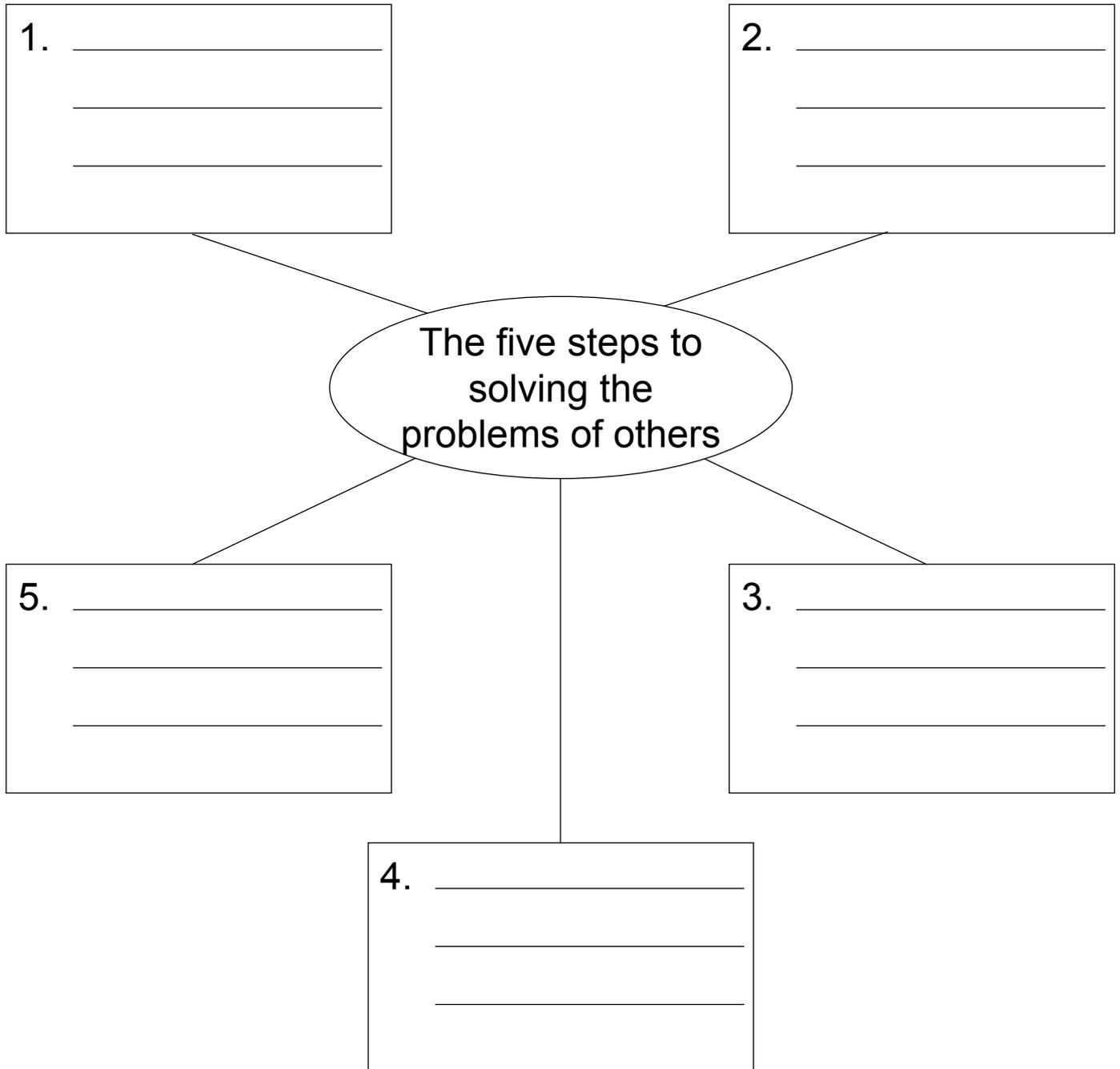
Unit 2: Rules and Responsibilities
Solving the Problems of Others

Worksheet 1

Name: _____

Date: _____

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



CHAPTER 2.2 Resolving Conflicts

PREVIOUS KNOWLEDGE

Students have probably experienced small disagreements with their friends.

VOCABULARY

queue, disagree

LEARNING OUTCOMES

Students should be able to:

- identify and recognise the disagreements/conflicts that occur at home, in school and in the local community.
- identify the ways in which people resolve conflicts/disagreements at home, in school.

METHOD

(a) Introductory activity

Divide the class into two groups and tell students that they will have a class debate on: Should they have extra period for computer lab? Some students might be in favour while others might go against this option.

(b) Development

Listen to their arguments and note down the main points on which students disagree. Then wrap up the debate and have a discussion. After the debate, facilitate a discussion on how the students felt during the disagreement. Ask questions like:

'How did you feel when someone disagreed with you?'

'Did you learn anything new from the opposing side?'

'How can we handle disagreements better in the future?'

Encourage students to reflect on the importance of respecting different opinions and finding common ground.

(c) Closure

As a summary activity, discuss the Learning Check questions and Going Further task.

ASSESSMENT

QUICK RECALL

1. i. angry
ii. unfair

**LEARNING CHECK**

1. A conflict is a situation where people do not agree with each other.
2. Conflicts can be resolved by discussing the problem and finding a solution.
3. Help must be taken from an adult when the conflict cannot be resolved by talking.

GOING FURTHER

1. Role-play to resolve conflict situations.
2. Draw face expressions showing different feelings.

Date:

Time: 40 mins

Unit 2: Rules and Responsibilities

| Topic: Resolving Conflicts | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/HW |
|----------------------------------|--|--|-------------------------|---|
| 1. Getting along with others | <ul style="list-style-type: none"> to explore ways in which students can prevent disagreements between themselves | Students should be able to: <ul style="list-style-type: none"> identify and recognise the disagreements / conflicts that occur at home, in school and in the local community. | | Introductory activity: 15 min Development: 20 min CW: 5 min |

Key words: citizenship, community, partner, queue

Introductory activity: Refer to page 30 of this teaching guide for the introductory activity.

Development: Refer to page 30 of this teaching guide for the development.

CW: Learning Check



Date:

Time: 40 mins

Unit 2: Rules and Responsibilities

| Topic: Resolving Conflicts | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/HW |
|---------------------------------|--|--|-------------------------|--|
| 2. Being considerate and polite | <ul style="list-style-type: none"> to explain ways to resolve conflicts | Students should be able to: <ul style="list-style-type: none"> identify the ways in which people resolve conflicts/ disagreements at home, in school. | Worksheet 1 | Introductory activity: 5 min Development: 25 min CW: 10 min |

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

Introductory activity: Ask the students how they felt about the debate activity students had in the previous lesson.

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

CW: Worksheet 1.

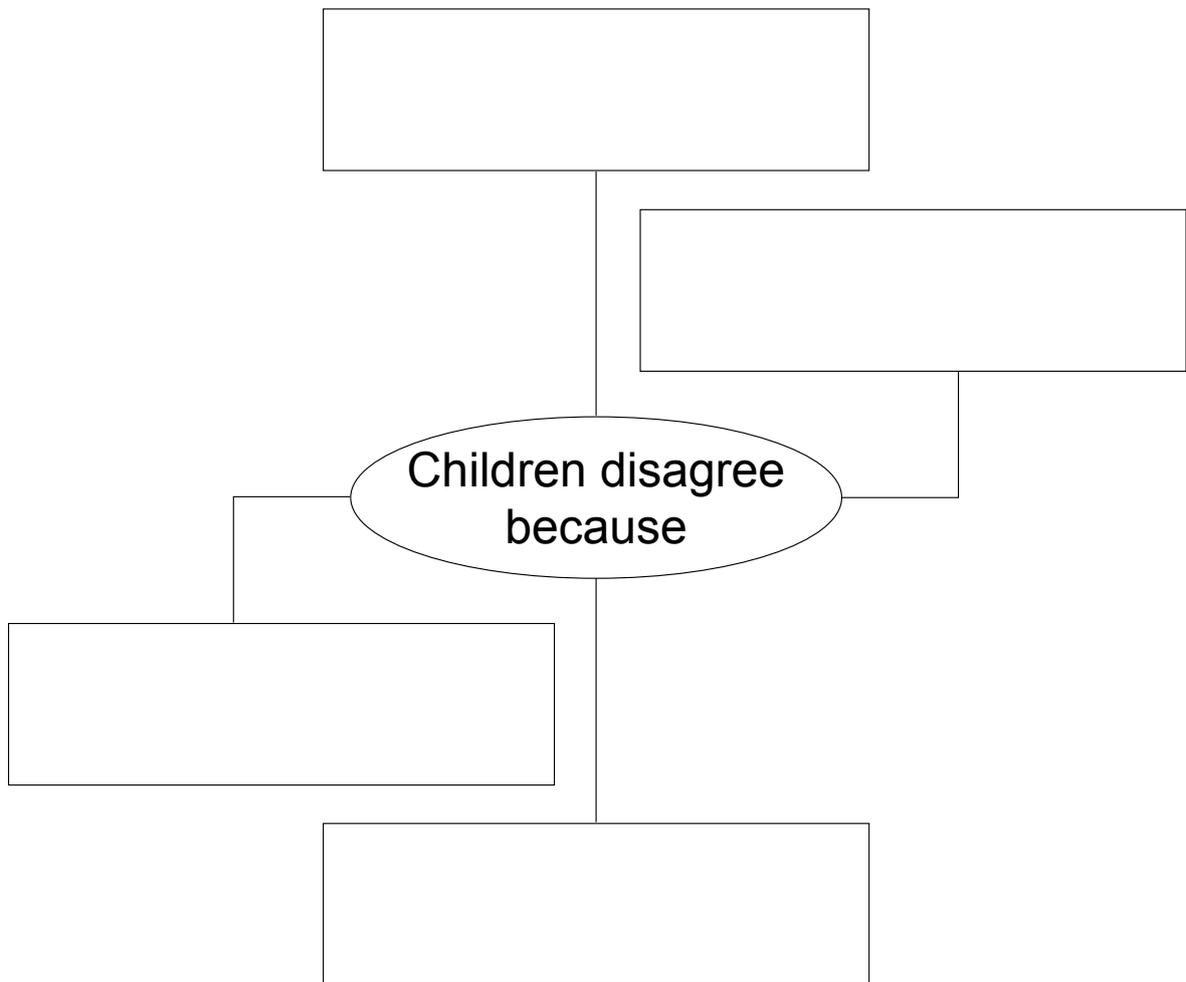
Unit 2: Rules and Responsibilities
Resolving Conflicts

Worksheet 1

Name: _____

Date: _____

- Write two places other than a bus stop where we should form a queue.
 - _____
 - _____
- In your opinion, why do children disagree? Write your answers in the boxes.





CHAPTER 2.3 Getting Along with Others

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

PREVIOUS KNOWLEDGE

Many students resort to fighting to settle a disagreement. It's not possible to never have a conflict. They should explore other ways of resolving conflicts.

VOCABULARY

queue, disagree

MATERIAL REQUIRED

- Sweets and chocolates (or dry fruit if possible as it is healthy)
- A bowl or bag to put them in

LEARNING OUTCOMES

Students should be able to:

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

METHOD

(a) Introductory Activity

1. Take some sweets and chocolates (or dry fruit) to the classroom.
2. Keep them in a basket on your table and ask students to help themselves.
3. Observe the chaos and fighting as students swarm around the desk.
4. Note the complaints about not getting any or their neighbour getting more.

(b) Development

1. Explain the content and the pictures from the chapter.
2. Ask students to settle down in their seats.
3. Discuss how the exercise made them feel. Were they unhappy or happy?
4. Ask students to suggest what caused the unhappiness and how it could be avoided.
5. Encourage students to recall other times they felt unhappy due to unfairness or impatience.
6. Explain that fights can never settle these issues and introduce the secrets of happiness.
7. Read the text with them, referring to the pictures, and ask for explanations and ideas.

(c) Closure

1. As a summary activity, discuss the following questions with students.
 - What is the best way to share things with others at home and school?
 - Why is listening to others important?

ASSESSMENT

QUICK RECALL

1.
 - i. relationship
 - ii. fair chance
 - iii. view

LEARNING CHECK

1. Sharing things with others at home and school is best done by taking turns and being fair.
2. Listening to others is important to understand their points of view.

GOING FURTHER

1. Brainstorm and discuss ways to be happy in school and prepare a speech for the school assembly.



Date:

Time: 40 mins

Unit 2: Rules and Responsibilities

| Topic: Getting Along with Others | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/HW |
|----------------------------------|---|---|--|--|
| 1. Dealing with problems | <ul style="list-style-type: none"> to help students understand the importance of fairness, patience and taking turns | Students should be able to: <ul style="list-style-type: none"> understand that conflicts are unavoidable, but they can be resolved peacefully. find out other methods of resolving conflicts. | Box of sweets, chocolates or dry fruits (for students to pick from) Worksheet 1 | Introductory activity: 10 min Development: 20 min CW: 10 min |

Key words: fairness, respect, opinions, relationships

Introductory activity: Ask students how they feel when they get into an argument with their friends or siblings.

Then place a box of sweets in the class and ask students to pick some sweets from it.

Development: When students have finished picking sweets, ask them to settle down, and read the text on pages 21-22 and encourage students to talk about how the activity of picking sweets with their classmates made them feel. Ask: did you feel happy or upset? As students share their feelings, introduce the idea of how unfairness and impatience lead to unhappiness and that quarreling is not an effective way of dealing with problems. Refer to the text to discuss how we can use other ways to be fair, such as queuing at school canteen, taking turns to speak in class, etc.

CW: Quick Recall and Learning Check

HW: Going Further and Worksheet 1

Name: _____

Date: _____

1. Choose the best solution for each situation.
 - a. You and your friend both want to borrow the same book from your school library. What do you do?
 - i. Argue and fight over the book
 - ii. Take turns borrowing the book
 - iii. Ask the librarian to decide who gets the book first
 - iv. Get some other book
2. You are supposed to do a science project with a partner. But you don't like the partner your teacher assigned you to work with. How will you deal with this?
 - i. Decline to work with that partner and request to get a new partner.
 - ii. Discuss with your teacher about what bothers you about that partner
 - iii. Try to be patient and work with the same partner.
 - iv. Tell the partner that you don't want to work with him/her.
3. You are hungry and you want lunch from the school canteen, but there is a long queue. What would you do?
 - i. Get to the front of the line by pushing others
 - ii. Try to get in front of someone you know
 - iii. Join the line and wait for your turn
 - iv. Leave and stay hungry



CHAPTER 2.4 Rules Keep us Safe

PREVIOUS KNOWLEDGE

Students are aware of school and home rules.

VOCABULARY

citizen, rule, law

MATERIAL REQUIRED

paper and coloured pencils for designing a sign

LEARNING OUTCOMES

Students should be able to:

- identify ways they can demonstrate good citizenship (playing fairly, helping others, following rules, taking responsibility for one's actions).

METHOD

(a) Introductory activity

Observance of rules is a habit that needs to be inculcated in students at a very early age. This lesson stresses the importance of observing rules, explaining how each rule benefits people. Teachers can play a significant role in creating among students a respect for rules that sometimes appears to be lacking in our society in general. (The law is a whole system of rules that everyone in a country or society must obey. For example, there is a law in the country that every motorcyclist should wear a helmet. A rule is a statement which tells us what we should or should not do in a particular place or during a particular activity. For example, every game has a set of rules; every school or home may have different rules.) Begin by asking students to give some examples of rules they follow at school or home. Discuss whether they like following these rules, and talk about those they do not like obeying. Explain that you are going to tell them about a school with no rules or regulations.

(b) Development

When there are no rules, people's rights are ignored. Rules are made for the safety and protection of each individual. By obeying rules, we accommodate each other and live as civilised people. Without rules, societies are uncivilised.

Read the unit in the book. Ask the students to provide further examples of the types of rules given in the examples.

Discuss the meanings of the signs at the end of the unit (page 25). Discuss the need for signs to be simple and easy to understand.

(c) Closure

As a summary activity, discuss the Learning Check questions and Going Further task.

ASSESSMENT**QUICK RECALL**

1. i. safe
- ii. stranger
- iii. matchsticks
- iv. grown-up
- v. objects

LEARNING CHECK

1. Rules are made to protect us and keep us safe.
2. School rules help students by making learning easy and ensuring fair play.
3. Good citizens are responsible, trustworthy, and honest.

GOING FURTHER

1. Suggest ways to stay safe from hazards in various places.
2. Draw a road sign reminding you of a rule of the road.
3. Design a sign for a rule you follow at home or school.



Date:

Time: 40 mins

Unit 2: Rules and Responsibilities

| Topic: Rules Keep us Safe | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/HW |
|------------------------------|---|---|-------------------------|---|
| 1. Why have rules? | <ul style="list-style-type: none"> to explain the importance of having rules | Students should be able to: <ul style="list-style-type: none"> identify ways they can demonstrate good citizenship (playing fairly, helping others, following rules, taking responsibility for one's actions). | Paper, coloured pencils | Introductory activity: 20 min Development: 20 min |

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

Introductory activity: Please refer to page 39 of this teaching guide.

Development: Please refer to page 39 of this teaching guide.

HW: Worksheet 1

Date:

Time: 40 mins

Unit 2: Rules and Responsibilities

| Topic: Rules Keep us Safe | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/HW |
|------------------------------|---|---|-------------------------|--|
| 2. Importance of rules | <ul style="list-style-type: none"> to explain that rules are for our own benefit | Students should be able to: <ul style="list-style-type: none"> explain why some rules are made and who benefits from them. | | Recap: 10 min Development: 15 min CW: 15 min |

Recap: Remind students about the discussion that took place in the last lesson. Ask them whether they now think that it is important to have rules.

Development: Go over the lesson once again and ask students why all the rules mentioned have been made. Who benefits from them? Discuss Going Further Q1. Ask everyone for input.

CW: Going Further Q2



Date:

Time: 40 mins

Unit 2: Rules and Responsibilities

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

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

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

HW: Learning Check Q1, Q2, Q3 and Worksheet 2



Unit 2: Rules and Responsibilities
Rules Keep us Safe

Worksheet 2

Name: _____

Date: _____

1. Look at the pictures and write the rules.

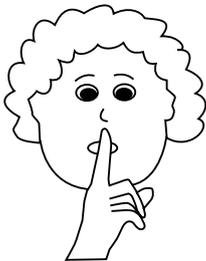
In the school corridor



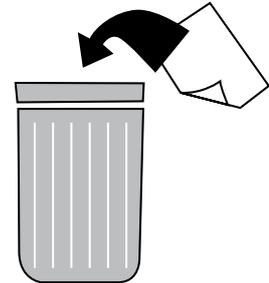
In the classroom



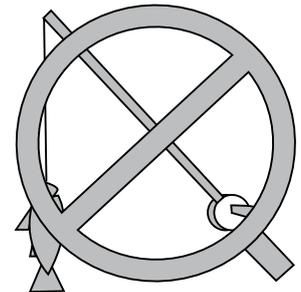
In the library



In the bin



At the lake



In the park



CHAPTER 2.5 Local Government and a Pledge

PREVIOUS KNOWLEDGE

Students are aware that there are people who are responsible to take care of the city.

VOCABULARY

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

LEARNING OUTCOMES

Students should be able to:

- define community and its importance.
- identify key problems in their local area (shortage of drinking water, pollution, lack of health and educational facilities, poor sewerage system etc).

METHOD

(a) Introductory activity

Ask students to tell you about their neighbourhood. Explain to them a neighbourhood is an example of a small community. A community shares many things in common and share responsibilities.

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

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

(b) Development

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

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

(c) Closure

Explain the Learning Check and Going Further exercises.



ASSESSMENT

QUICK RECALL

1. i. community
- ii. public spaces
- iii. taking care of facilities provided by the government
- iv. rights

LEARNING CHECK

1. A community is a group of people living in the same area.
2. Individuals perform activities like organising projects for the welfare of the community.
3. Services provided by local government include building roads, supplying clean water, disposing of waste, providing health and education services, drainage, and recreational facilities.
4. The pledge made by the children was to value and take care of the services provided by the local government.

GOING FURTHER

1. Think of ways to support your local government in its work in places like parks and hospitals.
2. Find out key problems in your local area from your parents.
3. In groups, research a community issue, analyse its root causes, brainstorm practical solutions, and take action to apply those solutions to solve the issue.

Date:

Time: 40 mins

Unit 2: Rules and Responsibilities

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

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

Introduction: Introduce the concept of communities using the example of neighbourhood. Tell students that they are also part of the wider school community that includes everyone in the school, including the teachers, other staff, etc. They share common goals in a school to gain an education and learn how to work with each other. They take care of the school's property including the plants and trees and sports equipment, etc.

Development: Read page 26; ask questions to reinforce the concepts. Emphasise the rights and responsibilities of the citizens towards civic amenities.



Date:

Time: 40 mins

Unit 2: Rules and Responsibilities

| Topic: Local Government and a Pledge | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/HW |
|--------------------------------------|--|---|----------------------|--|
| 2. Improving communities | <ul style="list-style-type: none"> to identify some of the work undertaken by the local government to improve the living conditions of its citizens | Students should be able to: <ul style="list-style-type: none"> identify key problems in their local area (shortage of drinking water, pollution, lack of health and educational facilities, poor sewerage system, etc.). | Worksheet 1 | Recap: 10 min Development: 20 min CW: 10 min |

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

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

Development: Read page 27, giving any necessary explanations. Ask the students if they have seen any work in progress on the roads or around the city. This is their introduction to the civic work undertaken by their local government. Explain that all this work is carried out to make life better for the citizens, and the citizens in turn should take care of government property rather than destroy or damage it. Ask the students to stand and hold up their right hand while reading the pledge on page 28. Discuss at least two professions where one has to take a pledge before joining, for example the army, lawyers, nurses or doctors.

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

HW: Do the given worksheet.

Date:

Time: 40 mins

Unit 2: Rules and Responsibilities

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

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

CW: Write down answers for Learning Check Q1-3. Briefly review the questions with the students before they start the work.

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



Unit 2: Rules and Responsibilities
Local government and a pledge

Worksheet 1

Name: _____

Date: _____

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

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

CHAPTER 3.1 Where in the World is my Country?**PREVIOUS KNOWLEDGE**

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

VOCABULARY

land mass, body of water

MATERIAL REQUIRED

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

LEARNING OUTCOMES

Students should be able to:

- Locate Pakistan on the world map.
- Name the seven continents and five oceans in the world.
- Name the important cities of Pakistan.

METHOD**(a) Introductory activity**

Ask students to open their books at page 30.

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

Ask the students:

How many continents are there in the world?

How many oceans are there?

Show the students a globe or a large world map.

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

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

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

(b) Development

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

**(c) Closure**

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

ASSESSMENT**QUICK RECALL**

1. i. land
- ii. water
- iii. Asia
- iv. Islamabad
- v. Arabian Sea

LEARNING CHECK

1. There are seven continents: North America, South America, Europe, Asia, Africa, Oceania, and Antarctica.
2. Karachi is the largest city of Pakistan.
3. Different towns and cities are linked by road, rail, or air routes.

GOING FURTHER

1. Encourage students to create a model of Pakistan using mashed paper and glue, painting the lowland green and the highland brown.
2. Ask students to find pictures of three cities in Pakistan, paste them in their notebooks, and write captions for each picture. This will enhance their research and presentation skills.

Date:

Time: 40 mins

Unit 3: Our Country

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

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

Introductory activity: Ask the students to look at the world map on page 30 and identify each continent and ocean. Explain that in their books the continents are shown in green and the oceans in blue. Ask the students how many continents and oceans there are in the world. Divide the students into groups of four; ask each group to point out the continents and oceans on the globe. Explain that each country is a part of one of the continents.

Development: Read pages 30 with the students and explain the text.

Ask the students questions such as: What is a continent? What is an ocean? Name the seven continents. Ask each student to point out Pakistan on the world map.

CW: Learning Check

HW: Read pages 30 and 31.



Date:

Time: 40 mins

Unit 3: Our Country

| Topic: Where in the World is my Country? | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/ HW |
|--|---|---|--|------------------------|
| 2. Oceans and continents | <ul style="list-style-type: none"> to explain the locations of oceans and continents | Students should be able to: <ul style="list-style-type: none"> name the seven continents and five oceans in the world. | Enough cut-outs of continents for the whole class paper and glue for making papier mache; large relief map or model of Pakistan for students to copy; green and brown paint; paint brushes Worksheet 1 and 2 | Class activity: 40 min |

Class activity: Use large brown bags from the grocery store and stuff them with newspaper until full. Close the open end with tape. Push the corners at the bottom of the bag down to make it as round as possible; it will not be perfectly round but fairly close. Ask the students to paint the globes blue. When the paint has dried, ask them to glue the cut outs of continents on their globes in the correct locations.

HW: Complete Worksheet 1 and 2.

Date:

Time: 40 mins

Unit 3: Our Country

| Topic: Where in the World is my Country? | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/HW |
|--|--|--|----------------------|------------------------|
| 3. Continents | <ul style="list-style-type: none"> to help students learn the names of the continents | Students should be able to: <ul style="list-style-type: none"> recall the names of continents with the help of a rhyme. | | Class activity: 40 min |

Class activity: Ask students to learn this rhyme to help them remember the names of the seven continents:

To learn the seven continents think of the letter A

And when you're down to only one an E will save the day.

There's Africa. Antarctica, Australia, Asia too.

The oceans run between them with their waters deep and blue.

There are also 2 Americas, North and South you see.

And now you're coming to the end, Europe starts with E.

Fill a bag with cards that have the name of a continent, ocean, or the words continent or ocean written on them. Ask the students to pass the bag around the room. When a student receives the bag, ask her/him to pull out a card. S/he should then go to the world map hanging on the wall and point to the location indicated on the card. Repeat this until all students have had a turn.

HW: Learn the poem on continents.

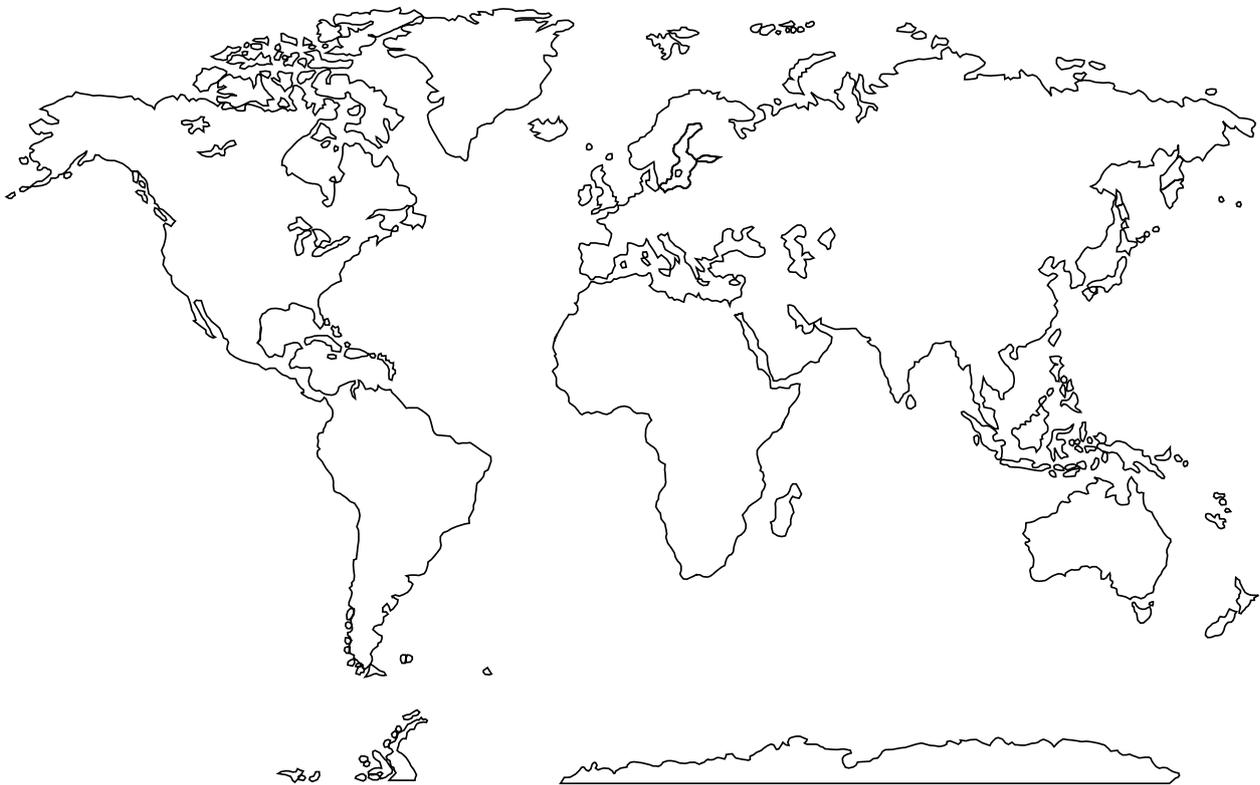


Where in the World is my Country?

Name: _____

Date: _____

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



2. Fill in the blanks to complete the sentences.
 - a. Asia is the _____ continent.
 - b. Pakistan is part of the continent of _____.
 - c. The water in the oceans is _____.
 - d. The Earth is covered by _____ and _____.
 - e. There are _____ oceans.

Where in the World is my Country?

Name: _____

Date: _____

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

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

2. Circle the correct answers.

a. The large land masses are called

- i. oceans. ii. continents. iii. islands.

b. Oceania is

- i. an ocean. ii. a mountain. iii. a continent.

c. Huge bodies of water are called

- i. oceans. ii. continents. iii. land.



CHAPTER 3.2 The Rivers of Pakistan

PREVIOUS KNOWLEDGE

Students understand what a river is.

VOCABULARY

rise, approach, channel, tributary, domestic, agriculture

LEARNING OUTCOMES

Students should be able to:

- Recognise that River Indus is the main river of Pakistan.
- Trace the route of River Indus on the map of Pakistan.
- Locate the important cities of Pakistan on the map of Pakistan.

METHOD

River Indus is the main river of our country and it originates in the Himalayas. It is explained how the Indus runs through the entire length of Pakistan and that along the way it is joined by four more rivers, the Ravi, Sutlej, Chenab, and Jhelum. Some other minor rivers such as the River Kabul and some smaller tributaries also join it. Before entering the Arabian Sea, it forms a delta east of Karachi. The word 'delta' comes from the Greek letter which looks like the letter D. At the mouth of a river a delta is formed because sediment is collected, forming a triangular shape. The famous civilisations of Harrappa and Mohenjo-Daro flourished around the Indus. The Muslim armies of Mohammad bin Qasim, Mahmud Ghaznavi, Mohammad Ghauri, Taimur, and Babur crossed the Indus to reach the interior of India.

(a) Introductory activity

Begin by asking students:

What is a river?

Who can name a river?

Have you ever been to a riverside?

What did you do there?

How are rivers useful for us?

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

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

(b) Development

Explain that you are about to tell the students the story of a river. Explain how ancient the River Indus is; how many civilisations have settled along its banks; that it provides sustenance to millions of people and has been doing so for ages. Ask them to look at the

map in their textbook and to trace the course of River Indus with their index finger. They should note how it originates in the mountains, makes its way down, how it is joined by its tributaries, and finally runs into the Arabian Sea.

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

(c) Closure

As a summary activity, discuss the Learning Check questions and Going Further task.

ASSESSMENT

QUICK RECALL

1. i. T
ii. T
iii. T
iv. F
v. T
2. i. Indus
iii. Arabian Sea
iv. Agriculture
v. Transport

LEARNING CHECK

1. A tributary is a river or stream that joins a main river.
2. The tributaries of the Indus River are Sutlej, Chenab, Ravi, and Jhelum.
3. The mouth of a river is the place where it reaches the sea.
4. The water from the Indus and its tributaries is used for domestic use, agriculture, industry, and transportation.

GOING FURTHER

1. Have students draw pictures showing how water from the rivers is used, such as for agriculture, domestic use, and transportation.



Date:

Time: 40 mins

Unit 3: Our Country

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

Key words: Himalaya, plain, tributary, gradually

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

Development: The famous civilisations of Harappa and Mohenjo-Daro flourished around the Indus. The Muslim armies of Muhammad bin Qasim, Mahmud Ghaznavi, Muhammad Ghauri, Taimur, and Babur crossed the Indus to reach the interior of the Indian sub-continent.

HW: Learn the spellings and locations of the five rivers marked on the map of Pakistan. Also complete Worksheet 1.

Date:

Time: 40 mins

Unit 3: Our Country

| Topic: The Rivers of Pakistan | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/ HW |
|--|---|--|----------------------|-----------------------------------|
| 2. The River Indus and its tributaries | <ul style="list-style-type: none"> to explain the route of Indus River | Students should be able to: <ul style="list-style-type: none"> Trace the route of River Indus on the map of Pakistan. | A map of Pakistan | Development: 25 min CW: 15 min |

Key words: approach, rivulet, delta, mouth, domestic, industry, tourist

Development: Before starting the chapter, ask questions such as: What is a river Has anyone ever been to a river? Can anyone name any river? How are rivers useful for us?

Read page 33 with the students and explain the text. Ask them to look at the map in the textbook and to note where the River Indus originates and where it is joined by other rivers. They should understand that it originates in the mountains, makes its way down, is joined by its tributaries, and finally flows into the Arabian Sea.

CW: Learning Check

HW: Read the chapter carefully.



Date:

Time: 40 mins

Unit 3: Our Country

| Topic: The Rivers of Pakistan | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/ HW |
|---|--|---|----------------------|--|
| 3. Important cities along the River Indus | <ul style="list-style-type: none"> to locate the important cities along the River Indus | Students should be able to: <ul style="list-style-type: none"> locate the important cities of Pakistan on the map of Pakistan. | Worksheet 2 | Recap: 5 min Development: 10 min CW: 20 min Winding up: 5 min |

Recap: Review the main points of the lesson with the students. Ask students to look at the map on page 33 and locate the cities along the river Indus. Ask them to list the names of these cities.

Development: On the map, show students the tributaries of the River Indus, including Sutlej, Chenab, Ravi and Jehlum rivers. Then go over the names of the cities students have marked along the river Indus, and discuss how these cities contribute to the economy of the country. Talk about agriculture and tourism industry.

CW: Going further—Draw four pictures showing how the Indus is used in our life.

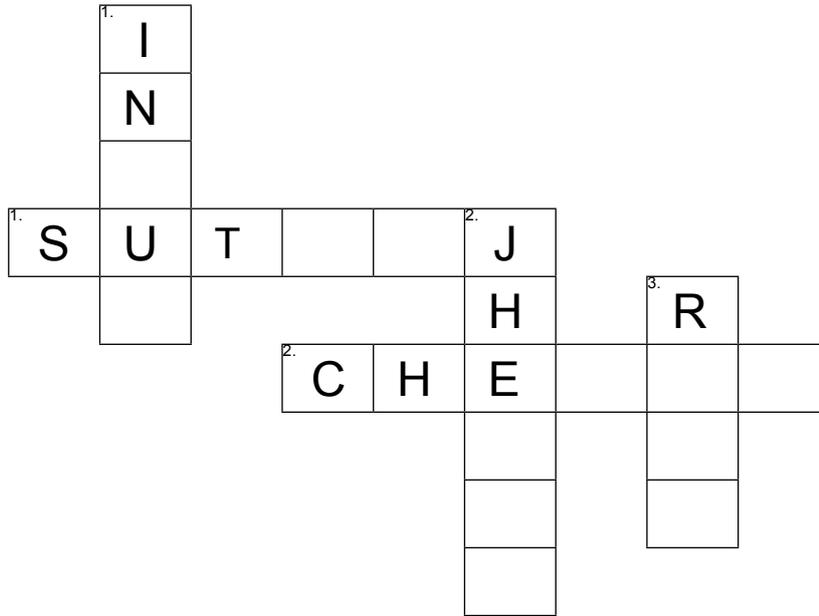
HW: Ask the students to complete the drawings and to write a caption for each of them. Complete Worksheet 2.

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

Name: _____

Date: _____

1. Fill in the missing letters to complete the names of the rivers of Pakistan:



2. Fill in the blanks to complete the sentences.
 - a. The River Indus flows through the mountains of the _____ and _____ ranges.
 - b. The four tributaries of the Indus join to form the _____.
 - c. The Indus becomes _____ and spreads out near the Arabian Sea.
 - d. The river is used to _____ people and goods.
 - e. The river supports many _____.



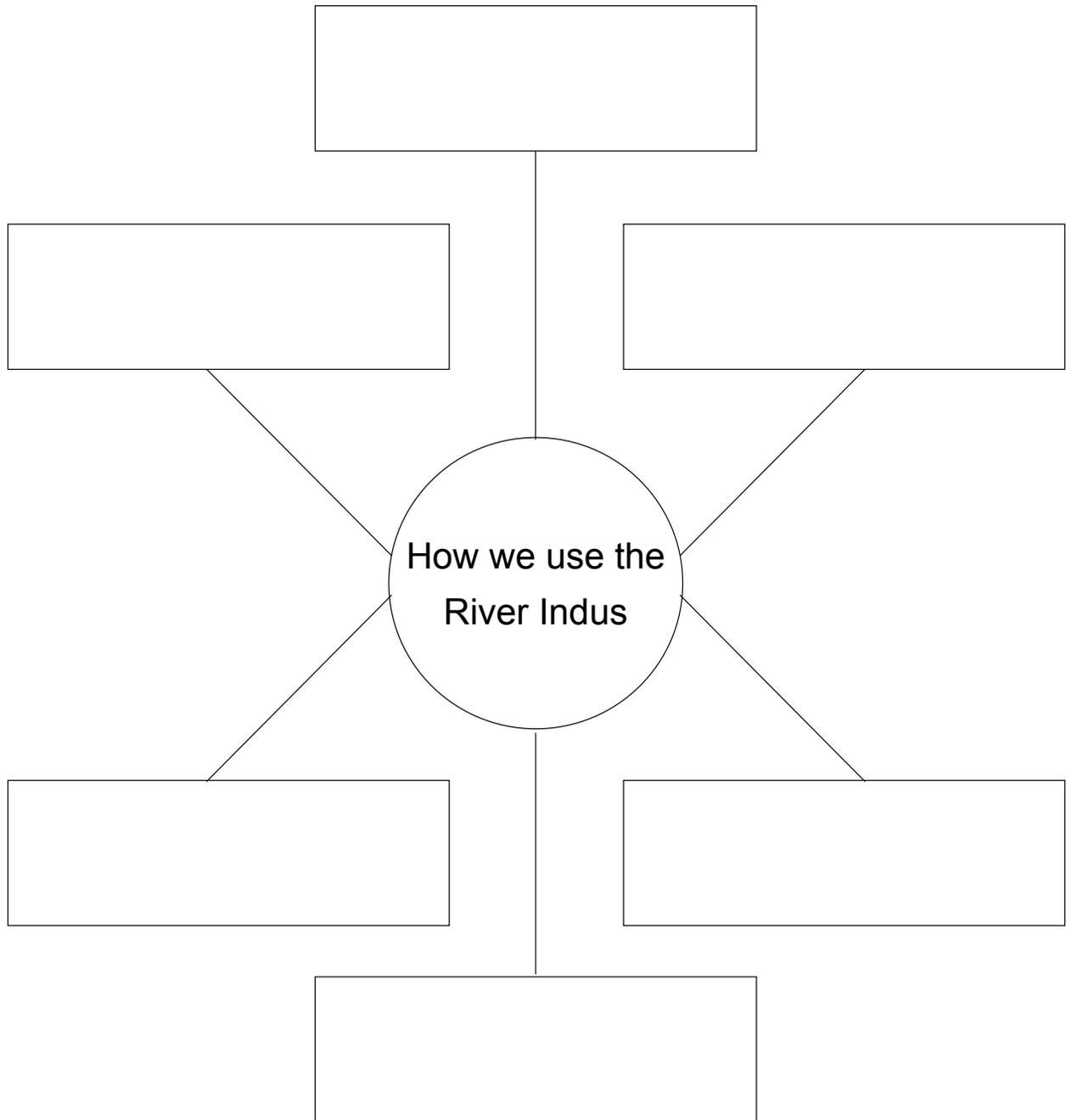
Unit 3: Our Country
The Rivers of Pakistan

Worksheet 2

Name: _____

Date: _____

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



CHAPTER 3.3 OUR QAID رحمۃ اللہ علیہ

PREVIOUS KNOWLEDGE

Students have basic knowledge about Quaid-e-Azam Muhammad Ali Jinnah رحمۃ اللہ علیہ as the founder of Pakistan.

VOCABULARY

Quaid, Independence, Leader

MATERIAL REQUIRED

Pictures of Quaid-e-Azam رحمۃ اللہ علیہ

Chart paper and markers

Role-play costumes (optional)

LEARNING OUTCOMES

Students should be able to:

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

METHOD

(a) Introductory Activity

Picture Discussion: Show students pictures of Quaid-e-Azam رحمۃ اللہ علیہ at different stages of his life. Ask them to describe what they see and what they know about him.

Brainstorming: Write the word 'Leader' on the board and ask students to share what qualities they think a good leader should have. List their responses.

(b) Development

Storytelling: Narrate the story of Quaid-e-Azam's رحمۃ اللہ علیہ early life, his education, and his role in the independence movement. Use the pictures to illustrate key points.

Discussion: Ask students how they think Quaid-e-Azam's رحمۃ اللہ علیہ qualities helped him achieve his goals. Discuss qualities such as intelligence, honesty, fairness, and hard work.

Role-Play: Divide students into groups and assign each group a scene from Quaid-e-Azam's رحمۃ اللہ علیہ life to act out. Provide simple costumes if available. Encourage them to focus on his leadership qualities and achievements.



(c) Closure

Learning Check: Discuss the Learning Check questions from the textbook. Ensure students understand the key points about Quaid-e-Azam's **رحمة الله عليه** life and qualities.

Going Further Task: Guide students to create a chart with basic information about Quaid-e-Azam **رحمة الله عليه**, including his birth, education, and achievements. Display the charts in the classroom.

Summary Activity

Reflection: Ask students to reflect on what they learned about Quaid-e-Azam **رحمة الله عليه** and how they can apply his qualities in their own lives. Encourage them to share their thoughts with the class.

ASSESSMENT

QUICK RECALL

1. i. 25 December 1876
- ii. 11 September 1948
- iii. 1892
- iv. Lincoln's Inn
- v. 1896

LEARNING CHECK

1. Quaid means leader.
2. Quaid-e-Azam Muhammad Ali Jinnah **رحمة الله عليه** was born on 25 December 1876 in Karachi. He studied law in England and returned to India in 1896 to practise law.
3. Quaid-e-Azam **رحمة الله عليه** was intelligent, honest, fair, trustworthy, hard-working, punctual, well-mannered, and respectful.

GOING FURTHER

1. Organise a role-play activity where students enact different phases of Quaid-e-Azam's **رحمة الله عليه** life. This will help them understand his contributions and qualities.
2. Guide students to make a chart with basic information about Quaid-e-Azam **رحمة الله عليه**, including his birth, education, and achievements.

Date:

Time: 40 mins

Unit 3: Our Country

| Topic: Our Quaid رحمة الله عليه | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/ HW |
|---|---|--|--|--|
| Qualities of Quaid-e-Azam رحمة الله عليه | <ul style="list-style-type: none"> To inform students that Quaid-e-Azam رحمة الله عليه is the founder of Pakistan To explain the major events of his life | Students should be able to: <ul style="list-style-type: none"> introduce Quaid-e-Azam as the founder of Pakistan. narrate the major events in the life of Quaid-e Azam رحمة الله عليه (date of birth, founder of Pakistan. few major contributions, and the date when he died). | Pictures of Quaid-e-Azam رحمة الله عليه | Introductory activity: 10 min Development: 20 min Winding up: 5 min CW: 5 min |

Key words: nation, freedom, unjustly, rule, supporter, leaders, goal, independent

Introduction Activity:

- Warm-Up Discussion:** Start with a brief discussion asking students what they know about Pakistan's history. Encourage them to share any facts they know about Quaid-e-Azam رحمة الله عليه.
- Picture Presentation:** Show pictures of Quaid-e-Azam رحمة الله عليه and ask students to describe what they see. This helps to visually introduce him.

Development: Read page 35 with students.

- Storytelling:** Narrate the story of Quaid-e-Azam's رحمة الله عليه life, highlighting key events:
 - Date of Birth:** December 25, 1876.
 - Founding of Pakistan:** Explain his role in the creation of Pakistan in 1947.
 - Major Contributions:** Discuss his efforts in leading the All India Muslim League, advocating for the rights of Muslims, and his vision for Pakistan.
 - Date of Death:** September 11, 1948.
- Interactive Timeline:** Create a timeline on the board with students, marking the major events in Quaid-e-Azam's رحمة الله عليه life. Have students come up and place events on the timeline.
- Group Activity:** Divide students into small groups and give each group a specific event from Quaid-e-Azam's life to discuss and present to the class.

Winding up: Summarise the key points discussed during the lesson. Ask students to share one new thing they learned about Quaid-e-Azam.

CW: Going Further Q1

HW: Quick Recall, Learning Check, and Going Further Q2



Unit 3: Our Country
Our Quaid رحمة الله عليه

Worksheet 2

Name: _____

Date: _____

1. Look for pictures of Quaid-e-Azam's رحمة الله عليه mausoleum and draw in the box below.

2. Find out the meaning of the following words and write them below.
 - a. Leader:
 - b. Independence:
 - c. Unjust treatment:
 - d. Supporters:

CHAPTER 3.4 ALLAMA IQBAL رحمۃ اللہ علیہ

PREVIOUS KNOWLEDGE

Students have basic knowledge about Allama Iqbal رحمۃ اللہ علیہ as the national poet of Pakistan.

VOCABULARY

Poet, Philosophy, Inspiration

MATERIAL REQUIRED

Pictures of Allama Iqbal رحمۃ اللہ علیہ

Chart paper and markers

Audio recordings of Iqbal's poetry (optional)

LEARNING OUTCOMES

Students should be able to:

- introduce Allama Iqbal رحمۃ اللہ علیہ as a personality who expounded the idea of Pakistan.
- narrate the major events in the life of Allama Iqbal رحمۃ اللہ علیہ (date of birth, national poet, famous poems for children, and the date when he died).

METHOD

(a) Introductory Activity

Picture Discussion: Show students pictures of Allama Iqbal رحمۃ اللہ علیہ at different stages of his life. Ask them to describe what they see and what they know about him.

Brainstorming: Write the word 'Poet' on the board and ask students to share what qualities they think a great poet should have. List their responses.

(b) Development

Storytelling: Narrate the story of Allama Iqbal's رحمۃ اللہ علیہ early life, his education, and his contributions to the independence movement. Use the pictures to illustrate key points.

Discussion: Ask students how they think Iqbal's poetry inspired the Muslims of India. Discuss qualities such as vision, inspiration, and leadership.

Poetry Recitation: Play an audio recording of one of Iqbal's famous poems or read it aloud. Discuss the meaning and significance of the poem with the students.



(c) Closure

Learning Check: Discuss the Learning Check questions from the textbook. Ensure students understand the key points about Allama Iqbal's رحمۃ اللہ علیہ life and contributions.

Going Further Task: Guide students to create a chart with basic information about Allama Iqbal رحمۃ اللہ علیہ, including his birth, education, and achievements. Display the charts in the classroom.

Reflection: Ask students to reflect on what they learned about Allama Iqbal رحمۃ اللہ علیہ and how his vision and poetry can inspire them in their own lives. Encourage them to share their thoughts with the class.

ASSESSMENT

QUICK RECALL

1. i. 1877
- ii. 1938
- iii. Lahore
- iv. poet
- v. Shaer-e-Mashriq

LEARNING CHECK

1. Allama Iqbal رحمۃ اللہ علیہ was born on 9 November 1877 in Sialkot. He received his early education in Sialkot and later went to Europe for higher studies.
2. His dream was for an independent state for the Muslims of India.
3. He encouraged Muslims through his inspiring poetry.
4. Some of his famous poems are '*Lab pay aati hai dua*' and '*Aik pahar aur gulehri*'.

GOING FURTHER

1. Ask students to learn and recite one of Allama Iqbal's رحمۃ اللہ علیہ poems for children in class. This will help them appreciate his literary contributions.
2. Have students interview their parents or grandparents to learn more about Allama Iqbal's رحمۃ اللہ علیہ life and work.

Date:

Time: 40 mins

Unit 3: Our Country

| Topic: Allama Iqbal رحمة الله عليه | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/ HW |
|--|--|---|---|--|
| 1. Contributions of Allama Iqbal رحمة الله عليه | <ul style="list-style-type: none"> to inform students about the personality and role of Allama Iqbal رحمة الله عليه | Students should be able to: <ul style="list-style-type: none"> introduce Allama Iqbal رحمة الله عليه as a personality who expounded the idea of Pakistan. narrate the major events in the life of Allama Iqbal رحمة الله عليه (date of birth, national poet, famous. poems for children, and the date when he died). | Pictures of Allama Iqbal رحمة الله عليه, print out of his famous poems, e.g. ' <i>Lab Pe Aati Hai Dua</i> ' and ' <i>Bachay Ki Dua</i> '. Worksheet 1 | Introductory activity: 5 min Development: 20 min Winding up: 5 min CW: 10 min |

Key words: heritage, struggle, dream, courage, proud

Introduction Activity:

Warm-Up Discussion: Start with a brief discussion asking students what they know about Allama Iqbal
رحمة الله عليه. Encourage them to share any facts or poems they know.

Development: Read page 37 with students.

Storytelling: Narrate the story of Allama Iqbal's
رحمة الله عليه life, highlighting key events:

- Date of Birth:** November 9, 1877.
- National Poet:** Explain his role as the national poet of Pakistan and his contributions to Pakistan movement.
- Famous Poems for Children:** Discuss some of his famous poems like '*Lab Pe Aati Hai Dua*' and '*Bachay Ki Dua*'.
- Date of Death:** April 21, 1938.

Winding up: Ask students to sum up the key points of the lesson.

CW: Quick Recall and Learning Check (all questions)

HW: Going Further Questions 1-2 and Worksheet 1



Name: _____

Date: _____

1. Find out the names of at least 5 famous poems by Allama Iqbal رحمۃ اللہ علیہ and write below.

2. Circle the following words from the word search box below.
 heritage, struggle, dream, courage, proud, Germany, Urdu,
 Persian, Arabic, Lahore, Sialkot

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| G | X | O | D | X | X | P | R | O | U | D |
| E | Y | P | Y | H | E | R | T | A | G | E |
| R | D | E | E | L | A | H | O | R | E | X |
| M | F | R | A | S | I | A | L | K | O | T |
| A | U | S | M | C | O | U | R | X | G | E |
| N | R | I | S | T | R | U | G | G | L | E |
| Y | D | A | R | A | B | I | C | C | B | G |
| O | U | N | X | Y | T | G | K | T | R | E |

CHAPTER 4.1 The Weather and its Effects**PREVIOUS KNOWLEDGE**

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

VOCABULARY

water vapour, droplet, flood, ice crystal

MATERIAL REQUIRED

large sheets of paper and coloured pencils or pens

LEARNING OUTCOMES

Students should be able to:

- Define weather.
- identify the different conditions of weather.
- describe the effects of weather on daily activities.
- identify common natural disasters.

METHOD

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

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

(a) Introductory activity

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

**(b) Development**

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

(c) Closure

As a summary activity, discuss the Learning Check questions.

ASSESSMENT**QUICK RECALL**

1.
 - i. Weather
 - ii. sky
 - iii. rains
 - iv. rain
 - v. heaters
 - vi. Wind

LEARNING CHECK

1. Broken glass: Can cause cuts and injuries. Lighter: Can cause fire hazards. Toaster: Can cause electric shocks.
2. Cyclone: Stay indoors. Flood: Move to a safer place.

GOING FURTHER

1. Encourage students to keep a daily weather diary for a week, noting the temperature, cloud cover, and any precipitation. This will help them understand weather patterns. Organise a role-play where students act out different weather conditions and their effects on daily activities. Both these activities could help students in accessing their weather preferences.
2. Ask students to think of possible objects and spaces that could be dangerous during the natural disasters, like earthquakes and floods. Students can also create posters on how to stay safe in such situations.

Date:

Time: 40 mins

Unit 4: The Earth and the Environment

| Topic: The Weather and its Effects | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/ HW |
|---|--|---|-----------------------------|---|
| 1. Weather and its different types | <ul style="list-style-type: none"> to define weather to describe the different types of weather | Students should be able to: <ul style="list-style-type: none"> define weather. describe the different types of weather. | Worksheet 1 | Introductory activity: 20 min Development: 10min CW: 10 min |

Key words: weather, water vapour, water droplet, plenty, flood, ice crystal

Introductory activity: Refer to page 74 of this teaching guide for the introductory activity.

Development: Read page 39 of the textbook and explain the text.

Ask questions such as: What happens when clouds are heavy? How does the water change into water vapour?

CW: Discuss different weather conditions and explain that the weather plays a very important role in our lives. What we do or how we live depends directly or indirectly on the climate of our country.

HW: Read page 40 and complete Worksheet 1.



Date:

Time: 40 mins

Unit 4: The Earth and the Environment

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

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

Development: Read pages 40 and 41 and explain the text. Study the pictures and discuss their content.

CW: Learning Check

Date:

Time: 40 mins

Unit 4: The Earth and the Environment

| Topic: The Weather and its Effects | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/ HW |
|------------------------------------|--|--|--|---|
| 3. Natural disasters | <ul style="list-style-type: none"> to give some examples of natural disasters and to explain how to stay safe during a natural disaster | Students should be able to: <ul style="list-style-type: none"> identify common natural disasters. | Large sheets of paper and coloured pencils and pens Worksheet 2 | Recap: 10 min CW: 20 min Winding up: 10 min |

Recap: Read pages 41-42. Ask students if they know about floods, earthquakes, etc. Talk to them about staying safe during a natural disaster.

CW: Complete the Going Further exercise in their notebooks. Worksheet 2

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



Name: _____

Date: _____

1. Choose the best word to complete each sentence.
 - a. There are a lot of kites in the sky, it must be _____ outside.
 - i. raining
 - ii. cloudy
 - iii. windy
 - b. It is difficult for vehicles to move about town because of the _____.
 - i. snow
 - ii. noise
 - iii. wind
 - c. Heavy rains can cause _____.
 - i. happiness
 - ii. snow
 - iii. floods
 - d. The _____ was so strong today that a lot of trees in our park were uprooted.
 - i. Sun
 - ii. wind
 - iii. snowfall
 - e. Water changes into _____ when heated by the Sun.
 - i. waterfall
 - ii. rivers
 - iii. water vapour
2. Write down what you like to do in each type of weather.

I like to

_____ when it is rains.

I like to

_____ when it is windy.

I like to

_____ when it is snows.

I like to

_____ when it is sunny.

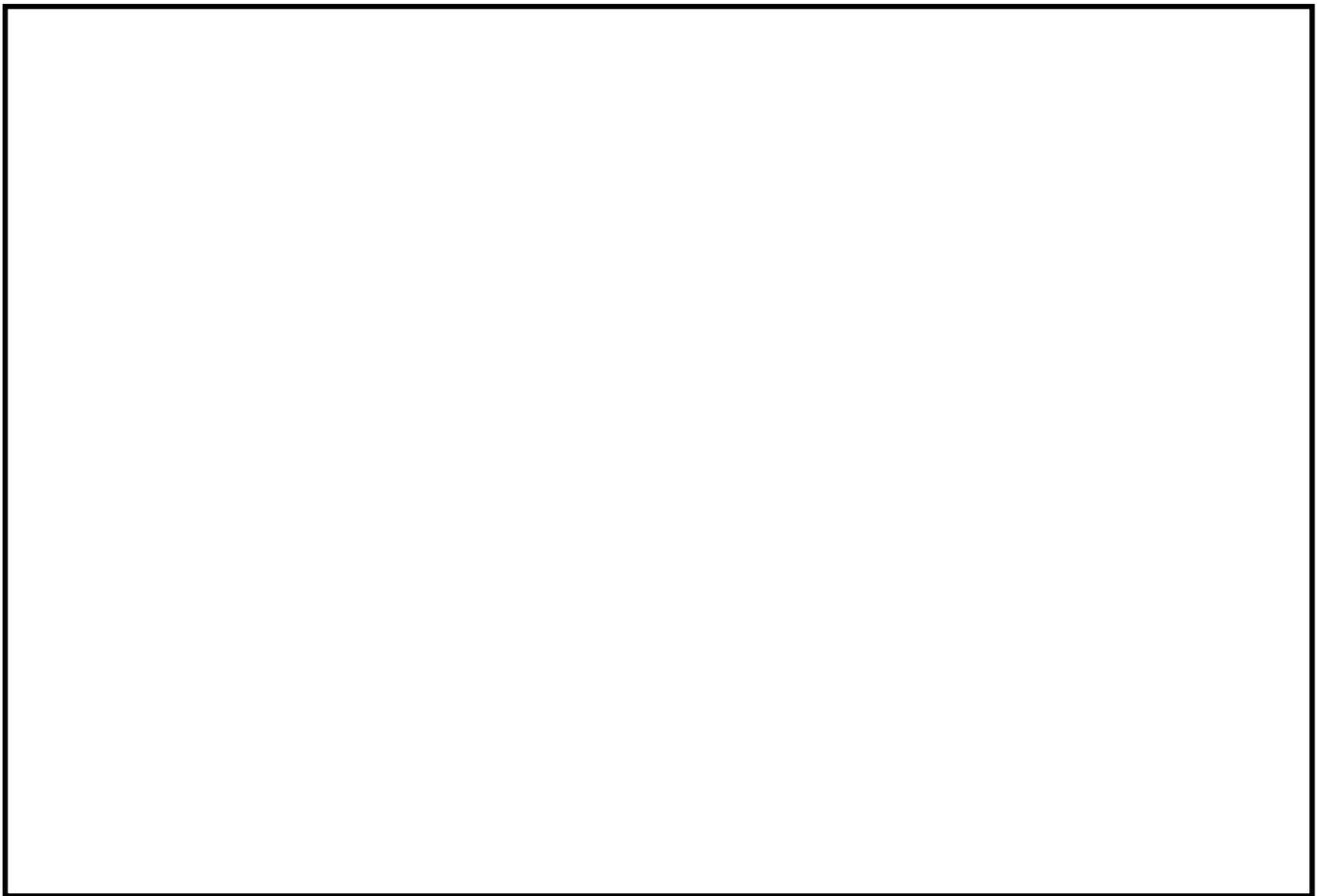
Unit 4: The Earth and the Environment
The Weather and its Effects

Worksheet 2

Name: _____

Date: _____

Draw a picture of a weather condition that you do not enjoy
and a few sentences about it.





CHAPTER 4.2 Habitats

PREVIOUS KNOWLEDGE

Students have a basic understanding of different types of animals and plants.

VOCABULARY

Habitat, Adaptation, Polar regions, Desert

MATERIAL REQUIRED

Pictures of different habitats (forests, polar regions, deserts, rivers, oceans)

Chart paper and markers

Craft materials for dioramas

LEARNING OUTCOMES

Students should be able to:

- define the term habitat.
- name plants and animals that live in each of the different habitats.
- identify the ways human activities affect the natural habitats.

METHOD

(a) Introductory Activity

Picture Discussion: Show students pictures of various habitats. Ask them to describe what they see and identify any animals or plants they recognise.

Brainstorming: Write the word 'Habitat' on the board and ask students to share what they think it means. List their responses.

(b) Development

Storytelling: Narrate the characteristics of different habitats (forests, polar regions, deserts, rivers, oceans) and the types of animals and plants that live there. Use the pictures to illustrate key points.

Discussion: Discuss how animals and plants adapt to their habitats. For example, explain how camels are adapted to live in deserts and how polar bears are adapted to live in polar regions.

Diorama Activity: Divide students into groups and assign each group a habitat to create a diorama. Provide craft materials and guide them in making their dioramas.

(c) Closure

Discuss the Learning Check questions from the textbook. Ensure students understand the key points about habitats and adaptations.

For Going Further task, guide students to collect pictures of different habitats and the animals and plants that live there. Have them create a collage or booklet to present in class.

Ask students to reflect on what they learned about habitats and how they can help protect these environments. Encourage them to share their thoughts with the class.

ASSESSMENT**QUICK RECALL**

1. i. polar
- ii. desert
- iii. ocean
- iv. forests
- v. polar bears
- vi. Cacti
- vii. Camel
- viii. deforestation

LEARNING CHECK

1. A habitat is the home of an animal or a plant.
2. Forests, polar regions, deserts.
3. Freshwater habitats are found in rivers and lakes.
4. Saltwater habitats are found in oceans and seas.
5. Adaptation is the process by which animals adjust to their environment to survive.
6. Examples: Polar bears have thick fur; camels store water in their bodies.
7. Humans destroy habitats through deforestation, pollution, and urbanisation.

GOING FURTHER

1. Encourage students to gather photographs or illustrations of various habitats and the diverse plants and animals that are part of those ecosystems. Also facilitate a discussion on how animals adapt to their habitats, using examples like polar bears and camels.
2. Have students conduct the experiment with plants in different conditions and compare observations.
3. Create an aquarium or another habitat and present it in class.



Date:

Time: 40 mins

Unit 4: The Earth and the Environment

| Topic: Habitats | Teaching objectives | Learning outcomes | Resources/Materials | Activities/CW/ HW |
|--|---|---|---|--|
| 1. Habitats and impact of human activities on habitats | <ul style="list-style-type: none"> to explain different types of habitats and to describe the impact of human activities on habitats | Students should be able to: <ul style="list-style-type: none"> define the term habitat. name plants and animals that live in each of the different habitats. identify the ways human activities affect the natural habitats. | Whiteboard and markers Pictures of different habitats (forest, desert, ocean, etc.) Flash cards with pictures of plants and animals A short video on habitats(optional) Worksheet 1 | Introduction: 10 min Development: 20 min Winding up: 5 min CW: 10 min |

Key words: shelter, predators, forests, deserts, survival, adapt, harsh, organism, sewage

Introduction:

- Briefly discuss how everyone needs a home, including animals and plants.
- Define the term 'habitat' as the natural home or environment of a plant or animal.
- Show pictures of different habitats (forest, desert, ocean, etc.) and briefly describe each one.
- Ask students to share if they have seen any of these habitats in real life or in movies.

Development (Read pages 43-46):

Exploring Different Habitats (10 minutes):

- Divide the class into small groups and give each group a set of flash cards with pictures of plants and animals.
- Assign each group a habitat (forest, desert, ocean, etc.) and ask them to match the plants and animals to their respective habitats.
- Have each group present their findings to the class.

Discussion on Human Impact (10 minutes):

- Show a short video or use pictures to explain how human activities (like deforestation, pollution, etc.) affect natural habitats.
- Discuss with the students how these activities can harm plants and animals.
- Ask students to think of ways we can help protect these habitats.

Winding up:

- Have students share one new thing they learned today.

CW: Quick Recall, Learning Check Q1-3

HW: Learning Check Q 4-7 and Going Further Q1-3

Unit 4: The Earth and the Environment
Habitats

Worksheet 1

Name: _____

Date: _____

Paste pictures or draw different habitats in the space below.





CHAPTER 4.3 Our Natural Environment

PREVIOUS KNOWLEDGE

Students have a basic understanding of natural resources and pollution.

VOCABULARY

pollution, endangered, habitat

MATERIAL REQUIRED

Pictures of polluted environments and endangered animals

Chart paper and markers

Recycling bins (optional)

LEARNING OUTCOMES

Students should be able to:

- identify the endangered animals of Pakistan. (Indus Dolphin, Markhor, black buck, etc.).
- suggest ways to protect the endangered animals.
- describe ways in which humans have changed the natural environment.
- define the term pollution.

METHOD

(a) Introductory Activity

Picture Discussion: Show students pictures of polluted environments and endangered animals. Ask them to describe what they see and discuss how pollution affects these animals.

Brainstorming: Write the word 'Pollution' on the board and ask students to share what they think it means. List their responses.

(b) Development

Storytelling: Narrate the story of Emad and his cousins' picnic spot being destroyed by pollution. Use the pictures to illustrate key points.

Discussion: Discuss the different types of pollution (air, water, land) and their causes. Explain how pollution affects natural habitats and endangered animals.

Group Activity: Divide students into groups and assign each group a type of pollution to research. Provide chart paper and markers for them to create posters showing the causes and effects of their assigned pollution type.

(c) Closure

Discuss the Learning Check questions from the textbook. Ensure students understand the key points about pollution and endangered animals.

Guide students to collect pictures of endangered animals and paste them in their notebooks. Have them write a brief description of each animal and why it is endangered.

Ask students to reflect on what they learned about pollution and endangered animals. Encourage them to share their thoughts on how they can help protect the environment and endangered species.

ASSESSMENT**QUICK RECALL**

1. i. habitats
- ii. Air
- iii. endangered

LEARNING CHECK

1. Pollution is the contamination of the environment by harmful substances.
2. Types of pollution: Air pollution (caused by smoke and gases), water pollution (caused by waste discharge), land pollution (caused by dumping waste).
3. Maintaining a clean environment is important for health and the survival of living organisms.

GOING FURTHER

1. Discuss the impact of the absence of water, gas, or electricity at school or home.
2. Ask students to research and gather pictures of endangered animals, and paste them in their notebooks.



Date:

Time: 40 mins

Unit 4: The Earth and the Environment

| Topic: Our Natural Environment | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/ HW |
|------------------------------------|--|--|--|--|
| 1. Endangered animals Pollution | <ul style="list-style-type: none"> To explain how endangered animals can be protected To discuss the impact of human activities in changing the natural environment, including pollution | <p>Students should be able to:</p> <ul style="list-style-type: none"> identify the endangered animals of Pakistan. (Indus Dolphin, Markhor, black buck etc.). suggest ways to protect the endangered animals. describe ways in which humans have changed the natural environment. define the term pollution. | <p>Whiteboard and markers</p> <p>Pictures of endangered animals (Indus Dolphin, Markhor, Black Buck, etc.)</p> <p>Flashcards with pictures of human activities affecting the environment</p> <p>A short video on pollution (optional)</p> <p>Worksheet 1</p> | <p>Introduction: 10 min</p> <p>Development: 20 min</p> <p>Winding up: 10 min</p> |

Key words: polluted, destroyed, rubbish, endangers, discharge, extinct, destruction, poaching, reserves, marine, responsibility

Introduction: Read pages 48-50.

- Ask students if they know what 'endangered' means.
- Briefly discuss how some animals are at risk of disappearing forever.
- Define the term 'endangered' as animals that are at risk of extinction.
- Show pictures of endangered animals in Pakistan (Indus Dolphin, Markhor, Black Buck, etc.) and briefly describe each one.
- Ask students if they have heard of or seen any of these animals.

Development:

Exploring Endangered Animals:

- Divide the class into small groups and give each group a set of flash cards with pictures of endangered animals and their habitats.
- Assign each group an animal and ask them to discuss why it is endangered and what can be done to protect it.
- Have each group present their findings to the class.

Discussion on Human Impact:

- Show a short video or use pictures to explain how human activities (like deforestation, pollution, hunting, etc.) have changed the natural environment.
- Discuss with the students how these activities can harm animals and their habitats.
- Ask students to think of ways we can help protect the environment and endangered animals.

Winding up:

- Summarise the key points of the lesson: the definition of endangered animals, examples of endangered animals in Pakistan, the impact of human activities, and the definition of pollution.
- Ask if there are any questions and clarify any doubts.
- Have students share one new thing they learned today.

CW: Quick Recall, Learning Check (all questions)

HW: Going Further Q1-2 and Worksheet 1



Unit 4: The Earth and the Environment
Our Natural Environment

Worksheet 1

Name: _____

Date: _____

Draw or paste pictures of endangered animals in Pakistan.

A large, empty rectangular box with a black border, intended for students to draw or paste pictures of endangered animals in Pakistan.

CHAPTER 4.4 Resources and Their Types

PREVIOUS KNOWLEDGE

Students have a basic understanding of natural resources and their importance.

VOCABULARY

resource, reduce, reuse, recycle

MATERIAL REQUIRED

- Pictures of natural, human, and capital resources
- Chart paper and markers
- Recycling bins (optional)

LEARNING OUTCOMES

Students should be able to:

- define the terms natural resources, human resources, and capital resources.
- identify natural resources (plants, animals, water, air, land, forests and soil) human resources (farmers, builders, painters, etc.), capital resources (trucks, computer, factory buildings etc.) of Pakistan.
- suggest ways to save natural resources.

METHOD

(a) Introductory Activity

Picture Discussion: Show students pictures of various resources (natural, human, capital). Ask them to describe what they see and identify the type of resource.

Brainstorming: Write the word 'Resource' on the board and ask students to share what they think it means. List their responses.

(b) Development

Storytelling: Narrate the story of how different resources are used in daily life, using examples from the textbook. Explain the importance of natural resources and the role of human and capital resources.

Discussion: Discuss the Three Rs (Reduce, Reuse, Recycle) and how they help conserve resources. Provide examples of each and encourage students to think of ways they can apply the Three Rs in their own lives.

Group Activity: Divide students into groups and assign each group a type of resource to research. Provide chart paper and markers for them to create posters showing the importance and uses of their assigned resource.



(c) Closure

Discuss the Learning Check questions from the textbook. Ensure students understand the key points about different types of resources and the Three Rs.

Guide students to collect pictures of natural, human, and capital resources and paste them on a chart or booklet. Have them present their work in class.

Ask students to reflect on what they learned about resources and how they can help conserve them. Encourage them to share their thoughts with the class.

ASSESSMENT

QUICK RECALL

1. i. natural
ii. reuse, recycle
iii. people
iv. Capital

LEARNING CHECK

1. A natural resource is a useful thing that comes from nature, e.g., water.
2. The Three Rs are Reduce, Reuse, Recycle.
3. Ways to save paper: Use both sides of paper, reuse envelopes, recycle paper.
4. A resource is something that people use to meet their needs.
5. Natural resources (e.g., water), human resources (e.g., teachers), capital resources (e.g., machines).
6. Baker: oven, flour; Farmer: tractor, seeds; Painter: brushes, paint; Builder: bricks, cement; Chef: stove, ingredients.
7. Natural resources provide raw materials, human resources provide labor, and capital resources provide tools.
8. The 3 Rs help conserve resources and reduce waste.

GOING FURTHER

1. Create a recycling bin at home and label it.
2. Research recycling schemes and how materials are reused.
3. Gather pictures of natural, human, and capital resources. Encourage students to create charts or booklets using those pictures and present them in the class.

Date:

Time: 40 mins

Unit 4: The Earth and the Environment

| Topic: Resources and Their Types | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/ HW |
|--|--|--|--|--|
| 1. Resources and their importance | <ul style="list-style-type: none"> to explain the different types of resources: natural, human, and capital | Students should be able to: <ul style="list-style-type: none"> define the terms natural resources, human resources, and capital resources. identify natural resources (plants, animals, water, air, land, forests and soil) human resources (farmers, builders, painters, etc.), capital resources (trucks, computer, factory buildings, etc.) of Pakistan. suggest ways to save natural resources. | Pictures of natural, human, and capital resources Chart paper and markers Recycling bins (optional) A short video on conservation (optional) Worksheet 1 | Introduction: 5 min Development: 15 min Discussion: 10 min Winding up: 5 min CW: 5 min |

Key words: needs, reduce, reuse, recycle, extract, aluminium, production, ingredients

Introduction:

Ask students if they know what 'resources' are. Briefly discuss how resources are things we use to live and work.

Development:

Read pages 51-53. Define the terms:

- Natural resources: Things found in nature (plants, animals, water, air, land, forests, soil).
- Human resources: People who work (farmers, builders, painters, etc.).
- Capital resources: Tools and buildings used for work (trucks, computers, factory buildings, etc.).

Show pictures of each type of resource and briefly describe them.

Ask students if they can think of examples of these resources in their daily lives.

Divide the class into small groups and give each group a set of flash cards with pictures of different resources.



Assign each group a type of resource (natural, human, capital) and ask them to identify examples of these resources in Pakistan.

Have each group present their findings to the class.

Discussion on Conservation:

Show a short video or use pictures to explain why it's important to save natural resources.

Discuss with the students how human activities can affect natural resources (like pollution, deforestation, etc.).

Ask students to think of ways we can help save natural resources (like recycling, planting trees, using less water, etc.).

Winding up:

Have students share one new thing they learned today.

CW: Quick Recall, Learning Check Q1-3

HW: Learning Check Q4-7, Going Further Q1-3 and Worksheet 1

Unit 4: The Earth and the Environment
Resources and Their Types

Name: _____

Date: _____

1. Find and circle the following words from the word search below:

capital

resources

recycle

energy

reuse

forest

production

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



CHAPTER 4.5 Fertile Soil: A Natural Resource

PREVIOUS KNOWLEDGE

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

VOCABULARY

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

MATERIAL REQUIRED

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

LEARNING OUTCOMES

Students should be able to:

- appreciate that fertile soil is a natural resource.
- recognise that crops grow in fertile soil.
- identify the factors that can make soil infertile.

METHOD

(a) Introductory activity

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

(b) Development

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

(c) Closure

As a summary activity, discuss the Learning Check questions.

Assessment

QUICK RECALL

1. i. nutrients
- ii. rivers
- iii. rice
- iv. rocky
- v. fertilisers
- vi. chemical
- vii. nutrients
- viii. productive

LEARNING CHECK

1. Fertile soil is needed for growing healthy crops.
2. Farmer Rafiq saved his soil by mixing manure with chemical fertilizers.
3. A fertiliser is a substance added to soil to improve its fertility.
4. Inorganic fertiliser is also called chemical fertiliser.
5. Farmer Latif is using the best farming method by leaving the land fallow.

GOING FURTHER

1. Present a play based on the experiences of farmers Latif, Rafiq, Sabir, and Mustafa.



Date:

Time: 40 mins

Unit 4: The Earth and the Environment

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

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

Introductory activity: Refer to page 95 of this teaching guide.

Development: Read pages 55 and explain the text.

Ask the students questions such as: How can we keep soil fertile forever? Which crop is the staple diet for most of the world’s population? What do crops need to grow well?

CW: Learning Check Q1

Date:

Time: 40 mins

Unit 4: The Earth and the Environment

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

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

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

Development: Read pages 55 and 56 with the students and explain the text. Explain that farmers make their living by cultivating fertile land. The students should understand that cultivable land is scarce.

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

CW: Learning Check Q2-3



Date:

Time: 40 mins

Unit 4: The Earth and the Environment

| Topic: Fertile Soil: A Natural Resource | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/ HW |
|---|---|---|----------------------|--|
| 3. Revision/ Assessment | <ul style="list-style-type: none"> to reinforce the idea that fertile soil is a natural resource which is scarce | Students should be able to: <ul style="list-style-type: none"> explain the importance of fertile land for us and that there are ways of preserving it. | Worksheet 1 | Recap: 5 min Development: 15 min CW: 15 min Winding up: 5 min |

Recap: Review the important points of the lesson.

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

CW: Worksheet 1.

Winding up: Briefly review the main points.

Unit 4: The Earth and the Environment
Fertile soil: A Natural Resource

Worksheet 1

Name: _____

Date: _____

by using less _____
fertilizer.

We can take care of
fertile soil

by leaving the _____
fallow.

by saving trees because
they slow down the flow of
_____.



CHAPTER 4.6 The Water we Use

PREVIOUS KNOWLEDGE

Students know that water is one of our basic needs.

VOCABULARY

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

MATERIAL REQUIRED

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

LEARNING OUTCOMES

Students should be able to:

- appreciate that water is a natural resource.
- recognise that water is essential for life.
- identify the sources of water.
- describe the uses of water.
- identify ways to save water.

METHOD

(a) Introductory activity

Ask students to think about all the ways they use water in their daily lives. Ask questions like: What do you use water for? What are some of the sources of water? Why water is important for us? Write what ideas and thoughts students share on the board.

Also, show students a map to explain that blue area represents water.

Then give detailed explanation on various uses of water and its sources: . Tell students that, like land, fresh water is also a scarce resource. It is not to be wasted as a very limited amount is available to us on Earth. Though 97 per cent of the Earth is covered by oceans, this water is salty and cannot be used for drinking, washing, cooking, or for irrigation. Of the remaining 3 per cent of water, about three quarters or 75 per cent is locked up in glaciers and snowcaps. A lot of it is stored underground. What is available for our use is what flows in the rivers. To produce enough fresh water for our needs, salt is removed from sea water through a special process in desalination plants. There is one such plant operating in Karachi.

(b) Development

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

(c) Closure

As a summary activity, discuss the Learning Check questions.

ASSESSMENT**QUICK RECALL**

1.
 - i. streams, rivers
 - ii. ground
 - iii. Sea water
 - iv. 2.5
 - v. transport

LEARNING CHECK

1. Most of the Earth's fresh water is stored in ice caps and glaciers.
2. Desalination is the process of removing salt from sea water.
3. Uses of water: drinking, cooking, cleaning, farming, recreation, transportation.

GOING FURTHER

1. Ask students to create a poster about saving water. Encourage them to use catchy slogans, facts, statistics and images to make interesting posters.



Date:

Time: 40 mins

Unit 4: The Earth and the Environment

| Topic: The Water we Use | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/ HW |
|-------------------------|--|---|----------------------|--|
| 1. Water is scarce | <ul style="list-style-type: none"> to explain the importance of not wasting water | Students should be able to: <ul style="list-style-type: none"> appreciate that water is a natural resource. recognise that water is essential for life. | | Introductory activity: 15 min Development: 15 min CW: 10 min |

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

Introductory activity: Discuss the importance of water and ask the students what measures they think could be taken to save water. Refer to page 101 of this teaching guide for the introductory activity.

Development: Read page 58 of the textbook with the students, explaining in detail that drinkable water really is very scarce. Though three-quarters of the Earth’s surface is covered with water and only one quarter is land, most of the water is contained in the oceans and is salty. A lot of water is frozen in the form of glaciers and as ice caps at the poles.

CW: Learning Check Q1

HW: Learning Check Q2

Date:

Time: 40 mins

Unit 4: The Earth and the Environment

| Topic: The Water we Use | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/ HW |
|------------------------------------|--|---|----------------------|--|
| 2. Where does our water come from? | <ul style="list-style-type: none"> to identify the sources of water | Students should be able to: <ul style="list-style-type: none"> explain where our water comes from. | Worksheet 1 | Introduction: 5 min Development: 25 min CW: 10 min |

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

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

Development: Read pages 59 and 60 with the students. Explain how water is collected in reservoirs and passed through a cleaning process before being supplied through pipelines to our homes. Where there is no direct supply of water, such as in remote areas and villages, groundwater is brought to the surface through handpumps and tube wells. Fields are irrigated through a system of canals. In some areas water has to be carried long distances every day from lakes, rivers, or canals. Stress the importance of water and the trouble people in some areas have to go to in order to obtain it. Explain that sea water can be made drinkable by removing the salt content from it, but this process is very expensive.

CW: Learning Check Q3

HW: Worksheet 1



Date:

Time: 40 mins

Unit 4: The Earth and the Environment

| Topic: The Water we Use | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/ HW |
|-------------------------|---|---|--|---|
| 3. Uses of water | <ul style="list-style-type: none"> to identify the various uses of water and to discuss ways to save water | Students should be able to: <ul style="list-style-type: none"> describe the uses of water. identify ways to save water. | Chart paper, coloured pencils Worksheet 2 | Class activity: 20 min Development: 20 min |

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

Development: Read pages 58-60 with students. Discuss the uses of water given in the book and see if more can be added. Discuss the ways of saving water. Encourage students to get into the habit of saving water in their daily lives. By this last lesson on the topic, students should understand that water is a valuable resource, and wasting it is a very irresponsible act.

HW: Complete Worksheet 2

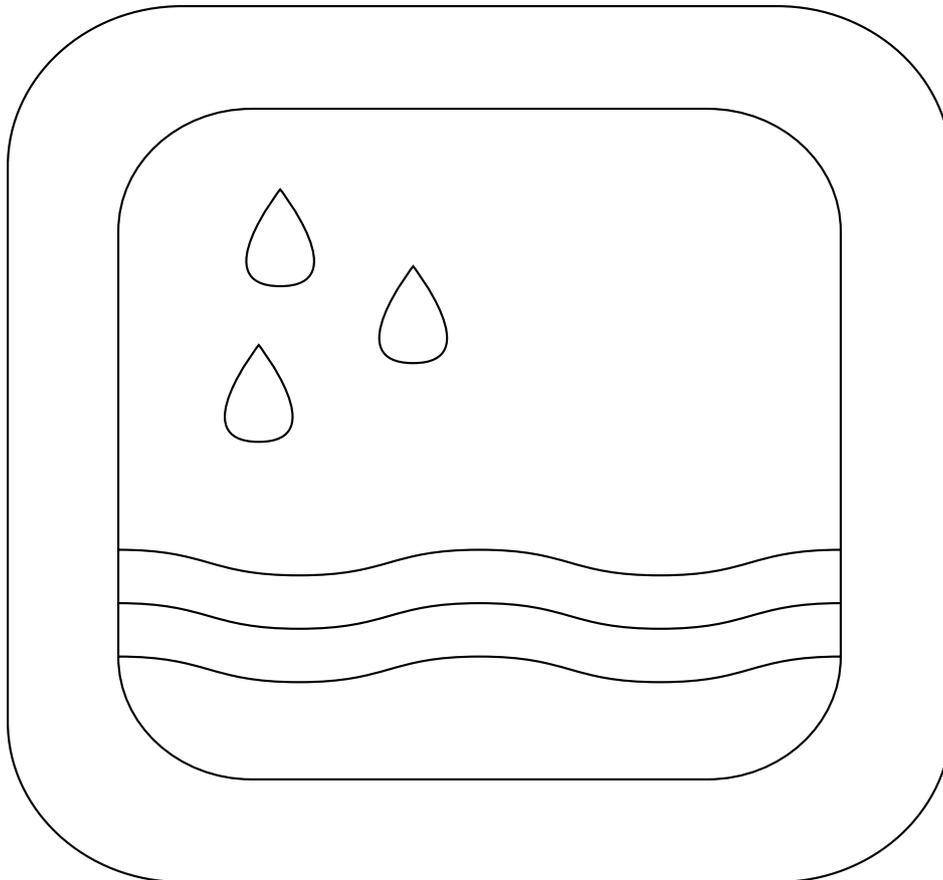
Unit 4: The Earth and the Environment
The Water we Use

Worksheet 1

Name: _____

Date: _____

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



washing

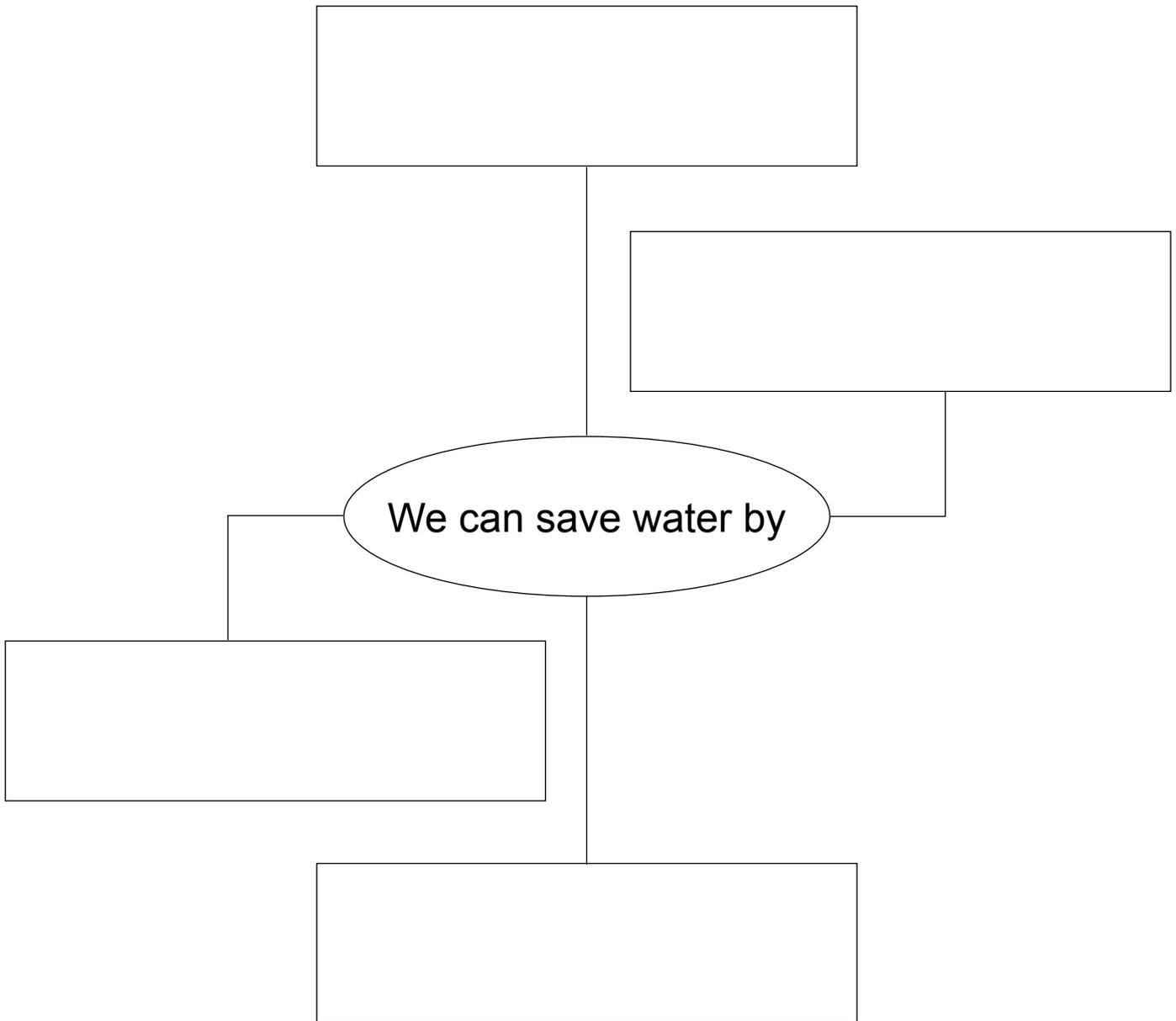


Unit 4: The Earth and the Environment
The Water we Use

Worksheet 2

Name: _____

Date: _____



CHAPTER 4.7 Solid Waste Disposal

PREVIOUS KNOWLEDGE

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

VOCABULARY

decompose, solid waste, landfill sites, compressed

LEARNING OUTCOMES

Students should be able to:

- recognise the importance of disposing off solid waste.
- identify ways to recycle waste.

METHOD

(a) Introductory activity

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

Ask them about the items they saw in the bins.

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

(b) Development

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

(c) Closure

As a summary activity, discuss the Learning Check questions.

ASSESSMENT

Ask the students to answer the Learning Check questions in writing.

QUICK RECALL

1. i. decompose
ii. compost
iii. animals
iv. drains



2. Recyclable: Glass bottles, metal cans, paper and cardboard, plastic bottles.
Non-recyclable: Leftover food, old toys, plastic bags.

LEARNING CHECK

1. Solid waste is anything we throw away that we do not need anymore.
2. Examples of solid waste: leftover food, paper, plastic bottles, metal cans, glass bottles.
3. Sorting rubbish helps in recycling and proper disposal.
4. Flow chart: Collection → Sorting → Recycling/Landfill.

GOING FURTHER

1. List plastic items thrown away at home or school.
2. Ask students to work in groups to think of ways to reuse plastic items. Groups should present their ideas to the class or in a school assembly or they could create a wall display in a school corridor to pass on their ideas to other students.

Date:

Time: 40 mins

Unit 4: The Earth and the Environment

| Topic: Solid Waste Disposal | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/ HW |
|-----------------------------|---|--|----------------------|--|
| 1. Types of waste | <ul style="list-style-type: none"> to explain what constitutes solid waste | Students should be able to: <ul style="list-style-type: none"> recognise the importance of disposing off solid waste. | | Introductory activity: 10 min Development: 20 min CW: 10 min |

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

Introductory activity: Refer to page 108 of this teaching guide for the introductory activity. Students should be able to identify what generally constitutes solid waste. They should also start thinking about where it eventually goes and how it is disposed of.

Development: Read page 61 and explain the text.

CW: Learning Check Q1 and 2.



Date:

Time: 40 mins

Unit 4: The Earth and the Environment

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

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

Development: Read pages 61 and 62. Stress the importance of keeping their environment clean and acting as responsible citizens.

CW: Learning Check Q3 and 4.

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

Date:

Time: 40 mins

Unit 4: The Earth and the Environment

| Topic: Solid Waste Disposal | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/ HW |
|-----------------------------|--|---|--|--|
| 3. Ways to reuse plastics | <ul style="list-style-type: none"> to identify ways to reuse plastics | Students should be able to: <ul style="list-style-type: none"> identify ways to recycle waste. | Vegetable/fruit peel brought from home by each student | Recap: 5 min Class activity: 35 min |

Recap: Review the main points of the lesson.

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

Have a hole dug up in one corner of the school grounds. Ask the students to put fruit peel and cores from their lunches into the hole, along with the kitchen waste brought by them. While the hole is filling up, keep it covered with an old piece of carpet or a sheet of thick, black plastic. When the hole is full, cover it with a thick layer of soil. After about two months, the compost should be ready for use in the school garden.

HW: Worksheet



Name: _____

Date: _____

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

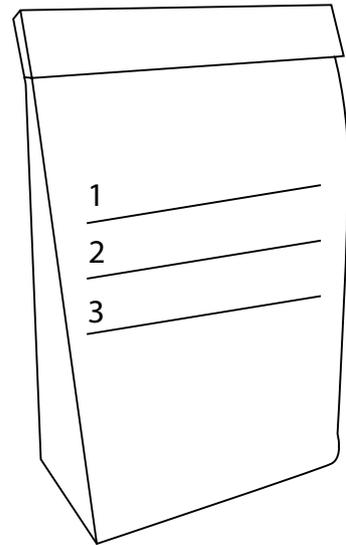
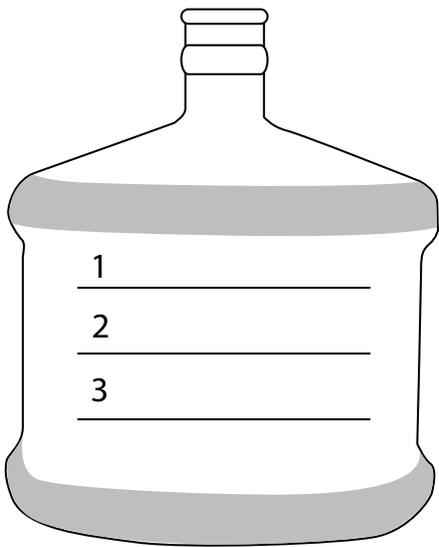
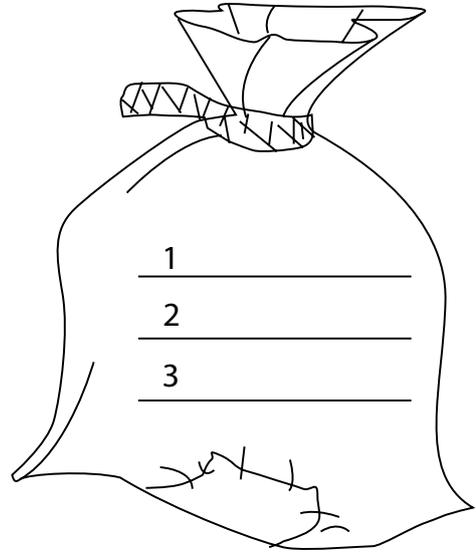
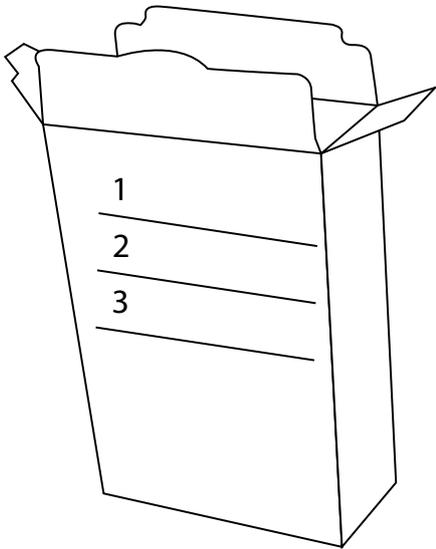
Unit 4: The Earth and the Environment
Solid Waste Disposal

Worksheet 2

Name: _____

Date: _____

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





CHAPTER 4.8 Directions and Keys

PREVIOUS KNOWLEDGE

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

VOCABULARY

direction, symbol

MATERIAL REQUIRED

a magnetic compass or a class set of magnetic compasses

LEARNING OUTCOMES

Students should be able to:

- identify that on Earth, the direction of sunrise is 'East' and the direction of sunset is 'West'.
- identify the remaining cardinal directions with respect to East and West, namely, South and North.
- name places towards North, South, East and West of the school/home.

METHOD

(a) Introductory activity

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

(b) Development

Ask the students why it is important to know the directions; for example, they enable us to locate things, find addresses, and know where each country is located in the world. Just as we cannot find something we are looking for unless we know where it is placed, in geography, we need to know these directions in order to know where each place is located. Read the lesson with them. You might wish to discuss the fact that today many people use the GPS system to find locations electronically, but it is nevertheless useful to be able to use a simple compass to complete the same task.

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

(c) Closure

As a summary activity, discuss the Learning Check questions and Going Further task.

ASSESSMENT

QUICK RECALL

1. i. True
- ii. False
- iii. True
- iv. False
- v. False

LEARNING CHECK

1. Asad went north first from his house.
2. Asad followed the east direction to go from the bookshop to the shoe shop.
3. Asad's house is south of the milk shop.
4. Draw symbols for a hospital, road, house, and tree.

GOING FURTHER

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



Date:

Time: 40 mins

Unit 4: The Earth and the Environment

| Topic: Directions and Keys | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/ HW |
|---|---|---|---------------------------------|--|
| 1. Finding directions | <ul style="list-style-type: none"> to explain the four cardinal directions | Students should be able to: <ul style="list-style-type: none"> identify that on Earth, the direction of sunrise is 'East' and the direction of sunset is 'West'. | A magnetic compass | Introductory activity: 10 min Development: 20 min CW: 10 min |

Key words: directions

Introductory activity: Ask students to look at the plan on page 64 of the textbook. Teach them the four directions, north, south, east, and west.

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

Development: Looking at the plan, ask students to name the direction of the masjid, the hospital, etc. Read page 64 with the students.

CW: Learning Check Q1.

HW: Worksheet

Date:

Time: 40 mins

Unit 4: The Earth and the Environment

| Topic: Directions and Keys | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/ HW |
|---|--|---|---------------------------------|---|
| 3. Following directions | <ul style="list-style-type: none"> to help students to follow instructions using the four cardinal directions | Students should be able to: <ul style="list-style-type: none"> identify the remaining cardinal directions with respect to East and West, namely, South and North. name places towards North, South, East and West of the school/home. | | Recap: 5 min Development: 20 min CW: 15 min |

Recap: Review the lesson by reviewing the main points.

Development: Begin by reading page 65. Ask each student to put their finger on Asad's home and from there follow your directions. Talk about Ahson's shopping list and explain that Ahson has to leave his home, buy the different items and then return home, making a round trip as shown on the plan.

CW: Learning Check Q1, 2 and 3. Students can finish the work as homework.



Date:

Time: 40 mins

Unit 4: The Earth and the Environment

| Topic: Directions and Keys | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/ HW |
|---|---|--|--|-------------------------------------|
| 3. Using a compass | <ul style="list-style-type: none"> to explain the use of a compass | Students should be able to: <ul style="list-style-type: none"> find directions using a compass. | Some magnetic compasses Worksheet 1 | Recap: 5 min Development: 35 min |

Recap: Review the lesson by reviewing the main points.

Development: Going Further exercise. Take your students into the playground. Try and provide some compasses, one for a group of four students at least. Demonstrate how to use the compass to find the locations of different things they can see in the playground.

HW: Worksheet 1

Date:

Time: 40 mins

Unit 4: The Earth and the Environment

| Topic: Directions and Keys | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/ HW |
|----------------------------------|--|--|--|---|
| 4. Using symbols | <ul style="list-style-type: none"> to introduce the use of symbols to show information on maps to help students design symbols to represent some landmarks | Students should be able to: <ul style="list-style-type: none"> explain the purpose of a map key. design some symbols for maps. | Maps with symbols to show information Pencils, sheets of paper, coloured pencils Worksheet 1 | Introduction: 10 min Development: 15 min CW: 15 min |

Key words: symbol, represent

Introduction: There is a very simple map on page 66. Ask your students to look at it closely.

Development: Read page 66 and explain the text. Ask someone to describe what they see on the map. Accept their responses and finally explain that this map shows a road with a hospital next to a lot of trees. On the opposite side are more trees and houses. The airport is at the end of the road. Explain that we can understand all of this by reading the symbols and map key.

CW: Learning Check Q4

HW: Worksheet 1

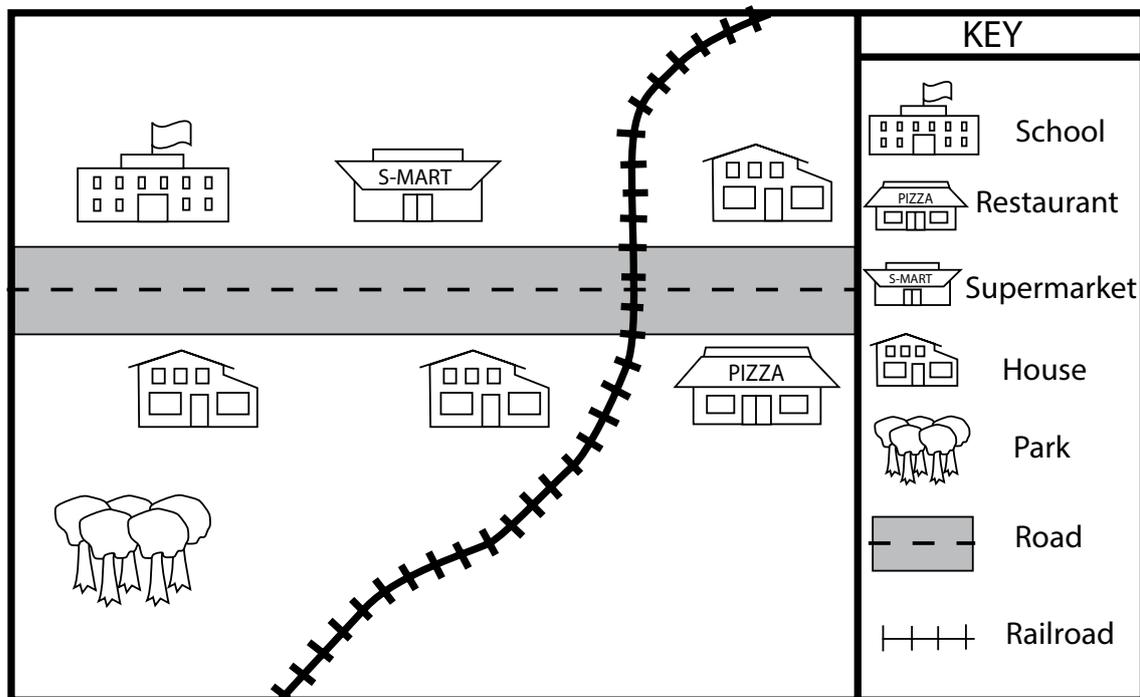


Name: _____

Date: _____

Map reading

Jinnah Street



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

Label the road Jinnah Street.

Trace the railroad with purple.

Colour the park green.

Colour the school red.

Colour the supermarket brown.

Colour the restaurant yellow.

Colour the houses south of the road blue.

Colour the house east of the railroad orange.