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FOR GRADE

1

KNOW YOUR WORLD

SECOND EDITION



TEACHING GUIDE



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Table of contents



Unit	Chapter name	Page
Unit 1: Me and My World	Chapter 1.1 Myself	1
	Chapter 1.2 Keeping Clean	6
	Chapter 1.3 Healthy Food	11
	Chapter 1.4 My Family	17
	Chapter 1.5 My Home	23
	Chapter 1.6 Meet my Friends	30
	Chapter 1.7 Things Change	37
	Chapter 1.8 My School	41
	Chapter 1.9 Places of Worship	47
	Chapter 1.10 Transport	49

Table of contents



Unit	Chapter name	Page
Unit 2: Rules and Responsibilities	Chapter 2.1 Rules	55
	Chapter 2.2 Good Manners	61
	Chapter 2.3 Jobs and Duties	64
Unit 3: Our Country	Chapter 3.1 Our Flag	70
	Chapter 3.2 Pakistan's Currency	76
	Chapter 3.3 Famous Places of Pakistan	81
	Chapter 3.4 Meet Quaid-e-Azam <small>رحمة الله عليه</small>	86
Unit 4: The Earth and the Environment	Chapter 4.1 The Earth and the Globe	92
	Chapter 4.2 Directions	95



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 National Curriculum of Pakistan 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 the 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) 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 characterization 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 summarize 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.



UNIT

1

ME AND MY WORLD

Chapter 1.1: Myself

Previous knowledge

Students are familiar with their name, age, and class.

Vocabulary

outside, listen

Material required

Glue stick; small pictures of the students

Learning outcomes

Students should be able to:

- describe themselves briefly.
- name the games they like to play.
- identify their body parts which help them to taste, touch, smell, hear and see and name the five senses.

Method

a. Introductory activity

Getting to know each other

The lesson will be taught at the start of the session when the students and teacher are new to each other. This activity will be helpful for getting to know your new students. In addition, students will also be introduced to one another and get to know their friends' likes and dislikes.

Begin by introducing yourself. Tell them what subject(s) you will teach and how you expect them to behave during your class. Be polite and reasonable in your expectations.

Ask the students to sit in a circle. You may take them outside the classroom. Ask the first student on your right to introduce himself to the class. What is your name? How old are you? What do you like to eat? What do you like to do? Tell them to answer these questions for their introduction. Carry on the introductory exercise in the circle. After the activity, bring them back to the classroom.

Through this activity you will not only know their names but also their favourite things and much more about the children. You will find out who is able to follow simple directions. You will learn about their writing and drawing abilities and their creativity when they do the exercises at the end of the lesson. You will also get a hint about the independent workers.

b. Development

Ask the students to open the book and then read the lesson with them. Explain the lesson with the help of the given pictures. You may ask questions such as:

- How old is Zara or Hasan?
- What do they like to do?
- What do they like to play?

c. Closure

Sing 'Head and Shoulders, Knees and toes' in class.

Assessment

Ask them to do the exercises. Ask them to bring a small picture of theirs to paste on page 2.

QUICK RECALL

1. i-vi. Students will write their own responses.
2. vii. eyes
viii. hand
ix. legs

LEARNING CHECK

1-4. Student will write their own responses.

GOING FURTHER

There is no right or wrong answer. Discuss students' responses with them to evaluate their understanding.



DATE:

TIME: 40 MINS

Unit 1: Me and My World

Topic: Myself	Teaching objectives	Learning outcomes	Resources/ Materials	Time allocation
1. Describing yourself	<ul style="list-style-type: none"> to create an awareness of one's own self 	<p>Students should be able to:</p> <ul style="list-style-type: none"> describe themselves briefly. name the games they like to play. identify their body parts which help them to taste, touch, smell, hear and see and name the five senses. 	Paper, coloured pencils	<p>Introductory activity: 15 mins</p> <p>Development: 15 mins</p> <p>CW: 10 mins</p>

Key words: name, myself, year, cake, banana, outside, story, cricket

Introductory activity: On the board write two sentences—I have two eyes. I have a nose. Ask the students to respond verbally to 'I have...' while the teacher points to the mouth, the ears, and other facial features. Question why an s is added to some words and not others. This will bring out the concept of plural words. The students should then write the sentences in their exercise books. Challenge more able students to write 'I have big eyes', etc. Ask each student to say two or three sentences about herself/himself to the class.

Development: Read page 1 and explain in detail. Ask questions related to the text, for example: What do you like to eat? Which is your favourite food? What do you like to play with? What is your favourite pastime? etc.

CW: Learning Check Q1 and Q2

HW: Ask students to bring a small picture of theirs from home for the Going Further activity.

Unit 1: Me and My World
Myself

Worksheet 1

Name: _____

Date: _____

1. Write a few sentences about yourself.

2. Fill in the boxes with information about yourself:

My favourite book is

My favourite colour is

My name is

I like to play

I like to eat



Unit 1: Me and My World
Myself

Worksheet 2

Name: _____

Date: _____

Stick a picture of yourself in the box and describe the picture in a few lines:



Chapter 1.2: Keeping Clean

Previous knowledge

Students know that cleanliness is important for health.

Vocabulary

germs, litter

Learning outcomes

Students should be able to:

- identify the ways to keep themselves clean.

Method

Talk about keeping clean and the ways in which we do so.

a. Introductory activity

Ask students about the different ways of keeping clean and tell them about their importance. Tell them that dirt breeds germs and germs cause diseases.

b. Development

Read the lesson with students. Explain the content with the help of the pictures. Talk about more ways of keeping ourselves and our surroundings clean.

c. Closure

Wrap up the lesson by asking students how they would feel if they walk in a dirty classroom in the morning. Encourage them to observe their surroundings for cleanliness and dirt and always stay in clean places.

Assessment

QUICK RECALL

- | | | | |
|---------|-----------|------------|----------|
| i. True | ii. True | iii. False | iv. True |
| v. True | vi. False | vii. True | |

GOING FURTHER

1. Prepare a role play and enact it in front of the class. Then ask students to reenact in pairs.
2. Make a chart of class cleanliness rules and display it on the board. Make sure you refer to it every now and then and discuss it with students. Do a 10-minute clean up routine with students every week.



DATE:

TIME: 40 MINS

Unit 1: Me and My World

Topic: Keeping clean	Teaching objectives	Learning outcomes	Resources/ Materials	Time allocation
1. Importance of keeping clean	<ul style="list-style-type: none"> to explain the importance of cleanliness 	<p>Students should be able to:</p> <ul style="list-style-type: none"> identify the ways to keep themselves clean. 	Pictures of clean and dirty places, of children wearing dirty clothes, their faces, hands and feet unwashed; of those in neat, clean clothes and clean faces, hands, and feet	<p>Introductory activity: 20 mins</p> <p>Development: 10 mins</p> <p>CW: 10 mins</p>

Key words: healthy, germ, litter

Introductory activity: Show the children the pictures that you have collected. Allow them to look at them closely and describe what they see. Ask which ones they like and why. Ask how they would like to look, clean like the child in this picture, or dirty like the child in the other one? Ask who they would rather become friends with, who they would like their friends to look like. Help them see the advantages of being clean and wearing clean clothes. Show them pictures of clean and dirty neighbourhoods. Ask where they would prefer to live. Explain why it is important to keep themselves and their surroundings clean. They should realise that they contribute to the cleanliness and dirtiness of their surroundings. Now explain that they will learn how to keep themselves and their surroundings neat and clean and, as a result, healthy.

Development: Read pages 5-6 and discuss the pictures. Ask students to suggest other ways to keep themselves clean.

CW: Learning Check

DATE:

TIME: 40 MINS

Unit 1: Me and My World

Topic: Keeping clean	Teaching objectives	Learning outcomes	Resources/ Materials	Time allocation
2. Cleanliness and good health	<ul style="list-style-type: none"> to explain through a drawing activity the importance of cleanliness 	Students should be able to: <ul style="list-style-type: none"> realise the importance of cleanliness for good health through a drawing activity. 	Sheets of paper and coloured pencils Worksheet	Recap: 10 mins Development: 20 mins CW: 10 mins

Recap: Review the main points asking students how they can keep themselves and their surroundings clean.

Development: Give students the sheets of paper and coloured pencils. Ask them to draw a picture of themselves playing with their friends in a park. Remind them to draw large bins in the park full of rubbish, explaining why the park is so clean!

CW: Going Further

HW: Complete the worksheet.



Unit 1: Me and My World
Keeping Clean

Worksheet 1

Name: _____

Date: _____

1. Fill in the missing letters to complete the words from the lesson:

- a) G _ _ _ ms (They make us ill.)
- b) W _ _ _ h (We need water and soap to do this.)
- c) B _ _ _ h (We should take one every day.)
- d) To _ _ th b _ _ _ sh (We use it to clean our teeth.)

2. Write T for True or F for False after each of the following sentences:

- a) Germs live in clean places. _____
- b) We should cut our nails every week. _____
- c) We should not bathe every day. _____
- d) We should throw rubbish in the street. _____
- e) We should wear clean clothes. _____
- f) We should wash our hands before every meal and after using the toilet. _____

Unit 1: Me and My World
Keeping Clean

Worksheet 2

Name: _____

Date: _____

Fill in the blanks to complete the following poem:

brush	nice	comb	bed
-------	------	------	-----

I _____ my teeth in the morning, I shower every day.

I _____ my hair and clean my ears, and that is the right way.

To stay healthy and look _____, and keep the germs away!

I brush my teeth again at night, before I go to _____,

And shake my pillow well, before I rest my head.



Chapter 1.3: Healthy Food

Previous knowledge

Students know that milk is good to drink and fruit is good to eat.

Vocabulary

healthy, junk food

Material required

Samples of some fruit and vegetables in season, as well as packaged junk food items

Learning outcomes

Students should be able to:

- identify healthy food, e.g. milk, fruits, vegetables.
- know why unhealthy food is not good for health.

Method

Invite a doctor to your class to tell students how to stay healthy. Show the lesson to the doctor before he/she comes to your class.

a. Introductory activity

Ask the following question:

What should we do to stay healthy?

- Eat healthy food.
- Avoid junk food.
- We must keep everything clean.

Let the children answer, and then write their responses and the three points above on the board.

Tell them that to know how to stay healthy, you have invited a doctor to speak to the class today. Students can ask questions at the end of the doctor's talk. Invite the doctor to begin their lecture. Ask the children to thank the doctor at the end.

b. Development

Read the lesson with the children. Discuss the given pictures.

Explain to them about healthy food and its importance; tell them that fruits and vegetables must be washed before they are used.

Talk about junk food and tell the students why it is unhealthy.

c. Closure

Ask students what they had for breakfast. Encourage them to consider healthy options for their meals.

Assessment

QUICK RECALL

Tomato Ketchup with tomato

Juice with apple

Fries with potatoes

LEARNING CHECK

1. Milk, meat, and eggs help our bodies to grow.
2. We must eat fruits and vegetables because they give us vitamins and minerals that our body needs and they also prevent illness.

GOING FURTHER

Assign this as homework. There will be some common answers by all students such as milk, eggs, rice, roti, daal, chicken, etc.



DATE:

TIME: 40 MINS

Unit 1: Me and My World

Topic: Healthy food	Teaching objectives	Learning outcomes	Resources/ Materials	Time allocation
1. Balanced diet	<ul style="list-style-type: none"> to explain healthy eating habits 	<p>Students should be able to:</p> <ul style="list-style-type: none"> differentiate between healthy and unhealthy food. explain the concept of a balanced diet. 	Pictures of fruits, vegetables, healthy foods	<p>Introductory activity: 10 mins</p> <p>Development: 20 mins</p> <p>CW: 10 mins</p>

Key words: healthy, wheat, raw, junk

Introductory activity: Ask the students what their favourite food/fruit is. Explain the difference between healthy food and junk food, and between fruits and vegetables. Draw two columns on the board and write the names of different fruits and vegetables under the correct headings.

Development: Read pages 8-9 and give any necessary explanations. Ask questions related to the text such as: Why should we eat different kinds of food? What do you think would happen if we ate only one type of food? What makes our bones and teeth strong? etc.

CW: Learning Check: Ask the questions and elicit answers from the students.

HW: Going Further

DATE:

TIME: 40 MINS

Unit 1: Me and My World

Topic: Healthy food	Teaching objectives	Learning outcomes	Resources/ Materials	Time allocation
2. Eating healthy food	<ul style="list-style-type: none"> to promote positive attitudes towards fruit and vegetables 	Students should be able to: <ul style="list-style-type: none"> distinguish between fruits and vegetables. identify healthy foods. 	Assorted food items which include: fruits, vegetables, bakery items, packaged foods, soft drinks, sweets, juices; students could be asked to bring these from home or you may use pictures of these cut from newspapers and magazines Worksheet 1	Class activity: 30 mins CW: 10 mins

Class activity: Ask a few students to set up a shop in the classroom with all the food collected. Ask the others to visit the shop one by one and purchase three healthy foods of their choice, using pretend money. At the end of this exercise check each student's purchase to see if they have understood the difference between healthy and unhealthy food.

CW: Going Further: Ask students to finish the work for homework.

HW: Complete Worksheet 1.



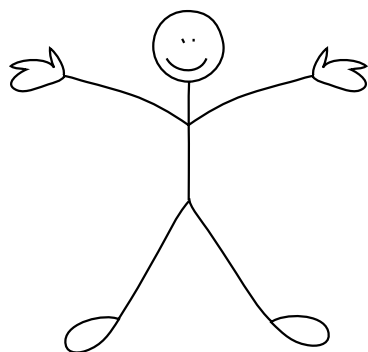
Unit 1: Me and My World
Healthy Food

Worksheet 1

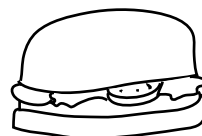
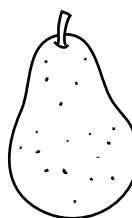
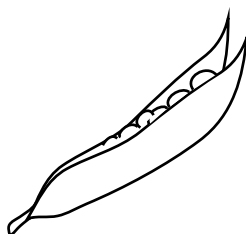
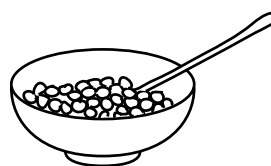
Name: _____

Date: _____

1. Which of the following stick people do you think have been eating healthy food, and which one has been eating lots of junk food?







2. Draw lines to show which of the food items above were eaten by these stick people. Colour the pictures.

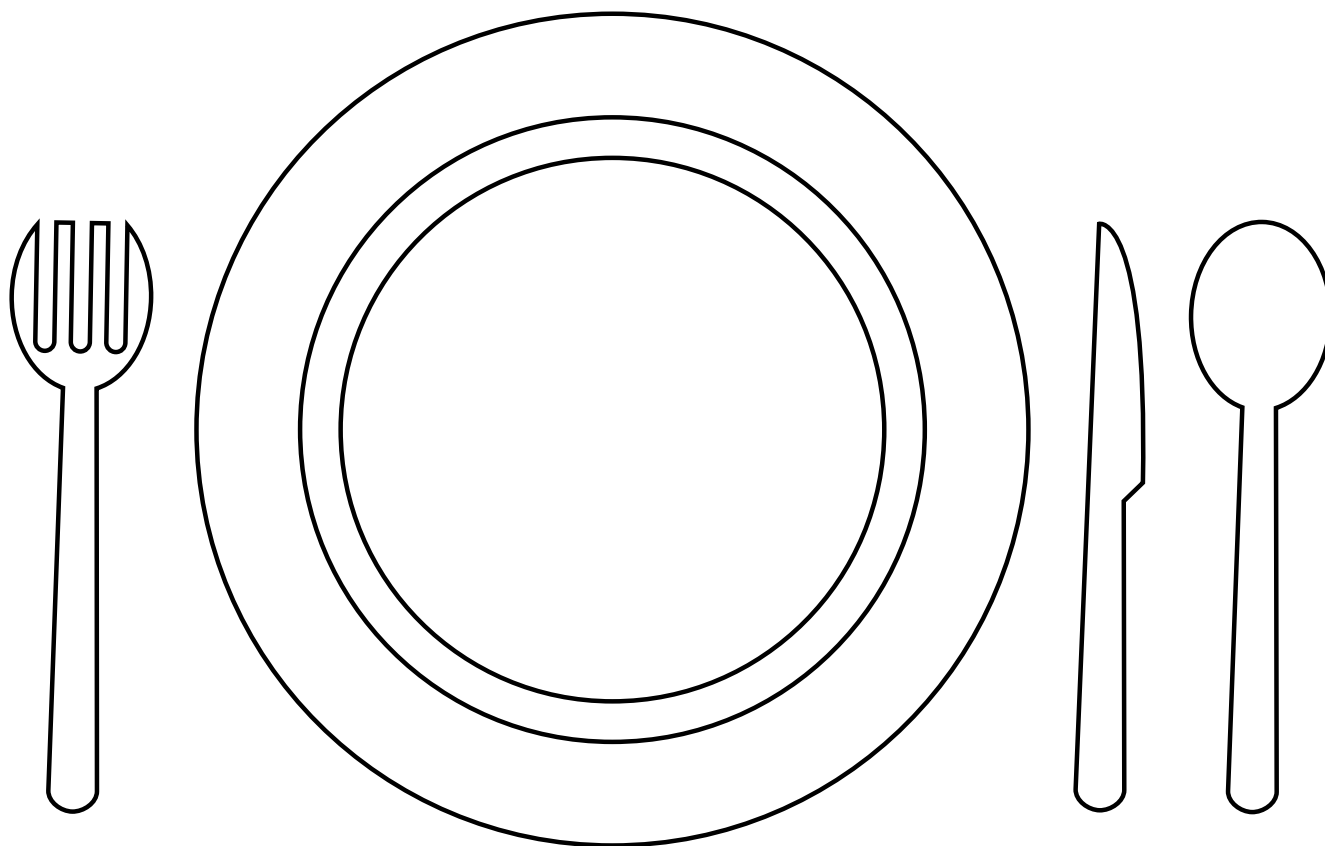
Unit 1: Me and My World
Healthy Food

Worksheet 2

Name: _____

Date: _____

Draw and colour your favourite fruits and vegetables on this plate.





Chapter 1.4: My Family

Previous knowledge

Students are familiar with family relationships.

Vocabulary

Parents, grandparents, family tree

Material required

Baby pictures of students; family pictures, if possible

Learning outcomes

Students should be able to:

- identify some family members
- recognise that they should respect all family members and friends.

Method

a. Introductory activity

Family day

Organise a family scene in the classroom. Give each child the role of a family member. Arrange for them to dress according to their role, such as mother, father, grandparents, brother, and/or sister. Arrange their seating in the classroom as if they are gathered for a meal at the dining table. Ask them to play their roles (e.g. parents might ask their children about how they spent their time in school; children might ask their grandparents to come with them to the park in the evening, etc.). Let the students come up with their own ideas for the role play. Invite some teachers and children to watch the show.

After 10–15 minutes, ask the students to return to their seats in the class. Talk about the activity.

- What was the family talking about?
- What was father doing?

b. Development

Read the lesson with the students. Also explain the given pictures and ask different questions about them, for example:

What is Hasan sharing with his sister?

‘When you were a baby, your parents did everything for you’.

Explain to them how their parents helped them in feeding, walking, speaking, and many other things when they were small and could not do anything for themselves.

c. Closure

Encourage students to talk about how they spend their time with their family. Students might say that they watch TV together, or go for picnic, or go out to eat, etc.

Assessment**QUICK RECALL**

First: Grandfather

Last: Father

LEARNING CHECK

Discuss with the help of the pictures what Hasan is shown doing. Students can then write a few points in their notebooks.

GOING FURTHER

This can be assigned as a homework.



DATE:

TIME: 40 MINS

Unit 1: Me and My World

Topic: My family	Teaching objectives	Learning outcomes	Resources/ Materials	Time allocation
1. Family relationships	<ul style="list-style-type: none"> to examine different family relationships 	<p>Students should be able to:</p> <ul style="list-style-type: none"> identify some family members. 	Pencils, paper, coloured pencils, crayons	<p>Introductory activity: 10 mins</p> <p>Development: 20 mins</p> <p>CW: 10 mins</p>

Key words: parents, grandmother, grandfather, help

Introductory activity: Ask the students questions such as: How many people live in your home? How are they related to you? Discuss why families are important and what they like about their families. Ask students to think about the special contributions each family member makes to the family. As they respond, create a chart on the board and record some of their responses. Encourage the students to think about their own role in their family. What do they contribute? How do they help?

Development: Read pages 11-12 and then ask questions related to the text such as: How many people are there in your family? Who took care of them when they were a baby? Who helps them with their homework? Who do you help at home? How do you help your father, mother, or siblings? etc.

CW: Explain what a family tree is. Draw one on the board and then complete it using the names of one student's family members. Do it again with the names of another student's family members so that they know how to draw a family tree. The teacher should give each student a sheet of paper and ask them to draw his/her own family tree.

HW: Complete the given worksheet.

DATE:

TIME: 40 MINS

Unit 1: Me and My World

Topic: My family	Teaching objectives	Learning outcomes	Resources/ Materials	Time allocation
2. Respecting elders and interaction with family members	<ul style="list-style-type: none"> to assess students' understanding of showing respect for their family members 	Students should be able to: <ul style="list-style-type: none"> recognise that they should respect all family members and friends. 	Worksheet	Recap: 5 mins Development: 10 mins CW: 25 mins

Recap: Review the main points of the chapter and ask questions related to the text.

Development: Read out the questions in the Learning Check and Going Further sections and discuss them with the students.

CW: Learning Check and Going Further.

HW: Worksheet



Unit 1: Me and My World
My Family

Worksheet 1

Name: _____

Date: _____

Fill in the blanks with information about your family:

My family

My grandfather's name is _____

My grandmother's name is _____

My father's name is _____

My grandfather's name is _____

My grandmother's name is _____

My mother's name is _____

I have _____ brothers

I have _____ sisters

Unit 1: Me and My World
My Family

Worksheet 2

Name: _____

Date: _____

1. Are the following actions helpful for our family? Choose the correct answer:

a) Putting plates and spoon on the table for meal time.

☐ Helpful ☐ Not helpful

b) Leaving our toys on the floor.

☐ Helpful ☐ Not helpful

c) Putting our clothes in the cupboards.

☐ Helpful ☐ Not helpful

d) Leaving the drawers open.

☐ Helpful ☐ Not helpful

e) Throwing sweet and ice cream wrappers on the floor.

☐ Helpful ☐ Not helpful

2. How do you help your mother/father at home?



Chapter 1.5: My Home

Previous knowledge

Students can describe their homes.

Vocabulary

garage, dust bin, neighbourhood, park, hospital, schools, balcony, shops

Material required

Photographs of homes and neighbourhood

Learning outcomes

Students should be able to:

- recognise the importance of keeping themselves, their clothes and surroundings clean for their health.
- describe their home.
- identify the different kinds of houses.
- recognise that many families living in a locality make a neighbourhood.
- describe their neighbourhood (in terms of people, farms, shops, streets, parks and playgrounds etc.).
- identify key places on a pictorial map of a neighbourhood.
- identify what makes the neighbourhood clean or dirty.
- understand and practise the idea of keeping their homes and neighbourhood clean.

Method

a. Introductory activity

Ask the students:

- How many floors does their house have?
- Who lives in a flat?
- Where is food cooked at home?
- Whose house has plants?
- Is it noisy or quiet near their house?
- How do they help at home?

b. Development

Tell the students that they will learn about different homes today. Read the lesson with the students. Explain the pictures in the lesson.

Talk about Hasan's house.

- Who waters the plants in his house?
- How does his house look different now? (plants, greenery)
- What do they do in the different areas of the house?
- Why do Zara and her family live in a big house?
- How does Zara keep the house clean?
- Where does Peter live?
- How is the lift useful for Peter's sister?
- Why can't he sleep sometimes?

Talk about some more homes given in the lesson and what they are like.

c. Closure

Ask students to tell one thing they like about their neighbourhood.

Assessment

QUICK RECALL

- | | | | |
|------------------|-------------------------------|--------------|-------------|
| i. waters | ii. clean | iii. dustbin | iv. balcony |
| v. neighbourhood | vi. shops, parks, and schools | | |

LEARNING CHECK

1. Since children may live in different types of houses, explain to them where to tick the answer.
2. Ask the children how they help at home, what they do, etc. They should then write the answers in their notebooks or draw a picture to express themselves.

GOING FURTHER

1. Give the task for homework; ask students to show the picture to their friends and talk about it.



DATE:

TIME: 40 MINS

Unit 1: Me and My World

Topic: My home	Teaching objectives	Learning outcomes	Resources/ Materials	Time allocation
1. Homes and surroundings	<ul style="list-style-type: none"> to discuss the students' home surroundings to describe the purpose of different rooms in the house to stress the importance of cleanliness 	<p>Students should be able to:</p> <ul style="list-style-type: none"> describe their home. recognise the importance of keeping their surroundings clean. 	Old and more recent pictures of the students' houses	<p>Introductory activity: 10 mins</p> <p>Development: 20 mins</p> <p>CW: 10 mins</p>

Key words: floor, dining, drawing room, garage, rubbish, storeroom

Introductory activity: Ask a couple of students to describe their houses. Ask questions like: Where do you eat your dinner? Where do you sit and watch television? etc. Also talk about the importance of plants and how important it is to grow plants and trees.

Development: Read pages 14-16 and explain the text. Talk about cleanliness. How important it is to keep ourselves and our surroundings clean and tidy. Ask them questions during the lesson like: How do you help to keep your house clean? Why should we not eat in the bedroom? Emphasize the fact that we should be neat, clean, and orderly.

CW: Ask questions related to the topic, for example: What is your house like? Ask each student to look at the pictures of his/her house and to describe it in writing.

DATE:

TIME: 40 MINS

Unit 1: Me and My World

Topic: My home	Teaching objectives	Learning outcomes	Resources/ Materials	Time allocation
2. Different types of homes	<ul style="list-style-type: none"> identify the different kinds of homes 	Students should be able to: <ul style="list-style-type: none"> explain the different types of homes. 		Introductory activity: 10 mins Development: 10 mins CW: 20 mins

Key words: balcony, wheelchair, sign, airy

Introductory activity: Ask the students questions like: What kind of a house do you live in, (a flat, a bungalow, etc.) Talk to them about the different types of houses. What different materials are used to make different types of houses? Explain that different places have different kinds of houses due to their weather conditions and surroundings.

Development: Read pages 14-16 and provide necessary explanations. Ask questions such as: Why does Peter's sister use a wheelchair? What is a lift? Explain what a lift is and what it is used for. Explain why it is important to have bright, airy, houses.

CW: Learning Check



DATE:

TIME: 40 MINS

Unit 1: Me and My World

Topic: My home	Teaching objectives	Learning outcomes	Resources/ Materials	Time allocation
3. Understanding the neighbourhood	<ul style="list-style-type: none"> to discuss key places in a neighbourhood to stress upon the importance of keeping it clean 	<p>Students should be able to:</p> <ul style="list-style-type: none"> recognise that many families living in a locality make a neighbourhood. describe their neighbourhood (in terms of people, farms, shops, streets, parks and playgrounds etc.). identify key places on a pictorial map of a neighbourhood. identify what makes the neighbourhood clean or dirty. 	<p>Pictorial map of a neighbourhood</p> <p>Pictures of different places in a neighbourhood (e.g., parks, shops, houses)</p>	<p>Development: 15 mins</p> <p>CW: 25 mins</p>

Introductory activity: Talk about how many families living together make up a neighbourhood. Ask students to share how many families live on their street and what they know about their neighbours.

Development: Read page 17 and ask students to tell the names of the places shown on the page. Explain the different places on the map and encourage students to tell the class about the shops, parks, and clinics in their neighbourhood.

CW: Going Further Q1

HW: Going Further Q2

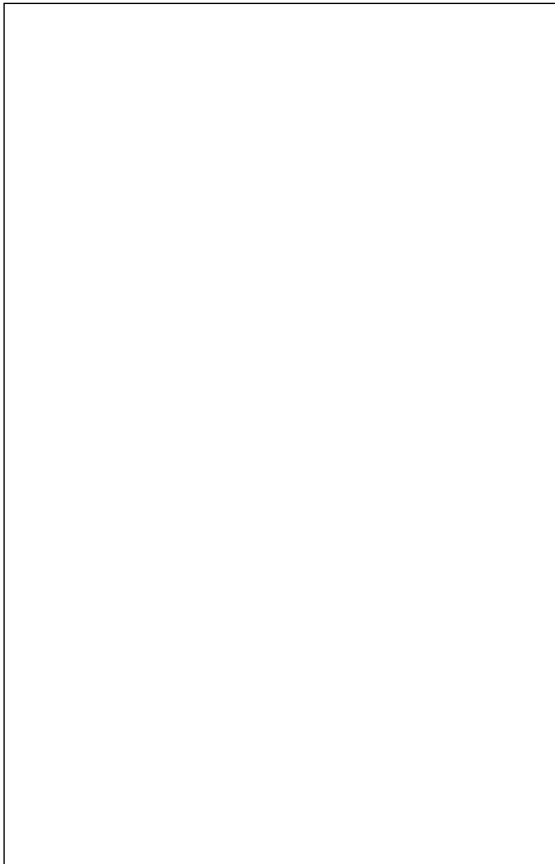
Unit 1: Me and My World
My Home

Worksheet 1

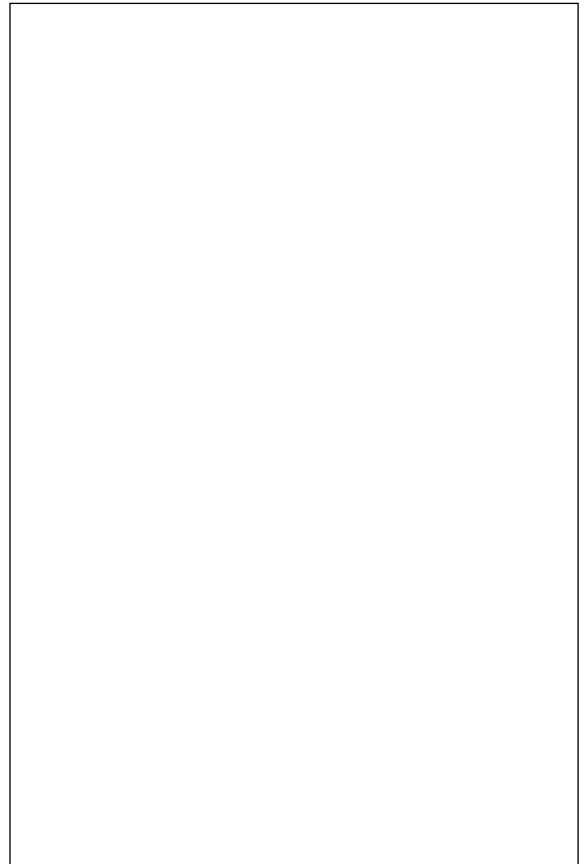
Name: _____

Date: _____

Draw and compare houses.



House 1



House 2

Which house is higher? _____

Which house is wider? _____

Which house has more windows? _____

Which house is darker? _____

Which house do you prefer? _____



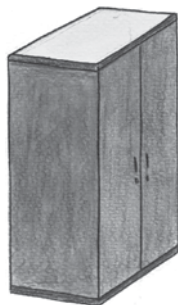
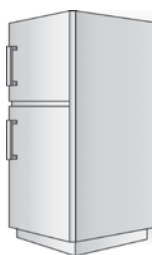
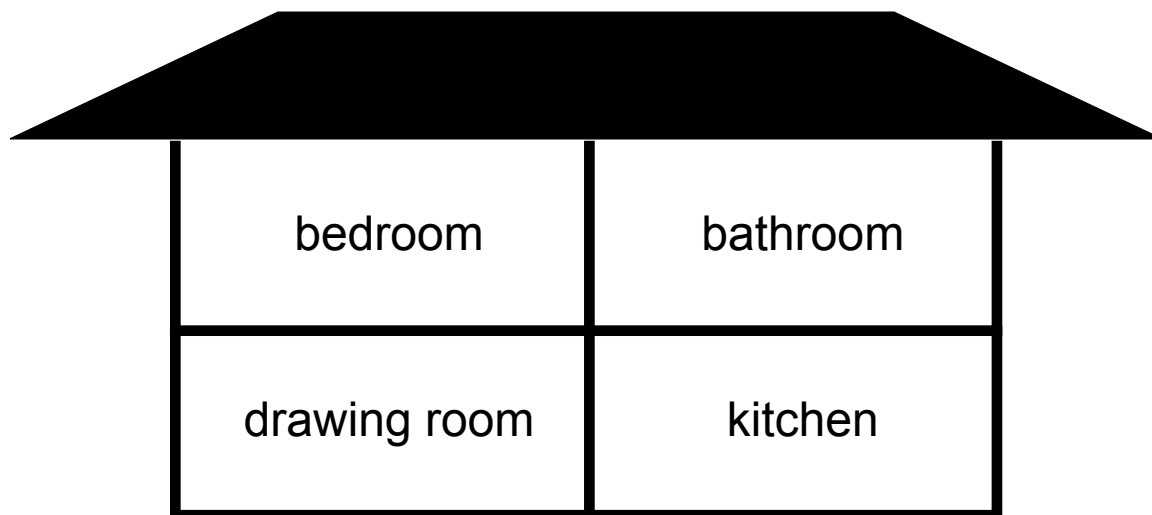
Unit 1: Me and My World
My Home

Worksheet 2

Name: _____

Date: _____

Put all the furniture in the right places by drawing lines.



Chapter 1.6: Meet my Friends

Previous knowledge

Children at this age interact with their peers at home and school.

Vocabulary

kind, obey

Learning outcomes

Students should be able to:

- recognise the good qualities of others.
- identify the ways in which they are same and different from others with respect to likes and dislikes.
- list their friends at home and school.
- narrate the special qualities of some of their friends.

Method

a. Introductory activity

Ask the children who their friends are.

Draw a large house on the board and label it 'Friendship House'.

Ask the students to draw a similar house in their notebooks.

List the following steps on the board while the students are drawing their friendship houses.

- If your friends are kind to you, then colour the house yellow; otherwise leave it without any colour.
- Colour the roof brown if your friends share their things and lunch with you; if not, then do not colour.
- Colour the door red if your friends wait for you to start playing.
- Colour the windows green if they help you in your work; otherwise leave them without colour.
- Colour the gate orange if your friends obey their parents and teachers.

Check students' work by taking a round of the class; then discuss a few things about the Friendship House.

What did you colour and why?

What did you not colour and why?

It will be interesting to listen to the children.



b. Development

Read the lesson with the students and talk about the given pictures. Ask them how they play with their friends.

c. Closure

Ask students if they have friends in their neighbourhood. Encourage them to talk about their favourite games.

Assessment

QUICK RECALL

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

LEARNING CHECK

1. Students will write the names of their friends.
2. Students will write what they like to do with their friends.

GOING FURTHER

Discuss these questions with the students; they can then write out the answers in their notebooks.

DATE:

TIME: 40 MINS

Unit 1: Me and My World

Topic: Meet my friends	Teaching objectives	Learning outcomes	Resources/ Materials	Time allocation
1. Appreciating friends	<ul style="list-style-type: none"> to raise awareness of how every child is different and has different likes and dislikes 	<p>Students should be able to:</p> <ul style="list-style-type: none"> recognise the good qualities of others. identify the ways in which they are same and different from others with respect to likes and dislikes. list their friends at home and school. narrate the special qualities of some of their friends. 		<p>Introductory activity: 20 mins</p> <p>Development: 10 mins</p> <p>CW: 10 mins</p>

Key words: kind, obey

Introductory activity: Please refer to the introductory activity for this lesson on page 30 of the teaching guide.

Development: Read page 19 and provide any necessary explanations. Ask the students to talk about what they do with their friends, how they behave, and how they like to spend time together.

CW: Quick Recall (True and False)

Read out the sentences to the class and let them answer before they write the answers in their exercise books.

HW: Complete Learning Check



DATE:

TIME: 40 MINS

Unit 1: Me and My World

Topic: Meet my friends	Teaching objectives	Learning outcomes	Resources/ Materials	Time allocation
2. Expression through written work	<ul style="list-style-type: none"> to assess students' learning 	<p>Students should be able to:</p> <ul style="list-style-type: none"> explain the importance of having good friends. 	Worksheet 3	<p>Recap: 10 mins</p> <p>Development: 10 mins</p> <p>CW: 20 mins</p>

Recap: Review the main points asking questions related to the text.

Development: Read out the questions from the Going Further exercise and ask the students to respond to them. Discuss the questions thoroughly, listening to the responses of five or six students before asking them all to write their answers in their exercise books.

CW: Going Further

HW: Complete Worksheet 3.

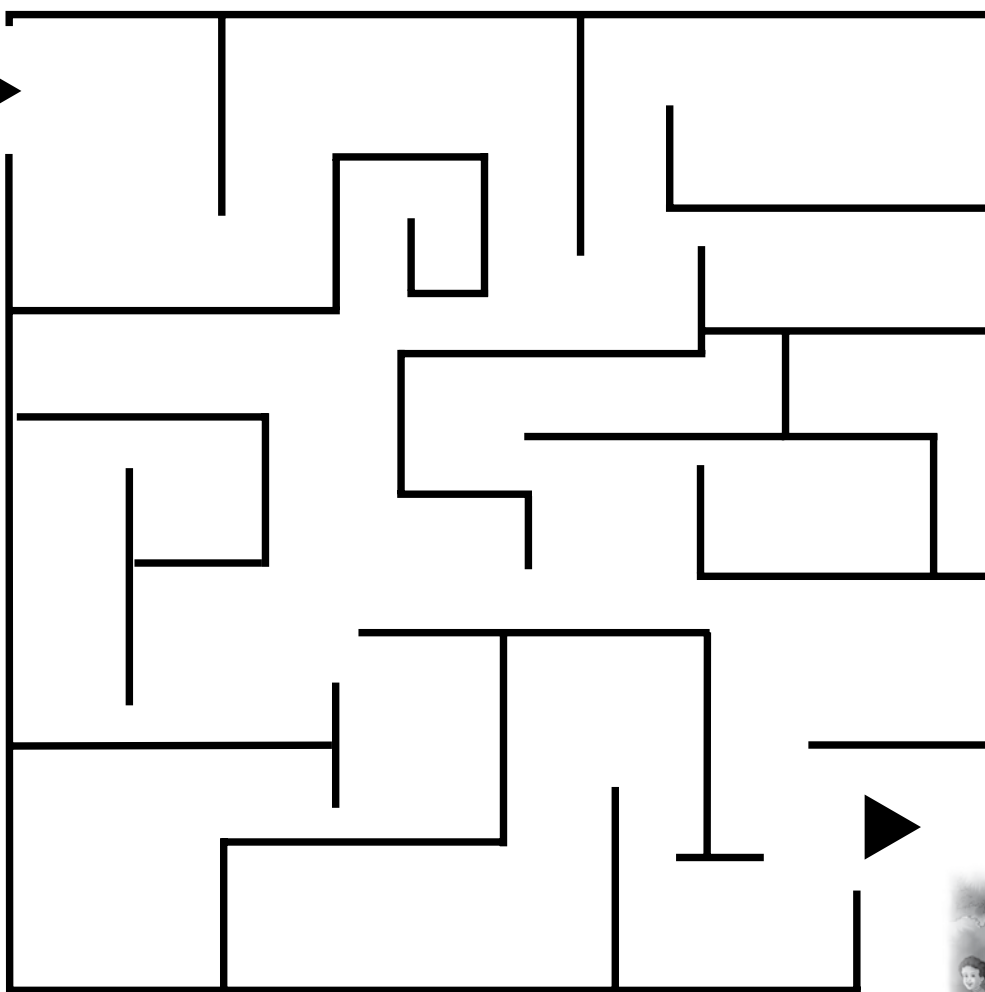
Unit 1: Me and My World
Meet my Friends

Worksheet 1

Name: _____

Date: _____

Help Zara find her friends through the maze.





Unit 1: Me and My World
Meet my Friends

Worksheet 2

Name: _____

Date: _____

1. Write a few lines about your best friend:

My best friend's name is _____.

He/she _____.

He/she lives in _____.

He/she likes _____.

We _____

2. Stick or draw a picture of your best friend in the box below:

Unit 1: Me and My World
Meet my Friends

Worksheet 3

Name: _____

Date: _____

Three ways I could be more friendly are:

1. _____
2. _____
3. _____

Three ways I could be kinder are:

1. _____
2. _____
3. _____

What would you do?

1. If you saw somebody without any lunch?

2. If you saw somebody playing all by themselves at recess?

3. If somebody from your classroom was being picked on?



Chapter 1.7: Things Change

Previous knowledge

Students have an idea about changes around them.

Vocabulary

change, past, present

Learning outcomes

Students should be able to:

- talk about things that their parents did differently in past from today.
- talk about some differences in the way things were done in the past.

Method

a. Introductory activity

Start the lesson by talking about how things change. Talk about pets—kittens becoming cats; younger siblings (brothers and sisters) growing up. Ask how they have changed—what differences did they see? They may give different answers.

b. Development

Read the lesson and use the pictures to show how the changes take place, such as older grandparents and the different kinds of things they used. Explain how things evolve with the passage of time. Compare the things students use today with those that their grandparents or parents used.

c. Closure

Explain the Learning Check and Going Further exercises.

Assessment

QUICK RECALL

The Quick Recall task can be done independently.

LEARNING CHECK

1. Students will write about something they did at home or in school yesterday.
2. Students will write about something they are doing at the moment.

GOING FURTHER

1. This can be assigned as a homework so students can talk to their parents about their grandparents' homes. In case they do not have pictures of their grandparents' homes, teachers can show pictures of old houses and new houses for comparison. The idea is to enable them to understand how things change.
2. This can also be assigned as a homework. Students will need their parents' help to find their birthday pictures and to paste them in the book.

DATE:

TIME: 40 MINS

Unit1: Me and My World

Topic: Things change	Teaching objectives	Learning outcomes	Resources/ Materials	Time allocation
1. Change	<ul style="list-style-type: none"> to explain that things change over time 	Students should be able to: <ul style="list-style-type: none"> talk about things that their parents did differently in past from today. 	Pictures of items which were used in the past	Introductory activity: 15 mins Development: 15 mins CW: 10 mins

Key words: celebrate, past, present

Introductory activity: Explain the difference between past and present to the children. Ask them to name a few things that happened in the past and then some things in the present so that they clearly understand the difference in time. Refer to the introductory activity on page 37 of this teaching guide.

Development: Read page 21 with the students and explain the text where necessary. The Show the students pictures of the school (past and present) and ask them to identify the changes. Also, the students could be asked to bring in pictures or objects from the past, for example, from their grandparents, to share with the class.

CW: Ask questions related to the text. Explain the Learning Check task and ask the students to complete it in class.



DATE:

TIME: 40 MINS

Unit1: Me and My World

Topic: Things change	Teaching objectives	Learning outcomes	Resources/ Materials	Time allocation
2. Changes in people and things	<ul style="list-style-type: none"> to explain how developments take place over time 	<p>Students should be able to:</p> <ul style="list-style-type: none"> talk about things that their parents did differently in past from today. 	Worksheet 1	<p>Recap: 5 mins</p> <p>Development: 20 mins</p> <p>CW: 15 mins</p>

Recap: Review the main points of the previous lesson by asking questions.

Development: Discuss the pictures and other items that the students have brought from home. Talk about the differences between the things used in the past and those used in the present. Discuss schools of the past in detail and encourage the students to identify the advantages and disadvantages. Show them pictures and objects for a hands-on activity.

CW: Going Further

HW: Complete the given worksheet.

Unit 1: Me and My World
Things Change

Worksheet 1

Name: _____

Date: _____

Like all things, people also change as they grow older. Ask your parents what games they liked to play when they were your age and write them down. Then write down what you like to play and note the differences.

When my father was my age he liked to play _____

When my mother was my age she liked to play _____

I like to play _____



Chapter 1.8: My School

Previous knowledge

Students are familiar with their classroom and a few places in the school.

Vocabulary

assembly, library

Material required

Paper and crayons/colour pencils

Learning outcomes

Students should be able to:

- tell the name and location of their school. Recognise and appreciate that they can make friends in school who come from various social and religious backgrounds. Note: make it a new bullet point.

Method

a. Introductory activity

Before you start the lesson, ask students about the school.

- What are the different places in school?
- What are the different rooms for?
- How are they used?

Students will give different answers. You can take them on a tour around the school and explain the different areas for their orientation. When you return to the classroom, ask them to name their favourite place.

b. Development

Read the lesson with the students. Explain the pictures. You may ask questions like:

- Where do Hasan and Zara have their lessons?
- Where do they play with their friends?
- Where do they paint pictures?

c. Closure

Wrap the lesson by having a role play in class. Encourage students to say a sentence about their job. For example someone who plays the role of a librarian can say, 'I love books. I keep them in order in the library.'

Assessment**QUICK RECALL**

1. Students will write the name of their school.
2. Students will select the activities.
3.
 - i. playground
 - ii. library
 - iii. break time

LEARNING CHECK

1. Students can give examples of teachers, librarian, gate keeper, principal, etc.
2. Students will write their own responses.
3. Students will write their own responses.
4. Students will match the pictures with the captions.

GOING FURTHER

Students will draw a waste paper basket and colour it.



DATE:

TIME: 40 MINS

Unit 1: Me and My World

Topic: My school	Teaching objectives	Learning outcomes	Resources/ Materials	Time allocation
1. School environment	<ul style="list-style-type: none"> to explore the surroundings of their school 	<p>Students should be able to:</p> <ul style="list-style-type: none"> tell the name and location of their school. Recognise and appreciate that they can make friends in school who come from various social and religious backgrounds. 		<p>Introductory activity: 5 mins</p> <p>Development: 30 mins</p> <p>CW: 5 mins</p>

Key words: library, assembly, lesson, art room

Introductory activity: Ask the students questions such as: What is the name of our school? Why do you come to school every day? What activities do you do at school?

Development: Read pages 23-24 and provide any necessary explanations. The teacher should escort the students around the school, showing them the work areas and naming them so that the name and the purpose of each area is clear to students. For example, take them to the library and ask the students what the place is called. Ask questions such as: Why do we come to a library? What is the purpose of a library? Explain why it is necessary to have different areas for different activities. Students should also recognise that students come from different backgrounds and everyone needs to be respected.

CW: On returning to the classroom, ask questions related to the topic and the areas they have visited, for example: Where do you go to read books? Where do you paint pictures? etc.

HW: Going Further

DATE:

TIME: 40 MINS

Unit 1: Me and My World

Topic: My school	Teaching objectives	Learning outcomes	Resources/ Materials	Time allocation
2. Keeping school clean	<ul style="list-style-type: none"> to assess if students know the importance of keeping their environment clean 	Students should be able to: <ul style="list-style-type: none"> Know the importance of keeping their school clean. 	Worksheet 1	Recap: 25 mins CW: 15 mins

Recap: Review the chapter by asking questions about the school environment. Ask them how they keep their school clean. Do they use the dustbins to throw trash? What do they do if they see litter thrown around? Talk about the wrappers, plastic bags, plastic bottles and empty juice packets that create litter. If students bring their food and water from homes in reusable boxes and bottles, they will keep the environment clean.

CW: Learning Check and Going Further

HW: Complete Worksheet 1.



Unit 1: Me and My World
My School

Worksheet 1

Name: _____

Date: _____

1. Complete the puzzle with the names of some of the things we have in school. Use the words in the box to help you.

Books	Lunch	Assembly	Play	Art
-------	-------	----------	------	-----

				A		
				S		
B	O					
				L	U	
P	L					

2. Fill in the blanks:

- We eat our lunch at _____ time.
- We play in the _____ with our friends.
- We paint pictures in the _____ room.
- We read books in the school _____.
- We have our lessons in the _____.

Unit 1: Me and My World
My School

Worksheet 1

Name: _____

Date: _____

1. Name the different rooms you pass if you walk from your classroom to the school gate.

2. Write a sentence about the work of the following people in your school:

a. School gatekeeper:

b. Librarian:

c. Physical trainer:

d. Your favourite teacher:



Chapter 1.9: Places of Worship

Previous Knowledge

Students have probably heard 'Azan', the call for prayer from Masjid.

Vocabulary

masjid, church, temple, fire temple, gurudwara

Material Required

Paper and crayons/colour pencils for Going Further task

Learning outcomes

Students should be able to:

- Identify the Masjid in their neighbourhood as a place of worship for Muslims.
- Inquire about other places of worship (church, temple, gurdwara etc).

Method

a. Introductory activity

Before you start the lesson, ask the students about places of worship.

- What are the different places of worship you know?
- What are these places used for?

Students will give different answers. You can show pictures of different places of worship for their orientation. When you come back to the classroom, tell them to imagine that someone wants to visit these places of worship. They will give the visitor a tour, explaining the different places and their significance. Divide the students into groups of 4–5. Give them some time to discuss what they would tell the visitor. One child in the group may then pretend to be the visitor. Now ask the students from each group to tell the visitor about the places of worship.

b. Development

Read the lesson with the students. Explain the pictures. You may ask questions like:

- Where do Muslims go to pray? As a teacher, you probably know if you have students from other religions in your class. Ask them to tell others about the names of their festivals.

c. Closure

End the lesson by emphasizing that people from all religions should be treated with respect.

Assessment

QUICK RECALL

1. Ask students to join the pictures with the captions.
2. People of other religions should be treated with respect.

GOING FURTHER

This will be assigned as homework. Ask students to share in class what they found out about the different places of worship in their city.

DATE:

TIME: 40 MINS

Unit 1: Me and My World

Topic: Places of Worship	Teaching objectives	Learning outcomes	Resources/ Materials	Time allocation
1. Learning about the places of worship for different religions	<ul style="list-style-type: none"> What are the different places of worship you know? What are these places used for? 	<ul style="list-style-type: none"> Identify the Masjid in their neighbourhood as a place of worship for Muslims. Inquire about other places of worship (church, temple, gurdwara, etc). 	<ul style="list-style-type: none"> Pictures of various places of worship (e.g., mosque, church, temple, synagogue). Textbook pages related to the topic. Chart paper and markers. 	Introductory activity: 5 mins Development: 30 mins CW: 5 mins

Key words: masjid, church, temple, worship, prayer

Introductory activity: Ask the students questions such as: What is a place of worship? Can you name any places of worship you know? Why do people go to these places?

Development:

Read the relevant pages from the textbook and provide any necessary explanations.

Show pictures of different places of worship and discuss their features.

Explain the significance of each place of worship and the activities that take place there.

For example, show a picture of a mosque and ask: What is this place called? Why do people go to a mosque? What activities happen in a mosque?

CW: On returning to the classroom, ask questions related to the topic and the places of worship discussed, for example: Where do people go to pray in a masjid? What is the purpose of a church?

HW: Going Further



Chapter 1.10: Transport

Previous knowledge

Children are aware of different kinds of transport seen on the roads.

Vocabulary

transport, travel, goods

Material required

Pictures of different means of transport for class display.

Learning outcomes

Students should be able to:

- differentiate between slow and fast means of transportation.
- identify the places where buses and trains stop, aeroplanes land and ships berth.
- describe the activities that take place at a bus stop, railway station, airport, and harbour.
- identify the means of transportation which people use.

Method

a. Introductory activity

Put up a collage of pictures of different types of vehicles and means of transport. Ask students to name the different kinds of transport they know; talk about what kinds of transport they have used. Discuss how methods of transport have changed with time; also discuss their speed and capacity.

b. Development

Read the lesson with the students, using the pictures to explain the text. Talk about change in how people live. Stress the importance of being kind and caring towards animals that help us.

c. Closure

Ask students to talk about their experiences of travelling in a bus or a train or a plane.

Assessment

Ask students to name their favourite transport.

QUICK RECALL

1. Students will match the pictures with the given descriptions

LEARNING CHECK

1. Horse, donkey, camel
2. car/motor bike/ cycle/ bus/ train (Students can write any of these)

3. Ship/ boat (Students can write either of these)
4. Helicopter/aeroplane (Students can write either of these)

GOING FURTHER

Ask students to bring pictures or toys in the next class. Arrange three tables for each of the category: Land, sea, air. Ask students to put their toys/ pictures in the respective category. Encourage students to talk about the differences.



DATE:

TIME: 40 MINS

Unit 1: Me and My World

Topic: Transport	Teaching objectives	Learning outcomes	Resources/ Materials	Time allocation
1. Types of transport	<ul style="list-style-type: none"> to explain different modes of transport 	<p>Students should be able to:</p> <ul style="list-style-type: none"> identify the means of transportation which people use. differentiate between slow and fast means of transportation. identify the places where buses and trains stop, aeroplanes land and ships berth. 	<p>Pictures of different kinds of transport</p> <p>Worksheet 1</p>	<p>Introductory activity: 15 mins</p> <p>Development: 25 mins</p>

Key words: travel, camel, vehicle

Introductory activity: Show the students pictures of different modes of transport and ask them which ones they have used. Discuss various forms of transport, from roller skates, bikes, and scooters to jet skis, helicopters, and aeroplanes. Make a list on the board of the various modes of transport suggested by the students. Ask the students to suggest other exciting ways to travel they have not yet experienced (hot air balloon, camel or dolphin rides, space shuttle). What would they like to try in the future?

Refer to the introductory activity in this teaching guide on page 49.

Development: Read page 29 with the students, asking questions and providing necessary explanation. Explain to them that some modes of transport are fast while others are slow. Talk about the places where these transport are stationed—for example buses stop at the bus stands, trains at stations, aeroplanes land at airports, ships berth at ports.

HW: Complete the worksheet.

DATE:

TIME: 40 MINS

Unit 1: Me and My World

Topic: Transport	Teaching objectives	Learning outcomes	Resources/ Materials	Time allocation
2. Activities related to transport	<ul style="list-style-type: none"> to describe different kinds of transport 	Students should be able to: <ul style="list-style-type: none"> describe the activities that take place at a bus stop, railway station, airport, and harbour. 	Worksheet 2	Recap: 10 mins Class activity: 30 mins

Recap: Review the main points asking questions such as: How did your grandparents get to school? How did your parents get to school? How do children travel to school today? What are the differences?

Development: Ask students about the activities taking place at different transportation hubs.

CW: Learning Check and Going Further

Read out the instructions in 'Going Further' and explain the task to the students.

HW: Complete the given worksheet.



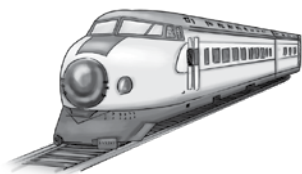
Unit 1: Me and My World
Transport

Worksheet 1

Name: _____

Date: _____

Trace the words. Draw lines to match each mode of transport to its name.







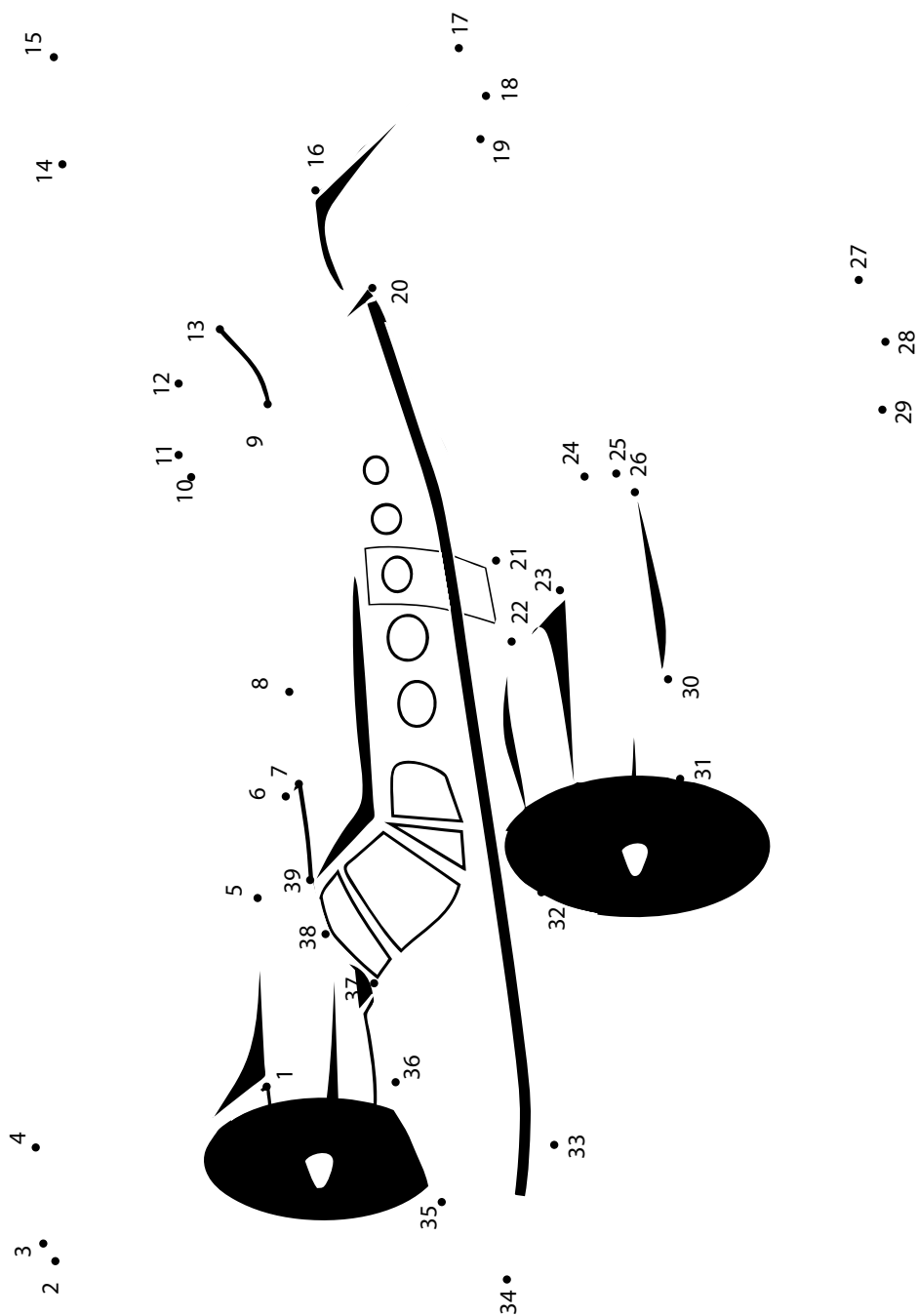






Name: _____

Date: _____





UNIT

2

RULES AND RESPONSIBILITIES

Chapter 2.1 : Rules

Previous knowledge

Children are aware of basic rules at home and school

Vocabulary

vehicles, traffic, busy roads, zebra crossing, rules

Learning outcomes

Students should be able to:

- share the rules they follow in the school.
- understand and follow the class and school rules.
- understand why following the rules is important.
- define rules.
- recognise that they should respect everyone in their school (teachers, class fellows, service providing staff, etc. regardless of their faith ethnicity and social background).
- recognise the importance of collaboration by participating in group activities and games.
- recognise the importance of following rules.
- observe and identify the rules when playing a game.
- identify some traffic rules.
- identify the safety rules they should follow while walking on the road, crossing a road, travelling by a bus etc.

Method

a. Introductory activity

Ask what the traffic signals say; how do you cross a road?

Listen to the different answers.

b. Development

Explain some basic rules that are important in everyday life. Ask students to read the ten rules on page 32, one by one. Ask students to raise their hands if they follow that rule.

Then ask students why they should follow rules in games. Listen to their responses and encourage them to follow rules.

Read pages 33-34 with the students. Explain it with the help of the pictures; tell them how to cross the road safely. The most important safety factor is to explain to the students that they are too small to cross a road alone and must be accompanied by an adult when doing so.

A helpful activity to teach the concept is by gathering some toys such as cars, trucks, and other transport vehicles, drawing road signs, the traffic lights, and a zebra crossing to set up a traffic scene. Then demonstrate how traffic on the road should obey the signals and how people should cross the roads safely.

c. Closure

Ask student about some new rule they have learned in class.

Assessment

QUICK RECALL

- i. Right ii. Wrong iii. Right iv. Wrong

LEARNING CHECK

1. Cricket: Outdoors
Football: Outdoors
Checkers: Indoors
Ludo: Indoors
2. Rules are instructions to behave in a certain manner.
3. Traffic lights are made of three different coloured lights to control the flow of traffic. Red means to stop, Yellow to wait, and Green to go.
4. A traffic policeman controls traffic. He stops the traffic from one side and allows the other side to move.

GOING FURTHER

1-3. Students will write their own responses based on their own experiences and teacher's support.



DATE:

TIME: 40 MINS

Unit 2: Rules and Responsibilities

Topic: Rules at home and school	Teaching objectives	Learning outcomes	Resources/ Materials	Time allocation
1. What are Rules? 2. What are traffic lights?	<ul style="list-style-type: none"> to explain the importance of rules and to encourage students to share the rules they are aware of to explain some basic traffic rules 	Students should be able to: <ul style="list-style-type: none"> share the rules they follow in the school. understand and follow the class and school rules. understand why following the rules is important. define rules. recognise that they should respect everyone in their school (teachers, class fellows, service providing staff, etc. regardless of their faith ethnicity and social background). recognise the importance of collaboration by participating in group activities and games. explain the importance of observing traffic rules 	Rules of classroom printed on a chart paper, traffic signal pictures	Introductory activity: 10 mins Development: 20 mins CW: 10 mins

Key words: zebra crossing, safely, vehicle, blind

Introductory activity: Ask the students to explain how to cross a busy road; explain why it is important to observe traffic rules.

Development: Read pages 32 and 33 with the students and give any necessary explanations. Explain that rules are made to keep things fair, and safe for everyone. Each place has a different set of rules, but some rules are common across all places. talk about the rules students follow at home and at school. There are rules of parking cars, visiting a hospital, etc. Emphasize the fact that it is very important to observe traffic rules for our own safety and for the safety of others. Explain the rules for crossing the road.

CW: Quick Recall questions

DATE:

TIME: 40 MINS

Unit 2: Rules and Responsibilities

Topic: Traffic lights	Teaching objectives	Learning outcomes	Resources/ Materials	Time allocation
3. Importance of safety	<ul style="list-style-type: none"> to explain how students can help people in need 	<p>Students should be able to:</p> <ul style="list-style-type: none"> recognise the importance of following rules. observe and identify the rules when playing a game. identify some traffic rules. identify the safety rules they should follow while walking on the road, crossing a road, travelling by a bus, etc. 	Worksheet 1	<p>Recap: 10 mins</p> <p>Development: 20 mins</p> <p>CW: 10 mins</p>

Recap: Briefly go over the content of the previous lesson. Review the main points asking questions based on the text.

Development: Talk about the pictures given in Going Further and then ask the students what is wrong in each picture. Give them as much time as they need to respond and encourage them to focus on identifying the problems. Listen to three or four responses and discuss the picture, highlighting what is wrong. Write the necessary vocabulary on the board and then help the students to write the answers.

CW: Going Further

HW: Complete the given worksheet.



Unit 2: Rules and Responsibilities

Worksheet 1

Rules

Name: _____

Date: _____

What is wrong with these sentences? Rewrite the correct sentence in the space below:

a. Ahmed crossed the road at the donkey crossing.

b. All cars stopped when the traffic signal turned pink.

c. A nurse is always there to help us if there is no traffic signal.

d. First look up, and then down and then up again before you cross the road.

e. Do not run, but sit down quickly on the zebra crossing.

Unit 2: Rules and Responsibilities

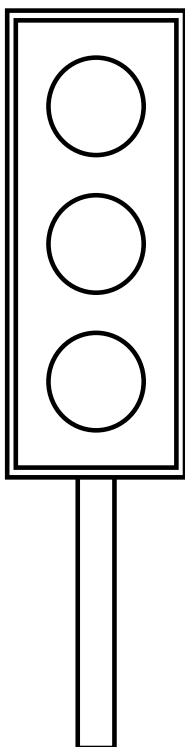
Worksheet 2

Rules

Name: _____

Date: _____

Colour the traffic lights. Trace the words.





Chapter 2.2: Good Manners

Previous knowledge

Students are aware of some basic manners such as greeting their parents and teachers every day.

Vocabulary

germs, litter

Learning outcomes

Students should be able to:

- greet others by saying Assalam o Alaikum, Hello, Good Morning etc.
- identify and list various aspects of good character.
- recognise the importance of good manners.
- demonstrate etiquettes of eating.
- recognise and identify the etiquettes of using the washroom.

Method

Talk about good manners and why they are important. Ask students to give you some examples of good manners they show.

a. Introductory activity

Ask students about the different ways of keeping clean and discuss their importance. Tell them that dirt breeds germs and germs cause diseases.

b. Development

Read the lesson with students. Explain the content with the help of the pictures. Talk about eating manners and encourage them to wash their hands before eating because it will save them from getting sick. Explain that washroom etiquettes are very important and they should flush the toilet, not clog the sin by throwing tissue papers in it, and throw used tissue papers in the dustbin.

c. Closure

Encourage students to show good manners and introduce a reward system in the class where students will earn a reward point for saying 'thank you', 'please', 'sorry', etc.

Assessment**QUICK RECALL**

1.
 - i. properly
 - ii. greet
 - iii. knock
2.
 - i. Wrong
 - ii. Right
 - iii. Wrong
 - iv. Wrong
 - v. Right

LEARNING CHECK

1. Good manners are important because they help us behave properly with people.
2. We should speak softly, politely, and respectfully.
3. We should take a small portion of food so that it can be finished. We can always have a second helping. This way food will not be wasted.
4. After using washroom, we should flush the toilet, wash our hands and make sure that we do not leave a mess behind.

GOING FURTHER

1-4. These can be done as classwork. encourage students to be creative and communicate their thoughts and ideas with class for shared learning.



DATE:

TIME: 40 MINS

Unit 2: Rules and Responsibilities

Topic: Good manners	Teaching objectives	Learning outcomes	Resources/ Materials	Time allocation
1. Importance of good manners	<ul style="list-style-type: none"> to explain the importance of good manners 	<p>Students should be able to:</p> <ul style="list-style-type: none"> greet others by saying Assalam o Alaikum, Hello, Good Morning, etc. identify and list various aspects of good character. recognise the importance of good manners. demonstrate etiquettes of eating. recognise and identify the etiquettes of using the washroom. 	Flash cards with greeting words, thank you, Please, Sorry, Excuse me, etc. written on them	<p>Introductory activity: 20 mins</p> <p>Development: 10 mins</p> <p>CW: 10 mins</p>

Key words: healthy, germ, litter

Introductory activity: Show the children the flash cards and ask them to say the words aloud. Then ask students how do they feel if someone says thank you to them—students will probably say that they feel good about it.

Development: Read pages 37-38 and discuss the pictures. Encourage them to use these words everyday, even when the teacher is not around. Talk about eating etiquettes and why food should not be wasted. Explain that it is important to wash hands after using the toilet, and before eating. Explain to them that it is everyone's responsibility to keep the toilet clean after using it. Ask them ways to keep the washroom clean.

CW: Learning Check

Chapter 2.3: Jobs and Duties

Previous knowledge

Children know about some jobs they see people doing.

Vocabulary

jobs, duties

Learning outcomes

Students should be able to:

- identify the people they interact with in school.
- talk about the activities they engage in at school.

Method

a. Introductory activity

Talk to the students about

- What jobs they do at home?
- What jobs they do at school?

Make two columns on the board and write the answers children give you.

Jobs at school Jobs at home

- What is the job of the guard in the school?
- What is the job of the cleaner in the school?

b. Development

Read the lesson with the children, and then explain the matter and the pictures. Talk about the pictures on page 40 and the work different people are doing.

c. Closure

Ask individual students to do actions of a certain job and ask the other students to guess.

Assessment

QUICK RECALL

- i. study ii. teach iii. cleans iv. table

LEARNING CHECK

1. Students will fill this out. They will have different responses. There is no right or wrong answer.



GOING FURTHER

Talk to the students about the different jobs they do at home and in school; the answers will vary. Ask them to write the answers in their books, and then share and discuss them with their friends.

DATE:

TIME: 40 MINS

Unit 2: Rules and Responsibilities

Topic: Jobs	Teaching objectives	Learning outcomes	Resources/ Materials	Time allocation
1. Different kinds of jobs	<ul style="list-style-type: none"> to highlight the significance of every type of job 	Students should be able to: <ul style="list-style-type: none"> identify the people they interact with in school. talk about the activities they engage in at school. 	<ul style="list-style-type: none"> Pictures of different occupations 	Introductory activity: 15 mins Development: 15 mins Closure: 10 mins

Key words: job, clean

Introductory activity: Begin by asking students what jobs or chores they do at home and at school. Explain to them why people need to work, that a job is a responsibility or duty which must be fulfilled properly. Ask the students to tell you about the jobs they do at home and the jobs they do at school. Draw two columns, Jobs at school and Jobs at home, on the board and complete it using the students' responses.

Talk about the work of the school guard or cleaner.

Development: Read pages 40, 41, and 42 and explain each job to the students in detail. Talk about the pictures on these pages that show the work different people are doing.

HW: Quick Recall: Read out the sentences with the students and help them fill in the blanks.



DATE:

TIME: 40 MINS

Unit 2: Rules and Responsibilities

Topic: Jobs	Teaching objectives	Learning outcomes	Resources/ Materials	Time allocation
2. People have jobs to earn a living	<ul style="list-style-type: none"> to discuss different types of jobs 	Students should be able to: <ul style="list-style-type: none"> describe some different types of work. 	Worksheet 1	Recap: 5 mins Development: 15 mins CW: 20 mins

Recap: Review the main points of the topic by asking questions related to the text. Ask the students to tell the class about some other jobs. Which job do they think is very difficult and which is an easier one?

Development: The teacher can ask individual students to mime one of the jobs discussed in class; the other students can ask questions related to that profession. For example a student can mime being a doctor, a postman, or a barber, etc. The students can prepare this at home and give a presentation on 'Jobs'.

CW: Going Further

HW: Complete Worksheet 1.

Unit 2: Rules and Responsibilities
Jobs and Duties

Worksheet 1

Name: _____

Date: _____

Decide if each statement below is TRUE or FALSE. If it is TRUE, write T in the blank provided. If it is FALSE, write F.

1. A dentist takes care of teeth. _____
2. A student studies at school. _____
3. A postal worker fights fires and drives a fire engine. _____
4. A singer sings songs. _____
5. A cook takes care of teeth. _____
6. A teacher cooks food in a restaurant. _____
7. A firefighter fights fires and drives a fire engine. _____
8. A bus driver drives a bus. _____
9. A doctor works in a post office and delivers letters. _____
10. A police officer works in a police station and fights crime. _____
11. A waiter studies at school. _____
12. A truck driver works in the police station and fights crime. _____



Unit 2: Rules and Responsibilities
Jobs and Duties

Worksheet 2

Name: _____

Date: _____

1. Fill in the blanks using the given words:

greengrocer mechanic teacher builder student cleaner



I fix cars,
I am a _____.



I sell vegetables,
I am a _____.



I clean the school,
I am a _____.



I teach children,
I am a _____.



I build houses,
I am a _____.



I go to school,
I am a _____.

2. Write down any three jobs that you do every day:

a. _____

b. _____

c. _____

Chapter 3.1: Our Flag

Previous knowledge

Students recognise the flag of Pakistan.

Vocabulary

special days, respect

Learning outcomes

Students should be able to:

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

Method

Show students a flag of Pakistan. Tell them about the background and history of our national flag. The green background stands for the Muslims; the white strip is for all the non-Muslim citizens of Pakistan; the crescent in the centre is for progress and the five-pointed star is for light and knowledge.

a. Introductory activity

Arrange a parade of your students for the special day. Take the students out in the ground for the parade practice. Choose any national song to be played for the parade. The child leading the group can hold up a large flag; other children can carry small flags of Pakistan.

Give them a big hand after the final performance.

b. Development

Read the lesson with the children. Explain the given pictures and tell them how they should respect the flag.

c. Closure

Wrap up the lesson by telling students that a flag represents a country and all countries of the world have a unique flag.



Assessment

QUICK RECALL

- i. green, white ii. five
- iii. throw iv. respect

LEARNING CHECK

1. Pakistan flag is raised on 23 March (Pakistan day), 14 August (Independence day), 6 September (Defence day) and 25 December (Quaid-e-Azam's رحمة الله عليه birthday)

GOING FURTHER

1. Ensure that the students use the correct colour, i.e. dark green for the flag background, leaving the strip on the edge, the crescent moon and star white.
2. Divide students into groups to talk about the question. Then ask their views in turns.

DATE:

TIME: 40 MINS

Unit 3: Our Country

Topic: Our flag	Teaching objectives	Learning outcomes	Resources/ Materials	Time allocation
1. The importance of our national flag	<ul style="list-style-type: none"> to describe the Pakistan flag and explain its importance 	Students should be able to: <ul style="list-style-type: none"> draw the flag of Pakistan. identify what the colours and symbols on the flag represent. 	Flag of Pakistan Worksheet 2	Introductory activity: 10 mins Development: 10 mins CW: 20 mins

Key words: proud, respect, special day

Introductory activity: Refer to page 70 of this teaching guide. Introduce the Pakistan flag in this way.

Development: Read the text on page 44 with the students. Explain the illustrations and explain how they should respect the flag.

CW: Complete Worksheet 2.

HW: Going Further Q1



DATE:

TIME: 40 MINS

Unit 3: Our Country

Topic: Our flag	Teaching objectives	Learning outcomes	Resources/ Materials	Time allocation
2. Our flag	<ul style="list-style-type: none"> to develop a sense of pride in the Pakistani flag 	<p>Students should be able to:</p> <ul style="list-style-type: none"> feel proud of their national identity. 	One large flag of Pakistan for the parade, one small flag for each of the students	<p>Activity: 20 mins</p> <p>CW: 10 mins</p>

Activity: Refer to the Introductory activity given on page 70 of the teaching guide.

CW: Quick Recall

Going Further Q2

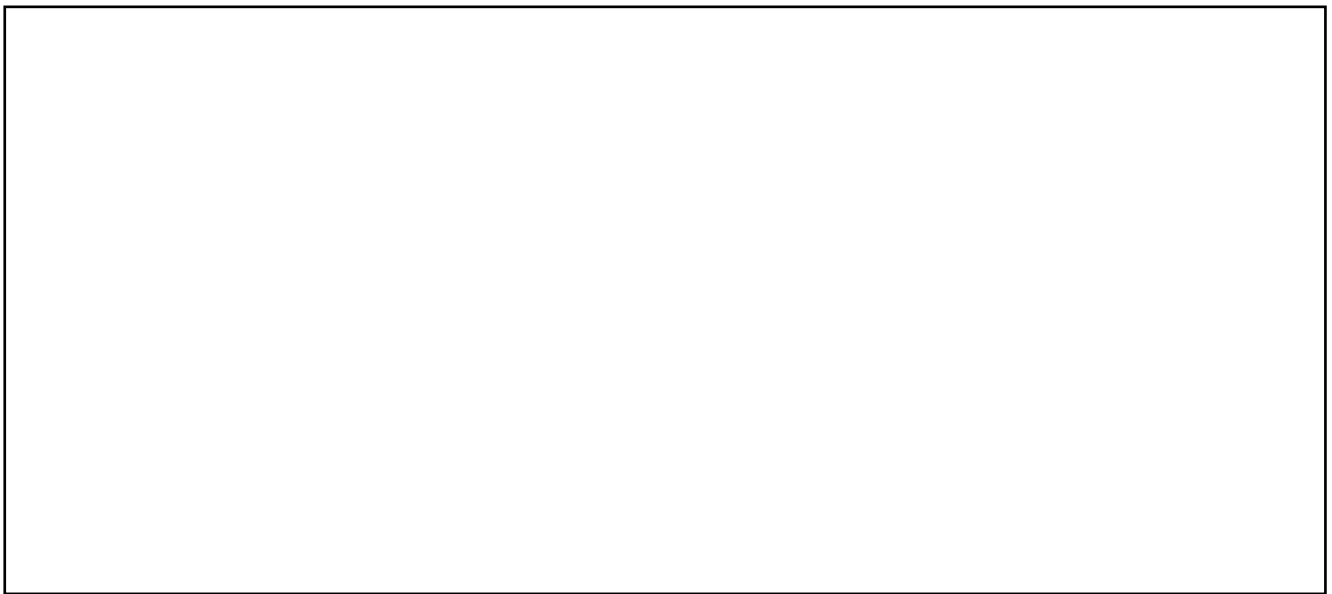
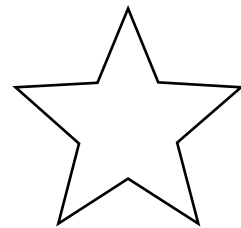
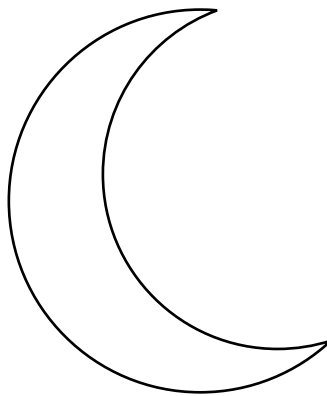
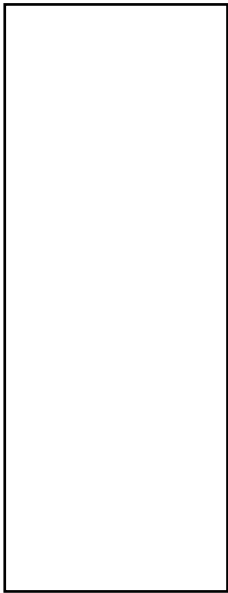
Unit 3: Our Country
Our Flag

Worksheet 1

Name: _____

Date: _____

Cut out the pieces and paste them onto a sheet of paper to make our flag and colour it. You may ask your parents to help you.





Unit 3: Our Country
Our Flag

Worksheet 2

Name: _____

Date: _____

1. Write True or False in front of the following sentences:

- a. Pakistan does not have a flag. _____
- b. We should respect our flag. _____
- c. We celebrate Pakistan's birthday on the 1st of January.

- d. We should throw our flag on the ground. _____
- e. Our flag has a moon and a star on it. _____

2. Draw the flag of Pakistan in this space.

Chapter 3.2: Our Currency

Previous knowledge

Children recognise the notes and coins of Pakistan and know them as money. They know that money is needed to buy anything.

Vocabulary

cost, save, currency

Learning outcomes

Students should be able to:

- Talk about saving money as a good habit
- identify the currency of Pakistan

Method

a. Introductory activity

Start the lesson by showing some currency to the students. Ask them to identify the notes and coins. Ask what we can do with the money. They may answer that we can buy toys, clothes, chocolates, etc. You can give them further ideas about how money is spent. Someone may answer that we can save the money too. Tell the students about saving money. Ask them if they ever saved any money; if so, then where they kept it, e.g. in a money box. Also ask them what they did with the saved money.

b. Development

Read the lesson with the students; discuss how money is spent and saved.

Ask students if they get pocket money or Eidee from their parents. Ask how they spend it. Discuss the idea of saving money and sharing it with people who might need it more than us.

c. Closure

Wrap up the lesson by asking different questions from students to enable them to think whether they should spend their money on something they need or want. For example, ask: You already have 2 pencils but you want to buy the same pencils as your friend- think again! is it a need or a want? Discuss other situations so students understand the concept of need or want.

Assessment

QUICK RECALL

- i. Rs 25 ii. toys iii. things



LEARNING CHECK

1. Pakistani Rupee
2. US dollar, Turkish Lira, Japanese Yen, Chinese Yuan.

GOING FURTHER

Divide the class into pairs; allow them to discuss the answers, get their feedback and note the points on the board. These points can be used to write the answers in their notebooks (optional).

Date:

Time: 40 mins

Unit 3: Our Country

Topic: Our Currency	Teaching objectives	Learning outcomes	Resources/ Materials	Time allocation
1. Our Currency	<ul style="list-style-type: none"> familiarize students with Pakistani currency notes 	Students should be able to: <ul style="list-style-type: none"> Talk about saving money as a good habit. identify the currency of Pakistan. 	Different currency notes Worksheet 1	Introductory activity: 5 mins Development: 20 mins CW: 15 mins

Key words: money box, currency, rupee

Introductory activity: Ask the students to suggest ways in which money can be earned. Where does the money they spend come from?, etc.

Development: Read page 46 with the students and give any necessary explanations. Tell students that their toys come at a price. Their parents spend money to purchase things for them.

CW: After discussing the questions, ask the students to write answers in their exercise books, then discuss the questions in the Going Further section.

HW: Complete the given worksheet.



DATE:

TIME: 40 MINS

Unit 3: Our Country

Topic: Money box	Teaching objectives	Learning outcomes	Resources/ Materials	Time allocation
2. Our Currency	<ul style="list-style-type: none"> to teach the students the value of money through activity 	<p>Students should be able to:</p> <ul style="list-style-type: none"> explain the importance of money in today's market. 	Snacks, paper money, etc.	Class activity: 40 mins

Class activity: Ask the students to bring from home some snacks (packets of crisps, sandwiches, brownies, juice, etc.) Divide the students into three groups. Ask the groups to take turns to be buyers and sellers of the snacks. They should use paper money and through this activity learn how to calculate and also learn what can be bought with given amounts of money.

Note this activity requires a lot of preparation. For example, who is going to fix the prices for the goods? What about hygiene if students are handling snacks that are not wrapped? What happens to the snacks afterwards? Are these snacks in line with the previous lesson on healthy eating? What will the third group do while groups 1 and 2 are buying and selling? Will it be one child per seller? The teacher will have to check the maths needed by both buyer and seller.

One option can be to give each student a set amount of money and the prices of goods (pictures on the board with prices). Ask them to decide how to best spend the sum they have.

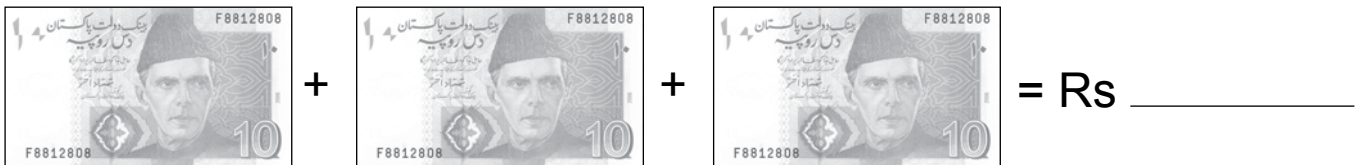
Unit 3: Our Country
Our Currency

Worksheet 1

Name: _____

Date: _____

Count the money





Chapter 3.3: Famous Places of Pakistan

Previous knowledge

Students are quite familiar with some well-known places in the country.

Vocabulary

famous

Learning outcomes

Students should be able to:

- Recognise famous places of Pakistan
- Name a few famous places in Pakistan

Material required

Images of important places of Pakistan

Method

a. Introductory activity

Bring pictures of famous places of Pakistan to the class and ask students if they can tell the names of these places. If students cannot name the places, tell the names and cities where these are located. Encourage students to name famous places of their city.

b. Development

Read the lesson with the children and explain what the pictures are about, why some people, places, or things are famous, and why they are important for us. Tell the students about the importance of Minar-e-Pakistan (it marks the place where the Pakistan Resolution was passed in 1940). Explain the historical background of the other places shown in the lesson.

c. Closure

Wrap up the activity by asking students to name their favourite place of the country. Encourage students to name places even if they are not given in the book.

Assessment

QUICK RECALL

Help students to identify the places and join them with the definitions.

LEARNING CHECK

1. Minar-e-Pakistan
2. Badshahi Mosque

GOING FURTHER

This can be assigned as a homework. Students can name and draw any famous place of Pakistan.



DATE:

TIME: 40 MINS

Unit 3: Our Country

Topic: Famous places of Pakistan	Teaching objectives	Learning outcomes	Resources/ Materials	Time allocation
1. Famous places of Pakistan	<ul style="list-style-type: none"> to assess students' knowledge about famous places of Pakistan 	<p>Students should be able to:</p> <ul style="list-style-type: none"> Recognise famous places of Pakistan. Name a few famous places in Pakistan. 	Pictures of famous buildings, famous people, etc.	<p>Introductory activity: 20 mins</p> <p>Development: 20 mins</p>

Key words: object, well known

Introductory activity: Refer to the introductory activity given on page 81 of this teaching guide.

Development: Refer to page 81 of this teaching guide.

HW: Collect pictures of some famous Pakistanis to bring to the next class.

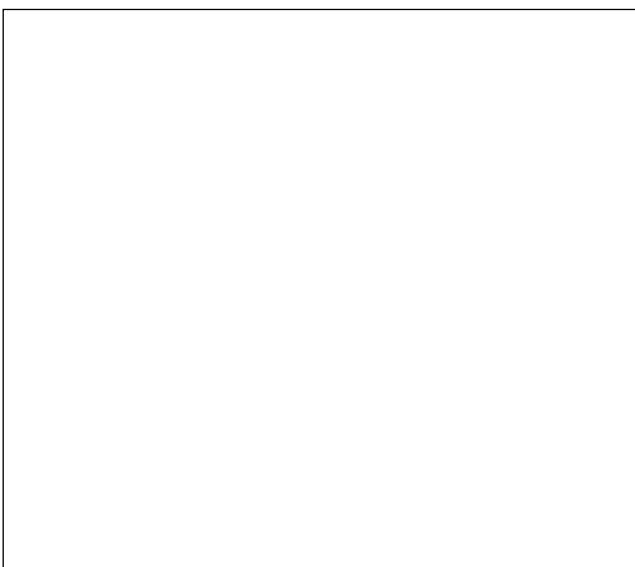
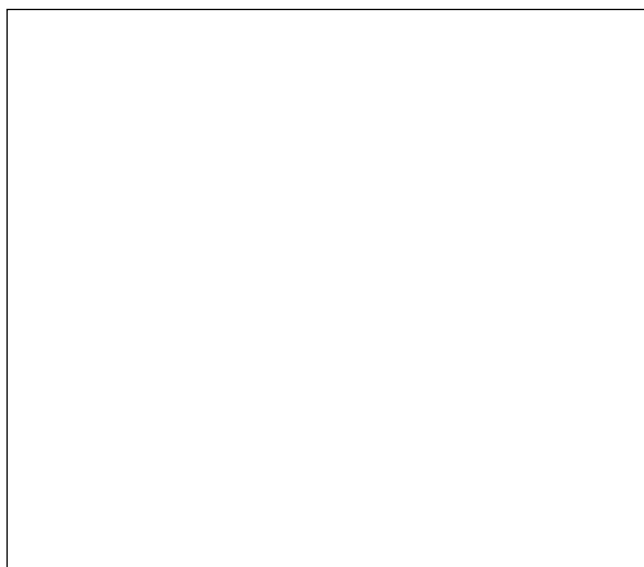
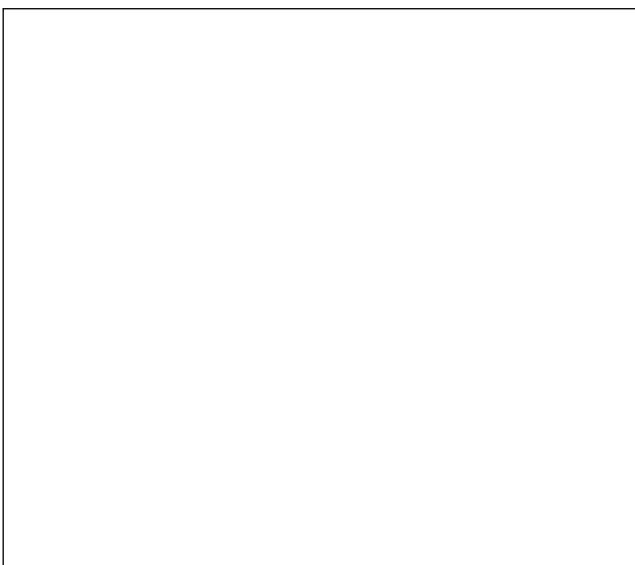
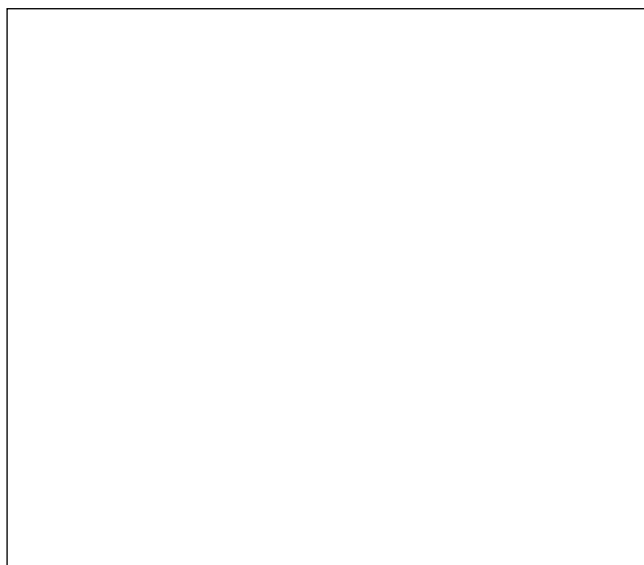
Unit 3: Our Country
Famous Places of Pakistan

Worksheet 1

Name: _____

Date: _____

Draw and colour pictures of any four places in Pakistan





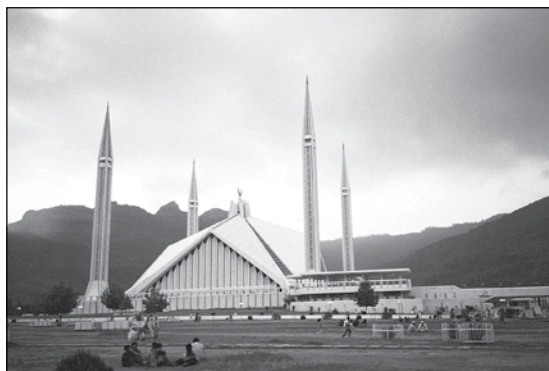
Unit 3: Our Country
Famous Places of Pakistan

Worksheet 2

Name: _____

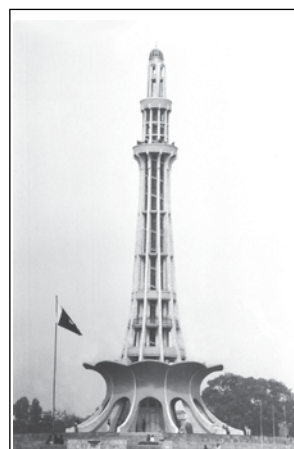
Date: _____

Do you recognise these buildings? Write their names.









Chapter 3.4: Meet Quaid-e-Azam رحمۃ اللہ علیہ

Previous knowledge

Students are familiar with the name and picture of Quaid-e-Azam رحمۃ اللہ علیہ.

Vocabulary words

title, honest, tomb

Learning outcomes

Students should be able to:

- Recognise that Quaid-e-Azam رحمۃ اللہ علیہ is the founder of Pakistan
- Describe the qualities of Quaid-e-Azam رحمۃ اللہ علیہ

Method

a. Introductory activity

Start the lesson by showing the picture of Quaid-e-Azam رحمۃ اللہ علیہ and ask:

- Whose picture is this?
- What do you know about him?

Listen to their answers, and then tell them that we will read the lesson to know about him.

b. Development

Read the lesson with the students; explain the content and the pictures; emphasize the importance of following the Quaid's رحمۃ اللہ علیہ example of honesty and hard work.

c. Closure

Watch a documentary on Quaid-e-Azam رحمۃ اللہ علیہ.

Assessment

QUICK RECALL

- the great leader
- Karachi, 25 December, 1876
- founder
- lawyer
- Karachi

**LEARNING CHECK**

1. Muhammad Ali Jinnah رحمۃ اللہ علیہ.
2. He worked hard. He was honest and brave.
3. His tomb is in Karachi.

GOING FURTHER

This can be assigned as homework. Students can share information with their peers in the next class.

DATE:

TIME: 40 MINS

Unit 3: Our Country

Topic: Meet Quaid-e-Azam رحمة الله عليه	Teaching objectives	Learning outcomes	Resources/ Materials	Time allocation
1. The founder of Pakistan	<ul style="list-style-type: none"> to introduce Quaid-e-Azam رحمة الله عليه as the founder of Pakistan 	Students should be able to: <ul style="list-style-type: none"> Recognise that Quaid-e-Azam رحمة الله عليه is the founder of Pakistan. 	Pictures of Quaid-e-Azam رحمة الله عليه Worksheet 1	Introductory activity: 10 mins Development: 15 mins CW: 15 mins

Key words: title, tomb, honest

Introductory activity: Show the students a large photograph of Quaid-e-Azam رحمة الله عليه and ask if they recognise him. Ask them what they know about him. Listen to their answers and explain that in this lesson they will learn about him.

Development: Read the text with the students; explain the content and the pictures; emphasize the importance of following Quaid-e-Azam's رحمة الله عليه example of honesty and hard work.

CW: Complete the worksheet.

HW: Learning Check



DATE:

TIME: 40 MINS

Unit 3: Our Country

Topic: Meet Quaid-e-Azam رحمة الله عليه	Teaching objectives	Learning outcomes	Resources/ Materials	Time allocation
2. A great leader	<ul style="list-style-type: none"> to describe some of the qualities of our leader 	<p>Students should be able to:</p> <ul style="list-style-type: none"> Describe the qualities of Quaid-e-Azam <p>رحمة الله عليه.</p>	Worksheet 2	Recap: 15 mins CW: 25 mins

Development: Ask the students to sit in a circle and tell them anecdotes from the Quaid's رحمة الله عليه life which bring out his qualities of honesty and uprightness. Ask them if they have heard any similar stories. Explain the kind of Pakistan he wanted to see and what he expected from Pakistani people like us. Explain what it means to have a country of one's own.

CW: Going Further. Refer to page 87 of this teaching guide for notes on Going Further.

HW: Do the given worksheet.

Meet Quaid-e-Azam رحمه الله عليه

Name: _____

Date: _____

1. Which of the following are true about Muhammad Ali Jinnah رحمه الله عليه:

a) He was born in Karachi on 25 December 1876.

☐ True ☐ Not true

b) He studied in Karachi and then in England.

☐ True ☐ Not true

c) He never worked hard.

☐ True ☐ Not true

d) We call him Quaid-e-Azam رحمه الله عليه.

☐ True ☐ Not true

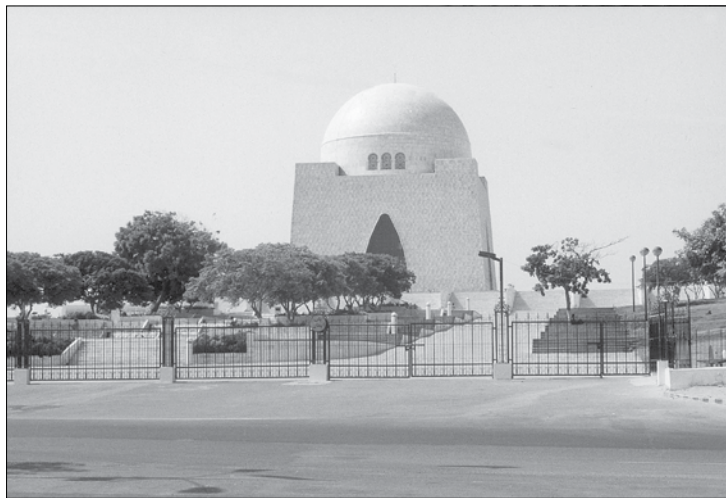
e) His tomb is in England.

☐ True ☐ Not true

f) His tomb is in Karachi.

☐ True ☐ Not true

2. Where have you seen this building? What is it?





Unit 3: Our Country

Worksheet 2

Meet Quaid-e-Azam رحمۃ اللہ علیہ

Name: _____

Date: _____

Stick a picture of Quaid-e-Azam رحمۃ اللہ علیہ below and write a few sentences about him.

Chapter 4.1: The Earth and the Globe**Previous knowledge**

Students are aware of the name 'Earth' as they have read about it in the lesson Day and Night.

Vocabulary

model, globe

Learning outcomes

Students should be able to:

- identify earth as a planet.
- recognise and identify the shape of the earth.
- recognise that the earth is covered with land and water.
- identify objects in the sky during day and night.

Material required

Simple outline of world map for colouring

Method**a. Introductory activity**

Bring a globe to the class to show to the students. Ask them if they know what it is. Has any child seen a globe before?

Tell them that a globe is a model of the Earth. It looks like the Earth, but a globe is much smaller and the Earth is many times bigger than a model globe. (The previous lesson has prepared them about the concept of models.)

Ask how a globe is useful. (Listen to their replies whenever you ask any question.) Tell them that a globe can be carried anywhere; we can learn many things about the Earth by studying this globe.

Rotate the globe and show Pakistan to the children; show them that the Earth is covered with water and land; the blue part on the globe shows water.

b. Development

Read the lesson with the students. Ask students what they see in the sky during day time and at night. Explain that they see clouds and Sun during the day and clouds, stars and Moon during the night.

**c. Closure**

Explain the Quick Recall and Going Further exercises to the students.

Assessment**LEARNING CHECK**

1. The Earth is a planet
2. The Earth is round like a ball which is slightly flattened at the poles and bulges at the equator.

GOING FURTHER

Put up a coloured world map on the board or place the globe on your desk. Distribute map-outline copies and explain the task to the students.

DATE:

TIME: 40 MINS

Unit 4: The Earth and the Environment

Topic: The Earth and the Globe	Teaching objectives	Learning outcomes	Resources/ Materials	Time allocation
The Earth and the Globe	<ul style="list-style-type: none"> to explain that the globe is a model of the Earth 	Students should be able to: <ul style="list-style-type: none"> identify Earth as a planet. recognise and identify the shape of the Earth. recognise that the Earth is covered with land and water. identify objects in the sky during day and night. 	A globe, a world outline map for each student	Introductory activity: 15 mins Development: 15 mins CW: 10 mins

Key words: globe, model**Introductory activity:** Refer to the introductory activity in this teaching guide on page 92.**Development:** Read the lesson with the students. Explain the content and the illustrations.**CW:** Going Further**HW:** Learning Check



Chapter 4.2: Directions

Previous knowledge

Students understand the meaning of *above* and *side*.

Vocabulary

object, views, top, bottom, under

Learning outcomes

Students should be able to:

- Recognise that things look different from different views.
- Describe the location of objects around them using correct vocabulary.

Method

a. Introductory activity

Take a bucket or a toy to the class. Ask the children to look at it from above and then from the side. You may call the students in groups to come close and look at the object.

Ask them if it looked the same from above and the sides. How was it different?

Ask them to look at different things from above and sides, and notice the difference.

Show the picture on page 54 and talk about the children in it.

Discuss what is happening, what everyone is doing.

Ask students about themselves and their classroom, to locate the position of things, such as the board, the ceiling fan, etc.

b. Development

Read the lesson with children, discuss all the pictures on page 53 as to how different they look from above and sides. Explain to them the concept of how things look different when viewed from different angles. Link the words in blue with the given picture and explain.

c. Closure

Explain the Learning Check and Going Further tasks.

Assessment

QUICK RECALL

1.

- | | |
|-----------|-----------|
| i. right | ii. right |
| iii. down | iv. under |

2.

- v. wrong vi. right
vii. right viii. wrong

LEARNING CHECK

1. Seven.
2. Marvi is going up the steps.
3. There are no kites.

GOING FURTHER

1. Help children to trace their hand on the blank space; then ask them if it is their left hand or right hand.
2. Students will colour the books according to the instructions.
3. Except for the telephone, seen from above, all other objects have been viewed from the side.



DATE:

TIME: 40 MINS

Unit 4: The Earth and the Environment

Topic: Looking from above and the side	Teaching objectives	Learning outcomes	Resources/ Materials	Time allocation
Different views of an object	<ul style="list-style-type: none"> to explain that objects appear different when viewed from different angles 	<p>Students should be able to:</p> <ul style="list-style-type: none"> Recognise that things look different from different views. 	A bucket or a toy	<p>Introductory activity: 20 mins</p> <p>Development: 20 mins</p>

Key words: object, above

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

Development: Refer to development given in this teaching guide, on page 95.

CW: Learning Check

HW: Going Further

DATE:

TIME: 40 MINS

Unit 4: The Earth and the Environment

Topic: Where is it?	Teaching objectives	Learning outcomes	Resources/ Materials	Time allocation
Words showing position	<ul style="list-style-type: none"> to introduce words that indicate position 	Students should be able to: <ul style="list-style-type: none"> Describe the location of objects around them using correct vocabulary. 		Introductory activity: 15 mins Development: 15 mins CW: 10 mins

Key words: slide, under, bottom**Introductory activity:** Refer to the introductory activity on page 95 of this teaching guide.**Development:** Read the lesson with the students. Link the words in blue with the given picture and explain.