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FOR GRADE

2

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 My Neighbourhood | 1 |
| | Chapter 1.2 Community | 7 |
| | Chapter 1.3 A Village | 11 |
| | Chapter 1.4 A City | 15 |
| | Chapter 1.5 Occupations | 21 |
| | Chapter 1.6 Sports and Games | 26 |
| Unit 2: Rules and Responsibilities | Chapter 2.1 Rules | 31 |
| | Chapter 2.2 Solve the Playground Problem | 38 |
| | Chapter 2.3 Health and Safety | 42 |
| | Chapter 2.4 Good Manners | 47 |

Table of contents



| Unit | Chapter name | Page |
|--|---|------|
| Unit 3: Our Country | Chapter 3.1 Pakistan | 53 |
| | Chapter 3.2 Government | 58 |
| | Chapter 3.3 Religious Festivals of Pakistan | 64 |
| Unit 4: The Earth and the Environment | Chapter 4.1 The Sun and the Earth | 69 |
| | Chapter 4.2 Landforms | 75 |
| | Chapter 4.3 The Earth's Natural Resources | 81 |
| | Chapter 4.4 Bodies of Water | 87 |
| | Chapter 4.5 Plants are Important | 93 |
| | Chapter 4.6 Farm Animals | 99 |



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) Introductory activity (b) Development (c) Closure
- Assessment (a) Quick Recall (b) Learning Check (c) Going Further (application)
- Solved answers 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 summarise the contents of the role play.
- Ask students to talk or write about the feelings, attitudes, and perspective of each character.

IV COOPERATIVE LEARNING:

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

ASSESSMENT

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

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

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

Formative assessment is generally carried out throughout a course and helps the teaching-learning process. This informal assessment can

be based on feedback by peers and observation by teachers.

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

There are various types of objective and subjective questions.

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

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

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

CONCLUSION

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



UNIT

1

ME AND MY WORLD

CHAPTER 1.1 My Neighbourhood

PREVIOUS KNOWLEDGE

Children are familiar with their surroundings and people they come across in their daily lives.

VOCABULARY

neighbourhood, peaceful, noisy

MATERIAL REQUIRED

A large sheet of paper, a marker, crayons

LEARNING OUTCOMES

Students should be able to:

- recognise places in a neighbourhood.
- describe different types of neighbourhoods.

METHOD

a. Introductory activity

Ask the students to think about the shops, buildings, streets, parks, and public buildings (with names of each) around the school.

Ask them to draw the school in the centre of the sheet of paper and add the other places mentioned above to the picture.

Use the pictures as a prompt to discuss the school neighbourhood.

b. Development

Look at the picture of Hadi's neighbourhood in the textbook on page 2 and read the lesson with the students.

Ask them questions such as:

- What can you see in the picture of Hadi's neighbourhood?
- What is a neighbourhood?
- How is this neighbourhood different from that of the school?
- What are neighbours?

c. Closure

As a summary activity, discuss the questions in the Quick Recall section.

Assessment**QUICK RECALL**

Students will give different answers. There is no right or wrong question.

LEARNING CHECK

1. Students can write any one sentence to describe Hadi's neighbourhood.
2. A bank, a shopping centre, a school, a park, and a hospital.
3. Students can write a single sentence to describe any aspect of the village neighbourhood.
4. Students will give different responses. They are expected to write a single sentence to describe their neighbourhood.

GOING FURTHER

1. This can be assigned as a homework activity so students can ask their parents about the useful places in their respective neighbourhoods.
2. This can be a discussion activity in class where students can share their experiences of how neighbours help each other.
3. Students should work in pairs or small groups to share their ideas.



Date:

Time: 40 mins

Unit 1: Me and My World

| Topic: My Neighbourhood | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/ HW |
|-------------------------|---|---|--|---|
| 1. Home neighbourhood | <ul style="list-style-type: none"> to encourage students to observe their surroundings to explain what a neighbourhood is | <p>Students should be able to:</p> <ul style="list-style-type: none"> recognise places in a neighbourhood. | Four large sheets of paper, markers, lots of crayons | <p>Introductory activity: 20 min</p> <p>Development: 10 min</p> <p>CW: 10 min</p> |

Key words: neighbourhood, peaceful, clean, noisy, big, small, dirty

Introductory activity: Ask the students to think about the shops, buildings, streets, parks, and public buildings around the school. Divide the students into four groups and ask them to draw the school in the centre of the sheet of paper and to add the other surrounding buildings, roads, trees, etc. Use the picture as a prompt to discuss the school neighbourhood.

Development: Read page 2 with the students and explain the content.

Ask the students questions such as What is a neighbourhood? How are neighbourhoods different from one another?

CW: Quick Recall Q1 in class orally

HW: Going Further Q1

Date:

Time: 40 mins

Unit 1: Me and My World

| Topic: My Neighbourhood | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/ HW |
|-------------------------|--|---|----------------------|--|
| 2. Home neighbourhood | <ul style="list-style-type: none"> to encourage students to look at their home neighbourhoods closely | Students should be able to: <ul style="list-style-type: none"> describe different types of neighbourhoods. | Worksheet 1 and 2 | Introductory activity 10 min Development: 20 min CW: 10 min |

Key words: neighbour, greengrocer, postman, doctor, cleaner, student

Introductory activity: Ask students the following questions: What is a neighbourhood? What do you see in your home neighbourhood? What work do people do in your neighbourhood? How do they help you? How do you help them? How do your family members help them? Students will give different answers. Listen to them and explain that they will see some neighbourhoods in the book and will also meet Asad's neighbours. They will see what they do and how they help each other.

Development: Read pages 2 and 3 with the students. Discuss the pictures on these pages.

CW: Quick Recall Q2, Q3, and Q4 orally. Make a list on the board with the help of the students. Going Further Q2-3

HW: Going Further Q2-3 (Jot down the ideas discussed in the class in your notebook). And complete the Worksheet 1 and 2.



Unit 1: Me and My World
My Neighbourhood

Worksheet 1

Name: _____

Date: _____

1. At which of the following places do you usually meet your neighbours?

- | | | |
|---------------------------------------|------------------------------|-----------------------------|
| a. the neighbourhood masjid | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| b. grocery shops in the neighbourhood | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| c. local police station | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| d. neighbourhood park | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

2. There are different types of neighbourhood: some small, some big, some noisy, and some peaceful. Think of some of the neighbourhoods in your city/town/village and write their name against the word that best describes each one:

busy _____

quiet _____

dirty _____

clean _____

Unit 1: Me and My World
My Neighbourhood

Worksheet 2

Name: _____

Date: _____

Which of the following places and people have you noticed in your own neighbourhood? Choose any two and write a few sentences about them:

- | | | |
|-----------------------------|------------------------------|-----------------------------|
| • masjid | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| • post office | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| • shops | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| • rubbish collection trucks | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| • bus stop | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

1. I have noticed _____ in my neighbourhood.

2. I have also noticed _____ in my neighbourhood.



CHAPTER 1.2 Community

PREVIOUS KNOWLEDGE

Students probably know about the different lifestyles of a village and a city. They know something about their own neighbourhoods.

VOCABULARY

town, community, suburbs, facilities

LEARNING OUTCOMES

Students should be able to:

- define a community.
- compare village and city life.

METHOD

a. Introductory activity

Ask students to tell names of people who work for the school (e.g. students, teachers, principal, administrative staff, cleaning staff, etc.) Make a list on the board. Explain that these are all members of the school community. In the same way, people who live in a particular neighbourhood will form the neighbourhood community.

b. Development

Read the lesson together and explain the different communities mentioned.

c. Closure

As a summary activity, discuss the questions in the Quick Recall and Going Further sections.

Assessment

QUICK RECALL

- | | |
|------------------------|---------------------------------|
| i. community | ii. city, village |
| iii. village community | iv. facilities, schools, houses |

LEARNING CHECK

Questions 1-3. Students will give different responses. There is no right or wrong answer.

GOING FURTHER

If such a visit cannot be arranged by school or parents, then show a documentary on YouTube about a Pakistani village or a city. Make sure to watch the documentary beforehand so you could ask students relevant questions.

Date:

Time: 40 mins

Unit 1: Me and My World

| Topic: Community | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/ HW |
|-------------------------|--|---|-------------------------|--|
| 1. What is a community? | <ul style="list-style-type: none"> to explain that we are all part of a community | Students should be able to: <ul style="list-style-type: none"> define a community. | Worksheet 1 | Introductory activity 10 min Development: 20 min Recap: 10 min |

Key words: town, community, suburb, facility

Introductory activity: Begin the lesson by eliciting from students names of all the people who form the school community (e.g. students, teachers, principal, administrative staff, cleaning staff, etc.). Make a list on the board. Explain that these are all members of the school community. In the same way, people who live in a particular neighbourhood form the neighbourhood community.

Development: Read the lesson together and explain the different communities mentioned. Ask students to comment on the differences between the three communities.

Recap: Summarise the lesson by going over the main points.

HW: Read over the lesson. Do the given worksheet.



Date:

Time: 40 mins

Unit 1: Me and My World

| Topic: Community | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/ HW |
|---------------------|---|---|-------------------------|--|
| 2. Our community | <ul style="list-style-type: none"> to reinforce the concept of communities | <p>Students should be able to:</p> <ul style="list-style-type: none"> Compare village and city life. | | <p>Introduction: 10 min</p> <p>CW: 25 min</p> <p>Winding up: 5 min</p> |

Key words: people, together

Introduction: Review the main points of the unit.

CW: Learning Check: Explain the questions and ask the students to answer them in their exercise books.

Going Further: Discuss Q1 from Learning Check and complete in class. Discuss Q1 from Going Further (to be completed for HW)

Winding up: Go over the main points of the lesson.

HW: Learning Check: Q2 and Q3

Ask students to talk to their parents and then list the answers in their exercise books in two columns headed 'Facilities we have' and 'Facilities we would like'.

Unit 1: Me and My World
Community

Worksheet 1

Name: _____

Date: _____

1. Look at the following pictures and choose the right word to describe the scene: village, city.



2. Write the words in the correct boxes.

supermarkets

bridges

hospitals

paved roads

mud huts

narrow, dusty lanes

very big, old, shady trees

fields

Found in a city/town

Found in a village



CHAPTER 1.3 A Village

PREVIOUS KNOWLEDGE

Students know that some people live in villages and others live in cities.

VOCABULARY

A village: river bank; a quiet place; blacksmith; carpenter; mason

MATERIAL REQUIRED

Paper, card, paints, crayons, magazine pictures, etc. to create a wall display of a village scene

LEARNING OUTCOMES

Students should be able to:

- identify key places in a village.
- recognise and identify the importance of livestock.

METHOD

a. Introductory activity

Ask students questions about where they and their family members live.

For example:

- Do you live in a village or a city?
- What is the name of your village or city?
- Do you have any friends or relatives who live in a village or a city?

Ask students to describe features of a village for example, farms, farm animals, farmers, etc.

Assessment

QUICK RECALL

i. river ii. A few iii. wood iv. mud houses v. livestock

LEARNING CHECK

1. People in Sami's village are mostly farmers.
2. Sheep, goats, cows and chickens.
3. A girl's primary school and electricity.

GOING FURTHER

Do Q.1. Ask a student who has been to a village to talk to the others about what he saw and did there.

Date:

Time: 40 mins

Unit 1: Me and My World

| Topic: A Village | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/ HW |
|---------------------------------|--|---|----------------------|---|
| 1. Characteristics of a village | <ul style="list-style-type: none"> to familiarise students with a village environment | Students should be able to: <ul style="list-style-type: none"> list some characteristics of a village. | | Introductory activity 10 min Development: 20 min CW: 10 min |

Introduction: Ask students questions about where they and their family members live. For example: Do you live in a village? Have you ever been to a village? Do you have any friends or relatives who live in a village? Ask students to describe features of a village, the modes of transport, provision of utilities such as water, gas, and electricity. Identify facilities that might not be found in a village (e.g. library, hospital, cricket stadium, etc.).

Development: Read the text with the students and provide any necessary explanations. You could ask questions such as: Who in this class lives in a village? Who in this class lives in a town or city? Why are there only a few houses in a village? What kind of work do most people do? What facilities are found in a village? Discuss the pictures on page 5.

CW: Learning Check—Do the fill in the blanks exercise in exercise books (If there is not enough time, this can be done orally and given as written work for HW).

HW: Read over the text at home. Bring pictures of a village.



Date:

Time: 40 mins

Unit 1: Me and My World

| Topic: A Village | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/ HW |
|----------------------|--|--|---|--|
| 2. Life in a village | <ul style="list-style-type: none"> to revise the characteristics of a village | <p>Students should be able to:</p> <ul style="list-style-type: none"> describe life in a village. | <p>Paper, card, paints, crayons, magazine pictures, drawing pins, sticky tape, etc., to create a wall display of a village scene</p> <p>Worksheet 1</p> | <p>Introduction: 10 min</p> <p>CW: 25 min</p> <p>Winding up: 5 min</p> |

Key words: villager, collect, farmer

Introduction: Revise some of the characteristics of a village studied in the previous lesson.

CW: Learning Check (page 9)

Winding up: List the main points of the lesson.

HW: Going Further Q1. If the students have not been to a village they can make a list from the text they have just studied. Ask them to complete the worksheet.

Unit 1: Me and My World
A Village

Worksheet 1

Name: _____

Date: _____

Word search

Find the names of things that can be found in Sami's village.

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

FARMER RIVER CATTLE SHOPS HUTS SCHOOL



CHAPTER 1.4 A City

Help the students to complete Q.2 as class project.

PREVIOUS KNOWLEDGE

Students are aware of some facilities found in cities.

VOCABULARY

flyover, flats, parks, drains, traffic

LEARNING OUTCOMES

Students should be able to:

- identify key places of a city.
- identify some common professions of a village/city.

METHOD

a. Introductory activity

Ask students to name a city in Pakistan. If students live in a city, they will probably name that. Ask them to tell you something about this city.

b. Development

Read **A city** with the students and discuss life in Karachi.

Talk about:

- the size of the city.
- the types of homes.
- the facilities provided in the city.
- the factories, the airport, and the business centres in the city.

Students should observe the pictures on page 10 and tell if they have seen these places or activities in a city.

c. Closure

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

Assessment

QUICK RECALL

- i. flats and houses
- ii. all of them
- iii. water, electricity and gas

LEARNING CHECK

1. cloth, cement, medicines, and cars
2. Jinnah International Airport
3. They are used to take things made in Pakistan to other places.

GOING FURTHER

1. Ask students to work in pairs to discuss the questions before holding a class discussion.
2. Students could conduct a mini-debate on the topic.



Date:

Time: 40 mins

Unit 1: Me and My World

| Topic: A City | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/ HW |
|---------------|---|---|----------------------|--|
| 1. A city | <ul style="list-style-type: none"> to explain that cities are large areas and provide many facilities to the inhabitants | <p>Students should be able to:</p> <ul style="list-style-type: none"> identify key places of a city. | | <p>Introduction: 10 min</p> <p>CW: 25 min</p> <p>Winding up: 5 min</p> |

Key words: town, drain, flyover, coast, anchor, go, traffic

Introductory activity: Begin the lesson by asking questions such as: Where do you live; a city or a village? Can you name some places that you see in a city? Students will give different answers.

Development: Read the lesson with the students (page 10 and part of page 11); explain that cities are divided into towns for administrative reasons. There are various types of houses in a city. Different types of buildings are used for different purposes. Cities have many facilities.

Winding up: Recap the main points of the lesson.

HW: Read pages 10 and 11.

Date:

Time: 40 mins

Unit 1: Me and My World

| Topic: A City | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/ HW |
|-------------------------------|--|---|---|--|
| 2. City life and village life | <ul style="list-style-type: none"> to differentiate between the characteristics of a city and a village | Students should be able to: <ul style="list-style-type: none"> identify some common professions of a village/city. | Pictures of various cities Worksheet 1 | Introduction: 5 min Development: 15 min CW: 20 min |

Introduction: Go over the main points of the previous lesson. Discuss the city of Karachi if you live there; otherwise discuss your own city.

Development: Complete the reading of the lesson with the students. Discuss the various professions of people in a city and a village.

CW: Learning Check

Going Further Q1 and Q2. For Q1, ask students to work in pairs to discuss the questions before holding a class discussion.

HW: Complete the Worksheet 1 and 2.



Unit 1: Me and My World
A City

Worksheet 1

Name: _____

Date: _____

1. Karachi is the largest city in Pakistan. Find out the names of four more big cities in our country.

a. _____

b. _____

c. _____

d. _____

2. Fill in the blanks:

a. Most of the houses in Karachi have _____
_____ and _____.

b. There is a lot of _____ on the roads of Karachi.

c. Many things we use are made in the
_____ of Karachi.

d. Karachi has a very big airport called _____

Unit 1: Me and My World
A City

Worksheet 2

Name: _____

Date: _____

Complete the following sentences to describe your town or city:

- a. I live in a town/city called _____.
- b. In size, my town/city is considered a _____ town/city. (big/small)
- c. The most used and important road in my town/city is called _____.
- d. My town/city _____ airport. (has an/has no)
- e. _____ are frequently used as public transport in my town/city. (Buses/Taxis/Tongas/Rickshaws/Trains)
- f. My town/city has _____ factories. (some/many/no)
- g. Some famous places in my town/city include _____.



CHAPTER 1.5 Occupations

PREVIOUS KNOWLEDGE

Students are already aware about the different professions in cities and villages. They will explore other professions in this lesson.

VOCABULARY

earn, safety, plumber, mechanic, cobbler

MATERIAL REQUIRED

Old newspapers or magazines with pictures of people at work

LEARNING OUTCOMES

Students should be able to:

- identify some professions from pictures (teaching, farming, medicine, etc.).
- recognise the role of some common professions in their daily lives.

METHOD

a. Introductory activity

Ask students to tell you if they recognise people who do different jobs, such as shop keeper, gate keeper, cleaning staff, doctor, nurse, teacher, etc. Tell them that they are going to learn about these people in this lesson.

b. Development

Read pages 13-15 with the students and discuss the text and illustrations. People do some kind of work to earn a living. They need to have a certain type of skill or education to do that job. For example, a doctor studies in a medical college to be able to treat people when they fall sick. Ask students to tell them about their parents' occupations.

c. Closure

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

Assessment

QUICK RECALL

1. Students will match the labels with the illustrations

LEARNING CHECK

1. An occupation is a type of work people do to earn a living.
2. i. pilot ii. bank officer iii. farmer iv. plumber v. carpenter

GOING FURTHER

1. Provide the students with old magazines and ask them to find pictures of people at work. Students should cut and paste the pictures in their notebooks and write what job each person is doing.
2. Ask them to work in pairs and tell each other about the job they would like to do when they grow up and why. Ask each student to talk to the class about the job they have chosen.



Date:

Time: 40 mins

Unit 1: Me and My World

| Topic: Occupations | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/ HW |
|-----------------------|--|---|---|---|
| 1. Our work | <ul style="list-style-type: none"> to explain that people have different occupations to earn a living | <p>Students should be able to:</p> <ul style="list-style-type: none"> identify some professions from pictures (teaching, farming, medicine, etc.). | Old newspapers or magazines containing pictures of people at work | <p>Introductory activity 15 min</p> <p>Development: 10 min</p> <p>CW: 10 min</p> <p>Winding up: 5 min</p> |

Introductory activity: Ask the students to tell you about different types of work that people do to earn a living. Farmers work on farms in villages to grow crops and then sell them to the shop keepers from whom other people buy things. Ask them to look at the illustrations in the lesson and talk about the occupations.

Development: Read page 13 and discuss the text and illustrations.

CW: Learning Check

Winding up: Sum up the lesson.

HW: Read page 13. Going Further Q1

Date:

Time: 40 mins

Unit 1: Me and My World

| Topic: Occupations | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/ HW |
|-----------------------|---|---|-------------------------|--|
| 2. Role play | <ul style="list-style-type: none"> to describe various professions | Students should be able to: <ul style="list-style-type: none"> recognise the role of some common professions in their daily lives. | Worksheet 1 | Recap: 5 min Development: 30 min Winding up: 5 min |

Recap: Go over the last lesson.

Development: Read pages 14-15 with the students and discuss the text and illustrations. Then ask each student to take the role of one professional mentioned in the lesson and explain his/her work to the class.

Winding up: Sum up the day's lesson.

HW: Read pages 14 and 15 Complete Worksheet 1.



Unit 1: Me and My World
Occupations

Worksheet 1

Name: _____

Date: _____

1. The jobs people do are also called their occupations. Ask one of your parents about their job and write two sentences to describe it.

2. Fill in the blanks:

policeman teeth teacher robbers
students dentist sick doctor

- a. Mr Iqbal is a _____.
He catches _____.



- b. Miss Sara is a _____.
She teaches _____
how to read and write.



- c. My aunty is a _____.
She treats _____
people in the hospital.



- d. My uncle is a _____.
He checks and treats people's _____.



CHAPTER 1.6 Sports and Games

PREVIOUS KNOWLEDGE

Students have experience of playing games for fun.

VOCABULARY

game, sport, active, relax, indoor, outdoor

LEARNING OUTCOMES

Students should be able to:

- name some outdoor and indoor games.
- differentiate between games and sports.
- understand that some sports are played as a team.

METHOD

a. Introductory activity

Ask the students which of them likes to play games and discuss the different games that they play. List the different games on the board.

Ask them whether they take part in any sports outside school and list these in a different column.

Discuss with the students the differences between sports and games.

Elicit that there are games which are played inside the house. They are enjoyable but they do not require a great deal of physical effort.

Other games such as Hide and Seek and skipping games are played outside and require more energy.

Sports are games that are played outside and require a lot of physical activity.

b. Development

Read the lesson with the class and discuss the text and illustrations. Discuss how the students share when playing with their friends and how it is important to take turns.

Ask students to talk about how they feel when their teacher or parents play with them.

c. Closure

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



Assessment

QUICK RECALL

- i. outdoor
- ii. active
- iii. always

LEARNING CHECK

1. We play games or sports to stay healthy, strong, and active, and to relax.
2. Students will write games of their choice.

GOING FURTHER

Ask students to discuss Q.1 and 2 in pairs and write their answers in their notebooks.

Date:

Time: 40 mins

Unit 1: Me and My World

| Topic: Sports and Games | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/HW |
|-------------------------|---|---|----------------------|--|
| 1. Sports and games | <ul style="list-style-type: none"> to discuss different sports | <p>Students should be able to:</p> <ul style="list-style-type: none"> name various sports explain that physical activity is good for the health and playing sports provides this. | Worksheet 1 | <p>Introductory activity 20 min CW: 15 min Winding up: 5 min</p> |

Key words: sport, healthy, active

Introductory activity: Ask the students what different games they like to play. List the different games on the board. Ask them whether they take part in any sports outside school and list these in a different column. Discuss the differences between sports and games. Elicit that there are games which are played inside the house. They are enjoyable but they do not require a great deal of physical effort. Other games such as Hide and Seek and skipping are played outside and require more energy. Sports are games that are played outside and require a lot of physical activity.

CW: Do the given worksheet.

Winding up: Go over the main points of the lesson.

HW: Going Further Q1



Date:

Time: 40 mins

Unit 1: Me and My World

| Topic: Sports and Games | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/HW |
|-------------------------|---|---|----------------------|--|
| 1. Sports and games | <ul style="list-style-type: none"> to explain that it is important to take turns when playing to explain that sports and games teach us team spirit | <p>Students should be able to:</p> <ul style="list-style-type: none"> explain the importance of self-discipline and waiting for one's turn while taking part in a game or sport. explain that team spirit is more important than winning or losing. | | <p>Recap: 5 min</p> <p>Development: 15 min</p> <p>CW: 20 min</p> |

Key words: game, sport, active, relax, indoor, outdoor

Recap: Go over the main points of the previous lesson.

Development: Read the lesson with the class and discuss the text and illustrations. Discuss how the students share when playing with their friends and how it is important to take turns. Ask students to talk about how they feel when their teacher or parents play with them.

CW: Going Further Q2

HW: Learning Check

Name: _____

Date: _____

1. Find the names of the sports and games from the list in the following word search puzzle:

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

CRICKET TENNIS LUDO CARDS BADMINTON

2. There are many sports that involve racquets. Write the name of the sport beneath each racquet:









UNIT

2

RULES AND RESPONSIBILITIES

CHAPTER 2.1 Rules

PREVIOUS KNOWLEDGE

Students are aware that they must obey the rules in school and at home.

VOCABULARY

rule, corridor, queue

LEARNING OUTCOMES

Students should be able to:

- identify some rules to follow at school and at home.
- describe why rules are important.
- identify people who help us to follow rules.
- describe the role of people who help to follow rules.

METHOD

a. Introductory activity

Ask students for examples of some of the rules they have to follow. Ask them to try to define what a rule is. You should reach a simple definition such as 'A rule tells us what we should do or what we should not do.'

b. Development

Read the lesson with the students. Explain the text and illustrations as necessary.

Discuss the rules that are followed in Asad's school.

Discuss the reasons why we have to have rules to follow.

Divide the class into groups of 4–5 students. Ask them to read the lesson together and each to play one of the roles. (Farah the narrator, the parents, a teacher, the principal). The whole group can say the last words together.

Listen to the students reading their words.

Ask each group to create short scenes which show parents and teaching staff enforcing rules with the student. Refer back to the previous lesson for ideas on which rules to use.

c. Closure

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

Assessment**QUICK RECALL**

- i. F
- ii. T
- iii. T
- iv. F

LEARNING CHECK

- 1. Rules are made to maintain order in society and to make sure that everyone is treated fairly.
- 2. Our parents and elders.
- 3. Principal
- 4. Teachers
- 5. Students will write this answer independently after discussing with the teacher. Responses can be different for different students.
- 6. Students will respond to this question as per their choice.

GOING FURTHER

- 1. Divide the class in groups of six students. Ask each group to discuss the advantages of following the rules and then make the poster. You could also list the key points of their discussion on the board.
- 2. Ask students to work in pairs or small groups to talk about the rules they follow in their homes. Each group should record the rules on a sheet of paper and present before the class, explaining why they think each rule is different.



Date:

Time: 40 mins

Unit 2: Rules and Responsibilities

| Topic: Rules | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/HW |
|------------------------|--|--|----------------------|--|
| 1. Importance of rules | <ul style="list-style-type: none"> to encourage the habit of respecting and following the rules | <p>Students should be able to:</p> <ul style="list-style-type: none"> describe why rules are important. | Worksheet 1 | <p>Introductory activity 10 min</p> <p>Development: 15 min</p> <p>CW: 15 min</p> |

Key words: rule, corridor, litter

Introductory activity: Ask students for examples of some of the rules they have to follow. Ask them to define what a rule is. You should reach a simple definition such as, 'A rule tells us what we should do or what we should not do.'

Development: Ask the students to look at the pictures on page 19-20 and explain which rules are shown being followed. Ask the students to identify some other rules that they follow in school. Ask them to think how their lives would be affected in the absence of rules. Read and discuss the text.

CW: Do the given worksheet 1.

HW: Read page 19-20.

Date:

Time: 40 mins

Unit 2: Rules and Responsibilities

| Topic: Rules | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/HW |
|--------------------------------|--|--|----------------------|---|
| 2. School rules and home rules | <ul style="list-style-type: none"> to explain that rules are a way of enforcing discipline and protecting people's rights | Students should be able to: <ul style="list-style-type: none"> identify some rules to follow at school and at home. | | Recap: 5 min Development: 20 min CW: 15 min |

Key words: queue, meal, wash

Recap: Briefly go over the content of the previous lesson.

Development: Discuss the illustrations on pages 21 and read the text. Ask the students what rules they follow at home. Discuss the rules that are followed in Asad's school. Ask the reason for making rules. Explain that rules enforce discipline, and without discipline there would be chaos.

CW: Going Further Q1 and Q2

HW: Learning Check



Date:

Time: 40 mins

Unit 2: Rules and Responsibilities

| Topic: Rules | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/ HW |
|-----------------------------------|--|--|----------------------|--|
| 3. Who helps us follow the rules? | <ul style="list-style-type: none"> to explain that rules need to be followed and that adults are responsible for making and enforcing the rules | <p>Students should be able to:</p> <ul style="list-style-type: none"> identify people who help us to follow rules. describe the role of people who help to follow rules. | Worksheet 2 | <p>Recap: 5 min</p> <p>Development: 20 min</p> <p>CW: 15 min</p> |

Key words: follow, parent, principal

Recap: A brief revision of the previous lesson.

Development: Now that students understand why rules are made, explain who makes these rules and help them follow these. Read the text and explain the illustrations. Discuss the Going Further questions to generate discussion on rules.

CW: Complete the worksheet 2

HW: Read page 21.

Unit 2: Rules and Responsibilities

Worksheet 1

Rules

Name: _____

Date: _____

1. Write three school rules that you have to follow.

2. Write three home rules that you have to follow.

3. Parents help us follow rules at home. Teachers help us follow rules at school. Find out who helps us follow rules in the following places:

- a. roads: _____
- b. masjid: _____
- c. library: _____



Unit 2: Rules and Responsibilities

Worksheet 2

Rules

Name: _____

Date: _____

1. What rules should we follow:

a. when playing with toys? _____

b. in the library? _____

c. before and after eating? _____

d. when playing with a ball? _____

e. when going to bed? _____

f. in the school canteen? _____

g. with waste paper and wrappers? _____

h. when answering a question in class? _____

i. in the school corridors? _____

j. when having lunch in school? _____

CHAPTER 2.2 Solve the Playground Problem

PREVIOUS KNOWLEDGE

Students have probably experienced common problems at home and school. They may have some idea of solving problems at their own level, or involving adults to solve their problems.

LEARNING OUTCOMES

Students should be able to:

- understand that fair dealing must be exercised with everyone regardless of their social class, cultural and ethnic background.

METHOD

a. Introductory activity

Talk about the problem of litter in the playground and ask the students for ideas on how this problem could be solved.

b. Development

Explain that the lesson shows how some students decided to solve this problem in their own school, but the steps have been shown in the wrong order. Their task is to put them in the correct sequence. Help the students through discussion. When they have finished the task, discuss their answers.

Ask students to identify any problems in their own school. List them on the board and choose one of them to solve, using the steps shown in the lesson.

c. Closure

Discuss the given exercises.

Assessment

QUICK RECALL

Ask students to observe the pictures and find the differences. Also ask in which park environment they would prefer to play.

LEARNING CHECK

1. The first step is to name the problem.
2. The best solution is decided by talking to friends and concerned people.
3. It is important to talk to the people responsible for dropping the litter so that we can explain why it is bad. We can then ask them to stop.

GOING FURTHER

Students can do this activity in groups. Develop some role playing scripts, assign the students roles and ask them to learn their lines. Then have the role playing activity in class.



Date:

Time: 40 mins

Unit 2: Rules and Responsibilities

| Topic: Solve the Playground Problem | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/HW |
|-------------------------------------|---|---|----------------------|---|
| 1. Problem solving | <ul style="list-style-type: none"> to explain problem solving techniques | <p>Students should be able to:</p> <ul style="list-style-type: none"> understand that fair dealing must be exercised with everyone regardless of their social class, cultural and ethnic background. | Worksheet 1 | <p>Introduction: 10 min</p> <p>Development: 25 min</p> <p>Winding up: 5 min</p> |

Key words: problem, responsible, litter

Introduction: Discuss the problem of litter in the playground and ask the students for ideas on how this problem could be solved.

Development: Explain that the lesson shows how some students decided to solve this problem in their own school, but the steps they took have been shown in the wrong order. The students' task is to put them in the correct sequence. Help the students through discussion. When they have finished the task, discuss their answers. Ask the students to identify any problems in their own school; list them on the board and choose one to solve together, using the steps shown in the lesson.

Winding up: Briefly recap the lesson.

HW: Do the given worksheet.

Date:

Time: 40 mins

Unit 2: Rules and Responsibilities

| Topic: Solve the Playground Problem | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/HW |
|-------------------------------------|--|--|----------------------|--|
| 2. Problem solving | <ul style="list-style-type: none"> to reinforce the idea that many problems can be solved through cooperation and by following problem solving techniques | Students should be able to: <ul style="list-style-type: none"> explain how simple problems can be solved. | | Recap: 10 min CW: 25 min Winding up: 5 min |

Key words: problem, solution

Recap: Summarise the previous lesson.

CW: Learning Check. Going Further.

Winding up: Go over the main points of the lesson.

HW: Read pages 23 and 24.



Unit 2: Rules and Responsibilities
Solve the Playground Problem

Worksheet 1

Name: _____

Date: _____

Word search

Find the following words in the word search:

stop friends problem solve steps
best talk decide

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| p | r | o | b | l | e | m | w | k | s |
| f | w | o | m | a | w | t | i | j | o |
| r | l | s | t | e | p | s | x | t | l |
| i | j | m | j | s | t | o | p | a | v |
| e | b | a | t | l | y | m | b | s | e |
| n | e | x | a | d | e | c | i | d | e |
| d | s | o | l | t | i | s | z | c | t |
| s | t | m | k | o | r | m | t | s | l |

CHAPTER 2.3 Health and Safety

PREVIOUS KNOWLEDGE

Students have an idea about things that can cause danger and how accidents can happen.

VOCABULARY

bare, electric wire, sockets, sharp

MATERIAL REQUIRED

A large danger sign

LEARNING OUTCOMES

Students should be able to:

- recognise that being careful helps avoid accidents.
- describe how to be safe in different situations.

METHOD

a. Introductory activity

Show the students a danger sign and ask them what it means.

Ask the students to identify things or situations that are dangerous, and make a list on the board.

b. Development

Read the lesson with students and discuss the text and illustrations. Explain to them that accidents can happen anywhere and anytime so they should be careful. If they go to the kitchen to get something, they should stay away from fire and handle glassware with care because if it breaks, its sharp edges can hurt them. Similarly they should avoid playing on the road. Have a discussion with students about talking to strangers. This is a sensitive topic and should therefore be dealt with care.

c. Closure

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

Assessment

QUICK RECALL

Ask the students to refer to page 26 and 27 and complete this activity.



LEARNING CHECK

1. We may get hurt.
2. An electric shock could kill us.
3. They may want to harm us.

GOING FURTHER

1. Invite students to share with their classmates their thoughts about ways of keeping safe and avoiding accidents.

Date:

Time: 40 mins

Unit 2: Rules and Responsibilities

| Topic: Health and Safety | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/HW |
|--------------------------|---|---|----------------------|---|
| 1. Common dangers | <ul style="list-style-type: none"> to discuss some common dangers students may be exposed to | Students should be able to: <ul style="list-style-type: none"> recognise that being careful helps avoid accidents. | A large danger sign | Introductory activity: 15 min Development: 20 min Winding up: 5 min |

Key words: bare, electric wire, socket, sharp

Introduction: Show the students a danger sign and ask them what it means. Ask the students to suggest some objects or situations that are dangerous, and make a list on the board.

Development: Read the text with the students and discuss the content and illustrations.

Winding up: Summarise the lesson.

HW: Read pages 26 and 27.



Date:

Time: 40 mins

Unit 2: Rules and Responsibilities

| Topic: Health and Safety | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/HW |
|--------------------------|---|---|----------------------|---|
| 2. Keeping out of danger | <ul style="list-style-type: none"> to caution the students not to put themselves in dangerous situations | <p>Students should be able to:</p> <ul style="list-style-type: none"> describe how to be safe in different situations. | Worksheet 1 | <p>Introductory activity: 10 min</p> <p>CW: 25 min</p> <p>Winding up: 5 min</p> |

Key words: moving, bare, accident

Introduction: Revise the main points of the previous lesson. Encourage the students to suggest ideas for keeping safe.

CW: Learning Check Q1 to Q3 and Going Further Q 1.

Winding up: Review the lesson briefly.

HW: Going Further Q 1 (Jot down ideas discussed in the class in your notebook) and complete Worksheet 1.

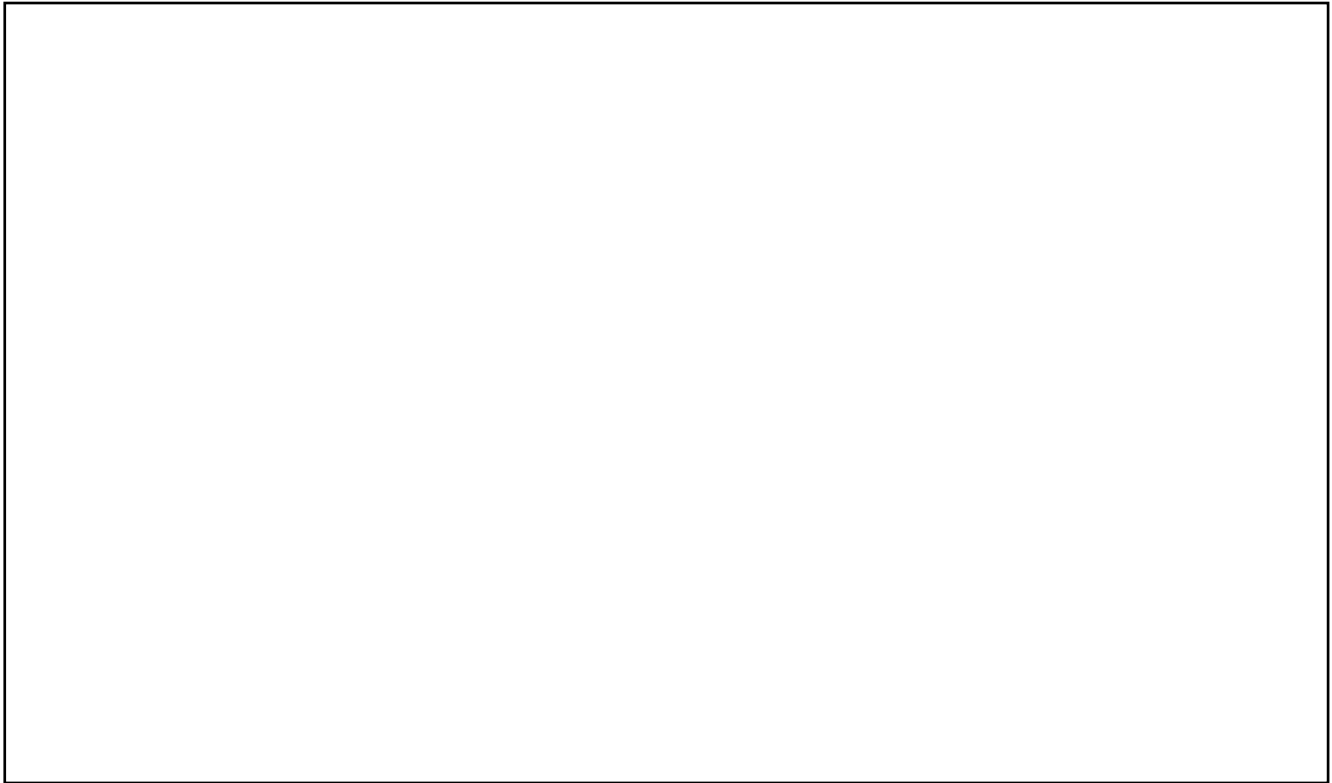
Unit 2: Rules and Responsibilities
Health and Safety

Worksheet 1

Name: _____

Date: _____

1. Draw one picture of something that can harm you and one picture of something that is safe for you to use.



2. True or false?

- a. We should cross the road without any adults to help us. _____
- b. We should light the stove all by ourselves. _____
- c. It is dangerous to play cricket with our friends. _____
- d. It is safe to turn on the television by ourselves. _____
- e. It is alright to talk to people you do not know. _____



CHAPTER 2.4 Good Manners

PREVIOUS KNOWLEDGE

Students understand the importance of good manners.

VOCABULARY

look after, receive

LEARNING OUTCOMES

Students should be able to:

- list the things they share with others (toys, books, stationery items, lunch with friends, etc.).
- identify from given pictures and stories the ways in which people help each other (at home, in classroom, in village/city, at the time of any need or disaster).
- identify from their daily life, the ways in which people are interdependent and how they help each other to make a difference in their own lives and the lives of others.
- recognise that all human beings are equal and important.
- identify that all human beings are similar and different in number of ways including family, culture, climate, ethnicity and religion, and that should be respected.
- recognise the need to respect all people as they are born equal and with dignity.
- identify ways in which they can show respect for all.

METHOD

a. Introductory activity

Begin the lesson by asking students if they share their toys with their siblings at home or with their friends in class.

Do they use magical words: sorry, thank you, excuse me, etc. at home and at school? Explain to them using these words help them form positive relationship with their friends.

b. Development

Read the lesson with students and discuss the text and illustrations on page 29 where different situations are shown. Discuss each illustration and ask how they respond in such situations.

c. Closure

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

Assessment

Students should do the exercises in their books.

QUICK RECALL

- | | | |
|---------------|---------------|----------------|
| 1. i. hurt | ii. different | iii. different |
| iv. different | v. meet | vi. hurt |
| vii. ask for | | |
| 2. i. tick | ii. cross | iii. tick |
| iv. tick | v. cross | vi. cross |
| vii. tick | viii. cross | |
| 3. i. T | ii. T | iii. F |
| iv. F | v. T | |

LEARNING CHECK

1. Ask the students to do this activity on their own.
2. Students will make their own lists
3. No one can make everything they need. We get what we need from each other.
4. We feel happy when we help others.
5. It is important to treat others with respect because human beings have dignity and deserve our respect.
6. Hadi's mother gave the gift because Hadi had accidentally broken their neighbour's vase.
7. One can be a good friend by being mindful of our behaviour towards our friends.
8. We should respect people who are different from us.
9. Being fair means treating everyone equally and choosing for others what you would choose for yourself.
10. Salman learned to wait in line and share with others.

GOING FURTHER

All the 7 questions are discussion questions. Divide the students in groups of 4. Ask them to discuss their answers and then write it down.



Date:

Time: 40 mins

Unit 2: Rules and Responsibilities

| Topic: Good Manners | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/HW |
|--|---|---|--|---|
| 1. The importance of having good manners | <ul style="list-style-type: none"> to emphasise the importance of good manners | <p>Students should be able to:</p> <ul style="list-style-type: none"> list the things they share with others (toys, books, stationery items, lunch with friends etc.). identify from given pictures and stories the ways in which people help each other (at home, in classroom, in village/city, at the time of any need or disaster). | A bag with slips of paper with words written on them which the children have to mime | <p>Introduction: 10 min</p> <p>Activity: 20 min</p> <p>Winding up: 10 min</p> |

Introduction: Begin the lesson by asking the students questions such as: How do you greet older people? How do you greet friends? When you want something, what words do you use? etc. Read pages 29-30.

Activity: Play a mime game. Write these words on separate pieces of paper and put them in a bag or box: Assalam-o-Alaikum, Sorry, Excuse me, Don't speak so loudly, Please, Thank you. Ask a student to close his/her eyes and choose one of the slips and then mime the situation in which the words have to be said (except for the words Don't speak so loudly, which do not have to be said but the situation is explained where children have to behave in this manner). Ask students to take turns until all the words have been guessed. Discuss when we use these words and why demonstrating good manners is important.

Winding up: Sum up the lesson.

HW: Do the given worksheet.

Date:

Time: 40 mins

Unit 2: Rules and Responsibilities

| Topic: Good Manners | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/HW |
|---------------------------------------|--|---|----------------------|--|
| 2. Practising good manners and values | <ul style="list-style-type: none"> to reinforce the importance of good manners and values | <p>Students should be able to:</p> <ul style="list-style-type: none"> identify from their daily life, the ways in which people are interdependent and how they help each other to make a difference in their own lives and the lives of others. recognise that all human beings are equal and important. identify that all human beings are similar and different in number of ways including family, culture, climate, ethnicity and religion, and that they should be respected. | Worksheet 1 | <p>Recap: 5 min</p> <p>Development: 15 min</p> <p>CW: 20 min</p> |



| | | | | |
|--|--|--|--|--|
| | | <ul style="list-style-type: none"> • recognise the need to respect all people as they are born equal and with dignity. • identify ways in which they can show respect for all. | | |
|--|--|--|--|--|

Introduction: Introduce the concept of interdependence. Also talk about the equality of human beings regardless of who they are and where they live.

Development: Read pages 31-33. Explain that people are similar and different in so many ways but it does not make them better or worse than other human beings. We should respect everyone and treat them with dignity.

CW: Learning Check and Going Further

HW: Complete the given worksheet.

Name: _____

Date: _____

1. If we are not polite and do not have good manners, which of the following is most likely to happen?
 - a. People will not like us and will not be willing to listen to us.
 - b. Everyone will like us and will be willing to help us if we need it.

2. Write two well-mannered habits that you have adopted.
 - a. _____
 - b. _____

3. Write the correct words to use in the following situations:
 - a. before asking a question in the class _____
 - b. after receiving your goods from the shopkeeper

 - c. when you first meet someone _____
 - d. when leaving home for school _____



UNIT

3

OUR COUNTRY

CHAPTER 3.1 PAKISTAN

PREVIOUS KNOWLEDGE

Students know about the flag of Pakistan, some famous people, places, and historical sites of Pakistan.

VOCABULARY

province, seashore, historical site, high-rise

MATERIAL REQUIRED

A piece of white fabric, about 1.5 metres long, with an outline map of Pakistan and the borders of the provinces drawn with a marker (to use in class); four different coloured poster paints, enough paint brushes, and a black marker

LEARNING OUTCOMES

Students should be able to:

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

METHOD

a. Introductory activity

Explain to the students that Pakistan is divided into four units called provinces.

Show them on the outline map the four provinces and teach the students their names. Ask students to identify their own province.

Spread the map on several layers of newspaper on the floor. Divide the students into four groups and give each group a different colour paint with which to paint one of the provinces. When the painting is finished, they should write the name of the province they coloured with a black marker.

Write on the map the title 'The Islamic Republic of Pakistan'. Fix the map on the soft board or the classroom wall.

b. Development

Read the lesson with the students and talk about the full name of Pakistan, its capital city, provinces, and the beautiful places in the country.

c. Closure

As a summary activity, discuss the questions in the Learning Check and Going Further sections. Explain the meaning of 'key' and tell them that Q2 of Going Further gives the 'key' to the map they coloured in Q1.

Assessment**QUICK RECALL**

1.
 - i. Islamic Republic of Pakistan
 - ii. provinces
 - iii. capital
 - iv. Pakistani
 - v. green and white

LEARNING CHECK

1. Sindh, Punjab, Balochistan, Khyber Pakhtunkhwa, Azad Jammu and Kashmir, Gilgit-Baltistan.
2. Ask the students to choose a different colour for each province. To prepare the key they should enter the relevant colour beside the name of the province.
3. Help them to locate Islamabad on the map.

GOING FURTHER

Arrange a cultural day in class and do activities 1-3.



Date:

Time: 40 mins

Unit 3: Our country

| Topic: Pakistan | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/HW |
|-----------------|---|--|--|---|
| 1. Pakistan | <ul style="list-style-type: none"> to introduce Pakistan, the full name of the country, the names of the provinces and the capital city, and its geographical features | <p>Students should be able to:</p> <ul style="list-style-type: none"> recognise the map of Pakistan. name the provinces and areas (AJK, GB & ICT) of Pakistan. recognise the significance of National flag. | <p>A piece of white fabric, about 1.5 metres long, with an outline map of Pakistan and the borders of the provinces drawn with a marker (to use in class); four different coloured poster paints, enough paint brushes, and a black marker</p> | <p>Introductory activity: 25 min</p> <p>Development: 15 min</p> |

Key words: province, seashore, historical site, high-rise

Introductory activity: Explain that Pakistan is divided into four units called provinces.

Show the students the four provinces on the outline map and teach them the name of each of them. Ask the students to identify their own province.

Spread the map on several layers of newspaper on the floor. Divide the students into four groups and give each group different colour paint with which to paint one of the provinces. When the painting is finished, they should write the name of the province they painted with a black marker. Write on the map the title 'The Islamic Republic of Pakistan'. Display the map on the soft board or the classroom wall.

Development: Read the lesson with the students and talk about the full name of Pakistan, its capital city, provinces, and the beautiful places in the country.

HW: Read the lesson at home.

Date:

Time: 40 mins

Unit 3: Our country

| Topic: Pakistan | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/ HW |
|-----------------|--|---|----------------------|-----------------------------|
| 2. Our country | <ul style="list-style-type: none"> to review and assess understanding of the lesson | Students should be able to: <ul style="list-style-type: none"> depict the cultural diversity of all provinces and areas of Pakistan. | Worksheet 1 | Recap: 10 min CW: 30 min |

Key words: culture, diversity

Introduction: Ask students what they understand by the term culture. It is the way people dress, the food they eat, the festivals they celebrate, the languages they speak, etc. Explain to the students that people belonging to different cultures reside in Pakistan. Ask them to tell about their unique culture.

CW: Going Further 2-3.

HW: Complete Worksheet 1.

HW: Complete the worksheet.



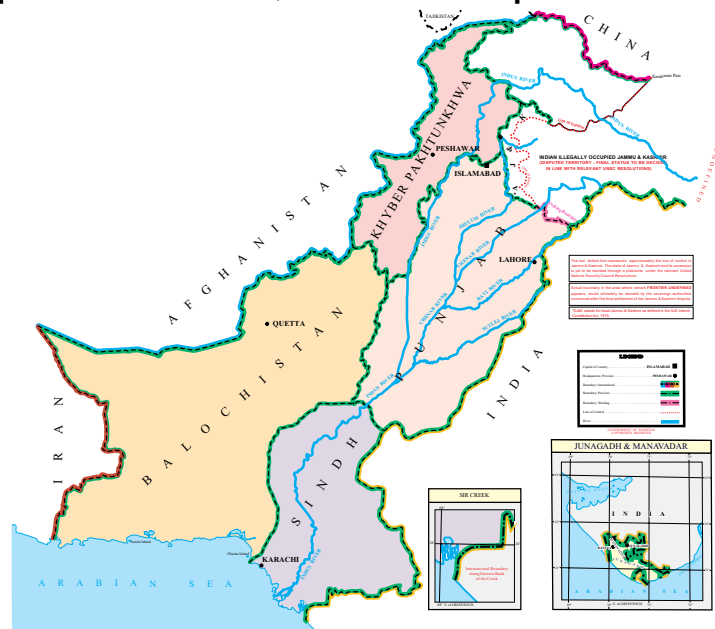
Unit 3: Our Country
Pakistan

Worksheet 1

Name: _____

Date: _____

1. On the map of Pakistan, name the provinces.



2. Find and circle the following words in the word search.

PAKISTANI
ISLAMABAD
PROVINCE
SEASHORE
DESERT
RIVER

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| I | S | L | A | M | A | B | A | D | Z | D |
| O | E | B | V | I | M | A | Z | O | P | E |
| K | A | Z | I | A | V | K | R | I | Z | S |
| M | S | B | P | R | O | V | I | N | C | E |
| V | H | Z | K | O | B | P | V | Z | M | R |
| M | O | K | K | V | I | K | E | O | A | T |
| B | R | B | O | K | M | K | R | A | B | M |
| O | E | P | A | K | I | S | T | A | N | I |

CHAPTER 3.2 GOVERNMENT

PREVIOUS KNOWLEDGE

Students know about the flag of Pakistan, some famous people, places, and historical sites of Pakistan.

VOCABULARY

Government, Citizen, Taxes, Rights, Laws

MATERIAL REQUIRED

- Pictures of government buildings, hospitals, schools, and other public services

LEARNING OUTCOMES

Students should be able to:

- define government.
- identify some goods and services that government provides for the people (health, education, clean water, infrastructure, utilities, safety and security etc.).
- list three rights of the citizens (Right to food, free education, protection, equality and healthcare).
- appreciate the rights and responsibilities of individuals within their community and in the wider world.

METHOD

a. Introductory Activity

Explain to the students that a government is a group of people who rule a country together and make rules and laws that everyone must follow.

Show them pictures of government buildings and public services like hospitals, schools, and roads.

Discuss the role of the government in providing these services and keeping the country safe.

b. Development

Read the lesson with the students and talk about the responsibilities of a citizen, such as paying taxes and obeying laws.

Discuss the rights of citizens, including the right to food, education, protection, equality, and healthcare.

Use the outline map to show how the government provides services across different provinces.



c. Closure

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

Explain the meaning of 'rights' and 'responsibilities' and how they help maintain order and safety in the country.

Assessment

QUICK RECALL

1. i. Rule
- ii. Laws
- iii. services
- iv. taxes

LEARNING CHECK

1. A government is a group of people who rule a country together and make rules and laws that everyone must follow.
2. A government provides services such as hospitals, schools, roads, railways, bridges, parks, playgrounds, clean drinking water, electricity, and gas.
3. Citizens help their government by paying taxes, obeying rules and laws, using resources responsibly, working hard, and keeping their communities clean.
4. Rights are important rules or freedoms that everyone should have to ensure they can live safely and happily.

GOING FURTHER

This activity involves students role-playing a conversation where they discuss the roles and responsibilities of the government and citizens. The government officer explains the services provided by the government, while the citizen discusses how they can help by paying taxes and following laws.

Date:

Time: 40 mins

Unit 3: Our Country

| Topic: Government | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/ HW |
|------------------------------|--|---|---|---|
| 1. Government | <ul style="list-style-type: none"> to introduce the concept of government and its role in the country to explain the responsibilities of a citizen to discuss the rights provided by the government to its citizens | <p>Students should be able to:</p> <ul style="list-style-type: none"> define government. identify some goods and services that government provides for the people (health, education, clean water, infrastructure, utilities, safety and security etc.). list three rights of the citizens (Right to food, free education, protection, equality and healthcare). appreciate the rights and responsibilities of individuals within their community and in the wider world. | <p>Pictures of government buildings, hospitals, schools, and other public services</p> <p>Worksheet 1 and 2</p> | <p>Introductory activity: 25 min</p> <p>Development: 15 min</p> |



Key words: government, citizen, taxes, rights, laws

Introductory activity: Explain that a government is a group of people who rule a country together and make rules and laws that everyone must follow. Show pictures of government buildings and public services. Discuss the role of the government in providing these services and keeping the country safe.

Development: Read the lesson with the students and talk about the responsibilities of a citizen and the rights provided by the government.

CW: Quick Recall and Learning Check.

HW: Read the lesson at home. Complete Worksheet 1 and 2.

Unit 3: Our Country
Government

Worksheet 1

Name: _____

Date: _____

1. Match the Terms

Draw a line to match each term with its correct description.

Government

Money paid to the government by citizens.

Citizen

A group of people who rule a country.

Taxes

A person who belongs to a country.

Laws

Rules made by the government.

2. Fill in the Blanks

Complete the sentences with the correct words.

- i. The government makes rules and _____ that everyone must follow.
- ii. People help the government by paying _____.
- iii. The government provides services like _____ and _____.
- iv. A person who belongs to a country is called a _____.



Unit 3: Our Country
Government

Worksheet 2

Name: _____

Date: _____

Draw and Write

Draw a picture of a service provided by the government (e.g., a school, a hospital, a park). Write one sentence about why this service is important.

CHAPTER 3.3 RELIGIOUS FESTIVALS OF PAKISTAN

PREVIOUS KNOWLEDGE

Students know about the major religions in Pakistan and some common cultural practices.

VOCABULARY

festival, celebration, religious, Eid-ul-Fitr, Eid-ul-Azha, Diwali, Holi, Christmas, Easter

MATERIAL REQUIRED

- Pictures of different religious festivals
- Colourful markers and poster paints
- Chart paper for making festival posters
- Henna cones (optional for Eid activities)
- Sweets (optional for Eid activities)

LEARNING OUTCOMES

Students should be able to:

- understand that everyone has a right to practice their own religion freely.
- understand why Muslims celebrate 'Eid-ul-Fitr' and 'Eid-ul-Azha'.
- describe how people celebrate 'Eid-ul-Fitr' & 'Eid-ul-Azha'.
- identify other religious and cultural festivals of other faiths celebrated in Pakistan.

METHOD

a. Introductory Activity

- Introduction to Festivals:** Explain to the students that Pakistan is home to various religious communities, each celebrating their own festivals.
- Visual Aid:** Show pictures of different festivals and briefly describe each one.
- Discussion:** Ask students if they have participated in any of these festivals and share their experiences.

b. Development

- Reading and Explanation:** Read the lesson with the students, explaining the significance of each festival:
 - **Eid-ul-Fitr:** Marks the end of Ramadan, celebrated with prayers, feasting, and giving of alms.
 - **Eid-ul-Azha:** Commemorates the willingness of Ibrahim عليه السلام to sacrifice his son for Allah SWT, celebrated with prayers and the sacrifice of animals.
 - **Diwali:** Hindu festival of lights, celebrated with fireworks, sweets, and decorations.
 - **Holi:** Hindu festival of colours, celebrated with throwing of coloured powders and water.



- **Christmas:** Christian celebration of the birth of Jesus Christ, marked by decorating trees, exchanging gifts, and feasting.
- **Easter:** Christian celebration of the resurrection of Jesus Christ, marked by special church services and feasting.
- ii. **Interactive Activity:** Divide students into groups and assign each group a festival. Provide materials for them to create posters depicting the festival's key elements.

c. Closure

- i. **Presentation:** Each group presents their poster and explains the festival they worked on.
- ii. **Discussion:** Summarise the key points of each festival and discuss the questions in the Learning Check and Going Further sections.

Assessment

- **Exercises:** Ask the students to complete the exercises in their books related to the festivals.
- **Quiz:** Conduct a short quiz to assess their understanding of the festivals.

QUICK RECALL

1.
 - i. Eid-ul-Fitr and Eid-ul-Azha
 - ii. masjid
 - iii. Hajj
 - iv. Ramzan
 - v. savaian

LEARNING CHECK

1. Eid is celebrated by wearing new clothes, going to the masjid to pray, putting henna on hands, wearing bangles, and enjoying special dishes like savaian and mithai.
2. The holy festivals of the Christians are Christmas and Easter.
3. The holy festivals of the Hindus are Diwali and Holi.

GOING FURTHER

1. This activity involves organising a celebration of the birth of Prophet Muhammad ﷺ with your classmates.
2. Research and gather details about various religious festivals celebrated by different communities and present your findings to the class.

Date:

Time: 40 mins

Unit 3: Our Country

| Topic: Religious Festivals of Pakistan | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/ HW |
|--|--|--|---|---|
| 1. Religious Festivals of Pakistan | <ul style="list-style-type: none"> to introduce students to the major religious festivals celebrated in Pakistan To explain the significance of each festival To recognise cultural practices associated with each festival | <p>Students should be able to:</p> <ul style="list-style-type: none"> understand that everyone has a right to practice their own religion freely. understand why Muslims celebrate 'Eid-ul-Fitr' and 'Eid-ul-Azha'. describe how people celebrate 'Eid-ul-Fitr' and 'Eid-ul-Azha'. identify other religious and cultural festivals of other faiths celebrated in Pakistan. | <p>Pictures of different religious festivals</p> <p>Colourful markers and poster paints</p> <p>Chart paper for making festival posters</p> <p>Henna cones (optional for Eid activities)</p> <p>Sweets (optional for Eid activities)</p> | <p>Introductory activity: 10 min</p> <p>Development: 20 min</p> <p>CW: 10 min</p> |

Key words: festival, celebration, religious, Eid-ul-Fitr, Eid-ul-Azha, Diwali, Holi, Christmas, Easter

Introductory activity: Ask students the following questions: What is a festival? What festivals do you celebrate? What activities do you do during these festivals? Students will give different answers. Listen to them and explain that they will learn about various religious festivals in Pakistan.

Development: Read the lesson with the students, explaining the significance of each festival. Discuss the pictures and cultural practices associated with each festival.

CW: Going Further

HW: Quick Recall and Learning Check; complete Worksheet 1 and 2



Unit 3: Our Country
Religious Festivals of Pakistan

Worksheet 1

Name: _____

Date: _____

1. Match the Festival

Draw a line to match each festival with its description.

Eid-ul-Fitr

Festival of lights
celebrated by Hindus.

Eid-ul-Azha

Celebrated at the end of
Ramadan.

Diwali

Celebrated after Hajj.

Holi

Christian celebration of
the birth of Jesus Christ.

Christmas

Hindu festival of colours.

2. Fill in the Blanks

Complete the sentences with the correct words.

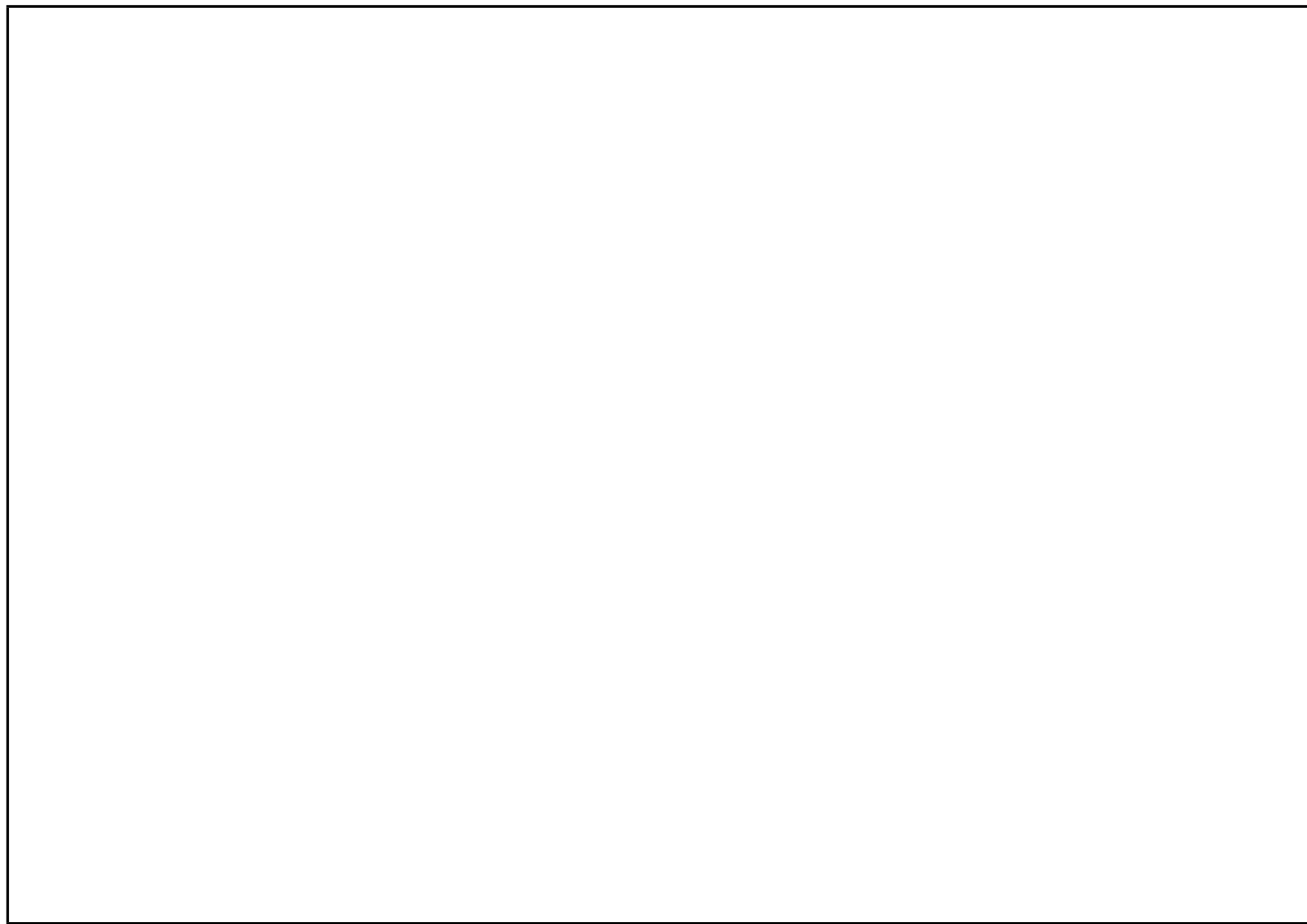
1. Muslims celebrate two religious festivals:
_____ and _____.
2. On Eid day, Muslims say Eid prayers after the
_____ prayer .
3. Diwali is the festival of _____.
4. Holi is celebrated at the beginning of _____.
5. Christmas is celebrated on 25th _____.

Name: _____

Date: _____

Draw Your Favourite Festival

Draw a picture of your favourite festival and write 3 sentences about why you like it.





UNIT

4

THE EARTH AND THE ENVIRONMENT

CHAPTER 4.1 The Sun and the Earth

PREVIOUS KNOWLEDGE

Students know that day follows night and vice versa.

VOCABULARY

rotate, axis, sunset, sunrise

MATERIAL REQUIRED

A candle, an orange, a stick or knitting needle to pass through the orange; a large globe; if an orange is unavailable, use a soft rubber ball.

LEARNING OUTCOMES

Students should be able to:

- appreciate that the Sun is a source of heat and light.
- describe how day and night occur.

METHOD

a. Introductory activity

Discussion

Begin by talking to students about their daytime and night-time activities in order to establish the difference between the two different parts of the day.

Ask whether any of the students knows why there is light for part of the day and darkness for the rest of the time.

Using the orange, candle, and a long stick as Amir does in the book, demonstrate how day and night follow each other. (Insert a long stick through the orange and tilt it to show that the Earth is not at 90°.)

b. Development

Read the lesson with the students, explaining the text where necessary.

c. Closure

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

Assessment**QUICK RECALL**

1. i. day
ii. night
iii. sunrise, sunset

LEARNING CHECK

1. The Sun is round like a ball.
2. It gives us heat and light.
3. Night is the time between sunset and sunrise.
4. The Earth's rotation on its axis causes day and night.

GOING FURTHER

1. Discuss the questions. Encourage children to come up with different answers. Give your explanation in the end.
2. i. Show the position of Pakistan on a globe and explain that it is daytime in Pakistan. Ask which part of the Earth is dark. (Answer: North and South America)
ii. Show them Australia and ask where it will be daytime when it is night in Australia. Ask them to write the answers in their copy books in two columns headed Daytime and Night-time.



Date:

Time: 40 mins

Unit 4: The Earth and the Environment

| Topic: The Sun and the Earth | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/ HW |
|------------------------------|---|---|--|---|
| 1. Day and night | <ul style="list-style-type: none"> to explain the rotation of the Earth on its axis to explain the significance of sunlight for the occurrence of day and night | <p>Students should be able to:</p> <ul style="list-style-type: none"> appreciate that the Sun is a source of heat and light. | A candle, an orange, a stick or knitting needle to pass through the orange; a large globe; if an orange is unavailable, use a soft rubber ball | <p>Introductory activity 15 min</p> <p>Development: 15 min</p> <p>Recap: 10 min</p> |

Key words: rotate, axis, sunset, sunrise

Introductory activity: Begin by talking about the students' daytime and night-time activities in order to establish the difference between the two different times of day. Ask whether any of the students knows why there is light for part of the day and darkness for the rest of the time.

Using the orange, candle, and a long stick as Amir does in the book, demonstrate how day and night follow each other. (Insert a long stick through the orange and tilt it to show that the Earth is not at 90°.)

Development: Read the lesson with the students, explaining the text where necessary.

Recap: Go over the main points of the lesson.

HW: Read the lesson at home.

Date:

Time: 40 mins

Unit 4: The Earth and the Environment

| Topic: The Sun and the Earth | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/ HW |
|------------------------------|---|--|----------------------|--|
| 2. The Sun and the Earth | <ul style="list-style-type: none"> to reinforce the concept of day and night following each other due to the rotation of the Earth to focus on the fact that daytime and night-time are caused by the light coming from the Sun | <p>Students should be able to:</p> <ul style="list-style-type: none"> describe how day and night occur. | Worksheet 1 and 2 | <p>Recap: 10 min</p> <p>CW: 30 min</p> |

Key words: bright, globe

Recap: Go over the main points of the previous lesson. Write the main points on the board with the help of the students.

CW: Learning check (written work), Going Further Q1 and Q2. For Q1, discuss the questions. Encourage the students to suggest different possible answers; end with your explanation.

For Q2 i. Show the position of Pakistan on a globe and explain that it is daytime in Pakistan. Ask which part of the Earth is dark. (Answer: North and South America)

ii. Show the students Australia on the globe and ask where it will be daytime when it is night in Australia. Ask them to write the answers in their exercise books in two columns headed Daytime and Night-time.

HW: Complete Worksheet 1 and 2.



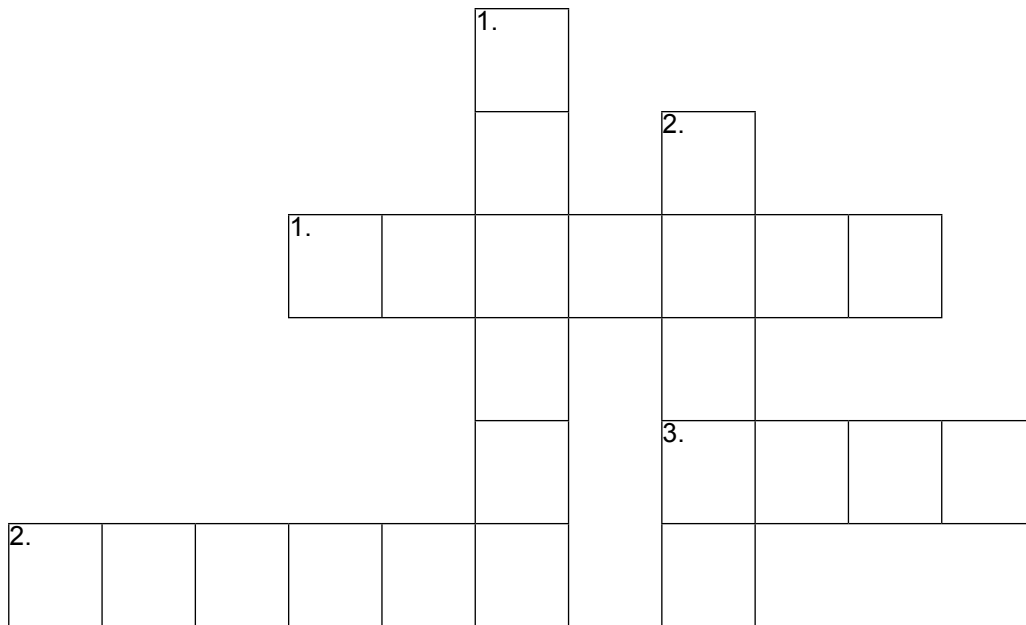
Unit 4: The Earth and the Environment
The Sun and the Earth

Worksheet 1

Name: _____

Date: _____

Solve the crossword puzzle.



Across

1. brings the beginning of the day
2. Amir uses it to explain daytime.
3. The Sun provides this, along with light.

Down

1. has a small flame and gives light
2. when it is dark

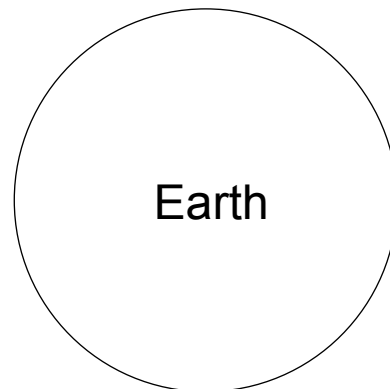
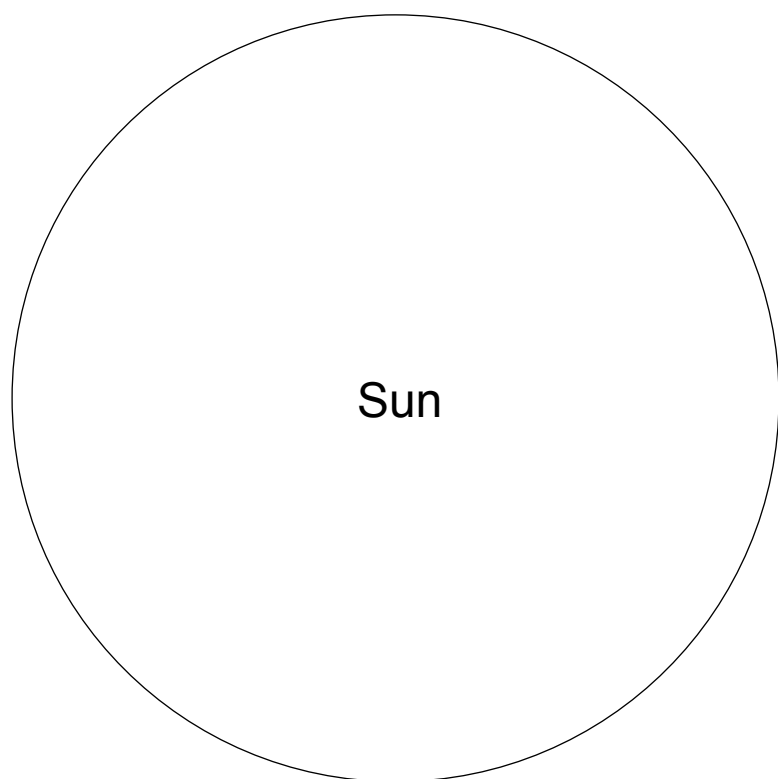
Unit 4: The Earth and the Environment
The Sun and the Earth

Worksheet 2

Name: _____

Date: _____

Colour the part of the Earth which will be in darkness.





CHAPTER 4.2 Landforms

PREVIOUS KNOWLEDGE

Depending on where they live, students may know very little about landforms.

VOCABULARY

landform, peak, inhabit, food crop

LEARNING OUTCOMES

Students should be able to:

- identify main types of landforms.
- describe the features of each landform.

METHOD

a. Introductory activity

Introduce the landforms using your hand. With a closed fist, point out the knuckles. The lower ones represent hills and the taller ones, the mountains. The areas between them represent valleys. Open your hand and look at the palm. The flat palm represents the plains. The lifelines, etc. represent rivers that start at a source and become tributaries that meet. They empty into the sea or ocean which is represented by the outer edge of your hand near the index finger.

Now ask the students if they have actually seen any of these landforms.

b. Development

Read the lesson with students. Explain and discuss each picture and the content of the lesson.

c. Closure

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

Assessment

QUICK RECALL

1. a. hill b. desert c. valley d. mountain e. plain
2. a. plain b. hills c. desert d. valley

GOING FURTHER

1. Cut out a picture of a landform and paste it. Discuss what it shows.

Date:

Time: 40 mins

Unit 4: The Earth and the Environment

| Topic: Landforms | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/ HW |
|-----------------------------|--|---|---------------------------------|--|
| 1. Landforms | <ul style="list-style-type: none"> to describe landforms such as mountains, valleys, hills, plains, and deserts | Students should be able to: <ul style="list-style-type: none"> identify main types of landforms. | Worksheet 1 | Introductory activity 10 min Development: 25 min Winding up: 5 min |

Key words: landform, peak, inhabit, food crop

Introductory activity: Introduce the landforms using your hand. With a closed fist, point out the knuckles. The lower ones represent hills and the taller ones, the mountains. The areas between them represent valleys. Open your hand and look at the palm. The flat palm represents the plains. The lifelines, etc. represent rivers that start at a source and become tributaries that meet. They empty into the sea or ocean which is represented by the outer edge of your hand near the index finger.

Now ask the students to talk about any of these landforms that they have actually seen.

Development: Read the text with the students. Explain and discuss each picture and the content of the lesson.

Winding up: Discuss Q1 of Quick Recall.

HW: Complete Quick Recall Q1 and Worksheet 1.

Bring a picture of a landform for Going Further.



Date:

Time: 40 mins

Unit 4: The Earth and the Environment

| Topic: Landforms | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/ HW |
|---------------------|---|--|-------------------------|---|
| 2. Landforms | <ul style="list-style-type: none"> to assess and reinforce the concepts taught about landforms | <p>Students should be able to:</p> <ul style="list-style-type: none"> describe the features of each landform. | Worksheet 2 | <p>Recap: 10 min</p> <p>CW: 25 min</p> <p>Winding up: 5 min</p> |

Key words: crop, rounded, clue

Recap: Summarise the main points of the previous lesson. Make a list of landforms on the board with the help of the students.

CW:

Going Further

Winding up: Wind up the lesson by reading out the landforms listed on the board.

HW: Complete the Worksheet 2.

Unit 4: The Earth and the Environment
Landforms

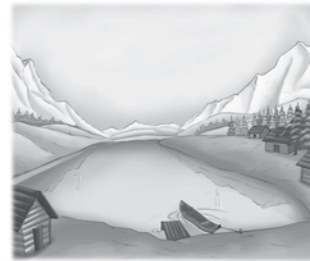
Worksheet 1

Name: _____

Date: _____

Match the pictures to the descriptions.

desert



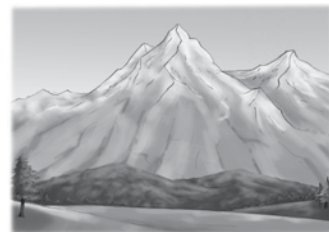
plain



valley



hills



mountains





Unit 4: The Earth and the Environment
Landforms

Worksheet 2

Name: _____

Date: _____

Say which of the following you think are true, and explain why.

a. We should take care of all our landforms, ☐ Correct ☐ Incorrect
because _____

b. If there were no plains, there would be no space for building cities and towns, ☐ Correct ☐ Incorrect
because _____

c. We would have no rivers and streams if there were no mountains, ☐ Correct ☐ Incorrect
because _____

CHAPTER 4.3 The Earth's Natural Resources

PREVIOUS KNOWLEDGE

Students understand what is meant by natural environment.

VOCABULARY

waste, natural resource, basic need

MATERIAL REQUIRED

Large sheets of paper or card, crayons/paints, recycled materials to make posters

LEARNING OUTCOMES

Students should be able to:

- identify their responsibilities with respect to each right (careful use of food, water and other resources, taking care of surroundings and hygiene).
- name some natural resources of land, water and air.
- recognise the importance of natural resources.
- list the ways in which people use natural resources.

METHOD

a. Introductory activity

Review the previous lesson Our needs, asking students to recall our basic needs of air, water, and food.

Elicit from the students the fact that food comes from the land. Land is also needed to build homes on.

b. Development

Read the lesson with students, explaining the contents with the help of the illustrations. Ask students to suggest more uses of these natural resources. Also ask what will happen if one of these is used up. Explain how precious fresh water is and that land can be destroyed if we do not look after it; air is becoming polluted with smoke and dust.

Discuss how we can protect and save these natural resources, so that we do not face a shortage of any of them.

c. Closure

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



Assessment

QUICK RECALL

1. i. correct ii. correct iii. Incorrect
iv. Incorrect v. Incorrect

LEARNING CHECK

1. Natural resources are materials obtained from nature.
2. i. Use water carefully. ii. Use land responsibly. iii. Keep the air clean by planting trees.
3. If we do not look after the Earth's natural resources, they will be depleted and cause environmental problems.

GOING FURTHER

1. Choose a natural resource and suggest steps to take care of it.
2. Collect seeds of the main crops of Pakistan.

Date:

Time: 40 mins

Unit 4: The Earth and the Environment

| Topic: The Earth's Natural Resources | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/ HW |
|---|---|---|----------------------|--|
| 1. Conserving Earth's natural resources | <ul style="list-style-type: none"> to explain the importance of, and the need for, conservation of natural resources | <p>Students should be able to:</p> <ul style="list-style-type: none"> identify their responsibilities with respect to each right (careful use of food, water and other resources, taking care of surroundings and hygiene). name some natural resources of land, water and air. recognise the importance of natural resources. list the ways in which people use natural resources. | Worksheet 1 | <p>Introductory activity 20 min</p> <p>CW: 15 min</p> <p>Winding up: 5 min</p> |

Key words: natural resource, basic need

Introductory activity: Discuss the importance of land, how it is used to grow the food that we eat and for space to build our homes. In the same way, discuss the importance of water. Ask the students to list how many ways they use water. Finally explain the importance of clean, fresh air. Explain that these are all natural resources and they enable us to meet our basic needs: explain why it is important not to waste them. Emphasise the need to grow trees.

CW: Do the Worksheet 1.

Winding up: Summarise the lesson.



Date:

Time: 40 mins

Unit 4: The Earth and the Environment

| Topic: The Earth's Natural Resources | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/ HW |
|--------------------------------------|--|--|---|--|
| 2. The Earth's natural resources | <ul style="list-style-type: none"> to stress the importance of preserving natural resources | <p>Students should be able to:</p> <ul style="list-style-type: none"> explain why it is important to conserve natural resources such as water, land, and air. | <p>Large sheets of paper or card, crayons/paints, recycled materials to make posters</p> <p>Worksheet 2</p> | <p>Recap: 5 min</p> <p>Development: 20 min</p> <p>CW: 15 min</p> |

Key words: breathe, waste

Recap: Summarise the previous lesson.

Development: Read the text with the students, explaining the contents with the help of the illustrations. Ask the students to suggest more uses of these natural resources. Also ask what would happen if one of these was used up. Explain how precious fresh water is, and that land will be ruined if we do not look after it; air is becoming polluted with smoke and dust.

Discuss how we can protect and preserve these natural resources so that we do not face a shortage of any of them.

CW: Draw a poster showing conservation of any one of the natural resources (discuss before starting the work).

HW: Complete Worksheet 2. If the poster cannot be completed in class it should be finished for homework.

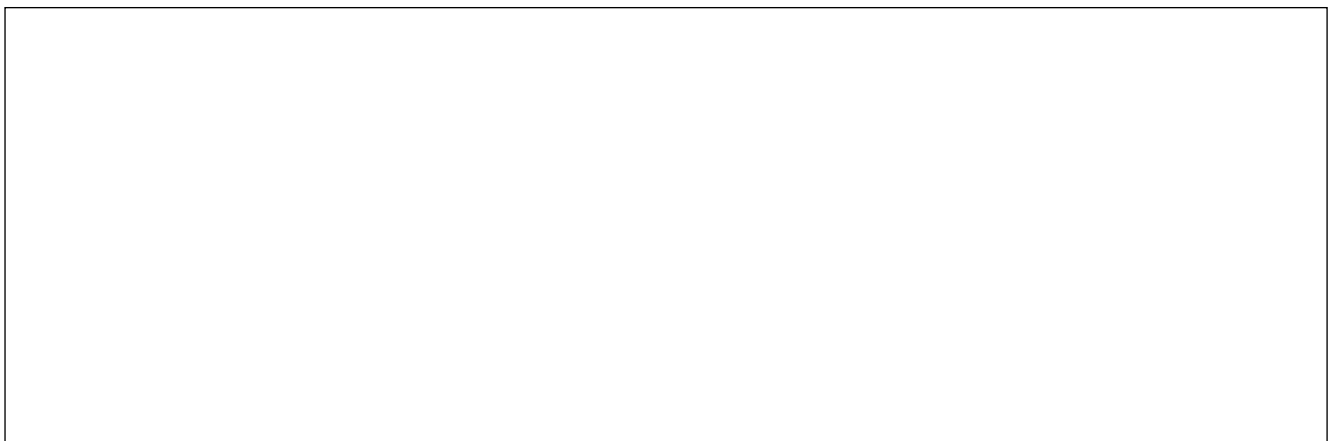
Unit 4: The Earth and the Environment
The Earth's Natural Resources

Worksheet 1

Name: _____

Date: _____

1. We should thank Allah for providing us with water, air, and food. Write three more things for which we should be thankful to Allah.
 - a. _____
 - b. _____
 - c. _____
2. We need water to drink, wash, bathe, and cook. Name one thing for which we need each of the following.
 - a. soil _____
 - b. air _____
 - c. wood _____
 - d. fruits _____
3. Imagine what the world would look like if there was no water; draw a picture of a world without water.





Unit 4: The Earth and the Environment
The Earth's Natural Resources

Worksheet 2

Name: _____

Date: _____

1. Trees are a natural resource. List four things we get from trees:

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

2. Fill in the blanks:

- a. _____, _____, and _____ are natural resources.
- b. We can keep the air clean by planting more _____.
- c. We should not waste _____ while taking showers, or washing.
- d. We need _____ to grow our food.
- e. We grow foods such as _____, _____, and _____.
- f. We should be thankful to _____ for natural resources.

CHAPTER 4.4 Bodies of Water

PREVIOUS KNOWLEDGE

Students know that water is a natural resource and that life cannot exist without it. It also has other uses.

VOCABULARY

ocean, melt, depend

LEARNING OUTCOMES

Students should be able to:

- recognise the importance of the resources of water, e.g. river, streams, wells, lakes, etc.
- narrate how water gets from a natural source to the taps in their home.
- recognise that there are some areas that always face shortage of water.
- identify the ways in which human beings waste water.

METHOD

a. Introductory activity

Discussion

Water is a basic human need. It is a very precious natural resource. Though our seas are full of water, this water is unfit for human use as it is salty. On the other hand, a very limited amount of fresh water is available for all living things on land.

Discuss what life would be like without water; list the things we couldn't do—it would be terrible to be thirsty, dirty clothes would pile up, we could not bathe or water the garden, etc. Elicit from the students that we cannot use the water in the oceans for these purposes because it is salty.

Activity

Put some sea water (or salt water) in a shallow container and leave it on a window sill in the sun. After a few days, all the water will have evaporated and crystals of salt will remain at the bottom.

Ask students to suggest where the fresh water we need comes from.

b. Development

Read the lesson with the students. Explain the text and pictures as required. Ask students if they have seen the sea, a lake, or a river.

c. Closure

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



Assessment

QUICK RECALL

1. i. ocean ii. food iii. salty iv. mountains
2. lake, stream, river, sea

LEARNING CHECK

1. Turn off the tap while brushing your teeth to save water.
2. Major natural sources of water are rivers, lakes, and streams.
3. Water reaches our taps through a system of dams, tanks, and pipes.
4. Water is wasted when taps are left running, leaks are not fixed, and excessive water is used.

GOING FURTHER

1. Discuss ways to save water.
2. Students will use their creativity to design a poster showing that water must not be wasted. They can make illustrations and add facts and statistics to make it interesting.

TIP

Tell the students that if a tap drips at the rate of one drop per second, 2700 gallons of water will be wasted in one year. Write their ideas on the board and ask the students to note them in their books. Possible answers include:

- a. Never throw water down the drain when there may be another use for it such as watering plants or the garden, or washing.
- b. Repair faulty or dripping taps.
- c. Don't let water run while washing your face or brushing your teeth.
- d. We shouldn't throw rubbish in water reservoirs, rivers, ponds, etc.
- e. Sewerage water should not be drained into freshwater sources.

Date:

Time: 40 mins

Unit 4: The Earth and the Environment

| Topic: Bodies of Water | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/ HW |
|---------------------------|--|---|--------------------------------------|--|
| 1. Sources of fresh water | <ul style="list-style-type: none"> to identify the various sources of water | <p>Students should be able to:</p> <ul style="list-style-type: none"> recognise the importance of the resources of water, e.g. river, streams, wells, lakes, etc. narrate how water gets from a natural source to the taps in their home. | Some salt, a small shallow container | <p>Introduction: 15 min</p> <p>Activity: 10 min</p> <p>Development: 15 min</p> |

Key words: ocean, melt, depend

Introduction: Discuss what life would be like without water; list the things we could not do—it would be terrible to be thirsty, dirty clothes would pile up, we could not bathe or water the garden, etc. Elicit why we cannot use the water in the oceans for these purposes (because it is salty).

Activity: Put some sea water (or salt water) in a shallow container and leave it on a window sill in the sun. After a few days, all the water will have evaporated and crystals of salt will remain at the bottom.

Ask students to suggest where the fresh water we need comes from.

Development: Read page 55-57. Discuss the pictures. Explain how we get water in homes and schools.

HW: Learning Check



Date:

Time: 40 mins

Unit 4: The Earth and the Environment

| Topic: Bodies of Water | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/ HW |
|------------------------------|---|--|----------------------|--|
| 2. Sea water and fresh water | <ul style="list-style-type: none"> to explain the difference between sea water and fresh water | <p>Students should be able to:</p> <ul style="list-style-type: none"> recognise that there are some areas that always face shortage of water. identify the ways in which human beings waste water. | Worksheet 1 and 2 | <p>Recap: 10 min</p> <p>Development: 25 min</p> <p>Winding up: 5 min</p> |

Key words: resource, depend, form

Recap: Go over the previous lesson.

Development: Read page 57 with the students. Explain the text and pictures as required. Discuss ways to save water.

Discuss the water-related issues in the Going Further section. They all emphasise conservation of this natural resource. Encourage students to be careful while using water so as not to waste it.

Winding up: Summarise the lesson.

HW: Complete Worksheet 1 and 2.

Unit 4: The Earth and the Environment
Bodies of Water

Worksheet 1

Name: _____

Date: _____

1. Fill in the blanks:

- a. Animals drink _____ water.
- b. _____ and _____ contain salty water.
- c. _____ flow into the seas and oceans.
- d. Fresh water is found in _____, _____, and _____.

2. Write below the names of two large and two smaller bodies of water.

| Large bodies of water | Small bodies of water |
|-----------------------|-----------------------|
| | |
| | |



Unit 4: The Earth and the Environment
Bodies of Water

Worksheet 2

Name: _____

Date: _____

1. True or False?

- The snow on the mountains melts and becomes water.

- Streams from the top of the mountains flow to the valleys. _____
- Seas and oceans flow into rivers. _____
- A river is a very large stream of water. _____

2. Word search

Find the Water Words.

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

BATH

COOL

DRINK

GAS

ICE

TAP

WASH

WATER

CHAPTER 4.5 Plants are Important

PREVIOUS KNOWLEDGE

Students understand that we need plants to live.

VOCABULARY

diseased, fertile

LEARNING OUTCOMES

Students should be able to:

- highlight the importance of plants for climate change.
- recognise that people manufacture different things from natural resources to serve humanity.
- recognise that people process the crops they grow for making products (cotton to thread to cloth to garments).
- recognise the importance of forests for human beings.
- identify the ways in which the land is destroyed due to human activity (deforestation).
- suggest ways to reduce deforestation.

METHOD

a. Introductory activity

One week before the lesson is taught, ask the students to identify a small plant in their garden and plant it in a pot so that it can be brought to school.

On plantation day, help the students to replant their plants in a specific area in the school or another suitable place.

You may wish to take photographs of this activity for the school magazine or to display in the classroom.

Remember that these plants will need to be watered and weeded regularly. You may want to take photographs at regular intervals to show how they are growing.

b. Discussion

Talk about the fact that plants are a natural resource as they grow naturally on Earth, and ask students to name the other natural resources they need in order to grow, i.e. water, sunlight, and soil.

c. Development

Read the lesson with the students and discuss the text and pictures.

Explain how plants clean the air by taking in carbon dioxide and giving out oxygen.



Discuss the foods that come from plants and how they may be processed and transported before they reach us.

Explain how dead plants gradually decompose (rot) to form humus, a form of manure, which can be used to make the land more fertile. Explain how the leaves and roots of forest trees help the land to retain more rain and hold the soil together.

If possible, show them a bird's nest in a tree and talk about how different creatures make their homes in plants for example, squirrels and monkeys, butterflies and bees.

Discuss the picture that shows the things we get from plants.

Discuss ways to protect plants.

d. Closure

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

Assessment

QUICK RECALL

1. i. fuel ii. bark iii. trees iv. air
2. a. Wood b. Medicine c. Paper d. Food

LEARNING CHECK

1. A man-made environment includes buildings, roads, and farms.
2. A natural environment includes forests, rivers, and mountains.

GOING FURTHER

1. Talk about how to save trees from being cut down carelessly. Explain that when we want to make a bridge, farmland, factories, or houses we should try not to cut the trees or forests. If it is really necessary to cut them, then we should plant new trees to replace them. We should not waste anything made of wood which is a natural resource.
2. Divide the students in five groups and ask them to make a poster of one of their ideas about saving the trees. Display the posters on the school notice board so that other students can see them too.
3. Plant trees in your school and take care of them.

Date:

Time: 40 mins

Unit 4: The Earth and the Environment

| Topic: Plants are Important | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/ HW |
|-----------------------------|--|---|--|--|
| 1. Plants are important | <ul style="list-style-type: none"> to explain the importance of planting and looking after plants | Students should be able to: <ul style="list-style-type: none"> highlight the importance of plants for climate change. recognise that people manufacture different things from natural resources to serve humanity. recognise the importance of forests for human beings. | A small plant or sapling for each student Worksheet 1 | Introduction: 10 min Activity: 30 min |

Introduction: Talk about the fact that plants are a natural resource as they grow naturally on Earth. Ask students to name the other natural resources plants need in order to grow, i.e. water, sunlight, and soil.

Activity: One week before the lesson is taught, ask the students to identify a small plant in their garden and plant it in a pot so that it can be brought to school. On Plantation Day, help the students to replant their plants in a specific area in the school garden or other suitable place. You may wish to take photographs of this activity for the school magazine or to display in the classroom. These plants will need to be watered and weeded regularly. You may want to take photographs at regular intervals to show how they are growing. Read the text with the students and discuss the content and pictures.

Explain how plants clean the air by taking in carbon dioxide and giving out oxygen. Discuss the foods that come from plants and how they are often processed and transported before they reach us. Explain how dead plants gradually decompose (rot) to form humus, a form of manure, which can be used to make the land more fertile. Explain how the leaves and roots of forest trees help the land to retain more rain and hold the soil together. If possible, show them a bird's nest in a tree and talk about how different creatures make their homes in plants for example, squirrels, monkeys, butterflies, and bees. Discuss the picture that shows the things we obtain from plants. Discuss ways to protect plants. You may include the points suggested in Going Further or make these the topic for the next class.

HW: Complete Worksheet 1.



Date:

Time: 40 mins

Unit 4: The Earth and the Environment

| Topic: Plants are Important | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/ HW |
|---|---|---|----------------------|--|
| 2. Plants are an important natural resource | <ul style="list-style-type: none"> to explain the importance of plants as a natural resource | <p>Students should be able to:</p> <ul style="list-style-type: none"> identify the ways in which the land is destroyed due to human activity (deforestation). suggest ways to reduce deforestation. | Worksheet 2 | <p>Recap: 10 min</p> <p>Development: 25 min</p> <p>Winding up: 5 min</p> |

Key words: diseased, fertile

Recap: Briefly go over the previous lesson.

Development: Explain that trees are cut down to obtain food for different purposes. Ask what would happen if a lot of trees are cut down? Ask students to look around and identify the things made of wood. Explain that wood is also used as a fuel in places where people do not have access to natural gas. Tell them trees take a very long time to grow so people should plant trees to save the land. They should recycle old wooden furniture so there is no need to cut more trees.

CW: Learning Check and Worksheet 2

Winding up: Summarise the main points of the lesson.

Unit 4: The Earth and the Environment
Plants are Important

Worksheet 1

Name: _____

Date: _____

1. Animals eat plants. We eat plants too. Can you list below the names of ten plants that we eat? (think of fruits and vegetables)

2. Plants grow from seeds. Seeds are found in fruits. Can you name four fruits that are grown in Pakistan?



Unit 4: The Earth and the Environment
Plants are Important

Worksheet 2

Name: _____

Date: _____

1. Name ten things that we get from plants.

- | | |
|----------|----------|
| a. _____ | b. _____ |
| c. _____ | d. _____ |
| e. _____ | f. _____ |
| g. _____ | h. _____ |
| i. _____ | j. _____ |

2. Look around your school or home for the tree that you like the best. Describe it in a few words and use sticky tape to attach one of its leaves in the box below:

CHAPTER 4.6 Farm Animals

PREVIOUS KNOWLEDGE

Students are familiar with the names of some animals and also with names of some animal products that they use in their daily life.

VOCABULARY

guard, tame, wild, pets, cheese, yoghurt, ghee

LEARNING OUTCOMES

Students should be able to:

- differentiate between wild and tame animals.
- identify farm animals.
- understand the usefulness of farm animals for humans.

METHOD

a. Introductory activity

Talk to the students about animals. Ask them if they have any pets; talk about the kind of animals kept as pets—these are tame animals.

Ask them if they have ever visited a zoo; talk about the kind of animals found in a zoo—these are wild animals.

Talk to them about farm animals, such as cows, goats, sheep, and poultry, i.e. hens, chickens, etc. Ask students how farm animals help us. Note their responses on the board.

b. Development

Farm animals are very useful; they provide us with food and also work for us. Read the lesson with students and explain the content and the given pictures. Tell students about the importance of being kind to animals.

c. Closure

Explain the Learning Check and Going Further exercises.

Assessment

Ask students to do the exercises in the book.

QUICK RECALL

1. Ensure that farm animals are circled with red and wild animals with blue.
2. Check that only animal products are ticked.

**LEARNING CHECK**

1. Wild animals cannot live with us because they can be dangerous.
2. We can take good care of our pets by feeding them well, ensuring they don't work too hard, and keeping them healthy.

GOING FURTHER

Draw or bring a picture of your favourite pet animal and tell your class how you take care of it.

Date:

Time: 40 mins

Unit 4: The Earth and the Environment

| Topic: Farm Animals | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/ HW |
|---------------------|---|---|--|---|
| 1. Farm animals | <ul style="list-style-type: none"> to explain the difference between wild and tame animals | Students should be able to: <ul style="list-style-type: none"> explain the difference between wild animals and tame animals. | Models of different animals Worksheet 2 | Introductory activity 15 mins Development: 25 mins |

Key words: wild, tame, forest, zoo

Introductory activity: Talk about animals. Ask the students if they have any pets; talk about the kinds of animals kept as pets—these are tame animals. Ask if they have ever visited a zoo; talk about the kinds of animals found in a zoo—these are wild animals.

Development: Draw two columns on the board headed Wild animals and Tame animals. Divide the class into four groups and give each group a selection of the model animals. Taking turns, one member of each group should select an animal and say whether it is a tame animal or a wild one. You should then write the name of the animal in the appropriate column. After this activity, ask those students who have pets in their homes to come out and tell the class how they look after them.

HW: Complete Worksheet 2.



Date:

Time: 40 mins

Unit 4: The Earth and the Environment

| Topic: Farm Animals | Teaching objectives | Learning outcomes | Resources/ Materials | Activities/CW/ HW |
|---------------------|---|--|----------------------|---|
| 2. Farm animals | <ul style="list-style-type: none"> to identify farm animals discuss the usefulness of farm animals for humans | <p>Students should be able to:</p> <ul style="list-style-type: none"> recognise farm animals. explain how farm animals are useful to us. | Worksheet 1 | <p>Introductory activity: 5 mins</p> <p>Development: 25 mins</p> <p>CW: 10 mins</p> |

Key words: guard, yoghurt, ghee, cheese, transport, wool, leather

Introductory activity: Discuss farm animals, such as cows, goats, sheep, poultry, etc. Ask the students how farm animals help us. Note their responses on the board. Talk about the importance of being kind to animals.

Development: Read the lesson with the students and explain the content and pictures.

CW: Learning Check

HW: Going Further and Worksheet 1

Unit 4: The Earth and the Environment
Farm Animals

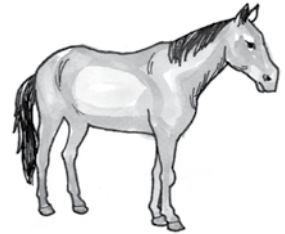
Worksheet 1

Name: _____

Date: _____

Draw a line from each farm animal to the description that matches it best.

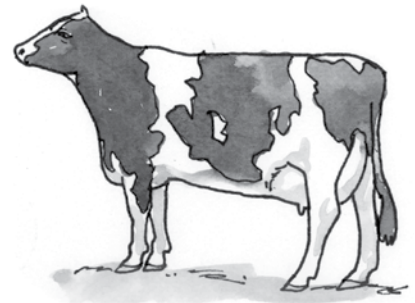
We make sweaters from its coat.



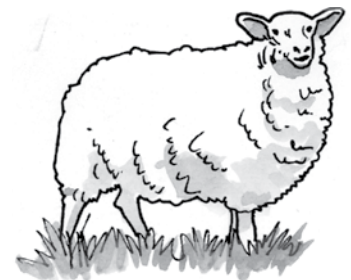
Can run very fast



Swims in the pond



Lays eggs



Gives milk





Unit 4: The Earth and the Environment

Worksheet 2

Farm animals

Name: _____

Date: _____

Find and circle these words. They run down, across, and diagonally.

| | | | |
|-------|------|------|-------|
| tiger | lion | duck | sheep |
| camel | deer | mule | horse |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| z | k | s | t | g | e | l | d |
| i | u | l | h | i | e | y | e |
| v | w | k | i | e | g | e | e |
| n | e | i | p | o | e | e | r |
| d | u | c | k | a | n | p | r |
| l | c | a | m | e | l | w | c |
| a | w | u | m | u | l | e | z |
| w | h | o | r | s | e | u | o |

