



# AMAZING WORLD

## TEACHING GUIDE



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## **Introduction**

The Teacher Guides are developed for Text books of General Knowledge Grade I to III by Oxford based on Single National Curriculum (SNC). These text books based on SNC are a result of an effort to review and revise the previous curriculum in line with modern trends and innovations in different fields. It is important to mention here that National Curriculum 2006 for General Knowledge was an integration of General Science, Social Studies, and Islamiat. However the Single National Curriculum for General Knowledge 2020 is based on the themes and concepts from General Science, Social Studies and ethics.

### **About the Teachers Guide**

The Teacher Guide is organized in five main sections. The first section explains Aims of the guide and how to use teacher Guide. The second section explains the strands and skills of GK. The third section unfolds STEAM integration and the concept of classrooms without walls. The fourth portion includes assessment practices at early grades. The last portion is the main portion of Learning Themes with detailed plans .It includes innovative ideas for how to present the topic in each session for classroom teaching and corresponding teaching and learning activities, pedagogical approaches and techniques, steam incorporation and assessment strategies for effective delivery of content. A large collection of worksheets offers further activity and practice to reinforce learning in addition to those included in the text Book while some of the worksheets are designed to support the text Book activities.

We hope that this teacher guide will enable the teachers to teach with confidence and competence which, in turn will equip the students with 21<sup>st</sup> century skills. The Teacher Guide of General Knowledge (GK) adopts an inclusive approach for enhancing the capacity of newly inducted teachers and senior teachers who teach GK to Grades 1-III students as an integrated subject. As the Single National Curriculum (SNC) combines early year science, social studies and value education TG will help teachers to teach multidisciplinary subject with complete in-depth understanding of content and organization of chapters of textbook and alignment of these with the curriculum.

### **The SNC Approach in Teacher Guide**

For today's changing world the life skills-based classroom learning would significantly enhance the opportunities and options for shaping the future of learners. Scientific competency opens doors to productive futures, while the lack of the same keeps those doors closed. All students should have an opportunity and support necessary to learn the significant concepts with depth and understanding. Excellence for classroom

learning requires testing explanations of things that students observe while studying science. So, it is important that every school must be equipped with necessary materials which enable the students to learn science concepts by doing. Therefore, activities using daily materials which are globally popular for learner centered classrooms should be resorted to improve the classroom teaching. Furthermore, these activities would also resolve issues faced by schools where proper laboratories

are not available. Globally science educators have been espousing the idea that the best way to learn science is by 'doing it'. Keeping in view the importance of science, and modern teaching trends this Teachers guide has been developed by Oxford University Press.

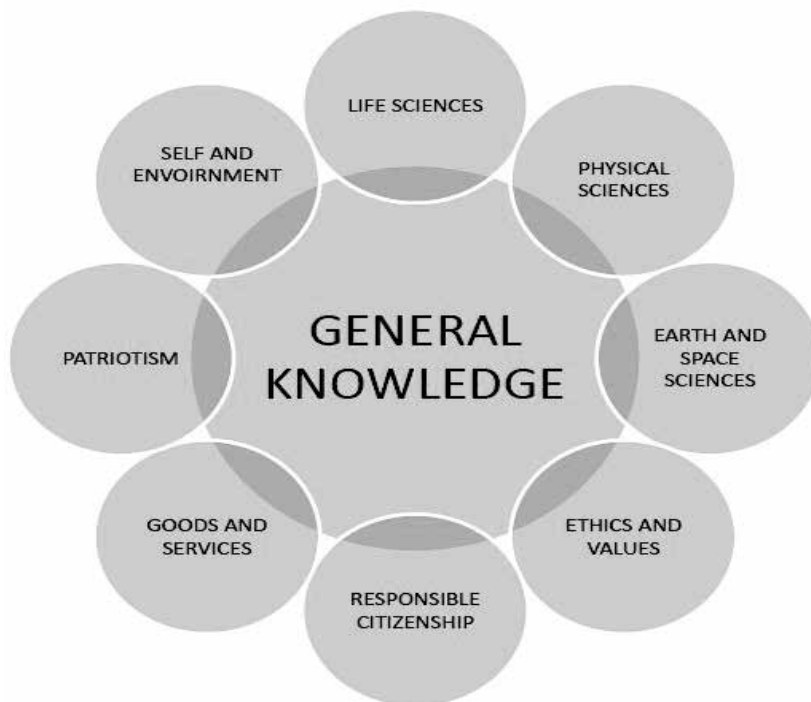
The Oxford Teacher's Guide has been prepared to equip the teachers with updated skills and knowledge required to inculcate the best practices of global classrooms. Hope that this book will help the teachers to demonstration the concrete concepts of science and social studies with grade level appropriate activities.

### **Teachers Guide Development Process**

The guide has followed a rigorous and meticulous process of development. Need assessment was done to identify from teachers teaching GK to grade 1 –III .Plan ,Activities ,teaching tips & Aids ,work sheets and assessment techniques were designed addressing teachers specific need. Activities are designed to promote relevant skills of GK in students .STEAM is incorporated where required .

### **Strands Covered by General Knowledge**

This Curriculum for General Knowledge aims to provide our students with real life quality learning experiences which is based on inquiry and hands-on activities. It is comprised of concepts from General Science and Social Studies and Ethics. These concepts are drawn primarily from the domains of life sciences, physical sciences, earth and space sciences, social sciences, strands of history, geography, government, citizenship, economics, culture; and ethical values which are essence of Islam and common in all the religions.



## **Aims of the Teacher Guide**

The overall aims of the teacher guide is to achieve the aims of GK given in SNC. Reference SNC GK.

This Curriculum has been developed with the following emphasis: • Broadening the learning space (out of the classroom learning). • Strengthening the interface with pre-primary and secondary school curricula. • Developing understanding of ethical values. • Integrating students' learning experiences with emphasis on patriotism and sustainable development. • Promoting life-long learning and enhancing 21st century skills. • Developing students' independent learning. • Enhancing interest and appreciation in society and curiosity in science & technology. • Putting emphasis on students' holistic development and providing them real life quality experience, based on inquiry and hands-on activities/experiences. • Developing the understanding about human diversity.

## **Aims of development of this guide are as follows:**

To enable and encourage children to learn through life skilled based education.

- To ensure that science is seen as a natural, relevant and essential part of our lives with the concept of =classroom without walls
- To suggest and develop activities through which students may be introduced with scientific concepts with STEAM approach.
- To assist the teacher in the classroom with supporting materials for realistic activities of STEAM classroom.
- To suggest and explore practical activities for STEAM classroom that can be carried out with inexpensive and easily available material.

## **How to use Teachers' guide?**

The learning methodology for students of early grades is entirely different from that of adults. This teachers guide has been developed by keeping in view the age-appropriate level of understanding and previously learned skills. The teacher's guide is made easy and understandable for both newly inducted and senior teachers It is a fun, flexible and easy to use course that gives both learners and teachers the support they need.

1. Group work, and peer learning should be promoted through different activities with peer interaction.
2. Students should be provided an opportunity to exchange information about them, their surroundings, families, friends, and homes.
3. Learning should be encouraged by doing with interactive and creative activities.
4. Teachers should encourage students to be responsive because students of early grades learn and forget very quickly so, time to time reinforcement of learning is vital.
5. Each student is a different individual and learn differently, they should be given due attention by assigning appropriate activities.



## **General Knowledge Skills:**

Early grade children learn through Listening, thinking, speaking, writing, interacting, reading, creating, questioning, looking, researching, investigating, experimenting, discussing, doing developing discovering, visiting, playing, drawing and collecting. Activities, work sheets and assessment techniques are designed to enhance and promote the required skills

## **Unfolding STEAM in GK:**

### **WHAT DOES STEAM STAND FOR?**

#### **SCIENCE, TECHNOLOGY, ENGINEERING, ARTS, MATHS**

STEAM is an arts integration approach to education that promote students to be curious learners who seek creative solutions to real-world problems; this helps them develop the soft and hard skills necessary to succeed in their life. Using STEAM education results in students engage in experimental learning, problem-solving, collaboration, and work through the creative process. These are the innovators, educators, leaders, and learners of the 21st century. STEAM is a way to take the benefits of STEM and complete the package by integrating these principles in and through the arts. STEAM takes STEM to the next level: it allows students to connect their learning in these critical areas together with arts practices, elements, design principles, and standards to provide the whole pallet of learning at their disposal. STEAM removes limitations and replaces them with wonder, critique, inquiry, and innovation.

#### **BENEFITS OF STEAM**

**Engaged learning for students.**

**Better test scores.**

**STEAM is inclusive, it works for all students regardless of culture, ethnicity or learning styles**

**Brings fun back to class.**

Assessment has a vital importance in education system. In early grades the assessment should be very effective and efficient. Research show that first seven years of life has a great influence on child personality.

#### **Multidimensional Assessment.**

For multidimensional development of a personality the assessment should be multidimensional i.e., should not only written but oral, practical based. For grades 1-3 project-based assessment will be helpful to assess the communication ability, cooperative and team-based learning, problem solving skills of students. However, the subjectivity in such assessments could be addressed carefully with objective development of scoring rubrics. There should not be single summative assessment after one year nor formative assessments after three or six months, but it should be the combination of both. Since the assessment is an ongoing and continuous process. Multiple techniques i.e., test trough work sheets, oral quizzes, anecdotal records, observational sheets, teachers remark (not

formality evidence based) portfolios both developmental and showcase type. Audio and video recording of student's work could also be the part of student's assessment.

### **Homework Ideas**

The challenges of homework facing teachers today are all the more troublesome given the importance of meaningful and appropriate assignments. Student achievement rises significantly when teachers regularly assign homework and students conscientiously do it, and the academic benefits increase as children move into the upper grades. Homework can help children develop good habits and attitudes. It can teach children self-discipline and responsibility. More importantly, it can encourage a love of learning.

Through our homework ideas students delve into extended inquiry, real world application, and deeper exploration of curricular topics. Integrating arts activities can decidedly enliven the curriculum content, make lesson outcomes more successful and interesting to both teachers and students.

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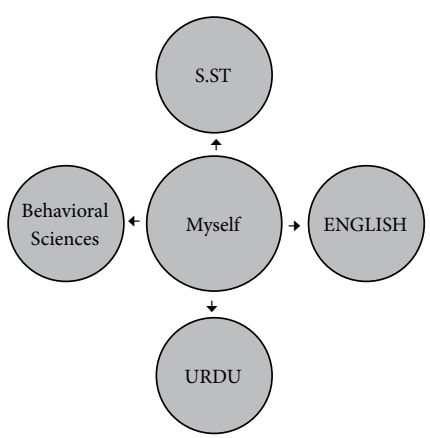
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# UNIT 1

## Myself

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<p><b>LESSON PLAN INFORMATION</b></p> <p><b>SUBJECT</b></p> <p><b>General Knowledge</b></p> <p><b>GRADE: One</b></p> <p><b>Duration</b></p> <p><b>4 Lessons</b></p>	<p><b>LEARNING OUTCOMES</b></p> <p>All the students will be able to:</p> <ul style="list-style-type: none"><li>• Describe themselves briefly. For example, their name, age, likes, dislikes, games, favourite food, what they want to be when they grow up.</li><li>• Identify good qualities in themselves (telling the truth; respecting elders and listening to their advice; getting up early in the morning etc.)</li><li>• Recognize the good qualities of others</li><li>• Identify the ways in which they are different and same from others with respect to likes and dislikes.</li></ul> <p><b>LEARNING OBJECTIVE</b></p> <ul style="list-style-type: none"><li>• Recognize the qualities in others and themselves.</li><li>• Describe the ways in which they are different from others.</li></ul> <p><b>CROSS-CURRICULUM LINKS</b></p>  <pre>graph TD;   Myself((Myself)) --&gt; S.ST((S.ST));   Myself((Myself)) --&gt; Behavioral_Sciences((Behavioral Sciences));   Myself((Myself)) --&gt; ENGLISH((ENGLISH));   Myself((Myself)) --&gt; URDU((URDU));</pre> <ul style="list-style-type: none"><li>• The topic is linked with social sciences as it explains the importance of having good qualities.</li><li>• It also has links with behavioral sciences as it tells that how one is different from another due to the changes in their behaviors.</li></ul>
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**SKILLS INVOLVED:**

Mind mapping, speaking, comprehending, analyzing, interpreting.

**PROGRESSION BETWEEN GRADES:**

ECCE	GRADE II
<ul style="list-style-type: none"><li>• Myself</li><li>• Me and my school</li><li>• My family</li><li>• My house</li><li>• My acceptance</li></ul>	<ul style="list-style-type: none"><li>• Sharing things</li><li>• Ways of helping others</li><li>• Need to respect all people</li><li>• Avoid hurting others</li><li>• Ways to reduce the hurt</li><li>• Forgiving others</li></ul>
Link for SNC: <a href="http://mofept.gov.pk/Detail/YzJiNGVjODgtNjJwOC00YzRiLTNmNmUtNjJjYWlWYmJkMWY2">http://mofept.gov.pk/Detail/YzJiNGVjODgtNjJwOC00YzRiLTNmNmUtNjJjYWlWYmJkMWY2</a>	

**BRIDGE-IN**

Ask students to tell one thing that is different from the student sitting beside them. Then explain to them that somehow we all are different from each other.

**TEACHING STRATEGIES:**

- Class discussion
- Charts
- videos
- Activities

**CONTENT SUPPORT:**

Seven billion people are on this Earth, and everybody is different from the rest of the people around them.

There is nothing without purpose in this world. Everything has some purpose. Humans are the best creation, and each person is exclusive.

Every person has different personality traits that make up the type of person that they are. They can be different by their appearance as well as by their behavior from other persons.

**Online links for related videos**

<https://youtu.be/Oql8glexK7w>

<https://youtu.be/epdEUKOuYEQ>

## Lesson plan 1.1:

### UNIT 1 Myself

**TOPIC: Introduction to myself**

**CLASS DURATION: 45 minutes**

#### LEARNING OUTCOME:

All the students will be able to:

- Describe themselves briefly. For example, their name, age, likes, dislikes, games, favourite food, what they want to be when they grow up.

#### OBJECTIVE

- Learn how to describe themselves.

#### TIMELINE

##### WARM UP (5 min)

- Ask students to draw a picture of themselves.

##### PRESENT INFORMATION (10 min)

- Page # 2

##### GUIDED PRACTICE (15 min)

- Worksheet 1.1 will be done
- Page # 3 Quick Review will be done.

##### FREE PRACTICE: (20 min)

A handout will be given to the students having the following questions:

- My full name is \_\_\_\_\_.
- I am from \_\_\_\_\_.
- My family has \_\_\_\_\_ members.
- My favourite drink is \_\_\_\_\_.
- My favourite color is \_\_\_\_\_.
- The meal I like the most is \_\_\_\_\_.
- My favourite animal is the \_\_\_\_\_.
- On my last vacation, I went to \_\_\_\_\_.
- My favourite TV program is \_\_\_\_\_.
- On the weekends, I love \_\_\_\_\_.

After completing these handouts, students will introduce themselves to the rest of the class by using the sheet as a guide to talk about themselves.

## **DIFFERENTIATION:**

Enrichment: Appreciate the students who first take the initiative of introducing themselves.

Support: Keep on checking the students and help them if they are having difficulty in understanding or pronouncing any word.

### **Assessment: (5 min)**

- List five words that will describe you.

### **Home assignment:**

- List the qualities that you can find in yourself.

## **Lesson plan 1.2:**

### **TOPIC: Good Qualities**

**CLASS DURATION: 45 minutes**

### **LEARNING OUTCOMES:**

All the students will be able to:

- Identify good qualities in themselves (telling the truth; respecting elders and listening to their advice; getting up early in the morning etc.)
- Recognize the good qualities of others.

### **OBJECTIVE**

- Recognize the qualities in others and themselves.

### **TIMELINE**

#### **WARM UP (5 min)**

- Tell one good quality that you like in your best friend.

#### **PRESENT INFORMATION (10 min)**

- Read page # 3

#### **GUIDED PRACTICE (15 min)**

- Page # 4 will be done.

#### **FREE PRACTICE: (20 min)**

### **TRUE & FALSE:**

Make two signs which say “True” and “False”. Show your students which sign is “true” and which is “false,” and explain what the words mean. Now one student will tell something that might be true or untrue while others hold up the correct sign for what he says. They will take turns to play this game in the class. This game reminds the students to always speak truth.

At the end, explain to the students that we should always use our own knowledge to decide what's true – we do not have to believe anything without thinking for ourselves. Sometimes we may even need to ask for help and learn new things to discover the truth. Knowing when to ask questions, and remembering to use our minds when we hear things is important for investigating what is actually truth.

**DIFFERENTIATION:**

**Enrichment:** Through this activity students will learn the quality of discovering truth for themselves which is an important character trait.

**Support:** You can help them in making true or false statement.

**Assessment: (5 minutes)**

- List three qualities that you and your best friend have in common.

**Home assignment:**

- Make a chart of your family or friends and write at least one quality of each family member.

**Lesson plan 1.3:**

**TOPIC: People are different**

**CLASS DURATION: 45 minutes**

**LEARNING OUTCOME:**

All the students will be able to:

- Identify the ways in which they are different and similar to others with respect to likes and dislikes.

**OBJECTIVE**

- Describe the ways in which they are different from others.

**TIMELINE**

**WARM UP (5 min)**

- Ask the students to name one thing that they can find different from them in the student sitting next to them.

**PRESENT INFORMATION (10 min)**

- Read Page#5

**GUIDED PRACTICE (15 min)**

- Worksheet 1.2 will be done.
- Do you and your class fellows like the same things (like colour, food, clothes etc.). With the help of the teacher, write this information on a chart paper and show it in class.

**FREE PRACTICE: (20 min)**

**ART ACTIVITY:**

- Make a colourful chart listing things that are different between you and your friend.

**DIFFERENTIATION:**

Enrichment: Appreciate the students who are doing well.

Support: Give hints to the students for recognizing the differences, for e.g “Is your hair same as your friend’s hair?”.

**Assessment: (5 minutes)**

- List three things that you like and your friend does not like.

**Home assignment:**

- Draw yourself and your friend. Colour the clothes in each with your favourite colours.(Quick Review on Page# 5.)

## **Lesson plan 1.4:**

**TOPIC: Reinforcement and assessment**

**CLASS DURATION: 45 minutes**

**Learning Outcomes:**

All the students will be able to:

- Describe themselves.
- Describe their qualities.
- Identify the differences in people.

**OBJECTIVE**

- To reinforce the concept of myself, good qualities, difference in people.

**TIMELINE**

**WARM UP (10 min)**

- Mind map on Page # 6

**GUIDED PRACTICE (15 min)**

- Chapter Review Page # 7

**Assessment: (20 minutes)**

Worksheet 1.3 will be done.

**Home assignment:**

- Do Question.3. on page # 8

# Worksheet 1-1

## All about me

My Name is

### Facts about me:

I am \_\_\_\_\_ years old.

I have \_\_\_\_\_ sister(s) and \_\_\_\_\_ brother(s).

I live in \_\_\_\_\_.

I read in class \_\_\_\_\_.

What do I like:

My favourite sports is \_\_\_\_\_.

My favourite food is \_\_\_\_\_.

My favourite colour is \_\_\_\_\_.

My all-time favourite book is

Write something about yourself here.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Draw a picture about what you wrote.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

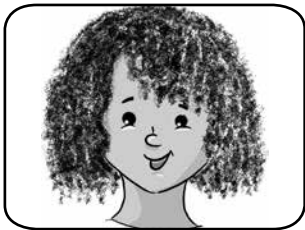
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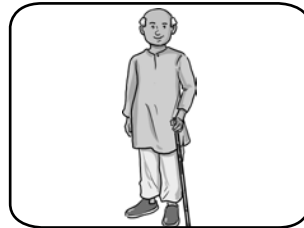
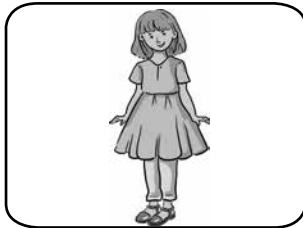
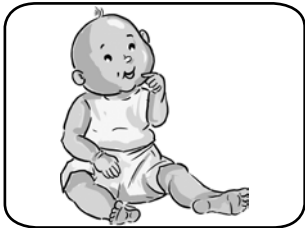
# Worksheet 1-2

## DESCRIBING PEOPLE:

### HAIR TYPE:



### AGE:



### HEIGHT:



## Worksheet 1-3

### A good person should...

- Be honest.
- Be a good listener.
- Should live in a big house.
- Be kind.
- Should wear expensive clothes.
- Care about other people.
- Have lots of toys and games.
- Have lots of money.
- Be forgiving.
- Do the right thing

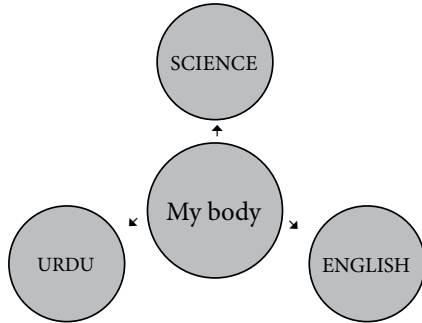
Right

Wrong

# UNIT 2

## My Body

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<p><b>LESSON PLAN INFORMATION</b></p> <p><b>SUBJECT</b> General Knowledge</p> <p><b>GRADE: One</b></p> <p><b>Duration</b> 4 Lessons</p>	<p><b>LEARNING OUTCOMES</b></p> <p>All the students will be able to:</p> <ul style="list-style-type: none"><li>• Name major parts of the human body (eyes, nose, ears, mouth, arms, feet, hands and legs)</li><li>• Identify the functions of various body parts</li><li>• Name the five senses</li><li>• Identify their body parts which help them to taste, touch, smell, hear and see</li><li>• Identify the sensory descriptions of each of the five senses (Taste: sweet, sour, bitter, salty; Touch: smooth, hard, soft, rough, cold, warm, hot; Hearing: loud, soft, high, low; Sight: bright, dim and recognize colors; Smell: pleasant, unpleasant)</li></ul> <p><b>LEARNING OBJECTIVE</b></p> <ul style="list-style-type: none"><li>• Identify major parts of the body and their function</li><li>• Identify the five senses and body parts which help them to use those senses</li><li>• Identify sensory descriptions of the five senses</li></ul> <p><b>CROSS-CURRICULUM LINKS</b></p>  <pre>graph TD; MyBody((My body)) --&gt; Science((SCIENCE)); MyBody --&gt; Urdu((URDU)); MyBody --&gt; English((ENGLISH));</pre> <ul style="list-style-type: none"><li>• The topic has links with Science (Biology). Functions of different body parts will be explained.</li></ul>
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**SKILLS INVOLVED:**

Performing, mind mapping, speaking, comprehending, recording.

**PROGRESSION BETWEEN GRADES:**

ECCE	GRADE II
<ul style="list-style-type: none"><li>• Parts of body</li><li>• Sensory</li></ul>	<ul style="list-style-type: none"><li>• Living and non-living things</li><li>• Animals on land and water. Growth and change in animals.</li></ul>
Link for SNC: <a href="http://mofept.gov.pk/Detail/YzJiNGVjODgtNjIwOC00YzRiLThmNmUtNjJjYWlWYmJkMWY2">http://mofept.gov.pk/Detail/YzJiNGVjODgtNjIwOC00YzRiLThmNmUtNjJjYWlWYmJkMWY2</a>	

**BRIDGE-IN****BRAINTEASER :**

Make your student's brain active with this brain teaser activity.

Write JUMBLE words of different parts of the body on the board.

1. REA
2. YEE
3. ANDH
4. OTOF
5. THOUM

**TEACHING STRATEGIES:**

- Poster making
- Class discussion
- videos
- Activities
- Puppet making

**CONTENT SUPPORT:**

The Human body is a wonderful creation with different body parts assigned to perform different functions.

- We chew with our teeth,
- Look at things with our eyes,
- Hear sounds with our ears,
- Feel the surface with our skin,
- Smell with our nose etc.

All these body parts work in coordination with each other. Inside our body, there are many systems. The teacher can give an overview of the systems inside our bodies, such as examples given below:

- A digestive system: helps us to digest food.
- Heart: Our heart beats all day and all night. We can feel our heartbeat by placing our hand on the chest.
- Kidneys: We have a pair of kidneys. They help to clean the blood in our body.
- Lungs: We also have a pair of lungs which help us to breathe.
- The human skeleton is like a cage. It provides necessary support to our body.
- There are more than 200 bones in the human body.
- The muscles: They constitute the flesh and are about 500 in number.
- Cell: A cell is a basic unit of the body. There are millions of cells in the human body. The cell gets nourishment through food and drink and also gets oxygen through breathing.

### Online links for related videos

<https://youtu.be/yRNXfe9-aWo>

<https://youtu.be/Ft84v3cbTvo>

## Lesson plan 2.1:

### UNIT 2 My body

#### TOPIC: Body Parts

**CLASS DURATION: 45 minutes**

#### LEARNING OUTCOMES:

##### Students will be able to

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

#### OBJECTIVE

- Identify major parts of the body and their function

#### TIMELINE

##### WARM UP (5 min)

Guess the body part?

Ask students to guess the body part you have on your flashcard, then after they guess the answer show them the card. You can give them clues, like for “Nose” you can say “It’s on your face” or “ an elephant has a long one”. etc.

### **PRESENT INFORMATION (10 min)**

- Explain the picture on page # 10
- Quick review on page # 11

### **GUIDED PRACTICE (10 min)**

- Worksheet 2.1 will be done.

### **FREE PRACTICE: (15 min)**

#### **Make a body with Play-Doh:**

- Ask students to draw a picture of a boy or a girl on chart paper.
- Then have students make the basic structure of a body with Play-Doh.

#### **DIFFERENTIATION:**

Enrichment: Ask students to use different colours of Doh to differentiate the body parts.

Support: Notice if there are students able to make body parts and aid them if needed.

#### **Assessment: (5 min)**

- Name any five body parts?

#### **Home assignment:**

- Draw any three body parts in your book. Page # 13

### **Lesson plan 2.2:**

#### **TOPIC: Human Senses**

#### **CLASS DURATION: 45 minutes**

#### **LEARNING OUTCOMES:**

Students will be able to

- Name the five senses.
- Identify their body parts which help them taste, touch, smell, hear and see.

#### **OBJECTIVE**

- Identify the five senses and body parts which help them use those senses.

#### **TIMELINE**

#### **WARM UP (5 min)**

Use your senses!

- Have different things that are familiar to the student.
- Call the students one by one and ask them to close their eyes and guess the object by touching it.
- Then explain that they were able to guess because of their sense of touch.

- Similarly, you can ask them to taste something, such as an apple, with closed eyes and explain that they guessed it by using their sense of taste.
- Use this activity for all other senses.

**PRESENT INFORMATION (10 min)**

- Read and explain pages # 11,12.

**GUIDED PRACTICE (10 min)**

Sort the things:

- Collect things related to different senses.
- Place five boxes on the floor. Write the name of each sense on each box.
- Call students in groups of four or five to sort the things according to the correct sense box.

**FREE PRACTICE: (15 min)**

**STEAM ACTIVITY:**

Let's build a house!

Materials needed:

- cardboard
- colour paints
- scissors
- pencil

**Procedure:**

- Students will make a house or a castle with cardboard. Then they will paint the castle. After the activity, explain to students that they have made this beautiful house by using information given by their senses.

**DIFFERENTIATION:**

Enrichment: There is an artistic opportunity in this activity; students can draw windows and doors for the castle, or they can use a different colour for each cardboard piece.

Support: Make the cardboard pieces ready for the students before the activity so they can easily enjoy painting and making structures.

**Assessment: (5 min)**

- Name the body organs that we use for the five senses.

**Home assignment:**

- Do page # 14 in book.

## Lesson plan 2.3:

**TOPIC: Sensory description of five senses**

**CLASS DURATION: 45 minutes**

### LEARNING OUTCOME:

Students will be able to

- Identify the sensory descriptions of each of the five senses (Taste: sweet, sour, bitter, salty; Touch: smooth, hard, soft, rough, cold, warm, hot; Hearing: loud, soft, high, low; Sight: bright, dim and recognize colours; Smell: pleasant, unpleasant.)

### OBJECTIVE:

- Identify sensory descriptions of the five senses.

### TIMELINE

#### WARM UP (5 min)

#### Taste your lunch!

- Ask students to take out their boxes and have a bite of their lunch.
- Ask them to tell what does it taste like? Sweet, salty, sour or bitter.

#### PRESENT INFORMATION (10 min)

- Pages # 12, 13.

#### GUIDED PRACTICE (10 min)

- Worksheet 2.2 will be done.

#### FREE PRACTICE: (15 min)

Discovery Table:

- Set up a discovery table by putting different things related to each sense. Ask students to go to the table and discuss the things related to each sense. You can put the following things for each sense.

Sense of SIGHT: Mirror, glitter bottle, torch, shapes made of glitter paper.

Sense of SMELL: Cloves, cinnamon sticks, flowers, perfume bottle, mango.

Sense of TASTE: Chocolate, popcorn, apple, cucumber, lemon.

Sense of SOUND: Small drum, bells, whistle, clock.

Sense of TOUCH: Silk cloth, wool, textured tile, sand.



## **DIFFERENTIATION:**

- Enrichment: Go to each table and ask students these questions to make them think.
- How does that feel?
- What does it sound like?
- How does it taste?
- Where do you think it came from?

Support: Help students in recognizing the correct descriptions of the things.

## **Assessment: (5 min)**

- Recap the sensory descriptions of SMELL, TASTE, TOUCH, HEARING and SIGHT.

## **Home assignment:**

- Make a colourful poster on the topic “sensory descriptions of the five senses”.

## **Lesson plan 2.4:**

### **TOPIC: Reinforcement and Assessment**

**CLASS DURATION: 45 minutes**

## **LEARNING OUTCOMES:**

Students will reinforce the topic of:

- Body parts
- Five senses
- Sensory descriptions, of the five senses

## **OBJECTIVE**

- To reinforce the topics of the unit through different practices.

## **TIMELINE**

### **WARM UP (10 min)**

- Name the things you can taste, see, touch, hear and smell. (page 15–Lets find out)

### **GUIDED PRACTICE (20 min)**

- Page # 15 Mind map, page # 16 Chapter Review.

### **ASSESSMENT: (15 min)**

- Worksheet 2-3.

## **Home assignment:**

- Label the body parts page#17.

## Worksheet 2-1

Read and match the following:



FOOT



EYE



NOSE



EAR



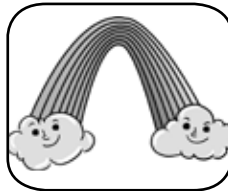
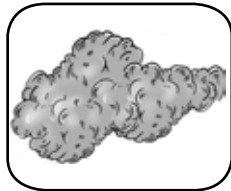
MOUTH

## Worksheet 2-2

Draw the sense organ you will use for each group.



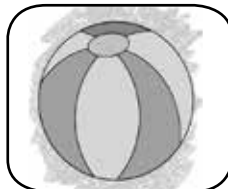
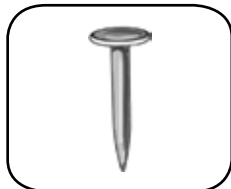
SMELL



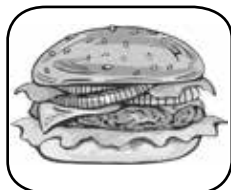
SIGHT



HEARING



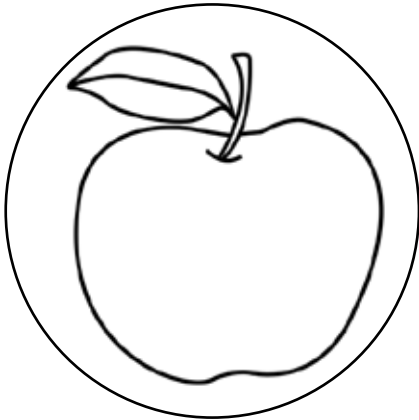
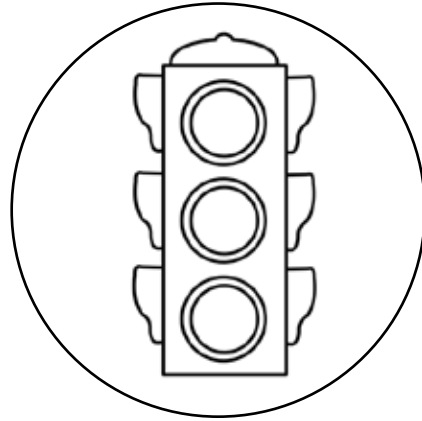
TOUCH



TASTE

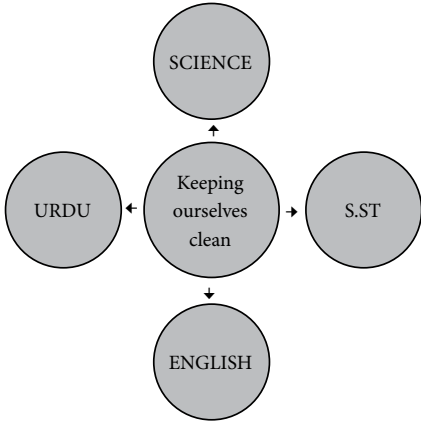
## Worksheet 2-3

Colour the things that you can hear:



# UNIT 3

## Keeping ourselves clean

<p><b>LESSON PLAN INFORMATION</b></p> <p><b>SUBJECT</b> General Knowledge</p> <p><b>GRADE: One</b></p> <p><b>Duration</b> 4 Lessons</p>	<p><b>LEARNING OUTCOMES</b></p> <ul style="list-style-type: none"><li>• Identify the ways by which they can keep themselves clean (washing hands before and after meals and after using the toilet, clipping/trimming nails, brushing teeth daily, taking bath regularly, etc.)</li><li>• recognize the importance of cleaning themselves, their clothes and keeping their surroundings clean for their health.</li><li>• Recognize the fact that germs can cause diseases and list ways to avoid germs.</li><li>• Identify the unhealthy habits that cause illnesses (like cough and diarrhea etc.)</li></ul> <p><b>LEARNING OBJECTIVES?</b></p> <ul style="list-style-type: none"><li>• Recognize the importance of keeping themselves and their surroundings clean.</li><li>• Identify that germs can cause diseases.</li><li>• List unhealthy habits.</li></ul> <p><b>CROSS-CURRICULUM LINKS</b></p>  <pre>graph TD; A((Keeping ourselves clean)) --&gt; B((SCIENCE)); A --&gt; C((S.ST)); A --&gt; D((ENGLISH)); A --&gt; E((URDU));</pre> <ul style="list-style-type: none"><li>• The topic is linked with Social Studies as a clean body makes a healthy body and a healthy body makes a healthy society. Cleanliness of a society and a body are interlinked.</li><li>• It has links with Biology(Science), as the effect an unhealthy habit can have on our body is explained.</li></ul>
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**SKILLS INVOLVED:**

Performing, mind mapping, speaking, comprehending, recording.

**PROGRESSION BETWEEN GRADES:**

ECCE	GRADE II
<ul style="list-style-type: none"> <li>• Our nourishment sensory</li> <li>• Diet which we take</li> <li>• Balanced diet</li> </ul>	<ul style="list-style-type: none"> <li>• Keeping our environment clean.</li> </ul>
Link for SNC: <a href="http://mofept.gov.pk/Detail/YzJiNGVjODgtNjIwOC00YzRiLThmNmUtNjJjYWlWYmJkMWY2">http://mofept.gov.pk/Detail/YzJiNGVjODgtNjIwOC00YzRiLThmNmUtNjJjYWlWYmJkMWY2</a>	

**BRIDGE-IN**

Use pictures showing HEALTHY HABITS and UNHEALTHY HABITS. Show the students each picture and ask them “Is this a healthy or an unhealthy habit?” :

**TEACHING STRATEGIES:**

- Class discussions
- Videos
- Activities
- Flashcards
- Posters

**CONTENT SUPPORT:**

Cleanliness is not a task to be done forcefully. It is a good habit and a healthy start for leading a healthy life. Cleanliness is an important trait and character for many reasons.

- It prevents illness
- People assume who you are by looking at your hygiene
- It is a trademark of success

All types of cleanliness are very necessary for our good health whether it is personal cleanliness, surrounding cleanliness, environmental cleanliness or workplace cleanliness (like school, college, office, etc). We should all be highly aware of how to maintain cleanliness in our daily lives. It is very simple to include cleanliness in our daily habits. We should never compromise on cleanliness, it is as necessary as food and water for us. It should be practised from childhood.

**Healthy habits:**

A healthy lifestyle is the foundation of a good life. While it does not take much to achieve this lifestyle, many people these days are unable to follow it. It takes a good amount of determination to lead a healthy lifestyle. With so many tasks to accomplish during the day, our health often takes a backseat. It is important to realize the need to follow a healthy lifestyle and understand how it can be achieved.

- Bath daily
- Brush your teeth twice daily
- Eat clean food
- Drink clean water
- Wash your hands before eating
- Wash your hands after going to the toilet
- Wear washed and ironed clothes
- Brush your hair regularly
- Wear polished shoes
- Try to keep your room clean
- Keep your cupboard organized
- Keep your notebooks neat

### Online links for related videos

<https://youtu.be/yRNXfe9-aWo>

<https://youtu.be/Ft84v3cbTvo>

### Lesson plan 3.1:

#### UNIT 3 Keeping ourselves clean

#### TOPIC: Ways of keeping ourselves clean

**CLASS DURATION: 45 minutes**

#### LEARNING OUTCOMES:

All the students will be able to:

- Identify the ways by which they can keep themselves clean (washing hands before and after meals and after using the toilet, clipping/trimming nails, brushing teeth daily, taking bath regularly etc.)
- recognize the importance of cleaning themselves, their clothes and surroundings clean for their health.

#### OBJECTIVE

- Learn the ways to keep themselves clean.

## TIMELINE

### WARM UP (5 min)

#### Let's BEAT THE CLOCK!

- Ask students to put away everything and clean their surroundings in 5 minutes.
- Use a stopwatch to show students how much time is left.
- You can give a small gift to the student who cleaned his surroundings first.

### PRESENT INFORMATION (10 min)

- Read and explain page # 19

### GUIDED PRACTICE (20 min)

- Worksheet 3.1 will be done.
- With the help of your teacher, role-play the steps for: (Let's find out on page # 19)

(a) Washing hand                      (b) brushing teeth

### FREE PRACTICE: (15 min)

Pick up your task!

- Write the names of clean-up tasks on index cards.
- Have students close their eyes and pick a card, and then complete the task on the card they have selected.
- To add a little variety to their selections, include a few non-tasks, such as “Relax” or “Inspect when cleanup is done.”

### DIFFERENTIATION:

Enrichment: Observe the students who are enjoying doing the cleaning task and appreciate them by saying “Wow! You have performed your task so well!” etc.

Support: If the student is not having fun in the cleaning game, then motivate by telling them that there will be a reward for properly performed task(s). In the end, you can give a small reward to the best performer.

### Assessment: (5 min)

- What should we do in the morning?
- What should we do during the day?
- What should we do before going to bed?

### Home assignment:

- Make a colourful chart on a cleanliness routine.



## Lesson plan 3.2:

**TOPIC: Ways to avoid germs**

**CLASS DURATION: 45 minutes**

### LEARNING OUTCOME:

All the students will be able to:

- Recognize the fact that germs can cause diseases and list ways to avoid germs.

### OBJECTIVE

- Identify the ways through which we can avoid germs.

### TIMELINE

#### WARM UP (5 min)

- Draw your germs:
- Students will enjoy drawing different shapes of germs and then colouring them.

#### PRESENT INFORMATION (10 min)

- Read and explain page#20

#### GUIDED PRACTICE (15 min)

- Worksheet 3.2 will be done.

#### FREE PRACTICE: (20 min)

- How do germs spread?

#### WHAT DO YOU NEED?

- A large bowl of water
- Glitter

#### Procedure:

- Pour the glitter into the water and ask the students to play in the water with their hands. Afterwards, observe all of the glitter that gets stuck to their hands. Explain that the glitter on their hands are a lot like germs. Instruct students to rinse off hands using only water and watch what happens.
- When the glitter doesn't come off from water alone, tell them to try again using soap and water. Notice how the glitter comes off only after scrubbing with soap. Teach students that germs are exactly the same; this is why washing hands is so important.

#### DIFFERENTIATION:

Enrichment: Show a video of how germs spread to the students so they can easily relate the activity with reality.

Support: Do this activity in groups to make sure every student is practically learning.

**Assessment: (5 min)**

Define germs.

What are the ways to kill germs?

**Home assignment:**

- List the ways on coloured paper, through which germs can be killed.

**Lesson plan 3.3:**

**TOPIC: Unhealthy habits**

**CLASS DURATION: 45 minutes**

**LEARNING OUTCOME:**

All the students will be able to:

- Identify the unhealthy habits that cause illnesses (like cough and diarrhoea etc.)

**OBJECTIVE**

- Recognize the unhealthy habits that can cause illnesses.

**TIMELINE**

**WARM UP (5 min)**

- Use flashcards depicting different habits.
- Show the cards to the students and ask them to decide if it is a healthy or unhealthy habit.

**PRESENT INFORMATION (10 min)**

- Read and explain page # 21

**GUIDED PRACTICE (15 min)**

- Worksheet 3.3 will be done.

**FREE PRACTICE: (20 min)**

- Make groups of four.
- Ask them to discuss any illness they had due to unhealthy food or the environment.
- Also, discuss how did they get well again. (Project: Page # 23)

**DIFFERENTIATION:**

Enrichment: Help them to identify the cause of illnesses.

Support: Make sure every student is sharing his/her story.

**Assessment (5 min)**

- What should we do if we are having a cold or cough?
- What is the cause of the disease diarrhoea?

**Home assignment:**

- Make a poster of healthy habits. Use relevant pictures.

**Lesson plan 3.4:****TOPIC: Reinforcement and assessment****CLASS DURATION: 45 minutes****LEARNING OUTCOMES:**

All the students will be able to:

- Describe the ways of keeping themselves clean.
- Describe germs and how they can cause illnesses.
- Distinguish unhealthy and healthy habits.

**OBJECTIVE**

- To reinforce how to keep ourselves clean, how to kill germs and what are the good habits that we should adopt to protect ourselves from germs.

**TIMELINE****WARM UP (5 min)**

- Mind map on page # 22

**GUIDED PRACTICE (15 min)**

- Chapter review on pages # 22 & 23.

**Assessment:**

- Worksheet 3.4 will be done.

**Home assignment:**

- List the name of diseases that can be caused due to unhealthy habits.

# Worksheet 3-1

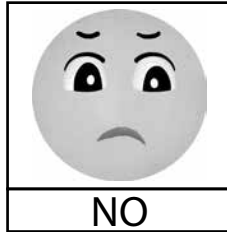
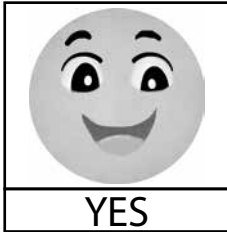
Encircle the picture that ensures healthy teeth.



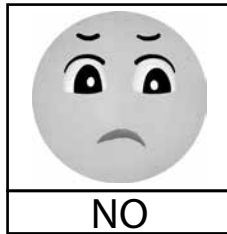
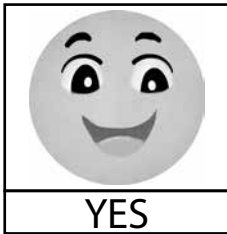
## Worksheet 3-2

### GERMS

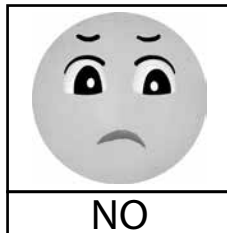
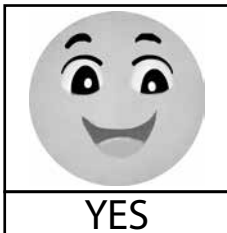
Do we get sick with germs?



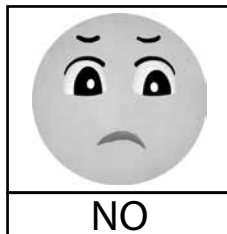
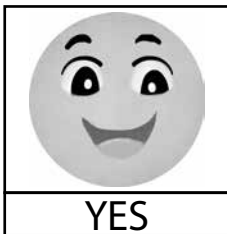
Can we see germs?



Do germs make us happy?



Can we protect ourselves from germs?



# Worksheet 3-3

## HABITS THAT PROTECT US FROM GERMS

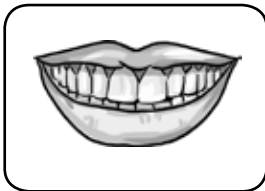
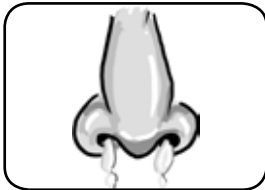
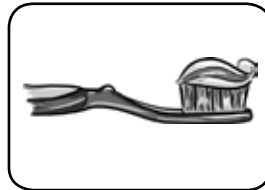
## HABITS THAT SPREAD GERMS

CUT AND PASTE THE PICTURE IN THE CORRECT BOX.



## Worksheet 3-4

Match the pictures:



Write two healthy habits that keep us healthy.

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Write two unhealthy habits that can make us ill.

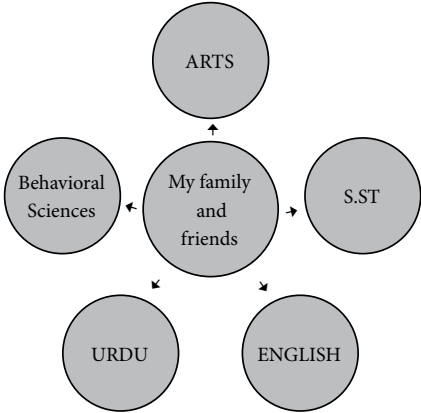
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# UNIT 4

## My family and friends

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<p><b>LESSON PLAN INFORMATION</b></p> <p><b>SUBJECT</b> General Knowledge</p> <p><b>GRADE: One</b></p> <p><b>Duration</b> 4 Lessons</p>	<p><b>LEARNING OUTCOMES</b></p> <p>All the students will be able to:</p> <ul style="list-style-type: none"><li>• Identify some family members (parents, brothers and sisters, grandparents, aunts, uncles and cousins (paternal and maternal)).</li><li>• Recognize that they should respect all family members and friends.</li><li>• Narrate special qualities of some of their friends.</li><li>• Describe things that their parents did differently in their childhood.</li></ul> <p><b>LEARNING OBJECTIVE</b></p> <ul style="list-style-type: none"><li>• Enable the students to understand different relations and their importance in their lives.</li></ul> <p><b>CROSS-CURRICULUM LINKS</b></p>  <pre>graph TD; A((ARTS)) --&gt; C((My family and friends)); B((Behavioral Sciences)) --&gt; C; D((S.ST)) --&gt; C; E((URDU)) --&gt; C; F((ENGLISH)) --&gt; C;</pre> <ul style="list-style-type: none"><li>• The topic is linked with social sciences as it explains the ethics of relations.</li><li>• It also has links with behavioral sciences as it describes how people should behave with people with whom they have close interaction.</li></ul>
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**SKILLS INVOLVED:**

Remembering, recalling, mind mapping, speaking, comprehending.

**PROGRESSION BETWEEN GRADES:**

ECCE	GRADE II
<ul style="list-style-type: none"> <li>• Myself</li> <li>• My family</li> <li>• Me and my school</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing things</li> <li>• Way of helping others</li> <li>• Need to respect all people</li> <li>• Avoid hurting others</li> <li>• Ways to reduce the hurt</li> <li>• Forgiving others</li> </ul>
Link for SNC: <a href="http://mofept.gov.pk/Detail/YzJiNGVjODgtNjIwOC00YzRiLThmNmUtNjJjYWlwYmJkMWY2">http://mofept.gov.pk/Detail/YzJiNGVjODgtNjIwOC00YzRiLThmNmUtNjJjYWlwYmJkMWY2</a>	

**BRIDGE-IN**

You can get the student's interest by telling them some interesting story that narrates a family.

Search for online stories using these keywords: Family Stories with Morals, Family Stories for Children, Muslim Families, Beautiful Graduation Gift, Family Gift Ideas, Muslim Family Stories with Morals (ezsofttech.com)

**TEACHING STRATEGIES**

- Poster making
- Class discussion
- Storybooks
- videos
- Activities

**CONTENT SUPPORT:**

A family is a social group of people who stay together under the same roof in a society. It comprises of two or more adults like parents and grandparents and young children who are bound in a relationship by birth or blood. They are collectively known as family members. Each family member is committed to each other in a mutual relationship.

Importance of family:

The family plays a central role in the lives of individuals in the teaching of moral values. While the world is becoming more modern and advanced, the meaning of family and what stands for remains the same. Parents, aunts, uncles and grandparents have been known to teach the children on morality and disciplinary issues in most culture.

What makes a family strong:

A family is made strong through a number of factors. The most important one is ofcourse love. love is the most important thing we need for our bonds as a family to improve. When there is love in a family, the family will prosper.

Loyalty is something that also makes a family bond stronger. It comes as a result of love. All family members should be devoted to each other.

Better communication is also an important factor to make the bond stronger. All the family members should take time out to talk and know each other well.

### **Online links for related videos**

<https://youtu.be/VvrG4JguNQk>

<https://youtu.be/rjnxA2QvWbI>

### **Lesson plan 4.1:**

#### **UNIT 4 My Family and Friends**

#### **TOPIC: My Family**

**CLASS DURATION: 45 minutes**

#### **LEARNING OUTCOMES:**

Students will be able to

- Identify some family members (parents, brothers and sisters, grandparents).
- Recognize that they should respect all family members and friends.

#### **OBJECTIVES**

- To enable students to recognize their family members.
- To make them learn how should they behave with their relatives.

#### **TIMELINE**

##### **WARM UP (5 min)**

- Ask students about their siblings, family members and their family system.

##### **PRESENT INFORMATION (10 min)**

- Explain family tree on page#25
- Ask the students to draw pictures in the boxes given in the Family tree.

### **GUIDED PRACTICE (15 min)**

- The given worksheet will be done.

### **FREE PRACTICE: (20 min)**

- Write the names of your family members with their relationship with you.

### **DIFFERENTIATION:**

Enrichment: Appreciate the students who are doing well.

Support: Help those students who are having difficulty in writing the relations.

### **Assessment: (5 min)**

- How many brothers and sisters do you have?
- How many uncles and aunts do you have?

### **Home assignment:**

- Draw or paste the picture of your family on a coloured paper and paste it into your notebook.

## **Lesson plan 4.2:**

### **UNIT 4 My Family and Friends**

#### **TOPIC: Other family members**

**CLASS DURATION: 45 minutes**

### **LEARNING OUTCOMES:**

Students will be able to

- Identify their maternal and paternal cousins, uncles and aunts.
- Recognize that they should respect all family members and friends.

### **OBJECTIVES**

- To enable students to recognize their other relatives like cousins, uncles, etc.
- To make them understand the difference between maternal and paternal relatives.
- To make them learn how should they behave with their relatives.

### **TIMELINE**

#### **WARM UP (5min)**

- Ask students about their other relatives.
- Ask them about their favourite uncle or aunt or cousin, etc.

### **PRESENT INFORMATION (10 min)**

- Read and explain page#26

### **GUIDED PRACTICE (15 min)**

#### **STEAM ACTIVITY:**

- Family Tree ART activity will be done.

#### **Resources:**

- Colourful cardboard
- Glue
- Scissors

Cut a tree trunk out of brown cardboard. Choose a shape you particularly like (star, moon, heart, animal...) and cut out several copies. Attach to the tree as 'leaves'. Trace children's hands (one hand per family member). Have children cut the hands and glue them to the tree trunk. Write the names of children's family members on each hand.

### **FREE PRACTICE: (20 min)**

- Ask students to share some stories that their grandparents have told them.

#### **DIFFERENTIATION:**

Enrichment: Plan to give a small reward to the student(s) that share the best story.

Support: Encourage shy students to share their stories.

#### **Assessment: (5 min)**

- Who are maternal relations?
- Who are paternal relations?

#### **Home assignment:**

- Do Question.1. on page#31

## **Lesson plan 4.3:**

### **TOPIC: My friends**

**CLASS DURATION: 45 minutes**

#### **LEARNING OUTCOMES:**

Students will be able to

- Narrate special qualities of some of their friends.
- Describe things that their parents did differently in their childhood.

## OBJECTIVES

- Tell students about the ethics of friendship.
- Make them learn how to share, care and respect their friends.

## TIMELINE

### WARM UP (5 min)

- Page no #28 can be done as a warm-up activity.

### PRESENT INFORMATION (10 min)

- Read and explain page#27
- Explain pictures given on page#27

### GUIDED PRACTICE (15 min)

- The given worksheet will be done.

### FREE PRACTICE: (20 min)

- Do Question 2. on page #31

### DIFFERENTIATION:

- Enrichment: See which students are able to write.
- Support: Help students who are having difficulty.

### Assessment (5 min)

- What are the five qualities that you want to see in your friend?

### Home assignment:

- Write a few lines on things that your parents did differently with their friends in their childhood.

## Lesson plan 4.4:

### TOPIC: Reinforcement

**CLASS DURATION: 45 minutes**

### LEARNING OUTCOME:

Students will be able to

- Understand the relations and their duties.

### OBJECTIVE

- To reinforce the concept of family and friends.

## **TIMELINE**

### **WARM UP (5 min)**

- Previous homework can be discussed.
- Ask students to share what their parents have told them about what they did in their childhood.

### **PRESENT INFORMATION (10 min)**

- Discuss mind map on page#29

### **GUIDED PRACTICE (10 min)**

- Complete exercise on page#30

### **FREE PRACTICE: (20 min)**

#### **ASSESSMENT ACTIVITY:**

#### **Resources:**

- paper plates
- markers
- precut yarn in different colours
- buttons or googly-eye
- glue
- craft sticks

The children use the materials to make the faces of members of their families. Ask questions to help them such as “What colour eyes does your Mom have? What colour hair? Does your dad have a beard?”

#### **DIFFERENTIATION:**

Enrichment: Assess those students who are making the correct faces depicting all family members.

Support: Mark those students who are confused in making correct faces. Explain to them to make them understand completely.

#### **Home assignment:**

- Do Question 2 on page#31

# Worksheet 4-1

Mother    Father    Grandmother    Grandfather  
Brother    Sister    Me    Baby



## Worksheet 4-2

A photo of  
me

**ME**

I like to ...

\_\_\_\_\_

My favourite food is ...

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

My favourite game is ...

\_\_\_\_\_

A photo of  
friend

**My friend**

My friend likes to ...

\_\_\_\_\_

My friend's  
favourite food is ...

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

My friend's favourite game is ...

\_\_\_\_\_



# UNIT 5

## Games and Rules

### LESSON PLAN INFORMATION

#### SUBJECT

General Knowledge

GRADE: One

#### Duration

4 Lessons

### LEARNING OUTCOMES

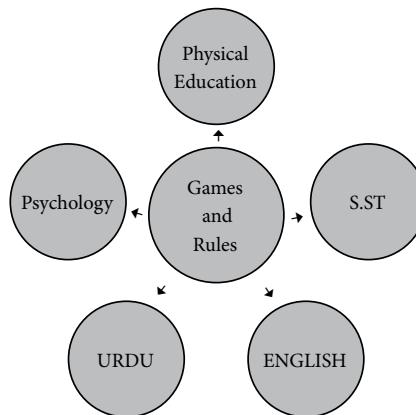
All the students will be able to:

- Recognize the importance of collaboration by participating in group activities and games.
- Define rules and define the importance of following rules.
- Understand the importance of playing games and exercise for better health.

### LEARNING OBJECTIVE

- Identify the importance of collaboration.
- Define rules.
- Identify the importance of following rules.
- Infer that playing games and exercise are important for health.

### CROSS-CURRICULUM LINKS



- The topic has links with Physical Education. Outdoor games are of great importance for children's growth.
- It is linked with Psychology as games are a great way to keep child's mind fresh and also for his healthy mental growth.
- As a healthy mind and body makes a better society, playing games are important for a society.

**SKILLS INVOLVED:**

Recalling, mind mapping, speaking, performing, analyzing, communication, collaboration.

**PROGRESSION BETWEEN GRADES:**

ECCE	GRADE II
<ul style="list-style-type: none"> <li>• Me and my school</li> <li>• My family</li> <li>• My acceptance</li> </ul>	<ul style="list-style-type: none"> <li>• Conflicts and disagreements</li> <li>• Individuals and community</li> <li>• Good citizenship</li> </ul>
Link for SNC: <a href="http://mofept.gov.pk/Detail/YzJiNGVjODgtNjIwOC00YzRiLThmNmUtNjJjYWlWYmJkMWY2">http://mofept.gov.pk/Detail/YzJiNGVjODgtNjIwOC00YzRiLThmNmUtNjJjYWlWYmJkMWY2</a>	

**BRIDGE-IN**

- Ask students about their favourite video game?
- Make them recall that at the start of every game some rules are displayed to follow.
- If they do not follow the rules they will lose the game so rules are very important for every game.

**TEACHING STRATEGIES:**

- Class discussion
- Videos
- Activities
- Flashcards

**CONTENT SUPPORT:**

Sports and games are really important in human life. We should play games and sports regularly to build better physical and mental health. A healthy mind dwells in a healthy body. Games keep the body fit and active. They teach us a lesson of cooperation and discipline. It teaches you lots of rules that help you to become a more disciplined person.

They are also important because...

- Sports are the best option to learn teamwork.
- Release the stress of a student's life.
- Develop leadership quality.
- Increase stamina.
- Increase self-confidence.
- They make us healthy and fit for work.

**Types of games:**

Indoor games: They are played in the rooms and halls example cards, carrom, ludo, chess, etc. are the most common games. Indoor games help us to practice essential cognitive skills and enhance the parts of the brain responsible for complex thought and memory formation.

Outdoor games: They are played in open places and playgrounds example hockey, cricket, tennis, etc. These games are very important in student life.

Some games are really effective to increase your mental health e.g. chess. Some games should be played under the guidance of some professional or elder as it can cause injury e.g. football.

## **Lesson plan 5.1:**

### **UNIT 5 Games and Rules**

#### **TOPIC: Types of games**

**CLASS DURATION: 45 minutes**

#### **LEARNING OUTCOMES:**

Students will be able to

- Recognize different games.
- Recognize outdoor and indoor games.

#### **OBJECTIVE**

- Identify different types of games e.g. indoor games and outdoor games, games that are played in groups and that can be played individually.

#### **TIMELINE**

##### **WARM UP (5 min)**

- Ask students to tell the name of their favourite game.

##### **PRESENT INFORMATION (10 min)**

- Page#33

##### **GUIDED PRACTICE (10 min)**

- Worksheet 5-1 will be done.

##### **FREE PRACTICE: (15 min)**

- Make a list of the games you know.
- Write about each game. Is it an indoor or outdoor game? Can it be played in a group etc?

#### **DIFFERENTIATION:**

Enrichment: Appreciate the students who are doing well.

Support: Help the students in writing clearly if they are having a problem.

##### **Assessment: (5 min)**

Tell the names of the games that can be played inside.

##### **Home assignment:**

- What is your favourite game? Write a few lines about your favourite game.

## Lesson plan 5.2:

### TOPIC: Rules

**CLASS DURATION: 45 minutes**

#### LEARNING OUTCOMES:

Students will be able to

- Recognize the meaning of rules.
- Recognize the importance of following rules.

#### OBJECTIVE

- Enable students to recognize the meaning of 'rules'.

#### TIMELINE

##### WARM UP (5 min)

- Play a game 'Chinese whisper' with the students and tell them the rules of how to play the game. Tell the students if we are not going to follow the rules we won't be able to enjoy the game.

##### PRESENT INFORMATION (10 min)

- Page#34

##### GUIDED PRACTICE (10 min)

Resources:

- Chart paper
- Colour markers

##### Procedure:

- Make a poster about your favourite game.
- List the rules of the game with colourful markers.
- Draw relevant pictures to make your poster colourful.

##### FREE PRACTICE: (15 min)

- Make groups of five students.
- Ask them to play a game that is played in a group.
- Ask them to set the rules of the game and then play.

##### DIFFERENTIATION:

Enrichment: Notice if all the students follow the rules.

Support: Help students in setting the rules for the game they are playing.

##### Assessment: (5 min)

- What are the advantages of setting rules for a game?

**Home assignment:**

- Play any game of your choice with your family and set the rules for the game. Also, discuss with them the importance of rules in games.

**Lesson plan 5.3:****TOPIC: Reinforcement and assessment****CLASS DURATION: 45 minutes****LEARNING OUTCOMES:**

Students will be able to:

- Describe the importance of games.
- Define rules.

**OBJECTIVES**

- Reinforce the types and importance of games.
- Reinforce the importance of rules in games.

**TIMELINE****WARM UP (5 min)**

Ask students to tell the name of one outdoor and one indoor game.

**GUIDED PRACTICE (20 min)**

- Page#35 will be done.

**ASSESSMENT (20 min)**

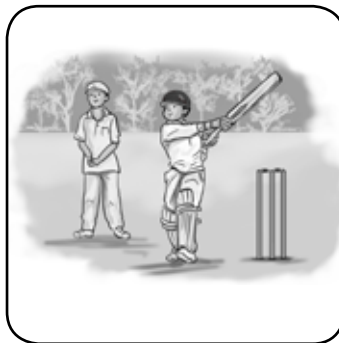
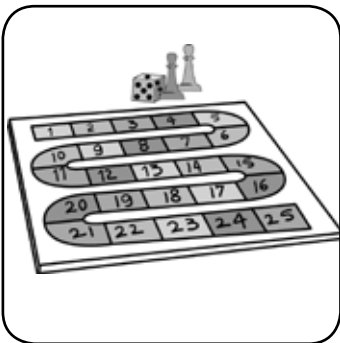
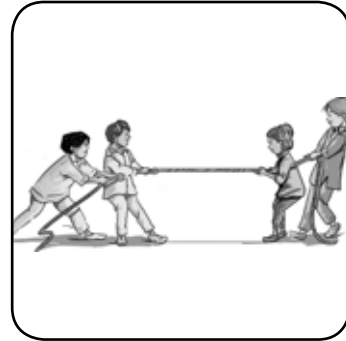
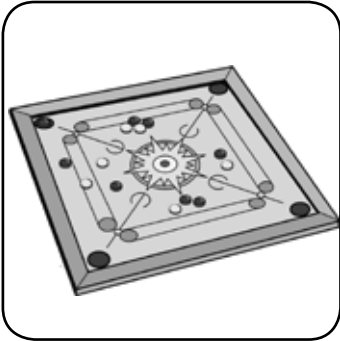
- Worksheet 5-2 will be done.

**Home assignment:**

- Discuss the importance of sports with your parents and list the points in your notebook.

## Worksheet 5-1

Write the name of the game. Also mention which game is an indoor and outdoor game.



**Worksheet 5-2**

**Draw your favourite game.**



Write down the rules of your favourite game.

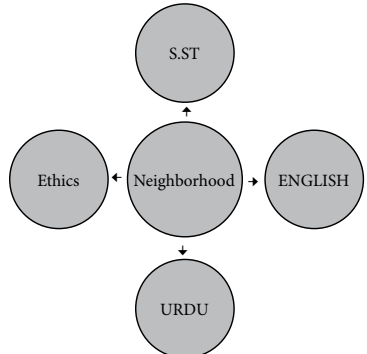
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# UNIT 6

## Neighbourhood

<p><b>LESSON PLAN INFORMATION</b></p> <p><b>SUBJECT</b> General Knowledge</p> <p><b>GRADE: One</b></p> <p><b>Duration</b> 4 Lessons</p>	<p><b>LEARNING OUTCOMES</b></p> <p>All the students will be able to:</p> <ul style="list-style-type: none"><li>• Recognize that many families living in a locality make a neighbourhood.</li><li>• Describe their neighbourhood in terms (in terms of people, farms, shops, streets, parks and playgrounds, etc.)</li><li>• Identify key places on a pictorial map of a neighbourhood.</li><li>• Identify different kinds of houses (bungalow, mud house, hut and apartment).</li><li>• Describe their home.</li><li>• Identify what makes the neighbourhood clean or dirty.</li><li>• Recognize and practice the idea of keeping their homes and neighbourhood clean.</li></ul> <p><b>LEARNING OBJECTIVE</b></p> <ul style="list-style-type: none"><li>• Recognize the term 'Neighbourhood'.</li><li>• Learn the ways to make neighbourhood clean.</li><li>• Recognize the types of houses according to the climate.</li><li>• Identify the pictorial map.</li></ul> <p><b>CROSS-CURRICULUM LINKS</b></p>  <pre>graph TD; S((S.ST)) --&gt; N((Neighborhood)); E((Ethics)) --&gt; N; EN((ENGLISH)) --&gt; N; UR((URDU)) --&gt; N;</pre> <ul style="list-style-type: none"><li>• The topic has links with social studies. Neighbourhood is an important aspect of society.</li><li>• It has links with Ethics as every person owes some rights towards their neighbours and society.</li></ul>
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**SKILLS INVOLVED:**

Recalling, mind mapping, speaking, performing, analyzing, communication, collaboration.

**PROGRESSION BETWEEN GRADES:**

ECCE	GRADE II
<ul style="list-style-type: none"> <li>• My house</li> </ul>	<ul style="list-style-type: none"> <li>• Key characteristics of a village and city life.</li> <li>• Comparison of village and city life.</li> </ul>
Link for SNC: <a href="http://mofept.gov.pk/Detail/YzJiNGVjODgtNjIwOC00YzRiLThmNmUtNjJjYWlWYmJkMWY2">http://mofept.gov.pk/Detail/YzJiNGVjODgtNjIwOC00YzRiLThmNmUtNjJjYWlWYmJkMWY2</a>	

**BRIDGE-IN**

Hang a variety of items that represent the stores and businesses found in your neighbourhood from the ceiling to attract children's attention. They will question you about the theme you will be exploring.

**TEACHING STRATEGIES:**

- Stem activities
- Arts and crafts
- Poster making
- Class discussion
- Videos
- Worksheets

**CONTENT SUPPORT:**

The neighbourhood is a concept that arises out of the word neighbour, which refers to people living near or adjacent to one another. In a city, a neighbourhood is always the area that surrounds the city or lies in the close vicinity. However, the word has also come to mean the people living near one another in a particular area or district. If you say that the loud music surprised the entire neighbourhood, it means you are referring to the people and not the geographic area. In general, though, neighbourhood always means a surrounding area or region.

**How to become a good neighbour:**

- Introduce yourself in a respectable way.
- Respect your neighbour's personal space.
- Be wary of the noise.
- Return borrowed things immediately.
- Be mindful of your pets.
- Never gossip.

- Be friendly.
- Return borrowed things immediately.
- Always remember your neighbours on special occasions.
- Take care of the cleanliness of your home's surroundings.

### Online links for related videos

<https://youtu.be/iwxkwPA8c68>

<https://youtu.be/QeUJCNntP4M>

## Lesson plan 6.1:

### UNIT 6 Neighbourhood

#### TOPIC: What is a neighbourhood?

**CLASS DURATION: 45 Minutes**

#### LEARNING OUTCOMES:

Students will be able to

- Recognize that many families living in a locality make a neighbourhood.
- Describe their neighbourhood in terms (in terms of people, farms, shops, streets, parks and playgrounds, etc.)
- Identify key places on a pictorial map of a neighbourhood.

#### OBJECTIVES

- Define the term 'neighbourhood'.
- Recognize that neighbourhood may include shops, parks, etc.
- Learn what is a Map and its usage.

#### TIMELINE

##### WARM UP (5 min)

- You can begin by asking students to take turns sharing the names of the neighbourhoods in which they live.

##### PRESENT INFORMATION (10 min)

- Read and solve page#37
- Explain to them the picture of a pictorial map.

## **GUIDED PRACTICE (10 min)**

### **STEAM activity:**

#### **Resources:**

- Colourful cardboards
- White paper
- Old decorating magazines
- Paints
- Glue
- Scissors

#### **Procedure:**

Create a 3-D community module with your students. Make shapes with cardboard for building houses. Cut out figures from magazines for making people, etc.

#### **FREE PRACTICE: (15 min)**

- Make a pictorial map of your locality on page#38

#### **DIFFERENTIATION:**

Enrichment: Give new ideas to add to a map.

Support: Check that the students are able to make a map. Otherwise, help them.

#### **Assessment: (5 min)**

Tell five things that you can find in your neighbourhood.

#### **Home assignment:**

- Worksheet 6-1 should be given.

## **Lesson plan 6.2:**

### **TOPIC: Types of houses**

**CLASS DURATION: 45 minutes**

#### **Learning Outcomes:**

Students will be able to list and differentiate different types of houses.

#### **OBJECTIVE**

- Distinguish between different types of houses that are built in different environments.

#### **WARM UP (5 min)**

- Have the class think about why people need houses, what materials are needed to your

### **PRESENT INFORMATION (10 min)**

- Read and explain page#39

### **FREE PRACTICE: (25 min)**

#### **STEAM ACTIVITY:**

Engineering connection: Engineers design structures of houses according to the climate. They use the material that suits the climate of the land on which they are going to build a house.

#### **Resources:**

- Chart paper
- Colour pencils or markers
- Cotton
- Grass
- Small stones
- Glue

#### **Procedure:**

Pair students and have each team choose an environment where the students want their house built. Ask them to draw a house and colour it. Make them paste cotton or grass or tiny stones to show the chosen climate

In the end, compare each of the groups' houses and discuss what materials are needed in different climates.

#### **DIFFERENTIATION:**

Enrichment: Ask students which climate they have selected to build their module. : Observe to ensure that the students making the houses according to the climate.

Support: Help students build the house.

#### **Assessment: (5 min)**

Tell the names of any three types of houses.

#### **Home assignment:**

- Draw a picture of your house and colour it. (Page#40 ...Project 2)

## Lesson plan 6.3:

### TOPIC: How to keep the neighbourhood clean

**CLASS DURATION: 45 Minutes**

#### LEARNING OUTCOMES:

Students will be able to

- Identify what makes the neighbourhood clean or dirty.
- Understand and practice the idea of keeping their homes and neighbourhood clean.

#### OBJECTIVE

- Recognize and learn the ways to keep the neighbourhood clean.

#### WARM UP (5 min)

#### COGNITIVE ACTIVITY:

You can have this cognitive activity as a warm-up activity. Ask the students to sort objects by shape, size, colour, material, etc. Deposit several boxes throughout the class and stick pictures on each one to help children associate the objects to the correct category.

#### PRESENT INFORMATION (10 min)

- Read and explain page#39

#### GUIDED PRACTICE (10 min)

- Worksheet 6-2 will be done.
- With the help of your teacher make a waste paper basket for your class. (Project 3 page#40)

#### FREE PRACTICE: (15 min)

In your notebook prepare a checklist of how helpful you are in keeping your home, school and neighbourhood clean. (Project 1 page# 40)

#### DIFFERENTIATION:

Enrichment: Give clues to the students to make them think of the ways they can use to make their surroundings clean.

Support: Help those students who are having difficulty in writing.

#### Assessment: (5 min)

What are the different ways to keep your neighbourhood clean?

#### Home assignment:

- Make a placard on 'Keep your Neighbourhood clean.' Paste or draw relevant pictures to make your placard attractive.

## Lesson plan 6.4:

### TOPIC: Reinforcement and Assessment

**CLASS DURATION: 45 Minutes**

#### LEARNING OUTCOME:

Students will be able to

- recognize the term 'neighbour' and all other terms associated with it.

#### OBJECTIVE

- To revise the concepts of neighbours, types of houses and how to keep the neighbourhood clean.

#### TIMELINE

##### WARM UP (5 min)

- Revise the unit with the help of the mindmap on page#40.

##### GUIDED PRACTICE (10 min)

- Page#41 will be done.

##### FREE PRACTICE: (20 min)

Worksheet 6-3 will be done.

#### DIFFERENTIATION:

Enrichment: Appreciate the students who are doing well.

Support: Give the idea to solve the worksheet.

#### ASSESSMENT(10 min)

Here is a list of questions for a handout that will be given to assess the students:

- What do you see on your way to the school?
- Can you name a store located in your neighbourhood?
- Do you know the name of your street?
- What colour is your house? What colour are your neighbour's houses?
- How many floors does your house have?
- Are there many trees in your neighbourhood? Do you know what kind?
- Who works in your neighbourhood? What are their jobs?

#### Home assignment:

Do at least one practical thing to keep your neighbourhood clean. Take a photo and share it in class. You can also make a hanging poster and ask students to paste their photos/drawings on it.

## Worksheet 6-1

### ALL ABOUT MY NEIGHBOURHOOD



Draw a person in your neighbourhood.

A large, empty rectangular box with a solid black border, intended for a student to draw a person from their neighbourhood.

Write about a person in your neighbourhood.

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Draw a place in your neighbourhood.

A large, empty rectangular box with a solid black border, intended for a student to draw a place from their neighbourhood.

Write about a place in your neighbourhood.

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Draw an animal in your neighbourhood.

A large, empty rectangular box with a solid black border, intended for a student to draw an animal from their neighbourhood.

Write about an animal in your neighbourhood.

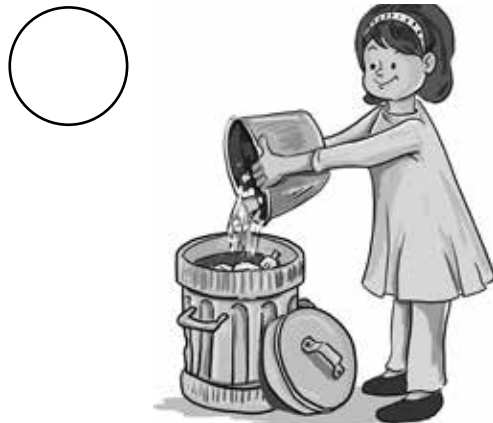
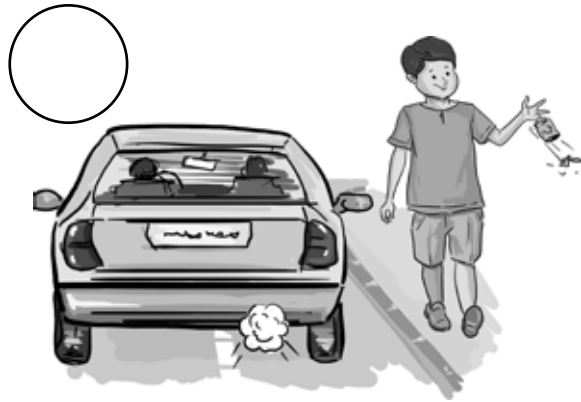
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## Worksheet 6-2

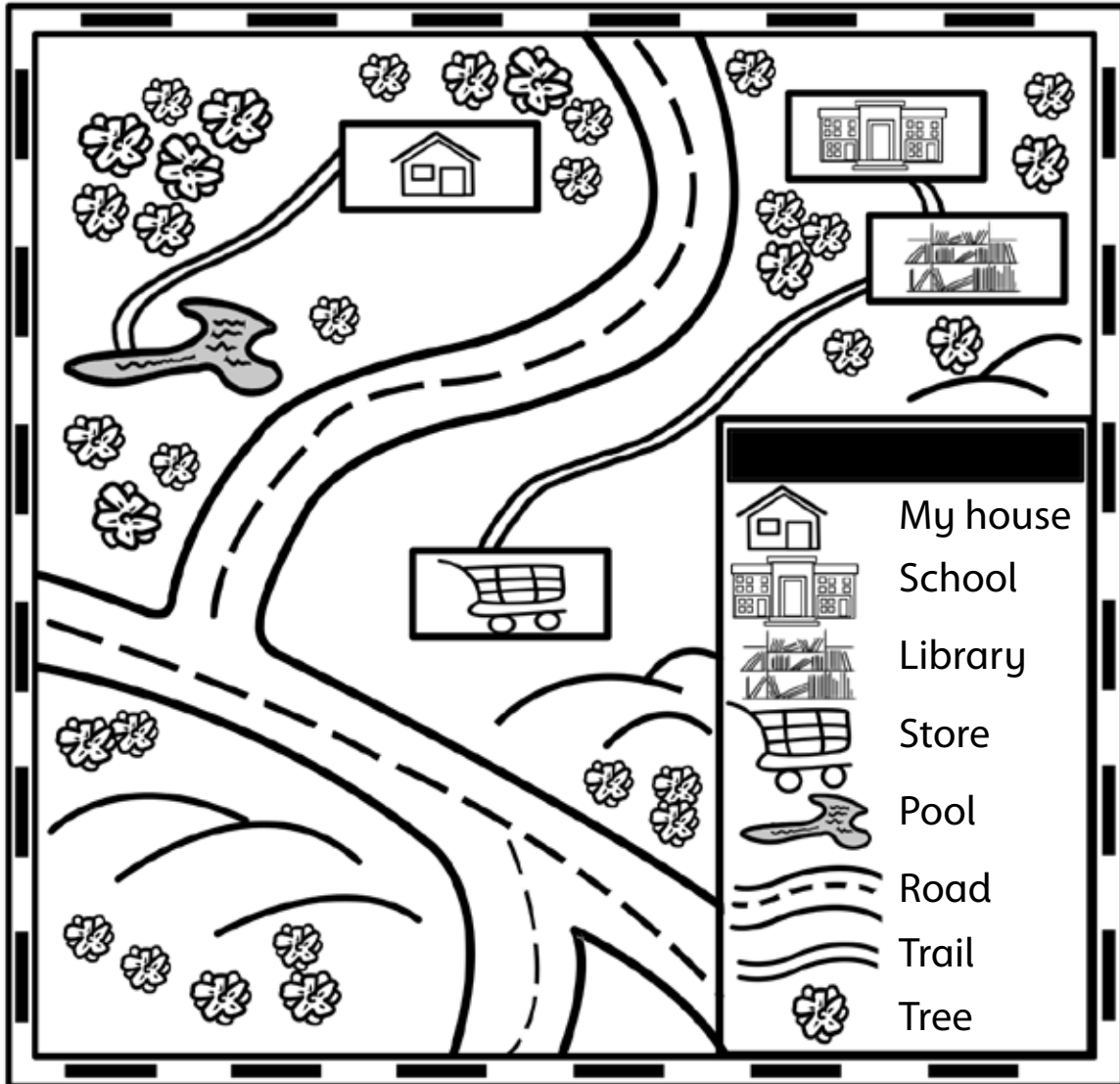
Choose the picture that shows people keeping their neighbourhood clean.





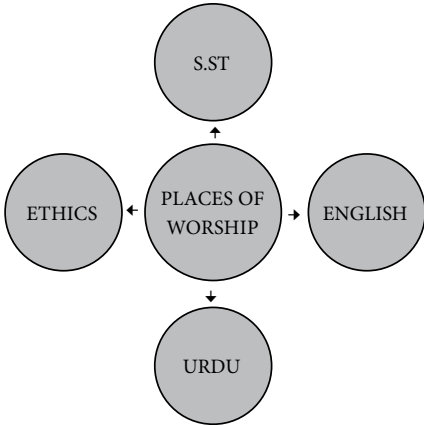
# Worksheet 6-3

Label the pictorial map.



# UNIT 7

## Place of Worship

<p><b>LESSON PLAN INFORMATION</b></p>    <p><b>SUBJECT</b> General Knowledge</p>  <p><b>GRADE: One</b></p> <p><b>Duration</b> 4 Lessons</p>	<p><b>LEARNING OUTCOMES</b> All the students will be able to:</p> <ul style="list-style-type: none"><li>• Identify the Masjid as a place of worship for Muslims.</li><li>• Enquire about other places of worship (church, temple, gurdwara).</li><li>• Recognize that they should respect all places of worship and all religions.</li></ul> <p><b>LEARNING OBJECTIVE</b></p> <ul style="list-style-type: none"><li>• Distinguish between different religions and places of worship</li></ul> <p><b>CROSS-CURRICULUM LINKS</b></p>  <pre>graph TD; PW((PLACES OF WORSHIP)) --&gt; SST((S.ST)); PW --&gt; URDU((URDU)); PW --&gt; ETHICS((ETHICS)); PW --&gt; ENGLISH((ENGLISH));</pre> <ul style="list-style-type: none"><li>• The topic is linked with Social Studies. It explains different people and their religions.</li><li>• It is also linked with Ethics. We should respect all religions.</li></ul>
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**SKILLS INVOLVED:**

Recalling, mind mapping, speaking, performing, analyzing, communication, collaboration.

**PROGRESSION BETWEEN GRADES:**

ECCE	GRADE II
<ul style="list-style-type: none"> <li>• Festivals</li> </ul>	<ul style="list-style-type: none"> <li>• Religious and cultural festivals of Pakistan.</li> <li>• Need to respect all people</li> <li>• Ways to respect others</li> <li>• Avoid hurting others</li> <li>• Ways to reduce the hurt</li> <li>• Forgiving others</li> </ul>
Link for SNC: <a href="http://mofept.gov.pk/Detail/YzJiNGVjODgtNjIwOC00YzRiLThmNmUtNjJjYWwYmJkMWY2">http://mofept.gov.pk/Detail/YzJiNGVjODgtNjIwOC00YzRiLThmNmUtNjJjYWwYmJkMWY2</a>	

**BRIDGE-IN**

Use flashcards of pictures of worship places to garner the interest of students.

**TEACHING STRATEGIES:**

- Flashcards
- Class discussion
- Discussion cards
- Poster
- Videos
- Roleplay

**CONTENT SUPPORT:**

Religion is a major influence in the world today. Developing cultural values, that support people-to-people and people-to-nature values, has traditionally been the role of religion in most societies. We use these beliefs to help explain reasons for human existence and to guide personal relationships and behaviour. Part of the great diversity of humankind is the many different religions and belief systems we have developed – Islam, Buddhism, Christianity, Hinduism, Sikhism, and many more.

One thing that all religions have in common is that they help their believers to find meaning and comfort in the world by using some aspects from that particular religion.

Culture and religion have a close link with one another. Both play a vital role in our daily life. Our cultural values, which often include particular religious beliefs, shape our way of living and acting in the world. When we look at culture, we look at characteristics and knowledge of a particular group of people, defined by everything from language, religion, food and social habits.

## Online links for related videos

<https://youtu.be/5Qi5Fhf66gw>

<https://youtu.be/hb9QPBEq8AQ>

## Lesson plan 7.1:

### UNIT 7 Places of worship

#### TOPIC: Introduction to different religions

**CLASS DURATION: 45 Minutes**

#### LEARNING OUTCOME:

Students will be able to

- Identify that the people around the world belong to different religions.

#### OBJECTIVE

- Awareness of different religions.

#### TIMELINE

##### WARM UP (5 min)

Ask the students to brainstorm all the religions they can think of. Write them on board and observe how many religions they come up with.

##### PRESENT INFORMATION (10 min)

- Page#43

##### GUIDED PRACTICE (10 min)

- Worksheet 7-1 will be done.

##### FREE PRACTICE: (15 min)

- Write a few lines about your religion.

#### DIFFERENTIATION:

Enrichment: Appreciate the students who are doing well.

Support: Help those students who are having difficulty in writing.

#### Assessment: (5)

Ask students to name three different religions and tell the common religion of neighbouring countries of Pakistan.

#### Home assignment:

Collect some pictures from the newspaper or internet that show people of different religions.

## Lesson plan 7.2:

### TOPIC: Different places of worship

**CLASS DURATION: 45 Minutes**

#### LEARNING OUTCOMES:

All the students will be able to:

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

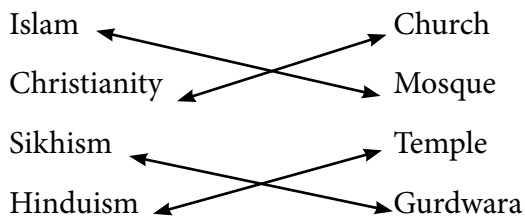
#### OBJECTIVE

- Enable students to distinguish between different places of religion.

#### TIMELINE

##### WARM UP (5 min)

- Ask students to tell the names of worship places they already know. Write them on the board and connect those places with the religions they have told and have written on the board before.



##### PRESENT INFORMATION (10 min)

- Read and explain page#43 and 44

##### GUIDED PRACTICE (10 min)

Exercise on page#45

##### FREE PRACTICE: (20 min)

- Have an open discussion through conversation cards. You can ask the children to pick any conversation card and then discuss that so the students will be more attentive and enjoy the conversation.

How many world religions do you know?

Name the religious things you can find in your house.

Name worship places you have in your mind.

Have you ever been to a mosque or any other religious place? Share your experience.

**DIFFERENTIATION:**

Enrichment: You can add in at the end of every discussion to increase their knowledge.

Support: Encourage shy students to also participate.

**Assessment:**

Assess students with free practice.

Worksheet 7-2 will be done

**Home assignment:**

- Interview any adult and take information about places of worship of different religions. (Project Page#45)

**Lesson plan 7.3:**

**TOPIC: Reinforcement and assessment**

**CLASS DURATION: 45 Minutes**

**LEARNING OUTCOME:**

Students will be able to

- Recognize the places of worship.

**OBJECTIVE**

Distinguish between different religions and places of worship.

## TIMELINE

### WARM UP (5 min)

- Use pictures of different places of worship.
- Show them a picture and ask the name of a place.

### PRESENT INFORMATION (10 min)

- Revise the unit through the mind map given on page #44

### GUIDED PRACTICE (15min)

Worksheet 7-3 will also be done to revise the unit.

### Assessment: (20 min)

• Places of worship	• Religion

### Home assignment:

Write down the names of famous mosques in our country.

**Find out the names of different places of worship**

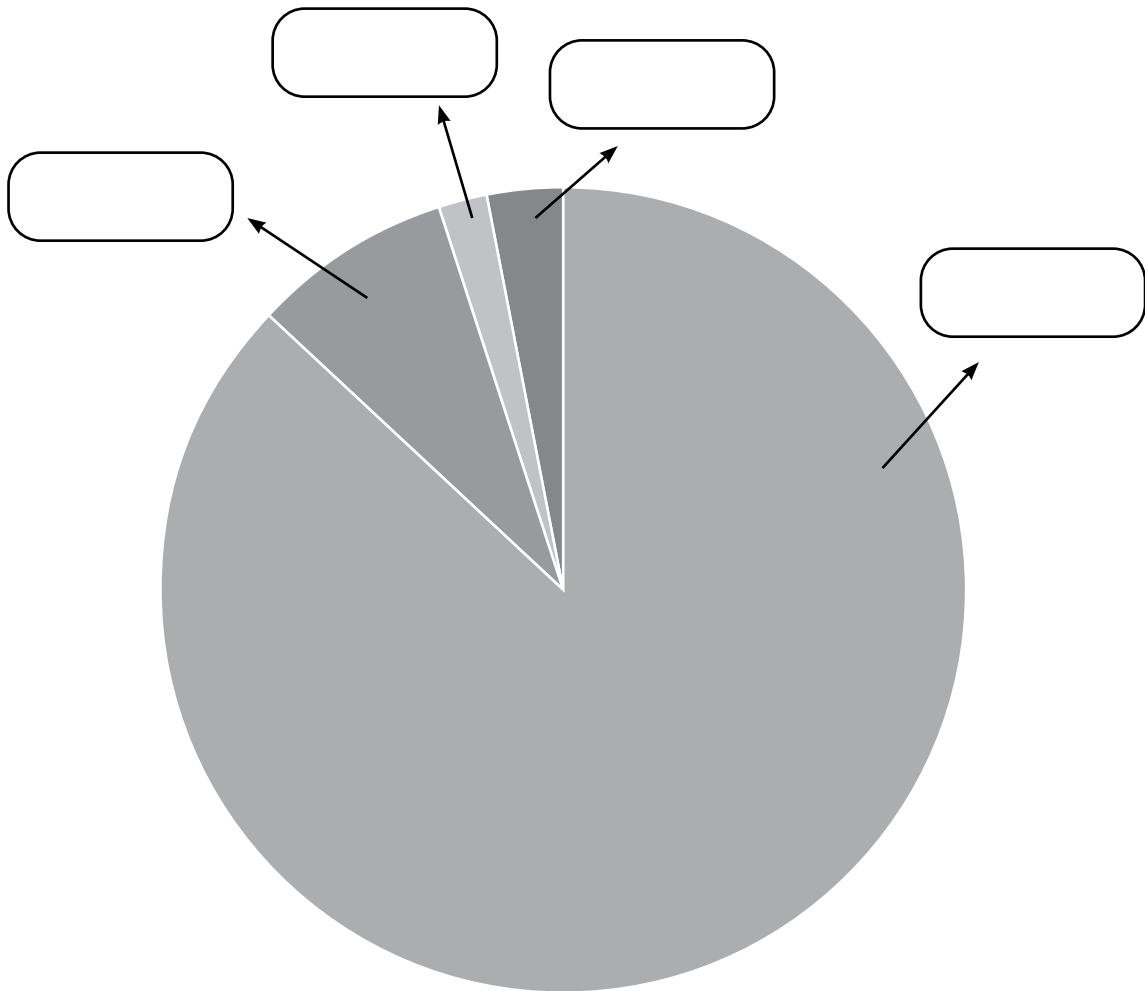
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X	J	U	J	S	D	H	Y	E	J
T	J	Y	R	T	A	M	C	K	E
K	Y	S	P	D	X	C	M	I	M
J	L	I	R	O	W	C	E	L	O
J	G	V	A	L	G	A	R	H	S
C	H	U	R	C	H	W	R	A	Q
M	H	Z	R	Z	K	C	Z	A	U
J	V	T	L	V	A	F	V	P	E
T	E	M	P	L	E	V	X	B	Q



## Worksheet 7-2

### PERCENTAGE OF RELIGIONS IN PAKISTAN

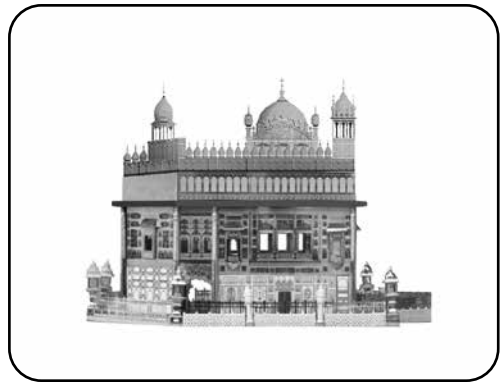
Write the names of religions in correct boxes.



- ISLAM
- HINDUISM
- CHRISTIANITY
- OTHERS

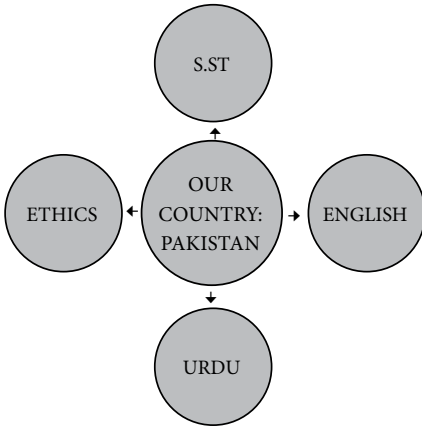
## Worksheet 7-3

**Label each building and remember the name of the people who worship there.**



# UNIT 8

## Our country: Pakistan

<p><b>LESSON PLAN INFORMATION</b></p>     <p><b>SUBJECT</b> General Knowledge</p>   <p><b>GRADE: One</b></p> <p><b>Duration</b> 4 Lessons</p>	<p><b>LEARNING OUTCOMES</b> All the students will be able to:</p> <ul style="list-style-type: none"><li>• Tell the full name of our country and date of existence.</li><li>• Recognize that all the countries have a flag.</li><li>• Draw the flag of Pakistan.</li><li>• Identify what the colours and symbols on the flag represent.</li></ul> <p><b>LEARNING OBJECTIVE</b></p> <ul style="list-style-type: none"><li>• To learn the full name and date of creation of Pakistan..</li><li>• To learn that all countries have flags.</li><li>• To learn what the colours of the flag represent.</li><li>• To know what the symbol of our flag means.</li></ul> <p><b>CROSS-CURRICULUM LINKS</b></p>  <ul style="list-style-type: none"><li>• The topic is linked with Social Studies as it explains the culture of our region.</li><li>• It also has links with history as the topic explains how and when Pakistan came into being.</li><li>• The topic is linked with Geography; it explains the regional value of the country.</li></ul>
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**SKILLS INVOLVED:**

Mind mapping, speaking, comprehending, recording and communication.

**PROGRESSION BETWEEN GRADES:**

ECCE	GRADE II
<ul style="list-style-type: none"> <li>Regional and religious festivals.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize the map of Pakistan.</li> <li>Provinces of Pakistan</li> <li>Significance of the National Flag.</li> <li>Religious and cultural festivals of Pakistan.</li> </ul>
Link for SNC: <a href="http://mofept.gov.pk/Detail/YzJiNGVjODgtNjIwOC00YzRiLThmNmUtNjJjYWlwYmJkMWY2">http://mofept.gov.pk/Detail/YzJiNGVjODgtNjIwOC00YzRiLThmNmUtNjJjYWlwYmJkMWY2</a>	

**BRIDGE-IN**

Ask students to take turns and tell any one fact that they know about Pakistan. Write them on the board. This way they will share their information with other students.

**TEACHING STRATEGIES:**

- Poster making
- Class discussion
- Videos
- Activities
- Flashcards
- Flag making

**CONTENT SUPPORT:**

Pakistan became a sovereign state on the map of the world on 14 August 1947. The capital city of Pakistan is Islamabad. It is officially known as ISLAMIC REPUBLIC OF PAKISTAN. Alongside this, Pakistan is considered a God gifted country to the Muslim community. The official religion of Pakistan is Islam and about 97.5% of its population are Muslims. Pakistan is considered the 6th most populated country in the world having almost a 191.5 million-strong population. Pakistan ranked as a 36th country in the world by area and it covers an area of 796095 km sq.

**NATIONAL FLAG:**

A national flag is a symbol that represents a country. The flag of each country has a special design, colours and meanings which shows its identity. Similarly, the national flag of Pakistan has its own excellence. This flag is also known as “parcham-e-sitāra-o-hilāl” or “Sabz Hilali Parcham”. The flag is a mark of recognition and honour so we all respect the flag when we fly it in the air..

Pakistan’s national flag is flown on the offices and official residences of VIPs and the government’s top officials when they are home. It is flown on special occasions attached with the memory of Pakistan including; Independence Day on 14th August, Defense Day on 4th September, and many other national

days of Pakistan. Some specific people are entitled to fly the national flag on their motor vehicles and aeroplanes at times when the dignitaries are seated inside. These dignitaries include the President of Pakistan, the Prime Minister of Pakistan, the Chairman of the Senate of Pakistan, etc.

Amiruddin Kidwai was the designer of the Flag of Pakistan who made this flag on 11th August 1947, four days before the independence of Pakistan.

The green colour represents the piece of Islamic nation under the Islamic rules and regulations. The white colour represents the minorities and other religions in Pakistan. The moon or crescent and star represent progress and light respectively.

### Online links for related videos

<https://youtu.be/yfkAHOANCEE>

<https://youtu.be/BmQ1znFk7Hc>

### Lesson plan 8.1:

## UNIT 8 Our country Pakistan

### TOPIC: Pakistan

**CLASS DURATION: 45 minutes**

### LEARNING OUTCOMES:

All the students will be able to:

- Tell the full name of our country and date of creation.
- Identify the map of Pakistan.

### OBJECTIVES

- Learn the full name and date of creation of Pakistan.
- Explain the map of Pakistan.

### TIMELINE

#### WARM UP (5 min)

- Ask students to tell one thing that they know about Pakistan.

#### PRESENT INFORMATION (10 min)

- Read and explain page # 47

#### GUIDED PRACTICE (15 min)

- (b) Worksheet 8-1 will be done.

**FREE PRACTICE: (20 min)**

- Make groups of five students.
- Make a poster that depicts four provinces of Pakistan.

**DIFFERENTIATION:**

Enrichment: Ask students to differentiate the provinces by using different colours.

Support: Ask bright students to help the struggling students in their group.

**Assessment: (5 min)**

- When did Pakistan come into being?
- What is the full name of our country?

**Home assignment:**

Do question 3 on page #52

**Lesson plan 8.2:**

**TOPIC: Importance of a flag**

**CLASS DURATION: 45 minutes**

**LEARNING OUTCOMES:**

All the students will be able to:

- Recognize that all the countries have a flag.
- Identify the importance of a flag for any country.

**OBJECTIVE**

- Elaborate on the importance of a flag for a country.

**TIMELINE**

**WARM UP (5 min)**

- Ask students to tell the name of their favourite country.

**PRESENT INFORMATION (10 min)**

- Read and explain page#48
- Worksheet 8-2 will be done.

**GUIDED PRACTICE (15 min)**

- Flashcards of flags of different countries will be used to let the students memorize the flags of some important countries.

**FREE PRACTICE: (20 min)**

- Draw and colour the flag of your favourite country.

## **DIFFERENTIATION:**

Enrichment: Appreciate the students who are doing well.

Support: Help those students who are having difficulty identifying the flag.

### **Assessment: (5 min)**

What does a flag represent?

### **Home assignment:**

- Collect and paste the flags of any five countries on a chart paper.

## **Lesson plan 8.3:**

### **TOPIC: Flag of Pakistan**

**CLASS DURATION: 45 minutes**

### **LEARNING OUTCOMES:**

All the students will be able to:

- Draw the flag of Pakistan.
- Identify what the colours and symbols on the flag represent.

### **OBJECTIVES**

- To learn what the colour of the flag represent.
- To know what the symbol of our flag means.

### **TIMELINE**

#### **WARM UP (5 min)**

- What is the colour of the flag?
- What is made on the flag?
- When do you place the flag on your house?

#### **PRESENT INFORMATION (10 min)**

- Read and explain page#48

#### **GUIDED PRACTICE (15 min)**

Page#49 will be done.

#### **FREE PRACTICE: (20 min)**

#### **Material needed:**

- Coloured paper
- Glue
- Straw or stick
- Scissors

Make a flag of Pakistan.

## **DIFFERENTIATION:**

Enrichment: Use glitter pens for making moon and star.

Support: Help the students in cutting and pasting.

### **Assessment: (5 min)**

- What does the white colour in our flag represent?
- What is the meaning of a crescent and a star on our flag?

### **Home assignment:**

Draw a flag of Pakistan on paper and fill it with a glazed paper collage.

## **Lesson plan 8.4:**

### **TOPIC: Reinforcement and assessment**

**CLASS DURATION: 45 minutes**

### **LEARNING OUTCOMES:**

All the students will be able to:

- Tell the full name of Pakistan.
- Recognize the importance of a flag for a country.
- Identify different features of our flag.

### **OBJECTIVE**

- To reinforce the topics of the unit.

### **TIMELINE**

#### **WARM UP (5 min)**

- Mind map on page#50

#### **GUIDED PRACTICE (15 min)**

- Chapter review on Pages#51

### **Assessment:**

Worksheet 8-3 will be done.

### **Home assignment:**

- Write any ten facts about our country on a coloured paper.



## Worksheet 8-1

**Complete and colour the map:**



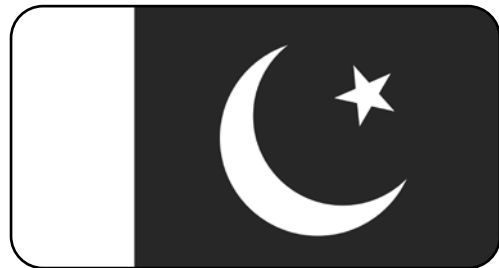
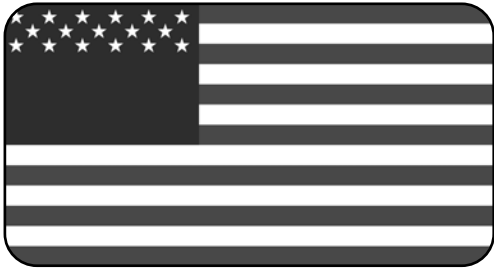
## Worksheet 8-2

Write the name of the correct country:

Pakistan  
China

America  
England

India  
Saudi Arabia



## Worksheet 8-3

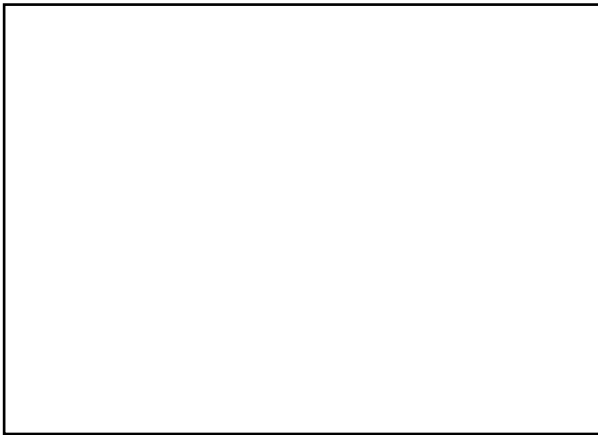
Our Country: Pakistan

I live in city .....

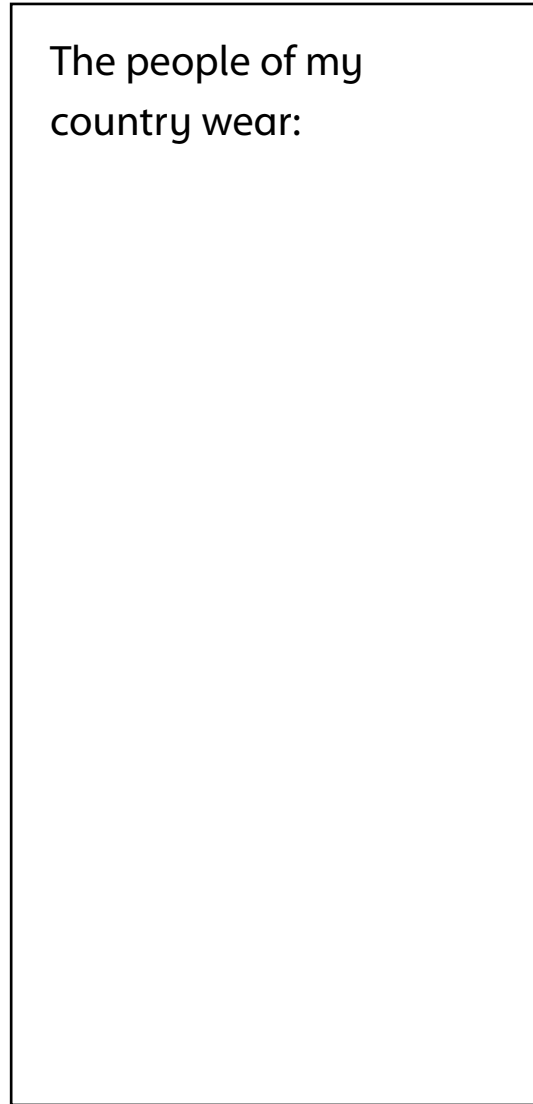
I live in province .....

I live in country .....

This is the flag of my country:



The people of my  
country wear:



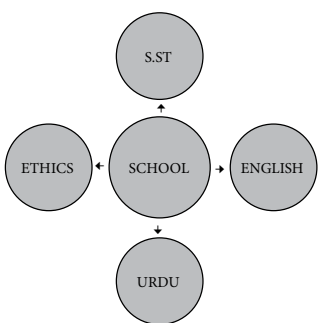
We eat:

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# UNIT 9

## School

<p><b>LESSON PLAN INFORMATION</b></p> <p><b>SUBJECT</b></p> <p><b>General Knowledge</b></p> <p><b>GRADE: One</b></p> <p><b>Duration</b></p> <p><b>4 Lessons</b></p>	<p><b>LEARNING OUTCOMES</b></p> <p>All the students will be able to:</p> <ul style="list-style-type: none"><li>• Tell the name and location of their school.</li><li>• Identify the people they interact with in school.</li><li>• Describe the activities they engage in school.</li><li>• Share and understand the rules they share in School and class.</li><li>• Understand why following rules is important.</li><li>• Appreciate diversity that they can make different friends from different backgrounds.</li><li>• Recognize that they should respect everyone in school.</li><li>• Know the importance of keeping their school clean.</li></ul> <p><b>LEARNING OBJECTIVE</b></p> <ul style="list-style-type: none"><li>• Learn the name and location of their school.</li><li>• Recognize the people in the school.</li><li>• Explain the Classroom Rules and their importance.</li><li>• Describe the importance of following the rules within the school.</li><li>• Recognize the diversity of the school community.</li><li>• Learn to respect everyone in the school.</li><li>• Learn how to keep the school clean.</li></ul> <p><b>CROSS-CURRICULUM LINKS</b></p>  <ul style="list-style-type: none"><li>• Social. Studies: because a School is an example of community.</li><li>• Ethics: It is related to practising and learning moral values through interaction with students of other communities.</li><li>• English: Reading skills development.</li><li>• Urdu: comprehension skills.</li></ul>
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**SKILLS INVOLVED:**

Remembering, recalling, listing, comprehension, analyzing.

**PROGRESSION BETWEEN GRADES:**

ECCE	GRADE II
<ul style="list-style-type: none"> <li>• Myself</li> <li>• Me and my school</li> <li>• My acceptance</li> </ul>	<ul style="list-style-type: none"> <li>• Professions and occupations</li> <li>• Rights and responsibilities of a citizen.</li> <li>• Need to respect all people</li> </ul>
<p>Link for SNC:  <a href="http://mofept.gov.pk/Detail/YzJiNGVjODgtNjIwOC00YzRiLThmNmUtNjJjYWlWYmJkMWY2">http://mofept.gov.pk/Detail/YzJiNGVjODgtNjIwOC00YzRiLThmNmUtNjJjYWlWYmJkMWY2</a></p>	

**BRIDGE-IN**

Make students think of the people they already know in school by asking:

- What is the name of your preschool teacher?
- What do we call a person who stands at the school gate?
- What is the name of your favourite teacher in school?
- What is the name of your class?

**TEACHING STRATEGIES:**

- Activities
- Poster making
- Videos
- Comprehension
- Classroom without walls

**CONTENT SUPPORT:**

A school is a place where students get their formal education, Teachers teach the students with love and affection. In School, students interact with other students. They get education together, share their things, play together, and go back to their homes.

**Role of staff**

In school, many other people work to support the teachers. Gardeners tend and water the plants. Sweepers clean the school. Some people do clerical jobs.

The Principal looks after the whole system, visits the classrooms and also make rules for the betterment of the school.

## Rules

By following the school rules students can get rid of many troubles. Some of the rules are:

- Cleanliness of uniform
- Cleanliness of classroom / school
- Arrive to school on time
- Queuing in morning assembly
- Not to take things without permission
- Raise your hand to take permission for talking
- Not to eat and drink in the classroom
- Ready to learn
- Listen carefully

## Diversity in school

In school, we interact with the students of other communities as well. We respect them and help each other. By interacting with them enable them to know other cultures, languages, etc.

## Online links for related videos:

<https://youtu.be/RyLzsQKFpB0>

[https://youtu.be/m93Q6\\_sbwes](https://youtu.be/m93Q6_sbwes)

## Lesson plan 9.1:

### UNIT 9 School

#### TOPIC: Different people in school

**CLASS DURATION: 45 minutes**

#### LEARNING OUTCOME:

Students will be able to

- Identify different people in school like teachers, principal, peon, etc.
- Identify the duties of people in school.

#### OBJECTIVE

- Identify and learn the different people and their duties in school.

## **TIMELINE**

### **WARM UP (5 min)**

Tell the name!

- Get all the students to stand in a large circle.
- Each student must say his or her name clearly.
- One student points to another student, calls out his name and the two students change places. The second student points and calls out the name of another student and they change places. Students will enjoy the game and get excited about the upcoming lecture. Link this game with your lecture by explaining to the students that as there are different students in your class with different names likewise there are other people in the school with different names and designations.

### **PRESENT INFORMATION (10 min)**

- Page#54

### **GUIDED PRACTICE (10 min)**

Roleplay

- Make the group of two students.
- Each group will choose one character.
- Perform the role and responsibilities of the character.

### **FREE PRACTICE: (15 min)**

- Organise a walk inside the school and ask the students to observe the role and responsibilities of different people.
- Make a chart and list the names of persons and their duties.

### **DIFFERENTIATION:**

Enrichment: They can draw pictures as well to make the activity more interesting.

Support: Help the student in recognizing the duties of people.

### **Assessment: (5 min)**

- Who takes care of the garden in school?
- Who stands at the gate?
- Who makes sure that the whole school's function is going well?

### **Home assignment:**

- Draw your favourite role in school and colour it.

## Lesson plan 9.2:

### TOPIC: Activities in school

**CLASS DURATION: 45 minutes**

### LEARNING OUTCOMES:

Students will be able to

- Identify different types of activities they perform in school.
- Identify different places in the school.

### OBJECTIVES

- Name and identify different types of activities they perform in school.
- Name the places where they perform those activities.

### TIMELINE

#### WARM UP (5 min)

- Ask the students to tell their favourite activity they perform in school.

#### PRESENT INFORMATION (10 min)

- Read and explain page#55

#### GUIDED PRACTICE (10 min)

- Worksheet 9-1 will be done.

#### FREE PRACTICE: (15 min)

##### Art activity:

- Draw and colour any five activities you perform in school.

### DIFFERENTIATION:

Enrichment: They can do this activity in groups. Appreciate the group that will make the best poster.

Support: Help the students in recognizing the places where they perform the tasks.

#### Assessment: (5 min)

- Name five activities you perform in school.
- Where do you do your artwork?
- Where do you go to play in school during break time?

#### Home assignment:

- Page#56



## Lesson plan 9.3:

### TOPIC: School rules

**CLASS DURATION: 45 minutes**

#### LEARNING OUTCOME:

Students will be able to:

- Identify different rules that are to be obeyed in school and class.

#### OBJECTIVE:

- Learn the school rules.

#### TIMELINE

##### WARM UP (5 min)

- Show the students a chart listing different school rules and ask them to tell one by one, which rules they follow.

##### PRESENT INFORMATION (10 min)

- Page#57

##### GUIDED PRACTICE (10 min)

Worksheet 9-2 will be done.

##### FREE PRACTICE: (15 min)

- Make groups of four students.
- Ask them to make a colourful chart and list the school rules they have learnt today.

##### DIFFERENTIATION:

- Enrichment: Appreciate the students for writing any new rule that you have not mentioned to them.
- Support: Guide those students who are having difficulty recognizing the rules.

##### Assessment: (5 min)

Assess the students with the free practice discussed above.

##### Home assignment:

Make a colourful chart and list the rules for your class. You can take help from parents in making rules.

## **Lesson plan 9.4:**

### **TOPIC: Reinforcement and Assessment**

**CLASS DURATION: 45 minutes**

#### **LEARNING OUTCOMES:**

Students will reinforce the topics of the unit.

- Different People and their responsibilities in school.
- Activities students perform in school.
- School rules.

#### **OBJECTIVE**

- To reinforce the topics of the unit through different practices.

#### **TIMELINE**

##### **WARM UP (10 min)**

Mind map on page#58

##### **GUIDED PRACTICE (20 min)**

- Pages#59 & 60

##### **ASSESSMENT: (15 minutes)**

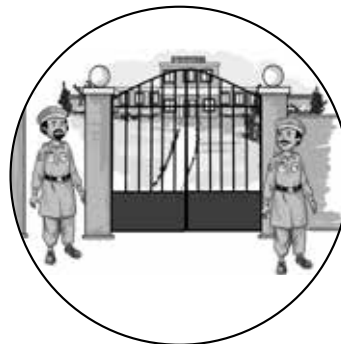
Worksheet 9-3

##### **Home assignment:**

- Quick review on page#57

## Worksheet 9-1

Name the people you meet in your school:



## Worksheet 9-2

Which activity we perform in the following rooms of a school?



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## Worksheet 9-3

**Which of the following are school rules:**

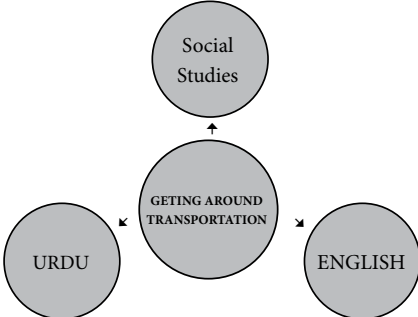
- Be respectful.
- Always share
- Raise your hand
- Work quietly
- Never listen to your teacher
- No running
- Listen to your teacher
- No bullying
- Keep shouting
- Make fun of your friends
- Keep your hands to yourself

YES

NO

# UNIT 10

## Getting Around Transportation

<b>LESSON PLAN INFORMATION</b>	<b>LEARNING OUTCOMES</b> All the students will be able to:
<b>SUBJECT</b>  <b>General Knowledge</b>	<ul style="list-style-type: none"><li>• Identify the means of transportation which people use.</li><li>• Differentiate between slow and fast means of transportation.</li><li>• Identify the places where buses and trains stops, aeroplanes land and ships berth.</li><li>• Describe the activities that take place at a bus stop, railway station, airport and harbour.</li></ul> <b>LEARNING OBJECTIVE</b> <ul style="list-style-type: none"><li>• Learn about transportation and modes of transportation.</li><li>• Identify the modes of transportation.</li></ul>
<b>GRADE: One</b>  <b>Duration</b> <b>4 Lessons</b>	<b>CROSS-CURRICULUM LINKS</b>  <ul style="list-style-type: none"><li>• The topic has links with Social Studies. Transportation is an important aspect of a society.</li></ul>

**SKILLS INVOLVED:**

Listening, speaking, writing, reading, recalling, thinking, listing.

**PROGRESSION BETWEEN GRADES:**

ECCE	GRADE II
<ul style="list-style-type: none"> <li>• Sources of transport.</li> <li>• Cautionary steps for travelling</li> </ul>	<ul style="list-style-type: none"> <li>• Professions/occupations</li> <li>• Village and city life</li> <li>• Rights and responsibilities of a government</li> <li>• Rights and responsibilities of a citizen</li> </ul>
Link for SNC: <a href="http://mofept.gov.pk/Detail/YzJiNGVjODgtNjJwOC00YzRiLThmNmUtNjJjYWlWYmJkMWY2">http://mofept.gov.pk/Detail/YzJiNGVjODgtNjJwOC00YzRiLThmNmUtNjJjYWlWYmJkMWY2</a>	

**BRIDGE-IN**

- Ask students to raise their hands if they have ever travelled on any vehicle?
- Write the names of different vehicles on the board and ask students what they know about them?

**TEACHING STRATEGIES:**

- Using AV Aids
- Posters
- Videos
- Discussions involving students

**CONTENT SUPPORT:**

Transport is the movement of people, goods, and services from one location to another. Transport systems play a critical role in achieving the economic and social needs of a given society. Air, land, and water are the most common modes of transportation in many nations in the world. Air transport is usually facilitated by aircrafts. Land transport on the other hand is facilitated by rail and road. Water transport occurs on seas, lakes, rivers/canals and so on.

Transport, in general, plays a significant role in developing and sustaining economic, demographic, and political factors of a given community and the world at large. Effective modes of transport facilitate the expansion of towns and cities by enhancing the movement of people as well as goods and services. Transport mechanisms also assist in the spread of individuals resulting in growth and development.

**Online links for related videos:**

<https://youtu.be/d0ySC2tzlZI>

<https://youtu.be/4X0pp9MF68s>

## Lesson plan 10.1:

### UNIT 10 Getting around transportation

#### TOPIC: Modes of transportation

CLASS DURATION: 45 minutes

#### LEARNING OUTCOMES:

Students will be able to

- Identify different modes of transportation.
- Differentiate between slow and fast transport.

#### OBJECTIVES

- Distinguish different modes of transport.
- Learn the difference between slow and fast transport.

#### TIMELINE:

#### WARM UP (5 min)

My favourite toy!

- Ask students to bring some vehicle-type toys.
- Ask students to share the toy vehicles with each other and tell that which one is their favourite vehicle.
- Students will be able to learn more about vehicles through this activity.

#### PRESENT INFORMATION (10 min)

- Page# 62

#### GUIDED PRACTICE (10 min)

- Worksheet 10-1 will be done.

#### FREE PRACTICE: (15 min)

#### STEAM ACTIVITY: Favourite vehicle

#### RESOURCES:

- Chart paper
- paint colour/ pencil colour
- Pencil
- Eraser

#### PROCEDURE:

- Make a group of two or three students.
- Ask them to draw and paint or colour your favourite vehicle.
- Appreciate that group who did good work.



## **DIFFERENTIATION:**

Enrichment: You can show them different pictures of vehicles and ask them to select one to draw.

Support: Sketch out the basic structure for the students unable to draw.

### **Assessment: (5 min)**

Tell three examples for every mode of transport.

### **Home assignment:**

- Write a few lines about your favourite vehicle.

## **Lesson plan 10.2:**

**TOPIC: Places to stop.**

**CLASS DURATION: 45 minutes**

### **LEARNING OUTCOME:**

Students will be able to

- Identify the place to stop for a particular vehicle.

### **OBJECTIVE**

- Learn about the different stop places for vehicles.

### **TIMELINE**

#### **WARM UP (5 min)**

- Call any student and ask about their experience of an outstation trip.
- Then ask him questions like:
- When your father wants to get fuel for the car where do you stop?
- Did you observe what type of vehicles were coming there to get their fuel and to take some rest?

#### **PRESENT INFORMATION (10 min)**

- Page# 62

#### **GUIDED PRACTICE (10 min)**

- Worksheet 10-2

#### **FREE PRACTICE (15 min)**

- Make groups and ask students to share their experiences of going to any such place with each other.
- Then draw the picture of what you see there.

## **DIFFERENTIATION:**

Enrichment: Keep giving your input to increase their knowledge about the place.

Support: Make sure that every student is sharing his story.

### **Assessment: (5 min)**

- Name any five rest stops for vehicles.

### **Home assignment:**

- Quick Review on Page # 63

## **Lesson plan 10.3:**

### **TOPIC: Reinforcement and Assessment**

**CLASS DURATION: 45 minutes**

### **LEARNING OUTCOME:**

Students will reinforce the topics.

### **OBJECTIVE**

- To reinforce the topics of the unit through different practices.

### **TIMELINE**

#### **WARM UP (10 min)**

Mind map on page# 64

#### **GUIDED PRACTICE (20 min)**

- Chapter review on Page# 65

#### **Assessment: (15 min)**

Worksheet 10-3.

#### **Home assignment:**

- Make a chart on 'slow and fast means of transport'. Draw or paste relevant pictures.

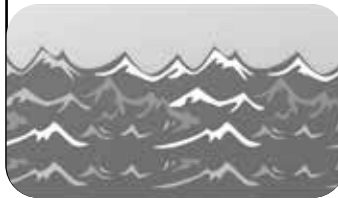
## Worksheet 10-1

**Draw the pictures of transport in the correct boxes:  
(any three)**

**ON LAND**



**IN WATER**

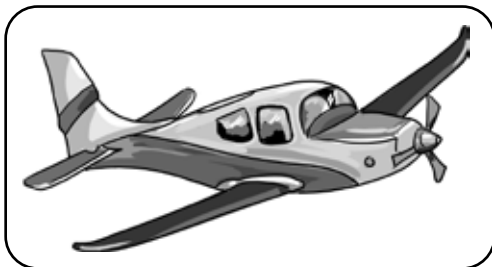
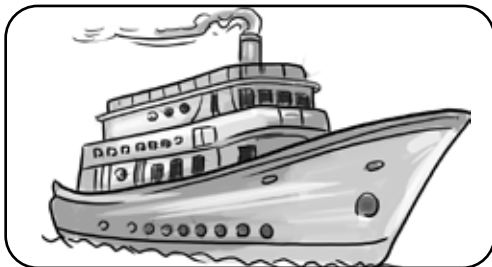
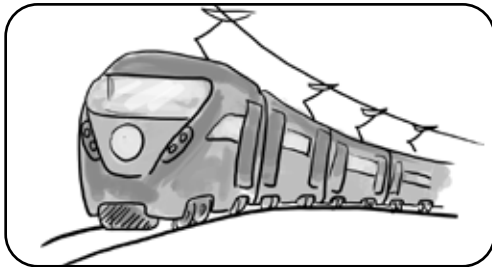
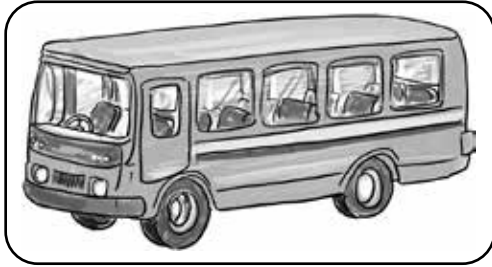


**IN AIR**



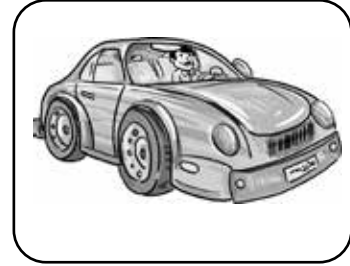
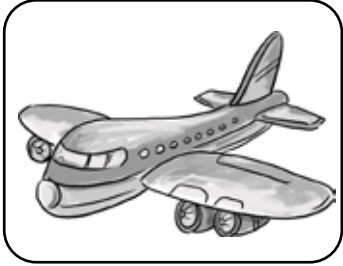
## Worksheet 10-2

Write the places to stop the following transport:



## Worksheet 10-3

Label the transport as **FAST** or **SLOW**:



Write down two activities that are going on in the picture of railway station above.

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# UNIT 11

## Traffic Rules

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<p><b>LESSON PLAN INFORMATION</b></p>     <p><b>SUBJECT</b></p> <p><b>General Knowledge</b></p>  <p><b>GRADE: One</b></p> <p><b>Duration</b></p> <p><b>4 Lessons</b></p>	<p><b>LEARNING OUTCOMES</b></p> <p>All the students will be able to:</p> <ul style="list-style-type: none"><li>• Identify some traffic rules</li><li>• Identify the safety rules they should follow while walking on the road, crossing a road, travelling by a bus, etc.</li></ul> <p><b>LEARNING OBJECTIVE</b></p> <ul style="list-style-type: none"><li>• Learn the basic traffic rules.</li><li>• Learn safety rules for walking on a road or crossing a road, etc.</li></ul> <p><b>CROSS-CURRICULUM LINKS</b></p> <div data-bbox="742 1087 1133 1481" data-label="Diagram"><pre>graph TD; TRAFFIC_RULES((TRAFFIC RULES)) --&gt; SOCIAL_STUDIES((SOCIAL STUDIES)); TRAFFIC_RULES --&gt; ETHICS((ETHICS)); TRAFFIC_RULES --&gt; ENGLISH((ENGLISH)); TRAFFIC_RULES --&gt; URDU((URDU));</pre></div>
	<ul style="list-style-type: none"><li>• The topic is linked with social studies as obeying traffic rules saves the society from lots of troubles.</li><li>• It has ethical links also, as it is an ethical responsibility of every citizen to obey traffic rules</li></ul>

**SKILLS INVOLVED:**

Speaking, writing, reading, recalling, thinking, listening .

**PROGRESSION BETWEEN GRADES:**

ECCE	GRADE II
<ul style="list-style-type: none"> <li>• Sources of transport.</li> <li>• Precautionary steps for travelling.</li> </ul>	<ul style="list-style-type: none"> <li>• Professions/occupations</li> <li>• Village and city life</li> <li>• Rights and responsibilities of a government</li> <li>• Rights and responsibilities of a citizen</li> </ul>
Link for SNC: <a href="http://mofept.gov.pk/Detail/YzJiNGVjODgtNjJwOC00YzRiLThmNmUtNjJjYWlwYmJkMWY2">http://mofept.gov.pk/Detail/YzJiNGVjODgtNjJwOC00YzRiLThmNmUtNjJjYWlwYmJkMWY2</a>	

**BRIDGE-IN**

Ask the following interesting questions to make students attentive:

1. What should you do before crossing the street?
2. Have you ever observed traffic signals while travelling on your vehicle?
3. Do you know on which signal we stop, get ready and go?

**TEACHING STRATEGIES:**

- Use of AV Aids
- Posters
- Videos
- Question/answer session
- Flashcards

**CONTENT SUPPORT:**

Traffic rules are the particular set of rules developed by the country's government, and it needs to be followed on every road of that country. In most cases, the traffic rules remain the same when you move from one country to another. Some countries have harsh punishments when an individual breaks the rule. At the same time, others prefer to collect fines from the individual. In both cases, we learn one thing: not to break traffic rules in any case.

Traffic rules are mandatory for all the occupants of the roads, including car drivers, bike riders, bus drivers, truck drivers, pedestrians and passengers. They are designed to regulate the flow of traffic and make daily commuting safer for every user.

Most road accidents are caused due to human error, by both pedestrians and drivers. Reckless road behaviour is usually the result of failure to acknowledge the importance of traffic rules and basic road etiquette. With children also being victims in these unfortunate cases, it is important to start teaching them about road safety early on in life.

- Cross the road after looking both ways
- Reading and interpreting road safety signs
- They need to be taught to pay attention to their surroundings and be responsive to their senses. Car horns and engine sounds indicate the approach of a vehicle even before it is visible, and they should be taught to listen to them when crossing.
- Students should be warned against running when they are near a road, or when they are crossing it.
- Tell your students to never stray onto the roads.
- Students (and adults too) should not cross roads at all places. Intersections and zebra crossings are specifically determined areas where pedestrians can cross a road.
- Students should be taught to never cross at a curve or between parked cars. They should be taught to ascertain all the blind spots before choosing a spot to cross a road.
- They should wear a helmet when they ride their bicycle.
- Seatbelts should be strapped on when they are sitting in a car.
- Students should be taught never to stick any body part outside a moving car.
- Students should be warned against standing near the door of a moving bus.
- Students should also not move around the aisle of a moving bus.
- When they alight from a vehicle, it should always be towards the side of the footpath, or away from the traffic.

**Online links for related videos:**

<https://youtu.be/d0ySC2tzlZI>

<https://youtu.be/4X0pp9MF68s>



## Lesson plan 11.1:

### UNIT 11 Traffic rules

#### TOPIC: Rules for pedestrians

CLASS DURATION: 45 minutes

#### LEARNING OUTCOME:

Students will be able to

- Identify the rules to cross the road themselves.

#### OBJECTIVE

- Learn the traffic rules.

#### TIMELINE

##### WARM UP (5 min)

- Students will be asked that how do they come to school?

##### PRESENT INFORMATION (10 min)

- Read page#67

##### GUIDED PRACTICE (10 min)

- Worksheet 11-1 will be done.

##### FREE PRACTICE: (15 min)

- Make groups of two or three students each and ask them to discuss what rules do they follow when they come to school.
- List the rules that they think they follow on their way to school.

#### DIFFERENTIATION:

Enrichment: Ask the group that will write the best rules to read aloud the rules in front of the class.

Support: Observe the students in case they need your help.

#### Assessment: (5 min)

What are the rules to cross the road?

#### Home assignment:

- Write five new rules (other than what you have learnt today) that you should follow on the road.

## Lesson plan 11.2:

### TOPIC: Rules for vehicles

**CLASS DURATION: 45 minutes**

#### LEARNING OUTCOMES:

Students will be able to

- Identify rules for when they are on a vehicle.
- Identify the basic road signs.

#### OBJECTIVES

- Learn the rules for vehicles.
- Learn the road signs.

#### TIMELINE

##### WARM UP (5 min)

- Students will be asked to come and draw a road sign they have seen on road.
- Ask the other students to tell the meaning of the drawn sign.

##### PRESENT INFORMATION (10 min)

- Page# 68

##### GUIDED PRACTICE (10 min)

- Worksheet 11.2

##### FREE PRACTICE: (15 min)

- Write down the rules of travelling in a vehicle.

#### DIFFERENTIATION:

Enrichment: Ask them to draw the pictures as well.

Support: Help the slow students in identifying rules.

##### Assessment: (5 min)

- Show the students flashcards of different road signs and ask them to tell the meaning.

##### Home assignment:

- Discuss different traffic rules with your parents.

## **Lesson plan 11.3:**

### **TOPIC: Reinforcement and Assessment**

**CLASS DURATION: 45 minutes**

#### **LEARNING OUTCOME:**

Students will reinforce the topics of the unit.

#### **OBJECTIVE**

- To reinforce the topics of the unit through different practices.

#### **TIMELINE**

##### **WARM UP (10 min)**

Mind map on page#69

##### **GUIDED PRACTICE (20 min)**

- Quick review on page#69
- Chapter review on page#70

##### **ASSESSMENT: (15 minutes)**

Worksheet 11-3

##### **Home assignment:**

- Make traffic signal lights with chart papers.

## Worksheet 11-1

**We take care of the following things when crossing the road:**

We look for \_\_\_\_\_



We look for \_\_\_\_\_



We look for \_\_\_\_\_



We look for \_\_\_\_\_



PEOPLE

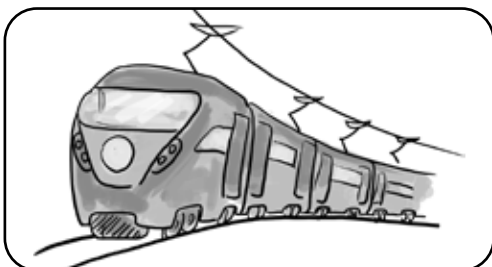
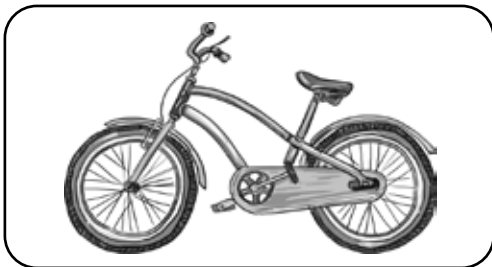
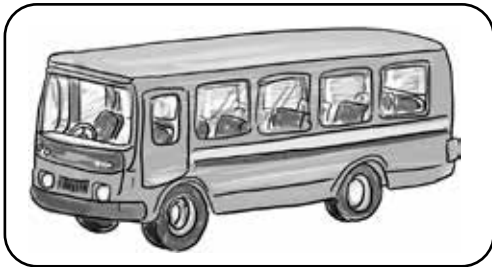
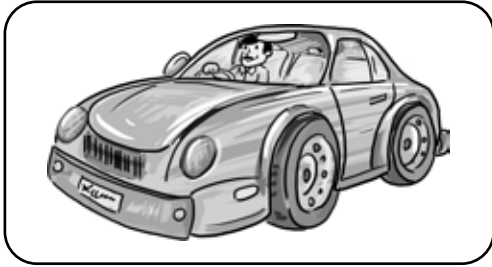
SIGNS

CARS

BIKES

## Worksheet 11-2

Write any one rule for the following vehicles:



## Worksheet 11-3

**Unscramble the following words.**

DAOR

GISN

EOPPLE

FFICTRA

EFAS

What do we call a person we see on roads guiding people?

---

Write any three rules to follow when crossing the road.

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# UNIT 12

## Good habits and manners

### LESSON PLAN INFORMATION

### SUBJECT

General  
Knowledge

GRADE: One

Duration

4 Lessons

### LEARNING OUTCOMES

All the students will be able to:

- Greet others by saying Assalam-o-alaikum, hello, good morning, etc.
- Identify and list various aspects of a good character (punctuality, speaking politely, kindness, etc.)
- Recognize the importance of good manners.
- Demonstrate etiquettes of eating (eat with clean hands, don't waste food etc.)
- Understand the hazards of eating unhealthy food.
- Recognize and identify the etiquettes of using the washroom.

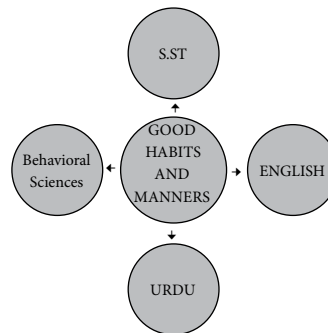
### LEARNING OBJECTIVES

- Recognize the manners of meeting someone.
- Learn the ways to have a good character.
- Learn the manners of eating and understand the importance of eating healthy food.
- Identify the etiquettes of using washroom.

### BACKGROUND KNOWLEDGE

- Ask students to take turns and tell one good habit they follow.
- Write every habit on the board.
- At the end you will have a list of good habits.

### CROSS-CURRICULUM LINKS



- The topic is linked with social studies as good citizens have good manners and habits so they do not inconvenience other people around them.
- It has ethical links also, as it is an ethical responsibility of every citizen to learn good habits and good manners.

**SKILLS INVOLVED:**

Speaking, comprehending, remembering, communication and collaboration.

**PROGRESSION BETWEEN GRADES:**

ECCE	GRADE II
<ul style="list-style-type: none"> <li>• Myself</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing things</li> <li>• Ways of helping others</li> <li>• Need to respect all people</li> <li>• Avoid hurting others</li> <li>• Ways to reduce the hurt</li> <li>• Forgiving others</li> </ul>
<p>Link for SNC:  <a href="http://mofept.gov.pk/Detail/YzJiNGVjODgtNjIwOC00YzRiLTNmNmUtNjJjYWlwYmJkMWY2">http://mofept.gov.pk/Detail/YzJiNGVjODgtNjIwOC00YzRiLTNmNmUtNjJjYWlwYmJkMWY2</a></p>	

**BRIDGE-IN**

- Play a game with the students ‘Thank You’ and ‘Please’.
- Explain to your students that Please should be used with any request.
- Explain to your students that Thank you is used when they receive an item, favour, or an act of kindness.
- Call two students by turns and ask them to role-play.
- Create different scenarios where the students will have to role-play and identify when to use

Thank you and Please

One student shared his snack with the other. Now the other student will decide what he will say ‘Thank you’ or ‘please’. OR

One student wants an eraser, so he will say to the other student, “May I please have your eraser”.

**TEACHING STRATEGIES:**

- Poster making
- Class discussion
- Role-play
- Videos
- Activities

**CONTENT SUPPORT:**

Good manners hold great importance in a persons’ life. In order to become successful in life, we should always take care of how we interact. Having good manners means being polite to people.

- Having good manners is important for a society.



Having good manners in life matters a lot for living a social life. Good manners help us in getting respect and dignity in the society whereas bad manners defame us. Good manners help us to develop good habits which improve the physical, mental, spiritual and social well-being of a person. A well behaved man, having the good manners, is an important member of the society.

- Respect:

Respect is one of the most essential needs of a person. Moreover, many people work hard to earn respect. Therefore, everyone deserves respect in life. It attracts people's minds and attention if they get respect from us. Being a well-behaved person, we set a standard for others too which encourages them to practice good manners and behave well. For example, If we won't respect our elders then our youngsters will not respect us.

- Conclusion

Following good manners not only increases the respect in people's mind but also make us a pleasant person to be around. It creates a good impression in society, school, friends group and family. Life becomes much more pleasant day by day. Practising good manners takes nothing from us but gives us much more in return. We must practice good manners as well as encourage others to practice for the welfare of oneself, family, society and nation.

### **CLASSROOM WITHOUT WALLS**

- Have a puppet show to tell some story that depicts 'Good habits'.
- Place a 'Good manners box' somewhere in the school. Whenever any students do something written on one of the slips, they can put it in the box. This helps them become conscious of their actions and encourages them to actively do things that nurture their abilities.

### **Online links for related videos**

<https://youtu.be/eeJEVtIvSwo>

[https://youtu.be/\\_pa0cot\\_2NQ](https://youtu.be/_pa0cot_2NQ)

## Lesson plan 12.1:

### UNIT 12 Good habits and manners

#### TOPIC: Etiquettes of meeting someone

CLASS DURATION: 45 minutes

#### LEARNING OUTCOMES:

Students will be able to

- To say Assalam-o-Alaikum, hello or good morning.
- Identify the etiquettes of meeting someone.

#### OBJECTIVE

- Learn the manners of how to greet someone.

#### TIMELINE

##### WARM UP (5 min)

Play a warm-up game with students, “Pass the ball”. For this game, all you need is a small, soft ball. To play, simply put on some kid’s song in class. When the music is playing, students must pass the ball. When the music stops, the student with the ball must answer the question ‘How are you?’. When the music stops the student with the ball must answer the question (e.g. I’m happy/bored/tired/excited/sad, etc).

##### PRESENT INFORMATION (10 min)

- Page#72

##### GUIDED PRACTICE (10 min)

- Write the sentences that we should ask when we meet someone.
- Write down the manners we should follow when we meet someone.

##### FREE PRACTICE: (15 min)

This activity can be done to teach greetings and introductions. This will get students to get up from their of their seats and speak with their classmates. For this activity, choose a fun song that the students enjoy. Play the song and ask students to walk around the class when the music is playing. When the music stops, students should turn to the closest student next to them and shake their hands and greet them using the sentences they have learnt in that days’s class. For example, students can say ‘Hi. My name is Zara. What’s your name?’, or ‘Hello, how are you today?’, etc.

Enrichment: Give students some more new ideas of greeting.

Support: Keep an eye on students not to push other students. Try to maintain class discipline as well.

##### Assessment: (5 min)

- When we meet someone, what should we say to him?

##### Home assignment:

- Write down on a coloured paper the things which you should keep in mind when you meet someone. Also, draw relevant pictures.

## Lesson plan 12.2:

### TOPIC: Various aspects of a good character

**DURATION: 45 minutes**

#### LEARNING OUTCOMES:

Students will be able to

- Recognize and learn what it means to have a good character a good character.
- Recognize the importance of sharing.

#### OBJECTIVES

- Identify the various aspects of a good character.
- Learn that sharing with others is an important aspect of a good character.

#### TIMELINE

##### WARM UP (5 min)

##### COMPLIMENT YOUR FRIEND

Have a small activity by asking the students to compliment any other student. Why do you like those students? Make a list of the reasons on a board then explain to them that these traits make a good character and everyone likes us because of these traits.

##### PRESENT INFORMATION (10 min)

- Pages#72 &73

##### GUIDED PRACTICE (10 min)

Make a list of good manners you follow. (Page 73)

##### FREE PRACTICE: (15 min)

LET'S SHARE....

##### STEAM ACTIVITY:

###### Resources:

- Chart paper
- Paint colours/pencil colours
- Pencil
- Eraser

###### Procedure:

- Make groups of two or three students.
- Ask them to draw and paint or colour a beautiful house.
- Ask them to share things with each other.
- At the end explain to them that you were able to draw a beautiful house because you shared your things and ideas with each other.

## **DIFFERENTIATION:**

Enrichment: Encourages the students to share things with each other.

Support: Tell the students the difference between sharing and snatching.

### **Assessment: (5 min)**

- What are the advantages of sharing?

### **Home assignment:**

- Narrate stories about how and when you shared something with your friend. Also, tell about when your friend shared something with you. How did it make you feel? (Let's find out! Page#75)

## **Lesson plan 12.3:**

### **TOPIC: Etiquettes of eating and drinking**

**CLASS DURATION: 45 minutes**

### **Learning Outcomes:**

Students will be able to

- Identify the manners of eating and drinking.
- Describe the hazards of eating unhealthy food.

### **OBJECTIVE**

- Learn the etiquette of eating and drinking.
- Recognize the importance of eating healthy food.

### **TIMELINE**

#### **WARM UP (5 min)**

- Ask the students a day before to bring their favourite fruit to the next class.
- Ask students to share the reason for their liking the fruit. page# 78)

#### **PRESENT INFORMATION (10 min)**

Read Pages#73, 74 and 75.

- Encourage your students to memorize this simple hadith! Hazrat Mohammad رَسُوْلُ اللهِ حَاتَمُ التَّيْبِيِّينَ صَلَّى اللهُ عَلَيْهِ وَعَلَى آلِهِ وَآخِطَائِهِ وَسَلَّمَ taught his companions 3 simple etiquettes of eating;
- 1. To say 'Bismillah'.
- 2. To eat with the right hand.
- 3. To eat the food that is closest to us.

#### **GUIDED PRACTICE (10 min)**

Worksheet 12-1 will be done.

**FREE PRACTICE: (10 min)**

- Have a class discussion on the ‘importance of eating healthy food’. Ask students to share their experiences of eating unhealthy food.

**DIFFERENTIATION:**

Enrichment: Keep on adding your knowledge to the discussion to make the students fully understand the importance.

Support: Make sure that slow students are also participating.

**Assessment: (10 min) Assess the students with this fun activity.**

**FUN ACTIVITY**

Label the food:

**Resources:**

- Colourful chart papers
- Scissors
- Board
- Glue

Cut out fruit and vegetable shapes from coloured chart papers and ask children to label each item as they are placed on a board.

**Home assignment:**

Question on page#78 (Project).

**Lesson plan 12.4:****TOPIC: Etiquettes of going to the bathroom****CLASS DURATION: 45 minutes****LEARNING OUTCOME:**

Students will be able to recognize the etiquettes of going to the washroom.

**OBJECTIVE**

- Learn the manners of going to the washroom.

**TIMELINE****WARM UP (5 min)**

- Ask students to tell one rule of going to the toilet that they know. Make a list on the board.

### **PRESENT INFORMATION (10 min)**

- Page#75

Rules to follow:

1. Close the door gently and lock it after going inside the toilet.
2. Wipe the seat and sit down properly.
3. When you are done, always leave the toilet clean for the user.
4. Flush the toilet.
5. Wash your hands with soap.
6. Dry your hands with a paper towel.

### **GUIDED PRACTICE (10 min)**

- Worksheet 12-2 will be done.

### **FREE PRACTICE: (15 min)**

#### **POSTER MAKING**

- Make groups of four to five students.
- Each group will make a colourful poster on 'the manners of going to the bathroom.'

Enrichment: Appreciate the group that is adding new manners to the list.

Support: Help the students where they need your help.

#### **Assessment: (5 min)**

What are the manners of going to the bathroom?

#### **Home assignment:**

- Share what you have learnt today with your family and siblings and make with them a list of manners of going to the toilet at home.

## **Lesson plan 12.5:**

### **TOPIC: Reinforcement and assessment**

**CLASS DURATION: 45 minutes**

#### **LEARNING OUTCOMES:**

Students will be able to recognize

- The traits of a good character.
- Manners of eating and going to the toilet.
- Importance of eating healthy food.

#### **OBJECTIVE**

- Reinforce the unit.

#### **TIMELINE**

##### **WARM UP (10 min)**

- Mind map on page#76

##### **GUIDED PRACTICE (15 min)**

- Page#77

##### **Assessment: (20 min)**

- Worksheet 12-3 will be given.

##### **Home assignment:**

List the names of healthy foods on a coloured paper. Draw or paste pictures as well.

### The Manners of Eating

Number the pictures in the correct order.



Chew the food with closed mouth.



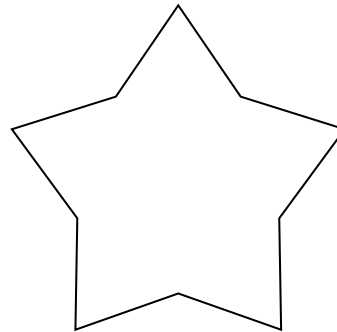
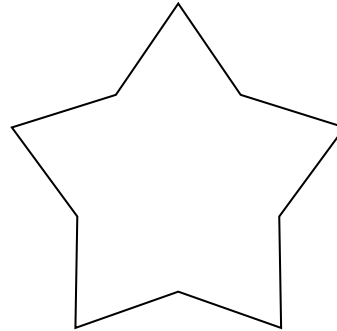
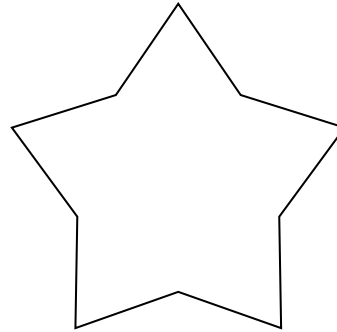
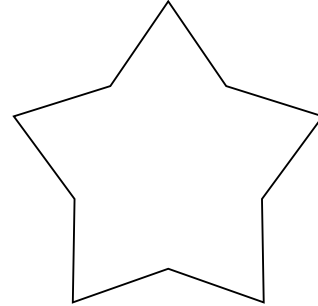
Wash your hands.



Put back the plates in the sink.



Sit down.





### Etiquettes of Entering Toilet

Match the correct picture

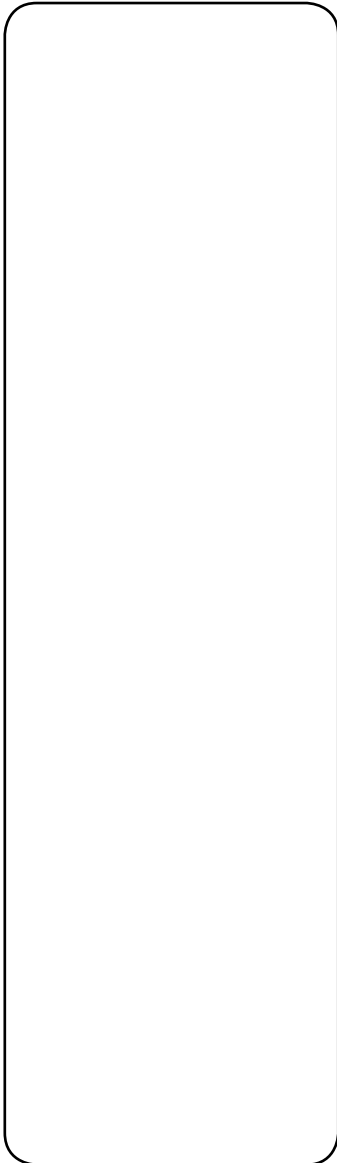


## Worksheet 12-3

### This is Me

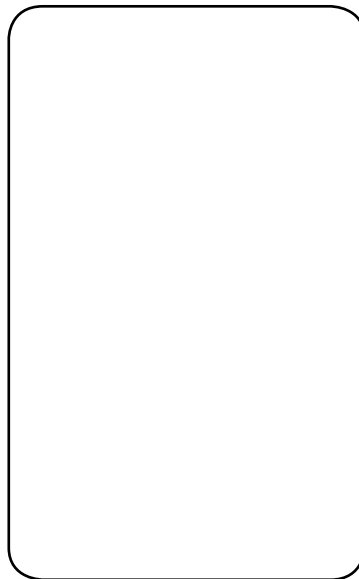
#### GOOD MANNERS

(that I should have)




#### BAD MANNERS

(that I should not have)



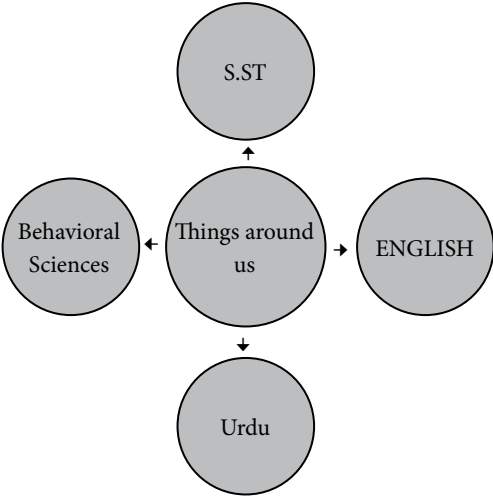
INTERRUPTING  
SAYING 'THANK YOU' AND 'PLEASE'  
TAKING TURNS  
CUTTING IN LINE  
LETTING OTHERS GO FIRST  
SHARINGS



# UNIT 13

## Things around us (Plants and Animals)

.....

<p><b>LESSON PLAN INFORMATION</b></p>     <p><b>SUBJECT</b></p> <p><b>General Knowledge</b></p>  <p><b>GRADE: One</b></p> <p><b>Duration</b></p> <p><b>4 Lessons</b></p>	<p><b>LEARNING OUTCOMES</b></p> <p>All the students will be able to:</p> <ul style="list-style-type: none"><li>• Recognize living and non-living things around them.</li><li>• Identify the plants and their importance in our lives.</li><li>• Identify different types of animals.</li><li>• Identify the importance of animals in our lives.</li><li>• Recognize the homes of different animals.</li><li>• Identify the measures to better care of animals and plants.</li></ul> <p><b>LEARNING OBJECTIVE</b></p> <ul style="list-style-type: none"><li>• Distinguish between living and non-living things.</li><li>• Explain different types of plants and their importance.</li><li>• Explain different types of animals and their importance.</li><li>• Learn various ways to take good care of plants and animals.</li></ul> <p><b>CROSS-CURRICULUM LINKS</b></p>  <pre>graph TD; A((Things around us)) --&gt; B((S.ST)); A --&gt; C((Urdu)); A --&gt; D((Behavioral Sciences)); A --&gt; E((ENGLISH));</pre> <ul style="list-style-type: none"><li>• The topic has links with Science (Biology).</li><li>• The topic is linked with Social Studies as students will learn the importance of living and non-living things around them</li></ul>
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**SKILLS INVOLVED:** Questioning, looking, researching, investigating, experimenting, discussing, discovering, and collecting.

**PROGRESSION BETWEEN GRADES:**

ECCE	GRADE II
<ul style="list-style-type: none"><li>• Parts of plants</li><li>• Needs of plants</li><li>• Animals (pets, birds, and insects)</li></ul>	<ul style="list-style-type: none"><li>• Living and non-living things</li><li>• Major parts of plants</li><li>• Growth and change in plants</li><li>• Uses of plants</li><li>• Animals on land and in water</li><li>• Growth and change in animals</li><li>• Major crops in Pakistan</li><li>• Livestock</li></ul>
Link for SNC: <a href="http://mofept.gov.pk/Detail/YzJiNGVjODgtNjJwOC00YzRiLTNmNmUtNjJjYWlwYmJkMWY2">http://mofept.gov.pk/Detail/YzJiNGVjODgtNjJwOC00YzRiLTNmNmUtNjJjYWlwYmJkMWY2</a>	

**BRIDGE-IN**

Ask students to name the things that they can see right now in their surroundings.

**TEACHING STRATEGIES:**

- Activities
- Chart paper making
- Videos
- Experiments
- Classroom without walls

**CONTENT SUPPORT:**

**Plants:**

- Plants form the backbone of the earth's ecosystem. They provide oxygen and food, which is necessary for survival on earth.
- Plants can come in various forms such as trees, shrubs, flowers.
- An average size tree can provide enough wood to make 170,100 pencils.
- 85% of plant life is found in the ocean.
- The Amazon rainforest produces half the world's oxygen supply.
- Apple is 25% air, that is why it floats on water.
- The tallest tree ever was an Australian eucalyptus – In 1872 it was measured at 435 feet tall.
- Strawberry is the only fruit that bears its seeds on the outside. The average strawberry has 200 seeds.
- Around 2000 different types of plants are used by humans to make food.
- There are over 300,000 identified plant species and the list is growing all the time.

## **Animals:**

Animals can be classified by different basic categories as follows:

- Pets
- Farm & Domestic Animals
- Wild Animals
- Mammals
- Sea Animals
- Birds
- Insects

Animals are the gift of nature to us. They are the ones who are closely associated with us in daily life. Animals contribute a lot to human lives, even more than plants. It will be tough to imagine life without animals.

- They provide us with meat and milk.
- Animal hair has great importance as they provide us with wool to make sweaters.
- Animals are used to extract medicinal molecules.
- Animals also provide psychological and emotional support to humans.
- They provide assistance to plant ecosystems.
- Animals help to fertilize plants via their droppings.
- They exhale carbon dioxide that is important for plants to live.
- They help in pollination of flowers.

## **Online links for related videos**

<https://youtu.be/fecessadATQ>[https://youtu.be/V\\_O1cF57WJs](https://youtu.be/V_O1cF57WJs)<https://youtu.be/dAA1wpuCv10>

## Lesson plan 13.1:

### UNIT 13 Plants and animals

#### TOPIC: Plants

**CLASS DURATION: 45 minutes**

#### LEARNING OUTCOMES:

Students will be able to

- Identify different types of plants.
- Know the importance and usage of plants.
- List the ways to take care of plants

#### OBJECTIVES

- Explain the types, importance, usage of plants.
- Learn how to take care of plants.

#### TIMELINE

##### WARM UP (5 min)

- Ask students to bring a plant in a small jar.
- Ask them to show their plant to the class.

##### PRESENT INFORMATION (10 min)

- Pages # 80, 81 & 82.

##### GUIDED PRACTICE (10 min)

- Worksheet 13-1 will be done.

##### FREE PRACTICE: (15 min)

Visit the school ground in groups and draw the plants you see in your notebooks. Share their differences and similarities with the class.

Quick Review on Page#82

#### DIFFERENTIATION:

Enrichment: Add on your knowledge with their little discoveries when they share them with the class.

Support: Make sure that students are not going to destroy the plants.

#### Assessment: (5 min)

Tell any five uses of plants.

#### Home assignment:

- List the ways you take care take care of your plants at home. Also, discuss it with your parents.

## Lesson plan 13.2:

### TOPIC: Animals

**CLASS DURATION: 45 minutes**

#### LEARNING OUTCOMES

Students will be able to:

- Identify different groups of animals.
- Identify their importance in our lives.
- List the ways to take care of animals.

#### OBJECTIVES

- Differentiate different types of animals.
- Learn their importance in our lives and how to take care of them.

#### TIMELINE:

##### WARM UP (5 min)

Show different toy animals to students and ask them which one is dangerous or scary, and which one they would like to keep with them. Then give them the concept of wild and domestic animals.

##### PRESENT INFORMATION (10 min)

- Read and explain page#86-91.

##### GUIDED PRACTICE (10 min)

- Worksheet 13-2 will be done.

##### FREE PRACTICE: (15 min)

##### Sorting activity:

- Make groups and give them some pictures of animals.
- Ask them to sort wild and domestic animals.

##### DIFFERENTIATION:

Enrichment: Tell the features of each animal to increase their knowledge.

Support: Give clues to help them identify the animal.

##### Assessment: (5 min)

- What is the home of a dog called?
- Where does a lion live?
- What is the name of the home of cows?

##### Home assignment:

- List the ways to take care of animals.

## **Lesson plan 13.3:**

### **TOPIC: Reinforcement and Assessment**

**CLASS DURATION: 45 minutes**

#### **LEARNING OUTCOME:**

Students will reinforce the topics.

#### **OBJECTIVE**

- To reinforce the topics of the unit through different practices.

#### **TIMELINE**

##### **WARM UP (10 min)**

Mind map on page#92

##### **GUIDED PRACTICE (20 min)**

- Chapter review on pages#93, 94

##### **ASSESSMENT: (15 minutes)**

Worksheet 13-3.

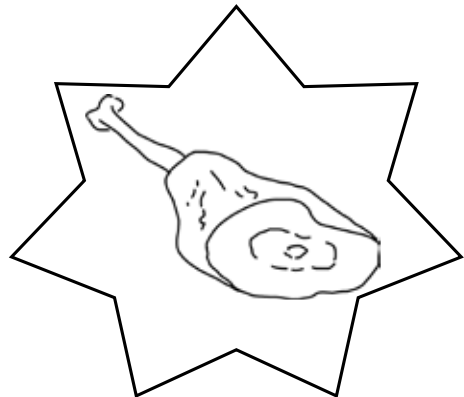
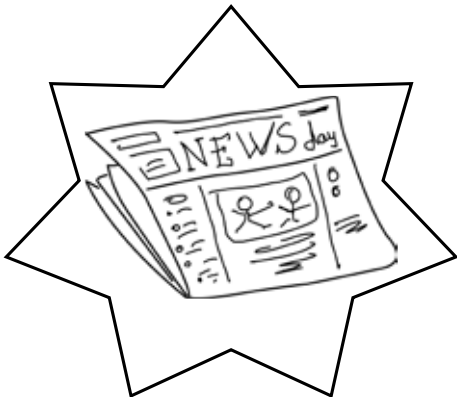
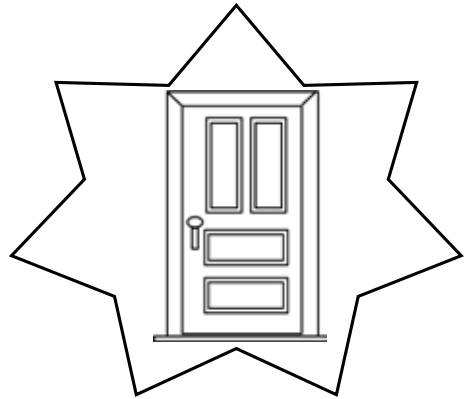
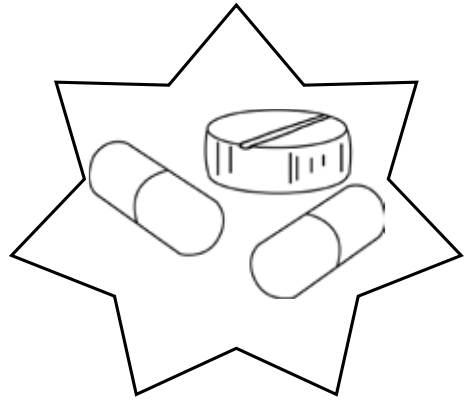
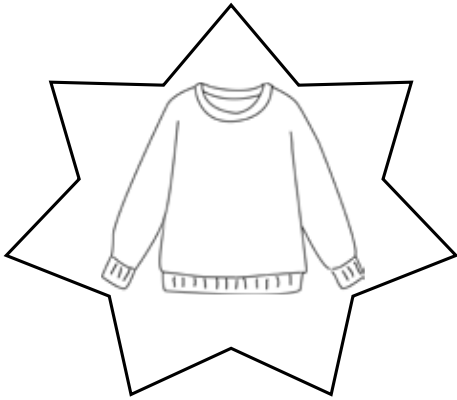
##### **Home assignment:**

- Make a chart of living and non-living things. Also, draw relevant pictures.



# Worksheet 13-1

Colour the picture of the things that we get from plants



# Worksheet 13-2

What are the five things animals need to live?



## Worksheet 13-3

### Assessment worksheet:

Write the names of two living and two non-living things:

Living things:

1. \_\_\_\_\_

2. \_\_\_\_\_

Non-living things:

1. \_\_\_\_\_

2. \_\_\_\_\_

Write one way to take care of your plant?

\_\_\_\_\_

\_\_\_\_\_

How can you take care of your pet animal?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Plants need to grow:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

Animals need to grow:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

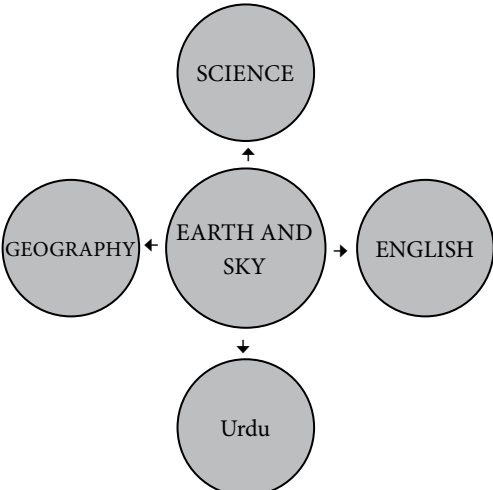
4. \_\_\_\_\_

5. \_\_\_\_\_

# UNIT 14

## Earth and Sky

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<p><b>LESSON PLAN INFORMATION</b></p>     <p><b>SUBJECT</b></p> <p><b>General Knowledge</b></p>  <p><b>GRADE: One</b></p> <p><b>Duration</b></p> <p><b>4 Lessons</b></p>	<p><b>LEARNING OUTCOMES</b></p> <p>All the students will be able to:</p> <ul style="list-style-type: none"><li>• Identify Earth as a planet.</li><li>• Recognize the shape of the earth.</li><li>• Recognize that the Earth is covered with land and water.</li><li>• Identify celestial objects in the sky during day and night.</li><li>• Recognize that the Sun shines very brightly during the day and gives us heat and light.</li><li>• recognize that the Moon and Star shine at night.</li></ul> <p><b>LEARNING OBJECTIVES</b></p> <ul style="list-style-type: none"><li>• Identify Earth as a planet, its shape and formation.</li><li>• Recognize the celestial objects in the sky during day and night.</li><li>• Explain the properties of the Sun and the Moon.</li></ul> <p><b>CROSS-CURRICULUM LINKS</b></p>  <pre>graph TD; A((EARTH AND SKY)) --&gt; B((SCIENCE)); A --&gt; C((Urdu)); A --&gt; D((GEOGRAPHY)); A --&gt; E((ENGLISH));</pre> <ul style="list-style-type: none"><li>• The topic has links with Science. Scientific aspects of Earth and Sky will be explained.</li><li>• Geographical features will be explained in the subject Geography.</li></ul>
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### SKILLS INVOLVED:

- Listening, writing, reading, speaking, remembering, recalling.

### PROGRESSION BETWEEN GRADES:

ECCE	GRADE II
<ul style="list-style-type: none"><li>• Sky: Sun, Moon, Stars</li></ul>	<ul style="list-style-type: none"><li>• Conversion of Earth Resources</li><li>• Heat and Light</li></ul>
Link for SNC: <a href="http://mofept.gov.pk/Detail/http://mofept.gov.pk/Detail/YzJiNGVjODgtNjIwOC00YzRiLTNmNmUtNjYwIwYmJkMWY2">http://mofept.gov.pk/Detail/http://mofept.gov.pk/Detail/YzJiNGVjODgtNjIwOC00YzRiLTNmNmUtNjYwIwYmJkMWY2</a>	

### BRIDGE-IN:

The following questions should be asked to make the students use their 'thinking' skills:

- What is the shape of the Earth?
- What things do we see in the sky during the daytime?
- What do we see in the sky at night?

### TEACHING STRATEGIES:

- Use of AV Aids
- Poster making
- Interactive discussions
- Videos
- use of or using the globe?

### CONTENT SUPPORT:

#### Important facts about Earth:

- Earth is the third planet from the sun in our solar system. Its name comes from the old English and Germanic words meaning 'the ground'.
- By researching our planet's rocks, scientists have calculated the Earth to be around 4.5 billion years old!
- Earth travels around the sun and it takes 365 days (one year) for the Earth to complete one full orbit.
- Earth **spins on its axis** and as a result, we have **daytime and nighttime**.
- Earth is tilted on its 'axis', an imaginary line straight through the middle of the planet from the North Pole to the South Pole. This means that different parts of the globe are tilted towards the sun at different times of the year giving us different seasons.
- Gravity is an **invisible force** that attracts objects towards each other. It's this force that pulls things towards the Earth and stops us from floating off into space!

- Its shape is like a **squished ball** that bulges out at the equator.
- The **Earth's diameter** is **12,800 kilometres**, making it the **fifth-largest planet** in the solar system.
- Earth is the only planet in our solar system known to **support life**.
- Earth's 'atmosphere' is also important for life. The atmosphere is a huge blanket of gases (mostly **oxygen and nitrogen**) wrapped around Earth, protecting **our planet from the Sun's strong rays**.

#### Online links for related videos

<https://youtu.be/LGvcwk5d-zM>

<https://youtu.be/kl1GrCB5vAk>

#### Lesson plan 14.1:

### UNIT 14 Earth and Sky

#### TOPIC: Earth

**CLASS DURATION: 45 minutes**

#### LEARNING OUTCOMES:

Students will be able to

- Identify Earth as a planet.
- Explain the salient features of Earth, such as its movement and its environment, etc.

#### OBJECTIVE

- Explain the features of Earth.

#### TIMELINE

#### WARM UP (5 min)

#### Using the globe:

Use a globe to show students the Earth's shape and its distribution of water and land.

#### PRESENT INFORMATION (10 min)

- Pages#96 & 97

#### GUIDED PRACTICE (10 min)

- Worksheet 14-1 will be done.

**FREE PRACTICE: (15 min)**

- Draw Earth and use colours to show water and land on it.

**DIFFERENTIATION:**

Enrichment: Paste the best drawn Earth on the wall of the classroom during the days in which the unit is being taught.

Support: Help the students in estimating the percentage of land and water on Earth.

**Assessment: (5 min)**

- Earth is a \_\_\_\_\_.
- Earth revolves around \_\_\_\_\_.
- Earth has a \_\_\_\_\_ shape.
- Earth has \_\_\_\_\_ of water and \_\_\_\_\_ percentage of land.
- The \_\_\_\_\_ of Earth causes day and night.

**Home assignment:**

- Find out some facts about the Earth from the Internet and share them with your class the next day.

**Lesson plan 14.2:**

**TOPIC: Things we see in the sky**

**CLASS DURATION: 45 minutes**

**LEARNING OUTCOMES:**

Students will be able to

- Identify the things they see in the daytime.
- Identify things they see at night-time.

**OBJECTIVE**

- Learn about the things in the sky during day and night times.

**TIMELINE****WARM UP (5 min)**

Make their brain active by questioning:

- What things do we see in the night sky?
- What objects do we see in the day sky?
- Where does the Sun go at night-time?

**PRESENT INFORMATION (10 min)**

- Read and explain pages#98 & 99.

**GUIDED PRACTICE (10 min)**

Worksheet 14-2 will be done.

**FREE PRACTICE: (15 min)****Art activity:****Resources**

- Chart paper
- Crayons/color pencils

Work in two groups. The first group should draw and colour things we see in the sky during the daytime on a single chart, and the second group to draw and colour things we see in the sky at night.

**DIFFERENTIATION:**

Enrichment: Show the best chart to the class and praise the group.

Support: Give clues to help them in distinguishing things that they see in the sky.

**Assessment: (5 min)**

- Why we cannot see the moon and stars during the daytime?
- What provides us with heat and light during the daytime?
- Why can we not see the moon and stars during the daytime?

**Home assignment:**

- Think about other things you can find in the sky. Discuss with your parents.



## Lesson plan 14.3:

### TOPIC: Reinforcement and Assessment

**CLASS DURATION: 45 minutes**

#### LEARNING OUTCOME:

Students will reinforce the lesson?

#### OBJECTIVE

- To reinforce the topics of the unit through different practices.

#### TIMELINE

##### WARM UP (10 min)

Show them a poster showing the movement of the Earth and ask them to tell when do we get the night? And when do we get daytime?

##### GUIDED PRACTICE (20 min)

- Mind map on Page#101

##### Assessment: (15 min)

Worksheet 14-3.

##### Home assignment:

- Differentiate between day and night. (Write five sentences)

Online Resources: <https://youtu.be/GL6Ne6c1cz0>

**Worksheet 14-1**

**Colour the picture and label land and water:**

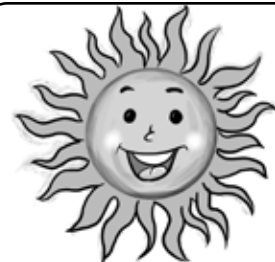


# Worksheet 14-2

Cut out the pictures and sort them into the correct boxes:

**DAY**

**NIGHT**



## Worksheet 14-3

**Guess the following words and write them correctly..**

RTHAE \_\_\_\_\_

YAD \_\_\_\_\_

NUS \_\_\_\_\_

TINGH \_\_\_\_\_

NOOM \_\_\_\_\_

**Match the following:**

**Earth revolves around the**

**Earth's shape is**

**We see at night**

**Sun is a ball of**

**Looking directly at the Sun is**

**The side of the Earth faces  
Sun has a**

**harmful**

**Sun**

**day**

**Stars**

**gases**

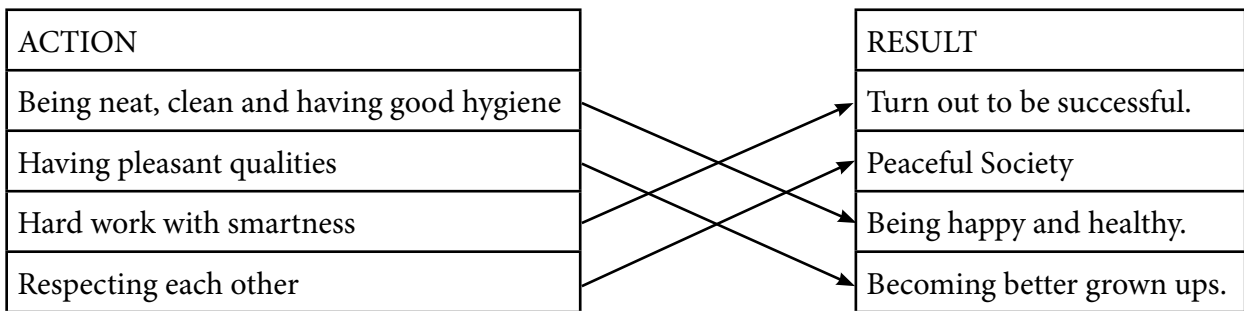
**sphere**

## CHAPTER REVIEW

### Q1 Match the qualities with given images

1. Happy
2. Smart
3. quiet
4. strong
5. talkative

### Q2 Match the action to its correct result.



### Q3. Observe and identify the actions shown.



Sleeping



Helping



Jumping



Cleaning



Eating

CHAPTER REVIEW

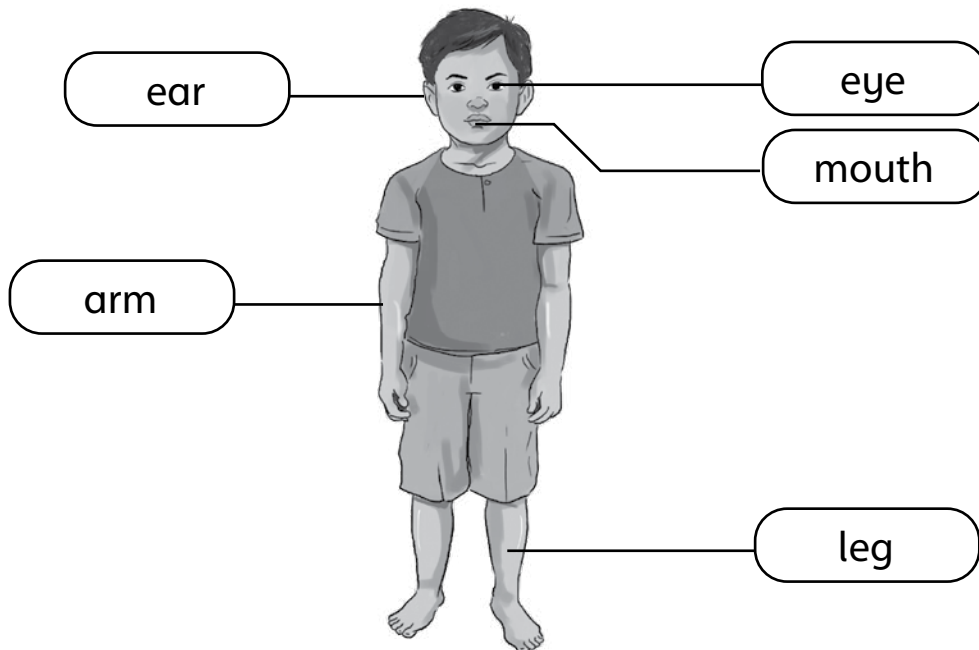
Q1 Tick whether true or false.

	TRUE	FALSE
We can see the world around us with our eyes.	✓	
Human body maintains its balance with its legs.		✓
The outer layer of your body is the skin that is the largest sense organ.	✓	
The sense of touch helps us learn how things smell		✓
We have four senses		✓

Q2 Match the words to their correct description.

WORDS	DESCRIPTION
Neck	Helps us choose the food.
Knees	Ears are the organ that support listening
Tongue	Supports our head.
Touch	Help us bend the legs.
Sounds	We can feel if the surface is smooth, rough, silky or fluffy.

Q3 Label the body parts.

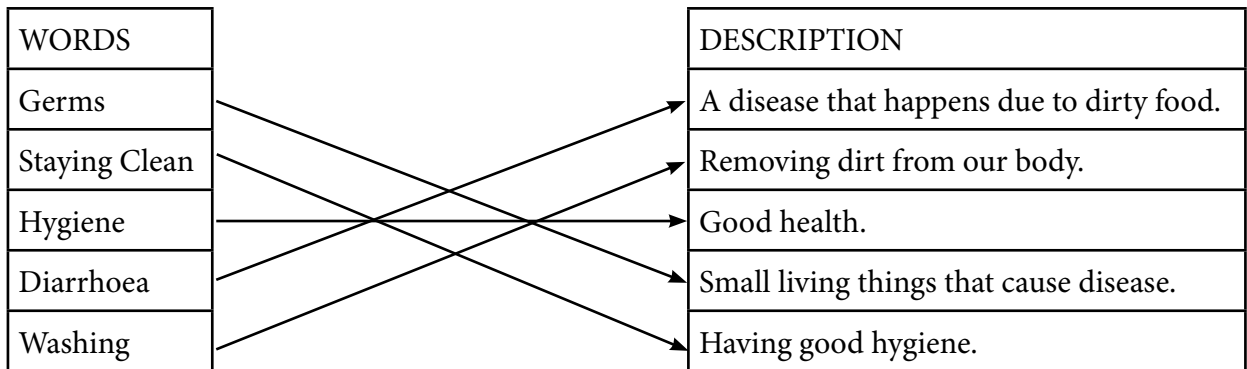


CHAPTER REVIEW

Q1 Tick whether true or false.

	TRUE	FALSE
We should wash hands before going to bathroom.		✓
Good hygiene means adding germs to our body.		✓
We should cover our face when sneezing.	✓	
A cleanliness routine is required for a healthy lifestyle.	✓	
Maintaining a safe distance from a sick person is good prevention.		✓

Q2 Match the words to their correct description

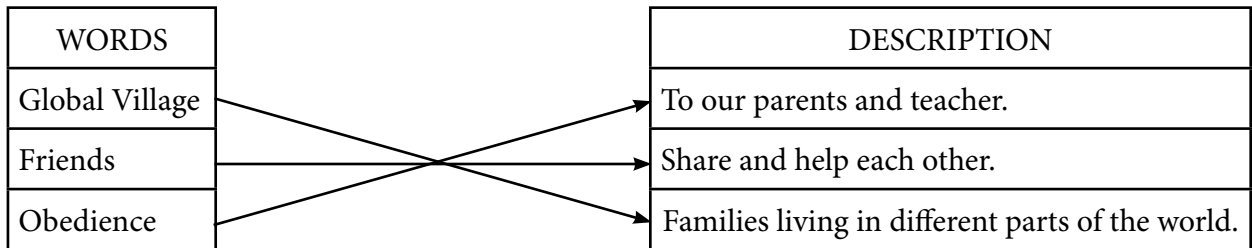


CHAPTER REVIEW

**Q1 Fill in the blanks using words in the box.**

1. At present times, some families can live far from each other.
2. There is a special bond between family members, so we should always love and respect each other.
3. We play and study together with our friends.
4. Life was much different when our grandparents were our age.

**Q2. Match the following words to their correct description.**





## CHAPTER REVIEW

**Q1 Fill in the blanks using words in the box.**

1. **Cricket** is an example of team game.
2. Ludo is played **indoors** .
3. Rules teach us **discipline** telling us how to behave.
4. We must always follow the **rules** of the game we are playing.

CHAPTER REVIEW

**Q1 Fill in the blanks using words in the box.**

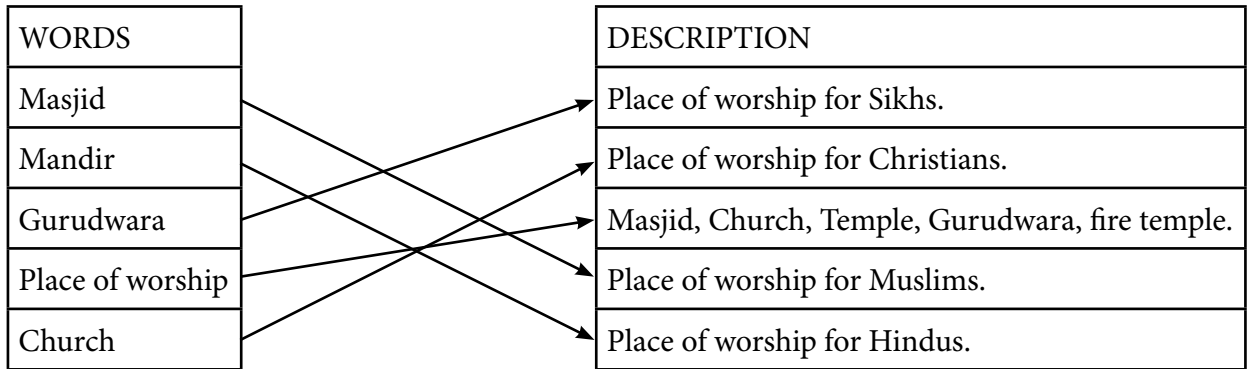
1. Many **neighbourhoods** make up a city or village.
2. Not all neighbours are the **same**.
3. Children must avoid throwing litter out of their homes, in order to keep the neighbourhood **clean**.
4. All neighbours have a responsibility to **help** each other.

**Q2 Match the following words to their correct description.**

WORDS	DESCRIPTION
Map	Bungalows and apartment buildings.
Homes	An area where many people live together.
Neighbourhood	Helps us locate places.
Garbage disposal	Throwing litter at allotted places.

CHAPTER REVIEW

Q1 Match the following words to their correct description.



CHAPTER REVIEW

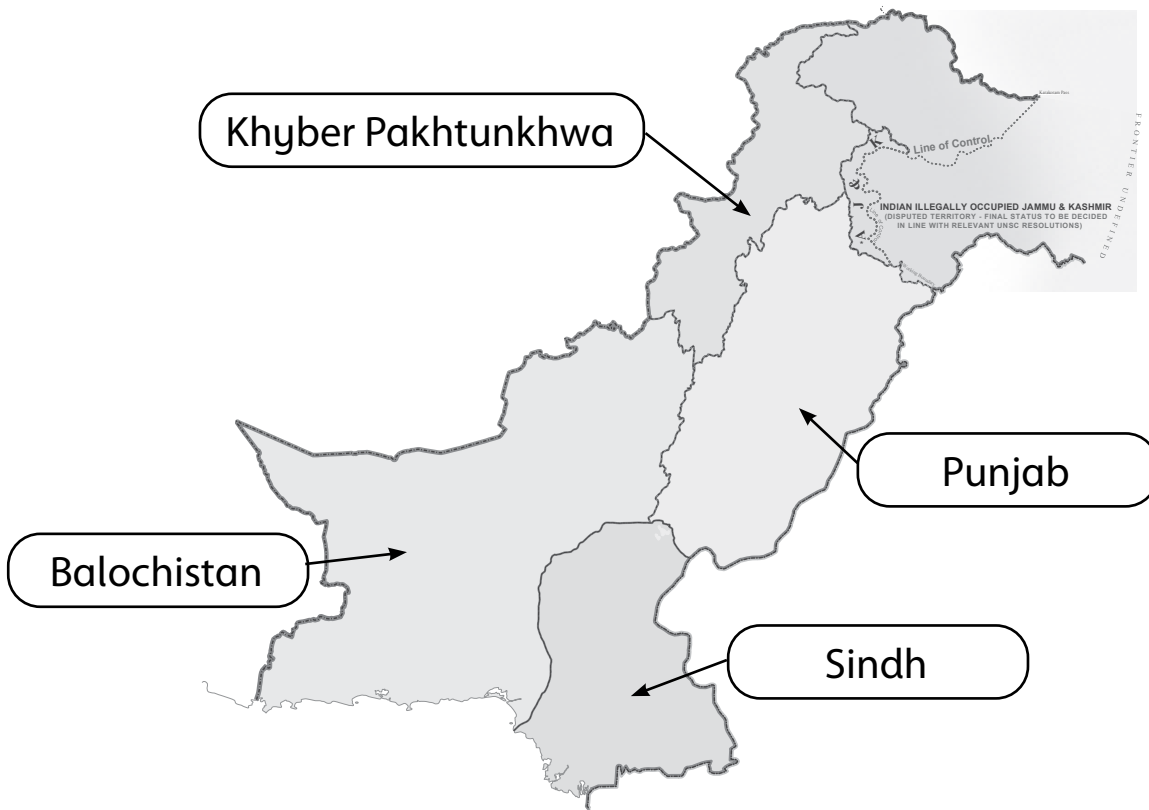
Q1 Fill in the blanks using the word box.

1. My country is called **Islamic Republic of Pakistan**.
2. Pakistan came into existence on **14th August**.
3. Every country of the world has a **flag**.
4. We celebrate **Independence day** on 14th August.
5. We specially **decorate** our neighbourhood and homes on Independence Day.

Q2 Match the words to their correct description.

WORDS	DESCRIPTION
Pakistan's Flag	Light and knowledge .
Crescent	Green and white in colour.
Star	Progress.
Green Colour	Represents Non-Muslims in Pakistan.
White Colour	Represents Muslims in Pakistan

Q3 Observe and label the provinces.



CHAPTER REVIEW

Q1 Choose the correct answer.

1. b. identification
2. a. guards
3. b. playground
4. a. fairness
5. a. achieve our targets

Q2 Tick whether True or False.

	TRUE	FALSE
Students must reach school on time	✓	
It is not mandatory to attend assembly.		✓
It is not our duty to keep our class clean.		✓
We should raise our hands to get noticed in class.	✓	
We must form a queue at the canteen and library, and wait for our turn.	✓	

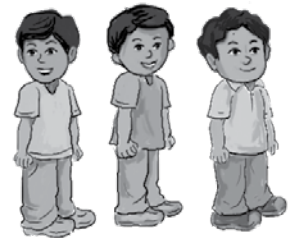
Q3 Observe and identify what is being shown



Student playing musical chair



Students playing in the playground



Student standing in line



Students taking lunch while in a queue



Students taking class

## CHAPTER REVIEW

**Q1 Fill in the blanks using the word box.**

1. To travel from one place to another we use transport .
2. The fastest means of transport is aeroplane.
3. Trains stop at railway stations to pick and drop passengers and luggage.

**Q2 Choose whether the named transport is slow or fast.**

1. Aeroplane (fast)
2. Boats (fast)
3. Trains (fast)
4. Cars (fast)
5. Animal drawn transport (slow)

## CHAPTER REVIEW

Q1 Tick whether true or false.

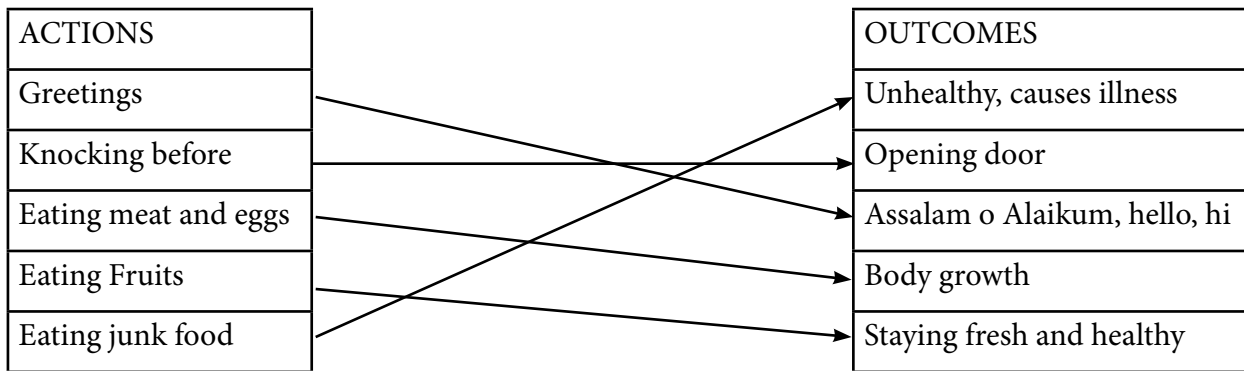
	TRUE	FALSE
A traffic policeman helps us to cross the road safely when there is no traffic light on roads.	✓	
We should quickly cross the road if no vehicles are visible.		✓
We must stop at zebra crossing and look for traffic lights	✓	
It is dangerous to stick out our head or hands in a moving vehicle.	✓	
We can run on a busy road to save an animal		✓
We should cross the road on green light.		✓
In a moving vehicle, we can stand and move around		✓
A traffic policeman can stop the traffic.	✓	

CHAPTER REVIEW

**Q1 Fill in the blanks using the word box.**

1. We must behave nicely with other people.
2. Good manners teach us how to be our best selves.
3. Milk makes your teeth and bones strong.
4. We must cover our mouth while sneezing or coughing .
5. Washing hands with soap and water is so necessary after having food.

**Q2 Match the action to its appropriate outcome.**



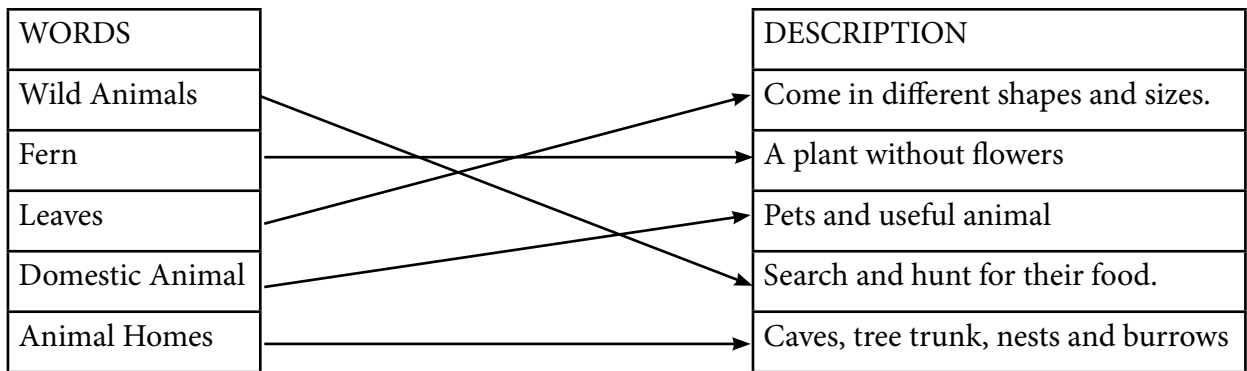


CHAPTER REVIEW

Q1 Choose the correct answer.

1. b. both non-living and living things
2. a. Plants
3. a. Animals
4. b. Domestic
5. a. Living Things

Q2 Match the description to its correct answer.



Q3 Identify living and non-living from the following images.



living



non-living



non-living



living



living

CHAPTER REVIEW

Q1 Fill in the blank.

1. The **Earth** is a unique planet.
2. The Earth gets heat and light from the **sun**.
3. The Earth revolves around the **Sun** and takes **one year** to complete one round.
4. **Stars** are the tiny, twinkling points of light in the sky.
5. **Moon** is a bright ball of light in the night sky.

Q2 Match the following words to their correct description.

WORDS	DESCRIPTION
Moon	Planet with life.
Stars	Causes day and night.
Rotation	Ancient name of the sun.
Earth	Become invisible due to bright sun light.
Sol	A bright ball that looks big from Earth at night.

# Answer sheet 1-1

## All about me

*Answers vary as per students' response*

My Name is

### **Facts about me:**

I am \_\_\_\_\_ years old.

I have \_\_\_\_\_ sisters and \_\_\_\_\_ brother.

I live in \_\_\_\_\_.

I read in class \_\_\_\_\_.

What do I like:

My favourite sports is \_\_\_\_\_.

My favourite food is \_\_\_\_\_.

My favourite colour is \_\_\_\_\_.

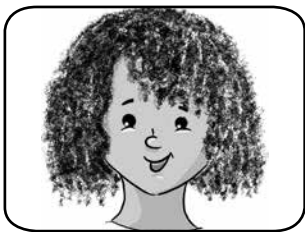
My all-time favourite book is

Write something about yourself here.

Draw a picture about what you wrote.

**DESCRIBING PEOPLE:**

**HAIR TYPE:**



Curly

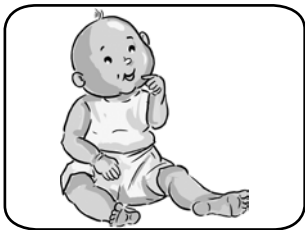


Straight

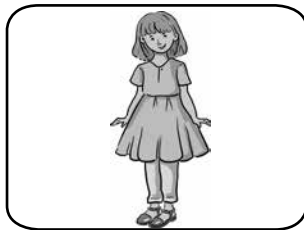


Bald

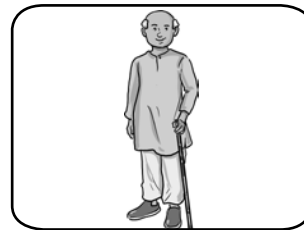
**AGE:**



Baby



Young



Old

**HEIGHT:**



Short



Average



Tall

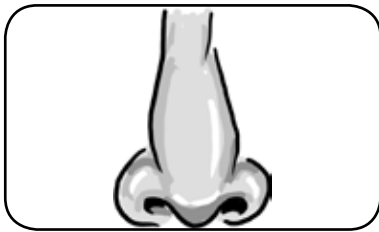
## Answer sheet 1-3

### A good person should be...

	Right	Wrong
<ul style="list-style-type: none"><li>• Be honest.</li><li>• Be a good listener.</li><li>• Should live in a big house.</li><li>• Be king.</li><li>• Should wear expensive clothes.</li><li>• care about other people.</li><li>• Have lots of toys and games.</li><li>• Have lots of money.</li><li>• Be forgiving.</li><li>• Do the right thing.</li></ul>	<ul style="list-style-type: none"><li>• Be honest</li><li>• Be a good listener.</li><li>• Be kind.</li><li>• Care about other people.</li><li>• Be forgiving</li><li>• Do the right thing.</li></ul>	<ul style="list-style-type: none"><li>• Should live in a big house.</li><li>• Should wear expensive clothes.</li><li>• Have lots of toys and games.</li><li>• Have lots of money</li></ul>

# Answer sheet 2-1

Read and match the following:



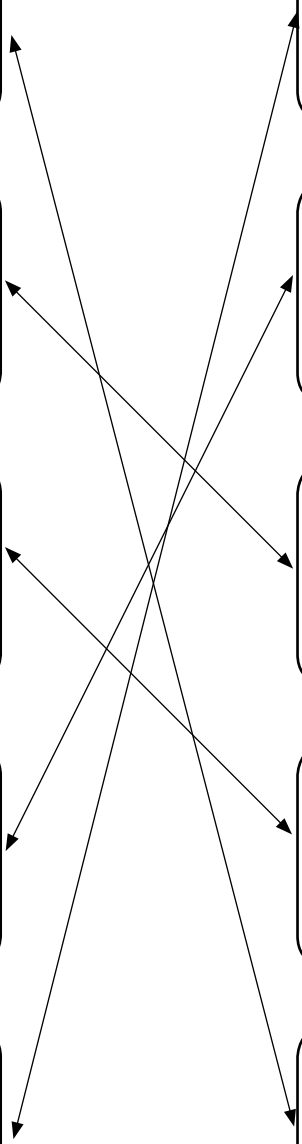
FOOT

EYE

NOSE

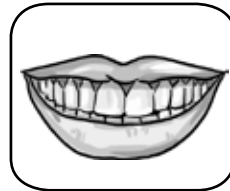
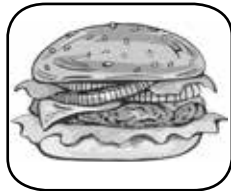
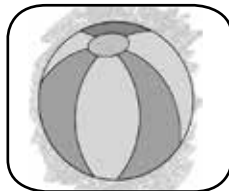
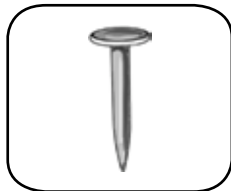
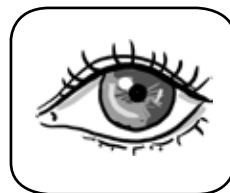
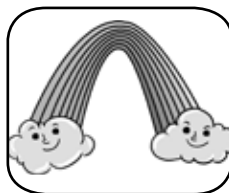
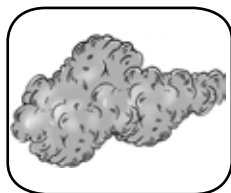
EAR

MOUTH



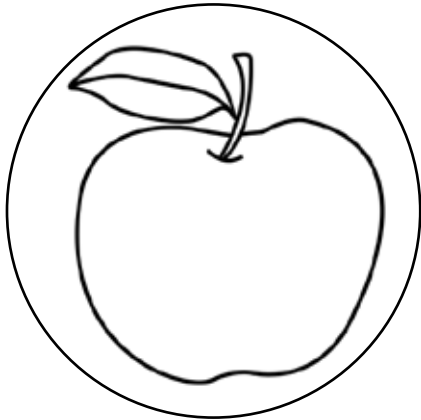
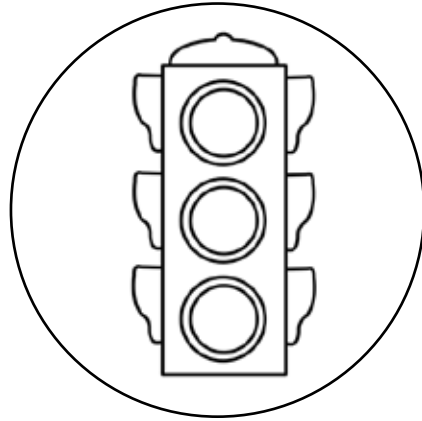
## Answer sheet 2-2

Draw the sense organ you will use for each group.



Answer sheet 2-3

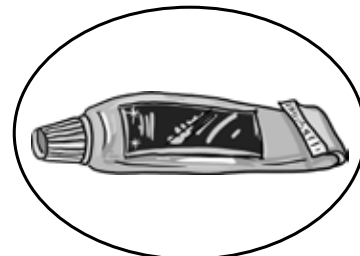
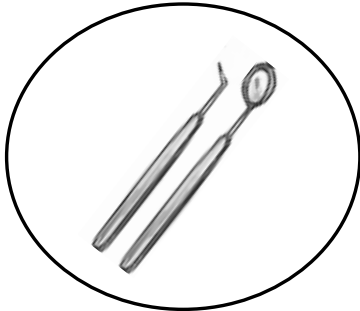
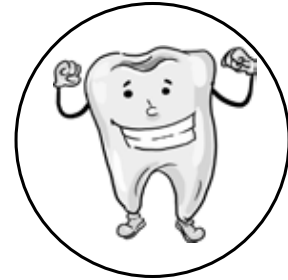
Colour the things that you can hear:





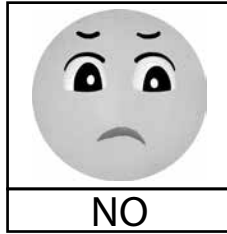
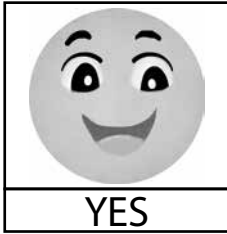
## Answer sheet 3-1

Encircle the picture that ensures healthy teeth.

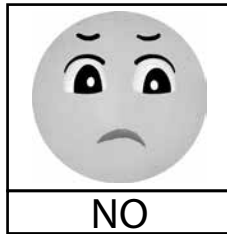
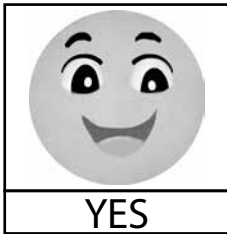


GERMS

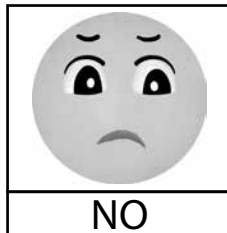
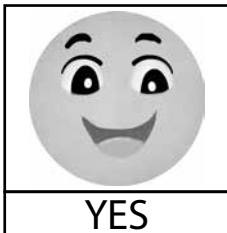
Do we get sick with germs?



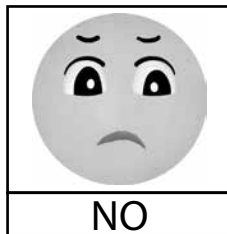
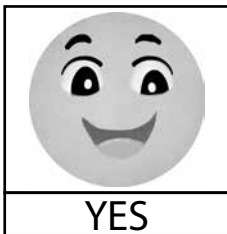
Can we see germs?



Do germs make us happy?



Can we protect ourselves from germs?



## Answer sheet 3-3

### HABITS THAT PROTECT US FROM GERMS

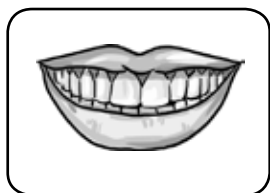
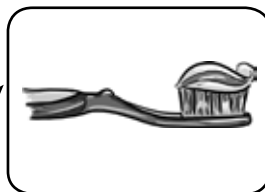


### HABITS THAT SPREAD GERMS



# Answer sheet 3-4

Match the pictures:



Write two healthy habits that keep us healthy.

---

---

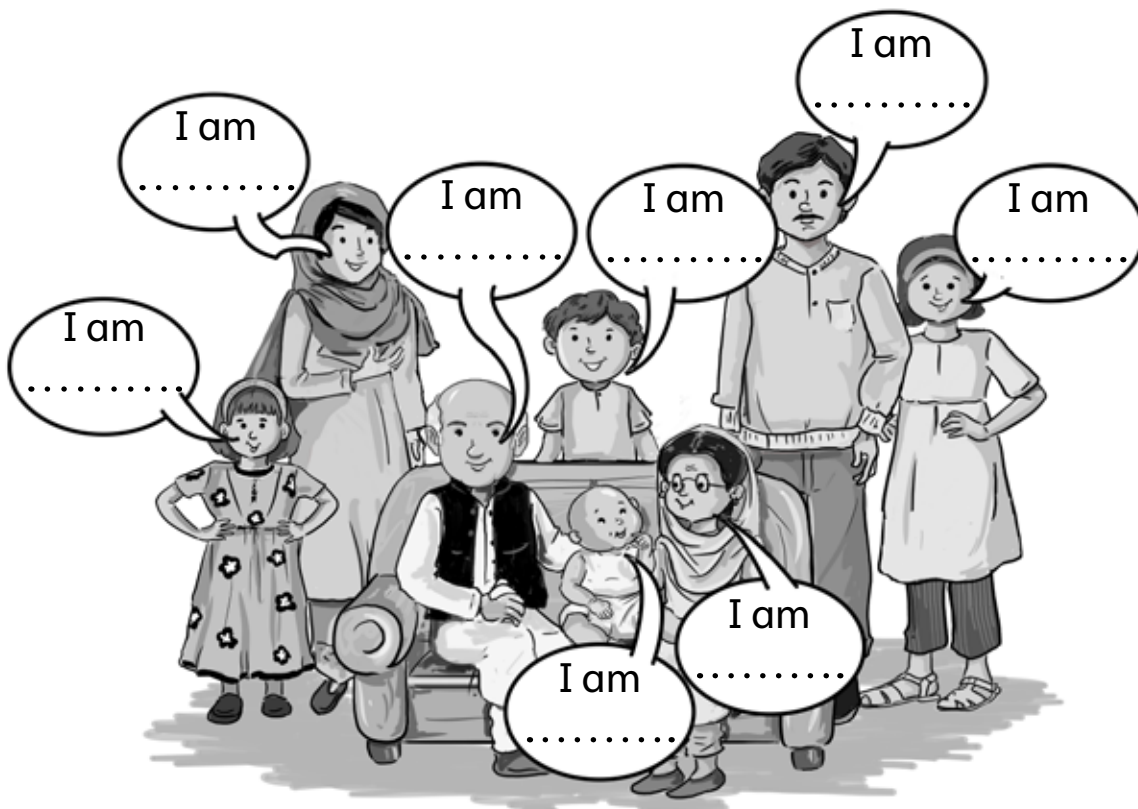
Write two unhealthy habits that can make us ill.

---

---

# Answer sheet 4-1

Mother    Father    Grandmother    Grandfather  
Brother    Sister    Me    Baby



**Answer sheet 4-2**

A photo of  
me

**ME**

I like to ...

\_\_\_\_\_

My favourite food is ...

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

My favourite game is ...

\_\_\_\_\_

A photo of  
friend

**My friend**

My friend likes to ...

\_\_\_\_\_

My friend's  
favourite food is ...

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

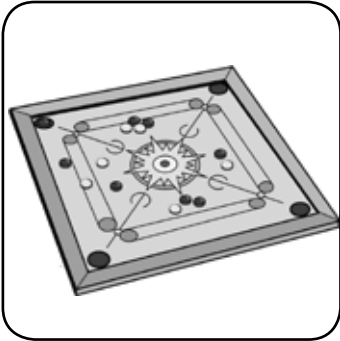
\_\_\_\_\_

My friend's favourite game is ...

\_\_\_\_\_

## Answer sheet 5-1

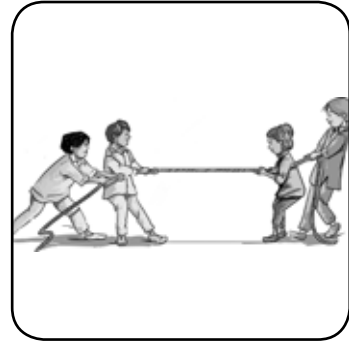
Write the name of the game. Also mention which game is an indoor and outdoor game.



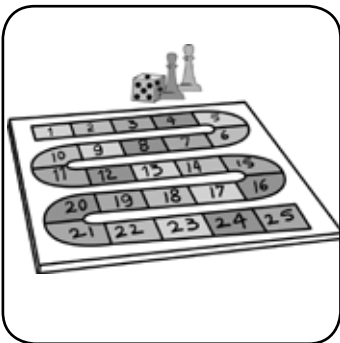
LUDO



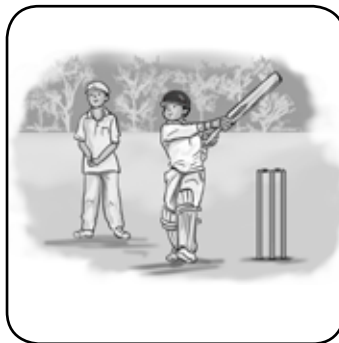
TABLE TENNIS



TUG OF WAR



CHESS

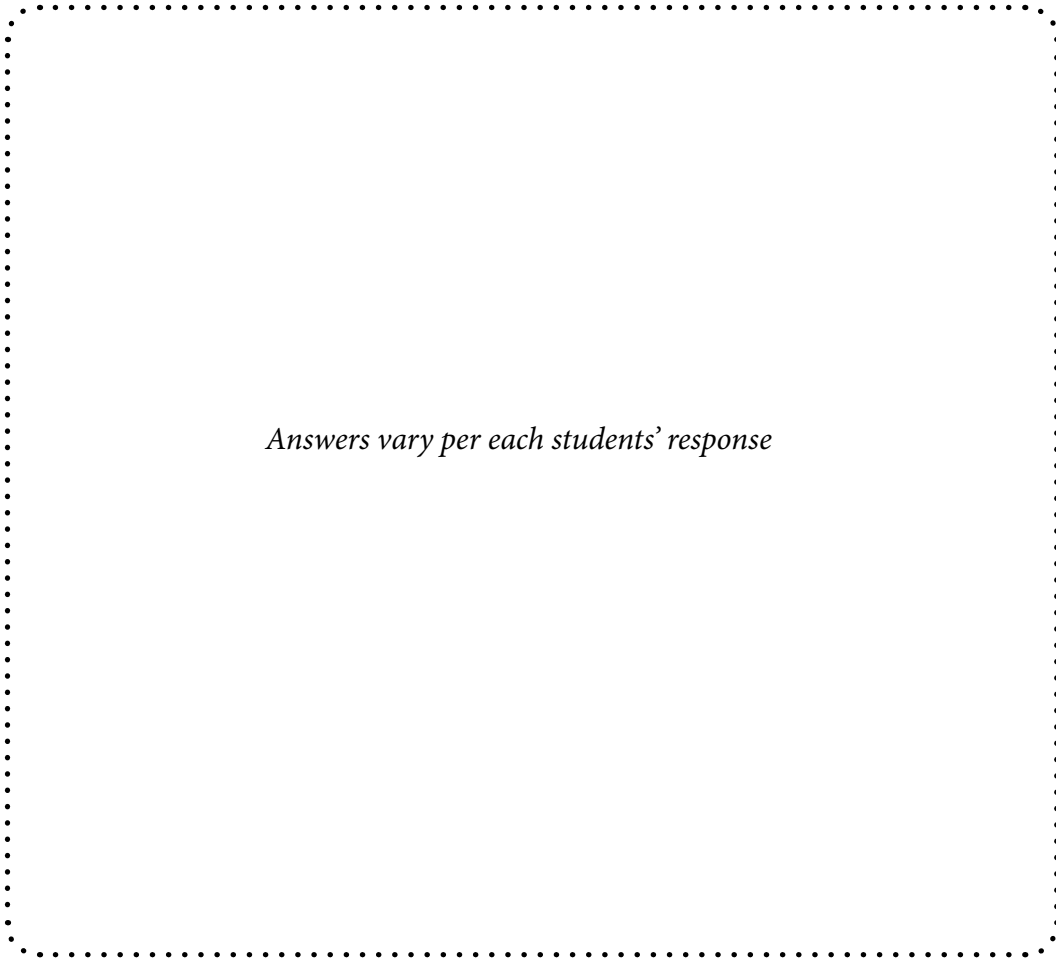


CRICKET



BADMINTON

**Draw your favourite game.**



*Answers vary per each students' response*

Write down the rules of your favourite game.

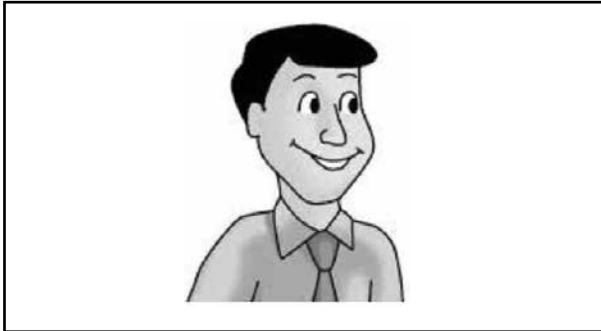
1. Start the game by tossing the coin.
2. The player or his racket is not allowed to touch the net.
3. The player must hit the shuttlecock in a position below his waist.



## ALL ABOUT MY NEIGHBOURHOOD



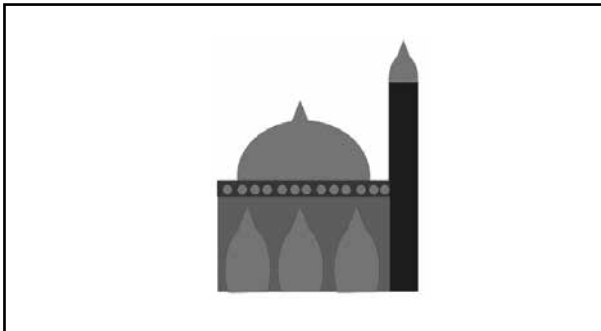
Draw a person in your neighbourhood.



Write about a person in your neighbourhood

1. Uncle Aslam is our neighbor.
2. He is always smiling.

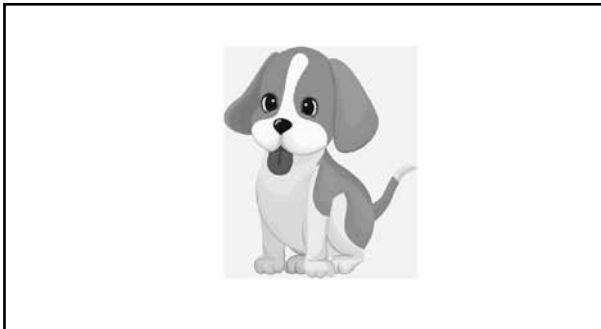
Draw a place in your neighbourhood.



Write about a place in your neighbourhood.

1. There is a bigmosque in our neighbor.
2. It is very beautiful.

Draw an animal in your neighbourhood.

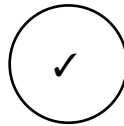
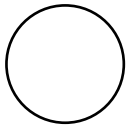
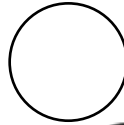
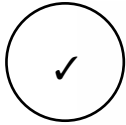
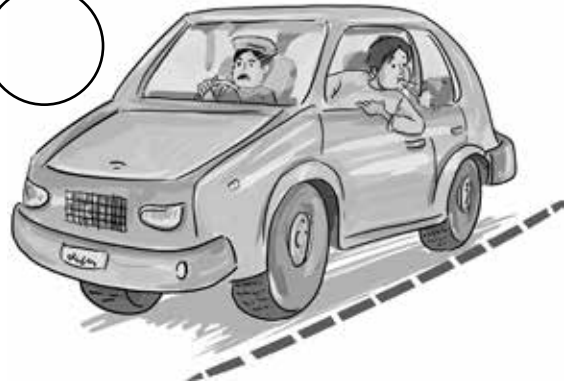
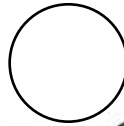


Write about an animal in your neighbourhood.

1. This is the picture of a dog that lives in the park in our neighbor.
2. It's colour is brown and white.

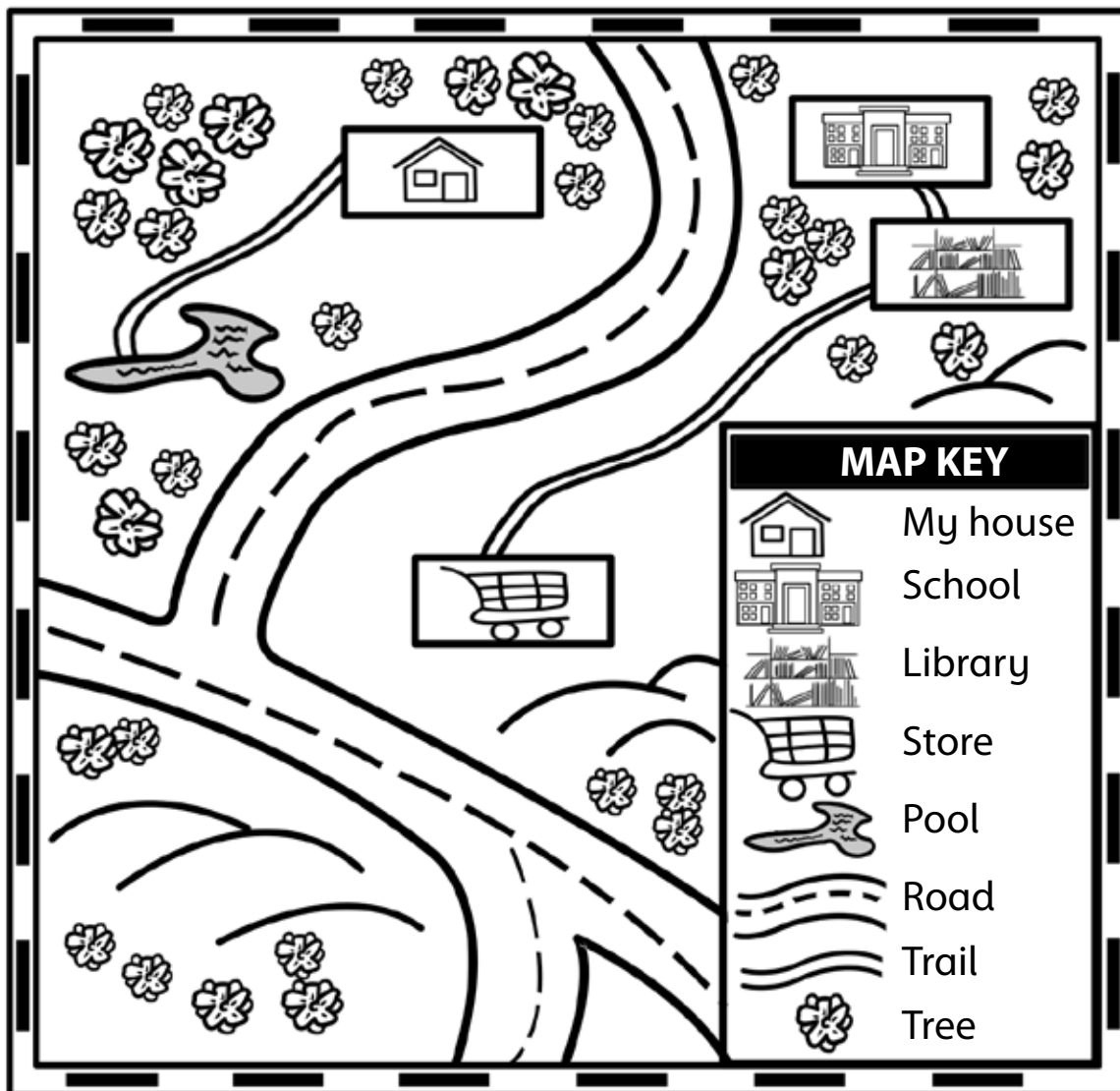
## Answer sheet 6-2

Choose the picture that shows people keeping their neighbourhood clean.



# Answer sheet 6-3

Label the pictorial map.



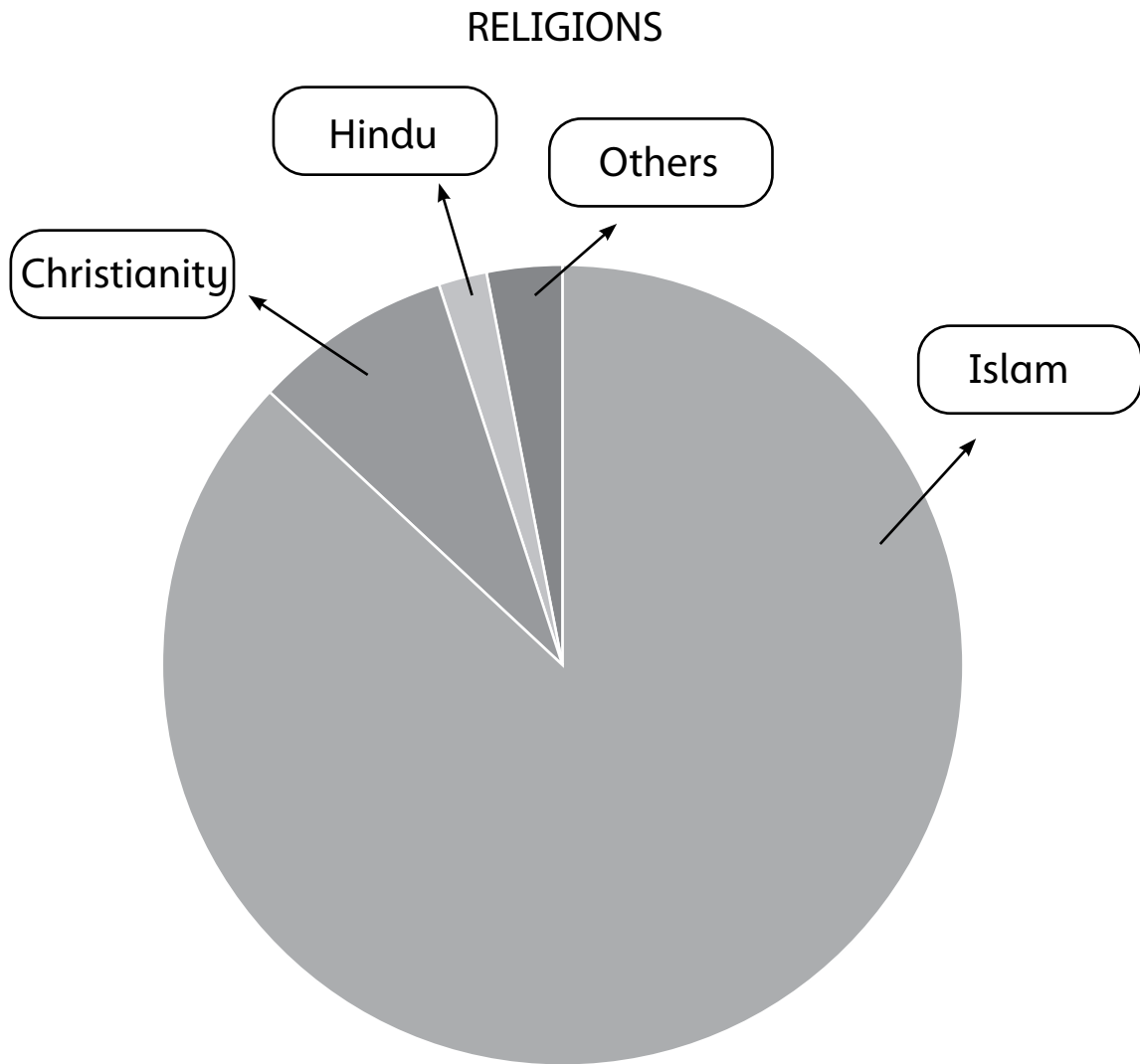
Answer sheet 7-1

Find out the names of different places of worship

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

## PERCENTAGE OF RELIGIONS IN PAKISTAN

Write the names of religions in correct boxes.



- ISLAM
- HINDUISM
- CHRISTIANITY
- OTHERS

## Answer sheet 7-3

Label each building and remember the name of the people who worship there.



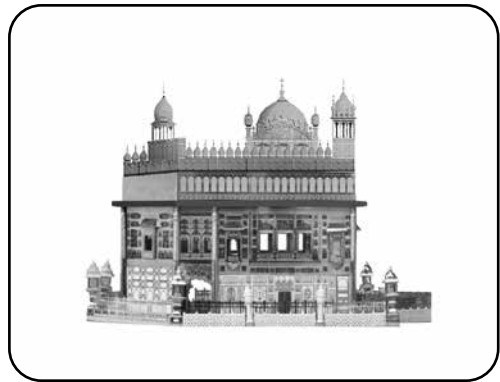
Temple



Mosque



Church



Gurdwara

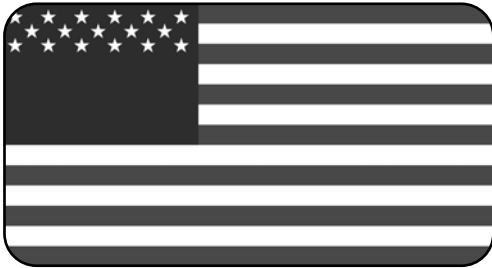
Answer sheet 8-2

Write the name of the correct country:

Pakistan  
China

America  
England

India  
Saudi Arabia



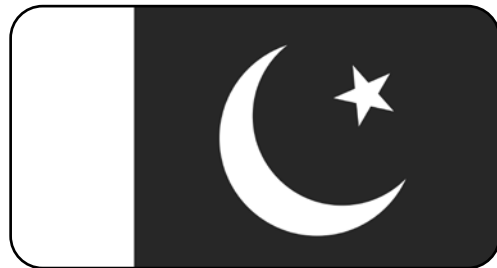
America



Saudi Arabia



India



Pakistan



China



England

## Answer sheet 8-3

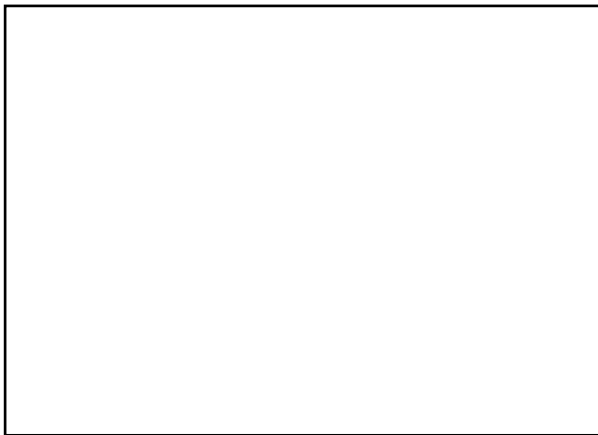
Our Country: Pakistan

I live in city .....

I live in province .....

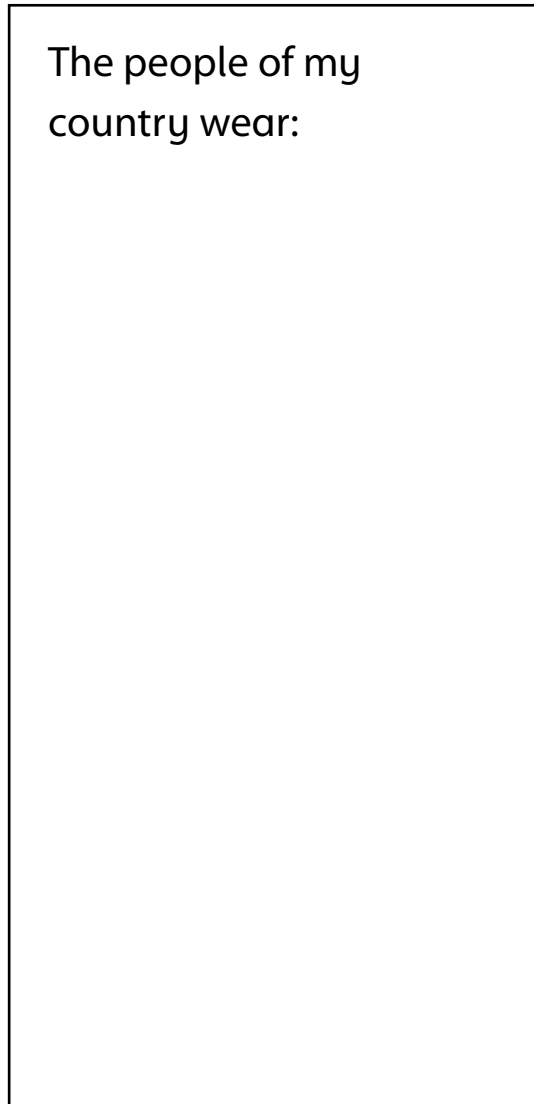
I live in country .....

This is the flag of my country:



*Answers vary as per students' response*

The people of my  
country wear:



We eat:

---

---



## Answer sheet 9-1

Name the people you meet in your school:



TEACHER



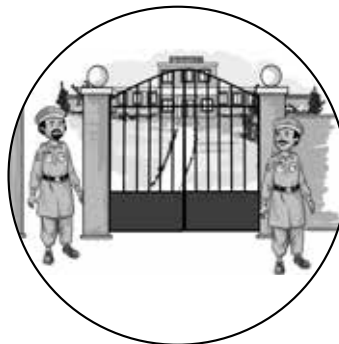
CLEANER



PRINCIPAL



LIBRARIAN



GUARDS

## Answer sheet 9-2

What activity we perform in the following rooms of a school:



- We play in the playground.

- We study in the classroom.



- We read books in the library.

- We perform art work in Art room



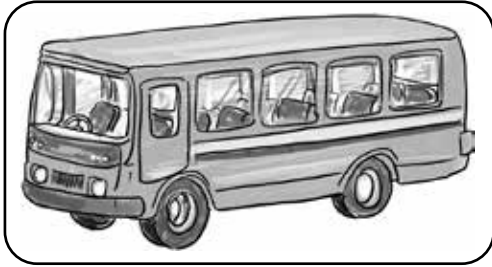
## Answer sheet 9-3

Which of the following are school rules:

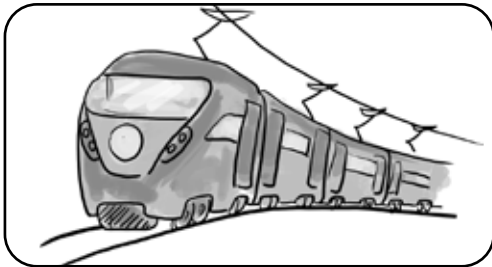
	YES	NO
<input type="radio"/> Be respectful	✓	
<input type="radio"/> Always share	✓	
<input type="radio"/> Raise your hand	✓	
<input type="radio"/> Work quietly	✓	
<input type="radio"/> Never listen to your teacher		✓
<input type="radio"/> No running	✓	
<input type="radio"/> Listen to your teacher	✓	
<input type="radio"/> No bullying	✓	
<input type="radio"/> Keep shouting		✓
<input type="radio"/> Make fun of your friends		✓
<input type="radio"/> Keep your hands to yourself	✓	

## Answer sheet 10-2

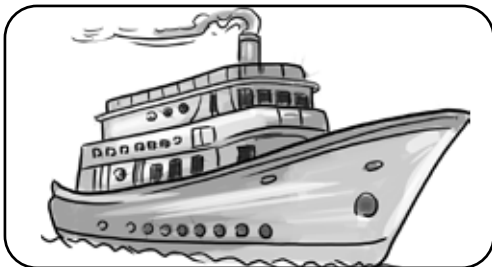
Write the places to stop the following transport:



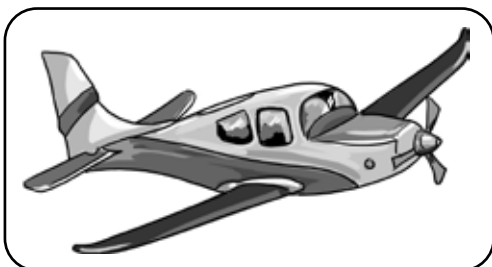
BUS STOP



STATION



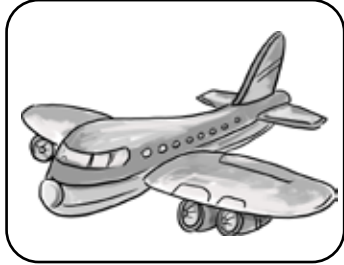
DOCK



AIRPORT

## Answer sheet 10-3

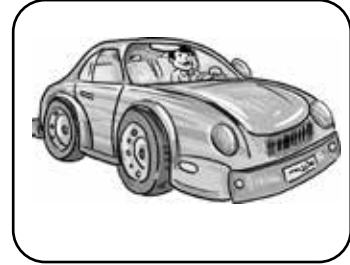
Label the transport as FAST or SLOW:



FAST



SLOW



FAST



Write down two activities that's going on in the above picture of railway station.

1. People are waiting for the train.
2. The train is coming on the station.

## Answer sheet 11-1

**We take care of the following things when crossing the road:**

We look for \_\_\_\_\_ signs



We look for \_\_\_\_\_ people



We look for \_\_\_\_\_ cars



We look for \_\_\_\_\_ bikes



PEOPLE

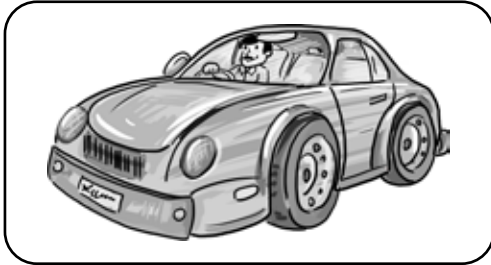
SIGNS

CARS

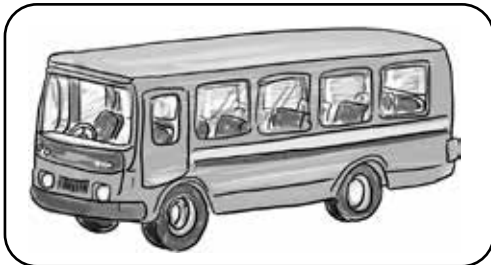
BIKES

## Answer sheet 11-2

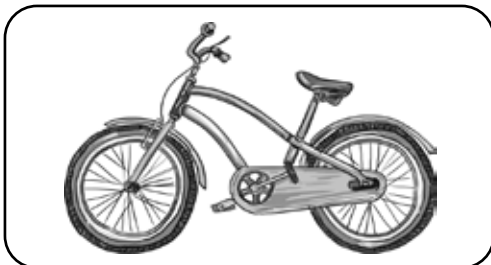
Write any one rule for the following vehicles:



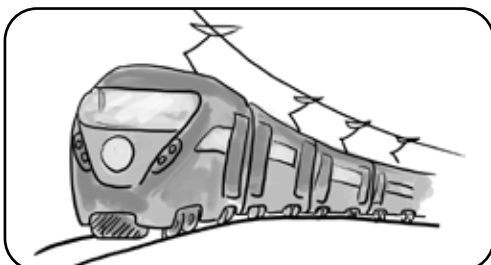
*Answers vary as per students' response*



*Answers vary as per students' response*



*Answers vary as per students' response*



*Answers vary as per students' response*

## Answer sheet 11-3

**Unscramble the following words.**

DAOR

Road

GISN

Sign

EOPPLE

people

FFICTRA

traffic

EFAS

safe

What do we call a person we see on roads guiding people?

traffic police

Write any three rules to follow when crossing the road.

do not run

cross at zebra crossing

use overhead bridge



### The Manners of Eating

Number the pictures to give them correct order.



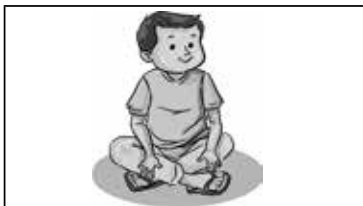
Chew the food with closed mouth.



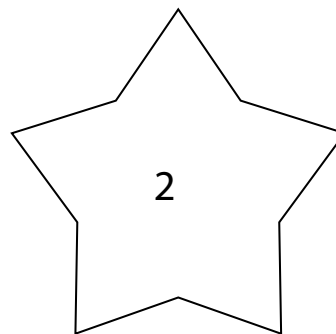
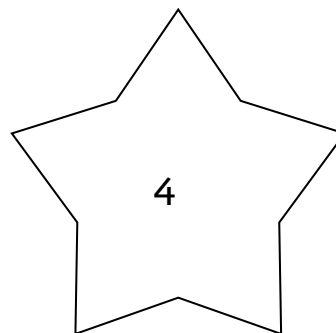
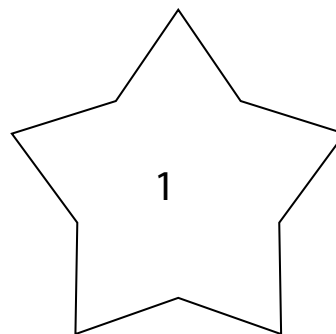
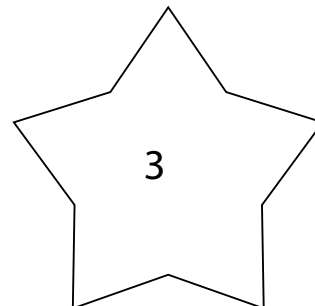
Wash your hands.



Put back the plates in the sink.



Sit down.



## Etiquettes of Entering Toilet

Match the correct picture



lock the door



don't speak in the toilet



wash your hands



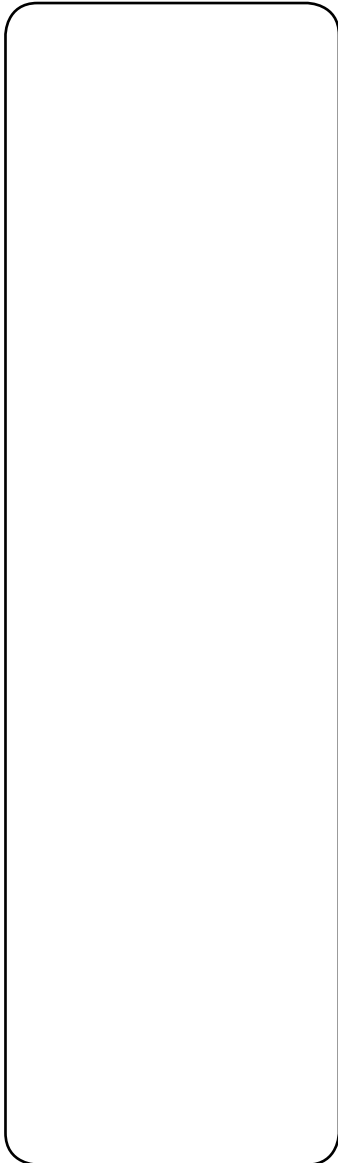
flush the toilet

**Answer sheet 12-3**

**This is Me**

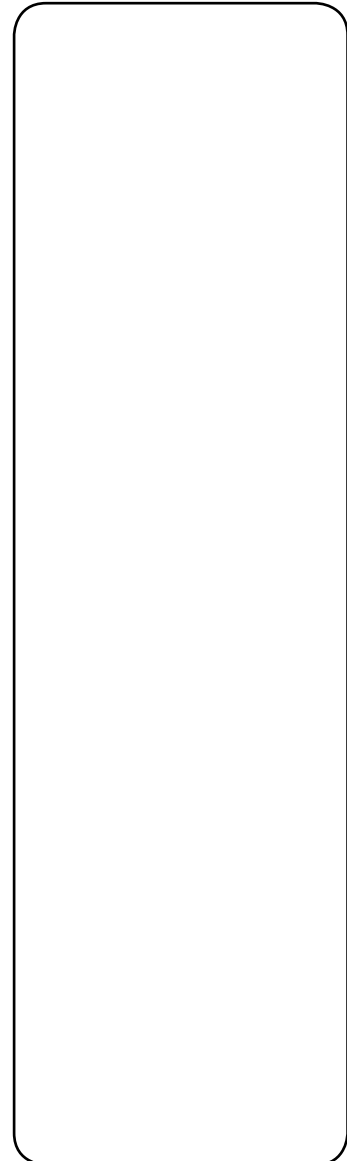
**GOOD MANNERS**

(that I should have)



**MBAD MANNERS**

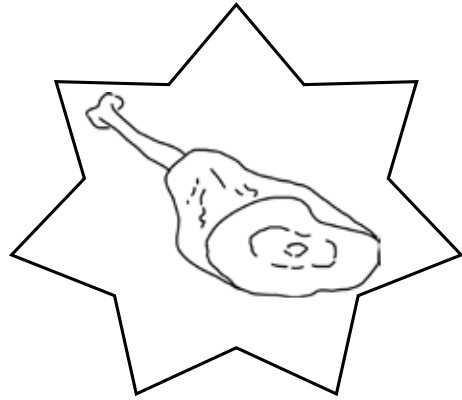
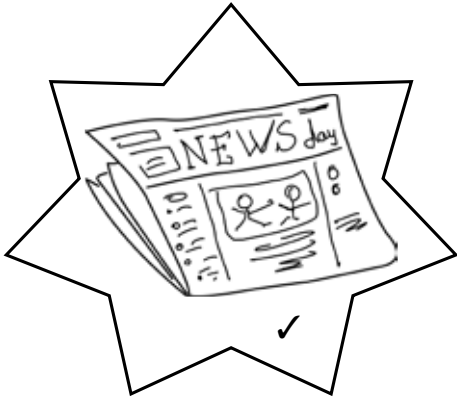
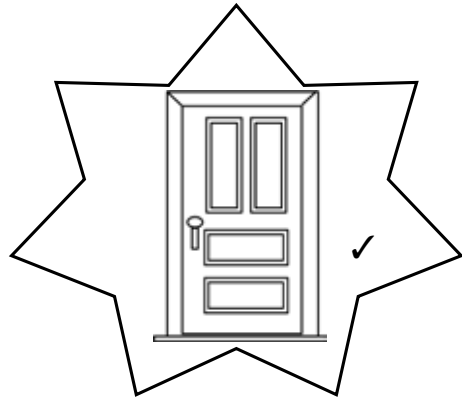
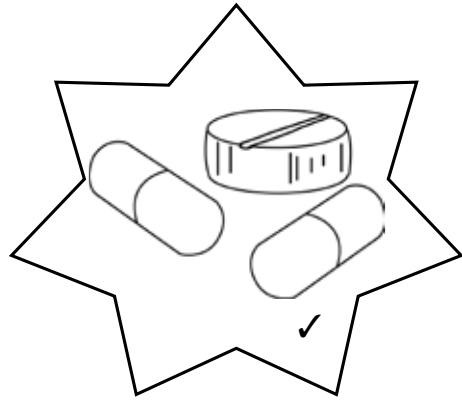
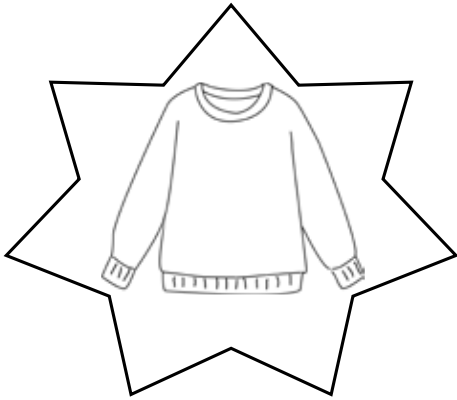
(that I should not have)



*Answers vary  
as per students'  
response*

- INTERRUPTING
- SAY 'THANK YOU'  
AND 'PLEASE''
- TAKING TURNS
- CUTTING IN LINE
- LETTING OTHERS  
GO FIRST
- SHARINGS

Colour the picture of the things that we get from plants



## Answer sheet 13-2

What are the five things animals need to live?



FOOD



AIR



WATER



SHELTER



LOVE

## Answer sheet 13-3

### Assessment worksheet:

Write the names of two living and two non-living things:

Living things:

1. Plants
2. Cats

Non-living things:

1. Ball
2. Bread

Write one way to take care of your plant?

Water the plant on time

Plants need to grow:

1. Water
2. Soil
3. Air
4. Sunlight

Animals need to grow:

1. Water
2. Food
3. Air
4. Shelter
5. Love and care

How can you take care of your pet animal?

1. Take care of his food.
2. Pamper him.
3. Provide him with proper shelter.

Answer sheet 14-1

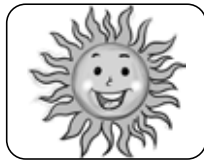
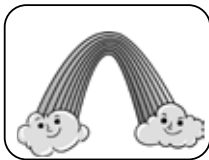
Colour the picture and label land and water:



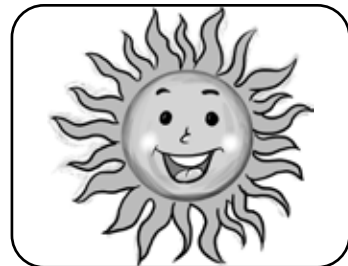
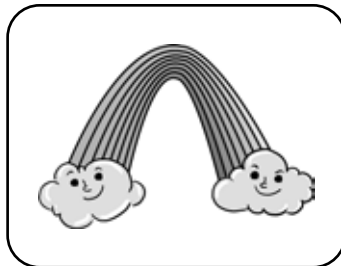
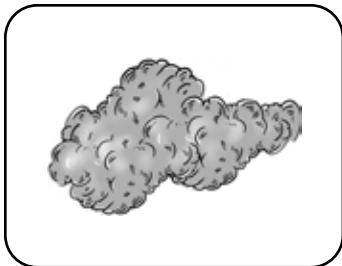
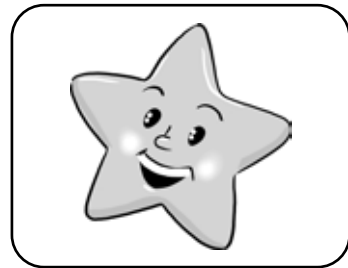
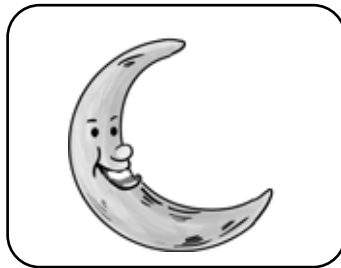
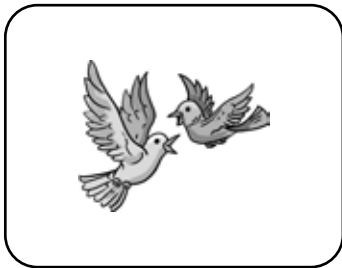
Answer sheet 14-2

Cut out the pictures and sort them into the correct boxes:

DAY



NIGHT





## Answer sheet 14-3

**Guess the following words and write them correctly**

RTHAE

EARTH

YAD

DAY

NUS

SUN

TINGH

NIGHT

NOOM

MOON

**Match the following:**

**Earth revolves around the**

**Earth's shape is**

**We see at night**

**Sun is a ball of**

**Looking directly at the Sun is**

**The side of the Earth faces  
Sun has a**

**harmful**

**Sun**

**day**

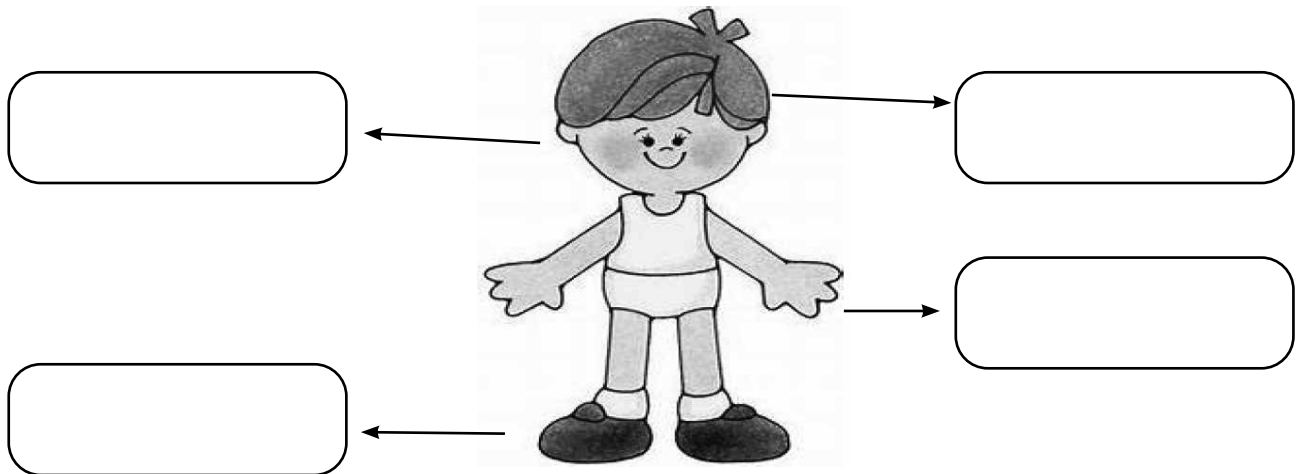
**Stars**

**gases**

**sphere**



**Q.3: Label the following diagram: (1 mark each = 4 marks)**

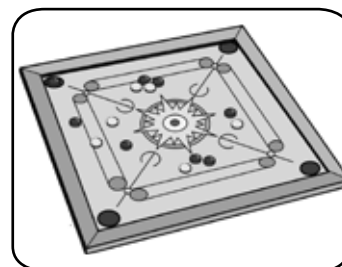


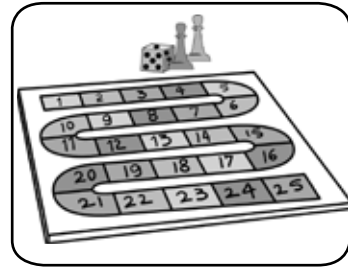
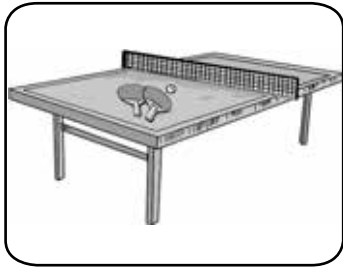
**Q.4: Complete the table: (1 mark each= 4 marks)**

Religion	Place of Worship
Islam	
	Temple
Christians	
	Gurdwara

**Q.5: Write the name of the games shown in the pictures: (1 mark each= 4 marks)**





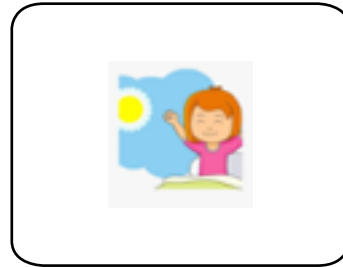
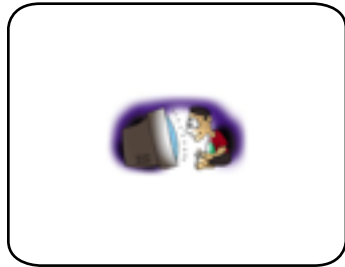
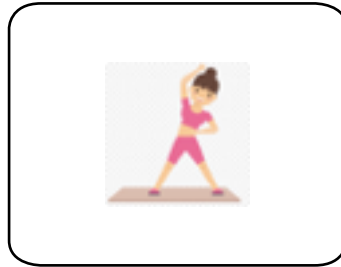
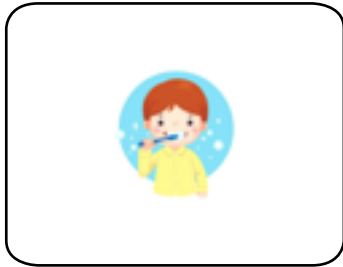


Empty rounded rectangular box for labeling the table tennis table.

Empty rounded rectangular box for labeling the board game.

Series of horizontal lines for writing.

**Q.6: Identify the good habits and tick them: (1 mark each = 3 marks)**

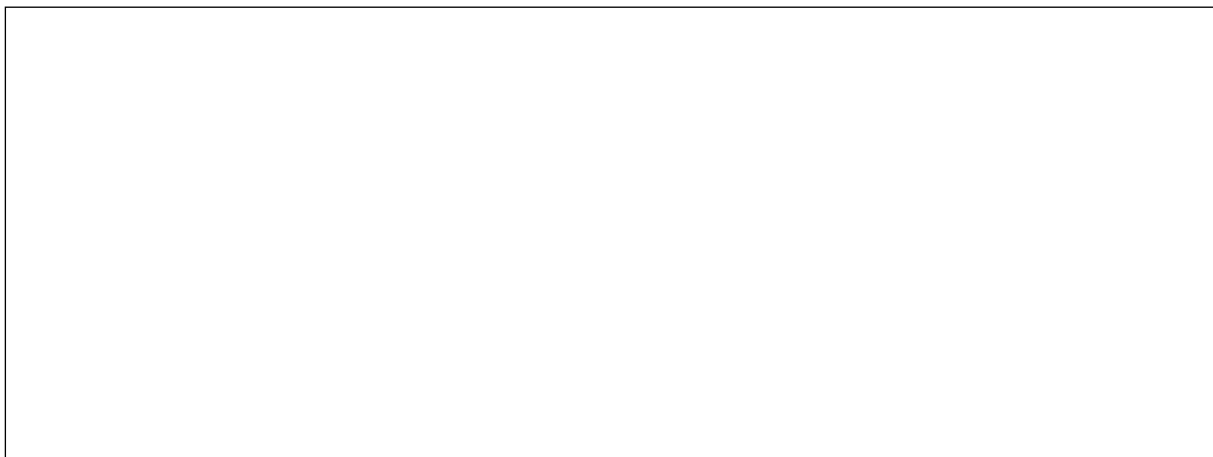


**Q.7: Circle the correct word to complete the statements: (1 mark each = 5 marks)**

- (i) We should talk politely/loudly to the people.
- (ii) Neck supports our neck/body.
- (iii) We smell the things with our nose/ears.
- (iv) Maintaining a cleanliness routine is important for a healthy/unhealthy lifestyle.
- (v) We should wash our hands before/after going to the toilet.

**Q.8: Draw any one thing that you can see and the organ that is used to see that thing:**

(2 marks)



**Q.9: Answer the following:**

**(2.5 marks each = 5 marks)**

(i) Name five things that you can hear.

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(ii) How can we protect ourselves from getting ill?

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**Q.10: List your qualities.**

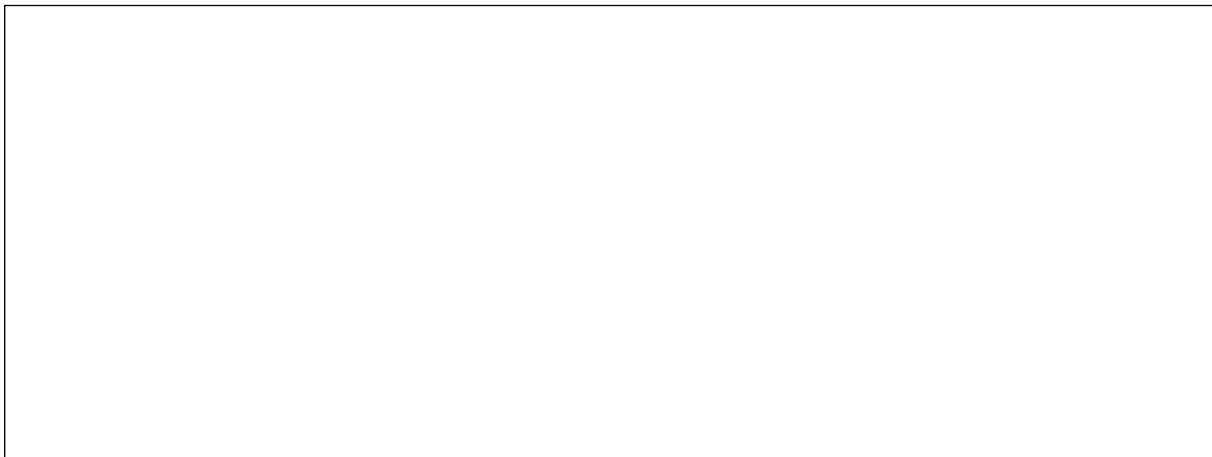
**(1 mark each= 2 marks)**

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**Q.11: Draw your “family tree”.**

**(1 mark each =3 marks)**



## Sample Assessment Paper 2

Maximum marks: 50

Mid Term Examination

Time Allowed: 1 hour

Grade One

### Q.1: Fill in the blanks: (1 mark each = 5 marks)

- (i) \_\_\_\_\_ is a part of the body that has a particular purpose.
- (ii) Forehead is the part of the face above the \_\_\_\_\_.
- (iii) Germs are very small \_\_\_\_\_.
- (iv) All our family members deserve \_\_\_\_\_ and \_\_\_\_\_.
- (v) Cricket is an \_\_\_\_\_ game.

### Q.2: Choose the correct answers: (1 mark each = 5 marks)

- (i) Rules teach us \_\_\_\_\_.
  - A. how to play
  - B. discipline
  - C. how to behave
  - D. all of the above
- (ii) A map is a \_\_\_\_\_ which shows where places are located.
  - A. video
  - B. card
  - C. drawing
  - D. letter
- (iii) Christians go to the \_\_\_\_\_ .
  - A. Fire temple
  - B. Gurdwara
  - C. Temple
  - D. Church
- (iv) We celebrate our Independence Day on \_\_\_\_\_ August.
  - A. 14
  - B. 15
  - C. 16
  - D. 13
- (v) People who live in a neighbourhood are called \_\_\_\_\_.
  - A. friends
  - B. neighbours
  - C. family
  - D. relative

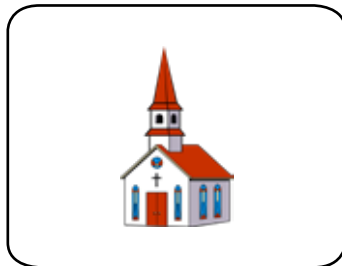
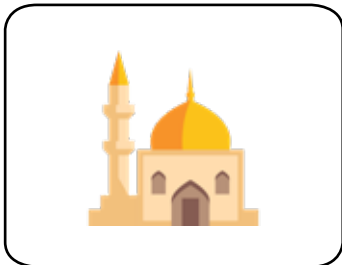
Q.3: Complete the table:

(1 mark each= 4 marks)

Pakistan's Flag	Description
Star	
	Represents progress
White colour	
	It Shows Muslims living in the country.

Q.4: Write the name of the place of worship:

(1 mark each= 4 marks)





**Q.5: Give reasons of the following:**

**(1 mark each= 5 marks)**

(i) We clean our houses daily.

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(ii) Rules are important in games.

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(iii) Our parents take care of us.

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(iv) We cover our face while coughing.

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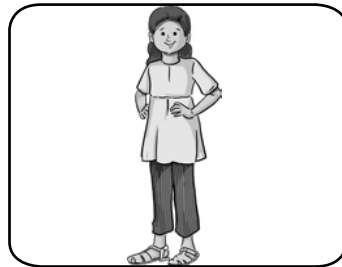
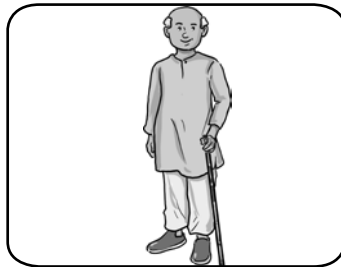
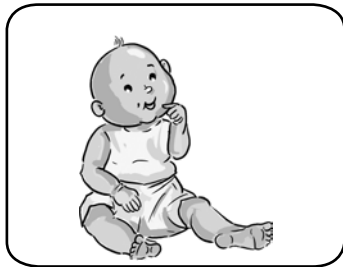
(v) We eat healthy food.

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**Q.6: Identify the family member:**

**(1 mark each = 3 marks)**



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**Q.7: Circle the correct word to complete the statements: (1 mark each = 5 marks)**

- (i) Arms/feet are important for balance and movement.
- (ii) We have five/six senses.
- (iii) We should keep ourselves clean/dirty.
- (iv) The brother of my father is my uncle/grandfather.
- (v) Not all/All houses in a neighbourhood are the same.

**Q.8: Draw any one thing that you can touch and the organ that is used to touch that thing:**

(2 marks)

**Q.9: Answer the following: (2.5 marks each = 5 marks)**

- (i) What is our responsibility being a neighbour?

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- (ii) What is a rule? Write two rules of your favourite game.

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**Q.10: List the places that are present in your neighbourhood. (1 mark each= 2 marks)**

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**Q.11: Draw any three body parts. (1 mark each =3 marks)**

