

AMAZING WORLD



TEACHING GUIDE



DR ANEELA HASSAN | MADIHA ALI | DR ZOHA HASSAN

OXFORD
UNIVERSITY PRESS

TV

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 21st 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 demonstrate 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

through 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.

Contents

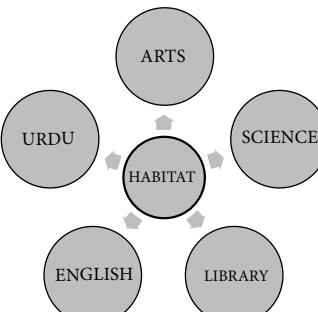
<i>Unit 1</i>	Habitat	2
<i>Unit 2</i>	Changes in Living Things	12
<i>Unit 3</i>	The Sun	19
<i>Unit 4</i>	Matter	29
<i>Unit 5</i>	Energy and its Sources	36
<i>Unit 6</i>	Resources and their types	44
<i>Unit 7</i>	Conservation of natural resources	54
<i>Unit 8</i>	Food	64
<i>Unit 9</i>	Quaid-e-Azam Muhammad Ali Jinnah (R.A)	73
<i>Unit 10</i>	Allama Muhammad Iqbal (R.A)	81

Contents

<i>Unit 11</i>	Changing World	88
<i>Unit 12</i>	Inventions	96
<i>Unit 13</i>	Force and Machines	101
<i>Unit 14</i>	The role of the government and citizens	109
<i>Unit 15</i>	Working out Disagreements	120
<i>Unit 16</i>	Safety	128
Answer Key		135
Sample Assessment Paper 1		155
Sample Assessment Paper 2		160

UNIT 1

Habitat

LESSON PLAN INFORMATION	LEARNING OUTCOMES All the students will be able to: <ul style="list-style-type: none">Recognize that heat and light of the sun helps to sustain life on earth which is the only known planet where light exists.Define the term habitat.
SUBJECT	<ul style="list-style-type: none">Describe the different habitats of living things (polar regions, desert, forest, aquatic etc.)Name plants and animals that live in each of those different habitats.Briefly introduce what an ecosystem is.Identify the environmental factors (temperature, light, water) that support life in a habitat.Understand the ways plants and animals have certain features adapted to their habitat (camel, fish, polar bear, cacti, lotus, pine trees etc.).Identify the ways in which human activities affect the natural habitats
General Knowledge	
GRADE: Three	LEARNING OBJECTIVE <ul style="list-style-type: none">Explain that heat and light of the Sun helps to sustain life on Earth.Define habitat.Identify different types of habitat.List the name of plants and animals that live in each habitat.Define ecosystem.Identify the factors that support life in a habitat.Identify the features of plants and animals that they have adapted according to their habitat.Identify the human activities that affect natural habitats.
Duration 3 Lessons	
	CROSS-CURRICULUM LINKS 

SKILLS INVOLVED:

Analyzing, observing, comparing, listing, drawing, reading and writing.

PROGRESSION BETWEEN GRADES:

Grade II	Grade IV
<ul style="list-style-type: none"> Living and non-living things. Major parts of a plant and their functions. Growth and change in plants. Uses of plants Animals on land and in water Growth and change in animals Major crops in Pakistan Livestock 	<ul style="list-style-type: none"> Characteristics of plants and animals Ways to protect the diversity of plants and animals Ecosystem Competition in an ecosystem

Link for SNC:

<https://www.mofept.gov.pk/SiteImage/Misc/files/SNC%20General%20Knowledge%201-3.pdf>

TEACHING STRATEGIES:

- Worksheets
- Videos
- Flashcards
- Poster making
- Group activities

CONTENT SUPPORT:

- Habitat is the environment where plants and animals live.
- By Habitat, generally we mean the ecology of the environment where living things exists.
- The Earth comprises of different types of geographical regions. Some have deserts, some have mountains, some have plains etc.
- There are different types of animals and plants that live in each of these regions. The plants and animals existing in a specific region have adapted according to the area. For example, Polar bears that live on snowy mountains have a furry skin that helps keep them warm.
- Other examples of habitats are:

Water lilies-----Ponds

Sharks-----Oceans

Tigers-----Forests

Cacti-----Deserts

- Many species of plants and animals are in danger because of the destruction of their habitats by human beings.
- Some of the endangered plants and animals are: Gorillas, Dolphins, Tigers, Rhinos, Sea turtles etc.
- Cycas Revoluta, Heliconia Brenneri, Guzmania Lepidota are some of the endangered species of plants.

Online links for related videos

<https://youtu.be/Oql8gIexK7w>

<https://youtu.be/epdEUKOUYEQ>

Lesson plan 1.1:

UNIT 1 HABITAT

TOPIC: Types of Habitat

CLASS DURATION: 45 minutes

LEARNING OUTCOMES:

Students will be able to

- Define the term habitat.
- Describe different habitats for living things (polar regions, desert, forest, aquatic)
- Name plants and animals that live in each of the different habitats.

OBJECTIVES:

- Define the term habitat.
- Identify different habitats for living things.
- List the names of animals and plants that belong to each habitat.

TIMELINE

WARM UP (5 min)

Find the Correct Animal!

- Hang a big picture of a forest on the board.
- Have pictures of different animals.
- Call students one by one and ask them to paste the correct pictures of animals on the forest picture.

PRESENT INFORMATION (10 min)

Page # 2, 3, 4

Activities: (25 min)

Activity 1: Make a Chart!

- Ask students to make a chart.
- Use colourful markers to make it clear.
- Write the name of the habitat and then write the names of animals and plants that belong to that habitat.
- Hang the best chart on the wall of the classroom.

Activity 2: Let's Build a Habitat!

STEAM Activity!

- Ask students to bring building blocks and other toys to make a habitat for their favourite animal.

Activity 3: Writing!

- Ask students to write few lines on the topic 'Habitat of my favourite animal'.

Activity 4:

- Worksheet 1-1

Assessment: (5 min)

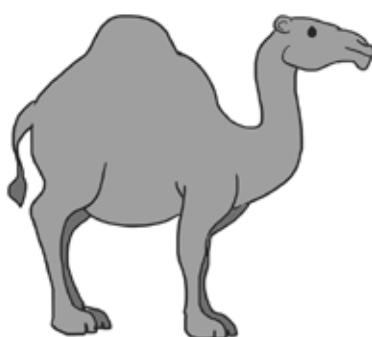
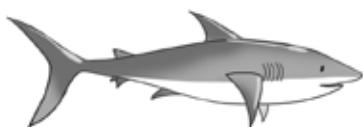
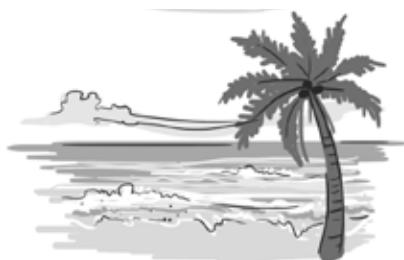
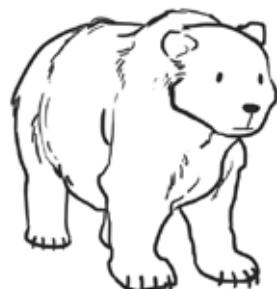
- Show the flashcards of different animals and ask the students to tell the name of their habitat.

Home Assignment:

- Draw any two animals for each habitat that the students have learned that day their notebook.

Worksheet 1-1

Match the following animals to their habitat.



Lesson plan 1.2:

TOPIC: Ecosystem

CLASS DURATION: 45 minutes

LEARNING OUTCOMES:

Students will be able to:

- Describe Ecosystem.
- Identify environmental factors in an ecosystem.
- Identify how plants and animals are dependent on each other.

OBJECTIVES:

- Define Ecosystem.
- Explain the environmental factors in an ecosystem.
- Explain how plants and animals are dependent on each other.

TIMELINE

WARM UP (5 min)

- Show students a chart depicting how plants and animals are dependent on one another in an environment.

PRESENT INFORMATION (10 min)

Pages # 5

Activities: (25 min)

Activity 1: Writing

- Ask students to think about the animals and plants how they are connected with one another.
- Write about five animals and link how they are connected. For example: Cat hunts mice, a bird harvests twigs for its nest etc.

Activity 2: Food Web!

- Have all the students make a circle.
- Give each student a name tag of any animal.
- Give a ball of yarn to a student and ask him to pass it to the student with the name tag of the animal he thinks his name animal relies on for its food.
- Ask the students to keep on passing the ball.
- At the end, a web will be made. Explain to the students that this is the 'food web'. All the animals in an ecosystem are dependent upon each other to get their food.

Activity 3: Build a Nest!

STEAM Activity:

- Take your students to the school grounds ask them to gather things that they think can be useful in making a nest.
- Ask the students to make a nest with the things they have collected.

Activity 4:

Worksheet 1-2

Assessment: (5min)

What are the factors that affect the ecosystem?

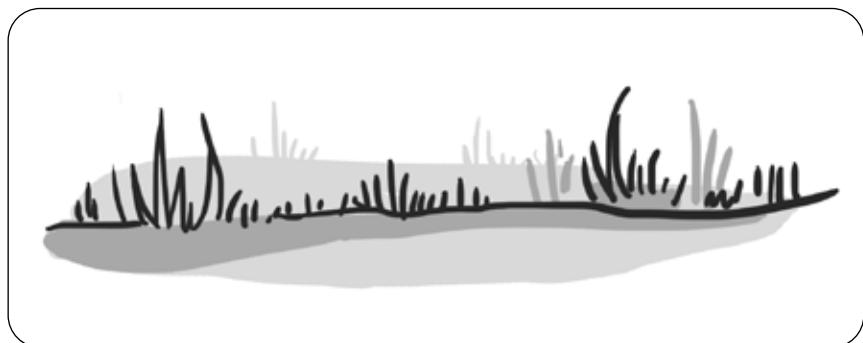
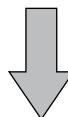
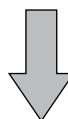
Home Assignment:

- Do an internet search about ecosystems and write five facts about them on your notebook.

Worksheet 1-2

FOOD CHAIN

Complete the food chain



Lesson plan 1.3:

TOPIC: Features of Adaptation

CLASS DURATION: 45 minutes

Learning Outcomes:

Students will be able to:

- Identify the various features of animals that they have adapted according to their habitat.

OBJECTIVE

- Narrate the features of adaptation of different animals according to their habitat.

TIMELINE

WARM UP (5 min)

- Show students any dummy animal and discuss the adaptation features of that animal according to its habitat.

PRESENT INFORMATION (10 min)

Pages # 5, 6 & 7.

- **Activities: (25 min)**
- **Activity 1: Animal Puppets!**

STEAM Activity:

- Make animal puppets with chart papers, markers and glazed paper.
- Display all the animal puppets on the table outside your classroom.

Activity 2: Guess the Missing Part!

- Draw pictures of different animals with a missing adapted organ.
- Don't draw the special organ that is adapted according to the habitat and ask the students to guess and draw the missing part of the animal.

Activity 3: Worksheet 1-3

Or Q.2 and 3 from Chapter review

Assessment: (5 min)

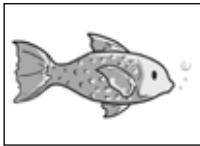
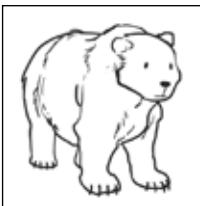
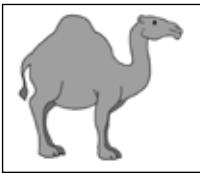
- What is the special organ of fish that it has adapted according to its habitat?
- How are polar bears adapted according to their habitat?

Home Assignment:

- Make a list of animals and mention their adapted features in your notebooks. (Any five)
- Project no.1 page 11
- Q.1 from Chapter review

Worksheet 1-3

Adaptation



Purpose

Assessment Worksheet:

What is meant by the term habitat?

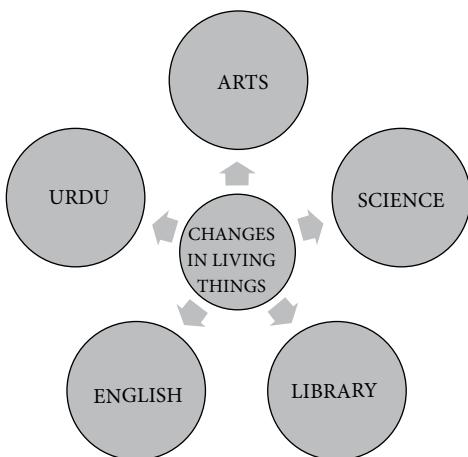
What are the factors that affect ecosystems

What are the adapted features of a fish?

What is habitat of monkeys?

UNIT 2

Changes in Living Things

LESSON PLAN INFORMATION	LEARNING OUTCOMES All the students will be able to: <ul style="list-style-type: none">• Compare different stages in the lifespan of plants and animals (from pictures, through observation/video etc.)• Identify the changes in the lifespan of an animal and a plant.
SUBJECT General Knowledge	LEARNING OBJECTIVES <ul style="list-style-type: none">• Explain different stages in the lifespan of plants and animals.• Identify the changes in the lifespan of an animal and a plant.
GRADE: Three	CROSS-CURRICULUM LINKS 
Duration 2 Lessons	SKILLS INVOLVED Observing, analyzing, reading, comparing, contrasting, writing and drawing.

PROGRESSION BETWEEN GRADES:

GRADE II	GRADE IV
<ul style="list-style-type: none">• Living and non-living things.• Major parts of a plant and their functions.• Plant and seeds• Growth and change in plants.• Animals on land and in water• Growth and change in animals	<ul style="list-style-type: none">• Characteristics of plants and animals• Classification of plants and animals• Diversity of plants and animals• Major parts of plants and animals.

Link for SNC:

<https://www.mofept.gov.pk/SiteImage/Misc/files/SNC%20General%20Knowledge%201-3.pdf>

TEACHING STRATEGIES:

- Posters
- Observations
- Worksheets
- Videos
- Classroom without walls
- Group activities

CONTENT SUPPORT:

- All living things grow and change over time. This growth and change is called the life cycle.
- Plants starts their lives as a seed. Seed germination is an important part of plant's life cycle. A dry seed after shedding from the parent plant, takes up water and sprouts embryonic root that become visible outside the seed. This is called seed germination.
- The seed then changes into a tiny plant called seedling, and then the small plant becomes a tree.
- Many animals have simple life cycles e.g. fish, reptiles, mammals and birds.
- They are born from their mother or hatched from eggs. Then they develop into adults.
- Amphibians and insects have complicated life cycles. These animals undergo significant changes in their physical forms, called metamorphoses.
- Every animal has its own life cycle with its own specific characteristics.

OVERLOOK OF LIFESTAGES OF DIFFERENT CLASSES OF ANIMALS.

AMPHIBIANS-----EGGS, LARVAE, ADULTS.

MAMMALS-----GROW AND DEVELOP INTO ADULTS.

FISH-----EGGS, EGGS HATCH AND DEVELOP INTO ADULTS.

BIRDS----- EGGS, EGGS HATCH, CHICKS DEVELOP INTO ADULTS.

REPTILE-----EGGS, EGGS HATCH AND DEVELOP INTO ADULTS.

INSECTS----- EGG, LARVA, PUPA, ADULT. (COMPLETE METAMORPHOSIS)

INSECTS----- EGG, NYMPH, ADULT. (INCOMPLETE METAMORPHOSIS)

Online links for related videos

<https://youtu.be/72HHgLeTbpY>

<https://youtu.be/sSs1UZQ47eQ>

Lesson plan 2.1:

UNIT 2 Changes in Living Things

TOPIC: Different Stages in the Lifespan of Plants

CLASS DURATION: 45 minutes

LEARNING OUTCOME:

Students will be able to

- Identify different stages in the lifespan of plants.

OBJECTIVE

- Explain the stages in the lifespan of plants.

TIMELINE

WARM UP (5 min)

- Ask students to describe the changes human beings go through in their lifespan.
- Then relate these changes to other living organisms i.e. plants and animals.

PRESENT INFORMATION (10 min)

Page # 13

Activities: (25 min)

Activity 1: Observation!

STEAM Activity:

- Students will bring a jar full of soil and seeds of any plant.
- They will pour the seeds into the jar.
- Growth of the plants should be observed by everyone.

Activity 2: Classroom Without Walls!

Take the students to the lawns of the school or some park and show them different types and sizes of plants.

Activity 3: Worksheet 2-1

Assessment: (5 min)

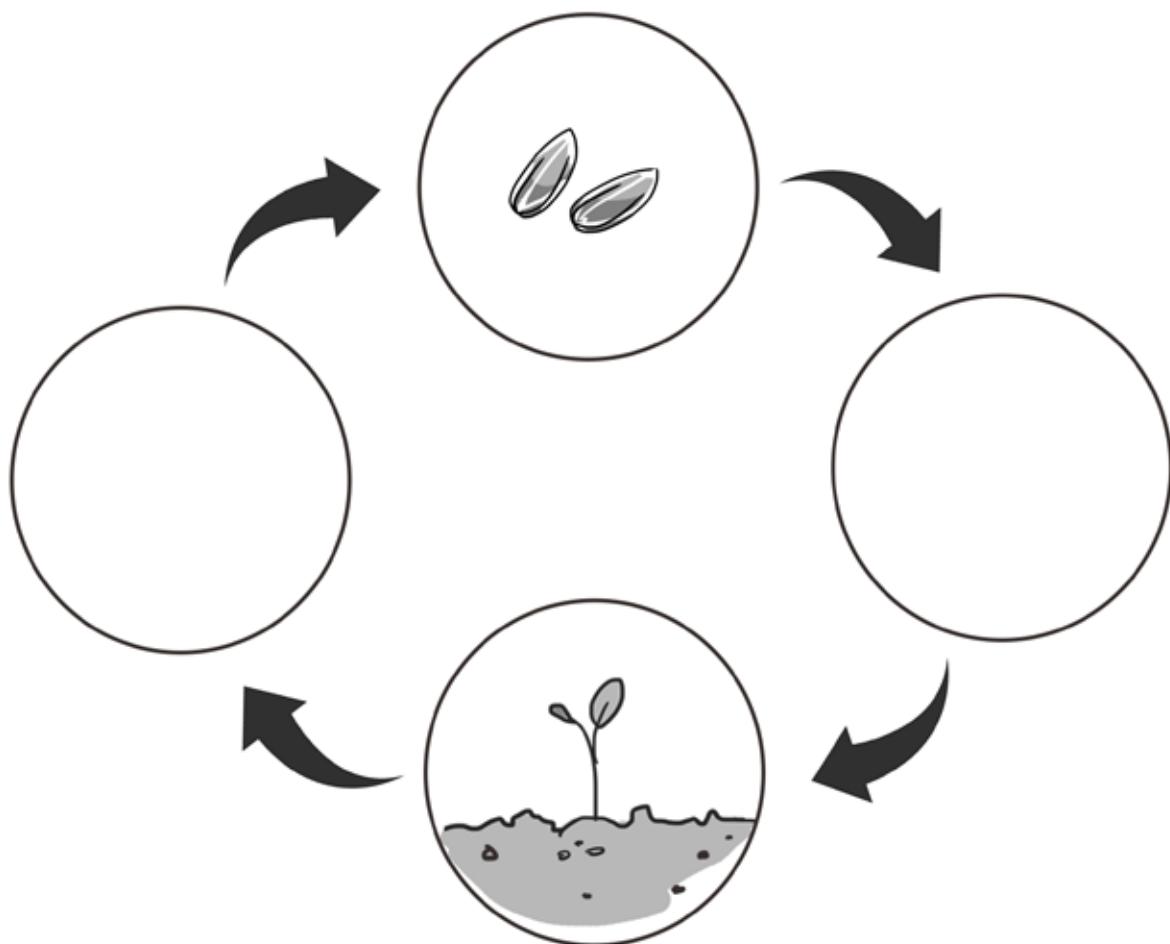
- What are the different stages in the lifespan of plants?

Home Assignment:

- Draw the stages in the lifespan of plants in your notebooks.
- Q.1 of Chapter review

Worksheet 2-1

Draw the Lifecycle of a plant:



Lesson plan 2.2:

TOPIC: Stages of Lifespan of Animals

CLASS DURATION: 45 minutes

LEARNING OUTCOME:

Students will be able to

- Recognize the different stages in the lifespan of animals.

OBJECTIVE

- Identify the changes in the lifespan of different animals.

TIMELINE

WARM UP (5 min)

- Ask the students if they have a pet at home.
- Ask them about stages of the pet's life that they have witnessed.

PRESENT INFORMATION (10 min)

Page # 12.

Activities: (25 min)

Activity 1: Discussions!

- Show students pictures of the lifecycles of different animals.
- Discuss the pictures with the students.

Activity 2: Guess the Parent Animal!

- Use flashcards or write the name of baby animals on the board.
- Ask the students to guess the name of their parent animal.

Activity 3: Worksheet 2-2

Assessment: (5 min)

- What are the stages in the lifecycle of a frog?
- Which animals hatch from eggs?

Home Assignment:

- Draw the life cycle of a hen in your notebook.

Worksheet 2-2

WHAT WOULD I BECOME WHEN I GROW UP?



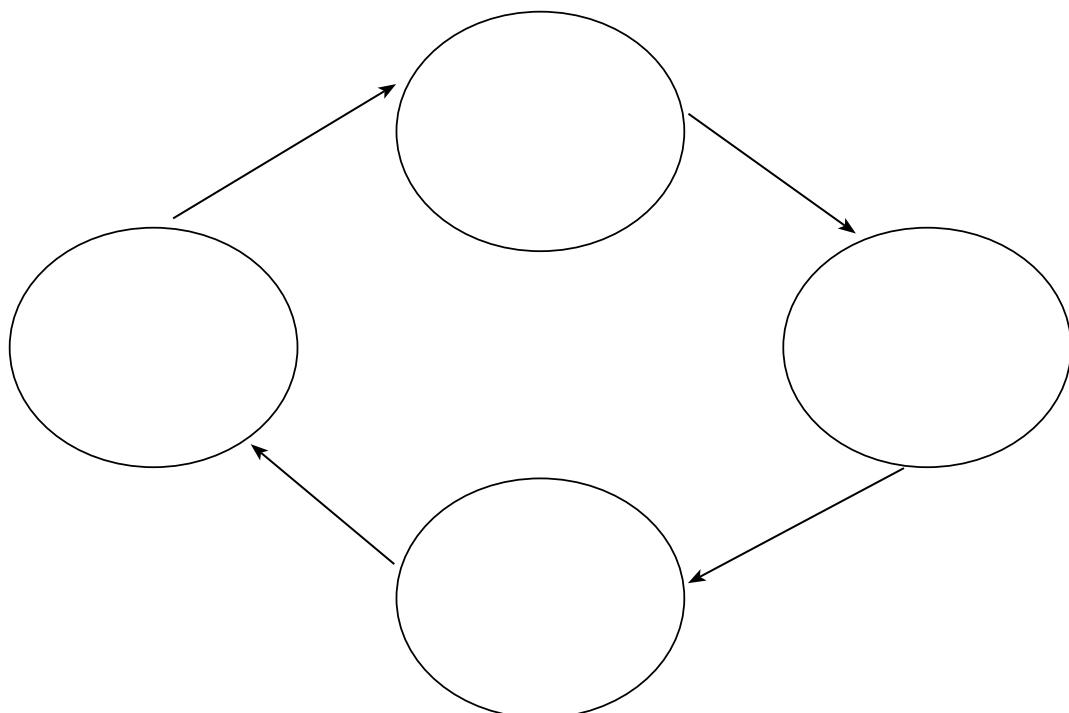
Assessment Worksheet:

Q. Write down the stages in the lifespan of plants.

Q. Write two differences between a chick and a hen.

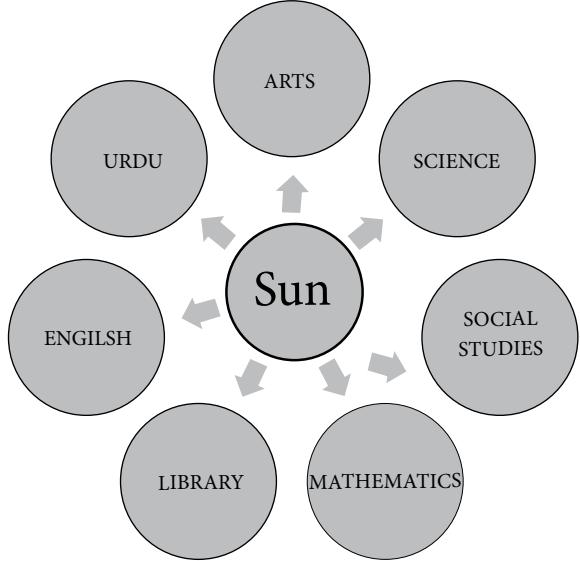
Complete the following diagram:

LIFECYCLE OF ANIMALS



UNIT 3

The Sun

LESSON PLAN INFORMATION	LEARNING OUTCOMES All the students will be able to: <ul style="list-style-type: none">Identify North and South with respect to East and West.Identify that on Earth, the direction of sunrise is 'East' and the direction of sunset is 'West'.Name places towards North, South, East, and West of the school/home.Describe the formation of shadows.Recognize that the size and direction of the shadow can be used to estimate (guess) time
SUBJECT	
General Knowledge	
GRADE: Three	LEARNING OBJECTIVES <ul style="list-style-type: none">Identify the movement of the Earth around the Sun.Identify the directions of sunrise and sunset.Explain the formation of shadows.Recognize the ways of finding cardinal directions by using the Sun's location
Duration	CROSS-CURRICULUM LINKS
3 Lessons	 <p>The diagram illustrates the cross-curriculum links from the Sun to various subjects. In the center is a circle labeled 'Sun'. Surrounding it are seven other circles, each representing a different subject: Arts, Science, Social Studies, Mathematics, Library, English, and Urdu. Arrows point from the 'Sun' circle to each of the surrounding subject circles, indicating the interconnectedness of the curriculum.</p>

SKILLS INVOLVED:

Organizing information, observing, analyzing, reading, writing, and drawing.

PROGRESSION BETWEEN GRADES:

GRADE II	GRADE IV
<ul style="list-style-type: none">• Uses of heat and light• Methods of producing heat.• Intensity of heat and light• Importance of resource	<ul style="list-style-type: none">• Forms of energy• Transformation of energy• Heat transfer

Link for SNC:

<https://www.mofept.gov.pk/SiteImage/Misc/files/SNC%20General%20Knowledge%201-3.pdf>

TEACHING STRATEGIES:

- Posters
- Observations
- Worksheets
- Videos
- Projects
- Group activities

CONTENT SUPPORT:

- The Sun is a star. Compared with other stars, it is a medium sized star with average brightness. But it looks bigger and brighter to us because it is the nearest star to the Earth.
- The Sun is made up of gases, mostly hydrogen gas, and does not have a solid body.
- The sunlight that falls on planets and objects on the sky is what makes them visible to us.
- The Sun is a ball of fire. It is 93 million miles away from Earth, but we can still feel its heat. The surface temperature of the Sun is 6000 degrees Celsius.
- When light is not able to pass through an object, it creates its shadow. It is also the reason why shadows cannot be formed in the dark.
- There are other factors that affect the formation of shadows e.g. the angle and distance of the object from the source of light
- Shadows are longest in the beginning and at the end of the day. When the Sun is high in the sky very small or no shadows will be formed.
- The four main compass directions are called cardinal directions, or cardinal points i.e. North, South, East and West.

- The Earth turns towards the East, which is why the Sun appears to rise in the East. During the day, the Sun appears to move towards west because the Earth is moving towards east. The Sun sets in the West as the Earth blots it from view.

Online links for related videos

<https://youtu.be/EXasopxAFoM>

<https://youtu.be/fy7eoMef3e8>

<https://youtu.be/-BHVRiE2hIU>

Lesson plan 3.1:

UNIT 3 The Sun

TOPIC: Day and Night

CLASS DURATION: 45 minutes

LEARNING OUTCOMES:

Students will be able to:

- Recognize the movement of the Earth around the Sun.

OBJECTIVE

- Recognize the facts attached with the movement of the Earth around the Sun.
- Recognize how day and night happen.
- Identify that the Sun rises in the East and sets in the West.

TIMELINE

WARM UP (5 min).

- Hang a chart on the board showing the solar system.
- Explain the movement of the Earth with the help of the chart.

PRESENT INFORMATION (10 min)

- Page # 20.

Activities: (25 min)

Activity 1: Project!

STEAM Activity:

- Give students the project of making a 3D solar system.
- You can have a small competition as well.

Activity 2: Day and Night!

Explain to the students how day and night come, following activity can be done.

- Take a ball and pierce it with a stick in the middle. Hold the stick in an upright position.
- Place a torch on one side of the ball. Explain to the students that the part of the ball facing the torch has daytime and the other side is in nighttime.
- Then rotate the ball and explain that now the other side is in daytime because of the rotation of the ball, which brings it in front of the torch.

Activity 3: Worksheet 3-1

Assessment: (5 min)

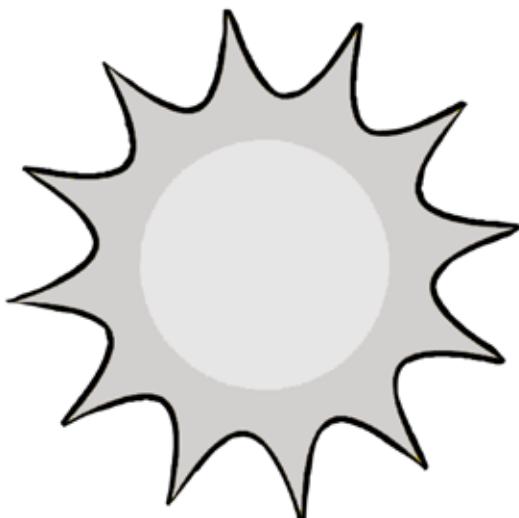
- In which direction does the Sun set?
- How much time is needed to complete one rotation of the Earth around the Sun?

Home Assignment:

- Draw a poster of the solar system.

Worksheet 3-1

Show Day and Night by colouring the picture of the Earth:



TRUE/FALSE

1. Earth keeps on moving.
2. It is daytime everywhere on the Earth at the same time.
3. The Sun rises in the West.
4. The Sun completes one rotation in one day.
5. It is night, when it is dark.

Lesson plan 3.2:

TOPIC: Formation of Shadows

CLASS DURATION: 45 minutes

LEARNING OUTCOMES:

Students will be able to:

- Recognize the formation of shadows.

OBJECTIVE

- Explain the formation of shadows.

TIMELINE

WARM UP (5 min)

- Ask the students what do they think about how does shadow form.

PRESENT INFORMATION (10 min)

Page # 21

Activities: (25 min)

Activity 1: “Observation”

- Steam Activity!
- Take a torch and a small box.
- Ask the students to measure the distance of the object from the torch.
- Now keep changing the position of the box and notice how the shadow gets larger or smaller with the changed distance.

Activity 2: Classroom Without Walls!

- Take the students to the ground and ask them to notice the shadows of different objects.

Activity 3: Worksheet 3-2

Assessment: (5 min)

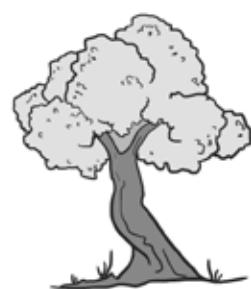
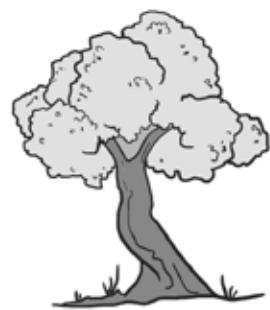
- At what time are the shadows large in the sunlight?
- How does a shadow form?
- Or quick review on page 22

Home Assignment:

- Draw the shadows of any three objects in your notebook.
- Q. 1 and 2 from Chapter review

Worksheet 3-2

Draw the shadow according to the position of the Sun:



Lesson plan 3.3:

TOPIC: Cardinal Directions

CLASS DURATION: 45 minutes

LEARNING OUTCOME:

Students will be able to:

- Identify the ways for finding cardinal directions by using the Sun's location.

OBJECTIVE

- Learn the ways for finding cardinal direction by using the Sun's location.

TIMELINE

WARM UP (5 min).

- Ask the students to bring a compass.
- Now ask the students to indicate the four directions by using the compass.

PRESENT INFORMATION (10 min)

Pages # 22.

Activities:

Activity 1: Classroom without walls!

- Take the students to the ground and explain the method of finding directions.

Activity 2: Drawing!

- Draw a compass with four directions in your notebook.

Activity 3: Worksheet 3-3

Assessment: (5 min)

- What are the four cardinal directions?
- How do you find the 'West' by using the Sun's location?

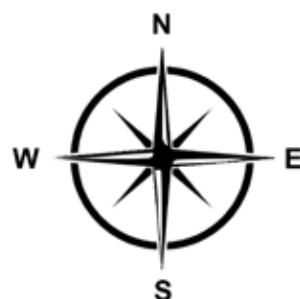
Home Assignment:

- Find out the four cardinal directions of your house.

Worksheet 3-3

Help Zarah find her things to get ready for the party!

- The hair brush is on the _____.
- The shoes are towards the _____.
- The _____ is on the North.
- The _____ is on the East.



Assessment Worksheet:

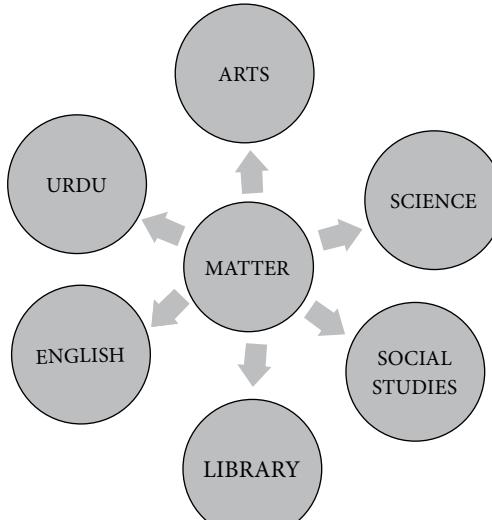
Write two facts about the Sun.

What are cardinal direction?

How does a shadow form?

Draw the compass:

Matter

<u>LESSON PLAN INFORMATION</u>	LEARNING OUTCOMES All the students will be able to: <ul style="list-style-type: none">• Identify matter and its states.• Recognize basic differences between states of matter, such as that of water, through physically observable properties (shape and size).
<u>SUBJECT</u> General Knowledge	
<u>GRADE:</u> Three	LEARNING OBJECTIVES <ul style="list-style-type: none">• Explain matter and its states.• Recognize the different states of matter.• Recognize the three states of water.
<u>Duration</u> 2 Lessons	CROSS-CURRICULUM LINKS  <pre>graph TD; MATTER --> URDU; MATTER --> ENGLISH; MATTER --> ARTS; MATTER --> SCIENCE; MATTER --> SOCIALSTUDIES; MATTER --> LIBRARY</pre>

SKILLS INVOLVED

Identifying attributes and components, observing, reading, drawing, writing, comparing and contrasting.

PROGRESSION BETWEEN GRADES:

GRADE II	GRADE IV
<ul style="list-style-type: none">• Common sources• Importance of resources• Natural materials• Human made objects	<ul style="list-style-type: none">• States of matter• Characteristics of matter• Physical properties of matter as a basis of classifying matter

Link for SNC:
<https://www.mofept.gov.pk/SiteImage/Misc/files/SNC%20General%20Knowledge%201-3.pdf>

TEACHING STRATEGIES:

- Experiments
- Observations
- Worksheets
- Videos
- Group activities

CONTENT SUPPORT:

- All the things around you that have mass and take space are matter.
- The amount of matter in the object is mass.
- Matter has three dimensions: length, weight and height.
- Matter is made up of atoms and molecules. These atoms and molecules make elements and compounds.
- Element is made up of same kinds of atoms and compounds are made up of atoms of two or more elements. For example, Water is a molecule made up of oxygen and hydrogen.
- The main states of matter are solids, liquids and gases.
- Matter is present in different forms all around the Universe but it is present only in few states on the Earth.
- The Earth is a mixture of solids, liquids and gases.

Online links for related videos

<https://youtu.be/68QDZAl29oE>

<https://youtu.be/QQsybALJoew>

Lesson plan 4.1:

UNIT 4 Matter

TOPIC: States of Matter

CLASS DURATION: 45 minutes

Learning Outcomes:

Students will be able to:

- Define matter.
- Recognize the different states of matter.

OBJECTIVE

- Explain the term matter and its three states.

TIMELINE

WARM UP (5 min)

- Gather different things in three states of matter on your table. e.g. water, piece of wood and balloon filled with gas.
- Give an introduction to the lesson with the help of these things.

PRESENT INFORMATION (10 min)

Page # 28, 29, 30.

Activities: (25 min)

Activity 1: Sorting!

- Bring pictures or flashcards of different objects.
- Now paste the three names of the states of matter on the board.
- Ask the students to paste the pictures under their category.

Activity 2: Poster Making!

- Ask the students to make a poster on the three states of matter.

Activity 3: Worksheet 4-1

Activity 4: Let's find out page # 32

Assessment: (5 min)

- What is matter?
- List some examples of solid state that you can find in the classroom.
- Quick review page # 31

Home Assignment:

- Write some examples of the three states of matter that you can find at home.

Worksheet 4-1

Solid, liquid, or gas?



Lesson plan 4.2:

TOPIC: Three States of Water

CLASS DURATION: 45 minutes

Learning Outcomes:

Students will be able to:

- Recognize the three states of water.

OBJECTIVE

- Identify the three states of matter.

TIMELINE

WARM UP (5 min)

- Draw the three states of water on the board.
- Students will understand what they are going to learn about.

PRESENT INFORMATION (10 min)

Page # 30

Activities: (25 min)

Activity 1: Experiment!

STEAM Activity:

- Take the students to the science lab or arrange a burner in the classroom.
- Pour ice and salt into the pan and let the ice melt.
- As the ice melts, salt dissolves in it.
- After some time, the water will start evaporating as water vapour.
- Eventually all the water will be evaporated leaving, only the salt residue.

Activity 2: Draw!

- Draw the three states of water on a coloured paper.

Activity 3: Worksheet 4-2

Assessment: (5 min)

- What has larger volume: water or ice?
- What happens to water at 100 degrees?
- What will happen if the temperature of water decreases to zero degrees?

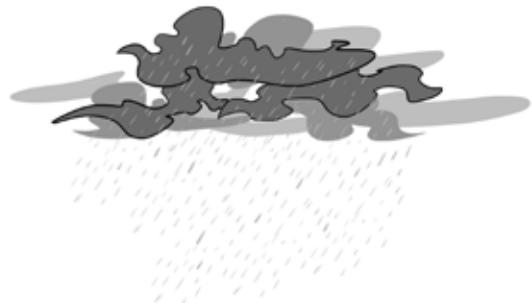
Home Assignment:

- Write down in your notebooks: Where you can find liquid water, solid water, and water vapour on Earth.
- Q.1 and Q.2 from Chapter review.

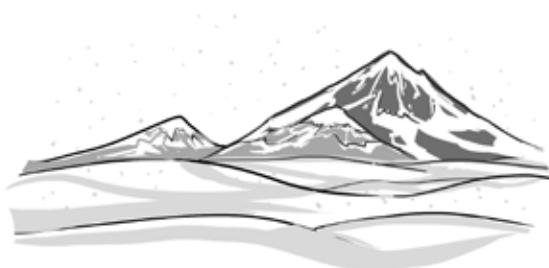
Worksheet 4-2

Match the following:

ICE



WATER



WATER VAPOURS



Fill in the blanks:

1. When ice is heated, it _____.
2. When liquid water is heated, it _____.
3. Ice is water in a _____ state.
4. Dew is _____ form of water.
5. Tears are _____ state of water.

Assessment Worksheet:

Define matter

GIVE EXAMPLES OF THE THREE STATES OF MATTER IN THE GIVEN COLUMNS:

SOLID	LIQUID	GAS

Identify and label the states, shown:



UNIT 5

Energy and its Sources

LESSON PLAN INFORMATION	LEARNING OUTCOMES All the students will be able to: <ul style="list-style-type: none">• Recognise that energy is required for doing work.• Energy is used for many things (moving an object, heating, lighting, transportation, electric appliances etc.).• Identify natural sources of energy (e.g. the Sun, wood, flowing water, wind, coal, oil and gas)
SUBJECT General Knowledge GRADE: Three	LEARNING OBJECTIVE <ul style="list-style-type: none">• Recognize that energy is used for doing work.• Identify natural sources of energy.
Duration 2 Lessons	CROSS-CURRICULUM LINKS <pre>graph TD; EN[ENERGY AND ITS SOURCES] <--> UR[URDU]; EN <--> ENG[ENGLISH]; EN <--> LIB[LIBRARY]; EN <--> ART[ARTS]; EN <--> SCI[SCIENCE]; EN <--> SOC[SOCIAL STUDIES]</pre>

SKILLS INVOLVED:

Observing, analyzing, identifying attributes and components, reading writing and drawing.

PROGRESSION BETWEEN GRADES:

GRADE II	GRADE IV
<ul style="list-style-type: none">• Common sources (natural and human made)• Uses of heat and light• Methods of producing heat.• Importance of resources• Natural materials• Human made objects	<ul style="list-style-type: none">• Sources of energy• Transformation of energy• Energy conservation

Link for SNC:

<https://www.mofept.gov.pk/SiteImage/Misc/files/SNC%20General%20Knowledge%201-3.pdf>

TEACHING STRATEGIES:

- Flashcards
- Experiments
- Observations
- Worksheets
- Videos
- Group activities

CONTENT SUPPORT:

- Energy is the ability to change and move an object. Energy is present all the time around us.
- There are different types of energy: heat, light, mechanical, electrical and nuclear energy.
- All natural things around us provide natural sources of energy. e.g. wood, coal, water etc.
- The main source of natural energy is the Sun. For example, plants change sunlight into chemical energy to use it for their growth.
- There are sources of energy that are plentiful, sustainable and can be replaced quickly, like solar energy from the Sun, geothermal energy from the heat inside the Earth, wind energy etc.
- There are some sources that have a limited supply of energy, like petroleum, coal, natural gas etc.

All types of energy have some advantages and disadvantages:

Type of Energy	Advantages	Disadvantages
Solar	Less electricity bills, less maintenance cost	Requires large area, depends, on the weather
Wind	Environment friendly, less expensive	Not good for wild life, risk of wind fluctuations
Tidal	Continuous , predictable	Construction cost is high
Hydroelectric	Reliable, renewable	High cost, risk of flood
Nuclear	Less expensive	Water pollutant

Online links for related videos

<https://youtu.be/Q0LBegPWzrg>

<https://youtu.be/7LtgLItrSIU>

Lesson plan 5.1:

UNIT 5 ENERGY AND ITS SOURCES

TOPIC: Importance of Energy

CLASS DURATION: 45 minutes

LEARNING OUTCOMES:

Students will be able to:

- Recognize that energy is used to do every work.

OBJECTIVE

- Recognize the importance of energy.

TIMELINE

WARM UP (5 min).

- Gather some toys and other objects like apple, pen, etc. on the table.
- Show the things to the students one by one.
- Discuss with them that which thing uses energy and which does not.

PRESENT INFORMATION (10 min)

Pages #37, 38.

Activities:

Activity 1: Run!

STEAM Activity:

- Take the students to the ground.
- Ask half students to run to some distant place. Half will keep standing on their place.
- Now ask the students who have run, how do they feel. They will be feeling hot.
- The students who are standing still will be feeling normal.
- Explain to students that they are feeling hot because they have used energy and energy releases heat.

Activity 2: Detect the Energy!

CLUES: 1. Energy changes the things.

2. It produces heat
3. Movement comes from energy.

- Ask the students to detect the energy in the classroom.
- They will find the clues of energy everywhere. (Sunlight, electricity, moving paper etc.)
- Ask them to write them down and then share it with the class.

Activity 3:

Worksheet 5-1.

Assessment: (5 min)

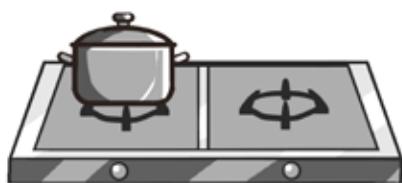
- What is energy?
- Why is energy important to us?
- Can we live without it?

Home Assignment:

Make a list of the actions that you perform in a day then tick the actions that need energy to perform. (They will notice that all the actions need energy.)

Worksheet 5-1

Write down the sources of energy for the following objects:



Lesson plan: 5.2:

Topic: Natural Sources Of Energy

CLASS DURATION: 45 minutes

LEARNING OUTCOME:

Students will be able to:

- Recognize the natural sources of energy.

OBJECTIVE

- Identify different natural sources of energy.

TIMELINE

WARM UP (5 min)

Show students a poster depicting natural sources of energy.

PRESENT INFORMATION (10 min)

Pages # 39, 40.

Activities: (25 min)

Activity 1: Flash Cards!

- Make flash cards, half with the names of natural sources and half with their descriptions.
- Show the description card and ask the students to tell the name of the corresponding source.

Pumped from the Earth at oil wells.

OIL

It is black rock and we find it under the ground.

COAL

We find it in the sky. And it energy never ends.

SUN

Wind turbines capture its power.

WIND

Pumped from the Earth. We find it at gas wells.

Natural Gas

Activity 2: Make a Chart!

- Draw the natural sources of energy on a chart paper.
- Colour or paint the drawings.

Activity 3: Worksheet 5-2.

Assessment: (5 min)

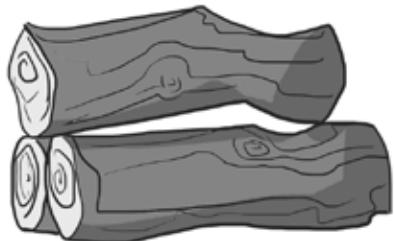
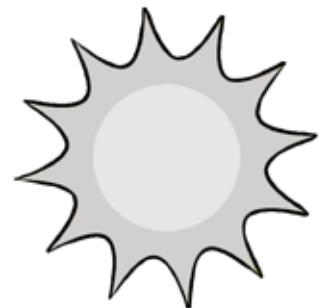
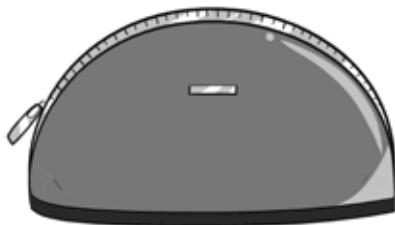
- What are the natural sources of heat?

Home Assignment:

- Make a collage of pictures related to natural sources of energy.

Worksheet 5-2

Circle the things that are natural sources of energy:



Assessment Worksheet:

Define energy.

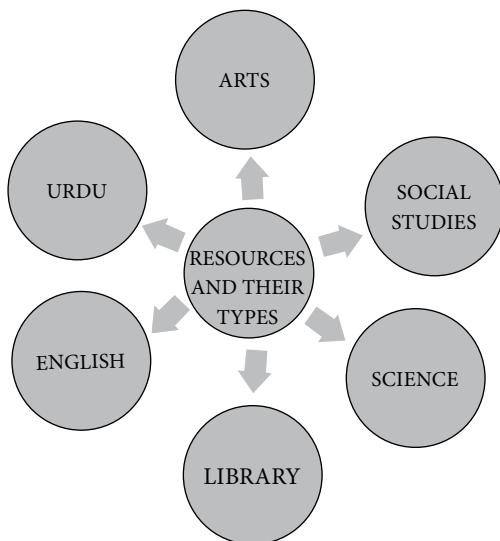
What is the evidence of presence of energy?

Draw any three natural sources:



UNIT 6

Resources and their types

LESSON PLAN INFORMATION	LEARNING OUTCOMES All the students will be able to: <ul style="list-style-type: none">• Define the term “resources”.• State types of resources; natural resources, human resources and capital resources.• Identify natural resources (plants, animals, water, air, land, forests and soil) human resources (farmers, builders, painters etc.), capital resources (trucks, computers, factory buildings etc.).• Define the terms: goods, services, buyers and sellers.• Identify the main goods and services of their local area.• The need for interdependence, as not all goods and services are available in their area.• Define scarcity.• Recognise that people make economic choices because goods and services are limited.
SUBJECT General Knowledge	LEARNING OBJECTIVES <ul style="list-style-type: none">• Define the term “resources”.• Identify different types of resources.• Define the terms “goods” and “services”.• Distinguish between goods and services.• Recognize the need for interdependence.
GRADE: Three	CROSS-CURRICULUM LINKS
Duration 3 Lessons	

SKILLS INVOLVED:

Writing, collaborating, observing, analyzing, reading and drawing.

PROGRESSION BETWEEN GRADES:

GRADE II	GRADE IV
<ul style="list-style-type: none">Importance of resourcesNatural materialsHuman made objectCommon sources	<ul style="list-style-type: none">Earth's natural resourcesRenewable and non-renewable resourcesImpact of human activities on natural resourcesConservation of natural resourcesGoods and servicesEntrepreneurship

Link for SNC:

<https://www.mofept.gov.pk/SiteImage/Misc/files/SNC%20General%20Knowledge%201-3.pdf>

TEACHING STRATEGIES:

- Comprehension
- Posters
- Observations
- Worksheets
- Videos
- Group activities

CONTENT SUPPORT:

- Resources can be described as all those supplies that are available in our environment that we use to satisfy our needs.
- There are three types of resources that any community relies on to function: Human, Natural and Capital.
- Natural Resources:** All those materials that are present naturally in our environment are called natural resources: e.g. water, air, coal, wood etc.
- Natural resources are not present evenly on the earth. Some countries have more natural resources than others.
- Some countries are rich in natural resources and they can have an economic advantage by selling those natural resources.
- Human resource:** The skilled people of the country who can benefit their country through their skills are the human resource of the country. e.g. Doctors, engineers, plumbers, farmers, carpenters, etc. are all human resource.
- Capital resource:** All the things made by people that help us in doing our work and make our work easy, are capital resources. e.g. washing machine, refrigerator, hammer, computer etc. are capital resources.

- **Goods and Services:** Both can be bought and sold and are meant to fulfill the needs of people.
- The main difference is in tangibility; Goods are the products with physical body whereas services are products without any physical body.
- People need different types of things to live their lives and they cannot do everything on their own, so they have to take help of other people who are selling the needed goods or services. We go to the bakery to buy bread, we go to the tailor to stitch our clothes and we have to go to the barber to get our hair cut etc.

Online links for related videos

<https://youtu.be/b8uJQPo8yq0>

<https://youtu.be/Umq76iNkhx0>

<https://youtu.be/lePUTkNFe2o>

Lesson plan 6.1:

UNIT 6 Resources and Its Types

TOPIC: Types of Resources

CLASS DURATION: 45 minutes

LEARNING OUTCOMES:

Students will be able to:

- Define the term 'resource'.
- Identify different types of resources.

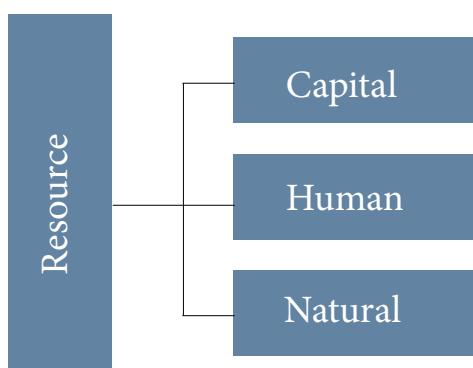
OBJECTIVE

- Explain different types of resources.

TIMELINE

WARM UP (5 min).

- Draw a diagram showing resources and its types and give examples of different types of resources.
- Give a brief description of the topic to the students with the help of this diagram.



PRESENT INFORMATION (10 min)

Pages # 45, 46.

Activities:

Activity 1: Group Activity!

- Divide the students into three groups. Assign each group one type of resource.
- Ask the groups to write about the type of resource and also draw relevant pictures on a colourful chart paper.
- Each group will present the information to the class.

Activity 2: Sort!

- Gather the pictures related to the three types of the resource.
- Mark three boxes with the name of each resource.
- Ask the students to sort the pictures and put them in the correct box.

Activity 3: Worksheet 6-1

Assessment: (5 min)

- What is meant by resource?
- Give examples of the three types of resources.

Home Assignment:

- Draw or paste pictures related to the types of resources in your notebooks. (Two pictures for each resource.)

Worksheet 6-1

Write the given words in the correct column.

SUN COOK DRIVER WATER CAR HOUSE COMPUTER
COAL OIL MECHANIC TEACHER MICROWAVE BIKE

HUMAN RESOURCE

CAPITAL RESOURCE

NATURAL RESOURCE

Lesson plan 6.2:

TOPIC: Goods and Services

CLASS DURATION: 45 minutes

LEARNING OUTCOMES:

Students will be able to:

- Recognize the terms 'goods' and 'services'.

OBJECTIVE

- Recognize the difference between goods and services.

TIMELINE

WARM UP (5 min)

- Ask the students to bring anything of their choice.
- Collect the things on the table.
- Discuss each thing that what is the purpose of that thing and from where it has been bought.
- Now give them the concept of 'Goods'. All these items are goods.
- Now give some examples to explain 'services'. Teachers, Doctors, or any people helping us in any way are providing us with their 'services'.

PRESENT INFORMATION (10 min)

Pages # 46, 47.

Activities: (25 min)

Activity 1: Goods/Service!

- Read names of different goods and services and ask the students to identify which it is.

Activity 2: Writing!

Ask students to write three differences between goods and services.

Activity 3: Worksheet 6–2

Assessment: (5 min)

- What is a good and what is a service?
- Is a cobbler giving us goods, or services?
- Is a doctor's job to give us some goods, or service?

Home Assignment:

Make a list of goods and services you have used in the last week.

Worksheet 6-2

Tick the correct option:

- Barber

GOODS	SERVICES
-------	----------

- Milk

GOODS	SERVICES
-------	----------

- Doctor

GOODS	SERVICES
-------	----------

- Eggs

GOODS	SERVICES
-------	----------

- Oil

GOODS	SERVICES
-------	----------

- Electrician

GOODS	SERVICES
-------	----------

- Plumber

GOODS	SERVICES
-------	----------

- Car

GOODS	SERVICES
-------	----------

- Teacher

GOODS	SERVICES
-------	----------

Lesson plan 6.3:

TOPIC: Need for Interdependence

CLASS DURATION: 45 minutes

LEARNING OUTCOMES:

Students will be able to:

- Recognize the need for interdependence.

OBJECTIVE

- Recognize the fact that all the people in the society are dependent on one another.

TIMELINE

WARM UP (5 min)

Show a poster displaying how different people are interdependent. e.g. a cook cannot build his house, a builder cannot mend his shoes, a cobbler cannot check himself when he is sick and so on.

PRESENT INFORMATION (10 min)

Pages # 47.

Activities: (25 min)

Activity 1: Diagram!

- Make a diagram showing how different people are connected to one another.

Activity 2: Writing!

- Write a paragraph on the topic: If I'll be alone on the Earth.

Activity 3: Worksheet 6-3

Assessment: (5 min)

- Give some examples of people's interdependence.

Home Assignment:

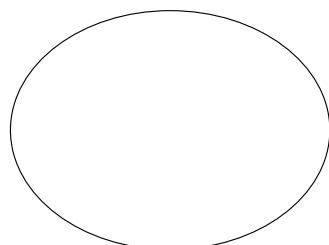
Make a collage of the pictures of people who are helping you with their work.

Assessment Worksheet:

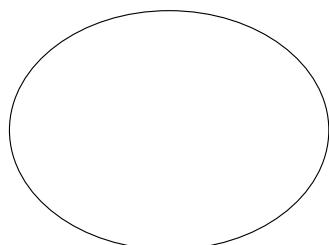
Write one reason of interdependence of people.

What is the difference between Goods and Services?

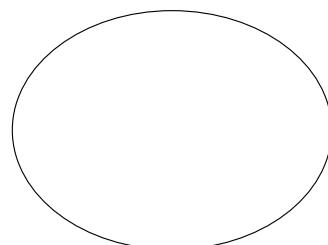
Draw:



Natural Resource



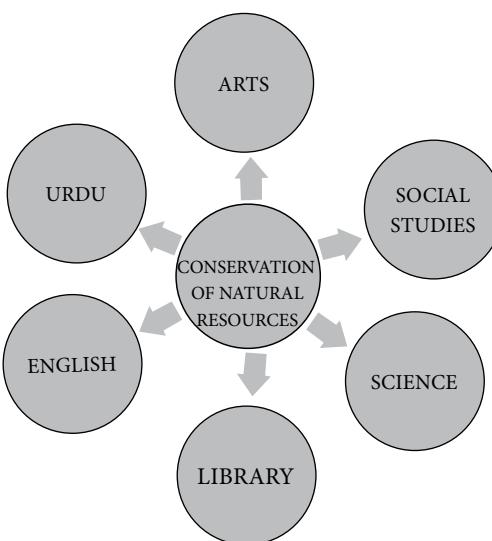
Capital



Human Resource

UNIT 7

Conservation of natural resources

LESSON PLAN INFORMATION	LEARNING OUTCOMES All the students will be able to: <ul style="list-style-type: none">• describe ways in which humans have changed the natural environment.• define the term pollution.• list different types of pollution (noise, air, water, land) predict that what would happen if natural resources were all used up.• suggest ways to save natural resources.• identify the endangered animals of Pakistan. (Indus Dolphin, Markhor, Blackbuck etc.).• suggest ways to protect the endangered animals.• identify animals, which are extinct (Dinosaurs etc.)
SUBJECT	LEARNING OBJECTIVE <ul style="list-style-type: none">• Define the term “Pollution”.• Explain the types of pollution.• Identify the ways to save natural resources.• List the names of endangered animals.• Identify the ways to protect the endangered animals.
General Knowledge	CROSS-CURRICULUM LINKS 
GRADE: Three Duration 3 Lessons	

SKILLS INVOLVED:

Listing, collaborating, communicating, Observing, analyzing, reading, drawing.

PROGRESSION BETWEEN GRADES:

GRADE II	GRADE IV
<ul style="list-style-type: none">• Common sources (natural and human made).• Uses of heat and light.• Importance of resources• Natural materials	<ul style="list-style-type: none">• Physical characteristics of Earth• Earth's natural resources• Renewable and non-renewable resources• Impact of human activities on natural resources <p>Conservation of natural resources</p>

[Link for SNC:](#)

<https://www.mofept.gov.pk/SiteImage/Misc/files/SNC%20General%20Knowledge%201-3.pdf>

TEACHING STRATEGIES:

- Posters
- Flash cards
- Observations
- Worksheets
- Videos
- Group activities
- Classroom without walls

CONTENT SUPPORT:

- Pollution: When the environment in which we live becomes unhealthy to live due to the wrong habits of human beings.
- There are different types of pollution. When the land becomes polluted because of the poor dispose of garbage by people is called land pollution.
- The discharge of chemicals coming out of the factories into rivers cause water pollution.
- The smoke of burning garbage and vehicles causes air pollution.
- The loud noises of traffic horns and people's crowd cause noise pollution.
- It is very important to save the natural resources so it will be available for our future generations. There are different ways to save the natural resources.
 - Recycle
 - Use less water

- Compost
- Turn off extra lights
- Reuse goods
- Use renewable energy
- There are many species of animals that are in danger of extinction because of the threat to their habitat due to the pollution of the environment. Leopards, whales, sea turtles are some of the endangered animals.
- We should do the following steps to help these endangered animals.
 - Learn about the endangered animals.
 - Never buy the products made by these animals.
 - Never throw garbage in rivers.
 - Use less water.
 - Drive carefully.
 - Avoid deforestation.
 - Avoid use of pesticides.

Online links for related videos

<https://youtu.be/IcyM43z0UE8>

<https://youtu.be/7qkaz8ChelI>

<https://youtu.be/ZafzTER2AsI>

Lesson plan 7.1:

UNIT 7 CONSERVATION OF NATURAL RESOURCES

TOPIC: Pollution

CLASS DURATION: 45 minutes

Learning Outcomes:

Students will be able to:

- Define pollution.
- Identify different types of pollution.

OBJECTIVE

- Recognise different types of pollution.
- Recognise the causes of pollution.

TIMELINE

WARM UP (5 min).

- Images related to the disasters of pollution will be shown to the students.
- Discuss with students the causes of these disasters.

PRESENT INFORMATION (10 min)

Pages#53, 54.

Activities:

Activity 1: Oil Spills!

STEAM Activity:

- Bring a bowl full of water. Contaminate the water with used black oil.
- Explain the students that it is very difficult to clean this water and how the oil spills from factories are causing disastrous effects on the environment.

Activity 2: Make the Earth Happy!

- Paste Happy Earth and Sad Earth pictures on the board.
- Paste the pictures of the things that are good or bad for the environment of the Earth, on the cards.
- Ask the students to paste the picture cards under the 'Happy' or 'Sad' Earth.

Activity 3: Worksheet 7-1

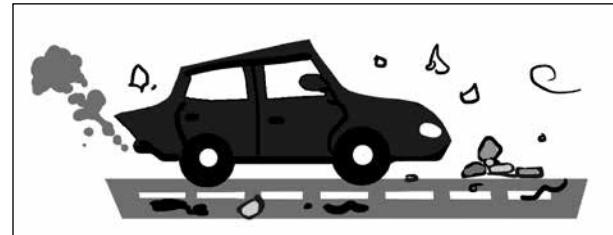
Assessment: (5 min)

- Define Pollution.
- What are the types of pollution?

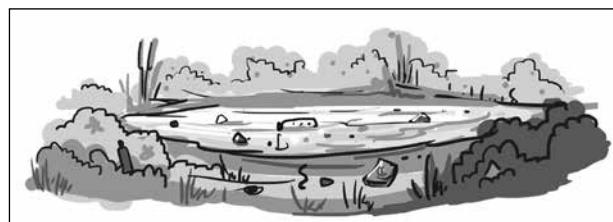
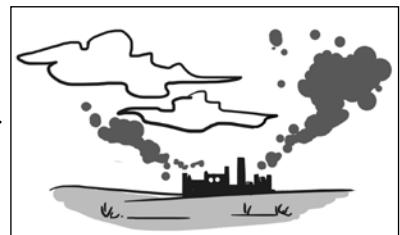
Home Assignment:

- Make a poster on the types of pollution on A4 size coloured paper.

Worksheet 7-1



TYPES OF POLLUTION



Lesson plan 7.2:

TOPIC: Conservation of Natural Resources

CLASS DURATION: 45 minutes

Learning Outcomes:

Students will be able to:

- Recognize the ways to save natural resources.

OBJECTIVE

- Learn the ways to save natural resources.

TIMELINE

WARM UP (5 min)

- Let the students think of the ways to save the natural resources by asking:
- What can you do to save the natural resources?

PRESENT INFORMATION (10 min)

Pages#55, 56.

Activities: (25 min)

Activity 1: Reduce waste!

- Ask the students to make a list of ways to reduce waste in school.
- You can do this activity in groups.



Activity 2: Recycle Bins!

- Make Recycle bins for the school.
- You can use big boxes and colourful papers and paints to make them attractive.
- Put these bins in the school ground.

Activity 3: Worksheet 7-2

Assessment: (5 min)

- What is meant by Recycle?
- How can we save water?

Home Assignment:

- Trees are one of the most important natural resource. Write down the uses of trees by doing research on the internet.

Worksheet 7-2

Match the pictures of the things that we use every day to the natural resource that is effected by its usage.



WATER



FORESTS



LAND



AIR

Lesson plan 7.3:

TOPIC: Endangered Animals

CLASS DURATION: 45 minutes

Learning Outcomes:

Students will be able to:

- Recognize the animals that are in danger of extinction.
- Recognize the ways to save endangered animals.

OBJECTIVE

- Identify endangered animals.
- Recognise the threats to endangered animals.
- Identify the ways to save the endangered animals.

TIMELINE

WARM UP (5 min)

- Paste the pictures of endangered animals on the board.
- Ask the students why do they think their pictures are being pasted on the board.
- Give the introduction of endangered animals.

PRESENT INFORMATION (10 min)

Pages # 56, 57

Activities: (25 min)

Activity 1: Project!

- Make a small booklet on endangered animals.
- Paste the relevant pictures.
- Write the information by doing research on the internet.

Activity 2: Masks!

- Make masks of these endangered animals.
- You can use paper plates, colours, threads to make the masks.

Activity 3: Classroom without walls!

- Arrange a trip of the students to the zoo.

Activity 3: Worksheet 7-3

Assessment: (5 min)

- Name some endangered animals.
- What can we do to save endangered animals?

Home Assignment:

- Make an awareness poster about the endangered animals.

Worksheet 7-3

Write the correct names of the endangered animals

WHALE

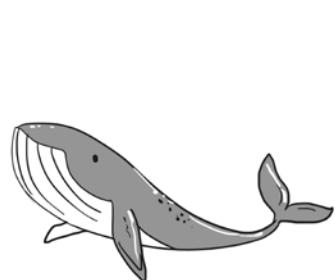
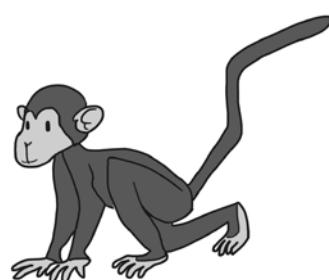
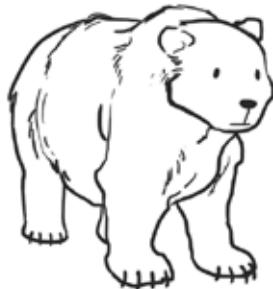
TIGER

DOLPHIN

POLAR BEAR

SEA TURTLE

CHIMPANZEE



Assessment Worksheet

What are the two ways to save the natural resources?

Write three effects of pollution on people.

Fill the gaps with appropriate answers:

HABITAT

EXTINCT

HORNS

SMALL

SAVE

1. Endangered means that there are _____ number left on Earth.
2. When we cut trees animals lose their _____.
3. There are ways to _____ the endangered animals.
4. The animals that are not left on Earth are said to be _____.
5. Rhinos are killed for their _____.

UNIT 8

Food

<u>LESSON PLAN INFORMATION</u>	LEARNING OUTCOMES All the students will be able to: <ul style="list-style-type: none">• recognize that plants make their own food in the presence of sunlight.• recognize that different animals eat different kinds of food.• identify certain food groups as fruits, vegetables, grains, dairy food, meat, and dry fruit.• define a balanced diet.• recognize that healthy living requires eating a balanced diet, keeping clean, sleeping well, and exercising regularly.• identify the ways to get sufficient exercise to stay healthy. LEARNING OBJECTIVE <ul style="list-style-type: none">• Identify that plants make their own food.• Identify that animals eat different food.• Identify food groups as fruits, vegetables, grains, dairy food etc.• Define a balanced diet.• Explain the factors essential for healthy living. CROSS-CURRICULUM LINKS
<u>SUBJECT</u>	General Knowledge
<u>GRADE:</u> Three	
Duration	
3 Lessons	

SKILLS INVOLVED:

Collaborating, communicating, observing, analyzing, reading, drawing.

PROGRESSION BETWEEN GRADES:

GRADE II	GRADE IV
<ul style="list-style-type: none">Major parts of a plant and their functions.Uses of plantsAnimals on land and in waterMajor crops in PakistanLive stock	<ul style="list-style-type: none">Food ChainsCompetition in ecosystemImportance of good healthBalanced diet and its componentsFood sources for human beings

[Link for SNC:](#)

<https://www.mofept.gov.pk/SiteImage/Misc/files/SNC%20General%20Knowledge%201-3.pdf>

TEACHING STRATEGIES:

- Posters
- Flashcards
- Observations
- Worksheets
- Videos
- Hand on activities
- Group activities

CONTENT SUPPORT:

- All living things need energy to grow and to perform different tasks. They take this energy from food. Food is the fuel for living things.
- Plants make their own food through the process called 'Photosynthesis'.
- Animals eat different kind of food. Some animals eat only plants and are called 'Herbivorous'. Some eat other animals and are called 'Carnivorous' and some animals eat both plants and other animals and are called 'Omnivorous'.
- Every individual should eat the kind of food that contains all the essential minerals and vitamins to keep himself healthy. Such diet of a person is called 'balanced diet'.
- The benefits of eating balanced diet are: Strong immune system, healthy heart, good memory, strong bones and teeth, good sleep, active lifestyle, good mood, safe from obesity etc
- Food can be categorized into different groups according to its nature. E.g. Fruits, vegetables, grains, dairy etc.
- To live a healthy diet, we should eat balanced diet, exercise daily, sleep well and on time.

Online links for related videos

<https://youtu.be/kKuYfLM0yDc>

<https://youtu.be/L7QUUiQCb5E>

Lesson plan 8.1

UNIT 8 FOOD

TOPIC: Importance of Food for Plants and Animals

CLASS DURATION: 45 minutes

Learning Outcomes:

Students will be able to:

- Identify the importance of food for plants and animals.
- Recognize that plants make their own food.
- Recognize that animals eat different types of food.

OBJECTIVE

- Recognize the importance of food for plants and animals.
- Recognize the food of plants and animals.

TIMELINE

WARM UP (5 min).

Ask students the questions to make them think about the answers.

- How do plants and animals get energy for living?
- Plants don't have mouths so how do they take their food?
- Have you seen horses and cows eating meat of other animals?

PRESENT INFORMATION (10 min)

Pages#63, 64.

Activities:

Activity 1: Experiment!

STEAM Activity:

- Take two pots. Give Sunlight, water and soil to one of the pot and put it in air.
- Put another pot in dark place and do not give it any of the things necessary for photosynthesis.
- Keep on checking the two pots.
- Within few days the pot that is not given any of the necessity will be fade because it was not getting its food through photosynthesis.

Activity 2: Food of Animals!

- Make a chart on the types of animals according to the food they eat.
- Herbivorous, omnivorous and carnivorous. Also give examples.

Activity 3: Worksheet 8-1

Assessment: (5 min)

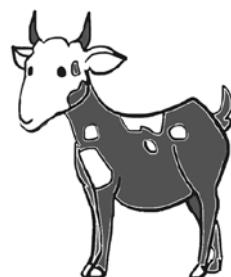
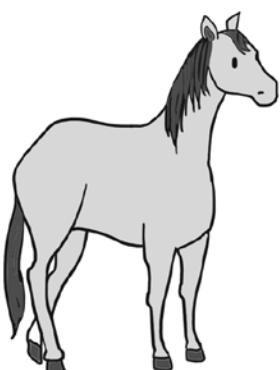
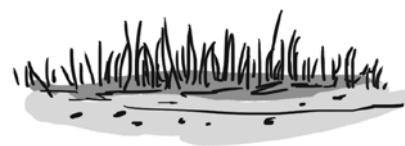
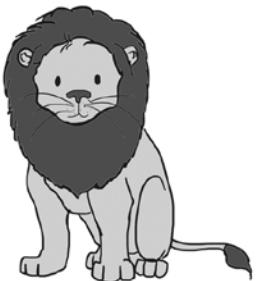
- What does plants eat?
- What do we call the animals that only eat plants?
- What do human beings eat?

Home Assignment:

- List the importance of food for animals and plants on a colourful paper.

Worksheet 8-1

Match the animal with its food:



Lesson plan 8.2:

TOPIC: Food Groups

CLASS DURATION: 45 minutes

Learning Outcomes:

Students will be able to:

- Recognize the different groups of food according to their nutritional value.

OBJECTIVE

- Categorize the food into different groups according to their nutritional value.

TIMELINE

WARM UP (5 min)

- Ask the students to note down the food they eat in a day from breakfast to dinner.
- Ask them to share.
- Give them the introduction of different of food groups and discuss the importance of eating every type of food.

PRESENT INFORMATION (10 min)

Pages#65

Activities: (25 min)

Activity 1: “Hands on Activity!”

- Get a plate with different divisions.
- Put different types of food in each section.
- Paste tags on sticks, labelling food group names like grains, dairy, meat etc.
- Ask the students to put the correct tag on the relevant food group.

Activity 2: “Blind Guess!”

- Put different food groups items on the table.
- Call students by turns. Put a blind on their eyes.
- Ask them to feel the food item and guess what is it.

Activity 3: Worksheet 8-2

Assessment: (5 min)

- Names some food groups.
- Why is it necessary to add every food group in our diet?

Home Assignment:

- Draw and colour different food groups on your notebook.

Worksheet 8-2

Write five examples of each food group:

DAIRY	MEAT	FRUITS	VEGETABLES	CEREALS

Lesson plan 8.3:

TOPIC: Healthy living

CLASS DURATION: 45 minutes

LEARNING OUTCOME:

Students will be able to:

- Recognize the factors important for healthy living.

OBJECTIVE

- Explain the ways to live a healthy life.

WARM UP (5 min)

Ask students:

- Do you exercise daily?
- When do you sleep at night and when do you wake up?
- Do you eat fruits, meat, milk and nuts?
- Do you keep yourself neat and clean?

PRESENT INFORMATION (10 min)

Pages#66, 67.

Activities: (25 min)

Activity 1: Classroom Without Walls!

- Take the students to the ground.
- You can do exercise with them.
- Take the help of the physical education teacher.
- At the end explain the advantages of exercise.

Activity 2: Balanced Diet!

- Ask the students to make chart of their daily routine diet.
- Try to add food items from every food group.
- You can write food groups items on the board to help the students.

Activity 3: Worksheet 8-3

Assessment: (5 min)

- What factors are needed to live a healthy life?
- Should we exercise daily?
- How many hours should we sleep?
- How can you keep yourself clean?

Home Assignment:

- List the ways to keep your body clean.

Worksheet 8-3

Write down the ways to be healthier with the help of the given pictures:



Assessment Worksheet

How do plants take their food?

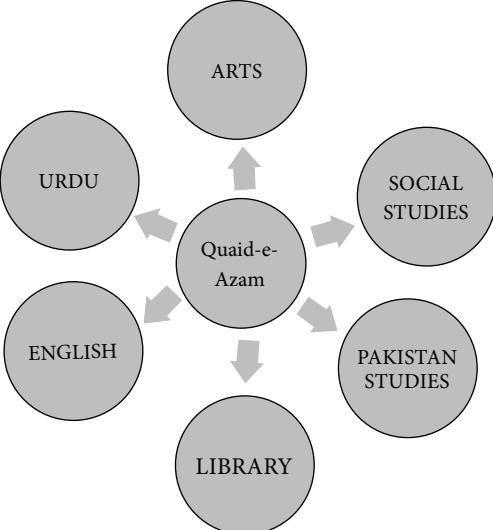
What is meant by a balanced diet?

Draw a plate containing one item from each food group:



UNIT 9

Quaid-e-Azam Muhammad Ali Jinnah (R.A)

LESSON PLAN INFORMATION	LEARNING OUTCOMES All the students will be able to: <ul style="list-style-type: none">introduce Quaid-e-Azam Muhammad Ali Jinnah as the founder of Pakistannarrate the major events in the life of Quaid-e Azam Muhammad Ali Jinnah (date of birth, founder of Pakistan, few major contributions, and the date when he died)
SUBJECT General Knowledge	LEARNING OBJECTIVE <ul style="list-style-type: none">Identify who is Quaid-e-Azam.Explain the major events of his life.Explain his major contributions for the Muslims.
GRADE: Three Duration 2 Lessons	CROSS-CURRICULUM LINKS 

SKILLS INVOLVED:

Reading, writing, analyzing, collaborating, communicating, and drawing.

PROGRESSION BETWEEN GRADES:

GRADE II	GRADE IV
<ul style="list-style-type: none">• Recognize the map of Pakistan.• Provinces of Pakistan• Significance of the National Flag.• Religious and cultural festivals of Pakistan.	<ul style="list-style-type: none">• Constitution of Pakistan• Contribution of Federating Units in the making of Pakistan• Historical personalities of Pakistan• Quaid-e-Azam, Allama Iqbal and Mohtarma Fatima Jinnah

Link for SNC:

<https://www.mofept.gov.pk/SiteImage/Misc/files/SNC%20General%20Knowledge%201-3.pdf>

TEACHING STRATEGIES:

- Posters
- Flashcards
- Worksheets
- Videos
- Group activities

CONTENT SUPPORT:

- Quaid-e-Azam Muhammad Ali Jinnah (R.A) was born on 25 December 1876.
- He was the youngest Indian who passed the law examination and became the most successful lawyer of his country.
- He was the only barrister in Bombay.
- He joined politics after some time.
- He struggled hard for the benefits of Muslims of India and when he realized that the Muslims of the country would only be happy if they would have their own homeland then he started the movement for the independent Muslim state.
- With the help of his supporters he became successful in making a separate country for the Muslims of sub-continent.

- He was the first Governor General of Pakistan. He was taken 1-rupee salary as a Governor General, to not burden the economic condition of the state, although he was the most expensive lawyer of his times.

Online links for related videos:

<https://youtu.be/ZNxFTil4KiU>

<https://youtu.be/0zJI-wNDhJc>

<https://youtu.be/V3ZMEvCji8I>

Lesson plan 9.1:

UNIT 9 Quaid-e-Azam Muhammad Ali Jinnah

TOPIC: Life of Quaid-e-Azam

CLASS DURATION: 45 minutes

Learning Outcomes:

Students will be able to:

- Recognize the main events of Quaid-e-Azam Muhammad Ali Jinnah.

OBJECTIVE

- Learn about the life of Quaid-e- Azam Muhammad Ali Jinnah.

TIMELINE

WARM UP (5 min).

- Hang a picture Quaid-e-Azam on the wall of the classroom so the students will be curious to learn about him.
- Write down the main events of his life on the board in points.

PRESENT INFORMATION (10 min)

Page#73.

Activities:

Activity 1: Pick Up the Slip!

- Write down the main events of his on small pieces of paper with some missing information. e.g. 'He was born in _____,' "He died in _____," etc.
- Ask the students to pick up one slip and complete the sentence written in the slip.

Activity 2: Role Play!

- Arrange a role play on the life of Quaid-e-Azam Muhammad Ali Jinnah.

Activity 3: Worksheet 9–1

Assessment: (5 min)

- When was Quaid-e-Azam born?
- What was the name of his father?
- What was the name of his school?

Home Assignment:

- Paste the picture of Quaid-e- Azam on your note book.

Worksheet 9-1

Match the following:

Quaid-e-Azam was born on...

Jinnahbhai Poonja.

He died on ...

Mithibai.

Name of his father.

Christian Mission School.

Name of his mother.

25 December.

His school name.

11th September.

Lesson plan 9.2:

TOPIC: Contribution of Quaid-e-Azam for Our Country

CLASS DURATION: 45 minutes

Learning Outcomes:

Students will be able to:

- Recognize the contribution of Quaid-e-Azam for our country.

OBJECTIVE

- Learn about the contributions of Quaid-e-Azam for Pakistan.

TIMELINE

WARM UP (5 min)

Recall the previous lecture by asking questions:

- Who is Quaid-e-Azam?
- Where was he born?
- What was his profession?

PRESENT INFORMATION (10 min)

Pages#74.

Activities: (25 min)

Activity 1: “Debate Competition.”

- Have a debate competition on the topic “contributions of Quaid-e-Azam for Pakistan.”

Activity 2: “Listing the Qualities”.

- Make a list of the qualities of Quaid-e-Azam.

Activity 3: Worksheet 9-2

Assessment: (5 min)

- How was the life of Muslims of India before Pakistan came into being?
- Who was ruling India at that time?
- Who supported Quaid-Azam in achieving his goal?

Home Assignment:

- Write five lines about the contributions of Quaid-e-Azam for Pakistan in your note books.

Worksheet 9-2

Complete the sentences with best options:

difficult

Bombay

large

unhappily

seven

supporters

kept

Karachi

1. Muslims were living _____ in India.
2. Quaid-e-Azam with the help of his _____ convinced British to make a separate land for Muslims.
3. To make a separate homeland for Muslims was a _____ task.
4. Quaid-e-Azam always _____ his promises.
5. He started his law practice in _____.
6. The Quaid had _____ brothers and sister.
7. He was born in _____.
8. Hindus were _____ in numbers in India.

Assessment Worksheet

What was the goal of Quaid-e-Azam?

Write some traits of Quaid-e-Azam.

Where did he complete his higher studies?

True/False:

1. Quaid-e-Azam was born on 11th September 1948. T/F
2. He was the youngest among his brothers and sisters. T/F
3. He joined Lincoln's Inn in England. T/F
4. He was not interested in politics. T/F
5. He was very well-mannered person. T/F

UNIT 10

Allama Muhammad Iqbal (R.A)

LESSON PLAN INFORMATION	LEARNING OUTCOMES All the students will be able to: <ul style="list-style-type: none">introduce Allama Iqbal as a personality who expounded the idea of Pakistan.narrate the major events in the life of Allama Iqbal (date of birth, national poet, famous poems for children, and the date when he died)
SUBJECT General Knowledge	LEARNING OBJECTIVE <ul style="list-style-type: none">Identify Allama Muhammad Iqbal as a national poet.Explain the main events of the life of Allama Iqbal.
GRADE: Three Duration 2 Lessons	CROSS-CURRICULUM LINKS <pre>graph TD; Center((Allma Muhammad Iqbal)) --> Arts((ARTS)); Center --> SocStu((SOCIAL STUDIES)); Center --> PakStu((PAKISTAN STUDIES)); Center --> Library((LIBRARY)); Center --> Eng((ENGLISH)); Center --> Urdu((URDU))</pre> SKILLS INVOLVED Writing, reading, listing, collaborating, communicating, analyzing, drawing.

PROGRESSION BETWEEN GRADES:

GRADE II	GRADE IV
<ul style="list-style-type: none">• Recognize the map of Pakistan.• Provinces of Pakistan• Significance of the National Flag.• Religious and cultural festivals of Pakistan.	<ul style="list-style-type: none">• Historical personalities of Pakistan• Quaid-e-Azam, Allama Iqbal and Mohtarma Fatima Jinnah

Link for SNC:

<https://www.mofept.gov.pk/SiteImage/Misc/files/SNC%20General%20Knowledge%201-3.pdf>

TEACHING STRATEGIES:

- Posters
- Flashcards
- Observations
- Worksheets
- Videos
- Group activities

CONTENT SUPPORT:

- Allama Muhammad Iqbal (R.A) was born in Sialkot on 9th November 1877.
- He is our national poet.
- He received his early education in his country and went to Europe for higher studies.
- This was his idea that there should be a separate homeland for the Muslims of the state that he shared with Quaid-e-Azam Muhammad Ali Jinnah.
- In 1922, King George gave him the title “Sir”.
- He was attributed with two titles, “Mufakkir-e-Pakistan” and “Hakeem-ul-Ummat”.
- He wrote many books and poems in Urdu, English and Persian.
- His poetry inspired the youth of the subcontinent and helped them in the movement of Pakistan.
- He died at the age of 60 and his mausoleum is in Lahore.

Online links for related videos:

<https://youtu.be/d0ySC2tzlZI>

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

Lesson plan 10.1:

UNIT 10 Allama Muhammad Iqbal (R.A)

TOPIC: Life Events of Allama Muhammad Iqbal (R.A)

CLASS DURATION: 45 minutes

Learning Outcomes:

Students will be able to:

- Recognize the main life events of Allama Iqbal.

OBJECTIVE

- Learn about the life of Allama Iqbal.

TIMELINE

WARM UP (5 min).

- Hang a picture of Allama Muhammad Iqbal (R.A) on the wall of the classroom.
- Ask the students do they recognize the picture?
- What do they know about him.

PRESENT INFORMATION (10 min)

Pages# 79.

Activities:

Activity 1: Make a Chart!

- Ask students to make a chart and write down the main life events of Allama Iqbal.
- Ask the students to do this activity in groups so the students will discuss and then write?

Activity 2: Guess the Event!

- Write the words related to some life event of Allama Iqbal e.g. Sialkot, Lahore, Sheikh Noor Muhammad etc.
- Ask the students to guess the life event related with the word.

Activity 3: Worksheet 10-1

Assessment: (5 min)

- Where was Allama Iqbal born?
- What was the name of his mother?

Home Assignment:

- Paste the picture of Allama Iqbal in your note books.

Worksheet 10-1

Choose the best option:

1. Allama Iqbal was on _____.
(a) 9 October
(b) 9 November
(c) 9 December
2. His mother's name was _____.
(a) Imam Bibi
(b) Zainab Bibi
(c) Amna Bibi
3. He received his PHD degree in _____.
(a) England
(b) Sialkot
(c) Germany
4. He is called Doctor because of his _____ degree.
(a) Masters
(b) Mbbs
(c) PHD
5. Allama Iqbal learned _____ in his college in Sialkot.
(a) English
(b) Arabic
(c) Hindi

Lesson plan 10.2:

TOPIC: Allama Muhammad Iqbal (R.A) as a Poet

CLASS DURATION: 45 minutes

Learning Outcomes:

Students will be able to:

- Recognize Allama Iqbal as a national poet.

OBJECTIVE

- Learn about Allama Iqbal as a national poet.

TIMELINE

WARM UP (5 min)

- Sing some of Iqbal's famous poem for children.

PRESENT INFORMATION (10 min)

- Pages # 79, 80.

Activities: (25 min)

Activity 1: "Celebrate Iqbal Day!"

- Celebrate Iqbal Day.
- Ask the students to learn some poem or any interesting informative about Allama Iqbal and present it to their class fellows.

Activity 2: "Writing".

- Write few lines on "What is your favourite Iqbal's poem and why do you like it".

Activity 3: "Poster".

- Make a colourful poster and write any poem of Allama Iqbal on it.
- Hang the best one on the wall of the classroom.

Activity 4: Worksheet 10-2

Assessment: (5 min)

- What do we call him?
- What is the main contribution of Allama Iqbal for Pakistan?
- How did he inspire young Muslims?

Home Assignment:

- Write the names of some books and poems written by Allama Iqbal in your notebook.

Worksheet 10-2

Colour the poem or book names written by Allama Iqbal:

Zarb-e- Kalim

Baang-e-Kalim

Baang-e-Dara

Lab pay aati
he dua

Aik pahar aur
gulehri

Shikwa

Aik pahar
aur loomri

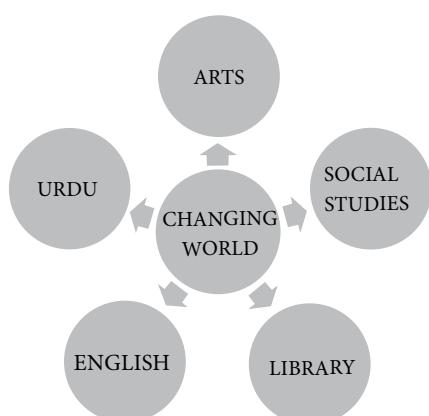
Assessment Worksheet

With what name Allama Iqbal is known?

What was the dream of Allama Iqbal?.

Which is your favourite Iqbal's poem? Why do you like it?

Changing World

LESSON PLAN INFORMATION	LEARNING OUTCOMES All the students will be able to: <ul style="list-style-type: none">• recognize that present time is different from the past in terms of living style, food, communication, clothes etc.• identify how schools, communities, and transportation have changed over time (from the given pictures).• sequence events in a narrative in chronological order
SUBJECT General Knowledge	LEARNING OBJECTIVE <ul style="list-style-type: none">• Recognize the difference of living styles in past and present.• Identify the change in schools, communities and transportation over time.• Sequence events in a narrative in chronological order.
GRADE: Three Duration 2 Lessons	CROSS-CURRICULUM LINKS 

SKILLS INVOLVED:

Observing, writing, reading, comparing, contrasting, collaborating, communicating, analyzing and drawing.

PROGRESSION BETWEEN GRADES:

GRADE II	GRADE IV
<ul style="list-style-type: none">• Key characteristics of a village and city life• Comparison of village and city life	<ul style="list-style-type: none">• The beginning of civilization• Technology in everyday life.

Link for SNC:

<https://www.mofept.gov.pk/SiteImage/Misc/files/SNC%20General%20Knowledge%201-3.pdf>

TEACHING STRATEGIES:

- Posters
- Flashcards
- Observations
- Worksheets
- Videos
- Group activities

CONTENT SUPPORT:

- The world is changing constantly. From the technology to the environment, we can see the change everywhere.
- The human body is also changing all the time. As our ages increases we realize that our body is not the same.
- Technology is changing very rapidly. Some of the examples are:

Letters -----Emails

Carts-----Cars

Telephones-----Mobiles

Mud cooling stores-----Refrigerators

Personal Computers-----Tabs

- With the changing technology people's lifestyle is also changing.

Small houses-----Big houses.

Small open air schools-----Big school buildings

More gatherings-----Very few gatherings

Wear cheap clothes-----Conscious of expensive brands

Eat simple food-----Eat fast food

Online links for related videos

<https://youtu.be/P2C2gPqsmAc>

https://youtu.be/uQN_QN4grAk

<https://youtu.be/bGo6vlWbKl0>

Lesson plan 11.1:

UNIT 11 Changing World

TOPIC: Changing Technology

CLASS DURATION: 45 minutes

Students will be able to:

- Recognize the change in technology over time.

OBJECTIVE

- Differentiate between the technology of old and present era.

TIMELINE

WARM UP (5 min)

Ask the students

- How do you send messages to your friends?
- How do you travel?
- What type of phones do you use?

Then show them the pictures of things that were used for these purposes before.

PRESENT INFORMATION (10 min)

Pages# 85.

Activities:

Activity 1: Sorting!

- Get the pictures of things related to technology of old and present era.
- Ask the students to sort the pictures according to the technology of present and old age.

Activity 2: Let's Make a Vehicle!

STEAM Activity:

- Cut out different shapes like circles, rectangles, squares etc.
- Ask the students to make any vehicle like bike, cart, etc with the help of these shapes, glue, thumb pins and markers.

Activity 3: Worksheet 11-1

Assessment: (5 marks)

- How technology has changed the life in kitchen?
- What is the difference in travelling in the past and present age?

Home Assignment:

- Paste pictures related to the technology of old and present age in your notebook.

Worksheet 11-1

Cut and paste the appropriate pictures in the boxes:

PRESENT

PAST



Lesson plan 11.2:

TOPIC: Changing Lifestyle

CLASS DURATION: 45 minutes

Learning Outcomes:

Students will be able to:

- Recognize the change in the lifestyle of the people of past and present.

OBJECTIVE

- Differentiate the change in the life of the people of past and present.

TIMELINE

WARM UP (5 min)

Ask the students to share the story if they have ever made any angry friend happy again.

PRESENT INFORMATION (10 min)

Pages#86,87.

Activities: (25 min)

Activity 1: Project!

- Make a 3D project of the life of present or past.

Activity 2: Debate!

- Have a debate on the topic “Lifestyle of past and present”. Which one is better for mankind.

Activity 3: Worksheet 11-2

Assessment: (5 min)

Tell two differences between past and present lives.

Home Assignment:

- What technology change have you noticed in the medical field? (Take help from internet.)

Worksheet 11-2



Find out the differences between the above pictures of past and present lifestyles:

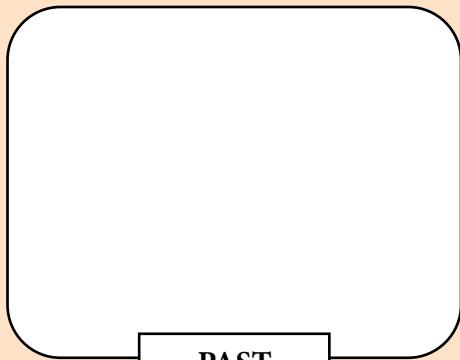
Assessment Worksheet

What are the ways of communication that we use today?

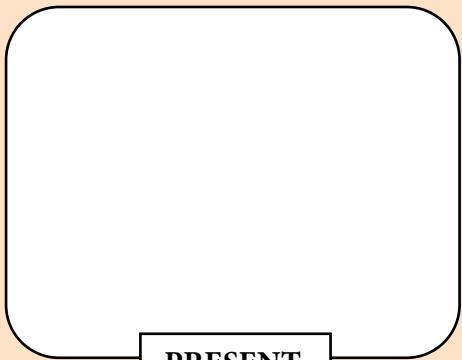
Write some features of life in past

What type of food did people use to eat in past?

Draw any one vehicle that was used in past and one vehicle that we use now.

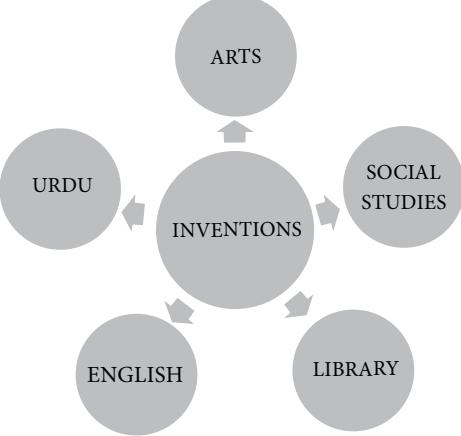


PAST



PRESENT

Inventions

LESSON PLAN INFORMATION	LEARNING OUTCOMES All the students will be able to: <ul style="list-style-type: none">• describe what an invention is.• identify major recent inventions (e.g. aeroplane, computer, internet etc.).• analyze recent inventions (electricity, computers, phone, internet etc.) have changed the lives of people
SUBJECT	
General Knowledge	LEARNING OBJECTIVE <ul style="list-style-type: none">• Define invention.• Identify major recent inventions.• Identify the change of lifestyle with the recent inventions.
GRADE: Three	CROSS-CURRICULUM LINKS
Duration 3 Lessons	

SKILLS INVOLVED:

Observation, Writing, Reading, Listing, collaboration, communication, analyzing, drawing.

PROGRESSION BETWEEN GRADES:

GRADE II	GRADE IV
<ul style="list-style-type: none">Human made objects	<ul style="list-style-type: none">Technology in everyday life.

Link for SNC:

<https://www.mofept.gov.pk/SiteImage/Misc/files/SNC%20General%20Knowledge%201-3.pdf>

TEACHING STRATEGIES:

- Flashcards
- Observations
- Posters
- Worksheets
- Videos
- Group activities

CONTENT SUPPORT:

- The progress of science is so prominent in the present century and new things are being invented every day to make the lives of human kind comfortable.
- So far the most important inventions that completely change the lives of people are: electricity, computer, telephones and aircrafts.
- Without electricity we cannot imagine our lives today. From televisions to the machinery used in hospitals to treatment of ailments everything depends on electricity.
- Computers have also become an essential part of every aspect of life. It is used everywhere from homes to schools and from airports to markets. It is the need of almost every business.
- Aircraft is the most incredible invention of this century. Today, the world has become a global village because of airplanes. Airplanes have turned long and exhausting journeys into few hours' trips.
- Telephone is also an important invention that has changed lives. Through telephone, a person sitting in one corner of the world can talk to the person in another part of the world. Now telephone has transformed to next level where we can not only talk but can also see the person to whom we are talking through video calls.

Online links for related videos

<https://youtu.be/A0Ad891xBN4>

<https://youtu.be/HFs4sKzwV1Q>

<https://youtu.be/QCR6UhLXxqM>

Lesson plan 12.1:

UNIT 12 Inventions

TOPIC: Important Inventions

CLASS DURATION: 45 minutes

Learning Outcomes:

Students will be able to:

- Identify the important inventions that changed the lives of human beings.

OBJECTIVE

- Learn about the important inventions.

TIMELINE

WARM UP (5 min).

- Ask the students what inventions they think are the most important.

PRESENT INFORMATION (10 min)

Pages#93, 94.

Activities:

Activity 1: My Favourite Invention!

STEAM Activity:

- Provide students with different card boxes, ribbon, paper, scissors, glue.
- Ask them to make any of the invention they like the most.
- At the end ask them to show to the class what they have made and also explain why they like that invention.

Activity 2: Memory Game!

- Show different pictures of important inventions like car, television, mobiles, aeroplanes etc.
- Then turn down the pictures and ask the students to tell the names of inventions they have seen in the pictures.

Activity 3: Worksheet 12-1

Assessment: (5 min)

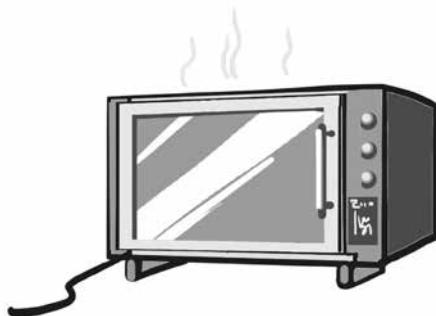
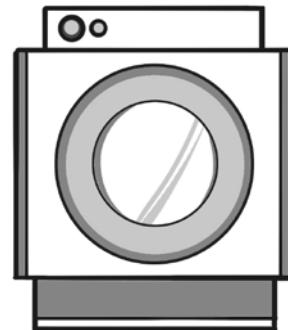
- What is meant by invention?
- What are the important inventions?

Home Assignment:

- Draw or paste the pictures of four important inventions on your notebook.

Worksheet 12-1

Write the names of the inventions shown in the picture:



Lesson plan 12.2:

TOPIC: Change in Lifestyle with New Inventions

CLASS DURATION: 45 minutes

Learning Outcomes:

Students will be able to:

- Recognize the change in lifestyles of people with new inventions.

OBJECTIVE

- Explain the change in lifestyles of people with new inventions.

TIMELINE

WARM UP (5 min)

- Show students two pictures one showing simple lifestyle and the other showing the luxurious life full of newly invented things.
- Discuss both pictures with the students.

PRESENT INFORMATION (10 min)

Pages#94, 95.

Activities: (25 min)

Activity 1: "Writing"

- Write five changes in the lives of people that have occurred due to new inventions.

Activity 2: "Match the cards!"

- Collect different pictures of things or ways that were used in the past and the pictures of new technology that have replaced the previously used things or ways.
- Paste the pictures on the cards.
- Shuffle the cards.
- Ask the students to take out one card of the previously used thing or way and then find out the card with the replaced technology.

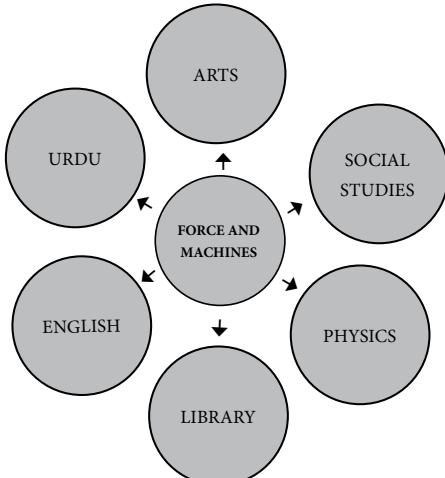
Assessment: (5 min)

- Name three things in the kitchen that have made the cooking easy and quick.
- Tell three benefits that are achieved with the advancement of technology in transport.

Home Assignment:

- Look around your house and write down the names of the things that you can find in your house that have made life easy and comfortable.

Force and Machines

<u>LESSON PLAN INFORMATION</u>	LEARNING OUTCOMES All the students will be able to: <ul style="list-style-type: none">name and identify different forms of simple machines (inclined plane; lever; pulley; wheel - and - axel; wedge, screw)recognise that push & pull moves things fast or slow. (push and pull as a force)recognise from pictures of the past that force applied by humans and animals moved vehicles (Tonga, bullock cart, cycle, pushcart) while today vehicles are moved by machines (bus, motorcycle and car etc.)recognise that greater the force, the greater the change in the motion of an object., change direction etc.)observe and describe how motion of object can be changed by applying force (speed up, slow down, stop, change direction etc.)
<u>SUBJECT</u>	LEARNING OBJECTIVE <ul style="list-style-type: none">Identify simple machines.Recognize the effect of push and pull.Recognize the type of force used to run the vehicles in past and present.Explain the change in motion of an object by applying force.
General Knowledge	
<u>GRADE: Three</u>	CROSS-CURRICULUM LINKS
Duration	
2 Lessons	

SKILLS INVOLVED:

Observation, Writing, Reading, Listing, collaboration, communication, analyzing, drawing.

PROGRESSION BETWEEN GRADES:

GRADE II	GRADE IV
<ul style="list-style-type: none">• Human made objects• Common sources	<ul style="list-style-type: none">• Familiar forces• Forces of motion• Simple machines

Link for SNC:

<https://www.mofept.gov.pk/SiteImage/Misc/files/SNC%20General%20Knowledge%201-3.pdf>

TEACHING STRATEGIES:

- Posters
- Flashcards
- Observations
- Worksheets
- Videos
- Group activities

CONTENT SUPPORT:

- Force is an energy that is used to maintain or change the position of the body.
- Force is push and pull.
- When force moves the object away from something, it is a push and when it brings it nearer, then it is a pull.
- There are different types of forces. e.g. Gravitational force, magnetic force, surface and air resistance.
- Force cannot be seen. We can feel the effects of force.
- A machine is an object that is used to make the work easy for people.
- There are six simple machines: the wedge, the screw, the lever, the pulley, the inclined plane and the wheel and axle.
- Archimedes, a Greek philosopher discovered the idea of simple machines.
- Pyramids of Egypt were made by using inclined planes.
- All kinds of simple machines are used in a bicycle.

Online links for related videos

<https://youtu.be/rfeVlNL7d9U>

<https://youtu.be/aoXnhyY5RTk>

Lesson plan 13.1:

UNIT 13 Force and Machines

TOPIC: Simple Machines

CLASS DURATION: 45 minutes

Learning Outcomes:

Students will be able to:

- Identify simple machines and how they work

OBJECTIVE

- Explain the working of simple machines.

TIMELINE

WARM UP (5 min).

Display posters showing pictures of simple machines.

PRESENT INFORMATION (10 min)

Pages#102, 103.

Activities:

Activity 1: Use of Inclined Planes!

Hand on Activity:

1. Get some hard boiled eggs. Give them to students. Ask them to first throw the egg directly on the table and then use an inclined plane.
 - The students will observe that when by using inclined plane, the egg goes slowly and become less cracked
2. You can also use stairs to make them understand the use of inclined planes. First ask the students to carry their bags down the stairs. Then make a slope with plane hard board on the stairs.
 - Ask the students that now use the slope to bring down their bags. They will experience that by using slope it's become very easy to bring down the heavy bags as less force is being used.

Activity 2: Wheel and Axle!

Hands on Activity:

- Ask student to drag a brick on the table. They will find it difficult to drag it because of the friction between the two surfaces.
- Now put some pencils below the brick and then ask them to drag. The students will find that now it has become so easy to drag the brick. The pencils play the role of wheel here.

STEAM Activity:

Resource:

Card board, scissors, glue, sticks.

Procedure:

Ask students to make wheel and axle with card board and sticks.

Activity 3: Worksheet 13–1.

Assessment: (5 min)

- What is lever?
- Why do we use inclined planes?

Home Assignment:

- Draw pictures of simple machines on your note book.

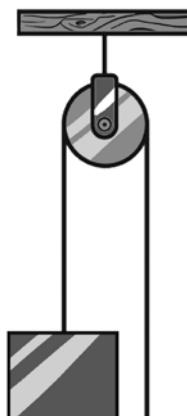
Worksheet 13-1

Write the name of simple machine that best represents the following objects:

①



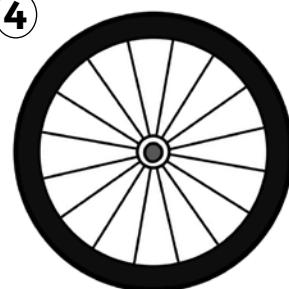
②



③



④



⑤



⑥



Lesson plan 13.2:

TOPIC: Push and Pull as a Force

CLASS DURATION: 45 minutes

Learning Outcomes:

Students will be able to:

- Identify the impacts of push and pull as a force.

OBJECTIVE

- Recognize the impacts of push and pull forces on an object.

TIMELINE

WARM UP (5 min)

- Call two students. Ask one student to keep standing and ask the other to first push and then pull the standing student.
- Discuss the results of push and pull with the students.

PRESENT INFORMATION (10 min)

Pages#104

Activities: (25 min)

Activity 1: “Bowling”

- Collect water bottles from the students and put them in a line on the floor.
- Ask the students to take turns and throw the ball towards the bottles from three feet away.
- Explain to the students that when they throw the ball they are applying pushing force to the ball. The, when the ball hits the bottles, both bottles and ball change their direction, they are pushing one another.

Activity 2: “Let’s Find out”

- Write the name of the objects on small pieces of paper that require push or pull or both forces e.g. door, pencil, book etc.
- Divide the students in groups and ask them to find out the objects written on the paper slips and paste the piece of paper with that object’s name on it.
- The group that will finds more objects will be the winner.
- At the end discuss the type of forces that are used for these objects.

Activity 3: Worksheet 13-2.

Assessment: (5 min)

- What is the effect of push?
- When we pull an object what happens to it?

Home Assignment:

- List the names of the objects in your house that use force to operate. Also mention the type of force in front of the name of the object i.e. push, pull or both. Do this work in your notebooks.

Worksheet 13-2

Tick Push or Pull:



PUSH/PULL



PUSH/PULL



PUSH/PULL



PUSH/PULL



PUSH/PULL

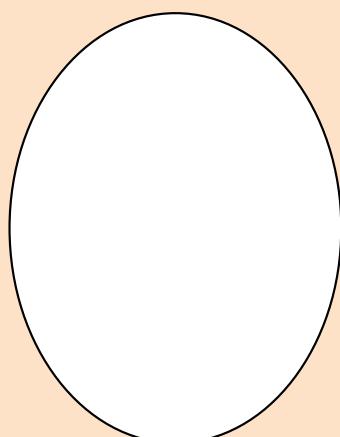
Assessment Worksheet

Write down the names of simple machines.

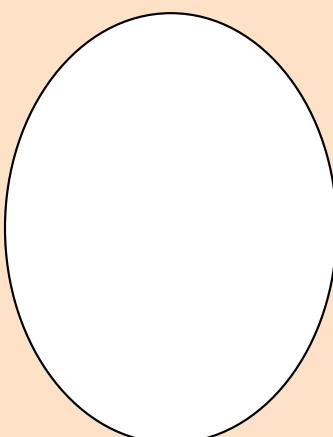
Define Lever.

Why do we use inclined plane?

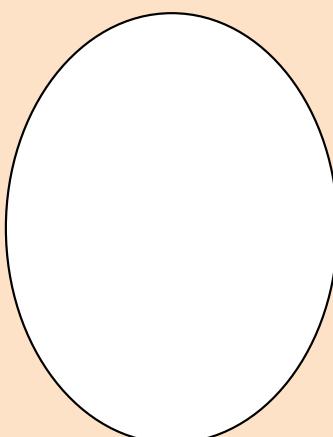
Draw the thing that you push.



Draw the thing that you pull

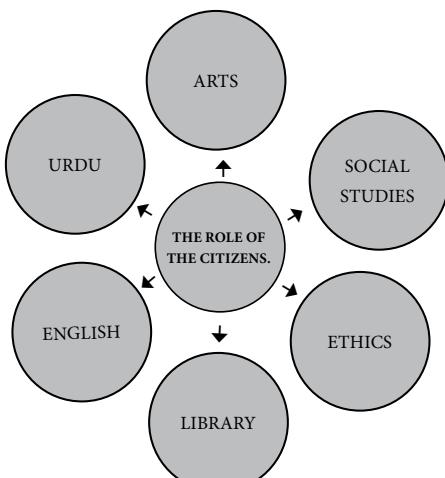


Draw the thing that you push and pull.



UNIT 14

The role of the government and citizens

<u>LESSON PLAN INFORMATION</u>	LEARNING OUTCOMES All the students will be able to: <ul style="list-style-type: none">• define community and its importance. describe the activities that individuals perform for the welfare of the community.• identify key problems in their local area (shortage of drinking water, pollution, lack of health and educational facilities, poor sewerage system etc)• recognise that citizens organize themselves to meet their needs.• describe what the government does to meet the needs of the citizens.• suggest ways the government and people can work together to meet people's needs in the area.• identify ways they can demonstrate good citizenship (playing fairly, helping others, following rules, taking responsibility for one's actions).• identify the personal traits of good citizens (trustworthiness, respect for law, responsibility, honesty, tolerance, gender equality and respect for others' rights)
<u>SUBJECT</u>	LEARNING OBJECTIVE <ul style="list-style-type: none">• Define Community and identify its importance.• Identify the key problems in their area.• Recognize the responsibilities of the Government.• Recognize the traits of a good citizen.
General Knowledge	
<u>GRADE:</u> Three	CROSS-CURRICULUM LINKS 
Duration	
3 Lessons	

SKILLS INVOLVED:

Observation, organizing information, problem solving, writing, reading, listing, collaboration, communication, analyzing and drawing.

PROGRESSION BETWEEN GRADES:

GRADE II	GRADE IV
<ul style="list-style-type: none">• Roles and responsibilities of government• Right and responsibilities of people/ citizen• Fairness and Unfairness• Promoting fairness	<ul style="list-style-type: none">• State and the Government• Rights and responsibilities of a citizen• Organs of Government

Link for SNC:

<https://www.mofept.gov.pk/SiteImage/Misc/files/SNC%20General%20Knowledge%201-3.pdf>

TEACHING STRATEGIES:

- Posters
- Flashcards
- Observations
- Worksheets
- Videos
- Group activities

CONTENT SUPPORT:

- People living in the same area make a community.
- All people share the places situated in the community. They have the responsibility to keep those places and roads clean.
- Community members live as a family. They help each other.
- If people do not dispose off garbage properly, waste water, listen to music loudly and do not take care of plants and trees of the community, it destroys the clean environment of the community and creates pollution.
- Every community has some problems related to the necessities of life. Local governments are responsible to solve those problems.
- Government is a group of people that have the authority to govern a country. Government makes policies to make sure that the people of the country are provided with every facility needed by the people. Some of the services provided by Government are:

- Infra Structure
- Education
- Health
- Pure and affordable food
- Clean and adequate water to everyone.
- Transportation
- Safe and secure environment

- All the people living in a country are called citizens. Every citizen has the responsibility towards the services given by the government. They should take care of these services and use them properly. They should:
 - Use less water.
 - not throw garbage on roads.
 - Keep their surroundings neat and clean.
 - Not make noise.
 - Follow the rules.
 - Pay taxes.
 - Respect the freedom of other citizens.

Online links for related videos

<https://youtu.be/filNBPAGvA8>

<https://youtu.be/SsXt6uPxV0A>

<https://youtu.be/LKCtzuvBZPc>

Lesson plan 14.1:

UNIT 14 The Role of the Government and the Citizens

TOPIC: Community and Its Problems

CLASS DURATION: 45 minutes

Learning Outcomes:

Students will be able to:

- Define Community.
- Recognize the problems that can arise in a community.

OBJECTIVE

- Explain the meaning of a community and the problems of a community of present age.

TIMELINE

WARM UP (5 min).

- Give the look of a community to your classroom before the lecture.
- You can use posters or charts of different buildings.
- Students will be excited and curious about the lecture after seeing their classroom.

PRESENT INFORMATION (10 min)

Pages#111, 112.

Activities:

Activity 1: Community Model!

Resource:

- Card board.
- Colourful chart papers.
- Glue
- Scissors.
- Paints.

Procedure:

- Make a model of a community with the students of your class.

Activity 2: Role Play!

- Create a scene of a community.
- Give situations to the students about the problems of a community e.g. shortage of water or cleanliness issue etc.

Activity 3: Worksheet 14-1.

Assessment: (5 min)

- What is a community?
- What are the problems of a community?

Home Assignment:

- Make a list of the problems that your community is facing on a coloured paper.

Worksheet 14-1

My Community is Facing Problems:

CIRCLE THE PROBLEMS THAT YOUR COMMUNITY IS FACING.

SEVERAGE PROBLEM

WATER SHORTAGE

GAS SHORTAGE

CLEANLINESS PROBLEM

SAFETY ISSUES

NO MARKET AVAILABLE

LACK OF COOPERATION IN PEOPLE

MISERABLE ROADS

DISPOSAL OF GARBAGE

AIR POLLUTION

NOISE POLLUTION

Lesson plan 14.2:

TOPIC: Role of a Government

CLASS DURATION: 45 minutes

Learning Outcomes:

Students will be able to:

- Recognize the role and responsibilities of a Government.

OBJECTIVE

- Explain the responsibilities of a government towards the citizens.

TIMELINE

WARM UP (5 min)

- Show the chart to the students showing the services that the Government is responsible to give to its citizens e.g. Schools, Hospitals, Roads, Security etc.

PRESENT INFORMATION (10 min)

Pages#112, 113.

Activities: (25 min)

Activity 1: “Listing”

- Ask students to make a list of the responsibilities of the Government on a coloured paper.

Activity 2: “Wall Hanging”

STEAM Activity:

Resources:

- Colourful Sticky Notes
- Chart paper
- Coloured Yarn or rope
- Glue
- Colourful Markers

Procedure:

- Make a wall hanging with the above mentioned material by writing “Role of the Government” in the middle on a piece of chart paper (it can be of any shape like oval, star etc.) and by writing different responsibilities on colourful sticky notes. Join the notes and piece of chart paper with the rope.
- Hang the best one on the wall of the classroom.

Activity 3: Worksheet 14-2.

Assessment: (5 min)

- What is Government?
- What is the role of the Government towards the people?

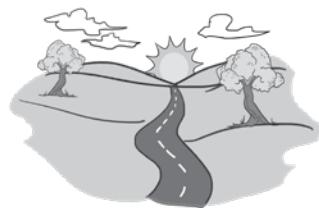
Home Assignment:

- Write any five responsibilities of the Government on your notebook.

Worksheet 14-2

RESPONSIBILITIES OF A GOVERNMENT

Cut and paste the pictures of the things the Government is responsible for.



Lesson plan 14.3:

TOPIC: Qualities of a Good Citizen

CLASS DURATION: 45 minutes

Learning Outcomes:

Students will be able to:

- Recognize the qualities of a good citizen.

OBJECTIVE

- Learn the qualities that are needed to become a good citizen.

TIMELINE

WARM UP (5 min)

- Ask the students about how they should behave as the member of a community.
- Write the points on the board.

PRESENT INFORMATION (10 min)

Pages#114

Activities: (25 min)

Activity 1: “What’s My Responsibility”

- Write the qualities of a good citizen on colorful pieces of paper. Also write some funny activity like ‘sing a poem’ or ‘jump five times’ etc. Put all the papers in a box.
- Ask students to take turns and take out one paper out of the box and read aloud the responsibility.
- If the students will get some funny activity, then they will have to do it.
- Students will enjoy this activity and the qualities of the good citizen will also be revised.

Activity 2: “Poster Making”

Make a colourful poster of the traits of a good citizen and hang the best one outside your classroom.

Activity 3: Worksheet 14-3.

Assessment: (5 min)

- Who is a citizen?
- What are some of the traits of a good citizen?

Home Assignment:

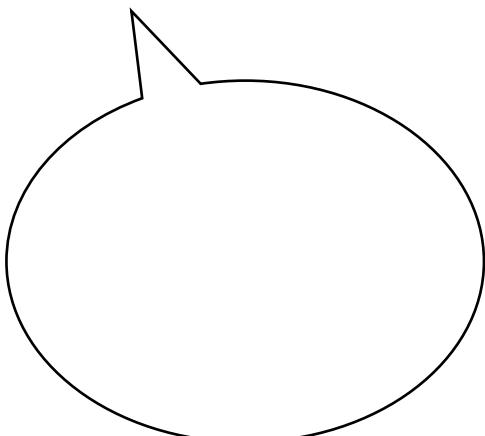
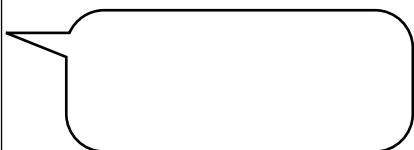
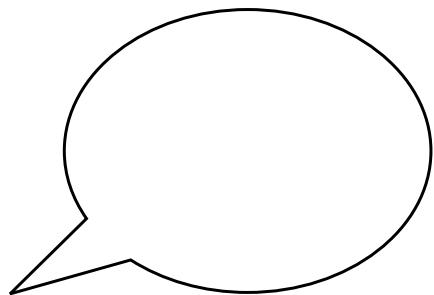
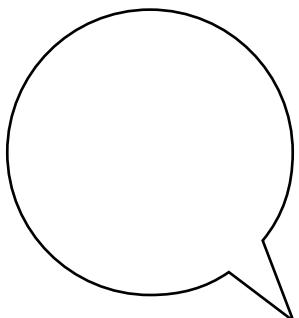
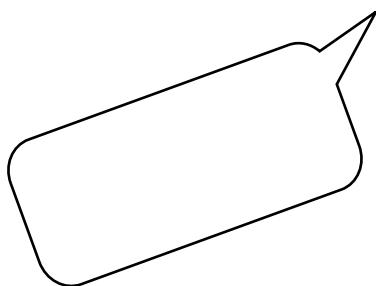
- Think of the qualities of the good citizen other than you have learnt today and write them in your notebook.

Worksheet 14-3

A GOOD CITIZEN

I AM...

I am a good
citizen because....

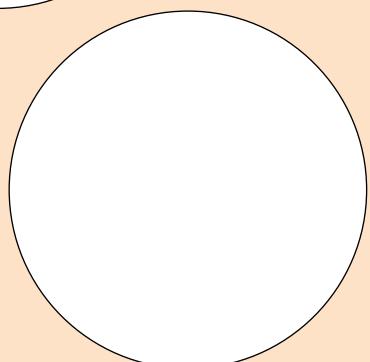
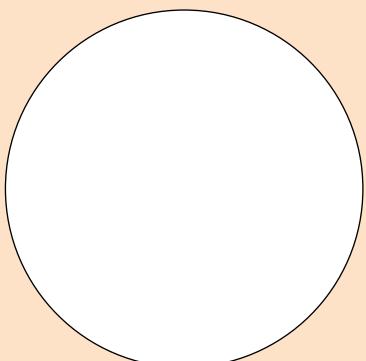


Assessment Worksheet

Why do we give taxes to the Government?

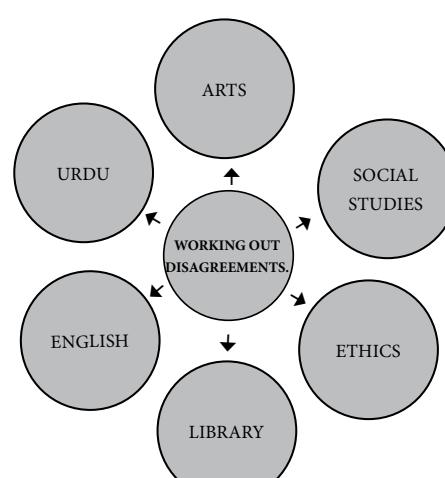
Write some of the responsibilities of the Government.

Write the problems of the community in the circles



Who are citizens?

Working out Disagreements

LESSON PLAN INFORMATION	LEARNING OUTCOMES All the students will be able to: <ul style="list-style-type: none"> • recognise the disagreements/conflicts that occur at home, in school and in the local community. • identify feelings of people in different conflicting situations. • identify reasons for disagreements with friends and family members. • identify the ways in which people resolve conflicts/ disagreements at home and school. • apply discussion and problem-solving methods to work out disagreements
SUBJECT General Knowledge	LEARNING OBJECTIVE <ul style="list-style-type: none"> • Recognize the disagreements that occur at different places. • Recognize feelings of people in these situations. • Recognize the reasons for conflicts and disagreements. • Identify the ways to solve these conflicts.
GRADE: Three	CROSS-CURRICULUM LINKS
Duration 2 Lessons	

SKILLS INVOLVED:

Problem Solving, Observation, Writing, Reading, Listing, collaboration, communication, analyzing, drawing.

PROGRESSION BETWEEN GRADES:

GRADE II	GRADE IV
<ul style="list-style-type: none">• Sharing things• Ways of helping others• Need to respect all people• Ways to respect all people• Avoid hurting others• Ways to reduce the hurt• Forgiving other	<ul style="list-style-type: none">• Tolerance• Peace and conflict management•

Link for SNC:

<https://www.mofept.gov.pk/SiteImage/Misc/files/SNC%20General%20Knowledge%201-3.pdf>

TEACHING STRATEGIES:

- Charts
- Posters
- Observations
- Worksheets
- Videos
- Group activities

CONTENT SUPPORT:

- When people do not have the same opinion on any issue then disagreements and conflicts occur.
- Whenever we interact with other people, there is a chance of having disagreements as every person has his own views and opinions about everything in life.
- Reasons of conflicts may be: when different people want the same thing or when one is not ready to accept another's opinion.
- During the conflicts, people may feel: angry, sad, embarrassed, jealous etc.
- To manage the anger one should:
 - Drink water
 - Count down to 10
 - Take a deep breath
 - Relax their muscles
 - Read Darood Sharif
 - Sit down if they are standing.

- We can resolve the conflicts by:
 - Talk to each other.
 - Write down the points of disagreements.
 - Try to find the other mutually accepted way.
 - Listen to the other person and try to understand his point of view.
 - List your concerns and try to explain them with patience.

Online links for related videos

<https://youtu.be/Z1N6uhd05kg>

<https://youtu.be/QyXFirOUeUk>

Lesson plan 15.1:

UNIT 15 Working Out Disagreements

TOPIC: Conflicts

CLASS DURATION: 45 minutes

Learning Outcomes:

Students will be able to:

- Recognize the meaning of a conflict and when it arises.
- Recognize the feelings of people in a conflict.

OBJECTIVES

- Explain the meaning, causes of a conflict.
- Recognize the feelings of people in a conflict.

TIMELINE

WARM UP (5 min).

Ask students

- Do you fight with your friends or siblings?
- On what issues do you fight?
- When you fight, how do you feel?

PRESENT INFORMATION (10 min)

Pages# 120, 121.

Activities:

Activity 1: Catch the Anger Ball!

- Ask students to stand in a circle.
- Have a soft ball and give it to one student. Ask him to start the game by saying “I feel angry when I....”, he or she will complete the sentence and then throw the ball towards any other student present in the circle. The student who catches the ball, complete the sentence “I feel angry when I”. Then he or she again throw the ball towards the other students and so on.
- All the students will be alert to catch the ball.

Activity 2: Which Colour do You Choose!

- Divide students into groups.
- Cut out big squares from colourful papers. Tell them that these are the different colours of the feelings that we have in a conflict.
- Go to each group ask them to choose one or more coloured squares. Then ask the students to voluntarily come to represent his or her group and explain the reason of choosing the selected colours.

Activity 3: Assessment Worksheet.

Assessment: (5 min)

- When do we have a conflict?
- What can be the consequence of any conflict?

Home Assignment:

- What are the different feelings that one can have in a conflict?

Assessment Worksheet

My name is

I get angry when

When I am angry I feel....

When I am angry I say words....

My face looks like when I am
angry.

Lesson plan 15.2:

TOPIC: Resolving Conflicts

CLASS DURATION: 45 minutes

Learning Outcomes:

Students will be able to:

- Determine the ways of resolving conflicts.

OBJECTIVE

- Learn the ways of resolving conflicts.

TIMELINE

WARM UP (5 min)

“Role Play”

- You can have a role play to explain conflict resolution.
- Give scenarios like fixing friendship after a fight or resolving the issue of being bullied.

PRESENT INFORMATION (10 min)

Pages#122

Activities: (25 min)

Activity 1: “Wheel of Choices”

STEAM Activity:

- Make a big wheel with a card board.
- Write the choices we can have to solve a conflict like clear misunderstanding, discussion, take help from a grown up etc.
- Use colourful markers for writing.

Activity 2: “Suggest the Solution”

- Make cards by writing different situations of conflict on them.
- Call one student at a time. Ask him to take out a card and read it loudly.
- After reading the situation he will be asked to suggest the solution.
- You can discuss the solution with all students.

Activity 3: Worksheet 15-2.

Assessment: (5min)

Tell any three ways to solve a conflict.

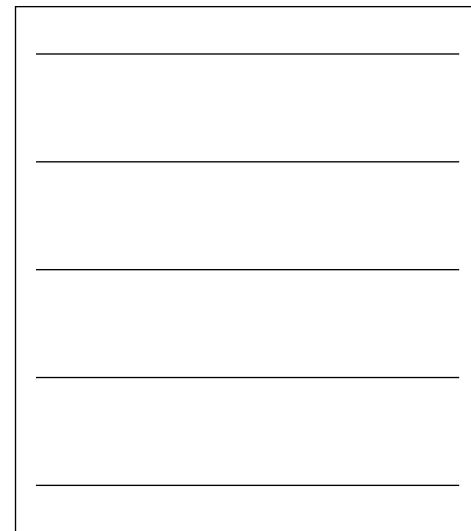
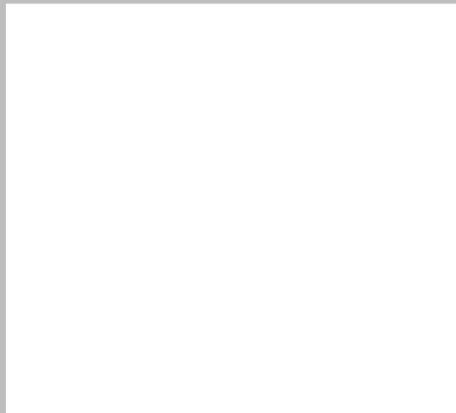
Home Assignment:

- Write about any of the conflict you had with your friend or any other person, also write how did you solve that conflict.

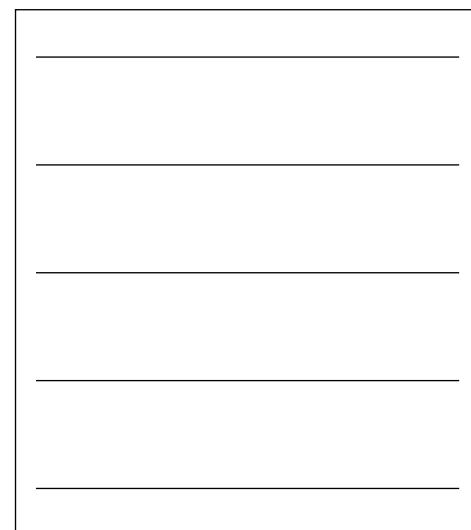
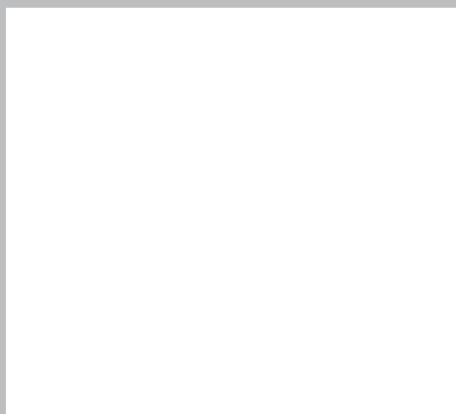
Worksheet 15-2

**Write one healthy and one unhealthy way to
resolve a conflict
with your friend!**

Healthy Way



Unhealthy Way



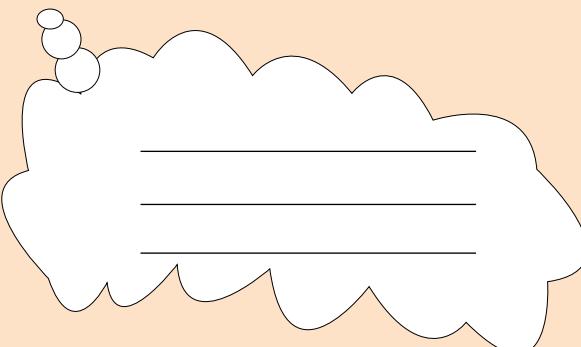
Assessment Worksheet

When does a conflict arise?

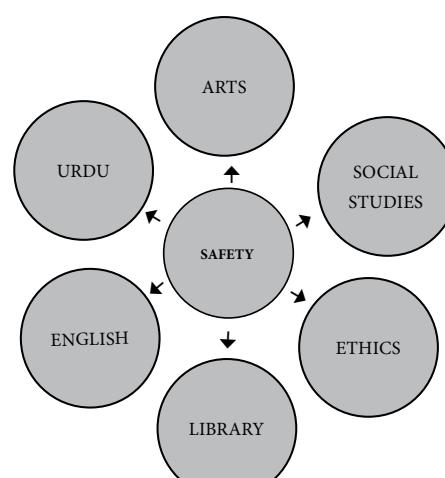
What should we do to manage our anger?

If you have a fight with your friend what would you do to resolve the fight.

What do you think when you are angry?



Safety

LESSON PLAN INFORMATION	LEARNING OUTCOMES All the students will be able to: <ul style="list-style-type: none"> • recognise the need for personal safety • understand the risk and danger associated with the use of electric appliances/sharp objects/ fire etc. • practice safety measures while using electrical appliances. • list the various hazards they can face at home (bare wires, damaged roof, broken glass, fire, scissors etc.) • understand the ways of being careful and staying safe • identify some common disasters and ways to stay safe. • understand that they should not hide anything from their parents / teachers / guardians to stay safe from any unexpected situation.
SUBJECT	LEARNING OBJECTIVES <ul style="list-style-type: none"> • Recognise the need for personal safety. • Recognize the danger associated with using electrical appliances, sharp objects and fire. • Identify the safety measures while using electrical appliances. • list the various hazards they can face at home (bare wires, damaged roof, broken glass, fire, scissor etc.) • Identify the need for sharing everything with their parents/ teachers / guardians and not to hide anything from them, to stay safe from any unexpected situation.
GRADE: Three	CROSS-CURRICULUM LINKS
Duration 3 Lessons	

SKILLS INVOLVED:

Observation, problem solving, writing, reading, listing, collaboration, communication, analyzing, drawing and speaking.

PROGRESSION BETWEEN GRADES:

GRADE II	GRADE IV
<ul style="list-style-type: none">• Key characteristics of a village and city life• Comparison of village and city life	<ul style="list-style-type: none">• Human rights• Common etiquettes

Link for SNC:

<https://www.mofept.gov.pk/SiteImage/Misc/files/SNC%20General%20Knowledge%201-3.pdf>

TEACHING STRATEGIES:

- Posters
- Flashcards
- Observations
- Worksheets
- Videos
- Group activities

CONTENT SUPPORT:

- Every individual must understand the seriousness of staying safe and how to avoid dangerous situations at different places.
- At home: you should use the electrical appliances very carefully or with the help of adults.
- Stay away from sharp knives.
- Do not use stoves.
- Stay away from harmful chemicals.
- Do not open the door alone.
- When you are outside: do not talk with strangers.
- Walk on the footpath.
- Do not run on the road.
- Obey traffic rules.
- When you are at school: do not push other students.
- Keep distance from people when there is a crowd to avoid falling down.
- Be careful on the stairs.
- Do not jump on benches.
- During some natural disaster: follow your parent's guidance.
- Do not panic.
- Do not run outside.
- Take cover under some strong object.
- Stay away from glass.

Online links for related videos

<https://youtu.be/KUB-4dTbhM8>

<https://youtu.be/CqH2QYt6oOc>

Lesson plan 16.1:

UNIT 16 Safety

TOPIC: Safety at Different Places

CLASS DURATION: 45 minutes

Learning Outcomes:

Students will be able to:

- Recognize the meaning of personal safety.
- Recognize the ways to stay safe in different situations

OBJECTIVE

- Make the students aware of the personal safety in different situations.

TIMELINE

WARM UP (5 min).

- Write down the names of some places on the board like house, school, road etc.
- Briefly discuss safety at each place with the students.

PRESENT INFORMATION (10 min)

Pages#130,131.

Activities:

Activity 1: Traffic Lights!

STEAM Activity:

Resource:

- Coloured chart papers (Red, Yellow, Green)
- Card board.
- Black paint.

Procedure:

Make a pillar for traffic lights with card board. Paint it with black colour. Cut three coloured circles out of the chart papers. Paste the circles on the black pillar.

Activity 2: Safety Tour!

- Take the students on a safety tour of the school.
- Ask them to point out all unsafe items that they can see on the way e.g. water tracks on the floor by which can make the students fall down if they slip on them.

Activity 3: Worksheet 16-1.

Assessment: (5 min)

- What things should you keep in mind when you are alone at home?
- If some stranger calls you on road, what should you do?

Home Assignment:

- Collect pictures related to personal safety in different situations. Make a collage of these pictures on a coloured paper.

Assessment Worksheet

Write one way to be safe at the following places:

AT HOME

AT SCHOOL

AT HOME

AT PARK

IN SCHOOL BUS

Lesson plan 16.2:

TOPIC: Safety at the Time of Natural Disasters

CLASS DURATION: 45 minutes

Learning Outcomes:

Students will be able to:

- Recognize what are natural disasters.
- Recognize the ways to stay safe during natural disasters.

OBJECTIVE

- Learn ways to stay safe during natural disasters.

TIMELINE

WARM UP (5 min)

Show students pictures of different natural disasters e.g. hurricanes, tornadoes, earthquakes etc.

PRESENT INFORMATION (10 min)

Pages#132

Activities: (25 min)

Activity 1: Activity 1: First Aid Box!

STEAM Activity:

Resource:

- Shoe box
- Tape
- Red and white chart papers
- Rope

Procedure:

Make a First aid box using the above mentioned items.

Activity 2: “Earth Quakes”

- Divide the students in groups.
- Give them old newspapers and tape to make structures with them.
- Place the paper structures on the table and shake the table.
- Observe which paper structure keeps standing at the end.

Activity 3: Worksheet 16-2.

Assessment: (5 min)

- What are natural disasters?
- What should we do during earthquake

Home Assignment:

- List more safety measures for natural disasters in your notebook by doing research on internet.

Worksheet 16-2

Write the name of the natural disaster:

①



②



③



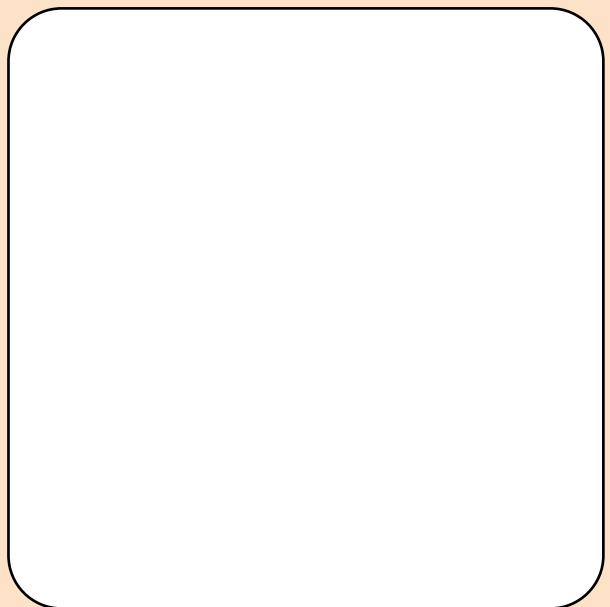
Assessment Worksheet

What should you do if a stranger calls out to you on a road?

If you are home alone, what things should you keep in mind?

Write the names of any three things that must be added in a first aid box?

Draw the picture showing the situation arising in any of the natural disaster. ➔



Answer Key

Unit 1

Q1 Choose the correct answer:

1. Earth
2. Light and heat energy
3. Oxygen
4. Desert
5. Lotus

Q2 Fill in the blanks:

1. Polar bears
2. Polar
3. Sun
4. Living things
5. Ecosystem

Q3 Give one-word answers to the following:

1. Aquatic
2. Habitat
3. Polar
4. Chemicals
5. Desert

Q4 Answer the following questions in detail:

1. Earth is a remarkable planet. It has both living and non-living things. Earth is the only place in this vast universe which has this combination.
2. a. heat and light energy
b. The energy heats Earth
atmosphere, the land, and the oceans. Some of this energy is used by plants to make food by photosynthesis. During photosynthesis, plants produce oxygen, which all living organisms require to live.
3. Complete the table below by giving an example of each.

Ecosystem	Plants found	Animals found
Rainforests	Orchids	Monkey
Polar	Mosses	Penguin
Desert	Cactus	Camel
Aquatic	Waterlily	jellyfish

- a. A habitat is the area where a plant or animal naturally lives and grows.
- b. Cutting the trees for wood or making houses
Polluting the soil and water
4. How do these animals and plants adapt to their environment; explain with reasons.
1. A polar bear has thick white fur. This helps it blend into the snow and also stay warm.

2. Camels have thick skin to protect them from the Sun. They have long eyelashes to protect their eyes from dust.
3. Pine trees have adapted to the winter. They are cone-shaped which help them to cope with snowfall.
4. Fishes have scales on the skin and fins on the body. Their body is streamlined.

Unit 2

Q1 Choose the correct answer.

1. All of these
2. Seeds
3. All of these
4. Different
5. Chicks

Q2 Match the statement to its description.

Statement	Description
Beginning of plant life cycle	A seed
Parent plant	Flowers, petals ,leaves have same shape
Tadpole	Have gills

Q3 Give one word answers to the following.

1. Seed
2. Animals
3. Closed
4. Tadpoles

Q4 Answer the following questions, in detail:

1. A life cycle shows how a living thing grows, changes, and makes new living things of its own kind.
2. Drawing
3. air, water, and warmth
4. Cats are small when they are born. Their eyes are closed. They cannot walk until they are older.

UNIT 3

Q1 Choose the correct answer.

1. All of these
2. Sun
3. day ,night and seasons.
4. Location of the Sun
5. 24 hours

Q2 Tick whether True or False.

The Sun revolves around the Earth.	False
When the Sun is right above our heads the shadow is made under our feet.	True
The Earth spins towards the west.	False
When it is day in Pakistan, it is night in United States.	True
When light falls on an object it forms a shadow.	False

Q3 Give one word answers to the following.

1. Sun
2. Shape
3. Space
4. Shadow

Q4 Answer the following questions in detail.

1. Solar system is made up of planets which move around the Sun.
2. The Sun provides us with light and heat.
3. a. The Earth moves around the Sun. As it moves around the Sun it also spins like a top, this movement is called rotation.
4. You must have heard Sun rises in the east and sets in the west. Actually the Earth rotates around the Sun because of which we feel Sun rises in the east and sets in the west.
5. a. Shadow
shadow is made when light falls on an object but cannot pass through the object. The object blocks the light it makes a dark shape. This dark shape is called a shadow.
c. Shape of a shadow
The shadow of an object is always the same shape as the object. But it is not always the same size as the object.
d. Size of a shadow
In the mornings and afternoon the Sun is lower in the sky than at midday therefore shadows are longer. The higher the Sun in the sky the shorter the shadows.
e. Cardinal directions
North, south, east, and west are known as cardinal directions. These cardinal directions can be abbreviated as N, S, E, and W.

Unit 4

Q1 Choose the correct answer.

1. All of these
2. 3
3. Gas
4. All of these
5. Different gases

Q2 Complete the table given below.

Solid	has fixed shape and fixed volume
Liquid	has no shape but has volume
Gas	no fixed volume or shape

Q3 Match the following words to its description.

Water	Found as liquid, solid, and gas
Earth's Atmosphere	Mixture of gases, with some clouds of liquid water droplets.
Solid	Cannot change its shape by itself

Q4 Give one word answers to the following.

1. Hard
2. Liquid
3. Water
4. Wind
5. Thick

Q5 Answer the following questions in detail.

1. Matter takes up space. It also has weight. Books, balloons, rocks, snowflakes, air, smoke, and water are some examples of matter.
2. What are the three states of matter? Give examples. solid, liquid, and gas solid: table, paper liquid: water, juice gas: air
3. Write about the states of matter for the following:
 - a. Earth's crust: The rocks and soil of the Earth's crust is solid but deep inside the Earth they are in liquid state.
 - b. Oceans: The oceans are liquid, with some solid water-ice floating on them.
 - c. Atmosphere: The atmosphere surrounding the Earth is a mixture of gases with some clouds of liquid water droplets floating in it.
3. Identify and label the state shown



Gas



Liquid



Solid

Unit 5

Q1 Choose the correct answer.

1. Any of these
2. Electrical
3. Sun
4. Electricity
5. cooler to warmer places

Q2 Fill in the blanks.

1. Food
2. Heat
3. Energy
4. Water

Q3 Give one word answers to the following:

1. Electrical
2. Petrol
3. Light
4. Electrical
5. Solar

Q4 Answer the following questions in detail.

1. Energy is needed to do work. Machines work with energy, it makes things move.
All living things need energy to survive. You need energy for your daily activities like thinking, walking sleeping, playing or doing any kind of work. You need energy to grow up.
2. Sun, coal and oil, wood, water, wind
3. Life on Earth will end.
4. A wind turbine is used to make electrical energy
5. Wood is burnt for light and heat energy. Wood is used to supply the energy for cooking and heating.

Unit 6

Q1 Choose the best answer.

1. Earth
2. All of the above
3. Sunlight
4. All of these
5. Scarcity

Q2 Tick whether true or false.

We always go to a shop for purchasing goods.

true

Natural resources are used to make other things.

true

Consumers give services.

false

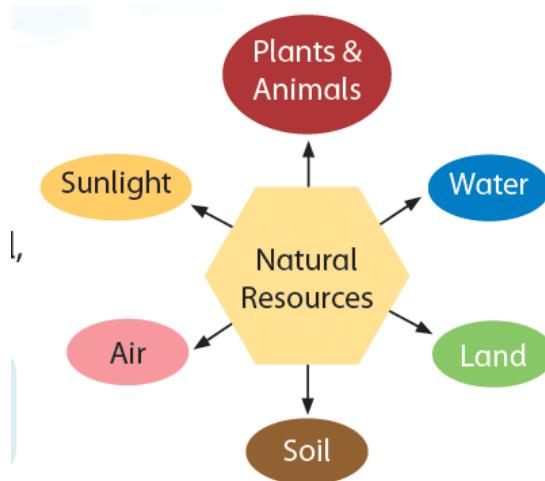
Whatever we need in life we can produce all of it. false
 Machines are used to make things we need and are a capital resource. true

Q3 Give one word answers to the following.

1. Earth
2. Human
3. Capital
4. Economic
5. Interdependence

Q4 Give detailed answers to the following questions.

1. a. Resource is something that people use to meet their needs.
 b. human resource, capital resource, natural resource
2. The Earth is unique and diverse and everything you need to live and sustain is present on planet Earth. Wherever you are, resources are all around you.
- 3.



4. We need special things in the kitchen for preparing your food, e.g. stove, pots and pans, and different ingredients. Your teacher needs books, computer, calculator, whiteboard, and markers for teaching you. These are capital resources.
5. a. Goods
 Things that can be touched, bought, or sold are called goods.
 b. Services
 Things that cannot be touched and are work done for us are called services.
 c. Scarcity
 When resources, goods, and services are lesser than our requirements we face problems. This situation is known as scarcity.
 d. Interdependence
 We are all interdependent, which means that we depend on each other for our needs.

Unit 7

Q1 Choose the best answer.

1. smoke from burning trash
2. markhor
3. all of the above
4. water pollution
5. all of the above

Q2 Match the words to their correct description.

Land pollution

Affects all our natural resources

Noise Pollution

Caused by too many loud sounds

Endangered out and disappearing forever Animals

Animals who face the danger of dying

Extinct animals

dinosaurs, woolly mammoth, dodo

3 R's

Reduce, Reuse, Recycle

Q3 Give one word answers to the following.

1. Earth
2. Conservation
3. Smoke
4. Garbage
5. Oxygen

Q4 Give detailed answers to the following questions.

1. Pollution takes place when a clean environment is made dirty by waste material, harmful gases, and chemicals.
2. Air pollution, land pollution, water pollution, noise pollution
3. When a resource is used up faster than it can be replaced, it creates an imbalance in our environment. This affects the Earth in a very bad way, as not only natural resources are reduced, but harmful things are also added to the environment leading to polluted air and water, decreasing the number of plants, animals and fish.
4. The 3 R's are reduce, reuse, recycle. Reduce means using less of anything helps to save it. Reuse means we can use fewer things if we use them more than once. If we recycle things, they can be made into something new or different.
5. many animals are now in such small numbers that they face the danger of dying out completely and disappearing forever. These are known as endangered animals. Animals which do not exist in this world anymore are known as extinct animals.

Unit 8

Q1 Circle the correct answer:

1. leaves
2. beaks
3. fly
4. cows,horses
5. apples, milk,potatoes

Q2 Fill in the blanks.

1. Water, sunlight
2. Teeth
3. Balanced
4. Sick
5. Exercise

Q3 From the given images sort them on bases of what they eat.

Bear eats plants and animals

Fox eat other animals

Eagle eats other animals

Goat eats grass

Q4 Give one word answers to the following questions:

1. Diet
2. Sugar
3. Dairy
4. Photosynthesis
5. Bear

Q5 Answer the following questions, in detail:

1. All plants make their food in their leaves using air, water, and sunlight through a process known as photosynthesis. Plants, absorb sunlight through their leaves, which provides energy for photosynthesis to occur. Water is collected by the plant through its roots and comes into the leaf through the leaf's veins.
2. Food provides energy for the growth and repair of body parts. Food protects against diseases. It provides energy to the animals for performing different life functions.
3. Tigers and lions eat meat. Meat eating animals have sharp pointed teeth for tearing meat.
4. Grains/cereals, fruits, vegetables, dairy, meat, oil and fats
5. Keeping clean, eating healthy, exercising, sleeping well

Unit 9

Q1 Choose the best answer.

1. 25th December 1876
2. Businessman
3. 6 years
4. India

Q2 Match the event to its correct date or location.

Independence day	14th August, 1947
Quaid's date of birth	25th December, 1876
Quaid's travel to England	1893
Quaid's city of birth	Karachi
Quaid's death anniversary	11th September, 1948

Q3 Give one-word answers to the following.

1. Eldest
2. 6 years
3. Bombay

Q4 Give detailed answers to the following questions.

1. Quaid-e-Azam Muhammad Ali Jinnah
2. 14th August 1947
3. India
4. intelligent, honest, fair, trustworthy, and hard-working. He kept his promises and always arrived on time. He was very well-mannered and treated everyone with respect.
5. Quaid-e-Azam with the help of his supporters and other leaders convinced the British that India had to be divided into two countries, one for the Hindus, the other for the Muslims.

Unit 10

Q1 Choose the best answer.

1. Mosque
2. Arabic
3. PhD
4. Philosophy
5. All of the above

Q2 Fill in the blanks.

1. Sialkot
2. Allama Iqbal
3. Muslim, Muslims
4. Baang-e-Dara, Zarb-e-Kalim
5. Lahore

Q3 Give one word answers to the following.

1. Pakistan
2. Quaid-e-Azam
3. Death
4. Heritage

Q4 Give detailed answers to the following questions.

1. a. Dr Allama Muhammad Iqbal was born on 9 November 1877 in Sialkot.
b. His father's name was Sheikh Noor Muhammad, and mother's was Imam Bibi.
2. Allama Iqbal began his education at the age of 4 when he was sent to a mosque to receive religious education. Allama Iqbal learned Arabic in his college in Sialkot. He did his Graduation and Masters from Government College, Lahore. He later went to Europe for further studies. He received a degree in philosophy from the University of Cambridge, a law degree from London, and a PhD from the University of Munich, Germany.
3. 21 April 1938

4. Allama Iqbal dreamed of an independent state for the Muslims of India, where they would live as a free nation.
5. Allama Iqbal

Unit 11

Q1 Choose the best answer.

1. keeps changing
2. simple Pakistani food
3. mobile phone
4. ready-made
5. steam engines

Q2 Tick whether true or false.

In the past appliances like fridge and televisions existed.	false
Cars are more efficient in the present.	true
When we travel by bullet train, it is very slow.	false
In villages people use tongas for traveling or walk.	true
Nowadays Pakistanis prefer other cuisines over local food.	true

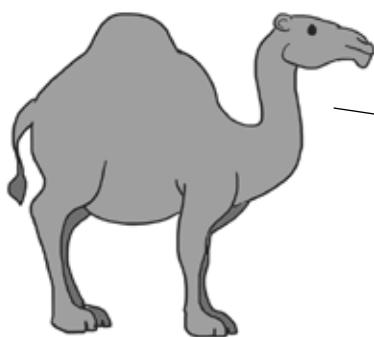
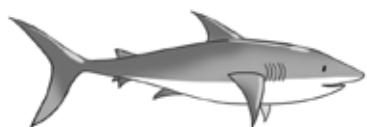
Q3 Give one-word answers to the following.

1. Letter
2. Mobile phone
3. Stone or chalk
4. Exercise books

Q4

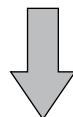
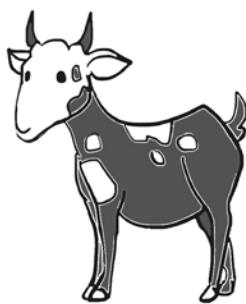
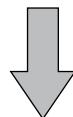
1. Simple lifestyle is without any expensive gadgets, expensive food, clothes etc.
2. Modern-day communication revolves around laptop, mobile phones, internet etc.
3. Answer depends on students
4. Answer depends on students
5. Answer depends on students

Match the following animals to their habitat.

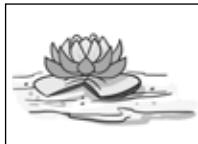


FOOD CHAIN

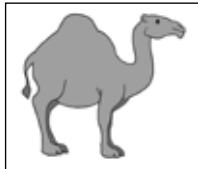
COMPLETE THE FOOD CHAIN



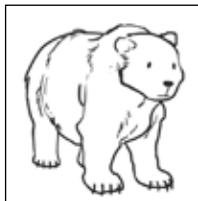
Adaptation



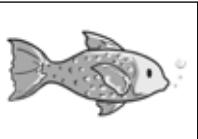
Water lilies have big leaves.



Camels have wide feet.



Polar bear has white fur.



Fish have gills.

Purpose

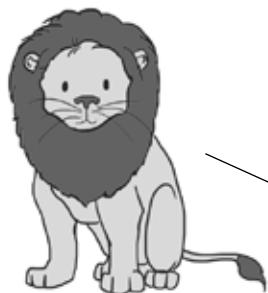
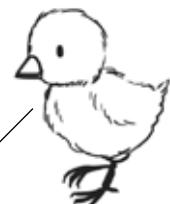
Big leaves help them to float on water and attract sunlight for photosynthesis.

Wide feet help them to walk on sand.

White fur helps them to hide in plain sight.

Gills help fish to breath under water.

What would I become when I grow up?

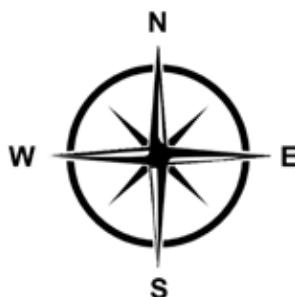


Draw the shadow according to the position of the Sun:



Help Zarah find her things to get ready for the party!

- The hair brush is on the west.
- The shoes are towards the south.
- The dress is on the North.
- The bracelet is on the East.



Solid, liquid, or gas?



solid



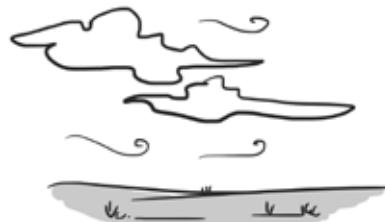
solid



solid



gas



gas



solid



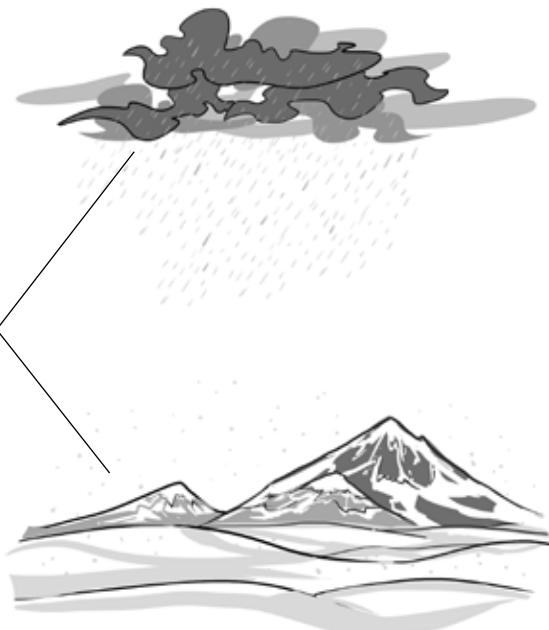
liquid



solid

Match the following:

ICE



WATER

WATER VAPOURS



Fill in the blanks:

1. When ice is heated, it melts.
2. When liquid water is heated, it evaporate.
3. Ice is water in a solid state.
4. Dew is gas form of water.
5. Tears are liquid state of water.

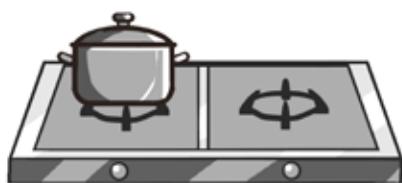
Write down the sources of energy for the following objects:



fuel



force from humans

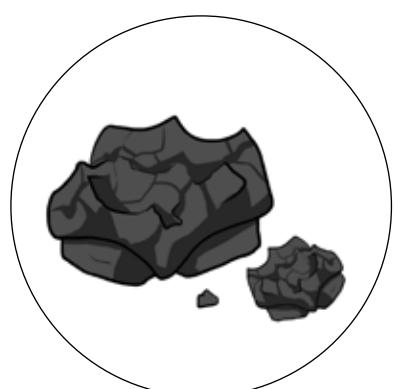
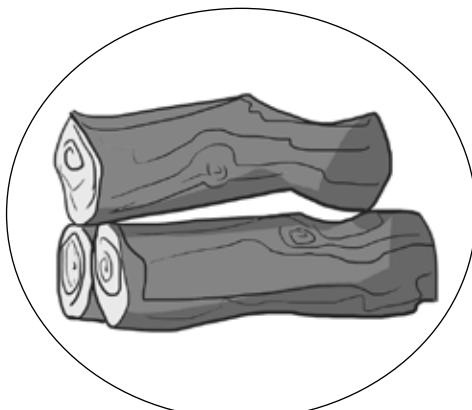
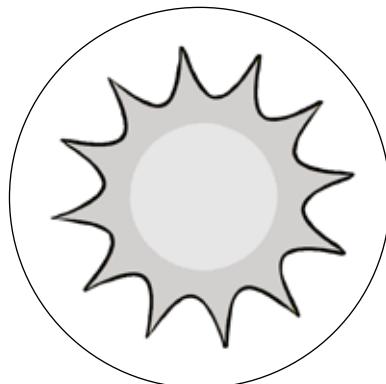
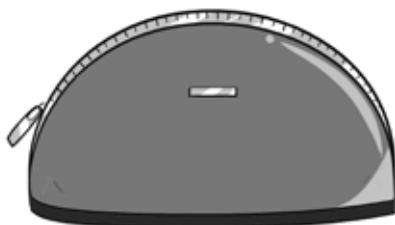


gas



food

Circle the things that are natural sources of energy:



Write the given words in the correct column.

SUN COOK DRIVER WATER CAR HOUSE COMPUTER
COAL OIL MECHANIC TEACHER MICROWAVE BIKE

HUMAN RESOURCE

cook, driver,
mechanic,
teacher,

CAPITAL RESOURCE

car, house,
computer,
microwave,
bike

NATURAL RESOURCE

Sun, water,
coal, oil

Tick the correct option:

- Barber

GOODS SERVICES

- Milk

GOODS SERVICES

- Doctor

GOODS SERVICES

- Eggs

GOODS SERVICES

- Oil

GOODS SERVICES

- Electrician

GOODS SERVICES

- Plumber

GOODS SERVICES

- Car

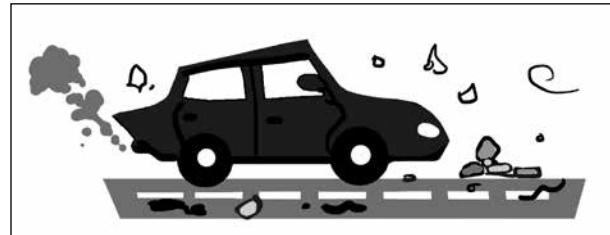
GOODS SERVICES

- Teacher

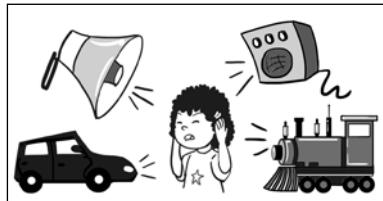
GOODS SERVICES

Unit 7 CONSERVATION OF NATURAL RESOURCES

Answer sheet 7-1

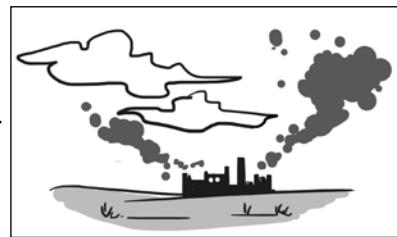


land pollution

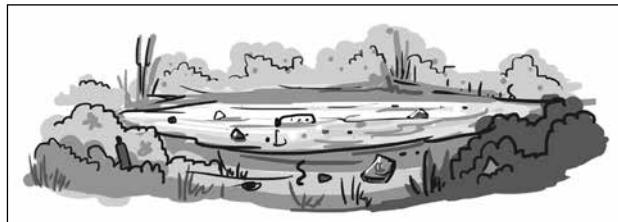


sound pollution

**TYPES OF
POLLUTION**



air pollution



water pollution

Match the pictures of the things that we use everyday to the natural resource that is effected by its usage.



WATER



FORESTS



LAND



AIR

Write the correct names of the endangered animals

WHALE

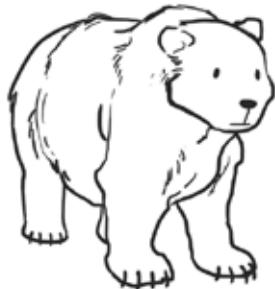
TIGER

DOLPHIN

POLAR BEAR

SEA TURTLE

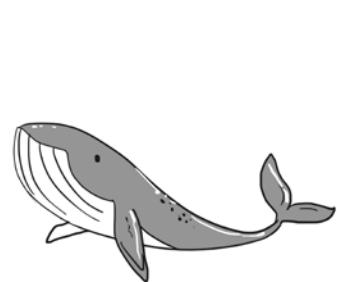
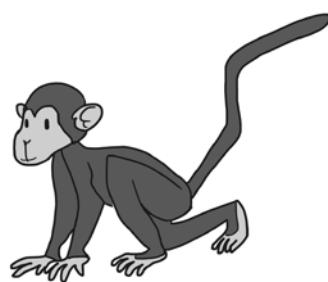
CHIMPANZEE



POLAR BEAR

SEA TURTLE

TIGER

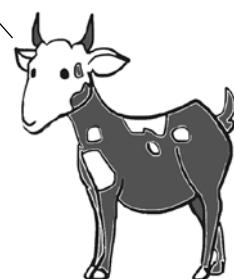
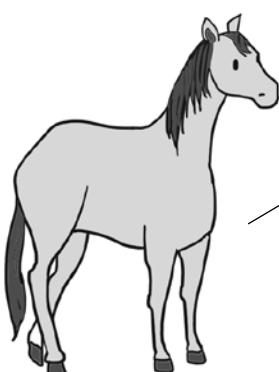
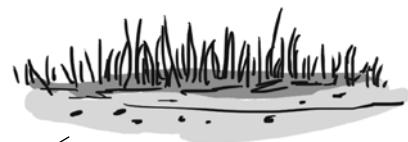
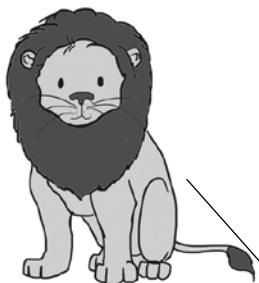


DOLPHIN

CHIMPANZEE

WHALE

Match the animal with its food:



Write five examples of each food group:

DAIRY	MEAT	FRUITS	VEGETABLES	CEREALS
1. Yogurt	1. Chicken	1. Banana	1. Carrot	1. Maize
2. Cheese	2. Mutton	2. Apple	2. Peas	2. Oat
3. Butter	3. Beef	3. Mango	3. Potato	3. Wheat
4. Cream	4. Fish	4. Grapes	4. Tomato	4. Rice
5. Butter milk	5. Camal	5. Oranges	5. Onion	5. Barley

Write down the ways to be healthier with the help of the given pictures:



1. Sleep on time.

2. Eat fruits

3. Drink water

4. Wakeup early

5. exercise

Match the following:

Quaid-e-Azam was born on...

Jinnahbhai Poonja.

He died on ...

Mithibai.

Name of his father.

Christian Mission School.

Name of his mother.

25 December.

His school name.

11th September.

Complete the sentences with best options:

difficult **Bombay** large unhappily seven
 supporters kept **Karachi**

1. Muslims were living unhappily in India.
2. Quaid-e-Azam with the help of his supporters convinced British to make a separate land for Muslims.
3. To make a separate homeland for Muslims was a difficult task.
4. Quaid-e-Azam always kept his promises.
5. He started his law practice in Bombay.
6. The Quaid had Seven brothers and sister.
7. He was born in Karachi.
8. Hindus were Large in numbers in India.

Choose the best option:

1. Allama Iqbal was on _____ (b).
(a) 9 October
(b) 9 November
(c) 9 December

2. His mother's name was _____ (a).
(a) Imam Bibi
(b) Zainab Bibi
(c) Amna Bibi

3. He received his PHD degree in _____ (a).
(a) England
(b) Sialkot
(c) Germany

4. He is called Doctor because of his _____ (c) degree.
(a) Masters
(b) Mbbs
(c) PHD

5. Allama Iqbal learned _____ (b) in his college in Sialkot.
(a) English
(b) Arabic
(c) Hindi

Colour the poem or book names written by Allama Iqbal:

Zarb-e- Kalim

Baang-e-Dara

Baang-e-Kalim

Lab pay aati
he dua

Aik pahar aur
gulehri

Shikwa

Aik pahar
aur loomri

Cut and paste the appropriate pictures in the boxes:

PRESENT



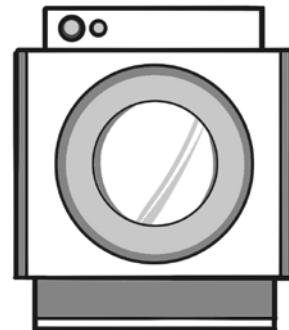
PAST



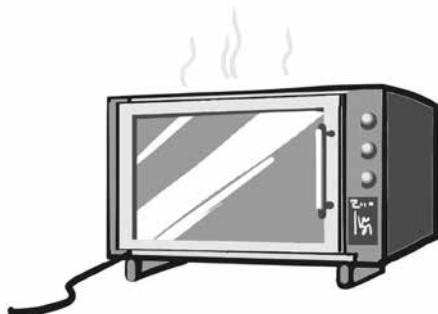
Write the names of the inventions shown in the picture:



Aeroplane



washing machine



microwave



laptop



car

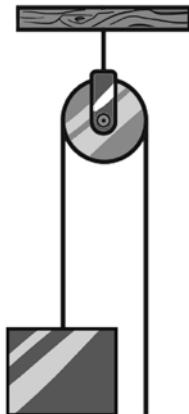


mobile phone

Write the name of simple machine that best represents the following objects:



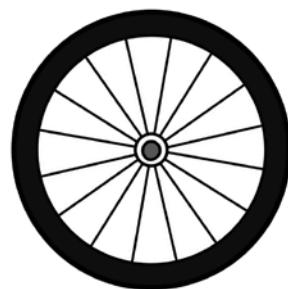
inclined plane



pulley



lever



wheel



screw



wedge

Tick Push or Pull:



✓
PUSH/PULL



✓
PUSH/PULL



✓
PUSH/PULL



✓
PUSH/PULL



✓
PUSH/PULL

Write the name of the natural disaster:



flood



earthquake



tornado

What is meant by habitat?

+

Ans: Habitat is the environment where plants and animals live.

What are the factors that affect ecosystem?

Ans:

1. light
2. Temperature
3. Water
4. Soil
5. Gases
6. Wind

What are the adapted features of a fish?

Ans:

1. Fins
2. Gills
3. Teuk
4. Streamline body shape

What is the habitat of monkeys?

Ans: Forests.

Q. Write down the stages of the lifespan of plants.

Ans:

1. Seed
2. Germination
3. Seedling
4. Adult plant

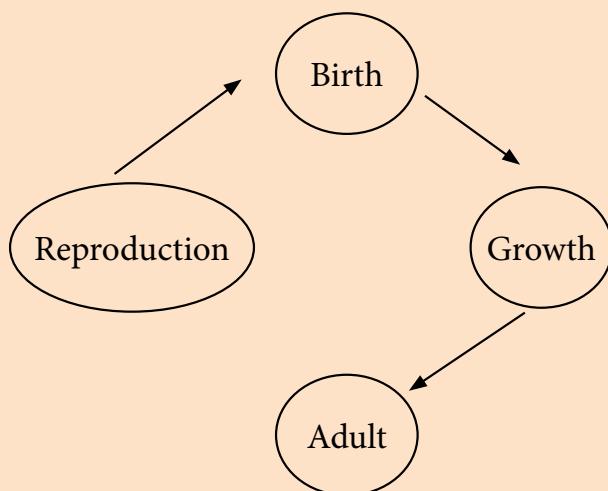
Q. Write two differences between a chick and a hen.

Ans:

1. A baby chick has soft small feathers.
2. Baby chicks do not have wattles.

Complete the following diagram

LIFECYCLE OF ANIMALS



Write two facts about the Sun.

Ans: 1. **The Sun is a star.**
2. **The Sun is made up of gases.**

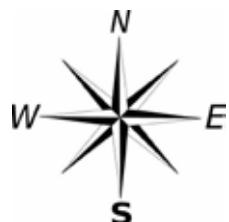
What are cardinal directions?

Ans: The four main compass directions are called cardinal directions or cardinal points i.e. **South, North, East and West.**

How does a shadow form?

Ans: When light is not able to pass through an object, it creates its shadow.

Draw the compass:



Define matter.

Ans: All the things around you that has a mass and take space is matter.

GIVE THE EXAMPLES OF THE THREE STATES OF MATTER IN THE GIVEN COLUMNS:

SOLID	LIQUID	GAS
Ice	Water	Oxygen
Wood	Milk	Carbon dioxide
Marble	Juice	Natural gas

Identify and label the states, shown:



Gas



Liquid



Solid

Define energy.

Ans: Energy is the ability to change and move the object.

What are the clues of presence of energy?

Ans:

1. Movement
2. Heat
3. Light
4. Sound

Draw any three natural sources:



Write one reason of interdependency of people.

Ans: People are interdependent because they cannot do everything on their own.

What is the difference between Goods and Services?

Ans: Goods are the products with physical body whereas services are the products without having any physical body.

Draw any three natural sources::

picture of sun, plant, water, animal etc

Natural resources

picture of building, computer, books etc

Capital

picture of professionals like doctor, teacher etc

Human resources

Unit 7 CONSERVATION OF NATURAL RESOURCES

Assessment Worksheet

What are the two ways to save the natural resources?

Ans: 1. Recycle
2. Reuse

Write three effects of pollution on people.

Ans: 1. Causes respiratory problems.
2. Anxiety issues
3. Skin damage

Fill the gaps with appropriate answers:

HABITAT

EXTINCT

HORNS

SMALL

SAVE

1. Endangered means that there are **small** number left on Earth.
2. When we cut trees animals lose their **habitat**.
3. There are ways to **save** the endangered animals.
4. The animals that are not left on Earth are known to be **extinct**.
5. Rhinos are killed for their **horns**.

How does plant take their food?

Ans: Plants make their own food through the process called Photosynthesis.

What is meant by a balanced diet?

Ans: Every individual should eat the kind of food that contains all the essential minerals and vitamins to keep himself healthy. Such diet of a person is called 'balanced diet'.

Draw a plate containing one item from each food group:



What was the goal of Quaid-e-Azam?

Ans: The goal of Quaid-e-Azam was to make a separate homeland for the Muslims of sub-continent.

Write some traits of Quaid-e-Azam.

Ans:

1. Kind Hearted
2. Punctual
3. Honest
4. Dedicated
5. Hard Working

Where did he complete his higher studies?

Ans: He completed his higher studies in Europe.

True/False:

1.	Quaid-e-Azam was born on 11th September 1948.	F
2.	He was the youngest among his brothers and sisters.	F
3.	He joined Lincoln's Inn in England.	T
4.	He was not interested in politics.	F
5.	He was very well-mannered person.	T

With what name Allama Iqbal is known?

Ans: Allama Iqbal is known as “Shaer-e-Mashriq”.

What was the dream of Allama Iqbal?

Ans: His dream was that there should be a separate homeland for the Muslims of the state that he shared with Quaid-e-Azam Muhammad Ali Jinnah.

Which is your favourite Iqbal's poem? Why do you like it?

Ans: I like his poem “Pahar or Gulehri” because the conversation between the squirrel and the mountain is very interesting.

What are the ways of communication that we use today?

Ans:

1. **E-mails**
2. **Phones**
3. **Video calls**
4. **Newspapers**
5. **Television**

Write some features of life in past.

Ans:

1. Simple
2. Easy
3. Close to nature
4. Requires hard work
5. More importance was given to relations.

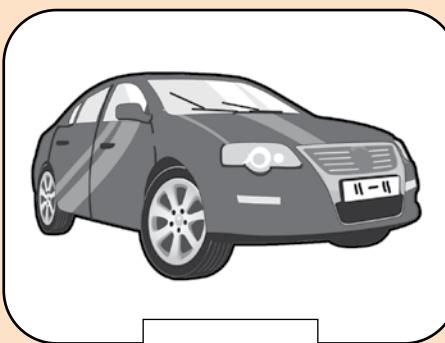
What type of food people used to eat in past?

Ans: People were used to eat simple and healthy food in past.

Draw any one vehicle that was used in past and one vehicle that we use now.



PAST



PRESENT

Write the names of five important inventions.

Ans:

1. Telephone
2. Car
3. Airplane
4. Television
5. Computer

Write any one change that has occurred in the lives of people with new inventions.

Ans: People can communicate with other people present anywhere in the world very easily with the help of internet.

Draw pictures of two items of past and present age:



Write down the names of simple machines.

Ans:

1. **Inclined plane**
2. **Lever**
3. **Pulley**
4. **Wedge**
5. **Wheel and axle**
6. **Screw**

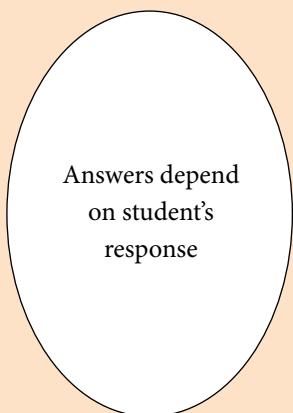
Define Lever.

Ans: A lever is a long rod. It helps lift and move heavy weight

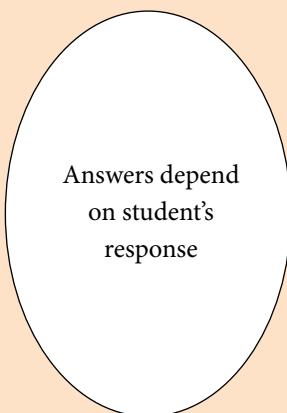
Why do we use inclined plane?

Ans: It is used to lift heavy objects.

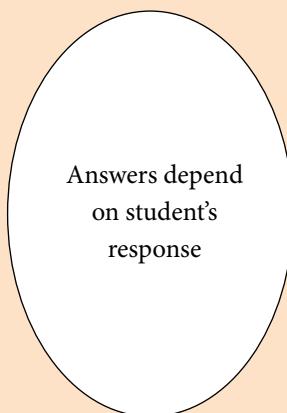
Draw the thing that you push.



Draw the thing that you pull.



Draw the thing that you push and pull.



Why do we give taxes to the Government?

Ans: We give taxes to the Government for the services we use.

Write some of the responsibilities of the Government.

Ans:

1. School
2. Proper roads
3. Clean water
4. Pure food
5. Equal health facilities

Write the problems of the community in the circles

Who are citizens?

Ans: The people of a country who are its nationals are called its citizens.

Shortage of clean water

Sewerage problem

When does a conflict arise?

Ans: A conflict arises when two or more persons disagree on some issue.

What should we do to manage our anger?

Ans:

1. Go away
2. Count to 10
3. Talk about it and try to be friends again
4. Share feelings with a “safe person”
5. Walk away and think about it
6. Draw a picture
7. Self talk
8. You MUST STAY CALM!

If you have a fight with your friend what would you do to resolve the fight.

Ans:

1. Calm down
2. Listen to my friend carefully.
3. Talk to him/her about my feeling.
4. Try to work it out calmly.
5. Try to be friends again

What do you think when you are angry?

I should say something that will hurt him. __

Write one way to be safe at the following places:

AT HOME

Stay away from the things
that can be dangerous
e.g. electrical appliances.

AT SCHOOL

Obey the school rules.

ON ROAD

Do not talk to the
strangers.

IN PARK

Watch out for
younger children.

IN SCHOOL BUS

Do not stand near
the door of the bus.

What should you do if a stranger call you on a road?

Ans: I will shout with a loud voice "No".

If you are home alone what things you should keep in mind?

Ans:

1. Lock the door.
2. Do not open the door for the stranger.
3. Do not use electrical appliances.
4. Do not use the stove.
5. Do not go outside the house.

Write the names of any three things that must be added in a first aid box?

Ans:

1. Bandage.
2. Antiseptic cream.
3. Cotton

Draw the picture showing the situation arising in any of the natural disaster.



Sample Assessment Paper 1

Maximum marks: 50

Mid Term Examination

Grade Three

Time Allowed: 1 hour

Q.1: Fill in the blanks:

(1 mark each = 5 marks)

- (i) A place where an animal or a plant live is called its _____.
- (ii) The _____ develops roots and shoots.
- (iii) The Earth moves around the _____.
- (iv) Gas does not keep its _____,
- (v) Food provides _____ to our muscles so that we can walk and run.

Q.2: Choose the correct answers:

(1 mark each = 5 marks)

(i) Forest is a habitat which has _____.

A. many trees. B. rocks
C. sand D. rivers

(ii) Fish breath with their _____.

A. fins B. lungs
C. gills D. scales

(iii) Frogs lay eggs in _____.

A. on land B. water
C. sand D. trees

(iv) The Earth rotates _____ each day.

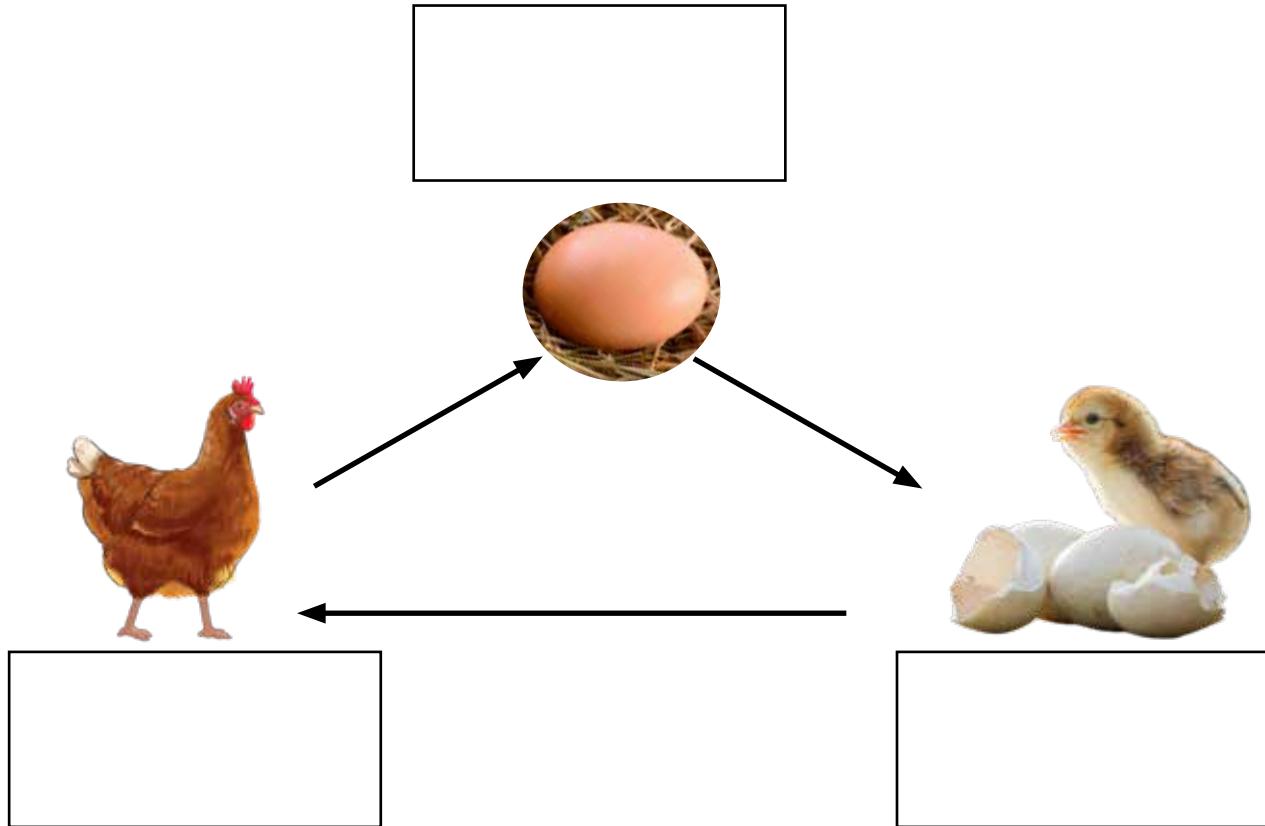
A. once B. twice
C. thrice D. four times

(v) Vehicles get energy from _____.

A. water B. fire
C. fruits D. fuel

Q.3: Label the following diagram:

(1 mark each = 4 marks)



Q.4: Complete the table:

(1 mark each= 4 marks)

Ecosystem	Plants found	Animals found
Rainforests		
Desert		

Q.5: Give reasons of the following:

(1 mark each= 5 marks)

(i) Why do we hang wet clothes outside in the sunshine?

(ii) Why does the fan start running when we switch it on?

(iii) Why do we use fuel for our cars?

(iv) Why do we put plants in the sunshine?

(v) Why food is so essential for human beings?

Q.6: Identify the “Goods” and “Services”:

(1 mark each = 3 marks)



Q.7: Circle the correct word to complete the statements:

(1 mark each = 5 marks)

- (i) A desert is a habitat with rainy/dry weather.
- (ii) Cactus is mostly found in deserts/forests.
- (iii) The plant lifecycle begins with a seed/flower.
- (iv) The Sun is a planet/star.
- (v) Matter exists in three/four states.

Q.8: Answer the following:

(2.5 marks each = 5 marks)

(i) Explain the features of liquid with examples.

(ii) What are the different types of resources?

Q.9: List the natural resources. (1 mark each= 2 marks)

Q.10: Name the professional:

(1 mark each = 3 marks)

(i) who gives medicine to sick people.

(ii) who teaches children.

(iii) who mends our shoes.

Sample Assessment Paper 2

Maximum marks: 50

Mid Term Examination

Grade Three

Time Allowed: 1 hour

Q.1: Fill in the blanks:

(1 mark each = 5 marks)

(i) The condition where people have to make choices while buying goods and services, is called _____.

(ii) _____ affects all our natural resources.

(iii) We have the responsibility to save _____ animals from becoming extinct.

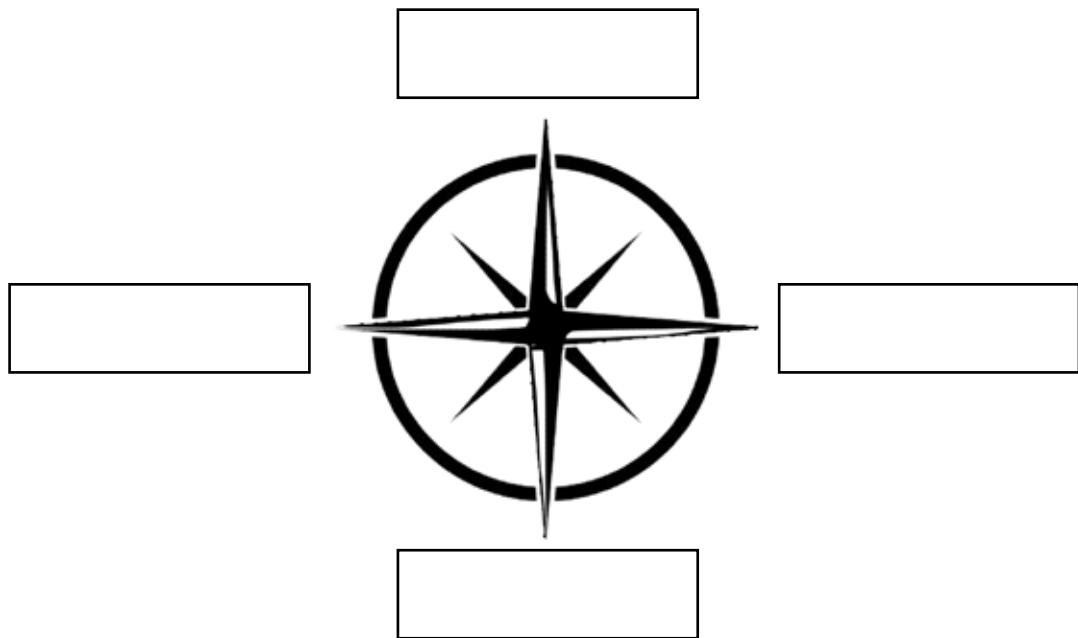
(iv) Plants absorbs _____ through their leaves.

(v) A _____ is the beginning of the life cycle of a plant.

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

Q.3: Label the following diagram:

(1 mark each = 4 marks)



Q.4: Complete the table and give examples for each state of matter: (1 mark each= 4 marks)

Human Resource	Description
Cleaner	
	Cuts people's hair.
Chef	
	Fixes vehicles.

Q.5: Name the type of energy used in the following pictures: (1 mark each= 4 marks)





Q.6: Give reasons of the following:

(1 mark each= 5 marks)

(i) Why do we need a balanced diet?

(ii) Why do birds have sharp and pointed beaks?

(iii) Why is the weather getting warmer with time?

(iv) Why are the people interdependent?

(v) Why do the sunset and sunrise happen at different times at different places?

Q.7: Identify the three states of matter:

(1 mark each = 3 marks)



Q.8: Circle the correct word to complete the statements: (1 mark each = 5 marks)

(i) During Photosynthesis plants produce oxygen/carbon dioxide.

(ii) A lifecycle shows how a living thing grows/eats.

(iii) Chicks /Larvae hatch from the egg and can walk and peck for food.

(iv) The Sun/Moon is located in the center of the solar system.

(v) The things around you have different/same shapes and sizes.

Q.9: Complete the diagram:

(2 marks)

Types of Pollution

Q.10: Answer the following: (2.5 marks each = 5 marks)

(i) How can we save the endangered animals?

(ii) What are the different types of Habitat?

Q.11: List the natural sources of energy. (1 mark each= 2 marks)

Q.12: Draw the life cycle of a plant. (1 mark each =3 marks)



Q.13: Name: (1 mark each = 3 marks)

(i) the condition where people have to make choices while buying goods and services.

(ii) the planet where we live.

(iii) the resource made up of people
