

NEW OXFORD
**SOCIAL
STUDIES**
FOR PAKISTAN

TEACHING GUIDE



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1

Introduction

The New Oxford Social Studies for Pakistan Fourth Edition has been revised and updated both in terms of text, illustrations, and sequence of chapters, as well as alignment to the National Curriculum of Pakistan 2006. The lessons have been grouped thematically under Unit headings. The teaching guides have been redesigned to assist teachers to plan their lessons as per their class needs.

Key learning at the beginning of each lesson provides an outline of what would be covered during the course of the lesson.

Background information is for teachers to gain knowledge about the topics in each lesson.

Lesson plans provide a step-by-step guidance with clearly defined outcomes.

Duration of each lesson plan is 40 minutes; however, this is flexible and teachers are encouraged to modify the duration as per their requirements. If required, teachers can utilise two periods for a single lesson plan.

Outcomes identify what the students will know and be able to do by the end of the lesson.

Resources are materials required in the lesson. Teachers are encouraged to arrange the required materials beforehand. In case students are to bring materials from their homes, they should be informed well ahead of time.

Introduction of the lesson plan, sets forth the purpose of the lesson. In case of a new lesson, the teacher would give a brief background of the topic; while for subsequent lessons, the teacher would summarise or ask students to recap what they learnt in the previous lesson. The idea is to create a sense of anticipation in the students of what they are going to learn.

Explanation is the central part of the lesson plan. Its focus is to ensure that the learning outcomes are met through explanation, demonstration, class discussions, and brainstorming. References to the text, illustrations, and images in the textbook will make the lesson engaging and interesting. The teacher is encouraged to elicit responses from the students to determine whether the learning outcomes are being met.

Class work is based on the questions, Work pages, and group activities in 'Things you can do' section. If there isn't enough time to complete class work, teachers can assign it for homework; or allocate a separate period for the completion of class work.

Homework is assigned to students during the lesson. Research-based tasks and projects are usually to be given as homework.

Conclusion wraps up the topic and usually comprises of a review of the topics covered in a particular lesson.

Suggested activities are given for most of the lessons and only conducted if sufficient time and resources are available.

Answers to questions and Work pages are provided at the end of the lesson plans.

Appendix worksheets comprises of worksheets that may be printed out beforehand.

Teachers are encouraged to use digital resources to enhance classroom learning. The digital resources are available on <https://oup.com.pk/digital-resources>. The teachers can also create their accounts by following the instructions given on the inside cover of the textbook.

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1 Me and my family

Key learning:

- Self-introduction
- Structure of a family as a unit
- Family tree

Background Information:

Everyone has a name which becomes their primary source of identity. We all have a 'first name' i.e. our own given name and a 'last name' which is our father's name. Likewise, we all have a family that we are born into and consists of different relations such as father, mother, brother, and sister. These relations constitute as our primary family members.

On the other hand, parents also have parents whom we call grandparents, and siblings who become our aunts and uncles. The father's parents are called paternal grandparents, and the mother's parents are called maternal grandparents. Similarly, we have paternal and maternal aunts and uncles.

In Pakistan, it is common to live in a joint family system which means grandparents, uncles, and aunts also live together. The hierarchy of relationships is called a family tree that keeps on growing generation after generation. We can also trace back our ancestors and add their names to the family tree.

Lesson plan 1

Duration: 40 minutes

Outcomes: Students will be able to:

- identify members of their family.
- create their family tree.
- create narratives about their families' past using a variety of sources.

Resources: textbook page 2, students' photographs for activity

Introduction: 10 minutes

Begin by introducing yourself to the students. Besides your name and what you do, add your likes and dislikes, a short event from your childhood or when you were in Class 1. This short introduction can act as an ice-breaker between you and the students.

Ask students about their names and ages, and their likes and dislikes, e.g. foods.

Explanation: 20 minutes

Read about Yasir and Anum. Ask the boys to stand while you read about Yasir and the girls to do likewise while you read about Anum.

Talk about the pictures of Yasir and Anum. Discuss the details such as the colour of their clothes, their hairstyle, etc. Ask the students to look around and observe other boys and

girls in class. Do they see any similarities and differences? Similar uniforms, but different hairstyles; similar books but different schoolbags; what else do they see? Ask the students to describe themselves—colour of their hair, eyes, clothes, etc.

Discuss the Questions 1–3 on page 2 with students.

Conclusion: 5 minutes

Discuss with students what activities might Yasir and Anum do during their evenings such as playing, going out with parents, watching TV, doing homework, etc. Answers will differ based on students' own perception.

Class work: Students could do Questions 1–3 in class work copies. They will paste their pictures in class work copies.

Homework: Students could draw or paste their own picture on page 2.

Lesson plan 2

Duration: 40 minutes x 2

Outcomes: Students will be able to:

- create their family tree.
- create narratives about their families' past using a variety of sources.

Resources: textbook page 3, pictures of families cut out from magazines and newspapers

Introduction: 10 minutes

Write the word 'Family' on the board—inquire from students what do they know about this word? Write the words they say on the board around the word 'family'. Complete the relationships for a family by adding missing words.

We all are part of families. However, not all families are the same, though many are similar. Some families may be larger while some may be smaller.

Explanation: 20 minutes

Either stick the photographs of families on the board or show them directly to the students. Ideally, the photos should have both parents and grandparents. Show a few pictures of children with single parents. Ask students who are the people in the photos. The answers will probably be according to your expectations: mother, father, son, and daughter.

Call students' attention to the photograph on page 3. Ask them if they know who these people are; the response may be: they look like *dada*, *dadi* or *nana*, *nani*.

Just like the students have parents, their parents also have their parents. They are called grandparents and the students are their grandchildren. Explain the meaning of maternal and paternal grandparents. Relate the terms in English with the Urdu equivalents.

Explain the basic unit of a family and its members. Refer to the words written on the board. Invite a student to come forward. Write the student's name on the board. Ask his/her parents' names and write them separately above the student's name. Next, ask if the

student has any siblings. If yes, write the name or names next to the student's. Repeat the process and write grandparent's names. Now this should look like a flow chart. Count the family members. Repeat this exercise with a few more students.

Read out page 3. Reread it line by line and talk about the relationships mentioned in the text, such as who is Yasir's father? What is the name of Anum's mother? Who is Mrs. Zainab Ali's son? Who are Mr. Akbar Malik and Mrs. Fatima Malik? Where do they all live?

Conclusion: 10 minutes

Discuss Questions 1–2 on page 3, and questions in activity C (1–3) on Work page.

Class work: Students could do activity A on Work page and Questions 1–2 in class work copies. The teacher will supervise and assist.

Homework: Students could do activity 1 from 'Things you can do' and activity B on Work page.

Lesson plan 3

Duration: 40 minutes

Outcomes: Students will be able to:

- create their family tree.
- create narratives about their families' past using a variety of sources.

Resources: textbook page 4, pictures of families of students, Worksheet 1

Introduction: 5 minutes

Talk about people of a family living together in a house and doing fun things together. Ask students if their parents have siblings. Do they come to their house often?

Explanation: 20 minutes

Draw a family tree like in the previous lesson, adding one more layer above for the grandparents. Ask a student to come forward and fill in the information with the names of the relations with maternal grandparents above the mother's and paternal grandparents above the father's name. The family tree can become bigger and bigger if we add the names of parents' grandparents.

Ask students how many of them live with their grandparents. Possibly many of them may live in a joint family structure. Ask if other relatives, such as aunts and uncles also live with them. The reply may be yes, like aunts, uncles, cousins (or in Urdu, like *chacha*, *chachi*, *phupi*, *mamoon*, etc.). Briefly discuss these relationships.

Count the family members of Yasir and Anum. Draw the family tree given in Question 1 on page 4 on the board. Tell the students to name the family members of Yasir and Anum so you can fill the tree. Students could write names in their books at the same time.

Conclusion: 5 minutes

Students could do activity 2–3 from 'Things you can do'. The students should write the names along with the relationship. Help them with the spellings. Students may paste their family's real pictures next to their family trees and share their work with other students.

Note: While students are on the task, supervise them and provide feedback on their work.

Class work: Students could do Question 1 on page 4

Homework: Students could do Worksheet 1.

Suggested activity::

Students could complete Question 2 of the worksheet and bring pictures of their parents, grandparents, and uncles and aunts. Let them draw an extended family tree of their family. Students could choose to draw the extended family tree from either parents. They can also draw the pictures if they do not have access to pasting the pictures.

2 My Body

Key learning:

- Parts of the body
- The significance of different body parts in daily life activities

Background information:

Our body is host to several organs and parts that help it to move and function in the right order. Each body part has a specific function, for example, we use our nose to breathe and smell, whereas we use our eyes see.

All parts of the body work in conjunction in order to function at their full capacity. There are 206 bones in the human body. Also, the skin is the largest organ in the human body.

We are the same in many ways, but also different. For example, we all have hair, but some people have long hair and some have short; we all have bodies, but some people are tall and some are short; some of us are girls and others are boys.

Lesson plan 4

Duration: 40 minutes

Outcomes: Students will be able to:

- identify and label parts of their body.

Resources: textbook page 7–8, pictures of children playing, eating, etc., if possible, a large doll (boy or girl) to demonstrate body parts

Introduction: 10 minutes

Invite a girl and a boy to come forward. (In case of segregated schools, call forward any two students.) Ask them to name the body parts that are visible to them such as head, neck, legs, arms, shoulders, hair, etc.

Ask the class if these body parts are the same in both the students. The obvious answer would be YES. Tell them that these are the physical features that all human beings are generally born with. The students called out may return to their seats. At this level, deformities can be discussed by telling students that not all children are born healthy due to certain deficiencies.

Explanation: 25 minutes

Ask the class to name the body parts one by one. Write the names on the board.

Now look at page 7–8 of the textbook, and repeat the names of the body parts. While reading, let the students point to their own body parts. Revise the spellings of all body parts given in the textbook.

Explain that the head is where the brain is located: it controls all our actions whether we are awake or asleep. You can add some more parts of the body such as the back and the chest and abdomen. Tell the class why these are important. The back supports us in our posture and movement. The chest is where the heart and lungs are located, and which are very important in keeping us alive.

Next, focus on some of the differences between people, such as eye colour, hair, facial features, etc. (Be careful about complexions as it can be a sensitive issue for children and parents.) These differences are present among all human beings and differentiate one person from another. Even twins are sometimes born with differences.

Conclusion: 5 minutes

Students could do the activity on page 7. The teacher will supervise and assist the students.

Homework: Students could do activity A and B from Work page.

Lesson plan 5

Duration: 40 minutes

Outcomes: Students will be able to:

- identify and label parts of their body.

Resources: textbook page 7–8, pictures of children doing different things, e.g. running, writing, seeing and listening, speaking, eating, etc.

Introduction: 10 minutes

Play the game ‘Simon says’ for 10 minutes or so with the students. Students will have fun playing ‘Simon says’ as it can be used to practise body parts.

To play the game, give an instruction preceded by ‘Simon says’—for example, ‘Simon says, wiggle your thumb.’ The children should then do so. If the instruction is given without saying ‘Simon says’ first, the children are not supposed to follow and if they do, they are out. Try to include lesser known parts of the body such as toes, elbows, eyelids, nails, etc.

Explanation: 20 minutes

Discuss Questions on page 8 with the students. Write ‘running’ on the board and then ask students what body parts are used for this purpose: legs, feet, ankles, knees are the answers. Extend the activity by adding other activities as well. Refer to the pictures of children playing, eating, writing, etc. Ask what parts of the body are being used for each activity. For example, write ‘writing’ on the board—ask: what parts of our body do we use to do this? Hands, eyes, head (brain). Tell the students that more than one body part is used to perform a single activity.

Conclusion: 10 minutes

Sing the ‘Heads and shoulders’ song with actions. ‘Head and Shoulders’ is also an enjoyable song and game. Sing the song and point to the parts of the body. The second time round, remain silent on ‘head’—just point to it, and sing the rest. The third time,

remain silent for 'head and shoulders'. The idea is to continue in this way until the whole song is only motioned, but you may do only as many rounds as the children enjoy.

Head and shoulders, knees and toes, knees and toes

Head and shoulders, knees and toes, knees and toes

Eyes and ears, a mouth and nose

Head and shoulders, knees and toes

Class work: Students could do Questions 1–3 in class work copies.

Homework: Students could do activity C from Work page.

Lesson plan 6

Duration: 40 minutes

Outcomes: Students will be able to:

- identify and label parts of their body.

Resources: textbook, paper, Worksheet 2

Introduction: 10 minutes

Begin with a quick recap of the previous lesson—how we use our body parts. Now ask a few volunteers to come up for the 'Things to do' activities. Cheer those who can stand and balance on one leg for a count of 3 to 5.

(Picking up things with their toes can be tested at home as it means taking off shoes and socks and putting them on again.)

Explanation: 20 minutes

Discuss with students the importance of each and every part of the body. Talk about the importance of the smallest parts such as knuckles of the fingers. If they are unable to move their fingers there are very few things they would be doing with their hands.

If the situation allows, a little discussion on people with physical disability might be discussed with students. Ask students whether they ever seen someone with a physical disability? Explain the difficulties these people have to endure in fulfilling everyday chores and activities.

Discuss activity 1 from 'Things you can do' with students. Provide students with sheets of paper for drawing with the less dominant hand. As an example, draw a figure using your less dominant hand on the board. Ask students to do the same. Left-handers can use their right hands to draw. Once they are through with the activity ask students how they felt while using their left/right hand for the drawing? You may get mixed responses, however, as most of the students may experience difficulty in writing with their less dominant hand.

For activity 2, ask students one by one to come forward and ask questions to other students about themselves. Allow the students to be as creative as they want keeping in view the theme of the lesson.

Conclusion: 10 minutes

Students could do activity 1–2 from 'Things you can do' on page 10.

Homework: Students could do Worksheet 2.

Suggested activities:

Make a life-size chain of children. Choose a long, unobstructed wall, for instance, around the classroom, or down a corridor, and cover the bottom half with plain white paper or else with sheets of brown paper or old newspapers. Use a red marker to trace the outlines. Ask each child to stand against the wall while another child traces their outline onto the paper. You could do the drawing yourself, if you feel the children will not be able to manage. Draw them with their arms slightly splayed, so that when the drawing is complete, it looks as though the children are holding hands. Get the children to paint faces, clothes, etc. onto their outlines.

3 Keeping clean

Key learning:

- Different ways to keep the body clean
- The importance of keeping clean
- Different types of clothes

Background information:

Keeping clean

Maintaining hygiene is very important to keep healthy. There are different ways to keep clean such as washing yourself, taking a bath, brushing teeth, cleaning ears, cutting nails, wearing clean clothes, and much more. There are very tiny germs that can attack us if we do not keep ourselves clean. Moreover, the bacteria and virus that make us fall sick also shoots into the air and can attack other people around us. We should wash our hands after using the toilet, before and after eating food, and after coming home from the market.

Clothes

People wear different kinds of clothes according to their cultural values as well as weather conditions. The world over, people wear warm clothes during winter such as sweaters, cardigans, socks, scarves, woolen shawls, and leather boots. During summer, people prefer wearing airy, cotton clothes that keep them cool.

In different countries, people wear clothes that reflect cultural norms. For example south Asian wear shalwar kameez, sari, dhoti, kurta, and pajama. In Japan, the traditional clothing for women is the kimono. Men in Arab regions wear Kandoura, which is a long, flowy dress with a Ghutra over a scarf, and women wear Jalabiya, which is also long flowy dress with a scarf. In Europe and America people wear trousers (dress pants) and shirts, t-shirts, shorts, skirts amongst many other items.

Work with students to explore the wide varieties of clothing people wear around the world during an Internet search or browsing through books in the library.

Lesson plan 7

Duration: 40 minutes

Outcomes: Students will be able to:

- list the ways to keep their body clean.

Resources: textbook page 12–13, 2 pictures (cartoons) to show Mr tidy and Mr untidy

Introduction: 10 minutes

Show the class pictures of a cartoon character “Mr Tidy” as a neat person and another cartoon character who can be called “Mr Not so tidy/Untidy” as an untidy person. The attached pictures can be pasted on a chart paper for better viewing.

Ask students to observe the pictures and say what they have noticed about the two pictures. They will most probably tell the difference between the two characters as one being tidy and the other untidy. Ask what Mr Tidy does to keep himself clean (take a shower daily, brush his teeth, wash hands, cut hair, trim nails, etc.) Give feedback on their replies and add to their observations if you think there is a need for it.

Explanation: 20 minutes

Connect the introductory activity with the pictures and the text to the students' own lives: how they keep themselves clean, like Mr Tidy (e.g. brushing teeth in the morning and before going to bed, taking a shower, brushing hair); tell them that all these actions are important to keep themselves clean and healthy.

Emphasise the importance of cleanliness for good health. Everyone likes people who are, and look, neat and clean, and keep their surroundings tidy and organised.

Read the first three lines and stop and ask the class what the girl in the picture is doing. Tell the students why it is important to keep our teeth clean. Here you can quote some toothpaste advertisement which usually shares this information. It is observed that children remember things they see and hear on TV as they are catchy. Reinforce the importance of dental hygiene.

Read the next line and talk about the picture. Ask why we should shower every day. Endorse their responses as they say 'to keep the body clean and healthy'. Read the rest of the page, pointing to the pictures and talking about each action and why it is done or why it is important. Inform them that to keep clean, we have to do some things daily while others need to be done with intervals such as trimming nails and cutting hair.

Conclusion: 5 minutes

Show the pictures of the two cartoons again to the class and ask which one of the two does the things they have just read in their books (Mr. Tidy). Which one of the characters would they like to be friends with? How would they advise the other one to improve?

Class work: Students could complete Questions 1–2 in class work copies.

Homework: Students could do activity 4 from 'things you can do'. Parents could assist them.

Ask students to bring empty toothpaste tubes, toothbrush, shampoo bottles, soap wrappers, and combs for the next class.

Lesson plan 8

Duration: 40 minutes

Outcomes: Students will be able to:

- list the ways to keep their body clean.

Resources: textbook pages 12–13, articles brought by students

Introduction: 10 minutes

Ask students what they need to keep themselves clean. Start with washing hands: what do you need? They would suggest soap, liquid soap, towel and water, of course. Endorse their replies.

Explanation: 20 minutes

Begin with activity 1 from 'Things you can do'. Place the articles they have brought on your table; display them. Give an opportunity to the students to share the names of the articles and say what they are used for. For example, if they show a soap wrapper, they will tell the class what they use it for on a daily basis. Try to include a variety of articles with different students as talking about the same things may make this activity boring.

Ask the students to look at the pictures on page 13 and share what they think is happening? You could ask them the following questions:

- a. Why should we use a tissue and/or handkerchief when sneezing?
- b. Is it healthy to grow nails and eat food with them? (Ask reasons for their answers.)
- c. What happens to your hair if you do not wash and comb it regularly?
- d. How do you feel when you keep yourself clean all the time? (Tell them cleanliness makes people stay active and fresh besides also smelling good and looking nicer).

Conclusion: 10 minutes

Discuss activity 2 of 'Things you can do'.

Homework:

Students could do activity A and B from Work page.

Suggested activities:

Ask the students to write their daily, weekly and monthly hygiene and cleanliness routine on paper or class work copies. For example, how often they cut their nails, get a haircut, take a bath, clean earwax, etc. They could also share how many tasks they carry out without help from anyone.

Lesson plan 9**Duration:** 40 minutes

Outcomes: Students will be able to:

- identify the different types of clothing and explain the importance of keeping clothes clean.

Resources: textbook page 14, pictures of people at different occasions in different clothes, sheets of coloured paper, Worksheet 3

Introduction: 20 minutes

Draw the students' attention to the pictures on page 14—what are Yasir and Anum doing in the two pictures on the top? Ask students if they can name the clothes that are hanging on the line. What clothes are Yasir and Anum wearing?

Explanation: 20 minutes

Name some items of clothing such as shorts, trousers, jackets, frocks, *shalwar kameez*, socks, etc. Ask them about the different clothes shown in other pictures on page 14. Did they notice any difference in the people's clothes and shoes and the weather as well? The students should be able to tell the difference between the clothes worn during summer and

winter. For example, they could say we wear warm clothes during winters and soft, cool clothes during summers.

Ask students to look at the weather in the two pictures and tell what time of the year it is. Can we wear cool cotton clothes in winter and warm woollen clothes in summer? Take their replies and add the details. Clothes are worn according to the occasion, place, and the time of day and year.

Similarly, the clothes worn at school are a symbol of being students and the uniform represents the school. At the school, when it is wintertime, students, teachers, and everyone wear sweaters, cardigans, scarves, and other articles of clothing. In summers, everyone wears the regular uniform and clothes that keep them cool. Discuss Questions 1–3 with the students in class.

Conclusion: 10 minutes

Students could do activity C from Work page and activity 5 from ‘Things you can do’.

Class work: Students could do Questions 1–3 in class work copies.

Homework: Students could do Worksheet 3.

Suggested activities:

The students can cut out dolls’ clothes and hang them up on a piece of string as suggested in activity 3 of ‘Things you can do’. This would be a good way to reinforce different items of clothing, however, it would require some tricky cutting and there is the risk of ending up with many cutout shapes that look nothing like clothes!

4 Food

Key learning:

- Varieties of food and their sources

Background information:

Food is necessary not just for physical but mental energy too. Just as cars need petrol to run, our bodies need food for energy.

Food is grown, derived from animals, or made from milk. For example, fruit and vegetables are grown and eggs come from hens.

Food is also used to make secondary products. For example, fruit is grown and then used to make jam. Wheat is also grown and then ground to make flour. We use flour to make bread and cakes. Cows give us milk, which we use to make butter and cheese.

Different foods help our bodies in different ways. For instance, milk, and food made from milk, makes our bones strong. Carrots make our eyes strong. Fruit and vegetables help us to fight germs (children will probably be familiar with germs from discussions related to the fourth lesson, ‘Keeping clean’). Eating different kinds of food in moderate quantity is called a balanced diet.

Lesson plan 10

Duration: 40 minutes

Outcomes: Students will

- explain the different food sources.
- realise the importance of healthy eating.

Resources: textbook page 17, large pictures of various foods, such as breakfast cereals, milk, bread, boiled or fried eggs, foods eaten at lunch and dinner

Introduction: 5 minutes

Introduce the lesson by asking the children about their eating routine and habits. Questions such as 'What did you have for breakfast?' can be good starters. Share your own breakfast menu with the students. Appreciate students who had breakfast in the morning and encourage those who did not do so to eat well.

Explanation: 25 minutes

Focus students' attention on the top four pictures on page 17. Ask what people need to do such activities. Students will give varied answers. If you get your expected answer (energy) build the discussion on it. Explain that like a car needs fuel to run, living things need fuel for the energy to grow, work, run, play, and also to study. This energy comes from eating fresh and nutritious food in moderate quantities.

Read the first paragraph of the lesson. Explain the three main points discussed here about food. Ask students what other work they can do if they eat food properly. To make the discussion interesting, draw two bubbles on the board. Write 'eat food' in one and 'do not eat food' in the other bubble. Ask the children what would happen if we did not eat food or we did not eat it properly and on time? Write the main points in the respective bubbles. Discuss both cases with them; for example, in case of not eating enough food on time we may feel weak and not be able to do many things such as playing, reading, studying, or even sleeping.

Talk about the foods eaten at different meals, i.e. breakfast, lunch, and dinner. Add school snack time also in the discussion. Stress the difference between breakfast, lunch and dinner time food. While discussing the school snack time, emphasise the importance of eating good and healthy food; discourage students from indulging in junk food in school as well as at home.

Help the students complete Work page activity B in class.

Conclusion: 10 minutes

Discuss activity 3 of 'Things you can do' with students and help them make a menu for breakfast, lunch, and dinner. Draw three columns on the board and take suggestions from students for each time of the meal. Finally, ask the students to make three columns in their Class work copies and choose their favourite dishes for each mealtime and write the names in the correct column. The teacher could supervise and assist the students in drawing columns and spellings.

Homework: Students could do Work page activity C.

Ask the students to bring one fruit each, such as apple, banana, peach, apricot, plum (any seasonal fruit) for a class activity.

Lesson plan 11

Duration: 40 minutes

Outcomes: Students will

- explain the different food sources.
- realise the importance of healthy eating.

Resources: textbook page 17, fruits brought by students and the teacher, a large bowl, knife, sugar, salt, paper plates, plastic spoons

Introduction: 10 minutes

Read the lesson again and briefly recap the importance of healthy food. Now focus on the latter part of the lesson.

Explanation: 20 minutes

Explain that we get our food from different sources. We grow some foods and get some from animals, fish, and poultry (chickens). Draw a big tree on one side of the board and ask students which foods we get from plants. Write the answers on the tree. Add foods which may have been missed by the students.

Draw or stick pictures of a cow/chicken/goat/fish on the board. Ask students what foods we get from them and list the answers below each picture. Different food products are produced using dairy, fruits, and vegetables. For example we make jams, jellies, fruit salad, juices, and other delicious things from fruit and other ingredients. From milk we make cheese, butter, yoghurt, etc.

Conclusion: 15 minutes

Activity: Collect the fruits brought by the students; wash and prepare them in advance, but keep a few aside to cut and add to the rest in class. (Ask a colleague or support staff in school to help you cut the fruits into a big bowl.) The fruit salad can then be mixed in the class and served to students. Express your happiness and excitement about the activity. While mixing the salad, make sure you explain the importance of eating fruits and vegetables. Now serve the salad to the students and eat it with them. Let the students speak about the salad making activity in the class.

Homework: Students could do activity 1 from 'Things you can do'. They could use newspapers, old magazines, or stickers.

Lesson plan 12

Duration: 40 minutes

Outcomes: Students will

- explain the different food sources.
- realise the importance of healthy eating.

Resources: textbook page 18, material for mock pizza activity in class, Worksheet 4

Introduction: 5 minutes

Ask students to name the fruits and vegetables they ate yesterday. Appreciate and encourage all.

Explanation: 20 minutes

Introduce the concept of a balanced diet. Ask the children what would happen if we eat only one kind of food such as just meat or eggs or milk. In order to live, grow, and work in a healthy way it is important that all kinds of food should be taken every day. Fruits, vegetables, products from milk, meat, and cereals should all be a part of our daily meals.

On the board make a table with four columns labelled breakfast, school snacks, lunch and dinner. Now ask students what kinds of food should be included in each mealtime. Encourage them to add food from the three sources discussed in the last lesson. Complete the chart on the board. Stress again the importance of eating fruits and vegetables every day.

Now discuss Questions 1–2 with students in class. Take individual responses and encourage students to talk about more fruits and vegetables other than those shown in the lesson.

Conclusion: 10 minutes

Help students complete activity A of Work page. The teacher could supervise and assist students with spellings.

Class work: Students could do Questions 1–2 in class work copies.

Homework:

Students could do Worksheet 4.

Suggested activities:

The ingredients of a pizza include food from all the major food categories. The mock pizza activity can be carried out in groups of four. Give each group a paper plate each, paints, coloured paper cut-outs, glue, and some pencil shavings. Demonstrate how the paper plate can be made into a mock pizza. Move around the groups, supervising and helping as needed. The ‘pizzas’ can be displayed on the class shelves.

You will need:

- Paper plates (pizza base—bread)
- Red paint (tomato sauce—fruit)
- Green paper cut into the shape of a capsicum (vegetable)
- Small circles cut out of brown paper (sausages—meat)
- Wood or pencil shavings (grated cheese—milk derivative)

You could have on hand the real ingredients to show the class and then ask them to make their pizza out of the pretend ingredients.

Ask the children to paint the plate red as though they were applying tomato sauce. Ask them to cut up the paper capsicum as though it was being chopped. If the paint is still wet, the green paper will stick to the painted plate without glue. If not, the pieces can be glued on separately. The same applies for the sausage shapes. Dab a little glue all across the pizza and tell the children to sprinkle on the wood shavings. The pizza is ready!

5 Houses

Key learning:

- Different types of houses.
- Houses are made using all sorts of building materials and other products.

Background information:

Our home is the house we share with our family. Houses come in all different shapes and sizes, whereas there are different kinds of rooms in a house, e.g. bedrooms, kitchen, TV lounge, and so on.

Just as each child has his/her own name, each house is also given a certain number, and the streets are also given names or numbers. This makes it easy to find a house. It will be difficult to find a house without an address.

Most houses in the cities are made of bricks and cement. Some houses are big with large gardens, some are small and some are part of large apartment buildings. In the villages, many houses are made of mud and wood.

Houses are often built according to their surroundings. For instance, Inuit used to make their houses, igloos, out of snow blocks. Though snow is cold, the igloo sheltered the Inuit from the icy winds. Now they live in houses made of insulated material (explain) that are raised above the ground to protect from snow.

In Africa, some places are very hot, and the houses there are made of mud, which remain cool inside. Gypsies are people who do not live in one place but keep moving. Their homes, therefore, are either horse-drawn caravans, or tents. In forests and woods, it is common to find log cabins made of wood. Show the children pictures of these types of homes and, if possible, the people who live there.

Lesson plan 13

Duration: 40 minutes

Outcomes: Students will be able to:

- identify various materials used for building houses.
- describe and compare the different types of houses.

Resources: textbook page 22, a doll's house

Introduction: 10 minutes

Put the doll's house in front of the class. Ask students what it is. It is obvious that students living in the urban areas are familiar with the doll's house, especially the girls. Affirm their answers. Talk about the structure of the doll's house such as rooms, windows, doors, furniture, accessories, etc.

Explanation: 20 minutes

Read the lesson on page 22. Explain that just like the doll, we too need a place to live where we and our family and belongings are safe. Such a place is called home. A home for people can be an apartment, a bungalow, a small house, or even a simple house in the village. The concept of shelter and security should be emphasised in the explanation.

We all have homes but they may be of different kinds; show pictures of apartments, houses, and bungalows and ask the children to name them. Let some students talk about the kind of house they live in.

Ask how many children know their home address. Write down the names and addresses of a few students; read them out to the class. Show the class how to write their name and address.

Draw the children's attention once again to the doll's house. Discuss Questions 1–3 on page 13. Let them count the rooms in it and write it in words in their notebooks.

Class work: Students could do Questions 1–3 in class work copies and activity 1 from 'Things you can do'.

Homework: Students could do activity A of Work page.

Lesson plan 14

Duration: 40 minutes

Outcomes: Students will be able to:

- identify various materials used for building houses.
- describe and compare the different types of houses.

Resources: textbook page 23, some pictures from magazines of apartments, bungalows, houses, buildings, small attached houses, Worksheet.

Introduction: 5 minutes

Share a song with the students about 'No place like home'. Let the students sing along.

Explanation: 20 minutes

Read the lesson on page 23 focusing on the four pictures and their captions. Inform students that there are different kinds of houses and the main building material used in making these, such as cement, bricks, wood, straw, and mud.

What kind of houses do we see while coming to school in the morning? Besides bungalows and apartments, bring into discussion the presence of shanty homes and huts found in many places in the outskirts of our cities. Talk about the materials used for construction; what is the school building made of? What are our homes made of? Tell them about cement and bricks, mud and wood. Differentiate between the houses in the city and villages.

In many places houses are built according to the weather conditions. In cold and snowy areas and places which get a lot of rainfall, houses usually have sloping roofs so that the

snow/rain drains off easily. In warmer areas, houses are built to keep the inside cool; they may have more windows, and suitable materials, e.g. hollow bricks, are used for construction.

Show the presentation/pictures of a log cabin, igloo, tents, and mud huts. Explain the reason why construction methods vary in different regions. Outside large towns/cities people use building material that is easily available and is most suitable for them; for example, mud houses in most of our villages, or straw huts in the Thar region.

Introduce each material to the students and draw their attention to materials that are visible in their classroom, such as steel, wood, tiles, etc. This way they will be able to answer Question 1 on page 23. Help students complete activity B on Work page.

Conclusion: 5 minutes

Students could do activity C from Work page, and activity 2 from 'Things you can do'. The teacher will supervise and assist the students.

Homework: Students could do Worksheet 5.

Suggested Activities:

1. Give the children an unlabelled drawing of a house plan. Ask the children to choose which room they would like to make the bedroom, bathroom, kitchen, etc. and ask them to draw in the relevant objects such as furniture and people. Alternatively, you could give the children Part A (envelope to address) of the Work page, as discussed above.
2. Divide the class into five groups and each group will make a house—a log cabin, a mud house, a tepee, an apartment block, and a brick house. You will need four shoeboxes.

Log cabin: Give the group a box. Cut out two windows and a door. Cover the surface by gluing on lollipop sticks or wooden ice-cream spoons to represent logs. Bend a piece of stiff card to make a sloped roof and glue sticks or spoons in the same way. Stick it to the top of the dried log cabin with sticky tape.

Mud house: Mix some thin mud using water and dirt. On the box, mark and cut out two windows and a door. Cover the surface of the box with the mud and let it dry. There is no need to add a roof.

Tepee: Make a cone out of stiff paper. Put a thin stick through the centre and let it poke up a little out of the point. Decorate the cone with bright patterns.

Brick house: On the box, mark and cut out four windows and a door. Draw horizontal lines all around the box, and mark off bricks. Stick scraps of cloth on the inside of the box where the windows were cut, to look like curtains. Fold a piece of stiff paper to make the roof. Paint a grey scalloped design on it to resemble tiles.

Apartment block: Take a tall box, like a cereal box or a shoe box. Cover it with grey paper. Then add lots of windows by painting or sticking on small squares of silver or yellow. There is no need for a roof.

The finished houses could be used for display in Lesson 14, 'City and village'.

6 Things

Key learning:

- Variety of object found in a home.
- Importance of keeping things in their place.

Background information:

The items shown in the book include knife, bucket, fork, basket, clock, tap, glass, jug, candle, bulb, radio, spoon, mug, book, bowl, telephone, chair, biscuits, comb, teddy bear, bat, ball, cupboard, and car. The use of each item is unique, food for example, a knife is used to cut food into smaller pieces, a spoon is used to scoop and eat, a comb is used to untangle hair.

There are advantages of keeping things in their place—it looks tidy, it's easy to find the things when you need them again, things don't get lost, etc.

Lesson plan 15

Duration: 40 minutes

Outcomes: Students will be able to:

- state the importance of organising objects effectively.

Resources: textbook page 26, pictures and some actual objects used at home and in school/class

Introduction: 10 minutes

The 'I spy' game is a good starter for introducing things in the classroom. Play the game as suggested in the guide. List the students' responses on the board for further reference.

Explanation and activity: 25 minutes

Read the lesson on page 26. Let students name one object at a time. Put the names on the board. A student will come forward, choose one object and tell the class what the object is used for. Give students time to think about the answers.

Which of these things do they have at home? Where in the house would they find them, e.g. Where do we find a tap, a cupboard, etc? There may be some minor differences in the responses.

Discuss Questions 1–2 with students. There are items that start with the letter 'c' and 'b'. However, there are no items that start with the letter 'h'. For this, the students should be able to say there are no items that start with the letter 'h'. This activity can be done either verbally or in class work copies.

Conclusion: 5 minutes

Choose an object from the picture and ask students how they can take care of it. For example, how can they help their parents or mother/father in taking care of the car? Suggest ways such as helping them clean the car, not spilling or throwing eatables in the car, not leaving empty cartons or wrappers on the seat or floor of the car.

Emphasise that it is important that we take care of our things to make them usable for us for a longer time.

Class work:

Students could do Questions 1–2 in class work copies and activity A of Work page.

Homework:

Students could do activity 1 from 'Things you can do'.

Lesson plan 16

Duration: 40 minutes

Outcomes: Students will be able to:

- state the importance of organising objects effectively.

Resources: textbook page 27, Worksheet 6.

Introduction:

Guide students to complete activity C of Work page. The activity involves matching the correct pair of socks to put them away in the right order. This should give students an introduction to the importance, of and need to, organise and place things in the correct order.

Explanation:

Read the lesson and ask the students which of these things they have at home. Now ask where in the house would they find them, e.g. Where do we find a tap, a cupboard, etc? There may be some minor differences in the responses.

Stress the importance of keeping things in their proper place. Ask what would happen if their desks are not set in proper rows and are left in a haphazard manner. Would they be able to study and work unless their desks were arranged correctly? Tell them that it is important to put things back in order after using them, e.g. playing with their toys and putting them away in a toy box or on the shelf afterwards.

Conclusion: Discuss Questions 1–2 with students. Encourage students to share responses.

Class work: Students could do Questions 1–2 in class work copies activity B from Work page.

Homework: Students could do Worksheet 6.

Suggested activities:

Get the students's imaginations going! Ask them to draw the home of their favourite cartoon character and make a list of at least five things they might find in their kitchen, bedroom, lounge, and cupboard.

7 School

Key learning:

- Students go to school to learn new things every day.
- Communication is the best solution for conflict resolution.

Background information:

Coming to school is fun because we learn lots of new and exciting things and make lots of friends.

Students go to different schools, but most schools are basically the same, with teachers, classrooms, and students. Students start school at various ages, some as young as two, in nursery school, but others wait until they are five or six.

At school, students learn Maths, Science, Social Studies, Art, Languages, Music, and much more. There are many extra curricular activities also offered in the school such as physical sports, drawing and painting, music, dramatics, etc. Students also learn about religion and moral values.

There are different areas of a school which would include classrooms, offices, the library, and playground.

Lesson plan 17

Duration: 40 minutes

Outcomes: Students will be able to:

- gather information about school and community issues which they have encountered or learnt about.
- identify ways in which conflicts could be resolved at home and school.

Resources: textbook page 30, textbooks of other subjects, notebooks, pencils, crayons, erasers

Introduction: 10 minutes

Ask students a few questions. For example, 'Where are you all right now?' 'Why do you come to school?' Write the responses on the board. Summarise students' ideas by talking about each point and also let students explain their ideas. Ask them what they must pay attention to for coming to school: uniform, shoes, bag, books, notebooks, homework, stationery, etc. Wrap up the activity.

Explanation: 20 minutes

Talk briefly about Yasir and Anum. Point to the pictures on textbook page 30. Where are they and what are they doing? Discuss the activities and list students' input on the board.

Read the text. Point out the picture of a school building in the lesson. Call up a few students to draw their school building on the board. Let students write the name of their school along with the drawing.

Discuss with the students if they like coming to school. Emphasise that coming to school is fun because we learn lots of new and exciting things and make lots of friends; they get to play games; learn about the different subjects and activities. Discuss Questions 1–3 with students and write their responses on the board along with their names.

Conclusion: 10 minutes

Encourage students to point out things that they learn at school. You could write the responses on the board. Now, students could do activity B on Work page.

Class work: Students could do Questions 1–3 in class work copies.

Homework:

Students could do activity 1 of ‘Things you can do’.

Lesson plan 18

Duration: 40 minutes

Outcomes: Students will be able to:

- gather information about school and community issues which they have encountered or learnt about.
- identify ways in which conflicts could be resolved at home and school.

Resources: textbook page 30, photographs of some old schools (exterior and interior); if the school maintains an archive of past photographs take the students to see this, Worksheet 7.

Introduction: 5 minutes

Begin by asking students to share their homework activity. Encourage all students to share at least one item from their list.

Explanation: 20 minutes

Remind students of the main points of the last lesson—what do they like doing in school? Brainstorm for all the things students like to do at school. Each student can contribute at least one idea about it.

To make the activity more interesting, share your experiences as well. Young students like to hear the teachers’ stories; sharing an anecdote from your childhood will be exciting for them. Do activity 2 from ‘Things you can do’.

Conclusion: 5 minutes

Ask students the following questions:

1. What makes you excited to come to school?
2. What is the least likeable thing about coming to school?
3. What are the new activities that you would like to see in your school?

Class work: 10 minutes

Students could do activities A and C from Work page. The teacher will supervise and assist the students.

Homework:

Students could do Worksheet 7 and activity 3 from 'Things you can do'.

Suggested activities:

1. In this section, the students can play 'I spy' as they did in Lesson 8. They can also draw a picture of their school and write down its name and address. Write the address on the board for the students to copy.
2. 'A page from history' is an interesting activity for students, which combines art with history. Begin by telling the students that in the olden days people used feathers/quills as pens. Tell the students to collect feathers, or you could provide them yourself. Take a piece of plain paper and stain it with diluted tea, applied with a ball of cotton wool to make it look like aged parchment. Hang the stained papers on a line and let them dry completely. Ask the students to dip their feathers into a pot of ink, as though they were quills, and write their names on their 'parchment'.

8 Fun and Games

Key learning:

- Different recreational activities; indoor and outdoor.

Background information:

Children love to have fun; at home and otherwise. At home, children love to sing and dance, play games, play with toys, and do much more. Some children enjoy indoor games such as board games, table tennis, and other such activities. Other children prefer outdoor games and activities that lift their spirits. Outdoor activities such as playing in the park, enjoying fun rides, visiting animals at the zoo, and much more.

Lesson plan 19

Duration: 40 minutes x 2

Outcomes: Students will be able to:

- compare the similarities and differences between activities at home and at school

Resources: textbook page 32–33, video or PowerPoint presentation of children playing games and sports, or large pictures/posters showing the same

Introduction: 10 minutes

Tell the students they will have an interesting activity today. Show them the video/presentation or the posters/pictures of children playing in the sand, in the park, taking rides, visiting places such as the zoo, sea side, museums, etc.

Ask the students what they see in the video/presentation or the posters/pictures. You would get a variety of answers as there would be a number of activities and places shown. Talk about these activities and where they take place—outdoor sports and indoor games, such as playing in the sand, playing with toys, board games, video games, cricket, football, swimming, and activities like picnics, visits to nature parks, museums, etc.

Explanation: 20 minutes

Ask students why it is important to take part in sports. Take their responses and then explain to them briefly that outdoor sports and other recreational activities are good for us because they keep us active, healthy, busy, and provide fun and relaxation.

Repeat the discussion about visiting different places. Stress the importance of seeing new places, learning new things, and getting information. Ask the students about the places they may have visited, like museums, special shows or exhibitions, book fairs, etc. Questions at the end of the lesson should be answered and discussed here.

Read page 32 and 33. Ask the students to observe the photographs—what are they doing? What games are they playing? Do the students also play this game? Make two columns on the board with the headings 'Fun and games at home' and 'Fun and games at school'. Let students name some of the games they play at school and at home. List their responses in each column, accordingly. Point out and appreciate where students have suggested healthy activities such as playing, running or visiting parks. Stress the importance of physical activity for healthy living.

Conclusion: 10 minutes

Help students complete activities A and B on the Work page.

Class work: Students could do Questions 1–2 in class work copies.

Homework: Students could do activity 1–2 from 'Things you can do' in Homework copies.

Suggested Activities:

Students can do activity 3 from 'Things you can do' in the class. Ask them to bring coloured sheets, plain sheet for drawing, scissors, glue, and threads. Help them trace and cut masks and sew thread into them. Students will wear them and draw their pictures on sheets.

Lesson plan 20

Duration: 40 minutes

Outcomes: Students will be able to:

- compare the similarities and differences between activities at home and at school.

Resources: textbook page 34, Worksheet 8.

Introduction: 10 minutes

Ask the students about the places they may have visited, like museums, special shows or exhibitions, book fairs, etc.

Explanation: 20 minutes

Ask students why it is important to take part in outdoor activities. Take their responses and then explain to them briefly that outdoor and other recreational activities are good for us because they keep us active, healthy, busy, and provide fun and relaxation.

Most children like to go to parks to enjoy a variety of rides. Ask them the names of their favourite rides and why they like them. Ask what other games they can play at the park.

Discuss Questions 1–2 with students.

Conclusion: 10 minutes

Help students complete activity C from Work page.

Class work: Students could do Questions 1–2 in class work copies.

Homework: Students could do Worksheet 8 and activity 3 from ‘Things you can do’.

Suggested Activities:

1. Make a clown’s hat. Ask the children to paint a square of chart paper in colourful checks. Once it has dried, turn it to make a cone shaped hat. Secure it in place with staples or sticky tape. Ask the children to stick three pompoms down the front. Using face paint or cosmetics, make the children up as clowns: red noses, white, smiling borders around their mouths, and crosses over both eyes. Put on the caps and the clowns are ready.

9 Work

Key learning:

- Parents also have jobs to take care of the house.
- People do all kinds of jobs and should be appreciated.

Background information:

There are different types of work that people do inside the house like cleaning, cooking, tidying up, etc. Students themselves do different work at school, like writing, reading, homework, etc. However there is a difference between work as an activity and paid work.

Taking care of the children and home, is also hard work and a full-time job not to be ignored or belittled.

People work and are paid money in return, with which they can buy things. Stress that our parents have to work very hard to earn money, and therefore, we should be careful not to waste it. Secondly, we should help our parents around the home too by tidying up, picking up our dishes after eating, etc.

Different people might possibly be working in the children's homes, like a cleaning lady, cook, and gardener. Their work is very important, and we should always be good and kind to these people because they help us.

Similarly, other people work in different professions. For example, people working as pilots, doctors, teachers, engineers, artists, painters, technicians, managers, astronauts, trainers, sports persons, etc.

Lesson plan 21

Duration: 40 minutes

Outcomes: Students will be able to:

- identify different jobs and occupations.

Resources: textbook page 38, dusters, clean cloth

Introduction: 10 minutes

Divide them into groups. Give each group a duster and allocate tasks, such as cleaning the class cupboard, arranging things on the soft board, cleaning their own tables/ desks, arranging and cleaning things on the classroom shelf. Give students about five minutes to do this activity, then settle students back to their seats.

Explanation: 25 minutes

Ask them how different this work was from the activities they normally do in class, i.e. studying, reading, writing, etc. Introduce the work which is done at home everyday such as cleaning, dusting, washing clothes, cooking, mopping, etc. Tell the students that if this work is done by their mother or others in the family, it is part of the family responsibility

and is unpaid work. On the other hand, if this work is done by a professional cleaner then it is paid work because they receive a monthly salary.

Explain that people work in schools, offices, hospitals, and transport, for example, to earn a living and manage their households. Emphasise the importance of respecting all the different types of work done by people to manage their homes and to earn their living, whether they are mothers, sisters, teachers, doctors, drivers, or domestic staff—everyone's work is important.

Read the text and focus on the first three pictures of the lesson: Mr Ali works in a bank and Mrs Ali is a doctor. They are paid a salary for the work they do outside the house. The money earned is used to take care of the family's needs. Stress the importance of hard work and the money earned through it. Make students conscious of the fact that their parents work very hard to earn the money and they should be careful in asking their parents for things.

Help students complete activity 1 from 'Things you can do'.

Conclusion: 5 minutes

Discuss Questions 1–3 with students. Answers will vary.

Class work: Students could do Questions 1–3 in class work copies.

Homework: Students could do activities A and B from Work page.

Lesson plan 22

Duration: 40 minutes

Outcomes: Students will be able to:

- identify different jobs and occupations.

Resources: textbook page 39, chart paper/cardboard, old magazines with pictures of families, glue, coloured markers or crayons, coloured glazed paper, scissors, Worksheet 9

Introduction: 10 minutes

Encourage students to talk about the professions of their parents i.e. either they work outside the house or are a stay-at-home parent. Parents who are homemakers tend to work more and play a significant role in our daily lives. There is immense importance of work done at home to keep the family running smoothly. In some homes, both men and woman contribute towards household chores so stress the fact that it is the responsibility of all people in the house to work in cohesion.

Explanation: 20 minutes

Read the lesson again; focus on the last part of the lesson. What are Yasir and Anum doing? Ask students if they also help their parents at home; what do they do to help their parents and other family members?

Brainstorm all the ways families help each other. Examples might be that the mother does the laundry, big brother washes the car, or the father takes to the bookshop. Write the responses on a sheet of chart paper and stick it on the board.

Explain to the students that they are going to make a collage about all the ways families help each other. They can cut pictures out of magazines or draw pictures. Help students while they are working on their pictures; help them cut the pictures. Let the students glue the pictures on a chart paper.

When the students have finished, have them share their pictures with the class and say what is happening in the pictures. Display them around the room.

Now, discuss Question 1 on page 40 with the students. Ask them to share what they want to be, one-by-one. Tell them that they can be anything they want to be. A girl can be an engineer and fly a plane and a boy can be a chef as well as an artist.

Conclusion: 5 minutes

Guide students to complete activity C from Work page.

Class work: Students could do Question 1 and activity D from the Work page.

Homework: Students could do Worksheet 9 and activity 2 from 'Things you can do'.

Suggested activities:

1. Students could do activity 3 from 'Things you can do'. Make groups of 5 and ask students to bring newspaper and cut-outs showing people doing different jobs. They will also need scissors, glue, and a large chart paper to display their work. Assign different jobs to different groups. In class, ask them to paste pictures of at least 10 jobs being done by different people. Guide the students to paste pictures. They should write the names of the jobs and add other information if they like to. Let them be as creative as they want. Put up all the display work outside the classroom for other students to see and appreciate.

10 Being Good

Key learning:

- Appropriate behaviour.
- Rules in public spaces to make them safe spaces for everyone.

Background information:

There are different forms of good and bad behaviour, for example:

- Being late for school
- Listening to your parents
- Breaking your things
- Pushing people in a line
- Working hard
- Helping people
- Being dirty
- Telling lies
- Saying 'please' when you want something
- Saying 'thank you' when you get something

- Fighting
- Telling the truth

There is a reason why an act is good or bad. For example, if you keep yourself clean and tidy, you will look and smell nice and you will have many friends. Your parents take care of you in so many ways, so you should always listen to what they say. If you help someone, they will help you too, at some time.

Polite behaviour and mannerisms are important, such as:

- Covering your mouth when you yawn or cough
- Saying 'I beg your pardon' when you burp
- Eating with your mouth closed
- Giving your seat to an older person

Lesson plan 23

Duration: 40 minutes

Outcomes: Students will be able to:

- provide examples of local government actions, e.g. implementing traffic rules, to improve their local community.
- describe the importance of rules and create rules for their own class.
- identify the rights and responsibilities of young people in school and in the local community.

Resources: textbook page 42, some board games, chart papers, markers

Introduction: 10 minutes

What would happen if people on the roads did not follow traffic rules? The response would be accidents, problems and fights (chaos). Similarly, what would happen if everyone in school was allowed to do as he or she wanted to—would students be able to learn or teachers be able to teach? Stress the importance of observing rules in every aspect of our lives as it saves us from many problems and difficulties. Give the example of children playing in a park without observing any rules. Explain the hazards of running wildly such as tripping over something on the ground, falling down, pushing or being pushed by someone else, causing harm to smaller children or older people.

Explanation: 20 minutes

Explain that rules are made to help us along in our life and to make life easier for everyone. Demonstrate how there are rules even for playing games—there are different rules for different sports and for indoor games too. If we play by the rules then everyone gets a fair chance. If we don't follow rules then we are being unfair and we'll also suffer when someone else breaks the rules.

Just the way there are rules in a school and for the class which show us how to be a good student and to respect our teachers, friends, and the other staff in the school, there are rules for good behaviour at home and also when we go out with our family and friends.

The rules made for the country are called its laws. Laws must also be respected and followed to keep the country a peaceful and organised place where people are safe and happy.

Discuss activity A on Work page with students. Take their responses and guide them about behaving in public places. Remind students about the rules given on page 42. These relate to activity 2 from 'Things you can do'.

Conclusion: 5 minutes

Ask the children what they have learned today. Reiterate that rules help to make life easier for everyone. When we make rules we should also follow them.

Class work: Students could do Question 1 in class work copies.

Homework: Students could do activity C from Work page.

Suggested activities:

Tell students that today they will develop rules for their class and then for the recess time. Divide the class into two groups, one for class rules, the other for break time rules.

Discuss what rules they would suggest for the class and why. For example: We must keep our class clean and tidy because it will look good; things will be kept in place. We must keep our books neat and tidy and not tear pages or damage the books, etc. We must not scratch the tables/desks because our class will look bad and scruffy.

During recess we should not run out in a rush because we could hurt others and get hurt ourselves; our snacks would fall on the ground. We shouldn't litter the school grounds; we should use the litter bins to throw empty packets, juice packs, etc.

Write the rules suggested by the children in two columns (Class, Recess) on the board. Give a chart paper and markers to each group to write down the rules. Move around the class and help the students. When they are done, stick the chart papers on the board/wall. Keep repeating the rules at least once a day for a week or so.

Lesson plan 24

Duration: 40 minutes

Outcomes: Students will be able to:

- provide examples of local government actions, e.g. implementing traffic rules, to improve their local community.
- describe the importance of rules and create rules for their own class.
- identify the rights and responsibilities of young people in school and in the local community.

Resources: textbook page 43, animation of the story 'The Lion and the Mouse'

Introduction: 10 minutes

Greet students by exchanging pleasantries or saying *Assalaam o Alaikum*. Let them reply completely and thank them. Ask students why we exchange these greetings every day. Talk about the importance of greeting/wishing our elders, parents, siblings every morning and greeting people before starting a formal conversation. Tell students this is one of the good manners we have to follow at all times.

Explanation: 20 minutes

Show the class the video of 'The Lion and the Mouse' or read the story to them. Talk about the kind behaviour of the lion of letting the mouse go instead of eating it up.

Emphasise the incident of the mouse helping the lion in return. Tell students that acts of kindness and good behaviour are rewarded sooner or later.

Read the lesson on page 43. Look at the illustrations and talk about what is happening in each picture. For example, in the second picture, the boy wants to attract attention, saying 'Excuse me'. In the fourth picture, the boy cannot hear what the other person is saying, so he's saying, 'I beg your pardon'.

Read the speech bubbles in the latter half of the lesson. Ask students when they need to say these words? Write the words in bold on the board. Talk about all the four situations.

Discuss Question 3 with the students. Encourage students to share more experiences.

Conclusion: 5 minutes

Talk about each rule of good behaviour and give examples of the situations that arise when rules are not followed. For example, we have a dinner party at home and the guests invited are not on time. What happens and how do we feel about it? Similarly ask students about the situations such as when they are waiting for their turn at the school canteen and someone pushes their way in. Let them voice their opinion about each of the rules mentioned in the text.

Class work: Students could do Questions 1–2 in class work copies, and activity B from Work page.

Homework: Students could do the Worksheet 10 and activity 2 from 'Things you can do'.

Suggested activities

1. Ask the children to choose a rule of good behaviour and draw a picture illustrating it. These can be mounted and displayed on the board.
2. Story time: Aesop's fable 'The Lion and the Mouse' can be read from a book or shown to the students on a PC by clicking on this link: <http://www.bbc.co.uk/cbeebies/stories/>.

11 Prayer

Note: Throughout this lesson it is important not to let any religious prejudice enter into the discussion, and to keep concepts as objective as possible.

Key learning:

- There are three major religions in the world.
- Each religion has its own holy book, religious festivals, and symbols denoting their beliefs.

Background information:

People believe God made the world and everything in it; however, different people show this in different ways. The way you show you believe in God is a simple definition of religion.

Islam, Christianity, and Hinduism are three religions in the world. The followers of these religions are called Muslims, Christians, and Hindus, respectively. Most people in Pakistan are Muslims, but there are many Christians and Hindus too.

All these religions teach its followers the following teaching:

- that God made everything in the world
- to thank God for all the wonderful things in our lives
- to be good and kind to others
- that lying, stealing, and hurting others is bad
- to respect our parents.

The origin of each symbol is unique as well—the cross represents Christ being put on a wooden cross by people who were against him, the crescent represent the new moon upon which the Islamic calendar is based, and the trident represent a type of spear, known as a *trishul* in Hindi, held by one of the Hindu gods.

Each religion has its own special name for God: Allah, God, and *Bhagwan*. Special religious festivals such as Eid, Christmas, and Diwali are major religious festivals of the followers of Islam, Christianity, and Hinduism.

Lesson plan 25

Duration: 40 minutes x 2

Outcomes: Students will be able to:

- explain different religions and places of worship.

Resources: textbook page 45, pictures of some beautiful places of worship (easily available on the Internet, such as mosques, churches, temples) of different faiths; Worksheet 11

Introduction: 10 minutes

Ask students who made the different things in the surroundings such as the school building, houses, parks, etc. Ask them who made the other things they use, wear, and eat, such as their uniform, their lunch/snack, their desks and chairs? In the end ask 'Who has made our world?' Tell students that God/Allah has created all of us and our world and everything in it—the land, water, trees, all animals and plants, and also the Sun, Moon, and stars that we see in the sky.

Explanation: 25 minutes

Explain to the children that we should thank Allah, our Creator, for everything He has given us. We believe in Him, just as people of other religions do in different ways; the way we show our belief is called our religion.

Read the first two lines on page 45. Discuss how religion teaches us to be better persons. Our religion teaches us to be good and fair to everyone, to avoid hurting others, to always be thankful for whatever we already have, etc. it teaches us many good things so that we can be better and make the world a better place.

Read the rest of the lesson. Tell the students that the holy book of Muslims is the Quran; it gives us guidance on how to be good people, good Muslims. Next, ask the students where their fathers, uncles, and brothers go to pray; tell them that in some places there are mosques where women can pray as well. Students should be told that though most of the people in Pakistan are Muslims, there are many Christians, Hindus, Sikhs, and Parsis as well in our country.

Talk about Hindus and Christians. Point out the pictures of the church and temple. At this point show video clips of Hindus and Christians praying in their places of worship, with Hindus singing *bhajans* in temples and Christians singing hymns in a church. Explain that *bhajans* and hymns are poems in praise of God.

Inform the class that people remember Allah by different names and thank Him in different ways. Muslims call Him Allah, Christians call Him God, and Hindus call Him *Bhagwan*. People of different faiths also pray and thank their Creator in different ways. We must respect all religions.

Help students complete activity B from Work page. Guide them as they complete.

Conclusion: 5 minutes

Show students pictures of some of the beautiful mosques of the world which may include Masjid-al Haram (Makkah) and Masjid-e-Nabvi (Madina).

Class work: Students could do Worksheet 11 and activity A from Work page.

Homework: Students could do Questions 1–3 in homework copies.

Suggested activity:

1. Help student do activities 1–2 from 'Things you do'. This section asks the children to collect postcards of places of worship in Pakistan and to listen to stories from the Quran or from one of the other holy books.
2. Make a rosary. Rosaries (*tasbeeh*) feature quite prominently in Muslim worship, but traditionally, they also have a place in Christianity and Hinduism. You could ask the children to make this a present for their parents.

You will need:

32 beads

1 large bead

A length of string

Ask the children to thread the large bead on to the string, followed by the 32 smaller ones. Knot the ends firmly.

3. 'Stories from the Quran', by Sajeda Zaidi, published by Oxford University Press Pakistan, is a good source.

12 In the garden

Key learning:

- Natural resources.
- Public spaces, such as gardens, for family recreational activities.

Background information:

Greenery makes our environment fresh and attractive. Parts of a tree include trunk, branches, and leaves. Parts of a flower include petals, pollen, stem.

Seeds need sunlight and water to grow from a seedling into a plant, with a stem above the surface of the soil, and roots below it.

Bees collect nectar and make honey from it. Caterpillars eat leaves and when they are fat enough, wrap themselves up in cocoons and emerge as butterflies. Birds build their nests in trees. Little insects live under rocks and stones.

Gardens and parks look nice; give us a place to play; and are home to so many little animals, birds, and insects, etc.

Lesson plan 26

Duration: 40 minutes

Outcomes: Students will be able to:

- explain the ways in which local communities benefit from the physical environment (e.g. the importance of plants and animals for the environment, and for family recreational activities).

Resources: textbook page 48

Introduction: 10 minutes

Take the students to a nearby park or the school garden. They should carry their books as well. Ask the children to sit in a semi-circle and quietly observe the things they can see in the surroundings. Give them about five minutes to do this. Then ask them one by one what they have noticed in the garden or the park. The answers should be: trees; plants, flowers, leaves, grass, birds, insects etc.

Choose any one thing and focus students' attention towards its minute details. For example, select a tree and talk about its branches, leaves, trunk, fruit, roots (if some are visible above the ground). Appreciate the children for their observation. Tell them they should not pluck leaves from the plants.

Explanation: 25 minutes

Read the lesson on page 48. Draw students' attention to the pictures. What can they see? Let students name the things in the pictures. Do they think gardens are beautiful?

Ask students if they know the names of any parks in the city/town. Suggest some names too. They may have visited these parks around the city. Talk about the importance of plants: plants and trees clean the air by taking in the air we breathe out, and they breathe out clean air for us. (Don't give scientific details; just general guidelines.) Taking care of plants is very important because plants and trees not only give us clean air but they also give us fruits, vegetables, (some also give us medicines), wood to make furniture, shade in summer, and are home to many small animals, and insects and birds. Besides, they are beautiful to look at with their pretty flowers and fresh, shiny leaves.

Conclusion: 5 minutes

Compare the pictures with the actual park or school garden that children have seen; did they see any butterflies or birds too?

Class work:

Guide students complete A and B from Work page.

Homework: Students could do Questions 1–2 in homework copies.

Lesson plan 27

Duration: 40 minutes

Outcomes: Students will be able to

- explain the ways in which local communities benefit from the physical environment (e.g. the importance of plants and animals for the environment, and for family recreational activities).

Resources: textbook page 48, chart of a tree with its main parts labelled, some flowers, leaves, and berries from the garden, Worksheet 12

Introduction: 5 minutes

Greet students and ask them if they discussed their visit to the school garden/nearby park at home. What did they tell their family? Appreciate their efforts.

Explanation: 20 minutes

Ask students if they remember what they learned about plants in the previous lesson. Remind them about the importance of trees for clean air, and as home for small animals, birds and insects. You may also want to tell them about the other benefits we get from trees such as wood, flowers, fruits, and shade. Tell the students that plants and trees are also living things. We plant a seed or a small plant in a pot, and then it grows into a bigger plant and it has flowers and/or fruits and vegetables.

On the board, paste the chart of a big tree with the branches, roots, and leaves shown properly. Ask the students if they know the names of any parts of the tree. It is likely they

know about leaves and fruits. Tell them about trunk, branches, and roots. Label these parts on the board as well. Now ask the students to take out their notebooks and open the page where they have drawn a tree. Allow students to label their drawing by pointing to the main parts such as roots, trunk, branches, and leaves.

Conclusion: 5 minutes

Ask students to share any interesting experience or event at a park, such as a flower show. Share one of your stories too. Students at this age are particularly happy to listen to stories told by teachers about themselves.

Class work: Students could do activities 1–2 from 'Things you can do'.

Homework: Students could Worksheet 12.

Suggested activities:

1. Paint a pot. Give each child a plain terracotta pot and dish. Using a selection of bright paints, ask the children to decorate the pot with patterns or pictures.
2. A simplified version of Frances Hodgson Burnett's 'The Secret Garden' could be read in class. 'A Seed in Need' by Sam Godwin, is an interesting description of the plant cycle.

13 Animals and their homes

Key learning:

- The difference between wild and tame animals.
- How animals build their homes?

Background information:

It is important not to simply buy pets and then be lazy and not take proper care of them. Pets are like friends and need a lot of time and attention. All pets needs:

- a proper place to live
- to be kept clean
- to be given food and water regularly
- to be kept healthy
- a lot of love and attention.

For example, rabbits need:

- a hutch that is big enough for them to move around
- regular grooming with special brushes
- water and fresh food like carrots and lettuce
- their hutch to be cleaned regularly.

A dog needs:

- plenty of room to run around
- to be taken for a walk every day
- to be brushed and kept clean
- proper food and fresh water every day
- to visit the vet for regular check-ups and vaccinations.

Just as we have houses to live in, animals too make their own homes. Birds make nests by collecting pieces of straw and grass and weaving them together to make a bowl shape. They lay eggs in their nest, and come here to sleep after sunset. Some birds build their nests on branches in trees, but some, like woodpeckers, make theirs inside holes in the tree trunk.

All animals live in homes. For example, dog—kennel; cat—basket; rabbit—hutch or burrow; parrot/budgie—cage; fish—fish tank or bowl. The homes of little animals such as bees, spiders, and ants are beehives, webs, and anthills, respectively.

A spider makes a web by spinning a special thread made in its body. The web is sticky, strong, and almost invisible and little insects get trapped in it, which the spider eats. A beehive is like a collection of tiny cells made of wax, joined together in lots of layers. Bees collect nectar from the flowers, which is like flower juice, and take it back to the hive to make honey.

Lesson plan 28

Duration: 40 minutes

Outcomes: Students will be able to

- differentiate between pet and wild animals.
- name different types of animals' homes.

Resources: textbook pages 50, pictures of tame and wild animals

Introduction: 10 minutes

Ask students who have a pet at home to raise their hands. Ask the ones who do to talk about the kind of pet they have, and what they call it (e.g. a cat named Minny; a parrot called Walkie-talkie, etc.). Share with the class the names given by the students and write them on the board.

Explanation: 20 minutes

Read the first and second paragraph on page 50. Ask the class if Yasir and Anum also have a pet? To know more, read the lesson with the class. What is it and what do they call it? Can they suggest some other name for Yasir and Anum's pet?

Read the third paragraph about taking care of the pets. When we have a pet animal or bird, taking care of it is a great responsibility. Select a student who may have a pet. Ask him/her what things are needed to take care of a pet. The student may suggest a home, food, and water. Ask students why we need to worry about keeping the living places of pets clean. Tell them that just like human beings animals and pets also require clean places to live healthily. Students should know that if they did not take care of their pets, the animals/birds would soon get sick, and often they easily die. Inform students that animals also need to be vaccinated against diseases and illnesses, just as humans do.

There are two types of animals; wild and tame. Wild animals are too dangerous to be kept at home as pets because they survive in their natural habitat only. These include lions, snakes, bears, giraffe, elephant, etc. On the other hand, tame animals are safe to live with humans in their homes. These include cats, dogs, rabbits, different varieties of birds, etc. Display pictures of wild and tame animals on the board. Ask students to identify wild and tame animals.

Help students complete activity B from Work page. Students can discuss the name given by Yasir and Anum have given their pet, Spotty. Do they think it's a nice name? What other names do they have for the pets on page 32? Let them brainstorm and then do the exercise. Do not focus on spelling at this stage; move around the class while students are completing their work.

Conclusion: 10 minutes

Give a brief explanation for activity from Work page. If the students do not have a pet, ask them to think about one they would like to have and then write about it and draw it.

Class work: Students could do Questions 1–3 in their class work copies and activity B from Work page.

Homework: Students could do activities 1 and 3 from 'Things you can do'.

Suggested activity::

The next activity is a new and interesting one in the class. Write the word ACROSTICS in bold on the board. Acrostics are easy to write and the format is simple. The name of the person, object, or place is written vertically down the left hand side of the page. Each letter is capitalised and becomes the first letter of the word beginning each line. The words used should describe the person, object or place in a positive way. Each line may comprise a word, a phrase or a thought that is continued on to the next line. Acrostics require writers to choose the best words and the best sentence construction within the limitations imposed by the form. For Class 1 students writing a word is sufficient. (Depending on the level of students the word ACROSTICS may or may not be introduced to them.)

For example, write ANIMALS vertically on the board. Ask students to suggest one word for each letter of the word ANIMALS. Start it yourself such as:

Animals are
Naughty and
Intelligent but
Many
Animals are
Lazy and
Slow too!

Lesson plan 29

Duration: 40 minutes x 2

Outcomes: Students will be able to:

- differentiate between pet and wild animals.
- name different types of animals' homes.

Resources: textbook page 51, pictures of some animals and their natural homes, Worksheet 13

Introduction: 5 minutes

Begin with a quick brainstorming about some animals (random choice) and where they live. Most students will reply 'in the jungle' for a wild animal. What about pets? Where do they live? For birds, a cage would be the obvious answer. For other animals the responses would vary. Tell students that today they will learn about animals' natural homes.

Explanation: 25 minutes

Ask students to look at the picture on page 51. What is Yasir looking at? Do they know its name? It is a bird's nest. Read the first part of the text. Explain about the nest. After talking about the types of nests, stress the importance of not disturbing a nest particularly when it has eggs or young ones in it as they are very fragile. Ask them how they would feel if someone came and disturbed their house just because they wanted to look at it.

What should Yasir do once he has had a look at the nest—should he touch the nest or come down quietly? Note the students' suggestions. Ask them what they would do if they were in Yasir's place.

Display the pictures of animals homes on the board. Talk about each animal home and how it is made. Have the students seen a spider's web? Tell them about the special material it is made up of that is found in the spider's body. It is also used to trap prey for the spider to eat. Talk about the beehive. It is made of wax that the bees produce. The bees collect nectar (juice) from flowers and then store it in the cells of the hive. Do the students know what this nectar becomes? Give them some hints (it's clear, golden, sweet, and sticky) and then tell them it is honey!

Conclusion: 10 minutes

Help students complete activity C and D from Work page.

Class work: 10 minutes

Students could do Questions 1–3 in class work copies.

Homework:

Students could do Worksheet 13 and activity 32 from 'Things you can do'.

Suggested activity:

1. To conclude the lesson an outdoor pet show can be held. All students must bring either a stuffed or live pet to the show. All live pets must be accompanied by an adult.

Class 1 Pet Show

Each student may bring one live pet or a toy animal. To protect pet owners and students, all live animals must be brought by an adult and kept either on a leash or in a cage/carrier at all times. Please note that there will be many students around the animals. If an adult cannot bring the family pet, please have your student show a toy animal. Pets must stay in the area marked for them. The owners are responsible for managing their pets during the show.

Each student is expected to make a poster describing his/her pet, whether a real animal or a stuffed toy. The poster should have the following information:

1. Pet's name
2. Picture of your pet: photographs, drawings, picture from a magazine, etc.
3. Type of animal: a mammal, a fish, a reptile, an amphibian, or a bird
4. What sort of home/habitat it needs
5. What sort of food it eats
6. Any special care your pet may need (e.g. daily brushing for a dog or cat)

Posters should be sent to the school three days before the pet show. The students should be prepared to say two sentences each about their pets to the visitors.

2. Make a bird's nest. Give each student a small clay/plastic bowl. Apply glue both inside and out and ask them to cover and line the bowl with bits of straw, wool, grass, etc. until it looks like a nest. You could also weave together long, thin leaves, which would be closer to how a nest is actually built. This will illustrate exactly how difficult the bird's task is! Put in some sugared almonds to look like bird eggs—a treat for the students to take home.

14 City and Village

Key learning:

- Life in cities and villages
- Different modes of transportation

Background information:

All countries have provinces/states, cities, towns, and villages.

When people settle in an area near farmlands or a water source, then that place slowly grows from a village to a town and then, city. More people come to live and work there and important places like mosques, schools, hospitals, police stations, railway stations, etc. are built.

In cities, there are lots of buildings—big shopping centres, tall skyscrapers, factories, and offices. There are many roads and bridges. There is also a lot of traffic, traffic jams, and noise. Most cities have airports and large train stations. Lots of people live in cities because there are more schools, jobs, and places to live. Parts of the city are especially made into parks, so that people have open spaces where they can relax and children can play. There are restaurants and cinemas. At night, you can see a lot of lights.

Many people live in towns but not as many as in the city. Many people from towns travel to the city to work there. The buildings there are usually smaller, with less traffic on the roads. Most towns also have small train stations.

Villages are further away from the cities, in the countryside. There are lots of fields, trees, and animals in the countryside. Some villages are so small that all the people who live there know each other. Most people grow their own food and keep animals for milk and eggs. Some villagers work on farms. In Pakistani villages, houses are often made of mud. Some villages do not even have electricity or running water. People use lanterns at night and draw water from wells. People usually sleep early and wake up early. There are not many schools or hospitals. Some villages are connected to the rest of the country by buses, but there are many which do not even have proper roads, so people have to travel on special jeeps, or on a '*tonga*' from the nearest town.

Transport

Transport means to shift people or goods from one place to another. There are different modes of transportation such as cars, buses, motorcycles, vans, trains, carts, airplanes, rickshaws, etc. As a school bus is mainly used to transport school-going children from and to their homes. Similarly, taxis and rickshaws are used to transport people to and from wherever they want. However, both school buses, rickshaws, and taxis are not privately owned and must be paid for, unlike private cars.

Donkey and bullock carts are mainly used to transport people and goods from one place to another in villages. For example, when the crops are harvested and farmers and traders want to sell their produce in cities they bundle up all their goods on bullock or donkey

carts and begin their journeys. Carts are a major mode of transportation for people living in villages. However, some people in villages also use cars and other vehicles.

Airplanes and trains are used to travel between cities as well as internationally. However, these are costlier modes of transportation.

Lesson plan 30

Duration: 40 minutes

Outcomes: Students will

- know that transportation, tools and machines, and communities have changed over time.
- describe and compare the physical and human characteristics of local places.

Resources: textbook page 55, pictures from magazines and newspapers depicting village and city surroundings and life

Introduction: 10 minutes

Show a map of Pakistan to the class and tell them what it is. Point out the place (town/city) where you are living currently and tell them its name. You can call groups of students to come forward and see where their town/city is on the big map. Inform students that a country is made up of towns and in the countryside, villages.

Explain that in a town or city, there are government offices, big businesses and banks, universities, hospitals and colleges, large shops and markets, long, wide roads, big mosques, railway stations, and airports. People with different skills train, live, and work in cities.

In the Pakistani countryside where there are villages, people work on farms, to make a living. In a village there are small shops, clinics and dispensaries, schools, small mosques, narrow, mostly unpaved roads, railway and bus stations, and other businesses related to the needs of village life.

Explanation: 20 minutes

Read the lesson on page 55. Write the names of the cities mentioned in the book on the board. Ask students if they know the name of their city and of any other cities. Add the names on the board. Tell students these are some of the main cities of Pakistan and many people live and work in these cities. Look at the pictures and talk about the differences between them.

Show the collection of pictures to students. The pictures are best displayed on the class board or a wall for better viewing. Ask the students to quietly observe first the pictures about the village and then the city.

Ask some of the students to describe the pictures. Discuss the main features of a city such as many buildings, some of which are very tall; wide roads, parks, hospitals, schools, signals, bridges, mosques, police station, airport, shopping centres and big markets, and railway stations (you can add according to the pictures shown to the students). Ask students if these places are found in villages too.

Explain that as there are many facilities available in the cities people go and find work in these places. This adds to the population and the cities get bigger and bigger.

Next talk about the things/ places found in the village such as green pastures/fields, greenery, animals, farms, open spaces, tractors, etc. as well as the village mosque, hospital, school, post office, etc.

Talk about the positive aspects of life in a village. Students may suggest points such as less noise, less traffic, more open space to play, green fields, fresh vegetables and fruits. Help students complete activity A from Work page.

Conclusion: 10 minutes

Discuss activity 2 from 'Things you can do' with students.

Homework: Students could do activity B from Work page, and activity 1 from 'Things you can do'.

Lesson plan 31

Duration: 40 minutes

Outcomes: Students will be able to

- recognise the differences in the lives of city and village dwellers
- identify the physical similarities and differences in a city and village

Resources: textbook page 55

Introduction: 10 minutes

Ask students if they have ever tried to count the number of buildings, people, and cars while coming to school in the morning. They would tell you they did but there were too many! Tell students that in a city there are far more vehicles such as cars, buses, and taxis as compared to a village. There are many big buildings and many more people too.

Explanation: 25 minutes

Begin by giving a brief recap of the lesson. Talk about the life of a person in the village. It is quite different from a city dweller. People sleep and wake up quite early in the villages because their work requires them to do so. Also it is cooler and less tiring to work outdoors from dawn to early afternoon. They are out in the fields or taking the animals to pasture; they return before sunset, then pray, eat and relax and sleep early. Very often there's not enough electricity in the villages and no TV, so there's not much to do. In cities, there's electricity and also generators so life is different. People get to work around nine o'clock in the morning and because of heavy traffic, they get home usually after sunset. On weekends, especially, life goes on till late night. Ask them about their outings particularly on the weekends: would they still be going out late with their families if it was all dark outside? Tell the students that there are reasons like this for the different lifestyles of people in cities and villages.

Conclusion: 5 minutes

Help students complete activity 4 from 'Things you can do'.

Homework: Students could do Questions 1–2 in homework copies.

Suggested activities:

1. Ask the children to make a model of city and village life for display. They could make buildings—houses, shops, skyscrapers, etc. Cover two tables, one with a green cloth for the countryside, and a grey one for the city, to represent grass and roads respectively. Arrange the relevant buildings on the tabletop. Add small toy vehicles in the city, and farm vehicles in the country. Also put some toy farm animals and trees in the country. You could also set aside a small part of the city table for an airport and a train station. You can add as many details as you wish.
2. ‘Town Mouse and Country Mouse’ is a traditional children’s story, which brings out the contrast between city and village life through the eyes of a mouse.

Lesson plan 32

Duration: 40 minutes x 2

Outcomes: Students will be able to

- recognise the differences in the lives of city and village dwellers
- identify the physical similarities and differences in a city and village

Resources: textbook page 56, globe, pictures of busy traffic in cities; school bus; rickshaws; taxis; airplanes taking off; railways; donkey carts, Worksheet 14

Introduction: 10 minutes

Ask students if they know the meaning of the word transport. It means ‘a way to carry people or things from one place to another’. Ask how many students come to school on foot every day. You could tell them that it is not possible for everyone to commute to school and work on foot which is why we all use some form of transport, for example, cars, school bus, motor cycles, public bus, taxis, and rickshaws.

Explanation:

Read the lesson on page 56. Display all the pictures on the board. Tell them that there are different modes of transport to carry people and things from one place to another. This activity could be within the city or village, between two cities or countries.

Looking at the picture display on the board Let them think which is the most commonly used means of transport for everyday use. They should be able to identify cars, school buses, public buses, rickshaws, bicycles, and taxis. These vehicles are the most used because they help people reach everyday destinations in time. However, some vehicles move faster than others. For example, a school bus cannot move at high speed because it can endanger the lives of students. Similarly, cars and motorcycles move at another speed.

Put the globe in the centre and ask students which is the best mode of transportation if someone wants to travel to England. Run your fingers from where Pakistan is located on the globe to where England is located. They should be able to identify airplanes and airports.

Move on to bullock carts and donkey carts. Ask students who is more likely to use this form of transport. The answers will vary as some might have been to a village and saw

them there, whereas others might have only seen these in the city. The difference between the two is that usually in villages both people and goods are transported via bullock and donkey carts, whereas in cities, these are mainly overloaded with goods. This happens because in cities people have access to a wide variety of transport system.

Conclusion:

Discuss Questions 1–2 with students in class work copies.

Class work:

Students could do activity C from Work page.

Homework:

Students could complete Worksheet 14, and do activity 3 from ‘Things you can do’.

Suggested activity:

Students could build a model of a transportation network in city life. For this they will need the following materials:

plaster of Paris

old newspapers

poster paints (primary colours)

old cartons - flattened

card board boxes - flattened

a few building models (plastic toys)

brown and green glaze sheets

match sticks

glue and black markers

tooth picks and ice creams to shape objects (optional)

cutter and scissors

Use plaster of Paris to prepare models of cars, rickshaws, buses, school buses, taxis, and a cart. When they are dried, paint them using poster colour paint and let them dry again. Prepare two different card board boxes by placing old flattened cartons over them. Cover these bases with brown glaze sheets and stick together. Cut and reshape if too large.

It is suggested that you let students do all the work except cutting and any work that could bring harm to them. You can add more items such as an airport space and place airplane model. Install model trees and flowers inside the garden spaces and on the footpath.

Pro-tip: You can also make your own building using old shoeboxes and different colours of glaze sheets.

15 Maps and Places

Key learning:

- Use of maps

Background information:

A map is a useful tool to navigate around a place or an area. It shows each place in the required direction as it is. This makes moving around an area simple. There are different types of maps for various purposes. Maps are used by people the world over to navigate. Pilots use maps most effectively to reach their destinations. Today, even a layman can use a map on a smartphone to reach at a specific destination.

There are different places that can be found in a city map. In a typical city map the following places will appear. Each of these places serve different purposes.

- Post office: sends letters and parcels around the world. The postman picks up letters from the post office to deliver to people. You can also buy stamps there.
- Mosque: people gather there to offer prayers. A muezzin says the *azaan* and an Imam leads the prayer.
- Police station: police officers work there. They catch people who do wrong things, thieves for instance. They make sure our streets and homes are safe.
- School: children come here to learn things such as maths, reading, and writing. They are taught by teachers.
- Hospital: this is where you come when you are ill and need special care. Doctors and nurses work here day and night.
- Bank: this is a place to keep money safely.
- Market: there are a lot of shops here where people (customers) come and buy things from the shopkeepers.
- Railway station: people take trains from here to travel around the country. Porters help carry heavy bags. The ticket collector checks your ticket.
- Bus stop: people take buses from here to travel around the city and to other parts of the country. The bus driver drives the bus from place to place and the conductor sells tickets.

Lesson plan 33

Duration: 40 minutes x 2

Outcomes: Students will be able to

- identify the important places in a city
- recognise simple directions such as 'to the right', 'to the left', 'behind', 'in front of', and 'near'

Resources: textbook page 59, an enlarged photocopy of the map on page 59 (or hand-drawn if photocopy is not available)

Introduction: 5 minutes

Stick the enlarged map copy on the board. Ask students to give a few names of important places. Note their responses on the board and ask why these places, like airports, hospitals, banks, etc. are important.

Explanation: 25 minutes

Read the lesson. Draw their attention to the map below, and its enlarged copy on the board. A map is the drawing of an area to help us locate specific places. Write the direction terms in the lesson on the board. Tell students they will use these phrases to find Yasir and Anum's home on the map. Use the enlarged map on the board, to follow the directions to the Ali home; begin from the starting point along with the students. Ask students 'What is on the right side of the road?' It is a bus stop; ask the children if they have seen a bus stop. Explain that people wait there to catch a bus, and they also get off the bus at the bus stop. What do they see on the left? It's the railway station; then move along the road and ask the names and uses of the other places to the left and right. Show students the pictures of some of these the places on page 59 while doing the activity.

Now ask the students if it became easier to find the Ali home with the help of the directions. Tell them using directions are very important when we need to find places on a map.

Discuss activity 1–2 from 'Things you can do'.

Conclusion: 10 minutes

Discuss activity C from Work page on page 61.

Homework: Student could do Questions 1–2 in homework copies.

Lesson plan 34

Duration: 40 minutes

Outcomes: Students will be able to

- discuss that important places are imperative for the smooth functioning of a city
- identify the people working at the important places in a city

Resources: textbook page 60, a large unlabelled map—drawn or pasted on the board, Worksheet 15

Introduction: 5 minutes

Invite some students to come forward and tell others about the important places near their home. It is likely that many places would be similar in most of the neighbourhoods. Discuss with students why it is so that many of them have similar places near their homes. It is because they all live in a city and a city usually has all these places in abundance. Thank students for sharing their work.

Explanation: 25 minutes

Read the text on page 60 and refer to the map on page 38. Divide students into groups of three or four and assign them one important place per group, such as the police station, hospital, fire station, bus stop, market, park, and railway station. Write 'thinking time—5 minutes' on the board and ask them to first think and then discuss quietly in their group why these places are important and what happens there. What would happen if the assigned place were to simply vanish from their city?

Now, choose a member from their group who will talk to the whole class about their ideas.

Ask the students to tell others what would happen if the assigned places, such as a hospital or a bank, were not there at all. Write their points on the board. Add your own ideas as well such as if there were no hospitals there would be no one to treat the sick people; people would fall sick more often, etc.

Conclusion: 5–7 minutes

Guide and supervise students to complete Work page exercise A.

Class work: Students could do Questions 1–2 in class work copies.

Homework: Students could do Worksheet 15 and activity B from Work page.

16 On the ground

Key learning:

- Introduction to basic geography.

Background information:

The land is divided into different countries and the water into lakes, seas, and oceans.

Mountains are very high and often snow-capped, hills are less steep and usually have green slopes, and plains are flat land. Mount Everest is the highest mountain in the world.

A desert is—sandy land, with very little water or greenery. Pacific Ocean is the largest body of water in the world. The five oceans are the Pacific, Atlantic, Indian, Arctic, and Southern.

A sea is usually a part of an ocean closer to land which has its shores on two or three sides. For example, the Arabian Sea has the Indian Gujarat coastline to the east, the Pakistan coastline to its north, and the Arabian peninsula's coastline to its west. To the South is the Indian Ocean. The Mediterranean Sea in Europe is surrounded by land on all sides, with a small opening in the west which links it to the Atlantic Ocean.

A lake is water surrounded by land; show a picture of a lake. The North and South Poles are completely frozen areas.

Lesson plan 35

Duration: 40 minutes

Outcomes: Students will be able to:

- describe and compare the physical features of the Earth.
- explain the ways in which the local communities can benefit from an understanding of the wider world (e.g. the Sun is the source of energy for the Earth.)
- research about the physical features of Pakistan and seas

Resources: textbook page 63, a large globe, a large world map showing physical features, a poster showing the Earth from space (so that land and water are more clearly visible; put up the poster on the board so that the class can see it)

Introduction: 10 minutes

Introduce the world as a place where all living things—humans, animals, and plants—live. Our world is also called Earth. Write the name on the board. Our country is a part of the world, like all other countries. Now show them the globe—tell them that it is a small model of the Earth and it is called a globe. This is how our Earth looks like—a huge ball.

Show the location of Pakistan and countries such as USA, UK, and China.

Explanation: 25 minutes

Read the text on page 63. Draw the students' attention to the picture on the top right of page, and to the poster (if available): this is what the Earth looks like when seen from high up in space, like a green, brown, and blue ball. The green and brown parts show the land and the blue parts show the water. Demonstrate this using the globe too; point out how much more of water there is on the Earth as compared to the land area.

Depending on your location, talk about the physical features found there. For example, for students in Khyber Pakhtunkhwa and Gilgit-Baltistan, and parts of Balochistan, you can talk about mountains. In the Punjab and Sindh, you can talk about valleys and plains, and in Karachi, you can talk about the sea. Again show the mountainous areas on the globe. The light and dark colouring depicts the height of the mountains. Explain the main land features such as mountains, hills, rivers, and plains.

Talk about rivers; ask the students from where the rivers begin. Read the remaining part of the lesson and explain that rivers begin in the snow-topped mountains. As the snow melts in summer, it adds to the rivers which flow down the mountains and valleys into lakes, or into the sea.

Ask the students to read the labels on the diagram on page 63. Point to the river emerging from the mountains and flowing down into the sea. Talk about lakes, which are large bodies of water surrounded by land, and about the other physical features of the Earth mentioned in the text and the diagram. Discuss the questions with the students.

Class work: Students could do Questions 1–3 in class work copies.

Homework: Students could do activity A and B from Work page.

Conclusion: 5 minutes

In order to evaluate the student's concepts, display the world map on the board. Ask them to point out areas covered by water and areas covered by land. Also, show them the pictures of the Earth from space and ask them does it look like to them. Take responses and encourage students to share their opinion.

Lesson plan 36

Duration: 40 minutes

Outcomes: Students will be able to:

- describe and compare the physical features of the Earth.
- explain the ways in which the local communities can benefit from an understanding of the wider world (e.g. the Sun is the source of energy for the Earth.)
- research about the physical features of Pakistan and seas.

Resources: textbook page 63, pictures of various physical features (use examples from Pakistan which has all the features found across the Earth), Worksheet 16

Introduction: 5 minutes

Show the globe to the class, rotating it so that they can see the extent of water as compared to land. Do activity 2 from 'Things to do' on the Work page. Appreciate the student's answers.

Explanation: 20 minutes

(As the text is heavy with new words and explanation, it becomes necessary to go through the text at least twice with the class.) Read the text again and focus students' attention on the diagram. Ask them what features they can see in it: talk about the valley between the mountains, the forests on the lower slopes, and the sea. Ask them what the brown and green rectangles on the plains could be—explain that these are farms and fields.

Read the instructions in activity 1 of 'Things you can do'. Help the students complete the task.

Conclusion: 5 minutes

Emphasise that it is important look after the Earth that is home to all living things, and ask/suggest how we can do this. Discuss activity 2 from 'Things you can do'.

Class work: 10 minutes

Students could do Worksheet 16. The teacher will supervise and assist them.

Homework: Students could do activities C and D from Work page.

Suggested activity::

Looking after Planet Earth: Make two columns on the board. Write TAKE CARE in one and DO NOT TAKE CARE in the other column. Tell students in the first column we will write actions which show that we take care of our Earth and the other column will have the points which show that we do not take care.

Read out the points below, one by one, and ask the students in which column each one should go.

- Throw litter on the roads
- Plant trees to make the air clean
- Throw out plastic bags after use
- Leave the house garbage outside on the road
- Throw wrappers, cans, plastic bottles from car windows
- Waste water
- Keep the area around our house clean
- Keep only our homes clean and tidy
- Damage plants while we are playing in the park/gardens
- Pluck flowers just for fun
- Switch off extra lights which we are not using
- Use things again for different purposes such as paper (example of their using newspaper for an activity)
- Use water carefully

17 In the sky

Key learning:

- The different times of the day
- How the Sun and the Moon cause day and night?

Background information:

There are different times in day. When the sun is out, there is light and it is called daytime. When it is dark, we call it night time. The different between the two parts of the day is caused by the Sun and the moon. The Sun rises so the daytime begins. When it sets, the Moon appears to give light at night. However, unlike the moon, the sun is a hot mass of fire that helps provide heat during the day. The closer it is to the Earth, the hotter it will be. It is important to not look directly at the Sun because the light is so bright it could damage our eyes.

The appearance of the sky would change if it were a stormy day rather than a clear day, or vice versa. Compare the colour of the sky and clouds. When the sun comes out after the rain, very often a rainbow is formed. Its colours include violet, indigo, blue, green, yellow, orange, and red. Move on to the sky at night.

Besides the Sun and the Moon, there are others things that one might see in the sky such as the birds, airplanes, and air balloons during the day and at night.

Lesson plan 37

Duration: 40 minutes x 2

Outcomes: Students will be able to:

- explain the ways in which the local communities can benefit from an understanding of the wider world (e.g. the Sun is the source of energy for the Earth.)
- research about the physical features of Pakistan and seas

Resources: textbook page 65, a glass jam-jar filled with water to the top, a large sheet of white chart paper or 4 sheets of white paper; chalks/crayons/markers in rainbow colours

Introduction: 10 minutes

Take the students out of the class to the school ground or any place where they are out in the open. Ask them to look at the sky but not at the Sun: what can they see? Probable answers would be: birds, clouds, kites, or a passing aircraft. Ask students if it is day or night: the answer would be 'day'. How do they know? What is the colour of the sky? It's daytime because it is bright and there's sunshine; the sky is blue. During the day we can always see the things in the sky more clearly. Return to the classroom.

Explanation: 20 minutes

Read the first paragraph of the lesson, page 65. Tell the student that there are things to be seen at night too, when the sky is dark—what can we see then?

Talk about the night sky: it is dark because there's no light from the Sun. In the night sky we can see the stars (which we can't see during the day because they are very far away and their light is weak), and we can see the Moon. Ask one of the students to come and

draw a new moon on the board; another can draw a full moon. Let the students talk about the Moon and stars.

Move on to the next paragraphs about the sky. Talk about clouds—where do the clouds come from? How are they made? Briefly explain that when the air collects moisture from the water on Earth it forms clouds which are carried across the sky by the wind. When many clouds cover the sky, it becomes cloudy. Ask what happens then—it rains! Draw a rainbow on the board and ask if students know what it is. Tell them that it is called a rainbow, and it appears when the Sun comes out after a rain shower. Explain that a rainbow can only be seen after rain during daytime. When there are a few clouds in the sky and the Sun is shining brightly, then it is called sunny weather. Ask them if it is sunny or cloudy outside. The response will be according to the weather at the time.

Explain that the clouds we see are high up in the sky, and the sky itself is high above the Earth. There is air in the sky, and birds fly in the air; aeroplanes fly higher than birds. Discuss Questions 1–3.

Conclusion: 10 minutes

Help the students do activities 1–2 from ‘Things you can do’.

Class work:

Students could do Questions 1–3 in class work copies.

Homework: Students could do activity A from Work page.

Lesson plan 38

Duration: 40 minutes

Outcomes: Students will be able to:

- explain the ways in which the local communities can benefit from an understanding of the wider world (e.g. the Sun is the source of energy for the Earth.)
- research about the physical features of Pakistan and seas

Resources: textbook page 65, torch, globe, worksheets

Introduction: 5 minutes

Share with the students what did you see in the sky during last night and ask them the same. Write down their observations on the board. This will encourage students to share their responses actively.

Explanation: 25 minutes

Place the globe on your table. Switch off the classroom lights and then shine the torch on the globe so that the light falls where Pakistan is located. Point this out to the students.

Holding the torch steady, slowly rotate the globe anti-clockwise, and as you do so, explain how an area gets bright as it moves into the light, and gets dark as it moves away from it. In the same way, the Earth moves/rotates on its axis, and when it is in the Sun’s light, it is day; when it turns away from the Sun, it is night. Involve students by letting one hold the torch and other slowly turning the globe anti-clockwise. The experiment can be repeated several times with different students to give them hands-on experience of the activity and to reinforce their understanding.

Discuss the activities people are engaged in during daytime and at night. Show them the globe and torch again and explain that when it is day in one part of the world, that faces the Sun, it is night in the other parts which are turned away from the Sun. Emphasise that both day and night can be happening at the same time in different places. Where it is day people could be getting ready for school or work, working, eating, having fun, or may be in a park. At night time people would be watching TV, having dinner, getting ready for bed, etc.

Explain and show on the globe that the USA is on the opposite side of Pakistan; when it's day in Pakistan, it is night in the USA. Discuss what the young people there may be doing when it is bedtime for students in Pakistan.

Conclusion: 10 minutes

Help the students do activity B from the Work page.

Class work:

Students could do activity A and C from Work page.

Homework:

Students could do Worksheet 17.

Suggested activities:

1. Catch a rainbow. The rainbow must be one of the most transient and beautiful natural occurrences and here the students have the opportunity to 'capture' their own.

You will need:

A clear glass or jar filled to the top with water

A window sill

Bright sunlight

White paper (A3 or larger)

Drawing pen

Paint (optional)

Set the jar on the window sill in bright sunlight. The glass jar should stick out over the ledge a little. Place the paper on the floor in front of the window—tape 2–3 pieces together to form a poster size and get a bigger rainbow image. A rainbow will be reflected on the paper. This will depend greatly on how bright the sunlight is and the position of the jar, so move it from side to side on the window sill until you get a rainbow on the paper. Draw lines to capture the rainbow. The students can paint directly on to the paper on the floor.

2. Display board: Make a sky scene on the board. You can use the rainbow from the art and craft activity. In addition, use cotton wool for fluffy clouds, paper and glitter for the Sun and the rays, tissue paper for the kites, and wool and bows for their tails, and cut-out pictures of birds.

APPENDIX: WORKSHEETS

Unit 1: About Myself

Worksheet 1: Me and my family

1. Fill the blanks.

1. The name of my school is _____.
2. I am a student of Class _____.
3. I enjoy studying _____.
4. My favourite sport is _____.
5. _____ is the eldest in my family.
6. The youngest person in my family is _____.
7. I have _____ grandparents.
8. My grandparents' names are _____.

2. Interview your parents.

a. What are the names of your parents?

b. How many sisters and brothers do you have?

c. What are their names?

Worksheet 2: My body

1. Which parts of your body do you use when eating?

2. Write three things you can do with your hands.

3. What activities can you use your nose for?

4. Draw yourself in the box below



Worksheet 3: Keeping clean

1. Answer the following questions:

a. What happens if you do not keep yourself clean?

b. Why do you need to keep your ears and teeth clean?

c. How can you keep yourself fresh and clean?

2. Make a list of clothes that you wear during summer and winter season:

SUMMER	WINTER

Worksheet 4: Food

1. Name two foods that are made from milk.

2. Name two foods that are made from wheat.

3. In the space below, draw and colour your favourite food.

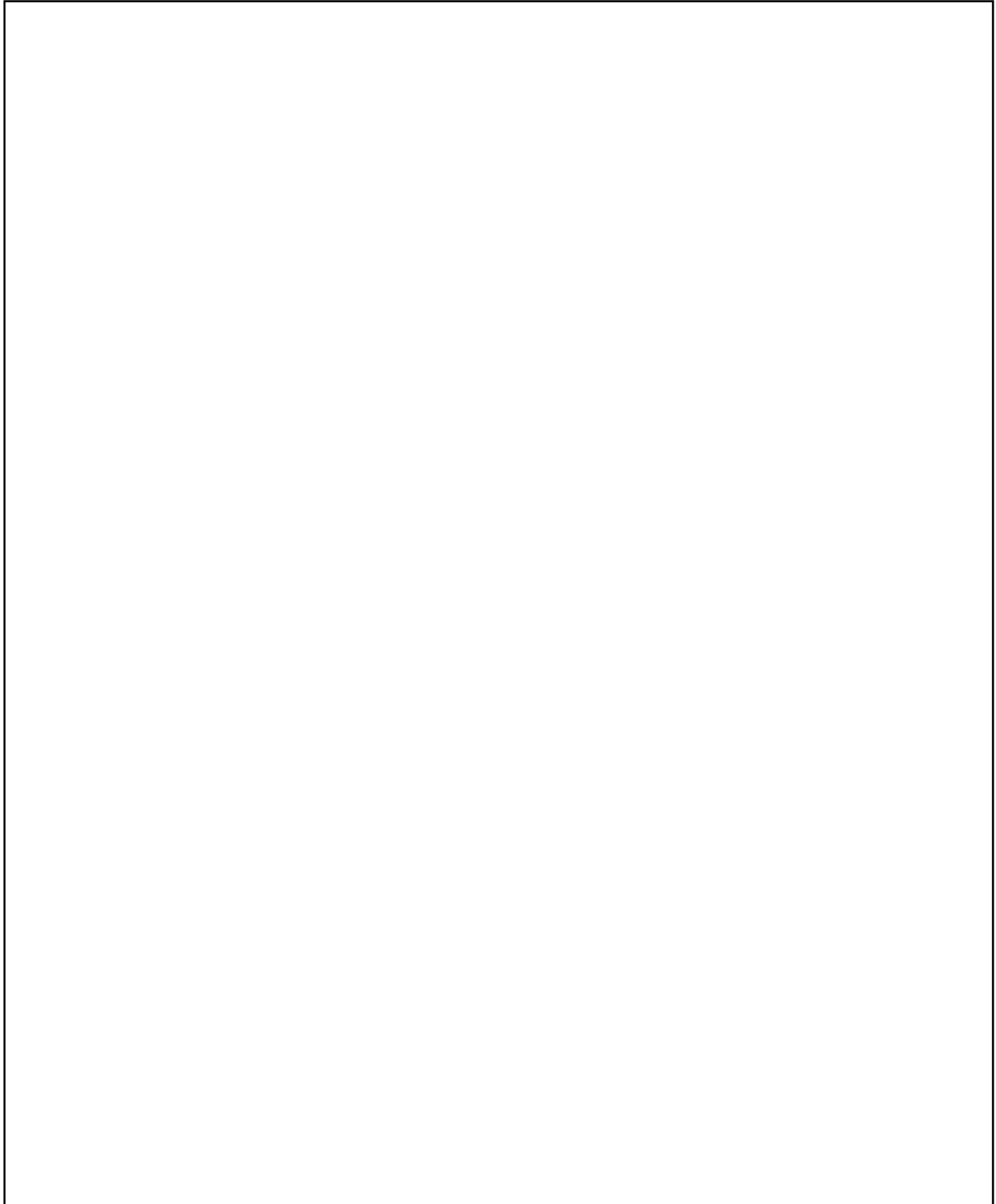
4. **Homework:** Ask the children to fill in a table, as shown below, with what they have eaten over the last two days.

	Breakfast	Lunch	Dinner
Yesterday			
Today			

Worksheet 5: Houses

1. What is your house made of?

2. Draw your house in the box as you see it.



Worksheet 6: Things

1. Make a list of five things you can see in your school.

2. Write names of five things that you can find both at your home and school.

3. Name five things in your kitchen that your parents use to prepare school lunch for you.

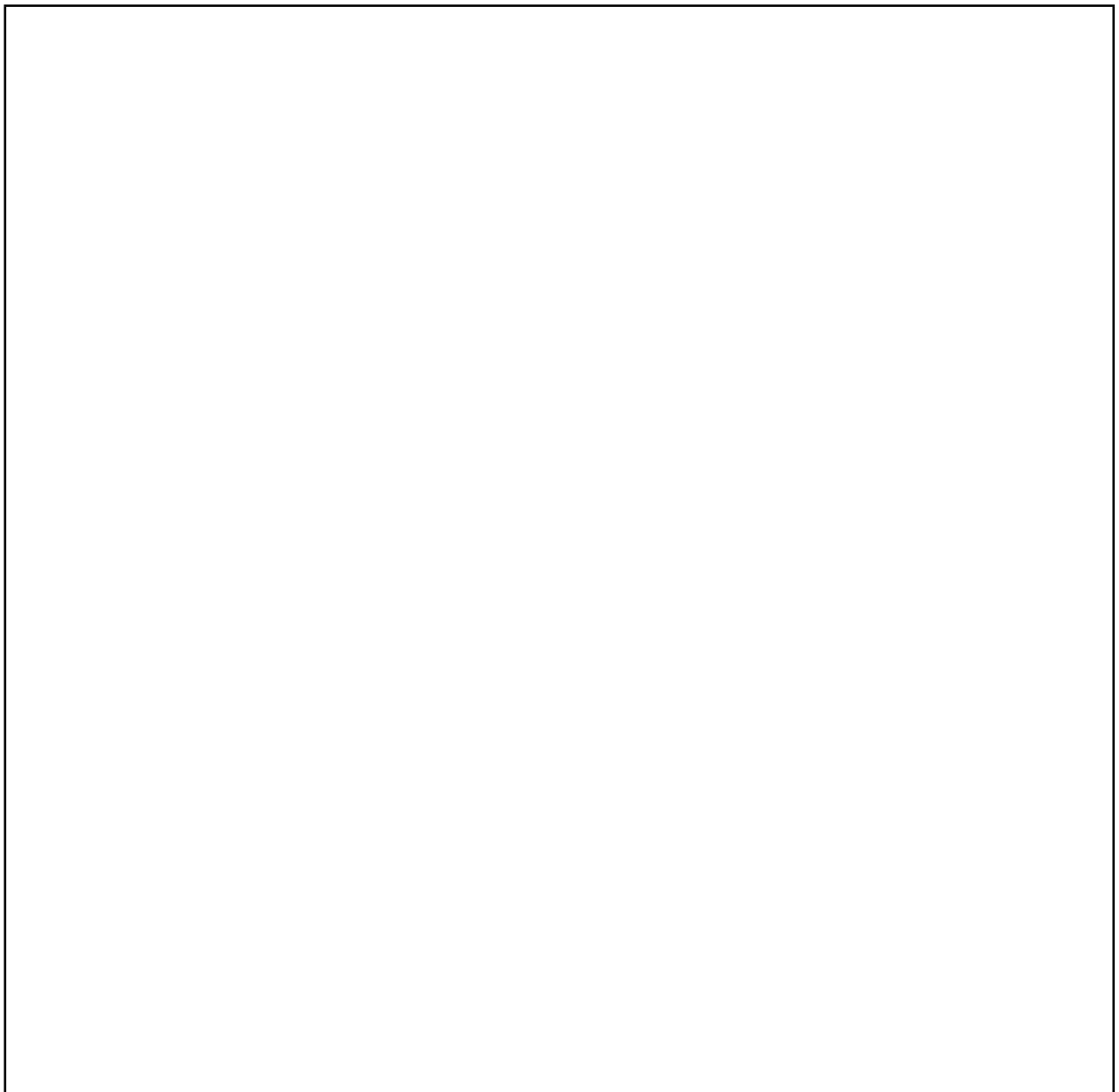
Worksheet 7: School

Make a list of things you learn at school. (This should include academics, extra-curricular, and other things).

Worksheet 8: Fun and games

- 1 Have you ever been to an amusement park or played games at the beach? What did you see and do there?

- 2 Draw a picture of your favourite activity at home.



Worksheet 9: Work

1. Make a list of works that you can easily do at home without help and supervision.

2. Most of your work is done for you by different people, such as your parents and grandparents. Can you name a few tasks?

3. What work would you like to do when you grow up?

4. Have you ever met any of the following people? What do they do?

A teacher: _____

A doctor: _____

A school bus driver: _____

A cook: _____

A tailor: _____

Worksheet 10: Being good

1. What do you say when someone does something nice for you?

2. What do you say when you don't understand what someone is saying?

3. What do you say when you do something wrong?

4. When you want something you say?

5. Here are some jumbled words. Write them out correctly.

ORSRY _____

SPALEE _____

AHNTK OYU _____

EXCSUE ME _____

Worksheet 11: Prayer

1. Fill in the blanks:

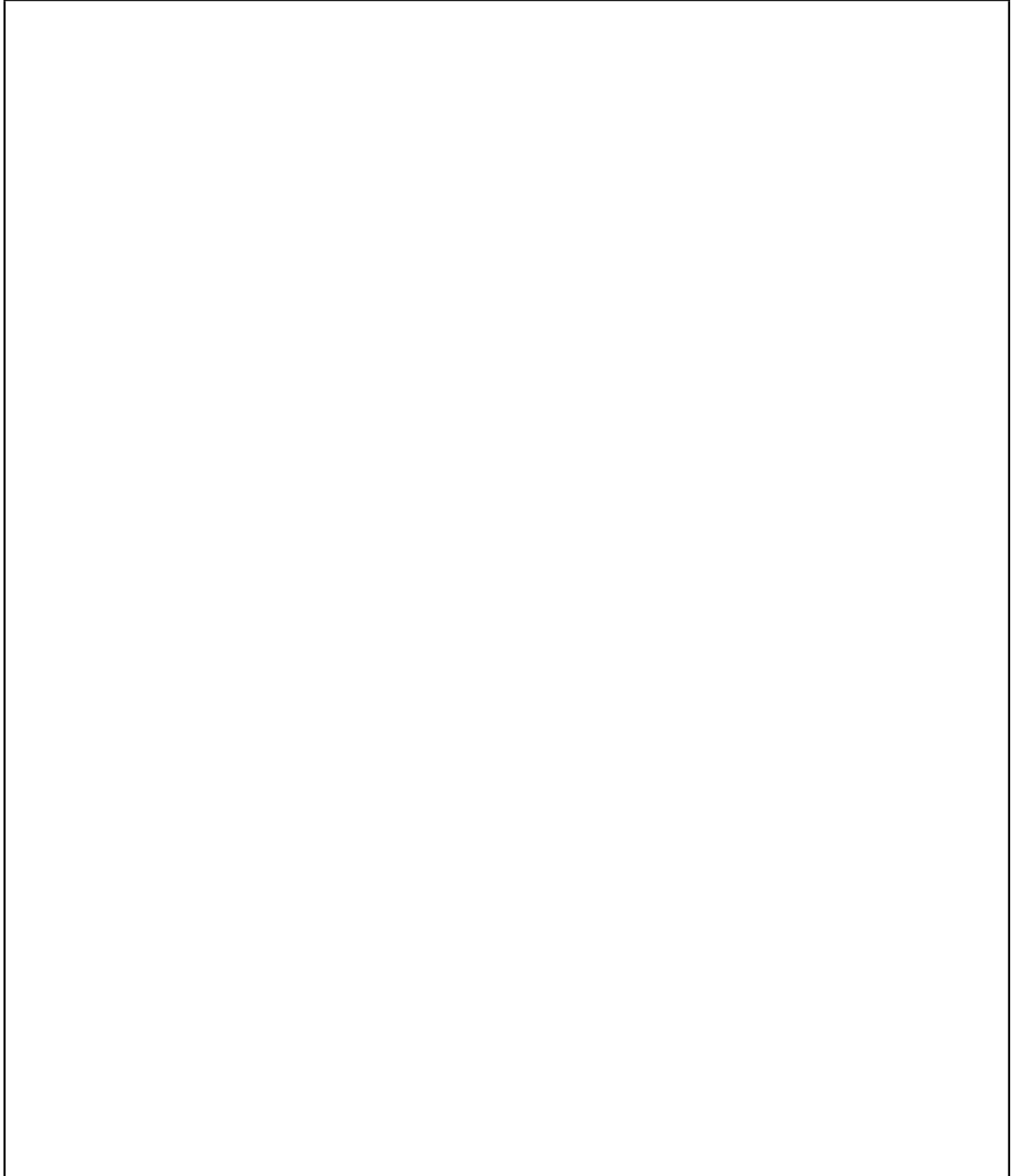
- a. Muslims go to pray at a _____
- b. The holy book of the Christians is known as the _____
- c. The holy book of the Muslims is known as the _____
- d. Religions teach us to do _____ things.
- e. We should _____ all religions.

2. Fill the following table with information in the lesson.

Religion	Followers	Place of worship	Symbol (draw below)	Major religious festivals	They worship
Islam					
Christianity					
Hinduism					

Worksheet 12: In the garden

1. Go to a nearby garden and write down the names of all the things you see there. Also, write names of things that make it look beautiful.
2. Imagine you have a new garden space in your home. Draw how you would like to organise it in the box below. (Hint: Add more colourful flowers and plants).



Worksheet 13: Animals and their homes

1. What should do you do to keep your pet healthy and happy?

2. What foods do you think the animals would like to eat on page 50?

3. Do you own a pet? Is it good to keep pets at home?

Write one word answers:

1. Where do ants live?

2. What does a beehive contain?

3. Where do you keep pet fish?

4. Why should we not disturb birds' nests?

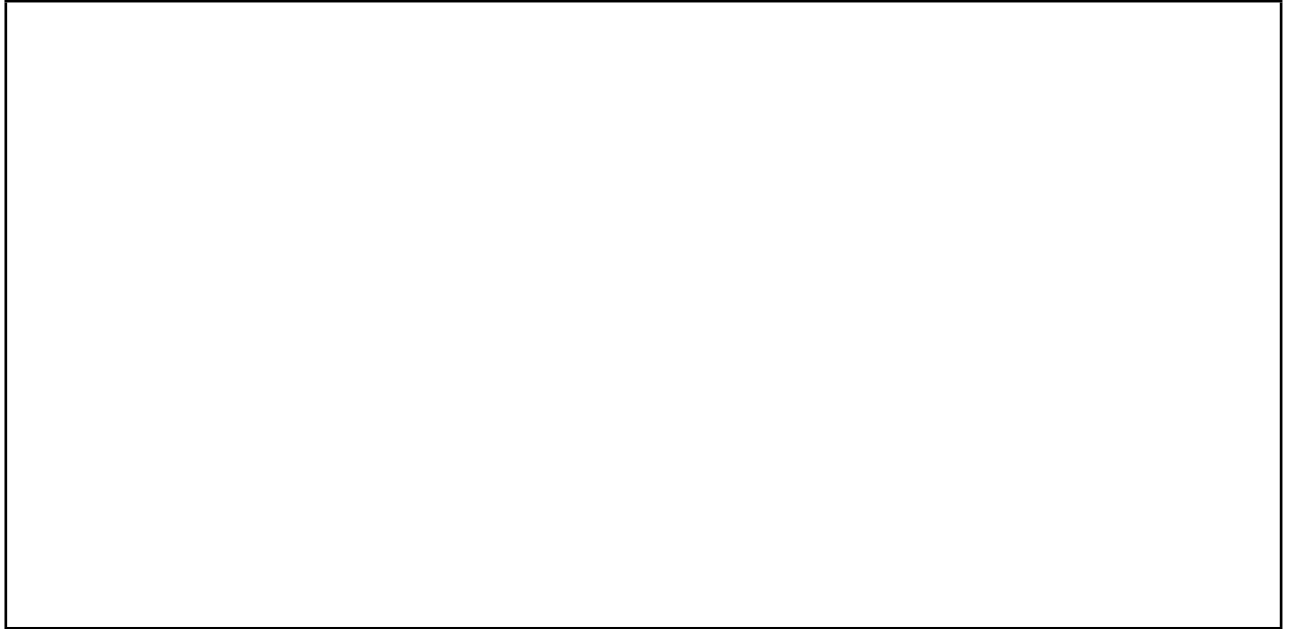
5. Draw and colour a nest.



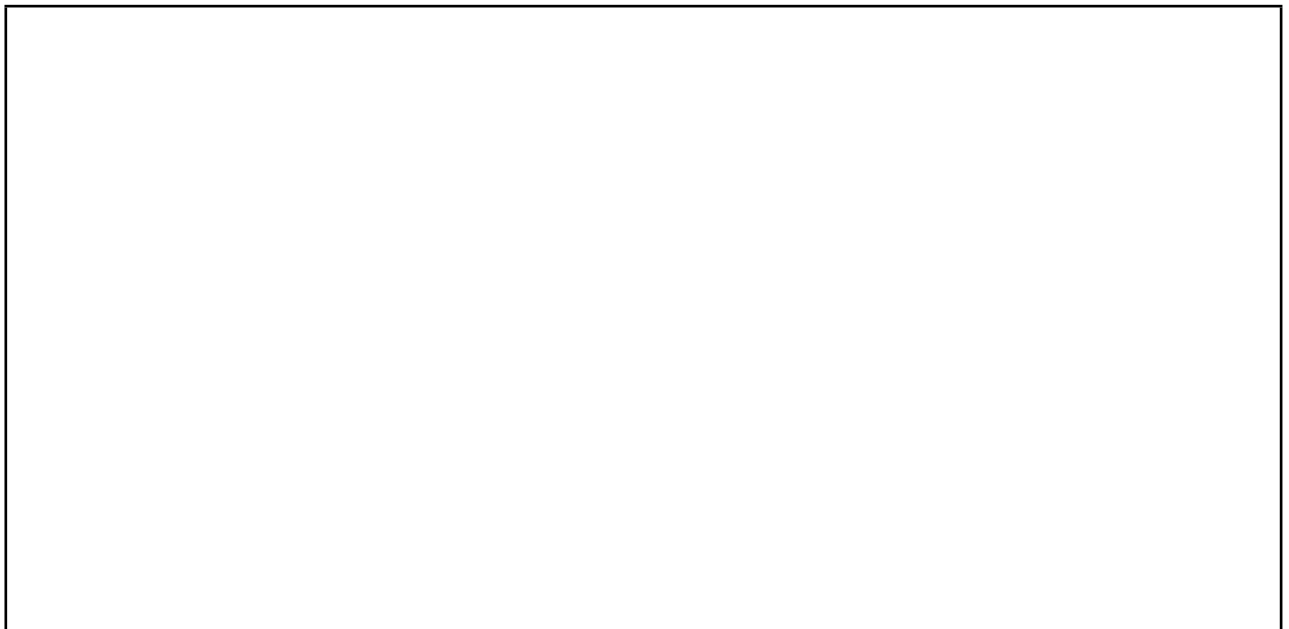
Worksheet 14: City and village

1. Look at the photographs on page 55 and write three differences between a city and a village.

2. Draw and colour four farm animals found in the village.



3. Draw a picture of any one of the following:
 - i. traffic scene in a city
 - ii. airplanes parked at the airport

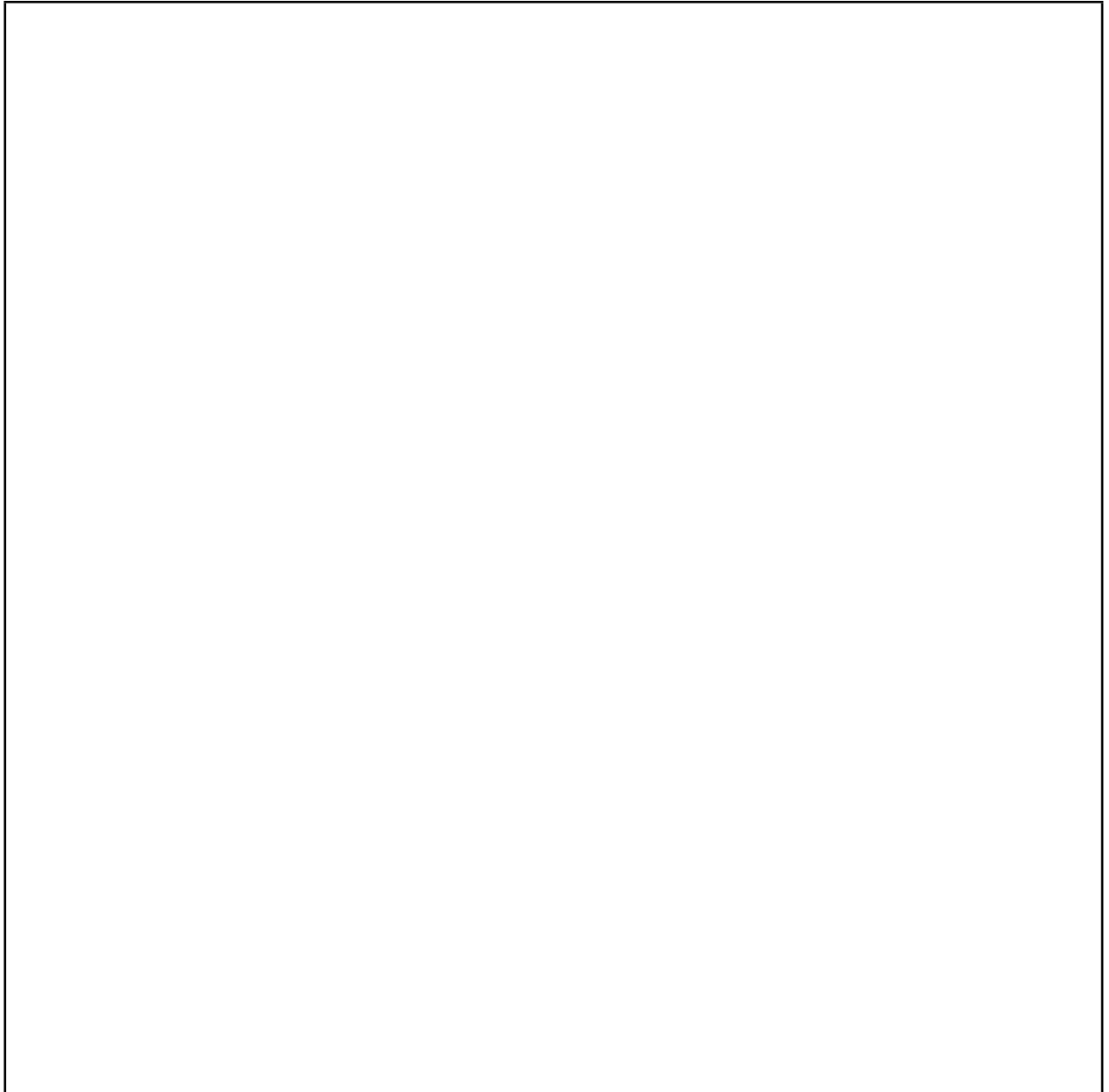


Worksheet 15: Maps and places

1. Why is a hospital an important place? Who works there?

2. Why is the police station an important place?

3. Draw and colour a picture of a shop or an airport.



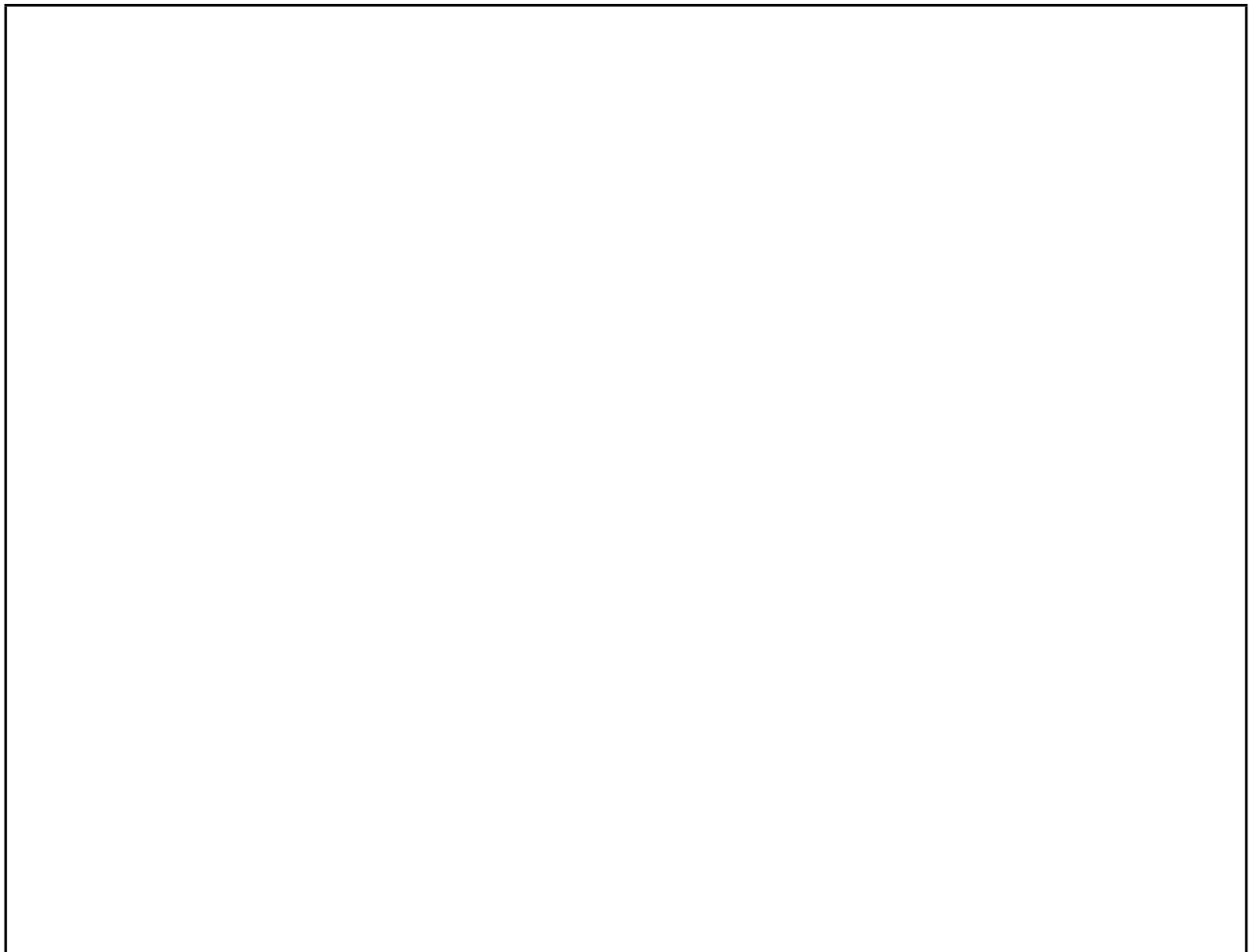
Worksheet 16: On the ground

1. What is the shape of the Earth? What is the Earth made up of?

2. The Earth is our home. Write two ways how we can look after it.

3. On the world map below, colour the land brown and the water blue.

4. Draw the globe in the box below.



Worksheet 17: In the sky

1. Draw pictures of two insects that can fly. Name them.

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2. Name three birds that you commonly see flying in the sky.

3. Draw a kite and fill it with your favourite colour.

4. Fun Time!

Draw your favourite picture and colour it.

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