

Teaching
Guide **2**

CHRISTINE MOORCROFT

WORLD WATCH

SOCIAL STUDIES FOR PRIMARY SCHOOLS

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Introduction

An outline of the course 2

World Watch is a Social Studies course for the 21st century! It is designed for Pakistani primary schools that want to stimulate curiosity, thinking skills, and a love of learning. There are three components to each level: a Pupil's Book, a Skills Book, and a Teaching Guide.

Core features

- It draws its content and skills from international primary syllabuses while focusing on Pakistan for examples.
- Concepts are covered in a child-friendly way, in simple language with lots of fun and stories.
- At all levels, learning is built on children's experience, the teacher eliciting what they already know and building on this, not simply loading them with facts.
- The language, content, and tasks are progressively graded according to class levels.
- Each level consists of twelve units with approximately five Geography-focused units, five History-focused units and two with a focus on Civics.
- These three core subject areas are linked to each other where possible.
- At least one Geography-based unit per level focuses on environmental issues.
- Value education and ethical thinking are embedded in every unit of the course.
- High priority is given to independent thinking skills and problem-solving activities.
- From the start, children are asked to express individual opinions and it is stressed that some questions have no easy answers.
- Writing frames are provided to help children express their own ideas in open-ended tasks.

Geography

- Mapping skills are taught in a progressive way—from simple plans and icons in Grade 1 to political, physical, environmental, and historical maps by Grade 5.
- A variety of graphs, tables, diagrams, and timelines are used to vary the presentation of content.
- At each level, children are encouraged to make connections between the geographical environment and the way people live.
- The main focus is on the familiar world in Pakistan, starting with the home and moving on to the town, district, country, and the wider world beyond.
- A key element is responsibility towards other people and towards the environment.

History

- An understanding of change over time begins in Class 1 with recent history taught through older people's memories, artefacts, photos, and pictures.
- Timelines and family trees explain the concept of generational links.
- Stories of historical events and characters enliven history at lower levels.
- A sequenced approach begins in Grade 3 with the introduction of dates.
- The main focus is on the history of Pakistan, balanced with an introduction to key events, discoveries, and stories from world history. The series also highlights the legacy of our past: what we can still see as a result of historical events.
- By Grade 5, children are learning to recognize the connections between the histories of different cultures and the way people have learned from each other over time. They also learn about why people acted as they did in the past and how their actions affect the present.

Civics

- The Pupil's Books form the core of the course. They are lavishly illustrated with photos so as to bring alive the familiar environment, distant places and past times.
- Wherever possible, children learn new concepts through child-friendly stories, especially at Grades 1 and 2.
- The Contents page details the learning objectives for each unit.
- The twelve units of the Pupil's Book consist mainly of reading texts followed by questions and tasks.
- Children are usually expected to write in notebooks.
- At higher levels, units often end with a purposeful writing task such as a newspaper article, letter to the Head Teacher or poster for the school corridor.
- From Grades 3 to 5, there is a Key points box with revision questions.

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Skills Books

- At each level, there is an accompanying Skills Book in single colour.
- Children are usually expected to write in the Skills Book.
- The tasks are varied and enjoyable, including maps, word-searches, crosswords, puzzles, multiple choice questions, fill-in-the-blanks and matching exercises.
- Skills Book pages should be introduced in class and can be completed either in class or for homework.
- Every unit of the Skills Book includes a page entitled Values.
- In Grades 2–5, there is a brief learning objective at the top of every page in simple, child-friendly language. At Grade 1, the learning objective is given in the teacher's notes at the bottom of the page.

Teaching Guides

Teaching Guides are an invaluable resource for the teacher, detailing:

- background knowledge
- learning outcomes
- step-by-step lesson plans
- ideas for further activities and pupil research
- answers to closed questions + indications of what to look for in open questions

At the back of each Teaching Guide there are:

- six photocopiable tests (one for every two units) to help you track how well the children are learning and give feedback to parents
- a photocopiable test record sheet for you to keep your records

Additional material

- A CD accompanying the series
- An interactive CD containing reinforcement exercises accompanies each Pupil's Book.

Suggestions for Teachers at Level 2


The Pupil Book and Skills Book go hand in hand

One lesson includes the Pupil Book pages and matching Skills Book page. Most lessons will take two Social Studies periods to complete, though this will vary, depending on how many of the suggested further activities you use. It is suggested that you do the linked Skills Book page before moving on to the next Pupil Book page so that you can develop the concepts taught. If a Skills Book page is set for homework, please introduce and discuss it in class first.

Learning starts with talk

In Grade 2, most learning will take place through talk and activity. It is essential that the children discuss each topic and relate it to their own lives. Whenever possible, take the children out of the classroom (for example, to visit a nearby building site in Unit 1) so that they have rich experiences to talk about.

Encourage pair work

The talk icon means  that the children should tell a partner something. Pair work is important in this course and enables each child to speak and listen. Train the children to talk quietly (*call it partner talk with a finger to your lips*) so that the noise levels do not rise! Children should get used to working with a partner and should always sit in pairs or threes if the numbers are not even. After the children have talked for about a minute, get the class together again by raising one hand and putting the other to your lips. Train the children to do the same and stop talking as soon as they see you with your hand up. In this way, you will be able to get silence without shouting! Ask one or two children to tell you what they have discussed.

Create a rich learning environment

Try to provide a rich learning environment by changing the **wall display** to match the topic under study. Encourage the children to bring in and discuss pictures and objects that relate to your topic. Display and label artefacts on the **museum table**. Try to find an attractive tablecloth to set it apart from the other tables in the room. Make sure it is always tidy and that children do not use it as a place for their lunch boxes or pencil cases!

Do not forget that the children's own work should be displayed. This will give them the sense that their work is valuable and help them to take pride in it. If they have made posters (as in Unit 11), pin them up in the corridor where other children can read them. If they have brought in household objects (as in Unit 1), display them on the museum table.



Elicit ideas from the children

While teaching, try to avoid telling children what they may already know. Instead, **elicit** information from them as children always learn better when they articulate ideas for themselves. For example, in Unit 1, rather than telling them that a plan or map is a bird's eye view from above, show them the plan of a house and a picture of a house and ask, *How are these different from each other?*

Writing comes after talk

Make sure you do not ask children to write until you have gone through the task orally and discussed it.



The pen icon means that the children need to write in their notebooks. Quadruple-ruled lines are provided in the Skills Book so that they can place their letters correctly on the line. This will help you to cement what you are teaching in English lessons and will ensure that the children write as carefully in Social Studies as they do in English.

Make learning active

In every unit, there is an additional activity or game to stimulate thinking, discussion and creativity. There are also some suggestions for drama that can be performed in front of other children and parents. Although you can do each unit without these activities, please try at least some. They will take more time and effort, but will make learning more fun and help to make it permanent. These logos indicate the type of activity:

- | | | | |
|----------------------|--|--------------------------|--|
| • Arts and Crafts | | • Games | |
| • Discussion | | • School Trip | |
| • Drama | | • Information Technology | |
| • Science Experiment | | • Rhyme or Song | |
| • Wall Display | | | |

Research

At this age, children are unlikely to have the study skills to do independent research. However, at the end of every lesson, they are invited to find something out, make a list of ideas, or bring an object in to school. They will need the help of their parents to look up information in books or on the Internet (e.g. on Wikipedia). The research tasks should be treated as optional, but will encourage children to take an active part in their learning.

Use your own ideas

Every classroom and every school is different. Take what you want from these books, but remember to adapt them to your situation. The key to good learning is not the book, but the teacher!

Contents

Unit title	Book & page	Key learning outcomes	Key words and phrases
		The students should be able to:	
Page 1 Unit 1 A family wedding and a new house	Pupil's Book Page 2	<ul style="list-style-type: none"> name members of the family name some cities in Pakistan name some construction workers and their machines explain what materials some things are made of 	<i>mother, father, brother, sister, grandmother, grandfather, uncle, aunt, cousin, rooms of house, building materials, tools, building workers</i>
	Skills Book Page 2	<ul style="list-style-type: none"> name members of the family name some cities and the provinces of Pakistan interpret a plan of a house demonstrate appreciation of family 	
Page 10 Unit 2 Food and Farming	Pupil's Book Page 6	<ul style="list-style-type: none"> explain how farmers grow crops explain that we must help each other and work hard to get food name foods that come from plants name foods that come from animals 	<i>plant, weed, water, cut, grind, bake, meat, fruit, vegetable, sweet, rice, roti, milk, dhai, farmer, fisherman, shopkeepers</i>
	Skills Book Page 6	<ul style="list-style-type: none"> explain which crops give us food identify some people who bring us food plan a balanced meal and classify foods in different groups explain the importance of sharing food 	
Page 21 Unit 3 A day in the city	Pupil's Book Page 14	<ul style="list-style-type: none"> name different kinds of building match events to a timeline explain how we use different kinds of transport describe how city life has changed over time 	<i>market, post office, hospital, park, mosque, school, shop, mall, office, road, street, truck, car, motorcycle, bus, train, autorickshaw</i>
	Skills Book Page 10	<ul style="list-style-type: none"> show awareness of the passing of time explain the use of some city buildings explain and predict change over time appreciate Pakistani truck art 	
Page 33 Unit 4 Weather and the seasons	Pupil's Book Page 20	<ul style="list-style-type: none"> describe the weather and seasons list the months of the year, relating them to the seasons point to north, south, east, and west on a map retell an ancient Greek story about the seasons 	<i>weather, cold, cool, warm, hot, wet, dry, spring, summer, monsoon, winter, north, south, east, west, days of the week, months of the year myth</i>
	Skills Book Page 14	<ul style="list-style-type: none"> read and create a weather chart name the days and months relate a poem about the number of days in each month explain geographical features in the north, south, east, and west of Pakistan 	

Unit title	Book & page	Key learning outcomes	Key words and phrases
		The students should be able to:	
Page 43 Unit 5 Life in Oxford	Pupil's Book Page 29	<ul style="list-style-type: none"> • explain the difference between a country and a continent • list some things children do for fun and at school in the UK • talk about old and modern buildings in Oxford • compare the weather in the UK to the weather in Pakistan 	<i>continent, country, ocean school, playground, classroom, college, office, church, supermarket, shop, old, modern</i>
	Skills Book Page 18	<ul style="list-style-type: none"> • name the continents and oceans • list some things children do for fun in the UK and Pakistan • compare plans of a school in the UK and in Pakistan • learn a simple greeting in other languages 	
Page 53 Unit 6 Stories of Quaid-i-Azam	Pupil's Book Page 36	<ul style="list-style-type: none"> • retell two stories about Quaid-i-Azam • explain the importance of rules • vote for what they think is right • list some rights and responsibilities 	<i>like to do, should do, rule, law, consequence, vote, right, responsibility</i>
	Skills Book Page 22	<ul style="list-style-type: none"> • explain the difference between what we like to do and should do • distinguish between rules, responsibilities, and consequences • explain how to vote • demonstrate polite behaviour 	
Page 63 Unit 7 Time to say sorry!	Pupil's Book Page 43	<ul style="list-style-type: none"> • tell the time of day • say sorry when they are wrong • talk about the importance of forgiveness • know the difference between days, weeks, months, and years 	<i>time, o'clock and half past, morning, afternoon, evening, night, days of the week, months of the year, today, yesterday, tomorrow, say sorry, forgive</i>
	Skills Book Page 26	<ul style="list-style-type: none"> • tell the time of day on the hour and half hour • draw a timeline • say sorry and forgive others • explain the difference between days, weeks, months, and years 	
Page 70 Unit 8 The Stone Age	Pupil's Book Page 47	<ul style="list-style-type: none"> • explain the term Stone Age • know how fire helped Stone Age people • explain how farming began • describe some objects used in the Stone Age 	<i>Stone Age, stone, wood, clay, bone, animal skin, shell, metal, hunt, spear, axe, needle, fire, bake, charcoal, farming, crop, tool, seed, settle, use, danger</i>
	Skills Book Page 30	<ul style="list-style-type: none"> • explain which materials were used in the Stone Age • list the uses and dangers of fire • explain how farming began • explain the importance of learning new things 	

Unit title	Book & page	Key learning outcomes	Key words and phrases
		The students should be able to:	
Page 81 Unit 9 A day in the village	Pupil's Book Page 53	<ul style="list-style-type: none"> list some jobs of working children explain why some children cannot go to school correctly use a key on a map list some differences between villages and towns 	<i>pump, tap, paddy, field, ditch, canal, bridge, road, track, key, village, town, city, buy, sell, bargain</i>
	Skills Book Page 34	<ul style="list-style-type: none"> list some jobs of working children complete a map and key distinguish between buying and selling discuss the importance of being happy with what they have 	
Page 92 Unit 10 Stories from Mughal times	Pupil's Book Page 59	<ul style="list-style-type: none"> relate three stories from Mughal times and name some Mughals name some animals Mughals rode and hunted explain some differences between life then and now 	<i>Mughal, emperor, musician, throne, diary, tent, storm, boast, soldier, battle, enemy, water carrier, air, heavy, hunt, shoot, take aim, fort, tomb, mosque, symmetry</i>
	Skills Book Page 38	<ul style="list-style-type: none"> interpret a Mughal miniature write a simple diary entry name some Mughal buildings in Lahore complete a symmetrical pattern discuss the morals of stories 	
Page 103 Unit 11 Water and our environment	Pupil's Book Page 65	<ul style="list-style-type: none"> name some sources and uses of water explain how water comes from rain to our taps suggest how to conserve water explain how to purify water 	<i>shortage, pump, well, stream, tap, lake, pipe, filter, dam, tank, drought, flood, save electricity/water slogan, message, germ, polluted, boil</i>
	Skills Book Page 44	<ul style="list-style-type: none"> list some sources of water explain how we use water persuade others to save water explain how to ensure drinking water is safe 	
Page 113 Unit 12 Helping Others	Pupil's Book Page 73	<ul style="list-style-type: none"> list some ways Edhi helped poor and sick people explain how helping other people makes us happy explain that if we share, everyone has enough 	<i>medicine, sick, poor, hospital, clinic, ambulance, office, danger, safe, ambition, help, share, wise, long-handled spoon</i>
	Skills Book Page 48	<ul style="list-style-type: none"> list some ways Edhi helped people suggest ways to help small children to be safe in the house discuss the importance of sharing and helping others 	

Unit 1 A family wedding and a new house

Background knowledge for the unit

Rafay and Hiba's family

If your pupils studied *World Watch* Grade 1, they will already be familiar with the 7-year-old cousins Rafay and Hiba, who also appear in some units of Grade 2. Many key concepts are taught through simple stories about the experiences of these two children. Rafay lives in Karachi with his grandparents, parents, elder sister Tania, and younger brother Zain. Hiba lives in Islamabad and her mother is the sister of Rafay's father. A simple family tree of Rafay's immediate family has been introduced in Grade 1. In this unit, the family tree is more complex, showing the relationship between him and his cousin Hiba's family.

The geography of Pakistan

In Grade 1, students learned a little about the geography of Pakistan as Hiba travelled by air from Islamabad to Karachi (via Lahore) to visit Rafay's family. This knowledge is revised and expanded through a family wedding, which takes place in Lahore, with a bride from near Peshawar and an uncle from near Quetta.

Houses

As the bride and groom are building a new house to live in, Rafay and Hiba visit the building site to look at the process of building a house, the machines that are used and the materials from which it is constructed. Your pupils will develop the learning that took place in Grade 1, when they were introduced to different types of construction worker and the functions of the rooms of a house.

Mapwork skills

In Grade 1, children were introduced to a number of diagrams showing common objects drawn from different angles. Later, they studied a simple plan of the classroom, distinguishing between left and right. In this unit, they develop their map-reading skills by interpreting the plan of a house and learning to read a simple key.

Expected learning outcomes for the unit

When they have completed this unit in the Pupil's Book and Skills Book, most children should be able to:

- name members of the family
- interpret a family tree
- name some cities in Pakistan and explain that Islamabad is the capital
- list the provinces of Pakistan
- name some builders and their machines
- explain what materials some things are made of
- understand a simple plan of a house
- list the functions of different rooms
- recognize the value of families

Unit 1.1

Learning outcomes

Students should be able to:

Pupil's Book

- explain the relationships between the members of a family

Skills Book

- name the members of a family
- interpret a family tree

Preparation and Resources

You will need:

- (optional) four chairs, a simple object for each character of the family, for example: a stick for Dadi, a pair of spectacles for Dada, a bunch of keys for Baba, a newspaper or magazine for Rafay's aunt, a handbag for Rafay's mother, an umbrella for Rafay's uncle, a book for Tania, a toy car for Rafay, a flower for Hiba, a teddy bear for Zain, a camera if one is available.

Pupil's Book steps

1. Tell the children that for the next few weeks, they are going to be thinking about families and the houses they live in. They are also going to learn about the geography of our country, Pakistan.
2. Look at the picture on PB 1.1 and discuss what happens at a wedding. Elicit that after two people marry, they live in the same house and usually have children. Ask the children to tell you about weddings they have been to. Give them time to recount their experiences, as they will learn as much from talk as from books at this age.
3. Read aloud PB 1.1, stopping to talk about each relationship.
4. Starting with Dada (Number 1 in the photo) and following the order of the numbers, ask the children about each person in the group photo. Each time you talk about someone, extend the more able children by asking how that person relates to other people in the picture, for example: *Who is Dada's wife/son/daughter/grandson/granddaughter?*

Skills Book steps

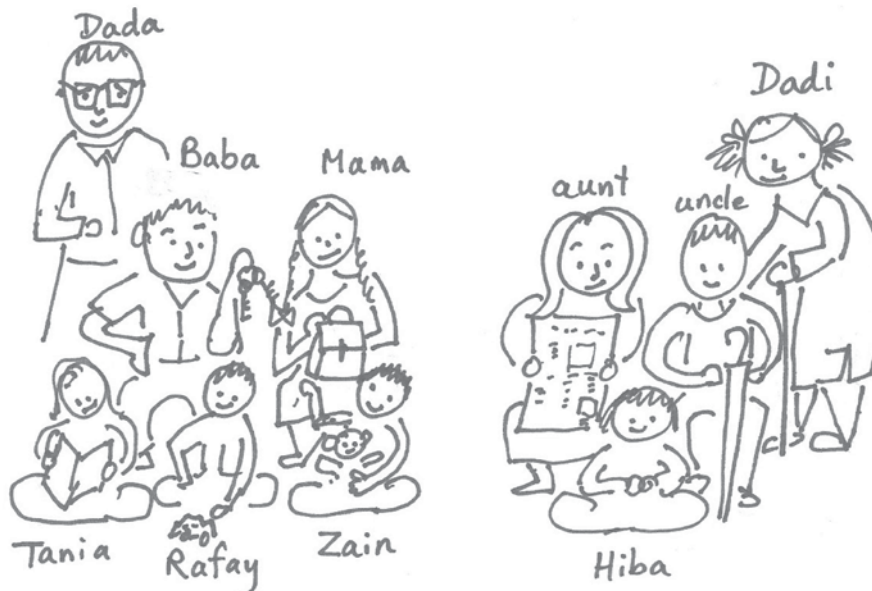
1. Do the drama activity listed in *Further activities* below, which will help to explain how a family tree works.
2. Revise what was learned in the linked PB page and remind the children of the simple family tree they drew in Grade 1.
3. A. Starting with Dada, help the children to complete the family tree.
4. Remind the children to write between the two middle lines of the quadruple ruled lines, using the dotted lines to guide ascenders (e.g. *d, h, b*) and descenders (e.g. *g, p, y*), as shown in the examples.
5. Remind the children of the different ways in which people are related (e.g. Hiba's mother is also Dada and Dadi's daughter, Baba's sister, and Rafay's aunt).
6. Explain that the numbers in brackets tell you how old the children are.

7. Ask questions like: *Have you got an aunt/uncle/grandmother/grandfather? What do you call him/her? Have you got a brother/sister? How old is he/she? Is she/he older or younger than you?*
8. B. Ask different children to read aloud and answer the questions.
9. Ask the children to think of other questions they can ask.
10. The children complete the answers in the book.
11. Extension: The children write further sentences about the characters in the book, for example, *Rafay's father is Hiba's uncle. Dadi is Hiba's grandmother.*



Further activities: Drama

1. Take this activity one step at a time and use it as a way of cementing an understanding of family relationships and the family tree. If you have an object for each member of the family as listed in *Resources* above, the children may find it easier to identify each person. However, you can also do it without any resources at all.
2. The diagram will help you to place the children in the right places.



3. Put four chairs in two pairs, facing the class. Tell the children that they are going to act out a family tree. Ask a boy to volunteer to be **Dada**, the grandfather. Give him a pair of spectacles to put on his nose (just for a short while—it does not matter if he cannot see through them!), so that he looks like an old man. He might scrunch up his eyes as if he finds it difficult to see. He should stand behind and to one side of the four chairs (as you look at them).
4. Ask a girl to volunteer to be **Dadi**, the grandmother. Give her a stick and tell her to stoop so that she looks old. She should stand behind and to the other side of the four chairs.
5. Ask a boy to volunteer to act as Rafay's father, **Baba**. Give him a bunch of keys and ask him to sit on the left-hand chair with a straight back and one hand on his hip. Elicit from the children that Baba is also Dada and Dadi's son, Tania and Zain's father, and Mama's husband.
6. Ask a girl to act as Rafay's mother, **Mama**. Give her a handbag and ask her to sit on the second chair from the left, next to Baba. Elicit that she is Tania and Zain's mother too.

7. Ask a girl to act as Rafay's **aunt**. Give her a newspaper or magazine and ask her to sit on the chair second from the right. Elicit that Rafay's aunt is also Hiba's mother, Dada and Dadi's daughter, and Baba's sister.
8. Ask a boy to act as Rafay's **uncle**. Give him an umbrella. Ask him to sit to the right of Hiba's mother. Elicit that he is Hiba's father.
9. Ask a girl to act as Rafay's elder **sister**, Tania. Give her a book and ask her to sit on the floor in front of her parents, on the left. Elicit that she is Mama and Baba's daughter.
10. Ask a boy to act as **Rafay**. Give him a toy car. Ask him to sit on the floor to the right of his sister, Tania. Elicit that he is Tania's brother and Mama and Baba's son.
11. Ask a boy to act as Rafay's **brother**, Zain. Give him a teddy bear. Ask him to sit on the floor to the right of Rafay. Elicit that he is Tania's brother and Baba and Mama's son.
12. Ask a girl to act as Rafay's **cousin**, Hiba. Give her a flower and ask her to sit on the floor in front of her parents to the right of her cousins. Elicit that she is Tania and Zain's cousin and that Rafay's aunt is her mother.
13. Ask the children to stand absolutely still and smile. Mime taking a photo—or if you have a camera, take a real photo, label it as in the diagram and put it on the wall.

Research

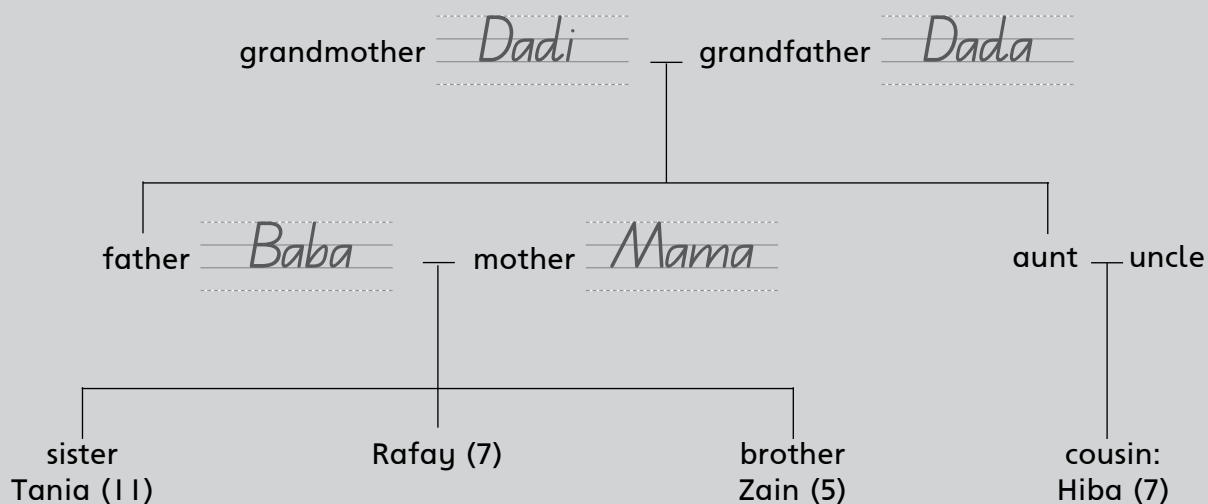
Before the next lesson, ask the children to find out the names of either their father's family or their mother's family. Ask them to take the help of their parents in creating a family tree with one set of grandparents, parents, brothers and sisters and **one** related family with uncle aunt and cousin(s). Do not expect more than one uncle and aunt or the family tree will get too complicated.

Answers to PB 1.1

Oral work

Answers to SB 1.1

A.



B. 2. Dada

3. 11

4. Rafay

5. 7

6. Baba

7. Mama

Unit 1.2

Learning outcomes

Students should be able to:

Pupil's Book

- interpret a map of Pakistan
- describe the difference in size between a province, city, town, and village

Skills Book

- name some cities in Pakistan and explain that Islamabad is the capital
- list the provinces of Pakistan

Preparation and Resources

You will need:

- a wall map of Pakistan if possible
- Post-it notes (removable sticky labels)
- a thick, dark, felt-tip pen

Pupil's Book steps

1. Read aloud PB 1.2, stopping to talk about the map of Pakistan, e.g.
Point to Karachi/Islamabad/Lahore/Quetta/Peshawar. Ask, what province is it in? Where do we live? Point to it on the map. Have you been to a wedding in another part of Pakistan? Where did you go? What was it like there? Was it colder/hotter/more hilly/less hilly than here?
2. If you have a wall map, ask a child to come to the front and show you where you live. Ask other children to tell you about other places they have visited in Pakistan and help them to point to these places on the map.
3. Do the *Further activities* below.
4. A. Ask the children to complete the sentences. Note that every child will write a different answer for Number 4.
5. B. Talk about the differences between cities, towns, and villages.
Elicit that a province is a big area and there may be many cities, towns, and villages within it.
6. Help the children to write the words in order.
7. After you have checked their answers, the children may write A and B in their notebooks.
8. Extension: Write on the board:
We live in _____.
It is in _____ Province.
Ask the children to write these two additional sentences in their books.

Skills Book steps

1. Remind the children of what they read and discussed in the linked PB page.
2. Make sure that they have the PB open at the map on 1.2. Then ask them to point to different places in their SB.
3. A. Help them to complete the names of the cities, using the quadruple lines to guide their handwriting.
4. Ask what kind of letter begins each capital city and province. Elicit that they begin with capital letters because they are names of places.

5. B. If possible, the children should colour each province as instructed. If the children don't have the given colours, make sure that each province is coloured differently.
6. C. Explain that a dot on the map means a city. The square means a capital city. This is the city where the government makes the country's rules.
7. Help the children to complete the sentences.



Further activities

1. Ask each child to name ONE city in Pakistan he/she has visited. For each child, write on a post-it note: _____ has visited _____ (e.g. *Salman has visited Multan.*)
2. Stick the labels on the wall map in approximately the correct positions.

Research

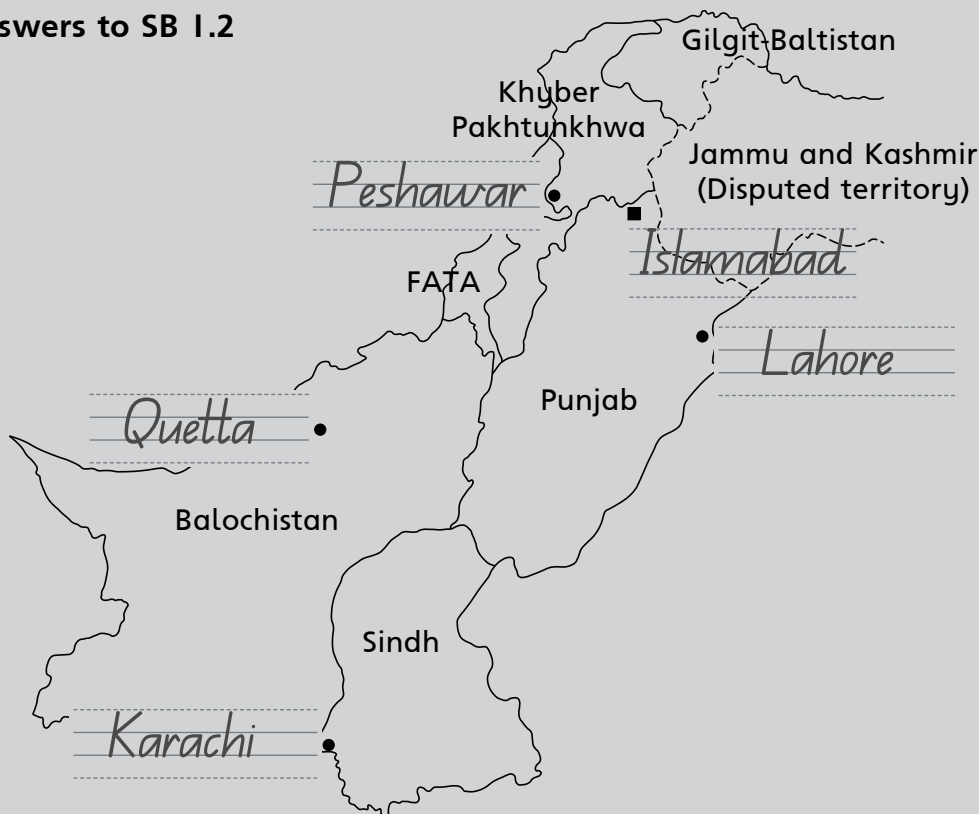
1. Follow up the research set in the last lesson. Did the children draw a family tree? Display the best ones on the wall and discuss them.
2. Before the next lesson, ask them to find out what their houses or flats are made of.

Answers to PB 1.2

- A. 1. Karachi 2. Islamabad 3. open 4. open
 B. 2. city 3. town 4. village

Answers to SB 1.2

A.



B. Children should colour the provinces as instructed, but may use other colours if they do not have all of them.

- C. 2. Punjab 3. Sindh 4. Balochistan 5. Islamabad

Unit 1.3

Learning outcomes

Students should be able to:

Pupil's Book

- explain what materials some things are made of
- name some builders and their machines

Skills Book

- describe a plan of a house
- list the functions of different rooms

Preparation and Resources

You will need:

- to collect objects made of different materials, such as a clay pot, a glass bangle, a plastic box

Pupil's Book steps

1. Read aloud PB 1.3, stopping to talk about building sites nearby. Discuss what houses are made of, e.g. cement, bricks, wood, glass, steel.
2. Remind the children what they learned in Grade 1 about the jobs of construction workers (e.g. electricians, builders, and plumbers).
3. Discuss the purpose of each machine shown at the bottom of the page. Ask the children to match them to their labels.

Skills Book steps

1. Explain that the illustration on this page is a **plan**. Remind the children that they studied a plan of a classroom in Grade 1. Elicit that a plan is a simple view from above—as if they are birds, looking down.
2. A. Ask every child to point to the living room. Ask, *What do we do in the living room?* (Elicit that we talk, relax, read, watch TV, etc.) *What furniture do we usually have in the living room?* (sofa, chairs, table, showcase) *What colour should you shade the living room?*
3. Walk round the class and check that every child is colouring the living room yellow.
4. Ask similar questions in turn for the kitchen, bathroom, and bedrooms and ask the pupils to colour the rooms as instructed.
5. Show the children the key. Explain that a key helps us to see quickly where things are on a map or plan. Ask the children questions about the doors and windows, for example: *How many doors/windows are there in the living room/kitchen? How many doors/windows are there in the house altogether? Why do you think there are two doors into the living room from outside? What colour should you shade the doors/windows?*
6. Discuss what the symbol for garden could be (a tree or plant). Elicit that if you were a bird, looking down on the trees in the garden, you would only see the leaves, not the trunk of the tree.
7. Walk round the classroom, checking that the children have shaded the plan correctly. Discuss what colour the trees in the garden should be.
8. B. Ask the children to tell you what we do in each room. Then ask them to complete the sentences.



Further activities

1. If the children did not visit a building site in Grade 1, consider taking them to watch builders at work near the school, as long as you can arrange for parents and other adults to help you supervise the children and keep them safe.
2. Talk about the materials, tools, and machines that are used.
3. If possible, give the children a chance to draw what they see.
4. Label and display their pictures.

Research

1. Follow up the research set in the last lesson. Did the children find out what their houses or flats are made of?
2. Before the next lesson, ask the children to bring in one small object from each room of the house. It should be small enough to hold in one hand. For example, one child might bring in a spoon from the kitchen, a coaster from the lounge, a toothbrush from the bathroom, and a photo from the bedroom.

Answers to PB 1.3

The children should match the pictures to their labels.

Answers to SB 1.3

A. The children should colour the rooms as instructed.

B. 1. kitchen 2. lounge 3. bedroom 4. bathroom

Unit 1.4

Learning outcomes

Students should be able to:

Pupil's Book

- explain what materials some things are made of
- revise what the children have learned in this unit

Skills Book

- explain the value of the members of their own families

Preparation and Resources

You will need:

- a table, preferably covered with a cloth, and a large card label saying: **Museum Table**
- the household objects the children have brought in for their research
- a felt tip pen and some pieces of paper or card (approx. 15 cm by 4 cm) on which to write labels for the objects on the museum table

Pupil's Book steps

1. Read aloud the whole unit again, checking that the children understand the key parts of the story.

2. Discuss what materials the bride's presents are made of.
3. Ask the children to show what they have brought in from their homes (see *Research* from 1.3).
4. Talk about each one, discussing the materials they are made of. Put the objects on the museum table. See Further activities below.

Skills Book steps

1. If the children brought in family trees, display them and talk about each member of family.
2. A. Taking one member of a family at a time, ask the children if they know the names of these members of their own family. Ask what they do with each member of their family, as suggested in the Teacher's note.
3. **DO NOT COMPLETE THIS PAGE IN CLASS!** Ask the children to complete it at home, where their parents can help them with the names and spellings.



Further activities: Museum table

1. Set up a **museum table** at the edge of the classroom.
2. If the children have NOT brought in household objects from their homes, find common objects in the classroom or your handbag, such as a pencil case, bag, key, and comb. If the children HAVE brought in household objects, discuss what they are made of and why, for example:
 - *What's this?* (a soap dish)
 - *What's it used for?* (stopping soap from sliding into the basin)
 - *What room does it come from?* (from the bathroom)
 - *What's it made of?* (plastic)
 - *Why is it made of plastic?* (because it's waterproof, light and cheap)
3. Label each object (e.g. *a soap dish from the bathroom, made of plastic*).
4. Ask different children to read each label aloud before you put it beside the matching object.

Research

Discuss the objects the children have brought in from home. See *Further activities* above.

Answers to PB 1.4

2. wood 3. glass 4. gold 5. clay

Assessment for learning

Go through each 'can-do' statement with the whole class. Ask each child to self-assess whether or not they have understood each item. Encourage them to be honest. Explain that this is to help you understand what they have found easy or difficult. They will not get into trouble if they do not tick a box. Look at the boxes they have not ticked and explain the concepts again.

Answers to SB 1.4

- A. open B. open

Unit 2 Food and farming

Background knowledge for the unit

Food production

This unit teaches children how food comes from the farm to the table. They have already learned in Grade 1 about a visit to a farm. They should know that plants need water and sunlight, also that food crops are brought from the countryside to be sold in the markets of the city. This unit develops a more sequenced understanding of the **process** of planting, watering, weeding, harvesting, processing, and cooking food. In addition, it teaches where different foods come from originally (e.g. rotis from wheat).

Hard work and helping others

Another key theme of the unit is that we should help others and do our share of work, which is the moral of the traditional tale, *The Little Red Hen*. Here, as in other units, much of the learning takes place through the telling of a story. Later on in the unit, children are reminded that not everyone has enough good food to eat and will discuss the importance of sharing.

A balanced diet

The unit introduces the importance of a varied diet. Children build on the classification skills taught in Grade 1, sorting foods into energy foods (such as wheat and rice), vegetables, fruits, dairy, and meat products. At this stage the children are not introduced to the scientific terms like carbohydrates, vitamins, and proteins, but they are encouraged to eat something from each food group at every meal.

Study skills

Different ways of presenting facts are introduced: a simple flow-chart in PB 2.4, two types of classification table in PB 2.5 and SB 2.5, and a crossword in SB 2.6.

Expected learning outcomes for the unit

When they have completed this unit in the Pupil's Book and Skills Book, most children should be able to:

- explain how farmers grow crops
- explain which crops give us food
- describe the process of growing, weeding, and harvesting wheat, grinding it into flour, mixing the flour with water, and baking bread
- explain that we must help each other and work hard to get food
- name foods that come from plants and from animals
- identify some people who bring us food
- classify foods into different groups
- plan a balanced meal
- discuss the importance of sharing food

Unit 2.1

Learning outcomes

Students should be able to:

Pupil's Book

- explain how farmers grow crops
- introduce the key animal characters in the story

Skills Book

There is no Skills Book page linked to this lesson.

Preparation and Resources

You will need (optional):

- a loaf of bread or a roti

Pupil's Book steps

1. Tell the children that for the next few weeks, they are going to be thinking about how food comes to our tables.
2. If you have some bread or a roti, ask the children to tell you what it is and what people usually eat with it. If possible, share it with the class so that each child tastes a small piece.
3. Talk about where food comes from, asking questions like these:
 - *What is bread made from?* (Elicit that it is made from flour and water.)
 - *Where does flour come from?* (Elicit that it comes from wheat.)
 - *Where does wheat come from?* (Elicit that it grows in fields.)
 - *What do wheat plants grow from?* (Elicit that they grow from seeds.)
 - *Who plants the seeds?* (Elicit that the farmer plants the seeds.)
 - *How does the farmer look after the wheat?* (Elicit that he waters and weeds it.)
4. Look at the picture on PB 2.1 and discuss the animals in the picture. Ask the children what noise each animal makes. Teach the song, *Old Macdonald had a farm* and sing it several times as you study this unit. The words are in *Further activities* below.
5. Read aloud PB 2.1, stopping to talk about the meanings of *lazy*, *grumpy*, and *selfish*.
6. Ask the children if the animals are right to let the little red hen do all the work.



Further activities: A song 'Old Macdonald had a farm'

1. First sing the song yourself with the actions and talk about the noises animals make.
2. Then ask the children to sing each line after you, copying the actions you make.
3. Finally, get the children to sing along with you, doing the actions.

Words

1. Old MacDonalld had a farm,
Ee i ee i oh!
And on that farm he had some hens,
Ee i ee i oh!
With a cluck-cluck here,
And a cluck-cluck there.

Actions

- Cross your arms and look proud.
Clap five times.
Mime pecking corn.
Clap five times.
Turn to your left.
Turn to your right.

Here a cluck, there a cluck,
Everywhere a cluck-cluck.
Old MacDonald had a farm
Ee i ee i oh!

2. Old MacDonald had a farm, Ee i ee i oh!
And on that farm he had some cows,
Ee i ee i oh!
With a moo-moo here,
And a moo-moo there.
Here a moo, there a moo,
Everywhere a moo-moo.
Old MacDonald had a farm,
Ee i ee i oh! Old MacDonald had a farm,
Ee i ee i oh!

- Do the same as in the previous verses for:
3. goats – meh-meh
4. dogs – woof-woof

Turn to your left, then your right.
Turn both ways.
Cross your arms and look proud.
Clap five times.

The same actions as before.
Point two fingers from head, like horns.

Stretch up, as if eating leaves.
Snap fingers, as if barking.

Research

Before the next lesson, ask the children to find out how wheat grains are turned into flour.

Answers to PB 2.1

The children should draw and label some farm animals in their notebooks. Encourage them to think of others than the four in the story, e.g. buffaloes, ducks, and sheep.

Unit 2.2

Learning outcomes

Students should be able to:

Pupil's Book

- explain the importance of helping others
- describe the process of growing, harvesting, and preparing food crops

Skills Book

- list crops which give us food

Preparation and Resources

You will need (optional):

- some fast-sprouting seeds such as mustard seeds or moong beans
- a flower-pot or tray full of earth
- some water for the seeds

Pupil's Book steps

1. Begin the lesson by singing *Old Macdonald had a farm*. (See 2.1 *Further activities*.)
2. Read aloud the beginning of the story again (in PB 2.1). Following the same pattern for each step, tell the rest of the story. Explain that it is rather like *Old Macdonald*. Each step of the story has a few words that change and all the rest is the same.

- Say *Who will help me tell the story?* Encourage the children to join in with the same animal actions that they used in *Old Macdonald*. Point out that only the first line changes. For example, Step 3 will go:

Words

Who will help me weed the plants?"
said the little red hen.
"Not I," said the lazy cow.
"Not I," said the grumpy goat.
"Not I," said the selfish dog.
"Oh, very well, I'll do it myself,"
said the little red hen ...
and that's what she did.

Actions

Mime weeding.
 Mime a small beak with fingers.
 Point two fingers from head, like horns.
 Stretch up, as if eating leaves.
 Snap fingers, as if barking.
 Fold arms crossly.
 Mime a small beak with fingers.
 Wag finger.

- After you have discussed the meaning of the first line of each step, encourage the children to say the rest from memory in chorus after each new step of the story.
- In the final verse, ask the children:
Why are the animals ready to help the little red hen now?
Why doesn't she give them any bread?
Do you think the other animals should have the bread if they haven't helped her? (Accept a variety of answers. Some children may say that she should share her bread anyway!)
- Plant some seeds. (See *Further activities*.)

Skills Book steps

- Look at the pictures in SB 2.2 A. Discuss how we use each crop and which crops give us food. Follow the Teacher's notes at the bottom of the page.
- B. Discuss what each of the pictures in B is made from.
- Help the children to tick the correct boxes in A and complete the sentences in B.



Further activities: Growing seeds

- Show the children a tray or flower-pot full of earth and ask, *What must we put into the earth if we want plants to grow?* Elicit that plants grow from tiny seeds.
- Plant some fast-growing seeds (such as mustard or moong beans) in the earth.
- Ask what plants need to grow, eliciting that they need water and sunshine.
- Ask a volunteer to water the seeds well.
- Ask the children where to put the seeds, eliciting that they need to go in a sunny spot, for example, a windowsill.
- Ask a different child to water the seeds every day.
- In the back of their notebooks, ask the children to keep a record of the plants' growth. If they cannot write it by themselves, discuss what you see and let them copy your record from the board once a week, e.g.

A record of our seeds

Week 1: We planted the seeds.

Week 2: There are small green shoots. They are 1 cm high.

Week 3: There are little green leaves. The plants are 3 cm high.

Week 4: The leaves are bigger. The plants are 6 cm high.

Research

1. Follow up the research set in the last lesson. Did the children find out how to make flour from wheat? Discuss why we grind wheat (to make it easier to cook).
2. Explain that you are going to set curd and make rotis. It will be best to set the curd the day before you make the rotis. Before the next lesson, ask the children to bring in a small bowl for mixing the dough, a small pot of flour, a rolling pin, and a spoon.

Answers to PB 2.2

The children should be able to tell the story of *The Little Red Hen* in chorus with actions.

Answers to SB 2.2

A. The children should have ticked: mangoes, sugar, and tomatoes.

B. 2. wheat 3. cotton 4. sugar 5. wood 6. mangoes

Unit 2.3

Learning outcomes

Students should be able to:

Pupil's Book

- describe the process of food production in real life

Skills Book

- explain which people bring food to the table

Preparation and Resources

You will need (optional):

- ½ kilo flour
- a spoon and rolling pin for every pair of children
- ½ a cup of salt
- a small stove or access to the school kitchen
- ¼ litre of milk
- a little curd in a tiffin carrier

Pupil's Book steps

1. Ask the children to tell you what is happening in each picture.
2. Elicit that it is exactly the same process as in the story of *Little Red Hen*, just set in real life.
3. Discuss how machines often do the work these days; for example, a pump sends water round the field and a machine grinds the flour. Talk about farms the children have visited and the machines they saw.
4. Ask the children to write the correct label below each picture.
5. If possible, make rotis in class. (See *Further activities*.)

Skills Book steps

1. Remind the children of what they read and discussed in the linked PB page. Talk about the people who bring us food.

2. A. Ask the children about each picture in the series. *What is the farmer doing in picture 1?* (milking a cow) *Who is taking the milk in picture 2?* (a truck driver) *Where do you think he is taking it?* (to the city) *Where is the factory worker putting the milk in picture 3?* (in cartons) *Why does she put it in cartons?* (to make it easy for people to buy) *What does Mama give in return for the milk in the shop?* (money) *Why does s/ he boil the milk in picture 5?* (to make sure it has no germs) *Who is drinking the milk in picture 6?* (Rafay and Hiba)
3. B. Explain that the sentences are about the pictures, but they are in the wrong order. Read aloud the sentence numbered 1. (A farmer milks the cow.)
4. Ask, *What comes next?* Help the children to number the sentences in the correct order.
5. Ask the children to write the sentences in their notebooks in the correct order.



Further activities: Make some rotis and curd

1. If possible, bring the above ingredients into school.
2. On the day before you make rotis, pour some warm milk into a bowl and ask the children what will happen if you mix a little curd into it.
3. Leave the curd to set overnight.
4. The following day, look to see what has happened to the curd and discuss how the liquid milk has become solid.
5. Ask if the children have brought in their own ingredients for rotis. If not, you may need to supply them yourself.
6. Send all the children to wash their hands.
7. Give each pair a small amount of flour and a pinch of salt in a bowl (just enough to make one roti).
8. Take a jug of water round the class and pour just enough for the children to mix a dough.
9. Show the children how to make a ball of dough, adding flour or water to obtain the correct consistency.
10. When the balls are nicely kneaded, ask the children to roll them into a roti. Donot worry if you get some odd shapes!
11. When the rotis are finished, ask the school cook if she will kindly cook them or—if it is safe and possible—bring a small portable electric stove into class and cook them yourself, so that the children can see what you are doing.
12. When the rotis are cooked, let each pair share a roti and eat it with a spoonful of curd and a little salt.

Research

Before the next lesson, ask the children to find out what vegetables or fruits can be made into pickle, and what else is added.

Answers to PB 2.3

- | | | |
|-------------------|--------------------|-------------------|
| 1. Planting seeds | 2. Watering plants | 3. Weeding plants |
| 4. Cutting wheat | 5. Grinding flour | 6. Cooking rotis |

Answers to SB 2.3

- | | | |
|----------------------|-------------|---------------------|
| A. 1. a farmer | 2. a driver | 3. a factory worker |
| 4. a shopkeeper | 5. a mother | |
| B. 2, 6, 3, 1, 5, 4. | | |

Unit 2.4

Learning outcomes

Students should be able to:

Pupil's Book

- explain which crops give us food
- classify foods in different groups

Skills Book

There is no Skills Book page linked to this lesson.

Preparation and Resources

You will need:

- the children's snack boxes

Pupil's Book steps

1. Ask the children to open their snack boxes and talk tactfully about the food you find in them. Identify the different kinds of food.
2. Discuss each food. For example, ask where crisps come from, establishing that they are made from potatoes that are sliced finely and fried in oil.
3. Talk about each picture and explain that the arrow means that the first picture provides the food we eat in the second picture.
4. Ask different children to read and complete the sentences, following the Teacher's notes at the bottom of the page.
5. When you have checked them, the children can copy the sentences into their notebooks.



Further activities: Drama

1. Practise telling the story of *The Little Red Hen* all together as a class. Make sure all the children know it by heart and can do the actions together.
2. Practise the song *Old Macdonald* too.
3. Ask your head teacher if you can do an assembly presentation on farming for the rest of the school. You may also wish to invite parents to come and watch.
4. Perform the song and the story. In addition, the children could tell the audience what they have learned about food and farming.
5. If you have more than one section in your school, you may consider leaving the performance to the annual day when one class can act *The Little Red Hen* and another class can act *The First Farm* (See TG2 8.4.)

Research

1. Follow up the research set in the last lesson. Did the children find out what pickle is made from?
2. Before the next lesson, ask the children to note down what they ate for dinner in the evening.

Answers to PB 2.4

2. hens—eggs

3. trees—mangoes

4. cows—milk

Unit 2.5

Learning outcomes

Students should be able to:

Pupil's Book

- sort food items into different groups

Skills Book

- plan a balanced meal

Preparation and Resources

You will need (optional):

- the children's snack boxes
- a paper plate for each child
- a round piece of paper for each child (to fit into the centre of the plate)
- coloured pencils or paints
- some glue or paste (soft boiled rice is a cheap and easy glue)

Pupil's Book steps

1. Invite the children to show you their snack boxes again. This time, discuss what different kinds of foods you can find (e.g. energy foods like bread and rotis, fruit, vegetables, dairy food, and meat).
2. Point out that some food fills us up and stop us feeling hungry (like rice, roti, bread, and corn). Explain that these foods give us energy.
3. Ask the children to identify the fruits and vegetables in their snack boxes. For now, do not use the scientific definition of fruit (the fleshy part of a plant that holds the seeds, which would include the tomato). At this age, children can learn that vegetables are usually eaten with the main course and can be cooked or eaten raw in salads. Fruit is usually sweet and eaten separately from the main course. Explain that fruit and vegetables help us to stay healthy.
4. Ask the children to look at the pictures on PB 2.5 and write the name of each food in the correct column below.
5. Explain that we need to eat all three kinds of food if we want to be healthy.

Skills Book steps

1. Remind the children of the three food groups introduced in PB 2.5 (energy foods, fruit, and vegetables).
2. Ask them to find examples of energy foods and vegetables at the top of SB 2.5.
3. Look at the bottom of the page. Ask what all the pictures at the bottom left have in common, eliciting that they are all meat and come from animals.
4. Then look at the bottom right of the page. Elicit that all these foods come from milk, which comes from cows, buffaloes, and goats. Explain that milk products are called dairy products.
5. Explain that meat and dairy products help us to grow well.

6. Ask, *What kinds of food make you healthy?* Elicit that you need to eat a little from each food group to be healthy.
7. More able children may label the food types in each corner of the rectangle around the circle.
8. A. Ask the children to draw on the "plate" in the middle ONE food from each of the four corners. They can choose which ones they like.
9. B. The children complete the sentence, explaining what they have drawn (so they will write different sentences).
10. Ask, *What kind of food can spoil your teeth?* Elicit that sugar can damage our teeth and that we should not eat too much sugar.
11. If they have time, the children can colour the pictures.



Further activities

1. Explain that you are going to make a display of your favourite balanced meals.
2. Give each child a circle of plain paper. Ask them to copy and colour (very beautifully) their picture of a balanced meal from SB 2.5.
3. Stick the pictures onto the paper plates.
4. Mount them on a pin board in the classroom or the corridor and label them as follows:
Class 2 have designed their own balanced meals. There is a little from each food group in each plate.

Research

1. Follow up the research set in the last lesson. Did the children note down what they had for dinner in the evening? Discuss whether they ate a balanced meal with something from each food group? If they ate a lot of sweet things, point out that these are not good for our teeth or for our health, even though they taste nice!
2. Before the next lesson, ask them to note down ten different kinds of food that come from animals.

Answers to PB 2.5

Energy foods	Vegetables	Fruit
<i>corn</i>	<i>gourd</i>	<i>apples</i>
<i>wheat</i>	<i>beans</i>	<i>bananas</i>
<i>rice</i>	<i>eggplant</i>	<i>mangoes</i>
<i>Children should add their own examples in the final row.</i>		

Answers to SB 2.5

- A. The children should have drawn one food from each group in the circle (the 'plate') in the middle of the page.
- B. A balanced meal has a little of each kind of food. [*In the second sentence, the children should describe what they have drawn on the 'plate'.*]

Unit 2.6

Learning outcomes

Students should be able to:

Pupil's Book

- describe which kinds of food come from animals
- revise what the children have learned in this unit

Skills Book

- explain the importance of sharing food
- revise the terms taught in this unit

Preparation and Resources

You will need:

- to go out into the playground to play the game

Pupil's Book steps

1. Practise telling the story of the Little Red Hen in chorus, with actions, so that the children know it by heart.
2. Look at the pictures in PB 2.6. Elicit that all these creatures give us food. Discuss which the children like to eat best.
3. Take the children into the playground and play The Food Game. (See *Further activities*.)
4. Help the children to see that we can get different kinds of food from the same animals and then ask them to match the two parts of the sentences before they write them in their notebooks.

Skills Book steps

1. Ask, *Does everyone in our country have enough to eat? Why not?* Elicit that some people do not have enough to eat because they are poor and do not have enough money.
2. Ask, *Does everyone in our country have enough to eat balanced meals?* Elicit that some people have enough money to fill their stomachs with energy foods like rice and rotis, but do not have enough money to buy vegetables, fruit, meat, and dairy products. Point out that they are not as healthy as people who eat balanced meals with a little of all kinds of food.
3. Ask, *How can we help poor people?* Discuss the importance of sharing food—as we do at Eid. Also point out that if people earn good salaries for their work, they can afford to buy good food. If they only earn a little, they cannot give their children a balanced diet.
4. A. Ask the children to tick or cross the boxes. Then discuss their answers in class.
5. B. Remind the children that they can answer the crossword questions in any order, starting with the easiest. This will give them clues for the more difficult questions.
6. Encourage the children to work in pairs to check their answers. Then read out the answers in class so that they can mark their crosswords.



Further activities: The Food Game

1. Stand all the children on a line in the playground.
2. Explain that if you say the name of a plant food, they should jump forwards. If you say the name of an animal food, they should jump backwards.
3. If they jump the wrong way, or stand still, they are out. For example:
Cabbages. (Most children jump forwards because cabbages are plants, but two jump backwards and one stays still, so those three are out and have to stand at the side of the playground.)
Cheese. (Most children jump backwards because cheese is an animal product, but three jump forwards and two remain still, so those five are out.)
4. Continue with different kinds of food (e.g. *corn, mutton, brinjals, rice, egg, beef, mangoes, fish*) until everyone is out except for one child. If the children get too good at the game, call out the last child to jump.
5. The winner is the last child left standing on the line. Everyone should clap for the winner.

Research

1. Follow up the research set in the last lesson. Did the children list ten foods that come from animals? Examples are: beef, mutton, chicken, fish, eggs, omelettes, milk, curd, cheese, butter.

Answers to PB 2.6

2. We get eggs from hens.
3. We get mutton from sheep and goats.
4. We get chicken from hens.
5. We get milk from cows and buffaloes.

Assessment for learning

Go through each 'can-do' statement with the whole class. Ask each child to self assess whether or not they have understood each item. Encourage them to be honest. Explain that this is to help you understand what they have found easy or difficult. They will not get into trouble if they do not tick a box. Look at the boxes they have not ticked and explain the concepts again.

Answers to SB 2.6

- A. 1. These questions could be answered in different ways, but it is likely that the children will tick: 1, 2, 4, and 5.
- B. Down: 1. farmer 2. cut 4. sugar 5. food
Across: 1. factory 3. rice 6. egg 7. grow

Check-up test for Units 1 and 2

Do the check-up test on page 122.

Unit 3 A day in the city

Background knowledge for the unit

City buildings

This unit focuses on a trip around a city, taking in some key buildings. In Grade 1, the emphasis was on the buildings most familiar to children: home, school, and shops. In this unit they look at public buildings such as banks, restaurants, museums, mosques, and monuments.

Change over time

In Grade 1, recent history was taught from the primary evidence of black and white photographs and Rafay's grandfather's memories about his childhood. In Grade 2, students will look further back, beyond the remembered past to the evidence of artefacts, paintings, and buildings.

In the opening page, Hiba and Rafay visit Karachi Museum, where they see a clay cart, dice, and chess set from the Indus Valley civilization. This takes them back to the very beginning of the known history of our region, to 300–1300 BCE. Students will learn from these artefacts that people played games 5000 years ago and that the needs and interests of human beings do not change much from age to age. They then see a much later example of our region's art—a Mughal miniature from about 400 years ago—which they should be encouraged to interpret in their own ways.

Later in the unit, they will be led to think of buildings in their own localities, learning to recognize the difference between old and modern constructions. While they will already be aware that some buildings are very tall, they should be led to understand that we have only learned how to construct them in the past hundred years. While a sequenced sense of history is not taught until Grade 3, this unit sets out to generate enthusiasm for the study of past times.

Transport

Children already know about different forms of transport in their own lives and learned a little about planes, ships, and cars in Grade 1. Here they look at different forms of city transport, in particular, public transport such as trains and buses.

The arts

There is a strong focus on the arts in this unit, raising awareness of our artistic traditions of craftwork, painting, and architecture. As Pakistani truck art is famous all over the world, the study of transport leads the children to make their own truck art wall display.

Study skills

In Grade 1, the children studied a timeline of Dada's life. Here, a timeline is introduced to illustrate the sequence of events in history. Dates are not introduced until Grade 3 because young children find it difficult to grasp the significance of very large numbers.

Expected learning outcomes for the unit

When they have completed this unit in the Pupil's Book and Skills Book, most children should be able to:

- explain the purpose of some key public buildings
- interpret a Mughal miniature painting
- demonstrate an awareness of the passing of time

- match events to a timeline
- explain how city life has changed over time
- explain that Quaid-i-Azam was the founder of Pakistan
- explain and predict change over time
- explain how we use different kinds of transport
- classify different kinds of city transport
- enjoy and create Pakistani truck art
- change ideas after listening to others

Unit 3.1

Learning objectives

Learning outcomes

Students should be able to:

Pupil's Book

- explain the purpose of a museum
- interpret a Mughal miniature painting

Skills Book

- describe ways to show the passing of time

Preparation and Resources

You will need (essential):

- a special table, labelled **the museum table** on which you can display objects of interest; it will look more special if you put a beautiful cloth on it
- some common toys such as a doll, a computer game and a toy car

You will need (optional):

- some dice
- a chessboard and chess pieces
- a large clock with moveable hands
- a wall picture of a Mughal miniature

Pupil's Book steps

1. Tell the children that for the next few weeks they are going to learn about life in the city. You will also think about how places change over time.
2. Discuss what you might find in a museum, for example:
What is a museum? (a building where you can see important works of art, objects from past times, natural objects, or scientific inventions) *Have you been to a museum? What did you see there? What did you find most interesting? Why?*
3. If you have brought in some toys and games, discuss how we play with them (see *Further activities* below).
4. Read aloud PB 3.1, stopping to talk about the things the children see in the museum. Explain that the dice, chess set, and clay cart were made by people who lived in Pakistan 5000 years ago. They came from the Indus Valley Civilization and the people who lived

then had towns, streets, and houses just like us. Some Indus Valley cities are called Mohenjo-Daro (near Karachi) and Harappa (near Islamabad). Ask the children what games they play at home. Point out that we still play games with dice, chess sets, and toy vehicles—but usually children play with cars, not carts these days!

5. Talk about the picture, explaining that it was painted 400 years ago in Mughal times. Ask the children to express their own ideas about what might be happening in the picture and explain how they know. For example, *Look at the lady who is sitting down. What is she looking at? (a mirror) There are some things on the sofa. What do you think they are? What do you imagine she is thinking? What are her maids thinking?*
6. Discuss the questions about the picture, pointing to the wall picture if you have one. Accept different ideas as to whether the lady in orange is rich or poor, but point out that she is probably rich since the room is very grand, she has lovely clothes and has two servants to help her get dressed.
7. The children circle the words and write the sentences in their notebooks.

Skills Book steps

1. Remind the children that in this unit we are looking at the way things change over time. Follow the ideas in the Teacher's note at the bottom of the page.
2. If you have a clock with moveable hands, ask the children to tell the time (on the hour only at this stage).
3. Talk about the different times of day, for example:
 - *What time do you usually get up?*
 - *Do we get up in the morning or in the afternoon?*
 - *What meal do we eat in the morning?*
 - *What time is noon? (12 o'clock midday)*
 - *What do we call the time after 12 noon? (afternoon)*
 - *What time do you usually eat lunch?*
 - *What time do you usually eat dinner?*
 - *When does the Sun go down? (in the evening)*
 - *What time do you usually go to bed?*
 - *What colour is the sky at night?*
4. A. Ask different children to read aloud and complete the sentences.
5. B. Ask the children to match different numbers in words and figures.
6. Write 1, 10, 100, and 1000 on the board.
7. Ask, *Which is the biggest number? How do you know?* Elicit that the more zeros you add to a number, the bigger it is.
8. Make it clear that an event 10 years ago happened before an event one year ago.



Further activities: A museum table

1. Show the children a special table at the side of the room. Explain that this is the museum table—a place for interesting or beautiful things, like the museum Rafay and Hiba visited, only smaller!
2. Place some common toys on the museum table and make labels for them on a piece of paper or card.
3. Talk about how you play with each toy. If possible, show the children a chess set, dice, and a toy car, discussing how you play with them. Put them on the museum table.
4. Explain that people have played with toys and games like these for thousands of years. Nowadays we make toys of different materials, but we still enjoy playing games!

Research

Before the next lesson, ask the children to bring in something that is old for the museum table. Do not ask the children how old it is, but stress that old objects should be looked after carefully because we can learn about the past from them.

Answers to PB 3.1

1. lady, mirror 2. orange 3. white, 2 4. palace, rich

Answers to SB 3.1

- A. 2. morning 3. noon 4. afternoon 5. evening
B. ten – 10, a hundred – 100, a thousand – 1000
C. 1. 1000 2. 100 3. 10 4. 1

Unit 3.2

Learning outcomes

Students should be able to:

Pupil's Book

- identify some common public buildings in the city
- match events to a timeline

Skills Book

- describe the purpose of some key public buildings

Preparation and Resources

You will need (optional):

- colour pictures from magazines showing some city buildings (Advertisements for restaurants and shopping malls are usually easy to find.)
- paper for the children to draw their own pictures of a city street

Pupil's Book steps

1. Read aloud PB 3.2, stopping to talk about the buildings mentioned.
2. Discuss the differences between the picture of a bank and Quaid-i-Azam's house. *Which is older: The Bank or Quaid-i-Azam's house? What is the bank/house made of? How many floors high is the bank/house? Which building would have a nicer view? (Some may prefer the distant views of the city from the high floors of the bank. Others may prefer the green trees that can be seen from the house.)*
3. Remind the children what they learned about time in SB 3.1. Ask, *How many hours are there in a day? How many days are there in a week? How many weeks are there in a month? How many months are there in a year? What is the date today?*

Write the full date, including the day, month, and year, on the board (e.g. Thursday, 18th July 2013) and ask the children to copy the date into their notebooks every day from now on.

4. Ask the children to copy from the board the following table:
 24 hours = 1 day
 7 days = 1 week
 4 weeks and a few days = 1 month
 12 months = 1 year
5. Extension: If children are able to cope with this easily, add:
 100 years = 1 century
 10 centuries = 1000 years or a millennium
 Explain that *cent* means 100 in Latin, an old European language. In cricket, *century* means 100 runs and in history it means 100 years.
6. Discuss the game of cricket. Ask the children to tell you the rules. Ask, *Who really wants to see the cricket match—Hiba or Rafay?*
7. Look at the writing task and timeline. Ask the children to decide which things on these two pages are the oldest. Explain that the line shows that the clay cart and chessboard are about 5000 years old. Ask them to match the other things or places to the dots on the timeline.

Skills Book steps

1. Remind the children of the buildings described in PB 3.2. Ask the children to tell you the names of other buildings they might see in a city.
2. Talk about other photos of city buildings (see *Further activities*).
3. If the school is on a city street, take the children to the gate and talk about the buildings you can see. What is each building used for?
4. Ask different children to read aloud and complete the sentences, following the Teacher's notes at the bottom of the page.
5. Give each child a piece of paper. Ask them to draw and colour pictures of a city street. They may copy the photos on the wall or the pictures in the book. Help them to label each building.



Further activities: Wall display

1. If possible, show the children some pictures of city buildings taken from magazines and ask them to describe each one.
2. Ask the children if you would see these buildings in a city or in a village. Discuss how they know they are city buildings (maybe because they are big, modern, and grand).
3. Pin the pictures on a display board and label them with the help of the children. Put up a large title that can be read even from the other side of the room: **City buildings**

Research

1. Follow up the research set in the last lesson. Did the children bring in some old objects for the museum table? Discuss what they are and what they were used for. Also discuss whether the materials used are different today. (For example, pots that used to be made of clay are now often made of plastic.) Label the objects the children have brought in (e.g. a photo of Rida's grandparents getting married, Fawad's mother's teddy) Be sure to remind children not to touch them and to make sure they are returned undamaged to their owners.
2. Before the next lesson, ask the children to look for more photos of city buildings in magazines at home. Ask them to cut out the photos and bring them in for your wall display of city buildings.

Answers to PB 3.2

3(150), 1(5000), 4(calculate with 4 ref to the current year), 2(400)

Answers to SB 3.2

- A. 2. a hospital 3. a post office 4. a mosque 5. a school
6. a station 7. a factory 8. an office

Children draw and sign their own pictures of a city street. Display them beside the photos on the wall.

Unit 3.3

Learning outcomes

Students should be able to:

Pupil's Book

- describe how city life has changed over time

Skills Book

There is no Skills Book page linked to this lesson.

Preparation and Resources

You will need:

- the photos of city buildings that have been brought in by the children

Pupil's Book steps

- Read aloud PB 3.3, stopping to talk about old buildings near where you live. Ask, *How do you know they are old buildings?* (Perhaps they have round tops to the windows like the ones in the lower floor of the building in the photo. Perhaps they have beautiful carved wooden balconies.) Ask, *Are ALL modern buildings tall? Are ALL old buildings highly decorated?*
Elicit that in history we often make guesses, but can never know everything about the past.
- Look at the photos of city buildings that the children have brought in for their research. Ask, *Are any of them old? How do you know?*
- Discuss what the buildings in their photos are used for and pin the pictures up with the other photos of buildings and the pictures that were drawn in the previous lesson.
- Talk about the ways life has changed since the photo was taken 150 years ago. Then ask different children to read aloud and complete the sentences.
- Compare the advantages of living 150 years ago with the advantages of living now. You might write notes on the board in two columns: one for good things, one for bad things. Use the children's suggestions, for example:

150 years ago	Now
nice and quiet with no traffic more empty land with more trees cleaner air	People can travel faster by car. more buildings where people can work Electricity means people have fans.

6. Ask the children to imagine which time they would like to live in, if they could choose. Accept either answer so long as the children give you good reasons.
7. Finally, the children do the exercise.



Further activities

1. If possible, arrange a trip to a museum or place of historical interest near where you live.
2. Go in advance and decide which exhibits will be of most interest to your pupils and consider making a short worksheet of things for them to find out. (If you are able to visit National Museum, Karachi, you could ask the children to find the objects pictured in PB 3.1.) This will give focus and clear learning goals to your visit.
3. While on your journey, point out some buildings that were constructed more than a hundred years ago and discuss how you know they are not modern.
4. When you return, help the children to write a short report about the parts of the trip they found most interesting. You might make a gap fill report on the board and ask the more able children to add their own memories of the day.

Research

1. The children should have discussed the pictures of city buildings they cut out from magazines.
2. Before the next lesson, ask the children to find out what their parents think houses will look like in 100 years time and why.

Answers to PB 3.3

2. taller 3. horse cart 4. no 5. oil 6. open

Unit 3.4

Learning outcomes

Students should be able to:

Pupil's Book

- explain that Quaid-i-Azam was the founder of Pakistan
- list the functions of some public buildings in the city

Skills Book

- explain and predict change over time

Preparation and Resources

You will need (essential):

- a sheet of white paper and some coloured pencils for each child

You will need (optional):

- some objects that were used more than 50 years ago e.g. an oil lamp, a brass pot, a carved wooden box
- a picture of Quaid-i-Azam

Pupil's Book steps

1. Read aloud PB 3.4. If possible, show the children a picture of Quaid-i-Azam and ask, *Who is this? Why is he famous? Where else have you seen pictures of him? What is his other name?* (Muhammad Ali Jinnah)
2. Explain to the children that Quaid-i-Azam was the founder of our country, Pakistan because he helped to make it an independent country.
3. Elicit that a tomb is a place where an important person is buried after he or she dies.
4. As Quaid-i-Azam was very important for Pakistan, his tomb is a beautiful building in Karachi, surrounded by a lovely garden.
5. Discuss whether Hiba and Rafay will get to the cricket match on time. Ask, *Do you think they should spend more time looking at the city or go straight to the match?* There are no 'right answers'. The children will have to think about their personal priorities. Some might think it is more important to find out about the history of the city. Others may think that the cricket match is more important. It is essential that they all feel free to express contradictory opinions politely, as we all need to do this in life!
6. Ask different children to read aloud and match the sentences before the children write them in their books.

Skills Book steps

1. Remind the children that Quaid-i-Azam was the founder of Pakistan. Explain that when he was a boy, more than a hundred years ago, there was no electricity. Discuss what things he could not use if he had no electricity (e.g. a fan, a fridge, and a CD player).
2. A. Ask the children to tick what he would have had and compare their answers with their partners.
3. B. Discuss and write on the board the spellings of things he did not have in his house (e.g. an air conditioner, a computer, and an electric kettle).
4. C. Explain that just as the world has changed a lot over the past hundred years, it will change again over the next hundred years.
5. Ask the children if they discussed how houses will change with their parents, stimulating thought with questions like these: *Will roofs be flat, pointed or round? Why do you think this? Will windows be made of glass or plastic? Why? Will windows be square or round—or the shape of flowers? Will the electricity for lights be generated by the Sun or the wind? Will there be bigger gardens—or will there be no gardens at all?*
6. Ask the children to draw and label their idea of a futuristic house. There are no 'right answers'. Encourage them to use their initiative and imagination.
7. When the pictures are finished, compare them. How are they different? Do children think the future will be better or worse than the present day?



Further activities: A wall display of future houses

1. Ask the children to write about their futuristic houses, e.g. *There is a ladder to the roof so people can take a helicopter to work. I have put earth and a garden on the roof to keep the house cool.*
2. Display all the pictures beautifully on the wall under the title:
We imagined houses of the future.

Research

1. The children should have discussed with their parents what houses may look like in a hundred years' time.
2. Before the next lesson, ask the children to make a list of different kinds of transport.

Answers to PB 3.4

2. We eat out in a restaurant.
3. We can see old objects in a museum.
4. The bodies of important people are often buried in tombs.

Answers to SB 3.4

- A. The children should tick the oil lamp, horse carriage, carved balcony and house with two floors.
- B. Accept anything that would not have been available a hundred years ago, for example any electrical appliances.
- C. Open. Encourage the children to use their imaginations.

Unit 3.5

Learning outcomes

Students should be able to:

Pupil's Book

- explain how we use different kinds of transport

Skills Book

There is no Skills Book page linked to this lesson.

Preparation and Resources

You will need:

- no resources

Pupil's Book steps

1. Ask the children who made a list of different kinds of transport to read them aloud to the class. Play *The Transport Game* (see *Further activities* below).
2. Read aloud PB 3.5, stopping to talk about the journey to the cricket match.
3. Discuss the differences in character between Hiba and Rafay. Ask, *What is Hiba interested in?* (cricket) *What is Rafay interested in?* (history, transport, finding out new things) *Which child do you think would arrive on time for a party?* (Hiba) *Which child do you think enjoyed the museum the most?* (Rafay) *Which child is most like you?* (no 'right answers'!)
4. Talk about how cricketers score one run, four runs and six runs.
5. Ask the children to match the pictures to the labels and discuss how each vehicle is useful. For example, a bus is useful because a lot of people can travel quite cheaply on it. A truck is useful for carrying goods long distances. A rickshaw is useful because it can take a few people to where they want to go (unlike a bus which only stops on its route), but is more expensive than a bus. A motor scooter is useful because the driver can go wherever he or she wants—and it can get past traffic jams easily.



Further activities: The transport game

1. Ask all the children in the class to stand up.
2. Tell them they must say the name of one kind of transport to stay in the game.
3. The children take turns round the class in strict order (e.g. along the rows from front to back). Give each child 5 seconds to name a kind of transport. Each time, write it on the board. This will help you to remember what has been said and will help to fix the words in children's heads. Here is a possible list: *car, motorcycle, motor scooter, bicycle, tricycle, quad bike, bus, minibus, lorry or truck, train, auto-rickshaw, cycle rickshaw, van, coach, ship, rowing boat, sailing boat, plane, helicopter, rocket, etc.*
4. If a child cannot name a form of transport, he/she must sit down.
5. The last five children left standing are the winners. Give them a clap!

Research

1. The children should have listed different kinds of transport before The Transport Game.
2. Before the next lesson, ask them to look at the pictures painted on the sides of buses, trucks and auto-rickshaws. Ask them to notice what pictures are drawn there.

Answers to PB 3.5

The children should match the labels to the pictures and tell a partner how each vehicle is useful.

Unit 3.6

Learning outcomes

Students should be able to:

Pupil's Book

- contribute a colourful picture to the wall picture of a truck
- revise what the children have learned in this unit

Skills Book

- classify different types of city transport
- explain that it is all right to change your mind after listening to others

Preparation and Resources

You will need:

- to prepare a large outline of a truck on one or more sheets of chart paper (as in the picture on PB 3.6) on which you will stick the children's pictures
- a small sheet of paper for each child
- paints, water, paint brushes (or crayons if you cannot use paints)
- glue (soft boiled rice will do)

Pupil's Book steps

1. Read aloud the whole unit again, checking that the children understand the key parts of the story.
2. Discuss the key learning outcomes at the bottom of the page. Ask the children to tick those they feel confident that they have learned.
3. Ask the children what pictures they have noticed on the sides of trucks and buses.
4. Read PB 3.6 aloud. Talk about all the pictures painted on this truck. (From the top left: a house, a bulbul bird, two roses, a hand pump, a tiger, a village, a window, two parrots, and a mountain in autumn) Ask, *Why do you think the artist painted these pictures?* Elicit that the artist probably thought they were beautiful.
5. Ask the children, *What is the most beautiful thing you have ever seen?* Accept different answers.
6. Say, *Look at the truck Rafay's class made. What do you think they thought beautiful?* (from the top left: birds, a cat, flowers, a rainbow, a duck, the countryside, leaves on a tree, a blue sky with clouds, red roses)
7. Make a painted truck. (See *Further activities*.)

Skills Book steps

1. Play The Transport Game again (see *Further activities* above.)
2. A. Look at SB 3.6. Talk about each question and the way the first column has been completed. Discuss the empty box at the bottom. You will probably agree that motor scooters are not usually painted, so ask all the children to write *No*.
3. Ask the children to work in pairs to complete the rest of the table **IN PENCIL**.
4. When they have finished, take each vehicle in turn and go through the questions in each column. Encourage the children to suggest their own ideas. For example, some may think that only two people can fit in an auto-rickshaw. Others may think you could fit in six. Tell the children they can rub out their first ideas and replace them if they want to change their answers. Make it clear that there is no shame in changing our ideas after listening to others.
5. Elicit that many answers will vary and you will only be guessing how many people or wheels there are in a train as it can have any number of carriages.
6. B. Ask the children to complete and colour the outline of the truck. Encourage them to use repeated patterns along the sides.



Further activities: Make a painted truck

1. Ask the children to draw something beautiful on their sheets of paper in pencil (only one scene for each child).
2. When they have finished their pencil drawings, ask the children to paint their pictures in bright colours (or, if you have no paints, to colour them as brightly as they can with crayons).
3. The children should cover the **WHOLE** picture with colour. There should be no white paper showing.
4. Stick the individual pictures on the large outline of a truck as if they are panels on the side.
5. If possible, display your truck to the rest of the school in an assembly. Then display the finished truck on the wall of the classroom or a school corridor.

Research

The children should have looked at pictures on trucks and buses before painting their own pictures for the class truck.

Answers to PB 3.6

no written answers

Assessment for learning

Go through each 'can-do' statement as for the end of Units 1 and 2.

Answers to SB 3.6

A. Answers may vary, but this would be possible:

	motor scooter	auto-rickshaw	car	bus	train
How many people?	1 to 3	1 to 7	1 to 7	1 to 50	1 to 1000
How many wheels?	2	3	4	4 to 8	8 to 200
Do you buy a ticket?	No	No	No	Yes	Yes
Does it have art on it?	No	Sometimes	No	Yes	Not usually

B. The children should complete and colour the bus as instructed.

Unit 4 Weather and the seasons

Background knowledge for the unit

Weather and seasons

In Grade 1, the children learned to describe simple weather patterns such as sunny, cloudy, rainy, windy weather. They also made a simple weather chart. In PB 2 Unit 4, they learn that we have common weather patterns at certain times of year and that these are called seasons.

Time

In Unit 3, the children learned about the times of day (morning, evening, afternoon and night) and began to understand hours, days, weeks, months, and years. This knowledge is consolidated in Unit 4 with an understanding of the sequence of days in a week and of months and seasons in a year.

The geography of Pakistan

In Grade 1, students learned that there are hills near Islamabad, plains near Lahore and deserts near Karachi. Here, the children make a correspondence between the physical geography of an area and its weather—consequently the clothes people wear.

Story genres

The children have already read a folk tale in Unit 2 and realistic stories about modern life in Units 1 and 3. In this unit, they learn a 3000-year-old myth from Ancient Greece. Explain that in those days, the people of ancient Greece believed there were many gods. Note that the characters in the story are given their Greek names. This story was also told in ancient Rome, where the names were different. Demeter, goddess of the harvest, was Ceres (from which we get the word, *cereal*). Persephone, goddess of spring was Proserpina. Hades, god of the underworld was Pluto. Zeus, king of the gods, was Jupiter.

Mapwork skills

The children have already learned to distinguish between the right, left, top, and bottom of a plan in Unit 1. In this unit, they develop this understanding through recognizing the east, west, north, and south of a map.

Expected learning outcomes for the unit

When they have completed this unit in the Pupil's Book and Skills Book, most children should be able to:

- describe the weather and seasons
- read and create a weather chart, using the days of the week
- list the months of the year, relating them to the seasons
- relate a poem about the number of days in each month
- point to north, south, east, and west on a map
- explain that the clothes we wear depend on the weather
- explain geographical features in the north, south, east and west of Pakistan
- explain that times of drought mean that people go hungry
- retell an ancient Greek story about the seasons

Unit 4.1

Learning outcomes

Students should be able to:

Pupil's Book

- describe the weather and seasons

Skills Book

- read and create a weather chart

Preparation and Resources

You will need (optional):

- an old calendar with pictures of places during different seasons of the year

Pupil's Book steps

1. Discuss the meaning of the word *season*. Elicit that a season is the usual weather at a particular time of year. Tell the children that for the next few weeks, they are going to be thinking about the weather and seasons.
2. Ask, *What is the weather like today? Tell me about other kinds of weather.* Elicit that the weather can be sunny, cloudy, windy or rainy, hot, warm, cool, and cold.
3. Read aloud PB 4.1, stopping to talk about each picture and the seasons where you live, following the Teacher's notes at the bottom of the page.
4. Ask, *Do we have spring/autumn where we live?* Explain that in many parts of Pakistan, the leaves do not turn yellow in the autumn because it does not get cold enough.
5. Ask if any of the children have seen snow in the mountains, eliciting that the higher you go, the colder the weather.

Skills Book steps

1. Revise what was learned in PB 4.1.
2. A. Discuss Hiba's weather chart on SB 4.1.1. Ask, *In which season do you think she made it?* Elicit that she probably made it in the monsoon because the weather was often wet.
3. Ask different children to read aloud and complete the sentences.
4. B. Discuss the weather today and ask different children to answer the questions.
5. 4.1.2: If the weather at present is likely to be the same every day, leave this page until a season when you have some variety, e.g. in the monsoon.
6. Do not start this page until a Monday. Explain that you will complete one box every day this week.
7. When you have completed the chart (the following week) answer the questions in B about the chart you have made.



Further activities

1. If you have been able to find an old calendar with a picture of the countryside in different seasons, give each pair or group of children a different picture. If not, ask each pair of children to work on ONE picture in this double page spread.
2. Ask them to describe their picture in their own words. Help them to use as much detail as possible, e.g. This is a picture of a road in Islamabad. It is summer. The sky is blue and

the grass by the road is dry. There are not many people in the road because it is very hot. I hope the cars have air conditioning!

3. Correct the spelling and English of each group's work. Then ask the children to write their descriptions very beautifully on lined paper.
4. Display the pictures and the second draft descriptions on the wall.

Research

Before the next lesson, ask the children to list on a piece of paper the names of the twelve months in order.

Answers to PB 4.1

no written answers

Answers to SB 4.1.1

- A. 1. cool, wet, and windy 2. Tuesday 3. Sunday 4. 4 days
B. open. Depends on the weather today.

Answers to SB 4.1.2

- A. open. The children should make their own weather chart on the same pattern as Hiba's.
B. open. Depends on the weather recorded last week.

Unit 4.2

Learning outcomes

Students should be able to:

Pupil's Book

- list the months of the year, relating them to the seasons

Skills Book

- relate a poem about the number of days in each month

Preparation and Resources

You will need:

- A wall chart listing the days of the week and months of the year in large writing so that the words can be read from the back of the room

Pupil's Book steps

1. Read aloud PB 4.2. Discuss the "year wheel", asking questions like: *What is the season in January?*
 - *What month comes after March?*
 - *When are the monsoon months?*
2. Ensure that, from now on, the children write the full date every time they write in their notebooks, e.g. Monday, 9th September 2013. Remind them that days of the week and months of the year always start with a capital letter.
3. If you have a wall chart with the days of the week and months of the year, point out that they need never make a spelling mistake with the date!

- Ask the children to complete the crossword puzzle in pairs.
- Go through all the answers in class so that the children can correct it themselves.

Skills Book steps

- Explain that the months have slightly different lengths. Read aloud and discuss the first four lines on the page.
- Ask the children to repeat each line of the poem after you and then to say it all together. Practise saying it every morning so that the children know it by heart.
- Ask the children to complete the table with the correct spellings and numbers of days. The spellings of the months can be taken from the wall chart or from the poem and speech bubble to the right of the table.
- Extension:** See Teacher's note at the bottom of the page.



Further activities

Teach this traditional rhyme about the days of the week. Explain that the man's dog is called Spot. Ask the children to repeat the lines after you the first time. Then ask them to say it with you, getting faster and faster:

One man went to town

Actions: Children hold up the correct number of fingers and nod on the words dog and Spot.

- One man went to town, went to town on Sunday.
One man and his dog, Spot, went to town on Sunday.
- Two men went to town, went to town on Monday.
Two men, one man and his dog, Spot, went to town on Monday.
- Three men went to town, went to town on Tuesday.
Three men, two men, one man, and his dog, Spot, went to town on Tuesday.
and so on up to seven men on Saturday.
- Seven men went to town, went to town on Saturday.
Seven men, six men, five men, four men, three men, two men, one man, and his dog, Spot, went to town on Tuesday.

Research

- Follow up the research set in the last lesson. Set a challenge for the children to tell you the months in the correct order.
- Before the next lesson, ask them to find out where the Sun rises.

Answers to PB 4.2

¹ S	U	M	² M	E	R			
P			O			³ H		⁴ C
⁵ R	A	I	N		⁶ C	O	O	L
I			S			T		O
N		⁷ C	O	L	D			U
G			O			⁵ D		D
	⁹ W	I	N	T	E	R		Y
						Y		

Answers to SB 4.2

A. no written work

B. 1. January 31 2. February 28 or 29, 3. March 31 4. April 30
5. May 31 6. June 30 7. July 31 8. August 31
9. September 30 10. October 31 11. November 30 12. December 31

Unit 4.3

Learning outcomes

Students should be able to:

Pupil's Book

- point to north, south, east, and west on a map

Skills Book

There is no linked page in the Skills Book.

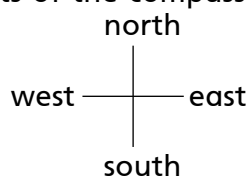
Preparation and Resources

You will need (optional):

- a compass showing north, south, east, and west
- a needle, a magnet, a bowl of water, a light plastic bottle top
- four flashcards with:
north south east west
written on them in bold, clear letters that can be read from anywhere in the classroom
(at least 4 cm high)

Pupil's Book steps

1. Ask the children if they found out where the Sun rises
2. Ask, *Where does the Sun rise in the morning? Where is the east in our classroom? Where does the Sun set in the evening? Where is west in our classroom?*
Ask the children to point in the direction where the Sun comes up.
3. Put a flash card saying east on the east side of the classroom. Put a flashcard saying west on the opposite side.
4. Ask the children to raise their right hands and then their left hands.
5. Ask the children to stand and face the east, stretching out both arms to the sides. The right hand should point to the south and the left hand should point to the north.
6. Put a flash card saying north on the side of the classroom where your left hand points. Put a flashcard saying south on the opposite side.
7. If you have a compass, show it to the children, explaining that the needle always points to the north. Pass the compass round the class and give them all a chance to line up the needle with the north and point to the north. Check that it is the same as the one you worked out earlier when you faced east and pointed to the north with your left hand.
8. On the board, draw the four points of the compass like this:



9. Explain that north is always at the top of a map; south is always at the bottom; east is always at the right; and west is always at the left.
10. Read aloud PB 4.3, stopping to talk about the symbols for mountains and deserts.
11. Ask the children to tell you about different parts of Pakistan, using the four points of the compass, e.g. *Where is Islamabad? It is in the north of Pakistan.*
12. Look at the table at the bottom of the page. Ask different children to make true sentences about the places mentioned. Then ask the children to write them in their notebooks.



Further activities: Make your own compass

1. Stroke a stainless steel needle with a magnet at least 100 times. Ensure that you stroke it in the same direction each time. This should magnetize the needle.
2. If you place it on a light plastic lid in a bowl of water, it should point north-south, acting as a home-made compass.

Research

1. Follow up the research set in the last lesson. Did the children find out where the Sun comes up? Ask where the Sun goes down too.
2. Before the next lesson, ask them to find out the names of five different places in Pakistan.

Answers to PB 4.3

1. Quetta is in the west of Pakistan.
2. Karachi is in the south of Pakistan.
3. Islamabad is in the north of Pakistan.
4. Lahore is in the east of Pakistan.
5. There are mountains in the north and west of Pakistan.
6. There are deserts in the south, east, and west of Pakistan.

Unit 4.4

Learning outcomes

Students should be able to:

Pupil's Book

- explain that the clothes we wear depend on the weather

Skills Book

- explain geographical features in the north, south, east, and west of Pakistan

Preparation and Resources

You will need (optional):

- some clothes for warm and cool weather, e.g. a woollen shawl, a sweater, a cardigan, a woolly hat, a sunhat, and a cotton shirt
- a wall map of Pakistan

Pupil's Book steps

1. Read aloud the text in PB 4.4, stopping to talk about the clothes that the children are wearing. If you have brought into class different items of clothing, hold them up one by one and ask the children if they are worn in cold or hot weather.
2. Elicit that the higher up a mountain one goes, the colder it gets. Ask, *Has anyone been to a hill station (like Murree)? How did you keep warm? Did you put on sweaters as you got higher up in the mountains?*
3. Ask what the children are holding, eliciting that it is a Pakistani flag and that all the children on this page are Pakistani, whether they live in a city or village, north or south.
4. If you have a wall map of Pakistan, point to the far north, which is where the Kalash children live. Ask the children to tell you what they are wearing (thick woollen clothes and woollen hats) and why (because woollen clothes are warm).
5. Then point to the far south, which is where the Sindhi boy lives. Again, ask the children to tell you what he is wearing (thin, loose cotton clothes) and why (to keep cool). Explain that light colours are cooler than dark colours in the sunlight.
6. Ask the children to imagine and write what the children are saying. You may wish to draft possible answers on the board for them to copy.

Skills Book steps

1. A. Ask different children to read aloud the descriptions of the four Pakistani children and choose the best words. Talk about the weather in each part of the country.
2. The children circle the words in their Skills Books.
3. Show how *east* has been written in the space on the right of the page. Help the children to write *north*, *south*, and *west* in the correct spaces provided.
4. B. Make it clear that although there are many different kinds of land in our country, it is all Pakistan. Ask the children to complete the sentence and colour the background of the flag green like the flags on page 24 of the Pupil's book.



Further activities: An insulation experiment

1. You will need a number of woollen clothes, but keep them out of sight.
2. Ask for a volunteer to come to the front of the class. Ask the rest of the class, *How can we make her/him hotter without lighting a fire?* Accept a variety of sensible responses (e.g. *making him/her stand in the sun*).
3. Take out of hiding the clothes you have brought into school. Put them ALL on the volunteer. Then ask, *How do you feel—hotter or colder?*
4. Explain that the volunteer feels hotter because the thick clothes stop the heat in her/his body getting out. They are 'insulating' the volunteer.
5. When you wear very thin clothes, they let out the heat in your body because you are not insulated by layers of clothes.

Research

1. Follow up the research set in the last lesson. Ask the children to tell you the names of different places in Pakistan and, if possible, point to them on a wall map.
2. Before the next lesson, ask them to find out the meaning of the word *drought*—either by asking their parents or by looking up the word in a dictionary.

Answers to PB 4.4

Open, but these would be suitable answers:

Kalash child: I am wearing *woollen clothes and a woollen hat* because *woollen clothes are warm*.

Sindhi boy: I am wearing *loose, cotton clothes* because *light cotton clothes are cool*.

Answers to SB 4.4

A. Mariam: *north, cool, cold*; Hamid: *west, cool, warm*; Peter: *east, hot, wet*; Samira: *south, warm, dry*.

The children should write *north, west* and *south* in the correct spaces provided.

B. The children should colour the background of the flag green. They should complete the sentence with *Pakistan*.

Unit 4.5

Learning outcomes

Students should be able to:

Pupil's Book

- explain that times of drought mean that people go hungry
- explain that a myth is an old story people made up to explain things they did not understand

Skills Book

There is no linked page in the Skills Book.

Preparation and Resources

You will need (optional):

- a globe
- a torch or a ball

Pupil's Book steps

1. Ask who researched the meaning of the word *drought*. Ask, *What happens to crops/ animals if it does not rain in the monsoon?* (Crops die: animals have no food so they often die too.) *What do people do if there is no water where they live?* (They have no food, so they often have to move to other places, where they may not be welcome.) *How can we help poor people at times of drought?* (We can give charity in the form of money or food. We can ask others to help too.)
2. If you have a globe, show the children where Greece is. Explain that you are going to read a very old story called a *myth* from Ancient Greece. Myths often explain why the world is like it is because, when they were made up, people did not understand the scientific reasons for things.
3. 3000 years ago, the Greeks believed that there were many different gods. For example, Poseidon was the god of the sea, so if they were going on a sea journey, they asked Poseidon to keep them safe.
4. Read aloud the story on PB 4.5 and 4.6, stopping to talk about the ideas and to explain how to pronounce the Greek names.

5. Ask the children if they think this story is true. Elicit that the ancient Greeks made it up to explain why it got colder in winter and hotter in summer.
6. If you have a globe and torch, demonstrate the scientific explanation for the seasons, (See *Further activities*.)



Further activities: The scientific reason for the seasons

1. Show the children a globe. Ask, *Who can come and show me Pakistan on the globe? Do we live in the north or south of the world?* (the northern part)
2. Show that the world is tilted on its axis. Explain that the world goes round the Sun once a year. In summer, the north part of the world is tilted towards the Sun, so the Sun shines brightly and it feels hot. In winter it is tilted away from the Sun, so it does not shine so brightly and the weather is cooler.
3. If you have a torch, ask a child to shine it from the middle of the classroom at the globe from the side, tilting the northern hemisphere towards the torch.
4. Ask, *Is the Sun shining straight at Pakistan?* (Yes, so it's summer.)
5. Keep the globe in the same position and move the torch to the other side of the classroom, so that the southern hemisphere is facing the torch.
6. Ask, *Is the Sun shining straight at Pakistan?* (No, so it's winter.)
7. If you do not have a torch, but do have a globe, put it in direct sunlight and tilt it so that the Sun shines directly on the northern hemisphere and then on the southern hemisphere. Then ask a child to hold a ball in the middle of the classroom, which represents the Sun. Show how the northern part of the globe is tilted towards the ball in summer and away from the ball in winter.

Research

1. The children should have researched the meaning of the word *drought*.
2. Before the next lesson, ask them to find out the name of the capital city of Greece.

Answers to PB 4.5

No written answers.

Unit 4.6

Learning outcomes

Students should be able to:

Pupil's Book

- tell an ancient Greek story about the seasons
- revise what the children have learned in this unit

Skills Book

There is no linked page in the Skills Book.

Preparation and Resources

You will need (optional):

- some flowers and a pomegranate if the children act out the story in assembly

Pupil's Book steps

1. Read aloud the whole story of Persephone again, checking that the children understand the key parts of the story. Make sure you explain the words *kidnap* (take away by force) and *pomegranate* (a fruit with red, juicy seeds; *anaar* in Urdu).
2. If possible, act out the story and perform it at an assembly. (See *Further activities*.)
3. A. Help the children to complete the sentences.
4. B. The children can find the spellings of the months in PB 4.2 and the spellings of the days in SB 4.1.1. Tell them to complete the puzzle in capital letters. The name of the month in the grey box is JANUARY.



Further activities

1. Ask four volunteers to act as Demeter, Persephone, Hades, and Zeus. The rest of the children can be the farmers.
2. Encourage the children to act out the story, using their own words.
3. Then give four other children a chance to act out the four key roles.
4. If you have time, practise the play so that everyone knows what to say and what to do in front of an audience (for example at an assembly).
5. Teach the children to speak in very loud voices, so that an audience can hear what they say. Encourage them to speak in character: Demeter should be a worried mother, Persephone should be a thoughtless girl, Zeus should be kingly and grand, Hades should be a cinema villain!
6. If you act the story for an audience, give the children flowing robes so that they look like ancient Greeks. Thin cotton towels or sheets will do. Persephone should have some flowers and you will need to cut open a pomegranate so that she can eat six seeds.

Research

1. Follow up the research set in the last lesson. Did the children find out the name of the capital city of Greece? Elicit that it is Athens, one of the oldest cities in the world.

Answers to PB 4.6

A. 1. crops 2. underworld 3. king 4. spring

B. JULY

AUGUST

NOVEMBER

TUESDAY

SATURDAY

FRIDAY

YEAR

J	U	L	Y						
A	U	G	U	S	T				
N	O	V	E	M	B	E	R		
T	U	E	S	D	A	Y			
S	A	T	U	R	D	A	Y		
F	R	I	D	A	Y				
Y	E	A	R						

Assessment for learning

Go through each 'can-do' statement as for the end of Units 1 and 2.

Check-up test for Units 3 and 4

Do the check-up test on page 124.

Unit 5 Life in Oxford

Background knowledge for the unit

A locality in another country

This unit focuses on a locality in another country: Oxford, in the United Kingdom. Through the study of a British family of Pakistani origin, students will learn what British children do at home, at school, and in the town. Differences in clothing and lifestyle often depend on the climate but there is much in common between the two countries.

Schools

In Grade 1, students learned how to draw a simple map of their classroom and to think about fair play in the playground. In SB 5.4, they interpret a map of a school in UK and use it as a way of comparing it to their own school.

Towns

In Unit 3, old and new city buildings in Karachi were studied. In this unit, students will look at some old and modern buildings in Oxford, comparing them to buildings in Pakistan.

Mapwork skills

The children have already learned about the map of Pakistan and in Grade 1 they looked at African, Asian, and European countries Ibn Batuta visited 700 years ago. This is the first time that they are introduced to a world map, learning the names of the continents and oceans.

Expected learning outcomes for the unit

When they have completed this unit in the Pupil's Book and Skills Book, most children should be able to:

- compare the weather in the UK to the weather in Pakistan
- explain the difference between a country and a continent
- name the continents and oceans
- list some things children do for fun at school in the UK and Pakistan
- compare things children do for fun in the UK and in Pakistan
- compare maps of a school in the UK and in Pakistan
- talk about old and modern buildings in Oxford
- learn a simple greeting in other languages

Unit 5.1

Learning outcomes

Students should be able to:

Pupil's Book

- compare the weather in the UK to the weather in Pakistan

Skills Book

There is no linked page to this unit in the Skills Book.

Preparation and Resources

You will need (optional):

- a globe or wall map of the world

Pupil's Book steps

1. Tell the children that for the next few weeks, they are going to be thinking about a city in another country: Oxford in the United Kingdom.
2. If you have a globe or a world map, ask different children to come to the front and ask them to point to Pakistan and the UK.
3. Ask, *Which is further north (nearer the top of the globe)—the UK or Pakistan? So which do you think is colder?* Elicit that the weather in the north of Pakistan is colder than the weather in the south. As UK is even further north, the weather there is likely to be colder still.
4. Ask, *Do you know anyone who lives in the United Kingdom? What is the weather like there?* Elicit that the weather in the UK is usually cooler and wetter than it is in most parts of Pakistan.
5. Read aloud PB 5.1, stopping to talk about the family in Oxford and the house in the picture. Follow the Teacher's instructions at the bottom of the page.



Further activities

If you have access to computers, look up Oxford on an Internet search engine. Find pictures of Oxford. Elicit that it is a very old town, with lots of beautiful old buildings. Many of them are colleges because there is a famous university in Oxford. Three prime ministers of Pakistan studied there.

Research

Before the next lesson, ask the children to find out the names of the seven continents.

Answers to PB 5.1

No written answers. The area of Oxford shown in the photo is different from many parts of Pakistan. The roof of the house is sloped so that the rain drips off easily. There are no sunshades on the windows because there is not much sunshine. The trees go yellow in autumn (and then drop their leaves). Children have to wear thick coats outside to keep warm.

Unit 5.2

Learning outcomes

Students should be able to:

Pupil's Book

- explain the difference between a country and a continent

Skills Book

- name the continents and oceans

Preparation and Resources

You will need:

- a globe or wall map of the world
- coloured pencils

Pupil's Book steps

1. On a globe or on the world map, point to different continents and ask the children to name them.
2. Draw a compass on the board and ask different children to show you where to put north, south, east, and west. You can teach the children this rhyme to help them remember the points of the compass in a clockwise direction:
Never Eat Smelly Wheat (north east south west)
3. Elicit that a continent is a very large area of land and that there can be many countries in a continent. Elicit that a very large area of sea is called an ocean.
4. Read aloud PB 5.2, stopping to talk about the map. Ask questions like these: *What ocean is between North America and Europe? What ocean is to the south of Asia? What ocean is to the east of Asia? What continent is Pakistan/the UK in? Which is bigger—a continent or a country? Is Pakistan/Asia/UK/Europe a continent or a country?*
Explain that every country has a leader and a government. A continent has no leaders or government.
5. Ask the children to complete the sentences and copy them into their books after you have corrected them.

Skills Book steps

1. Remind the children of what they read and discussed in the linked PB page.
2. A. Keeping PB 5.2 open, ask the children to point to the different oceans and continents in SB 5.2.
3. Walk round the room, checking that the children have pointed correctly.
4. Help the children to label the continents and oceans.
5. B. Ask the children to shade the continents in different colours, using the map on PB 5.2 to guide them. They should do it very lightly, so that they do not shade out what they have written in A. They should shade the ocean blue, using the map on PB 5.2 to guide them.



Further activities: The map quiz

1. Divide the children into two teams. Ask the members of each team to decide what name they want (e.g. Lions and Tigers).
2. Remind the children that on maps, north is at the top. Draw the four points of the compass on the board, using the rhyme Never Eat Smelly Wheat (north east south west, in a clockwise direction from north) to get the points in the right place.
3. Ask each team a different question in turn about the world map, e.g. *In which continent is UK/Pakistan? Which continent is pink/green/yellow/orange? What colour is the sea? Which continent is to the south/east/west of Europe? Which continent is to the north/west of Africa? Which ocean is between South America and Africa?*
4. Every time a member of a team gets an answer right, put up the mark on the board so everyone can see it.
5. Make sure that you do not ask the same child more than one question, so that everyone gets a chance to answer.

6. The final score might look like this.

Lions	Tigers
0	
0	
0	0
	0
7	8

Research

1. Follow up the research set in the last lesson. Can the children tell you the names of all seven continents without looking at the book?
2. Before the next lesson, ask the children to find out how many smaller countries there are inside the UK.

Answers to PB 5.2

1. land 2. Asia 3. United Kingdom 4. Europe 5. water

Answers to SB 5.2

- A. The children should label the continents and oceans as in the map on PB 2 5.2.
B. The children should colour each continent a different colour and shade the sea light blue.

Unit 5.3

Learning outcomes

Students should be able to:

Pupil's Book

- list some things children do for fun in the UK
- list things we do for fun

Skills Book

- compare things children do for fun in the UK and in Pakistan

Preparation and Resources

You will need:

- coloured pencils and a sheet of drawing paper for every child

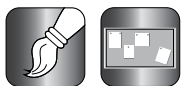
Pupil's Book steps

1. Read aloud PB 5.3, stopping to talk about all the things Ayesha, Amna, and Afzal do for fun.
2. Discuss each one. Ask, *Who likes to do this? Who doesn't do this?* Point out that some children may not have hula hoops, gardens, or bicycles. They may do other things instead.

3. Ask, *What other things do you do for fun?* Note them down on the board.
4. Ask the children to write four sentences about things they do for fun in their notebooks, using some of the ideas on the board as well as those in the book.

Skills Book steps

1. Remind the children of what they read and discussed in the linked PB page.
2. A. Discuss each activity in the table. Point out that if the book does not say that children in the UK run races, it does not mean they do not run races; it just means we do not know. In this case, they put a question mark in the box. Make it clear that there is no shame in saying you do not know something.
3. However, it may be that one of the children has a relative in the UK and has been to a Sports Day, so **knows** that children run races, in which case, they tick the box.
4. Encourage the children to draw pictures of themselves doing something for fun.



Further activities: A wall display of what we do for fun

1. Discuss what the children have drawn in SB 5.3 B. Write down all the activities on the board: both those in the book and those not mentioned (e.g. skipping, playing chess). Try to find a different activity for each child and note the child's name beside each activity.
2. The children draw, label and colour themselves doing their activity. Put the pictures on the wall and label them in large letters: *Having fun in...* (the name of the place where you live).

Research

1. Follow up the research set in the last lesson. Make it clear that there are four smaller countries in the UK: England, Scotland, Wales, and Northern Ireland (just as there are four main provinces in Pakistan: Punjab, Sindh, Khyber Pakhtunkwa and Balochistan).
2. Before the next lesson, ask them to find out what languages people speak in the UK.

Answers to PB 5.3

open

Answers to SB 5.3

A. Open answers; this will depend on what the children know but it is likely they will answer like this:

	in UK	in Pakistan
Some children play with hula hoops.	✓	?
Some children run races.	?	✓
Some children do gardening.	✓	?
Some children go swimming.	?	?
Some children play on computers.	✓	✓
Some children play cricket.	?	✓
Some children ride bicycles.	✓	✓

B. open

Unit 5.4

Learning outcomes

Students should be able to:

Pupil's Book

- list some things children do at school in the UK and in Pakistan

Skills Book

- interpret and make a map of a school
- compare maps of a school in the UK and in Pakistan

Preparation and Resources

You will need:

- coloured pencils and a large sheet of paper for each child

Pupil's Book steps

1. Read aloud and discuss the things that children do at Ayesha's school in Oxford. For example, for Number 2, ask, *What do you think the children are learning about in science?* (They might say gravity or friction as the toy cars are rolling down a slope.)
2. For Number 5, ask, *Which country can the boy see?* (He is pointing to Pakistan on the globe.) Point out that many children in Ayesha's school have families who used to live in Pakistan.
3. As you look at each picture, ask, *Do we do this in our school?* Encourage the children to be honest. It may be that you do not do some of the things (e.g. making shape patterns), but you do other things. Note the other things you do on the board as the children suggest them.
4. Ask the children to write the things they do at school in their notebooks, using ideas from the book and from the board.

Skills Book steps

1. A. Remind the children that they drew a plan of their classrooms last year. Explain that this is a map of Ayesha's school in the UK. Elicit that a map is a simplified plan drawn from above, as if from a bird's eye view.
2. Ask the children to colour it as described in the key. Talk about what children do in each of these places. Ask, *Do we have all these things?* (For example, you might not have a pond.) Then ask, *What else do we have in our school?* (For example, you might have a flagpole.)
3. Take the children on a walk around the school. (See *Further activities*.)
4. B. After you have walked around the school, with the children's suggestions, draw a map of your own school on the board. It does not matter if it is not accurate. Write a key to show what colour to draw each part of the school. Do not try to map each classroom as this will be too complicated.
5. Ask the children to draw the map on a large sheet of paper. Ask them to label it and colour code it in the same way as in A.
6. C. Ask different children to read aloud the questions and answer them. Remind them that there is no shame in saying they do not know the answer to a question.
7. Then the children can write the answers in their books.



Further activities

1. Take the children on a walk around the school. Notice where there are trees, playgrounds, buildings, and a hall.
2. If there are any other key features (for example, trees, a flag pole, a garden, or a play park with swings and slides) note where they are.
3. Talk about the things people do in each part of the school.

Research

1. Follow up the research set in the last lesson. Did the children find out that people speak English in the U.K. Did anyone find out that some people speak other languages like Welsh, Gaelic, and Urdu?
2. Before the next lesson, ask them to find out the names of old buildings in your town or city. If possible, they should find out how many years old they are and bring in photos to put on the display board.

Answers to PB 5.4

open

Answers to SB 5.4

- A. The children should colour the map of the school as listed on the left.
- B. The children should draw a map of the school with the teacher's help on the board.
- C. open. Answers will depend on activities in your school.

Unit 5.5

Learning outcomes

Students should be able to:

Pupil's Book

- describe that Oxford is an old city where students go to study
- explain that in a symmetrical picture, one side is a mirror image of the other

Skills Book

There is no Skills Book page linked to this lesson.

Preparation and Resources

You will need (optional):

- the photocopied worksheet of an outline stained glass window on page 50
- paint and paint brushes, or if this is not possible, coloured pencils
- scissors
- a small mirror (like one that fits in a handbag)

Pupil's Book steps

1. Read aloud PB 5.5, stopping to talk about the pictures.
2. Talk about old buildings in your town or city. Do you know how old they are?
3. Explain that the window and building are both **symmetrical**. That is, one side is like a mirror image of the other. If possible, use a small mirror to show that one side of the college and the window is a mirror image of the other.
4. Ask the children to choose the photo they like best and copy it into their notebooks. Write these labels on the board and ask the children to copy the label that matches their picture:
 - A college in Oxford
 - A window in Oxford
 - A staircase in Oxford
 - A carving of a lady in Oxford



Further activities

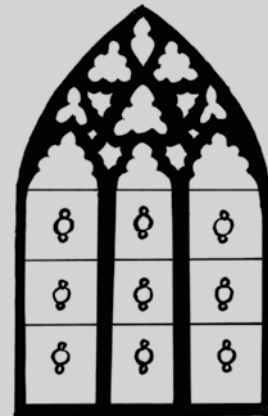
1. Give each child a photocopy of the outline of a stained glass window on page 50.
2. Ask the children to paint or colour the picture **symmetrically**—that is, the colours on the left should match the colours on the right.
3. When the pictures are coloured completely (with no white showing), ask the children to cut around the outside of their windows. Stick them to the glass of the window in the classroom. The light will shine through them, just like a stained glass window.

Research

1. Follow up the research set in the last lesson. Did the children find out the names and ages of old buildings near where you live? If they have brought in photos of old buildings, label them, and put them up on the display board.
2. Before the next lesson, ask the children to find out how to say *Hello* in another language.

Answers to PB 5.5

The children should have drawn and labelled one of the pictures of old Oxford in their notebooks.



Unit 5.6

Learning outcomes

Students should be able to:

Pupil's Book

- talk about old and modern buildings in Oxford
- revise what the children have learned in this unit

Skills Book

- learn a simple greeting in other languages

Preparation and Resources

You will need (optional):

- a globe or wall map of the world

Pupil's Book steps

1. Read aloud PB 5.6, discussing the pictures. Make it clear that no place remains the same: they all change over time. Although there are some very old buildings in Oxford, new buildings are being built all the time.
2. Compare these pictures with the place where you live. Ask, *Are there any old buildings near where you live? How do you know they are old? Where do your family buy food/clothes/electrical goods/pots? Do you buy everything in one shop or in lots of different shops? What is the crane doing above the new office block?* (lifting heavy building materials for the new offices)
3. Read the whole unit again, checking that the children understand the key learning objectives.

Skills Book steps

1. If possible, show the children a globe or wall map of the world. In addition, ask the children to look at the world map on PB 5.2.
2. Ask different children to come up one by one and point in turn to: Kenya, USA, China, France, and Brazil. Give them a clue each time, for example:
Shireen, come to the front and find Kenya. I'll give you a clue. It's in the continent of Africa.
3. Ask, *How do you say hello in Urdu? Did you do your research, finding out how to say hello in another language?*
4. A. Read what each of the pictured children says in SB 5.6. Guess what language each one speaks, using the first letter as a clue.
5. Point out that people often speak languages that do not sound like the country they live in, e.g. In Kenya, people do not speak Kenyan—they speak Swahili.
6. B. Ask the children to tell you how to say hello in each of the five languages.
7. Every morning this week, ask them to greet you in another language when you call the register in the morning.
8. Play *The language game*. (See *Further activities*.) This will help the children to learn how to say hello in different languages.
9. C. Ask different children to complete the sentences orally and then ask them to write the answers in their books.



Further activities: The Language Game

1. Ask all the children to stand up. Going round each child in turn, tell each child where he/she lives and expect them to say hello to you in the correct language.
2. If a child cannot greet you, or uses the wrong language, he/she is out and must sit down.
3. The game might start like this:
Teacher: *Rehana, you live in France.*
Rehana: *Bonjour!*
Teacher: *Bonjour, Rehana. Yaser, you live in China.*
Gulam: *Ola!*
Teacher: *No, Yasir. Ola is Portuguese and people speak Portuguese in Brazil. Sit down please.*
4. Continue round the class in this way until everyone is out except for the last five people standing. They are the winners. Give them a clap. (If you find it difficult to get children out, use some of the languages that were taught at the beginning of the lesson.)

Research

The children should have found out how to say *hello* in another language.

Answers to PB 5.6

open

Assessment for learning

Go through each 'can-do' statement as for the end of Units 1 and 2.

Answers to SB 5.6

- A. 2. English 3. Chinese 4. French 5. Portuguese
- B. The children should be able to say *hello* in Swahili, English, Chinese, French, and Portuguese.
- C. 2. Asia 3. Europe 4. Africa 5. North America
6. South America

Unit 6 Stories of Quaid-i-Azam

Background knowledge for the unit

Stories about Quaid-i-Azam

This unit focuses on two simple stories about Quaid-i-Azam. Both are easy for children to understand and illustrate some of his ideas. The children have already learned that Quaid-i-Azam founded Pakistan in Unit 3. Here they learn about some of his values.

Rules and laws

In Grade 1, the children learned about the importance of obeying traffic rules and respecting people who are different from us. They also learned that it is better to talk than to fight. Here, they learn that the rules of a country are called laws and that everyone, however important, must obey the rules.

Rights and responsibilities

In Grade 1, the children learned about the importance of being kind to others and looking after poor people, animals, and the environment. Here, the children learn the term *responsibility* and understand that we cannot have rights unless we also act responsibly towards others. The notion of democracy is introduced with voting in class.

Study skills

In Grade 1 children learned to express their own opinions about the right way to solve quarrels and treat animals. Here, they are asked to express their own opinions more formally by voting and keeping a statistical record of the vote in a simple graph.

Expected learning outcomes for the unit

When they have completed this unit in the Pupil's Book and Skills Book, most children should be able to:

- tell two stories about Quaid-i-Azam
- express opinions about school
- explain the importance of working hard at school
- explain the difference between what we like to do and should do
- explain the importance of rules
- distinguish between rules, responsibilities, and consequences
- explain that the rules of a country are called laws
- explain how to vote
- list some rights and responsibilities
- demonstrate polite behaviour

Unit 6.1

Learning outcomes

Students should be able to:

Pupil's Book

- express opinions about school

Skills Book

- do the linked page after you have completed PB 6.2

Preparation and Resources

You will need (optional):

- a photo of Quaid-i-Azam

Pupil's Book steps

1. Tell the children that for the next few weeks, they are going to be learning about Quaid-i-Azam and what he did for Pakistan. If possible, show the children a photo of him. Ask, *Who was Quaid-i-Azam?* (The founder of Pakistan) *What was his name* (Mohammed Ali Jinnah; Quaid-i-Azam is a title given to him that means 'great leader'.) *Who can find a picture of his house in this book? What page is it on?* (p 15) *Who can find a picture of his tomb in this book? What page is it on?* (p 17)
2. Read aloud the first part of the story in PB 6.1. Ask the children, *What do you like about school?* Note ideas on the left of the board. (See *Further activities*.) *What do not you like about school?* Encourage the children to be honest! Note the ideas on the right of the board.
3. Explain that it is all right to have different opinions from your friends; for example, some children might like drawing pictures; others might dislike drawing pictures.
4. Ask, *Do you think Mohammed Ali's father was right to let him work in an office when he was only nine years old? Why? Why not? Would you like to go to work with your father? Why? Why not?*



Further activities

1. As the children tell you the things they like and dislike about school, note them on the board in two separate columns (even if different children have contradictory views). It might look like this, but take the children's own ideas:

What I like about school	What I don't like about school
making friends doing sums drawing pictures playing in the playground singing songs drawing maps	getting up early learning my times tables sitting still for a long time leaving my mother at home doing handwriting wearing shoes and socks

2. Ask the children to write two columns in their own notebooks, **ONLY WRITING WHAT IS TRUE FOR THEM.**

Research

Before the next lesson, ask the children to find out the date on which Quaid-i-Azam was born. Since Unit 3.2, the children should have been writing the full date on the board, e.g. Thursday, 18th August 2013.

Answers to PB 6.1

See *Further activities* above.

Unit 6.2

Learning outcomes

Students should be able to:

Pupil's Book

- retell a story about the childhood of Quaid-i-Azam
- explain the importance of working hard at school

Skills Book

- explain the difference between what we like to do and what we should do

Preparation and Resources

None

Pupil's Book steps

1. Explain that this story was told by Mohammed Ali's sister Fatima when she was old and remembered his childhood.
2. Read aloud PB 6.1 again and then move on to 6.2, stopping to talk about Mohammed Ali's difficulties when he went to work at his father's office. Talk about the importance of having the right skills to work.
3. On the board, note in two columns what we use reading and maths for, e.g.

Reading	Maths
reading road signs reading instructions (how to do things) reading directions in computer games reading the names of things in shops reading stories for fun	finding the change in shops counting how much money we have counting how many cakes we need for a party making equal teams in cricket counting runs in cricket

5. Talk about the best way to learn. Ask, *Was Mohammed Ali's father right to let him stop school?* Discuss different opinions.
6. Point out that when Mohammed Ali went back to school, he really wanted to learn. He understood that he would not get an interesting job if he did not work hard at school. Ask, *Is it best to learn by doing what you are told or to learn from your mistakes?* Accept and discuss different opinions.
7. Ask different children to read aloud and answer the questions orally. Then ask the children to write the answers in their notebooks.

Skills Book steps

1. Remind the children of what they read and discussed in the linked PB page. Explain that Mohammed Ali did not *like* going to school, but when he stopped, he realized that he could not do any interesting work unless he knew how to read and do sums. Point out that we *should* do some things (like picking up toys from the floor), even though we do not always like doing them.
2. A. Discuss each point in the table. Help the children to tick the boxes of things they *like* to do and things they *should* do. Make it clear that they do not all have to answer in the same way. They may tick both boxes, one, or neither.

- When you have discussed their entries in the table, ask the children to write six sentences that are true for them. They should NOT copy their sentences from their partner!



Further activities

- If you have a computer suite, ask the children to put *Quaid-i-Azam* into an Internet search engine.
- Write the questions below on the board. Ask the children to find out the answers:
 - When was Quaid-i-Azam born? (25th December 1876)
 - What was his real name? (Mohammed Ali Jinnah)
 - When did he die? (11th September 1948)
 - How old was he when he died? (71 years old)

Research

- Follow up the research set in the last lesson. Did the children find out Quaid-i-Azam's date of birth? (25th December 1876)
- Before the next lesson, ask them to find out what Quaid-i-Azam's job was before he became the leader of Pakistan.

Answers to PB 6.2

- He was 9 years old.
- He did not like reading and maths.
- Yes, he did.
- The work was hard.
- He asked to go back to school.
- (open. A suitable answer would be: He wanted to learn reading and maths.)

Answers to SB 6.2

- the children may tick whatever they like to do. In the *should* column, they can tick numbers 1, 3, 4, 6, and 7.
- open. The children write sentences following the example. More able children may write more than six true sentences.

Unit 6.3

Learning outcomes

Students should be able to:

Pupil's Book

- learn a story about Quaid-i-Azam as a grown-up

Skills Book

There is no Skills Book page linked to this lesson.

Preparation and Resources

You will need (optional):

- a handkerchief or dupatta as a flag for the drama

Pupil's Book steps

1. Read aloud PB 6.3, stopping to talk about how little Mohammed in the first story grew up to become the leader of Pakistan because he worked hard at school. Make it clear that Mohammed Ali (Jinnah) was the same person as Quaid-i-Azam.
2. Talk about rail crossings. Ask, *Why do we have rail crossings?* (to make sure that cars are not crossing when trains come past) *What happens if cars do not stop at the gate?* (There might be an accident.) *What will happen if the gate is opened for important people?* (The train might crash, or, if it stops, it will be delayed and everyone on the train will be late.)
3. Ask the children, *Was the gatekeeper right to open the gate?* Accept a variety of answers. For example, some children may feel that the train should have waited because Quaid-i-Azam was a very important person.
4. Finish reading the story in PB 6.4. Discuss whether Quaid-i-Azam was right to wait for the train.
5. Act out the story. (See *Further activities*.)



Further activities

1. Ask the children to act out the story in groups of four (Quaid-i-Azam, Gul Hasan, the driver and the gatekeeper). Tell them to use their own words.
2. Make a "car" with three chairs (one at the front and two at the back) all facing the same way at the front of the class.
3. Ask one group to act out the scene in front of the rest of the class, using their own words. The driver should sit at the front and Quaid-i-Azam and Gul Hasan should sit at the back. The gatekeeper should have a handkerchief or dupatta to wave as a flag.
4. When it is time for the train to go past, ask all the other children in the class to act as the train (going choo-choo-choo!) and file past in front of the "car".
5. Give another group of four a chance to act the four main characters.

Research

1. Follow up the research set in the last lesson. Did the children find out what Quaid-i-Azam's job was before he became the leader of Pakistan? (He was a lawyer, so helped to make sure that people obeyed the rules.)
2. Before the next lesson, ask them to find out from their parents one of the **rules** in Pakistan. (Give as an example the rule that we must drive on the left side of the road.)

Answers to PB 6.3

no written answers

Unit 6.4

Learning outcomes

Students should be able to:

Pupil's Book

- describe the importance of rules

Skills Book

- explain about rules and consequences

Preparation and Resources

You will need:

- a large sheet of chart paper and a thick felt-tip pen

Pupil's Book steps

1. Explain that Gul Hasan, an important soldier, told this story about his travels with Quaid-i-Azam.
2. Ask the children to listen as you read the story aloud again. Ask them to think what rule Quaid-i-Azam wanted to obey.
3. Write the complete date on the board. Ask the children, *What year is this?* When you do Numbers 2 and 3, find out how many years ago Quaid-i-Azam was born and died by subtracting 1876 or 1948 from the present year. Do the sum on the board with the children.
4. Ask different children to read aloud and complete the sentences. Then ask all the children to write them in their notebooks.

Skills Book steps

1. Ask the children if they found out some rules of our country through their research. Talk about rules and the reasons why they are important. For example, we would not like someone to steal our things, so we should not steal other people's things.
2. A. Talk about good rules for school. Ask the children to make sensible rules from the substitution table and to suggest other rules. If everyone in the class agrees that a rule is a good one, write it with a thick felt pen on a large sheet of chart paper. Write **no more than ten**.
3. Ask the children to write six rules in their books and add some more.
4. B. Ask, *What should happen if people break rules?* Elicit that there should be a **fair** consequence or punishment that fits a rule that is broken. For example, there should be a greater consequence if someone steals a car than if someone steals an apple. Explain that a **fair** consequence is neither too hard, nor too easy.
5. Ask the children to match the consequences to the broken rules. Point out that the consequence should help the person who broke the rule to understand why they did wrong. The consequence should also enable the wrong-doer to set right what they have done wrong.
6. **Extension:** Ask the children to think of suitable consequences for people who break the rules in A. (See *Further activities*.)



Further activities

1. Discuss suitable consequences for people who break the rules you wrote. Take the children's ideas, writing them in a different order to the broken rules in a substitution table like this on the board.

1. If you tell lies, you should	replace the thing you broke.
2. If you are rude to someone, you should	tell everyone the truth.
3. If you come to school late, you should	say sorry to the person you were rude to.
4. If you break something, you should	come early the next day.

Example: If you tell lies, you should tell everyone the truth.

Research

1. Follow up the research set in the last lesson. Did the children find out some of the rules in Pakistan?
2. Before the next lesson, ask them to find out what we call the rules of a country.

Answers to PB 6.4

1. Great Leader
2. (Subtract 1876 from the present year.)
3. (Subtract 1948 from the present year.)
4. rail crossing
5. open the gate
6. shut the gate
7. rules

Answers to SB 6.4

- A.
1. Do not tell lies.
 2. Do give in your homework on time.
 3. Do try your best and work hard.
 4. Do not hurt other people.
 5. Do not come to school late.
 6. Do keep the school clean.
- B.
2. Say sorry and shake hands.
 3. Do the homework at lunch time.
 4. Pick up all the paper in the playground.

Unit 6.5

Learning outcomes

Students should be able to:

Pupil's Book

- describe that the rules of a country are called laws

Skills Book

- describe how to vote

Preparation and Resources

You will need (optional):

- the list of rules you made in the last lesson
- a small piece of paper (5 cm by 3 cm) for each child

Pupil's Book steps

1. Follow up the research set in the last lesson. Ask:
What are the rules of a country called? (laws)

2. Read aloud PB 6.5, stopping to talk about each point. Make it clear that voting for a government is always done secretly. People do not have to tell anybody else how they vote.
3. Ask, *Who decides what laws we should have?* (the government)
Who chooses the government? (all the adults in a country, by voting)
4. Show the children the chart of rules you made in the last lesson or write up to ten rules on the board. Ask the children to decide which are the most important. Tell them they can put their hands up five times only.
5. Read each rule in turn. Ask the children to put up their hands if they think it is a very important rule. Count the hands and write the number on the chart beside the rule.
6. Put ticks beside the five rules with the most votes.

Skills Book steps

1. Remind the children what they read about voting in PB 6.5
2. A. Ask the children to think which of the four pictured activities they like best.
3. Tell them to hide their books, then tick the ONE activity they enjoy most. They are not allowed to choose any others. They should not look at anyone else's vote because the voting is secret. This is because you want them to think for themselves, not copy anyone else.
4. Once they have voted, they cannot change their vote.
5. B. When everyone has voted, collect the results in the following way. Read aloud each activity in turn. When you read the first activity (watching TV), all those who have ticked it should put up their hands.
6. Count the raised hands and ask the children to shade the same number of boxes in the table.
7. Do the same for the other three activities.
8. Write the most popular activity below the table.



Further activities: An election for a class monitor

1. Have an election for a class monitor to do small jobs like taking the register to the office in the morning or holding open the door.
2. Ask all those who want to be a class monitor to stand up. Explain that they are 'standing for election' which means they are asking the others to vote for them.
3. Write the names of those standing for election on the board.
4. Give each child a small piece of paper. Ask each child to write ONE name only on the paper without showing anyone who they voted for. Those who are standing for election are allowed to vote too.
5. Make sure that nobody looks at anyone else's paper.
6. Collect the votes and ask two sensible children to read them and put them in separate piles. They count each pile and announce who has the most votes.
7. Clap the winner. Make sure you give the winner the responsibilities you said you would give.

Research

1. Check that the children know that the rules of a country are called laws.
2. Before the next lesson, ask them to list what they have to do at home to help their parents in the house.

Answers to PB 6.5

open

Answers to SB 6.5

A. open

B. open

Unit 6.6

Learning outcomes

Students should be able to:

Pupil's Book

- list some rights and responsibilities
- revise what the children have learned in this unit

Skills Book

- express opinions
- demonstrate how to be polite

Preparation and Resources

You will need:

no resources

Pupil's Book steps

1. Follow up the research set in the last lesson. What do the children do to help their parents at home? Make it clear that tidying toys and being polite are *responsibilities* because they are things we *have to do*.
2. Read aloud PB 6.6. Discuss the difference between rights and responsibilities. Explain that everyone has a *right* to certain things—food, water, a house and safety for example. However, we cannot have rights without responsibilities.
3. Ask different children to make sensible sentences from the table on page 42. Then they can write them in their books.
4. Check that the children understand the key learning objectives for the unit.

Skills Book steps

1. Look at the five responsibilities illustrated in A. Discuss which the children think are the most important. Make it clear that they do not have to agree with each other.
2. A. Tell the children that they are going to decide which are the most important but should not copy their friends. They should think for themselves.
3. After they have numbered the pictures 1–5 (with Number 1 as the most important), they can copy them in that order in their notebooks.
4. B. Talk about the importance of being polite and welcoming to visitors. Point out that in English it is polite to say *please* when you ask for something and *thank you* when you are given something.

5. Ask different children to suggest suitable polite responses to give to a visitor. They write them in their Skills Books.
6. Do the drama suggested in *Further activities*.
7. **Extension:** More able children can write the rest of the conversation in their own words.



Further activities: Drama

1. Ask two volunteers to come to the front of the class. Explain that one will be a visitor and the other will be a welcoming host.
2. Ask the children to act out a little scene with the host making the visitor welcome. They should both use polite language.
3. Ask another pair to act out the scene in their own way.

Research

Follow up the research set in the last lesson. The children should have listed their responsibilities at home.

Answers to PB 6.6

1. Helping others is our responsibility.
2. Eating food is our right.
3. Being polite is our responsibility.
4. Going to school is our right.
5. Playing is our right.
6. Stopping at a rail crossing is our responsibility.

Assessment for learning

Go through each 'can-do' statement as for the end of Units 1 and 2.

Answers to SB 6.6

- A. open
- B. 1. Wa alaikum assalaam.
2. I'm fine, thanks.
3. Thank you.
4. Yes, please.

Check-up test for Units 5 and 6

Do the check-up test on page 125.

Unit 7 Time to say sorry!

Background knowledge for the unit

Time

This unit builds on earlier teaching this year of: times of the day (PB 2 Unit 3), days of the week and months of the year (PB 2 Unit 4). Since Unit 4, children should have been writing the long date in their notebooks. In this unit, they learn to read the hour and half hour on an analogue clock. Their understanding of times of the day is built on the most recognizable events of a day: mealtimes!

Day and night

In Unit 4, the children learned a myth about the seasons. Here, they learn the scientific reason for day and night: that the world is a giant ball that turns around once in 24 hours and that the side facing the Sun has day.

Fairness

In PB 2 Unit 6, the children discussed **fair** consequences for wrong-doing. Here, they develop their understanding of fairness, since values education is a key strand in *World Watch*. Throughout the course, children have been asked questions to which there are no “right answers”, but which we must ask ourselves in each situation of our lives if we are to behave well towards others.

Saying sorry and forgiving others

In Grade 1, the children discussed how a playground fight was resolved when both the children involved said sorry and listened to the other’s point of view. In this unit, children learn that in addition to saying sorry when we do wrong, we should forgive others when they do wrong to us.

Study skills

The children made a simple timeline with given facts in PB2 Unit 3. In this unit, they make a timeline of the previous Sunday, recording their own experiences chronologically.

Expected learning outcomes for the unit

When they have completed this unit in the Pupil’s Book and Skills Book, most children should be able to:

- identify the times of the day (e.g. morning, afternoon, evening, night)
- write the time on the hour and half hour (e.g. six o’clock and half past six)
- discuss the concept of fairness
- say sorry when they are wrong
- explain the importance of forgiveness
- draw a timeline
- explain why we have day and night
- explain the difference between days, weeks, months, and years

Unit 7.1

Learning outcomes

Students should be able to:

Pupil's Book

- explain the concept of fairness
- identify the time of day (e.g. morning, afternoon, evening, night)

Skills Book

- write the time, using figures and words (e.g. 6:30 and *half past six*)

Preparation and Resources

You will need (optional):

- a large analogue clock with hands that you can turn
- a poster showing times of the day

Pupil's Book steps

1. Tell the children that for the next few weeks, they are going to be thinking about time and also about how to be fair to others.
2. Read aloud PB 7.1, stopping to talk about each incident and the time of day it happened (e.g. morning, afternoon, evening, night). Ask when do they eat breakfast, lunch, and dinner.
3. For each situation ask, *Is it fair to drink someone else's milk? Why not? Is it fair to break someone else's things? Why not? Is it fair to get someone else into trouble? Why not?*
4. Elicit that we should not do to others something we would not like them to do to us.
5. Talk about each time of day. If possible, show the children an analogue clock and turn the hands so that they match each time of day, pointing out that the long hand points to the top at *o'clock* and to the bottom at *half past*.
6. If you have a poster of times of the day, discuss each of the times shown.
7. Alternatively, draw a simple outline of a clock on the board, changing only the hands each time. (TIP: Draw a large circle. Start with 12 at the top and 6 at the bottom. Then write 3 on the right and 9 on the left. The other numbers will fit in between them.) Fill in the long and short hand to show 3 o'clock. Explain that the long hand points up and the short hand points to the hour.
8. Then rub out just the two hands and re-draw them to show half past 3. Explain that the long hand points down, the short hand points after the hour and that the hands go in a clockwise direction.
9. Orally, ask the children to tell you the time as you move the hands to different times (only on the hour or at half past the hour).

Skills Book steps

1. Revise what was learned in the linked PB page.
2. Draw a simple clock on the board as in PB Step 7 above.
3. Explain that we can tell the time two ways, using words or numbers. Remind the children that at *_ o'clock*, the long hand points to the top and at *half past _*, the long hand points to the bottom.
4. Explain that there are 60 minutes in an hour. Elicit that half of 60 is 30, so when the long hand points down, it is half way round the clock and it shows 30 minutes past the hour.

5. Practise telling the time with a quiz. (See *Further activities* below.)
6. A. The children write the time two ways below each clock, copying the correct phrases from above.
7. B. The children match the times.



Further activities: The Time Quiz

1. Divide the children into two teams as in TG 2 5.2 and ask them to choose their names, e.g. Lions and Tigers.
2. Draw a large clock on the board and do a time quiz, giving a member of each team a turn to tell the time as you change the hands of the clock (*_ o'clock* and *half past _* only).
3. Each child should come to the board and write the time **TWO WAYS**—in words and figures for 2 marks. If they can only write the time one way, they only get one mark.
4. After every child in the class has had a go, total the marks and clap the winning team.

Research

Before the next lesson, ask the children to ask for help from their parents to note what they ate and did last Sunday.

Answers to PB 7.1

no written answers

Answers to SB 7.1

A. 2. 5:30 / half past five

3. 4:00 / four o'clock

4. 6:30 / half past six

5. 10:30 / half past ten

6. 12:00 / twelve o'clock

B. 2. 3:30

3. 9:30

4. 11:00

5. 7:30

Unit 7.2

Learning outcomes

Students should be able to:

Pupil's Book

- demonstrate saying sorry when wrong

Skills Book

- make a timeline

Preparation and Resources

You will need (optional):

- a large analogue clock with hands that you can turn
- a poster showing times of the day

Pupil's Book steps

1. Read aloud PB 7.2, stopping to talk about the feelings of each person in the story.
2. Ask the children, *Tell me about a time when you were cross because someone was unfair to you.* Encourage the children to explain what they think was unfair and why.
3. Then ask the children, *Tell me about a time when someone else was cross because you were unfair.* Encourage the children to explain what was unfair and why.
4. Explain that all of us do wrong sometimes and when we do, it is good to say sorry—and try not to do it again.
5. Discuss what the consequence should be for Zain. Ask, *Should he be punished? If so, how?* Note a few ideas on the board, for example, *Mama and Baba should send Zain to bed early/give him no milk the next day/take away his toys for a day.*
6. Then finish reading aloud the story in PB 7.3 and discuss whether Zain should have been punished or forgiven. (There are no 'right answers'!) Ask the children to act out the story. (See *Further activities.*)
7. The children complete the sentences in PB 7.2 and copy them into their notebooks.

Skills Book steps

1. A. Read aloud and talk about each step in the timeline of Rafay and Hiba's day.
2. Complete the times and times of day in the first timeline.
3. B. Follow up the research set in the last lesson. Did the children note down what they did last Sunday? Ask different children to tell you what they did.
4. If the children did their research, they can write what they did last Sunday, following the pattern of A and the Teacher's note at the bottom of the page. If they did not do their research, ask them to complete B with the help of their parents as homework.



Further activities: Drama

1. Choose five volunteers to act out the five people in the story: Rafay, Hiba, Zain, Mama, and Baba.
2. Read the story aloud again and ask the children to mime as you read and say their words—adding their own ideas if they wish.
3. The problem should be resolved when Zain says sorry and the other two children forgive him.
4. If the children have acted well, give some other children a chance to act out one of the unfair situations they told you about in Steps 2 and 3 for the PB.
5. Act out a resolution with one person saying sorry and the other forgiving.

Research

1. The children should have noted down what they did last Sunday.
2. Before the next lesson, ask them to learn the days of the week in order.

Answers to PB 7.2

1. car 2. milk 3. teacup 4. open

Answers to SB 7.2

- A. 2. 1:30 / afternoon 3. 7:00 / evening 4. 7:30 / night
B. open

Unit 7.3

Learning outcomes

Students should be able to:

Pupil's Book

- explain the importance of forgiveness

Skills Book

- demonstrate saying sorry and forgiving

Preparation and Resources

You will need:

- a large analogue clock with hands that you can turn
- a poster showing times of the day

Pupil's Book steps

1. Read aloud the whole story from PB 7.1 to 7.3, asking children who did not act in the last lesson to mime and act the five parts. (See 7.2 *Further activities*.)
2. A. Without your help, the children match the pictures to the times of day.
3. B. Without your help, the children match the times to the clocks.
4. Check that they have all understood the key points of the unit and revise how to tell the time with the aid of a large dial clock or poster.

Skills Book steps

1. Read aloud the text at the top of SB 7.3.
2. Look at the two pictures and speech bubbles. Elicit that the boy with black trousers has just knocked over the other boy's shopping basket. In the first picture, the other boy blames him. In the second picture, the other boy forgives the one in black trousers and helps to pick up the shopping.
3. Ask the children to cross the small box in the picture where words make things worse (the first picture) and to tick the small box in the picture where words make things better (the second picture).
4. In your own words, tell the story of the girls who rode their cycles over a lady's flowers (pictures 1–3, which go down vertically). Ask the children to put a tick or cross in the box at the bottom of each picture.
5. Discuss which they ticked and why. (They should tick 2 and 3 because the words heal.)
6. In your own words, tell the story of the boy who broke another boy's kite. Ask the children to put a tick or cross in the box at the bottom of each picture.
7. Discuss which they ticked and why. (They should tick 5 and 6 because the words heal.)
8. If you have time, ask the children to make up their own cartoons about saying sorry and forgiveness. (See *Further activities*.)



Further activities

1. Ask the children to draw a three-picture cartoon in their notebooks.
2. Picture 1 should show someone doing something wrong (e.g. breaking a plate) and another person making things worse by saying something hurtful in a speech bubble. (For example: *You clumsy thing!*)
3. Picture 2 should show the wrong-doer trying to make things better. (For example: *I'm so sorry. Let me buy you a new plate.*)
4. Picture 3 should show the other person being forgiving (For example: The person who broke the plate could say, *Don't worry. You didn't mean to break it.*)

Research

1. Follow up the research set in the last lesson. Check that all the children can say the days of the week in order.
2. Before the next lesson, ask them to learn the months of the year in order.

Answers to PB 7.3

- | | | |
|------------------------|-------------------|-------------|
| A. 2. in the afternoon | 3. in the evening | 4. at night |
| B. 1. c | 3. d | 4. b |

Answers to SB 7.3

- A. The first of the top right pictures should be crossed. The second should be ticked.
- | | | | | | |
|------|------|------|------|------|------|
| 1. X | 2. ✓ | 3. ✓ | 4. X | 5. ✓ | 6. ✓ |
|------|------|------|------|------|------|

Unit 7.4

Learning outcomes

Students should be able to:

Pupil's Book

- explain why we have day and night

Skills Book

- describe the difference between days, weeks, months, and years

Preparation and Resources

You will need (optional):

- a globe or ball
- a torch
- a calendar

Pupil's Book steps

1. Read aloud the text in PB 7.4, talking about the diagram of the Sun lighting up the side of the world that has day.

2. If you have a globe and a torch, show how the torch shines only on one side as the globe turns. If you do not have a globe, take a ball and hold it in the sunlight. Turn it between your thumb and forefinger, showing how only one side of the ball is lit up.
3. Make it clear that the world turns 7 times in a week and this is why there are 7 days in a week.
4. Check that the children have learned the names of the months in the right order.
5. Ask the children to revise the rhyme they learned in SB 4.2 (*30 days has September*) and check they know how many days there are in each month.
6. Check that the children can write the date correctly in their notebooks.
7. **Extension:** Ask the children to answer the questions in *Further activities*.

Skills Book steps

1. Tell the children that they need to learn how to spell the days of the week and months of the year.
2. If you still have your wall poster up, take it down so the children cannot see the spellings.
3. Ask the children to complete A and B in the Skills Book as a test. Go through it with them and help any children who have not understood.



Further activities

1. Check that the children know the scientific explanations for time by writing the following gap fill exercise on the board with the missing words at the bottom.
2. Go through it orally; then the children should write the complete sentences in their notebooks.
 1. The world turns once in _____ hours.
 2. The side facing the Sun has _____.
 3. The side away from the Sun has _____.
 4. The world turns _____ times in 7 days.
 5. There are 7 days in a _____.
 6. There are _____ and a bit weeks in a month.
 7. There are _____ months in a year.

4 7 12 24 week day night

Research

Check that the children have learned to say the names of the months in order.

Answers to PB 7.4

The children should write today's day and date correctly.
Go through each 'can-do' statement as for the end of Units 1 and 2.

Answers to SB 7.4

- A. Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday
February, March, April, May, June, July, August, September, October, November, December
- B. open

Unit 8 The Stone Age

Background knowledge for the unit

The beginning of human history

The children have already learned in Unit 3 that people in the Indus Valley Civilization lived more than 5000 years ago. Here, they go back to the beginning of human history—to the Stone Age. Although we do not teach children the terms BCE and CE until Grade 3, it may be helpful for the teacher to have the brief outline of the periods mentioned in this level:

- Skara Brae, UK: 3180–2500 BCE (use of stone tools and buildings; settled villages)
- Mehrgarh, Balochistan: 7000–3000 BCE (use of stone tools and baked clay pots; settled villages)
- Indus Valley, Mohenjo-Daro and Harappa: 3300–1300 BCE (use of bronze metal and the games shown in Unit 3; well-organized towns)

The key learning from this unit is that people’s inventiveness enabled them to live a settled life and move on to build the great civilizations of the world.

Tools and materials

In Book 1, the children learned that people make things from different materials, using a variety of tools. Here, they learn that the use of tools was a turning point for humankind. In particular, stone tools defined the term *Stone Age* although tools were also made of other materials, such as wood and bone.

Fire

This unit introduces the importance of fire in human history—not just for cooking, but also for light, warmth, safety and the first known pictures, drawn with charcoal on cave walls. Baking clay in fire enabled people to build houses with brick and make waterproof vessels to hold water.

The beginning of farming

In Book 1, the children learned how farmers raise crops that are sent to the city. In Book 2, Unit 2, they learned more about the process of planting, watering, weeding, harvesting and processing crops. Here, they build on that knowledge to learn that the discovery of farming enabled human beings to stop moving about as hunter-gatherers. Civilization began when people learned how to stay in one place by growing crops that would last a year, holding back seeds to plant the following year, and keeping (not hunting) animals for food.

Two examples of Stone Age settlements

The settlement of Skara Brae is in one of the northernmost parts of the UK: the Orkney Islands. It was preserved for 5000 years because it was covered with sand until discovered in 1850. Stone Age villages in Balochistan are extremely well preserved because the climate is so dry. They were discovered in 1974.

Study skills

At the end of this unit, the children will have to become more independent learners by reflecting on what they have learned over the year so far. They also think ahead to what they would like to learn in the year ahead.

Expected learning outcomes for the unit

When they have completed this unit in the Pupil's Book and Skills Book, most children should be able to:

- explain the term *Stone Age*
- identify the materials used in the Stone Age
- explain how fire helped Stone Age people
- list the uses and dangers of fire
- explain how farming began
- explain why people settled in one place
- name some objects used in the Stone Age
- list some facts about two Stone Age settlements
- explain the importance of learning new things

Unit 8.1

Learning outcomes

Students should be able to:

Pupil's Book

- explain the term 'Stone Age'

Skills Book

- explain which materials were used in the Stone Age

Preparation and Resources

You will need (optional):

- objects made of materials that would have been used in the Stone Age (for example: a clay pot, a stone mortar and pestle, an ivory ornament, a wooden walking stick, shell jewellery)
- objects made of materials that would not have been used in the Stone Age (for example, a tin can, an iron nail, a plastic pencil case, a cotton shirt, a glass bottle)
- a museum table (see Introduction, page vi)
- some card and felt tip pens to make labels

Pupil's Book steps

1. Tell the children that for the next few weeks, they are going to be learning about the beginning of history, thousands of years ago. We call it the Stone Age because people started to use tools made of stone.
2. Look at the picture on PB 8.1 and ask,
 - *What are the men doing?* (hunting wild animals for food)
 - *What are they wearing?* (animal skins)
 - *Why aren't they wearing clothes?* (because at that time, they didn't know how to weave cloth)
3. Ask, *What is the woman doing?* (looking after a baby)
 - *Where does she live?* (in the jungle)
 - *Has she got a house?* (no)
 - *What problems could she have without a house?* (cold, wet weather; danger from animals and people)

4. Read aloud PB 8.1, stopping to talk about each point. Point out that the axe is made of a sharp stone tied to wooden branch with strong grass.
5. Discuss what Stone Age people could **not** use as they did not have metal, glass, cloth or plastic.
6. Go through the table orally. Then ask the children to complete it in their books.

Skills Book steps

1. You may wish to leave SB 2 page 30 until you have read PB 8.2, since this explains that Stone Age people were able to bake clay pots after they discovered how to use fire. Alternatively you may wish to explain this now.
2. Play *Sort the tools*. (See *Further activities*.)
3. A. Talk about each picture. Each time, ask, *Did people use these in the Stone Age? Why? Why not?*
4. The children complete A and B in their books.



Further activities: Sort the tools

1. If you have been able to collect the objects listed, place them all on the museum table.
2. Ask different children to come to the front and take away objects that people could NOT have had in the Stone Age. Every child who takes away an object needs to explain why it could not have been used in the Stone Age.
3. Make it clear that some materials (e.g. metal, glass, cotton, and plastic) were not used in the Stone Age.
 - Metal comes from underground and has to be made very hot before people can shape it and at that time, people did not know how to do this. In Pakistan, metal was first used by the Indus Valley people. Remind the children that they made the chessboard dice and clay cart in Unit 3. We say that Indus Valley people lived in the Bronze Age because people used bronze, a kind of metal.
 - Glass is made from melted sand and, like metal, needs very hot fire, which Stone Age people did not know how to make.
 - Cloth is made from very thin threads of cotton or wool and then woven. People did not know how to weave in the Stone Age.
 - Plastic was not discovered till about a hundred years ago and is made from oil, which comes from deep underground.
4. Label the materials that WERE used in the Stone Age, for example: clay, stone, shell, wood. Write the following label for the museum table: these materials were used in the Stone Age.

Research

Before the next lesson, ask the children to bring in for the museum table anything they can find at home that is made of clay. Make it clear that they must have their parents' permission to bring objects into school!

Answers to PB 8.1

Stone Age tools	made of <u>stone</u>
Stone Age homes	in <u>caves</u> or under <u>trees</u>
Stone Age food	<u>meat</u> , <u>fruit</u> , and <u>nuts</u>
Stone Age clothes	<u>animal skins</u>

Answers to SB 8.1

- A. The children should tick all pictures except Number 5 because metal was not used in the Stone Age.
- B. 2. stone axes 3. animal skins 4. shell jewellery
5. clay pots 6. stone and wooden spears

Unit 8.2

Learning outcomes

Students should be able to:

Pupil's Book

- explain how fire helped Stone Age people

Skills Book

- list the uses and dangers of fire

Preparation and Resources

You will need (optional):

- a clay pot which has been fired in a kiln
- a mud pot
- half a cup of water
- a short candle, a box of matches, a glass jar, and a bowl (NB: The candle should be at least 3 cm shorter than the jar.)

Pupil's Book steps

1. Read aloud PB 8.2, stopping to talk about the ways Stone Age people used fire.
2. If possible, get the children to do some research into Stone Age cave paintings. (See *Further activities*.)
3. If you have a fired clay pot, demonstrate that it holds water because it has been baked very hot in a kiln (a kind of oven).
4. Pour the water from the fired pot into an unfired mud pot. Show how the mud goes soft in the water. Explain that when Stone Age people learned to fire clay, they could then carry water from the stream to the cave.
5. Ask the children to write in their notebooks six ways Stone Age people used fire.

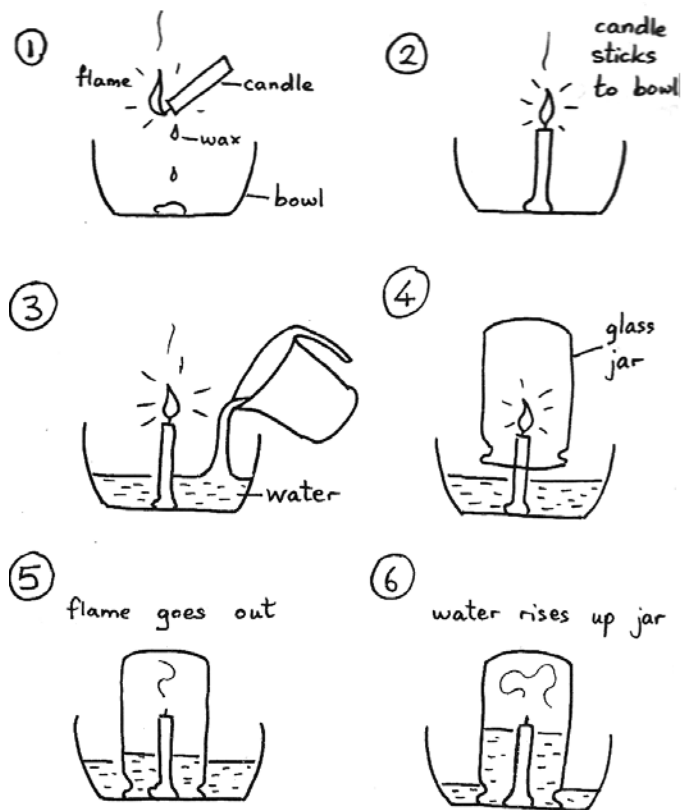
Skills Book steps

1. Discuss the ways we use fire now, which were **not** used in the Stone Age. For example, we also use fire to generate electricity in oil, gas, and coal fired power stations.
2. A. Talk about each picture and help the children to label each one. For example, picture 2 is an electric geyser, which we use *to heat water* for showers and other kinds of washing.
3. Talk about the dangers of fire. Make it clear that children should never play with matches or lighted candles.

4. Discuss what to do if there is a fire. Explain that fire cannot burn without air. (See *Further activities*.) For example, if your clothes catch fire, you should lie down and roll on the flames so that air cannot get to them. Elicit that water puts out fires.
5. B. Go through the instructions for a fire drill at school. Explain that if there is a fire, it is very important to keep calm and get out of the building in an orderly way.
6. Elicit that:
 - if we do not talk or shout, we will hear someone calling for help.
 - if we run or push, people will fall over and we will not get out safely.
 - we should stand in a line so the teacher can check that everyone has got out.
7. Get the children to complete B in their books.



Further activities: An experiment with fire



1. Light the candle and tip it so that a few drops of wax fall onto the bottom of the bowl.
2. Before the wax melts, stick the candle firmly on the wax at the bottom of the bowl.
3. When the candle is firmly fixed, pour half a cup of water into the bottom of the bowl.
4. Explain that you are going to put the glass jar over the candle. Ask:
 - a) What do you think will happen to the flame?
 - b) What do you think will happen to the water in the bowl? (Accept alternative ideas, but do not tell the children what will happen yet.)
5. Put the glass jar over the candle so that it stands upside down in the bowl. The candle flame should slowly go out as the fire consumes all the oxygen in the glass jar.
6. The water should rise up the jar to take the place of the oxygen that has been burnt.

7. Ask the children:
 - a) What happened to the flame? (It went out.)
 - b) Why? (because there wasn't very much air in the glass jar)
 - c) What happened to the water? (It went into the glass jar.)
 - d) Why? (because it took the place of some of the air that burnt. If you have very able children, you can explain that part of the air is made up of a gas called oxygen. The fire needs oxygen to burn, so the water goes into the glass jar to take its place.)

Research

1. Discuss the objects children have brought in for the museum table. They should all be made of clay and could include simple pots or glazed china.
2. Discuss each object, label it and put it on the museum table. Explain that in the Stone Age, people did not know how to make a smooth glaze.
3. Before the next lesson, ask them to bring in for the museum table anything made of animal skin.

Answers to PB 8.2

Stone Age people used fire to keep warm, get light at night, keep away wild animals, make charcoal to draw with, bake clay pots, and bake clay bricks.

Answers to SB 8.2

- | | | | | |
|-----------------------------------|--|-------|-----------|-------|
| A. 2. to heat water (in a geyser) | 3. to give light (with fireworks) | | | |
| 4. to give heat | 5. to cook (in a <i>chula</i> or open stove) | | | |
| 6. to give light | | | | |
| B. 1. Do | 2. Do not | 3. Do | 4. Do not | 5. Do |

Unit 8.3

Learning outcomes

Students should be able to:

Pupil's Book

- describe how farming began

Skills Book

There is no Skills Book page linked to this lesson.

Preparation and Resources

You will need (optional):

- access to computers if you do the Internet research in *Further activities*
- drawing paper and paints or colours
- objects made of animal skin, such as leather chappals, belts, or bags

Pupil's Book steps

1. Talk about cartoons the children have read and conventions such as speech bubbles, which show what someone says. Read aloud PB 8.3 and 8.4 in one lesson, stopping to talk about the different ways the boy and girl discover new things. (Boof's son learned

- to draw and keep wild birds that lay eggs. Boof's daughter learned to make a garden by planting seeds and to keep a cow for its milk.)
2. Enjoy the jokes, for example, the confusion about deer (an animal) and dear (an endearment) and Boof's father thinking the farm was his idea!
 3. Ask, *What do you think Boof's son used to draw his picture of a lion?* (charcoal and mud)
 4. Help the children to make their own cave paintings after doing research on the Internet. (See *Further activities*.)



Further activities: Research on the Internet

1. If you have a computer suite, ask the children to put *cave painting* into an Internet search engine and find images of different paintings. (There are some wonderful Stone Age paintings at Lascaux in France.)
2. If you have access to YouTube, show the children the trailer of *Cave of Forgotten Dreams* by Werner Herzog (2011): <http://www.youtube.com/watch?v=oZFP5HfJPTY>. It shows some lovely pictures of cave paintings that are 32,000 years old.
3. Ask each child to copy a picture of an animal from the Internet.
4. Display the best pictures on the wall with labels to show where they came from.

Research

1. Follow up the research set in the last lesson. Did the children bring in anything made of animal skin? (leather chappals, bags, and watch-straps are often made of cow or buffalo skin. Some children may bring in objects made of fur.)
2. Discuss each object, label it and put it on the museum table.
3. Before the next lesson, ask them to bring anything made of shell for the museum table.

Answers to PB 8.3

No written work required.

Unit 8.4

Learning outcomes

Students should be able to:

Pupil's Book

- explain how farming began

Skills Book

- explain why people settled in one place

Preparation and Resources

You will need:

- objects made of shell, e.g. shell jewellery or ornaments

Pupil's Book steps

1. Read aloud PB 8.3 and PB 8.4 again, checking that the children understand the key parts of the story.

2. Act out the story. (See *Further activities*.)
3. Discuss the ways farming is made easier by modern tools as suggested in the Teacher's notes at the bottom of the page.
4. Ask different children to answer the questions orally.
5. The children then write the questions and answers in their notebooks.

Skills Book steps

1. Remind the children of what they read and discussed in the linked PB page.
2. A. Ask different children to read aloud and complete the sentences.
3. B. They then decorate the outline of a pot with pictures of animals or plants.



Further activities

1. Help the children to act out the story.
2. Choose a narrator for each page to read the part in capital letters at the top.
3. Choose children to read aloud the words in speech bubbles. You will need Boof, his wife, his son, his daughter, and the baby.

Research

Before the next lesson, ask students to bring in anything made of wood for the museum table.

Answers to PB 8.4

2. Boof's wife 2. Boof's son 3. daughter 4. farm

Answers to SB 8.4

- A. Before people settled in one place, they lived by hunting animals and picking fruit. Then they learned how to plant seeds and water them, so they got lots of food. They could keep some seeds to plant the next year. They learned how to keep birds for their eggs and cows for their milk. They had made farms, so they could stay in one place.
- B. The children should decorate their pot with pictures of animals or plants.

Unit 8.5

Learning outcomes

Students should be able to:

Pupil's Book

- describe some facts about a Stone Age house in the UK
- name some objects used in the Stone Age house

Skills Book

There is no Skills Book page linked to this lesson.

Preparation and Resources

You will need (optional):

- some wooden objects

Pupil's Book steps

1. Read aloud PB 8.5, stopping to talk about each of the objects labelled in the photograph.
2. Point out that many features of the house, such as the showcase, grinding stone, and fire place can be seen in modern houses.
3. Ask about the differences between this house and modern houses. For example:
 - *What are modern showcases made of?* (wood and glass usually)
 - *Do people with fish tanks in their houses usually eat the fish?* (No. They usually keep fish because they look pretty.)
 - *When we buy fish to eat, how do we keep it fresh?* (in a fridge or on ice)
 - *Do you think Stone Age people bought their fish?* (No, because they did not have money or shops. They caught the fish they ate.)
 - *What do we sleep on instead of dry grass?* (mattresses)
 - *Are our bowls usually made of stone?* (no. Plastic, china, or metal)
 - *What are the walls of your house made of?* (They might be made of stone but are more likely to be made of brick or cement.)
4. Ask different children to read aloud and complete the sentences orally before they all complete them in their books.



Further activities

1. Act out PB 8.3 and 8.4 again as you did in the previous lesson.
2. This time, see if the actors can act out their parts in front of the class without reading.

Research

1. Follow up the research set in the last lesson. Did the children bring in anything made of wood (for example, wooden boxes, spoons or furniture)?
2. Discuss each object, label it and put it on the museum table. Point out that metal tools are used to shape most wooden objects nowadays, so people would not have used these objects in the Stone Age, but they would have had sticks and spears made of wood.
3. Before the next lesson, ask them to bring anything made of metal for the museum table.

Answers to PB 8.5

- | | | | |
|-------------------|---------------|--------------|---------------|
| 2. grinding stone | 3. fire place | 4. fish tank | 5. stone bowl |
| 6. box bed | 7. showcase | | |

Unit 8.6

Learning outcomes

Students should be able to:

Pupil's Book

- describe some facts about a Stone Age village in Balochistan
- revise what the children have learned in this unit

Skills Book

- describe the importance of learning new things

Preparation and Resources

You will need (optional):

- some metal objects
- some clay or Plasticine

Pupil's Book steps

1. Read aloud PB 8.6, discussing the differences between the Stone Age villages in Balochistan and in Skara Brae.
2. Elicit that the building material was different because the village in Skara Brae was near some rocky sea cliffs, so they had lots of stone nearby to build their houses. The people of Balochistan had lots of mud to make bricks.
3. Make it clear that as time went by, people learned how to do new things. Ask, *What did the people in Balochistan learn to do?* (make mud bricks, fill holes in teeth, make perfectly round pots, and later use metal)
4. Revise what the children have learned in this unit and ask the children to tick or cross the first four boxes. They then write the true sentences in their notebooks.

Skills Book steps

1. Discuss all the things people learned in the Stone Age. For example, say, *Tell me some things Stone Age people learned to do.* There are many possible responses. (See *Answers.*)
2. A. The children write the three inventions they think most important.
3. Make it clear that people never stop learning. We are always finding out new things. Just as the Stone Age woman discovered how to sew skins with a bone needle, so we discover how to use computers and other modern inventions. The older people in every age (like Boof!) find it hard to accept that their children know things they do not know.
4. B. Ask the children take charge of their learning by discussing what they have learned to do since they came to Class 2. If they wish, they can look back over the units they have already studied. Write a few of their ideas on the board. Here are some things they might have learned to do, but of course there are many more:
 - *name the main cities and provinces of Pakistan* (Unit 1)
 - *explain how crops are grown* (Unit 2)
 - *name six kinds of transport* (Unit 3)
 - *name the months/days/seasons* (Unit 4)
 - *point to the north, east, south, and west of a map* (Unit 5)
 - *vote* (Unit 6)
 - *tell the time* (Unit 7)
5. Ask the children what they have learned at home. For example, they may have learned how to tie their shoe laces or open the front door with a key.
6. B. Help the children to write the most important things they have learned in their books. Write spellings they need on the board.
7. Ask the children what they want to learn both at home and at school next year. Thinking ahead to what one wants to learn marks another step in independent learning. Again, the possibilities are endless (and the children will have lots of unexpected ideas!), but here are some possible wishes:
 - *do long multiplication*
 - *understand why you only see stars at night*
 - *make rotis*
 - *ride a bicycle*

- swim
 - complete a difficult level in a computer game
8. C. The children complete the sentences with what is true for them (not for their friends!), so there are no 'right answers'.



Further activities: Making thumb pots

1. If you have access to some clay (or Plasticine), help the children to make thumb pots.
2. Give each child a ball of clay about the size of a cricket ball.
3. Show them how to roll the ball in their hands until it is perfectly round.
4. Demonstrate how to push your thumb into the ball.
5. Keeping your thumb in the centre of the ball, move your hand around the pot, pinching and smoothing out the sides until you have a round pot.
6. When the sides of the pot are an even thickness, press it down on a flat surface so that it stands properly and does not wobble about.
7. Using the tips of their pencils, the children carve pictures of animals into the sides of their pots.
8. Leave the pots to dry.
9. The children can paint them—or you can leave them a natural colour.

Research

1. Follow up the research set in the last lesson. Did the children bring in anything made of metal?
2. Point out that no metal objects were used in the Stone Age and that the discovery of metal underground made possible the next step of civilization.

Answers to PB 8.6

1. X 2. ✓ 3. X 4. ✓

Assessment for learning

Go through each 'can-do' statement as for the end of Units 1 and 2.

Answers to SB 8.6

- A. open. For example, Stone Age people learned how to use fire to bake pots, make tools out of wood and stone, plant seeds, keep cows for their milk, keep hens for their eggs, fill holes in teeth. The children choose three.
- B. and C. open

Check-up test for Units 7 and 8

Do the check-up test on page 127.

Unit 9 A day in the village

Background knowledge for the unit

Life in a village

This unit focuses on rural life in Punjab. In Book 1, the children learned about a farm near Karachi and how it grows vegetables for the city. In PB 2 Unit 2, they studied the process of farming. Here, they learn more about the everyday lives of rural people and the production and sale of rice.

Working children

It is a sad fact that many children work every day, so they cannot go to school. The children in this unit are loved by their families, but their parents cannot afford to educate them and need their help at home and in the fields.

Irrigation

Children already know that crops need water. In this unit, they learn how the water gets to the fields—through a system of canals and ditches.

A small city

Sahiwal is a provincial city between Lahore and Multan. It is at the centre of a fertile area of Punjab, which produces many crops such as wheat, rice, cotton, and vegetables. Many farmers trade their crops in the town and these are sent to other parts of Pakistan by road and railway.

Values

Children should learn from this unit that they are lucky to be able to go to school. They should also think about the importance of being happy with what they have. While this unit makes it clear that poverty is very hard, children should also understand that in some ways, life in a village is cleaner, quieter, and more beautiful than life in the city.

Mapwork skills

The children have already interpreted large scale plans of the classroom (Book 1), a house (SB 2 Unit 1) and a school (PB 2 Unit 5). Here, they look at a map of a village, interpreting the key and colour coding.

Expected learning outcomes for the unit

When they have completed this unit in the Pupil's Book and Skills Book, most children should be able to:

- compare the lifestyle of a poor rural family with that of a middle class city family
- list some jobs of working children and the jobs they do at home
- interpret and complete a key on a map
- list some differences between villages and towns
- list some jobs of working children
- complete a map and key
- explain the difference between buying, selling, and bargaining
- explain why some children cannot go to school
- explain the importance of being happy with what they have

Unit 9.1

Learning outcomes

Students should be able to:

Pupil's Book

- list the tasks of a 7-year-old girl in a village
- compare the lifestyle of a poor rural family with a middle class city family

Skills Book

Leave the Skills Book page until you have studied PB 9.2.

Preparation and Resources

You will need (optional):

- a wall map of Pakistan

Pupil's Book steps

1. Tell the children that for the next few weeks, they are going to learn about the way some children live in a village in Punjab.
2. If possible, point to Punjab on a wall map of Pakistan or on the map on PB 2 page 3. Explain that Nasreen and her brother Anwar live to the south of Lahore, near the town of Sahiwal.
3. Look at the picture on PB 9.1 and discuss what time of day it might be. Is it early morning or evening?
4. Read aloud the first paragraph of PB 9.1 and establish that it is morning. Ask why Nasreen gets up when the Sun rises. Elicit that it is expensive to light the house after dark and that the family make use of the sunlight while it is there, rising at dawn and going to bed soon after sunset. Also elicit that the early morning is the coolest time of day in summer so the best time to work.
5. Read the rest of the page. Discuss the differences between Nasreen's morning routine and the routines of your pupils, following the suggestions in the Teacher's note at the bottom of the page.
6. Make it clear that not all people who live in villages are as poor as Nasreen's family. Many have running water, electricity, and all the modern conveniences that people have in the city.
7. Help the children to match the two parts of each sentence and write true sentences in their notebooks.

Skills Book steps

Leave this until you have completed Lesson 2.



Further activities: Discussion

1. Ask the children to count the tasks Nasreen does before breakfast. (rolls up mat, cleans her teeth, pumps the water, carries the water, sweeps the yard, helps to make the breakfast, has a wash)
2. Then ask them to count the tasks they do before breakfast.
3. Discuss who does more.

Research

Before the next lesson, ask the children to find out (from their parents, books, or the Internet) some of the crops people grow in Punjab.

Answers to PB 9.1

(It is possible that some children's answers will differ, but these are the most likely:)

1. Nasreen sleeps on a mat.
2. I sleep on a bed.
3. Nasreen cleans her teeth with a neem stick.
4. I clean my teeth with a toothbrush.
5. Nasreen gets water from a pump.
6. I get water from a tap.

Extension: Some children may write other sentences on the same pattern, such as:

7. A rooster wakes Nasreen up.
8. An alarm clock/My mother wakes me up.
9. Nasreen washes with two mugs of water.
10. I have a shower.

Unit 9.2

Learning outcomes

Students should be able to:

Pupil's Book

- list the tasks of a 7-year-old boy in a village

Skills Book

- list some jobs of working children and children who go to school

Preparation and Resources

none required

Pupil's Book steps

1. Read aloud PB 9.2, stopping to talk about the tasks Anwar does every day.
2. Ask, *How does Anwar help his parents?* (takes the goats to the field, helps his father in the paddy field and at the shops)
3. Explain that canals are man-made rivers that bring water from natural rivers to villages. Ditches take the water from the canal to the fields. When a farmer waters his crops, he directs the water to the field by opening or closing holes in the walls of the ditches. He has to work very hard or the water goes to the wrong field! Some farmers use pumps to bring water up from underground and then direct it to their fields through ditches.
4. If you already live in a rural area, ask the children to tell you about the crops and trees that grow nearby.
5. If you do not live in a rural area, ask the children to tell you about their experiences of village life, if they have any, for example:
 - *Put your hand up if you have stayed in a village.*
 - *How did you travel there?*
 - *Who did you stay with?*

- What was growing in the fields?
- What did you see in the village?
- How was it different from the city?
- What did you like/dislike about it?

Skills Book steps

1. A. Discuss why some children have to work, as suggested in the Teacher's note at the bottom of the page. Explain that poor people often have no choice. They cannot send their children to school because they do not have enough money and because they need their children to help them at home and in the fields. Consider collecting for a charity that helps to send poor children to school. (See *Further activities*.)
2. Ask the children to tell you the different jobs done by Nasreen and Anwar. Help the children to write the jobs in the correct columns.
3. Discuss the jobs your pupils do at home to help their parents. Add others on the board as the children suggest them. Talk about the importance of being helpful to parents and sharing the responsibility of keeping the house clean and tidy.
4. B. Ask the children to write only the jobs they do. Stress that their answers may not be the same as their friends' and that they should be truthful.



Further activities: Raise money for an educational charity

1. Discuss how you could raise some money to help people who are poorer than we are. This will help the children to develop a sense of responsibility.
2. Children may have their own ideas for fund-raising, for example, they could help their mothers to make snacks to sell in the playground one day. Alternatively, they could sell their pictures or the pots they made in the previous unit/bring toys they no longer want to school and have a toy sale.
3. Find a charity that helps working children learn to read, write, and do maths, e.g. Oxfam, Unicef, or a local educational charity like Zindagi Trust.
4. Send a letter to parents to explain what you are doing and ask them to help run a stall with their children.

Research

1. Follow up the research set in the last lesson. Did the children find out some of the crops grown in Punjab? (They may mention any of the following: wheat, sugar, cotton, rice, millet, corn, oilseed, pulses, vegetables, fruit.) Discuss how we use each of these crops.
2. Before the next lesson, ask them to find out what animals and birds farmers keep in Punjab.

Answers to PB 9.2

There are no written answers for this question.

Answers to SB 9.2

A.	Nasreen's work	Anwar's work
	pumping water	taking goats to the field
	sweeping the yard	helping to water the field
	helping to make breakfast	going shopping

- B. open. The children write jobs that are true for themselves.

Unit 9.3

Learning outcomes

Students should be able to:

Pupil's Book

- describe the key in a map

Skills Book

- complete a key in a map

Preparation and Resources

You will need (essential):

- colour pencils

You will need (optional):

- a street map of the area around the school
- some drawing pins (or thumb tacks)
- a large sheet of white paper
- a thick felt tip pen in a dark colour to write the key

Pupil's Book steps

1. Remind the children that a map is a bird's eye view of a place. Elicit that it has simplified pictures or **symbols**, which help people to understand it. The **key** helps you to understand what the symbols mean. Ask two children to come to the board and draw the symbols for a house and the bus stop.
2. Explain that colours also have a meaning in maps. Ask, *What are the green areas?* (fields) *What is the black line?* (a road) *What are the brown lines?* (tracks. Elicit that roads are made with tarmac and do not get muddy in the rain, while tracks are made of dust and get muddy in wet weather.) *What are the thick/thin blue lines?* (canals/ditches) *What are ditches used for?* (for taking water from canals to the fields)
3. Ask the children to complete the sentences.
4. **Extension:** Children who finish early can write more sentences about the map in their notebooks, for example, *The school is near the bus stop. The bridge goes over the canal.*

Skills Book steps

1. Remind the children how to interpret the map in the linked PB page.
2. Ask the children to identify what is missing in the map on SB 9.3. Elicit that the missing items are:
 - Nasreen and Anwar's house
 - the bus stop
 - the school
 - the ditch to the left of Nasreen and Anwar's field
 - a track at the top right of the map
 - one field below the main track
3. A. Ask the children to colour and complete the map by adding the missing items.

4. B. Remind the children how to interpret the key. Ask them to complete it, following the key in PB 9.3.
5. Ask, *How are trees useful to us?* Elicit that they give fruit, shade, and wood. Some trees give other things, for example, neem trees give the twigs that Nasreen uses to clean her teeth.
6. Following the instructions in the Teacher's note, help the children to draw a simple icon of a tree near the school and beside a field **without showing their partners**.
7. They should then use precise language to tell a partner exactly where to draw a tree in the same place (for example *between the school and the third house along the track or in the right corner of the field at the right of the map, very close to the canal*). The more precise their instructions, the more likely it is that their partners will draw trees in the same places.
8. Praise the children whose trees match most closely.



Further activities: Make a key for a map of your area

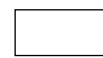
1. If you are able to find a street map of the area around the school, put it up on the pin board.
2. Ask the children to tell you what is important to them. For example, they may say: the school, the sweet shop, the park, the shopping mall, and their own homes (if they are marked on the map near the school).
3. With a felt tip pen, make a key on a large sheet of chart paper and pin it on the pin board beside the map. Colour and cut out some symbols on paper, e.g. a blue square for the school, a red triangle for the sweet shop, a green rectangle for the park, a yellow circle for the shopping mall, and an orange house for a child's house.
4. Pin the symbols on the map in the right places.
5. The key should be similar to that in PB 9.3, explaining the symbols you have used like this:



school



sweet shop



park



shopping mall



Asra's house

6. Encourage the children to suggest additions to the key over the coming days.

Research

1. Follow up the research set in the last lesson. Did the children find out what animals farmers keep in Punjab? Suitable answers might be: cows, buffaloes, goats, sheep, chickens, ducks.
2. Before the next lesson, ask them to find out the meaning of *to bargain*.

Answers to PB 9.3

2. road 3. canal and ditches 4. tracks and houses 5. fields

Answers to SB 9.3

- A. The children should add the symbols for Nasreen and Anwar's house, the bus stop, the school, the ditch to the left of Nasreen and Anwar's field, a track at the top right of the map, and one field below the main track.
- B. The children complete the key as in the PB and colour the map and key.
- C. The children should have drawn four trees on their maps: two they planned themselves and two that their partner told them to draw. Praise the children whose trees match their partner's most closely.

Unit 9.4

Learning outcomes

Students should be able to:

Pupil's Book

- explain some differences between villages and towns

Skills Book

- explain the differences between buying, selling, and bargaining

Preparation and resources

You will need (optional):

- some simple 'goods' for a shop drama, e.g. a pencil case, a school bag, a dupatta, and a ruler
- Rs 30 in change

Pupil's Book steps

1. Read aloud PB 9.4, discussing the differences between the village and Sahiwal (Sahiwal has a market; it is noisier and dirtier; there is a bus stand with food stalls.)
2. Ask, *How does Anwar's father get the money to pay for his shopping?* Elicit that he sells the rice he has grown.
3. Ask the children if they did their research and found out the meaning of *to bargain*. Elicit that sellers ask for more money than they expect to get. Buyers ask to pay less money than they expect to pay. They agree on an amount in between.
4. Ask, *Do you think Anwar eats bananas every day?* (probably not, as he asks if they can have some 'hopefully')
5. Do a role play of bargaining at the market. (See *Further activities*.)

Skills Book steps

1. Remind the children of what they read and discussed in PB 9.4
2. A. Ask different children to read aloud and answer the questions. Point out that in some shops there is a fixed price and we do not bargain. Make clear the meanings of *buying, selling, and bargaining*.
3. Do another role play of bargaining with different children acting as the customers and a child acting as the shopkeeper.
4. B. Ask the children to work out in pairs what goes in the spaces of the dialogue and to practise reading it aloud.
5. Ask one pair to read it aloud as a play for the class. Check that they have all completed it correctly.



Further activities: A role play of bargaining

1. Set out some things to sell on your desk. Explain that this is a market stall or shop. Give two children Rs 30 in small change and ask them to come and buy something by bargaining.
2. Enjoy a dialogue like this and make it as funny as possible. In your role as shopkeeper, try to get as much money as you can. It is the children's job to beat you down! It might go like this:

Child 1: How much is this bag?
 Shopkeeper: Only 30 rupees, Madam.
 Child 2: Thirty rupees! That's too much. We can give you 15 rupees.
 Shopkeeper: It's very good quality, Sir. Look! It's made of leather.
 Child 1: Hm. All right. We'll give you 20 rupees.
 Shopkeeper: I can't sell it for less than 25 rupees.
 Child 2: All right, we'll give you 23 rupees then.
 Shopkeeper: Well, for you only, I will agree.
 Child 1: Here you are. (The two children count out the correct money.)
 Shopkeeper: (counting the change to check it is correct) Thank you.

3. Give two more children a chance to come to your shop and try to buy something as cheaply as they can.

Research

1. The children should have found out the meaning of *bargaining*.
2. Before the next lesson, ask them to discuss with their parents why some children do not go to school.

Answers to PB 9.4

There are no written answers.

Answers to SB 9.4

- | | | |
|-------------------|----------------|--------------------------------------|
| A. 1. rice | 2. gets money | 3. buys oil, salt, soap, and matches |
| 4. gives money | 5. six bananas | |
| B. 1. rice / much | 2. rupees | 3. stones |
| | | 4. less / right |

Unit 9.5

Learning outcomes

Students should be able to:

Pupil's Book

- Understand why some children cannot go to school.

Skills Book

There is no Skills Book page linked to this lesson.

Preparation and Resources

You will need:

- a dustpan and broom

Pupil's Book steps

1. Read aloud PB 9.5, stopping to talk about why Nasreen is tired at the end of the day.
2. Ask the children to work with a partner and list in their notebooks seven jobs Nasreen does in the morning and five she does in the afternoon.

3. Ask, *What does Nasreen wish for?* Elicit that she wishes she could go to school.
4. Discuss why Nasreen does not go to school, following the Teacher's notes at the bottom of the page.
5. Ask the children if they did their research and asked their parents why some children do not go to school. Talk about their responses.



Further activities

1. Ask the children if they know any working children—perhaps servants at home.
2. Tell them to work in pairs and list all the jobs working children in cities do (e.g. cleaning houses, looking after small children, washing them when they get dirty, making sure they are safe when they play, working in car workshops).
3. Emphasize that there is no shame in doing manual work and sweep up some dirt on the floor to model doing some manual work yourself. Ask the children to check the floor is clean and to volunteer to sweep it up. Praise them, eliciting that cleaners do useful work which should be respected.
4. Discuss why it is important that everyone should go to school (e.g. to learn to read and write, to do sums, to learn how to keep healthy and safe)

Research

1. The children should have discussed why there are working children with their parents. There may be a variety of attitudes (for example, that there have always been poor and rich people and that one cannot do anything about it or that the government should provide better schools). Take all ideas seriously.
2. Before the next lesson, ask them to list the five most important things they have in their homes.

Answers to PB 9.5

1. In the morning Nasreen rolls up the mat, cleans her teeth, pumps water, carries water, sweeps the yard, helps to make breakfast, and has a wash. In the afternoon, she looks after her little brother, cooks, gets the goats from the field, gathers sticks for the fire, ties up the goats, and gives food to her little brother.
2. open

Unit 9.6

Learning outcomes

Students should be able to:

Pupil's Book

- revise what the children have learned in this unit

Skills Book

- understand the importance of being happy with what they have

Preparation and resources

You will need:

- coloured pencils

Pupil's Book steps

1. Read aloud the whole unit again, checking that the children understand the key parts of the story about Nasreen and Anwar's day.
2. Read aloud PB 9.6. Ask, *What does Anwar like about his village?* (It is quiet, unlike the noisy bus stand in Sahiwal. There are beautiful white birds in the green fields.)
3. Ask, *Why is Anwar happy?* Elicit that he is happy to be home and to have a banana. Point out that he is happy with very little and does not ask his parents for more when he knows they do not have much money.
4. Ask the children to tell you what they are happy or lucky to have.
5. Ask, *Why is Nasreen unhappy?* Elicit that she wants to go to school and remind the children that in Unit 6.6 they learned that every child in Pakistan has a right to go to school.
6. Tick the good things and cross the bad things about Anwar and Nasreen's life, discussing each as you do so.
7. Revise and self-evaluate the key learning outcomes of this unit.

Skills Book steps

1. Remind the children of what they read and discussed in the linked PB page.
2. A. Complete the table together, discussing each point as you go and following the ideas in the Teacher's note. Make it clear that as Nasreen has no electricity, she cannot have fans, a TV, or any other electrical appliance.
3. Ask the children if they listed for their research the five most important things in their homes. (See *Further activities*.)
4. B. Ask different children to read aloud and complete the sentences orally. Write ideas for 2, 4, 6, and 7 on the board according to the children's suggestions, for example,
 2. *I wish I could go in a helicopter / have a bicycle.*
 4. *I am happy to live with my family / have good friends.*
 6. *I feel lucky to go to school / have enough to eat.*
 7. *I can help people who are poorer than me by giving to charities / being polite to everyone.*



Further activities: A picture of the five things you need

1. Discuss the children's lists of the five most important things in their houses (set for research). The results will probably be very different.
2. As the children read out their lists, discuss whether they are really important or whether we could live without them. If Nasreen and Anwar do not have them, point out that we could live without them, even if our lives would be less comfortable.

3. Then draw simple **symbols** of the things they mention and label them in the table on page 91. Put them in two columns, for example:

Things we really need	Things we don't really need
a stove to cook food a roof to keep out the sun and rain pans to cook food in buckets and glasses to hold water clothes to wear	a fridge to cool food a computer to play games on a TV to watch cartoons on a car to drive around in furniture to sit on

5. Ask the children to make their own lists, using symbols and labels. They should colour the symbols.
6. Display the most interesting and best presented lists.

Research

See *Further activities* above.

Answers to PB 9.6

1. X 2. ✓ 3. X 4. ✓ 5. ✓ 6. X

Assessment for learning

Go through each 'can-do' statement as for the end of Units 1 and 2.

Answers to SB 9.6

- A. The entries for the second column will differ, but are likely to be as follows if you live in a city:

	In Nasreen's home	In your home
1. electricity	No	Yes
2. mats	Yes	Yes
3. goats	Yes	No
4. fans	No	Yes
5. firewood	Yes	?
6. a car	No	?
7. a tree	Yes	?
8. a TV	No	Yes

- B. 1. go to school 2. open 3. be at home 4. open
5. bananas 6. open 7. open

Unit 10 Stories from Mughal times

Background knowledge for the unit

The Mughal period: 16th to 18th century

At this level we focus on historical stories that will interest children. We have not explained the complexities of different dating systems, which will be taught in Grade 3. So we give dates for the use of the teacher, but leave it to you to decide whether or not to teach these to the children. For your information, here are the dates of the six main Mughal emperors:

Babur	1526–1530
Humayun	1530–1556
Akbar	1556–1605
Jahangir	1605–1627
Shah Jahan	1627–1658
Aurangzeb	1658–1707

Empathy

It is important for children to understand that people in history were little different from people today. In this unit, they are asked to empathize or 'put themselves into the shoes' of people in history by guessing the feelings of people in paintings from the time.

Learning lessons from history

One of the reasons why we study history is to learn from our successes and mistakes. Children can start to do this by discussing what they can learn from each of the stories. They also reflect on some of the differences between the two ages, which will help them to become aware of how much life has changed. The unit also emphasizes that people's ideas change over time. For example, people's attitudes to women and to hunting have changed since Mughal times.

Genres of writing

Earlier in this book, the children read simple examples of a folk tale, myth, modern realistic story, and biography. Here, after reading an extract from Babur's diary, children will write a short diary entry of their own.

Study skills: Using primary evidence

Primary evidence consists of writing, pictures, artefacts, and buildings from a given period of history. In Book 1, the children studied Dada's photos. In Book 1, Unit 3, the children interpreted a Mughal miniature and some Indus Valley games in Karachi Museum. Here, the children learn about the Mughals by looking at paintings and photos of buildings of the period. They also read a translation of part of Babur's diary, another source of primary evidence. We have learned a great deal about the early 16th century from Babur's diary and from the miniature paintings in the Baburnama. If possible, try to build on the primary evidence in this book by organizing a trip to a local Mughal building or museum where you can see artefacts from Mughal times.

Expected learning outcomes for the unit

When they have completed this unit in the Pupil's Book and Skills Book, most children should be able to:

- relate three stories from Mughal times and name some Mughals

- interpret a Mughal miniature
- show empathy with the situations of some people from history
- interpret and write a diary entry
- explain that paintings, diaries, and buildings are primary evidence
- explain how some ideas have changed since Mughal times
- list some Mughal buildings in Lahore
- explain the importance of symmetry in Mughal art
- name some animals Mughals rode and hunted
- discuss the morals of stories

Unit 10.1

Learning outcomes

Students should be able to:

Pupil's Book

- analyze a Mughal miniature as primary evidence

Skills Book

- explain how people from history lived their lives

Preparation and Resources

You will need (essential):

- colour pencils

You will need (optional):

- a large reproduction of a Mughal miniature for your wall display
- scissors, paper, and a large felt tip pen with which you can write the children's ideas for what the characters in the painting are saying

Pupil's Book steps

1. Tell the children that for the next few weeks, you are going to be learning about the Mughal emperors. Explain that they were very powerful kings who started to rule over much of what is now Pakistan and India about 500 years ago. During the next two hundred years, many magnificent buildings were built, lovely pictures were painted, and beautiful gardens were made.
2. Explain that we can learn about history from **primary evidence**, that is, pictures, writings, objects, and buildings that were made at the time we are studying. Today we are going to look at the primary evidence of a painting of the first Mughal emperor, Babur.
3. Look at the picture on PB 10.1 and discuss what you can see, not only the objects that are labelled, following the ideas in the Teacher's note.
4. Ask questions like:
 - *Which person is the Emperor Babur?* (the man in the middle)
 - *How do you know he is the most important person?* (because he is the largest and he is sitting on a beautiful carpet)
 - *Is he in his palace or in his garden?* (in his garden; explain that Babur was very fond of gardens and built some beautiful ones.)

- *What is he looking at?* (a falcon; explain that the Mughal emperors used to train birds of prey to hunt smaller birds and animals.)
 - *What is he listening to?* (music played by the musicians at the top of the picture)
 - *What instruments are the musicians playing?* (a drum, a flute, and an ektara—an instrument with one string; explain that these instruments make music in different ways—you bang a drum, so it is a percussion instrument; you blow a flute, so it is a wind instrument; you draw a bow across a string on an ektara, so it is a string instrument.)
 - *What is the man at the bottom left giving to Babur?* (two birds and a rabbit for him to eat; it is possible that the falcon hunted them)
 - *Why is the man behind Babur waving a fly whisk?* (to keep away flies and mosquitoes)
 - *Why do you think there are a lot of mosquitoes?* (maybe because Babur is sitting beside a stream and mosquitoes like water)
5. Ask the children to imagine what each person is saying. (See *Further activities*.)
 6. Ask different children to read aloud and complete the sentences at the bottom of the page.
 7. They can then copy them into their notebooks.

Skills Book steps

1. Revise what was learned in PB 10.1 and keep it open as you work.
2. Ask the children to refer to PB 10.1 and label the picture as in the PB. They also label the trees and rocks—and if they wish, the rabbit, hens, and flowers.
3. Encourage them to colour the picture as like the original as they can.
4. The children imagine what Babur is saying. For ideas, see *Further activities 3*.



Further activities: Imagine what they are saying

1. If you have a reproduction of a Mughal painting for the wall display, ask the children to imagine what each person is saying. If not, imagine what each person is saying in the picture on PB 10.1.
2. Move from the top to the bottom of the picture. For example:
 - *What do you think the man with the flute is saying?* (possibly, *That drum is too loud!*)
 - *What do you think the man with the drum is saying?* (possibly, *Time to play louder and faster!*)
 - *What do you think the man with the ektara is saying?* (Explain that an ektara has only one string: *Oops! I think my string is broken.*)
3. Write the amusing or interesting suggestions on the board. Encourage the children to use their imaginations to make alternative suggestions, for example, Babur might be saying *What a beautiful falcon!* Or he might be saying to the man with the dead bird, *Are we having chicken for dinner?* Or he might be saying to the man with a fly whisk, *The mosquitoes are terrible this evening!*
4. After the lesson, copy the best suggestions with a large felt-tip pen on to white paper. Cut them out in the shape of large speech bubbles, being careful to do so in such a way that you do not cover the key details of the painting.
5. Pin the speech bubbles next to the painting so that they appear to come out of people's mouths (like the speech bubbles in PB 8.3 and 8.4).

Research

Before the next lesson, ask the children to find out what people write in a diary.

Answers to PB 10.1

Babur is looking at a falcon. Three men are playing music on an ektara, a drum, and a flute. A man keeps away flies with a fly whisk. The water of a stream keeps them cool.

Answers to SB 10.1

- A. The children should label and colour the picture as like the original as they can.
B. Open. See *Further activities 3*.

Unit 10.2

Learning outcomes

Students should be able to:

Pupil's Book

- interpret Babur's diary as primary evidence
- relate a story about Babur

Skills Book

- write a diary

Preparation and resources

You will need (optional):

- two kinds of diary—a diary to note what you are **going to do** and a diary noting what you **have done**
- a clean sheet of lined paper and a clean sheet of blank paper for each child
- coloured pencils
- two sheets of card, the same size as the lined paper (if necessary, take the sheets of lined paper from a new exercise book and turn the covers back to front for the two sheets of card)

Pupil's Book steps

1. Ask the children if they did their research. Elicit that there are two kinds of diary:
 1. a little book where you write what you are going to do under the date; it helps you to remember times and dates **before** you do things. If you have a diary, show it to the children.
 2. a book where you write what has already happened; many people write these so that they remember what they have done.
2. Explain that Babur kept the second kind of diary—explaining what he had done—and was very careful with it. We know a lot about him and his times because of what he wrote, so the diary is primary evidence, like the painting. We are very lucky, because one night, the diary was nearly lost.
3. Read aloud the simplified translation of a part of Babur's diary on PB 10.2. Afterwards, ask the children to tell you what happened, for example, ask, *What time of year do you think it was?* (monsoon) *Where was Babur staying?* (in a tent. Explain that Babur travelled long distances. While he was travelling, he usually stayed in a grand tent. His servants carried carpets and cushions so that he could be comfortable.)

- *How do we know that he cared about his diary?* (because he and his servants took great care to collect all the pages and dry them carefully)
4. Ask the children to number the sentences in order by themselves.
 5. Ask one child to read aloud the sentences in time order. Check that all the children have the correct order, then get them to write the sentences in the correct order in their notebooks.

Skills Book steps

1. Remind the children about Babur's diary. Explain that his diary was truthful. If he lost a battle or behaved badly, he said so, and he did not boast about the battles he won. (Explain that boasting is when you say you did better than you really did.)
2. He wrote about his feelings as well. For example, when he came to the plains from the mountains where he grew up, he felt sad because he missed the cool weather and the water melons.
3. A. Ask the children to complete the speech bubble.
4. Ask the children to write their own diary entries about what happened yesterday. Remind them how to write the full date, for example, *Sunday, 18th August 2013*.
5. First note down on the board different things that children did yesterday in the morning, afternoon, evening, and night. Make it clear that all the children will write different things according to what they did.
6. Make sure the children write their feelings at the end. Did they feel sad, happy, tired, excited, worried?
7. Make a book of the children's diary entries. (See *Further activities*.)



Further activities: Make a class diary

1. When the children have completed their diary entries in SB 10.2, correct them so that their grammar and punctuation are correct.
2. Then ask each child to copy his/her diary entry very neatly and carefully onto a clean sheet of lined paper. They may illustrate what they did at the bottom of the page with beautiful colour pictures.
3. Have a competition for the best cover, which should have the title: *CLASS 2 DIARIES*. Ask each child to draw a second large picture of what they did on a plain piece of paper. Choose the two best—one for the front cover and one for the back cover. Stick them on the two pieces of card.
4. When all the pages and the cover are complete, staple or sew them together into a book.
5. Keep the book on the museum table so that each child can read it.

Research

1. The children should have found out what people write in a diary.
2. Before the next lesson, ask them to find out what makes a balloon get big when you blow into it.

Answers to PB 10.2

2, 4, 1, 3, 5

Answers to SB 10.2

- A. "I do not write to boast. I have written exactly what happened. I wanted to tell the truth, the good and the bad."
- B. open.

Unit 10.3

Learning outcomes

Students should be able to:

Pupil's Book

- explain that air helps objects to float in water

Skills Book

There is no Skills Book page linked to this lesson.

Preparation and resources

You will need:

- 2 identical glasses of water
- 2 identical pieces of paper about 8 cm by 10 cm

Pupil's Book steps

1. Read aloud PB 10.3, stopping to talk about the picture at the top of the page.
2. Explain that Babur and Humayun were both soldiers and that when soldiers lose battles, they sometimes have to run away so that they do not get killed.
3. Point out that in Mughal times, there were very few bridges across rivers, so people and their horses had to swim. Unfortunately soldiers wore metal armour, so they were heavy and sometimes sank.
4. Follow up the research set in the last lesson. Elicit that you blow **air** into a balloon and that air takes up the space, even though you cannot see it.
5. Explain that in those days people used to carry water in bags made of animal skin. When the water carrier blew into the empty bag, it filled with air like a balloon and floated.
6. If possible do a simple science experiment to show how the water carrier helped Babur to float. (See *Further activities*.)



Further activities

1. Bring two identical glasses of water and two identical pieces of paper into the classroom.
2. Ask, *What will happen to the paper if I put it in the water?* Encourage the children to offer different suggestions, some predicting that it will float and some predicting that it will sink.
3. Take one sheet of paper and fold it up into a loose envelope so that there is air inside it. Place it on the top of the water so that it floats.
4. Take the other sheet of paper and fold tightly into a ball. Press it as you place it on top of the water and point out the bubbles of air that come out as you press it down. If you screw it into a small enough ball, the paper should sink.
5. Explain that the first piece of paper floated because it had air in it. The other sank because you had pressed out the air. This is why the water carrier's bag helped Humayun to float and saved his life.

Research

1. The children should have found that a balloon gets bigger because air fills the space in the balloon.
2. Before the next lesson, ask them to find out the meaning of the word *grateful*.

Answers to PB 10.3

The water carrier blew air into the bag, which made it float. This stopped Humayun from sinking and saved his life.

Unit 10.4

Learning outcomes

Students should be able to:

Pupil's Book

- relate a story about Humayun

Skills Book

There is no Skills Book page linked to this lesson.

Preparation and Resources

You will need (optional):

- an empty bag
- a sparkly dupatta (preferably a blue one)

Pupil's Book steps

1. Read aloud the whole story of Humayun and the water carrier in 10.3 and 10.4, checking that the children understand the key parts of the story.
2. Ask the children if they found out the meaning of the word *grateful*. Elicit that we are grateful when someone helps us. Ask, *What words do we use in English when we are grateful?* (thank you)
3. Explain that Humayun was very interested in scientific inventions and rewarded the water carrier not only for saving his life but also for inventing a clever way to keep him afloat. He realized that poor people can have clever ideas, not just well educated people. Humayun also invented a new kind of bridge by joining lots of boats together.
4. Ask some children to act out the story. (See *Further activities*.)
5. Ask different children to match and read aloud sentences 1–5.
6. The children write the sentences in their notebooks.



Further activities

1. Ask several children to act out the story. Choose one to be Humayun and another to be his horse. Choose two children to wave a dupatta up and down as the 'river'. Give a child an empty bag and ask him/her to be the water carrier and mime blowing air into the bag before he jumps into the river to rescue the king.
2. Read the story aloud again and ask the children to mime what is happening.

3. When the water carrier comes to the palace, put the sparkly dupatta on a chair so that it looks like a grand throne.
4. Choose several more children to come to the front and bow to the water carrier and do whatever he asks.

Research

1. The children should have found out the meaning of the word *grateful*.
2. Before the next lesson, discuss with them to ask their parents if they think it is a good idea to hunt wild animals.

Answers to PB 10.4

2. The horse sank because Humayun was heavy.
3. The water carrier helped because he was a kind man.
4. His bag floated because it was full of air.
5. He sat on the throne because Humayun was grateful.

Unit 10.5

Learning outcomes

Students should be able to:

Pupil's Book

- explain how some ideas have changed since Mughal times

Skills Book

- list some Mughal buildings in Lahore

Preparation and Resources

You will need (essential):

- coloured pencils

You will need (optional):

- some small hand mirrors

Pupil's Book steps

1. Read aloud PB 10.5, stopping to talk about the changing position of women through history.
2. Explain that Nur Jahan was very clever, but in those days women were not often leaders of countries, partly because few were taught how to read and write. Now it is different: girls go to school and college and can also be leaders.
3. Explain that most countries in the world have now had women as leaders, including Pakistan. **People's ideas about women have changed.**
4. Ask the children if they talked to their parents about hunting. It is likely that most parents said it is not a good idea to hunt wild animals like tigers because they are endangered and may become extinct (die out).
5. Make it clear that **people's ideas have changed about hunting** too. In Mughal times, there were lots of wild animals and people hunted them for their meat and skins. Now there are not so many wild animals and we try to protect them.

- Discuss the two famous tombs in the picture. Like the miniature in PB 10.1 and the diary in PB 10.2, the buildings are primary evidence because they were made at the time of the Mughals.
- Go through the questions orally. Then ask the children to answer them in their notebooks.

Skills Book steps

- A. Explain that all the pictures of Mughal buildings on this page are in Lahore, which was an important Mughal city.
- Discuss the different purposes of the buildings.
- Ask the children to complete the sentences and colour the pictures as they wish.
- Explain that the Mughals used **symmetry** in their buildings and art—just like the artists in Oxford who designed the stained glass windows in PB 5.5.
- If you have some hand mirrors, pass them round and help them to see that if they place their mirrors at the centre of each building, the mirror image is the same as that in the picture behind.
- To help the children to understand the concept of symmetry, play the Mirror Game. (See *Further activities*.)
- B. Help the children to draw a faint line with a ruler down the exact middle of the design, explaining that this is the line of symmetry. After the children have traced the pattern on the right hand side, they should colour the pattern symmetrically with the colours on the right matching exactly the colours on the left.



Further activities: The mirror game

- Explain that this game is completely silent.
- Tell the children that they must become a mirror image of you and mime exactly what you do. They should all stand up.
- Without speaking, do a number of actions and expect the children to 'reflect them'. As you play, make the actions increasingly complex.
- For example, you could: touch your nose, open your mouth, shut your mouth, hold up three fingers, put your hands flat on your head, fold your arms, interlace your fingers, blink twice, stretch up both arms.
- If you see any children get it wrong, for example by holding up two fingers instead of three, they are out and should sit down.
- The last child standing is the winner.

Research

- The children should have discussed hunting with their parents.
- Ask the children to tell you the names of the three Mughal emperors you have learned about (Babur, Humayun, and Jahangir). Before the next lesson, ask them to find out the names of three more Mughal emperors.

Answers to PB 10.5

- Jahangir was Nur Jahan's husband.
- Hunting was a common sport in Mughal times.
- Nur Jahan was good at hunting because she killed four tigers from the top of a moving elephant.
- Women were not usually leaders then.
- Women are often leaders today.

Answers to SB 10.5

- A. 1. He was buried here.
2. The emperor stayed here.
3. People pray here.
- B. The children should trace the right side of the pattern and colour it symmetrically.

Unit 10.6

Learning outcomes

Students should be able to:

Pupil's Book

- name some animals Mughals rode and hunted
- revise what the children have learned in this unit

Skills Book

- describe the morals of stories
- express opinions

Preparation and Resources

None required.

Pupil's Book steps

1. Read aloud the story of Nur Jahan and the tigers again, checking that the children understand the key parts of the story.
2. Then read aloud PB 10.6, checking that the children remember the importance of protecting wild animals, which they learned in Book 1.
3. Ask, *What animals can you see in the picture?* As they mention the names of the animals, help them to find the names above and complete the labels.
4. Ask, *Why is the man on the horse shouting, 'Stop!' at the leopard?* (perhaps because the leopard is eating the deer he wanted to kill)
5. Remind the children how they tried to imagine what the people in PB 10.1 were saying. Ask them to imagine what the man in green on the elephant is saying. (perhaps, *Show me the birds I shot.*)
6. Ask them to imagine what the men with the ducks are saying. (perhaps, *They are nice and fat, Sahib.*)
7. Ask three children to tell you from memory the stories about Babur, Humayun, and Nur Jahan. Encourage the others to put up their hands and add bits that they forgot.
8. Ask other children to tell you the names of animals the Mughals rode (horses and elephants) and hunted (tigers, deer, leopards, rhinos, ducks, wild boar, rabbits)
9. Ask other children to tell you some of the differences between life in Mughal times and life now. For example: Then, leaders slept in tents when they travelled; now they probably sleep in hotels. Then, people swam across rivers; now we go over bridges. Then, people hunted wild animals; now we try to protect them. Then, women were not often taught to read and write; now they are. Then, women were not often leaders; now they are.
10. Ask the children to check what they have learned in this unit.

Skills Book steps

1. Remind the children of what they read and discussed in the linked PB page.
2. A. Remind the children that the **moral** of a story is what we learn from it. Ask, *What was the moral of Little Red Hen?* (to share work) *What was the moral of the story about Quaid-i-Azam at the rail crossing?* (that everyone should obey the rules)
3. Ask the children to match the six morals to the three stories they have read (two for each one)
4. B1–B2. Ask the children to circle the letter with the right answer.
5. B3–B7. Explain that there are no 'right answers' to these questions because they are about opinions. They are asked which are their favourite stories and why, so answers will differ.
6. Most children can choose the reason for their favourite stories. More able children will write their answers in their own words.



Further activities: A visit to a Mughal building or a museum

1. If you live near a Mughal building, organize a picnic to look at it. Alternatively, organize a visit to a museum where there are paintings and artefacts from the Mughal period.
2. Ask the help of parents in supervising the children and ensure the children know that they must stay with you at all times.
3. If possible, make a preparatory visit, drafting a photocopiable worksheet for the children to complete either during or after the trip.
4. When you return, help the children to write a report of the trip, writing a draft on the board, but leaving out a few key words for them to complete as a gap-fill exercise.

Research

Follow up the research set in the last lesson. Did the children find out the names of three other Mughal emperors? (probably Akbar, Shah Jahan, and Aurangzeb, but they may also mention Bahadur Shah)

Answers to PB 10.6

The children should label the animals correctly and imagine what the men with ducks and the man on the elephant are saying.

Assessment for learning

Go through each "can-do" statement as for the end of Units 1 and 2.

Answers to SB 10.6

- | | | | |
|----------------------------------|-----------------------------|---------|---------|
| A. 2. Babur's diary in the storm | 3. Nur Jahan and the tigers | | |
| 4. Humayun and the water carrier | 5. Nur Jahan and the tigers | | |
| 6. Babur's diary in the storm | | | |
| B. 1. c | 2. b | 3. open | 4. open |
| 5. open | 6. open | 7. open | |

Check-up test for Units 9 and 10

Do the check-up test on page 128.

Unit 11 Water and our environment

Background knowledge for the unit

Concern for the environment

This unit builds on what the children have already learned in Unit 1 about the need to protect the environment. They learn the importance of conserving water because there are often water shortages. Water pollution and ways of purifying water are also studied.

The sources and uses of water

In Book 1, the children learned that people use water to travel by ship and boat, also that it is essential for plants to grow. In Grade 2, Unit 9, they learned that many people in rural areas have to carry their water long distances and that farmers irrigate their fields with water, using canals and ditches. Here, they explore safe and dangerous sources of water. They also learn a variety of ways to use water.

Hills and rivers

In Grade 1, the children learned that the River Indus flows from the hills to the sea. This unit builds on that knowledge to explain how rivers are dammed so that water can be collected for our cities.

Study skills

In this unit, the children need to know how to do a variety of puzzles: anagrams in PB 11.2, a wordsearch in SB 11.2, a crossword in SB 11.3 and a photo-puzzle in PB 11.5

Expected learning outcomes for the unit

When they have completed this unit in the Pupil's Book and Skills Book, most children should be able to:

- explain the meaning of a water shortage
- explain how we get water (list some sources of water)
- explain how water comes from rain to our taps
- explain how we use water
- explain that too much or too little rain can be dangerous
- suggest how to conserve water
- persuade others to save water
- explain that tiny germs in water can make us ill
- explain how to purify water by filtering and boiling it

Unit 11.1

Learning outcomes

Students should be able to:

Pupil's Book

- describe the meaning of water shortage

Skills Book

Leave this until you have read and discussed PB 11.2.

Preparation and resources

You will need (optional):

- a bottle of drinking water
- a wide dish
- half a cup of salt

Pupil's Book steps

1. Tell the children that for the next few weeks, they are going to be thinking about the importance of water in our lives. Explain that if we do not drink water, we die. If animals and plants do not have water, they die too. We all need water.
2. Read aloud PB 11.1, stopping to talk about the water shortage.
3. Ask, *Have you ever turned on the tap and found no water? What did you do about it?* Elicit that there are different ways families save water in case the supply dries up, e.g. storing it in tanks and buckets, having separate tube wells that are not connected to the mains water supply. In times of drought, sometimes water tankers bring water to houses.
4. Turn to page 66 and ask the children to match the pictures to the sources of water. Ask the children to tick how they get water at home. It may be that they have two sources of water at home, in which case they should tick both of them.
5. Ask why we cannot drink sea-water, eliciting that it is salty and will make us ill if we drink it. Do the science experiment in *Further activities*.

Skills Book steps

Leave this till you have discussed PB 11.2



Further activities: An experiment with evaporation

1. Ask, *Is there any way we can take the salt out of sea-water?* Discuss the children's ideas.
2. Pour some drinking water into a wide dish. Pour into it half a cup of salt. Stir it until it dissolves.
3. Take the dish of water around the class so that they can see that the salt has disappeared. Ask the children to tell you where the salt is now. Elicit that it has dissolved in the water, but is still there.
4. Pour a little back into the cup and ask a child to drink a sip, eliciting that it tastes salty.
5. Ask a child to put the dish in the sun and leave it for a few days.
6. A few days later, the salt should be left in the dish. Elicit that the water has evaporated or turned into a gas and mixed in the air. The salt cannot evaporate. Explain that clouds are made of evaporated water and that when it rains, the water is pure—there is no salt or dirt in it.

Research

Before the next lesson, ask the children to find out whether there is a water tank that stores water in their house/block of flats. Where is it?

Answers to PB 11.1

The children should match the pictures to the words and tick the ways they get water at home—probably from taps, but they may also tick a pump or a well.

Unit 11.2

Learning outcomes

Students should be able to:

Pupil's Book

- explain how water comes from the rain to our taps

Skills Book

- explain how we get water (listing some sources of water)

Preparation and resources

You will need:

- the dish of salty water which you put in the sun

Pupil's Book steps

1. If you did the experiment outlined in Lesson 1, check your dish of salty water. Ask the children where the water has gone, eliciting that it has evaporated, or turned to a gas in the air. The salt is left behind.
2. Now the water has become part of a cloud and will one day fall again as pure rainwater, which we can drink.
3. Ask the children how the rainwater gets to our taps. Discuss their ideas and then read aloud PB 11.2, stopping to talk about each stage.
4. Explain that in the puzzle, the letters of the words are mixed up. Ask the children to write the correct spellings of the words in the spaces.

Skills Book steps

1. A. Remind the children of what they read and discussed in PB 11.1. Ask them to complete the sentences and draw pictures in the boxes.
2. B. Explain that this is a different kind of puzzle. Words can go down or sideways. Discuss the meaning of each word.



Further activities: Draw a diagram

1. Ask the children to copy the diagram in PB 11.2 into their notebooks.
2. They should colour and label it neatly.

Research

1. Follow up the research set in the last lesson. Did the children find out where their water tanks are? They are probably on the roof of the block of flats or house. Ask why this is, eliciting that water always flows down because of gravity. It cannot flow. This is why rivers always flow down to the sea.
2. Before the next lesson, ask them to list the ways they use water at home.

Answers to PB 11.2

2. STREAMS 3. DAM 4. PIPES 5. FILTERS
6. TANKS 7. TAPS

Answers to SB 11.2

- A. 1. pump 2. well 3. stream 4. tap
B. STREAM, FILTER, TANK, PUMP, PIPE, LAKE, RAIN
Down from left to right: DAM, RIVER.

Unit 11.3

Learning outcomes

Students should be able to:

Pupil's Book

- explain how we use water

Skills Book

- explain how we use water

Preparation and resources

You will need (optional):

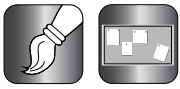
- coloured pencils or paints
- a sheet of plain paper for every child

Pupil's Book steps

1. Read aloud PB 11.3, stopping to talk about each of the ways we use water.
2. Ask the children if they listed any other uses of water for their research. Note them on the board, e.g. to mix paint, to swim in, to cool air, to wash cars.
3. Ask the children to write the sentences below the correct pictures.
4. They can write other ways of using water in their notebooks.

Skills Book steps

1. Remind the children of what they read and discussed in the linked PB page.
2. A. Ask the children to complete the crossword with the help of a partner.
3. B. The children draw colourful pictures to illustrate the three sentences.
4. Mark the crossword (A) in class, discussing answers the children got wrong.
5. Ask the children to compare the ways they illustrated the three pictures and discuss the variety of pictures, for example, they may have drawn people washing, cooking, drinking, or travelling. Try to get as big a list as you can. (See *Further activities*.)
6. Make a wall display about the uses of water.



Further activities: Make a wall display about water

1. Tell the children that each of them is going to draw a picture for a wall display to illustrate a different use of water.
2. After the children have drawn pictures of the uses of water in their Skills Books, make a list on the board of all the ways people, plants, or animals can use water. Beside each use of water, write the name of one child in the class so that you get a variety of uses in your display.
3. Ask them each to draw a picture of ONE way of using water and to write a sentence at the bottom, for example, We use water to put out fires.
4. Display the pictures on the pin board.

Research

1. The children should have listed the ways they use water at home.
2. Before the next lesson, ask them to check at home if there are any dripping taps.

Answers to PB 11.3

- | | |
|----------------------|------------------------|
| 2. We drink water. | 3. We travel on boats. |
| 4. We put out fires. | 5. We cook. |
| 6. We wash clothes. | 7. We wash ourselves. |
| 8. We cool air. | |

Answers to SB 11.3

A. Clues down

- | | |
|---|--|
| 1. All living things <u>need</u> water. | 2. We <u>cook</u> food with water. |
| 4. Boats <u>travel</u> on water. | 5. We put out <u>fires</u> with water. |

Clues across

- | | |
|---|---|
| 1. We can <u>not</u> drink salty water. | 3. A <u>boat</u> can travel on water. |
| 6. We <u>drink</u> water from a glass. | 7. If we have no water, we <u>die</u> . |
| 8. We <u>wash</u> our clothes in water. | |

- B. The children should draw one picture illustrating the caption in each of the three boxes.

Unit 11.4

Learning outcomes

Students should be able to:

Pupil's Book

- explain that too much or too little rain can be dangerous
- describe how to conserve water

Skills Book

- demonstrate persuading others to save water

Preparation and resources

You will need (essential):

- a large, poster-sized sheet of plain paper for each child
- coloured pencils or paints

You will need (optional):

- some examples of posters with catchy slogans, colourful pictures, and a short message

Pupil's Book steps

1. Read aloud PB 11.4, eliciting that too much or too little water can be dangerous.
2. Ask, *What is the picture at the top of the page?* Elicit that it is dry earth and that earth must be moist for plants to grow well.
3. Look at the second picture, Ask, *How do you know that this boat is in a street, not in a river?* (Elicit that the water is half way up the sides of the buildings and that the people have had to leave their houses because they are flooded.)
4. Explain that there have been more floods and droughts in Pakistan because of **climate change**. The weather all over the world is changing because of the way we live. We burn oil, gas, and coal when we drive cars, power our factories, and produce electricity. The air pollution causes changes in the weather in many countries of the world, including ours.
5. Explain that we must try to use less electricity and drive our cars less to do our share in stopping the air pollution that creates climate change.
6. Discuss ways of helping people during times of flood or drought. If you did not raise money to help poor people in Unit 9.2 of the TG 6, consider doing this for flood or drought victims.
7. Explain that we must also do our share to save water. Ask the children to match the pictures to the ways of saving water at the bottom of page 70.

Skills Book steps

1. Remind the children of the importance of saving water so that we all have enough.
2. Do a water survey. (See *Further activities*.)
3. Read aloud SB 11.4. Make it clear that the purpose of a poster is to persuade people to do something. The writing should be large and clear so that it is easy to read. People do not usually stop to read posters, so it should be short and have only one or two sentences.
4. If possible, show the children some examples of successful posters and put them on the pin board. If not, show the children the poster in PB 11.4, page 70. Point out that it has a slogan (*FLOODS IN SINDH*), a colourful picture, and a short message (*Please help!*)
5. Explain that you are all going to make posters to persuade people to save water.
6. A. Identify in the model poster (about saving electricity) what a poster needs:
 1. a catchy slogan which **tells** people what you want them to do
 2. a colourful picture that **shows** people what you want them to do
 3. a short message giving a little **more information** about what to do or a reason
7. The children write the given phrases in the right order to the right of the poster.
8. Ask the children to plan a similar poster about saving water. Discuss different ways of saving water and write suitable slogans and messages on the board.
9. B. Ask the children to plan their own posters, using the poster in A as a model. Encourage a variety of slogans and messages so that each child's poster suggests a different way of saving water, for example:

SAVE SHOWER WATER! Take only two minutes in the shower.

TURN OFF THE TAP! On 18th August, 7 taps in our school were dripping.

MEND BROKEN TAPS QUICKLY! Dripping taps waste water.

SAVE RAIN WATER! Collect water from your roof.

DON'T WORRY IF YOUR CAR IS DUSTY! Don't waste water on your car.

TURN OFF THAT HOSE! Don't leave your garden hose on too long.

10. The children use their plans to make large posters to put up around the school. (See *Further activities*.)



Further activities: A survey and a poster

1. Take the children on a walk around the school. Count all the taps in the school and all those that drip.
2. When you return to class, write on the board: We have __ taps in our school. On _____ (date), __ (number) were dripping.
3. Point out that if everyone turned off the tap carefully, we would save water.
4. Ask the children to make big versions of the posters they designed in the Skills Book. To make sure that they are clear and neat, help them to rule pencil lines for the slogan and message.
5. Display the best posters around the school.

Research

1. Follow up the research set in the last lesson. Did the children find out if there were any dripping taps at home? Remind them to turn off the taps carefully when they get home and to remind their parents to get dripping taps mended.
2. Before the next lesson, ask them to look out for any lakes, ponds, canals, ditches, or rivers when they come to school tomorrow. Do they look clean or dirty?

Answers to PB 11.4

The children should connect 2 to the third picture and 3 to the first picture.

Answers to SB 11.4

- A. (from top to bottom): catchy slogan, colourful picture, short message
- B. The children plan a poster persuading people to save water in one way. At the top, there should be a catchy slogan. In the middle, there should be a colourful picture. At the bottom, there should be a short message (for examples, see SB Step 8).

Unit 11.5

Learning outcomes

Students should be able to:

Pupil's Book

- explain that tiny germs in water can make us ill

Skills Book

There is no Skills Book page linked to this lesson.

Preparation and resources

You will need (optional):

- a pair of reading glasses, magnifying glass or, if possible, a microscope
- access to a computer suite
- a clean sheet of paper for each child and coloured pencils

Pupil's Book steps

1. Ask the children if they did their research and noticed any lakes, ponds, canals, ditches, or rivers on the way to school. Ask, *Was it beautiful? Was the water clean? What would happen to you if you drank the water?*
2. Read aloud PB 11.5. **Before** you turn the book over, ask the children to guess what the picture on the computer represents.
3. After the children have suggested different ideas, turn the book upside down to read that they are typhoid germs. Explain that typhoid is a very serious stomach illness and that you can get it from drinking polluted water. Sometimes, people die of typhoid.
4. If you have a pair of reading glasses, a magnifying glass or a microscope, show the children how a lens can make small things appear bigger. Explain that we know about germs because scientists can see them through microscopes.
5. If possible, do some Internet research into germs. (See *Further activities*.)



Further activities: Research germs

1. If you have access to a computer suite, ask the children to put *germs under microscope* into an Internet search engine and choose *Images*.
2. Alternatively, ask the children to do this for homework with the help of their parents.
3. They should find pictures of different types of germs. Point out that although some of them look beautiful, they can be very dangerous.
4. Ask each child to copy and colour one of the pictures. Display and label the best on the wall.

Research

1. The children should have described the lakes, ponds, rivers, canals, and ditches that they saw on their way to school.
2. Before the next lesson, ask them to find out how their parents make sure that their drinking water is clean.

Answers to PB 11.5

no written answers

Unit 11.6

Learning outcomes

Students should be able to:

Pupil's Book

- explain how to purify water by filtering and boiling it
- revise what the children have learned in this unit

Skills Book

- identify what kinds of water are safe to drink

Preparation and Resources

You will need (optional):

- a tin with some holes at the bottom (bang a nail into it a few times)
- some small stones
- some sand
- some cotton wool
- a jug of muddy water

Pupil's Book steps

1. Read aloud PB 11.6, checking that the children understand that although a filter takes some of the dirt out of water, it may still be unsafe to drink because it cannot filter out germs.
2. If possible, make a filter as shown in the picture. (See *Further activities*.)
3. Elicit that the best way to purify tap water is to filter and then boil it.
4. Alternatively, one can buy bottled water from shops, though this is expensive.
5. The children tick or cross the sentences and copy the true ones into their notebooks.
6. Revise the learning outcomes of this unit and ask the children to check the boxes.
7. Explain points they have not understood.

Skills Book steps

1. Remind the children of what they read and discussed in the linked PB page.
2. A. Ask them to write *safe*, *not safe*, or *maybe safe* under each picture as in the Teacher's note.
3. Make it clear that in Number 2, bottled water is only truly safe if the lid is sealed before you open it.
4. In Number 3, water from a well may be safe if the well is clean, but wells can get polluted, especially in floods.
5. In Number 4, point out that all standing water, whether in a river or in a lake, is unsafe to drink.
6. In Number 5, remind the children that the water must be bubbling to show it is boiling.
7. In Number 6, explain that you might drink tap water and be fine, but there may be germs in it.
8. B. When the children have answered the questions, discuss their answers in class.



Further activities: Make a water filter

1. Before the lesson, collect the resources listed above.
2. Make some small holes in the bottom of an empty tin.
3. Ask different children to come up and help make the filter.
4. Press at least 5 cm of cotton wool tightly into the bottom of the tin.
5. Above that, put at least two cups of fine sand.
6. Above that should be at least two cups of gravel.
7. Take some mud from the ground near the classroom and mix it with the water.
8. When the filter is ready, pour the muddy water in the top, making sure there is a deep dish underneath.
9. When the water filters through the holes, it should **look** clean. Make it clear that they should not drink the water, because there will still be germs in it.
10. The children can draw and label the water filter in their books.

Research

1. Follow up the research set in the last lesson. The children should have discussed whether the water they saw was dirty or clean.

Answers to PB 11.6

2. ✓ 3. ✗ 4. ✗ 5. ✓

Assessment for learning

Go through each 'can-do' statement as for the end of Units 1 and 2.

Answers to SB 11.6

A. 2. safe 3. maybe safe 4. not safe 5. safe
6. maybe safe

B. 1. very small 2. no 3. yes 4. make you ill
5. dirty

Background knowledge for the unit

Helping others

Ethical values form an important strand throughout *World Watch*. In Book 1, the children learned to respect those who are different from them and to think of other people's needs. In Grade 2, they have learned about the importance of sharing work, being fair, saying sorry, and forgiving those who do wrong to them. Here, children should be encouraged to see that they can become happy by helping others and sharing what they have.

Abdul Sattar Edhi

Abdul Sattar Edhi is a wonderful role model to children. He was born in 1928 in India. He and his family migrated to Karachi in 1947. After a few years, he established a free dispensary with the help of his community. Later, he married a nurse called Bilquis, who opened a hospital to look after newborn babies and their mothers. Edhi also established the Edhi Foundation which operates all over Pakistan and in some other countries. It runs the world's largest ambulance service and operates free nursing homes, orphanages, clinics, women's shelters, and rehab centres for drug addicts and mentally ill people.

The story of the long-handled spoons

This is a traditional tale that is told in many countries and by many religions. Nobody knows when it was first told or in which country it originated. For all cultures, it shows the importance of sharing and that greed and selfishness only bring unhappiness.

Study skills

Children should already know that learning can come both from factual information (like that about Edhi) and from fictional stories (like *The long-handled spoons*). As in all other units, they are asked some open-ended questions to which there are no 'right answers' but which they need to discuss when considering ethical problems.

Expected learning outcomes for the unit

When they have completed this unit in the Pupil's Book and Skills Book, most children should be able to:

- list some ways Edhi helped poor and sick people
- explain the importance of helping others
- discuss their ambitions
- suggest ways to keep small children safe in the house
- explain the importance of sharing
- explain that if we share, everyone has enough
- explain that helping others and sharing makes us happy

Unit 12.1

Learning outcomes

Students should be able to:

Pupil's Book

- list some ways Edhi helped poor and sick people

Skills Book

- describe how Edhi helped people

Preparation and Resources

You will need (optional):

- leaflets or posters about the work of the Edhi Foundation

Pupil's Book steps

1. Tell the children that for the next few weeks, they are going to think about the work of Abdul Sattar Edhi and what we can learn from his life. If you have leaflets or posters about the Edhi Foundation, put them on the museum table or on the pin board.
2. Look at the picture on PB 12.1.
Ask, Where do you think this man is? Elicit that he is in an office.
3. Discuss what kind of person he might be. *Ask, Do you think he is important/rich/powerful?* Elicit that he must have some money because he is using a telephone, but that his office is not grand. It is small and the paint on the walls is peeling.
4. Read aloud PB 12.1, stopping to talk about Abdul's work. Make it clear that Abdul was not a rich man, but still helped others who were poorer or weaker than he was.
5. Follow the Teacher's note at the bottom of the page.

Skills Book steps

1. Revise what was learned in the linked PB page. Discuss what problems there are for poor and sick people where you live. Are there homeless people on the streets? Do some people live in very poor houses or tents?
2. *Ask, How can we help these people? (See Further activities.)*
3. A. Read aloud each word and ask different children to find the correct definition.
4. B. Read aloud each problem that Edhi noticed when he came to Karachi. Ask different children to tell you what he did about it.
5. Ask the children to complete the page and then go through their answers in class. The children could mark their own books as you discuss them.



Further activities: Raise some money or send a 'get well' card

1. If you have not raised money for a charity this year (for example, as outlined in TG 9.2) consider an activity to raise money for a charity like the Edhi Foundation or Kashf.
2. If you have raised money for a charity, discuss how else you can help someone who is sick. For example, is anyone in the class away from school because they are ill? If so, consider sending them 'get well' cards to show them that you are thinking of them.
3. Are there people who are hungry near the school? Is it possible to give those people the food that is left over from the children's snacks?

Research

Before the next lesson, ask the children to find out as much as they can about Abdul Sattar Edhi. If possible, ask them to bring in printed information or photos for the pin board.

Answers to PB 12.1

No written answers

Answers to SB 12.1

- A. 2. a place where people do paper work
3. a place where sick people go for help
4. a vehicle that takes sick people to hospital
- B. 1. He took them by ambulance.
2. He gave them medicines.
3. He washed their bodies and buried them.
4. He built hospitals.

Unit 12.2

Learning outcomes

Students should be able to:

Pupil's Book

- explain the importance of helping others
- describe their ambitions

Skills Book

- describe ways to help smaller children to be safe in the home

Preparation and Resources

You will need:

- coloured pencils
- large poster-sized sheets of paper

Pupil's Book steps

1. Ask those children who did their research to tell the rest of the class what they learned about Abdul Sattar Edhi.
2. Read aloud PB 12.2, eliciting that Edhi's mother had told him to help the poor and sick and that throughout his life, he did what she asked.
3. Ask the children to circle the correct words. After you have corrected the sentences in class, they can copy them into their notebooks.
4. Discuss ambitions. Explain that ambitions are the things we want to achieve in our lives.
5. Emphasize what the children want to do for others as well as for themselves. In an age when much of the media encourage children to want to be rich or famous, point out that Edhi wanted to be neither. What was important to him was to do good for others.

Skills Book steps

1. Ask the children to tell you how they help at home. Elicit that they often help younger children who know less than they do.
2. Ask, *How can you help your younger brothers and sisters?* Elicit that they can play with them, comfort them when they are hurt, and look after them while their parents are busy.
3. Ask, *How can you help to keep them safe?* Elicit that young children often have accidents because they do not understand danger. Discuss common dangers and ask the children to tell you about accidents they have had in their lives and why they happened.
4. Read aloud SB 12.2 and look at the picture. Elicit that Rafay is telling his little brother not to touch dangerous things in the kitchen.
5. Explain that there are close-up pictures of dangers in the circles (a hot saucepan on the stove, a bottle of poisonous liquid in the cupboard, an electric plug coming out of its socket, and a sharp knife on the floor).
6. A. Talk about why each one is dangerous and label them.
7. B. Ask the children to match Rafay's first sentence with his second sentence explaining the consequences of an action.
8. **Extension:** Discuss other ways Rafay can help Zain to understand danger. (See *Further activities*.)



Further activities

1. Ask the children to suggest other warnings Rafay might give to Zain. Write them on the left side of the board.
2. Ask the children to suggest what **could** happen as a result. Write their ideas on the right side of the board, but in a different order. For example:
 1. Don't run across the road. You could start a fire.
 2. Don't stand on the chair. A car could hit you.
 3. Don't play with matches. You could swallow them.
 4. Don't put stones in your mouth. You could fall off it.
3. Ask different children to come to the front and match them. Then ask the children to write the warnings in their notebooks.

Research

1. Follow up the research set in the last lesson. Did they find out more facts about Edhi? If children have brought in any leaflets, put them on the museum table for the others to read. Posters can be put up on the pin board.
2. Before the next lesson, ask the children to discuss their ambitions with their parents.

Answers to PB 12.2

- | | | | |
|-------------|------------|-----------|--------|
| 2. good | 3. Karachi | 4. clinic | 5. van |
| 6. hospital | 7. dead | | |

Answers to SB 12.2

- A. in a clockwise direction from the top left: a hot pan, a bottle, an electric socket, a knife
- B. 2. You could cut yourself.
3. You could burn yourself.
4. You could get a shock.

Unit 12.3

Learning outcomes

Students should be able to:

Pupil's Book

- explain the importance of sharing

Skills Book

- list some things we can share

Preparation and Resources

You will need:

- a simple treat, such as some biscuits or sweets that can be broken in half—one for every two children in the class

Pupil's Book steps

1. Read aloud the story in PB 12.3, stopping to talk about the problem, asking, *Do you sometimes want the same thing as someone else? How can you solve the problem?* Accept a variety of answers.
2. After you have read the third paragraph, stop and ask, *Who do you think should have the special cake? Do you think Hiba should have it because she is a guest and about to go back to Islamabad? Do you think Rafay should have it because he is in his own house? Who do you think should have it and why?* Make it clear that there are no 'right answers' to these questions, but we need to ask them if we are to be fair to each other.
3. Read the first sentence in paragraph 4 and ask, *Why do you think Rafay's mother looks sad?* Accept a variety of answers, for example, *She wants both of them to behave well. She wants Hiba's last day to be happy. She wants them both to have a cake. She doesn't like to see the children behave selfishly.*
4. Finish reading the story aloud. Ask, *Do you think this is a good solution to the problem?*

Skills Book steps

1. Remind the children about the importance of sharing.
2. A. Look at SB 12.3. Ask the children to make a sentence about each picture, following the pattern at the top. Remind the children that they shared money this year when they gave to a charity. Remind them that *The Little Red Hen* was a story about sharing work.
3. Ask, *What do you share at home/at school?* Note down some ideas on the board.
4. B. Ask each child to draw a picture illustrating a different kind of sharing.
5. Display the pictures on the wall.



Further activities: Sharing biscuits

1. You might plan this activity for after a break. Remind the children to wash their hands before they come back to class, but do not tell them why.
2. Without referring to the lesson, open your bag and say that as it is nearly the end of

the year, you have got a treat for half of the class (for example, all the girls or all those who sit on the right of the room). Show them some biscuits (or sweets that can be broken in half), but do not give them out yet.

3. It is likely that the children who are not selected (for example, the boys or all those who sit on the left of the room) will say, *That isn't fair!*
4. Ask the children, *How can I make it fair?* Elicit that everyone who is given a biscuit can break it in half and share it with someone who has not got a biscuit.
5. To make sure that the children break the biscuits fairly, make sure that one child breaks the biscuit in half and the other chooses which half to take!
6. Encourage the children to see that this is fairer than giving half the class a treat.
7. If anyone grumbles, point out that you would not normally give them biscuits at all, so they are all getting half a biscuit more than they had expected.

Research

1. Follow up the research set in the last lesson. Did the children discuss their ambitions with their parents? Talk about their ideas and how these could help others as well as themselves.
2. Before the next lesson, ask them to think what will make them really happy and to bring in some food to share at a party.

Answers to PB 12.3

no written answers

Answers to SB 12.3

- A.
1. They are sharing food.
 2. They are sharing books.
 3. They are sharing money.
 4. They are sharing work.
- B. open

Unit 12.4

Learning outcomes

Students should be able to:

Pupil's Book

- Explain that if we share, everyone has enough.
- Explain that helping others and sharing makes us feel happy.

Skills Book

Explain the moral of the story of the long-handled spoons.

Preparation and Resources

You will need (optional):

- a long stick, like a metre stick

Pupil's Book steps

1. Discuss the research set. Did the children think about what would make them really happy? Discuss their ideas.
2. Read aloud the story of the long-handled spoons, stopping at the end of each page to ask the children, *What do you think will happen next?*
3. Check that the children understand each page and talk about the pictures.
4. If you have a very long stick, such as a metre stick, ask the children to imagine that it is a spoon. Ask a child to hold one end of the 'spoon' and eat from the other end. Elicit that it is impossible because it is so long.
5. When you have finished the story, talk about the moral, reminding the children that in Unit 10 of this TG they learned that the moral of a story is what we learn from it.
6. Ask them what they think the moral of this story might be.
7. Then ask different children to make sentences about it from the table on page 79.
8. The children write four sentences in their notebooks.
9. Ask the children to tell you what they have learned in this unit. Then get them to check the boxes.

Skills Book steps

1. Read aloud again the whole story of the long-handled spoons.
2. Ask the children to tick either one or two boxes for each sentence.
3. Go through their answers together.
4. B. Discuss the two situations. Elicit that loneliness can make people as unhappy as being hungry. Talk about ways you can help lonely people.
5. Ask, *How could you help Irum?/Dada?* Write the children's ideas on the board, for example, they might say:
I could talk to Irum/ask her to play with me/ask her why she is sad.
I could bring Dada some water/tell him a story/tell him about my day at school.



Further activities: Have a party

1. To celebrate the end of the year, have a party.
2. Play again some of the games you played in this book, for example:
The Food Game (2.6)
The Transport Game (3.5)
The Language Game (5.6)
The Time Quiz (7.1)
Sort the Tools (8.1)
The Mirror Game (10.5)
3. If the children have brought in some food for a party, set it all out carefully on a table.
4. Before the children eat, make sure that they wash their hands and agree to offer food to each other so that they share it fairly.
5. Encourage the children to wish each other a happy holiday and good luck in Class 3.

Research

1. Follow up the research set in the last lesson. Did the children find out what they thought would make them really happy? Suggest that the lesson of the story is that we can only be really happy when we share what we have with others.

Answers to PB 12.4

1. If we share, everyone has enough to eat.
 2. If we share, we feel happy.
 3. If we do not share, some people are very poor.
 4. If we do not share, we do not feel happy.
- Go through each 'can-do' statement as for the end of Units 1 and 2.

Answers to SB 12.4

A.

	First room	Second room
1. The room was full of people.	✓	✓
2. They were all healthy.		✓
3. They looked thin and sad.	✓	
4. There was a huge pot of soup on a table.	✓	✓
5. The people had very long spoons.	✓	✓
6. They were feeding each other.		✓
7. They were trying to feed themselves.	✓	
8. They were all happy.		✓

B. Open. See suggestions in SB Step 5.

Check-up test for Units 11 and 12

Do the check-up test on page 129.

Instructions

1. Photocopy the check-up test for Units 1 and 2—one for each child.
2. Explain that this test will help you to find out how much the students have understood. It is **important** that you stress the fact that it does not matter if they get some answers wrong.
3. The students should put the Pupil's and Skills Books in their bags so that they do not refer to them while completing the test.
4. Distribute a copy of the test to each student. They will need a pencil and coloured pencils. Ensure that their names are written at the top of the sheet. Read the instructions aloud for each stage so that the students know what to do.
5. Ask them to attempt the test on their own and without helping each other. You may help them to read the words, but do not give the answers.
6. Do not pressurize them to finish within a set time limit. Let those who finish early draw a picture of their choice on the back (which you will not mark).
7. When the students have finished, take in their work and mark it out of ten.
8. Photocopy the record sheet. If there are more than thirty in the class, make 2 copies.
9. Record the students' marks so that you can see which ones are experiencing difficulties, and take steps to help them.
10. **PLEASE DO NOT TELL THE STUDENTS THEIR MARKS.** At this stage of their lives, they do not need to know as a low score will serve to demotivate them.
11. If you wish, you may share the marks with parents at the Parent(s)/Teacher meetings, but stress the fact that students who are slow in reading may not be able to document their understanding in the test; at this level, the situation changes rapidly.

Note:

It is important to review these instructions before every Check-up Test.

Check-up Test 1

Grade 2, Units 1 and 2

Name: _____

A. Label the map.



B. Complete the sentences.

Example: Peshawar is in Khyber Pakhtunkhwa Province.

- _____ is the capital city of Pakistan.
- _____ is in Sindh Province.
- _____ is in Punjab Province.
- _____ is in Balochistan Province.

C. Complete the table.

milk	rice	chicken	mango	cabbage
roti	beans	banana	mutton	butter

Type of food	Example 1	Example 2
Energy food	rice	roti
Fruit		
Vegetable		
Meat		
Dairy food		

Marks out of 10: _____

Check-up Test 2

Grade 2, Units 3 and 4

Name: _____

A. Complete the sentences.

restaurant bank tomb school mosque hospital post office

Example: People send parcels from a post office.

1. People keep money in a _____.
2. Children study in a _____.
3. People eat out in a _____.
4. Muslims pray in a _____.
5. Sick people go to a _____.
6. Dead people are sometimes buried in a _____.

B. Match and write the letter.

1. a train 2. a minibus 3. a truck 4. an auto-rickshaw 5. a motor scooter



a)



b)



c)



d)



e)

1. b 2. _____ 3. _____ 4. _____ 5. _____

C. Circle the right word.

Example: In winter, it is hot warm cold.

1. In summer, it is hot cool cold.
2. After winter comes spring summer autumn.
3. It rains a lot in the spring monsoon autumn.
5. Islamabad is in the south east north of Pakistan.
6. Karachi is in the south west north of Pakistan.

Marks out of 10: _____

Check-up Test 3

Grade 2, Units 5 and 6

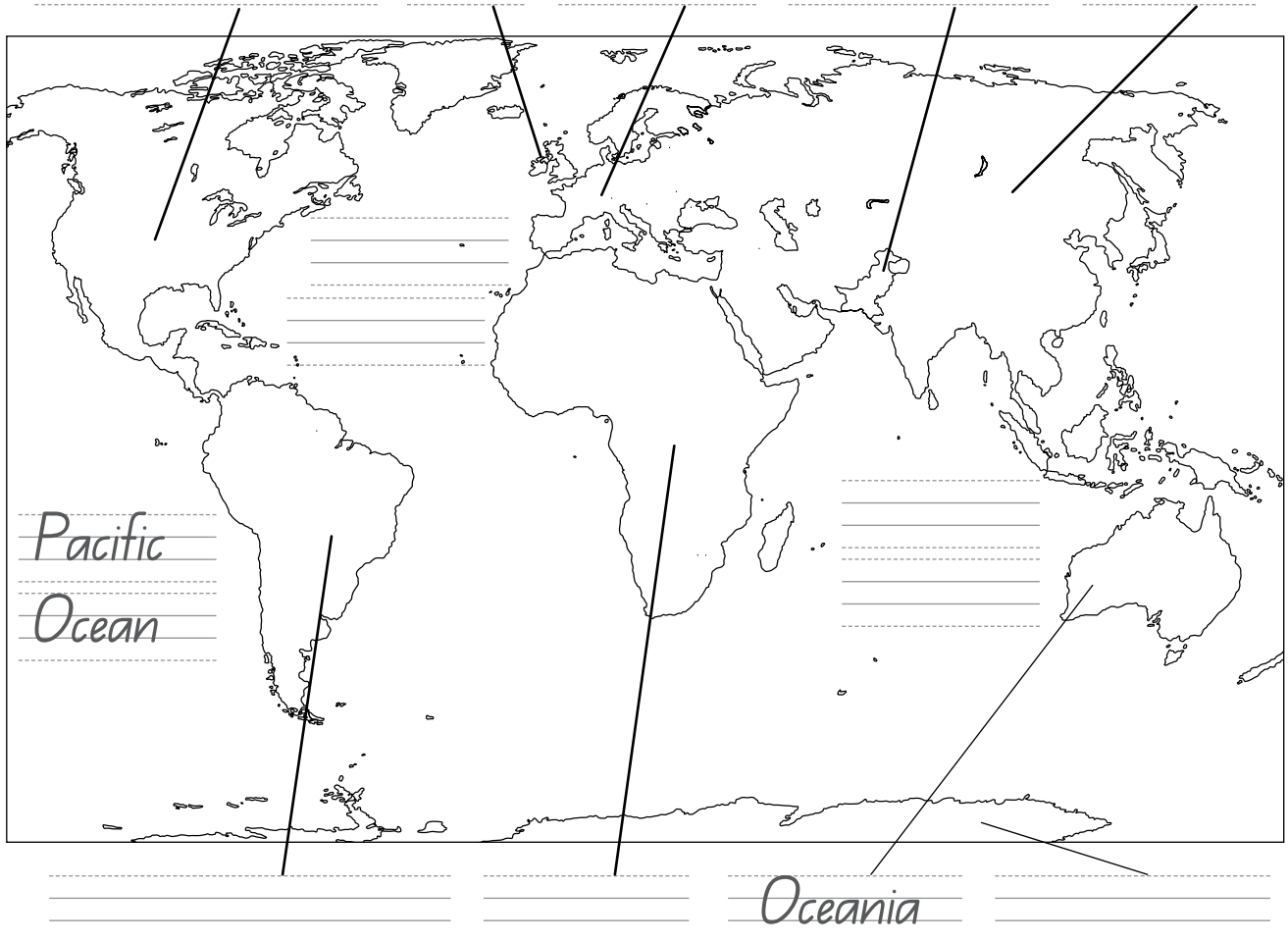
Name: _____

A. Label the continents and oceans. Label Pakistan and the UK.

Oceania North America Africa Asia

Europe South America Antarctica

Pacific Ocean Indian Ocean Atlantic Ocean



B. Match and write the letter.

- | | |
|---|---------------|
| 1. We all have a responsibility to | a) Pakistan. |
| 2. We all have a right to | b) be polite. |
| 3. The rules of a country are called | c) eat. |
| 4. People can choose the government by | d) rules. |
| 5. Quaid-i-Azam was the first leader of | e) laws. |
| 6. He taught us to obey | f) voting. |
- Example:** 1. b 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

Marks out of 10: _____

Check-up Test 4

Grade 2, Units 7 and 8

Name: _____





A. Write the time two ways.

10:30 half past ten

8:00 eight o'clock

5:30 half past five

4:00 four o'clock

			
8:00			
eight o'clock			

B. Write the words in the correct order.

night morning evening afternoon

morning _____

C. Write the days of the week in the correct order.

Tuesday Sunday Thursday Monday Saturday Friday Wednesday

Monday _____

D. Complete the sentences.

1. Stone Age people made tools from _____.
2. They made their clothes from animal _____.
3. They made pots from _____.
4. They learned how to plant _____ to grow crops.

clay
seeds
stone
skin

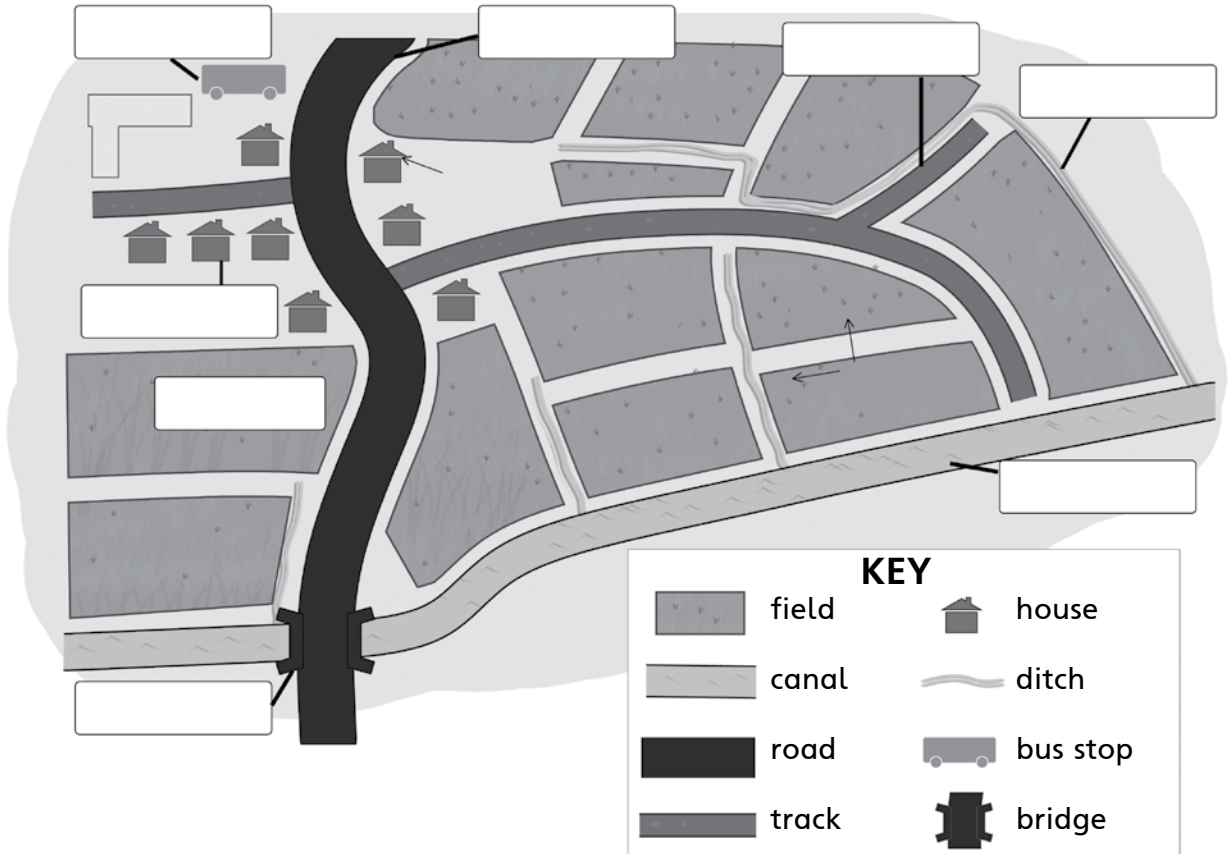
Marks out of 10: _____

Check-up Test 5

Grade 2, Units 9 and 10

Name: _____

A. Count and write the correct number.



Example: 1 school, houses, ditches, bridge, tracks, fields, bus stop

B. Tick or cross .

- Nasreen goes to school.
- Anwar looks after the goats and helps his father in the fields.
- Nasreen carries water, cooks and looks after her brother.
- Anwar and Nasreen have electricity in their house.

C. Circle the right word.

Example: Babur wrote a myth folk tale diary.

- Babur was the first Mughal Mongol Music emperor.
- His son was Jahangir Nur Jahan Humayun.
- Nur Jahan was the wife of Babur Humayun Jahangir.
- The Mughals built some beautiful banks tombs restaurants.
- In those days, kings often travelled on planes horses buses.

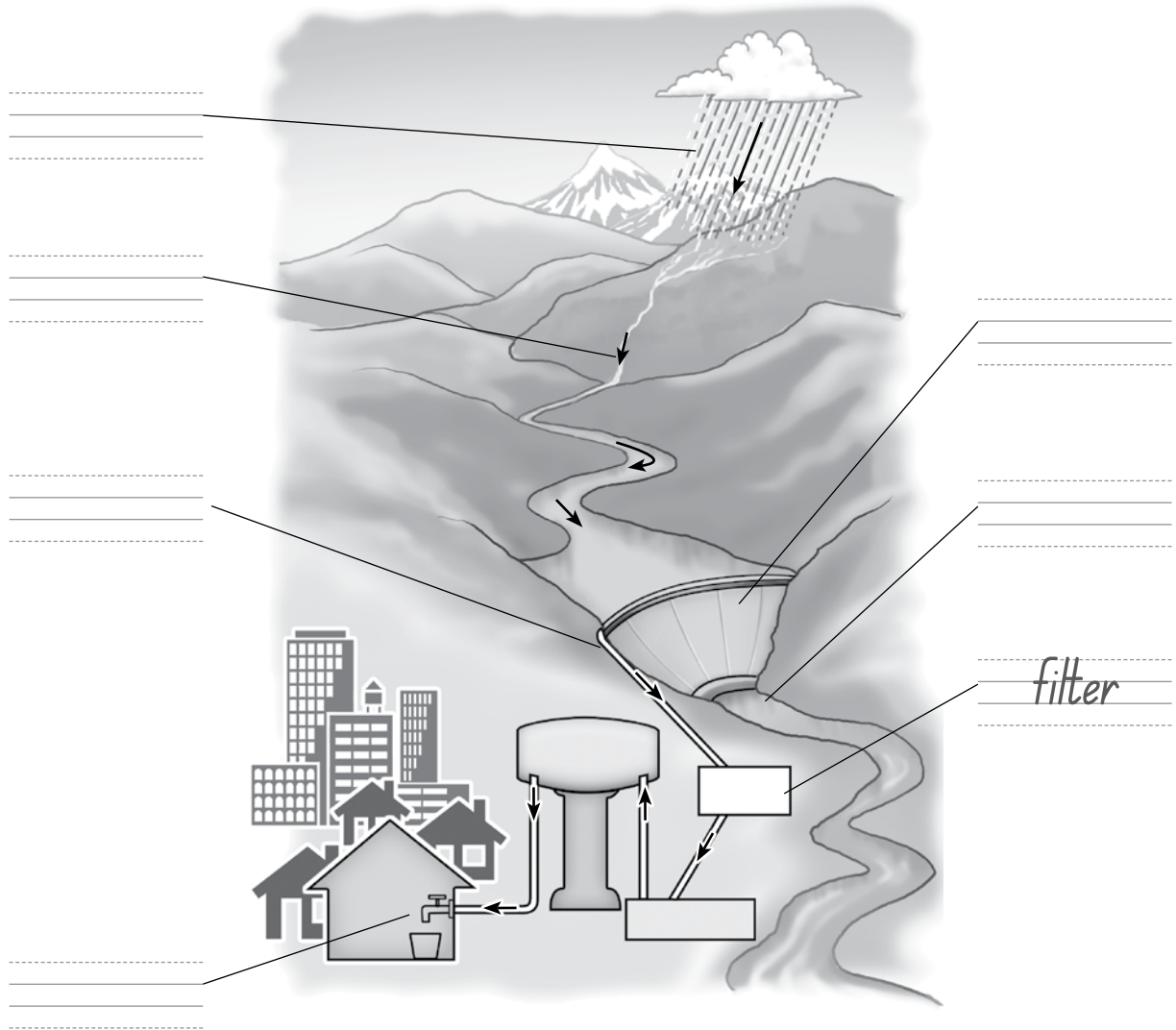
Marks out of 10: _____

Check-up Test 6

Grade 2, Units 11 and 12

Name: _____

A. Add labels to the diagram.



B. Tick or cross .

1. We use water for drinking, cooking, washing and travelling.
2. In droughts, plants and animals die because there is too much water.
3. We should save water by turning off taps.
4. We can make water good to drink by filtering and boiling it.

C. Complete the sentences.

enough hospitals ambulances share help

1. Abdul's mother told him to _____ sick and poor people.
2. Edhi opened many _____.
3. His _____ take people to hospital.
4. The moral of the two stories is that we should _____.
5. If we share, everyone has _____.

Marks out of 10: _____

Answers for Check-up Tests

Units 1 and 2

- A. Award half a mark for each correctly labelled city. (2 marks)
- B. Award 1 mark for each correctly completed sentence. (4 marks)
1. Islamabad 2. Karachi 3. Lahore 4. Quetta
- C. Award half a mark for each correct example. (4 marks)

Note that it does not matter if the examples are reversed.

Type of food	Example 1	Example 2
Energy food	rice	roti
Fruit	mango	banana
Vegetable	cabbage	beans
Meat	chicken	mutton
Dairy food	milk	butter

Units 3 and 4





- A. Award half a mark for each correctly completed sentence. (3 marks)
1. bank 2. school 3. restaurant 4. mosque
5. hospital 6. tomb
- B. Award half a mark for each correctly matched word. (2 marks)
2. a 3. e 4. d 5. c
- C. Award 1 mark for each correctly circled word. (5 marks)
1. hot 2. spring 3. monsoon 4. north
5. south

Units 5 and 6

- A. Award half a mark for each correctly labelled continent. (3 marks)
- Award half a mark for each correct ocean (Indian and Atlantic) (1 mark)
- Award half a mark for each correct country (Pakistan and UK) (1 mark)
- B. Award 1 mark for each correctly matched sentence. (5 marks)
2. c 3. e 4. f 5. a 6. d
- You may award the marks if the word is written instead of the letter.

Units 7 and 8

- A. Award half a mark for each correctly completed box. (3 marks)

			
8:00	4:00	5:30	10:30
eight o'clock	four o'clock	half past five	half past ten

Answers for Check-up Tests

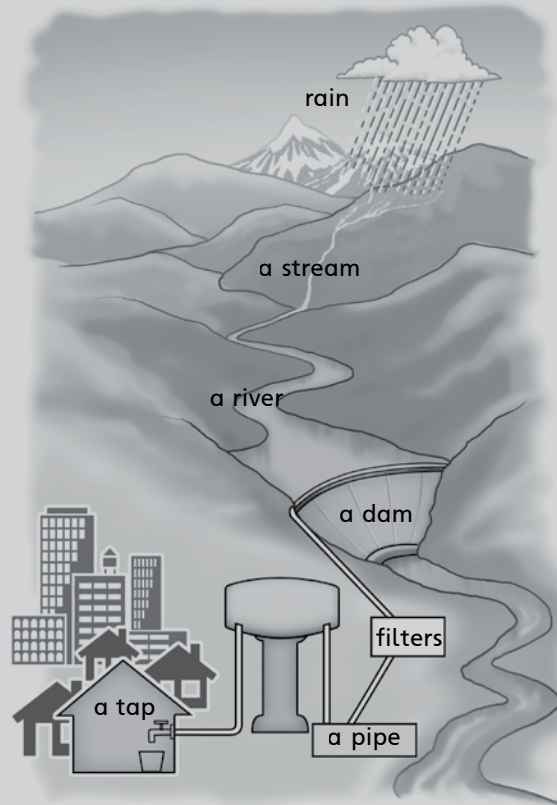
- B. Award one mark for the times of day in the correct order. (1 mark)
morning, afternoon, evening, night
- C. Award 2 marks for correct order; one mark for 1 day out of place (2 marks)
Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday
- D. Award 1 mark for each correct answer. (4 marks)
1. stone 2. skin 3. clay 4. seeds

Units 9 and 10

- A. Award half a mark for each correct number. (3 marks)
8 houses, 4 ditches, 1 bridge, 3 tracks, 12 fields, 1 bus stop
- B. Award half a mark for each correct tick or cross. (2 marks)
1. ✓ 2. ✗ 3. ✗ 4. ✓
- C. Award 1 mark for each correctly circled word. (5 marks)
1. Mughal 2. Humayun 3. Jahangir 4. tombs 5. horses

Units 11 and 12

- A. Award half a mark for each correctly labelled feature. (3 marks)



- B. Award half a mark for each correct tick or cross. (2 marks)
1. ✗ 2. ✓ 3. ✗ 4. ✗
- C. Award 1 mark for each correctly completed sentence. (5 marks)
1. help 2. hospitals 3. ambulances 4. share 5. enough

Record of Assessments

Grade _____ Year _____ Teacher: _____

	Name of child	Test 1 Date:	Test 2 Date:	Test 3 Date:	Test 4 Date:	Test 5 Date:	Test 6 Date:
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							

Name of child	Test 1 Date:	Test 2 Date:	Test 3 Date:	Test 4 Date:	Test 5 Date:	Test 6 Date:
16.						
17.						
18.						
19.						
20.						
21.						
22.						
23.						
24.						
25.						
26.						
27.						
28.						
29.						
30.						