

NEW OXFORD
**SOCIAL
STUDIES**
FOR PAKISTAN

TEACHING GUIDE



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FOURTH EDITION

A^{and}B

Introduction

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

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

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

Lesson plans comprise of step-by-step guidance with clearly defined outcomes.

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

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

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

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

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

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

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

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

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

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

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

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

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1 Me and my family

Key learning:

- Sense of self and family members

Background information:

We are all similar and different from each other in many ways. Each family member is important, and has a role to play in the family. Families work together, play together, and help each other out.

Lesson plan 1

Duration: 40 minutes

Outcomes: Students will be able to:

- comprehend the idea of self as an individual.
- differentiate between ages, physical features, names, etc.
- talk about what family members do.
- use photographs to introduce themselves and their family members.

Resources: textbook page 2, chart paper to be cut out in name tag size for each student, safety pins

Note: *Teacher to wear a name tag*

Introduction: 5 minutes

Welcome the students to the class. Introduce yourself and show your name tag telling them that your name is written on it. Give them each a chart paper cut out in the shape of a name tag, and ask them to write their name on it. Make sure the name tags are not too small. After they have done this activity, attach their name tags to their uniforms with safety pins.

Explanation: 20 minutes

Ask every student to come forward. You should call out the names of the students by looking at their name tags e.g. 'Hello Aqsa!' or 'Good morning Bilal!' Make sure all students come forward wearing their name tags for this introductory activity.

Inform students that they will play a game according to their ages, dress, physical features, interests, and gender. This game will follow the pattern of 'Four corners' e.g. the teacher will start clapping and when she stops clapping, girls will go to the right corner and boys go to the left. Next, students wearing pants and shirts go to one corner, while students wearing skirts or *shalwar kameez* go to another.

Further, students who like drawing and painting go to one corner, and those who like sports go to another. Lastly, students go to different corners based on who likes both or

prefer either of the choices. After the game, the teacher will point out how the students are similar and how they are different.

Now ask a few questions regarding the role of each family member in the family. Some examples are:

1. Who drives you to school?
2. Who cooks food for you in your house?
3. Who plays with you in your house?

The expected answers are father, mother, sister, brother, etc. Based on these answers, tell the students that all those people who live together in a house and are related to each other are called a family.

Some of the students may have extended families living with them. You can talk about grandparents (parents of the student's parents), uncles and aunts.

While looking at the illustrations and reading the text, ask the students the following questions:

1. How do family members help each other?
2. What are some things family members do together?
3. Which places have you gone to with your family?
4. What do you like the most about your family?

Conclusion: 5 minutes

Students could do 'Things you can do' on page 2.

Class work: 10 minutes

Students could draw their pictures on page 2. Assist where necessary.

Homework: Students could do Worksheet 1.

Suggested activities:

1. Using felt-tipped pens, ask the students to draw their families on their fingertips. They only need to draw in the face and hair. The tallest family member can be drawn on the middle finger, and the smallest on to the thumb and so on. The students will have instant finger puppets! When this is done, the teacher could get the students to sing the finger family song:

Daddy finger, daddy finger, where are you?
Here I am, here I am. How do you do?
Mommy finger, Mommy finger, where are you?
Here I am, here I am. How do you do?
Brother finger, Brother finger, where are you?
Here I am, here I am. How do you do?
Sister finger, Sister finger, where are you?
Here I am, here I am. How do you do?
Baby finger, Baby finger, where are you?
Here I am, here I am. How do you do?

Alternatively, they could also sing the popular song 'Baby Shark', which includes grandparents.

2. Give the students an opportunity to tell about how their family celebrates Eid or other festivals together.

2 My body and my clothes

Key learning:

- Parts of the body and their uses
- Different items of clothing worn according to seasons

Background information:

This topic will increase the students' knowledge about themselves, their body, and how they dress. This knowledge can be related to, and will help them, in their daily lives. They can describe the usefulness of various body parts. Articles of clothing will be categorised based on seasons, gender, etc.

Lesson plan 2

Duration: 40 minutes

Outcomes: Students will be able to:

- recognise different parts of their body.
- say how they use different parts of their body.
- identify and describe different items of clothing.

Resources: textbook page 3, chart paper for cut-outs of a boy or girl and his/her clothes; gum sticks, markers

Introduction: 5 minutes

We have different body parts that we use for different purposes. We use legs to move our body from one place to another. Similarly we use both our hands to complete different tasks. We use our eyes to see and our ears to listen.

Ask the students to point to various parts of their bodies one by one, for instance, eyes, lips, hair, stomach, knees, neck, and feet. Introduce the students to parts of the body they may not already know the names of; such as chin, elbow, shoulders, forehead, cheeks, and wrist. Ask the students how many fingers and toes they have. You could also ask them the number of legs, arms, nose, and ears, etc. The answers will vary. Assist and guide them.

Ask the students to look at the picture in the book and match the body parts.

Explanation: 20 minutes

Play 'Head and shoulders'. Sing the song pointing to the relevant parts of the body. The second time round, do not sing the word 'head' but simply point to it. Continue in this way until the whole song is motioned and not sung:

Head and shoulders, knees and toes, knees and toes
Head and shoulders, knees and toes, knees and toes
Eyes and ears and mouth and nose,
Head and shoulders, knees and toes, knees and toes.

Ask students questions about the picture in the textbook, such as what the girl is wearing, what she is going to wear for different occasions, etc. Discuss the pictures of clothes in the book. Ask the students what they like to wear and why.

Further, ask students questions about when it is appropriate to wear certain clothes, such as a formal dress, a jacket, a pair of shorts, etc.

Make students work in groups of four to attach clothes on a given cut out of a boy or girl. Give the cut outs of a jacket, pants, cap and shoes.

Conclusion: 5 minutes

Point to different parts of the body and ask the students to identify them.

Class work: 10 minutes

Students could do the activity on page 3. Discuss who wears the different clothes given in the picture.

Homework: Students could do Worksheet 2.

Suggested activities:

Cut a chart paper to make a face mask and then ask students to draw a face on it using markers. Get them to label different parts of the face. This activity can be done in groups of four.

3 My toys

Key learning:

- Different types of toys, their shapes, sizes, colours, etc.

Background information:

This topic will increase the students' knowledge about different types of things round them, in particular toys. This knowledge can be related to, and will help them in, their daily lives. Ask the students to bring in one of their favourite toys for show and tell.

Lesson plan 3

Duration: 40 minutes

Outcomes: Students will be able to:

- identify toys.
- interact amicably with other students.

Resources: textbook page 4, toys brought by students

Introduction: 5 minutes

Show and tell: Ask each student to tell you what he/she has brought in to show the class. You could also ask other details such as who gave the students the toy, and any special features the toy may have, for example, flashing lights, siren, a singing doll, etc.

1. Who bought it for you?
2. When did they buy it?
3. How long have you had it?

Explanation: 20 minutes

Talk about the pictures in the book—doll, aeroplane, train, and ball. Taking each toy separately, ask the students to name more of the same type. For example, the drawing shows a beach ball. Other types of balls the students can be told about are tennis, ping-pong, rugby, and footballs. For the train, you could ask students to name other toys with wheels, which would include cars and trucks. For the aeroplane, ask the students about other flying machines, such as helicopters and hot-air balloons. Different types of dolls could include rag dolls and fancy dolls. Be careful not to associate any type of toy with gender.

This is also a good opportunity to discourage toys linked with violence, such as toy guns. Have a big bag to put all the toys in. Then tell the students the toy you are going to pull out is cuddly, or can bounce, or can run on batteries, etc. and ask them to guess which toy it is. This exciting activity can liven up the class.

Conclusion: 5 minutes

Do Question 1 with students.

Ask 'Who plays with these?' Do not try and divide the toys according to gender, since it is both impossible and inappropriate. It would be best to keep the discussion a 'hands up' one, asking questions such as 'Who has ever flown a kite? Who has got a doll's house?'

Class work: 10 minutes

Students could draw a toy in the class work copy and colour it. They could also write its name.

Homework: Students could colour the toys on page 4. They could also do Worksheet 3.

Suggested activities:

1. Make a chart of different toys and put it up on the display board, so that students may learn these toys' names.
2. Students get together to play a game, such as 'Touch the Toy'. This game is similar to passing the parcel. The students put all their toys in the middle and sit in a circle. They pass a cushion around as music is played or the teacher claps. When the music or the teacher's clapping stops, the student who is holding the cushion gets a chance to touch any toy that he/she likes.

4 Growing up

Key learning:

- Growth and change in living things

Background information:

Growth is a natural and continual process in living things, which brings various changes with the passage of time. Students will learn about one of the most important life processes and become aware of their own physical and lifestyle changes due to growth, such as size, diet, choices, etc.

Lesson plan 4

Duration: 40 minutes

Outcomes: Students will be able to:

- know that growth is a continuous process in living things.

Resources: textbook page 5, tape measure, pictures of students as infants, pot, seeds, bud, flower, sapling, paper plants for making masks, ribbon (to tie the masks), coloured card paper, pictures of students as babies (teachers to send a note to parents before the class)

Introduction: 5 minutes

Measure the height of a couple of students with a tape measure. Inform them that the height of some of them might be the same while others might be taller or shorter comparatively. Even when they grow up to be adults, their heights will differ. Tell them that all living things grow, and as they grow, they change in many ways.

Explanation: 20 minutes

Show pictures of humans and animals at different stages of life. Animals also grow up as humans do. Show them pictures of different animals with their babies and tell them about their growth. For example, you could say that a puppy grows up to become a dog, a kitten becomes a cat, a chick becomes a hen, a duckling becomes a duck, and so on.

Show the students a seed and, if possible, plant it in a pot. The seed needs water and lots of sunlight and it will grow into a plant. If it is a flower, first it will become a seedling, then there will be a bud and finally, it will open up into a flower. If it is a tree, it will become a seedling, then a sapling, and then a tree. Show pictures of these stages to the students or draw them on the blackboard. All living things grow in the same way.

Ask the students to look at their baby pictures. Show the pictures around and ask if the students know why they do not look like how they are in the pictures any more. Tell the students that once they were babies and that they grew up. Then ask the following questions:

1. How has your appearance changed (taller, bigger)?
2. How have your dressing and food habits changed (no more rompers, solid food)?
3. How have your activities changed (coming to school, reading and writing)?

Students will continue to grow and become adults like their parents. Ask them about what humans and animals need to grow. They could respond by saying healthy food, water, exercise, sunlight, sleep, etc. Discuss the pictures in the textbook. Explain the different stages of growth according to the pictures: baby, girl, woman; egg, chick, hen; seed, sapling, tree.

Conclusion: 5 minutes

Ask the students to curl up on the floor and pretend they are seeds. Pat them on the back as though you were compacting the soil over a planted seed. Act as though you are watering them and tell them that the Sun is coming up and warming the seeds. The students should now begin to rise. As they unfurl, say that they are now seedlings; as they grow taller, they become saplings; and finally, when they are standing tall, arms spread out as branches, they are trees. It would be best if you demonstrate this procedure to the class first.

Class work: 10 minutes

Students could do Questions on page 5. You can assist students.

Homework: Students could do Worksheet 4.

Suggested activities:

1. Sing the following song with the class:

(To the tune of Twinkle, Twinkle, Little Star)

Growing, growing, big and tall,
Although now I'm quite so small
Then a lot of change you'll see
Oh, I'll be a whole new me!
Growing, growing, big and tall,
Although now I'm quite so small

2. Give each student a 4x6 piece of coloured card paper. Ask them to glue their baby picture onto it and draw a frame around it. They should write their names under their pictures.
3. Play the animal baby game. Make paper-plate masks (one per student) to depict baby animals, e.g. puppies, kittens, rabbits, chicks, ducklings, lion cubs, lambs, etc. Let each student wear a mask and act out the animal part with sounds.

5 Healthy food

Key learning:

- A variety of fruits and vegetables

Background information:

Give the students a recapitulation of the previous lesson. Remind them that vegetables and fruits are some of the healthiest foods. Fruit is an important component of healthy eating and a delicious one too—so this lesson can be fun to teach.

Lesson plan 5

Duration: 40 minutes

Outcomes: Students will be able to:

- identify a variety of fruits and vegetables.

Resources: textbook pages 6–7, a few artificial and real vegetables and fruits

Introduction: 5 minutes

Bring in a selection of vegetables (real and/or plastic) to show the students. Try to include all those shown in the book as well as others the students may have seen and eaten, such as cucumber, tomatoes, okra (also known as ladyfingers), aubergines (also called brinjal), sweet corn, carrots, and white and red radishes.

Explanation: 25 minutes

Show the students each vegetable separately and ask them to name it. If it is also shown in the book, ask them to point it out. Inform students about some of the vegetables. For example, peas come in a pod, onions make your eyes watery, potatoes grow under the ground, etc.

Go over the pictures of the vegetables in the book and ask the students to colour them in. The coloured ones show radish, carrot, onion, tomato, corn, brinjal, cucumber, ladyfingers, spinach, and bottle gourd. The black and white pictures are of ladyfingers and carrot. Tell the students how important it is to eat vegetables to be strong and healthy.

A person who sells fruit and vegetables is called a greengrocer. Show the students the various fruits you have brought to class. See how many they can name. Pass the fruits around so the students can get a closer look.

Point to the different fruits, name them, and then ask the students to describe each fruit's taste and texture. Apples are hard and crunchy; strawberries and pineapples are sweet and tart; bananas are sweet and soft; oranges are juicy; mangoes are soft with a hard seed in the middle, etc.

It is good to eat fruit; it makes us healthy and strong, but warn them that over-eating fruit can also give them an upset stomach!

Conclusion: 5 minutes

Students could complete Worksheet 5. The teacher will supervise and assist.

Class work: 5 minutes

Students could do the activities on pages 6–7.

Homework: Students will write their favourite foods in the box provided on page 7.

Suggested activities:

1. Arrange a trip to a greengrocer. The fruits and vegetables lessons can be enhanced with a field trip to the vegetable and fruit market or to a grocery store.
2. Shell some peas together. The students can eat them raw.
3. Using the fruit you have brought in to show the class, play a guessing game. Either place the fruit in a covered box and ask the students to guess the fruit by feeling it, or blindfold the students and give them the fruit in their hands.
4. If you have access to a kitchen or a clean workspace, you could ask the students to help you cut up different fruits, using blunt knives, and make a fruit salad, which the students can eat together as a snack. Fruits easiest to use would be grapes, soft apples, and bananas. Mix in a bit of sugar and orange juice and the salad is ready.
5. Sing the following nursery rhyme with the class:

Oranges and lemons
Sold for a penny,
All the school girls
Are so many.
The grass is so green,
And the rose is so red.
Remember me,
When you are sad.

6. Ask the students to solve fruit and vegetable riddles. For example:

I am red in colour.
I am used to make ketchup.
I am juicy.
What am I?
Answer: a tomato!

6 Meals

Key learning:

- Daily meals and the students' food choices

Background information:

Students will learn about common food choices for different meals of the day. The concept of breakfast, lunch, and dinner will be explained and students will learn why it is important to have healthy meals.

Lesson plan 6

Duration: 40 minutes

Outcomes: Students will be able to:

- talk about their daily meals and their favourite food choices.

Resources: textbook page 8

Introduction: 10 minutes

Ask the students what they had for breakfast, lunch, and dinner the previous day. Explain that breakfast is a meal we eat in the morning shortly after we wake up; we eat lunch in the afternoon, after going home from school; and dinner is eaten at night, a few hours before going to bed.

Explanation: 20 minutes

Refer to the textbook where the breakfast meal shows jam, milk, tea, bread, egg, butter and honey. Students might have mentioned cereal or cheese during the discussion. If not, you could mention them and perhaps, ask the students to add them to the breakfast drawing in the book.

The illustration of lunch shows curry, salad, rice, roasted chicken and water. If the students talk about any other food item during the discussion, about what they had for lunch, perhaps burgers, chips, sandwiches, fish, pizza, pasta, meatballs, or lentils—ask them to add any two to the picture.

For dinner, the picture shows water, kebabs, lentils, rice, salad, and custard. Again ask the students to draw any additional food items mentioned in the discussion. Ask the students what their favourite food is.

It is important to eat proper meals every day and not spoil our appetites by eating too many crisps or sweets.

Look at the pictures given in the box—cake, noodles, chips, ice-cream, banana, milk and eggs. Go through the names of each item first, to ensure there is no confusion.

As you go through each item, link it to the food groups taught in Lesson 5; ask them when they might eat these foods, and at what time of the day.

The students will choose the meal in which they would eat each food item, and number the picture in the box accordingly. For example, if the student says he/she would eat noodles for lunch, the picture would be numbered 2. Allow the students to make their choices independently.

Conclusion: 5 minutes

Discuss what they like to eat and what their favourite meal is and why.

Class work: 5 minutes

Students could do Question 1. You could ask questions. Answers will vary.

Homework: Students could do Worksheet 6.

Suggested activities:

1. Have students discuss their Sunday meals. Ask them questions like:
 - a. What do you eat for Sunday breakfast?
 - b. Is breakfast on Sunday (holiday) different from the other days?
 - c. What about lunch and dinner?
2. Give students paper plates on which they draw one food item that is eaten at a birthday party. Display the students' drawings on the bulletin boards or as hanging mobiles.
3. Have the students repeat the following nursery rhyme:
(Tell students beforehand what a plum is).

Little Jack Horner

Little Jack Horner
Sat in a corner,
Eating his plum pie;
He put in his thumb,
And pulled out a plum,
And said 'What a good boy am I!'

Some more well-known food related songs that kids will enjoy learning:

Who Took the Cookies?

Who took the cookies from the cookie jar? Who, me? Yes, you!
Couldn't be! Then who?
(Student's name) took the cookies from the cookie jar. Who, me? Yes, you!
Couldn't be! Then who?

Note: Continue for as many students as you want. Another popular song is:

Patty Cake

Pat a cake, pat a cake, baker's man,
Bake me a cake as fast as you can.
Roll it, pat it, mark it with a (first letter of student's name)
And put it in the oven for (student's name) and me.

7 Homes

Key learning:

- Houses: why they are needed, types of houses, structure of houses
- Houses consist of rooms. Each room has its own purpose

Background information:

Shelter is a basic need of humans and animals. Explain to the students the concept of homes and different types of homes. Tell the students that there are different kinds of houses where people live. Some are very, very big and some are quite small. Houses are also built in different ways, in different parts of the world. The common and contrasting features of different types of houses can be discussed.

Tell the students that while there are various kinds of houses for people, the place we live is called our home. This lesson illustrates the interior of houses and shows different rooms and how they are used.

Lesson plan 7

Duration: 40 minutes

Outcomes: Students will be able to:

- identify the different places where people live.

Resources: textbook page 9, building blocks, picture of an igloo

Introduction: 10 minutes

Draw a nest on the chalkboard (If possible draw it before the lesson to save time). Ask students to guess what it is. Inform them that it is where birds live. Now ask them where people live. Expected answer: houses.

All humans, animals, and birds have a home, a place where they live.

There are many different kinds of houses that people may live in. Some live in houses with gardens, others may live in apartment buildings. Let them talk a little about their own homes.

Explanation: 20 minutes

Show the students the picture of the tent and other homes shown on page 9. Explain that this is a special kind of house, which can be folded up and put away when not needed. It is mostly used in camping but there are people in different parts of the world who live in tents all year round, such as nomadic tribes that keep moving around.

In the countryside, many people live in simple single-storey houses surrounded by large areas of land. Inquire if they have ever been to a village and seen village homes. The second picture of a simple village home can be seen on page 9.

Some houses have gardens where children can play. Plants are also grown in gardens. Ask for a show of hands to see how many students live in such a house. Ask them about their gardens, or gardens they have visited.

In an apartment, many different families live in the same building but in individual homes on many floors. Apartments are mostly found in cities because there is a shortage of space and too many people. Apartments are easy to manage and considered safe to live in. Give students building blocks and ask them to make houses by joining the blocks. These should have walls, doors, windows, and a roof. Alternately, cereal boxes could also be used to make houses; supervise the use of scissors.

Conclusion: 5 minutes

Show them a picture of an igloo, a house made of snow which Inuits (Eskimos) live in. Explain that it is very, very cold in places where there are igloos. Ask the students if they would like to live in an igloo—why? Why not?

Class work: 10 minutes

Students could trace the dotted picture of a house on page 9.

Lesson plan 8

Duration: 40 minutes

Outcomes: Students will be able to:

- identify the different places where people live.
- recognise the different spaces within a home, e.g. a bedroom, bathroom, lounge, kitchen, etc.
- identify that certain things specifically belong to a certain place.

Resources: textbook page 10, cut-out shapes of items listed for suggested activities, play dough, cocktail sticks

Introduction: 5 minutes

Explain that though houses are different in many ways, they all have rooms for different purposes. For example, in the kitchen, we cook food and wash dishes.

Explanation: 20 minutes

Our home is made of several different rooms and each has a special purpose. There are different rooms—drawing room, TV lounge, dining room, etc.

The bedroom is our personal room where we sleep, rest, and work. Bedrooms have a bed, a closet, a dresser to put clothes in, maybe a desk and a chair to work on, a lamp, a clock, etc. Start with the student's bedroom. Use the picture of the bedroom in the book and ask the students to describe theirs and if it contains similar objects.

Point to the picture of the bathroom. Ask them what they do in the bathroom, such as take a bath, use the toilet, wash their hands, brush their teeth, etc. Name the things in the picture, such as the towel, toothbrushes and toothpaste, the shower and bucket, the

mirror, and the sink. What other things can we find in the bathroom? Bath tub, soap, shampoo, talcum powder, etc.

The drawing room is a place where we entertain guests. There will be sofas, tables, pictures, decorative items like vases, lamps, and maybe a television in the drawing room. Ask them what sort of things they have in their drawing rooms.

The kitchen is used to cook food and wash dishes. Point out the various items and their uses, for example: a stove for cooking, a toaster, a fridge for keeping food items cool and fresh, a sink to wash dishes in, cabinets to put dishes away in, pots and pans, etc.

To wind up the explanation, ask the following questions:

- In which room do guests sit when they come to meet us?
- In which room do we sleep?
- Where do we cook our meals?
- Does anyone have a place outside their house to park their car? What is it called?
- Which is your favourite room in your house? Why do you like it?
- Where do you play in your home?

Conclusion: 5 minutes

Play the game in the book by asking them in which room the items pictured in the textbook belong. Name each object out loud before beginning: chair, tap, lamp, frying pan, pillow, toothbrush, towel, bookshelf.

Class work: 10 minutes

Students could complete Question 1 on page 10. Guide the students as needed.

Homework: Students could complete Worksheet 7.

Suggested activities:

1. Prepare a few cut outs of pictures beforehand of objects that belong in different rooms. Here are some suggestions:

Bedroom	Kitchen	Bathroom	Living Room
mirror	oven	bathtub	phone
bed sheet	dish rag	shower curtain	coffee table
nightstand	toaster	bath rack	rug
lamp	mugs	soap dish	DVD player
closet	dishwasher	toothpaste	sofa

Make four columns on the chalkboard, as shown in the chart given above. Ask students to come in pairs and stick the objects in the right columns. Make sure everyone gets a chance.

2. If you have a doll's house in class, empty it and ask the students to set up various rooms and place the furniture accordingly. You could place it on a square of green card and make a garden in front too. Ask the students to make flowers by putting small balls of play-dough on to cocktail sticks and sticking them into a brown play-dough flower bed.

8 Things

Key learning:

- Household items and other gadgets, and their uses.

Background information:

This lesson is about testing students' knowledge about household items and their uses, as well as introducing them to a few more gadgets used at home and in other places.

Lesson plan 9

Duration: 40 minutes

Outcomes: Students will be able to:

- name different household items.

Resources: textbook page 11, if possible some actual objects or their pictures such as shoe laces, tooth brush, chalk, a bag, computer, cell phone, notebook, pictures of cars and motorcycle, magnifying glass, stethoscope, fridge magnets, empty toilet roll, sticking tape, a piece of cloth, a doll's house, etc.

Introduction: 5 minutes

There are many different objects that we use every day to make our lives easier.

Explanation: 20 minutes

Show the students shoelaces, a toothbrush, chalk and things mentioned in the resources. Refer to the things around you in class, such as a pencil, notebooks, chalk, a chair, etc.

Point to the pictures in the book and ask the students to name them and say what they might be used for: a torch, a cup and saucer, a clock, a bag, scissors. Explain that there may be other things which also serve a certain purpose; for example, a wristwatch can also be used to tell time, mugs for drinking, a light bulb for giving light, etc.

Introduce them to interesting gadgets they may not know about, like a magnifying glass to make things look bigger; a stethoscope (that they may have seen at the doctor's) to listen to heartbeats; a potato peeler; a stencil; a xylophone. Demonstrate the use of each object. Let the students also try using some of them (the safe ones!)

Conclusion: 5 minutes

Ask them to colour the pictures in the textbook.

Class work: 10 minutes

Students could do Worksheet 8. The teacher will supervise and assist.

Suggested activities:

1. If a steel surface (like the class cupboard) is available in the class, bring in enough fridge magnets for the entire class. Ask them what these are used for. Let the students play with the fridge magnets and put up their art or any other work on the steel surface.
2. If you have a doll's house available, it would be good to tie up the lesson on Homes by letting the students play with it. Let them discuss the rooms and their

furnishings, and what they might be used for. Let them decide what objects too should go into each room.

3. Cover a box or bucket with a thick cloth. Put something inside it and ask students to feel underneath the cloth and try to guess what it is. Repeat this exercise with other students using different things.
4. Get the students to make a tower with empty toilet paper rolls. Help students stick one roll to the other using scotch tape. This activity can be done in groups.

9 Time

Key learning:

- The four parts that a day is divided into i.e. morning, afternoon, evening and night.
- Difference between night and day

Background information:

Knowing how to tell time is an important skill. Familiarise the students with the concepts of day and night.

Lesson plan 10

Duration: 40 minutes

Outcomes: Students will be able to:

- differentiate between day and night.

Resources: textbook page 12

Introduction: 5 minutes

Students could look outside the windows and say whether it is day or night. How do they know? They should say it is day time because the Sun is out, it is bright, etc. On the board, make a list of a few things that we do during the day and a few that we do at night.

Explanation: 20 minutes

The students will share what time they wake up in the morning and what they do. The answers will vary in order, for example, they wash up, get dressed for school, and have breakfast.

Inquire what time it is when they go home from school. What do they do at that time? They will probably say they eat lunch. Explain that it is past 12 o'clock and is called 'afternoon'. This is the time for them to change their clothes, wash up, eat lunch, rest or take a nap. Describe the picture in the book, pointing out the Sun high in the sky. Later in the evening, before sunset, they can go out to play or watch TV.

Ask students what they do when it becomes dark. Explain that it is night-time. This is the time they eat dinner and get ready for bed. Ask them what they do to get ready for bed and what time they go to sleep. Point out the picture in the book and explain that the students are in bed because it is dark outside, the Moon and stars are out and they need to sleep to get enough rest for the next day.

Conclusion: 5 minutes

Recap with the students once again that it is day time when the Sun is out and it is bright, and it is night time when we can see the stars and the Moon is out and it is dark.

Class work: 10 minutes

Students could do Questions 1–2 on page 12.

Homework: Students could do Worksheet 9.

Suggested activities:

1. A song that can be taught to go with the concept of time is as follows:

Here We Go Round the Mulberry Bush

Here we go 'round the mulberry bush,
The mulberry bush, the mulberry bush.
Here we go 'round the mulberry bush,
So early in the morning.

This is the way we wash our face,
Wash our face, wash our face,
This is the way we wash our face
On a cold and frosty morning.

This is the way we brush our teeth,
Brush our teeth, brush our teeth,
This is the way we brush our teeth
On a cold and frosty morning.

This is the way we comb our hair,
Comb our hair, comb our hair,
This is the way we comb our hair
On a cold and frosty morning.

This is the way we go to school,
Go to school, go to school,
This is the way we go to school
On a cold and frosty morning.

2. Another song that the students can sing is as follows:

Are you sleeping? Are you sleeping?
Brother John, Brother John,
Morning bells are ringing,
Morning bells are ringing,
Ding dong bell, ding dong bell.

3. Give the students two drawings of the same scene. Ask them to colour one according to daytime and the other according to night-time.

10 At school

Key learning:

- Activities students do at school
- People we meet at school
- Things found in a classroom

Background information:

The first year of school is a critical time for young students. The school is supposed to be a place where students interact with their peers and teachers and learn through them. Manners are important at all times, hence, good behaviour with peers is essential.

Students get accustomed to that place where they spend the most time. In school, they spend the most time in their classrooms. In this lesson they will learn about the things which are all around them and which they use in their classroom. At the same time, students should also know that there are certain things that must never be brought to the classroom such as working tools, animals, equipment, personal belongings, etc.

Lesson plan 11

Duration: 40 minutes

Outcomes: Students will be able to:

- realise the importance of showing good behaviour at school with peers.

Resources: textbook page 13, a sheet of paper for each student

Introduction: 5 minutes

Students could say the name of their school. Inform them about the basic spaces in a school: the classroom, the office, the library, the computer lab, the playground, etc.

Explanation: 20 minutes

Look at the picture of a school in the book. Ask the students who is standing at the gate. Introduce various people students meet in a school e.g. watchman, teachers, principal, other students, librarian etc.

Students do different things in school: they learn to read, to count, to write. They also get to play with their friends. Ask them to name their favourite activity in school.

Read the labels for the pictures in the activity. Let the students discuss what is going on in the pictures before they do the activity. Let students share what they do and should do in school and what they should not do in school.

Conclusion: 5 minutes

Give each student a sheet of paper and let them draw their favourite activity in school.

Class work: 10 minutes

Students could do Questions 1–2 on Worksheet 10. The teacher will supervise and assist.

Homework: Students could do 'Things you can do' on page 13.

Suggested activity

Taking input and suggestions from the student, brainstorm some rules for behaving in school e.g. 'No shouting', 'Playing nicely', 'Sharing is caring' etc. You can make a chart with these rules later and put it up for the class to see.

Lesson plan 12

Duration: 40 minutes

Outcomes: Students will be able to:

- identify classroom materials.
- identify items that must not be brought to the school.

Resources: textbook page 14

Introduction: 5 minutes

Point to different objects in the class and ask the students to name as many as they can.

Explanation: 15 minutes

Begin with a game of 'I spy' using objects around the class. Try and include items shown in the book. Look at the pictures in the book and ask the students to name them. As you say the name of each object, ask the students to say 'yes' if it is found in the classroom, and 'no' if it is not.

For the items that are found in the classroom, you could ask the students to tell you what they are used for.

While looking at the illustrations in the activity and reading the text, ask the students the following questions:

'What is this object?'

'What is it used for?'

'Have you seen it anywhere else?'

Ask the students to colour the page and draw crosses through those objects not found in the classroom.

Conclusion: 10 minutes

Students could draw two more objects found in the classroom in their class work copies. These could include desks, toys, paints, and erasers.

Class work: 10 minutes

Students could do 'Not in my class' activity on Page 14.

Homework: Students could complete Questions 3 and 4 on Worksheet 10.

Suggested activities:

1. Play 'Guess the object' with the students. Describe an object by giving a few hints about it and have the students guess which object you are talking about.
2. Divide the class into two groups. Have one group say the name of one object and the other group has to say the name of another object, and so on and so forth,

until all the classroom materials have been named. The groups do not have to repeat an object's name.

11 Stories and games

Key learning:

- Pattern of a story
- Common, yet popular indoor games

Background information:

Stories are a wonderful way to learn about other people and events. They should be interesting, enjoyable, and educational. Students should be able to relate to the characters and what is happening in the story. Many stories have morals too, which are good for values education. Ask the students, beforehand, to bring their favourite storybook to class, or choose a selection from the library.

Everybody enjoys games—young or old. Games refresh our minds and help us to pass time pleasantly. Students will especially enjoy this lesson as games and sports are an important and cherished part of their daily routine.

Lesson plan 13

Duration: 40 minutes

Outcomes: Students will be able to:

- identify the pattern of a story through pictures.

Resources: textbook page 15, story books to be brought by students.

Introduction: 5 minutes

Have a quick look through the storybooks the students have brought and show the students interesting pictures from them, for example, some stories may feature giants, witches, animals, etc.

Explanation: 15 minutes

Display the illustration given on the page. Explain that the teacher is reading a book and the students are listening carefully. Students could guess what the story is about—a fairy, a flying carpet, a dragon, a witch, a knight, a genie, or an alien or a monster as shown on the cover etc. Choose one of the things and talk a little about it. For example, students could imagine what the witch's house must be like, or ask where they would go if they had a flying carpet, or what a meeting with an alien would be like. The purpose is simply to stimulate their imagination.

Look at the story sequence in 'Things you can do' on page 15. Students could share what is happening in each picture. Suggest names for the cat and the girl. Put it all together, and repeat the story to the class.

You could now pick one of the storybooks and read it out to the class. Stop briefly once or twice and ask 'What do you think will happen next?' This will develop the student's prediction skills. Finally, describe what it was about—an adventure story/ funny/scary, etc.

After reading the book, ask the students the following questions:

- i. 'Do you like this character? Why or why not?'
- ii. 'Which part of the story did you like best?'
- iii. 'Was it a good ending?'

Conclusion: 10 minutes

Choose one of the things: a fairy, a flying carpet, a dragon, a witch, a knight, a genie, or an alien or monster and ask the students to imagine a very short story of their own about it. Give them a few minutes to tell their stories.

Class work: 10 minutes

Students could do Questions 1–2 on Worksheet 11. The teacher will supervise and assist.

Suggested activities:

1. Tell the students a familiar fairy tale, such as Jack and the Beanstalk, using simple puppets. Draw the characters on stiff paper and colour them in brightly. Cut them out and stick them onto lollipop sticks, leaving enough space for you to hold them from the bottom. You could even use some toy props, such as houses and trees, and make a simple stage for the story setting. Tell the story using the characters. Change your voice accordingly, to make it more interesting for the students, or ask someone else to come in and tell the story.
2. Role-play: Have the students act out a simple fairy tale like 'Goldilocks and the Three Bears' or 'Little Red Riding Hood' as you narrate the story. Read out one line and the students will act on it. In this manner carry out the whole role play.

Lesson plan 14

Duration: 40 minutes

Outcomes: Students will be able to:

- recognise the games they play at home and at school.

Resources: textbook page 16, board games, puzzles

Introduction: 5 minutes

Play a game of 'Simon Says'. If you ask the students to do something, they must only do it if you also say 'Simon says' with it. For example: 'Simon says sit on the floor with your legs crossed.' If you give them a command without saying 'Simon says', they should not do it.

Explanation: 15 minutes

On page 16 there is a maze, Snakes and Ladders, Ludo, blocks, and Noughts and Crosses. Ask for a show of hands as to who has played them as you name each game. Ask the students what their favourite games are. Ask a few of them to explain how their favourite game is played to the class.

On the board, explain to the students how to play Noughts and Crosses. Let the students invent their own games too!

Play 'I Spy' with the class. Choose an object and say, 'I spy with my little eye something that begins with (the first letter)' or 'I spy with my little eye something that is (the colour of the object)'. Give hints about the object's use also.

Display the illustrations in the book, and ask the students the following questions:

- Do you have this game at home?
- How many people can play this game at a time?
- How do we win this game?

Conclusion: 10 minutes

Take out the board games and puzzles and let the students examine them. Ask them if they have ever played any of them and let them play with them for a while.

Class work: 10 minutes

Students could do Questions 3–5 in Worksheet 11. The teacher will supervise and assist.

Suggested activity:

Passing the parcel is another interesting game that the students can play. Give the students a cushion to pass around, and play some music or clap your hands. When the music or clapping stops, give the student who is left holding the cushion a task, such as 'Tweet like a bird' or 'Sing a nursery rhyme', etc.

12 My holiday

Key learning:

- Quality time during holidays

Background information:

We all look forward to holidays. We can sleep late in the mornings and then spend the day relaxing or doing whatever we would like to do. On weekends, there can be special outings with family and friends. Students should share what they do on holidays, and why they like holidays.

Some questions you can ask are:

- What do you do on the weekends?
- When do you wake up?
- What do you like best about holidays?
- How did you spend the last summer holidays?
- Where would you like to go for a picnic?

Holidays are important for all, young and old alike, as they renew our energy and this results in better work output. Remember the saying 'All work and no play...': it holds true for all.

Students could be taken to see places of interest in their towns/cities and to amusement parks and picnics. Longer holidays like the summer and winter vacations could also mean out of town trips for some, and some students may have families and cousins visiting them. Talk about this as it is good for students to bond with friends and family.

Lesson plan 15

Duration: 40 minutes

Outcomes:

Students will be able to:

- recognise familiar places, e.g. a seaside, and narrate their own stories.

Resources: textbook pages 17–18

Introduction: 5 minutes

Ask the students what they do on the weekend holidays—have any of them ever been on a holiday? Ask about where they went and what they did.

Explanation: 20 minutes

Holidays are a time when we can just relax and not have to go to school or to work. We can spend time with our friends or with our family. We can sleep late. We can go out to eat or to the cinema. We can go on a special outing, like to the beach for a day, or go on a trip to another city or country for a longer time. Everyone needs time off to rest and do things other than work.

Take the class through the illustrations in the book. The girl is sleeping a little late because she does not have to get up early for school. She goes to the beach to play in the sand and water. She also goes to play tennis in the evening instead of doing homework. She eats a meal slowly instead of rushing.

Conclusion: 5 minutes

Let the students draw a picture of their favourite holiday. It could be of a place they have visited or just time spent with friends or cousins. Let the students talk about a memorable holiday and share it with the class. They can also talk about how they would like to spend their holidays.

Class work: 10 minutes

Students could complete Worksheet 12. The teacher will supervise and assist.

Homework: Students could complete activity 1 from 'Things you can do' on page 18.

Suggested activity:

Students could draw pictures of activities they like doing and of places they may like to visit. If someone has been to a special place abroad or in Pakistan, they could share the experience with the class—perhaps they could bring photographs of their holiday.

13 Shapes and colours

Key learning:

- The basic shapes: oval, triangle, circle, rectangle, square, diamond
- Different colours

Background information:

Introducing shape recognition and reinforcing colour recognition is necessary so that students can employ these skills in their daily lives. The world around us is full of shapes and colours.

Lesson plan 16

Duration: 40 minutes

Outcomes: Students will be able to:

- identify and differentiate between basic shapes and patterns.
- use different shapes to create new patterns.

Resources: textbook page 19, cardboard or plastic cut-outs of basic shapes, string to make a garland

Introduction: 5 minutes

Draw a square, circle, triangle, rectangle, diamond, and oval on the board. Write the names clearly under each shape. Show the students all cut-out shapes. If not available, then use the pictures in the book. Ask them to name the shapes and the colours.

Explanation: 20 minutes

Go through each shape one by one and let students name objects that are the same shape. For example, a circle could be the Sun, a ball, a clock, a wheel; a square might be a book, a picture, a box; a triangle could be a slice of pizza, the roof of a house, the tip of an arrow; a rectangle might be a picture frame, the door, a window, a table top, etc

Ask the students to find the different shapes in the picture and fill them in with different colours. Prepare a rainbow on a large sheet of card paper. Show this to the students and ask them if they have ever seen a real rainbow. Tell them how it is formed when the Sun comes out when it is raining. It is made up of seven colours—red, orange, yellow, blue, green, indigo and violet.

You could ask students the following questions:

1. What is your favourite colour?
2. Which shape do you like?

Conclusion: 5 minutes

Students could do 'Make a pattern with shapes' from 'Things you can do' on page 20. Give the students a variety of pre-cut shapes to arrange. For example, a few squares, rectangles, and triangles could be put together to make a house or a car.

Class work: 10 minutes

Students could do Worksheet 13. The teacher will supervise and assist. They could also do 'Colour the shapes' on page 19.

Homework: Students could do 'Colour these things' from 'Things you can do' on page 20.

Suggested activities:

1. Students can make a garland by using pre-cut shapes. The teacher makes small holes in the shapes before giving them to the students. The students pass a string through the holes and make a garland of different shapes which they can wear after they label the shapes. Don't forget to take a class picture!
2. Celebrate Colours Day at school. Tell students to wear colourful clothes and distribute healthy colourful fruits among the students. Pay attention to recognition and appreciation of colours.

14 Numbers

Key learning:

- Counting and matching.

Background information:

For this lesson it would be a good idea to prepare a few worksheets for the students to ensure that each concept is clear.

Worksheet 1: Write the numerals up to five with a box underneath each. Ask the students to draw in the corresponding number of balls.

Worksheet 2: Prepare a simple exercise in which the students have to match numerals to corresponding quantities of objects. A similar exercise is also given in the book, which would be easier for the students to understand if they have done one already.

Worksheet 3: Draw two sets of objects. One set should have only a few objects, while the other should have many of the same. Ask the students to circle the side with only a 'few' in it, or alternatively, the one with 'many'. Make three or four such sets.

Lesson plan 17

Duration: 40 minutes

Outcomes: Students will be able to:

- estimate the quantities of objects and count objects using ordinal and cardinal numbers.

Resources: textbook pages 21–22, various objects for numbers/counting.

Introduction: 5 minutes

Set up a table beforehand with groups of similar objects (up to 5) piled together. You can have 1 ball, 2 cups, 3 pens, 4 dolls, 5 books or some similar set-up. Ask the students to identify how many items are in each pile.

Explanation: 20 minutes

Worksheet 1: Write the numbers up to 5 with a box underneath each. Ask the students to draw in the corresponding number of balls.

Worksheet 2: Do a matching exercise where a number has to be matched to the corresponding quantities of objects. This can be done on the board too with all the students participating.

Conclusion: 5 minutes

Review students' class work and appreciate their work.

Class work: 10 minutes

Let the students complete Question 1 on Worksheet 14. The teacher could supervise and assist.

Lesson plan 18

Duration: 40 minutes

Outcomes: Students will be able to:

- estimate the quantities of objects and count objects using ordinal and cardinal numbers.

Resources: textbook pages 21–22, various objects for numbers/counting.

Introduction: 5 minutes

Begin with a brief recap of the previous lesson. Draw five objects on the board and number each, 1 to 5. Read through the numbers with the class.

Explanation: 20 minutes

Hold up your hand and let the students count the fingers 1 to 5.

More and less: Introduce the concept by placing groups of more and fewer objects on the table. Point out which group has more objects and which one has a few.

Ordinal numbers: Draw the students' attention to the picture on page 22: who is first, second, and so on. Make the students stand in lines of 10 each. Ask the first one to raise his/her hand, and call out 'first'; continue likewise until the last student. Ask the 'last' students to raise his/her hand. Call out the number as well.

Conclusion: 5 minutes

Encourage students to give you examples when they use cardinal numbers, e.g. I came first in the race.

Class work: 10 minutes

Students could complete Questions 2–3 on Worksheet 14. The teacher will supervise and assist.

Homework: Students could do activity 1 from 'Things you can do' on page 22.

Suggested activity:

Make a display using building-block towers. Put slips of paper, numbered from one to ten, in a box. Ask the students to choose one at random, and then build a tower with the corresponding number of bricks. Put the label alongside. Once the display is complete, ask the students to point to the towers made with the most and least blocks.

15 Leaves and flowers

Key learning:

- The different kinds of leaves and flowers
- Parts of a plant i.e. leaves and flowers

Background information:

This is a very interesting lesson for students as they explore the kinds of flowers and different shapes of leaves. You could bring more new flowers and leaves to the class or cut shapes of them using card paper of different colours.

Students can find a whole new range of flowers in a garden anywhere as well as different kinds of plants. Take them to the school garden and introduce them to some unique plants and flowers found there. They could count the number of colours found in a whole plant i.e. the colour of leaves, flowers, and the stem. Introduce different shades of colours in different parts of a plant in a fun, interesting manner.

Lesson plan 19

Duration: 40 minutes

Outcomes: Students will be able to:

- observe and describe the texture of leaves.

Resources: textbook pages 23–24, sheets, card paper, glue, paint, different kinds of leaves.

Introduction: 5 minutes

Bring different kinds of leaves to the class. Pin each unique shape of leaf to the soft board. Ask students what shapes of the leaves they see. The answers could differ.

Explanation: 25 minutes

Students will want to know more about different types of leaves. Ask them to see which of the leaves on the soft board they can find in their books. They could draw the different shapes of leaves on sheets and colour them as they like.

There are different parts of a plant such as leaves, stems, and flowers. Similarly, there are many unique shapes of leaves with different textures and colours. Distribute the leaves and flowers to the students and ask them what kind of texture they feel. For example, are the leaves soft, hard, rough, smooth, or spiky? They should be able to see that there are many tiny leaves and thorns on some stems; for example, you could show them the stem of a rose plant.

Students could name the colours they see on the leaves, for example, yellow, green, light green, and light brown; in case a leaf has begun to decay.

Conclusion: 10 minutes

Set up a table with pots of paint. Hand out sheets of paper and let the students make leaf patterns by painting one side of a leaf and pressing it onto the paper. Lift it off carefully and let the paper dry.

Homework: Students could colour the picture of a rose on page 23.

Suggested activity:

Draw a tree trunk and branches and ask the students to draw or paint on the leaves. You could make a big tree trunk out of paper for a display board, and ask the students to print different leaves onto it.

Lesson plan 20

Duration: 40 minutes

Resources: textbook pages 23–24, paper plates, glue, paint, different kinds of flowers.

Outcomes: Students will be able to:

- name the different parts of flowers.

Introduction: 5 minutes

Show the students the flowers you have brought in and tell them their names. These could be daisy, carnation, rose, dahlia, gardenia, gerbera, sunflower, bougainvillea, hibiscus, pansy, etc. Pluck the petals of each flower and discuss their shapes, patterns, and colours.

Explanation: 15 minutes

Draw a flower on the board and label the various parts—the stem, leaves, petals, and thorns. Tell the students that flowers and leaves are parts of a plant—when a plant begins to grow, tiny leaves come out first and then there are tiny buds that grow and open up into flowers.

The smell of each flower is also unique. Some flowers possess a nice, enchanting fragrance, whereas others are mildly fragrant. For example, roses and sunflowers have different but unique fragrances.

Conclusion: 10 minutes

If the school has a garden, show the students plants and flowers. Inform them that they must not pluck flowers or pull the leaves from plants.

Class work: 10 minutes

Students could do ‘Make patterns’ from ‘Things you can do’ on page 24.

Note: Help the students press flowers between the pages of a thick book or between two sheets of paper and putting a heavy weight on top. Remember to take the flowers out after a few days and paste them on a piece of card.

Homework: Students could do Worksheet 15.

Suggested activity:

1. Make a paper sunflower. Cut out petal shapes from around the edge of a paper plate, leaving the centre intact. Ask the students to paint the petals yellow and the

centre brown. For the centre you could even get the students to glue on actual sunflower seeds, brown beads, or crumpled up bits of brown tissue paper.

2. If possible, arrange a field trip to a flower show or even to a florist before the new lesson begins.

16 Animals

Key learning:

- Insects and small animals
- Big animals

Background information:

Small animals including cats and dogs are tame animals and are often found at people's homes as their pet animals. These can also be seen on roads. These animals are trained to live with humans without causing any harm. They live in cities unlike big animals that live in zoos and forests. Similarly, butterflies and insects such as ants and snails are the least harmful and found in most places.

On the other hand, big animals are dangerous and do not live with people in their homes as pets. These animals include lions, bears, leopards, zebras, foxes, deer, and many more. You will find them in zoos in the city or in forests that are located far away from the city. These animals are able to find their food and water in their rivers and plants inside the large forests. The wildlife department maintains the forests and ensures the animals do not leave the place.

Lesson plan 21

Duration: 40 minutes

Outcomes: Students will be able to:

- differentiate the physical features of small and big animals.

Resources: textbook page 25–26, pictures of insects and small animals, cardboard paper.

Introduction: 5 minutes

Let the students name some small animals or insects—frog, mouse, butterfly, ant, etc.

Explanation: 25 minutes

Display the illustrations in the book. Students could name them: butterfly, fly, worm, snake, ant, snail, and caterpillar.

Discuss what each animal looks like, such as its colour, shape, and size. Draw boxes on the board and ask the students to count the number of legs of each one. Write the correct answer inside the boxes.

Very small animals with six or more legs are called insects. Tell them the names of other insects that they may have come across like cockroach, beetle, and mosquito. Name some other small animals that they may have seen around the house like lizard, frog, bees, etc.

Conclusion: 10 minutes

Draw two columns on the board for insects and small animals. Ask students to name the places where they have seen insects and small animals and you could write them in the correct column.

Class work: 5 minutes

Make a few butterflies by cutting out wings from a sheet of paper. Let the students colour and decorate the wings and then attach them to straws as the body.

Suggested activity:

Fill up an empty glass jar with two tablespoons of sugar and leave it on its side in the grass. Ask the students to guess what will happen to the jar. They should be able to say the ants will enter into the sugar-filled jar because they like sugary foods.

Lesson plan 22

Duration: 40 minutes

Outcomes: Students will be able to:

- differentiate the physical features of small and big animals.

Resources: textbook pages 25–26, card paper, glue, paint; posters or pictures of some big animals, paper plates, rubber bands, ribbon, crepe paper.

Introduction: 5 minutes

It would be ideal to arrange a trip to the zoo for this lesson. Ask the students if they have seen 'The Lion King' or 'Madagascar'. If not, arrange to show them clips from the movies or animal videos.

Alternatively, begin by asking students the name of a few big animals other than those seen in the book.

Explanation: 25 minutes

Display the animals on page 25. Talk about the distinctive physical features of these animals: the giraffe's long neck, the tiger's and zebra's stripes, the lion's mane, the deer's antlers, etc.

Students could name more big animals that are not pictured. Have pictures of elephants, camels, rhinos, whales, pandas, polar bears, gorillas, etc. beforehand.

Mention dinosaurs as students are fascinated by them, but explain that all the dinosaurs died a long time ago.

Making face masks: You will need medium-sized paper plates, large rubber bands or ribbon, crepe paper for making hair or manes, glue or cellotape. Draw animal faces on the plates—lion, tiger, monkey, cat, etc.—and colour them; paste manes or short hair as needed; punch holes on the sides and slip the rubber bands or ribbon to hold the masks in place. Each student can be given a mask to wear and do a role play in the next period for 'Animals'.

Conclusion: 5 minutes

Begin a small discussion about the major differences between small animals and big animals such as their size, body, food, habitats, colour, shapes. etc. Responses will differ. You could make this discussion as interesting as the students want.

Class work: 10 minutes

Help students do activity 1 of 'Things you can do' on page 26.

Homework: Students could do Worksheet 16.

17 Birds

Key learning:

- Different kinds of birds and the differences in their physical features.

Background information:

This lesson could be made interesting by introducing various kinds of colourful birds. Besides the birds mentioned in the lesson, tell them about the other birds that people keep as pets, including various parrots, budgerigars, canaries, geese, ducks and hens, etc. Children are fascinated by the bigger birds they may have seen at the zoo such as ostrich, emu, flamingo, and peacock.

Bring pictures of some more birds to the class. These could include owls and nightingales, which are both night birds; toucans, known for their brightly coloured beaks; and woodpeckers. Geese, cranes, or herons can also be shown in pictures.

Lesson plan 23

Duration: 40 minutes

Outcomes: Students will be able to:

- discuss different types of birds.

Resources: textbook page 27, pictures of different birds, string, cereal, audio clip of bird sounds, cardboard paper

Introduction: 5 minutes

Show pictures of different kinds of birds from crow and peacock to pelicans and toucans. Ask them to name the ones they can. Play audio sound of these birds and ask students to guess which sounds belong to which bird.

Explanation: 20 minutes

There are many different kinds of birds in the world. Some birds are found in Pakistan, and many others are only found in other countries. Tell them all the birds shown on page 27 are found in different areas of Pakistan.

Write the names of all the birds shown on page 27 on the board. Hold up pictures of different birds one by one and ask which picture belongs to which name on the board.

The birds in the picture are eagle, pelican, crow, parrot, pigeon, hen, duck, dove, peacock, and sparrow. The birds in the photograph are parrots. You could share more information about different birds introduced in the lesson:

- Pelicans: They live near water, they have a bag of skin under their long beak for storing food.
- Eagles: They are big birds with very sharp, pointed beaks.

- Crows: They are black and grey and make a cawing sound.
- Peacocks: They have long, beautiful tail feathers, which they spread out like a fan.
- Ducks: They swim in water.
- Doves: They belong to the pigeon family.
- Parrots: They can be green or multi-coloured. They can be taught to say individual words.
- Pigeons: They make cooing sounds and are very friendly birds.
- Sparrows: They are small, brown birds and can be commonly seen in gardens and parks.
- Chickens: They lay eggs that we eat. Male chickens are called roosters and they crow early in the morning—cock-a-doodle-doo.

Conclusion: 10 minutes

Make paper birds by cutting out shapes of different birds—sparrows, bulbuls, ducks, cocks, crows, eagles, parrots, pigeons, and peacocks. Distribute them among the class. Put up pictures of these birds with their names, and ask students to colour them accordingly. String the bird shapes across the classroom windows so that they appear to fly.

Homework: Students could do Worksheet 17.

Suggested activity:

1. Make shadow birds. Project a light on to a wall. By holding your hands together at the base of each palm, linking your thumbs and holding them in front of the light, you can make a shadow of a bird on the wall. Move your fingers up and down and it will look as though the bird is flapping its wings. Encourage the students to try and make shadow birds too.
2. Alternatively, help them make little birdfeeders by stringing some cereal or popcorn on a string and hanging it off a branch.

18 Animal homes

Key learning:

- Animals and their homes
- Life under water

Background information:

Each animal has a different way of building its own home should be very exciting for the students.

Like humans, animals also have their own homes. For example, a dog lives in a kennel, a lion lives in a den, horses live in stables, and birds live in nests.

Similarly, many animals live deep under the sea. These animals are called cold-blooded animals and include different varieties of fish, sea turtles, sea horses, octopus, and many more.

Bring pictures of other sea animals so students know that marine life is vast and that there is a whole new world deep under the sea.

Lesson plan 24

Duration: 40 minutes

Outcomes: Students will be able to:

- discuss the habitats of land and sea animals.

Resources: textbook page 28, pictures of some animal homes, paper for drawing, pictures of marine life.

Introduction: 5 minutes

Just like we live in homes, animals also live in their own homes. Their homes are a place where they can eat, sleep and grow up safely. Draw a bird's nest on the board and tell them that birds use twigs and grass to build it.

Explanation: 25 minutes

- Birds live in nests. They make their homes by weaving (simply say, putting together) bits of grass and twigs. Then they line their nests with soft grass and feathers.
- Rabbits live in burrows, which they make by digging tunnels in the soil. If you keep a rabbit at home as a pet, its home is called a hutch.
- Lions' homes are called dens. They are usually caves or spaces by large rocks.
- Spiders' homes are called webs. They are made from a sticky thread the spider makes itself.
- Bees live in beehives. A beehive looks like lots of tiny six-sided cells built together. Bees make honey here. (Draw a cross-section of a beehive on the board.)
- Squirrels live in hollow tree trunks.

Just as there are animals on land, there are so many that live under the water as well. Fish are the most interesting animal to discuss here as most students are well aware of them. Sea turtle, crabs, whale fish, crab, oysters, and starfish among others live in the sea.

Moreover, there are many plants that grow in water. Many divers can swim deep under the sea and see all those animals and the way they live.

Conclusion: 10 minutes

Students could do Worksheet 18. The teacher will supervise and assist.

Homework: Students could do activity 1 of 'Things you can do' on page 28.

Suggested activities:

1. Give sheets of drawing paper to the students to draw animals and their homes—let them be creative.
2. Make a paper plate octopus by cutting paper plates in half. Have the students draw eyes on and then glue eight strips of crepe paper for legs. You could hang the octopus by a string in the window.

19 Doing things

Key learning:

- Everyday activities of people.

Background information:

People are engaged in everyday things both physically or emotionally. People are not only engaged in work by way of writing, playing, or painting, but they also 'do' things by way of expressing themselves. For example, when students express their joy and happiness upon achieving something.

Lesson plan 25

Duration: 40 minutes

Outcomes: Students will be able to:

- identify the various day-to-day activities of people.

Resources: textbook page 29, pictures of people doing various things.

Introduction: 5 minutes

Begin by asking the students what they are doing and what others are doing. They can look out of the window and say what someone out there is doing, e.g. gardener, watering the plants. Then refer to the book.

Explanation: 25 minutes

Read out the question to the class: 'What are they doing?'

Ask the students to describe what is going on in each picture. The students will probably answer by just describing the action but you should repeat in complete sentences: The woman is drinking a glass of water.

Let students describe what is happening in each picture on page 29.

- The woman is drinking water.
- The man is cleaning the house.
- The woman is cooking food.
- The man is driving a car.
- The girl is sleeping.
- The man is watering the plants.
- The girl is playing.

Point out different items of interest in the pictures, like the desk and notebook in the first picture, and the watering can in the third.

Show the students some more photos and pictures showing people 'doing' things, and ask the students to describe them. Also include photographs of people showing different emotions such as crying and laughing.

Students could share what different members of their family do at work and at home. What do they like to do?

Conclusion: 10 minutes

Play a simple version of charades. Mime an action and let the students guess what you are doing. Ask the students to try as well.

Homework: Students could do Worksheet 19.

Suggested activity:

Play 'What am I doing?'—mime a certain action, such as eating, sleeping, or falling, and ask the students to guess what you are doing. If you have any volunteers, the students can try too. If they cannot think of an action themselves, suggest one to them and let the rest of the class guess. This can be a nice introduction to a simple game of charades.

20 Jobs

Key learning:

- Different kinds of work people do for a living.

Background information:

Some people are employed professionally, for example, architects, doctors, accountants, engineers, teachers, business owners etc. Other people take up different professions based on their skills such as gardeners, painters, car mechanics, carpenters, etc.

People mainly do different work to earn money, whereas some people do many other kinds of work as a hobby. In every home, there is one or more who go to work every day. Teachers are also professionals who go to school every day to teach students. They are paid money for their work just like you pay money to a doctor for their service.

The different things people do for a living are called jobs.

Lesson plan 26

Duration: 40 minutes

Outcomes: Students will be able to:

- identify people related to different jobs.

Resources: textbook page 30, photographs of people doing different jobs (desk jobs as well as manual)

Introduction: 5 minutes

Talk about the different things people do for a living. Everyone does some kind of work, usually outside the house, for which they get paid. For example, you are a teacher. Ask them if they know what their parents do. Tell them that this work is called a job.

Explanation: 25 minutes

1. A courier dispatcher delivers letters to people's houses.
2. Car mechanic: He is checking the car and fixing it. Point out his tools, such as the spanner lying on the ground.
3. Dentist: The lady is checking the patient's teeth. The dentist uses a special mirror shaped like a spoon to look at all the teeth. She is making sure that his teeth are strong and clean and do not have any cavities in them.

4. A school teacher: A teacher teaches in our schools.
5. Carpenter: A carpenter makes things out of wood. He cuts and joins pieces of wood to make things like furniture. Mention some of the tools a carpenter would use, such as a hammer, nails, and a saw. In the picture, the carpenter is using a saw.

Conclusion: 10 minutes

Ask the students what they think about all these different jobs. Talk about your job as well with students. It will also be interesting to ask students what they would like to do when they grow up.

Class work: 5 minutes

Students could do Questions on page 30.

Homework: Students could do Worksheet 20.

Suggested activity:

Arrange trips to the workplaces of some of the professionals discussed in this lesson.

21 Places

Key learning:

- Busy places such as a road and a park
- People should follow rules in certain places

Background information:

Often, people are unaware of the rules of moving in certain situations. Students also often cross roads while going to school, hence should be aware of traffic rules and how to remain safe.

Students should know the three traffic signals used to indicate to car drivers and people walking on roads. There are different types of vehicles on the roads such as big and small cars, cycles, bicycles, buses, scooters, trucks, and vans. People should look right and left before crossing a road as well as at the traffic lights. The zebra stripes on the road (also shown in the picture) are meant for people to walk over to cross the road.

A park is a public space for everyone. You can find a park in every area in your city. The parks are clean and nice places for people to enjoy with families and friends. People go to parks on holidays for picnics or any day to sit, talk, or walk. Children can play and enjoy the rides in the park.

Lesson plan 27

Duration: 40 minutes

Outcomes: Students will be able to:

- identify familiar places e.g. a busy road.

Resources: textbook page 31, card sheets (in red, yellow, and green), chart paper

Introduction: 5 minutes

Begin by asking the students what they see on the road as they come to school and as they go home—cars, people, different kinds of transport, etc.

Explanation: 25 minutes

Look at the pictures in the book. Ask the students to tell you what they see. List all the things: cars, motorcycles, buses, people, animals and shops.

Point out the zebra crossing (ask why it's called a 'zebra' crossing—because of the black and white stripes) and the traffic lights. Explain that the zebra crossing is where the street should be crossed because motorists will stop here for pedestrians. Emphasise that students should not be out on the road by themselves. They must always cross the street with an adult. Point out the traffic policeman. He is signalling to the cars to stop and go. His job is to make sure that the traffic moves smoothly and that there are no accidents.

Talk about the people in the street: where might they be going, what are they doing or carrying. Point out the shops and what they might be selling: fruits and vegetables, groceries, electronics, clothes, etc.

Conclusion: 10 minutes

On the board, draw some things, like traffic lights, bus stops, motorcycles, a policeman, traffic signs found on the road, and some which belong elsewhere. Ask them which of these are found on a busy road. Name them.

Help the students cut out circles in red, yellow, and green and make their own traffic lights on a sheet of card paper. Sing the Traffic Light song with the students.

Red light, red light, what do you say?

I say stop, and stop right away.

Yellow light, yellow light, what do you mean?

I mean wait till the lights turn green.

Green light, green light, what do you say?

I say go, and go right away.

Thank you, thank you: red, yellow, green.

Now we know what the traffic lights mean.

Suggested activity:

On a large size chart paper, draw a car, a bus, an elephant, a policeman, an aeroplane, a motorcycle, and a cat.

Put this up on the board. Ask the students which of these can be found in the picture and how many. Note their answers on the board.

Lesson plan 28**Duration:** 40 minutes**Resources:** textbook pages 32–33, pictures of a park.**Outcomes:** Students will be able to:

- identify familiar places e.g. a park.

Introduction: 5 minutes

Take the class to a nearby park or to the school's playground. If not, then use the book to discuss what parks are, what we see there, what is happening in the park in the book. Ask the students if they like going to the park. What do they do there? Which swings or rides are their favourite?

Explanation: 20 minutes

A park is where people go to relax, play, and do some light exercise. Use the picture as a guide. You can take a walk, go for a jog, play a game of football or badminton, enjoy a picnic, ride on the swings, or just sit on a bench and read a book, or chat with your friends.

A park is a place for people of all ages. Let the students find examples in the picture.

Point out the squirrel in the tree. What do the students think he is doing there? Notice his paw prints. Also point out the other set of footprints. Where do they lead? Who do they belong to? What is the name of the game the girl is playing?

Conclusion: 5 minutes

It is very important to clean up our litter when we go to the park so that it remains pretty for all those who visit. Ask them to draw in a dustbin and any other swings or activities that they would like in the picture.

Class work: 10 minutes

Students could do Worksheet 21. The teacher will supervise and assist.

Suggested activity:

Explain that it is very important to clean up after we have been in the park. Ask the students where we should throw our litter (in a dustbin) and ask them to draw one in the picture of the park. Also ask them to draw a slide in the play area in the park.

22 The party

Key learning:

- The basic elements of a party.

Background information:

At this age, students enjoy birthday parties because they can dress up, play games, eat delicious food, and have fun.

People take birthday gifts when they are invited to a party. Sometimes people also take cakes and other confectionery to the parties. People who host birthday parties decorate their places with balloons, bunting, and flowers, etc.

Lesson plan 29

Duration: 40 minutes

Resources: textbook page 34, a few party items like caps, whistles, paper plates, balloons, and if possible some cake (sliced).

Outcomes: Students will be able to:

- describe special occasions, e.g. birthdays.

Introduction: 5 minutes

Inquire about the last party students have been to: most likely, the answer will be about a birthday party or a family party they have attended with their parents. Ask them what they saw, played, and ate at the party.

Explanation: 20 minutes

Read the sentences from the lesson to the students. Describe what is happening: the students are playing with balloons; there is a cake with candles on the table; soft drinks, sandwiches, chips, etc. A boy is giving the birthday girl a present. The photograph in the corner shows student blowing out the candles. Ask them what may be happening at this time: the children will be singing “Happy Birthday to You” and the boy will cut the cake.

A student who has recently celebrated a birthday could describe the party for example, the food served at the birthday party—drinks, crisps, sandwiches, cake, and pizza. Also talk about the different types of decorations—balloons, streamers, birthday cards, candles, and maybe lights.

Do some counting exercises with the students. Let them count the number of balloons, streamers, candles, and students, and write the numbers in the book.

Conclusion: 5 minutes

Read the question on page 34 to the class. Discuss what is happening in each picture and let them decide what is not to be done at a party.

Class work: 10 minutes

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

Homework: Students could do Worksheet 22.

Suggested activity:

Make a table with drawings of balloons, glasses of juice, candles, cake and students along one side. The students have to count how many items can be found in the picture and write the number against the corresponding picture in the table.

23 Our flag and our country

Key learning:

- Flags are symbols of a specific country
- The Pakistani flag

Background information:

Flags are national symbols of any country. The flag of Pakistan is green and white in colour with a crescent moon and star. Every country in the world has a flag and flags of no two countries are the same. The colours of the flag of a country often depict many facts about that country.

Lesson plan 30

Duration: 40 minutes

Outcomes: Students will be able to:

- recognise Pakistan's national flag and those of a few other countries.

Resources: textbook page 35, the national flag, other different kinds of flags, paper (to draw and colour flags), straws, or even-sized narrow sticks

Introduction: 5 minutes

Show the students some flags you have brought to class. Ask them if they know what they are and what they represent. Ask if only countries have flags.

Explanation: 20 minutes

Begin the lesson drawing the student's attention to some flags you have brought to the class. Talk about why flags are used. Ask if only countries have flags. Who else uses flags?

Show the students different kinds of flags—national flags, flags with institutions' emblems, pennants, paper flags strung together, and streamers.

Hold up a flag of Pakistan for the students to see. Point out the crescent and star, the green background, and the white stripe. They need not be told the symbolism at this stage. Students should colour the flag in their books accordingly.

National flags are a special mark of a particular country. No two countries' flags are the same. National flags are also shown respect; we should not throw them or mark them, but should keep them carefully. Though the students will not really understand the concept, they will enjoy looking at the flags and the different colours and markings. Tell the students that we use the flags and pennants to decorate streets and buildings on special occasions, like 14th August and 23rd March.

Conclusion: 5 minutes

Students could make a Pakistani flag and attach it to a plastic straw or stick. Encourage them to make flags of their choice. Let them colour the flags and then staple or tape each flag to a plastic straw or a stick.

Class work: 10 minutes

Students could do Worksheet 23. The teacher will supervise and assist.

Homework: Students could do 'Things you can do'.

Suggested activity:

Students could make a Pakistani flag and attach it to a plastic straw or stick. Also encourage students to make flags of their choice. Let them colour the flags and then staple or tape each flag to a plastic straw or a stick.

24 The World Around Us

Key learning:

- Map of the world

Background information:

The map of the world shows all the countries of the world in one place. You will see all the oceans, continents, countries, and cities of the world in a map. Moreover, there are many other physical features marked on the map.

Each country is marked on its borders in unique shapes and different sizes. Students should be told where Pakistan lies on the world map. You could also show the students maps of other countries.

Lesson plan 31

Duration: 40 minutes

Outcomes: Students will be able to:

- locate Pakistan on the world map.

Resources: textbook page 36, world map, map of Pakistan, globe, a model airplane, line drawing of map of Pakistan

Introduction: 5 minutes

Put up the map of Pakistan and explain that is a very important resource for everyone. Just like homes, restaurants, schools, and parks have addresses, countries and cities also have locations which are marked on a big map.

Explanation: 25 minutes

Display the world map in class and ask students if they know what it is. Inform them that this is the map of the world and it shows the location of every country in the world. Just like every country has a flag, every country also has a border marking its land coverage. These borders make up the shape of the country.

The green coloured part of the map on page 36 is Pakistan on the world map. It has many other countries on its borders. Put the globe in the centre and run a model airplane starting from Pakistan all the way to England. Pilots fly from one country to the other using maps that the pilot use to navigate through the skies.

Conclusion: 5 minutes

Look at the map in blue on page 36 and help students complete the activity.

Class work: 5 minutes

Students could colour the map of Pakistan in green.

Homework:

Students could do Worksheet 24.

Suggested activities:

1. Spread the map of Pakistan in the centre and gather students. Show them the map of Pakistan and locate all four provinces.
2. Put the globe in the centre and ask the students to find different countries where they have been to or where they wish to go.

Primer B

1 The family

Key learning:

- Family and relationships

Background information:

The purpose of this lesson is to introduce the family as a unit. The idea is to focus on various relationships within the family, and how all members lead individual lives under one roof, in harmony.

In Pakistan, families take pride in building relationships and keeping close to all family members. Some are nuclear families, while others take pride in living a joint family system. Encourage students to introduce their family members and participate in the conversation.

Lesson Plan 1

Duration: 40 minutes x 2

Outcomes: Students should be able to:

- identify different relationships within their families and discuss their likes and dislikes.

Resources: textbook page 2, photographs of families of students

Note: This lesson could be covered in two periods. Students should be asked to bring photographs for the second period to make their family trees.

Introduction: 5 minutes

Introduce yourself and your family and draw your own family tree on the board. Seeing family members on a family tree will motivate the students to talk about their families.

Explanation: 20 minutes

Read the lesson and draw the students' attention to the two pictures on page 2. You could ask them what they see in these pictures. They should be able to point out grandfather, parents, uncle, aunt, cousins, and siblings.

Draw and refer to your own family tree on the board. Grandparents are the oldest people in a family. Family trees show family connections through generations.

Every member in a family is an individual and hence, has their own likes and dislikes. Similarly, everyone has a distinct personality type that makes them unique in their own way. For example, a paternal aunt could be very helpful, just like the auntie who tells funny stories in the lesson.

Stick family pictures of students on the board with tape. Encourage them to talk (one by one) about the different members in their own family trees. Take responses for questions such as:

1. What are the things that you most like about your family members?

2. Do your parents tell you bedtime stories?
3. Are your aunts, uncles, and cousins funny and/or helpful?
4. Do your grandparents and parents play with you often?
5. Who is your favourite family member/s and why?

These questions are great icebreakers and build up momentum in the discussion. Encourage them to share anecdotes of family celebrations such as Eid lunches and dinners, birthday parties, and anniversaries, etc. Tell them these occasions are great ways to know each other, and celebrate relationships.

Class work: 10 minutes

Students could do Worksheet 1. The teacher will supervise and assist.

Conclusion: 5 minutes

Do activity 2 of 'Things you can do' on page 2 with students.

2 Manners

Key learning:

- The significance of good manners
- How can young people be helpful

Background information:

This lesson introduces mannerism and teaches why it is important to behave appropriately in public settings. In everyday life, we meet different people at school, at home, in the park, at the supermarket, etc. and it becomes pertinent that we talk to most of them. We should not be rude or arrogant to people because that is considered as bad manners.

Behaving appropriately in different social settings, greeting people, asking for things, and how to apologise are primary social skills.

Lesson plan 2

Duration: 40 minutes

Outcomes: Students should be able to:

- know how to interact with groups of people and demonstrate good manners.

Resources: textbook page 3–4, pictures of friends (optional)

Introduction: 5 minutes

Refer to the pictures on page 3 and ask students what is happening in those pictures. Encourage them to answer the following questions:

1. What are these school students doing?
2. Are they misbehaving with each other?
3. Are they cooperating with each other?
4. Do all students look happy?
5. Are all the places clean or dirty?

The answers will differ. Inform them what is happening in these pictures.

Explanation: 20 minutes

Encourage students to share their opinion on good and bad manners. For example, draw up two columns on the board and write their responses for the following questions:

1. What are some good manners to follow at school?
2. What are some bad manners that you should avoid while playing?

Look at the pictures on page 4 and let the students interpret the activities. The answers will differ as per individual understanding. You could explain why these statements are important. For example, 'I'm sorry' is a good way of apologising to anyone whom you could have hurt. Also asking 'How do you do?' is a great way to begin conversation with anyone. It tells them that you are concerned about their welfare. Similarly, always ask for permission when you want to use something that does not belong to you, for example, you should always ask, 'May I have one'? Now read these sentences and look at those pictures once again. How does it feel?

Encourage students to share how they talk to their friends. You could ask if they share secrets or if they ask for help. Do they apologise to their friends when something goes wrong?

Conclusion: 5 minutes

Do activities 1–2 of 'Things you can do' on page 4 with students.

Class work: 10 minutes

Students could colour the pictures on page 4 and match them with the correct sentences.

Homework: Students could do Worksheet 2.

3 Keeping clean

Key learning:

- Hygiene and cleanliness

Background information:

The aim of this lesson is to enable students to maintain personal hygiene and cleanliness in the formative years. Students will find this lesson exciting as they can easily relate to the key concepts discussed.

Maintaining personal hygiene is important. Students should be able to identify how to use water, soap, comb, nail cutter, towel, toothpaste, toothbrush, and washing powder to stay clean. Inform students that good hygiene not only helps them look cleaner but also prevents various infections and diseases.

Lesson plan 3

Duration: 40 minutes

Outcomes: Students should be able to:

- recognise and identify the tools that help maintain cleanliness and hygiene.

Resources: textbook page 5

Introduction: 5 minutes

Encourage students to share what they understand by hygiene. Students will be eager to share how they maintain hygiene in different ways. Answers will vary.

Explanation: 20 minutes

Hygiene is not only about personal choice, but also a matter of health. Draw attention to the pictures on page 5 and ask the following questions:

1. What will happen to your nails if you do not have nail cutters?
2. What will happen to your teeth if there is no toothbrush?
3. Can you wear unwashed clothes?

In response to question 1, students will most likely say that the nails will grow. If the nails grow, they will collect dirt underneath and make them fall sick. Similarly, dirty teeth will infect their gums, and wearing unwashed clothes will spread dirt and bacteria. Write these rules on the board and discuss with students.

1. Bathe regularly, but do not waste water.
2. Use a clean towel and do not share it with others.
3. Wear clean, washed clothes.
4. Brush your teeth twice daily.
5. Put the trash in the dustbin.

6. Cut your nails regularly.
7. Keep your house and classroom clean.

Conclusion: 5 minutes

Encourage students to match the items on page 5.

Class work: 10 minutes

Students could do the activity 'Name and colour these' on page 5.

Homework: Students could do Worksheet 3.

4 The senses

Key learning:

- Say how the five senses work.

Background information:

Give the students a practical demonstration of how the senses are used.

Show the students some coloured objects, like a red ball or a blue pencil. Ask them to describe what they see. Ask them what they use to see.

Pass around a bottle of perfume or a flower and ask the students to smell it. Ask if it is a good smell or a bad one. Ask them what they are using to smell the perfume/flower. (nose)

Take turns to blindfold the students and give each an object that they have to guess by feeling it. If you think the students would be uncomfortable being blindfolded, place an object in a box covered with a thick cloth, and ask the students to feel underneath and guess what it is. Ask them to tell you how they guessed. (Touching or feeling with their fingers)

Ring a hand bell and/or shake a tambourine, keeping it out of sight, and let the students guess what the sound is. You could also play some sounds on a tape recorder, for example, the horn of a car, a cow mooing, etc. Explain that though they cannot see what is making the sound, they can hear and guess what it is. Ask what they are using to do so. (Ears)

Ask the students to close their eyes and place something on their tongue, a few granules of sugar, for instance, and ask them to tell you what it is. Ask the students how they knew what was in their mouth. (Tasting with their tongues). You could repeat this with a grain of salt. The students need not know the other tastes like sour and bitter, at this stage.

Lesson plan 4

Duration: 40 minutes

Resources: textbook pages 6–7, various items of different appearance, taste, texture, smell, and sound

Outcomes: Students should be able to:

- show an understanding of the five senses.

Introduction: 5 minutes

Give each student a sweet. Ask the students to describe what it looks like—the colour, the shape. Ask them to smell it—does it smell like a fruit, a vegetable? Ask them to feel it and describe it—is it soft or hard? Ask them to hold it to their ear and shake it—does it make a sound? Ask them to taste it—is it sweet or salty?

Explanation: 20 minutes

Repeat the exercise with a packet of chips. First let them describe the packet unopened and then open it and pass it around so that they can describe the chips, using all five senses for each. (Packet feels smooth, looks colourful and attractive, crackling sound of chips inside; when opened, it smells appetizing and tastes good).

Demonstrate other examples for them to understand what each sense is used for. For each, ask which part of their body they are using to do so.

Conclusion: 5 minutes

Point to each body part used to sense—eyes, ears, nose, tongue and fingertips and say the senses out loud as you do so. Read out sentences in the book and let the students complete the sentences on page 6. Ask answers to the questions based on pictures on page 6.

Class work: 10 minutes

Students could do Questions on page 7.

Homework: Students could do Worksheet 4.

Suggested activities:

1. Play a game of 'I Spy'. Do some finger painting.
2. Make a texture book. Each student glues different textures (furry cloth, satin, a leaf, sandpaper, aluminum foil, a piece of jute) into a small booklet. They can then label the textures accordingly. Or, alternatively, you can make one large texture book for the class.

5 Safety

Key learning:

- Safety rules
- Awareness from dangerous situations and avoiding accidents

Background information:

The purpose of teaching this lesson is to point out objects and situations that could be dangerous for us. Warning signs, such as the skull and crossbones, often found on bottles of bleach and detergent, warn that drinking the substance would be harmful. Spray bottles also have warning signs on them such as a fire symbol with a cross running through it, warning that the bottle should not be placed near heat or thrown in the fire since it could

explode. The dustbin symbol found on many packets means that the the user should dispose of the item properly. This not only helps to keep things clean, but also contributes towards safety.

Lesson plan 5

Duration: 40 minutes

Outcomes: Students should be able to:

- identify different warning signs.

Resources: textbook page 8, illustrations to show people slipping and falling, electric shock, being hurt by hot or sharp objects, etc.

Introduction: 5 minutes

Safety guidelines should be taught all year round. Point them out in as many lessons as possible. Set up a few ‘accidents’ in the classroom beforehand, as described in the lesson. Let the students analyse why these situations are dangerous and then explain the reasons to them.

Explanation: 25 minutes

Show the illustrations above to the students. Also, show them some warning signs and explain what they mean. The ‘Danger Electric Shock Risk’ sign means that there is a strong electrical current running in the wires and poles so they must never touch anything near that sign. Similarly, the ‘Radiation Risk’ sing means the area is radioactive and there is danger in going near that particular place.

The skull and crossbones indicate danger too. They might see this sign on many different things like spray bottles, bleach, acid, etc. They should not touch or try to eat or drink anything with this sign on it.

Look at the pictures in ‘Things you can do’ and ask them to discuss what is happening in each sequence. Then ask them for solutions as to how the situation could have been safer. One should NEVER take pills or medicine on their own as shown in C. Even if the pills look or smell or taste like candy, they can be extremely harmful.

One should not talk to or take things from strangers because sometimes they can be bad people. It is important not to scare them but it should be reinforced throughout the year.

Conclusion: 5 minutes

Students could do Worksheet 5. The teacher will supervise and assist.

Class work: 5 minutes

Students should do activities 1–3 ‘Things you can do’.

6 Villages and cities

Key learning:

- People living in different parts of the country, in different ways
- Village life
- City life

Background information:

Villages

Driving out of town means you will get to see villages in the countryside. The houses in the village are usually made of mud. The countryside is very green, with lots of farms. Fruits and vegetables are grown there, and there are also animals on the farm. A tractor trolley is used to carry heavy things around the farm. The plough is used to make the fields ready for planting new seeds. Animals eat dried grass and use it for their bedding.

Waterwheels are used to draw water from the ground. The wheel has containers attached all around it. The containers from the wheel are dropped, one by one, into a well and are drawn back up, filled with water. As the containers go around, their water is emptied into a trough where it is collected for watering the fields, etc. The wheel can be powered by a motor or by buffaloes pulling it around continuously. The students need not be told too much detail.

It would be a good idea to show as many pictures of different scenes of village life and the things. Paintings and photographs should be easily available. You could also show a clip from a documentary portraying village life. Students should be encouraged to discuss their experiences of visiting a village.

Cities

Towns and cities are similar but a city is much larger in area and population. When they drive through the city you can see cars, buildings, shops, buses, etc.

Lesson plan 6

Duration: 40 minutes

Outcomes: Students will be able to:

- identify the basic features of a village

Resources: textbook page 9–10, pictures of village life.

Introduction: 5 minutes

Ask the students where they are living now—do they know the name of their town or city, or have they been outside the city. Have any of the students ever been to a village?

Explanation: 20 minutes

Point out the farmhouse, the different animals, the different sections of land where a variety of food is grown, the fruit trees that make up an orchard and ask students what they think is happening in the picture.

Students could point out the farmer, the tractor, and the plough. The plough is used to get the land ready for planting seeds. The tractor is used for many different chores around the farm.

Explain how the water wheel works to water the fields. Point out the haystacks, the dried grass that the animals eat and also sleep on. Ask what animals can be found on farms. Make a list on the board. Show the students other pictures of village life. Discuss what is going on in each picture. Do the worksheet exercises with the class.

Conclusion: 10 minutes

Teach them to sing “The Farmer in the Dell” or “Old MacDonald had a Farm” with actions. The students join hands and dance around the farmer, who stands in the centre of the circle as they sing. At the end of the first verse, the farmer chooses his wife, who joins him inside the circle. At the end of the next verse, the wife takes a student, and so on, until the last verse when everyone is in the circle except the cheese, who stands alone. Whoever ends up being the cheese becomes the farmer for the next round.

Class work: 5 minutes

Students could do Questions 1–2 on page 9.

Suggested activity:

In combination with the following lesson about the city, set up two tables, one representing a city and the other one, a village. Collect a variety of small toys and pictures stuck on to cardboard stands, ask the students to arrange them in the relevant settings.

Lesson plan 7

Duration: 40 minutes

Outcomes: Students will be able to:

- identify the basic features of a city.

Resources: textbook page 9–10, posters/pictures of city life, empty shoe boxes to be brought by students

Introduction: 5 minutes

Explain that a city is much larger than a town, with more people and houses. There are more facilities in a city than in a village. Most people come to a city for work because there are better jobs there and opportunities to earn more money.

Explanation: 25 minutes

Ask the students what they see when they drive through the city. Then look at the picture in the book. Ask the class to describe what they see. Point out interesting elements such as the smoke from a chimney, a plane in the sky, the electricity wires along the road, the bus stop, and the different forms of transport on the road.

Show them the city pictures you have put up. Encourage students to talk about what they see in the other pictures.

Conclusion: 5 minutes

Students could do Question 3 in class.

Class work: 5 minutes

Students could do Questions 1–2, and 4, and colour the picture on page 10.

Homework: Students could do Worksheet 6.

Suggested activity:

1. The students can work in groups to make a collage of drawings, on large sheets, of city features—cars, tall buildings, flyovers, etc. The collages can be put up for display.
2. Make a city and a village diorama. Take two empty shoeboxes; trim the two smaller sides and one wider side of each to a height of 7cm. Make a small city scene in one by drawing buildings around the edges and using toy cars and traffic lights, etc. Make a village scene in the other, with toy animals, plants, etc. You can use a variety of different materials to create the effect you want.

7 Important places

Key learning:

- Railway station
- Airport

Background information:

This lesson is about important places such as the railway station and airport. Students might have been to these places, so it is a good idea to talk to the students about their experiences.

Lesson plan 8

Duration: 40 minutes

Outcomes: Students will be able to:

- describe the scenes at a railway station.

Resources: textbook pages 11–12, model train set, a picture of a railway station (Lahore’s main station or Karachi’s Cant. station)

Introduction: 5 minutes

Begin by talking about important places like airports and railway stations, schools, hospitals, petrol pumps, etc. These places are important because they provide different services for us.

Ask the students if they have ever travelled by train. Where did they go to board the train? How does the train work? It moves on tracks and its carriages are pulled by the engine.

1. What do you need to buy before travelling on a train? (A ticket)
2. What did you pack your things in? (Suitcase/bag)
3. Who carried the luggage? (A porter)
4. What does a train run along? (Tracks)

Explanation: 20 minutes

To get on a train one has to go to the station and buy tickets for their journey. People wait on the platforms and the train pulls up alongside. Point out the porters who carry the luggage.

People who travel from one place to another are called passengers. The train also has a driver who controls the engine. There is a guard who signals with a flag when the train should start moving or should stop. We must follow safety rules when travelling by train. We must NEVER stand at the edge of the platform. We must NEVER get on or off a moving train, no matter how slow it may be. We must NEVER stand in the entrance to a carriage or put out our arms from the windows.

What else do we see at a railway station? The carriages, the train tracks, the engine, the driver and railway guard, the passengers, the overhead pedestrian bridge, the vendor selling fruits, juices, snacks, and tea on the platform, stalls selling newspapers, magazines, and books, etc.

You will probably have to explain the other features yourself, such as:

The guard: He waves his flag in special ways to tell the driver where to stop and when it is safe to start the train.

Platform: The area where people wait for the train.

Overhead pedestrian bridge: Large railway stations have many platforms where many different trains stand. To cross from one platform to another, people have to walk up and over these bridges.

Signals: They can be moved up or down to tell the train driver to stop, start, or change tracks.

Carriage: This is where the passengers sit. Some special trains even have bunker beds in them for people to sleep, if the journey is very long.

Wheels and tracks: Explain that trains have special wheels that only run on tracks.

Conclusion: 5 minutes

If you have a model train set, ask the students to point out the features they have just learned. Run the train on the track if it is battery operated or let the students take turns pulling it along on the tracks.

Class work: 5 minutes

Students could do the activity on page 11.

Suggested activity:

Get the students to stand behind one another in the form of a train. Put the tallest students in front as the 'engine'. Ask the student at the front to pull an imaginary whistle above his/her head from time to time. Tell the students to bend their arms and move them in a circular fashion, opening and bending at the elbow, like the pistons on train wheels.

Lesson plan 9**Duration:** 40 minutes**Outcomes:** Students will be able to:

- describe the scenes at an airport.

Resources: textbook 11–12, pictures of the main airports in Pakistan, a toy airport set (if possible), toy airplanes**Introduction:** 5 minutes

Many students may be familiar with airports as the places from where people take flights to different cities or countries. Ask the students if they have ever been to the airport or travelled anywhere by plane and where they went.

Explanation: 20 minutes

Use the pictures in the book to explain the sequence of events of air travel.

Step 1: After our passports and tickets are checked, we go to the check-in counter. There, we get our boarding passes and our luggage is checked on to the plane. The boarding pass tells us our seat number and also from which gate we should board the plane.

Step 2: When the announcement is made for our flight, we get on to the plane. When everyone is seated, the pilot announces that the plane is ready to leave and the doors are closed. The seatbelt signs are switched on and the security announcements are made.

Step 3: The plane begins to move, the pilot takes off the ground and the plane climbs high into the sky.

Step 4: The air hostesses and stewards bring our snacks or meals.

Step 5: When it is time to land, the plane starts to come down towards the ground, until the wheels come out and we touch down.

Step 6: We get off the plane, and enter the airport. Then we collect our luggage from the conveyor belt and leave the airport.

Point out the plane, its engines, the wings, the tail, the windows, the cockpit, the wheels, the cargo hold, etc. Then point out the control tower, the bus to transport passengers, the van with the stairs, the helicopter.

Conclusion: 5 minutes

Ask the students who have travelled on a plane to describe what they saw looking out of the window as the plane was taking off and landing.

Class work: 5 minutes

Students could do Worksheet 7.

Suggested activity:

Draw and colour an aeroplane or draw what they saw from an aeroplane window.

8 In a hospital

Key learning:

- Hospital
- Different features of a hospital and the names of things they might see at the doctor's clinic

Background information:

Most students will be familiar with hospitals, doctors, nurses, medicine, ambulance, etc. Encourage students to talk about their experiences. Hospitals are larger than clinics.

Adhesive bandages are sticky and stick to the skin and gauze bandages are made of thin material and have to be tied or stuck in place.

Medicines help to make you feel better, and come in the form of pills or syrups. Pills are swallowed with water but syrups can be drunk from a spoon. An injection pricks your skin and takes medicine directly into the bloodstream. Crutches are used to help people who cannot walk by themselves; they are held under the arms and used like legs.

It would be a good idea to bring in some of the items you have talked about to show the class. However, do make sure you do not let the students handle any medicines or medical equipment.

Lesson plan 10

Duration: 40 minutes

Outcomes: Students will be able to:

- identify different medical tools in a hospital.

Resources: textbook page 13, toy doctor set

Introduction: 5 minutes

Ask the students if they have ever been to a hospital or to a doctor's clinic. Ask them why they went there, what happened, and what they saw. Help them to describe their visit.

Explanation: 25 minutes

Explain the difference between a clinic and a hospital. Use the pictures in the book as a guide. When someone feels sick, he/she first goes to the doctor's clinic. The doctor checks him and gives him medicine. If the person still doesn't feel well, then he/she has to go to the hospital where there are lots of nurses and doctors. There the doctors can do tests on the patient or, if needed, an operation, and the nurses will look after him/her. Doctors and nurses are kind people who are there to help us and look after us so that we become strong and healthy again.

There are pictures of a stretcher with a patient on it, the doctor checking the patient's heartbeat with a stethoscope, the nurses, the doctor's white lab coat, the pharmacy where you can buy medicine, the emergency sign, wheelchair for people who are too sick to walk, and the ambulance that brings sick people from their homes to the hospital.

Pick up the toy instruments one by one and ask them to identify what they are used for. Toy sets usually include a stethoscope (for checking the heartbeat), an otoscope (for checking the ears), an ophthalmoscope (for checking the eyes), an injection syringe (without a needle), bandages, tweezers (for pulling out splinters or picking up other things) etc.

Point out similar things in the boxes at the bottom of the page. Explain the purpose of each item.

Note: Remember to be extremely careful with pointed objects, such as tweezers or otoscope, that could hurt or result in injury.

Conclusion: 10 minutes

Let the students play doctor and patient with safe toy instruments; they can also write out prescriptions and instruct their 'patients' how to take their medicine and look after themselves.

Homework: Students could do Worksheet 8.

Suggested activity:

'Miss Polly had a Dolly': Sing the song with appropriate actions or even getting a group of students to mime the story:

Miss Polly had a dolly who was sick, sick, sick,
So she called for the doctor to be quick, quick, quick.
The doctor came with his hat and his bag
And he knocked on the door with a rat-a-tat-tat.
The doctor looked at Polly and he shook his head.
And he said, 'Miss Polly, put her straight to bed.'
He wrote on a paper for a pill, pill, pill.
'That'll make her better, yes, it will, will, will.'

Alternative addition to last line:

'I'll be back in the morning with my bill, bill, bill.'

9 People at school

Key learning:

- The role played by individuals in a school

Background information:

Many people work in school in different roles. Discuss the work teachers and students do; teachers teach students different things like reading and writing and students do the work that is given to them.

The library is managed by the librarian and the office is run by the principal and perhaps the secretary. Discuss the work each one does; a librarian takes care of the books in the library; the principal looks after the whole school and makes sure everything that is needed is available; the secretary helps the principal by answering the phone and typing letters.

The cleaner keeps the school clean; the watchman guards the gates, and the gardener tends to the garden. The bus driver and other staff are there to help. Do stress that the work these people do is very important, and we should always be polite to them. For example, during school time, the watchman helps the students as they come in and out of the gate; they ensure no one runs on to the road, or goes home with the wrong person. After school, the watchman keeps guard to make sure that the school is safe. The cleaners make sure that the school is nice and clean for everyone and that everything can be found in its place.

Lesson plan 11

Duration: 40 minutes

Outcomes: Students should be able to:

- recognise the roles of different people in school.

Resources: textbook page 14, pictures of the people working at school, drawing paper.

Introduction: 5 minutes

Students go to school because it is a place where they can learn how to do different things like read, write, learn different subjects, and also play. They are students whose job is to study and the teacher's job is to teach them and help them learn how to do all these different things.

Explanation: 25 minutes

Look at the pictures in the book. Students will describe what the students in the picture are doing and what the teacher is doing. Read the labels under each picture.

Every person working at the school is important to keep the school running efficiently and that the students must be very polite and respectful to them.

Conclusion: 5 minutes

Students could do Worksheet 9. The teacher will supervise and assist.

Class work: 5 minutes

Students could do Questions 1–2 on page 14.

Suggested activity:

Tell the students the names of the principal, their teacher, and the watchman of their school. Ask them to make a picture of them with their names underneath.

10 Playing: sports and music

Key learning:

- Different sports and music

Background information:

Discuss the games the students play during their P.E. class, for instance, football, cricket, and racing. Explain that these are called sports. You could also talk about the Olympics and other sports events shown on television.

Arrange pictures or, if possible, short video clips of different sports being played, and ask the students to identify them. Football, badminton, and cricket are shown being played in the illustrations in the book. Other sports include swimming, basketball, polo, tennis, squash, and table tennis. Be sure to include the last three, since the equipment is included in an exercise in this lesson.

If possible, arrange a few musical instruments beforehand and play different tunes on several instruments so the students can hear the difference in sounds and see how each one is played differently. Point out which ones are played by blowing, pressing keys or with other pieces of equipment such as the violin's bow or drumsticks. A good selection of instruments would include the violin, piano, recorder, flute, xylophone, guitar, and trumpet. Otherwise, save audio clips on your phone of different musical instruments and play in the class.

Lesson plan 12

Duration: 40 minutes

Outcomes: Students should be able to:

- identify different types of sports equipment.

Resources: textbook page 15, sports equipment e.g. tennis racket, balls, etc.

Introduction: 5 minutes

Playing sports improves health. So, it is good to take up sports as a hobby or during leisure time. Encourage students to share what sports they like.

Explanation: 25 minutes

Draw the sports equipment shown in the book on the board and ask students to name them.

- Football: two teams of eleven players each; they have to kick a ball into the goal to score a point.
- Tennis: two players; they have to hit a ball with rackets over a net and try not to let it drop or go out of the court.
- Badminton: two players; similar to tennis, but the rackets are lighter, and a shuttlecock is used instead of a ball.
- Swimming: swimmers race against each other from one end of the swimming pool to another.
- Basketball: two teams; the players have to throw the ball to each other and finally through a hoop to score a point.
- Polo: played on horseback by two teams; the riders use long polo sticks to hit the ball into the goal.
- Squash: two players hit a small ball against a wall with rackets and try not to let it drop.
- Table tennis: two players hit a small, light, bouncy ball, with small rackets, across a table and try not to drop it. Table tennis is also known as ping-pong.
- Try to have many different types of sports equipment to show the students, especially different types of balls including those given in the exercise.

Conclusion: 10 minutes

Students could do activity on page 15.

The students have to match different rackets and bats to the balls used for each. The balls starting from top to bottom are: a cricket ball, a table tennis ball, a hockey ball, a shuttlecock, and a tennis ball. On the other side of the picture, the first two are a hockey stick and a cricket bat and table tennis, tennis, and badminton rackets.

Suggested activity:

To clarify the concept of team sports, divide the class into two teams and arrange simple games of cricket and basketball. Students's sets of plastic equipment for these sports are easily available. You can be the referee/umpire—the simplest definition of your role would be to make sure the teams do not argue with each other, and to decide whose turn it is. Badminton is also a good sport where one player plays against another, but the students may be too young to hit the shuttlecock accurately and may find it more frustrating than entertaining.

Lesson plan 13

Duration: 40 minutes

Outcomes: Students will be able to:

- identify different types of musical equipment.

Resources: textbook page 16, musical instruments.

Introduction: 5 minutes

Ask students to look at the pictures on page 16 and share what they know about these musical instruments.

Explanation: 25 minutes

Show the students a selection of musical instruments and let the students 'play' them. Safe and easy to play instruments would include the keyboard, tambourine, xylophone, drums, maracas, and triangle.

There are drum, harmonium, keyboard, violin, and guitar shown in the lesson. Ask the students to connect the pictures and the names.

Conclusion: 5 minutes

Do the activity from 'Things you can do' on page 16.

Class work: 5 minutes

Students could do Worksheet 10. The teacher will supervise and assist.

Suggested activity:

'The Sound of Music' sound track has the song 'Doe a deer...' Learn the tune from the film or an audio cassette since each note has to be sung correctly, before you teach the students.

11 Time

Key learning:

- Become familiar with clocks as a means to tell time.

Background information:

Students of this age have a basic sense of time. They can tell the difference between day and night. Keep a clock in the class and refer to the time during the lesson to reinforce the concept of time.

Lesson plan 14

Duration: 40 minutes

Outcomes: Students should be able to:

- tell the time on the clock.

Resources: textbook page 17, clocks, watches

Introduction: 5 minutes

Point to the clock on the classroom wall and ask the students what it is used for. We use clocks to let us know when it is time to wake up, time to go to school, time to go home, time to eat, time to play, time to pray, etc.

Explanation: 25 minutes

Use a clock without a front cover or the one that you have made yourself so that you can have easy access to the clock's hands. Tell them that the hands move around the clock and we read them to tell time.

Point the short hand to 1, and tell them that this means it is one o'clock. When the long hand has completed one round of the clock from 12 to 12, then the short hand moves to

the next number. Repeat with the other numbers. Let the students guess what time it is after a few turns.

Point out the minute marks. There are 60 minutes in one hour. Demonstrate the passage of one hour by starting at 3 o'clock and slowly moving the long hand around till it reaches 12 again and the short hand moves to 4 o'clock.

There are different kinds of clocks. Clocks that are small enough to be worn on our arms are called watches.

You could collect pictures of big clocks—grandfather clocks, flower clocks, London's Big Ben, etc. Also bring in different types of clocks to show the students, such as alarm clocks, novelty clocks (cartoon characters, etc.), wrist watches, clocks with 'second hands', cuckoo clocks and digital clocks.

Conclusion: 15 minutes

Finish off by letting them complete the exercises in the book: trace the clock, draw in the hands and tell the time.

Class work: 5 minutes

Students could do Question 1 on page 17.

Homework: Students could do Worksheet 11.

Suggested activities:

1. The students are given three clocks and have to tell the time: ten o'clock, nine o'clock, and six o'clock.
2. Make a list of different times and ask the students to illustrate what he/she does at that time of the day. For instance, start with half past seven; draw a clock face and ask the students to draw the hands at the appropriate places. Next to it, they can draw a picture showing breakfast. The same can be repeated for eight o'clock (coming to school), one o'clock (lunch), eight o'clock (dinner) and nine o'clock (going to sleep).

12 Electricity

Key learning:

- Uses of electricity
- Dangers of electricity

Background information:

Just as cars need petrol to run and our bodies need food, some appliances need electricity to make them work. Small electrical appliances, such as a fan, a lamp, and a radio/ cassette player can be used to demonstrate the use of electricity. Do warn the students about playing with electrical wires and sockets. They should never poke things into a socket and never plug appliances in themselves, because they might get an electric shock and may even have to go to a hospital.

Electricity is 'made' in special factories called powerhouses and sent through wires all over the country. The photograph shows distribution wires and electricity. These wires bring electricity right into our homes for us to use.

Power breakdowns are quite frequent in Pakistan. This happens if something has gone wrong with the wires, for instance, if they are cut or damaged or when something breaks down at the powerhouse.

Lesson plan 15

Duration: 40 minutes

Outcomes: Students will be able to:

- identify things that work with electricity and know that it is important to save electricity.

Resources: textbook pages 18–19, crayons, flash cards/ pictures of different appliances, batteries, drawing paper

Introduction: 5 minutes

Very young students are not ready for detailed descriptions and explanations about how electricity is generated and the dangers it may pose to them. Introduce electricity as a power needed to run many things around us, just as our bodies need food, cars need petrol, etc. Businesses, schools, and homes, all use electricity every day.

Explanation: 25 minutes

First ask the students to name some things that they think run on electricity. Electricity is manufactured in power plants and distributed all over the country through wires. Load-shedding is the result of a breakdown at the power plant or damaged wires.

Ask them to point to things in the classroom that run on electricity: the lights, the fan, a cassette player, a television, etc. Demonstrate the concept of on and off. It would

also be good to mention the importance of conserving electricity by turning off fans and lights when you leave a room.

Go over the pictures on page 19. The exercise requires the students to connect those things that work on electricity with the socket. Do this exercise together. The speaker, computer, television, and fan run on electricity and the watch, ball, and torch do not. You could tell the students that a torch runs on batteries, which also produce energy similar to electricity.

Conclusion: 5 minutes

Inform them again that electricity can be very dangerous. Electricity seeks to find the shortest route to the ground and will go through anything that will conduct it, including you. Never touch an electrical pole or wire that has fallen to the ground. Never touch electrical outlets with your fingers or with objects. Stay away from and never touch transformers. Come inside during a thunderstorm (or even occasional flashes of lightning with no rain).

Wrap up by reminding them to always ask an adult to connect something electrical. Remind them of the importance of electricity in our daily lives and reinforce that we must do what we can to conserve it.

Class work: 5 minutes

Students could do Questions 1–3 on page 19.

Homework: Students could do Worksheet 12.

Suggested activity:

Ask the students to draw two things that work on electricity and are not shown in the picture. Such appliances would have been discussed in class as suggested above. Possibilities include an iron, a video, a lamp, a microwave, a juicer, a freezer, a mixer, etc.

13 Jobs

Key learning:

- Different occupations and the people involved

Background information:

Students have learnt about some professions in Primer A. They may have witnessed or interacted with people from different professions.

A carpenter is a person who makes things out of wood. He uses a hammer and nails, and a saw.' A policeman is a person who catches bad people, keeps our homes safe, also helps direct traffic and he wears a uniform.'

A pilot flies a plane, he sits in the cockpit, and he also wears a uniform. There are other people working on an aeroplane, such as air hostesses.

An engineer designs bridges and roads. A doctor works in a hospital and treats us when we are ill. Farmers use farm machinery such as tractors and farm animals such as cows, to grow different crops grown such as sugar cane and vegetables.

Lesson plan 16

Duration: 40 minutes

Outcomes: Students should be able to:

- recognise people working in different occupations.

Resources: textbook page 20, some pictures of people doing different kinds of work, a few small tools and simple equipment, like a hammer, a screwdriver, a gardener's hoe, a stethoscope, chart paper.

Introduction: 10 minutes

Talk to students about what different people, including their parents, do. Continue by asking them what they want to be when they grow up. Some of them will have ready answers. Ask them about what a person in that profession does.

Explanation: 20 minutes

Look at the pictures in the book. Ask the class to guess what each person does, then read out the label under the picture. Describe each profession in detail.

Show pictures of other professions that are not pictured here: astronaut, nurse, zookeeper, baker, etc.

On the board, draw pictures or put up posters of people doing different jobs, e.g. a nurse, a policeman, a vegetable vendor, a construction worker, etc.

Conclusion: 10 minutes

Students could do Questions 1–4 on page 20.

Homework: Students could do Worksheet 13.

Suggested activity:

Draw on a large sheet, or the board, outlines of the 'tools' used in different professions, for example, a stethoscope and an injection, tractor, a computer, a map, tools, etc. Then ask the students who uses each tool.

14 Buying and selling

Key learning:

- How a shop is run?

Background information:

Buying and selling involves spending money to get things from shops and markets. People go to markets to buy different items for home, kitchen, and other use. People who sell goods receive money and people who buy the goods have to pay money.

Tell them the till is used to add prices of things bought, and to keep money in a tray at the bottom. If you have a toy till in school, show them how it works.

Tell them that the man behind the counter is the shopkeeper, and the people buying things are customers. They put their things in a trolley or a basket.

Lesson plan 17

Duration: 40 minutes

Outcomes:

- demonstrate an understanding of buying and selling things.

Resources: textbook pages 21–23, toy cash register, toy food items, currency notes of different value.

Introduction: 5 minutes

Ask the students if they have been to different shops with their parents: what did they find there? Ask them to guess what kind of a shop has been shown in the picture. It sells books, cards, and toys.

Tell them there are different values of money that we need to buy things, for example, Rs 5, Rs 10, Rs 100, etc.

Explanation: 20 minutes

Point out the different items shown. Ask the class what it is used for—to carry your shopping. Point out the cash register and the man behind it. He is the shopkeeper. People pay there for the things they have bought. The shopkeeper adds up the prices and takes the money. The money is kept in a drawer at the bottom. People buying things are called the customers. People who sell things are called sellers.

Read the names of the items on page 22 with the students. Ask them to tick those things that would be found in this shop. The Ludo game and the pencil would also count as things probably sold in this shop.

Conclusion: 10 minutes

Students could do activity on page 23.

Read a story about going shopping—there are several good ones to choose from, such as *Paddington Goes Shopping*, *Barney's Let's Go to the Grocery Store*, etc.

Class work: 5 minutes

Students could do Worksheet 14. The teacher will supervise and assist.

Homework: Students could do activity 1–2 from 'Things you can do' on page 23.

Suggested activity:

Show students coins and notes of Rs 5, Rs 10, Rs 50, and Rs 100. Ask them to name items that they would like to buy using each coin/note.

15 The market

Key learning:

- Markets and what they sell

Background information:

A place where there are many shops is called a market. A stall is usually uncovered, sometimes it is just a table or a push cart. A shop, however, is in a building with walls and a proper door.

Some shops are very big and sell almost everything. These shops are called supermarkets.

Lesson plan 18

Duration: 40 minutes

Outcomes:

- differentiate between buyers and sellers in the marketplace.

Resources: textbook page 24, some seasonal fruits and vegetables (in small quantity!); small polythene packets of rice, sugar, and lentils; ticky packs of biscuits (one per student) to be distributed at the end of the lesson.

Introduction: 5 minutes

Show the students the picture of a market on page 24. Ask them to describe what they see.

Explanation: 25 minutes

A market is a place where there are many shops or stalls that sell different items of daily use. Point out the stalls of different items shown in the picture. There is unstitched cloth, readymade clothes, fruits and vegetables, meat, and snacks being sold. Ask them if they have ever been to a place like that.

A shop is usually in a building with walls and one or more doors. Many shops can be found at a mall which is similar to a big market in many ways. A big store which sells everything is called a supermarket. Name some in your area that the students might be familiar with.

Play a guessing game where you name an item and the students will tell you which stall in the picture will be selling it.

Conclusion: 5 minutes

Set up the different food items mentioned above on a table. Use make-believe money to play shop: you can become the shopkeeper and give each student a ticky pack of biscuits in return for the 'money' they give you.

Class work: 5 minutes

Students could do Question 1 on page 24.

Homework: Students could do Worksheet 15.

Suggested activity:

Set up some stalls in the classroom and let the students take turns at being shopkeepers and customers. You could put some books and notebooks on one table to make a bookshop. On another table you could put some toys and food to make a grocery store. Some toys could be arranged on a third table to make a toy shop. Ask the 'customers' to come and buy things. Give the students toy trolleys and baskets in which to put their shopping.

16 Plants

Key learning:

- Why should we take care of plants and animals?

Background information:

The focus of the lesson is to encourage students to have a healthy interaction with nature. Arrange a visit to a local garden and a zoo as well. Students will learn how to take care of plants and trees. It will be better if you are able to locate a garden that has plants of all sizes, an expansive flower bed, and a few young and old trees.

Before the students visit the garden, conduct a small activity in the class. Bring a few seeds and saplings, and small potted plant. The aim of this activity is to explain how a plant comes to life and goes on to grow. The seeds should be sown in soil and watered regularly. Plants need sunlight and water to grow however, in a certain quantity. In a few days the saplings sprout above the ground and you can see very tiny stems coming up. The growth is constant, and the sapling grows up to become a whole plant. You can grow different sorts of plants. For example, if you sow rose flowers seeds, you will grow a rose plant.

Plants are living and need water and sunlight to grow. Plants die quickly if they are not watered properly and if they receive less or more than the required amount of sunlight.

Similarly, animals are also living and need constant care. They need regular food and shelter in order to survive. There are different kinds of animals such as tame animals, wild animals, sea animals, and insects and small animals. Usually people keep small birds and tame animals as pets inside their homes and private zoos, but one must ensure that all animals are regularly fed, bathed, and well-kept in their respective homes along with proper medical care.

Lesson plan 19

Duration: 40 minutes

Outcomes: Students should be able to:

- understand that plants are living things and need care.

Resources: textbook pages 25–26, a few seeds and saplings, a small plant.

Introduction: 5 minutes

Show the students pictures on pages 25 and 26 and ask them what they think is happening in the first picture. Answers will vary.

Explanation: 20 minutes

Growing plants is very important for a well-maintained environment. However, they do not grow on their own; we need to plant more of them. At the same time, we must never ill-treat plants, pluck flowers from flowerbeds, and break plant and flower pots. They are a beautiful part of nature that should be nurtured.

Flash the picture of the tree on page 25 and ask them how does a tree grow. Students' answers will vary as many will think the little plant goes on to become a tree and some will think otherwise. You should tell them that little plants that are taken care of grow onto become large trees. There are many old trees in the world some of which are more than a thousand years old.

Ask students how they take care of plants at home. Write their comments and suggestions on the board one by one. Also, take their ideas on how we can protect small plants from tame animals. Answers will vary.

Some students might already have a few pets at home while others might not. Take them to the school garden and show the birds and their nests if in sight. Ask relevant questions such as how do the birds get their food, where do they live, how do they build their homes, etc. Add your own input. Ask them to look at pictures on page 26 and say what is happening and whether or not it is right or wrong.

Conclusion:

Students could do Question 1 on page 26.

Homework: Students could do Worksheet 16.

Suggested activity:

Take the students to the school garden and get involved with them to clean it. Scrape up all the dead flowers, plants, and leaves and throw them away. If possible, also plant a tree or different flower seeds.

17 Animals

Key learning:

- Tame and wild animals
- Wild animals are not suitable as pets.

Background information:

Animals such as dog, cat, rabbit, etc. are tame, that is, they are not dangerous and can be kept in the home or near people. In fact, they often become their owners' friends!

Tame animals such as the ones that live on a farm—horses, sheep, cows, goats, and hens are safe to be around and are, in fact, very useful. Tell the students how animals work for us and show pictures of horses pulling ploughs, wool being sheared from sheep, and cows being milked.

Wild animals are not used to being around people and are, therefore, very dangerous. They are usually found in forests and jungles, but can also be seen in zoos. However, as the animals are wild and dangerous they have to be kept in cages. Show the students pictures of lions, tigers, bears, etc. pointing out their sharp teeth and claws.

Look at the pictures of animals shown on pages 27–28 and talk about whether they are tame or wild. The animals shown are dog, cat, crocodile, goat, cheetah, cow, and tiger. Ask questions like, ‘Do you think a crocodile would make a good pet?’ etc.

Lesson plan 20

Duration: 40 minutes

Outcomes: Students should be able to:

- identify some popular tame animals and their food choices.
- identify some wild animals and their habitats.

Resources: textbook pages 27–28, plastic animals of all sorts, posters of wild and tame animals (including farm animals), artificial plants and trees

Introduction: 5 minutes

Show the students pictures of different animals, tame and wild. Discuss if they would let each live in their house or not.

Explanation: 20 minutes

Animals that we keep in our homes are tame animals. They are used to being around people and can live in our homes. They will not bite or attack us. In fact, they become our friends.

Animals that live on farms are also tame, like sheep, horses, cows, goats, hens, geese, and ducks. They are also very useful animals because they provide us with many things, like help in farming (horses), food (cows provide milk, hens give us eggs), wool (sheep), etc.

Wild animals, on the other hand, can be very dangerous. They live in jungles, forests, mountains, or plains, away from humans. They are not used to people so they can attack if they see them. We can see some wild animals in the zoo, so that we can see them but are safe from them. We cannot keep wild animals in our homes because they eat different kinds of food that we cannot provide.

Animals that eat meat eat several kilos of it! Animals that eat leaves and grass also eat many kilos of it. They need lots of space to live and move about so we cannot keep them cooped up at home—it is not fair to them.

Conclusion: 5 minutes

Set up a model jungle and a model farm on two separate tables. Give the plastic/toy animals to the students and let them decide which animal should go where.

Class work: 5 minutes

Students could do Worksheet 17. The teacher will supervise and assist.

Homework: Students could do ‘Questions’ on page 27.

Suggested activity:

On two separate tables, set up a model jungle and farm. In the jungle, add lots of trees and make a watering hole. In the farm, include fields, animal enclosures, and buildings such as a farmhouse and barn. Collect a variety of toy animals and ask the students to place them in their appropriate environment.

18 Islam

Key learning:

- The basics of religion, Islam

Background information:

Islam is the religion of most students. A religion tells people what is good for them and what is not. Islam tells us all about Allah and Prophet Muhammad (PBUH).

Just as different books in school tell us about different subjects, the Quran tells us about Islam; what it means, and how we should live and behave.

Islam tells all the people to pray to Allah. Muslims pray in a mosque. *Azaan* reminds people that it is time for prayer. The minaret is the place where the Imam of the mosque used to stand and say the *azaan* so that his voice could travel as far as possible and be heard by the people. Now there are loudspeakers attached to the minaret and a microphone inside the mosque, so that the *azaan* is heard by all in the neighbourhood.

If there are students of other faiths in class, then it is important to discuss their beliefs too, without prejudice. Say that some people have other religions, with different names and different prophets. The religion of Christians, for example, is called Christianity and their book is the Bible. They go to church to say their prayers. All religions want their people to be good and nice to each other. It is bad to make fun of someone else's religion.

Lesson plan 21

Duration: 40 minutes

Outcomes: Students should be able to:

- recognise different religious identities.

Resources: textbook page 29

Introduction: 5 minutes

Begin by asking who made the world and everything in it (God or Allah). Then explain that we believe that there is only one God, and our religion is called Islam. A religion tells us what is good and what is not. It tells us how to behave (to be kind, to be respectful, to pray to God and follow His laws, etc.).

Explanation: 25 minutes

There are many religions in the world, like Islam, Christianity, Judaism, Hinduism, Zoroastrianism, Buddhism, etc. Tell the students that most of the people in Pakistan are Muslims, i.e. they follow the religion Islam, but people of other religions also live in Pakistan and follow their religions, like Christians, Parsis, Hindus, and Sikhs. Everyone has their own place of prayer and worship. Muslims pray in mosques; Christians pray in

churches; Hindus pray in temples; Sikhs pray in gurdwaras and Parsis pray in temples. Islam teaches us to respect others and their faiths and places of worship.

Muslims believe in one God, Allah, and in His last prophet Hazrat Muhammad (PBUH); they follow the book called the Quran which Allah sent verse by verse, to Hazrat Muhammad (PBUH). The Quran tells us everything we need to know about how to behave and how to live a good life—to be honest and truthful; to be kind and fair to everyone.

Muslims have to fast in Ramazan; they have to pray five times a day. Many Muslims like to pray together in a mosque.

Ask the students if their grandparents, parents, or any other close relatives have been to Makkah for Hajj or for the smaller pilgrimage, Umrah, encourage them to talk about what they know about it.

Conclusion: 5 minutes

Students could do Worksheet 18.

Class work: 5 minutes

Students could do activity 1–2 of 'Things you can do' on page 29.

19 Our country

Key learning:

- Our country Pakistan

Background information:

Pakistan was founded on August 14, 1947. The father of the nation is Quaid-e-Azam. There are four provinces in Pakistan. These provinces are called Sindh, Punjab, Baluchistan, and Khyber Pakhtunkhwa. People speak Punjabi, Sindhi, Balochi, Pashto, and Hindko in Pakistan. The neighbouring countries are Afghanistan, Iran, India, and China. The Arabian Sea is to the south of Pakistan.

Lesson plan 22

Duration: 40 minutes

Resources: textbook pages 30–31, a map of Pakistan, a large globe or a large map of the world, chart papers in four different colours.

Outcomes: Students will be able to:

- recognise their national identity and discuss different national symbols.

Introduction: 5 minutes

First show the students the map of Pakistan so that they can recognise the shape. Then ask them to try and locate Pakistan on the globe or on the world map. Show them where it is and then point out the neighbouring countries and some other countries that they might have visited.

Explanation: 20 minutes

There are many different countries in the world, and our country is called Pakistan. Show them the map of Pakistan in the book. Point out the different provinces and their capitals, including Islamabad which is the capital of Pakistan. Explain that there are many different cities, towns, and villages in each province.

The students could mark the major cities of each province on the map as you point them out in the book: Karachi in Sindh, Lahore in Punjab, Quetta in Balochistan, and Peshawar in Khyber Pakhtunkhwa. Tell them to mark Islamabad with a little star as it is the capital of Pakistan. Tell the students the country has different national icons that represent it on a global scale. Show them pictures on page 31 and discuss their favourite icons.

Conclusion: 5 minutes

1. Point out the Arabian Sea and ask the class to colour the sea blue, and then use a different colour for each province.
2. Play Dil Dil Pakistan for the class on the CD player. The chorus is easy to sing and students love the beat of the song.

Class work: 5 minutes

Students could do activity 1–2 from ‘Things you can do’ on page 31.

Homework: Students could do Worksheet 19.

Suggested activity:

Make a classroom display. Using cut-out pieces of thin card—a different colour for each province, join them together to make a large map of Pakistan. Mark the major cities. Use crumpled blue tissue or cellophane to represent the Arabian Sea.

20 Important People

Key learning:

- Some important and famous people in Pakistan’s history

Background information:

The focus of the lesson is to introduce famous people such as. Quaid-e-Azam, Allama Iqbal, Sir Syed Ahmed Khan, and Liaquat Ali Khan, who are played a great part in the establishment of Pakistan.

Explain that these people helped and worked very hard to make Pakistan, even risking their own lives, health, and comfort. That is why they are known as heroes—people who have worked harder than ordinary people and have achieved great things.

There are many people who have done a lot of good work in Pakistan and have become famous for their achievements.

Abdul Sattar Edhi wanted to help poor people in Pakistan. He was very sad to see the terrible conditions in which they lived and so he decided to collect money to help them. He has set up many centres to help people who are poor, or do not have homes and families. Some centres take care of students who have no parents and no one to look after them; others look for people who have gone missing from their homes, either run away or

kidnapped; some collect money, food and clothes and give them to the poor. The Edhi Foundation has the largest ambulance service in the country to take injured and sick people to the hospital. His wife, Bilquis, and their students also help him with his work. Bilquis Edhi has opened special centres for women and students, where they are looked after and educated. The Edhis are doing a lot of good work in Pakistan and have also inspired others to do similar work.

Begum Raana Liaquat Ali Khan was a very highly educated lady. She was also a teacher in a school and a college. She married Liaquat Ali Khan, and worked very hard with her husband to make Pakistan. She encouraged Muslim women, in particular, to take part in the struggle. After Pakistan was made, she helped Pakistani women with their problems and took care of those who had suffered during the struggle for Pakistan.

Major Aziz Bhatti was a soldier in the Pakistan army. In 1965 India attacked Pakistan and a war started. Major Aziz Bhatti's job was to keep an important canal free from the enemy. The Indian army dropped many bombs and fired many guns to try and take the canal, but he was such a brave soldier that he managed to save the canal. He was, however, martyred during the war by an enemy tank shell. He will always be remembered for his bravery.

Another brilliant Pakistani is **Malala Yusufzai**. She works for the education of girls by investing in education programmes. She also received a global award, the 'Nobel Prize', for her contribution to girls' education.

Lesson plan 23

Duration: 40 minutes

Outcomes: Students should be able to:

- identify national heroes of Pakistan.

Resources: textbook page 32

Introduction: 5 minutes

Ask the students who a hero is: what does one do to become a hero? Explain that heroes are people who do brave deeds like saving others from disasters, helping others by sharing with them whatever one may have and providing food, clothing, security, etc. for them; leading people out of misery and bad living conditions, slavery, etc. to a better and free life. We have many heroes in the history of our country, and there are many heroes in the world also.

Explanation: 30 minutes

Sir Syed Ahmed Khan was an important Muslim leader in those days; he set up the Aligarh University and encouraged Muslims to get the best education so that they could have a better life.

When Muslims decided that they needed to have their own homeland, Quaid-e-Azam Mohammad Ali Jinnah, Allama Muhammad Iqbal, and Liaquat Ali Khan worked very hard in trying to improve the life of the Muslims in India and then in the creation of Pakistan.

People worked very hard to make Pakistan so that we could live better lives. That is why they are known as heroes—people who have worked harder than ordinary people and achieved extraordinary things.

Conclusion: 5 minutes

Recap by asking questions on page 32 about the people discussed to check and reinforce their understanding.

Lesson plan 24

Duration: 40 minutes

Outcomes: Students should be able to:

- identify famous personalities of Pakistan.

Resources: textbook page 33, pictures of other famous people.

Introduction: 5 minutes

Show the students pictures in the book of Begum Raana Liaquat Ali Khan, Major Aziz Bhatti, Malala Yusufzai, and Abdul Sattar Edhi. Explain that these are four persons, among many others, who have worked hard to make Pakistan a better place.

Explanation: 25 minutes

Tell the class a little bit about each individual as outlined in background information. Emphasise the importance of helping your country and doing something for it.

Being famous means that many people know your name or know about you. Many people who come on television or sing or paint or write are also famous. Ask them if they can name any such people.

Show them pictures of other heroes and why they are famous like Fatima Jinnah, Imran Khan, etc. Include some names that the students may be familiar with, such as Rashid Minhas, Dr Ruth Pfau, Shahid Afridi, Aisam ul Haq, Atif Aslam, etc. Also talk about international heroes like Nelson Mandela.

Conclusion: 5 minutes

Discuss with students how they would like to contribute to the country to become heroes like these people

Class work: 5 minutes

Students could do Worksheet 20. The teacher will supervise and assist.

Homework: Students could do Question 1–3 on page 33.

Suggested activity:

Make a display about these admirable people and ask the students to find out about other famous people such as Fatima Jinnah, Dr Ruth Pfau, Sadequain, Malala Yousufzai, and many others we read about in the newspapers or see on TV.

21 The weather

Key learning:

- different kinds of weather—that it becomes hot, cold, windy, rainy, etc.
- Changes in weather

Background information:

Talk about different weather conditions such as rain, foggy weather, and snow. It is difficult to see in the fog: it's like being in the middle of a cloud, and can be, therefore, very dangerous. Snow falls when it is very cold, and sometimes turns into slippery ice.

Weather affects the way we dress and the food we eat.

Introduction: Encourage students to talk about the weather. They should be able to tell whether they feel hot or cold.

Lesson plan 25

Duration: 40 minutes

Outcomes: Students should be able to:

- differentiate between various weather conditions.

Resources: textbook pages 34–35, some pictures of a rainy day, a windy day, a sunny day, a hot day, and a cold day.

Introduction: 5 minutes

Ask the students what the weather is like today. Use many descriptive words, such as cool, cloudy, wet, windy, sunny, hot, bright, warm, etc.

Explanation: 25 minutes

There are different types of weather. It could be hot, cloudy, cold, rainy, or windy. Sometimes, there are thunderstorms as well. In some places in Pakistan there is snowfall which makes these places very cold.

Show some pictures of different weather conditions. Describe in detail and ask the students what they might be wearing and what they would be doing in each situation. Play a guessing game where you describe what you are wearing and what you are doing so that they can guess what the weather is like.

Discuss the illustrations in the book. Ask the students questions about what it might mean if it is cloudy (rain) or what kind of weather they enjoy the most.

Make weather symbols on the board. Students could also come up with symbols for other weather conditions such as thunder, lightning, fog, and snow. Draw them on the board.

Conclusion: 10 minutes

Sing a weather song with the students:

Rain, Rain, Go Away

Rain, rain, go away.
Come again some other day.
We want to go outside and play.
Come again some other day.

Incy-Wincy Spider

The incy-wincy spider

Went up the water spout. (Move hands up while touching the index finger of one hand to the thumb of your opposite hand alternately.)

Down came the rain (Move hands down while wiggling fingers.) And washed the spider out. (Cross arms.)

Out came the sun (Make a circle with arms above head.) And dried up all the rain.

And the incy-wincy spider

Went up the spout again. (Start spider moving up again.)

Class work: 5 minutes

Students could do Questions 1–3 on page 35.

Homework: Students could do Worksheet 22.

Suggested activities:

1. Story time: 'Mr Wolf's Week' by Collin Hawkins takes the students through different types of weather and also introduces the days of the week. The text is quite brief and the students are encouraged to describe the illustrations that tell the story.
2. Ask the students to draw two pictures showing two different types of weather.

22 Seasons

Key learning:

- Different seasons
- The connections between weather and seasons

Background information:

The weather changes day to day, but seasons are the specific times of the year when a certain type of weather is expected. For example, in Pakistan winter weather is experienced from mid-November to mid-February. May to August is the summer season.

In November, December and January, the weather is cold and the season is called winter. The trees are bare, there are not many flowers and in some places it snows. We have to wear warm clothes like sweaters, hats and scarves. In many places in Pakistan it becomes so cold that we use heaters to warm up our houses. People who have to stay outdoors,

stay warm by sitting around a bonfire. Some animals like bears and squirrels go to sleep for the whole season; this is called hibernation.

February, March, and April make up the spring season. The weather becomes warmer, but not too hot. Sometimes, there are light showers. New leaves begin to grow on trees and flowers begin to bloom. Animals that have been hibernating wake up. Birds make new nests and there are lots of butterflies around.

May, June, July, and August are the hottest months, and the season is summer. We need to use fans and sometimes air conditioners, to keep our houses cool. We wear light clothes and stay indoors during the day. We get thirsty quickly and have a lot of cold drinks. It doesn't rain much and stays hot and sunny most of the season. However, in some parts of Pakistan, August is also part of the rainy/monsoon season. It rains heavily, and there are frequent thunderstorms.

In August, September and October, the weather is still hot, but begins to get cooler. The leaves on the trees turn brown and orange and begin to dry and fall off.

Lesson plan 26

Duration: 40 minutes

Outcomes: Students should be able to:

- name the four seasons.

Resources: textbook page 36, pictures of different seasons from a calendar

Introduction: 5 minutes

Put up the calendar pictures with the names of the months on them and separate them according to the seasons with the headings written above. Or else, write down the months of the year on the board. Then break them up into the four different seasons.

Explanation: 25 minutes

Explain the word 'seasons' by referring to their names and describing the weather conditions and activities—summer (hot days, holiday season, schools close down); winter (cold and windy, school holidays again for Quaid-e-Azam's birthday and Christmas); spring (cool and pleasant, windy weather for flying kites, lots of pretty flowers); autumn (end of hot weather, leaves on the trees dry and fall)— these are some of the features of the different seasons. Mid-November to mid-February is winter. Mid-February to April is spring. May to August is summer. September to mid-November is autumn.

Go through the pictures in the book. Read the sentences out loud. Ask the students to describe other features of the season being discussed. What clothes might they wear in each season? Cut out pictures of the appropriate clothing for the seasons chart. What activities can they do in each season? Draw or cut out pictures accordingly.

Conclusion: 5 minutes

Ask the students which season is their favourite and why.

Class work: 5 minutes

Students could do Questions 1–2 on page 36.

Homework: Students could do Worksheet 22.

Suggested activities:

The students can dress up in appropriate costumes and colours as different seasons for a morning assembly presentation.

23 Air

Key learning:

- Air is all around us
- The various ways we use air

Background information:

Air is all around for us to breathe. Animals and even plants breathe air.

There are several examples of various uses of air in the textbook, e.g. it is used to inflate tyres. Bring a hand pump to show the class and let them feel the air pumped out of it. Use it to inflate a balloon so the students can see how it works. When air moves, it is wind. We can fly kites in the wind.

Lesson plan 27

Duration: 40 minutes

Resources: textbook page 37, balloons, hand pump (for demonstration), picture of a hot air balloon, some plastic glasses and straws.

Outcomes: Students should be able to:

- develop an understanding of the importance of air.

Introduction: 5 minutes

Ask the students to take a deep breath. Tell them that they are taking in air. Ask them to put a hand over their chest as they take a big breath. They will feel their chest rise as they take in air and fall as they exhale the used air. Blow air into a balloon to show how it fills up the space; then let it out slowly and see how the balloon collapses.

Explanation: 25 minutes

Explain the importance of air. Humans, animals, plants, all living creatures need air to live. We breathe it in and out. When we move fast, run, or carry weight, we breathe in more air as it gives us energy.

Air cannot be seen, but it can be felt when it moves as wind. Describe some of the other ways that air is used, such as to inflate tyres, fill balls, fly a kite (wind). Birds fly in the air; the wind helps them to fly higher. An aeroplane flies in the air. Show them a hand pump if available. Otherwise, simply blow up a balloon with your breath and tell them that the air inside the balloon is what has made it expand and also made it light so that it can float in the air for a while.

Conclusion: 5 minutes

Show them the picture of the hot air balloons. People can sit in the big basket attached to a hot air balloon and go for short rides. Explain how the balloon is filled with hot air and as it expands, it rises. When the balloon needs to come back down, the air is slowly let out and the balloon descends.

Students could do Worksheet 23. The teacher will supervise and assist.

Suggested activity:

1. Fill some glasses with water and let the students blow into them through straws. The air bubbles will rise to the surface. You can also use soapy water (use a good brand of liquid soap) and do the bubble blowing exercise in the playground; the students will be thrilled to see the bubbles rise and float away.
2. Make a bubble painting. Mix some watery paint in a wide, shallow dish and blow through a straw until lots of bubbles cover the surface. Quickly place a sheet of white paper over the top. As the bubbles burst, they will leave a pattern on the paper. Leave it to dry. In case you are afraid that the students might inadvertently suck some of the paint, use food colours to colour the water.

24 Water

Key learning:

- Water: its sources and the water cycle; the importance of water
- The various ways we use water

Background information:

There are different uses of water such as washing up, bathing, drinking, and swimming. Other uses could include rinsing our mouths after brushing our teeth, washing our faces, washing clothes, watering plants, and making drinks like tea and squash. Make a note of the uses the students suggest which are not shown in the book.

Some animals can only live in water—ask the students to name some. Suggestions include fish, octopus, and whales. Emphasise the importance of not wasting water. You could tell the students that there are some people in the world who do not have clean water to drink and are always thirsty. You could suggest a small way that the students can contribute towards conserving water—by turning the tap off in between brushing their teeth and rinsing their mouths.

Rainwater runs down the mountains in streams, as well as melted snow from the mountain tops. Streams from different mountains join and form rivers and lakes. Rivers join and flow into the sea. Water on the surface of the sea goes up into the air to form clouds again.

Ships and boats can travel over the water all around the world and take people and things from one place to another.

Lesson plan 28

Duration: 40 minutes

Resources: textbook page 38, electric kettle, juice, ice-lolly sticks, plastic cups.

Outcomes: Students should be able to:

- realise that it is important to conserve water.

Introduction: 5 minutes

Ask the students to suggest some ways in which we use water: drinking, washing up, bathing, watering plants, brushing our teeth and swimming.

Explanation: 25 minutes

Explain the different forms water can take. Show them a glass of water (water in its liquid form). Show them an ice cube (water in its solid form). Then with an electric kettle, show them steam from boiling water (water in its gas form).

Show them the illustration in the book and explain the water cycle at its most basic. The rain falls from the clouds onto mountain tops. The rainwater and melted snow flow into rivers which lead to the sea. Water in the sea is heated by the Sun, causing it to evaporate (turn into steam) and rise into the air to form a cloud again.

Water from the snows and rivers is fresh water which we use for drinking, making tea, washing up, and keeping clean. There is much less fresh water on the Earth as compared to sea water. Sea water is salty—we cannot use it for drinking or washing up, so we should use fresh water very carefully. We should not waste water—we must not leave the tap on when we wash our clothes or brush our teeth; we must not leave the shower running when we shampoo our hair. If there's a leak in a water pipeline, we must get it mended quickly.

Explain that there is more water than land on our Earth. The Earth is covered by seas which are home to many animals and plants. Ask them about animals that live in the sea. Write down the names of some sea creatures on the board. Ask if any of the students have been on a boat. Boats and ships travel over the water to transport people and things from one place to another.

Conclusion: 5 minutes

Discuss Questions on page 38 with students.

Class work: 5 minutes

Students could do Worksheet 24. The teacher will supervise and assist.

Suggested activity:

Make ice pops. Let the students mix water and squash concentrate and pour it into small moulds— even ice-cube trays would suffice. Into each mould, stick a lollipop stick. Leave to freeze, and then remove from the mould.

25 Our Earth

Key learning:

- The Earth as a globe

Background information:

A globe is a model of the Earth. Point out Pakistan and the place where you are in Pakistan.

There is water all around land.

An additional suggestion in the book is to look at more pictures of the Earth in an atlas. Show the students detailed maps of Pakistan's topography too. The blue parts are the seas and the green and brown parts, the land. You could also point out the mountains. Earth Day is celebrated on 22 April each year.

Lesson plan 29

Duration: 40 minutes

Resources: textbook, page 39, a globe, picture of Earth, rivers, seas, lakes.

Outcomes: Students should be able to:

- identify the location of land and water on the globe.
- discuss the importance of keeping the Earth clean.

Introduction: 5 minutes

Show the class a globe. Ask them if they know what it represents. Tell them that the Earth is round like a ball. Explain that the blue shows where there is water and the green and brown show where there is land.

Explanation: 30 minutes

The Earth is covered by water and land. The land is divided into different continents, which are further divided into different countries.

The book also shows a picture of the Earth. Pick out the same area on the globe and show 'other countries', such as England, Australia, Russia, India, and China.

It is important for all of us to take good care of our Earth by saving water, not cutting down trees, not throwing litter in the sea/rivers/lakes, etc.

Conclusion: 5 minutes

Cut out a large circle of white chart paper. Outline the continents and let the whole class paint the Earth. Encourage them to use the correct colours for land and sea. Dab on a bit of coloured glitter here and there.

Class work: 5 minutes

Homework: Students could do Worksheet 25. The teacher will supervise and assist.

Suggested activity:

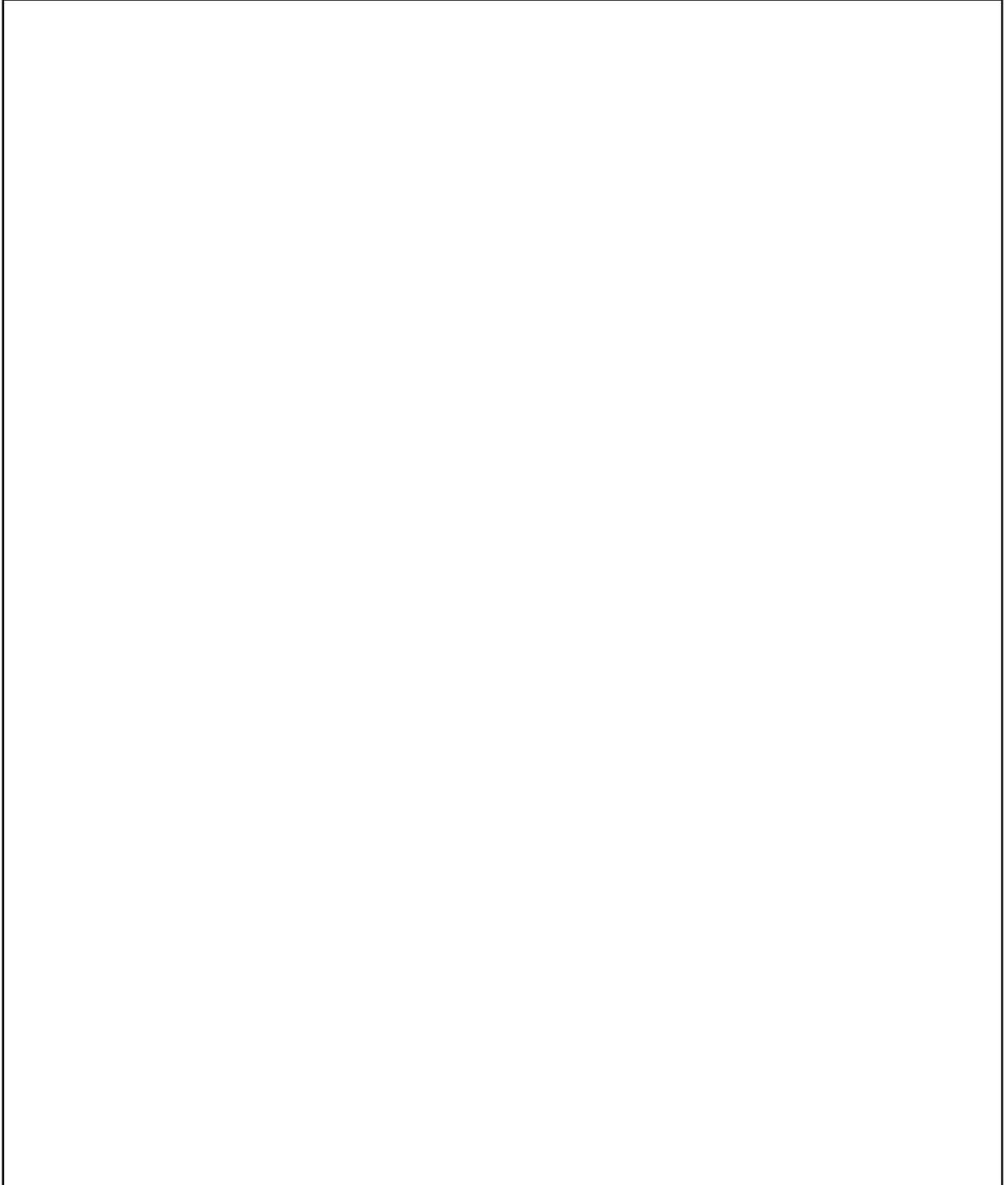
Show the students a picture of the other side of the world, opposite to the one shown in the book—the side showing America. Give the students circles of white paper and let them draw the land and colour it green and paint the water blue.

BOOK A

APPENDIX: WORKSHEETS

Worksheet 1

1. In the box below, draw your favourite pictures from the family album.

A large, empty rectangular box with a thin black border, intended for a student to draw their favorite pictures from a family album.

Worksheet 2

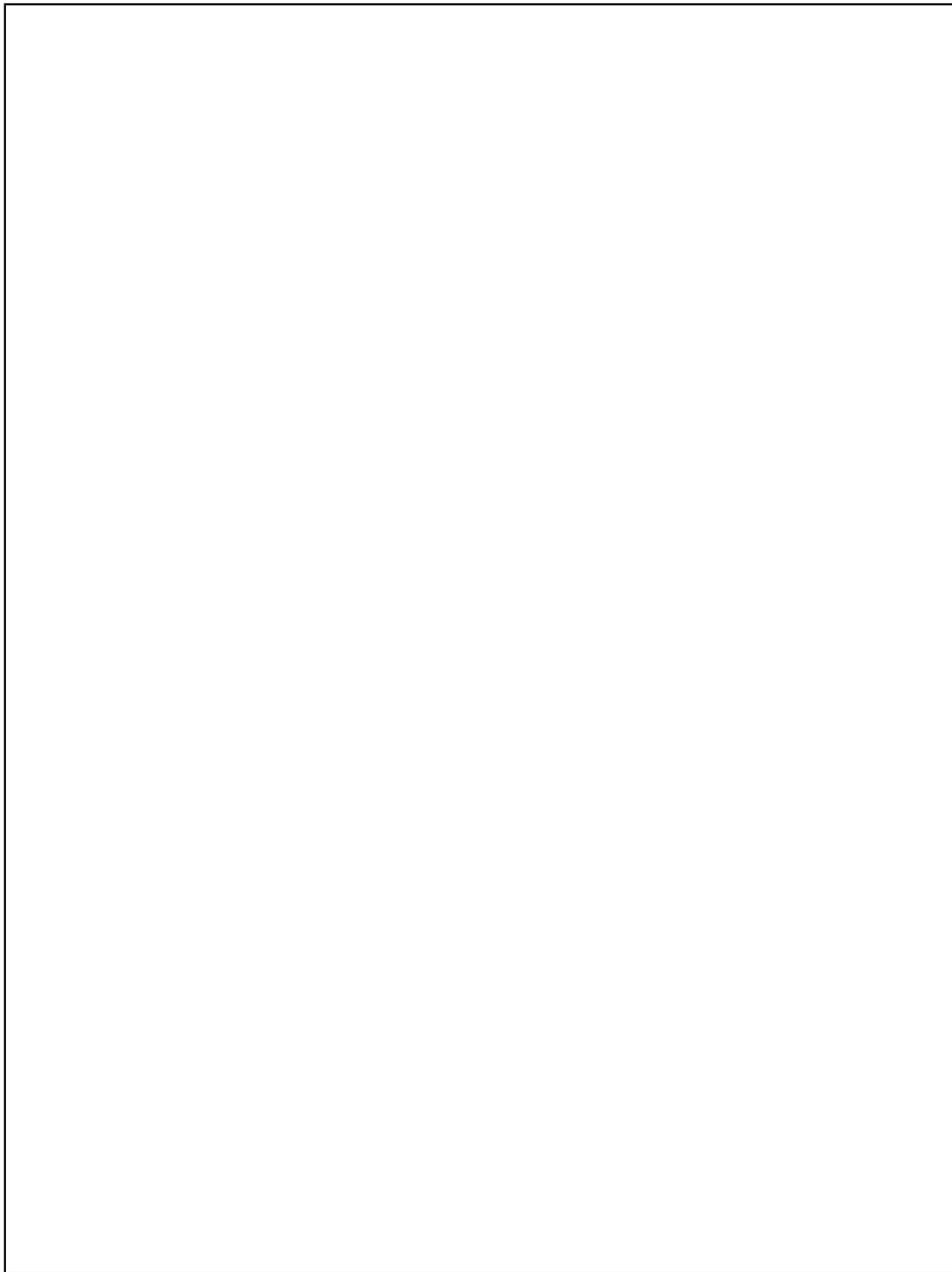
1. Write names of clothes that you wear in summer and winter.

SUMMER	WINTER

2. Draw pictures of your favourite clothes.

Worksheet 3

1. Draw your favourite toys below and write their names.



Worksheet 4

1. Rewrite the following in order of growth.

grown up _____

baby _____

elderly person _____

student _____

2. What comes first? Circle it.

a. chick

egg

hen

b. seed

tree

sapling

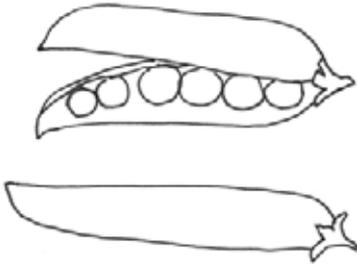
3. What would you like to become when you grow up (e.g. doctor, teacher, fireman, etc.)?

Draw a picture of yourself as a grown up wearing those clothes.



Worksheet 5

1. Match the names to the vegetables. Colour the vegetables.



onion



carrot



peas



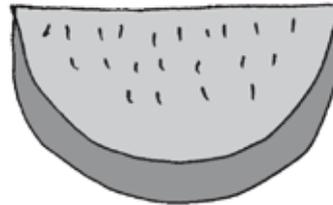
tomato

2. Fill in the blanks.

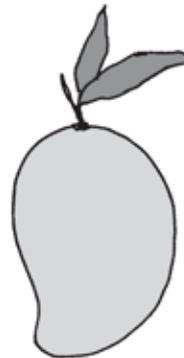
a. French fries/chips are made of _____.

b. Ketchup is made of _____.

c. This is a _____.



d. This is a _____.



e. These are _____.



Worksheet 6

1. This is a restaurant's menu card. Fill in two food items eaten at breakfast, lunch and dinner each.

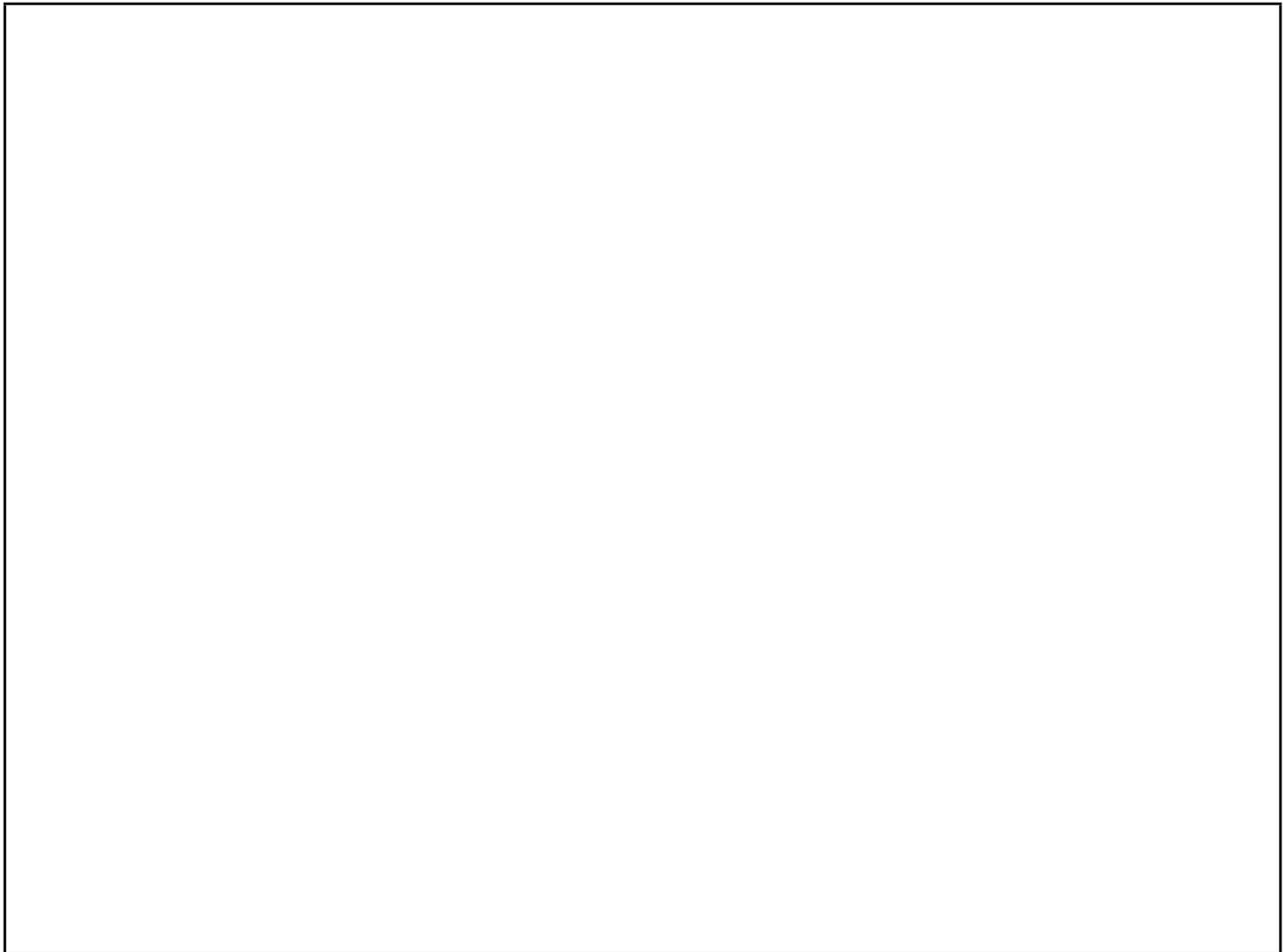
Menu	
Breakfast	1. 2.
Lunch	1. 2.
Dinner	1. 2.

2. Fill in the blanks.
- I have breakfast in the _____.
 - Lunch is taken in the _____.
 - We eat dinner in the _____.
3. Draw your favourite food in a restaurant.



Worksheet 7

1. How many rooms are there in your house?
2. Some houses have a special room just to keep old things. Do you know what it is called?
3. Tick the right answer.
 - i) Food is cooked in the
 - drawing room
 - garden
 - kitchen
 - ii) We take a shower and wash in the
 - bedroom
 - bathroom
 - kitchen
 - iii) We meet guests in the
 - kitchen
 - garage
 - drawing room
4. Draw a picture of your house and colour it.



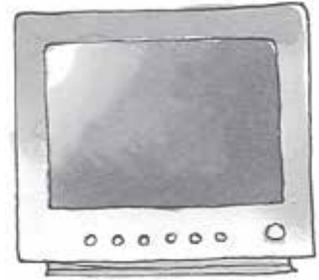
Worksheet 8

1. Write the correct word.

a. This is my _____.



b. I see cartoons on the _____.



c. My father uses a _____.



2. Circle the right answer.

Things that are kept on a study table:

books

lamp

CD player

pencil case

flower pot

photo frame

computer

clock

water

bag

food

calendar

Worksheet 9

1. Draw a day and a night scene.

Day	Night

2. Fill in the blank.

- a. People wear sunglasses during the _____ time.
- b. 'Twinkle, twinkle, little star' is about _____ time.

3. Draw and colour the sky with the Moon and stars.

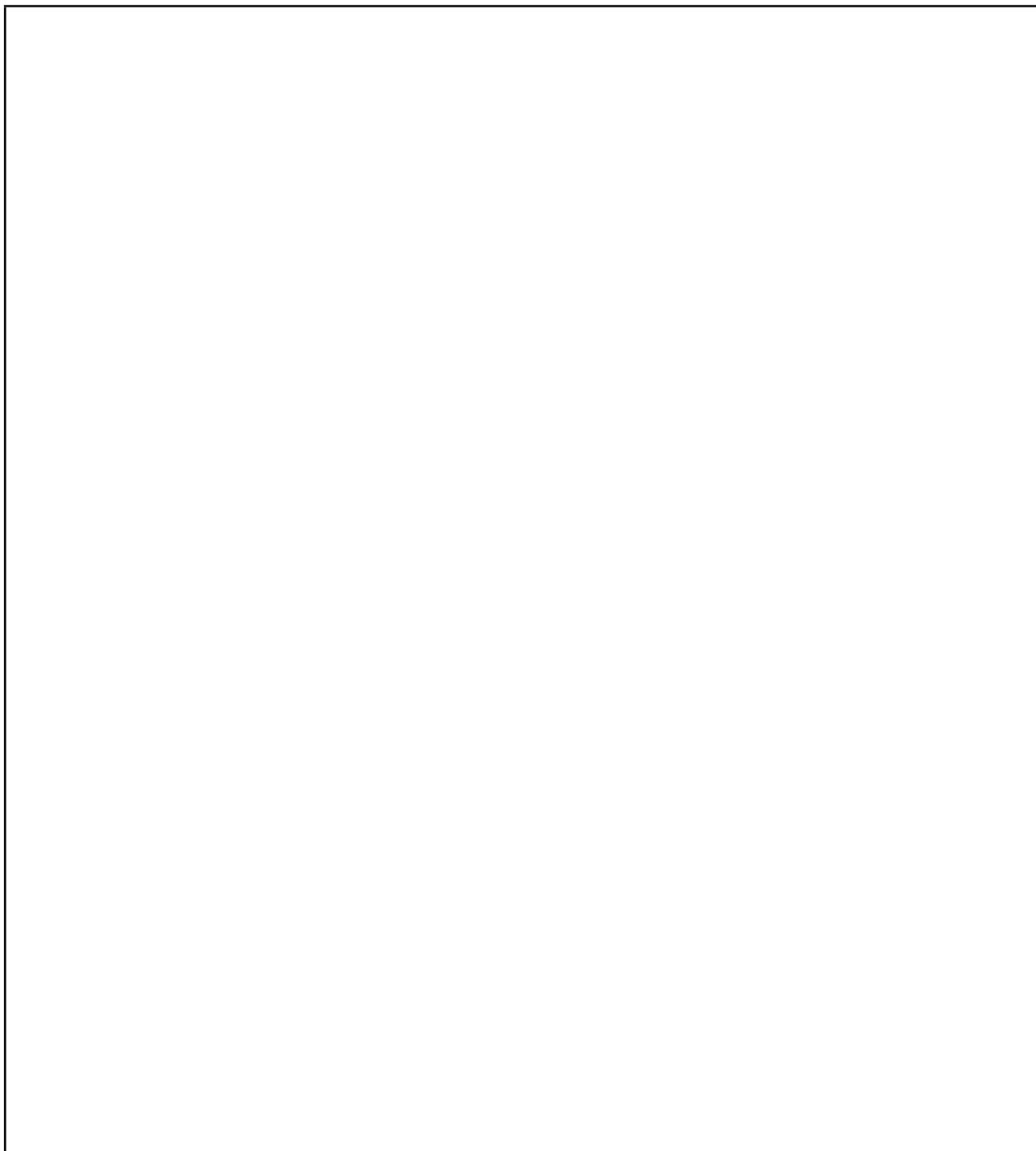


Worksheet 10

1. Fill in the blanks.

- a. The name of my school is _____.
- b. I study in class _____.
- c. My teacher's name is _____.
- d. I like to play _____ in school.

2. Draw your classroom in the box below.

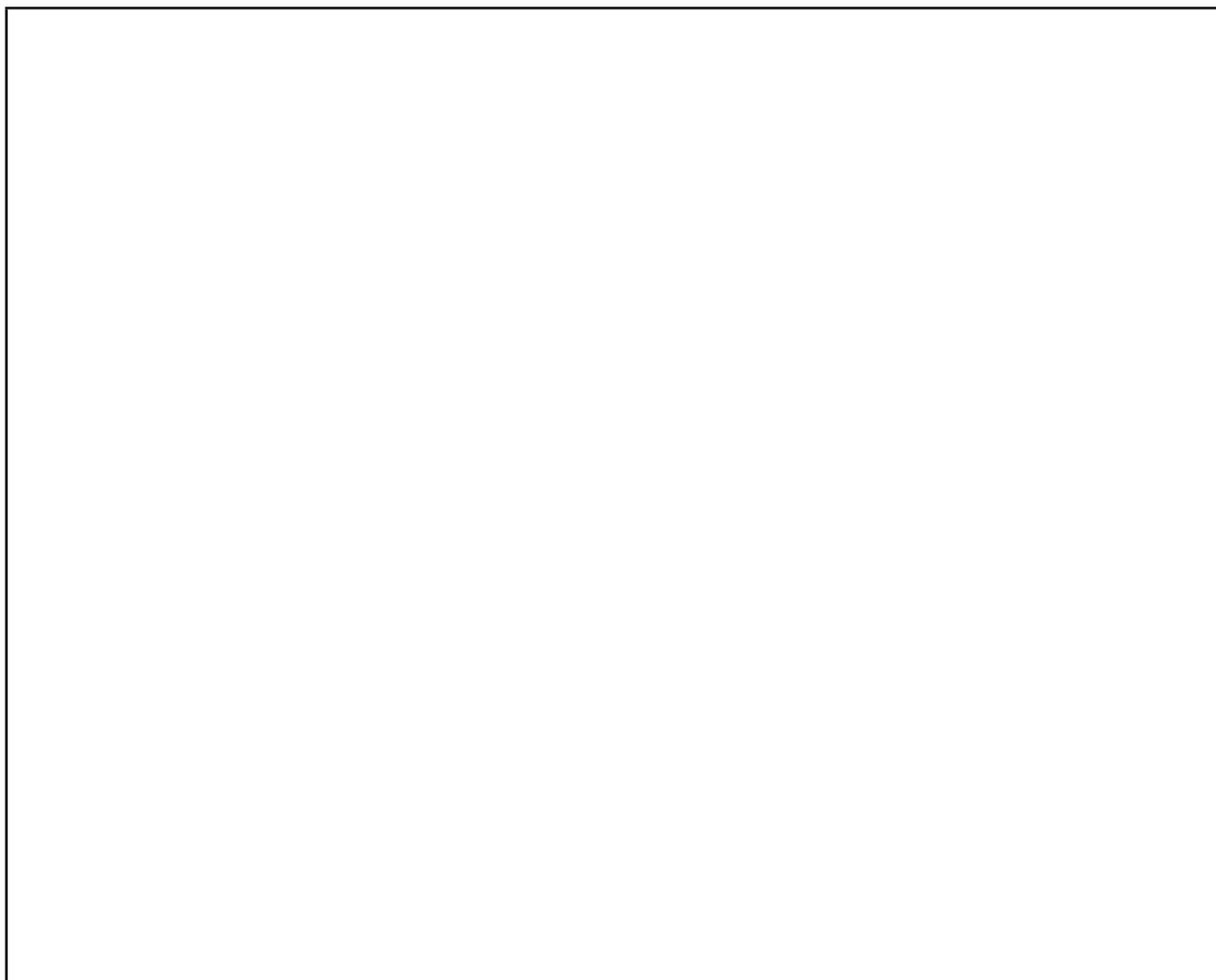


Worksheet 11

1. Does anyone tell you stories at home? Who?

2. What story do you like most?

3. Draw your favourite character from a storybook.



4. What games do you play inside the house?

5. What is your favourite game?

Worksheet 12

1. Tick (✓) the right answer.

a. On a holiday you:

- do your school work.
- wake up very early.
- play with your friends.

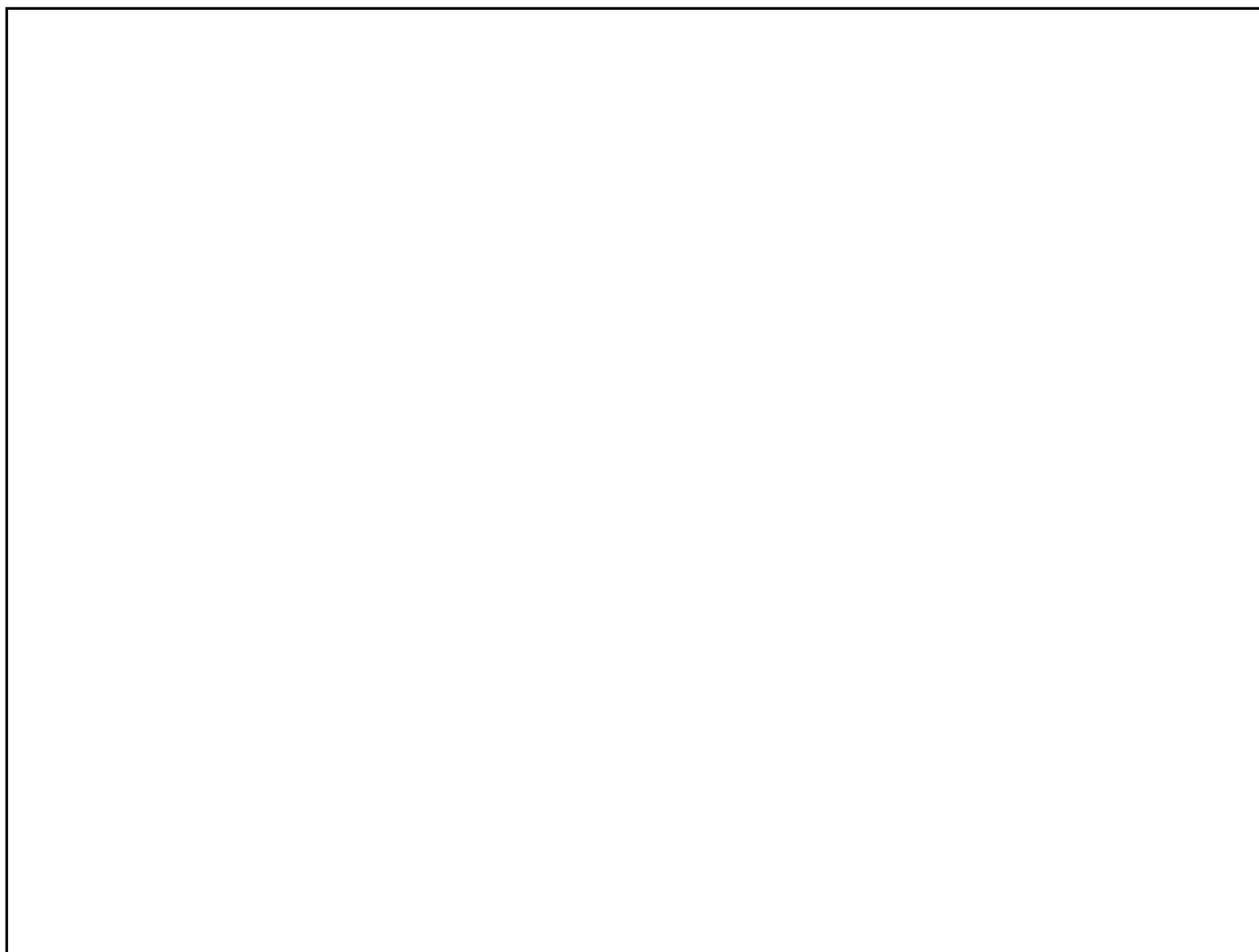
b. On a holiday you go to:

- a police station.
- a hospital.
- the zoo, a park, or the beach.

c. Holidays are:

- tiring.
- fun.
- boring.

2. Draw and colour a picture of yourself on a holiday.



Worksheet 13

1. Tick (✓) the right word and write in the given space.

a. The sky is _____.

(green yellow blue)

b. A banana is _____.

(purple brown yellow)

c. Grass is _____.

(black green white)

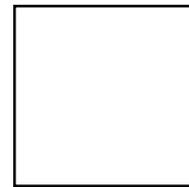
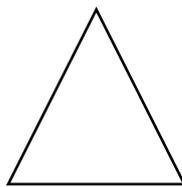
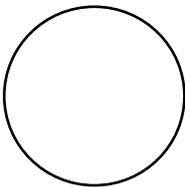
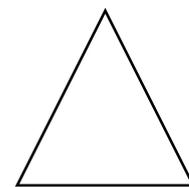
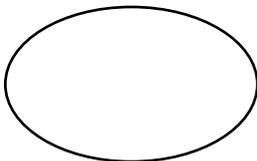
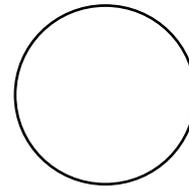
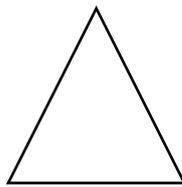
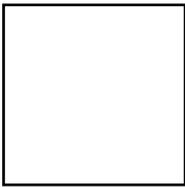
d. Snow is _____.

(orange white black)

e. My eyes are _____.

(black brown blue green)

2. Colour blue all squares, colour green all circles, colour yellow all ovals, colour red all triangles.



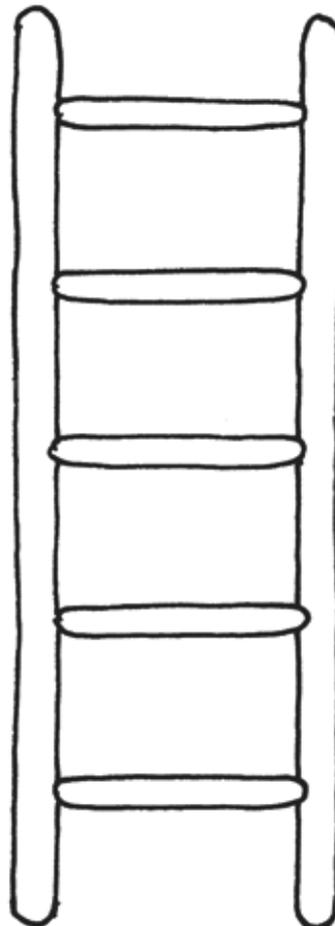
Worksheet 14

1. Fill in the blanks with the correct answers.
 - a. I have _____ fingers and _____ toes.
 - b. There are _____ students in my class.
 - c. There are _____ books in my bag.
 - d. There are many/few flowers in the garden.

2. Write the correct ordinal numbers in the boxes.

1		3	4	
---	--	---	---	--

3. Write the correct cardinal numbers on the steps of the ladder. The first one has been done for you.



first

Worksheet 15

1. Draw a pot, leaves, stem, and flowers in the boxes below.

Pot	Leaves
Stem	Flowers

Worksheet 16

1. Count the number of insects, small animals, and big animals and circle the correct answer.

a. Ants

Options: 0, 4, 10



b. Butterflies

Options: 4, 3, 1



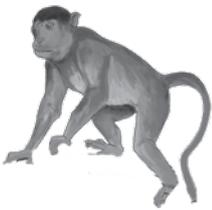
c. Honeybees

Options: 2, 6, 10



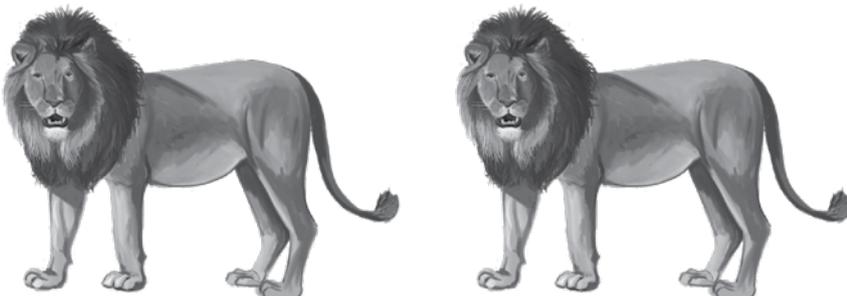
d. Monkey

Options: 4, 1, 6



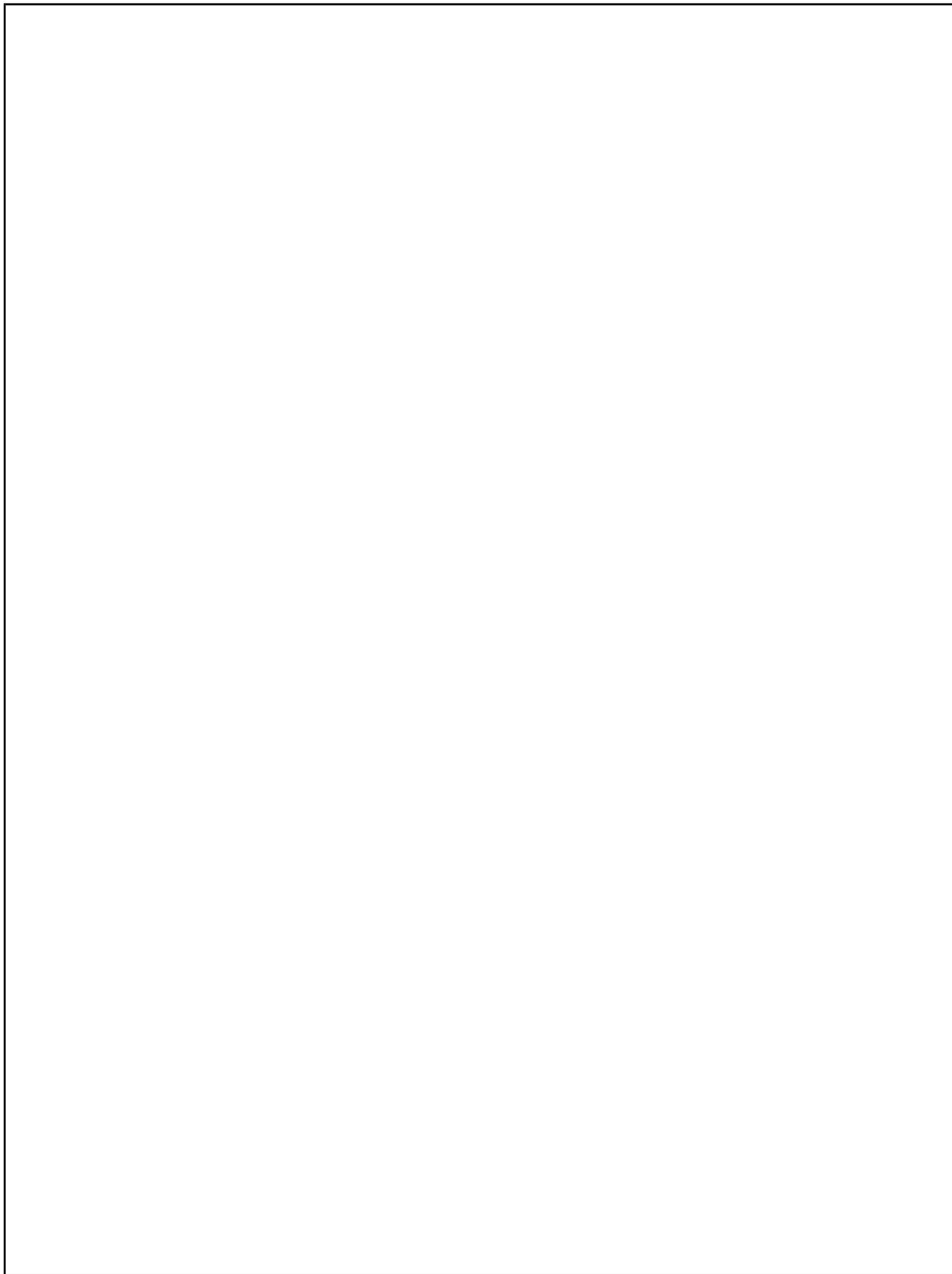
e. Lions

Options: 9, 2, 5



Worksheet 17

1. Draw and colour the bird of your choice in the box below.



Worksheet 18

1. Complete the names of the homes from the word box.

a. S _ _ a

b. Nes _ _

c. De _ _

d. Kenn _ _ l

e. Beeh _ _ ve

bird

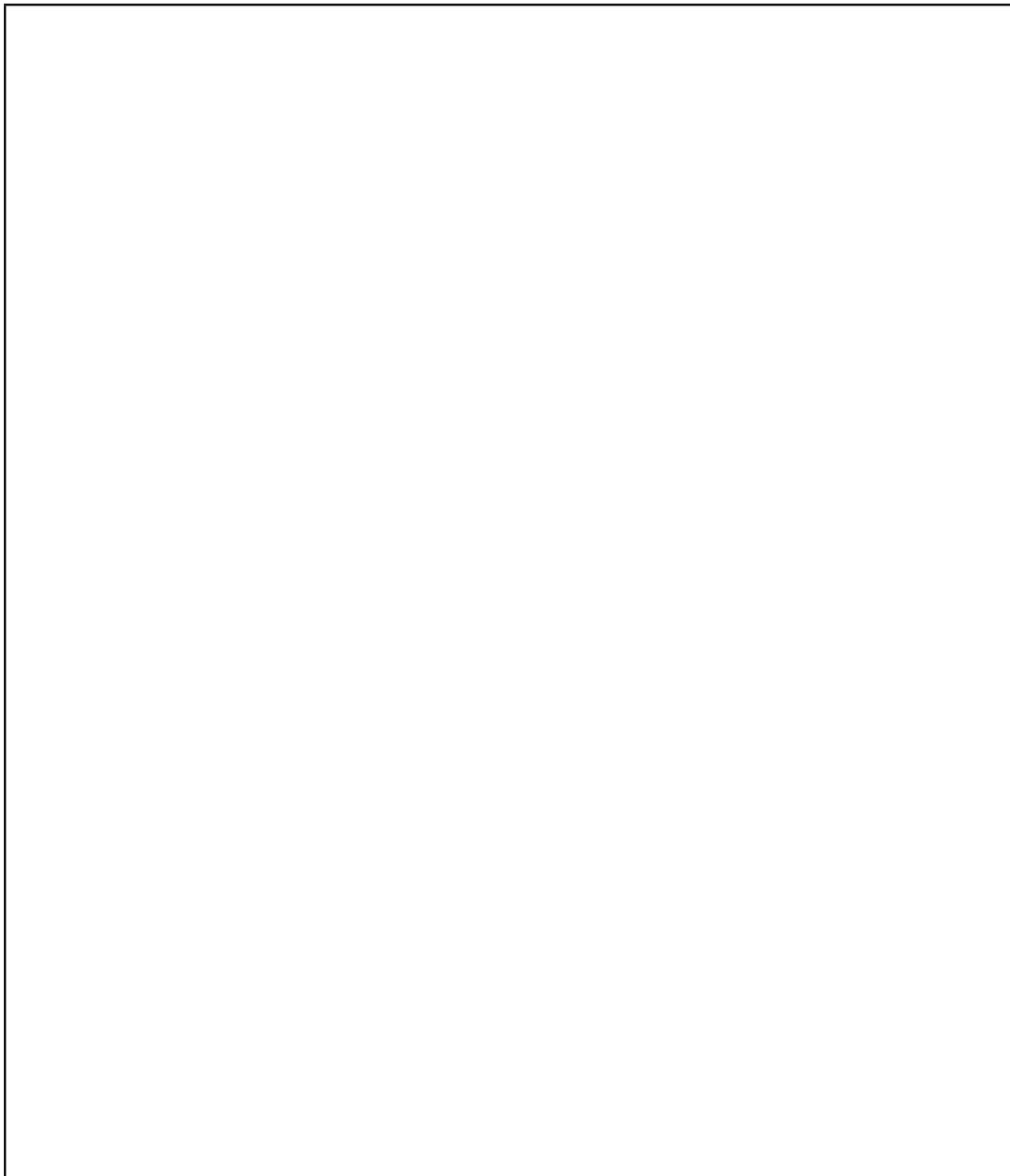
fish

bee

lion

dog

2. Draw your pet animal or your favourite animal in the box below.



Worksheet 19

1. Write what you do on different occasions. Also draw yourself doing those things in the boxes below.
 - a. At school
 - b. During lunch break
 - c. At home
 - d. Playing with friends

a	b
c	d

Worksheet 20

1. Who am I?

I wear a uniform.

I stand on the roads.

I instruct people driving on the roads.

Who am I? _____

2. I go to school, but I do not study.

I do not wear a uniform.

I talk to so many students in a classroom.

Who am I? _____

3. I wear a suit. I go to an office.

I count and give people money.

Who am I? _____

4. I work in the kitchen.

People love my food.

People pay me money for food.

Who am I? _____

5. I wear a uniform.

I drive a big, big bus!

I pick students from their home and drop them back after school.

Who am I? _____

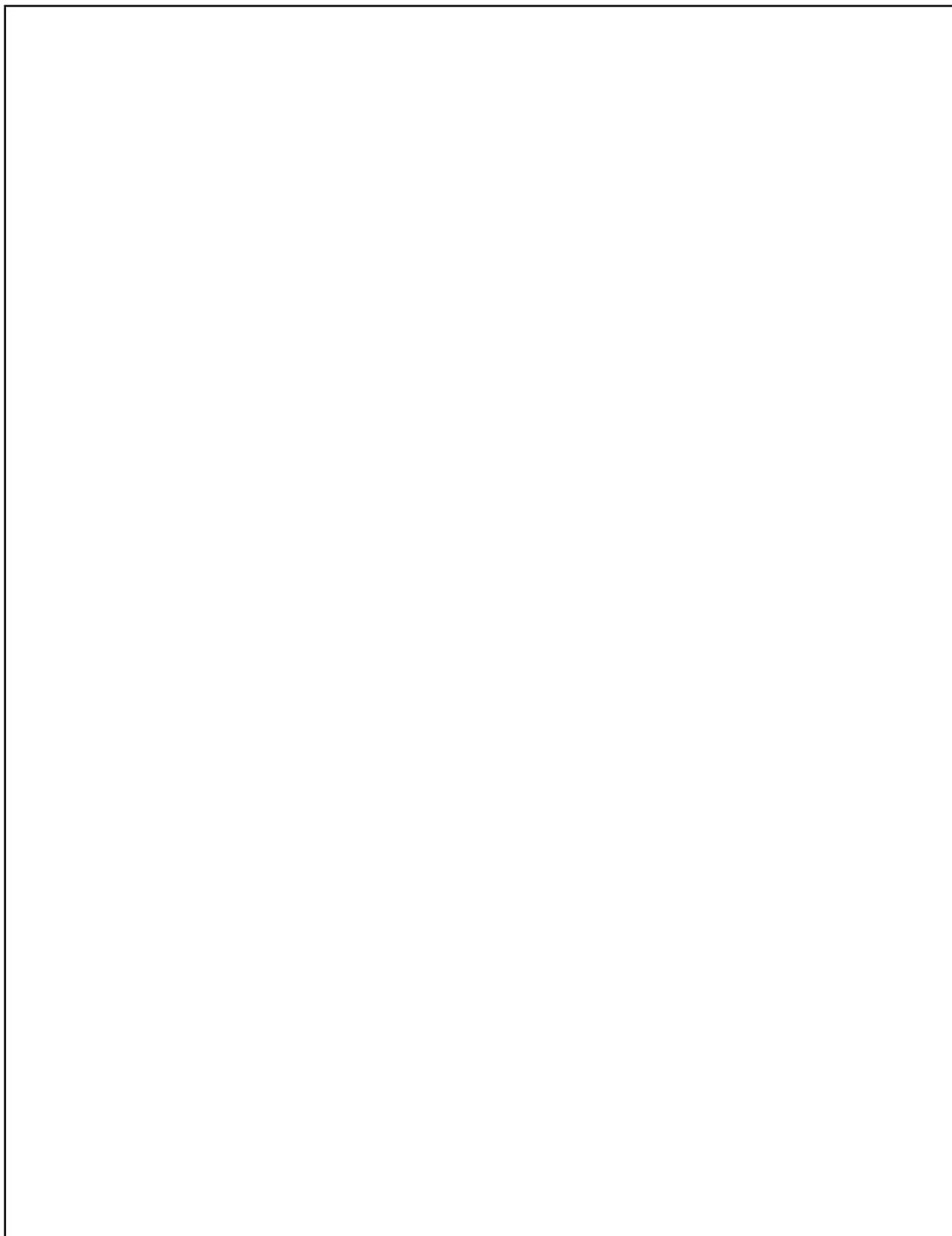
Worksheet 21

1. Choose the correct answers.
 - a. People drive cars on the _____. (homes, roads)
 - b. There are _____ lights on the traffic signal. (3, 7)
 - c. People should not _____ on the roads. (walk, run)
 - d. People go to parks to _____. (wash clothes, have fun)
 - e. We should _____ throw rubbish in the park. (always, never)
2. Draw your favourite swing in the park in the box below.



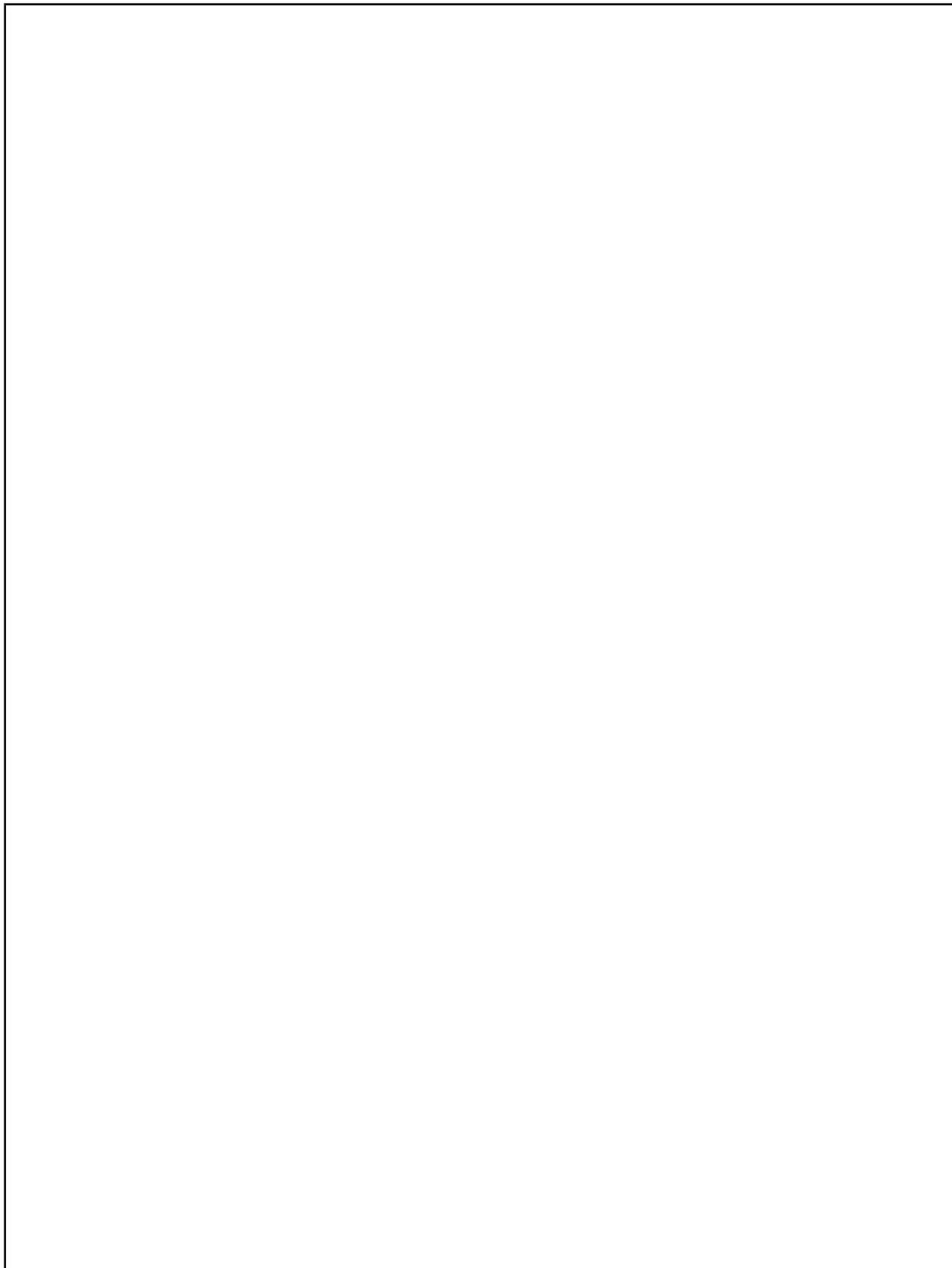
Worksheet 22

1. Imagine it is your birthday. Write and draw up to 5 food and fun items you would like to have on your birthday for your friends and family.



Worksheet 23

1. Draw a flag representing your school. Use different symbols and colours.



Worksheet 24

1. Choose the correct answer.
 - a. There are _____ countries on the world map. (many, no)
 - b. Maps are _____ for everyone. (useful, useless)
 - c. Pilots use maps to _____ a plane (drive, fly)
 - d. Maps show different _____ of the world (people, countries).
 - e. The map of _____ country is unique in shape and size. (no, every)
2. Draw the flag of Pakistan on the map of Pakistan. Colour the map green.



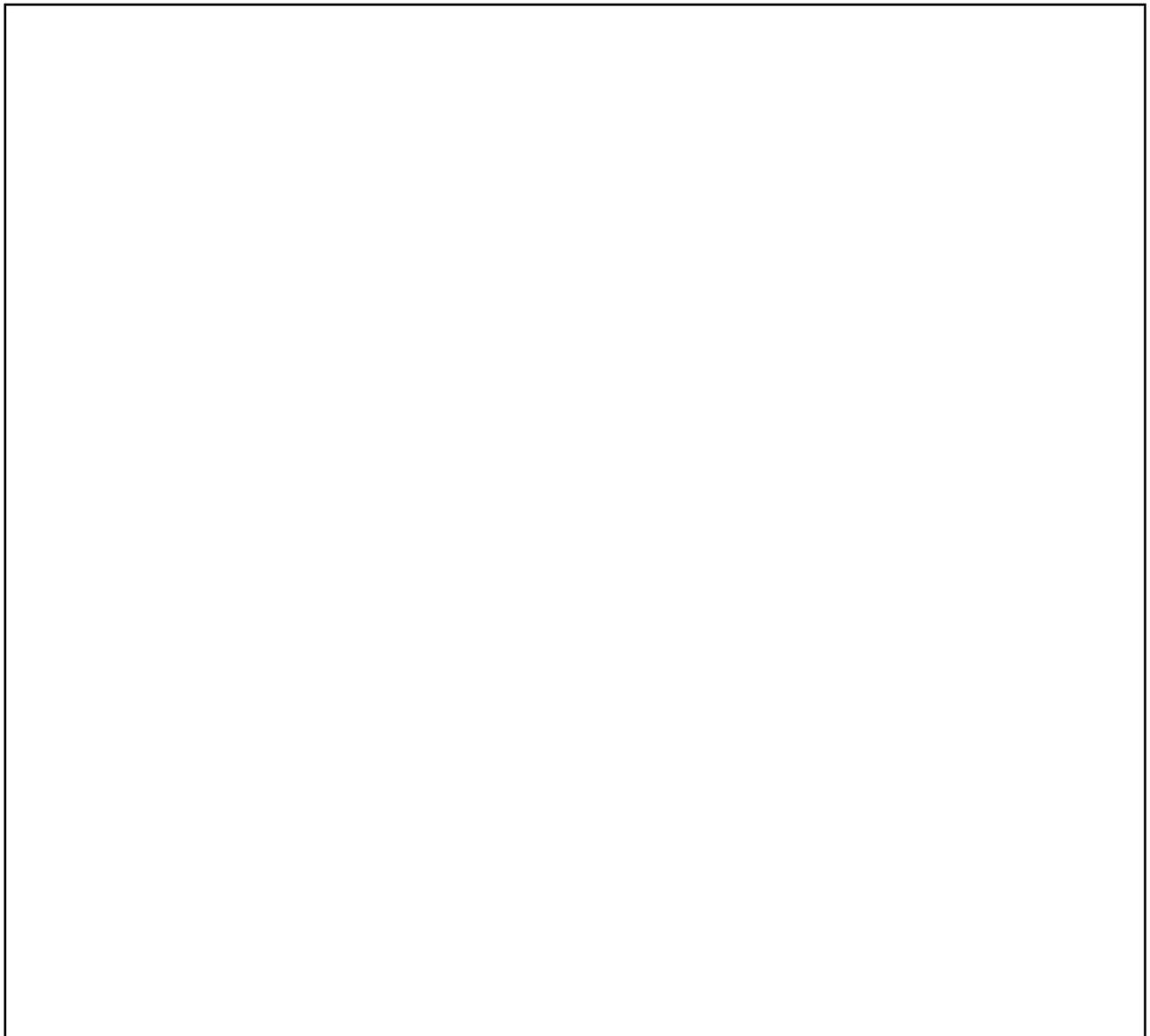
BOOK B

APPENDIX: WORKSHEETS

Worksheet 1

1. Write the names of people who live in your house.

2. Draw a picture of your favourite cousin in the box below.



Worksheet 2

1. Answer with a yes or a no.

a. It is good manners to run out of line.

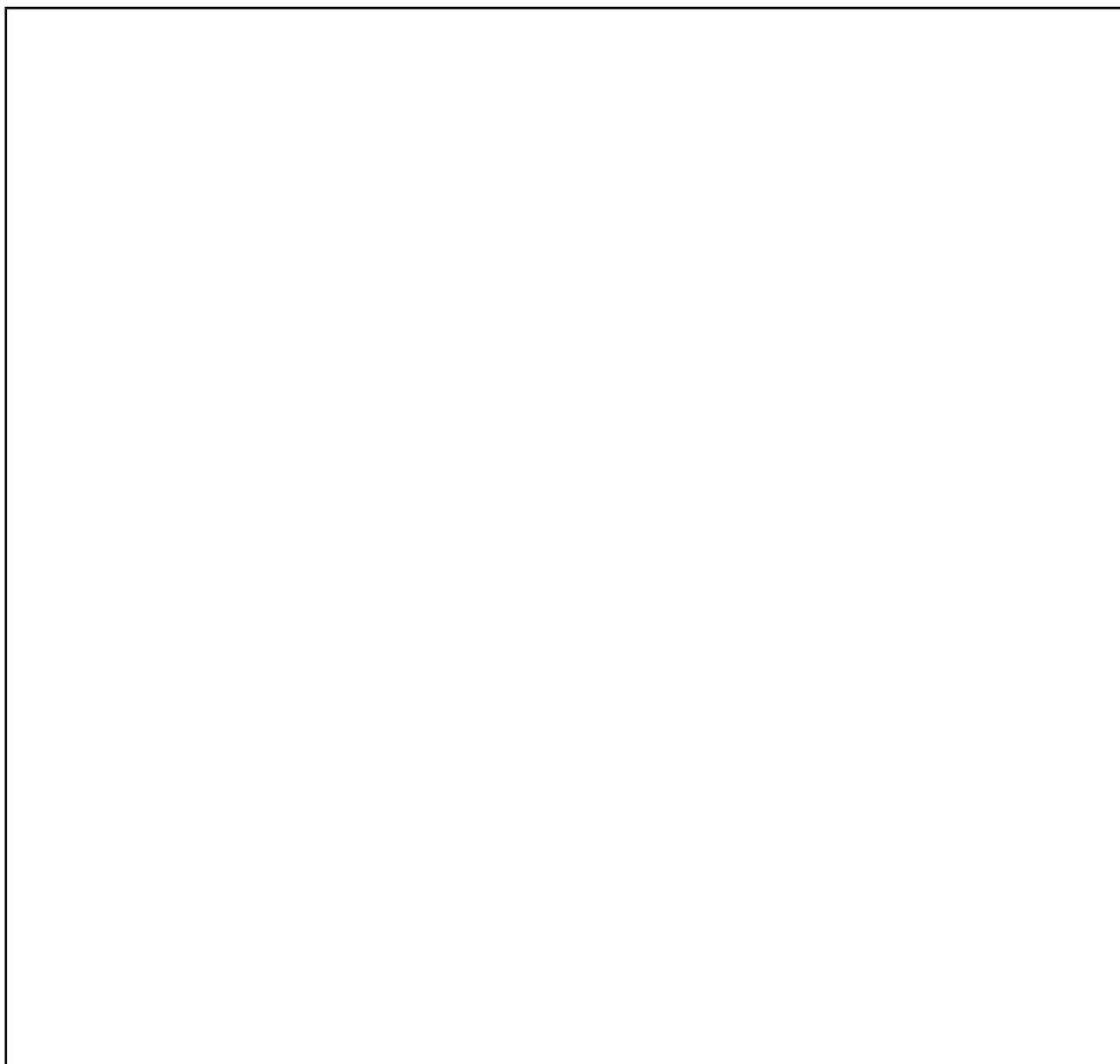
b. It is good manners to respect your elders.

c. It is good manners to be noisy at meal times.

d. It is good manners to politely ask for something.

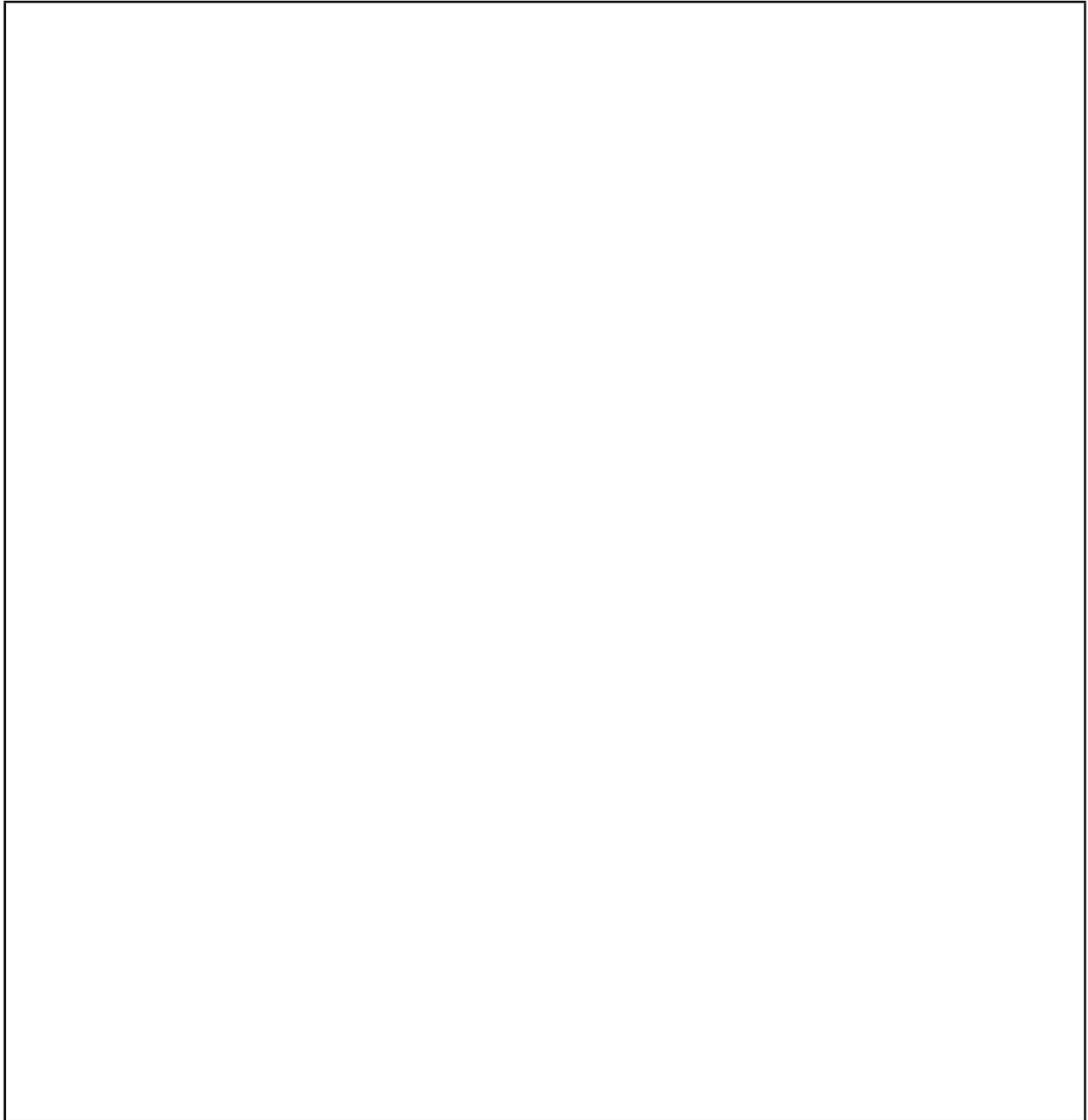
e. It is good manners to listen to your teachers.

2. Draw a picture showing yourself and your friend sharing toys.



Worksheet 3

1. Tick (✓) the correct answer.
 - a. We will be healthy if we keep ourselves
clean • dirty • upset
 - b. We must wash our hands before
writing • eating • playing
 - c. We must keep our homes
dry and dusty • neat and clean • messy
2. Draw things required to keep your hands clean.

A large empty rectangular box with a black border, intended for drawing items required to keep hands clean.

Worksheet 4

1. Write 'True' or 'False'

- a. Cushions are soft to touch.
- b. Custard is salty to taste.
- c. Roses are nice to smell.
- d. The National anthem can be heard.
- e. Wood feels hard.
- f. Lemons cannot be seen.

2. Draw a soft and a hard toy in the box below.

Soft toy

Hard toy

Worksheet 5

1. Answer with a yes or a no.

a. It is safe to take medicine that a doctor gives you.

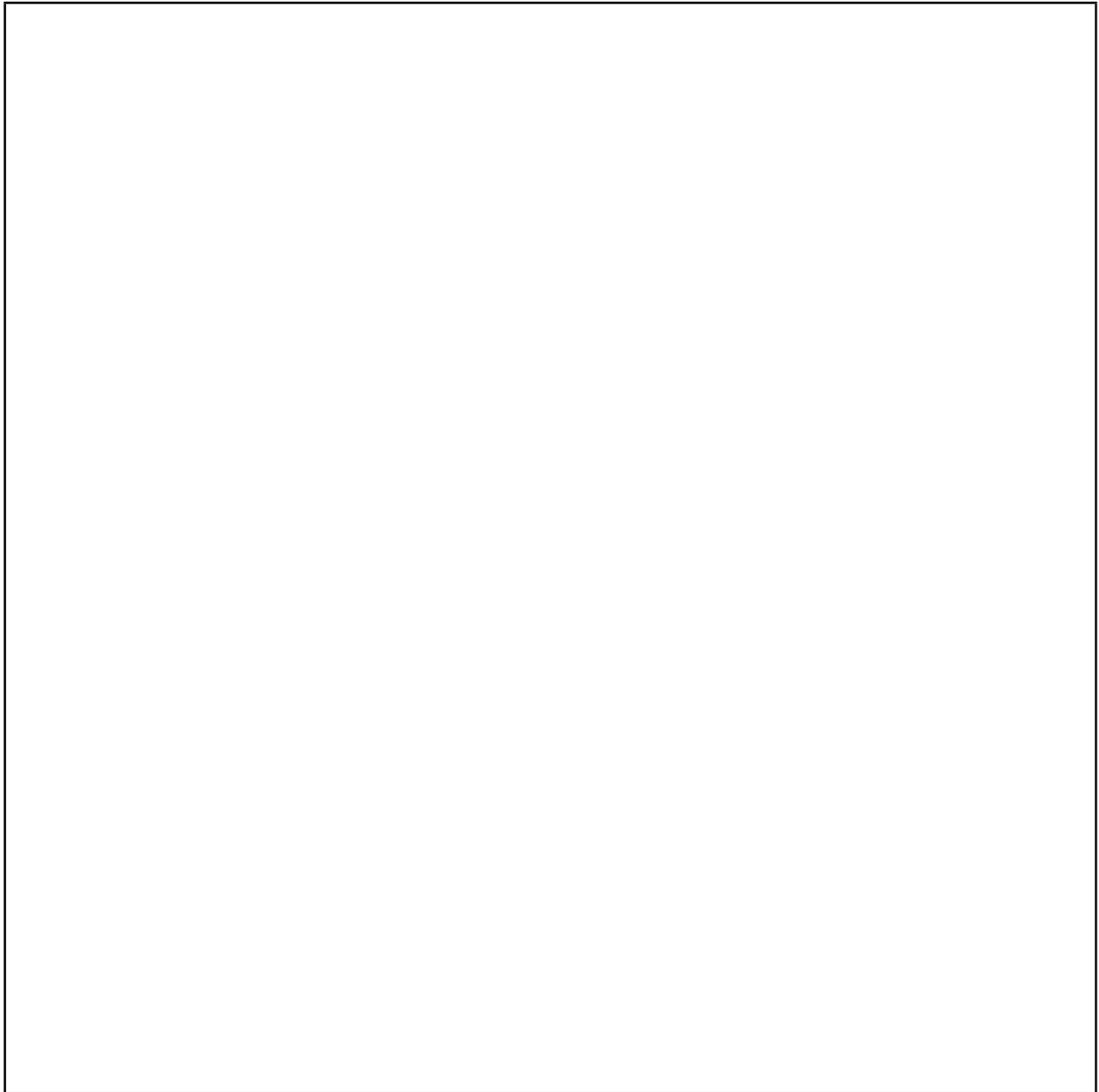
b. It is safe to touch a sharp knife.

c. It is safe to play with an electrical socket.

d. It is safe to cross a road with an adult.

e. It is safe to go near things that are hot.

2. Draw a zebra crossing in the box below.

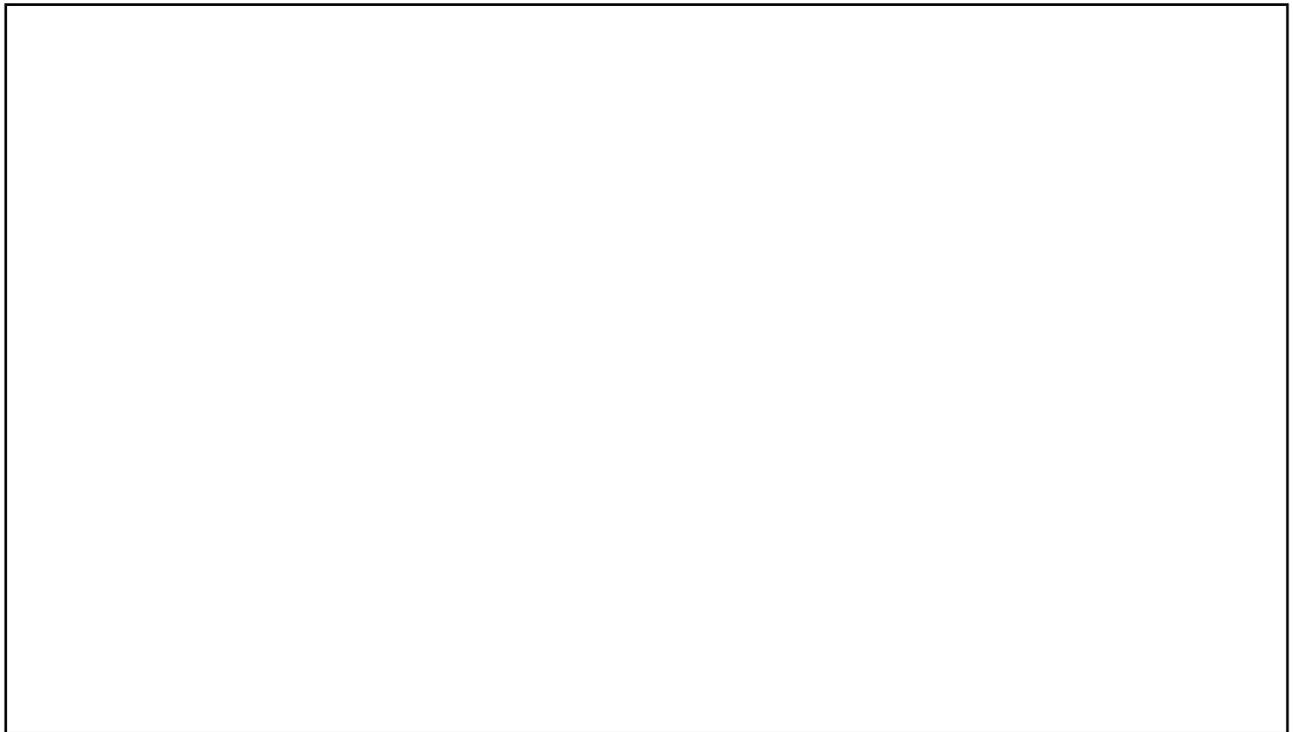


Worksheet 6

1. Write the names of some things that are found in a village.

2. Write the names of some things that are found in a city.

3. Draw a scene of the city, town, or village where you live.



Worksheet 7

1. Tick (✓) the right answer.

a. A train travels

on water • on tracks • in the air.

b. A railway station is a

busy place • dull place • quiet place.

c. Luggage is carried by a

driver • porter • postman.

d. The train stops

on the road • under a bridge • at the platform.

2. Write 'True' or 'False'.

a. An aeroplane travels slower than a train.

b. The pilot flies the aeroplane.

c. An aeroplane lands at the runway.

d. There are many people inside an aeroplane.

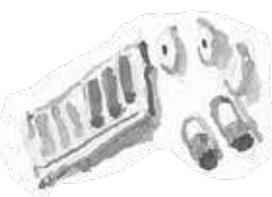
e. There is security at the airport.

3. Draw a train and an aeroplane in the space below.

a train	an aeroplane
---------	--------------

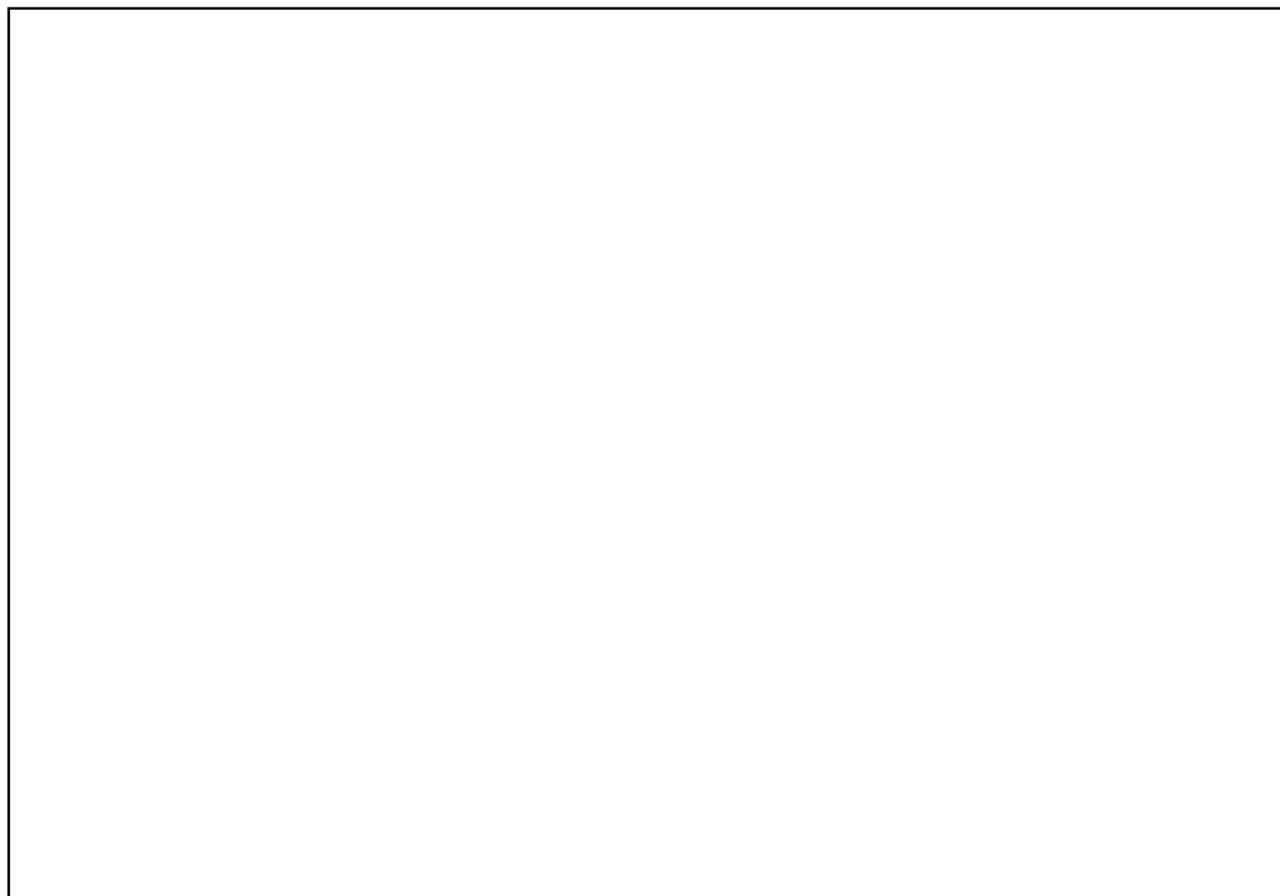
Worksheet 8

1. Match the names with the items.

			
bandage	cough syrup	pills	injection

2. Write the names of two jobs in hospitals that people have.

3. Draw an ambulance in the space below.



Worksheet 9

1. Write one word answers next to each question.

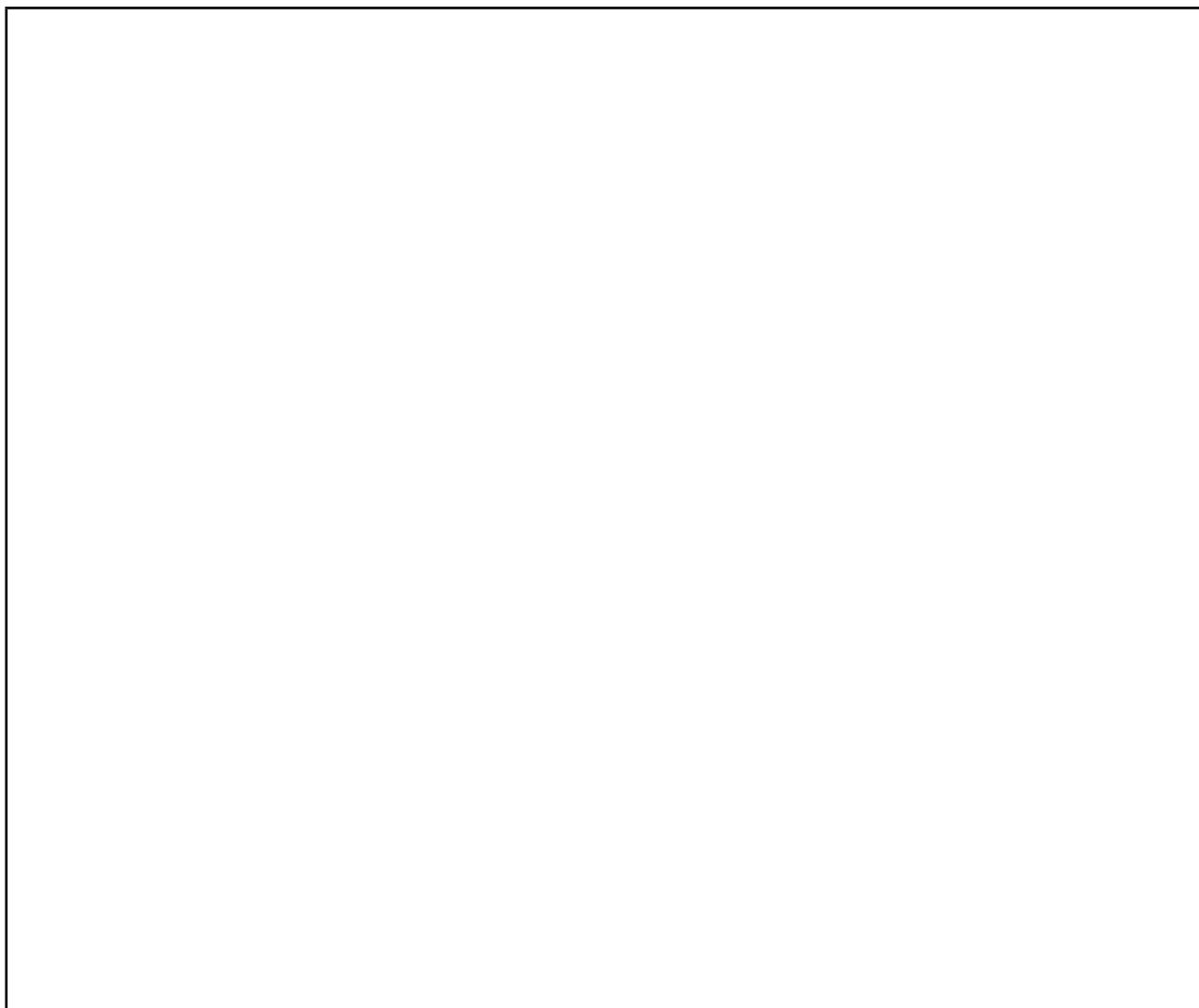
a. Who teaches you in class every day?

b. Who helps us to find books in the library?

c. What do you call the students who come to school?

d. Who lets you into the school every morning?

2. Draw your classroom. Remember to show the board, the teacher, and students.



Worksheet 10

1. Write the names of the sports these are played with:

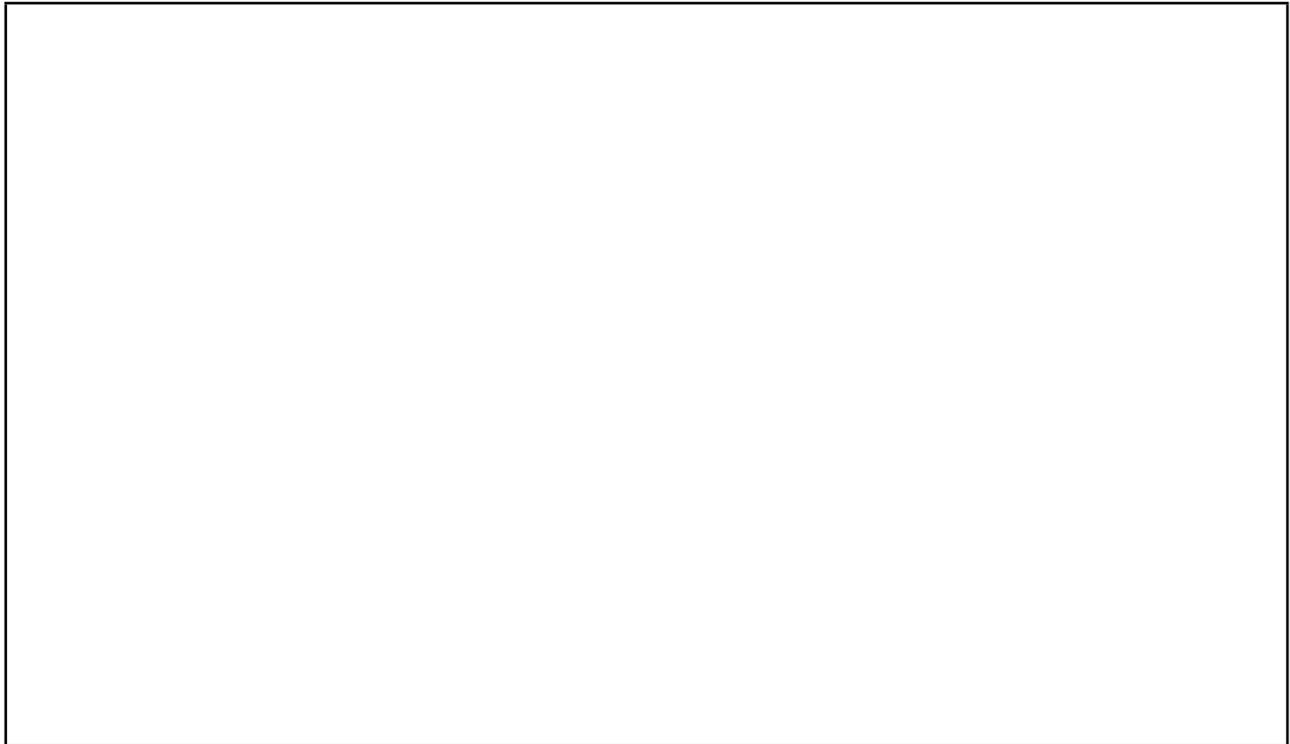
				

2. What is your favourite sport?

3. Name one musical instrument with strings.

4. Name one instrument with keys.

5. Draw your favourite sports equipment.



Worksheet 11

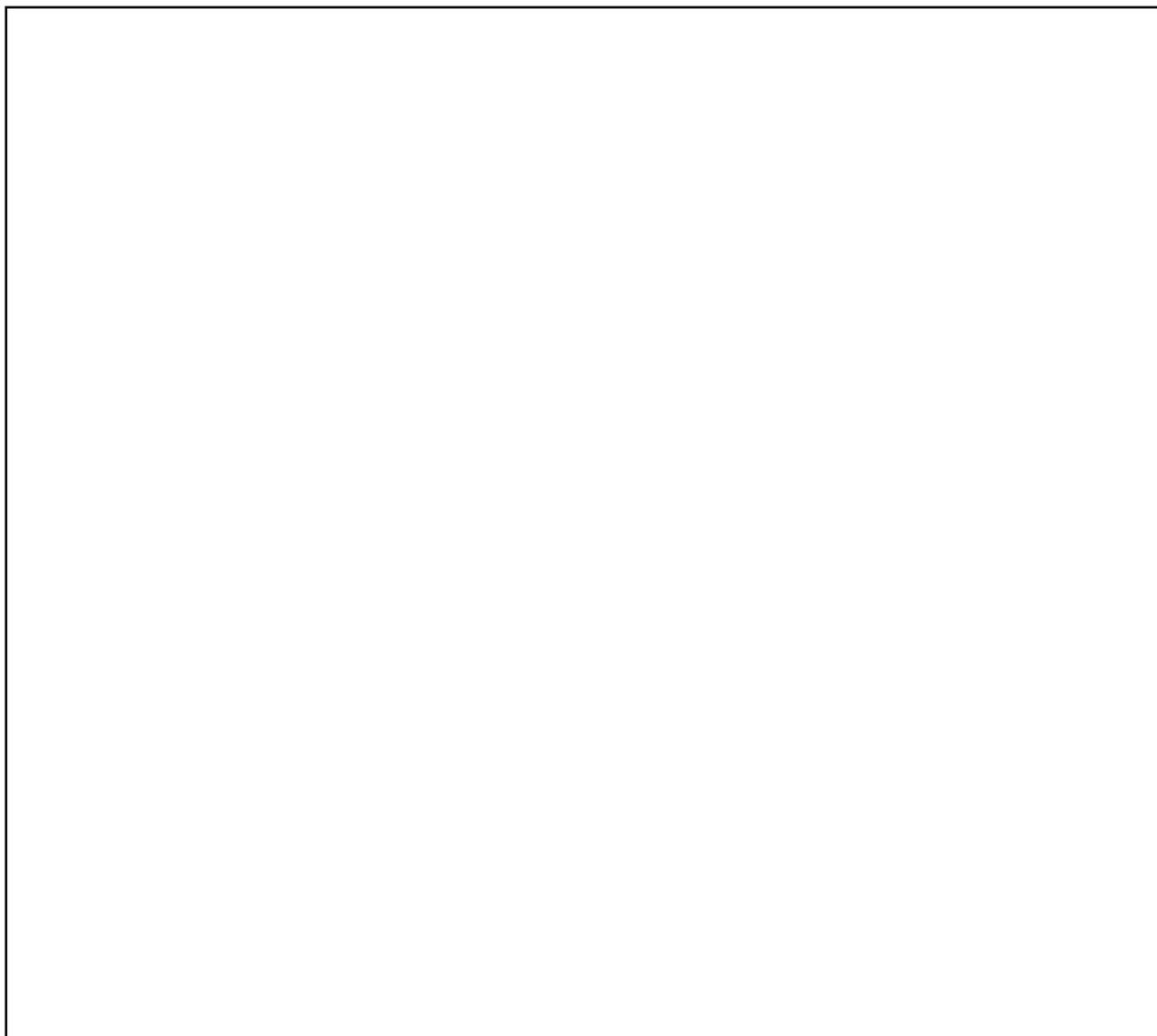
1. How many hands does a clock have?

2. What does the longer hand tell us?

3. What does the shorter hand tell us?

4. What time is it now?

5. Draw a clock in the box below.

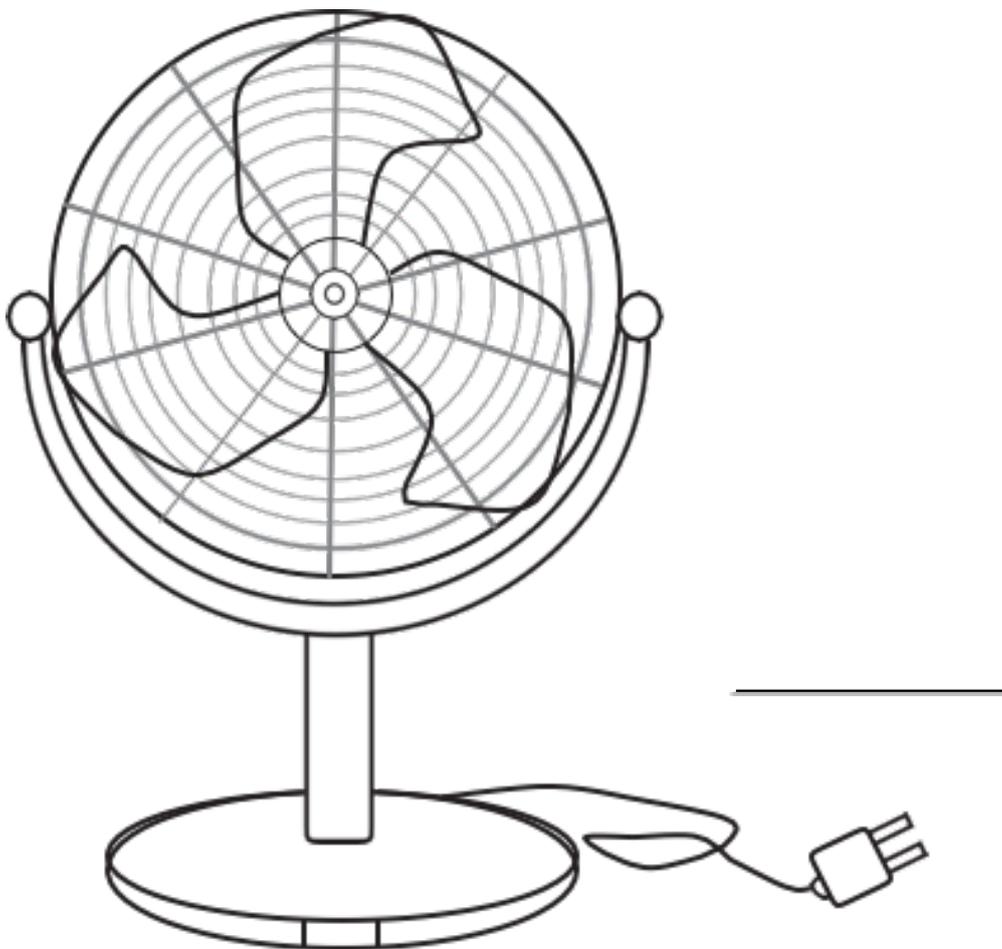


Worksheet 12

1. Write the names of a few things that work with electricity.

2. Name two things at home that work with electricity.

3. This works with electricity. Colour the picture. Write the name.

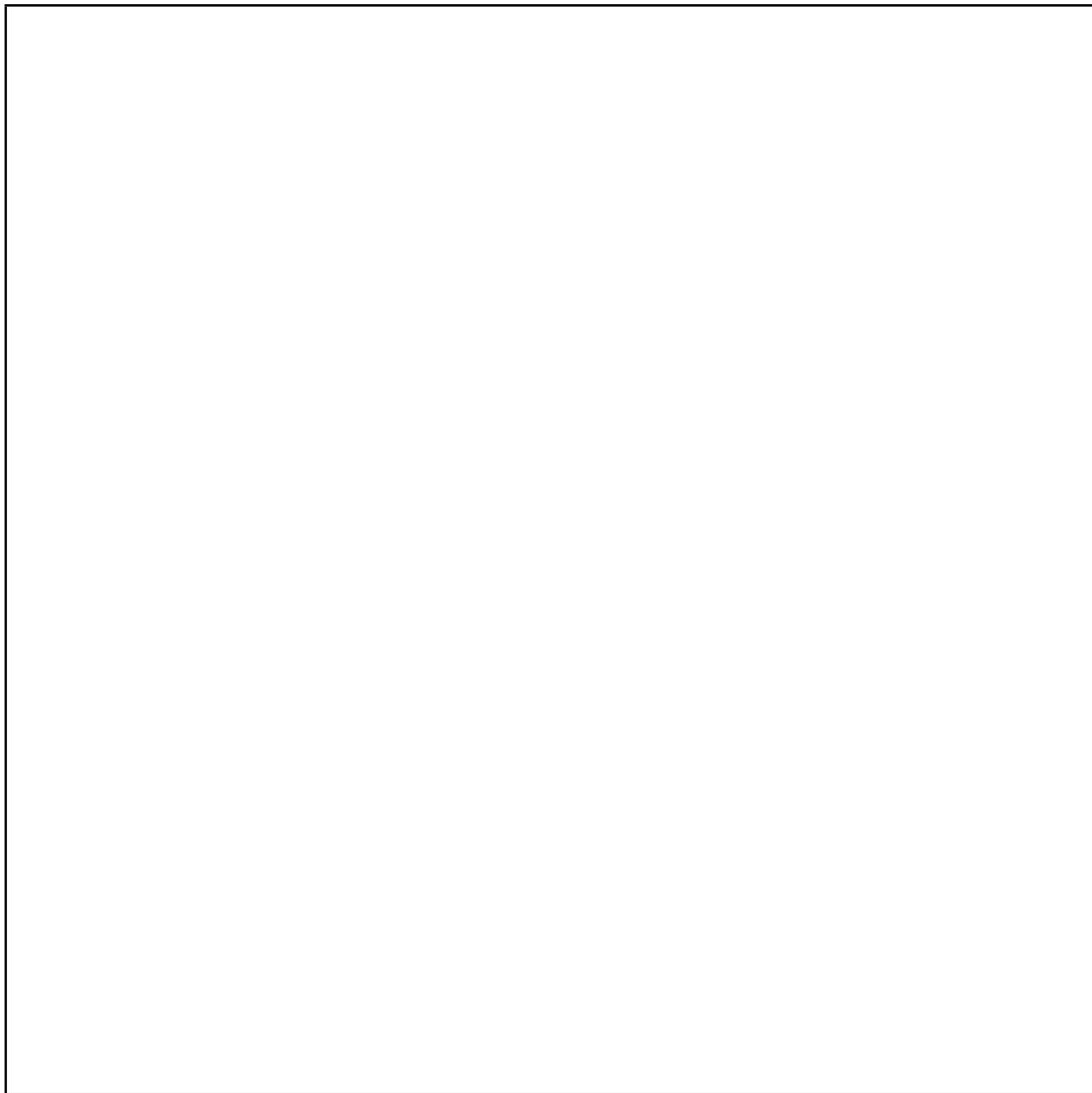


Worksheet 13

1. Match the person with the job.

- | | |
|--------------|-------------------------------|
| a. A chef | takes care of sick animals. |
| b. A postman | flies an aeroplane. |
| c. A teacher | delivers letters and parcels. |
| d. A pilot | cooks food. |
| e. A vet | teaches in a school. |

2. Draw a picture of yourself studying at school.



Worksheet 14

1. Look at the picture of the shop on page 21 and answer the following questions.

a. Write the names of all the things in this shop.

b. What is the boy near the counter holding in his hands?

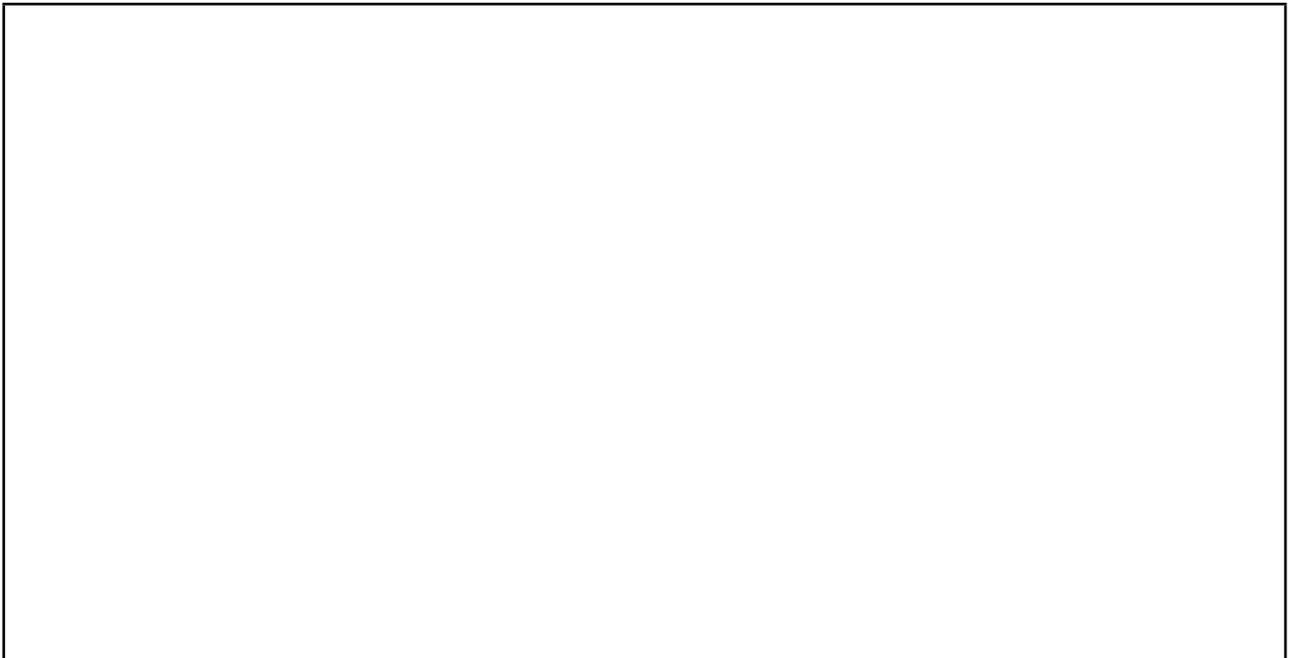
c. What is the little girl doing?

d. What would you like to buy from this shop?

2. Mark (✓) for right and (✗) for wrong.

- a. We buy things with money.
- b. We pay money to people who work for us.
- c. We can buy money from a shop.
- d. We can pay our bills with money.
- e. People do not need money.

3. Draw a shop in the space below.



Worksheet 15

1. Write the names of two fruits in the market, shown in the lesson.

2. Write the names of two vegetables in the market, shown in the lesson.

3. What is the man with the cart selling, shown in the lesson?

4. Draw things you can buy with money, such as a pencil, a ruler, a book, etc



Worksheet 16

1. Write 'True' and 'False'.

a. We should take care of all plants and animals. _____

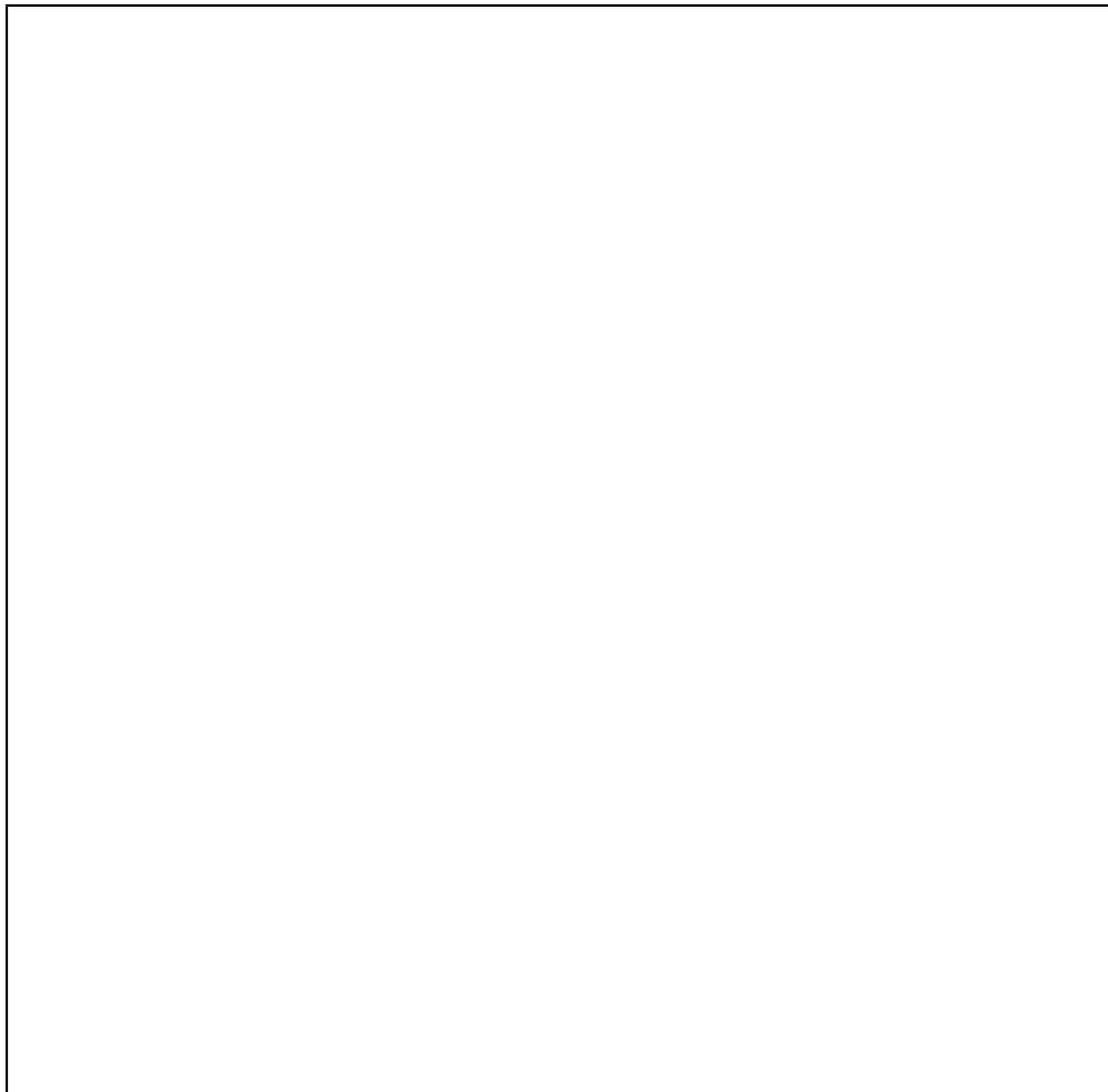
b. Plants do not need sunlight and water to grow. _____

c. There are different kinds of plants. _____

d. We should never pluck the flowers in a garden. _____

e. Animals also need homes and food to live. _____

2. Draw a garden and show your favourite flowerpots in the box below.



Worksheet 17

1. Write the names of all the animals on page 27.

2. Write the names of any other two animals.

3. Say whether the following are tame or wild:

- a. A snake _____
- b. A lion _____
- c. A hen _____
- d. A goldfish _____
- e. A shark _____
- f. A lamb _____

4. Draw your favourite animal in the space below.

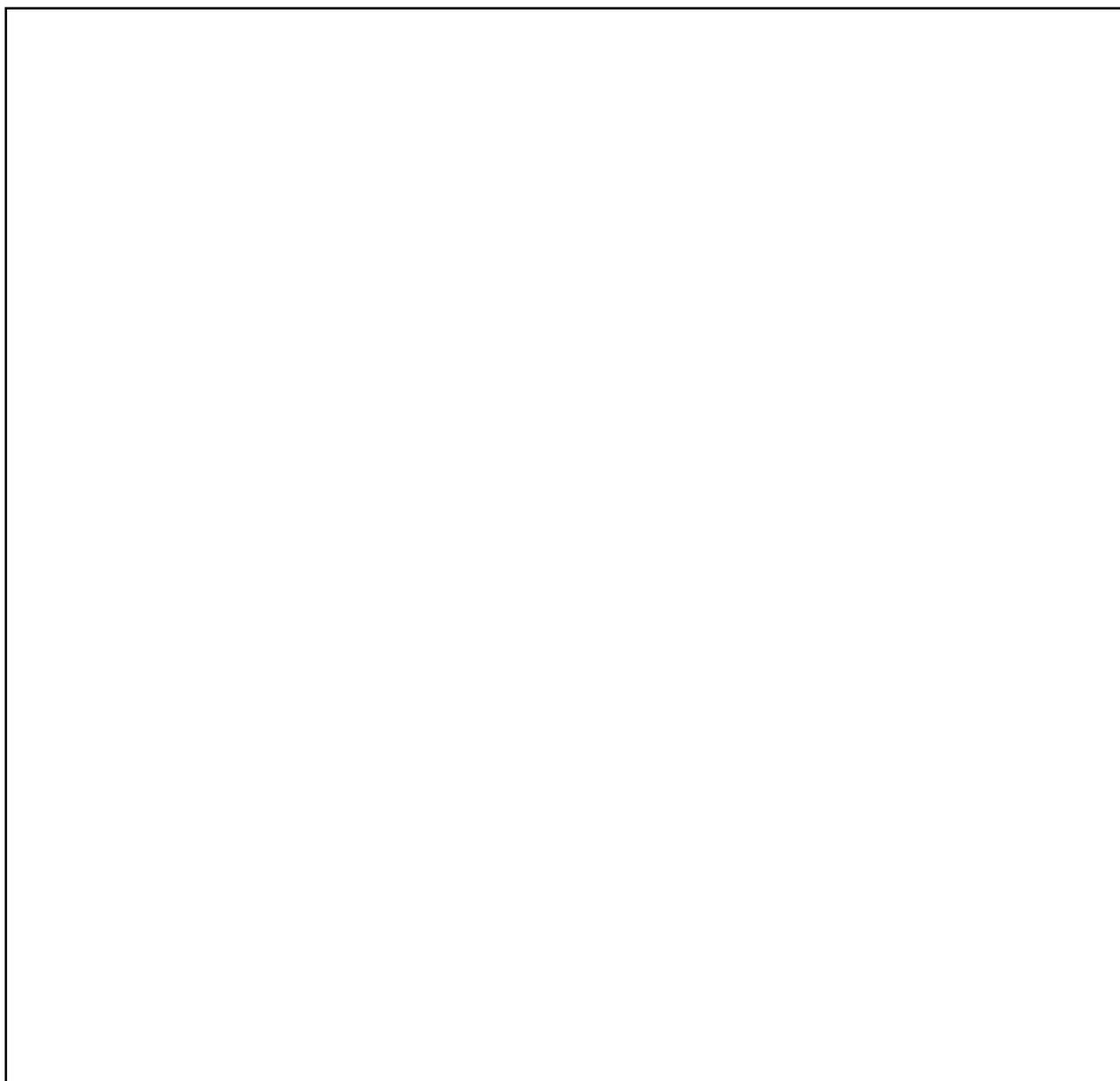


Worksheet 18

1. Choose the correct answers.
 - a. Islam is the religion of _____.
 - b. Muslims believe in one _____.
 - c. Muslims pray in a _____.
 - d. We must respect all _____.

religions	mosque	Muslims	God
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2. Look at the illustration of the mosque on page 29 of your textbook and design a mosque in the space below.



Worksheet 19

1. Name the provinces of Pakistan.

a. _____

b. _____

c. _____

d. _____

2. What is the capital of Pakistan?

3. Name the capital cities of each province.

4. Colour the provinces of Pakistan.



Worksheet 20

1. Match the names.

a. The founder of Pakistan

Liaquat Ali Khan

b. The poet of the East

Sir Syed Ahmed Khan

c. Pakistan's first prime minister

Allama Iqbal

d. A scholar and leader

Quaid-i-Azam

2. Read the lesson and write the names of people who are famous for these qualities

a. Who is famous for his bravery?

b. Who is famous for helping the poor and needy?

c. Who is famous for helping Muslim women?

d. Who fought for the education of girls?

3. Malala Yusufzai promotes the education of girls. Design a school in the space below.

Worksheet 21

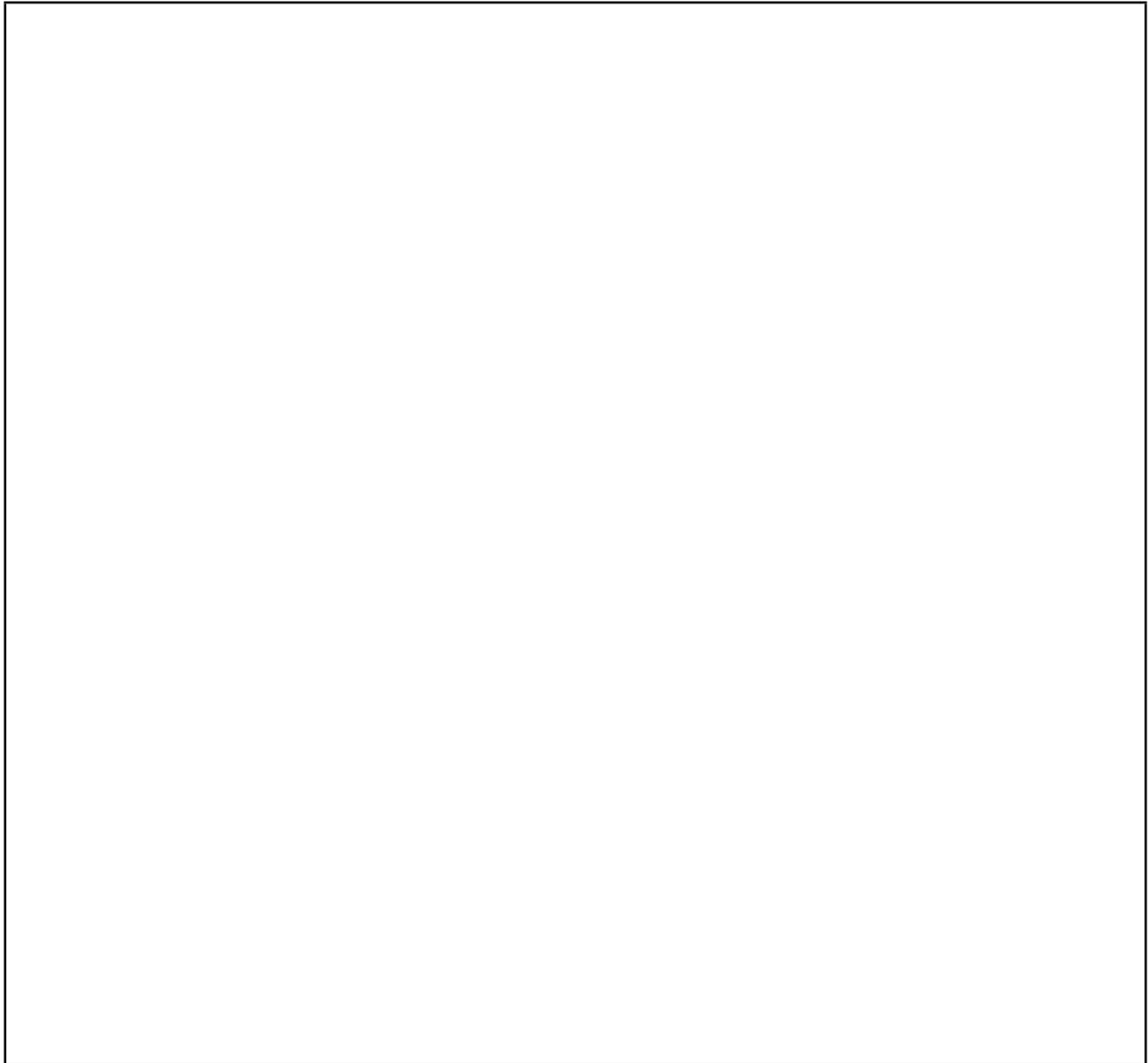
1. When do you wear warm clothes?

2. When do you like to eat ice cream?

3. What do you use to stay dry in the rain?

4. Draw your favourite weather in the space below.

(rainy, cloudy, sunny)

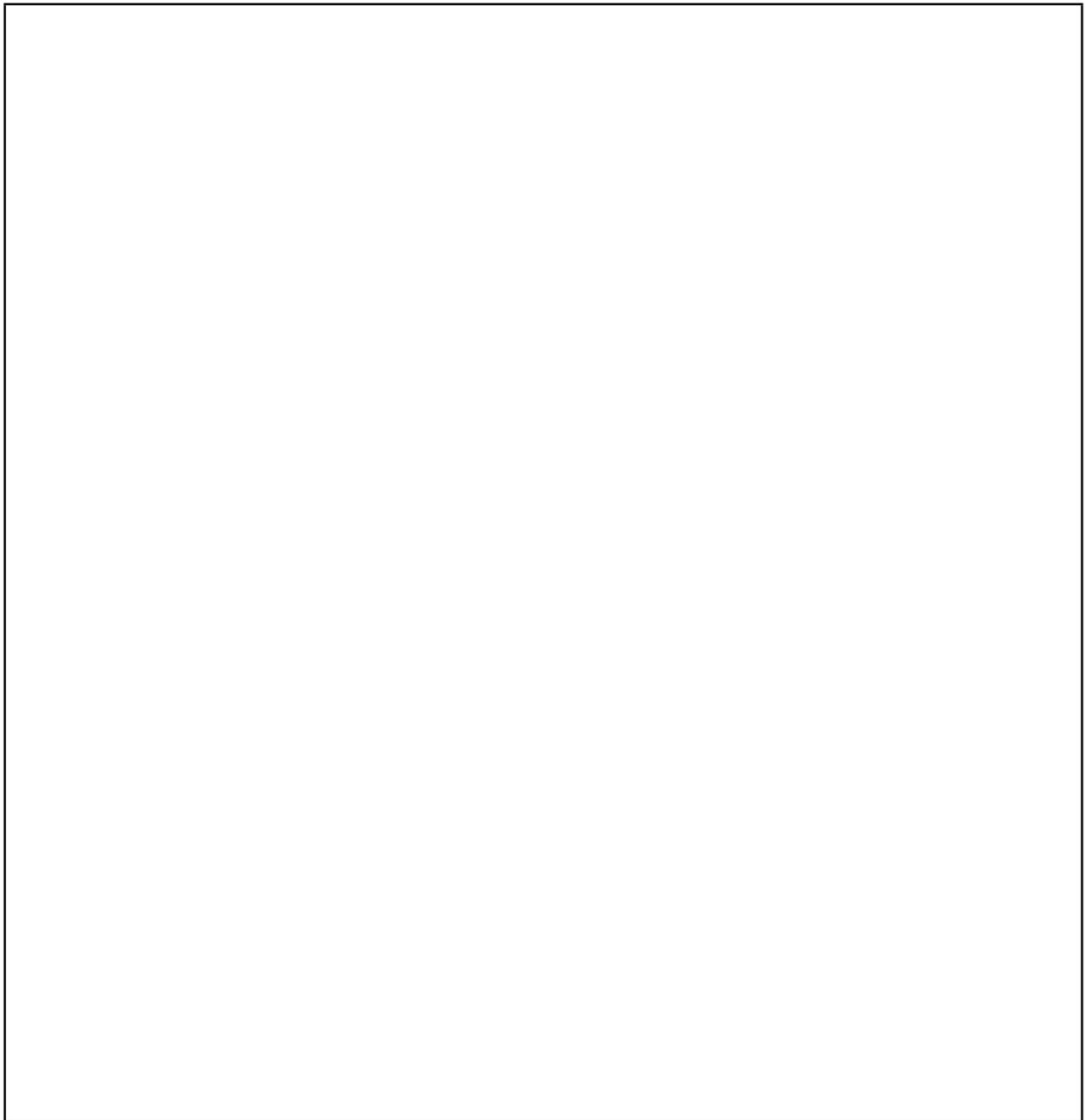


Worksheet 22

1. Fill in the blanks.

- a. Bright _____ bloom in _____.
- b. Trees lose their _____ in _____.
- c. The hot season is called _____.
- d. _____ is the cold season.

2. Draw and colour the Sun, clouds, rain, and snowfall in the space below.



Worksheet 23

1. Mark these sentences as right (✓) or wrong (✗).

a. Only human beings need air.

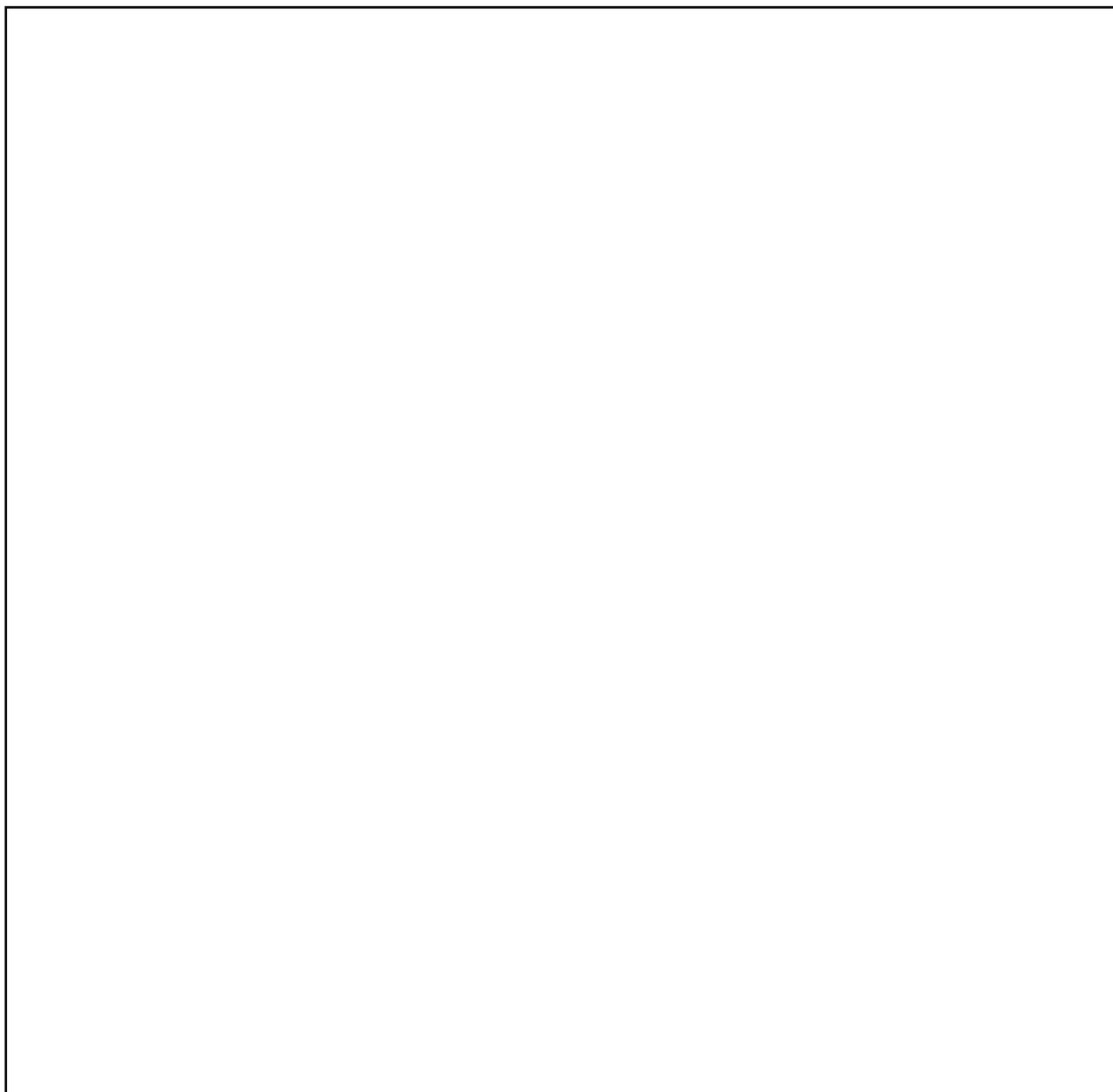
b. Air is all around us.

c. We use air to fill balloons.

d. Birds fly in the air.

e. We fill tyres with water.

2. Draw a hot air balloon in the space below.



Worksheet 24

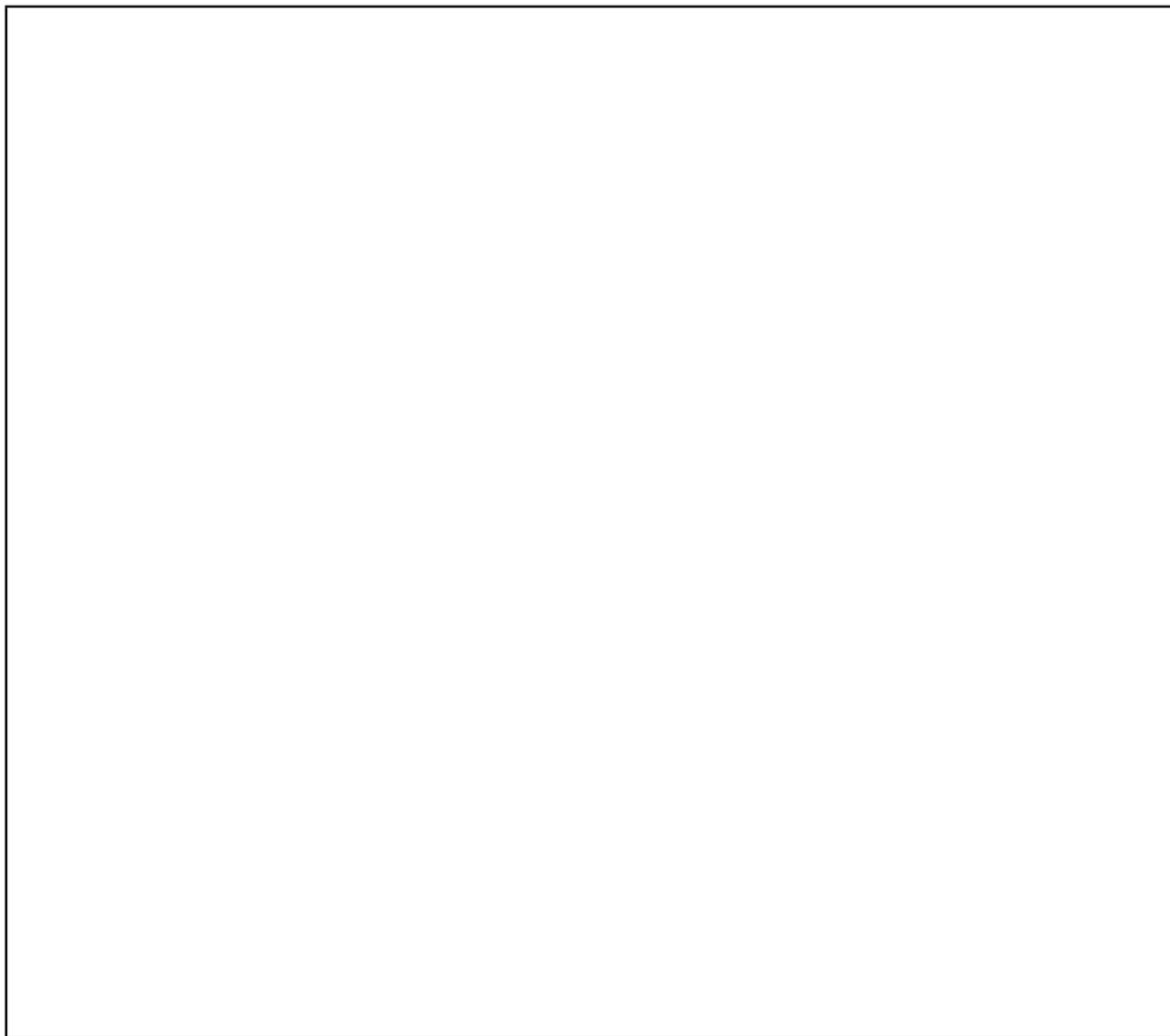
1. Where does water come from?

2. Name three places where water is found.

3. Name two animals that live in water.

4. Give two more uses of water.

5. Draw and colour a boat sailing on a river.



Worksheet 25

1. Fill in the blanks.

- a. The _____ is the home of all living things.
- b. The Earth is like a _____ in shape.
- c. There is _____ and _____ on the Earth.

2. Draw and colour a globe.

