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Revised Edition

NEW OXFORD

Social Studies

for PAKISTAN

TEACHING GUIDE
with lesson plans

OXFORD
UNIVERSITY PRESS

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Introduction

The *New Oxford Social Studies for Pakistan* series has been revised both in terms of text and layout for compatibility with the change in data and the changing demands of the classroom. The series presents updated facts and figures in a well-illustrated, attractive, and user-friendly format. The sequence of topics has been revised and lessons are grouped thematically under Unit headings. The Teaching Guides have also been revised correspondingly and are presented in a new format. A valuable addition is the appendix that provides photocopiable worksheets for students. Furthermore, extensive lesson plans have been included along with more worksheets, as appropriate, to facilitate the teachers. (The duration of a teaching period is generally 40 minutes and the lessons have been planned accordingly.)

The main objective of this Teaching Guide is to give ideas to make teaching and learning enjoyable, interesting, and useful. At this age, it is important that children are taught in a creative, interactive way so that they do not learn by rote, but absorb knowledge meaningfully and also develop crucial skills such as observation, critical thinking, and using their imagination.

The guidelines for each lesson cover mainly four parts. First is the textbook itself. It has been suggested how the teacher may begin the topic and initiate questions and points of discussion that should be incorporated into the introduction and the reading of the text. These points should be referred to repeatedly while doing the other activities/sections as well.

Secondly, there are comments on the questions, Work Pages, and 'Things to do', given in the textbook. These are useful tools for reinforcement. The use of a junior atlas is advised to help develop understanding of basic geographical skills. *My Little Atlas* (OUP) by Dr Fazle Karim Khan, is ideal for early primary levels as it introduces geographical concepts in a simple and attractive way.

In addition to these, in the third part of the guidelines, an art and craft section has been included. Children always enjoy making things themselves and getting them to do a related craft is a fun way to reinforce what has been taught.

Finally, ideas that can be used as homework or developed as worksheets for each lesson have also been included to give the children supplementary material to choose from. For some lessons, related songs, stories, display boards, and excursion ideas have been offered.

Lessons must be planned in advance for the week or month so that the course coverage is assured along with adequate time for assessments.

Teachers may choose to link the lessons for continuity, if required, but it is not necessary to complete each and every suggested activity. The teacher, being familiar with the class and the time frame to be followed, is the best judge to select, adapt, and diverge as appropriate. The lesson should, however, be as interactive and enjoyable as possible, so that the children remain attentive and involved. Happy teaching!

Lesson 1 About myself

Discussion points

Discuss and complete each question separately.

- Write your own name on the board and point out the first name and surname. Choose another name, perhaps a child's name from the class, which includes a middle name. First let the children point out the first name, surname, and then the middle name. Ask if any other children have a middle name. Ask the children to locate the space on the page where they should write their name.
- Talk about nicknames. Make up some stories to show different nicknames; those that are shortened versions of the full name, like Iffy being a nickname for Iftikhar; nicknames that describe how cute a parent finds the child, like *Guria* (doll) for a daughter, or names that have grown out of something the child might have said as a baby, like *Gogi*. Ask the children if any of them are called by a nickname by friends or family. Do explain that not everyone has a nickname. For those who do, ask them to fill it in.
- Most of the children will know their birthdays. Ask a few children their birthdays at random and how old they are. However, many may not know the year they were born in. You could explain years of birth, starting from the present year and according to the age of the child, counting the years backwards to arrive at zero—birth. Ask the children to complete the two relevant questions.
- You may have been maintaining a height chart for the children, which can be consulted for this question. If not, first show the children rulers and measuring tapes and explain how they are used to measure lengths. Measure a few things like a book or a table, using one uniform measure such as centimetres. Using the same scale, draw a height chart on the wall, or use a ready-made one which is easily available, and measure each child's height for him/her to record.
- Bring weighing scales to class and let the children check each other's weight in kilograms. Explain that weighing scales tell us how heavy we are, i.e. how much we weigh. Ask the children to record their weight.
- Write down the school address on the board and explain that this shows where the school is—the number of the building, the street, the town/city, and the country. Begin by putting each line of the address separately on the board, and then show the children how to write the address in a straight line as they are expected to in the book; each part is separated by a comma. Ask some children their addresses at random, to make sure they know their addresses, and write a few on the board to illustrate both ways of writing an address. Ask the children to write theirs in the book. It would be useful to have a list of the children's addresses with you (from their class files), in case some children do not know their house number, etc.
- Most children will know their telephone number but again, you could have a list with you, to help those who do not.
- Ask the children to write their class level, both in numerals and words.
- Ask a few children which subjects they like best and let them fill in the space accordingly.
- Talk about what the children enjoy playing—this could include playground games such as 'catch' and skipping; board games, such as Ludo and Draughts, and video games. Ask the children to write down the name of their favourite game.

- There is a box at the top of the page, in which the children can either affix their own photograph, which they will have to bring in beforehand, or make a drawing of themselves.

Questions

The children have to write a short note about themselves. This will repeat most of the information covered above, but rewritten in the form of a paragraph. Encourage the children to include other details too, such as their favourite food, favourite book, and physical features such as the colour/length of their hair. This exercise could be set as homework and read out in the following class.

Work Page

The children are given space for the fingerprints of each hand—A, right hand and B, left hand. First of all, ask the children to look closely at their fingertips and the designs they can see. Ask them to describe the patterns, e.g. swirls, loops, and lines. Tell them that each person has his/her own unique set of fingerprints, and not even twins' prints match each other. Have an inkpad at hand and let each child put his/her fingerprints in the book.

Things to do

Let the children compare their fingerprints with each other to see how different each set is. They can also make an outline of their foot on a sheet of paper and then compare it with their friend's foot outline.

Art and craft: Give each of the children a mirror, large enough to reflect their whole face, and ask them to make a self-portrait, first in pencil and then they can paint it if they wish.

Lesson 2 Families

Discussion points

The children will be familiar with the characters of Mr Raza Ali and his family from earlier books. First of all ask them to point him out from the family photograph, then his wife and then his children. Ask them to guess which ones are his parents (the seated couple), and to label the father with a '1', and the mother with a '2'.

Read the opening paragraph together. Go over the characters in the picture again, but this time referring to the family tree as well. Begin with Mr and Mrs Habib Ali, whom the children will have labelled '1' and '2', and are at the top of the family tree. Explain that the branches show their children: their daughter, Tehmina (3), and their son Raza (5). The former is married to Imran (4) and the latter to Zainab (6). Their names are in brackets since they are not the actual children of Mr and Mrs Habib Ali, but have married into the family. Also explain that Tehmina's name comes before Raza's showing that she is the elder of the two. Point out these people in the picture according to the numbers given. Tehmina and Raza, in turn, have their own children, shown by the second set of branches. Tehmina and Imran have two children, Ahmed and Mahmood (7 and 9). Ask the children to tell you who Zehra (8) is, and why her name is in brackets—she is Ahmed's wife. Raza and Zainab also have two children, Akbar (10) and Mumtaz (11). Ask the children to tell you why Akbar's name is listed before Mumtaz's—he is older than her.

Now draw the children's attention to the couple on the right (not numbered). They are Zainab Ali's brother Anwar and his wife, Fatima. It is important to recognize family members from the father's as well as the mother's side. You may also explain the family tree in Urdu terminology, such as *dadi*, *dada*, *phuppi*, *phuppa*, in order to clarify the relationships. However, use Urdu for clarification alone, and use only English terms for all discussion and class work.

Different relations are given on the second page of the lesson. Read them together, and using the given terms, ask a few questions related to the Ali family. For example, who is Mr Raza Ali's sister? How would Akbar and Mumtaz address her? (Aunt/*phuppi*) How many grandsons do Mr and Mrs Habib Ali have? (Three) How many granddaughters? (One). Also include the questions given at the end of the page so that the children have no trouble answering them when they do the written work.

'Cousins' have not been mentioned in terms of relationships. Explain that Ahmed, Mahmood, Akbar and Mumtaz are cousins because their parents are siblings i.e. brother and sister. Ask the children to add this term in the box. The children also have to give the names of the five people described in terms of relationships. The answers are:

1. Mr Habib Ali 2. Zainab Ali 3. Mrs Habib Ali 4. Imran 5. Mahmood.

Questions

The answers: Mumtaz is the youngest in the Ali family; Mahmood has three cousins, Mumtaz has one aunt and one uncle, Tehmina and Imran.

Homework: The children can make a simple family tree of their own, along the lines shown in the textbook. This will introduce them to the concept and design of a family tree, without becoming too complicated in the details. This activity has also been suggested in 'Things to do'. The second activity asks the children to ask their relatives about their work and to find out what their grandfather does/did. Encourage the children to include both men and women from their family, young and old.

Work Page

It would be better to do the Work Page after the children have done the homework exercise, so that all the details are easier to recall. Part A asks details about the child's own family, and Part B is a questionnaire to ask another child.

Lesson 3 Mr Raza Ali's day

Discussion points

Ask the children to tell you what their parents do for a living. Be sure to count a homemaker's work as significant and appreciable too. In fact, it would be a good idea to stress how hard mothers work to take care of the house and the children. You could make a list of some of the professions. Ask the children what time their parents wake up, leave for work, and come home.

Read the first part of the text together and talk about the pictures depicting Raza Ali's day. For instance, the second picture shows him waving goodbye to his family. He is standing by his car; quite likely the children will take a school bus with their mother. Ask the children how they come to school and how their parents go to work. The fourth picture shows him having lunch at a table with his other colleagues. The children could be asked if their parents take a packed lunch with them, if they eat out, or they come home to eat. He is also shown watching TV, and the children could tell you what their parents like to watch and how it is different from what they like to watch. The seventh picture shows him out for a walk.

You may also have to explain what being a 'manager at a bank' involves, such as being responsible and careful, having to work longer hours sometimes, etc.

Go through a typical day's routine for the children, beginning with the time they wake up, and covering mealtimes, play time, and bedtime. Read to the end. Ask the children how they spend their weekends—do they sleep late and wake up late, do they go out with their family, etc.?

Questions

The answers to the first two questions can be easily found in the text and the children should answer in complete sentences. The last two questions can be answered individually, again in complete sentences.

Work Page

Part A gives the children a timetable to fill in with details of their own daily routine. The events should include waking and sleeping times, mealtime, play time, homework time, etc. After the children have written the details of their daily routine, ask them to make relevant illustrations, depicting their day as shown in the book. Part B is a comparative look at what different people are doing at one particular time of the day. You could add more people from school, such as the librarian, the cleaning lady, and the principal. Divide the class into groups and ask each group to find out about one school-related person and share the information with the whole class. Activities of family members can be found out at home.

Things to do

The first activity has been discussed above. The second one asks the children to write and draw about how they spend Sunday. Ask them to include approximate times too.

Activity: Ask the children to describe and illustrate how they imagine different creatures and people spend their day. For example, you could include a frog, a princess, a honeybee, a bus driver, a beggar, and an actor. The description need only be a few sentences long, the idea being to spark their imaginations rather than any detailed research.

Lesson 4 Your school

Discussion points

Talk about different levels of schooling, beginning with preschool. Explain that the suffix 'pre' means before, therefore preschool/primary, is a place where children go before they join a proper school. Preschool consists of classes such as kindergarten and nursery. The first main school a child joins, at the age of five or six is primary school, meaning first, like the one the children currently attend. Primary school starts with Prep/Reception and goes up to Class 5. Classes 5 to 10 or 11, depending on the system being followed, are known as senior school, meaning older, according to the students' age group.

After school, comes college and, for people who want to continue studying, there is the next level, university. You could also explain that at school the children are taught lots of different subjects, but in college, they can choose to study the ones they like best and, finally, in university often only one subject is chosen to study in great detail. You could also talk about some colleges and universities being for certain fields alone, such as medicine, dentistry, engineering, veterinary science, fashion, and business.

Come back to your school and discuss which levels of education it provides. Let the children calculate how long they have been in the school already, and how many years more they can be expected to stay. You could also ask if they would like to go to college and what they would like to study.

Show them the pictures of children of various school-going ages—a three-year-old girl in preschool to a young sixteen year old in college. Ask them to draw a primary school child in the box, perhaps even themselves.

Questions

The questions on page 10 would have already been discussed and can be answered in full sentences.

Work Page

Part A gives the children a survey to complete. Explain briefly what a survey is—collecting information about something by asking questions and recording answers. Then read through the definition on the Work Page (page 11). Part A is a survey of the school, the children first have to guess the possible answer and then fill in the correct one. The correct answers could either be provided directly by you, or you could split up the class into groups and send each group to the relevant person to find out the answer, for example to find out the number of desks in the school, one group could go to the administrator and share the information with the class. Once the whole survey is complete, compare the estimates and the real numbers. In Part B, the children have to answer a few questions about the school. The answers should be given in complete sentences.

Homework: Compile a set of questions from Parts A and B for the children to ask their parents about their schools when they were young.

Things to do

Regarding the first activity, more questions about school that could be written include: Does your school have a senior section? Does it have a preschool? Does it have a swimming pool? etc.

The second activity asks the children to draw a picture of the school. Rather than have everyone draw

the facade, each child could choose a certain room or area and draw it. The pictures could be compiled and used as an art display titled 'Our School'.

Lesson 5 Learning

Discussion points

Make a list of subjects the children are being taught, such as art, English, Urdu, maths, and of course, social studies. Since the children will be familiar with the education hierarchy, explain that when they go to senior school, they will learn more new subjects. For example, they will learn about different branches of science such as physics and biology; instead of just doing social studies, they will learn about history and geography separately. By the end of school, they will have learned about lots of different subjects and will be in a position to choose their favourite ones, to continue studying in college and then university.

Explain a little about different subjects in addition to what is given in the book.

- Languages—all children learn Urdu in school throughout Pakistan. In provinces where another language is also spoken, such as Punjabi in the Punjab, that second language may also be taught. Since English is spoken throughout the world, it is also taught in all schools. Children are taught to read, write, and speak the languages. First we learn the alphabet, and then how to join the letters to make words, and then sentences. In some senior/high schools and colleges, other languages such as French and Arabic can also be learned. Let the children read out the different alphabets in the illustration.
- Mathematics—first children learn about numbers, counting, etc. Then they are taught how to add and subtract them. As they grow older, they learn more maths such as multiplication and division.
- Geography—by studying geography we can understand how mountains are made, why storms occur, and what different countries look like.
- History—by reading books on history and looking at old objects, we can find out about life hundreds of years ago and see how it was different from our life today.
- Science—biology tells us about plants and animals; physics, about how things work; and chemistry, about what things, such as water, are made of. There are many other branches of science too.
- Sports—physical education is a good way to stay healthy. Many people learn a sport in school and later take it up as a profession, such as cricketers.

Questions

All three questions on page 13 would have already been discussed and can be answered in complete sentences.

Work Page

Part A asks the children to match the subjects with the definition. This information is easily available in the text. In Part B, they have to answer a few subjective questions. If this is to be completed in class, you will have to ensure that the textbook of the child's favourite subject is available, so that he/she can copy the required details.

Things to do

The children will enjoy doing the first activity which asks them to draw themselves playing their favourite game. The second activity, which could be set as a homework exercise, asks the children to write a few sentences about a subject they do not like. Ask them to explain what they don't like about it—even if it is the teacher!

Lesson 6 Living together

Discussion points

Look at the photographs and ask the children to describe what is happening. The first one shows a group of people eating dinner at a party and the second shows a group sitting together happily. Ask the children if they too enjoy being with their friends and family and what they do together. Ask the children to imagine what it would be like to have no friends. After listening to their ideas, read the first part of the text together.

Explain that when lots of people are together, we have to behave according to certain rules which ensure that everyone is happy and treated equally. Read and discuss the text.

- **Sharing**—ask the children to imagine that they are with their family at dinner time. When food is served ask them to choose what would be the right thing to do—for one person to eat all the food or for everyone to share it? Sharing ensures that everyone gets something to eat and nobody goes hungry. Similarly, if a friend comes to play at your house, how should you behave—play by yourself with your toys or share the toys and play together? Sharing toys means more games can be played and everyone has more fun.
- **Taking turns**—ask the children to imagine that they are waiting with some other children to use the slide. How would they feel if two big boys kept pushing everyone out of the way and not letting anyone else use the slide? Taking turns, as shown in the illustration, ensures that everyone has fun on the slide, and no child gets more turns than the others.
- **Queuing**—ask the children to imagine they are waiting to buy tickets to go inside the zoo. What would happen if everyone crowded around the window and all asked for tickets together? Show the children the queue in the illustration and explain that this way, each person is sure to get a ticket and the man in the ticket booth will be able to understand and serve each person properly. Ask the children about situations in which they make a queue in school—outside the tuck shop, when entering and leaving the classroom, etc.
- **Feelings**—explain that when many people are together we must take care not to hurt anyone's feelings. Ask the children to imagine how it would be if everyone in the class was always fighting and being rude. Would that be a pleasant environment? When people live together, they must be polite and caring.

Questions

Three subjective questions are given. Discuss them first and then encourage the children to answer in a few sentences.

Work Page

Section A of the Work Page asks three questions. First discuss them generally—situations or things that make the child sad/angry/happy, and then let the children choose and write the answers themselves. You could also talk about things that make the children laugh. Section B asks the children to make a list of the things they share with other people. This could be done together in class, focusing on things in school that the children share with each other.

Things to do

Three activities are suggested. The first one asks the children to draw a funny picture. It could be expanded/substituted by asking each child to narrate a joke (they could find out from home). The second gives a list of words and the children have to find out their meanings. The third asks them to talk about these feelings.

- Sad: a feeling of being upset by something
- Angry: showing anger—wanting to shout because you are upset by something or at someone
- Happy: feeling cheerful and good about things
- Hungry: wanting to eat food
- Confident: feeling certain you can do something well
- Thirsty: wanting to drink water
- Proud: to be deeply pleased with what you have or have done; wanting to show others
- Jealous: a feeling of being upset when you think someone has done better than you
- Greedy: wanting to have more than you need
- Sorry: to be upset that you have hurt someone or done something wrong

Ask the children to use some of the words to make simple sentences.

Story time: ‘Blue Horse’ by Helen Stephens: if available, read this out to the class.

Lesson 7 Keeping healthy

Discussion points

Begin by asking the children their personal health habits, most of which are included in the opening of the lesson. Other habits that could be added to the list, include eating a balanced diet of fruits, vegetables, meat, milk and bread, without too many sweets, chocolates, and soft drinks; exercising, rather than sitting in front of the TV all the time; keeping our clothes clean; and getting a good night’s sleep. These are also mentioned in the concluding paragraph of the text, but it would be a good idea to discuss them in the beginning too.

Three illustrations are given showing different states of bad health. Discuss each one individually.

1. It is important to keep our head and hair clean for many reasons. First of all, clean hair looks and smells good. Secondly, sometimes head lice begin living in people’s heads. They suck blood by pricking the scalp, and lay small eggs (nits) on the base of the hair shaft. Try and get magnified photographs of lice and nits, also found on the Internet, which are quite horrible! When the lice bite our scalp, they make us itch. Since some children in the class may have had lice, and the objective is not to embarrass anyone, do stress that lice do not necessarily live only in dirty hair, though that may well be from where they originate. Lice are transferred either through shared hairbrushes and combs, or simply crawling from an infected head to another, no matter how clean it may be. The important thing, therefore, is to keep checking our head to make sure it is not home to any lice. The best way to get rid of lice is to use a medicated shampoo and/or fine-toothed combs (show one to the children). Tell them that using our hands and fingers will not get rid of lice.

Also explain about dandruff. This problem does not originate from lack of cleanliness; it is simply flakes due to over-drying of the scalp’s surface. Dandruff too, can cause itchiness, and can be treated with oil massages and special shampoo. Stress that it is important to thoroughly wash all the shampoo out of our hair, since in many cases ‘dandruff’ is simply dried, leftover shampoo.

2. Tell the children that germs live in dirty places. Show them the photographs of rubbish heaps on page 19. From here germs spread out into the air around us and on everything we touch, but because they are so tiny we can't see them. That is why it is so important to wash our hands before we eat food, otherwise germs would pass from our hands on to the food, and into our bodies, where they would make us ill—the most important example of this is after using the toilet. Secondly, flies also like dirty places like the ones shown in the photographs; they sit on garbage and when they fly away, they carry the germs on their legs. When they land somewhere else, on food for instance, they rub their legs together and the germs fall on to the food. When we eat the food, the germs go into our bodies and make us ill. Show the children an enlarged diagram of a fly so that they can see its legs, and see how germs are carried around.
3. Explain that when we eat food, especially sweets, some of it remains on our teeth and turns into an acid. An acid is a substance that 'eats up' anything it comes into contact with. Tell them how acid is used to clean dirty floors and bathrooms—it eats up the dirt! In the same way, but more slowly and over a longer period of time, the acidic leftover food 'eats' into our teeth, eventually causing a hole to form, which is called a cavity. Once a tooth has decayed, it begins to hurt. This is why it is important to clean our teeth after meals.

Talk about pollution—this happens when there is a lot of dirt, dust, and smoke in the air, and rubbish on the ground and in the water. The more dirt and rubbish there is in the environment, the more germs breed. Show the children the first photograph which is about smoke and fumes. Explain that smoke from burning rubbish, for example, and fumes from vehicles carry harmful gases that make it difficult for us to breathe. Just as we keep ourselves clean, it is important that vehicle engines are also kept clean so that they do not produce dirty fumes.

The second and third photographs would already have been discussed. At this point, emphasize the importance of disposing rubbish in a proper way—that is, in proper dustbins from where it can be carried away by garbage trucks. Rubbish left to rot away on the streets is extremely unhealthy, foul-smelling, and ugly.

The fourth photograph shows a pool of stagnant water. Explain that this water has probably collected here because the drains are blocked and rainwater could not be carried away. Show the children a simplified diagram of a drainage system so that the mechanism is clear to them. People have also thrown rubbish into the water, making it very dirty. Explain that like flies, mosquitoes too like dirty places, especially dirty water and they come here to lay eggs. These eggs hatch creating even more mosquitoes than before! When mosquitoes bite, they suck out our blood and transfer their germs into our bodies. The germs a mosquito carries are particularly harmful and can make us very ill. Show the children a diagram of a mosquito, pointing out the part with which it sucks out blood.

Questions

The children should be able to answer the three questions quite easily, based on the class discussion and information in the text.

Work Page

Part A asks the children to write a sentence about the use of the three items shown—a toothbrush, a comb, and a bar of soap. Probable answers include, a toothbrush is used to clean our teeth, a comb is used to keep our hair neat and tidy, and soap is used to wash dirt and germs off our body. Part B could be set as a homework exercise or as part of a visit to a local supermarket, where the children could find out brand names of various items.

Things to do

Two activities are suggested—the first one is to look at a fly under a microscope, which would be very interesting. If not possible, show them a diagram as suggested in the guidelines. The second is about

cockroaches; explain that cockroaches, like flies, carry germs and spread them wherever they go. It is important, therefore to make sure there are no cockroaches in the house. The children are asked to make a list of places where they might find them for example, in bathrooms, kitchen, etc.

Art and craft: Make a 'Healthy Habits' display. Some habits could be shown as illustrations and labels, such as a picture of someone washing his hands; others could be represented by related objects, such as a toothbrush and toothpaste. Other healthy habits, such as rubbish disposal, could be made into a 'litterbug campaign' where each child resolves not only to throw his/her own rubbish in the bin, but also any litter seen in the playground, etc. Such an awareness campaign could be extended throughout the whole school with banners, displays, brightly coloured dustbins, posters, etc.

Show the children 'germs' under a microscope. Ask the science teacher to prepare a Petri dish and the children can look at the bacteria under a microscope. Ask them to draw the 'germs'.

Story Time: 'Why Wash' by Claire Llewellyn, if available, can be read out.

Lesson 8 Safety

Discussion points

Ask the children if they have ever been in an accident or seen one. Ask them to describe what they saw. Most incidents will probably be about car accidents, so you can begin the discussion by emphasizing the importance of driving carefully, not rashly, and obeying traffic laws.

Talk about road safety, especially about crossing roads. It is important to look on both sides, and make sure the road is clear before crossing. You must never run across a road, but walk carefully, always looking around. You could also mention the importance of driving rules, such as observing traffic lights, not overspeeding, and wearing a seat belt. Also point out how important it is for motorcyclists to wear helmets and for cyclists to have a bell and something luminous on their bike, so they can be seen at night. They should preferably not wear dark colours at night.

Read the idiom together, and ask the children to suggest what it may mean. Talk about the illustration of someone about to step into a puddle of water because he is not looking where he is going, and ask the children to think of some more examples.

Look at the second illustration and talk about what is shown. The girls are standing at a zebra crossing—a place where motorists know people will cross and therefore, are meant to slow down. Two boys are playing ball nearby—ask the children if the road is a good place to play, and to suggest better alternatives such as the playground or the park.

Bring some things like a box of matches, a bottle of medicine, a pair of scissors and an electrical appliance, and ask the children to tell you how each thing could be dangerous, and how to use it carefully. Most of these things are also mentioned in the text, but you may want to add a few words of warning, for example, matches could not only burn, but also set fire to something; not only is it dangerous to touch bare wires, but also to play with sockets or poke things in them; medicines and tablets should only be taken when and as the doctor says, and should not even be tried no matter how colourful or attractive they may look.

Read through the examples of prospective danger given in the book and also add a few more, such as not playing near the kitchen stove, not flying kites near electrical wires, not trying drinks from unmarked bottles, not playing in dangerous places, like on rooftops or out on the road, etc.

Questions

The questions on page 22 should be discussed and answered in the children's own words, and in complete sentences.

Work Page

Part A gives three warning signs and the children have to find out what they mean. Discuss each one separately, i.e. what is shown and what it might mean. The first sign is skull and crossbones, which the children might have seen in 'pirate' storybooks. It signifies that something is lethally dangerous and you should not go near or touch any object with that warning sign on it. Some household cleaning products such as bleach often carry this sign, which means drinking it could kill.

The second shows a figure digging with a spade. This sign denotes that some sort of construction/repair work is taking place and it would be dangerous to venture near the site. Ask the children to guess what the possible dangers may be—falling into a hole, something heavy might fall, etc. This sort of sign is sometimes seen where roadworks are taking place.

The third symbol shows speed breakers. The motorist is warned to slow down, since driving over a speed breaker at a high speed could damage the car or cause an accident. Speed breakers are often built outside places like schools and hospitals, to ensure that motorists slow down and accidents are avoided.

Part B asks the children to make up their own warning sign. In case the children have difficulty thinking of relevant situations, you could give the children specific examples and ask them how a warning could be symbolized. Examples could include a warning outside a hospital telling motorists not to sound their horns; a warning that the road ahead is slippery; a warning showing that there are wild animals ahead and one showing that water near a beach is not safe for swimming.

Things to do

The first activity requires the children to describe and illustrate an accident. This has been discussed in the beginning and can be expanded upon if you wish. Care should be taken that if any child has experienced a particularly traumatic accident, it would not be very pleasant to recall and depict it.

The second activity asks the children to make some more warning signs. You could think of situations as suggested above and ask the children to make warning symbols.

Art and craft: Collect samples of different signs and make a display for the classroom.

Lesson 9 Food**Discussion points**

Discuss why we need food—not just for physical energy, but mental energy too. Just as cars need petrol to run, our bodies need food for energy. Eating the right food ensures that we grow up strong and healthy.

Describe different types of food groups. The first is food that is grown, which includes all fruits, vegetables, and cereals. Explain the plant cycle—a seed is planted in the ground. It is warmed by the Sun and watered by the rain, or a watering can, and begins to grow. A shoot grows through the surface of the soil and the roots remain underneath the ground, sucking in food from the soil. With continued sunshine and water, the seedling grows into a plant or a tree. Explain with the help of a simple diagram. Most fruits grow on trees and bushes. Vegetables also grow on bushes, vines, or as roots in the ground such as carrots and radishes. Grains, such as wheat, are harvested—gathered when ripe—and can be ground into flour or dried and cooked. Corn can be crushed to squeeze out its oil which can be used for cooking.

Move on to food from animals. Also mention seafood such as fish and prawns. You could talk about milk, cheese, butter, and cream as a separate food group i.e. dairy products, and eggs.

Look at the photographs and let the children identify as many different fruits and vegetables as they can. There is also a picture of some wheat stalks. Point out the little kernels, which are collected, their husks removed, and then ground into flour.

The concept of a balanced diet can also be discussed. Tell the children how different foods help our bodies in different ways. For instance, milk, and food made from milk, makes our bones strong. Carrots make our eyes strong. Fruits and vegetables help us fight germs. Meat helps us to grow. The children should realize why it is important to eat many different kinds of food.

Describe how grains, vegetables, and fruit are used to make secondary products. For example, fruit is grown and then used to make jam. Wheat is also grown and then ground to make flour. We use flour to make bread and cakes. Cows give us milk which we use to make butter and cheese. Also explain that different foods can be combined according to a recipe, and cooked into something. A good example would be a pizza, which uses food from all the major food groups.

At the bottom of the page are photographs of ice cream, cheese, and cake. Describe a little about how each one is made. Ice cream is made by mixing together milk, cream, sugar, and the required flavour, then letting it freeze. Cheese is made by churning milk (mixing it very fast) until the solids separate, from which cheese is made. A cake is made by mixing together butter, sugar, eggs, and flour and then baking it in an oven.

Go through the stages of corn oil production, explaining the terms such as ploughing—turning the soil over so that the ground is soft and even; sowing—planting the seeds into beds; pests—little insects which eat seedlings and can damage the crop; and harvesting—cutting down the crop.

Corn is also a good example to show the diversity of the uses of food items. Corn can be ground into flour—cornflour; it can be pressed into cornflakes; it can be cooked and eaten as it is, on the cob, or separate kernels and as popcorn, and it can be crushed to extract the oil.

Questions

The questions on page 25 would have been covered during the class discussion.

Work Page

Part A shows several food items and the children have to find out what goes into making each one. Let the children try and guess the ingredients and then write the details of one food item in their notebooks.

- Bread is made of flour, water, and yeast, which is a special substance that makes the bread rise.
- Biryani is made from rice and meat.
- Ice cream is made from milk, cream, sugar, and flavouring as well as fruit, for example, mangoes or strawberries.
- Kebabs are made from minced meat and spices.
- Omelette is made by frying beaten eggs in oil.
- Jam is made from fruit and sugar.

Part B asks about seafood, which should have already been covered in the class discussion.

Part C asks the children to draw a picture of their favourite food and to write its name.

Things to do

The first activity asks children to bring empty food packets from home. This will generate quite a variety. A display can be put up in the classroom. For the second activity ask them to find out the prices of the listed items from home.

Lesson 10 Clothes

Discussion points

Ask the class why they think we wear clothes—to look good, to keep warm, to protect our body, etc. Some clothes are worn for specific purposes or occasions; for example, a mechanic or factory worker wears overalls; uniforms are worn by people in the armed forces, the police, and employees of some organizations, as well as by school children. Ask the children to describe what sort of clothes they would wear in winter, summer, or the rain.

Read the text together and look at the different types of clothes shown in the illustration. See if the children can guess what they are called—*sherwani*, waistcoat, *shalwar*, *kameez*, *dupatta*, shirt, shorts, tie, etc. Clothes like this are worn in Pakistan. Ask the children to name other types of clothes people wear here such as dresses, trousers, jeans, shirts, saris, etc.

Explain that other countries also have their own particular clothes. Go through the ones shown on the next page. Also collect photos of clothes worn by Saudi men, Hawaiian women, Mexicans (especially their sombrero hats), and Inuits.

Show the children pictures of uniformed people. Tell them that just as students have to wear a school uniform, people in certain jobs also wear uniforms. Pictures could include those of a nurse, soldier, fireman, policeman, lawyer, airhostess, and chef. The children should be familiar with these professions. Also go over the examples given in the book.

A list of clothes is given and the children have to find them in the 'pictures above'. However, let the children use the illustrations of Pakistani clothes on the previous page too. For the other words, such as coat and sari, which are not drawn in the book, try and get photographs to show the children.

If the children are wearing a school uniform, go over the various items of their clothing. If it is summer, ask them how their winter uniform would be different and vice versa. Talk about their P.E. uniform, if they have one.

Ask the children to name a few different types of material such as silk, wool, and cotton. It would be a good idea to bring samples for the children to feel and describe. Ask if the children can guess what each is made of.

Explain how wool is obtained from sheep and how it is processed into yarn and fabric. The sheep are 'shorn' i.e. have their woollen coat trimmed every summer, and this grows back by the next year. The wool is then cleaned and dyed, and made into yarn and cloth. Tell pupils how and why the silkworm spins its cocoon, which is made of silk fibre. Explain how silk is obtained from the cocoon and spun into fibre and fabric. Silk was first produced in China and Japan and in parts of India.

Explain briefly how cotton is spun into yarn and then into cloth. Cotton is gathered from the cotton plant, cleaned and stretched around a spinning wheel that spins it into yarn. The yarn is woven into fabric on a loom, either one operated by hand, as shown on the next page, or one that runs on electricity, like the power loom shown in the picture. You could explain weaving by taking a few strips of paper, to represent lengths of yarn, and weaving them together. Cotton can be dyed in different colours to make coloured material.

Fabric can be cut and stitched into clothes using a sewing machine, as shown on the next page. Ask the children what the man would be known as—a tailor. When clothes get dirty they can be washed either by hand, as shown on the next page, using water and washing powder, or in a washing machine. Once the clothes are dry, they are ironed. Some special clothes have to be dry-cleaned.

Questions

The children should be able to answer quite easily the questions based on the class discussion and information in the text.

Work Page

Part A shows an Inuit and a Nigerian man, and the children have to point out the differences in their clothes. They also have to answer why they are different. Each country has its own traditional clothes which reflect the culture and climate of the place.

Part B asks about a soldier and a policeman's clothes. Since soldiers are involved in fighting they have to wear clothes that will protect them, like helmets and bulletproof jackets. Their clothes must also be made of strong material because they spend a lot of time outdoors. Policemen's clothes are also made of strong material since they also have a lot of outdoor work to do. Both must wear uniforms so that they can be recognized amongst a group of people. These points should be discussed beforehand, so that the children have no problem answering them.

Doctors are meant to be especially clean; they usually wear white or light coloured coats, which are kept clean and also protect their own clothes from germs, infection, etc. Such coats are also worn as uniforms by people who work as hospital lab technicians.

Part C asks the children to name other types of clothes, many examples of which are to be found in the text.

Art and craft: Let each child choose a nationality and ask him/her to draw a person dressed in the traditional clothes of that country; also draw their national flag. Make a display.

Lesson 11 Building houses

Discussion points

Ask the children to describe why they think people live in houses—as a shelter from their surroundings, a place to keep their things, a place to share with their family, etc.

Talk about different building materials and houses around the world. Starting with Pakistan, tell the children that most houses in the cities are made of bricks and cement. Some houses are big with large gardens, some are small and some are part of large apartment buildings. In the villages, many houses are made of mud and wood. Look at the photographs showing different types of houses.

Ask the children about the different rooms in their house, and briefly describe the uses of each of the rooms. Also talk about different types of houses around the world. Houses are often built according to their surroundings. For instance, the Inuits used to make their houses, igloos, out of blocks of snow. Though snow is cold, the igloo sheltered the Inuit from cold winds; it was even possible to light small fires inside. Now they live in houses made of insulated material, which are raised above the ground so that when their heat melts the icy surface the house does not sink into it. In Africa, some places are very hot, and the houses there are made of mud, which remain cool inside. Gypsies are people who do not live in one place but keep moving. Their homes, therefore, are either horse-drawn caravans or tents. American Indians also lived in special conical tents called wigwams or tepees, which were made of brightly coloured, patterned cloth. In forests and woods, it is common to find homes, called log cabins, made of wood. Show the children pictures of these types of homes and if possible, the people who live there.

Look at the pictures of different building materials and explain how each one is used in building a house. Stones are crushed and mixed with cement to make concrete. Cement is also used like glue to join bricks together—sometimes sand is mixed with cement. Wood is used to make window frames, doors, cupboards, etc. Steel is used to strengthen walls and ceilings. Bricks, which are made of clay, are joined together to make the walls. The photograph shows a house under construction and some of the materials can be seen. Ask the children what other materials are used in a house—glass, tiles, iron, aluminium, marble, wood, etc.

You could show the children pictures of some of the machinery used in building houses such as cement mixers, excavators, cranes, and dump trucks, also used for bigger buildings.

Questions

The first question can be answered using information from the textbook. Questions 2 and 3 require observation skills. Doors and window frames (though aluminium frames are more common now) and cupboards are made of wood. Question 3 requires students to look at the photographs of the village huts and the house and an apartment block to compare the differences—steel and cement vs mud brick, size, space, style, etc.

Work Page

Part A gives a short questionnaire about the child's house. You may want to set this exercise for homework, since probably only the parents will know when the house was built. The houses shown in Part B have already been discussed.

Things to do

This section suggests the children draw a picture of their house or favourite building. Before setting this work, it would be a good idea to talk about some well-known buildings in the area.

Art and craft: In case the art activity suggested in Lesson 11, Teaching Guide to Book 1 was not done, it could be done with this slightly older group of children. Alternatively, you could ask the children to design their own building using a selection of boxes, paper, Lego blocks, etc.

Lesson 12 Builders

Discussion points

The text describes the people involved in building a house. Before reading, see if the children can make a list themselves. Do emphasize how important each person's work is, and how, in many cases, workers, especially labourers, have to work in extremely hot and cold temperatures.

Some words may need explaining such as plan, which is a map of the house showing where each room will be; its size; and all the windows and doors; pipes, which carry water from the tank into the taps; plug points, i.e. sockets; and plaster, a mixture of sand and cement to make the walls smooth and strong before they are painted.

Ask the children to put the tasks in order. First is the architect's plan. Then the plan is drawn on the ground and dug out. These are the foundations, which are filled with concrete, upon which the walls are made. The labourers and the bricklayers do most of this work. Then the pipes and electrical wires are fitted. These will remain concealed in the wall, beneath the plaster, and only the sockets and taps will be visible outside. Then the doors and windows are fixed. The walls are then plastered, and finally painted.

Work Page

Part A describes different functions and the children have to answer who they are done by. Since the statements are taken directly from the text the children should not have trouble matching them.

Part B requires students to write in more detail about any one of the people discussed in the lesson.

Things to do

Talk to the children about the floor plan on page 37. Give them a sheet of squared paper and ask them to make a floor plan of their own house. To make it simpler, they could simply draw their own room and mark the windows, doors, and furniture.

Story Time: 'Bob the Builder' series of books has many stories about building and repairing and mentions quite a bit about the machinery and materials used.

Lesson 13 Tools

Discussion points

Ask the children about a few professions and the tools that are used. For instance, a carpenter is a person who makes things out of wood. His tools include hammer, nails, saw, etc.

Talk about how tools were invented. For example, in pre-historic times people used hard rocks to hit against something they wanted to break. Finding that they sometimes ended up hurting their own hand, they decided to attach a wooden stick to the rock, with twine made from vines. Eventually, the tool was refined until it came to resemble the hammer of today. Screws were originally invented out

of bits of wood. If two pieces of wood had to be joined together, holes would first be made with a sharp implement, it could even be a bone, and a slim piece of wood driven through the holes to attach two pieces together. Over many, many years the screws gradually became the way they are today, and screwdrivers, pliers, etc. were made accordingly.

Look at the pictures of the tools and talk about each one. See if the children can guess their uses first. If possible, bring some of them in to show the class. Also bring in nuts and bolts, as well as nails and screws so the children can see the difference between each.

- Hammer: used to drive something into a hard surface, like nails into walls. It can also be used to break something apart with force. (Carpenter)
- Plumb line: used to check if vertical surfaces are in a straight line. (Bricklayer)
- Drill: used to make holes in hard surfaces; runs on electricity. (Electrician/Carpenter)
- Screwdriver: used to tighten and loosen screws. (Electrician/Carpenter)
- Chisel: used to scrape the surface of an object, or chip away small pieces from something. (Stone mason)
- Saw: used to cut wood; has sharp teeth. (Carpenter)
- Plane: used to smooth the surface of wood. (Carpenter)
- Pliers: used to get a strong grip of something, for example, to pull nails out of a wall. (Electrician/Carpenter)
- Pipe wrench: used for grasping and fastening pipes. (Plumber)
- File: used to smoothen metallic or wooden surfaces.
- Trowel: used to apply cement on to walls and bricks smoothly and evenly. (Bricklayer/Plasterer)
- Spanner: used for loosening and tightening nuts and bolts. (Electrician/Mechanic)

Some of these tools, and others, can be seen in the pictures in the previous lesson, 'Builders'. Point them out to the children to show how the tools are used.

Ask the children to make lists of different professions and their tools. Include some of the people already discussed and add a few more such as a doctor; (stethoscope, thermometer, blood pressure apparatus); a fisherman (fishing line, net, bait), an artist (paintbrushes, paint, pencils) and a student (books, pencils, stencils).

Questions

The questions ask if the children have seen any of these tools and if their parents use them. The children should describe where they have seen these tools, who was using them, and why.

Work Page

The Work Page repeats what the children have discussed in class, and can be filled in appropriately. Make sure the children know how to spell each profession. Part B has already been covered above.

Things to do

The children have to draw six tools. They could copy the ones already given in the book, or draw pictures of other tools discussed above but not shown in the book. Secondly, the children have to list the tools used to make different objects. The third activity, and the most useful, is for the children to interview the school gardener and find out the names of the tools he uses—spade, rake, shovel, hoe, lawn mower, shears, etc.

Lesson 14 Time

Discussion points

Different stages of the day are described in the book. The children might find it helpful if the stages are explained in terms of real time. This could include the clock time under each of the pictures.

(Times will vary according to place and season).

- Dawn: early morning, the Sun begins to rise at about 5.30 a.m. (in summer)
- Morning: the Sun is higher in the sky, 7.00 to 11.00 a.m.
- Midday: the Sun is at its highest point, 12.00 noon
- Afternoon: the Sun begins to go down again, 1.00 to 4.00 p.m.
- Evening: the Sun sets, it starts getting dark after 6.30 p.m.
- Night: the moon comes out, 8.00 p.m. Dark till the next dawn.

Show the children a large clock that shows seconds, minutes and hours. First of all explain that a day has twenty-four hours, which means the short hand goes around the clock twice—twelve hours in the day and twelve hours at night. Each hour consists of sixty minutes, which means that the minute hand moves sixty times to complete one circle, i.e. one hour. Each minute is made up of sixty seconds, which means that the second hand makes sixty movements in one minute. Count sixty seconds on the clock and the children will be able to see the minute hand move once. You could also demonstrate this on a stopwatch, which clearly shows the passage of time.

Ask the children the days of the week, and to count them—seven. Tell them the number of weeks and months in a year as explained in the book.

Show the children different months in a calendar and point out how the months have either thirty or thirty-one days, except February which has 28 days. The total number of days in a year is 365.

However, once every four years, in a leap year, February has 29 days, and therefore, the days in that year are 366. Find out and tell the children when the last leap year was and when the next one will be.

Work Page

Part A of the Work Page gives jumbled up names of the days; 1: Saturday. 2: Monday. 3: Thursday. 4: Wednesday. 5: Tuesday. 6: Friday. 7: Sunday. In Part B, the children have to match the statements. This information is clearly given in the text and can be found and completed. In Part C the children have to write the number of days in each month. They could follow the poem or you could give them a calendar to consult.

Things to do

This suggests that the children make their own calendar. The calendar for the whole year might be rather tiresome for the children. They could, instead, mark their birthdays on the class calendar, and count in which week of the year it falls. The second activity is for the children to copy the poem and decorate it. You could make one large class display and decorate it with images and drawings representing the whole year.

Lesson 15 Directions

Discussion points

Make a simple map on the board or on a paper for each child, showing a few simple roads and places, like a park, school, hospital, etc. Ask the children to take turns and describe the directions and/or locations of different places. Try and get the children to use terms such as left, right, behind, in front of, opposite, straight, at the corner, etc. Alternatively, you could give the children a starting point, explain directions and see if they can follow to where you are leading them. This exercise will convey to the children the importance of using the right words when giving directions.

Go through the illustrations, which repeat some of these terms and also introduce new ones. To reinforce, you could ask the children to draw a book on the top shelf of the cupboard; draw an octopus below the sea; draw apples on the tree behind the house and make a blue ribbon on the girl's left plait and a red ribbon on the right one.

Introduce the points of a compass. Using a compass, find out the directions in the classroom, and mark them on each wall accordingly. Once the directions are in front of them, ask the children to walk to the south of the room, for example, or to put a vase in the west window, etc.

Show the children a map of the world. Ask them to point out the northern and southern areas, then the west and east. Explain that a magnet, held anywhere in the world, will always point north. The pointer in a compass is also a piece of magnet. When it is held anywhere in the world, it will also point north, and from there all the other directions can be worked out. Point out a few countries and ask the children to state whether they are in the north or the south. Show the children a map of Pakistan. Show them the north, south, east and west and point out the major cities.

Explain the illustration. The girl is standing facing the Sun. The Sun rises in the east, as shown in the picture, and sets in the west. Accordingly, her right hand is towards the south and her left is towards the north.

Work Page

The Work Page shows the map of an imaginary island. First of all, point out the compass in the top right corner. Explain that this is always shown on a map, so that the map can be read according to the compass directions. This shows that north is towards the top. Go through the features of the map, and then the children should be able to answer the questions.

1. The island is called Dina Island.
2. The ship is in the north.
3. The forest is in the south of the island.
4. Amnabad is in the east of Dina Island.
5. The small islands are in the west.
6. The mountains are towards the north of the island.

Things to do

The first and second activities, to look at a globe or a map of the world would already have been done in class. Also show the children a compass as suggested in the third activity.

Lesson 16 Important places

Discussion points

The children will be familiar with this topic from Book 1, so you can recap by asking them to name some important places in a city. Make a list on the board, and state briefly what can be found or done at each place.

Try and get a map of your town, or city, or area and give each child a simplified version of it. Mark the important places discussed, which should include the children's school, a hospital, a bank, the airport, the railway station, a well-known market or shopping area, the main post office and any important landmark, such as Quaid-e-Azam's mausoleum in Karachi, or Minar-e-Pakistan in Lahore. Alternatively, you could make up a fictional map, like the one in Book 1, and mark in the suggested locations.

The book talks in detail about the market and the post office; in addition, you could choose another place.

- **Markets:** Different types of markets include covered and open air ones. Covered markets, such as shopping malls, house different types of shops which may include book shops, clothes boutiques, toy shops and restaurants. Many such places can be found throughout Pakistan. Secondly, there are open air markets, such as Sunday Bazaar in Karachi, which is very well known. Here you will find different stalls selling all sorts of things, ranging from fruit and meat to clothes and household utensils. Specialist markets only sell one type of product such as car spare parts, etc.
- **The post office:** All letters are collected at the post office and delivered to homes by postmen. Replicate a post office in your classroom. Arrange some letters and parcels for each child in class. You could put worksheets into envelopes or small sweets, etc. in parcels. Ask the children to stick a stamp on each and 'post' them all in a post box—use a carton with a slit cut into one side. One child can be a postman and collect all the letters and take them to the post office. Sort them out according to names and then the postman can deliver them.
- A third place you could talk about is a bank or hospital. A bank is a place where people keep their money safe in their own account. When you want to draw some money, you can either write a cheque for the amount or use an ATM machine. It is also possible to pay bills and send money to other people through banks.
- A hospital is a place where you go if you are ill. There are many doctors and nurses there to check you. If you are very ill, you may have to stay in hospital where you will be given medicines and looked after. For people who are seriously ill, doctors may perform operations to make them better again.

Questions

The questions could best be answered after the suggested excursion takes place, or even during it in the form of a questionnaire.

Work Page

In Part A the children have to address an envelope to a friend and stick on a stamp. You could ask the children to address it to a friend at the school address, which would be a good way to remember the

school address. Before the children do this exercise, explain the form of writing an address on the board, first with separate lines for the number and street, town, city, post code and country, with commas in between and a full stop at the end. Explain that a stamp shows the postman that you have paid the right amount of money to have the letter delivered.

Part B shows photographs of Faisal Mosque in Islamabad, a school, and an office building in Karachi. Ask the children to label the pictures accordingly.

Things to do

The first activity asks the children to draw a picture of a market and write about it. If the excursion is undertaken, this activity could be done afterwards. The second activity suggests that the children bring stamps to class and sort them out according to different categories. The third one could be set as a homework exercise—a person who collects stamps is called a philatelist.

Excursion: Arrange a trip to a nearby open market or supermarket. Also arrange a trip to the post office. If you have had a school photograph taken, this would be a good opportunity, to have the children send them home in stamped, addressed envelopes. Alternatively, you could make cards or have the children write letters.

Lesson 17 Plants around us**Discussion points**

It would be a pleasant change to conduct this lesson in the school garden or in a nearby park or nursery.

Talk about different types of plants, flowers, trees, and shrubs. Look at the different shapes of the leaves, and the colours and patterns. If you happen to be outdoors, try to find out the names of the flowers and trees and tell them to the children. Ask them to pick a leaf each from those fallen from tree and bushes, paste them into their notebooks and label them. Pull up a weed and show the children the roots. Ask them to draw and label it in their notebooks. These sort of activities provide the foundation for record-keeping skills to be developed in later years.

Explain that plants not only make our surroundings look beautiful, but are also very important in keeping the air clean. That is why it is important not to cut down too many trees, but to plant as many as we can. In addition, trees and plants give us food and wood and provide homes for many tree animals and birds. Bees collect pollen and make honey from it. Caterpillars eat leaves and when they are fat enough, wrap themselves up in cocoons and emerge as butterflies. Birds build their nests in trees. Little insects live under the rocks and stones. If you are outdoors, encourage the children to pick up some rocks from the dark, moist earth and see if they can find any insects. Ask them to record these in their notebooks.

Discuss other uses, some of which are mentioned in the book. Plants can be crushed and used as ingredients in medicines. Flower scents are used in perfume. Wood is used to make furniture and paper. Leaves can be woven together to make baskets and mats. Bees also use nectar from flowers to make honey. Chicle is a liquid that is found under the bark of a special tree and is used as an ingredient in chewing gum. (Possibly Chiclets, the famous brand, got its name from this source.) The sap of some trees is used to make rubber.

Show the children as many photographs of different flowers as possible, making sure you include the ones given on the Work Page. Point out the different colours and designs. Talk about the parts of a flower—stalk, petals, pollen, and sepals (draw an outline and label the parts).

Show the children a selection of leaves, pointing out their shape and texture. Some may be long and prickly, others may be round and furry, etc. Ask the children to make leaf rubbings (rub crayon over a leaf placed under a piece of white paper) in their notebooks. Tell the children about the parts of a tree—trunk, branches, leaves, and roots.

Talk about how plants grow—seeds need sunlight and water to grow from a seedling into a plant, with a stem above the surface of the soil, and roots below it.

Questions

- 1 Plants are useful because they keep the air clean for all other living things; plants provide fruits and nuts as well as other useful products; they look and smell good.
- 2 Plants provide food for animals.
- 3 The illustrations above can give some ideas; teachers may add some more items.

Work Page

Part A gives photographs of flowers that the children have to label. The top line shows a rose, carnation, pansy, and jasmine, and the second line shows marigold, daisy, poppy, and lotus.

For Part B, the children have to name five plants we can eat, for example, lettuce, spinach, parsley, mint, cabbage, etc. This would have been adequately discussed and the children can choose a selection to write down.

Things to do

The first activity is discussed below. The second, in which the children have to find out the names of trees growing nearby, is a good exercise in observation and may also have been covered during class work.

Art and craft: Press some flowers as suggested in the 'Things to do' section. Make sure the flowers are clean and dry and pressed as flat as possible between sheets of paper under some bricks or heavy books. After several days, remove them carefully and arrange them on a piece of card attached to the back of a clip frame. Clip on the glass front and you have a pressed flower picture.

Lesson 18 Animals around us

Discussion points

Discuss different groups of animals such as sea animals, domestic animals, wild animals, and birds. Make lists of each type, explaining the main features of each. Sea animals live in the rivers and seas. These include fish, whales, octopuses, and sea horses. Birds include flying ones, such as sparrows, crows, parrots and non-flying ones such as ostriches, penguins, and peacocks. Wild animals are those that live in the wild jungles and forests, such as lions, tigers, and bears. A lion is shown as an example of a wild animal. Tame animals are those that have been domesticated, and live and work with humans. These include farm animals such as donkeys and sheep, and pets such as cats and rabbits.

Photographs are given of a range of animals which have been trained to help humans with their work. Talk about each one separately.

- **Horse:** It is pulling a cart in which goods can be carried. Horses are also used for pulling passenger carriages as well as for riding. In the days before automobiles, army and police officers often used horses to patrol their areas. In many places, especially where there are no roads, they are still used.
- **Bullock:** This animal is also used to pull heavy loads. In the picture it is pulling a cart piled with a crop. In villages, bullocks are often used to pull ploughs, to turn the earth in preparation for sowing seeds, and for pulling the water wheel to bring up underground water from the well.
- **Ponies:** These are small horses and are usually used for riding.
- **Elephants** are found in the wild and can also be successfully tamed. They have very strong trunks and can pick up heavy logs easily.
- **Camels** are very useful and strong animals. They are used for riding. Camels store fat in their humps; they can travel long distances without needing water, and are, therefore, very useful for travelling over dry, hot deserts.
- **Donkeys** are also used for pulling loads on carts.

Emphasize the importance of treating animals kindly. They should be fed well, given plenty of water, and kept clean. It is cruel to hit them or make them work harder than they are able to. If they are treated kindly, only then will they be able to work and help us happily.

The next page illustrates other ways in which animals are useful to humans. Explain that every summer, sheep's coats are shorn and spun into wool, and they grow back again over the following year. Wool is used to make warm clothing like socks and sweaters.

Buffaloes, cows, and goats give milk, which we drink and use for making secondary products such as cheese and butter. The meat of cows and goats is also eaten.

Questions

The questions can be easily answered by information given in the text. Horses, bullocks, and donkeys pull carts; elephants carry heavy logs; and chickens are useful for their meat, eggs, and feathers.

Work Page

Part A asks the children to fill in the blanks, from information given in the lesson, about those animals we get food from and those are used to carry weight. Cows, goats, bullocks and hens fall in the former category, and donkeys, bullocks, horses and elephants fall in the latter.

In Part B, the children have to colour in a picture and describe it. The picture shows a donkey pulling a two-wheeled cart. Two people are riding the cart and there is also a large sack on it—this is a familiar sight in our towns. Who is it? (A hint—they collect the weekly laundry from our homes.)

Things to do

This activity can be set as a homework exercise. Ask the children to draw and write about one of the tame animals discussed in class. A better alternative, however, would be to ask the children to find out about how dogs help humans. Dogs can be trained to become very good guard dogs as well as guide dogs for the blind. They have a very good sense of smell, so the police also use them, to sniff drugs, etc. and also to track people down simply by the scent they leave. A dog can smell an item belonging to a person and then trace the same scent over a fairly long distance. They also make very good, enjoyable pets.

Lesson 19 Weather

Discussion points

Ask the children to describe the weather outside today. Ask them to describe the weather in July and December. Let them talk about their favourite type of weather.

Describe the different states of weather illustrated in the book.

- Clouds are formed when water from the surface of the sea is warmed and rises up into the air. The vapour collects in the form of a cloud.
- Fog and mist usually form at night when the air is too cold to hold all the moisture. It is like a light cloud nearer the ground. Fog is heavier than mist which often clears up early in the day. It is very difficult to see in the fog and motorists have to be especially careful. Sometimes fog is mixed with dirt and smoke in the air and makes smog, which is not good for health.
- Snow falls when it is very cold. When the cloud temperature is at freezing or below and the clouds are filled with water, snow crystals are formed. When the temperature increases very slightly, snow falls.
- An easy way to describe rain: when water is warmed, it rises from the surface of the sea and forms clouds in the sky. When the clouds are full, or if the weather becomes cooler, the water falls back as rain.
- Wind is a fast movement of air. When the wind blows softly, it is called a breeze. Some winds are so strong they can even pull trees up from their roots. They are known as gales or whirlwinds.
- Dew forms early in the morning. Water vapour in the air turns to water when the temperature is cool. During the day water is absorbed into the air, like a sponge. During the night, as the temperature cools, the vapour turns back into water droplets and they can be seen on the grass and trees early in the morning.
- Lightning and thunder: Clouds also contain some electricity and during a storm, you can see the currents in the form of lightning. Although thunder is actually the loud noise that occurs when atmospheric gases are suddenly heated by a discharge of lightning, you could simply say it is the noise of the clouds crashing together.
- Rainbow: The easiest way to describe a rainbow is to actually make one. This activity was originally suggested in Book 1, but can be repeated here. Explain that water droplets in the air reflect different colours of light. This is why a rainbow appears most often when the sun shines immediately after it has been raining. You will need a clear glass or jar filled to the top with water, a window sill, bright sunlight and white paper. Set the jar on the edge of a window sill in bright sunlight. On the floor below, place two A3 sheets of white paper taped together to get a bigger rainbow image. A rainbow will be reflected on the paper. This will depend greatly on how bright the sunlight is and the position of the jar, so move it from side to side on the window sill until you get a rainbow on the paper. Draw lines to capture the rainbow and then colour it.
- You could also talk about hailstones. When a cloud is full of rain, but the temperature drops to below freezing, the raindrops freeze and form hailstones.

Work Page/Things to do

The Work Page and 'Things to do' activities could be combined. Ask each child to make a two-month calendar as shown in the book, but leaving wider gaps. Draw a set of simple symbols to represent different types of weather, and ask the children to record the temperature every day, and not just the day it rains, as the Work Page suggests. Symbols can also be combined to show combination weather. You could even put up a thermometer in class, explaining that it is used to measure how hot the weather is, and also record daily temperatures. Children could also take turns and present a weather report for the week based on their readings.

Art and craft: How to make Sparkle Snow Paint.

You will need:

- 1/2 cup flour
- 1/2 cup salt
- 1/2 cup water

Mix together and put in a squeeze bottle. Squeeze doughy paint out on to black construction paper. Make anything snowy—snowflakes, snowmen, even snow-covered mountains, with the Moon and Northern Lights. Let it dry thoroughly and it will sparkle. It may also be painted (when dry) and allowed to dry again. This is a great three-dimensional effect for snow.

Please see <http://www.teelfamily.com/activities/snow/art.html> for diagrams of how to fold and cut paper into snowflakes.

Lesson 20 Seasons

Discussion points

Ask the children to name the months of the year. Write them on the board and divide them into seasons. Explain that the division is made according to the similarity of weather during these months.

Winter: November, December, January; **Spring:** February, March, April; **Summer:** May, June, July;

Autumn: August, September, October.

Ask the children to tell you which month and season it is at the moment. Ask them which is their favourite season and why.

Talk about the main features of each season as described in the text and illustrated by the photographs. See how far the details match the sort of weather where you are, for example, winter in Karachi will be different from the winter described in the text. Other features you could mention are the bare trees and hibernating animals in winter, the baby animals (especially birds) in spring, the dust storms and monsoon many areas of Pakistan experience, in late summer, and the dry leaves and fresh breeze of autumn.

Questions

The questions on page 56 would have been covered during the class discussion and should be answered in complete sentences.

Work Page

Part A gives two pictures and the children have to list the differences. First ask them to label each picture according to the season and then make a table as shown on page 28 (overleaf).

Spring	Winter
Green leaves	Snow on the trees and ground
Many flowers; trees in full bloom	No flowers, dry branches on trees

In Part B, the children have to answer what sort of clothes they wear in summer and winter. This discussion will have taken place in earlier lessons as well as this one, so it should not be a problem. The list of answers should be, of course, that we wear light clothes in summer to keep us cool, and warm, woolly ones in winter to keep us warm.

Things to do

The children have to list the foods they enjoy in summer. This may include cold drinks, watermelon, mangoes, and ice cream. You could ask them to make a summer picture that depicts various aspects of the season, such as clothes, activities (i.e. going to the beach) and food. Secondly, the children are asked to make a list of clothes worn in winter. This may be left out, since it repeats to an extent, the question from the Work Page.

Art and craft: Divide the class into four groups and give each group, cut up or torn pieces of different coloured paper, leaves, beads, string, etc. to make a mosaic picture of a season. Summer for instance, could be represented by a bright sun made of bits of paper, ice cream cones made of brown paper and crumpled up tissue paper, mangoes cut out of yellow material; spring could be depicted with pressed flowers (will have to be done beforehand), grass cut out of green crepe paper, and curled paper birds and nests made of twigs; for winter, snow could be made using cotton wool, strands of wool used to drape scarves around figures, twigs for bare trees and pictures of sleeping animals (e.g. squirrels); autumn could be represented by orange, yellow, and red paper or real dry leaves on the trees and carpeting the ground.

Lesson 21 Water

Discussion points

Ask the children to list as many different uses of water as they can. Stress how important water is in our life—a person can stay alive without food but not without water. Emphasize the importance of not wasting water. Show the children pictures of a dry desert and a lush, green garden. Explain that it is water that has made the difference.

Water is also very important for our bodies—it cleans our bodies from the outside as well as inside. Ask the children to imagine what it would be like to live without water—dirty, nothing to drink, everything would be dry, etc.

Introduce the water cycle to the children. It would be best to redraw the diagram on the board and explain the processes—how water is heated by the Sun and becomes like steam and rises up. It is cold far above the Earth so the steam collects in the shape of clouds. When the clouds become heavy with water vapour, it falls to the ground as rain and goes back into the rivers, lakes, and seas.

You may want to take a look at an online story, 'Drippy the Raindrop' which can be found at <http://www.kimballmedia.com/Drippy/ToMountainsAndBack/Page1.html>.

You could print it out and show it directly to the children or use it for your own notes. It explains, in short, how water from the surface of the ocean is warmed by the Sun, turns into steam or vapour and rises up into the clouds. These clouds travel across the sky collecting more and more raindrops.

Finally, when the cloud is heavy with water, it bursts and all the drops fall down as rain. They fall in little streams down mountains, and come together to form rivers, which finally join and run back into the sea again. Point out each of the stages in the picture.

Evaporation can be demonstrated to the class by boiling some water in a kettle and showing them the steam. Hold a large piece of cardboard or a book, preferably as cold as possible, over the steam and the children will be able to see water droplets forming; this is condensation. Explain this is exactly what happens when water vaporizes and then condenses in the clouds.

To demonstrate rain, take a container of water to represent the sea, and a piece of sponge for the cloud. Ask the children to hold the sponge and describe how it feels—light. Now, dip the sponge into the water slightly; show the children how the ‘cloud’ is absorbing water and then let the children see how it has become heavier. Dip it in again, until water begins to drip from it. Now the cloud is so heavy with water, that it cannot hold it, and so it starts raining. If you hold the sponge over a piece of card held at a gradient, this could represent the slope of a mountain, and the children can see how a trickle of water (stream) falls back into the container (sea) again.

The second source of water is snow that melts on mountain tops and flows into the streams and rivers. This can be demonstrated in the experiment above by holding an ice cube over the tilted card and watching the drops of water flow down as the ice melts.

Explain what a reservoir is: a natural or artificial pond or lake used to store water. When water comes down the mountain, there is the danger of it all flowing away, so sometimes a pond is made at the base of the hills where the water collects. It can then be sent through pipes to other places or stored until needed. Alternatively, it is possible to build a dam which is like a big, strong wall across a river, to stop water from flowing further. The water collected behind a dam can again be distributed as required. If there is too much water in the dam, for instance, or if it has rained a lot, special gates can be opened to let some water through. The photograph and the diagram show the dam, gates, and river very clearly.

Water is taken through pipes to water plants, factories, and waterworks built near cities. Here the water is cleaned and then redistributed through smaller pipes all around the city. These pipes are usually laid underground and lead, eventually, right into people’s houses. The children may have noticed manholes in the street that lead into the waterworks system.

The diagram shows the water system in a house. First, water supplied by the municipality is distributed through pipes and collected in the underground tank of the house. (Most children, especially in big cities, will say that water is supplied to their homes by water tankers or bowsers!) A water pump, which runs on an electric engine, pumps water from the underground tank to the overhead one. Water cannot rise by itself, which is why a pump is used. Once it is collected in the overhead tank, it runs through the pipes and into the taps. Water can come down by itself, so no pump is required.

Just as pipes bring clean water into our homes, different pipes carry dirty water away. This water is cleaned in a special plant or factory and then used again, mostly for plants and farming.

Questions

Make sure that the answers to the questions page 59 are discussed and understood in class.

Work Page

Part A shows the diagram of the water system of a house as discussed above. The children have to label the different parts. Make sure they have understood the system, and do not simply copy the labels.

Possible answers to Part B would have been discussed in the beginning of the lesson and can be written here.

Things to do

The children have to name different containers used to carry water. These could include watering cans, bottles, flasks, etc. They are also asked to imagine how they would feel without water. This is again something that has been talked about in class and can be written about if you wish.

Lesson 22 Our country

Discussion points

The text opens with a description of the physical features of Pakistan; show the children photographs of each, which can be easily found in travel books and postcards. Also mention the fact that we have a coastline and beaches.

There are four photographs on page 61 which show some features found in big cities: busy roads and overpasses, the business and commercial centres, parks and open spaces, and educational institutions. On page 62, there are photographs showing features and facilities found in a country, such as dams, canals, harbours, and airports.

Show the children a map of Pakistan, preferably one that shows the provincial boundaries and the topography. Point out the provinces and major cities as well as the place where you are at the time.

Give a few details about our country: K2 is the tallest mountain; the capital city is Islamabad; the largest city is Karachi; Pakistan came into being in 1947 after separation from India; its neighbours are India, China, Afghanistan, and Iran; its currency is the rupee and the main languages are Urdu and English (besides the provincial languages).

Work Page

Part A shows some different buildings in Pakistan. Talk about each one.

- A dam: Tarbela and Mangla are the most well-known dams in Pakistan. Point out the gates and the bridge over the dam wall.
- Quaid-e-Azam's mausoleum: This is where the founder of Pakistan, Mohammed Ali Jinnah is buried. He worked very hard to make Pakistan and many people visit the mausoleum to offer a prayer.
- A factory: Explain that there are many factories in Pakistan producing different things such as chemicals, medical instruments, clothes, biscuits, etc. Some products, mainly cotton, clothes, and carpets are sold to other countries.
- Lahore Fort: This fort was built many years ago, when kings ruled this area. It was both a palace for the emperor and his family, and a strong fort from where the army would keep watch over the city and keep it safe.
- Karachi's new flyovers which reflect the progress in this city over the years: the picture shows that Karachi is a modern city in many ways.
- Faisal Mosque: It is built at the foot of the Margalla Hills in Islamabad.

In Part B, the children have to answer a few questions about the country, most of which have already been discussed.

Art and craft: Ask the children to compile a tourist guide for Pakistan. Make a scrapbook; ask the children to collect pictures of their country. Divide the information into provinces, or in any order you prefer, and compile it in the form of a book. Encourage the children to write a few lines of information about each picture too.

Lesson Plans Book 2

Unit 1 About Myself

Lesson plan 1: About myself

Duration: 40 minutes

Objective: To inculcate a sense of identity in the students

Outcome: Students will be able to

- know basic things about themselves

Resources: Index cards (old chart paper can be used for this purpose), height chart, weighing scale, students' addresses and telephone numbers, if possible

Introduction: 10 minutes

Note: Prepare ahead by reading through the first five paragraphs on page 2 of the Teaching Guide.

Greet students. This would be the first lesson of Class 2 and a great way to begin with the subject. Give students an index card each, and on that card have them write a question they would like to ask other students (like 'what is your favourite song?', 'do you have any brothers/sisters?' etc.). Have students move around the room singing 'Mingle, mingle, mingle!' and when you say 'stop', students should grab the person closest to them to exchange answers to both of their questions. After they have discussed their answers for about 30 seconds, students exchange cards so they have a different question to ask, and 'mingle' again! You can also be in the group so that students have a chance to mingle with you.

Explanation: 20 minutes

Write your full name on the board. Read it aloud. Point to your first name and surname. (If you have a middle name point to that as well.) Ask the children to call out their full names in turns.

Conclusion: 5 minutes

Students share their bio data with their neighbours.

Homework: Paste your photograph on page 1 of your textbook.

First activity of 'Things to do'—tracing outline of the foot. (Parents' help will be required.)

Lesson plan 2: About myself

Duration: 40 minutes

Objective: To reinforce the concept of identity

Outcome: Students will

- recognize that all human beings have unique fingerprints
- compare fingerprints to understand their uniqueness

Resources: Poster paints in different colours, ready to be used (at least five and preferably dark colours); brushes, tissue paper, magnifying glass

Introduction: 10 minutes

Greet students. Enquire about their homework and ask them to show their foot outline to their neighbours and compare. Check out for the differences which could mainly be in size. Students paste the outline in their notebooks. Appreciate the students' work.

Explanation: 20 minutes

Ask students to look at their neighbours and observe the similarities among them. We all have two legs, two arms, two eyes and ears, and a nose, hair, neck, etc. Inform students that though we have many similarities with each other as we all are human beings, there are some differences as well, such as being boys and girls, different hair colour and length, eye colour and many other things. Tell the students there is one thing which no two human beings share: fingerprints. With the help of the magnifying glass, show students your own fingerprints. Take a group of students and have them look at each other's fingerprints. All students should get a chance to have a look at their fingerprints.

Put at least five different colours of poster paints on a palette. Tell the students that today they will paint their fingertips with poster paints and put their fingerprints on Exercise A of the Work Page. Tell them about the names of the fingers: thumb, first or index finger (pointer), second finger (middle finger), third finger (ring finger) and the little finger. Call the children one by one with their textbooks opened on the Work Page. Colour the tips of their fingers and help them make impressions in the boxes provided on the Work Page.

This activity may take one complete period.

Conclusion: 10 minutes

Students compare their fingerprints with those of their neighbours. Ask them whether the prints are similar or if they can spot differences. Tell the students that each human being in the world has unique fingerprints. It is impossible for two individuals to have the same fingerprints.

Ask students to compare the prints of each of their fingers. Ask them if the prints are the same for each of their fingers. No, the fingerprint for each finger is also completely different from the other fingers.

Wind up the lesson.

Homework: Students write a note about themselves (Page 1).

Lesson plan 3: About myself

Duration: 40 minutes

Objective: To reinforce learning and concepts of self

Outcome: Students will be able to

- fill in details about themselves
- share information and likes and dislikes

Resources: Textbook, Worksheet 1 from the Teaching Guide Appendix

Introduction: 10 minutes

Note: Prepare ahead by reading through pages 1 and 2 of the Teaching Guide. Begin with a quick recap of the last two lessons, and short questions about the learning. i.e. oneself, fingerprints—no two fingerprints are alike; similarities and differences.

Explanation: 25 minutes

In this period, help the students to complete the tasks—fill in the details—on page 1 of the textbook. The children may not know their home addresses in detail so ask them to get the full addresses and telephone number from home (these two items can be done as homework).

Move on to the Worksheet 1 tasks. Distribute the worksheet copies and let students complete this on their own, and then share their work with their partners.

Conclusion: 5 minutes

Recap by asking the children about their favourite foods and what they have drawn. Remind them to complete the two tasks on page 1 about the home address and telephone number.

Lesson plan 4: Families

Duration: 40 minutes

Objective: To instil the importance of family and relationships

Outcome: Students will be able to

- recognize the extended families they may have
- use correct titles to identify family members

Resources: Textbook

Introduction: 10 minutes

Greet the students and ask them whether they like listening to stories from their elders. The replies may be positive and may include parents and grandparents. Share with them that you also liked to hear stories from your *dadi* or *nani*. Ask them what kind of stories they listen to and talk about it for some time.

Explanation: 20 minutes

Inform students that many of us in Pakistan live with our grandparents, aunts, uncles, and cousins. Ask students about the people living in their households. You may get mixed answers: some students may be living with extended families while others may live in nuclear households (i.e. just parents and children). Explain the difference to students. (Refrain from comparing family patterns as one being better than the other one.)

Talk about Akbar and Mumtaz. Tell students that today they will learn about the extended family of Akbar and Mumtaz. Read the first part of the lesson. Draw the family tree on the board to make sure all children understand clearly.

Refer to the explanation given on pages 2–3 of the Teaching Guide.

Students fill in the blanks given on page 4 of the textbook for class work.

Conclusion: 10 minutes

To assess students' understanding of the lesson, ask questions given at the end of the lesson. Discuss the questions verbally; then let students write the answers in their notebooks.

Homework: List all the family members living in your house. Bring a family photograph of any special occasion or gathering.

Lesson plan 5: Families

Duration: 40 minutes

Objective: To reinforce the concept of relationship

Outcome: Students will be able to

- recognize the importance of family at all times
- identify relations within their own families
- produce a written text describing the relationship between the people in family photographs

Resources: Textbook; photographs of students' families, glue stick

Introduction: 10 minutes

Greet students. Enquire about the homework. Students share the list of the names of family members, prepared for homework. Some may have many family members while others will have fewer. It is a possibility that some students live with single parents or with guardians. Tell students that guardians are friends or family members who look after the children if their parents are away and are not living with them. Exercise A of the Work Page can be completed at this time.

Explanation: 20 minutes

Students show and share their family photographs with the class. Encourage some students to talk about their photographs describing details such as family members in the picture, the occasion when the photograph was taken, dresses or any other prominent thing in the photos. Talk about the relations as in Exercise A of the Work Page. Who is the son of your grandfather? Who is your mother's daughter? etc.

Students paste the photographs in their notebooks with the help of a glue stick. Ask students to write a few sentences about the photographs as well. The written work may include the points already discussed in the class. Supervise the students' work and encourage them to add some details to the description.

Conclusion: 10 minutes

Talk about the importance of a family. Talk about family gatherings such as birthdays, weddings, Eid parties or any other occasions. You may also include some unhappy event as well, like some illness or small accident, etc. in the discussion. Tell students that we need our families not only when we are celebrating but also when we are sad or worried. Our families support us equally in times of happiness and sorrow. Talk about being helpful to family members, especially the elderly.

Homework: First activity of 'Things to do' to be done for homework.

Lesson plan 6: Families

Duration: 40 minutes

Objective: To learn through activities and interaction

Outcome: Students will

- have a dialogue with their classmates
- share their family trees

Resources: Textbook; family tree developed by students; Worksheet 2 from the Teaching Guide Appendix

Introduction: 10 minutes

Students show the family trees they have made at home. Depending on time, encourage the maximum number of students to share their family trees with the whole class.

Explanation: 20 minutes

Inform students that they are about to do a new activity called 'interview.' In an interview, one person asks questions to know more about another person. This activity will be done in pairs. Students complete Exercise B of Work Page. Supervise students while they are interviewing each other. Remind them about keeping their voices low while talking.

Students share the findings of the interview. Use a strategy to provide equal chance of participation to all students. Write the names of all students on small chits. Fold the chits. Take two money boxes or jars. Label one as 'DONE' (for students who have already had a chance of class participation) and the other as 'NOT YET' (for students who have not had the chance to participate yet). Pick a chit and read

the name of the student who will participate or share his/her work. Put the chit in 'DONE' jar/box. This way you can ensure that almost all students of your class have an equal chance of participating either in the discussion or during the presentation of their work. (You cannot cover the whole class in one lesson. It may take three to four or even more lessons to provide a chance to everyone.)

Conclusion: 10 minutes

Class Work: Students will complete the fill in the blanks task on page 4 of the textbook. Wind up the class with a quick recap of the lesson.

Homework: The Worksheet 2 tasks to be completed for homework along with the second activity of 'Things to do'—talking about relatives and their work.

Lesson plan 7: Mr Raza Ali's day

Duration: 40 minutes

Objective: To inform students about work routines of family members

Outcome: Students will be able to

- realize the importance of time
- identify the daily routine with the help of text

Resources: Textbook

Introduction: 10 minutes

Greet students. Talk about their parents and enquire about the work they do. Make two columns on the board. Write 'mother' in one column and 'father' in the other column. List in the column the parents' professions as shared by the students. Some students might say 'My mother does nothing.' Ask them, 'Does your mother look after you and your house? Does she cook and take care of other household chores for the family?' Ask students to imagine what would happen if their mothers stopped doing all this work and really did nothing. Mothers who take care of their household and family are called 'homemakers.' The work homemakers do is by no means less valuable than that of people working outside the home. Also talk about their parents' timings of waking up, leaving for work, and coming home.

Explanation: 25 minutes

Read through the lesson while pointing to and talking about the pictures in between. Talk about Mr Raza Ali working as a bank manager. Ask students if they have ever been to a bank. What things did they observe there? Talk about the people behind the counters and the customers who queue up to wait for their turns. Take each point and picture, and talk about it as mentioned in the Teaching Guide.

Talk about Sundays. How is Sunday different from the other six days of the week for them and their families? Possible answers would be: they do not come to school; family members do not go to work; they spend more time with the family; the family goes for outings and picnics; they enjoy time with each other. Tell students that families usually spend more time together on Sundays. Talk about weekends. Tell students that the night before the weekly holiday is called a weekend. For students in Pakistan and in many other countries in the world, the weekend begins on Friday night.

Talk about the importance of time. Introduce students to the word 'punctual'; write it on the board. Being punctual means always being on time. Discuss the results of wasting time. Students playing all day, and not studying, usually waste their time. Share a short anecdote with the students about a student who used to play all day and never did the work on time. Explain how that student had to suffer when the exams approached and failed the exams as a result of not having prepared

sufficiently. It is important to divide our time according to our work. Give the example of Mr Raza Ali. What would happen if he kept on sleeping in the morning? He would be late for work, miss doing his tasks and be delayed for an important meeting.

Conclusion: 5 minutes

Questions at the end of the lesson to be discussed verbally, to assess students' understanding of the lesson.

Homework: Questions on page 7 to be answered in the notebooks.

Lesson plan 8: Mr Raza Ali's day

Duration: 40 minutes

Objective: To know more about managing time well

Outcome: Students will be able to

- develop their own timetable
- produce a written text about their daily routine
- understand the concepts of **a.m.** and **p.m.**

Resources: Textbook; clock; copies of Worksheet 3 in the Teaching Guide Appendix

Introduction: 10 minutes

Students share information about their parents with their partners. Ask them to talk about their activities. Encourage students to question each other. Supervise their conversations. Let some students share the information with the whole class. Emphasize on the points about sleeping and waking up on time. Tell students when people sleep at the right time in the night, they are most likely to wake up fresh and early the next morning.

Explanation: 20 minutes

Ask students how many hours there are in a day. The answer is 24. Tell students the day is divided into two 12-hour parts. Keep a clock near you. Explain that from 12 o'clock midnight to 12 o'clock noon, the time is identified as **a.m.**, so most of the work we are doing is usually during the first half of the day (**a.m.**). Give examples of wake up time, breakfast time, and school time. Explain that **p.m.** denotes the 12 hours from noon to midnight i.e. the second half of the day. Give examples of play time, lunch and dinner time, etc. Use the clock to explain the concept. Write **a.m.** and **p.m.** on the board. Students suggest activities done during the first (**a.m.**) and second (**p.m.**) halves of the day.

Exercise A of the Work Page to be filled at this stage. Include main ideas such as wake up time, sleep time, lunch/school/dinner time, play time, bedtime, etc. Help students write the time properly in the time column. Supervise the work.

With the help of the filled timetable, ask students to write a short note about their daily routines. It is preferable that students start the note with the time they wake up in the morning. Help by giving pointers about when they leave for school, the morning assembly time, classes and recess, going home, etc. to the end of the day.

Option 2: Worksheet 3 (Appendix, Teaching Guide) can be done.

Conclusion: 10 minutes

Encourage students to share their notes with the class.

Explain Exercise B of Work Page to students, as to how it is to be filled.

Homework: Exercise B of the Work Page to be completed at home.

Unit 2 My School

Lesson plan 9: Your school

Duration: 40 minutes

Objective: To inform students about education and learning

Outcome: Students will be able to

- identify the stages of education
- identify learners' ages in relation to education stages

Resources: Textbook, pictures of students in preschool, primary school, secondary school, college and university

Introduction: 15–20 minutes

Greet students. Inform them that they will go on a tour of the school today. Ask them to observe things such as: number of classes, number of teachers, facilities, students, staff, etc. Remind the students to walk in proper lines without making any noise or talking to each other as other classes must be in progress.

Take students around the school. Make sure the activity does not disturb the other classes. Where possible, stop and talk about things such as the school playground, canteen, library, and other places in the school.

Bring students back to the classroom. Let them settle down. Begin the discussion with the name of the school and where it is located. Let students answer. Invite some of them to come and write the school's name on the board. Talk about their tour: it had a purpose called 'observation'. Ask them what they have observed during their tour.

Wrap up the discussion by appreciating their good behaviour and observations from the tour.

Explanation: 20 minutes

Read the first two paragraphs of the text. Ask students about their school: is it a primary or a secondary/ senior school? Talk about the levels of education at school. Ask students if they remember in what grade they first joined the school. (Pre-nursery, kindergarten, etc.) Tell them that children first join PRESCHOOL to prepare for the main or primary school. Show students some pictures of children engaged in various activities in a preschool and ask them what they did in their preschool (colouring, reading, learning the alphabet, and art work). Explain that once they are through with the preschool, children are ready to join the primary school. Students usually spend five years in the primary school i.e. classes 1 to 5. Talk about the activities in primary school and briefly discuss the subjects they study. Show some pictures of primary school students engaged in activities.

Move on to the next level which is called secondary or senior school, which has classes from 6th to 10th/11th. Students then clear the board examinations and move on to college and then university levels. (There is no need to go into unnecessary detail at this stage.)

Talk about the pictures at the end of page 9. Ask the students to draw their picture in the blank box.

Conclusion: 5 minutes

Questions at the end of the chapter to be covered here. Questions 2 and 3 can be done with the teacher's help. The addition can be done on the board for everyone to grasp the idea clearly (three more years in primary school).

Homework: Both activities of 'Things to do' to be done for homework.

Lesson plan 10: Your school

Duration: 40 minutes

Objective: To know more about your school

Outcome: Students will be able to

- identify the other people who work at school besides the teacher
- identify school as a place for both studies and fun

Resources: Textbook

Introduction: 5 minutes

Greet students. Talk about the last session. Ask students about the homework. Encourage them to share their findings with the class. Wrap up the discussion with your input on the topic.

Explanation: 25 minutes

Read the text on page 10. Talk about the pictures of people on this page—discuss the principal's/ headmistress's responsibilities. The job of the principal is to see that the school functions smoothly, and to plan for the improvement and progress of the school. Talk about the librarian, the computer/lab assistants, the office assistant, the PT/PE instructor, the support staff such as the cleaner, the helpers, the guards or the chowkidars at the gate, and the gardener. Ask students about these people's work, for example, the librarian. List the suggestions and add your own. The list should include points such as

- o Managing the library
- o Keeping books in order
- o Keeping a record of books issued and returned
- o Maintaining silence in the library at all times
- o Providing help if someone is unable to find a book

Students may copy the list in their notebooks under the heading 'a librarian's work'. Similarly, talk about the duties of other people in the school too.

Ask students to do a pair activity. Ask them to choose a person from the ones they have just discussed and talk about his or her duties and responsibilities in the school. Provide time for thinking and then for discussion. These activities should always be time-bound.

Depending on the time, choose a few pairs to talk about the responsibilities of the people at school besides the librarian. Appreciate students for their work.

Wrap up the discussion by emphasizing the importance of all these people in the school for its smooth functioning.

Conclusion: 10 minutes

Ask students what other activities they engage in at school besides studying: the list would include playing in the ground, eating at the canteen, reading books, meeting with friends everyday, etc. Tell students they have a PE /PT class every week because sports and entertainment is a very important part of education. We play games and feel refreshed and energetic; we learn about team work.

Ask students to list in their notebooks five things they like doing in the school besides studying.

Wrap up the lesson by appreciating them for their work.

Homework: 'Things to do' activities to be done for homework.

Lesson plan 11: Your school

Duration: 40 minutes

Objective: To show how information can be compiled from a survey

Outcome: Students will be able to

- recognize surveys as a method of information gathering
- compile their observations about their school into information based on survey

Resources: Textbook; school premises, the school's head/principal and staff; worksheet for conducting survey; Worksheet 4 from Teaching Guide Appendix

Introduction: 10 minutes

Ask students to talk about the things they like the most about their school. Let each student share at least one sentence. Now remind them of their tour of the school and their observations. Tell the class that they will now do an activity.

Explanation: 25 minutes

Discuss how we receive information: we receive information from books, newspapers, TV, the Internet, and from people. Tell them that today they will learn about a new way of gathering information—a survey. A survey is a way to find information by observation or by asking people questions about a particular topic.

Work Page Exercises A and B to be completed here. (See the explanation on page 6 of the Teaching Guide.) Have the information ready with you before the activity. Share the correct answers with the students and let them compare the guesses and the correct answers.

Provide students the survey worksheet (overleaf) which they can use to find information about schools from their parents' time.

Conclusion: 5 minutes

Wind up the lesson by providing a recap of the ideas covered in all three lessons.

Homework: Worksheet 4 from the Teaching Guide Appendix to be completed; students can draw something about their school in the blank space on the Worksheet.

Worksheet: Survey questions

1. At what age did you start going to school?

2. What was the name of your first school?

3. Do you remember your principal's name?

4. Did your school have a library?

5. Did your school have a computer lab?

6. What activities did you do in school besides studying? Name any two.

7. Who was your favourite teacher?

8. What were your best and worst subjects?

Lesson plan 12: Learning

Duration: 40 minutes

Objective: To know how learning progresses in school

Outcome: Students will be able to

- list the subjects they study at school
- understand the reason for learning many subjects in school

Resources: Students' timetables, textbook

Introduction: 10 minutes

Greet students and ask them about their homework. Discuss the worksheet questions and ask random questions about the survey. Introduce today's lesson; ask them to have a look at the class timetable. Ask them what subjects they study at school, including PT/PE. List the subjects on the board. Make sure all the subjects are covered.

Explanation: 25 minutes

Ask students to recall if they learned similar subjects when they were in preschool or nursery. The answer would be 'No'. Explain that just as the number of subjects has increased in primary school, likewise some more subjects will be added in the secondary classes. Talk to the class about the subjects they study—read out from the textbook, first briefly telling them what each subject covers and why it is important. Do not forget to stress the importance of extra-curricular subjects/activities like sports, which promote teamwork as well as healthy competition, and art and craft which encourage creativity.

Conclusion: 5 minutes

To assess students' understanding of the topic, ask questions given at the end of the lesson. There will be many responses to Question 3.

Homework: First activity of 'Things to do' to be done for homework.

Talk to an elder cousin or sibling studying at a college or university. Ask about the subjects they are studying and why they chose this subject/field.

Lesson plan 13: Learning

Duration: 40 minutes

Objective: To know more about different subjects and their future importance

Outcome: Students will be able to

- identify the subjects by description
- discuss the subjects they do not like

Resources: Textbook

Introduction: 10 minutes

Greet students. Ask about the homework. Students share either their drawings or information gathered from a cousin or a sibling. Have a class discussion about the feedback. Reinforce the idea that students choose specific fields of study as they move up to the higher levels of education.

Explanation: 20 minutes

Read the text again with the students. Alternately, students can take turns reading the text.

Complete Exercise A of the Work Page. Ask students to work in pairs and do the matching in their books. Supervise their work. Once students complete the work, they share their answers with the whole class. Appreciate them.

Exercise B of the Work Page to be completed at this time. Students can complete the activity on their own. Supervise the work and help with the spellings.

Conclusion: 10 minutes

Ask students if there is any subject that they dislike studying in school—many hands are likely to go up on this question. Ask some of the students which subject they do not like and why. Listen to their views. Correct them if they have any misconceptions. Tell students it is all right to not like some of the subjects at school but they should know that it is very important to know about a lot of things at school so that they can choose a path for their future studies. Questions 1 and 2 of Worksheet 5 in the Teaching Guide Appendix can be done as class work.

Homework: Second activity of ‘Things to do’ and Question 3 of Worksheet 5 are suggested for homework.

Unit 3 Good Habits

Lesson plan 14: Living together

Duration: 40 minutes

Objective: To inculcate the value of living together with others

Outcome: Students will be able to

- realize the importance of living together
- identify rules for living together happily

Resources: Textbook; pictures of people sharing things; any wedding/invitation card with numbers given for RSVP

Introduction: 10 minutes

Greet students. Ask them what would happen if they were all alone without relatives and friends. Give students time to think and then ask for their answers. These could include: be lonely, be sad, feel scared, have no one to play with, etc. Students will have many more interesting ideas. When all ideas have been listed, go through the complete list once again. Wrap up the discussion by emphasizing that all these things could indeed happen if we were all alone in the world—but we are not alone, we have our families and our friends.

Explanation: 20 minutes

Tell students it is very important for people to live with other people. People live in groups in the forms of families, friends, and communities.

Ask students to observe the picture on the top of page 15—what do they see? There are children playing together. Do they seem to be enjoying themselves? Then draw the students' attention towards the girl in the red and green dress. Why is she not playing with the rest of the children? Ask students to think of the reasons for this girl being alone in the park and how she must be feeling. Let students share their thoughts.

Read the text. Explain that 'being by yourself' means to be all alone and without any company. Talk about the pictures of people having meals and chatting at a gathering/function. Encourage students to talk about the gatherings and functions that take place in their homes. Let a student share an event with the whole class. The description could include what the occasion was, who came, what the menu was, what the guests or family members did. Ask him or her if it was fun and if the student enjoyed it. Tell them to imagine how they would have felt if no one had come to the event. Emphasize that when someone invites us to an event, it is very important to go there or convey regrets in advance. Show the students an invitation card. Talk about RSVP numbers; tell them that if for any reason we cannot attend an event, we should call beforehand at one of the RSVP numbers and convey regrets for not being able to attend the occasion. This is one of the rules of living in a society. You could discuss why the hosts need to know who will attend—it helps them to plan accordingly.

Explain that when people live together, some rules need to be followed to make the experience happy for everyone. Use the explanation from the second paragraph of the Teaching Guide, page 8. Discuss the pictures as well on page 15 of the textbook.

Conclusion: 10 minutes

Review the ideas discussed on page 15. Talk about the rules for living peacefully in a group. Ask students to look at Work Page Exercise A. Discuss these points to prepare for the next class.

Homework: Ask each student to bring a joke to share with the class.

Exercise A of the Work Page to be completed at home.

Lesson plan 15: Living together

Duration: 40 minutes

Objective: Reinforcing the rules for living together in a group

Outcome: Students will be able to

- list the things they like to share with others
- understand the importance of sharing their favourite things
- list the things which make them happy, sad, and angry

Resources: Textbook, copies of Worksheet 6 from the Teaching Guide Appendix

Introduction: 10 minutes

Ask a few students to share a joke with the whole class. Encourage the quiet ones to participate. Wrap up the activity by sharing a joke yourself. Emphasize that when people live together, it is important to share laughter as well as sorrows.

Explanation: 25 minutes

Talk about Work Page Exercise B; write 'THINGS I SHARE' on the board and ask the students what they share. Write their answers on the board. It will be a long list of things. Appreciate students for sharing their things. Avoid listing anything twice.

Clean the board. Ask students to now think about something which they would not like to share with anyone. Give them time to think. Write 'THINGS I DO NOT SHARE' on the board. Make a list of their answers which could include things such as some special gift or things dear to the owner. Tell them that it is all right to have some special things which we do not want to share with others. However, if we feel that someone needs that thing or would benefit more from it, we should be generous and share it. You can use the following story to illustrate this point.

When I was young, I had two toy trucks to play with and how I loved them! I always carried them with me everywhere. One day, we went to visit a family who had a little boy. I noticed that he had no toys to play with, and looked towards my toy trucks with longing but did not say anything. I felt bad for the little boy. I thought about sharing my toy trucks with him but did not like the idea at all; I was not sure whether I could get another toy truck like those. I became anxious so I told my mother and asked her if she could buy a toy truck like mine for the little boy. My mother said that she did not have enough money then. Hearing this upset me even more. I thought a great deal and finally decided to give one of my own toy trucks to the little boy. The sparkle in his eyes was a sight to behold when he held the toy truck in his hands. I missed the toy truck a lot but the happiness of bringing a smile to someone else's face was a lot more valuable.

Ask students to think about this incident. Encourage them to share their views about the act of a little child. Tell them sometimes it is difficult to share our favourite things but if it brings happiness and joy to someone else, then one should think about sharing their most beloved things as well.

Distribute copies of Worksheet 6 from the Teaching Guide to be done in class. Supervise the work. Paste the worksheets in the notebooks or file them.

Conclusion: 5 minutes

First activity of 'Things to do'. Provide students small pieces of paper to draw funny pictures. This can be done in pairs as well.

Homework: Exercise B of the Work Page to be done for homework.

Lesson plan 16: Living together

Duration: 40 minutes

Objective: To express feelings

Outcome: Students will be able to

- use words to describe feelings such as sad, happy, angry, etc.
- share incidents to talk about feelings

Resources: Textbook, some pictures of children/adults showing different emotions

Introduction: 5 minutes

Give a recap of the ideas discussed in the previous lesson. Ask specific questions such as ‘Would you like to retell the story your teacher told you?’ ‘What lesson did you get from the story?’ Ask students if they have a similar story to share with the class and encourage them to share it—but briefly.

Explanation: 30 minutes

Go back to the textbook, page 16. Read about taking turns and forming queues instead of crowding and pushing. Ask how they feel when others try to take up more time, such as for using a computer or playing a game, or when people crowd around and push each other instead of standing in a line, i.e. a queue. The material response will be ‘angry’. Anger is a feeling, like happiness is a feeling too.

Explain that when we live in a group or a community things happen which make us happy, sad, angry, proud, confident, and also jealous at times. Explain ‘jealousy’—it is when you feel unhappy to see someone else have something you like, and you want to have it instead.

Encourage children to talk about these feelings. One feels confident and proud when one has succeeded, like being the winner in a race. Some feelings like hunger, thirst and tiredness are felt by all, but other feelings are felt by us at different times and for different reasons. Happiness, pride, confidence, sympathy are positive feelings. Sadness, anger, jealousy are negative feelings. We should try to overcome our negative feelings—it will make us and everything around us more pleasant. Combine ‘Things to do’ activities 2 and 3 with this.

Talk about negative and positive feelings. Write Negative and Positive on the board. Students suggest which feelings should be written under each heading. Ask students to think of some more feelings like glee, excitement, tiredness, envy, pity, etc.

Work Page Exercise A to be completed here. Talk about each question individually. You may wish to take suggestions from students and put them on the board. This will help those who may be struggling to write on their own.

Students can share their answers to be written on the board.

Conclusion: 5 minutes

Recap all the ideas discussed in the three lessons. Ask questions such as: Why should we live together? What rules need to be followed for living together? How important is sharing? Why does making a queue help everyone in a crowded place? Which feelings are positive and what are negative feelings? etc.

Lesson plan 17: Keeping healthy

Duration: 40 minutes

Objective: To emphasize the importance of good health

Outcome: Students will

- list the things they do daily to keep themselves clean and healthy
- learn to brush their teeth the right way

Resources: Textbook; a tube of toothpaste, toothbrushes, stopwatch, sheets of white chart paper, red crayons, picture or sketch of a smile (with teeth showing), lice comb

Introduction: 5 minutes

Begin by talking about good health being important for everyone. Ask the children why it is so—because when we are well and healthy, we feel happy and cheerful, we can enjoy our studies and games, we don't have to go to a hospital or a doctor, or lie in bed feeling miserable. Now talk about how to stay healthy.

Explanation: 20 minutes

Talk about students' morning cleanliness routine. This would include taking a bath or shower, using the toilet, washing hands, brushing teeth, combing hair, etc. Talk about cleanliness routine before going to bed which may include using the toilet, washing hands, brushing teeth and washing/taking a bath. Ask students why it is important to follow a health and cleanliness routine everyday. Take their answers and add that we follow such routines to stay fit and healthy and safe from illnesses.

Read the text on page 18. Ask each child to read out one line of the rules. Draw the students' attention to the pictures.

1. What is the boy doing? Why? He is scratching his head because his hair and scalp may not be clean; he could also have lice. Lice are tiny insects that live on the scalp and the hair, and they bite into the skin which makes the scalp itchy. They also lay their eggs in the hair. Lice can be got rid of by using anti-lice medicine/shampoo and a lice comb.
2. Why are the girl and the boy looking so sick? The girl has eaten stuff from a push-cart (*thela*): the food was not prepared with cleanliness and the germs have made her sick. Ask students to observe the flies on the uncovered food stuff. The boy has toothache because of eating too many candies. Too much sugar causes tooth decay and pain.

Conclusion: 15 minutes

Discuss the third picture about tooth decay with students. Ask if they know how to brush their teeth. (Don't assume that all students know how to brush their teeth properly.) Inform them that they will do an activity to see how we should brush our teeth and for how long.

Provide each student the chart paper with a photocopy of the picture of a smile pasted on it. Have the children colour the lips with red crayons. Give all students a toothbrush each with a little toothpaste applied on it. (They may apply it themselves or the teacher can help.) Keep a timer in your hand. The time should be set for one minute.

Tell students they should start brushing the teeth shown in the picture when you say 'start' and stop when the bell rings. Then explain to them that the reason they are brushing till the bell rings is that this is the length of time recommended by dentists to give your teeth a healthy brushing.

Note: read through pages 9 and 10 of the Teaching Guide for a clear explanation of this lesson.

Homework: Work Page Exercise A to be done for homework.

Bring empty wrappers, cartons, boxes, bottles of shampoo, soap wrappers, toothpaste, detergent, etc.

Lesson plan 18: Keeping healthy

Duration: 40 minutes

Objective: To know about the causes of poor health

Outcome: Students will be able to

- identify dirt and pollution among the main causes of disease
- list the ways their surroundings can be kept clean for healthy living

Resources: Textbook; pictures of clean and dirty surroundings for comparison; Worksheet 7 from the Teaching Guide Appendix

Introduction: 5 minutes

Talk about the ideas discussed in the previous class. Discuss the brushing activity. Are the students cleaning their teeth long enough to make sure they have clean and healthy teeth?

Talk about Exercise A done for homework. Read the possible answers for all three pictures.

Explanation: 20 minutes

Draw the students' attention to the pictures on page 19. Ask them if they have observed similar sights on their way to school or when they go out with their parents. Sadly, garbage and littering, and lack of paper drains are a problem in our cities. But explain that all this happens when we do not pay attention to keeping our neighbourhood and our city clean. Rubbish and dirt, garbage heaps and open drains/waste water are the favourite places of flies, cockroaches, and mosquitoes. Smoke and fume from badly kept vehicles cause pollution, and lead to eye problems and lung diseases.

Talk about the last two pictures in detail again. Talk about mosquitoes: explain it is important that we keep our homes free from mosquitoes and flies to avoid illnesses. Talk about the nets on the windows and doors that we usually have in our homes to keep out flies and mosquitoes. Discuss the importance of healthy food, fruits and vegetables, exercise, proper rest and sleep.

Conclusion: 15 minutes

Questions at the end of the lesson to be attempted in the notebooks. Questions 1 and 3 to be discussed in the class first. Draw a bubble on the board and label it 'KEEPING SCHOOL CLEAN.' Ask students to suggest what we can do to keep the school clean. Complete the list and let students copy the five most important points in their notebooks.

Draw another bubble on the board and label it 'KEEPING OUR HOMES CLEAN.' Ask students what measures we need to take in order to keep our homes clean. List students' suggestions. Students copy the five most important actions in their notebooks.

Homework: Second activity of 'Things to do', and Worksheet 7 to be done for homework.

Lesson plan 19: Keeping healthy

Duration: 40 minutes

Objective: To reinforce learning through activity and observation

Outcome: Students will be able to

- observe flies and germs with the help of a microscope
- create a display with the help of art work

Resources: Empty wrappers, boxes, cartons, tubes, bottles of shampoo, soap, toothbrush, detergent; chart paper; microscope, slides with bacteria and a dead fly

Note: If possible, invite parents who are general physicians and/or dentists to speak to primary school children about keeping healthy, avoiding uncovered contaminated food, and dental hygiene.

Introduction: 10 minutes

Students discuss their homework. Ask them about the places where they may have seen cockroaches in their homes. Possible answers would include the kitchen, bathroom, etc.

Talk about making these places insect-free. List of measures would include washing the area regularly, using insect killers, not leaving the toilet unflushed, etc. It is very important to keep our homes clean and these places free from cockroaches which spread illness and diseases.

Explanation: 30 minutes

a) 15 minutes

Arrange for a microscope. Either take students to the science lab or bring the microscope to the class. Students observe the slide showing bacteria and the fly. Tell the students that bacteria can be found on our hands and may spread illness.

Students talk about their experience of observing bacteria and the fly under the microscope.

b) 15 minutes: group activity

Students develop a display of 'Things to make us clean'. Divide students into four groups. Provide them with chart paper. Let each/group of students develop a chart using the wrappers, boxes, cartons, tubes, bottles of shampoo, soap, toothbrush, and detergent. Students arrange and paste these items on the chart paper. If they wish, some students can draw pictures as well to show a child using one of the products. Display the charts on the wall/notice board of the class. Invite another class to visit and see the display.

Homework: Work Page Exercise B to be given as homework.

Lesson plan 20: Safety

Duration: 40 minutes

Objective: To inculcate awareness about avoiding mishaps

Outcome: Students will be able to

- understand the term 'accident'
- recognize the reasons for traffic accidents
- suggest road safety measures

Resources: Textbook, pictures of traffic signals and signs

Introduction: 10 minutes

Ask students about any accident they may have witnessed or been through. It is possible that most of the accidents they talk about would be traffic-related. Tell them an accident is any incident taking place anywhere in which something is damaged or someone is injured. A pile of books falling from the table is also an accident, so is a person slipping on something lying on the floor, etc. Take students' opinions. Talk about them a little and wrap up the discussion.

Explanation: 20 minutes

Read the text on page 21. Write the proverb 'Look before you leap' on the board. Ask students to look at the illustration on the top of the page and try to guess what the proverb means. Explain the proverb. It means we should be careful before doing anything. The boys in the illustrations are waving goodbye and one of them is about to step into a puddle because he is not looking where he is going. Ask the students what would happen if he steps into the puddle. His shoes would get dirty, his clothes will get dirty, he could slip and hurt himself, etc. These things are also known as accidents and they would occur because the boy was not careful about his actions.

Read the text further. Accidents usually happen due to carelessness. Sometimes a little carelessness can end in a big accident. Talk about the illustrations at the bottom of the page. Discuss the zebra crossing. Ask students about the boys playing with a ball on the road. How dangerous could the situation get if they keep on playing? Write 'TRAFFIC SAFETY RULES' on the board. Ask students what rules we should remember whenever we are in a car and while walking on the road. Take students' suggestions and put them on the board. The list should include things such as:

- o Before crossing the road, look towards your right, then left, and again towards the right quickly and cross the road.
- o Never run on a road but walk carefully.
- o Always cross the road at the zebra crossing.
- o Never play on or near the road.
- o Never use a mobile phone while driving.
- o Observe traffic signals both when driving and while walking.
- o Pedestrians should only cross a road when the signal is red for the traffic.
- o Wearing seatbelts all the time is essential for motorists.
- o Wearing helmets is essential not only for the driver of a motorcycle but also for the passengers on the backseat.
- o Cyclists should always have a bell and a light on their bicycles. They should avoid wearing dark colours at night.

Talk about each of the points and the hazards of ignoring safety rules. Students write these rules in their notebooks.

Conclusion: 10 minutes

Students draw and colour a traffic signal in their notebooks. Review the ideas discussed in the lesson.

Homework: First activity of 'Things to do'. Tell someone in the family about the proverb you have learned in school today.

Lesson plan 21: Safety

Duration: 40 minutes

Objective: To give further information on avoiding accidents

Outcome: Students will be able to

- identify safety hazards at home
- recognize the safety rules to avoid accidents at home

Resources: Textbook, a pair of scissors, unlabelled medicine, some colourful tablets, matchbox, a small electrical appliance, a small piece of wire

Introduction: 10 minutes

Greet students. Talk about the homework. Students share their drawings with the class. Invite some of the students to share their written text with the class. Appreciate them for their efforts.

Explanation: 20 minutes

Recap the topic 'accidents'. Read the text on page 22.

Hazards at home: Show students a pair of scissors, unlabelled medicine, a matchbox; talk about the uses of each of these. Ask students about the hazards of using each of these. List the responses on the board for all to see. Tell students that all of these things are very important for us but if they are not used or handled properly, they can prove to be very dangerous for us. Talk about safety rules for each of the items.

Talk about some more safety rules at home, such as never poke a finger or any object into an electric socket, never be near a burning stove, never try to light a stove, never fly kites near electrical wires, never swallow a tablet or take medicine without an adult's supervision, never play or run wildly on rooftops, etc.

Conclusion: 10 minutes

Questions at the end of the lesson to be discussed here. Question 1 is already done by the students but if time permits, there is no harm in repeating it. Question 3 should be completed first on the board. Take suggestions from students and write them on the board. Some safety rules at school would include: not running wildly in the playground, being careful with electric poles or open wires, never going out of the school unless someone is there to pick you, never going near a stranger even if he/she offers you something to eat or shows you a toy, etc. The list can then be copied into the students' notebooks.

Homework: Look around your house. Write at least five things which are useful but may cause harm if not handled properly.

Lesson plan 22: Safety

Duration: 40 minutes

Objective: To learn about more safety measures

Outcome: Students will be able to

- identify warning signs
- create signs to warn others of some danger

Resources: Textbook; pictures of some warning signs; copies of Worksheet 8 from the Teaching Guide Appendix

Introduction: 10 minutes

Greet students. Ask about the homework. Each student shares one item that is useful at home but can prove to be dangerous if not handled properly. List the items on the board. Explain a little about each or let students say a few words. Wrap up the activity.

Explanation: 25 minutes

Show students pictures of warning signs either on the computer or as print-outs from the Internet. The warning signs could include: beware of dogs, sharp turn ahead, a slope, a bridge, cctv, traffic signal, dead end, etc. Talk about each of the signs. Let the students guess what warning the sign gives. Explain to students that we need to be watchful for these signs. Usually these are outlined in fluorescent colours so they can be seen at night as well.

Work Page Exercise A to be completed here. Talk about each of the signs. Students write the descriptions in full sentences.

Distribute photocopies of the Worksheet. Talk about each of the questions separately. Students will do Questions 1 and 2 on their own.

Question 3 can be attempted with the teacher's help. You can explain what the sign should look like; alternatively, you can draw the signs on the board for the students to copy.

Conclusion: 5 minutes

Assign homework tasks.

Homework: Work Page Exercise B to be done for homework.

Look for warning signs on the roads and talk to your parents about them.

Unit 4 Food and Clothes

Lesson plan 23: Food

Duration: 40 minutes

Objective: To create awareness about the importance of food for growth and life

Outcome: Students will be able to

- recognize the importance of food for living things
- identify the main sources of food

Resources: Textbook

Note: Prepare ahead by reading the explanation in the Teaching Guide, pages 13–15.

Introduction: 5 minutes

Greet students. Ask about their eating routine. What did they eat for dinner last night? Did they have breakfast? What did they bring to school for lunch today? Ask if they have a pet and what food is given to it and how many times a day. Tell the students that all living things need food to live and grow. Without food, living things would die.

Explanation: 25 minutes

Read the text on page 24 and draw the students' attention to the pictures. This lesson tells us about the sources of food. Ask the students what goes into making a cake: it is made of flour, butter, eggs and sugar, and cream. Where do these items come from? Flour comes from wheat; eggs come from chickens; sugar comes from sugar cane, and butter and cream come from cows and buffaloes. Talk about the different cereals like rice, wheat and corn, and vegetables and fruits. Cereals are grown and then processed in the factories into the form that we buy in shops. Fruits are eaten fresh, and some vegetables too, while others are cooked. Talk about the importance of food for all living things, and discuss food that is eaten by some animals and birds.

Discuss the first two questions on page 25.

Conclusion: 10 minutes

Work Page Exercise A to be done in class, in the notebooks.

Homework: Students to complete the second part of Exercise A (favourite food) in their notebooks. Bring some empty packets of food items from home for a class display.

Lesson plan 24: Food

Duration: 40 minutes

Objective: To know how a food item is processed from raw material

Outcome: Students will be able to

- identify the stages of production of edible oil
- recognize many ways of using this basic ingredient in food preparation

Resources: Copies of Worksheet 9 from Teaching Guide Appendix; empty packets of food items

Introduction: 5 minutes

Greet students. Ask them to share their homework with their neighbours. Invite some students to talk about their favourite food. Collect the empty food packets from the students for a class display.

Explanation: 20 minutes

Draw the students' attention to the empty food packets of noodles, edible oil, rice, custard, corn flour, etc. Tell students that all these things that we get from the market go through a long process before reaching us.

Read the text along with reference to the pictures on page 25. Explain the process of making corn oil beginning from corn being planted. Go through the stages of oil production such as ploughing, sowing, saving the crop from pests, and harvesting. These are the stages during the time corn is growing in the fields. From there, it reaches the factories to be crushed in big machines for extracting the oil. Then the oil is poured into bottles, tins and pouches, packed and shipped out to be sold at the stores.

Ask students to name some of the brands of cooking oil they see on the television or the ones they see being used in their homes. Talk about other foods made from corn such as corn flour, cornflakes, and popcorn.

Discuss some other food products which can be used to make many other food items. Such as *daal chana*. It can be cooked as *daal*, made into a *halwa*, mixed with meat to make kababs, etc. Potato is also a good example. It is eaten in many forms: fried, baked, boiled, cooked with rice or meat or as a vegetable curry. Let students suggest more dishes.

Questions at the end of the lesson to be discussed verbally.

Conclusion: 15 minutes

Class work: Distribute the worksheet copies and explain the task. Supervise and help students with the work.

Homework: Exercise B of the Work Page and the second activity of 'Things to do' to be done for homework in the notebooks.

Lesson plan 25: Food

Duration: 40 minutes

Objective: To know the importance of eating properly

Outcome: Students will be able to

- recognize the idea of a balanced diet
- select items to make a balanced diet menu

Resources: Textbook, pictures of food (both healthy and junk) from magazines, newspapers; copies of the attached Worksheet

Introduction: 5 minutes

Ask students which foods help us to be strong and healthy. Students can use the information collected from television commercials. The answer would be milk, butter, eggs, cereals, etc. Listen to students' replies and provide input by listing things such as meat, lentils, vegetables and fruit.

Explanation: 30 minutes

Introduce the concept of a balanced diet to the students. Talk about different food groups helping our body in different ways. Milk and milk products help us grow and make our bones and teeth stronger. Fruits and vegetables make us healthy and help fight the germs in our body. Meat, chicken, fish, and eggs provide energy for our muscles to be strong and help us work for a longer time.

Students should be informed that they need to eat all kinds of food to be healthy. Ask students what will happen to a child who eats only meat or drinks only milk. The child would not have enough nutrients and minerals in his/her body to fight an illness or germs. Ask similar questions about different food items.

Write 'JUNK/UNHEALTHY FOOD' on the board. Ask students to remember from the television commercials which food items are advertised for their taste, flavour, convenience, and variety. Answers would be sweets, candies, crisps, frozen food, fizzy drinks and canned juices, burgers and fried items. Tell them that food items advertised mainly for their flavour, taste, and variety, provide very little nutrition to our bodies. Oily, deep-fried food is the most injurious to our health. Such food can be eaten once in a while but eating it very often will make our bodies store a lot of it as fat. Talk about food which uses a lot of colours and flavours. Use the pictures of these items from magazines and newspapers. Explain that these items are not healthy and may cause illness.

Ask students to name junk food items. Write these on the board. Explain that these food items are very tasty but not good for our health. Ask students to look into their lunch boxes and see how many of them have brought any of the items mentioned on the board.

Students will make a menu for a healthy breakfast, lunch and dinner.

Provide a list of food items for breakfast, lunch and dinner to students in the form of a worksheet. Students cross out the unhealthy items and write the healthy options in the space provided. Supervise the work.

Conclusion: 5 minutes

Give a recap of the ideas discussed in the lesson. Stress the importance of having healthy food over junk food items.

Homework: Say 'NO' to junk food at home.

Complete Exercise B from the Work Page in the notebooks. (Food from the river will be fish, and prawns, crabs, lobster, and fish from the sea.) Speak to someone in the family and discuss the harmful effects of having junk food.

Worksheet: Healthy food

Cross out unhealthy food options for breakfast, lunch and dinner in the first column. Write the healthy options in the second column.

<p>Breakfast Fizzy drink Paratha Yoghurt Banana Cornflakes Egg and toast Milk Cereal Fried chicken burger Apple Lassi</p>	<p>Healthy breakfast</p>
<p>Lunch Instant noodles Boiled rice Potato crisps Mince meat Fried chicken French fries Mango or any other fruit Chicken curry with <i>chappati</i> Biscuits Salad</p>	<p>Healthy lunch</p>
<p>Dinner Yoghurt Fried chicken burger with fries Fruit salad Custard Chocolate Cucumber Mutton curry Chappati Boiled rice Biryani Ice cream Corn snacks</p>	<p>Healthy dinner</p>

Lesson plan 26: Clothes

Duration: 40 minutes

Objective: To create awareness about the importance of clothes

Outcome: Students will be able to

- recognize that clothing is affected by the climate, geography and culture of an area

Resources: Pictures of traditional dresses of different countries, textbook

Introduction: 10 minutes

Greet students. Ask them to look at their uniforms. What clothes are they wearing? Write the items on the board. Ask students about the weather. Is it summer or winter? Is their clothing according to the season? How different would it be in the next season? Ask students why we wear clothes: clothes cover our bodies, and protect us from cold and heat, make us look good, keep us safe from the winter season and the blazing summer sun. Talk about clothing for school and home. How is it different? Briefly discuss the different kinds of clothes we wear, and the need of uniform at school (it shows belonging to or identifying with an institution).

Explanation: 20 minutes

Ask students to look at the picture on the top of the page. Ask them to identify the clothing items the children in the picture are wearing i.e. *kurta*, *shalwar*, *kameez*, *gharara* and *dupatta*. Ask students when we usually wear such clothes in Pakistan. The answer would be on special occasions like Eid, parties, weddings, etc.

Read the text. Look at the clothes in the illustrations below. Ask about the names of the clothes such as *sherwani*, waistcoat, *shalwar kameez*, shorts, and shirts. Ask what other clothes people wear in general such as jeans, trousers, t-shirts, jackets, shirts, *shalwar kameez*, etc. Talk about different clothes for men and women and clothes for parties and special occasions. Explain that convenience and comfort are the two main things to consider when wearing or buying clothes. Talk about clothes which look very good in a shop but may not be really comfortable when one wears them because of their stitching or the fabric.

Ask students to name the kinds of clothes they like to wear the most. Share your own preferences with the students.

Read the text on page 28. Discuss the pictures of people dressed in traditional clothing from different countries. Show pictures of some more traditional dresses from different countries like India, Sweden, Russia, Mexico, the Caribbean, and Saudi Arabia, etc. Talk about the weather and its effects on the choice of clothing. In warmer countries, people prefer to wear cotton clothes and may not use many layers of clothing. In colder regions, people use fur and woollen materials to keep themselves warm. Discuss the use of mufflers, mittens, gloves, and headgear worn by people in colder regions.

Conclusion: 10 minutes

Work Page Exercise A to be completed here. Talk about the differences in terms of fabric, style and weather effects. Supervise the students' work.

Provide a recap of the ideas discussed in the main lesson.

Homework: In your notebook, paste a photograph of yourself dressed for a special occasion such as Eid, a wedding or a party. Write a few sentences about the dress in your notebook.

Lesson plan 27: Clothes

Duration: 40 minutes

Objective: To know how fabric is made; and the types of clothing for different jobs

Outcome: Students will be able to

- understand how fabric is made from different sources
- the need for special clothing for particular jobs

Resources: Textbook; samples of different kinds of fabric: cotton, silk, wool, nylon, georgette, etc.; pictures of people in different uniforms such as a nurse, doctor, traffic police, policewoman, airhostess, and fireman

Note: Read the explanation in the first half of page 15 of the Teaching Guide.

Introduction: 5 minutes

Greet students. Talk about the previous lesson. Ask students to share their homework. Invite some students to come forward and share their pictures and written text with the whole class. Appreciate their efforts. Students can take some time to share the pictures with their neighbours.

Explanation: 25 minutes

a) 15 minutes

Revise the text on page 28. Talk about the special dresses worn by the people in the illustrations. Discuss a dancer, her dress and jewellery. Talk about a soldier. Ask students about the clothing soldiers have to wear. It is made of a special fabric. Talk about the accessories such as helmets, big boots, and bullet-proof jackets. Talk about the other two pictures as well. Explain that the clothes are according to the needs of the job. For example, a fireman needs fireproof dress with a special helmet and boots. Nurses and doctors are usually dressed in white to give an impression of health and hygiene. A chef needs to wear a hat /cap all the time to avoid hair or sweat falling in the dishes being cooked. Ask students to talk about some other uniforms they have seen or observed.

Exercise B of the Work Page to be completed here.

b) 10 minutes

Show students the samples of cloth and ask them to guess which material or fabric is close or similar to their uniforms—woollen in winters and cotton in summers.

Tell them the names of the different kinds of fabric. Ask students if they can guess which materials are used for different kinds of weather. Read the text on page 29 and explain step by step with the help of the pictures.

Show students hand-woven cloth as well. It is made on wooden machines called *Khaddi*. This is an old method for making fabric but is still used and is expensive. Show students a piece of nylon and tell them it is made entirely from chemicals and used for special outfits such as swimsuits for swimming and diving.

Conclusion: 10 minutes

Work Page Exercise C to be done in class.

Homework: Questions on page 31 to be done in the notebooks. Students to bring samples of different fabrics for a class display. (The teacher may also add to this collection for display.)

Lesson plan 28: Clothes

Duration: 40 minutes

Objective: To identify different types of fabric

Outcome: Students will be able to

- identify the textures of fabrics in terms of soft, smooth, rough, fine
- recognize that fabrics are used for other purposes besides clothing
- review the ideas discussed in the lesson with the help of questions and the worksheet

Resources: Textbook; samples of different fabrics, smooth, fine, rough, soft, stiff; copies of Worksheet 10 from the Teaching Guide

Introduction: 5 minutes

Refresh students' memory by referring to the display of cloth/fabric samples, and their textures. Also mention that workers in factories wear overalls and coats made of tough material which lasts longer than softer fabrics and protects the wearer's skin and body.

Explanation: 25 minutes

Begin by sharing the fabric samples. Tell students that all fabrics are not similar—some are fine, soft, and smooth, others are stiff or rough. Show students a sample of jute. Jute is also a fabric but has a different use. It is used for making big sacks for carrying different kinds of goods such as vegetables and grains from the fields. Show a sample of heavier material (upholstery) and ask students where they have seen it. The answers will mostly include curtains, sofa covers and also handbags. Similarly, talk about other fabrics and their textures such as silk is soft and fine, cotton is smooth. Discuss thin and thick cloth, etc.

Inform the students that apart from fabric, leather and fur are also used, such as for jackets, caps, and bags. Leather and fur come from animal skin.

Read the text on page 30. Discuss each of the pictures. Talk about a tailor and the things he/she needs to stitch a garment—a pair of scissors, measurement tape, tailoring chalk and sewing machines. Talk about the need for keeping the clothes neat and clean. Students should realize it is important to wear neat and pressed clothes at all times. Students discuss how a person would look in untidy and wrinkled clothes.

Questions at the end of the page to be answered orally first and then in the notebooks.

Conclusion: 10 minutes

Do a quick rewind of the topic 'Clothes'.

Provide students copies of Worksheet 10, to be done in class. Supervise the work. If not completed on time, students can complete it as homework.

Unit 5 Buildings

Lesson plan 29: Building houses

Duration: 40 minutes

Objective: To raise awareness about houses and shelter

Outcome: Students will be able to

- recognize the need for a shelter
- identify different kinds of houses in different places

Resources: Textbook, pictures of different houses from around the world

Note: Prepare ahead by reading the explanation in the Teaching Guide on page 16.

Introduction: 5 minutes

Greet students. Ask them where their houses are located and what they are like, how many rooms they have, etc. Ask students how different the school building is from their homes.

Explanation: 25 minutes

Talk about people's need to live in houses. What is a house? A house is a shelter from the surroundings, a place to keep one's things, a place to live with the family.

Read the text on page 32. Talk about the sizes of houses. Make sure you do not discriminate on the basis of the size of the house. Talk about houses being made according to the needs of the people.

Show students the pictures of houses from around the world. Inform them that people generally use building materials which are available close to their houses' location. Talk about mud houses built in the villages of Pakistan, log cabins built in forests or in places near a forest. Explain what a 'yurt' is and who lives in a yurt and where. (A yurt is a sturdy, circular canvas tent used by Mongolian people, who move from place to place with their animals.)

Work Page Exercise B can be completed in class. Students draw the pictures in their notebooks and write a few sentences on how these houses are made.

Conclusion: 10 minutes

Talk about different kinds of buildings around town. Ask students what other buildings they have seen. Write the list on the board. It would include mosques, hospitals, schools, high-rises, shopping malls, factories, etc. Ask students whether they think all these buildings are constructed in the same way. Listen to their answers. Inform students that the main process in constructing a building is the same but the size of the building and its intended use also determine how it is to be made and which materials will be used.

Homework: Exercise A of the Work Page to be given as homework.

Lesson plan 30: Building houses

Duration: 40 minutes

Objective: To know how buildings are made, and the materials used

Outcome: Students will be able to

- identify the materials used in building houses
- differentiate houses on the basis of materials being used for construction

Resources: Textbook; samples of materials used in construction e.g. wood and iron or steel, glass, a brick and stones; copies of Worksheet 11 from the Teaching Guide Appendix

Introduction: 10 minutes

Greet students. Talk about the homework. Divide the students into groups and let them share information about their homes with each other. Remind them to be careful about keeping their voices low, taking turns to speak, and listening quietly to others. Supervise students' discussion in groups. Appreciate their efforts and group work.

Explanation: 25 minutes

Read the text on page 33.

Display the building material samples in front of the students. Talk about each item, its name and what it is used for. Children can also say how each material is used. Show pictures of a plot of land dug up for the construction of a big apartment building or shopping mall. Inform students that the higher or larger the building, the deeper is the hole dug in the ground. The amount of concrete used is also a lot more in big buildings and towers.

Talk about Japan, a country where earthquakes frequently occur. The building material and the plan used for structures there is different from other places. If possible, show students a short video clip of the recent earthquake in Japan. Many videos are available in which buildings are shown shaking and swaying but not falling or crashing down. Tell students the Japanese use different styles and methods for constructing buildings to keep them safe from earthquakes.

Discuss the questions on page 33. The students should answer these in their notebooks, in class.

Conclusion: 5 minutes

Wind up the class by stressing the importance of safety in building and following the rules and laws so that it is a safe place to live and work. (The students may talk about the mishaps seen on the TV news channels, about buildings collapsing, and resulting in loss of life.)

Homework: Distribute copies of the worksheet from the Teaching Guide Appendix to be done for homework.

Lesson plan 31: Builders

Duration: 40 minutes

Objective: To recognize the processes and people involved in building

Outcome: Students will be able to

- recognize that a plan is needed to build a house
- identify the professionals involved in building a house

Resources: Textbook; if possible a short video clip or pictures showing stages of construction of a building

Introduction: 5 minutes

We have been talking and learning about how houses are built and what materials are used for this. Ask the class to think how many people are involved in constructing a house. Students suggest a number of people. Make a list on the board to be used later as well. Tell students that they will learn how many people help in constructing one house. They will also learn about the process of constructing a house.

Explanation: 25 minutes

Show students a short video clip or pictures of the stages of construction of a house. Tell students the lesson is going to be about the people shown in the video or pictures.

Read the text from beginning to end (pages 37–38). Talk about each job individually and discuss its importance in the construction process. Ask students if they have seen any of these people at work. Students describe their observations. Many of these workers do repair work as well.

Tell the students that each job requires training to be done well. These professionals also help in the maintenance of houses. For example, plumbers repair broken pipes and sanitary fittings, painters paint houses, carpenters repair broken or damaged furniture or fixtures. We need these people to maintain our homes in good shape.

Exercise A is to be completed by students on the Work Page. Supervise the work.

Conclusion: 10 minutes

Students share their experiences of having watched some maintenance work taking place at their homes. Ask them to name the persons who came to fix the problem and how they carried out the job.

Homework: Exercise A of the Work Page to be done for homework.

Lesson plan 32: Builders

Duration: 40 minutes

Objective: To reinforce learning about building and construction

Outcome: Students will be able to

- develop floor plans of their houses
- listen to a story or watch a cartoon about the importance of builders

Resources: Textbook; a book or a cartoon of ‘Bob the Builder’ on the computer; chart paper for students to make floor plans of their houses, rulers, sharpeners, pencils, etc.

Introduction: 15 minutes

Let students watch the animated short movie ‘Bob the Builder’. The movie emphasizes the need and importance of builders for fixing things in and around our houses and other buildings. Discuss the movie, the characters, the problems faced by one of the characters and how Bob uses his friends, the machines, to fix the problems. Make a list of the machines that appear in the movie like cement mixers, cranes, forklifts, and excavators.

If the movie cannot be shown, use an example from real life to introduce and explain how skilled construction workers deal with problems.

Explanation: 20 minutes

‘Things to do’ activity to be attempted in this section. Draw a sample floor plan on the board as well. Focus on the main entrance of the house. Ask students to first list all the rooms in their homes. Then think about the main door and the area it is connected to. The plan can be developed by adding one room at a time. Supervise students’ work. This is an individual activity so students may require more help and supervision. Ask them to draw the windows and doors as well.

Students display their floor plans on the walls or notice board of the class room.

Conclusion: 5 minutes

Wind up the lesson with a quick recap of the main points.

Homework: Exercise B of the Work Page to be done for homework.

Note: The Teaching Guide Worksheet 12 can be use for assessment.

Lesson plan 33: Tools

Duration: 40 minutes

Objective: To know what tools are used by professionals and for what purposes

Outcome: Students will be able to

- recognize the tools used by professionals for their jobs
- understand that tools must be used with care

Resources: Textbook; samples of actual tools, as many as possible; 'Bob the Builder' movie or book; explanation on page 18 of the Teaching Guide

Introduction: 10 minutes

Talk about the people in the lesson 'Builders'. What tools is each one using? Each workman uses specific tools for his work and he looks after his tools. Also ask the students if they have seen any professional at work, what he/she was doing, and what he used. If possible, show the class another episode of Bob the Builder. Talk about the problem and how Bob solved it. What did he use to solve the problem? (In most of the episodes, Bob uses his tools to fix problems.) Talk about the tools he is using. Ask students if they have seen someone use these tools. Who was it? Listen to their replies.

Explanation: 25 minutes

Display the tools for students to observe. Ask them if they know the name of any of the tools. The most well known would be: screw driver, hammer, drill, pair of scissors, etc. Ask students which professionals use these tools. Listen to their answers and suggest some more tools and users. Tell students they will study about these tools and their uses in the lesson. Read the text.

Ask students if they remember the lesson about people who build our homes. Students would probably suggest some. Ask them how these people work. Do these people work with their hands or use some of these tools? Students can also look at the previous lesson to have an idea as people are shown using tools for doing their work. Ask students what an architect's tools are. Remind them about the tools they had used to make a floor plan. Paper, ruler, pencil, measurement tape, etc. Similarly, ask about the tools used by other professionals such as a painter, a plumber, or a carpenter. Discuss the tools each of them would use to complete their work successfully.

Talk about being careful with the tools. These tools are there to help us with a task but, if not handled and used properly, they can hurt us.

Question 1 has already been covered in the discussion; ask about tools at home.

Students can do Exercise B of the Work Page as class work.

Conclusion: 5 minutes

Recap the main points. Explain the Work Page Exercise A task to be done as homework.

Lesson plan 34: Tools

Duration: 40 minutes

Objective: To reinforce the use of tools

Outcome: Students will be able to

- name the tools used by different professionals
- identify how tools are used

Resources: Textbook, copies of Worksheet 13 from the Teaching Guide; a gardener with his garden tools to tell the children about his work

Introduction: 15 minutes

Invite the school gardener to the class (in case the gardener is not available, invite any other skilled worker such as the carpenter, the plumber, or whoever is easily available with their tools.) Ask them to talk about how they use and look after their tools. Students enjoy learning from real people. In the end, thank the person for taking out time to talk to the students.

Explanation: 20 minutes

Begin by referring to the text on page 38 of the textbook. Discuss the homework (Exercise A, page 39) about tools and their users. At this point introduce peer checking. Ask the students to exchange their books with their partners. Now call out the name of each tool and ask for the answer. Write the correct answer on the board and ask the students to mark the right answers with a tick and the wrong ones with a cross (in pencil). They will enjoy the exercise! Applaud students who have the highest number of correct answers.

Next, distribute the worksheet copies among the students. Ask them to work in pairs to find out the answers. The students should first discuss the possible answer and then put it down on their worksheet. Question 2 of the worksheet should also be done in a similar way with students working in pairs.

Conclusion: 5 minutes

Recap all the points discussed in the two lessons. Appreciate the students for their cooperation in group and pair work.

Homework: The second activity of 'Things to do' can be given for homework.

Unit 6 Time and Movement

Lesson plan 35: Time

Duration: 40 minutes

Objective: To give an understanding of division of time

Outcome: Students will be able to

- understand the different phases of a full day
- identify the activities they undertake during the different phases of a day

Resources: Textbook; a big clock with visible hour, minute and second hands

Introduction: 5 minutes

Ask students what time it is by the classroom clock. It may be 10 or 11 o'clock. Ask students if this is daytime or night. Ask 'Is this morning or midday?' Students may get confused at this question. Explain that different parts of a day are identified with different names, depending on the position of the Sun.

Explanation: 25 minutes

Begin with explaining the occurrence of day and night as covered in Class 1 (Book 1); it is because of the Earth's rotation on its axis. The day begins when the Sun rises in the east and ends when the Sun sets in the west. Tell the students that today they will learn about the division of the day according to the Sun's position. Now read the text on page 40 and explain each line with reference to the illustrations.

Explain to the students the hours of a day from dawn to the evening. Talk about there being 24 hours in a day. Explain the concept of **a.m.** and **p.m.** to students with the help of the clock. Twelve midnight to twelve noon is **a.m.** Ask students about the time now: is it **a.m.** or **p.m.**? Tell them that the period from noon to midnight is known as **p.m.** The twelve hours of **a.m.** and twelve hours of **p.m.** make a complete day of 24 hours.

Focus on the illustrations of the phases of the day in the textbook. Use a clock and discuss each phase separately. Ask students about their activities at different times of the day from dawn to night. Take the students' replies and correct them where necessary.

Conclusion: 10 minutes

Students write the phases of the day in their notebooks and write one activity they do during every phase. Students may also draw pictures of themselves doing the activity. For example, at dawn most of them would be sleeping.

Homework: Talk to your parents about their activities at different times in a day. Questions 1 and 2 at the end of the lesson to be completed in the notebooks.

Lesson plan 36: Time

Duration: 40 minutes

Objective: To impart further information on division of time

Outcome: Students will be able to

- understand the basic concepts about time and days, division into weeks, etc.
- know the names of the months and days with proper spellings

Resources: A calendar with each month on a separate page, a big wall clock, textbook; explanation on page 19 of the Teaching Guide; copies of Worksheet 14 from the Teaching Guide Appendix

Introduction: 10 minutes

Greet students. Talk about the homework they were given in the previous lesson. Discuss the activities their parents are engaged in at different times of the day. Invite some students to share the discussions they had with their parents.

Talk about Questions 1 and 2 given for homework. Note students' answers.

Explanation: 20 minutes

Read the text on page 41 till the end.

Ask students about the days of the week; count them and name the days. Talk about the weekends; ask: 'Which is the first day of school after the weekend?' Talk about the number of days in a week, weeks in a month, and months in a year as given in the lesson. This is an effective way of remembering months and the number of days in each. Start singing the months' poem first and encourage students to sing along.

Talk about the leap year. Show students the calendar and ask them whether it is a leap year. Talk about an extra day in the month of February. Ask students if they know anyone born on February 29th.

Note: 2012 is a leap year. Tell the students to note on which day of the week it was 29th February in 2012 (Wednesday).

Exercises A and B to be completed as class work. Students sing the poem about the months again and complete Exercise C.

Conclusion: 10 minutes

Question 4 to be attempted verbally at first; then ask them to write what they have learnt about a leap year.

Give a recap of the lesson.

Homework: Explain the tasks on the Worksheet from the Teaching Guide to be done for homework. Both the activities of 'Things to do' can be done as project work.

Lesson plan 37: Directions

Duration: 40 minutes

Objective: To develop the sense and concept of direction

Outcome: Students will be able to

- learn basic vocabulary for directions
- use the correct vocabulary to point to a certain direction

Resources: Textbook, atlas, Teaching Guide page 20; a shoe box; copy of attached Worksheet

Introduction: 10 minutes

Make a simple map on the board for students or put up the copy of the drawing on the board. Write the direction/position words on the board in a separate box or column.

Introduce directions by asking simple questions like who is sitting to your right/next to you? Where is your bag? Where is your book? etc.

Explanation: 26 minutes

Read the text. Point to the direction words written on the board. Tell students that without these words they would not be able to talk about different places on the map drawn on the board or the position of different things in the drawing. There are four questions given in the textbook. Ask students to answer these using the words from the box.

Point to the illustrations in the book. Talk about the words mentioned for the directions. Students should realize by this time the importance of using correct words for position and directions.

Conclusion: 10 minutes

Place the shoebox on the table. Collect a few other things as well, for example, a pencil, a ruler, a sharpener, another smaller box, etc. Keep these things at different positions in relation to the box. Ask students about where these objects are placed/ located. For example, hold the pencil above the box and ask students where the pencil is. The pencil is *above* the box. Keep the ruler on the right side of the box. Ask: 'Where is the ruler?' It is on the *right* side of the box. Repeat this activity to reinforce the use of direction words for describing the location of an object.

Homework: Distribute copies of the attached worksheet and explain the task. Students to fill in the blanks on the worksheet.

Worksheet: Directions

This is a child's room. Fill in the blanks with words from the box below to show where the things are.

left next to on in front of below above under in right



1. The bookshelf is to the _____ of the picture.
2. The cupboard is _____ the chest of drawers.
3. The toy dog is _____ the bookshelf.
4. The toy aeroplane is _____ the bed.
5. The window is to the _____ of the picture.
6. The poster is _____ the chest of drawers.
7. The wastepaper basket is _____ the desk.
8. The bed is _____ the window.

Lesson plan 38: Directions

Duration: 40 minutes

Objective: To gain understanding of the use of cardinal directions

Outcome: Students will be able to

- understand the importance of cardinal directions on a map
- use cardinal directions to identify places on a map

Resources: Textbook, My Little Atlas or a map with cardinal directions mentioned, a compass, a globe; Worksheet 15 from the Teaching Guide Appendix

Note: Read page 20 of the Teaching Guide for help with explanation.

Introduction: 10 minutes

Use a globe and a map or refer to pages 4 and 5 of the Atlas Project which explain the concept of the globe and a map. Move on to page 8 of the atlas; draw attention to the compass directions on the map.

Call the children to your table in small groups and show them the compass. Show them how the arrow in the compass will always point to the North; i.e. the North Pole. Tell the class that there are four main directions that help us to locate places on the globe and the map: north, south, east and west.

Explanation: 25 minutes

Ask students how we can find directions on a map. To get to any location on a map, we need to use specific directions such as east, west, north and south. These directions are called 'Cardinal Directions'. Write **east, west, north** and **south** on the board in the form of a cross. Remind students the Sun always rises in the east and always sets in the west. Read the text on page 44.

If possible, take students outside to the ground. Most probably, the Sun would still be towards the east at that time. Tell them the direction opposite the east is the west and if your back is towards the west, then the north will always be on your left. Let students tell the directions on their own. Show them the compass at this point. Remind students that its pointer always points to the North and let them guess the direction of north by looking at the position of the Sun in the sky. Check their answers with the help of the compass.

Tell students how a compass is used to find out directions. Take a map and talk about the location of different countries. Talk about Russia, Afghanistan, and United States with respect to Pakistan's location.

Come back to the classroom and read the text on page 44. Work Page Exercise A to be completed in class. Supervise the work and help, if needed.

Conclusion: 5 minutes

Recap the lesson by revising cardinal directions as well as adverbs of position e.g. on, in, above, below, behind, before, etc.

Homework: Worksheet 15 from the Teaching Guide to be done for homework.

Unit 7 Important Places

Lesson plan 39: Important places

Duration: 40 minutes

Objective: To know why certain places in the neighbourhood/city are important

Outcome: Students will be able to

- identify the important places near a population base (town or city)
- recognize the benefits of markets

Resources: Textbook, pictures of different kinds of markets from around the world; if possible, a slideshow of many different important buildings; Teaching Guide pages 21–22 for explanation

Introduction: 10 minutes

Greet students. Ask them the name of their city. Then ask them to name some important places in their city. According to students' suggestions make a list on the board. Ask students how this list would differ for a village. Talk about fewer facilities in villages. Make another list of places for a village or cross out the items in the first list that would not be found in a village such as an airport, shopping plazas, high-rises, etc. Show the class a slideshow or pictures of important buildings from different countries, such as the Petronas Towers (Malaysia), Burj Khalifa (Dubai), a bank in England, a temple in Thailand, a mall in America, etc.

Explanation: 20 minutes

Read the text with the class and explain with examples. Let the students suggest the names of each of the important places such as banks, mosques, schools, hospitals, the airport, shopping plazas, etc.

Read the text about the market. Show students pictures of different kinds of markets in our cities and also abroad, such as Sunday bazaar in Karachi or a regular neighbourhood market in Lahore, the floating market in Bangkok, a huge shopping centre in Dubai, and the flower markets in Belgium, etc. Explain about each of the markets and the kinds of things sold there.

Activity: Ask students to complete the first activity of 'Things to do.' Supervise their work.

Conclusion: 10 minutes

Ask students what would happen if there were no markets in a city. Give them time to think and then note their responses. There would be a variety of answers given by students. Conclude by saying that markets are an important part of a place where people live, whether it's a small village, a town or a big city like Karachi.

Homework: Questions 1 and 2 on page 47 to be completed at home after a visit to the market with an adult.

Bring some stamps to the class for the next lesson.

Lesson plan 40: Important places

Duration: 40 minutes

Objective: To know more about important places in a city

Outcome: Students will be able to

- recognize the usefulness of the post office
- identify the process of posting a letter/parcel through the post office

Resources: Textbook, some stamps, 6 x 4 brown or white envelopes (one per child), photocopies of Worksheet 16 from the Teaching Guide Appendix (to be put in the envelopes), a small carton covered with red glazed paper as a postbox, with an opening on one side to put in the mail

Introduction: 10 minutes

Collect the homework given in the previous lesson. Talk about the markets near the students' homes and let as many of them as possible share their information with the class. However, manage your time carefully!

Explanation: 20 minutes

Talk to the students about a situation: show them either a parcel or an envelope addressed to your friend who lives in a different city, but you don't know how to send it to her. Ask students if they have a solution for this problem. The likely answer may be 'Go to the post office and post it!' If you get this response thank the students for their help. If not ask them to read the text on page 47 and find the answer to the problem.

Read the text about the post office in the textbook. Ask students to name the things which are important for sending something through the post office. It would include an envelope, name and address, and a stamp. Discuss questions 3 and 4 at the end of the lesson.

Make the classroom into a post office. Distribute the worksheets and envelopes among the students; ask them to write their names and addresses on the envelopes (can be copied from the exercise done in Unit 1 of the book). To refresh their memory, demonstrate on the board how an address should be written on the envelope with proper punctuation marks. Students paste the stamps they have brought on the envelopes and post them in the postbox. Two students can act as postmen and deliver the letters to the addressed students.

Conclusion: 10 minutes

Work Page Exercises A and B to be done as class work.

Homework: The worksheet from the Teaching Guide is to be done for homework.

The second and third activities of 'Things to do' can be done at home. (A stamp collector is called a philatelist.)

Unit 8 Plants and Animals

Lesson plan 41: Plants around us

Direction: 40 minutes

Objective: To help students understand the importance of plants

Outcome: Students will be able to

- recognize the importance of plants for healthy and beautiful surroundings
- identify the advantages of having trees and plants

Resources: Textbook; some potted plants arranged in the class

Introduction: 10 minutes

Arrange various potted plants in the class. Try to get these from the school garden or take students out to view them. Ask students how the class looks—fresh, green, and beautiful! Encourage students to talk about the plants and name any of them if they know. Briefly talk about the parts of a plant, the shapes of leaves and flowers, and the colours and patterns on them. Ask them to draw one of the plants in their notebooks.

Explanation: 20 minutes

Read the text and let students answer the first question in the book, to share their thoughts about the presence of gardens in homes. Read the text further on. Talk about the space required for a proper garden. Draw the students' attention towards the fact that many people in cities live in apartments or their houses are not big enough to have gardens. Ask them what those people should do. Should they give up the idea of having plants around them? The answer is 'No!' One need not have a big house to grow plants. People place all kinds of plants in their balconies and on the staircase landings of their apartments, etc. Sometimes people grow flowering plants and sometimes they grow vegetables as well. Inform students how some vegetables can be grown indoors. We can use a small crate, fill it up with soil, sow seeds in it, provide proper sunlight and water, and we will soon see the saplings sprouting. These are called kitchen gardens.

Talk about indoor and outdoor plants. All plants need air, water, sunlight and good soil to grow, but some plants need less sunlight and can be grown indoors. Some, like the money plant, can be grown in water as well as soil.

Discuss the usefulness of parks especially in localities which have many high-rise buildings. Parks provide people with space to relax, play, exercise and enjoy the scenery—green grass, colourful flower beds, etc. Parks are important because the trees provide us with fresh air.

Also tell the students about the useful things we get from plants—discuss the pictures on page 49.

Conclusion: 5 minutes

Recap the main points covered today.

Homework: Explain Work Page Exercise B to be done for homework.

Lesson plan 42: Plants around us

Duration: 40 minutes

Objective: To gain more knowledge about plants and their uses

Outcome: Students will be able to

- identify flowers, and parts of a plant
- recognize the importance of plants for humans and animals

Introduction: 5 minutes

Reinforce prior learning by discussing the usefulness of plants. Show the samples of plants to the class, pointing out the different parts. Explain that plants are useful for humans and well as animals. Ask the class to name some plant-eating animals, e.g. cows, goats, camels, etc. Ask them to name some plants that we eat e.g. lettuce, spinach, peas, etc.

Explanation: 25 minutes

Discuss the questions on page 49 with the class. For each question, note its number on the board along with the students' responses. Time the activity so that students can write out the answers in their notebooks, as class work.

Conclusion: 10 minutes

Wind up with a discussion and suggestions for growing vegetables at home. They can begin with simple herbs planted from seeds (coriander) or cuttings (mint stalks) in small crates or pots which should be placed where they get adequate light and air, and should not be over-watered. Ask them to note how the plants grow and to share their observations with the class.

The second activity of 'Things to do' is also a good exercise in observation.

Homework: Worksheet 17 from the Teaching Guide is to be given for homework.

Lesson plan 43: Animals around us

Duration: 40 minutes

Objective: To learn about wild and tame animals

Outcome: Students will be able to

- distinguish between different groups of animals
- identify the ways animals are useful for us

Resources: Textbook, pictures of different animals not shown in the text; pictures of a zoo, a farm, and some pets, and a short video on animals, if possible; remember to include marine animals—whales, dolphins, sharks

Introduction: 10 minutes

Show students some short video clips or pictures of animals from different groups such as pets with their owners, farm animals in a barn, wild animals in their natural habitat, and domesticated animals engaged in different tasks.

Ask students how these animals are different from each other. Note their ideas and wrap up the discussion.

Explanation: 25 minutes

Make several columns on the board and write the headings: sea animals, domesticated animals, birds, pets, and wild animals.

Ask students to suggest animals from each group. Talk about the main features of each group. Use the explanation from paragraph 1 of page 24 of the Teaching Guide.

Read the text on page 51, pointing to the pictures on the textbook page. Ask the children which of these animals they have seen and where.

Students to do Exercise B of the Work Page as class work.

Conclusion: 5 minutes

Ask students if they have seen people being unkind to animals. Students can share their experiences or observations. Reinforce that being cruel to animals is a very unkind thing to do. We must care for all living things.

Homework: The first activity of 'Things to do' to be done for homework.

Lesson plan 44: Animals around us

Duration: 40 minutes

Objective: To know how animals are useful for us; to be kind to animals

Outcome: Students will be able to

- identify the ways animals are useful for us
- recognize the need to be kind to animals

Resources: Textbook, copies of Worksheet 18 from the Teaching Guide Appendix

Introduction: 10 minutes

Begin with a brief recap of the previous lesson.

Students share their homework with their neighbours and read out the text written about tame animals.

Explanation: 25 minutes

Read the text on page 52. Talk about farm animals. Show the class some pictures of a poultry farm. Tell them that we also get food from animals. Let students name the food items we get from animals, such as milk and meat, and what we can make with them.

Briefly talk about the need to be kind to all animals, especially to our pets and those which are useful for us. Explain that animals are living things and feel pain, hunger, happiness, thirst and sadness in their own ways.

Discuss the questions on page 52, and note students' feedback on the board. The last three questions can then be done in the notebooks as class work.

Work Page Exercise A to be completed by students independently as class work.

Conclusion: 5 minutes

Recap all the ideas discussed in the two lessons about animals, their uses and the need to be kind to them.

Homework: The worksheet tasks are to be done for homework.

Unit 9 Geography

Lesson plan 45: Weather

Duration: 40 minutes

Objective: To help students understand the term 'weather' and its conditions

Outcome: Students will be able to

- understand what is meant by 'weather'
- recognize and name weather conditions
- describe their favourite weather

Resources: Textbook, some pictures showing different weather conditions

Introduction: 10 minutes

Take the students outside the classroom, preferably into an open area. Sit in a circle on ground; talk about the day. Is it sunny or is it cloudy? Is it going to rain? Why or why not? Let students talk about the weather. Ask if they like the weather today and why or why not. (If it is too hot, do not expose the children to the Sun.)

Bring the students back to the classroom.

Explanation: 20 minutes

Write WEATHER on the board. Ask students if they recall what this means. Tell them that the day to day conditions of a place are called the weather. The weather may change daily. For example, one day it may be bright and sunny but the next day the sky could become cloudy. Talk about the colour of the weather—a bright day would appear to be yellow or white but a cloudy day would be dark and grey. Tell students that besides sunny and cloudy, there are many other weather conditions which we can experience daily. However, some conditions occur only at particular times of the year while others can be present throughout.

Read the text. Talk to the students about the question in the second paragraph of the text, about the weather that day. Let them share their thoughts and endorse correct ideas while providing your own input. Read the text further. Point to the pictures accompanying the text. Ask students if they have experienced these weather conditions in their city and if so, when in the year. Talk about the months such as January for fog, July and August for rain. Tell students that some weather conditions usually occur in particular months.

Think about the weather today and write words on the board related to the specific weather condition, e.g. 'CLOUDY, BRIGHT, SUNNY, DULL, GREY, DARK, WINDY, RAINY, FOGGY, MISTY,' etc. Ask students which words they think best describe that day's weather. Ask them to suggest some new words. You may come across something new and interesting.

Tell students to have a discussion with their partners about their favourite weather and what they would like to do in that weather.

This is called a pair activity and the students need to remember a few things before they start it, such as

- o think about what you have to say to the other person
- o listen to the other person properly and wait for him/her to finish talking
- o share your ideas in a low but clear voice
- o avoid shouting or talking loudly

Write these guidelines on the board. Tell students they should always be mindful of these rules while sharing ideas. (This is the beginning of cooperative learning in an organized way. When students are

provided guidelines from the start, they develop skills in a better way.) Inform them that when you show them your hand, it will mean that the time is up and they need to be quiet and wait for the next instruction from the teacher.

Give students time for the activity. Whenever they are involved in group or pair work, the teacher's responsibility increases as you need to be vigilant that the discussion is focussed on the task and not on other matters. Guide students who may be struggling with vocabulary.

Show your hand to announce the end of the activity. Choose some random students and ask them about their neighbour's favourite weather. This will tell students that the activity was not just for fun but they needed to listen and pay attention as well.

Appreciate students for their participation.

Conclusion: 10 minutes

Share with the class some activities you would like to do in particular weather conditions. Many students will share that they also like to do similar things. Discuss the question on page 54.

Homework: Distribute copies of the attached worksheet; explain how it is to be done for homework.

Worksheet: Enjoying the weather

Draw a picture of what you like to do with your family during the following kinds of weather.

When it is raining, I like to _____
_____ with my family.

When it is warm and sunny, I like to _____
_____ with my family.

When it is windy, I like to _____
_____ with my family.

When it is very cold, I like to _____
_____ with my family.

Lesson plan 46 : Weather

Duration: 40 minutes

Objective: To know more about weather conditions; to keep a weather record

Outcome: Students will be able to

- identify at least five weather conditions
- understand weather symbols
- learn how to keep a weather record

Resources: Textbook, pictures of people in different weather conditions, copies of Worksheet 19 from the Teaching Guide Appendix

Note: Read through the explanation on pages 26–27 of the Teaching Guide.

Introduction: 25 minutes

Students share their homework with the class. Some students may come forward and say a few sentences about the pictures they have drawn on their worksheets. Appreciate them.

Explanation: 25 minutes

Tell students that today they will learn about some more weather conditions. Read through the text. Ask students whether they can identify some weather conditions in the lesson which have not yet been discussed in class, such as rain, rainbow, lightning, and thunder, etc. Tell them they will also learn about hailstones, dew, snowfall, fog, and smog.

Start with clouds and explain about hailstorms, lightning, dew, snow, and fog. While discussing each weather condition, talk about human activities during that weather. For example, on foggy days, motorists find it difficult to drive so people switch on the headlights even during the day. When snow falls, people play in the snow and build snowmen. During a hailstorm people stay inside as hailstones can hurt and high winds can dislodge heavy objects, causing accidents. Lightning makes people stay indoors as it is dangerous to be exposed to lightning. Question 2 can be answered at this point. Show pictures of all these weather conditions. These are easily available on the Internet and in the newspapers.

Read Question 1 at the end of the lesson. Has anyone in class seen a rainbow? If yes, let the student share his or her experience. If not, tell them about it. A rainbow is formed when the Sun shines right after the rain. Tell students today they will conduct an experiment to see how the rainbow is formed. Conduct the experiment as explained on page 26 of the Teaching Guide. Provide a chance to each student to have a good look at the rainbow and its colours.

Ask students to note and write the colours of the rainbow in their notebooks.

Conclusion: 5 minutes

Ask students about the experiment. Check if they can describe how the experiment was done. Some students can explain the process if they can and want to. This will be a recap of the lesson too.

Homework: Distribute photocopies of Worksheet 19. Repeat the experiment at home to show someone in your family how a rainbow is formed.

Lesson plan 47: Weather

Duration: 40 minutes

Objective: To reinforce learning about the weather

Outcome: Students will be able to

- develop a weather chart for a fortnight or a month
- record the weather conditions with the help of symbols
- engage in art activity

Resources: The weather chart can be made in books as well. However, it would be better if a pair can develop a chart together. Chart paper cut into half or four equal parts; print-out of a table for recording dates and weather; colours for decorating the chart, glue stick, and crayons; Worksheet 20 from the Teaching Guide Appendix for homework

Introduction: 5 minutes

Talk about the activities and experiments done in the previous lessons. Students can share their worksheets.

Explanation: 25 minutes

Write WEATHER CHART on the board. Ask students if they know what a weather chart is. Tell them it is a table for recording the weather conditions for a week, month, or even a year. Tell them they will make a weather chart for a month. The activity will be done in pairs.

Provide chart paper to all the pairs and a printed and photocopied table like the one in the book to all the students for pasting it on the chart paper. Draw the four symbols given on the Work Page on the board. Explain the symbols to the students. Symbols are small pictures which are used in place of a written text. For example, instead of writing 'cloudy day,' making a symbol of clouds will denote cloudy weather. Explain all the other symbols. Ask them to think about symbols for other weather conditions such as fog, snowfall, etc.

Talk about the weather today and ask students to put the date on the chart along with the correct symbol. Tell them they can take turns filling in the table. Students can decorate the chart as well, with flowers or any pattern of their choice.

Conclusion: 10 minutes

The art and craft activity given in the Teaching Guide can be covered here.

Homework: Begin Exercise A of the Work Page by making a weather chart at home with the help of an adult. Maintain the chart for two weeks or a month. Collect the charts at the end of the given period.

1. Worksheet copies to be distributed for homework.
2. Exercise A of the Work Page is a long-term project. Distribute A 4 size paper among the students and explain the task. This is to be done at home with parents'/adults' help. The chart may be maintained for two weeks. Collect work after two weeks. Ask the students to compare their rainfall charts with their partners.

Lesson plan 48: Seasons

Duration: 40 minutes

Objective: To learn about seasons as compared to weather

Outcome: Students will be able to

- name the four seasons in a year
- know the weather conditions of each season
- divide the months of the year according to the seasons

Introduction: 10 minutes

The first activity mentioned in the Teaching Guide, dividing months of the year on the basis of seasons, is to be done. Talk about the current month, the season, and the weather.

Explanation: 25 minutes

Read the first two lines of the lesson. Discuss how the weather changes as the seasons change. Describe the seasons in Pakistan. Recall earlier lessons by asking students to describe their favourite activities in each season. Tell students that the seasons are different in different parts of the world. Even different parts of Pakistan experience seasons differently; for example, the southern areas of Pakistan are warmer during the whole year than the areas in the north. Similarly in Karachi, leaves on many of the trees do not change colours in autumn. Karachi experiences two main seasons—summer and winter. Ask students which season stays for a longer time in Karachi: it is summer.

Read the text about spring. Talk about flowers and blossoms on the trees. Mango trees flower during spring.

Read the text about the other three seasons, emphasizing main points. Talk about the activities appropriate during these months. Discuss the season and its features in your region.

Questions on page 56 to be answered verbally in class, and later done in the notebooks.

Conclusion: 5 minutes

Randomly, ask the students to name the months that fall in each season. Ask about the general weather conditions in each of the seasons.

Homework: In their notebooks, students will write the names of the months that fall in each season. First and second activities of 'Things to do' are to be prepared for homework.

Lesson plan 49: Seasons

Duration: 40 minutes

Objective: To know more about seasons and how they affect us

Outcome: Students will be able to

- predict a season by observing changes
- list the foods eaten, games played, and clothes worn according to the seasons

Resources: Textbook; PowerPoint slideshow or pictures of all four seasons; attached worksheet: Signs of summer

Introduction: 10 minutes

Greet students. Textbook; Provide a brief review of the discussion in the previous lesson. Remind students that we can use some signs of the weather to indicate seasons. Provide photocopies of the summer signs worksheet to the class. Read the hints given in the box. Ask them to think about the season and write it on top of the worksheet. Tell students to draw pictures as well and colour for homework. Help them choose a sign and then draw some pictures on the board about it. (Teachers may develop similar worksheets for winter, spring, and autumn.)

Explanation: 20 minutes

Show the Powerpoint slideshow or pictures of all the four seasons, preferably showing people engaged in different weather-appropriate activities—eating, having fun, playing outdoors, etc. Ask students to describe the pictures. Ask them whether they noticed that people engage in different activities during different seasons. Inform students that seasons directly affect human beings' in terms of the food eaten, clothes worn, games played, and forms of entertainment, etc. Ask them to name some of the foods people were shown eating in the summer, clothes they wore in the winter and the games being played in both the seasons.

Make a two-column table on the board. Label the columns SUMMER and WINTER. Label the rows FOOD, GAMES and CLOTHES.

Ask students to suggest one item for each of the columns. Make sure that the maximum number of students participate in the activity and the table is filled with their contributions. This will cover the first two activities of 'Things to do.'

Exercise B of the Work Page to be completed in class. The students can take help from the board.

Conclusion: 10 minutes

Discuss Exercise A of the Work Page, observing and comparing differences.

Homework: Exercise C of the Work Page is to be completed for homework, along with Worksheet 20 from the Teaching Guide Appendix.

Worksheet: Signs of _____

Guess the season from the hints given below. Draw and colour pictures according to the hints about the weather.

More sunshine	Warm weather
Holidays	Mangoes

Extension activities for Seasons

Duration: 40 minutes

Resources: Cotton wool, black and orange glazed paper, glue, ice cream sticks to make a snowman; lyrics written on a chart paper

Introduction: The following activities can be done to reinforce learning about seasons and weather.

Tell the students that today they will sing a poem about seasons. The teacher will sing one verse and pause for students to guess the correct season. Sing the verse again with the whole class. Repeat the exercise with all the three remaining verses and the chorus.

The art and craft activities from the Teaching Guide and the Work Pages can be done in this period.

Seasons of the Year

(to the tune of “Here We Go Round the Mulberry Bush”)

CHORUS:

*Here we go round the year again,
The year again, the year again.
Here we go round the year again,
To greet the different seasons.*

*Wintertime is time for snow.
To the south, the birds will go.
It's too cold for plants to grow
Because it is the winter.*

CHORUS

*In the springtime, days grow warm.
On the plants, the new buds form.
Bees and bugs come out to swarm
Because it is the spring.*

CHORUS

*In summertime, the days are hot.
Ice cold drinks I drink a lot!
At the beach, I've got a spot
Because it is the summer.*

CHORUS

*Fall is here, the air is cool.
Days are short, it's back to school.
Raking leaves is now the rule
Because it is autumn.*

CHORUS

Lesson plan 50: Water

Duration: 40 minutes

Objective: To make the children aware of the importance of water

Outcome: Students will be able to

- list the uses of water in daily life
- identify the key components of a water cycle with the help of illustrations and experiments
- understand how vital water is to life

Resources: Textbook; science lab; water cycle drawn on a big chart paper; the teacher can also draw it in class, on the board.

Introduction: 10 minutes

Ask the students about their daily routines. Ask them about their activities since morning. Expect answers like ‘woke up, took a shower, washed face and hands, changed clothes, ate breakfast,’ etc. Talk about the things they will be doing after they go back home—taking a bath, washing, eating, drinking water. Ask them to think how many times they use water in a day. Tell them we need water for most of the work we do in a day such as washing, cooking, drinking, and even in our factories. Ask the students who else needs water: animals, birds, insects, and plants—all living things need water.

Explanation: 25 minutes

Read the first three paragraphs of the text. Ask the students if they remember how the sea gets more water or how rain is formed. Some students might be able to recall the lesson studied in Class 1; refresh their memory. With the help of the diagram (drawn on the board or ready on the chart paper), explain the water cycle in detail. Label the different parts before the students. After explaining, ask some questions about it to assess whether they have grasped the idea or it needs further explanation. Inform the students they will do some experiments later to see the processes that make up the water cycle. Evaporation, condensation, rain and snow can be demonstrated using the experiments mentioned in the Teaching Guide on page 29.

Conclusion: 5 minutes

Wind up by reviewing i) the uses of water and ii) the processes of the water cycle.

Homework: Write three things that would happen if you had no water for one whole day. Draw pictures if you like.

Lesson plan 51: Water

Duration: 40 minutes

Objective: To know more about how water is stored and piped

Outcome: Students will be able to

- identify the main sources of fresh water on Earth
- recognize the need for storing water for later use
- realize the importance of keeping water resources clean

Resources: Textbook; pictures of dams, barrages, and reservoirs in Pakistan, e.g. Sukkur Barrage, Tarbela and Mangla dams, and some very large storage tanks or reservoirs seen in towns and cities

Introduction: 5 minutes

Write 'What happens if we have no water' on the board. Ask students to share at least one idea from their homework. Make a list of about ten good ideas. Put up the pictures of dams, etc. for reference. Emphasize the importance of water and our dependence on it.

Explanation: 25 minutes

Quickly recap the points in the earlier text on textbook page 58.

Read the third paragraph completely. Define the term 'source' for students. Source is the origin or the starting point of something; for example, plants and animals are sources of food. Similarly, the source of fresh water on Earth is rain and snow. Talk briefly about fresh water and sea water and the difference between them.

A simple demonstration using ice can also be conducted to provide students some knowledge as to how snow is a source of fresh water.

Read the last paragraph of page 58. Write RESERVOIRS and DAMS on the board. Tell students these are huge structures which work just like the water storage tanks found in our homes. Explain that as the temperatures start rising in the beginning of spring, the snow on the mountain peaks starts melting. Sometimes the melted snow in the form of water is more than enough for our needs, it also floods the rivers. The excess water flows into the sea and mixes with the salt water.

Dams are built on the rivers to store this excess water for later use when the water supply decreases, especially after summer. Dams also provide water to fields and other places such as homes, factories, etc. Point to the picture of the dam in the lesson. Talk about the gates of the dam. Explain when the gates are opened and closed.

Ask students to write the definitions of a reservoir and a dam in their notebooks. Reservoirs are huge tanks for storing water. Dams have barriers or gates to stop the excess water from flowing down to the sea. Questions 1 and 2 on page 59 are to be answered in the notebooks as class work.

Conclusion: 10 minutes

Recap the main points covered in this lesson.

Explain the task of Work Page Exercise B to be done for homework.

Homework: Activity 1 of 'Things to do' is optional for homework. Activity 2 has been covered in the earlier discussion.

Lesson plan 52: Water

Duration: 40 minutes

Objective: To know how water is supplied from the source to the users

Outcome: Students will be able to

- understand how the pumping system works
- recognize the scarcity of resources like water
- suggest ways to conserve water in daily life and keep water sources clean

Resources: Textbook

Introduction: 5 minutes

Collect homework. Ask the students if they can appreciate how precious water is for all living things.

Emphasize the importance of saving and storing water for later use and the need to keep sources of water clean and free of pollution.

Explanation: 25 minutes

Read the text on page 59. Draw the diagram on the board. Explain it to the students in detail. Ask questions in between to assess their observations. Activate their prior knowledge about water pumps in homes. Talk about why these are used. Talk about pipes, taps, overhead tanks, etc. Most of these things are present in almost every house.

Explain that water from the main reservoirs or storage tanks in the towns and cities is supplied to the localities through underground pipelines. Give the example of water coming into large underground tanks in houses, flats, office blocks. It is pumped up to the overhead tank on the tops of houses, flats and other buildings. It then flows through the pipes to the taps and showers, etc. Water is supplied for industry to the factories in the same way.

Read through 'Some things to remember'. Talk about each point.

Inform the students that the volume of water on the Earth is the same since many millions of years, but the need for water is growing because we have more people in the world now as compared to hundreds of years ago. Talk about not wasting water, such as not leaving the tap running while brushing their teeth. Many students will be aware of getting water through tankers because the water at the source and in reservoirs finishes. Turning the tap off while not using the water is a way of conserving water.

Talk about people throwing rubbish in the sea, rivers, and lakes. Students in Karachi would have a fair idea of the rubbish found on the city's beaches. Students of cities located near rivers and lakes would also have seen cans, wrappers, empty bottles, and plastic bags thrown into these important water sources. Talk about fish getting trapped in the plastic bags, or getting hurt by the metallic cans or broken glass bottles.

Drinking clean and boiled water should be emphasized a lot. It is all right if the school provides clean water; otherwise, make it a point to encourage students to bring boiled water in flasks from home. Talk about the illnesses caused by drinking dirty water, such as jaundice (Hepatitis A), typhoid, viral illnesses, etc.

Write 'Saving water' on the board. Take the students' suggestions on how water can be saved on a daily basis to be used later. The ideas may include:

- o turning the tap off while brushing teeth and washing dishes, clothes, etc.
- o stop the use of hosepipes to wash patios and verandahs
- o supervising the servants when they use water
- o avoid using washing machine for only a few clothes
- o collect water from the kitchen and shower drains in a separate tank to be reused for gardening

The students should copy these ideas into their notebooks.

Conclusion: 10 minutes

Assess students' understanding by asking all questions given at the end of the lesson. This will provide a review of the main points discussed in the lessons.

Worksheet 21 from the Teaching Guide can be used for assessment.

Homework: Questions 3 and 4 from page 59 to be answered in the notebooks. Work Page Exercise A to be completed with reference to the diagram on page 57.

Lesson plan 53: Our country

Duration: 40 minutes

Objective: To get to know and appreciate our country

Outcome: Students will be able to

- identify the main geographical features of Pakistan
- name some importance places in the main cities of Pakistan

Resources: Textbook; atlas; a collection of pictures or a slideshow of various geographical features of Pakistan; Worksheet 22 from the Teaching Guide Appendix

Introduction: 10 minutes

Ask students about Pakistan. Let them spell 'Pakistan' independently. Discuss the national flag; call up some students to draw the flag on the board. Discuss the capital Islamabad and other main cities; ask the students if they have ever visited any other city of Pakistan. Encourage them to say a few sentences about that city.

Explanation: 20 minutes

Read the text on the first page. Talk about the geographical features found in Pakistan such as valleys, rivers, the sea, mountains, hills, deserts, forests. Talk about the cities and the villages. Point to the pictures on page 61. Encourage students to talk about these. Explore each picture one by one. Start with the overhead traffic bridges now found in many of the major cities in Pakistan. Say how these help in the smooth flow of the traffic especially during the rush hours. Talk about big and tall buildings. Ask the students if they have seen or visited any of the big buildings in their city or anywhere else. Such buildings are built for various purposes—living (flats), business, offices, hotels, etc. Let the students talk about the picture of a park, and about different parks in their city. Talk about the presence of colleges and schools in a city; talk about the schools and colleges near your school or the students' homes.

Try to identify some of the pictures on pages 61 and 62. The two pictures on the top of page 61 are of Karachi, the one on the right showing the Habib Bank Plaza. On page 62, the top right picture shows the Jinnah International Airport, and the large picture below is of Karachi's port facilities at Keamari. Note the hundreds of containers that bring in and carry out cargo from the port; special ships carry these containers across the seas.

(The pictures on page 63 are also of well-known land marks; find out the names and list them, for interest.) Work Page Exercise A is to be done as class work.

Conclusion: 10 minutes

Discuss the questions on page 62. Questions 1 and 2 should be answered orally and then in the notebooks for homework.

Homework: Question 3 is to be prepared for the next class along with the first activity of 'Things to do.'

Lesson plan 54: Our country

Duration: 40 minutes

Objective: To inculcate patriotism and pride in our country, Pakistan

Outcome: Students will be able to

- list ten prominent things about Pakistan
- realize the importance of keeping our homeland clean and beautiful
- recognize our role in doing our best for our country

Resources: Textbook; pictures of prominent places in Pakistan; if possible a video clip with a patriotic song, such as *Sohni Dharti* or *Dil Dil Pakistan*

Introduction: 10 minutes

Greet the class. Ask about the homework and the answer to Question 3. Students share the names of the places they have visited. Talk about those places. If they are big cities, ask the students if they observed the things we had discussed in the previous lesson. If the students share about visiting villages or smaller towns, highlight the importance of villages and towns for a country (they are locations for agriculture and industry).

Explanation: 25 minutes

Inform students that they will develop a list of great things about Pakistan today.

Write 'Ten Great Things about Pakistan' on the board. Show the students a picture of K-2: it is the highest mountain in Pakistan and the second highest in the world. Many mountaineers from different countries come to scale this peak every year. Pakistan has many mountains which attract mountaineers from all over the world.

Show pictures of Lake Saif ul Muluk, the Ranikot Fort, the Lahore Fort, Pakistan Steel, Taxila, and other prominent and beautiful places in Pakistan. Elicit more input from the class.

Students copy these points about Pakistan in their notebooks. Take rounds and supervise their written work. Every student will now have a list of ten great things about Pakistan which they can share with their family.

Move to the next activity. Talk about the importance of keeping ourselves and our surroundings clean. It is important to keep ourselves clean and we need to take care of our homes too. In the same way we should care about our neighbourhood, our city, and our country as well. If people take care of their neighbourhood and keep it clean, all the neighbourhoods in the city would be clean and the whole city would look clean and good. Similarly, when cities would be clean, the whole country

would be clean and beautiful. It is important that we play our part correctly and regularly, and also tell those who may be unaware of these things.

Write 'KEEPING OUR COUNTRY CLEAN' on the board in the centre. Make a bubble around it. Ask the students to suggest ways in which we can keep our country clean. The suggestions should include planting more trees, keeping the streets clean, using bins for throwing rubbish, not littering in the park, etc. The students should write these points in their notebooks in the same way as on the board. Alternatively, a similar worksheet can be distributed and students can fill it by writing the ways to keep the country clean.

Conclusion: 5 minutes

Provide a recap of the ideas and concepts covered in the two lessons, such as great things about Pakistan, keeping our country clean, prominent geographical features of Pakistan, etc.

Homework: Exercise B of the Work Page can be given as homework along with Worksheet 22 from the Teaching Guide. Talk to your parents about keeping your neighborhood clean.

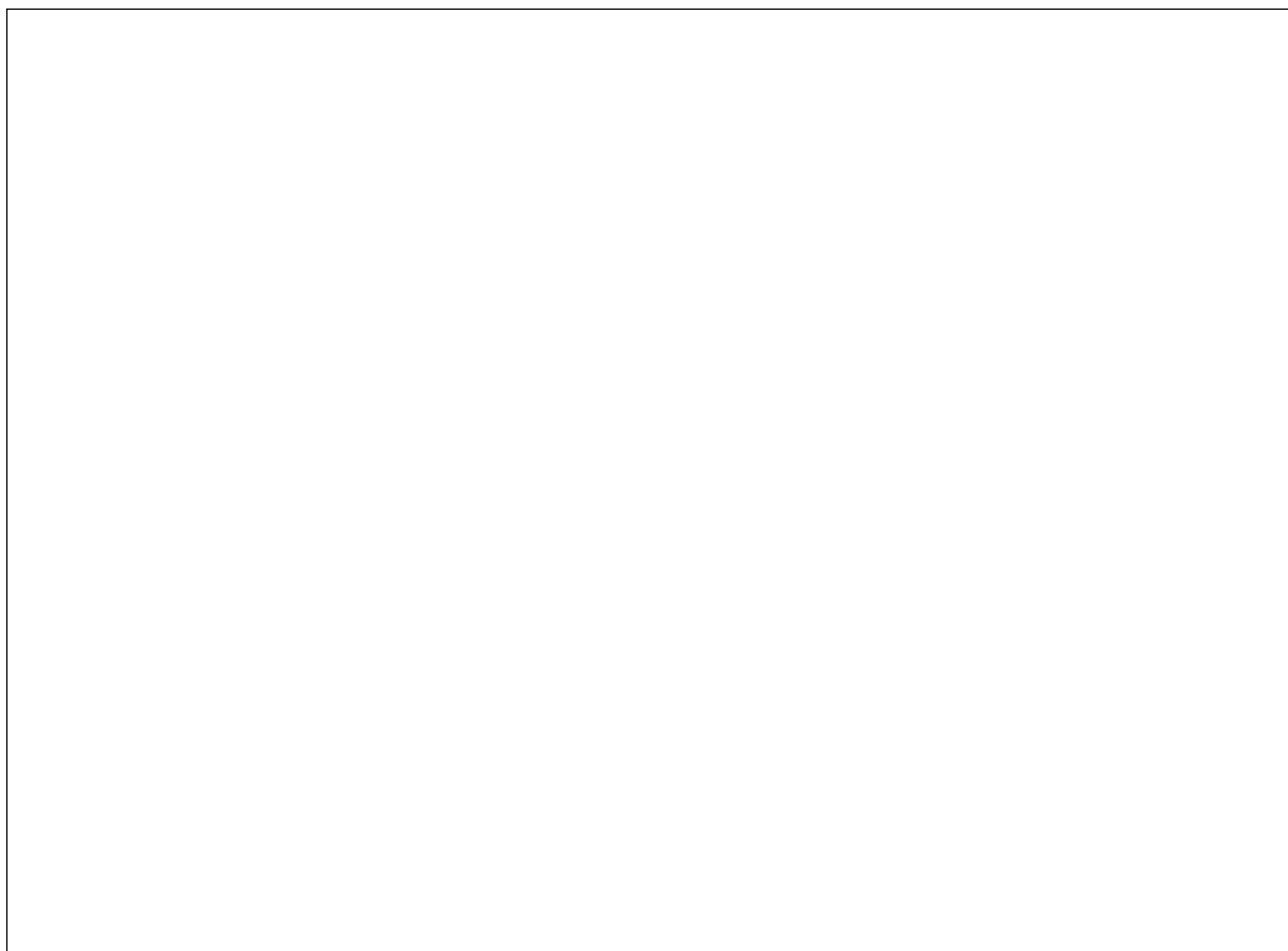
APPENDIX Worksheets, Book 2

Unit 1: Myself and My Family

Lesson 1: About myself

1 Write your name using your favourite colour.

2 Draw and colour a picture of your favourite food. Write its name.



Lesson 2: Families

1 Make a list of the names of all the people in your house. Now put it in an alphabetical order.

2 These jumbled up words are about the family. Write them out correctly.

REMOTH _____ FREATH _____

SICOUN _____ TRISES _____

TROBHER _____ CLEUN _____

Lesson 3: Mr Raza Ali's day

1 Why does Mr Raza Ali wake up early in the morning?

2 What does he do to keep himself fit and healthy?

3 Where does your father work and what does he do?

Unit 2: My School

Lesson 4: Your school

1 At what time does your school start?

2 Why should you not be late to school?

3 What do you like best about your school?

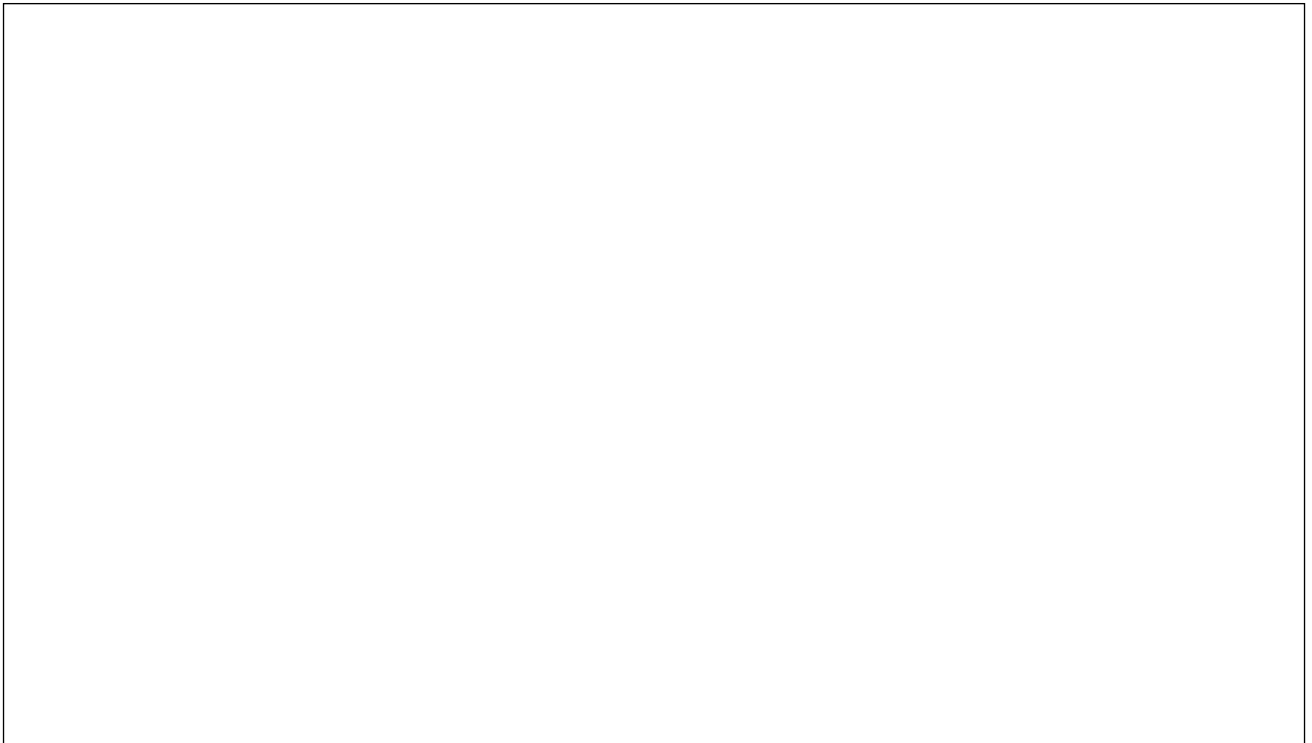
Lesson 5: Learning

1 Make a table. List the subjects that you study at school on one side, and write one thing that you have learnt in each subject, in front of it.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2 What more would you like to learn in school?

3 Draw a map of your classroom, showing where you sit. Remember to mark the doors and windows, the writing board, and the teacher's desk.



Unit 3: Good Habits

Lesson 6: Living together

1 Name the things that you share with your brothers and sisters.

2 What are the things that you have to share at school?

3 Why is it useful to stand in line and wait for your turn?

Lesson 7: Keeping healthy

1 Why is it important to keep ourselves and our surroundings clean?

2 Name three things that can make you fall ill.

3 Name three insects that spread diseases. How can we get rid of them?

Lesson 8: Safety

1 How can we be safe from injury on the road?

2 Name two safety rules we should follow at home.

3 Make warning signs for the following:

- i) Slow down - school or playground nearby
- ii) Be careful - learner driver driving car
- iii) Be aware - Z-bend in road ahead

Unit 4: Food and Clothes

Lesson 9: Food

1 Do you know which foods are good for you?

2 The steps for making corn oil are given below, but not in the right order. Number them correctly.

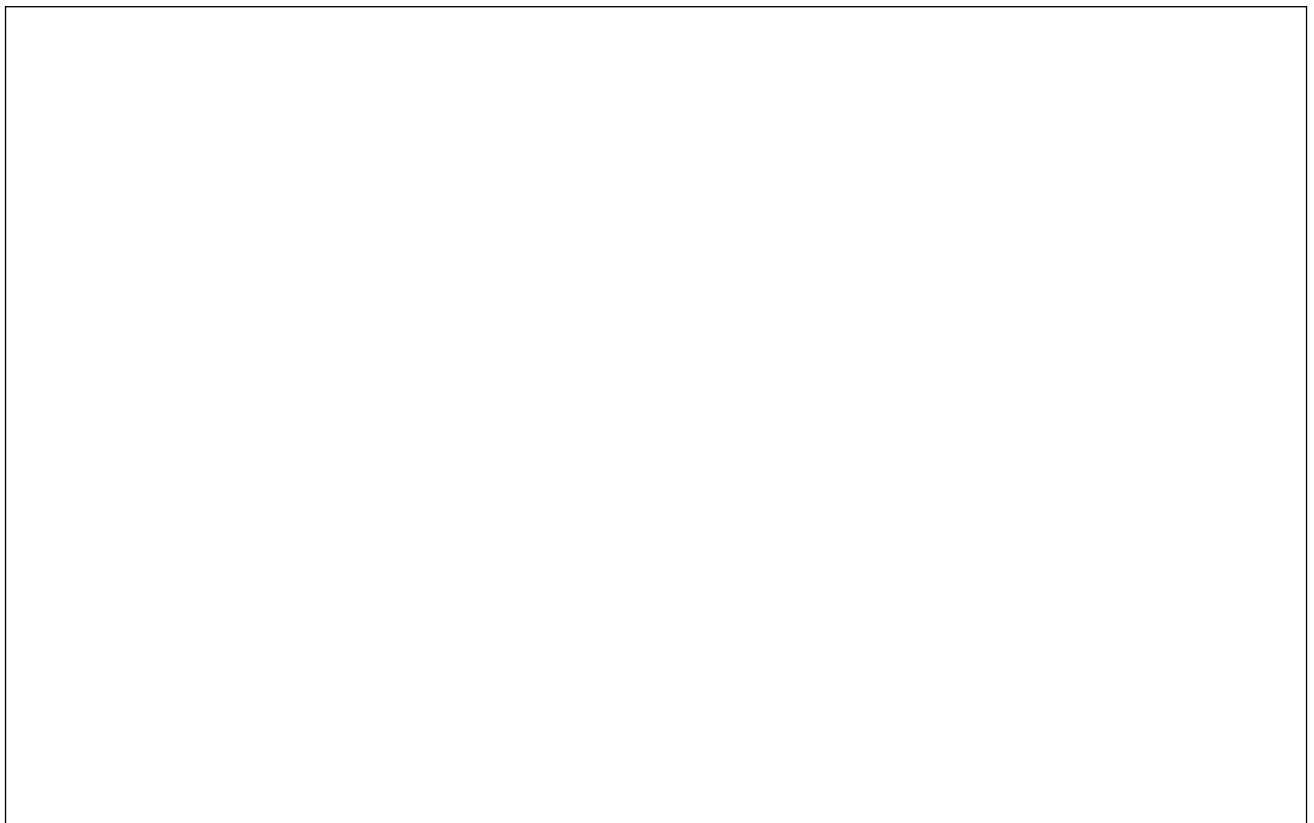
- The crop is harvested.
- Rain helps the crop to grow.
- A farmer ploughs the land.
- The crop is sprayed to kill pests.
- Corn is sown in the field.
- Corn is crushed in the factory to take out the oil.
- Harvested corn is taken to the factory.

Lesson 10: Clothes

1 Name the different clothes that you have and say when you wear them. Write two lines about your favourite clothes.

2 Name four jobs in which people wear uniforms.

3 Draw and colour the traditional clothes of a Pakistani bride or groom.



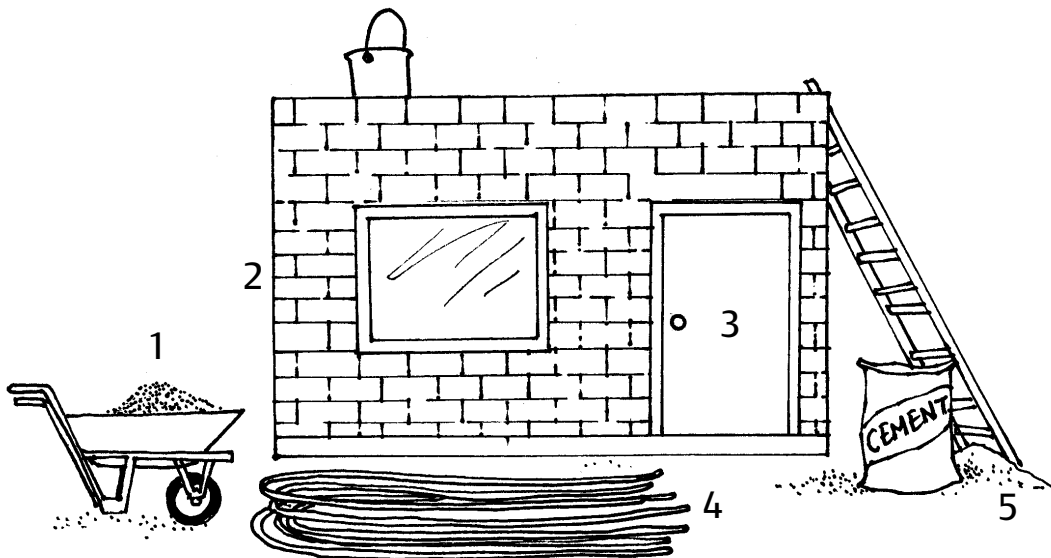
Unit 5: Buildings

Lesson 11: Building houses

1 Name the different materials used in the making of your school building.

2 Name two things in your house that are made of metal, two things made of glass, and two things made of wood.

3 Here is a drawing of a house under construction. Colour the picture and label the materials which are numbered.



1: _____

2: _____

3: _____

4: _____

5: _____

Lesson 12: Builders

1 Here are some machines used in building. Name them. Write what one of them is used for.



2 A building is built in many stages. Read this text about the basic stages of building. Then count the stages and rewrite as numbered sentences.

First a plan or design is made for building. Next, the foundation is laid by digging deep and putting in the pillars. Then a framework is built and door and window spaces are marked. The wiring and plumbing plan is made. Now the walls go up. Next, the roof is built and the floor is laid. Then, doors and windows are added.

Lesson 13: Tools

1 List the tools which the following people use:

i) Doctor

ii) Dentist

iii) Artist

iv) Architect

2 How are these tools used?

- A hammer is used to _____.
- A screwdriver is used to _____.
- A spanner is used to _____.
- Pliers are used to _____.
- A drill is used to _____.
- A saw is used to _____.

Unit 6: Time and Movement

Lesson 14: Time

1 At what time do you wake up to come to school?

2 What time of the day is it when you get back home?

3 Make a list of the birthdays in your family. When is your birthday?

4 Match the answers.

Dawn

The middle of the day

Evening

When it is totally dark

Night

Very early, before sunrise

Noon

The end of the day, at sunset

Lesson 15: Directions

1 Name the directions a compass shows.

2 If you face the setting sun (west), what will be the directions on your right and left?

2 Who sits on your right and left in class?

3 Who sits in front of you and who sits behind you?

4 Where is the teacher's table and where is the writing board?

Unit 7: Important Places

Lesson 16: Important places

1 Name some important places in your city. How many have you visited?

2 Explain why banks and airports are important places.

3 Name five useful things you can buy in a market.

4 Complete these sentences about how letters are posted.

- To post a letter you put it in an _____.
- Then you write the _____ on it and put a _____ on it.
- Next, you go and put the letter in a _____
_____.
- The _____ collects the letters and takes them to the
_____.

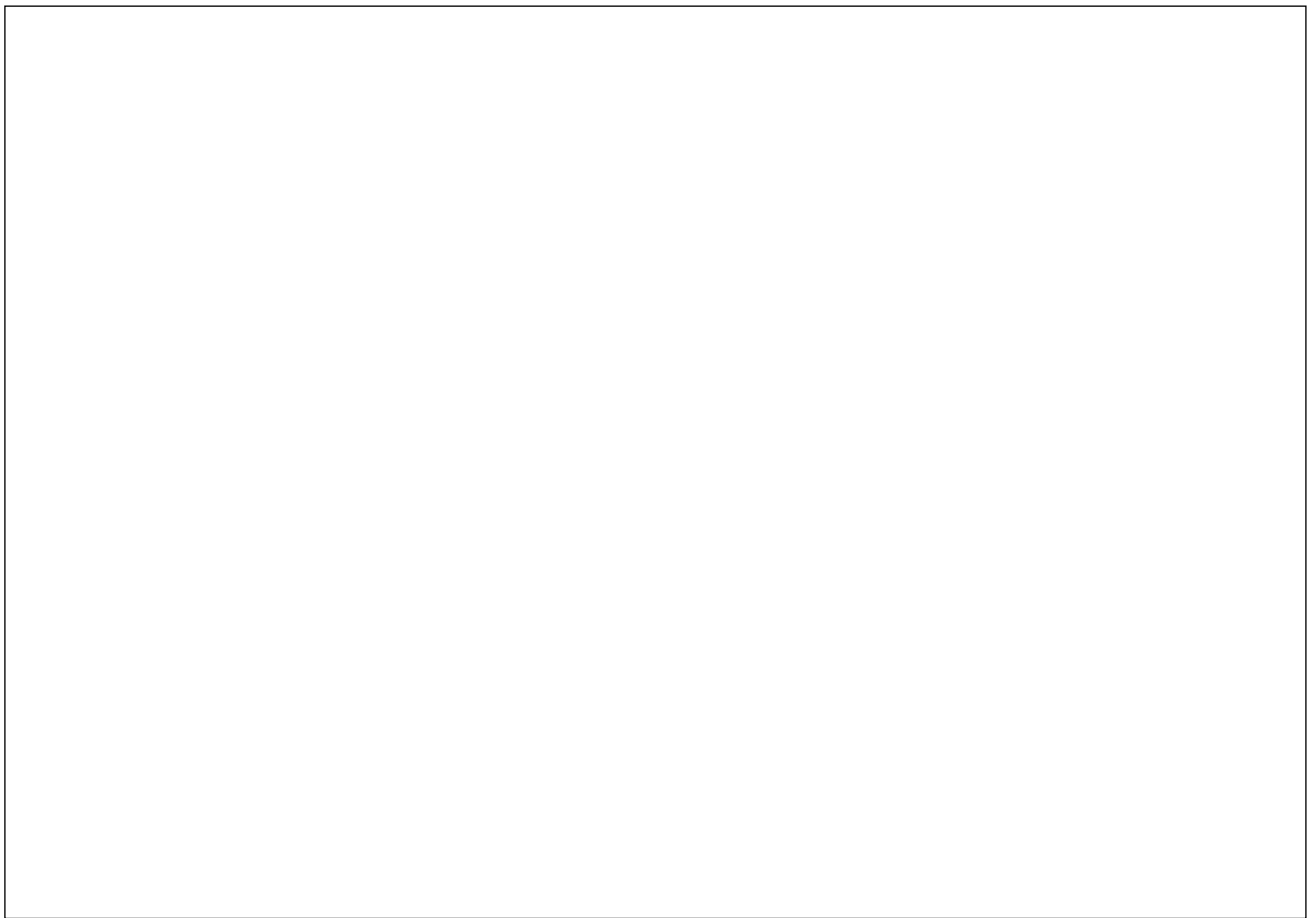
Unit 8: Plants and Animals

Lesson 17: Plants around us

1 Name five fruits that plants give us.

2 Find out two things in your house that are made from plants.

3 Draw and colour a picture of a park.



Lesson 18: Animals around us

1 Have you been to a farm or a zoo? Describe what you saw there.

2 Name five animals that are kept in a zoo.

3 Complete the sentences below.

- i) Chickens are bred on _____ farms.
- ii) We use their _____ and _____ for food.
- iii) Their _____ are used to make _____ and cushions.

Unit 9: Geography

Lesson 19: Weather

1 What weather do you enjoy? Explain why.

2 Name two places in Pakistan where it snows in winter.

3 Complete these sentences.

- i) When the clouds are dark, it _____.
- ii) There is _____ and _____ in a rainstorm.
- iii) The _____ comes out when there is sunshine just after rain.
- iv) We enjoy a picnic in _____ weather.

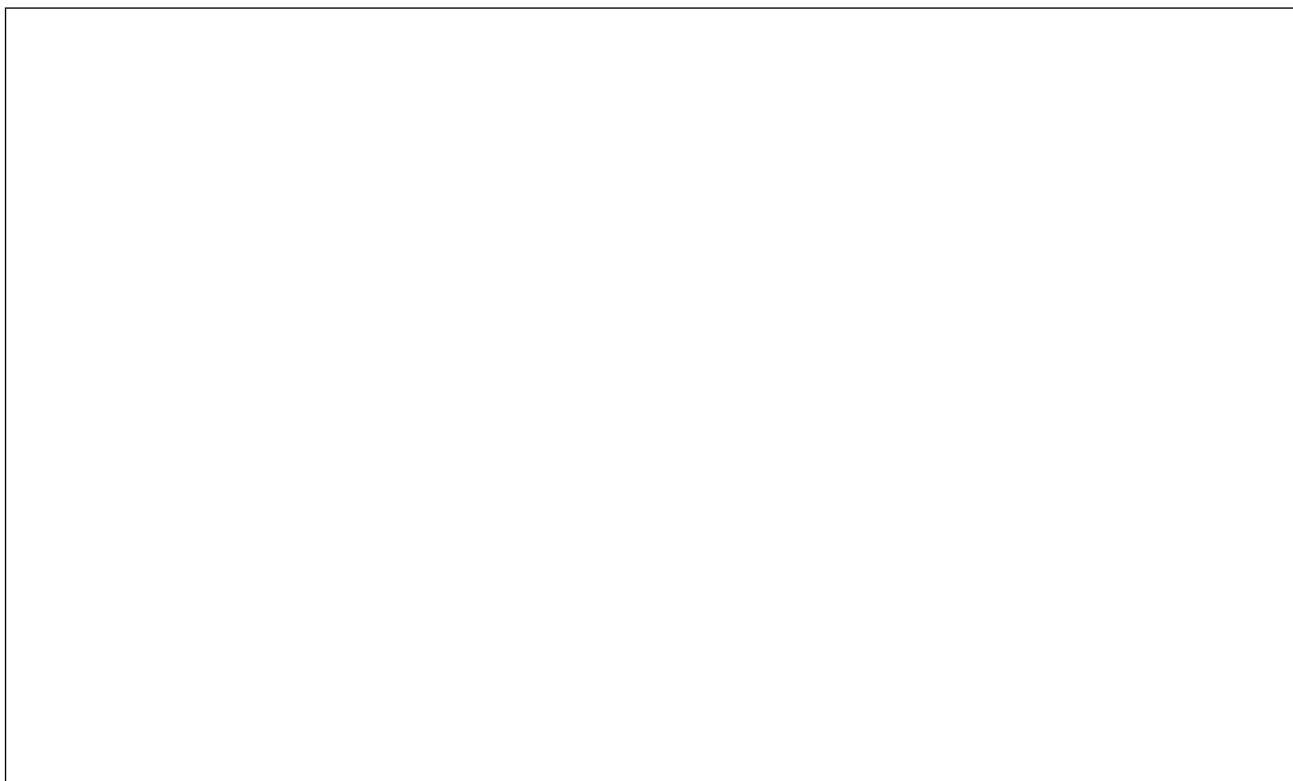
Lesson 20: Seasons

1 What season do you like best? Why?

2 Write about two activities that you like doing in summer.

3 What do you enjoy doing in winter?

4 Draw an autumn scene and colour it.



Lesson 21: Water

1 What is the difference between fresh water in the rivers and sea water?

2 Write three ways in which water can be saved.

3 Name three ways in which the seas are useful.

Lesson 22: Our Country

1 Match the places with what they are famous for.

- | | |
|---------------|--|
| i) Peshawar | sports goods |
| ii) Sialkot | Qissa Khawani Bazaar |
| iii) Multan | Pakistan's main port city |
| iv) Karachi | many Sufi shrines |
| v) Lahore | Faisal Mosque, the capital of Pakistan |
| vi) Islamabad | Badshahi Mosque, historic monuments |

2 Fill in the blanks.

The name of the biggest river in Pakistan is _____.

The _____ Sea is along Pakistan's coastline.

The highest mountain in Pakistan is _____.

