

Revised Edition

NEW OXFORD

Social Studies

for PAKISTAN

TEACHING GUIDE
with lesson plans

A
and
B

OXFORD
UNIVERSITY PRESS

Contents

Book A

Introduction	vi
Unit 1 All About Me	
Lesson 1 Me	1
Lesson 2 My family	1
Lesson 3 My body	2
Lesson 4 My clothes	2
Lesson 5 My toys	3
Unit 2 Growing	
Lesson 6 Growing	4
Unit 3 Healthy Food	
Lesson 7 Healthy food	5
Lesson 8 Vegetables	5
Lesson 9 Fruit	6
Lesson 10 Meals	7
Unit 4 Homes	
Lesson 11 Houses	8
Lesson 12 At home	8
Lesson 13 Things	9
Unit 5 Time	
Lesson 14 Time	10
Lesson 15 My holiday	10
Unit 6 At School	
Lesson 16 At school	12
Lesson 17 In class	12
Unit 7 Shapes and Colours	
Lesson 18 Shapes	13
Lesson 19 Colours	13
Unit 8 Numbers	
Lesson 20 Numbers	15
Unit 9 Plants	
Lesson 21 Patterns	16
Lesson 22 Leaves	16
Lesson 23 Flowers	17

Unit 10 Animals and Birds	
Lesson 24 Small animals	18
Lesson 25 Big animals	19
Lesson 26 Animal babies	19
Lesson 27 Birds	20
Lesson 28 Animal homes	21
Lesson 29 In the water	21

Unit 11 Work	
Lesson 30 Doing things	23
Lesson 31 Jobs	23

Unit 12 Places	
Lesson 32 A busy road	25
Lesson 33 In the park	26

Unit 13 Having Fun	
Lesson 34 Stories	27
Lesson 35 Games	27
Lesson 36 The party	28

Unit 14 Flags	
Lesson 37 Flags	29

Lesson Plans Books A

Unit 1 Me	
Lesson 1 Me	30
Lesson 2 My family	31
Lesson 3 My body	31
Lesson 4 My clothes	32
Lesson 5 My toys	33

Unit 2 Growing	
Lesson 6 Growing	35

Unit 3 Healthy food	
Lesson 7 Healthy food	36
Lesson 8 Vegetables	37
Lesson 9 Fruit	37
Lesson 10 Meals	38

Unit 4 Houses	
Lesson 11 Houses.....	40
Lesson 12 At home.....	41
Lesson 13 Things.....	41
Unit 5 Time	
Lesson 14 Time	43
Lesson 15 My holiday	44
Unit 6 At school	
Lesson 16 At school.....	45
Lesson 17 In class.....	46
Unit 7 Shapes and colours	
Lesson 18 Shapes.....	47
Lesson 19 Colours.....	47
Unit 8 Numbers	
Lesson 20 Numbers	49
Unit 9 Plants	
Lesson 21 Patterns	51
Lesson 22 Leaves	51
Lesson 23 Flowers.....	52
Unit 10 Animals and Birds	
Lesson 24 Small animals	53
Lesson 25 Big animals.....	53
Lesson 26 Animal babies	54
Lesson 27 Birds	55
Lesson 28 Animals homes.....	56
Lesson 29 In the water.....	57
Unit 11 Work	
Lesson 30 Doing things	59
Lesson 31 Jobs	59
Unit 12 Places	
Lesson 30 A busy road.....	61
Lesson 31 In the park	62
Unit 13 Having Fun	
Lesson 34 Stories	63
Lesson 35 Games	64
Lesson 36 The party	64
Unit 14 Friends	
Lesson 37 Flags.....	66

Book B

Unit 1 Friends	
Lesson 1 Friends	67
Lesson 2 Manners.....	68
Unit 2 Neat and Clean	
Lesson 3 Clothes	69
Lesson 4 Keeping clean.....	69
Unit 3 Senses	
Lesson 5 Doing things	71
Lesson 6 The Senses.....	71
Lesson 7 Things	72
Unit 4 How It Works	
Lesson 8 Electricity	74
Unit 5 Staying in Touch	
Lesson 9 Communication.....	75
Unit 6 People at Work	
Lesson 10 People at school.....	76
Lesson 11 Jobs	76
Unit 7 Where We Live	
Lesson 12 The village.....	78
Lesson 13 The city	78
Unit 8 Buying and Selling	
Lesson 14 The shop.....	80
Lesson 15 The market	80
Lesson 16 Money.....	81
Unit 9 Places	
Lesson 17 The railway station	82
Lesson 18 The airport.....	83
Lesson 19 The petrol pump.....	84
Lesson 20 In a hospital	85
Unit 10 Safety	
Lesson 21 Safety.....	87
Unit 11 Pets and Animals	
Lesson 22 Pets.....	89
Lesson 23 Animals.....	90
Lesson 24 Animals underground	90
Unit 12 Having Fun	
Lesson 25 The seaside	91
Lesson 26 Sports.....	92
Lesson 27 Music.....	93

Unit 13 Time	
Lesson 28 Day and night.....	94
Lesson 29 Shadows	94
Lesson 30 Time	95

Unit 14 Weather	
Lesson 31 The weather	97
Lesson 32 Seasons	98

Unit 15 Air and Water	
Lesson 33 Air	99
Lesson 34 Water	100

Unit 16 About Pakistan	
Lesson 35 Islam.....	101
Lesson 36 Our country	102
Lesson 37 Our flag.....	102
Lesson 38 Our heroes	103
Lesson 39 Famous people.....	104

Unit 17 Our Earth	
Lesson 40 Our Earth	106

Lesson Plans Books B

Unit 1 Friends	
Lesson 1 Friends	107
Lesson 2 Manners.....	108

Unit 2 Neat and Clean	
Lesson 3 Clothes.....	109
Lesson 4 Keeping clean.....	109

Unit 3 The Senses	
Lesson 5 Doing things	111
Lesson 6 The Senses.....	111
Lesson 7 Things	112

Unit 4 How It Works	
Lesson 8 Electricity	114

Unit 5 Staying in Touch	
Lesson 9 Communication.....	115

Unit 6 People at Work	
Lesson 10 People at school.....	116
Lesson 11 Jobs	117

Unit 7 Where We Live	
Lesson 12 The village.....	118
Lesson 13 The city.....	119

Unit 8 Buying and Selling	
Lesson 14 The shop.....	121
Lesson 15 The market	121
Lesson 16 Money.....	122

Unit 9 Places	
Lesson 17 The railway station	123
Lesson 18 The airport.....	124
Lesson 19 The petrol pump.....	125
Lesson 20 In a hospital	126

Unit 10 Safety	
Lesson 21 Safety.....	127

Unit 11 Pets and Animals	
Lesson 21 Pets.....	128
Lesson 21 Animals.....	129
Lesson 21 Animals underground	129

Unit 12 Having Fun	
Lesson 25 The seaside	132
Lesson 26 Sports.....	132
Lesson 27 Music.....	133

Unit 13 Time	
Lesson 28 Day and night.....	134
Lesson 29 Shadows	134
Lesson 30 Time	136

Unit 14 Weather	
Lesson 31 The weather	137
Lesson 32 Seasons	138

Unit 15 Air and Water	
Lesson 33 Air.....	139
Lesson 34 Water.....	140

Unit 16 About Pakistan	
Lesson 34 Islam.....	141
Lesson 35 Our country	142
Lesson 34 Our flag.....	142
Lesson 35 Our heroes	143
Lesson 36 Famous people.....	144

Unit 17 Our Earth	
Lesson 34 Our heroes	145

APPENDIX:	
WORKSHEETS BOOK A.....	147
WORKSHEETS BOOK B.....	171

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 has been made in the form of photocopiable worksheets for the students. Furthermore, extensive lesson plans for Books A and B have been developed and added, keeping in mind the children's age and comprehension levels. In addition to the Worksheets in Appendices A and B, the new lesson plans also have worksheets, where necessary, to reinforce children's understanding of concepts.

Books A and B give young children an introduction to a broad range of concepts and ideas that they will continue to explore for many years to come. The purpose of the books and the teacher should be not to deliver information for the children to simply memorize, but to kindle the children's imaginations, arouse their curiosity, and make them think. This Teaching Guide offers suggestions to make teaching and learning more interesting and interactive.

The age group, for which these books are meant, will probably not be able to read everything themselves. Neither will they be able, nor want, to follow long descriptions. The teacher will therefore need a range of visual props—tangible objects and clear pictures—to aid and stimulate the discussion. The teachers could also use different children's songs and nursery rhymes relevant to the lessons. The children need to see and feel things for themselves to be able to understand.

Lesson planning is an essential and important part of teaching, and more so when dealing with very young children who are getting their first exposure to school and learning. Ensure that you plan and prepare beforehand how the topic will be taught, what resource materials are required, what approach is to be taken. For example, for Lesson 10, Meals (Book A), you will need some bright, attractive, and large photographs of ready-to-eat meals, such as kebabs, biryani, burgers, pizzas, and salads, etc. Perhaps some empty packets of breakfast cereals and bread wrappers would also do. To top up the lesson nicely, you could have ticky packs of biscuits or jam sandwiches at hand to be given out at the end.

The main aim is for the children to have fun and learn through play, not by rote. This book hopes to help make Social Studies a journey of enjoyable discovery for teachers and students alike.

Lesson 1 Me

The children should be asked to bring in a photograph of themselves beforehand.

Discussion points

Ask the children their names and ages. You could ask children with the same names to stand together. Alternatively, you could make groups of children whose names begin with the same letter. If possible, make a few comparative statements about the children's ages. For instance, Hassan is four years old. Aisha is five. Hassan is younger than Aisha.

Ask the children to look at the drawings in the book. Ask them to suggest names for the girl and boy and write the chosen ones on the board for the children to copy into their books in the given space.

Choose an age for the girl—five years, for instance. Ask the children to look at the boy and ask if he looks older or younger (they will probably answer younger, since he is shown shorter than the girl) and accordingly suggest an age for the boy.

Describe the drawings. The children will probably be familiar with basic physical features, but do draw their attention to their height, hairstyle, and clothes. For example, for the girl, you could point out her frock and the hairband; for the boy, mention his shorts and T-shirt. Ask who is taller/shorter.

Ask the children to stick their photographs in the box at the top of the page and help them to write their names at the bottom.

Things to do

Ask the children to colour in the picture.

Play a guessing game. Describe a child from the class—his/her physical features, clothes, initials—and the children would have to guess who it is.

Lesson 2 My family

Discussion points

In Lesson 1, the children gave names to the girl and boy in the drawing. Use the same names for the children shown in the drawing of the family for this lesson.

Ask the children to point to the father and mother. Tell the children they are called parents. You could choose a surname for them. Discuss familial relationships such as sister, brother, son, and daughter in terms of the family shown in the book and the names the children chose. For instance, suppose they chose Alia and Ali as the children's names. You could suggest Rana as the surname and then explain that Mrs Rana is Alia's mother. Mr Rana is Alia's father. Ali is Alia's brother.

Ask the children to look at the photograph in the book. Ask them to point out the parents. Ask them how many sons they have (2) and how many daughters (1).

Ask the children the names of their parents, brothers, and sisters. The children can draw a picture of their family in the given box.

Things to do

Using felt-tipped pens, ask the children to draw their families on their fingertips. They only need to draw in the face and hair. The tallest family member can be drawn on the middle finger, and the smallest on to the thumb and so on. The children have instant finger puppets!

Lesson 3 My body

Discussion points

Ask the children to point to various parts of their bodies, for instance, eyes, lips, hair, stomach, knees, neck, and feet.

Introduce the children to parts of the body they may not already know, such as chin, elbow, shoulders, forehead, cheeks, and wrist. Ask the children how many fingers and toes they have. You could also ask them the number of legs, arms, stomach, and ears, etc.

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

Things to do

Play head and shoulders. Sing the song pointing to the relevant parts of the body. The second time round, do not sing the word 'head' but simply point to it. Continue in this way until the whole song is motioned and not sung. Of course, you may only do as many rounds as the children enjoy.

Head and shoulders, knees and toes, knees and toes

Head and shoulders, knees and toes, knees and toes

Eyes and ears and mouth and nose,

Head and shoulders, knees and toes, knees and toes

Lesson 4 My clothes

Ask all the children to come dressed in a particular colour for this class. Wear the same colour yourself too!

Discussion points

Point out different items of clothes the children are wearing by saying you like them or with a comment on the design, etc.

Look at the pictures in the book. Ask the children to name them—cap, frock, T-shirt, and trousers.

It would be a good idea to have on hand additional items of clothing to show the children, such as a *shalwar kameez*, a cardigan, gloves, cap, etc.

Ask the children which clothes they would wear only in winter when it is cold. You could also ask them to choose what they would like to wear to a party or on *Eid*.

At the end of the page, the children are shown a selection of clothes, which they have already seen, and are asked 'Who wears these?' They could be divided into girls' and boys' clothes, with some falling into both categories.

Things to do

Have a fancy dress parade.

Read out the story '*The Emperor's New Clothes*'.

Lesson 5 My toys

Ask the children beforehand, to bring in one of their favourite toys.

Discussion points

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

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

This is also a good opportunity to discourage toys linked with violence, such as toy guns.

At the end of the page are four pictures and the children are asked ‘Who plays with these?’ Do not try and divide the toys according to gender, since it is both impossible and inappropriate. It would be best to keep the discussion a ‘hands up’ one, asking questions such as ‘Who has ever flown a kite? Who has got a doll’s house?’

Things to do

Ask the children to colour the pictures.

If possible, divide the toys into categories, such as cars, planes, dolls, and balls. Make labels and arrange the toys accordingly as a class display.

Lesson 6 Growing

Discussion points

Show the children different pictures of animal babies and adults, for instance, kitten/cat, foal/horse, cub/lion, and calf/cow. Ask the children to name them. Repeat in complete sentences, for example, 'A puppy grows up into a dog'. You only need to show a few since a lesson on animal babies will come later.

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

Tell the children that they were babies too and that they grew into girls/boys. Tell them that they will continue to grow and become men and women like their parents.

Look at the book and discuss the pictures. The first sequence shows a baby growing into a girl and then a woman. The second sequence shows an egg, a chick, and a hen. The third sequence shows seeds, a sapling, and a tree.

Things to do

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

Tell the children to ask their parents to show them photographs of when they were babies, children, and young adults.

Lesson 7 Healthy food

The lessons about vegetables and fruits will help with this lesson. Use the fruits and vegetables, real and plastic, shown in these lessons and also collect some more large pictures and actual food or plastic models to show the children throughout the following discussion. Use them all to make the display suggested at the end.

Discussion points

Tell the children that it is important to eat lots of fruits and vegetables because they make us strong and healthy. You may need to explain ‘healthy’ as being a state where we feel strong and do not fall ill.

Tell the children that there are other foods that are good for our health too. Milk, cheese, and yoghurt make our bones strong. You could tell the children that these are known as ‘dairy food’ and also include eggs and butter. For this you could show them real eggs and empty yoghurt and milk cartons. Talk about different meats. Tell them that meat makes us strong and helps us grow. You could show the children pictures of cuts of meat, chicken, and kebabs. Show the children rice and a selection of lentils. Tell them that, like vegetables, they too grow as plants and are picked and dried.

Show the children some flour and tell them that it is used to make bread and cakes. You can also show them some ice cream, jam, chocolate, and other desserts. Explain that it is not good to eat too much of these because they spoil our teeth and can also make us very fat.

As you discuss the various categories of food, also show the children the relevant pictures in the book. Point out things they may not know, for example, croissants.

Things to do

Make a display of different types of food. You could simply use pictures and drawings to make a permanent board display, or you could set up a table and display the props used for the discussion. Either way, arrange the food in groups as shown in the book and label them—fruits, vegetables, meat, dairy, bread, and pulses. The children need not learn the categories, but this will be a good way of familiarizing them with the concept of food groups.

Lesson 8 Vegetables

You could teach this lesson with the Lesson 9 on Fruit, and combine the excursion suggested in ‘Things to do’.

Discussion points

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

Show the children each vegetable separately and ask them to name it. If it is also shown in the book,

ask them to point it out. Tell the children a little about some of the vegetables. For example, peas come in a pod, onions make your eyes water, potatoes grow under the ground, etc. Go over the pictures of the vegetables in the book and ask the children to colour them in. The coloured ones show peas, potato, cauliflower, tomato, and an onion. The black and white pictures are of a cauliflower, tomato, beetroot, carrot, brinjal, and okra. Tell the children how important it is to eat vegetables to be strong and healthy. Also tell the children that a person who sells fruit and vegetables is called a greengrocer.

Things to do

Arrange a trip to a greengrocer. Shell some peas together. The children can eat them raw.

Lesson 9 Fruit

Fruit is an important component of healthy eating—and a delicious one too—so this lesson can be fun to teach.

Discussion points

Bring in a selection of plastic or better still, real (fresh) fruit. Ask the children to name the fruit, and pass it around the class so they can have a close look.

Talk a little about different tastes and textures. Strawberries and pineapples are a little sour; bananas are sweet and soft; cherries have a hard stone in the centre; grapes are soft and juicy; oranges are juicy with small white pips; mangoes have sweet yellow flesh and a large stone inside. Explain that pips and stones are actually seeds that can be planted.

Ask the children what their favourite fruit is. Explain that it is good to eat fruit; it makes us strong and keeps us healthy.

The first exercise requires the children to trace a picture of an apple and an orange. Ask the children to colour them in too.

The second exercise shows a variety of fruits and the children have to count them and put the numbers in the given boxes. Ask the children to put a cross through the fruits as they count, so as to avoid double counting.

Things to do

Using the fruit you have brought in to show the class, play a guessing game. Either place the fruit in a covered box and ask the children to guess the fruit by feeling it, or blindfold the children and give them the fruit in their hands.

If you have access to a kitchen or a clean workspace, you could ask the children to help you cut up different fruits, using blunt knives, and make a fruit salad, which the children can eat together as a snack. Fruits easiest to use would be grapes, soft apples, and bananas. Mix in a bit of sugar and orange juice and the salad is ready.

Lesson 10 Meals

Discussion points

Ask the children what they had for breakfast. Do the same for lunch and dinner by asking what the children had the previous day.

Explain that breakfast is a meal we eat in the morning shortly after we wake up; we eat lunch in the afternoon, after going home from school; and dinner is eaten at night, before going to bed.

Go through all the items shown in the book. The breakfast meal shows jam, milk, orange juice, toast, egg, butter, honey, and tea. Children might have mentioned cereal or cheese during the discussion. If not, you could mention them and perhaps, ask the children to add them to the breakfast drawing in the book.

Lunch shows curry, salad, and kebabs. If the children talk about any other food item during the discussion, about what they had for lunch, perhaps rice, burgers, chips, sandwiches, fish, pizza, pasta, meatballs, or lentils—ask them to add any two to the picture.

For dinner, the picture shows water, roasted chicken, chapatis, salad, and jelly. Again ask the children to draw any additional food items mentioned in the discussion. Ask the children what their favourite food is.

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

Look at the pictures given in the boxes—sandwich, salad, cereal (cornflakes), chicken, noodles, fried egg, banana, milk, chapati, bread, chips, and jelly. Go through the names of each item first, to ensure there is no confusion.

The children then have to choose at which meal they would eat each food item, and number the box accordingly. For example, if the child says he/she would eat a sandwich for lunch, the box would be numbered, 2. Give the children total freedom of choice here.

Things to do

Give the children paper cups with a tablespoon of jelly powder in each. Tell them which flavour they have, or let them choose between a few. Pour in half a glass of warm water, not boiling, and ask the children to stir until the jelly crystals dissolve. Leave to set for about half an hour, and then the children can eat the jelly.

Lesson 11 Houses

Discussion points

Tell the children that there are different kinds of houses where people live. Some are very, very big and some are quite small. Houses are also built in different ways, in different parts of the world.

Tell the children that some houses have gardens, where we can play, grow plants, and enjoy the weather, etc. Show them the illustration in the book of the house and garden. Ask the children who live in houses with gardens to put up their hands.

Talk about different types of houses. In the city, where there are a lot of people, many live in apartments or flats. Show them the picture in the book and explain that an apartment block is a building that has a lot of houses together, on many floors. Ask the children who live in an apartment to put up their hands. You could ask which floor they live on, if they know.

Tell the children that in the countryside, many houses are made of mud. Show them the picture in the book. Ask if any of the children have ever been to a mud house.

Show the children the picture of the tent. Tell them that this is a special sort of house that can be folded up and carried around. Explain a little about camping—living in the outdoors, and how people can put up their tent wherever they wish to sleep.

Things to do

Ask the children to complete the dot-to-dot picture at the top of the page. Point out the door, walls, window, and roof.

Lesson 12 At home

Discussion points

Tell the children that while there are various kinds of houses for people, the place we live in is called our home. This lesson takes us inside the houses and shows different rooms and how they are used.

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

Ask the children to look at the pictures of different rooms shown in the book. Ask them to name the rooms shown and explain what is done in each. Also point out the different items shown in each room. For example, the first picture shows a bathroom. The children could describe the bathroom as a room where we take a bath, go to the toilet, wash our hands and face, and brush our teeth. Objects to point out would include towel, the bucket, shower, toothbrushes, and toothpaste. The bedroom could be described as a place where we go to sleep. Objects to be pointed out would include the cupboard or wardrobe to keep clothes, shoes and slippers, bedside table, lamp, curtains, and clock.

Once you have been through all the rooms, their respective functions, and objects, look at the items shown at the bottom of both pages. First of all, ask the children to name them and then, one by one,

ask them in which room each one belongs. Some things, like the tap, can be placed in both the kitchen and the bathroom.

Things to do

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

Lesson **13** Things

Discussion points

Show the children several things and ask them what they are used for. Show them things other than the ones shown in the book. You could bring, for instance, a brick, a knife, a hammer and nails, a broom, shoelaces, a toothbrush, chalk and so many more!

This would also be a good opportunity to introduce the children to other interesting gadgets in our lives. Show them a magnifying glass, and demonstrate how it makes things look larger. Other things you might want to show the class are a stethoscope, a tea bag, a potato peeler, a stencil, and a xylophone. Demonstrate their use in class.

Talk about the things shown in the book—a clock, scissors, a cup and saucer, a torch, a bag, a radio, glasses, a dustbin, and a fork. Ask the children about their use. Also tell the children about other things that can be used for the same purpose. For example, a wristwatch can be used to tell the time; knives and paper cutters are used for cutting; mugs and glasses are used for drinking.

Ask the children to colour in the pictures.

Things to do

Cover a box or bucket with a thick cloth. Put something inside it and ask a child to feel underneath the cloth and try to guess what it is. Repeat this exercise with other children using different things.

Lesson 14 Time

Discussion points

Ask the children what do they do when they wake up in the morning—wash their face, brush their teeth, get ready for school, and eat breakfast.

Ask the children to look at the picture. Ask them what time of the day it is. Mention that it is seven o'clock in the morning, but the children will not probably be able to tell the time from the clock. You could ask the children what time they wake up in the morning.

Now talk about the afternoon. Tell the children that after 12 o'clock, it becomes afternoon, and time to go home from school. Ask them what they do during this time—eat lunch, rest, play, go to the park, and watch TV.

Ask the children to look at the second picture. Point out the Sun high in the sky and the boy and girl going home from school.

Tell the children that when it becomes dark, it is night. Ask them what they do at night—have dinner, change into their nightclothes, brush their teeth, read a bedtime story, and go to bed. Ask them what time they go to sleep.

Ask the children to look at the third picture depicting night. Point out the stars and the moon. Note that the boy has changed into his nightclothes. It is past nine on the clock and time for bed.

Things to do

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

Lesson 15 My holiday

This is a happy topic for discussion and the children will enjoy talking about how holidays are spent.

Discussion points

We all look forward to holidays. We can sleep late in the mornings and then spend the day relaxing or doing whatever we would like to do. On weekends, there can be special outings with the family and friends. Talk about what you do on holidays, and why you like holidays, then elicit students responses.

Some questions you can ask are:

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

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

The lesson shows a boy sleeping late, instead of being awakened early to rush to school. He spends time at the beach or a park, and then watches his favourite TV programme, instead of having to do his homework (or rush off to tuitions!). On working days, meals are also hurried whereas children can eat at leisure on a holiday.

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

Things to do

Children could draw pictures of activities they like doing and of places they may like to visit. If someone has been to a special place abroad or in Pakistan, they could share the experience with the class—perhaps their parents may share some video clips.

Lesson 16 At school

Discussion points

Tell the children the name of their school. Practise saying it together.

Talk about the different rooms in a school, such as classrooms, the library, and the office.

Ask the children to look carefully at the picture in the book and point out the classroom and the library. A third room, the laboratory is shown in the picture, but the children probably will not know about it and need not know at this stage. If you like, however, you could tell the children it is a 'lab' and experiments are done there. You may also add the computer room or lab.

Talk about the different things children learn in school—counting, reading, and writing.

Talk about outdoor activities. Look at the picture and ask the children to locate the playground. Ask them to name the different things shown in the playground—swing, slide, and a see-saw. Ask the children to name any other equipment they might have in their playground but which is not in the picture, i.e. a climbing frame.

Ask the children to guess what the children in the corner of the playground are doing. The children might say exercising and having a P.E./P.T./Games class.

Also talk about other activities in school, such as taking care of pets or going on trips.

The exercise at the end of the page requires the children to tick activities that are done in school, and cross those that are not. Look at the pictures together and talk about what is happening in each one. Read out the labels. Then let the children attempt the exercise independently.

Things to do

Ask the children to draw a picture of their school.

Lesson 17 In class

Discussion points

Begin with a game of 'I spy' using objects around the class. Try and include items shown in the book.

Look at the pictures in the book and ask the children to name them. As you say the name of each object, ask the children to shout out 'yes' if it is one found in the classroom, and 'no' if it is not.

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

Ask the children to colour the page in and draw crosses through those objects not found in the classroom. This part of the exercise could be done simultaneously when the children shout out 'yes' and 'no' as discussed above.

Things to do

Ask the children to draw two more objects found in the classroom. These could include chairs, desks, toys, paints, and computers. They may draw directly into their books.

Lesson 18 Shapes

Discussion points

Show the children the shapes given in the book. Ask them to name the shapes and their colour.

Choose one of the shapes, and ask the children to think of things that are the same shape. For instance, if you chose a circle the children might think of the Sun, a face, a clock, or a ball. For a triangle the children might say a piece of pizza, the roof of a house, or an arrow.

Tell the children to look at the picture and find the different shapes in it and colour it.

The book also suggests an activity where the children cut out shapes and put them together to make pictures. You could give the children a variety of pre-cut shapes to arrange. For example, a few squares, rectangles, and triangles could be put together to make a house or a car.

Things to do

Divide the class into pairs. Give each pair a fairly large-sized shape cut out of stiff paper. Ask the children to paint their shapes and, if possible, label them. In addition to the shapes given in the book, you could also give the children a star and a hexagon. Make a display.

Lesson 19 Colours

Discussion points

The children will be familiar with most of the colours at this stage, but it would be good to have a reinforcement warm-up. Ask the children the colours of different objects around the classroom.

You could arrange the things in the classroom according to colour. Put a table in each corner of the room, with a different coloured label. Ask the children to place things from the classroom in the appropriate colour corner. You could also ask the children to bring in different things from home beforehand and put them in the right corner.

Ask the children to look at the pictures in the book and to name them and their colours.

Ask the children if they have ever seen a rainbow. Explain that a rainbow forms in the sky when the sun comes out after the rain, and it is made up of seven colours—red, orange, yellow, blue, green, indigo and violet—though you may just say purple for the last two. Show them a picture of a rainbow or if you like, make your own rainbow as shown on the next page.

You could also introduce the children to the concept of light and dark colours. Choose objects in which the difference is marked. In the beginning, tell the children yourself and then ask the children to choose which is light and which is dark-coloured.

Ask the children to colour the pictures in the box at the bottom of the page. Go through the names of the things first, but let the children decide the colours themselves.

Things to do

Give the children some squares of paper and two primary colours (red and blue). Ask them to begin painting one colour across the paper and then paint the second from the other side, merging the two colours in the centre, to make the third colour which is purple. Yellow and red will make orange; blue and yellow, green; blue and red, purple. Mount the coloured squares. Ask the children to comment on what they have done, and use their quotation as a label for their work. For example, 'I have made orange with red and yellow.'

Take a large paper plate and cut it in half to make two semicircles. Cut out a smaller semicircle from the centre to make an arc – the shape of a rainbow. Ask the children to paint in the stripes. Attach a loop on the back and you can hang them up.

Making a rainbow

The rainbow is one of the most transient and beautiful natural occurrences and here the children have a chance to make their own.

You will need:

- A clear glass or jar filled to the top with water
- A windowsill
- Bright sunlight
- White paper

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

Lesson 20 Numbers

Discussion points

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

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

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

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

Now that these concepts have been introduced and reinforced, begin the text. The first picture shows two groups of children. Ask the class to point out the group that shows 'many' and 'few'.

The second exercise shows numbers and corresponding quantities. The same exercise further requires the children to match drawings at the bottom of the box, with the numbers at the top. This is a little confusing, since many children, instinctively, begin matching the objects rather than the numbers and quantities.

The last exercise depicts a race and labels their positions from first to last. Ask the children to look at the picture and choose, first of all, who is first in the race, and who is last. Once these have been identified, explain the positions falling in between. Repeat this exercise with a similar drawing on the board to reinforce this concept.

Things to do

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

Arrange a race between the children in groups of five or six. Ask the other children to point out who finished first to last. Alternatively, the race could be between toy cars, rather than the children.

Lesson 21 Patterns

Discussion points

First of all show the children basic patterns—stripes, checks, spots, floral, and swirls. These patterns can easily be found on clothing and wrapping paper. These basic designs can be copied or cut out and labelled for a classroom display.

You could also show how patterns can be combined to make more complicated designs. Again, wrapping paper, greetings cards, and clothes are a good source. Show the children pictures of patterns on animal coats, such as a tiger's stripes, a leopard's spots and the intricate designs on butterfly wings.

Collect some pebbles, beads, pasta shapes, petals, lollipop sticks, and practically anything that might be used to make a pattern, and give a variety of materials to each child. Show the children how they could be arranged in simple patterns. Make a few patterns for them and then let them make their own on a piece of plain card. Show them the patterns in the book for ideas.

Things to do

Give each child some stiff paper folded into a greeting card. On the front, ask the children to draw a simple pattern of stripes or checks. These would be the easiest designs for the children to manage. Divide the class into groups and give them containers of different coloured lentils, small beads, and glitter. Ask the children to apply glue on to their design, one stripe or check, at a time, and fill it in with one item from the containers. For each stripe or check, the children should use a different decoration. When the whole card has been filled, let the glue dry a little, then pick up the card and shake off the excess decoration. This card could be made to coincide with Mother's Day or *Eid*, and written accordingly. Give the children a drawing of a butterfly with plain wings. Ask them to draw patterns on the wings and colour the picture.

Lesson 22 Leaves

Discussion points

The children could be asked to collect leaves from home or the school garden, but make sure you have collected some beforehand so that you have a variety of shapes to show the children.

Pass the leaves around so that the children get a close look. Describe each one as shown in the book—long, round, spiky, and smooth. Ask the children to match their leaves with the different pictures in the book.

Also bring in some leaves such as ferns, to show the children how some leaves are actually lots of tiny ones joined together. Some plants have leaves that are furry, prickly, or waxy and some are quite fat and soft, like those of the aloe vera. Try and get as many different kinds of leaves as you can to show the class. Be careful, though, that there are no spines or thorns which can hurt or scratch the children.

Encourage the children to use words such as rough, flat, furry, prickly, and light and dark green to describe the leaves. Point out the veins and stems in each leaf.

The book also suggests that the children make leaf prints or draw them on paper. To make prints, ask the children to paint one side of a leaf and press a paper firmly on top of it. Carefully lift it off so as not to smudge it and let it dry.

Things to do

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

Lesson **23** Flowers

Discussion points

Collect some flowers, real and plastic, and bring them to the classroom. The children should not be encouraged to collect flowers themselves, since they might be tempted to pick them from parks or the school garden, which is usually not allowed.

First draw a basic flower shape, a daisy for instance, on the board, and point out the various parts—the stem, leaves, petals, and thorns. Then show the children the different flowers you have brought in; tell them their names too. You could also show pictures of those flowers which were not possible to bring in. A good selection of flowers would include roses, pansies, bougainvillea, sunflowers, tube roses, narcissi, baby's breath, chrysanthemums, cornflowers, and dahlias.

Draw attention to the shapes, colours, and patterns of the petals. For instance, narcissi have a small yellow trumpet in the centre; some dahlias have a dark stripe running down the centre of each petal, bougainvillea have leaf-shaped petals, and baby's breath have tiny flowers and leaves.

Ask the children to look at the pictures in the book. If you have already shown the children these flowers, see if they can remember their names—rose, sunflower, pansy, and hibiscus.

The book gives a flower for the children to trace and colour. It also suggests that the children press flowers. This can be done by putting a fresh flower between two sheets of paper and putting a heavy weight on top, such as a brick or a stack of books, and leaving it for several days. When the flowers are dry, remove very carefully since they are very delicate, and make an arrangement on a piece of paper. You may frame it if you wish.

Things to do

Make a paper sunflower. Cut out petal shapes from around the edge of a paper plate, leaving the centre intact. Ask the children to paint the petals yellow and the centre brown. For the centre you could even get the children to glue on actual sunflower seeds, brown beads, or crumpled up bits of brown tissue paper.

Arrange a trip to a florist. You could also plant some flower seeds in a flower pot and enjoy the flowers when they bloom. Such activities generate a sense of ownership in the children about their class and the objects in it.

Lesson 24 Small animals

Discussion points

Ask the children to look at the pictures in the book and name the small animals shown: butterfly, snake, fly, worm, spider, snail, ant, and caterpillar (photograph).

Briefly discuss each animal, mentioning the number of legs each animal has so that the children can fill in the boxes:

- Snakes have patterned skin; they make a hissing sound and can be very long or short and thin. They have no legs, but can move very fast. They can also be dangerous and/or poisonous.
- Flies have six legs and small, thin wings. They carry germs and dirt around, so we should be careful to keep them away from food. They make a buzzing sound.
- Worms live underground. They do not have any legs.
- Spiders have eight legs and two feelers. They spin webs.
- Snails do not have any legs. They crawl very slowly across the ground. They have shells on their backs, which are their homes. When they are scared or tired they curl up into their shells.
- Ants have six legs and move very fast. Hundreds and thousands of ants live together in an anthill. They work very hard and can carry heavy bits of food around. They have two feelers on the top of their heads.
- The caterpillar has lots of tiny legs. It likes eating leaves and when it gets quite fat it curls itself up and spins a special home called a cocoon around itself. It stays in the cocoon, and starts changing into a butterfly. When it is ready, it breaks out of the cocoon and flies away.

Tell the children that small animals with six legs are called insects. Other insects you could tell them about include the cockroach and the beetle. Show them pictures. Also tell the children about mosquitoes. They bite humans and suck blood. Ask the children if a mosquito has ever bitten them—the answer will probably be a unanimous yes!

Things to do

Draw the various stages of the butterfly cycle on a worksheet and give it to the children to colour in. There would be four main stages—the small caterpillar, the big caterpillar eating a leaf, the cocoon, and the butterfly.

Make a butterfly. Cut out wings from paper and ask the children to decorate them. Attach them to a straw with tape. When you move the straw, the wings will flap.

Draw a caterpillar on the board. Ask each student to come up and colour each segment in a different colour. Use coloured chalk or crayons.

Lesson 25 Big animals

Discussion points

Ask the children to look at the pictures in the book and identify the animals shown there. Point out details such as the deer's antlers, the stripes on the zebra and tiger, the lion's mane, and the giraffe's long neck.

Ask the children to name more big animals. These could include the elephant, leopard, gorilla, hippopotamus, rhinoceros, polar bear, whale, and panda. Have pictures on hand to show the class.

You could talk a little about the animals' diets and habitats (where they live and move about):

- Lions eat meat and live in dens.
- Giraffes eat leaves from the tops of trees.
- Elephants have big ears and long trunks.
- Hippos like living in muddy water.

The book also shows how the children can make an elephant out of play dough or clay. Demonstrate to the class first.

Things to do

Make an elephant puppet. Cut the shape of an elephant head out of stiff card. Leave out the trunk and cut a hole there instead. The hole should be just big enough for the child's finger to fit through. Ask the children to colour the head and draw in the eyes. Ask the children to push their index finger through the hole. The head should rest quite easily on the base of the finger, and the finger will look like an elephant's trunk.

Make a lion's head and mane. Draw a lion's head on to the centre of a piece of paper. Ask the children to draw in the features. Paint the children's hand palm side, brown and orange, and ask them to hand print the mane all around the lion's head.

Make a jungle scene on the display board. Using different types of green paper, build up the greenery of the jungle—vines, trees, and bushes. Also include branches, made of paper or real twigs. Make a watering hole using shiny blue or silver paper for the water. The children can now glue on pictures of jungle animals to complete the scene. The pictures could be drawn by the children or cut out of magazines.

Arrange a trip to the zoo where the children can see small, big and, perhaps, baby animals.

Lesson 26 Animal babies

Discussion points

The children have discussed some animal babies in Lesson 6, Growing. Go over those pairs first and then introduce new ones.

Ask the children to look at the book and tell them that the animal mothers need to find their babies. Name an animal and ask the children to locate it. Then ask them to find the baby and draw a line to connect them. Ask if they know the name of the baby. The book shows the following mothers and babies:

- Cat/kitten
- Hen/chick

- Duck/duckling (bigger than the chick, bigger beak and longer neck)
- Dog/puppy
- Monkey/baby monkey
- Cow/calf
- Elephant/calf, sheep/lamb, giraffe, baby giraffe (photograph)

Other pairs you could introduce are:

- Horse/foal
- Lion/cub
- Bear/cub
- Goat/kid
- Frog/tadpole

Show pictures of the animals.

Things to do

Read out the story of 'Goldilocks and the three bears'. Let the children make up stories of animals and their babies. The graphic story of 'Jungle Book' (Kipling) would be interesting, if available.

Lesson 27 Birds

Discussion points

Show the class pictures of different types of birds. See if they know the names. If not, tell them and ask the class to repeat. Make sure you have pictures of at least all the birds shown in the book. Once you have been over the birds' names, hold up one picture and ask the children to locate it in the picture given in the book. Continue in this way until all the birds have been matched. The birds in the picture are eagle, pelican, crow, parrot, pigeon, hen, duck, dove, peacock, and sparrow. The birds in the photograph are parrots.

Tell the children a little about the birds:

- Pelicans live near water, they have a bag of skin under their long beak for storing food.
- Eagles are big birds with very sharp, pointed beaks.
- Crows are black and grey and make a cawing sound.
- Peacocks have long, beautiful tail feathers, which they spread out like a fan.
- Ducks swim in the water.
- Doves belong to the pigeon family.
- Parrots can be green or multicoloured. They can be taught to speak like humans.
- Pigeons make cooing sounds and are very friendly birds.
- Sparrows are small, brown birds and can be commonly seen in gardens and parks.
- Chickens lay eggs that we eat. Male chickens are called roosters and they crow early in the morning—cock-a-doodle-doo.

At the bottom of the page are three birds, a duck, a parrot, and a peacock. The children have to find these birds in the picture and tick the boxes.

You may want to show the children pictures of some more birds. These could include owls and nightingales, which are both night birds; toucans, known for their brightly coloured beaks; and woodpeckers. Ostriches, geese, and cranes or herons can also be shown in pictures.

Things to do

Make shadow birds. Project a light on to a wall. By holding your hands together at the base of each palm, linking your thumbs and holding them in front of the light, you can make a shadow of a bird on the wall. Move your fingers up and down and it will look as though the bird is flapping its wings. Encourage the children to try and make shadow birds too.

Lesson 28 Animal homes

Discussion points

Explain that just as we have homes, animals, too, have their own homes.

Ask the children to look at the pictures in the book. For each picture, first ask the children to identify the animal, and then guess the name of its home.

Also explain a little how the animal makes its particular home. For example:

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

Tell the children about some more homes, especially those of domestic animals since some children may have pets. Dogs live in kennels, cats in baskets, and birds in cages. Show the children pictures. You could also talk a little about farm animals and their homes, such as horses/stables and hens/chicken coops.

Things to do

Prepare a worksheet for the children in which they have to match different animals with their homes. Ask them to repeat the names and colour the pictures.

Give sheets of drawing paper to the children to draw animals and their homes—let them be creative.

Lesson 29 In the water

Discussion points

Ask the children to look at the picture in the book and identify as many water animals as they can—fish, frog, turtle, starfish, crab, oysters, and sea horse. Explain to the children that all these animals live in the water, in rivers and seas. Also point out the seaweed in the picture.

Talk about the animals in the picture.

- Turtles are like tortoises but they can swim. They have hard shells on their backs.
- Crabs have hard shells, walk sideways, and have two sharp pincers in front.
- Starfish have rough skin.
- Seaweed is like grass which grows underwater.

Talk about other sea animals and show as many pictures as possible. Other animals should include whales, sharks, dolphins, sea horses, octopuses, and jellyfish. Tell the children some interesting features about these animals such as the octopus' eight legs, shape of the sea horse, and about the friendly dolphins.

Ask the children to colour the pictures of the fish, turtle, and starfish at the bottom of the page.

Things to do

Make an underwater display. Using different coloured paper, ask each child to make a fish. They could decorate them with beads, glitter and foil. Cover the display board with crumpled-up sheets of blue cellophane paper. Stick on the children's fish. You could also make an octopus, using cut-up bits of hosepipe for the legs, you could stick on real shells along the seabed. Use crepe paper to make strands of seaweed.

Lesson 30 Doing things

Discussion points

Begin the lesson by asking the children what they are doing, and what you are doing. If there is someone out in the ground, ask what he/she is doing. Then refer to the book.

Look at the pictures and ask the children to describe what is happening in each one.

- The woman is making a chapati. (photograph)
- The girl is sitting at her desk doing her classwork.
- The woman is drinking a glass of water.
- The man is watering the flowers with a watering can.
- The man is digging with a spade.
- The girl is sleeping in a bed.
- The woman is driving a car.
- The man is swimming.

The children will probably only answer in simple verbs, but you should repeat what 'they are doing' in complete sentences as suggested above. You could also point out different items of interest in the pictures, like the desk and notebook in the first picture, and the watering can in the third.

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

Things to do

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

Lesson 31 Jobs

Discussion points

Start by talking about the different things people do for a living, such as parents and other adults in the family. The work they do is called a job.

Look at each picture in the book and discuss what has been shown. Let the children guess the profession, otherwise you can tell them.

- 1 Doctor: She is weighing a baby. Point out the stethoscope and the thermometer.
- 2 A courier dispatcher delivers letters to people's houses. He wears a uniform and carries a corner box to hold all the letters and parcels.
- 3 Car mechanic: He is checking the car and fixing it. Point out his tools, such as the spanner lying on the ground.
- 4 Dentist: The lady is checking the patient's teeth. The dentist uses a special mirror shaped like a spoon to look at all the teeth. She is making sure that his teeth are strong and clean and do not have any cavities in them.
- 5 A school teacher: A teacher teaches in our schools.
- 6 Carpenter: A carpenter makes things out of wood. He cuts and joins pieces of wood to make things like furniture. Mention some of the tools a carpenter would use, such as a hammer, nails, and a saw. In the picture, the carpenter is using a saw.
- 7 Secretary: She is working on the computer, perhaps typing letters. Secretaries also have to answer the phone. Point out the printer, paper, and the computer.
- 8 Driver: He is driving a vehicle. Point out the steering wheel.
- 9 Another construction worker is digging the ground. Point out the spade.
- 10 Soldier: This soldier is holding a gun. He is wearing a uniform. Soldiers keep our country safe and fight against bad people who might attack and fight with us.
- 11 Construction worker: He is carrying a heavy load of bricks. He is probably working at a building site, helping to lay the bricks to make the walls of a building. Point out the wheelbarrow.

Go through the names of the items shown at the end of the lesson. Ask the children which person uses object and repeat the answer; for example, the construction worker uses a wheelbarrow. The keys shown are door or cupboard keys and can be used by anyone.

Things to do

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

Lesson 32 A busy road

Discussion points

Ask the children to look at the picture in the book—what a busy scene! Begin by looking at the different types of traffic shown—cars, buses, motorbikes, and bicycles.

Point out the zebra crossing and the traffic lights. Explain to the children that a busy road must only be crossed at a zebra crossing, because the motorists know that people will cross here and will slow down for them. Also point out the traffic policeman. His function is to guide the traffic and make sure there are no accidents. Emphasize how dangerous it is to cross a busy road, and that a child must never attempt to cross any road on his/her own.

Talk about traffic lights and what each light signifies for the motorist. Red = stop, yellow/amber = get ready, and green = go. Sing the traffic light song:

Red light, red light, what do you say? (repeat)

STOP, STOP, stop right away.

Yellow/amber light, yellow/amber light, what do you say? (repeat)

Get ready, get ready, to go on your way.

Green light, green light, what do you say? (repeat)

GO, GO, and go straightaway.

Talk about the different people on the street in the picture. They are all walking along the footpath. There are men and women, boys and girls. Some people are carrying bags and one man is pushing a cart. Ask the children what they think most of the people are doing. (Shopping/walking around?) Talk about the buildings that can be seen. A pile of empty crates can be seen near the fruit stall. There are also a lot of shops. You could tell the children that some of them are electronic shops where you can buy televisions, radios, videos, air conditioners, etc. Point out the shop with a pile of sacks outside. Ask the children what might be in the sacks—flour, rice, or maybe vegetables. Also draw attention to the shop next door with planks of wood in the back and three boxes in the front. Ask the children whose shop this might be—a carpenter, perhaps. There are also a few animals in the scene, which the children can point out.

Things to do

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

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

Lesson 33 In the park

You could hold this class in the school playground or a nearby park.

Discussion points

Ask the children if they like going to the park, and what do they like doing there. The children may say playing on the swings, riding their bikes, playing with their ball, having a picnic, or playing with their friends.

Also point out that the park is a place for people of all ages. There is an older couple sitting on a bench, a young man and woman are jogging, a family is enjoying a picnic under a tree, and the man in the bottom right corner is reading.

Look at the picture in the book and ask the children to find people doing the same activities they have mentioned. In case there are some activities not shown, such as cycling or roller-skating, you could ask the children to draw a picture depicting the activity they would like to add.

Look at the different things shown in the park—the mother with the pushchair, the fountain, the gardener cutting the hedge, etc.

Show the children the two sets of footprints—the girl's and the squirrel's. Ask them to trace a path, with their finger, following the sets of footprints to see where they lead. The squirrel's prints lead from the path into the tree, and the girl's footprints behind another tree. Ask them to describe the route in terms of what they pass along the way. For example, the girl's footprints pass by the see-saw, a group of children sitting under the tree, a running boy, the gardener, the fountain, the baby in the pushchair, the children playing with the football and, finally, behind the tree.

Doing this lesson will also sharpen the children's power of observation as they look at the picture and perhaps compare it with their own experience.

Things to do

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

Lesson 34 Stories

This would be a good class to hold in the school library.

Discussion points

Ask the children, beforehand, to bring their favourite storybook to class, or choose a selection from the library. Have a quick look through them and show the children interesting pictures from them, for example, some stories may feature giants, witches, animals, etc.

Choose one of the books and read it out to the class. Describe what it was about—an adventure story/funny/scary, etc.

Ask the children to look at the drawing in the book. Explain that the girl is reading a book and the story is about all the things shown in the thought bubble. Ask the children to look at it and point out some of the things in the drawing—a fairy, a flying carpet, a dragon, a witch, a knight, a genie, etc. Choose one of the things and talk a little about it. For example, ask the children to imagine what the witch's house must be like, or ask where they would go if they had a flying carpet. The purpose is simply to stimulate their imaginations.

Look at the story sequence at the bottom of the page. Discuss, with the children, what is happening in each picture. Suggest names for the cat and the girl. Put it all together, and repeat the story to the class.

Encourage the children to read at home. If possible, let them choose a book from the library to take home and read or have someone read to them.

Things to do

Tell the children a familiar fairy tale, such as Jack and the Beanstalk, using simple puppets. Draw the characters on stiff paper and colour them in brightly. Cut them out and stick them on to lollipop sticks, leaving enough space for you to hold them from the bottom. You could even use some toy props, such as houses and trees, and make a simple stage for the story setting. Tell the story using the characters. Change your voice accordingly, to make it more interesting for the children, or ask someone else to come in and tell the story.

Lesson 35 Games

Discussion points

Take out a selection of games the children are familiar with and ask each child or a group of children to choose something to play with. Let them play for a little while.

Ask the children to look at the pictures in the book and name the different games shown—blocks, jigsaws, board games (Snakes and Ladders and Ludo), and carom board (photograph). The children may not know the names of the latter two.

Ask the children what their favourite games are. Some of them could be asked to explain how a game

is played. Explain to the children how to play noughts and crosses. Play a few games on the blackboard. If they do not understand the concept, simply leave it.

Play 'I spy' together, using the picture given at the end of the page. Choose an object from the picture and say, 'I spy something, beginning with (the first letter).' The children have to look at the picture and guess what you have in mind.

Extend this by playing 'I spy' about things in the class and the school ground.

Things to do

Play a simple game of dominoes. Distribute the tiles amongst the class—two each would be enough. Place one domino on a table and ask the children to raise their hands if they have one that matches one of the sides. Choose one child to come forward and place it end to end. There will now be two unmatched ends, one of each domino. Choose one number and ask another child to place his/hers accordingly. Continue matching the dominoes until you have used them all up, or as many as possible.

Set up a carom board in the class and let the children play a simplified version of the game. For instance, they could take turns to try and push the disc into a hole, rather than making teams and flicking the set number of discs. Whoever gets the disc in the hole, or closest to the hole is the winner.

Lesson 36 The party

Discussion points

If you know of a child who has recently celebrated a birthday, ask him/her or any guests from the class, to describe the party. Ask if the children had fun.

Talk about the type of food served at birthday parties—drinks, crisps, sandwiches, cake, and pizza. Also talk about the different types of decorations—balloons, streamers, birthday cards, candles, and maybe lights.

Ask the children if they have ever been to a fancy-dress party and if so, what they were dressed as.

Discuss the photograph in the corner of the page.

Ask the children to look at the picture in the book. Point out the birthday cake—ask the children to count the candles and to tell you how old the birthday child is. Count the balloons. Ask the children to guess what might be in the unwrapped present being exchanged in the picture.

Ask the children what they would like for their birthday, and ask them to draw it in the picture.

At the bottom of the page, there are four pictures showing children reading, eating, drinking, and clapping. Ask the class to make a cross below the picture that shows something you do not do at a party—presumably reading! Talk about what else we do not do at parties, like sleeping or fighting.

Things to do

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

Lesson 37 Flags

Discussion points

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

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

Show the children the flags in the book—one is on top of the yacht and the other is a streamer of flags like the ones available for Pakistan Day.

Tell the children that each country has its own flag. It is like a special mark or drawing of a particular country. Tell them about the respect given to the national flags. Show them a few flags from different countries; though many children will not really understand the concept, they will enjoy looking at the different designs and colours.

Hold up a flag of Pakistan for the children to see. Point out the crescent and star, the green background, and the white stripe. They need not be told the symbolism at this stage.

Ask the children to colour the flag in their books accordingly.

Things to do

Make a Pakistani flag. You could use a picture like the one in the book and ask the children to colour it in, or give them a plain, rectangular piece of paper, and ask them to mark the stripe, draw the crescent and star and colour it in. Staple the flag around a straw. (Keep straws at hand!)

Lesson 1 Me

Duration: 1 period (40 minutes)

Resources: textbook, glue, pictures of the children

Objectives:

- To understand the concept of self as an individual
- To differentiate between ages, physical features, names, etc.

Introduction: 5 minutes

Introduce yourself and then ask the children to introduce themselves with their names and ages.

Explanation: 30 minutes

Using the textbook as a guide, discuss the pictures of the girl and boy. Ask the children to give them names and ages. Discuss what they are wearing and what the girls and boys in the class are wearing. Separate the children into groups according to age, then gender.

Play a game in which you describe how a child in the class looks or what he/she is wearing and then ask the children to guess who it is.

The children should glue their photographs on the work page, colour the pictures and write in their names. Reinforce the lesson with Worksheet 1 on *Me*.

Conclusion: 5 minutes

Wrap up by singing a song like this one. The children should sit in a circle, facing each other, and count on their fingers with the words. On the last line, they should shake hands with the children on either side of them and then show all fingers on both hands at 'that's 10!'

1, 2, 3 You Are Friends with Me

1, 2, 3, you are friends with me.

4, 5, 6, we make a perfect mix.

7, 8, 9, we have fun all the time.

Shake my hand, shake my hand and that's 10!

Lesson 2 My family

Duration: 1 period (40 minutes)

Resources: textbook, paper (A4 sheets), crayons, felt-tipped pens

Objectives:

- To understand family relationships such as parents, brother/sister, son/daughter

Introduction: 5 minutes

Introduce the concept of a family by showing students the picture in the textbook and relating it to their own families. Ask them to point out the parents and the sons and daughters in the picture.

Explanation: 30 minutes

Talk about the family unit as made up of mother, father and children. Some of the children may have extended families living with them. You can talk about grandparents and that they are the parents of the children's parents, uncles, and aunts.

Discuss surnames of the children and how they link them to their parents. Each child can tell the class how many siblings he/she has. If possible, the teacher should send a note home to the parents to ask them to help their children put together a small poster or a collage of family pictures for them to share with the class. Each child would then get to stand up before the class and talk about his/her poster. The children can complete Worksheet 2.

Conclusion: 5 minutes

Give the children a sheet of paper each and ask them to draw and colour their family—parents and siblings. Write each child's name on his/her paper with the date.

Lesson 3 My body

Duration: 1 period (40 minutes)

Resources: textbook, crayons, a mirror (a fair-sized one, to be held up)

Objectives:

- To encourage self-awareness
- To learn the names and uses of different parts of the body

Introduction: 5 minutes

Ask a child to come up to the front and see him/herself in the mirror and then describe what he/she sees. Now ask the other children to describe him/her: 'What colour is her hair? How many eyes does he have? What colour are they?' etc.

Explanation: 30 minutes

Introduce the children to the various parts of their bodies by pointing them out: eyes, ears, mouth, hands, feet, knees, shoulders, etc.

Next, ask the children to draw pictures of themselves. Ask them about the picture they are drawing/ have drawn and help them to label it accordingly (eyes, nose, etc.). Tell them to write their names on their drawings (with your help).

Wind up by helping the children with Worksheet 3.

There are several songs that the class can sing to reinforce the concept of body parts. Point to the relevant body parts as you sing the songs. (*Heads and shoulders...* given on page 2, Teaching Guide.)

Conclusion: 5 minutes

Recap the main points by singing this song with the class.

Me

I have ten little fingers and ten little toes (hold up ten fingers)

Two little arms and one little nose (raise arms and then point to nose)

One little mouth and two little ears (point to mouth and ears)

Two little eyes for smiles and tears (everyone smile)

One little head and two little feet (shake head and feet)

One little chin; that's ME, complete! (hold up arms)

Lesson 4 My clothes

Duration: 2 periods (40 minutes x 2)

Resources: textbook, crayons, different items of clothing, large sheets of card paper, markers

Objectives:

- To learn the names of different items of clothing
- To differentiate between clothes worn during different seasons, occasions, etc.

Introduction: 5 minutes

Point out the different items of clothing the children are wearing. Comment on the colour or the design. Describe what you are wearing too.

Explanation: 30 minutes

Show the class the different items of clothing you have brought. Ask them questions about when it is appropriate to wear them, such as a formal dress for a party, a jacket in the winter, shorts in the summer, etc.

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

In the second period, do a brief recap on 'Clothes'. Then do both tasks on Worksheet 4, My clothes, on which they can draw their favourite outfits.

If there is time, you can do the following activity: On a large sheet of card paper, trace a child's outline. The children then colour in the face, eyes, nose, ears, hair, etc. whatever they are able to do on their own. Cut out the outline and make another similar one. Staple the two together and stuff with newspaper to make a puppet. Then dress the life-size cutout in the clothes you have brought.

Conclusion: 5 minutes

To make sure they understand the concept, ask the children questions about the clothes discussed and when they may be worn.

Lesson 5 My toys

Duration: 1 period (40 minutes)

Resources: textbook, crayons, favourite toys that the children have brought along

Objectives:

- To learn about different kinds of toys

Introduction: 5 minutes

Point out the different toys the children have brought with them. Comment on their colour, shape, function and design. Talk about the toys—are they stuffed toys or special characters? Do they have names? Or are they mechanical toys like train engines, aeroplanes, cars?

Explanation: 30 minutes

Ask the children about the toys they have brought to show to the class. Ask about special features of each student's toy and why it is a favourite.

Talk about the different toys shown in the textbook. Ask how many of the children like to play with planes, balls, trains, dolls, etc. Separate the toys into different categories. Then you can take a toy from each group and discuss its different varieties, such as different kinds of balls and what sport they are used for.

Ask the children to colour the pictures and fill out Worksheet 5. Alternatively, pick a toy which most children like, such as a balloon. Make another worksheet, writing the first letter of the toy's name, in this case 'B', and a picture of a balloon, which the children can trace and colour.

Activities to reinforce Unit 1:

You may require parents' help on these projects.

Me Cube

Materials needed: cube-shaped boxes, pictures, glue, crayons

Give each child a cube-shaped cardboard box (approximately the size used for mugs). Each child will construct a cube that displays specific information about him/her on each of the six sides of the cube. Wrap the box in plain or decorated paper, then glue pictures on each side as follows:

1. This is me. (current photo of child—label with name)
2. This is me when I was a baby (photo or drawing if no photo available)
3. My family (photo or drawing if no photo available)
4. I am ____ years old. My eyes are: ____; I am ____ centimetres tall; I weigh ____ kg.
5. My favourite colour : _____, food : _____, toy _____.
6. This is my _____ (free choice of topic for this statement)

Me Dolls

Materials needed: 8 x 10 Poster boards (one per child)

On the 8 x 10 poster boards, trace the outline of a gingerbread man. Send it home with a note asking the parents to decorate the doll to make it look like the child. They can use anything they like. Some suggestions are rice, noodles, ribbon, sprinkles, buttons, crayons, markers, glitter, cereal, or anything in the kitchen. Ask the parent to work with the child to decorate the 'Me doll' and send it back to school with the child. Set aside a few minutes each day for a child to tell the class how they made the doll and with whom.

Stick Puppets

Materials: Tongue depressors or ice lolly sticks, glue, crayons, markers, yarn

Have the children decorate the tongue depressors, each one representing a family member. They can cut out paper clothes, etc. and dress up the puppets.

Lesson 6 Growing

Duration: 2 periods (40 minutes x 2)

Resources: textbook, glue, baby pictures, coloured card paper

Objectives:

- To understand that all living things grow
- To learn that there are different stages of growth

Introduction: 5 minutes

Ask the children beforehand to bring in pictures of themselves as babies. Show the pictures around and ask if the children know why they do not look like how they are in the pictures any more.

Explanation: 25 minutes

Explain the concept of growing. Start by showing pictures of animal babies and adults to the class. Ask them to name them and use the proper terms for the animal babies, such as puppy/dog, kitten/cat, calf/cow, chick/hen, duckling/duck, etc.

Show the class a seed, which you can then plant in a pot together. Tell them that the seed needs soil, sunlight, water and fresh air to grow into a strong, healthy plant. Draw pictures of the different stages of plant growth on the classboard. Then tell them that all living things grow in the same way. Ask them about what humans and animals need to grow: healthy food, water, exercise, sunlight, sleep, etc.

Conclusion: 10 minutes

Give each child a 4x6 piece of coloured card paper. Ask them to glue their baby picture on to it and draw a frame around it and write their names under their pictures.

Second period

Explanation: 25 minutes

Begin with recap about growing.

Discuss the pictures in the textbook. Explain the different stages of growth according to the pictures: baby, girl, woman; egg, chick, hen; seed, sapling, tree. Talk about the pictures the children have drawn. Then complete Worksheet 6, Growing.

Conclusion: 15 minutes

1. Play the growing plant game suggested in the Teaching Guide.
2. Play the animal baby game. Make paper-plate masks (one per child) to depict baby animals, e.g. puppies, kittens, rabbits, chicks, ducklings, lion cubs, lambs, etc. Let each child wear a mask and act out the animal part with sounds.

Lesson 7 Healthy food

Duration: 2 periods (40 minutes x 2)

Resources: textbook, samples of artificial and real foods

Objectives:

- To understand that it is important to eat lots of fruits and vegetables to be strong and healthy
- To introduce the four basic food groups

Introduction: 5 minutes

Begin by showing the different food items you have brought to class and ask students to identify each one. Ask them if they eat it, if they like it, why it is important to eat it. Explain that food nourishes our body and makes it strong, and that without it, we would fall ill.

Explanation: 30 minutes

Start with fruits and vegetables. Ask students to name some of the fruits and vegetables that they like to eat. Show them the examples you have in class.

Then introduce the dairy group. Tell them that milk, cheese, butter and yoghurt are part of the dairy group and they make our bones and teeth strong. Explain that eggs are part of the protein group which also includes meat. Eggs are laid by hens. Show them pictures of the different kinds of meat we eat and where it comes from.

Talk about the grains' group. Show them real grains or pictures of rice, lentils, wheat, etc. Show them flour and tell them it is used to make bread, as well as cakes and cookies. You can talk about the different kinds of desserts and sweets but also explain that it is not good for children to eat too much of these as they can cause cavities in our teeth, and also make us fat and unhealthy.

Conclusion: 5 minutes

As you go through the food groups, point to the pictures in the book and ask the children to name what they see in the pictures.

Second period

Begin with a quick recap of the previous period, Today, talk about healthy and junk food. What are the healthy foods? Eggs, meat, milk, fresh fruit and vegetable. Junk food is made up of packaged snacks, fried foods, fizzy drinks, too many sweets and cakes, fast food, etc. Help the class to complete Worksheet 7, Healthy food.

Conclusion: 5 minutes

Involve the children in making up a display, either with pictures or with the real food items. Set cards with the names of the food groups on a table where they can help you sort out which item goes where.

Alternatively, cut out a large, round piece of cardboard and paint it red. Now cut out small shapes of different coloured paper, like red circles for tomatoes, brown triangles for mushrooms, purple strips for onions, orange circles for chicken, etc. and let the children create their own pizza.

Lesson 8 Vegetables

Duration: 1 period (40 minutes)

Resources: textbook, artificial and real vegetables

Objectives:

- To learn the names of different kinds of vegetables and the benefits of eating them

Introduction: 5 minutes

Show the children the various real or artificial vegetables you have brought to class. See how many they can name.

Explanation: 25 minutes

Point to the different pictures in the textbook and ask the names of the vegetables; then ask the children if they can tell the class where these grow. For example, potatoes and onions grow under the ground; eggplants grow on a plant; etc. Introduce the names of the most common vegetables along with the pictures, for example: potatoes, onions, cauliflower, cabbage, carrots, peas, eggplant, okra (ladyfinger), beetroot, cucumber, spinach, etc.

Let them colour the vegetables in the book. Tell them that a person who sells vegetables is called a greengrocer. Ask them to name some of their favourite foods and see if they can pick out the vegetables used to make them.

Help the children complete Worksheet 8.

Conclusion: 10 minutes

Shell some peas together and let the children eat them raw. You could pass around some cucumber and carrot sticks for them to taste too. (Please make sure that all vegetables are thoroughly washed before being eaten.)

Lesson 9 Fruit

Duration: 1 period (40 minutes)

Resources: textbook, artificial and real fruit

Objectives:

- To learn the names of different kinds of fruits and the benefits of eating them

Introduction: 5 minutes

Show the children the various fruits you have brought to class. See how many they can name. Ask them to name their favourites. Pass the fruits around so the children can get a closer look.

Explanation: 30 minutes

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

Explain that it is good to eat fruit; it makes us healthy and strong. But warn them that overeating fruit can also give them an upset stomach!

Follow up by doing the activity in the book. Colour and trace the fruit. Then count how many there are of each.

Help the children complete Worksheet 9.

Conclusion: 5 minutes

Play a guessing game with the fruits you have. Blindfold each child one by one and let them hold/touch a fruit and guess what it is.

Activity: If possible, wash and chop up a few fruits and mix them in a bowl for instant fruit salad for the class. Use bananas, grapes and apples with some sugar and orange juice.

Note: The fruits and vegetables lessons can be enhanced with a field trip to the vegetable and fruit market or to a grocery store.

Lesson 10 Meals

Duration: 1 period (40 minutes)

Resources: textbook, paper cups and ice cream sticks (one per child), and two or three packets of jelly

Objectives:

- To explain what meals are, when they are eaten and what we generally eat at different times of the day

Introduction: 5 minutes

Give the children paper cups with a tablespoon of jelly powder in each and an ice cream stick. Pour warm water in each cup and let them stir it until the crystals have dissolved. Leave the jelly to set while you ask the children what they had for breakfast today and for lunch and dinner the previous day.

Explanation: 25 minutes

Explain that breakfast is the meal we eat in the morning after we wake up; we eat lunch in the afternoon after going home from school; and we eat dinner at night before going to bed.

Go through the pictures in the book. Breakfast picture shows milk, toast, jam, honey, butter, egg and a cup of tea. The lunch picture shows kebabs, salad and curry. The dinner picture shows roast chicken, salad, chapattis and jelly. Ask the children to draw two other food items in the picture of each meal. Discuss what they like to eat and what their favourite meal is and why.

Explain that it is important to eat proper meals and not eat too many sweet snacks in between. Then look at the pictures given in the boxes. As you go through each item, link it to the food groups taught in Lesson 7; ask them when they might eat these foods, and at what time of the day. Then let them complete the activity individually, in which they write at which meal they might eat each food item.

Conclusion: 10 minutes

Help the children to complete Worksheet 10. Let each child enjoy his/her cup of jelly.

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

Who Took the Cookies?

Who took the cookies from the cookie jar?

Who, me? Yes, you!

Couldn't be! Then who?

(child's name) took the cookies from the cookie jar.

Who, me? Yes, you!

Couldn't be! Then who?

Note: Continue for as many children as you want

Patty Cake

Pat a cake, pat a cake, baker's man,

Bake me a cake as fast as you can.

Roll it, pat it, mark it with a (first letter of child's name)

And put it in the oven for (child's name) and me.

Lesson 11 Houses

Duration: 2 periods (40 minutes x 2)

Resources: textbook, pictures of different types of houses

Objectives:

- To introduce the different kinds of houses that people live in

Introduction: 5 minutes

Tell the children that all humans, animals, and birds have a home, a place where they live. There are many different kinds of houses that people may live in. Some live in houses with gardens, others may live in apartment buildings. Let them talk a little about their own homes.

Explanation: 30 minutes

Using the pictures in the book, talk about the different kinds of houses. Start off with the house with a garden. Explain that the garden is there so that children can play, older people can grow plants, or simply enjoy the weather. Ask for a show of hands to see how many children live in such a house. Ask them about their gardens, or the garden with/near their flats.

Move on to an apartment, where many different families live in the same building but in individual homes on many floors. Tell them that apartments are mostly found in cities because there is a shortage of space and too many people. But apartments are easy to manage and safe to live in. Again, ask for a show of hands to see how many children live in apartments, and which floor they live on, if they know.

Conclusion: 5 minutes

Give the children a sheet of paper each to draw their own house on it and then colour the picture.

Second period

Explanation: 30 minutes

Begin with a quick recap about the last period: talk about houses and apartment blocks. Then tell the children that in the countryside, many people live in simple single-storey houses surrounded by large areas of land. Ask if any of them have ever been to a village and seen village homes.

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

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

Conclusion: 10 minutes

Wind up by talking about different kinds of houses people live in. Help students complete Worksheet 11.

Lesson 12 At home

Duration: 1 period (40 minutes)

Resources: textbook; if possible some pictures of actual rooms and objects

Objectives:

- To introduce the different rooms in a house and know what they are used for

Introduction: 5 minutes

While there are many different kinds of houses that people live in, the place we live in is called our home. Our home is made of several different rooms and each has a special purpose. Talk about the different rooms—drawing room, TV lounge, dining room, etc.

Explanation: 30 minutes

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

Point to the picture of the bathroom: ask them what they do in the bathroom, such as take a bath, use the toilet, wash their hands, brush their teeth, etc. Name the things in the picture, such as the towel, toothbrushes and toothpaste, the shower and bucket, the mirror, and the sink. What other things can we find in the bathroom? Bath tub, soap, shampoo, talcum powder, etc.

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

The kitchen is used to cook food and wash dishes. Point out the various items and their uses, for example: a stove for cooking, a toaster, a fridge for keeping food items cool and fresh, a sink to wash dishes in, cabinets to put dishes away in, pots and pans, etc. Wind up by helping students to complete Worksheet 12.

Conclusion: 5 minutes

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

Lesson 13 Things

Duration: 1 period (40 minutes)

Resources: textbook; if possible some actual objects or their pictures, such as a bag, computer, cell phone, note book, etc. Add pictures of cars and motorcycles.

Objectives:

- To teach the purpose and utility of various common objects

Introduction: 5 minutes

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

Explanation: 30 minutes

Show the children several different things and ask them what they are used for. Use the things brought as samples or things around you in class, such as a pencil, shoelaces, chalk, a chair, etc.

Point to the pictures in the book and ask the children to name them and also what they might be used for: a cup and saucer, a bag, a clock, a torch, scissors, glasses, a fork, a radio, and a dustbin. Explain that there may be other things which also serve the same purpose; for example, a knife can also be used for cutting, a wristwatch to tell time, mugs for drinking, a light bulb for giving light, a fan for keeping cool, etc.

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

Work through Worksheet 13 with the students.

Conclusion: 5 minutes

Ask them to colour in the pictures. If there is time, play a guessing game by hiding an object under a cloth. Let the children feel its shape and give some clues to them regarding its purpose. Repeat with different objects for other children.

Things to Do:

If you have a doll's house available, it would be good to tie up the lesson on Homes by letting the children play with it. Let them discuss the rooms and their furnishings, and what they might be used for. Let them decide what objects too should go into each room.

Lesson 14 Time

Duration: 2 periods (40 minutes x 2)

Resources: textbook, a clock, some pictures of day and night scenes showing matching activities of people and animals

Objectives:

- To learn the concept of time in terms of when things are done
- Clarify the concept of day and night

Introduction: 5 minutes

Point to the clock in the classroom and ask the children what they think it is used for. They will probably know that it is for telling time. Ask them if they know what the numbers mean, and what time it is right now. Then ask them whether it is day or night. List a few things that we do during the day and a few that we do at night.

Explanation: 30 minutes

Start by asking the children when they wake up in the morning and what they do. They wash up, get dressed for school, and have breakfast. Explain that it is 7 o'clock in the morning in the clock shown in the book. Point it out on the clock in the classroom (if one is available) and also in the picture in the book. Ask the students when they get up in the morning; if they cannot answer, suggest some timing such as 7 o'clock, 7:30, etc.

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

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

Conclusion: 5 minutes

Recap the lesson; repeat key words: morning, afternoon, evening, night.

Second period

Begin with a recap of the previous period. Ask the students to look out of the class window—is it day or night? Is it morning or evening? When do they come to school? When is it time for recess? When do we go home? As they answer, draw clocks on the board, showing the appropriate time. Let the children complete Worksheet 14 where they can draw in the hands on the clock. Alternatively, give them a sheet of paper each and ask them to draw a day or night scene—it can be according to the child's imagination and ability.

A song that can be taught to go with the concept of time is given overleaf.

Here We Go Round the Mulberry Bush

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

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

*This is the way we brush our teeth,
Brush our teeth, brush our teeth,*

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

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

Lesson **15** My holiday

Duration: 1 period (40 minutes)

Resources: textbook, crayons

Objectives:

- Holidays are time we can use to relax, have fun with our friends and family, go on a trip, etc.

Introduction: 5 minutes

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

Explanation: 30 minutes

Begin by explaining that holidays are a time when we can just relax and not have to go to school or to work. We can spend time with our friends or with our family. We can sleep late. We can go out to eat or to the cinema. We can go on a special outing, like to the beach for a day, or go on a trip to another city or country for a longer time.

Talk about what you (the teacher) do on your holidays, and then ask different children about their experiences. Some questions you can ask are:

- What do you do on the weekends?
- What do you like the best about holidays?
- How did you spend your last summer/winter holidays?
- Where do you like to go for a picnic?

Ask the class if they think that holidays are important and why. Explain that everyone needs time off to rest and do things other than work.

Talk the class through the illustrations in the book. The boy is sleeping late because he does not have to get up early for school. He goes to the beach to play in the sand and water. He watches television or his favourite movie instead of doing homework. He eats a meal slowly instead of rushing. Help the children complete the first part of Worksheet 15.

Conclusion: 5 minutes

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

Lesson 16 At school

Duration: 1 period (40 minutes)

Resources: textbook; if possible some pictures of different schools/classrooms

Objectives:

- To understand what school is for—a place to learn and to make friends
- To recognize the basic structure of a school

Introduction: 5 minutes

Ask the children if they know the name of their school. Tell them the name and ask them to repeat it after you. Then talk about the basic spaces in a school: the classroom, the office, the library, the lab, the playground.

Explanation: 30 minutes

Look at the picture of a school in the book. Ask the children to point out the classroom and the library. Tell them that the third room is a laboratory or lab where science experiments are done or a computer lab where students can use the computers.

Talk about the different things children do in school: they learn to read, to count, to write. They also get to play with their friends. Look at the activities shown in the picture and ask the children to name the different things shown there. Ask them to name their favourite activity in school.

Point to the corner where there is a P.E./P.T. class going on. Ask the class what is going on and what kind of exercises they do in the playground. Then talk about other activities, like field trips, taking care of pets, etc.

Read the labels for the pictures in the activity. Let the children discuss what is going on in the pictures before they tick the activities that are done in school and cross out those that are not. Talk about what they do and should do in school and what they should not do in school.

Help the children with Worksheet 16.

Conclusion: 5 minutes

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

Lesson 17 In class

Duration: 1 period (40 minutes)

Resources: textbook, some objects used in class

Objectives:

- To learn the names of common everyday objects used in school (duster/board eraser, teacher's table and chair, children's tables and chairs, charts, pictures, display boards, etc.)

Introduction: 5 minutes

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

Explanation: 25 minutes

Play a game of 'I Spy' using objects around the class. Then look at the pictures in the book and ask the children to name them. As you say the name of each object, ask the children to shout out 'yes' if it is found in the classroom or 'no' if it is not, then cross out the ones that do not belong in the classroom. Ask the children what the objects found in the classroom are used for.

Draw on the board some more objects (other than those in the book) both in and not in class. Ask the students to name each one; if they cannot then tell them the names and also their use.

Conclusion: 5 minutes

Recap the points covered in the lesson by asking students what else they would like to have in their classroom.

Do Worksheet 17 with them.

Lesson 18 Shapes

Duration: 1 period (40 minutes)

Resources: textbook, cardboard or plastic cutouts of basic shapes

Objectives:

- To recognize different shapes and learn their names

Introduction: 10 minutes

Draw a square, circle, triangle, rectangle, diamond, oval, star and pentagon on the board. Write the names clearly under each shape. Show the children the cutout shapes. If not available, then use the pictures in the book. Ask them to name the shapes and the colours.

Explanation: 20 minutes

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

Tell the children to find the different shapes in the picture and fill them in different colours. Do the Worksheet 18 tasks with the class.

Conclusion: 10 minutes

Give the children cut out shapes and let them make pictures and patterns with them. Give the children a medium-sized shape each cut out of white card paper. Ask them to paint their shape and label it. Make a pretty display by hanging up the coloured shapes in the windows.

Lesson 19 Colours

Duration: 1 period (40 minutes)

Resources: textbook, crayons, various objects of different colours

Objectives:

- Reinforce colour recognition
- To teach the names of basic colours

Introduction: 5 minutes

Go around the classroom pointing at various things and ask the children to name the colours. Then, using the book, point to each object and ask them the colour.

Explanation: 30 minutes

Set up a mini scavenger hunt—put colour labels on four or five tables and ask the children to find matching things in the classroom that can be put on each table.

Prepare a rainbow on a large sheet of card paper. Show this to the children and ask them if they have ever seen a real rainbow. Tell them how it is formed when the Sun comes out after it has rained. It is made up of seven colours—red, orange, yellow, blue, green, indigo and violet. Teach them the words of the Colours song.

Introduce the concept of light and dark colours by picking up two objects in different shades of the same colour. First tell them yourself, and then let them answer as you hold up two different shades of the same colour.

Help the children to complete Worksheet 19.

Activity: Give the children paper plates which you have already shaped into a rainbow by cutting each plate in half and then cutting another semi-circle from the centre to make an arch. Let them paint stripes of different colours. Punch a hole at the top and loop with some thread to hang.

Conclusion: 5 minutes

Go through the pictures at the bottom of the page. Ask the children to name them and what colours they think they are. Let them colour in the pictures.

Sing a Rainbow

*Red and yellow, pink and green,
Orange and purple, and blue,
I can sing a rainbow,
Sing a rainbow,
Sing a rainbow too.*

*Red and yellow, pink and green,
Orange and purple, and blue,
I can see a rainbow,
See a rainbow,
See a rainbow too.*

Lesson 20 Numbers

Duration: 2 periods (40 minutes x 2)

Resources: textbook, various objects for numbers/counting

Objectives:

- To learn number concepts from 1 to 5

Introduction: 5 minutes

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

Explanation: 25 minutes

Have worksheets prepared for the children to work through so that you can see which child is clear on the concept and which one is not.

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

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

Conclusion: 10 minutes

Prepare 5 or 6 worksheets, each showing two sets of objects. One set should have five or six items while the other has two or three. Divide the class into groups of three and give them a worksheet each. Ask them to circle the set with more objects.

Second period

Introduction: 5 minutes

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

Explanation: 25 minutes

Hold up your hand and count the fingers, 1 to 5. Ask the children to do the same, and repeat.

More and less: Introduce the concept by placing groups of more and few objects on the table. Point out which group has more objects and which one has few. Show them the worksheets done in the previous lesson.

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

Conclusion: 10 minutes

Help the class to complete Worksheet 20. Sing some of the number songs to reinforce the concepts.

There are many songs and nursery rhymes that reinforce the concept of numbers. Here are the lyrics to a few well-known ones.

Speckled Frogs

*Five little speckled frogs, sitting on a speckled log
Eating some most delicious bugs. (yum, yum)
One jumped into the pool
Where it was nice and cool,
Then there were four little speckled frogs.*

continue until there are no more frogs

Ten Little Indians

*One little, two little, three little Indians
Four little, five little, six little Indians
Seven little, eight little, nine little Indians
Ten little Indian boys.*

*Ten little, nine little, eight little Indians
Seven little, six little, five little Indians
Four little, three little, two little Indians
One little Indian boy.*

Five Little Monkeys

*Five little monkeys jumping on the bed,
One fell off and bumped his head.
Mama called the Doctor and the Doctor said,
'No more monkeys jumping on the bed!'*

*Four little monkeys jumping on the bed,
One fell off and bumped her head.
Papa called the Doctor and the Doctor said,
'No more monkeys jumping on the bed!'*

*Three little monkeys jumping on the bed,
One fell off and bumped his head.
Mama called the Doctor and the Doctor said,
'No more monkeys jumping on the bed!'*

*Two little monkeys jumping on the bed,
One fell off and bumped her head.
Papa called the Doctor and the Doctor said,
'No more monkeys jumping on the bed!'*

*One little monkey jumping on the bed,
He fell off and bumped his head.
Mama called the Doctor and the Doctor said,
'Put those monkeys straight to bed!'*

Lesson 21 Patterns

Duration: 1 period (40 minutes)

Resources: textbook, card paper, glue, beads, beans, pasta shapes, pebbles, leaves, glitter, coloured sand

Objectives:

- To learn the concept of patterns

Introduction: 5 minutes

Bring a few different swatches of material to show the children basic patterns like stripes, spots, checks, swirls and florals. Label and paste them on an easel or board.

Explanation: 25 minutes

Ask the children to look for patterns in objects in the classroom. Show them pictures of animals and point out the patterns on their coats such as tiger's stripes, leopard's spots, zebra stripes, butterfly's wings, etc.

Give each child a piece of card paper. Help them draw a pattern. Checks and stripes are the easiest. They can also follow the suggestions at the end of the lesson. Ask them to apply glue on their pattern, one stripe or check at a time, and fill it with one of the materials you have on hand, such as the beads, beans, pasta shapes, pebbles, leaves, glitter or coloured sand. Let the card dry and shake off the excess.

Conclusion: 10 minutes

Let them complete the patterns Worksheet 21 and make their own pattern in the box.

Lesson 22 Leaves

Duration: 1 period (40 minutes)

Resources: textbook, card paper, glue, paint, different kinds of leaves that the children have brought in from home

Objectives:

- To observe the patterns in leaves and plants

Introduction: 5 minutes

Make sure you have a variety of different leaves with you beforehand. Describe each leaf as you show it to the class. Say whether it is round, long, spiky or smooth. Pass the different leaves around so that each child can get a close look at them.

Explanation: 25 minutes

Ask the children to match the leaves they have seen to the ones in their book. Bring in some ferns so that the children can see that they are actually many tiny leaves on one stem.

Encourage the children to use a variety of words to describe the leaves such as furry, rough, smooth,

prickly, light green, dark green, flat, tiny, big, etc. Point out the veins and stems.

Work with the children on Worksheet 22 and fill in the answers as well as help them draw the pictures.

Conclusion: 10 minutes

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

Lesson 23 Flowers

Duration: 1 period (40 minutes)

Resources: textbook, paper plates, glue, paint, different kinds of flowers (real and artificial)

Objectives:

- To learn about different kinds of flowers
- To learn that leaves and flowers are parts of a plant

Introduction: 5 minutes

Show the children the flowers you have brought in and show them pictures of the more common varieties of flowers that you do not have. Tell them their names. Daisy, carnation, rose, dahlia, gardenia, gerbera, sunflower, bougainvillea, hibiscus, pansy, etc. Draw attention to the patterns and colours of the petals.

Explanation: 25 minutes

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

Give each child a paper plate and cut out petal shapes from around the edge. Leave a circle in the centre. Ask the children to paint the petals and glue bits of yellow, orange or brown paper, beads or actual seeds in the center.

Help the children do the Worksheet 23 questions and colour in the picture in the book.

Conclusion: 10 minutes

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

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

If possible, arrange this lesson with a field trip to a flower show or even to a florist.

Lesson 24 Small animals

Duration: 1 period (40 minutes)

Resources: textbook, pictures of insects and small animals

Objectives:

- To learn about small animals and insects

Introduction: 5 minutes

Ask the children what they know about animals. Ask them if they can name some small animals or insects—frog, mouse, butterfly, ant, etc.

Explanation: 25 minutes

Look at the illustrations in the book. Ask the children to name them and tell them the correct word for each: butterfly, fly, worm, snake, ant, snail, and caterpillar.

Discuss what each animal looks like and its size. Then ask the children to count the number of legs each has and write the number in the boxes.

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

Go through Worksheet 24 with the class.

Conclusion: 10 minutes

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

Lesson 25 Big animals

Duration: 1 period (40 minutes)

Resources: textbook, card paper, glue, paint; posters or pictures of some animals

Objectives:

- To learn about big animals

Introduction: 5 minutes

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

Explanation: 25 minutes

Show students the pictures on the textbook page. Ask them to name the animals they see. Point out significant aspects of the animals as you go through them: the giraffe's long neck, the tiger's and zebra's stripes, the lion's mane, the deer's antlers, etc.

Ask the children to name more big animals that are not pictured. Have pictures of elephants, camels, rhinos, whales, pandas, polar bears, gorillas, etc. Talk about the animals' diets and habitats.

You could also mention dinosaurs as children are fascinated by them but explain that all the dinosaurs died a long time ago.

Help the children work through Worksheet 25.

Conclusion: 10 minutes

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

Lesson 26 Animal babies

Duration: 1 period (40 minutes)

Note: if required, this lesson may be taught over two periods.

Resources: textbook, baby chicks, rabbits, kittens or puppies, if possible; posters or pictures of animal babies

Objectives:

- To learn the names of animal babies

Introduction: 5 minutes

Ask the children if they have any pets at home and if any of these are baby animals. Say that animal babies will grow into adult animals just as the children will grow into adults.

Explanation: 25 minutes

Although it would be ideal to have some real live animal babies to show the class, it may not always be possible. If you can arrange for them, ask the children questions about where they might live, what they might eat, etc.

Show the children the pictures in the book and ask them to pair the baby with its mother. Ask them to draw lines to connect them as you work through the page. Ask if they know the name of the baby. Say each animal's name out loud.

The pairs are:

Cat/kitten

Hen/chick

Duck/duckling

Cow/calf

Dog/puppy

Monkey/baby monkey

Help the children to complete Worksheet 26.

Show pictures of other animals and their babies to the children. Let them guess at the names. Tell them the correct ones as you go along. Alternatively, play a guessing game in which the children have to ask you questions and then guess what you are thinking of, for example: 'Are you big?', 'Do you have four legs?', 'Do you drink milk?', etc.

Conclusion: 10 minutes

Read a story such as *Goldilocks and the Three Bears* or give them a page with a picture of a farm and some baby animals to colour in. Teach them the following song about barnyard animals.

Over in the Barnyard

Sung to the tune of 'Down by the Station'

*Over in the barnyard
Early in the morning,
See the yellow chicks
Pecking at the ground.
See the busy farmer
Giving them breakfast.
Cheep, cheep, cheep, cheep,
That's their sound.*

*Over in the barnyard
Early in the morning,
See the brown puppies
Rolling on the ground.
See the busy farmer
Giving them breakfast.
Arf, arf, arf, arf,
That's their sound.*

*Over in the barnyard
Early in the morning,
See the soft white lambs
Standing on the ground.
See the busy farmer
Giving them breakfast.
Bah, bah, bah, bah,
That's their sound.*

*Over in the barnyard
Early in the morning,
See the spotted bunnies
Hopping on the ground.
See the busy farmer
Giving them breakfast.
Click, click, click, click,
That's their sound.*

Lesson 27 Birds

Duration: 1 period (40 minutes)

Resources: textbook, pictures of different birds, string, cereal

Objectives:

- Learn the names of different kinds of birds and their habitats

Introduction: 5 minutes

Show the class pictures of different kinds of birds from crow and peacock to pelicans and toucans. Ask them to name the ones they can. Ask them to make, if they can, the sounds the birds make.

Explanation: 25 minutes

Hold up pictures of the different birds shown in the book. Ask the children to match the picture to the one in the book. The birds pictured are: eagle, pelican, parrot, crow, duck, dove, pigeon, hen, peacock and sparrow. Tell them a little about each bird as you go along. Let the children find the birds in the boxes at the bottom of the page.

Tell them about the different birds that people keep as pets, including various parrots, budgerigars, canaries, geese, ducks and hens, etc. Ask them about the bigger birds they may have seen at the zoo such as ostrich, emu, flamingo and peacock.

Work through the questions of Worksheet 27 with the class.

Conclusion: 10 minutes

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

Alternatively, help them make little birdfeeders by stringing some cereal like Cheerios or popcorn on a string and hanging it off a branch.

This is the Way We...

(Sung to the tune of 'Here we go round the Mulberry Bush')

This is the way we scratch for worms, scratch for worms, scratch for worms.

This is the way we scratch for worms so early in the morning.

This is the way we peck our food, peck our food, peck our food.

This is the way we peck our food so early in the morning.

This is the way we sit on our eggs, sit on our eggs, sit on our eggs.

This is the way we sit on our eggs so early in the morning.

This is the way we flap our wings, flap our wings, flap our wings.

This is the way we flap our wings so early in the morning.

This is the way we fly away, fly away, fly away.

This is the way we fly away so early in the morning.

Lesson 28 Animal homes

Duration: 1 period (40 minutes)

Resources: textbook, a bird's nest, if possible (or make one, as shown below), pictures of some animal homes, paper for drawing

Objectives:

- To understand that just as we have homes, so do animals
- To know where different animals live

Introduction: 5 minutes

Explain to the children that just like we live in homes, animals, too, live in their own homes. Their homes are a place where they can eat, sleep and grow up safely. Show them a bird's nest and tell them that birds use twigs and grasses to build it.

Explanation: 25 minutes

This topic has been well explained in the Teaching Guide and can be extended through this lesson. Go through the pictures in the book. Tell the children the names of the different homes as you go along. Birds live in nests, spiders live in webs, bees live in beehives, lions live in dens, rabbits live in burrows and squirrels live in the hollows in trees.

Tell them that in the wild, some animals' homes are easy to see while others are hidden from sight to keep them safe from bigger animals that might hurt them. Also some animals live together in big families while others live in homes where it is just the mother and her babies.

Discuss where domestic animals live. Birds live in cages, while dogs may have kennels. On farms, horses live in stables, cows live in barns, hens live in chicken coops, etc.

Conclusion: 10 minutes

Give the children Worksheet 28 to match an animal to its home. Alternatively, let them be creative and draw and colour animal homes on the paper given to them.

Lesson 29 In the water

Duration: 1 period (40 minutes)

Resources: textbook, some pictures of marine life, an aquarium with fish, weeds, etc. if possible

Objectives:

- To learn a bit about life under the sea

Introduction: 5 minutes

Ask the children if they have ever seen a fish. Ask them where fish live. What do they eat? Do we eat fish? Does anyone in class have an aquarium?

Explanation: 25 minutes

Ask the children to identify as many of the sea creatures in the picture as they can—turtle, fish, starfish, crab, seahorse and oyster. Point out that the plants the fish eat are called seaweed.

Talk about the different animals in the picture and their characteristics. Show them pictures of other sea animals such as dolphin, whale, shark, jellyfish and octopus. Generate a discussion about marine life—which of the animals shown do the children like, would they like them as pets, etc.

Ask the children to colour the pictures at the bottom of the page. Do the tasks in Worksheet 29 with the class.

Conclusion: 10 minutes

Make an underwater display. Ask the children to cut out a fish and decorate it. You could have foil, beads, glitter and paint on hand. Use blue cellophane to make the water, stick the fish on it and add some more sea creatures you have ready such as starfish, a seahorse or an octopus. Use crepe paper to make seaweed.

If possible, read out from Dr Seuss's *One Fish Two Fish, Red Fish Blue Fish*.

Activity: Make a paper plate octopus by cutting paper plates in half. Have the children draw eyes on and then glue eight strips of crepe paper for legs. You could hang the octopus by a string in the window.

Many of the children might be familiar with this song. You could show them the song on video or just play it to them on a tape recorder. Encourage them to sing along with you.

*There's a hole
In the middle of the sea
There's a hole, there's a hole
In the middle of the sea.*

*There's a log
In the hole
In the middle of the sea.
There's a log, there's a log
In the hole
In the middle of the sea.*

*There's a bump
On the log
In the hole
In the middle of the sea.
There's a bump, there's a bump
On the log
In the hole
In the middle of the sea.*

*There's a frog
On the bump
On the log
In the hole
In the middle of the sea.
There's a frog, there's a frog
On the bump
On the log
In the hole
In the middle of the sea.*

*There's a fly
On the frog
On the bump
On the log
In the hole
In the middle of the sea.
There's a fly, there's a fly*

*On the frog
On the bump
On the log
In the hole
In the middle of the sea*

*There's a wing
On the fly
On the frog
On the bump
On the log
In the hole
In the middle of the sea.
There's a wing, there's a wing
On the fly
On the frog
On the bump
On the log
In the hole
In the middle of the sea*

*There's a flea
On the wing
On the fly
On the frog
On the bump
On the log
In the hole
In the middle of the sea.*

*There's a flea, there's a flea
On the wing
On the fly
On the frog
On the bump
On the log
In the hole
In the middle of the sea.*

Lesson 30 Doing things

Duration: 1 period (40 minutes)

Resources: textbook, some more pictures of people doing various things including showing expression/emotion

Objectives:

- To recognize actions and doing things

Introduction: 5 minutes

Begin by asking the children what they are doing and what you are doing. They can look out of the window and tell you what someone out there is doing—other children, the gardener, etc. Then refer to the book.

Explanation: 25 minutes

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

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

Show the children some more pictures of people ‘doing’ things and ask them to describe them. Also show pictures of people showing different emotions such as crying, laughing, etc.

Ask them what different members of their family do at work and at home. What do they like to do? Help the children to work through Worksheet 30.

Conclusion: 10 minutes

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

Lesson 31 Jobs

Duration: 1 period (40 minutes)

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

Objectives:

- To learn that there are different kinds of work people do for a living
- To learn that this work is called a job

Introduction: 5 minutes

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

Explanation: 30 minutes

Go through the pictures in the book. Ask the children what each person is doing. Then ask them if they know what that job is called. Describe what is going on in each picture and name the profession, for example: The doctor is weighing a baby. She has a stethoscope around her neck for checking the heartbeat, a thermometer in her pocket for checking temperature and scales to weigh babies.

Show the children other pictures of people working. Talk about more jobs and the work they require, for example, the gardener looks after the garden, the plants, and the lawn. He knows how much water should be given, how plants should be protected, trimmed, etc. when new flowers should be planted.

Also, tell them in simple terms that all jobs are important and need skills. Work through the exercise in Worksheet 31 with the class.

Conclusion: 5 minutes

Go through the items pictured at the end of the lesson. Ask the children who they think might be using these. Talk about yourself as a teacher—ask the children what you use in the classroom. It would be interesting to ask children what they would like to do when they grow up.

Lesson 32 A busy road

Duration: 1 period (40 minutes)

Resources: textbook

Objectives:

- To see what sort of activities are happening on a busy road

Introduction: 5 minutes

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

Explanation: 25 minutes

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

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

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

Help the students work through Worksheet 32.

Conclusion: 10 minutes

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

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

Red light, red light, what do you say?

I say stop, and stop right away.

Yellow light, yellow light, what do you mean?

I mean wait till the lights turn green.

Green light, green light, what do you say?

I say go, and go right away.

Thank you, thank you: red, yellow, green

Now we know what the traffic lights mean.

Lesson **33** In the park

Duration: 1 period (40 minutes)

Resources: textbook, pictures of a park

Objectives:

- To know why parks are built; to identify and name the objects found in a park

Introduction: 5 minutes

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

Explanation: 30 minutes

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

Point out that the park is a place for people of all ages. Let the children find examples in the picture.

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

Guide the class through the Worksheet 33 tasks.

Conclusion: 5 minutes

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

Let them play or ride the swings in the school playground.

Lesson 34 Stories

Duration: 2 periods (40 minutes x 2)

Resources: textbook, lots of storybooks (ask the children to bring their favourites) and your imagination! Stiff paper, ice cream sticks (for cut-out characters)

Objectives:

- To learn that stories are something we can all make up
- To stimulate the imagination by picturing the stories in their heads

Introduction: 5 minutes (each)

Talk to the children about their favourite stories; ask them if they would like to hear more stories. Take the children down to the library. Tell them that it is a place where many books are kept; students and others can borrow the books to read and then return them to borrow more.

Explanation: 25 minutes (each)

Have a quick look at the books the children have brought and point out the interesting features or characters in the stories. Some may be about giants, animals, princesses, etc. Choose one to read out to the class. Describe what it is about and what kind of story it is: adventure, funny, scary, sad, etc.

Look at the picture (in the textbook) of the girl reading. Ask the children what the thought bubble above the girl's head means. Explain that she is imagining all the things that are happening in the book in her mind. Point out some of the things she is reading about and ask the children if they have read any stories about any of these: a dragon, a genie, a witch, a knight, a flying carpet, a fairy, a princess.

Choose one of the things and ask the children to imagine a very short story of their own about it. Give them a few minutes to tell their stories.

Have various popular storybook characters cut out and ready for the children to choose from and colour. Stick them on the ice cream sticks or plastic straws for instant puppets.

Conclusion: 10 minutes (each)

Look at the story sequence at the bottom of the page and discuss what is happening in each picture. Suggest names for the girl and the cat. Repeat the story to the class once it is complete.

Let the children borrow a book from the library and take it home to read. Remind them that they must return it so that someone else can also borrow and read the book.

Complete worksheet 34 with the class towards the end of the second period.

Lesson 35 Games

Duration: 1 period (40 minutes)

Resources: textbook, different board games, and puzzles

Objectives:

- To introduce indoor games that are good for mental stimulation

Introduction: 10 minutes

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

Explanation: 25 minutes

Go through the games pictured in the book. There is a puzzle, Snakes and Ladders, Ludo, carom board, blocks, and noughts and crosses. Ask for a show of hands as to who has played them as you name each game. Ask the children what their favourite games are. Ask a few of them to explain how their favourite game is played to the class.

On the board, explain to the children how to play noughts and crosses. Let them partner up and try on their own in their books. Let the children invent their own games too!

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

Complete worksheet 35 with the class.

Conclusion: 5 minutes

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

Lesson 36 The party

Duration: 1 period (40 minutes)

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

Objectives:

- To learn the basic elements of a party

Introduction: 5 minutes

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

Explanation: 30 minutes

Look at the book and read the sentences out. Ask the children to describe what is happening: the children are playing with balloons; there is a cake with candles on the table; soft drinks, sandwiches, chips, etc. A boy is giving the birthday girl a present. The photograph in the corner shows a child blowing out the candles. Ask them what may be happening at this time: the children will be singing *Happy Birthday to You*, the boy will cut the cake.



Let the children talk about their own experiences. Ask them about what kind of food they like to eat at parties, what games they like to play and what kind of presents they like to receive. Ask them if they have ever been to a fancy-dress party. What did they dress up as?

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

Conclusion: 10 minutes

Look at the pictures at the bottom of the page and read the question out loud to the class. Discuss what is happening in each picture and let them decide what is not to be done at a party.

Work through the questions in Worksheet 36 to help plan a party. Perhaps, you can organise a class party at the end of the week, to reinforce the lesson and for the children to enjoy.

Lesson 37 Flags

Duration: 1 period (40 minutes)

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

Objectives:

- To learn that flags are symbols of a specific country and to recognize the Pakistani flag

Introduction: 5 minutes

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

Explanation: 30 minutes

Using the book, show them the pictures of the yacht with a flag on it, the national flag and the string of pennants. Tell them that flags can be used for several different purposes and that there are various types of flags: national flags, flags with institutional emblems, pennants, streamers, etc.

Ask if any of them have flags at home, what kind of flags and what they use them for. Tell them that we use the pennants to decorate streets and buildings on special occasions, like 14th August and Eid.

National flags are a special mark of a particular country. No two countries' flags are the same. National flags are also shown respect; we should not throw them or mark them, but should keep them carefully. Though the children will not really understand the concept, they will enjoy looking at the flags and the different colours and markings.

Show them the Pakistani flag and let them colour the flag in their books accordingly.

Do Worksheet 37 with the class.

Conclusion: 5 minutes

Besides making a Pakistani flag as advised in the Teaching Guide, also encourage children to make flags of their choice. Let them colour the flags and then staple or tape each flag to a plastic straw or a stick.

Lesson 1 Friends

In preparation for this lesson, write the children's names clearly on white labels and stick them on to the desk in front of each child.

Discussion points

Begin by talking about friends—what is a friend? What does a friend do?

Then ask the children who their friends are.

Ask a few children to name a friend from the class. Ask them to spell their friends' names using the labels on the desks. Then ask others to name friends, who are not in school, but with whom the children play at home. Ask them to tell you how they know these friends. Children might say their mothers are friends or that they live next door, etc. If they don't offer an answer themselves, ask them some leading questions.

Talk about what the children like doing with their friends—playing, talking, going out. Again, if they don't respond themselves, offer a few suggestions and then pick up the discussion from there; for example, if the child answers playing, ask what they like playing together.

Do watch out for any shy or new children, who may not yet have made friends. If there are such children, say something nice about him/her to boost confidence ('You're wearing such nice clothes; you make such lovely drawings, etc.') and ask someone to be his/her friend. The more gregarious members of the class will probably volunteer straightaway. During the following few classes try and keep them together, ask him/her to show their new friend a toy or a book, or share their snacks. Just in case no one volunteers to be a friend, choose another quiet or new child from the class and declare them friends. Ask them to sit together and, in the following classes, give them a few activities to do together.

From the book, discuss the pictures in turn. Ask the children to describe what is happening in each one and to suggest what the children in the pictures might be saying to one another. You could even give them names. The photograph shows two girls hugging each other. This is a way of showing that they like each other.

Talk a little about what friendship involves—sharing, helping, and not fighting!

The children can then write their best friend's names in the given space. If the children wish to choose more than one best friend, draw another line underneath for the second name. If they choose a friend from the class, they can write the name by copying the labels. For other names, you could write them on the board or on a separate slip of paper for the children to copy into their books. Ask them to make a drawing of their friend, in the box. You could paste photographs, but you will have to collect them beforehand, and there may be a problem if more than one child chooses the same best friend!

Things to do

Paper chain of friends: Take a long piece of paper and fold it concertina-style, making at least three folds. On the top surface draw an outline of a child, making sure his/her hands and feet touch the edge of the paper. Cut around the outline, making sure not to completely cut out the feet and the hands. Open the paper out and you will have a chain of 'friends' for the children to decorate as they wish.

Play 'London Bridge'. Divide the class into pairs. Everyone sings 'London Bridge', while the others play the game.

London Bridge is falling down, falling down, falling down,

London Bridge is falling down.

My fair lady.

Lesson 2 Manners

Discussion points

Begin the lesson by asking a few children how they greet each other. Talk about how they should do so—say 'Salam', then 'How are you?' and 'How do you do?' Explain that this is a polite way of greeting someone. The best answer would be 'Fine, thank you.'

Bring some small sweets or balloons to class. Ask the children at random if they would like one. If a child says 'Please', give one to him/her. Make sure they say 'Thank you'. Tell the children the polite way to ask for something is to say 'Please, may I have...' and then say 'Thank you'. Ask the children to repeat the sentence and reward each child with a sweet or a balloon. Tell the children that this is good manners.

Ask the children what they would say if they bumped into someone—'I'm sorry'. Similarly, make up a few more situations and let the children offer the appropriate answer from those already discussed, for example, if someone wants to buy a ticket, they should wait in line for their turn or if a child wants to ask for a toy, he/she should say 'Please'.

Other examples of good manners that could be discussed include covering your mouth when you yawn, cough, or sneeze; saying, 'Excuse me' after sneezing or if you want someone's attention, and keeping your mouth closed while eating.

Look at the pictures and discuss what has happened in each.

1. Two children have bumped into each other. A book has fallen on to the floor.
2. The girl wants her father to buy her a balloon.
3. Two girls are meeting each other.

Ask the children what the polite thing to say is in each situation and match the pictures to the suggestions above. Read them out together first.

Ask the children to colour the pictures in.

The photograph shows a group of children standing in line. Ask the children to describe what is shown: it is a school playground. Take suggestions as to why they are in line.

Things to do

Do a role-play in class to illustrate similar situations.

Ask the children to practice their good manners at home.

Story

Enid Blyton's 'Naughtiest Children' series of books has several stories about children who are rude and ill-mannered. Choose one and simplify it to tell the class.

Lesson 3 Clothes

This subject was also covered in Book A, and the children should be familiar with the basics. Please see the relevant guidelines for Lesson 3, Book A and, in addition, use the following suggestions.

Discussion points

Begin with a few 'hands up' questions such as, 'Who is wearing a skirt/trousers/a belt?' etc.

Ask the children to name the clothes shown in the picture—shirt, kameez, trousers, socks, waistcoat, shalwar, and dupatta. If the children do not know about a particular item of clothing, for example, the waistcoat, explain how it is worn (by men, over a shalwar kameez) and show a picture of someone wearing it.

The photograph shows a girl taking clothes out of a wardrobe. Ask the children to tell you what the girl is holding (a kameez). Ask the children what the hangers are used for.

Ask the children to name at least two more items of clothing not shown in the picture. These might include a shirt, vest, skirt, blouse, and braces. The children should add them to the pictures in the book.

In the given box, the children have to draw two items of clothing beginning with 's'. The children may not realize that words beginning with an 'sh' sound also begin with 's', so it would be a good idea to write a selection of such clothes on the board first, with small illustrations alongside. The children can then choose two to copy into their books.

Things to do

You could use two life-size figures cut out of card, and stick on paper clothes. Alternatively, borrow two mannequins from a shop, and bring them to class along with a selection of men and women's clothes. Ask the children to dress them up.

Lesson 4 Keeping clean

Discussion points

Bring in some of the things in the book, as well as a few others, to show the class. Suggested items include a comb, hairbrush, toothbrush, bar of soap, bottle of shampoo, toothpaste, nail cutter, nail scissors, washing powder, a towel, a dustpan and brush, a dustbin, and some tissues.

Hold up each item and ask the children to tell you what it is used for. For example, tissues can be used to blow our noses, to wipe our hands, and to clean up something that has spilt.

Ask the children what they do to keep themselves clean—wash their hands and face, brush their hair, have a bath, and cut their nails.

Talk to the children about how their clothes are kept clean—by washing them. Explain that, by keeping ourselves clean, we look and smell good.

Ask the children how their homes are kept clean—by doing the dusting, sweeping up, etc.

Demonstrate how a dustpan and brush are used. Sprinkle something like pencil shavings on the floor, and sweep them up with a brush or a broom, and empty them into the dustbin. Let the children try to do this too.

Explain how important it is to keep our rooms clean and to always throw our litter in the dustbin; otherwise things would become dirty and messy, and we wouldn't be able to find anything. Leaving things in a mess invites insects too. Also explain the importance of putting things away, like toys, for example, after we have used them.

Ask the children to complete the matching exercise in the book; they should go over the objects and names first.

Write the names of the items in the boxes on the blackboard—broom, towel, soap, nail cutter, tap, and washing powder. Ask the children to colour in the pictures and copy the names underneath.

Things to do

Sing this song motioning the appropriate actions.

*This is the way we brush our teeth,
Brush our teeth,
Brush our teeth.
This is the way we brush our teeth,
Early in the morning.*

Repeat with 'wash our hands', 'cut our nails', 'brush our hair', and 'wash our clothes.'

Instructions for photographs

Ask the children what the girl is doing—brushing her teeth. Go through the steps of brushing teeth; wet the toothbrush, put toothpaste on it, brush your lower teeth, then the upper teeth, and then from the front, rinse your mouth out. You could make the appropriate actions too.

Lesson 5 Doing things

This subject was also covered in Book A, and the children should be familiar with the basics. Please see the relevant guidelines for lesson 30, Book A and in addition, use the following suggestions.

Discussion points

Ask the children to look at each picture and describe what is happening:

- The woman is sewing.
- The boy is crying.
- The girl is making a jigsaw puzzle.
- The cat is chasing a mouse.
- The mouse is running away from the cat.
- The children are playing with their toys. (photograph)

Talk about the pictures in more detail; for example, ask the children to name some of the toys in the photograph, to guess why the boy is crying and what the woman is sewing. Stress that it is important to share toys when playing.

The children are given five sentences. They have to tick those that are true according to the pictures, and mark a cross against those that are not. The first and fourth are right, and the other three are wrong. Encourage the children to try to read the sentences themselves, and then repeat them one at a time as they complete the exercise.

Things to do

Prepare a worksheet for the children with a few sentences on one side and relevant illustrations on the other for the children to match. Alternatively, you could just give the sentences and ask the children to draw illustrations. Sentences should be simple and contain actions and objects with which the children are familiar, for example, the girl is reading; the boy is sleeping; the man is listening/talking on the telephone. These actions all use our senses in some way.

Lesson 6 The senses

Discussion points

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

- Show the children some coloured objects, like a red ball or a blue pencil. Ask them to describe what they see. Ask them what they use to see. (Eyes)
- Pass around a bottle of perfume or a flower and ask the children to smell it. Ask if it is a good smell or a bad one. Ask them what they are using to smell the perfume/flower. (Nose)
- Take turns to blindfold the children and give each an object that they have to guess by feeling it. If you think the children would be uncomfortable being blindfolded, place an object in a box covered with a thick cloth, and ask the children to feel underneath and guess what it is. Ask them to tell you how they guessed. (Touching or feeling with their fingers)

- Ring a hand bell and/or shake a tambourine, keeping it out of sight, and let the children guess what the sound is. You could also play some sounds on a tape recorder, for example, the horn of a car, a cow mooing, etc. Explain that though they cannot see what is making the sound, they can hear and guess what it is. Ask what they are using to do so. (Ears)
- Ask the children to close their eyes and place something on their tongue, a few granules of sugar, for instance, and ask them to tell you what it is. Ask the children how they knew what was in their mouth. (Tasting with their tongues). You could repeat this with a grain of salt. The children need not know the other tastes like sour and bitter, at this stage.

Read aloud each sentence in the book and ask the children to offer answers. Let them try to find the correct word from the boxes by themselves, and then copy them to complete the sentences.

Things to do

Give the children some samples of food and let them apply all the five senses. For example, give each child a jelly sweet. First ask them to describe the sweet, by looking at it and seeing what colour and shape it is. Then ask them to smell it—perhaps it smells like a certain fruit. Thirdly, ask them to feel and describe it—soft. Then ask them to hold it to their ear and shake it—does it make a sound? Finally, let them eat it and describe the taste—sweet. Repeat this exercise with a salty food item, like a packet of crisps. They can look at it and describe the unopened packet (red, shiny, etc.) and shake it to hear the crisps inside. Open the crisps and pass one to each child. They can feel and describe the crisp—hard, crispy, then smell it and finally, taste it—salty.

The photograph shows a young boy playing with his bunny rabbits. Ask the children which is the mother and which is the baby. Ask the children what they think the rabbits would be like to touch—warm, furry, etc.

Lesson 7 Things

Discussion points

Begin by looking at the pictures in the lesson. Different objects with different textures, smells, and temperatures are shown.

Also talk about how some of these things are made and from what material.

- The chair is made of wood. A plank of wood is shown. Both are hard to the touch, but the chair's surface is smooth and the plank is rough.
- The covered jar is made of china clay. It is decorated.
- The scarf is soft and warm; it is made of wool.
- Bread is soft; it is made of flour which comes from wheat.
- Tea/coffee is hot. Tea is made by brewing tea leaves in hot water. Coffee is made of roasted and ground coffee beans.
- Ice cream is cold, sweet, and yummy. It is made of milk, cream, sugar, and flavouring.
- The rose is pleasant to smell and see.

Talk about other things too and what they are made of.

- Cakes and biscuits are made from flour.
- Some toys, carrier bags, and hair clips are made from plastic.
- Desks and doors are made from wood.
- Cups and bowls are made from clay.
- Sweaters and socks are made from wool.

You could also explain a little about the manufacturing processes involved.

- Wool is made from sheep's coats. It is then knitted to make scarves, socks, etc.
- Farmers grow wheat. It is cut, threshed, and ground to make flour. Flour is mixed with ingredients like water, butter, eggs, and sugar and baked into cakes, biscuits, and bread.
- Plastic is made in factories. It can be moulded into any shape.
- Tree trunks are cut into pieces of wood. These pieces are then cut and joined to make furniture, etc.

Things to do

Give each child a bit of modelling clay. Ask the children to roll the clay into a long, thin sausage. Take a second piece of clay and flatten it into a disc. Begin coiling the sausage around the disc, pressing it firmly so it sticks to the base. Continue coiling and build up the sides of the pot. Press a little and smooth the sides of the pot with a wooden ice cream spoon so that the coil is joined to become one single piece. Let them dry out completely for a few days and then let the children paint them.

Lesson 8 Electricity

Discussion points

Explain that just as cars need petrol to run and our bodies need food, some appliances need electricity to make them work. Bring in some small electrical appliances, such as a fan, a lamp, and a radio/cassette player to demonstrate the use of electricity. Plug them in one by one, and show how each one works. Explain that the plug and wire take electricity from the socket and power the appliances with it.

Do warn the children about playing with electrical wires and sockets. Tell them they should never poke things into a socket and never plug appliances in themselves, because they might get an electric shock and may even have to go to hospital.

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

Since power breakdowns are quite frequent in Pakistan, you could also explain that these occur if something has gone wrong with the wires, for instance, if they are cut or damaged or when something breaks down at the powerhouse.

Ask the children to name some things that work on electricity. If they name something in the book, ask them to point it out.

Go over the pictures in the book—radio/cassette player, fan, fridge, and computer. Except for the fan and the radio, the cables and plugs have not been shown. Ask the children to draw them in.

The exercise requires the children to connect those things that work on electricity with the socket. Do this exercise together. The bulb, television, blender, and fan run on electricity and the watch, ball, and torch do not. You could tell the children that a torch runs on batteries, which also produce energy similar to electricity.

The photograph shows electricity pylons and wires running between them. The pylons help support the wires that stretch for very long distances. If you feel the children can understand, you could also point out the jumpers on the wires, which prevent the pylon from becoming electrified.

Things to do

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

Lesson 9 Communication

Discussion points

Have a look at the first illustration and ask the children to say what is happening—a man and a woman are talking on the telephone. Ask them to read the speech bubbles and then identify what kinds of telephones are being used—the man is using an ordinary set but the woman is on a mobile phone. You could explain that a mobile phone does not have to be connected with wires.

Show the children a telephone set and point out the various parts—the receiver with a listening end and a speaking end, the numbers and the cord. Explain that just as each person has his/her own name, each telephone has its own number. If you want to speak to someone on that number, you have to dial it on your set. See if the children know their home telephone numbers and let them practice dialling. You could also bring in a variety of telephone sets to show the children, including one with a round dial (if available), one with push buttons, a mobile phone, etc.

Move on to the other pictures: a newspaper, a radio, and television, and explain a little about each one.

- Reporters write for a newspaper. They tell us what is happening in the world, the weather, sports, and so on. We can find out all these things by reading the newspaper. You could show the class the children's section of a newspaper and point out the various features.
- Radio programmes also tell us different things. We can hear different people talking about the news, sports, weather, telling stories and playing songs. Tune in to a few stations and let the children hear a few programmes.
- Television also tells us different things, but we can see pictures as well as hear what is being said. Ask the children to name a few programmes they watch on television: cartoons, news, films, etc. Ask them to name their favourite programme.

Explain that newspapers, radio, and television are known as the media which uses these different ways to inform people about things. When a person (or a group of people) tells/says something to another person (or a group of people), it is called communication.

Another way for people to communicate is to write letters and cards to each other. The exercise at the end of the page suggests the children make a greeting card for a friend and write their name on an envelope. Children this age will probably not be able to write much, so you could substitute it with the easier activity suggested in 'Things to do'.

Things to do

Ask the children to make a simple card and decorate it with glitter or a drawing, etc. If it coincides with an occasion, the children can write a greeting inside accordingly, otherwise they can simply address it to their parents and sign their names. Ask the children to put them in envelopes (make sure beforehand, the cards and envelopes are the right size) and stick on stamps. If possible, arrange a trip to the post office and let the children post the cards themselves or, otherwise, have someone pose as a postman and collect the cards in a bag and post them later. The children will enjoy receiving them at home a few days later.

Lesson 10 People at school

Discussion points

Tell the children that lots of people work in their school. Begin with the classroom, and ask the children which people can be found there—teachers and students. Talk a little about the work they do; teachers teach children different things like reading and writing and students do the work that is given to them. Ask the children to locate the appropriate pictures in the book. Describe the pictures briefly.

Ask the children to describe what is happening in the photograph—the children are working in the classroom. Ask the children to name another room in the school, and then to tell you who can be found there. For the library, the children should say librarian and for the office, the principal and perhaps the secretary. Discuss the work each one does; a librarian takes care of the books in the library; the principal looks after the whole school and makes sure everything that is needed is available; the secretary helps the principal by answering the phone and typing letters. Ask them to point out the relevant pictures from the book and describe them.

Ask the children who keeps our school clean—the cleaner; who guards the gate—the watchman; and who tends to the garden—the gardener. If you have a school bus, tell the children about the driver too. Some schools may have ayahs to help with the children. Do stress that the work these people do is very important, and we should always be polite to them. For example, during school time, the watchman helps the children as they come in and out of the gate; they ensure no one runs on to the road, or goes home with the wrong person. After school, the watchman keeps guard to make sure that the school is safe. The cleaners make sure that the school is nice and clean for everyone and that everything can be found in its place.

Things to do

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

Lesson 11 Jobs

This subject was also covered in Book A, and the children should be familiar with the basics. Please see the relevant guidelines for Lesson 31, Book A and use the following suggestions in addition.

Discussion points

Give the children some clues and ask them to guess who you are describing. For example, for a carpenter, you could say, 'I am thinking of a person who makes things out of wood. He uses a hammer and nails, and a saw.' For a policeman you could say, 'I am thinking about a person who catches bad people, keeps our homes safe, also helps direct traffic and he wears a uniform.' Cover the professions already discussed in Book A.

Look at the pictures in the book. Describe each profession in detail. For example, a pilot flies a plane, he sits in the cockpit, and he also wears a uniform. You could also talk about other people working on an aeroplane, such as air hostesses. For the engineer, explain that he/she helps build bridges and roads. For a doctor, explain and, if possible, show the instruments he/she uses including a stethoscope and a thermometer. Mention that a doctor works in a hospital and makes us feel better when we are ill. For a farmer, talk about farm machinery such as tractors, farm animals such as horses and cows, and different crops grown such as sugar cane and vegetables. The questions at the bottom of the page regarding the type and place of work each person does, should be covered for each profession shown.

Show the children pictures of people doing other jobs. Some can be found in Book A, some in Lesson 10 of Book B, and others can be cut out of magazines. These could include a fireman, an artist, and a train driver. Talk about their professions as discussed above.

Ask the children what they would like to be when they grow up. You could also ask them what their parents do.

Things to do

Draw on a large sheet, or the board, outlines of the 'tools' used in different professions, for example, a stethoscope and an injection, a spade, a saw or hammer and nails, etc. Then ask the children who uses each tool.

Lesson 12 The village

Discussion points

Tell the children that if they were to drive out of the town or city, they would come to villages in the countryside. The countryside is very green, with lots of farms. Fruits and vegetables are grown there, and there are also animals on the farm. The houses in the village are usually made of mud.

Look at the picture in the book of a village farm. Point out the houses first. Ask the children to locate the tractor and the plough. Explain that a tractor trolley is used to carry heavy things around the farm. The plough is used to make the fields ready for planting new seeds.

Look at the farmyard animals. Ask the children to trace their fingers around the different fields. Point out the haystacks. Explain that this is dried grass, which the animals eat and use for their bedding.

In the picture a waterwheel can be seen. Explain how it works: the wheel has containers attached all around it. The containers from the wheel are dropped, one by one, into a well and are drawn back up, filled with water. As the containers go around, their water is emptied into a trough where it is collected for watering the fields, etc. The wheel can be powered by a motor or by buffaloes pulling it around continuously. The children need not be told too much detail.

Show the children as many pictures as you can of different scenes of village life and the things shown in the picture. Paintings and photographs should be easily available. You could also show a clip from a film portraying village life. Ask if anybody has ever been to a village and if so, to describe what they saw and did. Ask the children to colour the picture.

Things to do

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

The children could go to restaurants with a village setting to look at the mud effect of the walls and take a closer look at the waterwheel and other rural features.

Lesson 13 The city

Discussion points

Start by telling the children about towns and cities: both are similar but a city is much larger in area and population, give examples. Ask them if they think they live in a city or a town. Ask them the name of the place where they live, and write it on the blackboard.

Ask the children to tell you what they see when they drive through the city—cars, buildings, shops, buses, etc.

Ask the children to look at the picture and the photograph of the city and to describe what they see—tall buildings, lots of cars, and lots of people. The picture also shows smoke coming from the



chimneys of a factory. You could also point out the electricity wires and the bus stop and explain a little about each.

Read out the list of items on page 15, see if the children can read it themselves, and then ask them to tick those items that they can see in the city scene.

If you have talked about the electricity wires and the bus stop, write the names on the board for the children to add to the list in the book.

Things to do

The children can work in groups to make a collage of drawings, on large sheets, of city features—cars, tall buildings, flyovers, etc. The collages can be put up for display.

Lesson 14 The shop

Discussion points

Ask the children to look at the picture and to try and guess what sort of a shop has been shown. It is one which sells toys and books. Ask them to point out the different things being sold in the shop—books, cards, and toys (teddy bears, planes, and balls).

Show the children the trolley. First see if they know what it is called. Ask them what the girl has put in her trolley. Also show the children the counter and the till. Tell them the till is used to add prices of things bought, and to keep money in a tray at the bottom. If you have a toy till in school, show them how it works.

Tell the children that the man behind the counter is the shopkeeper, and the people buying things are customers.

Read the names of the items on page 17 with the children. Ask them to tick those things that would be found in this shop. The Ludo game and the pencil would also count as things probably sold in this shop.

Things to do

Ask the children to draw a picture of a fruit shop. They should draw the shopkeeper and customers too.

Lesson 15 The market

Discussion points

Show the children the picture of a market. Ask the children what they can see in the picture. What are the shops/stalls selling? Point out the different shops and stalls. Explain that a place where there are many shops is called a market. Tell them that a stall is usually uncovered, sometimes it is just a table or a push cart. A shop, however, is in a building with walls and a proper door.

Look at the picture in the book. Ask the children to name the different shops and stalls shown—clothes, fruits, vegetables, pots, and dishes.

Name a few things and ask the children to tell you which stall sells them. For example, bananas are sold at the fruit stall.

Tell the children that some shops are very big and sell almost everything. These shops are called supermarkets. Tell the children the names of some supermarkets in your locality with which they might be familiar.

Things to do

Set up some stalls in the classroom and let the children take turns at being shopkeepers and customers. You could put some books and notebooks on one table to make a bookshop. On another table you could put some toys and food to make a grocery store. Some toys could be arranged on a

third table to make a toy shop. Ask the 'customers' to come and buy things. Give the children toy trolleys and baskets in which to put their shopping. Combine this activity with the following lesson on money, and the children can use toy money for shopping too.

Lesson 16 Money

Discussion points

Bring in different banknotes and coins and ask the children what they are—money.

Explain how money works—things in the shops are given prices that are paid in the form of money. Once you have paid for something, it becomes yours.

Show the children different denominations—let the children read out the numbers themselves. You could also draw attention to the pictures. Explain a little about Quaid-i-Azam and why his image is on the banknote.

Ask the children to look at the picture in the book and describe what is happening—the girl is buying ice cream from the ice cream man.

The photo shows a cashier. Explain that a cashier is a person who is in charge of the money in a shop or a bank. Remind them of how, when we buy something in a shop, we pay the money to the cashier at the counter. He/she adds up the prices of the things we have bought, takes the money and keeps it safe in a till. If you have a toy till in class, show the children how it works.

Put a few price tags on a number of items, either especially brought in or taken from the classroom. Make sure the prices are numbers that can be immediately matched to the money, without having to add, for instance Rs 5 rather than Rs 7. Lay out the money you brought to show the class, and let them choose which note or coin they would use to pay for different items.

The exercise in the book shows various items and their prices. The children should be taught how much change they would get from Rs 10. First of all, the children have to understand the concept of 'change' and secondly, at this point the children will not be able to do numerical subtraction. Therefore, the best thing to do is to have ten one rupee coins and ask the children to count and remove as many coins as the price indicates, and then count the ones left behind. Explain that the money taken away is the 'price' and what remains is the 'change'. The children, play-acting as shopkeepers and customers, could conduct this exercise. You could use the objects you priced for the earlier exercise, or just choose some from the pictures in the book. For money you could use real or fake coins, or make your own coins as suggested below.

Things to do

The book suggests coin rubbing. Place a coin under a piece of white paper, and ask the children to rub a crayon over it. The book suggests a pencil, but crayons would be easier for children this age. The image of the pattern engraved on the coin, will emerge on the paper. To make your own coins, simply cut them out and stick them on cardboard discs.

Lesson 17 The railway station

For this lesson, it would be particularly useful to have a variety of model trains, signals, and a train track.

Discussion points

Ask the children if they have ever been to a railway station and/or travelled by train. Ask them to describe the experience.

Ask the children a few questions:

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

Ask the children to look at the picture in the book and point out the passengers, train, suitcase, vendors, engine, engine driver, and porter. Some of these things are also in the photo and can be picked out from there too. Show the children the train driver sitting in the engine. Do mention that it is the engine that pulls the whole train along, and that the carriages cannot move by themselves. Ask the children to guess what the vendors might be selling. Ask them to find and tick the appropriate word in the list at the top of the page.

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

- The guard: He waves his flag in special ways to tell the driver where to stop and when it is safe to start the train.
- Platform: The area where people wait for the train.
- Overhead pedestrian bridge: Large railway stations have lots of platforms where many different trains stand. To cross from one platform to another, people have to walk up and over these bridges. Emphasize the danger of crossing the tracks on foot—a train might suddenly approach and your foot might get trapped in the tracks, etc.
- Signals: They can be moved up or down to tell the train driver to stop, start, or change tracks.
- Carriage: This is where the passengers sit. Some special trains even have bunker beds in them for people to sleep, if the journey is very long.
- Wheels and tracks: Explain that trains have special wheels that only run on tracks.

As you go through this list, ask the children to find and tick the appropriate words in the list.

Describe different types of trains, such as passenger trains like the ones in the book; freight trains which are used for carrying cargo; express trains which travel very fast; local trains which travel more slowly and stop at every station along the way, and/or trains which run on coal or diesel.

Things to do

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

pistons on train wheels. Put on a song, Kylie Minogue's 'Locomotion' would be a good choice, and let the 'train' loose!

Books

'Terrific Trains' by Tony Mitton and Ann Parker and 'Thomas, the Tank Engine' stories, originally by Rev. W. Awdry, available in print and on video.

Lesson 18 The airport

Discussion points

Ask the children if they have ever been to the airport or travelled by plane. Ask them to describe the experience.

Referring to the pictures at the bottom of the page, describe the sequence of air travel.

- 1 We buy a ticket from the ticket office.
- 2 The porter carries our luggage into the airport.
- 3 Check-in: Our ticket is checked and we get a boarding card which tells us our seat number. We can also send our luggage on to the plane.
- 4 The security guard checks whatever we are carrying in our hand, a bag, for instance. He makes sure we are not carrying guns or knives or any other items which are not allowed on a plane.
- 5 Take off: The pilot gets ready to fly the plane. First it moves slowly, then faster and faster, until it flies up into the air.
- 6 The air hostess and stewards bring our meals and make sure we are comfortable.
- 7 Landing: The plane begins to fly down towards the ground. The wheels come out and we land on the runway.
- 8 We get off the plane and go into the airport. We collect our luggage when it comes on the conveyer belt.
- 9 We carry our luggage out on a trolley.

Ask the children who have travelled by air to describe what they saw from the window—small buildings, clouds, etc.

Look at the picture of the airport. Ask the children to point out the passengers, aeroplane, helicopter and stairs. Parts of the plane the children should know about include the wheels, wings, tail, and cockpit.

Other things that need to be discussed include:

- The control tower: People over here tell the pilot if it is safe to land or take off, and about the weather.
- An aeroplane has two or four engines under the wings.
- The bus carries passengers from the airport building to the aeroplane.
- The stairs are attached to a vehicle/van, which drives up to the aeroplane when it has landed.
- The luggage hold—point out an area underneath the passenger deck—where the luggage is stored.
- There are openings under the aeroplane where the wheels are locked once the plane has taken off.
- In big airports, the aeroplane docks with the 'tunnel' for passengers to directly enter the airport building.

Things to do

Make a paper plane. Ask the children to draw in the windows and to mark the cockpit. They could also draw the passengers' faces at the windows.

Books

'*Amazing Aeroplanes*' by Tony Mitton and Ann Parker

Lesson 19 The petrol pump

Discussion points

Ask the children what can be done at a petrol pump. Possible answers include:

- Buy petrol; explain that cars need petrol to make their engines run.
- Repair cars; talk about mechanics and their tools. Tell the children mechanics mend cars using tools such as spanners, nuts, and bolts. Show them the picture of the spanner at the bottom of the page.
- Repair tyres; explain what a punctured tyre is: one which has been pierced by something sharp, making a hole in it and letting the air out. Mention that a car cannot run on a flat tyre, since it will not turn. You could illustrate this by showing how smoothly a circular object rolls, but one with a straight side remains stationary. You could use a circle and semicircle shaped building blocks.
- Have the car washed; explain the steps of a car wash. The car is driven into a special 'washing machine'. First, water is poured over it, then washing liquid. Big sponges rub the dirt off the car. More water is poured, washing the dirt away. The clean car drives out from the other side.
- Shopping; many large petrol pumps also have convenience stores on the premises.

A CNG pump is shown in the illustration so do mention different fuels such as petrol, diesel, and CNG. Usually, buses and trucks use diesel and cars use petrol or CNG. Ask if any of the children's cars run on CNG, there is the chance that they may know. Ask the children to find the CNG pump in the picture given in the book.

Continuing with details from the illustration and the photograph, ask the children to name the different types of vehicles shown—cars, a motorbike, and a van.

Other things to draw attention to from the pictures include:

- Attendants, who fill petrol, clean the windshields, and take the money.
- The tyre shop where punctured tyres are repaired and air pressure is checked. The former may already have been explained, and the latter can be simply described as checking to make sure there is enough air in the tyres. Two pressure gauges are also shown in the picture.
- The petrol tanks and filling hoses. Petrol is stored in large tanks under the ground. It is pumped up into the tanks above and transferred to the car's fuel tank through the special hose.

Show the children a fairly large toy car and discuss the different parts including:

- wheels—to move the car forward
- headlights—to help see in the dark
- bonnet—to cover the engine inside
- boot—to hold things
- windscreen—to look out of; to protect people inside the car from wind and dust
- wipers—to wipe off the rain from the windscreen so that the driver can see clearly
- indicators—flashing lights to show the other drivers which way the car is going to turn

- horn—to tell other cars to move out of the way
- rear-view and side mirrors—to help see what is behind the car
- steering wheel—to move the car from side to side, to turn it
- battery—to give power to the engine.

For the last three items, show the children the pictures in the book.

The exercise at the end of the page asks the children to write what the given objects are—spanner, battery, steering wheel, and rear-view mirror. Since all these things have been already discussed, the children should be able to name them. You may, however, have to write the names on the board for the children to copy into the appropriate box.

Things to do

Show the children a car engine and tell them how a punctured tyre is changed. If you are showing them the inside of the car, also point out the brakes for stopping the car, the gear stick for changing the speed and movement, and the accelerator for making the car go fast. If you can arrange a trip to a petrol pump, try to find one which also has a car wash.

Song

The Wheels on the Bus. You could substitute ‘bus’ with ‘car’ if you wish and change the songs accordingly. Sing the songs and motion the appropriate actions.

The wheels on the bus go round and round,

Round and round,

Round and round,

The wheels on the bus go round and round,

All around the town.

The wipers on the bus go swish, swish, swish...

The horn on the bus goes peep, peep, peep...

The people on the bus bounce up and down...

The babies on the bus go ‘wah, wah, wah’ (crying noise)...

The doors on the bus go open and shut...

The driver on the bus says ‘Move on back, move on back, move on back’...

The conductor on the bus says ‘Tickets please, tickets please, tickets please’...

Lesson 20 In a hospital

Discussion points

Ask the children if they have ever been to see a doctor or gone to a hospital. Ask them to describe what happened and what they saw. As they relate their experiences, try and point out whether they went to a doctor’s clinic or a hospital. You could say, for instance, ‘I see, so you went to see a doctor in his/her clinic/You were in a hospital and the doctor came to see you,’ etc.

To explain the difference between a clinic and a hospital, first show the children the photograph of the former and then the illustration of the latter. Explain that when someone feels ill, they first go and see a doctor at his/her clinic. The doctor checks the patient and gives medicine. If the patient is very ill, and needs more doctors to check him/her, he/she goes to a hospital. Hospitals are big places with lots of nurses and doctors working there. They can do operations there too. Sometimes, patients have to

stay there for a few days until they are better. Hospitals stay open day and night. You could also mention ambulances here; if someone is very ill and cannot go to the doctor or hospital by himself/herself, he/she calls an ambulance which takes him/her from his/her home to the hospital.

Throughout this lesson, stress on how good, kind, and important doctors are, and not a 'threat' as some children may have been led to believe.

Look closely at the pictures and pick out the following:

Clinic—doctor, patient, and stethoscope (to listen to your heartbeat).

Hospital—stretcher (to carry patients who are too unwell to walk), patient, doctor, nurse (helps the doctor), broken leg, plaster cast, wheelchair (for people who cannot walk), injection (for putting medicine directly into your blood), scissors, and bandage (for covering wounds/scratches).

Look at the pictures at the bottom of the page and discuss the uses of each item with the children. The use of bandages has been explained before, but here you will have to differentiate between adhesive and gauze ones; the former are sticky and stick to your skin and the latter are made of thin material and have to be tied or stuck in place. Medicines help to make you feel better, and come in the form of pills or syrups. Pills are swallowed with water but syrups can be drunk from a spoon. An injection pricks your skin and takes medicine directly into the bloodstream. Crutches are used to help people who cannot walk by themselves; they are held under the arms and used like legs. It would be a good idea to bring in some of the items you have talked about to show the class. However, do make sure you do not let the children handle any medicines or syringes. Other instruments you could show the class include, blood pressure apparatus, which you could say is used for checking the blood in your body, an otoscope for checking the ears and an ophthalmoscope, for checking the eyes.

Things to do

To demonstrate how different instruments are used, let the children take turns at being doctors and patients. Let them use the instruments.

Song

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

*Miss Polly had a dolly who was sick, sick, sick,
So she called for the doctor to be quick, quick, quick.
The doctor came with his hat and his bag
And he knocked on the door with a rat-a-tat-tat.*

*The doctor looked at Polly and he shook his head.
And he said, 'Miss Polly, put her straight to bed.'
He wrote on a paper for a pill, pill, pill.
'That'll make her better, yes, it will, will, will.'*

Alternative addition to last line:

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

Lesson 21 Safety

Discussion points

This is an important lesson.

To demonstrate safety and danger, set up a few 'accidents' in the classroom and let the children analyse why each situation is dangerous. For example:

- Put an iron on the desk and as you reach out to touch the base, ask the children if you should. Ask them why not—because it is hot and you could burn yourself.
- Put a cup of supposedly hot tea right at the edge of the table. Ask the children if that is a safe place to put a hot drink and why not—it might fall and the tea would splash and burn someone.
- Pretend to pick up a sharp knife from the blade, ask the children why you shouldn't—you could cut yourself.
- Pour out several pills into your hand from a medicine bottle and ask the children if you should try them and why not—medicines should only be given by a grown-up because if you take too many medicines or the wrong one, they can make you seriously ill.
- Scatter some pins and nails and ask the children if it would be safe to play with them—no, because you could prick and hurt yourself.
- Pretend you are going to poke something in an electrical socket and ask the children if you should—no, playing with electricity is most dangerous. You should never play with sockets because you could get an electric shock. Children should not even plug in electrical appliances by themselves, but should ask an adult.

Tell the children that many of these things are dangerous for us. Our parents warn us against some things, and for others, warning signs are put up. Show the children the illustration in the book showing a warning against high voltage. First, read out the words to the children. Explain, 'high voltage' refers to the electric current running through the wires. Then explain that the drawing, like zigzag lightning, also represents an electric current. See if the children can guess what the sign might mean—not to touch anything in that area, because there is an electric current running through the wires which could give an electric shock.

You could also show them some more warning signs, such as the skull and crossbones, often found on bottles of bleach and detergent, warning that drinking the substance would be harmful. Similarly, spray bottles also have warning signs on them such as a fire symbol with a cross running through it, warning that the bottle should not be placed near heat or thrown in the fire since it could explode. You could also show the children the dustbin symbol found on many packets, asking the user to dispose of the item properly. This not only helps to keep things clean, but also contributes towards safety as shown in picture B in the book.

Look at the pictures in the book and ask the children to describe what is happening in each sequence.

- A. The children are standing behind a wall looking at the water on the other side. One boy climbs up on the wall and walks on top of it. He loses his balance and falls into the water. Emphasize how dangerous it can be to fall in the water—there may not be anyone around to pull you out and the water could carry you away. Ask the class to tell you what the boy should have done to stay

safe—remained standing behind the wall. Similarly, it is also dangerous to walk on top of any high wall, since a person could fall and hurt him/herself.

- B. Someone has thrown a banana peel on the floor. A man is walking by and he slips on the banana peel, falls, and breaks his leg. He has to go to a hospital and stay there until he is better and can walk again. Ask the children where the banana peel should have been thrown—in the bin.
- C. The girl's mother is taking some medicine. The girl has some too and her stomach begins hurting. Add that she may even have to go to hospital.

Stress that medicines should only be taken if you are ill and a grown-up gives it to you. Even if medicines look pretty, like sweets, they should never be tried.

The photograph shows a sign with a skull and crossbones warning that this substance is dangerous.

Lesson 22 Pets

Discussion points

Ask if any of the children have pets. For those who do, ask how they look after them. Ask if any of the children have rabbits as pets and how they take care of them. Talk about rabbits—they like carrots and lettuce; they live in a hutch; they move by hopping and they have furry skin and long ears.

Look at the pets shown in the book and talk a little about each one.

- Dogs like eating bones and drinking water. They like running around and playing with balls.
- Pigeons like eating bits of bread and grain. They make a cooing sound.
- Fish can be kept at home in a tank or a glass bowl. The water in their tanks needs to be changed every few days. They eat special fish food. Show the children pictures of different types of fish if you do not have a fish tank in school.
- Rabbits have long ears. They like to eat carrots and lettuce. They live in a hutch.
- Cats like to drink milk. They make meowing and purring sounds. They clean their fur by licking themselves all over. They like to sleep curled up in a basket or a cardboard box.
- Parrots have sharp beaks and need to be kept in a cage at home, otherwise they would fly away. Some parrots can be taught to speak.

Other pets the children might be familiar with include budgerigars, chicks, and ducklings. Show them pictures or real ones, if possible. If you have any of these pets in school, take the children to have a look and perhaps, feed them.

Emphasize how important it is to take good care of pets and not to be cruel to them. Explain that pulling an animal's ears or tail hurts them just as much as it would a person.

At the bottom of the page the children have to write the names of the animals under the food they eat. This has been covered in the discussion so the children should be able to choose the correct animals and copy their names in the boxes.

Things to do

Prepare a worksheet showing animals, their food, and their homes. The latter would also have been done in Book A, Lesson 28, so it will be a useful revision exercise. Ask the children to link the three, using a different colour for each animal. Groups to include would be rabbit: carrot—hutch; dog: bones—kennel; cat: milk—basket; goldfish: fish food—glass bowl; and birds: bread—cage.

Lesson 23 Animals

Discussion points

Referring to the lesson on pets, explain that these animals (dog, cat, rabbit, etc.) are tame, that is, they are not dangerous and can be kept in the home or near people. In fact, they often become their owners' friends!

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

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

Look at the pictures of animals shown in the book and talk about whether they are tame or wild. The animals shown are dog, cat, crocodile, goat, fox, bear, cheetah, cow, and tiger. Ask questions like, 'Do you think a crocodile would make a good pet?' etc.

Write the words 'tame' and 'wild' on the writing board and underline the first letter of each. Ask the children to write T or W in the boxes next to each animal depending upon which one is wild or tame.

Things to do

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

Lesson 24 Animals underground

Discussion points

In Lesson 22, Pets, the children would have discussed homes of different domestic animals. Continuing from there, tell the children that some animals make their own homes under the ground.

Videos are available which show small animals burrowing tunnels underground. If possible, show some clips to the children so they can see how this is actually done.

Ask the children to look at the picture of the ants in the book. See if they can identify the animals themselves. Tell the children ants burrow lots of tiny tunnels into the ground and store their food here, too. Show them a picture of an anthill, or an actual one if you can find one in the school garden, and explain that this is just the top of the structure, which actually extends deep underground.

Other animals that live underground are worms, rabbits/hares, and moles. The former two are shown in the book, but do find a picture of a mole to show the class.

Go through the names of the animals in the book. Ask the children to look at Lesson 22 and to write the names of some of the animals. The others you can write on the board for the children to copy. Ask them to circle the animals that live underground—rabbit/hare (lives both under and above the ground), and worms.

Things to do

Read *Thumbelina*, which features a mole that lives underground. Some versions of this story have delightful illustrations showing the underground homes and tunnels that Thumbelina visits.

Lesson 25 The seaside

Discussion points

Ask the children if they have ever been to the seaside and, if so, ask them to tell you what they did there. Ask them questions to help them describe what they saw and did. For example, ask if they built sandcastles, played in the water, went on a camel ride, had a picnic, etc.

Look at the picture and talk about the different things shown in it.

- The sand and the sea
- Swimmers and the yacht
- The parasol, and the picnic basket: tell the children the parasol is used to give shade. Ask them to suggest what they would pack in a picnic basket.
- Shells, starfish, and crabs: mention that the shell is the crab's home and it retreats inside when it is scared or tired.
- Sandcastles: ask the children if they know how to make a sandcastle.
- The children taking a camel ride: if anyone has ridden a camel, ask him or her to describe how it felt.
- The child putting on snorkelling equipment: simply explain that this is a special tube people wear to breathe while they are swimming underwater. While they put their head in the water to look underneath, the tube stays above the surface so that they can breathe air through it.
- The waves are shown quite clearly in the photograph; ask the children to imitate the sound waves make.

Emphasize that it is important never to go in the water alone, and never to go in too deep because it can be very dangerous.

Things to do

Make a beach. If you have a sandbox in school, it can be converted into a mini beach. Put a shallow container of water at one end of the box to make the sea. Push sand up the sides to conceal the container. Make a few sandcastles. Add some shells along the shore. Put some paper boats in the water. Add toy figures, small bits of towel, paper parasols, a camel, and a picnic cloth to complete the scene.

Show the children a collection of shells. Be sure to include the large, conical ones, from which the sound of the sea can be heard when they are held to the ear. Ask the children to make a list of things, from the picture of the beach, that begin with 's'.

Lesson 26 Sports

Discussion points

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

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

For each sport, discuss how many people play and what equipment is used.

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

Try to have many different types of sports equipment to show the children firsthand, especially different types of balls including those given in the exercise.

Things to do

The children have to match different rackets and bats to the balls used for each.

The balls starting from top to bottom are: a cricket ball, a table tennis ball, a hockey ball, a shuttlecock, and a tennis ball. On the other side of the picture, the first two are a hockey stick and a cricket bat and table tennis, tennis, and badminton rackets.

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

Lesson 27 Music

Discussion points

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

If you have a music teacher in school, ask him/her to play the same tune on several instruments so the children can hear the difference in sounds and see how each one is played differently. Point out which ones are played by blowing, pressing keys or with other pieces of equipment such as the violin's bow or drumsticks. A good selection of instruments would include the violin, piano, recorder, flute, xylophone, guitar, and trumpet.

Look at the pictures in the book and see if the children can name the instruments. They are: drum, harmonium, keyboard, violin, and guitar. Ask the children to connect the pictures and the names.

You could also show the children sheet music and explain that each note has its own sound. Just as children learn to read 'abc' and the sounds each letter has, musicians learn to read music.

The instruments in the photograph, starting at the top and moving clockwise, are drums (variation on a pair of *tablas*), bagpipes, African drum, bugle, a selection of flutes, clarinet, tambourines, castanets, and rattle. Woven straps for guitars are also shown.

Things to do

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

Lesson 28 Day and night

Discussion points

Look at the pictures in the book and ask the children which one shows day and which one shows night. Ask them what made them decide. Make a list of the things seen in each picture.

- Day: Sun, light, birds, Ask the children to guess what the people might be doing inside the house.
- Night: Moon, stars, darkness, lights on in the house, owl, which is a night animal. Ask them what the people in the house would soon be doing—going to bed.

Ask the children to tell you what they do during the day. Answers would include a range of activities such as coming to school, eating lunch, playing with their friends, etc. Then ask them what they do at night; answers might include eating dinner, reading a bedtime story, and going to bed.

Pose a few questions and ask the children to move their arms around their head like the Sun's rays to answer 'day' and to rest their head on clasped hands as if asleep, to answer 'night'. Questions you could ask include:

- When do you eat breakfast?
- When do you go to sleep?
- When do you eat dinner?
- When do owls wake up?
- When do you wake up?
- When do the stars come out?
- When do you go to school?
- When is it dark?
- When is it light?

Tell the children about sunrise and sunset. Early in the morning, the Sun starts coming up and slowly the light spreads. This is called sunrise. In the evening, the Sun begins to go down and the sky gets darker. This is called sunset. The photograph shows a setting sun.

The questions have been adequately covered in the class discussion, though you could ask the children to make a list of three things each in their books, copying the words from the writing board.

Lesson 29 Shadows

Discussion points

Explain how a shadow is made through a few demonstrations. First shine a torch or a lamp onto a plain wall. Explain that the light is falling on the wall, and there is nothing in the way. Place an object in the light's path, and show the children how its shadow is now cast on the wall—the object is now in the way and the light is blocked by it. You could further prove this point by putting something clear, like a muslin dupatta or a piece of netting in front of the light source. The shadow will be less clear now, since the light can travel through the dupatta.

Look at the picture in the book and explain the shadow of the tree in the same way. The sun is shining behind the tree and the shadow falls in front of it on the grass.

The exercise in the book gives five shadows and the children have to match them with the objects. The objects shown are a bird, pencil, car, book, and cap and the shadows are C, E, A, B and D respectively. The most confusing are the upside down shadows of the cap, bird, and cat; you may want to do these together and let the children guess the rest themselves.

The photograph shows an animal hand shadow. By holding your hands together in different ways, the shadows can be made to resemble certain things. The photograph shows a bird. See if the children can copy the hand arrangement, and using the lamp, let them cast shadows on the wall.

Things to do

Other hand shadows that you could show the class are of a rabbit, two people talking, an ostrich and a dog. Experiment and come up with some more hand shadows.

Lesson 30 Time

Discussion points

Bring a wall clock and set it to different times to show the class. The best would be one without a front cover, so that times can be set by moving the hands directly rather than fiddling with the knob on the back, which would be too tricky for the children. The clock face should also have minutes marked on it.

A suggestion: Make a clock face using stiff card paper covered by a plain white sheet of paper on which a clock face is boldly marked. Attach clock hands made of card paper and fixed with a thumb tack.

Ask the children to point to the long hand and then the short hand of the clock. Tell them that, throughout the day, these hands move around the clock and we can tell the time by reading them.

Point the long hand to twelve and tell the children this means o'clock. For this age group it would be best to stick to o'clock times only. Move the short hand to a number, three for instance, and tell the children that the short hand shows the time (three) and the long hand the hour (o'clock). The time, therefore, is three o'clock. Set a few more times for the children to practise, and then let them set different times on the clock by themselves.

If you feel that the children can also grasp 'half past' times, repeat the exercise as described above, but this time setting the long hand at six. However, the aim of the lesson should be not to teach telling time, but to introduce the concept of time and clocks to the children.

Show the minute marks on the clock. Explain that the short hand moves from one number to the next in one hour. There are sixty minutes in an hour. Demonstrate with a few more clock settings—start at four o'clock for instance, and then slowly move the long hand around the clock, as though an hour was passing by. When it reaches twelve again, move the short hand to five; it is now five o'clock.

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

Show the children how alarm clocks work by setting a time for the alarm to ring, hence waking you up. Try and show the children the traditional bell alarm as well as the popular electronic beeping ones.

Show the children a digital clock. Explain that the numbers 00 denote o'clock, and the preceding numbers show the time as the short hand on a clock would. Set a few times as examples for the children. You could also set the same time on both types of clocks. If the children understand 'half past', then also explain that 30 minutes on the digital clock shows the same thing.

The children can trace the outline of the clock in the book; tell the time (3 o'clock) and colour the hands.

Things to do

The children are given three clocks and have to tell the time: ten o'clock, nine o'clock and six o'clock.

Activities

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

Lesson 31 The weather

Discussion points

Ask the children to tell you what the weather is like today. Encourage them to give you a detailed description. For instance, if it is raining, you could also describe it as being cool, cloudy, and wet. If it is sunny, also add that it is warm/hot and bright.

Show some pictures or video clips showing different weather conditions and describe each one in detail as suggested above. For example, if you show a picture showing rain, also ask the children to suggest what sort of clothes should be worn—raincoat and wellington boots, and what equipment can be used—an umbrella. For a sunny day, the children could say that they wear light clothes, and use sunglasses. Do try and include descriptions of foggy weather and snow. It is difficult to see in the fog: it's like being in the middle of a cloud, and can be, therefore, very dangerous. Snow falls when it is very cold, and sometimes turns into slippery ice.

Look at the picture in the book showing a storm. Discuss the various features: umbrellas, rain, clouds and lightning. Try and show the children a video clip of a thunderstorm so they can hear the thunder and see how strong the wind blows.

The other things shown in the book are the Sun, clouds, rain, and wind. Most of these have been discussed in the exercise suggested above. You could also ask the children to suggest symbols for fog, thunder and lightning, and snow. They could draw and label them in the book: asterisks to symbolize snow, a zigzag to represent lightning, and grey haze to show fog.

There are three questions for the children to answer. The first one about the weather today, would have been covered at the beginning of class. The second one asks if it rains every day—not usually, though that may be the case if it happens to be the rainy season. The third question asks the children to use the appropriate symbol and record one week's weather. One week may not be enough to record a variety of changes in the weather, so it would be better to make a chart on the classroom wall covering a month at least, and the children can take turns to put in the appropriate symbols.

Things to do

Story time *'Mr Wolf's Week'* by Collin Hawkins takes the children through different types of weather and also introduces the days of the week. The text is quite brief and the children are encouraged to describe the illustrations that tell the story.

Ask the children to draw two pictures showing two different types of weather.

Lesson 32 Seasons

Discussion points

Begin by going through the months of the year. Write them in a list on the board.

Tell the children that the weather changes day to day, but seasons are the specific times of the year when a certain type of weather is expected. For example, in Pakistan winter weather is experienced from mid-November to mid-February. May to August is the summer season. Then go on to describe the features of different seasons.

In November, December and January, the weather is cold and the season is called winter. The trees are bare, there are not many flowers and in some places it snows. We have to wear warm clothes like sweaters, hats and scarves. In many places in Pakistan it becomes so cold that we use heaters to warm up our houses. People who have to stay outdoors, stay warm by sitting around a bonfire. Some animals like bears and squirrels go to sleep for the whole season; this is called hibernation.

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

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

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

As you discuss each season, also refer to the pictures in the book as well as other pictures you might have collected.

The photograph shows a garden in spring. Point out the colourful flowers and the green grass. You could also mention that butterflies and bees also like flowers and spring weather.

Things to do

Make a seasons chart. Take four rectangular pieces of paper or card and decorate each one according to the season. You could ask the children to make detailed drawings, or simply stick on an object to symbolize a season, such as dried leaves for autumn and pressed flowers for spring. Attach the four scenes together by gluing a length of rope or wool down the back of them all together, forming a loop at the top, which can be used for hanging.

Lesson 33 Air

Discussion points

Ask the children to breathe in deeply. Tell them what we are breathing in is air. Ask them to hold their chests as they breathe in and feel them rising as their lungs fill with air. As they breathe out, dirty air is expelled and their chests will fall.

Explain how important air is. It is all around for us to breathe. Animals and even plants breathe air.

The book shows various uses of air—it is used to inflate tyres. Bring a hand pump to show the class and let them feel the air pumped out of it. Use it to inflate a balloon so the children can see how it works. When air moves, it is wind. We can fly kites in the wind.

The book also suggests that the children blow bubbles into a glass of water through a straw. These are bubbles of air. This idea is expanded in the 'Things to do' section.

Show the children the hot air balloon in the photograph. Explain that warm air is pumped into the balloon until it is fully inflated. People can sit in the basket attached to the balloon, and when the balloon is full, it will float up into the air. When the passengers want to come down again, they let the air out of the balloon, slowly, until the hot air balloon comes down again. Attach a light cardboard box to the bottom of a helium-filled balloon and let it float into the air. By pricking the balloon through a piece of tape stuck on to it, the air will slowly be let out, without popping it, and the balloon will descend.

Things to do

Make a bubble painting. Mix some watery paint in a wide, shallow dish and blow through a straw until lots of bubbles cover the surface. Quickly place a sheet of white paper over the top. As the bubbles burst, they will leave a pattern on the paper. Leave to dry. In case you are afraid that the children might inadvertently suck some of the paint, use food colours to colour the water.

Christina Rossetti's poem makes interesting reading for children:

Who has seen the wind?

Neither you nor I,

But when the trees bow down their heads,

The wind is passing by.

Lesson 34 Water

Discussion points

Begin by asking the children to name the different uses of water. Also refer to the pictures at the bottom of the page, which show washing up, bathing, drinking (stress the importance of drinking water, you could say it cleans our bodies from the inside) and swimming. Other uses could include rinsing our mouths after brushing our teeth, washing our faces, washing clothes, watering plants, and making drinks like tea and squash. Make a note of the uses the children suggest which are not shown in the book.

You could also show the children how water boils to make steam, using an electric kettle, and how it can be frozen into ice (see 'Things to do').

Some animals can only live in water—ask the children to name some. Suggestions include fish, octopus, and whales.

Emphasize the importance of not wasting water. You could tell the children that there are some people in the world who do not have clean water to drink and are always thirsty. You could suggest a small way that the children can contribute towards conserving water—by turning the tap off in between brushing their teeth and rinsing their mouths.

Explain the water cycle at its most simplified. Referring to the illustration in the book, begin with the rainstorm and rain falling from the clouds on to the mountains. Rainwater runs down the mountains in streams, as well as melted snow from the mountain tops. Streams from different mountains join and form rivers and lakes. Rivers join and flow into the sea. Water on the surface of the sea, goes up into the air to form clouds again.

Ships and boats can travel over the water all around the world and take people and things from one place to another. Ask if any of the children have been on a boat.

Things to do

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

Lesson 35 Islam

Discussion points

Begin by asking who made the world and everything in it. The children will probably answer God or Allah.

Most of the children in class will probably be Muslims, so start with Islam. Tell the children that Islam is our religion. A religion tells people what is good for them and what is not. Islam tells us all about Allah and Prophet Muhammad (PBUH).

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

Islam tells all the people to pray to Allah. Muslims pray in a mosque. Show the children the illustration of the girl praying and the mosque. Draw attention to the prayer mat (*Jai' namaz*) and the girl's hands—she is saying *du'a*.

Look at the picture of the mosque. Tell the children that *azaan* reminds people that it is time for prayer. Point to one of the minarets and tell them that is the place where the Imam of the mosque used to stand and say the *azaan* so that his voice could travel as far as possible and be heard by the people. Now there are loudspeakers attached to the minaret and a microphone inside the mosque, so that the *azaan* is heard by all in the neighbourhood. Point out the people going in to say their prayers. Also point out the domes. Ask the children to colour the picture.

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

The photograph shows the Ka'aba. Tell the children a little about its history that it is in Makkah, in Arabia. Prophet Muhammad (PBUH) was born in Arabia. When many people had become Muslims, he took them all to the Ka'aba. They stayed there for a few days and said their prayers. Now, all Muslims go to the Ka'aba for pilgrimage. They walk around the Ka'aba and say their prayers there. The big annual gathering is called Hajj and people can also go for Umra whenever they choose. Wherever in the world they may be, Muslims face towards the direction of the Ka'aba when they say their prayers.

Things to do

The second question asks the children to name their religion which has been sufficiently discussed.

Story time

Goodword Kidz has published a series of Quranic stories for children. Choose one to read to the class.

Lesson 36 Our country

Discussion points

Show the children a map of the world or a globe and point out different countries. Show them Pakistan and let the children trace the outline with their finger.

Look at the picture in the book showing a map of Pakistan. Explain that our country is divided into different provinces, and each province has its own towns and cities. Let the children locate the province you are in at the moment and trace its outline with their finger. Mark a major city of the province: Lahore in the Punjab, Karachi in Sindh, Quetta in Balochistan, Gilgit in Gilgit-Baltistan, and Peshawar in Khyber Pakhtunkhwa. Ask the children to colour in the province.

Repeat the exercise for the other provinces—mark the city and colour it in. If you wish, you can also discuss the language of each province, Punjabi, Sindhi, Balochi, Pashto, and Hindko.

Point out the neighbouring countries. When you talk about India, also point to Jammu and Kashmir, and explain that India says this part belongs to her, but we say it belongs to Pakistan.

Ask the children to look for the sea, denoted by a blue line. Tell them that this is the Arabian Sea.

Things to do

The questions asking the children to colour in the map and locate their province have already been covered in the class discussion.

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

Lesson 37 Our flag

Discussion points

Bring a flag to show the class. If this is not possible, look at the photograph together. Discuss the different features. Most people in Pakistan are Muslims. The green background of the flag represents them. There are, however, lots of non-Muslims in Pakistan too. They are represented by the white stripe at the side of the flag. The star and the crescent are Islamic symbols, but can also be taken simply as decoration, since the crescent moon and star look beautiful in the night sky.

Explain that each country has its own flag. Show the children the flags in the book and point out distinctive features. Most flags are rectangular, but the Nepalese one has two triangles. The Saudi flag has the first *kalimah* written on it to show that it is an Islamic country and also where Islam started. The Chinese flag is red with yellow stars in one corner. The Japanese flag is white with a red circle in the centre representing the Sun. You could simply explain that Japan is known as ‘the land of the rising Sun’!

You could also show them some other flags, simply for their design and colour. Interesting choices would include the Canadian flag decorated with a red maple leaf, maple trees being abundant there, and the kiwi bird on New Zealand’s flag, which has become a national symbol.

Things to do

The children can colour the flag following the one shown in the photograph.

Give the children a paper rectangle to make their own flag. Ask them to choose up to three colours and a symbol. The symbol could be his or her family, a favourite food or game. Attach the finished flag to a straw.

Lesson 38 Our heroes

Discussion points

Begin with a brief, simplified history of Pakistan which was once part of the subcontinent. Show the children a map showing India and Pakistan. Point out the border, and explain that this line indicates that these are two separate countries. You could also show borders with other neighbouring countries.

Explain that over fifty years ago, perhaps when the children's grandparents were in school, Pakistan was not a separate country, but a part of India; there was no separate border on the map. If you can find a map of pre-partition India, or even a relief map, which doesn't show borders, trace the outline of India and then compare it with the shape after partition.

Tell the children that people of different religions lived in India, and for a long time they lived very happily and peacefully. However, after some time, many Hindus and Muslims began fighting with each other. Some Hindus started to bully Muslims (to give a playground example!), and the Muslims became very unhappy living in India. They wanted their own country where they would be able to live in peace.

Give a brief history including these major points:

- Many Muslims stopped going to school, and without an education they weren't getting good jobs so they became poorer and poorer. The Hindus, however, studied and got all the good jobs and were doing well. **Sir Syed Ahmed Khan**, believed very strongly in the importance of education, and realized that the Muslims needed to get a good education and good jobs. He opened several schools, the most well known being the Aligarh School, and encouraged all Muslims to come and learn about different subjects such as English, Maths and Science. He also wrote some books and published a newspaper to keep the Muslims informed of all the things that were happening in India and the rest of the world. Aligarh School became a college and then a university. Aligarh University is still functioning in India.
- Since there were more Hindus than Muslims, Muslims were still being kept backwards, and the problems between the two increased. **Allama Muhammed Iqbal** was one of the first people to think about creating a separate country for the Muslims, though people of all religions would be welcome there. He gave many speeches and also wrote poetry based on these ideas, which many people heard, read and thought about. Though Allama Iqbal introduced the idea of Pakistan, he died before it came into being. He is buried in the grounds of the Badshahi Mosque in Lahore.
- One of Allama Iqbal's close friends was **Mohammed Ali Jinnah**, a Muslim lawyer and politician. At first, he wanted Muslims and Hindus to live together in India, but he soon realized that many Muslims were very unhappy in India and needed their own country. He joined the Muslim League, a political party, and started working for the Muslims. He became the leader of the party and after a lot of hard work, in 1947, he managed to make Pakistan a reality. On 14 August 1947, India was divided into two. The north-west, where most of the Muslims lived, was separated and named Pakistan. (There is no need to confuse the children, at this stage, by including East Pakistan. They will learn about it in higher classes.) Mohammed Ali Jinnah became known as the **Quaid-i-Azam**, that is, the great leader. Many Muslims from all over India came to live in Pakistan, though many

stayed in India. Many Hindus also stayed in Pakistan. The Quaid-i-Azam, was, however, very ill by the time Pakistan was made, and died soon after. He is buried in Karachi. Show the children the photograph of his mausoleum.

- **Liaquat Ali Khan** was also a friend of the Quaid-i-Azam, and it was he and his wife, who convinced Jinnah to come back to India from England and work for the Muslims. He helped the Quaid intensively and worked very hard during the struggle to create Pakistan. He became the first prime minister of Pakistan and helped to make the country good and safe. He was mysteriously killed four years later, in 1951.

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

Things to do

The questions given are also about them—who they were and what they did. You could ask the children to answer in the form of a short answer quiz, for example:

What is the Quaid-i-Azam's real name?

What does Quaid-i-Azam mean?

Who started Aligarh School?

Where is Allama Iqbal's tomb?

Make sure that they have a handout containing brief details of each person.

Things to do

If you are in Karachi, take the children to Flagstaff House Museum where they can see where the Quaid-i-Azam lived, and some of his belongings.

Lesson 39 Famous people

Discussion points

Tell the children that there are many people who have done a lot of good work in Pakistan and have become famous for their achievements. Talk about each of the people shown on the page, and include the following points:

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

Dr Abdus Salam was a famous Pakistani scientist. He studied physics and wrote many papers on the subject. He won many prizes and awards, the most important being the Nobel Prize in 1979, which is an award given to those people who do the best work in different subjects. He is the only Pakistani, so far, who has won this prize. Also mention that he was a brilliant student in his time.

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

Abdul Sattar Edhi wanted to help the poor people in Pakistan. He was very sad to see the terrible conditions in which they lived and so he decided to collect money to help them. He has set up many centres to help people who are poor, or do not have homes and families. Some centres take care of children who have no parents and no one to look after them; others look for people who have gone missing from their homes, either run away or kidnapped; some collect money, food and clothes and give them to the poor. The Edhi Foundation has the largest ambulance service in the country to take injured and sick people to the hospital. His wife, Bilquis, and their children also help him with his work. Bilquis Edhi has opened special centres for women and children, where they are looked after and educated. The Edhis are doing a lot of good work in Pakistan and have also inspired others to do similar work.

Another brilliant Pakistani was Arfa Karim Randhawa who was the youngest ever Microsoft-certified professional at the age of nine, and held the record for four years. Arfa passed away on 14 January 2012, after an epileptic seizure and cardiac arrest. Arfa won several awards at home and abroad and was recognized internationally.

The children are asked questions about these people and why they are famous. Do give them a handout that contains brief information about each person so they have ready reference material. However, rather than the children simply copying the information into their books, ask short questions, as suggested in the notes to Lesson 38, which require the children to look through and find the right answer.

Art and craft/Things to do

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

Lesson 40 Our Earth

Discussion points

Show the children a large globe and explain that this is our Earth. Point out the areas of land and water. Explain that the land is divided into different countries. Point out Pakistan and the place where you are in Pakistan. Ask if any of the children have been to a different country or know the names of any, and point them out on the globe.

The book also shows a picture of the Earth. Pick out the same area on the globe and show it to the children. If you feel the children are familiar with the concept of 'other countries', name some of them such as England, Australia, Russia, India, and Pakistan.

Draw attention to the water all around that particular land mass and ask the children to colour in the picture in the book accordingly, using blue to show the sea. Show the children where Pakistan is on their picture of the Earth and label it.

An additional suggestion in the book is to look at more pictures of the Earth in an atlas. Show the children detailed maps of Pakistan's topography too.

The photograph shows a picture of Earth taken from space. Explain that these photographs were taken by space satellites. The blue parts are the seas and the green and brown parts, the land. You could also point out the mountains. The white parts are the clouds in the sky.

Things to do

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

Lesson 1 Friends

Duration: 1 period (40 minutes)

Resources: textbook, beads and string, two or three large sheets of paper to make paper chains of friends, storybooks

Objectives:

- To learn about friendship: what a friend is and what a friend does

Introduction: 5 minutes

Before beginning, write each child's name on a label and put it where the child is seated. Introduce the topic by asking for a show of hands when you ask how many of the children have a friend? Then ask them what do they do when they are with their friends?

Explanation: 25 minutes

Read the questions out loud to the class. Ask them if they do any of those things—playing, sharing a snack—with their friends. Ask them to name one friend in the class and spell out their name using the labels.

Discuss what it means to be a friend and what activities friends might do together: play, talk, eat, help each other, etc.

Ask them to copy their friend's name at the end of the page in the book and make a small picture of their friend. If they want to write more than one name, tell them to make a line underneath and write it there.

Help the class answer the questions in Worksheet 1.

Conclusion: 10 minutes

Cut out a paper chain of friends that the children can colour.

Read them a story about friendship: *The Giving Tree*, *Winnie the Pooh* or *Corduroy* are all good stories about friends.

Make friendship bracelets. Give the children a thick piece of string knotted with a bead at one end. Have a variety of chunky beads available for them to string on. Let them exchange bracelets at the end of class or make two, one for themselves and one to give a friend.

Teach them a song about friendship. This song from Barney is quite popular amongst little children.

I Love You

I love you

You love me

We're a happy family

With a great big hug

And a kiss from me to you

Won't you say you love me too?

I love you

You love me

We're best friends

Like friends should be

With a great big hug

And a kiss from me to you

Won't you say you love me too?

Lesson 2 Manners

Duration: 1 period (40 minutes)

Resources: textbook

Objectives:

- To know why good manners are important; to learn some examples of good manners and put them to use

Introduction: 5 minutes

Ask the children what is the first thing they say to their elders when they get up in the morning: *Assalaam o alaikum*. What do they say when they meet someone? Talk about what they should say: 'Salam' or 'Hello'. Then they should ask 'How are you?' and if the other person asks them how they are, they should say 'Fine, thank you.' This is a polite way of talking to someone.

Explanation: 25 minutes

Discuss other situations and what would be the best manners to use in them. For example, what do you say when you ask someone for something? 'Please.' What do you say when you get something from someone? 'Thank you'. What do you say if you bump into someone? 'Excuse me' or 'I'm sorry.'

Discuss as many examples as you can come up with and then talk through the pictures in the book. What is happening in each picture? What is the polite thing to say in each situation? Let the children complete the exercise and colour in the pictures.

Let the children work through Worksheet 2.

Conclusion: 10 minutes

Do a role play where the children act out similar situations. If there is time, read them a story about good manners or naughty children. Remind them to practice their good manners at home and in school.

Lesson 3 Clothes

Duration: 1 period (40 minutes)

Resources: textbook, paper dolls

Objectives:

- To reinforce the names of different items of clothing

Introduction: 5 minutes

Ask for a show of hands as you ask the class questions like: ‘Who is wearing a skirt/shorts/ trousers/t-shirt?’

Explanation: 25 minutes

Ask the children to name the items of clothing pictured in the book—a shirt, a waistcoat, socks, trousers, shalwar, kameez, and dupatta. Explain how each is worn.

Discuss the picture: what is the girl taking out of the closet? What is a hanger used for? Where do we hang our clothes? Where do we put them away after folding them neatly?

Ask the children to name some more items of clothing that are not already pictured. Draw and label them on the board. Ask the children to draw two of them in the book. Then talk them through the exercise and let them complete it using the pictures and words on the board.

Now guide the class through Worksheet 3.

Conclusion: 10 minutes

Have a selection of paper dolls and cut-out clothes ready so that the children can dress them up and play with.

Lesson 4 Keeping clean

Duration: 1 period (40 minutes)

Resources: textbook; toilet soap and a face towel, a toothbrush, toothpaste, etc.

Objectives:

- To know the importance of keeping clean;
- To learn how to keep things clean
- To know what items are used to clean different things

Introduction: 5 minutes

Ask the children what it means to be clean—is it important? Why? How do they clean up? How do they keep their bodies clean? How do they keep their rooms clean?

Explanation: 25 minutes

Show the children some of the things pictured in the book, which you have brought to the class. Hold up each item and ask the children what it is and what it is used for. Demonstrate how each item can be used.

Discuss the things that we do to keep our bodies clean, such as brushing our teeth, cutting our nails, taking a bath and washing our hands and face, brushing our hair.

Discuss how we keep our clothes clean, by washing and ironing them.

Discuss how we keep our homes and school clean, by dusting, sweeping and mopping.

Explain that it is important to keep ourselves clean so that we not only look and smell good but more importantly, that we stay healthy. Dirt leads to sickness. It is important to keep our rooms and surroundings clean so that they too look neat and clean, and we can find things easily. Reinforce that we must always throw litter in the garbage can and not in the yard or on the roads.

Go over the names of the objects in the exercise at the end of the lesson. Write out the names on the board. Ask the children to write the correct names under the pictures and colour them.

Help the class complete Worksheet 4.

Conclusion: 10 minutes

Sing some clean up songs with the appropriate actions.

Clean Up

Clean up, clean up, everybody everywhere.

Clean up, clean up, everybody do your share.

Clean up, clean up, everybody everywhere.

Clean up, clean up, everybody do your share.

Here We Go Round the Mulberry Bush

Here we go 'round the mulberry bush,

The mulberry bush, the mulberry bush.

Here we go 'round the mulberry bush,

So early in the morning.

This is the way we brush our teeth,

Brush our teeth, brush our teeth.

This is the way we brush our teeth,

So early in the morning.

This is the way we wash our face,

We wash our face, we wash our face.

This is the way we wash our face,

So early in the morning.

This is the way we fold our clothes,

We fold our clothes, we fold our clothes.

This is the way we fold our clothes,

So early in the morning.

This is the way we polish our shoes,

Polish our shoes, polish our shoes.

This is the way we polish our shoes

So early in the working.

This is the way we sweep the house,

We sweep the house, we sweep the house.

This is the way we sweep the house,

So early in the morning.

Lesson 5 Doing things

Duration: 1 period (40 minutes)

Resources: textbook

Objectives:

- To learn to describe actions in words

Introduction: 5 minutes

This topic has been done in Book A as well so this is a revision. Ask the children what they do in school. What are some of the things that they do at home? Make a list on the board. Explain to them that we are always doing something; even when we sleep, we dream—that's an action.

Explanation: 30 minutes

Ask the children what the people in the illustrations are doing. Make up a short story about each picture. Work through the exercise at the bottom of the page. Encourage the children to try reading them; then mark the correct statement with a tick and the wrong one with a cross.

Give them Worksheet 5 to do. Make another worksheet with simple sentences such as: the girl is eating, the boy is reading, etc. and ask them to draw the actions.

Conclusion: 5 minutes

Ask the class what they enjoy doing most in school. Do the activity/ies with the class.

Lesson 6 The senses

Duration: 2 periods (40 minutes x 2)

(Note: see the Teaching Guide, pages 34–35, for further explanation and ideas.)

Resources: textbook, various items of different appearance, taste, texture, smell, and sound

Objectives:

- To learn how the five senses work

Introduction: 5 minutes (each)

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

Explanation: 25 minutes (each)

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

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

Sight: Ask them to describe how different items in the classroom look: a toy, a chair, a crayon, a plant. (eyes)

Smell: Let them smell a variety of smells—a bottle of perfume, a flower, pickles, an orange, a mango. (nose)

Touch: Give them different textures to feel. Put a variety of items in a paper bag. Let each child take a turn feeling inside and trying to guess what the object is. (fingers)

Taste: Ask the children to close their eyes as you put a few granules of sugar or a small piece of candy on their tongues. Do the same with something salty like a salted cracker or potato chips. Let them describe the taste. (tongue)

Sound: Ring a bell or shake a tambourine out of sight of the children. Let them guess what is making the sound. Play some sounds on a tape recorder and do the same. Use animal sounds, like a cow mooing or a dog barking, sounds you might hear on the road like horns honking, a favourite song, the sound of rain, etc. (ears)

Conclusion: 5 minutes (each)

Point to each body part used to sense—eyes, ears, nose, tongue and fingertips and say the senses out loud as you do so. Then read out sentences in the book and let the children complete the answers. Complete the exercises in Worksheet 6 towards the end of the second period.

Things to Do:

Play a game of 'I Spy'.

Do some finger painting.

Make a texture book. Each child glues different textures (furry cloth, satin, a leaf, sandpaper, aluminum foil, a piece of jute) into a small booklet. They can then label the textures accordingly. Or, alternatively, you can make one large texture book for the class.

Lesson 7 Things

Duration: 1 period (40 minutes)

Resources: textbook, a few objects of different shapes, colours and textures

Objectives:

- To learn that everything can be described using our five senses

Introduction: 5 minutes

Show the children an item in the classroom and ask them some leading questions about it. For example, point to a chair and ask 'Is this soft? Is this orange? Is this hot?' etc.

Explanation: 30 minutes

Begin with the pictures in the lesson. Ask the children to describe each object. Ask questions if they miss something. Talk about what each object is made of. Discuss the texture, colour, smell, sound and taste of different things. Do the tasks in Worksheet 7 with the class.

Activity: Give each child a bit of modelling clay to make a toy animal, such as a bear. Demonstrate how it is to be done. Break off a piece of clay and start rolling it into a ball for the head; then roll

another bigger piece into an oval for the body. Stick the head on the body using a toothpick to join the two pieces. Add four small rolled pieces as its limbs. Keep the clay bears in class until dry; then let the children paint them and take them home.

Alternately, make little clay caterpillars or snakes by rolling out small pieces of clay; mark the eyes and mouth on them, and sections for the caterpillar. Then let them dry. Children can paint or mark them and take them home.

Conclusion: 5 minutes

Reinforce the concept of the five senses by playing a guessing game. Think of an object. Give the class one or two clues. For example, chocolate: clue—it is dark brown, it is sweet. Then the children should ask you questions based on the five senses to guess what it is.

Lesson 8 Electricity

Duration: 1 period (40 minutes)

Resources: workbook, crayons, flash cards/ pictures of different appliances, batteries

Objectives:

- To learn that electricity is generated inside a power plant
- To understand the concept of electricity as a fuel to run many of the appliances around us
- To understand the concept of on and off
- To understand that electricity can be dangerous to them and that they must never use any electrical appliance without an adult's help nor poke fingers in sockets, etc.

Introduction: 5 minutes

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

Explanation: 30 minutes

This topic has been explained well in the Teaching Guide too. First ask the children to name some things that they think run on electricity. Ask them where they think it comes from. Then explain that electricity is manufactured in power plants and distributed all over the country through wires. Show them the picture in the workbook.

Ask if they have ever experienced load-shedding and what they think happens when that occurs. Explain that load-shedding is the result of a breakdown at the power plant or damaged wires.

Ask them to point to things in the classroom that run on electricity: the lights, the fan, a cassette player, a television, etc. Demonstrate the concept of on and off. Children love to turn things on and off. It would also be good to mention the importance of conserving electricity by turning off fans and lights when you leave a room.

Explain that batteries also produce electricity to run small appliances like a radio or some toys. Show them what batteries look like and ask if they use them in any of their toys.

Go over the pictures in the book and work them through the exercise. Follow up with Worksheet 8.

Conclusion: 5 minutes

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

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

Lesson 9 Communication

Duration: 1 period (40 minutes)

Resources: textbook, card paper, envelopes, glitter

Objectives:

- To understand the concept of communication
- To know that when we get information from someone or somewhere else, it is communication

Introduction: 5 minutes

Show the class a regular or a mobile phone. Ask them what it is used for. Explain that people use telephones to get in touch with each other. Point out the parts: the receiver with the listening end and the speaking end, and the numbers on the dial pad.

Explanation: 25 minutes

Tell them that just like each person has a name, so does each phone have a number. Explain that if you want to speak to someone at a certain number, you can dial it on the phone and talk to them. Ask if any of them know their home phone numbers.

Look at the pictures in the book. The pictures show different forms of keeping in touch with each other and knowing about what is happening around us: telephone, computer, television, radio and newspaper. Explain that this is called communication. Talk a little about each method and invite the children to share their experiences of communication.

Explain that newspapers, television and radio are known as the media and are used to tell a lot of people about different things that are happening all over the world and around us.

Help the children complete Worksheet 9.

Other ways of keeping in touch include writing letters and cards to each other. These can be given in person or you can take it to the post office where they can send it on to a different city or country. For example, people receive greeting cards on their birthdays, for Eid, and for the New Year.

Activity: Give each child a piece of card paper and let them decorate it with markers and glitter. Show them how to address an envelope. Let them just write their parents' names and sign their own.

Conclusion: 10 minutes

Make a cup telephone. Poke a hole in the bottom of two styrofoam or plastic cups. Thread a long piece of string in the bottom of one cup and tie a knot at the end of the string to prevent it from coming out. Then thread the string through the bottom of the other cup and tie another knot. Let one child talk into one cup while another listens at the other end. This experiment will be remembered later when they study how sound travels.

Lesson 10 People at school

Duration: 1 period (40 minutes)

Resources: textbook, some pictures of the school staff (including non-academic) doing their work, paper for drawing

Objectives:

- To understand the different work/jobs that people do in school

Introduction: 5 minutes

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

Explanation: 25 minutes

Look at the pictures in the book. Ask the class to describe what the students are doing and what the teacher is doing. Then read the labels under each picture out loud. Ask the children what work each person does.

The librarian works in the library, taking care of the books and helping people find the books they want to read. The principal works in the office, making sure that everything is the school is running smoothly. The principal may have a secretary who answers phone calls and types up letters. The watchman stands at the gate and makes sure no child leaves the school without an adult or runs out on the road; he does not allow any stranger to enter the school. The cleaner keeps the school clean and puts everything back in its place so that it is easy to find. The driver drives the school bus. The ayah helps the children whenever they need it.

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

Conclusion: 10 minutes

Guide the children through Worksheet 10.

Give the children a sheet of paper each and ask them to draw and colour a picture of anyone of the people in school that they have learnt about—the principal, their teacher, the librarian, or the gatekeeper, etc.

Lesson 11 Jobs

Duration: 1 period (40 minutes)

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

Objectives:

- To understand the different work that people do

Introduction: 10 minutes

This topic has been introduced in Book A, so refresh the children's memory a little by talking about what different people, including their parents, do. Continue by asking them what they want to be when they grow up. Some of them will have ready answers. Ask them about what a person in that profession does.

Explanation: 20 minutes

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

Show them pictures of other professions that are not pictured here: pilot, astronaut, nurse, zookeeper, baker, etc. Discuss a little bit about each profession.

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

Help the class do the matching exercise in Worksheet 11.

Conclusion: 10 minutes

Invite a guest speaker or even some of the parents in different professions to talk to the children about what they do.

Lesson 12 The village

Duration: 1 period (40 minutes)

Resources: textbook, pictures of village life

Objectives:

- To learn that people live in different parts of the country, in different ways
- To learn what village life is about

Introduction: 5 minutes

Ask the children where they are living now—do they know the name of their town or city? Ask them if they have been outside the city, e.g. to a farm. Have any of the children ever been to a village? Ask them what they saw and how it was different from the city.

Explanation: 25 minutes

Look at the sketch in the book. Ask the children to describe what is going on in it. Point out the farmhouse, the different animals, the different sections of land where a variety of food is grown, the fruit trees that make up an orchard.

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

Point out the waterwheel and explain how it works to water the fields.

Point out the haystacks, the dried grass that the animals eat and also sleep on. Ask what animals can be found on farms. Make a list on the board.

Show the children other pictures of village life. Discuss what is going on in each picture. Do the Worksheet 12 exercises with the class.

Conclusion: 10 minutes

Ask the children to colour the picture in the book.

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

*The farmer in the dell
The farmer in the dell
Hi-ho, the derry-o
The farmer in the dell*

*The cow takes a dog
The cow takes a dog
Hi-ho, the derry-o
The cow takes a dog*

*The farmer takes a wife
The farmer takes a wife
Hi-ho, the derry-o
The farmer takes a wife*

*The dog takes a cat
The dog takes a cat
Hi-ho, the derry-o
The dog takes a cat*

*The wife takes a child
The wife takes a child
Hi-ho, the derry-o
The wife takes a child*

*The cat takes a rat
The cat takes a rat
Hi-ho, the derry-o
The cat takes a rat
The rat takes the cheese
The rat takes the cheese
Hi-ho, the derry-o
The rat takes the cheese*

*The child takes a nurse
The child takes a nurse
Hi-ho, the derry-o
The child takes a nurse
The nurse takes a cow
The nurse takes a cow
Hi-ho, the derry-o
The nurse takes a cow*

*The cheese stands alone
The cheese stands alone
Hi-ho, the derry-o
The cheese stands alone*

Old MacDonald can also be acted out the same way; you can add the names of the farm animals, and let two children each play the role along with the animal sounds.

Lesson 13 The city

Duration: 1 period (40 minutes)

Resources: textbook, posters/pictures of city life

Objectives:

- To learn what city life is about

Introduction: 5 minutes

Tell the children about towns and cities. Explain that a city is much larger than a town, with more people and houses. Ask them if they know the name of the place they live in. Write the name on the board. Tell them whether it is a town or a city.

Explanation: 25 minutes

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

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

Work through the questions in the Worksheet 13 with the class.

Conclusion: 10 minutes

Together, go through the list on the side of the page. Ask the children to see if they can find the items in the picture. Count how many there are of each. Let them colour the picture.

Things to Do:

Make a city and a village diorama. Take two empty shoeboxes; trim the two smaller sides and one wider side of each to a height of 7cm. Make a small city scene in one by drawing buildings around the edges and using toy cars and traffic lights, etc. Make a village scene in the other, with toy animals, plants, etc. You can use a variety of different materials to create the effect you want.

Lesson 14 The shop

Duration: 1 period (40 minutes)

Resources: textbook, toy cash register, toy food items

Objectives:

- To become familiar with how a shop is run

Introduction: 5 minutes

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

Explanation: 20 minutes

Ask them to point out the different items shown. Point out the trolley. Ask the class what it is used for—to carry your shopping. Point out the cash register and the man behind it. Tell them that he is the shopkeeper. Explain that people pay there for the things they have bought. The shopkeeper adds up the prices and takes the money. The money is kept in a drawer at the bottom. Show them a toy cash register, if available. Tell them that the people buying things are called the customers.

Help the children to identify the items found in a stationery shop. The children should tick those items that would be found in this shop (including board games) and cross those that won't.

Help the children to complete Worksheet 14.

Conclusion: 15 minutes

Set up a mini-shop with pictures of different items and make-believe money. One child can act as the shopkeeper, while the others become customers. You will need to guide them through this exercise.

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

Lesson 15 The market

Duration: 1 period (40 minutes)

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

Objectives:

- To learn about markets and what they sell

Introduction: 5 minutes

Show the children the picture of a market. Ask them to describe what they see.

Explanation: 25 minutes

Explain that a market is a place where there are many shops or stalls that sell different items of daily use. Point out the stalls of different items shown in the picture. There is unstitched cloth, readymade

clothes, fruits and vegetables, meat, and snacks being sold. Ask them if they have ever been to a place like that.

A shop is usually in a building with walls and one or more doors. Many shops can be found at a mall, which is like a big market too.

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

A big store which sells everything is called a supermarket. Name some in your area that the children might be familiar with.

Work through the questions in Worksheet 15 with the class.

Conclusion: 10 minutes

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

Lesson 16 Money

Duration: 1 period (40 minutes)

Resources and materials: textbook, samples of some real banknotes and coins shown in the picture; Monopoly notes and counters

Objectives:

- To learn about the small denominations of money and understand their use

Introduction: 5 minutes

Show the class samples of different real notes and coins. Ask them what they are, how much each is worth (some of them might know), and what they can be used for.

Explanation: 25 minutes

Recap the last two lessons about shops and markets; remind the children how they had 'bought' different items by paying for them. Now draw their attention to the pictures in the book and ask the children what is happening in each one. The picture shows a cashier taking money from a customer. Explain that when we buy something, we exchange it for money. We give the money to the shopkeeper and he keeps it in the cash register. Sometimes if we give him extra money, he gives us 'change' or the left over money. Tell the children that when their parents go shopping, they choose what they want, then they take the things to the cashier who adds up the prices and tells the parents. They then pay the cashier who gives them the things they have bought or paid for. Sometimes when we do not have the exact amount, we pay more and the cashier returns the balance or left over amount. Guide the children through Worksheet 16.

Conclusion: 10 minutes

Mark the prices, for example Rs 2, 5, 7, or 10, on a few items, such as pencils, greeting cards, and crayons. Put out the Monopoly notes and counters as money and let the children decide which coin or note should be used to pay for each. If a child hands over a higher amount, return the balance to help them understand and reinforce the concept.

Things to Do:

If possible, plan a field trip to see a nearby supermarket. Arrange in advance for funds (e.g. Rs 20 or 30 per child) and help them buy a light, healthy snack each, such as a packet of fruit juice and packed biscuits.

Lesson 17 The railway station

Duration: 2 periods (40 minutes x 2)

Resources: textbook, model train set, a picture of a railway station, such as Lahore's main station or Karachi's Cantt station

Objectives:

- To become familiar with important places, beginning with the railway station

Introduction: 5 minutes (each)

Begin by talking about important places like airports and railway stations, schools, hospitals, petrol pumps etc. These places are important because they provide different services for us. (The Teaching Guide gives a good introduction to the concept of 'Places'. Read it in advance.) Then ask the children if they have ever travelled by train. Where did they go to board the train? How was the experience on the train? Did they enjoy it? How does the train work? It moves on tracks and its carriages are pulled by the engine.

Explanation: 25 minutes (each)

Show the class the picture in the book. Tell them that this is a railway station. To get on a train they have to go to the station and buy tickets for their journey. Ask them to identify different aspects of the train station. People wait on the platforms and the train pulls up alongside. Point out the porters who carry the luggage. Tell the children that people who travel from one place to another are called passengers. The train also has a driver who controls the engine. There is a guard who signals with a flag when the train should start moving or should stop. Explain that we **must** follow safety rules when travelling by train. We must NEVER stand at the edge of the platform. We must NEVER get on or off a moving train, no matter how slow it may be. We must NEVER stand in the entrance to a carriage or put out our arms from the windows.

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

Explain each feature in a little detail and ask them some questions like, 'Where do you think the train is going?', 'What platform is it standing at?', 'What do you think the vendor is selling?', etc.

Then go through the list at the top of the page, and let the children complete the exercise.

Conclusion: 10 minutes

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

Read aloud the story *Thomas, the Tank Engine* or any other train-related story. There are many good ones to choose from. If possible, play Kylie Minogue's song *Locomotion*.

Do the Worksheet 17 questions towards the end of the second period.

Lesson 18 The airport

Duration: 1 period (40 minutes)

Resources: textbook, pictures of the main airports in Pakistan, a toy airport set (if possible), toy aeroplanes

Objectives:

- To become familiar with the airport as an important place

Introduction: 5 minutes

Many children may be familiar with airports as the places from where people take flights to different cities or countries. Ask the children if they have ever been to the airport or travelled anywhere by plane and where they went. Ask a few questions about the experience, helping them along with names of things.

Explanation: 30 minutes

Use the detailed, step-by-step explanation in the Teaching Guide to conduct this lesson. Use the pictures in the book to explain the sequence of events of air travel.

- Step 1: getting your seats booked and getting your tickets from the airline's office in the city.
- Step 2: driving to the airport (Jinnah International in the photograph) with our ticket and luggage, and passport, if we are flying to another country.
- Step 3: the luggage is taken on a trolley into the building and then we go through security.
- Step 4: next we go to the check-in counter. There, we get our boarding passes and our luggage is checked on to the plane. The boarding pass tells us our seat number and also from which gate we should board the plane.
- Step 5: when the announcement is made for our flight, we get on to the plane. When everyone is seated, the pilot announces that the plane is ready to leave and the doors are closed. The seatbelt signs are switched on and the security announcements are made.
- Step 6: the plane begins to move, the pilot takes off the ground and the plane climbs high into the sky.
- Step 7: the air hostesses and stewards bring our snacks or meals.
- Step 8: when it is time to land, the plane starts to come down towards the ground, until the wheels come out and we touch down.
- Step 9: we get off the plane, and enter the airport. Then we collect our luggage from the conveyor belt and leave the airport.

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

Tell the children that now we usually have covered corridors that link the airport's inner gates with the aircrafts. Some airports may still use connecting stairs for passengers who are then taken by shuttle to the main building.

Conclusion: 10 minutes

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

Complete Worksheet 18 with the class, and then draw and colour an aeroplane or to draw what they saw from an aeroplane window.

Lesson 19 The petrol pump

Duration: 1 period (40 minutes)

Resources and materials: textbook, a large toy car, photographs of petrol pumps in Pakistan and abroad (may be available from calendars or diaries of oil companies)

Objectives:

- To become familiar with the features of a petrol pump
- To know the importance of petrol pumps (as fuel stations)

Introduction: 5 minutes

This is a topic the children might be familiar with, so ask them the purpose of a petrol pump. What can they get from there? Have they ever been in the car when it went to get petrol or gas or have a punctured tyre repaired?

Explanation: 25 minutes

Using the picture in the book, ask the children to point out the different features of the petrol pump. Help them along by naming the correct words.

A petrol pump is a place where we can go to buy fuel for cars, repair tyres, have the car cleaned, have the car fixed if there is a problem, and also stop by at the convenience store if we need something, like a snack.

Point out the different kinds of fuel that can be bought: petrol, diesel, hi-octane or CNG. All of these are used to run vehicles.

Note how the attendants fill the vehicles and clean the windshields, the cashier who collects the money, how the figures click away fast as the fuel is pumped into the car, the fire extinguishers, the tyre shop, the convenience store, etc. Sometimes there may be a huge oil tanker filling the underground tanks at the petrol pump.

These activities increase the child's power of observation, encouraging him/her to note details with interest.

Do stress the importance of following safety rules at petrol pumps—no smoking or lighting a match; no use of mobile phones at petrol pumps. Explain that petrol and all other transport fuels catch fire very easily and can burn things and people very badly so we must be extra careful.

Also point out the different parts of a car, such as the bonnet, wipers, windshield, headlights, registration plate, etc. Use the toy car to show each part as mentioned in the book.

Then name the objects in the boxes at the bottom of the page: a spanner, a battery, the steering wheel, the rear view mirror. Explain the purpose of each if the children cannot answer on their own. Now do the Worksheet 19 tasks (1–4) with the class.

Conclusion: 10 minutes

Let the children draw and colour their favourite car or any road transport vehicle.

Lesson 20 In a hospital

Duration: 1 period (40 minutes)

Resources: textbook, toy doctor set

Objectives:

- To know why the hospital is an important place
- To become familiar with the different features of a hospital and the names of things they might see at the doctor's clinic

Introduction: 5 minutes

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

Explanation: 25 minutes

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

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

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

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

Complete the Worksheet 20 tasks with the class.

Conclusion: 10 minutes

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

Lesson 21 Safety

Duration: 1 period (40 minutes)

Resources and materials: textbook, perhaps some light illustrations showing a person slipping and falling, electric shock, being hurt by hot or sharp objects, etc.

Objectives:

- To be aware of dangerous situations and avoid accidents

Introduction: 5 minutes

Safety guidelines should be taught all the year round. Point them out in as many lessons as possible. Set up a few 'accidents' in the classroom beforehand, as described in the Teaching Guide. Let the children analyze why these situations are dangerous and then explain the reasons to them.

Explanation: 25 minutes

Show the illustrations above to the children. Also show them some warning signs and explain what they mean. The 'Danger: High Voltage' sign means that there is a strong electrical current running in the wires and poles so they must never touch anything near that sign.

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

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

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

Conclusion: 10 minutes

Work with the children to complete Worksheet 21.

Lesson 22 Pets

Duration: 1 period (40 minutes)

Resources: textbook, pictures, some small pet animals (if possible)—some schools do have a few pets, such as rabbits or budgerigars.

Objectives:

- To know the kind of animals we can keep at home and that they are called pets
- To know that we must look after our pets and treat them with love and care

Introduction: 5 minutes

If possible, the parents could be asked to bring in pets which are not too big or rowdy. Ask the children if any of them have pets at home and what kind. Ask them how they look after their pets; what kind of food they eat; where do they live; is it a special place?

Explanation: 25 minutes

Look at the pictures in the book. Discuss each animal, what it eats, where it lives, etc. Show pictures of different kinds of pets. If there are any pets in school, take the children to see them, maybe even feed them if it is their feeding time.

Tell them how pets can be very faithful to their owners, especially dogs and geese which raise an alarm by barking or honking (respectively) when they see strangers near their owners.

The exercise at the end of the page requires the children to write the name of the animal that eats the food shown. Ask them to fill in the names in the boxes.

Remind them that taking care of our pets is our responsibility. We must never be cruel to them or hit them. We must feed them, keep them clean, play with them and give them lots of love, and take them to a vet if they are sick.

Conclusion: 10 minutes

Work through question 1 of Worksheet 22.

Let the children draw a picture of their favourite pet.

If you have been able to arrange for parents to bring in pets, give the class a chance to observe them, pet them and ask the owners questions about their pets.

Read out this story about Greyfriars Bobby, the faithful terrier. This is a true story about a faithful dog.

Greyfriars Bobby was a Skye Terrier who belonged to John Gray, a night watchman of the Edinburgh City Police in the nineteenth century. When John Gray died in 1858, Greyfriars Bobby spent 14 years sitting by his master's grave, guarding it, till he died himself in 1872. The kind people in the neighbourhood used to give him food and care. A year after Bobby died a statue and fountain were erected to commemorate him. You can still see this statue and the fountain in Edinburgh.

Lesson 23 Animals

Duration: 1 period (40 minutes)

Resources: textbook, plastic animals of all sorts, posters of wild and tame animals, including farm animals

Objectives:

- To become familiar with the concept of tame and wild animals
- To understand that wild animals are not suitable as pets

Introduction: 5 minutes

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

Explanation: 30 minutes

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

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

Wild animals, on the other hand, can be very dangerous. They live in jungles, forests, mountains, or plains, away from humans. They are not used to people so they can attack if they see them. We can see some wild animals in the zoo, where they are kept in cages so that we can see them but are safe from them. Besides wild animals eat different kinds of food that we cannot provide at our homes. Animals that eat meat eat several kilos of it! Animals that eat leaves and grass also eat many kilos of it. They need lots of space to live and move about so we cannot keep them cooped up at home—it is not fair to them.

Show the children pictures of tame and wild animals. Look at the pictures in the book and work through the exercise together, where the children have to write in the boxes, T for tame or W for wild. Complete the Worksheet 23 tasks with the class.

Conclusion: 5 minutes

In advance, set up a model jungle and a model farm on two separate tables. Give the plastic/toy animals to the children and let them decide which animal should go where.

Lesson 24 Animals underground

Duration: 1 period (40 minutes)

Resources: textbook, pictures of animals that live underground, including ants, earthworms, etc. and their homes

Objectives:

- To become familiar with the different animals that live underground
- To know more about how and where different animals live

Introduction: 5 minutes

Go over the homes of domestic animals (done partly in Lesson 22). Then tell the class that there are still other animals which make their homes under the ground. Ask if they have ever seen an anthill or a rabbit's burrow.

Explanation: 25 minutes

Tell the children that there are many animals that build their homes under the ground. Ask the children to look at the lesson in the book. See how many of the animals they can identify.

Tell them that the animals make tunnels where they store their food and also sleep there. Ants make a large network of tunnels and many of them live all together in one anthill. Other animals that live underground are worms, rabbits, moles and snakes. Talk them through the exercise, naming the animals and then deciding if they live underground or not.

Also discuss other animal homes, such as, a lion or tiger lives in a den; bears like to live in caves, birds make their nests on trees, some big birds like eagles live on mountainsides.

Complete the Worksheet 24 tasks with the class.

Conclusion: 10 minutes

Read a short illustrated version of a story like *Thumbelina* or *The Wind in the Willows*.

The Ants Go Marching is a fun song for the children to learn and sing. Try to find a CD and play the song for them first.

The Ants Go Marching

*The ants go marching one by one, hurrah, hurrah,
The ants go marching one by one, hurrah, hurrah,
The ants go marching one by one,
The little one stops to suck his thumb
And they all go marching down to the ground
To get out of the rain, BOOM! BOOM! BOOM!*

*The ants go marching two by two, hurrah, hurrah,
The ants go marching two by two, hurrah, hurrah,
The ants go marching two by two,
The little one stops to tie his shoe
And they all go marching down to the ground
To get out of the rain, BOOM! BOOM! BOOM!*

*The ants go marching three by three, hurrah, hurrah,
The ants go marching three by three, hurrah, hurrah,
The ants go marching three by three,
The little one stops to climb a tree
And they all go marching down to the ground
To get out of the rain, BOOM! BOOM! BOOM!*

*The ants go marching four by four, hurrah, hurrah,
The ants go marching four by four, hurrah, hurrah,
The ants go marching four by four,
The little one stops to shut the door
And they all go marching down to the ground
To get out of the rain, BOOM! BOOM! BOOM!*

*The ants go marching five by five, hurrah, hurrah,
The ants go marching five by five, hurrah, hurrah,
The ants go marching five by five,
The little one stops to take a dive
And they all go marching down to the ground
To get out of the rain, BOOM! BOOM! BOOM!*

*The ants go marching six by six, hurrah, hurrah,
The ants go marching six by six, hurrah, hurrah,
The ants go marching six by six,
The little one stops to pick up sticks
And they all go marching down to the ground
To get out of the rain, BOOM! BOOM! BOOM!*

*The ants go marching seven by seven, hurrah, hurrah,
The ants go marching seven by seven, hurrah, hurrah,
The ants go marching seven by seven,
The little one stops to pray to heaven
And they all go marching down to the ground
To get out of the rain, BOOM! BOOM! BOOM!*

*The ants go marching eight by eight, hurrah, hurrah,
The ants go marching eight by eight, hurrah, hurrah,
The ants go marching eight by eight,
The little one stops to shut the gate
And they all go marching down to the ground
To get out of the rain, BOOM! BOOM! BOOM!*

*The ants go marching nine by nine, hurrah, hurrah,
The ants go marching nine by nine, hurrah, hurrah,
The ants go marching nine by nine,
The little one stops to check the time
And they all go marching down to the ground
To get out of the rain, BOOM! BOOM! BOOM!*

*The ants go marching ten by ten, hurrah, hurrah,
The ants go marching ten by ten, hurrah, hurrah,
The ants go marching ten by ten,
The little one stops to say 'The End'
And they all go marching down to the ground
To get out of the rain, BOOM! BOOM! BOOM!*

Lesson 25 The seaside

Duration: 1 period (40 minutes)

Resources: textbook, sea shells, pictures of marine animals and plants

Objectives:

- To learn that the seaside is a good place for relaxing and enjoyment

Introduction: 5 minutes

Ask all the children who have been to the seaside to raise their hands. (In a coastal city like Karachi, many hands will go up!) Ask them what they did there: did they build sandcastles, play in the water, run on the sandy beach, go on a camel or horse ride, have a picnic, etc.?

Explanation: 30 minutes

Look at the picture. Ask the children about what they can see happening at the seaside.

Ask them to find six things that begin with the letter 's' in the picture.

Show the children a collection of shells. Tell them that many sea creatures live in the shells as the shell protects them from bigger fish and other sea creatures. When we walk along the beach, we can find many different kinds of shells. Show them a large, conical one which they can put to their ear and listen to the sound that seems to be of the waves. Tell them that even though the seaside is a great place to go on a holiday, they must never go into the water alone or too far as it can be very dangerous.

Now, help the children complete Worksheet 25.

Conclusion: 10 minutes

If a sandbox is available, take the children out to it and let them create a mini-beach with sandcastles, a small picnic corner, a tub of water at one end with a few paper boats floating in it, etc. See the Teaching Guide for details.

Lesson 26 Sports

Duration: 1 period (40 minutes)

Resources: textbook, sports equipment of all sorts, pictures of various games/sports in action and some famous players

Objectives:

- To learn that sports are not only fun but are also essential for a healthy mind and body

Introduction: 5 minutes

Ask the children what sports they play in school. Explain that activities like football, cricket, badminton, tennis and swimming are called sports. For younger children there are also track events like races.

Explanation: 25 minutes

Show the children a series of video clips or photographs of as many sports as you can. Include football, cricket, hockey, polo, basketball, table tennis, squash, badminton, tennis and swimming. Talk about different famous sportsmen and sportswomen.

For each sport, discuss how many people play and what equipment is used. If you have the equipment with you, then show it to the class.

Look at the pictures in the book. What games are the children playing? Then let the students match the rackets to the balls. Guide the students through Worksheet 26.

Conclusion: 10 minutes

Take the children out to the playground; divide them into two teams and play a game of football or cricket. Don't forget to remind them that a team sport must be played together and that everyone should be allowed to take turns and participate.

Lesson 27 Music

Duration: 1 period (40 minutes)

Resources: textbook, various musical instruments such as tambourines, small drums, harmonica (mouth organ), CD player, CDs

Objectives:

- To introduce various musical instruments
- To understand that music is enjoyable—we can learn rhymes set to music and also learn how to play a musical instrument

Introduction: 5 minutes

Show the children a variety of different musical instruments like a keyboard, tambourine, maracas, xylophone, triangle and drums. Let them play the instruments. (Warn others of the noise in advance!)

Explanation: 25 minutes

Ask the music teacher, if there is one, to bring in some instruments so that the children can see how they are played and what sound they make. Using pictures, explain which instruments are played by blowing, pressing keys, plucking strings or using other pieces of equipment like drumsticks or a violin's bow.

Look at the pictures in the book and see if the children can match the name to the instrument. Play a CD with different instrumental sounds. Tell the children which instrument the sounds are coming from. Help the class to complete Worksheet 27.

Conclusion: 10 minutes

Do a quick activity by filling up five or six strong glasses with different levels of water and using a spoon as a stick, tap gently on the sides of a glass to make music. Let each child have a turn. If possible, show a video clip of a band playing a march and let the children march around the class or simply enjoy the music.

Teach the class to sing 'Doe a deer' from the *The Sound of Music*.

Lesson 28 Day and night

Duration: 1 period (40 minutes)

Resources: textbook, a picture of a night-time scene and one of daytime activities (include animals in the pictures)

Objectives:

- To reinforce the concept of things done during the day and things done at night

Introduction: 5 minutes

Ask the children to look outside the window. Is the Sun shining? What does it mean—is it day or night? What time is it when it is dark outside and the moon and stars can be seen?

Explanation: 25 minutes

Look at the pictures in the book. Make a list of the things that can be seen in each.

Ask the children about what they do during the day. What do they do at night? Play a game where you ask questions and the children respond by raising their hands above their heads like the Sun's rays for 'day' and resting their heads on clasped hands for 'night'.

Mention that sunset is when the Sun goes down in the evening. It slowly becomes darker and darker until it turns into night. Sunrise is when the Sun comes up in the morning and the darkness turns into light and it gets brighter and brighter.

Work through the tasks in Worksheet 28 with the class.

Conclusion: 10 minutes

Ask the children to draw and colour two scenes of day and night.

Make a sun. Give each child a paper plate. Let them paint it yellow and decorate it. Make 2 cm cuts along the edge of the plate to create a fringed effect of the Sun's rays.

Lesson 29 Shadows

Duration: 1 period (40 minutes)

Resources: textbook, torch

Objectives:

- To be aware of the concept of light and shadows

Introduction: 10 minutes

If the outdoors are visible from the classroom window, then show the children how objects in the path of the Sun's light cast shadows on the ground. Explain this practically by first shining a torch on a plain wall; then hold a board duster or your hand in front of the torch—now there will be a shadow of the duster or your hand on the wall.

Explanation: 20 minutes

Explain how this happens: light travels in a straight line; it does not bend around an object. If anything comes in the way, the light rays are blocked and the shape of the blocking object becomes the shadow.

Explain that solid objects block the light but materials like glass, cloth, and tissue paper allow the light to pass through and do not form a dark shadow. Repeat the exercise with different materials like a dupatta, a sheet of paper, a ball, and/or a box to show the difference. Also draw attention to the different shapes the objects make.

Look at the picture in the book. Ask the children to point out the tree's shadow. Then ask them to match the picture to its shadow. Help the children with Worksheet 29 by drawing a simple object and its shadow on the board.

Conclusion: 10 minutes

If it is not too hot, take the children out in the playground and let them observe how their shadows are formed when they stand in the sunlight.

Make hand shadows. The picture shows how to make a bird shadow but there are many more that you can make. Encourage the children to come up with some of their own.

You can read out the poem below with one child as the poet and another as his shadow, copying everything the former does.

My Shadow

*I have a little shadow that goes in and out with me,
And what can be the use of him is more than I can see.
He is very, very like me from the heels up to the head;
And I see him jump before me, when I jump into my bed.*

*The funniest thing about him is the way he likes to grow--
Not at all like proper children, which is always very slow;
For he sometimes shoots up taller like an india-rubber ball,
And he sometimes goes so little that there's none of him at all.*

*He hasn't got a notion of how children ought to play,
And can only make a fool of me in every sort of way.
He stays so close behind me, he's a coward you can see;
I'd think it shame to stick to nursie as that shadow sticks to me!*

*One morning, very early, before the sun was up,
I rose and found the shining dew on every buttercup;
But my lazy little shadow, like an arrant sleepy-head,
Had stayed at home behind me and was fast asleep in bed.*

Robert Louis Stevenson
(From 'A Child's Garden of Verses')

Lesson 30 Time

Duration: 1 period (40 minutes)

Resources: textbook, clocks and watches

Objectives:

- To become familiar with clocks as a means to tell time

Introduction: 5 minutes

Point to the clock on the classroom wall and ask the children what it is used for. Tell them that it is for telling time. Tell the class the time shown when the lesson is being taught. We use clocks to let us know when it is time to wake up, time to go to school, time to go home, time to eat, time to play, time to pray, etc.

Explanation: 25 minutes

As advised in the Teaching Guide, use a clock without a front cover or the one that you have made yourself so that you can have easy access to the clock's hands. Ask the children to point out the long hand which counts the minutes and the short hand which counts the hours. Tell them that the hands move around the clock and we read them to tell time.

Point the long hand to 12 and tell them it means 'o'clock'. Point the short hand to 1, and tell them that this means it is one o'clock. Explain that when the long hand has completed one round of the clock from 12 to 12, then the short hand moves to the next number. Repeat with the other numbers. Let the children guess what time it is after a few turns.

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

Show the children different kinds of clocks. Clocks that are small enough to be worn on our arms are called watches. Show them pictures of different kinds of clocks and watches. Let them guess the times.

Conclusion: 10 minutes

Finish off by letting them complete the exercises in the book: trace the clock, draw in the hands and tell the time. Move on to the questions in Worksheet 30.

Lesson 31 The weather

Duration: 1 period (40 minutes)

Resources: textbook, some pictures of a rainy day, a windy day, a sunny day, a hot day, and a cold day

Objectives:

- To become familiar with the different kinds of weather—that it becomes hot, cold, windy, rainy, etc.
- To be able to describe how we feel about weather changes

Introduction: 5 minutes

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

Explanation: 25 minutes

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

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

Make weather symbols on the board (see the Met Office section in a newspaper where such symbols are given). Ask the children to also come up with symbols for other weather conditions such as thunder, lightning, fog, and snow. Draw them on the board and then answer the three questions at the bottom of the page.

Ask the children what symbols they would use to show the weather on the day this lesson is being taught. Complete the tasks in Worksheet 31 with the class.

Conclusion: 10 minutes

Make up a weather chart to track the weather for a month instead of a week. Let each child get a turn to report the weather by putting in the symbol for the day.

Then let each child draw a picture showing two different kinds of weather or make clouds of different shapes which can be coloured and hung up in the class.

Sing some weather songs.

Rain, Rain, Go Away

Rain, rain, go away.

Come again some other day.

We want to go outside and play.

Come again some other day.

Incy-Wincy Spider

The incy-wincy spider

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

*Down came the rain (Move hands down while wiggling fingers.)
And washed the spider out. (Cross arms.)
Out came the sun (Make a circle with arms above head.)
And dried up all the rain.
And the incy-wincy spider
Went up the spout again. (Start spider moving up again.)*

Lesson **32** Seasons

Duration: 1 period (40 minutes)

Resources: textbook, pictures of different seasons from a calendar

Objectives:

- To become familiar with the different seasons
- To begin to understand the connections between weather and seasons

Introduction: 5 minutes

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

Explanation: 25 minutes

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

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

Conclusion: 10 minutes

Ask the children once more what the different seasons are called.
Complete the Worksheet 32 exercises.

Make up a seasons chart with illustrations and easy-to-read sentences. For example, under summer, write 'It is hot.' Use a different sheet of chart paper for each season. Use the pictures you have made or cut out to decorate it.

Things to Do: The children can dress up in appropriate costumes and colours as different seasons for a morning assembly presentation.

Lesson 33 Air

Duration: 1 period (40 minutes)

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

Objectives:

- To learn that air is all around us
- To become familiar with the various ways we use air

Introduction: 5 minutes

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

Explanation: 25 minutes

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

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

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

Ask the students if they would like to ride in a hot air balloon—talk about what they would see on the ground below as they floated up in the air.

Conclusion: 10 minutes

Guide the class through the Worksheet 33 tasks.

Activity: Fill some glasses with water and let the children blow into them through straws. The air bubbles will rise to the surface. You can also use soapy water (use a good brand of liquid soap) and do the bubble blowing exercise in the playground; the children will be thrilled to see the bubbles rise and float away.

Lesson 34 Water

Duration: 1 period (40 minutes)

Resources: textbook, electric kettle, juice, ice lolly sticks, plastic cups, jelly

Objectives:

- To know more about water: its sources and the water cycle; the importance of water
- To become familiar with the various ways we use water

Introduction: 5 minutes

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

Explanation: 25 minutes

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

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

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

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

Help the children through Worksheet 34.

Conclusion: 10 minutes

Make ice pops by mixing some powdered juice or concentrate in a glass of water. Pour into moulds, stick in a wooden stick and leave to freeze. Let the children eat it at home time.

Make jelly. Mix jelly powder and hot water. Pour into plastic cups and let the jelly set. Give it to the children to enjoy at home time. Very simply, children can enjoy a powdered fruit drink.

Lesson 35 Islam

Duration: 1 period (40 minutes)

Resources: textbook

Objectives:

- To understand the basics of religion

Introduction: 5 minutes

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

Explanation: 30 minutes

There are many religions in the world like Islam, Christianity, Judaism, Hinduism, Zoroastrianism, Buddhism, etc. Tell the children that most of the people in Pakistan are Muslims, i.e. they follow the religion Islam, but people of other religions also live in Pakistan and follow their religions, like Christians, Parsis, Hindus, and Sikhs. Everyone has their own place of prayer and worship. The Muslims pray in the mosques; the Christians pray in their churches; the Hindus pray in their temples, the Sikhs pray in their gurdwaras; and the Parsis pray in their temples. Islam teaches us to respect others and their faiths and places of worship.

Speak a little bit about the basic practices of Islam. The Muslims believe in one God, Allah, and in His last prophet Hazrat Muhammad (PBUH); they follow the book called the Quran which Allah sent verse by verse, to Hazrat Muhammad (PBUH). The Quran tells us everything we need to know about how to behave and how to live a good life—to be honest and truthful; to be kind and fair to everyone. Muslims have to fast in Ramazan; they have to pray five times a day. Many Muslims like to pray together in a mosque. Point out the illustrations in the book—the girls praying on the *ja-e-namaz*, the men walking to the mosque as the *muezzin* calls out the *azaan*.

Point to the photograph of the Kaaba: explain that it is in Saudi Arabia, in a city called Makkah. Prophet Muhammad (PBUH) was born in Makkah. The Kaaba is a very old structure—much older than the religion of Islam too; all Muslims must try to go there to pray and live there for a few days in the Islamic month of Zilhij. This gathering is called the Hajj. (See the Teaching Guide for further detail.)

Ask the children if their grandparents, parents or any other close relatives have been to Makkah for Hajj or for the smaller pilgrimage, Umra, especially in Ramazan.

Guide the class through Worksheet 35.

Conclusion: 5 minutes

Pick a story from *Quran Stories for Little Hearts* or *Lives of the Prophets* (Elma Ruth Harder, OUP) and read it out loud.

Lesson 36 Our country

Duration: 1 period (40 minutes)

Resources: textbook, a map of Pakistan, a large globe or a large map of the world to put up on the board

Objectives:

- To familiarize students with the concept of country, specifically Pakistan

Introduction: 5 minutes

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

Explanation: 25 minutes

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

Ask them to name the city/town they are in and point out the province. Ask the children to mark the major cities of each province in the map as you point it out in the book: Karachi in Sindh, Lahore in Punjab, Quetta in Balochistan, Gilgit in Gilgit-Baltistan and Peshawar in Khyber Pakhtunkhwa. Tell them to mark Islamabad with a little star as it is the capital of Pakistan.

Conclusion: 10 minutes

Point out the Arabian Sea and ask the class to colour the sea blue, and then use a different colour for each province.

Work through Worksheet 36 with the class.

Play *Dil Dil Pakistan* for the class on the CD player. The chorus is easy to sing and children love the beat of the song.

Lesson 37 Our flag

Duration: 1 period (40 minutes)

Resources: textbook, flag of Pakistan

Objectives:

- To recognize the Pakistani flag
- To become familiar with the concept behind the flag

Introduction: 5 minutes

Show the children a Pakistani flag. Ask them what it is and what it is used for. Explain that the national flag is a representative symbol for a country.

Explanation: 25 minutes

Discuss the different features of the flag. Explain that the majority of the people in Pakistan are Muslims, and this is represented by the green part of the flag. But there are people of other religions too living in Pakistan. This is represented by the white stripe on one side of the flag. The star and crescent moon represent Islam.

Point out the other flags shown in the book. Explain that every country has its own flag and no two are the same. Show them pictures of interesting flags from a variety of different countries.

Guide the children through Worksheet 37.

Conclusion: 10 minutes

Ask the children to draw their own flags and colour them. They could be family flags and have symbols or letters of certain family members or they could make a flag for their school. Let them be creative. Attach the flags to a string (using tape) and put them up as buntings in the classroom.

Lesson 38 Our heroes

Duration: 2 periods (40 minutes x 2)

Resources: textbook, pictures of some important people who have done heroic deeds and qualify as heroes

Objectives:

- To know what makes a hero
- To recognize the names of some of the important people in Pakistan's history
- To know about heroes in general

Introduction: 5 minutes (each)

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

Explanation: 30 minutes (each)

Begin with a brief history of Pakistan. Show the class a map and point out the borders around Pakistan. Explain that these are imaginary lines drawn to separate two countries from each other. Explain that many years ago, when the children's grandparents/great-grandparents were in school, Pakistan was not yet born, it was a part of India.

Explain that many people of different religions used to live together happily but as time passed, fights started among them. Sir Sayyid Ahmed Khan was an important Muslim leader in those days; he set up the Aligarh University and he told Muslims to get the best education so that they could have a better life. But the trouble went on and the English who ruled India then could not control the situation. Both Hindus and Muslims wanted freedom from the British, but the Hindus were unfair to the Muslims. Finally, the Muslims decided that they needed to have their own homeland. They said there should be two countries—one for the Muslims (Pakistan) and one for the Hindus (India).

Then explain the importance of the part played by Quaid-e-Azam Mohammad Ali Jinnah, Allama Muhammad Iqbal and Liaquat Ali Khan in trying to improve the life of the Muslims in India and then in the creation of Pakistan.

Explain that these people worked very hard to make Pakistan so that we could live better lives. That is why they are known as heroes—people who have worked harder than ordinary people and achieved extraordinary things. Now do Worksheet 38 with the class.

Conclusion: 5 minutes (each)

Recap by asking questions from the worksheet about the people discussed to check and reinforce their understanding.

Lesson **39** Famous people

Duration: 1 period (40 minutes)

Resources: textbook, more pictures of famous people

Objectives:

- To become familiar with a few of Pakistan's famous people

Introduction: 5 minutes

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

Explanation: 25 minutes

Tell the class a little bit about each individual as outlined in the Teaching Guide. Emphasize the importance of helping your country and doing something for it.

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

Show them pictures of other heroes and why they are famous like the Quaid-e-Azam, Fatima Jinnah, Imran Khan, etc. Include some names that the children may be familiar with, such as Rashid Minhas, Dr Ruth Pfau, Shahid Afridi, Aisam ul Haq, Benazir Bhutto, Atif Aslam, etc.

Also talk about international heroes like Nelson Mandela.

Conclusion: 10 minutes

Work through Worksheet 39 with the children as there is a lot of information in this lesson and the children will need to be reminded of key points.

Things to Do:

In Karachi: A field trip to the Quaid's mausoleum or the Flagstaff House Museum.

In Lahore: A field trip to the Minar-e-Pakistan and the Lahore Museum.

Lesson **40** Our heroes

Duration: 1 period (40 minutes)

Resources: textbook, a globe

Objectives:

- To become familiar with the Earth as a globe

Introduction: 5 minutes

This would be a good lesson to teach on or just before Earth Day on April 22. Show the class a globe. Ask them if they know what it represents. Tell them that the Earth is round like a ball. Explain that the blue shows where there is water and the green and brown show where there is land.

Explanation: 30 minutes

Reinforce the fact in the lesson on water by showing how much of the Earth is covered by water and how much by land. Explain that the land is divided into different continents, which are further divided into different countries.

Point out Pakistan to them and then point out the city where they live. Ask if they have been to or know the names of any other cities or countries. Point them out on the globe. Show them the opposite side of the Earth and name some of the countries there – America, Canada, Mexico, Brazil, etc. Name some of the other countries the children might be familiar with. They may have relatives living abroad.

Ask the children to colour in the area of water in the book. Locate Pakistan and ask them to label it on the picture of Earth.

Explain that the photograph of planet Earth is taken from space by a satellite. Point out the different features like land (green and brown), mountains (white to show snow on the peaks), and rivers, lakes, seas, etc. (blue).

Remind them that it is important for all of us to take good care of our Earth by saving water, not cutting down trees, not throwing litter in the sea/river/lake, etc.

Help the children with Worksheet 40.

Conclusion: 10 minutes

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

Book A

APPENDIX: WORKSHEETS

Unit 1: All about me

Lesson 1: Me

- 1 I am _____ years old.
- 2 I am in class _____.
- 3 Colour the pictures.



Lesson 2: My family

- 1 I have _____ brothers and _____ sisters.
- 2 There are _____ people in my family.
- 3 Who are they? Match the names.

Mother

Father

Daughter

Son



Lesson 3: My body

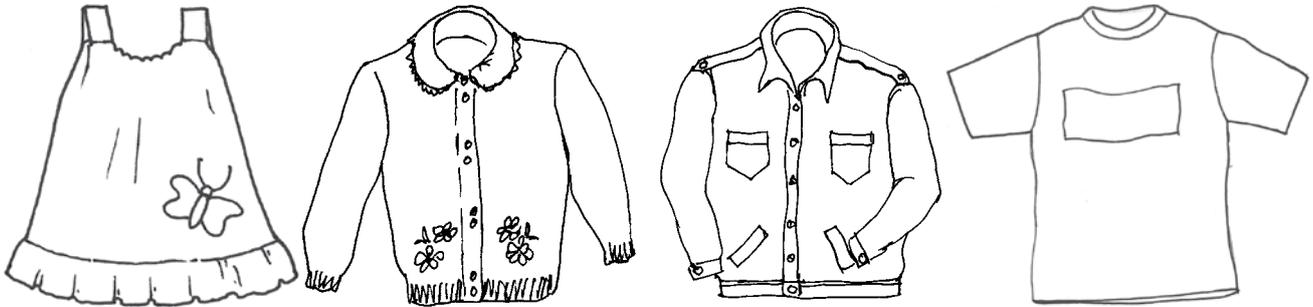
Match the body parts. Write the answers.

- 1 I see with my e _____.
- 2 I hear with my e _____.
3. I run with my l _____.
- 4 I hold with my h _____.
- 5 I smell with my n _____.
- 6 I speak and eat with my m _____.



Lesson 4: My clothes

1 When do you wear these clothes?

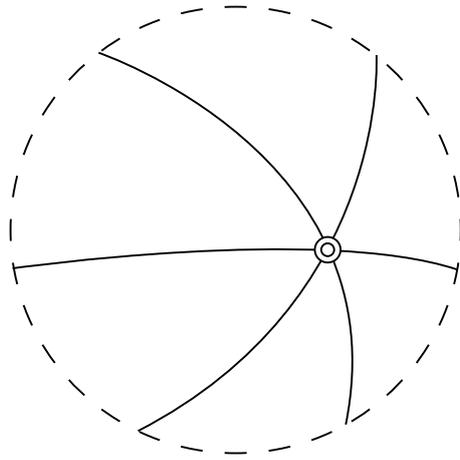


2 Draw and colour your favourite dress.



Lesson 5: My toys

- 1 My favourite toy is _____ .
- 2 My ball is _____ in shape.
- 3 What is this? Join the dots to find out. Colour the picture.



A _____

Unit 2: Growing

Lesson 6: Growing

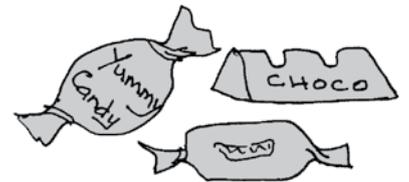
- 1 A seed grows up to be a _____ .
- 2 A kitten grows up to be a _____ .
- 3 A baby boy grows up to be a _____ .

Unit 3: Healthy food

Lesson 7: Healthy food

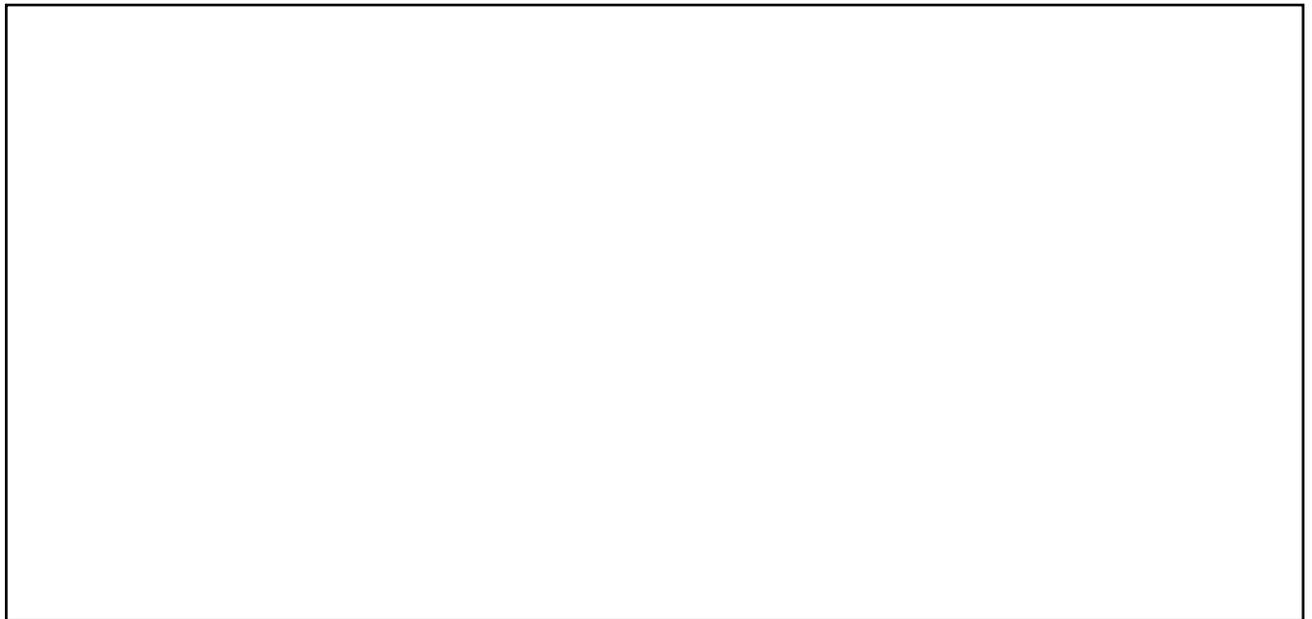
1 Name the foods that are healthy to eat.

2 Mark the foods that are bad for your teeth.



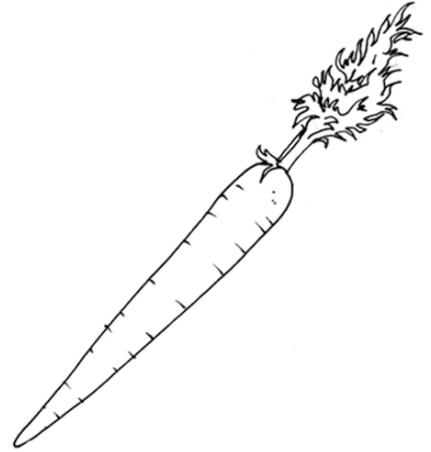
3 My favourite food is _____.

Draw and colour your favourite food.



Lesson 8: Vegetables

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

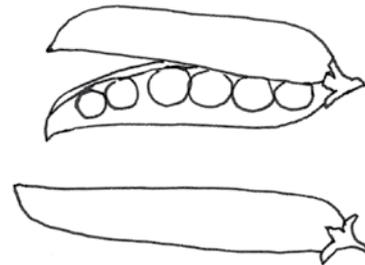


Peas

Tomato

Carrot

Onion



2 French fries/chips are made of _____.

3 Ketchup is made of _____.

Lesson 9: Fruit

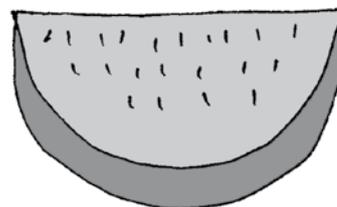
1 My favourite fruit is _____.

Draw and colour your favourite fruit.

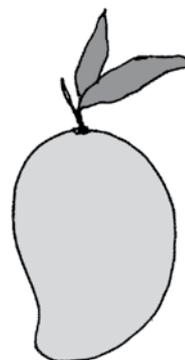


2 This is a w_____.

m_____.



3 This is a _____.



4 These are _____.



Lesson 10: Meals

1 Name two things you have for breakfast.

i) _____

ii) _____

2 I have lunch at _____

3 I like to eat _____ for dinner.

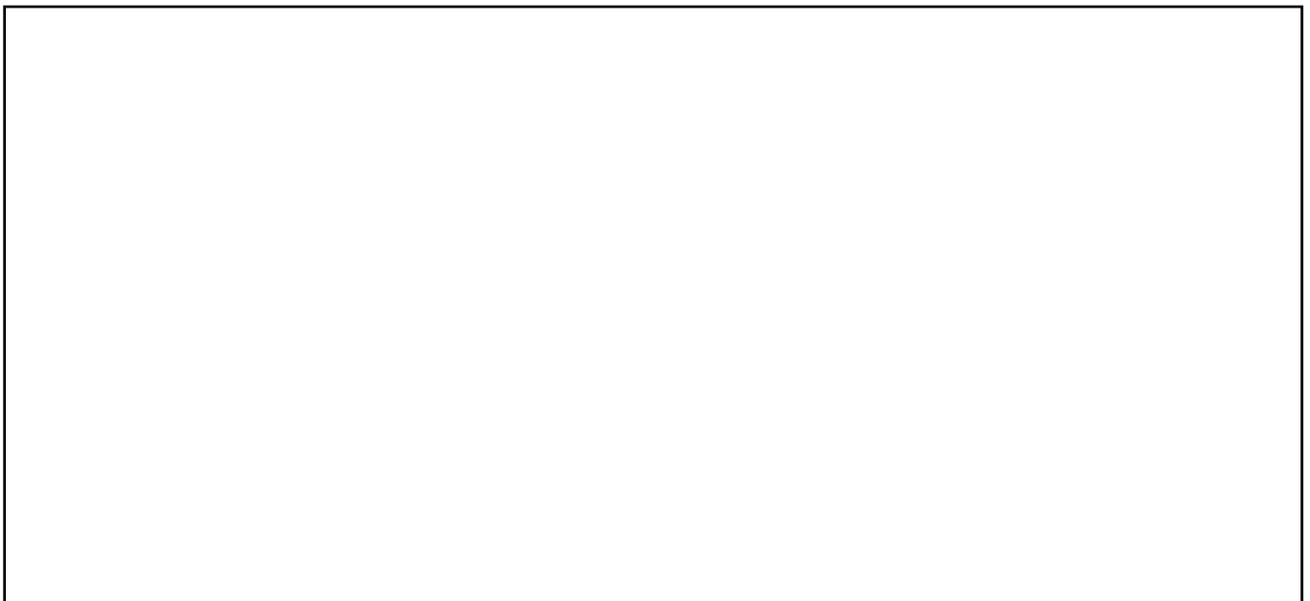
Unit 4: Homes

Lesson 11: Houses

1 My house is _____ in colour.

2 My house has _____ rooms.

3 Draw a picture of your room and colour it.



Lesson 12: At home

1 Which is your favourite room in your house?

2 Where do you play at home?

3 Tick the right answer.

i) Food is cooked in the

- drawing room.
- garden.
- kitchen.

ii) We take a shower and wash up in the

- bedroom.
- bathroom.
- kitchen.

iii) We meet guests in the

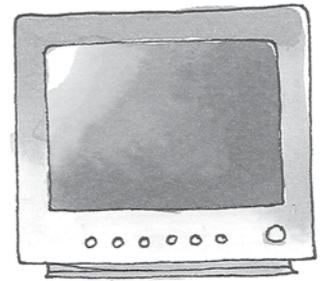
- kitchen.
- garage.
- drawing room.

Lesson 13: Things

1 This is my _____.



2 I see cartoons on the _____.



3 My father uses a _____.

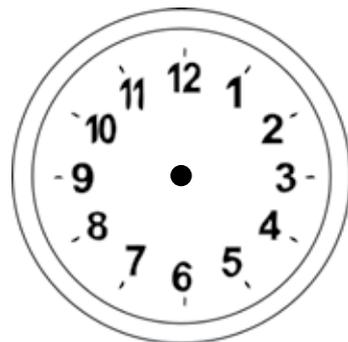


Unit 5: Time

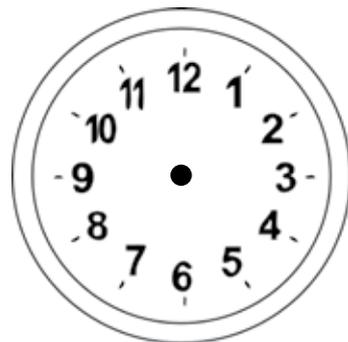
Lesson 14: Time

Draw the clock hands to show the time.

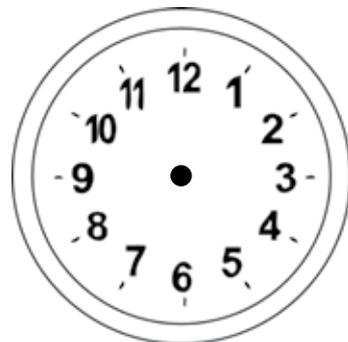
1 School starts at _____.



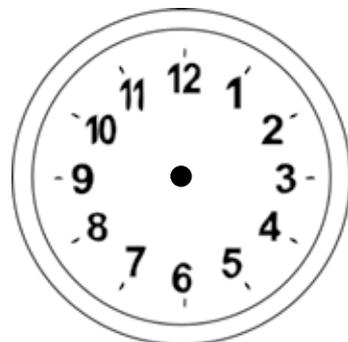
2 School ends at _____.



3 I go to play at _____.



4 I sleep at _____.



Lesson 15: My holiday

1 Tick the right answer.

- i) On a holiday you
- do your school work.
 - wake up very early.
 - play with your friends.
- ii) On a holiday you go to
- a police station.
 - a hospital.
 - the zoo, a park, or the beach.
- iii) Holidays are
- tiring.
 - fun.
 - boring.

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



Unit 6: At School

Lesson 16: At school

- 1 The name of my school is _____

- 2 I learn _____ and _____ at school.
- 3 My teacher's name is _____
.
- 4 I like to play _____ in school.

Lesson 17: In class

- 1 Name all the objects in your class, starting with the letters B, C, and T.

- 2 How many desks are there in your class?

- 3 How many lights are there in your class?

Unit 7: Shapes and Colours

Lesson 18: Shapes

1 What colours are the shapes on page 20?

2 A wheel is _____ in shape.

3 An egg is _____ in shape.

4 A book is _____ in shape.

Lesson 19: Colours

Tick the right word.

1 The sky is

- green
- yellow
- blue.

2 A banana is

- purple
- brown
- yellow.

3 Grass is

- black
- green
- white.

4 Snow is

- orange
- white
- black.

5 My eyes are

- black
- brown
- blue
- green.

Unit 8: Numbers

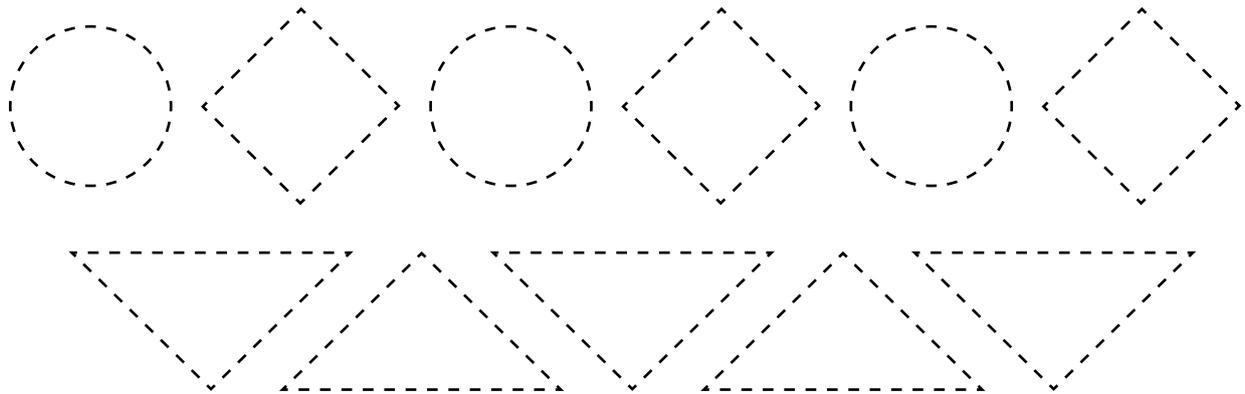
Lesson 20: Numbers

- 1 I have _____ fingers and _____ toes.
- 2 There are _____ students in my class.
- 3 There are _____ books in my bag.
- 4 There are many/few flowers in the garden.

Unit 9: Plants

Lesson 21: Patterns

- 1 Trace the dotted lines to see the patterns below.



- 2 Now draw your own pattern using different shapes.

Lesson 22: Leaves

1 Name two animals that eat plants.

2 Name two vegetable leaves that we eat.

3 Draw two leaves and colour them.

--	--

Lesson 23: Flowers

- 1 What colour is a sunflower? _____
- 2 What colour is a rose? _____
- 3 What is your favourite flower? _____
- 4 Where do flowers grow? _____

Unit 10: Animals and Birds

Lesson 24: Small animals

Tick the right word.

- 1 What does a caterpillar grow up to become?
 - a puppy
 - a butterfly
 - a cat
- 2 How does a worm move?
 - flies
 - crawls
 - swims
- 3 Where does a snail live?
 - in the kitchen
 - in its shell
 - in a drawer
- 4 What does a bee make?
 - jam
 - jelly
 - honey

Lesson 25: Big animals

- 1 What colour are a zebra's stripes? _____
- 2 Which animal is the king of the jungle? _____
- 3 Which animal likes swinging in the tree? _____
- 4 Which animal has a long neck? _____

Lesson 26: Animal babies

- 1 Match the names.

- | | |
|-----------------|----------|
| i) A baby duck | cub |
| ii) A baby dog | kitten |
| iii) A baby hen | puppy |
| iv) A baby cat | chick |
| v) A baby lion | duckling |

- 2 Draw a baby animal and colour it.



Lesson 27: Birds

- 1 What colour is a crow? _____
- 2 Are sparrows big or small birds? _____
3. What sound does a duck make? _____
- 4 Which bird is green in colour, has a red beak, and can talk?

- 5 Which bird has a long, beautiful tail? _____

Lesson 28: Animal homes

Match the homes.

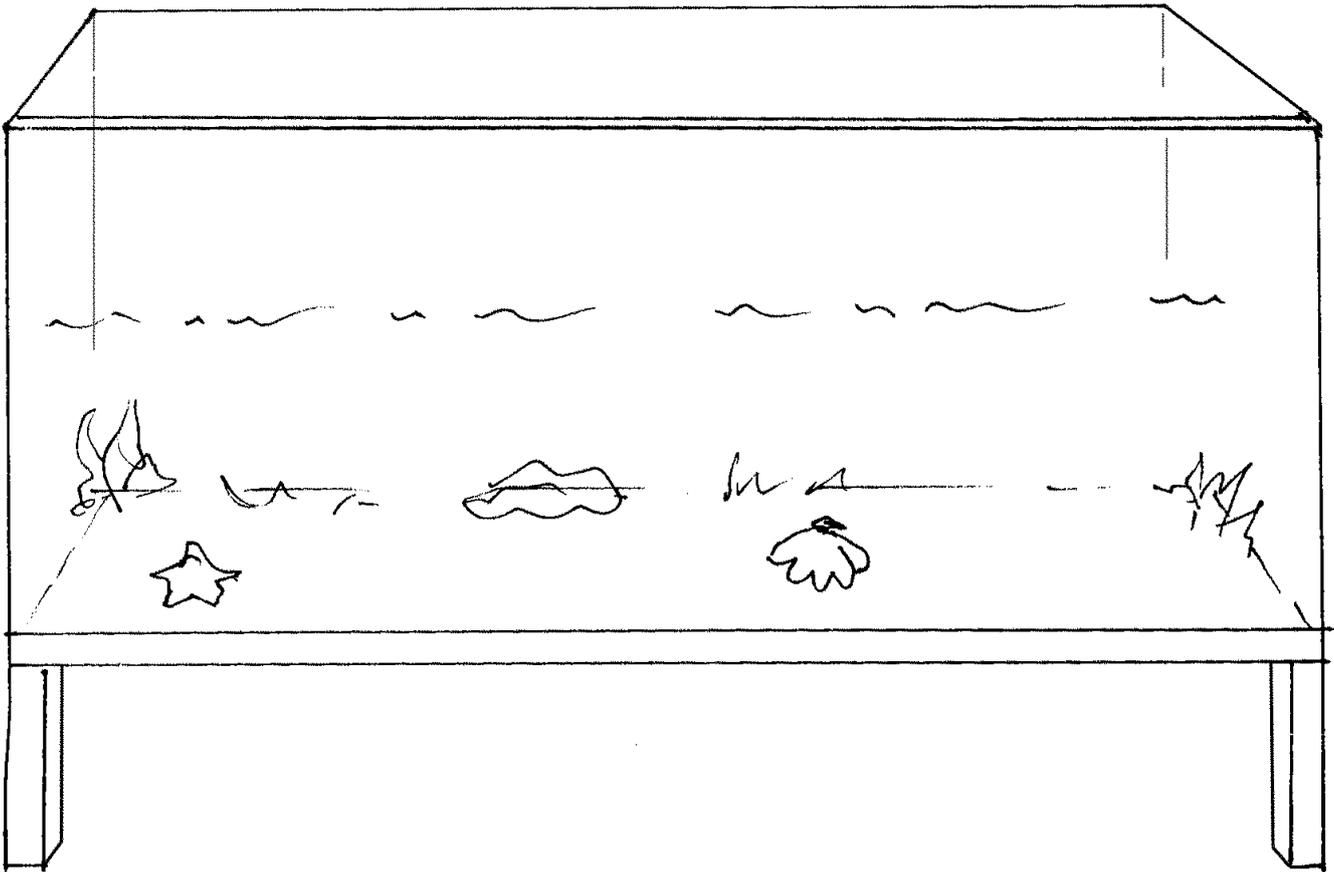
- | | |
|-------------------|-----------|
| A bee lives in | a cobweb. |
| A bird lives in | a burrow. |
| A rabbit lives in | a hive. |
| A lion lives in | a nest. |
| A spider lives in | a den. |

Lesson 29: In the water

1 Name three kinds of animals in the water, in the picture on page 33.

2 What does a turtle have on its back?

3 This is an aquarium. Add some sea animals to it.



Unit 11: Work

Lesson 30: Doing things

1 What does your family do on a Sunday?

2 What do you do at school?

3 What does your mother do at home?

4 What does your father do at home?

Lesson 31: Jobs

Circle the right words.

- | | | |
|--------------|--------------------|-------------------------------|
| 1 A dentist | repairs computers | cares for peoples' teeth |
| 2 A driver | cooks food | drives the car |
| 3 A mechanic | fixes cars | works in a clinic |
| 4 A doctor | treats sick people | delivers letters and parcels. |

Unit 12: Places

Lesson 32: A busy road

1 How many cars are there in the big picture on page 37?

2 From where are people crossing the road?

3 What should we do before crossing a road?

Lesson 33: In the park

1 Where is the girl hiding in the park?

2 Did you find the squirrel? Where?

3 What is the gardener doing?

4 What are the children doing in the park?

Unit 13: Having Fun

Lesson 34: Stories

1 Does anyone tell you stories at home? Who?

2 What story do you like most?

3 Draw your favourite character from a storybook.



Lesson 35: Games

1 What games do you play inside the house?

2 What games do you play outside?

3 What is your favourite game?

Lesson 36: The party

1 What do you do at a party?

2 Plan a birthday party.

i) What will you eat and drink?

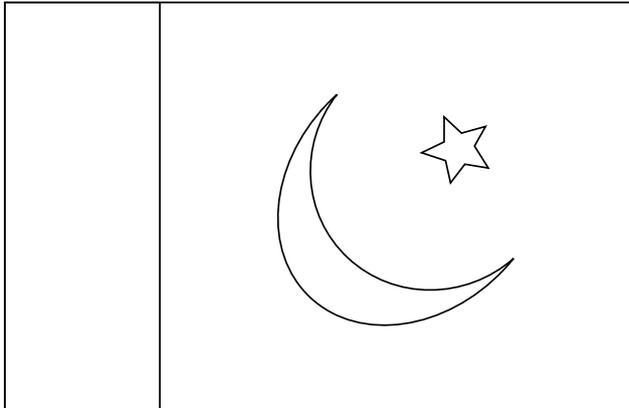
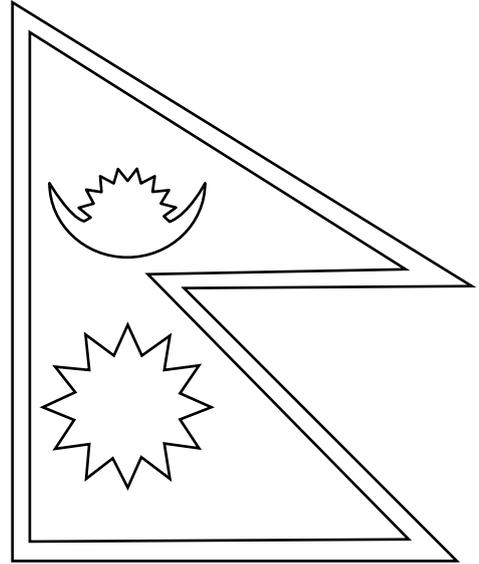
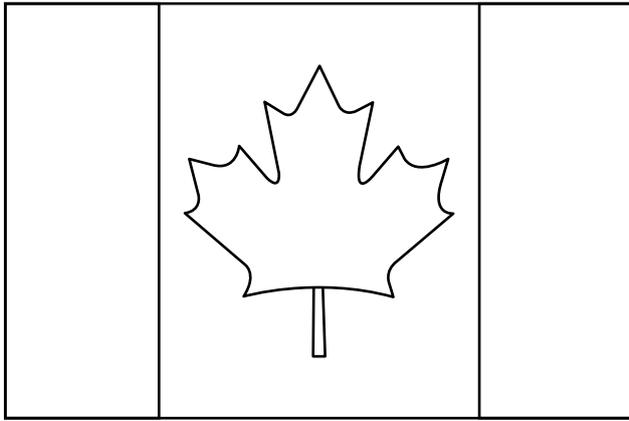
ii) What games will you play?

iii) What presents do you want?

Unit 14: Flags

Lesson 37: Flags

1 Mark the Pakistani flag.



2 What do you see on the flag?

3 How many points does the star have?

Book B

APPENDIX: WORKSHEETS

Unit 1: Friends

Lesson 1: Friends

1 What are the boys in the picture playing?

- Football
- Hockey
- Cricket

2 How many friends do you have? _____

3 What games do you play with your friends?

Lesson 2: Manners

Answer with a *yes* or a *no*.

1 It is good manners to run out of line. _____

2 It is good manners to respect your elders. _____

3 It is good manners to be noisy at meal times. _____

4 It is good manners to politely ask for something. _____

5 It is good manners to listen to your teachers. _____

Unit 2: Neat and Clean

Lesson 3: Clothes

1 Name one thing from the picture that you wear.

2. Name one thing from the picture that your mother wears.

3 Name one thing from the picture that your father wears.

4 What does a soldier wear? _____

Lesson 4: Keeping clean

Tick the correct answer.

1 We will be healthy if we keep ourselves

- clean
- dirty
- upset

2 We must wash our hands before

- writing
- eating
- playing

3 We must keep our homes

- dry and dusty
- neat and clean
- messy

Unit 3: Senses

Lesson 5: Doing things

- 1 What are you doing now? _____
- 2 Name three things you like to do at home. _____

- 3 What do you do at break time in school?

Lesson 6: Senses

Fill in the blanks.

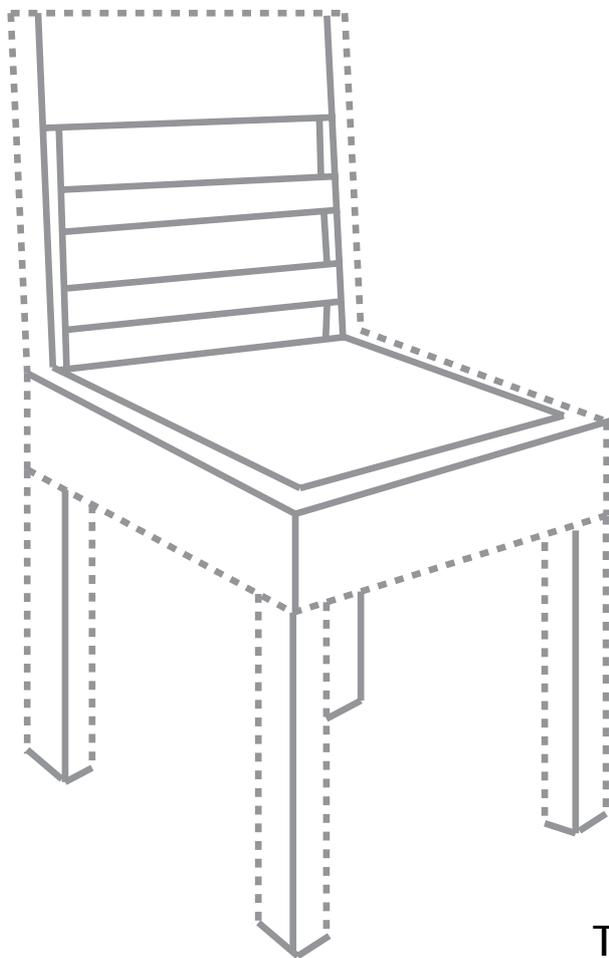
- 1 Rabbits are _____ to touch.
- 2 Chocolates are _____ to taste.
- 3 Flowers are _____ to smell.
- 4 Music sounds _____ to the ears.
- 5 Wood feels _____ to touch.
- 6 Lemons are _____ to taste.

Lesson 7: Things

Fill in the blanks.

- 1 Ice cream is c _____ and s _____.
- 2 Wool is s _____ and w _____.
- 3 Oranges are j _____ to eat.
- 4 Feathers are l _____ and s _____.
- 5 Perfume smells g _____.

Join the dots and colour the picture.



This is a _____

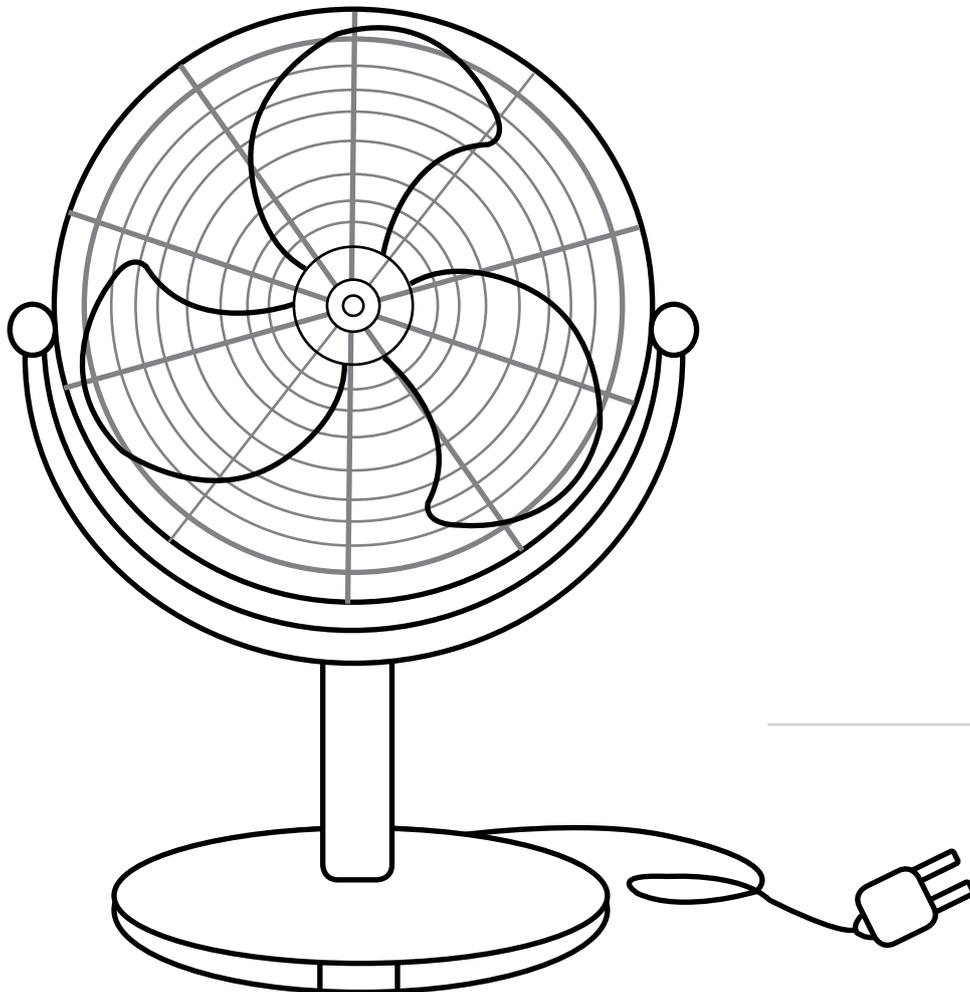
Unit 4: How It Works

Lesson 8: Electricity

1 Name two things in your classroom that work with electricity.

2 Name two things at home that work with electricity.

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



Unit 5: Staying in Touch

Lesson 9: Communication

1 Where do you go to post a letter?

2 How do you see cartoons and hear the news?

3 What are these? Find the right names.

DAIRO _____

EPHONETEL _____

CROPTUME _____



Unit 6: People at Work

Lesson 10: People at school

1 Who teaches you in class every day? _____

2 Who helps us to find books in the library? _____

3 What do you call the children who come to school?

4 Who lets you into the school every morning? _____

Lesson 11: Jobs

Match the person with the job.

- | | |
|-------------|-------------------------------|
| 1 A chef | takes care of sick animals. |
| 2 A postman | flies an aeroplane. |
| 3 A teacher | delivers letters and parcels. |
| 4 A pilot | cooks food. |
| 5 A vet | teaches in a school. |

Unit 7: Where We Live

Lesson 12: The village

- 1 These are some things found in a village. Write out the correct names.

CRATTOR _____ EROSH _____

GOTAS _____ SWOC _____

SEERT _____ SRAMF _____

- 2 What is the man in the village picture doing?
- _____

Lesson 13: The city

- 1 How many cars can you see in the big picture? _____
- 2 Is there a bus in the picture? _____
- 3 Are there any children in the picture? How many?

- 4 What can you see in the sky in the picture? _____

Unit 8: Buying and Selling

Lesson 14: The shop

Look at the picture of the shop.

- 1 What does it sell? _____

- 2 What is the boy holding in his hands? _____

- 3 What is the little girl doing? _____

- 4 What would you like to buy from this shop?

Lesson 15: The market

1 Write the names of two fruits in the market.

2 Write the names of two vegetables in the market.

3 What is the man with the cart selling?

Lesson 16: Money

Mark ✓ for right and ✗ for wrong.

1 We buy things with money.

2 We pay money to people who work for us.

3 We can buy money from a shop.

4 We can pay our bills with money.

5 People do not need money.

6 We can help people with money.

Unit 9: Places

Lesson 17: The railway station

1 Tick the right answer.

i) A train travels

- on water
- on tracks
- in the air.

ii) A railway station is a

- busy place
- dull place
- quiet place.

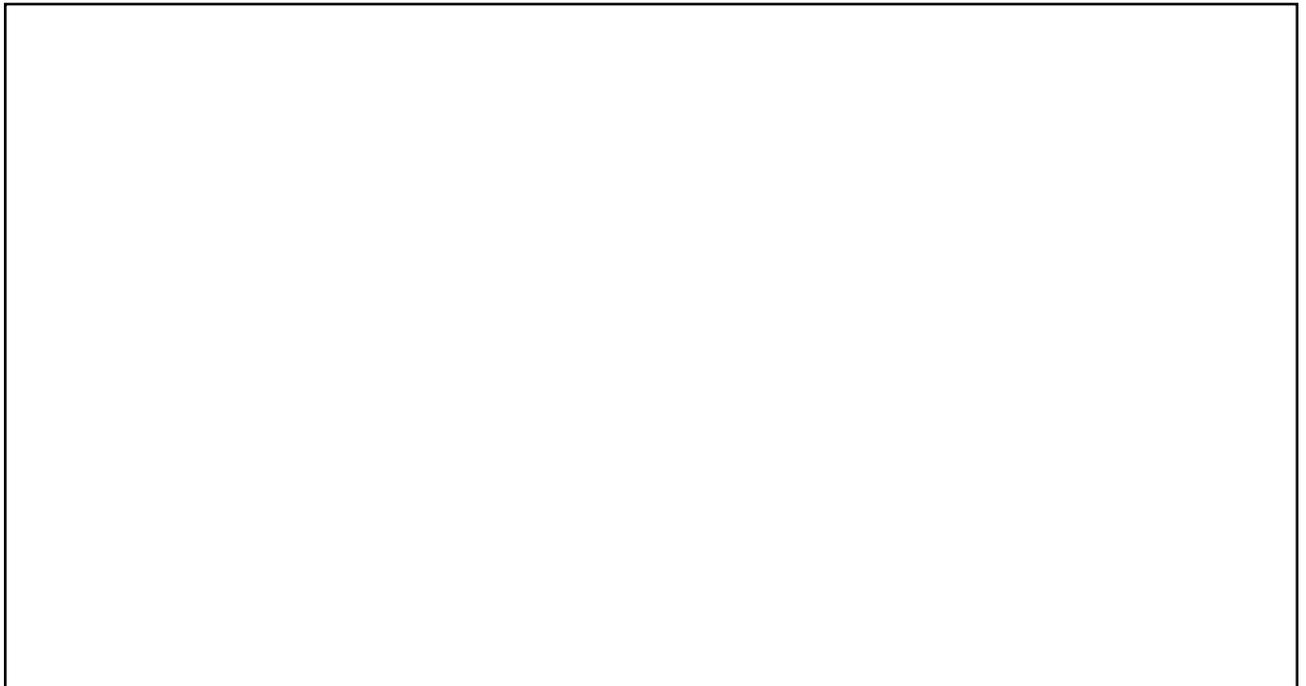
iii) Luggage is carried by a

- driver
- porter
- postman.

iv) The train stops

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

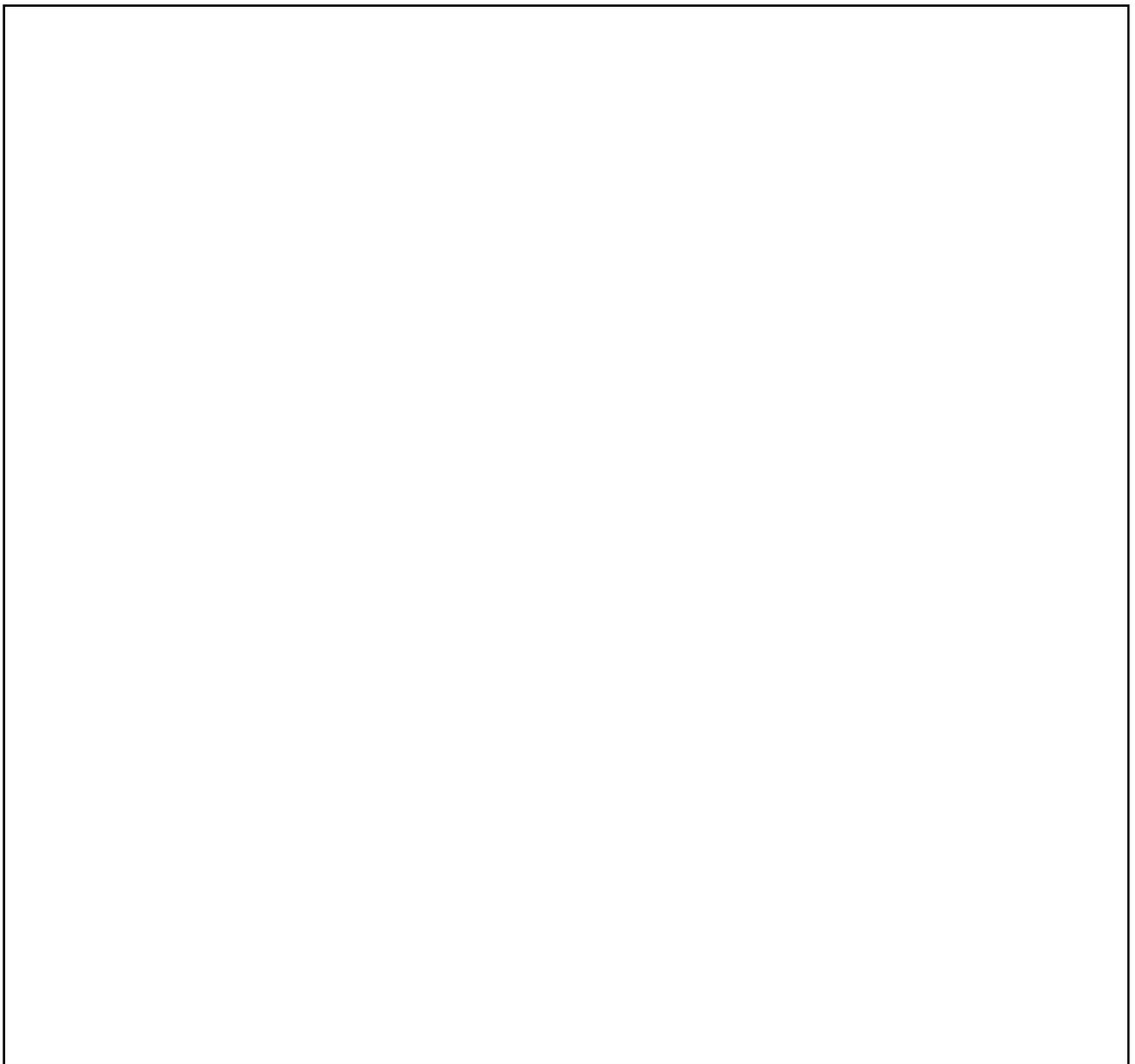
2 Draw and colour a railway engine.



Lesson 18: The airport

Fill in the blanks.

- 1 An aeroplane travels _____ than a train.
- 2 The _____ flies the aeroplane.
- 3 An aeroplane lands at the _____.
- 4 Draw and colour an aeroplane in the space below.



Lesson 19: The petrol pump

Complete the sentences.

- 1 We can get p _____ and CNG at a petrol pump.
- 2 There is a t _____ shop at the petrol pump.
- 3 T _____ are repaired at the tyre shop.
- 4 C _____ are also cleaned and washed at the pump.
- 5 Draw a taxi and colour it yellow.

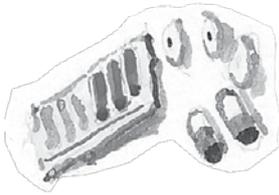


Lesson 20: The hospital

1 Match the names with the things.



Bandage



Cough syrup



Pills



Injection

2 Write names of two jobs that people have at hospitals.

Unit 10: Safety

Lesson 21: Safety

1 Answer with a *yes* or a *no*.

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

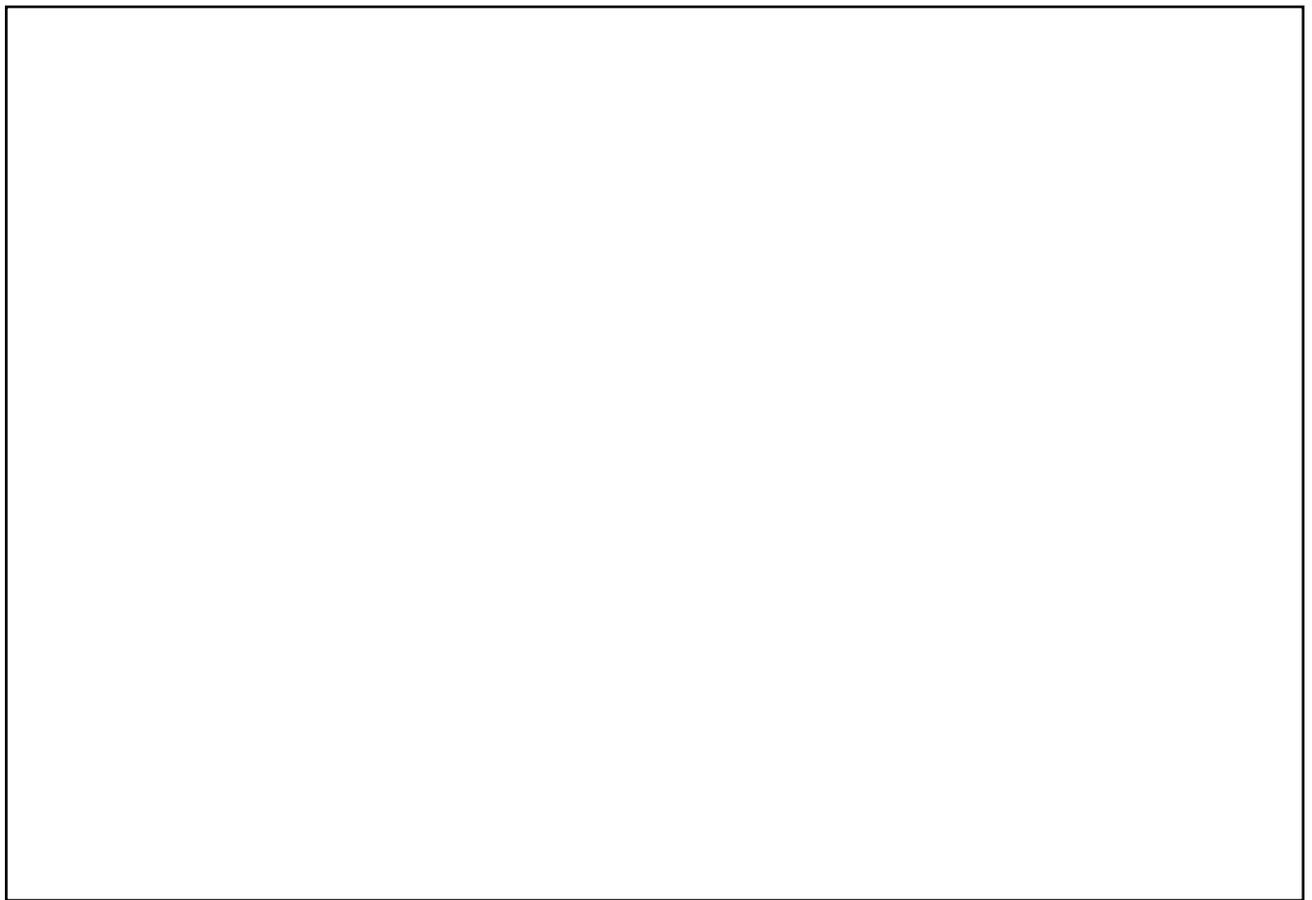
ii) It is safe to touch a sharp knife. _____

iii) It is safe to play with an electrical socket. _____

iv) It is safe to cross a road with an adult. _____

v) It is safe to go near things that are hot. _____

2 Draw a sign to warn people about fire.



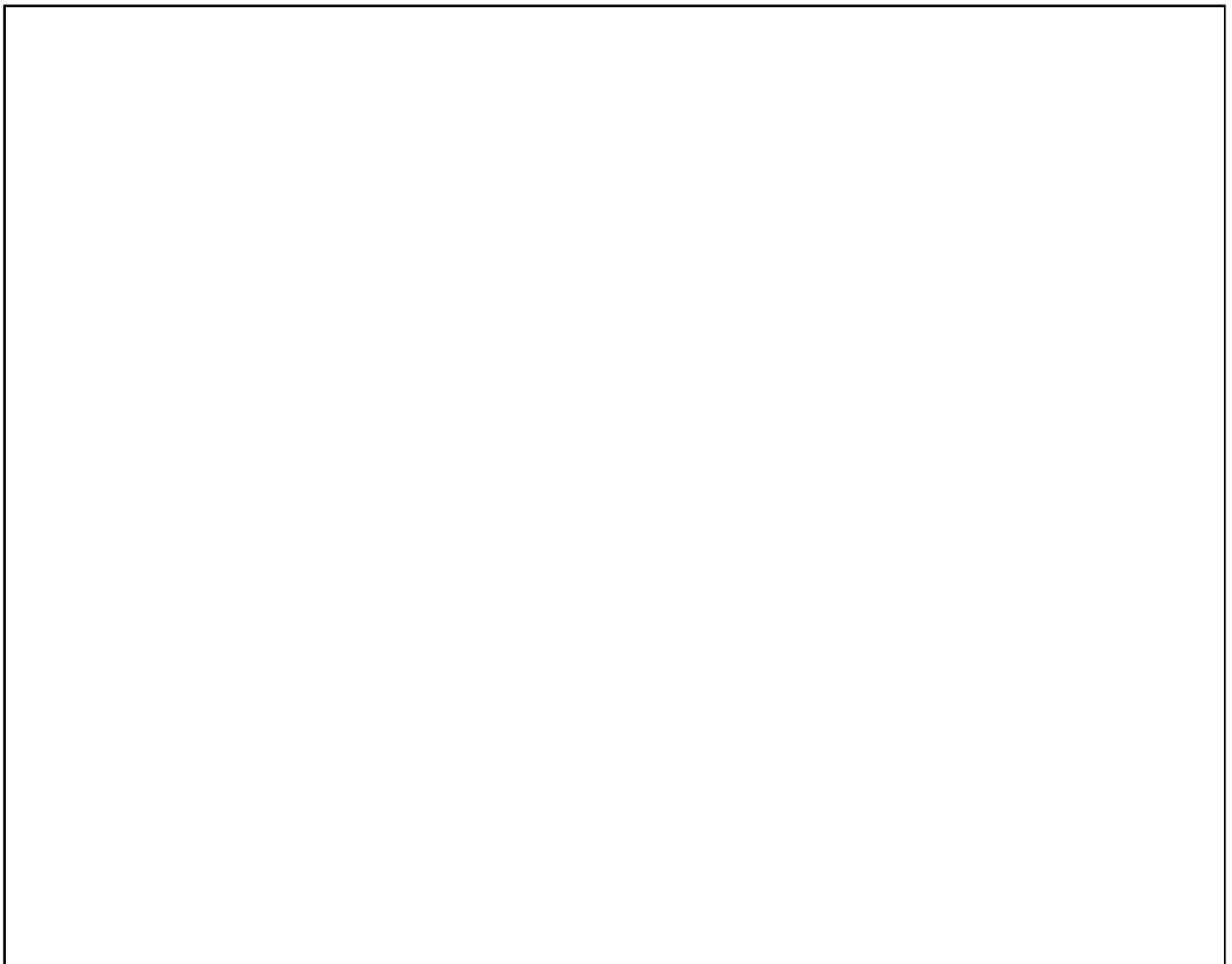
Unit 11: Pets and Animals

Lesson 22: Pets

1 Complete the sentences.

- i) Pigeons like to eat g _____ and s _____.
- ii) Cats enjoy m _____.
- iii) Rabbits like to eat c _____.
- iv) Dogs like to chew b _____.

2 Draw and colour your favourite pet.



Lesson 23: Animals

- 1 Can you name all the animals in the pictures on page 26?
- 2 Write the names of any other two animals?
- 3 Say whether the following are tame or wild:

A snake

A lion

A hen

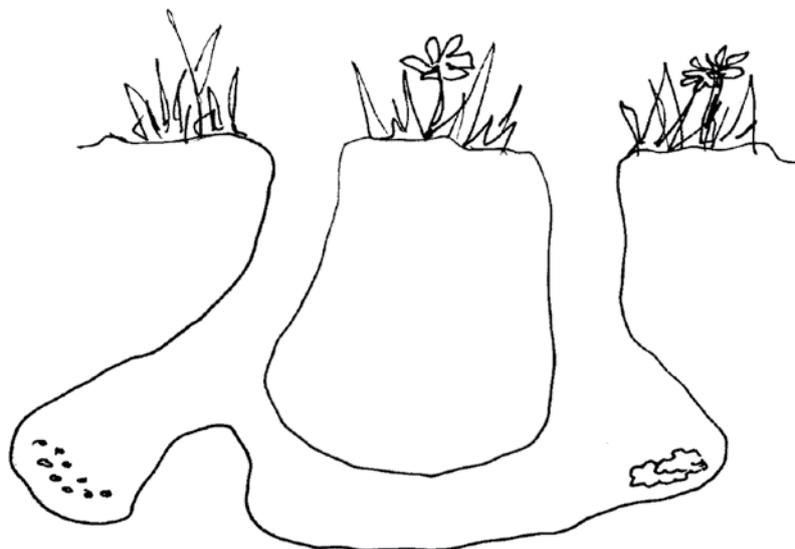
A goldfish

A shark

A lamb

Lesson 24: Animals underground

- 1 Where do ants live? _____
- 2 How many legs does an ant have? _____
- 3 Which other animal lives underground? _____
- 4 This is an ant's home. Draw some ants in it. _____



Unit 12: Having Fun

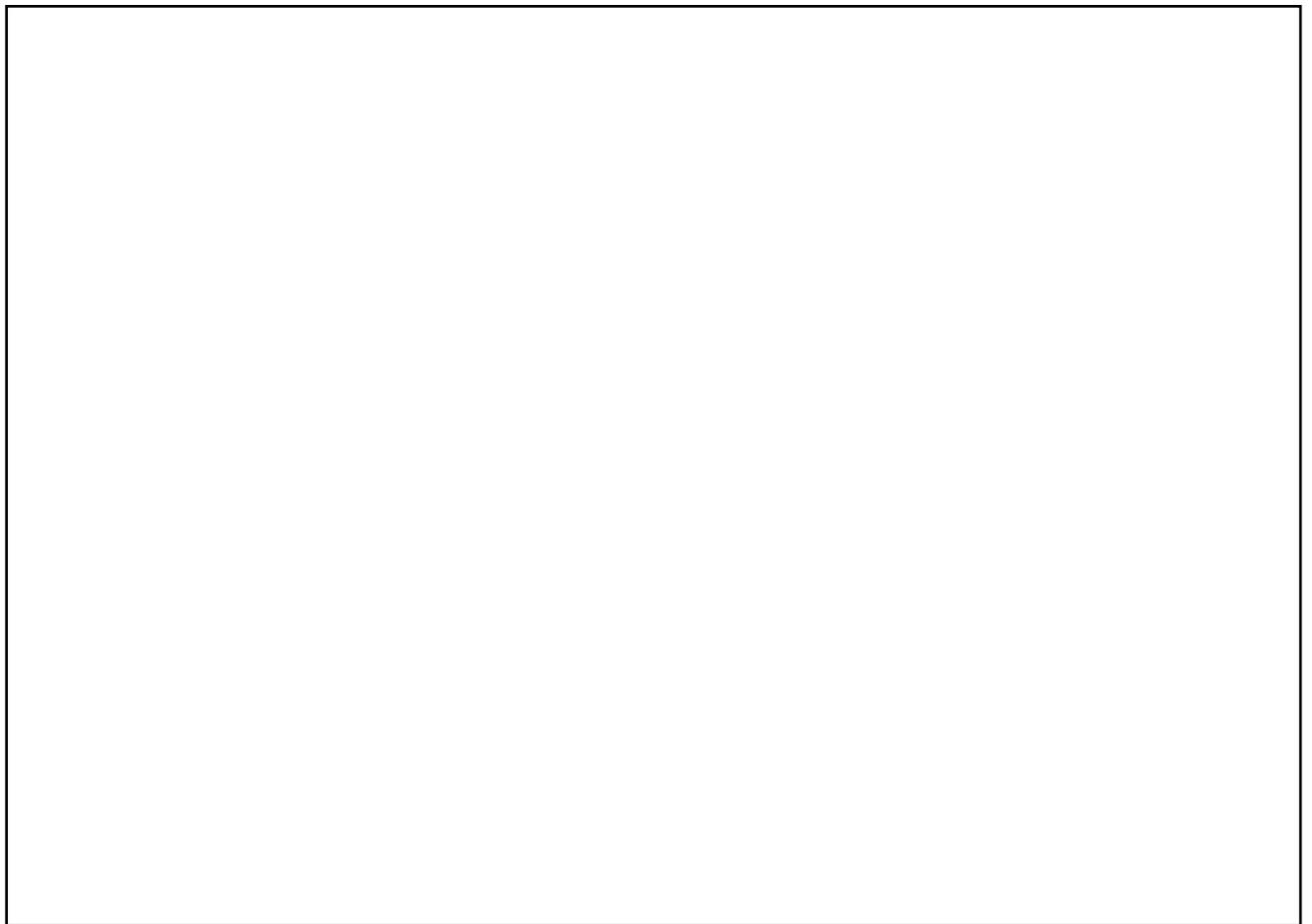
Lesson 25: The Seaside

1 Look at the picture of the seaside. What are the boys doing?

2 What can you see in the sea? _____

3 Name some animals that are found at the seaside.

4 Draw a starfish and a seashell and colour them.



Lesson 26: Sports

1 Match the names.



cricket bat



hockey stick



tennis racket



shuttlecock



wickets

2 What is your favourite sport?

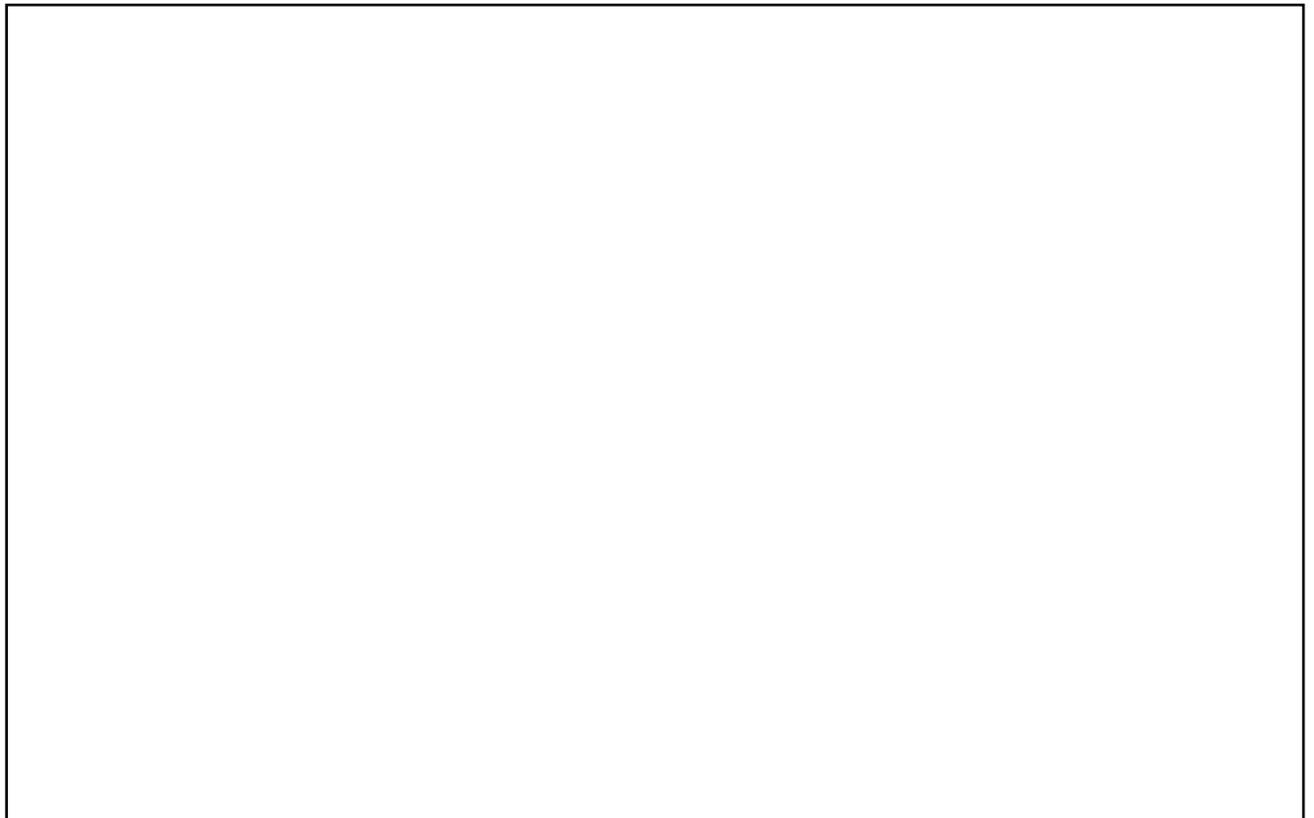
Lesson 27: Music

1 What is your favourite musical instrument? Can you play it?

2 Name one musical instrument with strings.

3 Name one instrument with keys.

4 Draw a set of drums and colour them.



Unit 13: Time

Lesson 28: Day and night

1 From where do we get light during the day?

2 What do you do during the day?

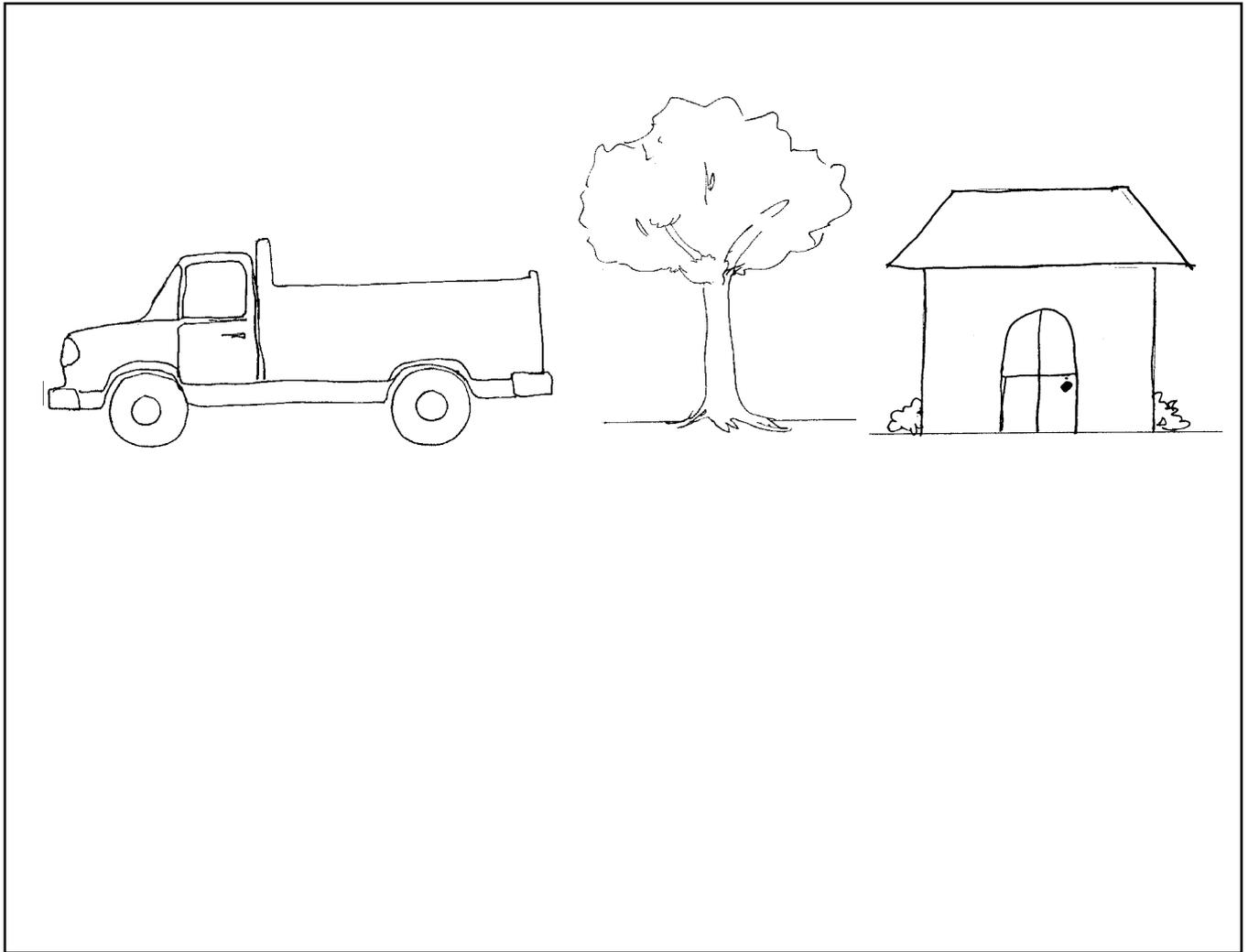
3 What do you do at night?

4 Draw the Sun and colour it.



Lesson 29: Shadows

Draw the shadows of the objects in the box. Colour the pictures and their shadows.



Lesson 30: Time

1 How many hands does a clock have?

2 What does the longer hand tell us?

3 What does the shorter hand tell us?

4 What time is it now?

Unit 14: Weather

Lesson 31: The weather

1 When do you wear warm clothes?

2 When do you eat ice cream?

3 What do you use to stay dry in the rain?

Lesson 32: Seasons

Fill in the blanks.

- 1 Bright _____ bloom in _____.
- 2 Trees lose their _____ in _____.
- 3 The hot season is called _____.
- 4 _____ is the cold season.

Unit 15: Air and Water

Lesson 33: Air

Mark these sentences as right ✓ or wrong ✗.

- 1 Only human beings need air. _____
- 2 Air is all around us. _____
- 3 We use air to fill balloons. _____
- 4 Birds fly in the air. _____
- 5 We fill tyres with water. _____

Lesson 34: Water

1 Where does water come from?

2 Name three places where water is found.

3 Name two animals that live in water.

4 Give two more uses of water.

Unit 16: About Pakistan

Lesson 35: Islam

1 Match the answers.

- | | |
|-----------------------------|------------|
| i) Islam is the religion of | religions. |
| ii) Muslims believe in one | mosque. |
| iii) Muslims pray in a | Muslims. |
| iv) We must respect all | God. |

Lesson 36: Our country

1 Name the provinces of Pakistan.

2 What is the capital of Pakistan?

3 Name the capital cities of each province.

Lesson 37: Our flag

1 What colours do we have in our flag?

2 Which country's flag on page 40 is of a different shape?

3 Draw a flag for your school and colour it.



Lesson 38: Our heroes

Match the names.

- | | |
|-----------------------------------|---------------------|
| 1 The founder of Pakistan | Liaquat Ali Khan |
| 2 The poet of the East | Sir Syed Ahmed Khan |
| 3 Pakistan's first prime minister | Allama Iqbal |
| 4 A scholar and leader | Quaid-i-Azam |

Lesson 39: Famous people

1 Who was famous for his bravery?

2 Who is Pakistan's only Nobel Prize winner?

3 Who is famous for helping the poor and needy?

4 Who is famous for helping Muslim women?

Unit 17: Our Earth

Lesson 40: Our Earth

1 Fill in the blanks.

i) The _____ is the home of all living things.

ii) The Earth is like a _____ in shape.

ii) There is _____ and _____ on the Earth.

2 Draw a globe and colour it.

