

Revised Edition

NEW OXFORD

Social Studies

for PAKISTAN

TEACHING GUIDE
with lesson plans

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Introduction

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

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

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

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

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

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

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

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

Lesson 1 Akbar and Mumtaz

This lesson provides a good approach to start a new term as it can be used to introduce the children to each other and to the teacher.

Discussion points

Ask the children their names and tell them yours as well. Also ask their ages. (You need not divulge yours!)

Read about the children in the textbook. When you read about Akbar you could ask all the boys in the class to stand up, and when you read about Mumtaz, ask the girls to stand. The same exercise can be repeated for the children's ages; first the six-year-olds could stand and then the seven-year-olds.

Talk about the pictures. Describe Akbar and Mumtaz, so that the children learn to observe details. Ask what is the colour of the clothes Akbar and Mumtaz are wearing, the colour/length of their hair, etc. These details should only be introduced here briefly as they will be repeated and expanded upon in Lessons 2 and 3.

Say that we all live in Pakistan, and that this is our country. The children will probably be familiar with the fact that other countries exist and so you might want to bring this into the discussion too. Explain that there are lots of countries in the world and each has its own name, like America, India, China, etc. There may be children of other nationalities in the class, who could be asked their countries of origin. Again, this need not be discussed in great detail. What is important here is that the children know that our country is called Pakistan, and the people are known as Pakistani.

Questions

The questions at the end of the page should be discussed orally first and then the children should be able to answer them without any problem.

Work Page

The Work Page requires the children to fill in details about themselves, all of which should have been covered in the discussion emanating from the text. There is space for the children to either draw or stick a photograph of themselves.

The page also has a box for a picture of 'My school'. Ask the children to draw a picture of their school here.

Art and craft: Make your face. Take a paper plate to represent the face. Using a variety of things like coloured beads, sequins, pasta tubes, wood shavings, wool, etc., the children can construct and glue their features on to the plate. For example, wool can be plaited, left straight, or curled up to make hair; beads can be used as eyes.

Homework: Explain that each country has its own flag, just like each school has its own badge. Give the children a picture of the Pakistani flag to colour.

Lesson 2 My family

Discussion points

Talk about the basic family structure. A family consists of a mother, a father, and their children. If you know of any child who only has one or no parents, without pointing him/her out, you could also mention that in some families children live with just their mother or father.

Ask a child to come forward and write his/her name in the centre of the blackboard. Ask the mother's name and write it above the child's. Do the same with the father's name. Then ask the names of siblings and write them alongside the child's name. Ask the child to count the number of family members listed. This will show the children the basic structure of the family tree, and will help them understand subsequent exercises and concepts. You could repeat this with a few more children, if you wish.

Explain the terms 'first name' and 'surname/family name'. Ask children at random their full name and then ask them to differentiate between the two. You could also explain middle names.

Tell them that their parents also have their own parents, and they are known as the children's grandparents. Turning back to the family tree, ask the same child the name of his/her maternal grandparents and write them above the mother's name, or you could simply write Nani and Nana. Do the same for the paternal grandparents; either write their names, or just Dadi and Dada above the father's name.

Bring in uncles, aunts, and cousins into the discussion, but there is no need to include them in the family tree at this stage.

Coming to the text, ask the children to point to the relevant person in the picture, as you read through. Count the people in the Ali family.

Questions

The questions ask the number of people in the Ali family i.e. four, and would already have been covered when reading the text. Before attempting the question about the number of people in the child's family, children could list the individuals first and then count them together.

A list of family members is also suggested in the 'Things to do' section, so this would be an appropriate place to incorporate this.

Work Page

Part A requires the children to label the Ali family with the given phrases. Part B asks the children to fill in the blanks with information about themselves. Most of this will already have been discussed and the children should be able to complete this independently.

Things to do

The remaining two activities in this section, to draw a picture of the family and the family tree, could also be combined to make one activity—ask the children to make a family tree like they were shown on the board and make small drawings of each person alongside the names.

Art and craft: Make a photo frame.

You will need:

A photograph

A rectangle cut out of plain cardboard, a few centimetres bigger than the photograph

A rectangle cut out of corrugated cardboard, a little smaller than the plain one, but a few centimetres bigger than the photograph, with a smaller rectangle the size of the photograph, cut out of it.

Beads and such small objects for decoration, wool or string

Ask the children to bring in a family photograph a few days before you intend to make the frames, to give you time to cut the cardboard to size, in case the photographs are of different sizes.

Ask the children to stick the corrugated board rectangle on to the plain cardboard rectangle, gluing only three sides. Get them to decorate the corrugated frame with paint, glitter, shells, beads, etc. Once the decoration has dried, slip the photograph through the side that was left unglued, so that it rests between the corrugated and plain cardboard. Using Cellotape, attach a loop made of wool or string, to the top of the frame so that the picture can be hung.

Homework: Ask the children to interview one of their parents by asking them the same questions given in Part B of the Work Page. You could prepare a separate questionnaire, e.g. 'What is your first name? What is your father's name? How many brothers and sisters do you have?' etc.

Lesson 3 My body

Introduce the topic by telling the children that we are going to talk about our bodies.

Discussion points

We are the same in many ways, but also different. For example, we all have hair, but some people have long hair and some have short; we all have bodies, but some people are tall and some are short; some of us are girls and others are boys. This concept could be reinforced by asking everybody with hair to stand up—everyone will. Then ask only those with short hair to stand up.

As you go through the text, the children could be asked to point to the mentioned body part, first in the photograph, and then on themselves. Alternatively, the children could be asked to come forward and point out the body part in question, to the class.

Talk about different parts of the body and what work they do. For example, we see with our eyes, walk with our feet and legs, move our head using our neck, etc. Also talk about body parts not mentioned in the text and photograph, such as the back, wrist, shoulders, toes, and fingers.

Children could also be asked to describe themselves or people in photographs or magazines. Care must be taken, however, that adjectives like fat or dark are not used to ridicule anybody.

Questions

The text ends with a question asking children to name the parts of their body they use for running. If they say only 'legs', do tell them that arms are used too to balance the movement of the body.

Work Page

The fill in the blank exercises in Parts A and B will be easy enough for the children to do on their own. Part B is especially useful in helping children to identify with other races.

Things to do

The activities in this section are a good way of making the children aware of how different parts of the body function.

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

Homework: Children are fascinated by fairy-tale creatures such as monsters and this exercise is a good way of getting their imaginations going. Give them a list of interesting physical features such as two square heads, four long arms, lots of sharp teeth, four crooked legs, etc. and ask the children to draw the monster accordingly.

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

‘Head and Shoulders’ is also an enjoyable song and game. Sing the song and point to the parts of the body. The second time round, remain silent on ‘head’—just point to it, and sing the rest. The third time, remain silent for ‘head and shoulders’. The idea is to continue in this way until the whole song is only motioned, but you may do only as many rounds as the children enjoy.

Head and shoulders, knees and toes, knees and toes

Head and shoulders, knees and toes, knees and toes

Eyes and ears, a mouth and nose

Head and shoulders, knees and toes

Lesson 4 Keeping clean

Discussion points

Begin by asking the children about their hygiene routine in the morning. When they mention brushing their teeth, washing their face, brushing their hair and such, praise them and tell them we do these things because it is important to keep clean.

Talk about different ways of keeping clean. Start with daily requirements, taking suggestions from the children. At this point, it would be helpful to go through the text accompanying the pictures.

Move on to other cleanliness requirements, such as trimming nails, cleaning ears, and shampooing hair. Explain that these things do not have to be done every day, but are very important. At this point complete the last two lines of the text.

Make the discussion more entertaining; ask the children to imagine what would happen if they did not stay clean; had bad greasy hair, bad breath, smelly feet, bad teeth, etc. Ask them what they would think of such a dirty person.

Once the children understand how keeping clean helps them to look and feel good, bring up the subject of germs and illness. Explain that germs are tiny, invisible things that live all around us—in the air and on the things we touch. Sometimes, a lot of germs attack our bodies and make us feel ill. Explain how germs are passed on from our surroundings to our body and why it is important to wash. For instance, if we go to the toilet and then eat something without washing our hands, the germs from the toilet stick to the food and from there, go into our body and give us a stomach ache/cough/cold. Expand upon this and tell the children that every time we cough or sneeze, germs shoot out into the air and then other people breathe them in. That is why it is important to catch germs in a handkerchief first.

Similarly, explain that brushing our teeth also helps get rid of germs that would otherwise make our teeth rot and cause pain.

Questions

The children have been asked to write down things that they do to keep clean. Since the discussion would have been quite exhaustive, you could ask the children to name a few such as washing up when they return from school or outdoors, and wearing clean clothes, etc.

Work Page

Part A shows six pictures and the children have to label them with the given words. It would be a good idea to go through the pictures orally first so there is no confusion, for instance, the handkerchief and the towel look quite similar, and some children might know the nail clipper as a nail cutter. The children can also write a few words describing what each item is used for. Part B is a similar exercise asking them to match different items with their uses.

Things to do

Suggest that the children bring in empty toothpaste packets and soap wrappers to make a display. This idea could be expanded by asking each child to bring in pictures of a wider variety of hygiene related items for display.

Art and craft: The children will be curious to know what germs look like, and reluctant to accept that they cannot be seen by the naked eye. Arrange for a microscope and a Petri dish with a bacteria sample. Ask the children to look through the microscope, look at the 'germs' and then draw what they see on to a disc of paper. This will be a good way to introduce the children to the use of a microscope.

Homework: Make a worksheet for the children to fill in including questions such as, 'When I wake up I...(wash my face/brush my teeth/have a shower); before eating food I...(wash my hands); before going to bed I....(brush my teeth/have a bath).

Copies of the Lesson 4 worksheet from the Appendix to be given for homework.

Extension: Invite a dentist to come and talk to the class about dental hygiene.

Lesson 5 Food

Discussion points

Before starting the text, have a warm-up discussion. Get the children involved by asking some 'hands up' questions such as: Who likes fish? Who likes fruit/vegetables? Who likes milk? Move on to individual questions such as: What is your favourite food? Which is your favourite fruit?

Also briefly discuss what the children like to eat for breakfast, school snacks, and dinner. This will help them when they come to the Work Page, where they will have to be aware of the difference between breakfast foods and main meals.

Moving on to the text, discuss why we need food. The illustrations show that food is necessary not just for physical but mental energy too. Just as cars need petrol to run, our bodies need food for energy.

Describe different types of food as shown in the photographs and pictures and explained in the text. They differentiate between food that is grown, derived from animals, or made from milk. For example, fruit and vegetables are grown and eggs come from hens.

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

The concept of a balanced diet can also be introduced. Tell the children how different foods help our bodies in different ways. For instance, milk, and food made from milk, makes our bones strong. Carrots make our eyes strong. Fruit and vegetables help us to fight germs (children will probably be familiar with germs from discussions related to the fourth lesson, 'Keeping clean'). Meat helps us to grow. This need not be explained in any great detail but just enough to convey to the children why it is important to eat many different kinds of food.

Questions

The text ends with two questions, which the children should have already discussed orally, and can now answer in their books.

Work Page

Part A asks the children to label various pictures of food. The pictures could be discussed first to avoid any confusion, before being labelled by the children. Part B requires the children to name six things that they like to eat for breakfast. It is not imperative that the children name exactly six.

Things to do

Suggested activities include keeping a scrapbook where children can draw or paste photographs of fruits and vegetables, and growing seeds. The latter is discussed in detail in the crafts section of Lesson 15.

Art and craft: Make a pizza. The ingredients of a pizza include food from all the major food categories and this craft is an enjoyable way of repeating what has already been read and discussed.

You will need:

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

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

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

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

	Breakfast	Lunch	Dinner
Yesterday			
Today			

Excursion: Some restaurants and bakeries can arrange a trip to their kitchen where the children can make their own pizzas, see them being baked, and eat them either there or at home.

Story time: ‘The Hungry Caterpillar’ by Eric Carle is one of the most entertaining and popular children’s stories. Follow a hungry caterpillar as he eats his way through the week before turning into a butterfly.

Lesson 6 Clothes

Discussion points

Start with a few comments and questions addressed to the children. For example:

‘You’re wearing a nice, clean shirt.’

‘I like your trousers/shorts/dress.’

‘What colour are your socks?’

‘Are you wearing a belt/vest?’

Comment on the weather in relation to clothing:

‘It’s a warm/cold day today. That’s why we are wearing light/thick clothes to keep us cool/warm.’

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

Ask the children at random what they like wearing at home. Discuss the different types of clothes people wear at different times, e.g. pyjamas for sleeping, party dresses/*shalwar kameez* for going out.

Most of the children would have been to a wedding. You could talk about the bride’s and groom’s clothes. Show them a picture to help them along. Do encourage them to talk about designs and colours.

Show the children pictures of uniformed people. Tell them that just as students have to wear a school uniform, people in certain jobs also wear uniforms. Pictures could include those of a nurse, soldier, fireman, policeman, lawyer, air hostess, and chef. Refer to Lessons 11 and 12.

If you feel the children would be interested, you could even show them pictures of clothes worn by people of different countries. For example, kimono—Japanese; sari—Indian and Pakistani women; long robe and head covering—Arab men.

You could also mention how clothes are made by cutting material to size and sewing it together; cardigans and jumpers are made by knitting wool.

Questions

We wear warm, woollen clothes in winter. We wear cool, cotton clothes in summer. The last answer would depend on the current season.

Work Page

Part A asks the children to complete the names of different items of clothing. Part B gives them two dolls upon which they have to draw clothes. Encourage them to draw patterns. The children could choose one doll as themselves, and draw their school uniform on it as suggested in ‘Things to do’.

Things to do

The children can cut out dolls’ clothes and hang them up on a piece of string. This would be a good way to reinforce different items of clothing, however, it would require some tricky cutting and there is the risk of ending up with a lot of cut-out shapes that look nothing like clothes!

Art and craft: Paint a T-shirt. Ask the children to bring plain, light coloured T-shirts, or arrange to provide them. Using a selection of fabric paints, ask the children to paint a picture of themselves and their names on the front. When the paint is dry, it can be sealed by simply ironing on the reverse side.

Homework: The second ‘Things to do’ activity asks the children to draw a picture of themselves in school uniform. This could be given as a homework exercise. Ask them to pay attention to small details.

Excursion: Arrange a trip to the tailor’s where the children can watch a simple garment being cut and sewn. Another alternative would be to show a video clip of a garment factory where clothes are cut and stitched in larger numbers.

Lesson 7 Houses

Discussion points

Tell the children that our home is the house we share with our family. Read the first part of the text, just up to the descriptions of different types of houses.

Houses come in all different shapes and sizes. Ask the children to list the different rooms of a house, e.g. bedrooms, kitchen, TV lounge, and so on.

Explain that just as each child has his/her own name, each house is also given a certain number, and the streets are also given names or numbers. That makes it easy to find a house. Ask the children to imagine how difficult it would be to find a house without an address.

Show the children how to write their address. Some children may know theirs and can tell it to you, as you write it in the correct format on the board. Explain several addresses like this, either the children's or fictitious ones. You could make up a few funny ones too. The format to be followed should be:

Mr. Exwyzee, (name)
321, Sunset Road, (number of house and name of street)
Gulshan-e-Iqbal, (locality)
Karachi, (city)
Pakistan. (country)

Do point out the use of capital letters and punctuation marks.

If you have a list of the children's addresses you could help the children do Part A of the Work Page at this point. If not, ask the children to find out their exact address and complete the exercise at home or later in school. In either case, do explain that this is an envelope and the box in the corner is a postage stamp. Explain that the stamp shows that the correct amount of money has been paid to send the letter. Ask the children to design a stamp too.

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

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

In Africa, some places are very hot, and the houses there are made of mud, which remain cool inside. Gypsies are people who do not live in one place but keep moving. Their homes, therefore, are either horse-drawn caravans, or tents. Long ago Red/American Indians also used to live in tents, but these were special conical ones called wigwams or tepees, which were made of brightly coloured and patterned cloth. In forests and woods, it is common to find log cabins made of wood. Show the children pictures of these types of homes and, if possible, the people who live there.

Questions

Three questions are asked. First, the children have to count the number of rooms in the doll's house shown at the top. Secondly, the children have to count the number of rooms in their own house. Ask them to first make a list. Finally, they have to name their street or road. If they know the name they can answer straightaway, or this question can be set as homework too.

Work Page

Part A has already been discussed above. Part B shows various materials used in building a house. First explain each picture and where that particular material is used. The materials shown are; bricks (walls), sand (in the cement mix), wood (doors and windows), cement (sticks the bricks together, holds the window frames in place, sticks tiles to the walls), steel (to strengthen the roof and walls) and tiles (bathroom, kitchen, since they are easy to clean and look nice). Now the children can number the boxes appropriately.

Things to do

This section suggests that the children draw a picture of their house. It also tells them to cut out pictures of houses from magazines and to paste them into their scrapbook. Encourage them to collect pictures showing different types of houses.

Art and craft: Divide the class into five groups and each group will make a house—a log cabin, a mud house, a tepee, an apartment block, and a brick house. You will need four shoeboxes.

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

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

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

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

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

The finished houses can be kept and incorporated in the display with Lesson 18, 'City and village'.

Homework: Give the children an unlabelled drawing of a house plan. Ask the children to choose which room they would like to make the bedroom, bathroom, kitchen, etc. and ask them to draw in the relevant objects such as furniture and people. Alternatively, you could give the children Part A (envelope to address) of the Work Page, as discussed above.

Lesson 8 Things

Discussion points

Start by playing 'I spy'. Choose something in the room, and say, 'I spy something beginning with...' and tell them the first letter of the word. The children can put their hands up and guess what you have in mind. Let the children take turns too, and the rest of the class can guess, but do make sure it is always something from the classroom.

As the children guess, you could make a list on the board. Once you have a list of several things, give it a title, 'Things in our classroom'. Making lists is a good exercise in sorting and classification, a basic scientific principle. Read the items out and ask the children to explain how a few of the things are used.

Read the opening part of the text. Ask the children to look at the jumbled up picture in the book. The items shown are; knife, bucket, fork, basket, clock, tap, glass, jug, candle, bulb, radio, spoon, mug, book, bowl, telephone, chair, biscuits, comb, teddy bear, bat, ball, cupboard, and car.

You could name the items and ask the children to find them, or ask the children to find and name one item each. For some of the things, ask the children to explain how they are used; for example, a knife is used to cut food into smaller pieces. Now, ask the children to choose from the picture those things that they would find in the kitchen. Make a list and give it a title—'Things in the Kitchen'.

Ask the children what would happen if we did not keep things in their proper places—a big mess! Discuss the advantages of keeping things in their place—it looks tidy, it's easy to find the things when you need them again, things don't get lost, etc.

Questions

There are two questions asking the children which things in the picture start with i) c, ii) b and iii) h. Ask the children to write the things in the form of a list with an appropriate title. There is nothing in the picture beginning with 'h' and the children can say so in a complete sentence.

Work Page

Part A asks the children to tick the names of the objects shown in the picture. Read through the words together first, to explain any words the children may not know. Part B asks the children to list things they would find in different rooms of the house. They can use the words from Part A, but encourage them to think of new ones too.

Things to do

The children can choose one thing from the picture and write about it. If the uses of various things have been adequately discussed in class, the children should not have too many problems with this exercise.

Art and craft: See the homework section. Ask the children to draw a picture showing a wizard, a witch, a cave and all the things they can think of to use for magic.

Homework: Get the children's imaginations going! Ask them to make a list, with a title, of at least five things they might find in a witch's cave.

Lesson 9 School

Discussion points

Begin by asking the children to tell you the name of their school. Ask a child to come forward and write it on the board. Ask another to write the name of the class. The children will be familiar with the concept of addresses from the previous lesson on 'Homes', and ask the children if they know the school address.

Ask the children if they like coming to school—it is hoped they will say yes! Emphasize that coming to school is fun because we learn lots of new and exciting things and make lots of friends.

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

Begin reading the text. First read it all the way through, and then come back to the descriptions of different subjects and see if the children can name them. For example, the text says *they learn to read and write*. Ask the children which languages they learn in school—probably Urdu and English. Explain that each language has its own alphabet which the children are taught first. Then, they learn to put letters together and make words and then sentences.

They learn about numbers. Ask the children what this subject is called—maths/mathematics. Remind the children how they first learned to count to ten, then twenty, then hundred and even more. Once they learned numbers, the children were taught how to add and take away/subtract. Tell them that as they grow older, they will learn to do more interesting things with numbers, like Mumtaz is doing (the picture in the book shows multiplication sums on the board). You could ask the children if they know the names of the really big numbers—thousand, million, billion and trillion.

They learn about the world. Tell the children this subject is called geography, and includes learning about the Earth and space, and the weather.

They learn to paint pictures and make things. Art: Remind the children how they first learned different colours, and then how to mix them and make new ones. First of all they would just make scribble drawings, but then they started to make proper ones. You could make this part more entertaining by drawing a scribble on the board, then making it look a little like a person, a little more, and then eventually a recognizable one, similar to a drawing the children would be capable of making themselves. If the children have done any of the suggested art and craft activities from previous lessons, talk about them as examples of craftwork.

Some other subjects you could mention are history: learning about the olden days; Islamiyat: learning about Islam; and of course, social studies: learning about the world we live in. You could make a list of all the subjects discussed, as it would be helpful in the subsequent Work Page exercise. The children need not remember the names of all these subjects. The aim is simply to introduce the children to the idea that different branches of knowledge exist.

Also mention physical education i.e. PE. Exercise is important because it keeps us healthy and strong. It is also a lot of fun.

You could also talk about the different areas of a school, which would include classrooms, offices, the library, and playground.

Questions

The children are asked why they come to school, the teacher's name and the name of the school. This should be fairly straightforward for the children to answer after the lesson has been done.

Work Page

The Work Page has three parts. For Part A, the children can choose from the collective list that was made during the class discussion. Part B gives a list of different things, and the children have to circle those that they are taught in school. Go through the list first, since words like 'handicrafts' may need a little explanation. Part C asks the children to label a pencil, crayons, and a ruler.

Things to do

In this section, the children can play 'I spy' as they did in Lesson 8. They can also draw a picture of their school and write down its name and address. Write the address on the board for the children to copy.

Art and craft: 'A page from history' is an interesting activity for children, which combines art with history. Begin by telling the children that in the olden days people used feathers/quills as pens. Tell the children to collect feathers, or you could provide them yourself. Take a piece of plain paper and stain it with diluted tea, applied with a ball of cotton wool to make it look like aged parchment. Hang the stained papers on a line and let them dry completely. Ask the children to dip their feathers into a pot of ink, as though they were quills, and write their names on their 'parchment'.

Homework: Ask the children to find out when they started school and then to ask their parents and, if possible, their grandparents the ages at which they started school, and the names of their schools. Tell them to write the information in complete sentences. It is quite possible that some may never have gone to school, and this is something that should not be derided if it comes up in class. Simply explain that in the olden days there were not many schools, and many people just studied at home.

Extension: This is a talk, which can be held in the library so that more students can attend. Ask an older person to come and tell the class about schools in their time and how they were taught. The school should be one that is in stark contrast to the children's own, for instance an outdoor, village school. Also ask him/her to mention the books and materials used, for example a slate and chalk, etc.

Lesson 10 Fun and games

Discussion points

Begin on a light note; tell the children that we've talked a lot about all the hard work people do, and now it's time for some fun and games.

The following is something you could either do straight away, before teaching the text, or leave for the end of the lesson. Split the class into small groups and give each a simple board game, like Snakes and Ladders or Ludo. Explain the rules and let the children play for a while. Encourage them to play these games at home too.

Start the discussion by asking what the children like doing for fun at home. Probable answers might be reading, playing with toys, watching TV, and playing video games. If the latter two feature a lot in the children's responses, you may want to give them a benign warning that spending too much time on these activities is harmful; they could hurt their eyes, etc.

At this point read the first part of the text together. Dressing up and singing and dancing are mentioned. Ask if the children also like doing these things. Ask them what their favourite song is or what they like dressing up as.

Talk about what the children like doing outside the house. Probable responses might include going to the park, a restaurant, parties, and/or visiting friends.

Read the second part of the text. Ask the children if they have been to the zoo or on a picnic and what they enjoyed about it.

If they haven't already played the board games as suggested above, you could let the children do so at this point.

Questions

The children have talked about a trip to the zoo or a picnic, and can now be asked to answer the questions at the end of the text. If, however, you intend taking the children to the zoo, as suggested in the 'Excursion' ideas ahead, ask the children to write three or four sentences each after they have been on the trip.

Work Page

In Part A the children have to pick out various toys listed, from the jumbled up picture. Part B gives two photographs of board games—Snakes and Ladders and Ludo respectively—which the children have to name.

Things to do

This section suggests that the children discuss with their friends how they spent their weekend. Almost everyone will have spent some time watching their favourite cartoon show on television. As the next step ask them to draw their favourite cartoon character.

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

Homework: Ask the children to bring in their favourite toy from home. Put the toys together and have a play-time session. Alternatively, you could make a classroom display.

Excursion: Take the children to the zoo and have a picnic there. Alternatively, you could arrange to go to a puppet show, or have one in school.

Lesson 11 Work

It would be a good idea to follow this lesson with Lesson 12 on Jobs, since many of the points of discussion are similar and can be overlapped.

Discussion points

Talk about different types of work. Begin with work done around the house like cleaning, cooking, tidying up, etc. Talk about the work students themselves do in school, like writing, reading, homework, etc. This will help differentiate between work as an activity and paid work.

Move on to work done for a living. Ask about different people who might possibly be working in the children's homes, like a cleaning lady, cook, and gardener. The children should be told that their work is very important, and we should always be good and kind to these people because they help us. Talk about the people working in the school including the janitorial staff, the guards, teachers, and people in the office.

Read the first two parts of the text, and then ask the children what their parents do. You could make a list of different professions on the board. Explain the professions and the work involved. Do include homemakers for mothers at home, since the children need to understand that taking care of the children and home, is also hard work and a full-time job not to be ignored or belittled. There is no need to introduce any new professions other than those of the parents' since more will be covered in Lesson 12.

Explain that people work and are paid money in return, with which they can buy things. Stress that our parents have to work very hard to earn money, and therefore, we should be careful not to waste it. Secondly, we should help our parents around the home too by tidying up, picking up our dishes after eating, etc. Do not let any gender bias enter into the discussion. Conclude with the text which repeats these ideas.

Questions

There are three questions given at the end of the text. The parents' work would have been discussed already and can now be answered in writing. The third question could be incorporated with the 'Things to do' activity, that asks the children to make a list of jobs they do at home.

Work Page

Discuss the picture given in the Work Page and ask the children to colour it in.

Things to do

The other activity in 'Things to do' asks the children to write a few sentences about someone who helps them at home. If you like, this could be left out at this stage and incorporated later with the art and craft/display work activity, suggested in the guidelines with Lesson 12.

Art and craft: Decorate a pencil. Children will enjoy doing their work using their own, custom-designed pencil.

You will need:

Plain pencils, one for each child

Paint/glitter

Stiff cardboard

Glue

Using stiff cardboard and a paper cutter, cut out the first initial of each child's name. Ask the children to decorate the letter with paint, glitter, etc. While the initials dry, ask the children to paint a design on the top half of the pencil, holding it from the point. Using strong glue, stick the decorated initial to the top of the pencil. Stand the pencils upright in a jar until they have dried and can be used.

Homework: Give the children a list of work and ask them to do one task at home every day for one week. The list could include tidying their toys, dusting, cleaning out their cupboard, drying the dishes, and bringing in the washed clothes. The tasks should not include any work where the child might risk injury, such as cooking or ironing.

Lesson 12 Jobs

Discussion points

Remind the children about the discussion of their parents' jobs. Recap some of the professions that were brought up in Lesson 11.

Talk about different professions. You could ask the children to look at the pictures accompanying the text and on the Work Page and discuss the different people and professions shown. Emphasize that there should be no discrimination against girls or boys while choosing their professions. Do include extra details. For example, when discussing the farmer, also mention the vehicle (tractor) he is shown driving, or when you talk about the policeman, point out his uniform. With each profession, do add a small description of the type of work involved. For example, a doctor works in a hospital or clinic and he gives us medicine to make us feel better when we are ill. The children could complete Part A of the Work Page at this point if you wish.

Talk about other professions—not given in the book, such as vets, architects—engineers, potters, writers, carpenters, etc.

Read the text and ask the children what they would like to be when they grow up and perhaps also why.

Questions

The two questions at the end are to be answered in writing, based upon the class discussion.

Work Page

Part A of the Work Page has already been discussed above. Part B should be completed quite easily too since the professions—farmer, pilot, artist and carpenter, respectively—should already have been discussed.

Things to do

This section asks the children to draw a picture of someone working and to make a list of jobs people do. Both these activities will be adequately covered in the homework and display board suggestions that follow.

Homework: Ask the children to interview people belonging to different professions. Make a list of professions that have been discussed, as well as those of the children's parents, including a homemaker. Try to cover as many professions as possible. Give each child a questionnaire and tell him/her who should be interviewed. The interviewee should either be a parent or someone working in their homes or in the school, for example, a gardener, secretary, librarian, teacher, cook, etc.

What is your name?
What do you do?
Where do you work?
Tell me about your work.

Art and craft/Display board: Collect the information from the 'homework' section above and ask each child to write a short paragraph based on the questionnaire. For example, 'Zara Khan is a dentist. She works in a clinic. She checks people's teeth. If they have bad teeth she makes them better. She says we shouldn't eat too many sweets.' Or more simply, 'Abid Sheikh is a cook. He works in my house. He cooks food.' Above or below the paragraph, ask the children to draw a picture of the interviewee doing his/her work. This work could be mounted and displayed.

Excursion: There are various places to which trips can be arranged to learn about professions. These include the hairdresser, the dentist, the library, the vet, etc. Alternately, invite some professionals to visit the school and talk to the students about their work.

Lesson 13 Being good

Discussion points

Give the children several examples of good and bad behaviour and ask them to distinguish between the two by clapping for the former and shouting out 'boo' for the latter. Ask:

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

Read the text, which repeats some of the things above, and, wherever possible, explain briefly why an act is good. For example, if you keep yourself clean and tidy, you will look and smell nice and you will have lots of friends. Your parents take care of you in so many ways, so you should always listen to what they say. If you help someone, they will help you too, at some time.

Look at the illustrations and talk about what is happening in each picture. For example, in the second picture, the girl wants to attract attention, saying 'Excuse me', while two other girls are busy in conversation. In the fourth picture, the man cannot hear what the other person is saying on the phone, so he's saying, 'I beg your pardon'.

Also tell the children about polite behaviour and manners, such as:

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

Make up a few situations and ask the children what would be the right thing to say and do. For example, your mother told you to tidy your room, but you forgot: 'I'm sorry' you say and tidy up the room. Do include some examples that involve helping people and showing consideration. For example, helping an old man who is trying to climb the stairs; your mother has been working hard all day and is feeling sleepy, but you want to watch TV, etc.

Ask the children if someone has ever helped them, how, and vice versa.

Questions

The children have to answer if they help people, if people help them, and if so, how and when. It would be easier to do this if the children have already talked about such situations.

Work Page

In Part A, the children have to write the names of people they have helped, and by whom they have been helped. Part B shows two pictures: one is of a man late for a train and the second one is of people fighting to buy tickets. Talk about the pictures together—what has happened, what the people should do? They can then colour the pictures.

Things to do

This section asks the children to remember the rules of good behaviour and to help a friend do something today. Do keep reminding the children of these rules in future too, since good behaviour and generosity must be practised and imbibed rather than memorized.

Art and Craft/Display board: Ask the children to choose a rule of good behaviour and draw a picture illustrating it. These can be mounted and displayed on the board.

Homework: The second activity in ‘Things to do’ asks the children to help a friend do something today. You could expand on this a little, and tell the children to do one good thing for their parents or siblings at home, for example, reading a story to a younger sibling or helping to tidy up.

Story time: Aesop’s fable, ‘The Lion and the Mouse’ can be read from a book or shown to the children on the computer by clicking on the link at <http://www.bbc.co.uk/cbeebies/stories/>.

Lesson 14 Prayer

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

Discussion points

You could start by asking the children who made different things in the class. For instance, ‘Who made the furniture? (carpenter), the school building? (builder), your school snacks? (The cook/ mother). Finally, ask, ‘Who made the world?’ The answer would be ‘God/Allah’.

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

Write the names of the three religions mentioned in the textbook on the board—Islam, Christianity, and Hinduism. Next to them, write the names of the followers, Muslims, Christians, and Hindus, respectively. Tell them that most people in Pakistan are Muslims, but there are many Christians and Hindus too.

Begin by establishing the similarities among the important faiths. Tell the children that all these religions teach the people:

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

Tell the children that we should pray to God to make us better people.

Read the text with the class. As you go through it, add the respective places of prayer to the table started on the board. Tell the children that each place of worship has its own symbol. They are shown in Part B of the Work Page. Ask the children to look at them and fill in the table accordingly. You could explain a little about the origin of each symbol—the cross representing Christ being put on a wooden cross by people who were against him, the crescent representing the new moon upon which the Islamic calendar is based, and the trident representing a type of spear, known as a *trishul* in Hindi, held by one of the Hindu gods.

You could also tell the children that each religion has its own special name for God: Allah, God, and Bhagwan. Add this information to the table too. You could also discuss special religious festivals—Eid, Christmas, and Diwali. Simply tell the children that these are special days celebrated by people of each religion. Add them to the table. By the end, you should have a table that looks something like this:

Islam	Muslims	Mosque	Symbol	Eid	Allah
Christianity	Christians	Church	Symbol	Christmas	God
Hinduism	Hindus	Temple	Symbol	Diwali	Bhagwan

Questions

The answers to the first two questions have been adequately discussed in class and are clearly mentioned in the text. The third question is subjective, but since most children will probably be Muslims, they should give a mosque as their place of prayer.

Work Page

Part A of the Work Page asks the children to colour in the drawing of a mosque. Tell the children that it is common for mosques to be decorated with colourful designs, and sometimes even precious stones. Show them some pictures of mosques. Encourage them to colour accordingly. The signs shown in Part B, symbolizing different places of worship, have already been discussed. For the written part, you will have to find out the names of the places of worship near the school and tell the children. Alternatively, they could go home and ask their parents.

Things to do

This section asks the children to collect postcards of places of worship in Pakistan and to listen to stories from the Quran or from one of the other holy books. A number of such stories from the Quran are mentioned in the relevant section below.

Art and craft: Make a rosary. Rosaries (*tasbeeh*) feature quite prominently in Muslim worship, but traditionally, also have a place in Christianity and Hinduism. You could ask the children to make this a present for their parents.

You will need:

32 beads

1 large bead

A length of string

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

Homework: Tell the children to say a small prayer before going to bed. You could suggest a few lines—though they should not contain anything that might instil any fear in the child—‘Thank you Allah/God, for all the wonderful things in my life. Please help me be a good boy/girl.’

Story time: ‘Stories from the Quran’, by Sajeda Zaidi, published by Oxford University Press Pakistan, is a good source. There are also several Quranic stories published by Goodword Kidz.

Lesson 15 In the garden

If possible, this would be a good lesson to hold outdoors, in the school garden or a nearby park, under the shade of a tree. If not, do the text in class, and the outdoor activities separately, during a trip to the park.

Discussion points

Ask the children if they like playing in their garden or the park and what they like about it. Discuss how greenery makes our environment fresh and attractive. Turn to the picture in the book which shows Akbar and Mumtaz playing in the garden. Ask them to describe what they see—trees, bushes, plants, flowers, butterflies, etc.

If you happen to be outdoors, ask the children to describe their surroundings too. Try to find out the names of the flowers and trees and tell them to the children. Ask them to pick a leaf each, fallen from a tree or bush, paste it into their notebooks and label it. Pull up a weed and show the children the roots. These sorts of activities reinforce observation in the students.

Read the text and look at the four photographs showing leaves, flowers, a butterfly, and a bird. The children should be able to identify these by themselves, and then ask them to write the names in the boxes below.

If you are outdoors, ask the children to go around and try to locate these things in the garden. Tell them not to pick the flowers or buds but to instead, draw them in their notebooks. Tell the children a little about:

Parts of a tree—trunk, branches, and leaves

Parts of a flower—petals, pollen, stem

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

Birds and insects in the garden: Bees collect nectar and make honey from it. Caterpillars eat leaves and when they are fat enough, wrap themselves up in cocoons and emerge as butterflies. Birds build their nests in trees. Little insects live under rocks and stones. If you are outdoors, encourage the children to pick up some rocks from the dark, moist earth and see if they can find any insects underneath. Ask them what they found.

Discuss the importance of looking after gardens and parks—they look nice; give us a place to play; are home to so many little animals, birds, and insects, etc.

Questions

The children are asked if they have a garden in school or at home. Encourage them to write a short description of one of the gardens.

Work Page

Part A shows four flowers—rose, sunflower, jasmine, and pansy. See if the children can guess by themselves first. Write the names on the board so that there is no trouble with spelling. Part B shows seven pictures, the names of which are to be used to complete the crossword. They are; branch, thorn,

tree, flower, pot, leaf, and berry. The children could label the pictures first and then fill in the crossword. The crossword also has the word 'creeper' running down it. Point it out to the children and ask them if they know what a creeper is: a plant that clings tightly to a wall, and grows up along it. Show them a picture if you can find one.

Things to do

This section asks the children to collect things found in the garden, bring them to class and draw them. If the teaching suggestions have been followed, this activity will be adequately covered. Secondly, the children are asked to use the leaves, etc. to make patterns.

Art and craft: This lesson lends itself to several art and craft activities. Choose whichever one you would like to do.

Paint a pot. Give each child a plain terracotta pot and dish. Using a selection of bright paints, ask the children to decorate the pot with patterns or pictures.

Grow a plant. Take the children outdoors. Using the pots the children have painted, fill them with soil and ask the children to plant a seed. It would be a good idea to use a sturdy flower seed like a sunflower or one that sprouts quickly, like a bean. Tell them how to look after their plant—water it every second day and make sure it gets sunlight. The children could take their plant pots home, but it would be better to line the classroom window sill with them, where children can spend a few minutes every day watering them, and watching them grow. Remember to label the pots with the children's names.

Leaf printing: Take a selection of strong leaves. Paint a tree trunk on to the paper. Paint one side of the leaves and use them as a print, to add leaves to the trunk to make a tree.

Make a paper flower (1). You will need:

A straw

Green crepe paper

Coloured crepe paper for the flower. The finished flower resembles a carnation, so pink or white would be good choices.

Cover the straw with green crepe paper. This will be the stem. Take a long strip of crepe paper chosen for the flower. Fold it in half lengthwise, and then in half again in the same direction. Cut a series of closely spaced slits in the paper, but be careful not to cut all the way to the end. There should remain an uncut portion all along the length. Unfold the paper. Stick the edge of the uncut portion to the straw with sticky tape. Roll the paper all around the top of the straw and when you come to the end, stick it in place with another piece of sticky tape. Gently pull away the strips of paper from the centre until it looks like a flower.

Make a paper flower (2): an easy way to make bright sunflowers. You will need:

A paper plate

Yellow paint

Glue

Sunflower seeds

Take a straw and cover it with green crepe paper. This will be the stem. Cut around the edge of the paper plate to make petal shapes. Make sure you leave the centre big enough to add your seeds. Paint the flower-shaped plate yellow. After the paint dries a bit, squeeze a generous amount of glue into the centre of your flower and stick on the sunflower seeds. Attach it to the straw. Add paper leaves if you wish.

Homework/Display board: Ask the children to collect pictures of flowers and find out their names. These could be added to the garden record started during the class.

Story time: A simplified version of Frances Hodgson Burnett's 'The Secret Garden' could be read in class. 'A Seed in Need' by Sam Godwin, is an interesting description of the plant cycle.

Lesson 16 Animals

This lesson focuses on animals as pets rather than in general. Therefore, the guidelines have been written accordingly, otherwise a discussion of the animal world becomes quite vast. Secondly, it would be a good idea to follow this lesson with Lesson 17, Animal Homes, to give continuity to the theme.

Discussion points

Ask which children have pets at home. Ask their names. Read the first part of the text about Akbar and Mumtaz's pet dog.

Talk about the responsibilities that come with keeping a pet. Discuss how important it is not to simply buy pets and then be lazy and not take proper care of them. Pets are like friends and need a lot of time and attention. Tell the children that all pets need:

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

These points could also be taken as suggestions from the children.

Choose a particular pet, maybe one that a child from class has said he/she owns, and discuss the above requirements with reference to it. You could ask the children for suggestions.

For example, rabbits need:

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

A dog needs:

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

Read the second part of the text about pets. Ask the children to name the ones shown in the photographs—tortoise, cat, rabbit, pigeon, dog, and parrot.

Ask the children if they would like a lion/crocodile/bear for a pet. Ask why not. Read the text about dangerous animals. Ask the children to suggest some other animals that would be too dangerous or unsuitable to keep as pets. Ask them to imagine what would happen if they had a pet giraffe/elephant, etc.

Questions

Animals which are tame and of a manageable size would make good pets. Animals which are wild, dangerous, and too large would not be good as pets.

The last question would have been adequately discussed in class and can be answered independently.

Work Page

Part A asks the children to draw a picture of an owned or desired pet, and give its name. Part B gives a list of pets and the children have to offer names. The children can choose whatever names they wish. If you come across any particularly interesting one, ask the child why he/she chose it.

Things to do

This section has two activities; to write about a pet the child has or wants and how he/she takes care of it and to stick animal pictures in a scrapbook. You could combine the two, and just ask the children to stick a picture of the pet they have or would like to have and write about it.

Art and craft: Do a combined art and craft activity with Lesson 17, 'Animal homes'.

Homework: Ask the children to suggest three animals, other than those in the text, which would make good pets. Possible answers would include fish, turtles, chicks, ducklings, and mice. The children may want to know the difference between a turtle and a tortoise—turtles can swim and live in the water as well as on land. Tortoises just remain on land. Ask them to mention what special care they would need.

Games: Pin the tail on the horse. Draw a fairly large picture of a horse, without the tail, on a large piece of paper and attach it to a soft board/display board. Make a tail separately using a stiff piece of paper. Put a drawing pin through the top. Ask the children to take turns and try and pin the horse's tail in the correct place, while blindfolded. Mark each child's attempt by initialling the pinprick. The child that gets the tail closest to the right place is the winner. You could use any animal for the picture, for instance, 'pin the ears on the rabbit'.

Lesson 17 Animal homes

Discussion points

Explain that just as we have houses to live in, animals too make their own homes.

Ask the children if they know the name of a bird's home—nest. Explain that birds make nests by collecting pieces of straw and grass and weaving them together to make a bowl shape. Birds lay eggs in their nest, and come here to sleep after sunset. You could also tell them that some birds build their nests on branches in trees, but some, like woodpeckers, make theirs inside holes in the tree trunk.

Read the first part of the text. Stress how important it is not to touch the eggs—they may break, or the mother bird could get angry and attack!

Move on to different animals and their homes. Start with the animals the children discussed as pets in Lesson 16. Ask where the pets live. For example, dog—kennel; cat—basket; rabbit—hutch or burrow; parrot/budgie—cage; fish—fish tank or bowl.

Talk about other animals that live on the farm. Hens live in a chicken coop; sheep and cows, etc. live in their pens and sheds. These are all homes made by people for the animals.

Tell the children that animals in the wild make their homes themselves. Discuss little animals such as bees, spiders, and ants, whose homes are beehives, webs, and anthills, respectively.

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

Also mention burrows and dens, the homes of wild rabbits and lions, respectively.

A third category of animals' homes would be shells—homes that animals carry about with them. Examples of these would be crabs, snails, and tortoises.

Emphasize that we must not disturb the natural homes of animals—just as we would not like our homes to be disturbed.

Questions

The questions at the end of the text should be answered in complete sentences. Nests would be found in bushes and trees. Beehives (natural) are found on trees. Spiders build their homes indoors and outdoors.

Work Page

The first section of the Work Page shows different homes and the children have to match them with the animals. Snakes live in dark holes in the ground, bees in beehives, mice in mouse holes, ants in anthills, spiders in webs and birds in nests. The next section shows three man-made animal homes, a kennel, a cage, and a hutch, which the children are supposed to name.

Things to do

This section suggests looking for a nest and to find out which insects and animals have made their homes in the children's homes. Since, there is the risk that the children might disturb the animals and/or get bitten or stung in the process, this activity should not be done without supervision.

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

Homework: Three types of animal homes have been discussed: man-made ones, ones found naturally, and those carried around by the animals. Ask the children to find out the names of the homes of bears (caves), crabs (their shells) and farmhorses (stables), and which category each one falls into.

Lesson 18 City and village

For this lesson it would be useful to have a simple map of Pakistan showing provinces and with cities marked in.

Discussion points

Explain to the children that countries have provinces/states, cities, towns, and villages. Show them the map and with your finger, trace around the outline of Pakistan. Point out the place where you are.

Read the first part of the text about cities.

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

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

Talk about towns too. They are also home to a lot of people but not as many as in the city. Many people from towns travel to the city to work there. The buildings there are usually smaller, with less traffic on the roads. Most towns also have small train stations.

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

For the discussion about cities, towns, and villages, try to collect as many related pictures as you can to show the class.

Questions

The questions ask the children if they live in a city or a village and its name. This would have been covered in the introduction to the topic. The third question asks, 'Where would you like to live?' Each child would have formed an opinion.

Work Page

In Part A, the children have to circle the things found in a city—a street, traffic lights, buses, and quite possibly a pond if it is in a park. In Part B, they have to write the names of three things they would find in a city and three they would find in a village.

Things to do

This section asks the children to draw pictures of the city and the village. They could also be asked to cut out pictures of both from magazines.

Art and craft: Please see the art and craft suggestions in Lesson 7, Houses. In the same manner, ask the children to make more buildings—houses, shops, skyscrapers, etc. Cover two tables, one with a green cloth for the countryside, and a grey one for the city, to represent grass and roads respectively. Arrange the relevant buildings on the tabletop. Add small toy vehicles in the city, and farm vehicles in the country. Also put some toy farm animals and trees in the country. You could also set aside a small part of the city table for an airport and a train station. You can add as many details as you wish.

Homework: Ask the children to try and count the number of cars and buildings they see on the way home from school, the purpose being simply to get the children to observe their surroundings and realize how busy city and town life is.

Story time: ‘Town Mouse and Country Mouse’ is a traditional children’s story, which brings out the contrast between city and village life through the eyes of a mouse.

Lesson 19 Important places

Discussion points

Ask the children to look at the map and locate Akbar and Mumtaz’s house. Let them trace the route there with their finger, or mark it in pencil.

Read out all the names of the places. Ask the children to tell you something about each place, i.e. its function, the people who work there, etc.

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

Whenever you come to a place illustrated in the book, (text and Work Page), show the children the relevant drawing. For some places, ask the children to imagine what it would be like without them. For instance, without hospitals, sick people would not be able to get better. Without a bus station, people without cars would be unable to go to work or school. This will convey the importance of these places.

Ask the children to point out the places passed along the route to Akbar's house—bus stop, post office, railway station, park, school, and the market.

Pick a few places that are mentioned and ask if the children have ever been there. They could also tell you a bit about the experience. For example, some children may have travelled by train, or had to go to the hospital.

Questions

The children are asked to write names of some important places near their home and school. You may have to find out this information beforehand, and help the children in class, since they may not be familiar with the names.

They should be able to answer the last two questions by looking at the map. Guide them as required. This can also be pair work to encourage interaction and collaborative learning.

Work Page

The Work Page gives a list of people and the children have to write where each would be found according to the numbered pictures. Most of these professions will have been discussed but in case there is need for further clarification, read through the list first and explain wherever necessary. You could also ask the children to choose some of the people and draw them alongside the pictures given in the Work Page.

Art and craft: You could add to the display started in Lesson 18 and make some of the buildings covered in this lesson and include them in the model city. Rather than use boxes, etc. again, the children could use building blocks instead.

Homework: Reproduce the map in the book, but leave out the names of places. Give each child a copy and ask him/her to refer to the map in the book and, rather than make labels, make small drawings of the places or something to symbolize what the place is. For example, for the bus station, they could simply draw a line of buses; for the hospital a red crescent, and injection syringes! You could also ask them to add two more important places that would be found in a city. Possible additions could be a fire station, an airport, a library, a museum, or a hotel.

Extension: The 'Things to do' section asks those children who have visited an airport or a railway station to describe to the class what they saw there. Later, the children can draw pictures of the people they might see there.

Lesson 20 Transport

Discussion points

Ask the children how they travel to school every day. Make a list.

Read the first part of the text. Ask the children to look at the pictures and identify the vehicles shown. Discuss the different types of vehicles. Make a chart on the board, which the children could also copy in their notebooks, dividing the modes of transport into three—vehicles that travel on the ground, on water, and in the air. First fill in the vehicles in the textbook and those the children come to school on. Then ask for more suggestions. A typical list would probably be something like this:

Transport

Land	Water	Air
car	ship	aeroplane
truck	rowing boat	helicopter
tractor	hovercraft	hot air balloon
bus	yacht	rocket
van		
train		
motorbike		
rickshaw		

Try and show the class pictures of the vehicles in the list but not in the book, and give a bit of information about them. For example, if you show a picture of a tractor, then talk about other farm vehicles, such as a harvester and an ox-drawn plough. Talk about vehicles used for construction work, such as a cement mixer, a crane, and a road-roller. Also talk about which vehicles in the table travel fast or slow. The aim is to convey to the children the variety and importance of vehicles in everyday life.

When you talk about cars, discuss safety rules too. For pedestrians, it is important to look both ways before crossing the road, walk slowly, and to keep looking at the traffic. For drivers, it is important to follow traffic rules, not drive too fast, and never drive without a license.

Wherever possible, tell the children about the different parts of a vehicle, using pictures as a guide. For example, for an aeroplane, point out the wings, cockpit, tail, engines, and luggage hold; for a helicopter, the rotor blades and the fuselage; for a ship, the anchor, rudder, hull, sail, mast, and deck; for a bicycle, the handlebars, pedals, chain, seat, spokes, and wheels.

Throughout this discussion, keep the Work Page in mind. Whenever you come across a vehicle that is also mentioned in the Work Page exercises, ask the children to complete the relevant question.

Ask the children which vehicle they would like to travel on or which is their favourite mode of transport.

Questions

The answers to the questions would have been already discussed in class. As the questions are subjective, the children should be able to complete them independently.

Work Page

The Work Page can be completed during the class discussion as suggested. However, if you wish, it can be done separately at the end. The answers are:

Part A. Number of wheels of a: bicycle—2, scooter—2, car—4, truck—4 to 16 depending on the size, donkey cart—2, rickshaw—3, tricycle—3, ship - 0. Part B asks the number of people who can travel on various vehicles. It would be best not to ask for exact numbers, but to simply ask the children to choose between two responses; many and a few.

Things to do

This section has three suggestions; to discuss safety rules—which have already been covered, to draw and write about three vehicles—this is covered in the homework section, and to make a small cart—which can be set as an art and craft project.

Art and craft: The children will enjoy making the cart as shown in the ‘Things to do’ section.

Homework: Ask the children to choose three to five vehicles from the table, preferably those not shown in the text, and to either draw pictures of them, or find some pictures and paste them in. Also ask them to write a few lines about each vehicle. Encourage them to look for information in library books, so that they learn about basic research and data resources.

Story time: ‘Fun Finding Out About Our World’ by Rosie McCormick and Anthony Lewis, is a great book containing all sorts of information for children, presented in an easily readable and entertaining way. It has a very good selection of chapters dealing with transport and would be useful for the homework exercise. It is also a good resource for teachers to consult.

Lesson 21 On the ground

To help explain the concepts in this lesson it would be useful to have a large globe. If it is impossible to get one, use the photograph of the Earth given in the textbook or maps.

Discussion points

Show the globe to the class, and tell them this is our Earth. Point out the land and the water. If the children are familiar with the continents and oceans, point them out. Otherwise, simply tell them that the land is divided into different countries and the water into lakes, seas, and oceans.

Show the children Pakistan on the globe. Point out the Arabian Sea along the south. Also point out a few of the neighbouring countries.

Show them the mountainous areas. The colouring of the globe will indicate the high mountains, hills, and plains. Explain the difference between the three; mountains are very high and often snow-capped, hills are less steep and usually have green slopes, and plains are flat land. Point out Mount Everest, the highest mountain in the world. Also show the Sahara Desert, and explain briefly what a desert is—sandy land, with very little water or greenery. Point out the Pacific Ocean, the largest body of water in the world. If you feel details are necessary, or the children are curious, you should also know the difference between oceans and seas: the five oceans are the Pacific, Atlantic, Indian, Arctic, and Southern. A sea is usually a part of an ocean closer to land which has its shores on two or three sides. For example, the Arabian Sea has the Indian Gujarat coastline to the east, the Pakistan coastline to its north, and the Arabian peninsula's coastline to its west. To the South is the Indian Ocean. The Mediterranean Sea in Europe is surrounded by land on all sides, with a small opening in the west which links it to the Atlantic Ocean.

You could talk a little about lakes too—a lake is water surrounded by land; show a picture of a lake. Show the children the North and South Poles on the globe and tell them that these places are completely frozen areas.

Ask the children to look at the picture on the Work Page. This gives an alternative view of different terrains. Explain them again using this picture as a reference. If you wish, the children can complete the Work Page exercise at this point.

Introduce the water cycle to the children using the pictures on pages 43 and 44. They need not know the scientific terms such as evaporation, condensation, precipitation, and collection, but they can be introduced to the basic concept. You may want to take a look at an online story, 'Drippy the Raindrop' which can be found at <http://www.kimballmedia.com/Drippy/ToMountainsAndBack/Page1.htm>.

You could print it out, show it directly to the children or use it for your own notes. It explains, in brief, how water from the surface of the ocean is warmed by the Sun, turns into steam or vapour, and rises up into the clouds. These clouds travel across the sky collecting more and more raindrops. Finally, when the cloud is heavy with water, it bursts and all the drops fall down as rain. They fall in little streams down mountains, and come together to form rivers, which finally join and run back into the sea again.

Evaporation can be demonstrated to the class by boiling some water in a kettle and showing them the steam. Hold a large piece of cardboard or a book, preferably as cold as possible, over the steam

and the children will be able to see water droplets forming—condensation. Explain this is exactly what happens when water turns into vapour and then condenses in the clouds. To demonstrate precipitation and collection, take a container of water to represent the sea, and a piece of sponge for the cloud. Ask the children to hold the sponge and describe how it feels—light. Now, dip the sponge into the water slightly—show the children how the ‘cloud’ is absorbing water—and then let the children see how it has become heavier. Dip it in again, until water begins to drip from it. Now the cloud is so heavy with water, that it cannot hold it, and has started to rain. If you hold the sponge over a piece of card held at a gradient, this could represent the slope of a mountain, and the children can see how a trickle of water (stream) falls back into the container (sea) again.

Questions

There are three questions asked.

The first is about the origin (mountain streams) and end (the sea) of rivers. This would have been discussed while doing the text and the demonstrations, so the children should be encouraged to answer in their own words.

The second question asks what there is high up on the mountains. In the discussion, you would have mentioned that very high mountains are snow-capped and usually too high for any plants or animals to live.

The third question asks what sea water tastes like. Children may know that it is salty, but they may not know why. A simple explanation: all water contains certain minerals known as salts, but sea water contains the most. Salt is a mineral that is found in soil and rocks too. Flowing water picks up some salt and carries it to rivers. Rivers carry it to seas. Since this has been happening for millions of years, the oceans now have a lot of salt—about one cup per gallon. You could also tell the children briefly that salt can be obtained by evaporating sea water until all the water vaporizes and only the salt remains.

Work Page

The picture on the Work Page can also be used to illustrate the water cycle. Children can colour it and match the names with the numbers. They can later fill in the blanks given at the bottom of the page.

Things to do

This section suggests that the children draw a picture of the Earth, showing land and water. Let them look at a globe to see for themselves the extent of water as compared to land.

Art and craft/Display board: Make a map of the world on a sheet of chart paper. You could help the children to fill in the appropriate colours using either paint or, more interestingly, collage (scraps of paper stuck on according to colour). You can make it as detailed or as simple as you wish. For example, you could show major mountain ranges, deserts, etc. Label the continents, the seas, and oceans. Add a small flag to mark Pakistan. Display the map on the class notice board.

Homework: This lesson will have been such a varied and extensive topic that all you need to ask the children to do is to go home and tell their parents everything they have learned. They should be impressed!

Lesson 22 In the sky

Discussion points

Ask the children if it is daytime or night-time outside. You should get a unanimous 'daytime' response. Ask them how they know it is daytime—because the sun is out, there is light, etc. Explain that it is important not to look directly at the Sun because the light is so bright it could damage our eyes. Ask what else they can see in the sky and what colour it is. The children will probably be able to see clouds and perhaps, birds.

Talk about how the appearance of the sky would change if it were a stormy day rather than a clear day, or vice versa. Compare the colour of the sky and clouds. Talk about lightning. When the sun comes out after the rain, very often a rainbow is formed. Ask the children if they have ever seen a rainbow and if they know the colours—violet, indigo, blue, green, yellow, orange, red. Move on to the sky at night. Ask the children how the sky is different from the daytime and what they can see. This would be an appropriate point to read through the text.

Give the class a demonstration of day and night. You need a globe, a torch, and a white ball. Pinpoint Pakistan on the globe, and then hold the torch on the opposite side, so that Pakistan is in darkness. Hold up a ball over Pakistan to represent the moon. Move the globe slowly, and show the children how Pakistan gradually moves into the light and then into the dark again—just like the passage of the day. At each stage, describe what the people would probably be doing. For example, in Pakistan children will be getting up and getting ready for school, but on the opposite side of the world, they'll be getting ready for bed, etc.

Discuss what else the children might expect to see in the sky during the day and at night. Give them clues if they don't respond straight away. For example, flying creatures—birds, bats, butterflies, moths; machines—aeroplanes, helicopters, and maybe a hot-air balloon.

Questions

The question at the end of the text asks the children to write about what they see in the sky in the day and at night. Encourage them to write a few lines rather than just a list.

Work Page

Ask the children to look at the Work Page for more ideas. Do explain a little about each picture in Part A. For example, talk about:

Parts of an aeroplane—tail, cockpit, wings, and luggage hold.

Parts of a helicopter—rotor blades and fuselage.

Safety precautions to be taken when flying a kite—don't fly them near electric lines or poles, near traffic or in the rain; don't fly kites from rooftops.

A bird in flight—its wings, tail, and shape. Compare this to the aeroplane above. Point out the similarities: just as the bird pulls in its feet to create a smooth shape, the aeroplane's wheels go in when it takes off; the bird uses its tail to steer and balance, and the tail and rudder of the aeroplane are used for the same purpose. Talk about how the bird uses its wings and how the aeroplane wings are used.

Ask the children to complete the exercise by colouring the pictures.

In Part B, the children should be able to fill in the blanks as everything has already been discussed.

Things to do

This section suggests two activities: to draw a picture and write about what the children see in the sky and to make a paper glider by following the diagram. For the latter, the children could be encouraged to decorate their paper plane with windows, emblems, etc. As far as the former is concerned, the children have already written about things they see in the sky, so it need not be repeated. The drawing exercise has been incorporated in the homework section.

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

You will need:

A clear glass or jar filled to the top with water

A window sill

Bright sunlight

White paper (A3 or larger)

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

Homework: Give the children two identical black and white drawings. Ask the children to colour and add details to the pictures, one according to day, and the other according to night.

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

Lesson Plans Book 1

Unit 1 About Myself

Lesson plan 1: Akbar and Mumtaz

Duration: 40 minutes

Objective: To introduce students to each other at the start of the new term

Outcome: Students will

- know their colleagues' names and ages
- understand that they live in Pakistan and are Pakistani

Resources: Textbook, students' photographs for activity

Key vocabulary: boy, girl, myself, years

Introduction: 10 minutes

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

Ask students about their names and ages and also ask a few about their likes and dislikes, e.g. about foods.

Explanation: 25 minutes

Ask the children to look at page 1. Now read about Akbar and Mumtaz. Ask the boys to stand while you read about Akbar and the girls to do likewise while you read about Mumtaz.

Talk about the pictures of Akbar and Mumtaz. Discuss the details such as the colour of their clothes, their hairstyle, etc. Ask the children to look around and observe other boys and girls in class. Do they see any similarities and differences? Similar uniforms, but different hairstyles; similar books but different schoolbags; what else do they see? Ask the students to describe themselves—colour of their hair, eyes, clothes, etc.

Get the students to read the sentences on page 1. Now they are ready to answer the questions at the end of the page.

Draw the flag of Pakistan on the board. It is likely they have a fair idea of the flag at this age. Talk to them about Pakistan. Talk about other countries too; it is possible that they are aware of the names of some other countries—let them name some countries such as China, India, UK, and USA, and share some more countries' names with the class.

Conclusion: 5 minutes

Recap: Review the topics discussed during the Work Page activities.

Discuss what activities would Akbar and Mumtaz do during their evenings (playing, going out with parents, watching TV, doing homework, etc.).

Homework: 'Things to do': Drawing their own picture—tell the students to draw their face in the given space. To give a lead, make a frame on the board and draw yourself; then help the students to draw in their books.

Lesson plan 2: Akbar and Mumtaz

Duration: 40 minutes

Objective: To continue with introductions

Outcome: Students will

- fill in the required information on the Work Page
- engage in creative work.

Resources: Textbook, notebooks

Introduction: 5 minutes

Recap the first lesson. Talk about Akbar and Mumtaz. Ask if the class has done the homework—drawing their pictures. Ask the children to show their homework to their colleagues. Tell them to notice how the other drawings are different from their own. They may talk about the difference in clothes, hairstyles, and some other things they observe.

Explanation: 30 minutes

Guide the students through **About me** on the text book Work Page.

Ask them to fill in the information in the blanks (move around the class and guide each child). Once they are through, ask them to share the sentences with the class. (In such group activities, ensure that the shy and/or weak children get the opportunity to participate actively.)

Take the students to the school ground or a place where they can see the school building properly. If you have space and the weather permits, let the students take their books to the ground and draw the picture of their school in the space provided on page 2. Children love outdoor activities. Give them time so they can draw the outline. Take them back to the class. Ask them to complete the details either in the class or as homework.

Conclusion: 5 minutes

Wind up the lesson talking about the school building. Provide feedback on their drawings. Give a recap to the students.

Homework: Students to bring a postcard or 3” x 5” size photograph each of themselves, engaged in an activity such as playing, eating, running, anything. (A worksheet will be done in the third lesson.)

Lesson plan 3: Akbar and Mumtaz

Duration: 40 minutes

Objective: Learning more about each other; making friends

Outcome: Students will

- complete a worksheet about themselves
- engage in creative work

Resources: Worksheet (copies made in advance or use Worksheet 1 from Appendix), paper plates (small size), glue stick, beads, wool (black and brown), a prepared face

Introduction: 5 minutes

Ask questions about the previous lesson. Let the children show their drawings of the school. Tell them about the activity they will engage in this lesson. Ask them to show the photographs they were supposed to bring for this lesson.

Explanation: 30 minutes

Activity: 1

Distribute copies of the worksheet *It's about me* to all the students. Paste their pictures on it using the glue stick. Read the worksheet clearly, sentence by sentence. Give the students 10 minutes to complete the worksheet. Go around the class for correction and supervision. Once students complete the work, ask them to share their completed worksheet. Comment on their work.

Activity: 2

Tell the students about the creative work they are about to start. They will create their faces on paper plates. Distribute the paper plates, one for each student. Tell them to write their names on the back of the plate. Show them the prepared face that you have made. Tell them they can choose the colour of wool according to the colour of their hair. Help them create their faces with the help of different inexpensive materials. This activity takes time and may continue till the end of the lesson.

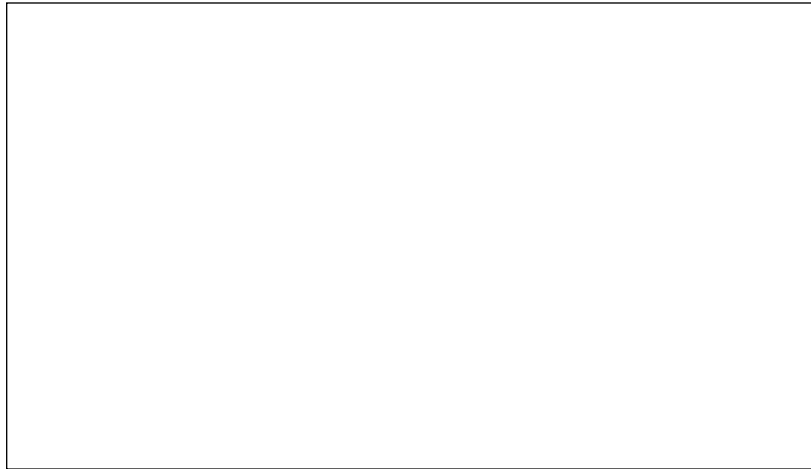
Collect the completed art work faces. Those who still need more work they can complete it at home. Display the children's work on the class soft board or wall.

Conclusion: 5 minutes

Now give a recap of all the three lessons. Start from Akbar and Mumtaz and take them through all the activities that were done during these lessons.

Worksheet: It's about me

Paste or draw your picture here.



Answer the following questions. Take the help from the picture where necessary.

1. What is your name?

2. How old are you?

3. What is the colour of your clothes in the picture?

4. What is the colour of your hair?

5. What are you doing in the picture?

Lesson plan 4: My family

Duration: 40 minutes

Objective: To introduce students to the basic family structure

Outcome: Students will

- recognize they are part of a family
- understand the structure of a basic family unit.

Resources: Textbook, pictures of families cut out from magazines, newspapers

Key vocabulary: family, father, mother, together, children, parents, daughter, son

Introduction: 10 minutes

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

Tell the students that we all are part of families. However, not all families are the same, though many are similar. Some families may be larger with more children; some may be smaller with only one child.

Explanation: 20 minutes

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

Now explain the basic unit of a family and its members. Refer to the words written on the board (mother, father, son, daughter). Invite a child to come forward. Write his/her name on the board. Ask his/her parents' names and write them separately above the child's name. Next ask if the child has any siblings. If yes, write the name or names next to the child's. Now this should look like a flow chart. Count the family members. Repeat this exercise with a few more children.

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

Talk about people of a family living together in a house and doing things for each other. Ask students where they live with their family.

Conclusion: 10 minutes

Work Page Exercise A can be completed at this time.

Provide a recap at the end. Discuss with the class all the points covered, while asking questions in between.

Homework: Draw a picture of your family members in the exercise books. Write the names as well, such as father's and mother's names, names of siblings.

Lesson plan 5: My family

Duration: 40 minutes

Objective: To reinforce the basic family structure

Outcome: Students will

- construct a family tree with the help of a worksheet
- understand the concept of first name, middle name, and surname.

Resources: Textbook, notebooks, questionnaire (see page 4, Teaching Guide)

Introduction: 5–7 minutes

Call some of the students to come forward and show their creative work to the class. Ask them to tell others about the people in the drawing. Appreciate their efforts. Remind them about what they learned in the previous lesson. Read the lesson for them again.

Explanation: 25 minutes

Read through Exercise B on page 4. Explain the task to them. The students will need to take help from their homework to answer the questions. While they are completing the work, take rounds and supervise them. Tell them to draw the family pictures in their notebooks. They will surely enjoy doing this activity.

Students should show their completed worksheets to their neighbours, and read the names and tell the relationships as well. Go to each desk and listen how they are presenting their work to their classmates. Make corrections, if needed.

Next, introduce students to the concept of first name, middle name and surname/family name. Begin by writing your own first and last names on the board and explain the concept. Then ask a few students' first and last names and write them on the board.

Explain that one's own name, such as Mariam or Raheel, is the first name, and the last name, for example Khan, is called the family name or surname. Tell them that some people have two names while some have middle names too, for example, Nabeel Ahmed Khan; Ahmed is the middle name. Most people in a family usually share a single family/surname.

Ask students to tell their neighbour their first name, middle name (if any), and family/surname.

Conclusion: 5 minutes

Appreciate students' involvement in the activities covered in the class. Explain the homework exercise in the Teaching Guide about family interviews. Give each student a copy of the questionnaire to be filled out at home.

Lesson plan 6: My family

Duration: 40 minutes

Objective: To reinforce concepts of family structure and relationships

Outcome: Students will

- understand the concept of extended family—grandparents, grandchildren, and family members such as uncles, aunts, cousins.
- list members of their family
- answer questions

Resources: Textbook, attached worksheet (My family tree)

Introduction: 5 minutes

At a glance, go through students' textbooks to check their homework.

Recap the previous lesson.

Explanation: 30 minutes

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

Now explain that like the students have parents, their parents also have their parents. They are called grandparents and the children are their grandchildren. Give them the concept of maternal and paternal grandparents. Relate the terms in English with the Urdu equivalents.

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

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

Ask the students to see page 3 again and count the family members of Akbar and Mumtaz. Now write the following task on the board: *How many people are there in your family? Make a list.*

The worksheet on the family tree can now be done in class. The students should write the names along with the relationship. Help them with the spellings. While students are on the task, supervise them and provide feedback on their work.

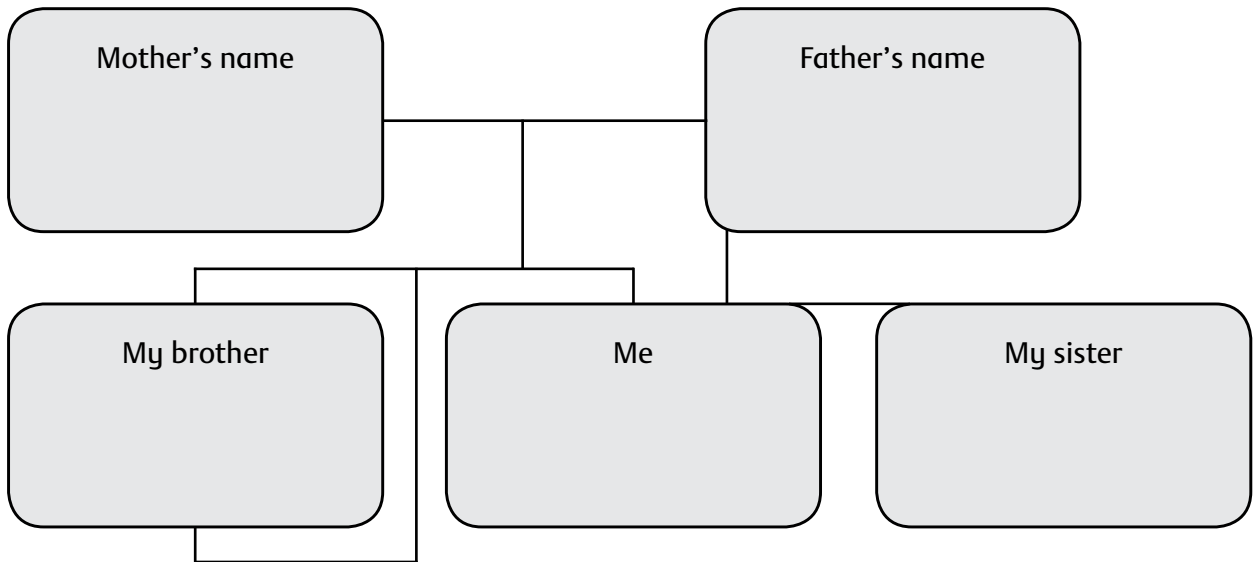
Conclusion: 5 minutes

Let some students share their work with the whole class. These students should have varying family size. Emphasize on the concept that families usually have varying numbers of family members. Some families are large while others are small.

Homework: The second part of the worksheet (Interview with parents) is to be done for homework. Explain the task to the students.

Activity: Students can make a photo frame using different material (see page 3 of the Teaching Guide for guidance). They can paste the picture of their immediate family as well as a picture of the extended family on it, and give captions too.

Worksheet: My Family Tree



Worksheet: Interview with parents

Ask your parents these questions; paste or draw their picture too.

1. What is your first name?

Mother: _____ Father: _____

2. What is your surname?

3. What are the names of your mother and father?

Mother's parents: _____

Father's parents: _____

4. Who is the eldest in your family?

Mother's family: _____

Father's family: _____

5. Who is the youngest in your family?

Mother's family: _____

Father's family: _____



Lesson plan 7: My body

Duration: 40 minutes

Objective: To recognize our body structure, visible features: the face and its features, head, limbs, and their uses

Outcome: Students will

- recognize that all human beings have the same physical characteristics
- realize that humans have different distinguishing features
- identify and name body parts with spellings

Resources: Textbook, pictures of children playing, eating, etc. If possible, a large doll (boy or girl) to demonstrate body parts

Introduction: 10 minutes

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

Ask the class if these body parts are the same in both the students. The obvious answer would be YES. Tell them that these are the physical features that human beings are generally born with. (Depending on the time and level of students, some points about children with physical impairments may also be discussed). The students called out may return to their seats.

Explanation: 25 minutes

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

Now look at page 5 of the textbook, and repeat the names of the body parts. While reading, let the students point to their own body parts. Revise the spellings of all body parts given in the textbook.

Explain that the head is where the brain is located: it controls all our actions whether we are awake or asleep. You can add some more parts of the body such as the back and the chest and abdomen. Tell the class why these are important. The back supports us in our posture and movement. The chest is where the heart and lungs are located, and which are very important in keeping us alive. The abdomen is where our stomach and digestive system is—that's where our food goes and changes into energy to keep us active.

Next, focus on some of the differences between people, such as colour of their eyes, hair, facial features, etc. (Be careful about complexions as it can be a sensitive issue for children and parents.) These are the differences which are present in every human being and differentiate one person from another. Even twins are sometimes born with differences. If possible, you can show pictures of identical twins (almost exactly alike in appearance) and fraternal twins (difference in features, usually in case of a boy and a girl).

Provide students a worksheet with the picture of a girl or a boy. Ask students to label all the body parts they can see in that picture.

Students can share the worksheet with each other to check if they have noted all the body parts. Check students' work and praise them.

Conclusion: 5 minutes

Recap the lesson by going through all the points in the beginning. Review the spellings of the body parts discussed in the class.

Homework: Teach someone in your family all the body parts you have learned today.

Observe and compare any of your brothers or sisters with yourself. Note the differences you see between both of you.

Lesson plan 8: My body

Duration: 40 minutes

Objective: To recognize our body structure, visible features: the face and its features, head, limbs, and their uses

Outcome: Students will

- identify the body parts used for doing different activities
- identify the body parts given on work page

Resources: Textbook, pictures of children doing different things, e.g. running, writing, seeing and listening, speaking, eating, etc.

Introduction: 10 minutes

Greet the class and tell them that today they will first play a game in the class. Play the game ‘Simon says’ for 10 minutes or so with the children (see directions on Teaching Guide page 5, under ‘Songs and games’).

Display the pictures of children engaged in various activities, for later use.

Explanation: 20 minutes

Ask students about the homework given in the previous lesson. Let them share their views and observations. Emphasize on the similarities and differences found in human beings.

Discuss the question on page 5 with the class. Write ‘running’ on the board and then ask students what body parts are used for this purpose: legs, feet, ankles, knees are the answers. Extend the activity by adding other activities as well. Refer to the pictures of children playing, eating, writing, etc. Ask what parts of the body are being used for each activity. For example, write ‘writing’ on the board—ask: what parts of our body do we use to do this? Hands, eyes, head (brain). Tell the students that more than one body part is used to perform a single activity.

Discuss other activities too, as mentioned above. (This lesson also sets up a link with learning about the senses.)

Conclusion: 10 minutes

Do Exercise A of the Work Page with the students. They may complete the exercise on their own, but help those who need guidance.

Sing the ‘Heads and shoulders’ song with actions, as described in the Teaching Guide.

Homework: Do Exercise B from the Work Page (page 6).

Lesson plan 9: My body

Duration: 1 period (40) minutes

Objective: To reinforce students’ learning and understanding of body parts

Outcome: Students will

- list the activities they do with their main body parts
- understand that each body part is a blessing

Resources: Textbook, paper, Worksheet 3 from the Teaching Guide

Introduction: 10 minutes

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

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

Explanation: 20 minutes

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

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

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

Conclusion: 10 minutes

Provide students with copies of Worksheet 3 given in the Teaching Guide. Let them write the answers. Assist the ones who may need your help.

Recap the three lessons by going through all the areas covered in them.

Unit 2 Clean and Healthy

Lesson plan 10: Keeping clean

Duration: 40 minutes

Objective: To introduce students to the concept of cleanliness and ways of keeping clean

Outcome: Students will

- know the difference between being tidy and untidy
- suggest ways of keeping clean on a daily basis

Resources: Two pictures (cartoons) to show tidy and untidy, Worksheet (attached; make copies for the class)

Introduction: 10 minutes

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

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

Explanation: 20 minutes

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

Emphasize the importance of cleanliness for good health and as an admirable aspect of one’s character. Everyone likes people who are and look neat and clean, and keep their surroundings tidy and organized.

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

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

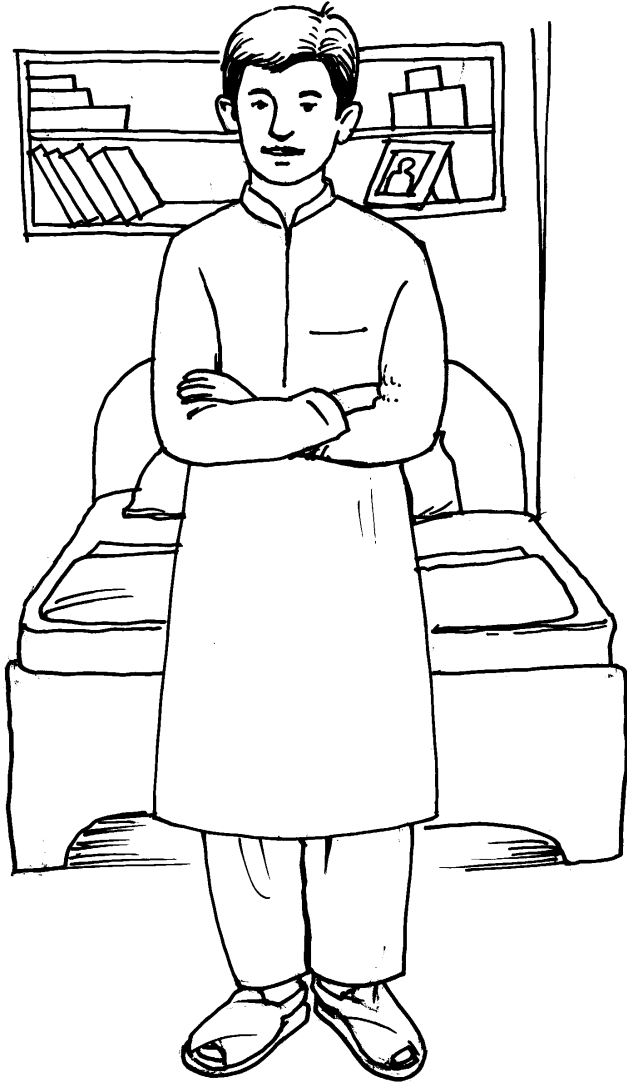
Conclusion: 5 minutes

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

Homework: Students to complete Worksheet tasks for homework.

Bring empty toothpaste tubes, tooth brush, shampoo bottles, soap wrappers, and combs for the next class.

Mr. Tidy



Mr. Untidy



Worksheet : Keeping clean

A. In the space below, draw a cartoon showing yourself doing something to keep clean.
Don't forget to colour it.

B. Complete the sentences below to show what you do every day to keep clean.

1. When I wake up in the morning, I _____
2. Before eating food, I always _____
3. When I finish my food, I again _____
4. Before going to bed every night, I _____
5. To keep my hair tidy and clean, I _____

Lesson plan 11: Keeping clean

Duration: 40 minutes

Objective: To introduce students to the concept of cleanliness and ways of keeping clean

Outcome: Students will

- identify the articles used in order to keep clean
- match the articles with the activities they are used for

Resources: Textbook, articles brought by students; copies of the attached worksheet

Introduction: 10 minutes

Ask the students to share their Worksheets (done for homework) with their partners. Give them a couple of minutes for this activity.

Ask students what the cartoon drawn by their neighbour shows about keeping clean. With the help of their answers, recap all the important things needed to be done on a regular and interval basis for keeping clean. Appreciate students for their efforts and their creativity.

Place the articles they have brought on your table; display them.

Explanation: 25 minutes

Ask students what they need to keep themselves clean. Start with washing hands: what do you need? They would suggest soap, liquid soap, towel and water, of course. Endorse their replies. Repeat a similar activity with other keeping clean routines such as brushing teeth, shampooing hair, taking a bath, cutting nails.

Call the students' attention to the empty bottles, wrappers, tubes, etc. of the things they use to keep clean. Give an opportunity to the students to share the names of the articles and say what they are used for. For example, if they show a soap wrapper, they will tell the class what they use it for on a daily basis. Try to include a variety of articles with different students as talking about the same things may make this activity boring.

Complete the Work Page Exercise A at this point. Read the vocabulary given in the table and ask students to match the words with the correct pictures. Move around to ensure students have followed the instructions correctly.

Conclusion: 5 minutes

Recap main points of the lesson. Discuss Exercise B on the Work Page with students as it is an extension of Exercise A. Ask them to do the Work Page Exercise B for homework.

Lesson plan 12: Keeping clean

Duration: 1 period (40 minutes)

Objective: To reinforce the concept of cleanliness and ways of keeping clean

Outcome: Students will

- understand the concept of germs and illness caused due to them, with the help of the video and microscope

Resources: Textbook; if possible, video clip or picture of commercial showing germs (aired by anti-bacterial soaps), a microscope with slides of bacteria, Worksheet 4 from Teaching Guide Appendix

Introduction: 10 minutes

Gauge students' understanding of germs and concept of illness. Give reference of soaps' commercials on TV. Children are very much aware of these as they provide good understanding of germs and illness.

If possible, show one such video of a commercial on YouTube. Ask the students who or what are the dirty-looking things shown in the video. Discuss them briefly with the students.

Explanation: 20 minutes

Read in advance from the Teaching Guide to talk to the students about germs. (The explanation in the guide is quite sufficient and good for this grade level; the whole paragraph should be used as it is.) Read the textbook page again to support your explanation.

Arrange for a microscope and show students slides of bacteria. This can be done in the class or, if possible, students can be taken to the science lab. Students can see bacteria with the help of the microscope. Take the slides out and show them to the class. Ask questions: Can you see the dirty germs now? Can you see anything on the slide? They would answer 'no'. Reinforce the concept that bacteria are so small that we cannot see them with our naked eye and that is the reason we have to be very careful of them. Keeping clean (repeat all the things) is a good way to get rid of these unwanted and invisible germs. Students will realize as they cannot see the germs they have to be extra cautious about their hygiene.

Give the students the attached worksheet to complete; explain the questions and let students do them on their own.

Conclusion: 10 minutes

Ask some of the students to come forward and draw germs on the board. Encourage as many as the time permits. (More than one student can draw at a time.) This is a creative as well as an interesting way to wind up the lesson. Meanwhile, give a recap of the lesson including the routine for keeping clean, the articles used for keeping clean, and the concept of germs.

Activity: Let students work in small groups to make a class display using the empty shampoo bottles, soap wrappers, toothpaste tubes, etc.

Homework: Students to do Worksheet of lesson 4 from the Teaching Guide.

Worksheet: Germs and keeping clean

1. Can you see germs on your hands when you come back from playing outdoors?

2. How can you get rid of these dirty germs?

3. What happens if the germs stay on your hands?

4. In the space below, draw and colour a picture of the germs that make us sick. Make them look scary!

Lesson plan 13: Food

Duration: 40 minutes

Objective: To introduce students to the importance of eating properly for a healthy life

Outcome: Students will

- recognize the importance of food for leading a healthy life
- differentiate between the foods eaten at various mealtimes

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

Introduction: 5 minutes

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

Explanation: 25 minutes

Focus students’ attention on the top three pictures on page 9. Ask what people need to do such activities. Students will give varied answers. If you get your expected answer (energy) build the discussion on it. Explain that like a car needs fuel to run, so do living things need fuel for the energy they need to grow, work, run, play, and also to study. Tell them that food gives us this energy.

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

Draw students’ attention to the pictures of various food items put up on the board. Talk about the foods eaten at different meals, i.e. breakfast, lunch and dinner. Add school snack time also in the discussion. Stress the difference between breakfast and lunch and dinner time food. While discussing the school snack time emphasize on the importance of eating good and healthy food; discourage students from indulging in junk food in school as well as at home.

Work Page Exercise A to be completed in class.

Conclusion: 10 minutes

Recap the lesson by asking students to recall why we need to eat food. Stress on being healthy, being able to do things and for good growth.

Read the rest of the lesson and explain briefly as these points will be covered in the next two lessons.

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

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

Lesson plan 14: Food

Duration: 40 minutes

Objective: To introduce students to the importance of food for a healthy life

Outcome: Students will

- identify the two main sources of food
- recognize that some foods can be used to make other food items

Resources: Textbook, Worksheet: Mealtimes and foods; fruits brought by students and the teacher, accessories for making fruit salad (a large bowl, knife, sugar, and a little salt), paper plates and plastic spoons

Introduction: 10 minutes

Draw a big clock on the board. Show 7.30 on it. Ask the students what meal time this is. Reinforce that the morning meal is called breakfast. Draw another clock showing 10.30 (school snack time); add another clock showing 1.30 (lunch time) and the last clock showing 8 o'clock (dinner).

Begin the lesson by asking students what they had for their dinner last night and for breakfast in the morning.

Explanation: 20 minutes

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

Explain that we get our food from different sources. We grow some foods and get some from animals, fish, and poultry (hens, chickens). Draw a big tree on one side of the board and ask students which foods we get from plants. Write the answers on the tree. Add foods which may have been missed by the students. Questions at the end of lesson should be discussed here; let the students reply to the questions.

Draw or stick pictures of a cow/hen/goat/fish on the board. Ask students what foods we get from them and list the answers below each picture. Introduce the concept of making other products from food. Give example of jam, jellies, fruit salad, juices, and things made from milk such as cheese, butter, yoghurt, custard, etc.

Distribute the worksheet (for this lesson) and explain how they have to fill it in. Let them begin this activity in class and complete it for homework.

Conclusion: 15 minutes

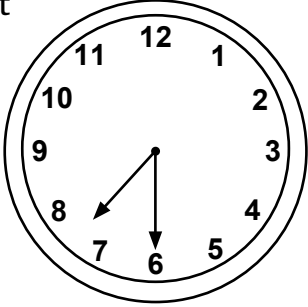
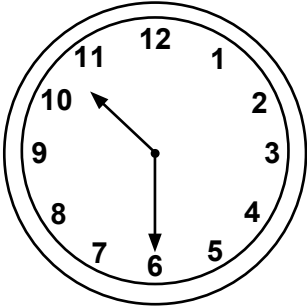
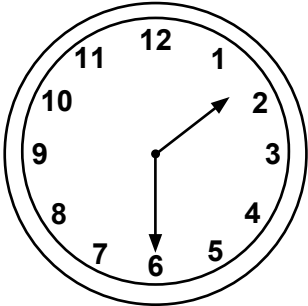
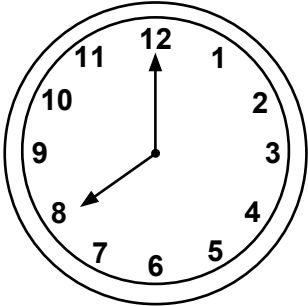
Activity: Collect the fruits brought by the students; wash and prepare them in advance, but keep a few aside to cut and add to the rest in class. (Ask a colleague or support staff in school someone to help you cut the fruits into a big bowl.) The fruit salad can then be mixed in the class and served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

Homework: Students to complete the worksheet begun in class.

Bring pictures of at least five fruits and vegetables that you like. (Use newspapers, old magazines, or stickers)

Worksheet: Mealtimes and foods

Name the foods you like to eat most at breakfast, school snack time, lunch, and dinner. Write why you like them.

	My favourite food
Breakfast 	
School snack time 	
Lunch 	
Dinner 	

Lesson plan 15: Food

Duration: 40 minutes

Objective: To reinforce the importance of right food for a healthy life

Outcome: Students will

- understand the term ‘balanced diet’
- list at least three each of the fruits and vegetables they like to eat

Resources: Textbook, Worksheet 5 from Appendix (Teaching Guide); material for mock pizza activity in class (see Teaching Guide, page 8)

Introduction: 5 minutes

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

Explanation: 20 minutes

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

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

Distribute copies of Worksheet 5 in the Teaching Guide. Let the students complete it; move around the class to explain, if needed, and oversee their work.

Conclusion: 10 minutes

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

Lesson plan 16: Clothes

Duration: 40 minutes

Objective: To introduce students to the concept of clothing and sharing work in a family

Outcome: Students will

- recognize that people in a family share their work
- realize the need for clothing according to the weather

Resources: Textbook, pictures of people at different occasions in different clothes

Introduction: 10 minutes

Note: read the Teaching Guide explanation in advance. Begin with simple questions as advised. Draw the students’ attention to the pictures on page 11—what are Akbar and Mumtaz doing in the picture on the top? Name the clothes that are hanging on the line. What clothes is Akbar wearing? What clothes are the boy and girl in the pictures wearing?

Explanation: 20 minutes

Begin with talking about sharing work and helping each other at home and in school. After explaining about the clothes shown in the book, talk about clothes in general. Name some items of clothing such as shorts, trousers, jackets, frocks, shalwar kameez, socks, etc. Now move to the Work Page and guide the class to complete Exercise A.

Then go on to Work Page Exercise B to be done in class. Move around the class to see, advise, and appreciate students as they work. Let the students share their work done on Exercise B of the Work Page with their group.

Conclusion: 5 minutes

Recap main points ie. wearing the right clothes according to the occasion and weather.

Lesson plan 17: Clothes

Duration: 40 minutes

Outcome: Students will

- identify the difference in clothing style according to the occasions/seasons
- identify the need for specific clothing for certain jobs

Resources: Textbook, pictures of people at different occasions/seasons, pictures of people in uniforms, lab coat, etc.

Introduction: 5 minutes

Note: If possible, arrange for a visit to a garment factory or else for a tailor to visit the class and talk about his work.

Greet students with comments about their clothes/uniforms such as ‘Your uniform is very smart today’, ‘Your clothes look very nice’, etc.

Explanation: 20 minutes

Show students pictures of people at different occasions include events such as wedding, birthday party, *milad*, picnic, school trip, seaside, people at home, people doing specific jobs which require appropriate clothing, such as machinists who should wear overalls, or lab workers, nurses, and doctors, people in uniform—forces, police, airlines, etc.

Give students a minute to think about the clothes people are wearing in the pictures. Ask them about the different events and places that are shown: party, wedding, picnic, school trip, seaside, etc. Ask if they notice any difference in the people’s clothes and shoes. Can we wear a party dress to a picnic at a seaside? Or cool cotton clothes in winter and warm woollen clothes in summer? Take their replies and add the details. Tell them that clothes are worn according to the occasion, place, and the time of day and year.

The next activity is about people at jobs and their uniforms.

Show students pictures of people in their uniforms, such as a nurse, policeman, pilot, guard, traffic police, army officers, doctors etc. Tell the students that just as they wear a uniform to school, certain jobs require people to wear particular kind of clothes at their work place. Select a picture and talk about the uniform worn by the person in it. Choose a policeman or a traffic sergeant, a doctor, etc. Explain that the uniform means that other people can recognize them just by their clothes. Give examples from daily life like a visit to a hospital where we recognize the staff by their white coats.

Conclusion: 15 minutes

Ask the tailor to talk to the students about his/her work—how clothes are cut and stitched according to individual measurement and choice. Tell the children that like all jobs, this work also requires training. Ask the children if anyone of them has been to a tailor with his/her parents.

The second activity of 'Things to do' can be covered here at this point. Expand the discussion by asking about their favourite clothes. Why do they like them? What is their favourite colour? (Children at this age have a fixation with one particular colour or style of clothing.)

Homework: Worksheet from Lesson 6 in the Teaching Guide Appendix to be done for homework.

Unit 3 Where We Live

Lesson plan 18: Houses

Duration: 40 minutes

Objective: To introduce students to the concept of shelter

Outcome: Students will

- realize the need of shelter for a family
- be able to write their home address on an envelope

Resources: Textbook, a doll house, some toy furniture and accessories, an envelope, some pictures from magazines of apartments, bungalows, houses, buildings, small attached houses, etc.

Introduction: 10 minutes

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

Explanation: 20 minutes

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

Clarify that though we all have homes but they may be of different kinds; show pictures of apartments, houses, and bungalows and ask the children to name them. Let some students share about the kind of house they live in. You should also contribute to the discussion.

Ask how many children know their home address. Write down the names and addresses of a few students; read them out to the class. Show the class how to write their name and address. Discuss the last question on page 13.

Draw the children’s attention once again to the doll house. Do the questions on page 13. Let them count the rooms in it and write it in words in their notebooks. Similarly ask the students to count the rooms in their homes and write the answer in their notebooks.

(Example: The doll house hasrooms. My house hasrooms.)

Homework: Children to find out their postal address and do Exercise A of the Work Page.

Lesson plan 19: Houses

Duration: 40 minutes

Objective: To inform the class about building materials

Outcome: Students will

- identify different building materials
- realize that the type of housing is also dependent on the weather

Resources: Textbook, a brick (small one), a piece of wood/ small plank, any small tile, arrange a PowerPoint presentation or pictures of houses from around the world, Worksheet 7 (Teaching Guide)

Introduction: 5 minutes

Share a song with the students about 'No place like home'. Let the students sing along. If it can be played on YouTube students will watch the video as well.

Explanation: 30 minutes

Read the lesson again with attention to the three pictures and their captions. The last three lines focus on different kinds of houses and the main building material used in making these, such as cement, bricks, wood, straw, and mud.

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

Inform students that in many places houses are built according to the weather conditions. In cold and snowy areas and places which get a lot of rainfall, houses usually have sloping roofs so that the snow/rain drains off easily. In warmer areas, houses are built to keep them cool; they may have more windows, and suitable materials, e.g. hollow bricks, are used for construction.

Show the presentation/pictures of a log cabin, igloo, tents, and mud huts. Explain the reason why construction methods vary in different regions. Outside large towns/cities people use building material that is easily available and is most suitable for them; for example, mud houses in most of our villages, or straw huts in the Thar region. Let students guess why log cabins are made of wood—it is because in Northern Europe and North America, there are many forests and wood is easily available. The Inuits of the Arctic region make igloos out of compacted snow.

Activity: Exercise B of Work Page to be done in class. Introduce each material to the students and draw their attention to materials that are visible in their classroom such as steel, wood, tiles, etc. Move around and supervise students' work.

Conclusion: 5 minutes

Recap main points of the lesson. The Worksheet of Lesson 7 from the Teaching Guide Appendix is to be done for homework.

Lesson plan 20: Houses

Duration: 40 minutes

Objective: To reinforce the concept of shelter through creative activities

Outcome: Students will

- enjoy and learn through group work and creativity

Resources: Refer to page 11 of the Teaching Guide for materials required to do art and craft activities in class; prepare in advance

Introduction: 5 minutes

Introduce the lesson objectives. Inform students about the activities they will do in this lesson. Divide the class into five groups.

Explanation and activity: 30 minutes

The activities detailed under Art and craft (page 11, Teaching Guide) make up this lesson. Allocate one house type to each group and give the required materials to them. Explain clearly how they should begin and then move around the class guiding each group.

Make sure that any cutting of stiff card paper/cardboard is done by you (the teacher) beforehand so that children do not hurt themselves trying to do this.

Conclusion: 5 minutes

Students talk about the kind of house they have just made. Have them talk about how this house is similar or different to their own house.

Homework: See page 11 of Teaching Guide for the homework activity—House plan drawing to be filled out by the children individually.

Lesson plan 21: Things

Duration: 40 minutes

Objective: To introduce the things used at home: their place and the materials they are made up of

Outcome: Students will

- identify things used at home and learn their names with the help of the textbook

Resources: Textbook, pictures and some actual objects used at home and in school/class

Introduction: 10 minutes

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

Explanation and activity: 25 minutes

Read the first two lines of the text. Ask students to look at the picture of the objects on the page. Let students name one object at a time. Put the names on the board. Talk about some of the objects. Ask a child to come forward, choose one object and tell the class what the object is used for. Give students time to think about the answers.

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

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

Questions at the end of page can be done at this time, either verbally or in the students' notebooks.

Work Page Exercise A can be done in class (if the time allows). Ask a child each to read four words from the list and the rest can search for them on page 15 and tick accordingly. (Note that all the items on page 15 are **not** included in this list; you could ask the children afterwards what objects have been left out—bag, bat, biscuit packet, car, chair, comb.)

Conclusion: 5 minutes

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

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

Homework: The 'Things to do' activity and Exercise B on the Work Page can be given to be done as homework.

The Worksheet questions from Lesson 8 in the Teaching Guide Appendix can be used for assessment.

Unit 4 Fun and Games

Lesson plan 22: School

Duration: 40 minutes

Objective: To inform students about the importance and usefulness of schools

Outcome: Students will be able to

- realize school is a place for learning
- identify the subjects students they learn at school

Resources: Textbook, other subjects' textbooks, notebooks, pencils, crayons, erasers, etc.

Introduction: 5 minutes

(Note: Read through the Teaching Guide's explanation for this lesson which very nicely gives the details.)

Greet students. Ask them where they are right now: they are at their 'school'. Ask them why they come to school. Write the responses on the board. Summarize students' ideas by talking about each point and also let students explain their ideas. Ask them what they must pay attention to for coming to school: uniform, shoes, bag, books, notebooks, homework, stationery, etc. Wrap up the activity.

Explanation: 25 minutes

Talk briefly about Akbar and Mumtaz. Point to the pictures on textbook page 17. Where are they and what are they doing? Discuss the activities and list students' input on the board.

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

Discuss with the students if they like coming to school. Emphasize that coming to school is fun because we learn lots of new and exciting things and make lots of friends; they get to play games and enjoy themselves too.

With reference to the Teaching Guide explanation, tell students about the different subjects and activities. Ask students to write the name of their favourite subject at school with a sentence about it in their notebooks.

The questions at the end of lesson to be answered verbally by students; make it fun by asking for a show of hands for how many children know the full name of the school, the teacher's name, the principal's name, etc.

Conclusion: 5 minutes

Recap the main points covered in this lesson about 'School'.

Homework: 'Things to do', activity 2: students have already been introduced to the idea of addresses, from previous lessons. Ask them to write the name and address of the school in proper format in their notebooks.

Draw a place in your school that you like the most. Write two sentences about it.

Lesson plan 23: School

Duration: 40 minutes

Objective: To inform children about teaching/learning aids, past and present; to give them a view of schools and schooling in the past

Outcome: Students will be able to

- name the things found in the classroom and school
- recognize some differences between their schools and those of earlier times

Resources: Textbook, photographs of some old schools (exterior and interior); if the school itself has a record of the past, take the students to see this.

Introduction: 10 minutes

Begin by asking children to share their homework. Provide each student the chance to share the name and drawing of the place they like most in their school. Appreciate and encourage students for their creativity in drawing.

Explanation: 25 minutes

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

To make the activity more interesting, share your experiences as well. Young children like to hear the teachers' stories; sharing an anecdote from your childhood will be exciting for them.

Students can then move on to Exercise B. Go through each of the items in the columns and ask the students to circle the things they do at school. They can share their work with their partners.

Conclusion: 5 minutes

Recap today's lesson and assign the homework task: to do Work Page Exercise C and/or Worksheet of Lesson 9 from the Teaching Guide Appendix.

Note: 'Art and craft' requires advance preparation hence it can be done in another period.

Lesson plan 24: Fun and games

Duration: 40 minutes

Objective: To introduce the importance of games and recreation in our lives

Outcome: Students will

- realize the importance of playing games and visiting places for recreation
- be able to name games played at school and home

Resources: Textbook, if possible video or PowerPoint presentation of children playing games and sports, or else large pictures/posters showing the same

Introduction: 10 minutes

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

Ask the students what they see in the video/presentation or the posters/pictures. You would get a variety of answers as there would be a number of activities and places shown. Talk about these activities and where they take place—outdoor sports and indoor games, such as playing in the sand,

playing with toys, board games, video games, cricket, football, swimming, and activities like picnics, visits to nature parks, museums, etc.

Explanation: 20 minutes

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

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

Read the first part of the lesson. Ask the students to observe the children's photograph—what are they doing? What game is it? Do the students also play this game? Make two columns on the board with the headings 'Games at home' and 'Games at school'. Let students name some of the games they play at school and at home. List their responses in each column, accordingly. Students can copy the list in their notebooks. Point out and appreciate where students have suggested healthy activities such as playing, running or visiting parks. Stress the importance of physical activity for healthy living.

Exercise A of the Work Page to be done in class. Talk about each toy/game and let the students complete the activity.

Conclusion: 10 minutes

Conclude by doing Work Page Exercise B. The board games will be familiar to most students; ask the students and then write the names (Ludo, Snakes and ladders) on the board for the children to copy below. Let the children talk about their weekend activities.

Homework: The Worksheet on Lesson 10 from the Teaching Guide Appendix can be given for homework. Students to do the second part of 'Things to do'.

Note: the suggested activities for Art and craft, and others, given in the Teaching Guide can be done in class/school if possible.

Unit 5 Work

Lesson plan 25: Work

Duration: 40 minutes

Objective: To stress the importance and worth of all kinds of work

Outcome: Students will

- recognize and name work done daily around the house
- talk about the work done by their parents to earn a living

Resources: Textbook, dusters, clean cloth

Introduction: 10 minutes

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

Explanation: 25 minutes

Ask them how different this work was from the activities they normally do in class, i.e. studying, reading, writing, etc. Introduce the work which is done at home everyday such as cleaning, dusting, washing clothes, cooking, mopping, etc. Tell the students that if this work is done by their mother or others in the family, it is part of the family responsibility and is unpaid work. On the other hand, if this work is done by a servant then it is paid work because they are paid a sum of money which is called their salary.

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

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

Ask the students about the work their parents do. Make a list on a chart paper; include homemakers in the list as well. (Follow the explanation in the Teaching Guide, page 16.) Keep the chart paper safe to be used in the next lessons.

Conclusion: 5 minutes

Recap the main points discussed in the lesson. Explain the homework task.

Homework: Talk to your parents about the work they do at their workplace (both office and home). In your notebook, write two sentences about each parent's work.

Lesson plan 26: Work

Duration: 40 minutes

Objective: To reinforce the concept of work and its value; show family support

Outcome: The student will be able to create a collage showing different roles/work within a family and how those family members support each other.

Resources: Chart paper/cardboard, old magazines with pictures of families, glue, coloured markers or crayons, coloured glazed paper, scissors

Introduction: 10 minutes

Begin with greetings and ask about the home task. Give some volunteers a chance to talk about the work their parents do. Encourage children to talk about their mothers who are homemakers and emphasize the importance of work done at home to keep the family running smoothly. Wrap up the discussion by highlighting the importance of all kinds of jobs done by the parents.

Students to answer questions 1 and 2, page 21, in their notebooks.

Explanation: 25 minutes

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

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

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

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

Conclusion: 5 minutes

Emphasize the importance of everyone doing any kind of work at home such as boys working in the kitchen or girls helping do the grocery. Look at the Work Page exercise, page 22: what does it show? (The children can colour the drawing later.)

Recap the points discussed in both the lessons.

Homework: Worksheet 11 from the Teaching Guide Appendix and 'Things to do' activity to be done for homework.

Note: The homework activity on page 17 in the Teaching Guide is interesting and can be added to develop the next lesson, if time permits.

Lesson plan 27: Jobs

Duration: 40 minutes

Objective: To introduce students to the concept of professions

Outcome: Students will be able to

- identify the professions they can see around them
- say at least one sentence about the profession discussed in the class

Resources: Professions' chart made by the students for lesson 25; textbook Work Page

Introduction: 10 minutes

Show the chart with a list of professions which students suggested in the previous lesson. Ask students about each profession. Say one sentence about each profession.

Explanation: 25 minutes

Read the textbook page. Talk about the profession of a pilot and a doctor. Tell students some pilots fly passenger aeroplanes, some fly helicopters, and some fly for the air force. Similarly, ask students if they know about different types of doctors; they would probably know about dentists. Let the children observe the picture of Akbar taking care of the cat; he wants to be a 'vet', an animal doctor. Talk about some other doctors such as those who specialize for eyes, skin, and ear, nose, and throat.

Now do Exercise A of the Work Page. Ask students to look at the pictures carefully and think which of these people they have seen around. They might recognize the soldier, policeman, teacher, and hotel chef, but not the lawyer; so tell them briefly that a lawyer tries to help people solve their problems in a place called the court. Talk similarly about the other pictures as well as other professions like a banker, carpenter, or secretary as it will help them complete Exercise B of the Work Page. Write the words' spellings on the board to facilitate children with the task.

Conclusion: 5 minutes

Recap main points and discuss the end of lesson questions verbally in the class. Share with the students what they want to be when they grow up and what work they will do.

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

Lesson plan 28: Jobs

Duration: 40 minutes

Objective: To identify some more profession in terms of services

Outcome: Students will be able to

- know what is required for various professions
- observe a professional at work

Resources: A professional such as a carpenter, plumber, gardener, or electrician to visit the class with some tools used by them; textbook

(Note: the school's computer operator and lab assistant are also professionals.)

Introduction: 10 minutes

Students show the pictures they drew for homework. Let them talk about the pictures. This activity will provide a recap of the previous lesson as well. Take care of gender bias if present in the pictures.

Explanation: 25 minutes

Talk about professions which provide us services, such as the postman, hair dresser (barber), shopkeeper, nurse, or tailor. Tell students that today they will meet someone who they might have seen in their neighborhood or even at home, if needed. Ask them who replaces the leaky taps or pipes; who repairs electrical appliances or fixes faulty connections, etc. Then introduce whichever of the professionals above is visiting the class. Tell the children that we have to learn and practise the skills that are required for whichever profession we may choose to follow.

Invite the professional to talk to the students about his work and show the tools he uses. Encourage the children to ask relevant questions. When the guest has left, speak to the children about what they learnt today. Did they find it interesting?

Conclusion: 5 minutes

Recap the main points of the lesson. Worksheet 12 in the Teaching Guide should be given for Homework; explain the task to the class.

Lesson plan 29: Jobs

Duration: 40 minutes

Objective: To reinforce concepts about work and professions

Outcome: Students will

- say what they want to become when they grow up
- list the jobs discussed during the lesson

Resources: Chart paper, sheets of drawing paper (one per student), colour pencils, markers, crayons; pictures of people engaged in various jobs, glue (paste or stick the pictures of various professions on a chart paper and put it up on the board)

Introduction and explanation, followed by activity

This will be a completely activity-based lesson. Students have talked about work, met professionals and done the homework tasks linked to this topic. They can share their homework with the class. Stress the importance of the work done by nurses and firefighters and the risk of their getting harmed during their work.

In this period, they will draw and colour a picture of the job they would like to do when they grow up, and then tell the class why they like this job, and how they will do it. The children should write the name of the job or the person doing it on their drawing and their own names too.

Allow 10 to 15 minutes for the drawing activity. Then each child comes forward with his/her drawing and tells the class about the job shown. Encourage the children to share their ideas. Some may want to be astronauts and explore space; some may want to be racing car drivers, and others may want to be doctors, artists, architects, etc.

Conclusion: 5 minutes

Applaud the children for their presentations. Their drawings can be put up on the class board for display. Bring up the idea of respecting everyone and every job they have discussed during the discussion.

For the art and craft activity (to be linked to the art class) students look at pictures of people engaged in different jobs. Then, when they choose a career they think is interesting, they return to their desks and each child paints a t-shirt in the style of his/her chosen career. When they finish, they can wear the shirt and tell us a little bit about their job and what they would do there.

(Use fabric paints as they dry faster than regular paints.)

Unit 6 Being Good

Lesson plan 30: Being good

Duration: 40 minutes

Objective: To inculcate values, good manners, and respect for rules

Outcome: Students will

- begin to understand the importance of good behavior
- learn and practise good values
- observe rules in class, during games, and at home

Resources: Textbook, some board games, chart paper for writing rules

Introduction: 10 minutes

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

Explanation: 25 minutes

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

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

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

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

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

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

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

Conclusion: 5 minutes

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

Homework: Ask students to write out one rule nicely in their notebooks and colour it. They can also make a small drawing to illustrate the rule.

Lesson plan 31: Being good

Duration: 40 minutes

Objective: To inculcate importance of good conduct and manners

Outcome: Students will

- understand situations which display good behavior
- learn the use of polite words like 'thank you', 'sorry' and 'please'

Resources: Textbook, board and board markers/chalk, animation of the story 'The Lion and the Mouse' (see reference in the Teaching Guide), worksheet copies

Introduction: 10 minutes

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

Explanation: 25 minutes

Show the class the video of 'The Lion and the Mouse' or read the story to them. Talk about the kind behaviour of the lion of letting the mouse go instead of eating it up. Emphasize the incident of the mouse helping the lion in return. Tell students that acts of kindness and good behaviour are rewarded sooner or later.

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

Read the speech bubbles in the latter half of the lesson. Ask students when they need to say these words? Write the words in bold on the board. Talk about all the four situations. If time permits, the students can do role plays to illustrate polite language.

Conclusion: 5 minutes

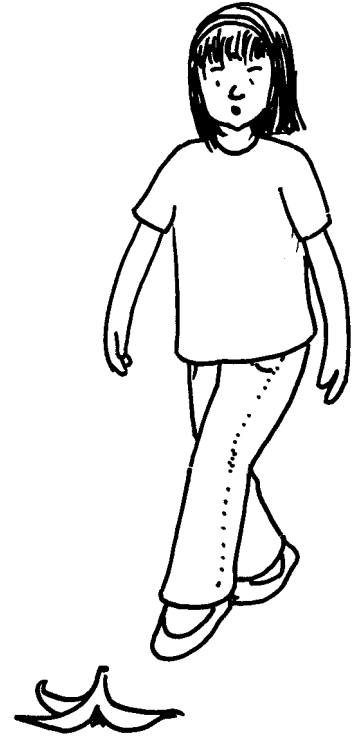
Explain homework task (to write 'sorry', thank you', and 'please' as required).

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

Complete the attached Worksheet: Manners (to be copied and distributed).

Worksheet: Manners

Circle the pictures which show good behaviour.



Lesson plan 32: Being good

Duration: 40 minutes

Objective: To reinforce importance of good conduct

Outcome: Students will be able to

- differentiate between good and bad behaviour with the help of examples
- role play good behaviour situations

Resources: Textbook, board, chalk, different situations displaying good behaviour

Introduction: 5 minutes

Talk about the worksheets students have done for their homework. Talk about the situations/pictures given in the worksheet. Stress the importance of displaying good behaviour at all times.

Explanation: 25 minutes

Begin with the Teaching Guide activity about good and bad behaviour. Tell students to say 'boo' for bad behaviour and clap for good behaviour. Explain briefly why each example is good or bad. Give examples of helping others and acts of kindness.

Refer to the first two questions on page 25. Ask the children if they help people, and how they do so, and how others help them. Let them relate examples. Then illustrate this through role play. Select two students and give them a situation: 'Ali sees an old lady trying to carry a bag which is heavy for her. Ali sees the old lady struggling. He offers to help and carries the bag for her. The old lady is happy, and thanks Ali.' Assign the role of Ali to one student and of the old lady to the other. Briefly ask both the students to act out their roles. Meanwhile let the rest of the class observe and guess what's happening. They can be asked to advise what polite terms should be used in this role play, e.g. 'May I help you?' 'Thank you', 'sorry' and 'excuse me'.

Thank the actors. Ask the audience what they saw in the role play. Let students explain the situation in their own words. Inquire what the class learned from this. If time permits a couple of more situations can be added and students selected as before to act them out.

Conclusion: 10 minutes

Question 3, page 25 to be done in class: students think about an event and tell their partner about it. This will help recap the main points covered in this lesson.

Homework: Colour the pictures on Work Page, Exercise A. Also see Teaching Guide suggestion on page 20 for the 'Things to do' activity, textbook page 26.

Lesson plan 33: Prayer

Duration: 40 minute

Objective: To introduce and explain the concept, in all religions, of God as the Creator

Outcome: Students will

- begin to understand that Allah is the Creator of the universe
- learn that most Pakistanis are Muslims, but there are also many people of other faiths in Pakistan
- learn to respect other religions too

Resources: Textbook, pictures of some beautiful places of worship (easily available on the Internet), such as mosques, churches, temples of different faiths

Introduction: 10 minutes

(Read the Teaching Guide explanation for reference. The concept of different religions and beliefs, and respect for them is well-explained.) Ask students who made the different things in the surroundings such as the school building, houses, parks, etc. Ask them who made the other things they use, wear, and eat, such as their uniform, their lunch/snack, their desks and chairs? In the end ask 'Who has made our world?' Tell students that God/Allah has created all of us and our world and everything in it—the land, water, trees, all animals and plants, and also the Sun, moon, and stars that we see in the sky.

Explanation: 25 minutes

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

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

Read the last four sentences of page 27. Tell the students that the holy book of Muslims is the Quran; it gives us guidance on how to be good people, good Muslims. Next, ask the students where their fathers, uncles, and brothers go to pray; tell them that in some places there are mosques where women can pray as well. Students should be told that though most of the people in Pakistan are Muslims, there are many Christians, Hindus, Sikhs, and Parsis as well in our country. Turn to page 28 for information on Hindus and Christians, and their places of worship and holy books.

Ask students how many of them have started to recite the *Qaida*; what will they be learning next once they complete the *Qaida*? It will be the Quran. It is the book of guidance for all Muslims which teaches us how to spend our lives in a better way which will also please Allah.

Add here that first they will learn to read the Quran only in Arabic, but later when they grow up they can read the translation to understand the complete meaning of it. Show the students a Quran with the translation so they can understand what you mean.

Students to complete Work Page Exercise A in class. Ask a few students to describe a mosque if they have visited one for praying.

Conclusion: 5 minutes

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

Homework: Ask an elder in your family to tell you a story from the Quran.

Lesson plan 34: Prayer

Duration: 40 minutes

Objective: To inculcate awareness and respect about other religions

Outcome: Students will

- recognize that people follow different faiths
- they have different ways of praying
- be able to identify two other religions based on places of worship and symbols

Resources: Pictures or a short video clip of Hindus praying in a temple and Christians praying in a church

Introduction: 10 minutes

Greet students. Ask them about the stories from the Quran that they may have heard (homework task); tell them a simple story from the Quran. (You can use 'Stories from the Quran' by Sajeda Zaidi or 'Lives of the Prophets' by Elma Ruth Harder—both books by OUP, Pakistan.) The children will find it interesting how people lived thousands of years ago and how they were guided by God, rewarded for doing good deeds, and punished if they did bad things.

Explanation: 20 minutes

Read page 28 again. Talk about Hindus and Christians. Point out the pictures of the church and temple. At this point show video clips of Hindus and Christians praying in their places of worship, with Hindus singing *bhajans* in temples and Christians singing their hymns at a church. Explain that *bhajans* and hymns are poems in praise of God.

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

Questions at the end of page can be answered here first verbally then in the notebooks.

Next, tell the children about the significance of symbols in Work Page Exercise B. Draw a crescent, a *trishul* and a cross on the board: the crescent represents the new moon and the lunar calendar followed by Muslims; the *trishul* is a Hindu symbol, showing the three-pronged spear; the cross is a Christian symbol showing the cross they believe that prophet Jesus (AS) was crucified upon. Many students may have seen the crescent atop the minarets or dome of a mosque. Write Muslim under the crescent on the board, and Christian and Hindu under the cross and *trishul*, respectively. Work Page Exercise B to be completed here.

Homework: Worksheet 14 from the Teaching Guide Addendum to be done for homework. Ask students to find out the names of the mosque, church, and temple, if any, in their locality/town.

Lesson plan 35: Prayer

Duration: 40 minutes

Objective: To raise awareness about religious practices through creative activity

Outcome: Students will

- learn how different people pray
- engage in creative activities

Resources: a *tasbeeh*/rosary, beads (33 per student) and lengths of string for making a rosary; alternately, rosary beads can be made using play-dough or Plasticene; children get involved and roll the beads themselves; string and a wool-stitching needle.

Introduction: 10 minutes

Ask the students to share with the class the names of a mosque, church or temple in their locality/town. Appreciate them for their efforts. Add some more names of local places of worship. (Obviously, there'll be more mosques.) Talk about more such places, such as the Sikhs' temple called a *gurdwara*; there's a large Sikh community in the north of Pakistan. The other community is of the Parsis, mainly in Karachi; they worship at their *aagiyari*, the fire temple. Students who may have visited South-east Asia may have seen the Buddhist temples there.

Explanation and activity: 25 minutes

Tell students that today they will engage in a creative activity—they will make their own rosary/*tasbeeh*. Show them a rosary. Ask them what it is. They will reply ‘tasbeeh’. Tell them that in English it is called a rosary. When do we use a rosary? The answer would probably be ‘when offering *namaz* or praying’. The word ‘tasbeeh’ means ‘praise’ and we use the *tasbeeh* or rosary to recite the praise of Allah or to thank Him, and the beads help us to keep a count. The most recited words are Allah-u-Akbar, Al-Hamdo-lillah, and Subhan-Allah. A *tasbeeh* has at least 11 beads, or 33, and usually maximum 99 beads and one large bead at the top.

Tell them that the rosary is used in other religions too for prayer and to recite God’s name.

Activity: Distribute the beads to all the students. Depending on the number of the beads, ask students to make a 33-or 11-bead rosary. Help them around with stringing the beads. If using play-dough, show the children how to roll small portions into beads; then string the beads using the wool needle to make a hole in each bead.

Once the rosary is complete ask students to show it to the class. Ask them to keep their rosaries safely.

Conclusion: 5 minutes

Discuss this activity with the students: did they like it? Ask them to take their rosaries/*tasbeehs* home and show them to their families. They can recite the name of Allah, such as Ya Allah, on them before going to bed.

Homework: The children can be given a grid to fill out with names of the faiths, their places of worship, names for God, festivals and symbols, as shown on page 21 of the Teaching Guide.

Unit 7 Plants and Animals

Lesson plan 36: In the garden

Duration: 40 minutes

Objective: To understand and appreciate the natural life, plants, and animals around us

Outcome: Students will be able to

- identify things found in a garden
- appreciate the importance of parks and gardens

Resources: Arranged a trip to a nearby park, or the school garden or even a green patch would do; textbook

(For the next lessons on plants, get a couple of empty jam bottles, some whole moong seeds or white bean seeds (*lobia*) and cotton wool. Put a layer of cotton wool in the jars and moisten it with water; then sprinkle the moong or lobia beans on it. Place the jars in a shady place on the windowsill and check daily; sprinkle a little water on the cotton wool. The seeds should begin to sprout in a few days, ready for the third lesson on plants.)

Introduction: 10 minutes

Take the students to a nearby park or the school garden. They should carry their books as well. Ask the children to sit in a semi-circle and quietly observe the things they can see in the surroundings. Give them about five minutes to do this. Then ask them one by one what they have noticed in the garden or the park. The answers should be: trees; plants, flowers, leaves, grass, birds, insects etc. Choose any one thing and focus students' attention towards its minute details. For example, select a tree and talk about its branches, leaves, trunk, fruit, roots (if some are visible above the ground). Appreciate the children for their observation. Ask them to pick one leaf from the garden grounds and take it back to the class. Tell them they should not pluck leaves from the plants.

(If the weather is pleasant, the second activity can also be held outdoors; otherwise take students back to their class.)

Explanation: 25 minutes

Read the text. Draw students' attention to the pictures on page 30. What can they see? Let students name the things in the pictures. Do they think gardens are beautiful?

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

Read the last line of the lesson. Compare the pictures with the actual park or school garden that children have seen; did they see any butterflies or birds too?

Let students write the names under each picture. Provide help in case of spellings.

Conclusion: 5 minutes

Questions at the end of page to be done verbally.

Homework: Students to paste in their notebooks the leaves they collected from the garden, and to draw and colour a tree in their notebooks.

Lesson plan 37: In the garden

Duration: 40 minutes

Objective: To know more about plants—that they are living things and grow

Outcome: Students will be able to

- identify the main parts of a tree and flower
- name some of the common flowers

Resources: Textbook, chart of a tree with its main parts labelled

Introduction: 5 minutes

Greet students and ask them if they discussed their visit to the school garden/nearby park at home? What did they tell their family? Appreciate their efforts. Students can share the leaf pasting exercise with their neighbours.

Explanation: 20 minutes

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

On the board, draw a big tree with the branches, roots, and leaves shown properly. Ask the children if they know the names of any parts of the tree. It is likely they know about leaves and fruits. Tell them about the trunk, branches, and roots. Label these parts on the board as well. Now ask the students to take out their notebooks and open the page where they have drawn a tree. Allow students to label their drawing by pointing to the main parts such as roots, trunk, branches, and leaves.

Work Page Exercise B to be completed at this point. Do the activity with the students in class. One student may name item 1 in the exercise. Ask another student to come to the board and write, e.g.: 1 BRANCH. Ask another student the name of the second item, and let another student write it on the board as done before. Continue likewise till all items are done, then show the students how to fill in the crossword. Once they have completed, tell them what a creeper is; they may have seen a creeper but most likely would be unfamiliar as to what it is called.

(Answer Key—Exercise A: Rose, Sunflower, Jasmine, Pansy. Exercise B: 1: Branch; 2: Thorn; 3: Tree; 4: Rose; 5: Pot; 6: Leaf; 7: Berry.)

Conclusion: 5 minutes

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

Home work: Learn the names of the parts of a tree. Work Page Exercise A can also be given for homework.

Lesson plan 38: In the garden

Duration: 40 minutes

Objective: To reinforce the importance of plants and demonstrate how they grow

Outcome: Students will

- strengthen their concepts about the importance of plants for living things
- observe how plants grow
- engage in creative work

Resources: Worksheet 15 from the Teaching Guide; jars showing sprouting seeds; for art and craft and creative activities, read through the Teaching Guide to select an appropriate and doable activity and arrange for its components such as paper and poster colours, etc.

Introduction: 10 minutes

Call a few students forward and ask about the homework Exercise A, the names of flowers. Share the names with the class, and write them on the board too. Also ask if they have seen any of the flowers in the picture. The most obvious answer would be rose and jasmine.

Talk about the importance of not plucking the flowers or leaves from plants just for fun. Leaves and flowers are parts of a plant. How would we feel if someone pulled our arm or leg wildly? It will definitely hurt us. Similarly, when we pluck the flowers just for fun, it hurts the plants.

Explanation: 25 minutes

Reiterate that plants are living things and grow like we do. Now draw the students' attention to the jars with sprouting seeds/beans. Let the children come up to your table in small groups. Point out the seed, and the shoot and root that sprout or grow from it; explain how it will grow into a bigger plant and will be replanted in the ground for space to grow. Reinforce the importance of plants and animals for us. Ask about the benefits we get from trees and plants discussed in the previous lesson.

Activity: Proceed with the selected activity from the Teaching Guide, such as the leaf printing or flower making activity. Students should be engaged in the process right from the beginning. Arrange the class in small groups so that they can share the paper, poster colours/crayons, glue, etc. Move around the class to help the students. The completed work should be dried to be displayed on the soft board or wall later.

Conclusion: 5 minutes

Get feedback from the students if they liked the activity. Also ask what they learnt about plants—that they are living things, they grow, and we must not pluck out their parts or damage them; we must look after plants because they are so useful for us in so many ways.

Lesson plan 39: Animals

Duration: 40 minutes

Objective: To know about wild and tame animals, and suitable pets

Outcome: Students will be able to

- identify the animals used as pets
- suggest how pets should be kept.

Resources: Textbook, pictures of tame and wild animals; if possible, a PowerPoint presentation or short video clip about animals

Introduction: 10 minutes

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

Explanation: 20 minutes

Open the textbook to page 32. Ask the class if Akbar and Mumtaz also have a pet? To know more, read the lesson with the class. What is it and what do they call it? Can they suggest some other name for Akbar's and Mumtaz's pet?

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

As suggested in the Teaching Guide, choose a pet that a child in the class may already own. Talk about the things that pet would need (refer to page 25 of the Teaching Guide for comprehensive and interesting approaches to teach this topic).

Read the complete lesson with the students and ask them to name the animals on page 32. Discuss which of these would make good pets and why. Talk briefly about wild animals as this will be covered in the next lesson.

Conclusion: 10 minutes

Work Page Exercise B to be done in class. Students can discuss the name given by Akbar and Mumtaz have given their pet, Spotty. Do they think it's a nice name? What other names do they have for the pets on page 32? Let them brainstorm and then do the exercise. Do not focus on spelling at this stage; move around the class while students are completing their work.

Give a brief explanation for Exercise A, page 33. If the students do not have a pet, ask them to think about one they would like to have and then write about it and draw it.

Homework: Work Page Exercise A to be done for homework, in the textbook.

Lesson plan 40: Animals

Duration: 40 minutes

Objective: To point out differences between wild and tame animals

Outcome: Students will

- recognize the reasons why wild and dangerous animals cannot be kept as pets
- develop acrostic poem on animals

Resources: Pictures of wild and dangerous animals, textbook, writing frame for writing about a pet

Introduction: 10 minutes

Greet students and do a brief recap of the previous lesson by discussing the homework exercise. Some students can come forward and share information and pictures about their pets. Appreciate the students' efforts.

Show pictures of some wild animals like lions, snakes, bears, tigers, elephants, giraffes, zebras, etc. Ask students who would like to keep one of these as pets: some responses will surely be amusing!

Explanation: 25 minutes

Read the text again. Focus on the points about wild and dangerous animals, and then ask students what they think about having them as pets. It is expected they would say the elephant is too big; the snake and the lion are too dangerous and may bite or attack. The students must be told clearly that it is very important to think about the size and nature of animals before having one as a pet. Even some non-dangerous animals such as giraffe, zebra or a deer may not be suitable as pets because of their need for space and their food requirements and health. Emphasize that wild animals must be allowed to live freely in the forest or in nature parks, and not tied up in small spaces or cages. That is cruelty to animals and they fall ill.

Ask the children where they can see wild animals in one place. Most of them would know about the zoo. Tell them that the zoo is a place where the wild animals are (or should be) kept in their natural habitat for people to observe and enjoy. Like pets, wild animals too should be kept healthy and treated if they fall ill.

Now the children can answer the questions on page 32, first verbally and then in their notebooks. (This will provide a recap of all the points taught in the two lessons). Students to write in the form of points.

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

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

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

Ask students if they enjoyed the activity. If they have understood and enjoyed it then write another short word related to animals, such as tame, wild, tiger, etc. on the board and ask the class to help you write the acrostic activity. They can copy this in their notebooks to remember the format. They can also write acrostics with their own names as a homework task.

Conclusion: 5 minutes

Recap the main points of the lesson about wild and tame animals. Talk about the acrostics activity and ask the children to write acrostics based on their name for homework.

Lesson plan 41: Animals

Duration: 40 minutes

Objective: To reinforce knowledge about animals and their habits

Outcome: Students will

- discuss what foods animals eat
- know more about animals
- complete Worksheet 16 from the Teaching Guide
- listen to a story about a rabbit

Resources: Copies of Worksheet 16 from the Teaching Guide; search the following link for the rabbit story: http://www.kids-pages.com/folders/stories/The_Lost_Rabbit/page1.htm,

Introduction: 5 minutes

Settle the students in class. Ask them to share their homework task on acrostics with their colleagues. Appreciate their efforts. It would be apt if the teacher also prepares and shares an acrostic based on his/her name; the children will enjoy it.

Explanation: 20 minutes

Distribute the worksheets and ask them to write their names on the top. Read question 1. Remind students about the discussion in the first lesson about looking after pets. The answers would be keeping the pet healthy, providing proper food and water, keeping the place clean, visiting an animal doctor regularly, etc. Tell them that an animal doctor is called a veterinarian, 'vet' for short. Write these points on the board.

Students can answer the question on the worksheet.

Question 2 can be discussed likewise. Choose an animal and ask about the food it eats. For example, a dog eats _____ (meat and bones). A cat _____ (eats fish and drinks milk). A rabbit eats _____ (carrots, cabbage, green vegetables). A parrot eats _____ (fruit, soft raw vegetables) etc. help the children complete the list of foods for the pets.

Tell students that it is inappropriate to give any other food to these pets. However, share with them that some pets might like to eat anything such as cakes or biscuits, but it is important to note that too many of these items may cause sickness in a pet. Students then complete Question 2 on the worksheets.

Question 3 can be easily completed by the students on their own.

Conclusion: 10 minutes

Brief the students about making a small booklet (of about 8 pages) using old newspapers. This can also be an introduction to the three R principle of Reduce, Re-use, Recycle. These booklets will be used to paste animal pictures, and other pictures about animal homes, etc.

Wind up the lesson with the story *The Lost Rabbit* either directly from the web source or from the book. Ask some questions about the story such as 'What was the bunny advised by his mom?' 'What happened to him as he didn't pay attention to what his mom told him?'

Extension: Holding a pet show (*This very interesting and interactive activity that can be carried out with adequate planning, provided that the school allows it and parents cooperate in bringing and managing the pets.*)

Activity: Pet Show

To conclude the lesson an outdoor pet show can be held. All students must bring either a stuffed or live pet to the show. All live pets must be accompanied by an adult. Begin by sending a letter to inform the parents. Here is a sample letter to be sent home with the children.

Class 1 Pet Show

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

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

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

Posters should be sent to the school three days before the pet show. The children should be prepared to say two sentences each about their pets to the visitors. Encourage and help your child to enjoy the pet show. Thanks for helping to make this a memorable and special event for your child!

Fill in the lower half of this letter and cut and return it to the school by (add date) _____.

Keep the top portion for your record.

Student's name: _____

Type of pet: _____

Stuffed animal:

Live:

(Please complete information below.)

I, (name of parent) _____, have read the letter with the conditions given above. I agree to bring our pet to the pet show at the school on the scheduled date and time.

Signature of parent bringing the pet to the show

Lesson plan 42: Animal homes

Duration: 40 minutes

Objective: To inform students about animal habitat—how and where animals live

Outcome: Students will

- learn and name animals' natural homes
- recognize the need to be careful around an animal's home

Resources: Textbook, pictures of some animals and their natural homes

Introduction: 5 minutes

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

Explanation: 25 minutes

Ask students to look at the picture on page 34. What is Akbar looking at? Do they know its name? It is a bird's nest. Read the first part of the text. Explain about the nest. (The explanation provided on page 27 of the Teaching Guide is quite ample and should be read in advance.) After talking about the types of nests, stress the importance of not disturbing a nest particularly when it has eggs or young ones in it as they are very fragile. Ask them how they would feel if someone came and disturbed their house just because they wanted to look at it.

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

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

Questions at the end of the page may be discussed verbally. Work Page Exercise A to be completed next in class. Read all the animal names given in the yellow box and ask students to guess their natural homes. Students write the correct name in the space below each home.

Conclusion: 10 minutes

Reinforce the points discussed in the first part of the lesson. Ask students how we should behave if we happen to see an animal's home. We should not touch or disturb it if the animal or its young are there.

Ask the students to write their names on their newspaper booklets and give them to the teacher. Ask them to bring pictures of animals and their homes to the next class for an activity.

Homework: Learn the spellings of the animal homes in Exercise A and write them in your notebooks. 'Things to do' activities can also be given as a homework.

Lesson plan 43: Animal homes

Duration: 40 minutes

Objective: To give further information about animal homes and habitat

Outcome: Students will

- know about and name man-made animal homes
- recognize the importance of taking care of pets' homes and surroundings

Resources: Pictures of a variety of man-made homes for animals (available on the Internet; it will be interesting to show students how people in other countries make special efforts to decorate the homes for their pets); pictures brought by the children; copies of worksheet attached with the lesson plan

Introduction: 5 minutes

Greet students and find out if they saw any other animal home in their surroundings. If not, share your knowledge: tell them about a mice burrow, or a bird's nest outside your window. Share a story that though the nest has caused a problem, you did not move it because it had some eggs in it.

Explanation: 25 minutes

Show the students pictures of man-made animal homes, e.g. a dog's kennel, a cat's basket, a fish tank, a bird cage, etc. Explain that such homes are made for pets. Wild animals make and protect their homes in the forests, trees, mountains, etc. Let the children observe a variety of animal homes and the way they are taken care of.

Talk about some pets and write their names on the board. Next write the names of their homes below them. Ask students if someone would like to draw an animal home on the board; encourage them to come forward and draw. Appreciate their efforts.

Students complete Work Page Exercise B at this point. The names of the animal homes are already on the board. They need to identify the correct one and write it under the picture.

Explain the difference between keeping animals as pets and keeping them for farming or income, such as oxen to pull ploughs, buffaloes for dairy products, goats for meat, and poultry (chickens) for eggs and meat. Tell the children that these animals are kept on farms, e.g. a dairy farm or a poultry farm, etc. Tell them the names of animal shelters: hen coop, pens and sheds for sheep, cows, goats etc. and stables for horses.

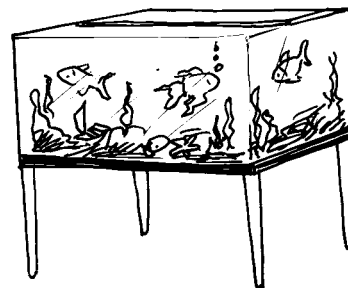
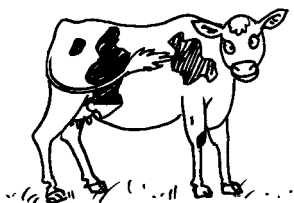
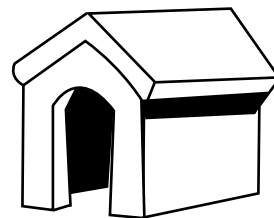
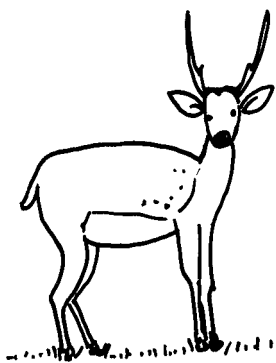
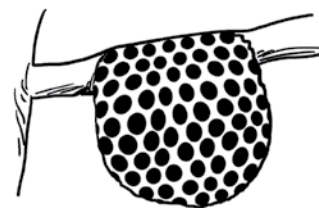
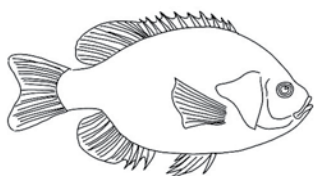
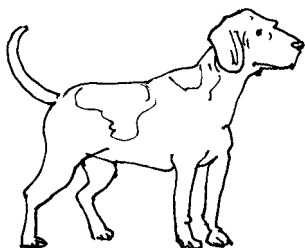
Talk about animals with shells. Inform the students that some small animals have very strong shells which protect them, and also work as their homes, as in the case of snails. Give the example of tortoise, turtles, and crabs as well.

Conclusion: 10 minutes

Distribute the booklets developed by the students. Ask them to paste on each page the pictures of animals and their homes that they have brought as instructed. If some of them do not have adequate pictures, they can draw, colour, and paste them. They should also write the name of the animal and its home. This activity can be continued as homework too.

Worksheet: Animal homes

Match the animal to its home.



Unit 8 City and Village Life

Lesson plan 44: City and village

Duration: 40 minutes

Objective: To explain the difference between city (urban) and village (rural) life

Outcome: Students will

- distinguish between a city and a village
- identify the main features of a city and village

Resources: Collection of pictures from magazines and newspapers depicting village and city surroundings and life; a short video clip on a city and a village, if possible; textbook

Introduction: 10 minutes

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

Explain that in a town or city, there are government offices, big businesses and banks, universities, hospitals and colleges, large shops and markets, long, wide roads, big mosques, railway stations, and airports. People with different skills and proper education and training live and work in the cities. In the countryside where there are villages, people practise farming, forestry, and do other work to make a living. In a village there are small shops, clinics and dispensaries, schools, small mosques, narrow, mostly unpaved roads, railway and bus stations, and other businesses related to the needs of village life.

Explanation: 20 minutes

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

Ask some of the students to talk about the video or describe the pictures. Discuss the main features of a city such as many buildings, some of which are very tall; wide roads, parks, hospitals, schools, signals, bridges, mosques, police station, airport, shopping centres and big markets, and railway stations (you can add according to the pictures shown to the students). Ask students if these places are found in villages too. Next talk about the things/ places found in the village such as green pastures/fields, greenery, animals, farms, open spaces, tractors, etc. as well as the village mosque, hospital, school, post office, etc.

Explain that as there are many facilities available in the cities people go and find work in these places. This adds to the population and the cities get bigger and bigger. Talk about the positive aspects of life in a village. Students may suggest points such as less noise, less traffic, more open space to play, green fields, fresh vegetables and fruits.

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

Conclusion: 10 minutes

Students answer the questions at the end of page. Question 3 should be first discussed in class and then attempted in the notebooks.

Homework: The homework suggested in the Teaching Guide, page 29, should be explained to the students. They may also collect pictures depicting city and village life from magazines and newspapers.

Lesson plan 45: City and village

Duration: 40 minutes

Objective: To know the differences and similarities between city and village life, and facilities

Outcome: Students will be able to

- recognize the differences in the lives of city and village dwellers
- identify the physical similarities and differences in a city and village with the help of textbook exercises

Resources: Textbook and Work Page

Introduction: 10 minutes

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

Explanation: 25 minutes

Tell the children about towns which are not as big as cities but much bigger than villages. Sometimes a village in a good well-equipped location gradually grows bigger into a town. People living in the countryside come to work in towns and also because they can better educate their children. When the children are educated they can find better, higher paying jobs and lead a better life. In towns also there are schools and hospitals, factories, and government offices, but there are bigger and better facilities available in the cities.

Work Page Exercises A and B to be completed in class.

Exercise A: ask the students to read the names of the pictures mentioned in the exercise. Then discuss each item one by one and ask whether it is found in the city or the village. Students circle the things found in the city as agreed. Note that some things such as buses and the small shop are found in both places.

Exercise B: Ask students to name some more of the things, other than those in Exercise A, which are found in cities and villages. Note their responses on the board. Students should then complete the task.

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

Conclusion: 5 minutes

Ask students if they are given a choice, where would they like to live. Ask for the reasons as well. Appreciate both those who opt for the village life and those who like the city. Reinforce the benefits of both.

Homework: Worksheet on Lesson 18 given in the Teaching Guide Appendix to be done for homework.

Lesson plan 46: City and village

Duration: 40 minutes

Objective: To reinforce learning through activity

Outcome: Students will

- develop a picture web to describe a place
- discuss the characteristics of life in the village and in a city
- compare and contrast general environmental differences, and explore their immediate environment

Resources: A4 paper sheets (one per student), pictures collected from magazines and newspapers (collected and brought by students), scissors, glue, and lengths of string

Explanation and activity: 30 minutes

Inform students that they will develop a picture web today. Remind them about the web in the lesson 'Animal homes'. Similarly they will also develop a picture web for either a village or a city.

Write City or Village on the papers and distribute them randomly (one paper to each student). Direct students to select the pictures according to their paper heading, i.e. people, places and things likely to be found in a city or village. Some examples are:

- kinds of jobs
- animals
- buildings
- places of entertainment
- facilities

Help students to glue pictures on the paper and connect the picture to the word with a piece of string. Once they have completed, students can display their picture webs in the class.

Invite students to come forward and describe the special things they find in a city or a village. Ask students to compare their home to the place described in the picture web. Talk about the similarities and differences.

If time allows, students can work on the 'Things to do' task in class and share it with others. If not completed, it can be done for homework.

Conclusion: 10 minutes

Appreciate students work and efforts.; ask them if they enjoyed the activity. Discuss briefly what they learned—serves as a recap for all the main points this lesson.

Lesson plan 47: Important places

Duration: 40 minutes

Objective: To know about specific places that are important for all

Outcome: Students will be able to

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

Resources: Textbook, students, an enlarged photocopy of the map on page 38 (or hand-drawn if photocopy is not available)

Introduction: 5 minutes

Stick the enlarged map copy on the board. Remind the class about some of the important places in the city, discussed in the previous lesson: ask students to give a few names. Note their responses on the board and ask why these places, like airports, hospitals, banks, etc. are important. Tell students the names of some more important places such as markets, schools, parks, railway station, post office, etc.

Explanation: 25 minutes

Read the first line of the lesson. Draw their attention to the map below, and its enlarged copy on the board. A map is the drawing of an area to help us locate specific places. Write the direction terms in the lesson on the board. Tell students they will use these phrases to find Akbar's and Mumtaz's home on the map. Read the complete text. Use the enlarged map on the board, to follow the directions to the Ali home; begin from the starting point along with the students. Ask students 'What is on the right side of the road?' It is a bus stop; ask the children if they have seen a bus stop. Explain that people wait there to catch a bus, and they also get off the bus at the bus stop. What do they see on the left? It's the railway station; then move along the road and ask the names and uses of the other places to the left and right. Show students the pictures of some of these the places on page 39 while doing the activity.

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

Discuss Questions 3 and 4 on page 39. Remind students to use the 'direction phrases' to find the places.

Conclusion: 10 minutes

Read the first question: have the students observed any of the discussed places on the way to school? Discuss the places they may have observed such as mosque, bus station, bridge, or a hospital, etc. Students will answer the question in their notebooks in the form of a list.

Homework: Question 2 on page 39 to be done in the notebook with the help of an adult at home.

Lesson plan 48: Important places

Duration: 40 minutes

Objective: To know how and why certain places are important and useful for all

Outcome: Students will be able to

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

Resources: Textbook, a large unlabelled map—drawn directly on the board (within students' reach) or pasted on the board.

Note: the descriptions of important places and their functions are well explained in the Teaching Guide, pages 29-30; refer to these for explaining to the students.

Introduction: 5-7 minutes

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

Explanation: 25 minutes

Read the text on page 39 and refer to the map on page 38. Also see the pictures of some more places on page 40. Divide students into groups of three or four and assign them one important place per group, such as the police station, hospital, fire station, bus stop, market, park, and railway station. Write 'thinking time—5 minutes' on the board and ask them to first think and then discuss quietly in their group why these places are important and what happens there. What would happen if the assigned place were to simply vanish from their city? To closely supervise their work and avoid chaos, time their activities and guide them to share their ideas politely and in low voices with their group members, turn by turn. This part of the activity will create a little disturbance in the class but gradually students will get into the habit of group work.

Now, tell them to listen to the next instruction: to choose a member from their group who will talk to the whole class about their ideas. If they are unsure, select one from each group to come forward. This may cause disturbance in the class as either everyone would want to share or many wouldn't share at all. If this is the case, select the student on your own.

Ask the students to tell others what would happen if the assigned places, such as a hospital or a bank, were not there at all. It is likely that students would have at least some understanding of the situation due to high exposure to media. Write their points on the board. Add your own ideas as well such as if there were no hospitals there would be no one to treat the sick people; people would fall sick more often, etc.

Discuss all the important places with the class, using information from the Teaching Guide too.



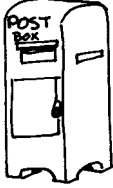
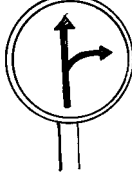
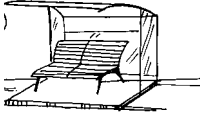
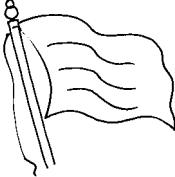
Conclusion: 5-7 minutes

Exercise B of the Work Page to be completed here. Remind students they have discussed about the people given in the lessons Work and Jobs.

Homework: The attached worksheet 'Neighbourhood observer' to be done for homework. It is an interesting activity that sharpens observation.

Worksheet: Neighbourhood observer

Let's see how much you notice around your neighbourhood. Have you seen these things? Circle Yes or No.

	Yes No	Street Sign		Yes No
	Yes No	Traffic Light		Yes No
	Yes No	Flag		Yes No

Draw and label two more things you've seen in your neighbourhood!

Lesson plan 49: Important places

Duration: 40 minutes

Objective: To reinforce map-reading skills and importance of particular places

Outcome: Students will

- use simple directions to find places on a map
- describe an important place they have visited

Resources: Textbook, copies of attached map

Introduction: 15 minutes

Give a brief recap of the previous lesson. Ask students if they visited any of the important places in the city. Let some of the students share the places they have visited and talk about what they saw there—the kind of buildings, the people and things found there, what was happening there, etc. Encourage students to come forward and share their experiences and appreciate them. Add your own ideas too once a student has finished sharing his/her views.

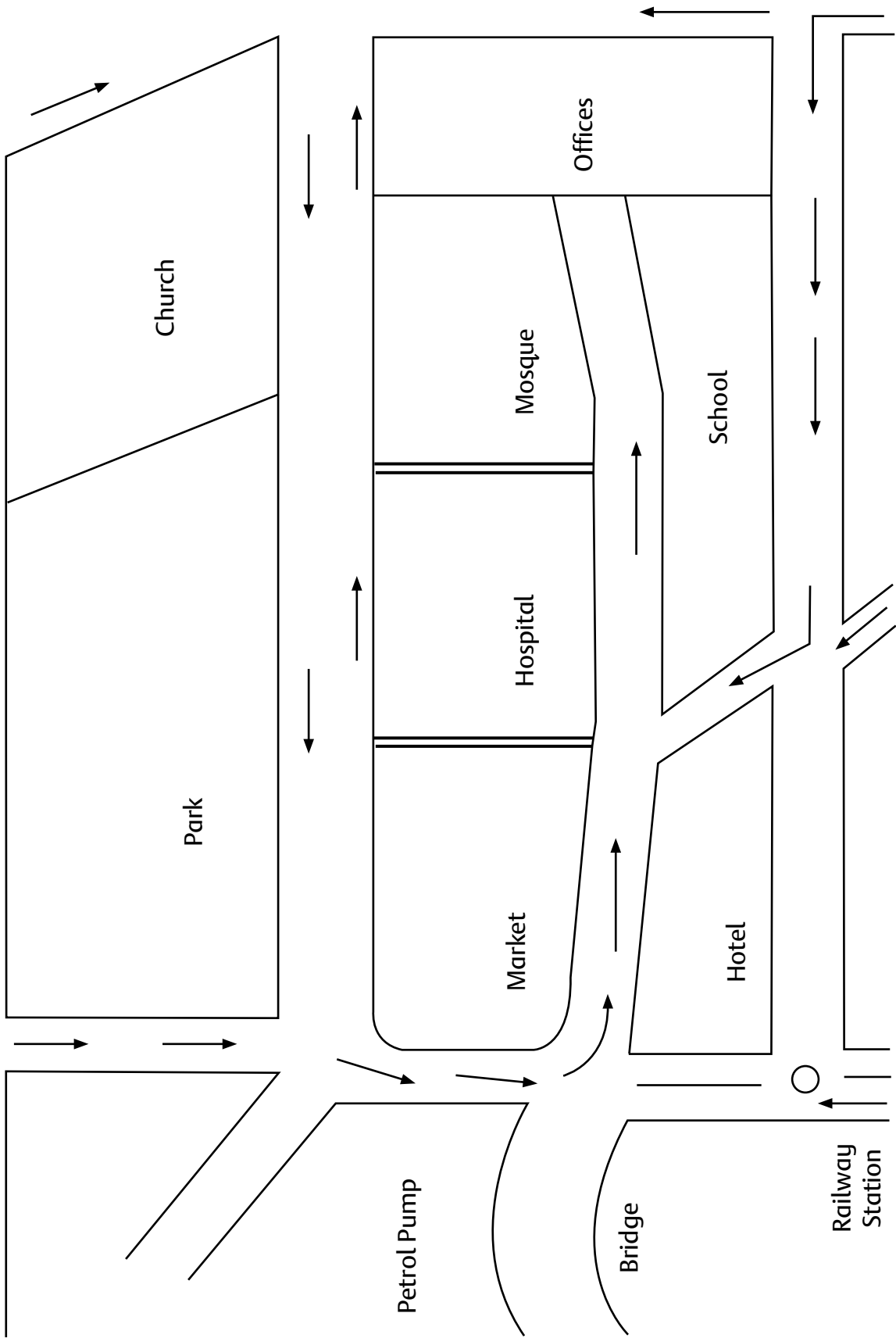
Explanation: 20 minutes

Remind students about the map activity done in the first lesson, and revise the direction terms used to find the Ali home. Write the terms on the board to reinforce and remind students about it.

Provide students with a copy each of the attached map. The working can be adapted from the homework given in the Teaching Guide, page 30; this suggests that the children make small drawings to symbolize the important places, rather than labelling in words. Draw a few icons on the board, such as a an aeroplane outline for the airport, a crescent or a stethoscope for the hospital, a book for the school, swings for the park, etc. Students share their completed work with the class.

Conclusion: 5 minutes

Provide a brief recap of the ideas discussed in the three lessons, i.e. important places, why they are important, and how to locate them on a map using directions.



Lesson plan 50: Transport

Duration: 40 minutes

Objective: To introduce the use of transport for moving from one place to another

Outcome: Students will be able to

- identify means of transport they see on the roads
- distinguish means of transport in terms of land, water and air

Resources: Pictures of ships, boats, ferry, helicopter, spacecraft, motorcycle, metro trains, etc. to show more means of transport; flip chart, if possible

Introduction: 10 minutes

Greet students and ask about their journey from home to school—how they come to school everyday. There will be multiple answers such as school bus, car, motorcycle, rickshaw, or taxi.

Put students' replies on the flip chart (or in a corner on the board). Ask general questions about each kind of vehicle such as their size, number of wheels, doors, windows, colour, and shape.

Explanation: 25 minutes

Talk to students about going from one place to another—how do we do it? What do we need? Take their answers. Explain that while we can cover short distances on foot, we need a vehicle to cover longer distances and also to save time. For example, if we all walked to school we would have to leave home very early to get to school on time, and then walk back home too. It would be very tiring! But we use different means of transport like cars, school buses, etc. In the same way, people use different vehicles to go about their daily business—to go to work, or to the market, or visiting. There are various kinds of vehicles we see on the roads everyday. Ask the children to name some more and add them to the list already on the flip chart or board; you can include vehicles such as trucks, ambulances, public buses, dumpers, police cars, bicycles, etc. Children who have been abroad may also add the metro trains, as in Dubai, Singapore, Bangkok, etc.

Emphasize the importance of using transport for going and also for carrying cargo from one place to another conveniently. Talk about vehicles which are slow or fast, fly or sail and move on the ground. It will be helpful to also differentiate between vehicles used within a city or town, and other modes of transport for travelling within the country or from one country to another (trains, inter-city buses, aeroplanes, ships).

Read the text on page 41. Ask students which of the vehicles suggested by them can fly, or sail in the sea. Make a table (as suggested in the Teaching Guide, page 31) for air, land, and water vehicles. Explain by drawing a grid on the board, with three columns and the headings Air, Land, and Water and let the students copy it in their notebooks or else provide a photocopied table in the form of a worksheet. Ask the students to list the vehicles accordingly.

Discuss vehicles which move on water: when do we need to travel by boat? When we're on a river or a lake, on a cruise; the sea route is used if cargo is being transported by ship, across the sea from one country to another. Ask the students if they have ever been on a boat, such as going crabbing off the Karachi harbour, or on a sailboat on a lake, like Keenjhar or Haleji. Encourage them to name some more means of sea transport such as yacht, hovercraft, ferries, rowing boat, etc. and let them write the names in the appropriate column. Similarly, talk about air transport and its significance and importance, and also convenience. Talk about situations when people need to travel by air to faraway places, and when travel needs are urgent. Show pictures of some other aircraft such as hot air balloon, rockets and spacecraft, and fighter jets. Let them write the names of air transport in the appropriate column.

Conclusion: 5 minutes

Briefly recap the points discussed in the main lesson and discuss the questions at the bottom of the page.

Homework: Answer the questions in the notebooks.

Bring one toy vehicle or a picture of a vehicle to class for the next lesson. Prepare a few sentences on it to share with the class.

Lesson plan 51: Transport

Duration: 40 minutes

Objective: To give more information about the shape, size, and utility of different vehicles

Outcome: Students will be able to

- identify main parts of a car and an aeroplane
- infer the seating capacity of a vehicle from observing its size

Resources: Toy vehicles, (arrange for some samples of air, sea, and land vehicle toys in case you don't get all categories from students); prepare a worksheet with drawings of a car, an aeroplane, and a sailboat

Introduction: 10 minutes (show and tell activity)

Greet students. Ask them about the toy vehicles. Let them come forward one by one and say a few sentences about their toys. (Maintain a proper girl-boy ratio.) Encourage students as some may feel shy speaking in front of the whole class.

Wrap up the activity by appreciating students who have brought their toys and shared their ideas about them.

Explanation: 25 minutes

Tell students about today's lesson: to learn about the parts of air, land, and water vehicles.

Choose one vehicle such as a car. Show it to the whole class. Put your finger on the windscreen. Ask what it is called; tell them that every part has a particular name: this part is called a windscreen. Now show the other parts of the car such as the bonnet, doors, rear window, wheels, steering wheel, etc. Write the names on the board. Provide students with the worksheet with an outline of a car made on it. (Add four lines for labelling the parts.) Ask students to label the parts of the car as shown.

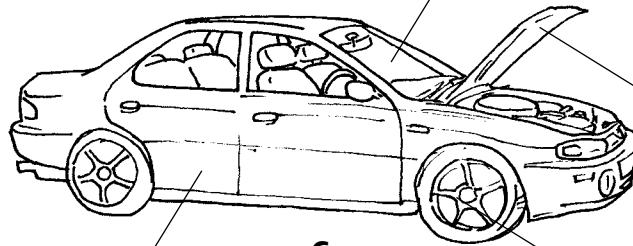
Repeat the exercise with an aeroplane and then a boat. Provide students with outlines of these vehicles and let them label not more than four parts. (All tasks to be completed in class)

Conclusion: 10 minutes

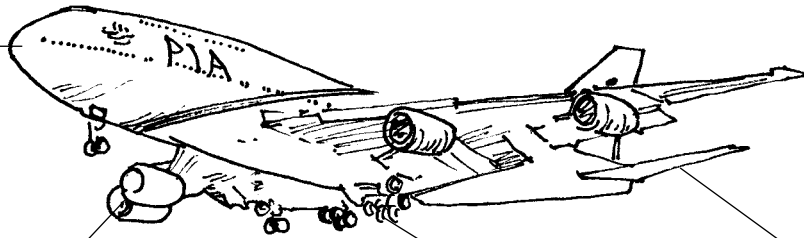
Draw students' attention to the size of various vehicles on page 41—how many people/passengers can each vehicle carry? For instance, a bicycle is meant to carry one or two people; a car can carry five passengers or so; a bus carries 30 to 50 people; a camel cart may carry upto 10 passengers; hundreds can travel on an aeroplane. Explain that trains and ships can also carry hundreds of people. However, for the Work Page Exercise B the answers can simply be *many* or *few*.

Talk to students about how many wheels the different vehicles on page 41 have. (Answers given in the Teaching Guide, page 32) Then go through Work Page Exercise A. Ask students to complete this and Exercise B for homework.

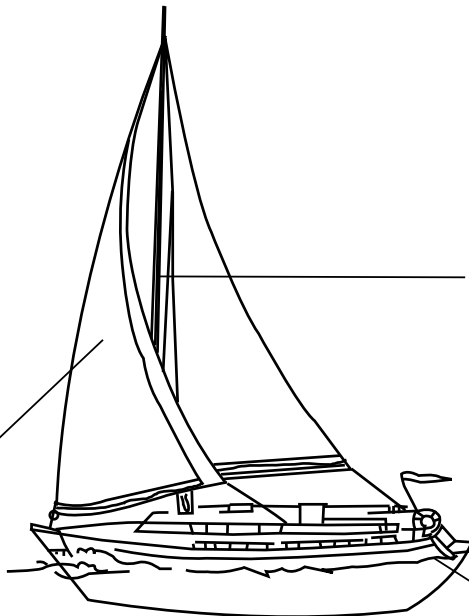
Worksheet: Vehicles and their parts



Car



Aeroplane



Boat

Lesson plan 52: Transport

Duration: 40 minutes

Objective: To learn about the rules of transport, and the different uses of various modes of transport

Outcome: Students will be able to

- understand how different means of transport are used
- know the importance of safety rules

Resources: A poem on traffic signals, Worksheet with different situations on travelling needs, coloured chalks (yellow, red and green); copies of Teaching Guide Worksheet 20 for homework

Introduction: 5 minutes

Ask students to share their homework with the class. Question them at random on points in the homework tasks, such as how many wheels a tricycle has or how many people can travel in an aeroplane.

Explanation and activity: 30 minutes

Inform students that today we will do two activities. We'll help people to select the right means of transport for their plans. And then, we'll talk about traffic safety rules.

Distribute the attached worksheet (How should we go) in the class. Explain the instructions and each situation completely. Talk about the options given in the box they have to choose from. Provide students time to complete the worksheet. Be available if someone needs assistance.

Let some of the students share the solutions they have provided. Stress the importance of using the correct form of transport for the right purpose. While talking about the bicycle, also emphasize on the importance of taking walks for covering short distances. Appreciate students for their work.

Draw a traffic signal on the board; colour it appropriately. Sing the traffic light song 'Red light, red light what do you say' with the students. Repeat the song to make sure everyone is involved in the singing along with the hand actions. Ask students what the poem is about. They would probably say 'signal'. Tell them it is called a traffic signal.

Talk about the importance of obeying the traffic signals on the junctions or crossings. Ask what happens when people do not follow the traffic lights and 'break the signals'—accidents take place, vehicles are badly damaged, and people are severely hurt (avoid talking about death as it would traumatize children). As suggested in the Teaching Guide, talk about the importance of following rules for the drivers and the pedestrians (people who go by foot/walk). **Stress the importance of not taking calls or talking on mobile phones while driving!** Children must be told that they should not run out on the road or play there; they must not cross a road without an adult and do so only at a zebra crossing or an overhead bridge. List the rules on the board for students to read as well.

Let the children draw and colour a traffic signal in their notebooks and to write **stop** and **go** against the red and green circles. Ask them to write one rule for children who walk to school. If time allows, let students talk about some other road safety rules such as not honking horns all the time and giving way to pedestrians at zebra crossings.

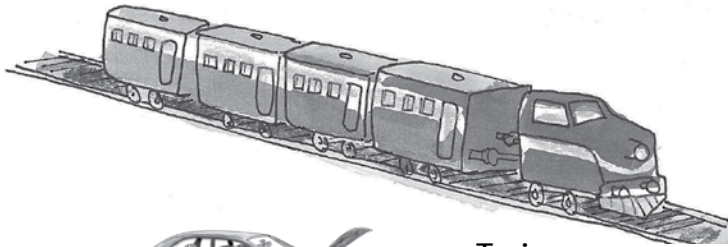
Conclusion: 5 minutes

Recap the lesson by stressing the main points discussed.

Homework: Worksheet 20 from the Teaching Guide Appendix.

Worksheet: How should we go?

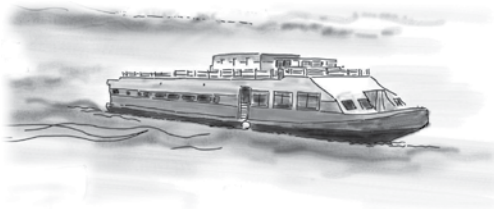
Use the pictures below to help these people choose the right vehicle to get to the place they need to.



Train



Car



Boat



Ambulance



Bus



Aeroplane

- a) I want to enjoy the sunny weather and swimming on the island. I should travel by _____.
- b) My aunt has broken her leg. We'll take her to the hospital in an _____.
- c) I am going to my cousin's wedding in another city. I should travel by _____.
- d) We are planning to go to Dubai and Saudi Arabia. We'll travel by _____.
- e) We're going to the beach/lake for a picnic. We'll go by _____.

Unit 9 Earth and Sky

Lesson plan 53: On the ground

Duration: 40 minutes

Objective: Introduction to basic geography—our Earth

Outcome: Students will be able to

- use a globe to know the shape of planet Earth
- observe how the Earth is made up of land and water
- identify the Earth's main physical features such as mountains, valleys, hills, deserts, and seas

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

Introduction: 10 minutes

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

Let the students come forward and hold the globe in turns and talk about it. Show the class where Pakistan is located and also show some other countries such as USA, UK, and China.

Explanation: 25 minutes

Draw the students' attention to the picture on the top right of page 43, and to the poster (if available): this is what the Earth looks like when seen from high up in space, like a green, brown, and blue ball. The green and brown parts show the land and the blue parts show the water. Demonstrate this using the globe too; point out how much more of water there is on the Earth as compared to the land area. Tell the students briefly that the darker part of the Earth on the left (in the picture) has night at the moment and the rest of the Earth which looks bright has daytime.

Introduce the physical features of the Earth. Read the text and point out the features on the map below. Depending on your location, talk about the type of physical features found there. For example, for students in Khyber Pakhtunkhwa and Gilgit-Baltistan, and parts of Balochistan, you can talk about mountains. In the Punjab and in Sindh, you can talk about valleys and plains, and in Karachi, you can talk about the sea. Again show the mountainous areas on the globe. The light and dark colouring depicts the height of the mountains. Explain the main land features such as mountains, hills, rivers, and plains. (*The explanation in the Teaching Guide is adequate for this part; read the third paragraph to explain this section of the lesson.*)

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

Focus the students' attention on the labelled diagram on page 43; ask them to read the labelling on the diagram. Point to the river emerging from the mountains and flowing down into the sea. Talk about lakes, which are large bodies of water surrounded by land, and about the other physical features of the Earth mentioned in the text and the diagram.

Conclusion: 5 minutes

To assess students' understanding do the first two questions on page 43. Students to do the first activity of 'Things to do' for homework.

Lesson plan 54: On the ground

Duration: 40 minutes

Objective: Learning more about the Earth and its features

Outcome: Students will be able to

- match the Earth's physical features with their names

Resources: Textbook, pictures of various physical features (use examples from Pakistan which has all the features found across the Earth); copies of Worksheet (page 52, Teaching Guide) for homework

Introduction: 10 minutes

Invite some students to come forward and share their homework with the class. Encourage students to talk about their drawing and tell others where the water and land are, and if they have shown any other geographical features.

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

Explanation: 20 minutes

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

Move to Work Page Exercise A. Read out the instructions and ask the children to draw a line from the word to the feature. Supervise their work. They can colour the diagram after they have finished the labelling.

Move to Exercise B. Talk about each statement to reinforce understanding and let the students write the correct answers in the book.

Conclusion: 10 minutes

Talk about the last question on page 43. Using the explanation on page 33 of the Teaching Guide, tell them briefly why sea water is salty.

Wind up by stressing the importance of looking after the Earth which is home to all living things, and ask/suggest how we can do this. The following activity can be done.

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

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

- Throw litter on the roads
- Plant trees to make the air clean
- Throw out plastic bags after use
- Leave the house garbage outside on the road
- Throw wrappers, cans, plastic bottles from car windows
- Waste water
- Keep the area around our house clean

- Keep only our homes clean and tidy
- Damage plants while we are playing in the park/gardens
- Pluck flowers just for fun
- Switch off extra lights which we are not using
- Use things again for different purposes such as paper (example of their using newspaper for an activity)
- Use water carefully

Lesson plan 55: In the sky

Duration: 40 minutes

Objective: To introduce the sky as part of the Earth's atmosphere

Outcome: Students will be able to

- identify the difference in the day and night sky (bright and dark)
- identify the things they see in the sky during the day and at night
- use vocabulary such as cloudy, sunny, windy, daytime, rain in their discussion

Resources: Textbook, class discussion, the view outside the class; a glass jam-jar filled with water to the top, a large sheet of white chart paper or 4 sheets of white paper; chalks/crayons/markers in rainbow colours to draw a rainbow and colour it

Introduction: 10 minutes

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

Explanation: 20 minutes

Tell the student that there are things to be seen at night too, when the sky is dark—what can we see then? Read the first paragraph of the lesson, page 45.

Talk about the night sky: it is dark because there's no light from the Sun. In the night sky we can see the stars (which we can't see during the day because they are very far away and their light is weak), and we can see the Moon. Ask one of the students to come and draw a new moon on the board; another can draw a full moon. Let the children talk about the Moon and stars.

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

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

Discuss the question on page 45. Note the points.

Conclusion: 10 minutes

Follow the Teaching Guide instructions on page 36 for making a rainbow. Set the jar on the window sill in bright sunlight; place the chart paper or taped sheets of paper on the floor below the window so that the light is reflected through the jar onto it and a rainbow is formed.

Draw the outline of a rainbow on a sheet of white chart paper and let the children come forward and colour it one by one. Put up the completed rainbow on the class board.

Recap by asking students what they learned today.

Homework: To do the first activity of 'Things to do' and write the names of the things seen in the sky during daytime.

Lesson plan 56: In the sky

Duration: 40 minutes

Objective: To introduce the concept and factors of day and night

Outcome: Students will be able to

- observe an experiment explaining the cycle of day and night
- talk about activities people engage in during day and night times

Resources: Textbook, torch, globe, copies of Worksheet 22 from the Teaching Guide

Introduction: 5 minutes

Students share their homework with the class; show their drawings to their colleagues and talk about their observations.

Explanation: 30 minutes

Inform students that they will see an interesting experiment today: they will see how day and night happen. Do the experiment described in the Teaching Guide, (minus the Moon). Place the globe on the teacher's table. Switch off the classroom lights and then shine the torch on the globe so that the light falls on Pakistan. Point this out to the students. Holding the torch steady, slowly rotate the globe anti-clockwise, and as you do so, explain how an area gets bright as it moves into the light, and gets dark as it moves away from it. In the same way, the Earth moves/rotates on its axis, and when it is in the Sun's light, it is day; when it turns away from the Sun, it is night. Involve students by letting one hold the torch and other slowly turning the globe anti-clockwise. The experiment can be repeated several times with different students to give them hands-on experience of the activity and to reinforce their understanding.

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

Ask the children if any one of them has relatives in the USA. Explain and show on the globe that the USA is on the opposite side of Pakistan; when it's day in Pakistan, it is night in the USA. Ask what their cousins there may be doing when it's bedtime for children in Pakistan.

Class work: do Work Page Exercises A and B in the book.

Conclusion: 5 minutes

Recap the main points of the lessons on the topic *In the sky*. Attend to the children's questions; ask them if they enjoyed the lesson. Explain the tasks on Worksheet 22 to be done for homework.

APPENDIX: WORKSHEETS

Unit 1: About Myself

Lesson 1: Akbar and Mumtaz

- 1 My school's name is _____.
- 2 I am in Class _____.
- 3 My favourite subject is _____.
- 4 I like to play _____.

Lesson 2: My family

- 1 _____ is the eldest in my family.
- 2 The youngest in my family is _____.
- 3 I have _____ grandparents.
- 4 My grandparents' names are _____
and _____.

Lesson 3: My body

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

2 Write three things you can do with your hands.

3 What do you use your nose for?

Unit 2: Clean and Healthy

Lesson 4: Keeping clean

1 What happens if you do not keep yourself clean?

2 What do you do to keep your ears clean?

3 What do you clean your hair with?

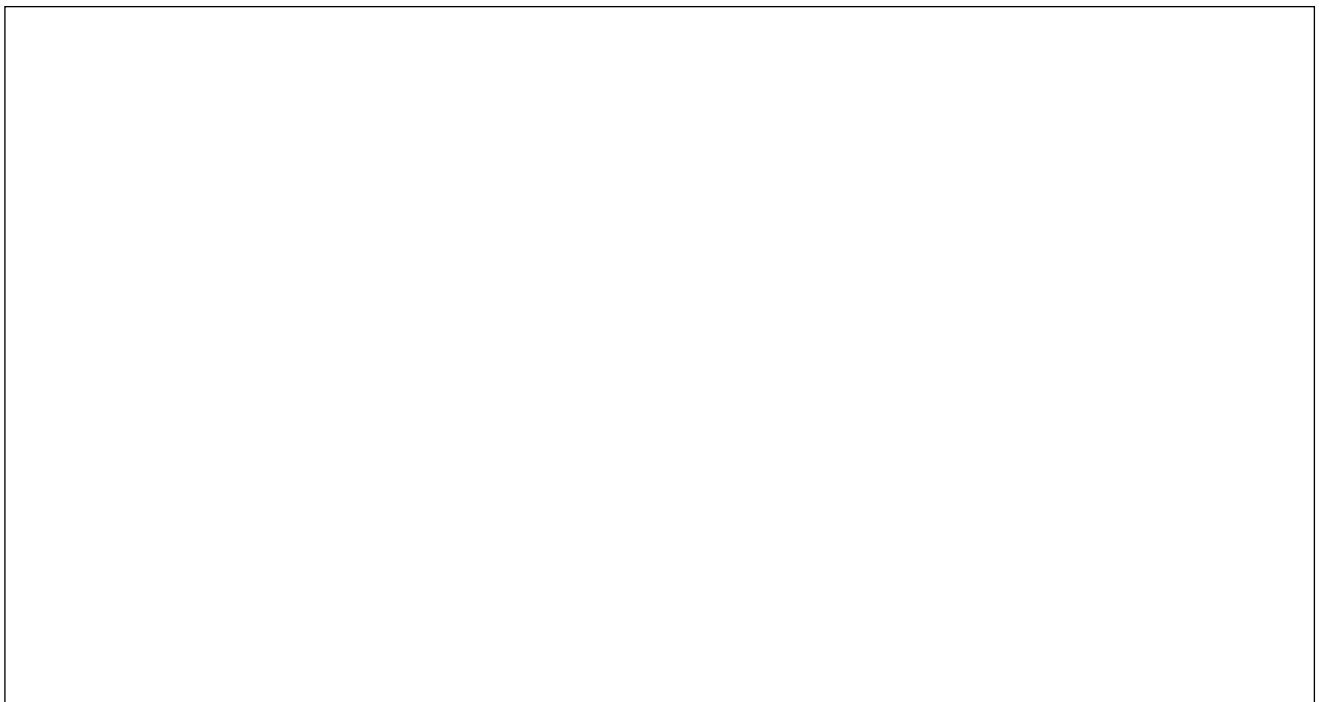
Lesson 5: Food

1 Name two foods that are made from milk.

2 Name two foods that are made from wheat.

3 Name one food that is made from fruit.

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



Lesson 6: Clothes

- 1 Light clothes are made of _____.
- 2 Wool is used for making _____ clothes.
- 3 My favourite clothes are _____.
- 4 Clothes are made by _____.

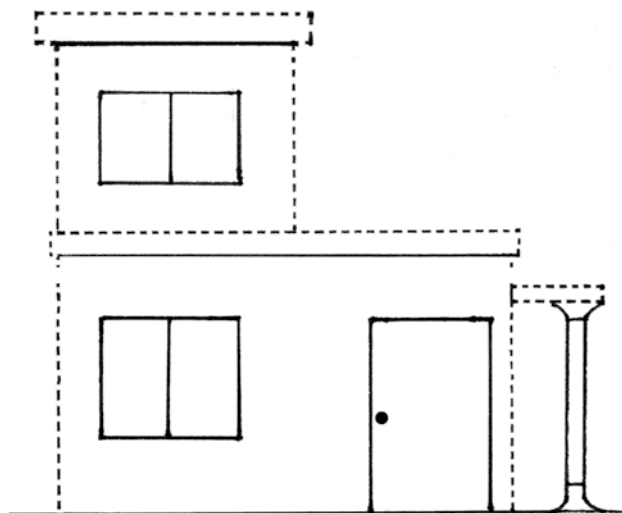
Unit 3: Where We Live

Lesson 7: Houses

- 1 What, do you think, is Mumtaz's doll's house made of?

- 2 What is your house made of?

- 3 Join the dots and colour the picture.



Lesson 8: Things

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

2 Which of the things in the pictures on page 15 do you have at home?

3 Name five things in your kitchen that are made of metal.

Unit 4: Lesson and Games

Lesson 9: School

Fill in the blanks.

1 My best subject is _____. I like it because

2 My favourite games are _____ and _____.

3 My friends in school are _____, _____,

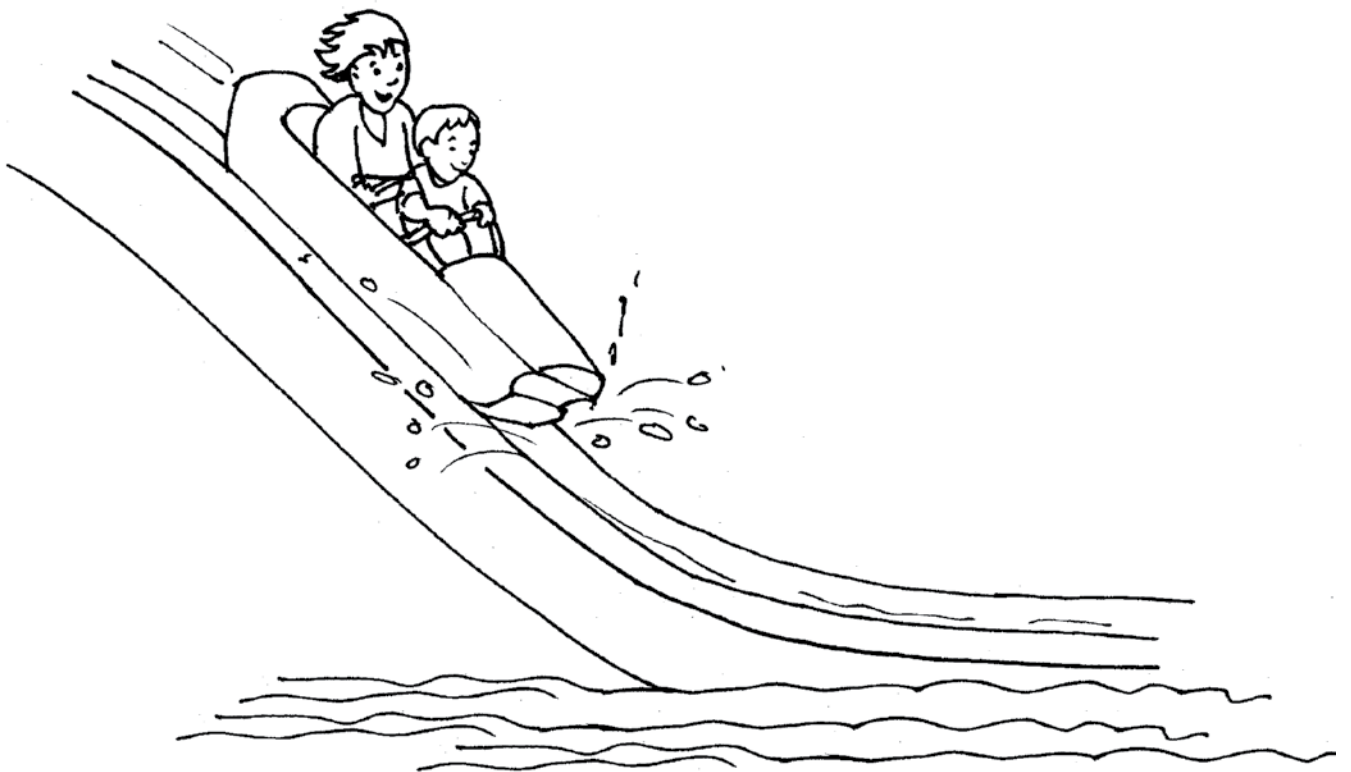
and _____. (More names can be added below.)

Lesson 10: Fun and games

1 Have you ever been to an amusement park? What did you see and do there?

2 What do you do to have fun at home?

3 Colour the picture below.

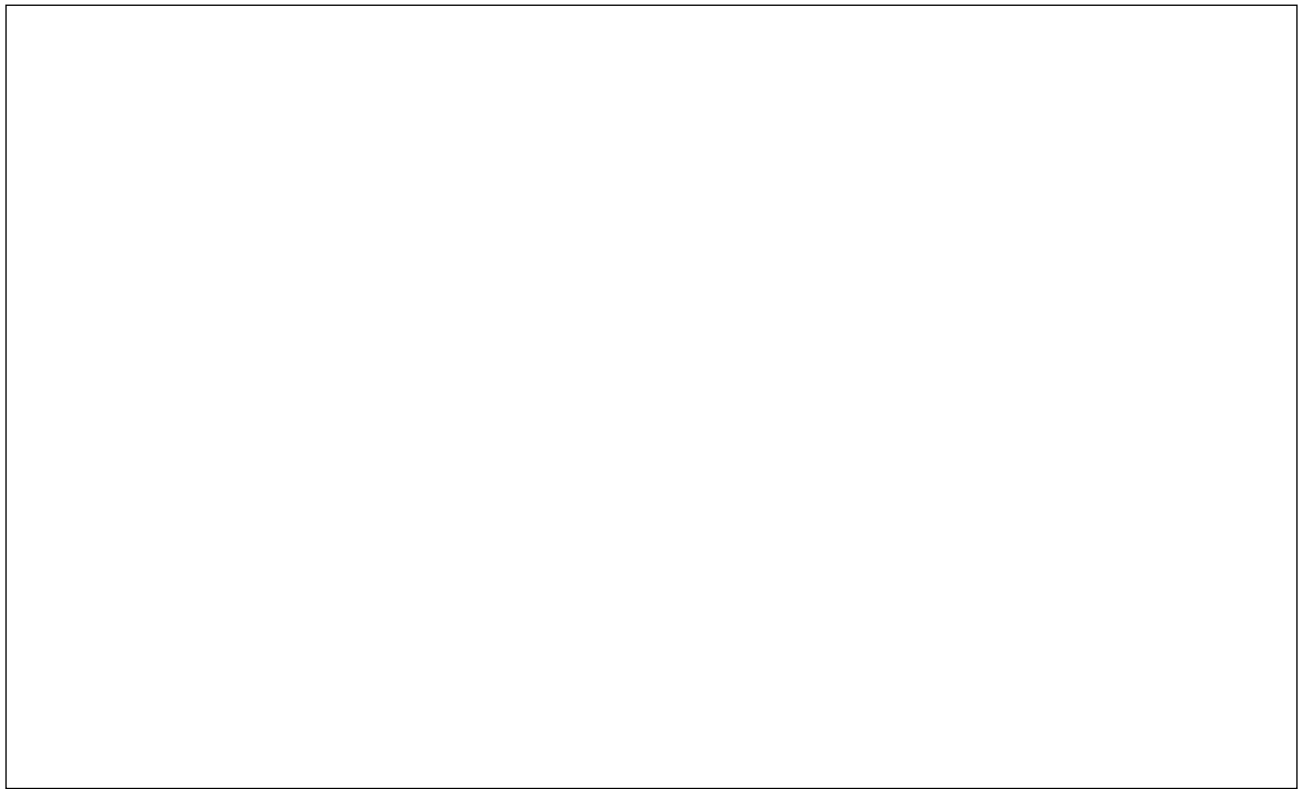


Unit 5: Work

Lesson 11: Work

1 At home, what work do you enjoy doing the most?

2 Draw and colour a picture of some work that you do in your house.



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

Lesson 12: Jobs

1 What is the job of a postman?

2 What does a firefighter do?

3 Who is this? Colour the picture.



This is a n _____.

Unit 6: Being Good

Lesson 13: Being good

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

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

3 What do you say when you do something wrong?

4 When you want something you say

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

ORSRY _____

SPALEE _____

AHNTK OYU _____

EXCSUE ME _____

Lesson 14: Prayer

- 1 Find out and write the name of a church or a temple in your town.

- 2 The holy book of the Christians is known as the
_____.
- 3 The holy book of the Muslims is known as the
_____.
- 4 Religions teach us to do _____ things.
- 5 We should _____ all religions.

Unit 7: Plants and Animals

Lesson 15: In the garden

- 1 Go to a nearby garden and write down the names of three insects that you see.

- 2 Why are gardens useful?

- 3 Complete these sentences.

i) Many _____ flowers can be found in a _____.

ii) A garden is home to many _____ and _____.

iii) Gardens are _____ places.

iv) Plants and flowers attract _____ and _____.

Lesson 16: Animals

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

2 What foods would you give to each of the pet animals on page 32?

3 Name some animals you would find in a zoo.

Lesson 17: Animal homes

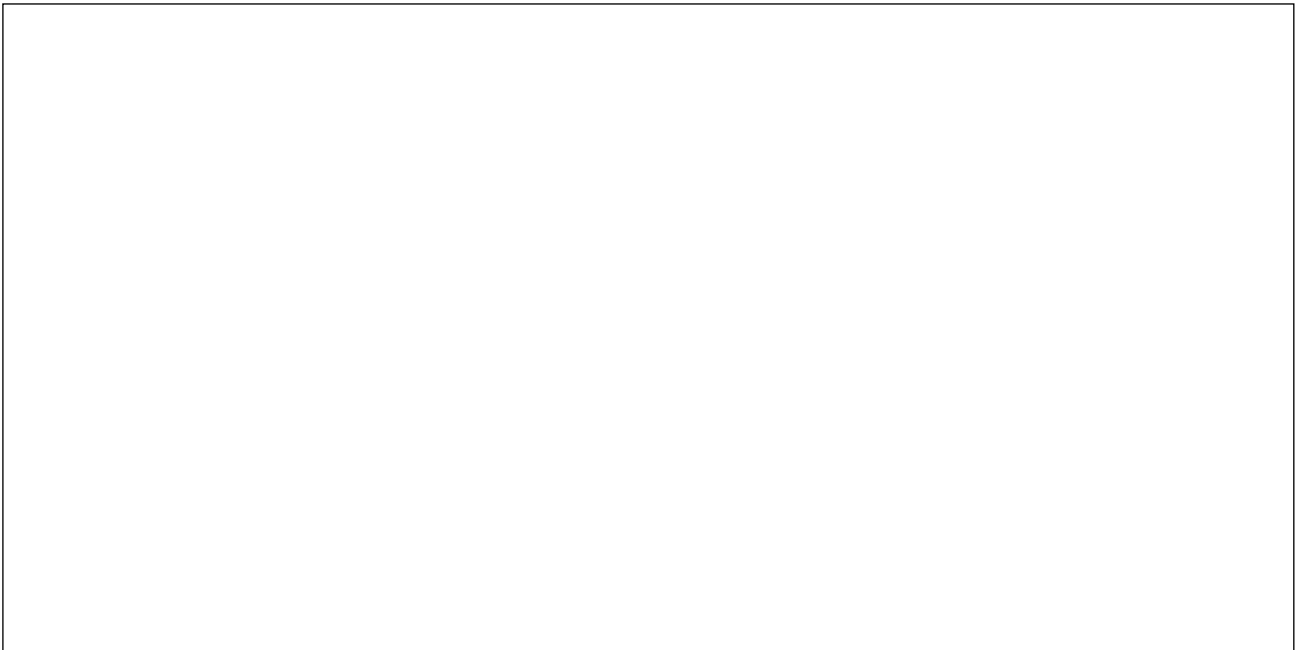
1 Where do ants live?

2 What does a beehive contain?

3 Where do you keep pet fish?

4 Why should we not disturb birds' nests?

5 Draw and colour a nest.

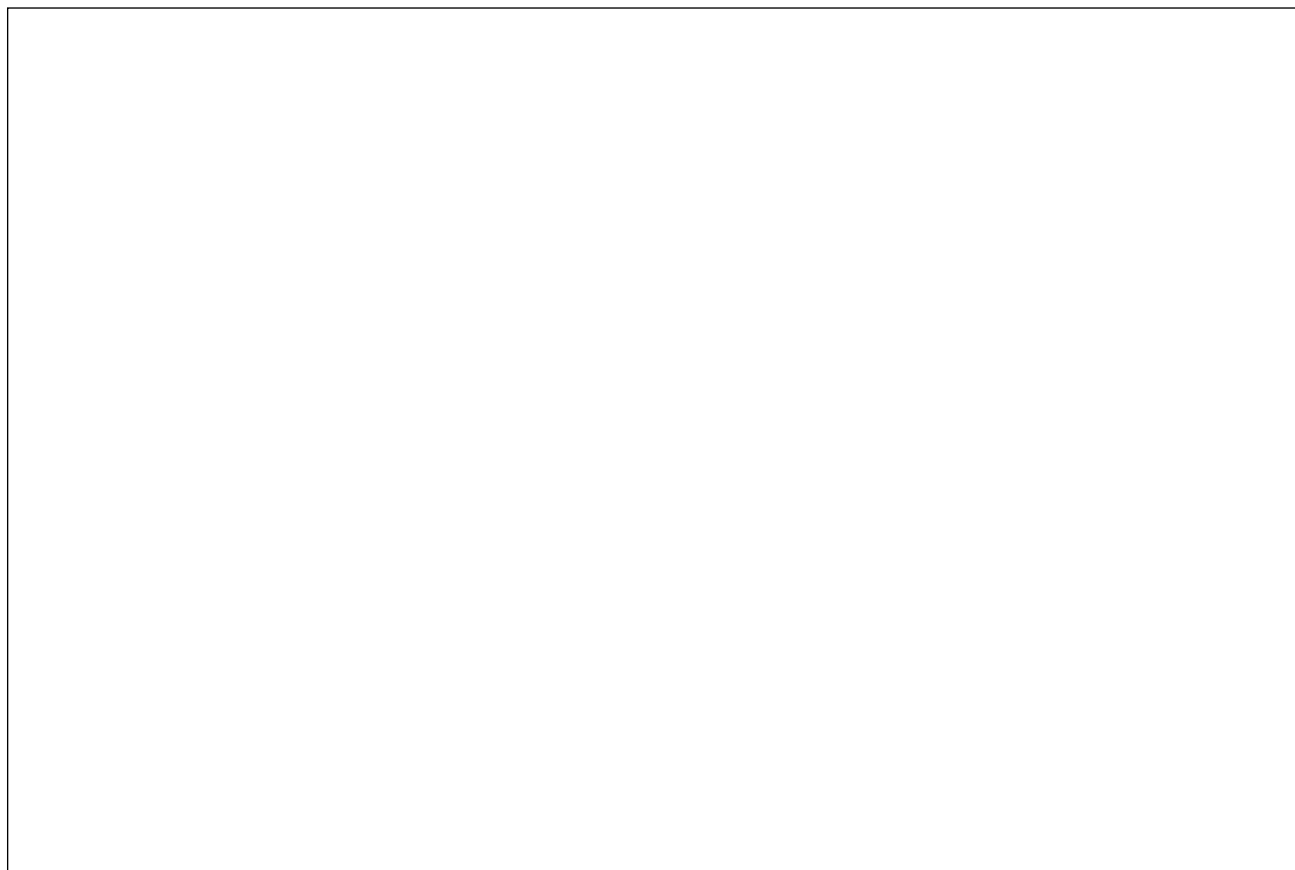


Unit 8: City and Village Life

Lesson 18: City and village

- 1 Look at the photographs on page 36 and write three differences between a city and a village.

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

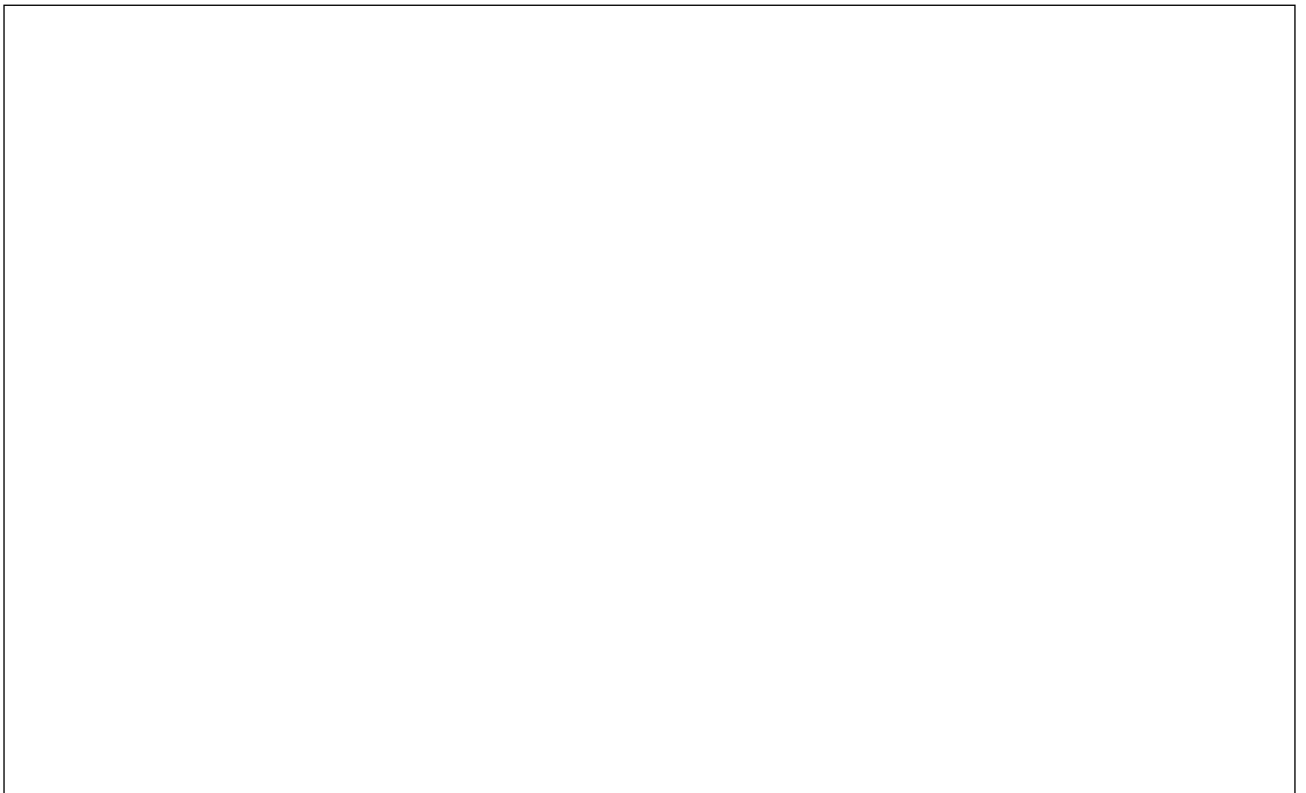


Lesson 19: Important places

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

2 Why is the police station an important place?

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



Lesson 20: Transport

1 Name two other means of transport which are not shown in the picture on page 41?

2 Complete these sentences.

i) An _____ flies people from one place to another.

ii) A _____ has two wheels but no engine.

iii) A _____ has four wheels and is pulled by
a _____.

iv) _____ are used to carry heavy loads on the road.

v) A _____ has three wheels; it carries people.

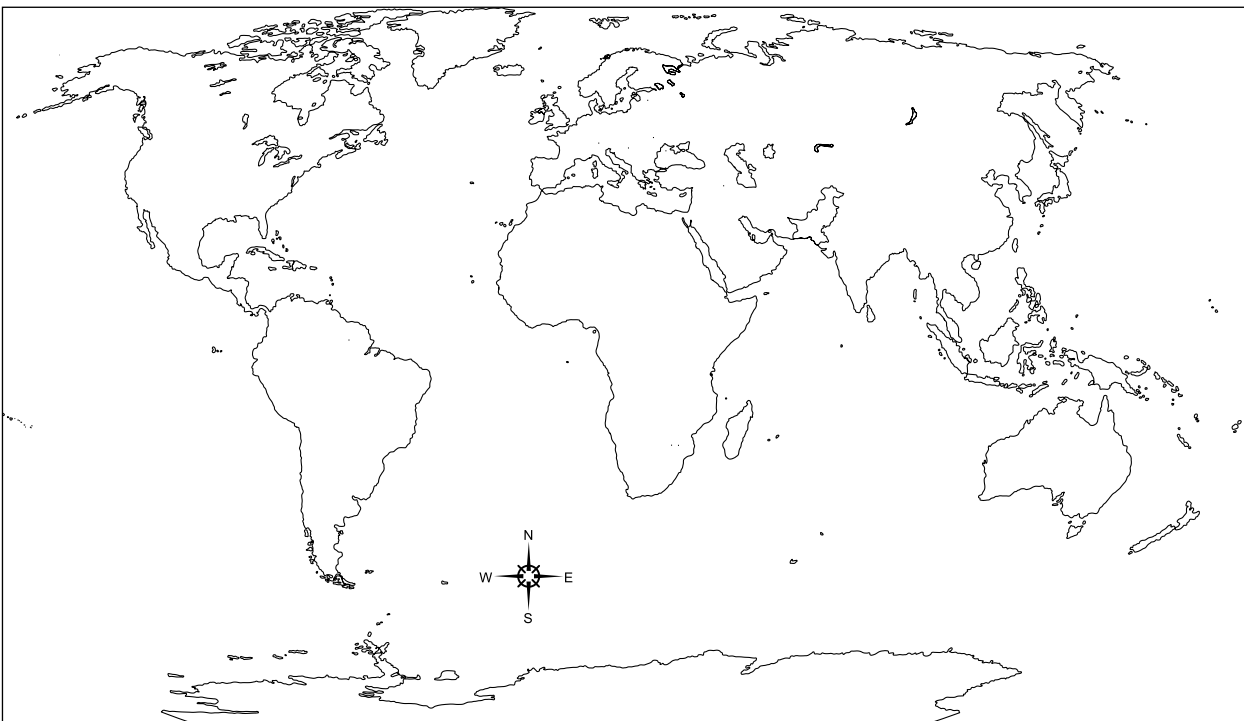
Unit 9: Earth and Sky

Lesson 21: On the ground

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

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

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



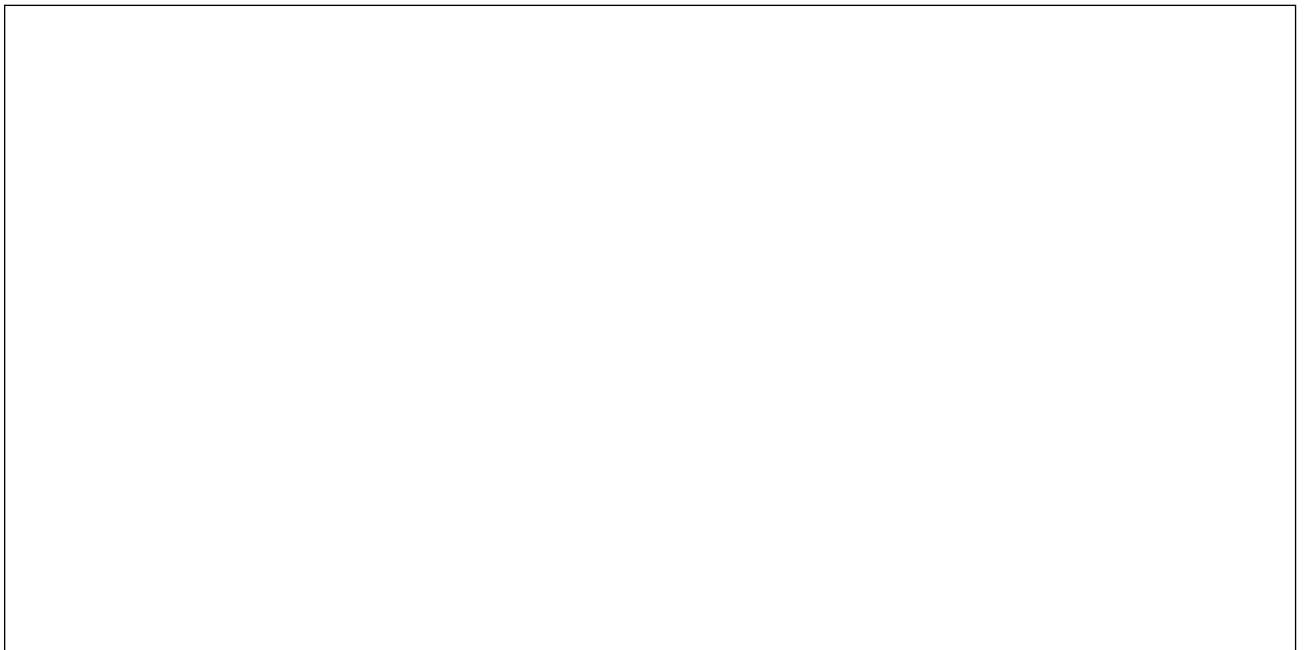
Lesson 22: In the sky

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

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

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





Fun Time!

Draw your favourite picture and colour it.



