

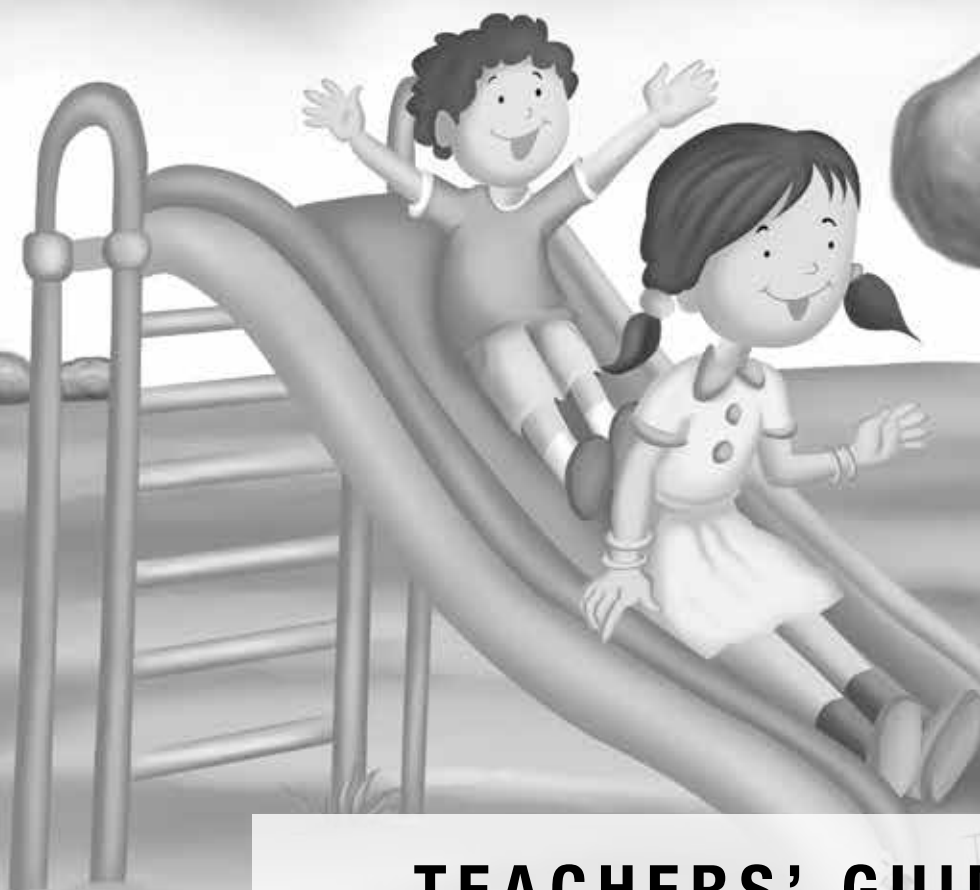
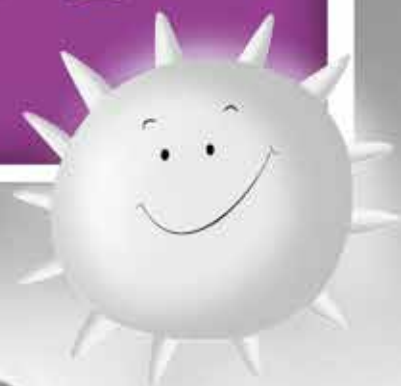


SOCIAL STUDIES

for juniors

Book 1

Pakistan Edition

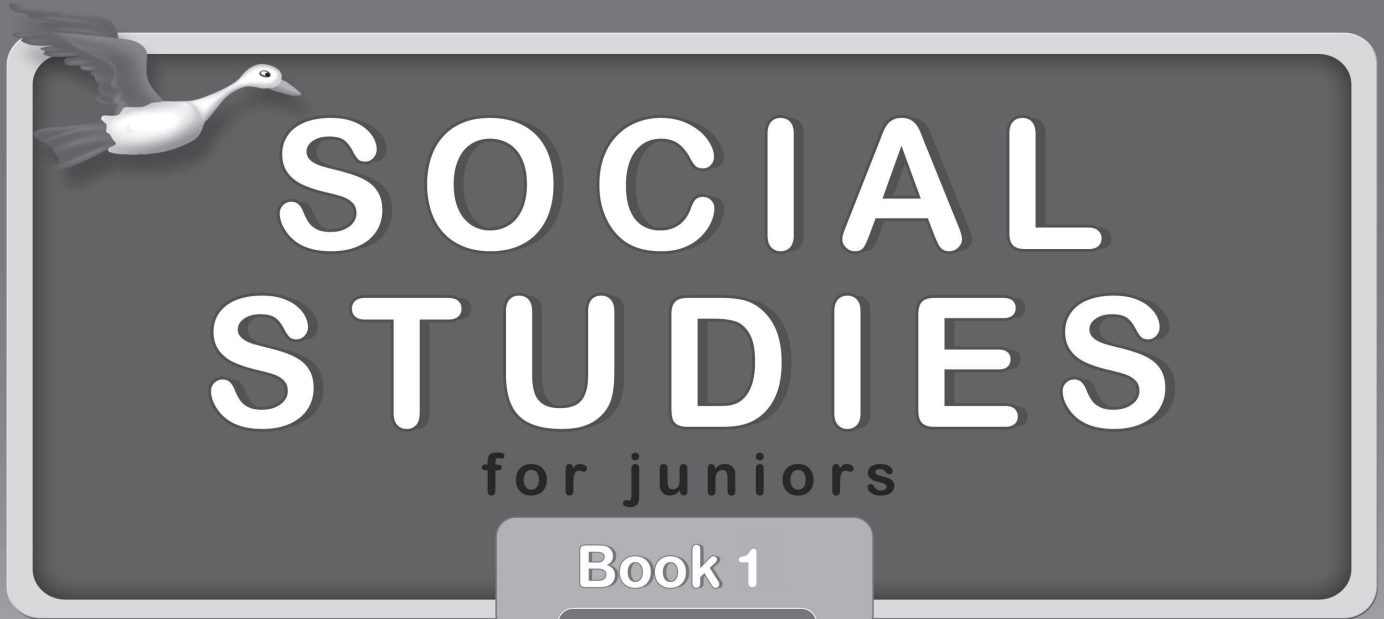


TEACHERS' GUIDE

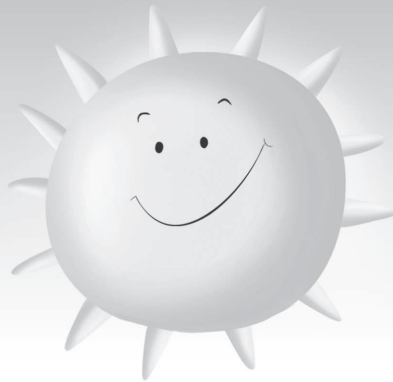
A complete resource book with lesson plans,
worksheets and answer keys

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TEACHERS' GUIDE



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Developed by:
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Contents

Introductionv

Lesson plans

Unit 1 All about me

Lesson 1	About myself	8
Lesson 2	Body parts	10
Lesson 3	Clean and healthy.....	12

Unit 2 Family and friends

Lesson 4	My family	14
Lesson 5	Fun with family	16

Unit 3 Food

Lesson 6	Our food	18
----------	----------------	----

Unit 4 Water

Lesson 7	Need for water.....	20
----------	---------------------	----

Unit 5 Clothes

Lesson 8	Clothes we wear.....	22
----------	----------------------	----

Unit 6

Shelter

Lesson 9	My house	24
Lesson 10	Safe at home	26
Lesson 11	My neighbourhood	28
Lesson 12	School is fun	30
Lesson 13	Places of worship.....	32

Unit 7

Travel and communication

Lesson 14	Travel far and near.....	34
-----------	--------------------------	----

Unit 8

Plants and Animals

Lesson 15	Plants around us	36
Lesson 16	Animals around us.....	38

Unit 9

World around Us

Lesson 17	Air we breathe	40
Lesson 18	Earth, sun and moon.....	42

Worksheets

Introduction

Social Studies is the study of various integrated disciplines such as geography, religion, sociology, history, science and civics. The primary purpose of teaching Social Studies is to help young people develop the ability to make informed and reasoned decisions for becoming good citizens. The Teacher's Manual has been developed to equip teachers with relevant knowledge and strategies to make learning and teaching enjoyable.

Purpose of the Teachers' Guide

This Guide has been developed to:

- assist teachers in conducting a lesson,
- provide teachers with additional information and facts on the topics,
- give ideas for making teaching and learning enjoyable, interesting and useful.

How to use the Guide

- Each chapter has been divided into different sections: teaching points, key terms, skills and values to be learnt, interesting facts, warm up, discussion, textbook tasks and assessment. These are just general suggestions that can help in conducting the lessons successfully.
- Suggested activities given in the Guide will help teachers conduct the lesson in a creative and interactive way which will develop students' observation, imagination and critical thinking skills.
- It is not necessary to use each and every suggested activity in the Guide. The teacher should select and choose judging the class environment and the level of the students. Teachers are free to improvise.

Lesson Plans



Teaching of this chapter aims at covering some key aspects related to the students, and a brief introduction about themselves. Before setting out to teach, study these aspects thoroughly and prepare your notes and activities around them.

Teaching points

This lesson will work as an icebreaker session where the teacher and students will introduce themselves to each other. It will also create awareness in students about themselves. Through various activities, encourage students to collect information regarding their physical appearances and their likes and dislikes.

You may conduct the lesson using the following strategies and techniques, carefully adapting to the needs of the students.

Key terms

Ensure that pupils understand the following terms: name, years, school, favourite, colour, fruit, vegetables, animal story, birthday, height and weight. Explain the meaning of these terms as they come up in the lesson and ask students to use it in their conversations.

Warm up

Step 1: Ask all the students to sit in a circle, as the music starts the ball will be passed around. When the music stops the student holding the ball will have to introduce him/herself to the class in three lines. The teacher can start with her/himself as a model for the rest of the class.

Teacher: *My name is Sarah, I am older than all of you and I love teaching and eating. I also love watching movies and making new friends.*

Step 2: Each student should get a chance to introduce him/herself. Encourage the students to be creative and humorous.

Textbook tasks

The teacher should help students in filling the blanks on page 6.

As a homework assignment ask the students to draw or paste their picture in the box on page 6.

Class activity

Step 1: Ask students to briefly introduce themselves: their favourite colour, fruit, vegetable, animal and story books, as shown on page 7.

Step 2: Ask them to talk about the pictures. Emphasize on the point that these physical features are just for appearance but what really matters is the inside of a person.

Follow up

Link this task with the discussion point of what is the name of their friend, their birthdays, their favourite game and colour. Developing on it, ask what sort of games and sports they generally play. Pupils' response might include video games, computer games, cricket, ludo, carom board, etc. So from here elicit the difference between games such as, ludo, cricket or football.

Use question cues to encourage pupils to respond and participate. Initially, this might be a little difficult for the pupils to think independently for academic purposes. However, keep practicing this way so they can develop this as a habit.

Once you have pupils' responses, provide them correct input and help them in filling the blanks on page 8 and page 9.

Textbook tasks

You may use the task of 'Busy bee' given in the textbook on page 8 as an extension of this activity.

Activity 1: Poster

Step 1: Ask the students to collect pictures of different things they like from newspapers/ magazines/ etc.

Step 2: Give them a piece of paper each. Tell them to paste their picture in the middle of the paper, and then write their names in bold on the top/or wherever.

Step 3: Then make them stick all the pictures they have collected around their picture, naming each picture.

Step 4: Once they have completed their artwork, put it on the class board or around the class using fish wire. It is very important to exhibit the students' work in the class or around the school, as it not only acts as a motivation but also encourages them to think and be creative.

Answers

Task A, B and C: To be completed by the students themselves.

Teaching of this chapter aims at covering some key aspects related to their body parts. Before setting out to teach, study these aspects thoroughly and prepare your notes and activities around them.

Teaching points

The teacher will focus on the physical attributes of the students as they are easily recognisable and distinguishable. Discuss the importance of keeping yourself clean and the function of each part. Emphasise on being grateful for your body and how it helps us to function on a daily basis.

You may conduct the lesson using the following strategies and techniques carefully adapting to the needs of the students.

Key terms

Ensure that pupils understand the following terms: clean, daily, beautiful, and wash. Explain the meaning of these terms as they come up in the lesson and ask students to use it in their conversations.

Warm up

Step 1: Start the class by involving the students.

Teacher: *Raise your hands if you have two arms. Raise your hands if you have two legs, raise your hands if you have a nose, two eyes, two ears, hair on your head, a neck, a tongue, chubby cheeks, nails, etc..*

Make the students raise their hands each time, so they all know that they have all these body parts.

Teacher: *If we have all the same body parts, then how are we different? Have you ever thought about it? Do we all look the same?*

Step 2: Ask two students to come in front of the class and then compare these two students that we all are the same in many ways but also different at the same time. For example; *She is a girl and he is a boy (pointing to the two students). We all have eyes, but the colours of the eyes are different, some students are tall and some are short. Some have long hair and some have short. Elicit from the students that we are all similar and different at the same time highlighting the importance of tolerating and accepting differences.*

Activity 1: Discussion

Step 1: The teacher may ask the students to raise both their hands.

Step 2: Ask the students what all do they use their hands for. Some may say to write, to hold, to hit, to eat, to wash, to carry, to touch/feel, etc. Encourage them to give answers even if they are wrong. You can also give them a few facts about the hands. Ask them how many bones do our hands have? Ask them to try counting them. Then tell that each hand has twenty-seven bones.

Step 3: While the students respond write the answers on the board. At the end of the discussion make the students see the board and all the different things they do with their hands. Likewise, the same activity can be done for legs/eyes. In the case of eyes, ask the students what they all see with their eyes.

Textbook tasks

You may use the task of 'Busy bee' given in the textbook on page 12 as an extension of this activity.

'Things to do' helps students to draw all the body parts and their functions. This activity can be done in groups with the teacher's assistance. They will need some colored sheets and thermopore sheets to draw various body parts. They will cut out the body parts and place them on the body and label them accordingly. It is very important to exhibit the students' work in the class or around the school, as it not only acts as a motivation but also encourages them to think and be creative.

'Know more' helps students to know and understand further about their five senses and what the function of each organ is.

Answers

Task A and B (page 12 and 13): To be done by the students themselves.

Task C (page 13)

- 1) hands and legs
- 2) eyes
- 3) eyes and hands
- 4) tongue

Teaching of this chapter aims at covering some key aspects related to keeping clean and healthy. Before setting out to teach, study these aspects thoroughly and prepare your notes and activities around them.

Teaching points

The teacher needs to focus on the importance of keeping oneself clean and healthy, and the ways to do so. Discuss to develop the understanding and importance of cleanliness to maintain good health.

You may conduct the lesson using the following strategies and techniques carefully adapting to the needs of the students.

Key terms

Ensure that pupils understand the following terms: sanitizer, regularly, clipper, clean, sneeze, towel, comb, toothpaste, and handkerchief. Explain the meaning of these terms as they come up in the lesson and ask students to use it in their conversations.

Warm up

Step 1: Begin the lesson with the poem written on page 14 with the students. Ask them to sit in a circle and sing the poem together.

Step 2: Elicit initial responses from the students by asking them a few ways of keeping themselves clean. This will create a sense and awareness of a clean body.

Step 3: Ask two students to come in front of the class/ in the middle of the circle and ask about their daily morning routine.

Discussion

Step 1: The teacher should talk about different things we use daily to keep our body clean daily. For example, we use soap to wash our hands and face, shampoo to clean our hair, nail clipper to cut nails, use comb to tidy up our hair, toothpaste to brush our teeth, towel to use after the bath, etc. She should praise the students for their responses and encourage them to actively participate in class.

Step 2: The teacher can then ask the students to open their books to page 16 and help them match the words to the pictures. Assist the students wherever they need help.

Step 3: The teacher can then talk about the importance of keeping healthy. Once they come up with their suggestion tell them about the importance of feeling good and healthy and how germs and illness spread. Explain to them that germs are tiny invisible things that make people sick. Similarly, explain that brushing our teeth also helps get rid of the germs that would otherwise make our teeth decay and cause pain.

Textbook tasks

‘Things to do’ helps students to complete the blanks on page 17. Ask all the students to bring empty boxes of soap, tooth paste, shampoo and do the activity as mentioned on page 17. One way of conducting the activity is to make an image of a boy/girl in the middle of the page/chart paper and put all these wrappers around him/her. This can be then put on the class soft board so the students see it everyday and remember the terms.

The tasks A and B under the ‘Things you know’ section can also be done in the class with the help of the teacher. The teacher can time this activity.

Answers

Task A (page 17):

- 1) teeth
- 2) shower
- 3) wash, eat
- 4) handkerchief
- 5) nails

Task B (page 17):

- 1) Hands – wash them before eating
- 2) Bath – use water and soap
- 3) Teeth – brush twice a day
- 4) Nails – cut them regularly

Teaching of this chapter aims at covering some key aspects related to their families. Before setting out to teach, study these aspects thoroughly and prepare your notes and activities around them.

Teaching points

This lesson provides the teacher to create among students an awareness of self, their family members and people who are important in their lives. Discuss to develop the significance of family members and the family as an important social unit. Interpret a simple family tree and to understand that everyone has a role in their family and the importance of relationships. Explain family relationships, using the terms mother, father, brother, sister, grandfather, son, grandmother and daughter.

You may conduct the lesson using the following strategies and techniques carefully adapting to the needs of the students.

Key terms

Ensure that pupils understand the following terms: family, relations, grandparents, and family tree. Explain the meaning of these terms as they come up in the lesson and ask students to use it in their conversations.

Warm up

Step 1: Begin the lesson by eliciting questions.

Teacher: *What is your father's name? Mother's name? How many siblings do you have? Do your grandparents live with you?*

Wait till the students respond to each question. Talk about the basic family structure. A family consists of a mother, a father, and their children. This aspect is culturally very important for a Pakistani family, where children live with their extended family members like their grandparents. Be very careful in discussing family with the students, as there might be some students who do not have a certain member in the family. It is important to realize the sensitivity of the topic and be very careful while discussing it.

Activity 1

Step 1: Give a piece of paper each to the students and ask them to draw a big tree in the center of the page. They will then make different branches for each family member and add it to the tree. They can either draw their family members or paste pictures of them.

Step 2: Encourage them to use different colours and be creative.

Step 3: Once completed each student can show their tree to the rest of the class and talk about their family if they want to.

Follow up

Link this task with the activity on page 20. Use question cues to encourage pupils to respond and participate.

Textbook tasks

You may use the task of 'Busy bee' given in the textbook on page 19 as an extension of this activity.

Answers

Task A (page 20)

- 1) Nadeem's father – picture 3
- 2) Mrs Rabia Khan's son – picture 1
- 3) Hina's brother – picture 1
- 4) Nadeem's sister – picture 4
- 5) Hina's mother – picture 2

Teaching of this chapter aims at covering some key aspects related to fun times with family. Before setting out to teach, study these aspects thoroughly and prepare your notes and activities around them.

Teaching points

This lesson provides the teacher to teach the concept of family interactions with their close relations and different festivals in which they have fun when celebrating those occasions. Explain the importance of birthdays, describe what our families do for us and how we celebrate them and ask how old they are? Discuss how they celebrate different festivals with their family.

You may conduct the lesson using the following strategies and techniques carefully adapting to the needs of the students.

Key terms

Ensure that pupils understand the following terms: special, festival, celebrate, and decorating. Explain the meaning of these terms as they come up in the lesson and ask students to use it in their conversations.

Warm up

Step 1: Ask the students the different types of functions they celebrate at home with their family members. Let them answer while the teacher writes them on the board.

Step 2: The teacher can then ask them which of these occasions do they enjoy the most. Elicit reasons from the students as well.

Step 3: The teacher can then talk about the national festivals of Pakistan as given on page 24 in the 'Know more' section.

Activity 1: Role play

Step 1: The teacher can divide the class into groups. Each group can be given an occasion to present to the class. Occasions can include; Eid, birthdays, weddings, family get-together, Christmas, etc.

Step 2: Give the students ten minutes to prepare a script. Help the students in dividing the roles amongst themselves. For example if a group is celebrating eid, then they can act as parents, siblings, uncle, grandparents, etc. They can show a scene where a child is trying to get more 'eidi' out of the family. Allow them to be creative and humorous.

Step 3: Once they are prepared, now ask each group to come in front of the class and present their skits. Encourage and praise the students for their efforts.

Textbook tasks

You may use the task of 'Busy bee' given in the textbook on page 24 as an extension of this activity.

'Things you know' helps students to match the days with the occasion. The teacher should help the students to answer tasks A and B on page 25.

'Things to do' helps students to draw greeting cards for their friends. This can be done as a class activity for any upcoming occasion. The students can be asked to make cards for their family or friends.

Answers

Task A (page 25)

National Day – flags, slogans, celebrations

Christmas – Christmas tree, star

Birthday – cake, candles, presents

Eid – sweets, eidi

Task B (page 25)

1. (students will answer differently)
2. Eid, Christmas, Holi, etc.
3. (could be any two)
4. (students will answer differently)

Teaching of this chapter aims at covering some key aspects related to our diet. Before setting out to teach, study these aspects thoroughly and prepare your notes and activities around them.

Teaching points

The teacher should teach this lesson to foster healthy eating habits among the students. Students should understand that by eating healthy food they will stay healthy. Discuss by making students think the different sources of food? A useful starting question may be: How do animals and plants help us to stay healthy?

You may conduct the lesson using the following strategies and techniques carefully adapting to the needs of the students.

Key terms

Ensure that pupils understand the following terms: necessary, pulses, vegetables, fruits, meat, animals, and pastry. Explain the meaning of these terms as they come up in the lesson and ask students to use them in their conversations.

Warm up

Step 1: Begin the lesson by showing them pictures of different foods such as fruits, vegetables, pizza, burger, chips and bread.

Step 2: Elicit from the students the difference between healthy food and junk food.

Step 3: Ask students what they like to eat and their favourite food. Ask each child to express his/her likes and dislikes. Let the children answer.

Discussion

Step 1: Explain to them about healthy food and its importance; tell them that fruits and vegetables must always be washed before they are used. Talk about junk food and tell the students why it is unhealthy.

Step 2: The teacher should briefly discuss what the children like to eat for breakfast, school snacks, and dinner. In this way they will come to know the difference between main meals and snacks.

Step 3: Describe different types of food as shown in the photographs on page 27 and explained in the text. The teacher should differentiate between food that is grown, derived from animals, or made from milk. For example: fruit and vegetables are grown on plants and trees; we get meat from hens, goats and cows; and dairy products from goats/cows too. Wheat is grown and then ground to make flour. We use flour to make bread and cakes. Similarly, it is used to make butter and cheese. The teacher should discuss the importance of different kinds of food by explaining that fruit and vegetables help us to fight germs. Meat and pulses help us to grow.

Textbook tasks

You may use the task of 'Busy Bee' given in the textbook on page 27 as an extension of this activity.

Tasks A, B and C can help assess the student's understanding of the lesson. Assist the students wherever they need help.

Answers

Task A (page 28)

Pastry – N

Sandwich – Y

Banana – Y

Chocolate – N

Apple – Y

Eggs – Y

Task B (page 29)

Lunch – afternoon

Dinner – night

Breakfast – morning

Task C (page 29)

1. vegetables, rice, fruit, pulses

2. milk, meat, chicken, fish

Teaching of this chapter aims at covering some key aspects related to the uses of water. Before setting out to teach, study these aspects thoroughly and prepare your notes and activities around them.

Teaching Points

This lesson should be used to foster importance of water in our life and its uses. Ask and discuss: Where does water come from? How many glasses of water should we drink in a day to keep healthy? What can we do to conserve water?

You may conduct the lesson using the following strategies and techniques carefully adapting to the needs of the students.

Key terms

Ensure that pupils understand the following terms: house, important, thirsty, cook, clothes, utensils, bathe and homes. Explain the meaning of these terms as they come up in the lesson and ask students to use it in their conversations.

Warm up

Begin the lesson by singing the poem 'Jack and Jill' to bring students to the topic. Or ask the students if they know the poem and ask them to sing it.

Elicit students' responses to questions such as: Where do you get the water from in your house? Why is water so important in our lives and why do we use it? How many glasses of water should we drink daily? Give each child a chance to reply, and then write their responses and their points on the board.

Activity: The teacher can write the word 'water' in the center of the board. Then ask the students questions like where does water come from? Why is water so important? What are the uses of water? Do we use water to clean, cook, shower, and where else? Encourage the students to think of more uses of water and keep writing them on the board.

Discussion

Step 1: Leading on from the warm up activity, explain the importance of water for living things and emphasise the fact that water is essential for survival. Many animals live in water like fish, alligators, frogs, and turtles. We eat many things like vegetables, fruits and grains which will not be able to grow without water. Talk about how water is used in our daily lives: We use water when we feel thirsty, when we cook food, when we want to wash our hands, take a bath and wash our clothes.

Step 2: The teacher should briefly discuss the importance of water and how to save it. Give some examples of some simple ways to prevent the wastage of water.

Step 3: Describe different types of uses of water as shown in the photographs and pictures on page 30 and 31 and explained in the text. Ask them to comment on these pictures.

Step 4: After the group work, provide explanation supported with examples. Use picture cues about things we cannot do without water as shown on page 32.

Activity: Encourage pupils to draw pictures in their note books on how they can save water. For example, while brushing teeth they can close the tap to stop the flow of water, etc.

Textbook tasks

You may use the task of 'Busy bee' given in the textbook on page 32 as an extension of this activity.

'Things you know' help students to strike off wrong words in each sentence. The teacher should help the students in completing the task B on page 33.

'Things to do' activity can be given as homework given on page 33.

Answers

Task A (page 33)

1. bathe
2. grow
3. drink

Task B (page 33)

1. bathe
2. running
3. drink

Teaching of this chapter aims at covering some key aspects related to the clothes we wear in different seasons. Before setting out to teach, study these aspects thoroughly and prepare your notes and activities around them.

Teaching points

This lesson highlights the importance and different types of clothes people wear. It also emphasises that different professions and institutions have a uniform. Discuss the importance of clothes, how they protect us in different weather conditions.

You may conduct the lesson using the following strategies and techniques carefully adapting to the needs of the students.

Key terms

Ensure that pupils understand the following terms: uniform, seasons, primitive, and monsoon. Explain the meaning of these terms as they come up in the lesson and ask students to use it in their conversations.

Warm up

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

Teacher: *You're wearing a nice, clean frock. Or I like your trousers/shorts/dress. It is very clean. Or, what colour are your socks?*

Comment on the weather in relation to clothing:

Teacher: *It's a warm/cold day today. That's why we are wearing light/thick clothes to keep us cool/warm.*

Discussion

Step 1: The teacher should talk about the four different seasons - winter, summer, spring, and autumn. Talk about the changes the seasons bring and why we need to wear different clothes and eat different food during these seasons.

Step 2: Point out how summer and winter uniforms are different. Ask the students why they are different. If the children are wearing school uniforms, go over the various items of their clothing. Talk about their P.T./sports 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. party dresses sherwani/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. Encourage them to talk about designs and colours.

Activity: Different professions

Step 1: Discuss the different types of clothes people wear for different professions. Tell them that just as students have to wear a school uniform, people in certain jobs also wear uniforms. Appreciate the jobs different people perform in our society and the way they help us. Pictures could include those of a nurse, soldier, postman, policeman, doctor and cricketer. The teacher should talk about the occupations along with the special clothes mentioned on page 35.

Step 2: After the group work, provide explanation supported with examples. Use picture cues about the work people do and show their uniforms; for example, you may show a driver, chef, security guard, fireman, staff at a restaurant, etc.

Step 3: The teacher can then ask the students to draw a uniform of a profession they like or they would like to wear. Let them be creative and imaginative.

Textbook tasks

You may use the task of 'Busy Bee' given in the textbook on page 36 as an extension of this activity.

The students can be asked to do the 'Things you know' tasks A and B in class.

Answers

Task A (page 36)

1. keeps us cool
2. raincoats
3. in winter

Task B (page 37)

1. woollen
2. light cotton
3. uniform

Teaching of this chapter aims at covering some key aspects related to our dwellings. Before setting out to teach, study these aspects thoroughly and prepare your notes and activities around them.

Teaching points

This lesson should be used to give the students an awareness of the plan/layout of their home, its type, and the different houses people and animals live in. Ask the children to describe why they think people live in houses as a shelter from their surroundings, a place to keep their things, a place to share with their family, etc. Discuss the different areas in a home and their usage and understand that homes look nice when we take care of it and keep it clean and tidy.

You may conduct the lesson using the following strategies and techniques carefully adapting to the needs of the students.

Key terms

Ensure that pupils understand the following terms: protects, queue, dangerous, and safe. Explain the meaning of these terms as they come up in the lesson and ask students to use it in their conversations.

Warm up

Step 1: Begin the lesson with a poem written on page 39 with the students. Ask two students to form an arch with their hands and the rest of the students to sing the poem.

Step 2: Engage the students in an interactive discussion by asking them a few questions.

Teacher: *Why do we need a house? Where do birds live? Where do rabbits live? How many floors does their house have? Who lives in a flat? Where is food cooked at home?*

This will create in students an awareness of their homes. The teacher should write the responses of the students on the board.

Step 3: Now ask the students to think of other animals and their different homes. For example, the home of a dog is called a kennel. Whereas, the home of a lion is called a den. Show pictures if available.

Activity: Building a house

Step 1: Ask the students to bring pieces of cardboard, sticks, and any other material they need to make a demo of a house. Divide the students into groups and conduct this activity.

Step 2: Encourage them not only to make a conventional house, but they can also make a house of any animal or a tent, or a palace. Let them be creative and imaginative.

Step 3: Help the students in making their houses. They should be able to finish the activity in the class. Once done, exhibit the different houses in the class with their names written on them. Appreciate their work and efforts.

Discussion

Explain that in different parts of the world people use different materials to build houses. Houses are often built according to their surroundings. For instance, Eskimo/Inuit make their houses, igloos, out of snow blocks. Though snow is cold, the igloo shelters the Inuit from the icy winds. Ask students to think and imagine what would happen if they had to live in an igloo? Why do these people build igloos and not homes made of wood and cement? Once they come up with their suggestion tell them about the importance of a house. After the group work, provide explanation supported with examples. Use picture cues about different houses to keep them safe; for example, in the forest people use wood to build houses, in the deserts people use tents, and in villages people use mud to build houses and so on.

Activity 2: Animal homes

Step 1: Show pictures of different homes of animals and ask students to guess them. The teacher can show a picture of a den, hive, nest, aquarium, web, burrow, tree trunk, etc. Ask them the names of the homes of the animals. This revision activity will reinforce the names of the animals' homes and the importance of shelter.

Step 2: The teacher can also ask the students to draw one or two of these homes in their books.

Textbook tasks

You may use the task of 'Busy bee' given in the textbook on page 41 as an extension of this activity.

Once the teacher thinks that the students have understood the chapter ask them to do the 'Things you know' tasks A and B on page 42. Assist the students wherever they need help.

Answers

Task A (page 42)

(each student will answer differently)

Task B (page 42)

1. neat and tidy
2. windows
3. kitchen
4. safe

Teaching of this chapter aims at covering some key aspects related to being safe at home. Before setting out to teach, study these aspects thoroughly and prepare your notes and activities around them.

Teaching points

This lesson should be used to make students conscious of safety rules at home. It will create in students an awareness of safety hazards and ways to avoid harmful things. Students will also learn the importance of keeping a first-aid box at home. Discuss and develop some safety rules for the students to follow at home and school.

You may conduct the lesson using the following strategies and techniques carefully adapting to the needs of the students.

Key terms

Ensure that pupils understand the following terms: safety rules, electric shock, terrace, wounds and first-aid box. Explain the meaning of these terms as they come up in the lesson and ask students to use it in their conversations.

Warm up

Begin the lesson by showing some things like a sharp knife, blade, a saw, some nails, and a matchbox to the students. Ask the students what will happen if they play with these harmful things. Encourage everyone to participate in the discussion.

Discussion

The teacher should explain in detail to the students why certain things are considered harmful while others are not. Also emphasise on why children should avoid playing on the stairs or near the terrace because while playing, they can fall or somebody accidentally pushes them and in this way they can be hurt. Wherever possible, explain briefly pointing at the pictures on page 44 why a sharp knife can hurt you or you can cut your finger while playing with it.

Activity 1: First-aid box

Step 1: Students with the help of the teacher can collect items for the first aid box such as band-aid, cotton, adhesive tape, mask, thermometer, antiseptic ointment, etc. The teacher can either give one item to each student to bring from home.

Step 2: Take an empty shoebox and make the first-aid box sign on it. With the help of the students cut pictures of different items that the first-aid box include and paste those pictures on the box.

Step 3: Put all the items in the box and place the box in the cupboard so it is visible to the students in case they need anything from it.

Textbook tasks

You may use the task of 'Busy bee' given in the textbook on page 46 as an extension of this activity.

With the help of the students make a first aid box for the class as instructed on page 47 under the 'Things to do' section.

Answers

Task A (page 47)

1. might get an electric shock
2. might burn myself
3. might cut my fingers

Task B (page 47)

Picture 1 – might fall down

Picture 2 – might hurt yourself

Picture 3 – might burn yourself

Teaching of this chapter aims at covering some key aspects related to our neighbourhood. Before setting out to teach, study these aspects thoroughly and prepare your notes and activities around them.

Teaching points

This lesson should be used to enhance students' awareness of their neighbourhood as a social unit. Children are already familiar with their surroundings and people they come across in their daily lives. Through this lesson they will understand the roles different people play in their surroundings.

The teacher can also emphasise on the point that the concept of 'neighbour' applies not only where one's house is, but also to schools (i.e. the area where the school is located), classes (i.e. the classes next to or near our class), and countries (i.e. countries with whom we share borders).

You may conduct the lesson using the following strategies and techniques carefully adapting to the needs of the students.

Key terms

Ensure that pupils understand the following terms: market, nurses, doctors, postman, and polite. Explain the meaning of these terms as they come up in the lesson and ask students to use it in their conversations.

Warm up

Step 1: Start the lesson by asking a few questions.

Teacher: *How many people do you meet in a day? Can you count them? How about if we try to name them?*

Step 2: Write down all their answers on the board as they speak.

Teacher: *Do you know the names of your friends who are your neighbours? When was the last time you played with them? Do you know what schools they go to?*

Step 3: Ask the students to list down the shops, buildings, streets, parks, and public buildings in their neighbourhood.

Discussion

Step 1: Ask the students to look at the illustration on page 48.

Teacher: *What do you see in the picture? What is a neighbourhood? How can neighbours help each other?*

Let the students answer and point out the buildings. Encourage the students to be observant of the things in their environment. When they go back home they should see and note different places they find on their way. They should identify places, shopping malls and streets which will help them to understand directions and map reading in future.

Step 3: After the discussion the teacher should help students in filling the blanks on page 50.

Follow up

Link this task with the discussion point of what are neighbours and the people who help us in our society. Developing on it, ask what sort of people they generally see in their neighbourhoods. Pupils' response might include teacher, cleaner or sweeper, garbage collector, milkman, shopkeeper, doctor or a businessman, etc. Use question cues to encourage pupils to respond and participate.

Textbook tasks

You may use the task of 'Busy Bee' given in the textbook on page 50 as an extension of this activity.

Help the students to complete the 'Things you know' task on page 51.

'Things to do' activity will help students identify and then make a list of important places in their neighbourhood like a mosque, a clinic or hospital, a police station, or a school.

The teacher can also ask them to make a virtual map of their neighbourhood.

Answers

Task A (page 50)

1. nurse
2. market

Task B (page 51)

To buy stamps – post office

To buy vegetables – market

To see the doctor – hospital

To study – school

Task C (page 51)

1. Correct
2. Not correct
3. Not correct
4. Correct

Teaching of this chapter aims at covering some key aspects related to school life. Before setting out to teach, study these aspects thoroughly and prepare your notes and activities around them.

Teaching points

This lesson should be used to create in students an awareness of how a school works and what different people do at the school. Discuss and help students identify different areas of school such as the classroom, assembly ground, playground, canteen, library, office and other areas. Also make them realize how important and useful going to school is, and that each student should be thankful for being able to go to school.

You may conduct the lesson using the following strategies and techniques carefully adapting to the needs of the students.

Key terms

Ensure that pupils understand the following terms: subjects, principal, playground, and disturb. Explain the meaning of these terms as they come up in the lesson and ask students to use it in their conversations.

Warm up

Step 1: Take the students on a round of the school giving special instructions as to not make noise and to observe the school attentively. This will create in the students an awareness of the different area/ sections of the school and their functions.

Step 2: After coming back to the class ask your students simple questions on their observations.

Teacher: *So tell me what all did you see when you went around the school?, Did someone count the number of classes?*

The students will respond by saying they saw the classes, playground, canteen, bathrooms, staff room, the principal's room, etc.

Discussion

Carry out a discussion with the students about their schoolmates and the different ways they help each other. Give examples of how friends share their lunch, remind each other of the homework, lend and borrow stationery, etc.

Activity 1: Things you bring to school

Step 1: Give each student a piece of paper. Then ask them to draw the things they bring to school every day.

Step 2: Once the students have drawn these things, ask them individually why they bring certain things to school, and the purpose of these things.

Textbook tasks

You may use the task of 'Busy Bee' given in the textbook on page 56 as an extension of this activity.

The activity mentioned in the 'Things to do' section will help the students to identify and draw their routine in school. They will need sheets and some card papers. The teacher may help them to do the tasks.

Answers

Task A (page 56)

1. English and Mathematics
2. (name any two games)

Task B (page 57)

After each class we say – thank you, teacher

In the morning we wish them – good morning

We throw waste paper in the - dust bin

We have many – teachers

Teaching of this chapter aims at covering some key aspects related to religions and their places of worship. Before setting out to teach, study these aspects thoroughly and prepare your notes and activities around them.

Teaching points

This lesson should be used to create awareness among the students about the different religions that people follow around the world and in Pakistan. Emphasise on the fact that religions might be different but we have to be tolerant and understanding to each other's beliefs.

You may conduct the lesson using the following strategies and techniques carefully adapting to the needs of the students.

Key terms

Ensure that pupils understand the following terms: health, temple, mosque, church, and worship. Explain the meaning of these terms as they come up in the lesson and ask students to use it in their conversations.

Warm up

Step 1: Start the class by showing pictures of different religious places to the students. Show a temple, a mosque, a synagogue, a gurdwara, a church, etc.

Step 2: Ask the students if they can identify any of them. Explain to them that a religion is an important part of one's identity, and that different people follow different religions.

Step 3: Ask students if they know someone who belongs to a different religion.

Discussion

Use picture cues about the 3 places of worship shown on pages 58 and 59. Tell the children that we should pray to God to make us better people. Explain to students that people in different religions may believe in God but may be using different names. Write the names of the three religions mentioned in the textbook on the board—Islam, Christianity, and Hinduism. Tell children that most of the people in Pakistan are Muslims and their holy book is Quran; in the same way there are some people, like Hindus, who believe in many Gods, and their holy book is Gita; lastly some people in Pakistan are Christians and their holy book is Bible.

The teacher can then tell the students the similarities among the important religions. Explain very clearly that all religions teach its followers to be kind to other people, help each other, to pray and thank Allah for everything, to speak the truth, not to hurt animals and other living things, etc.

Follow up

Link this task with the discussion point of what is the name of the religion of Muslims, Hindus, Christians and their Holy Books. Pupils' response might be Islam, Christians and Hindus. You could also tell the children that each religion has its own special name for God: Allah, God, and Bhagwan. Tell and discuss special religious festivals like—Eid, Christmas, and Diwali. Simply tell the children that these are special days celebrated by people of each religion all over the world.

Activity 1: Sharing experiences

Step 1: If there are students in the class who belong to a minority group, encourage them to present their religion to the class. They can talk about their basic beliefs, the festivals they celebrate, food they eat, and their rituals, etc.

Textbook tasks

You may use the task of 'Busy Bee' given in the textbook on page 58 as an extension of this activity. Ask the students to do the activity in the 'Things to do' section as a homework assignment.

Answers

Task A (page 59)

Muslims – mosque

Christians – church

Hindus – temple

Teaching of this chapter aims at covering some key aspects related to modes of transportation. Before setting out to teach, study these aspects thoroughly and prepare your notes and activities around them.

Teaching points

This lesson should be used to create in students an awareness about the different modes of transportation. Invite the students to share their experiences of trips away from home. Students should be given some awareness of traffic lights and traffic rules. Through various activities encourage students to collect information regarding the various modern ways of traveling.

You may conduct the lesson using the following strategies and techniques carefully adapting to the needs of the students.

Key terms

Ensure that pupils understand the following terms: traveling, communication, connected, and traffic rules. Explain the meaning of these terms as they come up in the lesson and ask students to use it in their conversations.

Warm up

Step 1: Begin the lesson by showing pictures of different types of vehicles and means of transport to the students.

Step 2: Ask students what modes of transportation they see on their way to school. Make a list; discuss the different types of vehicles.

Step 3: Make a chart on the board which the children can also copy in their notebooks, dividing the modes of transport into three sections—vehicles that travel on the ground, on water, and in the air; also discuss their speed and capacity.

Activity 1: Traffic lights

Step 1: Ask students to make a traffic signal in their books and colour it.

Step 2: Ask students to think about why the traffic lights are needed. Let the students discuss this in pairs or small groups and share their responses with the whole class.

Step 3: Make the students come up with more examples of rules they should follow on the road.

Textbook tasks

Ask the students to try to do the task in the 'Things you know' section on page 62.

The 'Know more' section helps students to develop awareness about traffic lights and traffic rules. These rules are developed for our safety on the road.

'Things to do' will help the students to collect information from the classmates and fill the chart given on page 63.

Answers

Task A (page 62)

1. walk
2. train
3. telephone and letters
4. vehicles

Task B (page 63)

Aeroplane

Train

Ship

Bus

Bicycle

Teaching of this chapter aims at covering some key aspect related to the plants around us. Before setting out to teach, study these aspects thoroughly and prepare your notes and activities around them.

Teaching points

This lesson should be used to develop students' basic knowledge and understanding about the needs of plants, and the different kinds of plants. Explain that all plants need water and sunshine to grow, describe the stages of a plant's growth, and explain how some of the food we eat also comes from the plants. Through various activities encourage students to collect information regarding the physical appearances of a plant, its size and usefulness.

You may conduct the lesson using the following strategies and techniques carefully adapting to the needs of the students.

Key terms

Ensure that pupils understand the following terms: roots, trunk, crown, shrubs, and greenhouse. Explain the meaning of these terms as they come up in the lesson and ask students to use it in their conversations.

Warm up

Step 1: Bring a pot plant to the class. Tell the students that for the next few weeks they will be taking care of this plant.

Teacher: Let us name the plant. Ask the students for suggestions. It might be a rose plant but let the students give it a pet name.

Step 2: Assign duties for different days of the week to each student for watering the plant.

Discussion

Step 1: Take a few pictures to the class of different plants and trees the students might be aware of. For example, a rose plant, coconut tree, papaya tree, palm tree, marigolds, apple mango tree, neem tree, strawberry bush, sunflower, etc.

Step 2: Then ask the students why do we need plants. Listen to their answers carefully and then talk about the importance of plants: plants and trees help keep the air around us clean.

Activity 1: Making a leafy tree

Step 1: Ask the students to collect 5 to 7 different kinds of leaves from their garden or a surrounding place. Collect them in an envelope and bring them to school.

Step 2: Once all the students have brought their leaves, give them each a big paper/chart paper and ask them to draw the trunk and branches of the tree.

Step 3: Then paste the leaves on different branches. In the end, they can name their tree and write its name on top of it.

Step 4: The artwork can then be put up on the board.

Follow up

As human beings we need food, water, and air to live and grow. Ask the students how do plants grow? Pupils' response might include seeds, soil, water, air and sunshine. Elicit from them their observations of tall plants and short plants, and point out that tall plants are called trees shorter plants are called shrubs or bushes.

Textbook tasks

You may use the task of 'Busy Bee' given in the textbook on page 67 as an extension of this activity. 'Know more' helps students about the importance of food we get from plants.

Ask the students to circle the plants in the 'Things you know' section on page 68.

Now the students should proceed to answer the questions on page 69. Help them wherever they need assistance.

Answers

Task A (page 68)

Air, sunshine, water, soil

Task B (page 69)

1. big and tall plants are called trees
2. Shrubs
3. Seeds, soil, air, water, sunshine
4. Plants are grown in a house made of glass, called a greenhouse

Teaching of this chapter aims at covering some key aspects related to animals around us. Before setting out to teach, study these aspects thoroughly and prepare your notes and activities around them.

Teaching points

This lesson should be used to help students develop an awareness and knowledge of the different kinds of animals that exist around us. Through various activities encourage students to collect information regarding birds, pets, domestic and wild animals.

You may conduct the lesson using the following strategies and techniques carefully adapting to the needs of the students.

Key terms

Ensure that pupils understand the following terms: grains, nectar, worms, domestic animals, pets, wild animals, and aquarium. Explain the meaning of these terms as they come up in the lesson and ask students to use it in their conversations.

Warm up

Step 1: The teacher can ask the students if anyone of them has a pet animal at home. If any student does, ask him/her to talk about their pet animal: telling the class its name, breed, color, type, what it eats, etc.

Step 2: To involve the rest of the class, ask the students the names of all the animals they know. As they speak write the names on the board.

Step 3: Then ask the students that some of these animals (pointing to the board) we can keep as pet while others we cannot. Elicit from the students that why can we not keep a lion or a tiger or a giraffe as a pet.

Activity: Guess the animal

Step 1: Either using flash cards or a PowerPoint presentation, show pictures of different animals to the class and ask them to guess the animal. Initially show pictures of animals they might know, for example lion, zebra, giraffe, cat, mouse, parrot, a fish, etc. Then move on to pictures of less familiar animals, for example, a hedgehog, rhinoceros, kangaroo, wolf, etc.

Step 2: The teacher can then ask the students to draw their favourite animal/animals in their copies.

Step 3: Once they are finished drawing the teacher can ask them why is it their favourite animal? Ask them if they can make sounds like the animal.

Textbook tasks

You may use the task of 'Busy bee' given in the textbook on page 73 as an extension of this activity.

As a group assignment the students can do the activity in the 'Things to do' section. Ask them to bring paper glasses, or recycled mugs at home and paste pictures of different animals on the mugs. Place the holders in front of the class and use them for other class activities.

The tasks A, B and C under the 'Things you know' section can be done during the classes. Help the students wherever they need help.

Answers

Task A (page 74)

1. sheep
2. dog
3. vet

Task B (page 74)

1. mice
2. care
3. suitable/proper
4. eggs

Task C (page 75)

1. lions, tigers, rhino, giraffe
2. hens, ducks, cows, goats, sheep

Teaching of this chapter aims at covering some key aspects related to the air we breathe. Before setting out to teach, study these aspects thoroughly and prepare your notes and activities around them.

Teaching Points

This lesson talks about the air around us. Discuss the air around your city by giving practical examples. Highlight the different uses of air and why it is important. Explain that all living things need air. Recognize and understand the reasons why living things cannot live without air. Through various activities encourage students to collect information regarding air and how smoke and dust can pollute air.

You may conduct the lesson using the following strategies and techniques carefully adapting to the needs of the students.

Key terms

Ensure that pupils understand the following terms: speed, gently, breeze, polluted, unclean, and chimneys. Explain the meaning of these terms as they come up in the lesson and ask students to use it in their conversations.

Warm up

Step 1: Show a football, a deflated balloon and a kite to the class.

Step 2: Ask the students what is the relation of air with these things. Some of responses will be like this that air helps a kite to fly in the sky, we need air to blow a balloon and air gives a shape to a foot ball.

Step 3: Elicit from the students some more uses of air.

Activity: Blow the balloon

Step 1: Give a balloon each to the students and ask them to blow it.

Step 2: The more air they breathe into the balloon the more it will expand.

Step 3: Tie the balloons and you can hang them in the class with each students name written on them.

Discussion

Link this task with the discussion point of what is air and how do we feel air? What are some of the ways to keep our air clean. So from here elicit the difference between breeze and wind. Ask them if they have heard their parents say, 'Oh, it's a windy day today.'

Most of the students will say yes. Or ask them if they have heard the door bang by itself. Tell them it is because of the pressure of the air that sometimes things move, clothes dry, or birds fly.

Once you have student's responses, provide them correct input and ask them to colour the circle in the correct picture on page 77.

Textbook tasks

You may use the task of 'Busy Bee' given in the textbook on page 78 as an extension of this activity.

Ask the students to complete task A of the 'Things you know' section. They can either do it independently or in pairs. Once complete, ask them to do the task B under the same section.

Answers

Task A (page 79)

1. everywhere
2. breeze
3. ship
4. air

Task B (page 79)

1. true
2. false
3. true
4. true

Teaching of this chapter aims at covering some key aspects related to our universe. Before setting out to teach, study these aspects thoroughly and prepare your notes and activities around them.

Teaching points

This lesson should be used to help students understand the basic features of the planet Earth – its shape, the fact that earth is made of land and water. The lesson will help students to identify the Earth's main physical features such as mountains, valleys, hills, deserts, and seas. The teacher should carry out a practical demonstration for explaining the cycle of day and night.

You may conduct the lesson using the following strategies and techniques carefully adapting to the needs of the students.

Key terms

Ensure that pupils understand the following terms: bright, heat, twinkling, and crescent. Explain the meaning of these terms as they come up in the lesson and ask students to use it in their conversations.

Warm up

Step 1: Bring a world globe to the class.

Step 2: Make all the students sit in a semi circle. Put the globe in the middle and make it turn on its axis.

Step 3: Tell the students that this is our planet, Earth.

Step 4: On the globe point out where Pakistan is. Then slowly point out the main continents or the countries/cities the students know of or have travelled to.

Step 5: Now draw the basic shape of earth on the board, make a few clouds all around it. Then show the sun on one side with its rays. Ask the student to add other natural objects that we may see in the sky. The students might say: stars and moon. Add those to the picture on the board.

Activity 1: Day and night

Step 1: Ask students to stand in a semi circle near the teacher's table. 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.

Step 2: Holding the torch steady, slowly rotate the globe from west to east (or from your left to your right), 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.

Step 3: 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 of how the day and night are created.

Textbook tasks

You may use the task of 'Busy bee' given in the textbook on page 82 as an experiment.

Ask the students to do the task A and B on page 82 and 83 under the 'Things you know' section as a class assignment.

Answers

Task A (page 82)

1. sun, birds
2. stars, moon

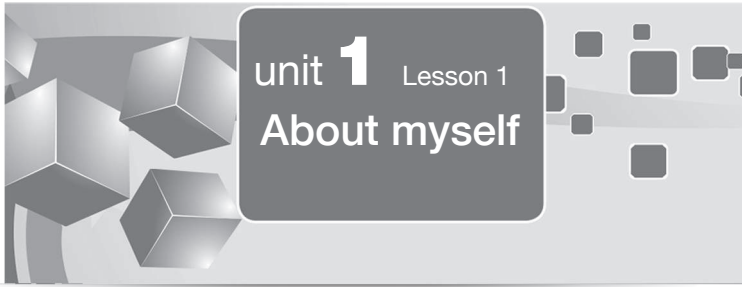
Task B (page 83)

1. snow
2. sea
3. forests
4. huge ball

Task C (page 83)

1. day - sun
2. rain - clouds
3. moon - night
4. sky - stars





Name : _____

Class : _____

Date : _____

T. Sign : _____

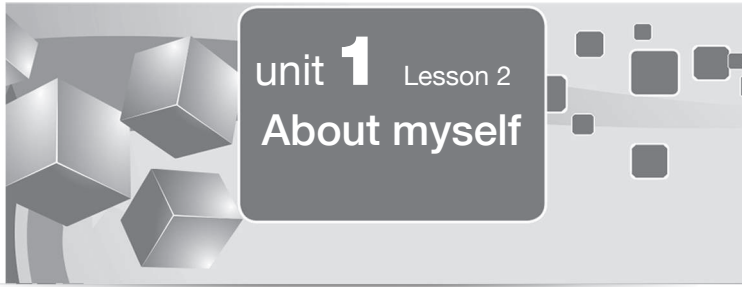
List the things you like and do not like to do in the boxes below:

I like to

Three identical empty oval boxes are arranged horizontally. Each box contains a simple line drawing of a hand with the thumb pointing upwards, indicating a positive or 'like' sentiment.

I dislike to

Three identical empty oval boxes are arranged horizontally. Each box contains a simple line drawing of a hand with the thumb pointing downwards, indicating a negative or 'dislike' sentiment.



unit **1** Lesson 2
About myself

Name : _____

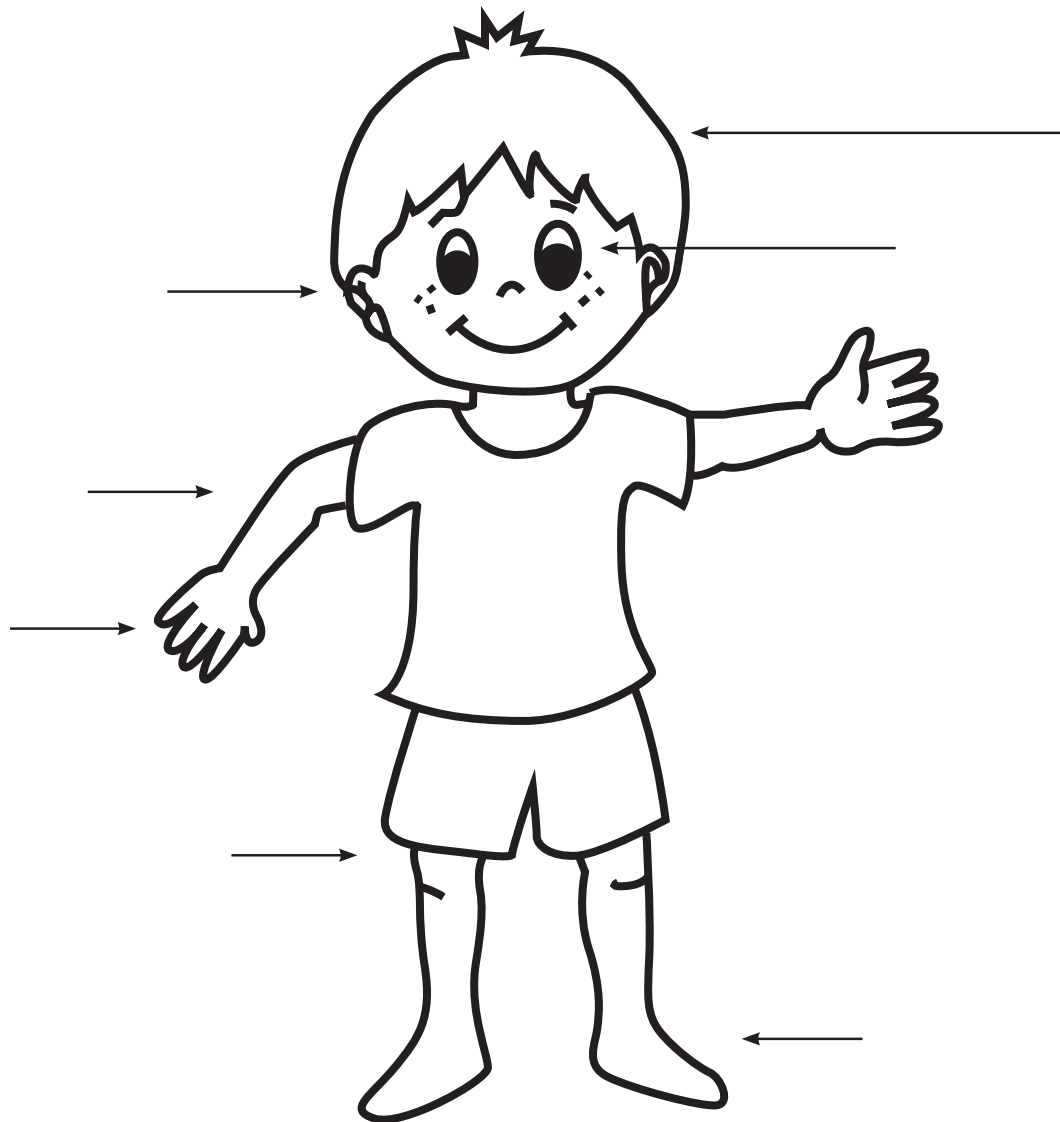
Class : _____

Date : _____

T. Sign : _____

Name the parts of the body from the box below:

- Head
- Foot
- Leg
- Eyes
- Finger
- Arm
- Ear



About myself

Name : _____

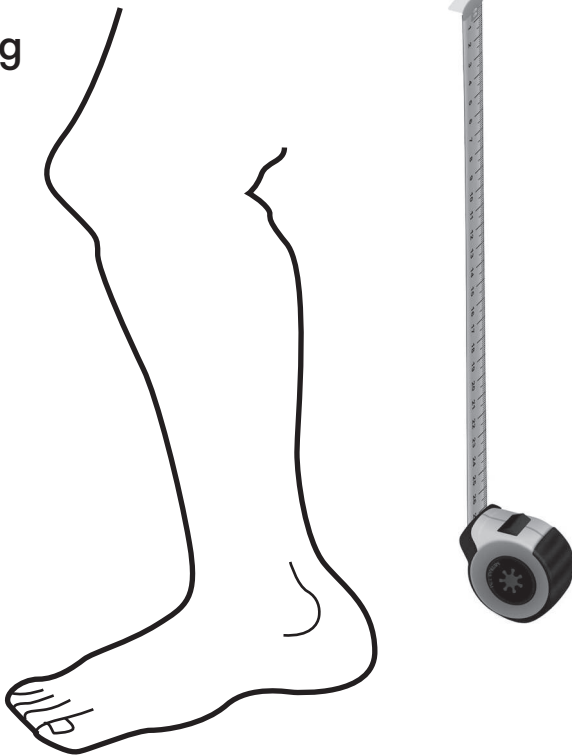
Class : _____

Date : _____

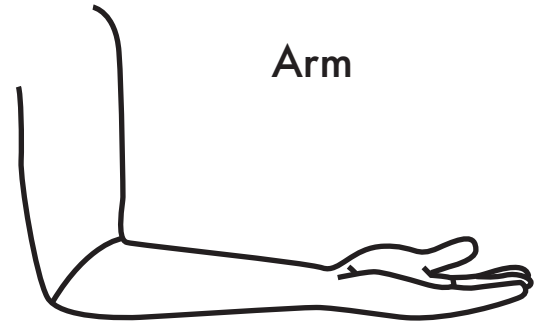
T. Sign : _____

Using a measuring tape, measure the length of the following:

Leg



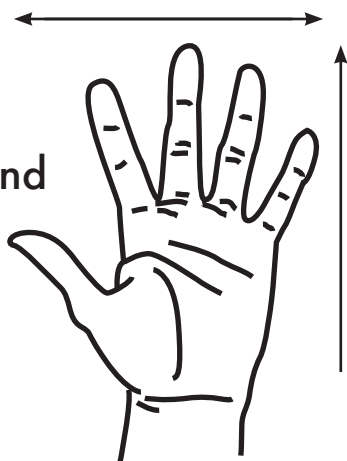
Arm



Foot



Hand



My hand is _____centimetres wide.

My longest finger is _____centimetres long.

My thumb is _____centimetres long.

My leg is _____centimetres long.

My arm is _____centimetres long.

My foot is _____centimetres long.

About myself

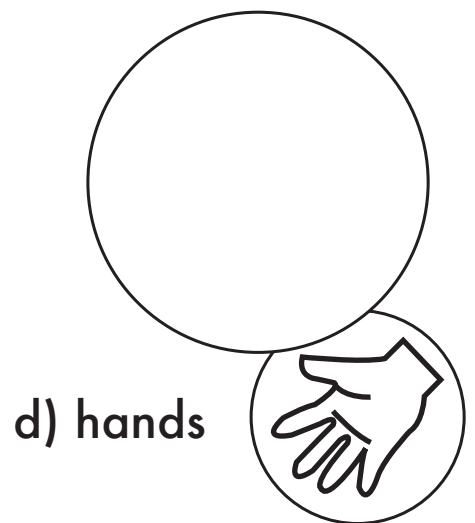
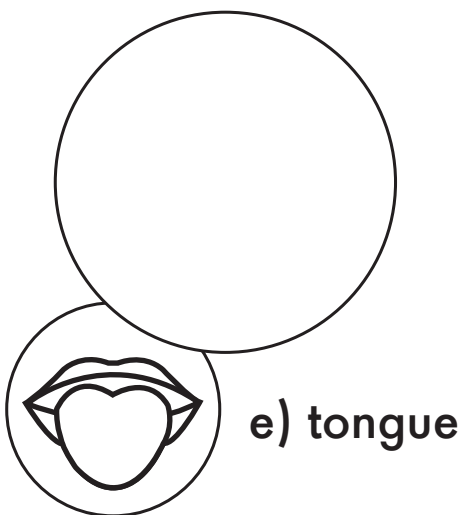
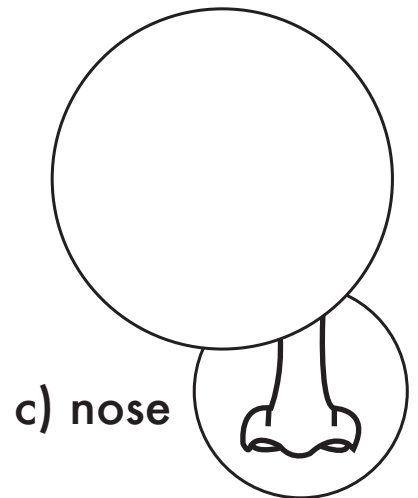
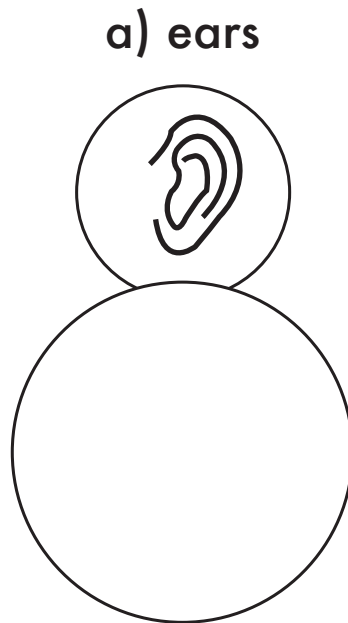
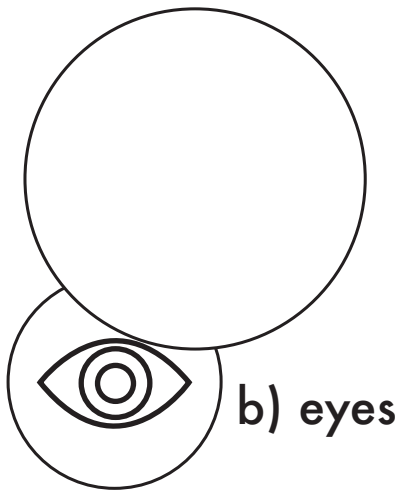
Name : _____

Class : _____

Date : _____

T. Sign : _____

Write the senses below.



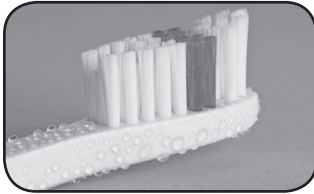
Name : _____

Class : _____

Date : _____

T. Sign : _____

Fill in the blanks.



I _____ my teeth twice a day.



I _____ my hands with soap before eating anything.



I _____ my hair before going to school.



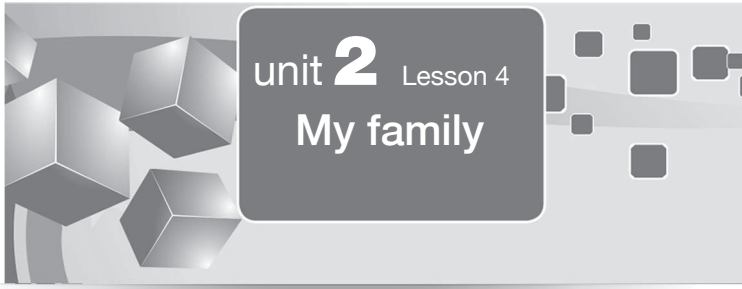
I cut my nails with a _____.



After playing in the park I come home and take a _____.



I use a _____ when I sneeze.



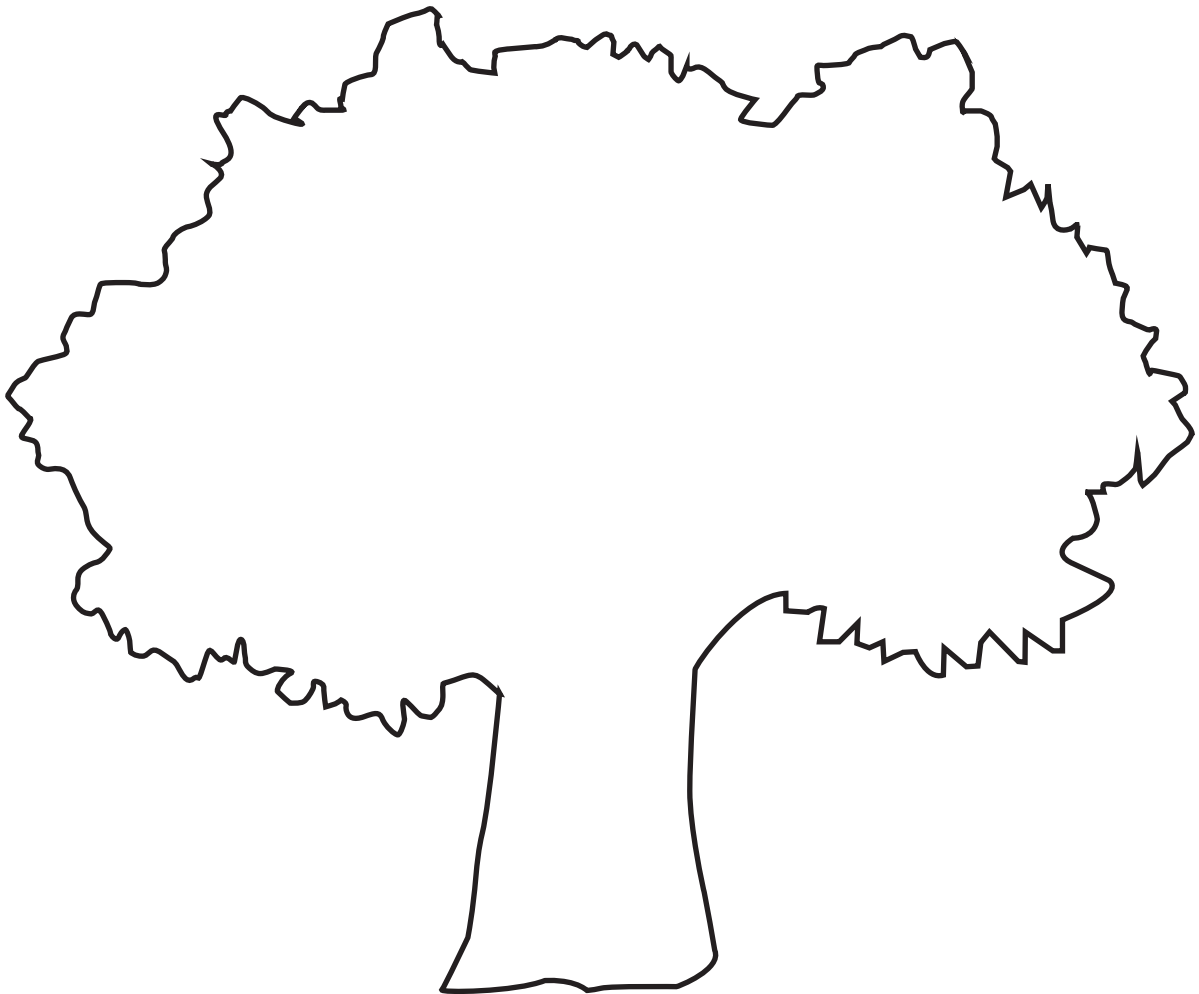
Name : _____

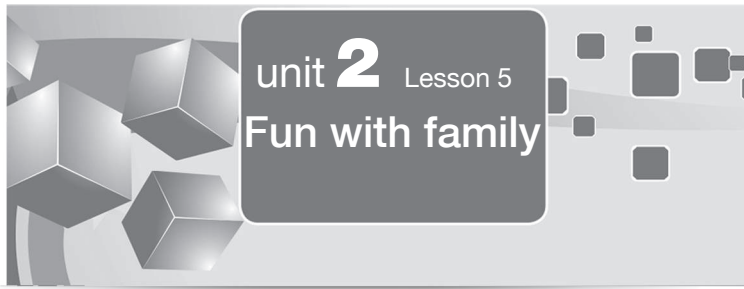
Class : _____

Date : _____

T. Sign : _____

Complete your family tree.





Name : _____

Class : _____

Date : _____

T. Sign : _____

Circle the correct answer:

- a) People gather at Eidgah for
- 1) Eid prayer
 - 2) Eid
 - 3) Eating
- b) On Eid festival we cook
- 1) seviyan
 - 2) chips
 - 3) pizza
- c) Christians celebrate festivals like
- 1) Christmas
 - 2) Eid
 - 3) Holy
- d) Children get _____ from elders of the family on Eid
- a) shoes
 - b) eidi
 - c) present

Fun with family

Name : _____

Class : _____

Date : _____

T. Sign : _____

Fill in the blanks using the words from the box:

•birthday •fun •Eid •new •Eid Mubarak •Christmas tree •festival

1. We get together on _____ and other important days.
2. Celebrations are time for sharing and _____.
3. People gather at Eidgah for _____ prayer.
4. We wear _____ clothes on eid day.
5. On Eid day we greet other by wishing _____.
6. On Christmas children decorate _____.
7. A _____ is a special day which a group of people celebrate.

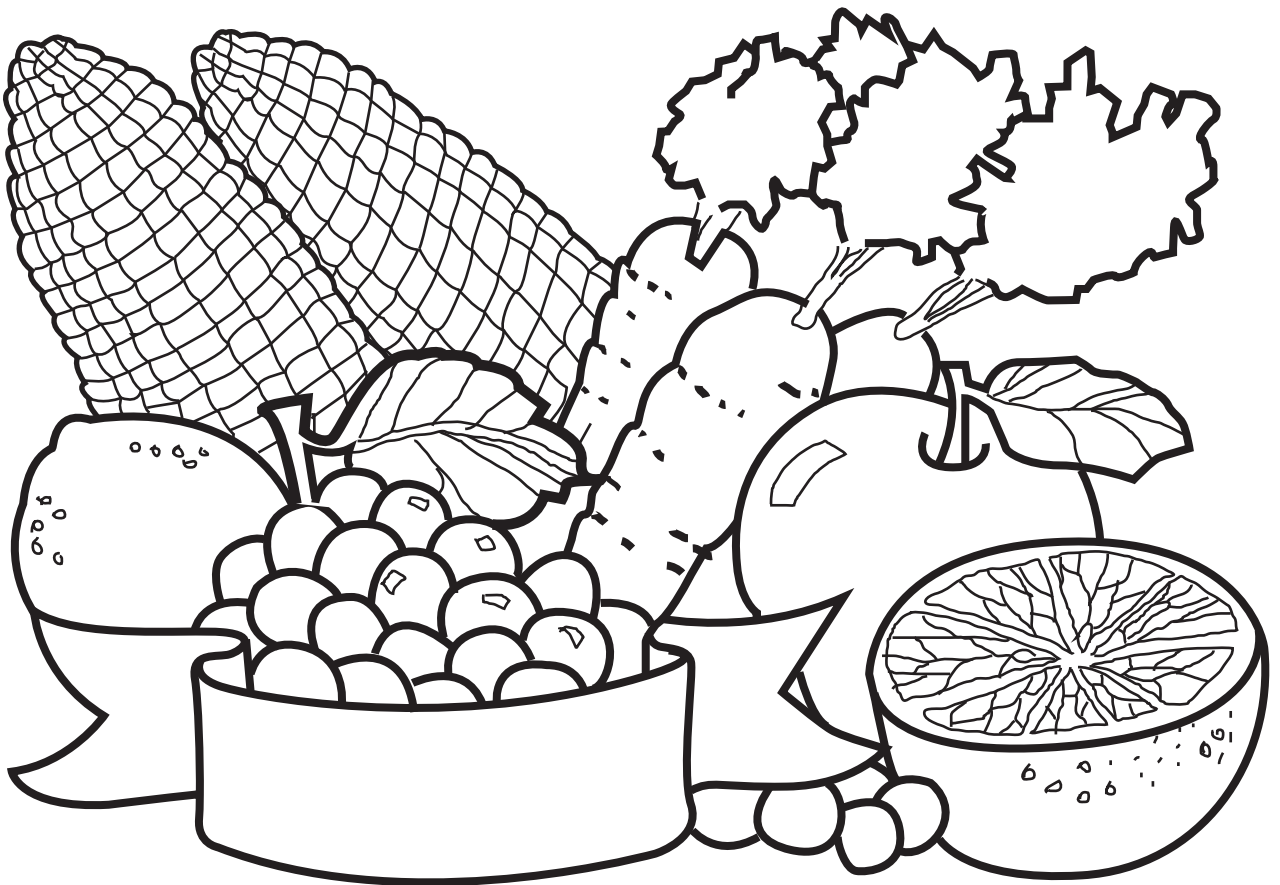
Name : _____

Class : _____

Date : _____

T. Sign : _____

Write a 'v' on the vegetables and an 'f' on the fruits in the picture below.



Our food

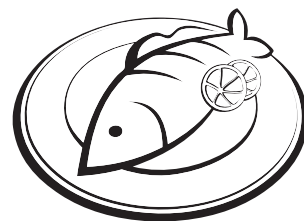
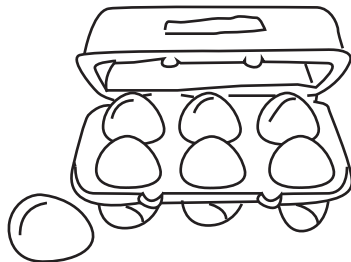
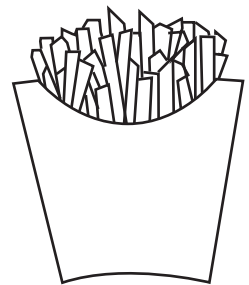
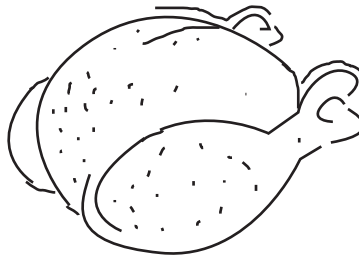
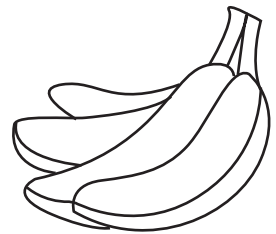
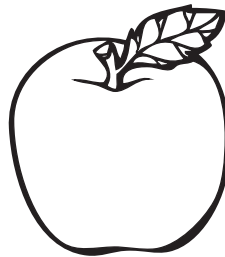
Name : _____

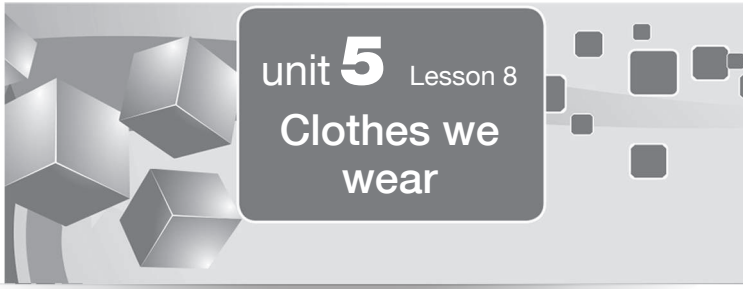
Class : _____

Date : _____

T. Sign : _____

Circle the food we get from plants.





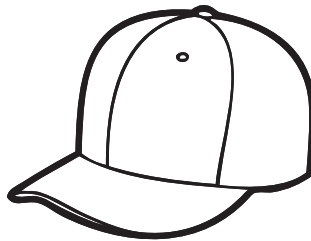
Name : _____

Class : _____

Date : _____

T. Sign : _____

In which weather do we wear / need the following items.



Clothes we wear

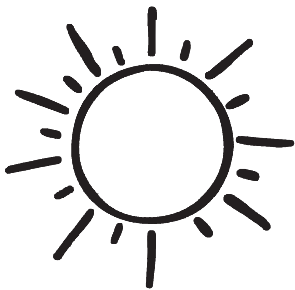
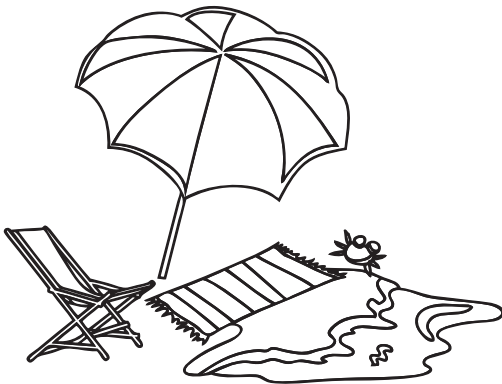
Name : _____

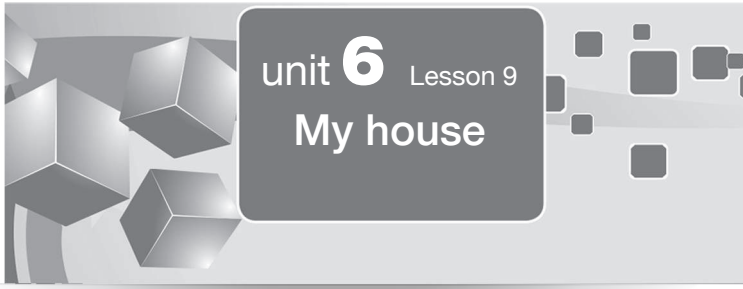
Class : _____

Date : _____

T. Sign : _____

Colour the hot things in red and the cold things in blue.





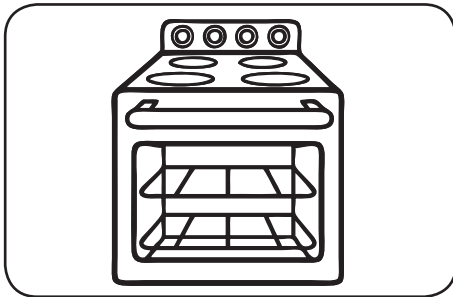
Name : _____

Class : _____

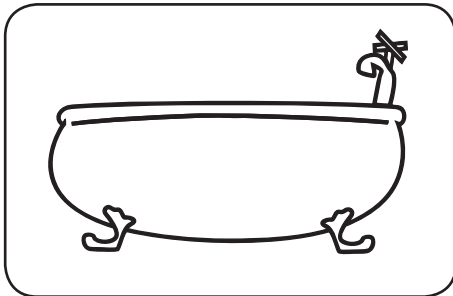
Date : _____

T. Sign : _____

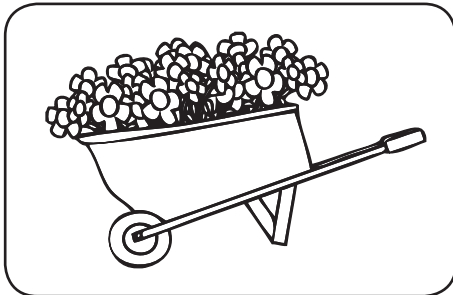
Match the following items according to their rooms:



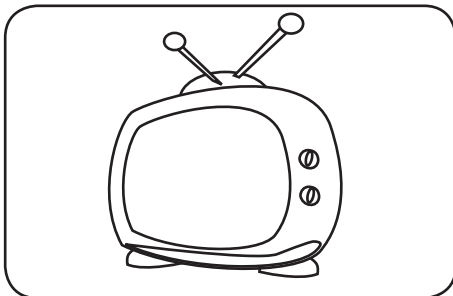
Living room



Garden



Kitchen



Bathroom

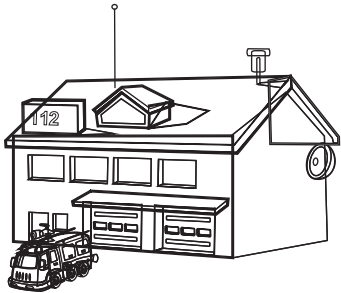
Name : _____

Class : _____

Date : _____

T. Sign : _____

Study the pictures below and write who works in these work places.

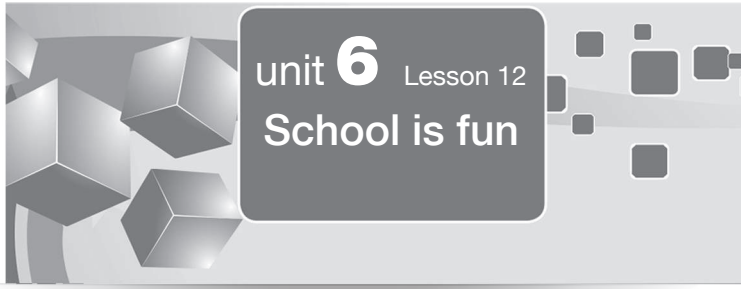












Name : _____

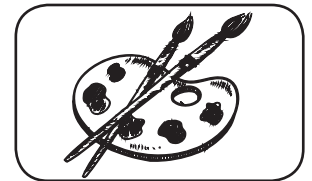
Class : _____

Date : _____

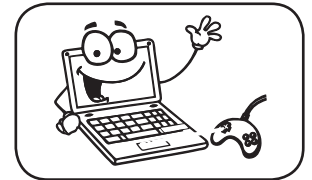
T. Sign : _____

Match the following sentences with the correct pictures:

a) we read and borrow books from the library



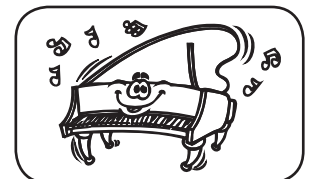
b) we have our music sessions in the music room



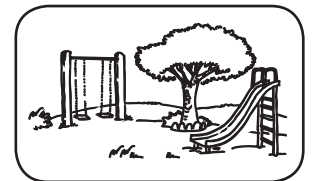
c) we paint and color in the art room



d) we play / enjoy recess in the play ground



e) we play computer games in the lab



School is fun

Name : _____

Class : _____

Date : _____

T. Sign : _____

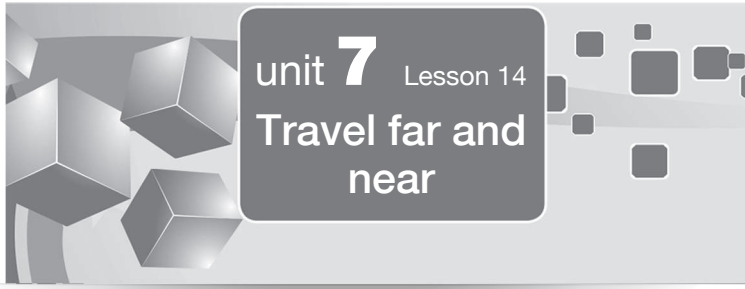
Draw your favourite area in your school.



Write down any two places which you want in your school and why?

1) I want _____ in my school because _____

2) I want _____ in my school because _____



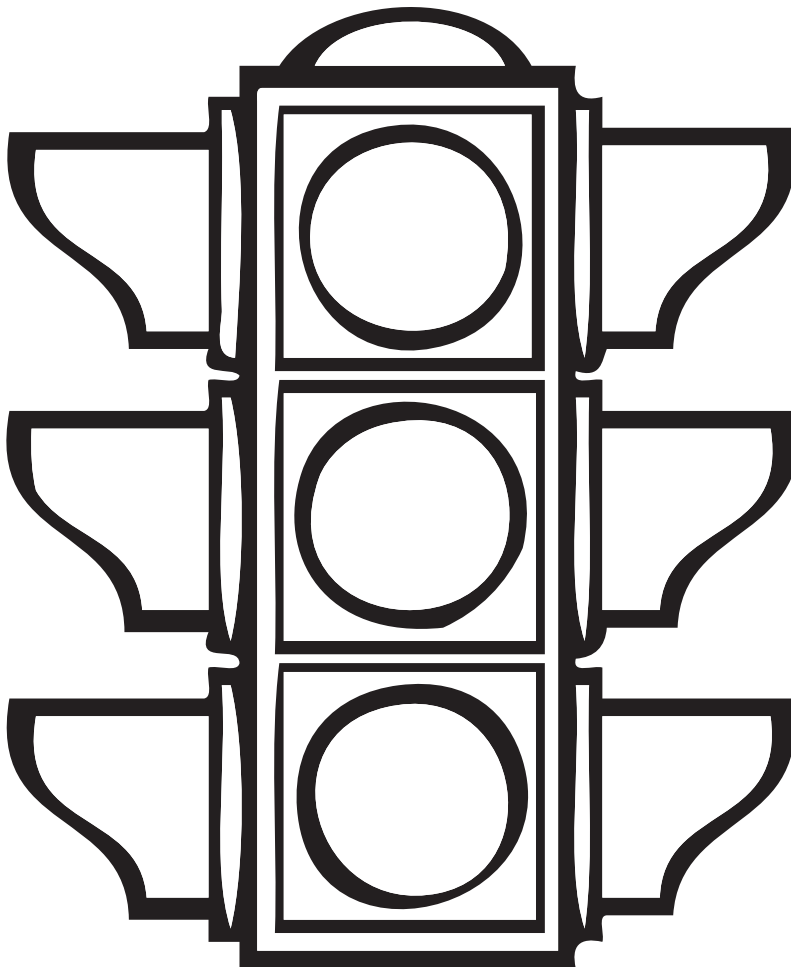
Name : _____

Class : _____

Date : _____

T. Sign : _____

Colour the traffic light below and write down the colours.



Travel far and near

Name : _____

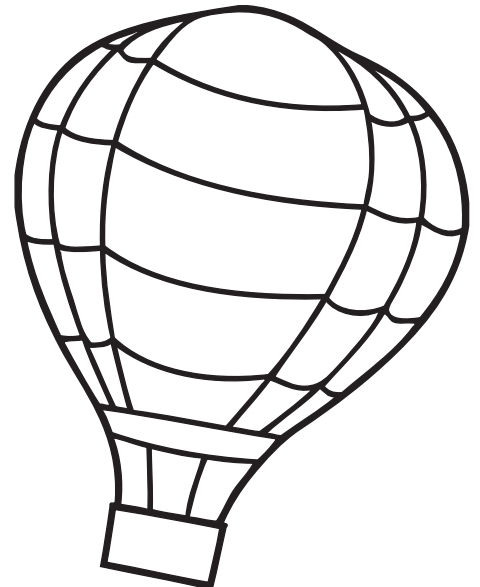
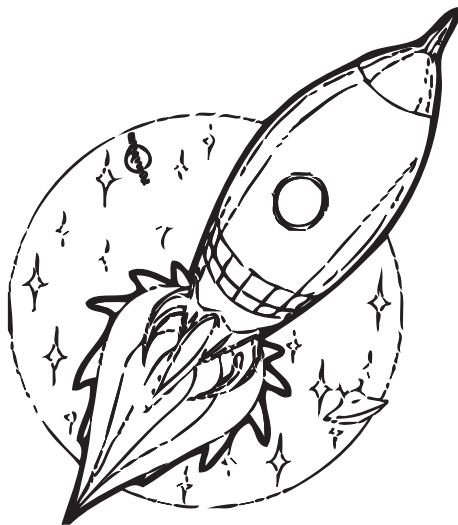
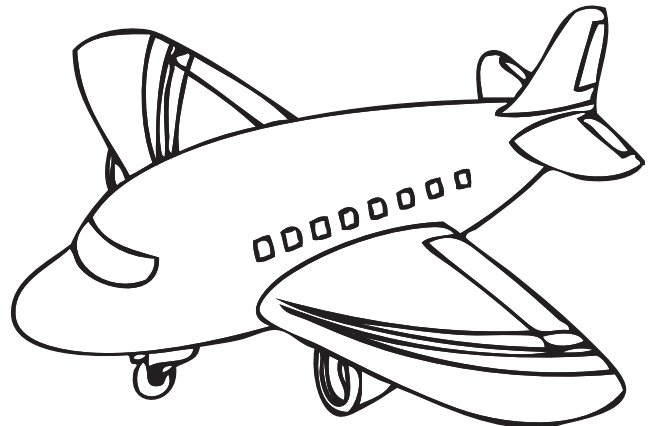
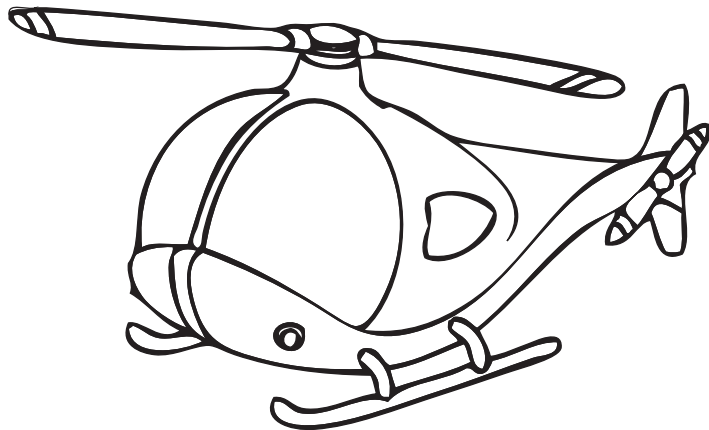
Class : _____

Date : _____

T. Sign : _____

Air Transportation

Colour the modes of air transportation below:



Travel far and near

Name : _____

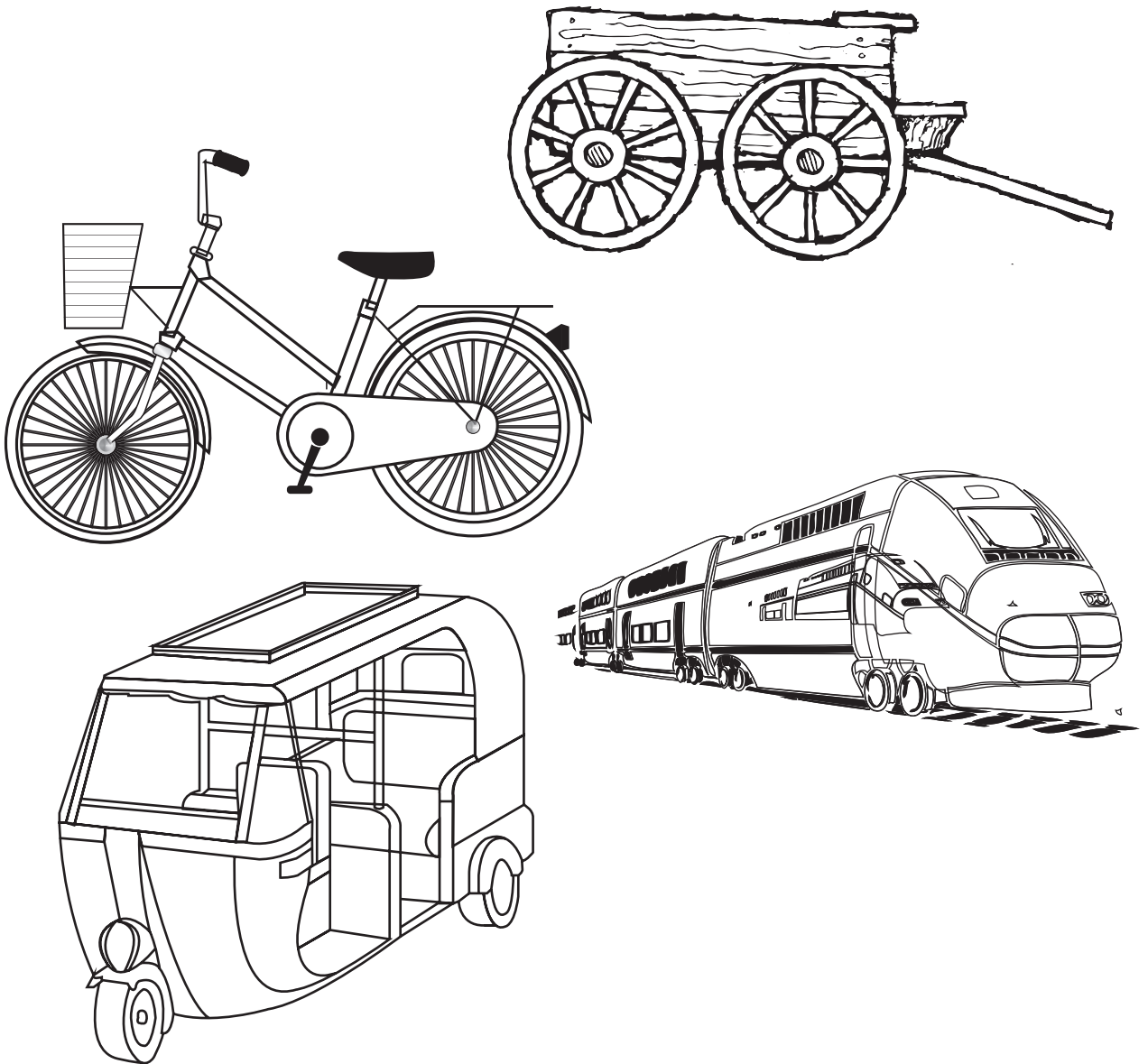
Class : _____

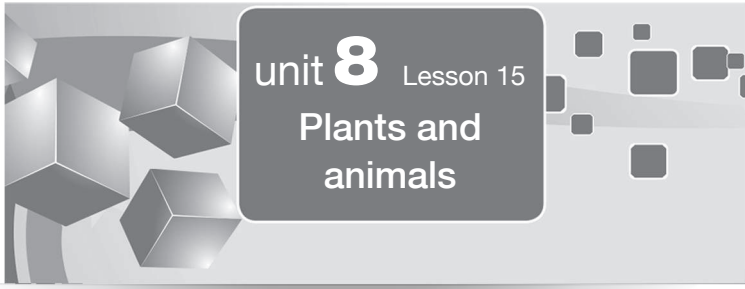
Date : _____

T. Sign : _____

Road Transportation

Name and colour the road transportation shown below:





Name : _____

Class : _____

Date : _____

T. Sign : _____

Draw a plant and label the following parts:

Roots, Stem, Flower and Leaf.



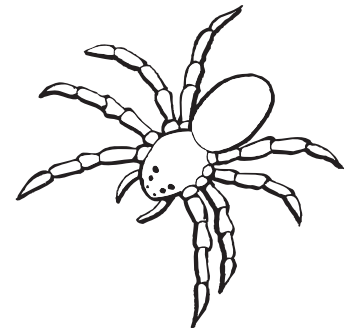
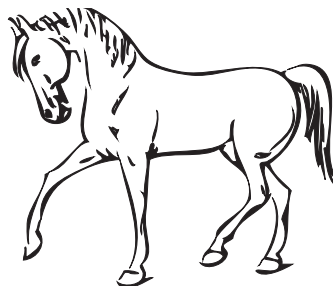
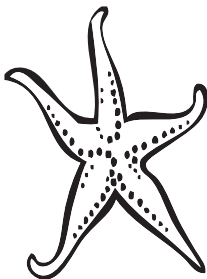
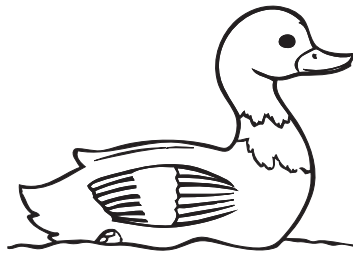
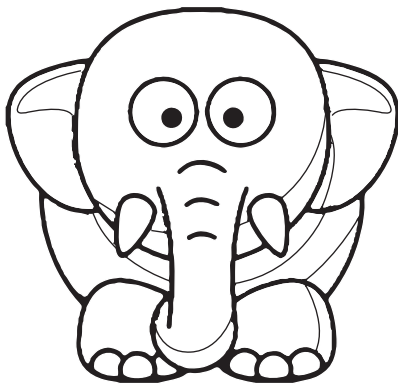
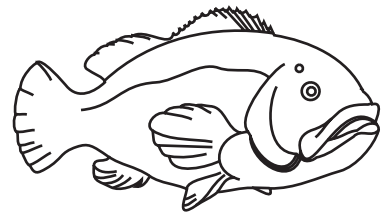
Name : _____

Class : _____

Date : _____

T. Sign : _____

Circle the animals that live in the water.



Animals around us

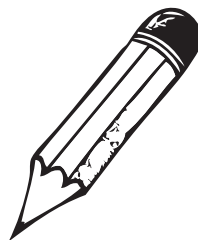
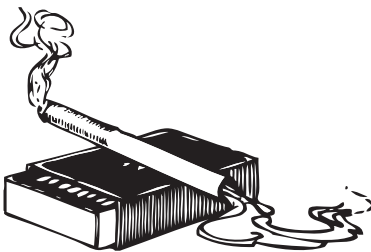
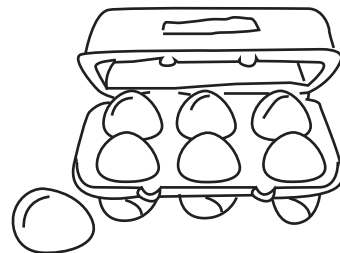
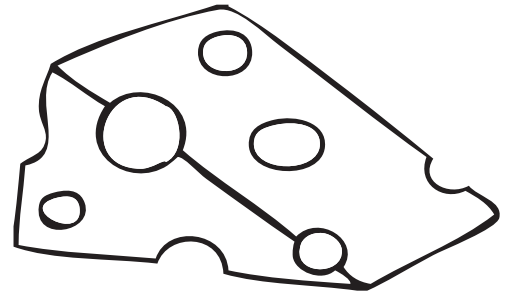
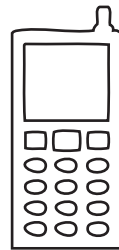
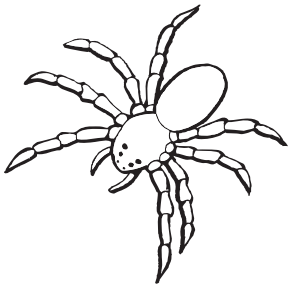
Name : _____

Class : _____

Date : _____

T. Sign : _____

Circle the things that come from farm animals:



unit **9** Lesson 17
Air we breathe

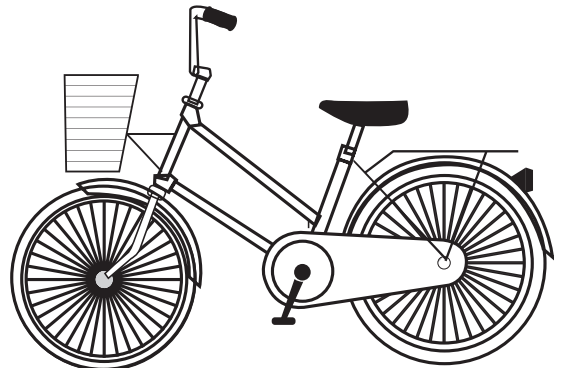
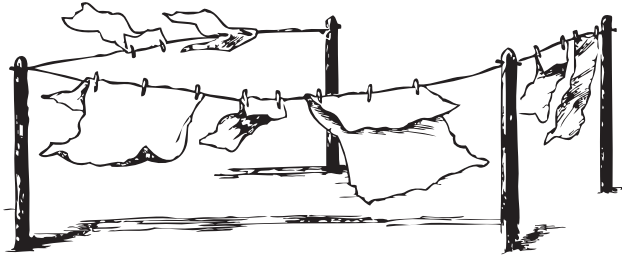
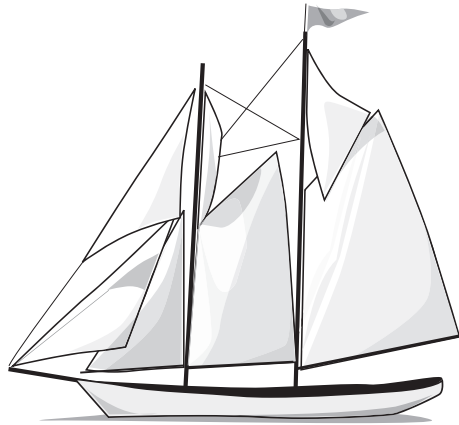
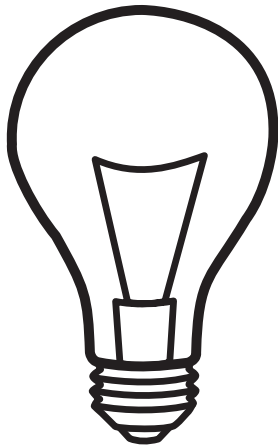
Name : _____

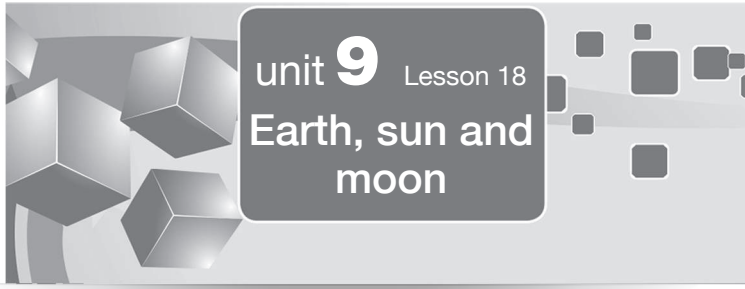
Class : _____

Date : _____

T. Sign : _____

Circle the things that need air to move.





unit **9** Lesson 18
Earth, sun and moon

Name : _____

Class : _____

Date : _____

T. Sign : _____

Tick yes or no :

1) We see the sun during the night.

2) There are no hills or rivers on Earth.

3) The Earth is shaped like a huge ball.

4) The sun rises every morning.

5) The sun gives us light and heat.

Draw the shapes of the Moon

Full moon

Half moon

Crescent

New moon

Earth, sun and moon

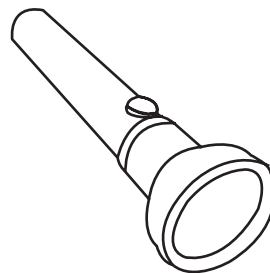
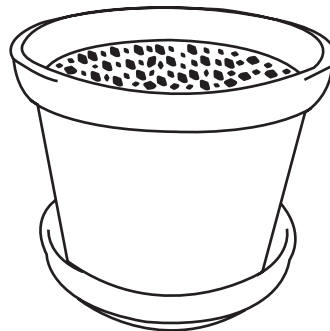
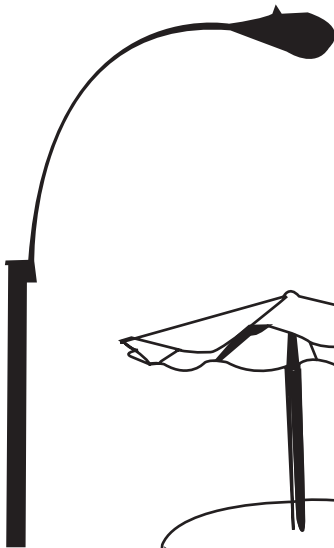
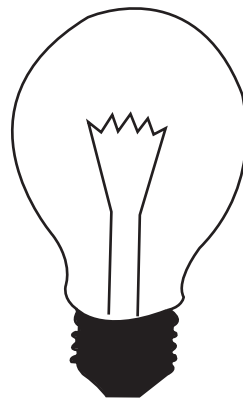
Name : _____

Class : _____

Date : _____

T. Sign : _____

Circle the things that give us light.



Series of Social Studies for juniors **Teachers' Guides**

