

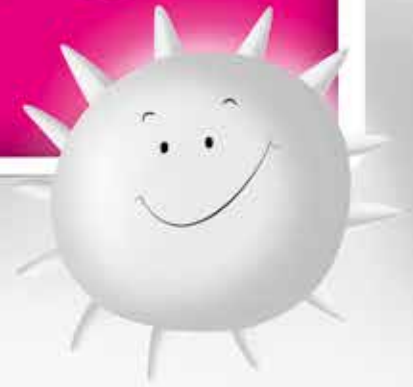


SOCIAL STUDIES

for juniors

Book 3

Pakistan Edition



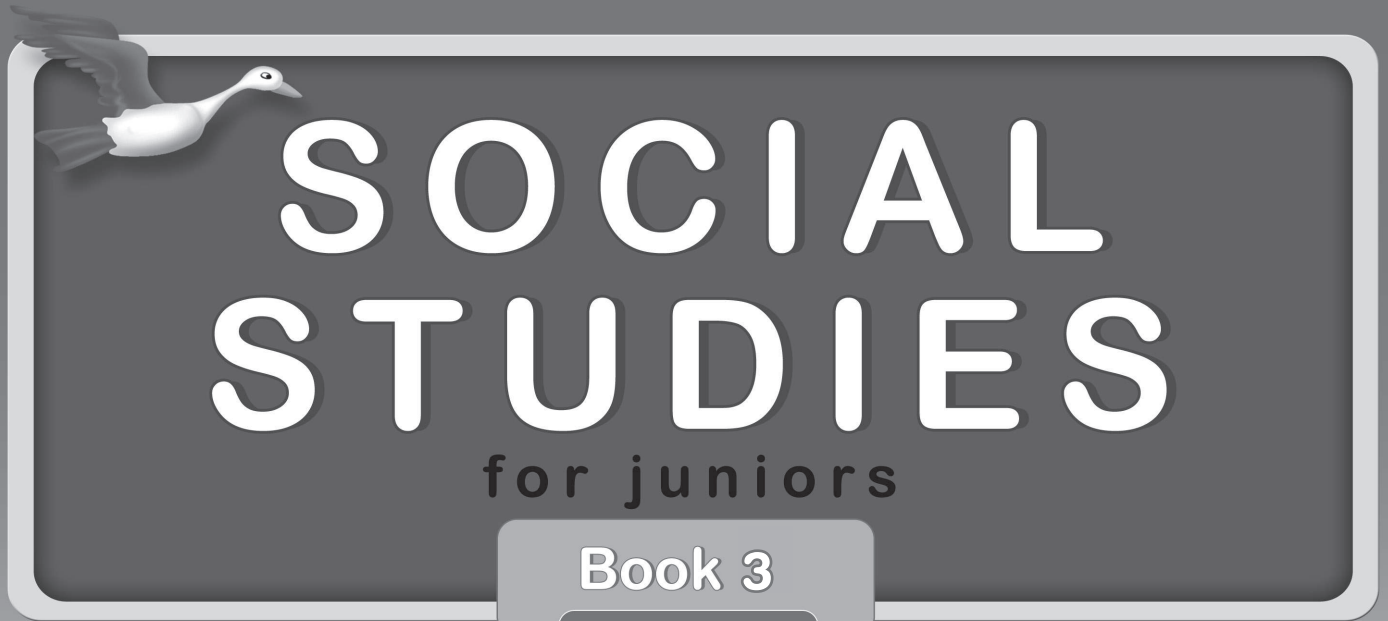
TEACHERS' GUIDE

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

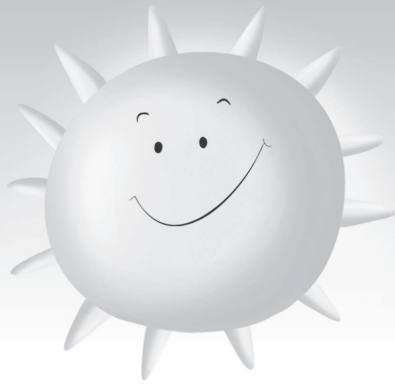


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TEACHERS' GUIDE



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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 human body. Before setting out to teach, study these aspects thoroughly and prepare your notes and activities around them.

Teaching points

The human body is an amazing machine and every part of the body has an important function to play. Pupils should develop an understanding of how each body part is important and helps in our daily chores. Sometimes children/adults resemble each other physically or in behaviour. This will enable the students to understand that we are blessed to be the way we are and regardless of our physical similarities/differences/colour/etc. we need to respect and love each human being for who they are.

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: characteristics, hereditary, traits, siblings, external and internal. Explain the meaning of these terms as they come up in the lesson and ask students to use it in their conversations.

Warm up

Pupils are already aware of their body as they have previously learnt about it and discussed in other subjects in their pre-primary and primary classes. Judging the needs of the students you may use the following warm up activity covering the main points on page 6 and 7.

Step 1: You may start with the things students already know about their body. Ask them what their favourite part of their body is, why is it their favourite, etc. Let them talk about their body and then lead the discussion to their favourite characteristics. Define the word characteristic clearly: it means a special quality or trait that makes a person, thing, or group different from others. Traits, on the other hand, are distinguishable characteristics of a person. Explain that some characteristics/traits are hereditary which means passed on from the parent to child. Ask them what is the one quality they like about themselves, if not about themselves then about others. Let them feel the importance of recognising a person's distinct personality through his/her qualities.

Step 2: Emphasise on the fact that we all have the same body parts, but still each one of us looks different. We all have a nose, two eyes, ears, mouth and cheeks. But each one of us has a face that looks different from that of others. No two faces are alike. Even if they do look alike as in the case of

twins, their habits might be totally different. Make them understand and imagine the variety among people in their physical appearance – height, colour of skin, hair and eyes, and so on. However, despite these differences, all human beings share so much in common in terms of their needs, wants, and feelings, etc.

Step 3: Ask them if they know of anyone who has a twin? Or triplets? Let them give examples, if not, talk about a few celebrity twins.

Interesting fact: Do you know what is most unique in this world. Something which is different even in identical twins! The identical twins are alike in all ways but even they have different fingerprints.

Suggested Activity 1: Let them look at their fingerprints and notice the difference between the fingerprints of other people. You may also have an ink pad in the class and ask the students to put their thumbprints on a piece of paper. Once everyone is done, show the paper to the whole class and prove it to them that all of them are different.

Discussion – The external and internal organs

If your students find the text on page 8 elementary, you may add more external and internal organs as mentioned below. If you think that the students do not know the difference between external and internal, explain the meaning clearly giving examples.

Activity

Step 1: To make this activity fun, divide the class into two groups; group one has to give examples of external organs, while group two has to give examples of internal organs. This will encourage students' participation and contribution in the lesson. The teacher can give cues if the students find it difficult to name the organs. Below is a list of a few external and internal organs that may be added to ones given in the students' book.

External organs: elbows, shin, chin, ankles, skin, forehead, neck, calves, knees, thighs, arms, palm, fingers, toes, thumb, lips, cheeks, hair, nails, etc.

Internal organs: heart, liver, lungs, stomach, intestines, muscles, bones, brain, veins, arteries, kidneys, windpipe, spinal cord, bladder, etc.

Step 2: Try to make a connection between the external and internal organs. Elicit from the students the functions of different external organs. Start by giving an example. Ask them what the function of the eye is. The students might reply that the eyes help us to see. Tell them that the eyes do help us to see, but the brain plays an important function in processing what we see. Likewise, our hands help us to touch but the brain tells us what we can touch and cannot touch. So match the eye on the board with the brain (internal organ). This will help make students understand that our human body is complex and the internal and external organs work as a team. Give them another example of our hands. Tell them that the hands will touch everything and anything in our way, but the brain tells the hands what it should and should not touch. Elicit from the students that a single organ might and can perform many functions at the same time.

Activity

The teacher may borrow the stethoscope from a doctor – in school or in the neighbourhood - and let the students hear their own heartbeats or those of their friends.

Textbook tasks

Skip the 'Busy Bee' task given on page 07 and use it as a home assignment. Before doing the 'Busy Bee' of page 09, confirm by asking question whether the pupils know what a limb is. If they do not know, explain it to them that our arms and legs are called limbs.

Assessment

The tasks A, B and C under the 'Things you know' sections can be a good resource to assess the pupils' understanding and comprehension. Assign these tasks to them and instruct them to complete on their own using the textbook.

References:

Definitions: Merriam-Webster. 2014. <<http://www.merriam-webster.com/dictionary>>

Answers

Task A (page 11)

1. hereditary
2. external
3. receptors
4. tongue
5. eyelids

Task B (page 10)

1. sense of touch – skin
2. you find it in the word 'year' – ear
3. the clock has these and so do you – hands
4. you have two of these, the horse has four and the snake has none – legs
5. lungs, heart, stomach – internal organs

Task C (page 11)

1. Family members resemble each other in: 1) physical appearance 2) behaviour 3) likes/ dislikes
2. External organs: hands, feet, limbs, eyes, nose, cheeks, palm, knee, etc.
3. 1) Eat lots of fruits and vegetables. 2) Try not to watch TV for too long.
4. Eyes, nose, tongue, hands, and ears.
5. Limbs help us walk, hold, move around, carry things, etc.

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

Teaching points

Family is the bedrock of any society and every member has an important role to play. Pupils should develop an understanding of different types of family units illustrated with examples; nuclear, extended, single parent, etc. Emphasise on the support, assistance and help that ensure healthy relationships. A strong and healthy family system ensures peaceful and supportive community and ultimately a prosperous society. Just like the way members of a family help each other in different ways, other people in our society deserve our assistance and support too.

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: immediate, generations, orphanage, and artist. 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: Invite some of the students to talk about their family. Keep this task open and loose structured. Let them talk about their families in whatever way they want. Listen to them attentively.

Step 2: As they finish, you model a talk about your family. Present it in some interesting manner providing details about the members of a family, their names, your siblings, and their relationship with you, age, etc. You may also give some interesting facts about your family, for example, when talking about your mother you can say that she makes the best pancakes in the world, etc. Try using positive adjectives while describing your family.

Reading for understanding

Step 1: Ask the students to read page 12 and 13 individually, or one student can read it aloud while the rest of the class listens to him/her attentively.

Step 2: Discuss the different types of family units. Explain to the students that there are nuclear families and extended families. There are also single parent families, and some children don't have parents

and live in orphanages. But there are always people who take care of them and provide support.

Step 3: Elicit from the students that although family plays an important role, sometimes people who are not family also play the same role.

Step 4: Ask the students to read the text on page 14. Emphasise on the role each member plays in a family unit; mothers, fathers, grandparents, aunts, uncles, cousins.

Activity

The teacher may give a plain sheet of paper to each student and ask them to draw their families in any creative way they want. They can either make a family tree, write a poem, draw something that they do together as a family, or any distinguishing feature about their family.

Textbook Tasks

Skip the 'Busy Bee' task given on page 15 and use it as a home assignment.

Assessment

The tasks A, B and C under the 'Things you know' section can be a good resource to assess the pupils' understanding and comprehension. Assign these tasks to them and instruct them to complete on their own using the textbook. Assist the students wherever they need help.

Answers

Task A (page 16)

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

Task B (page 16)

1. sibling
2. fraternal
3. orphanage
4. single
5. help

Task C (page 17)

1. Families grown when you have another brother/sister and when someone joins your family.
2. Children learn from all family members at home. They learn many values from grandparents and parents.
- 3-5. (Students will answer independently)

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

Teaching points

Being considerate or showing care is one of the most beautiful characteristic of a human being. Define abilities and talents. Explain how each of us is versatile; each human being is capable of doing great things with innovation and style. Explain physical disabilities. Emphasise on the fact that some people are born with physical and mental disabilities but they have other special talents.

Importantly, the teaching of this lesson should develop conscious awareness to the needs and support for such people. Talk about the attitudes and actions needed in order to encourage differently-abled and physically handicapped people to become active and key members of the society. Elaborate the point that people who grow old, suffer and/or face some health issues need special care, support and attention. Emphasise that our positive, caring, supportive and compassionate attitude can do magic and miracles.

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: talents, differently-abled, ophthalmologist, and specialist. 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 this activity by asking students to illustrate, demonstrate, write or describe what they see as their 'gift' or 'special talent'. What are their special talents? What interests them? What do they feel good about doing the most? Allow them to think and give them time to illustrate.

Step 2: Encourage each student to share about his/her talent. Ask the other students in the class to describe ways in which they could encourage that student to share or do more of that type of thing in their life. (Perhaps the talent is walking. What could be done to encourage him/her to walk more?)

Step 3: Elicit from the students that each child is unique in talents and abilities. It is very important for

those around the growing child to provide experiences, which will enable the child to become what he/she is good at. Explain to the students that this is also a way of showing care by helping people recognize that they have a special talent.

Active reading aloud

Use the chapter for active reading aloud. Invite some pupils to read aloud some parts. After pupil A finishes, ask pupil B to explain the reading part and engage pupil C to add any point or make comments. Once a part is read out followed by the suggested approach, explain the part to the class. Repeat the same procedure and invite another set of pupils to read out the next paragraph/part of the chapter.

Activity 1

Bring a sample of Braille writing to the class room for the students to feel how the blind read. Let them all feel the dots, and if they have any questions let them ask.

Activity 2: Sign Language

Ask the students that for the next five minutes (or less) they are only allowed to communicate with each other using sign language. Whoever starts speaking is out of the game.

Activity 3: Famous differently abled personalities

The teacher will need to prepare for this activity before class. Collect a few pictures of famous personalities who are differently abled, yet despite their disabilities have achieved their dreams. The list might include:

Helen Keller: Author, American activist and lecturer. She was the first deaf-blind person to earn a Bachelor's degree in Arts.

Walt Disney: was an American business magnate, animator, producer, director, screenwriter, philanthropist, and voice actor. Had a learning disability.

Tom Cruise (Hollywood Star): Is severely dyslexic.

Sarmad Tariq: storyteller and motivational speaker. After meeting a swimming accident at the age of 15, he was paralyzed from the left shoulder down and confined to a wheelchair. He also holds the world record of longest non-stop drive by a quadriplegic by driving his hand-controlled car for 33 hours, covering a distance of 1,847 km from Khyber to Karachi.

Textbook tasks

Use the 'Things you know' tasks to assess the pupils' comprehension as to how far they are successful in grasping the idea. Assign them to do it individually and ask them to complete it in class. Instruct them not to seek help from the chapter.

On the completion of the tasks, collect their feedback and provide correct input.

The 'Busy Bee' task can serve as an interesting small-scale research work for your pupils. Ask them to explore more similar signs, cut them out and paste on their copies. Label them with accurate captions and/or explanations.

Answers

Task A (page 22)

1. talent
2. brail
3. sign
4. cane
5. ophthalmologist

Task B (page 22)

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

Task C (page 23)

1. People who cannot hear, speak or see, or have some other physical disability.
2. Our body becomes weaker and we may suffer from poor health.
3. You should help them by talking slowly and clearly. Be sure to look at the person while talking. You can also help them by leading them to a place where they want to go.

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

Teaching points

Define the term occupation with examples. Explain why we need to adopt some occupational engagement. Discuss variety of occupations; talk about how occupations vary from mega cities to big cities, small towns to villages and highlight the occupations generally adopted in small cities.

Discuss the difference between skilled jobs and unskilled jobs. Explain that the jobs that require special trainings and/or skills are referred to as skilled work/jobs. But unskilled labour and work does not require some special training. Classify some occupations as skilled and unskilled jobs. Highlight the significance of all the occupations and talk about how they are interdependent upon each other. Elaborate on the point that they make our life comfortable. Emphasise that each occupation has its own significance. Hence, we have to give equal regard and respect irrespective of their status, designation and earning; be it a cobbler, a surgeon, a technician, an office boy, a cleaner, a bus driver, etc.

Discuss child labour in detail; explain why children get involved in child labour and how can we prevent it. Emphasise that child labour should be discouraged by supporting such children and their families with financial and educational opportunities.

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: occupation, manufacturing, skilled and unskilled jobs, child labour, and domestic helper. 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 with visual cues. Show the pictures of people doing work as their occupations. Elicit from the pupils about what they are doing and why they do these works. Ask the pupils to name the occupation. Develop a list of variety of occupations well in advance for your notes. Classify them as skilled, unskilled, labour, or professional jobs. Try to appreciate the pupils' responses. Do not expect accurate terms or names of the occupations.

Step 2: Ask the pupils about what older people of their family do; parents, uncles and aunts, adult siblings, etc. Ask more leading questions to broaden their thinking horizon. For instance, what kind of work they have seen people doing? Encourage them to share.

Reading for discussion

Building on the warm up, engage pupils in reading the chapter (pages 25, 26 and 27 only). Execute the reading task in groups. Members of each group should take turns to read the chapter. Then discuss the different occupations mentioned in the chapter.

Activity: Role Playing & Dumb Charades

Step 1: Write a few occupations on chits of paper. Fold the chits and place them in a basket.

Step 2: Ask each student to pick a chit and in front of the class he/she needs to act the occupation without speaking. The class has to guess the occupation. Give each student a chance to act and guess.

Writing task

After reading, encourage groups to choose any two occupations and write or draw something about them. Ensure that each group should choose to write different occupations.

Textbook tasks

For the 'Busy Bee' task, instruct the pupils to read out the poem individually. Engage the pupils by reading the poem again. Pick different pupils and ask them to read it out.

This is a slightly long poem, so to keep the pupils attention in class make the pupil reading the poem stop in the middle and ask the another pupil to read it from where he/she stopped. This will keep the students attentive and also involved.

Before you explain, ask questions to the pupils about the poem as to what they have learnt from this poem. Now link the content provided on page 28 with this.

Use tasks A and B of 'Things you know' as individual tasks. Assign them to the pupils and ask them to complete using the chapter. Use task C as an assessment; instruct the pupils to do it on their own without referring to the chapter.

Answers

Task A (page 30)

1. mechanic and cobbler/tailor
2. sticky clay
3. education
4. strips of bamboo
5. fine needles and colourful threads

Task B (page 31)

Doctor – occupation in a city

Children working – child labour

Weaver – loom

Skilled job – training

Potter – occupation in a village

Task C (page 31)

1. Any work done by a person to earn money is called an occupation.
2. Jobs that require training and need to be learnt carefully are called skilled jobs.
3. When children work to earn a living for their families.
4. To earn money.
5. Right to education.

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

Teaching points

Define recreational activities. State different sorts of activities people indulge in their free time as their hobbies. Discuss their significance and benefits. Generally, people adopt sports as their recreational and/or leisure time activities, and children, especially, love to do sports.

Explain that activities have been greatly changed with time. However, old, traditional activities and/or games are still widely enjoyed. Illustrate with examples, for instance, hide and seek, playing with marbles, ludo, carom board, chiriya uri, hara samandar, etc. At the same time, video games, use of internet and mobile phones are extremely common. Elaborate that there are some local, desi, traditional sports and others are internationally recognized and famous sports.

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: recreational activities, professionally, relaxation, raider, alternates, and opponent. 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: Divide the class into groups and ask each group to make a list of activities they play/like to do in their free time. Time the task, give them five to seven minutes.

Step 2: After completion, ask each group to come and share their list with the rest of the class. This way they will have a huge list of games/recreational activities they like to play. If they have missed an activity, ask them. For example, if they have completely forgotten any board game, ask them if they play it.

Step 3: Elicit from the students the different rules they make in playing these games. There are some universal rules, and there are some rules they make by themselves. Share the different rules in class.

Reading

Engage the pupils in a reading task. Assign the chapter to the pupils to read out on their own. Break down the chapter into sections for effective reading. Assign the first page of the chapter for reading and then ask them to explain it. Move on to the next part and collect feedback.

Activity 1: Guess the sport

Show pictures of different sports equipment and make the students guess the sport. For example, you can show them a tennis racquet, and ask them to guess the name of the sport.

Activity 2: Guess the sport

Step 1: Make a list of different words that are used in each sport that distinguishes it from the other sports. For example, in tennis ace and deuce are used.

Step 2: Say the word aloud in the class and make the students guess the sport.

The following list can help in conducting this activity successfully:

Game words

Tennis	racquet/ ball/ net/ court/ service
Cricket	six/ catch /bowled / LBW / over
Badminton	shuttle cock/ racquet/ net/ court
Field hockey	hockey stick/ goal/ goalkeeper/ penalty corner
Football	goalkeeper/ goal/ penalty kick
Baseball	pitcher/ home run/ base

Discussion

Build a brief discussion on this reading part – the kabbadi. Ask the pupils about some more similar sports. Encourage pupils if they can share some rules of such games – how they are played.

Take the discussion further and begin talking about the recreational activities the pupils do at their homes. Invite some volunteers – the pupils - to share details about their hobbies and leisure activities.

Next blend the ‘Busy Bee’ task into it. Assign the task to the pupils and instruct them to fill in the information. The pupils should at least talk to 7 other pupils to complete the survey. You may add more recreational activities and games or the pupils can add on their own so leave some blank spaces.

Textbook tasks

Use the ‘Things you know’ tasks as an individual task. For task B, instruct the pupils to add two more games and then complete the table with the appropriate information.

Answers

Task A (page 36)

1. rules
2. vacations
3. outdoor
4. healthy

Task B (page 37)

1. football
2. carom/scrabble/hide and seek
3. football
4. scrabble/carom

Task C (page 37)

1. Activities that we do for enjoyment when we are not working.
- 2 - 3. (Students will answer independently)
4. Keeps us active and healthy.

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

Teaching points

Discuss food and the items used in preparing foods. Discuss the habits of taking in food and how they are influenced, for instance, in summer and winter, usually different foods are made at our homes. Similarly, other factors affect our eating habits. Foods vary in each region, culture, and families; explain this point with examples or show pictures.

Discuss hygiene with respect to food preparations and preservations. Emphasise on the importance of hygiene and how unhygienic food/surroundings affect our health and us. State briefly the steps we need to ensure while preparing or taking food.

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: vegetarians, diversity, vendors, nutrients, and bacteria. 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 sharing a brief discussion on what you had for breakfast today or talk about the how lavish a Sunday breakfast is. Present it with some elaboration and show you enjoyed it; name couple of food items. Inquire from a few pupils about their breakfast meal.

Step 2: Build on this and ask the pupils to develop a list of the foods and/or food items they love to eat. Use the table given at the beginning of the chapter. To add variety, ask the pupils to discuss their favourite foods and food items with their classmates.

Active reading aloud

Use the chapter for reading aloud in teams. Assign the initial two pages to the pupils to read in the teams. One member reads out his chunk, the other member explains to the team and another member notes down the key points explained by the other member. Each member should take turns to read a chunk of the chapter. The members in each team must swap the roles – the reader becomes explainer,

the explainer becomes writer, and so on.

Collect feedback as to what they understood; ask them to share the key points and explain the topics. Encourage the pupils to share their experiences similar to the one mentioned in the chapter. Probe further if they go out for grocery with their parents or others, how their experience is; inquire if they have ever been to any small town or village.

Move on and divide the remaining two pages into sections; first assign the 'cultural diversity in food' and follow the same strategy used for the previous two pages. Then instruct the pupils to read the remaining part of the chapter. Collect feedback and explain the part; discuss the teaching points, for instance food and its connection with culture, region and events.

Activity 1: Cultural diversity in food

Step 1: Show pictures of different food items from all over the world. Show the students the variety of food and how people eat.

Step 2: Lead the discussion on how food that are not part of our culture have become its part now, for example, pizzas, pasta, burgers are originally foods coming from other cultures but now they are integrated into our local cuisine.

Activity 2: Favourite food activity

Step 1: Ask the students what their favourite food is. Some might say pizza, Chinese, tikka boti, halwa puri, biryani, Thai, etc.

Step 2: Relate each item to the country of its origin. For example tell them that the Chinese food we eat, is not even close to the Chinese food the Chinese cook. We have added spices and made it to our own taste.

Step 3: The teacher can then talk about the variety of food people eat in Pakistan. Let students from different ethnicities share the type of food that is eaten in their families.

Step 4: Elicit from the students that there is so much variety in food.

Textbook tasks

Use the tasks A and B under the 'Things you know' section as a class assessment.

Task C can be done as a homework assignment.

Answers

Task A (page 42)

1. balanced
2. milk
3. biryani and neehari
4. clean/boiled/filter
5. germs

Task B (page 42)

1. seeds
2. eggs
3. makey ki roti
4. close
5. a different variety
6. Karachi

Task C (page 43)

1. Paneer, cream, milk, curd, butter and ghee.
2. Different foods have different nutrients. For a balanced diet we should eat different foods so our body gets the nutrients.
3. Seed – rice
Leaf – coriander
Flower – cauliflower
4. Typhoid and cholera
5. The market

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

Teaching points

Discuss the chain process involved in garnering food items. Explain how we obtain them, their route of circulation. Talk about the difference between the items used as cooked and uncooked foods. Illustrate this with examples. Define some ways adopted in the preparation of food. Discuss the different equipment, machines and tools used in making food at home and mention traditional and modern machines, too.

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: digested, grains, pulses, diseases, appetite, appearance, and utensils. 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: Connect the lesson with the last lesson they studied. Begin the lesson with brief revision of the last lesson; ask the questions to link, for instance, *What are some of the points we discussed and studied in the last class?* Listen to the pupil's responses carefully and ask further leading and/or probing questions.

Teacher: *Hmmm, Ok, so where do we get these food items from?* and try to build on it so you can develop linkages.

The pupils may respond, *from the shops/supermarket/market/stall/vendor/etc.*

Then probe further to lead them gently to the actual point – the fields.

Step 2: Instruct the pupils to draw the cycle of food or of their favourite food– from its source to its usage; instruct the class to illustrate the stages from source to its consumption.

Step 3: Make each student present his chain to the class. The students can depict their work in any creative manner they want, depending on the time given.

Reading for presentation

Step 1: Assign the task to the pupils to read the chapter and give presentations. Preferably, execute it as an individual task; each pupil should present his own part. Assign a chunk of the text to the students, for instance, the pupil A works on the picture story and describe it. B reads first heading – the first paragraph, pupil C works on the first paragraph given under the next heading (why do we cook our food?), pupil D will give a presentation on the second paragraph of the same heading and pupil E works on the next heading. Follow the same strategy and assign each pupil a part to read and explain.

Step 2: Encourage the students to elaborate and illustrate their points with some real-life examples. For example, the pupil who is presenting on cooked and uncooked food items must name the things such as, turnip, salads, tomatoes, etc. Appreciate if they can use some visuals or drawing made by themselves or any other aid. Give them due time to prepare their presentations, support them, monitor and facilitate them.

Step 3: Give them 1-2 minutes each to present their part to the class. This way the students will learn from each other.

Activity: Food chain

Make a detailed food chain on the board clearly representing the people involved and how each person plays an important role in delivering the food to our plates. Below is an example of a detailed food chain.

Step 1: Ask one of the students what he/she has brought for lunch today. It is probably a packet of chips/biscuit/sandwich. Tell the students now we find out where and how exactly this sandwich reached us.

Step 2: Make a sandwich on the top left corner of the board. Then make an arrow (as shown below)

Sandwich → lunchbox → Home → Mum/Dad/Domestic help → bread and mayonnaise → grocery store → driver/father/mother got it from the store → how did it reach the store → the delivery man of bread delivered it in the morning/ mayonnaise was delivered separately → bread was made in a factory → (Highlight the people involved in making the bread at the factory) → the raw materials of the bread came from another factory in a village → the seeds of wheat came from the fields → it took the farmers many months of hard work to make the wheat grow

Textbook tasks

Use the task on page 49 the 'Things you know' section as assessment. Time each tasks and ask the students to complete it in the given time.

Use the tasks on page 50 as homework assignment.

Answers

Task A (page 49)

1. Cucumbers/carrots/fruits
2. Tasty
3. Brass, copper, silver, iron, and steel
4. Blender and beater
5. Solar

Task B (page 50)

Wok – to boil water

Pressure cooker – to cook meat

Frying pan – to make an omelette

Steamer- to steam fish

Earthen pot – to cook saag

Task C (page 50)

1. Boiling, steaming, frying, roasting.
2. Things that produce heat on burning are called fuels. Gas, kerosene, charcoal or firewood.
3. Boiled – rice, pulses, vegetables, eggs
Fried – chicken, fish, potatoes, samosas
4. A blender, microwave and beater are used in the kitchen today. Years ago people used other devices to do some tasks.
5. Different kinds of stoves are: coal stove, gas stove, hot plate, kerosene stove.

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

Teaching points

Describe the sources of water and explain how it reaches our houses. Emphasise on the significance of water; discuss its consumption and usages in various settings. Discuss scarcity of water and elaborate the point of consumption by talking about its careful and frugal use. Describe how people face extreme difficulties both in fetching and receiving supply of water in remote/far-flung/slum areas, villages, big and small towns. Define and explain the processes of purifying water to make it fit for household consumption. Illustrate the processes of water purification at both– mass level and household level.

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 key terms: remote, queue, irrigation, drought, potable water, filtration, purification, and harvesting. 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: Write the word 'water' in the centre of the board. Then ask the students to share whatever comes to their mind when they hear the word 'water'. Start jotting each point on the board as shown in the illustration below.

Step 2: Keep adding to the list as the students reply. Once the brainstorming ends, elicit from the students the different uses of water and how we cannot survive without water.

Step 3: Explain to them very briefly how water reaches our houses/schools/offices.

Reading for comprehension

Use the chapter for reading for scanning, inferring meaning and synthesizing information.

Reading for meaning

Engage the class in attempting the 'Things you know' tasks using the textbooks. Begin with task C, then move on to B and A.

Pass instructions to complete C and to do this they should refer to the chapter. Then ask them to do tasks B and A. Time the activities. At the completion of each task, collect feedback from the class. Monitor and facilitate the pupils wherever needed.

Next explain the chapter following the procedures mentioned in the teaching points.

Now assign the task D to the class.

The 'Busy Bee' activity can be used as home assignment and/or as a field work if school can arrange a visit for this.

Answers

Task A (page 57)

1. potable
2. germs
3. rainwater
4. salty
5. waste

Task B (page 57)

1. True
2. True
3. False
4. True
5. False

Task C (page 58)

River – fresh water

Sea water – salty

Boil and filter – drinking water

RWH – rain water harvesting

Drought – no rain

Task D (page 58)

1. Dirt from water can be removed by straining water through a filter and boiling kills the germs present in the water.
2. 1) having a bucket bath, 2) close taps tightly, 3) pipe leakages to be repaired.
3. Fresh water is not salty and can be used for drinking. Rain and rivers are the source of fresh water.
4. To supply water to towns or cities, water must be cleaned first. This is done in a water purification plant. In a water purification plant, water is first left to stand in a large tank so that the particles of sand and mud settle down. Then the water is passed into filter beds where it is filtered. Water from here is pumped through pipes to overhead storage tanks. From the tanks the water is sent through pipes to homes.
5. Water can be stored in buckets, tubs or some other containers. Drinking water can be stored in bottles, pots or pitchers

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

Teaching points

Discuss the importance and variety of clothes in the past eras; describe its uses in different cultures, races, regions and time. Discuss the need for clothes. Explain how weather and culture affect the way we dress. Elaborate the difference between the clothes of men and women. Highlight the cultural diversity in dressing in our country. Describe the process involved in the manufacturing of fabrics, source, efforts and energies put in, machines and equipment used, people who work on it at different stages, etc.

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: climate, weather, tradition, occasion, comfortable, synthetic, and natural. 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: Use 'Busy Bee' (given on page 65) and task B of 'Things you know' as a starting trigger. They are simple tasks that the pupils can work on their own. Importantly, they will help you set the tone and link the topic.

Step 2: After they have completed the 'Busy Bee' activity ask the students why do we wear different types of clothes in different seasons? Which clothes do you wear in the winter that you do not wear in the summer? Give enough time for the students to respond.

Step 3: Appreciate their responses and encourage them to share their experiences of the types of clothes they wear at different occasions.

Activity: Writing task

Based on the discussion, create a writing task for the class. Develop a task that requires them to write. The areas based on your discussion may include:

Why do we wear clothes?

Our national, traditional and regional dresses

The dress or clothes I like

The clothes of olden times

Choose a topic that comes out of the discussion and is simple to write/draw. Preferably, do not let the pupils refer to the textbook. Motivate the class to write; accept their short and sketchy write-ups, do not insist upon accurate writing. Encourage them to be creative.

Active reading aloud

Use the chapter for reading aloud as a whole class activity. Conduct this by inviting some volunteers from the students to read out the chapter, instruct others to explain and add information. Pick the readers from the class, as they finish reading, ask some pupils to explain and another pupil to sum up, comment or add into the part. Continue reading aloud the chapter in the same manner; invite another to read some chunk, some to explain and others to provide extra information.

Reading for comprehension

Task A and C on page 65 and 66 should be used as reading tasks; the pupils can refer to the chapter for completing the tasks. Collect the feedback and discuss the answers. Involve all the pupils; encourage them to ask questions and correct them politely if they are wrong. Assess their comprehension and writing skills through this activity.

Assessment

Use task D on page 67 as an assessment. Instruct the pupils to attempt it individually in the time given.

Answers

Task A (page 65)

1. sheep, yak, and goats
2. summer
3. kameez and shalwar
4. shalwar, kameez and dupatta
5. skin diseases

Task B (page 66)

Tailor – stitches clothes

Draper – sells cloth

Weaver – weaves cloth

Synthetic – nylon

Rubber – rainy season

Task C (page 66)

1. True
2. False
3. False
4. False
5. False

Task D (page 67)

1. We get cotton from the cotton plant, and silk from the cocoons of the silk worm.
2. We wear woollen clothes to keep us warm in the winter.
3. (students answer independently)
4. Culture, season and the kind of work we do affects our choice of clothes.
5. Shalwar and kameez.

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

Teaching points

Describe a house, its some common parts, structure, design etc. Explain its need and significance. Discuss the variety of houses with respect to their structure, size and design. Explain the needs of such houses in different setting and culture. Talk about some materials used in the construction of buildings, houses, etc. Highlight the types of houses in mega cities and their difference with houses in small cities and villages.

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: thatched, bungalow, stilts, caravans, Eskimos, ventilation, and respiratory. 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 discussion by asking about the kind of houses they have noticed in their neighbourhood. Some pupils might live in flats/apartments, some in bungalows, others in villas, etc. The idea is to list and learn names of different types of houses.

Step 2: Move on, inquire further if they know some more types of buildings people use as their dwellings. Let the students respond.

Step 3: Probe about their structure, make, materials, etc. Elicit from the students the strongest and weakest houses, and why are they strong or weak. The teacher can give examples of houses of different animals too.

Activity 1

Use visual cues to pass on the information. One possibility is the use of pictures of different types of houses as a hand out. Ask the pupils to identify the differences in their appearance. Divide the class into groups and assign each group two different pictures of houses. The group has to write down the features of the house and then present it to the class. They can present creatively by making a house

out of paper/ or on the board, etc.

Reading aloud

Now engage the class into reading aloud the chapter. The class should read independently. At the end, instruct the pupils to share their understanding, collect feedback and explain the chapter.

Use the 'Busy Bee' task as a home assignment to be completed with the support of their parents.

Textbook tasks

Assign 'Things you know' tasks A, B and C. Encourage the students to complete the given task in the allotted time.

Assessment

Use task D on page 74 as an assessment activity.

Answers

Task A (page 73)

1. clean
2. cement
3. staw
4. wheels
5. snow

Task B (page 73)

1. kitchen
2. bathroom
3. bedroom
4. lounge
5. entrance/foyer

Task C (page 74)

Thatched roof – mud and straw

Tent - desert

Caravan - circus

House on stilts – heavy rain

Bungalow – bricks and cement

Task D (page 74)

1. Cement, steel, bricks, and glass.
2. a) Eskimos live in igloos. Igloos are made of big blocks of snow.
b) Caravan and trailers are houses on wheels. They can be driven from one place to another.
3. We should have a dustbin in every room and a large bin in the kitchen. The bathroom and toilet of the house must be cleaned regularly.
4. Ventilators are openings which let in fresh air and let out the stale air from a room. Ventilation is important because without adequate ventilation we can have respiratory problems.
5. Nomads live in tents.

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

Teaching points

Discuss directions, locations and positions of persons, things and places. Explain mapping and its significance in real life. Asking and giving directions, ability to map a place or city and interpret are extremely vital 21st century skills. State, model and teach the specific vocabulary used for this. Create opportunities for the pupils to practice asking and giving directions and mapping.

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: mapping, locating, sketch, observe, and specific. 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 to give the directions of the computer lab/library from where they are sitting right now. They will try to give directions. Highlight the words they use for giving directions, for example, they might say, 'turn right from the end of the hall', 'go down the stairs, and turn left', 'keep going straight', etc.

Step 2: Ask them to draw the map to the library/lab on a piece of paper clearly showing the arrows leading to the destination.

Step 3: Use the activity on page 77 as a connection to the previous activity. This will reinforce the use of direction words. Instruct the students to add more objects on the right and below to understand directions clearly.

Active reading

Step 1: Use the 'map' given at the end of page 78 to teach mapping skills. Execute it in the manner that you first ask the pupils to list the names of the places mentioned in the map. This will help the pupils to get familiarize with the map.

Step 2: Next, talk about the positions of places with respect to their surroundings/neighbours. Use questions such as, *What is the building opposite to....? What is next to?*

Step 3: Ask the students to fill the blanks on page 79 by looking at the map on page 78. Help them if they find it difficult.

Activity 1

Step 1: Ask the students to draw a map of their school illustrating the key rooms and sections of the building.

Step 2: Exhibit their maps on the class board and make them all vote for the student who has made the most accurate map of the school building.

Activity 2

The teacher can bring a detailed map of some place like, a museum, garden, exhibition hall, etc. Involve the class in interpreting the map and giving directions using the map.

Textbook tasks

Assign 'Things you know' tasks A, B and C to the students and encourage them to complete the given task in the allotted time.

Answers

Task A (page 80)

1. four
2. east
3. flat surface
4. south
5. sketch

Task C (page 81)

1. The four main directions are north, south, east and west.
2. Locating people and places in a given space.
3. The easiest way of telling the position of a person or thing is with reference to yourself.
4. The four main sides are right, left, front and back.

Teaching of this chapter aims at covering some key aspects related to different religions that co-exist in Pakistan. Before setting out to teach, study these aspects thoroughly and prepare your notes and activities around them.

Teaching points

Define religion; explain its needs to human life. State that in Islam, religion is the sole main authority to define ways to lead life in every aspect. Discuss religions followed and practised around the world and in Pakistan. Highlight the prerequisites and other key beliefs of Islam, and its universality. Discuss the point that we should show respect to the believers of other faiths and be tolerant towards them.

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 key terms: citizens, prohibits, courteous, tolerant, equality, and symbol. Explain the meaning of these terms as they come up in the lesson and ask students to use it in their conversations.

Warm up

Show the pictures of holy places of different religions like, Islam, Christianity, Hinduism, etc. Involve the class in a brief talk about the pictures as what they are. What do people do at these places? Relate the pictures with the chapter. You may ask the class about the purpose of showing these pictures.

Teacher: *Can you guess why we are talking about these pictures? What is their connection? Can you guess what are we going to read today?*

Reading for key information

Encourage the students to scan key information from the chapter. Create a task that demands the pupils to locate and list the names of the holy books and places of the religions mentioned in the chapter.

You can assign more similar tasks to familiarize the pupils with the content for instance, ask them to develop a list of the worshipping places of the religions.

Activity 1: Sharing experiences

If there is a student from another religion in the class, encourage him to talk about the different practices and rituals they follow.

Activity 2: Group activity

Step 1: Divide the class into five groups, and assign them a religion each from the book.

Step 2: Instruct the students to do some independent research on the religions assigned to them. They may collect different pictures of their place of worship, religious symbols, festivals, weddings, funerals, etc.

Step 3: Give them five minutes each to present their research to the class. Appreciate their work.

Reading for details

Using the textbook tasks 'Things you know', engage the class into reading the chapter for detailed information. Instruct the pupils to complete tasks A and B referring to the chapter.

At the end of the tasks, collect the pupils' responses and provide feedback. Explain the chapter covering the teaching points.

Assessment

Use task C on page 88 to assess the students understanding of the chapter. Ask them to finish the task in the given time.

Answers

Task A (page 87)

1. tolerant and courteous
2. non violence/arishma
3. Vedas/Upanishads, Puranas, Ramayana, Bhagavad-Gita
4. Guru Granth Sahib
5. Prophet Muhammad (pbuh)

Task B (page 88)

Islam – Prophet Muhammad (pbuh)

Christianity – Jesus Christ

Buddhism – Siddhartha Gautama

Sikhism – Guru Granth Sahib

Zoroastrianism – Prophet Zoroaster

Task C (page 88)

1. Fast in the month of Ramadan
2. Islam
3. Christians
4. Ancient Iran
5. Guru Granth Sahib

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

Teaching points

Discuss means of transportation and highlight the classic and old modes of transport, such as oxen-cart, horse cart, horses, camels, etc. Explain and illustrate with examples the means of transport used for commuting short and long routes. Talk about the kind of transport used in big cities for intra and inter-city travelling; the vehicles used in villages. Define public and private transportation system and give examples for both of them; personal vehicles – owned by an individual and/or a family are private transport while buses, trains, airlines, coaches are public transport. Tonga, cycle rickshaws, motorcycle rickshaws, are also a mode of public transport. Elaborate the swift, mass systems used as means of transportation. Highlight the safety measures while commuting in vehicles and walking on the roads.

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: astronaut, private, public, and vehicle. 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: Write the word transport on the board. Then ask the students what comes to their mind when they hear/see this word. Let the students give their responses, while you jot them on the board.

Step 2: If the students have missed out a certain mode of transportation (cars, bus, train, subway, aeroplane, rickshaw, ship, ferry, etc) give them hints so they come up with the answers themselves. The students will be aware about the different modes of transportation that exist around them.

Discussion

Hold a brief discussion with the class about their commuting experiences. Raise questions as cues to encourage them to participate. For instance, inquire about the kind of transport they use to come to school. To initiate the discussion and get the pupils involve ask questions.

Teacher: 'Have you travelled to outside the town to any place? What kinds of transport have they used to commute?'

Throw a question, let the class share and talk about it; encourage them to talk. Listen to them carefully and raise more leading and probing questions.

Team reading aloud

Use the chapter for reading aloud in groups. Divide the class into groups and assign a part of the chapter to them. Instruct them to read their part in the group, discuss it, think of some examples and add more details if they feel to. Further, ask all the groups to present their part before the class.

Finally, explain the chapter and cover the aspects highlighted in the teaching points.

Textbook tasks

Use the textbook tasks on page 94 and 95 to assess the pupils' learning. Instruct the pupils to complete the tasks independently.

Answers

Task A (page 94)

1. walk
2. travel
3. bus stop
4. city
5. aeroplane

Task B (page 94)

1. True
2. True
3. True
4. True
5. True

Task C (page 95)

1. They walk or bicycle, or go on scooter and motorcycle.
2. The government also provides different means of transport for the people. Cities have a

fleet of buses and sometimes even train service, which connects the important places to one another. This is known as public transport.

3. Trains connect a city. Train is a faster way to commute.
4. Cities are connected by trains, buses and aeroplanes.
5. Always cross the road at the zebra crossing. We should walk and not run while crossing the road. Use the footpath for walking. Cross the road with a grown up.

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

Teaching points

Define communication, discuss modes of communication, and highlight the classic, old and modern sources of communication. Illustrate the ways people would write, dispatch and receive letters. Talk about the functions of post offices. Highlight how and why the public post offices are taken over by private sector courier companies (they are fast, their system and infrastructure is robust and swift, etc.). Elaborate the significance of using letter. Explain the advancement in technology and its comfort in our lives. Highlight the progress in the fields of telephone. Discuss the role of media; define electronic and print media. Explain how they communicate.

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: communication, subscriber, prepaid, and personal. 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 how do they communicate with their friends when they go home? Some might say they call each other, text, or through social media. Explain to them that these are modern ways of communicating.

Step 2: The teacher can then ask the students if they have ever written a letter and used the postal services to post letters.

Step 3: Ask the students to write a letter to a friend who lives away telling her/him that you are writing a letter to understand how people used to communicate through letters in the olden times.

Step 4: Once the students have written their short letters, make a few of them read their letters to the class.

Activity 1: Post card

Step 1: Give each student a postcard size paper/chart.

Step 2: Ask them that they will send this post card to their friend living abroad. They can draw on one side of the card, write the address, a small note, and make a stamp and stick it on the postcard.

Step 3: These post cards can then be put on the class board so they remember the activity.

Activity 2: Discussion

Teacher: *How do you contact each other?*

The pupils response might include speaking, talking, call them, use phones, use signs and signals, etc. Raise some more probing and leading questions to drive the point and help the class realise and familiarise with the topic.

Teacher may ask: *How do people contact their friends and colleagues who live afar? or What sources or modes people use to contact their family and friends who live in other cities and countries?*

Listen to the pupils responses attentively; try creating a link and bring them on the topic. This time the class may respond close to the topic discussed in the chapter, for instance, they might say mobile phones, telephones, some pupils might say letters, and others might mention internet, Facebook, Skype or email.

This way you can hold a healthy and relevant discussion that will help prepare the class about the chapter. Now it is reasonably easy for the class to grasp the content and link it by applying it to their contexts.

If you wish to take the discussion further, you may raise more leading and probing questions. You may now talk about radio, television and newspaper.

Teacher: *How do we learn about some events and happenings organized around the world, for example, if there is sports event how do we know about them?*

These type of questions compel the pupils to think of where they get their information from. They will start thinking about mass media; TV, radio, newspapers, etc.

Reading for presentation

You can use the chapter for reading to give presentations. Split the class into groups and assign a section of the chapter to each group. Instruct them to read it carefully, add examples, and develop understanding about their section within the group. Prepare a presentation for 2-5 minutes. Encourage them to use illustration, visuals, and other resources in their presentations.

Assessment

Use tasks A and B to assess the students understanding of the chapter. Ask them to finish the task in the given time.

Answers

Task A (page 100)

1. letter
2. telephone
3. television and radio
4. telegraphic

Task B (page 101)

1. Communication is the act of transferring information through verbal messages, the written word, or more subtle, non-verbal signals.
2. When we have to communicate with a big group of people or many people at the same time, we use mass communication. Television and radio are examples of mass communication.
3. We write a letter and drop it in a nearby letterbox. The postman collects letters from the letterbox and sorts them by the addresses. Then he delivers them to the post office of that area. Local post office gives these letters to the postman who delivers them to the appropriate addresses.
4. A postman helps us deliver our letters to the right people.

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

Teaching points

Discuss living organisms – the plants and animals. Discuss how animals differ from plants. Explain that animals widely and commonly exist in our home planet. Explain their variety of abodes (homes) like, air, mountains, over the grounds, under the grounds, in water, in homes, in jungles, etc. Discuss animal kingdom and its classes – reptiles, birds, mammals and insects and explain why they are put into classes; how are they different from each other. State some examples.

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: variety, mammals, reproduce, and entomology. 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 difference between plants and animals. To do this, you may show them pictures of plants and animals. You can do this orally and seek the pupils' responses.

Step 2: Make two columns on the board, one for plants and the other for animals. As the students point out the difference write them on the board under their respected headings as shown below.

	
<ul style="list-style-type: none"> • eat plants and other animals • can move around • are food for humans and other animals 	<ul style="list-style-type: none"> • cannot move around like animals • are also food for humans/other animals

Activity 1

Give the task to the pupils of putting animals in their appropriate environments/homes. On the worksheet, draw pictures of some animals such as dolphin, fish, lions, eagles, hawks, goats, penguins, snakes, doves, crows, etc. Next, show their corresponding environments/homes. For instance, aquarium, sea, ponds, trees, mountains, Antarctic region, jungles, farms, nest, den, burrow, hole and deserts. Preferably, present environment in which the animals live.

Reading

Reading for reinforcement

Use the chapter to reinforce the points you explained about the topic. Then ask the students to complete tasks A, B and C from the 'Things you know' section. They should refer to the chapter for doing the tasks. Divide the class into pairs and instruct them to complete task A first; time the activity. At the end of each task, collect their responses and provide correct answers. Also, actively note what creates problem for the pairs to respond wrong and/or do poorly. Teach and help them practice comprehension strategies. Repeat the same process for tasks B and C on page 106 and 107.

Reading for comprehension

You may consider using task D as an individual task to assess the pupils' learning and comprehension. You may give it out as a test and ask them to do on their own without referring to the chapter.

Answers

Task A (page 106)

1. fins
2. insects
3. mammals
4. butterflies and bees
5. forest

Task B (page 107)

Frog – webbed feet

Fish – fins

Mammals – two or four legs

Birds – wings

Insects – six legs

Task C (page 107)

1. False
2. True
3. False
4. True
5. False

Task D (page 108)

1. Mammals are animals that feed their babies on milk from their body. Examples are lion and dogs.
2. A place where an animal can live and grow naturally is called a habitat.
3. They move in search of food, water and shelter.
4. We should conserve the habitat of wildlife because that's where they live and grow naturally.

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

Teaching points

Discuss geographical and environmental aspects of your region. Define landforms and highlight some basic features of it; land, water bodies, plains, deserts, jungles, mountains, forests, hills, valleys, etc. Explain them briefly. Discuss some environmental issues especially that disturb our planet. Define pollutants and their hazards. Discuss the preventive measures. Elaborate the steps and things we can do to reduce pollution. Emphasise on our role as individuals to protect the home planet and nature.

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: locality, landforms, pollutants, and chemicals. 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 may start the lesson by asking the students: *Why do we need to take care of our surroundings?*

Step 2: Wait for the students to reply, encourage them to speak. Then the teacher can ask them what do they see in their surroundings. The list might include mountains, roads, buildings, animals, trees, plants, sea, lakes, factories, etc.

Step 3: The teacher must then elicit responses from the students to the question: 'Who is responsible for taking care of these things around us.' Let the students think about it, and share their thoughts.

Reading

Reading for discussion

Use the chapter for reading aloud in teams and discuss it. Split the class into groups and instruct them

to read the chapter. To read the chapter, explain that they should follow this approach. One member reads out his chunk, the other member explains to the team and another member notes down the key points explained by the other member. Each member should take turns to read a chunk of the chapter, explain and make notes. Hence, the members in each team must swap the roles – the reader becomes the explainer, the explainer becomes the writer, and so on.

Time the reading of the chapter. As they finish reading, ask them to discuss the major ideas of the chapter group wise.

Next, hold a class discussion. Initiate by asking what they learnt in the chapter. Then build it further into a discussion by raising probing and leading questions about the geographical division of the Earth, its environment, the landforms, protection and care, damage and hazards to our home planet, our role and steps to reduce and control pollution, etc.

Textbook tasks

The tasks under the 'Things you know' section can be used as assessment.

Activity 1

Step 1: You can create a writing task for the class. The task requires the class to write an essay on the natural beauty of our country and our role to protect it.

Step 2: Further, you may arrange a drawing competition. Stimulate the class to illustrate and present the actions that are harmful and hazardous to our planet. In addition, their drawings should present the steps to protect the environment. Let the children vote for the best drawing and put that drawing up on the main board.

Answers

Task A (page 114)

1. mountains
2. depend
3. air
4. valleys
5. plains

Task B (page 115)

1. egrets – cows
2. chemicals released in water – water pollution
3. plains, hills – landforms
4. rivers, lakes, ponds – water bodies
5. oxpecker - rhino

Task C (page 115)

1. Hills, mountains plains and valleys are called landforms.
2. Water pollutants – chemicals and garbage thrown in the water.
Air pollutants – smoke and burning garbage.
3. Valleys are areas between two mountains or hills.

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

Teaching points

Discuss the Earth and its placement in the solar system. Explain the changes in the shape of the moon over a month and how it affects the environment. Elaborate on all the other planets that comprise of our solar system. The sun, moon and stars that we see and what role they play in our lives.

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: planets, wanderer, countless, and disappear. 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 eliciting previous knowledge of the pupils. Ask them what the colour of the sky is during the day and during the night, what they see when they look up into the night sky (moon, stars) and what they know is there in the day, but cannot look directly at (sun). The sky has all these planets and stars that we call the solar system.

Group reading

Engage the pupils in reading task. Divide them into groups and assign different sections of the chapter to each member of the group, e.g. Solar System to number 1, the sun to number 2, the moon to number 3, and stars to number 4. Ask the students to read carefully and highlight the main points. Time the discussion. Ask the group members to discuss one by one with one another what they have read and understood. Monitor the discussions as you move around the classroom.

Now ask all pupils assigned number 1 to come together, all assigned number 2, all number 3 and all pupils assigned number 4 to come together and form a group. All the pupils in one group will come up to the front of the class and present what they have read topic-wise (1, 2, 3 and group 4). You can contribute additional points and help clear any misconceptions. If they have not understood properly, help by giving explanations.

Activity 1

Step 1: Guide students in building a model of the solar system. Give them sheets of chart paper and stationary so they can depict the solar system in any way they want.

Activity 2

Arrange a visit to the local planetarium and discuss the solar system in class.

Activity 3

A short documentary can also be shown on the vastness of the universe in the class. Here is a link that you can show to your students about the solar system.

1. National Geographic, <http://video.nationalgeographic.com/video/101-videos/solar-system-sci>

Discussion

Build a brief discussion on this reading part. Help students distinguish between planets and stars. Talk about the solar system and the sun as the chief source of energy. It provides heat and light necessary for living things.

Explain about the solar system and its history. Discuss the perception of people of the past about the sun, Earth and moon. Planets mean 'wanderer'. In olden times people thought that Earth is flat and if they go on the edge, they will fall off. Explain that Earth is part of the solar system, whose centre point is the sun; there are eight planets that continuously move around the sun. Due to movement of Earth around sun we observe day and night. Discuss how the moon reflects light with the help of posters and multimedia if possible. Explain the different phases of moon to your students and about stars.

Next blend the 'Busy Bee' task into it. Assign the colouring task to the pupils individually.

Move the discussion onto 'Know more'. Steer the discussion on stars to constellations and ask each student if they know what their star sign is (Libra, Capricorn, Gemini, etc) and what does it look like in the sky.

Textbook tasks

Use the 'Things you know' tasks as an individual task. A, B and C may be done in class. For task D, instruct the pupils to observe the night sky regularly for a week before making the drawing.

Answers

Task A (page 119)

1. the sun – gives us light and heat
2. the moon – does not have its own light and reflects light from the sun
3. a rainbow- has a band of seven colours
4. the stars – are countless and twinkle

Task B (page 120)

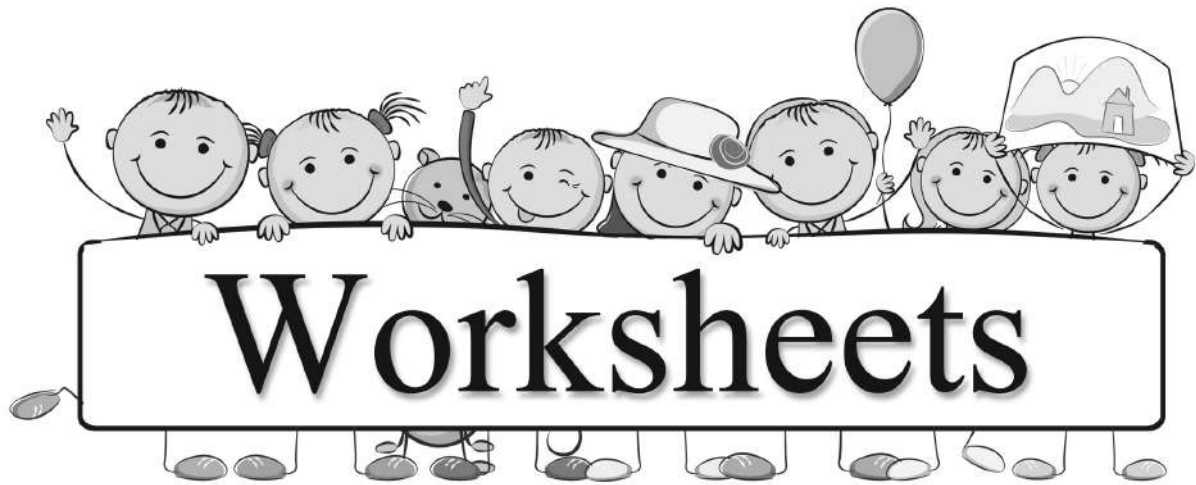
1. day
2. sun
3. stars
4. east

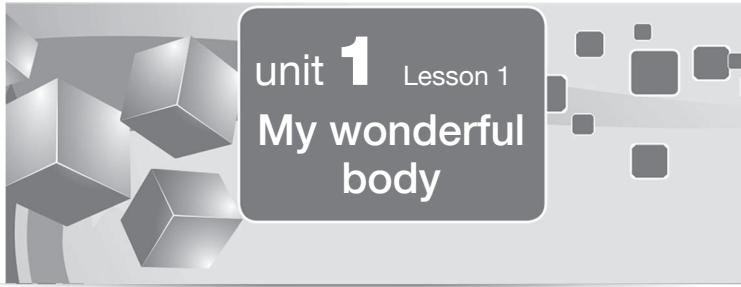
Task C (page 120)

1. sun
2. stars/moon
3. there will be no light

Task D (page 120)

The new moon phase of the moon is missing.





unit **1** Lesson 1
My wonderful
body

Name : _____
 Class : _____
 Date : _____
 T. Sign : _____

1. Find 8 body parts in the word search and write them below.

A	S	L	E	G	S	B	S
V	H	U	H	E	A	R	T
F	O	N	E	C	K	A	O
E	U	G	H	B	N	I	M
Z	L	S	A	U	E	N	A
R	D	E	N	V	E	P	C
H	E	A	D	Q	T	N	H
A	R	B	S	C	D	U	L

- i. _____
- ii. _____
- iii. _____
- iv. _____
- v. _____
- vi. _____
- vii. _____
- viii. _____

2. Identify my function from the bracket: (thinking, watching, walking, hearing)









My wonderful body

Name : _____

Class : _____

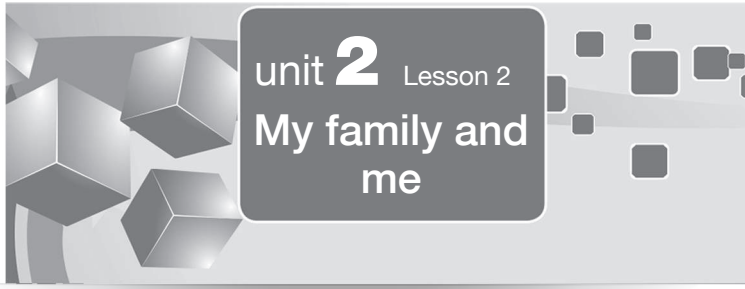
Date : _____

T. Sign : _____

Identify whether the following are internal or external organs. Put them under the heading in the table.

chin arm heart kidney lungs stomach intestine
eyes elbow knee toe thumb muscles

Internal Organs	External Organs



Name : _____

Class : _____

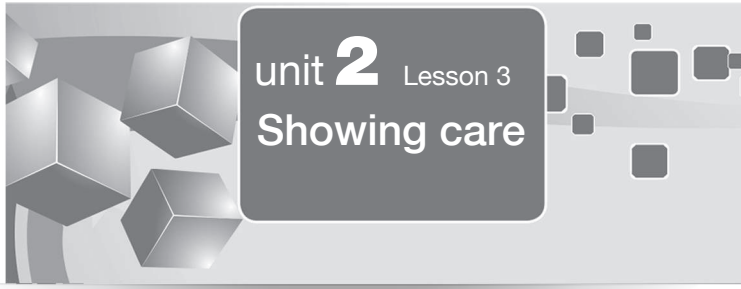
Date : _____

T. Sign : _____

Family Tree

Fill in the family tree below by writing in the names of your family members. You can also paste in photos of yourself, siblings, parents, etc.





Name : _____

Class : _____

Date : _____

T. Sign : _____

Write the following by using Braille Dots.

a ·	b ∴	c ∴∴	d ∴∴	e ∴·	f ∴∴	g ∴∴	h ∴∴	i ∴·	j ∴∴
k ∴	l ∴	m ∴∴	n ∴∴	o ∴·	p ∴∴	q ∴∴	r ∴∴	s ∴·	t ∴∴
u ∴∴	v ∴∴	w ∴∴	x ∴∴	y ∴∴	z ∴∴				

Name:

Father's Name:

Mother's Name:

Write down the name of the person you care about most in your family.

Your favorite hobby

unit **2** Lesson 4
Work around us

Name : _____

Class : _____

Date : _____

T. Sign : _____

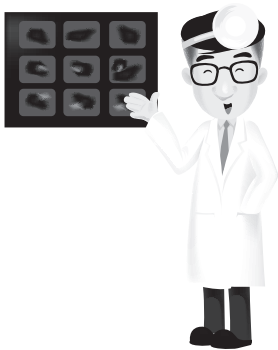
Write the professions under the appropriate picture.



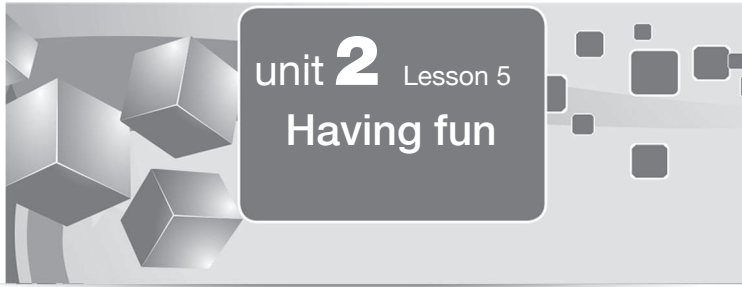












unit **2** Lesson 5
Having fun

Name : _____

Class : _____

Date : _____

T. Sign : _____

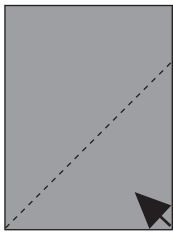
Origami of Frog

What is Origami?

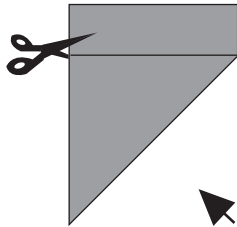
Origami is the Japanese art or process of folding squares of paper into representational shapes. E.g. Flowers, Birds, Hat

Ask your students to bring:

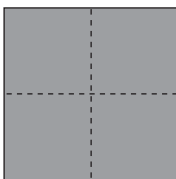
- A piece of paper
- Scissors
- Markers or crayons



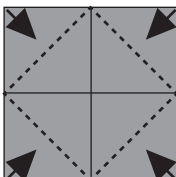
Start by making a square piece of paper. To start making the square, fold one corner of a piece of paper over to the adjacent side.



To finish making the square, cut off the small rectangle, forming a square (which is already folded into a triangle).



Open up the triangle into a square. Fold the opposite edges together, then unfold. Repeat using the other edges. Open it up into a square again.



Fold each of the four corners to the centre point.

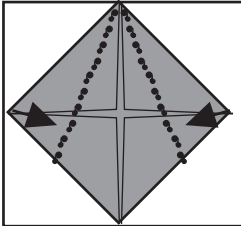
Name : _____

Class : _____

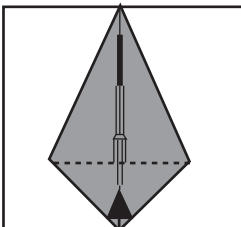
Date : _____

T. Sign : _____

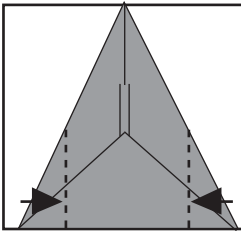
Having fun



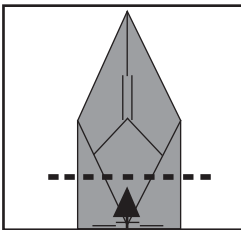
Fold each of the two top edges to the centre line.



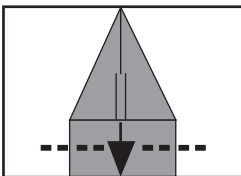
Fold the triangle at the bottom upwards.



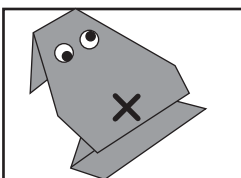
Fold each of the bottom two corners to the middle of the bottom edge.



Fold the bottom portion upwards (along the dotted line).



Fold the top half of the lower rectangle downwards toward yourself. This forms the frog's legs.



Give your frog a head by folding a small part of the upper point downwards. Draw two eyes, and your frog is done. To make your frog jump, push down on the "X" and slide your finger away from the frog.

Name : _____

Class : _____

Date : _____

T. Sign : _____

• Match the plants to the parts we eat

Roots

Fruits

Stems

Leaves

Seeds

Flowers



Name : _____

Class : _____

Date : _____

T. Sign : _____

Guess which food item these riddles talk about:

1) Red is my color...
You see me in salads
My taste is a bit sour
Let me tell you a secret...
I am a fruit...

Answer: _____

2) I am green and spicy
I am tall and smart
When I am angry...
I turn Red..

Answer: _____

3) I am white, long and made of strings of flour.
You can put sauce on me with some meat and tomatoes.
I am an Italian food.

Answer: _____

The story of food

Name : _____

Class : _____

Date : _____

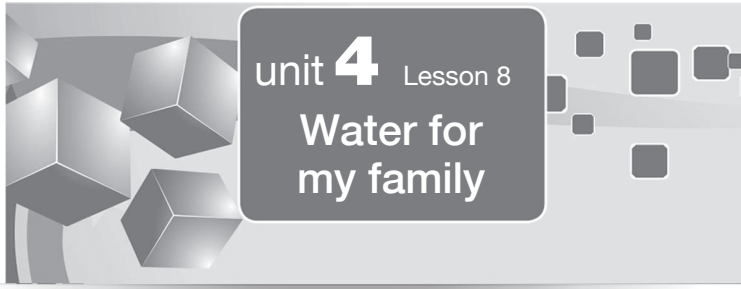
T. Sign : _____

- 4) I am green.
I look like a tree.
I am a vegetable.

Answer: _____

- 5) Look Look Look...
I am Big and Round
Green and Red is my colour
I am your summer treat

Answer: _____



unit **4** Lesson 8
Water for my family

Name : _____
 Class : _____
 Date : _____
 T. Sign : _____

Let's see how many words you can find from this crossword puzzle and fill the blanks on the next page.

F	I	N	S	A	I	R	E	T	C	A	B
I	N	D	S	T	O	R	E	D	S	E	O
L	W	E	R	T	W	E	L	L	Q	C	I
T	P	A	H	O	R	I	V	E	R	H	L
R	O	W	A	F	U	E	L	B	F	L	I
A	N	I	R	R	I	G	A	T	I	O	N
T	D	N	V	E	K	C	H	M	L	R	G
I	S	T	E	S	H	E	A	T	T	I	P
O	C	E	S	T	O	R	A	G	E	N	S
N	A	E	T	L	W	A	T	E	R	E	O
P	U	R	I	F	I	C	A	T	I	O	N

Water for my family

Name : _____

Class : _____

Date : _____

T. Sign : _____

a) F__LTR__T__N

j) DR__NK__NG

b) DR__GHT

k) STR__M

c) __RR__G__T__N

l) R__V__R

d) B__L__NG

m) P__NDS

e) P__R__F__C__T__N

n) __C__

f) F__LT__R

o) W__T__R

g) H__RV__ST

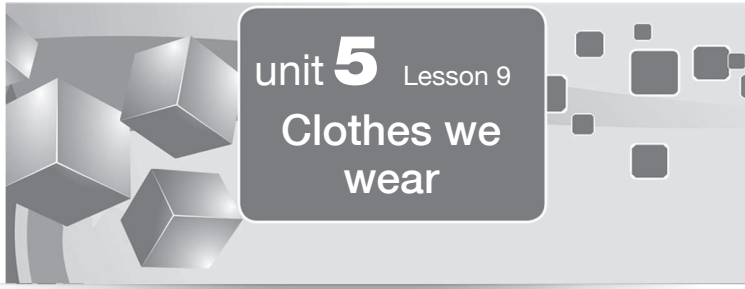
p) CHL__R__N__

h) HE__T

q) ST__RE__D

i) B__CT__R__

r) W__LL



Name : _____

Class : _____

Date : _____

T. Sign : _____

Briefly describe the clothes of men and women of four different regions of Pakistan in the given boxes.



Name : _____

Class : _____

Date : _____

T. Sign : _____

Fill in column 2 with the related things (on the next page).

Column 1	Column 2
Houses in hot places	
In deserts	
The Places, where rain falls heavily and snow, houses have	
Tents	
Houses can make from mud and straw...	
Houses near to forests and hills	
Houses having Flat roof	
Eskimo lives in	
Houses on wheels	

Houses of all kinds

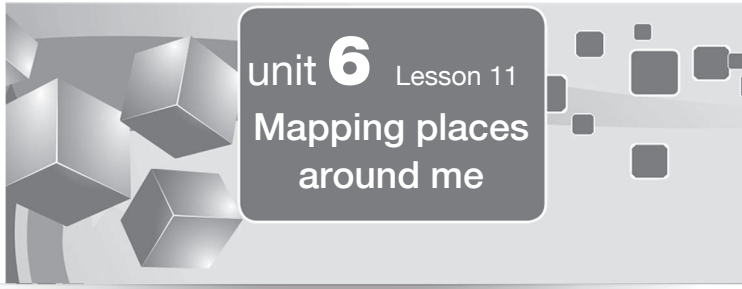
Name : _____

Class : _____

Date : _____

T. Sign : _____

- a. Drive from place to place
- b. Houses are known as nomads
- c. Weak houses
- d. Used for storing things
- e. Igloos
- f. Caravans and Trailers
- g. On tall stilts or posts
- h. Safe from wild animals
- i. Flat roofs
- j. Thatched roofs
- k. Dug into ground
- l. People live in tents
- m. These houses are in villages
- n. Sloppy roofs
- o. Igloos made up of big blocks of snow
- p. People move from one place to another
- q. People usually sleep on roof
- r. Lies outside the cities
- s. Circus Troupes
- t. Are made up of fabric sheets
- u. Move from places to places
- v. Tied with ropes to pegs
- w. Travel across a country



Name : _____

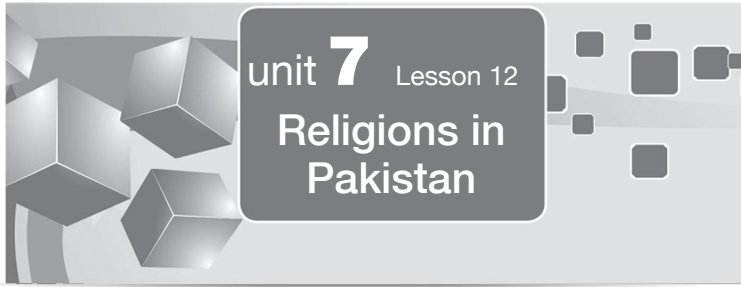
Class : _____

Date : _____

T. Sign : _____

Draw a map of the school clearly showing the different rooms, playground, cafeteria, gate, etc.

A large, empty rectangular box with a thin black border, intended for the student to draw a map of their school. The box occupies most of the lower half of the page.



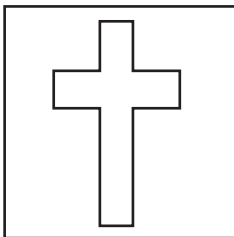
unit 7 Lesson 12
Religions in Pakistan

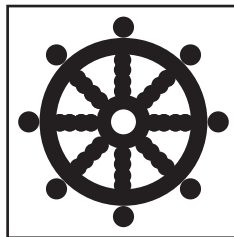
Name : _____
 Class : _____
 Date : _____
 T. Sign : _____

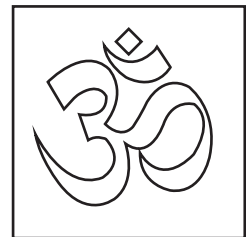
1. Complete the given chart:

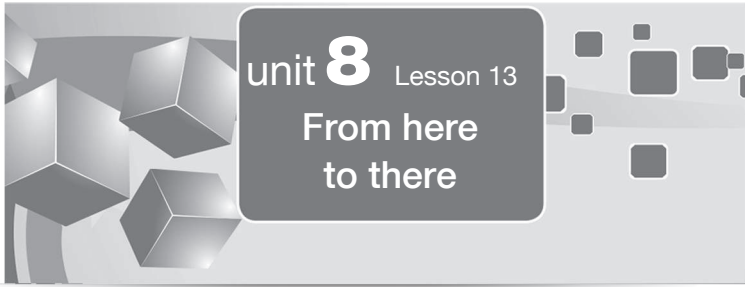
Religion	Holy Book	Place of Worship	Followers
Islam			
Christianity			
Sikhism			
Hinduism			
Zoroastrianism			
Buddhism			

2. Identify the symbol and write the names of the religions.









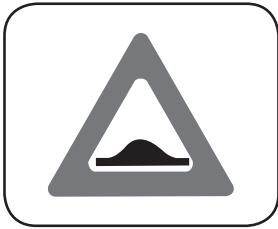
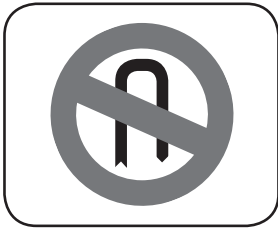
Name : _____

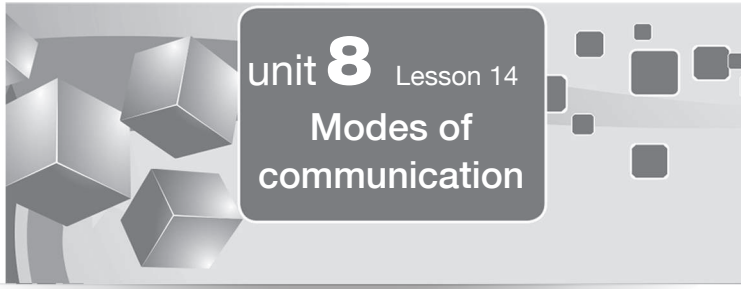
Class : _____

Date : _____

T. Sign : _____

Q) Can you recognize the traffic signs and write their meanings.





unit **8** Lesson 14
Modes of
communication

Name : _____

Class : _____

Date : _____

T. Sign : _____

Guess who I am?

I am oldest in all,
With a tattoo on my face
Moving place to place
Knocking at your door ...

Can you guess my name: _____?

1

2

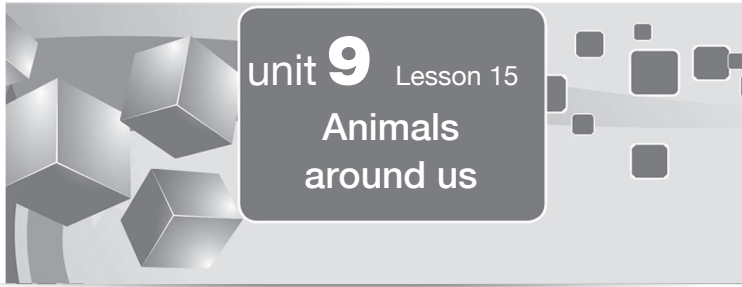
I am fastest in all,
Bell made me a century ago
So, I ring, ring and ring

Can you guess me now: _____?

3

I am youngest in all,
Starting with 'E' and ends on 'L'
You send and I receive...
See how fast I am!

Do you know my name: _____?



unit **9** Lesson 15
Animals
 around us

Name : _____

Class : _____

Date : _____

T. Sign : _____

Place the animals below in the columns according to their classification:

mosquitoes ostrich snakes lizard parrot crocodiles
 bumble bee bat sparrow bees blue whale
 humming bird cockroach lion butterfly turtle dolphin

MAMALS	BIRDS	INSECTS	REPTILES

unit **10** Lesson 16
**Taking care of
 my surroundings**

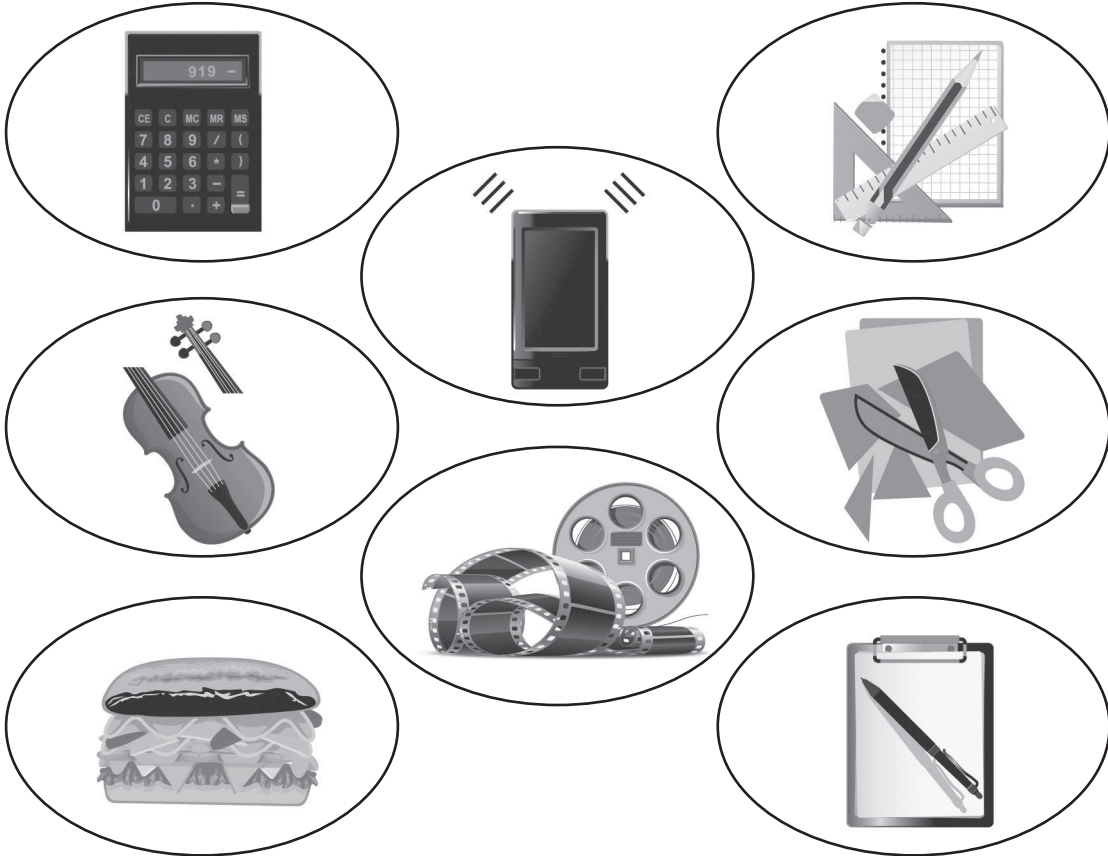
Name : _____

Class : _____

Date : _____

T. Sign : _____

Look at the items below. In the table below write the five things that can be reused.



1.	
2.	
3.	
4.	
5.	



Name : _____

Class : _____

Date : _____

T. Sign : _____

Q1) Give a one word answer for the following questions:

1. Which is the nearest star to Earth?

Answer : _____

2. Name the largest planet in our solar system.

Answer : _____

3. Name the smallest planet in our solar system.

Answer : _____

4. Which planet of our solar system has fastest orbiting speed?

Answer : _____

5. Which planet is closest to our homeland?

Answer : _____

6. What percentage of Earth is covered with water?

Answer : _____

Q2) How many planets are there? Name them according to their sequence.

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

