



English Power

4

***Teacher's
Resource Book***

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Lesson 1: The Cocoon and the butterfly

Learning objectives:

1. To teach children the way butterfly comes to the world
2. To help them learn about the importance of struggling
3. To help them know about the condition of someone before extending a helping hand

Teacher Starter:

Ask your students to describe the features of butterfly. They may use adjectives like colorful, tiny, friendly, beautiful, lightweight etc. Also ask students whether they know where and how these beautiful creatures are born.

Teaching:

Divide the class in reading groups and allow each group to read and explain one paragraph each from the chapter. While the chapter is being read, make sure children highlight and understand meanings of the difficult words like unappealing, struggle, combination, transform, cocoon, tweaked, emerged, enlarged, crawled and withered. At the end of the lesson, ensure that the children understand the moral of the story i.e. when helping anyone we should properly evaluate the situation and make sure that we do not cause more trouble to the person or animal we are helping.

Student's Tasks:

Student's Tasks:

Answer the Questions

A. Give comprehensive answers

1. Where does the butterfly come from?
 - The butterfly comes from an unappealing worm.
2. Why did the man stop to see the butterfly?
 - He stopped to see the butterfly as he loved butterflies for their colours and wanted to see how it would make its way to the world.
3. The butterfly could not come out of the cocoon, after so many struggles, why?
 - The butterfly could not come out of the cocoon because it was not strong enough and did not develop its wings which would set it free from the cocoon.
4. What did the man do to help it?
 - He brought a pair of scissors and tweaked the cocoon to make larger opening for the butterfly.
5. What happened to the butterfly, when it came out of the cocoon?
 - The butterfly just crawled around with withered wings and huge body. It was never able to fly all through its life.



B. Fill in the Blanks

1. eggs
2. hatch
3. eat
4. bigger
5. cocoon
6. butterfly

C. Figure out True and False

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

Compose the Following

1. Write a composition of 100 words in your notebook entitled “My butterfly”.

“My butterfly”

I watch and collect butterflies as a hobby. One of the most distinguishing features of butterflies is their bright and colorful wings of many different patterns. There are around 18,000 species of butterflies. They are found throughout the world and live in all sorts of habitats including grasslands, forests, and the Arctic tundra. The butterfly has a very interesting life cycle that includes four stages: Egg, Larva, Pupa and Adult butterfly. The adult butterfly has four wings that are covered with tiny scales that give them their colorful and diverse designs. They have six legs, two antenna, a head, compound eyes, a thorax, and an abdomen. They can sense the air for nectar with their antennae. Butterflies also have fairly good eye sight.

2. Use five words from the increase your vocabulary in interesting sentences.

- Sentences
1. Crawl: The baby is just starting to crawl.
 2. Struggle: A strong man will struggle with the storms of fate.
 3. Transform: The sofa can transform for use as a bed.
 4. Undergo: All candidates have to undergo a personality test.
 5. Tweak: She gave his ear a tweak.

3. Explain the life cycle of a butterfly.

- Butterflies go through a life cycle. A butterfly has four stages in its life cycle.

Stage 1: Eggs

In the first stage a girl butterfly lays eggs. A butterfly first starts out as an egg. A girl butterfly lays the eggs on a leaf. She lays the eggs really close together. The eggs are really small and round. About five days after the eggs are laid. A tiny worm-like creature will hatch from the egg.

Stage 2: Caterpillar

The second stage is the caterpillar. A caterpillar is sometimes called larva. A caterpillar is a long creature. It looks like a worm. Most caterpillars have a cool pattern. This pattern has stripes or patches. The caterpillar is hungry once it has hatched. It starts to eat leaves and flowers. It eats these all the time. It first eats the leaf that it was born on. This is the eating and growing stage.

A caterpillar grows really fast. This is because they eat a lot. A caterpillar is really small when it is born. It starts to grow fast. This is because it eats all the time. It grows so fast that it becomes too big for its skin. So the caterpillar has to shed its old skin. It then gets new skin. Caterpillars shed their skin four or more times while they are growing. A caterpillar shedding its outgrown skin is called molting.

Caterpillars do not stay in this stage very long. While they are in this stage, all they do is eat.

Stage 3: Chrysalis (Pupa)

Stage three is the chrysalis. This is when the caterpillar is done growing. The caterpillar makes a chrysalis. Another name for a chrysalis is a pupa. It is mostly brown or green. It is the same color as the things around it. Things like the trees, leaves, or branches. This is so that other animals cannot see it. This protects them. This keeps them from getting hurt.

This is the resting stage. It also is the changing stage. The caterpillar starts to change. It starts to turn into a butterfly. It starts to look different. Its shape starts to change. It changes quickly. It then turns into a butterfly. All this happens in the chrysalis. This does not take a long time.

Stage 4: Butterfly (Adult)

In stage four, the chrysalis opens. Soon a butterfly comes out. A butterfly is sometimes called an imago. It is also called an adult. Butterflies are very colorful. When the butterfly first comes out its wings are damp. The wings are also soft. The wings are folded against its body. The butterfly is also very tired. So the butterfly rests.

Once the butterfly has rested, it will be ready to start flying. It will start to pump blood into its wings. This is to get them working and flapping. After it does this, it can now learn to fly.

Butterflies cannot fly good at first. They need a lot of practice. It does not take long for them to learn. They learn fast. When it can fly, it will go look for food. The butterfly will also go look for a mate. It will soon find a mate. It will then lay eggs. The lifecycle will start all over again.

4. Which of butterfly's features you like most and why?

- I like butterflies brightly coloured wings with unique patterns made up of tiny scales. Wings of butterflies always look beautiful that's why I like butterfly very much.

Do the Activity

Do as directed.

Extended Teaching

Resources at www.learningwell.pk

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Web Resources:

For further information visit these sites and links:

1. <https://www.ducksters.com/animals/butterfly.php>
2. <https://www.youtube.com/watch?v=x73SkSZemi4>
3. <http://www.english-for-students.com/butterfly-and-cocoon.html>

Lesson 2: Letter Writing**Learning objectives:**

1. To teach children the basic rules of letter writing
2. To help them learn about the important elements of a letter
3. To teach help them to learn the format of a letter

Teacher Starter:

Ask your children if they have ever seen or written a letter or a message. Ask them if they know about any important elements that they include in their letter, like opening salutation or date.

Teaching:

The main aim of the chapter is to introduce letter writing to the young children. As such, you should place special focus on the basic elements and format of a letter. You may also tell the students that there are various types of letters like formal letters and informal letters but for the current lesson, keep their exercise restricted to only informal letters i.e. letters written to family or friends.

Student's Tasks:

Student's Tasks:**Answer the Questions**

1. Have you ever written a letter? If yes, to whom?
 - Yes, I once wrote a letter to my friend who lives in Lahore.
2. Read letter 1 and tell why is Farah writing this letter?
 - Farah is writing this letter to know more about a new Kids Club. She wants details of the club like its membership costs and place and timings on which club holds its meeting.
3. Who is Majid?
 - Majid is a boy who lives next door of Farah. He is good at sports and English. He likes animals and wants to become a vet when he is a grown up.
4. What is the new address of Farah?
 - Farah's address is 1C 7/9, Block-1, Gulshun-e-Iqbal, Karachi.

Compose the Following**1. Replies to both letters**

Letter 1

Street #11
Gulberg,
Lahore.

Miss Farah,
1C 7/9, Block-1,
Gulshan-e-Iqbal,
Karachi.

25th October, 2017

Dear Miss Farah,

We have received your inquiry letter about our kids club, in which you have enquired different things. We would like to inform you that.

1. Our kids club has an age limit between 5 years and 15 years.
2. We have different locations in different cities for our clubs. In Karachi we have our campuses on two different locations. You can further visit our website for a detailed location map.
3. We have our annual subscription and registration fee for Rs. 5000/- per person. Upon registration you don't have to pay an annual subscription fee. From the following year, you have to pay an annual subscription fee for our club.
4. We have weekly activity sessions and different fun fairs and related activities throughout the year.
5. Meetings usually take place on weekends and on special occasions. We will inform about the timings and venue on event basis.

Thank you for showing interest in our club. We wish to serve you the best. If you have any questions, please contact me at someone@example.com or on our contact no. 042-1234567.

Thank you,
ABC

Letter 2

Miss Marium,
1C 9/7, Block-9,
Gulshan-e-Iqbal,
Karachi.

Dear Farah,

I am fine. I received your letter and was glad to know that you are well. I wish to see your new home soon and would love to see how it is painted.

I am looking forward to meeting Majid as he seems to be really interesting. Even I like animals and would like to learn something from him.

I would love to see your story when it is done. Do send me a copy and I will reply back telling what I felt. I am sure you are going to be the best writer.

With lots of love,
Marium

**2. Write a letter to your friend, inviting him/her to spend summer vacations with you.
To Your Friend Inviting Him to Spend Summer Vacations with You**

Examination Hall,
A-B-C Road,
Karachi.
4th May, 2019

Dear Friend,

I am well here and hopping the same for you.

As you know that our vacations have started. I've written this letter to invite you to spend your vacations with me in Karachi. It will be a great pleasure for me. We shall be visiting different places in Karachi including Clifton, Aladdin Park, Sindbad and many other such places. I assure you that this will be an enjoyable experience for you.

I hope you will think over my request. Give my wishes to your parents.

Your Loving Friend,
X-Y-Z

3. Complete the given letter with your plans for your next summer vacations.

Date: 25 March 2019

Dear x y,z

What are you planning to do on your next summer vacation?

I am planning to visit historical places in Karachi like Quaid's tomb, Frere hall and Empress Market.

Then, I will complete my summer vacation homework and I will join sports club to enhance my sports skill.

Finally, I will take rest and will have good time with my family.

Sincerely,

Ali

Extended Teaching

Resources at www.learningwell.pk

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Web Resources:

For further information visit these sites and links:

1. <http://www.readingrockets.org/article/introduction-letter-writing>
2. <https://thisreadingmama.com/how-to-write-a-letter>

Lesson 3: Beezus and Her Little Sister Part 1

Learning objectives:

1. To help children build love and regard for book reading
2. To teach children about the responsibilities they should take for their siblings
3. To help them develop a positive attitude to help them live along with others

Teacher Starter:

Ask children to describe their relationships with younger siblings or cousins. Ask them if they liked the younger ones or not and why or why not. Ask them to identify some of the habits that their younger siblings have which make them go crazy. When the class seems engaged, get the chapter reading started.

Teaching:

The chapter is a long one and must be read in groups. Form reading groups in the class and ask every child to read at least two to three lines. Ask students to underline difficult words given in the text including battered, dismay, exasperating, furiously, gingerly, lingered, moaned, shove, and groaning. Ask children to describe the behavioral features of the two sisters using as many adjectives as possible.

Student's Tasks:

Answer the Questions

A. Give comprehensive answers

1. What was the biggest problem that Beezus had?

A. The biggest problem Beezus had was her four-year-old Ramona, who was just plain exasperating and irritating.

2. Give some examples from the story that shows Ramona being exasperating.

A. Once Ramona drank lemonade through a straw; she blew into the straw as hard as she could to see what would happen. In another instance, Ramona while playing with her finger paints in the front yard wiped her hands on the neighbor's cat.

3. How would you describe Ramona's personality?

A. Ramona was a well-intentioned trouble-maker. She was a naughty and careless girl. She was just plain exasperating.

4. Why did the girls make their trip to the library?

A. The girls made their trip to the library to get a book as a replacement for the book Ramona already had.

B. Fill in the Blanks

1. Ramona
2. Beatrice Quimby's
3. Embroider
4. Coffee table
5. Harmonica

C. Choose the Best Answer

1. Beatrice
2. 4
3. her aunt
4. She thinks she is exasperating
5. She wanted to find a new book for her
6. Aunt Beatrice
7. Big Steve the Steam Shovel

Compose the Following

1. Write character profile of Ramona.

- Ramona is a dreamer with an "overactive imagination". Ramona hates being a younger sister. She is the complete opposite of her older sister, Beezus, who shares room with her. Beezus is smart and always gets As and everybody loves her. Ramona isn't the sharpest knife in the drawer and doesn't pay attention to her teacher.

2. Ramona's favourite book is The Littlest Steam Shovel. What is your favourite book? Write a report about it.

My favourite book is "The Holy Quran". It is the greatest book of knowledge and instruction for all humanity and for all time. It provides us language and messages of God. For more than



thirteen centuries, it has guided humanity. It was revealed to Hazrat Muhammad (May peace be upon him), the last Prophet, in the 7th century, valid till the world exists.

The Holy Qurán is written in the purest and most perfect form of Arabic. It has about 77,640 words and is divided into chapters and verses. The chapters are called surahs, which are 114 in all. The opening chapter of the Holy Quran is very short, having six lines. We Muslims repeat it several times a day, and it is called the Fatiha, that is, the preface or introduction.

The Holy Qurán makes it clear that Hazrat Muhammad (may peace be upon him) was bringing Islam back to its first, original purity, the only true religion, which had existed since the beginning of the universe. Hazrat Muhammad (PBUH) is the last in the line of prophets, going back in time to Adam. Therefore, the Holy Quran is the last of all the holy books revealed by Allah to his prophets. Whereas the other books changed or got corrupted with time, the Quran still exists in its first original (pristine) purity. Every word of it is God’s word, perfect and pure. I rightly like this book most of all.

3. Use these words in your sentences.

- Exasperating: Our team’s failure is very exasperating.
- Groaning: She was making small groaning noises.
- Interrupted: They were interrupted by a hammering at the door.

4. Compare the personalities of Ramona and Beezus.

- Ramona is in a developmental stage. Her reactions and personality change and grow in the same manner as that of a real girl. She is always eager to please. Beezus on the other hand is already finished developing and is now trying to help her sister develop (in the beginning) and throughout the series, she is constantly maintaining that perfect demeanor. Ramona is more willing to step outside her comfort zone to try new things. Beezus is not. She is still young and makes more mistakes.

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Web Resources:

For further information visit these sites and links:

1. https://en.wikipedia.org/wiki/Ramona_and_Beezus
2. <https://www.imdb.com/title/tt0493949>



Lesson 4: Beezus and Her Little Sister Part 2

Learning objectives:

1. To help children build love and regard for book reading
2. To teach children about the responsibilities they should take for their siblings
3. To help them develop a positive attitude to help them live along with others

Teacher Starter:

Since the chapter is a continuation from the previous chapter, you can use the same brainstorming questions given for the previous lesson. The questions are also reproduced below:

1. Describe your relationships with younger sibling or cousin.
2. Do you like the younger ones? Why or why not.

Teaching:

Like the previous chapter, this is also fairly long enough and should be divided among various reading groups you have earlier made. Ask students to underline difficult words given in the text including daunted, discarded, flourish, growled, howl, interrupted, scowling, scribbling, seizing, skeptical and sniff. At the end of the chapter, make sure that the children understand the moral of the story i.e. we must not be naughty and we should have regard for the books. We should also not tear or scribble in them.

Student's Tasks:

Answer the Questions

A. Give comprehensive answers.

1. What did Ramona want from the librarian?
 - Ramona wanted the librarian to allow her to take the book permanently.
2. Do you think Ramona can write?
 - No, I don't think Ramona can write. I think Ramona is too little to write.
3. Write a review of the story you just read. Which part of the story did you like very much?
 - Review:
Beezus is a 9-year-old Beatrice Quimby. Beezus was her nickname. Ramona is her four year old younger sister. She is shown as a naughty, stubborn and frustrating girl. Beezus being the elder sister helps Ramona read stories. The most favorite book for Ramona was based on a character named Scoopy. The book was named The Littlest Steam Shovel. Ramona would ask Beezus and everyone at home to read the story for her. Tired of reading the same story, Beezus takes Ramona to a library where she finds another book. To Beezus amusement, Ramona chooses another book on steam shovels. Helpless in front of younger sibling she borrows the book from the library for two weeks. Ramona enjoys the book more than the previous book. However, she wants to keep the book rather than returning it

back to the librarian. For this purpose, she spoils the whole book by trying to write her name on every page of the book. When the librarian finds the book, she imposes fine of \$2.5 on the sisters and hand over the book saying that it was discarded.

I like the part of story in which Beezus read the book for her sister.

4. How does the story start and how it ends?
 - The story starts as Beezus goes to librarian Miss Greever's desk along with Ramoona her little sister. The story ends as Miss Evans, an officer at the library hands over the book scribbled with Ramoona's name against payment of fine.
5. Which character do you like and why?
 - I liked the character of mother or mom because she resolved the quarrel between Beezus and Ramona.

B. Fill in the Blanks

1. Library
2. grasped
3. Difficult
4. Enormous
5. Sniff
6. sulked
7. Rubber stamp

C. Find Words for the Meanings

1. Unconvinced
2. flourish
3. howl
4. scowled
5. afraid or frightened
6. triumphantly
7. aggression
8. atrabilious

Compose the following

1. Now use any five words from the vocabulary in interesting sentences.

1. **Version:** This is the edited version of my speech.
2. **Sulky:** Sarah had looked sulky all morning.
3. **Howl:** A sudden howl pierced the silence.
4. **Flourish:** She waved to us with a flourish.
5. **Interrupted:** They were interrupted by a knock at the door.

2. Write five describing words for Ramona.

1. Naughty
2. Careless
3. Exasperating
4. Stubborn
5. Trouble maker

Extended Teaching

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Web Resources:

For further information visit these sites and links:

1. <https://english4callcenters.com/web/wp-content/uploads/2016/12/B4-Beezus-and-Her-Little-Sister.pdf>
2. https://en.wikipedia.org/wiki/Beezus_and_Ramona

Lesson 5: The Fiddler**Learning objectives:**

1. To familiarize children with the poetry format
2. To help them learn how to identify rhythms of poem

Teacher Starter:

Ask children to read aloud any other poem except the one in the lesson that they remember. Also ask them to identify the difference between a poem and a prose.

Teaching:

Get the poem recited in the class and make sure that students underline and understand the difficult words like fiddle, leafy, tune, valley, swift, shuffled, cracked and magic.

Student's Tasks:**A. Give comprehensive answers.**

1. Where did the fiddler play?
 - The fiddler played on a leafy plain field.
2. What did he do?
 - He played an out of tune fiddle called hey-diddle-diddle.
3. Why did the children come to him?
 - The children come to listen to his fiddles and its swift and sweet tune.

4. Read the stanza and tell who the poet is talking about?

On they came, and when they heard
That tune so swift and sweet,
They did not say a single word,
But shuffled with their feet.

Then round they went, and round and round,...

- The poet is talking about the children and the villagers that came to listen to the fiddler and shuffled with their feet as if they were dancing to his tune.

B. Fill in the Blanks

Answers: (according to blanks sequence)

Played

Played

Played

Came

Heard

Came, heard

Did

Shuffled

Went

Cracked

Heard

C. Choose the correct answers.

1. Violin
2. Enchanted
3. Shuffling their feet
4. Missing a string

Compose the Following**1. Construct sentences using any five words from the Vocabulary.**

1. **Leafy:** We sat in the leafy shade of an oak tree.
2. **Shuffled:** He shuffled out of the door.
3. **Cracked:** The mirror was cracked and dirty.
4. **Tune:** The piano is badly out of tune.
5. **Swift:** He gave them a swift glance.

2. Write the story in the poem in prose form. Do not leave any event out.

- This poem tells about a fiddler who played interesting tunes which attracted the people of the hills and the valley. They came to listen to his fiddles and they enjoyed the tune he played. They also danced to his tunes.

3. Write below all the rhyming words from the poem.

- Fiddle- diddle
- June - tune
- Came - name
- Sweet - feet
- Round - sound

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Web Resources:

For further information visit these sites and links:

1. <https://www.kidsworldfun.com/kidspoems/the-fiddler.php>

Lesson 6: Princess Rose**Learning objectives:**

1. To help children learn the difference between good and evil, as depicted in the story
2. To help them learn that for every evil, there is a solution

Teacher Starter:

Begin by telling your students that in old times, people were ruled by such people called kings and queens and their children prince and princess instead of elected governments. You can ask them to present some of their ideas about a world of kingdom.

Teaching:

Divide the class in pair of students and ask each pair to read a paragraph or two from the story. Ensure that the children underline and understand the meanings of the difficult words used in the story like anguish, miracle, swelled, sneered, radiant, chirped, melody, instantly, terrible, lullaby, enchanting, alighted, warble, abided and delighted. Students should also be able to grasp the moral of the story i.e. good people, like princess in the story, may face some attacks but in the end the people who do good will surely win.

Student's Tasks:**Answer the Questions**

1. Why the Princess was called "Princess Rose?"
 - She was called princess rose as she had hair of red colour just like roses and she also loved roses a lot.



2. What happened when the bird sat on Princess's shoulder?
 - When the bird sat on the shoulders of the princess, her hair began to shine and ablaze with brilliant red light.
3. What strange thing happened when the witch cursed the Princess?
 - The hair of the princess turned black when she was cursed by the witch and her lullaby would bring nightmares to the people instead of good dreams.
4. What solution did the bird give to Princess to make her hair red again?
 - The bird advised the princess to dip her hair in rose water to turn them red again.
5. What did the witch do to stop anyone from breaking her curse?
 - The witch picked up all of the rose blossoms in the entire kingdom so that her curse could not be broken anymore.
6. Who was the prince and what did he do to break the curse?
 - The prince was a young man whom the princess had loved since her childhood.

Put into Order

Write these jumbled up sentences in proper order.

1. The beautiful princess had red long hair.
2. Then one day, something terrible thing happened.
3. Everyone fell asleep in the kingdom.
4. Princess did know what not to do.
5. Everyone was delighted with this news.

Compose the Following

1. Write a story of a prince who has a wish.

- There once lived a Prince, who hadn't found his princess yet. He traveled the seven seas in search of a suitable princess, but he didn't know whether the ones he met were real or fake princesses. Dismayed, he returned home.

One evening, there was a terrible thunderstorm. Someone knocked on the door, and the king opened it.

A princess was standing in front of the gate. Unfortunately, her appearance suggested otherwise. Her hair looked dirty; she was dripping with water, and her shoes were covered with mud. Still, she claimed to be a real princess.

"We'll soon find the truth," said the queen. The queen went to the bedroom and took all the mattresses of it. She placed a pea at the bottom and laid twenty mattresses on top of it. Next, she placed twenty eider-down beds on top of the mattresses. The princess was asked to sleep on the bed for the night.

In the morning, the queen inquired the princess about her sleep. The princess replied, "It just couldn't sleep all night. Only God knows what was in the bed, but it was something very hard."



The queen then understood that she was indeed the real princess. Only a real princess could feel the discomfort through the twenty mattresses and eiderdown beds. Knowing that she's a real princess, the prince took her for his wife.

2. If you become a prince or princess, what you will want to do?

- If will become a prince or princess then I will visit Disney Land and will meet with my all favourite characters. I would like to visit all kids' adventures parks with my friends.etc

3. Choose five words from increase your vocabulary and use them in the sentences of your own.

1. **Terrible:** I had a terrible dream last night.
2. **Wondered:** I wondered what that noise was.
3. **Delighted:** I was delighted to be invited to her party.
4. **Miracle:** Her life was saved by a miracle.
5. **Melody:** I like that song; it has a pleasant melody.

4. Write character sketch of the princess.

• Princess Rose

Princess Rose was a beautiful princess. She had long red hair and she also loved roses a lot. Everyone called her Princess Rose. She along with a little golden bird used to sing a lovely lullaby every evening after which all the people used to experience sweet drams until the break of dawn. She was so kind that she did this every single day. Jealous of her kindness a wicked witch read a magic spell after which the princess was not able to continue her act of kindness. The princess then tried again and was able to break the evil spell of the witch. However, the witch knowing that Princess Rose broke the spell because of rosewater took away all roses. Princess again was able to obtain rose water though help of a prince. This brought back her charming red radiant hair once again. The witch no longer wished to stay due to her kindness and exploded. Time went by and the kingdom once again was full of roses.

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Web Resources:

For further information visit these sites and links:

1. http://www.kidsgen.com/fables_and_fairytales/princess-rose-golden-bird.htm
2. <https://www.youtube.com/watch?v=GpKZEp-mNVU>

Lesson 7: Writing the Instructions

Learning objectives:

1. To familiarize children with the concept of instructions
2. To help them draft basic instructions

Teacher Starter:

Ask students to identify places where they see or follow instructions. For example, instruction on the top of a test paper, instructions on use of toy cars, instructions of electrical appliances etc. Ask them to recall any instruction they have come across.

Teaching:

This is a practical lesson and hence must be taught via practical demonstration. Using the two instruction sets given in the lesson, practically demonstrate how you would create a lantern and a photo frame. Make sure that the students are first given the assignment to bring the materials from their home the day they read the lesson. The students will follow your demo and create the things on their own.

Student's Tasks:

Answer the Questions

1. What should three basic features be there while writing instructions?
 - Following three qualities are needed in instructions:
clear, precise and complete
2. Write five instructions to make tea.
 - Instruction to make tea:
 - Start with fresh, cold water.
 - Place a tea bag in your favorite cup or mug.
 - Bring water to a rolling boil and immediately pour over your tea bag.
 - Steep for a good 3 to 5 minutes.
 - Remove the tea bag, relax and enjoy!
3. How would you make an airplane from a paper?
 - **Paper Airplane DIY**
 - Fold the paper in half vertically.
 - Unfold the paper and fold each of the top corners into the center line.
 - Fold the top edges into the center line.
 - Fold the plane in half toward you.
 - Fold the wings down, matching the top edges up with the bottom edge of the body.
 - Add double stick tape to the inside of the body.

4. Which things do you need to make a Chinese lantern?
- The following material is needed for making a lantern.
 - One sheet of red paper in Letter or A4 size
 - One sheet of gold paper in Letter or A4 size
 - Pencil and ruler
 - Scissors
 - Glue

Compose the Following

1. Write a recipe for any dish you want to cook with the list of ingredient first, and then write instructions for cooking.

- **Crispy Chicken Sandwich**

INGREDIENTS

Bread	1 cut into rounds with cutter
Mayonnaise	3 tbsp heaped
Black Pepper	½ tsp
Salt	½ tsp
Capsicum	3 tbsp cut into tiny cubes
Chicken (boiled and shredded)	1 cup
Eggs	1-2
Bread Crumbs	as required

METHOD

Cut bread with round cutter, spread filling on one round of bread. Cover with 2nd round, dip in beaten egg and roll in bread crumbs. Shallow fry in frying pan till golden and crisp.

2. Construct sentence of five words from increase your vocabulary.

1. **Lantern:** The night lantern glowed softly in the darkness.
2. **Pancakes:** My mother cooks delicious pancakes.
3. **Fold:** Fold the paper along the dotted line.
4. **Excess:** We had to pay excess baggage.
5. **Manual:** The computer comes with a 600-page instruction manual.

3. Write the instruction on how to make a jam sandwich.

- **Jam Sandwich:**

Instructions:

1. Place the slices of bread on the plate.
2. Spread a spoonful of **jam** or preserves on one side of each slice of bread.
3. Press the slices of bread together.
4. Cut in halves or quarters. Quarters are easiest to handle if the **jam** is really chunky or threatens to ooze out.
5. Serve. Put on a plate for serving.

4. Write instruction on how to plant a seed in the sequential order.

- **Plant a seed in the sequential order:**
 1. Find some trays or pots
 2. Fill the seed tray with seed compost
 3. Moisten the surface of the compost
 4. Sprinkle the seeds evenly over the compost
 5. Cover the seed Tray
 6. Place the seed tray in a warm place
 7. Uncover the seedlings once they germinate
 8. Transplant the seedlings
 9. Keep transplanted seedlings in the shade
 10. Plant out into the flowering position

Extended Teaching

Resources at www.learningwell.pk

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Web Resources:

For further information visit these sites and links:

1. <https://www.youtube.com/watch?v=2189sv8Bvy4>
2. <https://www.thoughtco.com/instructions-composition-term-1691071>

Lesson 8: The Elder Brother**Learning objectives:**

- Analyze the behavior and attitude of the two characters in the story;
- Explain the interpersonal relationships between siblings;
- Recognize the importance of forgiveness in relationships and inculcate it in daily behavior;

Teacher Starter:

Ask students to speak of the extra responsibilities performed by their elder brothers or sisters or cousins. Ask them why elderly people assume more responsibility than younger people and why younger people are supposed to respect those older than them, especially their siblings.

Teaching:

Get the chapter read by the students and make sure that they underline and understand the difficult words used in the lesson like property, scream, murmured, thundered, courtyard,



harmony, disappeared, appetite etc. As supplementary teaching strategy for grammar, you may ask students to first identify noun clauses and define their functions. At the end of the lesson, make sure that students are clear with the moral of the story i.e. keeping united within the family is essential for its survival.

Student's Tasks:

Answer the Questions

A. Give comprehensive answers

1. Why were the neighbours envious?
 - The neighbours were envious because the young boy managed his duties effectively and helped the family prosper.
2. Who was responsible for looking after the family farm?
 - The eldest son was responsible for looking after the family farm.
3. What did the neighbours do to sow discord between the brothers?
 - The neighbours told the younger brothers that their eldest brother was actually a stepbrother.
4. Give reasons, why elder brother lost his appetite and got weak?
 - The eldest brother lost his appetite and got weak when he was told by his mother that a fierce snake entered his stomach through his mouth.
5. How did the neighbours take advantage of elder brother's illness?
 - The neighbours built a wall across the courtyard of the three brothers and captured their land. They even seized their farm and implements.
6. How did the family get their belongings back from the neighbours?
 - The family got their belongings back when the eldest son stood back on his feet and returned to work. The neighbors were frightened with his renewed anger so they returned the belongings.
7. What lesson did you get from the story, "The Elder Brother?"
 - The story tells us that we should not pay attention to other voices against our family. Most of the time they do it out of jealousy, or they have their personal vendettas. So we should keep ourselves away from these external sways.
8. How many characters are there in the story? Which one you don't like much? Give reasons.
 - There are many characters in this story. E.g Father, Mother, Elder son, two younger brothers, neighbours and snake.

I don't like the character of neighbours because they sow discord between the brothers and they captured the courtyard and the land.

9. Do you think that snakes can get inside our tummy? Give reasons for your answers.
- No! I don't think so. It can only be possible in our dreams.

B. Fill in the Blanks. (Find the words in the story.)

1. Infant
2. Died
3. Three
4. Passed
5. Intelligent, wise

Compose the Following

1. Choose five words from the vocabulary and use them in sentences.

- Sentences:
 1. **Property:** This house is my only property.
 2. **Appetite:** All that walking has given me an appetite for dinner.
 3. **Idle:** An idle brain is the devil's workshop.
 4. **Start:** What time do the fireworks start?
 5. **Prospered:** She survived it all and prospered.

2. If you will be there in place of that woman, what will you do to solve this problem?

- If I will be there in place of that woman, I will not be convinced from neighbours. I will tell my younger boys the importance of elder brother. Will also tell them to obey and respect your brother.

3. Write a story of your own with a lesson and illustrate it.

- **"The Needle Tree"**

There were once two brothers who lived on the edge of a forest. The elder brother was very mean to his younger brother and ate up all the food and took all his good clothes. One day, the elder brother went into the forest to find some firewood to sell in the market. As he went around chopping the branches of a tree after tree, he came upon a magical tree. The tree said to him, 'Oh kind sir, please do not cut my branches. If you spare me, I will give you my golden apples'. The elder brother agreed but was disappointed with the number apples the tree gave him. Greed overcame him, and he threatened to cut the entire trunk if the tree didn't give him more apples. The magical tree instead showered upon the elder brother hundreds upon hundreds of tiny needles. The elder brother lay on the ground crying in pain as the sun began to lower down the horizon.

The younger brother grew worried and went in search of his elder brother. He found him with hundreds of needles on his skin. He rushed to his brother and removed each needle with painstaking love. After he finished, the elder brother apologized for treating him badly and promised to be better. The tree saw the change in the elder brother's heart and gave them all the golden apples they could ever need.

Moral Of The Story

It is important to be kind and gracious as it will always be rewarded.

Extended Teaching

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Web Resources:

For further information visit these sites and links:

1. <https://www.passiton.com/your-inspirational-stories/287-the-love-of-a-brother>
2. <https://www.storiestogrowby.org/story/two-brothers>

Lesson 9: Morning Time**Learning objectives:**

1. To help children with the poetry format of writing
2. To help them appreciate the importance of rising early in the morning

Teacher Starter:

Ask your children about their usual wake-up times in the morning on weekdays and on weekends. Encourage them to speak about morning time and the activities one can do after getting up early in the morning, such as watering the plants, giving food to the pet, cleaning one's bicycle etc. When the class seems engaged, get the poem recited by the students.

Teaching:

As the students read the poem aloud, ask them to also underline the difficult words such as lark, wild, window-pane, creeping, weary, dreary, dew, peeping, slumbering and sash. Tell them that poetry can be one of the most effective ways to describe beautiful things such as morning time. As a supplementary activity, you can ask them to describe evening time in a poetry format using as many rhymes as possible.

Student's Tasks:**Answer the Questions**

1. What is the poet saying about the flowers?
 - The poet tells that the flowers wept through the night before sleeping.

2. Who is waking up everyone on the morning?
 - The morning light and larks wild song are waking everyone in the morning.
3. Explain these lines in your own words.

The winter drear
Has fled with all things drear.

 - These lines mean that winter is over and all things linked with the winter season, like snow, are gone.
4. Who is the poet addressing in these lines?

Awake while yet
The dew is wet
And day is young, my deary.

 - The poet is addressing the dew that has fallen in the night.
5. Write down five benefits of waking up early in the morning.
 - Following are the five benefits:
 - We became more productive
 - We became mentally fit
 - Have a better quality sleep
 - Acquire good grades in studies
 - We feel positive

Compose the Following

1. Write down the rhyming words from the poem.

- **Rhyming words:**

Pet-yet
Bright-night-light
Wept-slept
Again-pane
Peeping-creeping-sleeping
Door-floor
Wide-tried
Dear-drear
Dreary-weary
By-fly
Yet-wet

2. Construct sentences of any five words from increase your vocabulary.

- Sentences:
 1. **Creeping:** The cat is creeping silently towards the bird.
 2. **Dew:** The grass was wet with dew.
 3. **Dreary:** The house looked grim and dreary in the rain.



4. **Lark:** She was up with the lark this morning.
5. **Slumbering:** The baby was slumbering peacefully.

3. Read the following short poems carefully. Study closely what topics the poets have chosen and how they have rhymed the poems. After thoroughly understanding these points write a short poem on any topic of your choice.

- **Poem: Spring**

Spring is here,
Let's give some cheer!
Flowers bloom,
I blow balloons.
The kids play,
Say hooray! Spring is today!

Extended Teaching

Resources at www.learningwell.pk

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Web Resources:

For further information visit these sites and links:

1. <https://www.youtube.com/watch?v=Y1LoBdf3Zi0>
2. <https://www.kidsworldfun.com/kidspoems/morning-time.php>

Lesson 10: The Great Pyramids of Giza

Learning objectives:

In this lesson the students will learn about the history of The Great Pyramid in several ways. This is not a lesson to be lectured as teachers we do want the students to stay interested. This will be a hands on lesson with hands on activities.

Teacher Starter:

Start by asking questions related to pyramids of Egypt. You may ask one or more of the following questions:

- If you could build a temple/pyramid what valuables would you put in there?
- Why do you think the pyramid was built for this pharaoh?
- What were some of the difficulties for the workers who built the pyramids?



Teaching:

Show students where Egypt is located on the map. Explain that Egypt is located on one of the seven continents, Africa. This activity helps students learn about mapping and geography. Next, ask students to find meanings of the difficult words used in the lesson like impressive, pyramids, ancient, survive, explore monuments, treasure, archaeologist, ledges etc. You may also ask students to draw a diagram of the pyramids from inside including labels of the features and points discussed in the lesson.

Student's Tasks:**Answer the Questions**

1. Why did the Pharaohs build the pyramids?
 - Pyramids were built for religious purposes. The Egyptians were one of the first civilizations to believe in an afterlife. They built it for their pharaohs.
2. How many types of pyramids are found?
 - The step pyramid, the bent pyramid, the red pyramid and the great pyramid.
3. How big were the pyramids?
 - The pyramids were as tall as 480 feet.
4. What's inside the pyramids?
 - Deep inside the pyramids lies the pharaoh's burial chamber which would be filled with treasure and items for the pharaoh to use in the afterlife.

Compose the Following**1. Do you like to go to Egypt to see the "Pyramids?" Write why do you think pyramids are mysterious?**

- Yes I do like to go to the Egypt to see the Pyramids. Lots of peoples think that pyramids are mysterious. For thousands of years, people have wondered how these monuments in Egypt were made.

The giant pyramids in Egypt are confusing. How could people build giant stone structures without modern equipment? Theories from massive slave armies to aliens have abounded over the years.

2. Write five interesting sentences using any words of your choice from increase your vocabulary.

1. **Ancient:** A king in ancient times had many slaves to work for him.
2. **Explore:** Let us explore the possibilities for improvement.
3. **Monuments:** Most of the monuments had been broken.
4. **Survive:** We cannot survive for long without food and drink.
5. **Estimated:** The man estimated for the repair of the car.

Do the Activity

1. Construct a 3-D pyramid on which display information about the wonders of ancient Egypt.
Material: glue sticks, recycled file folders, tape, string, markers.

- Do as directed.

Extended Teaching

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Web Resources:

For further information visit these sites and links:

1. <https://www.nationalgeographic.com/archaeology-and-history/archaeology/giza-pyramids>
2. <https://www.youtube.com/watch?v=aAqZ44C0j5k>

Lesson 11: The Monkeys and the Bananas**Learning objectives:**

1. To teach children the importance of obeying family rituals
2. To help them learn to seek advice from elders before doing anything

Teacher Starter:

Ask students if they have ever seen a group of monkey in a zoo or anywhere else. Ask them to define behavior of the animals. Are they social? Are they friendly? Do they work in groups? You may allow each student to speak his or her part before getting the chapter read.

Teaching:

Ask students to underline the difficult words like announcement, disappeared, circumstances, mused, impatient, pounce, distribute, appointed, chanted, chattering etc. and also tell them the meanings of these words. Allow each child to read a few sentences of the story and try to explain it to the rest of the class while you assist him or her. During the reading, emphasize on the good qualities shown in the monkeys like obeying elders and taking their advice before doing anything new.

Student's Tasks:**Answer the Questions**

1. Why did the monkeys go on a fast?
 - The monkey observed the fast for their well-being.

2. Why did they gather bananas before fast?
 - They gathered bananas before fast so that they would not have to find food later on.
3. Who suggested to distribute bananas and why?
 - The chief's wife suggested distributing bananas as she thought that when the monkeys would break the fast, they would all pounce together.
4. "What a lovely idea! Our group is filled with intelligent monkeys". Why did the chief say this?
 - The chief says this to appreciate the idea given by a young monkey.
5. Why did they keep bananas in their mouth?
 - They kept bananas in their mouth as they were tempted and feeling hungry.
6. Did they keep their fast?
 - Yes, they did keep their fast for some time but broke it before evening.

B. Fill in the blanks with suitable words from the story.

1. Group
2. Chief
3. Plucked
4. Chanted
5. Delicious

C. Write two words that rhyme with the given words.

1. fast-cast-vast
2. knew-argue-flew
3. pounce-ounce-bounce
4. keep-deep-jeep
5. pile-file-while

Compose the Following

Write the script of a play, that has animal characters, especially a monkey

Characters: Three storytellers, the crocodile, the crocodile's wife and the monkey.

Storyteller 1: Once upon a time there lived a crocodile that lived in the river Ganges in India.
(Crocodile enters stage swimming slowly.)

Storyteller 2: On both sides of the Ganges there were large music fruit trees.

Storyteller 3: A monkey lived in one of the trees. He ate fruit all day.
(Monkey mimes eating fruit.)

Monkey: These fruits are so delicious and juicy I'm so lucky to live in a fruit tree.
(Crocodile sits under the tree for shade.)

Crocodile: It is very hot I think I will sit under this tree and sleep in the shade. (Looks up.) The fruits on tree look so delicious. I wish I could climb the tree and pick some.



Monkey: (climbs down from the tree) Since you are resting under my tree, you are my guest. Please come and taste some of my delicious fruits.

Storyteller 1: The monkey plucked the juiciest fruit off the tree and gave it to the crocodile.

Crocodile: Oh thank you Monkey you are so kind.

Monkey: You are welcome. Come again, any time.

Storyteller 2: Soon, the crocodile came every day. They would eat the fruit and talk to one another for hours.

(Crocodile and the monkey mime having a conversation and eating lots of fruits.)

Storyteller 3: One day as the crocodile was leaving to swim home. The monkey gave him some fruit.

Monkey: Crocodile give these fruits to your wife. I plucked them especially for her.

Storyteller 1: The crocodile swam home and gave the fruit to his wife, She was very happy.

(Crocodile swims home and gives his wife the fruit.)

Crocodile's wife: These fruits are delicious. I have never tasted such sweet fruit in all my life. Where did you get them from?

Crocodile: I got them from my friend the monkey. He lives in the fruit tree so he knows which ones are the sweetest.

Crocodile's wife: Does the monkey eat fruit every day?

Crocodile: Yes, only the sweetest and juiciest ones. Why do you ask?

Crocodile's wife: Because that means his heart must be so sweet. If I eat his heart I would remain young and beautiful forever. You must steal the monkey's heart and give it to me.

Crocodile: But he is my good friend. He is my only friend. It would be unfair for me to steal his heart.

Crocodile's wife: (gets angry) If you loved me you would do it.

Crocodile: Do not get anger my dear, I will do as you wish.

Storyteller 2: The next day the crocodile swam to the riverbank and reached the tree where the monkey lived.

Monkey: Crocodile, you are late today. I thought you weren't coming.

Crocodile: My wife has made a meal for you. She has invited you to tea because she wants to thank you for giving her your beautiful sweet fruit.

Monkey: That's very kind of her but I'm a land animal, I can't swim.

Crocodile: We live on a sand bank just jump on my back and I'll take you there.

Storyteller 3: The monkey hopped on the crocodile's back and away they went.

Monkey: Slow down, Croc. You are going too fast.

Crocodile: I'm sorry Monkey but I have to go fast because my wife wants to eat your heart for her tea.

Monkey: Oh Croc, you should have told me this before we left. I always keep my heart in the hollow of the tree for safe keeping.

Crocodile: I'll take you back to the tree and you can collect your heart.

Monkey: That would be great.

Storyteller 1: Crocodile turns and swims back to the tree where the monkey lives upon reaching the bank the monkey jumps off the crocodiles back and clambers up the tree. After a while the crocodile says.....

Crocodile: Monkey, you must have found your heart by now. My wife will get angry if we don't arrive soon.

Monkey: You are so foolish crocodile. Don't you know your heart is within yourself? It was a trick to save my life. Now leave my tree and never come back again.

Storyteller 2: The crocodile left empty handed.

(Crocodile's wife looks very angry.)

Storytellers: The moral of the story is at times presence of mind pays well

Extended Teaching

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Web Resources:

For further information visit these sites and links:

1. <https://kathakids.com/folktales-funny-stories-monkeys-on-a-fast-24ab040cdec>
2. <https://www.youtube.com/watch?v=8liWItK0Y8w>

Lesson 12: So-la

Learning objectives:

1. To teach children about the way birds greet morning while chirping
2. To help them build regard for birds as beautiful creatures of nature.

Teacher Starter:

Ask your children if they have ever heard sound of some strange bird other than sparrows, kites and crows. Ask them what special thing they noted about the sounds of the birds and whether such sounds had any meanings.

Teaching:

Get chapter read in class making sure that each student gets a few lines to read. Ask the class to underline difficult words like sickle, blowing, kindled, island, mist, tucked, sipped and nectar. As an additional activity, you may ask students to suggest what might have happened to the bird which caused her death.



Student's Tasks:

Answer the Questions

A. Give comprehensive answers

1. Why did So-la sing in the morning?
 - So-la used to sing in the morning to call the sun out of hiding in the morning.
2. What So-la did to make the sun sleep?
 - So-la used to sing Teeee-la Teeee-la to make the sun sleep in the evening.
3. What did Maori do when he came to meet So-la?
 - Maori called her name several times to meet So-la.
4. For how many days did they walk and where were they going?
 - They walked for three days and they were going to an island of green in a sea of grasses dead and brown.
5. What happened to So-la in the end?
 - So-la died in the end.

B. Write these jumbled up words in correct order.

1. So-la lived in a tree.
2. At night she sat on the highest branch.
3. Maori carried her on his shoulder.
4. The tears from his eyes made streaks in the dust on his face.
5. She turned her head and opened her eyes.

C. Write who said the following in the story.

1. Boy
2. Sola
3. Boy
4. Boy

D. Choose the correct words from the given list.

1. Where
2. To
3. Too
4. Wear
5. Two
6. One
7. there
8. They're
9. Their
10. Won



Composition**1. Do you like the end of the story? Write a new end of the story.**

- No, I did not like the story's end. I would rather like the story to end like this:
Taruna gained health every time So-la sang her song for the sun. She eventually was able to stand on her own while So-la settled at the island with Maori and his sister Taruna where they all drank from the wells and sipped nectar from the flowers.

2. Write a descriptive composition about the place you live with details of colours, width, and length of things.

- Do as directed.

3. Construct interesting sentences from five words in increase your vocabulary.

1. Blew: A cold wind blew from northwest.
2. Bugs: We noticed tiny bugs that were all over the walls.
3. Nectar: The bee turns nectar into honey.
4. Greet: The students charged into the classroom to greet their teacher.
5. Mist: The sun will evaporate the mist.

Activity

- Do as directed:

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Web Resources:

For further information visit these sites and links:

1. <https://kathakids.com/folktales-funny-stories-monkeys-on-a-fast-24ab040cdecd>
2. <https://www.youtube.com/watch?v=8liWItK0Y8w>

Lesson 13: Remarkable Facts about Whales**Learning objectives:**

1. To teach children some amazing facts about the biggest animals that live on earth
2. To help them learn various features typical of whales

Teacher Starter:

Ask students to name the biggest animal they can think of on land and in water. Building on the answers, ask them to describe what features can make an animal big. Also ask them to present their ideas regarding whales.

Teaching:

This lesson assumes an encyclopedia-like style and should be taught accordingly. Each section of the lesson should be given sufficient time for explanation i.e. introduction, types of whales and their major features with particular focus on the amusement appeal of each section. Since whale has been regarded as a 'mammal' rather than a fish, it is important to clarify the concept of mammals in children and the major differences between fish (amphibians) and mammals.

Student's Tasks:**Answer the Questions****A. Give comprehensive answers**

1. Who is the largest and heaviest animal on Earth?
 - Whales are the largest animals that have ever lived on earth.
2. Write the names of some different kinds of whales.
 - There are many kinds of whales: E.g. Fin whale, grey whale, humpback whale, blue whale, tuna whale, cod and salmon whale etc.
3. Which whale has the largest heart in the world? Elaborate.
 - Blue whale has the largest heart in the world, which is about the size of a VW Beetle and weighs up to 500 kg. The aorta attached to this super-sized heart is big enough for a human child to crawl through.
4. Can the whales talk? Write in detail.
 - Whales are very social creatures that travel in groups called "pods." They use a variety of noises to communicate and socialize with each other. The three main types of sounds made by whales are clicks, whistles, and pulsed calls.
Whales also use their tails and fins to make loud slapping noises on the surface of the water to communicate nonverbally. The sound can be heard for hundreds of meters below the surface and may be a warning sign of aggression or a tool to scare schools of fish together, making them an easier meal.
5. What are the differences between baleen and toothed whales?
 - Baleen whales have two nostrils or blowholes. They feed on plankton and krill. They can eat as much as two tons of krill a day which is a shrimp-like creature.
Toothed whales have one nostril or blowhole. They eat plants and fish, which include tuna, cod and salmon among others and some small mammals like seals.

B. Fill in the blanks with appropriate words from the lesson.

- a) 100 men
- b) Sperm
- c) loudest
- d) dolphins
- e) 200
- f) vertical

Compose the Following**1. Collect information from the net and make a report about the blue whale. Decorate it with related pictures and display in the class.**

- The Blue Whale is the largest animal ever to have lived on earth. Its tongue alone can weigh as much as an elephant - their hearts, as much as a car.

Amazing Facts About the Blue Whale

- The Blue Whale is the largest animal ever to have lived on earth.
- Despite being so massive, this giant of the ocean feeds on some of the smallest marine life – tiny shrimp like animals called krill. A single adult blue whale can consume 36,000 kg of krill a day.
- Incredibly, Blue Whales are graceful swimmers cruise the ocean at over 8km/h, and can reach speeds of over 30km/h.
- They mainly catch their food by diving, and descend to depths of approximately 500 m.
- Blue whales have few predators but are known to fall victim to attacks by sharks and killer whales, and many are injured or die each year from impacts with large ships.

2. With the help of the text write down some amazing information about whales which attracts you.

- Some amazing facts which attracted me about whales are:
 - They have got long lives.
 - They have big babies.
 - They are loud and make long distance calls for free.
 - They are gigantic.
 - They have got mass. Blue whales weigh up to 200 tonnes, or around 441,000 pounds.

Extended Teaching**Resources at www.learningwell.pk**

Log on to your personal account at www.learningwell.pk to view electronic print of this lesson and a full-length video lecture or animation pertaining to the lesson. You will also find extended exercises or MCQ-based tests based on the lesson to help your students improve their learning. Additional teaching resources are also available at www.TeachingWell.pk

Web Resources:

For further information visit these sites and links:

1. <https://onekindplanet.org/animal/whale-blue>
2. <https://www.natgeokids.com/za/discover/animals/sea-life/10-blue-whale-facts>

