



# MyWorld

2

***Teacher's  
Resource Book***

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**Lesson 1: My Extended Family****Lesson Objectives**

1. To give children the idea of extended family members, such as uncles, aunts, grandparents and cousins.
2. To give children the idea of family tree
3. To give children the idea that they usually have a head of their families, such as grandfather or grandmother

**Lesson Starters**

Begin by asking them how many aunts, uncles and cousins the children have. Also ask them what they call them e.g. Khala, Phuppo, Chacho, Maamo etc. As they name them, tell them that they are part of their extended family. Also help them construct a small family tree – by suggesting how the sister of their mother is their Khala or how brother of their father is their Chacho or Taaya.

**Teaching**

Get the lesson read in class, emphasizing more on extended family members – grandparents, aunts and uncles. Point to the picture of the family given in the lesson as you tell relationship of each family member.

**Answers to Comprehension Assessment**

1. Which type of family would you like to live in?  
A. I would like to live my extended family.
2. What is the benefit of a large family?  
A. Large families have grandparents, aunts and uncles. We can spend time with them and get help from them. We can also share many things.
3. Why grandparents are important for us?  
A. Grandparents are important because they can give us good advice on many matters. They are also heard and respected by all family members.
4. How many cousins you have?  
A. I have \_\_\_\_\_ cousins.

**Extended Teaching****Net Extra**

Guide your student about how to use Net Extra for better understanding of the lesson and also to find out meanings of difficult words.

**Support Material**

Check out the following resources for different activities and lesson plans for extended families

<http://www.learnnc.org/lp/pages/2873>

[http://zportfolio12345.blogspot.com/p/lesson-plan-2-extended-family\\_05.html](http://zportfolio12345.blogspot.com/p/lesson-plan-2-extended-family_05.html)

**Lesson 2: Health and Hygiene****Lesson Objectives**

1. To let children learn about hygienic food and healthy diet
2. To let children learn the importance of personal hygiene
3. To let children learn the importance of exercise and physical activities

**Lesson Starters**

Start by asking children about their favorite food. What do you like to eat for lunch? What do you like for dinner? Next, ask them whether they want to be tall and smart e.g. how tall do you want to be? Do you want to be fat or thin? Do you want to be smart? Yes or no?

Tell students that today's lesson will tell them how to be smart, healthy, neat and tidy.

**Teaching**

Get the lesson read in class. As you follow, point to the different pictures asking them which food looks hygienic and which one looks unhygienic or unhealthy. The personal hygiene tips should be reread a couple of times because they are the basis of child hygiene. Take help from related pictures given in the lesson and encourage your children to be self-starters when it comes to being clean and tidy.

**Answers to Comprehension Assessment**

1. Why junk food is not good for health?
  - A. Junk food has high level of fat and sugar which can make us sick.

2. What is hygienic food?
  - A. Hygienic food is one which is free of germs, good to health and present in clean packing.
3. What can you do to keep germs away?
  - A. To keep germs away, we should do the following:
    - Clean hands regularly.
    - Bath regularly
    - Brush twice a day
    - Shampoo hair every other day.
    - Keep nails short.
4. Why exercise and physical activity are important for health?
  - A. Exercise and physical activity are important for our health as they can help gain strength for the immune system. They also help us fight many diseases we may catch from unhealthy food.

### Extended Teaching

#### Net Extra

Guide your student about how to use Net Extra for better understanding of the lesson and also to find out meanings of difficult words.

#### Support Material

Check out this wonder collection of teaching resources on health and hygiene.

<http://www.teachingideas.co.uk/themes/keepinghealthy/>

## Lesson 3: School makes us Better

### Lesson Objectives

1. To instill in students the importance of attending school
2. To create a spirit of learning amongst the students
3. To make students realize the important duty towards children who don't attend school



**Lesson Starters**

Begin by asking students the name of their school...i.e. what is the name of our school? Also ask related questions. 'Do you enjoy coming to/going to school? Yes or no?'

Make a map of the school facilities on the board, including important facilities like classrooms, labs, play area, canteen, library etc. Tell them these school facilities – their friends, teachers and other people combine to give them an environment in which they can learn. They cannot create such an environment at home.

**Teaching**

1. Spot the picture of the girl shown at the beginning of the lesson. Ask them if they know any children who do not go to school? Yes or no?
2. Then go ahead and read the lesson aloud. Stress on the value your school creates for them. Tell them that being in class 2, they are far better off in solving problems than anyone who has never gone to school.
3. As you approach the part of 'school responsibilities', connect them with the rules of your school, such as doing the homework or making queues at the canteen or during assembly.

**Answers to Comprehension Assessment**

1. Why school is important for us?  
A. School is important to develop ourselves as a good people. School helps us learn how to grow us healthy, responsible citizens.
2. Why do you have to be a good student?  
A. We have to be good students to understand differences between right and wrong and learn how to behave.
3. What is your responsibility towards the children who are not able to go to school?  
A. We should help the children who are not able to go to school. We can help them by sharing our books and helping them pay the fees.

**Extended Teaching****Net Extra**

Guide your student about how to use Net Extra for better understanding of the lesson and also to find out meanings of difficult words.



**Support Material**

Explore the following resources on importance of schooling and why kids need to be sent to school.

[http://www.chabad.org/library/article\\_cdo/aid/740827/jewish/Why-Do-We-Send-Our-Children-to-School.htm](http://www.chabad.org/library/article_cdo/aid/740827/jewish/Why-Do-We-Send-Our-Children-to-School.htm)

[http://www.huffingtonpost.com/college-magazine/22-reasons-why-going-to-l\\_b\\_5961938.html](http://www.huffingtonpost.com/college-magazine/22-reasons-why-going-to-l_b_5961938.html)

**Lesson 4: Caring for Safety****Lesson Objectives**

1. To familiarize children about the most important safety precautions needed at home, such as keeping away from dangerous machines or tools.
2. To familiarize children about road safety, especially that related to crossing a road or bicycling.
3. To help children learn about street and stranger safety
4. To give children an idea of first aid and its use during emergencies

**Lesson Starters**

Start by asking children if they had ever got an injury, such as one from getting a cut or falling from stairs. As they answer, tell them that the cause of their injury was bad safety. ‘Yes, you could avoid the bruise if you did not touch dangerous items’ or ‘You could avoid that burn if you did not play with match’.

Inform the students how you will talk about fire, water, sports, motor vehicle, falls, poisoning, weapons, and the injuries that can result if they don’t use the proper methods to prevent them from happening.

Tell them that the lesson they will learn today will help them avoid most injuries they may get in future.

**Teaching**

Get the lesson read in class. Encourage the children to identify potentially dangerous items pictured in the lesson. Most children would have got bicycles. Ask them if their bicycles have proper brakes and whether they have ever crashed their bicycle. Ask them to identify any

potentially dangerous places in their homes, such as store or kitchens. In ‘calling for help’ section, ask them if they have ever applied first aid onto themselves, such as bandages or burnol.

### Answers to Comprehension Assessment

1. How can you keep yourself safe at home?
  - A. We can be safe at home by being careful about machines, wires, sockets and plugs and not entering places like kitchen where we are not allowed to go.
2. What are the rules for crossing the road?
  - A. While crossing a road, we should look for coming vehicles. We must look right first, and then left, and then right again.
3. Why should we avoid strangers?
  - A. We should avoid strangers as they can be very harmful.
4. What is a first aid box?
  - A. First aid box contains items that help relieve pain and prevent infections in case of an injury.

### Extended Teaching

#### Net Extra

Guide your student about how to use Net Extra for better understanding of the lesson and also to find out meanings of difficult words

#### Support Material

Explore the following online resources for child safety tips.

<https://www.kidpower.org/library/article/safe-without-scared/>

<http://www.instructorweb.com/lesson/safety.asp>

## Lesson 5: Good Citizen

### Lesson Objectives

After reading this lesson, the students should be able to:

1. Create a picture that depicts an act of good citizenship
2. Differentiate bad citizenship styles from the good ones
3. Have ways to demonstrate good citizenship practices as children





**Lesson Starters**

Use the example of good versus the bad citizenship as shown in the beginning of the lesson. The example shows people impatience as they travel on the road. Relate this to the children being impatient during recess or at canteen queues.

**Teaching**

Draw a T-chart on the board. One side should be labeled "Good Citizenship" and the other should be labeled "Bad Citizenship". Next, pass out index cards with examples of both good and bad citizenship written on them. One at a time the students will place their card in the correct column. After each student does this, the class will discuss whether or not they agree with the placement of the card and why each card shows good or bad citizenship.

As you read the lesson, emphasize greatly on qualities of good child citizen. For example, it is important for students to do their share to make school and the community better.

- Cooperate
- Get involved in community affairs
- Stay informed; vote
- be a good neighbor
- Obey laws and rules
- Respect authority
- Protect the environment
- Volunteer.

**Answers to Comprehension Assessment**

1. How can you become a good citizen?
  - A. We can be good citizens by helping others and knowing and practicing rules. To be a good child citizen, we also need to wait for our turn and take permission before using someone's belonging.
2. Why it is important to obey laws?
  - A. We need to obey laws to avoid accidents and fights, trouble and pain.
3. What are the qualities of a good citizen?
  - A. A good citizen has the following qualities:
    - I. He is kind to others.
    - II. He knows and practice rules.



- III. He helps others.
- IV. He helps in the betterment of society.

### **Extended Teaching**

#### **Net Extra**

Guide your student about how to use Net Extra for better understanding of the lesson and also to find out meanings of difficult words

#### **Support Material**

Explore the following online resources for teaching ideas related to this lesson.

<https://www.tes.co.uk/teaching-resource/what-is-a-good-citizen-lesson-plan-and-powerpoint-6006100>

[http://www.civicsandcitizenship.edu.au/cce/cce\\_what\\_makes\\_a\\_good\\_citizen\\_introduction.23518.html](http://www.civicsandcitizenship.edu.au/cce/cce_what_makes_a_good_citizen_introduction.23518.html)

## **Lesson 6: Our Identities**

### **Lesson Objectives**

After reading this lesson, the students should be able to:

1. Appreciate differences of gender, age, color, caste and religion among their fellows
2. Identify people in characteristics related to personality, work or region
3. Appreciate the fact that humanity overrides all types of identities when it comes to helping or supporting someone.

### **Lesson Starters**

Begin by identifying the different characteristics of students in the class. You can do so by making a table showing columns for different heads: Boy or Girl, Living with Extended Family or Just Parents, Muslims or Non-Muslims and so on.

Now suggest children that while they all shared the identity of ‘Students of Class 2’, they still have the different identities listed on the board.

**Teaching**

The crux of this lesson is to encourage children into recognizing and respecting the different identities among themselves. As such, make your tone more encouraging towards the minorities of your class. Focus on the pictures given in the lesson to suggest how people get along friendly while still being different to one another.

A part of the lesson should also go on to describing the festivals, events when people get together disregarding their individual identities for the sake of celebration.

**Answers to Comprehension Assessment**

1. What is identity?
  - A. Identity is a set of qualities and characteristics that make us different from others.
2. Which one of your identity cannot be changed?
  - A. Identities given to us by nature, such as being a male or female, cannot be changed.

**Extended Teaching****Net Extra**

Guide your student about how to use Net Extra for better understanding of the lesson and also to find out meanings of difficult words

**Support Material**

Check out online teaching resources for this lesson on

<http://learningtogive.org/lessons/unit548/lesson1.html>

**Lesson 7: Weather and Climate****Lesson Objectives**

1. To make students understand the components of weather and climate
2. To make students understand how climate change is caused

**Lesson Starters**

Begin by explaining the weather of the day. Is it hot and sunny today? Or cool and windy? You can also take students out for a view of the sun as you comment on the weather. Use adjectives like cool, hot, windy, sunny, bright, cloudy etc. to describe the weather.



Next, inform your students that we by understanding the movement of earth and its relation with the sun, we can tell how the weather would be later in the day or how it would be in some other place.

### Teaching

Use a chart telling different weather conditions related to different months. May and June are hot. July, August and September are mild. October is again hot, and November to February are cold months.

You can relate summer and winter holidays with the chart, explaining why the school gives students time to relax when it is fairly hot during May to July and cold during December and January.

As you get the lesson read, stress on how weather depends on factors like temperature, landform, distance from sea etc.

Also describe that weather conditions affect the way we dress, eat and behave. Use a table to identify dresses, diet and behaviors (e.g. sleep and wake up timings) in different weather conditions.

### Answers to Comprehension Assessment

1. How are seasons caused?
  - A. Seasons are caused as the Earth's tilt move near and away from the sun.
2. Explain rotation of the Earth?
  - A. Rotation is the spinning of the earth around its axis. It takes a complete 24 hour day for Earth for making 1 rotation.
3. Why Polar Regions have irregular day time and night time?
  - A. Polar Regions have irregular day time and night time because they do not get as much sunlight as other parts of the earth.
4. What causes variation in weather and climate?
  - A. Weather and climate change with changes in cloud cover, rain and winds.
5. What is the impact of climate on weather?
  - A. As climates change, weather conditions like temperature, forest cover and wind patterns also change.



**Extended Teaching****Net Extra**

Guide your student about how to use Net Extra for better understanding of the lesson and also to find out meanings of difficult words.

**Support Material**

Check out handy worksheet on weather and climate by Environment Protection Agency at <http://www.epa.gov/climatestudents/documents/weather-climate.pdf>

**Lesson 8: Time and Directions****Lesson Objectives**

1. To help students understand the division of time in a year – in months, weeks and days
2. To help students understand the division of time in a day – in hours, minutes and seconds
3. To help students get an idea of the movement of the Earth as the primary cause of day and night and hence, time.
4. To help students understand that like Earth, every place can be located with the help of directions such as North, East, West and South

**Lesson Starters**

Begin by asking students basic questions about time: ‘What time is it?’ ‘For how many hours do you sleep?’ ‘How long do you stay in school?’ ‘How long do you play?’

**Teaching**

1. Get the lesson read in class. Inform that that time passes with the speed at which the Earth spins on its axis. The day part is when our part of the world is facing the sun.
2. Also introduce the idea of Earth’s movement around the sun, in the west-east direction.
3. Stress that we know about time only by knowing about Earth’s direction. In fact, clocks were used as directions in earlier times, with 3 O clock meaning east; 9 O clock meaning west; 6 O clock meaning south; and 12 O clock meaning north.
4. Encourage students to develop direction maps for their home-school route. Make one as an example on the road.

**Answers to Comprehension Assessment**

1. Why time is broken into smaller and smaller units?
  - A. Time is broken into smaller and smaller units so that we can easily plan our activities and make schedules for different tasks, such as going to school or taking a lunch.
2. What is the difference between a calendar and a clock?
  - A. A calendar shows divisions of time into months, weeks and days. A clock shows division of time into hours, minutes and seconds.
3. What direction Earth takes around the sun?
  - A. The Earth takes west-east direction around the sun.
4. Why do we need to understand directions?
  - A. We need to understand directions as they help us understand the locations of places or objects.

**Extended Teaching****Net Extra**

Guide your student about how to use Net Extra for better understanding of the lesson and also to find out meanings of difficult words.

**Support Material**

Check the following resource to teach directions using everyday words like left, right, forward and back. <http://www.eslkidstuff.com/lesson-plans/pdf/directions-lesson-plan.pdf>

**Lesson 9: Uses of Plants and Animals****Lesson Objectives**

1. Students will learn the importance of plants and animals in food, clothing and products of everyday us
2. Students will learn uses of animals as human helpers

**Lesson Starters**

Begin by presenting examples of uses of plants and animals. Plants get us vegetables and fruits. Wheat, rice, pulses and cotton comes from plants. Animals are used for transport, such as horses, camel and donkey, and for meat, such as beef, chicken, fish and mutton.



Inform students that the lesson will sum up the most important uses of plants and animals in our daily life.

### Teaching

Get the lesson read in class. As you follow, make sure to bring to light as many uses of plants and animals as possible into discussion.

Point to the pictures given in the text (shoes, perfumes, medicines and honey) reinforcing the importance of plants and animals in our daily life.

### Answers to Comprehension Assessment

1. What plants and animals make part of our food?
  - A. Our major meals comprise of wheat, rice, pulses, vegetables and fruits, which come from plants. Our meals also consist of milk, meat, eggs, butter and honey. These come from animals.
2. What is artificial cloth?
  - A. Artificial cloth is a textile which is made from plant ingredients. Linen and rayon are examples of artificial textile.
3. Write some uses of plants and animals?
  - A. Plants are used for food, medicine, and clothing, and as ingredients for many of our everyday products. Animals are also used for food, medicine and clothing, and as human helpers for transport and security.
4. How plants and animals are the part of natural resources?
  - A. Plants and animals are part of natural resources as they just need natural conditions like good soil and water to grow and graze.

### Extended Teaching

#### Net Extra

Guide your student about how to use Net Extra for better understanding of the lesson and also to find out meanings of difficult words

#### Support Material

Check out the following online resources for additional lesson tips on plants and animals.

[http://www.bbc.co.uk/schools/teachers/ks2\\_lessonplans/science/plants\\_animals.shtml](http://www.bbc.co.uk/schools/teachers/ks2_lessonplans/science/plants_animals.shtml)

<http://www.k12.wa.us/EarlyLearning/pubdocs/Unit4DiscoveringPlantsandAnimals.pdf>

<http://www.artic.edu/aic/resources/resource/1028>



**Lesson 10: Basic Necessities of Life****Lesson Objectives**

1. To help students appreciate the importance of life's basic necessities: food, shelter and cloth.
2. To instill in them an attitude of perseverance about eating, wearing and living

**Lesson Starters**

Begin your lesson by asking students questions about their basic needs. 'Can we live without food?' Yes or no? Can we live without a home? Yes or no?

Tell them that food, shelter and clothes are the most important needs for human survival. All of our other needs like education, health and entertainment are secondary to these needs.

**Teaching**

The lesson has a story at its beginning. You can read it aloud, indicating how the characters in the story meet their basic needs. Key points must be stressed. For example:

1. Home is needed to protect us from bad weather, environment and dangerous animals.
2. Food is needed to give us energy for work and play.
3. Clothing is needed to save us from sunrays or cold. You can emphasize on clothing as a primary human need by stressing how warm clothes help in winters and how cotton clothes absorb the sweat in summers to keep us relax.

**Answers to Comprehension Assessment**

1. How food is important in daily life?  
A. Food is part of our daily life as it gives us energy for work and play.
2. What role home plays in our life?  
A. Home protects us from bad weather conditions and from dangerous animals and insects.
3. What is a basic necessity of life?  
A. A basic necessity of life is a thing which we need in order to live. Humans cannot survive if they do not meet basic necessities like food, clothing and shelter.
4. Think about necessities of life other than food, shelter and cloth. Name any three.  
A. Necessities of life other than food, shelter and clothing include:
  1. Education
  2. Health
  3. Entertainment and Leisure



**Extended Teaching****Net Extra**

Guide your student about how to use Net Extra for better understanding of the lesson and also to find out meanings of difficult words

**Support Material**

Check out the following resource for different teaching activities related to basic human needs.

<https://www.lernerbooks.com/SiteCollectionDocuments/TeachingGuides/9780822517474.pdf>

**Lesson 11: Learning about Economy****Lesson Objectives**

1. To build a basic understanding of how the economy works – producers makes things, consumer buys them. Both work for money.
2. To build an understanding of how various things we use come from materials which are worked upon in factories.
3. To give children the idea that because the amount of materials, work and money keeps changing, the production and consumption (or the demand and supply) will not usually be same – giving rise to economic problems.

**Lesson Starters**

1. Start by asking students how much money the children save on/for their birthdays or during Eid-ul-Fitr. Also ask how they spent their savings, on toys, candies or books?
2. Now hint them that because they cannot have all the money all the time, it is important that they learn how money makes getting things possible and how to get it saved for future.

**Teaching**

1. Get the lesson read in the class. The story given in the lesson is not intended to introduce complex economic vocabulary. Rather, it presents a small (but real) economic problem of suppliers not having a child's favorite candy even though she has money to buy.

2. Explain how understanding the life cycle of a product may help them get products and things as they need. The three phases – materials, work and planning – should be stressed upon to introduce life cycle for any product, say chocolates.
3. Also encourage your students to make a savings box where they can put money for later us.

### Answers to Comprehension Assessment

1. Soup is easily available in winter but not in summer. Why?
  - A. Soup is made available in winter because there are enough people to buy it. In summer, there are not enough people to buy soup so it is not available.
2. Why amount of things people want and amount of things people produce are never same?
  - A. Materials, work and money needed to make things keep on increasing or decreasing. This is why the amount of things wanted and produced are never same.
3. What is money?
  - A. Money is a medium of exchange. It helps us exchange things.

### Extended Teaching

#### Net Extra

Guide your student about how to use Net Extra for better understanding of the lesson and also to find out meanings of difficult words.

#### Support Material

Check out elementary lessons on money and economy at

<http://www.moneyinstructor.com/elementary.asp>

## Lesson 12: Pakistan: The Living Dream

### Lesson Objectives

1. To let students get a picture of the land conditions of Pakistan
2. To let students get the idea of size of our country, both in terms of people and in terms of land area
3. To make them familiar with the idea of neighboring countries
4. To make them familiar with provincial divisions of Pakistan



5. To make them familiar with Pakistani infrastructure and cities, villages and towns

### Lesson Starters

Begin by drawing a rough map of Pakistan on the board, with outlines for provinces. Use symbols and keys to identify different land conditions mentioned in the lesson, including mountains, deserts and coastlines.

### Teaching

The crux of this lesson is to amaze children with the size and strength of our country Pakistan. As such, you must emphasize on the population by comparing Pakistan with smaller countries, say Iran or Afghanistan.

As you get the lesson read, stop for a few moments into explaining:

1. How provinces of Pakistan differ in their languages, people and landform.
2. How cities, towns and villages differ with each other.
3. How infrastructure like dams and railways make a country great

In all the emphasis should be on explaining the greatness of Pakistan.

### Answers to Comprehension Assessment

1. How big is Pakistan?
  - A. With more than 180 million people, Pakistan is 6<sup>th</sup> largest country of the world. The land area of Pakistan is about 796000 square kilometers.
2. What Baluchistan is famous for?
  - A. Baluchistan is famous for its minerals like coal and iron.
3. Are cities bigger than villages? Why?
4. What is infrastructure? Who makes it?
  - A. Infrastructure is the construction of dams, airports, railways, roads and sea ports in a country or a city. These are usually made by government.

### Extended Teaching

#### Net Extra

Guide your student about how to use Net Extra for better understanding of the lesson and also to find out meanings of difficult words

### Support Material

Have a look at these online resources for getting a grip on facts about Pakistan.

<http://www.mapsofworld.com/pakistan/facts.html>

<http://travel.nationalgeographic.com/travel/countries/pakistan-facts/>

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