

Learning Well's

PANORAMA

Teacher's Resource Book

1



Preface

Social Studies is a subject that cultivates a deeper understanding of society, history, and global perspectives. Teachers utilize a variety of engaging methods including interactive discussions, hands-on activities, and multimedia resources for teaching this subject effectively. Similarly, a lesson planner aids teachers by providing a structured framework, guiding the sequencing of content and ensuring alignment with learning objectives.

Lesson planners for *Learning Well Panorama* series have been developed for the exact purpose. It will serve as a comprehensive tool to streamline teaching process and enhance student learning outcomes. It aims to enhance the clarity and accessibility of the material.

Each lesson includes:

Key Points	A tabular format outlining important points of the lesson.
Lesson Objectives	Clearly outlined objectives to guide teachers in delivering focused instruction.
Introduction and Guidelines	Tips on how to begin the lesson, including brainstorming activities. Outlining the course of action for individual topics within the lesson and emphasizing on key objectives for each heading.
Conclusion and Discussion	Strategies for closing the lesson and facilitating meaningful discussion.
Assessment	Variety of assessment tools from formative assessments to summative evaluations provided for estimating student understanding of the lesson.
Class Activity	Engaging activities to reinforce lesson concepts and encourage active participation, promoting collaborative learning and critical thinking skills.
Homework	Assignments provided to extend learning beyond the classroom environment.
Textbook Exercise Answers	Solved textbook exercises facilitating teachers for immediate access and empowering teaching.

Using these planners, teachers can confidently teach their students, promoting active participation and academic success. Whether you are a seasoned educator looking to enhance your teaching strategies or a new teacher seeking guidance on lesson planning, these planners will fulfil your needs. Happy teaching!

Chapter 1: Me and My Family

Key Points

Topics	Contents
Introduction	<ul style="list-style-type: none">• Introduction to the concept of a family• Importance of family as a support system• Different types of families (nuclear, extended)• Personal experiences of family life
My Nuclear Family	<ul style="list-style-type: none">• Members of a nuclear family (parents, siblings)• Roles and responsibilities within the family• Sharing and caring within the family
Parents' Occupations	<ul style="list-style-type: none">• Discussing parents' jobs and responsibilities• Understanding the concept of earning money for the family
Extended Family	<ul style="list-style-type: none">• Introduction to extended family members• Members of an extended family (grandparents, uncles, aunts, cousins)• Interaction and relationships within the extended family
Family Get-together	<ul style="list-style-type: none">• Importance of family get-togethers• Celebrating special events (birthdays, weddings, festivals)• Sharing experiences of special events• Fun and enjoyment during family celebrations

Lesson Plan

Objectives

Students will be able to:

- Understand the concept of family and its importance.
- Recognize the roles of each family member and occupations of their parents.
- Identify and describe their immediate and extended family members.
- Appreciate the value of sharing, caring, and participating in family gatherings and events.

Introduction

- Start with a discussion on what a family is and why it is important.
- Discuss the various types of families.
- Share personal experiences related to family.
- Introduce the chapter and its key topics.

My Nuclear Family

- Discuss the composition of a nuclear family – parents, siblings.
- Emphasize the importance of sharing happiness and problems within a family and also caring for each other.
- Discuss the importance of cooperation and understanding within a nuclear family.
- Explain the roles of family members.

Parents' Occupations

- Introduce the parents' occupations (father as a cashier, mother as a doctor).
- Share information about different occupations within a family.
- Discuss the concept of work and earning money.
- Discuss how parents contribute to the well-being of the family.
- Explain how money is used to meet the family's needs.

Extended Family

- Define an extended family and its members (grandparents, uncles, aunts, cousins).
- Discuss the relationships and interactions within the extended family.
- Talk about the diversity of extended families.
- Encourage students to share stories about interactions with extended family members.
- Have students make a family tree to understand relationships.

Family Get-together

- Explore the joy and excitement of family get-togethers.
- Highlight the activities that take place during family gatherings.
- Discuss the cultural and social aspects of celebrating events together.

Conclusion and Discussion

- Summarize the key points about family, sharing, and the significance of extended family.
- Encourage students to share their experiences and thoughts on family life.

Assessment

- Evaluate students based on their class participation and engagement during discussions
- Conduct short quizzes to assess understanding of family structures and dynamics.

Class Activity

- Ask students to draw their nuclear or extended family.
- Exercises from textbook can be done in class.

Homework

- Prepare a family tree with details about extended family members.
- Give creative writing assignment about a memorable family event.
- Exercises from textbook can be given for homework.

Textbook Exercise Answers

Students will complete both exercises by filling in information about their own families.

Chapter 2: A Lesson on Hygiene

Key Points

Topics	Contents
Introduction	<ul style="list-style-type: none">• Create awareness about the importance of hygiene• Instil practical habits for a healthier lifestyle
Nails Hygiene	<ul style="list-style-type: none">• Germs and dirt can accumulate under long and dirty nails• Mixing of germs with food can lead to sickness• Emphasizing the need to trim nails weekly
Hands Hygiene	<ul style="list-style-type: none">• Washing hands before and after eating food is crucial• Preventing the spread of germs through clean hands
Oral Hygiene	<ul style="list-style-type: none">• Stained teeth often are a result of inadequate brushing• Brushing in the morning and before bedtime is important
Body Hygiene	<ul style="list-style-type: none">• Taking a bath daily to remove germs from the body• Preventing illness through cleanliness

Lesson Plan

Objective

Students will be able to:

- Understand the importance of personal hygiene, including nails, hands, oral, and body hygiene.
- Learn practical habits to maintain cleanliness.

Introduction

- Begin with a discussion about personal experiences related to hygiene.
- Explain the importance of overall body hygiene.
- Discuss the effects and outcomes of unhygienic practices.
- Share the story of Ahmed and how his day became a lesson on hygiene.
- Tell how personal hygiene practices can make you look good and everybody loves us.

Nails Hygiene

- Explain the concept of germs and their potential harm.
- Discuss the impact of dirty nails on health.
- Emphasize the need for weekly nail trimming.

Hands Hygiene

- Stress the importance of washing hands to prevent illnesses.
- Discuss situations where hand hygiene is crucial like before and after eating, after using the toilet, after playing with pets, etc.
- Demonstrate proper hand washing techniques.

Oral Hygiene

- Talk about the consequences of inadequate oral hygiene (dental issues).
- Emphasize the necessity of brushing both in the morning and before bedtime.
- Share tips for maintaining oral health (brushing, rinsing and flossing).
- Share stories of bad breath, toothache and other dental issues such as cavities, plaque caused by not brushing teeth.
- Demonstrate brushing techniques — should be done up and down and not just sideways.

Body Hygiene

- Discuss the significance of bathing daily.
- Explain how germs on the body can lead to sickness.
- Encourage the adoption of a daily bathing routine.
- Explain how your body stinks when we don't take bath daily. People do not like to sit or be near people who smell.

Conclusion and Discussion

- Summarize the key points from each topic.
- Discuss the relativity of different hygiene practices and how they contribute to overall well-being.

Assessment

- Evaluate students based on their class participation and engagement during discussions.
- Conduct a short quiz or discussion to assess students' understanding of the importance of personal hygiene and the habits discussed in the lesson.

Class Activity

- Celebrate hand washing day in class by demonstrating steps of hand washing.
- Exercises from textbook can be done in class.

Homework

- Provide students a simple daily routine chart for a week illustrating basic healthy habits such as washing hands, brushing teeth, and taking a bath. Ask students to tick the box every time they follow a healthy hygiene habit.
- Exercises from textbook can be given for homework.

Textbook Exercise Answers

Exercise A

1. (a) 2. (a) 3. (b) 4. (a) 5. (b)

Exercise B

1.



2.



Exercise C

Students will write the answers to this activity themselves. However, expected answers are given below.

1. Do you shampoo your hair?
Yes, I do.
2. When do you take a shower?
I take shower after going home from school.
3. How many times do you wash your hands in a day?
I wash my hands very often in a day.
4. How often do you trim your nails?
I trim my nails weekly/every ten days.
5. How often do you get a haircut?
I get a haircut twice a month. (for boys)
I get a haircut after every six months. (for girls)

My Daily Routine Checklist

Task	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Wake up early in the morning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
brush teeth in the morning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
wash hands before and after eating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
take a shower	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
get dressed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
clean ears	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
brush teeth before going to bed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Chapter 3: Good Manners

Key Points

Topics	Contents
Importance of Keeping Clean	<ul style="list-style-type: none">• Littering in a park makes it unpleasant and ugly• Emphasizing the need to put litter in the dustbin for cleanliness• Linking cleanliness to enjoyment of the park
Proper Behaviour on Play Equipment	<ul style="list-style-type: none">• Arguing and pushing at the swings and slides are bad behaviours• Emphasizing the importance of behaving properly in public places• Encouraging patience and waiting for turns
Caring for Others	<ul style="list-style-type: none">• Depiction of elder children turning the Merry-go-round too fast• Highlighting the impact on younger children's feelings• Advocating for consideration and caring behaviour
Benefits of Good Manners	<ul style="list-style-type: none">• Concluding the chapter with the idea that good manners lead to happiness• Connecting good manners in daily life to overall well-being

Lesson Plan

Objective

Students will be able to:

- Understand the importance of good manners in maintaining a clean and enjoyable environment, particularly in public spaces like parks.
- Learn the impact of good manners on personal happiness.

Introduction

- Begin with a discussion about parks and public spaces.
- Discuss how we should behave in the parks and public places.
- Introduce the concept of good manners and its relevance in public places.
- Introduce the concept of good manners as a key factor.

Importance of Keeping Clean

- Discuss the impact of litter on the park's appearance.
- Stress the responsibility of putting litter in the dustbin
- Talk about the connection between cleanliness and enjoyment.

Proper Behaviour on Play Equipment

- Highlight instances of arguing and pushing at the swing and slide.

- Emphasize the need and also discuss the importance for proper behaviour with others in parks like waiting for turns, etc.
- Emphasize the idea that everyone should have a chance to enjoy play areas.
- Discuss the impact of proper behaviour on the overall atmosphere.

Caring for Others

- Analyse negative behaviour of elder children on the Merry-go-round.
- Highlight the importance of considering the feelings of others.
- Promote the idea of caring for younger children and being considerate.
- Encourage caring and responsible behaviour.
- Discuss how everyone's actions can impact the enjoyment of others.

Benefits of Good Manners

- Summarize the chapter and connect the concept of good manners to a happier and more enjoyable life.
- Encourage students to reflect on the positive impact of good manners.
- Encourage students to think about how good manners can improve their daily interactions.

Conclusion and Discussion

- Summarize the key points, emphasizing how good manners contribute to a positive and enjoyable environment.
- Discuss scenarios where students can apply good manners in their daily lives.

Assessment

- Evaluate students based on their class participation and engagement during discussions.
- Conduct a role-playing activity where students demonstrate scenarios with good and bad manners.
- Assess their understanding of good manners and their ability to apply them in various situations.

Class Activity

- Organize a group discussion about personal experiences related to good manners.
- Encourage students to share stories of positive and negative encounters with manners at public places.
- Discuss ways to promote good manners in their school and community.
- Ask students to visit any park and observe the behaviour of people there. Ask them to pay attention to how everyone interacts with the environment and with each other. They should try to identify instances of good manners and note any actions that contribute to a clean and enjoyable atmosphere. They can share their observations in the class next day.
- Exercises from textbook can be done in class.

Homework

- Collect pictures from the Internet or magazines/newspapers and make a collage of good and bad behaviours at any public place like beaches, parks, etc.
- Encourage them to practice good manners in their daily lives.
- Exercises from textbook can be given for homework.

Textbook Exercise Answers

Exercise A

Parts c, d, e are true

Exercise B

Students will write the answers to this activity themselves.

Exercise C

- i. (b) ii. (a) iii. (b) iv. (b)

ACTIVITY

When you go home today, clean your room.

Chapter 4: Our Homes

Key Points

Topics	Contents
Importance of Homes	<ul style="list-style-type: none">Homes provide protection from the Sun, wind, and rainThe emotional connection to feeling happy and safe at home
Types of Homes: Hut	<ul style="list-style-type: none">Small, made of bamboo, wood, or clothLimited facilities like single room, no bathroom, and no separate kitchen
Types of Homes: Bungalow	<ul style="list-style-type: none">Big, with multiple rooms, bathrooms, and a separate kitchenEmphasize the diversity in home sizes and amenities
Types of Homes: Apartments or Flats	<ul style="list-style-type: none">Multiple homes in a single buildingShared features such as stairs, lift, play area, and parking
Love for Homes	<ul style="list-style-type: none">Regardless of size or type, everyone loves their homeExpressing the universal affection for one's own home

Lesson Plan

Objective

Students will be able to:

- Understand the importance of homes as a place of shelter and comfort.
- Recognize different types of homes, from huts to bungalows and apartments and appreciate the diversity in sizes and features.
- Reflect the universal love people have for their homes.

Introduction

- Start with a discussion about homes and why they are important.
- Discuss the emotions associated with homes, such as feeling happy and safe.
- Introduce the concept of different types of homes.

Importance of Homes

- Discuss the protective role of homes from weather elements like Sun, rain, wind, etc.
- Explore the emotional aspect of feeling happy and safe at home.
- Encourage students to share their experiences and feelings about their homes.

Types of Homes: Hut

- Define a hut as a small home, made of bamboo, wood, or cloth.
- Highlight the simplicity of huts, usually consisting of just one room without a bathroom or separate kitchen.
- Discuss the lifestyle associated with living in a hut.
- Encourage students to think about advantages and challenges of living in a hut.

Types of Homes: Bungalow

- Describe a bungalow as a larger home with multiple rooms, bathrooms, and a separate kitchen.
- Emphasize the spacious and comfortable nature of bungalows.
- Discuss the differences in facilities compared to a hut.
- Emphasize the diversity in home sizes and the availability of various amenities.

Types of Homes: Apartments or Flats

- Explain the concept of flats or apartments, where multiple homes exist in a single building.
- Discuss shared facilities like stairs, lifts, play area, and parking.
- Explore the idea of community living and shared spaces.

Love for Homes

- Reinforce the idea that regardless of size or type, everyone loves their home.
- Discuss the factors that contribute to the love for one's home, such as memories, comfort, and security.
- Share stories or examples that highlight the uniqueness of each person's home.

Conclusion and Discussion

- Summarize the key points about the importance of homes and the different types discussed.
- Encourage students to talk about their homes. This can include discussing favourite spaces, memories, and the things that make their homes special.

Assessment

- Evaluate students based on their class participation and engagement during discussions.
- Conduct a short quiz to assess students' understanding of the different types of homes and their characteristics.

Class Activity

- Organize a drawing or craft activity where students create representations of different types of homes. Encourage creativity and presentation of unique features.
- Exercises from textbook can be done in class.

Homework

- Collect pictures of different types of homes like various types of huts, bungalows, etc. and make a collage of it.
- Assign students a task to write about their own homes, including details about the type of home, special features, and what makes it a comfortable and cherished place.
- Exercises from textbook can be given for homework.

Textbook Exercise Answers

Exercise A

1. Homes 2. Hut 3. flat/apartment 4. happy, safe

Exercise B

Students will write the answers to this activity themselves.

Exercise C



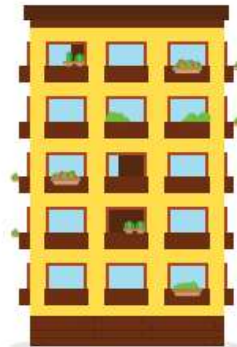
bungalow



hut



bungalow



apartment

Chapter 5: The Neighbourhood

Key Points

Topics	Contents
Definition of neighbourhood	<ul style="list-style-type: none">The area where we live and its residents are considered neighbours
Facilities in a neighbourhood	<ul style="list-style-type: none">Common facilities like parks, a mosque and a small market
Mosque in a neighbourhood	<ul style="list-style-type: none">The significance of mosques in neighbourhoods for prayers (namaz)
Parks in a neighbourhood	<ul style="list-style-type: none">The purpose of parks as spaces for children to play
Small Market in a neighbourhood	<ul style="list-style-type: none">Availability of daily-use items in the neighbourhood market
Being Good Neighbours	<ul style="list-style-type: none">The concept of taking care of each other in the neighbourhood.The importance of helping neighbours in need.Maintaining cleanliness in the neighbourhood like one's home.

Lesson Plan

Objectives

Students will be able to:

- Understand the concept of a neighbourhood.
- Recognize common facilities in a neighbourhood.
- Importance of being good neighbours by helping each other and maintaining cleanliness.

Introduction

- Begin by asking students to take turns sharing the names of the neighbourhoods in which they live.
- Explain the terms "neighbourhood" and "neighbours".
- Introduce the idea that a neighbourhood is not just a place where we live but also a community where people share common facilities and responsibilities.

Definition of Neighbourhood

- Define a neighbourhood as the area where people live, and the residents are called neighbours.
- Discuss the importance and responsibilities as a neighbour.
- Discuss the sense of community and belonging in a neighbourhood.

Facilities in a Neighbourhood

- List common facilities in a neighbourhood, such as a mosque, parks, and a small market.
- Emphasize that these facilities are shared by all the neighbours.
- Explain the importance and uses of these and other facilities in a neighbourhood.

1. Mosque in a Neighbourhood

- Discuss the role of mosques in neighbourhoods for offering prayers (*namaz*).
- Explain the importance of mosques in a neighbourhood.
- Highlight the communal aspect of gathering for prayers in the neighbourhood mosque.
- Exchange ideas for the maintenance of mosques.

2. Parks in Neighbourhoods

- Explain the purpose of parks as spaces for children to play and for the community to gather.
- Discuss the importance of parks in fostering a sense of community.
- Discuss how we should maintain the parks being a neighbour for a healthy environment.

3. Small Market in Neighbourhood

- Talk about the convenience of having a small market in the neighbourhood.
- Emphasize the availability of daily-use items in the neighbourhood market.
- Explain the importance of these small markets and what would happen if these markets are not available in any neighbourhood.
- Share experiences of not having any particular thing available in neighbourhood super market.

Being Good Neighbours

- Discuss the concept of being good neighbours.
- Emphasize the importance of helping neighbours in need.
- Stress the need to maintain cleanliness in the neighbourhood, extending the care practiced at home to the community.

Conclusion and Discussion

- Summarize the key points about neighbourhoods, their facilities, and the importance of being good neighbours.
- Facilitate a discussion on how a strong and supportive neighbourhood contributes to a better community.
- Ask students to explain how their neighbourhood facilities help them and what do they do to keep their neighbourhood clean and healthy.

Assessment

- Evaluate students based on their class participation and engagement during discussions.

- Students will demonstrate their understanding of neighbourhoods through the completion of the textbook exercises.

Class Activity

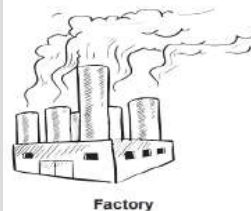
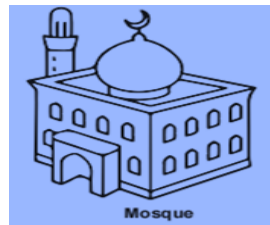
- Ask students to write down the names of any 5 facilities/landmarks of their neighbourhood.
- Exercises from the textbook can be done in class.

Homework

- Have students interview any of their neighbours. They can ask about the history, changes, and community activities. Students then share their findings with their classmates the next day.
- Exercises from the textbook can be given for homework.

Textbook Exercise Answers

Exercise A



Exercise B

The area where we live is our neighbourhood.



Exercise C

Students will write the answers to this activity themselves.

Chapter 6: Our School

Key Points

Topics	Contents
Purpose of Going to School	<ul style="list-style-type: none">• Going to school to receive education• Meeting teachers and friends at school
Teachers' Role in Education	<ul style="list-style-type: none">• Teachers as knowledgeable guides and mentors• Teaching academic subjects and imparting good manners• Teachers' role in imparting life skills
The Principal's Role	<ul style="list-style-type: none">• The principal as the leader responsible for the school• Overview of the principal's role and responsibilities
Social Interaction at School	<ul style="list-style-type: none">• Meeting different people, making friends, and studying together• Highlighting the enjoyable aspects of the school environment

Lesson Plan

Objective

Students will be able to:

- Understand the purpose of going to school.
- Recognize the roles of teachers and the principal.
- Perceive school as a fun place for learning and learn the importance of social interaction in a school environment.

Introduction

- Begin with a discussion on the importance of school in students' lives.
- Talk about the people they meet at school, such as teachers and friends.
- Ask students what they enjoy about school and who plays important roles in their school life.
- Introduce the concept that school is not just about education but also about social interaction and learning good manners.
- Explain the role of education in shaping their future.

Purpose of Going to School

- Discuss the primary purpose of going to school for education.
- Highlight the significance of education in personal and societal development.
- Highlight the significance of meeting teachers and friends at school.
- Emphasize the lifelong benefits of the things learned at school.

Teachers' Role in Education

- Explore the role of teachers as knowledgeable guides and mentors.
- Discuss how teachers help students in learning new things, shaping their character and teaching good manners.
- Emphasize the practical value of the lessons taught by teachers.

- Discuss the long-term impact of the values and manners learned at school.

The Principal's Role

- Introduce the principal as the leader responsible for the school.
- Discuss the principal's overall role and responsibilities.
- Emphasize the importance of the principal in maintaining a well-functioning school.

Social Interaction at School

- Talk about meeting different people at school and making new friends.
- Discuss the significance of learning to study together with peers.
- Explore the fun aspects of the school environment.
- Discuss activities, events, and the overall positive atmosphere that makes school an enjoyable place.

Conclusion and Discussion

- Summarize the key points about school, the roles of different individuals, and the positive aspects of the school community.

Assessment

- Evaluate students based on their class participation and engagement during discussions.
- Students will demonstrate their understanding about school and its importance in their lives in an open class discussion.

Class Activity

- Assign students to prepare a write-up on "Why I Love My School" focusing on the positive aspects discussed in class. Encourage them to express their thoughts and feelings about their school.
- Exercises from the textbook can be done in class.

Homework

- Ask students to draw their school and colour it.
- Exercises from the textbook can be given for homework.

Textbook Exercise Answers

Exercise A

1. I go to school daily.
2. A principal is the leader of a school.

Exercise B

1. Teachers teach us good manners. (bad)
2. Students should obey and respect the teachers. (not)
3. Students should work hard. (not)

Exercise C

Statements a, c and e are correct.

Chapter 7: Friends

Key Points

Topics	Contents
Types of Friends	<ul style="list-style-type: none">• Friends at school and in the neighbourhood• Cousins as potential friends
Qualities of Good Friends	<ul style="list-style-type: none">• Kindness and caring as essential qualities• Sharing and playing together
Benefits of Friendship	<ul style="list-style-type: none">• The enjoyment and fun of learning together with friends

Lesson Plan

Objective

Students will be able to:

- Understand the different types of friends.
- Recognize the qualities of good friends.
- Appreciate the enjoyment and fun of learning and playing together with friends.

Introduction

- Begin with a discussion about the concept of friends and friendship.
- Ask students to share their experiences of having friends at school, in their neighbourhood, and among cousins.
- Ask students to share their thoughts on what makes someone a good friend.
- Introduce the idea that good friends are kind, caring, and share experiences and belongings.

Types of Friends

- Discuss the presence of friends at school and in the neighbourhood.
- Highlight the possibility of cousins being good friends, too.
- Emphasize that friends can be made everywhere.
- Encourage students to share their experiences with different types of friends.

Qualities of Good Friends

- Explore the qualities of good friends, focusing on kindness and caring.
- Discuss the importance of sharing things with friends.
- Explore the significance of playing and learning together in a friendship.

Benefits of Friendship

- Highlight the positive aspects of playing and learning together with friends.
- Discuss and explore the joy and fun that come with the shared experience of learning.
- Emphasize how friends contribute to a supportive and enjoyable environment.

- Encourage students to share examples of memorable learning experiences with friends.

Conclusion and Discussion

- Summarize the key points about friends, the qualities of good friends, and the enjoyment of learning and playing together.
- Facilitate a discussion on students' favourite memories with their friends.

Assessment

- Evaluate students based on their class participation and engagement during discussions.
- Conduct a group activity where students create a list of qualities they value in a friend and discuss their choices. Assess their ability to recognize and appreciate positive friendship traits.

Class Activity

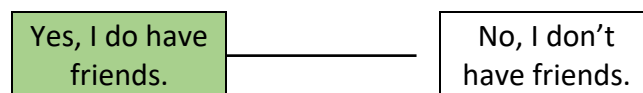
- Organize a “Friendship Day” activity where students create cards or drawings expressing gratitude for their friends. Encourage creativity and personal expression.
- Exercises from the textbook can be done in class.

Homework

- Ask students to write 5 sentences on “My Best Friend”.
- Exercises from the textbook can be given for homework.

Textbook Exercise Answers

Exercise A



Exercise B

Students will write the answers to this activity themselves. However, expected answers are given below.

Friends are a special part of our lives because

1. They **share** things with us.
2. We **learn** together.
3. It is fun to **play** with friends.

Exercise C

Students will write the answers to this activity themselves.

Chapter 8: Transport

Key Points

Topics	Contents
Introduction	<ul style="list-style-type: none">• Definition of Transport• Importance of Transport• Types of Transport
Forms of Transport	<ul style="list-style-type: none">• Land, Air and Water
Land Transport	<ul style="list-style-type: none">• Road and Rail• Types of Road Transport Buses, Cars, Rickshaws, Tongas, Bicycles, Wagons, Pick-ups, Trucks, Tractors• Types of Rail Transport Trains, Goods Trains, Passenger Trains
Air Transport	<ul style="list-style-type: none">• Airplanes and Helicopters
Water Transport	<ul style="list-style-type: none">• Boats and Ships

Lesson Plan

Objective

Students will be able to:

- Understand the concept of transport and its significance.
- Identify the different forms of transport.
- Recognize various modes of land, air, and water transport.

Introduction

- Begin with a class discussion: *How do we travel from one place to another? Why do we have different kinds of vehicles for different routes? What is transport? Why do we need it?*
- Discuss the definition and importance of transport.
- Engage students with a real-life scenario involving transport.
- Introduce the three forms of transport: land, air, and water.
- Discuss the evolution of any specific mode of transport like car.
- Define key terms: transport, means of transport, land transport, air transport, and water transport.

Land Transport

- Discuss the two basic types of land transport: road and rail.
- Show pictures of vehicles for each type and discuss their characteristics.
- Discuss various examples: buses, cars, etc.
- Explore different rail transport types: trains, goods trains, and passenger trains.
- Explain the uses of different rail transport.
- Discuss the speed of different vehicles on roads and rails.

Air Transport

- Discuss the speed and purpose of air transport.
- Differentiate between airplanes and helicopters.
- Share examples of situations where helicopters are used.

Water Transport

- Introduce boats and ships for water transport.
- Discuss the suitability of boats for short distances and light goods.
- Explore the capacity and range of ships for heavy goods and long distances.
- Show various water transports and explain why they do not sink and discuss their use in water transport.

Conclusion and Discussion

- Engage students with questions, discussions and visual aids.
- Encourage students to relate the concept of transport to their daily lives, making the learning experience more relatable and engaging.
- Encourage students to share their experiences with different modes of transport.
- Summarize the key points.
- Recap the different forms and types of transport.

Assessment

- Evaluate students based on their participation in class discussions, the accuracy of their understanding through quiz on key concepts.

Class Activity











- Make paper airplanes as a craft work activity.
- Use visual aids, diagrams, videos showcasing different modes of transport, poems as classroom engaging activities.

Homework

- Assign readings or videos related to the topic for deeper understanding.
- Ask students to draw a scene with various means of transport on a sheet.

Suggested Worksheets

Draw line to match the front half of each transports with it's back.

 Car	•	•	
 Bicycle	•	•	
 Police car	•	•	
 Bus	•	•	
 Ambulance	•	•	

Textbook Exercise Answers

Exercise A

The act of moving people or things from one place to another is called transport.

Exercise B

- three, land, water, air
 - land
 - water
 - air
- means of transport
 - car, bicycle, train, bus
 - ship, boat, submarine
 - airplane, helicopter
- airplane
- bus/car/motorbike/rickshaws (students' write their answers)

Exercise C



Land Transport

Water Transport

Air Transport

Chapter 9: Cities and Villages

Key Points

Topics	Contents
Definition of Village	<ul style="list-style-type: none"> • Living in houses and huts in a small area • Mainly agricultural and farming lifestyle • Presence of a mosque and a few shops • Basic education facilities like primary schools • Relaxed lifestyle with rising early to early bedtime • Animal-driven transport
Life in a Village	<ul style="list-style-type: none"> • Majority of people are farmers • Farming activities and cultivation of various plants • Raising animals for eggs, milk, and meat • Presence of essential shops catering to farming and daily needs • Limited educational facilities, usually a primary school • Sharing of high school and doctor's clinic among multiple villages • Daytime events and parties
City Definition	<ul style="list-style-type: none"> • Large area with numerous houses • Diverse facilities not found in villages • Size comparison to thousands of villages combined • Urban lifestyle with various facilities • Educational institutions like colleges and universities • Healthcare facilities like hospitals • Commercial and entertainment establishments
City Features	<ul style="list-style-type: none"> • Colleges, universities, hospitals, banks, zoos, playgrounds, cinema halls, shopping malls, tall buildings, wide roads, factories, railway stations, airports • High level of urbanization and modern infrastructure • Multiple opportunities for education, healthcare, entertainment and employment • Varied transportation options

Lesson Plan

Objective

Students will be able to:

- Understand the characteristics and lifestyle differences between cities and villages.
- Identify key features and facilities in both cities and villages.

Introduction

- Begin with a discussion on where students live.
- Briefly discuss the idea that people like to live together.
- Ask students what they know about cities and villages.

- Introduce the concept of cities and villages as different types of settlements.
- Highlight the primary differences in size and services between the two settlements.

Definition of Village

- Explain the characteristics of village life
- Discuss the importance of agriculture and the basic facilities in a village
- Discuss the role of shops and schools in a village

Life in a Village

- Explore the activities that take place in villages, focusing on farming and growing crops
- Discuss the communal nature of village education and healthcare
- Compare the pace of life in villages to that in cities
- Highlight the use of animal-driven transport and the timing of family functions/events

City Definition

- Define a city and discuss the major differences in size compared to villages.
- Introduce the concept of amenities and facilities available in cities compared to villages.

City Features

- Explore the various facilities found in cities, from educational institutions to entertainment and healthcare to infrastructure.

Conclusion and Discussion

- Summarize the key differences between cities and villages.
- Encourage students to share their thoughts on which lifestyle they prefer and why.

Assessment

- Evaluate students based on their participation in class and engagement during discussions.
- Ask students to share their thoughts on advantages and disadvantages of living in a city or village to assess understanding of key concepts.

Class Activity

- In two columns, make a list of things that highlight the differences between cities and villages and the facilities available there.

Homework

- Make a collage or booklet by collecting and pasting pictures of places that are found both in cities and villages.

Textbook Exercise Answers

Exercise A

1. People like to live together.
2. In a village most peoples are farmers.
3. Shops in villages sell farming and daily need items.
4. A city has schools, colleges and universities.
5. Main difference between a city and village is of size.

Exercise B

1. They raise animals for eggs, milk and meat.
2. A village has a mosque, a few shops, a primary school, a high school and a doctor's clinic.
3. A city has colleges, universities, hospitals, banks, zoo, play grounds, cinema halls, shopping malls, tall buildings, wide roads, factories, railway station, and even airport.

Exercise C

1. Village life is relaxed.
2. Villagers rise early.
3. Animal driven transport widely used in the village.
4. In a village functions are held in daytime.

Chapter 10: Seasons

Key Points

Topics	Contents
Introduction	<ul style="list-style-type: none">• Overview of the four seasons: summer, autumn, winter, and spring
Summer	<ul style="list-style-type: none">• Description of summer as the hot season• Caution about staying out in the Sun too much• Enjoyments: vacations, ice cream, ice lollies, juices
Autumn	<ul style="list-style-type: none">• Description of autumn as the season when trees lose their leaves• Process of leaves changing colour and falling off
Winter	<ul style="list-style-type: none">• Description of winter as the cold season• Emphasis on wearing woollen clothes for warmth• Enjoyments: soups, dry fruits, hot milk, snowfall in some areas
Spring	<ul style="list-style-type: none">• Description of spring as a pleasant season with new growth• Mention of trees having new leaves, colourful flowers, and the overall greenery
Rain in Seasons	<ul style="list-style-type: none">• General mention of rains occurring in each season• Highlight that summer sees the most rain known as Monsoon
Monsoon	<ul style="list-style-type: none">• Brief discussion on Monsoon, the summer rains

Lesson Plan

Objective

Students will be able to:

- Identify and understand the characteristics of each season.
- Recognize the changes in weather, activities, and nature associated with different seasons.

Introduction

- Begin with a discussion on the current season and what students like or dislike about it.
- Conduct a brainstorming session on the seasons students are familiar with.
- Introduce the concept of the four seasons.
- Tell students that it is important to have seasons as a way of letting life be possible on Earth.

Summer

- Discuss the characteristics of summer and the importance of sun safety i.e. avoiding excessive sun exposure.
- Highlight the positive aspects of summer such as vacations and favourite summer treats.

Autumn

- Describe the changes in trees during autumn, emphasizing the colours and the process of falling leaves.
- Discuss the visual transformation of nature during this season.

Winter

- Explain that it is cold in winter and we need to wear warm clothing.
- Explore winter delights like soups, dry fruits, and mention the occurrence of snowfall in the northern regions of the country.

Spring

- Discuss the pleasant nature of spring and the rejuvenation of trees and flowers.
- Emphasize the vibrant and colourful aspects of spring.

Rain in Seasons

- Mention the occurrence of rain in all seasons.
- Highlight that summer experiences the most rainfall known as Monsoon.

Monsoon

- Engage students in a discussion about their preferences for different seasons, particularly focusing on Monsoon.
- Briefly discuss Monsoon and ask students if they like the rainy season.

Conclusion and Discussion

- Summarize the key points about each season.
- Open the floor for discussion for students. Ask them to share their favourite and least favourite seasons, discussing the reasons behind their preferences.

Assessment

- Collect a variety of seasonal objects and pictures that show the four different seasons and evaluate students based on their participation in class and engagement during discussions.

Class Activity

- You can ask the class to draw the picture of whatever thing they associate with each of the seasons. For example, they may draw an ice cream for summer, an umbrella for monsoon, a woollen cap for winter, etc. Then elaborate on the activities they mention. For example, people enjoy ice creams in summer. They always carry umbrellas during the Monsoon.
- Exercises from the textbook can be done in class.

Homework

- Ask students to write 5 sentences on “My Favourite Season”.
- Exercises from the textbook can be given for homework.

Textbook Exercise Answers

Exercise A



Exercise B

1. It rains in all four seasons.
2. The summer rains are called Monsoon.
3. Which season do you like the most?

Students will write the answers to this activity themselves.

Exercise C

Seasons	Eatables
Summer	watermelons, mangoes, ice creams, popsicles, smoothies, lemonades, <i>lassi</i> , cold coffees, fresh juices
Winter	hot chocolate, soup, oranges, carrots, sweet potatoes, fish, coffee, dried fruits like almonds, walnuts, peanuts, etc.

Chapter 11: Saving the Environment

Key Points

Topics	Contents
Introduction to Environment	<ul style="list-style-type: none">• Definition of environment• Components: air, land, water• Examples of environmental conditions
Pollution and Pollutants	<ul style="list-style-type: none">• Definition of pollutants and pollution• Types of pollutants: garbage, vehicle emissions• Effects of pollution on health, plants, animals
Importance of a Clean Environment	<ul style="list-style-type: none">• Impact of a clean environment on health• Role of clean environment in plants and animals well-being
Tips for Saving the Environment	<ul style="list-style-type: none">• Proper disposal of trash in waste bins• Avoid littering in rivers and seas• Reusing items instead of discarding• Water conservation practices• Promoting plant growth
Conclusion and Call to Action	<ul style="list-style-type: none">• Collective responsibility to keep the environment clean• Encouragement for individuals to contribute

Lesson Plan

Objective

Students will be able to:

- Understand the concept of environment and its components.
- Identify pollutants and recognize the importance of a clean environment.
- Identify ways to take care of the environment.
- Learn and adopt practical tips to contribute to environmental preservation.

Introduction

- Begin by asking students if any of them have recently taken steps to protect the environment. Allow students to share their responses.
- Briefly discuss the definition of the environment and its components.
- Share examples of environmental conditions that reflect cleanliness or pollution.
- Engage students with questions about their observations of a clean or polluted environment.

Introduction to Environment

- Discuss the definition and components of the environment.
- Use visuals to illustrate different environmental conditions.

Pollution and Pollutants

- Explain the concept of pollutants and pollution.
- Discuss the types of pollutants and their sources.

- Highlight the effects of pollution on human health, plants and animals.

Importance of a Clean Environment

- Emphasize the positive impact of a clean environment on health and well-being.
- Discuss the role of a clean environment in supporting plant and animal life.

Tips for Saving the Environment

- Present practical tips for waste disposal, littering prevention, item reuse, water conservation, and promoting plant growth.

Conclusion and Discussion

- Summarize the key points discussed in the chapter.
- Encourage class discussion on the collective responsibility to keep the environment clean.
- Discuss ways in which individuals can actively contribute to a cleaner environment.

Assessment

- Assign a small project where students identify and analyse environmental conditions in their local area.
- Evaluate students based on their participation in class and engagement during discussions.

Class Activity

- Organize a clean-up activity within the school premises or nearby area.
- Exercises from the textbook can be done in class.

Homework

- With the help of parents or elder siblings, create a poster promoting environmental awareness.
- Exercises from the textbook can be given for homework.

Textbook Exercise Answers

Exercise A

1. Air, land and the water are jointly called environment.
2. Anything that makes an environment unclean or unhealthy for living causes pollution.

Exercise B

1. pollutants
2. pollutants
3. pollution
4. ill
5. clean
6. plants

Exercise C

Plant more trees.	<input checked="" type="checkbox"/>
Drink milk regularly.	<input type="checkbox"/>
Save water.	<input checked="" type="checkbox"/>
Avoid using plastic bags.	<input checked="" type="checkbox"/>
Study hard.	<input type="checkbox"/>
Throw trash only in waste bin.	<input checked="" type="checkbox"/>
Write neatly.	<input type="checkbox"/>
Reduce the amount of waste by recycling and reusing things.	<input checked="" type="checkbox"/>

ACTIVITY

Make teams of four each and collect garbage from corridors and classrooms.

Chapter 12: The World We Live In

Key Points

Topics	Contents
Introduction to Earth	<ul style="list-style-type: none">• Earth as the world we live in• Description of Earth's round shape and its surface types• Differentiating between land and water on Earth
Oceans	<ul style="list-style-type: none">• Overview of Earth's surface covered by oceans• Characteristics of oceans: depth, temperature variations• Diversity of animals and plants in oceans
Rivers	<ul style="list-style-type: none">• Formation of rivers through melting snow and flowing streams• Importance of rivers as a water source
Plains	<ul style="list-style-type: none">• Definition of plains and their flat topography• Significance of plains for human settlement and farming
Desert	<ul style="list-style-type: none">• Description of deserts and their low rainfall• Sparse vegetation in deserts, some covered with sand
Forest	<ul style="list-style-type: none">• Characteristics of forests with dense tree cover• Importance of forests in maintaining clean air
Mountains	<ul style="list-style-type: none">• Definition of mountains and their elevation• Presence of snow on high mountains
Hills	<ul style="list-style-type: none">• Description of hills, less steeper than mountains• Accessibility of hilltops by walking

Lesson Plan

Objective

Students will be able to:

- Understand the different geographical features of Earth.
- Recognize the characteristics and importance of oceans, rivers, plains, deserts, forests, mountains and hills.

Introduction

- Discuss the concept of Earth as the world we live in.
- Introduce Earth's round shape and the distinction between land and water.
- Show a visual representation of Earth's surface types for example, through a globe.

Oceans

- Define an ocean and discuss its characteristics.
- Explain the dominance of oceans on the Earth's surface.
- Discuss the depth and temperature variations in oceans.
- Highlight the diversity of marine life.

Rivers

- Explain how rivers are formed from snow melting from mountains.
- Emphasize the importance of rivers as a source of water for drinking and various purposes.

Plains

- Define plains and their significance for human settlement and agriculture.

Desert

- Discuss the characteristics of deserts, including low rainfall and sparse vegetation.

Forest

- Highlight the features of forests with dense tree cover.
- Discuss the role of forests in maintaining clean air.

Mountains

- Define mountains and emphasize their elevation.
- Discuss the presence of snow on high mountains.

Hills

- Describe hills as less steep than mountains.
- Discuss the accessibility of hilltops by walking.

Conclusion and Discussion

- Summarize the key features of each geographical landmark discussed in the chapter.
- Engage in a class discussion about the importance of diverse landscapes on Earth.

Assessment

- Conduct discussions on the importance of preserving natural landmarks and cultural heritage. Encourage students to express their opinions, share insights from their research projects, and engage in peer-to-peer learning.
- Evaluate students based on their participation in class and engagement during discussions.

Class Activity

- Show video clips or images of different landscapes and discuss their characteristics.
- Exercises from the textbook can be done in class.

Homework

- Ask students to make a booklet of different geographical features discussed in the chapter by drawing or pasting pictures, and labelling them, too.
- Exercises from the textbook can be given for homework.

Textbook Exercise Answers

Exercise A

1. (b) 2. (b) 3. (c) 4. (a) 5. (b)

Exercise B

1. Flowing water is called a river.
2. We use river water for drinking and other purposes.
3. Plains are flat lands where most people live. Plains are very good for farming.
4. Oceans are very deep and cover most of the Earth's surface. There are countless animals and plants in the oceans.
5. Hills are part of the Earth. They are like small mountains but they are not steep. You can walk to the top of most hills as they are easier to climb.
6. Forests are places with lots of trees close together. Forests are homes for many animals and birds. They help keep our air clean. There are different kinds of plants and flowers in a forest.

Chapter 13: Our Pakistan

Key Points

Topics	Contents
Introduction	<ul style="list-style-type: none"> • Introduction to “country” • Significance of a country • Identification of our country – Pakistan
Introduction to Pakistan	<ul style="list-style-type: none"> • Pakistan's establishment on August 14, 1947. • Quaid-e-Azam Muhammad Ali Jinnah as the founder. • Size and ranking among world countries. • Concept of maps and Pakistan's geographical location. • Overview of the national flag. • Structure of the government with the President as the head. • Comparison of school sections to country provinces. • Identification of Pakistan's four provinces: Sindh, Baluchistan, Khyber Pakhtunkhwa (KPK) and Punjab.
Languages of Pakistan	<ul style="list-style-type: none"> • Overview of languages spoken in Pakistan. • Urdu as the national language. • Other languages: Punjabi, Sindhi, Pashto, Balochi, Seraiki, Hindko, Brahvi, Kashmiri, etc. • Use of English in offices and schools.
Land of Pakistan	<ul style="list-style-type: none"> • Geographical features: high mountains, plains, and deserts. • Forest coverage in Pakistan. • Major rivers with emphasis on the Indus River.
Agriculture of Pakistan	<ul style="list-style-type: none"> • Pakistan as an agricultural country. • Dominance of farming as a profession. • Introduction to the irrigation system, particularly the world's largest in Pakistan.
Industries of Pakistan	<ul style="list-style-type: none"> • Variety of products manufactured in Pakistan, including textile, sports goods, surgical goods, cars, aircraft, ships, etc. • Presence of factories across the country.

Lesson Plan

Objective

Students will be able to develop an understanding of Pakistan's history, geography, languages, agriculture, and industries.

Introduction

- Begin with a question: "Which country do we live in?"
- Discuss the importance of the country you live in.
- Explore the historical background of Pakistan's creation.

Introduction to Pakistan

- Briefly discuss the establishment of Pakistan on 14th August 1947.
- Highlight Quaid-e-Azam Muhammad Ali Jinnah as the founder of Pakistan.
- Introduce the concept of maps and discuss the geographical features of Pakistan.
- Present the national flag and explain the importance of flag.
- Discuss the flag symbols and features.
- Compare the role of the President of Pakistan with the principal of a school.
- Introduce the four provinces of Pakistan and their significance.

Languages of Pakistan

- Discuss the importance of Urdu as the national language.
- Introduce other languages and discuss the diversity of languages spoken in Pakistan.
- Explain the role of English in offices and schools.

Land of Pakistan

- Highlight the prominent geographical features: mountains, plains, deserts, and rivers.
- Discuss the significance of the Indus River.
- Discuss the significance of high mountains and plains.
- Explain the distribution of forests and rivers in Pakistan.

Agriculture of Pakistan

- Explain the concept of Pakistan as an agricultural country.
- Discuss the role of farmers and the need for water in farming.
- Introduce the irrigation system and its role in farming.

Industries of Pakistan

- Discuss the variety of products manufactured in Pakistan.
- Provide examples of products made in Pakistan.
- Explore the presence of factories and the importance of industries in the country.

Conclusion and Discussion

- Summarize key points from each topic.
- Encourage students to ask questions and engage in a discussion about what they've learned.
- Facilitate a class discussion on the importance of understanding one's country, its resources and its diversity.

Assessment

- Conduct a quiz covering key facts from each topic.
- Evaluate students based on their participation in class and engagement during discussions.

Class Activity

- Draw the flag of Pakistan and decorate it using glitters, paints, crayons, bits of paper, etc.
- Exercises from the textbook can be done in class.

Homework

- Ask students to write a few lines about “My country Pakistan”.
- Exercises from the textbook can be given for homework.

Textbook Exercise Answers

Exercise A

1. Some of the languages spoken in Pakistan are Urdu, Punjabi, Sindhi, Pashto, Balochi, Seraiki, Hindko, Brahvi, Kashmiri, English, etc.
2. Pakistan makes many things like cars, aircraft, ships, garments, football, carpets, rugs, medicines, jackets, shoes, etc.

Exercise B

1. 14th August 1947
2. Quaid-e-Azam Muhammad Ali Jinnah
3. Flag
4. President
5. Islamabad
6. Urdu
7. Indus
8. Irrigation

Exercise C

