

*Learning Well's*

# PANORAMA

Teacher's Resource Book

2



# Preface

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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:

<b>Key Points</b>	A tabular format outlining important points of the lesson.
<b>Lesson Objectives</b>	Clearly outlined objectives to guide teachers in delivering focused instruction.
<b>Introduction and Guidelines</b>	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.
<b>Conclusion and Discussion</b>	Strategies for closing the lesson and facilitating meaningful discussion.
<b>Assessment</b>	Variety of assessment tools from formative assessments to summative evaluations provided for estimating student understanding of the lesson.
<b>Class Activity</b>	Engaging activities to reinforce lesson concepts and encourage active participation, promoting collaborative learning and critical thinking skills.
<b>Homework</b>	Assignments provided to extend learning beyond the classroom environment.
<b>Textbook Exercise Answers</b>	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: Health and Hygiene

### Key Points

Topics	Contents
Importance of Personal Hygiene	<ul style="list-style-type: none"> <li>• Definition of personal hygiene</li> <li>• Connection between personal hygiene and health</li> <li>• Effects of poor personal hygiene on health</li> <li>• Significance of cleanliness in preventing illnesses</li> </ul>
Healthy Food	<ul style="list-style-type: none"> <li>• Role of food in providing energy</li> <li>• Difference between healthy and junk food</li> <li>• Examples of healthy and unhealthy food</li> <li>• Impact of unhealthy food on health</li> <li>• Tips for responsible eating</li> </ul>
Hygienic Food	<ul style="list-style-type: none"> <li>• Importance of preparing food in hygienic conditions</li> <li>• Habits to maintain food hygiene</li> <li>• Importance of clean utensils and environment in food presentation</li> <li>• Preventive measures for avoiding contaminated food</li> </ul>
Personal Hygiene	<ul style="list-style-type: none"> <li>• Ways germs can enter the body</li> <li>• Importance of hand washing, bathing, and oral hygiene</li> <li>• Tips for maintaining personal hygiene</li> <li>• Importance of neat and tidy clothes in personal hygiene</li> </ul>
Exercise and Physical Activities	<ul style="list-style-type: none"> <li>• Benefits of exercise and physical activities</li> <li>• Relationship between exercise and immune system</li> <li>• Examples of physical activities</li> <li>• Encouraging a more active lifestyle</li> </ul>

### Lesson Plan

#### Objective

Students will be able to:

- Understand the importance of personal hygiene in maintaining good health.
- Identify healthy and unhealthy food choices.
- Learn and practice habits for maintaining hygienic food preparation.
- Recognize the significance of personal hygiene practices in preventing illnesses.
- Comprehend the benefits of exercise and physical activities for overall well-being.

#### Introduction

- Begin the discussion with questions such as *“What do you do in the morning before you have breakfast? How many of you take a shower before coming to school? How do you take care of your body?”*
- Briefly discuss the importance of personal hygiene and its impact on health.
- Introduce the key topics of healthy food, tips for healthy eating, hygienic food, personal hygiene, and exercise.

### **Importance of Personal Hygiene**

- Explain the meaning of personal hygiene.
- Discuss the impact of poor personal hygiene on health.
- Emphasize the significance of cleanliness in preventing illnesses.

### **Healthy Food**

- Explain the role of food in providing energy.
- Differentiate between healthy and junk food and provide examples.
- Discuss the impact of unhealthy food on health.
- Share tips for responsible eating.

### **Hygienic Food**

- Highlight the importance of preparing food in hygienic conditions.
- Discuss habits to maintain food hygiene.
- Stress the significance of clean utensils and environment in food presentation.
- Discuss some preventive measures for avoiding contaminated food.

### **Personal Hygiene**

- Explain how germs can enter the body.
- Discuss the importance of hand washing, bathing, and oral hygiene.
- Share tips for maintaining personal hygiene.
- Emphasize the role of neat and tidy clothes in personal hygiene.

### **Exercise and Physical Activities**

- Discuss the benefits of exercise and physical activities.
- Explain that exercise helps to improve the immune system of one's body.
- Provide examples of physical activities such as walking, jogging, etc.
- Encourage students to follow a more active lifestyle.

### **Conclusion and Discussion**

- Summarize key points from each topic.
- Encourage students to share their thoughts on maintaining a healthy lifestyle.
- Discuss the importance of making informed choices for health.

### **Assessment**

- Discuss the key concepts covered in the chapter like:
  - *What are some reasons we should have good personal hygiene?*
  - *How can germs get into our bodies?*
  - *What happens if germs get into our bodies?*
  - *When should we wash our hands?*
  - *Why do we need to wear clean clothes?*
  - *What are the benefits of brushing our teeth?*
  - *Is it necessary to practice personal hygiene every day? Why?*
  - *How does a person feel when they do not practice good personal hygiene?*

- *What are your personal hygiene habits that you normally practice?*
- Evaluate students based on their participation in class and engagement during discussions.

### **Class Activity**

- To demonstrate how germs travel. Do the “Glittering Germs” activity, which is a great way to show the science involved in hygiene.

#### ***Glittering Germs!***

*Cover a pencil with glue, then sprinkle glitter all over the glue. Pass the pencil around the class from one student to the other and watch the glitter that works as “germs” spread from one student to the next. Wipe the pencil off with a paper towel and notice that some of the glitters (germs) still remain. Explain to students that this is why it is important to actually wash the pencil (means everyone’s hands) with soap and water to effectively remove the glitter (germs). Explain how easily germs spread like the glitter (germs) are now everywhere that is on the desk, on their face, on the bag, etc.*

- Exercises from the textbook can be done in class.

### **Homework**

- Make your own daily routine checklist for at least a week and share your results in class later.
- Exercises from the textbook can be given for homework.

### **Textbook Exercise Answers**

#### **Exercise A**

- |                     |           |             |           |
|---------------------|-----------|-------------|-----------|
| 1. personal hygiene | 2. energy | 3. teeth    | 4. eating |
| 5. once             | 6. germs  | 7. physical | 8. short  |

#### **Exercise B**

1. Cover Your Food
2. Use Clean Utensils
3. Heat Up Leftovers properly

#### **Exercise C**

To maintain personal hygiene:

- **Bath** regularly.
- **Brush** twice a day.
- Clean your **hands** by washing.
- Shampoo **hair** every other day.
- Keep **nails** short.

**Exercise D**

1. Help us to deal with our height and weight problems.
2. Give us strength to our immune system.
3. Help to fight sickness and make our bodies strong.
4. More your body moves the healthier it becomes.

## Chapter 2: Caring for Safety

### Key Points

Topics	Contents
Safety At Home	<ul style="list-style-type: none"> <li>• Importance of safety at home</li> <li>• Risks associated with mishandling electrical machines</li> <li>• Specific precautions for machines like iron and pedestal fan</li> <li>• Avoiding contact electrical appliances with wet hands</li> </ul>
Preventing Fire	<ul style="list-style-type: none"> <li>• Dangers of fire in the home</li> <li>• Hazards associated with match sticks, burning candles, and fire lamps</li> <li>• Actions to take in a fire alert situation</li> <li>• Emergency response if the home catches fire</li> </ul>
Safety on the Road	<ul style="list-style-type: none"> <li>• Importance of road safety</li> <li>• Proper procedure for crossing roads</li> <li>• Looking right, left, and right again before crossing</li> <li>• Avoiding running while crossing</li> <li>• Safe alternatives like zebra crossing and footbridges</li> </ul>
Stranger and Street Safety	<ul style="list-style-type: none"> <li>• Need for caution in streets and neighbourhoods</li> <li>• Identifying strangers and maintaining distance</li> <li>• Refusing gifts from strangers</li> <li>• Seeking help from parents if a stranger persists</li> <li>• Appropriate response if a stranger touches or approaches</li> </ul>

### Lesson Plan

#### Objective

Students will be able to:

- Understand the importance of safety in various aspects of daily life.
- Learn specific safety measures at home, on the road, and in unfamiliar situations.
- Develop awareness of possible risks and appropriate responses to ensure personal safety.

#### Introduction

- Begin by brainstorming and asking students what they understand by the term safety.
- Relate it to things they do at home and at school. You can ask, “*What do you do when you are helping with cooking? What do you know about being careful with electricity? What do you wear when you go cycling or roller-skating?*”
- Discuss the overall importance of safety in preventing injuries and harm.
- Share real-life examples of the consequences of not following safety guidelines.

#### Safety at Home

- Discuss the importance of handling home appliances with care.
- Highlight the dangers of mishandling electrical devices.

- Provide safety precautions for specific machines like irons and pedestal fans.
- Emphasize the importance of avoiding contact with machines using wet hands.

### Preventing Fire

- Discuss the risks associated with fire at home.
- Emphasize the dangers of playing with matchsticks, candles, and fire lamps.
- Provide guidelines for immediate actions during a fire alert.
- Explain evacuation procedures in case of a house fire.

### Safety on the Road

- Discuss the importance of road safety.
- Teach proper procedures for crossing the road safely.
- Emphasize looking right, left, and right again before crossing.
- Highlight the importance of avoiding running while crossing roads.
- Explain the use of zebra crossings and footbridges for safer road crossing.

### Stranger and Street Safety

- Discuss possible dangers in streets and neighbourhoods.
- Talk about safety precautions when encountering strangers.
- Teach children to identify strangers and maintain a safe distance.
- Stress the importance of refusing gifts from strangers.
- Provide guidance on seeking help or what to do if a stranger persists or touches you.

### Conclusion and Discussion

- Summarize key safety principles from each topic.
- Encourage students to share personal experiences or scenarios related to safety.
- Discuss the overall importance of being cautious and following safety guidelines.

### Assessment

- Discuss safety rules for different areas and situations with the class. Also talk about how they can protect themselves.
- Discuss the key concepts covered in the chapter like:
  - *What do you understand by personal safety?*
  - *Why is it important to be safe?*
  - *Can you list some good safety habits?*
  - *How can we be safe at home and at school?*
- Evaluate students based on their participation in class and engagement during discussions.

### Class Activity

- Think about different rooms of your house and write down a safety tip for each one.
- Exercises from the textbook can be done in class.

### Homework

- **Dangerous Objects Word List** – With the help of your parents, make a list of common household items that can be dangerous.
- Exercises from the textbook can be given for homework.



## **Textbook Exercise Answers**

### **Exercise A**

- |             |                         |             |
|-------------|-------------------------|-------------|
| 1. machines | 2. dangerous            | 3. wet      |
| 4. fire     | 5. match, burning, fire | 6. vehicles |

### **Exercise B**

1. We must look right first, then left, and then right again when crossing the road.
2. We should never stay indoors in a fire alert situation.
3. Streets and neighbourhood are places where we need to take even more safety cautions.

### **Exercise C**

- |          |          |         |          |
|----------|----------|---------|----------|
| 1. false | 2. false | 3. true | 4. false |
| 5. true  | 6. true  | 7. true |          |

## Chapter 3: Good Citizen

### Key Points

Topics	Contents
Importance of Rules	<ul style="list-style-type: none"> <li>• Rules facilitate smooth functioning</li> <li>• Avoidance of chaos</li> </ul>
Children as Good Citizens	<ul style="list-style-type: none"> <li>• Waiting in queues</li> <li>• Seeking permission</li> <li>• Rule awareness</li> </ul>
Rules in Various Settings	<ul style="list-style-type: none"> <li>• Library rules</li> <li>• Behavioural rules in specific places</li> </ul>
Qualities of a Good Citizen	<ul style="list-style-type: none"> <li>• Kindness and empathy</li> <li>• Environmental responsibility</li> </ul>
Being a Good Citizen in Pakistan	<ul style="list-style-type: none"> <li>• Civic responsibilities</li> <li>• Reminders for neighbours</li> </ul>
Ownership of Responsibility as a Good Citizen	<ul style="list-style-type: none"> <li>• Not following negative examples</li> <li>• Intervention in conflicts</li> </ul>

### Lesson Plan

#### Objective

Students will be able to:

- Understand the importance of rules in society.
- Identify and practice behaviours that contribute to being a good citizen as a child.
- Recognize the responsibilities of being a good citizen in the context of Pakistan.

#### Introduction

- Ask students what they think it means to be a “good citizen”.
- Ask students to give examples.
- Begin with a discussion on the chaos without rules.
- Introduce the concept that rules are essential for a society to function smoothly.
- Emphasize the role of children in maintaining order and fostering good citizenship.

#### Importance of Rules

- Discuss scenarios without rules.
- Explain how rules benefit everyone.
- Relate to real-life examples.

#### Children as Good Citizens

- Discuss the listed points for being a good citizen.
- Role-play scenarios to practice good citizenship.
- Encourage sharing personal experiences.

### Rules in Various Settings

- Explore rules in the school, library, religious places, etc.
- Create awareness about specific behavioural guidelines.
- Discuss consequences of not following rules.

### Qualities of a Good Citizen

- Emphasize kindness, empathy, and environmental responsibility.
- Discuss the impact of individual actions on the community.
- Conduct group activities to brainstorm ways to be a good citizen.

### Being a Good Citizen in Pakistan

- Highlight civic responsibilities in daily life.
- Discuss the listed points for being a good citizen in Pakistan.
- Encourage students to share instances where they can exhibit good citizenship.

### Ownership of Responsibility

- Discuss the concept of taking responsibility.
- Explore scenarios of positive and negative role models.
- Encourage students to reflect on their responsibility as good citizens.

### Conclusion and Discussion

- Summarize key points.
- Facilitate a class discussion on the importance of being a good citizen and how it contributes to a peaceful and prosperous community.

### Assessment

- Have students come to your desk and give you three examples of what makes a good citizen.
- Evaluate students based on their participation in class and engagement during discussions.

### Class Activity

- Discuss how being a good citizen in the classroom is important too. Conduct an activity. Tell students that you are going to say a few statements and they should put a “thumbs up” if they think the statement is something you should do in school, and a “thumbs down” if it is something you should not do in school.
  - *You want to be the first person on the playground, so you run in the hallway.*
  - *Your teacher asks you to collect homework, so you listen to the teacher and do it.*
  - *A friend has a toy you want, so you take it from them forcefully.*
  - *You are at a sports club with friends and you are using nice words.*
  - *Your teacher says it's time to clean up, so you listen and then sit nicely and wait for directions.*
  - *Your friend is having a turn on the swing you want, so you push them off it.*
- Exercises from the textbook can be done in class.

## Homework

- Make a “Good Citizens” booklet. Use two A4 sheets and have them cut in equal halves to make four pages of the booklet. Staple or tie them to give it a final look. On each page of the booklet, write the sentence:  
“A good citizen is someone who \_\_\_\_\_.”  
Fill in the blank to complete your sentences and make sure to come up with a different idea for each of the sentence. For example, *A good citizen is someone who helps others when they need it.*  
You can also add a picture relevant to the sentence to make your booklet more attractive. Design and decorate the title page of your booklet and add your name and class.
- Exercises from the textbook can be given for homework.

## Textbook Exercise Answers

### Exercise A

- |           |          |               |                            |
|-----------|----------|---------------|----------------------------|
| 1. turn   | 2. queue | 3. permission | 4. discipline              |
| 5. others | 6. clean | 7. trees      | 8. peaceful and prosperous |

### Exercise B

A bad citizen ...

1. Breaks traffic signals
2. Doesn't follow the rules
3. **Throws garbage everywhere**
4. **Blocks streets by parking their cars wrongly**
5. **Play roaring loudspeakers**

### Exercise C

- School:** cooperate, contribute, listen, be respectful, participate  
**Home:** help, be responsible, be respectful, cooperate, contribute  
**Park:** clean, be respectful, share, cooperate, playful

## Chapter 4: Our Identities

### Key Points

Topics	Contents
Diversity and its Importance	<ul style="list-style-type: none"> <li>• Definition of diversity</li> <li>• Significance of differences</li> <li>• Differences among people</li> <li>• Beauty of diversity</li> <li>• Individual uniqueness</li> <li>• Recognition through qualities and characteristics</li> </ul>
Forms of Identities	<ul style="list-style-type: none"> <li>• Personal, work, and regional identities</li> <li>• Changeability</li> </ul>
Personal Identity	<ul style="list-style-type: none"> <li>• Name, age, family status, appearance</li> </ul>
Work Identity	<ul style="list-style-type: none"> <li>• Professions by choice</li> <li>• Ability to change professions</li> </ul>
Regional Identity	<ul style="list-style-type: none"> <li>• Town, city, province, and country identity</li> <li>• Connection to a place or region</li> <li>• Various levels of regional identity</li> <li>• Cultural diversity</li> </ul>
Overriding Identity: Humanity	<ul style="list-style-type: none"> <li>• Equal status as humans</li> <li>• Equality among diverse identities</li> <li>• Common human status</li> <li>• Importance of humanity as an overriding identity</li> </ul>
Discovering and Appreciating Identities	<ul style="list-style-type: none"> <li>• Examples of discovering different identities</li> <li>• Examples of religious and cultural identities</li> <li>• Emphasis on equality</li> </ul>

### Lesson Plan

#### Objective

Students will be able to:

- Understand the concept of diversity, recognize the importance of individual qualities, and explore the three forms of identity
- Appreciate the importance of personal, work, and regional identities, and acknowledge humanity as the dominant identity.
- Describe their various group identities.
- Analyse identities represented in book.

#### Introduction

- Begin with a discussion on the concept of identity and its role in making individuals unique.
- Ask, “How is your identity different from your classmates? How can sharing different identities make us similar and different?”

- Emphasize that each person has a unique identity that contributes to the overall richness of society.
- Introduce the idea of diversity and its significance in making the world an interesting place.

### **Diversity and Its Importance**

- Define diversity and discuss its importance.
- Engage students in a conversation about a world without diversity.
- Emphasize the beauty of differences.

### **Forms of Identities**

- Introduce the three basic forms of identities: personal, work, and regional.
- Discuss the idea that some identities are inborn, while others are chosen.
- Highlight the changeability of certain identities.

### **Personal Identity**

- Discuss the elements of personal identity (name, age, family status, appearance).
- Explore how personal identity evolves over time.
- Encourage students to share aspects of their own personal identities.

### **Work Identity**

- Discuss professions as a choice.
- Explore the flexibility of work identity.
- Encourage students to think about their future work identities.

### **Regional Identity**

- Explain how living in a place contributes to regional identity.
- Discuss cultural diversity within regions.
- Use examples to illustrate regional identities.

### **Overriding Identity: Humanity**

- Emphasize equality among diverse identities.
- Discuss the common human status that transcends other identities.
- Explore the idea of humanity as the dominant identity.

### **Discovering and Appreciating Identities**

- Provide examples of religious and cultural identities.
- Discuss the importance of appreciating and respecting diverse identities.
- Encourage students to share their own experiences of discovering different identities.

### **Conclusion and Discussion**

- Summarize key points.
- Encourage discussion on the importance of respecting and appreciating diverse identities.

### Assessment

- Conduct a session and ask every student “What makes you...YOU?” to assess students’ understanding of the lesson.
- Evaluate students based on their participation in class and engagement during discussions.

### Class Activity

- Share one thing that you learnt about another identity today in class.

### Homework

- Exercises from the textbook can be given for homework.

### Textbook Exercise Answers

#### Exercise A

- |  |   |                             |
|--|---|-----------------------------|
| 1. Our qualities and characteristics give us | ○ | ○ regional identity         |
| 2. Our name, age, status is our              | ○ | ○ human equal               |
| 3. Work identity is only a matter of         | ○ | ○ tease, make fun of anyone |
| 4. Town, cities, provinces belong to         | ○ | ○ our identity              |
| 5. ALLAH has made every                      | ○ | ○ personal identity         |
| 6. Nobody has right to                       | ○ | ○ your choice               |

#### Exercise B

Identities can be divided into three basic forms.

1. Personal Identity
2. Work Identity
3. Regional Identity

Our personal identities are name, age, family status and appearance.

Living at a place means we have a regional identity.

Town, city, province, and country are your regional identities.

When people become doctors, engineers, pilots, artist etc. they make their work identities.

#### Exercise C

1. time
2. work
3. nature
4. Birth
5. region

#### Exercise D

1. Our qualities and characteristics make us different from other people and give us our identity.
2. Humanity is the overriding or dominating identity of all people.

## Chapter 5: Weather & Climate

### Key Points

Topics	Contents
Seasons and Their Features	<ul style="list-style-type: none"> <li>• Summer, winter, autumn, and spring</li> <li>• Characteristics of each season</li> </ul>
Weather vs Climate	<ul style="list-style-type: none"> <li>• Definition of weather and climate</li> <li>• Differences between them</li> </ul>
Climate Patterns	<ul style="list-style-type: none"> <li>• Long-term weather patterns in different regions</li> </ul>
Climate Change	<ul style="list-style-type: none"> <li>• Importance of the ozone layer</li> <li>• Effects of climate change on different countries and regions</li> </ul>
Protecting the Climate	<ul style="list-style-type: none"> <li>• Actions to reduce pollution and waste</li> <li>• Individual responsibility</li> </ul>

### Lesson Plan

#### Objective

Students will be able to:

- Understand the difference between weather and climate.
- Recognize the patterns of seasons; comprehend the concept of climate change.
- Learn ways to protect the climate.

#### Introduction

- Begin with a discussion on the students' observations of different seasons.
- Introduce the terms weather and climate, and explain their significance in understanding Earth's patterns.
- Ask students about the weather of the past few days. (Allow a few students to answer.)
- Ask the students to tell you about the climate. (They probably will not know what to answer, but if some students have answers then, allow them to answer.)
- Discuss about the changing seasons and how weather varies throughout the year.
- Tell your students that they are going to learn about climate and weather today.

#### Seasons and Their Features

- Discuss the characteristics of each season.
- Explore how seasons vary in different parts of the world.
- Use visuals or real-life examples to illustrate seasonal changes.
- Encourage students to share their experiences related to different seasons.

#### Weather vs Climate

- Define weather and climate.
- Highlight the differences between daily weather changes and long-term climate patterns.
- Engage students in discussions on how weather and climate impact their lives.



- Discuss how people plan activities based on weather forecasts.

### **Climate Patterns**

- Explore long-term weather patterns in different regions.
- Discuss why some places are hot throughout the year while others experience distinct seasons.
- Use maps or images to show climate zones globally.

### **Climate Change**

- Explain the importance of the Ozone Layer in protecting the climate.
- Discuss the consequences of climate change, such as floods, water shortages, droughts, and other extreme weather events.
- Explore how climate change affects different countries and regions.
- Emphasize the global impact of climate change on weather patterns, water resources, and ecosystems.

### **Protecting the Climate**

- Introduce actions to reduce pollution and waste.
- Discuss simple ways to protect the climate, such as reducing waste and use of electricity.
- Discuss the impact of individual actions on the environment.
- Encourage students to brainstorm additional ways to protect the climate.

### **Conclusion and Discussion**

- Summarize key points and facilitate a discussion on the importance of understanding weather and climate, the impact of climate change, and individual actions to protect the environment.

### **Assessment**

- Evaluate students based on their participation in class and engagement during discussions.
- Conduct a quiz to assess students' understanding of weather, climate and climate change.
- Include questions about protective measures.

### **Class Activity**

- Set up a weather station outside the classroom and collect data for at least a week.
- Exercises from the textbook can be done in class.

### **Homework**

- You are planning to go on a long trip to a new place. You are packing a suitcase with clothes to wear, and shipping a box with clothes you will need later. How do you know what to pack in which box? What information do you need? Take help from your parents and share your answers with classmates the next day.
- Exercises from the textbook can be given for homework.

## Textbook Exercise Answers

### Exercise A

1.

Weather	Climate
Weather is the daily temperature, rains, sunshine and other things that change from one day to another.	Climate is the long-term pattern of weather in a place.

2. There is a protective layer between the Earth and the Sun which is called the ozone layer. This layer is important to protect our climate.

### Exercise B

1. pollution      2. warmer      3. long-term      4. summer      5. cold months

### Exercise C

We can protect our climate by

1. reducing **waste** and **electricity**
2. avoid using of **plastic**
3. keeping **areas clean**.

### Exercise D

The ozone layer is a protective layer between Earth and the Sun. This layer is important to protect our climate. Too much pollution on Earth damages the ozone layer. If the ozone layer is damaged, our world will get warmer and warmer. This will cause floods in some countries and water shortage in others.

## Chapter 6: Time and Directions

### Key Points

Topics	Contents
Measurement of Time	<ul style="list-style-type: none"><li>• 24 hours in a day</li><li>• Hours, minutes, and seconds</li></ul>
Clocks and Watches	<ul style="list-style-type: none"><li>• Components of a watch</li><li>• Reading time on a clock</li></ul>
Calendars and Months	<ul style="list-style-type: none"><li>• Days, months, and years in a calendar</li><li>• Leap years</li></ul>
Sun's Role in Time	<ul style="list-style-type: none"><li>• Influence of the Sun on time and calendars</li><li>• Activities related to the Sun's movement</li><li>• Day and night differences</li></ul>
Time Zones and Differences	<ul style="list-style-type: none"><li>• Variation of time in different parts of the world</li><li>• Understanding directions</li></ul>
Four Directions	<ul style="list-style-type: none"><li>• North, South, East, and West</li><li>• Determining directions based on the Sun</li></ul>

### Lesson Plan

#### Objective

Students will be able to:

- Understand the measurement of time, learn about clocks and calendars.
- Recognize the influence of the Sun on time, grasp the concept of day and night, and comprehend time zones and directions.

#### Introduction

- Begin with a discussion on daily activities related to time.
- Introduce the concept of measuring time in hours, minutes, and seconds.
- Tell students that they will learn a different way of telling someone how to reach their classroom.

#### Measurement of Time

- Explain the 24-hour day and its breakdown into hours, minutes, and seconds.
- Discuss the components of a watch and how time is displayed.
- Engage students in practical exercises to read time on clocks and watches.

#### Clocks and Watches

- Explain the components of a watch.
- Explore the functionality of watch arms for seconds, minutes, and hours.
- Use visual aids to demonstrate how clocks represent time and also demonstrate how to read time from a clock.
- Encourage students to practice reading time.

### **Calendars and Months**

- Discuss the structure of calendars with days, months, and years.
- Explain the concept of leap years.
- Conduct activities related to understanding and using calendars.

### **Sun's Role in Time**

- Emphasize how the Sun influences time and calendars.
- Discuss daily activities linked to the Sun's movement.
- Discuss morning, afternoon, evening, and night activities.
- Explore the connection between the Sun's position and the concept of day and night.
- Engage students in sharing their experiences related to daily activities.

### **Time Zones and Differences**

- Introduce the concept of time zones and their variations.
- Explain the apparent movement of the Sun and its impact on time zones.
- Discuss differences in time across different parts of the world.
- Use examples like England and Pakistan to illustrate time differences.
- Discuss the impact of understanding time zones on global interactions.

### **Four Directions**

- Introduce the four cardinal directions: north, south, east, and west.
- Explain how to determine directions based on the Sun's movement.
- Engage students in practical exercises to identify directions.
- Demonstrate how to use directions for travel using examples like Karachi and Lahore.
- Discuss the importance of knowing directions when reading maps.
- Encourage students to practice determining directions in different scenarios.

### **Conclusion and Discussion**

- Summarize key points and facilitate a discussion on the interconnectedness of time, directions, and daily activities.

### **Assessment**

- Ask a student to stand in front of your desk. Have another student direct the student by your desk towards the classroom door. Ask the rest of the class which direction the student is facing by the door.
- Allow students to practice asking for directions and giving directions.
- Evaluate students based on their participation in class and engagement during discussions.

### **Class Activity**

- Organize a scavenger hunt where students use directions to find hidden objects around the school premises. This will reinforce their understanding of cardinal directions.
- Exercises from the textbook can be done in class.

### Homework

- Assign a project where students create a personalized calendar highlighting important events, birthdays and holidays. They should also include information on different time zones and their importance.
- Organize a hands-on activity where students create their simple sundials or clocks.
- Exercises from the textbook can be given for homework.

### Textbook Exercise Answers

#### Exercise A

- |             |               |           |
|-------------|---------------|-----------|
| 1. calendar | 2. east, west | 3. four   |
| 4. southern | 5. day, night | 6. varies |

#### Exercise B

1. Days are the smallest unit of time in a calendar. There are 24 hours in one full day.
2. In one full year, there are 12 months, and each month has 30 to 31 days. February, however, has 28 days, except in leap years when it has 29 days.
3. North, South, East and West.

#### Exercise C

- |                       |   |                 |
|-----------------------|---|-----------------|
| 1. A regular year has | ○ | ○ 24 hours      |
| 2. A month has        | ○ | ○ 60 minutes    |
| 3. A day has          | ○ | ○ 365 days      |
| 4. An hour has        | ○ | ○ 60 seconds    |
| 5. A minute has       | ○ | ○ 30 or 31 days |
-

## Chapter 7: Uses of Plants and Animals

### Key Points

Topics	Contents
Introduction to Food Sources	<ul style="list-style-type: none"> <li>• Significance of food for energy</li> <li>• Sources: plants and animals</li> </ul>
Food from Animals	<ul style="list-style-type: none"> <li>• Meat from goats, cows, and chickens</li> <li>• Milk from goats and cows</li> <li>• Different products from milk</li> </ul>
Food from Plants	<ul style="list-style-type: none"> <li>• Fruits, vegetables, and cooking oil from plants</li> <li>• Importance of oil in food</li> </ul>
Clothing Sources	<ul style="list-style-type: none"> <li>• Leather from animal hides (skin)</li> <li>• Wool from animals</li> <li>• Textile fibre from cotton plants</li> </ul>
Medicinal Plants	<ul style="list-style-type: none"> <li>• Plants used for medicinal purposes, such as <i>joshanda</i></li> <li>• Who are <i>Hakeems</i> and what do they do</li> </ul>
Animals as Companions	<ul style="list-style-type: none"> <li>• Pet animals and their role</li> <li>• Animals used for help in work</li> </ul>
Plant Resources for Utility	<ul style="list-style-type: none"> <li>• Wood from plants and trees for construction and furniture</li> <li>• Bamboo usage</li> </ul>
Aesthetic Value of Plants	<ul style="list-style-type: none"> <li>• Beauty and colourful aspects of plants</li> <li>• Contribution of plants to the environment</li> </ul>

### Lesson Plan

#### Objective

Students will be able to:

- Understand the various uses of plants and animals.
- Recognize their importance in providing food, clothing, medicines, companionship, materials, and enhancing the environment.
- Appreciate the role of plants and animals in our daily lives.

#### Introduction

- Begin with a discussion by asking students about plants and animals they know. Ask about their favourite animal and why do they like it. Similarly, ask about their favourite vegetable and fruit and why they like it.
- Ask them:
  - *Can you name some foods that come directly from plants?*
  - *On what basis can we classify or sort animals?*
  - *How do the plants finally end up on your dinner table?*
  - *What are some examples of the way plants provide homes for animals?*
- Continue the discussion on the importance of food and the sources of food.
- Introduce the concept that plants and animals provide not only food but also other essential items in our daily lives.

### **Introduction to Food Sources**

- Explain the significance of food for energy.
- Discuss the primary sources of food: plants and animals.

### **Food from Animals**

- Highlight animals such as goats, cows, and chickens that provide meat and milk.
- Discuss the variety of foods obtained from animals.
- Discuss various products derived from milk.

### **Food from Plants**

- Explore the types of food obtained from plants, including fruits, vegetables, and cooking oil.
- Discuss the variety of foods obtained from plants.
- Connect common foods like bread (*roti*) and rice to their plant origins.
- Emphasize the importance of oil in enhancing food taste.

### **Clothing Sources**

- Discuss the use of animal hides (skin) for leather and obtaining wool from animals.
- Explain the extraction of textile fibre from cotton plants for making clothing.
- Explain the significance of cotton in making bed sheets and curtains.

### **Medicinal Plants**

- Introduce the idea of herbal remedies and medicines derived from plants.
- Name some plants used for medicinal purposes.
- Discuss examples like *joshanda* and the role of *Hakeems* who use natural products.
- Emphasize the importance of plants in traditional medicine.

### **Animals as Companions**

- Explore the concept of pet animals and their role in households.
- Explore how animals like cattle, horses, elephants, camels, and dogs assist humans.
- Highlight the importance of treating animals with kindness.

### **Plant Resources for Utility**

- Explain the use of wood from plants and trees for construction and furniture.
- Discuss the usage of bamboo in constructing huts.
- Highlight the importance of plants in various aspects of human life.

### **Aesthetic Value of Plants**

- Discuss the aesthetic value of plants, especially those with flowers.
- Discuss the contribution of plants to a colourful and healthy environment.
- Discuss the environmental benefits of having more trees and plants.

### Conclusion and Discussion

- Summarize key points and facilitate a discussion on the interconnectedness of plants and animals with various aspects of human life.

### Assessment

- Ask students about the importance of plants and animals to humans. Let them tell at least five common uses of some animals and plants.
- Evaluate students based on their participation in class and engagement during discussions.

### Class Activity

- Discuss with students to explore the environmental benefits of having more trees and plants in a region.
- Ask them to name any two plants that are eaten by people and those that are for medication.
- Mention names of animals that are used for transportation purposes.
- Exercises from the textbook can be done in class.

### Homework

- Mention a few plants from your neighbourhood that are useful to you.
- Exercises from textbook can be given for homework.

### Textbook Exercise Answers

#### Exercise A

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

#### Exercise B

1. vegetables      2. milk      3. plants      4. animals

#### Exercise C

1. We eat bread, rice, meat, vegetables and fruits as food in our daily lives.
2. Plants give us food and many other things.
  - Plants give us fruits and vegetables.
  - Many of the plants and trees also give us cooking oil.
  - We also get pulses from plants.
  - We get textile fibre from cotton plants to make our dresses.
  - Many plants are used as medicines.
  - We get wood from plants and trees.
3. Animal hides or skins are used to get leather which is used for making shoes and jackets.



4.

<b>Animals</b>	<b>Plants</b>
<u>Meat</u>	<u>Grains</u>
<u>Milk</u>	<u>Pulses</u>
<u>Eggs</u>	<u>Cooking Oils</u>
<u>Butter</u>	<u>Herbs and Spices</u>
<u>Yogurt</u>	<u>Nuts and Seeds</u>

**Activity**

At home, take a small plastic cup or a pot and fill it with soil. Put some tomato or chilli seeds and put a little manure on the top. Water it for a few weeks and see a plant germinating out of it. Bring the pot to school to show it to your teacher.

## Chapter 8: Basic Necessities of Life

### Key Points

Topics	Contents
Home: A Basic Need of Life	<ul style="list-style-type: none"> <li>• Definition of basic needs</li> <li>• Significance in human life</li> </ul>
Introduction to Basic Necessities	<ul style="list-style-type: none"> <li>• Shelter from weather</li> <li>• Protection from dangers</li> <li>• Comfort and functionality of a home</li> </ul>
Clothing: A Basic Need of Life	<ul style="list-style-type: none"> <li>• Importance of clothing for protection</li> <li>• Adaptation to seasons and weather conditions</li> </ul>
Food: A Basic Need of Life	<ul style="list-style-type: none"> <li>• Role of food in providing energy</li> <li>• Significance of food for survival</li> <li>• Connection to religious practices like <i>roza</i> (fasting)</li> </ul>

### Lesson Plan

#### Objective

Students will be able to:

- Understand the importance of basic necessities of life, including the need for shelter (home), clothing, and food.
- Recognize these as fundamental rights and essential for human survival and well-being.

#### Introduction

- Begin the lesson by asking, “Do you have pets?” Then ask students to draw a rough sketch of their pets on a paper. Ask them, “Where do you keep your pets?” Besides the drawing of pet, ask them to draw their home.
- Discuss that humans, animals and plants all need basic things to live and survive. Ask them to name a few examples of our basic needs.
- Introduce the concept of basic needs. Discuss the idea that not everyone has access to these necessities.
- Establish the importance of fulfilling basic needs as a fundamental right.

#### Introduction to Basic Necessities

- Define basic needs and discuss their significance in human life.
- Discuss the idea that not everyone has access to a home, clothing, and food.
- Introduce the concept of basic needs as fundamental rights for every human.

#### Home: A Basic Need of Life

- Discuss the importance of a home as shelter from weather and protection from dangers.
- Explore the comfort and functionality that a home provides for various activities including relaxation, sleep, and study.
- Connect the idea of a home as a basic necessity for all humans.

### **Clothing: A Basic Need of Life**

- Highlight the importance of clothing for protection against environmental elements such as heat, cold, and insects.
- Discuss the need for different types of clothing based on seasons and weather conditions.
- Compare cultural variations in clothing choices.

### **Food: A Basic Need of Life**

- Explore the role of food in providing energy and supporting body growth.
- Share experiences related to feeling hungry and the significance of food in daily life.
- Connect the importance of food to religious practices like fasting (*roza*).
- Emphasize that food is not just a basic need but an essential element for survival and growth.

### **Conclusion and Discussion**

- Summarize key points and facilitate a discussion on the importance of recognizing basic necessities as fundamental rights.
- Encourage empathy and understanding of the challenges some people face in meeting these needs.

### **Assessment**

- Ask students what features help human beings survive in different environments.
- Ask students to make an observation in your surroundings of how the basic needs provide help to humans. After that, ask them to make a poster showing their observations.
- Evaluate students based on their participation in class discussions.

### **Class Activity**

- Ask students to give reasons as to why do we need each basic necessity.

### **Homework**

- Exercises from the textbook can be given for homework.

### **Textbook Exercise Answers**

#### **Exercise A**

1. Home
2. Clothes
3. Food

#### **Exercise B**

#### **Food**

1. Food gives us energy.
2. It helps our body to grow.

**Clothing**

1. Clothes protect our skin in the sunlight.
2. Clothes protect us from getting an insect bite.

**Home**

1. Home shelters us from weather.
2. Home protects us from animal attacks and saves us from robberies.

**Exercise C**

- |         |             |         |         |
|---------|-------------|---------|---------|
| 1. home | 2. clothing | 3. fur  | 4. grow |
| 5. food | 6. home     | 7. huts | 8. skin |

## Chapter 9: Learning about Economy

### Key Points

Topics	Contents
Barter Trading	<ul style="list-style-type: none"> <li>Exchange of goods without using money</li> </ul>
Introduction to Money	<ul style="list-style-type: none"> <li>Introduction to currency notes and their purpose</li> </ul>
Currency Notes as Money	<ul style="list-style-type: none"> <li>Function of currency notes in facilitating trade</li> </ul>
Importance of Money	<ul style="list-style-type: none"> <li>Role of money in overcoming limitations of barter trading</li> </ul>
Earning and Spending Money	<ul style="list-style-type: none"> <li>How individuals can earn money through work</li> </ul>
Economy and Production	<ul style="list-style-type: none"> <li>Overview of factories and their role in producing goods</li> </ul>
Supply and Demand in Economy	<ul style="list-style-type: none"> <li>Concept of supply and demand affecting prices</li> </ul>
The Role of Currency in Economic Systems	<ul style="list-style-type: none"> <li>How currency is an integral part of economic systems</li> </ul>

### Lesson Plan

#### Objective

Students will be able to:

- Understand the concept of barter trading and the role of money in facilitating trade
- Recognize the importance of earning and spending money
- Understand the functioning of factories in production, and the impact of supply and demand on prices in the economy.

#### Introduction

- To introduce the lesson, walk up to students and tell them that you would like to buy something from them (maybe their shoes or jewellery), but you don't have any money. Ask if they would think it was acceptable to trade for something that you have.
- Tell students that what just occurred was an example of bartering. Explain that this was a practice that people used to get goods or services that they needed before money was invented.
- Then introduce the concept of money as a solution to the challenges of barter trading.

#### Barter Trading

- Define barter trading and explain how individuals exchange goods without using money.
- Provide examples of barter trading scenarios.

#### Introduction to Money

- Introduce the concept of currency notes and their purpose in facilitating trade.
- Discuss the challenges of barter trading and the need for a more efficient system.

### **Currency Notes as Money**

- Explain how currency notes function as a universally accepted medium of exchange.
- Discuss the advantages of using money over barter trading.

### **Importance of Money**

- Explore the importance of money in overcoming the limitations of barter trading.
- Discuss how individuals can use money to acquire goods and services.

### **Earning and Spending Money**

- Explain the concept of earning money through work.
- Discuss how individuals can spend money on their needs and wants.
- Introduce the idea of saving money for future goals.

### **Economy and Production**

- Provide an overview of factories and their role in producing goods.
- Discuss the employment of people in factories and their compensation in the form of money.

### **Supply and Demand in Economy**

- Explore the concepts of supply and demand affecting the prices of goods.
- Discuss scenarios where certain items are more expensive due to high demand and limited supply.

### **Conclusion and Discussion**

- Summarize key points and facilitate a discussion on the interplay of money, production, and supply and demand in the economy.
- Shed light on the impact of supply and demand on the pricing of goods. The example of gold, where limited supply and high demand result in increased prices.
- Discuss with students the concepts of trade, currency, and economic factors affecting prices.
- Encourage students to think critically about the economic aspects of everyday life.

### **Assessment**

- Evaluate students based on their participation in class and engagement during discussions.
- Ask students:
  - *What is the definition and function of money?*
  - *Why do societies use money?*
  - *What are the characteristics necessary for money to be used effectively?*

### **Class Activity**

- Exercises from the textbook can be done in class.

## Homework

- Ask students to learn about the history of money in Pakistan and make a booklet of old and new currency notes.

## Textbook Exercise Answers

### Exercise A

1. barter
2. money
3. farmers
4. factory
5. bicycle

### Exercise B

1. Water
2. Wood
3. Fruits
4. Vegetables
5. Honey
6. Coal

### Exercise C

1. Barter trading is when people exchange goods or services directly with each other without using money.
2. Currency notes are used in exchange of things and to solve barter trading problems.
3. A factory is a place where there are machines to produce things like bicycles or anything that does not come from nature.
4. Bigger and more expensive material is required for making a bicycle than making a candy. That is why more money is needed.

## Chapter 10: Pakistan: The Living Dream

### Key Points

Topics	Contents
Introduction to Countries	<ul style="list-style-type: none"> <li>• Definition of a country.</li> <li>• Number of countries in the world.</li> <li>• Significance of Pakistan as our home country.</li> </ul>
Neighbouring Countries of Pakistan	<ul style="list-style-type: none"> <li>• Identification of neighbouring countries: China, India, Afghanistan, Iran.</li> <li>• Importance of maintaining good relationships with neighbouring countries.</li> </ul>
Geography and Landscape of Pakistan	<ul style="list-style-type: none"> <li>• Description of Pakistan's geographical features: mountains, plains, deserts, rivers, jungles, and the seacoast.</li> <li>• Mention of the mighty Indus River and the second-highest mountain, K2.</li> </ul>
Provinces of Pakistan	<ul style="list-style-type: none"> <li>• Introduction to the four provinces: Punjab, Sindh, Baluchistan, Khyber Pakhtunkhwa (KPK).</li> <li>• Special features of each province: crops in Punjab and Sindh, minerals in Baluchistan, tourism in KPK.</li> </ul>
Cities, Towns, and Villages in Pakistan	<ul style="list-style-type: none"> <li>• Differences between life in cities and villages.</li> <li>• Major cities in Pakistan: Karachi, Lahore, Rawalpindi, Faisalabad, Hyderabad, Peshawar, Quetta.</li> </ul>
Infrastructure of Pakistan	<ul style="list-style-type: none"> <li>• Overview of the transportation system: motorways, roads, railways.</li> <li>• Mention of major dams in Pakistan.</li> </ul>

### Lesson Plan

#### Objective

Students will be able to:

- Understand the concept of a country and appreciate the significance of Pakistan as our home.
- Recognize the neighbouring countries of Pakistan and the importance of maintaining friendly relations.
- Explore the diverse geographical features of Pakistan.
- Learn about the provinces of Pakistan and their unique characteristics.
- Differentiate between life in cities and villages.
- Gain awareness of the infrastructure and transportation system in Pakistan.

#### Introduction

- Engage students with a discussion on what a country is and why it is important.
- Ask students to share what they love about Pakistan and why they feel lucky to live here.
- Highlight the uniqueness of Pakistan as our home country.



- Introduce the idea that not everyone is fortunate to live in their home country and discuss reasons why people may have to leave their homes.
- Introduce the neighbouring countries and stress the importance of being good neighbours.

### **Introduction to Countries**

- Define a country and discuss the significance of one's home country.
- Emphasize the importance of working to save and contribute to the well-being of Pakistan.

### **Neighbouring Countries of Pakistan**

- Introduce Pakistan's neighbouring countries and their importance.
- Discuss the significance of fostering good relationships with neighbouring countries.

### **Geography and Landscape of Pakistan**

- Describe the diverse landscape of Pakistan, including mountains, plains, deserts, rivers, and jungles.
- Highlight notable geographical features like the Indus River and K2.

### **Provinces of Pakistan**

- Provide an overview of Punjab, Sindh, Baluchistan, and Khyber Pakhtunkhwa (KPK).
- Discuss the unique specialties and characteristics of each province.

### **Cities, Towns, and Villages in Pakistan**

- Explore the distinctions between city and village life.
- Introduce major cities in Pakistan and their characteristics.

### **Transportation Infrastructure in Pakistan**

- Discuss the extensive road networks, motorways, and railways in Pakistan.
- Highlight the importance of connectivity for the country's development.

### **Infrastructure of Pakistan**

- Provide an overview of dams in Pakistan and their significance.
- Discuss the importance of water management for agricultural and economic development.

## **Conclusion and Discussion**

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

## **Assessment**

- Recap key points about Pakistan's geography, provinces, cities, and neighbours.
- Discuss the significance of unity among provinces and friendly relations with neighbouring countries for the progress and prosperity of Pakistan.
- Evaluate students based on their participation in class.

- Discuss to test students' knowledge about Pakistan's geographical features, provinces, and major cities.

### Class Activity

- Use maps, visuals, and stories to make geographical concepts more accessible.
- Discuss the significance of each province and its contribution to the country.
- Show images of cities, towns, and villages to illustrate the differences in lifestyle.
- Introduce key infrastructure projects in Pakistan with visual aids.
- Exercises from the textbook can be done in class.

### Homework

- Draw and label a map of Pakistan, highlighting major cities and provinces.
- Ask students to create a collage or drawing representing different landscapes of Pakistan.

## Textbook Exercise Answers

### Exercise A

Pakistan has **four** neighbouring countries.

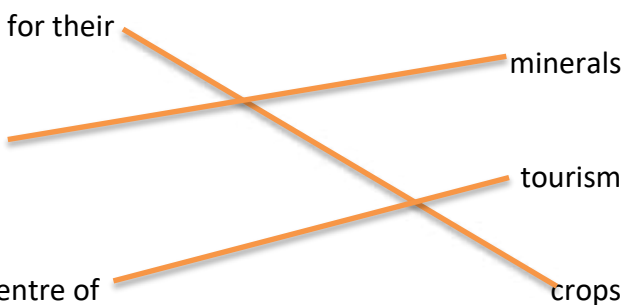
1. China
2. India
3. Afghanistan
4. Iran

### Exercise B

Pakistan has **four** provinces.

1. Punjab
2. Sindh
3. Baluchistan
4. Khyber Pakhtunkhwa (KPK)

### Exercise C

1. Punjab and Sindh are famous for their 
  2. Baluchistan is famous for its
  3. Khyber Pakhtunkhwa is the centre of
- 

### Exercise D

1. A country is a large piece of land where people live. There are more than 200 countries in the world.
2. Pakistan is a beautiful country. It has big mountains, green plains, vast deserts, clean flowing rivers and beautiful jungles. It has one of the longest rivers in the world and the second highest mountain in the world.

3. A city is a big place in a country where many people live. It has tall buildings, roads, offices, and lots of houses close together. Karachi, Lahore, Rawalpindi, Faisalabad, Hyderabad, Peshawar and Quetta are some of the popular cities of Pakistan.
4. Long roads and railways are built to connect different places together.

### Exercise E

