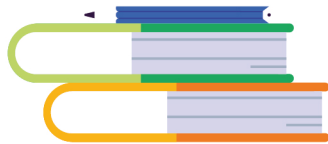




Professional Development  
for Quality Education

# ENGLISH

## LESSON PLANS



GRADE

# 4

Based on Curriculum 2020



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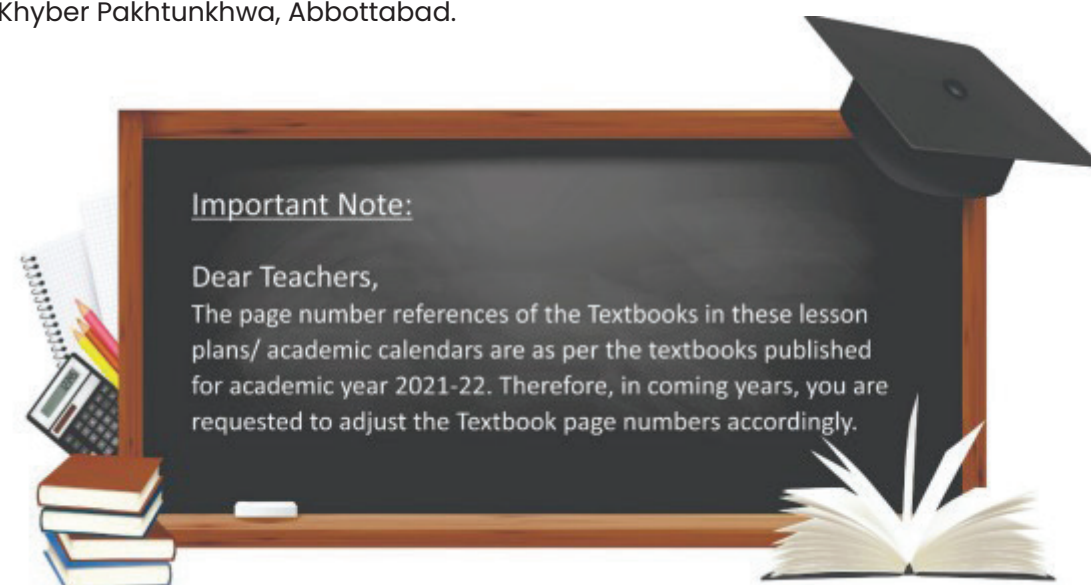
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**NOTIFICATION:**

**No.5236-5399/F.24/Vol-II/SLP/G-IV/SS-M&E, dated: 30-08-2021** : Consequent upon its development and review by the respective development and review committees notified for the purpose, the Directorate of Curriculum and Teacher Education (DCTE), Khyber Pakhtunkhwa, Abbottabad, being the competent authority under the Khyber Pakhtunkhwa Supervision of Curricula, Textbooks and Maintenance of Standards of Education Act 2011, is pleased to notify the scripted lessons for Grade-IV in the subjects of English, Urdu, Mathematics and Social Studies based on Curriculum 2020 and the textbooks aligned on it for all educational institutions in Khyber Pakhtunkhwa for the Academic Year 2021-22 and onwards.

**DIRECTOR**

Copy forwarded for information and necessary action to the:

1. Secretary, Elementary & Secondary Education Department Govt. of Khyber Pakhtunkhwa, Peshawar.
2. Director, Elementary & Secondary Education Khyber Pakhtunkhwa.
3. Director, Professional Development, Khyber Pakhtunkhwa Landey Sarak Charsadda Road Larama, Peshawar.
4. All District Education Officers (M/F) in Khyber Pakhtunkhwa and Newly Merged Districts (NMDs).
5. All Sub Divisional Education Officers (M/F) in Khyber Pakhtunkhwa and Newly Merged Districts (NMDs).
6. Team Leader ASI-KESP, at Peshawar.
7. PS to Minister Elementary & Secondary Education, Khyber Pakhtunkhwa, Peshawar.
8. PS to the Director Local Office.

**ADDITIONAL DIRECTOR (SS)**

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# INTRODUCTION

Teaching and learning process in the classroom can vary concerning the ability, experience, and training of the teacher, which is why to standardize instruction, every good and effective teacher requires a lesson plan. The preparation of a lesson plan is important for clarity and comprehension regarding how the entire learning process will be handled as well as how students can understand and store the knowledge that is being passed onto them.

Lesson plans are vital for helping students accomplish their goals within a learning environment on a short-term and long-term basis. Lesson plans based on clearly defined Student Learning Outcomes (SLOs) concerning the textbooks ensure students are taught the required curriculum most efficiently. These ensure the teacher is adequately prepared and has a clear sense of direction for their lessons. In the context of Khyber Pakhtunkhwa, Lesson Plans are designed to support teachers to implement new pedagogical methods and help provide direction to instruction in the classrooms.

## Traditional Teaching Style:

Many teachers in Pakistan have come to rely on the textbook for teaching. They come into the classroom, ask students to open the textbook on a certain page, have students read a portion of the text, paraphrase the same and then ask students to answer questions that require them to reproduce material from the text. They teach every subject (the exception being mathematics) and every lesson in the same way. In some cases, the teacher is unable to complete the curriculum or impart the SLOs for a particular grade to the students effectively. Using lesson plans ensure standardization in teaching quality and provides a clear goal with relevant activities that can help students learn more effectively and achieve curriculum milestones.

## What is a Lesson Plan?

A lesson plan is a description of the instructions for the purpose of teaching the contents of the textbook of a particular subject and achieving Student Learning Outcomes (SLOs).

A lesson plan is the road map for teachers for the achievement of SLOs effectively during class time. The teachers design appropriate learning activities and develop strategies to obtain feedback on students' learning. A carefully constructed lesson plan allows the teacher to enter the classroom with more confidence and maximizes the chance of having a meaningful learning experience with the students.

A successful lesson plan addresses and integrates three key components:

- ◇ Student Learning Outcomes (SLOs).
- ◇ Learning activities.
- ◇ Assessment to check for students' understanding.

## Benefits of Lesson Planning

Most important benefits of lesson planning are to:

- Improve the quality of teaching and learning.
- Establish clarity of purpose.
- Facilitate achievement of student learning outcomes.
- Use available time effectively.
- Develop appropriate materials and ensure their effective use.
- Develop the confidence of teachers.

## Development Process of a Lesson Plan

Lesson plan usually starts with a thinking process. This thinking process is basically completed in four parts.

- **First**, determine the SLO; that is, what the children will learn, what they will be able to do upon completing the activities or work of the lesson.
- **Second**, determine what the students already know, before beginning of the lesson that can lead into a new curriculum of the day.
- **Third**, determine at least one way to assist the students in learning the new curriculum.
- **Fourth**, determine a way to evaluate the learning outcomes of the students.

## Components of a Lesson Plan

Common elements of lesson plans are; unit of study, a title/topic/problem, identification of student learning outcomes (SLOs), a sequence of learning activities including introductory, developmental and concluding activities, list of materials to be used and assessment strategies.

- ♦ **Choosing the Topic.** You can choose any topic from the textbook of the designated grade, a skill such as information gathering, a value such as peace, a current affair topic or an area of special concern such as the environmental pollution etc.
- ♦ **Identifying Student Learning Outcomes (SLOs) from the Curriculum.** The Curriculum has identified the student learning outcomes to be achieved for each topic. Identifying the student learning outcomes will help you to clarify the knowledge, skills, attitudes and values to be developed. Choose only one to three SLOs to develop your lesson (many more for a unit plan).
- ♦ **Material Resources.** A key part of planning is to ensure the identification, adaptation and development of resources required for the lesson for both teachers and students.
- **Development:**
  - ♦ **Introductory Activities:** Introductory activities are designed to introduce the topic, a subtopic or establish connection with the previous lesson. They are designed to build readiness, create interest, raise questions and explore what children already know about the topic, recall relevant information, motivate students and focus their attention on the topic/theme/problem to be studied. Introductory activities can include an arrangement of pictures or activities that stimulate interest and questions. Others may be based on the teacher posing questions, reading a poem or story on the teacher posing questions or reading a poem, story, etc. A test, an inventory, or a quiz may be used to find out what students know in order to build on their existing knowledge.
  - ♦ **Developmental Activities:** Developmental activities should emerge out of the introductory activities. There should be smooth transitions between the activities to provide a smooth learning sequence. These activities are designed to actualize the student learning outcomes. They introduce new concepts, skills and values or build on past learning and should be linked with each other. Applicative or demonstrative activities extend learning and develop the ability to use concepts and skills. Creative and expressive activities enrich learning and develop the ability to improvise and apply learning in original ways.
  - ♦ **Concluding the lesson:** Conclusion includes activities that serve to consolidate, summarize, or facilitate application of knowledge and skills of students to a new situation. They are generally related to the main idea of the lesson. The concluding activities could bring together the different main ideas of the unit. In this case, the emphasis should be on the educational outcomes and not on “putting on a show”.
  - ♦ **Assessment of Learning.** Assessment strategies can tell us how well or to what extent the student learning outcomes have been met. Assessment of learning is important in all phases of the lesson/unit from introduction to conclusion. A variety of tools can be used to assess the realization of the chosen learning outcomes. Some of these will be prepared as part of the learning activities. For example, the drawing and labeling of a map, the checklist for evaluating a discussion or simply asking questions relevant to the day's topic. Other tools such as tests can be prepared ahead of time as well.
  - ♦ **Follow up/homework task.** This component includes follow up activities or home assignments to be undertaken by students at home.



# PREFACE

The Government of Khyber Pakhtunkhwa, Elementary and Secondary Education Department, is committed to improve the quality of teaching and learning by taking a number of reforms and initiatives for the improvement of quality education in line with the national and international emerging trends. Providing quality education at primary level is the first imperative step towards achieving this goal.

For this purpose, the Directorate of Curriculum and Teacher Education Khyber Pakhtunkhwa, at Abbottabad, has been entrusted the responsibility of developing and reviewing teachers' in-service and pre-service training materials for the improvement of pedagogical skills of teachers.

These quality improving initiatives also include development of teacher's guides of scripted lesson plans at primary level that support teachers to implement new pedagogical methods. These teacher guides are intended to assist teachers with the provision of content, effective teaching methods and tools for measuring what learners have gained. These guides will ensure an effective and participative engagement of teachers with students as activities included in these lesson plans are student-centered.

These teacher guides of Lesson Plans based on Student Learning Outcomes (SLOs) of Curriculum 2006 were developed for the first time in 2013. In 2018-2019, the Directorate of Curriculum & Teachers' Education Khyber Pakhtunkhwa undertook the task to revise and develop the Scripted Lesson Plans for Grade I-III according to the Academic Calendar on missing Students Learning Outcomes (SLOs).

As the Curriculum has been revised and new textbooks are developed in 2020 for Grades Pre-I to V, hence the need has been felt that these Lesson Plans for Grades I to V are to be revised, developed and aligned with the updated Curriculum 2020, accordingly.

The Directorate of Curriculum and Teacher Education Khyber Pakhtunkhwa constituted different committees comprising of Curriculum/Subject experts and teachers for developing these Lesson Plans based on Curriculum 2020. DCTE acknowledges the efforts of these experts for developing and reviewing these scripted lesson plans.

The Directorate of Curriculum and Teachers Education Khyber Pakhtunkhwa is also thankful to the Technical Assistance of Khyber Pakhtunkhwa Education Sector Programme (KESP) in the finalization of these lesson plans.

**Gohar Ali Khan**  
**Director,**  
**Curriculum and Teacher Education**  
**Khyber Pakhtunkhwa, Abbottabad.**

**Month**

**1**

# DIGRAPHS, TRIGRAPHS



## STUDENT LEARNING OUTCOMES

- Articulate and practice words containing digraphs, trigraphs, and silent letters.

## INFORMATION FOR TEACHERS

- The previous lesson focused on digraphs and their pronunciation in the initial, middle and final position.
- This lesson focuses on Trigraphs and silent letters.
- A trigraphs is a phoneme which consists of three letters as in tch in catch, match, ght in fight and right.
- You cannot teach all these trigraphs in this lesson.
- You must practice words with digraphs and Trigraphs throughout the year in different lessons whenever new words are taught.
- A list of words containing digraphs and trigraphs is given at the end of the plan for you to use throughout the term to improve students' vocabulary and pronunciation.
- Learning consonant and vowel blends as trigraphs will help students in pronunciation and make spelling easy.
- Silent letters are the letters in the words that are not pronounced but appear in the spelling. They make no difference to the sound.
- A list (SILENT ABC LIST) of words containing silent letters is attached at the end of the lesson plan for you to use as reference and to practice words throughout the term.
- Students must make their word book of digraphs, trigraphs and silent words.
- You can do more practice of the digraphs, trigraphs and silent words in another lesson.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable. Note: Students need not be burdened with the terms. They just need to be able to read and spell these



**DURATION / NO OF PERIODS: 35 MIN/ 1 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Flashcards or an illustrated chart of words having trigraphs in the initial, middle and final order, colored chalks. (You can easily draw these pictures on chart or make separate flashcards. Do not cut these out. You can even bring some of these objects to class).



## INTRODUCTION

5 MINUTES

- Recap students' previous knowledge about digraphs and trigraphs.
- Ask for examples of trigraphs initial and final positions (e.g. fight, right, might, match, catch. ninth, tough, rough, enough).
- Students can either tell or identify the position of the trigraphs when giving the word.

4. Appreciate the students who give correct answers.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

1. Write the following digraphs on the blackboard using different colored chalks: ght, nth, tch.
2. In pairs students give examples of these trigraphs.
3. Inform the students that when 'r' sound comes at the end of a word it is usually not pronounced. e.g. hour, power, are (all three words have 'a' sound as pronounced in arm).
4. Paste the chart (sample provided at the end of the lesson) of the words with Trigraphs on board for students to copy the words in their notebooks.
5. All students practice the correct pronunciation of words after the teacher.

### Activity 2:

10 Minutes

1. Write few words from the DILENT ABC list on the writing board.
2. Ask students to pronounce the words.
3. Tell them which letters will not be pronounced in each word.
4. Practice as many words as you easily can.
5. Focus must be on learning the actual pronunciation of words.
6. All students must copy the words in their notebooks for dictation in next class.
7. You can also provide the SILENT ABC LIST to all students to learn spellings of words and to enhance students' vocabulary.



## CONCLUSION / SUM UP

2 MINUTES

1. Highlight main points of the lesson.



## ASSESSMENT

6 MINUTES

1. Assess students' understanding during responses and activities. Provide support when needed.
2. Check students' book of Digraphs, Trigraphs and silent letters regularly to ensure that they are adding new words and learning them also.
3. Involve the students in solving the exercise at the end of unit/chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Learn spellings of all the words with Trigraphs and silent letters learnt in the lesson for dictation in the next class. You must have dictation of the words often to ensure learning.

# SAMPLE CHART

		
screen	scholar	splash
		
sphere	thread	dodge
		
hour	fair	strawberry
		
squash	catch	ninth
		
power	pear	share



		
tear	straight	bear

## CONSONANT DIGRAPHS AND TRIGRAPHS

bl	Br	Ch	cl	Cr	dr
black	brace	chain	claim	crab	drag
berry	bracelet	chair	clap	crack	dragon
blackmail	bracket	chalk	clash	cradle	dragonfly
blacksmith	braid	challenge	class	craft	drain
blade	brain	champion	classic	cram	drama
blame	brake	chance	classical	cramp	dramatic
blank	brand	change	classification	crane	drank
blanket	branch	channel	classify	crash	draw
blast	brass	chant	classmate	crate	drawer
blaze	brave	chapter	classroom	crater	drawn
bleach	bread	charge	claw	crawl	dread
bled	break	charity	clay	crayon	dreadful
bleed	breath	charm	clean	craze	dream
blend	breathe	chart	clear	crazy	dreary
blender	bred	chase	clearance	cream	dress
bless	breed	chat	clever	crease	dresser
blew	breeze	cheap	click	create	drew
blind	bribe	check	client	creature	dribble
blink	brick	cheek	climate	credit	drier
blister	bride	cheer	climb	creed	drift
bloat	bridge	cheese	cling	creek	drill
block	brief	cheetah	clinic	creep	drink
blood	bright	chef	clip	crescent	drip
bloom	brilliant	cherry	cloak	cricket	drive
blossom	bring	chess	clock	cries	driven
blot	broad	chest	clockwise	crime	driver
blouse	broken	chew	close	criminal	driveway
blow	bronze	chicken	clot	crisis	drizzle
blue	broom	chief	clothes	crisp	drone
blunder	broth	child	cloud	criteria	drop
blunt	brother	chili	clown	critical	drought
blur	brought	chin	club	criticise	drove
blush	brow	chip	clue	crooked	drown
	brown	chocolate	clumsy	crow	drowsy

fl	fr	gl	gr	pl	pr	sc
flag	fraction	glacier	grab	place	pray	scale
flagship	fragile	glad	grace	plain	precipitation	scalp
flame	fragment	gladiator	graceful	plan	precious	scaly
flamingo	fragrance	glamorous	gracious	plane	precise	scan
flank	frail	glamour	grade	planet	predict	scandal
flap	frame	glance	gradual	plant	preposition	scanner
flare	frank	gland	graduate	plantation	present	scar
flash	frantic	glare	grain	plaque	president	scare
flashcard	fraud	glass	grammar	plasma	press	scarecrow
flask	fray	glasses	grand	plaster	prey	scarf
flat	free	glaze	granite	plastic	price	scarlet
flatter	freeze	gleam	grant	plate	pride	scary
flavour	freezer	glide	grapefruit	plateau	primary	scenario
flaw	freight	glider	grapes	platform	prime	scene
fled	frenzy	glimpse	graph	platter	prince	scenery
fleece	frequent	glitch	grasp	play	princess	scent
fleet	fresh	glitter	grass	playground	principal	science
flesh	fret	global	grasshopper	plaza	principle	scientific
flicker	friction	globe	grateful	plea	print	scientist
flier	friend	gloom	gratitude	plead	prize	scissors
flight	frighten	gloomy	grave	pleasant	problem	scold
flip	frill	glorify	graveyard	please	project	scoop
float	fringe	glory	gravity	pleasure	pronoun	scope
flock	frog	glossary	gray	pleat	prior	score
flood	frolic	glossy	graze	pled	private	scorpion
floodlight	from	glove	grease	pledge	prison	
floor	front	glow	great	plenty	privacy	
flop	frontier	glucose	greedy	plot	privilege	
florist	frost	glue	green	plow	prize	
floss	froth	glutton	greet	pluck	probably	
flour	frown		greeting	plug	proceed	
flourish	frozen		grew	plum	pronoun	
flow	frugal		grid	plumber	propeller	
flower	fruit		grief	plump	proper	
flown	frustrate		grill	plural	proud	
flu	fry		grip	plus	prove	
fluent	frisk		groan		proverb	
fluffy	from		grocery			
fluid	frock		groom			
flung	frothy		ground			
flush			group			
flute			grow			
			grown			
			growth			



sh	sk	sl	sm	sn	sp
shade shadow shake shall shampoo shape share shark she sheep shelf shell shepherd shine shiny ship shirt shock shoot shop shore short shot should shoulder shout show shower shut	skeleton sketch sketchbook skill skim skin skinny skip skirt skit skull sky skydive skyscraper	slab slain slant slap slash slave sleep sleeve slender slice slid slide slim slip slippers slit slot slow slum slump	small smart smash smell smelt smile smog smoke	snack snail snake snare snatch sneeze snob snooker snore snow snowball snowboard snowcap snowflake snub	space spade spare spark sparkle sparrow spear special species specific specimen spectacular spectator speech speed spell spend spice spider spill spin spinach spinal spine spiral spirit spit spoil spoke sponge sponsor spool spoon sports spot

st	sw	Th	tr	Tw	Wh	wr
stab stable stadium staff stage stair stake stale stalk stall stamp stand stapler star steam stem step stick sticker sting stomach stone stool stoop stop	swallow swam swan swap swarm swat sway swear sweat sweater sweep sweet swell swept swift swim swing switch swollen sword sworn swum swung	than thank thanksgiving thaw that their them then there therefore thermometer these they thigh thin thing think third thirsty thorax thorn thorough those though thought	trace track tract tractor trade tradition traffic tragedy tragic train transfer translate transmit transparent transport trap trash travel tray treasure treat tree triangle trim trip	tweak tweed tweezers twelfth twelve twenty twice twiddle twig twilight twill twin twine twinge twinkle twist two	whale what wheat wheel wheelbarrow wheelchair when where whether which while whirl whisker whisper whist whistle white whiteboard whitewash who whole wholesale wholesome whom whose	wrack wrap wrapper wrath wreath wreck wrench wrestle wretched wrinkle wrist write writing written wrong wrote

## TRIGRAPHS

sch	scr	shr	sph	spl	Spr	Squ	str	thr
schedule scheme scholar scholarship school	scramble scrap scrapbook scratch scream screech screen screw screwdriver scribble script	shrank shred shrew shrewd shriek shrill shrimp shrine shrink	sphere sphinx	splash splatter spleen splendid splendour splinter split	sprain sprang sprawl spray spread spring sprinkle sprite sprite	squabble square squash squat squeak squeeze squint squirrel	straight strange strap straw strawberry stream street strength stress stretch strict string stripe stroke strong	thrash thread threat three threw thrice thrill throat throb throne through throw

# WORDS BEGINNING WITH VOWEL SOUNDS



## STUDENT LEARNING OUTCOMES

- Identify and classify words that begin with vowel sounds.

## INFORMATION FOR TEACHERS

- Prepare the lesson plan well before going to the classroom. Read the relevant unit of the textbook. Go through the relevant activities/ exercises.
- Read the steps for activities given in the following lesson plan.
- A quick overview of the key background information related to the topic is given below:
  - There are two main types of letters i.e. vowels and consonants. The letters a, e, i, o, and u are called vowel letters. The other letters of the alphabet are called consonant letters. You use 'a' before words that begin with consonant sounds, e.g., /b/ - 'bat', /c/ - 'cat', /d/ - 'dog', etc. You use 'an' before words that begin with the five vowel sounds - /a/ - 'apple', /e/ - 'egg', /i/ - 'inkpot', /o/ - 'orange', /u/ - 'umbrella', etc. However, it is important to understand that it's the 'letter sound', NOT the 'letter name' that determines whether to use 'a' or 'an' because in certain words, the initial 'vowel letter' gives a 'consonant sound', e.g., 'a union' or 'a university', whereas in some cases the initial consonant letter is silent, so the article is used according to the first vowel letter, e.g., in 'an hour', the 'h' is silent.
  - A vowel sound is created when air flows smoothly, without interruption, through the throat and mouth.
  - The pronunciation of each vowel is determined by the position of the vowel in a syllable, and by the letters that follow it. Vowel sounds can be short, long, or silent.
  - Help students identify the initial letter of a word and its sound. Then, help them identify whether it is a vowel or consonant sound.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, charts, textbook.



## INTRODUCTION

5 MINUTES

- Greet the class and say: Good morning! How are you? (Expected responses: "Fine, thank you"/ "very well", "thank you").
- Point to the English alphabet chart in the class and ask the students individually to pronounce the letters randomly.
- Ask students to focus on the sounds of letters – not the names of letters.
- Tell them about the difference between vowel and consonant sounds.
- Have some students identify the vowel letters on the chart.
- Quickly practice sounds of vowel letters with the whole class.



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

1. Say the word 'ant', and elicit from students if the word begins with a vowel sound. Next, say the word 'book', and repeat the process. Continue with two more words: 'insect' and 'kite'.
2. Write the following words on the writing board:  
**Car, apple, ball, net, igloo, egg, hat, orange, pen, yolk, umbrella**
3. Randomly pick a few students. Select a word from the list above and ask a student whether it begins with a vowel sound or consonant sound. Continue until the list exhausts.

### Activity 2: 10 Minutes

1. Using the textbook, select 10 words that begin with vowel sounds and 10 that begin with consonant sounds.
2. Write these words randomly on a chart – so that words beginning with vowels and consonants are mixed up.
3. Divide the class in two groups and elect a leader for each group.
4. Ask the groups to discuss and identify words that begin with vowel sounds.
5. Tell them that they have 5 minutes for this task.
6. Ask the leaders of each group to loudly pronounce their identified words.
7. Tell the students to listen to the words and raise their hands if the word begins with a vowel sound.
8. The group with more accurate words is declared to be the winner.



## CONCLUSION / SUM UP

2 MINUTES

1. Conclude the lesson by telling the students that there is an obvious difference between vowel and consonant sounds. Some words begin with vowel sounds whereas some begin with consonant sounds. Tell them that an easy way of identifying the initial sound of a word is to look at the first letter of the word in its written form.



## ASSESSMENT

6 MINUTES

1. Write different words on the top of writing board.
2. Make two columns below the words.
3. Mark the columns with vowel sounds and consonant sounds.
4. Pronounce a word loudly and ask a student to write it in the relevant column.
5. Appreciate the students for correct responses.



## HOMEWORK / FOLLOW UP

2 MINUTES

Ask the students to observe different things in their homes when they go back home. Tell them to prepare a list of household items that begin with vowel sounds.

### Tips for Multi-grade Teaching:

- If lower grades are attending the same lesson with Grade-4, help them identify vowel letters and their sounds during development activity (when Grade-4 students are doing the group activity).
- If Grade-5 students are also attending the same lesson with Grade-4, after the development activity given above, ask them to divide their list of vowel-sound words into two: 1) words beginning with short vowels, and 2) words beginning with long vowels.

## LESSON

## 3

# FORMULAIC EXPRESSIONS: GREETINGS AND ROUTINE SOCIAL COURTESIES



## STUDENT LEARNING OUTCOMES

- Identify and use previously learnt and more formulaic expressions of greetings, routine social courtesies, and some communicative functions according to the age, gender and status of the addressee.

## INFORMATION FOR TEACHERS

- Formulaic expressions are words and phrases used in everyday situations to communicate for different purposes e.g., greetings (How are you? Fine, thank you.), permissions (May I? Sure!), gratitude (Thank you! You are welcome.), etc. These words and phrases once learnt can fit in most situations without much change.
- Formulaic expressions are used to show good manners and polite behaviour (social courtesies).
- The choice of words and expressions used depends on the age, gender and status of the addressee (the person to whom they are addressed).
- You need to select phrases and expressions which are easy for your students. The expressions should also help the students in their homes and other environments (school, marketplace, social gatherings, etc).
- While teaching the lesson, the teacher should also consult textbook at all steps where and when needed.



## DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, charts.



## INTRODUCTION

5 MINUTES

- Greet the class and say: Good morning. How are you? (Expected response: "Fine, thank you"/ "Very well", "Thank you").
- Ask students: "How do you greet others when you meet them?"
  - At home
  - In school
  - At a party
  - At an event
- Ask students to turn to each other and discuss their responses. After a minute, allow 3 – 4 students to share their responses with whole class.
- Introduce the concept of formulaic expression used in everyday life.

5. Explain the concept giving some examples. Give an expression and ask them where and why we use that expression: "Thank you" = gratitude, "May I..." = permission, "Excuse me" = request, "Pardon/ Please...." = request, "You are welcome" = in reply to thank you, "I am sorry" = to accept a mistake.
6. Explain that basic courtesy demands that one replies according to the age and relationship with the person one is speaking to.
7. Ask them if 'Hi' or 'Hello' would be an appropriate way to greet a teacher/elder or grandparent? Explain that the native speakers of English use 'Hi' or 'hello' for general greetings. However, in Pakistani context, it would be more appropriate to begin with 'Assalam-o-Alaikum' even if you are communicating in English. Using 'Hi' and 'Hello' with friends would be alright.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

1. Tell the class that to express greetings, farewell, thanks, or apologies, we use a wide range of formulaic expressions. These may consist of a single word or of several words acting as a unit. Give them examples. Organise the formulaic expressions in categories: **Gratitude:** (thanks, thank you, bundle of thanks, and thanks a lot). **Greetings:** (Hi, Hello, How do you do):

	Assalam-o-Alaikum
Farewell	Bye, goodbye, take care, see you again, Allah hafiz
Apologies	Excuse me, sorry, pardon.
Thanks	Thanks, thanks a lot, bundle of thanks, many thanks.
Permission	May, can, please, could, would
Agreement	Yes, yeah, okay, right, sure, of course

2. Tell the students that some formulaic expressions are formal – that means they are used in conversations with seniors, figures of authority, strangers, at office, in meetings, etc. Some expressions are informal – that means they carry a less serious tone, are friendlier, and are usually used with friends or people with whom we are intimate.
3. Write the following greetings on board or chart and say: "Now look at these greetings and decide whether they are formal or informal. Discuss your responses with a partner":
  - ♦ Hi!
  - ♦ How do you do?
  - ♦ How are you doing?
  - ♦ What's up?
  - ♦ Hello!
  - ♦ How are you?
  - ♦ Good morning / Afternoon / Evening
  - ♦ Good to see you.
  - ♦ How's it going?
  - ♦ How are things?
4. Invite 3 – 4 students to share their responses with whole class.

**Activity 2:****10 Minutes**

1. Divide the class in pairs.
2. Copy the following table on a chart or writing board, and ask pairs to match the responses with greetings:

Greetings	Responses
Assalam-o-Alaikum	Very well, thank you. And you?
Hi/ Hello	Good to see you too.
How do you do?	Nothing much.
How are you doing?	Hi/ Hello
What's up?	Good morning/ afternoon/ evening!
How are you?	Alright. How about you?
Good morning/ afternoon/ evening!	How do you do?
Good to see you!	Walaikumussalam

3. Tell students they have 5 minutes to complete this task. After 5 minutes, help students check their responses.
4. Say: "When you meet someone the first time in a formal situation, it is common to greet the person with "How do you do?". The correct response to this is also "How do you do." However, the stress pattern is different in both cases (write the following sentences on board – the stressed words are bold and underlined):
  - ◇ Person A: How do you do?
  - ◇ Person B: How do you do?
5. Appreciate students for their hard work during the lesson.

**CONCLUSION / SUM UP****3 MINUTES**

1. Conclude the lesson by telling the class that formulaic expressions and phrases are very helpful in their daily life.
2. Tell them that we greet seniors and strangers formally whereas friends and classmates informally.
3. Say: "It's important to show respect, good manners, and polite behaviour in both formal and informal conversations".

**ASSESSMENT****5 MINUTES**

1. Pick 3-4 greetings from the table in 'Activity 2' above.
2. Say each selected greeting one by one and ask students to respond to it.
3. Make necessary corrections. Appreciate students for their responses.

**HOMEWORK / FOLLOW UP****2 MINUTES**

- Ask them to use the formulaic expressions in the class and add new expressions to the list whenever they read / hear any new expression, they will be adding that expression in the list of formulaic expression.
- Ask them to notice formulaic expressions in their mother tongue as well.



# PRE-READING STRATEGIES: PREDICTION



## STUDENT LEARNING OUTCOMES

- Use pre-reading strategies to predict the content/vocabulary of a text from pictures and title etc. by using prior knowledge.

## INFORMATION FOR TEACHERS

- Prepare the lesson plan well before going to the classroom. Read the relevant unit of the textbook. Go through the relevant activities/ exercises.
- Read the steps for activities given in the following lesson plan.
- A quick overview of the key background information related to the topic is given below:
  - Begin pre-reading by discussing the cover page/ title/ author/ illustration/ illustrator.
  - At the pre-reading stage, students try to guess and predict the content/ vocabulary of a text with the help of pictures/ illustrations 'before' reading the actual text. Giving students an opportunity for this ensures their involvement and enhances their interest in reading.
  - 'Read-Aloud' is a highly effective strategy to demonstrate the use of pictures/ illustrations to help students predict the content/ vocabulary of a text.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Chalks/marker, writing board, textbook, storybooks.



## INTRODUCTION

5 MINUTES

- Ask students about how they choose a storybook when they go to buy one from a book shop or when they select one from a library. (Hint: they usually do it by looking at the picture on the cover and the title of the book to guess what the story will be like).
- Show students a storybook. Ask students about the meanings of the following terms: **Cover page, author, and illustrator.**
- Explain the terms in clear and simple words.
- Ask students what kind of pictures on the cover page make them interested in picking up and reading the book. Focus on contents outside and inside the book.
- Show them how the pictures on cover page are linked with the text given inside.



## DEVELOPMENT

20 MINUTES

### Activity 1: Read-Aloud

10 Minutes

- Select a big book or storybook from school library or a book shop and prepare it for a

read-aloud activity. If no big book/ storybook is available, use a story from the textbook.

2. Showing exaggerated enthusiasm and interest, say: "Last night, I read a very interesting story. I loved reading it, so I've brought it with me to share it with you. I'll show you its cover page. Can you guess what this story is about?"
3. Hide the title of the story and just show the cover page pictures.
4. Allow 2 – 3 students to share their responses.
5. Now show them the title of the story. Ask them to read aloud the title and check if their answers were right.
6. Read aloud the selected story. Demonstrate interest and enjoyment in reading the story. Use finger-tracking, gestures/ body language, and intonation to create dramatic effects to grab the attention of students.
7. Pause at the key illustrations and ask students to predict what comes next or what the illustration is about.

### **Activity 2: 10 Minutes**

1. Divide the class into groups of three.
2. Assign each group a story from the textbook which they have not read yet.
3. Ask them to look at the pictures at the start of the story and predict what the story is about. Ask them to note down their responses briefly.
4. Next, tell them to take turns to look at each picture of the story and predict the words related to the picture that may be in the text. Ask them to make a list of words they predict about each picture.
5. Finally, they should look at the text and check if their responses are correct.
6. During the groups work, move around and provide necessary help.



### **CONCLUSION / SUM UP**

3 MINUTES

1. Conclude the lesson by telling the students that pictures/ illustrations help us understand the text. By looking at the pictures and title, we can guess/ predict what the text is about.
2. The title of the lesson or the picture gives us clues and we have to find links.



### **ASSESSMENT**

5 MINUTES

1. Select a title from a storybook or unit/ chapter of textbook.
2. Ask each student to write three words that come to his/her mind about that title. Check for relevance.



### **HOMEWORK / FOLLOW UP**

2 MINUTES

1. Ask students to pick a book from home/ school library/ local bookstore. Tell them to:
  - ♦ Look at its cover page and predict what the book is about.
  - ♦ Write a few sentences to describe the cover page and state their prediction about the book.
  - ♦ Select a picture from a newspaper and predict what it is about. Then, write a story based on that picture.

# POST-READING STRATEGIES



## STUDENT LEARNING OUTCOMES

1. Use Post-reading strategies to:
  - ◊ Apply world knowledge and your own opinion to the text read.
  - ◊ Relate what is read to their own feelings and experiences.

## INFORMATION FOR TEACHERS

1. Students respond to the text in lights of facts and opinion. Their opinions are based on their world knowledge.
2. World knowledge means their understanding and perception of the world in light of their personal experiences, observation and information gathered through informal sources such as family, media and books.
3. Connect the lesson with the reading lesson they have done in the previous class. The text they read in the previous class will be used.
4. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Chalks/marker, writing board, textbook, a poem.



## INTRODUCTION

5 MINUTES

1. Read to the students a poem about an animal that they all are familiar with such as "Ba-Ba Black Sheep"
2. Invite comments on sheep that the students may have seen.
  - ◊ What did the sheep they saw look like?
  - ◊ How did they behave?
  - ◊ Did jump around a lot or was it lazy?
  - ◊ Did the students ever keep a sheep as a pet or bring it to sacrifice for Eid?
  - ◊ Do they like sheep or do they like other animals like cats and dogs more?
3. Point out to students how everyone has slightly different experiences to narrate. Also point out that some have happy memories of sheep and some prefer others animals more.

**DEVELOPMENT**

20 MINUTES

**Activity 1:****10 Minutes**

1. Ask the students to recount the key points of the story/text that you have chosen.
2. Recap the previous lesson and the text they read in the previous class. This will save time because they have already read it and it will be easier for them. It will give more time to the students to share their thoughts and experiences which is the real essence of this lesson.
3. Explain that the information they have about the text is the same but their feelings and opinions might be different. Highlight that it is alright to have different opinions as long as you accept and respect others' opinions.
4. Tell the students that you learn from experience of yourself and of others as well.

**Activity 2:****10 Minutes**

1. When they are done with the reading activity, tell them that today you will be sharing your experience with them. Share a simple experience related to the text.
2. Encourage students to accept and appreciate other's opinions.
3. Find some important words from the text and ask the class to share the experiences and feelings about that word.
4. Give more time to the students to share their thoughts and try to conclude every student's thoughts with a learning outcome.
5. After some students have shared their experience, ask them to find out some learning outcomes themselves.
6. Call and encourage the shy students to share their thoughts and feelings about a text.

**CONCLUSION / SUM UP**

2 MINUTES

1. Conclude the lesson by telling them the importance of experiences. Recap the whole lesson and tell the important learning outcomes from the experience again.

**ASSESSMENT**

6 MINUTES

1. Ask the students what they have learnt today. Ask them about the important world knowledge they have learnt from their own class fellows today.
2. Involve the students in solving problems given in the exercise at the end of unit/chapter.

**HOMEWORK / FOLLOW UP**

2 MINUTES

1. Ask them to continue this activity of sharing experiences.

# READING AND THINKING SKILLS



## STUDENT LEARNING OUTCOMES

- Recite poems with actions.

## INFORMATION FOR TEACHERS

1. Poems usually have rhyming words and this is how we can differentiate between a poem and a prose. Poems also have a shorter sentence structure and give the meaning in fewer words than prose.
2. A chorus or refrain is also a very important part of the poem. A chorus/refrain is a line or two repeated, particularly when it comes either at the end of a stanza or between two stanzas.
3. The teacher must learn at least 2 to 3 poems by heart before the start of this period, because it will help him/her to make this period more interesting.
4. Students are familiar with poems from earlier classes. So just select a poem that will increase the level of challenge so that you can see a progression in their actions.
5. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- A few poems (select ones that tie in with a particular theme or has language aspects that the teacher would like to introduce or reinforce) Use the ones in the appendix. chalks/ marker, writing board.



## INTRODUCTION

5 MINUTES

1. Stand in a position where every student of the class can see you easily.
2. Recap the lesson taught in the previous grade. Ask the students to help you with this.
3. Tell them that they will be doing almost the same thing this time but the poem will be different and the class will participate more



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

1. Recite the poem which is available in the appendix without actions.
2. Every student should see you clearly because you will be performing some actions after this.
3. Start the poem again but this time you should perform actions as well.

4. Keep the pace slow and actions should be performed clearly.
5. After you are done, tell the class that actions speak louder than words.
6. Sometimes you can understand things clearly from actions. When a word is connected with actions, you can understand it better and this is why this lesson was taught to them.

### Activity 2: 10 Minutes

1. Ask some students to come up and recite the poem with actions.
2. Ask the class to follow them with this.
3. Stand in a position where you can see the whole class. Walk around a little so that you can see all your students. Ensure that every student should participate in this activity.



### CONCLUSION / SUM UP

2 MINUTES

1. Conclude the lesson by telling the class about the importance of actions with words. Tell them that this is going to help them a lot there in further studies.



### ASSESSMENT

6 MINUTES

1. Ask one student to come up and perform one random action from the poem, without reciting the words behind those actions. (pantomime)
2. Ask the class to recite the words behind those actions.
3. Involve the students in solving problems given in the exercise at the end of unit/chapter concerned.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to recite and perform the poem in front of their parents and siblings.
2. Give the students a new poem and help them to learn it. Ask the students to come up with their own actions to depict the true meaning of each poem. Each student to recite and perform that poem in the next class in front of the class.

#### SAMPLE POEM:

##### Ten Fingers

I have ten fingers **hold up both hands, fingers spread**  
 And they all belong to me, **point to self**  
 I can make them do things-  
 Would you like to see?  
 I can shut them up tight **make fists**  
 I can open them wide **open hands**  
 I can put them together **place palms together**  
 I can make them all hide **put hands behind back**  
 I can make them jump high **hands over head**  
 I can make them jump low **touch floor**  
 I can fold them up quietly **fold hands in lap**  
 And hold them just so.

# COUNTABLE, UNCOUNTABLE AND COLLECTIVE NOUNS



## STUDENT LEARNING OUTCOMES

- Recognize some naming words as collective nouns.

## INFORMATION FOR TEACHERS

- Refer to the information for teachers given in Grade 3 lesson for the definition of the countable, uncountable and common nouns. (Students have studied this topic; hence a recap will be required).
- Collective nouns are nouns that refer to things or people as a unit or group. Nouns that name a group of people, place or thing are called collective nouns.  
**Example:** family, a class of students; team; a crowd of people/ a crowd; a galaxy of stars/ a galaxy; a fleet of ships/ a fleet; a colony of ants; a bunch of flowers/bananas; a parade of elephants.
- Time allocation is tentative and can change as per need of the activity.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MIN / 01 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Pictures (cut from newspapers, magazines) of crowd of people, students in a class, cricket team, herd of sheep/goats, bunch of flowers, a family etc. chalk/marker, writing board, worksheets. You can even draw these on flashcards to show.



## INTRODUCTION

5 MINUTES

- Definition of countable, uncountable nouns should be repeated. This topic is very minute that require repeated practice. In the grade, they should also be taught over the multiply use of count, uncounted nouns.
- Help students recall the concepts if they have difficulty recalling.
- Show the students a picture (see materials above) and ask what they see in the picture.
- Repeat with all the pictures.
- Tell the students that they are seeing a new type of noun. Teach the students collective nouns (see information for teachers above).
- Write ten examples of collective nouns on the writing board. Go through each collective noun with students and teach pronunciation.



## DEVELOPMENT

20 MINUTES



**Activity 1:****10 Minutes**

1. Write the definition of collective nouns on the writing board with examples. (Definition is given in information for teachers above).
2. Ask students to write the definition and examples of collective nouns in their notebooks.

**Activity 2:****10 Minutes**

1. Give the students worksheets. Give clear instructions (see the sample worksheet at the end of the lesson plan.) (If photocopying of worksheets is not possible, then students can write the sentences in notebooks and draw pictures if they get time in class or do as homework).
2. For students' understanding, write on the writing board one sentence using a collective noun. (for example: I saw a fleet of ships in the sea)
3. Help students if they have difficulty in constructing a sentence.

**CONCLUSION / SUM UP****2 MINUTES**

Give students a quick recap by asking them:

1. What are collective nouns?
2. What are some examples of collective noun?

**ASSESSMENT****6 MINUTES**

1. Assess students' ability to recall and demonstrate use of common, countable and uncountable nouns through the correct responses given in the introduction activity.
2. Assess students' ability to use collective nouns through the sentences made in activity 2.
3. Assess students' understanding of collective nouns through their response in the sum up session.
4. Assess students' ability to identify collective noun through the correct selection of collective nouns in the follow up activity.
5. Arrange a written quiz / activity to assess students' understanding of common, proper countable, uncountable and collective nouns.
6. Keep assessing and reinforcing whenever a collective noun is found in subsequent reading lessons.
7. Involve the students in solving the exercise at the end of unit/chapter.

**HOMEWORK / FOLLOW UP****2 MINUTES**

1. Ask the students to write in their notebooks all the collective nouns they find in the chapter they are currently reading. Give this activity as homework.

## Sample Worksheet – Activity 2

Make sentences using the following collective nouns:



1. a crowd of people

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2. a team of players

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3. a flock of sheep

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4. a bunch of grapes

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5. a platoon of soldiers

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6. a pride of lions

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## ARTICLES 'A' AND 'AN'



## STUDENT LEARNING OUTCOMES

- Recall the rules for the use of a and an.
- Choose between a or an before words that start with mute consonant letters.

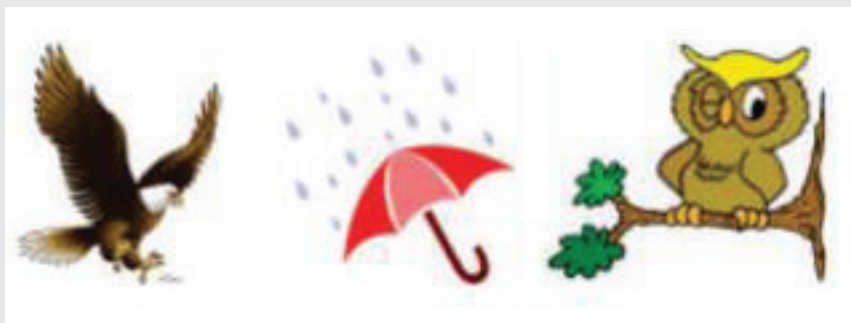
## INFORMATION FOR TEACHERS

1. There are only three articles in English Language: a, an and the.
2. A and an are the indefinite articles. They refer to unspecific nouns.
3. Indefinite articles a and an are always used with singular nouns.
4. A is used when the noun you are referring to begins with a consonant (b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y or z).

For example: a book, a holiday, a suitcase, a country.



5. 'A' is also used before words that start with a vowel but the vowel sound as a consonant. For example: a university, a unit (the words start with a vowel but the vowel u sounds as the consonant y).
6. An' is used when the noun you are referring to begins with a vowel (a, e, i, o, u). For example: an eagle, an island, an owl, an umbrella.



7. 'An' is also used before words in which a consonant letter is mute or silent and the word starts with a vowel sound. For example: an hour, an honor (the consonant letters are mute and the words starts with the vowel sound o).
8. Time division is tentative and can change as per need of the activity.
9. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, textbook, etc.



## INTRODUCTION

10 MINUTES

1. Start the lesson by asking students: What are the two articles we learned in grade 3? Do the articles a and an (ask after students have given the answer of the first question) used before singular nouns or plural nouns? The words which start with consonant letters take a or an? What are the consonant letters? What are the vowel letters? Do words which start with vowel letters take a or an?
2. Divide the class into two teams; Team A and Team B (you can also give some name to each team).
3. Draw two columns on the writing board. Write a on top of one column. Write an on top of another column.
4. The team A gives words that take the article a before them. The team B gives words that take the article an before them.
5. If the number of students is less, every member of the teams comes to the blackboard to write the noun. If the number of students is large, you call the name of the students to come to the writing board to write the nouns.
6. If any member of both teams writes a plural noun, the team loses a point.
7. Play the game for 5-8 minutes. The team which scores more points wins. The members of the winning team get coloured stars on their notebooks.
8. Tekk the class that the article an is also used before the words that start with a consonant letter but the consonant letter is not spoken; it is silent or mute. The next letter in such words is a vowel so the word starts with a vowel sound.
9. Write and pronounce examples of the words that start with mute consonant letters. Say the words so that the students understand.
10. Tell the students that the article "a" is also used before words beginning with a vowel that sounds as a consonant.
11. Write the examples of such words on the blackboard and pronounce them.



## DEVELOPMENT

15 MINUTES

### Activity 1:

15 Minutes

1. Write 15 words on the writing board. (See the worksheet at the end of the lesson plan).
2. Tell the students that they have to add 'a' or 'an' before the words depending on the sound of the first letter of each word.
3. Remind the students that a word may start with a consonant letter but it can be mute. A word may start with a vowel letter but sound like a consonant.
4. Ask the students to pronounce each word slowly to themselves so as to know the sound of the first letter.
5. Repeat instructions if necessary. Provide necessary support to the students while they are doing their work.
6. Give the students some more words (a little difficult) if they finish the work early.



## CONCLUSION / SUM UP

2 MINUTES

1. Quickly review the lesson by asking the students questions: What are 'a' and 'an' called? Which article is used when a word starts with a vowel? Which article is used when a word starts with a vowel but the vowel sounds like a consonant? etc.



## ASSESSMENT

6 MINUTES

1. Assess students' ability to recall the rules for the use of articles (a, an) through their correct responses during introduction.
2. Assess student's ability to choose between a or an through the answers written in the activity 1.
3. Assess student's ability to choose between a or an before words that start with mute consonant letters through the activity 1.
4. Arrange an oral or written quiz after few days to further assess student's ability to use the articles a and an.
5. Involve the students in solving the exercise at the end of unit/chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Write eight sentences on the blackboard and ask students to copy in their notebooks. Explain the task to the students. Give this activity as homework.

### Sample Words – Activity 1

**Add 'a' or 'an' to the following words:**

1. \_\_\_\_ island
2. \_\_\_\_ village
3. \_\_\_\_ cartoon
4. \_\_\_\_ umpire
6. \_\_\_\_ university
7. \_\_\_\_ wedding
8. \_\_\_\_ U-turn
9. \_\_\_\_ helicopter
11. \_\_\_\_ bucket
12. \_\_\_\_ envelope
13. \_\_\_\_ honour
14. \_\_\_\_ chocolate

Sample Sentences – Follow up

1. I saw \_\_\_\_ car crash last week.
2. The guests are staying in \_\_\_\_ hotel.
3. This is \_\_\_\_ amazing painting.
4. Farah is \_\_\_\_ excellent student.
5. I took \_\_\_\_ taxi to go to stadium.
6. Come back in \_\_\_\_ hour.
7. \_\_\_\_ library is \_\_\_\_ good place to study.
8. I saw \_\_\_\_ friend at \_\_\_\_ store.

## DEFINITE ARTICLE



## STUDENT LEARNING OUTCOMES

- Identify and use the definite article 'the'.

## INFORMATION FOR TEACHERS

- The definite article is used before a noun when the identity of the noun is known to the readers.
- The definite article restricts and limits the meaning of a noun to one particular thing as contrasted with a more general sense of the noun. The teacher should help students understand this key difference
- Although, the usage of 'the' is highly complex for non-native users of English and involves several variations, at Grade-4 level, teacher should restrict the lesson to a simpler version: 'the' for referring to 'specific' nouns.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Marker, duster, writing board.



## INTRODUCTION

5 MINUTES

- Ask for the definition of a noun (a person, place, object, or idea) from students. Then, ask them to define adjectives (words that describe nouns). Give a few examples such as:
  - "big (adjective) bus (noun)" and
  - "green (adjective) parrot (noun)."
- Now write the words 'a', 'an', and 'the' on the board.
- Ask students what part of speech these words belong to.
- Allow a few students to share their responses.
- Tell students that these three words are a type of adjectives called articles or determiners, because they help us describe nouns. They tell us whether we are talking about:
  - a specific noun, or
  - a noun in general.



## DEVELOPMENT

20 MINUTES

## Activity 1:

10 Minutes

## Think-Pair-Share

- Write the following sentences on the board:



- ◇ Give me the pen.
  - ◇ Give me a pen.
2. Ask students to think about the difference between the two sentences for a few seconds. Then, ask them to work in pairs and discuss their responses with each other.
  3. After a minute, invite 3 – 4 students to share their responses with whole class.
  4. Tell students that “the” is a definite article because it refers to a ‘specific noun’ while “a” and “an” are indefinite articles because they refer to a more ‘general sense of the noun’. In the example, the first sentence asks for a specific pen while the second sentence is requesting any pen.
  5. Write the following sentences on the writing board to make the students understand the concept of definite article ‘the’.
    - ◇ He is the doctor, whom I met at his clinic.
    - ◇ Islamabad is the capital of Pakistan.
    - ◇ He watched a match in the stadium.

### Activity 2:

10 Minutes

#### Scanning for Articles

1. Select a passage/ paragraph from the textbook in which both indefinite and definite articles are used.
2. Have students work in pairs to read the text and circle all articles.
3. Next, read a few sentences to demonstrate how you identify an article in the text.
4. Pause at each identified article and explain to students why the author chose a definite or indefinite article (i.e., used definite article for specific nouns whereas indefinite article for a more general sense of a noun).



### CONCLUSION / SUM UP

2 MINUTES

1. Conclude the lesson while telling the students that:
  - ◇ While indefinite articles ‘a’ and ‘an’ refer to a more general sense of a noun, the definite article is used when we talk about a specific noun (person, thing, place or idea).
2. We also use it for an already referred to noun.



### ASSESSMENT

6 MINUTES

1. Write following sentences on the writing board and ask students to fill in by using a, an, or the:
  - ◇ Copper is \_\_\_\_\_ useful metal.
  - ◇ He is \_\_\_\_\_ active person.
  - ◇ Honesty is \_\_\_\_\_ best policy.
  - ◇ Aslam is \_\_\_\_\_ man who ate ten apples in five minutes.
  - ◇ My friend borrowed \_\_\_\_\_ dress I wore on my uncle’s wedding.
2. Have students compare their answers in pairs. Then, share correct answers and ask them to correct if any of their answers was incorrect.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to select a page of their choice from the textbook.
2. Read the text on the selected page and circle all articles.
3. For each ‘the’, they should explain why the author chose it.



## ADJECTIVES – I



## STUDENT LEARNING OUTCOMES

- Classify adjectives of quantity, quality, size, shape, colour and origin.

## INFORMATION FOR TEACHERS

## Definition

- Adjectives describes a noun or a pronoun.

Quality	Quantity	Size	Shape	Origin	Colour
healthy	Some	Big	Round	Pakistani	Green
Honest	Few	Small	Broad	Australian	Black
Beautiful	Many	Fat	Narrow	Indian	Grey
Warm	Heavy/light	Large	Cube shaped	Canadian	White
Brave		Tall	Cylindrical		Yellow
Coward		Short			
Lively					blue

- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, flashcards.



## INTRODUCTION

5 MINUTES

- Ask the students about adjectives as they are already familiar with the term “adjectives”.
- Write the students responses on the board and then define “adjective” by sharing some sentence with them. Examples are given. Now ask them to identify adjectives there

Examples.

- I saw a beautiful butterfly.
- I have some sweets in my bag.
- It is a big/small room.
- I am Pakistani.
- Do you have a narrow-line sheet?



**DEVELOPMENT**

20 MINUTES

**Activity 1: 10 Minutes**

1. Tell the students that adjectives can be classified into following categories.

Quality	Quantity	Size
Beautiful	Some	Big
Shape	Origin	Colour
Round	Pakistani	White Pink

2. Write some more examples on the board with students' help and then ask them to identify the category in which the adjective could be placed.

**Activity 2: 10 Minutes**

1. Select from students' books six sentences containing the adjectives of quality, quantity, size, shape, colour and origin.
2. Ask the students to point out the adjectives and then classify them into the given categories.

**CONCLUSION / SUM UP**

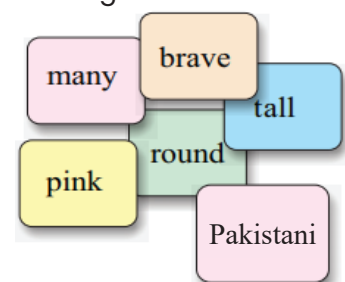
2 MINUTES

1. We have learnt adjectives and their classification today.
2. Ask students to make a shopping list using some of the newly learnt adjectives for example: big oranges.
  - ◇ white tissues.
  - ◇ a beautiful carpet.

**ASSESSMENT**

6 MINUTES

1. Give them the following adjectives and ask them to insert them in the given sentences.
  1. I have \_\_\_\_\_ books at home.
  2. Ahmad is a \_\_\_\_\_ soldier.
  3. I like \_\_\_\_\_ food.
  4. Hassan is a \_\_\_\_\_ boy.
  5. He has a \_\_\_\_\_ face.
  6. Saadia is wearing a \_\_\_\_\_ dress.



Involve the students in solving the exercise at the end of unit/chapter.

**HOMEWORK / FOLLOW UP**

2 MINUTES

1. Give them the following sentences and ask them to choose the appropriate adjective.
  - ◇ People wear \_\_\_\_\_ clothes in winter. (warm/cold)
  - ◇ It was a \_\_\_\_\_ hall. (big/few)
  - ◇ A \_\_\_\_\_ can of Pepsi was lying on the table. (cube shaped / cylindrical)
  - ◇ I can buy a \_\_\_\_\_ books today. (few / more)

## CAPITALISATION



## STUDENT LEARNING OUTCOMES

- Use capitalization according to the rules learnt earlier.

## INFORMATION FOR TEACHERS

- The rules of capitalization learnt earlier are, "Recognise and apply capitalization to the initial letter of the first word of a sentence, and to the initial letter of the names of people, pets and places".
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Cuttings from newspapers any old magazine or old posters, writing board, chalks/marker, and textbook.



## INTRODUCTION

5 MINUTES

- (Instructions): Tell the following story with proper intonation. Change names which are more interesting and linked to the students.  
Hamza loved animals. Every day he went to help his Aunt Samina feed her two pet chickens, Chunnu and Munnu. Chunnu was red and Munnu was white. Aunt Samina bought these hens from her village.  
Today Aunt Samina has a surprise for Hamza. "Guess what, Hamza? I have a new pet. Do you want to see it?"  
"Wow! Do you have a pet like Chunnu and Munnu?" Hamza asked.  
Aunt Samina shook her head. "This one is very small".  
Hamza looked everywhere.  
"Where is your new pet, Aunt Samina?"  
"Right here". Aunt Samina pointed at a round box.: See the tiny holes in the top and sides. The new pet needs fresh air".  
Aunt Samina opened the box. "This chick is for you Hamza! Hold it with care"  
"Thank you Aunt, it is so beautiful!"
- Now draw 2 columns on the board for person, place and pet.
- Ask some students for the names of person, place and pets they heard in the story.
- Call the students who give correct answers to write on the board in the relevant column. Ask other students to make corrections if they write the names with first letter small.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

1. Explain that the students need to draw their pet in the notebook and rewrite the given sentences using rules of capitalization and proper nouns in the blanks.
2. Encourage students to imagine having a pet and write about that pet if they don't have a real one.

Q. Draw your pet and rewrite your story using rules of capitalization.

I am \_\_\_\_\_. this is my pet. its  
name is \_\_\_\_\_. my  
\_\_\_\_\_ gave me this pet. i live  
with my pet \_\_\_\_\_ in \_\_\_\_\_.

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### Activity 2:

10 Minutes

1. Ask the students to name any 5 places they have visited in Pakistan.
2. Help the students in writing the spellings of the places the students want to write.
3. All places should be proper nouns. For example, names of town, village, city, park, mosque.



## CONCLUSION / SUM UP

2 MINUTES

1. Ask the following question from the students to check their understanding.
2. When do we use a capital letter?



## ASSESSMENT

6 MINUTES

1. Assess the students by the following questions. You can add more sentences from class 4 English book if the students need more practice. Ask the students to capitalize the first letter of each sentence, pet's name, person's name and place's name.

1. my uncle sajid lives in japan.

\_\_\_\_\_

2. hassan's goat rani is black.

\_\_\_\_\_

3. there is a lot of snow in Murree

\_\_\_\_\_

4. she named her dog motti.

\_\_\_\_\_

5. hashim's home is in shadman colony near azaadi chowk.

\_\_\_\_\_

2. Involve the students in solving problems given in the exercise at the end of unit/chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to choose a part of any one newspaper/magazine/poster and circle the capital letters.
2. Share and discuss with the class. (Paste students' work in their notebooks or put it up on soft boards).

## MULTI-SYLLABLE WORDS – I



## STUDENT LEARNING OUTCOMES

- Write multi-syllable words with correct spellings.

## INFORMATION FOR TEACHERS

- A syllable is the smallest unit of sound in a word. Each syllable is formed with the blending of a vowel sound: a, e, i, o, u and consonant sounds.
- Syllables help in breaking words into smaller units for ease of spelling and pronunciation.
- There are single syllable words e.g. cat, dog etc.
- There are double syllable words that are called bi-syllabic words e.g. ho/ly, cre/scent etc. and the words having three or more syllable words are called multi-syllable words for example cong/ra/tu/la/tion/s. (Vowel sounds are in bold font).
- Use first lesson of the textbook to teach the correct spellings of multi-syllable words.
- Introduce slash (/) tell the students that this sign is used to separate two things/items.
- 8-10-word dictation is a suitable limit for a 40 minutes' lesson. Decrease the number to 7-8 if the words are very long/complex with complex vowel sounds.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, textbook.



## INTRODUCTION

5 MINUTES

## Ask the students:

- What professions do you know about?
- What do you want to be?
- Ask them: how do they prepare for dictation at home? Do they find it difficult to learn long and difficult new words? What method do they adopt?
- Tell them that today they will learn an easy and fun way of learning spellings of long and difficult spelling words.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

1. Ask the students to read the lesson and underline the difficult/long words (multi-syllables) in pairs.
2. Once the students are finished with reading and underlining the vocabulary, ask them to say the long words by breaking them into smaller units.
3. Do a few for them. Clap at each syllable to indicate syllable break e.g. fes/ti/val.
4. Now ask groups of students to break up the words into syllables.
5. Give each group a different set of words. This will save time and keep the students focused.
6. Tell them to use slash (/) to break up in syllables.
7. Write a few on the board to explain that each syllable has a vowel sound.

### Activity 2:

10 Minutes

1. Once the students are done with the activity, draw a column on the board and write 'words' in one column and 'syllables' in the next column.

Words	Syllables
Festival	Fes/ti/val
Celebrate	Ce/le/bra/te

2. Ask the students randomly from different pairs or groups to come to the blackboard and write the break-up of words into syllables with slash (/).
3. After correction, do the drill of the above mentioned words with the correct spellings.



## CONCLUSION / SUM UP

3 MINUTES

### Ask the students:

1. What are syllables?
2. What are multi-syllables?
3. Why do we use slash (/)?



## ASSESSMENT

5 MINUTES

1. Ask the students to open their books and correct their work.
2. Tell them to mark themselves out of 10.
3. Take rounds in the class and ask the students about their scores.
4. Appreciate the students who got maximum marks and gently tell those to work hard who were unable to get good marks. If there is time, allow them to relearn and reattempt the words.
5. Tell the students to write the misspelled words three times in their notebooks with correct spellings and clear break-up of syllables.
6. Involve the students in solving the exercise at the end of unit/chapter.



## **HOMEWORK / FOLLOW UP**

2 MINUTES

1. Ask the students to make sentences of their own using the above mentioned words. The words may be used in one paragraph, instead of separate sentences.
2. Tell them that copying from book will not be acceptable. They should try to come up with their own sentences / paragraph with correct spellings using syllable break up technique.



# CAPITALISATION, PUNCTUATION AND SPELLING



## STUDENT LEARNING OUTCOMES

- Write sentences of their own using correct capitalization, punctuation and spellings.

## INFORMATION FOR TEACHERS

- Capitalisation is used for proper nouns i.e. names of people (Ahmer, Mr. Jawad), places (Bagh-e-naran, Hayatabad), brands (Bata, Pepsi), events (Eid-ul-Fitr, Eid-ul-Azha) and at the beginning of the sentence.
- Punctuation: comma, apostrophes, exclamation marks, full stop.
- Spelling rule for forming present progressive: if it is a vowel in the end of the word e.g. write, make we drop e as writing, making etc.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, textbook, pictures, chart etc.



## INTRODUCTION

5 MINUTES

- Tell the students that today they are going to play a game. Tell some of the students quietly the following words and ask them to perform accordingly.
- Knock on the door, count till 5, clap, jump, rub your palms, open the door, c I use the door/ window.
- Ask the class to tell what action he/she is doing?
- Write all the sentences on the blackboard side by side using ing form.
- Once finished with the activity, underline all the verb + ing (present progressive) in the sentences and tell the students that when we talk about something happening right now we add ing with the verb/action word and this is called 'present progressive tense'.



## DEVELOPMENT

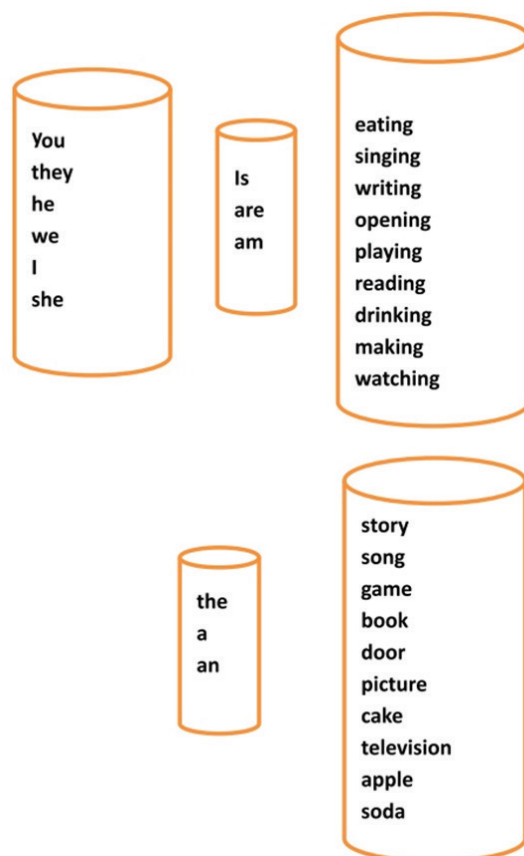
20 MINUTES

### Activity 1:

10 Minutes

- Draw the following bubbles with the words on the writing board.
- Ask five volunteers to come up and act out the words to clarify the meaning.
- Ask the students to mix and match the words and make sentences in pairs.
- Recap capitalisation and punctuation rules.

5. Explain spellings of verb forms with ing.
6. Explain to the students that we have to take one word from each bubble to make a sentence.
7. Give examples to facilitate the students, e.g. you are eating an apple, I am singing a song etc.
8. Ask the students to make any five sentences in their notebooks.
9. Monitor and help the students during the activity.
10. Once the students are done with the sentences, ask them to check each other's work for punctuation, capitalisation and correct spellings.



### Activity 2: 10 Minutes

1. With the help of the above activity, ask the students to recall their and their friends' actions during break time and make five sentences. e.g., boys/girls are playing in the playground.
2. Monitor and help the students.



### CONCLUSION / SUM UP

2 MINUTES

#### Ask the students:

1. What is present progressive tense?
2. What is the spelling tip for adding ing to a verb?



### ASSESSMENT

6 MINUTES

1. When students are finished with the sentences, ask them to exchange their work with their peers.
2. Check each other's work for punctuation, capitalisation and correct spellings by encircling

all the mistakes.

3. For spelling mistakes write sp, c for capitalisation, and p for punctuation errors IN PENCIL.
4. Involve the students in solving problems given in their exercise at the end of unit/chapter.



### **HOMEWORK / FOLLOW UP**

2 MINUTES

1. Ask the students to write a paragraph using the sentences in the above activity, or similar sentences an adding some details/descriptions.

# INTRODUCING SELF AND OTHERS



## STUDENT LEARNING OUTCOMES

- Demonstrate conventions and dynamics of oral interaction in a group to introduce oneself and others.

## INFORMATION FOR TEACHERS

1. Go through the relevant unit and exercises in the textbook.
2. Prepare well before delivering the following lesson plan.
3. Teach the students the vocabulary that can be used and is helpful for them to introduce themselves and others.
4. Modelling, or demonstrating for the class, is key, even when it comes to introductions. So, stay fully engaged with students during the entire lesson.
5. Keep the language English – if you notice some students struggling with listening and understanding English, use gestures, body language, and pictures to help them get the message. Use words and phrases from local language only as a final resort.
6. While teaching the lesson, consult textbook at all steps.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Marker, duster, writing board, textbook.



## INTRODUCTION

5 MINUTES

1. Start the class by telling the students your name and then write it on the board. Walk around the class and introduce yourself to a few students.
2. Next, pretend/ act like you are going to introduce yourself to one more student, stand in front of him/ her, but when he/ she is fully attentive to you, suddenly spin around, and surprise the student sitting behind you with an introduction.
3. Tell the students that in this lesson they will learn and practise the following:
  - ◇ Introducing yourself
  - ◇ Introducing others



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

1. Write the following expressions on a chart or writing board:
  - ◇ My name is ...
  - ◇ I'm ....
  - ◇ Nice to meet you; I'm ...

- ◇ Pleased to meet you; I'm ...
  - ◇ Let me introduce myself; I'm ...
  - ◇ I'd like to introduce myself; I'm ...
  - ◇ I'm from...
  - ◇ My hobby is ...
2. Point to the expressions and say: "These are a few ways of introducing yourself to others".
  3. Tell the students to work in pairs and practise introducing themselves to each other using the expressions from the list.

### Activity 2:

10 Minutes

1. Say: "Now that we have learned how to introduce ourselves to others, let's move on to the next part of today's lesson: introducing others".
2. Write the following expressions on a chart or writing board:
  - ◇ Ali, please meet Babar.
  - ◇ Rida, have you met Fatima?
  - ◇ I'd like you to meet Kashif.
  - ◇ I'd like to introduce you to Hafsa.
  - ◇ Umar, this is Hassan. Hassan, this is Umar.
3. On another chart or a part of the writing board, write the following:  
**Useful responses when introducing yourself or other people:**
  - ◇ Nice to meet you.
  - ◇ Pleased to meet you.
  - ◇ Happy to meet you.
  - ◇ How do you do?
4. Ask the students to work in the same pairs again. Ask each other the following questions and note down the answers for each other:
  - ◇ What is your name?
  - ◇ Where are you from?
  - ◇ What is your hobby?
5. Now, ask each pair to turn to another pair and introduce their partners.
6. Each student from one pair should introduce his/ her partner to the other pair – the introduction should be based on the answers to the three questions given above.



### CONCLUSION / SUM UP

2 MINUTES

1. Say: "When introducing yourself or other people in a formal situation use full names." ("I'm Ali Kamal.") or ("I'd like to introduce you to Hazrat Gul.")
2. "How do you do?" isn't really a question, it just means "Hello" and is used when we are meeting someone for the first time. We can say "How do you do?" in the response too. We can also say "Pleased to meet you".



### ASSESSMENT

6 MINUTES

1. Ask 2 – 3 students randomly to introduce each other to the class.
2. The teacher may ask some more questions about their favourite subject, colour, likes, dislikes, etc.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to prepare a 'My Introduction' card as a home assignment.
2. The card should provide information about their: name, place, school name, class, and favourite subject.

# EXPRESSIONS IN CONVERSATION



## STUDENT LEARNING OUTCOMES

- Use appropriate expressions in conversation to express likes and dislikes, needs, feelings and opinions.

## INFORMATION FOR TEACHERS

- The students need to listen, view and then speak with expressions for this lesson.
- These activities need to be practiced more than once so the students start using the expression in their daily routine.
- Likes refer to those things which someone wants/prefers over other things, while **dislikes** refer to the unwanted/non-preferred things.
- While teaching the lesson, the teacher should also consult the textbook at all steps where and when needed.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Chalk/markers, writing board, duster, charts, papers, things in the surrounding, textbook.



## INTRODUCTION

5 MINUTES

- Discuss the meanings of likes and dislikes.
- Then ask the students to draw this table in their notebooks and write their likes and dislikes in relevant columns.
- Call some students to share their likes and dislikes in front of the class. This sharing can also be done in pairs/groups.

I Like	I dislike



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

- Make pairs and ask the students to talk to each other following the sentence pattern:
  - What do you like? What do you like to do? What do you like to eat?, etc.
  - I like \_\_\_\_\_ because \_\_\_\_\_.
  - I do not like \_\_\_\_\_ because \_\_\_\_\_.

2. Once the pairs know well about each other's likes and dislikes, call the pairs in front of the class to tell about their partner's likes and dislikes. They may also tell the reasons for likes and dislikes.
  - ◇ She likes \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
  - ◇ She does not like \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

### Activity 2: 5 Minutes

1. Ask students about their feelings that how they feel that day.
2. How are you feelings today?
  - ◇ Sad/happy
  - ◇ Sick/well
  - ◇ Fresh/bored
  - ◇ Good/bad

### Activity 3: 5 Minutes

1. Divide the student into groups of four or five and ask them to share their opinion and needs by fill in the following sentences:
  - ◇ I need to work hard to get good marks\_\_\_\_\_.
  - ◇ When it's hot, I need \_\_\_\_\_.
  - ◇ When I fall down and hurt myself I need \_\_\_\_\_.
  - ◇ While alone, I need \_\_\_\_\_.
  - ◇ When I am tired, I need \_\_\_\_\_.



### CONCLUSION / SUM UP

2 MINUTES

1. Ask the students to make a chart of their likes and dislikes while working in groups.



### ASSESSMENT

6 MINUTES

1. Ask the students questions about their feelings and needs on different topics.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to write at least five sentences of their likes and five of their dislike in their notebooks as home assignment.



# TRANSITIONAL DEVICES



## STUDENT LEARNING OUTCOMES

- Recognise that in a paragraph, sentences join to make sense in relation to each other through transitional devices. Read silently for comprehension.

## INFORMATION FOR TEACHERS

- Before teaching this lesson, the teacher should go through the relevant unit and exercise in the textbook. Prepare well before teaching the lesson. Also review the following background information:
  - Transition words are words that help connect or link ideas, phrases, sentences, or paragraphs.
  - Words, in a meaningful arrangement, make a sentence related to a common idea, make a paragraph. Each paragraph has a main idea which is expressed in the 'topic sentence'. Other sentences of the paragraph provide supporting details.
  - All parts of the paragraph are joined and connected together through transitional devices.
  - Each paragraph in a text must convey clear meaning in a complete manner to bring unity of expression in it.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, sample paragraphs written on chart, textbook, etc.



## INTRODUCTION

5 MINUTES

- Write the following sentences on the writing board:  
First of all: pour a half-cup of milk in the bowl.  
Second: add two eggs.  
Third: stir the mixture.
- Ask students to work in pairs to read the sentence and discuss the function of bold/ underlined words.
- After a minute, allow 3 – 4 students to share their responses with the whole class.
- Highlight that the bold/ underlined words (first of all, second, third) show transition of time from one action to another.
- Say: "Good writers help readers move from one idea to another within a sentence, paragraph, or a set of paragraphs by using transition words".
- Tell students that in this lesson they will become familiar with some transition words and read a paragraph to identify transition words in it.

**DEVELOPMENT**

20 MINUTES

**Activity 1:****10 Minutes**

1. Copy the following table on the writing board or chart:

Transition Type	TRANSITIONAL EXPRESSION
Similarity	also, in the same way, just as ... so too, likewise, similarly
Contrast	but, however, on the one hand ... on the other hand, in contrast, on the contrary, still, yet
Sequence	first, second, third, ... next, then, finally
Time	after, at last, before, currently, during, earlier, immediately, later, meanwhile, now, then
Example	for example, for instance, namely, specifically
Addition	additionally, again, also, and, as well, besides, equally important, further, furthermore, in addition, moreover, then
Conclusion	finally, in a word, in short, briefly, in conclusion, in the end, to conclude, to summarize, to sum up

(Adapted from: The Writing Center, University of North Carolina at Chapel Hill)

2. Ask students to work in pairs to read and discuss the types of transition words given in the table.
3. Review the table with the class. Help students understand different types of transition and the examples of transitional expressions.

**Activity 2:****10 Minutes**

1. Select a short paragraph from the textbook, in which several transitional words are used, and ask the students to read it silently. They should find out the main idea of the paragraph.
2. Then, they should circle all transitional expressions used in the paragraph. They can take help from the table displayed on chart/ writing board to identify transition words. Next, ask students to work in pairs to compare their response with each other.
3. As students work, move around, and provide necessary help.

**CONCLUSION / SUM UP**

4 MINUTES

1. Summarize the key points of the lesson. Ensure to include the following:
2. Paragraph has a topic sentence to convey the main idea. Other sentences provide supporting details for the topic sentence.
3. Good writers link ideas within sentences and paragraphs using transition words to help the reader move from one idea to another smoothly.
4. There are various types of transitions, e.g., similarity, time, sequence, and addition.

**ASSESSMENT**

4 MINUTES

1. Write the following sentences with blanks on the writing board:  
\_\_\_\_\_, we went to the store to buy a fish. \_\_\_\_\_, we went home to set up the tank for the fish. \_\_\_\_\_, we added food in the tank for the fish.
2. Ask students to fill in the blanks using suitable transition words.

**HOMEWORK / FOLLOW UP**

2 MINUTES

1. As a follow up, ask students to write a short paragraph that does NOT use transition words.
2. Then, have them (or a partner) add in the appropriate transition words.

# CONCEPT OF A PARAGRAPH



## STUDENT LEARNING OUTCOMES

- Show relationships between sentences in a paragraph.
- Identify a paragraph as a larger meaningful unit of expression representing unity of thought.

## INFORMATION FOR TEACHERS

1. Relate the process of combining sentences to make a paragraph with a familiar activity, like joining bricks to make a wall or joining the pieces of a jigsaw puzzle to make a picture.
2. Unity of thought means that all ideas are connected and related to one topic.
3. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, textbook, charts and notebooks.



## INTRODUCTION

6 MINUTES

1. Read out the following disconnected sentences to students:
  - ♦ There was a furry white rabbit in a park.
  - ♦ There was a monkey in the jungle.
  - ♦ Two children lived in a house.
  - ♦ A hungry lion was looking for food.
  - ♦ It was a rainy day.
2. Ask students: "If these sentences are read together, do they collectively convey a clear message?" Ask them to think about the reason that these sentences could not convey a clear message.
3. Then read out the following short paragraph:  
*A furry white rabbit lived in a park. One day he smelled some carrots in a house. He ran inside the house through an open window. There he saw Bubbly and Guddu eating carrots. He jumped on their table and ran away with one carrot!*
4. Invite students' comments on the difference between the two.
5. Ask them questions such as:
  - ♦ Which one did you enjoy more? Why?
  - ♦ Which one can you remember more easily? Why?



## DEVELOPMENT

20 MINUTES

**Activity 1: 12 Minutes**

1. Review the structure of a paragraph with the whole class:
  - ◊ A paragraph is a group of related sentences that develop a main thought, or idea, about a single topic.
  - ◊ The structure of a paragraph is not complex. There are usually three basic elements:
    - a topic sentence,
    - supporting details, and
    - a concluding sentence
  - ◊ The topic sentence states the main, or controlling, idea. The sentences that explain this main point are called supporting details. These details may be facts, reasons, or examples that provide further information about the topic sentence. The concluding sentence restates the main idea of the paragraph.
2. Tell the students that they will make a 'paragraph wall' today.
3. Write the topic on the board 'Things That Make Me Happy'.
4. Ask students to work in pairs.
5. Each pair gives a sentence about the topic. Write these sentences on the blackboard without making any correction. You will have eight sentences from each pair.
6. When all sentences have been written, ask, "Are all the sentences making sense together? Have some ideas been repeated? Have we used pronouns? Can we re-order the sentences to make more sense of meaning?" Can we connect any sentences by using the words we study earlier? (e.g., but, and, firstly, then finally). (This is for the revision of transitional words).
7. Ask them to re-write the paragraph to improve the arrangement. Students can do this in pairs but all must write in their notebooks.
8. Remind the students that they must write the main sentence first, then body and then end.
9. They must use pronouns and transitional devices (joining words to show relationship in sentences in the paragraph).

**Activity 2: 8 Minutes**

1. Two pairs sit together and check each other's work.
2. They can look at the work of other pairs to see how their friends have arranged the sentences.
3. They must use all sentences given on the board.
4. They must also see if they have used the pronouns and transitional devices. Help them to correct each other's work.
5. Move around in the class and help students improve their work.
6. Praise students' work generously.

**CONCLUSION / SUM UP****2 MINUTES**

1. Ask the students to correct their errors, if any, in pairs after completing the written work.
2. Tell them that transitional devices can be pronouns, transitional words, or phrases.

**ASSESSMENT****5 MINUTES**

1. Assess students' responses in class and their written work.
2. Involve the students in solving problems given in the exercise at the end of unit/chapter.

**HOMEWORK / FOLLOW UP****2 MINUTES**

1. Underline the pronouns and joining words (transitional devices) in any passage of the textbook. Encourage them to use these devices in their oral communication too.

# SENTENCE OF A PARAGRAPH



## STUDENT LEARNING OUTCOMES

### Recognise that:

- A simple paragraph comprises a group of sentences that develop a single main idea.
- The main idea of a paragraph is given in the topic sentence.
- Other sentences in the paragraph support the topic sentence.
  - ◊ Use the above organizing principles of paragraph writing to write an effective and unified paragraph.

## INFORMATION FOR TEACHERS

1. To write a paragraph, first we write the topic sentence. Topic sentence is the very first sentence of the paragraph. In this we introduce the topic/main idea of the paragraph
2. Other sentences support the topic sentence with examples, arguments or more details.
3. Revise simple present tense (for details see previous lessons).
4. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



## DURATION / NO OF PERIODS: 70 MIN/ 2 PERIODS



## MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, textbook, charts.



## INTRODUCTION

10 MINUTES

1. Write the following on the blackboard and ask the students to copy.
 

**Paragraph Writing**

**Topic:** Let me tell you about my best friend \_ \_ \_ \_ \_

**Supporting detail 1:** He lives next door to me.

**Supporting detail 2:** His name is..., We always have fun together.

**Supporting detail 3:** Best of all, he's on my cricket/badminton team.

**Closing sentence:** I think he is the greatest friend in the world.
2. Tell them that they are going to write a paragraph and explain how to write a topic sentence with the given example.
3. Explain in detail about the supporting details and examples with the help of given template.



## DEVELOPMENT

45 MINUTES

### Activity 1: 20 Minutes

1. Ask the students to write the above mentioned heading/template in their notebooks.
2. Write about their 'Best Friend' using the same grammatical structure.
3. Monitor students and correct them.
4. Ask couple of students to volunteer to read their paragraph.

### Activity 2: 25 Minutes

1. When the students are finished with modeling the paragraph, ask them what their favourite fruit is?
  - ◇ Where do they buy it from?
  - ◇ Why do they like that fruit?
  - ◇ What does this fruit taste like?
  - ◇ Do they cut it or eat it whole?
  - ◇ Is it messy to eat, with juice dripping on their clothes?
  - ◇ Provide and discuss the following vocabulary words with the students.  
**sweet, sour, bland (tasteless), round, oval, soft, hard, seeds, season, tasty, delicious, skin, peel, juicy, crunchy**  
**(some of the local fruits: apples, bananas, melons, water melon, guava, mangoes, oranges, apricots, plums, grapes, dates)**
2. Ask the students to write about their 'favorite fruit' by using the following template.  
**Topic: What I know about \_\_\_\_\_.**  
**Supporting detail 1:**  
**Supporting detail 2:**  
**Supporting detail 3:**  
**Closing sentence:**
3. Monitor and help the students while working.



## CONCLUSION / SUM UP

5 MINUTES

**Ask the students:**

1. What is a topic sentence and what should be written in it?
2. What do we write after the topic sentence?
3. What do we write in the closing sentence?



## ASSESSMENT

8 MINUTES

1. Once the students are done with their work, ask them to exchange their work with their peers.
2. Check each other's work for correct punctuation, capitalization, correct spellings and for using the given vocabulary words in sentences of their own.
3. Involve the students in solving problems given in the exercise at the end of unit/chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Write a paragraph about Plants.

**Month**

**2**



# COLLECTIVE NOUNS



## STUDENT LEARNING OUTCOMES

- Recognise and use some naming words as collective nouns.

## INFORMATION FOR TEACHERS

- Collective nouns are nouns that refer to things or people as a group. Nouns that name a group of people, place or thing are called collective nouns.
- Example: family; a class of students; team; a crowd of people/ a galaxy of star/ a galaxy; a fleet of ships, a fleet; a colony of ants; a bunch of flowers/bananas; a parade of elephants.
- While teaching the lesson, the teacher should also consult the textbook at all steps where and when needed.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Poster of a farm with animals in groups, chalk/marker, writing board, textbook.



## INTRODUCTION

5 MINUTES

- Ask students: "What does the word 'school' mean?"
- Allow 3 – 4 students to share their responses. Appreciate their responses and say: "The word school refers to a place where students come to learn."
- Draw a picture of fish on the writing board. Ask students to name the picture.
- Add 3 – 4 more fish drawings to make them look as a group.
- Ask: "Do you think the fish also go to school?"
- Some students may be surprised/ confused with this question, but majority is likely to say NO.
- Tell them that although the fish don't go to school, the word 'school' also refers to 'a group of fish'



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

- Draw a bunch of grapes on the writing board. Ask students which fruit they see. Ask them if there is just one grape or more. Help them notice that there is a group of grapes.
- Show the students a poster/ picture of a farm.

- Ask the students to name the animals. Write the names of the animals on the writing board.
- Next, ask the students if they notice anything about how the animals are placed on the farm. Help them notice the animals are placed in groups.
- Write down the word 'group' on the writing board. Write the following sentences on the writing board:
  - There is a group of horses in the stable.
  - A group of sheep is in the field.
- Ask students to work in pairs and make sentences with the word 'group' for the animals seen in the poster/ picture.
- Point to the grapes on the writing board and ask the students to make a sentence with the word 'group' for grapes too. Expected sentence: There is a group of grapes in the picture.

### Activity 2: 10 Minutes

- Tell the students that when a group of people, animals or things are taken together and spoken of as a whole, we can use the collective noun.
- Point to the groups of horse and sheep in the poster separately. Then, refer the students to the sentences written earlier on the whiteboard. Show the students how the collective nouns are used. Example:
  - a group of horses = a team of horses
  - a group of sheep = a flock of sheep
  - a group of grapes = a bunch of grapes
- Underline the collective nouns.
- Now, copy the following table on the writing board:

a team	Of	soldiers
a class		mountains
an army		birds
a range		eggs
a flock		students
a swarm		stairs
a flight		beads
a string		players
a clutch		bees

- Divide the class into pairs. Ask students to discuss with their partners in pairs and match the collective nouns in the left column with groups in the right column. Tell them they have 5 minutes for this activity.
- As the pairs work, move around and provide necessary help.
- After 5 minutes, ask pairs to compare their answers with other pairs.
- Appreciate students for their hard work.



### CONCLUSION / SUM UP

2 MINUTES

- Give students a quick recap by asking them: What are collective nouns? What are some examples of collective noun?



## ASSESSMENT

5 MINUTES

1. Assess students' understanding of collective nouns through their response in the sum up session.
2. Randomly say a few collective nouns from the table given above and ask students to provide correct matching group for each collective noun.
3. Keep assessing and reinforcing whenever a collective noun is found in subsequent reading lessons.



## HOMEWORK / FOLLOW UP

3 MINUTES

1. Ask the students to write a short story using a few collective nouns.
2. Give them the following excerpt and ask them to choose the right collective nouns to fill in the blanks and make a story:

Suddenly, I saw a \_\_\_\_\_ (**flock, bunch, colony**) of ants marching up towards me. They surrounded me and then carried me towards a \_\_\_\_\_ (**bunch, team, nest**) of snakes. I screamed so loudly that I woke up from my dream.

## CONJUNCTIONS-I



## STUDENT LEARNING OUTCOMES

- Use appropriate conjunctions e.g. and, but, or and because to join sentences within a paragraph.

## INFORMATION FOR TEACHERS

- A conjunction is a word or phrase that shows the relationship between two words, phrases, or clauses.
- Conjunctions join words, groups of words, or sentences e.g. – She was sick and tired. – Do you want to play football or hockey? – He has a cat but does not have a dog.
- Conjunctions also join the main part of a sentence to another part of the same sentence. – I won the race because I ran very fast.
- In this lesson, following basic conjunctions will be introduced: and, or, but, because and so.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, charts, textbook



## INTRODUCTION

5 MINUTES

- Write two separate sentences on the board.
  - She likes mangoes.
  - She likes oranges.
  - You can have mangoes.
  - Or you can have oranges.
  - She cannot play today.
  - She injured her foot.
- Tell the students to join above sentences using the conjunctions: and, or, but, because and so.
- When students come up with sentences underline and explain the usage of conjunctions.



## DEVELOPMENT

20 MINUTES

## Activity 1:

10 Minutes

- Write the following activity on the writing board and ask the students to copy in their note

books.

Fill in the blanks with correct conjunctions.

- ◇ Red \_\_ blue is both colors. (and, or)
- ◇ I think he is three \_\_\_\_\_ four years old. (and, or)
- ◇ I am tired \_\_\_\_\_ I will go to bed. (but, so)
- ◇ The girl is happy \_\_\_\_\_ she has some ice cream. (because, but)

2. Ask the students to fill in the blanks in pairs using the given options.
3. Take rounds and help the students.
4. When they are done, ask them to tell the correct options randomly.
5. Write the following paragraph about Australia on the writing board.
6. Ask the students to complete it with the help of the given options.

### Activity 2: 10 Minutes

Talking About Australia – Using Conjunctions.

**But, animals, often, popular, big, and, although, dangerous, but, so**

1. Australia is very hot in December, \_\_\_\_\_ cold in July. \_\_\_\_\_ the country is \_\_\_\_\_, there aren't many people living there. Australia has a lot of interesting \_\_\_\_\_. The koala is cute, \_\_\_\_\_ the crocodile is \_\_\_\_\_. Australia has a lot of open spaces, \_\_\_\_\_ the weather is good, \_\_\_\_\_ sports are very \_\_\_\_\_. Australian people \_\_\_\_\_ eat barbecued food.
2. Monitor and help the students while working.
3. Once the students are done with the activity, write the correct options on the blackboard and ask the students to check their work.
4. Ask the students to explain how their choice makes sense and why the conjunction they have used is the best choice.
5. Take rounds and ask the students about their scores.
6. Give students some more practice in using the conjunction 'although' as it is newly introduced. Give them examples:
7. I will eat with you although I am not hungry.
8. I like these mangoes although they are a little sour.



### CONCLUSION / SUM UP

2 MINUTES

1. Conclude the lesson by summarising the key points.
2. Tell students that today we have learnt about conjunctions and practised them within context.



### ASSESSMENT

5 MINUTES

1. Now ask the students to find out and encircle the conjunctions from the exercise.
2. Ask the students to read aloud the conjunctions in the exercise.
3. Involve the students in solving problems given in the exercise at the end of unit/chapter.



### HOMEWORK / FOLLOW UP

3 MINUTES

1. Find five conjunctions from their books and make sentences.

**Answer key:** Talking About Australia-Using Conjunctions.

Australia is very hot in December, but cold in July. Although the country is big, there aren't many people living there. Australia has a lot of interesting animals. The koala is cute, but the crocodile is dangerous. Australia has a lot of open spaces, and the weather is good, so sports are very popular. Australian people

# CREATING A SHORT POEM



## STUDENT LEARNING OUTCOMES

- Create a short poem using the suggested rhyming words.

## INFORMATION FOR TEACHERS

1. Prepare the lesson plan well before going to the classroom. Read the relevant unit of the textbook. Go through the relevant activities/ exercises.
2. Read the steps for activities given in the following lesson plan.
3. Help students understand that poems are typically written in verses, rather than paragraphs. They can include complete sentences or incomplete sentences and often have a rhythm.
4. Maintain a Word Wall of rhyming words in your classroom – ask students that whenever they read new rhyming words, they should add them to the word wall.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Writing board, marker, duster, text books, short poems etc.



## INTRODUCTION

5 MINUTES

1. Point to your head and tell students that you are thinking of some words that have something in common, or are alike in some ways.
2. Write the following words on the writing board: mouse, house, rat, hat, box, and fox.
3. Say each word aloud and ask students to repeat the word after you.
4. Tell students that rhyming words are often used by poets in the poems.
5. Explain that today students will get to practice listening for words that have the same or similar ending sound: rhyming words. Then, they will also create short poems with the help of such words.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

1. Explain that you will be reading a poem to the class.
2. Define a poem as something that tells a story, yet is usually shorter than a story and often includes rhyming words.

3. Prior to starting the class, write the following poem on a chart:

Humpty Dumpty sat on a wall,  
Humpty Dumpty had a great fall.  
All the King's horses and all the King's men,  
Couldn't put Humpty together again.

4. Display the Humpty Dumpty poem and read it aloud. Emphasize the rhyming words at the end of each line.
5. Read the poem again, this time having the students' echo-read each line after you. Model underlining the rhyming words in the poem.

**Activity 2:****10 Minutes**

1. Play a quick rhyming game with the class.
2. On the writing board, write one of the rhyming words from the warm-up activity (e.g., hat) and have students share out a word that rhymes as quickly as they can.
3. Repeat with all the words on the list: mouse, house, rat, hat, box, and fox.
4. Have students turn to a partner. The first student makes a sentence keeping the first rhyming word at the end of the sentence, whereas the second student makes a sentence keeping the second rhyming word at the end.
5. Once they have done this, write the following words on the board: away, day, play, away.
6. Ask students to work in pairs and create short poems using these rhyming words.
7. Tell them to keep the verses short.
8. As the pairs work, move around and provide necessary help.

**CONCLUSION / SUM UP****2 MINUTES**

1. Tell students that it is very interesting to create a poem. If we take interest, creating a short poem is not a difficult task.
2. Ask students to maintain their list of rhyming words – using this word bank, they can create more poems.

**ASSESSMENT****6 MINUTES**

1. As students are sharing rhyming words and/or working with their partners to use rhyming words in sentences, or creating short poems, listen to check if they are able to produce, identify, and use rhyming word pairs.
2. Check for any areas of confusion (unable to identify rhyming words, appear confused when producing a rhyming word pair, unable to create rhyming verse) and address indirectly in a smaller group.

**HOMEWORK / FOLLOW UP****2 MINUTES**

1. Ask the students to create a short poem as a home assignment.



## DIPHTHONGS – I



## STUDENT LEARNING OUTCOMES

- Pronounce and practice diphthongs, as they occur in practice items and sentences, in reading lessons and in speech.

## INFORMATION FOR TEACHERS

1. Prepare the lesson plan well before going to the classroom. Read the relevant unit of the textbook. Go through the relevant activities/ exercises.
2. Read the steps for activities given in the following lesson plan.
3. There are two main types of letter sounds i.e. vowels and consonants.
4. A diphthong is a sound formed by the combination of two vowels in a single syllable, in which the sound begins as one vowel and moves towards another (as in *coin*, *loud*, and *fair*).



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, charts, words containing diphthongs on small pieces of paper etc.



## INTRODUCTION

5 MINUTES

1. Point to the English alphabet chart in the class and ask the students individually to pronounce the letter sounds randomly.
2. Ask them to focus on the sounds of letters – not the names of the letters.
3. Tell them about the difference between vowel and consonant sounds. Say: A **vowel** is a speech **sound** made with your mouth fairly open – without it you cannot pronounce a syllable. A **consonant** is a **sound** made with your mouth fairly closed.
4. Explain to them that when two vowel sounds combine, they make a different sound called a diphthong.



## DEVELOPMENT

20 MINUTES

## Activity 1:

5 Minutes

1. Say: "Can you help me spell oil?" What are the vowels? (o-i)
2. "Can you help me spell boil? What are the vowels? (o-i)
3. Continue and say: "Can you help me spell out? What are the vowels? (o-u)
4. Can you help me spell shout? What are the vowels? (o-u)
5. Help students understand how the diphthong sound glides from first vowel to the second.

- Tell the students that now they will learn and practice more diphthongs.

### Activity 2:

**15 Minutes**

- Paste a chart of the following words containing diphthongs on the front wall.

/eɪ/	/ɔɪ/	/aɪ/	/eə/
Wait	Coin	Like	Hair
Rain	Boy	Bright	Care
Lay	Foil	My	Bear
Eight	Toy	Cry	Pair

- Make four groups of students in the class and select a leader for each group.
- Explain the first row of words to the students for their understanding: first pronounce the sound of the diphthong, then say the example word (use first word of the column) loudly and clearly and underline the letters representing the diphthong. Explain that these symbols represent the sounds of diphthongs. As practiced in the first two activities, certain vowel-letter combinations produce these sounds. Help students recognise how the sound of diphthong glides from one vowel to the other.
- Relate the symbols with underlined letter combinations, e.g.,  
Diphthong /eɪ/ letter combinations: ai, ay, and ei  
Diphthong /ɔɪ/ letter combinations: oi and oy
- Continue with the rest of the symbols. Ask students if they have any questions.
- Assign one diphthong to each group.
- Ask them to pronounce the words written under diphthong symbols.
- Ask them to underline the letters that produce the diphthong assigned to them.
- Motivate them to practice these words and help one another to learn the sounds.
- Ask the leaders of groups to come in front by turn and pronounce the words assigned to his/her group.



### CONCLUSION / SUM UP

**2 MINUTES**

- Sum up the lesson by adding more single vowel sounds and diphthongs.
- Explain the main difference between single vowel sounds and diphthongs to the students.



### ASSESSMENT

**6 MINUTES**

- Divide the writing board in four sections as under:

/eɪ/	/ɔɪ/	/aɪ/	/eə/

- Distribute the pieces of paper containing words with diphthongs among the students.
- Ask them to write the given word under the diphthong symbol on the writing board.
- Appreciate them for correct answer.



### HOMEWORK / FOLLOW UP

**2 MINUTES**

- Ask them to write 05 new words for each diphthong symbol as home assignment.
- Tell them to scan text from their favourite storybook or a story from their textbook to find words containing diphthongs practised in this lesson.

# EXPRESSION IN CONVERSATIONS



## STUDENT LEARNING OUTCOMES

- Use appropriate expressions in conversation to:
  - ◊ Seek permission to do something
  - ◊ Respond to instructions and directions.

## INFORMATION FOR TEACHERS

1. Examples of such situations include asking for permission or have to enter class, to take/ borrow things from others, to enter someone's house, to visit different places, to ask something, to do something for someone, etc.
2. Could, would, might and may are formal and polite words to ask for permission, e.g.
  - ◊ Could I please use your phone?
  - ◊ Would you mind if I use your phone?
  - ◊ May I use your phone?
3. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 70 MIN/ 02 PERIODS**



## MATERIALS / RESOURCES REQUIRED

- Chalks /marker, writing board, duster, chart papers.



## INTRODUCTION

5 MINUTES

1. Draw a circle (as shown) in the middle of the board with the questions and ask the students' to tell you all the situations where they should seek permission. Write the students' answers around the circle in short phrases. After this have a short class discussion on the following question:
2. Why should we ask for permission?



## DEVELOPMENT

55 MINUTES

### Activity 1:

15 Minutes

1. Write the following dialogue on the board/chart and discuss the meaning. Divide the class in to pairs and ask to practice conversation by changing persons, objects and situations.

#### Dialogue One:

**Sabeen:** May I take your English notebook home today, if you don't mind? I was absent yesterday and I missed some work.

**Kashif:** Oh yes, of course, but only promise to return it to me by tomorrow because I have a test next week. My mother also takes my test daily.

**Sabeen:** Please don't worry. I will give it back to you by tomorrow and I promise, I will use it with care.

**Kashif:** You can have it then.

**Sabeen:** Thanks a lot.

### Dialogue Two:

**Amina:** Please ammi, can I use the computer?

**Her mother:** No dear, you can't, it's time to go to bed.

**Amina:** Ok but May I read a story before I go to sleep?

**Her mother:** Sure! But try to sleep early.

**Amina:** Thanks a lot ammi.

### Activity 2: 15 Minutes

- Copy the following table on the board or on a chart and help the students understand and practice the sentences in pairs and with the whole class. Encourage making combinations from the different columns using different words.

Asking Permission	Giving Permission	Refusing Permission
<b>Can I ask you a question, please?</b> <b>Can we go home now?</b> <b>May I have a piece of cake?</b> <b>Could I get you to turn off the lights?</b> <b>Do you mind if I eat here?</b> <b>Would you mind if I asked you something?</b> <b>Is it okay if I sit here?</b> <b>Would it be all right if I borrowed your bicycle?</b> <b>Will you allow me to.....?</b> <b>Would you mind...?</b> <b>Do you mind if I turn on the fan?</b> <b>Can I go out, please?</b> <b>May I open the window, please?</b> <b>Please, can I have a look at your photo album?</b>	Sure. Yes, please. Go ahead. No problem. You can go home now if you like. You can borrow my pen if you like. No, I don't mind. Go ahead. Sure, no problem. No problem at all. Yes, please do. Sure, go ahead. Sure. No problem. Please feel free.	No, please don't. Sorry, I don't like that. No, please. I'm sorry, but that not possible. I'm afraid, but you cant.

### Activity 3: 15 Minutes

- The students will work in pairs to ask for giving directions to different places shown in the map. Discuss the instructions on the map with the class before pair work begins.

Give and follow different directions using the map in pairs. Follow the steps:

**Step1:** Tell/ask “where to go”. For example, to the school, the zoo, the supermarket, etc.

**Step2:** Tell/ask “what to do after you have followed the last instruction”. For example, turn left/right, go straight etc.

**Use the following words and phrases to give directions:**

go straight	turn right	turn left	cross	behind
on your right	on your left	beside	next to	go to
across from	in front of			

**Use these questions:**

**Could you tell me how to get to** the library/zoo/school.....?

**How do I find** supermarket/college.....?

**Pardon me, I'm lost, how do I get to the** shoe shop/chemist....?

**Could you direct me to** park/zoo/...?

**Which is the best route to** the Running Track/Garage/...?

#### Activity 4

10 Minutes

##### “Listen and Draw”

1. Instructions: Call a student to draw a Monster by following his/her class fellows' instructions.
2. Let the class think of scary things also for instructions, e.g. draw a long tongue coming out of its mouth; draw two big feet with sharp nails, etc.



#### CONCLUSION / SUM UP

2 MINUTES

1. Ask students to share the new expressions they learnt for different situations.
2. Ask students to give you instructions to reach the school canteen.



#### ASSESSMENT

6 MINUTES

1. Give different situations to the students and ask them to express themselves with gestures.
2. Involve the students in solving the exercise at the end of unit / chapter.



#### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to bring different instructions in the form of wrappers, books, pamphlets, boxes, packs, etc. and display them on a chart paper in the class (Use it for improving reading skills later).
2. Make the students work in pairs and give directions to any other parent to their school.
3. Ask the students to perform different roles like teacher, principal, doctor, postman etc. and give instructions/directions according to their roles.
4. Students can pretend to be on a cooking show, teaching the audience to cook something. The recipe doesn't have to be correct; it just has to have a few steps in order.

# EXPRESSING ABILITY/ INABILITY



## STUDENT LEARNING OUTCOMES

- Use appropriate expression in conversation to show ability/inability to do something.

## INFORMATION FOR TEACHERS

- Ability can be expressed using modal verbs and phrases. Students often prefer to use *be able* to because it is the easiest to form. As they progress, they begin to use *can*, *could*, and *managed to*. It is at this point that students encounter usage rules and often make mistakes.
- It is necessary for the teacher to apply different teaching strategies and techniques while teaching the topics such as ability and inability to do something.
- The teacher may adopt strategies like role play, brainstorming, and quiz, etc. for better understanding and effective expression of the students.
- The modal auxiliaries 'can/ cannot' and 'could/ could not' used often to show ability/ inability to do something should be practiced with students.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, textbook.



## INTRODUCTION

6 MINUTES

- Tell students to show ability or inability to do something, the following sentence structures can be used:
  - Subject + *is/am/are able to* + main verb (present ability/inability)
  - Subject + *was/ were able to* + main verb (present ability/inability)
  - Subject + *can/cannot* + verb (present ability/inability)
  - Subject + *could/could not* + verb (past ability/inability)
- For example:
  - I am able to play tennis.
  - Salma was able to sing rhymes when she was a little girl.
  - I can play football, too.
  - My friend cannot play tennis.
  - I could climb a tree when I was a child.
  - I could not write quickly in the exam yesterday.
- After explaining the above sentences on the writing board, ask the students to attempt/ do the following activities.



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

1. Announce loudly (showing excitement): "The World is going to select a new King/ Queen today! You can become the next King/ Queen of the World if you can list at least 20 abilities within 2 minutes".
2. Tell students that for this purpose, they have to think of every little or big thing they can do, e.g., I can smile. I can walk.
3. Tell them the contest will begin when you say START and they will have two minutes to write at least 20 abilities using the above learned expressions/ structures. After two minutes you will say STOP and then they will have to stop writing and then count their abilities.
4. Say START and let students think and write their abilities.
5. After 2 minutes say STOP and ask students to count their abilities. Check who has written the highest number of abilities. Invite that student to the front and ask him/ her to share the abilities with the whole group. Make necessary indirect corrections. For example, if s/he says: "I can ate an apple", you tell the class: "She/He means 'she/he can eat an apple'".
6. Ask students to clap for the new 'King/ Queen of the World'.

### Activity 2: 10 Minutes

1. Divide the class into pairs and ask them to take turns and interview each other by asking questions about their abilities, e.g., Can you write a letter?, Can you swim?, Are you able to climb a tree?
2. As the pairs work, move around and provide necessary help.
3. Ask the students to work in the same pair and ask each other about five things they are not able to/ cannot do.
4. Once they have completed the practice, invite 2 – 3 pairs to share their work.



## CONCLUSION / SUM UP

2 MINUTES

1. To conclude, tell students that we often use 'can or cannot' to show an ability/inability to do something. We can also use the phrase, 'be able' to do something.
2. Similarly we use the words could and could not for showing an ability or inability to do something in the past.



## ASSESSMENT

5 MINUTES

1. Ask the students to make two sentences showing ability and two sentences showing inability to do something. Check their work randomly.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to write five sentences showing ability and five sentences showing inability to something as a home assignment.
2. Give students brainstorming true sentences with a single subject, e.g. "A plane can turn" and "A plane can carry people." Suggested topics: teacher, driver, policeman, bus, cat, etc.



# EXPRESSING UNDERSTANDING OF A STORY (POST-READING)



## STUDENT LEARNING OUTCOMES

- Use critical thinking to respond to the text (post-reading) to express understanding of a story.

## INFORMATION FOR TEACHERS

1. Connect the lesson with the reading of lesson already done in the previous class or session.
2. Post-reading questions and activities to respond to the text help students understand the concepts/topics taught during teaching learning process.
3. While teaching the lesson, the teacher should also consult text book at all steps where and when needed.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Writing board, marker, text book, duster etc.



## INTRODUCTION

5 MINUTES

1. Read aloud a story, 'The Fox and the Stork'. (New English Textbook for KP).
2. Tell the students to listen to the story attentively.
3. Show students the title picture of the story and ask them to guess what the story is about.
4. Write the title of the story on the writing board and ask students to compare their responses with the title.
5. Also explain a few words that students might find difficult to understand.
6. Read-aloud the story with enthusiasm, expressions, and effects of tone, voice, and body language.
7. While reading, ask a few comprehension questions including inference questions.
8. After read-aloud, ask students if they like the story.



## DEVELOPMENT

20 MINUTES

### Activity 1:

20 Minutes

1. Refer students to the story they just heard in the read-aloud.
2. Ask them to open the relevant page of the textbook and read the story silently.
3. As they read, move around and provide necessary help.

4. Once they have finished reading, ask them the following questions:
- ◇ How many characters are there in the story?
  - ◇ What is the setting of the story? Where does it take place?
  - ◇ Does this story have a logical sequence (beginning, middle, and end)?
  - ◇ What happens in the story? First, then, next, and last.
  - ◇ Did you like the ending? Why?
  - ◇ If you could change the ending of the story, what sort of ending would you give it?
  - ◇ What is the moral of story?



### **CONCLUSION / SUM UP**

3 MINUTES

1. Tell the students that in a story we find characters, setting of story, sequence of events, conflict and also moral lesson.
2. While listening to or reading a story, try to understand its different elements and moral lesson taught through it.



### **ASSESSMENT**

5 MINUTES

1. Ask students to work in pairs and retell the major events of the story in their own words.
2. Listen to how they retell the story and have an idea of their understanding of the story.



### **HOMEWORK / FOLLOW UP**

2 MINUTES

1. Ask the students to select a story for reading and write its moral lesson as a home assignment.

# PIE CHART AND BAR GRAPH



## STUDENT LEARNING OUTCOMES

- Recognise how information is presented in a pie chart and a bar graph.
- Read to compare information given in a pie chart and a bar graph.

## INFORMATION FOR TEACHERS

1. Pie chart: A pie chart is a type of graph which represents the data in the circular graph. The slices of pie show the relative size of the data.
2. Bar graph is a chart that uses bar to show comparison between categories of data.
3. During the year, continue to help students apply the skills of representing data in the form of charts and graphs.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalks, marker, a pie chart and a bar graph (see development section for details), textbook.



## INTRODUCTION

3 MINUTES

1. Ask the following questions from students:
  - ◇ Do you know what a pie chart is?
  - ◇ Do you have any knowledge of a bar graph?
  - ◇ Do you know why the pie charts and bar graphs are used?
2. After taking the responses of students, give brief introduction to pie charts and bar graphs and also tell students that pie charts and bar graphs are used to summarize large amounts of information into easy formats for clear and effective understanding/communication.

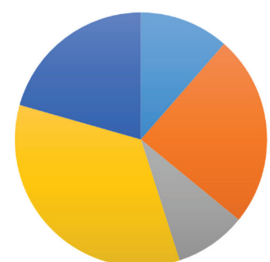


## DEVELOPMENT

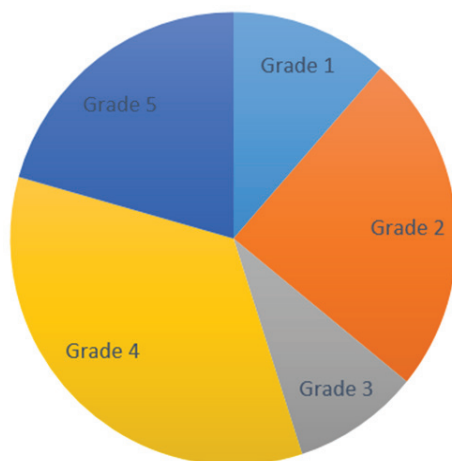
25 MINUTES

### Activity 1: 15 Minutes

1. On the board, draw a simple pie chart with five sections as shown below (if you have coloured chalks/ markers, fill in each pie with a different colour).
2. Ask students what the circular image looks like. Guide students to compare the circle to a pie, with each "slice" representing a portion of the whole pie.
3. Ask students to count the "slices" of the pie displayed on the board.

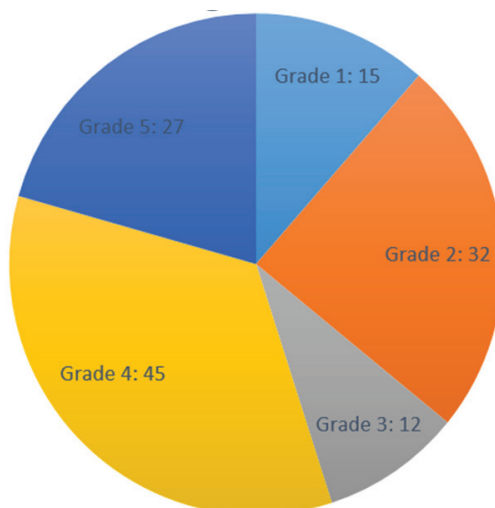


4. Tell students that pie charts (or circle graphs) are used to represent data as portions (or segments) of a whole. Explain that just as they would see a pizza pie cut up into pieces, a pie chart is divided into different pieces of data. Each portion represents a percentage of the pie; all portions add up to 100%.
5. Ask students to guess what the 5 slices of the pie chart displayed on board represent.
6. Take their responses, appreciate them, and then tell them that the slices represent 'grades' or 'classes' in our school, i.e, Grade 1 – 5.
7. Now, write the names of grades on the chart as shown below:



8. Then, ask students to guess what information the pie chart is giving about their school. Ask them to identify which slice is the largest/ smallest.
9. Now add the following title above the chart: Number of Students in Our School
10. Ask students what they think the title means. Elicit from them which class has the highest number of students.
11. Next, add the number of students per class in each slice of the pie chart as shown below:

**Number of Students in Our School**

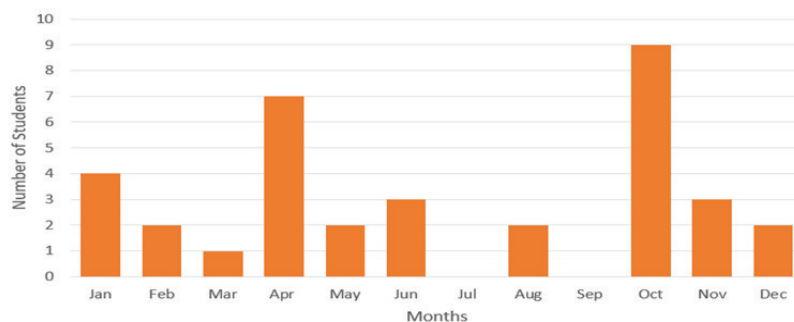


12. Ask students to discuss the following questions in pairs:
  - ◇ What is the total number of students in our school as shown in the pie chart?
  - ◇ Which class has the lowest number of students?
  - ◇ Which class has the highest number of students?
13. Help the students in case they have any confusion/problem in understanding the information/data displayed.
14. Thank them for their hard work in the activity. Tell them that in the next activity, they are going to learn about another way of representing information/ data quickly.

## Activity 2: Understanding a Bar Graph 10 Minutes

1. Explain to students that they will be learning about bar graphs in this activity.
2. Tell students a *bar graph* is used to display and compare information.
3. Explain that the height of each bar is proportional to the amount of data the bar represents. The higher the bar the larger the number or amount of data.
4. Draw an X-axis (horizontal) and a Y-axis (vertical) on the writing board. Label each axis.
5. On the X-axis write the different months of the year and on the Y-axis a sequence of numbers from 0 to 10.
6. Use a show of hands to record the number of students born in each month of the year. Use this data to create an example of a bar graph. For example, 4 students were born in January, 2 in February, and so on. The graph will look something like this:

**Birthday Months**



7. Explain that one axis of the graph is where the grouped data (months) is presented while the other is a frequency scale (number of students) showing the quantity of each group.
8. Ask students to work with their partners again and find out the following information from the bar graphs displayed on the writing board:
  - ◇ Name of the month in which highest number of students were born
  - ◇ Name of the month(s) in which no student from this class was born
  - ◇ Any months with equal number of births
9. As the pairs work, move around and provide necessary help.
10. Review the answers with the whole class.



### CONCLUSION / SUM UP

2 MINUTES

1. Tell the students that, in pie charts, the information is derived through the slices of the pie chart, while in bar graphs, the bar shows a comparison between the categories of data.
2. Tell students that charts and graphs are ways of representing information in a clear, quick, and interesting manner.



### ASSESSMENT

3 MINUTES

3. Ask: "What is the difference between a pie chart and bar graph?"
4. Involve the students solving questions given in the exercise of the text book of relevant unit.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Divide the class into two groups, and ask group 'A' to prepare a pie chart and group 'B' to prepare bar graph as a home assignment.

## CROSS CIRCULAR LINK 1



## STUDENT LEARNING OUTCOMES

1. Read simple keys/ legends on maps.
2. Read tables and charts in textbooks.

## INFORMATION FOR TEACHERS

1. Maps show the location of things.
2. Legends and keys are the description of different signs/symbols on a map.
3. Try to use easy words and signs which are recognizable for grade 4 students. Try to use things which are widely used in everyday life.
4. There are many tables and charts in the science subject text book which can be used for this lesson for interpretation of data.
5. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, sample Pakistan map, textbook, charts, some basic traffic signs and symbols (for introduction).



## INTRODUCTION

5 MINUTES

1. Ask questions to get their prior knowledge about picture maps and legends in the previous grade. Make them participate in the discussion.
2. Get them to identify basic signs and symbols.
3. Tell them that they have learnt to read the picture map, now they will be learning to read the real map of Pakistan.



## DEVELOPMENT

20 MINUTES

## Activity 1: 10 Minutes

1. You have the sample map of Pakistan with you (appendix).
2. Ask the class about the number of provinces in our country. (The new number is 5, not 4). Ask them to name them.
3. Ask them the name of their city and in which province is it located?
4. After this, show the map to the class.
5. Ask them how many of the students have already seen the map of Pakistan.

6. Divide the class in groups. Now give each group a map and ask them to closely look at the map and see the thick lines and thin lines. Ask them to also look for different signs and try to guess what each sign represents.
7. Go around and see how each group is doing and ensure that there is equal participation of all members.
8. The sample map has legends which indicate the colour of the province in the map. Ask what each colour represent: blue=water, brown=mountain, green=plains, etc.
9. Tell them that if they are unable to read or understand something in the map, they can see the legends or keys which are there for the understanding.

### Activity 2:

10 Minutes

1. Ask them to open their social studies textbook.
2. Select a table or chart from the book to teach them to read it. They have already done this. So keeping in mind their ability, just increase the level of difficulty of the table or chart.
3. Make this lesson short because they have already done it. They just need a recap of it.
4. Introduce key vocabulary: grid, columns, rows, across, down, etc.
5. Tell them simple horizontal and vertical concepts of reading a table and ask them to read it.
6. They have done pie charts in a previous lesson. Recap the lesson with them and show them the pie-chart.



### CONCLUSION / SUM UP

2 MINUTES

1. Conclude the lesson by recapping the whole lesson again. Tell them the importance of keys and legends in a map. Tell them the importance of tabular and charts data and how to interpret it.



### ASSESSMENT

6 MINUTES

1. Give them a pie chart from the previous lesson and ask some students to come up and interpret the data from it. This will just be a practice exercise for them.
2. Involve the students in solving the exercise at the end of unit/chapter.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask them to find a map in their textbook and find the keys and legends from it. Try to read it and also show your siblings that you have learnt a new thing.





# TRANSITIONAL DEVICES



## STUDENT LEARNING OUTCOMES

- Identify and recognise the function of pronouns and transitional devices: next, then, and again.

## INFORMATION FOR TEACHERS

- A pronoun is a part of speech. The word pro means for, so a pronoun is a word that stands for or in place of a noun i.e. it replaces a noun within a sentence or passage.
- Transitional devices bring more sense in a paragraph by linking the idea in one sentence with that in the next sentence.
- They help the reader to understand the relationship between ideas.
- Transitional devices can be pronouns, transitional words, and phrases.
- In this lesson common transitional devices will be used and practiced: and, but, or, then, next, again etc.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Coloured chalk/marker, writing board, chart paper, textbook.



## INTRODUCTION

6 MINUTES

- Recap students' knowledge of pronouns.
- Ask the definition and examples of pronouns. They have learnt this concept earlier. (Write down the pronouns suggested by the students on the writing board (e.g. she, it, they, them, we, us).
- Ask the students, 'Why do we use pronouns?' (Possible answer: to make sentences interesting/ to continue the idea about a subject or object, to remove repetition of words that make sentences boring) encourage students to give answers in complete sentences.
- Write or paste each pair of sentences on the writing board. Call students one by one to the writing board and ask them to 'underline or encircle' the pronoun in the second sentence. Then, underline or encircle the word from the first sentence that the pronoun replaces (only one step should be done by one students).

### Example:

- ◇ The students are reading a story. It is about a giant and the beans.
- ◇ My friend and I went to the market. We bought some chocolates.
- ◇ Amina and Sara like dolls. They play with them daily.
- ◇ Ahmad plays hockey. It is his favourite game.



## DEVELOPMENT

23 MINUTES

### Activity 1: 10 Minutes

1. Paste the words 'and' and 'but' on the writing board.
2. Write two sentences on the board: I like to eat bananas. I like to eat apples.
3. Ask the students, "I want to join the two sentences, which word should I use: 'and' or 'but'?" students take turns to give correct answer. (and is the correct answer).
4. Now write two sentences again. I like to eat bananas. I don't like apples.
5. Repeat the same steps as you did for 'and'.
6. Tell the students that 'and' is used when we want to add, and 'but' is used when we want to say something opposite to the first sentence/idea.
7. Next, then and again is also used to show or mention what one has to do or is done one after another.

### Activity 2: 13 Minutes

1. Write the following sentences on the writing board.
2. Students must do this activity in their notebook. If time allows, they can draw pictures when they finish their work.

**Fill in the blanks with suitable words from the brackets.**

- ♦ We like the zoo. There are many animals in \_\_\_\_\_. (them, it)
- ♦ Salma \_\_\_\_\_ Asma are cooking food. (and, but).
- ♦ Ahmad is not only good at studies, \_\_\_\_\_ (and, but) \_\_\_\_\_ (I, he) also plays cricket well.
- ♦ My friends and I are very happy. \_\_\_\_\_ have won the match. (these, we).
- ♦ Mariyam stood first in class. \_\_\_\_\_ got a trophy. (He, She).
- ♦ The kids are in the \_\_\_\_\_ room (then/next).
- ♦ I will see you \_\_\_\_\_ (then/more).
- ♦ She tried \_\_\_\_\_ to show better results (again/then).



## CONCLUSION / SUM UP

2 MINUTES

3. Ask the students to correct their errors, if any, in pairs after completing the written work.
4. Tell them that transitional devices can be pronouns, transitional words, or phrases.



## ASSESSMENT

3 MINUTES

1. Assess students' understanding through their responses and written work. Take a test in the following week.
2. Involve the students in solving problems given in the exercise at the end of unit/chapter.



## HOMEWORK / FOLLOW UP

1 MINUTES

1. Make sentences with any five pronouns used in class today.
2. Scan a chapter/ unit of the textbook and underline all transition words/ phrases.

## CROSS CURRICULAR LINK 2



## STUDENT LEARNING OUTCOMES

- Make anagrams from simple one/two syllable words.

## INFORMATION FOR TEACHERS

- A word or phrase spelled by rearranging the letters of another word or phrase is called an anagram e.g., 'bat' can be changed to 'tab'.
- Anagrams in single syllable words are easy to make e.g. dear=read, tear=rate but it is not so easy in two syllable words so the activities designed in this lesson focus on word search i.e. looking for smaller words in a longer word (two syllable word).
- It's a form of vocabulary building game which is used for the student to enhance their vocabulary. The students get motivation to learn lengthy words because they can make different words from it.
- Make sure that the students fully know the meaning of all the words used and words created through this vocabulary building game. Clearly explain the meaning as and when needed.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, textbook, charts.



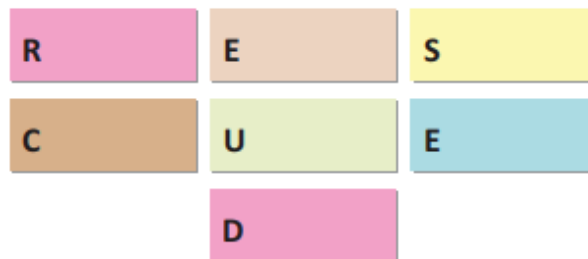
## INTRODUCTION

5 MINUTES

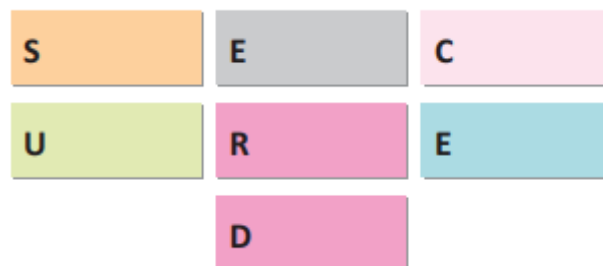
- Recap the lesson they were taught in the previous grade about anagrams with one syllable words. (If they have not done it then briefly tell them about syllables and how they help us. Then proceed to the following introduction).
- Ask the class to pick up one syllable words from the following list: doe, tear, respect, stop, rate, ode, poster, stud, post, dust, door, duster. (double syllable words are in bold lettering).
- Once they have done it, explain the concept of syllables BRIEFLY. Ask them to give at least 5 examples of their own and write students' responses on the board.
- Now ask them to look at the following pairs of word and see if they see any similarity (write one pair on the board at a time and let students answer the question before you write the next pair).  
doe- ode, post-spot, dust-stud, rate-tear
- Expected answer: the same letters have been rearranged to form new words.
- Ask the students to share some single syllable words. Help and encourage them to contribute in the class discussion.

**Activity 1: 10 Minutes**

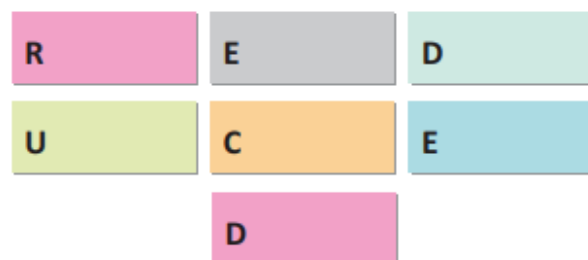
1. Tell them that they will be playing vocabulary building game now.
2. They have done with the introduction of the anagram. Now they can see how more words are formed/created.
3. Give them more two syllable words which have anagrams. First ensure that the students know the meaning of the word.



4. Ask them to make the anagrams of it but tell them that there will be more than one anagrams, so think harder.
5. Give them clues, such as 'This anagram starts with an 'S'.
6. Or give the clue that this anagram is a rhyming word of the original word.



7. Another anagram can be \_\_\_\_\_.
8. Again, give students clues or hints, such as the first letter of the word.



9. Tell them that they can make many shorter words from a single word but anagram is different. Anagram uses ALL the alphabets of the word and after re arrangement it makes a new word.
10. Other words can be RED, DUDE, DEED, SEED, REED, CURE etc.

**Activity 2: 10 Minutes**

1. Divide the class in groups depending on the number of students. Give the following two syllable words and ask each group to make more words (shorter words).
2. The group which makes most words will be the winner.
3. 2 SYLLABLE WORD LIST FOR ANAGRAMS: pur/ple, slee/py, or/bit, flow/er, cric/ket, curr/ent, grea/ter, lone/ly, pla/net, sur/vive



### CONCLUSION / SUM UP

2 MINUTES

1. Conclude the lesson by telling the class that anagram is very useful in many aspects. Ask student what new words have they learned. Ask them to tell you: What are two syllable words? How do two syllable words help us in remembering spellings?



### ASSESSMENT

6 MINUTES

1. Write 3 two-syllable words and ask them make more words in their copies from the letters in those words, using word search techniques.
2. Involve the students in solving the exercise at the end of unit/chapter.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to find more two syllable words which have anagrams from home. Ask them to write them down in their homework copy.

## MISSING LETTERS



## STUDENT LEARNING OUTCOMES

- Provide the missing letter in simple one/two syllable words.

## INFORMATION FOR TEACHERS

- The ability to identify a missing letter from a word is a skill students learn after they have visual cues of how phonemes (individual sounds) and graphemes (letters that make up those sounds) work together.
- Identifying sounds in isolation is an important skill students need in order to learn how to decode and write words.
- Students can start to identify a missing letter in a word as soon as they can identify phonemes and graphemes and their relationship in the building of new words.
- They can practice figuring out which letter is missing from word families, single syllable words, sight words and high frequency words as well as with more complicated blends and digraphs.
- While teaching new words, demonstrate to students how to divide the words into syllables.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

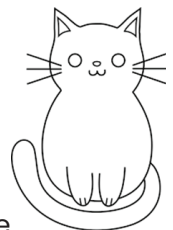
- Writing board, marker, charts, textbook, etc.



## INTRODUCTION

5 MINUTES

- Tell students that words have parts called 'syllables'. Every syllable has vowel and consonant sounds. When the spoken words are written, we use 'letters' to represent sounds. It is also important to pay special attention to spelling.
- Draw the picture of a cat on the writing board.
- Write '\_ at' under the picture of cat.
- Ask students to think of a letter to fill in and complete the word.
- Allow 2 – 3 students to respond and then write the missing letter and complete the word 'cat'.
- Tell students that today we are going to practice filling in the missing letters to complete simple words.



## DEVELOPMENT

20 MINUTES

## Activity 1: 10 Minutes

- Tell students that they can start to identify a missing letter in a word by identifying phonemes and graphemes in a word. Share the following steps with them:

- ◇ Look at the combination of the given letters and try to say a full word they may make.
  - ◇ Write the word that you just said – compare it with the given combination of letters and identify if the full word you wrote has the same combination plus a letter that was earlier missing.
  - ◇ Say the word again. If it sounds correct, the missing letter you supplied is also correct!
2. Tell them they can practice figuring out which letter is missing from word families, single syllable words, sight words and high frequency words.
  3. Write five words with missing letters on the writing board and ask students work in pairs and fill in the missing letter.
    - ◇ Bre\_\_k
    - ◇ Wi\_\_dow
    - ◇ M\_\_n
    - ◇ Dut\_\_ful
    - ◇ T\_\_ach

### Activity 2: 10 Minutes

1. Copy the following table on the writing board:

First Syllable	Second Syllable	Complete Word
Jo_r	t_r	Journey
Pl_t	d_n	
But	cil	
G_r	n_p	
P_n	form	
Tur	de_t	
Stu	ney	

2. Tell students that these are two-syllable words but their syllables are jumbled and a letter in one of the syllables is missing.
3. Divide the class in small groups and ask them to copy the table on a page. Then discuss which letters are missing in the syllables. Fill in the missing letters and match the syllables to complete the words. Explain the first one that has been done as an example.
4. As the groups work, move around and provide necessary support.
5. After completion of the task, ask each group to present their work.
6. Appreciate them for their hard work.



### CONCLUSION / SUM UP

3 MINUTES

1. Tell students that in order to fill in the missing letters to complete a word, they should do the following steps:
  - ◇ Look at the combination of the given letters and try to say a full word they may make.
  - ◇ Write the word that you just said – compare it with the given combination of letters and identify if the full word you wrote has the same combination plus a letter that was earlier missing.
  - ◇ Say the word again. If it sounds correct, the missing letter you supplied is also correct!

**ASSESSMENT**

5 MINUTES

2. Ask students to fill in the missing letters in the following words:

- ◇ R\_ad
- ◇ Ho\_se
- ◇ Sho\_t
- ◇ Doct\_r
- ◇ Co\_n
- ◇ Acti\_n
- ◇ Mark\_t
- ◇ Posit\_on

3. Randomly check their work.

**HOMEWORK / FOLLOW UP**

2 MINUTES

1. Involve students in solving the exercise of missing letter given in the related unit of their English textbook.



## SINGULAR AND PLURAL NOUNS



## STUDENT LEARNING OUTCOMES

- Change the number of regular and irregular nouns.
- Recognise and use nouns with no change in number.

## INFORMATION FOR TEACHERS

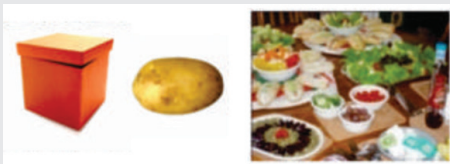
1. The plural of nouns is usually formed by adding -s to a singular noun.

**Examples:** lamp/lamps, flower/flowers, fork/forks, pen/pens, cat/cats.



2. Nouns ending in s, x, z, o, ch, and sh form the plural by adding -es.

**Examples:** moss/mosses, box/boxes, buzz/buzzes, potato/potatoes, dish/dishes, lunch/lunches.



3. Nouns ending in 'y' preceded by a vowel form their plurals by adding -s.

**Examples:** day/days, toy/toys, valley/valleys.

4. Nouns ending in 'y' preceded by a consonant are formed into a plural by changing 'y' to -ies.



**Examples:** lady/ladies, city/cities, baby/babies.



5. There are some nouns that form the plurals differently. Some nouns change their vowels in the middle of the singular form when forming the plural.

**Examples:** goose/geese, foot/feet, man/men.

6. Several nouns form the plural by adding the letters - en.

**Examples:** ox/oxen, child/children.

7. There are a number of animals that have the same singular and plural form.

**Examples:** deer/deer, sheep/sheep, fish/fish.

8. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Writing board, marker, charts, and worksheet.



**INTRODUCTION**

**5 MINUTES**

1. Divide the whole class into three teams: A, B and C. draw two columns on the writing board.
  - ♦ Write singular on top of the first column.
  - ♦ Write plural on top of second column.
2. Write a singular noun in the first column and ask a student from the team A to come to the writing board and write it's plural. If he/she writes correct, the team scores a point.
3. Write a plural noun in the second column and ask a student from the team B to come to the writing board and write its singular. 'If he/she writes it correctly', the team scores a point.
4. Repeat with team C. write a mix of regular and irregular nouns. Continue for as long as time allows.
5. The team which scores more points wins. The members of the winning team receive coloured stars on their class work or homework.



**DEVELOPMENT**

**20 MINUTES**

**Activity 1: 20 Minutes**

1. Ask students if they can recall some nouns which do not change number when making plural. Encourage the students if they give correct examples.
2. Write a sentence on the writing board using an irregular noun as singular. (For example: My uncle found a deer in jungle).
3. Ask students: Is "a deer" singular or plural? (Students learned indefinite article in grade 3. Therefore, they should be able to recognise it as singular).
4. Write a sentence on the writing board using the same noun as plural. (For example: My uncle found many deer in jungle).
5. Tell the students that "deer" is used as a plural in the sentence.
6. Give students five irregular nouns that do not change in number when pluralized. Ask them to make sentences using the nouns as singular.
7. When students finish making sentences, ask them to use the same nouns in sentences as plural. If students do not finish the work in the class, ask them to complete it at home.



**CONCLUSION / SUM UP**

**3 MINUTES**

1. Go over the regular and irregular nouns and their plurals.
2. Ask from the students the plurals of some irregular nouns that do not change in number when 'with made plural'.



## ASSESSMENT

5 MINUTES

1. Assess how well students remember the rules for changing number of regular and irregular nouns in the introduction activity.
2. Check students' understanding of using irregular nouns that do not change number through the activity 1.
3. Check students' ability to recognise singular and plural forms of irregular nouns with no change in number through the follow up activity.
4. Involve the students in solving the exercise at the end of unit/chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Write five sentence (see sample sentences) on the writing board. Explain the task to the students. Give this activity as home assignment or it can be done in the next class.
2. Write the blank whether the underlined noun is used as singular or plural.
  - ◇ The sheep is very healthy. \_\_\_\_\_
  - ◇ Deer were running fast \_\_\_\_\_
  - ◇ I have a golden fish in my pond. \_\_\_\_\_
  - ◇ That is a big herd of sheep. \_\_\_\_\_
  - ◇ My mother has long hair. \_\_\_\_\_

### Answer Key:

Singular, Plural, singular, plural, plural

## ACTION VERBS



## STUDENT LEARNING OUTCOMES

- Recognize and use more action verbs from extended environment including other academic subjects in speech and writing.

## INFORMATION FOR TEACHERS

- A verb is a word that expresses action, makes a statement, or links relationships.
- Action verbs are verbs that show actions. They are dynamic verbs that show something happening.
- There are regular and irregular action verbs. Regular verbs are those which form their past tense and past participle by just adding "ed" to them. For example, walk – walked – walked. Irregular verbs follow a different pattern to form their past and past participle. For example, run – ran – run.
- Action verbs are time-telling verbs. They also tell when something takes place. I walk every day (simple present). I am walking (present continuous). I walked yesterday (simple past). I was walking yesterday when I saw an accident (past continuous). I run every day (simple present). I am running (present continuous). I ran yesterday (simple past). I was running yesterday when I saw an accident (past continuous).
- Time allocation is tentative and can change as per need of the activity.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, worksheets.



## INTRODUCTION

5 MINUTES

Note: Student have studied action verbs in Grade 2 and 3. Assess their present knowledge and then bring them to next level by including other subjects in written or spoken forms.

- Begin the lesson by writing some action verbs (jump, climb, run, dance, bounce etc.) on the blackboard.
- Ask the whole class: Are these words nouns, pronouns or verbs? What are verbs?
- Ask students to make sentences (orally) using the verbs written on the blackboard.
- Encourage them by saying Well done! or Good!
- Review action verbs with the students. (See Information for Students above).



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

1. Tell the students that they will listen to a story full of action verbs. Tell the students to listen to the story carefully.
2. Read aloud the story making several gestures.
3. After the story is finished, ask the students what action verbs they can recall from the story.
4. Give the students a copy of the story or write it on the board.
5. Ask the students to underline all the action verbs in the story. If the story is written on the writing board, ask the students to write the action verbs in their notebooks.
6. Tell the meanings of difficult words to the students.

### Activity 2: 10 Minutes

1. Ask the students to write a sentence on the board one by one. Ask others to recognise the verbs in the sentences.
2. Tell the students that they have to raise their hand when they recognise the verb.
3. Write the first sentence on the blackboard. (see the sample sentences at the end of the lesson plan). Say the sentence.
4. Students raise their hand when they recognise the action verb. Ask any students to tell the verb.
5. Encourage the student if he/she gives the correct answer. Tell the student to re-think if he/she gives a wrong answer.
6. Ask the class what could be the meaning of the verb they just recognised. Tell the class the meaning of the verb.
7. Continue the activity as long as time allows.  
(Some students are more active and confident. Involve all the students including those who are low achievers and learn slowly).



## CONCLUSION / SUM UP

2 MINUTES

1. Quickly review the lesson by asking the students questions: What are action verbs? What are the verbs we have learned in today's lesson?



## ASSESSMENT

6 MINUTES

1. Assess students' understanding of action verbs through their correct responses during introduction and sum up.
2. Assess how well students recognise action verbs in speech and writing through the correct verbs recalled and underlined in the activity 1.
3. Assess students' ability to recognise action verbs including other subjects through the correct words (verbs) chosen in the activity 2.
4. Assess students' ability to use action verbs through the follow up activity.
5. Arrange an oral or written quiz after few days to further assess students' understanding of action verbs.
6. Involve the students in solving the exercise at the end of unit/chapter.



1. Write five action verbs on the writing board. Ask the students to use them in their own sentences. Give this activity as homework.
2. Ask the students to make a small diary in which they list all the action verbs they come across in other subjects like math, science and social studies. At the end of each week, ask the students what new action verbs they have learned or come across during the week.

**Sample Story – Activity 1**

**Read the story and underline all the action verbs.**

Amna jumped from bed in the morning. She ran to the dining table to take her breakfast.

"Amna, you are too active!" said her mother.

"So?" Amna replied as she leapt out the door.

She raced her friend Maria all the way to school. But she couldn't sit still. Ms. Perveen, the teacher, tapped her ruler on her desk and said, "Amna, SIT STILL!" "Yes, ma'am," Amna said as she picked up her pencil.

When the class lined up for Art activity, Zara whispered, "You should stop moving. You will get into trouble." But Amna was seeing how long she could hop on one foot and not trip over Maria.

The Art teacher, Mrs. Zahida, was showing the class how to draw clouds when Amna tipped over in her chair. Then she bumped into a table. Amna got a bruise on her forehead and had to go to the doctor.

The principal wrote a note to Amna's parents. Guess what Amna's parents decided? They told Amna that she will not go to the park to play with her neighbor friends for a week.

**Answer Key**

Jumped, ran, eat, said, replied, leapt, raced, sit, tapped, picked, lined up, whispered, stop, seeing, hop, trip, showing, draw, tipped, bumped, go, wrote, told, play

**Sample Sentences – Activity 2**

1. The young boy is mixing sugar in water.



2. Please add more sugar to my tea.



3. Father is connecting a wire with the switch.



4. The math teacher is solving a problem on blackboard.

5. Can you arrange the students in a row?



6. The detective is observing the strange man.

7. I am repairing my old bicycle



8. She is selecting her best pictures.



9. My elder brother collects coins.



10. The referee is explaining the rules of the game.

11. I have to label this diagram in five minutes.



12. They are listening to the song.



13. The helicopter is rising in the sky.



# PREPOSITIONS

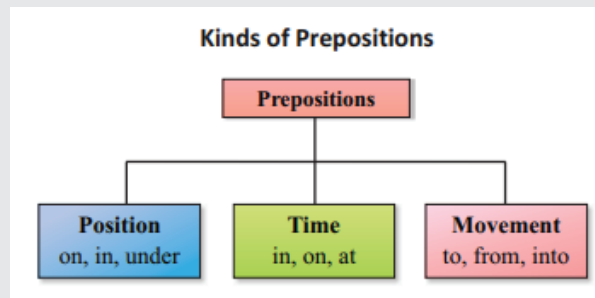


## STUDENT LEARNING OUTCOMES

- Use some words showing position, time and movement.

## INFORMATION FOR TEACHERS

- Prepositions tell the position of a noun.  
For example, (on, in, out, behind, under)
  - The book is on the table.
  - The book is in the bag
  - The book is behind the bag.
  - The cat is under the table.
  - Preposition here is telling the position of the noun "book".



- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 70 MIN/ 02 PERIODS**



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk, chart paper to draw the tables on it, if easily available otherwise draw the tables on black board. picture flash cards.



## INTRODUCTION

5 MINUTES

- Ask students about prepositions as they have already read about prepositions of position in the previous class and note the responses of the students on the blackboard.
- Remind them how important prepositions are. What if your mother told you to wait outside the school for her and by mistake you wait inside the school? The misunderstanding in the prepositions can totally change the information.
- Draw the diagram given in teachers help on the board and explain to the students that prepositions are of three kinds: position, time and movement.
- Write the following examples on the board:



- ◇ The cat is sitting on the table. ("On" is a preposition of place which tells the position of cat).
  - ◇ I bought it in March. ("In" is the preposition of time that is March).
  - ◇ My friend is coming from Abbottabad. ("From" is the preposition of movement).
5. To further explain the kinds of prepositions, create the similar examples with the help of the students and note their responses on the board.



## DEVELOPMENT

55 MINUTES

### Activity 1: 20 Minutes

1. Show them the following chart for the understanding of preposition of time and ask them to copy it, and other tables which will be shown afterwards, in their notebooks.

English	Usage	Example
On	Days of the week	On Monday
In	Months/ seasons Time of day Year	In August / in winter In the morning In 2009
At	For night For weekend A certain point of time (when?)	At night At the weekend At 7'o'clock

### Activity 2: 20 Minutes

Prepositions – Place Position

English	Usage	Example
In	room, building, street, town, country, car, taxi	in the kitchen, in Pakistan in the car, in a taxi
At	meaning next to, by an object for table for events place where you are to do something typical (watch a film, study, work)	at the door, at the station at the table at a concert, at the party at the cinema, at school, at work
On	attached being on a surface for a floor in a house	the picture on the wall on the table on the first floor

1. Use the above mentioned prepositions of position in sentences with help of the students. For example:
- ◇ I live in Pakistan.
  - ◇ Somebody is at the door.
  - ◇ The glass is on the table.

### Activity 3: 15 Minutes

1. Show students the following chart and explain to them the prepositions of movement.

To	movement to person or building movement to a place or city for bed	go to the school go to garden /Lahore go to bed
----	---	---

into	enter a room / a building	go into the kitchen / the house
------	---------------------------	---------------------------------



### CONCLUSION / SUM UP

2 MINUTES

1. Today we have learnt about prepositions of time, place and manner.
2. Remind students why prepositions are important: what if you look for food in the fridge, when actually it was on top of the fridge!



### ASSESSMENT

6 MINUTES

1. Give them the following sentences and ask them to underline the preposition.
  - ◇ Aiman was born in December.
  - ◇ She is sitting on the floor.
  - ◇ Ayesha is knocking at the door.
  - ◇ I am going to bazaar.
2. Involve the students in solving the exercise at the end of unit/chapter.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask them to revise and learn the above given three tables.

# WRITING A PARAGRAPH (EXPLAINING A PROCEDURE OR PROCESS)



## STUDENT LEARNING OUTCOMES

- Use appropriate vocabulary and tenses to write a simple paragraph by explaining a procedure or process.

## INFORMATION FOR TEACHERS

- Before teaching 'process and procedure' it is necessary to differentiate between process and procedure.
- A process refers to a series of actions or steps taken in order to achieve a particular end.
- A procedure is an established method of accomplishing a task, usually with steps that are performed in a prescribed order.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Writing board, marker, chalks, textbook.



## INTRODUCTION

5 MINUTES

- Tell students that while explaining the process and procedure in a simple paragraph, it is necessary to know the process and procedure of the task.
- Use transitional devices such as firstly, secondly, lastly, then, next, and again, etc.
- Demonstrate how to explain a process or procedure by listing simple steps of the following:
  - How our lungs work (Process)
  - How to make tea (Procedure)



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

- Divide the class into four or five groups.
- Write the following outline of a simple paragraph on the writing board and ask students to discuss the topic in their groups, brainstorm ideas, organise them, and then draft their individual paragraphs:

#### Topic: How to sharpen a pencil

- First \_\_\_\_\_
- Next \_\_\_\_\_
- Then \_\_\_\_\_ and finally \_\_\_\_\_

3. As the groups work, move around and provide necessary support.
4. After the completion of the task, students should share their paragraphs with each other within their groups.

### Activity 2: 10 Minutes

1. Ask the students to work in the same groups.
2. Assign the following topics to each group.
3. Ask the groups to write simple paragraph on the given topic. They should follow the same process as in the first activity: brainstorm, organise ideas, draft, and then review each other's paragraphs.

#### Topics:

- ◇ How to boil an egg
  - ◇ How to tidy a desk
4. Tell them to use transition words to move from one step to another of the process/ procedure.



### CONCLUSION / SUM UP

3 MINUTES

1. Tell students that, while writing a simple paragraph to explain a process or procedure, it is essential to make the process and procedure clear in the mind prior to writing it.
2. Brainstorming helps to think of all possible steps for the process/ procedure.
3. The transitional devices should be used skilfully.



### ASSESSMENT

5 MINUTES

1. Involve students in solving the exercise given in the relevant unit of the textbook.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign the following topics to students as a home assignment:
  - ◇ How to paint a picture
  - ◇ How to tie a shoelace
2. Tell them to discuss the topics with someone in the family and gather ideas before drafting their paragraphs.

# REVISING WRITTEN WORK



## STUDENT LEARNING OUTCOMES

- Revise written work for correct spelling, punctuation and tenses.

## INFORMATION FOR TEACHERS

- While teaching students to revise the written work, help them consider the following areas:
  - Spelling
  - Appropriate vocabulary
  - Correct use of punctuation
  - Sentence structure
  - Layout/legibility
- Give students a lot of practice to follow the writing process every time they do a writing task.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Writing board, marker, charts, textbook, duster etc.



## INTRODUCTION

5 MINUTES

- Write the following paragraph on the writing board:

their is meni intrusting facts about are beautiful planet, earth earth is made up mostly on water it is the third planet from the son and been formed over 4 billion years ago

- Ask students to read the paragraph silently and identify the errors in it. Tell them to look for spelling, punctuation, and verbs.
- Once the students have finished reading, ask them to work in pairs and discuss what errors they have noticed in the paragraph. Give them a minute to discuss and then invite 2 – 3 students to come to the front and underline the errors on the board.
- Tell them that in the next activity, they will rewrite this paragraph to correct the errors.



## DEVELOPMENT

23 MINUTES

### Activity 1:

13 Minutes

- Tell students that when good writers write a text on any topic, they check it for errors and revise it before finalizing it. It helps writers create good pieces of writing. Ask students what would happen if they do not check their writing. Allow 2 – 3 students to share their responses.

Highlight the point that 'checking' what you have written before sharing it with the reader(s) is very important. If we do not check it, the readers will face difficulty understanding it.

2. Next, tell students that 'checking your writing for spelling, punctuation, and tenses' can be done by using CUPS strategy:
  - ♦ C = Capitalization (proper nouns, e.g., Pakistan, Ahmad, etc.; and the start of a sentence, e.g., Saima likes to read storybooks.)
  - ♦ U = Usage (subject – verb agreement, e.g., 'I am talking', 'She is writing', etc, and correct tenses)
  - ♦ P = Punctuation (. ? ! , ' " ; :)
  - ♦ S = Spelling (use your resources, like a dictionary, to check words)
3. Draw students' attention again to the paragraph they read in the Warm-up activity. Ask them to copy it on their notebooks.
4. Once they have copied it, ask them to work in pairs again and identify CUPS errors in the paragraph i.e., which words need to be capitalized, which sentences have usage and punctuation errors, and which words have incorrect spelling.

### Activity 2: 10 Minutes

1. Once the students have identified the errors, review the errors with the whole class using the writing board (see the correct version given at the end of this lesson plan). You can use chalks/ markers of four different colours to highlight the errors of capitalization, usage, punctuation, and spelling.
2. Next, ask students to rewrite the paragraph after correcting the errors.
3. When they are rewriting, move around and provide necessary help – especially to the students who are struggling with writing.
4. As a final step, ask students to review each other's work in pairs. Ask them to use the CUPS checklist and see if their partner has corrected all the errors.
5. Appreciate students for their participation in the activities.



### CONCLUSION / SUM UP

2 MINUTES

1. Conclude the lesson by telling the students to always keep in mind that the mistakes / errors of spellings, appropriate vocabulary, punctuation and tense may occur in their writing. Therefore, always revise and edit their writing to make it error free before sharing it with others.



### ASSESSMENT

3 MINUTES

1. Write the following sentences on the writing board and ask students to copy them on their notebooks and underline the errors of spelling, punctuation and tenses:

i has a beautiful toy car i likes it a lot but one day when i was played with it it fell down the stairs and broke into many pieces

2. Randomly check the work of a few students to see if they have correctly identified the errors.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to write a paragraph of five or six sentence on 'My House' as a home assignment, revise and edit it and then present it to the teacher next day.

**Correct version of the paragraph:**

There are many interesting facts about our beautiful planet, Earth. Earth is made up mostly of water. It is the third planet from the Sun and was formed over 4 billion years ago.

**Month**

**3**

## DIPHTHONGS – II



## STUDENT LEARNING OUTCOMES

- Pronounce and practice long and short vowels and diphthongs as they occur in practice items and sentences in reading lessons and in speech.

## INFORMATION FOR TEACHERS

- Recall lesson on Diphthong-I before teaching this lesson.
- Prepare the lesson plan well before going to the classroom. Read the relevant unit of the textbook. Go through the relevant activities/ exercises.
- Read the steps for activities given in the following lesson plan.
- There are two main types of letter sounds i.e. vowels and consonants.
- A diphthong is a sound formed by the combination of two vowels in a single syllable, in which the sound begins as one vowel and moves towards another (*as in coin, loud, and fair*).



## DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, charts, words containing diphthongs on small pieces of paper etc.



## INTRODUCTION

5 MINUTES

- Point to the English alphabet chart in the class and ask the students individually to pronounce the letter sounds randomly.
- Ask them to focus on the sounds of letters – not the names of the letters.
- Tell them about the difference between vowel and consonant sounds. Say: A **vowel is a speech sound** made with your mouth fairly open – without it you cannot pronounce a syllable. A **consonant is a sound** made with your mouth fairly closed.
- Explain to them that when two vowel sounds combine, they make a different sound called a diphthong.
- Now, review the following diphthongs learned in the previous lesson with the whole class:

ei	oi	ai	eə
Wait	Coin	Like	Hair
Rain	Boy	Bright	Care
Lay	Foil	My	Bear
Eight	Toy	Cry	Pair

- Tell students that now they are going to practice the remaining 4 diphthongs.





## DEVELOPMENT

20 MINUTES

### Activity 1: 20 Minutes

1. Paste a chart of the following words containing diphthongs on the front wall.

ɪə	ʊə	əʊ	aʊ
Here	Tourist	Show	Mouth
Near	Pure	Go	Bound
Career	Manure	Though	Now
Year	Sure	Slow	Brown

2. Make four groups of the class and elect a leader for each group.
3. Explain the first row of words to the students for their understanding.
4. Assign one diphthong to each group.
5. Ask them to pronounce the words written under diphthong symbols.
6. Ask them to underline the letters that produce the diphthong assigned to them.
7. Motivate them to practice these words and ask the teacher wherever they need help.
8. Ask the group leaders to come in front by turn and pronounce the words assigned to his/her group.



## CONCLUSION / SUM UP

3 MINUTES

1. Sum up the lesson by adding more single vowel sounds and diphthongs.
2. Explain the main difference between single vowel sounds and diphthongs to the students.



## ASSESSMENT

5 MINUTES

1. Divide the writing board in four sections as under:

ɪə	ʊə	əʊ	aʊ

2. Distribute the pieces of paper containing words with diphthongs among the students.
3. Ask them to write the given word under the diphthong symbol on the writing board.
4. Appreciate them for correct completion



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask them to write 05 new words for each diphthong symbol as home assignment.
2. Tell them to scan text from their favourite storybook or a story from their textbook to find words containing diphthongs practised in this lesson.

# EXPRESSIONS IN CONVERSATION



## STUDENT LEARNING OUTCOMES

- Use appropriate expressions in conversation to:
  - ◊ Seek permission to do something
  - ◊ Respond to instructions and directions.

## INFORMATION FOR TEACHERS

1. Examples of such situations include asking for permission or have to enter class, to take/ borrow things from others, to enter someone's house, to visit different places, to ask something, to do something for someone, etc.
2. Could, would, might and may are formal and polite words to ask for permission, e.g.
  - ◊ Could I please use your phone?
  - ◊ Would you mind if I use your phone?
  - ◊ May I use your phone?
3. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 70 MIN/ 02 PERIODS**



## MATERIALS / RESOURCES REQUIRED

- Chalks /marker, writing board, duster, chart papers.



## INTRODUCTION

5 MINUTES

1. Instructions: Draw a circle (as shown) in the middle of the board with the questions and ask the students' to tell you all the situations where they should seek permission. Write the students' answers around the circle in short phrases. After this have a short class discussion on the following question:
2. Why should we ask for permission?



## DEVELOPMENT

55 MINUTES

### Activity 1: 20 Minutes

1. Instructions: Write the following dialogue on the board/chart and discuss the meaning. Divide the class in to pairs and ask to practice conversation by changing persons, objects and situations.

#### Dialogue One:

**Sabeen:** May I take your English notebook home today, if you don't mind? I was absent

yesterday and I missed some work.

**Kashif:** Oh yes, of course, but only promise to return it to me by tomorrow because I have a test next week. My mother also takes my test daily.

**Sabeen:** Please don't worry. I will give it back to you by tomorrow and I promise, I will use it with care.

**Kashif:** You can have it then.

**Sabeen:** Thanks a lot.

### Dialogue Two:

**Amina:** Please ammi, can I use the computer?

**Her mother:** No dear, you can't, it's time to go to bed.

**Amina:** Ok but May I read a story before I go to sleep?

**Her mother:** Sure! But try to sleep early.

**Amina:** Thanks a lot ammi.

### Activity 2: 15 Minutes

- Instructions: Copy the following table on the board or on a chart and help the students understand and practice the sentences in pairs and with the whole class. Encourage making combinations from the different columns using different words.

Asking Permission	Giving Permission	Refusing Permission
Can I ask you a question, please?		
Can we go home now?	Sure.	
May I have a piece of cake?	Yes, please.	
Could I get you to turn off the lights?	Go ahead.	
Do you mind if I eat here?	No problem.	
Would you mind if I asked you something?	You can go home now if you like.	No, please don't.
Is it okay if I sit here?	You can borrow my pen if you like.	Sorry, I don't like that.
Would it be all right if I borrowed your bicycle?	No, I don't mind. Go ahead.	No, please.
Will you allow me to.....?	Sure, no problem.	I'm sorry, but that not possible.
Would you mind...?	No problem at all.	I'm afraid, but you cant.
Do you mind if I turn on the fan?	Yes, please do.	
Can I go out, please?	Sure, go ahead.	
May I open the window, please?	Sure.	
Please, can I have a look at your photo album?	No problem.	
	Please feel free.	

### Activity 3: 10 Minutes

- The students will work in pairs to ask for giving directions to different places shown in the map. Discuss the instructions on the map with the class before pair work begins.

Give and follow different directions using the map in pairs. Follow the steps:

**Step1:** Tell/ask “where to go”. For example, to the school, the zoo, the supermarket, etc.

**Step2:** Tell/ask “what to do after you have followed the last instruction”. For example, turn left/right, go straight etc.

**Use the following words and phrases to give directions:**

go straight	turn right	turn left	cross	behind
on your right	on your left	beside	next to	go to
across from	in front of			

**Use these questions:**

**Could you tell me how to get to** the library/zoo/school.....?

**How do I find** supermarket/college.....?

**Pardon me, I'm lost, how do I get to the** shoe shop/chemist....?

**Could you direct me to** park/zoo/...?

**Which is the best route to** the Running Track/Garage/...?

#### Activity 4: 10 Minutes

##### “Listen and Draw”

1. Instructions: Call a student to draw a Monster by following his/her class fellows' instructions.
2. Let the class think of scary things also for instructions, e.g. draw a long tongue coming out of its mouth; draw two big feet with sharp nails, etc.



#### CONCLUSION / SUM UP

2 MINUTES

1. Ask students to share the new expressions they learnt for different situations.
2. Ask students to give you instructions to reach the school canteen.



#### ASSESSMENT

6 MINUTES

1. Give different situations to the students and ask them to express themselves with gestures.
2. Involve the students in solving the exercise at the end of unit / chapter.



#### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to bring different instructions in the form of wrappers, books, pamphlets, boxes, packs, etc. and display them on a chart paper in the class (Use it for improving reading skills later).
2. Make the students work in pairs and give directions to any other parent to their school.
3. Ask the students to perform different roles like teacher, principal, doctor, postman etc. and give instructions/directions according to their roles.
4. Students can pretend to be on a cooking show, teaching the audience to cook something. The recipe doesn't have to be correct; it just has to have a few steps in order.

# CHANGING PARTS OF SPEECH



## STUDENT LEARNING OUTCOMES

- Identify in a text and change parts of speech in a given word.
- Locate/provide and use words similar and opposite in meanings.

## INFORMATION FOR TEACHERS

- Reinforce synonyms. Synonyms are words with similar meaning. Explain that when a word or phrase is replaced it should have the same word class/word form so as to grammatically fit into the sentence e.g., he has lied = he has not spoken the truth.
- Introduce/revise simple present tense. Simple present tense shows daily routine/activities and usual habits of a person. First form of the verb is used to make a sentence, but with third person singular -s, and -es are added to the first form of verb.
- While teaching in lesson, the teacher should also consult the textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, colour/crayons, text written on a chart paper (optional), text book.



## INTRODUCTION

3 MINUTES

- Ask students:
  - What is your favourite thing to do/pastime?
  - What is your favourite game/toy/sport?
  - Do you play with your brothers and sisters/siblings?
  - Do you play with you friends/pals/chums?
- Take responses from a few students and help them identify that each question included words that has similar meanings. These words can often be used interchangeably.
- Tell them that today they are going to practice changing parts of speech and replacing words with similar or opposite words.



## DEVELOPMENT

24 MINUTES

### Activity 1: 8 Minutes

- Review parts of speech with the class. Give them examples for each part of speech.
- Tell them that sometimes we can replace a part of speech with another within a sentence.

Give them the following example:

- ◇ Changing noun to verb:
  - ◇ The **cost** is twelve rupees.
  - ◇ It **costs** twelve rupees.
- 3. Now, write the following sentence on the writing board and ask them to replace the noun with a verb: These mangoes have a sweet **smell**. (Answer: These mangoes **smell** sweet.)
- 4. Write another sentence and ask them to change the adjective with an adverb: We spent a **happy** hour. (Answer: We spent an hour **happily**).

### Activity 2: 8 Minutes

1. Write the following story on the writing board or on a chart that can be displayed in the class:

Sara and Ali are siblings. Sara likes to have fun with her dolls. Ali hates dolls, but he adores his toy cars. Sometimes, Sara also plays with Ali's cars. Sara and Ali still like to play with each other because it is fun. Ali's favourite thing to do is to build a fort. First, one needs to get a charpoy, a few bed sheets and pillows. Then, he makes walls out of rolled mattresses. Finally, he puts the sheets over the top to make the roof. Now the roof looks beautiful.

2. Ask students to read the story individually.
3. Next, divide them in pairs and ask them to re-read the underlined words.
4. Ask them to discuss and identify which part of speech each underlined word is, e.g., verb, noun, adjective, etc.
5. Once they have identified parts of speech for underlined words, ask them to think of a similar word (synonym) for each underlined word.
6. Invite 3 – 4 students to share their responses with the whole group.

### Activity 3: 8 Minutes

1. Elicit the following words from students and write them on the writing board.
2. Ask students to read them aloud.

dislikes	loves	brother and sister	enjoyable	constructs
play	castle	gather	covers	together

3. Then ask students to work with their partners and rewrite the story by replacing each underlined word with a word from the table.
4. Monitor and help the students.
5. Allow 2 – 3 students to share their work with the whole group.



### CONCLUSION / SUM UP

2 MINUTES

1. Conclude by reviewing the key points of the lesson.
2. Tell students that synonyms should be used carefully because synonyms may have similar meanings, but not exactly same meanings.



### ASSESSMENT

4 MINUTES

1. Write the following words on the writing board and ask students to tell their synonyms and antonyms:
  - ◇ Obey

- ◇ Happy
- ◇ Fast
- ◇ Pleasant.



## **HOMEWORK / FOLLOW UP**

2 MINUTES

1. Ask students to use the above written story as a model for their writing and write a paragraph about their favourite thing to do/game.
2. Replace the underlined words with their antonyms and re-write the story. Does it sound meaningful? Share experience with the whole class next week!

# AUXILIARY VERBS (BE, DO AND HAVE) – I



## STUDENT LEARNING OUTCOMES

1. Recognise the helping verbs/as adding the main verbs.
2. Identify and make simple sentence with verbs be, do and have as main and helping verbs.
3. Distinguish between be, do and have as main and helping verbs.

Note: This SLO is continued with the next SLO.

## INFORMATION FOR TEACHERS

1. Main verbs have meaning on their own (unlike helping verbs). There are thousands of main verbs.  
Example: watch, clean, see, run, speak, divide, collect, copy, construct, etc.  
watch, clean, see, run, speak, divide, collect, copy, construct, etc.
2. Helping verbs are also called “auxiliary verbs.”
3. Some sentences have more than one verb. They have a main verb—the verb that shows the main action or state of being. They also have a helping verb.
4. A helping verb helps us know when the action of the verb happened. It tells the tense of the verb.
5. Helping verbs have no meaning on their own. We usually use helping verbs with the main verb. They “help” the main verb (which has the real meaning).
6. A helping verb always comes before the main verb in a sentence.



Example: I am reading my favorite novel. (am helping verb, reading main verb).

7. The verb be, have and do can be used as main verbs or as the helping/auxiliary verbs.
8. The verb be is used as a helping verb to make continuous tenses.

Example: He is watching cartoon. (‘is’ as the helping verb, ‘watching as the main verb).

9. The verb have is used as a helping verb to make perfect tenses.

Example: I have finished my classwork. (‘have’ as the helping verb, ‘finished’ as the main verb)



10. The verb do is as a helping verb to ask questions, make negative and to make emphasis.

Example: Do you sleep early at night? ('do' as the helping verb, 'sleep' as the main verb)  
she does not drink coffee. ('does' as the helping verb, 'drink' as the main verb. The word "not" is not part of the verb). I do sleep early. ('do' as the helping verb, 'sleep' as the main verb)

Time allocation is tentative and can change as per need of the activity.

While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



### **DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



### **MATERIALS / RESOURCES REQUIRED**

- Chalk/marker, writing board, worksheets.



### **INTRODUCTION**

10 MINUTES

Note: Students have learnt the use of be, do and have as main/principal verbs in Grade 3. So recall their knowledge of various forms of do, be and have.

1. Review different forms of the verb be, do and have with students by asking them: What are be, have and do verbs? Give examples of sentences in which verbs be, have and done are used as main verbs.
2. Write some sentence on the writing board using be, do and have as main verbs (if students have difficulty recalling and/or students give incorrect examples).
3. Explain to the students that the verb to be is used as the main verb to tell what someone or something is like or that something or someone exists. (She is a good teacher. It is book. My grandfather was a doctor).
4. Tell the students that when the verb have is used as main verb it shows possession. (I have a computer at home. She has beautiful long hair. They had two Persian cats).
5. Teach the students the function of helping verbs with examples (see information for Teacher above).
6. Teach the students the functions of the verbs be, have and do as helping verbs with examples (see information for Teachers above).
7. Write many sentences on the blackboard for students to recognise that helping verbs are helping the main verbs (to show when the action happened).
8. Ask random students to give sentences in which two verbs are used; helping and main.



### **DEVELOPMENT**

15 MINUTES

#### **Activity 1: 15 Minutes**

1. Distribute worksheet amongst the students or write the sentences on the writing board if worksheets are not in quantity. (See the sample sentence at the end of the lesson plan).
2. Ask students to open their notebooks.
3. Tell the students to read the sentences and write the type of helping verb (be, do and have) in the blank given in front of each sentence.



## CONCLUSION / SUM UP

2 MINUTES

1. Go through the lesson quickly and ask the students: What is the other name for helping verbs? Does a helping verb come before the main verb or after the main verb? What does a helping verb help us know? What does the verb to be do as a helping verb? Tell the students that when you see an "ing" verb such as "running", look for a helping verb also.



## ASSESSMENT

6 MINUTES

1. Assess students' understanding of the forms of be, do and have verbs through their correct responses during introduction.
2. Assess students' understanding of helping verbs through the correct examples given in the introduction activity.
3. Assess students' ability to recognise helping verbs as aiding the main verb through the correct responses given in the introduction activity.
4. Assess students' ability to identify the use of verbs be, do and have as helping verbs through the number of correct answers given during the activity 1 and follow up activity.
5. Arrange a written test after few days to further assess students' ability to identify the use of verbs be, do and have as helping verbs.
6. Involve the students in solving the exercise at the end of unit/chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Read a story aloud to the students and then ask them to search for be, do and have as helping verbs used in the story. Ask them to pick the same words used as main/principle verbs.

### Sample Worksheet — Activity 1

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Read each sentences and underlying the helping verb. Write the correct form of helping verb (be, have, do) in the blank given in front of each sentence.**

- |     |                                       |       |
|-----|---------------------------------------|-------|
| 1.  | They have done their work.            | _____ |
| 2.  | She is playing in the park.           | _____ |
| 3.  | He did not understand.                | _____ |
| 4.  | We are climbing the tree.             | _____ |
| 5.  | Children were shouting in the class.  | _____ |
| 6.  | Zahid is flying a kite.               | _____ |
| 7.  | The lambs are running here and there. | _____ |
| 8.  | I did sleep.                          | _____ |
| 9.  | Did you enjoy the picnic?             | _____ |
| 10. | I have seen this drama before.        | _____ |
| 11. | We are doing a science project.       | _____ |
| 12. | Do you play hide and seek everyday?   | _____ |
| 13. | Rania has built a castle in the sand. | _____ |
| 14. | I am flying a big kite.               | _____ |
| 15. | The baby is sleeping on the sofa.     | _____ |

### Answer Key

- |         |        |          |         |          |
|---------|--------|----------|---------|----------|
| 1. have | 2. be  | 3. do    | 4. be   | 5. be    |
| 6. be   | 7. be  | 8. do    | 9. have | 10. have |
| 11. be  | 12. do | 13. have | 14. be  | 15. be   |

# AUXILIARIES/HELPING VERBS (BE, DO AND HAVE) - II



## STUDENT LEARNING OUTCOMES

- Distinguish between be, do and have as main and helping verbs.
- Identify helping verbs and use them in simple sentences.

## INFORMATION FOR TEACHERS

1. Some sentences have more than one verb: principal or main verb that shows an action and the auxiliary or helping verb that add to the principal verb e.g. in the sentence, "they are watching TV", "watching" is the main verb whereas "are" is the helping verb.
2. Helping verbs determine the tense of the principal verb i.e. when the action takes or took place.
3. The auxiliaries be, do, have can also be used as principal verbs.
4. A helping verb helps us know when the action of the verb happened. It tells the tense of the verb.
5. The verb be, have, and do can be used as main verbs or as the helping/auxiliary verbs.
6. The verb be is used as a helping verb to make continuous tenses.
7. Example: He is watching cartoons. ('is' as the helping verb, 'watching' as the main verb)
8. The verb have is used as a helping verb to make perfect tenses. Example: I have finished my class work. ('have' as the helping verb, 'finished' as the main verb)
9. The verb do is used as a helping verb to ask questions, make negatives and to make emphasis. Example: Do you sleep early at night? ('do' as the helping verb, 'sleep' as the main verb) She does not drink coffee. (Does as the helping verb, drink as the main verb. The word "not" is not part of the verb.) Do sleep early (do as the helping verb, sleep as the main verb).
10. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Chalk, writing board, worksheet for each student.



**INTRODUCTION**

**5 MINUTES**

Note: The students have studied the use of verbs be, do and have as helping verbs in the previous lesson.

1. Review helping verbs by asking students: What does a helping verb help us know? What is the other name for helping verbs? Does a helping verb come before the main verb or after the main verb? What does the verb to be do as a helping verb? Give examples of sentences in which verbs be, have and done are used as helping verbs? etc.

2. Write a sentence on the writing board such as "Ayesha smiled to the teacher". Ask the students (i) "What is the verb in the given sentence?" (ii) "Is it a principal verb or auxiliary verb?"
3. Encourage the students to give correct answer, i.e. "smiled" is a principal verb.
4. Ask the students that you want to add a helping verb to the sentence by changing "smiled" to "smiling". Ask the students to help you do it.
5. Write on the writing board "Ayesha is/was smiling to the teacher." with the help of students.
6. Write another sentence on the writing board e.g. "It is a tall tree." Ask the students: What is the verb in the sentence? Is it a main verb or a helping verb? (is, main verb).



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

1. Give each student a worksheet or write the sentences on the blackboard if worksheets cannot be photocopied. (See the sample sentences at the end of the lesson plan).
2. Ask students to open their notebooks. (In the case worksheets are not available).
3. Tell the students that they have to read the sentences and identify in which sentences verbs be, do and have are used as helping verbs and in which sentences as main verb.
4. Do one sentence on the blackboard for students' understanding.

### Activity 2: 10 Minutes

1. There are other forms of "be" i.e:
  - ◇ Simple present = is, am, are
  - ◇ Simple past = was, were
  - ◇ Present participle = being
  - ◇ Past participle = been
2. Ask the students to take out their notebooks.
3. Tell the students to make two sentences with each verb. In one sentence the verb should be used as main verb. In the second sentence the verb should be used as helping verb.
4. Move around to monitor the students. Provide help to them. (Some students learn faster than others and do their work quickly. Make such students help the students who are slow learners. Students learn better from peers but keep an eye on them to ensure they are working together).



## CONCLUSION / SUM UP

2 MINUTES

1. Recap the lesson by asking the students about the three verbs they have learnt and practiced in the class.
2. Lead another brainstorming session on how we can save electricity, using the words they have just practiced.



## ASSESSMENT

6 MINUTES

1. Assess students' understanding the helping verbs through their correct responses during introduction.
2. Assess students' ability to identify and distinguish between be, do and have as main and helping verbs through the correct number of distinctions made in the activity 1.
3. Assess students' ability to make simple sentences with be, have and do as main and

helping verbs through the activity 2.

4. Assess students' ability to identify the use of verbs be, do and have as main and helping verbs through the number of correct answers given during the follow up activity.
5. Arrange a written test after a few days to further assess students' ability to identify, distinguish and use the verbs be, have and do as main and helping verbs.
6. Involve the students in solving the exercise at the end of unit/chapter.



## **HOMEWORK / FOLLOW UP**

**2 MINUTES**

1. Give students five verbs (e.g. talk, play, read, help, wash) and ask them to make sentences using these verbs as main verbs and verbs be, do, have as the helping verbs. Make one sentence on the blackboard for students understanding (e.g. move: I am moving the heavy box).
2. Give this activity as homework.

# WORDS SHOWING TIME



## STUDENT LEARNING OUTCOMES

- Use some words showing time.

## INFORMATION FOR TEACHERS

- There are numerous words in English language that show time.
- The teacher should have sufficient collection of words which are used to show time, such as meanwhile, afterwards, as soon as, etc.
- The teacher should have ability to use these words properly.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Writing board, marker, charts, textbook, etc.



## INTRODUCTION

5 MINUTES

- Write the following words/ phrases on the writing board:

Before	First	Next	Sometimes	Last
Earlier	To begin	After	At times	Finally
Previously	At the onset	Second	From time to time	In conclusion
Yesterday	Now	Later	Every now and then	At last

- Ask students to think and then discuss in pairs what they notice is common about these words. Give them a hint: look for the word that is repeated.
- After a minute, allow 2 – 3 students to share their responses with whole class.
- Help students notice that these words are used to talk about time; they express when or how often something happens. They may also signal the order in which events happen.
- Tell them that today we are going to practice a few words that are used to express time of an action or event



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

- Write the following sentences on the writing board and then ask the students to identify the words showing time:

**Last summer my family went on a picnic in a park. We spent a nice time in the park. After-**

**ward, we went to the zoo. Finally, we returned home.**

2. Ask students to make a list of those words.
3. Next, ask them to think of a trip they had in the past.
4. Write a few sentences about it using a few transition words showing time.
5. Then, compare it with the work of a partner and see if they both have used similar transition words or different.

### **Activity 2: 10 Minutes**

1. Write five sentences on the writing board along with word bank as given below.
2. Ask students to fill in the blanks with the help of the word bank.
  - ◇ \_\_\_\_\_ I reached the station, the train left.
  - ◇ Aslam kept on working hard and \_\_\_\_\_ he got the 1st position.
  - ◇ My friend \_\_\_\_\_ visits me.
  - ◇ \_\_\_\_\_, I just don't understand what the teacher is saying.
  - ◇ I have \_\_\_\_\_ got the book I've been waiting to read.

#### **Word Bank**

Sometimes, finally, as soon as, often, at last once



### **CONCLUSION / SUM UP**

2 MINUTES

1. Conclude the lesson by telling the students that today we have practiced a few words that are used to express time of an action or event. These words are used to talk about time; they express when or how often something happens. They may also signal the order in which events happen.
2. Repeat a few examples: first, next, last, before, after, sometimes, yesterday, now, later, etc.



### **ASSESSMENT**

6 MINUTES

1. Ask students to brainstorm about their daily routine and then write a paragraph about it using a few transition words showing time.
2. Randomly check their work and provide feedback.



### **HOMEWORK / FOLLOW UP**

2 MINUTES

1. Select a story from the textbook and assign it to students.
2. Ask them to scan it for words showing time.
3. Tell them to make a list of all those words and share it with the class the next day.

## DEGREES OF ADJECTIVES





## STUDENT LEARNING OUTCOMES

- Articulate, identify and use degrees of regular adjectives.

## INFORMATION FOR TEACHERS

- Adjectives have three degrees (1, 2, 3) positive, comparative and superlative.

Positive	Comparative	Superlative
 tall	 taller	 tallest
 small	 smaller	 smallest
 old	 older	 oldest

 happy	 happier	 happiest
--	--	--



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, flash cards, balls, books, pencils.





## INTRODUCTION

5 MINUTES

1. Ask students about adjectives as they have already done adjectives in the class.
2. Note down their responses. Responses may be (beautiful, honest, brave, happy, etc).
3. Brainstorm with students to hear when these degrees of adjectives are useful.  
(To identify with someone or to point someone out or for comparison. For example:  
Child 1: Look that is my friend.  
Child 2: Which one? The tall one?  
Child 3: The one who is the tallest in the group is my friend.  
Or  
I was happy in Swat but I am happier now in Peshawar.



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

1. Ask three students of different heights to come forward and stand height - wise.
2. Tell them that student 1 \_\_\_Name\_\_\_ is tall, student 2 \_\_\_\_\_Name\_\_\_\_\_ is the taller and student 3 \_\_\_\_\_Name\_\_\_\_\_ is the tallest.
3. Tell them that tall is an adjective which has three degrees; positive, comparative and superlative. In this case the 1st boy is tall, 2nd is taller and the 3rd is the tallest one.
4. Some other examples of such adjectives are given below:

Positive	Comparative	Superlative
Small	Smaller	Smallest
Nice	Nicer	Nicest
Warm	Warmer	Warmest
Neat	Neater	Neatest
Wise	Wiser	Wisest

### Activity 2: 10 Minutes

1. Now tell the students that they know how to form the second and third degree of adjective.
2. Tell them to add "er" with adjective to make comparative degree and add "est" for forming superlative degree of the adjective example. Old, older, oldest (for more examples see information for teacher or consult a grammar book).
3. Now with the help of the student's form comparative and superlative degrees of some adjectives and write them on the board.
4. After that tell them that the adjectives ending with "y" are magic words. The "Y" changes into "I" and then we add "er" and "est" / For example happy, happier, happiest.
5. Come up with more examples with the help of the students.



## CONCLUSION / SUM UP

2 MINUTES

1. Today we have learnt the degrees of adjectives. Remind students when and why the degrees of adjectives are useful.

**ASSESSMENT**

6 MINUTES

1. Give them five adjectives and ask them to write their comparative and superlative degrees in their notebooks.
2. Involve the students in solving the exercise at the end of unit/chapter.

**HOMEWORK / FOLLOW UP**

2 MINUTES

1. Ask them to write 5 adjectives and their degrees on their notebooks.
2. Ask students to write 3 sentence paragraphs using all three degrees of the following adjectives: neat, happy, thin, small  
Example: I had a small cat. She had 4 kittens that were even smaller than her. And out of those four the white kitten was the smallest.

## CAPITALISATION



## STUDENT LEARNING OUTCOMES

- Recognise and apply capitalisation to the initial letter of proper nouns, names of holidays, special events and groups.

## INFORMATION FOR TEACHERS

- Capitalisation is used for proper nouns i.e. names of people (Ahmer, Mr. Jawad), places (Bagh-e-Naran, Qila Bala Hisar, Hayatabad), brands (Bata, Pepsi), events (Eid-ul-Fitr, Eid-ul-Azha), and at the beginning of the sentences.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when necessary.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, textbook, pictures, charts etc.



## INTRODUCTION

3 MINUTES

- Tell students that capital letters are used in two ways in English:
  - They are used to show the beginning of any sentence.
  - They are also used to show that a noun is a proper noun.
- Tell the students that capitalisation is always used for proper nouns. Similarly, names of people and events also start with capital letters, and the first word of a sentence always starts with capital letter.
- The names of days, weeks and months of a year always start with capital letters.



## DEVELOPMENT

23 MINUTES

## Activity 1: 13 Minutes

- Review the following rules with the whole class:
  - Capitalise a word when it...
  - Starts a sentence
  - Names a specific person, place or thing (proper noun or adjective)
  - Gives a person's title connected to that person's name
  - Is a major word of a document title
  - Is the pronoun 'I'
- Give examples and help students understand each rule and its example.

- ◇ Ask them if they have any questions.
  - ◇ Paste an already prepared chart in front of the class with following sentences.
  - ◇ We celebrate Independence Day of Pakistan every year.
  - ◇ I met my friends last Sunday.
  - ◇ June is the hottest month of year.
  - ◇ Eid-ul-Fitr comes after Ramazan.
  - ◇ Quaid-e-Azam is the founder of Pakistan.
3. Ask volunteers to come forward and underline capitalisation in the above sentences.

### Activity 2: 10 Minutes

1. Select a unit of the textbook.
2. Divide the class into pairs and ask them to open the selected unit of the textbook.
3. Tell them to scan the unit for capitalisation and circle all capital letters. Tell them to use a lead pencil.
4. As they find a capital letter, they should note if it is the beginning of a sentence or a proper noun.
5. Once they have completed this task, ask them to compare their work with that of another pair.
6. Finally, review the unit with whole class and highlight why a certain letter is capitalised.



### CONCLUSION / SUM UP

2 MINUTES

1. Conclude the lesson by reviewing where to use capitalisation in English:
  - ◇ The first word of a sentence
  - ◇ "I"
  - ◇ Days, months, and holidays
  - ◇ Names of people and places, titles of people
  - ◇ Buildings and other structures
  - ◇ Organizations and other groups of people
  - ◇ Historical events and documents
  - ◇ Titles of books, games, newspapers, magazines, movies, plays, television shows, works of art, etc.



### ASSESSMENT

5 MINUTES

1. Write the following sentences on the writing board:
  - ◇ we loved our trip to the army museum.
  - ◇ one of my favourite pakistani players is waseem akram.
  - ◇ the prime minister lives in the pm house.
  - ◇ i want to visit chitral national park next june.
  - ◇ on wednesday, sidra and saira went to the library
2. Ask students to rewrite these sentences using the correct capitalisation.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to write the names of days of a week and names of the month on the charts as home assignments.
2. Tell them to scan a newspaper for capitalisation and note down at least 10 words that are capitalised.

## SUMMARY WRITING



## STUDENT LEARNING OUTCOMES

Use summary skills to:

- Mark important points and develop a mind map to summarize a text.

## INFORMATION FOR TEACHERS

1. A summary is a shorter version of the original. Such a simplification highlights the major points from the much longer subject, such as the text.
2. Summary skills require that the reader reads the entire text to first identify the key points.
3. A min map is a diagram used to represent, ideas or other items linked to and arranged around a central keyword or idea. Mind maps are used to generate, structure and classify ideas, and as an aid in study skills and writing organization.
4. At this grade, the mind map will be the easiest and simplest one because the students are very young. You just need to tell them the introduction of the mind map and ask them to develop it by identifying and linking key ideas.
5. Use simplest of symbols and make it as colorful as possible for the interest of the students.
6. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Chalks/marker, writing board, textbook.



**INTRODUCTION**

**5 MINUTES**

1. Recall the previous lesson about the summary.
2. Remind them that they used the technique of marking the important or key points in the text to develop the summary of it.
3. Tell them that today they are going to make the mind map which is a drawing form of summary in simple words.



**DEVELOPMENT**

**20 MINUTES**

**Activity 1: 20 Minutes**

1. Give the story to the class which you have with you.
2. Ask the class to read it carefully and write keywords on the different page. They have done enough practice of summary skill, so there would be no problem for them.

3. Ask them to draw their own cartoon, a flower or a tree etc. in the middle of the page and write all the words they have written on the page at different places near their cartoon.
4. Circle the words.
5. Now draw lines to connect the circled words and the cartoon/flower.
6. Tell them that this is called the mind map which is summarizing the next they have just read.
7. Tell them that they can easily write a summary of a text just by having a view of the mind map.
8. Point out to students that the mind map will help them in remembering facts too, since they now have to remember a few keywords that will help them remember the whole story.



### **CONCLUSION / SUM UP**

2 MINUTES

1. Conclusion the lesson by telling the class the importance of mind map. When they were making the mind map of their own, draw a mind map on the blackboard and at the end of the lesson, show them that mind map and explain it to conclude.



### **ASSESSMENT**

6 MINUTES

1. Ask them to shuffle the papers of mind maps with each other and ask them to view mind maps of others.
2. Ask students to point out if their selection of key points for the mind map is very different from their class fellows.
3. Involve the students in solving the exercise at the end of unit/chapter



### **HOMEWORK / FOLLOW UP**

2 MINUTES

1. Give them another text and ask them to make the mind map of that text on paper. Check the home work the next day.

### THE STONE CUTTER:

Once upon a time there lived a stone cutter in a small village. All day long he worked hard, cutting the hard stones and making the shape which were needed by his customers. His hands were hard and his clothes were dirty.



One day he went out to work on a big stone. It was very hard to work and the sun was very hot. After spending several hours cutting the stone, he sat down in the shade and soon fell asleep.

After sometime, he heard sound of somebody coming. Walking up he saw a long procession of people. There were many soldiers and attendants and in the middle, in a palanquin, carried by strong people, was the king .

"How wonderful it must be to be the great king" thought the stone cutter .

"How happy I would be if I were the king instead of a poor stone cutter".

As he said these words, a strange thing

happened. The stone cutter found himself dressed in silk clothes and shining jewels. His hands were soft and he was sitting in a comfortable palanquin.

He looked through the curtains and thought, How easy it is to be a king, these people are here to serve me.

The procession moved on and the sun grew hot. The stone cutter, now the king, became too warm for comfort. He asked the procession to stop so that he could rest for some time.

At once the chief of the soldiers bent before the king and said "Your Majesty, only this morning you swore to have me hanged to death if we did not reach the palace before the sun set".

The stone cutter felt sorry for him and ordered the procession to go on its way again.

As the afternoon wore on, the sun grew hotter, and the king became more and more uncomfortable.

"I am powerful, it is true, but how more powerful the sun is, he thought I would rather be the sun than a king".

At once, he became the sun, shining down on the earth.

His new power was hard to control.

He shone too strongly, he burned up the fields with his rays and turned the ocean into vapour and formed a great cloud which covered the land.

But no matter how hard he shone, he could not see through the clouds.

"It is obvious that the clouds are even stronger and more powerful than sun" said the stone cutter, now the sun, "I would rather be a cloud".

Suddenly he found himself turned into a huge dark cloud.

He started using his new power. He

poured rain down on the fields and caused floods. All the trees and houses were swept away but a boulder, which once he had been cutting when he was a stone cutter was unmoved and unchanged.

How much he poured down on the stone it did not move.

"Why that rock is more powerful than I am" said the stone cutter now a cloud.

"Only a stone cutter could change the rock by his skill. How I wish I were a stonecutter".

No sooner he said the words that he found himself sitting on a stone with hard and rough hands.

He picked up his tools and set to work on a boulder, happily.



## GAPPED SUMMARY



## STUDENT LEARNING OUTCOMES

- Use summary skills to provide the missing information in the gapped summary.

## INFORMATION FOR TEACHERS

1. A good summary condenses (shortens) the original text. While it should be long enough to include the most important information, usually it is one-fourth to one-third of the original text if that text is 1–3 pages. It will vary greatly, for example, if it is a summary of a novel, book, or other long piece. The length also depends upon the purpose of the summary.
2. Summary skills require that the reader reads the entire text to first find the key points.
3. Then using their own words, the reader writes the summary including all the key points.
4. Gapped summary has a few words missing i.e. fill in the blanks. The students should be able to insert the relevant words. Initially give them a word bank to select words from.
5. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Chalks/marker, textbook, writing board, textbook etc.



## INTRODUCTION

5 MINUTES

1. Remind students the lesson about the summary skills they learned in the previous grade.
2. Help them recall key points of a summary.
3. Ask a student to volunteer to tell a summary of any recent lesson. Other students should fill in where any key point is missed.
4. You can also ask a student to briefly describe an event, for example, if the class played a match or went on a trip, one student can give a summary of it.
5. Other students can point out if he/she missed anything.
6. Students can also point out if he/she gave unnecessary details.
7. Discuss with students if they don't agree on what is important and what is not important.
8. Tell students that it is important to include all the key points or information in a summary and that we may use our own words to give that information but it is vital that the information is not missed out.



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

1. Introduce the activity by asking students to describe a summary:
  - ◇ Convey the idea that a summary is a short, overall picture of what happened in the story or what is written in a text
  - ◇ A summary touches on the most important aspects of the story/ text
2. Begin by reading OR have students listen to a selected text from the textbook.
  - ◇ Ask students the following framework questions:
  - ◇ What are the main ideas?
  - ◇ What are the crucial details necessary for supporting the ideas?
  - ◇ What information is irrelevant or unnecessary?
3. Have them use key words or phrases to identify the main points from the text.

### Activity 2: 10 Minutes

1. Ask the class to open the unit which you have selected for this lesson. (See Annex-1: Sample Text with Questions).
2. Ask them to read the text of the unit carefully.
3. When they are reading the text, write some MCQs (Multiple Choice Question) on the board.
4. The MCQs must be about all the information from the text which is important.
5. After they have completed reading, ask them to answer the MCQs and write the answers on their note book.
6. When they are writing the answers on the note book, you should write the gapped summary on the board. (See the end of the lesson for gapped summary)
7. Ask them to fill the information which is missing in the gapped summary.
8. Ask them to write it on their note books.



## CONCLUSION / SUM UP

3 MINUTES

1. Conclude the lesson by asking the class about the importance of summary.
2. Review the key points of a summary with the class.



## ASSESSMENT

5 MINUTES

1. Ask them to exchange their notebooks with each other and ask the class to check the work of each other.
2. Ask them to tell you if they see any problem in it.
3. Involve the students in solving problems given in the exercise at the end of unit/chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Give them another text and ask them to write the summary of the text at home.

## Annex-I

### SAMPLE TEXT WITH QUESTIONS

A Frog was in his garden. A Rabbit came there to see him. "What a fine garden you have, Frog!" he said. "Yes," said the Frog, "It is very nice, but it was hard work." "I wish I had a garden," said the Rabbit. "Here are some flower seeds. Plant them in the ground," said the Frog, "and soon you will too have a garden."



"How soon?" asked the Rabbit. "Quite soon," said the Frog.

The Rabbit ran home. He planted the flower seeds.

"Now seeds, start growing!" said the Rabbit. The Rabbit walked up and down a few times. The seeds did not start to grow. The Rabbit put his head close to the ground and said loudly, "Start growing."

The frog came running up the path. "What is all the noise?" he asked. "My seeds will not grow," said the Rabbit. "You are shouting too much," said the Frog. "these poor seeds are afraid to grow." My seeds are afraid to grow?" asked the Rabbit. "Of course!" said the frog, "leave them alone for a few days. Let the sun shine on them, and water them daily. Soon your seeds will start growing." The Rabbit said, "I will tell the seeds a story. Then they will not be afraid."

The Rabbit told a long story to his seeds. All the next day, the Rabbit recited poems to his seeds. For many days he continued this practice.

One day the Rabbit looked at the ground. The seeds still did not start to grow. "What



should I do?" cried the Rabbit. Then the rabbit felt very tired and fell asleep.

"Rabbit, Rabbit, wake up," said the Frog.

"Look at your garden!"

The Rabbit looked at his garden. It was full of beautiful flowers. "At last, my seeds have started growing and now I have colourful flowers in my garden," said the Rabbit. "And now you have a nice garden too," said the Frog. "Yes, but you were right, Frog, It was hard work," said the Rabbit.

"Hard work is the key to success."

### MCQs:

Q: which seeds did the Frog give to the Rabbit?

1. Flower seeds
2. Fruit seeds
3. Vegetable seeds

Q: What did the Rabbit do after planting the seeds?

1. He watered them
2. He started signing
3. He started shouting

Q: Seeds were not growing because they were:

1. Sad
2. Afraid
3. Hungry

Q: What leads to success?

1. Hard work
2. Luck
3. Sitting idle

### Gapped Summary:

There was once a hardworking frog, who had a beautiful \_\_\_\_\_. One day a Rabbit came to meet the Frog. Rabbit also wanted to grow pretty \_\_\_\_\_. The frog gave him some \_\_\_\_\_ and told him to go plant them. The Rabbit was very impatient and did not want to wait. He waited for a little while and when no plant grew he started \_\_\_\_\_. Frog told him not to do this and asked the Rabbit to wait patiently. The Rabbit listened to the advice and talked and \_\_\_\_\_ to the seeds. But nothing happened. Rabbit got really tired and went off to \_\_\_\_\_. Frog shook him up and asked him to wake up. When the Rabbit woke up he saw \_\_\_\_\_. His \_\_\_\_\_ had paid off.

# DESCRIPTIVE PARAGRAPH WRITING – I



## STUDENT LEARNING OUTCOMES

- Use appropriate vocabulary and tense to write a simple paragraph by:
  - ◊ Giving description of a person/object/place.

## INFORMATION FOR TEACHERS

1. The students should be able to relate to their existing knowledge of paragraph writing, to further practice the writing of paragraphs using suitable vocabulary (describing words) and tenses.
2. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Newspaper/magazine cuttings; photographs; real objects that the students can see and describe persons from around the class/school. The printed pictures given below are for your reference only.



## INTRODUCTION

5 MINUTES

1. Stand in front of the class. Ask the students to describe you: the dress you are wearing, your shoes, the color of your hair, the type of your hair (straight, wavy, long), your features.  
**Note:** Wear something brightly colored or unusual on this day, like a colorful topee or a bright dupatta.
2. Repeat the activity with one student also, but only if any student volunteers to do it.
3. Reinforce the knowledge that the words which describe the color, size, shape, quality of anything are known as adjectives.



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

1. Ask students to write a paragraph describing 'My Favorite Aunt' (Khala, Phuppo, Chachi etc)
2. Underline the verb in the sentence.
3. Tell the class that since the described object is alive and still following the routine that they are writing about, they must use verbs in the present tense e.g. is, does, has, have, likes, speaks etc.

**Activity 2: 10 Minutes**

1. Ask the students to take out your pencil boxes/lunch boxes/water bottles (whatever they have, it's a choice) and observe them carefully.
2. Ask them to describe one object that they have selected from the three to their partner by using 3-4 describing words in 4 sentences.
3. Remind the students of the structure of the paragraph-the main sentence, the body (details/related ideas) and the end//conclusion.
4. Students must use pronouns. (It is..)
5. After they have shared, all students must write the descriptive paragraph of their object.

**CONCLUSION / SUM UP****2 MINUTES**

1. Ask the students to tell:
  - ◇ How to write a paragraph?
  - ◇ What are pronouns?
  - ◇ How to describe things?

**ASSESSMENT****6 MINUTES**

1. Once the students are done with their writing:
2. Ask few students to read out their descriptive paragraph in class.
3. Ask some students randomly to give feedback and work to correct their work in the light of the feedback given by their peers.
4. Involve the students in solving problems given in the exercise at the end of unit/chapter.

**HOMEWORK / FOLLOW UP****2 MINUTES**

1. Ask students to write a descriptive paragraph on 'The Sweet Things I Eat', in their notebooks.

# DESCRIPTIVE PARAGRAPH WRITING – II



## STUDENT LEARNING OUTCOMES

- Write simple descriptive paragraph.

## INFORMATION FOR TEACHERS

- A descriptive paragraph creates a word picture. It often includes details that appeal to the five senses and that suggest the mood of the writer.
- When you describe something you use adjectives.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- A few objects in a small bag e.g. a lemon, a soft, dirty and rotten tomatoes, a hair brush, a perfume bottle etc.



## INTRODUCTION

10 MINUTES

- Call a student in front of the class. Student can volunteer (i.e. come by their own choice) to come.
- Ask a student to close his/her eyes.
- Instruct other students not to say the name of the object.
- Hold one object from the list and ask him/her to touch, smell and feel the object to guess what it is (possible answers: dirty, sour, hard, nice).
- He/she gives words to describe the object till he guesses it correctly.
- Write the words on the blackboard.
- Do the same with few more students with other objects and write the descriptions on the blackboard. (red, yellow, brown, pink, small, sweet and sour, metallic, cylindrical etc).
- Now do the same with the whole class with open eyes. Add to the description of the objects.
- Tell them that five senses are used to describe the objects effectively.
- Reinforce the knowledge that the words which describe the colour, size, shape, quality of anything are known as adjectives.
- Tell the students that when we describe things/person/places we use the present tense.



## DEVELOPMENT

15 MINUTES

### Activity 1: 15 Minutes

1. Place the objects on the table.
2. Divide the class in pairs.
3. Ask the students to write a small paragraph of about 6-7 sentences to describe the objects. They will write about one object only. Use the descriptions written on the blackboard for each object.
4. Remind the students of the structure of the paragraph – the main sentence, the body (details/related ideas) and the end/conclusion.
5. Students must use pronouns.



## CONCLUSION / SUM UP

2 MINUTES

1. Once the students are done with the paragraph writing, ask the students to check each other work and give feedback.
2. Ask the students to correct their work and with a second draft in the light of the feedback given by their peers.
3. Involve the students in solving problems given in the exercise at the end of unit/chapter.



## ASSESSMENT

6 MINUTES

1. How to write a paragraph?
2. How to write a descriptive paragraph?



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to write a descriptive paragraph on Apples in the notebooks.
2. Ask them to use words to describe how apples felt to each of the four senses, other than hearing: how do they look, taste, smell and how do they feel to the touch.



# SOUNDS OF LETTERS AND WORDS



## STUDENT LEARNING OUTCOMES

- Read aloud for an accurate reproduction of sounds of letters and words.

## INFORMATION FOR TEACHERS

- Reading aloud allows students to make an accurate reproduction of sounds in words.
- For developing accuracy and fluency, the application of punctuation rules is very helpful.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, charts, small pieces of papers containing sentences etc.



## INTRODUCTION

5 MINUTES

- Review the letter-sounds with the whole class.
- Help students recall their knowledge of vowels and consonants.
- Make them practice reading keywords for each letter-sound using the 'letter-keyword-sound' pattern.



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

- Write the following paragraph on a chart or on the writing board, then ask a volunteer to read aloud the paragraph:

A quick brown fox jumps over a lazy dog twice. He wants to make the dog angry but the dog was so lazy that he could not even bark. A cow was watching this drama. She came near them and asked the fox about his intention of doing that cruel act. He explained his intention to the cow. The cow whispered in his ear. He jumped on the dog. The dog got angry and gave a painful bite to the fox. The cow burst into laughter.

- Explain to the students how an accurate reproduction of sounds of letters and words takes place in loud reading.
- Tell them that appropriate pauses, stress, and intonation help us read fluently.

### Activity 2: 10 Minutes

- Divide the class in two groups and elect a leader for each group.
- Give the following paragraph to both groups and tell them to read it a number of times:



Ali eats a cake at the Lake Bakers. He also likes to ride a bike. He often thinks of interesting things. He also cares for his hair and never shares his thoughts with his peers. He always reads to succeed. He keeps some sheep that peep. He is a complex and perplexed character.

3. Ask the group leaders to come in front by turn and read aloud the paragraph.
4. Ask the respective group members to note the similar sounding words.
5. After leaders' reading, ask a volunteer from each group to come in front and to loudly pronounce the noted words.
6. Help students in the pronunciation of new words in the paragraph.



### CONCLUSION / SUM UP

2 MINUTES

1. Tell students that the meanings we get from reading a text depends on how accurately we pronounce a word. If we pronounce the sounds of letters and words correctly, then our mind captures the right message.
2. Tell them that in order to decode a word accurately, it is important to identify the sounds of letters in the word.



### ASSESSMENT

6 MINUTES

1. Write the following words in two columns on the writing board:

Column 1	Column 2
jeep	cheap
large	charge
jokes	chokes
tin	chin
June	tune

2. Tell students that you are going to say a word from one of the columns. They should listen to you saying the word. Then, they should raise one hand if they think the word is in Column 1 or raise both hands if they think the word is in Column 2.
3. Say the words randomly, observe students' responses carefully, and continue till both columns are done.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to select any paragraph from their textbook and read it twice.
2. Focus on pronunciation, stress, and intonation while reading the paragraph.

# THREE-CONSONANT CLUSTERS-I



## STUDENT LEARNING OUTCOMES

- Recognise and pronounce with reasonable accuracy common three-consonant clusters in initial position.

## INFORMATION FOR TEACHERS

1. Two or three consonants without vowels make a consonant cluster.
2. A consonant cluster consists of consonant sounds only.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, charts, small pieces of papers containing words with three-consonant clusters etc.



## INTRODUCTION

10 MINUTES

1. After greetings, ask students to give you a few words beginning with consonant sounds.
2. Write the following words on writing board:

Lion, clean, box, bottle, like, drink, sheep, straw, duster, play.

3. Ask students to work in pairs and identify the words that have more than one consonant letters at the initial position.
4. Give them 2 minutes for this task.
5. After 2 minutes, invite 2 – 3 pairs to share their responses with the whole group.
6. Make necessary corrections and appreciate students for their work.
7. Tell students that when a word begins with more than one consonant, we say it begins with a consonant cluster.
8. Tell them today they are going to practice words that begin with three-consonant clusters.



## DEVELOPMENT

15 MINUTES

### Activity 1: 15 Minutes

1. Tell students to continue working with their partners.
2. Randomly distribute the following words among pairs written on separate pieces of papers.

succeed, paragraph, strength, loudly, spring, screen, position, string, inkpot, catch, split, spray, skeleton, strong, liquid

3. Give them 2-3 minutes to practice pronouncing the given words carefully.
4. Ask them that those pairs stand up who have the words with three-consonant cluster in the initial position of the word.
5. Ask them to pronounce the words loudly.
6. Also ask them to mention the three-consonant cluster in the words. For example, in the word 'spring' the three consonant cluster in the initial position is 'spr'.
7. Repeat the process with all the standing pairs in the class.



### CONCLUSION / SUM UP

2 MINUTES

1. Sum up the lesson by reading loudly and mentioning three-consonant clusters.
2. Also share a few words which do not have three-consonant clusters in the initial position.



### ASSESSMENT

6 MINUTES

1. Write a word with three-consonant cluster in the initial position and ask students to identify the cluster in the word.
2. Repeat the process with 3 – 4 words.
3. Then, write words with three-consonant cluster but not in the initial position. Ask the students to mention the position of consonant cluster.
4. Repeat the process for a number of times.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask them to find out at least 10 words having three-consonant clusters in the initial position from their textbooks or newspapers/ magazines.
2. Make a list of those words and bring to share with the class.

# CONSONANT CLUSTERS – II



## STUDENT LEARNING OUTCOMES

- Classify the words that begin or end with the same three-consonant clusters.

## INFORMATION FOR TEACHERS

- Two or three consonants without vowels make a consonant cluster.
- A consonant cluster consists of consonant sounds only.
- The same three-consonant cluster means that many words are made from one cluster. For example, the cluster 'str' makes these words: strange, string, straw, etc.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, charts, small pieces of papers containing words with three-consonant clusters, straw, screw, spray etc.



## INTRODUCTION

5 MINUTES

- After greetings, help students recall the first lesson about three-consonant clusters.
- Write the following words on writing board.

Spring, screen, lands, straw, hands, spray, string, screw,

- Instruct students to make pairs of the same three-consonant cluster.
- Give them 2 minutes and then ask 3 – 4 volunteers to pronounce the pairs of same three-consonant cluster words.
- Appreciate students for their responses.



## DEVELOPMENT

20 MINUTES

### Activity 1: 20 Minutes

- Divide the class in three groups and select a leader for each group. Name the groups Group A, Group B and Group C.
- Show your both hands to the student and ask Group A to write its spelling in their notebooks.
- Show a straw and tell Group B to write its spelling in their notebooks.
- Show a screw and tell Group C to write its spelling in their notebooks.
- Now, ask all the group leaders to pronounce the words loudly by focusing on three-consonant cluster in the word.

6. Ask all the groups to write new words having the same three-consonant cluster like the word they have written and pronounced.
7. Give them 5-7 minutes and help them wherever they need help.
8. Ask the leaders to come in front by turn and pronounce all the words they have written focusing on the same three-consonant cluster.
9. Applaud the group having the most number of new words.



## CONCLUSION / SUM UP

2 MINUTES

1. Conclude the lesson by giving more examples of same three-consonant cluster in the initial and in the final position in words.



## ASSESSMENT

6 MINUTES

1. Write the following words on writing board:

Column A	Column B
strawberry	screen
Gifts	street
Ponds	lifts
Screw	bends

2. Ask them to read the words and match the words having same three-consonant cluster. Also mention if the consonant cluster is in the initial or final position of the word. For example, spleen: 'spl' consonant cluster is in the initial position.
3. Appreciate them for correct responses.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to list the consonant clusters from today's lesson.
2. Then, scan textbook units, newspapers, and magazine for at least 03 words having the same three-consonant clusters for each cluster as a home assignment.

## TELLING THE TIME



## STUDENT LEARNING OUTCOMES

- Locate specific information in a 'quarter to' and 'quarter past' clock.

## INFORMATION FOR TEACHERS

1. Telling the Time is the ability to read from a clock or timekeeping instrument the time of day or night to varying degrees of accuracy in units of hours, minutes and seconds.
2. This life skill is essential to be developed in the students.
3. The wall clock available in the classroom can be used for practical demonstration to teach how to tell the time.



## DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, marker, wrist watch or analogue clock, text book etc.



## INTRODUCTION

3 MINUTES

1. Start by displaying or drawing analogue clock on the writing board.
2. Tell students that the short hand of the clock indicates the hour, while, the long hand of the clock indicates minutes.
3. Ask students to tell the time while looking at the clock.
4. In response to the replies of students tell/teach them how to tell the time.



## DEVELOPMENT

23 MINUTES

## Activity 1: 13 Minutes

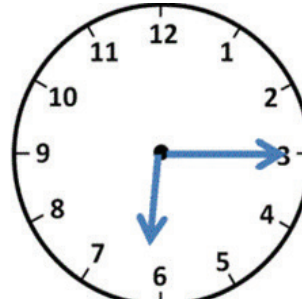
1. Review the concept of the minute hand and the hour hand of the clock. The hour hand is the short hand on the clock while the minute hand is the long hand on the clock. Revise the concept of time in terms of complete hours e.g., 12 o'clock, 3 o'clock, 5 o'clock etc. Revise the concept of counting until 60 in a sequence and then practice counting until 60 in multiples of 5. i.e. 5, 10, 15, 20, 25.....55, 60. Tell students that one hour itself has 60 minutes, this is shown by the minute hand of the clock. The minute hand of the clock moves from one number to the next number on the clock after every 5 minutes. E.g. when the minute hand moves on the numbers their identity changes, 1 becomes 5, 2 becomes 10, 3 becomes 15 and so on until 12 becomes 60. They can also write these numbers next to each other in a list. Practice reading time, point the hour hand at 3 and the minute hand at 9. Tell students that the time is 3:45 because the hour hand is pointing at 3 and the minute hand is pointing at 9. Reinforce the idea that because the minute hand is the secret identity hand, it reads as 45 and not 9. Next, explain the concept of 'quarter to' and

'quarter past' using the clocks shown below: quarter is the fourth of an hour- when minute hand is at 3, it means 15 minutes have passed- it is 'quarter past the hour' (the hour can be seen from the hour hand i.e. 6). So the time is read as 'quarter past six'. When minute hand is at 9, it means there are 15 minutes remaining in completing the hour (the hour can be seen from the hour hand i.e. 12). In this case, the time is read as 'quarter to twelve'.

We read it as quarter to twelve



We read it as quarter past six



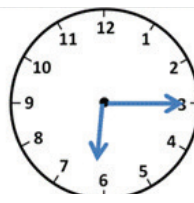
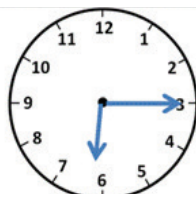
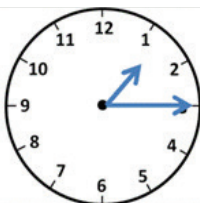
- Ask students to draw the clocks indicating quarter to six and quarter past seven in their notebooks and show it to the teacher.

### Activity 2: 10 Minutes

We read it as quarter to



We read it as quarter past



- Draw these clocks on a chart or on the writing board.
- Ask the students to work in pairs and tell the time as shown on the clocks.
- First student in the pair should point to a clock and ask his/ her partner about the time using a polite expression, e.g.,:
  - ◊ 'Excuse me, could you tell me what time it is, please?'
  - ◊ 'Excuse me, could you tell me the time, please?'
- The partner should respond with correct time.
- Once the first student has asked about all the clocks, they should switch roles and continue with the activity until the other student has also asked the time from all the clocks.



### CONCLUSION / SUM UP

2 MINUTES

- Tell the student that telling the time is a very important life skill and may learn this skill properly.

**ASSESSMENT****5 MINUTES**

1. Ask the students to look at the clocks displayed on the writing board.
2. Tell them you will point to a clock and ask them to quickly write the time in words on their notebooks and raise them to show you.
3. Point to one of the clocks and ask students to write the time it shows.
4. Ask them to raise their notebooks to show you their response.
5. Do it for a few clocks.

**HOMEWORK / FOLLOW UP****2 MINUTES**

1. Ask students to draw clocks showing quarter to and quarter past as home assignment.



# PUNCTUATION



## STUDENT LEARNING OUTCOMES

- Apply punctuation rules to assist accuracy and fluency in reading.

## INFORMATION FOR TEACHERS

- Punctuation is the use of signs and symbols which make the text meaningful.
- A comma is used to show a pause in the sentences, or when naming a list of items. Take a short pause or little breath when comma comes in a sentence.
- A question mark is used at the end of a sentence when a question is asked.
- An exclamation mark is used to show strong feelings.
- Inverted commas show that the enclosed words were spoken by someone.
- The student improves reading and understanding when stopping (pausing) at full stops, commas, exclamation marks and question marks to read and speak with correct expressions and intonation patterns.
- Intonation is the rise and fall in speech. Speech can be made effective by using variety in speech.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.
- Fluency in reading comes with practice.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



## MATERIALS / RESOURCES REQUIRED

Different colored paper cutouts of punctuation marks to be displayed in class, colored chalk, punctuation passage written on a chart.

- Cut out the marks of punctuation marks given above in 3x3 inch size on different colored paper.
- Display and label them on a chart in an attractive manner in class.





## INTRODUCTION

5 MINUTES

1. On the day of the lesson ask students to point to the right punctuation mark following these hints: If I am very excited, which one will show my feeling (!)  
If I want to know something which one will I use (?)  
What will I put at the end of a sentence? (.)  
And which one shows a short pause in the middle of a sentence (,)



## DEVELOPMENT

20 MINUTES

### Activity 1: 20 Minutes

1. Identify a passage from the textbook before the lesson. Passage must have commas, full stops, inverted commas, questions marks and exclamation marks.
2. Ask students to work in pairs, students practice reading a paragraph from their text book following proper punctuation rules and pronunciation of words.
3. Then students copy the passage from the board and insert punctuation marks and capital letters.

Passage to write on the writing board

Solved (for teacher's reference only):

"Did you see the rabbit go down that hole?" said the farmer.

"No," said Sara.

"Look over there by that big tree," said the farmer.

"Oh yes! The rabbit has just jumped out again!" said Sara.

"Well, it might not be the same rabbit!" exclaimed the farmer, "There are lots of rabbits in that hole."

did you see the rabbit go down that hole said the farmer no said sara look over there by that big tree said the farmer oh yes the rabbit has just jumped out again said sara well it might not be the same rabbit exclaimed the farmer there are lots of rabbits in that hole



## CONCLUSION / SUM UP

2 MINUTES

1. Ask the students if they have understood the use of punctuation marks.
2. Ask for pronunciation of words.
3. Ask them the purpose of some of the punctuation marks.



## ASSESSMENT

6 MINUTES

1. Assess students' understanding and learning through their responses.
2. Involve the students in solving problems given in the exercise at the end of unit/chapter.



## **HOMEWORK / FOLLOW UP**

2 MINUTES

1. Students must practice reading a passage from their textbook with proper pronunciation and fluency in speech.
2. Ask students to cut out a passage or article from a magazine or newspaper and paste in their notebooks. Practice reading it. You can ask any student to read aloud in class with accuracy of pronunciation and fluency in the following lesson.

## HOMOPHONES



## STUDENT LEARNING OUTCOMES

- Locate, identify, differentiate between, and use few simple pairs of words including homophones.

## INFORMATION FOR TEACHERS

1. Homo means same and phones means sounds.
2. Homophones are the words with the same sounds but different meanings and spellings e.g. tail/tale.
3. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Chalk, marker, flash cards, writing board and charts.



## INTRODUCTION

5 MINUTES

1. Make an announcement "WE WON ONE MATCH."
2. Ask them what is odd/funny about the statement, say it in a way that the 'won / one' part becomes more obvious (possible answer: same sounding words: won/one).
3. Ask a student to write it on the board.
4. Tell them that there are many words in English that sound the same but have different spellings.
5. Introduce homophones to the students.
6. Give and ask for a few examples (sail/sale, male/mail, thyme/time, peal/peel, waist/waste, wait/weight (It may be a good idea to introduce a few pairs in each activity, and not all of them together).
7. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



## DEVELOPMENT

24 MINUTES

## Activity 1: 8 Minutes

1. Show the pictures to the students and ask them to tell what they see.
2. Write the students' responses on the blackboard in pairs, for example, meet-meat.
3. Encourage students to find ways to remember the spellings by keeping clues, for example 'In meet there are two letter 'e', and they are meeting each other. And we eat meat, so 'meat' is spelt the same way as eat.

4. Make similar clues for all spellings.
5. Once this activity is finished, ask the students to come up with some other homophones.

### Activity 2: 8 Minutes

1. Write the following exercise on the blackboard and ask the students to copy.
2. Revise with the students the hints that you created for all the words so that they can pick the correct answer.
3. Ask them to read the sentences and mark the correct options.
  - ◊ Are the (male, mail) members at home?
  - ◊ I have (one, won) the match.
  - ◊ Nice to (meat, meet) you.
  - ◊ Have you read the (tail, tale) of the famous trader?
  - ◊ The postman put my (male/ mail) in the box.
  - ◊ (Dear, Deer) Ali,
  - ◊ Let's (by, buy) an ice-cream.
  - ◊ There are seven days in a (weak, week).
  - ◊ My mother has a (sun, son) and a daughter.
  - ◊ (their, there) are twelve months in a year.
4. When the students are done with this activity, ask them randomly to tell the correct options.
5. Tell them to make correction in their notebooks side by side.

### Activity 3: 10 Minutes

1. Ask the students to make sentences of the following pair of words (homophones). Ask them to try to use them in parallel sentences so that the meaning is clarified. e.g. Their son is standing there.
2. You may do some of these as a whole class activity to give students an idea of how to do it.
  - ◊ Hair, Hare
  - ◊ Deer, Dear
  - ◊ Their, There
  - ◊ Sun, Son
  - ◊ Week, Weak
3. Monitor and help the students and give you input where required.



### CONCLUSION / SUM UP

2 MINUTES

1. What are homophones?



### ASSESSMENT

2 MINUTES

1. Once the students are done with the sentences, ask them to exchange and check each other's work and give feedback.
2. Ask the students to correct their wrong sentences and write them again.
3. Involve the students in solving the exercise at the end of unit/chapter.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to find out five homophones from their English textbook.

# MASCULINE, FEMININE AND NEUTER GENDER



## STUDENT LEARNING OUTCOMES

- Classify and change the gender of more nouns from the immediate and extended environment (masculine/feminine/neuter).

## INFORMATION FOR TEACHERS

- Refer to the Information for Teachers given in Grade 3 lesson for the definition of the three types of gender nouns.
- The masculine and feminine gender nouns may be distinguished from each other in three ways.
  - by the use of different word Examples: husband/wife, lord/lady, sir/madam, uncle/aunt, son/daughter
  - by a different ending Examples: actor/actress, lion/lioness, tiger/tigress, host/hostess.
  - by forming compound words Examples: gentleman/gentlewoman, grandfather/grandmother, landlord/landlady
- Time allocation is tentative and can change as per need of the activity.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, worksheet.



## INTRODUCTION

5 MINUTES

- Start the lesson by writing some nouns (male, female, neuter) on the blackboard. Ask the students about the gender of each noun.
- Ask the students to give more gender (masculine, feminine, neuter) nouns.
- Do the activity till the time allows.



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

- Tell the students that masculine and feminine gender of nouns can be distinguished from each other in three ways (see Information for Teachers above).
- Write examples on the writing board as you teach. Go over each noun with students to teach pronunciation.

3. Ask the students if they know masculine/ feminine noun in all the three ways discussed.
4. Ask the students to write the gender nouns in their notebooks.

### Activity 2: 10 Minutes

1. Divide the class in such a way that each row of students becomes a team.
2. Ask each team one by one to give a neuter noun.
3. The team which gives a wrong neuter noun loses a point. The team which gives more correct nouns wins.
4. Play the game for 5-8 minutes.
5. The class claps for the winning team. (There can be many winner teams).
6. Give students worksheet or write on the writing board. (See the sample worksheet at the end of the lesson plan).
7. Give clear instructions to the students and ask them to do the worksheet.
8. Provide assistance to the students where necessary.



### CONCLUSION / SUM UP

2 MINUTES

1. Quickly go over all the three ways in which masculine and feminine gender nouns are distinguished from each other. Orally give students some nouns and ask for their gender.



### ASSESSMENT

6 MINUTES

1. Assess the students' ability to classify nouns gender-wise on the basis of introduction activity.
2. Assess students understanding of neuter gender nouns through their response in the activity 2 and performance on the worksheet.
3. Arrange a written quiz after a week to assess whether the students are able to classify nouns according to the gender.
4. Arrange a written quiz after a week to assess whether the students are able to change gender nouns from intermediate and extended environment (see the attached sample quiz at the end of the lesson plan).
5. Involve the students in solving problems given in the exercise at the end of unit/chapter.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. A variety of nouns should be given in the follow up. A mixture of nouns should be given for classification into their respective gender.

#### Answers for Activity 2 (for teachers' reference only)

**Masculine:** emperor , actor, nephew, gentleman, rooster, uncle, poet, prince, bull, gander.

**Feminine:** mistress, landlady, rooster, hostess, mare, policewoman.

**Neuter:** computer, candle, bridge, bread, mountain.

**Sample Quiz answers:** empress, master, waitress, actress, brother, landlord, niece, gentlewoman, father, hen, wife, host, aunt, horse, fox, poetess, princess, cow, policeman, goose.

landlady	nephew	gentleman
mother	rooster	husband
hostess	uncle	mare
vixen	poet	prince

police

woman

gander bull

### Sample Worksheet – Activity 1

**Classify the following nouns according to gender.**

emperor	mistress	computer	actor	candle
landlady	nephew	gentleman	bridge	rooster
bread	hostess	uncle	mare	mountain
poet	prince	bull	policewoman	gander

Masculine	Feminine	Neuter

### Sample Worksheet – Activity 2

**Write the opposite gender of the following nouns.**

emperor	mistress	computer	actor	candle
landlady	nephew	gentleman	mother	rooster
husband	hostess	uncle	mare	vixen
poet	prince	bull	policewoman	gender



**Month**

**4**

# USING PUNCTUATION



## STUDENT LEARNING OUTCOMES

- Use punctuation according to the rules learnt earlier.

## INFORMATION FOR TEACHERS

- The rules learnt earlier are the following:
  - Recognise that a sentence ends with some form of punctuation, i.e., full-stop, question mark, or an exclamation mark.
  - Recognise and use an apostrophe to show possessions and exclamation marks to show strong feelings.
- Study the punctuation lesson plan from Class 3. You may start with the activities from Class 3 lesson plans if your students need basic practice.
- While teaching the lesson, the teacher should also consult the textbook for all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, charts, textbook, etc.



## INTRODUCTION

5 MINUTES

- Write the following excerpt from 'Alice's Adventures in Wonderland' on the writing board or a chart:
  - Alice:** And how many hours a day did you do lessons
  - The Mock Turtle:** Ten hours the first day nine the next and so on
  - Alice:** What a curious plan
  - The Gryphon:** That's the reason they're called lessons because they lessen from day to day
- Tell students that this conversation between 'Alice' and 'The Mock Turtle' is very interesting, but unfortunately many punctuation marks from this conversation have faded out because this novel was written long ago in 1865.
- Ask students to work in pairs and try to find out which punctuation marks are missing. Tell them to copy the conversation on their notebooks and put the missing punctuation marks in it.
- After a couple of minutes, review students' responses and punctuate the excerpt as shown below:
  - Alice:** And how many hours a day did you do lessons?
  - The Mock Turtle:** Ten hours the first day, nine the next, and so on.

- ♦ **Alice:** What a curious plan!
- ♦ **The Gryphon:** That's the reason they're called lessons, because they lessen from day to day.

5. Tell students that today they are going to get a bit more practice of using punctuation.



## DEVELOPMENT

20 MINUTES

### Activity 1: 8 Minutes

1. Divide the class into pairs and ask them to do the following:
  - ♦ Find any two sentences from your English textbook with the following punctuation marks:

Full Stop.

Exclamation!

Question mark?

Apostrophe '

- ♦ Discuss their meaning.
- ♦ Write the sentences in the notebook and discuss your work in pairs.

### Activity 2: 12 Minutes

1. This activity is called Gallery Walk.
2. Divide the class into groups of four.
3. Assign a group leader to each group.
4. Write following sentences on the writing board:
  - ♦ He is a doctor
  - ♦ Congratulations youve won the prize
  - ♦ Are you coming
  - ♦ This is Alis book
  - ♦ Is he ill today
5. Tell students that in their groups, they should discuss which punctuation marks should be used in each of the sentences. Once decided, they should use the right punctuation marks and re-write the sentences neatly on a page.
6. After completing the task, each group leader will paste the page on a prominent spot of the nearby wall.
7. Group leader will stand beside the page and will explain their group's work to the other students who will visit to see their work.
8. All students will get up and move through the classroom as done in an art gallery. They will observe different charts from different groups.
9. Students will give their feedback and remarks by writing on a space on the chart.



## CONCLUSION / SUM UP

2 MINUTES

1. Brief class discussion – Ask the students to tell when to use the above-mentioned 4 punctuation marks. Help the students to tell in simple complete sentences like:
  - ♦ We use full stop to end a statement.
  - ♦ We use question mark to end a question.
  - ♦ We use an exclamation mark at the end of a sentence to show surprise, urgency, or excitement (very strong emotions).



## ASSESSMENT

6 MINUTES

1. Ask students to rewrite the following sentences using the correct punctuation marks:

**Use (?) at the end of questions.**

**Use (.) at the end of a statement.**

**Use (!) at the end of a sentence to express strong feelings/ emotions.**

- ◇ Where is my bag

-----

- ◇ Ouch I hurt my knee

-----

- ◇ Its Monday today

-----

- ◇ There are forty-five students in my class

-----

2. Involve the students in solving problems given in the exercise at the end of unit/chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to write 3 sentences using each of the punctuation marks in notebooks.
2. Make the students act and say sentences, questions, and strong emotions.
3. Ask the students to come up with new and different sentences from English cartoons given in children's magazines or newspaper editions.

## GUIDED PARAGRAPH WRITING



## STUDENT LEARNING OUTCOMES

- Write a guided paragraph using ideas gathered and organised through different strategies

## INFORMATION FOR TEACHERS

- An organised paragraph includes:
  - A Topic Sentence – this is the main idea or subject of the writing.
  - Detail Sentences – these are the sentences that describe and give more detail about the main idea.
  - Logical Order – the sentences have to be put together in a way that makes sense.
- Ensure that all the sentences are about the main idea.
- While teaching the lesson, the teacher should also consult the textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Chart with pictures drawn on it, writing board, paper, scotch tape, textbook.



## INTRODUCTION

5 MINUTES

Ask the students:

- What do they call their grandmother?
- What do they love the most about their grandmother? (paternal or maternal).
- What does their grandmother look like?
- How much time do they spend with their grandmothers? How do they spend time with their grandmother?
- Most importantly, ask students to include something interesting about their grandmothers, what language they speak, what do they love to say? How do your grandmothers spoil and scold you?



## DEVELOPMENT

20 MINUTES

## Activity 1: 10 Minutes

- Draw the picture on a chart and write the prompts on it and paste it on the blackboard.
- Ask the students to work in pairs or small groups and take notes.
- Once they are done with brainstorming and taking notes, tell them to make sentences.

4. Monitor and help the students.
5. Ask them to self-correct their work for capitalization, punctuation, spellings and grammar by using given checklist.

### Activity 2: 10 Minutes

1. Write the following paragraph template on the blackboard and ask the students to copy it.  
Paragraph Writing:  
Topic: Let me tell you about my grandmother  
-----  
Supporting detail 1: She lives  
-----  
Supporting detail 2: We spend time together  
-----  
Supporting detail (s) 3:  
-----  
Closing sentence: I think she is the greatest \_\_\_\_\_ in the world.
2. Tell the students to write a paragraph on their 'grandmother' with the help of the above brainstormed material and the paragraph template.
3. Monitor and help the students.
4. Remind them that each one of them must write a different paragraph so it is interesting and close to reality.



### CONCLUSION / SUM UP

2 MINUTES

1. Students volunteer to read out their paragraphs to the class.
2. Ensure that students listen to each other with respect. They may ask questions if something is unclear.



### ASSESSMENT

6 MINUTES

1. Ask the students to exchange their work with their peers and check by using the attached peer checklist.
2. After checking ask the students to write the second draft by correcting their mistakes.
3. Involve the students in solving problems given in the exercise at the end of unit/chapter.



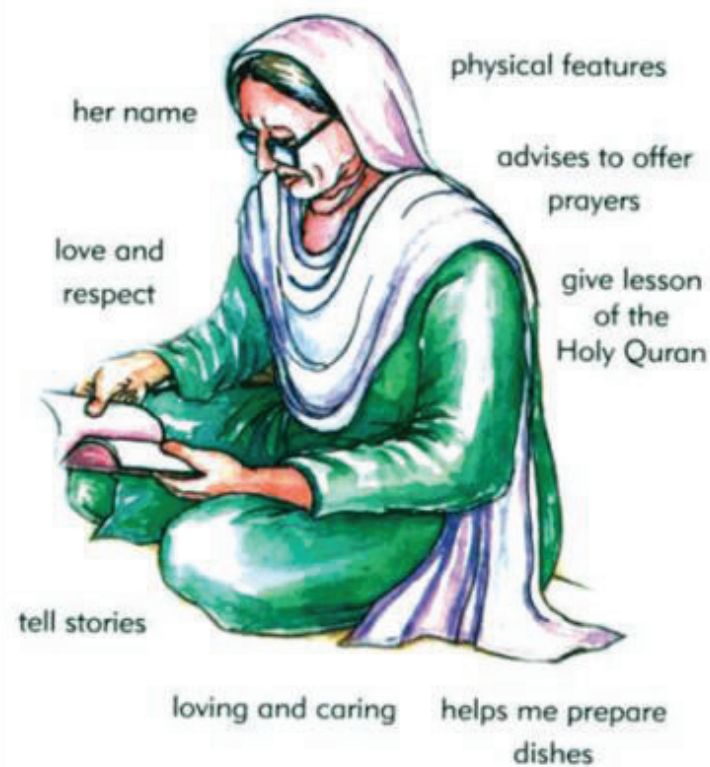
### HOMEWORK / FOLLOW UP

2 MINUTES

1. Write a paragraph about your favorite uncle/family members.

Friend Check	Writing Checklist
	Are basic words spelled correctly?
	Is there a punctuation mark after each sentence?
	Does everything make sense?
	Is there a good topic sentence?
	Is there a good closing sentence?
	How many sentences were written?
	Is the handwriting neat?
	Capitalization
	Correct use of pronouns
	Grammar-subject verb agreement

## Grandmother



## BRAINSTORMING



## STUDENT LEARNING OUTCOMES

- Use some strategies to gather ideas for writing, such as brainstorming.

## INFORMATION FOR TEACHERS

- Brainstorming means thinking of everything you can about a topic. It is a process for generating new ideas.
- Remember there are no or good or bad ideas. Just write whatever comes to the students' minds.
- The picture used below to gather ideas for writing is a 'mind map'/graphic organiser
- In teaching language, it is important to keep the local context in mind. Where possible relate it to children's own lives and immediate environment. Allow for use of names of local things where no substitute is known or available: e.g. Dadi, Nani, lassi, haveli. However, it is recommended to look up a dictionary and introduce maximum vocabulary in English of everyday items especially vegetables and fruit e.g. bhindi = okra/ ladyfinger, dahi = yoghurt.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, flash cards/pictures, textbook.



## INTRODUCTION

5 MINUTES

Ask the students

- How do you spend your weekend?
- Do you visit your grandparents on the weekends?
- What do you like to do on the weekend?



## DEVELOPMENT

20 MINUTES

## Activity 1: 10 Minutes

- Write the following worksheet on a chart and draw pictures (it will be recyclable).
- Ask the students to read it carefully and you write the changes on the black board e.g. changes in verb: caught, built etc.
- Tell the students that this is about Ali's weekend.



4. Ask the students to tell how Ali spent his weekend.
5. Explain unfamiliar words where necessary.
6. Discuss and compare how Ali's weekend is different from most of their own weekends.

### Activity 2: 10 Minutes

1. Ask the students to think about their weekend with the help of the mind-map.
2. Encourage use of local names (Dadi, Nani) local food (corn, chappati).
3. Ask the students to draw the mind map in their note books and write about their routines.
4. Once the students are done with mind- mapping and taking notes, ask them to make sentences of the brainstormed words.
5. Monitor and help the students.



### CONCLUSION / SUM UP

2 MINUTES

Ask the students

1. What is mind map?
2. Why do we use it?



### ASSESSMENT

6 MINUTES

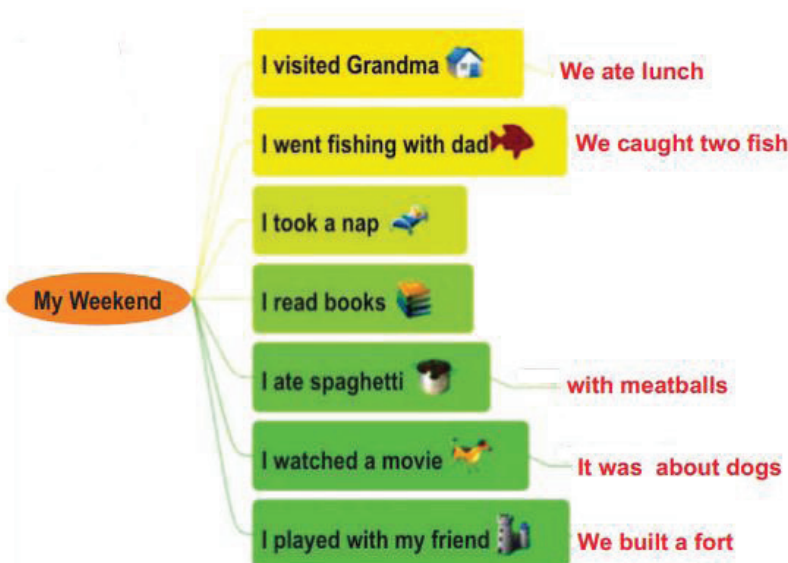
1. Ask the students to exchange and check each other's work for correct capitalization, punctuation, grammar and spellings and give feedback.
2. After peer checking ask the students to write the second draft in the light of the feedback given by their peers.
3. Involve the students in solving problems given in the exercise at the end of unit/chapter.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to write a paragraph on their "weekend" using above information.



# PRONUNCIATION OF ARTICLE 'THE'



## STUDENT LEARNING OUTCOMES

- Identify and differentiate the use of 'the' with words starting with consonant and vowel sounds.

## INFORMATION FOR TEACHERS

- There are only three articles in English language (a, an, the).
- 'The' is called a definite article.
- The word (the) is pronounced 'thee' /ði:/ before a vowel sound e.g., the /ði/ apple.
- The word (the) is pronounced as 'thuh' /ðə/. Before a consonant sound e.g., the /ðə/ book.
- Both written and oral practice is recommended for better understanding of the concept.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, textbook.



## INTRODUCTION

3 MINUTES

- Start the lesson by writing the following words on board:  
**The egg    The book**
- Ask a few students to pronounce the written words.
- Different students will pronounce it differently.
- Appreciate their responses and repeat the correct pronunciation of 'the' with each word.
- After this practice explain the article (The) and rules to pronounce it. (see information for teacher)



## DEVELOPMENT

25 MINUTES

### Activity 1: 15 Minutes

- Say: "Normally, we pronounce 'the' with a short sound (like 'thuh'). But when 'the' comes before a vowel sound, we pronounce it as a long 'thee'."
- Review the following examples with the whole group:

vowel sound	write	say
a	the apple	thee apple
e	the egg	thee egg

i	the ice-cream	thee ice-cream
o	the orange	thee orange
u	the ugly duck	thee ugly duck

- Tell students that it is important to understand that it is **what we say** that matters, **not what we write**. It is the **sound** that matters, **not the letter** used in writing a word. So we use a long "thee" before a vowel sound, not necessarily before a vowel. Review the following cases with the whole group:

we write	with	we say	because
the house	consonant h	thuh house	consonant sound
the hour	consonant h	thee our	vowel sound
the university	vowel u	thuh yuniversity	consonant sound
the umbrella	vowel u	thee umbrella	vowel sound

- Divide the class into groups of five students.
- Assign roles to each member of the group: group leader, writer, speakers, and word locators.
- Tell students that they are going to play a game.
- Give 10 minutes time for this activity.
- Tell students to go through their textbooks and find words using "thee" and "thuh".
- After time is up, invite the group leader from each group to come up and pronounce the words found by his group with correct article sound.
- The entire class will judge. They will accept or reject the words by signaling a thumbs up or thumbs down.
- Count correct words of each group and write the number on the writing board.
- The group with more correct answers will be the winner.

### Activity 2: 10 Minutes

- Copy the following worksheet on the writing board:  
**Instruction: Choose the correct option.**
  - I need to go to \_\_\_\_\_ bazaar. (thee, thuh)
  - I have \_\_\_\_\_ umbrella (thee, thuh).
  - It is the need of \_\_\_\_\_ hour (thee, thuh).
  - You ate \_\_\_\_\_ apple (thee, thuh)
  - I brought \_\_\_\_\_ pen (thee, thuh).
- Divide the class into pairs.
- Tell students to complete the worksheet after discussing with their partners and exchange their work with another pair.
- Invite 2 - 3 pairs to come up and share their work.
- Listen to their pronunciation of 'the'. Make indirect corrections.



### CONCLUSION / SUM UP

2 MINUTES

- Recall the rules of using the pronunciation of 'the' with different words. (see information for teachers)
- Tell the students to focus on initial sounds of the words to identify the use of (thee, thuh) by giving them some more examples.



## ASSESSMENT

3 MINUTES

1. Write the following words on writing board as shown below and ask students to copy them on their notebooks:
  - ◇ the [ ] house
  - ◇ the [ ] hour
  - ◇ the [ ] university
  - ◇ the [ ] onions
2. Ask them to identify the correct pronunciation of 'the' before each word and write it as [thee, thuh]



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Give 10 words to the students to practice using (thee, thuh) as per initial vowel/consonant sounds.

# GUESSING THE MEANINGS OF UNFAMILIAR WORDS



## STUDENT LEARNING OUTCOMES

- Apply critical thinking to interact with a text using intensive reading strategies (while reading) to guess meanings of difficult words from context.

## INFORMATION FOR TEACHERS

- Intensive reading requires that students try to understand the text thoroughly.
- Critical thinking means applying prior knowledge, given information and reasoning to understand a text.
- Using the critical thinking strategies, a reader can guess the meanings of unfamiliar words using the context, co-text (i.e., the text around an unfamiliar word), and grammatical category of the word.
- Help your students develop their skimming and scanning skills and dealing with unfamiliar words to understand contextual and textual clues while reading. This will help them develop reading fluency and enhance their interest and pleasure in reading.
- While teaching the lesson, the teacher should also consult the textbook for all steps where and when needed.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, textbook etc.



## INTRODUCTION

5 MINUTES

- Write the following story on the writing board and ask students to read it. Tell them to note new/ unfamiliar/ difficult words while they read it:

Naila was Akbar's older sister. She was very naughty and blamed little Akbar for things that she herself did. One day, mother made a cake for the guests. Then she saw someone had put a finger in it and ruined it! Mother immediately knew who had ruined the cake.

- Ask students to read it again and guess the meanings of the words they noted as new/ unfamiliar/ difficult words.
- Ask students for their comments on who had messed up the cake. Most of them will say Naila.
- Point out to them that the story does not actually say that Naila did it, but we infer or guess it from the title of the story and from the fact that Naila does things that she blames on Akbar.
- Tell the students that today they will be trying to guess the meanings of difficult words by keeping in mind the context of the text.

**Activity 1: 13 Minutes**

1. Tell students that while reading any new piece of writing, we are likely to come across certain words which are unfamiliar, new, or difficult for us. Ask student: "What can you do to understand such words?"
2. Allow a few students to respond, and then tell the class that good writers provide us clues within the text to help us understand the meanings of difficult words. The shape or type of the word can also help us understand it. Moreover, the situation described in the text also helps us. Using this support, we can try to guess the meanings of such words. It means that we should be able to infer the meaning of an unknown word using:
  - ◇ the meaning of vocabulary items that surround it;
  - ◇ the way the word is formed;
  - ◇ background knowledge of the subject and the situation.
3. Tell them that opening a dictionary again and again while reading a text distracts us from comprehension and makes reading a difficult and tiring job! So, it is always better to try guessing the meanings of unknown words with the help of clues: both from the context and text.
4. Review the following steps with the whole group:
  - Step 1: Reread and read ahead**
    - ◇ Stop and reread the words that come before and after the unfamiliar word.
  - Step 2: Identify context clues**
    - ◇ Think about the meaning of the words in the text that surround the unfamiliar word.
  - Step 3: Decide on a meaning**
    - ◇ Use what you know from the context to make an intelligent guess about the meaning of the unfamiliar word.
  - Step 4: Check that meaning in the context**
    - ◇ The meaning you decided on should make sense in the sentence and in relation to the main idea of the text.
5. Take a text from the textbook in which there are some difficult words.
6. Ask any one student (preferably a fluent reader) to read the text out aloud. Give other children a chance, too.
7. When the students stop while reading a word, you must stop and ask the student which word they feel is difficult. Underline that word and resume your reading. At the end, you will have some words which will be underlined with the help of students.
8. Now ask the students about the meaning of the words, if no one can answer, repeat the context of that sentence, and ask the class to guess the meaning by keeping in mind the context of the sentence. They will surely be able to tell the meaning or at least they will come closer to the meaning and this is what you wanted from them.
9. Keep this activity going for all the underlined words.
10. After they are done with it, tell them the real meanings of all the words.
11. Divide the class into groups and ask them to copy the paragraph and fill the gaps.

**Activity 2: 10 Minutes**

1. Arrange the class in two groups.
2. Give a paragraph from the textbook.
3. Ask students to read the paragraph twice:
  - ◇ During the 'First Reading', underline the new/ unfamiliar words,
  - ◇ During the 'Second Reading', try to guess the meanings of new/ unfamiliar words with the help of the context.

- Once they have completed this task, ask them to compare their work in pairs to see if they have underlined similar or different words.
- Next, give them the matching activity as given below.
- Guide them accordingly.
- Invite some students to come up and share their answers.

**Read this paragraph and match the columns below:**

"I am feeling so ashamed for being rude to Irfan. I will never be able to forgive myself", Saad shared his feelings with Rehan. Rehan told him it was not too late. He told Saad to go to Irfan's house and say sorry for his wrong behaviour.

Match the columns.

Column A	Column B
Ashamed	Not in time
Rude	Excuse
Forgive	Bad-mannered
Late	How one acts.
Behaviour	Embarrassed



## CONCLUSION / SUM UP

2 MINUTES

- Conclude the lesson by telling the class that when they are stuck with difficult words, they should guess the meaning of the word from the context in sentences.
- Emphasize that using a dictionary for 'every' new/unfamiliar/difficult word is not an appropriate strategy because it disrupts the reading flow and pleasure. Use dictionary as a last resort.



## ASSESSMENT

3 MINUTES

- Give students another text from their textbook with difficult words and ask them to find out the meaning of those through guessing.



## HOMEWORK / FOLLOW UP

2 MINUTES

- Tell students that this lesson will help them throughout their lives. They should use this technique.
- Continue to make them guess in other subjects and in English. Do not give them meanings of words before asking them to try to guess it.
- Give them clues if they find it difficult to guess but do make them try.

# SCANNING FOR SPECIFIC INFORMATION



## STUDENT LEARNING OUTCOMES

- Scan a simple text for specific information.

## INFORMATION FOR TEACHERS

- Scanning** is a reading technique to be used when you want to find specific information quickly. In scanning you have a question in your mind and you read a passage only to find the answer, ignoring unrelated information.
- Make students practice reading for specific information while ignoring irrelevant information.
- Also train them to look for clues, including appearance of the required information, numbers, dates, highlighted text, etc to locate the required information within the text.
- Give students as much guidance and practice as possible.
- Utilize textbook for examples to be used for practicing scanning.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, handouts, textbook, etc.



## INTRODUCTION

5 MINUTES

- Write 'Reading for Main Ideas' and 'Reading for Particular Details' on the top of the writing board.
- Copy the following table on the writing board or a chart:

<ul style="list-style-type: none"> <li>reading first and last paragraphs,</li> <li>reading the topic sentences, and</li> <li>paying attention to other details on the page like <u>titles</u>, <b>bold type</b> or <i>italics</i>, photograph captions, etc.</li> </ul>	<ul style="list-style-type: none"> <li>looking down and around a page quickly, and</li> <li>searching for <b>important words, facts</b> or <b>phrases</b> to find <b>certain details</b>.</li> </ul>
---	--

- searching for important words, facts or phrases to find certain details.
- Ask students to work in pairs, read the information given in both columns, and choose the right title for each column – point to the words already written on the top of the writing board i.e, 'Reading for Main Ideas' and 'Reading for Particular Details'.
- Give them two minutes to read, discuss, and decide on the title. Then ask 2 – 3 students to share their responses with the whole group.
- Ask other pairs if they have same answers or different.
- Tell them that the left-hand column lists steps of 'reading for main ideas' whereas the



right-hand column mentions the steps of 'reading for details' within a text. Write the titles for each column.

8. Tell them these are two important processes used in reading – they help us read quickly and with understanding.
9. Say: "Today, we are going to practice 'reading for particular details in a text'." Tell them that this technique is called 'scanning'.



## DEVELOPMENT

23 MINUTES

### Activity 1: 13 Minutes

1. Remind students that scanning is a technique they already use, for instance, when looking up a word in a dictionary or trying to find a certain phrase or number on a printed page. When they are scanning, they move their eyes to find only the required words, answers, numbers or phrases – ignoring the irrelevant information.
2. Divide the class into groups of five students.
3. Write the following questions on the writing board:
  - ◇ Who was born in the middle of thirteenth century?
  - ◇ Who governed China in 1266?
  - ◇ What was the profession of Marco Polo's father and uncle?
  - ◇ What is Cambalue?
4. Divide the class into five groups; assign one question to each group and ask them to read the question and identify the 'type' and 'appearance' of the information the question is asking for. Give them a minute to do this task.
5. Ask each group to quickly share their response.
6. Write the following text with questions based on the writing board or a chart:

Marco Polo was born in the middle of the thirteenth century in 1254 or perhaps 1253. His father, Nicolo Polo, and his uncle, Maffeo Polo were rich Venetian merchants. They were great travellers. In 1266, they travelled as far as China. China was then governed by the great Mongol emperor, Kublai Khan. They went to its capital city Cambalue.

7. Ask the groups to scan the text to find the answer to their assigned question in one minute.
8. After one minute, ask each group to share their responses quickly. Ask others to verify if the answer is correct.
9. Next, ask students to read the text individually and answer all the questions.

### Activity 2: 10 Minutes

1. Arrange the class in pairs.
2. Write the following paragraph and questions on the writing board.
3. Tell the students to read the text and complete the missing information based on given text.
4. Ask pairs to exchange their answers with a pair sitting next to them.

#### Paragraph:

Environmental pollution is a term that refers to all the ways by which people pollute their surroundings. People pollute the air with gasses and smoke, poison the water with chemicals and other substances, and damage the soil with many fertilizers and pesticides.

- ◇ -----pollute their surroundings.
- ◇ The air gets dirty with -----.
- ◇ Soil is damaged by -----.



## CONCLUSION / SUM UP

2 MINUTES

1. Reinforce the following points:
  - ◇ Scanning is a useful technique to find certain details within a text quickly. It means letting your eyes move quickly through the text until you find exactly what you are looking for.
  - ◇ While scanning, read only to find the information or answers to questions you are looking for – ignore the unrelated information.
  - ◇ Look for clues to the answers/ information.
  - ◇ Use headings and any other aids, such as numbers, underlined or bold words, dates, etc. to help you locate your required information within a text.



## ASSESSMENT

3 MINUTES

1. Assess the students' performance during activity 1 and 2.
2. Refer students to a small text from textbook and ask them to scan the text for important details like dates, names, and key words etc.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Give a simple text to the students to read and scan the text for particular details from textbook i.e., dates, parts of speech, names etc.
2. Ask students to make a sentence for every new piece of information found.

# SUFFIXES AND COMPOUND WORDS



## STUDENT LEARNING OUTCOMES

- Recognise specific parts of words, including common inflectional endings and compound words.

## INFORMATION FOR TEACHERS

- An inflection is an addition to the end of a root/base word i.e. s, es, ed, ing.
- It is also known as a suffix.
- Root/base word is the word on which inflection is done or to which a suffix is added.
- Inflections are used to change words into plural or to change the tense of the word (timing of the action).
- When two words join together to make a new word, such word is called compound word.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Pictures or objects from within the class/ the students' bags or in the school premises according to the compound algorithms chart (pencil + case, card + holder, foot + ball, lunch + box), colored chalk, flash cards of compound words, photocopies of extension worksheet for all students.



## INTRODUCTION

5 MINUTES

- Hold a pencil in your hand and ask the students, "What am I holding"?
- Write the word 'pencil' on the writing board.
- Hold another pencil in your hand and repeat the question.
- Write 'pencils' on the writing board in colored chalk against the word 'pencil'.
- Ask students to stand up and jump.
- Write the word 'jump' on the blackboard.
- Ask the students, "What did they do"? answers can be: I was jumping or we jumped. Write it against the word jump.
- Ask the students the difference between the words written on the board.
- The should be able to reply plural form of pencil and past tense (perfect and continuous) of jump.

**Inform the students that:**

- When we talk about more than one thing, we add an 's' to it. This makes the word plural.
- When we talk about an action gone by it becomes past or continuous and can add the

letter ed or ing to the verb.

12. Point out to them the object pencil is still the same, but the addition changes the number of pencils.
13. Similarly, the action jump remains the same, what changes is the time of when it was done, in the present or in the past.



## DEVELOPMENT

24 MINUTES

### Activity 1: 8 Minutes

Recap students' knowledge of root words as they had learnt in previous class.

1. Bring into use the students' knowledge of science.
2. What is the most important part of a plant? (Roots).
3. Just like plants, our language also has **root words** from which other words grow.
4. We can make new words by adding some letters to the root word.
5. Write the following words on the blackboard:

**Lions, glasses, walking, ironed**

6. Ask students to identify the root words and their reflections.
7. Students may copy the words and their inflections in their notebooks as follows;

1. *Lion + s = lions, glass + es = glasses, walk + ing = walking, iron + ed = ironed*

### Activity 2: 8 Minutes

1. Show these flash cards to students. You make your flash cards based on these samples. Do not cut from here.
2. Ask the students to pronounce the words.
3. Inform the students that when two words are joined together to make a new word, they are called compound words.
4. Students write the definition of compound words with these examples in their notebooks.



### Activity 3: 8 Minutes

1. Show objects (as mentioned in the materials) to students one by one and ask their identification.
2. When you get correct response, write the word on the board.



3. Ask students to make compound words from each other.

4. Make the following chart. Do not cut from here.
5. Paste the compound algorithms chart, as given here, on the board and ask students to do the activity in their notebooks. They must draw the pictures and answer as required.
6. Give the instructions as given in the chart.

**Answer Key:** football, snowman, sunflower.



## CONCLUSION / SUM UP

2 MINUTES

1. Ask students the function of the inflections/suffixes and definition of compound words. Why do we add s, es, ed and ing at the end of words?



## ASSESSMENT

2 MINUTES

1. Assess student's understanding through responses and written work.
2. Involve the students in solving the exercise at the end of unit/chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to write in their notebooks three actions you did in the evening. (words ending in ed and ing) identify the root word and the inflection in each action.
2. Identify and write five objects from your house. (words ending in s and es) Identify the root word and the inflection in each action.
3. Make three compound words in diagram form (as done in activity 2).

## Extension Activity/Practice

The worksheets attached can be used as an extension activity for inflection and compound words. You can even use them to assess students' learning in a test.

Worksheet Inflection of words

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Complete the following chart by**

**Adding words in the blanks**


Root word	Plural	Past	Continuous
whistle			whistling
	farms		
	Tomatoes		
		brushed	
cycle			

## Extension Worksheet or Assessment sheet: Compound words

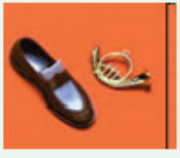
Name: \_\_\_\_\_

Date: \_\_\_\_\_


Look at the pictures in each box and make compound words.

1. 


\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

2. 


\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

3. 

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

4. 

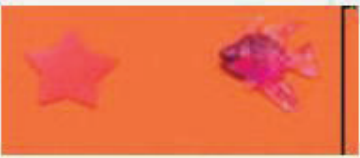
\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

5. 


\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

8. 


\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

6. 


\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

9. 

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

7. 

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

10. 

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

### Answer key:

- |             |             |               |                |                |
|-------------|-------------|---------------|----------------|----------------|
| 1. ladybug  | 2. shoehorn | 3. basketball | 4. rattlesnake | 5. eyeglasses, |
| 6. starfish | 7. football | 8. horseshoe  | 9. pancake     | 10. cowboy     |

# COMPOUND WORDS-I



## STUDENT LEARNING OUTCOMES

- Recognise and locate some compound words from various text sources e.g. butterfly, football, bus stop, homework, classroom and whiteboard.

## INFORMATION FOR TEACHERS

- Compound words are formed by joining two or more simple words to create a new word with a different meaning. Examples are: air+plane=airplane, play+ground=playground, etc.
- Compound words are formed from complete words e.g. in lunchbox, both 'lunch' and 'box' are complete words.
- Studying compound words is fun, helps student understand the language, builds an interest in words and also helps prepare students to learn prefixes, suffixes and word roots.
- Using the Word Wall strategy for compound words is also effective – the teacher should work with the class throughout the year to develop word wall of compound words by listing them as and when students come across a new compound word in a lesson.
- While teaching the lesson, also consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, notebooks, a collection of newspapers, magazines, storybooks, and textbooks for 4 – 5 groups.



## INTRODUCTION

5 MINUTES

- Tell the students that today you are going to help them learn a trick to increase their vocabulary.
- Remind them signs of (plus +) and (equal =).
- Introduce compound words to the students by writing following words as sums:  
**Rain + water= rainwater**  
**Rain + drop= raindrop**
- Write the following words on the writing board: playground, breakfast, lunchbox
- Tell the students these words are compound words with the help of the above-mentioned information.
- Ask them to look up more compound words from their textbook.

**Activity 1: 13 Minutes**

1. Write one example of each type of compound: an open compound e.g., ice cream; a closed compound e.g., bedroom; and a hyphenated compound e.g., check-in, seventy-five, etc. Tell students that these are three different ways of writing compound words – some compound words are spelled as two words, some are spelled as one word, whereas some are joined with a hyphen (-).
2. Write the following word equations one by one on the writing board.
3. Ask the students to work in pairs and help you complete the equation, i.e., what word will be created if two words with addition sign are combined. Give them an example: sun + flower = sunflower
4. The first pair to raise hands will be allowed to answer.

◇ Hand + shake =

**Compound word:**

-----

◇ Week + end =

**Compound word:**

-----

◇ Sun + shine/set/flower =

**Compound word:**

-----

◇ post + office =

**Compound word:**

-----

◇ Butter + fly =

**Compound word:**

-----

◇ One + half = -----

**Activity 2: 10 Minutes**

1. Divide the class into 4 – 5 groups.
2. Give them a few newspapers, magazines, storybooks, and textbooks.
3. Ask students to work in their groups to find out compound words from the newspapers, magazines, storybooks, and textbooks provided to them.
4. Ask each group to share a few compound words with whole class.



1. Sum up the lesson by defining compound words.
2. Give some more examples of compound words like bookstore, eggshell, daylight, carwash etc.





## ASSESSMENT

3 MINUTES

1. Copy the following exercise on the writing board.
2. Tell students to work individually and identify the compound words from each phrase and write on their notebooks.

**Handshake, suitcase, beehive, bedtime, newspaper**

Example: a fish shaped like a star: starfish

- ◇ Shake hands: \_\_\_\_\_
- ◇ Time for bed: \_\_\_\_\_
- ◇ Paper filled with news: \_\_\_\_\_
- ◇ Bees live in: \_\_\_\_\_
- ◇ Pack clothes in it: \_\_\_\_\_



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to find out five compound words from their English textbook and make one more word from the root word of that compound word.

## COMPOUND WORDS – I



## STUDENT LEARNING OUTCOMES

- Use common compound words in speech and in your own writing.

## INFORMATION FOR TEACHERS

- Compound words are formed by joining two or more simple words to create a new word. Examples: air + plane = airplane, play + ground = playground.
- Compound words are words that are formed from complete words.
- Studying compound words is fun, helps students understand the language, builds an interest in words and will help prepare students to learn prefixes, suffixes and word roots.
- It also helps learn spellings of lengthy words.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



## DURATION / NO OF PERIODS: 35 MIN/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Chalk, marker, writing board, textbook, etc.



## INTRODUCTION

5 MINUTES

- Write some compound words on blackboard.
- Ask students to read and remember.
- Ask the student to open their textbooks and find out possible compound words.
- The student who tells more words should appreciate by clapping.



## DEVELOPMENT

20 MINUTES

## Activity 1: 10 Minutes

- Divide the students into two big groups. Encourage them to choose names for their teams, such as Tigers, or Roses, etc.
- Draw a table on the blackboard with two columns. Write names of the 2 teams in the columns.
- Tell the students that they are going to play a game and they have to make compound words with the given words.
- Tell them that they will select a student and give him a chit with a root word written on it. These students will come to the blackboard to write their compound words with their team shouting out their guesses.

- Root words: post (man/box/office), tooth (paste/brush/ache), back (garden/ground/ache/ward/pack), sun (shine/flower/set/rise) etc.
- Play (ground), break (fast), birth (day), tea (spoon), moon (light), after (noon)
- Ask the other group to tell the correct word if a group member writes a wrong compound word.
- Allow only 2 words per group. This will save time.

### Activity 2: 10 Minutes

- Ask the students to make 6 sentences using any 3 root words (2 compound words each).
- Monitor and help the students.



### CONCLUSION / SUM UP

2 MINUTES

- What are compound words? Give few examples.



### ASSESSMENT

6 MINUTES

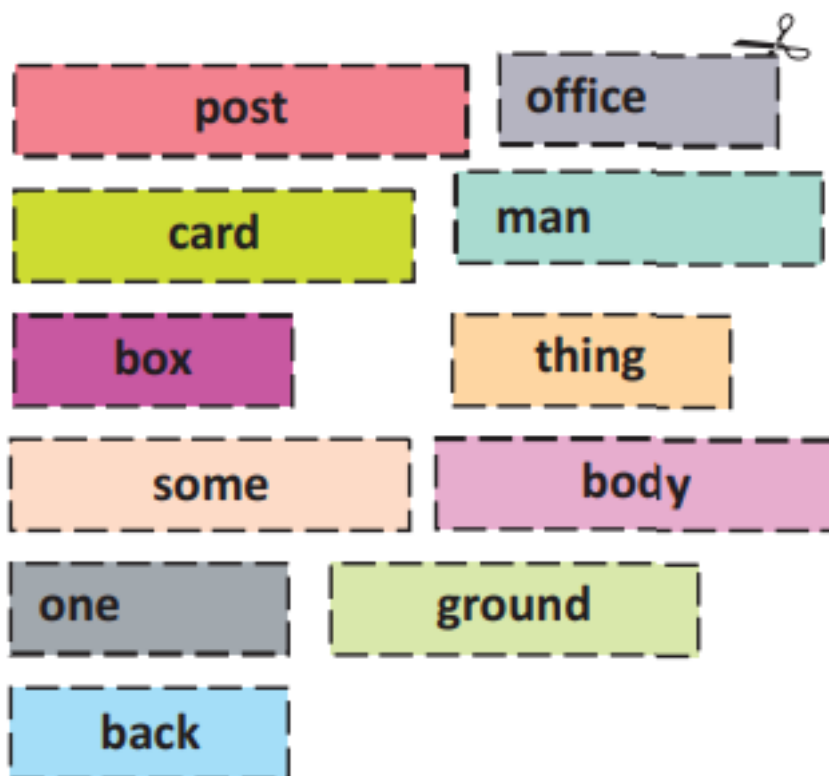
- Ask the students to exchange and check each other's work and give feedback for improvement.
- Tell the students to correct their work in the light of the feedback given by their peers.
- Involve the students in solving the exercise at the end of unit/chapter.



### HOMEWORK / FOLLOW UP

2 MINUTES

- Take at least five compound words from the textbook and ask students to use them in sentences of their own.



1.

## COMPOUND WORDS – II



## STUDENT LEARNING OUTCOMES

- Classify nouns as common and proper nouns (names of people, pets, places, mountains, lakes, rivers, etc.)

## INFORMATION FOR TEACHERS

1. Common nouns are general names. They are not capitalized unless they begin a sentence. Examples: country, chair, girl, boy, school, burger, city.
2. Proper nouns are special names of persons, animals and places. Proper nouns always start with capital letter, e.g. Pakistan, Ali, Peshawar, Pussy Cat.
3. Students have learnt this concept in grade 3; hence a recap of concept is a must when doing introduction.
4. Time allocation is tentative and can change as per need of the activity.
5. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Chalk, marker, writing board, worksheets (for both activities).



## INTRODUCTION

5 MINUTES

1. Begin your lesson by asking the students the definition and examples of common and proper nouns. Ask the students questions: Which noun is always capitalized; common or proper? Is your name a common noun or a proper noun? Is your pet animal name a common noun or a proper noun? etc.
2. Appreciate the students when they give a correct answer by saying good/very good. If they give a wrong answer, point it out and ask the question again from someone else to help them learn from peers.
3. Reiterate that all the names of people, pets, places, mountains, lakes, rivers, and holidays are proper nouns.



## DEVELOPMENT

20 MINUTES

## Activity 1: 10 Minutes

1. Give each student a worksheet or write on the blackboard. (See the sample worksheet at the end of the lesson plan).
2. Give clear instructions to the students and ask them to the worksheet.

3. Provide guidance to the students where necessary.

### Activity 2: 10 Minutes

1. Give each student a worksheet or write on the blackboard. (See the sample worksheet at the end of the lesson plan).
2. Give clear instructions to the students and ask them to the worksheet.
3. Provide guidance to the students where necessary.



### CONCLUSION / SUM UP

2 MINUTES

1. Go through the definition of common and proper nouns with whole class. Ask students to give a few examples. Remind students that common nouns are not capitalized unless they begin a sentence and proper nouns are always capitalized.



### ASSESSMENT

6 MINUTES

1. Ask the students to write at least five sentences showing feeling of joy, sadness, and anger as a home assignment
1. Assess students' understanding of common and proper nouns through their correct responses during the introduction session.
2. Assess how well students are able to classify nouns as common and proper through their performance in activity 1, activity 2 and follow up activity.
3. Keep assessing whenever a proper noun appears in subsequent reading lessons.
4. Arrange a quiz at the end of the concept 'noun' to further assess students' understanding. Include all the taught concepts related to noun (common, proper, countable, uncountable, collective, singular and plural) in the quiz.
5. Involve the students in solving the exercise at the end of unit/chapter.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Students must write at least two proper nouns for the following common nouns: person, animal, place, mountain, lake, river.

### Sample Worksheet – Activity 1

Name \_\_\_\_\_

Date \_\_\_\_\_

If the noun is common, write "common noun" on the line.

If the noun is proper, re-write the noun on the line using correct punctuation.

- |                      |                           |
|----------------------|---------------------------|
| 1. march _____       | 2. month _____            |
| 3. day _____         | 4. monday _____           |
| 5. mano _____        | 6. cat _____              |
| 7. holiday _____     | 8. Independence day _____ |
| 9. city _____        | 10. Mardan _____          |
| 11. Indus _____      | 12. river _____           |
| 13. lotus lake _____ | 14. lake _____            |

## Sample Worksheet — Activity 2

Name \_\_\_\_\_

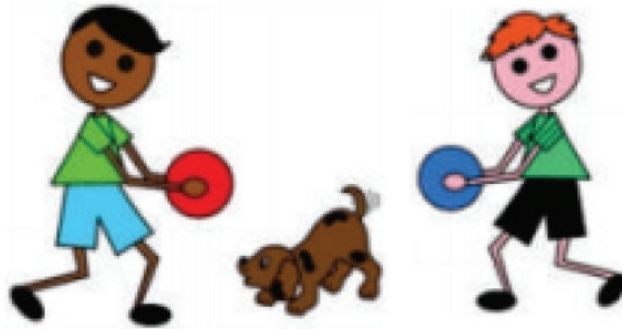
Date \_\_\_\_\_

Identify the common and proper nouns in the sentences and write in the blanks.

1. He is going to Islamabad with his brother. \_\_\_\_\_
2. Sonia plays with her sisters. \_\_\_\_\_
3. Karachi is a big city. \_\_\_\_\_
4. Mount Everest is the tallest mountain. \_\_\_\_\_
5. Kuku is my favourite cat. \_\_\_\_\_
6. Ayesha's birthday is in April. \_\_\_\_\_
7. I like to eat kheer on Eid-ul-Fitr \_\_\_\_\_
8. Arbab Niaz stadium is in Peshawar. \_\_\_\_\_

### Extension Activity — Sample paragraph

Ali and his brother Usman were playing in the Lawrence Garden. They had a little dog named Tommy. Ali threw the ball to Tommy and Tommy gave it to Usman. When they were tired they came back home with their parents.



# NARRATIVE PARAGRAPH – I



## STUDENT LEARNING OUTCOMES

- Write simple narrative paragraph.

## INFORMATION FOR TEACHERS

- A narrative paragraph tells what happened. It is ordered by time in which the events occur in a sequence. It is similar to writing an anecdote.
- When you write a narrative you may use inverted commas (speech marks).
- You also use transition words to show the time of events e.g. first, second, third, later, then, after, at noon, soon, next, again, immediately etc.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Cut outs of narrative paragraphs from magazines, worksheet chart, chart of transition words to show time (words are given above, you can add more depending upon the vocabulary level of the students) Chalk/marker, writing board, charts.



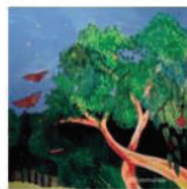
## INTRODUCTION

5 MINUTES

- Paste the following worksheet chart on the blackboard.

### The time I tried painting

One day I didn't have anything special to do. Immediately, I took some paints, paper and few brushes from the drawer of my cupboard. First, I drew the picture of a tree on the paper. Then, I started to paint it. When I tried to erase my mistake on the paper, all the green and brown paint spread badly and made the paper dirty. I tried it again on a new piece of paper. I was successful the second time.



- Ask a student to read the paragraph.
- Students identify the transition words in the paragraph one by one.
- Underline all such words.
- Do not correct the students. Ask class fellows to give the correct answers. (this is a reinforcement of the concept learnt earlier).
- List the words separately on the board. (The words have been underlined in the paragraph for your reference. When you make the chart to not make the mistake of underlining the words yourself).



## DEVELOPMENT

20 MINUTES

### Activity 1: 20 Minutes

1. Write an interesting beginning sentences with the students on the board. e.g.

**Once I saw the strangest thing**

Or

**My first day at the school was not exciting.**

2. Brainstorm for ideas to add details and continue writing after the first sentences which is the main sentence.
3. Student must give ideas based on the following questions?
4. Write all the ideas on the blackboard in form of a mind map. (Put the main sentence in the middle in a circle and write ideas about the questions around the circle).
5. Divide the class in pairs.
6. All students write a small narrative paragraph of about 6–7 sentences to tell what happened and what they felt or thought taking help from the ideas written on the blackboard.
7. Remind the students of the structure of the paragraph – the main sentence, the body (detailed/related ideas) and the end/conclusion.
8. Students must use pronouns, transitional devices to show time, and inverted commas if dialogues have been used.



## CONCLUSION / SUM UP

2 MINUTES

1. Once the students are done with writhing ask them to peer check each other work for correct spelling vocabulary capitalization and punctuation.
2. Monitor and help the students.
3. Once they are done with peer checking ask them to write the second draft in the light of the feedback given by their peers.
4. Involve the students in solving problems given in the exercise at the end of unit/chapter.



## ASSESSMENT

6 MINUTES

1. Name the parts of a paragraph?
2. What details must be added in paragraph?
3. What is a narrative writing/paragraph?



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Write a narrative paragraph about something interesting that happened with you recently.



# NARRATIVE PARAGRAPH – II



## STUDENT LEARNING OUTCOMES

- Use appropriate vocabulary and tense to write a simple paragraph by:
  - ◊ Narrating an activity from immediate surroundings.

## INFORMATION FOR TEACHERS

1. This lesson will be a development of the earlier lesson on narrative paragraphs.
2. Students will learn to relate their knowledge to familiar situations.
3. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, textbook. Photographs from newspapers/magazines can be used as resource.



## INTRODUCTION

5 MINUTES

1. Ask students which TV programme they saw last night.
2. Ask for details about the programme.
3. Write the ideas in the past tense on the blackboard.
4. Revise the knowledge that when you tell about something that has already happened, you use the past tense of the action words.



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

1. Ask students:  
Do you play cricket? What do you do when you play cricket? What do you do when you only watch others playing cricket?
2. Write the words and phrases as well as past tense form of words/phrases/sentences on the board.
3. Students should write down about a cricket match they has played or watched recently.
4. Ask them to use action words to describe the situation.
5. Further remind them that since the actions has already taken place, they have to use the past tense.
6. Inform them that when they narrate events it is called a narrative and they will write a paragraph on it.

**Activity 2    10 Minutes**

1. Ask students to share their work with the students next to them. Work together to correct errors in the writing.
2. Re-write the revised paragraph neatly in notebooks.
3. Inform the students that they will be marked out of ten.
4. Underline all the verbs/action words that have been used.

**CONCLUSION / SUM UP****2 MINUTES**

1. Ask students to read sample work in the class.

**ASSESSMENT****6 MINUTES**

1. Assess students' written work and give marks you can take test in the following week.
2. Involve the students in solving problems given in the exercise at the end of unit/chapter.

**HOMEWORK / FOLLOW UP****2 MINUTES**

1. Ask the students to write a narrative paragraph, describing an activity at home (it can be about their mother working in the kitchen or younger/elder brother/sister and other relatives. Breaking or losing something by mistake).

## LOCAL EVENTS



## STUDENT LEARNING OUTCOMES

- Demonstrate conventions and dynamics of oral interaction in a group to describe local events.

## INFORMATION FOR TEACHERS

1. A few common local events are as follows:
  - ♦ **Eid-ul-Fitr:** Eid-ul-Fitr is an important festival in Islamic Calendar. It was started by the Holy Prophet Hazrat Muhammad (SAW, ﷺ). It is also called the "Feast for Breaking the Fast". It is a religious festival celebrated by Muslims worldwide that marks the end of the month-long dawn-to-sunset fasting of Ramadan. Eid is the only day in the month of Shawwal during which Muslims are not permitted to fast.
  - ♦ **Eid-ul-Adha:** It is also called Eid-e-Qurban. It is celebrated by Muslims to honour the willingness of Ibrahim (A.S) to sacrifice his son Ismael (A.S) as an act of obedience to Allah's command.
  - ♦ **Independence Day:** It is observed annually on 14th August. It is a national holiday in Pakistan. It commemorates the day when Pakistan achieved independence and was declared a sovereign state following the end of the British Raj in 1947.
  - ♦ **Shandur Polo Festival:** It is one of the big festivals in Pakistan. This festival is held from 7 to 9 July every year on Shandur Pass in Chitral District of Khyber Pakhtunkhwa. The polo match is played between the teams of Chitral District and districts of Gilgit-Baltistan, in a free style game.
2. Use these events as topics to engage students in active e.g., role play, discussion debated etc.
3. Use textbook when and where needed.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, notebooks, textbook, etc.



## INTRODUCTION

5 MINUTES

1. Ask the following questions from the students, tell students to raise their hands to answer.
  - ♦ How many Eids do you celebrate in a year?
  - ♦ Do you like Eids?
  - ♦ How do you celebrate Eids?
  - ♦ What do you like the most about Eids?
  - ♦ Can you name some local events like Eid?
2. Engage students in brainstorming different local events they know about.

3. Ask students to share their responses.
4. Now, briefly tell them about local/national events, e.g., Eid, Independence Day. (See Information for Teacher)



## DEVELOPMENT

23 MINUTES

### Activity 1: 13 Minutes

5. It is a speaking activity called "Find someone who".
6. Write the following Statements on the writing board for the students to copy.

S/N	Find someone who.....	Name of the students
1	Likes Eidi.	Ali, Asim
2	Eats kheer on Eid-ul-Fitr.	
3	Wears green on Independence Day.	
4	Looks after an animal for Eid-ul-Adha	
5	Buys flags and badges for Independence Day.	

7. Divide the class into pairs.
8. Assign roles for each pair, one speaker and one writer.
  - ◇ Step # 1: Tell pairs to copy the table in their notebooks.
  - ◇ Step # 2: Tell everyone to get up and mingle in the room.
  - ◇ Step # 3: Tell each pair to meet as many students as possible and ask them questions to fill in the 'find someone who' table. Write the names of the students who say 'yes' to questions for each action.
  - ◇ Step # 4: After the allotted time, stop the activity and ask 2 - 3 pairs to share details, e.g., Ali likes Eidi. Bilal wears green dress on 14th August, etc (See row # 1 in the table as an example)

### Activity 2: 10 Minutes

1. Divide the class into groups of five students.
2. Draw a table on the writing board as given below:

	Eid-ul-Fitr	Eid-ul-Adha
1		
2		
3		
4		
5		

3. Ask students to discuss the differences between Eid-ul-Fitr and Eid-ul-Adha in the group and complete the table.
4. Assign roles in the group like Group leader, Writer etc.
5. As the groups work, move around and provide necessary support.
6. Invite 3 - 4 group leaders one by one to share their responses with the whole class.



## CONCLUSION / SUM UP

2 MINUTES

1. Review the common local events as described in the 'Information for Teacher' section.



## ASSESSMENT

3 MINUTES

1. Ask students the following questions:
  - ◇ Which festivals do you like the most?
  - ◇ Do you celebrate Independence Day?
  - ◇ Name some local events celebrated in your locality.
2. Students will be assessed through their performance during activity 1 & 2.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to sit with their elders and gain information about local events they do not know about.
2. Note down the title/ name of each event and list major activities.

## LONG VOWELS



## STUDENT LEARNING OUTCOMES

- Pronounce long vowel sounds 'i' as in like, 'o' in boat and 'u' as in cute.

## INFORMATION FOR TEACHERS

- A long vowel is a vowel sound that is pronounced the same way as the name of the letter itself, for example, the long 'a' sound in 'cake', 'u' sound in 'cute' and 'e' sound in keep.
- The long vowel sounds can be represented by a horizontal line above vowels (ā, ē, ī, ō, ū).
- For better understanding of long vowel sounds consult a good pronunciation dictionary i.e. Oxford Advanced Learner's Dictionary, Cambridge Advanced Learner's Dictionary or download an online dictionary of pronunciation on your cell phone.
- There are two ways to make students understand the pronunciation of long vowel sounds.
  - Pronounce long vowel sounds yourself for students.
  - Use speaker for student to listen to the sounds.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, textbook etc.



## INTRODUCTION

5 MINUTES

- Write vowels (a,e,i,o,u) on the writing board .
- Ask students to pronounce these vowels.
- Tell them that vowels have two sounds: short and long.
- Explain long vowel sounds by active use in words like teeth, tie, ate, etc.
- Tell them that long vowels say their own name. For example:

a	ape
e	eagle
i	ice-cream
o	ocean
u	universe

- Tell them about the symbol of long vowel sounds that the long vowel sounds can be represented by a horizontal line above vowels (ā, ē, ī, ō, ū).



## DEVELOPMENT

23 MINUTES

### Activity 1: 10 Minutes

1. Pronounce the following words with long vowel sounds one by one aloud.  
**Bee, music, nose, key, cake**
2. Ask students to listen to the sounds and identify long vowel sounds in the above pronounced words.
3. Ask students to raise hands if they have identified long vowel sounds to share with class.
4. Once all long vowel sounds are identified, write these sounds on writing board as follows:  
Bees Cake Music Nose Key
5. Reinforce the concept of pronouncing long vowel sounds.

### Activity 2 13 Minutes

1. Divide the class into five groups.
2. Give each group a list of words.
3. Ask the group to identify long vowel sounds and put horizontal line symbols above the correct long vowel letters.
4. After completion of activity, group leaders from each group will share their responses.
5. Guide and supervise activity during sharing process.

**List 1. eat, take, over, life, flute.**

**List 2. meet, bike, cute, grow, day.**

**List 3. fly, made, hold, fire, toe.**

**List 4. pie, glue, cold, cake, no.**

**List 5. home, day, go, open, tie.**



## CONCLUSION / SUM UP

2 MINUTES

1. Sum up the lesson by reinforcing the long vowel rules once again.
  - ◇ Long vowels say their own names when pronounced (repeat examples).
  - ◇ The symbol of long vowel sound is horizontal line above the vowel letter i.e. (ā, ē, ī, ō, ū).
2. Focus on pronunciation.



## ASSESSMENT

3 MINUTES

1. Assess students through their performance in activity 1 and 2.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to go through the first lesson of the textbook and identify long vowel sounds and pronounce these sounds for practice.
2. Tell students to practice these sounds as much as possible for better understanding.

# UNDERSTANDING QUESTIONS



## STUDENT LEARNING OUTCOMES

- Apply strategies to comprehend questions for appropriate response by marking keywords, verbs, and tenses in a variety of the following question types:
  - ◊ Factual
  - ◊ Personal response

## INFORMATION FOR TEACHERS

1. Comprehension is the understanding and interpretation of what is read. To be able to accurately understand written material, children need to be able to (1) decode what they read; (2) make connections between what they read and what they already know; and (3) think deeply about what they have read. (Reading Rockets)
2. Comprehension of questions is the most important thing while dealing with questions in exams or at any other time. If students are unable to understand the question, they would not be able to answer it.
3. Comprehension questions often require the following three types of responses: factual, interpretive, and personal response.
4. Questions based on facts, having simple straight forward answers are factual questions. E.g., what are you doing? How is this done? etc.
5. Personal response questions can have different answers that vary from person to person, e.g., What is your favourite colour?
6. While teaching the lesson, the teacher should also consult the textbook for all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Chalk/marker, writing board, textbook, worksheet.



**INTRODUCTION**

**5 MINUTES**

1. Brainstorm with students on the following:
  - ◊ Why do we ask questions?
  - ◊ Why are questions important?
2. Ask students to think about all the questions we ask throughout the day, and what would happen if we could not ask questions, such as 'What is the time'?
3. Explain to the students that questions are a very important part of our conversation. Questions allow us to gather missing information and extend our conversation as well as remove any confusion or misunderstanding.



**Activity 1: 13 Minutes**

1. You have a sample work sheet with you which has questions at the end.
2. Divide the class in groups and ask them to sit in a circle, according to the number of worksheets.
3. Ask them to read the text and to look at the pictures as well.
4. Now ask them to go to the end to the question section.
5. Tell them that sometimes it is difficult to comprehend the questions.
6. Tell them that sometimes you have a question in front of you that you are unable to understand. For example, take question 1 in the question section of the text. If you are unable to comprehend it, there is a way out.
7. Ask them to mark key words of the question.
8. Also mark the verbs and tenses in the questions. Now you have highlighted words in front of you. Read them closely and you will have a very clear idea about the question now.
9. Solve some questions in front of the class and ask them to comprehend and solve other questions.

**SAMPLE TEXT**

A frog was in his garden. A Rabbit came there to see him. "What a fine garden you have, Frog!" he said, "Yes," said the Frog, "It is very nice, but it was hard work." "I wish I had a garden," said the Rabbit. "Here are some flower seeds. Plant them in the ground," said the Frog, "and soon you will have a garden."

"How soon?" asked the Rabbit.

"Quite soon," said the Frog.

The Rabbit ran home. He planted the flower seeds.

"Now seeds, start growing!" said the Rabbit.

The Rabbit walked up and down a few times.

The seeds did not start to grow. The Rabbit put his head close to the ground and said loudly, "Start growing."

The Frog came running up the path. "What is all this noise?" he asked. "My seeds will not grow," said the Rabbit. "You are shouting too much," said the Frog, "these poor seeds are afraid to grow." "My seeds are afraid to grow?" asked the Rabbit. "Of course!" said the Frog, "leave them alone for a few days. Let the sun shine on them, and water them daily. Soon your seeds will start growing." The Rabbit said, "I will tell the seeds a story. Then they will not be afraid."



The Rabbit told a long story to his seeds. All the next day, the Rabbit recited poems to his seeds. For many days he continued this practice.

One day the Rabbit looked at the ground. The seeds still did not start to grow. "What should I do?" cried the Rabbit. Then the Rabbit felt very tired and fell asleep. "Rabbit, Rabbit, wake up," said the Frog. "Look at your garden!"

The Rabbit looked at his garden. It was full of beautiful flowers. "At last, my seeds have started growing and now I have colourful flowers in my garden," said the Rabbit. "And now you have a nice garden too," said the Frog. "Yes, but you were right, Frog, it was hard work," said the Rabbit.

### Activity 2: 10 Minutes

1. Divide the class into groups of five students.
2. Provide each group a chart. Nominate a group leader, a writer and three readers in each group.
3. Ask students to go through different lessons from the textbook and find at least 3 questions that ask for factual information, and 3 questions that ask for personal responses.
4. Tell them to look for a question mark (?) as it will help them identify the question easily.
5. Tell students that the leader will manage the group; readers will scan through the lessons to find questions and writer will write the questions found.
6. Once the 6 questions have been found, the group will write those questions on the chart.
7. Tell each group to write unit # and page # with each question.
8. After the writing task is done, invite group leaders to come up and present their group's work to the class.



### CONCLUSION / SUM UP

2 MINUTES

1. Conclude the lesson by telling the class that comprehension, the technique they have learnt, in this lesson will help them.



### ASSESSMENT

3 MINUTES

1. Make some questions from the text and write those questions on the writing board.
2. Ask students to come forward and comprehend the question by using the technique you just taught them.
3. Other students can have a recap of the lesson as well.
4. Involve the students in solving problems given in the exercise at the end of unit/chapter.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign a text from the textbook, which has both factual and personal response questions at the end.
2. Ask students to read it at home and identify key words, verbs, and tenses in both types of questions.
3. They should mention whether a question requires factual response or personal response.

## COMPOUND WORDS – III



## STUDENT LEARNING OUTCOMES

- Use common compound words in speech and in your own writing.

## INFORMATION FOR TEACHERS

- Compound words are formed by joining two or more simple words to create a new word. Examples: air + plane = airplane, play + ground = playground.
- Compound words are words that are formed from complete words.
- Studying compound words is fun, helps students understand the language, builds an interest in words and will help prepare students to learn prefixes, suffixes and word roots.
- It also helps learn spellings of lengthy words.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



## DURATION / NO OF PERIODS: 35 MIN/ 1 PERIODS



## MATERIALS / RESOURCES REQUIRED

- Chalk, marker, writing board, textbook, etc..



## INTRODUCTION

5 MINUTES

- Write some compound words on blackboard.
- Ask students to read and remember.
- Ask the student to open their textbooks and find out possible compound words.
- The student who tells more words should appreciate by clapping.



## DEVELOPMENT

20 MINUTES

## Activity 1: 12 Minutes

- Divide the students into two big groups. Encourage them to choose names for their teams, such as Tigers or Roses etc.
- Draw a table on the blackboard with two columns. Write names of the 2 teams in the columns.
- Tell the students that they are going to play a game and they have to make a compound words with the given words.
- Tell them that they will select a student and give him a chit with a root word written on it. These students will come to the blackboard to write their compound words with their team shouting out their guesses.

5. Root words:  
Post (man/brush/office), tooth (paste/brush/ache), back (garden/ground/ache/ward/pack), sun (shine/flower/set/rise) etc.
6. Play (ground), break (fast), birth (day), tea (spoon), moon (light), after (noon)
7. Ask the other group to tell the correct word if a group member writes a wrong compound word.
8. Allow only 2 words per group. This will save time.

### Activity 2: 8 Minutes

1. Ask the students to make 6 sentences using any 3 root words (2 compound words each).
2. Monitor and help the students.



### CONCLUSION / SUM UP

2 MINUTES

- What are compound words? Give few examples.



### ASSESSMENT

6 MINUTES

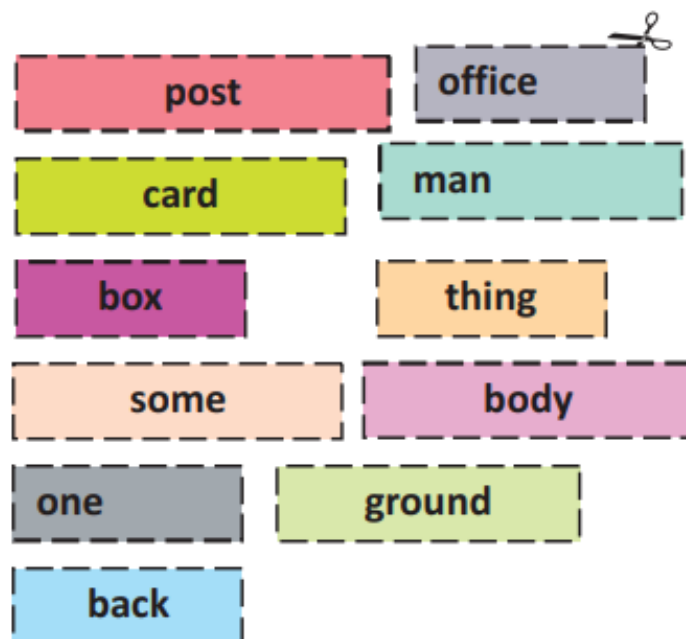
1. Ask the students to exchange and check each other's work and give feedback for improvement.
2. Tell the students to correct their work in the light of the feedback given by their peers.
3. Involve the students in solving the exercise at the end of unit/chapter.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Take at least five compound words from the textbook and ask students to use them in sentences of their own.



# PRONOUN-VERB AGREEMENT



## STUDENT LEARNING OUTCOMES

- Illustrate use of pronouns learnt earlier.
- Illustrate the use of different forms of verbs (be, do and have with their corresponding pronouns (I, we, you, he, she, it, they))

## INFORMATION FOR TEACHERS

1. There are seven personal pronouns in English:

♦ I, we, you, he, she, it, they

### Example:

- ♦ I have a book.
- ♦ **They** play hockey.
- ♦ **You** drink water.
  - ♦ In sentence 1, 'I' is a personal pronoun.
  - ♦ In sentence 2, 'They' is a personal pronoun.
  - ♦ In sentence 3, 'You' is a personal pronoun.
  - ♦ Personal Pronouns have three cases e.g., Subjective, Possessive and Objective.
  - ♦ The verbs (be, do, have) and their different forms are used as main and helping verbs.
  - ♦ The Verb (be) forms are, (is, are, am, was, and, were).
  - ♦ The (do) forms are, (do, does, did).
  - ♦ The (have) forms are, (have, has, had)

2. Following is the table of corresponding pronouns with the forms of (be, do, have).

Form	Corresponding Pronoun
Is	he, she, it, name (singular)
Are	you, we, they, name (plural)
Am	I
Was	I, he, she, It, name (singular)
Were	you, they, we, name (plural)
Has	he, she, it, name (singular)
Have	I, you, they, we, name (plural)

3. Give students as much as practice as possible in the use of personal pronouns.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Chalk/marker, worksheets for each student, sentences with pronouns written on a strip of paper, chart with sample paragraphs.



## INTRODUCTION

5 MINUTES

1. Review the concept of pronouns learnt earlier.
2. Ask the students the following questions:
  - ◇ What are pronouns?
  - ◇ Are pronouns used in place of nouns or verbs?
  - ◇ What are some examples of pronouns?
3. Show them the chart of forms of (do, be and have) and corresponding pronouns. (Given in Introduction)
4. Explain the chart to the students.



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

1. Give students a worksheet or write it on the writing board.
2. Give clear instructions to the students and ask them to complete the worksheet.
3. You must move about to monitor students' work and provide help.

**Write the correct personal pronoun in the blank.**

- ◇ ----- am drinking water. (We, I)
- ◇ ----- have won the match. (He, They)
- ◇ -----are late. (She, You)
- ◇ ----- have won the match. (I, He)
- ◇ ----- are a good boy. (You, He)

### Activity 2: 10 Minutes

1. Divide the class in pairs.
2. Write the following sentences on the writing board.
3. Students must identify the correct forms of (be, do, have) with their corresponding pronouns.
4. Ask students to complete the given activity and then share and exchange their answers with the pair next to them.
5. As a last step invite some students to come up and share their work.
  - ◇ Sentences
  - ◇ He **has/have** a pen.
  - ◇ You **are/is** my friend.
  - ◇ They **was/were** coming.
  - ◇ I **is/am** a doctor.
  - ◇ We **are/is** well.
  - ◇ The boy **were/was** late.
  - ◇ Students **has/have** passed.



## CONCLUSION / SUM UP

3 MINUTES

1. Give students a quick recap by reinforcing the definitions of personal pronouns.
2. Review the following chart with the whole class:

Form	Corresponding Pronoun
Is	he, she, it, name (Singular)
Are	you, we, they, name (Plural)
Am	I
Was	I, he, she, It, name (Singular)
Were	you, they, we, name (Plural)
Has	he, she, it, name (Singular)
Have	I, you, they, we, name (Plural)



## ASSESSMENT

5 MINUTES

1. Check the students' ability to recall the pronouns learnt earlier in the introduction activity by asking them about pronouns.
2. Assess students' ability to use personal pronouns through their performance in the activity.
3. Check the work given as homework to judge students' ability to use pronouns correctly.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to read the first two lessons from their text at home and circle/ underline pronouns in the text.
2. Assess students' understanding of pronouns by giving them a short test after all the pronoun lessons are taught.
3. Give students five personal pronouns. Ask them to use the pronouns in a short paragraph of 4-5 sentences. For example,

Hassan and I got our shirts mixed up. His shirt was blue. My shirt was blue too. Then Hassan asked his mother for help. She looked in her bag for a receipt from the shop that told us the name of the company from which Hassan got his shirt! Thank God!

**Month**

**5**



# WRITING SKILLS



## STUDENT LEARNING OUTCOMES

- Classify items (e.g. vocabulary) required for a given task/topic.

## INFORMATION FOR TEACHERS

- The students should be able to use their knowledge of English words for specific tasks.
- Students will be able to use these words effectively by drawing a connection between the words they know to words used in familiar situations.
- This knowledge can be used to further develop the specific vocabulary or word bank, e.g. they may watch their mothers in the kitchen or watch cooking shows on TV and add to their vocabulary about cooking/food by asking questions/ listening more attentively.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Chart of word bank (list of words), photocopy of worksheets for all students, pictures of some objects or real objects can be brought to the class e.g. sports goods, sewing and cooking utensils, etc. (list is attached for reference).



## INTRODUCTION

5 MINUTES

- Ask the students what they had for breakfast that day.
- Note down the different food items mentioned on the writing board.
- Now ask about what they will have or had for lunch in school. Note these items also on the blackboard under a separate column.
- Tell the students that each of these groups of words make up a family. You can have a family of words for other situations also.
- Tell the students that they are classifying (putting into groups) the words related to given topic/task.



## DEVELOPMENT

20 MINUTES

### Activity 1:

12 Minutes

- Make four columns on the blackboard as given in the sample below:

Musical Instruments	Electrical Gadgets	Sports Items Indoor Games	All things used for travel (both ma- chines and animals)

2. Ask students to give names of some sports goods. Prepare a list of at least 5 items on the blackboard.
3. Tell students to give the spellings of the sports goods. (you can ask students to write the words on the board).
4. Students may give Urdu words for few instruments. You can write them on the board also. And if possible give the English word to it. (You must have the list with you before the lesson so that you can also add to the list. A sample list is attached at the end: cricket bat, football, racket, tennis ball).
5. Ask students if they have any of these instruments at home or if they know how to play them.
6. Paste the chart with the word bank on the writing board or call out one word at a time and ask the students in which column the word must be placed/
7. Repeat the process for all 4 topics, or you can choose to do any 2 or 3 topics instead of doing all 4.
8. If students give wrong answer, do not correct them ask the class fellow to do the correction till they get the right answer.
9. Students write the four lists in their notebooks.

### Activity 2: 8 Minutes

1. In pairs, make a list of five items required to prepare for a wedding in the family. Do this work in the notebooks (sample list (word bank) attached for reference).
2. Students share their lists with class when they have finished their work.



### CONCLUSION / SUM UP

3 MINUTES

1. Ask the students what they have learnt during the activities.
2. Ask what is a word bank or family of words.
3. Ask for spellings of a few words.



### ASSESSMENT

5 MINUTES

Assess students' understanding during the development activities above.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Continue to remind students to make more word families on other topics.

### WORD BANK – Activity 1

horses	wickets	ball	<b>camels</b>
		cars	
bat		harmonium	
airplanes			
ludo			
pair of scissors			
racket	water	guitar	

### Solved for teacher's reference only

<i><b>Musical instruments</b></i>	<i><b>Electrical gadgets</b></i>	<i><b>Sports items</b></i>	<i><b>Vehicles</b></i>
piano	iron	bat	cars
guitar	generator	ball	horses
flute	television	racket	camels
violin	fridge	wickets	airplanes
harmonium	air-conditioner	ludo	cycle

### WORD BANK – ACTIVITY 2 (for teacher's reference only)

wedding dress for the bride and the bride groom	wedding cards	make up	clothes and shoes
money	food	flowers	photographer

# SPEECH BUBBLES



## STUDENT LEARNING OUTCOMES

- Write short text in speech bubbles using vocabulary, tone, style of expression appropriate to the communicative purpose and context.

## INFORMATION FOR TEACHERS

- Speech bubbles are just what they sound like. They usually take the form of a photograph or an image of a person's head with a bubble of words emanating from their mouths.
- A speech bubble is a round shape next to the head of a character in a cartoon/ story/ dialogue inside which the character's words or thoughts are written (Oxford Advanced Learner's Dictionary)
- Speech bubbles are useful for vocabulary development, communication, and role play.
- Speech bubbles can take multiple forms. Typically, they include a photograph or other representation of a person or group whose words appear in the bubble. They can be laminated for re-use in or outside the classroom. They can be posted on walls, bulletin boards, student cupboards, etc.
- It is an interesting and interactive activity tool for students.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Writing board, marker, chalk, flash cards, chart, textbook, etc.



## INTRODUCTION

5 MINUTES

- Draw some speech bubbles on the writing board.
- Ask students if they know what these shapes are called. Introduce students to speech bubbles. (See information for teacher).
- Tell students that today they will learn to write text in speech bubbles.



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

- Ask students to think about their future. Ask: "What's something you strongly wish to do or have in future?" Give them a few clues, e.g., becoming a doctor; helping the poor old man living in the mud house; flying a fighter plane one day, etc.
- Ask them to discuss their response with a partner.

3. Draw the following speech bubble on the writing board:



4. Ask students to copy it on their notebooks and write their response in the bubble.
5. Invite 3 – 4 students to share their responses with the whole group.

### Activity 2: 10 Minutes

1. Read aloud the story of 'The Hare and the Tortoise'.
2. Use your tone, intonation, and body language to make it interesting for students.
3. After the read-aloud, ask students: "Can you write in the speech bubbles what the tortoise said to the hare when he saw him sleeping under a tree?" "Also write what the hare thought when he saw the tortoise already there at the finish line. Remember to use capital letters, finger spaces and full stops."
4. Once they have completed the task, ask students to share their work with a partner.
5. Invite 2 – 3 students to share their writing with whole class.
6. Appreciate them for their hard work.



### CONCLUSION / SUM UP

3 MINUTES

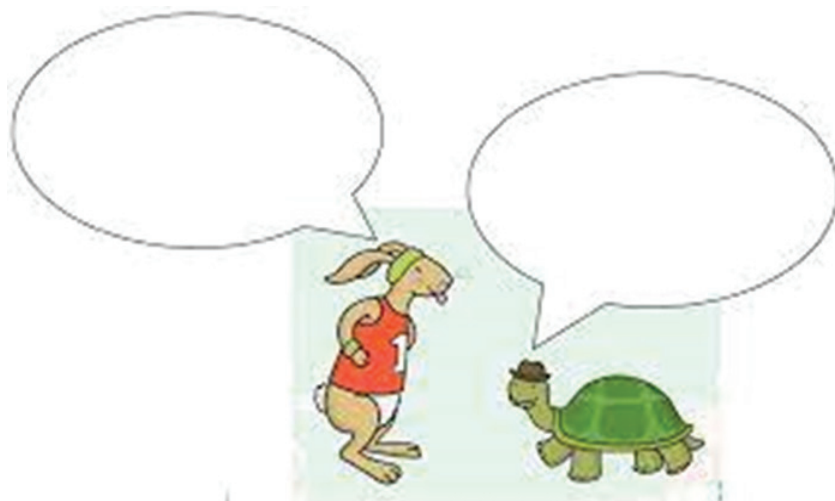
1. Review the key information about speech bubbles (see information for teacher).



### ASSESSMENT

5 MINUTES

1. Review the key information about speech bubbles (see information for teacher).



2. Ask students to recall the story of 'The Hare and the Tortoise' they just heard in the read-aloud.
3. Ask them to write what the characters said to each other at the beginning of the story.



### **HOMEWORK / FOLLOW UP**

**2 MINUTES**

1. Ask students to scan a children's magazine or children's section of a newspaper for comic strips.
2. Read the text/ dialogues given in the speech balloons/ bubbles with the characters/ cartoons.
3. Try to copy a few of them but without the text.
4. Refill the speech balloons with your own text,
5. Read and describe how the text sounds. Does it match with the pictures?
6. Share your experience with the class the next day.

# EXPRESSING REGRET



## STUDENT LEARNING OUTCOMES

- Use appropriate expressions in conversation to express regret.

## INFORMATION FOR TEACHERS

- The students need to listen, view, and then speak with expressions for this lesson. These activities need to be practiced more than once so the students start using the expressions in their daily routine.
- Regret is a feeling of sadness about something sad or wrong or about a mistake that you have made, and a wish that it could have been different and better.
- Expressing regret also means to convey a polite message that you cannot go to a meeting, get together, wedding, game, etc.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, charts, papers, things in the surroundings.



## INTRODUCTION

5 MINUTES

- Write the following questions on writing board:
  - How do you feel when you come late to school?
  - How do you feel when you tell a lie?
- Ask students to discuss their responses in pairs.
- Allow 3 – 4 students to share their responses with the whole class.
- Tell students that to regret means to feel sorry for, sad about or disappointed in something you did or did not do.
- Say: "Today, we are going to practise a few structures to express regret".



## DEVELOPMENT

23 MINUTES

### Activity 1: 13 Minutes

- Write the following on the writing board:  
**Regret means to:**
  - feel sorry for something you did or did not do.
  - feel sad about something you did or did not do.

- ◇ feel disappointed in something you did or did not do.
- 2. Ask students to read this definition and think about something they 'regret doing or not doing'.
- 3. Give them a minute to think.
- 4. While students are thinking about their regrets, write the following phrases/ structures on the writing board:
  - ◇ I regret..... (I regret + a noun ending in -ing/ a noun phrase/ a noun clause)
  - ◇ I wish..... (I wish + past participle verb)
  - ◇ If only..... (If only + past participle verb)
  - ◇ I should..... (I should + present perfect verb)
  - ◇ I should not..... (I should not + present perfect verb)
- 5. Then, ask them to turn to a partner and share their regrets.
- 6. Invite 2 – 3 volunteers to share their regrets with the whole class.
- 7. As a student shares his/ her regret, help him/ her say it again using one of the phrases written on the board. For example: I regret talking rudely to my friend.
- 8. Once said in a correct way, write that sentence on the board.
- 9. Repeat the process with two more volunteers and write their sentences too on the board.
- 10. Thank them for their hard work.
- 11. Review the phrases and structures with the whole class. Give them examples. Keep those three sentences of the volunteers written on the board.
- 12. Tell students that they will have more practice of expressing regrets in the next activity.

### Activity 2: 10 Minutes

1. Divide the class into small groups.
2. Point to the sentences of volunteers from the previous activity written on the writing board.
3. Tell the groups to discuss and write each sentence using the other four phrases/ structures. For example:
  - ◇ I regret talking rudely to my friend.
  - ◇ I wish I had not talked rudely to my friend.
  - ◇ If only I had not talked rudely to my friend.
  - ◇ I should have talked politely/ nicely to my friend.
  - ◇ I should not have talked rudely to my friend.
4. As the groups work, move around and provide necessary help.
5. Once they have completed the task, invite a volunteer group to share their work with whole group – each student from the group reads out a sentence of different regret structure.
6. Appreciate groups for their hard work.



### CONCLUSION / SUM UP

2 MINUTES

1. Review the key points of the lesson with whole class: give a recap of the meanings of regret and phrases/ structures used to express regret.
2. Provide another example using all five phrases/ structures.





## ASSESSMENT

3 MINUTES

1. Give the following imaginary situation to students:

Your mother/ father asked you to clean your room yesterday, but you kept on playing a game and did not clean the room. Now, you regret it. Express your regret using the five different phrases/ structures practiced today.

2. Ask students to write their regret sentences in their notebooks.
3. Once they have written them, ask them to compare their sentences with those of a partner.
4. Randomly check the sentences of a few students.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to make a list of things they did not do in the past and wish they had done them.
2. Write a regret sentence for each of those things on a page and bring it the next day to share with a classmate.

## SHORT VOWELS



## STUDENT LEARNING OUTCOMES

- Pronounce short vowel sounds “i” as in bit, “o” as in cot, “u” as in sun.

## INFORMATION FOR TEACHERS

- Short vowel sounds are those that are pronounced in a short form e.g., pet, pot, pat, pit etc.
- Short vowel sounds can be represented by a curved symbol above the vowel e.g.
- ă, ě, ĭ, ō, ŭ.
- For better understanding of short vowel sounds, consult a good pronunciation dictionary.
- There are two ways to make students understand the pronunciation of short vowel sounds.
- Pronounce the short vowel sounds for students.
- If available, use recorded audio on speaker for students to listen to the sounds.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, textbook.



## INTRODUCTION

5 MINUTES

- Write vowels (a, e, i, o, u) on writing board.
- Ask students to pronounce these vowels.
- Tell students that a vowel letter may have a short sound and a long sound.
- Demonstrate pronunciation of short vowel sounds by active use in words like **fat, map, wet, sit, etc.**
- Tell them about the symbol of short vowel sounds like |ă|, |ě|.



## DEVELOPMENT

23 MINUTES

## Activity 1:

13 Minutes

- Pronounce the following words with short vowel sounds one by one aloud.  
**Cŭt, dĭd, dŏg, cŭp, măt.**
- Ask students to listen to the sounds as you pronounce a word, and identify short vowel sound in the word.

3. Ask students to raise hands if they have identified short vowel sound in the word to share with class.
4. Once all short vowel sounds are identified, write these sounds on writing board as follows.  
**Cut, did, dog, cup, mat**

### Activity 2: 10 Minutes

1. Divide the class into five groups.
2. Give each group a list to identify short vowel sounds and put the curved symbol on the correct short vowel sound.
3. After completion of activity, the group leader from each group will share their responses.
4. Guide and supervise the activity during the sharing process.

**List # 1: tub, dot, hid, bell, nest.**

**List # 2: hot, cup, jam, lad, get.**

**List # 3: but, kid, sun, up, not.**

**List # 4: will, lot, jug, sip, egg.**

**List # 5: pen, cat, got, hen, fix.**



### CONCLUSION / SUM UP

2 MINUTES

1. Reinforce the concept of identifying short vowel sounds, symbols for short vowel sounds, and focus on pronunciation.



### ASSESSMENT

3 MINUTES

1. Assess the students through their performance in activity 1 and 2.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Refer students to the textbook and assign them a piece of text to find out short vowels, put curved symbol on short vowels, and practice pronunciation of short vowel sounds.
2. Ask students to practice persistently.

# IDENTIFYING FACTS IN THE TEXT



## STUDENT LEARNING OUTCOMES

- Apply critical thinking to interact with a text using intensive reading strategies (while reading) to identify facts in the text (as indicated through these words: day, date, place, etc.).

## INFORMATION FOR TEACHERS

- Intensive reading strategies include skimming and scanning. Both these activities focus on finding specific information.
- The purpose of intensive reading is to make the students understand a written text better and prepare them to read the texts on their own.
- To get the most of intensive reading strategies, make students familiar with skimming and scanning.
- Skimming and scanning are reading techniques that use rapid eye movement and keywords to move quickly through text for slightly different purposes. Skimming is reading rapidly to get a general overview of the material. Scanning is reading rapidly to find specific facts.
- Plan reading activities frequently to develop students' reading skills.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, handouts.



## INTRODUCTION

5 MINUTES

- Write the following sentences on writing board:  
**Quaid-e-Azam was born on 25th December.**  
**Minar-e-Pakistan is in Lahore.**  
**There are seven days in a week.**
- Ask students to find a number/ date, place, or a name in the sentences.
- Ask a few students to share their responses.
- Explain concept of skimming and scanning to students.



## DEVELOPMENT

23 MINUTES

### Activity 1: 13 Minutes

- Divide the class into five groups.
- Give each group handouts of the following written text.

3. Ask the students to read the text and then complete missing information in given sentences.

"Foxes are part of the dog family. They can live for up to 14 years. Foxes are quite small. Most foxes weight only 6 to 8 pounds. They are just a little bit bigger than cats. Foxes have long, bushy, and narrow faces."

**Complete the missing information:**

- ◇ The maximum age of a fox is\_\_\_\_\_.
- ◇ The size of a fox is \_\_\_\_\_.
- ◇ The weight of a fox is \_\_\_\_\_.
- ◇ The faces of foxes are \_\_\_\_\_.
- ◇ Foxes are bigger than\_\_\_\_\_.

**Activity 2: 10 Minutes**

1. Write the following text on writing board.

"Hazrat Muhammad (SAW) is the last prophet of Allah. Holy Prophet (SAW) was born on Monday 12th Rabi-ul-Awal in 571 AD. He was born in Makkah. His father's name was Abdul-lah. His grandfather's name was Abdul Muttalib and his uncle's name was Abu Talib.

2. Ask students to read the text written on the writing board in three minutes and then ask them questions to find the following facts from the text (ask one at a time).
  - ◇ Date of birth of Holy Prophet Muhammad (SAW).
  - ◇ Holy Prophet Muhammad (SAW)'s father name.
  - ◇ Holy prophet Muhammad (SAW)'s uncle name.
  - ◇ Holy prophet Muhammad (SAW)'s place of birth.
3. Appreciate students for their responses.



**CONCLUSION / SUM UP**

2 MINUTES

1. Highlight the importance of intensive reading strategies for better understanding of the text.
2. Reinforce the process of identifying facts from the text.



**ASSESSMENT**

3 MINUTES

1. Give another sample text from textbook and ask students to find specific information.



**HOMEWORK / FOLLOW UP**

2 MINUTES

1. Assign students a lesson from the textbook and ask them to go through the text.
2. Ask them to find out important points, dates, and key words from the text.

# ALPHABETICAL ORDER



## STUDENT LEARNING OUTCOMES

- Use alphabetical order to locate words in a dictionary for increase in vocabulary and aid in comprehension of texts.

## INFORMATION FOR TEACHERS

1. Alphabetical order comes in handy for the dictionary skills and also for making sequential order in list/ items as in attendance register or a telephone directory.
2. Dictionary as a study tool helps in increasing vocabulary.
3. The selection of words should be from student textbooks or other familiar words
4. Students are made familiar with alphabetical order and use of the dictionary in the previous grades, but at a very basic level.
5. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, marker, board, chart, dictionaries etc.



## INTRODUCTION

5 MINUTES

1. Take a dictionary to the class. Ask the students what type of a book is it and what is it used for? Ask them if they have one at home.
2. Open any page and ask them to look at the layout of the page (Distribute one dictionary per group if possible to have a closer look).
3. Recap alphabetical order and introduce the concept of guide words/head words on the top right or left corner of the page. Ask them why do they think these words are called guide words.
4. After they are done with that, repeat the concept in front of the class so that they could get the real picture again.



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

1. Divide the class into different groups depending on the number of dictionaries you have with you.
2. Find the difficult words from the text book because the words should not be out of their vocabulary list.

3. Explain the concept of alphabetical order which they already have. Just recap the concept. You can write some words with similar first and second letter but different third letter: aspire, assistance, associate etc. and ask them to arrange the words in alphabetical order. Spend only as much time on this activity as necessary because they have already done this activity with enough practice.
4. Give them different words to locate from the dictionary. This time they not only will find the words from the dictionary but also search for the meanings. This will help them increase their vocabulary and aid in comprehension of text.
5. Draw a table on the board and ask the students to copy the table in their notebooks.

Sr. No	Word	Meaning

6. Ask them to fill this table for each word. Give them no more than 4 words each.

### Activity 2: 10 Minutes

1. Give them a short unfamiliar passage with a few difficult words. Ask them to read it quickly and explain the overall meaning of the passage. Don't tell the meaning of the difficult words.
2. Most of the students will find it difficult to manage. Now ask them to quickly find the meaning of the words from the dictionary.
3. Ask the students to re-read the passage. Ask if they understand it better.
4. Ask students to guess the meanings of the difficult words by reading out the sentences aloud.



### CONCLUSION / SUM UP

2 MINUTES

1. Conclude the lesson by telling the class that dictionary is a great study tool.
2. Ask them the use of alphabetical order in everyday life. Give them some examples like attendance sheet, glossary, etc.



### ASSESSMENT

6 MINUTES

1. Give the class 5 more words which have same first and second alphabet but the different third and other alphabets. Ask them to fill the table again.
2. Involve the students in solving the exercise at the end of unit/chapter.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to underline the words which are new to them and write the meanings of the words according to their own understanding (with lead pencil over the word).
2. Now ask them to look up meaning of the word to see how closely it matches their meaning.
3. Ask students to look up any word from the dictionary that they like and share it with the other.
4. Encourage students to just flip through the dictionary to see if they find any word that they would like to look up, any word that seems interesting to them. Give them time to just browse the dictionary.

## ADJECTIVES – II



## STUDENT LEARNING OUTCOMES

- Recognise meaning of common adjectives in relation to each other e.g. huge-big.

## INFORMATION FOR TEACHERS

- Adjectives tell us more about nouns and pronouns. Adjectives are also called describing words or qualifiers.
- Learning how to use new vocabulary in context means choosing and using the exact/specific word.
- There are many adjectives which have apparently the same meaning but they are used in different contexts and have different shade of meaning or degree, for example, huge and big. Huge is used to suggest 'very great in size' i.e. bigger than big. Pretty and handsome both mean someone who is good looking, but pretty is used for a girl and handsome for a boy or man.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, flashcards, textbook, etc.



## INTRODUCTION

5 MINUTES

- Tell the students to give you examples of a few adjectives.
- Ask the students to find words similar in meanings from the following adjectives, (You can also make flashcards which can be displayed on the vocabulary wall).
- Write the following words in jumbled order: white, huge, thin, fair, dark, smart, short, big, dark.
- Ask the students to come up with oral sentences to understand the meaning.
- Ask them if they can tell the difference in meaning of these words e.g. white/fair, huge/big, smart/thin, dark/black, etc.



## DEVELOPMENT

20 MINUTES

## Activity 1: 15 Minutes

- Write the following exercise on the blackboard and ask the students to copy.
- Ask the students to work in pairs and complete the following sentences using the words in brackets.



- ◇ He saw a \_\_\_\_\_ crow. (dark, black)
  - ◇ He has a \_\_\_\_\_ car. (Black, dark)
  - ◇ My sister is a \_\_\_\_\_ girl. She got the first position in her class (smart, thin)
  - ◇ My brother's weight is only 30 kg.
  - ◇ He is a \_\_\_\_\_ boy. (smart, thin)
  - ◇ She is a \_\_\_\_\_ girl. (Tall, long)
  - ◇ This is a \_\_\_\_\_ road. (Tall, long)
  - ◇ There are \_\_\_\_\_ buildings in Lahore. (big, huge)
  - ◇ The buildings in New York are \_\_\_\_\_. (big, huge)
3. Monitor and help the students.
  4. Once they are done with the exercise, ask the students randomly to tell the answers.
  5. Ask them to put the incorrect option and see that although the meaning is the same but we cannot use some words in place of others as each word has its own usage.
  6. Give your input where required. Explain the difference in usage with examples.
  7. Tell the students to make correction in.

### Activity 2    5 Minutes

1. Ask the students to make their own sentences of the above mentioned words.
2. Monitor and help the students.



### CONCLUSION / SUM UP

2 MINUTES

1. Ask the students
2. What are adjectives?



### ASSESSMENT

6 MINUTES

1. Ask the students to exchange and check each other's work and give feedback.
2. Tell the students to make corrections in their work and write the sentences correctly.
3. Involve the students in solving the exercise at the end of unit/chapter.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to find at least three adjectives with the similar meaning from their textbook and make sentences.
2. Ask them to notice people using similar adjectives at home (even in Urdu) and to share them in class.

# PERSONAL PRONOUNS



## STUDENT LEARNING OUTCOMES

- Recognise and use: I, we, you, they, it, etc. as subjective case and me, us, you, them, it, etc. as objective case and mine, our, your, his, her etc. as a possessive case of personal pronouns.

## INFORMATION FOR TEACHERS

- Personal pronouns are used in place of a common or proper noun. They are used to refer to something or someone that you have already talked about.
- There are two types of personal pronouns:
  - Subject pronouns** are the 'who' or 'what' the sentence is about: Examples: I, you, he, she, it, we, they are all subject pronouns.
  - Object pronouns** are the 'who' or 'what' acted upon:  
**Examples: me, you, him, her, it, us, them are all object pronouns.**  
**For example:** Sania ate the rice.
    - In this sentence 'Sania' is the subject and 'the rice' is the object.
    - Sania did the action (ate) and the rice is the thing that is 'done to' (it is the thing that she ate).
    - If you wanted to repeat this information later, you could say: She ate it.
- Possessive pronouns are used in English to avoid repeating information that is already clear. In general, it makes the sentence less confusing because the same information is not repeated. These help us show possession or ownership.
- There are seven possessive pronouns in English: his, hers, mine, yours, its, ours, and theirs.  
**Example: This book is my book, not your book.**
  - This book is mine, not yours. (Mine and yours are possessive pronouns).
  - In the sentence, mine is a possessive pronoun that replaces my book.
  - In the sentence, yours is a possessive pronoun that replaces your book.

Subject (Personal Pronouns)	Object Personal Pronouns	Possessive Personal Pronouns
<ul style="list-style-type: none"> <li>I</li> <li>You</li> <li>He</li> <li>She</li> <li>It</li> <li>We</li> <li>They</li> </ul>	<ul style="list-style-type: none"> <li>Me</li> <li>You</li> <li>Him</li> <li>Her</li> <li>It</li> <li>Us</li> <li>Them</li> </ul>	<ul style="list-style-type: none"> <li>Mine</li> <li>Yours</li> <li>His</li> <li>Hers</li> <li>Its</li> <li>Ours</li> <li>Theirs</li> </ul>

- Possessive personal pronouns (mine, yours, hers, ours, theirs) are used without nouns.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Chalks/markers, writing board, duster, chart, papers, textbook.



**INTRODUCTION**

**5 MINUTES**

- Start the lesson by reviewing the subjective and objective pronouns learnt earlier. What are some examples of possessive, subjective and objective pronouns?
- Encourage the students if they give correct answers. Give feedback to them if they give incorrect answers.
- Give them a demonstration of possessive pronouns. Hold some object in your (e.g., glasses) hands and tell students: These are my glasses. These are mine. Stress the pronoun mine.



**DEVELOPMENT**

**20 MINUTES**

**Activity 1: 10 Minutes**

- Review the following table with the whole class:

Subject (Personal Pronouns)	Object Personal Pronouns	Possessive Personal Pronouns
<ul style="list-style-type: none"> <li>I</li> <li>You</li> <li>He</li> <li>She</li> <li>It</li> <li>We</li> <li>They</li> </ul>	<ul style="list-style-type: none"> <li>Me</li> <li>You</li> <li>Him</li> <li>Her</li> <li>It</li> <li>Us</li> <li>Them</li> </ul>	<ul style="list-style-type: none"> <li>Mine</li> <li>Yours</li> <li>His</li> <li>Hers</li> <li>Its</li> <li>Ours</li> <li>Theirs</li> </ul>

- Divide the class into groups of five.
- Assign a lesson to each group from the textbook.
- Assign roles to group members i.e., group leaders, writer, and readers.
- Tell groups to go through their assigned lesson and find at least 6 personal pronouns, two examples of subjective, possessive, and objective case each.
- Write the pronouns found along with the sentence in which pronouns are used.
- Writer will write all the sentences on a chart.
- After completion of the task, ask group leaders to paste their charts on different places on the wall and stand beside it.
- Students will get up and walk around to see each group work and give their observation and remarks.
- Group leaders will give answers to the questions if any asked by the students.

**Activity 2: 10 Minutes**

- Write the following paragraph on a chart or on the writing board.

Shamim is my neighbor. Shamim is a schoolteacher. Shamim teaches students English and Urdu. Shamim has a Master's degree in English and Urdu. Tahira and Farzana are Shamim's

sisters. Shamim also teaches English and Urdu to Tahira and Farzana at home. Tahira and Farzana have a lawn. There are small plants and flowers in the lawn. Farzana and Tahira love to see the lawn green. There is a big old tree in the lawn. Farzana and Tahira water the big old tree every morning. Tahir Zaman was Shamim's grandfather. The old tree had been planted by Shamim's grandfather. This old tree reminds us of grandfather.

2. Tell the students that there are underlined nouns in the sentences that are being repeated continuously.
3. Ask one student (must be good at reading) to read the story aloud so that the students hear the repetitive nouns.
4. Ask students by turn to come to the writing board and replace the repeating nouns with the pronouns given in the box. If a student makes a mistake, ask others to correct it until you get the right answer.

**Note:** Following are the pronouns which will replace the nouns in the sample text.

**she, her, they/them, them, it, him**



### CONCLUSION / SUM UP

2 MINUTES

1. Review the lesson by asking the students: What are some types of pronouns? What do these pronouns show?



### ASSESSMENT

6 MINUTES

1. Check how well students recall the types of pronouns learnt earlier in the introduction activity by asking them about pronouns.
2. Monitor the assigned task in the classroom to assess how well students have grasped the concept of personal pronouns.
3. Check the work given in the classroom to judge students' ability to use the pronouns correctly.
4. Assess students' understanding of possessive pronouns by giving them a short test (exercise).



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to do a short dialogue role-play on 'Packing for a Weekend', in which two children and their parents are packing things to leave home for the weekend.

**For example:**

- ◇ Mother: Bubbly where is my dupatta that you were wearing today?
- ◇ Father: Here, is this one yours?
- ◇ Sister: No Abbu, that is mine.
- ◇ Brother: Hey, are we taking our towels, or will we use their towels?
- ◇ Sister: Our towels are too big, let us just use theirs.

## LESSON

## 80

# USE OF MODAL AUXILIARIES: CAN/CANNOT AND MAY/ MAY NOT



## STUDENT LEARNING OUTCOMES

- Illustrate the use of can / cannot, and may / may not.

## INFORMATION FOR TEACHERS

- 'Can' and 'may' are called modal auxiliaries' verbs.
- Can** is used to express the ability or to say that something is possible. For example: I **can** speak English.
- To form negative, we add "not" to "can" that becomes I cannot" which is a single word. For example: She **cannot** eat two burgers.
- May** is used in formal style to request for permission (in questions), giving permission (in affirmative sentences) and refusing permission (in negative sentences). For example: **May** I borrow your book for a day? You may have my book.
- To form negative, we use "not" after may that becomes may not.
- The verb that comes after **can** and **may** is in the infinitive (base form of the verb) without to. For example: I **can** bake cakes.
- Use real-life situations to help students understand the use of '**can**' and '**may**'.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, worksheets, textbook.



## INTRODUCTION

5 MINUTES

**Note:** Students have studied can/cannot, may/may not in Grade 3. Therefore, remind students of these concepts in the introduction.

- Start the lesson by asking the students if they think their classroom is colourful, bright, and tidy. Do they think they should do something to make it more exciting and brighter? What can they do? What things can they add? What things can they remove?
- Ask a student what he/she can do e.g., can she/he make a painting? Can he/she take the responsibility to organise the copies of all the students every day? Can they take the job of a caretaker?
- Ask the class: May I take the responsibility of a class leader or manager? Should the jobs of the students change every week?
- Write can/cannot, may/may not on the writing board.
- Make sure that maximum students take part in this discussion and generate speech using can or cannot, may/ may not.

6. Control the discussion but let students express their opinions. Tell the students that they have just used can/cannot, may/may not in their conversation. Ask them: When do we use these verbs?
7. Commenting on their discussion, reinforce the rules for these verbs if they have faced some difficulty in their dialogues.
8. Refer to the Rules chart shown in Introduction section.



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

1. Review the following tables with the whole class:
  - ◇ Following are the uses of CAN and MAY.

Use of Can	Examples
ability to do something in the present (substitute form: to be able to)	I <b>can</b> speak English.
permission to do something in the present (substitute form: to be allowed to)	<b>Can</b> I go to the library?
Request	<b>Can</b> you wait a moment, please?
Offer	I <b>can</b> lend you my pen till tomorrow.
Suggestion	<b>Can</b> we visit mother over the weekend?
Possibility	It <b>can</b> get very hot in Karachi.

Use of May	Examples
Possibility	It <b>may</b> rain today.
permission to do something in the present (substitute form: to be allowed to)	<b>May</b> I go to the drink water?
polite suggestion	<b>May</b> I help you?

2. Help students understand the use of can and may with the help of examples given above. Ask them if they have any questions.
3. Write the following worksheet on the writing board:
 

**Complete the sentence with suitable modal verbs i.e. can, may**

  - ◇ Mother ----- I go to the park.
  - ◇ The student asked, ----- I come in.
  - ◇ He ----- speaks English.
  - ◇ ----- you lift a big stone?
4. Tell the students to work in pairs to complete the sentences in the worksheet.
5. Repeat instructions if necessary. Do one sentence for the students to understand the task.
6. Move about to monitor students and provide help where needed.

### Activity 2: 10 Minutes

1. Prepare conversation strips using the scripts given below.
2. Divide the class in pairs.
3. Tell students that they are going to do a role play activity.
4. Give each pair a script of conversation.

5. Tell the students to practice the conversation: one student takes the role of 'A' and the other role plays 'B'.
6. As the students practice, move around and provide necessary support.

**Scripts for Conversation:**

- ◇ A: Can you turn off the lamp?  
B: No, I cannot.
- ◇ A: Do you mind if I turn on television?  
B: No at all.
- ◇ A: Can I borrow some money from you, please?  
B: I am sorry I cannot.
- ◇ A: Can you close the door, please?  
B: Why not.
- ◇ A: May I speak with you?  
B: Sure.
- ◇ A: May I come in 10 minutes late tomorrow? I need to take my daughter to school.  
B: Yes, you can. Thank you for asking.
- ◇ A: Would you mind lending me yours?  
B: Sorry. It does not belong to me.
- ◇ A: Can you show me how to make fried rice?  
B: Sure.
- ◇ A: Take this note to the accounting department?  
B: Yes, certainly.
- ◇ A: May I get you a cup of tea?  
B: That would be very nice of you.
- ◇ A: May I borrow your dictionary? I need to look up a new word.  
B: Sure, here you are.
- ◇ A: Can you tell me the way to turn it off?  
B: Yes I can.
- ◇ A: Can you show me how to update an anti-virus?  
B: Sorry, I do not know either
- ◇ A: Can you show me how to set the watch?  
B: I am sorry, I cannot.
- ◇ A: Would you mind repeating what you just said?  
B: Yes, I can
- ◇ A: Would you mind waiting for a minute?  
B: No, I cannot wait.
- ◇ A: Would you give me a ride home?  
B: Yes, I can.
- ◇ A: Would you mind joining my club?  
B: Of course not!.
- ◇ A: Would you mind if I take your coat?  
B: Of course, you can take it.



**CONCLUSION / SUM UP**

2 MINUTES

1. Recap the lesson by asking the students about the modal verbs they learned and practiced in the class.



## ASSESSMENT

6 MINUTES

1. Assess students' ability to explain use of verb can/cannot, may/may not through their correct responses in the sum up activity.
2. Involve the students in solving the exercise at the end of unit/chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Give students exercise to practice use of can/cannot, may/may not.
2. Ask students write ten sentences using modal verbs they have learnt in the class.



# POSSESSIVE PRONOUNS



## STUDENT LEARNING OUTCOMES

- Demonstrate correct use of my – mine, your – yours, etc.

## INFORMATION FOR TEACHERS

1. Possessive pronouns are used in English to avoid repeating information that is already clear. In general, it makes the sentence less confusing because the same information is not being repeated.
2. There are seven possessive pronouns in English: his, hers, mine, yours, its, ours, and theirs. Example: This book is my book, not your book.
  - ♦ This book is mine, not yours. (Mine and yours are possessive pronouns).
  - ♦ In the sentence, mine is a possessive pronoun that replaces my book.
  - ♦ In the sentence, yours is a possessive pronoun that replaces your book.

Subject	Possessive Pronouns
I	Mine
You	Yours
He	His
She	Hers
It	Its
We	Ours
Their	Theirs

3. Time allocation is tentative and can change as per need of the activity.
4. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Chalk/marker, writing board, worksheets, textbook, etc.



**INTRODUCTION**

**5 MINUTES**

1. Start the lesson by reviewing the possessive pronouns learnt in the previous lessons. Ask the students questions: What are possessive pronouns? What are some examples of possessive pronouns?
2. Encourage the students if they give correct answers. Give feedback to them if they give

incorrect answers.

3. Reinforce that possessive pronouns my, your, our, their, her come before noun. Write few examples on the blackboard for student's understanding (This is my book. Your eyes are so beautiful. That is out school etc.)
4. Reinforce that possessive pronouns mine, yours, hers, ours, theirs are used without nouns. Write few examples on the blackboard (This book is yours. That school is ours. These pictures are hers etc.).
5. Write on the blackboard: This book is your/yours.
6. The doll is my/mine.
7. Ask the students to choose the correct possessive pronoun. Write few more sentences and ask the students to select the correct pronoun.
8. Write another example on the board:
  - ◇ This is my book, not your book. (Sounds repetitive)
  - ◇ Ask students to replace 'my' and 'your book' with possessive pronouns.
  - ◇ This book is mine, not yours. (Mine and yours are possessive pronouns).



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

1. Give each student a worksheet or write the sentences on the writing board. (See the sample worksheet at the end of the lesson plan).
2. Give clear instructions to the students and ask them to do the work on their notebooks. Repeat the instructions if necessary.
3. Do the first sentence on the writing board for students' understanding.
4. Move about to monitor the students' work and to provide help.

### Activity 2: 10 Minutes

1. Divide the whole class into two teams.
2. Tell the teams that you will call the name of a member of a team. You will call the name of a member of a team. You will give him/her a possessive pronoun. Student will have to say a sentence using that pronoun.
3. Tell the teams that the sentence can be a question.
4. The team whose members give more correct sentences, wins.
5. The members of the winning team will be given a colour stars on their class work.



## CONCLUSION / SUM UP

2 MINUTES

1. Quickly review the lesson. Ask the students do the possessive pronouns mine, hers, yours, ours come before a noun or my, her, your, our come before a noun?



## ASSESSMENT

6 MINUTES

1. Check how well students recall the possessive pronouns learnt earlier in the introduction activity by asking them about possessive pronouns.
2. Monitor the assign task in the classroom to assess how well students have grasped the concept of possessive pronouns.
3. Check the written work given in the classroom to assess students' ability to use the possessive pronouns correctly.

4. Assess students' ability to demonstrate correct use of my – mine, her – hers, our – ours, etc. through the correct sentences given in the activity 2.
5. Assess students' ability to demonstrate correct use of possessive pronouns by giving them a short test (exercise) at the end of the week.
6. Involve the students in solving the exercise at the end of unit/chapter.



## **HOMEWORK / FOLLOW UP**

2 MINUTES

1. Make four sentences with my, mine, your, yours. Note: Give students enough practice exercises in subsequent classes.

### **Sample Worksheet – Activity 1**

**Underline the correct possessive pronoun.**

1. This is nice shirt. It it your / yours.
2. Uzma is going to a wedding with her /hers family.
3. Mr. Haroon has two children but I don't know their/theirs name.
4. Can I borrow your pen? My/Mine is broken.
5. Our/Ours computer is not working.
6. These are not my shoes. My / Mine are black.
7. Her / Hers paintings are very colourful.
8. The dog lost it / its bone in the river.
9. Your / Yours phone is ringing.
10. The new house on the street is their / theirs.
11. The third house on the street is our / ours.
12. My / Mine books are on the desk.
13. The boy is eating his / her dinner.
14. Hira cleaned his / her room.
15. Thje grandmother is very old. He / She walks with a stick.
16. Faiza really likes her / his school.
17. Dr. Ahmad is looking for her / his thermometer.
18. I have a pet dog. It/He is very cute.
19. Mother is baking a cake for his/her children.
20. That is my brother. He / She is a pilot
21. Bear is a lazy animal. She / It sleeps the whole winter.
22. Umar is sharing its/his lunch with Haroon.



## STUDY SKILLS



## STUDENT LEARNING OUTCOMES

- Identify and utilize effective study skills e.g. brainstorming for ideas, read a diagram, note-taking.

## INFORMATION FOR TEACHERS

- Brainstorming is trying to solve a problem by collecting all possible ideas, answers and solutions to the problem. After putting every possible idea on paper through brainstorming, we then sort them out in a format. In most cases, brainstorming is better when used in groups.
- Note-taking is a very good practice, you should encourage the students to take notes of the lesson you teach them. It helps them in remembering the lessons and they have the written notes with them which help them in exam preparations.
- There are many other effective study skills but at this grade, introduction of these simple skills is enough for them.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Chart/marker, textbook, writing board.



## INTRODUCTION

5 MINUTES

- Write a topic on the board that is of interest to the students and ask them to say anything that comes to their minds connected to that. It could be: Summer vacations or Winter season, or TV. Tell them they have to give main points and not narrate stories at this point. For example, for winter they may say, 'oranges, dry fruit, heaters, cold and flu, blankets, sweaters, short days and long nights'. Just put these on the board.
- Tell the students that there are many study skills which are used in daily routine lessons. One of the most important one is brainstorming for ideas. Tell them the concept of brainstorming.
- Tell them that discussion on some topic is very important to extract more information out of the topic because everyone then discusses and shares their ideas which help them in adding more information.
- Tell them the importance of taking notes in the class. Tell them that taking notes is a very helpful technique for them because it helps them a lot in the exams.



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

1. Select a topic of discussion in the class. The topic selected should be of the interest of the students e.g. Is cricket better than football?
2. Tell the class that you would not be a part of the discussion and brainstorming session. They already know about brainstorming.
3. Tell them that you will be taking notes for the discussion.
4. Take notes on the writing board. Write important points which rise in the discussion as key notes.
5. Tell the class to have a look at the board. Explain how you took the notes and why these words were written on the board.

### Activity 2: 10 Minutes

1. Divide the class into groups depending on the size of the class.
2. Give a simple topic to each group.
3. Ask one student from each group to take the notes of the discussion.
4. Demonstrate and emphasize the importance of using signs and symbols, e.g. arrows (to link), stars (to mark important information), bullet points (for some smaller points).
5. Give them 10 minutes for note taking activity.
6. After they are done, appreciate the groups.



## CONCLUSION / SUM UP

2 MINUTES

1. Conclude the lesson by telling the importance of brainstorming and note taking. Tell them that if they take notes in the classroom while studying, it will help them a lot to revise the lesson.



## ASSESSMENT

6 MINUTES

1. Take the notes from each of the group and give those notes to the other group to check.
2. Discuss the notes briefly in the class.
3. Involve the students in solving the exercise at the end of unit/chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask them to take notes from now onward in the class. Ask them to use a separate notebook for this and tell them that you will be checking it off and on.

## SHORT NOTES



## STUDENT LEARNING OUTCOMES

- Read short notes written for different purposes to write short notes of their own to friends and family members.

## INFORMATION FOR TEACHERS

- Short notes are short descriptions on a given subject.
- The subject of the short notes can be on any topic.
- Short notes are very useful tools for developing reading and writing skills of students.
- Tell the students about the importance of short notes and how helpful they are in improving writing skills and vocabulary.
- Use various classroom situations, occasions, and events from daily life of students to help them create short notes for different purposes.
- Consult textbook for creating short notes when and where necessary.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, textbook.



## INTRODUCTION

5 MINUTES

- Write the following short note on the writing board.
- Refer to the Rules chart shown in Introduction section.

Dear Father,

Thank you ever so much for the wonderful present on my Annual Result Day. A bicycle was just what I needed to put a smile on my face.

Your son,  
Kashif

- Ask a few students to read the short note aloud.
- Now, explain what this type of writing is called and what its purpose is.
- Tell them that writing short notes is a great technique to convey a message in a few words quickly.



## DEVELOPMENT

23 MINUTES

### Activity 1: 10 Minutes

1. Write the following note on the writing board:  
**Dear Ali,**  
**Thanks so much for taking the time to help me with my science fair project. I'm so grateful to have a science expert in the family.**  
**Your cousin,**  
**Umar**
2. Ask students to read the short note written on the writing board.
3. After reading, ask students to discuss the purpose of this short note.
4. Also ask students to note down new words.

### Activity 2: 13 Minutes

1. Divide the class into pairs.
2. Write following details on the writing board.  
**Title:** Birthday Gift  
**Word Bank:** uncle, watch, perfume, a box of chocolates, happy, friends, cousins, balloons, candle.
3. Ask students to work with their partners to write a short note using above mentioned details i.e., title and new words.
4. As the pairs work, move around and provide necessary support.
5. Once the pairs have written their short notes, ask them to compare them with the pair next to them.



## CONCLUSION / SUM UP

2 MINUTES

1. Tell the students about the importance of writing short notes.
2. Recapitulate the key points used in short notes.



## ASSESSMENT

3 MINUTES

1. Give students the following topics:
  - ◇ Write a thank you note to your brother for a trip to the museum.
  - ◇ Write a short note to say sorry to your friend for your rude behaviour.
2. Ask them to write a short note on any one of the given topics.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to write two short notes on any topics: one to a friend and the other to a family member.
2. Exchange these short notes with peers for better understanding of the process of short notes.

# INFORMAL INVITATIONS



## STUDENT LEARNING OUTCOMES

- Write short informal invitations to friends, family members and teachers to demonstrate the use of the following conventions: purpose, date and time, venue, name of addressee and sender.
- Write guided replies accepting the invitations.

## INFORMATION FOR TEACHERS

1. Writing can be of different types i.e., essay, letter, short notes etc.
2. An invitation is also a kind of writing; it is a part of informal letters.
3. Give students instructions, guidelines, and rules for writing invitations for better results.
4. Refer to the relevant unit/ exercises in the textbook.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, textbook.



## INTRODUCTION

5 MINUTES

1. Ask the following questions from your students.
  - ♦ Do you celebrate birthdays?
  - ♦ Have you ever been invited to a birthday party?
  - ♦ Can someone narrate an invitation?
  - ♦ For what kind of events/ occasions do you get invitations?
2. After asking the questions, explain rules for writing invitations i.e., address, body, sender, date, time, venue etc.



## DEVELOPMENT

23 MINUTES

### Activity 1: 13 Minutes

1. Review the following parts of an invitation with the whole class:
  - ♦ **Addressee:** Person to whom the invitation is addressed (e.g., a class fellow, a friend, relative, etc.).
  - ♦ **Body:** Important details about the invitation.
  - ♦ **Sender:** Person sending the invitation.
  - ♦ **Venue:** Place of the event.



- Tell them that an invitation answers the questions who, whom, when, where, what time and for what, i.e.,
  - the occasion
  - name(s) of the invitee
  - name(s) of the host
  - date, time and venue

- Draw a template of an invitation on the writing board as shown below:

**Dear** \_\_\_\_\_

\_\_\_\_\_  
**occasion** \_\_\_\_\_

\_\_\_\_\_  
**Date, time, location** \_\_\_\_\_

\_\_\_\_\_  
**Sender's name** \_\_\_\_\_

- Divide the class into pairs.
- Ask each group to copy the template given on the writing board to write an invitation to a birthday party.
- Invite random pairs to come up and share their work.
- It is a guided practice activity, so monitor and supervise the activity.

### Activity 2: 10 Minutes

- Now, ask the pairs to exchange their invitations and write replies to each invitation.
- Ask students to refer to the template they used in the previous activity.
- Tell them that to accept an invitation to an informal party / dinner, you can write:
  - "Thanks for your invitation / invite. I'd love to come."
  - "Thank you for inviting me to dinner. I'm looking forward to it very much."
- Ask pairs to exchange their work with other pairs.
- Pairs will go through other pairs' work and give remarks.
- Invite some volunteers to come up and share their work.



### CONCLUSION / SUM UP

2 MINUTES

- Recap the rules and template for writing invitations.



### ASSESSMENT

3 MINUTES

- Assess the students by checking their written invitation and give remarks/suggestions when and where necessary.



### HOMEWORK / FOLLOW UP

2 MINUTES

- Ask students to write an invitation to their friends for their elder brother's wedding.
- Ask students to search for some invitations available with their family members and to read them.

## ENDING SOUNDS OF '-ed'



## STUDENT LEARNING OUTCOMES

- Recognise and practice that -ed has three sounds i.e., "d", "t", "id" though context.

## INFORMATION FOR TEACHERS

- There are three sounds of -ed.
- Explain to the students that the pronunciation of words ending in '-ed' depends on the final consonant (sound) before '-ed'. There are three ways to pronounce '-ed': /t/, /d/, and /id/.
  - If 'ed' ending follows the consonant sounds /p/, /k/, /sh/, /ch/, /th/, /s/, /f/, or /x/, the ending sound of '-ed' will be /t/ as in helped, looked, and watched.
  - If 'ed' ending follows the consonant sounds /b/, /g/, /l/, /m/, /n/, /r/, /w/, /v/, or /z/, the ending sound will be /d/ as in called, warned, and cleaned.
  - If 'ed' ending follow the consonant sounds /t/ or /d/, then the ending sound will be /id/, as in loaded, wanted, and needed.
- Focus on both oral and written practice.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, chart, textbook, etc.



## INTRODUCTION

5 MINUTES

- Write a few words on the writing board having '-ed' endings e.g., helped, called, wanted, needed, washed.
- Ask students to raise their hands and pronounce the written words.
- Allow 3 – 4 students to share their answers.
- After this activity explain the rules for '-ed' ending sounds. (see Information for Teachers)



## DEVELOPMENT

23 MINUTES

## Activity 1: 13 Minutes

- Divide the class into pairs.
- Display a chart in front of the class with the following activity or write it on the writing board:

typed, looked, cried, played, hunted, wasted, started, changed, fixed, amazed		
/t/	/d/	/id/

3. Tell pairs to write -ed ending word in the relevant column.
4. After completion of the task, exchange their answers with another pair.
5. Invite some pairs to come up and share their answers.
6. Guide and explain during the activity.

### Activity 2: 10 Minutes

1. Tell students that they are going to play a game. They can win if they work as a team!
2. Divide the class into three teams.
3. Assign one '-ed' ending sound to each team e.g. 't' to Team-A, 'd' to Team-B, and 'id' to Team-C.
4. Ask the teams to brainstorm and find as many words of their assigned '-ed' ending sound as possible within 5 minutes.
5. Tell students they can take help from their textbooks.
6. The team that comes up with highest number of words will win this game.



### CONCLUSION / SUM UP

2 MINUTES

1. Reinforce the rules of '-ed' endings and provide some more examples.

T	d	id
help – helpt	robbed – robbd	hunted – hunted
laughed – lafft	arrived – arrivd	graded – gradid
worked – workt	jogged – joggd	lifted – lifted
passed – past	surprised – surprised	decided – decided
pronounced – pronounst	roared – roared	



### ASSESSMENT

3 MINUTES

1. Write some sentences using '-ed' ending words on the writing board and invite a few students to underline the different '-ed' ending sounds e.g., 't', 'd', 'id'.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to search and note down different '-ed' sounds found in their English textbooks.

**Month**

**6**

## LESSON

## 86

# POST-READING STRATEGIES

## (ROLE PLAY TO EXPRESS UNDERSTANDING OF A STORY)



### STUDENT LEARNING OUTCOMES

- Use post-reading strategies to respond to the text by expressing the understanding of a story/text through a role-play.

### INFORMATION FOR TEACHERS

- Students respond to the text based on knowledge gained from their surroundings.
- Their personal experience, observations, experiences and information gathered through their families, media and books are their world knowledge at this stage.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



### MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, charts and textbook etc.



### INTRODUCTION

5 MINUTES

- Greet the class and say: Good morning. How are you? (Expected response: "Fine, thank you"/ "Very well, thank you").
- Introduce the concept of role-play for understanding a text.
- Explain the concept by giving some examples. Ask students about their favourite character in a story.
- Ask students to think about an action of their favourite character and turn to a partner to share it.
- Invite 2 – 3 students to introduce their favourite character to the whole class and act out an action of their favourite character.



### DEVELOPMENT

20 MINUTES

#### Activity 1: 20 Minutes

- Pick a popular short story e.g., 'The Hare and the Tortoise' or 'The Ant and the Grasshopper'. Display it on a chart for the class.
- Read it aloud to the class – use your expressions and body language for dramatic reading effects.
- Divide the class in pairs and assign them roles of the characters from the story, e.g., One student role-plays the ant whereas the other role-plays the grasshopper.
- Have the pairs practice their conversation as per the storyline. Ask them to consult the text

of the story written on the chart.

5. When they complete their practice, ask the class if they would do or say something differently from what happened in the story.
6. Instead of having the students talk about what he or she would do differently, have him or her come up and act it out.
7. Ask students to discuss why a certain character did a particular action. Ask them if they like that action or not.



### **CONCLUSION / SUM UP**

3 MINUTES

1. Conclude the lesson by telling the students that role-play helps to understand a story/text well and completely.



### **ASSESSMENT**

5 MINUTES

1. Prepare role play chits and ask students to come in pairs to present appropriate expressions to present the characters from another story.



### **HOMEWORK / FOLLOW UP**

2 MINUTES

1. Ask them to take any story and have a role-play of it in order to understand it completely.

# TEXTUAL AIDS FOR COMPREHENSION



## STUDENT LEARNING OUTCOMES

- Use textual aids such as table of content and glossary for greater comprehension of texts.

## INFORMATION FOR TEACHERS

- Textual aids are sometimes really useful to find or locate some text. A table of contents is one example of a textual aid. You can locate text from your text book easily with the help of table of contents which are present in the start of the book usually.
- A table of contents can help the students to find the units and chapters.
- A glossary is an alphabetical list of terms with the definitions for those terms. A glossary appears at the end of a book and includes terms within that book which may be difficult for the reader.
- When giving practice words for locating words, keep in mind the level of students. Try to use their text book (math or science) to find the words for demonstration.
- If there is no glossary in it, find a text from their text book which has difficult meanings. Find the words in the glossary (appendix), so that you can demonstrate them.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, textbook, glossary list.



## INTRODUCTION

5 MINUTES

- Ask them to open their book on the table of content.
- Ask them to go through the table and tell what information it gives. Such as serial number/chapter/unit, (1,2,3,) title of the text, page number and in some cases type of text (poem).
- Ask them to have a race to open the table of content and find some pages by using it. Say to them, 'Let's see who can open the book on this topic before everyone else'.



## DEVELOPMENT

20 MINUTES

### Activity 1: 20 Minutes

- Divide the class in groups. Ask them to open the page of the book you have selected for them.
- Ask them to read the text.

- Tell them to underline the difficult words.
- Then ask them to open the glossary list. Give them the glossary list if the book has no glossary list included.
- Tell them that the glossary list is in alphabetical order, like dictionary.
- Tell them to recall the alphabetical order and find the word in the glossary (give around 4 words to look for).
- The group that is able to find the first word will be the winner. Repeat this for the rest of the words.
- Ask them to read the text again and see if it makes greater sense now that they understand the difficult terms and their meaning.


Sr. No	Word	Meaning

- Ask them to fill this table for each word. Give them no more than 4 words each.



**CONCLUSION / SUM UP** | 2 MINUTES

- Conclude the lesson by telling the importance of table of content and glossary. Paste the list of glossary in the class for further assistance.



**ASSESSMENT** | 6 MINUTES

- Ask them to find some more words from the glossary list and ask them to write down the list on their notebook.
- Involve the students in solving the exercise at the end of unit/chapter.



**HOMEWORK / FOLLOW UP** | 2 MINUTES

- Ask them to use the glossary and table of content as much as they can, when they need any help.

#### **SAMPLE GLOSSARY:**

- Abbreviations  
Letter or shortened word used instead of a full word or phrase.
- Accent  
The features of pronunciation which indicate the regional or the social identity of a speaker.
- Acquisition  
The process by which language skills are developed — particularly in infancy.
- Adjectives  
A word which modifies a noun or a pronoun.
- Adverbs  
A word which modifies a verb, an adverb, or an adjective.
- Agreement  
The grammatical logic and coherence between parts of a sentence.



7. Alliteration  
The repetition of consonant sounds — usually at the beginning of words.
8. Apostrophes  
A raised comma used to denote either possession or contraction.
9. Articles  
A word that specifies whether a noun is definite or indefinite.
10. Assonance  
The repetition of vowel sounds.
11. Audience  
The person or persons receiving a speech or piece of writing.
12. Brackets  
Curved or square punctuation marks enclosing words inserted into a text
13. capitals  
Upper-case letters used to indicate names, titles, and important words.
14. clauses
15. a structural unit of language which is smaller than the sentence but larger than phrases or words, and which contains a finite verb.
16. cliché  
An over-used phrase or expression.
17. colons  
A punctuation mark indicating a pause ranking between a semicolon and a full stop.
18. commas  
A punctuation mark indicating a short pause in a sentence.
19. conjunction  
A word which connects words or other constructions.
20. consonant  
An alphabetic element other than a vowel.
21. context  
The setting in which speech or writing takes place.
22. dialect  
A form of speech peculiar to a district, class, or person.
23. diglossia  
The existence of two official languages in a society.
24. diphthong  
Two vowel characters representing the sound of a single vowel.
25. ellipsis  
The omission of words from a sentence
26. Figure of speech.  
Expressive use language in non-literal form to produce striking effect.
27. form  
The outward appearance or structure of language, as opposed to its function, meaning, or social use.
28. Full stop  
A punctuation mark indicating the end of a sentence.
29. Function

The role language plays to express ideas or attitudes.

30. Grammar

The study of sentence structure, especially with reference to syntax and semantics.

31. Grapheme

The smallest unit in the writing system of a language.

32. Graphology

The study of writing systems.

33. Homonyms

Words with the same spelling but with different meanings.

34. Hyphen a short horizontal mark used to connect words or syllables, or to divide words into parts.

35. Idiom

A sequence of words which forms a whole unit of meaning.

36. Irony

Saying [or writing] one thing, whilst meaning the opposite.

37. Intonation

The use of pitch in speech to create contrast and variation.

## SIMILES



## STUDENT LEARNING OUTCOMES

- Use some common similes in speech and writing e.g., as black as coal.

## INFORMATION FOR TEACHERS

- A simile is a figure of speech used to compare two things by using the words, 'like' or 'as' e.g., as beautiful as a flower, fast like a leopard.
- Similes are great tools for vocabulary development and for better understanding of abstract concepts. An abstract concept is not perceivable to our senses.
- Similes can also help making learning fun and interactive.
- Make students practice similes from everyday language as well as from literature.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, textbook.



## INTRODUCTION

5 MINUTES

- Write the following sentences on the writing board and underline similes:  
Ali is as brave as a lion.  
The wall is as hard as a rock.
- Give students three minutes to brainstorm and tell what the underlined part of the sentence can mean.
- After taking their responses explain why we use similes in our daily life.
- Help them understand that we use similes to make our speech more attractive and easier to understand. Use of similes can save us time by using a few words to express a long and abstract idea easily.



## DEVELOPMENT

23 MINUTES

## Activity 1: 13 Minutes

- Divide the class into pairs.
- Write the following match the column activity on the writing board:

Column A		Column B	
1	As white as	A	Grass
2	As green as	B	Sun

3	As blue as the	C	Sky
4	As bright as the	D	Night
5	As black as	E	Snow

3. Ask students to work with their partners to match the words in column A with the similes in column B.
4. As the pairs work, move around and provide necessary support.
5. Once the students have completed the task, allow 2 -3 pairs to share their work with the whole class. Make indirect corrections and help other students check their work.

### Activity 2: 10 Minutes

1. Divide the class into small groups (3 - 4 students per group).
2. Write the following poem on the writing board:  
**A friend is like a star that twinkles and glows.**  
**Or may be like the ocean that gently flows.**  
**A friend is like gold that you should treasure.**  
**And take care of forever and ever.**  
**(Ashley Campbell)**
3. Ask students to discuss the poem in the group, find out and underline similes.
4. After they have found the similes, tell them to use the similes found in their own sentences.
5. Make sure that each student in each group makes at least one sentence.
6. Ask random groups to share their work.



### CONCLUSION / SUM UP

2 MINUTES

1. Tell the students that similes clarify abstract concepts in our daily life.
2. Reinforce the concept of similes by giving them some more examples from daily life.

**Examples:**

as big as a bus	very big
as clear as mud	very clear
as black as coal	completely black
as brave as a lion	very brave
as free as a bird	very free to go anywhere



### ASSESSMENT

3 MINUTES

1. Write the following sentence on the writing board and ask the students randomly to underline the similes:
  - ◇ Hassan is as strong as an ox.
  - ◇ They fought like cats and dogs.
  - ◇ Hania runs as fast as a deer.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Tell the students to find at least 10 similes from their textbooks and to write these down in their notebooks.

# AUXILIARIES (CAN, MAY AND SHOULD)



## STUDENT LEARNING OUTCOMES

- Demonstrate the use of can/cannot, may/may not.
- Identify and use should/should not to express permission and prohibition.

## INFORMATION FOR TEACHERS

1. can, May and Should are called modal auxiliaries verbs.
2. Can is used to express ability or to say that something is possible.  
For example: I can speak English.
3. To form negative, we add 'not' to 'can' that becomes I cannot' which is a single word.  
For example: She cannot eat two burgers.
4. May is used in formal style to request for permission (in questions), giving permission (in affirmative sentences) and refusing permission (in negative sentences).
5. To form negative, we use 'not' after May that becomes May not.
6. The verb that comes after Can and May is in the infinitive (base form of the verb) without to.  
For example: I can bake cakes. May I sit here?
7. We use should and should not to give advice, or to make suggestions
8. The negative of should is should not.
9. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Chalk/marker, writing board, duster, worksheets, textbook, etc.



**INTRODUCTION**

**5 MINUTES**

Note: Students have studied can/cannot, may/may not in Grade 3. Therefore, recall these concepts in the introduction.

1. Start the lesson by asking the students if they think their classroom is colourful, bright and tidy? Do they think they should not something to make it more exciting and bright? What can they do? What things we can they add? What things they should remove? etc.
2. Ask a student what he/she can do e.g. can she/he make a painting? Can he/she take the responsibility to organise the copies of all the students every day? Can they take the job of caretaker?
3. Ask the class: May I take the responsibility of a class leader or manager? Should the jobs of the students change every week?
4. Write can/cannot, may/may not, should/should not on the writing board.

5. Make sure that maximum students take part in this discussion and generate speech using can or cannot, may/may not.
6. Control the discussion but let students express their opinions. Tell the class that it will discuss and give responsibilities in a free period or during the games period.
7. Tell the students that they have just used can/cannot, may/may not in their talk. Ask them when we use these verbs? (Students should be able to tell).
8. Commenting on their discussion, reinforce the rules for these verbs if they have faced some difficulty in their dialogues.
9. Remind the students that they also used the verb should in the discussion. Teach the students with examples the use of the verb should and its negative.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

1. Distribute the worksheets among students or copy it on the writing board.
2. Tell the students that they have to match the sentences in the two columns.
3. Repeat instructions if necessary. Do one sentence for the students to understand the task.
4. Move about to monitor students and provide help where needed.

### Activity 2:

10 Minutes

1. Ask the students to open their notebooks.
2. Tell the class that they are going to write some pieces of advice and suggestions/recommendations. The students will have to fill the blanks with should or should not.
3. Write sentences on the writing board.
4. Provide support where necessary while students are doing the work.



## CONCLUSION / SUM UP

3 MINUTES

1. Recap the lesson by asking the students about the three verbs they learned and practised in the class.
2. Lead another brainstorming session on how we can save electricity, using the words they just practised.



## ASSESSMENT

5 MINUTES

1. Assess students' ability to explain use of verb can/cannot, may/may not through their correct responses in the sum up activity.
2. Assess students' ability to identify and use should/should not through the correct choices.
3. Assess students' ability to use should/should not through the sentences and in the follow up activity.
4. Involve the students in solving the exercise at the end of unit/chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to write four sentences giving advice to tourists or children in their town/city (see the worksheet at the end of the lesson plan).
2. Give this activity as homework.
3. Give students exercises to practise use of can/cannot, may/may not, and should/should not.

### Worksheet – Activity 1

Match the sentences in column A with the sentences in column B.

He's always tired.	You should wash the plates.
What should I wear for the wedding?	He shouldn't stay up late every night.
There are no clean plates.	You shouldn't play computer games too much.
I don't have clean clothes.	They should tidy it up.
My eyes hurt.	You shouldn't wear jeans.
Their bedroom is very untidy.	You should wash your clothes.

### Worksheet – Activity 1

Fill in the blanks using should or should not.

1. You \_\_\_\_\_ wash your hands before eating.
2. You \_\_\_\_\_ eat a lot of candies.
3. You \_\_\_\_\_ take a shower daily.
4. You \_\_\_\_\_ eat lots of vegetables.
5. You \_\_\_\_\_ sleep eight hours a night.
6. You \_\_\_\_\_ be so selfish.
7. You \_\_\_\_\_ watch T.V late.
8. You \_\_\_\_\_ visit the new toy shop opened at the market.

Write four sentences giving a piece of advice to tourists in your town/city.

1. You should \_\_\_\_\_
2. You should \_\_\_\_\_
3. You shouldn't \_\_\_\_\_
4. You shouldn't \_\_\_\_\_

## CONJUNCTIONS – II



## STUDENT LEARNING OUTCOMES

- Demonstrate the use of and, or and but.

## INFORMATION FOR TEACHERS

1. A conjunction (or a joining word) is a word which connects words and group of words.
2. And is used to join or add words together in the sentences. e.g. they ate and drank.
3. Or is used to show alternatives as in the sentence. e.g. He will be here on Monday or Tuesday.
4. But is used to show opposite or contrast as in the sentence. e.g. She is small but strong.
5. So is used to show result as in the sentence. e.g. I was tired so I went to sleep.
6. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, duster, textbook.



## INTRODUCTION

5 MINUTES

1. Ask students to name two favourite foods, colours, games, best friends.
2. Point out to them how they are using 'and' between the two words.
3. Ask them if they have guests and they offer them a choice between tea or cold drinks, how will they say it?
4. Lead them to the use of 'or' to show a choice between two things.
5. Ask them for more examples of how 'or' is used.
6. Explain the function of joining words here see information for teacher for help.
  - ◊ (Two or three more sentences could be written for their better understanding)



## DEVELOPMENT

20 MINUTES

## Activity 1:

10 Minutes

1. Give them five sentences and ask them to underline conjunctions from them. Involve the whole class in the activity.
2. Ali can read and write.
3. Give me a pencil or a pen.



4. I like ice-cream but my mother does not give it to me.
5. Take out your books and notebooks.
6. I want to go but it is raining outside.
7. Here also reinforce/explain the function of and, or and but.

### Activity 2: 10 Minutes

1. Ask them to work in groups of four and write 3 – 5 sentences using the conjunctions and, or and but. Help them where they need especially with vocabulary.



### CONCLUSION / SUM UP

3 MINUTES

1. Ask the students to tell sentences containing conjunctions: and, or and but.
2. Ask them to think of situations where they themselves can use these.



### ASSESSMENT

5 MINUTES

1. Write the following incomplete sentences on the writing board ask the students to copy them in their notebooks and complete them while using and, or and but.
  - ◇ Amir has a dog \_\_\_\_\_ a parrot.
  - ◇ She likes mangoes \_\_\_\_\_ not apples.
  - ◇ Give me a paper \_\_\_\_\_ a notebook.
  - ◇ He is weak \_\_\_\_\_ active.
  - ◇ I like tennis \_\_\_\_\_ cricket.
2. Involve the students in solving the exercise at the end of unit/chapter.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to revise the taught conjunctions in the class.
2. Continue to remind them of these words when they are used in order subjects.

## ADVERBS OF MANNER



## STUDENT LEARNING OUTCOMES

- Identify and use simple adverbs of manner.

## INFORMATION FOR TEACHERS

- Adverbs are words that describe verbs/adverbs.

**Example:** He runs **quickly**. The word **quickly** is an adverb that describes the verb **run**. We can add another adverb to describe the adverb **quickly**.

- He runs **very quickly**. The word **very** is also an adverb which describes the adverb **quickly**. Another example is given below.

- ◇ She is walking **slowly**.
- ◇ She is walking **very slowly**.

- Help students identify that many (not all) of the adverbs are formed by adding “ly” at the end of an adjective. Whenever an adjective appears in the text while reading, pause and play a quick game to make adverbs from adjectives – wherever possible.

Adjective	Adverbs
Slow	Slowly
Neat	Neatly
Quick	Quickly
Strict	Strictly
Loud	Loudly
True	Truly
Glad	Gladly

- While teaching the lesson, the teacher should also consult the textbook at all steps where and when needed.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, duster, charts textbook etc.



## INTRODUCTION

5 MINUTES

- Define adverbs of manner.
- Tell students that **adverbs of manner** describe how something happens.
- Ask them to think how they eat, run, walk, talk, behave, etc. Elicit words that show how they do these different actions and write appropriate adverbs for them on the writing board.

4. Give 2 – 3 sentence starters to students and ask them to add adverb in them for example.
- ◇ He talks..... (loudly).



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

1. Write following situations on strips of paper.
  - ◇ Walking slowly.
  - ◇ Walking fast.
  - ◇ Speaking loudly.
  - ◇ Writing quickly.
2. Keep the strips with yourself.
3. Invite 4 volunteers who like to act. Give each student a strip, tell them to read the situation silently and then act it out.
4. Other students will guess the situation and describe it using an adverb in the sentence.
5. After the guessing of each situation write the adverb relating to that situation on the writing board and ask students to make a sentence on the adverb used in that situation.

### Activity 2: 10 Minutes

1. Divide class into groups of five students.
2. Assign roles to each group i.e., group leader, writer, and readers.
3. Group leader will supervise the group, writer will write the adverbs found on a chart and readers will find the adverbs.
4. Assign two or three lessons from the textbook to the students.
5. Tell the students to find out at least 10 adverbs of manners from the textbook.
6. After finding the required number of adverbs, tell writer to write the adverbs found on the chart.
7. Invite group leaders to come up and share their group's work.
8. Provide feedback and appreciate students' effort.



## CONCLUSION / SUM UP

3 MINUTES

1. Recap the definition of adverbs of manner and rules for adverb of manner.  
(See information for teacher)



## ASSESSMENT

5 MINUTES

1. Give the students five adverbs of manners and ask them to use them in sentences.
2. Ask them to make a list of their routine activities and then with each activity, write 'how they do it', i.e., brush teeth – slowly/ quickly/ etc.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to skim the textbook and find out at least 10 adverbs of manners and write them on their notebooks.

## SYLLABLES



## STUDENT LEARNING OUTCOMES

1. Tell how many syllables each word has.
2. Recognise and use the conventions to demarcate a syllable.

## INFORMATION FOR TEACHERS

1. Definition: Syllable is a group of letters that has one vowel sound in it.
2. Syllables: Each beat in the word is a syllable. (The times a word breaks into parts while pronouncing it). Say the word dinosaur and count the beats as you say the words- di/no/saur. This word has three syllables, the word princess- prin/cess has two syllables.
3. Additional worksheet for teacher's reference and students' reinforcement of the taught topic is also attached.
4. Students have learnt this concept in previous class hence recap must be done.
5. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, chalk, mirror, basket filled with word strips (sample of word strips is provided at the end of the lesson plan. Cut out the strips before the '-sign. A sample has been done for you.) Make your own word strips first and then cut out. Do not cut from here. also consult the textbook at all steps where and when applicable.



## INTRODUCTION

5 MINUTES

1. Pronounce a few 2 syllable words in such a way that the two syllables are pronounced clearly and separate from each other, such as 'Cri- Cket' or 'Man-go'.
2. Ask students to guess how many syllables?
3. Now tell them that you will mix someone syllable words with the two-syllable words.
4. Say more two syllables and 2 or 3 one syllable words.
5. Instruct students to touch their head each time they hear you say a one syllable word.



## DEVELOPMENT

20 MINUTES

## Activity 1: 20 Minutes

1. Brainstorm with students to come up with a list of two syllable words.
2. When all the words are written on the board, start from word one.

3. Ask the students to pronounce the word clapping at each syllable.
4. Say the word again and clap for each syllable. Ask, "How many syllables does it have, one two or three"? As students respond, ask others to correct it.
5. Say, "Now let's all say the word and clap at the syllables for it"
6. Continue the activity around the group until all words are practiced.
7. Repeat if time permits.
8. Write the definition of syllable on board: Syllable is a group of letters having one vowel sound in it e.g. ta/ble, cur/tain, win/dow.
9. Students copy the definition and examples.
10. Copy all the words from the board for homework.



## CONCLUSION / SUM UP

2 MINUTES

1. See the students' written work when they are doing.



## ASSESSMENT

5 MINUTES

1. Assess students' understanding through their correct responses during introduction, activity 1 and written work.
2. Involve the students in solving the exercise at the end of unit/chapter.



## HOMEWORK / FOLLOW UP

3 MINUTES

1. Students have copied the words from activity 1 divide the words into syllables. Do not forget to put slash between syllables.

wa- -gon	<del>x</del> wa- <del>x</del> -gon
Um- bre- lla	x- -ray
egg	Ap- -ple
duck	lamp
sun	Qu- -een
Va- -ca- -tion	Din- -ner
Won- -der- -ful	Air- -plane
kite	jelly
Pre- -sent	Sat- ur- -day
Mon- -key	Sun- -shine
Ca- -len- -dar	nose

# USING POLITE EXPRESSIONS TO SEEK ATTENTION



## STUDENT LEARNING OUTCOMES

- Demonstrate conventions and dynamics of group oral interaction to take turns and use polite expressions to seek attention.

## INFORMATION FOR TEACHERS

1. Give your students vocabulary that can be used to seek attention agree/disagree politely. Examples are given below:  
**To seek attention:**
  - ◇ Excuse me! May I talk to you?
  - ◇ Excuse me! Do you have some time?
  - ◇ Excuse me! May I take a minute?
2. While teaching the lesson, the teacher should also consult the textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, chart, textbook, etc.



## INTRODUCTION

5 MINUTES

1. Write the following expressions on the writing board:
  - ◇ **"Get out of the way."**
  - ◇ **"Excuse me."**
2. Say: "You want to enter into the library, but somebody is standing in the way. Which of these expressions would you use to ask them to move out of the way, so you can walk by?"
3. Have students discuss in pairs and decide their answer.
4. Ask 3 – 4 students to share their response.
5. Say: '**Excuse me** is a phrase that is used in many situations. It is very rude to tell someone to, "Get out of the way." Instead, say, "Excuse me" as a polite way to ask someone to move out of the way, so you can walk by.'
6. Say: "If you want to get someone's attention, you can say, "Excuse me. This is also a polite way to interrupt or disagree with a speaker." Write the following examples on the board:
  - ◇ **Excuse me**, but I do not understand.
  - ◇ **Excuse me**, can you repeat what you just said?
  - ◇ **Excuse me**, I have a question.
  - ◇ **Excuse me**, I do not agree with your statement.

7. Ask them to think how they get a teacher's attention in the classroom. Allow 2 – 3 students to respond. Conclude the activity by saying: 'You can say 'excuse me' or add it at the start of a request to politely seek someone's attention. Just as in a classroom, you can raise your hand and say, "Excuse me" to get your teacher's attention.'



## DEVELOPMENT

23 MINUTES

### Activity 1: 10 Minutes

1. Tell the students that if they want to get somebody's attention they should use certain polite expressions so that the others do not feel bad/upset/offended.
2. Write the following expressions on the board, ask a student to come forward and act out the following expressions with him.
  - ◇ Excuse me, may I talk to you?  
Sorry, I'm late already.
  - ◇ Excuse me, may I have a minute of your time?  
Sure.
  - ◇ Excuse me, do you have some time?  
Yes, how may I help you?
3. Tell the students that "Sorry to bother you..." can be used as a polite way of interrupting someone when you would like their attention. For example, if you have to interrupt someone because you need their help, you can say:
  - ◇ **Sorry to bother you**, but I really need your help.
  - ◇ Here are a few other examples:
  - ◇ **Sorry to bother you**, but do you know what time it is?
  - ◇ **Sorry to bother you**, but do you know if this bus goes to the mall?
4. Say: "Now that we have learned the polite expressions to use to seek someone's attention, let's practice using these expressions during the next activity."

### Activity 2: 13 Minutes

1. Tell students that they are going to do a role play in a given situation to practice using polite expressions to seek attention.
2. Ask students to work in pairs.
3. Write the following scenarios on the writing board and assign each pair one scenario distributing in a sequence.
4. Give them time to prepare and practice, then present their skits for the class.
  - ◇ You want someone to pass you the salt, which is at the far end of the table.
  - ◇ You burp or sneeze in the middle of a conversation with your teacher.
  - ◇ You have to squeeze between two people having a conversation, in order to get to your desk.
  - ◇ You have to yawn when you are listening to your friend tell you about a book he/she read the night before.
  - ◇ You want to express your opinion during a discussion but others are continuously talking.
5. Once the pairs have practiced well, invite one pair for each scenario to present their skit for the class.
6. Appreciate students for their hard work.



## **CONCLUSION / SUM UP**

2 MINUTES

1. Today we have learnt how to take turns during discussions and how to seek attention using polite expressions.



## **ASSESSMENT**

3 MINUTES

1. Assess students' understanding of the expressions during the practice activity.
2. Involve the students in solving the exercise at the end of unit / chapter.



## **HOMEWORK / FOLLOW UP**

2 MINUTES

1. Ask the student to practice using the expressions they have learnt, with their friends, class fellows, school fellows and family members.



## WEAK FORMS



## STUDENT LEARNING OUTCOMES

- Pronounce the weak form of 'of', 'for', 'or' and 'but' in simple phrases.

## INFORMATION FOR TEACHERS

- Familiarize yourself well with the correct pronunciation of all letters when used in words.
- Review the rules for stressed and unstressed syllables so that you can help students fully understand them.
- Words have either a strong or a weak form when they are pronounced in connected speech.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, pictures/photographs/maps, textbook etc.



## INTRODUCTION

5 MINUTES

- Introduce the concept to the students and inculcate the importance of letter sounds for accurate pronunciation.
- Explain to them about the strong and weak forms of words while pronouncing words in daily conversations. Give some examples like connected speech, contractions, etc.



## DEVELOPMENT

23 MINUTES

## Activity 1: 13 Minutes

- Write the following on a chart OR on the writing board.

Full phrases	Contractions
Does not	Don't
We have	We've
Should not	Shouldn't
They will	They'll

- Ask students to work in pairs.
- Tell them to read full phrases and their contractions given in the table.
- Give them 4-5 minutes and help them in pronunciation of contractions.
- Tell them that full phrases are pronounced in strong form while contractions are pronounced in weak forms.

6. Ask the pairs to practice the phrases and their contractions.
7. Instruct them that one student will pronounce the full phrase and the other will pronounce its contraction. After that, they will swap their roles.
8. Once they have had sufficient practice in pairs, invite 2 – 3 volunteers to say the phrases and contractions for the whole class.

### Activity 2: 10 Minutes

1. Copy the following table on a chart or on the writing board:

Strong Forms	Weak Form
Chips are what I am fond of.	I am fond <u>of</u> chips.
Who is he waiting for?	He waiting <u>for</u> Ali.
The letter is from him, not to him.	We tried <u>to</u> stop him.
	You are coming <u>from</u> school.

2. Explain the difference between strong and weak forms of words in the given chart.
3. Ask students to work with their partners again.
4. One student will pronounce the sentence with strong form of the bold word and the other student will pronounce the sentence with a weak form of the underlined word in the same row.
5. Help them understand how the weak forms help us speak fluently and strong forms help us emphasize something.



### CONCLUSION / SUM UP

2 MINUTES

1. Sum up the lesson by pronouncing the phrases and contractions with great care of strong and weak forms.



### ASSESSMENT

3 MINUTES

1. Tell the students that you will say a few sentences; they should listen each sentence carefully and write the words/ phrases which they think are used in weak forms.
2. Say the following sentences one by one loudly for the whole class:
  - ♦ I'm Pakistani.
  - ♦ Tell him to go.
  - ♦ I like fish and chips.
  - ♦ She can run very fast.
  - ♦ Does she watch TV?
3. Recite each sentence in normal routine tone and speed. After reciting a sentence, pause and ask students to write the words/ phrases that have weak form in the sentence. Then, ask 2 – 3 students to share their responses.
4. Repeat for all sentences.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to practice the weak and strong forms of new words at home.

## LESSON

## 95

# LOCATING SPECIFIC INFORMATION

## (IN A CALENDAR AND A CLASS TIMETABLE)



## STUDENT LEARNING OUTCOMES

- Locate specific information in a calendar and a class timetable.

## INFORMATION FOR TEACHERS

- Make sure of the availability of a calendar and timetable in the classroom.
- The calendar and timetable should be visible clearly from a reasonable distance.
- Make sure that: day, date and time of important events are noted on a chart.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, charts, calendar, timetable, etc.



## INTRODUCTION

3 MINUTES

- Ask the students about their date of birth.
- Ask them if they know the name of the day they were born.
- Inquire about the dates of major national events.
- Ask them about their duties and responsibilities at home.



## DEVELOPMENT

23 MINUTES

## Activity 1: 13 Minutes

- Display a calendar and ask students to look at it minutely.
- Ask them to notice certain days/ dates that are highlighted.
- Tell them to discuss in pairs why certain dates/ days are highlighted in the calendar. Ask them about Saturdays and Sundays.
- Divide the class in two teams: Team A and Team B. Tell them they are going to have a 'Calendar Contest'.
- Tell them you will call out a specific date from a month. You will ask a team to quickly find out the day for that date, e.g., "What's the day on 24th of June?" The team will have 30 seconds to respond. Any member of the team can answer. They get 1 point for a correct answer.
- Select 10 more dates randomly and ask students to find the days (each team gets five dates to find the days for).

- Count the scores and have the class clap for the winning team.
- Appreciate students for participating in the activity.
- Repeat the game for important national days, e.g., Pakistan Day, Defence Day, Quaid-e-Azam's Anniversary, etc.

### Activity 2: 10 Minutes

- Prepare and display the class timetable (if it's not already displayed).
- Divide the class in two groups.
- Ask one group to write names of teachers from the timetable.
- Ask the other group to write subjects from the timetable.
- Allow both group members to stand opposite to each other.
- Ask one of the group members having the names of teacher to pronounce the name of a teacher loudly.
- Ask the other group member exactly opposite to the pronouncer to tell the subject of that teacher.
- Repeat the process for all the teachers listed on the timetable.



### CONCLUSION / SUM UP

2 MINUTES

- Sum up the lesson by mentioning how to locate specific information in a calendar and a timetable.
- Review the layout of calendar and timetable with the whole class.



### ASSESSMENT

5 MINUTES

- Ask students to copy the calendar of current month and mark the days their school will be open.
- Tell them to circle the holidays.



### HOMEWORK / FOLLOW UP

2 MINUTES

- Ask the students to locate specific information in the menu of a hotel.
- Tell them to practice the same on random maps/charts/graphs, etc.
- Encourage them to participate actively.

## WORD FAMILIES



## STUDENT LEARNING OUTCOMES

- Organise vocabulary items learnt in class and from the extended environment (including media) in a notebook, according to parts of speech and word family.

## INFORMATION FOR TEACHERS

- Word class or family is another name for parts of speech.
- Following are the parts of speech (word class) of any given words or a sentence. For grade-4 we will focus only on the following word noun classes: nouns (naming word) verbs (action words/helping verbs), adjectives (describing word), adverbs (of manner) & prepositions.
- For the purpose of this lesson a recap of earlier grammar work is required i.e. naming words, action words & describing words. Ensure that students have been introduced to and are familiar with the above concepts.
- When children read, their vocabulary bank increases. Giving them an organizing system adds to their range of words. This also gives them extended meanings.
- Vocabulary can be organised in various ways: according to theme, subject, alphabetical order, etc. But organizing it through word class is a better way since it helps in understanding the usage of a particular word.
- Please note that the same word can be included in different word class e.g., peel can be both noun (skin of a fruit/vegetable) or a verb (to remove the peel of a fruit or vegetable) can (noun) can (verb).
- It is recommended that the teacher maintains an asset of vocabulary word class flashcards. Old show boxes, envelopes made of chart paper and hung on walls can be used to classify each word class. Encourage students to write new words on these chit/ card board pieces and place them in the relevant pocket or box. Over the year, keep on adding to the list as students learn new words.
- Students can be asked to maintain a 'My Word Book' where they list down new words learnt. This can be done at the back of their notebooks too. It gives students a sense of achievement as they see their word bank increases.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, flash cards, textbook, etc.



## INTRODUCTION

5 MINUTES

- Ask the students the meaning of 'treasure' and what things are found in a treasure chest. (Possible answers: gems/gold/jewels/something valuable/rich/kings). Relate it with any

old story they have read.

2. Tell them that today they are going to prepare a treasure of their own. A treasure of words which they will keep on adding to and soon they will have a rich vocabulary. Make them excited and thrilled about it! Tell them that this is the only treasure that doesn't end if you share it.
3. Ask them if they have learnt any new vocabulary words during the last week. Give them chits of paper (this can be done as a group if there are more than 30 children in the class) and ask each one of them to write their word (groups can write theirs on one chit).



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

1. Give students a sentence, for example, 'When the hot sun went down today, people were still looking for Danny the naughty Dog?'
2. Ask students if they can identify the nouns, verbs, adjectives in this.
3. Write the following words on the writing board and make 5 columns.
4. Write Noun, Verb, Adjective, Adverbs (of manner), Preposition in the columns.
5. Recap and recall word class briefly.
6. Ask the students to come up with sentences and to identify parts of speech in them.
7. Give your input where required.
8. Students should keep writing these words in the correct column.
9. If a student writes a word in a wrong column, ask another to help him.

### Activity 2: 10 Minutes

1. Divide the class into groups and assign one chapter from the textbook that they have read.
2. Ask the groups to open their chapters, find & come up with different words from their notebooks (2 for each word class i.e. 2 nouns, 2 verbs, 2 adjectives and so on).
3. Once they are done with the words written in the notebook. Ask the students to add one more word they have heard on the TV, radio etc.
4. Give each group pre-cut blank flashcards/chits of paper (2"X 6").
5. Ask each group to write their word on the flashcard and write the word class on the reverse side of the flashcard.
6. Guide them to write it in clear bold writing so that it is easily read.
7. Monitor and help the students.
8. Correct the students and give your input where required.
9. Ask them to volunteer to read their card to the rest of the class.



## CONCLUSION / SUM UP

2 MINUTES

1. Ask students to recall word class.



## ASSESSMENT

6 MINUTES

1. Ask the students to exchange their work with the other groups and check each other's work.
2. Tell them to encircle the words in the wrong word class.
3. Put the boxes or pockets with word class mentioned on the top and ask each group to

place their words into the respective pocket or box.

4. Involve the students in solving the exercise at the end of unit/chapter.

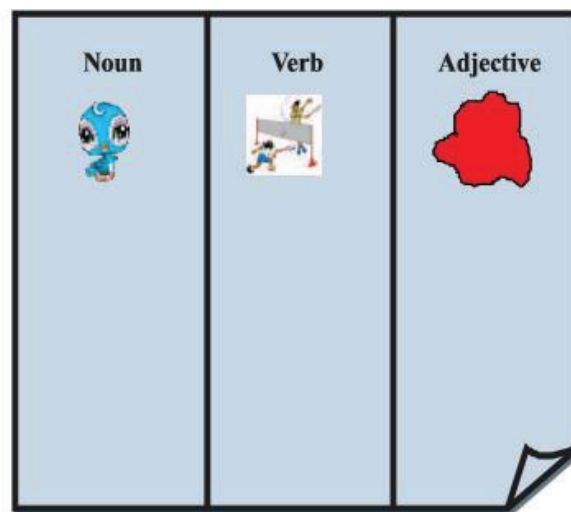


## HOMEWORK / FOLLOW UP

2 MINUTES

1. Keep a few blank flash cards ready and at the end of each English lesson ask your students to add new vocabulary to the word bank.
2. To role model this behavior, you should also bring words written on flash cards to class and drop them into the word bank box.
3. They can be asked to maintain one such box or organise at home as well.

Make a sample chart or shoebox to maintain vocabulary bank throughout the term or year. Students can paste or put their words on the chart or shoebox.



# PRONOUN NUMBER AGREEMENT



## STUDENT LEARNING OUTCOMES

- Recognise that pronouns agree with their nouns in gender and number.

## INFORMATION FOR TEACHERS

- A pronoun must agree with its noun in number and gender.
- Use a singular pronoun to refer to a singular noun.  
Example: The mother is cooking dinner for her children. (mother- singular noun, her- singular pronoun).
- Use a plural pronoun to refer to a plural noun.  
Example: Ayesha and Asma are playing with their younger sister. (Ayesha and Asma- plural nouns, their- plural pronoun).
- Time allocation for all activities is tentative and can change as per need of the activity.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Chalk/market, writing board, worksheets, textbook, etc.



## INTRODUCTION

5 MINUTES

- Start the lesson by reviewing pronoun – gender agreement. Ask students questions:
  - If a noun in a sentence is masculine, what should its pronoun; masculine, feminine or neuter?
  - What are the masculine pronouns?
  - What are the feminine and neuter pronouns?
  - Should the gender of a pronoun be always same as the gender of its noun?
- Tell the class that pronouns must also agree with their nouns in number.
- Draw two columns on the blackboard. Write *singular pronouns* on top of the first column. Write *plural pronouns* on top of the second column.
- Make a list of the singular pronouns under the heading of singular pronouns.
- Make a list of the plural pronouns under the heading or plural pronouns.
- Write a sentence on the blackboard. Underline the noun and ask the students if the noun is singular or plural. Ask them to look at the gender of the noun.
- Circle the pronoun and ask the students if the pronoun is singular or plural (students can look at the two lists of pronouns on the blackboard for help). Ask them if the gender of the pronoun is same as the gender of the noun. (pronoun number agrees with its noun in this



example).

For example: Huma is stitching her dress.

Repeat the exercise with another example (pronoun number does not agree with its noun in the example). Ask the students to give the correct pronoun by looking at the noun.

For example: Zain and Omer are going to see his grandparents.



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

1. Hand out each student the worksheet or write the sentences on the blackboard. (See the sample worksheet at the end of the lesson plan).
2. Give directions to the students in doing the exercise.
3. Do one sentence on the blackboard for the students' understanding.
4. Move about to monitor students' work and provide help. (If students finish the work quickly, tell them to write the correct pronouns for all the incorrect pronouns).

### Activity 2: 10 Minutes

1. Give each student a worksheet or write on the blackboard. (See the sample worksheet at the end of the lesson plan).
2. Give clear instructions to the students and ask them to do the worksheet.
3. Move about to observe students work and provide assistance where needed.



## CONCLUSION / SUM UP

2 MINUTES

1. Quickly review the lesson. Tell the students that if a noun is singular its pronoun is always singular. If a noun is plural its pronoun must always be plural.



## ASSESSMENT

6 MINUTES

1. Check students' ability to recall the masculine, feminine and neuter pronouns and singular and plural nouns learnt earlier in the introduction activity.
2. Assess how well the students recognise that pronoun agree in number through the activity 1.
3. Assess students' ability to identify the correct pronoun (number agreement) through the activity 2.
4. Assess how well students recognise pronouns number agreement in the follow up activities.
5. Assess students' understanding of pronouns number agreement by giving them a short test.
6. Involve the students in solving the exercise at the end of unit/chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Give students five short sentences. The pronouns in the sentences do not agree in number with their nouns. Underline the nouns and pronouns.
2. Ask them to rewrite the sentences so that the pronouns agree with their nouns in number. You can also do this activity in the following class.

### Sample Worksheet — Activity 1

Look at the nouns and pronouns in the sentences. Write agree if the noun and its pronoun are same number. Write disagree if the noun and its pronoun are not the same number.

1. Boys are eating their dinner now. \_\_\_\_\_
2. Mr. Saleem and Mr. Hameed ride his horses daily. \_\_\_\_\_
3. Farah is sleeping in her bed. \_\_\_\_\_
4. The boys went to meet their friends. \_\_\_\_\_
5. My mother went to see his parents. \_\_\_\_\_
6. Fatima and Ali live near their school. \_\_\_\_\_
7. She has an apple in his hand. \_\_\_\_\_
8. Ayesha and Yousaf love his dog. \_\_\_\_\_
9. The man has lost his passport. \_\_\_\_\_
10. I have cleaned my room. \_\_\_\_\_

### Sample Worksheet — Activity 2

Look at the number of each noun in the sentences. Circle the correct pronoun in each sentence.

1. Maria is looking for her / our coat.
2. Rauf and Zahid travel together because they / she are friends.
3. The little girl likes their / her new teacher.
4. Rabbits are eating their / his food.
5. He slipped from stairs and scratched our / his knee.
6. Sana and Amna gave his / their colours to the teacher.
7. Children are playing in their / her room.
8. We are going with it / our parents.
9. My uncle sold his / your old car.
10. She put they / her books on the table.

# FORMS OF SIMPLE REGULAR VERBS



## STUDENT LEARNING OUTCOMES

- Articulate, recognise and use forms of some simple regular verbs.

## INFORMATION FOR TEACHERS

**Note:** For more information on tenses, refer to the information for teachers given in the lesson on tenses.

- Present tense denotes an action that takes place as a common practice in the present times. It is represented by the base form of the verb in the case of I, we, you, and third person plural. It is suffixed by 's' or 'es' in the case of he, she or a singular third person. For example: I walk to my university every day. It rains a lot in Sri Lanka.
- Present continuous tense is formed using two components: the verb be (in the present tense), and the -ing form of a verb. For example: I am singing. She is working. They are playing.
- Past continuous tense indicates some action that was happening at some point in the past. This tense is formed with the helping verb to be, in the past tense, plus the present participle of the verb (with an -ing ending). For example: I was running in the park when I met my friend.
- With most verbs, the simple past is formed just by adding -ed. However, with some verbs, you need to add -d.

**For example:**      live + d = lived

Boil + ed = boiled

- We use the simple future tense to talk about things that will happen at a time later than now. The simple future tense is formed by adding the helping verb with the base form of the verb. For example: I will sing. You will walk. She will leave soon.
- You must repeat this lesson in another period to further clarify the concepts and give practice to students.
- Forms of some irregular verbs are given at the end of this lesson plan. For more verbs, consult grammar books.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Chalk/marker, writing board and list of regular verbs with tense form. You can make a chart of it and paste in the class for students to enhance their vocabulary and knowledge of verb forms.



**INTRODUCTION**

**5 MINUTES**

**Note:** Students studied simple present, simple past and present continuous tenses in Grade

3. Students must have also learnt past continuous and simple future tenses by now. They must also have knowledge of the present, past and future forms of some regular and irregular verbs.

1. Say: "All verbs have a base form or 'infinitive' (for example, look, make, play). The majority of verbs, called '**regular verbs**', follow the same pattern and create the past simple and the past participle using the same word ending, -ed."
2. Write base forms of at least five regular and irregular verbs on the writing board.
3. Ask the students to pronounce and give the present, past and future forms of those verbs.
4. Ask the students randomly about simple present, simple past, simple future, present continuous and past continuous tenses.
5. Reinforce the concepts of these tenses if students have difficulty in recalling.
6. Write a few sentences (using regular and irregular verbs) on the writing board and ask students to identify the tenses.
7. Write some more regular and irregular verbs on the writing board along with their past, present and future forms. Recite each verb and ask the students to pronounce after you. Tell students the meaning of the verbs.



## DEVELOPMENT

20 MINUTES

### Activity 1: 20 Minutes

1. Remind students that 'regular verbs' in English create the past simple and past participle by adding -ed to the base form.

For example:

BASE FORM	PAST SIMPLE	PAST PARTICIPLE
Arrive	Arrived	Arrived
Wait	Waited	Waited
Call	Called	Called
Look	Looked	Looked
Like	Liked	Liked
Finish	Finished	Finished

2. Ask students to open their notebooks.
3. Write ten regular and irregular verbs on the writing board randomly.
4. Tell the students that they have to make sentences using the verbs in such a way that two verbs are used in simple present tense, two in simple past tense, two in simple future tense, two in present continuous tense, and two in past continuous tense (see the template at the end of the lesson plan).
5. Help the students if they have difficulty in constructing sentences.
6. Tell students to give peer support to one another.



## CONCLUSION / SUM UP

2 MINUTES

1. Sum up the lesson by asking the students the first, second, and third form and present participle form of some verbs.



## ASSESSMENT

6 MINUTES

1. Assess students' ability to articulate and recognise forms of simple regular and irregular verbs through their correct responses during introduction and sum up.
2. Assess students' understanding and ability to use forms of simple regular and irregular verbs through the sentences produced in Activity 1 and the follow up activity.
3. Give students a mix of some simple regular and irregular verbs (past forms) and ask them to write the present and future forms of the verbs (an oral class quiz).
4. Involve the students in solving the exercise at the end of unit/chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Give the students 10— 15 regular and irregular verbs. Ask them to write the type of verb in the blank given in front of each verb. Tell the students that they should see the verb in a dictionary to know its type. Give this activity as homework. In the following classes, give students verbs, from each reading chapter, to use in their own.

### Template Activity 1

Simple	present
Simple	present
Simple	past
Simple	past
Simple	future
Simple	future
Simple	continuous
Present	continuous
Past	continuous

### Forms of Some Irregular Verbs

Base form	Past form	Past participle form	Present participle form
do	Did	done	doing
run	Ran	run	running
have	Had	had	having
come	Came	come	coming
begin	Began	begun	beginning

## USE OF TENSES



## STUDENT LEARNING OUTCOMES

- Illustrate the use of tenses previously learnt in their speech and writing.

## INFORMATION FOR TEACHERS

- Adopt the easiest method to teach tenses.
- Familiarize yourself with the rules of interchanging tenses.
- The teaching process should be very interesting and motivating.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, charts of tenses, some pictures, textbook, etc.



## INTRODUCTION

5 MINUTES

- Write the following sentences on a chart or on the writing board:  
**They take tea.**  
**They took tea.**  
**They are taking tea.**  
**They will take tea.**  
**They had taken tea.**
- Ask students what makes these sentences different from each other.
- After getting responses, explain to them that verb forms are different for each tense while subject and object remain the same.



## DEVELOPMENT

23 MINUTES

## Activity 1: 13 Minutes

- Review tenses with whole class – use tense drills for this purpose.

Tense	Affirmative	Negative	Interrogative
Present simple	I have a car.	I don't have a car.	Do I have a car?
Present continuous	You are playing foot-ball now.	You are not playing football now.	Are you playing foot-ball? now?
Present perfect	They have been there.	They haven't been there.	Have they been there?

Past simple	I lived in Peshawar.	I didn't live in Peshawar.	Did I live in Peshawar?
Past continuous	I was playing.	I wasn't playing.	Was I playing?
Past perfect	He had worked.	He had not worked.	Had he worked?
Future simple	I will come.	I will not come.	Will I come in?
Future continuous	I will be playing cricket.	I won't be playing cricket.	Will I be playing cricket?
Future perfect	He will have finished.	He will not have finished.	Will he have finished?

- Using a table like this, provide students with practice of major tenses learnt so far.
- Next, ask them to work in pairs and change sentences for each tense.

### Activity 2: 10 Minutes

- Prepare a chart as shown below.
- Display it in the classroom.



Questions	Answers
1. What is the boy doing?	
2. What does the dog do?	
3. What are the children doing?	
4. What do the doves do?	

#### Expected answers:

- ♦ The boy is playing cricket.
  - ♦ The dog runs.
  - ♦ The children are reading books.
  - ♦ The doves eat grains.
- Ask students to write answers of the given questions by looking at the relevant pictures. Tell them to identify the tense of the questions and then respond using the same tense.
  - Once they have completed, invite 2 – 3 students to share their responses with whole group.



### CONCLUSION / SUM UP

2 MINUTES

- Wrap up the lesson by listing the key points of the lesson.



### ASSESSMENT

3 MINUTES

- Give students a sentence in present simple tense and ask them to convert it into past and future simple tenses. For example: I eat ice-cream every week. I ate ice-cream yesterday. I

will eat ice-cream next week.

2. Repeat this with another sentence for continuous tenses and then another for perfect tenses.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to scan a unit of their textbook and identify the use of tenses in the text.
2. Tell them to practice tenses by making a table as shown below and changing sentences:

Tense	Example
Simple Present	I <b>play</b> cricket every week.
Present Progressive	I'm <b>playing</b> cricket right now.
Simple Past	I <b>played</b> cricket yesterday.
Past Progressive	I <b>was playing</b> cricket the whole evening.
Present Perfect	I <b>have</b> just <b>played</b> cricket.
Present Perfect Progressive	I <b>have</b> been <b>playing</b> cricket for 3 hours.
Past Perfect	I <b>had played</b> cricket before my friend came.
Past Perfect Progressive	I <b>had been playing</b> cricket when my friend came.
Future – will	I <b>will play</b> cricket next week.
Future – going to	I'm <b>going to play</b> cricket this afternoon.
Future Progressive	I <b>will be playing</b> cricket next Sunday.



# ABBREVIATIONS AND CONTRACTIONS



## STUDENT LEARNING OUTCOMES

- Recognise and use full stop with some abbreviations; apostrophe with contractions and hyphen to join two words that act as one unit.

## INFORMATION FOR TEACHERS

- Abbreviations and contractions are shortened forms of words. Most abbreviations have a period at the end whereas contractions have an apostrophe.
- Apostrophes are used to form contractions, such as 'I have' can change to 'I've'. This is called a contraction.
- A contraction is a combination of two words resulting in a single word. The apostrophe is used where letters have been omitted. Contractions are common in speaking and in informal writing. For example, 'They will' is changed into 'They'll'.
- Make a table of abbreviations and contractions on a chart paper and display it in the class. Ask students to help you increase the lists by telling more abbreviations and contractions.
- Activity 4 can be done with different story books, cuttings of newspapers, and course books in English etc.
- Abbreviations of days of week and months of the year can be made by taking first 3 letters and putting a full stop in the end.
- Use a hyphen (-) to join the parts of compound numbers and to join two or more words that work together as one adjective before a noun. It is used to avoid confusion and misreading by joining compound words. eg. light-blue paint, web-based, board-certified, thirty-two, etc.
- While teaching the lesson, the teacher should also consult the textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Writing board, chalk/marker, chart paper and textbook.



**INTRODUCTION**

**5 MINUTES**

- Write the words on the board with blanks one by one and ask the students to guess and write what they stand for.
- Help the students with spellings. Afterwards, they can copy the work in notebooks.
- What does each abbreviation stand for? Write the full word or words on each line.
  - ◇ Mon. \_\_\_\_\_
  - ◇ Feb. \_\_\_\_\_

- ◇ Thurs. \_\_\_\_\_
- ◇ Mar. \_\_\_\_\_
- ◇ Dec. \_\_\_\_\_
- ◇ Ltd. \_\_\_\_\_
- ◇ Sec. \_\_\_\_\_
- ◇ Ms. \_\_\_\_\_
- ◇ St. \_\_\_\_\_
- ◇ Dr. \_\_\_\_\_



## DEVELOPMENT

20 MINUTES

### Activity 1: 12 Minutes

1. Explain the concept of hyphen using teachers' notes with some examples of the students' interest.
2. Then draw the following table on board and help the class to do it, discuss the meaning of the new words side by side.
3. Match the words in the first column and write the new word using hyphen (-)

1. Basket	faced	Basket-ball
2. Check	off	_____
3. T	up	_____
4. Warm	ball	_____
5. Know	half	_____
6. Baby	known	_____
7. One	in	_____
8. Take	shirt	_____
9. Well	how	_____

### Activity 2: 8 Minutes

1. Write this question on the board and ask a student to read this. What is your name?
2. Then write the following question on the board and ask the students to read it: What's your name?
3. Ask the students about the difference in both of the questions.
4. Highlight the use of apostrophe here to make the contraction in written and spoken English. Give them a few examples:

Do not	don't
Does not	doesn't
Should not	shouldn't
Would not	wouldn't
Has not	hasn't
Have not	haven't
Was not	wasn't

5. Now display the table of contractions in the classroom on a chart paper and review it with the whole class:

Pronoun	+to be		+ would + will	
I	I am	I'm	I'd	I'll
You	You are	you're	You'd	you'll
We	We are	we're	We'd	we'll
They	They are	they're	They'd	they'll
He /She	He	he's	He'd	he'll
It	It	it's	She'd	she'll
There	There is	there's	It'd	it'll
That	That	this'll	There'd	there'll
			This'd	this'll



## CONCLUSION / SUM UP

2 MINUTES

- Conclude the lesson by reviewing the key points as follows:
  - Abbreviations are shortened forms of words. Most abbreviations have a full stop at the end.
  - Apostrophes are used to form contractions, such as 'I have' can change to 'I've'. A contraction is a combination of two words which results in a single word.
  - Use a hyphen (-) to join the parts of compound numbers and to join two or more words that work together as one adjective before a noun.



## ASSESSMENT

6 MINUTES

- Ask students to use apostrophes in the following sentences to make contractions.  
Example: I am your friend. I'm your friend.
  - I do not like vanilla ice cream.
  - I am going to the park.
  - Who is the new student?
  - They are my best friends.
  - She does not wait in the queue.



## HOMEWORK / FOLLOW UP

2 MINUTES

- Ask the students to make a list of 5 contraction, abbreviation and hyphenated words.
- Encourage to use more than 5 from different sources like newspapers, story books etc.

## ADVERBS OF TIME



## STUDENT LEARNING OUTCOMES

- Identify and use simple adverbs of time.

## INFORMATION FOR TEACHERS

- Adverbs describe verbs/adverbs.
- Example: He runs quickly. The word quickly is an adverb that describes the verb run. We can add another adverb to describe the adverb quickly.
- He runs very quickly. The word very is also an adverb which describes the adverb quickly. Another example is given below:
  - She is walking slowly.
  - She is walking very slowly.
- Help the students understand that many (not all) of the adverbs are formed by adding "ly" at the end of:

Adjective	Adverbs
slow	slowly
neat	neatly
quick	quickly
strict	strictly
loud	loudly
bold	boldly
glad	gladly

- Define adverbs.
- Explain to them how the adverbs are formed.
- While teaching the lesson, the teacher should also consult the textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, worksheets, textbook.



## INTRODUCTION

5 MINUTES

- Write the following questions on the writing board:
  - How?

- ◇ When?
  - ◇ Where?
  - ◇ Why?
  - ◇ In what way?
  - ◇ How often?
  - ◇ How much?
  - ◇ In what condition?
  - ◇ To what degree?
2. Ask student to work in pairs and discuss what kind of words answer such questions. Give them a clue: think about the parts of speech.
  3. After a minute, allow 3 – 4 students to respond.
  4. Tell them that an adverb is an article of speech that modifies other adverbs, verbs, adjectives, clauses, or sentences. When an adverb is used in a sentence, it will answer one of these questions.
  5. Say: "Today we are going to practice adverbs that answer the questions about time of an action."
  6. Tell them that in the sentence you just spoke, the word "today" is an adverb.



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

1. Share with the class that adverbs of time answer the question of when, and include such adverbs as early, never, and tomorrow to name a few.
2. Write the following words on the board:  
**just, already, yet, still, before, beforehand, after, afterward, for, since**
3. Write the following questions on the writing board or a chart:
  - ◇ What are you planning to do tomorrow?
  - ◇ What did you do yesterday?
  - ◇ What will your life be like ten years from now?
  - ◇ How long have you lived in your house?
  - ◇ How long have you studied at this school?
4. Divide the class in groups of five. Assign one question to each member and tell them to interview their group members about the question assigned to them. Ask them to use some of the words from the list written on the board.
5. As the groups work, observe their discussion and provide necessary help.

### Activity 2: 10 Minutes

1. Write the following words on the writing board:  
**today, yesterday, in the afternoon, last night, last week, last year, two months ago, already, soon, still, finally, weekly, daily, every year, monthly**
2. Divide the class into small groups.
3. Ask students to tell a story to their group about their day, or recent or upcoming events that they can describe using past or future tenses.
4. Challenge them to use certain tenses combined with adverbs of time in good order.
5. As the groups work, move around and give them hints/prompts about suitable adverbs of time.



## CONCLUSION / SUM UP

2 MINUTES

1. Review the following key points with the whole class:
  - ◇ Adverbs that change or qualify the meaning of a sentence by telling us when things happen are defined as adverbs of time.
  - ◇ An adverb of time is a word that describes when, for how long, or how often a certain action happened.



## ASSESSMENT

6 MINUTES

1. Write the following exercise on the writing board or chart:  
**Underline the correct adverb of time in the brackets.**
  - ◇ My father bought a new puzzle for me (yesterday, tomorrow).
  - ◇ We are going to the bus station (now, after, before).
  - ◇ I'll be absent from the school, I am visiting my village (beforehand, next, tomorrow).
  - ◇ We'll play hockey (tomorrow, later, next), not now.
2. Ask students to work individually and write the correct adverb of time in their notebooks.
3. Once they have done, review the answers with the whole class.
4. Involve the students in solving the exercise at the end of unit/chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to scan their textbook, an English newspaper, and a storybook to find out adverbs of time used.
2. Ask them to copy a few example sentences in their notebooks and share with the class the next day.

# STORYTELLING



## STUDENT LEARNING OUTCOMES

- Describe briefly the elements of the story.
- Retell a story in a few simple sentences.

## INFORMATION FOR TEACHERS

- Through stories, students learn a lot about life skills and feelings/emotions.
- Children enjoy being able to retell a story.
- Discussions about story elements should start as early as preschool and continue through high school. For younger students, simple elements such as beginning, middle, and end are appropriate. For older students, more complex elements such as character, setting, events, problem, and resolution should be introduced to increase difficulty.
- The important elements of the story are 'Plot, Characters, Setting, Problem, and Solution'. However, for 4th graders, it is important to understand that a story has a 'beginning', 'middle', and an 'end', and it also has characters.
- Sequencing or transition words are an important part of the story. For example *then*, *after that*, *in the end*, *it starts with*, *from*, etc.
- Prepare well before going to the classroom. Read aloud the story with enthusiasm and demonstrate an interest in reading.
- While teaching the lesson, the teacher should also consult the textbook at all steps where and when needed.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Chalks/markers, writing board, duster, charts, textbook, etc.



**INTRODUCTION**

**5 MINUTES**

- Greet the class and say: "Good morning. How are you?" (Expected response: "Fine, thank you"/ "Very well, thank you").
- Ask students to think about a story they like a lot.
- Ask them to work in pairs and tell each other about their favourite story.
- Give them a couple of minutes for this activity. Encourage them to briefly tell each other the answers to four simple questions about the story: *Who? What? When? and Where?*
- Tell students: Today we are going to identify the elements that make up a story.
- Explain that an element is an essential part of something and every fiction story has the same key elements: characters, plot, setting, problem, and solution.
- Tell them that in the activity they just did about their favourite story, they discussed answers to four questions. Those questions are related to the story elements: Who relates

to the characters in a story. What translates to the story's plot. When and where are both story elements that are part of the setting.



## DEVELOPMENT

23 MINUTES

### Activity 1: 23 Minutes

1. Copy the following table on a chart or writing board:

Somebody	Somewhere	Wanted	But	So	Then
Who is the main character?	Where does the story take place?	What does the main character want?	What is the problem or conflict?	How does the problem get solved?	What is the result or outcome?

2. Select a story from the textbook or a very short storybook.
3. Read-aloud the story with appropriate fluency and expression. Use gestures and body language to attract students' attention.
4. Ask a few quick and brief prediction and comprehension questions before, during, and after the read-aloud.
5. Now, ask students to copy the table from the board to their notebooks.
6. Next, ask them to recall the details of the story they just heard and work in pairs to fill out the table using details of the story. They can ask you or others if they have forgotten something.
7. Once they have completed, invite 2 – 3 volunteers to share their responses with the whole class.
8. Appreciate them for their hard work.
9. Tell them that the table they just filled has helped them capture the elements of the story they heard during the read-aloud. Tell them that almost every story has the same key elements: characters, plot, setting, problem, and solution.



## CONCLUSION / SUM UP

2 MINUTES

1. Review the key story elements with the whole class.
2. Tell students that every story has a beginning, a middle, and an end.



## ASSESSMENT

3 MINUTES

1. Ask some questions from the story. Like description of the characters, and their behaviours. Using who, what, where, when, why etc.
2. Also ask using the doing, saying, feeling prompts to elicit responses about the characters and events.
3. Involve the students in solving problems given in the exercise at the end of unit/chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to retell the story to their family members and friends.
2. Ask them what part of the story they would like to change. If given a chance would they like to change the end of the story? Ask them to write a new ending to the story and share it with others in the class the next day.
3. Encourage critical thinking by asking what part they changed and why? And which character they would like to be and why?



**Month**

**7**

## LESSON

## 103

# ORAL COMMUNICATION

(SEEKING ATTENTION AND AGREEING/  
DISAGREEING POLITELY)



## STUDENT LEARNING OUTCOMES

- Demonstrate conventions and dynamics of oral interaction in a group to:
  - ◇ Use polite expressions to seek attention
  - ◇ Agree/disagree.

## INFORMATION FOR TEACHERS

1. Give your students vocabulary that can be used to seek attention, agree/disagree politely. Examples are given below:

**To seek attention:**

- ◇ Excuse me! May I talk to you?
- ◇ Excuse me! Do you have some time?
- ◇ Excuse me! May I take your one minute?

**To agree / disagree:**

- ◇ I agree with you. / That's true. / You are absolutely right. / Exactly. (agree)
- ◇ I don't think so. / I'm afraid I disagree. / That's not always the case. / Not necessarily. (Disagree).

2. Use your facial expressions to show agreement /disagreement, etc., while talking to the students.
3. While teaching the lesson, the teacher should also consult the textbook at all steps where and when applicable.



## DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, textbook, chart of conversation from 'Activity 2'.



## INTRODUCTION

5 MINUTES

1. Ask students: "You need to discuss something with the Principal, but s/he is very busy in the office. What will you say to seek her/his attention?"
2. Allow 2 – 3 students to share their responses. Appreciate their responses and say: "We can use a simple expression 'Excuse me' to seek attention of the person(s) we need to task to."
3. Tell the students that we often have to agree or disagree with our friends/ parents/ class fellows etc. We should not be harsh – rather we should be very polite whether we agree

or disagree. Tell them that it is important to be polite when one disagrees with others.

4. Tell them that the best way of expressing yourself in English is to learn some of the expressions and then keep on practising them with your class fellows and friends.



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

Using Polite Expressions to Seek Attention

1. Tell the students that if they want to get somebody's attention, they should use certain polite expressions so that the others do not feel bad/upset/offended.
2. Write the following short conversations on the writing board, ask students to copy them.
3. Review them with the whole class. Make sure students can read them.
4. Divide the class into pairs and ask them to practice these conversations – one of the partners in each pair should take the role of 'A' and the other that of 'B'.

A: Excuse me, may I talk to you?

B: Sorry, I'm already late./ Sorry, I'm very busy right now.

A: Excuse me, may I have a minute of you?

B: Sure.

A: Excuse me, do you have some time?

B: Yes, please. What can I do for you?

5. As the students practice, move around and provide necessary help.
6. Once they have completed the practice, appreciate their hard work and tell them that this was a demonstration of how we can use polite expressions to seek others' attention.

### Activity 2: 10 Minutes

Agreeing/ Disagreeing with Others Politely

1. Prepare a chart of the conversation of three friends given below:  
**Talha (excitedly): Our Sports Day is on Tuesday.**  
**Ahmad (surprised): I don't think so. Who told you about it?**  
**Talha: Yesterday, the teacher announced it in the class.**  
**Ahmed: That's great but don't you think it is too hot these days?**  
**Talha: You are absolutely right. They should not schedule it this month.**  
**Nadeem: I'm afraid I do not agree with you.**  
**Talha: Why?**  
**Nadeem: Actually the next month will be even hotter.**  
**Ahmed: Very true. So, it's better to have it this month. Well, let's go and eat ice cream now.**  
**Nadeem and Talha (together): That's great.**
2. Display the chart on the writing board or at a prominent spot on front wall/ prominent spot.
3. Say: "I'm giving you a situation where three friends are having a discussion about their sports day at school. You will work in groups of three. Copy the script of their discussion from the writing board and prepare to role play those friends. Each of you in the group will take one of the roles."
4. Seat the groups properly so that they are at a distance from one another.
5. Give them some time to practice the conversation before they can perform the role play.

6. Once they are ready, tell them to start performing the role play within their groups.
7. As they work, move around and ensure everyone is participating. Encourage those students who are hesitant or struggling.



### **CONCLUSION / SUM UP**

2 MINUTES

1. Today we have learnt how to agree and disagree with others and how to seek their attention using polite expressions.



### **ASSESSMENT**

5 MINUTES

1. Ask students to write the expression we often use to seek others' attention. Tell them to show you their slates/ notebooks.
2. Next, ask them to write one expression to show agreement with others and one to show disagreement politely. Check their work and provide supportive feedback.
3. Involve the students in solving the exercise at the end of unit / chapter.



### **HOMEWORK / FOLLOW UP**

3 MINUTES

1. Ask the students to practice using the expressions they have learnt with their friends, class fellows, school fellows, and family members.
2. Tell them to maintain a 'speaking notebook' and keep noting such useful expressions which they can use to communicate with others.

# INTONATION PATTERNS



## STUDENT LEARNING OUTCOMES

- Recognise and use the convention to mark these intonation patterns: rising and falling.

## INFORMATION FOR TEACHERS

Intonation Patterns:

- The variation in the pitch of the speaker's voice conveys information or alters meaning.
- There are three basic pitches in English: normal, high, and low.
  - The normal pitch is where the voice usually is.
  - High is where the voice rises to indicate information focus.
  - Low is where the voice falls, usually at the end of a sentence.

Stressed words:

- Main verbs, nouns and adjectives are usually stressed in a sentence.
- Unstressed words are 'a', 'and' 'to' 'on' etc.

Tone:

- The certain pattern of voice movement is called 'tone'.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when necessary.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Chalks/markers, writing board, duster, charts, textbook, papers etc.



**INTRODUCTION**

**8 MINUTES**

- Copy the following table on the writing board:

Sentence	Type
I am a student.	
It's going to rain today.	
Is your name Sana?	
Do you like reading?	
Where do you live?	
Why do you laugh?	

- Ask students to work in pairs and identify the 'type' of sentence for each of the sentences in the table.

3. If they struggle, give them a clue to choose from the following: a) Statement, b) Yes/ No question, c) Wh-question
4. Invite 2 – 3 students to share their answers with the whole group.
5. Tell them they are going to practice intonation patterns for these three types of sentences.
6. Tell them that 'intonation' means the rise and fall of voice when we speak. It helps us convey our messages accurately.
7. Review the following information with the whole class:
  - ♦ Intonation falls on statements: "I want to travel to the Chitral."
  - ♦ Intonation rises on yes/no questions: "Do you want to go with me?"
  - ♦ Intonation rises then falls on wh- questions: "Where do you want to go?"
8. Use your hand gestures to show rising and falling intonation patterns.



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

1. Write the following sentence on the writing board.  
**"Ali and Ikram play football happily".**
2. Ask students to read the sentence.
3. Note the pronunciation and style of reading of each student.
4. Underline the stressed words in the sentence. Ask students to try reading aloud again with a focus on stressed words this time. "Ali and Ikram play football happily".
5. Repeat with other sentences.

### Activity 2: 10 Minutes

1. Write the following paragraph on the writing board:  
**My mother and father are our true friends. They love us. My sister and I love our parents because they are the only ones who have tried hard to make us realize the importance of education.**
2. Ask one student to volunteer to read one sentence.
3. Ask another student to show some variation in the intonation.
4. Ask the class which one they thought sounded better.
5. Encourage students to develop a sense of what sounds right by hearing their friends and noticing what sounds closer to the English that they hear on TV.
6. Be surprised at how quickly your pronunciation improves! By focusing on stressed words, non-stressed words and syllables take on their more muted nature.
7. When listening to native speakers, focus on how those speakers stress certain words and try to copy their stress pattern.

#### Tips:

- ♦ Remember that unstressed words and syllables are often 'swallowed' in English.
  - ♦ Always focus on pronouncing stressed words well; unstressed words can be glided over.
  - ♦ Don't focus on pronouncing words each word. Focus on the stressed words in each sentence.
8. Students must practice carefully for a few minutes. You must listen carefully and provide support and correction where needed.
  9. Arrange a class competition and ask children to read once sentence each, on pairs. The best pair will be awarded with a star cut-out.



## CONCLUSION / SUM UP

2 MINUTES

1. Ask students why intonation is important and how do intonation makes a difference to meaning.
2. Discuss with students how they can continue to improve their intonation. (How they can listen to more and more English spoken by the native speakers).



## ASSESSMENT

3 MINUTES

1. Listen to students' responses continuously and carefully to know their level of understanding. You must practice this concept in every lesson from now onwards.
2. Involve the students in solving the exercise at the end of unit/chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to make two sentences on their own. Practice reading a few sentences with intonation patterns at home.
2. Listen to the sentences in the next class.
3. Use these sentences in role plays by giving students real-life situations.

## 'WH- QUESTIONS'



## STUDENT LEARNING OUTCOMES

- Recognise the function of more wh- forms used in questions.
- Respond to and ask more wh- questions.

## INFORMATION FOR TEACHERS

1. Before going to the classroom, learn in detail about the difference between wh- questions and other types of questions.
2. Consult relevant unit/ exercises in the textbook.
3. Integrate 'wh- questions' into other lessons too by using 'pause and say' technique – especially while reading – and providing students opportunities to ask wh- questions.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, charts etc.



## INTRODUCTION

5 MINUTES

1. Write the following questions on the writing board:
  - ♦ What is your name?
  - ♦ When were you born?
  - ♦ Where do you live?
  - ♦ Who is your best friend?
  - ♦ Why do you come to the school?
2. Ask students to discuss in pairs what is common in the given questions.
3. Allow 3 – 4 students to share their responses.
4. Tell them that the questions starting with 'What, When, Where, Who, and Why' are called wh- questions.



## DEVELOPMENT

20 MINUTES

## Activity 1: 10 Minutes

1. Copy the following table on a chart and paste it on the front wall of the classroom:

Question	Purpose of Question
When does she come to school?	Asking about ..... (reason)



Where is his house?	Asking about .....(time)
Why do they run?	Asking about .....(place)
What is there on the table?	Asking about .....(person)
Who would like to answer first?	Asking about..... (thing)

2. Ask students to work in pairs and match each question with its purpose.
3. Invite 2 – 3 pairs to share their responses with whole class.
4. Tell students that wh- questions are often used in both oral and written communication.

### Activity 2: 10 Minutes

1. Say: "Now, every one of you is going to interview a partner and he/she will interview you. Who would you like to interview? Quickly select your partners on say first, have first basis!"
2. Take their responses and help them sit in pairs with partners of their choice. Offer to partner with a student if there is an odd number of students in the class.
3. Tell them to think of five questions they would like to ask their partner in the interview. Tell them that the rule of interview is that every question must begin with a wh- word: who, what, when, where, and why.
4. Give them some time to prepare their questions, and then loudly say, "Start your interviews now!"
5. While the students conduct their interviews, move around and provide necessary support.
6. When both partners have interviewed each other in most of the pairs, invite 2 – 3 pairs to share what they learned about one another in the interviews.



### CONCLUSION / SUM UP

2 MINUTES

1. Wrap up the lesson by asking a few more wh- questions from students.
2. Explain to the students how to ask a wh- question.



### ASSESSMENT

6 MINUTES

1. Give the following scenarios to the students to develop wh- questions.
  - ♦ About your friend's health.
  - ♦ About his living place.
  - ♦ About his routine.
2. Appreciate them for correct questions.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to take a round of their school sometime this week during recess or before closing time, observe school routines, think about their experiences at school, and note down information to respond to the following questions:
  - ♦ Who takes care of the gate?
  - ♦ Where is the assembly area/library/ playground/ principal's office?
  - ♦ When do you have your assembly/ recess/ sports period?
  - ♦ What do you do first after reaching their school?
  - ♦ Why do you like your school?
2. Tell them to write their answers on a page and display that page on class notice board by next week.

# STORY WRITING – I



## STUDENT LEARNING OUTCOMES

- Write a short passage, anecdote, fable etc. for pleasure and creativity.

## INFORMATION FOR TEACHERS

- Refer to all the information provided earlier in the lesson plans for anecdote, fable, story writing and paragraph writing.
- This is a reinforcement activity plan.
- Pleasure and creativity come when children are let free to think and share.
- Help them to think and plan ideas to share in their writing.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Attached pictures or cut outs of similar pictures from magazines/newspapers, chalk/ marker, writing board, chart.
- A box of words and phrases strips equal to the number of students in class, 10-15 blank sheets of paper. This is how you must prepare the box.
- Write down any nouns, adjectives, adverbs, transitional words, verbs etc on sheets of paper. Write words and phrases equal to the total number of students in the class.
- Cut the papers into small strips so that each strip has one word or phrase on it. Fold the strips neatly and put them in a box.
- Mix them up.



## INTRODUCTION

5 MINUTES

- Recap students' previous knowledge of story writing, anecdote and fable.
- Tell them that they will do something interesting today.



## DEVELOPMENT

20 MINUTES

### Activity 1: 20 Minutes

1. Paste the pictures on the board. Ask students to recognise the pictures.
2. Hold the box of word strips in your hand.
3. Pass on the box to every student and ask them to pick one folded strip only.
4. When all students have taken their folded strip, divide them into small groups of 4-5 members each.
5. Give one blank sheet paper to each group.
6. Students unfolded their strip and read the word/phrase to their group members.
7. Students plan to write a creative story.
8. Students write a short story in the group, on the blank sheet provided, using all words and phrase. It is a must to use all word and phrases. They can change the form of the word according to the need of the story: if it is singular they can make it plural or convert plural into singular, verb forms of present, continuous past or perfect tense and use helping verbs when needed.
9. Students can add words of their own also.
10. Students must take help for ideas by using the pictures on the board.
11. They must have characters, setting, dialogue, beginning, middle and end to the story. They can give a title also.
12. Each group must have a group leader who will narrate the story when it is written by the group.
13. Monitor students work while they are doing it. Provide help if needed.
14. Ensure and observe if all students are participating
15. Put up the stories in the classroom and make a story corner.



## CONCLUSION / SUM UP

2 MINUTES

1. Invite students to read out their stories.
2. Using the stories as samples, remind the students of all the aspects of a fable.
3. Discuss with students what they think is the lesson in each of their stories.



## ASSESSMENT

6 MINUTES

1. Assess students' oral responses in activity 1 and then their written work.
2. Involve the students in solving problems given in the exercise at the end of unit/chapter.



## HOMEWORK / FOLLOW UP

3 MINUTES

1. All students write their story in their own notebooks that they had written in class.

play	write	do
fan	car	sitting here
angrily	in the air	duck
happily	quiet	happy
pretty	doll	like
cat	pet	ahmad
pretty girl	friend	sara
shirt	black shoes	long hair
clip	lie	crying
young boy	parents	white
comfortable	stand	eat

**Note:**

**PICTURES CARDS** (These are samples. Do not cut from here. Make photocopies of these or draw them yourself on a chart to display in class. You can also have similar or some other pictures cut out from magazines or newspapers if you cannot arrange these).



# EXPRESSING FEELINGS



## STUDENT LEARNING OUTCOMES

- Demonstrate convention and dynamics of oral interaction in groups to express feelings of joy, sadness and anger.

## INFORMATION FOR TEACHERS

1. It is important to listen and respect others' opinions without conflict.
2. Give your students vocabulary, to express likes/dislikes, needs and feelings and to express joy in a natural and polite manner.
3. Use your facial expressions while talking to students.
4. Notice when you use facial expressions in your routine life, they make your conversation lively and interesting.
5. These activities need to be practiced more than once so that the students start using the expressions.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Chalks/markers, duster, textbook, writing board, chart depicting pleasant & unpleasant feeling/moods.



## INTRODUCTION

5 MINUTES

1. Ask students how they feel.

**How are you feeling today?**

- ◇ Sad/happy
- ◇ Bored/ tired
- ◇ Sick/ great
- ◇ Good/ bad



2. Help students read, understand and discuss the pleasant and unpleasant moods on the chart during class discussion.
3. Decide how many of these words you want to share. You may choose only five from each list.



## DEVELOPMENT

20 MINUTES

### Activity 1:

**10 Minutes**

1. Help students brainstorm a few words for feelings.
2. Highlight that there are **positive feelings** (such as: glad, excited, calm) and **difficult**

**feelings** (such as: upset, angry, jealous, scared).

3. Tell students that sometimes, we show our feelings in actions:

- ◊ If you feel happy or excited, you might jump for joy!
- ◊ When you feel friendly, you might smile and wave.
- ◊ When you feel sad, you might sit quietly with a sad face — or even cry a few tears.
- ◊ If you feel angry, you might sit down, drink a glass of water, and tell yourself to control the urge of saying any bad words to express your anger!

4. Copy the following table on the writing board:

Positive feelings	Confident, interested, happy, great, glad, important, energetic, calm, pleased relaxed, loving, brave, hopeful, strong, powerful, free, encouraged, active.
Difficult feelings	Angry, irritated, disappointed, bad, confused, upset, shy, tense, helpless, alone, frustrated, bored, afraid, nervous, restless, hurt, sad, unhappy, lonely, scared.

5. Act out some of the feelings/ moods/ emotions and ask students to guess from your facial expressions.
6. Tell them to say the word for the feeling they have guessed.
7. Now, divide them into small groups and ask them to play this game in their group: taking turns, each member acts out a different feeling, others guess and say the word for that feeling.
8. As the groups work, move around and provide necessary support.

### Activity 2: 10 Minutes

1. Position a chair or stool in the classroom.
2. Ask a volunteer to sit in the chair and have the other students take turns saying nice and positive things about that student. The student in the chair can only say "Thank You" and nothing else.
3. At the end of the activity, ask the student sitting in the chair how it felt to have others saying nice things about her/him.



### CONCLUSION / SUM UP

2 MINUTES

1. Ask students to share the new words/sentences learnt.
2. Ask students to speak some of the sentence to express their feelings.
3. Let them do it as separate sentences or in response to each other's comments, in the form of a conversation.



### ASSESSMENT

6 MINUTES

1. Assess students through their responses in different activities and during the concluding activity.
2. Ask them to discuss the following questions in small groups:
  - ◊ What kinds of things could make you feel happy?
  - ◊ What kinds of things could make you feel sad?
  - ◊ What kinds of things could make you feel angry?



### HOMEWORK / FOLLOW UP

3 MINUTES

1. Ask the students to write at least five sentences showing feeling of joy, sadness, and anger as a home assignment

# UNDERSTANDING INTERPRETIVE QUESTIONS



## STUDENT LEARNING OUTCOMES

- Apply strategies to comprehend questions for appropriate response by marking key words, verbs, and tenses in a variety of the following questions types: interpretive.

## INFORMATION FOR TEACHERS

- Comprehension of the questions is the most important thing while dealing with the questions in exams or at any other time. If students are unable to understand the question, they would not be able to answer it.
- Some types of questions which the students at this grade will be asked can be: factual, personal response, and interpretive.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when needed.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, textbook, worksheet.



## INTRODUCTION

5 MINUTES

- Brainstorm with students on 'Why are questions important'?
- Ask students to think about all the questions we ask throughout the day, and what would happen if we couldn't ask questions, such as 'What is the time'?
- Tell them that we ask several types of questions in daily life. Similarly, we see different types of questions in our textbook with reading lessons.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

- Write the following three questions on the writing board:
  - Who invented the light bulb?
  - Why did the thirsty crow put pebbles in the pitcher?
  - What would you do if you were 'the hare' in 'The Hare and the Tortoise' story? Would you stop to take rest?
- Ask students to discuss the questions in pairs and find out:
  - Which question is asking about a fact?
  - Which question has evidence in a text?
  - Which question is asking for your opinion?



- Let students discuss their responses in pairs. Then ask 2 – 3 students to share their responses with the whole group.
- Appreciate their responses and write the following on the writing board:
  - ♦ A **factual question** has only one correct answer.
  - ♦ An **interpretive question** has an answer that can be supported with evidence from the text.
  - ♦ A **personal response question** asks about the reader's prior knowledge, experience, and opinions.
- Review the definitions with the whole group and help students understand the differences.

### Activity 2: 10 Minutes

- Select a story from the textbook. Pick a particular event or action from the story and ask students to open the textbook and read the selected page.
- Write the following questions on the writing board:
  - ♦ What are some of the causes of this situation?
  - ♦ Why did this happen?
- Ask students to work in pairs and discuss the answers to these questions.
- Tell them to find an evidence for their answers from the text.
- Once they have completed the task, allow 3 – 4 students to share their responses with whole group.
- Appreciate their responses.
- Review the answers with the whole group and highlight how each answer is based on an evidence from the text.



### CONCLUSION / SUM UP

2 MINUTES

- Conclude the lesson by reviewing the three types of questions as follows:
- A **factual question** has only one correct answer. (Everyone eventually agrees on one answer).
- An **interpretive question** has an answer that can be supported with evidence from the text. (What is meant by what is said?)
- A **personal response question** asks about the reader's prior knowledge, experience, and opinions. (State your own opinion about it).



### ASSESSMENT

5 MINUTES

- Make some questions from a textbook page and write those questions on the writing board.
- Ask students to read the selected page and answer the questions.
- Ask them to identify the type of response each question requires.



### HOMEWORK / FOLLOW UP

2 MINUTES

- Ask students to scan a selected unit of the textbook and identify the three types of questions given in its exercises.
- List those questions and write their type.
- Share the work with other the next day.



# EXPLAINING POSITION AND DIRECTION



## STUDENT LEARNING OUTCOMES

- Explain position and direction on a picture, photograph or a map.

## INFORMATION FOR TEACHERS

- Through pictures/photographs/maps, students learn a lot about position and direction.
- Children enjoy being able to locate position and direction in pictures/ photographs/ maps.
- You need to observe pictures/photographs/maps that are supposed to be used in the classroom.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, pictures/photographs/maps etc.



## INTRODUCTION

3 MINUTES

- Introduce the concept of position and direction in pictures/ photographs/ maps.
- Explain the concept by giving some examples from some available pictures.
- Inculcate the importance of pictures/photographs/maps for better understanding.



## DEVELOPMENT

23 MINUTES

### Activity 1: 13 Minutes

- Show or draw a picture with mountains, a river, houses, hills, the sun and birds etc as shown in this picture and tell the students to look at it in detail for a minute.
- Ask students to work in pairs and locate the positions of different objects like the sun, birds, houses, boat, trees, river, mountain, rainbow etc. in the given picture.
- Tell them to ask each other questions with 'where' to get position and direction of various things shown in the picture.
- Once they have had sufficient practice, invite 3 – 4 volunteers to share their answers with the whole class.



## Activity 2: 10 Minutes

1. Show the picture and tell the students to think about it for a while.
2. Make four groups of the whole class and name them Groups 1, 2, 3, 4.
3. Ask them the following questions:
  - ♦ **Group 1:** Who is leading the group of running children? Possible answer is: (The boy, wearing a blue shirt, is leading the group.)
  - ♦ **Group 2:** In which direction are they running? Possible answer is: (They are running opposite to the houses.)
  - ♦ **Group 3:** Where are trees in the picture? Possible answer is: (The trees are behind the children.)
  - ♦ **Group 4:** Where is the sun? Possible answer is: (The sun is above the clouds.)
4. Instruct them to write answers to the questions assigned to them.
5. Tell them to read aloud the answer to the given question by one of the members from each group.



## CONCLUSION / SUM UP

2 MINUTES

1. Sum up the lesson by reviewing the positions of objects in the pictures with the whole class.
2. Explain the position of every object in respect to the other objects of the picture.
3. Wrap up the lesson with some questions regarding directions inside the class.



## ASSESSMENT

5 MINUTES

1. Ask the students to assure that they can locate positions of the objects in any picture.
2. Ask a student to stand in front of the class and tell the students about his/her directions like:
  - ♦ There is a window at my right.
  - ♦ There is a door at my left.
  - ♦ There are students at my front.
  - ♦ There is a writing board behind me.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to practice with some new pictures at home from their textbook, newspapers, or magazines and locate positions and directions in them.
2. Tell them to scan the text of a unit from their textbook to underline the words that show position or direction – the prepositions.

# SPELLING CHANGE IN PLURAL NOUNS



## STUDENT LEARNING OUTCOMES

- Apply spelling change in plural form of regular and irregular nouns.

## INFORMATION FOR TEACHERS

- The plural of nouns is usually formed by adding—s to a singular noun.
  - Example: lamp/ lamps, flower/ flowers, fork/ forks, pen/pens, cat/cats
- Nouns ending in s, x, z, o, ch and sh form the plural by adding -es.
  - Examples: bus/buses; tax/taxes, match/ matches.
- Noun ending in y preceded by a consonant are formed into plural by changing y to -ies.
  - Example: lady/ladies, city/ cities, baby/ babies.
- There are some nouns that form plurals differently. Some nouns change their vowels in the middle of the singular form when forming the plural.
  - Examples: goose/geese, foot/feet, man/men.
- Several nouns form the plural by adding the letters -en.
  - Examples: ox/oxen, man/ men.
- There are a number of animals that have the same singular and plural form.
  - Examples: deer/deer, sheep/sheep, fish/fish
- While teaching the lesson the teacher should also consult the textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, textbook, worksheet.



## INTRODUCTION

5 MINUTES

- Write the following poem on the writing board or a chart:

Rabbit Habit  
(By Liana Mahoney)  
I have a rabbit habit  
I like to crunch and chew  
On celery logs and carrot sticks,  
And apples, too  
I have a rabbit habit.  
I like to chomp and munch

On crispy greens and juicy grapes

Mmm.....rabbit food for lunch!

2. Ask students to describe what the poem is about.
3. Ask them to find out five words with '-s' and '-es' endings.
4. Once they tell the words, ask them to tell whether these words are plural nouns or an addition to the verbs.
5. Give your input where required.



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

1. Give students the definition of singular and plural nouns. State a sentence, such as "The dog chased the cats" and ask students to identify the singular noun and the plural noun. You can also change the question to ask if "dog" is singular or plural.
2. Write several singular words (all words that add -s, or -es - these will end in s, sh, ch, or x) on the board in a left-hand column. Read them one at a time asking students to say it with you and then for a volunteer to say the plural form. Write the plural form of the word spelled correctly. Have students write the same information in their spelling notebooks.
3. When there is a sufficient number of responses, ask them to turn to a partner and develop a rule about spelling plural words.
4. Write that rule on the board and have students record it in their spelling notebooks. It will probably resemble something like: To make a noun plural, add -s to it, or if it ends with ch, sh, x, or s, then add -es. But let them develop it on their own.

### Activity 2: 10 Minutes

1. State a sentence, such as, "The little girl picked a flower." and ask students to identify the singular nouns. Ask them to change them to their plural forms.
2. Now, ask them to identify the plural nouns in the sentence "The children picked some daisies." Write several nouns that end in a vowel '-y'. (day, bay, tray, valley, boy, guy, alley, chimney) in the left-hand column.
3. Read them one at a time, asking students to say it with you and then ask a volunteer to state the plural form. Write the plural form of the word spelled correctly in the right-hand column. Have students write the same information in their spelling notebooks.
4. Write several singular nouns that end in the consonant '-y' (baby, daisy, story, trophy, etc.) in the left-hand column. Read them one at a time asking students to say it with you and then for a volunteer to say the plural form.
5. Write the plural form of the word spelled correctly in the right-hand column. Have students write the same information in their spelling notebooks. Repeat this process with words ending in "f" that change to "ves", such as "roof" and "leaf". Do not forget to introduce the class to some irregular nouns that do not follow the rules (children, oxen, octopi, mice, moose, geese, etc.)
6. Review a few more examples with the whole class.
7. Appreciate students for their work.



## CONCLUSION / SUM UP

2 MINUTES

1. Summarize the formation of the plurals of regular and irregular nouns.



## ASSESSMENT

6 MINUTES

1. Assess how well students remember the rules for changing number of regular and irregular nouns in the introduction activity.
2. Check students' understanding of using irregular nouns that do not change numbers through the activity 2.
3. Check students' ability to recognise singular and plural forms of irregular nouns with no change in number through the follow up activity.
4. Involve the students in solving the exercise at the end of unit/chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Write the following sentences on the writing board. Explain the task to students. Give this activity as home assignment or it can be done in the next class.

**Task: Write in the blank whether the underlined noun is used as singular or plural.**

- ◇ The sheep is very healthy\_\_\_\_\_.
- ◇ The deer were running fast\_\_\_\_\_.
- ◇ I have a golden fish in my pond.\_\_\_\_\_
- ◇ That is a big herd of sheep \_\_\_\_\_
- ◇ My mother has long hair.\_\_\_\_\_

**Answer key:**

- a. singular, b. plural, c. singular, d. plural, e. plural.
2. Ask students to write a short story using at least 10 singular nouns and 10 plural nouns (3 of which must be irregulars).

# PAST CONTINUOUS TENSE



## STUDENT LEARNING OUTCOMES

- Recognise and use the structure of Past Continuous Tense for actions that were in progress at some time in the past and to give a descriptive background to a narrative/recount.

## INFORMATION FOR TEACHERS

- For formation of the Past Continuous Tense, after the subject we use was/were as helping verbs. For example, 'I was writing a poem'. 'They were helping the needy'.
- After was/were, present participle form (--ing form) of verb is used.
- Narrative is a spoken or written account of events or a story.
- Recount gives a detailed account of something. Recount can be of a story, adventure or of an experience.
- While teaching the lesson, the teacher should also consult the textbook at all steps where and when needed.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, textbook.



## INTRODUCTION

5 MINUTES

- Write the following sentences on the writing board.  
**Yesterday, Kashif and Saqib played tennis. They began at 10:00 and finished at 11:30.**  
**So at 11:00, they were playing tennis.**
- Ask students to read the sentences and try to guess what the verbs in bold/ underlined form convey. Allow 3 – 4 students to respond and then sum up by explaining the following:  
**They were playing="they were in the middle of playing." They had not finished yet.**
- Tell students that was/were playing is the past continuous and they are going to practice it today.



## DEVELOPMENT

23 MINUTES

### Activity 1:

13 Minutes

- Begin the activity by telling a story through the use of the past continuous. For example: "I remember that day well. The birds were singing, the sun was shining, and the people were doing different activities in the park. Suddenly, a huge terrifying monster appeared from sky and everyone began screaming and running." Point out how the past continuous is used to paint a picture of the scene.

- Quickly review the past continuous structure with the class.

**was/ were + verb + ing**

- The past continuous is formed as follows:
- Go over differences in usage between the past simple and past continuous. Point out that the past continuous focuses on a specific moment in the past.



- Write various examples on the board of sentences combining the past simple and past continuous to illustrate the idea of an interrupted past. For example, "I was walking through the park when the monster appeared." Ask students to comment on what function the past continuous plays in the example sentences.
- Divide students into small groups of 3-4.
- Ask them to complete the activity by providing an appropriate response with the past continuous to describe an action that was interrupted.
- Next, have students practice sentences using the following table:

I	was/ were	singing.
We		laughing.
They		smiling.
He/she		walking.

- Give them 5 – 6 minutes to complete the task.
- Appreciate them for their work.

### Activity 2: 10 Minutes

- Tell students to remain in their groups.
- Write the following paragraph on the writing board:

One day, my mother was preparing the 'Kabuli Pulao' and my sister was helping her in the kitchen. I was reading a storybook but was not enjoying it as I was feeling very hungry. Suddenly, I heard a noise outside; people were shouting "catch him" catch him". I opened the window and saw that a crowd was running after a boy. The boy was running very fast so it was not easy to catch him....to be continued.

- Ask students to underline the past continuous tense in the paragraph.
- Then, tell them to work in their groups to write another paragraph to complete the story being told in the first paragraph. What happened to the boy? Why was he running? Why were the people chasing him? Continue the story and provide a nice ending!
- As the groups work, move around and provide necessary support.
- Once they have finished, invite 2 – 3 groups to share their work with whole class.
- Appreciate students for their hard work.



### CONCLUSION / SUM UP

2 MINUTES

- Today we have learnt the past continuous tense and its use for narrating events and stories.



## ASSESSMENT

3 MINUTES

1. Write the following questions on the board and ask students to think of their own answers:
  - ◇ What were you doing yesterday evening?
  - ◇ And what was your friend doing?
  - ◇ Where were you going this morning at 7:30?
  - ◇ What were the other members of your group doing?
2. Randomly select a few students and invite them to share their responses with the whole class.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to take a book from the library or from any of their friends/relatives and copy five sentences of past continuous tense from that book in their notebooks.
2. Give them the following task too: "Write a description of an important day in your life. Include the most important events that occurred during that day in the past simple. Once you have written the important events using the past simple, try to include a description of what was happening at some of the specific moments when those events occurred to provide more details."



## CONJUNCTIONS – III



## STUDENT LEARNING OUTCOMES

- Use word such as, first, second, next and then to show a sequence.

## INFORMATION FOR TEACHERS

- Sequence tells you the order in which things happen or come.
- Words like first, second, next and then tell you the order, or sequence, in which things happen.
- Mostly sequencing is used for procedures and recipes.
- All the above mentioned words are called conjunctions and play very important role in the organization of text.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



## DURATION / NO OF PERIODS: 35 MIN/ 1 PERIODS



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk, four pictures, scotch tape, marker, textbook.



## INTRODUCTION

5 MINUTES

- Show them four pictures, in the pictures a boy is shown who is getting ready for the school.
- Now paste these pictures on the board and write the conjunctions: first, second, next and then on the top corner of the board.
- Ask them to sequence the pictures by using the above mentioned four conjunctions according to the actions he is doing, to get ready.
- Write the words first, second, next and then under the pictures according to the responses of the students.
- Explain that for arranging the action/activities in order or sequence, in which the things happened, we use the words first, second, next and then.



## DEVELOPMENT

20 MINUTES

## Activity 1: 20 Minutes

- Write the jumbled up steps of how to make a cup of tea on the board and ask the students to put these steps in sequence.
- Ask them to work in groups of four, re-arrange the given steps after discussion and then write them in sequence.

### How to make a cup of tea?

3. Next add half cup of milk and one teaspoon of sugar in it.
4. Second add some tea leaves in the water when it is boiling.
5. First take a cup of water, pour it in the saucepan and put it on the stove for boiling.
6. Then pour it in a mug and drink it.



### CONCLUSION / SUM UP

2 MINUTES

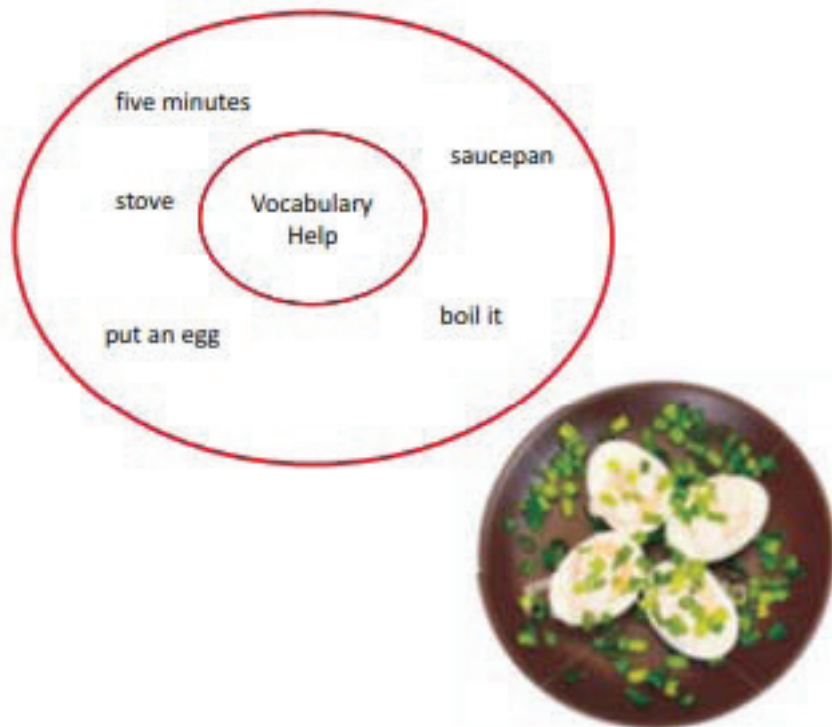
1. Ask any one or two students how they get ready for the school.
2. Tell them to use the words first, second, next and then.



### ASSESSMENT

5 MINUTES

1. Ask them to write how to boil an egg in their note books.
2. Give them the following vocabulary for help.
3. Ask them to use the above mentioned conjunctions like first, second, next and then.



4. Involve the students in solving the exercise at the end of unit/chapter.



### HOMEWORK / FOLLOW UP

3 MINUTES

1. Ask them to revise and practice the concepts taught in the class.

**Month**

**8**

# DESCRIBING EVENTS IN A PICTURE



## STUDENT LEARNING OUTCOMES

- Describe a series of events in a picture or a photograph.

## INFORMATION FOR TEACHERS

- Pictures/ illustrations are some of the most important tools of instruction.
- In order to understand the picture/series of pictures correctly, one needs to understand the sequence of the picture(s).
- Sequence markers (first, then, after this and finally) are used to show/describe sequence of events in a picture/series of pictures.
- A picture/series of pictures can be effectively described with the help of a paragraph.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



## MATERIALS / RESOURCES REQUIRED

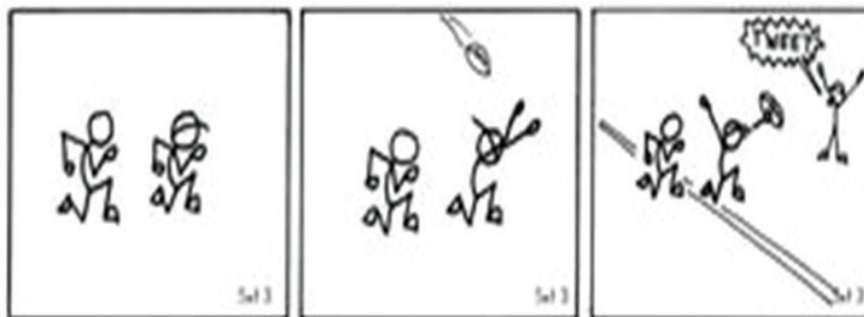
- Writing board, marker, duster, two charts (having two different series of pictures), and flash cards (having sequence markers), textbook.



## INTRODUCTION

5 MINUTES

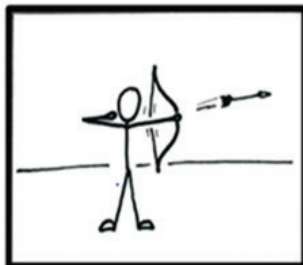
- Write the following sentence on writing board: "A picture is worth a thousand words".
- Ask students to tell what they understand from this sentence.
- After taking responses from a few students, tell them that it is an English saying which means that an image/ picture can convey multiple ideas.
- Draw the following pictures on the writing board or a chart:



- Ask students to work in pairs and discuss what they can see in these pictures.
- Help students recognise that is a story told through pictures.
- Ask them what happens first, next, and last?
- Tell them that today we are going to practice describing sequence of events in pictures by writing a paragraph.

**Activity 1: 10 Minutes****Picture Story**

1. Draw the following pictures on the writing board or a chart:



2. Tell students to work in pairs.
3. Say: "Look at the pictures and discuss them with your partner. Number the pictures in a sequence (1, 2, and 3) that forms a story".
4. Once they have agreed on a sequence, ask the sequence numbers and write in the boxes under each picture.
5. Now, tell them to discuss the actions/ events shown in the pictures using sequence words "**first,**" "**next,**" "**then,**" and "**last.**"
6. Next, ask 2 – 3 pairs to share their responses with the whole group.
7. Now, ask them to write one or two sentences for each picture on their notebooks to describe the action shown in each picture.
8. Once they have finished writing, say: "Show your story to another pair in the group. Can they read and understand it? Then, read their story. Is it similar to your story or different?"
9. Invite 2 volunteer pairs to come forward and share their stories with the whole group. Ask others to identify if the stories of both pairs are similar or different.

**Activity 2: 10 Minutes****Writing a Paragraph**

1. Review the concept of paragraph with the whole class as follows:
  - ◇ A **paragraph** is a brief piece of writing – it is a group of sentences focusing on a single topic.
  - ◇ There are three main parts of a paragraph:
    - ◇ **Topic sentence** – it has the main idea
    - ◇ **Supporting details** – details that relate to and support the topic sentence
    - ◇ **Concluding sentence** – a brief statement about the main idea
2. Now, ask students to work with their partners again.
3. Tell them to read the sentences they wrote to describe events in the pictures in previous activity.
4. Say: "Organise those sentences and write a paragraph to describe the events in the pictures".
5. Once they have completed this task, ask them to review each other's work: check if their paragraph has a topic sentence, supporting details, and a concluding sentence.



## CONCLUSION / SUM UP

3 MINUTES

1. To conclude the lesson, tell the students that:
  - ◇ Today we have practiced sequencing actions/ events shown in pictures.
  - ◇ We have also learnt how to write a topic sentence to describe the events/ actions shown in pictures.



## ASSESSMENT

5 MINUTES

1. Select a lesson from the textbook having a picture or a series of pictures showing certain actions or events. Ask students to:
  - ◇ Write a topic sentence to describe the events in the pictures.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to write a paragraph using the topic sentence they just wrote to describe the events in the pictures.
2. Tell them to use the sequence markers in their paragraph: **"first," "next," "then," and "last."**

## SPELLINGS



## STUDENT LEARNING OUTCOMES

- Spell some words studied in class both orally and in writing.

## INFORMATION FOR TEACHERS

1. Spelling skills require recognition and understanding of syllables and basic phonics (sounds).
2. English alphabet comprises vowels (a, e, i, o, u) and consonants (all sounds except vowels) and these join to form words in English language.
3. Words are broken into syllables i.e. smaller units of sounds and each syllable has to have a vowel sound in it. Some words have monosyllables 'girl' and some longer words have multi syllable 'ta/ble'. Syllables help us pronounce and spell words by breaking them into smaller chunks. Each syllable has a vowel sound e.g. tri/an/gle, sen/ten/ces.
4. In English words are not always spelled according to the sound and many different graphemes (letters/cluster of letters) can represent the same sound e.g. 'a' sound can be represented as aero plane, may, main.
5. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, textbook, charts.



## INTRODUCTION

5 MINUTES

1. Tell the students that they will be playing spelling game.
2. Write the following unscrambled words on the blackboard.
3. Ask the students to note down in their notebooks.  
C\_ol b\_ow gra\_y  
Sw\_t ma\_or br\_\_ze  
T\_ian\_le b\_ig\_tly to\_ards  
S\_ur\_e ne\_e\_\_ary ble\_\_ing  
Answers: cool, brightly, necessary, blessing, source, sweet, major, breeze, trainagle, blow, grassy, towards.  
You may use any other list of 15 words from their textbooks and prepare fill in the blank.  
You can use 4 letter words if that will be easier for your students.
4. Once the students weite these words in their notebooks, ask them to complete the words in pairs but first read the words for them. Repeat each word twice.

5. Monitor and help the students.
6. When they are finished with the activity, write the words with correct spellings on the blackboard.
7. Ask the students to correct their work and mark themselves.
8. Take rounds in class and ask the students about the words.



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

1. Do the drill of spellings of the above mentioned words.
2. Tell the students to break up syllables to write correct spellings e.g. tri/an/gle.
3. Ask the students to read each word out aloud syllable-wise as you write them on the board.

### Activity 2: 10 Minutes

1. Then ask the students to get ready for dictation.
2. Inform them that overwriting or erasers are not allowed.
3. Dictate the words at least twice to facilitate the students.
4. Once they are finished writing ask them to check it individually
5. Write the words on the blackboard and ask the students to do the self- correction.
6. Ask the students to write the wrong or misspelled words three times in their copies with correct spellings.



## CONCLUSION / SUM UP

2 MINUTES

1. What are syllables? Ask students to give examples of one syllable words, two syllable words and so on.



## ASSESSMENT

6 MINUTES

1. Assess them on their dictation.
2. Ask the students to do corrections.
3. Involve the students in solving the exercise at the end of unit/chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to find out five words from their books or Oxford Junior Dictionary. This may be done after the next lesson.
2. Break up the words in small syllables to learn the spellings.



# DEMONSTRATIVE PRONOUNS



## STUDENT LEARNING OUTCOMES

- Illustrate the use of words that point to something. Construct short sentences with the pronoun *it* as subject.

## INFORMATION FOR TEACHERS

1. A demonstrative pronoun is a word that takes the place of particular objects or people. Examples: *this*, *these*, *that*, *those*, *here*, *there*
2. The pronoun "**this**" is used to refer to a singular object which is near the speaker (or here). Example: This is a broken glass.
3. The pronoun "**that**" is used to refer to a singular object which is far from the speaker or something from the past (or there).  
Example: That is a huge building. That was a great picnic. (last year)
4. The pronoun "**these**" is used to refer to more than one object which is near the speaker (or here).  
Example: These are my crayons.
5. The pronoun "**those**" is used to refer to more than one object which is far from the speaker or in the past. (or there).  
Example: Those girls are looking pretty. Those were very cold days.
6. The pronoun "**here**" is used to refer to a location near the speaker.  
Example: Here is my favorite game.
7. The pronoun "**there**" is used to refer to a location far from the speaker.  
Example: There is your favorite game.
8. Demonstrative pronouns should be taught and practiced using the actions.
9. Time allocation for activities is tentative and can change as per need of the activity.
10. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Chalk/marker, writing board, book.



**INTRODUCTION**

**5 MINUTES**

1. Show a book to students and ask them:  
What is this?
2. The students might give a one-word answer, "book". Tell the students to answer in a sentence, this is a book.

3. Point to a distance object and ask; What is that? Put stress on that. Tell the students to answer in a full sentence.
4. Ask following questions in the class:
  - ◊ If someone or something is close to you, what word would you use when pointing to him/her or it.
  - ◊ If someone or something is at a distance from you, what word would you use while pointing to him/her or it.
5. Encourage the students with words like "Good" or "Well Done" if they give correct answers. Teach them the rule to use the demonstrative pronouns "this" and "that" if they give incorrect answers.
6. Ask the students: if there are many people or things placed near you, which word is used to point to them; these or those? If there are many people or things placed far from you, which word is used to point to them; these or those?
7. Encourage the students with words like "Good" or "Well Done" if they give correct answers. Teach them the rule to use the demonstrative pronouns "these" and "those" if they give incorrect answers.
8. Ask the students when to use the pronouns "here" and "there".



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

1. Write 5 sentences on the blackboard. (see the sample sentences at the end of the lesson plan).
2. Ask the students to choose one demonstrative pronoun to complete each sentence.
3. There are no picture clues available. Therefore, students must understand the meaning to know the demonstrative pronoun that should be chosen.
4. Help the students understand the meaning of each sentence.

### Activity 2: 10 Minutes

1. Write on the blackboard: Pen
2. Ask the students: What is the gender of the pen? Is it masculine, feminine or neuter?
3. After the students have given the answer, ask them: Which pronoun is used for neuter gender?
4. Based on the student's answers (correct/incorrect) you can give them an option of pronouns: he, she, it and ask them which one is used for a neuter gender.
5. After the students have given the answer, write on the blackboard: It is my pen.
6. Write on the writing board: It is my pen.
7. Tell the students that it is used for singular neuter nouns.
8. Write 8-10 nouns (depending on the time available) on the writing board.
9. Ask students to make sentences using the nouns with the pronoun it as subject, e.g. It is a book; it is a bag.
10. Repeat instructions if necessary



## CONCLUSION / SUM UP

2 MINUTES

1. Quickly review the lesson by asking the students questions: What pronoun is used for people and things close to us? What pronoun is used for people and things far from us? Is "this" a singular or plural? Is "those" a singular or plural? Is the pronoun "it" used for singular nouns or plural nouns? etc.



## ASSESSMENT

6 MINUTES

1. Assess students' understanding of demonstrative pronouns through their correct responses during introduction and sum up.
2. Assess students' ability to illustrate use of demonstrative pronouns through the correct choices made during the activity 1.
3. Assess students' ability to construct short sentences with the pronoun it as subject through their performance in the activity 2.
4. Assess students' ability to illustrate use of the pronoun it as subject through their performance in the follow up activity.
5. Involve the students in solving the exercise at the end of unit/chapter.



## HOMEWORK / FOLLOW UP

3 MINUTES

1. Write 5 sentences on the writing board for students to copy in their notebooks. Ask them to rewrite the sentences by replacing the nouns with the pronoun "it" (Nouns must be the subjects of the sentences).

### Sample Sentences — Activity 1

**Directions:** Choose correct pronoun from the parenthesis and fill in the blanks in the following sentences.

1. \_\_\_\_\_ watch on my wrist says it is 4 pm. (These, This)
2. Can you eat \_\_\_\_\_ biscuits on the table? (those, that)
3. \_\_\_\_\_ plants are growing very fast. (These, This)
4. \_\_\_\_\_ book on my desk is not mine. (these, this)
5. \_\_\_\_\_ is your lost key. (here, those)
6. \_\_\_\_\_ cat has got one leg broken (That, Those)
7. Did you buy \_\_\_\_\_ grapes. (that, those)
8. Ask \_\_\_\_\_ traffic policeman for directions. (that, those)
9. I put your table \_\_\_\_\_ under the tree. (there, that)
10. \_\_\_\_\_ was a funny cartoon film we watched yesterday. (That, Those)

### Answer Key

- |         |          |          |          |          |
|---------|----------|----------|----------|----------|
| 1. this | 2. those | 3. these | 4. this  | 5. here  |
| 6. that | 7. those | 8. that  | 9. there | 10. that |

# CONVENTIONS OF LETTER WRITING



## STUDENT LEARNING OUTCOMES

- Demonstrate the use of conventions of letter writing: address, date, salutation, body, closing.

## INFORMATION FOR TEACHERS

1. Familiarize yourself with the format of a letter and conventions of letter writing.
2. During the year, help students develop their letter-writing skills by writing letters on various topics.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, charts etc.



## INTRODUCTION

5 MINUTES

1. Ask the students to raise their hands if they have ever received a personal letter.
2. Ask for one or more volunteers to talk about how they felt to receive the letter. Here are some initial questions that may help:
  - ◇ What was in your mind as you read the letter?
  - ◇ Did you keep the letter to read again?
  - ◇ Did you share your letter with anyone?
  - ◇ Did you write back?
3. Tell your students that today they will learn about the structure of a formal letter.



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

1. Collect 4 - 5 different letters — both formal and informal.
2. Ask the students to sort them out into two groups. Ask them to consider these questions while sorting:
  - ◇ Which were written to friends?
  - ◇ Which are formal letters from businesses/ offices?
  - ◇ Which features or characteristics distinguish formal from informal?
3. Having done that, ask the students to look for differences between the two groups. This allows a discussion to take place about the different types of letter. Draw up a chart for each group covering:

- ◇ Address — an office/ department or home?
  - ◇ Greeting — formal or informal?
  - ◇ Style of letter — friendly or official?
  - ◇ What is the message?
  - ◇ How does the letter end?
4. Review their answers as a whole class. This will allow the students to find out for themselves the differences between formal and informal letters.

### Activity 2: 10 Minutes

1. Tell the students that now they are going to learn about the structure of a formal letter.
2. Tell them that formal letters follow a set pattern or style and their layout is always the same.
3. Copy the following on a chart or the writing board:

#### Structure of a Letter:

- The **sender's address** is put at the top right hand side
- Include telephone number and email if available
- The **address** of the person receiving the letter goes on the left hand side below the sender's address
- The **date**
- Greeting or **salutation** — Dear Sir or Madam. You can use the titles Miss, Mrs. or Mr. if you know the name of the person to whom you are writing
- The message or **body**
- Complimentary close or **closing** — Yours faithfully or Yours sincerely
- **Signature**
- Write **name** in block letters (this is to ensure that the person receiving the letter knows exactly who has sent it. Signatures may not be very clear)

4. Divide the class into six groups. Assign each group one part from the structure of a letter and ask them to discuss it within the group and then explain it to the other groups.
5. Appreciate students for their work.



### CONCLUSION / SUM UP

3 MINUTES

1. Conclude the lesson by explaining each convention to the whole class.
2. Motivate the student to ask wherever they need help in understanding the conventions of letter writing.



### ASSESSMENT

5 MINUTES

1. Randomly write all the conventions of letter writing on the writing board and ask the students to arrange them in proper order on their notebooks.



1. Ask the students to write a complete letter at home by mentioning all the conventions a letter needs. Give them the following topic:

*Out at the moon, there is an alien child curious about the schools on Earth. He writes a letter asking for information about schools. These do not exist on his planet and he finds it hard to understand what a school means.*

**Write a letter describing what a school is. How does it function? Why do children go to school daily? What do they do there? What is interesting about school? What rules are followed at school?**

2. Instruct them to understand the conventions of letter writing by regularly practicing them.

## GUIDED INFORMAL LETTER



## STUDENT LEARNING OUTCOMES

- Write a guided informal letter.
- Revise written work for layout, legibility, vocabulary and grammar.

## INFORMATION FOR TEACHERS

1. Differentiate among different types of letter.
2. Familiarize yourself with letter format and conventions of letter writing.
3. Fully understand the layout and format of an informal letter.
4. During the year, help students develop their letter-writing skills by writing letters on various topics.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, charts etc.



## INTRODUCTION

8 MINUTES

1. Write the following words/ phrases on the writing board:  
**Telephone call, voice message, video message, email, letter, SMS**
2. Ask students which of these words/ phrases they are familiar with. Tell them to discuss in pairs for a minute.
3. Invite 2 – 3 students to share their responses with the whole class.
4. Tell students that these are some of the ways people use to convey their messages when they are away from each other. They may use a telephone to make a call and 'talk' to the person who is somewhere else at a distance, or 'record' a voice or video message and send it to that person, or 'write' an email, a letter, or a short message using a mobile phone or a computer/ internet.
5. Tell them that in the past, when the mobile phones and computers/ internet were not available or common, people used to write letters to their family members, relatives, and friends who were away from them.
6. Copy the following table on the writing board:

Dear Sir,	Hi Rashid,
Dear Madam,	Hello Parkha,
Dear Sir/ Madam,	Hi there!
Dear Mr. Kashif,	Hello buddy!
Dear Ms Saira,	Dear Mother,

7. Tell students that these are greetings or salutations at the start of two different types of letters. Ask them to read both columns and identify which column has greetings for 'people you know well' or the friends, family members and relatives.
8. Allow 2 – 3 students to share their responses and then tell the class that today they will learn to write a letter to a friend/ family member/ relative.



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

1. Say: "When we write letters to friends and relations, or people we know well, we use a simple and easy layout or structure." Such letters are called 'informal letters'.
2. Review the structure of an informal letter with the whole group:
  - ◇ The **sender's address** should always appear on the top right hand corner of the page.
  - ◇ Include telephone number and email if available
  - ◇ **Greeting** or Salutation — There are several variations that can be used depending on how well you know the person: Dear Parkha, Hi Parkha, Greetings
  - ◇ **Complimentary close** — short comment, for example Love, Lots of love, With thanks, See you soon
3. Ask students if they have any questions.

### Activity 2: 10 Minutes

4. Ask students to work in pairs and write a letter to each other as per the following situation:
  - ◇ You moved to a new city a few months back. Write a letter to a friend back in previous city. Tell your friend about your experiences in the new city.
5. Tell students to brainstorm about what they would write in the letter: for example, introduce the new city, talk about what it looks like, the kind of places it has, discuss your experiences, mention whether you like the new city or not, etc.
6. Once they have done the brainstorming, ask them to draft their letters.
7. As they work, move around and provide necessary support.
8. Ask them to revise the letters for layout in the first phase – refer them to the layout of informal letter discussed in the 'Activity 1'. Tell them to check if it has: the sender's address, greeting, and complimentary closing.
9. In the second phase, ask them to revise the letter for legibility – ask them to check if it is readable, clear, and easy to understand. Help them to check their letter for any spelling, punctuation and tense errors.
10. Remind them of the 'CUPS' technique to check their written work for 'Capitalisation, Usage, Punctuation, and Spelling'.
11. Finally, tell them to hand over their revised work to their partner.
12. Ask partners to read the letter and then compare each other's letters.



## CONCLUSION / SUM UP

2 MINUTES

1. Wrap up the lesson by explaining the layout and format of an informal letter with the help of the guidelines given in introduction and development activity # 1.
2. Review the CUPS technique to check written work.





## ASSESSMENT

3 MINUTES

1. Ask the students about the layout of an informal letter.
2. Ask them what they do first to write a letter.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to write an informal letter at home caring for layout, legibility, vocabulary and grammar.
2. Ask them to revise the letter with the help of their family members.

# WRITING AN EXPOSITORY PARAGRAPH



## STUDENT LEARNING OUTCOMES

- Use appropriate vocabulary and tense to write an expository paragraph explaining a process or procedure.

## INFORMATION FOR TEACHERS

- An expository paragraph explains the process and procedure of activities or information.
- In an expository paragraph, you give information. You explain a subject, give directions, facts and information about the topic, or show how something happens.
- In expository writing, transitional words like first, second, then, and finally etc. are usually used to help readers in continuation of ideas.
- The main sentence tells what you are writing about. The middle part of the paragraph contains sentences that follow one another in a logical sequence of steps. The final sentence closes the subject with an emphasis on the final product or process desired by the topic.
- While teaching the lesson, the teacher should also consult the textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Cut outs of expository paragraphs from a magazine, worksheet, chart, chalk, marker, writing board.



## INTRODUCTION

5 MINUTES

- Ask students to close their eyes and imagine they are at their favourite place in a beautiful room that has a window with a view.
- Tell them to visualize what they can see outside.
- Say: "You just to have look out your window and write down your observations. Try not just to focus on people, buildings and weather, think what else is there. Do you see something unusual? Consider the people's emotions and imagine what they may be talking about."
- Tell them they have 3 minutes to write 3 – 5 sentences.
- Once they have finished writing, ask them to turn to a partner and share their writing with each other.
- Tell them today they are going to practice 'expository writing'.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

- Write the following paragraph on a chart or the writing board:

## Frogs and Toads

Frogs and toads are similar but they are not exactly the same. Both frogs and toads are amphibians. Both eat insects and lay eggs in water. A toad spends more time on land than a frog. Its body is shorter and wider than a frog's. Its skin is also thicker and bumpier.

2. Ask a student to read the paragraph.
3. Ask students to identify the topic sentence of the paragraph (Frogs and toads are similar, but they are not exactly the same).
4. If they cannot identify, give them hints/ clues, e.g., a sentence that also repeats words of the topic, makes the main statement, etc. (This is a reinforcement of the concept learnt earlier).
5. Next, ask students to identify the supporting details and the concluding sentence about frogs and toads.
6. Explain to students how an expository paragraph is written.

### Activity 2: 10 Minutes

1. Write a topic sentence on the board. e.g. "There are several things everyone can do to prevent sickness." Or "Homework helps us revise the concepts learnt in class."
2. Brainstorm for ideas to add details to continue writing after the first sentence which is the main sentence. Give them 4 – 5 minutes to brainstorm.
3. Write all the ideas on the writing board in the form of a mind map. (Put the main sentence in the middle of a circle and write ideas about the questions around the circle).
4. Divide the class in pairs.
5. Ask the pairs to write a small expository paragraph containing sentences to explain what can be done to prevent sickness or how can homework help in revising a concept. Students take help from the ideas written on the writing board. Instruct them to write only one paragraph on one topic.
6. Remind the students about structure of the paragraph —the main sentence, the body (details/related ideas) and the end/conclusion.



### CONCLUSION / SUM UP

2 MINUTES

1. Once the students are finished, ask them to compare their expository paragraph with that of a partner.
2. Ask partners to give feedback to each other.
3. Tell the students to correct their work in the light of the feedback given by their peers.
4. As they work in pairs, move around and take a look at the writing of a few students randomly.
5. Involve the students to solve problems given in the exercise at the end of unit/chapter.



### ASSESSMENT

3 MINUTES

1. Describe an expository paragraph in detail.
2. Make them aware about the importance of sequence of sentences an expository paragraph.
3. Involve the students in solving the exercise at the end of unit/chapter.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Write an expository paragraph about the second topic that students have not done in class. They can note down the ideas from the writing board in their notebooks.
2. Practice this format for writing information in Science and Social Studies.

# PATTERNS OF RHYTHM, STRESS AND INTONATION-I



## STUDENT LEARNING OUTCOMES

- Produce in speech, appropriate patterns of rhythm, stress, and intonation of English language by listening to stories and poems read aloud in class.

## INFORMATION FOR TEACHERS

- Intonation patterns:** the pitch and the rise and fall of the speaker's voice conveys information or alters meaning.  
**There are three basic pitches in English:** Normal, high and low.
  - Normal pitch is where the voice usually remains natural and smooth.
  - High is where the voice rises to indicate information focus.
  - Low is where the voice falls, usually at the end of a sentence.
- Stress:** when we put emphasis on a word or sentence it becomes a stressed word or a stressed sentence.
- The importance of stress is that the position of stress can change the meaning of the word.  
**Notice the difference in: I can't do my work! And: I can't do my work.**
- A syllable is a group of letters that has one vowel sound in it.
- The use of punctuation marks: full stop (.) shows that the sentence is complete; comma (,) shows a small pause; exclamation mark (!) Represents emotions like happiness, sorrow, shock, surprise, fear; question mark (?) shows an inquiry of a problem.
- Reinforce the previous lesson.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Chalks/markers, duster, writing board, chart, textbook, etc.



## INTRODUCTION

8 MINUTES

- Read an example sentence aloud to the students. For example: Majid is an intelligent student. Following are these two sentences with stressed words in bold on a chart
  - Sara can play the piano.
  - Ali is from Swat.
- Note: 'can', 'from', and 'is' are unstressed and the vowel is very weak.
- Remind students the differences between stressed words and unstressed words. Ask students which remain unstressed (i.e., principal verbs (walk, talk) are stressed, auxiliary

verbs) (is, are, was, were) are not stressed words. Only principal words such as proper nouns, principal verbs, adjectives and adverbs receive the "stress".

4. Explain to the students that in English, we stress certain words while other words are quickly spoken (some students say eaten!)
5. Basically, stressed words are considered **CONTENT WORDS** such as: nouns, adjectives, action verbs, adverbs.



## DEVELOPMENT

20 MINUTES

### Activity 1: 15 Minutes

1. Write the following paragraph on the writing board and ask students to read it collectively.

Ali and Hadia went to the market to buy a pen and Maria wanted to buy some fruit. Maria requested Ali to buy fruit first. Ali did not agree, but when Maria requested him again, he took her to the fruit stall first.

2. Students work in pairs and recite aloud all the common and proper nouns followed by adjectives, adverbs and verbs.
3. Model reading the paragraph and ask students to listen carefully how your voice goes up and down.
4. Next, ask students to read the paragraph in pairs. When they read the paragraph, ask them to stop on a full stop (.) and take one long breath. When a comma comes, let them take a short breath and continue.
5. This exercise provides students with effective training of pauses required to be taken in the spoken text which is good for producing effective speech patterns.
6. Invite 2 – 3 students to read the paragraph aloud for the whole class.

### Activity 2: 5 Minutes

1. Drill the following sentence normally first: **Would you like a cup of coffee?**
2. Then drill backwards but starting with only the stressed words. Once all the stressed words (i.e., like, cup, and coffee) have been repeated, add in the unstressed weak forms. Clapping a rhythm can help. For example:
  - ♦ T: coffee?
  - ♦ Ss: coffee?
  - ♦ T: cup coffee?
  - ♦ Ss: cup coffee?
  - ♦ T: like cup coffee?
  - ♦ Ss: like cup coffee?
  - ♦ T: like a cup of coffee?
  - ♦ Ss: like a cup of coffee?
  - ♦ T: Would you like a cup of coffee?
  - ♦ Ss: Would you like a cup of coffee?
3. Help students notice the words that are stressed, i.e., like, cup, and coffee.
4. Ask students to practice it in pairs.
5. Give another sentence to students for more practice.



## CONCLUSION / SUM UP

2 MINUTES

1. Conclude by summarizing the key points of the lesson.

- ◇ Stress is about which sounds we emphasise in words and sentences. For example in the word 'banana' the stress is on the second syllable, in the word 'orange' the stress is on the first syllable. In sentences, we usually stress the most important, 'content' words.
  - ◇ Rhythm is about how we use a combination of stressed and unstressed words in sentences. Sentences have strong beats (the stressed words) and weak beats (the unstressed words).
  - ◇ Intonation is the way the pitch of a speaker's voice goes up or down as they speak. We use intonation to help get our message across.
2. Tell students that they will have another lesson on this topic.



## ASSESSMENT

3 MINUTES

1. Assess students through their responses in different activities and during the concluding activity.
2. Involve the students in solving the exercise at the end of unit/chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Give students a series of sentences to read. Ask them to figure out which word is stressed based on the context. For instance:  
*I was so angry at my friend. He/she forgot to wish me on my birthday. He/she said he/she had remembered, but that it was too late to wish.*

# PATTERNS OF RHYTHM, STRESS AND INTONATION – II



## STUDENT LEARNING OUTCOMES

- Produce in speech, appropriate patterns of rhythm, stress, and intonation of English language by listening to stories and poems read aloud in class.

## INFORMATION FOR TEACHERS

- See 'Patterns of Rhythm, Stress and Intonation – I' for related information.
- Review the following points before moving on to the new lesson:
  - ♦ **Stress** is about which sounds we emphasise in words and sentences. For example in the word 'banana' the stress is on the second syllable, in the word 'orange' the stress is on the first syllable. In sentences, we usually stress the most important, 'content' words.
  - ♦ **Rhythm** is about how we use a combination of stressed and unstressed words in sentences. Sentences have strong beats (the stressed words) and weak beats (the unstressed words).
  - ♦ **Intonation** is the way the pitch of a speaker's voice goes up or down as they speak. We use intonation to help get our message across.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Chalks/markers, duster, writing board, chart, textbook, etc.



## INTRODUCTION

5 MINUTES

- To get students' voices warmed up, start by writing the sentence "**I didn't break your blue pen**" on the writing board and ask a few students to read it aloud.
- From there, practice saying the sentence with a distinct stress on a different word each time; see if students can tell which word is being stressed, and how that affects the overall meaning. **Do not write** the following sentence on the board – just say it stressing the bold/ underlined words to vary the meanings:
  - ♦ I didn't break your blue pen. (Not I – somebody else did it)
  - ♦ I didn't break your blue pen. (Not the blue pen – I broke a different one)
  - ♦ I didn't break your blue pen. (Not your blue pen – it belonged to someone else!)
  - ♦ I didn't break your blue pen. (Didn't break it – did something else to it)
- Encouraging students to put some emotion behind the delivery (rather than just saying one word louder than the rest) will get good laughs from the rest of the class and help everyone enjoy learning.

**Activity 1: 10 Minutes**

1. Put the possible meanings on the writing board:
  - ◇ 1 And he did.
  - ◇ 2 Not her!
  - ◇ 3 Not write it down.
  - ◇ 4 Not the word.
  - ◇ 5 Me not you!
2. Put the target sentence on the board: **I wanted him to read the sentence.**
3. Tell students that you will read the sentence in different ways to indicate different meanings. The students should listen and choose the correct meaning.

**(Answers):**

- ◇ I wanted him to read the sentence. 3 Not write it down.
  - ◇ I wanted him to read the sentence. 4 Not the word.
  - ◇ I wanted him to read the sentence. 5 Me not you!
  - ◇ I wanted him to read the sentence. 1 And he did.
  - ◇ I wanted him to read the sentence. 2 Not her!
4. To provide productive practise, ask students to repeat the activity in speaker / listener pairs.

**Activity 2: 10 Minutes**

1. Write the poem on the writing board:

*Hickory, Dickory, Dock.*  
*Hickory, Dickory, Dock*  
*The mouse ran up the clock.*  
*The clock struck one,*  
*The mouse ran down.*  
*Hickory, Dickory, Dock.*
2. Underline the d in dock the cl in clock using a coloured marker. Underline -ock in another colour.
3. Before reading the poem again, ask children to name the words that rhyme (clock and dock)
4. Then ask them to identify ways these two words are alike and different (same -ock ending, different beginnings)
5. Students share the content words with you.
6. Underline all the content words on the chart (nouns, adjectives, main verbs, adverbs).

Hickory, Dickory, Dock  
The mouse ran up the clock.  
The clock struck one,  
The mouse ran down.  
Hickory, Dickory, Dock.
7. Read the poem to students.
8. When children read the poem ask them to stop on a full stop (.) and take a deep breath when a comma comes, let them take a short breath.



9. Use of this exercise provides children with effective training of pauses required to be taken in the spoken text which is good for producing effective speech patterns.



## CONCLUSION / SUM UP

3 MINUTES

1. Conclude the lesson by reviewing the key concepts.
2. There are tendencies in the use of sentence stress and intonation and it's useful for students to know these. Quickly share a few with them. For example:
  - ◇ In neutral speech the main stress will normally be on the last part of speech item (verb, noun, adjective or adverb) of an utterance.
  - ◇ Intonation on Wh- questions tends to fall at the end.
  - ◇ Intonation on Yes/No questions tends to rise at the end.
  - ◇ Intonation on echoic Wh- questions tends to rise at the end.
  - ◇ Intonation on suggestions tends to fall at the end.



## ASSESSMENT

5 MINUTES

1. Assess students through their responses in different activities and during the concluding activity.
2. Involve the students in solving the exercise at the end of unit/chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to practice reading these sentences at home:
  - ◇ I play football
  - ◇ They work nicely.
  - ◇ Ahmed goes to school daily.
2. Tell them to practice reading poems.
3. Ask them to imagine they are going to buy groceries in a market. Tell them to make sentences to list different types of items. For example for food, they can write:
  - ◇ 'I'm going to the market to buy some oranges, some bananas, a pineapple and some apples.'
4. Tell them to identify the stress and intonation pattern in each sentence they write.

## SIMPLE QUESTIONS



## STUDENT LEARNING OUTCOMES

- Respond to, and ask simple questions starting with 'do' and 'does'.

## INFORMATION FOR TEACHERS

- Throughout the year, provide students with ample opportunities to ask and respond to simple questions.
- Encouraging questioning skills – use 'stop and ask' strategy during lessons: e.g., while reading a text, stop and announce it's 'question time' and invite students to ask questions about the text read so far.
- Appreciate students who ask more questions – award them the 'Inquirer Award' on a weekly basis for asking the most questions in the class.



## DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, charts, a list of questions etc.



## INTRODUCTION

3 MINUTES

- Ask the following questions from students.
  - Do you speak Pashto?
  - Does Sarah/ Ali recite poems?
  - Do you eat ice cream?
- Now, explain to the students that these questions have short answers like, "Yes, I do" or "No, I don't".



## DEVELOPMENT

23 MINUTES

## Activity 1: 13 Minutes

- Review the use of verb in 'do' and 'does' questions.

Do/Does	Subject	Verb	The rest of the sentence
Do	I / you / we / they	have / buy / eat / like etc.	omelette for breakfast?
Does	he / she / it		

- Help them notice that 'does' is used with he, she, it or singular subjects.
- Tell them that the simple questions starting with 'do' and 'does' often have short answers.
- Review the following table with the whole class:

Sample Questions	Short Answer (Affirmative)	Short Answer (Negative)
Do you speak Pashto?	Yes, I do.	No, I don't.
Do I need a dictionary?	Yes, you do.	No, you don't.
Do you both speak Pashto?	Yes, we do.	No, we don't.
Do they speak Hindko?	Yes, they do.	No, they don't.
Does he speak Urdu?	Yes, he does.	No, he doesn't.
Does she speak English?	Yes, she does.	No, she doesn't.
Does it have four legs?	Yes, it does.	No, it doesn't.

### Activity 2: 10 Minutes

1. Divide the class in two groups and name them Group A and Group B.
2. Provide the following list of questions to Group A.
  - ◇ Do they play cricket?
  - ◇ Does she read newspaper?
  - ◇ Do we have recess?
  - ◇ Does he eat mangoes?
3. Give them some time to read the questions.
4. Line up both of the group members face to face.
5. Ask the first member of Group A to ask a question from the first member of Group B who has to answer only in Yes or No.
6. Repeat the same activity with next members and keep repeating it with other students of both groups.



### CONCLUSION / SUM UP

2 MINUTES

1. Conclude the lesson by reviewing the key points of the lesson. Remind students that:
  - ◇ 'Does' is used with he, she, it and singular subjects
  - ◇ 'Do' is used with the rest of the subject pronouns and plural subjects
  - ◇ Simple questions starting with 'do' and 'does' often have short answers like: "Yes, I do" or "No, I don't".



### ASSESSMENT

5 MINUTES

1. Ask the following questions from students:
  - ◇ Does Saira clean the table?
  - ◇ Do the birds fly high?
  - ◇ Does the cat run fast?
  - ◇ Do they do their homework?
  - ◇ Do you speak English?
  - ◇ Does he help people?
  - ◇ Do the dogs bark?
  - ◇ Does Amar take tea?
2. Take their responses and appreciate them.



## **HOMEWORK / FOLLOW UP**

2 MINUTES

1. Ask the students to repeat the same practice with siblings at home.
2. Encourage them to participate actively.

# QUESTION WORDS



## STUDENT LEARNING OUTCOMES

- Illustrate use of question words learnt earlier. Identify and use question words when, how many, and how much, etc.

## INFORMATION FOR TEACHERS

1. Question words are used to ask questions.
2. The question word 'what' is used to ask for information about something.  
For example: What are the women talking about?
3. The question word 'where' is used to ask for a place.  
For example: Where is the nearest gas station?
4. The question word 'which' is used to ask about choice.  
For example: Which of these is your kite?
5. The question word 'who' is used to ask about what or which person or people.  
For example: Who is knocking at the door?
6. The question word 'whose' is used to ask about ownership.  
For Example: Whose gloves are there?
7. The question word 'when' is used to ask about general or specific times.  
For example: When do you like to go out? When does the bus leave?
8. The phrase 'how much' is used to ask about quantity of uncountable nouns.  
For example: How much petrol we need to travel to Islamabad?
9. The phrase 'how many' is used to ask about quantity of countable nouns.  
For example: How many plates are on the table?
10. A question always ends with question mark (?).
11. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Chalks/markers, duster, writing board, duster, textbook, etc.



**INTRODUCTION**

**8 MINUTES**

1. Start the lesson by writing the following question words: what, who, where, how, which and whose on the writing board.
2. Ask students to make sentences (verbal only) with these words. If someone gives an incorrect sentence, ask another student to correct it.
3. Reinforce that a question always ends with a question mark (?). Write an example on the writing board.

**Activity 1: 10 Minutes**

1. Write the following jumbled sentences on the writing board:
  - ◇ your What name is?
  - ◇ village do Which go you to?
  - ◇ your Who teacher is?
  - ◇ do Where go you the at weekends?
  - ◇ like Why do your you school?
  - ◇ Birthday is When your?
  - ◇ English words you How learn do?
  - ◇ book this Whose is?
2. Give clear instruction to the students to work in pairs, discuss the jumbled sentences, and rearrange them in correct order.
3. Once they have finished, ask them to compare their answers in with another pair.
4. Invite 2 – 3 students to share their answers with the whole class.
5. Appreciate them for their work and review the sentences highlighting the question words. Tell them today they are going to practice using question words.

**Activity 2: 10 Minutes**

1. Ask the students: what are countable and uncountable nouns?
2. Write an example on the writing board, (How many oranges are in the basket?)
3. Ask them: Can I count the oranges?  
Students must reply "yes".
4. Tell the students that when you want to know about quantity of a countable noun you say "how many"?
5. Write an example on the writing board.  
(How much sugar is in the pot?)
6. Ask them: Can I count sugar?  
Students must reply 'no'.
7. Tell the students that when you want to know about quantity of an uncountable noun you say "how much".
8. Ask for some examples from students about things we can count and which we cannot count.
9. Students should write the rule in the notebooks: "how many" is used for countable nouns and 'how much' is used for uncountable nouns.
10. Review the following information with students:
  - ◇ How often...? (to talk about frequency)
  - ◇ How long...? (to talk about duration)
  - ◇ How much...? (to talk about quantity in uncountable nouns)
  - ◇ How many...? (to talk about quantity in countable nouns)
  - ◇ What kind / What type...?
  - ◇ Which kind / which type...?
11. Go through the following examples:
  - ◇ How often do you play football?
  - ◇ How long does it take you to reach home from school?

- ◇ How much does a pencil cost?
- ◇ How many brothers and sisters do you have?
- ◇ What kind of shoes do you wear?

12. Ask them to practice these questions in pairs.

13. You must move about to monitor student's word and provide help.



## CONCLUSION / SUM UP

2 MINUTES

1. Review the lesson by asking the following questions: when do we use how much? When do we use how many?
2. Tell students to be careful of the word order when they make questions. Remember:
  - ◇ Question word
  - ◇ Auxiliary
  - ◇ Subject
  - ◇ Verb
3. For example:
 

**(1)Where (2)do (3)you (4)live?**

**(1)Why (2)do (3)you (4)want to study English?**

**(1)Who (2)do (3)you (4)know at this place?**

**(1)How (2)do (3)you (4)come to school?**



## ASSESSMENT

3 MINUTES

1. Assess students' ability to use question words learnt earlier though the correct answer given in introduction, Activity 1 and sum up.
2. Assess students' ability to identify and use question words "how much" and "how many" through the correct choices made in Activity 2.
3. Assess students' ability to use question words through written work produced in the follow up.
4. Involve the students' in solving problems given in the exercise at the end of unit/chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to do a role play, with one child role-playing the shopkeeper and the other as the customer. They can have a conversation like this:
  - ◇ Customer: How much are the apples for?
  - ◇ Shopkeeper: How many kilos do you want? They are Rs 40 per kilo.
  - ◇ Customer: And also give me some sugar.
  - ◇ Shopkeeper: How much sugar do you want?
2. Ask students to make sentences with 'how'

## SIMPLE FUTURE TENSE



## STUDENT LEARNING OUTCOMES

- Use simple future tense for expressing actions in the future.

## INFORMATION FOR TEACHERS

- Please read the content and activities related to this topic from the textbook. A brief review of the key concepts within this topic is given below:
  - ♦ **Introduction:** The simple future is a verb tense that is used to talk about things that have not happened yet. For example: This year, the new academic session will begin in August. We use this tense to talk about an action or condition that will begin and end in the future.
  - ♦ **Functions:** It has several functions including '**to predict a future event**', '**to express a spontaneous decision**', '**to express willingness/ unwillingness**', '**to make an offer**', '**to give a suggestion**', '**to give orders**', '**to ask for advice**', and '**to give an invitation**'. But keeping in view the developmental level of Grade-4 students, the selected SLO guides to keep our lessons at a basic level for now. So, this lesson will focus on the simpler function of expressing actions that will occur or happen in future.
  - ♦ **Formula:** In this lesson we will introduce the students to the following two structures for the use of simple future tense:
    - ♦ Formula 1: **will + (root form of verb)**
    - ♦ Example: I will teach this lesson tomorrow.
    - ♦ Formula 2: **(is/ am/ are) + going to + (root form of verb)**
- I am going to prepare resources for this lesson.

**Note:** In modern English **will** is preferred to **shall**. **Shall** is mainly used with I and we to make an offer or suggestion, or to ask for advice. With the other persons (you, he, she, they) **shall** is only used in literary or poetic situations.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board (whiteboard or blackboard), chalks/ markers, Grade-4 English Textbook



## INTRODUCTION

5 MINUTES

- Greet the class warmly. Smile and cheerfully say: "I have a good news for you, which I will share in a few minutes. But before that, help me understand the timeline for that good news".
- Draw a simple timeline on the writing board.
- Now, ask students what day it is today and write that day in the middle of the timeline.



- Next, write some past tense words (yesterday, last week, last year, etc) on the left side of the timeline.
- Then ask students what day it is tomorrow and write that day on the right side of the timeline.
- Elicit some more times in the future (next week, next Tuesday, next year, coming weekend, etc.) and write them on the timeline, too.
- Draw a line under all future times starting from tomorrow till the end of the right side. Write 'FUTURE' under that line.
- Circle a future time (e.g., coming weekend), and say: "Something will happen at this time, but we will discuss it after a few minutes".



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

- Explain to students that in this lesson they will learn how to talk about events or actions that will happen in the future.
- Now, tell the students that in order to talk about the events or actions happening in future, we simply add 'will' to the root form of verb:

#### Will + (root form of verb)

- Write some verbs on the board: eat, play, read, write, go, etc.
- Show students how to make the future tense by adding 'will'. For example, 'I will eat.' / 'I will read.' / 'I will write.'
- Next, draw the following table on the writing board:

I		walk
We		talk
You		smile
He	will	laugh
She		read
It		write
They		learn

- Ask students to practice the future tense by adding will with a few more words.
- Ask if anyone has a question about future tense so far.
- Say: "Now I'm going to share another way to talk about future events or actions".
- Write the following on the board:  
**(is/ am/ are) + going to + (root form of verb)**
- Say: "We can use 'going to' with root form of verb to talk about future actions or events. Give a few examples: I'm going to eat an apple after this class. Sidra is going to write a story tomorrow. We are going to do another activity after this."

### Activity 2: 10 Minutes

- Say: "Ok, now it's time to talk about the good news I promised at the start of today's class".
- Tell students that it is your best friend's birthday over the weekend and you want to throw him / her a surprise birthday party.
- Say: "You are all invited and I want you to help me plan the best surprise party".
- Say: "Now, let's begin it. Each student must tell me what they will do for the party and tell me using a future tense sentence. For example, "I will bring the cake.", "I will blow up the balloons.", etc. (Write these two examples on the board, too.)

5. Say: "Each student must make a different sentence and cannot repeat what previous students have said".
6. Help those students who are struggling to come up with a sentence.
7. Appreciate students for their responses!



## CONCLUSION / SUM UP

3 MINUTES

1. Review the key points of the lesson with the class. Instead of just telling them, elicit it from students.
  - ◇ In order to talk about the events or actions happening in future, we simply add 'will' to the root form of verb:  
**Will + (root form of verb):**  
**For example, 'I will eat.' / 'I will read.' / I will write.'**
  - ◇ We can also use 'going to' with root form of verb to talk about future actions or events.  
**(is/ am/ are) + going to + (root form of verb)**  
**For example: I'm going to eat an apple after this class.**
2. Ask if anyone has a question.



## ASSESSMENT

5 MINUTES

1. Ask the students to recall their planning for the weekend birthday party.
2. Choose some students and ask the rest of the class if they can remember what they will do for the party. For example, you might ask "What will Sidra do for the party?" (Students may answer something like "She will sing the birthday song.")



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students about their next religious festival (Muslim students may mention 'Eid-ul-Fitr' or 'Eid-al-Adha', etc, whereas Christian students may mention 'Easter', or 'Christmas', etc. Similarly, Hindu students may mention 'Holi' or 'Deewali', etc).
2. Tell the students to think about their next religious festival and decide what activities they are going to do on this event.
3. Tell them to write at least 5 future tense sentences in their notebooks and show you the next day.
4. Thank students for their active participation in the class.

### Tips for Multi-grade Teaching:

This topic can be taught to Grades 4 and 5 combined. Once you have completed the above lesson up to 'Development Activity 2', ask Grade-5 students to write their detailed future plans in the form of paragraphs, whereas you can continue the rest of the lesson with Grade-4.

## SIMPLE SENTENCES



## STUDENT LEARNING OUTCOMES

- Identify and make simple sentences to show instructions, commands and strong feelings.

## INFORMATION FOR TEACHERS

- Instructions tell us how to do something. Commands are orders that someone in authority gives to others.
- Instructions tell the reader how to do something such as cook a recipe, build a model, put furniture together, play a game or get from one place to another.
- The teacher should give commands for the game “Simon says” at the time of introduction only. Ask students to give commands to play a game. Use a mime (act out) to help students understand (For example: open, wave, shake, thumbs up, clap hands, raise right hand, raise left hand, hands up, hands down, jog, salute, swim in place, march in place, run in place, etc.).
- While teaching the lesson the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, charts, textbook.



## INTRODUCTION

8 MINUTES

## “Simon says”

- Instructions: (Note: If the students have already been introduced to this game in class 3 then start by asking a student to explain the game. Play it for around 3 minutes.
- Ask the students to make a list of instructions /commands of the game on the board and copy them in notebooks as well.
- Inform the students that they will play an interesting game. Then explain the game that if the teacher’s instructions are preceded by the phrase ‘Simon says...’ as in.
- ‘Simon says touch your toes’ then the students must do it. But if the teacher simply says ‘Touch your legs!’, then the students must not do it. Any student performing the direct command with no ‘Simon says...’ is ‘out’ and must stand aside and cannot participate. The game continues until most students are ‘out’.
- Teacher’s script for sample: Simon says touch your legs. Simon says touch your arms. Simon says touch your ears. Touch your nose! Simon says open your eyes. Simon says open your hands. Open your mouth! Simon says wave your hands. Simon says shake your hands. Simon says shake your head. Simon says shake your feet. Shake your hands!



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

1. Ask the students to draw a monster on the board on their turn.
2. Start with writing "Instructions for drawing a Monster". Underneath this start instructions, e.g. 1. Draw a big oval head.
3. Call one student to draw a big oval head.
4. After this get the next instruction from any student and also ask him to draw.
5. Call students to give instruction and draw one part of the monster on the board while you write all instructions as they draw.
6. Do this till you get a complete horrible monster on the board with step by step instructions.



### Activity 2: 10 Minutes

1. Divide the class into groups of 5. Ask the groups to do the following:
2. Select a topic to write instructions, eg. Making a cup of tea, making a glass of sweet lassi, how to draw or write something, how to wash a motor cycle.
3. Write instructions in order.



## CONCLUSION / SUM UP

2 MINUTES

1. Discuss the simple and short commands the teacher can give to the students and the students can give to each other.



## ASSESSMENT

3 MINUTES

1. Instructions: Ask the students to first match and then write the complete instructions.

Walk	Your work.
Read	In a line.
Raise your hand	The questions.
Complete	Correct answer.
Circle the	Attention.
Pay	To take turn

2. Involve the students in solving problems given in the exercise at the end of unit/chapter.



## **HOMEWORK / FOLLOW UP**

2 MINUTES

1. Ask the students to write all the commands in their notebooks which they made by matching columns.
2. Ask the students to find and share instructions and commands from their English book.
3. Let the students play "Simon says" with new commands for few minutes every week/month.
4. Make the students do role play for giving instructions as cook, teacher etc.
5. Ask the students to draw their own monster with instructions.



# قومی ترانہ

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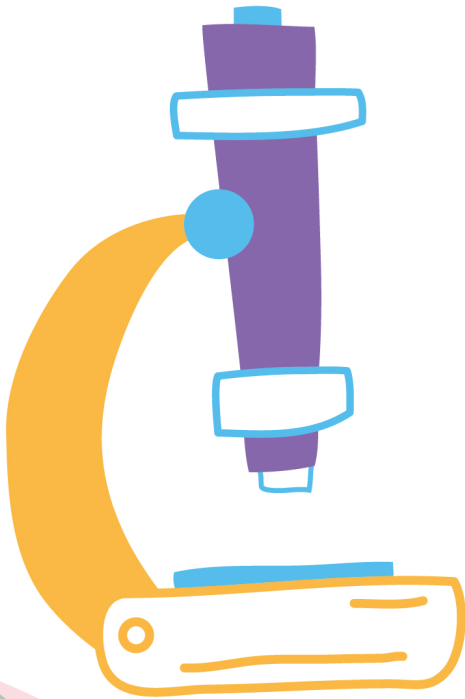
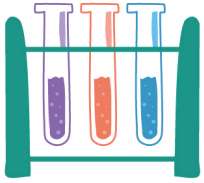
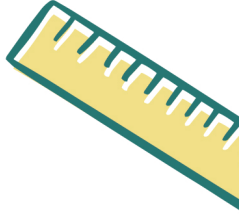
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Professional Development  
for Quality Education

# GENERAL SCIENCE



## LESSON PLANS

# 4

GRADE



Based on Curriculum 2020





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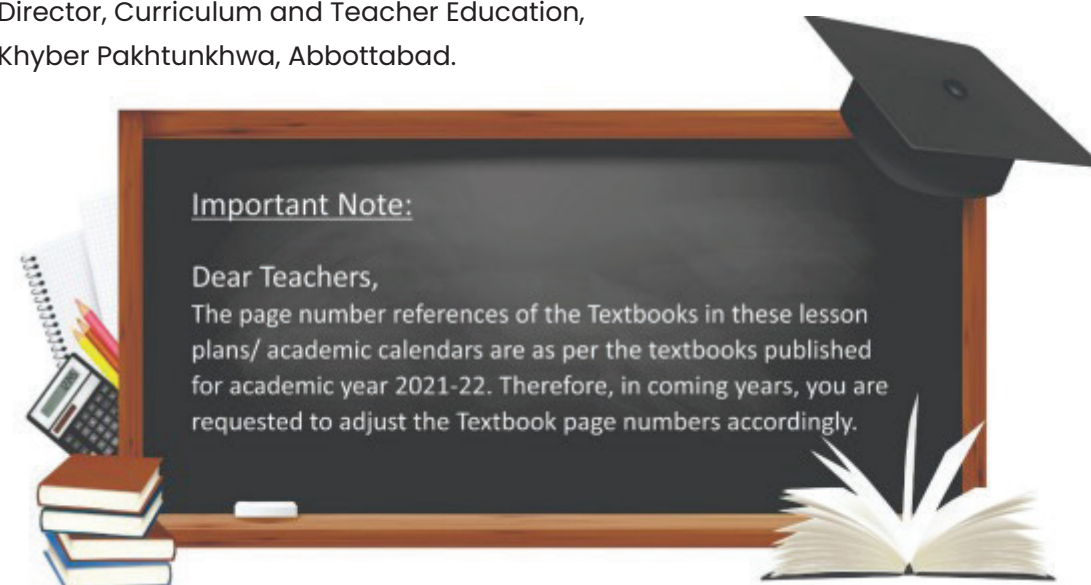
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**NOTIFICATION:**

**No.5236-5399/F.24/Vol-II/SLP/G-IV/SS-M&E, dated: 30-08-2021** : Consequent upon its development and review by the respective development and review committees notified for the purpose, the Directorate of Curriculum and Teacher Education (DCTE), Khyber Pakhtunkhwa, Abbottabad, being the competent authority under the Khyber Pakhtunkhwa Supervision of Curricula, Textbooks and Maintenance of Standards of Education Act 2011, is pleased to notify the scripted lessons for Grade-IV in the subjects of English, Urdu, Mathematics and Social Studies based on Curriculum 2020 and the textbooks aligned on it for all educational institutions in Khyber Pakhtunkhwa for the Academic Year 2021-22 and onwards.

**DIRECTOR**

Copy forwarded for information and necessary action to the:

1. Secretary, Elementary & Secondary Education Department Govt. of Khyber Pakhtunkhwa, Peshawar.
2. Director, Elementary & Secondary Education Khyber Pakhtunkhwa.
3. Director, Professional Development, Khyber Pakhtunkhwa Landey Sarak Charsadda Road Larama, Peshawar.
4. All District Education Officers (M/F) in Khyber Pakhtunkhwa and Newly Merged Districts (NMDs).
5. All Sub Divisional Education Officers (M/F) in Khyber Pakhtunkhwa and Newly Merged Districts (NMDs).
6. Team Leader ASI-KESP, at Peshawar.
7. PS to Minister Elementary & Secondary Education, Khyber Pakhtunkhwa, Peshawar.
8. PS to the Director Local Office.

**ADDITIONAL DIRECTOR (SS)**

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# INTRODUCTION

Teaching and learning process in the classroom can vary concerning the ability, experience, and training of the teacher, which is why to standardize instruction, every good and effective teacher requires a lesson plan. The preparation of a lesson plan is important for clarity and comprehension regarding how the entire learning process will be handled as well as how students can understand and store the knowledge that is being passed onto them.

Lesson plans are vital for helping students accomplish their goals within a learning environment on a short-term and long-term basis. Lesson plans based on clearly defined Student Learning Outcomes (SLOs) concerning the textbooks ensure students are taught the required curriculum most efficiently. These ensure the teacher is adequately prepared and has a clear sense of direction for their lessons. In the context of Khyber Pakhtunkhwa, Lesson Plans are designed to support teachers to implement new pedagogical methods and help provide direction to instruction in the classrooms.

## Traditional Teaching Style:

Many teachers in Pakistan have come to rely on the textbook for teaching. They come into the classroom, ask students to open the textbook on a certain page, have students read a portion of the text, paraphrase the same and then ask students to answer questions that require them to reproduce material from the text. They teach every subject (the exception being mathematics) and every lesson in the same way. In some cases, the teacher is unable to complete the curriculum or impart the SLOs for a particular grade to the students effectively. Using lesson plans ensure standardization in teaching quality and provides a clear goal with relevant activities that can help students learn more effectively and achieve curriculum milestones.

## What is a Lesson Plan?

A lesson plan is a description of the instructions for the purpose of teaching the contents of the textbook of a particular subject and achieving Student Learning Outcomes (SLOs).

A lesson plan is the road map for teachers for the achievement of SLOs effectively during class time. The teachers design appropriate learning activities and develop strategies to obtain feedback on students' learning. A carefully constructed lesson plan allows the teacher to enter the classroom with more confidence and maximizes the chance of having a meaningful learning experience with the students.

A successful lesson plan addresses and integrates three key components:

- ♦ Student Learning Outcomes (SLOs).
- ♦ Learning activities.
- ♦ Assessment to check for students' understanding.

## Benefits of Lesson Planning

Most important benefits of lesson planning are to:

- Improve the quality of teaching and learning.
- Establish clarity of purpose.
- Facilitate achievement of student learning outcomes.
- Use available time effectively.
- Develop appropriate materials and ensure their effective use.
- Develop the confidence of teachers.

## Development Process of a Lesson Plan

Lesson plan usually starts with a thinking process. This thinking process is basically completed in four parts.

- **First**, determine the SLO; that is, what the children will learn, what they will be able to do upon completing the activities or work of the lesson.
- **Second**, determine what the students already know, before beginning of the lesson that can lead into a new curriculum of the day.
- **Third**, determine at least one way to assist the students in learning the new curriculum.
- **Fourth**, determine a way to evaluate the learning outcomes of the students.

## Components of a Lesson Plan

Common elements of lesson plans are; unit of study, a title/topic/problem, identification of student learning outcomes (SLOs), a sequence of learning activities including introductory, developmental and concluding activities, list of materials to be used and assessment strategies.

- ♦ **Choosing the Topic.** You can choose any topic from the textbook of the designated grade, a skill such as information gathering, a value such as peace, a current affair topic or an area of special concern such as the environmental pollution etc.
- ♦ **Identifying Student Learning Outcomes (SLOs) from the Curriculum.** The Curriculum has identified the student learning outcomes to be achieved for each topic. Identifying the student learning outcomes will help you to clarify the knowledge, skills, attitudes and values to be developed. Choose only one to three SLOs to develop your lesson (many more for a unit plan).
- ♦ **Material Resources.** A key part of planning is to ensure the identification, adaptation and development of resources required for the lesson for both teachers and students.
- **Development:**
  - ♦ **Introductory Activities:** Introductory activities are designed to introduce the topic, a subtopic or establish connection with the previous lesson. They are designed to build readiness, create interest, raise questions and explore what children already know about the topic, recall relevant information, motivate students and focus their attention on the topic/theme/problem to be studied. Introductory activities can include an arrangement of pictures or activities that stimulate interest and questions. Others may be based on the teacher posing questions, reading a poem or story on the teacher posing questions or reading a poem, story, etc. A test, an inventory, or a quiz may be used to find out what students know in order to build on their existing knowledge.
  - ♦ **Developmental Activities:** Developmental activities should emerge out of the introductory activities. There should be smooth transitions between the activities to provide a smooth learning sequence. These activities are designed to actualize the student learning outcomes. They introduce new concepts, skills and values or build on past learning and should be linked with each other. Applicative or demonstrative activities extend learning and develop the ability to use concepts and skills. Creative and expressive activities enrich learning and develop the ability to improvise and apply learning in original ways.
  - ♦ **Concluding the lesson:** Conclusion includes activities that serve to consolidate, summarize, or facilitate application of knowledge and skills of students to a new situation. They are generally related to the main idea of the lesson. The concluding activities could bring together the different main ideas of the unit. In this case, the emphasis should be on the educational outcomes and not on “putting on a show”.
  - ♦ **Assessment of Learning.** Assessment strategies can tell us how well or to what extent the student learning outcomes have been met. Assessment of learning is important in all phases of the lesson/unit from introduction to conclusion. A variety of tools can be used to assess the realization of the chosen learning outcomes. Some of these will be prepared as part of the learning activities. For example, the drawing and labeling of a map, the checklist for evaluating a discussion or simply asking questions relevant to the day’s topic. Other tools such as tests can be prepared ahead of time as well.
  - ♦ **Follow up/homework task.** This component includes follow up activities or home assignments to be undertaken by students at home.



# PREFACE

The Government of Khyber Pakhtunkhwa, Elementary and Secondary Education Department, is committed to improve the quality of teaching and learning by taking a number of reforms and initiatives for the improvement of quality education in line with the national and international emerging trends. Providing quality education at primary level is the first imperative step towards achieving this goal.

For this purpose, the Directorate of Curriculum and Teacher Education Khyber Pakhtunkhwa, at Abbottabad, has been entrusted the responsibility of developing and reviewing teachers' in-service and pre-service training materials for the improvement of pedagogical skills of teachers.

These quality improving initiatives also include development of teacher's guides of scripted lesson plans at primary level that support teachers to implement new pedagogical methods. These teacher guides are intended to assist teachers with the provision of content, effective teaching methods and tools for measuring what learners have gained. These guides will ensure an effective and participative engagement of teachers with students as activities included in these lesson plans are student-centered.

These teacher guides of Lesson Plans based on Student Learning Outcomes (SLOs) of Curriculum 2006 were developed for the first time in 2013. In 2018–2019, the Directorate of Curriculum & Teachers' Education Khyber Pakhtunkhwa undertook the task to revise and develop the Scripted Lesson Plans for Grade I–III according to the Academic Calendar on missing Students Learning Outcomes (SLOs).

As the Curriculum has been revised and new textbooks are developed in 2020 for Grades Pre–I to V, hence the need has been felt that these Lesson Plans for Grades I to V are to be revised, developed and aligned with the updated Curriculum 2020, accordingly.

The Directorate of Curriculum and Teacher Education Khyber Pakhtunkhwa constituted different committees comprising of Curriculum/Subject experts and teachers for developing these Lesson Plans based on Curriculum 2020. DCTE acknowledges the efforts of these experts for developing and reviewing these scripted lesson plans.

The Directorate of Curriculum and Teachers Education Khyber Pakhtunkhwa is also thankful to the Technical Assistance of Khyber Pakhtunkhwa Education Sector Programme (KESP) in the finalization of these lesson plans.

**Gohar Ali Khan**  
**Director,**  
**Curriculum and Teacher Education**  
**Khyber Pakhtunkhwa, Abbottabad.**

**Month**

**1**



# CHARACTERISTICS OF LIVING THINGS



## STUDENT LEARNING OUTCOMES

- Compare and contrast characteristics that distinguish major groups of living things (plants, animals)

## INFORMATION FOR TEACHERS

- Read the complete chapter and develop an understanding of the concept.
- Know the keywords of the lesson given below.
- Write the Keywords on the chart and display them in the classroom visible to all students.

**Keywords** Animals, plants, respiration, reproduction, growth, Venn diagram.

**Skills** Observation and classification skills should be emphasized during the lesson.



**DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Charts of animals and plants pictures
- Flashcards having pictures of animals and plants and new vocabulary of key terms.



## INTRODUCTION

5 MINUTES

Display the charts of animals and plants and ask the following questions.

- Can you tell the names of animals and plants in the given chart?
- Can you tell only one characteristic of each animal and plant in the given chart?
- Can animals and plants increase their numbers?
- How are plants and animals different from each other?



## DEVELOPMENT

20 MINUTES

Having some possible and correct answers from students, the given charts will be divided into animals and plant groups. The students will be asked to identify and count the similarities and differences of the given groups.

### Activity 1:

Draw the Venn diagram on the board and refer to the diagram and Activity 1.1 on page 3 of the textbook. Explain the similarities of plants and animals in Activity 1.1 using a Venn diagram.

## Activity 2:

Discuss the activity “**Do You Know**” given on page 4 of the textbook. To emphasize and recapitulate the **Characteristics of Living things, the Needs of Plants, Animals, and Plants providing oxygen.**



### CONCLUSION / SUM UP

5 MINUTES

1. Summarize the lesson:
2. Living things are divided into two main groups (animals and plants).
  - ◇ The animals and plants have characteristics due to which they are different from non-living things. These include,
  - ◇ All animals can move freely while plants can move upwards or downwards standing in one place.
  - ◇ They can reproduce young ones of their own.
  - ◇ They can both grow.
  - ◇ They can both breathe.
  - ◇ Plants are usually of green colour while animals have different colors.
3. Conclude the lesson with the first three key points given at the end of the chapter on page 16 of the textbook.



### ASSESSMENT

3 MINUTES

Ask the students about their observations on plants and animals in their environment.

1. While coming to school what animals have you seen? Give names.
2. What kind of plants are there on your way to school? Give names.
3. (Develop a chart for these animals and plants)



### HOMEWORK / FOLLOW UP

2 MINUTES

Prepare a chart of animals and plants present in your home and neighborhood to compare it based on similarities with animals and plants given in the textbook.

**Follow up:** An additional period will be required by the teacher for discussing the **Point to Ponder** given on page 2 of the textbook. This is a thinking question for all students to participate in Practice for Venn diagram to be carried out in class under the supervision of the teacher.

# CLASSIFICATION OF ANIMALS



## STUDENT LEARNING OUTCOMES

- Classify animals in terms of vertebrate and invertebrate.

## INFORMATION FOR TEACHERS

The teacher should:

- Read the topic from the textbook in advance.
- Have full command of the content by reading the additional text relevant to the topic
- Prepare a chart having the pictures of vertebrate and invertebrate

**Keywords** Vertebrate, invertebrate, backbone.

**Skills** Observation and classification skills should be emphasized during the lesson



**DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Charts and flashcards with pictures of vertebrates and invertebrates



## INTRODUCTION

5 MINUTES

- Have you seen an old man placing /putting his hand on his back while walking? Why he does so (to support his backbone)
- Ask each student to move their hand on their back and feel their backbone. Can you name some animals having backbone?
- Do all animals have backbones?
- Can you think of some animals which have no backbone?



## DEVELOPMENT

20 MINUTES

- Paste the charts having the pictures of vertebrate and invertebrate.
- Also, tell the students to look at page 4 of their textbook for vertebrates and invertebrates.
- Ask the students to name the animals on the charts.

### Activity 1:

- Display a chart having various kinds of animals.
- Ask the students to separate vertebrates and invertebrates.
- Write vertebrates and invertebrates in two columns on the writing board with the help of students.

### Activity 2:

1. Divide the class into two groups and give them blank flashcards.
2. Direct them that one group will write the name of vertebrates, and the other group will write the names of invertebrates. As a result, students will get familiar with a variety of vertebrates and invertebrates.



### CONCLUSION / SUM UP

5 MINUTES

1. Tell the students that animals have two major groups based on the backbone.
  - ◊ Vertebrates: the animals which have backbones are called vertebrates: For example, man, cat, dog, horse.
  - ◊ Invertebrates: the animals which have no backbone are called invertebrates, for example, honeybee, butterfly, and mosquito.
2. Sum up the lesson with the key points of the lesson on page 16 of the textbook.



### ASSESSMENT

3 MINUTES

1. Separate vertebrate and invertebrate from the following animals and write it in two columns in your textbook.  
Snake, sheep, goat, cow, mouse, starfish, snail, butterfly.



### HOMEWORK / FOLLOW UP

2 MINUTES

Ask the students to prepare a chart of five vertebrate and five invertebrate animals present in their surroundings, home, school, and community by writing their names

#### Follow up:

1. An additional period to be allocated for discussing Activity 1.2 on page 4 of the textbook. Let the students practically conduct the activity.
2. The teacher to show the pictures of the vertebra for students to draw in their notebooks.

# CLASSIFICATION OF PLANTS



## STUDENT LEARNING OUTCOMES

- Classify plants in terms of flowering and non-flowering with examples and analyze the differences and similarities in flowering and non-flowering plants.

## INFORMATION FOR TEACHERS

- Before starting the class, read the topic and understand biological terminology to be used in the lesson, refer to the glossary at the end of the textbook on page 128-130
- Ask the students one day before to bring one flower each. In this way, various flowers of different colors will be collected. If flowers are not available bring pictures of flowers.

**Keywords** Herbs, shrubs, trees, names of flowering plants and non-flowering plants

**Skills** of classification and observation during the lesson may be emphasized.



**DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Besides, the existing material present in the classroom teacher should prepare a chart with pictures of various plants. If possible, obtain some plants from the surrounding environment to motivate the students towards the topic.



## INTRODUCTION

5 MINUTES

- Ask the students to place flowers on their desks. Ask the students:
  - Do all flowers have the same colour?
  - Do the flowers look alike, or they are different?
  - What is their favorite flower colour?
  - Where does the flower grow?
  - Do all plants have flowers?
- Display a chart having flowers of various colours. Ask each student to write his/her favorite flowers name and colour on flashcards.



## DEVELOPMENT

20 MINUTES

Display the chart having pictures of various plants (flowering and non-flowering plants)

### Activity 1:

- Show the plants collected from the surrounding and ask the students about the names

and some features of these plants.

2. As guided practice:

- ♦ Mix all the samples of the plants that have been collected from the surroundings.
- ♦ Ask the students, to separate flowering plants from non-flowering.
- ♦ If plants are not available, the teacher can make use of pictures of flowering and non-flowering plants.



## CONCLUSION / SUM UP

5 MINUTES

1. Explain that Plants are of two types:

- ♦ **Flowering plants:** plants on which flowers grow are called flowering plants e.g., rose, sunflower, guava, and tulip these flowers are of various colours.
- ♦ **Non-flowering plants** on which flowers do not grow are said to be non-flowering plants for example pine, juniper, ferns, etc.

2. Sum up the lesson with the key points given at the end of the chapter.



## ASSESSMENT

3 MINUTES

Ask a few questions to check the students learning.

1. Have you seen roses of different colour?
2. List a single benefit we get from non-flowering plants
3. Which flowering plants grow in your school?
4. Discuss question 1(part iv and v) from the exercise at the end of the chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Draw a neat diagram of flowering plants from your neighborhood.
2. Also, write the names of non-flowering plants given on page 6
3. Write the similarities and differences of flowering and non-flowering plants Activity 1.4 Venn diagram given on page 6 of the textbook.

### Period 2

#### Follow up:

1. An additional period will be allocated for this topic. With the background information given on flowering and non-flowering plants, continue the lesson in the second period.
2. Take a map of Pakistan to discuss the Interesting Information given on page 6 of the textbook, for students to identify these plants and their location in Pakistan.
3. Students to conduct Activity 1.5 on page 7 of the textbook.

# BIO-DIVERSITY



## STUDENT LEARNING OUTCOMES

- Recognize and appreciate diversity in life (both plants and animals) and identify ways to protect diversity

## INFORMATION FOR TEACHERS

- Read the topic given above and understand biological terms to be used in the lesson
- Know that the beauty of this universe is due to diversity.

**Keywords** Diversity, biodiversity and habitat, climate, extinct, destruction.

**Skills** Observation and classification and identification must be used during teaching.



**DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Charts of various animals and plants. Flashcards: (blank)



## INTRODUCTION

5 MINUTES

- Start the class by writing the word diversity on the board.
- The students will repeat the word and learn the spelling.
- Discuss diversity and its meaning through examples. The importance of diversity will also be discussed by asking questions given below:
  - Do all of you look alike?
  - What would happen if all the people looked the same?
  - Have you seen any two people exactly similar to one another in your community/ village?
  - What is the name of the place where animals or plants live?
  - Do animals and plants depend on each other?



## DEVELOPMENT

20 MINUTES

### Activity 1:

- Display a chart having pictures of plants and animals about their structure and functions.
- Students will be asked to observe and describe their structures and function in the environment or community.

3. Explain that the diversity of life is called biodiversity.
4. Ask the students
  - ◇ What elements are necessary for the life of the animals and plants?
  - ◇ Why is Biodiversity necessary?
5. Biodiversity is necessary for the existence and protection of living things. Therefore, each animal and plant should be provided with suitable habitat, climate, air, water, and all other conditions necessary for their life.
6. Further explain that various living things have become extinct due to many factors like the destruction of habitat, change of climate, increase in temperature of the environment and shortage of water, etc.



### CONCLUSION / SUM UP

5 MINUTES

1. Ask the following questions:
  - ◇ Do all living things look alike?
  - ◇ Do all animals and plants have the same structure and functions?
  - ◇ Why do some animals disappear from their habitat?
  - ◇ Why is domestic animal diversity being lost at an alarming rate?
2. Sum up the lesson with the key points given at the end of the chapter



### ASSESSMENT

3 MINUTES

1. Biodiversity has a role to play in the stability of the ecosystem and global climate.
  - ◇ What will happen to the ecosystem by deforestation?
  - ◇ How is biodiversity affected by deforestation?
2. Students may be allowed to take help from one another.



### HOMEWORK / FOLLOW UP

2 MINUTES

Read page 7 of your textbook and write a few lines on the government project about plants, Billion Tree Tsunami. The project will be useful to stop climate change.

### Period 2

#### Follow up:

1. **An additional period for**, written work to be done in class by writing on diversity as they see around them in plants and animals. brainstorm before giving the assignment.
2. If there is a place on the school ground or at home, students can plant trees and water them regularly.



# MAJOR BODY PARTS AND THEIR FUNCTIONS



## STUDENT LEARNING OUTCOMES

1. Identify major parts/organs in animals (teeth, bones, lungs, heart, stomach, muscles, brain)
2. Relate the parts/organs of the body of animals to their functions (e.g., teeth, breakdown food, bones support the body lungs take in air, the heart circulate blood, the stomach helps to digest food, muscles move the body)

## INFORMATION FOR TEACHERS

1. Read the given topic from the textbook in advance
2. Understand the scientific words and definitions; refer to the glossary given at the end of the textbook on pages 128 and 129.
3. Know the processes of circulation, digestion, and breathing.
4. Get familiar with the whole-body diagram and the functions of each organ.

**Keywords** Heart, lungs, bones, stomach, muscles, brain, teeth.

**Skills** Observation and Classification skills need to be emphasized during the lesson.



**DURATION / NO OF PERIODS: 70 MINUTES / 2 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Human body charts and models of body parts.



## INTRODUCTION

5 MINUTES

1. Introduce the body organs display a chart of the human body.
2. As a warm-up activity teacher may ask questions like
  - ◇ Name your body parts; write the answers on the board.
  - ◇ How many organs do you have in pairs, give their names (hands, feet, eyes, ear?)
  - ◇ Count the organs which are not in pair in your body (Nose, tongue, head.)
  - ◇ How do you eat your food? (With teeth)



## DEVELOPMENT

20 MINUTES

1. This part contains the main teaching activities. On finding the possible answer to the above questions, announce the topic.
  - ◇ Major body parts and their functions

2. Display a labeled chart of the human body. He will ask the students to show in their own body the same organs which you see in the chart.
3. Thus, with the interaction with students, the following organs will be pointed out
4. Teeth, Bones, Lungs, heart, stomach, brain, muscles, hands, feet, head, liver, kidney, small intestine, large intestine, windpipe, blood vessel.
5. All these organs have specific structures and functions which you can see in the chart and can observe their functions from your body organs.



### CONCLUSION / SUM UP

3 MINUTES

To sum up, ask some questions like:

1. Tell students that in this period, we have learned about the different parts of the body.
2. Name the different parts of the body?
3. Can you tell four organs found in pairs in a human body?



### ASSESSMENT

5 MINUTES

1. Point towards different parts of his/her body and ask students the following question.
  - ◇ What is this (Pointing towards eyes, nose, ear, etc.)



### HOMEWORK / FOLLOW UP

2 MINUTES

Draw the diagram of the human body and label it, which is given on page 8 of your textbook

**\*At this stage the 35 minutes 1 ends. Lesson to be continued in period 2.**

# MAJOR BODY PARTS AND THEIR FUNCTIONS



DEVELOPMENT

25 MINUTES

- Recall to students that in the last period we have learned about the parts of the body and today will discuss different functions of human organs.
- Display a chart of human organs with their relative functions the teacher can ask some questions which can help the students to know the functions of some organs like:
  - ◇ What do you do with your eyes and ears?
  - ◇ What do you do with your arms and hands?
  - ◇ What do you do with your teeth?
  - ◇ What do you do with your legs and feet?
  - ◇ What do you do with your lungs?
  - ◇ What makes the skeleton?
- Prepare a precise chart having the names of organs and their functions.

Organs	Functions
Eyes	To see
Ears	To hear
Feet	To walk
Heart	To circulate blood in the body
Brain	To think
Bone's combination	To form skeleton

## Activity 1:

- Show the picture of a human body given on page 8 of the textbook and point out the cage around the lungs to show the ribs of the body.
- The students may be asked to feel their own ribs also. Students will draw the structure of ribs as shown in the book.

## Activity 2:

- Ask the students, how do we breathe?
- Now ask to breathe and observe the parts of the body involved in breathing. They may look at each other to observe, the chest expands, and they can see air coming in and out.
- The teacher may ask where the air is stored in the body and show them on the chart that the lungs store air. They expand and contract. Refer to the diagram given on page 11.
- Show the rib cage that protects the soft lungs in the body.
- In the same way function of the heart, stomach, muscles, and brain can be explained
- The heartbeats and circulates blood in the body.
- The stomach is a sac that secretes juices and helps in digestion.

### Muscles:

Bones are covered by muscles that protect the bones and they support bones to perform various functions.

### Brain

It is present within our skull and controls all the functions of our body. It collects information and decides what types of response our body should show.



## CONCLUSION / SUM UP

5 MINUTES

1. Ask them questions like:
  - ◇ Where is the brain placed?
  - ◇ Where air goes when we inhale?
  - ◇ How skeleton is formed?
2. Sum up the lesson with the key points given at the end of the chapter.



## ASSESSMENT

3 MINUTES

Complete the activity 1.6 given on page 11 of the textbook

Name of bones	Function
Skull	
Ribs	
Bones of hand	
Bones of leg	



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Write the functions of various teeth given on page 9 of your textbook
2. Also, draw a labeled diagram of the human skeleton given on page 10 of textbook

# MAJOR BODY PARTS AND THEIR FUNCTIONS



## STUDENT LEARNING OUTCOMES

1. Identify parts of the plant's body (Leaves, stems flowers, seeds, roots)
2. Relate the structure of plants to their functions (i.e., roots absorb water and nutrients and anchor the plants, leaves make food, the stem transports water and food, flowers produce seeds and seeds produce new plants)

## INFORMATION FOR TEACHERS

1. Ask the students one day before to bring some flowering plants present in their homes like a mustard plant, maize, gram, sunflower, and some seeds
2. Read the textbook and understand common scientific terminology like the transportation of water.
3. Refer to Glossary at the end of the textbook on pages 128-130

**Keywords** mustard, maize, gram, sunflowers, and seeds.



**DURATION / NO OF PERIODS: 70 MINUTES / 2 PERIODS**



## MATERIALS / RESOURCES REQUIRED

- Besides classroom materials a chart of plants and their parts should be prepared by the teacher some plants brought by students will be placed on a table for demonstration.



## INTRODUCTION

5 MINUTES

1. Before starting the lesson, appreciate the students' effort in bringing some plants. He will ask:
  - ◇ What is the colour of the leaves of plants? (Green)
  - ◇ What is the name of the colorful part of a plant (Flower)?
  - ◇ Name part of a plant that stands erect (stem)?
  - ◇ Part of a plant that grows downward (root)?
2. After answering the questions by students, announce the topic, Parts of a plant.



## DEVELOPMENT

20 MINUTES

At this stage, display the chart with a labeled diagram of the plant and its parts and some actual plants already placed on a table before students. explain all the five parts of a plant i.e., Root, stem leaf, flower, seeds with the help of the chart or real plants present in the classroom. The root is usually present under the ground. The stem grows above the ground. A leaf is the green part of a plant and the flower is the reproductive part of the plant.



## CONCLUSION / SUM UP

3 MINUTES

1. Count those plants, whose fruits have only one seed
2. Name the fruits which have more than one seed
3. Which is the non-vegetative part of plants?
4. Which is the non-vegetative part of a peanut?



## ASSESSMENT

5 MINUTES

Make pairs of students and ask them to write five characters of flowering plants in flashcards or piece of paper and show/display it before the class



## HOMEWORK / FOLLOW UP

2 MINUTES

Take an additional period to solve Q3 and Q4 from the exercise at the end of the chapter in class. These are thinking questions and students will discuss their reasoning with their answers.

# MAJOR BODY PARTS AND THEIR FUNCTIONS



DEVELOPMENT

25 MINUTES

To start this lesson, explain the parts of a plant.

**Activity 1:**

1. Take two soft beakers or transparent glass having white flowers for example petunia.
2. Roots will be washed with water
3. In one bottle clean water is taken while in the other bottle clean water is mixed with a few drops of red ink.
4. Leave the beaker/glass having plants till the end of the day or for the next day.
5. Ask the students to observe the plants and write their observations.
6. Ask the students to describe their observations.
7. It is observed that the colored water enters the root and passes through the stem. When the root or stem is cut one will see the coloured water and clean water in the stem. This shows that transportation occurs in the roots and stems of plants. Thus, roots absorb water and stem transport towards leaves.
8. At this point, ask a few questions to check their learning.
  - ◇ Which part of the plant remains underground?
  - ◇ From which part of plant seeds are formed?
  - ◇ What type of colour do you observe in leaves?

**Activity 2:**

1. Before starting this sort of activity, ask some questions about the parts of the plant relating to their functions
  - ◇ Which part of the plant prepares food for the plant?
  - ◇ Where is seed formed?
  - ◇ Where are fruits formed in plants?
2. Explain all the parts and their Functions
  - ◇ **Root:** It is an underground part of the plant which absorbs water and nutrients from the soil in solution form
  - ◇ **Stem:** It grows above the ground it has branches that spread in different directions. Stem absorbs water and minerals from the roots and transports them to the leaves.
  - ◇ **Leaf:** It grows on the stem and is the green part of the plant which prepares food for the plant.
  - ◇ **Flower:** It is a colored part of the plant. It is the reproductive part of the plant.
  - ◇ **Seed:** It is formed in a flower. It is used as a food and used for the reproduction of new similar plants in suitable conditions.

**Activity 3:**

Ask students to perform activity 1.10 given on page 15 of the textbook. Observe the results and write them in notebooks. discuss the results in class.



## CONCLUSION / SUM UP

5 MINUTES

1. Ask the questions:
  - ◇ Which is the reproductive part of the plant?
  - ◇ Which part of the plant absorbs water?
  - ◇ What is the function of leaves?
2. Sum up the lesson with the key points given at the end of the chapter.



## ASSESSMENT

5 MINUTES

Ask the student to perform activity no 1.9 on page 14 of the textbook. The student will write observations in notebooks.



## HOMEWORK / FOLLOW UP

5 MINUTES

Draw a neat and labeled diagram of a plant mentioning its various parts and their functions.

**Follow up:** An additional period will be allocated for holding a quiz on the above topic, with Multiple Choice Questions, Fill in the blanks, True and False.



**Month**

**2**

# BALANCED ECOSYSTEM



## STUDENT LEARNING OUTCOMES

- Analyze the way these biotic and abiotic constituents create balance to sustain any ecosystem.

## INFORMATION FOR TEACHERS

- Read the topic to understand the big picture. Know about the environment, ecosystems, and their constituents.
  - Understand the keywords in the lesson, write them down on a chart, and display it in the classroom visible to all students.
  - Use these keywords during the lesson to students.

### Keywords

Respiration, carbon dioxide, biotic, abiotic, environment, forest, pond, energy, light, temperature.

### Skills

Observation and identification skills will be emphasized during the lesson.



**DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Textbook, charts, pictures



## INTRODUCTION

5 MINUTES

- At the start, ask the following questions.
  - What is an environment?
  - What are living things?
  - Name nonliving things in your surroundings.



## DEVELOPMENT

20 MINUTES

- After brainstorming about the above questions, display the chart with the pictures of a pond, ocean, forest.
- Ask the students to identify living things and non-living things in these environments. Living things are also called biotic things. All animals and plants are biotic things while light, energy temperature, and soil are non-living things. They are called abiotic. These biotic and abiotic components constitute an ecosystem. All these living and non-living things depend on one another and fulfill their needs.

### Activity 1:

1. Ask the students:
2. How is balance maintained in the Ecosystem?
3. Further explain that:
4. Plants are producers. They make their food and oxygen in the presence of sunlight, water, and carbon dioxide and release oxygen gas into the environment.
5. Sunlight + water + carbon dioxide = food + oxygen
6. Animals use this oxygen for respiration and give out carbon dioxide which is used by plants to make food.

Oxygen + food = Carbon dioxide

7. This cycle helps to keep a balanced ecosystem.

Refer to book page 24



### CONCLUSION / SUM UP

3 MINUTES

1. To conclude the lesson, ask the students to separate living and non-living things from the given list.
2. Camel, goat, soil, rock, temperature, donkey, rose, rice plant, paper, water.



### ASSESSMENT

5 MINUTES

Write the names of three biotic and three abiotic components of an ecosystem.



### HOMEWORK / FOLLOW UP

2 MINUTES

Ask students to see various ecosystems in the textbook on page 22 and write short notes on them in their notebooks.

### Follow up:

Thinking question **Point to Ponder** on page 24 will be done in class with the teacher and students will give their response in writing.

# ECOSYSTEM, COMPONENTS OF ECOSYSTEM



## STUDENT LEARNING OUTCOMES

- Recognize what is an ecosystem (e.g., forest, ponds rivers, grasslands, and deserts)
- Explain biotic (plants, animals, and humans) and abiotic factors (light, temperature, soil, and water) and their linkages.

## INFORMATION FOR TEACHERS

- Read the complete chapter to understand the holistic picture. In addition, understand the scientific definitions and words of the new terms used in the chapter to familiarize the students with these new words and their spellings.
- Bring a Map of Pakistan showing physical features to show the different ecosystems located in Pakistan. (Deserts of Thar, Cholistan, Mianwali and Bhakkar. Snowy areas of North, Arabian Sea in the south, and plains or grasslands of Punjab).

### Keywords

Ecosystem, biotic and abiotic components, consumer, producer, and decomposer. Habitats, Herbivores, Carnivores, Omnivores.

### Skills

Observation, Classification, are the skills to be emphasized.



**DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Besides, the available resources of the classroom show a chart of some ecosystems given on page 22 of the textbook, charts of different ecosystems, and the map of Pakistan showing physical features.



## INTRODUCTION

5 MINUTES

- After displaying the chart of some ecosystems on page 22 of the textbook ask the students:
  - Name some living and nonliving things which they usually see around them? (variety of living and nonliving things)
  - What are the components of an environment? (Living and nonliving things)
- Ask the students to describe the pictures of different ecosystems.



## DEVELOPMENT

20 MINUTES

After the possible responses of the students, announce the topic, Ecosystem which is formed from living and nonliving things. Discuss some ecosystems which are given in the chart and are also present on page 22 of the textbook. These ecosystems are forest, pond, ocean, snow

region, grassland, and deserts.

### Activity 1:

1. Divide the class into groups and each group will be assigned one ecosystem. They will identify its living and nonliving components.
2. Make a list of both living and nonliving in their notebooks.
3. Ask some questions to elaborate on key points of the ecosystems.
4. Are the living and nonliving things dependent on each other?

### Activity 2:

1. Introduce the map of Pakistan and show the different ecosystems on the map. Deserts, ponds, rivers, plains, forests, and snow-covered peaks are all found in Pakistan.
2. It is a good point to teach the students about the diversity of ecosystems in Pakistan as different animals, plants and lifestyle is seen in each area.
3. All living components in the Ecosystem are called **Biotic components** e.g., animals and plants.
4. While non-living components of an ecosystem are called **Abiotic components** soil, air, temperature, and light, etc.



### CONCLUSION / SUM UP

3 MINUTES

1. Ask a few questions like?
  - ◇ What is an environment?
  - ◇ What are the abiotic components of an Ecosystem?
  - ◇ Snake is biotic or abiotic in nature?
2. Sum up the lesson with the key points given at the end of the chapter.



### ASSESSMENT

5 MINUTES

Name any six ecosystems around you. Develop a chart for anyone ecosystem



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Solve the activity 2.2 on page 22
2. Exercise Question 1 page 29 to be done in notebooks.

### Follow up:

Take an additional period to do written work. Students to draw different Ecosystems on charts for display in class.

# BALANCED ECOSYSTEM



## STUDENT LEARNING OUTCOMES

- Recognize the interaction between animals and plants and the importance of maintaining balance within the ecosystem.

## INFORMATION FOR TEACHERS

- Read the book and highlight and understand all the scientific terminologies used in the lesson.
- Discuss all these scientific words with the students.

**Keywords** Ecosystem, Consumer, Producer, and Decomposer.

**Skills** Observation and Classification are skills to be emphasized during the lesson.



**DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Besides, the available resources in the classroom, show a chart of some ecosystems given on page 22 of the textbook.



## INTRODUCTION

5 MINUTES

- After displaying the chart of some ecosystems on page 22 of the textbook ask students the following questions
  - What kind of living and nonliving things they usually see around them? (variety of living and nonliving things)
  - What are the constituents of an environment? (Living and nonliving things)
 (Facilitate students in getting their answer)



## DEVELOPMENT

20 MINUTES

- Here ask a few questions.
  - What are the biotic components of an ecosystem?
  - What are the abiotic components of an ecosystem?
  - How these components interact with one another?

## Activity 1:

- Explain the details of biotic components. To show the balance of an ecosystem and how it is maintained.

2. Write the following terms on the writing board.  
Producers, Consumers, and Decomposers.
3. Ask students the following questions:
  - ◇ What are producers?
  - ◇ What are consumers?
  - ◇ What are decomposers?

#### For teacher's input:

##### Producers:

Producers include plants. Plants prepare food for themselves and animals. Herbs, shrubs, climbers, and trees are the example of producers.

##### Consumers:

They obtain their food from plants directly or indirectly. They cannot make their food; therefore, they are called consumers. All animals are consumers.

##### Decomposers:

These are living things that decompose dead bodies of plants and animals for their food. Bacteria and fungi are their main types.

**\*Refer to book page 23**



#### CONCLUSION / SUM UP

3 MINUTES

1. Sum up the lesson with the key points given at the end of chapter page No 28. Further, ask the following questions.
  - ◇ What are herbivores?
  - ◇ What are bacteria and fungi?
  - ◇ How dead bodies of animals and plants are decomposed?



#### ASSESSMENT

5 MINUTES

For assessment, students will be referred to solve activity 2.3 on page 24 of the textbook.



#### HOMEWORK / FOLLOW UP

2 MINUTES

As reinforcement activity tell the students to solve activity 2.4 on page 25 of the textbook.

#### Period 2

##### Follow up:

1. Discuss the **Point to Ponder** given on page 24 of the GS textbook. Refer to the above lesson plan for the explanation.
2. An additional period will be allocated for written work and students to be divided into three groups to prepare separate charts by drawing or pasting pictures of producers, consumers, and decomposers. Students will present their charts to the class.

# FOOD CHAIN



## STUDENT LEARNING OUTCOMES

1. Describe a few food chains and analyze their structure to understand their function.
2. Describe the roles of living things at each link in a simple food chain (e.g., plants produce their own food, some animals eat plants, while other animals eat the animals that eat plants)

## INFORMATION FOR TEACHERS

1. Read the topic from the textbook. Know about the components of food chains.
2. Familiarize yourself with new terms and definitions and use these terms frequently during the class with the students.

**Keywords** Environment, food chain, producers' consumer, decomposers

**Skills** Observation and classification skills should be emphasized during the lesson.



**DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Besides the available resources in the classroom, prepare a simple chart of a food chain.



## INTRODUCTION

5 MINUTES

1. Ask several questions on the food of animals and plants.
  - ♦ What do the plants eat?
  - ♦ What does a man eat?
  - ♦ What does a rabbit eat?
  - ♦ What is the food of a lion?
2. Facilitate students in getting the responses to the questions.
3. After finding the responses to the above questions announce the topic as: "Relationships in simple food chains"



## DEVELOPMENT

20 MINUTES

### Activity 1:

1. Start the lesson by discussing the term food which is essential for animals and plants. display a simple chart having grass, a deer, and a lion. (Pictures may be pasted)
2. Ask the students:



- ◊ Who eats the grass?
  - ◊ Who eats the deer?
  - ◊ What is the lion's food?
3. Discuss the above questions to let the children understand the dependence of animals and plants on each other.
  4. Discuss that the plants prepare their own food. Some animals eat plants and others eat animals as their food. Those animals which use plants as food are called herbivores. Those animals which use other animals as their food are called carnivores. Those animals which eat both plants and animals as food are called omnivores. Thus herbivores, carnivores, and omnivores also form a chain of food.
  5. After this discussion on the food chain and various components involved in the food chain, sum up the lesson for the 1st activity. Ask about some food chains which they locally observe. For example, rabbits and deer, eat grains, vegetables which are obtained from plants, Deer, Rabbits, Deer are eaten by the lion. Thus, a simple food chain is formed.
  6. **The animals and plants depend on one another for their food. This interdependence of animals and plants for food is called a food chain.**

### Activity 2:

1. Discuss the names of herbivores, carnivores, and omnivores animals and will develop the Venn diagram on the board as shown on page 25 of the book.
  - ◊ The first living thing is a producer, plant, and algae.
  - ◊ The second main link is the herbivores; rat, zebra, cow, goat.
  - ◊ The third main link is carnivores for example lion fox and snake.



## CONCLUSION / SUM UP

3 MINUTES

1. Ask questions like:
  - ◊ What is the role of plants in a food chain?
  - ◊ What is the 2nd component of the food chain which eats plants as food?
  - ◊ What is the role of decomposers in the food chain?
2. Sum up the lesson with the key points given at the end of the chapter.



## ASSESSMENT

5 MINUTES

Students to solve activity 2.4 on page 25 of the textbook.



## HOMEWORK / FOLLOW UP

2 MINUTES

Solve activity 2.5 on page 26 of your textbook by using the following keywords.

**Plant, mouse, owl, plant/ flower rabbit, fox, lion, grass, grasshopper, frog, eagle.**

### Follow up:

An additional period is given for written work to be done in class, also the students will be divided into groups to prepare charts of pictures given on pages 25 and 26 to be displayed in class.

# PREDATOR-PREY RELATIONSHIPS



## STUDENT LEARNING OUTCOMES

- Identify and describe common predators and their prey

## INFORMATION FOR TEACHERS

- Before starting the lesson, read the topic from the textbook. Write the names of some predators from the surroundings and also note the names of their prey on a chart.
- Make it clear that some of the animals are very dangerous, therefore one should remain away from these animals in your surroundings.

**Keywords** Predator, prey, predation, carnivores, herbivores, omnivores

**Skills** Observation and identification skills need to be emphasized during the lesson.



**DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Common classroom materials with a chart of predators, prey, and predation. Definitions of these terms to be displayed in the class on a chart for children to learn.



## INTRODUCTION

5 MINUTES

- Ask some questions on the previous knowledge of students to motivate them about the new topic
  - What are carnivores?
  - Name one carnivore which you have seen in the surroundings
  - Name some prey of carnivores.



## DEVELOPMENT

20 MINUTES

- At the opening of the class, display a chart having some pictures of carnivores which will produce curiosity in students.
- A few of them will identify some animals which they have seen in the zoo or their surroundings.
- Explain the term predator, these are animals that eat other animals by killing and hunting them e.g., lion, tiger, snake, etc.
- The animals which are eaten by the other animals are called prey, for example, zebra, goat, sheep.
- The interaction between predator and prey is called Predation.
- Ask the students to identify some predators and their prey from their environment.

### Activity 1:

1. Write randomly the names of some animals and will ask the students to separate predator and prey in a table of two-column.

Lion, zebra, goat, tiger, shark, deer, lizard, snake, sheep, hen

Predators	Prey
Lion	Zebra
Tiger	Goat
Lizard	Deer
Snake	Sheep
Shark	Hen

2. At this stage, make it clear that some predators are also used as prey. For example, the snake is eaten by some carnivores.



### CONCLUSION / SUM UP

3 MINUTES

1. Before closing the lesson, check the students' learning by asking the following questions:
  - ◇ Name an animal that is a predator as well as the prey.
  - ◇ Where do carnivores live?
  - ◇ Which one is predator and prey in cat and mouse?
2. Sum up the lesson with the key points given at the end of the chapter



### ASSESSMENT

5 MINUTES

Taking help from activity 2.5 on page 26 of the textbook, list out which animals can be grouped as predator and prey?



### HOMEWORK / FOLLOW UP

2 MINUTES

Develop a simple chart in your notebook having local predators and their prey of your surroundings.

### Follow up:

Written work to be done in class and discuss **Point to Ponder** given on page 27 of the textbook. Students should be encouraged to give their thoughts on why animals have to be alert. This is a good thinking question.

# COMPETITION AMONG ORGANISMS



## STUDENT LEARNING OUTCOMES

- Recognize and explain that some living things in an ecosystem compete with each other for food and space.
- Recognize the value of a balanced ecosystem.

## INFORMATION FOR TEACHERS

1. Read the textbook for the above topic and bring a chart of an ecosystem.
2. Know the components of an ecosystem.
3. Understand the keywords and use them frequently in the lesson.

**Keywords** Producers, consumers and decomposers, habitat, competition.

**Skills** Observation and identification skills need to be emphasized in the lesson.



**DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Besides classroom materials, a chart showing living things in the form of producers, consumers, and decomposers must be prepared by the teacher and displayed in the classroom.



## INTRODUCTION

5 MINUTES

1. As a warm-up activity ask some questions about the environment where we live:
  - ♦ What are the components of an environment?
  - ♦ What will the animals do for their survival?
  - ♦ What are the things needed for the life and survival of animals?



## DEVELOPMENT

20 MINUTES

1. Start the lesson by asking the students what will happen if a hundred students come to this classroom. The teacher asks the following questions from the students.
  - ♦ Will all the students fit here?
  - ♦ Will all the students get a chair and a desk?
2. Students' answers will be written on the board. And a discussion will be held.
3. Correlate this to the ecosystem in the environment.
4. Explain that all living things live in an ecosystem and depend on the resources available to them.

5. If the resources become short (less), then the animals will start a competition for their survival. Each animal tries to compete in the ecosystem for place and food. In this struggle, some animals succeed while others lose their lives or migrate to some other places.
6. Tell them about the migration of birds like cranes during the winter period. They do this for their survival. During summer, these birds again go back to their areas.

### Activity 1:

1. Explain, it is important to maintain a balance in the ecosystem. Nature has built this in the environment.
2. Ask the students to work in pairs and discuss how the interdependence of animals and plants helps in maintains a balanced ecosystem.
3. **\*Hint:** after listening to the student's responses draw their attention to the exchange of gases between animals and plants. Animals need oxygen to breathe which is given out by the plants and human beings give out carbon dioxide which is utilized by the plants to make food. This balance helps to keep the world and its environment healthy, and living is possible for all living things.



### CONCLUSION / SUM UP

3 MINUTES

1. Further, Ask the following questions:
  - ◇ Why do living things compete with one another?
  - ◇ Why are living things essential for one another?
  - ◇ What is the main source of energy of an ecosystem?
2. Sum up the lesson with the key points of the topic discussed above.



### ASSESSMENT

5 MINUTES

What will happen when food resources and places become limited for living things in an ecosystem?

1. Ask students randomly to write the response to the question asked on the writing board



### HOMEWORK / FOLLOW UP

2 MINUTES

Draw a labeled diagram of a balanced ecosystem mentioning each component

### Follow up:

1. An additional period is allocated for discussion on Q3 given in the exercise at the end of the chapter on page 30 under the title Constructed Response Question.
2. After discussion students will write their answers in their notebooks.

# IMPACTS OF HUMAN ACTIONS ON FOOD CHAIN IN AN ECOSYSTEM



## STUDENT LEARNING OUTCOMES

- Interpret those human actions such as urbanization, pollution, and deforestation affect food chains in an ecosystem
- Identify various actions and roles human can play in preserving the various ecosystem

## INFORMATION FOR TEACHERS

1. Read the topic from the textbook.
2. Read more about the topic from other science books available.
3. Write the following keywords on a chart with definitions.

**Keywords** urbanization, pollution, deforestation, and preservation

**Skills** research, investigate, observe, communicate, are the skills to be inculcated among the students.



**DURATION / NO OF PERIODS: 70 MINUTES / 2 PERIODS**



## MATERIALS / RESOURCES REQUIRED

Besides, the available resources routinely used in the classroom teacher should prepare a chart having some human actions which are harmful to the food chain in the ecosystem.



## INTRODUCTION

5 MINUTES

1. Before starting the class, revise the term ecosystem by asking questions from the students
  - ♦ Why is the agricultural land becoming less?
  - ♦ What is global warming?
  - ♦ Why global warming is increasing day by day?
  - ♦ What are the main causes of pollution?



## DEVELOPMENT

20 MINUTES

1. After discussing the above questions, display the chart having the definition of urbanization, pollution, deforestation, and preservation.
2. With the help of the chart, relate the role of the above terms with the food chain
3. As the living things depend on one another in the given ecosystem for their needs. Therefore, a balanced food chain is very important for the ecosystem.
4. The ecosystem is comprised of producers' consumers and decomposers. If one of these components is disturbed the whole ecosystem will collapse which will badly affect the

balance of food chains.

5. Due to urbanization, new buildings are formed which pollute the environment, these pollutants enter into ponds, rivers, and oceans and as a result the biotic component of these ecosystems badly suffer. Thus, the food chain, as well as the whole ecosystem, is badly affected by these human actions.
6. Before summing up this activity ask a few questions as a formative checkup of students learning.



### CONCLUSION / SUM UP

3 MINUTES

1. Sum up the lesson with the key points given at the end of the chapter.
2. Further ask the questions like:
  - ◇ Tell students that in this period, we have learned about the components of the ecosystem.
  - ◇ What is meant by ecosystem?
  - ◇ Name the components of an ecosystem
  - ◇ What are the components of a food chain?



### ASSESSMENT

5 MINUTES

1. Ask the following questions to check the learning of students
  - ◇ What are the biotic components of an ecosystem?
  - ◇ What are the abiotic components of an ecosystem?
  - ◇ What are human actions that affect the food chains?



### HOMEWORK / FOLLOW UP

2 MINUTES

How the food chain of an ecosystem is in danger. Write a comprehensive note?

# IMPACTS OF HUMAN ACTIONS ON FOOD CHAIN IN AN ECOSYSTEM



## DEVELOPMENT

25 MINUTES

## Activity 2:

- Recall to students that in the last period we have learned about the preservation of the ecosystem.
  - Before starting this activity, ask the students to suggest ways to point out some human actions which are beneficial in preserving the various ecosystems.
  - De-urbanization:** The government, as well as the community, discourages urbanization.
  - Forestation:** the government has already launched a program of Billion Trees Tsunami where the largescale plantation is encouraged. To play one's role in this, even if each child plants one tree, greenery will be increased which will preserve the habitats of living things.
  - All other actions that are harmful to the environment should be discouraged. Pollutants should not be thrown in the water, land, or air.
  - Wildlife parks should be developed in every city as well as town to save and safe the habitats of living things.

## Activity 3:

- Ask the students to talk to their parents and grandparents about their area how it has changed over the last 20 years. Make a list of good and bad changes which have affected the life of the people in the village or community.
- Students will read out their observations and research of their areas.
- No doubt humans have done a lot of damage to the environment, but they are also trying to save the ecosystem as well. If the mentioned points are implemented, we will find once again a safe, clean, and fresh environment suitable for all living things to live in.



## CONCLUSION / SUM UP

3 MINUTES

Sum up the lesson with the key points during the lessons. Further ask the questions like:

- How is urbanization dangerous for the ecosystem?
- How we can keep our environment clean?
- What will happen when the producers of an ecosystem are destroyed?



## ASSESSMENT

5 MINUTES

- What are the main constituents of ecosystems?
- What will happen when consumers are removed from the ecosystem?

The students will write a paragraph on the above question





## **HOMEWORK / FOLLOW UP**

2 MINUTES

Assign the following tasks to students as a homework assignment

- ◇ If the food resources are increased what will be its effect on consumers?
- ◇ How is a balanced ecosystem maintained?

### **Follow up:**

An additional period will be allocated for written work in class.

**Month**

**3**

# SYMPTOMS, TRANSMISSION AND PREVENTION OF COMMUNICABLE DISEASES



## STUDENT LEARNING OUTCOMES

1. Observe and recognize some common symptoms of illnesses (e. g fever, coughing and influenza).
2. Differentiate between contagious diseases e.g., Hepatitis, T.B, Influenza, and non-contiguous e.g. polio, cancer.
3. Relate the transmission of common communicable diseases (e.g., touching sneezing and coughing, human contact).

## INFORMATION FOR TEACHERS

1. Read the topic from the textbook to develop a holistic picture of the topic. Follow/adopt hygienic principles in the class. Have enough knowledge about common diseases and their symptoms and prevention of these diseases.

**Keywords** Vaccination, precaution, washing hands, transmission, diseases, prevention.

**Skills** Observation, prediction, measuring are the skills to be emphasized in the delivery of the lesson.



**DURATION / NO OF PERIODS: 70 MINUTES / 2 PERIODS**



## MATERIALS / RESOURCES REQUIRED

- Charts to show or highlight the common diseases, Charts to show contagious and non-contagious diseases. Also, display rules of hygiene and prevention of diseases in the classroom.



## INTRODUCTION

5 MINUTES

1. Ask the following questions about their health:
  - ♦ Is anyone feeling uncomfortable in any way?
  - ♦ Does anyone have a high or low temperature?
  - ♦ What is cough?
2. After discussing the above questions, announce the topic about symptoms of illness and some contagious and non-contagious diseases.



## DEVELOPMENT

20 MINUTES

At the start of the activity, a teacher should display a chart having some common diseases and their symptoms. Tell the students that health is a blessing and it is our responsibility to care for our health and protect it from all types of diseases.

### Activity 1:

1. Ask the students to name some common diseases?
2. Make a cluster on the board with the names of the diseases that students will recall.  
**\*Hint** count common diseases like cough, flu, fever, and headache. Cough is caused by soreness and scratchiness of the throat. At this stage show some pictures from the chart which show symptoms of these diseases.
1. Ask the students what are the causes of these diseases?
2. After getting the responses, list them on the writing board.
  - ◇ Diseases are caused by germs, pollutants, etc.
  - ◇ Unhealthy environment
  - ◇ Scarcity of food
  - ◇ Street food that is not clean
  - ◇ Unhygienic living conditions
  - ◇ Lack of cleanliness of the body
3. Students will write this in their notebooks.
4. If we keep ourselves, our environment, and our food clean and fresh, we can avoid common diseases. Then highlight the following points:
  - ◇ Fever is a symptom of diseases.
  - ◇ The body temperature of the human body is measured in the degree of Fahrenheit which is written as 0F.
  - ◇ The normal body temperature is 98.6 0F.
  - ◇ Coughing removes obstruction of windpipe such as mucus of windpipe.
  - ◇ The viruses and bacteria present in the nose are expelled out due to sneezing.
  - ◇ Flu is a disease as well as a symptom.



### CONCLUSION / SUM UP

3 MINUTES

1. Further, ask the following questions:
  - ◇ Tell students that in this period, we have learned about common communicable diseases.
  - ◇ Why do people sneeze?
  - ◇ What is the normal temperature of the human body?
  - ◇ What are viruses and bacteria?
  - ◇ What is the viral disease that is spreading in the world?
2. Sum up the lesson with the key points given at the end of the chapter of the textbook.



### ASSESSMENT

5 MINUTES

Make a list of five common diseases you are aware of.



### HOMEWORK / FOLLOW UP

2 MINUTES

Observe your home environment and see what could be the causes of unhealthy life which can cause common diseases, make a list in your notebook.

### Follow up:

An additional period allocated for written work on the above topic.

# SYMPTOMS, TRANSMISSION AND PREVENTION OF COMMUNICABLE DISEASES



## DEVELOPMENT

25 MINUTES

## Activity 2:

1. Recall to students that in the last period we have learned about the common communicable diseases and today we will try to understand the symptoms and possible ways to cure them.
2. Begin the class by discussing that some diseases are spread from one patient to another if you sit in their company or you come in close contact with them e.g., cough, flu, tuberculosis (TB), hepatitis, and COVID-19. (Contagious)
3. Other types of diseases may be very serious, but they are due to malfunction of the patient's body and do not get transferred to other people e.g., cancer, diabetes, blood pressure, heart disease. (Non-Contagious)
4. Give the definitions of the two diseases **contagious** as well as **non-contagious** diseases to write in their notebooks.
5. At this stage ask the names of some common diseases and their symptoms from students and write on the writing board with the help of the students.

Diseases	Symptoms
Flu	Fever
Cough	Soreness of throat
Diabetes	Feeling hunger and dryness of mouth, thirst
Covid 19	Fever with high temperature
Polio	Paralyzes any organ of the body

6. After this activity, students will be allowed to discuss symptoms of the above diseases amongst themselves, classify them as contagious and non-contagious diseases

## Activity 3:

1. In this activity, demonstrate how common communicable diseases are transferred through contact of any sort touching, sneezing, and coughing.
2. For this purpose, perform a simple activity with the help of a group of three students. put some glitter on the hand of one student and ask him to rub his hands, observe the glitter on your other hand.
3. In the same way, communicable diseases are also spread and transmitted to one another when you shake hands with someone suffering from a communicable disease.
4. Therefore, to stay safe, we take these precautions.
  - ◇ Restrict close social contact with people.
  - ◇ Wash hands regularly.
  - ◇ Wearing masks.
  - ◇ Vaccines should be used to prevent the transition of diseases.

#### Activity 4:

The teacher may give a demonstration on how to wash hands in the class by bringing a tub and water mug. Refer to page 35 of the text for the steps for handwashing.



#### CONCLUSION / SUM UP

3 MINUTES

1. To conclude the lesson once again define some contagious and non-contagious diseases and their symptoms then ask some questions to review the topic
  - ◇ Which type of diseases are common in winter (flu/ cough)
  - ◇ Which one is a communicable disease among the following: COVID-19, cancer, and diabetes?
  - ◇ What are the common precautions for communicable diseases?
2. Sum up the lesson with the key points given at the end of the chapter.



#### ASSESSMENT

5 MINUTES

Students to list down the benefits of wearing a mask, handwashing, and vaccination.



#### HOMEWORK / FOLLOW UP

2 MINUTES

Make two columns chart in your notebook and write at least five diseases with symptoms. (Textbook pages 33 to 35).

#### Follow up:

An additional period will be allocated for written work on the interesting Information given on page 34.

# SYMPTOMS, TRANSMISSION AND PREVENTION OF COMMUNICABLE DISEASES



## STUDENT LEARNING OUTCOMES

- Explain some methods of preventing common diseases and their transfer (e.g., vaccination, washing hands, wearing a mask)
- Describe the importance of maintaining good health
- Recognize everyday behavior that promotes good health (e.g., a balanced diet, drinking, clean water, exercising regularly, brushing teeth, getting enough sleep)

## INFORMATION FOR TEACHERS

1. Read the topic from the textbook. Have enough knowledge about common diseases and their symptoms. Follow hygienic principles and highlight the keywords to be used in the lesson.

### Keywords

Disease symptoms, vaccination contagious diseases, communicable diseases, washing hands

### Skills

Observation and predicting skills to be emphasised



**DURATION / NO OF PERIODS: 70 MINUTES / 2 PERIOD**



## MATERIALS / RESOURCES REQUIRED

Besides, the available materials in the classroom teacher should prepare three charts and display these during the lesson:

1. A chart of common diseases and their symptoms
2. A chart of contagious and non-contagious diseases
3. A chart of communicable diseases and their precautions.



## INTRODUCTION

5 MINUTES

At the start of the lesson, display chart of common diseases and their symptoms and will ask the students.

1. Recently who has felt fever from flu?
2. Flu is which type of disease?
3. How will you keep yourself safe from this disease?



## DEVELOPMENT

20 MINUTES

1. After discussing the above questions, display the other charts and will focus the concentration of students on communicable diseases and their prevention.

2. These diseases which easily spread through social contact is said to be communicable diseases they include coughs, flu and even COVID-19. These are diseases a person can 'catch' from another person.
3. The best treatment is a precaution to be adopted by everyone.
4. Cleanliness is another precaution that can minimize the disease
5. We can also take precaution to prevent ourselves from the diseases by washing hands, wearing masks and vaccination.
6. To understand more deeply the students should refer to page 35 of textbook to note seven steps of washing hands. Discuss all those communicable contagious diseases which are common for this purpose, refer the students to page 33 and 34 of textbook for additional learning.



### ASSESSMENT

5 MINUTES

To check the learning of students, they will be asked to solve activity 3.1 on page 37 of the textbook.

#### Activity:

Make a list of ways to live a healthy life. Make a weekly chart and mark it, what you have practiced?



### HOMEWORK / FOLLOW UP

5 MINUTES

Prepare a list of food items which you take daily

#### Follow up:

An additional period is given for written work and discussion on cleanliness habits and maintaining a healthy environment at home and in the community.

Students will be encouraged to prepare posters for the school for cleanliness.



# SYMPTOMS, TRANSMISSION AND PREVENTION OF COMMUNICABLE DISEASES



## INTRODUCTION

5 MINUTES

Since this is the continuation of human health, first revise the previous work and ask questions on how to avoid getting sick. Talk about healthy habits and precautions to be taken to keep good health.

## INFORMATION FOR TEACHERS

1. Brainstorm with the students to identify those activities and actions that they should take for a healthy body and mind. Make a list on the board.



## DEVELOPMENT

20 MINUTES

### Activity 1:

Introduce the topic and will explain the importance of maintaining good health. For this purpose, display charts having some good habits to be adopted by us. Good health can be maintained in the following ways.

1. **Balance diet:** a balanced diet is necessary for our body because it contains all nutrients necessary for good health.
2. **Drinking clean water:** clean water saves life. The human body contains 60 percent water. The water should be boiled or filtered before drinking.
3. **Exercise:** To remain fit and smart exercise is necessary, daily walks, praying and playing sports are some ways to exercise daily.
4. **Brushing teeth:** after taking food, food particles remain in the teeth, to remove these and protect teeth from decaying (rotting) brushing or doing miswak is necessary.
5. **Getting enough sleep:** sound and complete sleep of 8 – 12 hours is necessary for good health.



## CONCLUSION/SUM UP

3 MINUTES

Sum up the lesson with the key points given at the end of the chapter. Further, ask the questions like:

1. What happens when we pray five times?
2. What happens when we clean our teeth with Miswaak during making ablution?



## ASSESSMENT

5 MINUTES

Ask students to write some habits adopted by you which help in maintaining good health.



## HOMEWORK / FOLLOW UP

2 MINUTES

Ask the students to prepare a chart of a balanced diet.

# WAYS OF MAINTAINING GOOD HEALTH



## STUDENT LEARNING OUTCOMES

- Define a balanced diet and explain its components.
- Identify common food sources included in a balanced diet (e.g., fruits, vegetables, grains, milk, and meat group).

## INFORMATION FOR TEACHERS

1. Read the topic from the textbook and be clear about certain terms to be used in the lesson.
2. Highlight the keywords to be used in the lesson and display the new vocabulary in the class.

### Keywords

balanced diet, rice, bread, roti grains, milk, butter, vegetable, fruits, meat, exercise.

### Skills

Observational and identification skills to be emphasized during the lesson



**DURATION / NO OF PERIODS: 70 MINUTES / 2 PERIODS**



## MATERIALS / RESOURCES REQUIRED

Besides available resources in the classroom teacher should prepare a chart of food materials which we use daily. A chart of common diseases and their symptoms



## INTRODUCTION

5 MINUTES

1. Before starting to introduce the topic of the lesson either in a descriptive way or putting some questions like:
  - ♦ What do you understand by the word diet? (food material)
  - ♦ Do you eat fruit?
  - ♦ Do you drink milk with your breakfast?
  - ♦ Do you drink any juice?
2. Here announce that the combination of all those things which we use as food is termed as diet.



## DEVELOPMENT

20 MINUTES

Discuss components of a balanced diet. A diet that contains different kinds of food in proper quantities and proportions to fulfill the need of the body is called a **balanced diet**.

### Activity 1:

1. Through the guided activity the students will write names of various food materials in the relative group. All food materials will be divided into four groups as given below:
  - ◇ Milk Group
  - ◇ Meat Group
  - ◇ Grains Group
  - ◇ Fruits and vegetables Group
2. The students in groups will write the name of the food to the suitable group. For this purpose, students will be referred to pages 37 and 38 of the textbook to take help and complete the activity.
3. Activity 2.1 from the book will be discussed in class.



### CONCLUSION/SUM UP

3 MINUTES

1. Tell students that in this period, we have learned about the different ways of maintaining good health.
2. Name the food materials to be included in the milk group.
3. What foods are part of the protein group?
4. Which type of foods are included in the grains group.
5. What are the possible food materials are included in fruit and vegetable groups?
6. What will happen if we only use the milk group and fruit group as food?



### ASSESSMENT

5 MINUTES

Prepare a list of food items as given in activity 3.2 on page 3.7 and point out those items which you take the most and which you take least.



### HOMEWORK / FOLLOW UP

2 MINUTES

Which types of minerals are essential for our growth, where are they found in the given groups; consult page 39 under the heading, Interesting Information?

# WAYS OF MAINTAINING GOOD HEALTH



## STUDENT LEARNING OUTCOMES

1. Ask a few questions about the previous lesson
  - ◇ What have you eaten in your meal?
  - ◇ What will happen to your health if you have less amount of protein in your food?
  - ◇ Name the components of a balanced diet?
2. Here announce the sources of a balanced diet.

## INFORMATION FOR TEACHERS

1. Remind students that in the last period we have learned about the different ways of maintaining good health and today we will learn some more concepts.
2. At the start display a chart of various foods and will ask the students that these food materials are filled with the various components like protein, carbohydrates, fats, vitamins, and minerals required for a balanced diet.



## DEVELOPMENT

25 MINUTES

1. Students to identify with the help of the teacher the sources of proteins, carbohydrates, fats, vitamins, and minerals.

Food Groups	Sources
Proteins'	
Carbohydrates	
Fats	
Vitamins	
Minerals	

2. To emphasize the quantity and quality of food provide pictures of some humans and animals in their area and compare them with some undernourished humans and animals found in the world. Ask the students why they are so weak?
3. Listen to their answers and explain to them that the reason for malnourishment is that they were not getting enough food and their diet was not balanced.



## CONCLUSION/SUM UP

3 MINUTES

1. Review the learning progress of students by asking the following questions.
  - ◇ What types of food are essential for good health?
  - ◇ Which type of food is dangerous for health?
  - ◇ Name the foods that help to improve health in undernourished people.



## ASSESSMENT

5 MINUTES

Prepare a chart with the help of students about the food which they have eaten last night. Discuss in class if it is a balanced diet.



## HOMEWORK / FOLLOW UP

2 MINUTES

Students will list down the ways of maintaining good health. Refer to page 37 of the textbook.

### Follow up:

An additional period will be devoted to written work to be done in class on the above topic.

# VALUE OF CLEAN DRINKING WATER, MAKE WATER CLEAN AND SUITABLE FOR DRINKING



## STUDENT LEARNING OUTCOMES

- Understand the value of clean drinking water and inquire about the factors that generally make it unclear.
- Explore a few ways that can help make water clean and suitable for drinking (water filtration and boiling).

## INFORMATION FOR TEACHERS

Read the topic from the textbook, and other resources available.

1. Should know the scientific terminology to be used in the lesson.
2. Use these terminologies during the class for student's understanding.

**Keywords** Clean water, stir, turbid, germs, polluted water, filtration, and boiling.

**Skills** Observation and experimentation skills need to be emphasized during the lesson.



**DURATION / NO OF PERIODS: 70 MINUTES / 2 PERIODS**



## MATERIALS / RESOURCES REQUIRED

Charts, textbook, duster, marker and writing board.



## INTRODUCTION

5 MINUTES

1. In the introduction, start with Activity 3.3 on page 39 of the textbook. In this experiment, the students will identify clean water and polluted water.
2. Discuss the Sunnah of drinking water, first look at the water and see if it is clear, then read Bismillah (بِسْمِ اللَّهِ) and drink water while sitting in three portions. The teacher may give a demonstration of drinking water as mentioned above.
3. Introduce the topic "Value of clean drinking water and make water clean and suitable for drinking".
4. Ask some questions like;
  - ♦ Why do we cover the pots containing water?
  - ♦ Why do we drink clean water instead of polluted water?
  - ♦ What would happen if we drank polluted water?
  - ♦ How much water does the human body contain?
  - ♦ What is the percentage of water on Earth's Surface?



## DEVELOPMENT

25 MINUTES

1. Define clean water.

*Pollution-free water is said to be clean water. The human body contains sixty percent water. Since germs are present in polluted water and blood circulates in all parts of the body for providing oxygen, therefore germs reach all parts of the body. These germs may cause diseases like cholera, typhoid, and hepatitis.*

2. Therefore, clean water is essential for a healthy life. Students will be asked to check the water in their homes to see if it is clean or polluted. Since germs are invisible, water should be checked before drinking. It can be boiled to make it safe as boiling water can kill germs.



## CONCLUSION/SUM UP

3 MINUTES

1. Tell students that in this period, we have learned about the value of clean drinking water.
2. Further, ask the questions like:
  - ◇ Why do we drink clean water?
  - ◇ Why dirty/polluted water is dangerous for health?
  - ◇ What are the factors responsible for making water unclean?
3. Sum up the lesson with the key points given at the end of the chapter.



## ASSESSMENT

5 MINUTES

Students will find out the source of water in their homes. Is it fit for drinking or is it purified by some process? Where is the drinking water stored?



## HOMEWORK / FOLLOW UP

2 MINUTES

Students to attempt question 2 from the exercise given at the end of the chapter. They may refer to the book for answers.

### Follow up:

An additional period will be allocated for written work on the above topic for Q3 given on page 43 of the GS textbook. Students to be encouraged for giving their input for answers given in Q3.

# VALUE OF CLEAN DRINKING WATER, MAKE WATER CLEAN AND SUITABLE FOR DRINKING



## DEVELOPMENT

20 MINUTES

## Activity 2:

1. Remind students that in the last period we have learned about the value of clean drinking water and today we will learn about the ways of cleaning water.
2. Review the importance of clean water and discuss how water can be cleaned for drinking.
3. Ask students to suggest ways they think are possible for cleaning the water. After getting answers from the students, give the two procedures which are simple and easy to carry out.
  - ♦ **Boiling:** it is a simple process; water is kept on heating in a pot till boiling. Let the water boil for 5 to 10 min, all germs are killed, and then once cooled it can be used for drinking.
  - ♦ **Distillation** On a large-scale distillation plant is used for cleaning water.
  - ♦ **Filtration:** to remove particles from the water it is filtrated through filter paper as given on page 40 of your textbook in this way clean water is obtained which is used for drinking purposes.

If filter paper is not available at home, they can use muslin (Malmal cloth) for filtering the water.



## CONCLUSION/SUM UP

8 MINUTES

1. Further, ask the questions like:
  - ♦ What is meant by boiling?
  - ♦ Why do we filter water?
  - ♦ What will you call pollution-free water?
2. Sum up the lesson with the key points given at the end of the chapter.



## ASSESSMENT

5 MINUTES

Students will read the topic Factors affecting polluting water on page 40 of the book. And list the factors causing water pollution.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to write a note on the following questions
  - ♦ What are the functions of a filter?
  - ♦ How can germs be killed in water?
  - ♦ How can water be made suitable for drinking?
2. For these questions, they should refer to page 40 of the book.



**Month**

**4**

# PHYSICAL PROPERTIES OF METALS



## STUDENT LEARNING OUTCOMES

- Explore the properties of metals (i.e., appearance, texture, colour, density,)
- Identify the properties of metal (conducting heat and electricity) and relate these properties to the use of metals (i.e., a copper electric wire, an iron cooking pot)

## INFORMATION FOR TEACHERS

1. Before starting the lesson, the teacher must read the chapter and be clear about certain terms used in this lesson. These keywords have a clear definition.
2. Show some real objects like plates, spoons, and any other objects of daily use and guide students to identify the objects made up of metals.
3. Display keywords in the class.

**Keywords** metal, the density of matter, textures of metals, volume, and conductors

**Skills** Observation, classification, and prediction skills to be emphasized during the lesson.



**DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD**



## MATERIALS / RESOURCES REQUIRED

1. Charts showing pictures of iron, copper, gold, silver, etc. or any other item teacher finds can easily bring.
2. Flashcards showing names of metallic elements like copper, silver, iron etc.
3. Show some daily life items which are made up of metals (like a spoon, plates, etc.)



## INTRODUCTION

5 MINUTES

1. Before starting the lesson, an environment should be generated to build interest, so that the students are eager to learn the new topic. They will be asked several questions like.
  - ♦ What is metal?
  - ♦ What is the colour of gold?
  - ♦ When some force is applied to the gold what will happen?
  - ♦ Why iron is hard, and gold is soft?
  - ♦ What is density?
2. After taking the responses/answers from the students, inform of the topic: "The physical properties of metals"



## DEVELOPMENT

20 MINUTES

1. Start the lesson by discussing with students the term properties of metals.
2. List down the properties of metals on the writing board.
  - ◇ Appearance of metals
  - ◇ The texture of metals.
  - ◇ Colours of metals
  - ◇ The density of metals.
  - ◇ Metals as conductors.

### Activity 1:

1. Give five metallic objects to the students in groups, they will write their observations against the properties given above.
2. The students will do the activity after discussing it in the class.
  - ◇ The teacher can show some flashcard with names of metals like sodium, calcium, gold, iron, silver, the teacher can ask about the objects which are used in daily life and made up of metals.
  - ◇ The teacher can show the electricity cables in the class and show that these cables are made up of copper, the teacher must warn the students not to touch bare electric wires to avoid electric shock.
  - ◇ Relate the properties of metals e.g., conduction of heat (this can be done by showing the iron rod and by heating on spirit lamp and by asking students about the results that they observe.
  - ◇ The teacher can take help from activity No 4.11 in General Science Textbook page 50, and Activity 4.12 on page 52.

### Activity 2:

Distribute the class into two groups. Group – 1 will write names of metals mostly present in the class and outside and Group – 2 will write uses of mentioned metals.

## RECAPITULATION

To check the understanding of the students few questions will be asked.

1. What is a metal?
2. Name some properties of metal.
3. Define density?



## CONCLUSION / SUM UP

3 MINUTES

Before concluding the day, ask a few questions to check the student learning.

1. What are the properties of metals?
2. Can anybody mention the names of some coloured metals?
3. Define density.
4. What will happen if a metal is heated?



## ASSESSMENT

5 MINUTES

Make two columns with names and uses of metals in daily life in the class. Invite students voluntarily to fill the two columns on the writing board and discuss with the whole class.



Assign the following tasks to students as a homework assignment.

1. The students may be guided to solve Q.3 and 4 of the exercise sections on page 55 of the textbook.

### **Period 2**

#### **Follow up:**

An additional period for written work will be given for a short quiz and solve Q3 Investigate given on page 55 of the textbook. Students to discuss amongst themselves in pairs and write their answers. Teacher to check and give the correct answers.

Students must conduct Project-5 activity on page 55 of the textbook in the exercise section and record observations in their notebooks.

# STATES OF MATTER AND ITS CHARACTERISTICS



## STUDENT LEARNING OUTCOMES

1. Describe characteristics of each state of matter with examples.
2. Compare and sort objects and materials based on physical properties (e.g., mass, volume states of matter, ability to float or sink in water).

## INFORMATION FOR TEACHERS

1. Read the complete chapter and develop an understanding of the big picture /concept.
2. Clear the concept by showing the concrete example of each state and use the material given in the textbook. Display and discuss the new terms used in this topic for students to learn.

**Keywords** mass, volume, shape, density, definite, inflated, particles, conclusion

**Skills** Classification, observation, prediction, and communication, are the skills to be emphasized during the lessons.



**DURATION / NO OF PERIODS: 70 MINUTES / 2 PERIODS**



## MATERIALS / RESOURCES REQUIRED

- Books, table, chair, water, juice, filled balloons



## INTRODUCTION

5 MINUTES

1. Ask the following questions
  - ♦ What is matter?
  - ♦ Is water a matter?
  - ♦ Show a filled balloon and ask, is it also a type of matter?
2. Facilitate students while taking their responses)
3. Take their responses and announce the topic "State of matter and its characteristics"



## DEVELOPMENT

20 MINUTES

1. Introduce the students to the new terms Mass, Shape, and Volume.
 

**Mass:** quantity of matter in a body is called mass

**Volume:** Space that an object occupies is called volume.

**Shape:** The figure of the body is called shape mass.
2. Give examples of each for students to understand and apply to different states of matter.

### Activity 1:

1. Press table, writing board, or wall and ask the students, what they have observed? any change in their states?
2. Do these things change shape after pressing?
3. Show that no change occurs in their shape and volume, so solids have a definite shape and definite volume.
4. Demonstrate activity 4.1 on page 45 in the textbook and infer that water changes its shape, but its volume remains the same.
5. Demonstrate activity 4.3 on page 46 in the textbook and ask students to observe.
6. Does the shape of the balloon remain the same?
7. What do you conclude from this activity?
8. To enhance their understanding share; gases have no definite shape and volume.

### Activity 2:

1. Display a chart or draw a diagram of an arrangement of particles in three states of matter. OR
2. Ask students to concentrate on three diagrams given in the textbook on pages 48 and 49. Explain the arrangement of particles in three states based on the force of attraction



### CONCLUSION / SUM UP

3 MINUTES

Sum up the lesson by asking students to draw three columns in their copies and write the names of at least 5 solids liquids and gases in each column.

<b>Solids:</b> have definite and definite shape volume	<b>Liquids:</b> have definite volume but their shape is indefinite	<b>Gases:</b> have an indefinite shape and indefinite volume



### ASSESSMENT

5 MINUTES

Ask the following questions:

1. In which state of matter particles are strongly attached to each other?
2. What is the arrangement of particles in gas?
3. What difference do you observe in the arrangement of particles in liquid as compared to solid and gas?



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to perform the following:
  - ◇ Draw the diagram of three states of matter showing the arrangement of particles in each state. Consult Textbook pages 47-49
2. To be continued in period 2

**Follow up:** An additional period is given for holding a quiz on the terms introduced in the above lesson. Multiple choice, fill in the blanks, True and False answers to be checked in class.

# STATES OF MATTER AND ITS CHARACTERISTICS

**DEVELOPMENT**

25 MINUTES

**Activity 3:**

Remind students that in the last period we have learned about the states of matter and today we will learn about the characteristic of matter.

1. Place a tub filled with water on the table.
2. Ask one student to come and put various things like a pebble, coin, iron rod, plastic bottle, piece of paper, and wooden piece.
3. Ask them to observe and write the names of floating and sinking objects in two columns in their notebooks.
4. Explain to students: The objects that allow heat to pass are called conductors.

**Examples:** iron, silver, copper, etc.

The objects that do not allow heat to pass are called nonconductors.

**Examples:** wood, rubber, plastics, etc.

5. Introduce the characteristic of matter to **conduct** heat.

**Activity 4:**

1. Demonstrate activity 4.9 given on the textbook page 49.
2. Draw a table on board given on page 49
3. Call one student to write his observation on the table.
4. Explain to students that the objects that allow heat to pass are called conductors, for example, iron, silver copper, the objects that do not allow heat to pass are called non-conductors for example wood and rubber.
5. Ask; why the handles of a pressure cooker are made up of plastic?

**CONCLUSION / SUM UP**

3 MINUTES

1. Which states of matter do we find in steam?
2. Which state of matter adopts the shape of the container?
3. Why do gas particles move easily in all directions?
4. Separate the conductors of heat from the given list: coin, eraser, paper clip, steel ruler plastic ruler, iron nail, rubber band, and steel spoon.

**ASSESSMENT**

5 MINUTES

Ask the students to solve question 1 of the exercise given at the end of the chapter on the textbook page 54.



## **HOMEWORK / FOLLOW UP**

2 MINUTES

Ask students to perform the following:

1. Write the names of objects in the kitchen that can conduct heat energy.
2. Identify from your surrounding sinking and floating objects.

### **Follow up:**

An additional period will be given for a Quiz on characteristics of matter and the arrangement of particles.



# STATES OF MATTER AND ITS CHARACTERISTICS



## STUDENT LEARNING OUTCOMES

- Describe matter and its states (Solid, Liquid, Gas)

## INFORMATION FOR TEACHERS

Read the chapter in the textbook before starting the class and have more information about the topic from the additional resources available. Consult Glossary at the end of the textbook.

**Keywords** Matter, state of matter, volume, mass.

**Skills** Observation and classification are the skills to be emphasized during the lesson.



**DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIODS**



## MATERIALS / RESOURCES REQUIRED

- Writing board, charts, duster marker, etc.
- Liquid's water, milk, juice, ice, books, chair, desk, gas balloons, or any other items teacher finds easy to bring.



## INTRODUCTION

5 MINUTES

- Ask the following simple questions to judge the previous knowledge of students
  - What is matter?
  - How many states of matter are there?
  - What are the names of different states of matter?
  - Identify the substances related to different states of matter.
- After discussing these questions, announce the topic as "States of Matter and its characteristics".



## DEVELOPMENT

20 MINUTES

- Place some solids, liquids, and gases objects for students to identify the difference in the three states of matter.
- Introduce some objects of different physical states and ask the students about their state (book, spoon, chair, etc.)
- Solids are hard things with their shape and volume are fixed for example chair, table, book, pen, car, etc. Now ask the students to give examples of solids. Write them on the

writing board.

4. Make use of activities No 4.1, 4.2, and 4.3 in the textbook on pages 45, 46, and demonstrate these in class.
5. The teacher may show articles of different sizes in the class so that the idea of volume and mass is cleared.



### CONCLUSION / SUM UP

3 MINUTES

Before concluding the lesson ask a few questions to check the students' understanding.

1. What is matter?
2. What are the different states of matter?
3. Name different states of matter from their surroundings?



### ASSESSMENT

5 MINUTES

Exercise questions 2, part (i, ii, iii,) at the end of the chapter to be done in the class orally and students should be asked to write the answers to those questions at home.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Students should be asked to define some keywords as homework
2. Each student should collect the names of different things and place them in the column of solid, liquid, and gas.

#### Follow up:

An additional period will be allocated for written work which will be done in class. **Point to Ponder** given on page 46 of the General Science textbook will be discussed and students will write their answers in the notebooks.

# SOURCES OF ENERGY



## STUDENT LEARNING OUTCOMES

1. Identify sources of energy (e.g., the sun, flowing water, wind, coal, oil, gas).
2. Recognize that energy is needed to do work (e.g., for moving objects), heating and lighting.

## INFORMATION FOR TEACHERS

1. Read the chapter to develop a holistic picture of the theme of energy. Identify the keywords and highlight the new vocabulary for the class.
2. The ability to do work is called energy. Energy is used in the movements of humans and animals, light in the bulb, heat in a heater, and the sound of the school bell.

**Keywords** work, energy, light, heat, movement.

**Skills** Observation, communicating, interpreting, forming a conclusion are the skills to be emphasized during the lesson



**DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIODS**



## MATERIALS / RESOURCES REQUIRED

- Candle, torch, a piece of coal, a piece of wood, the battery of mobile cell



## INTRODUCTION

5 MINUTES

1. To create the interest of students, perform the following actions:
  - ◇ Pick up school bag.
  - ◇ Walk in the classroom
  - ◇ When you write with a pencil on paper.
  - ◇ When you open or close the door.
2. Now after performing the above following ask students:
  - ◇ What do we need to perform these actions?
3. Conclude the discussion by telling us that we need the energy to do all the above-mentioned actions. Announce the topic that today we will discuss "Common sources and uses of energy"?



## DEVELOPMENT

20 MINUTES

### Activity 1:

1. Ask a student to come and push a chair.
  - ◇ What have you observed?
  - ◇ Explain when we apply a force and move the object work is done.
  - ◇ When we ride bicycles, we do work
  - ◇ To do work we need energy.
  - ◇ Ask: How is energy produced?
    - Body's movement, walking, talking, etc.
    - Heat houses and other buildings.
    - Illuminate light.
    - Power phones, computers, and television.

### Activity 2:

1. Talk about the sources of energy by asking the students some questions and showing some pictures given in the book or if available on a chart.
  - ◇ What is the basic source of energy on earth?
2. Show the pictures of sources of energy given in the textbook on page 57 and tell the students that we get energy from different sources, as we get light and heat energy from the sun.
3. Show the objects like a candle, torch, piece of coal, and battery of mobile.
4. Ask:
  - ◇ Are all these sources of energy?
  - ◇ Which type of energy do we get from each source?
5. Ask students to make a column in a notebook under the heading sources and type of energy we get from each source and write the all source you see in the classroom.



## CONCLUSION / SUM UP

3 MINUTES

Share the key points given at the end of the chapter in the textbook on page 63.



## ASSESSMENT

5 MINUTES

1. From where do plants get energy for growth?
2. Which energy runs a ceiling fan?
3. From where do we get the energy to do work?
4. Which energy does the sailboat use?
5. From where do the vehicles get energy?



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Write the name of energy sources you see at home.
2. Which type of energy is used more at your home?

### Follow up:

An additional period will be given for written work to be done in class under the supervision of the teacher. Q3 and Q4 given at the end of the chapter on pages 65 and 66.

# TRANSFORMATION OF ENERGY



## STUDENT LEARNING OUTCOMES

- Describe and demonstrate the transformation of energy

## INFORMATION FOR TEACHERS

- Go through the chapter to become familiar with certain keywords and the general outline.
- Quote some examples from daily life in which the transformation of energy takes place.
  - How does the bulb light up when we switch the button on?
  - How do fans run?

**Keywords** Energy, forms of energy, and transformation of energies.

**Skills** Observation, prediction, and inferring skills to be emphasized during the lesson.



**DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIODS**



## MATERIALS / RESOURCES REQUIRED

- Writing boards, chalk, marker, and duster
- Charts clearly showing one form of energy are converting into another form, e.g. glowing torch and small toys working on cells, etc. or any other items teacher finds suitable to bring to the class relevant to the topic



## INTRODUCTION

5 MINUTES

- Before starting the lesson, an environment should be created to build up the interest of students in the new topic. They will be asked the following questions
  - What is energy?
  - Is it possible to convert one form of energy to another form of energy?
  - Name different forms of energy?
- Facilitate students in getting their responses
- After discussing these questions, announce the topic as "How energy changes from one form to another form (Energy transformation)".



## DEVELOPMENT

20 MINUTES

Start the lesson with the term transformation of energy, with the help of a chart showing different objects which transform energy e.g., television, fan, windmill, torch, small toys picture.

With the help of these charts, the teacher records the response of students one by one. Revise the keywords like energy, forms of energy, the transformation of energies.

### Activity 1:

1. Start the class with the Quick Quiz on page 57 in the General Science textbook's previous knowledge of the students.
2. Show the chart in which water flows from some height to the ground. The same activity may be performed under teacher supervision by the students by taking two beakers connecting with pipes one beaker at some height and the other at the ground, the teacher then asks students to record their observations on their notebooks and write their inferences.

### RECAPITULATION:

To check the understanding of the student the following questions will be asked from students

1. What happened to the water in the two beakers placed at the same position?
2. What happens to the water in the two beakers placed at different positions?



### CONCLUSION / SUM UP

3 MINUTES

1. Before concluding the day's lesson, ask a few questions to check the students learning
2. Light up the bulb in the class and ask the following questions.
  - ♦ What happens to the bulb?
  - ♦ How many forms of energy are there?
  - ♦ Which energy is converted to light up a bulb?
  - ♦ What is meant by the transformation of energy?
3. Facilitate students in getting their responses.
4. Sum up the lesson with key points at the end of the chapter.



### ASSESSMENT

5 MINUTES

Exercise Q2 (iv) at the end of the chapter should be done in the class. Ask students to exchange copies for checking the answers in class and help the students in writing correct answers.



### HOMEWORK / FOLLOW UP

2 MINUTES

Ask students to perform a project on page 66 of the textbook as a homework assignment response.

### Follow up:

1. An additional period for written work will be given written work on the following;
  - ♦ 'Let's Think: Which energy is changed to hydroelectricity', given on page 58.
  - ♦ 'Task To Do', given on page 59 of the textbook.
  - ♦ 'Do you know', given on page 59 of the textbook.
2. Encourage the students for their input to develop scientific thinking.
3. They will write the correct answers in their notebooks.

# CONSERVATION OF ENERGY



## STUDENT LEARNING OUTCOMES

1. Understand the importance of the conservation of energy.
2. Recognize the role and responsibility of humans to conserve energy resources

## INFORMATION FOR TEACHERS

1. Have an idea of energy conservation by studying Chapter 5 in the General Science textbook and other relevant material available in the school to know the different ways of conserving energies.
  - ♦ Identify keywords in the lesson and use them frequently in the class.
  - ♦ Discuss conservation of energy with few examples.
2. Teacher to carry out discussion on conservation with examples.

**Keywords** Conservation, Transformation

**Skills** Observation and analysis are the skills to be emphasized during the lesson



**DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIODS**



## MATERIALS / RESOURCES REQUIRED

1. Writing board, charts, markers, and real objects, cell, torch, bulb.
  - ♦ Chart with clear pictures of appliances and their use of energy.
  - ♦ Filament bulb and LED bulb.
  - ♦ Bulbs with high voltage 50 W and 100 W
2. Or any other items teacher finds, easy to bring to the class relevant to the topic



## INTRODUCTION

5 MINUTES

1. Before starting the lesson, an environment should be created to build the interest of the students so that they are eager to learn the new topic.
2. They will be asked several questions on energy conservation.
  - ♦ What are the ways, in which we use energy?
  - ♦ Why do we use LED bulbs nowadays?
  - ♦ What is the importance of saving energy?
  - ♦ What are the steps required in the conservation of energy?
    - Always switch “off” extra bulbs in-home/school.
    - Use the appliances of low energy demand
    - Working with hands must be encouraged at homes to save energy

- Use solar / wind energy

3. After discussing these questions, announce the topic as, "Conversation of energy"



## DEVELOPMENT

20 MINUTES

1. Start the lesson by considering the word conservation of energy.
2. Discuss some examples from daily life. For example, the use of LED bulbs in homes and the uses wind / solar energy.
3. The teacher can explain the use of petrol in vehicles and how we can avoid excessive use
  - ◇ What is the disadvantage of using too much petrol?
  - ◇ What type of problems will we face when we do not conserve energy?
  - ◇ Give some ideas to conserve energy e.g.
    - Why should we prefer to walk or ride in bicycle instead of driving a car?
    - Why should we prefer energy saver bulbs?
    - Why we prefer to use solar appliances instead of electrical appliances?

### Activity for students:

Make a chart and mention five ways of conserving energies.



## CONCLUSION / SUM UP

3 MINUTES

To check the student learning teacher can ask the following questions

1. What is meant by energy conservation?
2. Why do we conserve energy?



## ASSESSMENT

5 MINUTES

1. Assign a chart and ask the students to collect information from their home and school on the use of energy.
2. Name of items
  - ◇ Bulb
  - ◇ Washing machine
  - ◇ Television
  - ◇ Computer
3. Take their responses to the following questions in the class.
4. The students will write answers in their notebooks.
  - ◇ Which appliances need more energy?
  - ◇ Which appliances are used more in your home?
  - ◇ How can the use of electric appliances be minimized?
  - ◇ What will happen if we use all appliances at a time?
5. Facilitate students in getting their responses.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to make a chart of two columns showing the name of appliances and their frequency of use in the home, and answers the questions at the end of the table in their notebooks



Item's name	Use
Bulb	Daily
TV	Daily
Washing machine	Week
Iron	Daily
Fans	In months

2. Which appliances use more energy?
3. What students have deduced from the use of these appliances?

#### **Follow-up:**

An additional period for written work on conservation, since there is little material given in the book the teacher may prepare, additional examples for the students.

# LIGHT AND REFLECTION OF LIGHT



## STUDENT LEARNING OUTCOMES

- Relate familiar physical phenomena (i.e., shadows, reflections, and rainbows) to the behaviour of light.

## INFORMATION FOR TEACHERS

Read the chapter of the textbook to have a holistic picture. Also, use additional resources for classifying the following concepts.

- Light is a form of energy that helps us to see objects around us. It travels in straight lines.
- When light cannot pass through an object, it forms a shadow.
- When light strikes the shiny and smooth surface of the mirror, it bounces back. It is called the reflection of light.

**Keywords** Shadow, reflection, artificial, bouncing back, rainbow

**Skills** Observation, prediction, classification are the skills to be emphasized during the lesson.



**DURATION / NO OF PERIODS: 70 MINUTES / 2 PERIODS**



## MATERIALS / RESOURCES REQUIRED

- Torch, candle, prism, plastic toy, small mirror



## INTRODUCTION

5 MINUTES

- Start the class by asking the following questions:
  - Can we see in the dark?
  - What thing enables us to see things around us?
  - Is light a form of energy?
- After discussion, announce the day's topic as "Light"



## DEVELOPMENT

20 MINUTES

### Activity 1:

- Take students out of the class to observe light sources around the school.
- Ask them to identify things that make light in the classroom
- Back in class ask them which is the biggest natural source of light?
- Instruct them to make two columns in a notebook and write the names of natural and

artificial (man-made) sources of light.

5. Observe and correct if needed when they are writing the names of sources.
6. Conclude the activity by saying that light helps us to see things and we get light from different sources.

### Activity 2:

1. Make classroom environment dark.
2. Turn on the torch.
3. As students observe the path of light.
4. Which path is followed by light?
5. Let the students identify the path of light. Give their observation about the path of light.
6. Infer from the observation that light travels in a straight line.

### Activity 3:

1. Turn on the torch and place a book or plastic toy in the front of the torch.
2. Ask students; is light passing through a book or a toy?
3. Share that light cannot pass through an object; a shadow of that object is formed behind it with them.

### Activity 4:

1. Formation of shadow.
2. Do activity 5.1 given in the textbook on page 60.
3. Bring your hand near the lamp and ask; how is the size of shadow affected?
4. Ask them, "Does the shadow on the wall look like your hand?"
5. Let the students observe the size of the shadow and give their observations. They will infer after seeing the distance when the object is near to the source its shadow is large, and small for far objects. Explain the size of the shadow depends on the distance between the object and the source of light.



## CONCLUSION / SUM UP

3 MINUTES

Tell students that in this period, we have learnt about the concept of light.

Sum up the class with the key points used during the lesson.



## ASSESSMENT

5 MINUTES

Ask students the following questions:

1. What things help us to see things in our surrounding?
2. How does light travel?
3. Which factor causes the size of the shadow to appear small or large?



## HOMEWORK / FOLLOW UP

2 MINUTES

Ask students to observe the shadow size of a tree at home or surrounding during the morning, noon, and afternoon on holiday.

# LIGHT AND REFLECTION OF LIGHT

**DEVELOPMENT**

25 MINUTES

Remind students that in the last period we have learned about the concept of light and today will learn some more related concepts.

**Activity 5:**

1. Why do we use the mirror?
2. How is an image formed on the mirror?
3. Discuss the formation of images by using diagrams on the writing board.
4. Share with students when light strikes the shiny and smooth surface of the mirror it bounces back which is called reflection of light.

**Activity 6:**

1. Ask students about what a rainbow is?
2. Demonstrate the activity 5.2 given in the textbook on page 60.
3. Tell them, after rain some drops of water are suspended in the air when sunlight passes through these water droplets, they split light into seven colours, it is called a rainbow.

**CONCLUSION / SUM UP**

3 MINUTES

Ask the following questions from students:

1. Can light pass through a wooden table?
2. Do the shadows look like the object?
3. What is the reflection of light?

**ASSESSMENT**

5 MINUTES

Ask students to open the book on page 64 and select the correct option of Q1: iii and iv

**HOMEWORK / FOLLOW UP**

2 MINUTES

Draw and colour the rainbow in the notebook.

**Follow up:**

An additional period will be given for written work on the topics given above.

1. Reflection of light
2. Rainbow

# SOUND ENERGY



## STUDENT LEARNING OUTCOMES

- Relate familiar physical phenomena (i.e., vibrating objects, echoes) to the production and behavior of sound.

## INFORMATION FOR TEACHERS

- Before starting the lesson, the teacher should read the chapter given in the textbook and have an understanding about terminologies to be used in this lesson.
- Check the students' knowledge about these words. Refer to the glossary at the end of the textbook. For vibrating bodies and sound production, the teacher can use familiar examples of a school bell. Discuss ways of producing sounds by different objects and observe whether they are vibrating or not?

**Keywords** sound, vibrating bodies, medium, echoes, reflection

**Skills** Observation and communication skills to be emphasized during the lesson



**DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIODS**



## MATERIALS / RESOURCES REQUIRED

- Ruler, paper box with a rubber band, school bell, tuning fork, small drums, or any other items that teacher finds easy to bring to the class relevant to the topic.



## INTRODUCTION

5 MINUTES

- Before starting the lesson, an environment should be generated to build interest so that the students are eager to learn the new topic.
- They will be asked the following questions on sound energy and the students will raise their hands to answer these questions.
  - What is sound?
  - How do you come to know that the period is over?
  - Identify/name some sounds in their environment.

## Activity 1:

- Hold down one end of the ruler to the bench and flick the other end of the ruler and ask the following questions.
  - Do you hear a sound?
  - What is happening to the ruler (moving, trembling, vibrating)
- Then take a start from the word vibrating body and ask these questions.
  - Define sound?

- ◇ What does vibrate mean?
  - ◇ Do you observe some sounds when coming from home to school?
3. Facilitate students in getting their responses.
  4. After discussing these questions, announce the topic as “Sound Energy”.



## DEVELOPMENT

20 MINUTES

1. Start the lesson by reviewing the word sound energy and develop the lesson by considering activity 5.3 of the General Science textbook page 61.
2. Now after performing the activity, the terms sound, vibrating objects, reflecting of sound (echoes) should be explained.
  - ◇ Discuss the traveling of sound by asking simple questions.
  - ◇ How does sound travel?
3. Why don't we hear the explosions of the sun on earth?
4. Students will answer these questions and clarify that sound needs some medium to travel, it cannot travel in space. **Interesting information** in the textbook on page 61.

## RECAPITULATION

The teacher may use the following questions to check the understanding level of students.

1. What is sound?
2. How sound is produced?
3. What are echoes?
4. What does sound need to propagate?



## CONCLUSION / SUM UP

3 MINUTES

1. Tell students that in this period, we have learned about the production of sound.
2. Before concluding the day's lesson, ask a few questions
  - ◇ How sound is produced?
  - ◇ What is an echo?
3. Sum up the lesson by discussing the key points at the end of the chapter.



## ASSESSMENT

5 MINUTES

Exercise Q 2 part (iii) of textbook page 65 should be done in the class and students should be asked to share their answers with each other.



## HOMEWORK / FOLLOW UP

2 MINUTES

Students may be directed to write the answers to the following questions in their notebooks

1. Define sound?
2. How sound is produced?
3. Why sound cannot travel through space?

### Follow up:

1. An additional period will be given to cover thinking questions given on page 61 of the textbook.

- ◇ Do you know 3 questions
  - ◇ Interesting Information 2 questions
2. Students to write the answers in their notebooks. These questions will help develop scientific thinking in students.

## HEAT



## STUDENT LEARNING OUTCOMES

1. Recognize that warmer objects have a higher temperature than cooler objects.
2. Investigate the changes that occur when a hot object is brought in contact with a cold object.

## INFORMATION FOR TEACHERS

1. Before starting the lesson, the teacher must read the whole chapter in the textbook and be clear about certain terms to be used in the lesson. The keywords have a clear definition like heat, temperature.
2. Practical examples of hot and cold bodies should be used, e.g., hot water, ice cream, warm tea, ice, etc.
3. The teacher can ask about different hot and cold bodies from the students. Name a thing that is very cold and hot and check the students' familiarity with the concept. Consult glossary given at the end of the textbook

**Keywords** Temperature, heat, hot object, cold object.

**Skills** Observation and classification skills to be emphasized during the lesson



**DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIODS**



## MATERIALS / RESOURCES REQUIRED

1. Showing two columns of the hot and cold chart of real objects.
2. Cold liquids like water, milk, juices, cold items like ice and ice cream, hot water, warm tea, etc., or any other items teacher find easy to bring to the class relevant to the topic. Flashcards showing different hot and cold objects



## INTRODUCTION

5 MINUTES

1. Before starting the lesson, use different methods and approaches to develop the interest of students for that he may ask some questions like.
  - ◇ Name some hot objects.
  - ◇ Name some cold objects.
2. With the help of the following activity, the teacher will proceed.



## DEVELOPMENT

20 MINUTES

## Activity 1:

1. Divide the class students into two groups and then provide a set of prepared cards to



each group to arrange the cards in hot and cold.

2. Now introduce a chart with column hot objects and cold objects and call students one by one from the groups to paste the card on the right column on this chart, ask the rest of the class to check, if any student place the objects in the wrong column, ask them to put it on the right place. After performing the activity, announce the topic as **"Heat"**

### Activity 2

1. Start the lesson by reviewing the term, 'heat and its transformation'. Place two glasses of water one with cold water and the other with hot water and ask students, to touch the glass and record the responses of the students.
2. After this, place cold water on the flame in a beaker or glass and record the responses of the students with an interval of time and ask the following questions.
  - ◇ What did you feel when you touched the water the first time in the glass beaker?
  - ◇ What do you feel when you touch water after 5 minutes?
  - ◇ How did water become hot?
  - ◇ What is the difference between cold objects and hot objects?
3. Now define heat and explain with examples (hot objects and cold objects)

Students make a chart of hot and cold objects in the class from daily life experience

### RECAPITULATION

To check the understanding of the students, ask some questions:

1. Define heat?
2. Why we avoid touching hot objects?
3. What will happen if we use cold water and cold drinks frequently?



### CONCLUSION / SUM UP

3 MINUTES

1. Before concluding the lesson, ask some questions.
  - ◇ How is heat used in our daily life?
  - ◇ What is meant by the hotness and coldness of a body?
2. Further, concentrate on the key points 8 and 9 given at the end of the chapter



### ASSESSMENT

5 MINUTES

1. Why does the hot tea become cold after some time?
2. Can heat travel from one object to another?

The students will record the answer in the class in their notebooks under teacher supervision



### HOMEWORK / FOLLOW UP

2 MINUTES

Students are directed to write the answers to the following questions in their notebooks.

1. What do you feel when you touch the body of a person suffering from fever?
2. What is the purpose of placing cold water on the heat source?

### Follow up:

An additional period will be required for discussing and writing the answers to Q3 part i and ii "Constructed Response Questions" given in Exercise on page 65.

# HEAT THERMOMETER AND DIFFERENT UNITS OF TEMPERATURE



## STUDENT LEARNING OUTCOMES

- Identify ways to measure temperature and understand its unit of measurement.

## INFORMATION FOR TEACHERS

- The teacher should read the whole chapter to have a holistic picture of the chapter. The teacher can also use additional material available in the school for concept clarification.
- Measuring the hotness or coldness of an object is called temperature. The instrument used to measure temperature is called a thermometer.
- These are two types of thermometers.
  - Laboratory thermometer
  - Clinical thermometer
- There are two scales of thermometer
  - Celsius or Centigrade scale ( $^{\circ}\text{C}$ )
  - Fahrenheit scale ( $^{\circ}\text{F}$ )
- Laboratory thermometer generally measure temperature from  $0^{\circ}\text{C}$  to  $100^{\circ}\text{C}$

**A Clinical thermometer measures** the temperature from  $35^{\circ}\text{C}$  to  $42^{\circ}\text{C}$  OR  $95^{\circ}\text{F}$  to  $108^{\circ}\text{F}$

### Keywords

Thermometer, celsius, centigrade, fahrenheit, clinical , laboratory.

### Skills

Observation, measuring, analyzing, predicting are the skills to be emphasized.



**DURATION / NO OF PERIODS: 70 MINUTES / 2 PERIODS**



## MATERIALS / RESOURCES REQUIRED

- Laboratory thermometer
- Clinical thermometer



## INTRODUCTION

5 MINUTES

Before starting the lesson, ask some questions to build interest so that students are eager to learn the new topic

- What do you feel when you touch the body of a person suffering from fever?
- How can we measure temperature?
- How can we measure body temperature?
- After discussion, inform students that we will be studying the topic "Temperature, thermometer and different units of Temperature".

**Opening Activity:**

1. Start the class by asking the following questions to the students:
  - ◇ During an illness what does a patient feel like?
  - ◇ How did you know you had a fever?
  - ◇ Which instrument is used to measure the temperature?
  - ◇ Have you all seen a thermometer?
2. Take a thermometer to the class, to make students familiar with the instrument.
  - ◇ Draw the diagrams of the laboratory thermometer and clinical thermometer on the writing board.
  - ◇ Now explain its parts, scales on it, and how to take the readings.
    - Divide the class into two groups.
    - Provide laboratory thermometer to group 1 and Clinical or Medical thermometer to group 2
    - Ask one student of each group to hold the thermometer bulb in hand for 1 minute.
    - Ask the remaining students in each group to observe the expansion of liquid/mercury in a thermometer.
    - Ask them, "What have you observed?"
    - Ask them now to hold the thermometer from the upper side and the remaining students observe the liquid/contraction of mercury in the thermometer,
    - Explain to students the thermometer which does not have a narrow part near the bulb liquid mercury comes down rapidly and is called laboratory thermometer and in the clinical thermometer the mercury does not come rapidly back to the bulb
    - Divide the class into suitable groups. Provide a clinical thermometer to each group.
    - Select one student from each group. Instruct them to keep the thermometer carefully under their arm for two minutes, Take the reading and note the temperature and pass the thermometer to the next child to observe the reading. (students to wash the thermometer before using it for another student).
    - In the end, conclude and inform students that the body temperature of a healthy person is 98.6°F.

**Activity 2:**

1. Take tap water in a glass/beaker and put a laboratory thermometer in it.
2. Ask two students to come and note the temperature.
3. Then add ice cubes in water and note temperature, continue this activity for 10 minutes
4. Draw the following table on the board and ask the students to observe the reading and write temperature against the time column.

Time	Temperature

5. Ask students when we add more ice cubes to water what will happen to temperature?



## CONCLUSION / SUM UP

3 MINUTES

Share: we can measure the temperature of the human body and other objects by using a thermometer. Cold objects show low temperature while hot objects show high temperature.



## ASSESSMENT

5 MINUTES

Solve the Q3 (ii) given in exercise of the textbook page 65.



## HOMEWORK / FOLLOW UP

2 MINUTES

Assign the following tasks to students as homework / Follow up

1. Write the name of those cities of Pakistan where the temperature is most high and most low.
2. Measure and note the temperature of your family members in your notebook.
3. Draw and label the diagram of a thermometer.

### Follow up:

An additional period will be given for practical demonstration and practice of the students in measuring temperature from clinical and laboratory thermometer.

**Month**

**5**

# ELECTRICAL ENERGY AND SIMPLE ELECTRIC CIRCUIT



## STUDENT LEARNING OUTCOMES

1. Describe and demonstrate that electrical energy in a circuit can be transformed into other forms of energy (e.g., heat, light, sound).
2. Explain and provide reasoning that a simple electric circuit requires a complete electrical pathway.

## INFORMATION FOR TEACHERS

1. The teacher should read the whole chapter from the textbook to develop an understanding of the chapter.
2. Consult additional resources to classify the concept of keywords used in the chapter.
3. Different devices convert electrical energy to different forms of energy. Like heater, electric iron, water heating rod converts electrical energy to heat energy. In a loudspeaker, the electrical energy changes into sound energy. Electric bulbs and tube lights convert electrical energy to light energy.
4. When the switch is turned "ON" the electric circuit is called a closed circuit.

**Keywords** generator, electric circuit

**Skills** Observation, designing an experiment, inferring, and interpreting are the skills to be emphasized.



**DURATION / NO OF PERIODS: 70 MINUTES / 2 PERIODS**



## MATERIALS / RESOURCES REQUIRED

- Cell, LED bulbs, wires, and switch.



## INTRODUCTION

5 MINUTES

1. Before starting the lesson teacher will ask the following questions:
  - ♦ Turn the switch "ON". Does the bulb get lighted?
  - ♦ When we press the cloth with electronic iron what makes it hot?
  - ♦ Which energy runs a fan?
2. Conclude the discussion by telling all the above things that require electrical energy to do work and tell the students that today we will discuss "Electrical Energy & Simple Electric Circuit"



## DEVELOPMENT

20 MINUTES

### Activity 1:

1. To develop the understanding of students, read and explain the topic of electrical energy given in the General Science textbook on page 62.
2. Divide students into three groups.
3. Give the following instructions to each group:

#### Group 1:

Discuss and write the names of devices that convert electrical energy into heat energy.  
(Heater, iron, electric stove, heating rod)

#### Group 2:

Discuss and write the name of devices that convert electrical energy into light energy.  
(Bulb, lamp, LED, tube light)

#### Group 3:

Discuss and write the name of devices that convert electrical energy into sound energy.  
(Loudspeaker, computer, laptop, television) Invite one student from each group voluntarily to read the name of the devices loudly for the whole class.

- ♦ Facilitate and guide each group to complete the task.



## CONCLUSION / SUM UP

5 MINUTES

- Tell students that in this period, we have learned about the conversion of electrical energy.
- Sum up the lesson by making the students identify the key point of how electrical energy is converted to different forms. Thus, the students will get a complete understanding from the group work done above.



## ASSESSMENT

5 MINUTES

Ask students the following questions:

1. Into which two forms, the electrical energy is transformed in a television?
2. Which instruments convert electrical energy into light energy?

#### Follow Up:

Ask the students to complete the following table:

S. No	Instruments	Convert electrical energy into
1.	Electric bulb	
2.	Iron	
3.	Loudspeaker	
4.	Heating rod	

# ELECTRICAL ENERGY AND SIMPLE ELECTRIC CIRCUIT



## DEVELOPMENT

25 MINUTES

**Activity 2:**

Remind students that in the last period we have learned about the conversion of electrical energy and today it is the time to learn about the circuit.

1. Draw the diagram of an electric circuit on a writing board to develop an understanding of a circuit.
2. Divide the students into suitable groups.
3. Provide bulb, wires, battery, and switch to each group.
4. Instruct them to make a circuit. Refer to activity 5.4 in the textbook on page 63.
5. Facilitate the groups.

After completing the activity ask the following questions:

1. Does the bulb give light when we turn the switch "OFF"?
2. What passes through the wires to light the bulb?
3. From where do we get electricity in the circuit?
4. Does electricity pass when the circuit is open?
5. Does electricity pass when the circuit is closed?

Facilitate the students in getting their responses



## CONCLUSION / SUM UP

3 MINUTES

The path of current is called a circuit. Electrical current can pass when the circuit is closed. Sum up the topic by revising the Key Points given at the end of the chapter.



## ASSESSMENT

5 MINUTES

Ask students the following questions.

1. Which form of energy is produced by LED from electrical energy?
2. What is a circuit?
3. What are the components of a simple electric circuit?



## HOMEWORK / FOLLOW UP

2 MINUTES

Do the activity given in the General Science textbook on page 66.

**Follow up:**

An additional period will be added for practical work in class; assign Q4 in the exercise on page 66.



# FORCE, MOTION



## STUDENT LEARNING OUTCOMES

- Describe force and motion with examples from daily life.

## INFORMATION FOR TEACHERS

- Before teaching the lesson, the teacher should read the whole chapter and be clear about keywords to be used in this lesson.
- Discuss different examples of push and pull and guide students to differentiate between pull and push.
- Keep practical examples of force and motion given in the book on hand.
- Consult glossary at the end of the book.

**Keywords** Force, motion, friction, static object.

**Skills** Observation, inferring, and measuring are the skills to be emphasized during the lesson.



**DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Charts, real objects (coin, pencil, book, desk, chair, and bag), or any other items that are relevant to the topic and that the teacher can easily bring to the class.



## INTRODUCTION

5 MINUTES

- To develop interest and make the environment favorable for this activity ask the following questions:
  - What is push?  
(Ask a student to demonstrate push)
  - What is pull?  
(Ask a student to demonstrate pull)
  - What is force?
  - What happens if we pull or push the bag?
- Ask students how they felt when they were pushed and pulled. After discussing these questions, the teacher will announce that the topic is "Force and Motion".



## DEVELOPMENT

20 MINUTES

Start the lesson by reviewing the terms force, motion, push and pull.

## PRESENTATION:

With the help of activity 6.1 in the textbook page 69, discuss force, pull, and push.

### Activity 1:

1. Perform the activity with the help of the students. ask one student voluntarily to put his bag on the table and push it and then ask:
  - ◇ What happened when you pushed the bag?  
(The teacher asks another student to pull the bag)
  - ◇ What happened when you pulled the bag?  
(Call another student to open the door of the classroom)
  - ◇ Did you apply any force on the door?  
(Now call another student to close the door)
  - ◇ Did you exert any force on the door to close?
2. Explain the force used for pushing and pulling and will relate this to motion and movement.

## RECAPITULATION:

To check the understanding of the students, ask the following questions:

1. How was the bag moved?
2. How did the door open?
3. What is motion/movement?
4. What is needed for movement?



### CONCLUSION / SUM UP

3 MINUTES

Before concluding the day's lesson, ask a few questions to check the students' Level of learning. Key points 1 and 2 on page 77 of the textbook will be discussed.

1. What is force?
2. What are pull and push?
3. How does force produce motion in static objects?



### ASSESSMENT

5 MINUTES

Exercise 1.2 (i and ii) of the textbook on page 78 at the end of chapter – 6 to be done in class. Students will be asked to exchange copies for checking the answers in class, while facilitating them with, the correct answer.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to collect pictures that clearly show push, pull, force and motion.
2. Draw a three-column table with the title push, pull, force, take responses of the students on a chart, and record for clarifying the topic of motion, the teacher can take help from activity 6.2 on page 70 of the textbook.

## GRAVITY



## STUDENT LEARNING OUTCOMES

- Identify gravity as a force that draws objects to Earth.

## INFORMATION FOR TEACHERS

- Read the topic from the textbook and other related documents. Know terms such as gravitational force and be clear about the impact of the force.
- Gravity is the force that causes a ball to come down after throwing it in the air and the force that causes a car to move downhill even when you are not stepping on the gear, etc.

**Keywords** Gravity, friction, motion

**Skills** Observation, inferring, practical investigation, communicating are the skills to be emphasized.



**DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Pencil, ball, coin, empty plastic bottle



## INTRODUCTION

5 MINUTES

- Ask the following questions from students:
  - Why do the leaves of a tree fall to the ground after leaving the branches?
  - Why does the water from a fountain fall on the ground?
  - Why does a ball when thrown up in the air return to the ground after reaching a certain height?
- After discussing the above questions, the teacher will announce the day's topic as "Gravity".



## DEVELOPMENT

20 MINUTES

## Activity 1:

- Ask students to drop different things like a ball, pencil, empty plastic bottle, coin from a certain height.
- Ask them to observe the motion of falling objects.
- Ask them as to why all the falling objects move towards the ground?
- Explain to students that the Earth pulls objects towards itself with a force which is called

gravity of Earth or gravitational force.

### Activity 2:

1. Divide the students into groups.
2. Instruct them to do activity 6.3 given in the textbook on page 71.
3. Ask students to write their observations.
4. Prompt students to state their inferences from these observations. After sufficient discussion, explain to them that all things fall due to the attraction of earth. Explain that the reason for the pencil falling towards the ground is gravity.



### CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by discussing the key features of gravity as a force.



### ASSESSMENT

5 MINUTES

Look at your surroundings, pick up five examples that show the action of gravity as a force. Write them in your notebooks.



### HOMEWORK / FOLLOW UP

2 MINUTES

Ask students to describe gravity by giving examples from their daily lives and to write these in their notebooks.

# FRICTION; ADVANTAGES OF FRICTION



## STUDENT LEARNING OUTCOMES

- Investigate that friction works against the direction of motion
- Provide reasoning with evidence that friction can be either harmful or useful under different circumstances.

## INFORMATION FOR TEACHERS

- Before teaching the lesson, the teacher should read the chapter given above and be clear about terms and keywords to be used in this lesson. These keywords have clear definitions in the glossary at the end of the textbook which the teacher should consult.
- Use these keywords frequently during your lesson.

**Keywords** Friction, rough and smooth surfaces

**Skills** Observation and prediction are the skills to be emphasized in the lesson.



**DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Writing board, charts, markers, chalks, etc.
- Show some items like paper, oil, tissue paper, rough surfaces, or any other items that the teacher can easily bring to the class.



## INTRODUCTION

5 MINUTES

- Before starting the lesson, build the interest of students so that they are eager to learn the new topic.
- Ask some questions on friction and students will raise their hands to answer the questions.
  - When you kick a football, it stops after covering a certain distance, why does it stop?
  - When we rub one hand with the other hand it gets warm, why?
  - Why do drivers face difficulty when driving vehicles on rough surfaces?
  - After discussing these questions, announce the topic as "friction".



## DEVELOPMENT

20 MINUTES

The teacher will start the lesson by discussing the term "friction" and its advantages and disadvantages.

## PRESENTATION

1. Elaborate on the topic by showing pictures on page 72 of the textbook.
2. Clarify the topic with the help of activity 6.4 on page 73., take responses of different students, and record on the writing board.
3. Now explain the word friction and take examples from daily life. ask students:
  - ◇ Why is it difficult to walk on a slippery surface?
  - ◇ Why is heat produced when one surface is rubbed with the other?
  - ◇ If we put oil on a smooth surface what will happen when walking on such a surface?

### Activity 1:

The teacher can perform the activity by asking students to first walk on the dry surface and then on the wet surface and ask other students to record observations and infer from the activity.

## RECAPITULATION

To check student understanding teacher will ask questions like:

1. Why do vehicles slip on the road in the rain?
2. Do you think that friction is playing a role in walking?
3. What are the advantages of friction?



### CONCLUSION / SUM UP

3 MINUTES

Before concluding the day's lesson, ask a few questions to check the learning of the students.

1. What is friction?
2. What is a rough surface?
3. What is a smooth surface?
4. What are the advantages and disadvantages of friction?
5. At the end summarize the lesson by discussing the main points about the day's topics.



### ASSESSMENT

5 MINUTES

Exercise Q2 part (iii) on page 78 of the textbook at the end of chapter – 6 should be done in class. Students will be asked to exchange copies for checking the answers in class, while the teachers will facilitate them.



### HOMEWORK / FOLLOW UP

2 MINUTES

Students will be asked to solve question 3 on page 79 of the textbook and write their responses in their notebooks.

## SIMPLE MACHINES



## STUDENT LEARNING OUTCOMES

- Recognize that simple machines, (e.g., levers, pulleys, gears, ramps) help make motion easier (e.g., make lifting things easier, reduce the amount of force required, change the distance, or change the direction of the force).

## INFORMATION FOR TEACHERS

The teacher should read the chapter on this topic in the textbook. Teacher should:

- Understand the idea of work and operation of various machines.
- Understand the key terms used in the lesson, write on chart/writing board and use these terms frequently during the lesson.

**Keywords** lever, pulley, wheelbarrow, bottle opener, inclined plane

**Skills** Observation, prediction, and classification are the skills to be emphasized during the lesson.



**DURATION / NO OF PERIODS: 70 MINUTES / 2 PERIODS**



## MATERIALS / RESOURCES REQUIRED

- Scissor, bottle opener, trolley bag, and other simple machines which are easily available.



## INTRODUCTION

5 MINUTES

- Ask the students the following questions:
- What is a machine?
- Name some machines which are commonly used.
- Write these names on the writing board.
- How do these machines help you?
- Do they make your work easy?



## DEVELOPMENT

20 MINUTES

After discussing the above questions the teacher will announce the topic as "Simple Machines".

## Activity 1:

- Show a plastic sheet and ask the students; can you cut the plastic sheet into two equal parts with hands?  
(Call one student to do this).

- ◇ Now ask the same student to cut it with scissors.
- ◇ Ask; why is it easier to cut with scissors?

**Answer:** Scissor makes it easy, which is a simple machine.

### Activity 2:

1. Show a glass bottle with a soft drink to students that is closed with a cap.
2. Give it to a student and ask the student to open the bottle cap with his/her hands.
3. Give him a bottle opener and ask him to open it with the help of the bottle opener.
4. Ask students; why is it easier to open the cap now?

**Answer:** Bottle opener makes it easy, which is a simple machine and works on the principle of the lever.

### Activity 3:

1. Ask a student to walk while carrying a bundle of books.
2. Instruct the student to put the books in a trolley bag and carry them now.
3. What is an easier way to bring books or any other heavy load?
4. What makes it easier?

**Answer:** The trolley bag has wheels and is a simple machine that makes our work easier.



### CONCLUSION / SUM UP

3 MINUTES

- Tell students that in this period, we have learned about simple machines.
- Discuss the Constructed Response Question from the General Science textbook on page 79.



### ASSESSMENT

5 MINUTES

Assess students using key points given in the textbook on page 77 for comprehension.

1. What is a machine?
2. Which machine is used to open the bottle cap of a soft drink?
3. Which machine is used to carry a heavy load?



### HOMEWORK / FOLLOW UP

2 MINUTES

Ask students to read pages 73 – 75 of the textbooks and note their observations in their notebooks.



# SIMPLE MACHINES

**DEVELOPMENT**

25 MINUTES

1. Recall with students that in the last period they have learned about the simple machines and today they will observe their usage in routine life.
2. Ask questions on gears and bicycles.
3. Note their responses on the writing board.

**Activity 4: 25 Minutes**

1. What increases or decreases the speed of bicycles?
2. Draw a diagram of a gear and explain the construction and function of the gear given in the textbook on page 76.

**Activity 5:**

1. Demonstrate the activity 6.5 given on page 75 in the textbook.
2. Explain the terms fulcrum, effort, and load to students.

**Activity 6: (Pulley)**

1. Ask the student: How is the flag hoisted in the morning assembly?
2. Explain to students that the pulley is used to hoist the flag, when we pull the rope down, the flag moves upwards.
3. Show the different uses of the pulley from page 75 of the textbook.
4. Explain if we want to move heavy objects upward, we apply force in the downward direction.

**Activity 7: (Ramp or inclined plane)**

1. Ask students: Which simple machine is used to move heavy objects from bottom to top?
2. Explain to students that a ramp or inclined plane is used to move heavier objects.
3. Show the figure of an inclined plane from page 76 of the textbook.
4. Laborers use this while loading/unloading flour bags on trucks and taking cement up to the roof for construction.

**CONCLUSION / SUM UP**

3 MINUTES

What have we learned from today's activities? Students' responses will be written on the writing board.



## ASSESSMENT

5 MINUTES

Ask students to:

1. Name some simple machines that they use in daily life. Write in your notebooks.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. What is a machine and how does it work?
2. Make a list of simple machines that are used in your home.

**Month**

**6**

# EARTH AND ITS PHYSICAL CHARACTERISTICS



## STUDENT LEARNING OUTCOMES

- Recognize that The earth's surface is made up of land and water and is surrounded by air.

## INFORMATION FOR TEACHERS

- The teacher should read the chapter for developing a holistic picture of the content.
- Understand the keywords (consult the glossary at the end of the textbook).
- Write the keywords on a chart and display it in the classroom so it is visible to students.

### Keywords

Earth, air, wind, physical characteristics, natural resources, substitute natural resources, cultivated land and non-cultivated land.

### Skills

Students will practice the skills of observation, inference, and predicting.



**DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Globe, plastic bottle, balloon, nail, tape or glue, thread. Any other thing which teacher considers necessary for delivering the lesson.



## INTRODUCTION

5 MINUTES

- Before introducing the topic, the teacher can generate the interest of students by showing a globe or a world map and asking some simple questions about earth, land, water, and air.
  - Where is Earth?
  - Have you seen the globe?
  - Can you locate the land on the globe?
  - Can you identify the water on the globe?
  - Can you tell which part covers the largest area of Earth?
  - What is air?
  - Where is the air?
- After getting feedback from the students, the teacher will now announce the topic that today we will discuss and talk about "Earth and its Physical Characteristics".

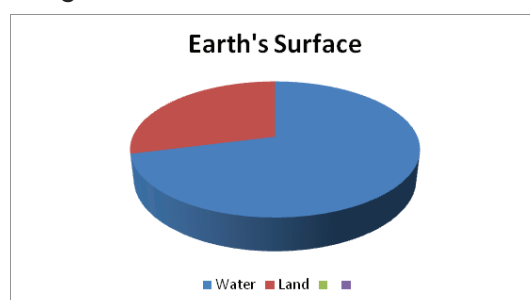


## DEVELOPMENT

20 MINUTES

- Start the lesson, with the help of the globe:
  - Place the globe in front of the students, where it can be seen clearly.
  - Show the surface on the globe representing water.
  - Show the surface on the globe representing land.

- ◇ Tell them about the percentage of water and land on Earth. The teacher should draw a pie chart on the writing board and show that 71% of the earth's surface is covered by water and the remaining 29% is land.



2. Show pictures of wind blowing and pictures of wind not blowing, students to differentiate between two.
3. Students will identify the presence of air in the second picture.
  - ◇ Explain what is air?
  - ◇ Explain what is wind?
  - ◇ Differentiate between wind and air.

### Activity:

Perform activity 7.1 on page 82 in the General Science textbook for Grade 4 and elaborate the concept of air to students.

### FORMATIVE ASSESSMENT:

Check the understanding of students by asking some questions, during the lesson.

1. What is air?
2. What is wind?
3. What is the percentage of water on the earth's surface?
4. What is the percentage of land on the earth's surface?



### CONCLUSION / SUM UP

3 MINUTES

1. Before concluding the lesson, ask few questions to check the student's learning.
  - ◇ Can you identify the different parts of the earth's surface?
  - ◇ What is the percentage of water on the earth's surface?
  - ◇ What is the percentage of land on the earth's surface?
2. Sum up the lesson by discussing the key points of the lesson with students.



### ASSESSMENT

5 MINUTES

1. Students to attempt Question 1 (ii) from the exercise at the end of chapter page 91.
2. Ask students to exchange notebooks for checking the answers in class, while facilitating them and write the correct answers on the writing board at the end of the period.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign the activity below to students:
2. Use the plastic ball and color pencils to make a model of the earth and identify the water and land on it.

# DISTRIBUTION OF WATER ON EARTH'S SURFACE



## STUDENT LEARNING OUTCOMES

- Recognize that water in rivers and streams flows from mountains to oceans or lakes.

## INFORMATION FOR TEACHERS

- The teacher should read the chapter for developing a holistic picture of the content.
- Identify and understand the keywords.
- Write keywords on a chart and display them in the class, visible to all. Since it is new vocabulary, students should learn the spellings of keywords and understand their meanings.

**Keywords**      Glaciers, rivers, streams, lakes, oceans, snow, and ice.

**Skills**              Students will practice the skills of observation, inference, and classification.



**DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Ice, jug of water, water glass, pictures/charts of mountains and rocks, glaciers, and lakes.
- Any other thing which the teacher considers necessary for delivering the lesson.



## INTRODUCTION

5 MINUTES

- Before introducing the topic, generate the interest of students by showing pictures of water bodies like springs, lakes, oceans, and rivers.
- Now ask the following questions from students:
  - What is water?
  - Where does water come from?
  - Where do we get drinking water from?
  - What is snow?
  - Are snow and ice the same? (Differentiate the concepts of snow and ice to students.)
  - Why does water flow and snow does not?
- After getting feedback from students, announce the topic that we will discuss today is **"Distribution of water on Earth's Surface"**.



## DEVELOPMENT

20 MINUTES

Start the lesson, with the help of charts/pictures of mountains, glaciers, lakes and:

- Explain what are glaciers ?

2. what are rivers and streams ?
3. what are lakes and oceans ?
4. Differentiate between snow and ice.

### Activity:

1. Put some water in a jug
2. Take an empty glass
3. Add some water from the jug to the glass
4. Ask the students, what do you observe?
5. How does water move from the jug to glass? show the property of the flow of water.

### Guided Practice

1. Draw two columns on the board titled 'flow' and 'cannot flow'.
2. Assign rivers, glaciers, streams, rainwater, snow, lakes, and oceans to either of the two columns.

Flow	Cannot Flow

3. Check the understanding of students by asking questions, during the lesson. Preferably using a physical features map to show water bodies on the surface of the earth.
  - ◇ What is rain?
  - ◇ How does rainwater flow from mountains to steam?
  - ◇ What is snow?
  - ◇ What is a lake?
  - ◇ How are lakes formed?
  - ◇ How does water move from mountains to oceans?



### CONCLUSION / SUM UP

3 MINUTES

1. Before concluding the lesson, ask few questions to check the students learning.
  - ◇ What are the different forms of water on the earth's surface?
  - ◇ Can you name at least three different forms of water?
  - ◇ How do we get drinking water?
2. Sum up the lesson by discussing the key points about the lesson.



### ASSESSMENT

5 MINUTES

1. Students to attempt Question No. 2 (iii) page 91 from the exercise at the end of the chapter.
2. Students exchange copies for checking the answers in class, while the teacher facilitates them and writes the correct answers on the board at the end.



### HOMEWORK / FOLLOW UP

2 MINUTES

Assign the activity to students as homework. In the given map using color, pencils differentiate between land and the distribution of water on it.

# EARTH'S RESOURCES



## STUDENT LEARNING OUTCOMES

- Identify some of the earth's natural resources (e.g., water, wind, soil, forests, oil, natural gas, minerals) that are used in everyday life.

## INFORMATION FOR TEACHERS

- The teacher should read the chapter for developing the big picture of the content.
- The teacher should understand the keywords, display these in class, and use them frequently during the lesson.

**Keywords** Earth's resources, soil, forests, coal, crude oil (natural oil), natural gas, minerals

**Skills** Students will practice the skills of observation and inference.



**DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Water in a jug, Hand fan, Gas cylinder, Minerals (different salts)
- Any other thing which teacher considers necessary for delivering the lesson



## INTRODUCTION

5 MINUTES

- Before the introduction of the topic, the teacher should generate the interest of students by showing pictures of some natural resources and asking the following questions.
  - What are resources?
  - What are natural resources?
  - Why is water necessary for living things?
  - What is soil?
  - What are forests?
  - What are minerals?
- After getting feedback from students, announce the topic that we will discuss today is **"Earth's Resources"**.



## DEVELOPMENT

20 MINUTES

Start the lesson, with the help of charts/pictures of forests, coal, natural gas, minerals and explain the following concepts:

- Earth's resources.
- Soil.



3. Forests.
4. Coal.
5. Crude oil (natural oil).
6. Natural gas.
7. Minerals.

### Activity:

Perform activity 7.2 on page 84 in the General Science textbook and elaborate the concept of earth's resources to students.



### CONCLUSION / SUM UP

3 MINUTES

#### Summative:

1. Before concluding the lesson, ask a few questions to check the students learning.
  - ◇ Name few natural resources that we use in our daily life?
  - ◇ Can you tell at least three different uses of water?
  - ◇ What is soil?
  - ◇ What are minerals?
  - ◇ How do we get petrol, kerosene oil, diesel, and oil?
2. Sum up the lesson by discussing the key points of the lesson.



### ASSESSMENT

5 MINUTES

Check the understanding of students, by asking the following questions, during the lesson.

1. Why do living things need water?
2. Why is air important for the survival of life on earth?
3. What are forests?
4. What is coal?
5. What is crude oil?



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign the following homework to students:
2. Write down the name of natural resources and minerals that are used in your home in your notebooks.

# EARTH'S RESOURCES, FOSSILS



## STUDENT LEARNING OUTCOMES

- Recognize that some remains (fossils) of animals and plants that lived on the Earth, a long time ago are found in rocks, soil and under the sea.
- Differentiate between renewable and non-renewable resources.

## INFORMATION FOR TEACHERS

1. The teacher should read the chapter for developing a holistic picture of the content.
2. The teacher should understand the keywords, write these on a chart to display in the classroom and use these frequently during the lesson.

**Keywords** Fossils, preserved marks, renewable resources, non-renewable resources

**Skills** Students will practice the skills of observation and classification.



**DURATION / NO OF PERIODS: 70 MINUTES / 2 PERIODS**



## MATERIALS / RESOURCES REQUIRED

1. Charts showing pictures of renewable resources i.e., fossils of plants and animals' natural gas, coal, petrol.
2. Charts showing pictures of solar energy, wind energy, water energy.
3. Any other thing that teacher considers necessary for delivering the lesson that is relevant to the topic.



## INTRODUCTION

5 MINUTES

1. Before the introduction of the topic, the teacher shall generate students' interest in the topic by showing pictures and asking the following questions:
  - ♦ What are preserved objects on earth?
  - ♦ Have you seen any preserved objects?
  - ♦ What are fossils?
  - ♦ How are fossils formed?
  - ♦ How can we find/ discover fossils?
  - ♦ Are all the remaining plants and animals' fossils?
2. Clarify the word fossil to the students using pictures.
3. After getting feedback from students, announce the topic that we will discuss today is **"Earth's Resources, Fossils"**.



## DEVELOPMENT

20 MINUTES

1. Start the lesson, with the help of the charts/ Textbook and explain the concepts given below:
  - ◇ Place the fossils (picture hang) in front of the students, where they can be seen clearly.
  - ◇ Define and explain fossils.
  - ◇ Explain how fossils are formed.
  - ◇ Explain where we can find fossils.
  - ◇ Recognize fossils, i.e., fossils of animals and plants.
  - ◇ Identify the fossils in rocks, soil, and water in the sea.

### Activity 1:

Perform activity 7.4 on page # 86 in the General Science textbook for Grade 4.

### Activity 2:

Perform activity 7.5 on page # 87 in the General science textbook and explain the concept of fossils to students.

## FORMATIVE ASSESSMENT

1. Check the understanding of students by asking some questions, during the lesson.
  - ◇ What are fossils?
  - ◇ How are fossils formed?
  - ◇ Do all plants and animals become fossils?



## CONCLUSION / SUM UP

3 MINUTES

1. Tell students that in this period, we have learned about the resources of the earth.
2. Summarize the day's lesson by discussing the key points.
3. Before concluding the lesson, ask a few questions to check the students learning.
  - ◇ There are some remains of plants and animals, but these are not fossils why?
  - ◇ Is it possible to make fossils of everything?
  - ◇ Can we recognize the fossils under the rocks, soil, and sea?
4. Sum up the lesson by discussing the key points of the lesson



## ASSESSMENT

5 MINUTES

1. Students to attempt Question No. 1 (iii), Question No. 2 (i) and Question No. 3 (i) and (ii) from exercise at the end of the chapter.
2. Students to exchange copies for checking the answers in class while writing the correct answers on the writing board.



## HOMEWORK / FOLLOW UP

2 MINUTES

Assign the following activity to students as homework: Students to carry out Activity 7.5 on page 87. Bring their results to the class.

# EARTH'S RESOURCES, FOSSILS



## DEVELOPMENT

25 MINUTES

Recall to students that in the last period we have learned about the resources of the earth and today we will learn about the types of these resources in detail.

1. Start the lesson, with the help of the charts/pictures from the textbook and explain the concepts given below.
  - ◇ Place the pictures of coal, natural gas cylinder, etc. in front of the students, where they can be seen clearly. Explain to students:
  - ◇ Nonrenewable resources
  - ◇ Renewable resources
  - ◇ Differentiate between Renewable and Non-Renewable resources

### Activity: Teacher demonstration:

- ◇ Take a candle
- ◇ Burn the candle
- ◇ Leave it for some time to burn.
- ◇ Ask the students can they reuse this candle.?
- ◇ The answer will be No. From this activity, elaborate the concept of non-renewable resources to the students.

## FORMATIVE ASSESSMENT

1. Check the understanding of students, by asking some questions during the lesson on page 88 of the General Science textbook.
  - ◇ What are non-renewable resources?
  - ◇ What are Renewable resources?
  - ◇ Can a non-renewable resource be a renewable resource? If not, why not?
  - ◇ Why are renewable resources better?



## CONCLUSION / SUM UP

3 MINUTES

1. Before concluding the lesson, ask a few questions to check the students learning.
  - ◇ Why are non-renewable resources limited?
  - ◇ Why are non-renewable resources consumed quickly?
  - ◇ Why is renewable resource unlimited?
  - ◇ Why are renewable resources not consumed quickly?
2. Sum up the lesson by reviewing/ discussing the key points given at the end of the chapter in the textbook with the students.



## ASSESSMENT

5 MINUTES

1. Students to attempt Question No. 1 (v), Question No. 2 (ii) & (v), and Question No. 4 (iii) from exercise at the end of the chapter.

2. Students will exchange copies for checking the answers in class while facilitating them and will write the correct answers on the writing board at the end.



## **HOMEWORK / FOLLOW UP**

2 MINUTES

Assign the activity to the students.

### **Activity:**

Name the items, which you use in your home and classify them as non-renewable resources and renewable resources.

# EFFECT OF HUMAN ACTIVITIES ON NATURAL RESOURCES



## STUDENT LEARNING OUTCOMES

- Investigate the impact of human activities on the earth's natural resources.

## INFORMATION FOR TEACHERS

- The teacher should read the chapter for developing a holistic picture of the content.
- Understand the keywords, write the keywords on a chart and display them in the classroom, use the keywords frequently during the lesson.

### Keywords

Human activities, Irreparable damage, Environment, Fossil fuels, Excessive fossil fuels, Deforestation, Pollution, Climate, Conservation, Recycling, Renewable resources

### Skills

Students will use the skills of observation and inference.



**DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Charts/ pictures of forests on earth, Charts/pictures of deforestation, pollution (air, water, etc.), Charts/ pictures of water, energy saving, Charts/pictures of recycling of objects such as paper.
- Any other thing which teacher considers necessary for delivering the lesson



## INTRODUCTION

5 MINUTES

- Before the introduction of the topic, generate students' interest by showing pictures and asking the following questions:
  - What is climate?
  - Why do we cut our forests?
  - What are climatic changes?
  - How can we reduce the effect of human activities on natural resources?
  - How can we conserve natural resources?
- After getting feedback from students, announce the topic for the day as **"Earth's Resources / Effect of Human Activities on Natural Resources and Conservation of Natural Resources"**.



## DEVELOPMENT

20 MINUTES

- Start the lesson, with the help of the charts/pictures from the textbook and explain the concepts given below.
  - Hang the charts/ pictures in front of the students, where they can be seen clearly.
  - Show pollution (air, water, land).
  - Show charts representing the forests on earth.

- ◇ Tell them about the percentage of forests on earth and barren land.
- ◇ Explain human activities and irreparable damage.
- ◇ Define and explain pollution and deforestation.
- ◇ Explain fossil fuels and excessive use of fossil fuels.
- ◇ Define climate and conservation of natural resources.
- ◇ Explain the recycling of things.

### Activity:

1. Make a group of 5 students.
2. Put a chair in the class.
3. Ask the 5 students to go sit on the chair by counting down- '3,2,1 and go'
4. Each of the five students will try to sit on the chair.
5. Only one student will manage to sit on the chair and the remaining students will be left standing.
6. Repeat the same practice twice.
7. From this activity, elaborate the concept of growing population and use of natural resources to the students.

### FORMATIVE ASSESSMENT

1. Check the understanding of students by asking questions during the lesson.
  - ◇ What is irreparable damage?
  - ◇ What is deforestation?
  - ◇ What is pollution?
  - ◇ How can we keep the drinking water clean?



### CONCLUSION / SUM UP

3 MINUTES

1. Before concluding the lesson, ask a few questions to check the students' learning.
  - ◇ What are renewable resources?
  - ◇ How can natural resources be preserved??
  - ◇ How can we reduce climate change?
  - ◇ What is the recycling of items?
2. Sum up the lesson by discussing the key points of the lesson.



### ASSESSMENT

5 MINUTES

1. Students to attempt Question No. 1 (iv) and question No. 4 (iii) from the exercise at the end of the chapter page No 91- 92.
2. Students will exchange copies for checking the answers in class, while facilitate and write the correct answers on the board:



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign the following activity to students:
2. Collect the pictures of the following processes:
  - ◇ Deforestation
  - ◇ Air Pollution
  - ◇ Land pollution
  - ◇ Water pollution
  - ◇ Recycling of items
3. Label and paste these pictures into your notebooks.

# CONSERVATION OF NATURAL RESOURCES



## STUDENT LEARNING OUTCOMES

- Suggest the ways to conserve the natural resources.

## INFORMATION FOR TEACHERS

1. The teacher should read the chapter in the textbook.
2. Understand the keywords, write these on a chart and display them in the classroom, use keywords frequently throughout the lesson.

**Keywords** Conservation, Oxygen, Recycle, Renewable resource, Wind energy, Solar energy

**Skills** Students will practice the skills of observation and interpretation.



**DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD**



## MATERIALS / RESOURCES REQUIRED

1. Some plant seeds, disposable cups/ bottles, color papers/stickers, pictures of recycling papers, glasses, etc.
2. Any other thing which teacher considers necessary for delivering the lesson



## INTRODUCTION

5 MINUTES

1. Before the introduction of the topic, the teacher shall generate the interest of students by showing them certain items and pictures of natural resources and asking the following questions.
  - ♦ Why do we need plants?
  - ♦ If we throw paper or glass pieces, what will be its effect?
  - ♦ How can we save water and electricity?
2. After getting feedback from students, announce the topic **“Conservation of Natural Resources”**.



## DEVELOPMENT

20 MINUTES

1. Start the lesson, with the help of the charts/pictures from the textbook (page 89) and explain the concepts given below.
  - ♦ Hang the pictures of recycling paper/ glass in front of the students, where it can be seen clearly.
  - ♦ Place the other materials like rubber, plastics, wood pieces, in front of the students, where they can be seen clearly
  - ♦ Define and explain the conservation of energy.



- ◇ Explain the recycling of different things.
- ◇ Use and importance of renewable resources such as
  - Wind
  - Solar energy
  - Tree plantation
  - Saving water

### Activity:

1. Divide the whole class into 3 groups.
  - ◇ Group-1: Plantation
  - ◇ Group-2: Saving / conserving water
  - ◇ Group-3: Recycling

### Assign tasks:

#### Group 1:

1. Cut the color paper and mark the badges for the students "Green group"
2. Take some soil in a disposable cup/ bottle etc.
3. Plant some seed in it.
4. Add water to it and observe it daily.
5. Mark a label showing the name of that group of students.

#### Group 2:

1. Cut the color paper and mark the badges for the students Saving water group
2. Students to stand where the water is used.
3. The student instructs the other students to "Save water"

#### Group 3:

1. Cut the color paper and make the badges for the students "Recycling group"
2. Instruct the students to collect the waste papers and empty bottles
3. Put the paper in the dust bin and ask the students how to reuse the empty bottles to learn the concept of recycling. encourage the students to write a letter to the municipality to install a recycling plant in their area.
4. All groups to present their work to the whole class.
5. After performing these activities elaborate on the concept of conservation of natural resources to the students. explain the benefits of trees in the environment. Also, encourage the students to plant trees in the school and their neighborhood.
6. Check the understanding of students, by asking questions, during the lesson.
  - ◇ How can we conserve natural resources?
  - ◇ How can we clean the air?
  - ◇ How can we save water and energy?



### CONCLUSION / SUM UP

3 MINUTES

1. Before concluding the lesson, the teacher will ask few questions to check the students learning.
  - ◇ Can we reuse a thing?
  - ◇ How can we use renewable resources?
  - ◇ How can we increase the amount of oxygen?
2. Sum up the lesson by discussing the key points of lessons

**ASSESSMENT****5 MINUTES**

1. Students to attempt Question No. 1 (iv), Question No. 4 (ii), and (iii) from exercise at the end of the chapter page No 91-92.
2. Students will exchange copies for checking the answers in class, while facilitate and write the correct answers on the writing board at the end.

**HOMEWORK / FOLLOW UP****2 MINUTES**

1. Assign the following activity to students:
2. Make a drawing and show the importance of the conservation of natural resources.
3. The best drawing should be displayed in the classroom with the tagged name of the students.

# DIFFERENCE BETWEEN WEATHER AND CLIMATE



## STUDENT LEARNING OUTCOMES

- Understand the difference between weather and climate

## INFORMATION FOR TEACHERS

- The teacher should read the chapter in the textbook.
- Understand the keywords, write these on a chart and display them in class, use them frequently during the lesson.

### Keywords

Atmosphere, environment, weather, pressure, humidity in air, precipitation, climate

### Skills

Students will practice the skills of observation and inference.



**DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Pictures/charts of Sunny day, Rain, Storm / windy day, Cloudy day.
- Any other thing which teacher considers necessary for delivering the lesson



## INTRODUCTION

5 MINUTES

- Before the introduction of the topic, generate the interest of students by asking the following questions.
  - What is a sunny day?
  - What is a rainy day?
  - Why does the wind blow on some days and not others?
  - Do you observe the daily change in the conditions such as hot, cold, cloudy, rainy?
  - What are these conditions generally called?
- After getting feedback from students, announce the topic for the day as **"Difference between weather and climate"**.



## DEVELOPMENT

20 MINUTES

- Start the lesson, with the help of charts and pictures.
- Let the students give their observations.
- Relate the pictures to hot and cold days.
- Ask the students about their observations on their eating dressing and activities in the two kinds of weather.
- Let the students give their observations about the sunny and warm days and cold and windy days.

6. How they feel on such a day, what do they like to wear and eat on such days?
7. Now introduce weather and climate to the class, by describing the weather in terms of temperature, humidity in the air, precipitation, clouds, and winds in a particular location. While climate the general and long-lasting conditions of an area like hot or cold.

### Activity I:

1. The class will perform activity 8.1 on page 95 General Science Textbook G. IV and elaborate the concept of:
  - ♦ **Weather:** Short duration conditions of an environment, e.g., Yesterday the weather was a little cold.
  - ♦ **Climate:** Average long duration conditions of weather, e.g., this year, it is expected that monsoon rains will begin earlier.
  - ♦ The difference between weather and climate to be discussed with more examples from daily life.
  - ♦ Teacher to discuss Do You know? given on page 94. which describes how climate affects the living conditions (food, clothing, etc) of the area.
  - ♦ Discuss Interesting Information on page 95 to introduce different instruments used to describe weather conditions.

### FORMATIVE ASSESSMENT

1. Check the understanding of students, by asking questions, during the lesson.
  - ♦ Why some days are sunny and others cloudy?
  - ♦ Why does it rain sometimes while other times it is dry?
  - ♦ Why some months of the year are cold while others are warm?
  - ♦ Is it possible that the climate of two cities such as D.I Khan and Abbottabad is the same? If not, why?
  - ♦ What is the difference between weather and climate?
2. After asking the above questions the topics will be cleared to the students.



### CONCLUSION / SUM UP

3 MINUTES

1. Before concluding the lesson, ask few questions to check the students learning.
  - ♦ Name some instruments used to describe the weather?
  - ♦ What do we call a weather expert?
  - ♦ Differentiate between weather and climate.
2. Teachers may show some charts to highlight how the weather changes during the day, morning may be sunny, but the afternoon can become cloudy.
3. Sum up the lesson by discussing the key points given at end of the chapter with students.



### ASSESSMENT

5 MINUTES

1. Students to attempt Question No. 1 (i), question No. 2(i), and question No.4, from exercise at the end of the chapter of textbook page 98- 99.
2. Students will exchange copies for checking the answers in class while writing the correct answer on the writing board



## **HOMEWORK / FOLLOW UP**

2 MINUTES

1. Divide the class into two groups and assign the groups with the two projects given on page 99 of the General Science Textbook Grade 4.  
Group A, Project 1; Construct a simple wind vane.  
Group B, Project 2; Make a simple rain gauge
2. Student groups will present their projects and discuss them in class.

## LESSON

## 52

# WEATHER AND CLIMATE, RELATIONSHIP BETWEEN GEOGRAPHICAL LOCATION AND CLIMATE



## STUDENT LEARNING OUTCOMES

1. Relate weather (i.e., daily variation in temperature, humidity, precipitation in the form of rain or snow, clouds and wind) changes with changing geographical location.
2. Recognize that average temperature and precipitation can change with seasons and location.

## INFORMATION FOR TEACHERS

1. The teacher should read the chapter in the textbook, understand key terms, highlight the key terms in class and use them frequently during the lesson.

**Keywords** Geographical location, temperature (recap) pressure (recap) air pressure, average temperature, precipitation (rain or snow)

**Skills** Students will practice the skills of observation and inference.



**DURATION / NO OF PERIODS: 70 MINUTES / 2 PERIODS**



## MATERIALS / RESOURCES REQUIRED

1. Hand fan, Water in a glass, Globe, Pictures of earth showing zones (i.e., Tropical zone, Temperate zone & Polar Zone), Picture/chart of temperature, and Picture/chart of pressure
2. Any other thing, teacher considers necessary for delivering the lesson



## INTRODUCTION

5 MINUTES

1. Before the introduction of the topic, the teacher shall create an environment to develop the interest of the students by showing them a map, highlighting different zones, and make them eager to learn the new topic by asking the following questions:
  - ◇ What is temperature?
  - ◇ What is air pressure?
  - ◇ How does the weather/climate change from place to place?
  - ◇ How the weather/climate (temperature hot and cold) change from one city (Peshawar) to another (Abbottabad)?
2. After getting feedback from students, announce the topic for the day as **"Weather and Climate / Relationship between Geographical Location and Climate"**.



## DEVELOPMENT

20 MINUTES

1. Start the lesson, with the help of charts/pictures of mountains, glaciers, lakes and explain how geographical location affects the climate. Other factors that affect the climate are
  - ◇ Air pressure
  - ◇ Average temperature
  - ◇ Explain temperature, average temperature, and air pressure
2. Discuss the geographical location on the map to show the different zones based on the climate in General Science Textbook Page 96.
  - ◇ Tropical Zone
  - ◇ Temperate Zone
  - ◇ Polar Zones
  - ◇ Explanation of the Region (using globe and charts)
3. Discuss the additional factors, affecting the climate of any geographical location.
  - ◇ Humidity (Rain and snow)
  - ◇ Explain the Wind (speed, direction) and humidity (rain and snow)
  - ◇ Explain the change in precipitation from season to season and from location to location

### Activity:

1. Divide the class into 4 groups
2. Perform activity 8.2 on page 97 General Science Textbook and elaborate the relationship between geographical location and climate to the students.

## FORMATIVE ASSESSMENT

1. Check the understanding of students, by asking few questions, during the lesson.
  - ◇ How do the weather and climate change from place to place?
  - ◇ What factors affect weather and climate change?
  - ◇ What is a polar zone?
  - ◇ How does the weather change with seasons?
2. After asking the above question, clarify the topic to students.



## CONCLUSION / SUM UP

5 MINUTES

1. Before concluding the lesson, ask a few questions to check students' learning.
  - ◇ How does the climate and weather change with the region?
  - ◇ On what basis is the earth divided into zones?
  - ◇ Which zone is the coldest?
  - ◇ How many types of weather are there on the moon? Does the moon also have storms, rains, and snowfall like Earth? What is your opinion about the climate of the moon?
2. Sum up the lesson by discussing the key points given at end of the chapter with students.



## ASSESSMENT

5 MINUTES

1. Students to attempt Question No. 1(ii), (iii), (iv) and (v), Question No. 2 (ii), (iii), (iv) and (v) from exercise at the end of the chapter page No 98-99.
2. Students will exchange copies for checking the answers in class while writing the correct

answers on the board.

## Period 2

### Follow up- practical period

Teacher to conduct QNo.3, Q4, and Q5 by helping students to respond to Constructed Response Questions as mentioned on page 99 in General Science Textbook Grade IV. Encourage students to give their opinion on Q4. Students to work on Q5 project in groups, teacher to supervise.



**Month**

**7**

# SOLAR SYSTEM



## STUDENT LEARNING OUTCOMES

- Describe and demonstrate the Solar System with the sun at the center and the planets revolving around the sun.
- Identify the sun as a source of heat and light for the Solar System

## INFORMATION FOR TEACHERS

- The teacher should read the chapter in the textbook, understand keywords, write these on a chart and display them in the classroom, and use these frequently during the lesson.

**Keywords** Sun, names of the planets, solar system, earth, etc

**Skills** Students will practice the skills of observation, interpretation and prediction.



**DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Grains, walnuts, marbles, basketball
- Any other thing which the teacher considers necessary for imparting the lesson



## INTRODUCTION

5 MINUTES

- Before the introduction of the topic, the teacher shall generate the interest of students by discussing the interesting facts given on page 101, of the GS textbook.
  - Do you know?
  - Points to Ponder.
  - Do you know?
- The teacher can continue by asking the following questions.
  - Why do we see things during the daytime?
  - Why do we not see things during the nighttime?
  - Can you tell where the sun is?
  - What is a solar system?
- After getting feedback from the students, the teacher will announce the topic of the day as "**Solar System**".



## DEVELOPMENT

20 MINUTES

- Start the lesson, with the help of a chart of the solar system. A short poem about planets

will make it easy for children to learn the names of the planets.

2. Explain the concepts given below with the help of the textbook:
  - ◇ Explain the sun, location, size, energy
  - ◇ Define and explain planets
  - ◇ Explain and define Solar System
  - ◇ Explain earth (recapitulation)

### Activity 1:

1. Demonstrate Activity 9.1 on page 101 G. Sc. textbook Grade IV and elaborate the concept of the Solar System to the students.
2. To create a joyful experience for the students, the class can sing this song on planets with the teacher.
3. The sequence of the planets will be easy for the students to remember by this poem.

The **sun** a star, a center point  
It shines its golden rays beyond  
A place, in space, so far away  
**Nine planets** revolving dusk till dawn  
**Mercury** is first inline  
**Venus** known for its bright shine  
**Earth** a world that's yours and mine  
That will bring us right to **Mars, Mars, Mars**  
**Jupiter**, so big indeed  
**Saturn** with its many coloured rings  
Uranus is greenish blue  
**Neptune** is the same size this is true  
Now you know where planets are  
And that will bring us back to sun, sun, sun

### Activity 2:

1. Students will label different Planets on cards and each student will pin the cards on their shirts and will move around the sun in the center.
2. This will clear the concept of the movement of the planets in their orbits.



### CONCLUSION / SUM UP

3 MINUTES

Sum up the lesson by discussing the following key points:

1. Sun is the center of the solar system.
2. The solar system consists of planets, which revolve around the sun.
3. The planets are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune.
4. The closest star to earth is the sun. Therefore, we can see the sun during the daytime.



### ASSESSMENT

5 MINUTES

1. Check the understanding of students, by asking questions, during the lesson.
  - ◇ What is the sun?

- ◇ What is a planet?
- ◇ Name the planets of the solar system.
- ◇ Name the planet closest to the sun.



## **HOMEWORK / FOLLOW UP**

2 MINUTES

Ask students to write the answers to the following questions in their notebooks.

1. What is the Solar System?
2. Write the name of planets in the Solar System?

## MOON



## STUDENT LEARNING OUTCOMES

- Recognize that the earth has a moon that revolves around it, and from earth, the moon looks different at different times of the month.

## INFORMATION FOR TEACHERS

- The teacher should read the chapter in the textbook.
- Understand keywords, write keywords on a chart to display in the classroom, and use the keywords frequently during the lesson. The teacher should use the following information given at the bottom of page 102, of the Grade 4 general science textbook:
  - Interesting information
  - Do you know?

## Keywords

Satellite, natural and artificial satellite, revolution around the earth, crescent, celestial bodies, lunar month, ebb and flow of the moon

## Skills

Students will practice the skills of observation, inference and classification.



**DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Chart showing pictures of the moon, ebb and flow of the moon.
- Any other thing which the teacher considers necessary for imparting the lesson



## INTRODUCTION

5 MINUTES

- The teacher may start the class with a quick quiz given on page 103 of the textbook to revise the previous learning.  
**“What are the names of the planets?”**
- Before the introduction of the topic, the teacher shall generate the interest of the students by showing pictures of the moon and asking the following questions:
  - What is the moon?
  - What is the size of the moon?
  - Does it remain uniform throughout the month?
  - Have you observed the daily change in the moon?
  - Does it remain the same every day?
- After getting feedback from students, announce the topic for the day as **“Moon”**.



## DEVELOPMENT

20 MINUTES

### Activity 1:

1. Start the lesson, with the help of charts and pictures and explain the concepts given below.
  - ◇ Display the pictures/charts in front of the students, where they can see clearly.
  - ◇ Show the picture of the moon, ebb, and flow of the moon on page 104 of G.Sc textbook grade 4.
  - ◇ Discuss and explain the ebb and flow of the moon
  - ◇ Explain crescent and celestial bodies
  - ◇ Explain the lunar month.
  - ◇ Show the picture of the moon representing the shapes of the moon seen from the earth.
2. Include the following information given at the end of page 103 of the textbook:
  - ◇ Interesting Information
  - ◇ Do you know?
3. Now introduce the term Satellite and describe the Natural Satellite and Artificial satellite with examples given in the textbook of G.Sc IV page 103.
  - ◇ Explain what a Satellite is?
  - ◇ Define and explain natural and artificial satellites.

### Activity 2:

1. Each student will make the shape of a moon on Page 104 G. Sc. Textbook Grade IV and elaborate the concept.
  - ◇ Each student will draw one shape (size)
  - ◇ Make the necessary corrections needed.
  - ◇ Arrange the student in the elliptical circle with their shapes in their hands
2. From this activity, give the concept of ebb and flow of moon as shown in the textbook page 104.

## ASSESSMENT

Check the understanding of the students, by asking questions,

1. How many days does the moon take to complete one revolution around the earth?
2. What is a crescent?
3. Why does the shape of the moon change?



## CONCLUSION / SUM UP

3 MINUTES

1. Before concluding the lesson, ask a few questions to check students' learning.
  - ◇ What are celestial bodies?
  - ◇ Why do we sometimes see a very thin moon and at other times a full moon?
  - ◇ What is a lunar month?
  - ◇ Define the ebb and flow of the moon.
  - ◇ What does the dark side of the moon mean?
  - ◇ Why does the moon disappear at some time of the month?
2. Sum up the lesson by discussing the key points of the lesson with the students.



## ASSESSMENT

5 MINUTES

1. Students to attempt Question No 2 (i), and question No3 (ii), from exercise at the end of the chapter page No 109 -110.
2. Students exchange copies for checking the answers in class, while writing the correct answer on the writing board.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign the following activity to students as homework:
2. Draw different sizes (shapes) of the moon in the notebook and write their names.

## LESSON

## 55

# ROTATIONAL MOVEMENT OF EARTH

## ANNUAL ROTATION OF EARTH AROUND THE SUN



## STUDENT LEARNING OUTCOMES

- Investigate and describe how day and night are related to the earth's daily rotation about its axis
- Describe how seasons in Earth's Northern and Southern hemispheres are related to Earth's annual movement around the Sun

## INFORMATION FOR TEACHERS

- Read the chapter in the textbook.
- Understand the keywords, write the keywords on a chart, and display it in the classroom, use keywords frequently during the lesson.

**Keywords** Planets, solar system, revolution, seasons

**Skills** Students will practice the skills of observation, inference, prediction, and interpretation



**DURATION / NO OF PERIODS: 70 MINUTES / 2 PERIODS**



## MATERIALS / RESOURCES REQUIRED

- Pictures/charts, Top, Rope, Torch, Globe, and any other thing the teacher considers necessary for delivering the lesson.



## INTRODUCTION

5 MINUTES

To create motivation among students about the topic teacher should perform the following activity:

## Activity 1:

- Take a top and ask three or four students to spin it on the floor of the classroom.
- Ask the students; carefully observe the spinning movement of the top.
- Now ask students:
  - What is spinning movement?
  - Does any other thing also have spinning movement?
- After the last question, tell the students that the earth is also moving around its axis. This



spinning movement of the earth is called rotation. Today we will discuss: “**Rotational Movement of Earth**”.



## DEVELOPMENT

20 MINUTES

### Activity 1:

1. Perform activity 9.2 on page 105, G. Sc. Textbook G. IV. Students observe the formation of day and night.
2. Discuss the following information given on page 105, of the textbook to make the topic more interesting for the class.
  - ◇ Interesting information
  - ◇ Do you know?

### Activity 2:

1. Based on the Annual Rotation of Earth around the sun, draw and explain the diagram given on page 106 of the textbook General Science (IV) to show the concept of equal day and night.



## CONCLUSION / SUM UP

3 MINUTES

1. Tell students that in this period, we have learned about the rotational movement of the earth.
2. Conclude the activity that when part of the earth comes in front of the sun, it is a day in that part of the earth, while it will be night in the part of the earth that is behind the sun.



## ASSESSMENT

5 MINUTES

1. Ask the following questions from students in a class to see the comprehension of the students.
  - ◇ What is spin movement?
  - ◇ How do day and night occur?



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign the following task to students as homework:
2. Exercise at the end of the chapter Question No 1 parts ii, iii, IV, and v. page No 109

# ROTATIONAL MOVEMENT OF EARTH

## ANNUAL ROTATION OF EARTH AROUND THE SUN

**DEVELOPMENT**

25 MINUTES

Recall to students that in the last period we have learned about the rotational movement of the earth and today we will focus on the Annual Rotation of Earth around the Sun.

1. Ask the following questions from students to connect the current topic with the previous one.
  - ♦ What is a revolution?
  - ♦ What are the two types of movement of earth?
2. After these questions tell the students that, we will discuss "Annual Rotation of Earth around the sun" today.

**Activity 1:**

1. Take a half-meter long rope and tie some object to it.
2. Revolve the rope around the top.
3. Tell the students to observe the movement of the rope.
4. Now tell the students that just like the rope movement, the earth is also moving around the sun in its fixed orbit/path.
5. When the sun rays fall vertically on the earth's surface, the earth's temperature becomes high and gets warm.
6. When the sun's rays fall on the earth's surface horizontally, the earth's temperature is low and becomes cold.

**Activity 2:**

1. Conduct activity 9.4 on page 106 of the General Science Textbook Grade – 4.
2. This activity will help the students to understand that the annual rotation of the earth and the tilt in its axis causes changes in seasons.

**CONCLUSION / SUM UP**

3 MINUTES

Conclude the topic by discussing the key points of the lesson.

1. The earth has two types of movement
2. The spin movement of the earth is called rotation.
3. Spin movement (rotation) of the earth produces day and night.
4. While when the earth revolves around the sun in its fixed path/axis it is called revolution, this revolution causes seasonal changes in the earth.



## ASSESSMENT

5 MINUTES

Ask the following questions from the students to see the comprehension oral assessment.

1. What is spin movement?
2. What is a revolution?
3. How day/night occur?
4. How seasonal changes occur on the earth?



## HOMEWORK / FOLLOW UP

2 MINUTES

Give the students the task of preparing the earth revolution diagram around the sun on page 106 of G. Sc. Textbook Grade 4.

# SOLAR AND LUNAR ECLIPSES



## STUDENT LEARNING OUTCOMES

- Illustrate and explain how solar and lunar eclipses occur.

## INFORMATION FOR TEACHERS

- Before the lesson, read the whole chapter in the textbook in advance and be clear on the concept of eclipses.
- Write the meaning/definition of the key terms on charts and display them in the classroom.

**Keywords** Satellite, planets, lunar eclipse, solar eclipse

**Skills** Observation, manipulation, drawing and prediction are the skills to be emphasized.



**DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Torch, football, tennis ball



## INTRODUCTION

5 MINUTES

Ask the following questions to prepare students for the current lesson.

- How are shadows of objects formed?
- What is the natural satellite of the earth?
- How many days does the moon take to complete? One revolution around the earth?
- Do you know what an eclipse is?



## DEVELOPMENT

20 MINUTES

After the last question announces the day's topic: "solar and lunar eclipses".

### Activity 1:

Perform activity no. 9.5 at page 07 G. Sc. textbook Grade IV. Tell students that in this activity the tennis ball acts as the moon, football as earth, and torch as the sun.

### Activity 2:

Draw the diagram of the lunar eclipse on the board to demonstrate and explain the concept of the lunar eclipse from textbook page 107.

### Activity 3:

Draw the diagram of the solar eclipse on the board to demonstrate and explain the concept of a solar eclipse (Page 107 of the textbook).



### CONCLUSION / SUM UP

3 MINUTES

1. Discuss with students that:
  - ◊ When the earth comes between the sun and the moon, the sunlight does not reach the moon. Therefore, a shadow of the earth is formed on the moon and it looks dark and is known as a lunar eclipse.
  - ◊ When the moon comes between the earth and the sun, in this condition, the sun is hidden behind the moon and is not visible from the earth. A shadow of the moon falls on the earth and is called a solar eclipse.
2. Discuss the constructed response questions on page 110 of the textbook to sum up the lesson.
3. Now summarize the lesson by discussing the key points given at the end of the chapter with students.



### ASSESSMENT

5 MINUTES

To recapitulate the topic teacher should ask the following questions. Oral assessment for seeing the comprehension of the students.

1. How does a lunar eclipse occur?
2. What is a solar eclipse?
3. In how many days moon completes one revolution around the earth?

### Period 2



### HOMEWORK / FOLLOW UP

2 MINUTES

### Project work:

Give students the task of preparing the model/chart of lunar and solar eclipses, given on page - 111 of the General Science (iv) textbook.

# BASIC CRAFT MAKING



## STUDENT LEARNING OUTCOMES

- Practice techniques of folding, cutting, tearing and pasting papers and cardboard to make objects and patterns

## INFORMATION FOR TEACHERS

- Before starting the lesson, thoroughly read the chapter and be clear about certain terms to be used in this lesson.
- Learn about the practical examples of folding, cutting tearing, and pasting given in the book should be handy.
- Students may be encouraged to bring old greeting cards like wedding cards from home for these activities.
- Demonstrate these actions and techniques in class, before starting the lesson, students must be familiar with these terms.

**Keywords** Craft making, folding, cutting, tearing and pasting

**Skills** Observation and classification skills to be emphasized during the lesson



**DURATION / NO OF PERIODS: 70 MINUTES / 2 PERIODS**



## MATERIALS / RESOURCES REQUIRED

- Writing board, chart, duster chalk, different paper with different colors, cardboard, greeting cards, plastic sheets, glue, thread, scissor cutter.



## INTRODUCTION

5 MINUTES

- Before starting the lesson, students' interest will be built by asking:
  - Do you know the uses of paper? (writing)
  - Besides writing, we use paper for other purposes. Please mention those uses.
- Now use activity 10.1 of General Science Textbook page 115 and will explain the process of folding.
  - What is folding?
- Facilitate students in getting their responses.

## Activity 2:

- Paper can be cut easily by using a paper cutter or a knife
- Introduce cutting of paper and cardboard through activity 10.2 of General Science Textbook page 115.

### Quick Quiz:

Why is it better to use a paper cutter instead of scissors?



#### DEVELOPMENT

20 MINUTES

Start the lesson by reviewing the terms basic crafts, folding, cutting tearing, and pasting.

#### PRESENTATION

1. Divide the class into pairs and with the help of different materials, the students will learn to fold and cut.
2. Call students to do the folding and cutting of different articles like; paper plastic, cardboard, greeting cards in pairs.

#### RECAPITULATION

To recall the lesson revise some of the important words like folding, cutting, and crafting.



#### CONCLUSION / SUM UP

3 MINUTES

1. Tell students that in this period, we have learned about craft making.
2. Before concluding the day's lesson ask a few questions to check the students learning
  - ◇ What is folding?
  - ◇ What is cutting?



#### ASSESSMENT

5 MINUTES

Exercise Q2 (iii) at the end of chapter 10 on page 126 of the General Science textbook to be done in class. Students will exchange copies for checking answers in class while writing the correct answers on the writing board.



#### HOMEWORK / FOLLOW UP

2 MINUTES

Ask the students to use low-cost materials like newspaper, cardboard, and plastic for cutting and folding and paste them into their notebooks.

**Month**

**8**



# BASIC CRAFT MAKING



## DEVELOPMENT

25 MINUTES

1. Recall to students that in the last period we have learned about craft making and today we will do some practical activities as follow on this topic.
2. Ask about the word tearing and take a response from the students, meanwhile, he/she will show low-cost material (newspaper) for tearing.

### Activity 1:

1. Perform activity 10.3 of the General Science, Textbook grade – 4 Page no 116 to further explain the tearing
2. After the practical demonstration of tearing, ask some questions about pasting.
  - ◇ What is pasting?
  - ◇ How do you paste something?
  - ◇ What are the basic materials required for pasting?

### Activity 2:

Now with the help of activity 10.4 of General Science textbook page 116 explain and demonstrate pasting.

## RECAPITULATION

To check the understanding of the students few questions will be asked

1. What is tearing?
2. What is pasting?
3. Take an example from daily life showing pasting.
4. Why is pasting important?



## CONCLUSION / SUM UP

3 MINUTES

Conclude the word folding, cutting, pasting tearing with the help of some questions

1. Differentiate between cutting and tearing?
2. Do you think glue is needed for pasting?



## ASSESSMENT

5 MINUTES

Ask students to make a chart with pictures to show the cutting, folding, tearing, and pasting steps of the techniques



## HOMEWORK / FOLLOW UP

2 MINUTES

Students should collect low-cost materials from homes for folding, cutting tearing, and pasting in the class.

## LESSON

## 60

# BASIC CRAFT MAKING, MAKING A PAPER BAG, MAKING ENVELOPE, MAKING A GREETING CARD, MAKING A MASK



## STUDENT LEARNING OUTCOMES

- Design paper bags, envelope, cards and face mask.

## INFORMATION FOR TEACHERS

- Before starting read the chapter thoroughly.

**Keywords** Paper bag, envelope, greeting card, and face mask.

**Skills** Observation, manipulation and measuring to be emphasized during the lesson.



**DURATION / NO OF PERIODS: 70 MINUTES / 2 PERIODS**



## MATERIALS / RESOURCES REQUIRED

- Different kinds of paper, scissors, glue, or any other item that teacher finds easy to bring. Some face masks if available.



## INTRODUCTION

5 MINUTES

- Before starting the lesson, an environment will be created so that students become eager to learn the new topic.
- They will be asked several questions on the making of a paper bag, envelope, card, and face mask:
  - How is folding important in making a bag?
  - Do you think a paper bag is environment friendly?
  - What are greeting cards?
- After discussing these questions teacher will announce the topic as making of a paper bag, envelope, greeting cards, and mask



## DEVELOPMENT

20 MINUTES

Instruct the students on how to make a paper bag, he/she may bring different types of paper bags to show to the students.

### Activity 1:

#### Making a paper bag

1. To clear the topic the teacher can use activity 10.5 with the help of students of General Science Textbook page 117. Students can use plain brown paper sheets for making paper bags.
2. Discuss the importance of paper bags as compared to polythene bags on page 117 of the textbook.

### Activity 2:

#### Making an envelope

1. Complete activity 10.6 on page 117 of the General Science textbook.
2. Students bring different types of colored paper to make the envelopes and discuss the uses of these envelopes in their daily life.



### CONCLUSION / SUM UP

3 MINUTES

1. Since this is a practical exercise, ask the students what precautions they will take while making envelopes.
2. Discuss the key points given at the end of the chapter regarding basic craft making.



### ASSESSMENT

5 MINUTES

Exercise Q2 (iii) at the end of chapter 10 on page 126 of the General Science textbook to be done in class. Students will exchange copies for checking answers in class while writing the correct answers on the writing board.



### HOMEWORK / FOLLOW UP

2 MINUTES

Students should make some sample bags and envelopes at home.

## LESSON

## 61

# BASIC CRAFT MAKING, MAKING A PAPER BAG, MAKING ENVELOPE, MAKING A GREETING CARD, MAKING A MASK



## DEVELOPMENT

25 MINUTES

**Activity 3:****Making greeting cards**

1. Similarly, for making greeting cards, the teacher asks the students one day earlier to bring some old greeting cards from home as samples.
2. Discuss different occasions when greeting cards are exchanged.
3. Students may be asked to design Eid cards, Birthday cards and thank you cards.

**Activity 4:****Making face masks**

4. Discuss face masks and how to make them through activity 10.8 given on page 119 of General Science Textbook Grade 4.
5. Discuss the interesting information given on page 119 about the use of masks in the pandemic.
6. Students to make masks of different cartoon characters that they like.

**Guided practice:**

Constitute three groups of the class and assign work as:

1. Group A to make bags
2. Group B to make cards
3. Group C to make masks

**Recapitulation:**

To check the understanding of the students a few questions will be asked:

1. How do you prepare a paper bag?
2. What is a mask?
3. What is the use of paper bags?



## CONCLUSION / SUM UP

3 MINUTES

Before concluding the day's lesson, ask some questions

1. How do you find the making of a bag?
2. What is a greeting card?
3. What kind of masks have you seen in the market?



## ASSESSMENT

5 MINUTES

A student with help of writing the answer to the following questions

1. What is a greeting card?
2. What is a mask used for?
3. Why is it important to wear a mask nowadays?
4. How can you convert plain paper into a bag?



## HOMEWORK / FOLLOW UP

2 MINUTES

A student should design and make a greeting card for her/his headteacher and favorite teacher and present them in the morning assembly.

# PREPARATION OF CLAY FOR MAKING MODELS



## STUDENT LEARNING OUTCOMES

1. Design model of sphere, cube, prism, cylinder, and come with clay or play dough
2. Design hammer, wheels, rollers and gears using clay or play dough

## INFORMATION FOR TEACHERS

1. Read the relevant chapter in the textbook.
2. Read and be clear about geometrical concepts and shapes.
3. Know the structure of the sphere, cylinder, prism, and cone and their functions.
4. Teachers should also know the shape, structure of the hammer, wheels rollers and gears and their uses.
5. Know the definition of the keywords and write these on the board for students to see.

### Keywords

1. **Cube:** A cube is a three-dimensional square with six equal sides  $L = B = H$
2. **Cylinder:** A cylinder is a three-dimensional solid that holds two parallel bases joined by a curved surface, at a fixed distance. These bases are normally circular in shape (like a circle) and the center of the two bases are joined by a line segment, which is called the axis.
3. **Prism:** A prism is a 3-dimensional shape with two identical shapes facing each other. Their identical shape is called "bases". A triangular prism is on a three-dimensional shape made up of two triangular bases and three rectangular sides.
4. **Cone:** A cone is a distinctive three-dimensional geometric figure that has a flat surface and a curved surface, pointed towards the top. The pointed end of the cone is called the apex, whereas the flat surface is called the base.
5. **Sphere:** A sphere is a solid that is round in shape defined in three-dimensional space. This content is called the radius and the common point is the center of the sphere.

### Skills

Observation, technical, and geometrical skill should be emphasized during the lesson



**DURATION / NO OF PERIODS: 70 MINUTES / 2 PERIOD**

(Since this is a practical activity teacher should try to arrange 2 continuous periods for working with the students to prepare models.)



## MATERIALS / RESOURCES REQUIRED

- This lesson is more practical; therefore, a lot of materials will be required like scissors, scale geometry box, pencil, rubber, drawing papers, clay, paper-knife, cutter, a chart of various models, low-cost materials like plastic bottles, etc.



## INTRODUCTION

5 MINUTES

1. Before starting the lesson, display the chart having various shapes and models in front of the class.
2. Before starting the class, check previous knowledge about the concept of model designing.
3. Ask the students:
  - ◇ What is a sphere?
  - ◇ How many spheres have you seen?
  - ◇ How is a cylinder formed?
  - ◇ Have you seen a hammer, wheels, roller, and gear?
  - ◇ What are the functions of a wheel?
4. Discuss the shapes given on page 119 of the General Science textbook.
5. The students will write the definitions and draw the shapes in their notebooks.



## DEVELOPMENT

40 MINUTES

Put the things to be used on the table in front of students and will tell them that these low-cost materials can be used to make models.

### Activity 1:

20 Minutes

1. Since the students have to learn to make models, they have to first learn to make the material for the models which is clay.
2. Using activity 10.9 on page 119 of the General Science Textbook.
3. Demonstrate how clay can be prepared for model making.
4. Now ask students to make models of their own choice from the clay. Monitor and facilitate them.

### Activity 2:

20 Minutes

1. Demonstrate how a cylinder can be made from a cold drink bottle.
2. Take a bottle and will cut the bottom portion to get the sphere by using a cutter. In the same way, she/he will cut the upper portion of the bottle to get the cylinder from the bottle.
3. Similarly, demonstrate how a cube can be made from an empty box.
4. Using drawing paper, a model of a cone and prism can be formed which prepare with the students.
5. Now ask the students to design the models of a hammer, wheel, gears and roller on the drawing sheet as shown in the book on page 120 and present them to the class.



## CONCLUSION / SUM UP

10 MINUTES

Ask the students about their technical skills and ask questions like:

1. Why do you use a paper-knife instead of an iron knife?
2. Can you make a cylinder from any other bottle?
3. Can you make a sphere from the bottom of the drink bottle?

**ASSESSMENT**

10 MINUTES

Divide students into 4 groups and asked to design the given models on drawing sheets.

**HOMEWORK / FOLLOW UP**

5 MINUTES

Students will be asked to conduct activity 10.10 on page 119 of the textbook, taking help from their brother or sister at home. Encourage students to practice making models with friends at home.



# USE OF MOBILE PHONE



## STUDENT LEARNING OUTCOMES

- Operate tablets / mobile phones for use of a calculator, alarm clock and calendar.

## INFORMATION FOR TEACHERS

- Before the lesson, read the chapter regarding the topic in the textbook.
- Understand the key terms used.
- Write the definition and meaning of the key terms on the chart and display it in the classroom with pictures.

**Keywords** Smartphone, applications, alarm clock, calendar, camera, android.

**Skills** Measuring, Observing, inferring



## DURATION / NO OF PERIODS: 70 MINUTES / 2 PERIODS

(This is a practical activity teacher should try to arrange 2 continuous periods for working with the students to prepare models.)



## MATERIALS / RESOURCES REQUIRED

- Android mobile, picture/chart, writing board



## INTRODUCTION

5 MINUTES

- While teaching the topic, show the android mobile to the students and ask the following questions.
  - Have you seen an android mobile?
  - What are the functions of the android mobile?
  - Besides calling and texting, what else can the android mobile be used for?
- After this, announce that our topic for the day is “use of mobile phone”.



## DEVELOPMENT

25 MINUTES

### Activity 1:

- Divide the class into an appropriate number of groups.
- Bring the first group to the table.
- Ask students if they have used an android mobile.
- Ask the students if they can use a calculator, alarm clock and calendar, on the mobile phone.

5. Demonstrate to students the various functions (addition, subtraction, multiplication, division) of the calculator in the android mobile.
6. Ask 2-3 students to use the calculator on the mobile phone. Guide them if needed.
7. Now demonstrate to students how to fix the alarm for SALAAT (prayer) time.
8. Practice randomly with another 2-3 students.
9. Tell the students that we can also find out the date, month, and years in the calendar of the android mobile.
10. We can also use the calendar to find out day/week etc. on previous dates and in the future.
11. The same demonstration will be performed with the remaining groups of the class.



### CONCLUSION / SUM UP

3 MINUTES

Now summarize the activity that we can perform functions like mathematical operations (addition, subtraction, division, and multiplication), setting an alarm clock, and use of a calendar with the help of android mobile.



### ASSESSMENT

5 MINUTES

Invite students randomly and give them the task of performing arithmetic calculations, setting the alarm clock, and use of the calendar on the mobile phone. Check their level of understanding through exercises.



### HOMEWORK / FOLLOW UP

2 MINUTES

Give students the following arithmetic operations and asked them to perform these operations using their parents' mobile.

$$\begin{array}{r}
 3 \quad 4 \quad 3 \\
 + \quad 1 \quad 5 \quad 3 \\
 \hline
 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 6 \quad 9 \\
 \times \quad 3 \\
 \hline
 \\
 \hline
 \end{array}$$

$$\sqrt[5]{65}$$

In the end, announce that we will continue this topic in the coming period.

# USE OF MOBILE PHONE



## STUDENT LEARNING OUTCOMES

- Operate mobile phones for taking snapshots



## DEVELOPMENT

25 MINUTES

- Recall to students that we have learned about the use of mobile phones in the last period. Today we will learn to operate it.
- Tell the students that we have discussed mathematical operations, setting an alarm clock, and using the calendar on the mobile
- Also, ask students randomly that how they can identify what the day was on 25/12/1876 (Birth anniversary of Quaid-e-Azam Muhammad Ali Jinnah)
- After recapping the previous topic tell the students that today we will discuss technical activities, (taking snapshots using an android mobile)

### Activity 2:

- Tell the students that:
  - We can also perform functions like taking pictures, audio, and video recording.
  - We can also share these videos, pictures audio with our friends/relatives.
- Now practice the above task with students randomly for understanding.



## CONCLUSION / SUM UP

3 MINUTES

- Tell the students that besides calculations, setting an alarm clock, and use of the calendar, we can also use android mobile for taking pictures, audio/ video recording, and sharing the snapshots with friends/relative
- Sum up the lesson by discussing the key points given at end of a chapter with students.



## ASSESSMENT

5 MINUTES

Activity 10.12 on page 120 of General Science textbook grade – 4 to be done in the class under the supervision of the teacher.



## HOMEWORK / FOLLOW UP

2 MINUTES

Tell the students to perform the task of taking pictures, audio/video recording by their parents' mobile, and repeat the practice to reinforce the concept

# ITEMS OF A FIRST AID BOX



## STUDENT LEARNING OUTCOMES

1. Recognize the items of first aid box

## INFORMATION FOR TEACHERS

1. The teacher should read the chapter for developing a holistic picture of the content. Prepare a simple first aid box to demonstrate in class.
2. Understand the keywords. Write the keywords on a chart and display them in the classroom at a visible place.

### Keywords

First aid box, items in first aid box, Handbook of first aid box, Medicines, creams  
Instant cold pack, Thermometers, Medical tape

### Skills

Students will practice the skill of observation, prediction and inference.



**DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIODS**



## MATERIALS / RESOURCES REQUIRED

- Bandages, Gauze, Medical tape, Methylated spirit, Instant cold pack, Thermometers (thermal gun). Any other thing which teacher considers necessary for delivering the lesson.



## INTRODUCTION

5 MINUTES

1. Before the introduction of the topic, create an environment to develop the interest of the students and make them eager to learn the new topic by asking the following questions.
2. What is the first you need when someone got injured?
3. Show them the first aid box and ask do they know about this box?
4. What is the purpose of this box?
5. What items are present in this box?
6. When do we use these items?
7. After getting the feedback from the students, announce the topic that today we will discuss **"Elementary first aid/ first aid box"**.



## DEVELOPMENT

20 MINUTES

### Activity 1:

20 Minutes

1. Start the lesson, with the help of the First Aid Box and explain the concepts given below.
  - ◊ Place the box in front of the students, where it can be seen clearly.

- ◇ Show the different items of the first aid box to them.
- ◇ Tell them about the handbook of the first aid box.
- ◇ Explain the tweezers and scissors.
- ◇ Show the instant cold pack to reduce the pain.
- ◇ Tell them about methylated spirit and cotton.
- ◇ Perform activities:
  - ◇ Bandage the arm of the student.
  - ◇ Use methylated spirit and gauze to bandage the arm.

2. By performing these activities and elaborate the concept of first aid to the students.



## CONCLUSION / SUM UP

3 MINUTES

1. To conclude the lesson, ask the following questions:
  - ◇ Can you identify the scissor?
  - ◇ Show me the bandage?
  - ◇ What is gauze and what is its use?
  - ◇ What do we do with the thermometer?
  - ◇ What is an instant cold pack?
2. Sum up the lesson by discussing the key points given at end of the chapter with students.



## ASSESSMENT

5 MINUTES

1. Check the understanding of students, by asking the following questions, during the lesson:
  - ◇ Show the items in the first aid box and ask the name of these items one by one.
  - ◇ Ask about the usage of any two/three items.
2. After asking the above questions the topic will be cleared to the students.



## HOMEWORK / FOLLOW UP

2 MINUTES

Assign the activity 10.13 page 122 General Science Textbook Grade IV to students as homework.

# MEASURING BODY TEMPERATURE USING FIRST AID BOX



## STUDENT LEARNING OUTCOMES

1. Use digital and clinical thermometer externally to measure body temperature.

## INFORMATION FOR TEACHERS

1. Body temperature indicates whether a person has a fever or not.
2. Clinical thermometers and thermal strips are used to measure body temperature.

**Keywords** temperature, thermometer, clinical

**Skills** Practical investigation, observation and measuring



**DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIODS**



## MATERIALS / RESOURCES REQUIRED

- Thermal strips and clinical thermometer.



## INTRODUCTION

5 MINUTES

Ask the students:

1. What do you feel when suffering from fever?
2. Which instrument do we use to measure the body temperature?
3. Take their responses and announce the topic "Measuring body temperature using thermometer and thermal strips".



## DEVELOPMENT

20 MINUTES

### Activity 1:

1. Demonstrate the activities 10.14 and 10.15 given in Grade IV General Science Textbook on page 123.
2. Now:
  - ◇ Divide students into four groups.
  - ◇ Provide thermal strip to groups 1 and 3 and clinical thermometer to groups 2 and 4.
  - ◇ Instruct two students from each group to measure the body temperature of each other by using the given instrument.
  - ◇ Record the body temperature
  - ◇ Pass the instrument to the next one and continue the activity till everyone measures and record their body temperature.



### **CONCLUSION / SUM UP**

3 MINUTES

1. Conclude the activity by sharing that for accurate measurement of body temperature we use a clinical thermometer.



### **ASSESSMENT**

5 MINUTES

1. What is the body temperature of a healthy child?
2. How did you check the temperature of your fellow?



### **HOMEWORK / FOLLOW UP**

2 MINUTES

Measure the body temperature of your family member and record it in your notebook.

## CHECKING BLOOD PRESSURE



## STUDENT LEARNING OUTCOMES

1. Check blood pressure by digital blood pressure monitor.

## INFORMATION FOR TEACHERS

2. Blood pressure: The pressure of the blood in the circulatory system is often measured for diagnosis. It is closely related to the force and rate of heartbeat and the diameter and elasticity of the arterial walls.
3. Blood pressure is expressed as a measurement with two numbers, one number on top (systolic) and one on the bottom (diastolic), like a fraction for example 120/80 mm Hg. The top number refers to the amount of pressure in arteries during the contraction of heart muscles.

**Keywords** Blood pressure, systolic, diastolic circulatory system.

**Skills** Observation, practical reasoning, communicating.



**DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIODS**



## MATERIALS / RESOURCES REQUIRED

- Digital Blood pressure monitor.



## INTRODUCTION

5 MINUTES

1. Do you know the term blood pressure?
  - ◊ If students are unable to respond, explain that the **pressure of blood in our vessels is called blood pressure.**
  - ◊ Then announce the topic today we will learn how to check blood pressure.
2. Two types of instruments are used for measuring blood pressure.
3. Digital Blood Pressure Monitor
4. Manual Blood Pressure apparatus



## DEVELOPMENT

20 MINUTES

## Activity 1:

20 Minutes

1. Explain how to use a digital Blood Pressure Monitor.
2. Describe the concept given in Grade IV General Science Textbook on page 125.
3. Demonstrate the activity on how to use digital blood pressure monitor given in Textbook on page 124.



4. Ask students to observe the reading on the screen of the blood pressure monitor.
5. Explain the normal blood pressure in adults is 120/80 mm Hg.



### CONCLUSION / SUM UP

3 MINUTES

1. Tell students that we can also check the blood pressure using the analog monitor, as you have seen in hospitals but that requires expertise.
2. Ask, why should the blood pressure remain within a limit? And deduce the answer “for human health”.



### ASSESSMENT

5 MINUTES

1. Select the correct option of Q1 (i and vi) given to the textbook on page 126.
2. Check the responses of the class and rectify if needed.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Write 3 readings to show high, normal and low blood pressure.
2. If you have blood pressure apparatus at home check the blood pressure of your parents.



# قومی ترانہ

پاک سرزمین شاد باد      کشور حسین شاد باد  
تو نشان عزم عالی شان      ارض پاکستان!  
مرکز یقین شاد باد

پاک سرزمین کا نظام      قوت اخوت عوام  
قوم، ملک، سلطنت      پائندہ تابندہ باد  
شاد باد منزل مراد

پرچم ستارہ و ہلال      رہبر ترقی و کمال  
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PROFESSIONAL DEVELOPMENT  
FOR QUALITY EDUCATION

GRADE

4

# LESSON PLANS FOR TEACHERS MATHEMATICS

Based on Curriculum 2020



**Directorate of Curriculum and Teacher Education (DCTE)**  
Khyber Pakhtunkhwa, Abbottabad

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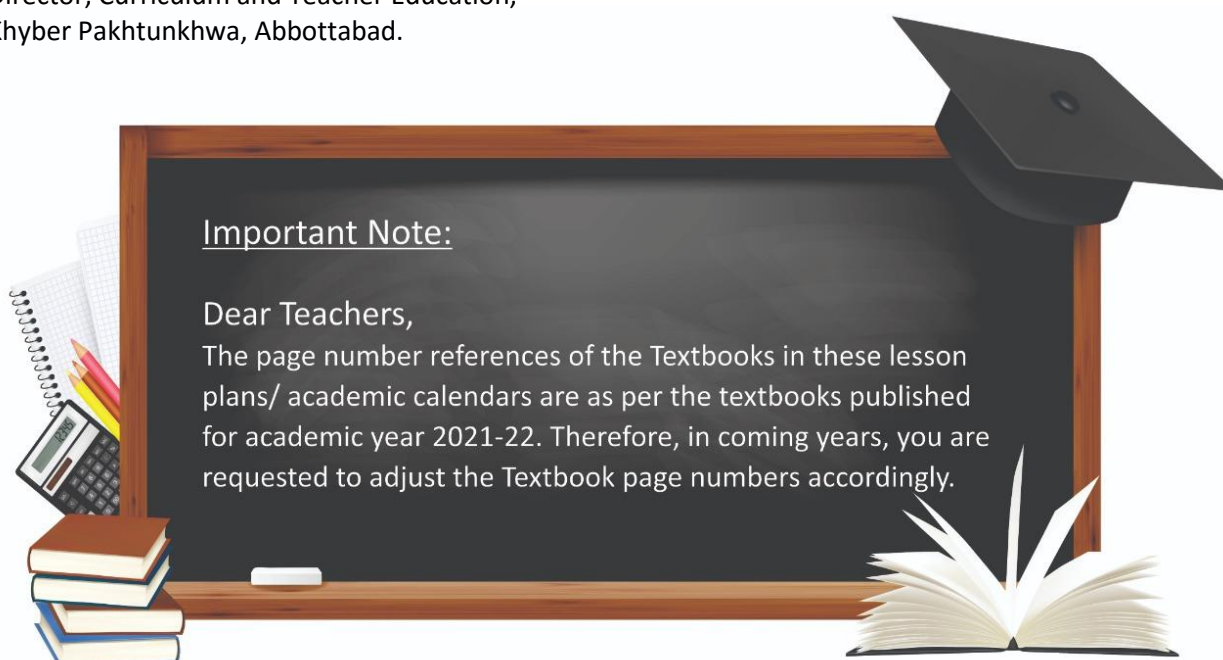
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**NOTIFICATION:**

**No.5236-5399/F.24/Vol-II/SLP/G-IV/SS-M&E, dated: 30-08-2021** : Consequent upon its development and review by the respective development and review committees notified for the purpose, the Directorate of Curriculum and Teacher Education (DCTE), Khyber Pakhtunkhwa, Abbottabad, being the competent authority under the Khyber Pakhtunkhwa Supervision of Curricula, Textbooks and Maintenance of Standards of Education Act 2011, is pleased to notify the scripted lessons for Grade-IV in the subjects of English, Urdu, Mathematics and Social Studies based on Curriculum 2020 and the textbooks aligned on it for all educational institutions in Khyber Pakhtunkhwa for the Academic Year 2021-22 and onwards.

**DIRECTOR**

Copy forwarded for information and necessary action to the:

1. Secretary, Elementary & Secondary Education Department Govt. of Khyber Pakhtunkhwa, Peshawar.
2. Director, Elementary & Secondary Education Khyber Pakhtunkhwa.
3. Director, Professional Development, Khyber Pakhtunkhwa Landey Sarak Charsadda Road Larama, Peshawar.
4. All District Education Officers (M/F) in Khyber Pakhtunkhwa and Newly Merged Districts (NMDs).
5. All Sub Divisional Education Officers (M/F) in Khyber Pakhtunkhwa and Newly Merged Districts (NMDs).
6. Team Leader ASI-KESP, at Peshawar.
7. PS to Minister Elementary & Secondary Education, Khyber Pakhtunkhwa, Peshawar.
8. PS to the Director Local Office.

**ADDITIONAL DIRECTOR (SS)**



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# INTRODUCTION

Teaching and learning process in the classroom can vary concerning the ability, experience, and training of the teacher, which is why to standardize instruction, every good and effective teacher requires a lesson plan. The preparation of a lesson plan is important for clarity and comprehension regarding how the entire learning process will be handled as well as how students can understand and store the knowledge that is being passed onto them.

Lesson plans are vital for helping students accomplish their goals within a learning environment on a short-term and long-term basis. Lesson plans based on clearly defined Student Learning Outcomes (SLOs) concerning the textbooks ensure students are taught the required curriculum most efficiently. These ensure the teacher is adequately prepared and has a clear sense of direction for their lessons. In the context of Khyber Pakhtunkhwa, Lesson Plans are designed to support teachers to implement new pedagogical methods and help provide direction to instruction in the classrooms.

## **Traditional teaching Style:**

Many teachers in Pakistan have come to rely on the textbook for teaching. They come into the classroom, ask students to open the textbook on a certain page, have students read a portion of the text, paraphrase the same and then ask students to answer questions that require them to reproduce material from the text. They teach every subject (the exception being mathematics) and every lesson in the same way. In some cases, the teacher is unable to complete the curriculum or impart the SLOs for a particular grade to the students effectively. Using lesson plans ensure standardization in teaching quality and provides a clear goal with relevant activities that can help students learn more effectively and achieve curriculum milestones.

## **What is a lesson Plan?**

A lesson plan is a description of the instructions for the purpose of teaching the contents of the textbook of a particular subject and achieving Student Learning Outcomes (SLOs).

A lesson plan is the road map for teachers for the achievement of SLOs effectively during class time. The teachers design appropriate learning activities and develop strategies to obtain feedback on students' learning. A carefully constructed lesson plan allows the teacher to enter the classroom with more confidence and maximizes the chance of having a meaningful learning experience with the students.

A successful lesson plan addresses and integrates three key components:

- ✧ Student Learning Outcomes (SLOs).
- ✧ Learning activities.
- ✧ Assessment to check for students' understanding.

## Benefits of Lesson Planning

Most important benefits of lesson planning are to:

- Improve the quality of teaching and learning.
- Establish clarity of purpose.
- Facilitate achievement of student learning outcomes.
- Use available time effectively.
- Develop appropriate materials and ensure their effective use.
- Develop the confidence of teachers.

## Development Process of a Lesson Plan

Lesson plan usually starts with a thinking process. This thinking process is basically completed in four parts.

- **First**, determine the SLO; that is, what the children will learn, what they will be able to do upon completing the activities or work of the lesson.
- **Second**, determine what the students already know, before beginning of the lesson that can lead into a new curriculum of the day.
- **Third**, determine at least one way to assist the students in learning the new curriculum.
- **Fourth**, determine a way to evaluate the learning outcomes of the students.

## Components of a Lesson Plan

Common elements of lesson plans are; unit of study, a title/topic/problem, identification of student learning outcomes (SLOs), a sequence of learning activities including introductory, developmental and concluding activities, list of materials to be used and assessment strategies.

- ✧ **Choosing the Topic.** You can choose any topic from the textbook of the designated grade, a skill such as information gathering, a value such as peace, a current affair topic or an area of special concern such as the environmental pollution etc.
- ✧ **Identifying Student Learning Outcomes (SLOs) from the Curriculum.** The Curriculum has identified the student learning outcomes to be achieved for each topic. Identifying the student learning outcomes will help you to clarify the knowledge, skills, attitudes and values to be developed. Choose only one to three SLOs to develop your lesson (many more for a unit plan).
- ✧ **Material Resources.** A key part of planning is to ensure the identification, adaptation and development of resources required for the lesson for both teachers and students.
- **Development:**
  - ✧ **Introductory Activities:** Introductory activities are designed to introduce the topic, a subtopic or establish connection with the previous lesson. They are designed to build readiness, create interest, raise questions and explore what children already know about the topic, recall relevant information, motivate students and focus their attention on the topic/ theme/problem to be studied. Introductory activities can

include an arrangement of pictures and other times that stimulate interest and questions. Others may be based on the teacher posing questions, reading a poem or story etc. A test, an inventory, or a quiz may be used to find out what students know in order to build on their existing knowledge.

- ✧ **Developmental Activities:** Developmental activities should emerge out of the introductory activities. There should be smooth transitions between the activities to provide a smooth learning sequence. These activities are designed to actualize the student learning outcomes. They introduce new concepts, skills and values or build on past learning and should be linked with each other. Applicative or demonstrative activities extend learning and develop the ability to use concepts and skills. Creative and expressive activities enrich learning and develop the ability to improvise and apply learning in original ways.
- ✧ **Concluding the lesson:** Conclusion includes activities that serve to consolidate, summarize, or facilitate application of knowledge and skills of students to a new situation. They are generally related to the main idea of the lesson. The concluding activities could bring together the different main ideas of the unit. In this case, the emphasis should be on the educational outcomes and not on “putting on a show”.
- ✧ **Assessment of Learning.** Assessment strategies can tell us how well or to what extent the student learning outcomes have been met. Assessment of learning is important in all phases of the lesson/unit from introduction to conclusion. A variety of tools can be used to assess the realization of the chosen learning out-comes. Some of these will be prepared as part of the learning activities. For example, the drawing and labelling of a map, the checklist for evaluating a discussion or simply asking questions relevant to the day’s topic. Other tools such as tests can be prepared ahead of time as well.
- ✧ **Follow up/homework task.** This component includes follow up activities or home assignments to be under-taken by students at home.

# PREFACE

The Government of Khyber Pakhtunkhwa, Elementary and Secondary Education Department, is committed to improve the quality of teaching and learning by taking a number of reforms and initiatives for the improvement of quality education in line with the national and international emerging trends. Providing quality education at primary level is the first imperative step towards achieving this goal.

For this purpose, the Directorate of Curriculum and Teacher Education Khyber Pakhtunkhwa, at Abbottabad, has been entrusted the responsibility of developing and reviewing teachers' in-service and pre-service training materials for the improvement of pedagogical skills of teachers.

These quality improving initiatives also include development of teacher's guides of scripted lesson plans at primary level that support teachers to implement new pedagogical methods. These teacher guides are intended to assist teachers with the provision of content, effective teaching methods and tools for measuring what learners have gained. These guides will ensure an effective and participative engagement of teachers with students as activities included in these lesson plans are student-centered.

These teachers' guides of Lesson Plans based on Student Learning Outcomes (SLOs) of Curriculum 2006 were developed for the first time in 2013. In 2018-2019, the Directorate of Curriculum & Teachers' Education Khyber Pakhtunkhwa undertook the task to revise and develop the Scripted Lesson Plans for Grade I-III according to the Academic Calendar on missing Students Learning Outcomes (SLOs).

As the Curriculum has been revised and new textbook are developed in 2020 for Grades Pre-I to V, hence the need has been felt that these Lesson Plans for Grades I to V are to be revised, developed and aligned with the updated Curriculum 2020, accordingly.

The Directorate of Curriculum and Teacher Education Khyber Pakhtunkhwa constituted different committees comprising of Curriculum/Subject experts and working teachers for developing these Lesson Plans based on Curriculum 2020. DCTE acknowledges the efforts of these experts for developing and reviewing these scripted lesson Plans.

The Directorate of Curriculum and Teachers Education Khyber Pakhtunkhwa is also thankful to the Technical Assistance of Khyber Pakhtunkhwa Education Sector Programme (KESP) in the finalization of these lesson plans.

**Gohar Ali Khan**  
**Director,**  
**Curriculum and Teacher Education**  
**Khyber Pakhtunkhwa, Abbottabad.**

**Month**

**1**

# WHOLE NUMBERS



## STUDENT LEARNING OUTCOMES

- Identify place values of digits up to one hundred thousand (100,000).

## INFORMATION FOR TEACHERS

Teachers should know:

- That the place value for 5 – digit numbers is ones, tens, hundreds, thousands and ten thousands.
- That the largest 5 – digit number is 99,999 and the smallest 6 – digit number is 100,000.



**DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Textbooks, Pencils



## INTRODUCTION

- The teacher should write the number “143” on the board.
- The teacher should ask students if they can write the number in expanded form. Let students raise their hands and answer.
- Show students the expanded form as  $143 = 100 + 40 + 3$  on the board.
- Ask students, “How many ones does the number 143 have? How many tens and how many hundreds?”
- Give students a few minutes to think and answer.
- Tell students that 143 has 3 ones, 4 tens and 1 hundreds.
- The teacher should draw a place value chart on the board, like the one shown below:

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones

- Write the following numbers on the board.

Randomly select students to come to the board and write the place value of each circled number on the place value chart.

- 2 (9)      Correct answer: 9 ones
- (7) 1      Correct answer: 7 tens
- 8 (3)      Correct answer: 3 ones
- 1 2 (3)      Correct answer: 3 ones
- (2) 3 5      Correct answer: 2 hundreds

- vi. 5 **(4)** 0 Correct answer: 4 tens
- vii. 1 2 **(5)** 6 Correct answer: 5 tens
- viii. **(4)** 7 8 9 Correct answer: 4 thousands
- ix. 6 **(7)** 9 2 7 Correct answer: 7 thousands
- x. **(9)** 9 9 9 9 Correct answer: 9 ten thousands



## DEVELOPMENT

### Activity 1:

- The teacher writes the number 187654 on the board.
- Ask students to write the place value of 4,5,6,7 and 8 in their notebooks and share their answers with the class.
- Fill the place value chart for the students on the board.
- Ask the students to think what the place value of 1 is? Give them some time to discuss in pairs.
- Tell the students that the place value of 1 is hundred thousand and fill the place value chart as well.

### Activity 2:

- Divide the class into pairs.
- Give each pair a flash card with a 6-digit number.
- Ensure that none of the digits are repeated for e.g. 526893.
- Ask students, in their pairs, to write the place value of each digit given on their flash card.
- Show students an example of what is expected by giving the example of 786124 on the board.

7	8	6	1	2	4
One Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones

- Conduct a class walk through and guide each pair



## CONCLUSION / SUM UP

- Recap how each digit in a number has a different place value.
  - ✧ The digit to the extreme right of any number has a place value of **one**.
  - ✧ The digit to the left of the right most digit has a place value **ten** and so on.
- A place value chart may be used to align digits with their place values.



## ASSESSMENT

- Ask the students to copy and match the boxes on the left with the correct answers on the right.

Number	Place value of circled digit
9 8 <b>(9)</b> 6 5 4	Hundreds
<b>(1)</b> 4 2 7 8 9	Ones
<b>(5)</b> 5 5 5	Hundred Thousands



4②0	Thousands
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## **HOMEWORK / FOLLOW UP**

Assign the relevant questions from the text book on page 5.

# NUMBERS UP TO HUNDRED THOUSANDS



## STUDENT LEARNING OUTCOMES

- Read numbers up to one hundred thousand (100,000).
- Write numbers up to one hundred thousand (100,000).

## INFORMATION FOR TEACHERS

Teachers should be able to:

1. Use a place value chart to read numbers written in numerals.
2. Write numbers up to 100,000.



**DURATION / 2 LESSONS / 35 + 35 MINUTES**



## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Textbooks, Pencils, Flashcards



## INTRODUCTION

1. Write the following number on the board:

5 7 8 6 3 9

2. Ask students if they know how to read the number written on the board? Let a few students attempt to read the number.
3. After a few attempts, tell students that they can **read** the number by using a place value chart. Draw the place value chart as shown below and write the numbers in the correct boxes.

THOUSAND			Hundreds	Tens	Ones
100 Thousands	10 Thousands	Thousands			
5	7	8	6	3	9

4. Tell students to start from the left side and read the three numbers in the green boxes together (i.e. five hundred and seventy-eight) and add "thousand" at the end. Then ask the students to read the next three numbers in the blue boxes (i.e. six hundred and thirty-nine).
5. All together students will read the number as "five hundred and seventy eight **thousand** six hundred and thirty nine".



## DEVELOPMENT

20 MINUTES

### Activity 1

1. The teacher will ask students to pair up.
2. The teacher will distribute flashcards with the following numbers written on them 39167, 12634, 859821, 419562, 621963 so that every pair has at least one flashcard.
3. After a brief discussion, each pair should read out the number written on their flashcard.

If needed, other students should also guide the pair to arrive at the correct answer.



## CONCLUSION

1. Ask students how they can read numbers up to 100,000 if written in numerals. Ask students to come up to the board and give examples of how they can read large numbers.
2. Students should mention that they can read numbers by using a place value chart and starting from the left.

# NUMBERS UP TO HUNDRED THOUSANDS



## INTRODUCTION

1. Tell students that in the previous lesson they learned how to read numbers.
2. In today's lesson students will learn how to write number up to 100,000.

### Activity 2:

3. Ask the students to write down the number in numerals which the teacher will speak out loud.
4. Draw a place value chart on the board and ask students to do the same in their notebooks.
5. The teacher should say out loud "Eight Hundred and Thirty Nine thousand, One hundred and sixty seven". Repeat it slowly so the students can follow.
6. Ask a student at random to come up to the board and fill in the place value chart as the teacher says the number out loud. See the example below:

100 Thousands	10 Thousands	Thousands	Hundreds	Tens	Ones
8	3	9	1	6	7

7. Other students should do the same in their notebooks after they have attempted the question on their own.

### Activity 3:

1. Ask the students to write the following numbers in numerals in their notebooks.
  - ✧ Three Hundred and Sixteen Thousand Seven Hundred and Twenty Three
  - ✧ Five Hundred and Sixty Three Thousand Two Hundred and Sixteen
  - ✧ Seven Hundred and Eighty Three Thousand Nine Hundred and Sixty Five
  - ✧ Nine Hundred and Twenty Four Thousand
2. Ask a few students to write their answers on the board and let the rest of the class help.



## CONCLUSION / SUM UP

Remind students that:

1. In order to read and write numbers up to 100,000 they should use a place value chart.
2. For reading and writing a number, we start from the extreme left digit or the digit with the highest place value.



## ASSESSMENT

1. Write the following numbers on the board:
  - a. 26128
  - b. 29999
  - c. 572898
  - d. 257540

e. 100000

2. Ask students to read the numbers out loud.
3. Guide students to arrive at the correct answers using a place value chart if needed.



## **HOMEWORK/FOLLOW UP**

Assign the relevant questions from the text book on page 5.

# NUMBERS IN WORDS UP TO ONE HUNDRED THOUSANDS



## STUDENT LEARNING OUTCOMES

- Write numbers in words up to one hundred thousand (100,000).

## INFORMATION FOR TEACHERS

The Teachers should be able:

- To know the spellings of all numbers.
- To write the numbers in words that have been written in numerals.



**DURATION / NO OF PERIODS: 1 LESSON / 35 MINUTES**



## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Textbooks, Pencils



## INTRODUCTION

- The teacher should write on the board the following number:  
7 4 2 3 1 6
- After drawing the place value table, the teacher should ask the students to fill in the numbers in the correct boxes
- Give students a few minutes to think and then ask the students to come up to the board and fill in the table.
- The correctly filled in table should look as shown below:

THOUSAND			HUNDRED		
100 Thousands	10 Thousands	Thousands	Hundreds	Tens	Ones
7	4	2	3	1	6

- In order to write the number in words, the teacher should first read the number out loud.
- In order to do this, the three numbers in green are read together followed by the word "thousand" and then the numbers in blue are read as per usual.
- All together the number is read by the teacher as "Seven Hundred and Forty Two **Thousand** Three Hundred and Sixteen".
- Ask students to write the number in words using the correct spellings.
- After reviewing student responses, the teacher should write the number in words on the board using the correct spellings.



## DEVELOPMENT

### Activity 1:

1. Write the following numbers on the board and ask the students to write them in words.
  - a. 479,231
  - b. 659,789
  - c. 825,141
  - d. 963,528
2. Give them some time to complete their work.
3. Write the spellings of the numbers on the board which are frequently asked by the students.
4. Ask a few students to read out their answers to the class and guide them to arrive at the correct answers.



## CONCLUSION / SUM UP

1. Remind students that:
  - ✧ In order to write a number in words, it is important to first read it out loud.
  - ✧ For reading and writing a number we start from the extreme left digit or the digit with the highest place value.



## ASSESSMENT

1. Ask students to copy and complete the following table:

Numbers in Numerals	Numbers in Words
286,543	
	Nine hundred and eighty one thousand, six hundred
481500	
	Three hundred and fifty six thousand, four hundred and twenty two



## HOMEWORK/FOLLOW UP

Assign the relevant questions from the text book on page 5.

# COMPARING AND ORDERING NUMBERS



## STUDENT LEARNING OUTCOMES

- Compare and order numbers up to 5 – digit

## INFORMATION FOR TEACHERS

Teachers should be able:

- To know the place value for 5 – digit numbers is ones, tens, hundreds, thousands, and ten thousands.
- To order numbers based on place values.



**DURATION / NO OF PERIODS: 1 LESSON / 35 MINUTES**



## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Textbooks, Pencils, Flash Cards



## INTRODUCTION

- Ask students the following questions. Students will raise their hands to answer.
- Write examples given by the students, in 4 columns, on the board.
  - Which is the smallest 1-digit number? Which is the largest 1-digit number?
  - Which is the smallest 2-digit number? Which is the largest 2-digit number?
  - Which is the smallest 3-digit number? Which is the largest 3-digit number?
  - Which is the smallest 4-digit number? Which is the largest 4-digit number?
  - Which number comes after the largest 4 digit number? Guide students to arrive at 10000.



## DEVELOPMENT

### Activity 1

- Draw the following table on the board:

T.TH	TH	H	T	O

- Ask 5 different students to write a digit from 1–9 in each of the empty boxes.
- Let's say the number is 2 1 5 4 7.
- Choose a second number such that the Ten Thousands, Thousands and Hundreds digits are the same for both numbers and the Tens and Ones are smaller.



- Let's say the 2nd number is 2 1 5 3 8. Write the number in the second row of the table.
- Ask the students which number is bigger/greater and why. Give students a few minutes to discuss their answers in pairs.
- Explain to the students that in order to determine which number is bigger, we start the comparison with the digit with the greatest place value i.e., the Ten Thousands digit. If both the digits are the same, we move to the digit with the second largest place value i.e., the thousands digit and so on until one number is larger / smaller than the other.
- In other words, to compare numbers, compare digits from left to right until you find two different digits.
- Therefore 2 1 5 4 7 is bigger/greater than 2 1 5 3 8 because 4 is greater than 3.

### Activity 2:

- Divide students in groups of 5 and give each student one flashcard with a digit from 1-9 written on it.
- Ask the students to make the largest 5-digit number that they can using the flashcards and record it on a piece of paper.
- Now ask the students to make the smallest 5-digit number that they can using the flashcards and record it on a piece of paper.
- Each group should come up to the front of the class and show the largest and smallest numbers they made.
- Let the class give feedback to each group in an orderly manner.
- Guide each group when needed.



### CONCLUSION / SUM UP

- Recap that in order to decide which number is greater or smaller we first look at the digits with the largest place value. If those digits are the same, then we move to the digit with the second largest place value until we get to the digit with the unit place value which is not the same for e.g., 5 7 1 2 3 is larger than 5 7 1 2 2 because 3 is larger than 2.



### ASSESSMENT

- Copy and complete the following table.
- Briefly explain students that 'greater than' means 'bigger than' and 'less than' means 'smaller than'.

Circle the Correct Answer			
6 2 3 7 5	Greater than	Less than	3 4 2 1 8
8 3 2 1 7	Greater than	Less than	1 3 4 7 5
7 0 5 1 2	Greater than	Less than	9 2 0 3 7



### HOMEWORK/FOLLOW UP

Assign the relevant questions from the textbook on page 8.

# ADDITION OF REAL LIFE NUMBER STORIES



## STUDENT LEARNING OUTCOMES

1. Add numbers up to 5-digit.
2. Solve real life number stories involving addition of numbers up to 5-digit.

## INFORMATION FOR TEACHERS

Teachers should be able to:

1. Add numbers i.e., align the ones digit with the ones digit, the tens with the tens and so on.
2. Carry when doing addition of numbers.



**DURATION / NO OF PERIODS: 2 LESSONS / 35 + 35 MINUTES**



## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Textbooks, Pencils, Flash Cards with 5-digit numbers.



## INTRODUCTION

1. Write the following question on the board:  
The electricity bill for this month was Rs. 12,820 and the gas bill was Rs. 10,357. How much money is needed to pay both bills?
2. Draw a grid like the one shown below. Ask one of the students to write 12,820 with correct placement in the place value chart.
3. Ask another student to write 10,357 below the first number.

	Ten Th	Th	H	T	O
	1	2	8	2	0
+	1	0	3	5	7
<hr/>					
<hr/>					

4. Ask a student to carry out addition starting with the ones-digit, the tens-digit, hundreds-digit, thousands-digit and then ten thousand-digit.
5. Guide the students that in addition we add ones with ones, tens with tens, hundreds with hundreds, thousands with thousands and ten thousands with ten thousands.

- Pay special attention while adding the hundreds and thousands digits as carrying must be done during addition here.
- Discuss with students how after addition the total amount is Rs. 23,177 with the following working. See below:

	Ten Th	Th	H	T	O
		1			
	1	2	8	2	0
+	1	0	3	5	7
	2	3	1	7	7



## DEVELOPMENT

### Activity 1:

- Ask students to work in pairs
- Copy and complete the following question.
  - Adnan purchased a refrigerator for Rs. 36,510 and a television for Rs. 23,430. How much does Adnan have to pay?
- Ask pairs to come to the board and share their solutions.
- Ask other students to give their input as well.
- After all students have attempted the question, show the correct solution as shown below:

	Ten Thousands	Thousands	Hundreds	Tens	Ones
	3	6	5	1	0
+	2	3	4	3	0
	5	9	9	4	0

### Lesson 6 Conclusion/Sum up:

- Ask students how we carry out the addition of 5-digit numbers with 5-digit numbers. Students should highlight that in addition we add ones with ones, tens with tens, hundreds with hundreds, thousands with thousands and ten thousands with ten thousands.

# ADDITION OF REAL LIFE NUMBER STORIES



## INTRODUCTION

- Tell students that in this lesson we will do some more practice of addition of 5-digit numbers with 5-digit numbers.

### Activity 2:

- Distribute flashcards among students. Each flashcard should have a 5-digit number on it.
- Give two different flashcards to each student.
- Tell them to add the two numbers written on their flashcards and show their working to the student sitting next to them for peer review.
- If a student finishes early, the teacher should give that student two new flashcards.
- The teacher should walk through the class and guide students to arrive at the correct answers.



## CONCLUSION / SUM UP

- Ask students to recap the steps involved in the addition of 5-digit numbers.
- Highlight that for addition we add ones with ones, tens with tens, hundreds with hundreds, thousand with thousand and ten thousands with ten thousands.



## ASSESSMENT

- Ask students to copy and complete the following questions in their notebooks:

a)

	Ten Th	Th	H	T	O
	5	8	1	3	4
+	2	5	3	6	7
<hr/>					
<hr/>					

b)

	Ten Th	Th	H	T	O
	7	1	3	5	2
+	2	6	4	3	5
<hr/>					
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2. At the end of January, Amjad made a deposit of Rs. 60,724 in his bank account. At the end of February Amjad deposited Rs. 11,637 more in his account. What was the total amount that he deposited?



### **HOMEWORK/FOLLOW UP**

Assign the relevant questions from the textbook on page 16.

# ADDITION OF REAL LIFE NUMBER STORIES



## STUDENT LEARNING OUTCOMES

- Subtract numbers up to 5-digit.
- Solve real life situation involving subtraction of numbers up to 5-digit.

## INFORMATION FOR TEACHERS

1. Teachers should be able to align two 5-digit numbers and carry out subtraction i.e., one's digit should be aligned with one's digit, tens with tens and so on.



**DURATION / NO OF PERIODS: 1 LESSONS / 35 MINUTES**



## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Textbooks, Pencils, Flashcards with 5-digit numbers.

### Introduction:

1. Ask students to work in pairs and solve  $69452 - 47673$  in their notebooks.
2. Encourage pairs to come to the board and share their solutions.
3. Write the solution on the board as shown below. Explain each step to the students and highlight why we need to borrow.

	Ten Thousand	Thousand	Hundred	Ten	Ones
				4	1
	6	9	4	<del>5</del>	2
–	4	7	6	7	3
					9

	Ten Thousand	Thousand	Hundred	Ten	Ones
			3	14	1
	6	9	<del>4</del>	<del>5</del>	2
–	4	7	6	7	3
				7	9

	Ten Thousand	Thousand	Hundred	Ten	Ones
		8	13	14	1
	6	<del>8</del>	<del>4</del>	<del>5</del>	2
–	4	7	6	7	3
			7	7	9

	Ten Thousand	Thousand	Hundred	Ten	Ones
		8	13	14	1
	6	<del>8</del>	<del>4</del>	<del>5</del>	2
–	4	7	6	7	3
		1	7	7	9

	Ten Thousand	Thousand	Hundred	Ten	Ones
		8	13	14	1
	6	<del>9</del>	<del>4</del>	<del>5</del>	2
–	4	7	6	7	3
	2	1	7	7	9



## DEVELOPMENT

### Activity 1:

1. Prepare flashcards for the class with 5-digit numbers written on them for e.g., 75895, 62437, 99712 etc. Put these flash cards into a basket.
2. Divide the class into pairs and ask each pair to pick two flash cards from the basket.
3. Ask each pair to find the difference between the two numbers.
4. After students have solved their problems, remind them that for subtraction it is important to place the bigger number on the top and the smaller number at the bottom.
5. Students who finish early should come to the basket and pick two more flash cards.
6. Walk around the class to provide guidance and give feedback to students as they carry out subtraction.

### Activity 2:

1. Write the following real life story on the board.
2. Hashir has collected Rs. 25450. He bought a mobile phone for Rs. 11200. How much money is left with him after the purchase?
3. Ask students to read the question and then solve it in pairs.
4. Ask a few pairs to come to the board and write their working on the board.
5. The teachers should guide students through each step and show that the final answer is Rs. 14250.



## CONCLUSION / SUM UP

1. Conclude the lesson by asking students to explain the steps involved in the subtraction of 5-digit numbers.
2. The key points to look for are:
  - ✧ alignment of digits
  - ✧ writing the larger number on top
  - ✧ carry out borrowing where necessary.
3. Reinforce the concept of borrowing if needed.



## ASSESSMENT

1. Write the following question on the board and asks the students to solve it in their notebooks.
2. Walk through the class and assist students where necessary.

	Ten Thousand	Thousand	Hundred	Ten	Ones
	7	5	9	1	4
–	5	7	1	2	5
<hr/>					
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## HOMEWORK/FOLLOW UP

Assign the relevant questions from the textbook in Exercise 1 on page 19.



# REAL LIFE NUMBER STORIES – SUBTRACTION



## STUDENT LEARNING OUTCOMES

- Solve real life situations involving subtraction of numbers up to 5-digit.

## INFORMATION FOR TEACHERS

Teachers should be able:

- Be able to align two 5-digit numbers and carry out subtraction i.e. ones digit should be aligned with ones digit, tens with tens and so on.
- Know that the larger number should be written in the top row and the smaller number should be written in the bottom row. For e.g.  $69452 - 47673$  should be done as follows:

	Ten Thousand	Thousand	Hundred	Ten	Ones
		8	13	14	1
	6	<del>9</del>	<del>4</del>	<del>5</del>	2
–	4	7	6	7	3
	2	1	7	7	9



**DURATION / NO OF PERIODS: 1 PERIOD / 35 MINUTES**



**MATERIALS / RESOURCES REQUIRED**

- Board, Marker, Notebooks, Textbooks, Pencils



## INTRODUCTION

- Tell the students that Rabia's father has a salary of Rs. 26,128. He gave Rs. 15,000 to Rabia's mother for home expenses. How much amount is still left with him?
- Ask the students which number should be written on the top and which number should be written at the bottom in the place value chart for subtraction. Emphasize that the bigger/greater number should always be written on the top for subtraction.
- Draw a place value chart on the board and write 26,128 at the top and 15,000 below it.
- Ask the students one by one to carry out the subtraction of ones-digit, tens-digit, hundreds-digit, thousands-digit and ten thousand- digit.
- The teacher will show the students each step and arrive at the total amount of 11,128 after subtraction.



## DEVELOPMENT

### Activity 1:

Write the following questions on the board and ask the students to answer them in their notebooks. Guide students through each step to arrive at the correct answers mentioned below.

- Aslam purchased wheat for Rs. 68,270 and sold it for Rs. 52,500. What was his loss?

	Ten Thousand	Thousand	Hundreds	Tens	Ones
		7	1		
	6	<del>8</del>	2	7	0
–	5	2	5	0	0
	1	5	7	7	0

- A salaried person makes Rs. 18,355 every month. He gets a salary raise and checks his account and finds Rs. 20,750. How much more money is he getting every month?

	Ten Thousand	Thousand	Hundred	Ten	Ones
	1	1	6	14	1
	<del>2</del>	0	<del>3</del>	<del>5</del>	0
–	1	8	3	5	5
		2	3	9	5



## CONCLUSION / SUM UP

- Conclude the lesson by asking students to explain the steps involved in the subtraction of 5 digit numbers.
- The key points to look for are:
  - ✧ alignment of digits
  - ✧ writing the larger number on top
  - ✧ to carry out borrowing where necessary.
- Reinforce the concept of borrowing.



## ASSESSMENT

Students should attempt the following question in their notebooks:

- A farmer has collected Rs. 85,405. He bought a computer costing Rs. 45,200. How much money is left with the farmer after the purchase?



## HOMEWORK/FOLLOW UP

Assign the relevant questions from the textbook in Exercise 1 on page 20.

# MULTIPLICATION AND DIVISION



## STUDENT LEARNING OUTCOMES

1. Multiply numbers up to 5-digit by numbers up to 3-digit.
2. Solve real life situations involving multiplication of numbers up to 5-digit by 3-digit.

## INFORMATION FOR TEACHERS

Teachers should be able to:

1. Align and set up multiplication questions.
2. Carry while doing multiplication problems.



**DURATION / NO OF PERIODS: 2 LESSONS / 35 + 35 MINUTES**



## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Textbooks, Pencils, Flashcards with 5-digit and 3-digit numbers written on them



## INTRODUCTION

1. Write the following word problem from real life situation on the writing board.  
A shopkeeper bought 356 mobiles from a wholesale shop at Rs 12,590 each. How much did he pay in total to buy the mobiles?
2. Ask students to think about this question and how they would go about answering it. Give students a few minutes to brainstorm and then raise their hands and give their input.
3. Record student responses on the board.
4. Ask students if the final answer be a large number or a small number? Why?
5. Encourage students to say, "multiply", "times" and even "product".
6. Draw a place value chart on the board and write 12,590 in the first row and 356 in the second row. Introduce the million-digit as the one which comes after hundred thousand.
7. Ask a student to come to the board and multiply 6 with 12,590 to reach the answer below. Encourage other students to help when needed.

Mil	Hun Th	Ten Th	Th	H	T	O
		1	3	5		
		<b>1</b>	<b>2</b>	<b>5</b>	<b>9</b>	<b>0</b>
	<b>x</b>			<b>3</b>	<b>5</b>	<b>6</b>
		7	5	5	4	0

8. Ask another student to multiply 12,590 with 50. This is the same as multiplying 12,590 with 5 and then adding a 0 at the end of the number.

Mil	Hun Th	Ten Th	Th	H	T	O
		1	2	4		
		1	3	5		
		<b>1</b>	<b>2</b>	<b>5</b>	<b>9</b>	<b>0</b>
	<b>x</b>			<b>3</b>	<b>5</b>	<b>6</b>
<hr/>						
		7	5	5	4	0
	6	2	9	5	0	0
<hr/>						

9. Ask another student to multiply 12,590 with 300. This is the same as multiplying 12,590 with 3 and then adding two 0s at the end of the number.

Mil	Hun Th	Ten Th	Th	H	T	O
			1	2		
		1	2	4		
		1	3	5		
		<b>1</b>	<b>2</b>	<b>5</b>	<b>9</b>	<b>0</b>
	<b>x</b>			<b>3</b>	<b>5</b>	<b>6</b>
<hr/>						
		7	5	5	4	0
	6	2	9	5	0	0
3	7	7	7	0	0	0
<hr/>						

10. Ask another student to add all three terms and share the answer with the class.

Mil	Hun Th	Ten Th	Th	H	T	O
			1	2		
		1	2	4		
		1	3	5		
		<b>1</b>	<b>2</b>	<b>5</b>	<b>9</b>	<b>0</b>
	<b>x</b>			<b>3</b>	<b>5</b>	<b>6</b>
1	1	2	1			
		7	5	5	4	0
	6	2	9	5	0	0
3	7	7	7	0	0	0
4	4	8	2	0	4	0

#### Activity 1:

- Ask the students to do the following question in their notebooks.  
A sweet factory produces 54,520 toffees in a day. How many toffees will be produced in 250 days?
- Ask the students to work in pairs to answer the question.
- Ask a few students to voluntarily and solve the question on the board. Help students arrive at the following answer.

Ten M	Mil	Hun Th	Ten Th	Th	H	T	O
				1			
			2	2	1		
			<b>5</b>	<b>4</b>	<b>5</b>	<b>2</b>	<b>0</b>
		<b>x</b>			<b>2</b>	<b>5</b>	<b>0</b>
	1		1				
			0	0	0	0	0
	2	7	2	6	0	0	0
1	0	9	0	4	0	0	0
1	3	6	3	0	0	0	0

#### Lesson 10 Conclusion:

- Ask students how we multiply 5-digit numbers by 3-digit numbers. Students should highlight the importance of aligning and setting up multiplication questions. Students should also mention when to add the zeroes at the end of the numbers during multiplication and when to carry while doing multiplication problems.

# MULTIPLICATION AND DIVISION



## INTRODUCTION

1. Tell students that in today's lesson we will practice multiplication of 5-digit numbers with 3-digit numbers some more to develop proficiency.

### Activity 2:

1. Distribute flashcards among students.
2. Each flashcard should have a 5-digit number and a 3-digit number on it.
3. Each student should be given a different flashcard (see sample flashcard below).
4. Ask the students to multiply the two numbers written on their flashcard and show their working to the student sitting next to them for peer review.
5. If a student finishes early, the teacher should give that student a new flashcard.
6. Walk through the class and guide students to arrive at the correct answers.

Sample Flashcard

6	2	5	4	0
×		3	2	1



## CONCLUSION / SUM UP

1. Conclude the activity by asking the students to recap the steps in the multiplication of 5-digit numbers with 3-digit numbers:
  - ✧ placing the bigger number on top and the smaller at the bottom
  - ✧ adding the right number of zeroes when multiplying with tens, hundreds and so on.
2. Remind students that while doing addition, we add ones with ones, tens with tens, hundreds with hundreds, thousands with thousands and ten thousands with ten thousands.



## ASSESSMENT

1. Ask the students to copy and complete the following questions in their notebooks:

a)	Ten Th	Th	H	T	O
	4	3	2	7	3
	×		2	5	1

b)	Ten Th	Th	H	T	O
	7	8	5	3	2
	x		1	9	7

- 
2. After students have attempted the question share the correct solutions with them on the writing board.



### **HOMEWORK/FOLLOW UP**

Assign the relevant questions from the textbook on page 25.

**Month**

**2**





# REAL LIFE SITUATIONS – DIVISION



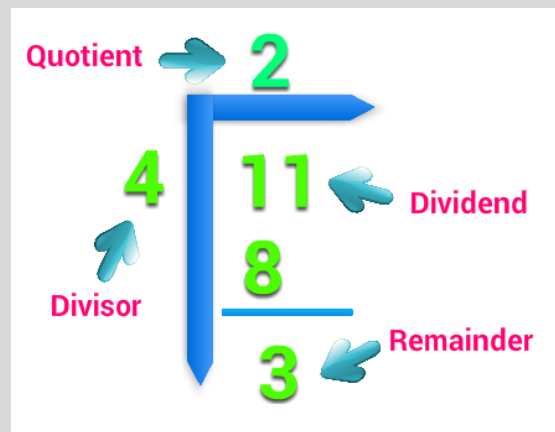
## STUDENT LEARNING OUTCOMES

1. Divide numbers up to 4-digit by numbers up to 2-digit
2. Solve real life situations involving division of numbers up to 4-digit by a number up to 2-digit.

## INFORMATION FOR TEACHERS

Teachers should be able:

1. To set up and carry out long division.
2. To Understand the terms divisor, dividend, quotient and remainder, and use them while doing division problems.



**DURATION / NO OF PERIODS: 2 LESSONS / 35 + 35 MINUTES**



**MATERIALS / RESOURCES REQUIRED**

- Board, Marker, Notebooks, Textbooks, Pencils



## INTRODUCTION

Write the following word problem from a real-life situation on the writing board.

A cricket team of 12 players has just won a local cricket tournament and was awarded a cash prize of Rs. 6,600. The coach wants to distribute this amount equally among the 12 players. How much money will each player receive?

1. Ask students how they will find the cash prize per player. Encourage students to use expressions like “divide equally”, “divide 6660 by 12”, “12 should be the divisor” etc.
2. Set up the question as shown below. Tell students that 6660 is the dividend and 12 is the divisor.

$$\begin{array}{r}
 0 \\
 12 \overline{) 6660}
 \end{array}$$

3. Ask students, "Can 6 be divided by 12?"
4. Students should reason that 6 cannot be divided by 12 as 6 is smaller than 12. Tell students, therefore we put a 0 (shown in blue).
5. Now ask students, "Can 66 be divided by 12?" Give students a few minutes to think about this and ask students to recite the 12 times table to guide their thinking.
6. Students should say that 66 is divisible by 12 as 12 times 5 is 60. Write 5 and 60 in the appropriate positions.

$$\begin{array}{r}
 0 \quad 5 \\
 12 \overline{) 6660} \\
 \underline{- 60} \phantom{0} \\
 06
 \end{array}$$

7. Tell students that the next step is to subtract 60 from 66 to get the remainder of 6.
8. The question is not yet solved. Ask students what the next step should be? Students should say that the next step is to bring down the 6 as shown below and continue the long division. Again the remainder is 6.

$$\begin{array}{r}
 0 \quad 5 \quad 5 \\
 12 \overline{) 6660} \\
 \underline{- 60} \phantom{0} \phantom{0} \downarrow \\
 06 \phantom{0} \\
 \underline{- 60} \phantom{0} \\
 06
 \end{array}$$

9. Students should further add that in the next step the 0 is brought down and after subtraction, the remainder is 0.

$$\begin{array}{r}
 \begin{array}{cc} 1 & 2 \end{array} \overline{) \begin{array}{cccc} 0 & 5 & 5 & 5 \\ 6 & 6 & 6 & 0 \\ \hline 6 & 0 & & \\ \hline 0 & 6 & 6 & \\ & 6 & 0 & \\ \hline & 0 & 6 & 0 \\ & & 6 & 0 \\ \hline & & 0 & 0 \end{array}}
 \end{array}$$

10. Tell students when 6660 is divided by 12 the quotient or the answer is 555.  
 11. Ask students how much will each of the 12 players receive from the cash prize of 6660?  
 12. Encourage students to answer. The correct answer is that each player receives Rs. 555 from the cash prize.



## DEVELOPMENT

### Activity 1

- Write the following question on the board.  
In a camp, 8,575 children are divided into groups. There are 25 children in each group. Find the total number of groups at this camp?
- Divide the students into small groups.
- Ask each group to solve the question neatly in one notebook.
- Ask various groups at random to present their solution at the front of the class.
- Other students should listen attentively and give their feedback.
- Assist the groups to reach the correct answer by setting up the question as follows:

$$\begin{array}{r}
 \begin{array}{cc} 2 & 5 \end{array} \overline{) \begin{array}{cccc} 8 & 5 & 7 & 5 \end{array}}
 \end{array}$$



## CONCLUSION / SUM UP

- Ask students what are the steps in setting up a division question.
- How do we know we have gotten the answer?
- Where do we write the divisor? Where do we write the dividend? Where does the quotient appear?
- Help students to recap the key takeaways from the 1st Lesson.

# REAL LIFE SITUATIONS - DIVISION



## INTRODUCTION

1. Remind students about the key steps in long division. Show students the dividend, divisor, quotient, and the remainder in a division question.
2. Recap the key steps in Activity 1 e.g. "How did we set up the question?", "Could we divide 8 by 25?"
3. If not, what did we do as the next step?
4. When did we know that we have our final answer?
5. Guide student discussion and ensure that students are on the same page

### Activity 2:

1. Write the following questions on the board and ask the students to copy and solve in their notebooks.
2. Divide the following 4-digit numbers by 2-digit numbers
  - ✧  $4224 \div 16$
  - ✧  $1560 \div 12$
  - ✧  $3816 \div 24$
  - ✧  $8028 \div 36$
  - ✧  $1768 \div 13$
3. Walk across the classroom and guide students.



## CONCLUSION / SUM UP

Conclude the activity by involving the students in recapping the steps in the division of 4 digit numbers with 2 digit numbers.

1. It is important to recall that while doing division, the answer is the quotient or the number written on top.
2. Tell students to pay special attention to which numbers have to be brought down and when to subtract while doing division.



## ASSESSMENT

Ask the students to copy and solve the following questions in their notebooks.

1. Solve
 
$$\begin{array}{r} 2 \ 2 \overline{) 8 \ 8 \ 4 \ 4} \end{array}$$
2. Solve  $3198 \div 82$
3. The total number of students in a school is 2575. If 25 students are to be seated in each classroom, how many classrooms are required to seat all the students?



## HOMEWORK / FOLLOW UP

Assign the relevant questions from the textbook on page 29.

## REAL LIFE SITUATIONS – DMAS



## STUDENT LEARNING OUTCOMES

- Solve real life situations using appropriate operations of addition, subtraction, multiplication and division of numbers up to 2-digit.

## INFORMATION FOR TEACHERS

Teachers should be able:

- To understand all the steps involved in carrying out the operations of addition, subtraction, multiplication and division.
- To extract relevant information from word problems and carry out the correct operation(s) for a given real life problem.



**DURATION / NO OF PERIODS: 2 LESSONS / 35 + 35 MINUTES**



## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Textbooks, Pencils, Question Slips, Chart



## INTRODUCTION

- Write the following question on the board.  
One packet of *kebabs* has 7 pieces in it. The price of one pack is Rs. 218. Ali buys 8 packs to cook at a barbecue lunch.
  - How many total pieces of *kebabs* did Ali buy?
  - What was the total cost of the *kebabs*?
  - How much change does Ali get if he gives the shopkeeper Rs. 2,000?
- Divide the class into small groups of 3 students each.
- Ask each group to discuss the questions amongst themselves and then come up with the answers.
- Help the groups to arrive at the correct answers.
- Ask a student from each group to come to the board and write their answer for the first part.
- Solve the first part of the question on the board.
- Follow the same steps for the next parts. See the solution below.
  - How many total pieces of kebabs did Ali buy?  $7 \times 8 = 56$  pieces
  - What was the total cost of the kebabs?  $218 \times 8 = \text{Rs. } 1,744$

Th	H	T	O
	1	6	
	2	1	8
x			8
1	7	4	4

- ✧ How much change does Ali get if he gives the shop keeper Rs. 2,000?

$$2000 - 1744 = 256 \text{ Rupees}$$

	Th	H	T	O
	1	19	19	1
	<del>2</del>	0	0	0
-	1	7	4	4
		2	5	6



## DEVELOPMENT

### Activity 1:

1. Divide the class into groups of 4.
2. Give each student in the group a flashcard with one of the following 4 questions written on it.
3. Ask students to attempt their question and then pass on the question slip to the next student within their own group.
4. By the end of the rotation of slips, each student should have answered all 4 questions.
5. Student may discuss within their group.
  - ✧ In February the gas bill for Faheem's house was Rs. 6,457 and in March it was Rs. 4,923. What was the total bill for the two months? How much less was the bill for March?
  - ✧ The library in Peshawar has 875 Mathematics books and the library in Abbottabad has 643 Mathematics books. What is total number of Mathematics books that both libraries have? How many more Mathematics books does the Peshawar library have?
  - ✧ In a camp, 345 students are divided into equal groups of 15 children each. What is the total number of groups?
  - ✧ An inspection officer notices that there are 25 students present in each classroom. If there are 13 classrooms in that school. How many students are present in the school?



## CONCLUSION

1. Tell students to copy any unfinished questions in their notebooks and individually complete all 4 questions and bring them to the next lesson.

**REAL LIFE SITUATIONS – DMAS****INTRODUCTION**

1. Ask students to voluntarily and come up to the writing board and solve each question. Ask other students to also give their input.
2. Share the correct answers with the students by displaying the answers on a chart prepared prior to lesson 2.

**CONCLUSION / SUM UP**

1. Remind students that addition, subtraction, multiplication and division come up frequently in everyday life.
2. Ask the students that it is important to read the question carefully in order to determine which operation shall be used to solve the question.
3. Tell students that they must be careful while doing addition, subtraction, multiplication and division. They must align ones with ones, tens with tens and so on. Students must also practice when and how to borrow / carry while doing different operations.

**ASSESSMENT**

Write the following questions on the board. Ask students to raise their hands and state the operations to be carried out in each question.

1. Asim receives Rs. 1500 from his *baba* and Rs. 570 from his *dada*. How much money does he have in total? Correct answer: Add 1500 and 570
2. He goes to the sports shop to buy balls for cricket. Cricket balls come in packs of 3 and cost Rs. 360. How much does each cricket ball cost? Correct answer: Divide 360 by 3.
3. He also wants to buy insulation tape. Insulation tape costs Rs. 60. He wants to buy 5. How much will this cost him? Correct Answer: Multiply 60 by 5.
4. What is the total cost to Asim if he buys 3 packs of cricket balls and 5 insulation tapes? Correct answer: Multiply 360 by 3. Multiply 60 by 5. Add both answers ( $1080+300=1380$ )
5. How much money will Asim have after his purchases? Correct Answer: subtract 1380 from 2070.

**HOMEWORK / FOLLOW UP**

Assign the relevant questions from the textbook on page 35.



# PATTERNS



## STUDENT LEARNING OUTCOMES

1. Recognize a given increasing and decreasing pattern by stating a pattern rule.
2. Describe the pattern found in a given table or chart.

## INFORMATION FOR TEACHERS

The teacher should be able to:

1. Identify trends in various patterns.
2. Find / identify the missing terms within a pattern.



**DURATION / NO OF PERIODS: 1 LESSON / 35 MINUTES**



## MATERIALS / RESOURCES REQUIRED

- Board, Chalk, Marker, Textbook, Notebooks, Chart



## INTRODUCTION

1. Read the table of 4 out loud. "4 ones are 4, 4 twos are 8..."
2. After completing the table till "4 tens are 40" ask the students to join in the second round.
3. Tell the students to say the answers out loud "4, 8, 12, 16, 20, 24, 28..."
4. Ask students how they knew which number would come next?
5. Give students a few minutes to discuss and share their answers.
6. Explain to students how every times table follows a pattern where the difference between each number is the same.
7. Write the table of 4 on the board for the students to see the difference of 4. Ask students to come up with the **rule of the pattern?** Or how the numbers are related to each other. Let students think for a few minutes and share their ideas.
8. Tell students that for "4, 8, 12, 16, 20, 24..." the rule of the pattern is "the next number is 4 more than the previous number".
9. Tell students that we will be discussing patterns today.



## DEVELOPMENT

### Activity 1:

1. Write the following question on the board and explain it to the students:  
An active student is on the 3rd floor (each floor has 10 steps) of a building and decides to run down the staircase by skipping over each alternate step.  
If he is currently standing on the 30th step, write down each step number that he lands on.

- Write the first few numbers in the sequence on the board i.e. 30, 28, 26.
- Ask students to write the remaining numbers in their notebooks.
- Guide students to the correct answer mentioned below:  
30, 28, 26, 24, 22, 20, 18, 16, 14, 12, 10, 8, 6, 4, 2, 0
- Ask the students to discuss in pairs if they see any pattern.
- Help students identify the pattern: the difference between any two consecutive numbers is 2.
- Ask students to complete the following sentence:  
The rule of the pattern is:  
The next number is the previous number \_\_\_\_\_

### Activity 2:

- Draw the following table on the board and ask the students to copy and complete the table.
- Explain that the students have to write the rule of the pattern for each pattern.

#	Fill in the blanks	The rule of the pattern is...
i.	5, 8, 11, 14, ____, ____	The next number is the previous number plus 3
ii.	1, 5, 9 ____, 17, 21, ____	
iii.	19, 17, 15, 13, ____, ____	
iv.	9, 18, 27, ____, ____, 54	
v.	104, 94, ____, 74, 64, ____	



### CONCLUSION / SUM UP

- Recap the lesson by asking students to list the features of a sequence or pattern?
- Ask students the following questions:  
How are items related to each other in a pattern?  
How do we find the missing items in a pattern?  
How do we make predictions about the next numbers in a pattern?



### ASSESSMENT

- The chart shown below should be prepared and pasted on the wall prior to the lesson.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70

71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

- ✧ What is the rule for the pattern in green if the first term is 41?
- ✧ What is the rule for the pattern in blue if the first term is 4?
- ✧ What is the rule for the pattern in red if first term is 10?
- ✧ What is the rule for the pattern in yellow if the first term is 91?



## **HOMEWORK/FOLLOW UP**

Assign the relevant questions from the textbook on page 32-33.

# NUMBER SEQUENCE



## STUDENT LEARNING OUTCOMES

- Complete the given increasing and decreasing number sequence

## INFORMATION FOR TEACHERS

The teacher should be able to:

1. Predict terms in a given sequence / pattern of numbers.
2. Identify missing terms in a given sequence / pattern of numbers.



**DURATION / NO OF PERIODS: 1 LESSON / 35 MINUTES**



## MATERIALS / RESOURCES REQUIRED

- Board, Chalk, Marker, Textbook, Notebooks, Chart



## INTRODUCTION

1. Ask students which numbers would come next?
2. Say the following number pattern slowly but loudly to the class.  
"24, 22, 20, 18, 16 ... "
3. Ask the students to join in by predicting the next numbers.
4. Students should say out loud "16, 14, 12, 10, 8, 6, 4, 2, 0."
5. Divide the students into small groups.
6. Give students a few minutes to discuss in their groups and then explain to the entire class how the number sequence follows a pattern where the difference between each number is 2.
7. Encourage the groups to come up with a different pattern.
8. Tell students that we will be elaborating on patterns today.



## DEVELOPMENT

### Activity 1:

1. Paste the chart shown below on the writing board.
2. Ask students to work in the same groups as earlier.
3. Ask the students in a group to copy and complete the table given below in their notebooks.
4. Explain to the students in a group that they need to write the rule of the pattern for each pattern.
5. Discuss the first example to remind students what the rule of the pattern is.

6. Discuss the correct answers with the whole class on the board after receiving responses from different groups.

#	Fill in the blanks	The Rule of the pattern is
i.	5, 11, 17, ____, ____	The next number is the previous number plus 6
ii.	17, 12, ____, 2	
iii.	19, 15, 11, ____, ____	
iv.	9, 27, ____, 63	
v.	184, 204, ____, 244, 264, ____	



## CONCLUSION / SUM UP

- Let students discuss the question below in the same small groups as earlier.
- Ask students, "In a pattern how are items related to each other?  
How do we find the missing items in a pattern? How do we make predictions as to the next items in a pattern?"
- The teacher should guide them to the correct answer.



## ASSESSMENT

The chart shown below should be prepared and pasted on the wall / writing board prior to the lesson

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

- ✧ What is the rule for the pattern in green if the first term is 1 (next term is 12)?
- ✧ What is the rule for the pattern in blue if the first term is 91 (next term is 82)?
- ✧ What is the rule for the pattern in red if the first term is 5 (next term is 16)?
- ✧ What is the rule for the pattern in yellow if the first term is 71 (next term is 62)?



## HOMEWORK/FOLLOW UP

Assign the relevant questions from the textbook on page 32-33.

**Month**

**3**



# DIVISIBILITY RULES



## STUDENT LEARNING OUTCOMES

1. Identify divisibility rules for 2, 3, 5, and 10.
2. Use divisibility tests for 2, 3, 5 and 10 on numbers up to 5 digits.

## INFORMATION FOR TEACHERS

The teachers should know the divisibility rules for 2, 3, 5, and 10 as outlined in the book.



**DURATION / NO OF PERIODS: 2 LESSONS / 35 + 35 MINUTES**



## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Textbooks, Pencils, Chart Paper with the divisibility rules of 2, 3, 5 and 10 displayed in class.



## INTRODUCTION

1. Tell students that there are 51 students in a class, and they have to make groups of 3 students each. Ask students, "Will you be able to make complete groups with equal number of students?"
2. Give students an opportunity to raise their hands and give an answer.
3. If students use long division and show that  $51 \div 3 = 17$  with 0 remainder then accept the answer.
4. If the students are not able to answer, do the long division on the writing board.
5. Ask students "does anyone know of a shortcut to solve this without doing the long division?"
6. After their responses, tell students the divisibility rule for 3 i.e., if the sum of all digits of a number is divisible by 3 then the number is also divisible by 3.
7. In this case  $5 + 1 = 6$  and as  $6 \div 3$  then  $51 \div 3$  as well.



## DEVELOPMENT

### Activity 1:

1. Write the following real-life example on the writing board and read it out for students.  
15 students who are present in a playground want to play a football match. Can they make 2 equal teams?
2. Let students discuss the answer in pairs.
3. Ask a few pairs to share their answers with the class.
4. Do the long division on the board and show the remainder is 1.



5. Explain to the students that the teams will be unequal as 15 is not equally divisible by 2 and leaves 1 player without any group.
6. Ask students to think what the divisibility rule for 2 can be.
7. Tell students the divisibility rule for 2 i.e., if the digit in the ones place is 0, 2, 4, 6, or 8 then the number is divisible by 2.
8. Draw the place value chart and write 15 in it to show that 5 lies in the Ones place and is not divisible by 2. Hence 15 is also not divisible by 2.

### Activity 2:

1. Draw the following table on the board and ask students to copy the table in their notebooks.
2. Ask a student to come to the board and attempt the first row. Ask another student to come on the board and attempt the second row.
3. Help the students to correctly fill the table. Let the rest of the class help as well.
4. Ask the students to complete the rest of the table in their notebooks.

#	Number	Divisible by 2	Divisible by 3
1	35716	✓	X
2	13725	X	✓
3	1462		
4	754		
5	1538		
6	4773		
7	99999		



### CONCLUSION

Ask students to state the divisibility rule for 2 and 3. Students should highlight that if the digit in the ones place is 0, 2, 4, 6, or 8 then the number is divisible by 2 and if the sum of all digits of a number is divisible by 3 then the number is also divisible by 3.

# DIVISIBILITY RULES



## INTRODUCTION

1. Tell students to re-cap the divisibility rules for 2 and 3.
2. Record these responses on the board.
3. Tell students that in today's lesson we will be discussing the divisibility rules for 5 and 10.

### Activity 3:

1. Write and explain the following example on the board for the students.  
A mother has five children. She wants to equally distribute 28 sweets among them. Will she be able to distribute these sweets equally among her children?
2. Ask a few students to answer the question.
3. Do the long division on the board to show that the remainder is 3 and hence the mother cannot distribute the sweets equally among her 5 children.
4. Ask the students to think about how many more sweets are needed to distribute equally.
5. Acceptable responses are 2, 7, 12... as then the number of sweets will be 30, 35, 40...
6. Ask students "what is it about 30, 35, 40, 45 that makes these numbers divisible by 5?"
7. After taking a few responses from the students, tell them that the divisibility rule for 5 is that if the digit at the Ones place is 0 or 5 then the number is divisible by 5.  
Similarly for 10, if the digit at the ones place is 0 then the number is divisible by 10.
8. Write these two divisibility rules on the board.

### Activity 4:

1. Draw the following table on the board and ask students to copy it in their notebooks.
2. Ask a student to come to the board and attempt the first row. Ask another student to come to the board and attempt the second row.
3. Help the students to correctly fill the table. Let the rest of the class help as well.
4. Ask the students to complete the rest of the table in their notebooks.

#	Number	Divisible by 5	Divisible by 10
1	12345	✓	X
2	67890	✓	✓
3	5555		
4	37410		
5	10		
6	8749		



## CONCLUSION / SUM UP:

1. Ask students the following questions to recap the divisibility rules:

- ✧ What makes a number divisible by 2?
- ✧ What makes a number divisible by 3?
- ✧ What makes a number divisible by 5?
- ✧ What makes a number divisible by 10?

2. Share the correct rules with examples with the students after taking student responses.



## ASSESSMENT

1. Draw the following table on the writing board and ask students to copy and complete using the divisibility rules.

#	Number	divisible by 2	divisible by 3	divisible by 5	divisible by 10
1	10000				
2	47572				
3	395				
4	165				
5	1650				
6	99990				



## HOMEWORK/FOLLOW UP

Assign the relevant questions from the textbook on page 39 in exercise 1.

# PRIME AND COMPOSITE NUMBERS



## STUDENT LEARNING OUTCOMES

- Identify and differentiate 2 – digit prime and composite numbers.

## INFORMATION FOR TEACHERS

Teachers should know that:

1. If a number is divisible only by itself and 1 then it is called a prime number. For example 2, 3, 5, 7, 11, 13, 17, 19...
2. If a number has factors other than 1 and itself i.e. it is divisible by a number other than 1 and itself, then it is called a composite number for example 4, 6, 8, 9, 10, 12, 14, 15, 16, 18, 20...
3. 1 is the only number that is neither composite nor prime.



**DURATION / NO OF PERIODS: 1 LESSON / 35 MINUTES**



## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Textbooks, Pencils, Chart paper with numbers from 1 to 100



## INTRODUCTION

1. Write number 12 on the board.
2. Ask students to come up with all the numbers that can divide the number 12.
3. Ask students to raise their hands and give answers.
4. The teacher should note their answers on the board. 1, 2, 3, 4, 6, 12 are acceptable answers.
5. Ask students whether 12 is a composite number or not. Also ask students to explain their answer. Help them understand through this discussion that 12 is a composite number as it has more than 2 factors.
6. Ask them to give examples of other composite numbers. Note students' responses on the board. Make corrections if students state prime numbers instead of composite numbers.
7. Now write the number 17 on the board.
8. Ask students to come up with all the numbers that can divide the number 17.
9. Give students a few minutes to discuss amongst themselves and then note their answers on the board.
10. Students should only be able to list 1 and 17 as numbers that divide 17.
11. The teacher should guide students if they say any other number like 7 or 4 divides 17 by saying out loud the first few multiples of 7 and 4 and showing how 17 is not a multiple of either.
12. Tell students that 17 is a prime number.
13. Ask students what makes 17 prime? Give students a few minutes to think and then record their answers.

14. Tell students that 17 is a prime number because it has only two factors, 1 and itself, 17.
15. Ask students to work in pairs and to give examples of other prime numbers.
16. Note students' responses on the board. Encourage pairs that don't participate to come up with a prime number.



## DEVELOPMENT

### Activity 1:

1. Display the chart with numbers from 1 to 100 on the board.
2. Discuss the first row and reasons for writing P and C under the numbers.
3. Ask students to come up to the board one by one and write P under prime numbers and C under composite numbers.
4. The chart should look like the one shown below.

1	2	3	4	5	6	7	8	9	10
	P	P	C	P	C	P	C	C	C
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	838	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



## CONCLUSION / SUM UP:

1. Summarize the difference between composite and prime numbers by asking students to define both. Ask the students to give 3 examples for each type.

Acceptable answer is:

If a number is divisible only by itself and 1, it is called a prime number for e.g. 5, 7, 11, 13, 17 etc.

If a number is divisible by a number other than 1 and itself, it is called a composite number e.g. 4, 6, 8, 10, 12 etc.



## ASSESSMENT

1. Ask the students to list all the numbers in their notebooks that divide 36 and 37.
2. Ask them to compare their answers with the student sitting next to them.
3. Correct answers: 36 is divisible by 1, 2, 3, 4, 6, 12, 18 and 36 as it is composite number. On the other hand 37 is only divisible by 1 and 37 as it is a prime number.



## HOMEWORK/FOLLOW UP

Assign questions 1 – 4 on pages 42 – 43 as homework.

## FACTORS



## STUDENT LEARNING OUTCOMES

- Find factors of a number up to 50

## INFORMATION FOR TEACHERS

Teachers should be able:

- To know and understand a factor as a number that divides another number completely without leaving any remainder
- To understand that composite numbers are whole numbers with more than two factors.
- To find factors of different composite numbers.



**DURATION / NO OF PERIODS: 1 LESSON / 35 MINUTES**



## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Textbooks, Pencils, Flashcards with composite numbers such as 4, 6, 8, 9, 10, 12, 14, 15, 16, 18 (up to 50) and so on written on them.



## INTRODUCTION

- Divide the class into groups of 4.
- Tell the entire class that a photographer wants to take a class photo and wants to explore different ways of arranging the class in equal rows.
- Ask each group to explore all the ways in which the photographer can line up 18 students for the photograph.
- Guide the groups with one way the class may be lined up for e.g. the photographer may arrange the class into 3 rows of 6 students each.
- Write on the board  $3 \times 6 = 18$  and tell students that the photographer may arrange the 18 students in 3 rows of 6 students each as an option.
- Ask groups for other ways to arrange the class in equal rows.
- Ask the groups to come to the front of the class and present their responses on the board.
- Acceptable answers are ( $2 \times 9 = 18$ ,  $3 \times 6 = 18$  as in the given example,  $6 \times 3 = 18$ ,  $9 \times 2 = 18$  and  $18 \times 1 = 18$ )
- Tell the groups that there is also the option of  $1 \times 18$  where the photographer can line up all 18 students in one row.
- Tell students that numbers that are multiplied together to give 18 are the factors of 18 such as 9 and 2 as  $9 \times 2 = 18$ .
- Ask a member from all the groups to come to the writing board and list all the factors of 18.
- Guide the groups to the correct factors of 18 which are 1, 2, 3, 6, 9 and 18.



## DEVELOPMENT

### Activity 1:

1. Ask students to work in the same groups as the introductory activity.
2. Distribute flashcards among groups with some composite numbers such as 4, 6, 8, 12, 14, 15, 16, 18, 20, 21, 22, 24 and so on written on them. Make sure that each group receives a flashcard with at least 4 distinct composite numbers.
3. Tell the students in a group to write, in their notebooks, all the factors of the numbers given to them on their flashcard.
4. Tell students in a group to discuss their answers with other students in their group.
5. The teacher should do a walk through the class and guide the different groups in listing the correct factors.



## CONCLUSION / SUM UP:

1. Ask different students to voluntarily to outline what a factor is by giving an example of the factors of a particular number.
2. Ask other students to give feedback to the student.
3. Tell students that numbers that are multiplied together to give a particular number are the factors of that number for example the factors of 20 are 1, 2, 4, 5, 10 and 20 as  $(1 \times 20)$ ,  $(2 \times 10)$ ,  $(4 \times 5)$ ,  $(5 \times 4)$ ,  $(10 \times 2)$ , and  $(20 \times 1)$ .



## ASSESSMENT

1. Teacher will write the numbers 30 and 45 on the board.
2. The teacher will ask the students to list the factors for 30 and then for 45. Give students a few moments to find the factors.
3. Select random students to present their answers.
4. Guide students to arrive at the correct factors of 30 and 45.



## HOMEWORK/FOLLOW UP

Assign question 5 (all parts) on page 43 as homework.



# MULTIPLES OF ONE DIGIT NUMBER



## STUDENT LEARNING OUTCOMES

- List the first ten multiples of a 1 – digit number.

## INFORMATION FOR TEACHERS

Teachers should be able:

1. To understand multiples as the product of one number multiplied by another number.
2. To know the times tables from 1 to 9.



**DURATION / NO OF PERIODS: 1 LESSON / 35 MINUTES**



## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Textbooks, Pencils



## INTRODUCTION

1. Ask the students for the numbers that can be divided by 4 with a zero remainder. Write these numbers on the board.
2. Acceptable answers are 4, 8, 12, 16...
3. Tell students that these numbers are called the multiples of 4.
4. Write the following definition of multiple on the board:  
Multiple is the product of one number multiplied by another number.
5. Tell students that today we will learn about multiples.



## DEVELOPMENT

### Activity 1:

1. Tell students that we will be revising our times tables in class today.
2. Ask the first student to pick a number from 2 to 9.
3. Assume the student picks the number 6.
4. Then the 2nd student say 12 i.e. two times 6, the 3rd student will say 18 which is three times 6 and so on until 10 students have had their turn.
5. Tell students that all these numbers which were in the multiplication table of 6, are multiples of 6.
6. Repeat the process for a few other numbers from 1 – 9.
7. Make sure that all students have an opportunity to participate.

### Activity 2:

1. Draw the following table on the board and ask the students to copy it in their notebooks.
2. Explain and show the students how to complete the first row.
3. Ask the students to write the first 10 multiples of the number in the right column.
4. Ask the students to compare their answers in pairs.

Number	Multiples
2	2, 4, 6, 8, 10, 12, 14, 16, 18, 20
3	
4	
5	
6	
7	
8	
9	



### CONCLUSION / SUM UP:

Summarize that multiples are numbers that are found in the times table of a given number.



### ASSESSMENT

Ask students to copy and complete the true/false questions in their notebooks.

- ✧ 24 is a multiple of 8 (True/False)
- ✧ 3 is a multiple of 18 (True/False)
- ✧ 24 is a multiple of 6 (True/False)
- ✧ 7 is a multiple of 7 (True/False)



### HOMEWORK/FOLLOW UP

Assign question 6 on page 43 of the book.

# DIFFERENCE BETWEEN FACTORS AND MULTIPLES



## STUDENT LEARNING OUTCOMES

- Differentiate between factors and multiples.

## INFORMATION FOR TEACHERS

Teachers should be able:

1. To understand what multiples and factors are.
2. To know times tables 1 to 9.



**DURATION / NO OF PERIODS: 1 LESSON / 35 MINUTES**



## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Textbooks, Pencils, Flashcards



## INTRODUCTION

1. Write the numbers from 1 to 20 on the board.
2. Circle a number which is not a prime number for e.g., 6
3. Ask the students for numbers that they can multiply to get 6?
4. Write all the correct responses on the board i.e., 1, 2, 3, 6. Explain why these are the correct answers for e.g.,  $2 \times 3 = 6$
5. Tell students that these numbers are called factors of 6.
6. Now ask the students for numbers that can be divided by 6 leaving zero remainder. Use a different colored chalk / marker to write these correct responses on the board.
7. Acceptable answers are 6, 12, 18, 24... these numbers are the multiples of 6. Explain why these are the correct answers for e.g.,  $6 \times 2 = 12$ .
8. Tell students that today we will learn about the difference between factors and multiples.



## DEVELOPMENT

### Activity 1:

1. Distribute a flashcard to each pair with a number from 2 – 9 written on it.
2. Tell students that when they are called, they must show their flashcard to the class. One of the two students will then tell all the factors of that number and the other student will tell all the multiples.
3. For e.g., if a pair gets the number 8 then the first student will say “the factors of 8 are 1, 2, 4 and 8”. The second student will say “the multiples of 8 are 8, 16, 24 and 32...”
4. Give most of the students in the class an opportunity to participate.
5. Guide students where necessary.



## CONCLUSION / SUM UP:

Remind students about the difference between factors and multiples.



## ASSESSMENT

1. Ask a few students to tell the difference between factors and multiples to the class.
2. Ask students to copy and complete the true/false questions in their notebooks.
  - ✧ 27 is a factor of 9 (True/False)
  - ✧ 5 is a multiple of 15 (True/False)
  - ✧ 16 is a multiple of 8 (True/False)
  - ✧ 7 is a factor of 7 (True/False)



## HOMEWORK/FOLLOW UP

Assign question 5 – 6 on page 43 of the book.

# PRIME FACTORS



## STUDENT LEARNING OUTCOMES

- Factorize a number by using prime factors.

## INFORMATION FOR TEACHERS

Teacher should know that:

1. A prime number is a number that is divisible by only 1 and itself.
2. The numbers which are divisible by other numbers apart from 1 and itself are called composite numbers for e.g., 6 is a composite number which is divisible by 1, 2, 3 and 6.
3. The number 1 is neither composite nor prime.
4. 2 is the only even prime number.
5. Except for 2, all other even numbers are composite.
6. What a factor is.
7. The factors of a number that are prime numbers are called prime factors.



**DURATION / NO OF PERIODS: 2 LESSONS / 35 + 35 MINUTES.**



## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Textbooks, Pencils, Flashcards



## INTRODUCTION

1. Ask the students: what is a factor?
2. Let the students think and discuss in small groups.
3. Record their responses on the board.
4. Tell students that a number which divides another number is a factor of that number for e.g., 2 is a factor of 4 because 2 divides 4.
5. Ask the students the following questions and let them answer by raising their hands:  
What are the factors of 16? Correct answer: (1, 2, 4, 8, 16).  
What are the factors of a 9? Correct answer: (1, 3, 9).
6. What are the factors of 7? Correct answer: (1 and 7).
7. Remind students that since 7 only has 2 factors, 1 and 7 (itself) this makes 7 a prime number.
8. Ask students to give examples of other prime numbers (2, 3, 5, 7, 11, 13...) and write them on the board.
9. Tell the students that the factors of a prime number are called prime factors.
10. Ask students and take their responses:  
Is 8 a multiple of 4? Yes ( $4 \times 2 = 8$  so 2 and 4 are the factors of 8)

Is 4 a factor of 8? Yes (8 is completely divisible by 4)

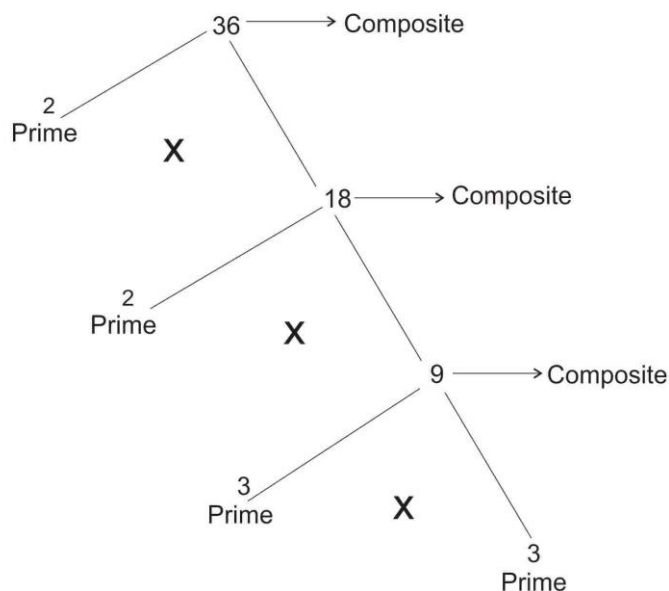
11. Tell students that in today's lesson we will learn how to find the factors of a number.



## DEVELOPMENT

### Activity 1:

1. Write the number 36 on the board and tell students that we will find all the prime factors of 36.
2. Make the factor tree of 36 as shown below.



3. Explain each step to the students i.e., to continue to factorize composite numbers until prime numbers are left at the end of each branch.
4. Ask the students which numbers are prime? 2, 2, 3, 3
5. Ask students to multiply these prime numbers  $2 \times 2 \times 3 \times 3$ . What will they get?
6. Show students that the multiplication of the prime factors is equal to 36.
7. Now ask the students to draw factor trees in their notebooks, to find the prime factors of the following numbers:
  - ◇ 12
  - ◇ 28
  - ◇ 30
  - ◇ 64
8. Walk across the class to guide the students.



## CONCLUSION / SUM UP

1. Ask students what a factor is and how do we find the prime factors of a number using the factor tree. Students should mention that a number which divides another number is a factor of that number. Students should highlight that when using a factor tree to find prime factors we should continue to factorize composite numbers until prime numbers are left at the end of each branch.
2. Students should complete the questions in Activity 1 as homework.

## PRIME FACTORS



## INTRODUCTION

1. Ask students to recall how to use the factor tree to find prime factors.
2. Tell students that in today's lesson we will learn to find prime factors using a grid / table.
3. Tell students that we will compare both methods i.e., factor tree method and the table grid method.

**Activity 2:**

1. Draw the following grid / table on the board in order to find all the prime factors of a number.

	48

2. Tell the students that to find all the prime factors of 48 we first divide it with the smallest prime factor i.e., 2.

2	48
	24

3. Move to the next step below and explain the working.

2	48
2	24
	12

4. Explain each step before completing the entire table like the one below:

2	48
2	24
2	12
2	6
3	3
	1

5. Tell the students that the numbers written on the left side of the table are the prime factors.

6.  $2 \times 2 \times 2 \times 2 \times 3 = 48$ . Therefore, the prime factors of 48 are 2 and 3.
7. Now ask the students to write the prime factors of the following numbers in their notebooks by using grid/tables:
  - ✧ 12
  - ✧ 28
  - ✧ 30
  - ✧ 64
8. Ask the students to compare their answers to the prime factors from Activity 1.
9. Ask students which method they prefer, the factor tree method or the table / grid method. Record student responses.



### CONCLUSION / SUM UP:

1. The teacher should ask students how to find the prime factors of a composite number.
2. After taking a few answers, remind students that in order to find the prime factors of a composite number we can use the factor tree or the grid / table method.



### ASSESSMENT

1. Ask students to write the prime factors of the following numbers in their notebooks. Allow them to use any method of their choice.
  - ✧ 16
  - ✧ 18
  - ✧ 19
  - ✧ 38



### HOMEWORK/FOLLOW UP

Assign question 1 part b, part e, part h, and part j, on page 46 of textbook.



# DETERMINING COMMON FACTORS



## STUDENT LEARNING OUTCOMES

- Determine common factors of two or more 2-digit numbers.

## INFORMATION FOR TEACHERS

Teachers should be able:

- To understand what factors and prime factors are.
- To find prime factors.



**DURATION / NO OF PERIODS: 1 LESSON / 35 MINUTES**



## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Textbooks, Pencils



## INTRODUCTION

- Ask students to recall the steps involved in the prime factorization of a given number.
- After taking their responses, remind students that in order to find the prime factors of a composite number we can use the factor tree or the grid / table method.
- Ask the students to work in pairs and write down the prime factors of 18 in their notebooks.
- Guide students to arrive at the correct answer as shown below.

2	18
3	9
3	3
	1

$$\therefore 2 \times 3 \times 3 = 18$$



## DEVELOPMENT

### Activity 1:

- Write the following 2 numbers on the board.  
36                  64
- Ask a student to come to the board and carry out the prime factorization of 36. Ask another student to do the prime factorization of 64.
- Help the students to arrive at the correct answers.
- Now write the prime factors as following and circle the common factors as shown below:

Prime factorization of 36 =  $\overset{\circ}{2} \times \overset{\circ}{2} \times 3 \times 3$

Prime factorization of 64 =  $\overset{\circ}{2} \times \overset{\circ}{2} \times 2 \times 2 \times 2 \times 2$

5. Tell students that when two or more numbers have the same factor, that factor is called a common factor.
6. Ask students what common factors they can identify from the above prime factorization.
7. Tell the students that  $2 \times 2$  is common in both so we multiply the factors common in both lists to get the common factor.
8. Hence the common factors of 36 and 64 is  $2 \times 2 = 4$ .

### Activity 2:

1. Ask the students to copy and complete the following questions in their notebooks.

Find the common factors of:

- ✧ 8, 12, 16
- ✧ 14, 26, 68

2. Walk around the class and help students where needed.



### CONCLUSION / SUM UP:

1. Ask students how do we find the factors of a composite number?  
Remind students that factors can be found from the factor tree method or the grid / table method.
2. Ask students how can we find the common factors between 2 or more numbers?  
Students should be able to recall that after listing the factors of a number we look for common factors. Lastly we multiply the factors common in both lists to get all the common factors.



### ASSESSMENT

1. Ask the students to copy and answer the following question in their notebooks. Help students to arrive at the correct answer as shown below:
2. Find the common factor(s) of:  
6, 12, 16, 64

2	6
3	3
	1

$$6 = 2 \times 3$$

2	12
2	6
3	3
	1

$$12 = 2 \times 3 \times 2$$

2	16
2	8
2	4
2	2
	1

$$16 = 2 \times 2 \times 2 \times 2$$

2	64
2	32
2	16
2	8
2	4
2	2
	1

$$64 = 2 \times 2 \times 2 \times 2 \times 2$$

$$6 = 2 \times 3$$

$$12 = 2 \times 3 \times 2$$

$$16 = 2 \times 2 \times 2 \times 2$$

$$64 = 2 \times 2 \times 2 \times 2 \times 2$$

3. As 2 is the only common factor in all 4 numbers, therefore the only common factor of 6, 12, 16 and 64 is 2.



## **HOMEWORK/FOLLOW UP**

Assign parts from Q2 on page 47 of the textbook.

# COMMON FACTORS OF TWO DIGIT NUMBER



## STUDENT LEARNING OUTCOMES

- Determine common multiples of two or more 2- digit number.

## INFORMATION FOR TEACHERS

Teacher should:

- Know the definition of multiples, common multiples i.e., a number that is a multiple of two or more numbers is called the common multiple.
- Be able to find common multiples.



**DURATION / NO OF PERIODS: 1 LESSON / 35 MINUTES**



## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Textbooks, Pencils



## INTRODUCTION

- The teacher asks the 1st student to select a number from 2 to 9. Assume the student selects 3, then ask the next student to continue with the 3 times table i.e., the 2nd student will say 6, the 3rd will say 9 and so on.
- Write the responses on the board and remind students that all these numbers are multiples of 3.
- Repeat this for other numbers and ask students to list the multiples.
- Give all students an opportunity to participate.



## DEVELOPMENT

### Activity 1:

- Draw the following table on the board for the students to copy.  
A mother goes to the market to buy groceries. She wants to buy eggs that come in packs of 6. Each pack costs Rs. 70.

Number of packs	Total Number of Eggs	Total Cost
1	6	70
2	12	140
3		
4		
5		
6		

7		
8		
9		
10		

3. Call students one by one on the board and ask them to list all the multiples of 6. (Refer to column of table "Total Number of Eggs") and all the multiples of 70 (Refer to column of table "Total Cost").
4. Explain what the filled table represents. For example, if the mother buys 6 packs of eggs, she will get 36 eggs and it will cost her Rs. 420.
5. Ask a few students to explain what other rows represent.

### Activity 2:

1. Write the two numbers on the board:  
8 and 12
2. Ask the students to list the first 10 multiples of 8 and 12 in their notebooks.
3. Guide students to arrive at the correct answer.
4. Ask students to find the common multiples of 8 and 12.
5. The multiples that are common in both lists are 24, 48, 72...
6. Tell students that 24, 48, 72 and so on are common multiples of 8 and 12.

### Activity 3:

1. Divide the class into groups of 3
2. Ask the groups to copy and complete the following question in their notebooks.
3. Walk around the class and help the groups where needed.
4. Find the first two common multiples of the following numbers:
  - ✧ 9 and 1
  - ✧ 8 and 24
  - ✧ 4, 8 and 12
  - ✧ 10, 20 and 30.



## CONCLUSION / SUM UP:

1. Ask students how to find common multiples for 2 or 3 numbers.
2. Write the steps on the board i.e.
  - a. List the first few multiples of the numbers
  - b. Identify the common multiples



## ASSESSMENT

1. In your notebooks, find the common multiples of:
  - ✧ 4, 6 and 8
  - ✧ 8 and 12
  - ✧ 5 and 15
2. The teacher should do a walk-through class and guide students.



## HOMEWORK/FOLLOW UP

Assign parts from Q3 on page 47 of the textbook.

**Month**

**4**



# LIKE AND UNLIKE



## STUDENT LEARNING OUTCOMES

- Recognize like and unlike fractions.

## INFORMATION FOR TEACHERS

1. Teachers should be able to differentiate between like and unlike fractions i.e. fractions with the same denominator are called like fractions and fractions with different denominators are called unlike fractions.



**DURATION / NO OF PERIODS: 1 LESSON / 35 MINUTES**



## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Textbooks, Colour Pencils, Flashcards



## INTRODUCTION

1. Ask a student to bring his / her colour pencils pack/box to the front of the class. Ask the student to take 5 colour pencils such that 2 of these are of the same color.
2. Place these on the table and write the digit 5 on the writing board.
3. Ask the students how many pencils are of the same colour? Correct answer: two out of five.
4. Tell the students that if we want to represent this as a fraction i.e. 2 out of 5 we can write it as  $\frac{2}{5}$ . Explain that the 2 on the top represents same coloured pencils and the 5 at the bottom represents the total number of colour pencils.
5. Now ask the students what the fraction of different color pencils will be. Guide them to arrive at  $\frac{3}{5}$ . Tell the students that the number on the top is called a numerator while the number at the bottom is called denominator.
6. Tell students that today we will learn about like and unlike fractions.

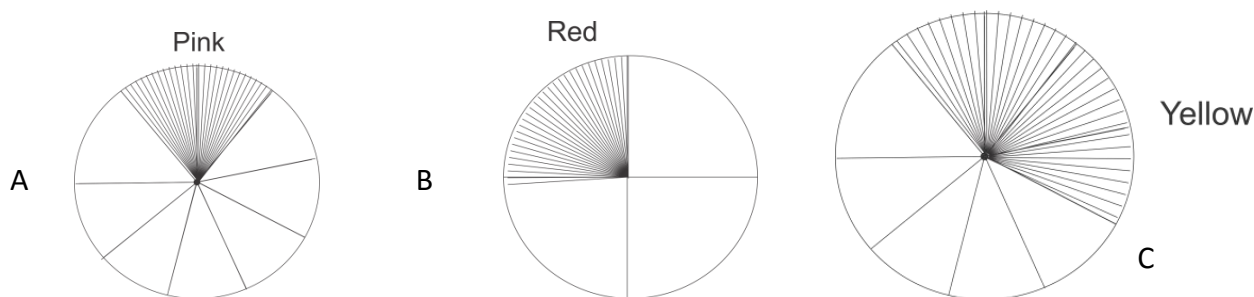


## DEVELOPMENT

### Activity 1:

1. Draw the given figures on the board.





2. Ask the students the following question regarding figure A:
  - ✧ Ali ate the pink part (use coloured chalk or shade the parts) of the cake at his birthday party. What fraction of the cake did Ali eat?
  - ✧ Ask the students how many total pieces of cake can they count? Ask how many pieces did Ali eat?
  - ✧ Ask one of the students to come to the board and write it as a fraction in front of figure A. Answer:  $\frac{2}{9}$
3. Divide the class into small groups and tell them to discuss and answer the questions in their notebooks.
4. After student discussion write the correct answers on the board.
5. Ibrahim ate the red part of a pizza at a party. What fraction of the pizza did Ibrahim eat?  
Answer:  $\frac{1}{4}$
6. Hareem served the yellow part of the cake. What fraction of the cake did Hareem serve to guests? Answer:  $\frac{4}{9}$
7. Remind the students that the number on the top is called a numerator while the number at the bottom is called denominator.
8. Ask the students which of the fractions have the same numerators? Answer: none
9. Which of the fractions have the same denominators? Answer: The fractions from Figure A and Figure C.
10. Tell students that the fractions having the same denominators are **like** fractions.
11. The fractions having different denominators are **unlike** fractions.

### Activity 2:

1. Make the flashcards showing different fractions e.g.
 

=  $\frac{2}{3}$
2. Distribute these flashcards among the students such that each student has one flashcard.
3. Ask the students to write the fractions that their flashcards represent.
4. Ask the students to identify other students in class with like fractions i.e. same denominators.
5. Students that have like fractions must come to the front of the class and tell the class **why** their fractions are **like** fractions.



### CONCLUSION / SUM UP:

1. Ask students what are like fractions?
2. Remind students that fractions having the same denominator are called like fractions and the fractions having different denominators are unlike fractions.



## ASSESSMENT

Ask the students to copy the following table and match the like fractions.

Column A	Column B
$\frac{1}{4}$	$\frac{2}{3}$
$\frac{3}{8}$	$\frac{3}{4}$
$\frac{2}{7}$	$\frac{5}{8}$
$\frac{1}{3}$	$\frac{1}{7}$



## HOMEWORK/FOLLOW UP

Assign Q 1 from the textbook on page 59 in exercise 1.

# COMPARISON OF UNLIKE FRACTIONS



## STUDENT LEARNING OUTCOMES

- Compare two unlike fractions by converting them to equivalent fractions with the same denominator.

## INFORMATION FOR TEACHERS

Teachers should be able:

1. To convert a given fraction into an equivalent fraction.
2. To understand that multiplying both the numerator and denominator of a fraction for e.g. for a fraction  $\frac{3}{5}$  if the desired denominator is 10 then  $\frac{3}{5} \times \frac{2}{2} = \frac{6}{10}$  yields an equivalent fraction.



**DURATION / NO OF PERIODS: 1 LESSON / 35 MINUTES**



## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Textbooks, Color pencils, Flashcards



## INTRODUCTION

1. Write the given fractions on the board  $\frac{9}{15}$  and  $\frac{1}{15}$  and ask students if the two fractions are like or unlike? Ask if they can tell which one is bigger?
2. Note the responses and reasons. Correct answer is  $\frac{9}{15}$  is larger than  $\frac{1}{15}$
3. Tell the students, that if the fractions are alike, they can compare the two numerators. In this case,  $9 > 1$  so  $\frac{9}{15}$  is greater than  $\frac{1}{15}$
4. Write these fractions on the board;  $\frac{3}{5}$  and  $\frac{1}{15}$
5. Ask whether the two fractions are like or unlike fractions? Ask students for the reasons. Correct Answer: They are unlike fractions.
6. Ask students if they know which fraction is the larger fraction? Give students a few minutes to discuss the question in pairs and then tell them that  $\frac{3}{5}$  is larger than  $\frac{1}{15}$ .
7. Inform students that today we will learn how we can compare unlike fractions like  $\frac{3}{5}$  and  $\frac{1}{15}$  by converting them into equivalent fractions with equal denominators.



## DEVELOPMENT

### Activity 1:

1. Ask students to work in pairs.
2. Write these two fractions on the board;  $\frac{2}{3}$  and  $\frac{4}{5}$ . Ask students which fraction is larger? Give students a few minutes to think and discuss.
3. Tell students that in order to compare fractions we must first make sure that they have the same denominator.
4. Distribute the following flashcards among students such that each pair has only one card.

$$\frac{2}{3} \times \frac{2}{2} = \boxed{\phantom{00}}$$

$$\frac{4}{5} \times \frac{2}{2} = \boxed{\phantom{00}}$$

$$\frac{2}{3} \times \frac{3}{3} = \boxed{\phantom{00}}$$

$$\frac{4}{5} \times \frac{3}{3} = \boxed{\phantom{00}}$$

$$\frac{2}{3} \times \frac{4}{4} = \boxed{\phantom{00}}$$

$$\frac{4}{5} \times \frac{4}{4} = \boxed{\phantom{00}}$$

$$\frac{2}{3} \times \frac{5}{5} = \boxed{\phantom{00}}$$

$$\frac{4}{5} \times \frac{5}{5} = \boxed{\phantom{00}}$$

5. Tell the students that, to multiply two fractions, we multiply the numerator with the numerator and the denominator with the denominator. For e.g.  $\frac{4}{5} \times \frac{2}{2} = \frac{4 \times 2}{5 \times 2} = \frac{8}{10}$
6. Ask the students to solve the flashcards.
7. Collect the flashcards and paste them on the board as shown below:

$\frac{2}{3}$	$\frac{4}{5}$
$\frac{4}{6}$	$\frac{8}{10}$
$\frac{6}{9}$	$\frac{12}{15}$
$\frac{8}{12}$	$\frac{16}{20}$
$\frac{10}{15}$	$\frac{20}{25}$

8. Explain to the students that whenever we multiply a fraction with another fraction, such that it has the same numerator and denominator, we get an equivalent fraction. Hence all fractions on the left are equal to each other while all fractions on the right are equal to each other.
9. Now remind students that in order to compare two fractions we need like fractions. Ask students to identify like fractions which we can compare to see whether  $\frac{2}{3}$  is bigger or  $\frac{4}{5}$ ?
10. Give pairs a few minutes to observe the board and come up with their answers.
11. Guide students to the correct answer i.e.  $\frac{10}{15}$  and  $\frac{12}{15}$  are like fractions and can be compared.

12. Now once again ask students which fraction is larger?  $\frac{10}{15} < \frac{12}{15}$
13. If students are not aware that "<" means "less than", then the teacher should explain the meaning of the symbol.
14. Guide student during their discussion. If  $\frac{4}{5} = \frac{12}{15}$ , and  $\frac{2}{3} = \frac{10}{15}$ , then we can say that  $\frac{2}{3} < \frac{4}{5}$

### Activity 2:

1. Write the word problem from real life situation on the board.  
Ibrahim cuts a cake in 8 equal parts and ate 3 pieces of it while Hareem cuts a similar cake in 5 equal pieces and ate 2 of the pieces. Who ate more cake? (or in other words which fraction is larger  $\frac{3}{8}$  or  $\frac{2}{5}$ ?)
2. Ask students to work in pairs
3. Ask students to write the two fractions under consideration in their notebooks i.e.  $\frac{3}{8}$  and  $\frac{2}{5}$
4. Ask the students to compare the fractions by converting them to equivalent fractions by following the same steps as in the earlier activity.
5. Guide pairs during the activity by conducting a walk through the class.



### CONCLUSION / SUM UP:

1. Conclude your activity as, when we compare two unlike fraction, first we convert it to equivalent fraction with the same denominator.



### ASSESSMENT

1. Ask the students to copy and complete the following questions:  
Is the following statement true? State with reasoning.

$$\frac{2}{5} < \frac{3}{7}$$

2. Fill in the blanks with "< or >"

$$\frac{1}{3} \square \frac{2}{5}$$



### HOMEWORK/FOLLOW UP

Assign the Question 2 from the textbook on page 60 in exercise 1.

# SIMPLIFICATION OF FRACTIONS



## STUDENT LEARNING OUTCOMES

- Simplify fractions to the lowest form.

## INFORMATION FOR TEACHERS

Teachers should know how to convert a given fraction into its lowest form by identifying the common factor and then dividing both numerator and denominator by the common factor for e.g.,  $\frac{4}{6}$  has a common factor of 2 so in order to simplify the fraction, we do  $\frac{4}{6} \div \frac{2}{2} = \frac{2}{3}$  bringing it to its lowest form.



**DURATION / NO OF PERIODS: 1 LESSON / 35 MINUTES**



## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Textbooks, Pencils, Flashcards (2 sets)



## INTRODUCTION

1. Write the fraction on the board:  $\frac{2}{6}$ .
2. Ask students how can the above fraction be expressed in its lowest terms?
3. Give students a few minutes to discuss in pairs and record their responses.
4. Guide students to arrive at identifying 2 as a common factor for both 2 and 6. Then reduce  $\frac{2}{6}$  to its lowest form by dividing the numerator and denominator by the common factor i. e.  $\frac{2}{6} \div \frac{2}{2} = \frac{1}{3}$ .
5. Now write the given fractions on the board  $\frac{3}{9}, \frac{2}{4}, \frac{1}{3}$ .
6. Ask the pairs of students to identify the common factor for all 3 fractions. After recording their responses share the correct answers:
 

3 is a common factor for  $\frac{3}{9}$

2 is a common factor for  $\frac{2}{4}$

The fraction  $\frac{1}{3}$  is already in its simplest form



## DEVELOPMENT

### Activity 1:

Before beginning the activity the teacher must prepare two different and equal sets of flashcards. The first set will have various fractions and the second set will have the same fractions reduced to their lowest forms.

1. Ask the students to come turn by turn to pick a card from the first pack and then find its lowest form from the second pack.
2. Paste the correct matching pair on the board.
3. Ensure participation of all students in this activity.

### Activity 2:

1. Ask the students to copy and complete the following in their notebooks.

Reduce the following fractions to their lowest form:

$$\diamond \frac{2}{10}$$

$$\diamond \frac{3}{12}$$

$$\diamond \frac{5}{20}$$

$$\diamond \frac{6}{24}$$

$$\diamond \frac{7}{35}$$

2. When most of the students have completed the first part, ask a student to come to the board and solve it.
3. Help students to reach the correct answer.
4. Move to the next part and so on.



### CONCLUSION / SUM UP:

1. Guide students during their discussion so that they may recall that in order to reduce a fraction to its simplest form, we have to find the common factor in both the numerator and denominator and then divide both by the common factor for e.g.  $\frac{6}{9}$  has a common factor of 3. In order to reduce  $\frac{6}{9}$  to its lowest form, we divide the numerator and denominator by 3 as shown  $\frac{6}{9} \div \frac{3}{3} = \frac{2}{3}$



### ASSESSMENT

1. Ask the students to reduce the given fractions to their lowest form in their notebooks.

$$\frac{6}{18}, \frac{7}{14}$$

2. Walk through the class and guide students in finding the common factors.



### HOMEWORK/FOLLOW UP

Assign Question 3 from the textbook on page 60 in exercise 1.

# IDENTIFICATION OF FRACTIONS



## STUDENT LEARNING OUTCOMES

- Identify (unit, proper, improper) fractions and mixed numbers.

## INFORMATION FOR TEACHERS

Teachers should be able:

- To differentiate between unit fractions ( $\frac{1}{3}$ ), proper fractions ( $\frac{2}{3}$ ) and improper fractions ( $\frac{7}{2}$ ).
- To know that mixed numbers comprise of a whole number and a proper fraction for e.g.  $2\frac{1}{4}$  is a mixed number where 2 is the whole number and  $\frac{1}{4}$  is the proper fraction.



**DURATION / NO OF PERIODS: 1 LESSON / 35 MINUTES**



## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Textbooks, Pencils, Flashcards with different fractions written on them



## INTRODUCTION

- Draw the following figure on the board.



- Ask students how can we represent the figure above as a fraction? Record student responses.
- Guide students to arrive at  $\frac{3}{5}$ .
- Ask students if they know what type of fraction  $\frac{3}{5}$  is. Record student responses.
- Tell students that if a fraction has numerator that is **smaller than** the denominator, it is called a proper fraction such as  $\frac{3}{5}$ .
- Now draw the following figure on the board.



- Ask students how can we represent the figure above as a fraction?
- Guide students to write  $\frac{5}{5} + \frac{3}{5} = \frac{8}{5}$
- Ask students if they know what type of fraction  $\frac{8}{5}$  is. Record student responses.



10. Tell students that if a fraction has numerator that is **larger than (or the same as)** the denominator, it is called an improper fraction.
11. Re-write  $\frac{5}{5} + \frac{3}{5} = \frac{8}{5}$  on the board and tell students that  $\frac{5}{5}$  is the same as one whole.
12. The teacher should give the following example to explain this. If Ali eats 5 slices of a cake which had 5 pieces. How much cake did Ali eat? Can we say that Ali ate **1 whole** cake?
13. Therefore,  $\frac{5}{5} + \frac{3}{5}$  can also be written as  $1 + \frac{3}{5}$  or  $1\frac{3}{5}$
14. Ask students if they know what type of fraction  $1\frac{3}{5}$  is. Record student responses.
15. Tell students that an improper fraction can also be written as a mixed number which has a whole number part (1) and a proper fraction part ( $\frac{3}{5}$ )
16. Lastly, tell students that any fraction that has a numerator of 1 is called a unit fraction for e.g.  $\frac{1}{4}$  is a unit fraction.



## DEVELOPMENT

### Activity 1:

1. Place the given flashcards with fractions on the table. Each flashcard should have a different fraction.  
 $\frac{1}{3}, \frac{7}{4}, 1\frac{2}{3}, \frac{4}{7}, 1\frac{1}{2}, \frac{6}{6}, \frac{8}{2}, \frac{8}{8}, 4\frac{2}{5}, \frac{5}{2}, \frac{2}{4}$
2. Draw the table below on the board and pick a few students to paste each flashcard in the correct column.

Unit Fraction	Proper Fraction	Improper Fraction	Mixed Number

3. Help students paste the flashcard in the correct column.

### Activity 2:

1. Make four groups of students.
2. Each group will write four examples of each of the following on flashcards:
  - ✧ unit fractions
  - ✧ proper fractions
  - ✧ improper fractions
  - ✧ mixed fractions
3. Students should come in groups and paste their cards in the suitable columns on the writing board.

Unit Fraction	Proper Fraction	Improper Fraction	Mixed Number

4. Ask rest of the students to correct any mistakes that the first group might have made.
5. Follow the same exercise with the remaining groups.



### CONCLUSION / SUM UP:

1. Help students to recall the difference between unit fractions ( $\frac{1}{3}$ ), proper fractions ( $\frac{2}{3}$ ) and improper fractions ( $\frac{7}{2}$ ).
2. Remind the students that the fraction which has a whole number part and a proper fraction part is called a mixed number or a compound fraction.



### ASSESSMENT

1. Ask students what is the difference between unit fractions ( $\frac{1}{3}$ ), proper fractions ( $\frac{2}{3}$ ), improper fractions ( $\frac{7}{2}$ ) and mixed numbers ( $1\frac{3}{4}$ )
2. Ask students to give examples for each type.



### HOMEWORK/FOLLOW UP

Assign Question 4 from the textbook on page 60 in exercise 1.

# CONVERSION OF FRACTIONS



## STUDENT LEARNING OUTCOMES

- Convert improper fractions to mixed numbers and vice versa.

## INFORMATION FOR TEACHERS

Teachers should know:

- Mixed numbers comprise of a whole number and a proper fraction for e.g.,  $2\frac{1}{4}$  is a mixed number where 2 is the whole number and  $\frac{1}{4}$  is the proper fraction.
- How to convert improper fractions to mixed numbers and vice versa.



**DURATION / NO OF PERIODS: 2 LESSONS / 35 + 35 MINUTES**



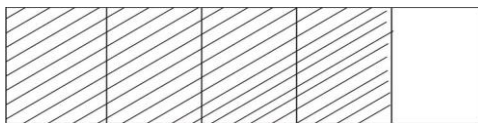
## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Textbooks, Pencils, Flashcards with Improper fractions and mixed numbers

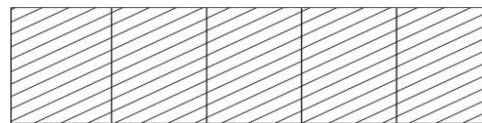


## INTRODUCTION

- Draw the following figure on the board.



$$\frac{5}{5}$$



$$\frac{4}{5}$$

- Ask students how can we add the figure above as a fraction? Give students a few minutes to discuss in pairs and then record their answers.
- Guide students to arrive at  $\frac{5}{5} + \frac{4}{5} = \frac{9}{5}$
- Ask students, what is another way of writing  $\frac{5}{5} + \frac{4}{5}$ .
- Give students a few minutes to discuss in pairs and then record their answers.
- Guide students to reach at the correct answer i.e.  $1 + \frac{4}{5} = 1\frac{4}{5}$

Explain that  $\frac{5}{5}$  is 1 whole as if a student has 5 pieces of cakes (denominator) and eats 5 pieces (numerator) he has eaten the whole cake.

- Ask students, does this imply that  $\frac{9}{5}$  and  $1\frac{4}{5}$  are equal?
- After student discussion and responses tell students, yes  $\frac{9}{5}$  and  $1\frac{4}{5}$  are different ways of writing the same fraction.

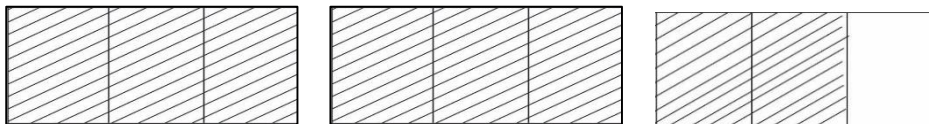
- Tell students today we will learn to convert improper fractions to mixed numbers and vice versa.



## DEVELOPMENT

### Activity 1:

- Ask students to represent the following figure as a fraction in their notebooks.



- Students may write  $\frac{8}{3}$
- In order to convert  $\frac{8}{3}$  into a mixed number, we will use long division. Do the following on the board and label Quotient, Remainder and Divisor for students.

$$\begin{array}{r} 2 \\ 3 \overline{) 8} \\ - 6 \\ \hline 2 \end{array}$$

- Explain that in order to write  $\frac{8}{3}$  as a mixed number we simply write *Quotient*  $\frac{\text{Remainder}}{\text{Divisor}}$  which in this case is  $\frac{8}{3} = 2\frac{2}{3}$
- Now write the following on the board and tell students that if we want to convert the mixed number back into an improper fraction we will do the following i.e.

$$2 \begin{array}{l} + \\ \times \end{array} \frac{2}{3}$$

Multiply the denominator with the whole number and add the numerator to get  $3 \times 2 = 6 + 2 = 8$  as the new numerator and keep the denominator as the same. Therefore, the mixed number  $2\frac{2}{3}$  can be written as an improper fraction,  $\frac{8}{3}$ .

- Ask students to note the example above in their notebooks.



## CONCLUSION

- Ask students how do we convert improper fractions to mixed numbers and how do we convert mixed numbers to improper fractions.
- Ask students to come up to the board and give examples for each.
- Ask other students to give their input as well.
- Guide students to follow the correct steps in the conversions.

# CONVERSION OF FRACTIONS



## INTRODUCTION

1. Tell students to recall the steps in the conversion of improper fractions to mixed numbers and vice versa.
2. Tell students that in today's lesson we will practice some questions to develop fluency in the concept.

### Activity 2:

1. Make flashcards with different improper fractions and mixed numbers.
2. Distribute the flashcards among the students.
3. Tell students to work in pairs.
4. The following could be some of the numbers on the flashcards.  

$$\frac{9}{5}, \frac{12}{5}, \frac{13}{10}, \frac{21}{9}, \frac{17}{2}, 3\frac{2}{5}, 6\frac{5}{7}, 4\frac{2}{7}, 3\frac{3}{5}, 2\frac{3}{13}, 5\frac{4}{11}$$
5. Ask the pairs to write the alternative representation (i.e. if the number is a mixed number write the improper fraction and if there is an improper fraction write the mixed number representation) on the reverse side of their flashcards.
6. Ask the pairs to come forward with their flashcards and show the alternate representation on the back of their flashcard.
7. Allow other students to help the students in a pair to get the right answer.



## CONCLUSION / SUM UP:

Ask students to recall the steps in converting improper fractions into mixed number and mixed number into improper fraction by listing examples of both.



## ASSESSMENT

1. Write the following questions on the board and ask the students to solve it in their notebooks.
  - ✧ Convert  $\frac{15}{3}$  into mixed number
  - ✧ Convert  $3\frac{4}{6}$  into improper fraction
2. Monitor their work during this activity and give feedback where necessary.



## HOMEWORK/FOLLOW UP

Assign question 5 and 6 from the textbook on page 60 in exercise 1.

# ARRANGEMENT OF FRACTIONS



## STUDENT LEARNING OUTCOMES

- Arrange fractions in ascending and descending order.

## INFORMATION FOR TEACHERS

Teachers should be able:

1. To convert fractions to equivalent fractions.
2. To understand that proper fractions are  $< 1$ .
3. To understand that improper fractions are  $>$  or equal to 1.



**DURATION / NO OF PERIODS: 1 LESSON / 35 MINUTES**



## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Textbooks, Pencils, Flashcards



## INTRODUCTION

1. Write the following fractions on the board:

$$\frac{1}{2}, \frac{1}{3}, \frac{1}{6}$$

2. Ask students to work in pairs and carefully observe these fractions and try to sort out the fractions in ascending order/smallest to the largest.
3. Ask students what do they need to do before they can compare the fractions? Give the pairs a few moments to reflect and record their answers.
4. Tell students that to compare the 3 fractions we must ensure that the denominators are the same.
5. Ask students how we can make the denominators the same. Give the pairs a few moments to reflect and record their answers. Encourage students to multiply the fractions with  $\frac{2}{3}, \frac{3}{3}$  even  $\frac{4}{4}$ .
6. Draw students' attention to all 3 fractions having the same denominator, i.e., 6.
7. Show students that in order to make the denominators the same i.e., 6, we do the following

$$\frac{1}{2} \times \frac{3}{3} = \frac{3}{6}$$

$$\frac{1}{3} \times \frac{2}{2} = \frac{2}{6}$$

8. Now we can arrange the fractions from smallest to largest.

$$\frac{1}{6}, \frac{2}{6}, \frac{3}{6} \text{ or } \frac{1}{6}, \frac{1}{3}, \frac{1}{2}$$

9. Tell students that to compare fractions, we convert them into equivalent fractions and then compare their numerators.



## DEVELOPMENT

### Activity 1:

1. Write the given fractions on board.

$$\frac{2}{7}, \frac{1}{2}, \frac{3}{5}$$

2. Ask the students to write the fractions in ascending order in their notebooks. Hint: Convert all fractions to equivalent fractions, i.e., their denominators should be 14.

$$\frac{2}{7} = \frac{2}{7} \times \frac{2}{2} = \frac{4}{14}$$

$$\frac{1}{2} = \frac{1}{2} \times \frac{7}{7} = \frac{7}{14}$$

Therefore  $\frac{1}{2} > \frac{2}{7}$  tell the students to observe that  $\frac{1}{2} > \frac{2}{7}$  and  $\frac{1}{2} < \frac{3}{5}$

3. Now write  $\frac{3}{5}$  on the board and ask students to compare  $\frac{1}{2}$  and  $\frac{3}{5}$

$$\frac{1}{2} = \frac{1}{2} \times \frac{5}{5} = \frac{5}{10}$$

$$\frac{3}{5} \times \frac{2}{2} = \frac{6}{10}$$

Therefore  $\frac{1}{2} < \frac{3}{5}$

4. If we write the fractions in ascending order, we get  $\frac{2}{7} < \frac{1}{2} < \frac{3}{5}$  and in descending order, we get  $\frac{3}{5} > \frac{1}{2} > \frac{2}{7}$

### Activity 2:

1. Ask the students to work in pairs, trios, or groups of 4

2. Make flashcards and write different fractions on them:

$$\frac{3}{5}, \frac{1}{5}, \frac{7}{10}, \frac{17}{20}, \frac{2}{5}, \frac{4}{10}, \frac{3}{30}, \frac{19}{20}$$

3. The teacher should make multiple copies of flashcards to ensure that each pair gets several flashcards.

4. Ask the students to place their flashcards in ascending order and then in descending order.

5. Make sure that all students are involved in the activity.

6. Guide students by walking through class and observing sorting by each pair.



## CONCLUSION / SUM UP:

Remind students:

1. That in order to compare fractions, we must first find equivalent fractions and then compare the numerators.
2. After comparing the numerators, we can write them either in ascending or descending order.



## ASSESSMENT

1. Re-write the fractions given below in ascending and descending order:

$$\frac{5}{6}, \frac{2}{3}, \frac{11}{12}$$

Ascending Order	Descending order



## HOMEWORK/FOLLOW UP

Assign Question 7 from the textbook on page 60 in exercise 1.



# ADDITION OF FRACTIONS



## STUDENT LEARNING OUTCOMES

- Add fractions with like denominators.

## INFORMATION FOR TEACHERS

Teachers should be able to add fractions with the same denominators i.e., add the numerators and keep the denominators the same.



**DURATION / NO OF PERIODS: 1 LESSON / 35 MINUTES**



## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Textbooks, Pencils



## INTRODUCTION

1. Tell students that a pizza is cut into 8 equal slices. Wali has 2 slices and Rustam has 3 slices. What fraction of the pizza did Wali and Rustam have together?
2. Tell students to work in pairs and to share their answers. Record their answers on the board.
3. In order to explain the solution to students draw a diagram clearly showing:  
 Fraction eaten by Wali =  $\frac{2}{8}$   
 Fraction eaten by Rustam =  $\frac{3}{8}$   
 Fraction eaten by both =  $\frac{2}{8} + \frac{3}{8} = \frac{5}{8}$
4. Ask students how we added the fractions? What happened to the numerator? What happened to the denominator? Let students discuss in their pairs and share their answers.
5. Tell students that to add fractions with like denominators, only the numerators are added while the denominator stays the same.



## DEVELOPMENT

### Activity 1:

1. Write the following questions on the board and ask students to copy and complete the following questions in their notebooks.
  - ✧  $\frac{3}{7} + \frac{2}{7}$
  - ✧  $\frac{11}{13} + \frac{1}{13}$
  - ✧  $\frac{7}{15} + \frac{7}{15}$
  - ✧  $\frac{4}{8} + \frac{2}{8}$

✧  $\frac{6}{7} + \frac{4}{7}$  (Give answer in mixed numbers)

✧  $\frac{7}{15} + \frac{8}{15}$

2. After students have completed their work, ask a few students to come to the board one by one and solve each part.
3. Help students to answer the questions.



### CONCLUSION / SUM UP:

Remind students that to add fractions with like denominators, only the numerators are added and the denominators stay the same.



### ASSESSMENT

Copy and match Column A with the correct answer in Column B:

COLUMN A	COLUMN B
$\frac{5}{8} + \frac{2}{8}$	$\frac{20}{21}$
$\frac{9}{13} + \frac{3}{13}$	$\frac{12}{13}$
$\frac{14}{21} + \frac{6}{21}$	$\frac{7}{8}$



### HOMEWORK/FOLLOW UP

Assign Question 1 from the textbook on page 63 in exercise 2

## SUBTRACTION OF FRACTIONS



## STUDENT LEARNING OUTCOMES

- Subtract fractions with like denominators.

## INFORMATION FOR TEACHERS

1. Teachers should understand and should be able to do subtraction of common fractions with like denominators.



**DURATION / NO OF PERIODS: 1 LESSON / 35 MINUTES**



## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Textbooks, Pencils



## INTRODUCTION

1. Tell the students that a pizza was cut into four equal parts. Draw the pieces on the board.
2. Ali took 1 part of it ( $\frac{1}{4}$ ) while Usman took three parts ( $\frac{3}{4}$ ) of it.

Ali's



Usman's



3. How much more pizza did Usman take than Ali?
4. In order to answer this question students should be asked to guess the answer by looking at the board. Teachers should ask them to count the pieces left for Usman after one fourth is taken away. Since each piece is one fourth, students should be able to say that the answer is two fourths by looking at the picture.
5. Students should now be asked to carefully observe
 
$$\frac{3}{4} - \frac{1}{4} = \frac{2}{4}$$
6. The teacher should highlight that the same answer that they obtained by looking at the drawing can also be obtained by simply subtracting the smaller numerator (1) from the larger numerator (3).

7. Students should be asked again: How much more Pizza did Usman take? Students should say that Usman took  $\frac{2}{4}$  of the pizza more than Ali.
8. Tell students to pay special attention to the following:  
In the subtraction of fractions with like denominators only the numerators are subtracted (smaller from larger) while the denominator remains the same as shown in the example above.



## DEVELOPMENT

### Activity 1:

1. Ask the students to copy and complete the following questions in their notebooks:

$$\begin{array}{l} \diamond \quad \frac{3}{7} - \frac{2}{7} \\ \diamond \quad \frac{9}{13} - \frac{7}{13} \\ \diamond \quad \frac{7}{15} - \frac{2}{15} \\ \diamond \quad \frac{4}{8} - \frac{2}{8} \\ \diamond \quad \frac{6}{7} - \frac{1}{7} \\ \diamond \quad \frac{7}{15} - \frac{7}{15} \end{array}$$

2. After completing their work, ask a few students to come on the board one by one and solve each part.
3. Guide students to correctly solve the questions.



## CONCLUSION / SUM UP:

1. Ask students to summarize the key takeaways in the subtraction of fractions. Remind students that in the subtraction of fractions with like denominators, only the numerators are subtracted and the denominators remain the same.
2. Emphasize that it is important to subtract the smaller numerator from the bigger one.



## ASSESSMENT

Ask the students to copy the following table in their notebooks and match Column A with the correct answer in Column B

COLUMN A	COLUMN B
$\frac{7}{3} - \frac{5}{3}$	$\frac{7}{3}$
$\frac{5}{3} - \frac{4}{3}$	$\frac{1}{3}$
$\frac{8}{3} - \frac{1}{3}$	$\frac{2}{3}$



## HOMEWORK/FOLLOW UP

Assign Question 2 from the textbook on page 63 in exercise 2.

# MULTIPLICATION OF FRACTIONS



## STUDENT LEARNING OUTCOMES

- Multiply a fraction (proper, improper) and mixed number by a whole number.

## INFORMATION FOR TEACHERS

Teachers should be able to multiply fractions (proper and improper) with a whole number.



**DURATION / NO OF PERIODS: 1 LESSON / 35 MINUTES**



**MATERIALS / RESOURCES REQUIRED**

- Board, Marker, Notebooks, Textbooks, Pencils



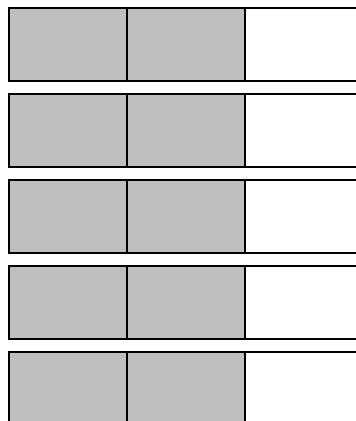
## INTRODUCTION

1. Ask students to work in pairs and multiply the following:

$$\frac{2}{3} \times 5$$

2. The teacher may also hint that multiplication is repeated addition. Give students a few minutes to think and discuss in pairs. Record student responses on the board.
3. Draw the following figure to help students see multiplication as repeated addition. The figure below shows:

$$\frac{2}{3} + \frac{2}{3} + \frac{2}{3} + \frac{2}{3} + \frac{2}{3} \text{ or } \frac{2}{3} \times 5$$



4. Tell the students that the shaded portion of all the figures is 5 times  $\frac{2}{3}$   
i.e.  $5 \times \frac{2}{3}$
5. Give students a few minutes to arrive at the correct answer.  $\frac{2}{3} \times 5 = \frac{10}{3}$

6. Remind them the rule of addition for fractions is that if the denominator is the same, you add the numerator only and write the denominator as it is.
7. Tell students that when a fraction is multiplied by a whole number, only the numerator gets multiplied by the whole number while the denominator remains the same. In this case  $5 \times 2 = 10$  and the numerator was 3 so  $\frac{10}{3}$  is the answer.



## DEVELOPMENT

### Activity 1

1. Ask the students to work in pairs. Copy and complete the following questions in their notebooks.
  - ✧  $\frac{3}{7} \times 4$
  - ✧  $\frac{7}{13} \times 7$
  - ✧  $\frac{7}{5} \times 2$
  - ✧  $\frac{4}{8} \times 3$
  - ✧  $\frac{17}{4} \times 2$
2. Ask pairs to share their answers.
3. Walk through the class and guide students.



## CONCLUSION / SUM UP:

Tell the students that to multiply a fraction with a whole number, only the numerator is multiplied with the whole number while the denominator remains the same.



## ASSESSMENT

Copy and match Column A with the correct answer in Column B

COLUMN A	COLUMN B
$\frac{1}{4} \times 7$	$\frac{60}{5}$
$\frac{12}{5} \times 5$	$\frac{33}{9}$
$\frac{11}{9} \times 3$	$\frac{7}{4}$



## HOMEWORK/FOLLOW UP

Assign Question 1 from the textbook on page 67 in exercise 3.

# MULTIPLICATION OF PROPER AND IMPROPER FRACTIONS



## STUDENT LEARNING OUTCOMES

- Multiply two fractions (proper, improper) and mixed numbers.

## INFORMATION FOR TEACHERS

Teachers should be able:

1. To multiply fractions (proper and improper) with other fractions.
2. To understand that to multiply fractions with mixed numbers, they must first convert the mixed number into an improper fraction.



**DURATION / NO OF PERIODS: 1 LESSON / 35 MINUTES**



## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Textbooks, Pencils



## INTRODUCTION

1. Ask students to work in pairs and multiply the following:

$$\frac{2}{3} \times \frac{5}{7}$$

2. Give students a few minutes for discussion in their pairs. Record all responses.
3. Tell students that  $\frac{2}{3} \times \frac{5}{7} = \frac{10}{21}$
4. Ask students to share their observations about the multiplication. What do they notice? Give the pairs a few minutes to discuss and share their observations.
5. Praise the students that observe that when a fraction is multiplied by another fraction, the numerator gets multiplied with the numerator and the denominator gets multiplied with the denominator.



## DEVELOPMENT

### Activity 1

1. Ask the students work in pairs and to copy and complete the following questions in their notebooks.
2. Tell the students to convert mixed numbers to improper fractions before multiplying. Remind students how to convert mixed numbers to improper fractions.

$$\diamond \frac{3}{7} \times \frac{4}{3}$$

$$\diamond \frac{7}{13} \times \frac{7}{2}$$

$$\begin{aligned} &\diamond \frac{7}{5} \times 2\frac{4}{7} \\ &\diamond \frac{4}{8} \times 3\frac{1}{3} \\ &\diamond \frac{17}{4} \times \frac{1}{2} \end{aligned}$$

3. Ask a few students to come to the board, one by one, and answer each question.



### CONCLUSION / SUM UP:

1. Ask students what are the key takeaways in the multiplication of fractions. Students should recall that in the multiplication of fractions with other fractions, the numerators are multiplied with the numerators and the denominators are multiplied with denominators.
2. Furthermore, students should also highlight that in order to multiply fractions with mixed numbers they must first convert the mixed number into an improper fraction and then proceed with multiplication.



### ASSESSMENT

Ask the students to copy the following table in their notebooks and match Column A with the correct answer in Column B

COLUMN A	COLUMN B
$\frac{1}{4} \times 1\frac{5}{7}$	$\frac{36}{35}$
$\frac{12}{5} \times \frac{3}{7}$	$\frac{12}{28}$
$\frac{11}{9} \times \frac{1}{9}$	$\frac{11}{81}$



### HOMEWORK/FOLLOW UP

Assign Question 2 from the textbook on page 67 in exercise 3.



# DIVISION OF FRACTIONS



## STUDENT LEARNING OUTCOMES

- Divide a fraction (proper, improper) and mixed numbers by a whole number.

## INFORMATION FOR TEACHERS

Teachers should be able:

1. Be able to divide fractions (proper and improper) by a whole number.
2. Understand that to divide fractions (proper and improper) by a mixed number, the mixed number should first be converted to an improper fraction.



**DURATION / NO OF PERIODS: 1 LESSON / 35 MINUTES**



## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Textbooks, Pencils



## INTRODUCTION

1. The teacher should write the following real life scenario on the board.
2. Sara cut a cake in to four equal pieces. She gave  $\frac{1}{4}$  part of the cake to her friend.
3. She wants to evenly distribute the remaining  $\frac{3}{4}$  among her 5 siblings.
4. Ask the students, "How can Sara find out how much cake each of her 5 siblings will get?"
5. Ask the students if the following set-up is correct:  $\frac{3}{4} \div 5$
6. Give students a few minutes to think and then record their responses.
7. Tell students that in order to solve this question students have to identify the invisible denominator of the whole number 5. Ask students if they can guess this denominator?
8. After a brief discussion tell students that every whole number has a "hidden denominator" of 1. This is because, say you have 5 sweets and you want to distribute those 5 sweets among 1 person, that 1 person will get all 5. Therefore, 5 is actually  $\frac{5}{1}$ .
9. The hidden denominator is 1. Therefore the question becomes  $\frac{3}{4} \div \frac{5}{1}$
10. Tell students that in order to solve  $\frac{3}{4} \div \frac{5}{1}$  we can simply re-write the question as follows i.e. the division sign can be changed to multiplication and we invert the 2<sup>nd</sup> fraction from  $\frac{5}{1}$  to  $\frac{1}{5}$
11. Therefore, the question becomes  $\frac{3}{4} \times \frac{1}{5}$
12. Ask students what the final answer is.
13. Students may then recall and solve the multiplication as per normal to get the answer  $\frac{3}{20}$ .



## DEVELOPMENT

### Activity 1:

1. Ask the students to work in pairs and copy and complete the following questions in their notebooks. Tell students to make sure they convert mixed numbers to improper fractions before dividing.
  - ✧  $\frac{4}{3} \div 7$
  - ✧  $\frac{7}{15} \div 2$
  - ✧  $2\frac{2}{3} \div 5$
  - ✧  $4\frac{2}{3} \div 3$
  - ✧  $\frac{1}{2} \div 11$
2. After students have completed their work, ask a few students to come to the board one by one and solve each part.
3. Help students to correctly answer the questions.



## CONCLUSION / SUM UP:

1. Ask the students to share the important rules they have learnt for division of fractions.
2. Help them recall that:
  - ✧ In the division of fractions with a whole number, the first step is to write the hidden denominator of the whole number i.e. 1.
  - ✧ To divide fractions with a whole number, they must change the division sign to multiplication and invert/flip the 2<sup>nd</sup> fraction.
  - ✧ In the multiplication of fractions with other fractions, the numerators are multiplied with the numerators and the denominators are multiplied with denominators.
  - ✧ To multiply mixed numbers with whole numbers, the students must first convert the mixed number into an improper fraction.



## ASSESSMENT

Ask the students to copy the following table in their notebooks and match Column A with the correct answer in Column B:

Column A	Column B
$\frac{6}{5} \div 3$	$\frac{5}{16}$
$\frac{1}{2} \div 3$	$\frac{1}{6}$
$\frac{5}{4} \div 4$	$\frac{6}{15}$



## HOMEWORK/FOLLOW UP

Assign Question 3 from the textbook on page 67 in exercise 3.

# ANALYSIS OF REAL LIFE SITUATIONS – FRACTIONS



## STUDENT LEARNING OUTCOMES

- Analyze real life situations involving fractions by identifying appropriate number operations.

## INFORMATION FOR TEACHERS

Teachers should understand how to unpack real-life situations involving fractions and use the appropriate operations.



**DURATION / NO OF PERIODS: 1 LESSON / 35 MINUTES**



## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Textbooks, Pencils, Flashcards



## INTRODUCTION

- Write the following question on the board:

There is a large soft drink bottle in Aisha's home. Aisha drinks  $\frac{1}{5}$  of the bottle with lunch and  $\frac{3}{5}$  of the bottle with dinner. What fraction of the bottle did Aisha have altogether?

- Explain the question to the students and ask what operation will be used to solve this question?
- Guide students to arrive at the answer i.e. addition.
- Ask a student to come up to the board and write the fractions and the operation.

The question to be solved is:

$$\frac{1}{5} + \frac{3}{5}$$

- Ask students to recall the addition of like fractions to get the answer:

$$\frac{1}{5} + \frac{3}{5} = \frac{4}{5}$$



## DEVELOPMENT

### Activity 1:

- Divide the class into groups of 4.
- Give each group a different flashcard with one of the questions below written on the card.

- ✧ Tell the group to answer their question and then share the solution with the entire class. Ali drinks  $45\frac{1}{4}$  liters of water in 20 days. On average, how much water does he drink daily?
  - ✧ Amna's weight is  $\frac{2}{3}$  of her older brothers. If her brother weighs 86 kg. How much does Amna weight?
  - ✧ Hasna had  $\frac{1}{8}$  pieces of a birthday cake, whereas Hajra had  $\frac{2}{8}$  pieces. As a fraction, how much more cake did Hajra have than Hasna?
  - ✧ Hamid walks from home to school a distance of  $\frac{5}{4}$  km and then from school to Ahmed's house a distance of  $\frac{3}{4}$  km. How much distance does Hamid cover in total?
3. After giving sufficient time to groups for solving their question, ask a student from each group to come to the board and explain their solution.
  4. Guide the student to answer the question. Allow other students to give their input.



### CONCLUSION / SUM UP:

Conclude that in real life we come across many problems which involve the use of fractions. It is important to read the questions carefully to find which operation is to be used.



### ASSESSMENT

Ask the students to solve the following real life situations in their notebooks:

1. Ali's age is  $\frac{1}{3}$  of his older sister Robina's. Robina age is 45 years. How old is Ali?  
Hint: Solve  $\frac{1}{3} \times 45$
2. Jamal will distribute  $5\frac{1}{8}$  packets of sweets equally among 5 children. As a fraction, how much packs of sweets will each child get?  
Hint: Solve  $5\frac{1}{8} \div 5$



### HOMEWORK/FOLLOW UP

Assign Question 4, 5, 6 and 7 from the textbook on page 67 in exercise 3.

**Month**

**5**



## DECIMAL NUMBERS



## STUDENT LEARNING OUTCOMES

1. Recognize a decimal number as an alternative way of writing a fraction.
2. Express a decimal number as a fraction whose denominator is 10, 100 or 1000.

## INFORMATION FOR TEACHERS

Teachers should be able:

1. To understand that fractions can be represented as decimals.
2. To know that a decimal is a fraction with a denominator of 10, 100 or 1000.
3. To write decimal numbers as fractions with denominators of 10, 100 or 1000.



**DURATION / NO OF PERIODS: 2 LESSONS / 35 + 35 MINUTES**



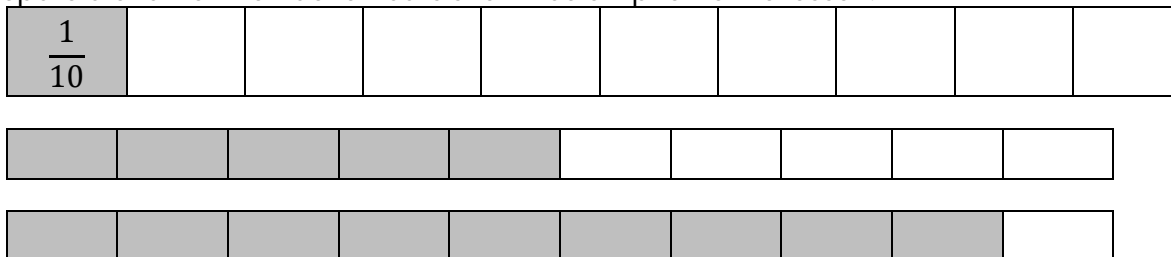
## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Textbooks, Pencils, Charts



## INTRODUCTION

1. Paste the chart or draw the following fraction bars on the board. The teacher should prepare a chart of the fraction bars shown below prior to the lesson.



2. Ask students to name the fraction represented by the shaded part in each bar.
3. Students should say that for the first bar the fraction is  $\frac{1}{10}$ .
4. Ask students to identify the fractions represented in the 2<sup>nd</sup> and 3<sup>rd</sup> bars.
5. Give students a few minutes to discuss in pairs and answer.
6. Record student responses.
7. Tell students
  - For the first bar, the fraction is  $\frac{1}{10}$  (as written).
  - for the second bar, the fraction is  $\frac{5}{10}$ , and
  - for the 3<sup>rd</sup> bar, the fraction is  $\frac{9}{10}$ .

8. Tell students that  $\frac{1}{10}$  can be represented as 0.1 (read as “zero point one”) as a decimal i.e.

$$1 \text{ out of } 10 \text{ parts} = \frac{1}{10} \text{ (fraction)} = 0.1 \text{ (decimal)}$$

9. Tell students that the fractions from the 2<sup>nd</sup> and 3<sup>rd</sup> bar can also be represented as decimal numbers. Ask students to discuss in pairs and then come up to the board and write the decimal form for  $\frac{5}{10}$  and  $\frac{9}{10}$ .

10. Guide students to the correct answers i.e.

$$5 \text{ out of } 10 \text{ parts} = \frac{5}{10} \text{ (fraction)} = 0.5 \text{ (decimal)}$$

$$9 \text{ out of } 10 \text{ parts} = \frac{9}{10} \text{ (fraction)} = 0.9 \text{ (decimal)}$$



## DEVELOPMENT

## Activity 1:

1. Ask the students to work in pairs and write the following fractions as decimals in their notebooks.

$$\star \quad \frac{4}{10}$$

$$\star \quad \frac{8}{10}$$

✧  $\frac{7}{10}$

✧  $\frac{9}{10}$

$$\star \quad \frac{5}{10}$$

2. Walk across the classroom and assist students.
3. Solve the questions on the board for students to see the decimal forms of the fractions above.

## Activity 2:

1. The teacher should prepare a chart of a square shape divided into 100 equal parts as shown below.
2. Paste the chart on the board and ask students to name the fraction represented by the shaded part.

[illegible]



3. Give students a few minutes to discuss in pairs and answer.
4. Record student responses.
5. Tell students that the fraction represented by the shaded part is  $\frac{1}{100}$ .
6. Ask students to express  $\frac{1}{100}$  in decimals?
7. Give students a few minutes to discuss in pairs. Record student responses.
8. Tell students that  $\frac{1}{100}$  is represented as 0.01 (read as “zero point zero one”) as a decimal i.e.  

$$1 \text{ out of } 100 \text{ parts} = \frac{1}{100} \text{ (fraction)} = 0.01 \text{ (decimal)}$$
9. Ask students to discuss in pairs and then come up to the board and write the decimal form of  $\frac{7}{100}$ ,  $\frac{48}{100}$ , and  $\frac{83}{100}$ .
10. Use an empty 10 x 10 square like the one shown above and shade 7 parts, 48 parts and then 83 parts to illustrate each example.
11. Ask the students to work in pairs and write the following fractions as decimals in their notebooks.
  - ✧  $\frac{14}{100}$
  - ✧  $\frac{88}{100}$
  - ✧  $\frac{37}{100}$
  - ✧  $\frac{69}{100}$
  - ✧  $\frac{5}{100}$
12. Walk across the classroom and assist students.
13. Solve the questions on the board for students to see the decimal forms of the fractions above.



## LESSON 41 CONCLUSION

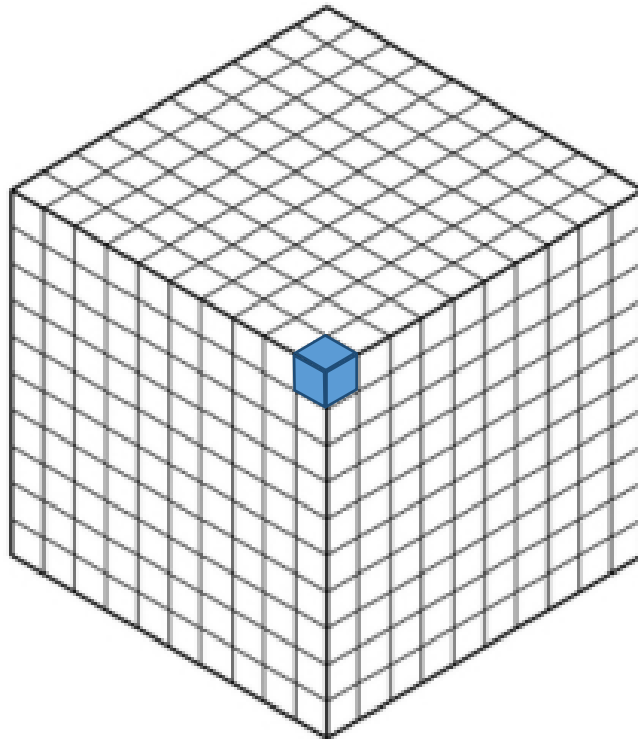
1. Ask students how they can express a proper fraction with a denominator of 10 or 100 as a decimal number. Ask students to give examples of each.
2. After taking students responses recap the key takeaways.

## DECIMAL NUMBERS



## LESSON 42 INTRODUCTION

1. The teacher should prepare a chart of a cube shape divided into 1000 equal cubes.
2. Paste the chart on the board and ask students to name the fraction represented by the part shaded blue.



4. Give students a few minutes to discuss in pairs and answer.
5. Record student responses.
6. Tell students that the fraction represented by the shaded part is  $\frac{1}{1000}$ .
7. Ask students to work in pairs and write  $\frac{1}{1000}$  in decimals? Give students a few minutes to discuss in pairs. Record student responses.
8. Tell students that  $\frac{1}{1000}$  is represented as 0.001 (read as "zero point zero zero one") as a decimal i.e.

$$1 \text{ out of } 1000 \text{ parts} = \frac{1}{1000} \text{ (fraction)} = 0.001 \text{ (decimal)}$$

9. Ask students to discuss in pairs and then come up to the board and write the decimal form of  $\frac{8}{1000}$ ,  $\frac{256}{1000}$ , and  $\frac{893}{1000}$ .
10. If possible, use a picture of a blank cube and shade 8 parts, 256 parts and then 893 parts to illustrate each example.
11. Ask the students to work in pairs and write the following fractions as decimals in their notebooks.

To prompt their thinking the teacher may say, "if  $\frac{1}{1000}$  equals 0.001 then..."

◇  $\frac{144}{1000}$

$$\begin{array}{r} \diamond \quad \frac{818}{1000} \\ \diamond \quad \frac{37}{1000} \\ \diamond \quad \frac{269}{1000} \\ \diamond \quad \frac{5}{1000} \end{array}$$

3. Walk across the classroom and assist students.
4. Solve the questions on the board for students to see the decimal forms of the fractions above.



### CONCLUSION / SUM UP:

1. Ask the students to summarize how to represent a fraction whose denominator is 10, 100 or 1000 as a decimal number. Ask students to give examples of each.
2. After taking students responses recap the key takeaways.



### ASSESSMENT

Ask the students to copy and complete the following table:

Fraction	Decimal
$\frac{47}{100}$	
$\frac{1}{10}$	
$\frac{12}{1000}$	
$\frac{53}{100}$	
$\frac{577}{1000}$	



### HOMEWORK/FOLLOW UP

Assign Question 1 (all parts) from the textbook on page 76 in exercise 1.

# PLACE VALUE OF DIGITS IN DECIMAL NUMBERS



## STUDENT LEARNING OUTCOMES

- Identify and recognize the place value of a digit in decimals (up to 3 - decimal places).

## INFORMATION FOR TEACHERS

- Teachers should know the place value of the 3 digits to the right of a decimal i.e., the first decimal place is tenths, the second decimal place is hundredths, and the third decimal place is thousandths.



**DURATION / NO OF PERIODS: 1 LESSON / 35 MINUTES**



## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Textbooks, Pencils, Chart



## INTRODUCTION

- Write 756 on the board and ask the students to identify the place value of 7, 5 and 6.
- Students should discuss in pairs and share their responses. The teacher should record their responses.
- Remind students that the place value of 6 is ones, that of 5 is tens and that of 7 is hundreds. Pay special attention to the spelling of each place value.
- Label the place value for each number.
- Now write 0.756 on the board and ask the students about the place values of 7, 5 and 6.
- Students should discuss in pairs and share their responses. The teacher should record their responses.
- Tell student that the place value of 7 is **tenths** the place value of 5 is **hundredths** and 6 is **thousandths**.
- Label the place values as shown below and draw a comparison of the place values of 756 and 0.756.

Ones	.	Tenth	Hundredth	Thousandth
0	.	7	5	6

- Write a few decimal numbers on the board and ask the students to work in pairs and identify the place values of all digits.



## DEVELOPMENT

### Activity 1:

- Prepare a chart showing the following decimal numbers.

	Hundreds	Tens	Ones	.	Tenths	Hundredths	Thousandths
a)	4	9	0	.	5	3	1
b)	6	3	1	.	3	7	3
c)	3	6	7	.	2	8	1
d)	1	8	9	.	8	9	6
e)	2	0	6	.	4	5	9

- Ask the students to work in pairs and identify the place value of all the digits (whole number part and fractional part) in each number.
- Give students time to discuss. The teacher should call upon certain pairs and ask them the place value of any digit in any question.
- Ask students to clearly differentiate while saying "Tens" and "Tenths", "Hundreds" and "Hundredths".

### Activity 2:

- Write the following numbers on the board.
- Ask the students to work in pairs and to draw a place value chart in their notebooks and then fill it with the following numbers:
  - ✧ 54.786
  - ✧ 179.23
  - ✧ 12.47
  - ✧ 999.12
  - ✧ 9.7
- Ask students from different pairs to come on the board, one by one, and identify the place value for each number.
- Assist students where necessary.



### CONCLUSION / SUM UP:

- Conclude the activity by explaining that every digit in a decimal number has a specific place value.
- We can identify the place value of any digit (to the right of the decimal) by its placement in a place value chart.



### ASSESSMENT

- Ask the students to copy the following question in their notebooks:

Fill the following table with the numbers below:

- ✧ 369.758
- ✧ 28.987
- ✧ 6.781

	Hundreds	Tens	Ones	.	Tenths	Hundredths	Thousandths
a)							
b)							
c)							

Fill in the blanks from the above chart

- ✧ In 369.758 the place value of 5 is \_\_\_\_\_
- ✧ In 28.987 the place value of 7 is \_\_\_\_\_
- ✧ In 6.781 the place value of 1 is \_\_\_\_\_



## **HOMEWORK / FOLLOW UP**

Assign Question 2 from the textbook on page 76 in exercise 1.

# CONVERSION OF FRACTION TO DECIMAL



## STUDENT LEARNING OUTCOMES

- Convert a given fraction to a decimal if:
  - ✧ Denominator of the fraction is 10, 100, or 1000

## INFORMATION FOR TEACHERS

- Teachers should be able to write fractions as decimal numbers when fractions have denominators of 10, 100 or 1000.



**DURATION / NO OF PERIODS: 1 LESSON / 35 MINUTES**



## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Textbooks, Pencils



## INTRODUCTION

- Remind students that each fraction can be converted into decimal by long division.
- Remind students that if the denominator of the fraction is 10, 100, or 1000 then it is easy to convert the fraction into a decimal, for e.g.,  $\frac{3}{10}$  can be written as 0.3. We can show this by using long division without remainders. See below:

$$\begin{array}{r}
 0 \bullet 3 \\
 10 \overline{) 3 \bullet 0} \\
 \underline{- 0} \phantom{0} \\
 3 \phantom{0} \\
 \underline{- 3} \phantom{0} \\
 0 \phantom{0}
 \end{array}$$

- Tell students, if 3 or 3.0 (mention that the decimal point is invisible but is still there) is being divided by 10

then the decimal point moves one place to the left (0 3. 0) and 3.0 becomes 0.30



- Similarly, if 3.0 is being divided by 100

then the decimal point moves two places to the left (0 0 3. 0) and 3.0 becomes 0.03. The number of 0s in the denominator (after the 1) determines how many places the decimal



moves to the left.

5. Lastly if 3.0 is being divided by 1000

then the decimal point moves three places to the left (0 0 3. 0) and 3.0 becomes 0.003. The number of 0s in the denominator (after the 1) determines how many places the decimal moves to the left.



### Activity 1:

1. Ask the students to work in pairs and copy and complete the following questions in their notebooks:
  - ✧ Convert  $\frac{9}{10}$  to a decimal
  - ✧ Convert  $\frac{67}{100}$  to a decimal
  - ✧ Convert  $\frac{256}{1000}$  to decimal
2. Help pairs as they answer each question in their notebooks.
3. Remind students to count the zeros in the denominator to find how many places the “invisible” decimal point moves to the left.
4. Ask students to share their answers. Provide guidance to the students to arrive at the correct answers.

### Activity 2:

1. Ask the students to work in pairs and write the following fractions as decimals in their notebooks.
  - ✧  $\frac{28}{100}$
  - ✧  $\frac{4}{10}$
  - ✧  $\frac{975}{1000}$
  - ✧  $\frac{6}{100}$
  - ✧  $\frac{77}{1000}$
2. Ask students to share their answers. Provide guidance to the students to arrive at the correct answers.



### CONCLUSION / SUM UP:

1. Ask the students to summarize how to represent a fraction whose denominator is 10, 100 or 1000 as a decimal number.
2. Ask students to come up to the board and demonstrate writing  $\frac{6}{10}$  as a decimal number.
3. Ensure that students recall that a fraction such as  $\frac{6}{10}$  can be written as 0.60 i.e., if 6.0 is being divided by 10 then the decimal point moves one place to the

left (0 6. 0) and 6.0 becomes 0.60





4. Students should mention that the number of 0s in denominator (after the 1) determine how many places the decimal moves to the left.



### ASSESSMENT

Ask the students to copy and complete the table given below in their notebooks. The first one has been done for you.

Fraction	Number of zeroes in the denominator	Decimal Number
$\frac{4}{10}$	1	0.4
$\frac{17}{100}$		
$\frac{185}{100}$		
$\frac{143}{1000}$		
$\frac{1231}{1000}$		



### HOMEWORK / FOLLOW UP

Assign the relevant questions from the textbook on page 81 in exercise 1.

# CONVERSION OF FRACTION TO DECIMAL



## STUDENT LEARNING OUTCOMES

- Convert a given fraction to a decimal if:
  - Denominator of the fraction is not 10, 100 or 1000 but can be converted to 10, 100 or 1000

## INFORMATION FOR TEACHERS

Teachers should be able:

- Be able to write fractions as decimal numbers when fractions have denominators of 10, 100 or 1000.
- Understand how to find equivalent fractions when denominators are not 10, 100 or 1000 to make denominators equal to 10, 100 or 1000.



**DURATION / NO OF PERIODS: 1 LESSON / 35 MINUTES**



## MATERIALS / RESOURCES REQUIRED

- Materials / Resources Required:

Board, Marker, Notebooks, Textbooks, Pencils



## INTRODUCTION

- Remind students that if the denominator of the fraction is 10, 100, or 1000 then it is easy to convert the fraction into a decimal for e.g.,  $\frac{3}{10}$  can be written as 0.3.
- Recall that the number of 0s in the denominator (after the 1) determine how many places the decimal moves to the left.
- Write the following fraction on the board:

$$\frac{3}{5}$$

- Ask students how we can write the fraction above as a decimal without using long division. Let students think about the question for a few minutes.
- Ask students what are some of the equivalent fractions of  $\frac{3}{5}$ ?
- After taking a few responses, remind students that multiplying a fraction with the same numerator and denominator gives us an equivalent fraction.
- In this example, they need to find a number which when multiplied by the denominator (i.e., 5) would give 10 and then multiply the numerator with the same number.
- Guide students to arrive at  $\frac{3}{5} \times \frac{2}{2} = \frac{6}{10}$
- Now ask students how can we write  $\frac{6}{10}$  as a decimal number?
- Students should be quick to say 0.6

Tell students that the decimal form of  $\frac{3}{5}$  is 0.6 because  $\frac{6}{10}$  is equivalent to  $\frac{3}{5}$ .

11. Tell students that we can convert denominators of fractions that are not 10, 100 or 1000 to 10, 100 or 1000.
12. Once those fractions have denominators that are 10, 100 or 1000 we can convert them to decimal numbers with ease and efficiency.



## DEVELOPMENT

### Activity 1:

1. Ask the students to work in pairs. Copy and solve the following questions in their notebooks:
  - ✧ Convert  $\frac{7}{5}$  into decimals
  - ✧ Convert  $\frac{7}{25}$  into decimals
  - ✧ Convert  $\frac{14}{500}$  into decimal
2. After the students have answered the questions, ask a few students to come to the board to show their working.
3. Help them where needed.



## CONCLUSION / SUM UP:

1. Ask students to summarize how to represent a fraction as a decimal whose denominator is 10, 100 or 1000.
2. Students should summarize how to represent a fraction whose denominator is not 10, 100 or 1000 as a decimal number.
3. Students should highlight how to find equivalent fractions when denominators are not 10, 100 or 1000.



## ASSESSMENT

1. Ask the students to copy and complete the following questions in their notebooks.
2. Find equivalent fractions where denominators are 10, 100 and 1000.
  - ✧ Convert  $\frac{3}{5}$  into decimals
  - ✧ Convert  $\frac{42}{50}$  into decimals
  - ✧ Convert  $\frac{73}{500}$  into decimals



## HOMEWORK/FOLLOW UP

Assign the relevant questions from the textbook on page 81 in exercise 1.

# CONVERSION OF DECIMAL TO FRACTION



## STUDENT LEARNING OUTCOMES

- Convert a decimal (up to 3 – decimal places) to fraction.

## INFORMATION FOR TEACHERS

- Teachers should be able to convert decimals into fractions by writing the decimals in the form of tenths, hundredths and thousandths i.e. if 4.7 needs to be written as a fraction, it should be represented as  $\frac{47}{10}$ .



**DURATION / NO OF PERIODS: 1 LESSON / 35 MINUTES**



## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Textbooks, Pencils



## INTRODUCTION

- Write the following decimal number on the board:

0.673

- Write the decimal 0.673 in form of tenths, hundredths and thousandths as:

$$\begin{array}{rcccc} 0.673 & = 0 \text{ Ones} & + 6 \text{ tenths} & + 7 \text{ hundredths} & + 3 \text{ thousandths} \\ & = 0 & + \frac{6}{10} & + \frac{7}{100} & + \frac{3}{1000} \end{array}$$

Show students that they can put an equal number of zeroes in the numerator and the denominator without changing the fraction. The teacher should make all denominators 1000 as follows:

$$= 0 + \frac{600}{1000} + \frac{70}{1000} + \frac{3}{1000}$$

Add the fractions with the same denominators. We get:

$$0.673 = \frac{673}{1000}$$

- Ask students to think of how can we convert this decimal number into a fraction in a quicker and more efficient manner? Give students a few minutes to discuss in pairs. Record student observations.
- Tell students that to convert a decimal number into a fraction, we move the decimal point to the right. In this example the decimal point will move three places to the right. See below:

0.673

- If the decimal point moves 3 places to the right that should be the number of 0s (after the 1) that should come in the denominator.
- Therefore,  $0.673 = \frac{673}{1000}$ .
- Tell students that similarly, other decimal numbers can also be easily converted to fractions.



## DEVELOPMENT

### Activity 1:

- Write the following numbers on the board. 0.3
  - ✧ 0.89
  - ✧ 0.692
  - ✧ 1.713
  - ✧ 5.864
- Tell the students to work in pairs and convert the decimal numbers into fractions. The fractions should have denominators 10, 100 or 1000.
- Ask a student from different pairs to come to the board and solve the different parts.
- The teacher should provide input in solving the problem if needed.

### Activity 2:

- Write the following decimal number on the board:  
1.5
- Ask the students how can we convert the decimal number into a fraction? Give students a few minutes to discuss in pairs and record their responses.
- Guide students to arrive at the correct answer of  $\frac{15}{10}$
- Now ask students, do 15 and 10 have any common factors? Give students a few minutes to discuss in pairs and record their responses.
- Guide students to arrive at the answer yes, i.e. 15 and 10 have a common factor of 5 which indicates that  $\frac{15}{10}$  can also be written as  $\frac{3}{2} \times \frac{5}{5} = \frac{15}{10}$  or simply as  $\frac{3}{2}$  in its simplest form.
- As this is an improper fraction,  $\frac{3}{2}$  can also be written as  $1\frac{1}{2}$  in terms of a mixed number.

### Activity 3:

- Individually convert the following decimal numbers as fractions representing each fraction in its simplest terms.
  - ✧ 1.6
  - ✧ 7.8
  - ✧ 5.45
  - ✧ 7.74
  - ✧ 8.92
- Walk across the classroom and assist the students where needed.



## CONCLUSION / SUM UP:

- Ask students to summarize the steps in the conversion of a decimal number to fraction.

2. Students should demonstrate that if the decimal point moves 2 places to the right then that is the number of 0s (after the 1) that should come in the denominator. For example, 1.4 becomes  $\frac{14}{10}$ , 0.37 becomes  $\frac{37}{100}$ , and 1.786 becomes  $\frac{1786}{1000}$ .



### ASSESSMENT

Ask the students to convert the following decimals into fractions in their notebooks.

- a. 0.341
- b. 1.401
- c. 2.187



### HOMEWORK/FOLLOW UP

Assign the relevant questions from the textbook on page 81 in exercise 1.

# ADDITION AND SUBTRACTION OF THREE DIGIT DECIMAL NUMBERS



## STUDENT LEARNING OUTCOMES

- Add and subtract 3 - digit numbers (up to 2-decimal places)

## INFORMATION FOR TEACHERS

Teachers should be able:

1. To add numbers i.e. align the ones digit with the ones digit, the tens with the tens and so on.
2. To align tenths, hundredths and thousandths.
3. To understand that addition starts with the smallest place value.
4. To align numbers and carry out subtraction i.e. ones digit should be aligned with ones digit, tens with tens and so on. On the right of the decimal.
5. To understand that subtraction starts with the smallest place value.
6. To understand carrying and borrowing for addition and subtraction of decimal numbers.



**DURATION / NO OF PERIODS: 1 LESSON / 35 MINUTES**



## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Textbooks, Pencils.



## INTRODUCTION

1. Ask students to individually solve  $4.52 + 6.73$ .
2. Draw the following place value chart on the board and ask students to fill in the digits as follows in their notebooks

	Tens	Ones	.	Tenths	Hundredths
		①			
		4	.	5	2
+		6	.	7	3
	1	1	.	2	5

3. Tells the students to follow the steps below:
  - ✧ add hundredths with hundredths and carry over to tenths (where needed)
  - ✧ add tenths with tenths and carry over to ones (where needed)
  - ✧ add ones with ones and carry over to tens (where needed)

4. Tell students that we can add these decimal numbers using the same rule as for the addition of whole numbers. However, we must start with the smallest place value or the rightmost digits.
5. Furthermore, in the subtraction of decimal numbers we also start from the hundredths column and move towards the left.
6. Emphasize that the decimal stays in the same place in addition and subtraction, both.
7. Take student responses on the board and show them the correct solution.



## DEVELOPMENT

### Activity 1:

1. Write the following question on the board:  
 $5.34 - 2.17$
2. Draw the place value chart as shown on the board and place the digits in the correct places.
3. Ask students to work in pairs and solve the question in their notebooks. Give student a few minutes and conduct a walk through class and guide the students.
4. The complete solution is shown below:

	Tens	Ones	.	Tenths	Hundredths
				②	①
		5	.	<del>3</del>	4
-		2	.	1	7
		3	.	1	7

5. Remind students about the importance of starting the subtraction with the smallest place value or the rightmost digits.
6. Tell the students to subtract hundredths from hundredths, tenths from tenths and ones from ones.

### Activity 2:

1. Ask the students to work in pairs. Copy and solve the following questions in their notebooks:
2. Use a place value chart for each question.
  - ✧  $6.34 + 8.75$
  - ✧  $9.54 - 5.77$
  - ✧  $2.33 + 8.66$
  - ✧  $54.59 - 43.99$
  - ✧  $49.3 + 21.7$
3. Assist the students to use the place value chart correctly for setting up these sums.



## CONCLUSION / SUM UP:

1. Ask students how we add numbers. Elicit from students the importance of aligning the ones digit with the ones digit, the tens with the tens and so on. To the right of the decimal,



students should emphasize the importance of aligning tenths, hundredths and thousandths and to start addition with the smallest place value.

2. Ask students how we subtract numbers. Elicit from students the importance of aligning the ones digit with the ones digit, the tens with the tens and so on. On the right of the decimal, students should emphasize aligning tenths, hundredths and thousandths. Students should recall starting subtraction with the smallest place value.
3. Ask students when do we carry a number over and when do we borrow. Students should discriminate when to carry and when to borrow when carrying out the addition and subtraction of decimal numbers respectively.



## ASSESSMENT

Ask students to discuss and solve the following questions in pairs.

- ✧ Find the sum and difference between 4.92 and 2.65
- ✧ Find the sum and difference between 9.80 and 2.06
- ✧ Find the sum and difference between 3.07 and 1.25



## HOMEWORK/FOLLOW UP

Assign the relevant questions from Exercise 3 on page 83.

# MULTIPLICATION OF DECIMAL NUMBERS



## STUDENT LEARNING OUTCOMES

- Multiply a 2-digit number (up to 1 decimal place) by 10, 100, and 1000.

## INFORMATION FOR TEACHERS

1. Teachers should know that to multiply any decimal number by 10, the decimal point moves 1 place to the right; with 100 it moves 2 places to the right and with 1000 it moves 3 places to the right.



**DURATION / NO OF PERIODS: 1 LESSON / 35 MINUTES**



## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Textbooks, Pencils, Flashcards



## INTRODUCTION

1. Tell the students that in a decimal number the position of decimal point is quite important. Consider the number 7.9
2. If the decimal point moves towards the left the number becomes smaller as 0.79 is smaller than 7.9
3. If the decimal moves towards the right the number becomes larger as 7.9 is 79 is larger than 7.9
4. When we multiply a decimal number by 10 the position of decimal point shifts 1 place value to the right.
5. When we multiply a decimal number by 100 the position of decimal point shifts 2 place values to the right.
6. When we multiply a decimal number by 1000 the position of decimal point shifts 3 place values to the right.

### Activity 1:

1. Divide the class into five groups.
2. Distribute flashcards with the following questions written on them.
  - ✧  $7.9 \times 10$
  - ✧  $8.2 \times 100$
  - ✧  $5.4 \times 1000$
  - ✧  $3.1 \times 100$
  - ✧  $6.8 \times 10$
3. Ask the groups to solve the questions.
4. After a group answers the question written on the flashcard, they will pass it on to the next group.

5. Each group must do all questions.
6. After completing the task, a representative from each group will write their answer, to at least one question, on the board and the teacher will discuss with the whole class.
7. Similarly all questions will be discussed one by one.
8. The teacher will share input if needed.



### CONCLUSION / SUM UP:

The teacher should ask students to summarize the rule of multiplying a decimal number by 10, 100 or 1000 i.e. when we multiply any decimal number by 10, the decimal point moves 1 place to the right; with 100 it moves 2 places to the right and with 1000 it moves 3 places to the right.



### ASSESSMENT

1. Randomly select students from the class to solve the following questions on the board:
  - ✧  $6.1 \times 10$
  - ✧  $5.9 \times 100$
  - ✧  $0.6 \times 1000$



### HOMEWORK/FOLLOW UP

Assign the relevant questions from the textbook on page 87 in exercise 4.

# MULTIPLICATION OF TWO DIGIT DECIMAL NUMBERS



## STUDENT LEARNING OUTCOMES

- Multiply a 2-digit number with 1 decimal place by a 1-digit number.

## INFORMATION FOR TEACHERS

Teachers should know that:

1. To multiply any decimal number by a 1-digit number, the multiplication should start with the smallest place value i.e. the tenths digit.
2. The multiplication of a decimal number with a 1-digit number is quite similar to the multiplication of a 2-digit number with a single-digit number.



**DURATION / NO OF PERIODS: 1 LESSON / 35 MINUTES**



## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Textbooks, Pencils



## INTRODUCTION

1. Write the following question on the board

$$2.5 \times 7$$

2. Tell the students that the steps in the multiplication of a decimal number with a 1-digit number are quite similar to the steps in the multiplication of a two-digit number with a 1-digit number.
3. Guide students to fill in the following grid/table with the correct numbers in the correct places. See below:

Tens	Ones	.	Tenths
	3		1
	2	.	5
×			7
<hr/>			
1	7	.	5

4. Demonstrate each step to the students.
5. Count the number of digits in the decimal part which is one. Therefore, place the decimal point after one digit from the right as shown above.
6. By multiplication, we get 17.5.
7. Tell students that in today's lesson we will be multiplying a 2-digit number with 1 decimal place by a 1-digit number.



## DEVELOPMENT

### Activity 1:

6. Ask the students to work in pairs.
7. Copy and complete the following questions in their notebooks. Use a grid/table as the one shown above.
8. Walk across the classroom and help pairs where necessary.
  - ✧  $4.5 \times 7$
  - ✧  $6.2 \times 3$
  - ✧  $7.8 \times 5$
  - ✧  $8.5 \times 4$
  - ✧  $1.4 \times 6$
  - ✧  $9.9 \times 9$
9. Ask a few students to solve any three questions on the board.
10. Guide students to arrive at the correct answers.



## CONCLUSION / SUM UP:

1. Ask students to sum up the steps in multiplication of a decimal number with a 1-digit whole number. Students should mention that to multiply any decimal number by a 1-digit number, the multiplication should start with the smallest place value i.e. the tenths digit.
2. Prompt students to mention that the multiplication of a decimal number with a 1-digit number is quite similar to the multiplication of 2-digit numbers with a single digit and carrying should be done wherever needed.



## ASSESSMENT

Ask 3 students to voluntarily to solve the following questions on the board. Other students should suggest corrections if any after students have solved the questions.

- ✧  $5.6 \times 6$
- ✧  $9.3 \times 9$
- ✧  $8.9 \times 7$



## HOMEWORK/FOLLOW UP

Assign the relevant questions from the textbook in exercise 4 on page 87.

# DIVISION OF DECEIMAL NUMBERS



## STUDENT LEARNING OUTCOMES

- Divide a 2-digit number with 1-decimal place by a 1 - digit number
- Solve real-life situations involving 2-digit numbers with 1-decimal place using appropriate operations.

## INFORMATION FOR TEACHERS

Teachers should know that:

1. To divide any decimal number by a 1-digit number the division should start with the largest place value i.e. the digit to the most left.
2. The division of a decimal number with a 1-digit number is quite similar to the division of a 2-digit number with a single-digit number.



**DURATION / NO OF PERIODS: 2 LESSONS / 35 + 35 MINUTES**



## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Textbooks, Pencils, Flashcards, Chart



## INTRODUCTION

1. Write the following question on the board:

$$9.6 \div 8$$

2. Tell students that the division of 9.6 by 8 is quite similar to dividing 96 by 8. However, we must be careful of the decimal point.
3. Ask students to work in pairs and attempt the question. Give them a few minutes. Record student responses.
4. Use the following grid/table and show students the solution. See below:

	1	.	2	
8	9	.	6	
-	8			
	1		6	
	1		6	
	0		0	

5. Show students that 9.6 divided by 8 is 1.2
6. Direct student attention to the specific placement of the decimal point.

7. Ask students to note down the example in their notebooks.



## DEVELOPMENT

### Activity 1:

1. Ask the students to work in pairs.
2. Copy the following questions in their notebooks:
  - ✧  $4.2 \div 7$
  - ✧  $6.9 \div 3$
  - ✧  $3.5 \div 5$
  - ✧  $4.8 \div 4$
  - ✧  $1.2 \div 6$
  - ✧  $9.9 \div 9$
3. Ask a student from a pair to voluntarily to solve the first question on the board. Guide the student at each step and help them answer correctly.
4. Walk around the classroom and help different pairs where needed.



## LESSON 50 CONCLUSION:

1. Tell students to copy any unfinished questions in their notebooks and individually complete all the questions and bring them to the next lesson.

# DIVISION OF DECEIMAL NUMBERS



## LESSON 51 INTRODUCTION:

1. Ask students to voluntarily and come up to the writing board and solve each question. Ask other students to also give their input.
2. Share the correct answers with the students by solving the problems on the writing board.
3. Tell students that in today's lesson we will solve some real life problems to develop fluency in the concept.

### Activity 2:

1. Divide the class into 4 groups.
2. Distribute flashcards with the following questions written on them.
3. After a group discusses and solves their flashcard, they will pass it on to the next group.
4. Each group must do all questions written on the flashcards.
  - ✧ Nazia wants to divide 8.8 kg of rice into 4 equal packets. How many kilograms of rice are in each packet?
  - ✧ The length of one toy car is 7.5 cm. How much space is needed to line up 100 such cars end to end?
  - ✧ A tailor uses 1.2 meters of cloth to make a waistcoat. He receives an order for 9 identical coats. How much cloth will he need?
  - ✧ A bakery needs 7.6 grams of sugar for each cake. It receives an order for 1000 cakes. How much sugar is needed?
5. Ask for voluntarily to come to the board and solve the questions
6. Ask other students to give their input as the student solves the question.
7. After all the questions have been attempted, show the correct solutions on a chart prepared prior to the lesson.



## CONCLUSION / SUM UP:

1. Ask students to list the key steps in dividing a decimal number by a 1 digit number.
2. Students should highlight that the division of a decimal number with a 1-digit number is quite similar to the division of a 2-digit number with a single-digit number.



## ASSESSMENT

1. Ask students to voluntarily to solve the following questions on the board:
  - ✧ Solve  $7.2 \div 9$
  - ✧ Solve  $7.5 \div 5$
  - ✧ Solve  $6.9 \div 3$



## HOMEWORK/FOLLOW UP

Assign the relevant questions from the textbook on page 87 in exercise 4.





**Month**

**6**

# ROUND OFF DECEIMALS



## STUDENT LEARNING OUTCOMES

- Round off decimal (with 1 or 2 decimal places) to the nearest whole number.

## INFORMATION FOR TEACHERS

Teachers should know that the rounding rule is to look at the digit to the right of the one when we are rounding to.

- If it is 5 or more, then round up.
- If it is less than 5, then round it down.



**DURATION / NO OF PERIODS: 1 LESSON / 35 MINUTES**



## INTRODUCTION

- Write the following on the board.

Ones	.	Tenths
6	.	8

- Tell students that we will round off to the nearest whole number.
- Ask students to attempt the question in pairs. Tell students the following:  
The rounding rule is to look at the digit to the **right** of the one when we are rounding to:
  - If it is 5 or more, then round up.
  - If it is less than 5, then round it down.
- Give students a few minutes to attempt and share their responses. Record student responses.
- Tell students that if 6.8 is to be rounded off to the nearest **whole number** then we must look at the digit to the right of that **whole number i.e. 6**. The number to consider is 8. Since 8 is greater than 5 we round **up** and the number becomes 7. We write  $6.8 \approx 7$  (rounded off to the nearest whole number)
- Consider the following number  
 $3.48$
- Ask students to work in the same pairs and round off to the nearest whole number. Give students a few minutes to attempt and share their responses. Record student responses.
- Tell students that as before we must look at the digit to the right of the **whole number i.e. 3**. The number to consider is 4. Since 4 is less than 5 we round **down** and the number becomes 3. We write  $3.48 \approx 3$  (rounded off to the nearest whole number).



## DEVELOPMENT

### Activity 1:

- Ask students to come to the board and solve the following questions:

2. Round off to the nearest whole number. Remember to use the symbol " $\approx$ "
  - a) 3.7
  - b) 87.8
  - c) 1.35



### CONCLUSION / SUM UP:

1. Ask students what is the rounding rule. Give examples.
2. Students should summarize that the rounding rule is to look at the digit to the right of the one they are rounding up to.

If it is 5 or more, then round up. However, if it is less than 5, then round it down. For example, if 8.7 is rounded off to the nearest whole number, we look at the digit to the right of the whole number i.e. 8. In this question, the number to consider is 7. As 7 is greater than 5, 8.7 becomes 9 and we write  $8.7 \approx 9$  (rounded off to the nearest whole number)



### ASSESSMENT

1. Ask students to come up to the writing board and round off the following decimal numbers to the nearest whole number:
  - ✧ 6.7
  - ✧ 5.3
  - ✧ 8.85
  - ✧ 78.63
  - ✧ 89.49
2. The teacher should provide guidance wherever needed.



### HOMEWORK/FOLLOW UP

Assign the relevant questions from the textbook on page 90 in exercise 5.

## ROUND OFF DECEIMALS



## STUDENT LEARNING OUTCOMES

- Round off a whole number to the nearest 10, 100, and 1000.

## INFORMATION FOR TEACHERS

Teachers should know that the rounding rule is to look at the digit to the right of the one when we are rounding to:

- If it is 5 or more, then round up.
- If it is less than 5, then round it down.



**DURATION / NO OF PERIODS: 1 LESSON / 35 MINUTES**



## INTRODUCTION

- Write the following on the board:

H	T	O
3	6	7

- Tell students that we need to:
  - Round off to the nearest 10
  - Round off to the nearest 100
- Ask students to attempt the question in pairs. Tell students the following:  
The rounding rule is to look at the digit to the **right** of the one when we are rounding to:
  - If it is 5 or more, then round up.
  - If it is less than 5, then round it down.
- Give students a few minutes to attempt and share their responses. Record student responses.
- Tell students if 367 is rounded off to the nearest **ten** then we must look at the digit to the right of the **tens** digit which is 6. Therefore, the number to consider is 7. Since 7 is greater than 5 we round **up** and the number becomes 370. We write  $367 \approx 370$  (rounded off to the nearest 10).
- If 367 is rounded off to the nearest **hundred** then we must look at the digit to the right of the **hundreds** digit which is 3. Therefore, the number to consider is 6. Since 6 is greater than 5 we round **up** and the number becomes 400. We write  $367 \approx 400$  (rounded off to the nearest 100)
- Similarly, we can round off other numbers to the nearest 10, 100, or 1000. In today's lesson we will learn more about that.



## DEVELOPMENT

## Activity 1:

- Ask the students to work in pairs.

2. Copy and complete the following questions in their notebooks. Remember to use the symbol " $\approx$ "

✧ 4374

- i. Round off to the nearest 10
- ii. Round off to the nearest 100
- iii. Round off to the nearest 1000

✧ 8738

- iv. Round off to the nearest 10
- v. Round off to the nearest 100
- vi. Round off to the nearest 1000

✧ 1357

- vii. Round off to the nearest 10
- viii. Round off to the nearest 100
- ix. Round off to the nearest 1000

3. Ask a few students to voluntarily and come to the board to solve the above questions.
4. Guide the voluntarily to get the correct solutions.



### CONCLUSION / SUM UP:

1. Guide student discussion so that students summarize the rounding rule is to look at the digit to the right of the one they are rounding to i.e. if it is 5 or more, then round up. However, if it is less than 5, then round it down.



### ASSESSMENT

1. Ask for 3 student voluntarily to round off the following numbers to the nearest 10, 100, and 1000. Other students should provide feedback.
- ✧ 3621
  - ✧ 7826
  - ✧ 4444



### HOMEWORK/FOLLOW UP

Assign the relevant questions from the textbook on page 90 in exercise 5.

## LENGTH



## STUDENT LEARNING OUTCOMES

- Use standard metric units to measure the length of different objects.

## INFORMATION FOR TEACHERS

Teachers should know:

1. That the length of short objects such as books, table, pencils etc. can be measured in centimeters (cm) and the length of longer objects such as the classroom, board, a small tree can be measured in meters (m). The distance between cities and countries is measured in kilometers.
2. How to measure different items in centimeters and meters.



**DURATION / NO OF PERIODS: 1 LESSON / 35 MINUTES**



## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Textbooks, Pencils, Various items to measure, 4 x 1 meter rulers



## INTRODUCTION

1. Write the names of the following objects on the writing board
  - ✧ Table
  - ✧ Boundary wall of the school
  - ✧ Pencil
  - ✧ Book
  - ✧ Distance between Peshawar and Abbottabad
2. Demonstrate how to measure the length of the writing board with a meter ruler. They teacher should say the measurement out loud for e.g. 2 meters and 12 cm.
3. Ask the students what are the lengths of the above mentioned objects measured in? cm, m or km?
4. Guide students and tell them that we use centimeters when we measure small items. We measure cloth using a meter rod and long distances are measured in kilometers.



## DEVELOPMENT

## Activity 1:

1. Divide the class into small groups.
2. Go to each group and demonstrate the measurement of a small object like a book and show students the relevant markings on the ruler and how to record the measurement of length.

3. Give each group different items like pencils, sharpeners, erasers, books, pencil case along with a ruler.
4. Ask each group to measure the length of these items and record these measurements in their notebooks.
5. Wherever needed, the teacher should guide and assist students in measuring and recording.

### Activity 2:

1. Give a meter ruler to each group and ask them to measure the height of the desk, the height of the chair and the length of one wall of the classroom.
2. Ask each group to measure these items and record the measurements in their notebooks.
3. Guide and help the students in measuring and recording.
4. All the groups will then share their answers with the class.
5. Explain that there might be a difference in their answers as each group might not have measured accurately. Point out common mistakes, for example not placing the 0 mark on the meter ruler at where the desk starts.



### CONCLUSION / SUM UP:

1. Ask students how we measure the length of different objects.
2. Students should highlight how a ruler is used for the measurement of the lengths of small objects. They should highlight that for the measurement of longer and larger things we use meters, for large distances we use kilometers and the measuring unit for smaller objects is centimeters.



### ASSESSMENT

Make the following table on the writing board and ask student to place a check / tick in the correct column. Students should copy and complete the table below in their notebooks. Correct answers are shown for teacher's reference.

Length	Kilometers	Meters	Centimeters
Distance between home and school is measured in...	✓		
Length of a piece of cloth is measured in...		✓	
Length of a sharpener is measured in...			✓
Height of the desk in the classroom is measured in...		✓	
Width of the wall in class is measured in...		✓	
Length of the pencil			✓
Thickness of the book			✓



### HOMEWORK / FOLLOW UP:

#### Homework / Follow up:

Assign the relevant questions from the textbook on page 98 in exercise 1.



# CONVERSION OF LENGTH



## STUDENT LEARNING OUTCOMES

- Convert larger to smaller metric units (2-digit numbers with one decimal place)
  - ✧ Kilometers into meters
  - ✧ Meters into centimeters
  - ✧ Centimeters into millimeters

## INFORMATION FOR TEACHERS

1. Teachers should be able to convert kilometers, meters, centimeters and millimeters into smaller metric units i.e.
  - ✧  $1 \text{ km} = 1000 \text{ m}$
  - ✧  $1 \text{ m} = 100 \text{ cm}$
  - ✧  $1 \text{ cm} = 10 \text{ mm}$



**DURATION / NO OF PERIODS: 1 LESSON / 35 MINUTES**



## MATERIALS / RESOURCES REQUIRED

- Board, Chalk, Marker, Textbook, Notebook/Copy, Meter ruler.



## INTRODUCTION

1. Show the meter ruler to the students and ask what it is used for.
2. Help students to get the right answer i.e. measuring the length of various medium sized objects.
3. Ask a student to measure the length of the board.
4. The student should measure in meters i.e. 1 meter, 2 meters ... and the last reading should be in centimeter.
5. Say the last reading is 36 centimeters.
6. Write on the board 2 m and 36 cm
7. Ask how can we write the length of the board in cm i.e. How can we convert 2 m into cm? (hint:  $1 \text{ m} = 100 \text{ cm}$ ).
8. Ask students to raise their hands and give their answers. Tell students that we can multiply 2 with 100 to convert 2 meters to 200 centimeters.
9. Guide students to get to the right answer i.e. add 36 cm to 200 cm to get the length of the board as 236 cm.
10. Repeat the process for the height of the board.
11. Ask students to write the following conversions in their notebooks:
  - ✧  $1 \text{ km} = 1000 \text{ m}$
  - ✧  $1 \text{ m} = 100 \text{ cm}$
  - ✧  $1 \text{ cm} = 10 \text{ mm}$



## DEVELOPMENT

### Activity 1:

1. Ask students to copy and answer the following questions in their notebooks:
  - ✧ The length of a pen is 14 cm. What is the length in mm? (hint: multiply 14 with 10)
  - ✧ The height of the teacher desk is 1m and 13 cm. What is the height of the desk in cm? (hint: multiply 1 with 100 and then add 13)
  - ✧ Ali and Amir are best friends. The distance between their houses is 14 km. What is the distance in meters? (hint: multiply 14 with 1000)

### Activity 2:

1. Ask the students to work in pairs.
2. Copy and complete the table given below.
3. Answer the first question on the board and show all steps.

#	Length	Convert to
i	3 km 812 m	Meters = 3812 m
ii	23 km 47 m	Meters =
iii	13 m and 14 cm	Centimeters =
iv	65 cm	Millimeters =
v	42 cm and 17 mm	Millimeters =

4. Write the correct answers for all the parts and ask students to make corrections in their notebooks.



## CONCLUSION / SUM UP:

1. Ask students to provide an explanation of the steps required in the conversion of:
  - a. meters to centimeters
  - b. kilometers to meters
  - c. centimeters to millimeters
2. Students should touch upon all the key points mentioned in the Introduction.



## ASSESSMENT

1. Ask students the following questions:
  - a. How many meters are there in 1 kilometer? Correct answer: 1000m in 1 km
  - b. How many centimeters are there in 1 meter? Correct answer: 100 cm in 1 m
  - c. How many millimeters are there in 1 cm? Correct answer: 10 mm in 1 cm



## HOMEWORK / FOLLOW UP:

Assign the relevant questions from the textbook on page 98 in exercise 1.

# ADDITION AND SUBTRACTION OF LENGTH



## STUDENT LEARNING OUTCOMES

- Add and subtract measures of length in the same unit.

## INFORMATION FOR TEACHERS

Teachers should be able:

- To convert kilometers, meters, centimeters and millimeters to smaller units i.e.
  - 1 km = 1000 m
  - 1 m = 100 cm
  - 1 cm = 10 mm
- To align like terms with like terms and add lengths in the same unit.



**DURATION / NO OF PERIODS: 2 LESSONS / 35 + 35 MINUTES.**



## MATERIALS / RESOURCES REQUIRED

- Board, Chalk, Marker, Textbook, Notebooks.



## INTRODUCTION

- The teacher introduces the following real-life situation to students.  
Minahil walks 2 km and 400 m to school. She later comes back home from a shortcut which is 2 km and 150 m. What is the total distance traveled by Minahil?
- To answer the question, ask students to make the table like the one shown below and enter the numbers under the correct place value headings.
- Students should carry out addition as per normal.
 

	Kilometer	Meter		
	2	4	0	0
+	2	1	5	0
	4	5	5	0
- After aligning and adding, the students should answer that Minahil walked 4 km and 550 meters.
- Ask students to give the final answer in meters. Record student responses and tell students that 4 km and 550 meters can be expressed as  $4000 + 550 = 4550$  meters.



## DEVELOPMENT

### Activity 1:

- Ask students to work in pairs.

2. Copy and answer the following questions in their notebooks:
  - ✧ The distance between Fareeha's home and the office is 5 km 320 m. The distance between her office and the park is 4 km 470 m.
  - ✧ What is the total distance from Fareeha's home to the park?
  - ✧ Amna walks 1 km and 550 m to school every day. Hasan walks 3 km and 770 m daily. How much **more** does Hasan walk to school every day?
3. Monitor and facilitate pairs during the activity.
4. Ask a few students to write their calculations on the board.
5. Let other students help the student get to the correct answer.



## CONCLUSION

1. Ask students what are some things to look out for in the addition and subtraction of measures of length in the same unit.
2. Students should mention the importance of aligning like terms with like terms and then adding and subtracting lengths in the same unit.

# ADDITION AND SUBTRACTION OF LENGTH



## INTRODUCTION

1. Tell students that in the previous lesson we added and subtracted measures of length in the same unit and in this lesson we will so some more questions to develop mastery in the concept.

### Activity 2:

1. Draw the following table on the writing board.
2. Ask the students to work in pairs and copy and complete the following table in their notebooks:

	Length 1	Length 2	Addition (Sum)	Difference (Subtraction)
I	6km 890 m	5 km 590 m		
li	893 km 347 m	572 km 111 m		

	Length 1	Length 2	Addition (Sum)	Difference (Subtraction)
i	7km 234 m 65 cm	2 km 344 m 24 cm		
ii	5 m 87 cm 53 mm	3 m 41 cm 22 mm		

3. Ask some students to voluntarily and fill in their answers in the table drawn on the board.
4. Guide students and write the correct answers after students have attempted the questions.



## CONCLUSION / SUM UP:

1. Ask students to summarize the steps involved in adding and subtracting measures of length in the same unit.
2. Students should emphasize the importance of aligning km with km, meters with meters, cm with cm, and mm with mm.
3. Students should also mention how to convert km to m.



## ASSESSMENT

1. Solve the following questions and then fill in the blanks.
2. After students have attempted the questions, give them the correct answers for self-assessment.

	Kilometer	Meter			Centimeter		Millimeter	
	6	3	7	9	5	6	2	4
+	1	7	2	0	3	1	6	5

The addition of the two distances is \_\_\_\_\_ km \_\_\_\_\_ m \_\_\_\_\_ cm \_\_\_\_\_ mm

	Kilometer	Meter			Centimeter		Millimeter	
	6	3	7	9	5	6	2	3
-	1	3	2	0	3	1	3	4

The difference between the two distances is \_\_\_\_\_ km \_\_\_\_\_ m \_\_\_\_\_ cm \_\_\_\_\_ mm



### HOMEWORK / FOLLOW UP:

Assign the relevant questions from the textbook on page 100 in exercise 2.

## MASS



## STUDENT LEARNING OUTCOMES

- Use standard metric units to measure the mass of different objects.

## INFORMATION FOR TEACHERS

Teachers should be able:

1. Know the mass of light objects such as books, pencils, etc. can be measured in grams (g) and the mass of heavier objects such as the board, a school bag, etc. can be measured in kilograms (kg). The mass of objects like beads, jewels, medicine tablets, grains of wheat can be measured in milligrams (mg).
2. Be able to weigh different items in kilograms and grams.



**DURATION / NO OF PERIODS: 1 LESSON / 35 MINUTES**



## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Textbooks, Pencils, Various items to weigh, weighing scale (for demonstration if possible)



## INTRODUCTION

1. Place various objects of different masses on the table e.g. school bag, notebook, pencil case, books, sharpener, eraser, calculator, etc.
2. Call any student from the class and ask him/her to arrange the items one by one in order, from lightest to heaviest. The student should go with their approximation of the mass of the items. Other students should also share their opinion about which item could be light and which item could be heavy.
3. Tell students that they will be learning about the units used to measure the mass of various objects i.e. milligrams, grams and kilograms.
4. Tell students that milligrams are used for measuring very small objects (medicines, grain of wheat, etc.), light objects such as books, pencils, etc. can be measured in grams (g) and the mass of heavier objects such as the board, a school bag, etc. can be measured in kilograms (kg).



## DEVELOPMENT

## Activity 1:

1. Distribute empty packs of different objects like medicines, chocolate, biscuits, sugar, etc.) among the students. Make sure that the weight/mass is written on the packaging.
2. Ask students to note the mass written on these packs.
3. Now ask students to raise their hand and name the item followed by its mass.

4. Write the mass of each object on the board

E.g. mass written on medicines box = 250mg

mass written on biscuits = 350g

mass written on sugar pack = 5 kg

5. Tell the student that the lightest objects have their mass in mg, light objects have their mass in grams and heavier objects have their mass in kgs.

### Activity 2:

1. Draw the following chart on the writing board and ask students to check/tick the correct unit of mass for the given objects:

#	Object	Milligram	Gram	Kilogram
1	Pen Cap			
2	Sack of Wheat			
3	Coin			
4	Pencil			
5	Dog			



### CONCLUSION / SUM UP:

Tell the students that the mass of heavy objects is usually measured in kilograms, the mass of light objects is measured in grams, and the mass of even lighter objects is measured in milligrams.



### ASSESSMENT

1. Ask the following questions from the students:

a. Which unit should be used to measure the mass of a goat?

b. Which unit should be used to measure the mass of a medicine tablet?



### HOMEWORK / FOLLOW UP:

Students should guess the mass of different objects and then check their wrappers/packing for the actual weight.



# CONVERSION OF MASS



## STUDENT LEARNING OUTCOMES

- Convert larger to smaller metric units (2-digit numbers with one decimal place).
  - ✧ Kilograms into grams
  - ✧ Grams into milligrams

## INFORMATION FOR TEACHERS

Teachers should know:

1. The relationship among kilograms, grams and milligrams i.e.
  - ✧  $1 \text{ kg} = 1000 \text{ g}$
  - ✧  $1 \text{ g} = 1000 \text{ mg}$
2. That heavy objects may be measured in kg and lighter objects may be measured in grams and milligrams.



**DURATION / NO OF PERIODS: 1 LESSON / 35 MINUTES**



## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Textbook, Notebook/Copy, Weights, Weighing Scale/Beam balance.



## INTRODUCTION

1. Hold up the beam balance and ask students what it is used for.
2. Guide students to arrive at the right answer i.e. it is used for measuring the mass of various objects.
3. Ask a student to measure the mass of several textbooks (ensure that the mass is above 1 kg).
4. Assist the student in balancing the scales.
5. Say the mass is 3 kg 250 grams.
6. Write on the board 3kg and 250 grams
7. Asks how can we write the mass of the books in grams only i.e. How can we convert 3 kg into grams? (hint:  $1 \text{ kg} = 1000 \text{ grams}$ ).
8. Ask students to raise their hands and give their answers. Tell students that we multiply 3 with 1000 to covert 3 kg to 3000 grams.
9. Guide students to arrive at the right answer of 3000 grams and then to add 250 grams to give the mass of the books as 3250 grams.
10. Repeat the process for another set of books or objects.



## DEVELOPMENT

### Activity 1:

1. Ask students to copy and answer the following questions in their notebooks:
  - ✧ The mass of a jug is 215 grams. What is the mass of the jug in milligrams? (hint: multiply 215 with 1000)
  - ✧ The mass of a student chair is 4 kg and 475 grams. What is the weight of the chair in grams? (hint: multiply 4 with 1000 and then add 475)

### Activity 2:

1. Ask the students to copy and complete the table given below:

#	Mass	Convert to
i	5 kg 132 g	Grams = 5132 g
ii	9 kg 487 g	Grams =
iii	137 g 412 mg	Milligrams =



## CONCLUSION / SUM UP:

1. Ask students to summarize the steps involved in converting:
  - ✧ kg to g
  - ✧ g to mg



## ASSESSMENT

1. Ask students to attempt the following questions in their notebooks:
  - a. Convert 5 kg 256 g to g
  - b. Convert 13g 758 mg to mg
2. Write the answer on the board after all students have attempted the question.



## HOMEWORK / FOLLOW UP:

Assign the relevant questions from the textbook on page 105 in exercise 1.

# ADDITION AND SUBTRACTION OF MASS



## STUDENT LEARNING OUTCOMES

- Add and subtract measure of mass in same units.

## INFORMATION FOR TEACHERS

Teacher should be able to:

1. Convert kilograms into grams and grams into milligrams i.e.
  - ✧  $1 \text{ kg} = 1000 \text{ g}$
  - ✧  $1 \text{ g} = 1000 \text{ mg}$
2. Align like terms with like terms and add measures of mass in the same unit.



**DURATION / NO OF PERIODS: 1 LESSON / 35 MINUTES**



## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Textbook, Notebook/Copy, Weights, Chart, Weighing Scale / Beam balance.



## INTRODUCTION

1. Bring everyday items like toys and fruits to the class.
2. Place them on the table next to a weighing scale / machine.
3. Ask a few students to use the weighing scale to measure the mass of two objects separately.
4. All students should note the two masses in their notebooks.
5. Ask students to add up the masses of these two objects.
6. The teacher should now measure the mass of both objects together using balance machine to verify the addition done by students.



## DEVELOPMENT

### Activity 1:

1. Tell students that the mass of Ali's bag = 4kg 650g and the mass of Kamran's bag = 8kg 750g
2. Ask students to find the total mass of bags.
3. Tell them to use the table shown below:

Kilograms		Grams		
	1	1		
	4	6	5	0
+	8	7	5	0
	1	3	4	0

### Activity 2:

1. Complete the table with help of the students:

#	Object 1	Object 2	Sum (Addition)	Difference (Subtraction)
1	5 Kg	3 kg		
2	200 g	600g		
3	5 kg	4kg		
4	500g	20g		
5	2 kg 700g	3kg 100g		
6	5kg 600g	1kg 20g		



### CONCLUSION / SUM UP:

Ask students to list the steps in the addition and subtraction of different masses having the same unit of measurement i.e. kg and g. Students should highlight the importance of aligning like terms with like terms and then adding measures of mass in the same unit.



### ASSESSMENT

1. Paste the chart shown below on the board. This chart should be prepared prior to the lesson.
2. Ask students to work in pairs.
3. Copy and complete the table.
4. Write the answer on the board after all students have attempted the questions.

#	Object 1	Object 2	Sum (Addition)	Difference (Subtraction)
1	6 kg	4 kg		
2	700 g	300g		
3	3 kg	2kg		
4	500g	300g		
5	8 kg 700g	5kg		
6	9kg 700g	5kg 600g		



### HOMEWORK / FOLLOW UP:

Assign the relevant questions from the textbook on page 105 in exercise 1.

# CAPACITY



## STUDENT LEARNING OUTCOMES

1. Use standard metric units to measure the capacity of different containers.
2. Convert larger to smaller metric units (2-digit numbers with one decimal place) liters into milliliters

## INFORMATION FOR TEACHERS

Teachers should be able:

1. To measure the capacity of different objects in liters and milliliters.
2. To understand that milliliters are used to measure the capacity of small containers such as glasses, cups, etc. and liters may be used to measure the capacity of large containers like tubs, tankers, etc.
3. To convert liters into milliliters i.e.
  - ✧ 1 liter = 1000 milliliters



## DURATION / NO OF PERIODS: 1 LESSON / 35 MINUTES



## MATERIALS / RESOURCES REQUIRED

- Board, Chalk, Marker, Textbook, Notebook, Flashcards, Jug with Capacity of 1 liter, 4 glasses that hold 250 milliliters



## INTRODUCTION

1. Show the empty jug to the students and ask if they know the capacity of the jug?
2. Fill the 1-liter jug with water and ask students how much water does it have? (avoid using the word volume).
3. Give students a few minutes to discuss in pairs and share their responses.
4. Tell students that if the capacity of the jug is 1 liter, then the water in the jug should also be 1 liter. Introduce the idea to students that 1 liter is equal to 1000 milliliters.
5. Pour 1000 milliliters of liquid equally in 4 glasses.
6. Ask the students how much water is in each glass?
7. Give students a few minutes to discuss and then take their responses.
8. Guide students to arrive at the correct answer of 250 milliliters.
9. Guide students to make the connection  $1 \text{ liter} = 1000 \text{ milliliters} = 250 \text{ ml} + 250 \text{ ml} + 250 \text{ ml} + 250 \text{ ml}$
10. Tell the students that large quantities are measured in liters while small quantities are measured in milliliters.



## DEVELOPMENT

### Activity 1:

1. Ask students to copy and answer the following questions in their notebooks:
  - ✧ Amjad filled 13 liters of petrol in his car. How much would this be in milliliters?
  - ✧ Scientists say that there are almost 41 liters of water in the human body. How many milliliters of water are there in the human body?

### Activity 2:

1. Ask the students to work in pairs.
2. Copy and complete the following table in their notebooks:

	Capacity in Liters and Milliliters	Capacity in Milliliters
i	9 liters 365 milliliters	$9 \times 1000 = 9000$ So, $9000 + 365 = 9365$ milliliters
ii	17 liters 242 milliliters	
iii	42 liters 34 milliliters	
iv	1 liter 500 milliliters	

3. Write the answer on the board after all students have attempted the questions.



## CONCLUSION / SUM UP:

Ask students how we measure the capacity of different containers. Students should mention that for different containers we use different units of capacity i.e., milliliters are used to measure the capacity of small containers such as glasses, cups, etc. and liters may be used to measure the capacity of large containers like tubs, tankers, etc.



## ASSESSMENT

1. In your notebooks, convert:
  1. 12 liters 345 milliliters to milliliters
  2. 4 liters 123 ml to milliliters
  3. 25 liters 800 milliliters to millimeters
2. Write the answer on the board after all students have attempted the questions.



## HOMEWORK / FOLLOW UP:

Assign the relevant questions from the textbook on page 108 in exercise 4.

**Month**

**7**





# ADDITION AND SUBTRACTION OF CAPACITY



## STUDENT LEARNING OUTCOMES

- Add and subtract measures of capacity in the same units.

## INFORMATION FOR TEACHERS

Teachers should be able:

1. To convert liters to milliliters (1 liter = 1000 milliliters)
2. To align like terms with like terms and add/subtract measures of capacity in the same unit.



**DURATION / NO OF PERIODS: 1 LESSON / 35 MINUTES**



## MATERIALS / RESOURCES REQUIRED

- Board, Chalk, Marker, Textbook, Notebook, Chart



## INTRODUCTION

1. Write the following word problem, based on a real-life situation, on the board.  
Minahil drinks 1 liter 425 ml in the first half of the day and 1 liter 417 ml in the second half.  
How much water did she drink?
2. Ask students to work in pairs and attempt the questions. Give students a few minutes to attempt the question and record their responses.
3. Tell students that in order to answer the question, make the table as shown below and enter the numbers under the correct headings.
4. Students should carry out the addition.

	Liter	Milliliter		
		1		
	1	4	2	5
+	1	4	1	7
	2	8	4	2

5. After aligning and adding, show students that Minahil drank 2 liters and 842 ml that day.



## DEVELOPMENT

### Activity 1:

1. Ask students to work in groups of 3.
2. Copy and answer the following questions in their notebooks:

- ✧ Aslam has a car that has a fuel tank capacity of 50 liters. On an empty tank, he fills 19 liters of petrol. How much more fuel can still be added to the tank?
- ✧ Sana has two containers. The capacity of one container is 43 liters 247 milliliters and the capacity of the other is 22 liters 133 milliliters.
  - What is the total capacity of the containers?
  - What is the difference in the capacity of both containers?
- ✧ Sarah is making *iftar* for her family. She uses 125 ml of oil to make *pakor*as and another 77 ml to bake a cake. How much oil did Sarah use in total?

3. Write the correct answer on the board after all groups have attempted the questions.

### Activity 2:

1. Draw the following table or paste the chart on the board. The chart should be prepared prior to the lesson.
2. Ask the students to individually copy and complete the following table in their notebooks:

	Capacity 1	Capacity 2	Sum (Addition)	Difference (Subtraction)
i	77 liters 890 milliliters	15 liters 582 milliliters		
ii	2.7 milliliters	0.6 milliliters		

	Capacity 1	Capacity 2	Sum (Addition)	Difference (Subtraction)
i	7 liters 234 milliliters	5 liters 100 milliliters		
ii	87 liters 530 milliliters	34 liters 322 milliliters		

3. Write the answer on the board after all students have attempted the questions.



### CONCLUSION / SUM UP:

Ask the students to summarize all the steps involved in adding and subtracting the measurement of capacity in the same unit. Students should mention that it is important to align liters with liters and milliliters with milliliters as shown in the table above.



### ASSESSMENT

Ask the students to answer the following questions in their notebooks and then fill in the blanks.

	Liter	Milliliter		
	16	4	4	4
+	09	1	2	7

The addition of the two capacities is \_\_\_\_\_ liters \_\_\_\_\_ milliliters

	Liter	Milliliter		
	99	7	8	6
-	31	3	2	1

The difference between the two capacities is \_\_\_\_\_ liters\_\_\_\_\_ milliliters



### **HOMEWORK / FOLLOW UP:**

Assign the relevant questions from the textbook on page 110 in exercise 5.

# REAL LIFE SITUATIONS IN MEASUREMENTS



## STUDENT LEARNING OUTCOMES

- Solve real-life situations involving conversion, addition, and subtraction of measures of length, mass, and capacity.

## INFORMATION FOR TEACHERS

Teachers should know how to convert:

- kilometers, meters, centimeters, and millimeters using
  - ✧ 1 km = 1000 m
  - ✧ 1 m = 100 cm
  - ✧ 1 cm = 10 mm
- kilograms, grams, and milligrams using
  - ✧ 1 kg = 1000 g
  - ✧ 1 g = 1000 mg
- liters and milliliters using
  - ✧ 1 liter = 1000 milliliters



**DURATION / NO OF PERIODS: 2 LESSONS / 35 + 35 MINUTES.**



## MATERIALS / RESOURCES REQUIRED

- Board, Chalk, Marker, Textbook, Notebook.
- Students should come to this lesson with their height (in meters and centimeters) and mass (in kilograms and grams) recorded.



## INTRODUCTION

- Tell students to raise their hands if they know the answers to the following questions:
- The teacher calls upon different students to answer and record their input.

How would you **measure** the **length** of the board? What would be the length of the board in class? What other units are used for measuring the length? Guide students to the correct answer; kilometers, meters, centimeters, and millimeters.

How would you **measure** the **mass** of an object? What would be the mass of a chair in a class? What are some other units used for measuring the mass of an object? Guide students to the correct answer; kilograms, grams, and milligrams.

How would you **measure** the **capacity** of an object? What would be the capacity of a bucket or a bottle of water? What other units can be used for measuring the capacity of an object? Guide students to the correct answer; liters and milliliters.



## DEVELOPMENT

### Activity 1:

- Write the following question on the board and explain it to the students:  
The height of a mountain in Africa is 5 km and 895 m, whereas that of another mountain in Japan is 3 km and 776 m.
  - What is the difference between the height of the two mountains? Give your answers in meters.
  - What is the total height of the mountains? Give your answers in meters.
- Ask the students to work in pairs and attempt the question in their notebooks.
- Now ask a student to solve the first part on the board and guide that student to arrive at the correct answer. To find the difference, make the table like the one shown below:

	Kilometer	Meter		
		8	1	
	5	8	<del>8</del>	5
-	3	7	7	6
	2	1	1	9

As per the table above the difference in height between the mountain in Africa and the mountain in Japan is 2 km and 119 m.

2 km can be represented in meters as  $2 \times 1000 = 2000$  m

Therefore the total difference in height is 2119 meters.

- Now ask a student to solve the second part on the board and guide that student to arrive at the correct answer. To find the sum, make the table like the one shown below but this time add the heights:

	Kilometer	Meter		
	1	1	1	
	5	8	9	5
+	3	7	7	6
	9	6	7	1

As per the table above the total heights of both mountains are 9 km and 671 m.

9 km can be represented in meters as  $9 \times 1000 = 9000$  m

Therefore the total of heights is 9671 meters.



## CONCLUSION / SUM UP

- Ask students what are some things to look out for when solving real-life situations involving conversion, addition, and subtraction of measures of length.
- Students should mention the importance of aligning like terms with like terms and then adding and subtracting lengths in the same unit.

# REAL LIFE SITUATIONS IN MEASUREMENTS



## INTRODUCTION

1. Tell students that in the previous lesson we added and subtracted measures of length.
2. In this lesson we will so some questions on mass and on capacity as well.



## DEVELOPMENT

### Activity 2:

1. Ask students to work in pairs.
2. Write the following questions on the board and explain them to the students:
  - ✧ Abid's mass is 83 kg 272 g and Hassan's mass is 92 kg and 176 g. What is the total of their masses? How much more is Hassan's mass compared to Abid's mass? Give both your answers in grams.
  - ✧ In a village with a water shortage, a sister and a brother carry water in separate buckets from a nearby water well. The capacity of the brother's bucket is 12 liters 275 ml and the capacity of the sister's bucket is 7 liters 500 ml. What is the total amount of water that they carry? How much more water does the brother carry as compared to the sister? Give both your answers in milligrams.
  - ✧ Azam Ali travels a distance of 526 km 375 m from Lahore to Peshawar. On the way back from Peshawar to Lahore, he takes a different route and travels 511 km 238 m. What is the total distance traveled by Azam? How much shorter was the route on his journey back to Lahore? Give both your answers in meters.
3. Ask the pairs to solve the question in their notebooks.
4. Now ask voluntarily to solve the first question on the board and guide all students on how to arrive at the correct answer.
5. Follow the same steps for other questions.



## CONCLUSION / SUM UP:

Ask students to list all the steps involved in adding and subtracting measures of length, mass, and capacity in the same unit. Students should highlight that it is important to align like units with like units and to be careful as to which operation to use i.e. + or -. Students should also mention the conversion of lengths, mass and capacities as outlined in the **Information for teachers** section.



## ASSESSMENT

1. Ask students to work in pairs.
2. Each pair fills in the following table and submits it to the teacher for marking.

	Student 1	Student 2	Total (Sum)	Difference
--	-----------	-----------	-------------	------------

<b>Mass</b>				
<b>Height</b>				

3. Encourage students to write the total and difference of mass in grams.
4. Encourage students to write the total and difference of height in centimeters.



### **HOMEWORK / FOLLOW UP:**

Assign the relevant questions from the textbook on page 111–112 in the review exercise.

# READING AND WRITING TIME



## STUDENT LEARNING OUTCOMES

- Read and write the time using digital and analogue clocks in 12-hour and 24-hour format.

## INFORMATION FOR TEACHERS

Teachers should be able:

3. Be able to tell the time in a 12-hour and 24-hour format on both digital and analogue clocks.
4. Understand that when the 'minute hand' completes a rotation, one hour passes. When the 'second hand' completes one rotation, one minute passes.



**DURATION / NO OF PERIODS: 1 LESSON / 35 MINUTES**



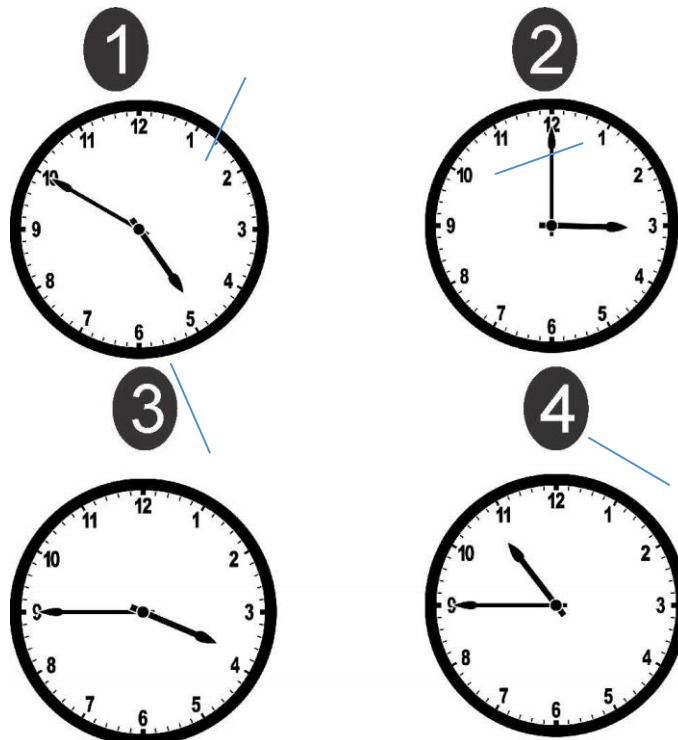
**MATERIALS / RESOURCES REQUIRED**

Board, Marker, Notebooks, Textbooks, Pencils, Worksheet, Wall Clock

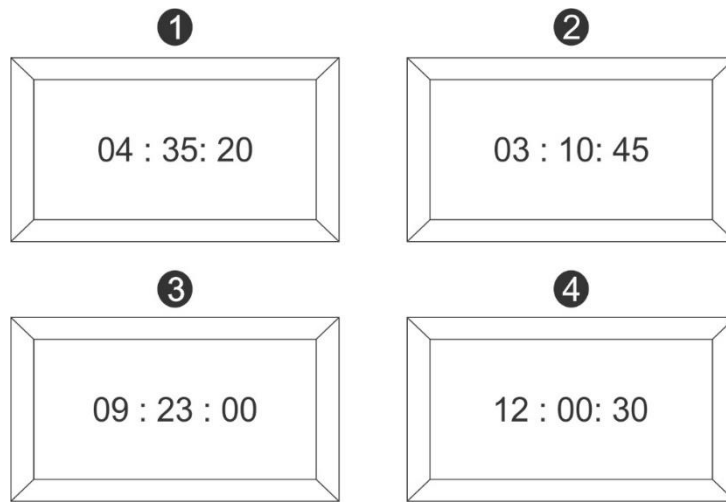


## INTRODUCTION

1. Prepare two illustrations; one of an analogue clock and the other of a digital clock.
2. The teacher should draw these on the board before the lesson.







3. Post the pictures of the analogue clocks on the board and ask students to identify the type of clock. After taking a few responses, tell the students the correct answer i.e. analogue clock.
4. Now paste the pictures of the digital clocks on the board and ask students to identify the type of clock. After taking a few responses, tell the students the correct answer i.e. digital clock.
5. Tell students that the long hand is for minutes and the short hand is for hours. The other long hand (shown in blue) is for seconds.
6. Ask students where the hour hand is?
7. Students should say between 4 and 5.
8. The teacher should tell students, that since the hour hand is between 4 and 5, we can say that it is 4 o'clock and some minutes. It is not 5 o'clock yet as the hour hand is still **before** 5.
9. Next, the teacher should ask the students where is the minute hand? How many minutes have passed since 4 o'clock? Give students a few minutes to think and answer.
10. Remind students that each digit on the clock face represents 5 mins for the minute hand i.e., the digit 1 represents the passing of 5 mins, the digit 2 represents the passing of 10 mins and so on.
11. Tell students that if the minute hand is at 10, that means that 50 mins have elapsed after the hour. The teacher should count up in 5s and hold up one finger for each consecutive multiple of 5. When the teacher is holding up 10 fingers the count should be 50.
12. Lastly, ask students how many seconds have passed? Give students a minute to observe and answer.
13. Remind students that the small markings on the clock face represents 1 second for every marking for the second hand.
14. Students should look carefully at the analogue clock and say that 4 seconds have passed.
15. Therefore, the time shown in analogue clock # 1 is 4:50:04.
16. Tell students that in today's lesson we will learn to read the time on both, analogue and digital clocks.
17. The teacher should refer to page 115 and 116 and explain the reading of time on digital clocks to students.
18. Highlight how some digital clocks will say "p.m." and others will show time in 24-hour formats.



## DEVELOPMENT

### Activity 1:

1. The teacher will ask the students to read the time on both the analogue and the digital

clocks shown on the board one by one.

2. The teacher demonstrate to the students with an actual analogue clock what the hour hand, the minute hand, and the second hand represent.
3. The teacher should ask students to show, on the analogue clock, the time displayed on the digital clocks on the chart.
4. Ensure that all students participate in the exercise.
5. The correct answers for the analogue clocks are 1) 4:50:04, 2) 3:00:42, 3) 3:45:51, 4) 10:45:20.
6. Tell students that it is not possible to tell A.M or P.M on an analogue clock
7. The correct answers for the digital clocks are 1) 04:35:20 a.m., 2) 03:10:45 a.m., 3) 09:23:00 a.m., 4) 12:00:30 p.m.
8. Tell students that it is possible to tell A.M or P.M on a digital clock.

### Activity 2:

1. Set a time on the wall clock and then show it to the students.
2. Ask students to raise their hands if they know what the correct time is.
3. For the students that do not know, guide them on how to tell the time.
4. Repeat this by setting different times on the clock and record the students' responses.
5. Students should record the different times with a drawing of the wall clock for each time.



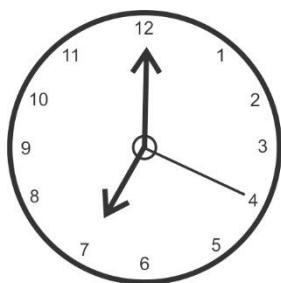
### CONCLUSION / SUM UP:

Ask students to list the key features of analogue and digital clocks and how we can read the time in both.

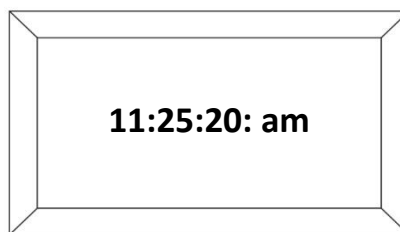


### ASSESSMENT

1. Draw the following figures on the writing board.
2. In their notebooks, students should write the time for both the analogue and the digital clock in the blank space provided.



Fill in the blanks



Fill in the blanks



### HOMEWORK / FOLLOW UP:

Assign the relevant questions from the textbook on page 117 in exercise 1.

# CONVERSION OF TIME



## STUDENT LEARNING OUTCOMES

- Convert hours to minutes and minutes to seconds.

## INFORMATION FOR TEACHERS

Teachers should be able:

1. Know that
  - ✧ 1 minute = 60 seconds
  - ✧ 1 hour = 60 minutes
2. Be able to convert hours to minutes and minutes to seconds.



**DURATION / NO OF PERIODS: 1 LESSON / 35 MINUTES**



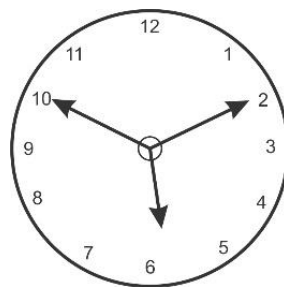
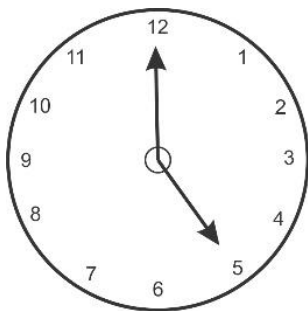
**MATERIALS / RESOURCES REQUIRED**

- Board, Marker, Notebooks, Textbooks, Pencils, Worksheet, Wall clock



## INTRODUCTION

1. Remind students that in an analogue clock, the short hand represents hours, the long hand represents minutes, and the longest/thin hand represents seconds.
2. Tell the students that when second hand completes 1 rotation, one-minute passes as 1 minute = 60 seconds.
3. Tell the students that when the minute hand completes 1 rotation one-hour passes as 1 hour = 60 minutes.
4. By raising their hands, students should tell the correct time in the clock below: (Correct Answer: 5:50:10)





## DEVELOPMENT

### Activity 1:

1. Draw the analogue clock shown above on the writing board.
2. Ask students to look carefully at the clock and tell the correct time.
3. Encourage students to raise their hands. (Correct answer: 5:00:00).
4. Ask students if they can differentiate between a.m. and p.m.?
5. Tell students to discuss in pairs for a few minutes and share their input.
6. Tell students that a.m. is used when the time is after midnight to just before 12 noon (middle of the day) and p.m. is used when the time is from 12 noon to just before midnight.
7. Tell the students that even though it is not possible to tell whether an analogue clock is showing a.m. or p.m., the time shown in the clock drawn on the board is 5 p.m. exactly.
8. Ask students how many hours have passed since 12 noon?
9. Let students discuss before telling them the correct answer: 5 hours.
10. Now ask students how many minutes have passed since 12 noon or how many minutes are in 5 hours?
11. Give students a few minutes to think in pairs and to discuss.
12. Let students share their input on how many minutes have elapsed. The teacher should prompt thinking by asking students how many minutes are in 1 hour? How many minutes will there be in 5 hours?
13. Facilitate students in arriving at the correct answer i.e., 5 hours x 60 minutes = 300 minutes.
14. Now ask students how many seconds are there in 300 minutes.
15. Give students a few minutes to think in pairs and to discuss. Let students share their input on how many seconds have elapsed. The teacher should prompt thinking by asking students how many seconds are in 1 minute? How many seconds will there be in 300 minutes?
16. Facilitate students in arriving at the correct answer 300 minutes x 60 seconds = 18000 seconds
17. Summarize the activity by concluding that there are 300 minutes or 18000 seconds in 5 hours.

### Activity 2:

1. Ask the students to work in pairs.
2. Draw the table shown below on the writing board.
3. Ask students to copy and complete the table shown below in their notebooks.
4. Ask a few students to voluntarily to solve the first two questions on the board. Guide students thorough the solution.
5. Write the correct answers in all the spaces after students have attempted the questions.

Convert hour to minutes and minutes to seconds.

#	Hours Mins and Secs	Minutes	Seconds
1	2 hours 0 mins 0 secs	120	7200
2	5 hours 30 mins	330	19800
3	6 hours 20 mins 45secs		
4	3 hours 30 secs		
5	1 hour 25 mins 59 secs		



## CONCLUSION / SUM UP:

Ask students to list down all the steps involved in the conversion of hours to minutes and minutes to seconds.



## ASSESSMENT

Fill in the blanks.

1. 4 hours = \_\_\_\_\_ minutes
2. 18 minutes = \_\_\_\_\_ seconds
3. 16 hours 44 mins = \_\_\_\_\_ seconds
4. 9 minutes = \_\_\_\_\_ seconds



## HOMEWORK / FOLLOW UP:

Assign the relevant questions from the textbook on page 121 in exercise 2.

# READING AND WRITING TIME



## STUDENT LEARNING OUTCOMES

- Convert years to months, months to days, and weeks to days.

## INFORMATION FOR TEACHERS

1. Teachers should know that:
  - ✧ 1 year = 12 months
  - ✧ 1 month = 30 days
  - ✧ 1 week = 7 days
2. Teachers should be able to convert years to months, months to days, and weeks to days.



**DURATION / NO OF PERIODS: 2 LESSONS / 35 + 35 MINUTES**



## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Textbooks, Pencils, Worksheet, Calendars



## INTRODUCTION

1. The teacher will ask the students for their birthday **months**.
2. Tell students "raise your hand if you were born in January?"
3. Repeat the same question for all months. Note each month on the board. Ensure that each month is numbered from 1 to 12.
4. Tell students that there are 12 months in one year or 12 months make up 1 complete year.
5. Now tell students to imagine that it's their birthday today.
6. Ask students what will happen if **7 days** pass? Guide students to the correct answer: You will be **1 week** older. Tell students that 1 week equals 7 days.
7. Now ask students what will happen if 30 days pass? Guide students to the correct answer: You will be **1 month** older. Tell students that 1 month equals 30 days. Do not go into the details that some months have 31 days and some months have 30 days (or February has 28 days).
8. Finally ask students what will happen if 12 months pass? Guide students to the correct answer: You will be **1 year** older. Tell students that 12 months equal 1 year.



## DEVELOPMENT

### Activity 1:

1. Divide the class into small groups.

2. Distribute a calendar to each group and ask students to make as many observations as possible.
3. Students should record their observations in their notebooks.
4. Ask the following questions after students have recorded their observations:
  - ✧ How many months are there in one year?
  - ✧ How many days in one month? Let students comment on the different number of days in different months.
  - ✧ How many days are there from Sunday to Saturday or in one week?
  - ✧ Extra credit: How many days in one year?

### Activity 2:

1. Ask the students to work in pairs.
2. Copy and complete the following table in their notebooks.
3. The teacher should solve the first question on the board for the students and guide them through each step.
4. For Q 1, tell students that there are 12 months in 1 year. Therefore, in 5 years there will be  $5 \times 12 = 60$  months. Then add the 9 months to the 60 to get a total of 69 months.

#	Years and Months	Months
1	5 Years and 9 Months	$5 \times 12 = 60$ months $60 + 9 = 69$ months
2	6 Years and 7 Months	
3	2 Years and 8 Months	
4	4 Years and 2 Months	
5	6 Years and 11 Months	



### CONCLUSION / SUM UP

1. Ask students to summarize the key takeaways in the conversion of years to months.
2. Tell students to copy any unfinished questions in their notebooks and individually complete all the questions and bring them to the next lesson.

# CONVERSION OF TIME



## INTRODUCTION

1. Ask students to voluntarily and come up to the writing board and solve each question. Ask other students to also give their input.
2. Share the correct answers with the students by solving the problems on the writing board.
3. Tell students that in the previous lesson we did some questions on converting years to months. In today's lesson we will solve some questions on the conversion of months to days and weeks to days.



## DEVELOPMENT

### Activity 3:

1. Ask the students to work in pairs.
2. Copy and complete the following table in their notebooks.
3. The teacher should solve the first question on the board for the students and guide them through each step.
4. For Q 1, tell students that there are 30 days in a month. Therefore, in 8 months there will be  $8 \times 30 = 240$  days. Then add the 47 days to the 240 to get a total of 257 days.

#	Months and Days	Days
1	8 Months and 57 Days	$8 \times 30 = 240$ days $240 + 57 = 297$ days
2	4 Months and 22 Days	
3	2 Months and 11 Days	
4	11 Months and 2 Days	
5	6 Months	

### Activity 4:

1. Ask the students to work in pairs.
2. Copy and complete the following table in their notebooks.
3. The teacher should solve the first question on the board for the students and guide them through each step.
4. For Q 1, tell students that there are 7 days in a week. Therefore, in 4 weeks there will be  $4 \times 7 = 28$  days. Then add the 5 days to the 28 to get a total of 33 days.

#	Weeks and Days	Days
---	----------------	------



1	4 Weeks and 5 Days	$4 \times 7 = 28$ days $28 + 5 = 33$ days
2	8 Weeks and 2 Days	
3	12 Weeks and 1 Day	
4	16 Weeks and 2 Days	
5	3 Weeks and 6 Days	



### CONCLUSION / SUM UP:

Ask students to summarize the key takeaways in the conversion of years to months, months to days, and weeks to days. Students should highlight that:

1 year = 12 months

1 month = 30 days

1 week = 7 days



### ASSESSMENT

Ask students to work in small groups and fill in the blanks:

- 2 Years and 14 Months = \_\_\_\_\_ Months
- 6 Years = \_\_\_\_\_ Months
- 11 Months and 14 Days = \_\_\_\_\_ days
- 9 Months and 11 Days = \_\_\_\_\_ days
- 3 weeks = \_\_\_\_\_ days
- 1 week and 4 Days = \_\_\_\_\_ days



### HOMEWORK / FOLLOW UP:

Assign the relevant questions from the textbook on page 123-124 in exercise 3.

# ADDITION AND SUBTRACTION OF TIME



## STUDENT LEARNING OUTCOMES

- Add and subtract measures of time without carrying and borrowing.

## INFORMATION FOR TEACHERS

Teachers should understand that:

1. To add and subtract measures of time they should always start from the smaller units.
2. In the addition and subtraction of time, we add/subtract hours to hours, minutes to minutes, and seconds to seconds.



**DURATION / NO OF PERIODS: 1 LESSON / 35 MINUTES**



## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Textbooks, Pencils, Worksheet



## INTRODUCTION

1. Write the following question on the board and explain it to the students:
  - ✧ Alina travels from Peshawar to Islamabad in 2 hours and 15 minutes. She then travels from Islamabad to Lahore in 4 hours and 40 minutes.
  - ✧ Find the total time she took to travel from Peshawar to Lahore.
2. Ask students to work in pairs and attempt the question.
3. Give students a few minutes and then take their responses.
4. Show students how to add up units of time as shown below:

	Hours	Minutes
Peshawar to Islamabad	2	15
Islamabad to Lahore	+	40
<b>Total Time Travelled</b>	6	55

5. Ask students how much longer it took her to travel from Islamabad to Lahore than to travel from Peshawar to Islamabad.
6. Ask students to work in pairs and attempt the second question.
7. Give students a few minutes and then take their responses.
8. Show students how to subtract units of time as shown below:

	Hours	Minutes
Islamabad to Lahore	4	40
Peshawar to Islamabad	- 2	15
<b>Difference in Time Travelled</b>	2	25

9. Tell students that in today's lesson they will learn about adding and subtracting measures of time.



## DEVELOPMENT

### Activity 1:

1. Ask the students to work in pairs.
2. Copy and complete the following table in their notebooks.
3. Solve questions 1 and 5 on the board for students to understand how to calculate the sum and difference involving hours, minutes, and seconds.

#	Time 1	Time 2	Sum	Difference
1	5 hrs 35 mins	2 hrs 23 mins	$35 + 23 = 58$ mins $5 + 2 = 7$ hrs <b>7 hrs 58 mins</b>	$35 - 23 = 12$ mins $5 - 2 = 3$ hrs <b>3 hrs 12 mins</b>
2	12 hrs 47 mins	5 hrs 12 mins		
3	9 hrs 36 mins	6 hrs 14 mins		
4	6 hrs 50 mins	5 hrs 8 mins		
5	17 hrs 26 mins 45 secs	9 hrs 22 mins 13 secs	$17 + 9 = 26$ hrs $26 + 22 = 48$ mins $45 + 13 = 58$ secs <b>26 hrs 48 mins 58 secs</b>	$17 - 9 = 8$ hrs $26 - 22 = 4$ mins $45 - 13 = 32$ secs <b>8 hrs 4 mins 32 secs</b>
6	4 hrs 11 mins 33 secs	1 hr 10 mins 11 secs		
7	18 hrs 38 mins 57 secs	1 hr 1 min 1 sec		
8	12 hrs 27 mins 44 secs	11 hrs 12 mins 10 secs		

4. After students have attempted all questions in pairs, enter the solutions to all parts.
5. Tell students to make corrections on their attempts.



## CONCLUSION / SUM UP:

Summarize that in the addition and subtraction of units of time, we always start with the smallest unit i.e., we add/subtract seconds with seconds, minutes with minutes, and hours with hours.



## ASSESSMENT

1. Write the following questions on the board and ask the students to solve them in their notebooks. Ask students to carefully observe the sign next to each question.

2. Give students feedback.

1)	Hours	Mins	Secs
	2	10	30
+	3	20	10

---

2)	Hours	Mins	Secs
	1	20	20
+	4	20	25

---

3)	Hours	Mins	Secs
	5	41	12
-	4	11	5

---

4)	Hours	Mins	Secs
	9	35	45
-	4	32	31

---



### **HOMEWORK / FOLLOW UP:**

Assign the relevant questions from the textbook on page 126 in exercise 4.

**REAL-LIFE SITUATIONS – TIME****STUDENT LEARNING OUTCOMES**

- Solve simple real-life situations involving conversion, addition, and subtraction of measures of time.

**INFORMATION FOR TEACHERS**

Teachers should be able:

- Be able to convert hours to minutes and minutes to seconds.
- Be able to convert years to months, months to days, and weeks to days
- Know that the conversion, addition, and subtraction of measures of time is an important aspect of everyday life.



**DURATION / NO OF PERIODS: 1 LESSON / 35 MINUTES**

**MATERIALS / RESOURCES REQUIRED**

- Board, Marker, Notebooks, Textbooks, Pencils, Flashcards

**INTRODUCTION**

- Write the given real-life situation on board.  
"Ali completes his English homework in 1 hour and 17 minutes and completes his Math homework in 2 hours and 33 minutes".
- Ask students, how much total time was spent on homework in hours and minutes? Give students a few moments to think and discuss.
- Guide students to the correct answer of 3 hrs and 50 mins.
- Ask students to find the total time in minutes. Guide them through the steps.
- As  $3 \times 60 = 180$ . Therefore,  $180 + 50 = 230$  minutes.
- Ask students to find the difference between the time spent on the homework in hours and minutes.
- Guide them to arrive at the correct answer.

	Hours	Minutes
	2	33
-	1	17
	1	16

- As  $1 \times 60 = 60$  mins. Therefore,  $60 + 16 = 76$  minutes.

9. Tell students that today we will be learning about conversion, addition, and subtraction of time in real-life situations.



## DEVELOPMENT

### Activity 1:

1. Divide the class into 5 groups.
2. Give each group one flashcard to solve in their notebooks.
3. After a designated time, each group passes on their flashcard to the next group.
4. By the end of the allotted time, each group should have completed all 5 questions.
  - ✧ A professional squash player trains with coach Jehansher for 1 year and 7 months and then trains with coach Jehangir for 3 years and 11 months. How long did the squash player take coaching altogether (addition)? How much longer does the player train with coach Jehangir than coach Jehansher (subtraction)? Write your answers in months.
  - ✧ Minahil travels from Peshawar to Swabi in 2 hours and 14 minutes in her car. On the way back (Swabi to Peshawar) she takes public transport, and the return journey takes her 4 hours and 35 minutes. How long was the total time spent on the road (addition)? How much longer did the return journey take (subtraction)? Write your answers in minutes.
  - ✧ Ahmad takes 2 hours 12 minutes to complete a Science assignment and 7 hours 44 minutes to complete an English assignment. How long does Ahmad take in completing both assignments (addition)? How much longer does the English assignment take (subtraction)? Write your answers in minutes.
  - ✧ Jamal's journey from Islamabad to Jeddah, Saudi Arabia took 5 hours and 20 minutes. Rabia's journey from Islamabad to Tehran, Iran takes 7 hours and 35 minutes. How much was the total time taken for both journeys (addition)? How much longer did Rabia's journey take compared to Jamal's journey (subtraction)? Write your answers in minutes.
  - ✧ Isha walked from her home to school in 1 hour and 23 minutes and her friend Lubna walked from her home to school in 17 minutes. How much total time were both friends walking for (addition)? How much longer did Isha's journey take compared to Lubna's journey (subtraction)? Write your answers in minutes.
5. The teacher should ask students to voluntarily and solve each question on the board.
6. Guide students to reach the correct answer.



## CONCLUSION / SUM UP:

1. Ask students the importance of the conversion, addition, and subtraction of measures of time. Why is it an important aspect of everyday life?
2. Encourage students to give examples. By the end of the discussion students should recall:
  - a. How to convert hours to minutes and minutes to seconds.
  - b. How to convert years to months, months to days, and weeks to days



## ASSESSMENT

1. Ask the students to copy and complete the following question in their notebooks:

2. Alamdar spends 2 hours 11 minutes at his grandmother's house and 4 hours 47 minutes at his cousin's house.
  - a. How long does Alamdar spend in total at his relatives' homes?
  - b. How much longer does Alamdar spend at his cousin's house than at his grandmother's house?
  - c. Carry out the conversion and write your answers in minutes.
3. Provide individual students guidance wherever needed.



### **HOMEWORK / FOLLOW UP:**

Assign the relevant questions from the textbook on pages 126–127 in exercise 4 and the review exercise.

## LINES



## STUDENT LEARNING OUTCOMES

- Recognize and identify parallel and non-parallel lines.

## INFORMATION FOR TEACHERS

- Teachers should know the difference between horizontal and vertical lines as well as parallel and non-parallel lines.



DURATION / NO OF PERIODS: 1 LESSON / 35 MINUTES



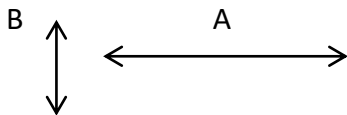
## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Textbooks, Pencils, Rulers

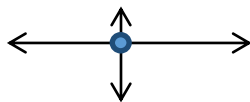


## INTRODUCTION

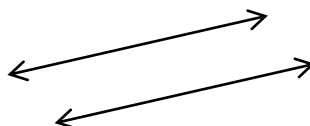
- Draw the following lines on the board:



- Ask the students to work in pairs
- Observe and tell the difference between the two lines. Students should share their answers by raising their hands. The teacher should record student responses.
- After student discussion tell students that the flat line, line A is a **horizontal** line and the upright line, line B is a **vertical** line.
- Draw two lines as shown below:



- Ask the students to observe the two lines and share their observations with the class.
- After discussion, tell the students that when two lines cut each other they are called intersecting lines or **non-parallel lines** and they have a point of intersection (blue dot).
- Lastly, draw two lines as shown below:



- Ask the students to work in pairs



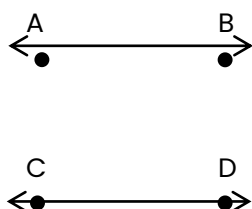
10. Share your observations on the two lines by raising their hands. The teacher should record student responses.
11. After discussion, tell students that when two lines do not intersect, they are called non-intersecting lines or **parallel lines**.
12. Extend the lines and show that they will not intersect at any point.
13. Tell the students that in today's lesson we will learn about the different types of lines.



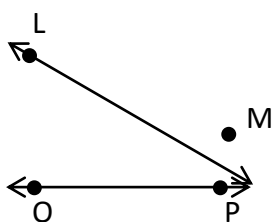
## DEVELOPMENT

### Activity 1:

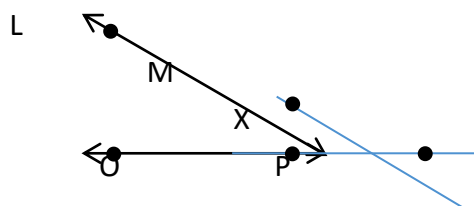
1. Draw the given lines AB and CD on the board:



2. Ask the students if the lines AB and CD meet at any point? Record student responses (they may raise their hands and answer).
3. Extend the lines and show students that they do not meet.
4. Ask the students "What do we call such lines which do not meet at any point?" Let students raise their hands and answer.
5. Write the correct answer on the board "Line AB and Line CD are parallel lines".
6. Ask students to copy the lines (AB and CD) and the above statement in their notebooks.
7. Now draw another pair of lines LM and OP on the board:



8. Ask students whether the lines LM and OP meet at any point? Give students a few moments to discuss and answer.
9. Tell students that they currently do not intersect but if we extend these lines then they will intersect.
10. Extend the lines so they look as shown below:

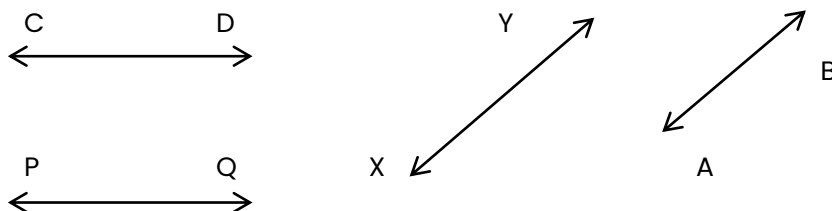


11. Ask the students where the lines LM and OP meet?
12. Let students discuss in pairs and share their responses.
13. Tell students that if the lines LM and OP are extended, they intersect at a point. Label it, X.

14. Write on the board "Line LM and Line OP are non-parallel lines".
15. Ask students to copy the lines (LM and OP) and statement in their notebooks.
16. Summarize that lines AB and CD didn't meet at any point, even after extension and the distance between them remained constant / the same. Ask students what type of lines they are. Expect that students will provide correct response but assist them to reach the correct response. Repeat that these type of lines are called **parallel lines**. Tell them we write this as  $AB \parallel CD$ .
17. In the case of line LM and OP, we observed that the pair of lines meet at point X after extension. Repeat, that such types of lines are called **nonparallel lines**.

### Activity 2:

1. Draw the following lines on the board:



2. Tell students to identify and write which lines are parallels and which are not.
3. Write as many pairs of parallel lines and non-parallel lines as possible for e.g., CD is non-parallel to XY.



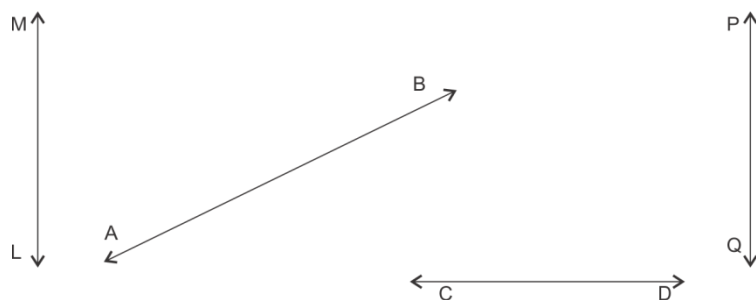
### CONCLUSION / SUM UP:

Ask students to outline the key differences between horizontal and vertical lines as well as parallel and non-parallel lines.



### ASSESSMENT

1. Draw the following lines on the board.



2. Ask students to fill in the given blanks with "parallel" or "non-parallel".

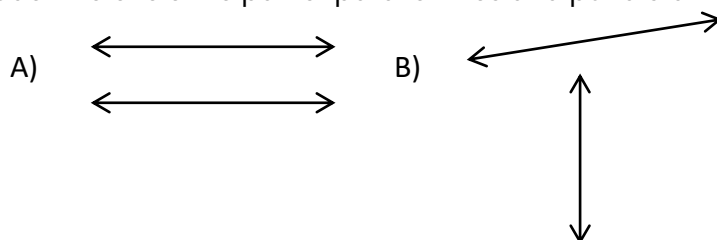
LM is \_\_\_\_\_ to AB

LM is \_\_\_\_\_ to PQ

CD is \_\_\_\_\_ to AB

AB is \_\_\_\_\_ to PQ

3. Ask the student to circle the pair of parallel lines and put a star next to the non-parallel lines.





## **HOMEWORK / FOLLOW UP:**

Assign the relevant questions from the textbook on page 134 in exercise 1.

**Month**

**8**



# ANGLES



## STUDENT LEARNING OUTCOMES

- Recognize an angle formed by the intersection of two rays.
- Measure angle in degrees ( $^{\circ}$ ) by using a protractor
- Draw an angle of a given measurement and use the symbol ( $\angle$ ) to represent it.

## INFORMATION FOR TEACHERS

Teachers should be able:

1. To understand that when two-nonparallel lines intersect each other at a point, different angles are formed at the common point.
2. To tell the difference between a line, a ray, and a line segment.
3. To know that the common endpoint of two or more rays or line segments is called a vertex.
4. To know that a ray is a part of a line that has a fixed starting point.
5. To measure and draw various angles.



**DURATION / NO OF PERIODS: 2 LESSONS / 35 + 35 MINUTES**



## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Textbooks, Pencils, Rulers, Geometry Box, Ruler and Protractor



## INTRODUCTION

1. Draw the pair of lines on the board as shown below:

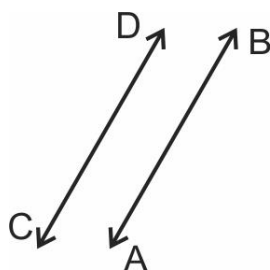


Fig 1

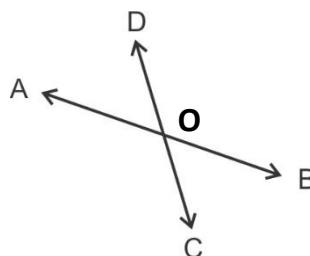


Fig 2(a)

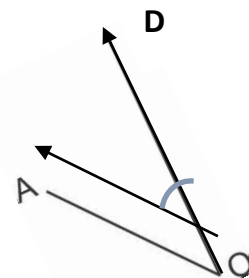


Fig 2(b)

2. Ask students to make as many observations as possible about Fig 1 and 2(a) drawn above. Give students a few moments to think, discuss and share.
3. Tell students that in Fig 1 there are two parallel lines  $\overline{AB}$  and  $\overline{CD}$  which do not intersect at any point. In Fig 2(a) two non-parallel lines intersect each other at point O.
4. Draw students' attention to Fig 2(b). There is an angle formed (shown in blue) by the intersection of the non-parallel lines.

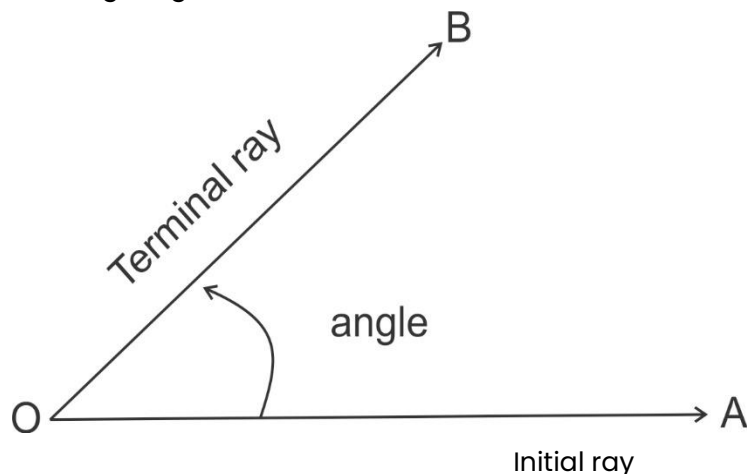
5. Ask students to copy the example above in their notebooks.



## DEVELOPMENT

### Activity 1:

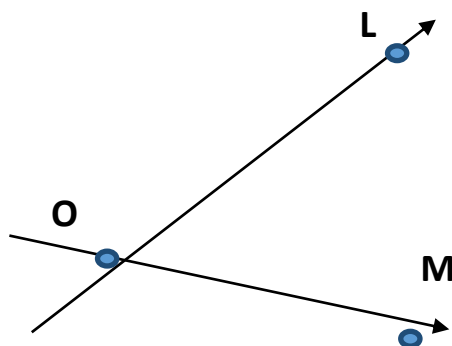
1. Draw the figure given below:



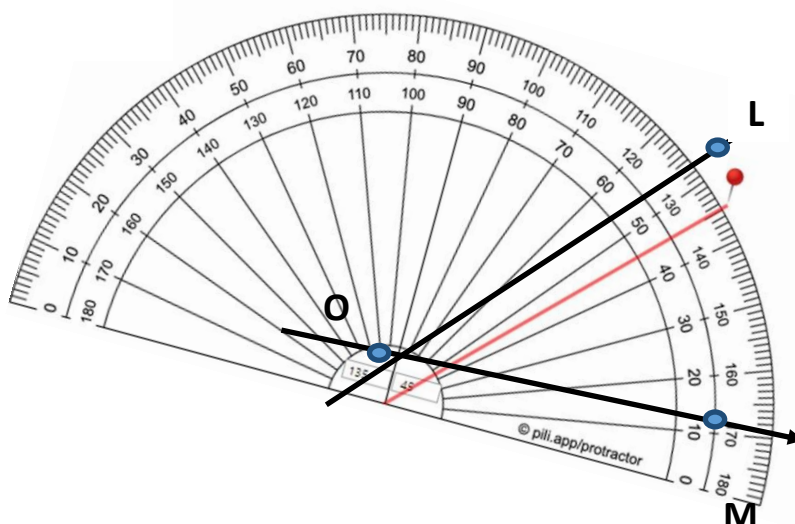
2. Ask students at which point these two non-parallel lines  $\overrightarrow{OA}$  and  $\overrightarrow{OB}$  meet? Guide students to arrive at the correct answer i.e.,  $\overrightarrow{OA}$  and  $\overrightarrow{OB}$  intersect at point O.
3. Tell students that whenever non-parallel lines intersect each other angles are formed. When lines OA and OB intersect an angle is formed which is represented as  $\angle AOB$  or  $\angle BOA$ .
4. The " $\angle$ " symbol is used to represent angles.
5. Add that the  $\overrightarrow{OA}$  and  $\overrightarrow{OB}$  are called Initial ray and Terminal ray, respectively.
6. The point of intersection (O) is called the vertex.
7. Ask students to copy the example above in their notebooks.

### Activity 2:

1. Draw any two intersecting lines on the board.
2. An example of a ray  $\overrightarrow{OL}$  and  $\overrightarrow{OM}$  is shown below:



3. Using a protractor, measure the angle  $\angle LOM$
4. To do this, place the D / protractor on O in such a way that the point O aligns with the centre point of the protractor and the baseline completely overlaps the ray  $\overrightarrow{OM}$  as shown below:



5. Read the inner scale on the protractor. The measure of  $\angle LOM = 45^\circ$ .
6. Now ask students to individually draw any two non-parallel intersecting lines in their notebooks and measure the angle between them.
7. Do a walk through the class and guide students to measure accurately. Ensure that students measure the acute angle.



## CONCLUSION

1. Ask students to summarize the key takeaways in the measurement of angles between two rays.
2. Students should mention that it is important to place the D / protractor on the point of intersection in such a way that the point aligns with the centre point of the protractor and the baseline completely overlaps one of the rays. Ask students to demonstrate this with an example as in Activity 2.



# ANGLES



## INTRODUCTION

1. Tell students that in the previous lesson we learned how to measure angles using a protractor / D. In today's lesson we learn how to draw angles using some geometrical tools.



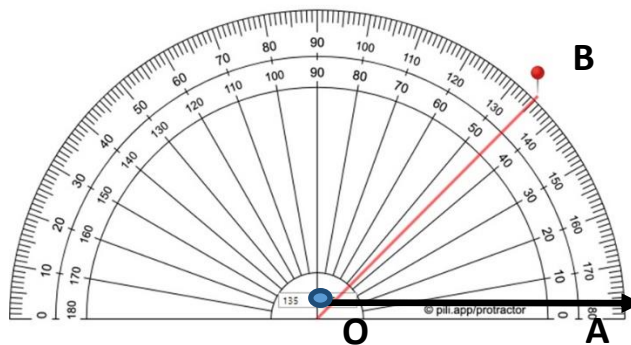
## DEVELOPMENT

### Activity 3:

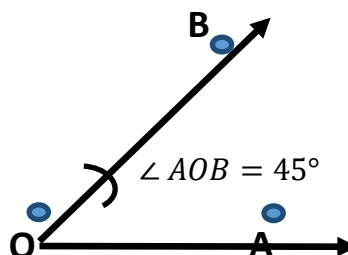
1. On the writing board, draw a horizontal line with starting point O.
2. Tell students that the arrow indicates that this line, if extended, will go well beyond the board as it is a ray  $OA$  i.e., it starts at O and passes through A. Tell students to make a similar horizontal ray in their copies.



3. Now place the protractor on O in such a way that the point O aligns with the origin of the protractor and the base line completely overlaps the ray  $OA$  as shown below.



4. Using the scale on the protractor, draw a small point B with the pencil at the  $45^\circ$  degree mark (on the inner scale) as shown above. Ask students to do the same with their protractors.
5. Remove the protractor from the page and use a ruler to draw a line starting from O and passing through point B, indicating the  $45^\circ$ -degree angle. Draw an arrow on  $OB$  as well to indicate that this is also a ray.
6. Ask students to follow the same step in their notebooks. The final illustration should look as follows:



7. Lastly, label the angle between the two rays as shown above and ask students to do the same and to specifically write  $\angle AOB = 45^\circ$ .
8. Draw the angles listed below in your notebooks. Students may work in pairs.
  - ✧  $\angle AOB = 30^\circ$
  - ✧  $\angle COD = 55^\circ$
  - ✧  $\angle ROS = 90^\circ$
  - ✧  $\angle XOY = 120^\circ$
  - ✧  $\angle EOF = 160^\circ$
9. Walk around the classroom assisting students with their work and helping them align the protractor with the point O where needed.



### CONCLUSION / SUM UP:

Ask students to summarize all the steps in measuring and drawing various angles.



### ASSESSMENT

1. Draw any two intersecting lines OA and OB on the board and ask to come up to the board and measure the angle  $\angle AOB$  formed at the vertex O.
2. Ask students to draw an angle of measure  $45^\circ$  and  $60^\circ$  with the help of a protractor.



### HOMEWORK / FOLLOW UP:

Assign the relevant questions from the textbook on page 142 in exercise 2.

# TYPES OF ANGLE



## STUDENT LEARNING OUTCOMES

- Differentiate acute, obtuse, and right angles.
- Measure angles using protractor where:
  - ✧ The upper scale of the protractor reads the measure of angle from left to right.
  - ✧ The lower scale of the protractor reads the measure of angle from right to left.

## INFORMATION FOR TEACHERS

Teachers should be able:

1. To know that protractors or Ds are used to measure and draw various angles.
2. To tell the difference between acute, obtuse, and right angles.
3. To understand how to use the baseline, center point, inner scale, and outer scale on a protractor.
4. To know that for the inner scale, the measurement is taken from the right to the left and for the outer scale, the measurement is taken from the left to the right.



**DURATION / NO OF PERIODS: 1 LESSON / 35 MINUTES**



## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Textbooks, Pencils, Rulers, Geometry Box, Teachers Ruler and Protractor, Handouts, Chart



## INTRODUCTION

1. Draw the following figures on the board as shown below. Use approximation but make sure that the angle in Fig A is acute (less than  $90^\circ$ ) and the angles in Fig B and Fig C are obtuse (greater than  $90^\circ$ ).

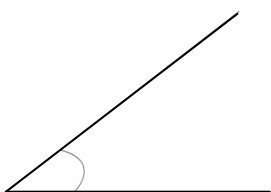


Fig A

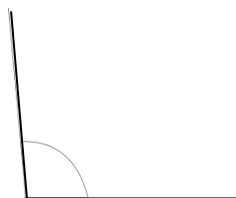


Fig B

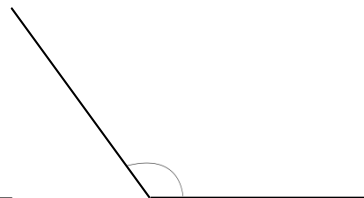


Fig C

2. Ask students which angle is the smallest?
3. Ask students which angle is the largest?
4. Give students a few minutes to discuss in pairs and share their answers.
5. Ask a student to voluntarily to measure the angles in the figures drawn on the board.
6. Guide the student to the correct measurements.
7. Tell students that the angle in Fig A is acute as it is less than  $90^\circ$ .
8. Tell the students that the angles in Fig B and Fig C are both obtuse as they are greater than  $90^\circ$ .

9. Lastly, tell students that when the angle between two lines is exactly  $90^\circ$  it is called a right angle.



## DEVELOPMENT

### Activity 1:

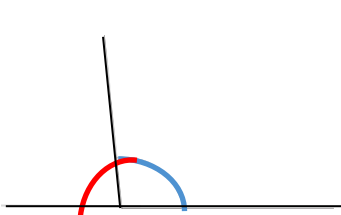


Fig 1

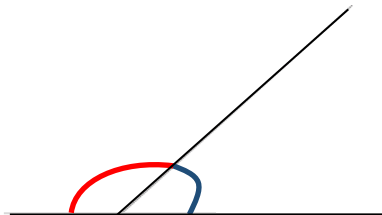


Fig 2

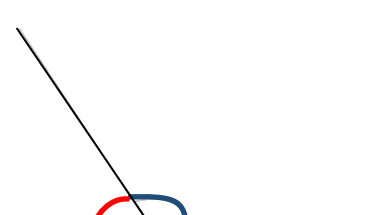
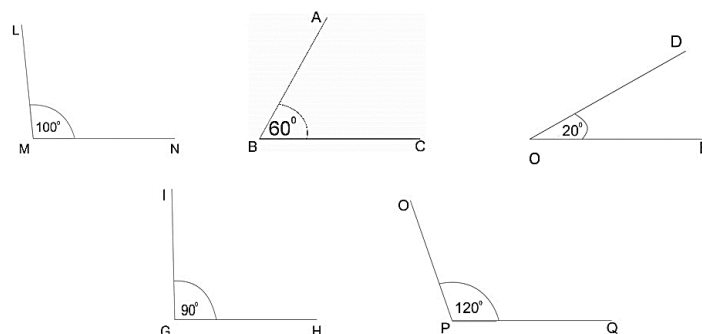


Fig 3

1. Make small handouts of the figures shown above.
2. Ask students to work in pairs and give one handout with the 3 figures to each pair.
3. Tell the students to measure the angles in blue by using the inner scale on the protractor.
4. Tell students that we use the inner scale when measuring angles from right to left.
5. Tell the students to measure the angles in red by using the outer scale on the protractor.
6. Tell students that we use the outer scale when measuring angles from left to right.
7. Ask students to write the angles in the relevant places.
8. Remind students that to measure angles place the D/protractor on the vertex (intersection point) in such a way that the vertex aligns with the center point of the protractor and the baseline of the protractor completely overlaps the horizontal line shown in the figure.
9. Monitor and guide students during the activity.
10. Ask a member from each pair to come forward and share their angle measure with the entire class.

### Activity 2:

1. Draw the given angles on the board (without labeling the angle):



2. Ask students to voluntarily to measure these angles with the protractor.
3. After measuring the angles ask students to copy and fill in the table shown below.
4. The table has been filled in for the teacher. Students should fill in the table themselves.

Acute Angles	Right Angles	Obtuse Angles
$\angle ABC$ $\angle DOE$	$\angle IGH$	$\angle LMN$ $\angle OPQ$



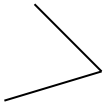

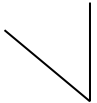


## CONCLUSION / SUM UP:

Ask students to differentiate between acute, obtuse, and right angles. Ask students when the inner scale is used and when the outer scale is used on a protractor. Students should recall that the inner scale is used when measuring angles from right to left and the outer scale is used when measuring angles from left to right.



## ASSESSMENT

1. The teacher should prepare the chart shown below prior to the lesson.
2. Display the chart on the board.
3. Ask students to come up to the board and match the entry in column A with the corresponding entry in column B.
4. Ask other students to guide the student that comes forward.
5. Ensure maximum student participation.

Match the angle in column A with the correct type in Column B	
Column A	Column B
	Acute angle
	Obtuse angle
	Right angle
	
	



## HOMEWORK / FOLLOW UP:

Assign the relevant questions from the textbook on page 142 in exercise 2.

# RIGHT ANGLES



## STUDENT LEARNING OUTCOMES

- Identify right angles in 2-D shapes.

## INFORMATION FOR TEACHERS

Teachers should know that:

- The squares and rectangles have a right angle at each vertex.
- When the measure of an angle is  $90^\circ$  it is called a right angle.



**DURATION / NO OF PERIODS: 1 LESSON / 35 MINUTES**



## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Textbooks, Pencils, Rulers, Geometry Box, Ruler and Protractor



## INTRODUCTION

- Draw the shapes shown below on the board:

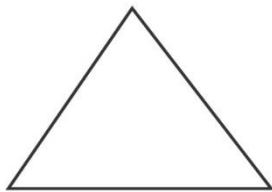


Fig A



Fig B

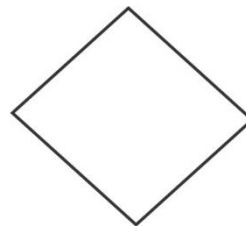


Fig C



Fig D

- Ask students to identify and categorize all the angles in Fig A, B, C and D as acute, obtuse, or right angles. E.g. Fig B has 2 acute angles and 1 obtuse angle.
- They may use their protractors if unsure.
- Tell the students that Fig C and D are squares and have right angles at each vertex/corner.
- Tell students that they may indicate an angle of  $90^\circ$  by making a small square at the vertex as shown in Fig D.



## DEVELOPMENT

### Activity 1:

- Draw the shapes shown below on the board:

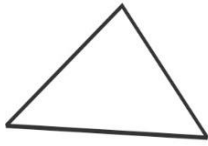


Fig 1



Fig 2



Fig 3

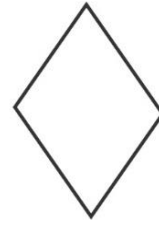
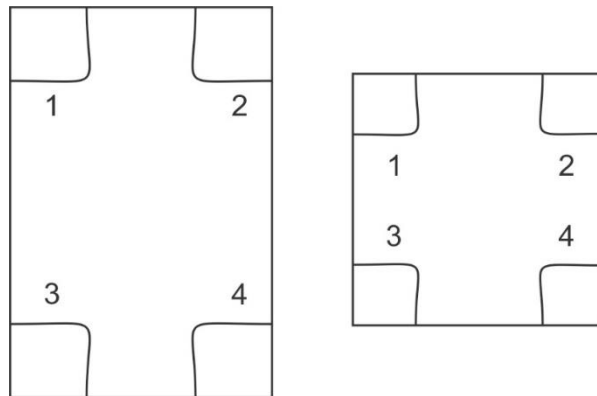


Fig 4

2. Ask students to identify and categorize all the angles in Fig 1, 2, 3, and 4 as acute, obtuse, or right angles. E.g. Fig 4 has 2 acute angles and 2 obtuse angles.
3. They may use their protractors if unsure.
4. The teacher should let students discuss before telling them that Fig 2 and 3 is a square and rectangle respectively and have right angles at each vertex/corner.
5. Tell students to mark right angles by making a small square at the relevant vertices.

### Activity 2

1. Draw a rectangle and square on the board and ask students to identify and mark the angles 1,2,3 and 4 for both the rectangle and the square.



### CONCLUSION / SUM UP:

1. Ask students what a right angle is and to name some shapes that have right angles. Elicit from students that whenever the measure of an angle is  $90^\circ$ , it is called a right angle.
2. Students should add that squares and rectangles have a right angles at every vertex/corner.



### ASSESSMENT

The teacher should ask students the following questions. They should raise their hands in order to answer.

1. How many right angles are in a rectangle?
2. How many right angles are in a square?
3. Can we find the right angle in a triangle? Correct Answer: Yes, there can be a right-angle in a triangle. Such triangles are called right-angle triangles.



### HOMEWORK / FOLLOW UP:

Ask students to identify and record in their notebooks, right angles in everyday items like shelves, doors, chairs, desks etc. Ask students to list 5 everyday items that have right angles in them.

# PROPERTIES OF CIRCLE



## STUDENT LEARNING OUTCOMES

- Describe radius, diameter and circumference in a circle

## INFORMATION FOR TEACHERS

Teachers should know the definition and labeling of the radius, diameter, and circumference of a circle.



**DURATION / NO OF PERIODS: 1 LESSON / 35 MINUTES**



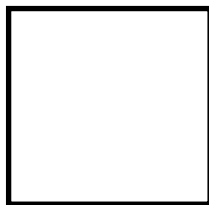
## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Textbooks, Pencils, Rulers, Compass, Pieces of Rope, worksheet



## INTRODUCTION

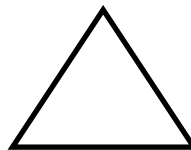
- Ask students to name as many basic shapes as they know.
- Write their responses on the board one by one.
- Now draw the figures shown below on the board:



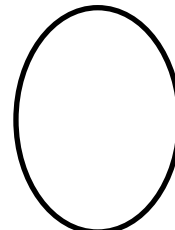
Square



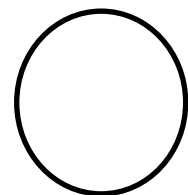
Rectangle



Triangle



Oval



Circle

- Ask students to make observations about the last shape i.e. circle. Give them a few minutes to discuss, observe and share.
- Tell students that a circle or circular shape has no edges or sides and that each circle has a center point normally denoted by O.
- Tell students that in this lesson we will learn about the various parts of a circle.



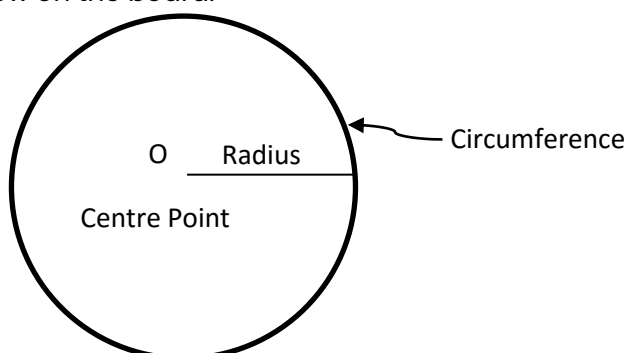
## DEVELOPMENT

### Activity 1

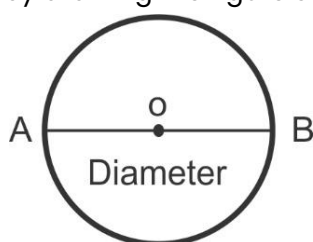
- Choose an open space to do this activity
- Select a few students from the class.
- Draw a fixed point on the ground to represent the center of the circle.
- Ask one student to stand on the center point of the circle.
- Draw a wide circle on the ground, around the center, with chalk.



6. Ask the rest of the students to stand on the line drawn on the ground.
7. Give students a long piece of rope so that each student standing on the outline can hold the rope. Ensure that one revolution/cycle is completed and that shape of the rope resembles the circle that has been drawn.
8. Now take the rope from the students and first make it a perfect circle and then straighten it out in a straight line from end to end.
9. Tell students that the length of rope is called the **circumference**.
10. Take a piece of rope / thick string.
11. Ask the student in the center to hold one end of the piece of rope.
12. Give the other end of the rope to one of the students standing on the outline of the circle.
13. The students standing on the outline of the circle pass their end from student to student, completing one rotation/cycle.
14. Tell the students that the length of this rope represents the **radius** of the circle, it is the distance from the center of the circle to the circumference/outline.
15. Draw the figure shown below on the board.

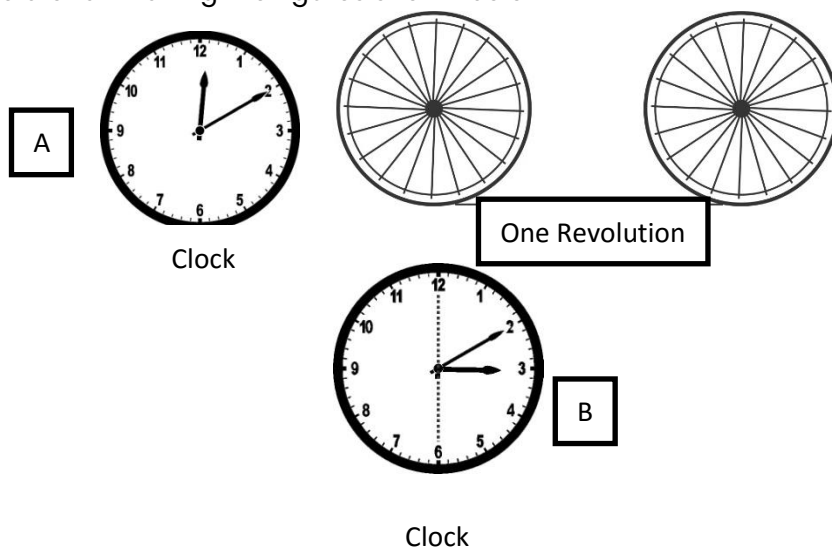


16. Now give students a bigger piece of rope and ask students, standing in the circle, to make the biggest straight line (with the rope) in the circle.
17. Students standing opposite each other will make the biggest straight line.
18. Tell students that the length of the rope represents the **diameter** of the circle. The diameter passes through the center of the circle. The diameter is always 2 times the radius.
19. Show the diameter of the circle by drawing the figure shown below on the board



### Activity 2:

1. Prepare a chart having the figures shown below



2. Paste the chart on the board.
3. Write the following questions on the board. Students should copy and fill in the blanks:
  - ✧ The length of the minute hand in Clock A represents the \_\_\_\_\_ of Clock A. (Ans: radius)
  - ✧ The distance covered by one complete rotation of a cycle wheel represents the \_\_\_\_\_ of the wheel. (Ans: circumference)
  - ✧ The distance between the digit 6 and 12 in the clock represents the \_\_\_\_\_ of clock B. (Ans: diameter)
4. Tell students to attempt the questions in their notebooks.
5. Write the correct answers after students have attempted the activity.



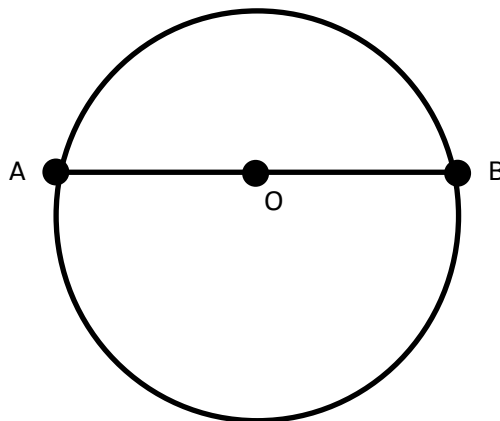
### CONCLUSION / SUM UP:

Ask students to outline the differences between the radius, diameter, and circumference of a circle.



### ASSESSMENT

1. Prepare the worksheet shown below and distribute it among students.
2. Write **True** or **False** next to the statements below.



- a.  $\overline{OA}$  represents the diameter
- b.  $\overline{AB}$  represents the radius
- c.  $\overline{OB}$  represents the radius



### HOMEWORK / FOLLOW UP:

Assign the relevant questions from the textbook on page 146 in exercise 3.

# PERIMETER



## STUDENT LEARNING OUTCOMES

- Find perimeter of 2-D figures on a square grid.
- Recognize that perimeter is measured in units of length.

## INFORMATION FOR TEACHERS

Teachers should be able:

- Understand that the length of the boundary of any shape is called its perimeter.
- Be able to find the perimeter of various rectangles and squares using a square grid.



**DURATION / NO OF PERIODS: 1 LESSON / 35 MINUTES**



## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Textbooks, Pencils, Worksheets

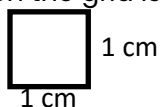


## INTRODUCTION

- Draw the figure and grid shown below on the board:

	1	2	3	4	5	6	7	8	
1									1
2									2
3									3
	1	2	3	4	5	6	7	8	

- Ask students which shape is drawn? (Answer: Rectangle)
- Ask students how can you find the length and the width of the rectangle? Direct students' attention to the numbering on the square grid.
- Let students discuss and come up with their answers.
- If students say 3 for width and 8 for length ask them "what 3 means?" and "what 8 means?" to prompt their thinking about the units.
- Tell students that each small square on the grid is 1 x 1 cm



- Now ask students what is the length and width of the rectangle. Guide them to say that the length and width is 3 cm and 8 cm respectively.

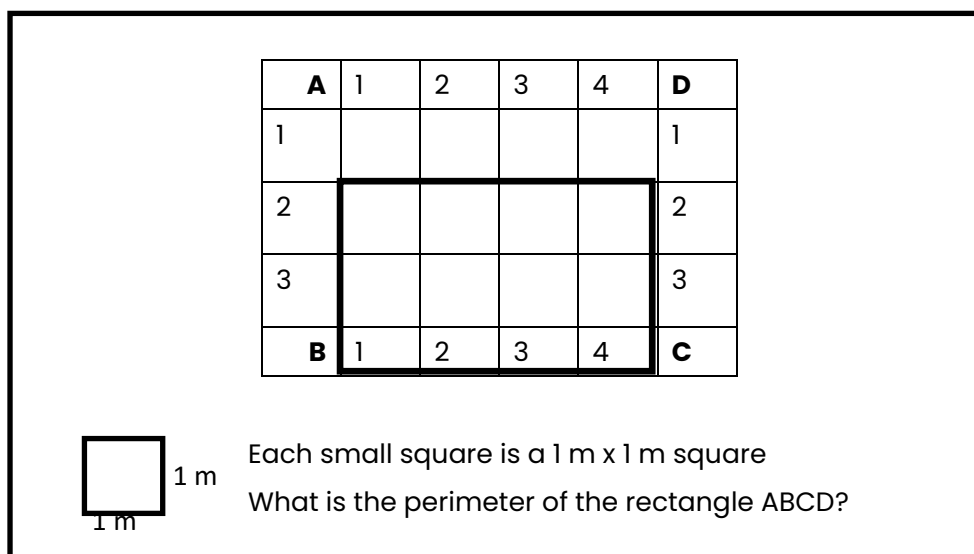
8. Ask students “what is the length of the complete boundary of the rectangle?” or another way of asking is “if you walked around the boundary of the rectangle, how much distance would you cover?”
9. Tell students that this complete length of the boundary is called the **perimeter**.



## DEVELOPMENT

### Activity 1:

1. Divide the students into pairs.
2. Draw the figure and grid shown below on the board.



3. Ask student to solve the question written on the board in their notebooks. Let them discuss in pairs. Record student responses after a few minutes.
4. Guide students that the perimeter of rectangle ABCD is the sum of all 4 sides i.e.  $4 + 3 + 4 + 3 = 14$ .
5. Ensure that students remember the units and write the final answer as 14 meters.



## CONCLUSION / SUM UP:

Recall the definition of perimeter i.e. the length of the boundary of that shape. Reminds students that the perimeter of any shape is measured in various units of length such as centimeter and meter.



## ASSESSMENT

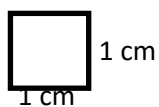
Prepare a worksheet and distribute to the students or draw the figure and grid shown below on the writing board:

a)

	1	2	3	4	5	
1						1
2						2
	1	2	3	4	5	

b)

	1	2	
1			1
2			2
	1	2	



Each small square is a 1 cm x 1 cm square  
What is the perimeter of the rectangle and the square?



### HOMEWORK / FOLLOW UP:

Assign the relevant questions from the textbook on page 149 in exercise 4.

## SQUARE



## STUDENT LEARNING OUTCOMES

- Find area of 2-D figures on a square grid.
- Recognize that area of a square is measured in meter square ( $m^2$ ) and centimeter square ( $cm^2$ )

## INFORMATION FOR TEACHERS

Teachers should be able:

1. To understand that the surface covered by a shape is called its area. The area of a square or rectangle can be calculated in  $cm^2$  and  $m^2$ .
2. To find the area of a square or rectangle on a square grid, by counting the number of squares enclosed by the shape.



**DURATION / NO OF PERIODS: 1 LESSON / 35 MINUTES**



## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Textbooks, Pencils, Worksheets

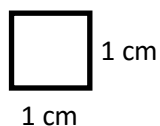


## INTRODUCTION

1. Draw the rectangle on the grid shown below on the board:

	1	2	3	4	5	6	7	
	2							
	3							
	4							

2. Ask students which shape is drawn? (Answer: Rectangle)
3. Ask students how much surface is covered by the rectangle?
4. Tell students that each small square on the grid is 1 cm x 1 cm or 1 centimeter square.



5. Let students discuss and come up with their answers.

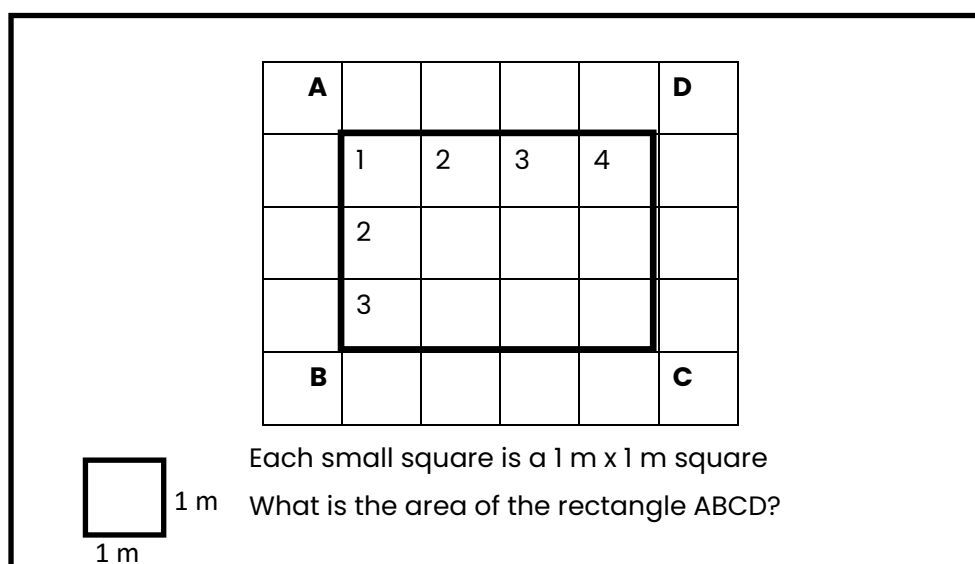
- If students say 28 ask them “what does 28 mean?” to prompt their thinking about the units of area.
- Tell students that the surface covered is measured in the number of square centimeters completely enclosed by the rectangle. In other words the rectangle covered 28 square centimeters.
- Tell students that the surface covered by a shape is called its **area**. In this case the area of the rectangle is  $28 \text{ cm}^2$ .



## DEVELOPMENT

### Activity 1:

- Divide the students into pairs.  
Distribute the worksheet to each pair or draw the figure and grid shown below on the board:



- Let them discuss in pairs.
- Guide students that the area of rectangle ABCD is the number of square meters completely enclosed by the rectangle.
- Guide students to count the number of square meters which should be 12. Therefore, the area of rectangle ABCD is  $12 \text{ m}^2$
- Ensure that students remember to write the units of area.



## CONCLUSION / SUM UP:

Ask students to define and explain area. Students should mention that the definition of area is the surface covered by a shape which can be measured in various square units i.e. in meter square ( $\text{m}^2$ ) and centimeter square ( $\text{cm}^2$ ).



## ASSESSMENT


- Prepare the worksheet shown below and distribute among students or Draw the figure and grid shown below on the board:

a)

	1	2	3	4	5	6	
							1
							2

b)

	1	2	
			1
			2
			3



1 cm

Each small square is a 1 cm x 1 cm square

What is the area of the a) rectangle and the b) square?

2. Ask students to independently complete the worksheet. Guide students to the correct answers.



### **HOMEWORK / FOLLOW UP:**

Assign the relevant questions from the textbook on page 149 in exercise 4.



# SYMMETRICAL FIGURES



## STUDENT LEARNING OUTCOMES

- Recognize lines of symmetry in two-dimensional (2-D) shapes.
- Complete a symmetrical figure with respect to a given line of symmetry on square grid/dot pattern.

## INFORMATION FOR TEACHERS

The teacher should understand that:

1. A shape or figure has symmetry when it is turned, flipped, or rotated and the same shape or figure is formed.
2. A line of symmetry divides a shape into two equal parts, which when folded onto each other completely overlaps.
3. Certain shapes have more than one line of symmetry.
4. If one half of a symmetrical shape is given then we can complete it by drawing the remaining half.



**DURATION / NO OF PERIODS: 1 LESSON / 35 MINUTES**



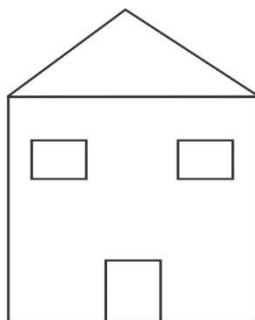
## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Textbooks, Pencils, Ruler, Worksheet, Cardboard Cut-out



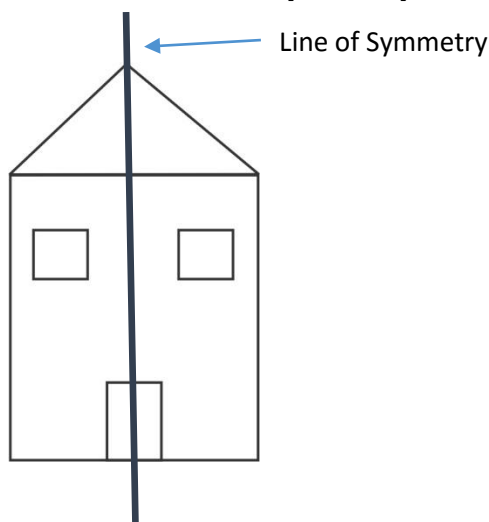
## INTRODUCTION

1. Draw the given figure on the board and give students a cardboard cut-out of the figure as well



2. Ask students to fold the cardboard in such a way that the figure completely overlaps. Give students a few minutes to explore and discuss in groups.
3. After exploration, ask a student to come to the board and draw a line on this figure that divides the figure into two equal parts. Tell the student that a horizontal line will not divide the figure into two equal parts.
4. Tell all students that a vertical line right down the centre of the figure will divide it into two equal parts similar to when they folded the cardboard cutout along the centre of the figure and it completely and perfectly overlapped.

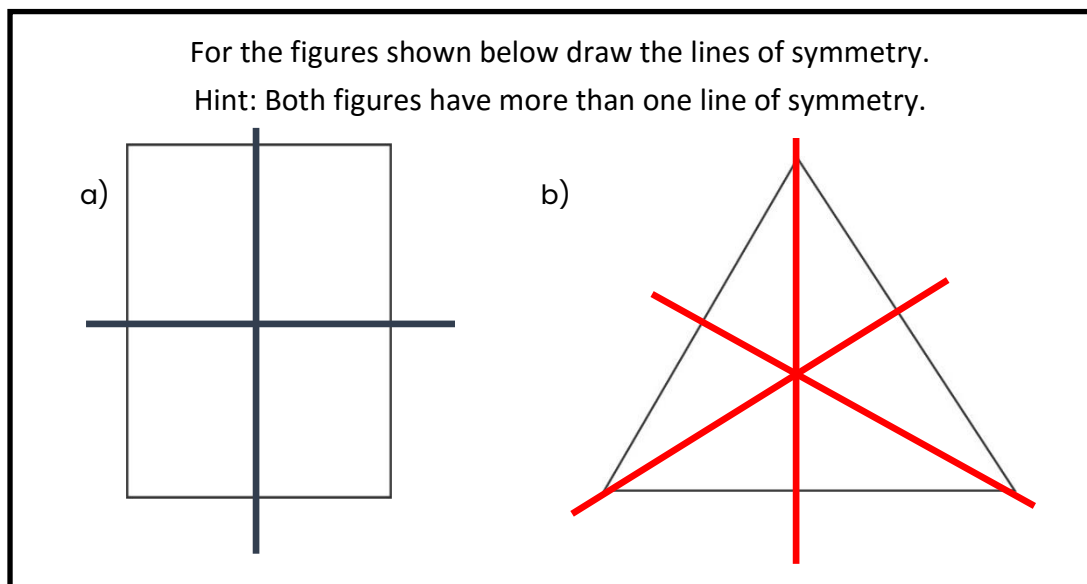
5. Tell students that this line is called the **line of symmetry**.



## DEVELOPMENT

### Activity I:

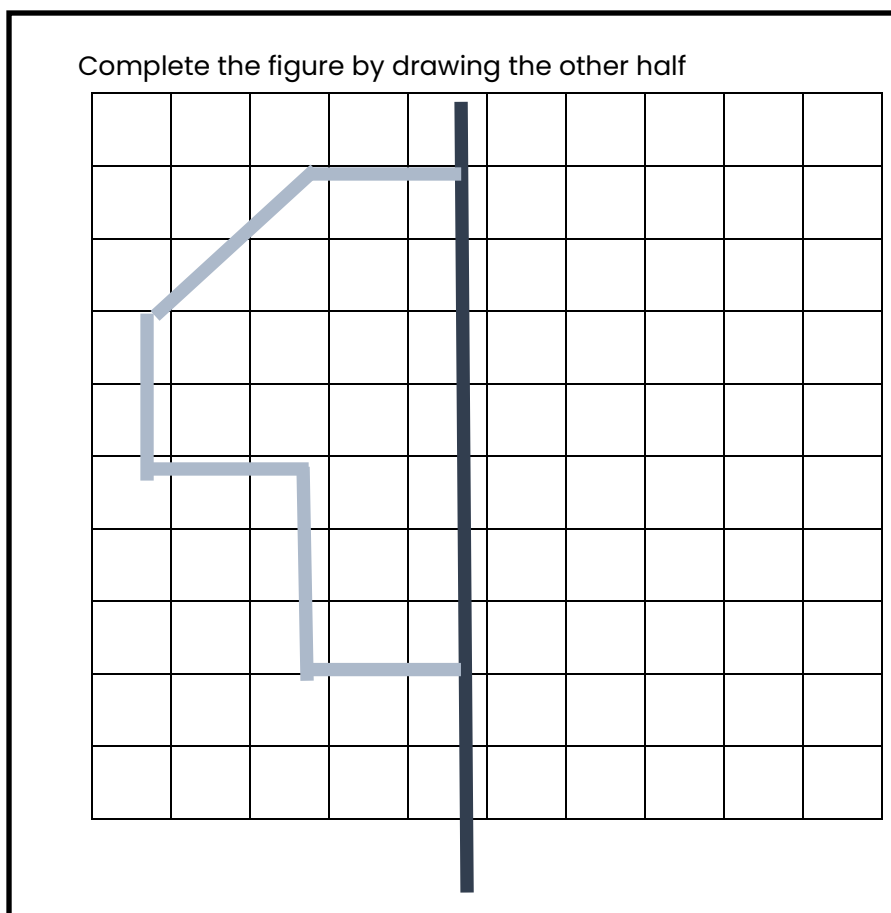
6. Divide the students into pairs
7. Distribute the worksheet shown below to each pair or give cutouts of the shapes to students.



8. Ask pairs to draw the lines of symmetry on both cutouts.
9. Let pairs discuss among themselves. Let them share their responses.
10. Guide students that there are 2 lines of symmetry for the rectangle (shown in blue) and there are 3 lines of symmetry for the triangle (shown in red).
11. The lines of symmetry have been shown on the worksheet only for the teacher. The teacher should ensure that the lines of symmetry are not given in the worksheet distributed to students or drawn on the cutouts.

### Activity 2:

1. Distribute the worksheet shown below to each student or paste a chart of the figure shown below.
2. The chart should be prepared prior to the lesson.



3. Tell students to come up to voluntarily to come up to the board and complete the figure by drawing the other half
4. Guide students that for each corner / vertex they should count the units from the line of symmetry. This will help them identify the point to be drawn when completing the figure



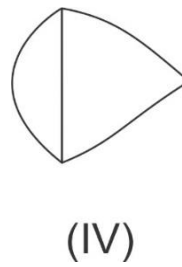
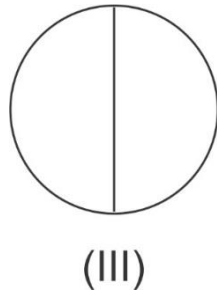
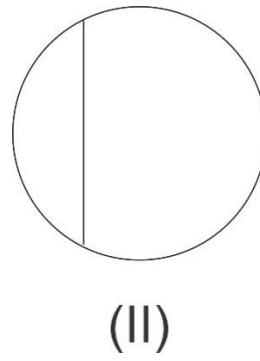
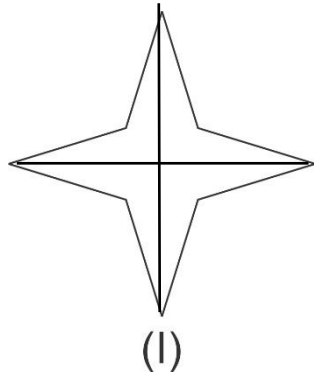
### CONCLUSION / SUM UP:

1. Ask students about the line of symmetry so that students highlight that the line of symmetry is a line which divides a shape/object into two equal parts. Students should also emphasize that shapes and figures that have a line of symmetry are called symmetrical objects. Furthermore, students should also mention that a shape may have more than one line of symmetry.



### ASSESSMENT

Draw the following figures on the board and ask students to come up to the board and put a tick or a cross next to each figure for a correctly / incorrectly drawn line of symmetry



### **HOMEWORK / FOLLOW UP:**

Assign the relevant questions from the textbook on page 153 in exercise 5.

# 3-D OBJECTS



## STUDENT LEARNING OUTCOMES

- Compare and sort 3-D objects (cubes, cuboids, pyramids, cylinder, cone, sphere)

## INFORMATION FOR TEACHERS

Teachers should know:

1. The definitions of vertex, edge and side.
2. The properties of cubes, cuboids, pyramids, cylinders, cones and spheres.



**DURATION / NO OF PERIODS: 1 LESSON / 35 MINUTES**



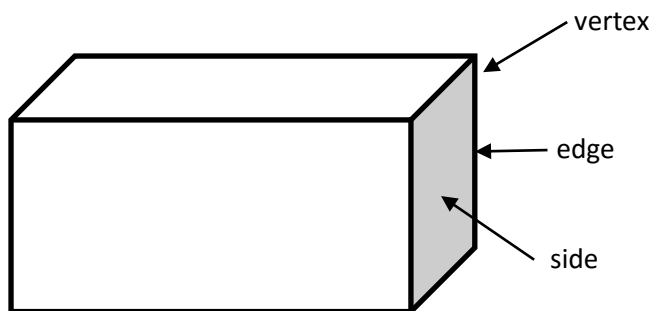
## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Textbooks, Pencils, Chart, Cuboids (shoe box), Cubes (square box), Sphere (Ball), Cylinder (tinned fruit), Cone (ice cream cone), Pyramid (made from cardboard), Worksheet



## INTRODUCTION

1. Draw and label a cuboid on the board as shown below



2. Tell students that the straight line is called the **edge**, the meeting point of two edges is called vertex and the flat surface is called the **side**.
3. Now place a shoebox on the table and ask students to make as many observations as possible regarding the vertices, edges and sides of the cuboid.
4. Students should record their observations and draw an image of a cuboid in their notebooks.

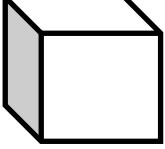
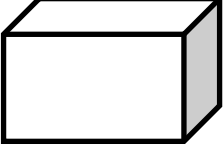
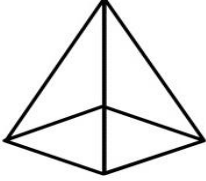
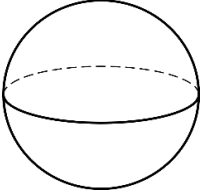
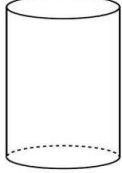
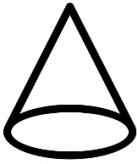


## DEVELOPMENT

### Activity 1:

1. Divide the students into pairs

2. Display the various 3-D shapes; Cuboids (shoe box), Cubes (square box), Sphere (Ball), Cylinder (tinned fruit), Cone (ice cream cone), Pyramid (made from cardboard) on the teacher's desk for students to observe.
3. Fill the first row for the students after demonstrating how to count vertices, edges and surfaces.
4. Tell the students the name of each shape and write it on the board.
5. Display the following chart on the board. It should be prepared prior to the lesson
6. Tell students to copy and complete the chart in their notebooks after discussing in pairs.

#	3-D Shape	Name	Vertices	Edges	Surfaces / Sides
1		Cube	8	12	6
2					
3					
4					
5					
6					

7. After students have attempted the exercise, the teacher should fill in the chart by calling students from different pairs to come up to the board and enter the data in the correct cells.



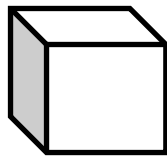
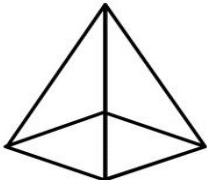
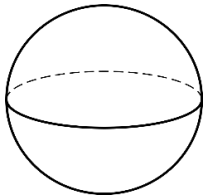

## CONCLUSION / SUM UP:

The teacher should ask the students to define vertex, edge and side. Ask students to share various properties (vertices, edges, sides, and shape of surfaces) of cubes, cuboids, pyramids, cylinders, cones and spheres.



## ASSESSMENT

1. The teacher should paste the chart shown below on the board. The chart should be prepared prior to the lesson.
2. Match the correct shape with the correct properties

3-D Shape	Properties
	0 vertices 1 surface 0 edges
	0 vertices 3 surfaces 2 edges
	8 vertices 6 surfaces 12 edges
	5 vertices 5 surfaces 8 edges



## HOMEWORK / FOLLOW UP:

Assign the relevant questions from the textbook on page 156 in exercise 6.

# GRAPHS



## STUDENT LEARNING OUTCOMES

- Read simple bar graphs given in horizontal and vertical form.
- Interpret real life situations using data presented in bar graphs.

## INFORMATION FOR TEACHERS

Teachers should know:

1. How to represent data in simple bar graphs; both in horizontal (left to right) and vertical (top to bottom) forms.
2. How to represent real life data like different types of blood types, heights, temperature etc. in bar graphs.



**DURATION / NO OF PERIODS: 1 LESSON / 35 MINUTES**



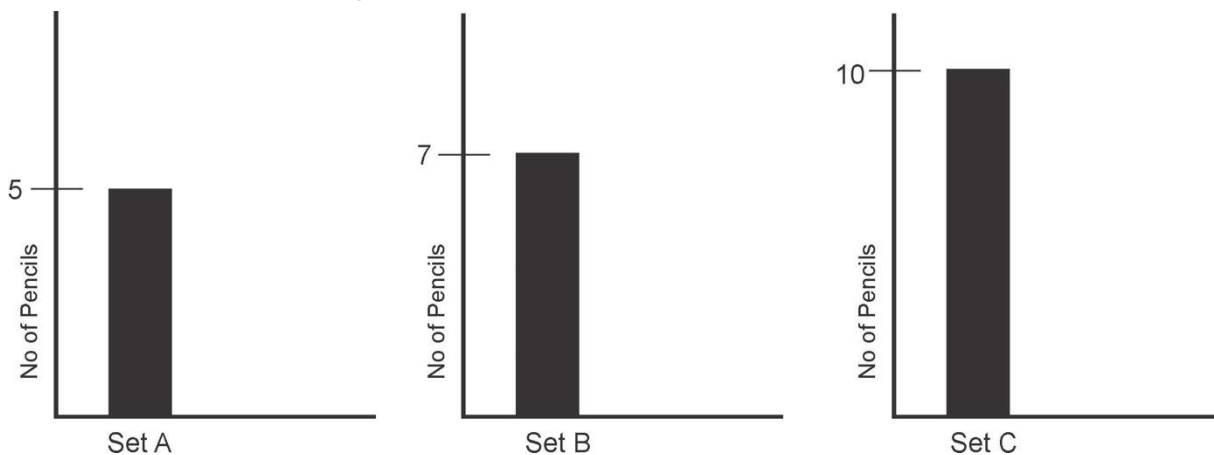
## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Textbooks, Worksheet



## INTRODUCTION

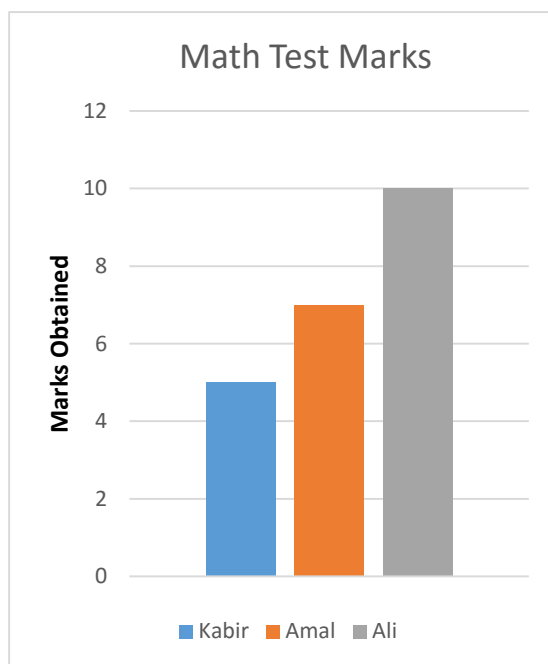
1. Draw the following bar graphs on the writing board or prepare a chart and paste it on the board before the class begins.



2. Ask students to take a few minutes and make observations about the bar graphs in pairs.
3. Ask students to discuss in pairs what the bar represents. Ask a few pairs to share their observations.
4. Ask students what the 1<sup>st</sup> bar represents? Answer: Number of pencils in set A is 5.
5. Ask students what 2<sup>nd</sup> bar represents? Answer: Number of pencils in set B is 7.
6. Ask students what 3<sup>rd</sup> bar represents? Answer: Number of pencils in set C is 10.



7. Take student responses and tell them that these bars represent the number of pencils in set A, B and C.
8. Draw the following vertical bar graph on a chart paper and paste it on the board before the class begins.



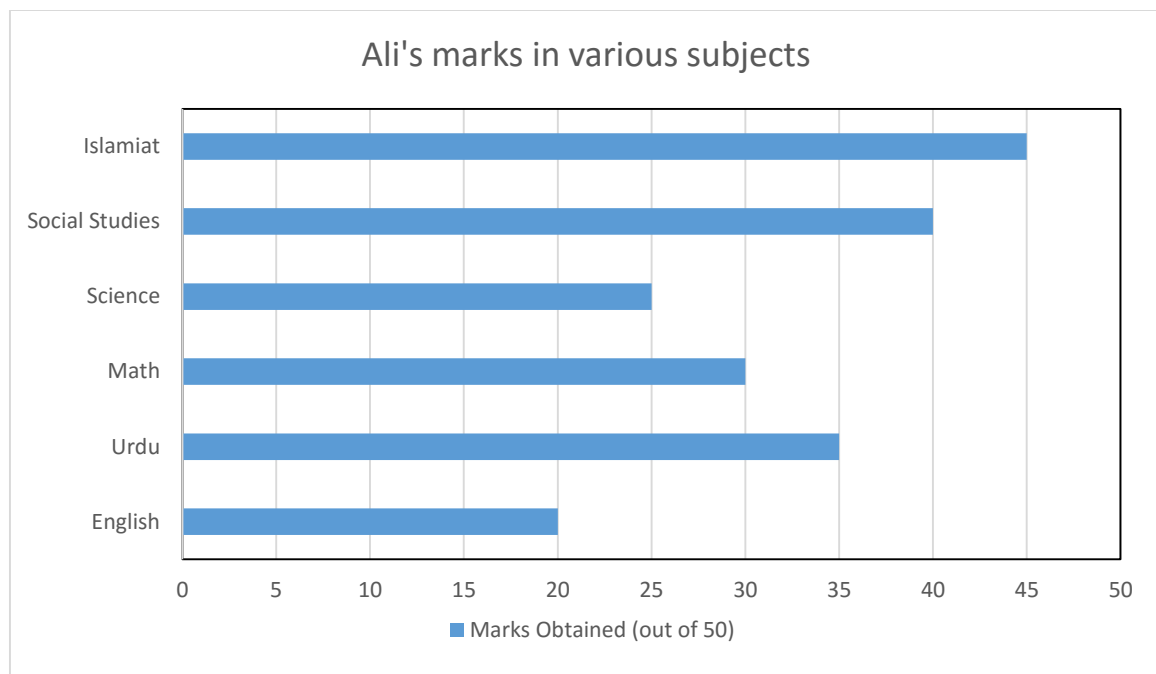
9. Ask students what does the vertical bar graph show?
10. Give students some time to observe and discuss in pairs any observations they make regarding the vertical bar graph.
11. Tell students that the bar graphs represent the marks obtained by three students: Kabir, Amal and Ali in a math test.
12. Ask students the following questions:
  - a. who scored the highest marks in the math test?
  - b. who scored the lowest marks in the math test?
13. Ask students how many marks did Amal score?
14. Record student responses and point out how to read the different bars for e.g., in order to answer who scored the highest marks in the math test, we look at the tallest bar i.e., the green bar and then match green with the names. This tells us that Ali has the highest marks in the math test.
15. Tell students that we will be learning how to read and interpret vertical and horizontal bar graphs.



## DEVELOPMENT

### Activity I:

1. Draw the following graph on a chart paper and paste it on the board before the class begins.
2. Tell students to discuss in pairs what the graph represents.
3. After taking a few responses, tell the students that the graph shows Ali's marks in different subjects.



4. Give students a few moments to make as many observations about the graph as possible.
5. Ask pairs to answer the following questions:
  - ✧ How many marks did Ali get in Urdu?
  - ✧ How many marks did Ali get in Social Studies?
  - ✧ In which subject did Ali get the highest marks?
  - ✧ In which subject did Ali get the lowest marks?
6. Record student responses and show students how to read the different bars for e.g., in order to answer how many marks Ali scored in *Urdu*, we look at the bar in front of *Urdu* i.e., the bar that is on top of *English*. This tells us that Ali has scored 35 marks (out of 50) in *Urdu*.
7. Make sure students participate in the discussion. For each question guide students to look at the specific bar and then look at the marks obtained in that subject.

### Activity 2:

1. Continue with the same graph as in Activity 1
2. Divide the class in small groups and ask them to find how many total marks did Ali get in all subjects?
3. Ask students to share their solutions.
4. Record student responses and tell students how the question had asked them to add up all of the scores in all subjects. Therefore, the correct answer is:  $20 + 35 + 30 + 25 + 40 + 45 = 195$



### CONCLUSION / SUM UP:

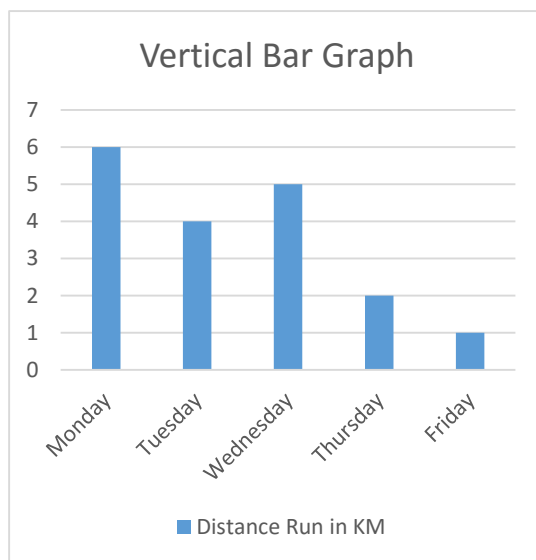
Ask students to explain the use of bar graphs. Students should mention that bar graphs represent data with simple bars. Students should highlight that with the help of bar graphs we can easily represent, read, and interpret data in vertical and horizontal forms.



### ASSESSMENT

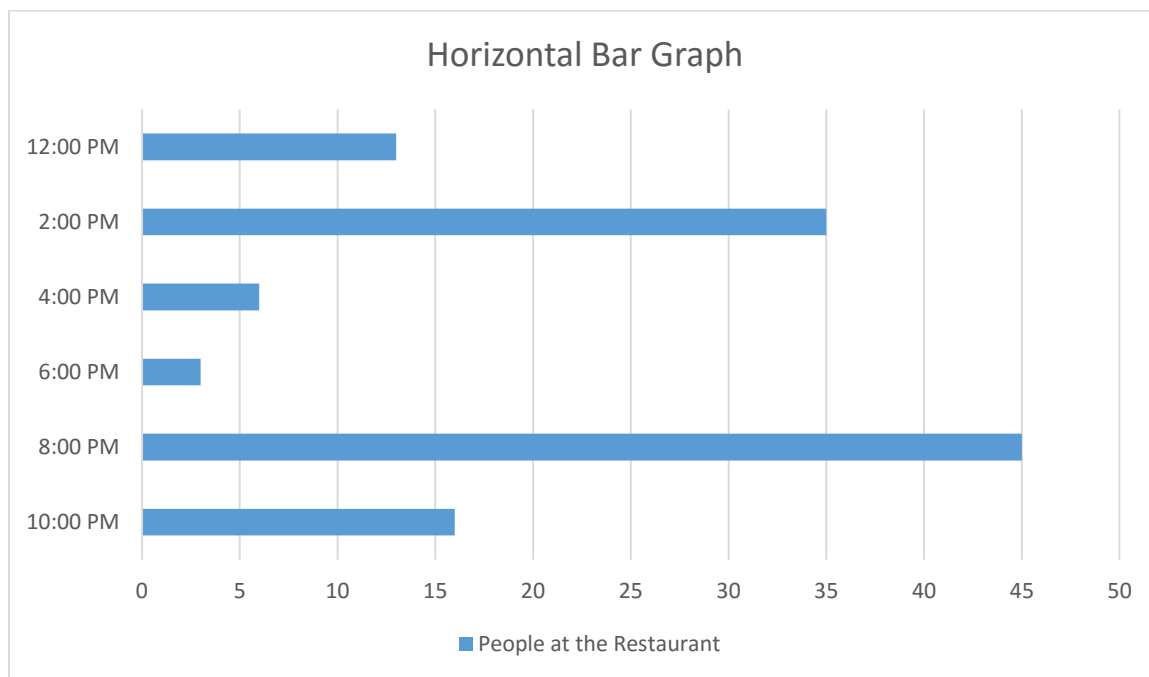
1. Prepare a worksheet based on the following questions and distribute it to the class.

2. If printing worksheets is not possible then use a chart paper for this activity.
3. Tell students to answer each question and then paste their worksheet in their notebooks.
4. The vertical bar graph represents the distance run every day by Salman in a given week. Answer the questions that follow.



- ✧ How many km did Salman run on Wednesday?
  - ✧ On which day did Salman run the most?
  - ✧ On which day did Salman run the least?
  - ✧ What is the total distance Salman running from Monday to Friday?
5. Give students the correct answers with explanation after they have attempted the question and shared their responses.

The horizontal bar graph represents the number of people in a restaurant at different times in one day.



- ✧ At what time were there the fewest people in the restaurant? Approximately how many people were there at that time?
- ✧ At what time were there the most people in the restaurant? Approximately how many people were there at that time?

6. Give students the correct answers with explanation after they have attempted the question and shared their responses.



### **HOMEWORK / FOLLOW UP:**

Assign the relevant questions from the textbook on page 167 in exercise 1.

# INTERPRETING GRAPHS



## STUDENT LEARNING OUTCOMES

1. Read line graph.
2. Interpret real-life situations using data presented in line graphs.

## INFORMATION FOR TEACHERS

Teachers should be able to:

1. Represent data in simple line graphs.
2. Represent real-life data like the number of COVID cases, frequency of an event happening, etc. in line graphs.



**DURATION / NO OF PERIODS: 1 LESSON / 35 MINUTES**



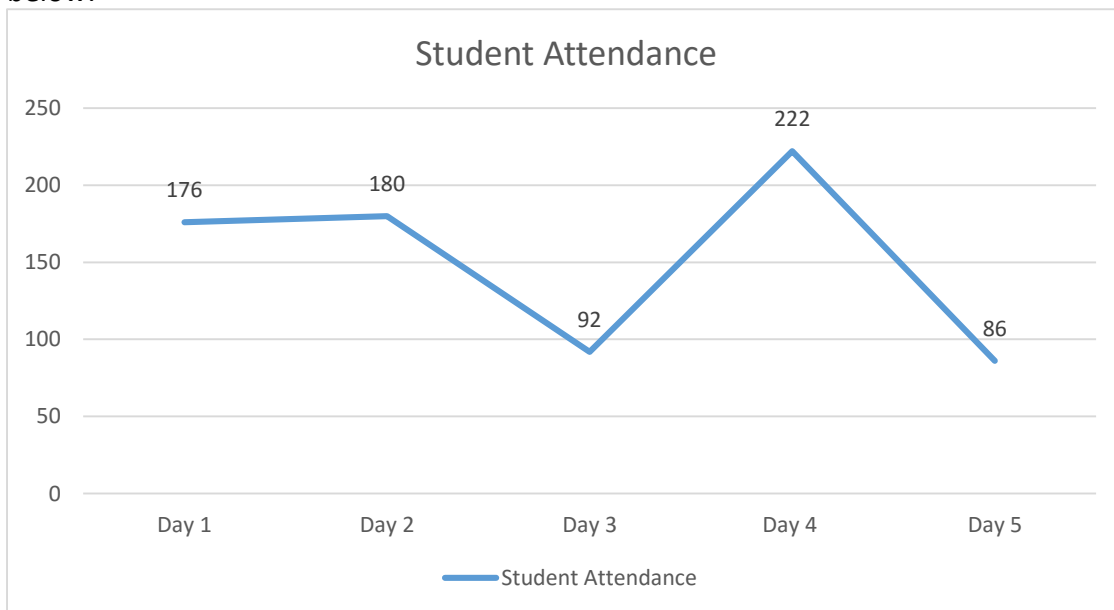
## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Textbooks, Worksheet, Charts



## INTRODUCTION

1. Prepare the chart given below and paste it on the board before the lesson.  
The number of students who attended an event over 5 days is represented in the line graph below:



Day Number	Student Attendance
Day 1	176
Day 2	180

Day 3	92
Day 4	222
Day 5	86

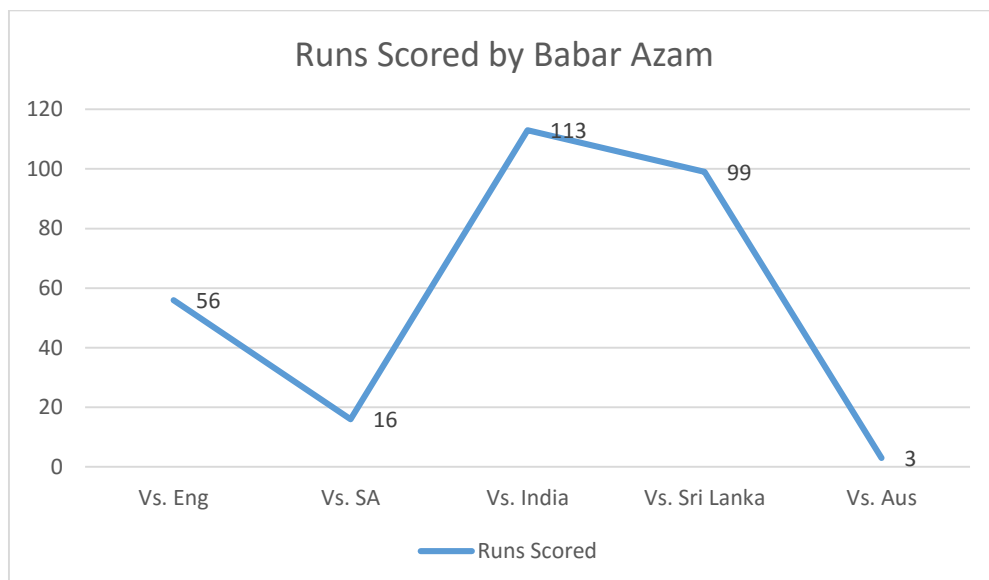
2. Give students a few moments to work in pairs and make as many observations about the line graph as possible.
3. Ask students what does the line graph represents? Ans: Students attendance at an event over 5 days
4. Ask students which day had the highest student attendance? What was the student attendance that day? Ans: Day 4. 222 students attended.
5. Ask students which day had the lowest student attendance? What was the student attendance that day? Ans: Day 5. 86 students attended.
6. Guide student discussion and record their responses.
7. Share the correct answer for each question with the students.
8. Tell students that we will be learning how to read and interpret vertical and horizontal bar graphs.



## DEVELOPMENT

### Activity 1:

1. The teacher will prepare and paste the chart on the board before the lesson.  
The following line graph shows the runs scored by Babar Azam (cricketer) in 5 matches.



2. Give students to work in pairs and make as many observations about the graph as possible.
3. After a few minutes ask students to share their responses by raising their hands to answer the following questions:
  - ✧ What was the highest score that Babar Azam scored over the 5 matches? Against which team did he score this? Ans: 113 vs. India.
  - ✧ What was the lowest score that Babar Azam scored over the 5 matches? Against which team did he score this? Ans: 3 vs. Australia.
  - ✧ How many runs did Babar Azam Score against England? Ans: 56.
4. Make sure students participate in the discussion and answers. Guide student discussion and record their responses.

5. Share the correct answer for each question with the students.

### Activity 2:

1. Divide the class into different groups to answer the question about the graph shown above:  
How many total runs did Babar Azam score in the 5 matches?
2. Ask groups to share their responses.
3. Share the correct solution with students after all groups have attempted the question.



### CONCLUSION / SUM UP:

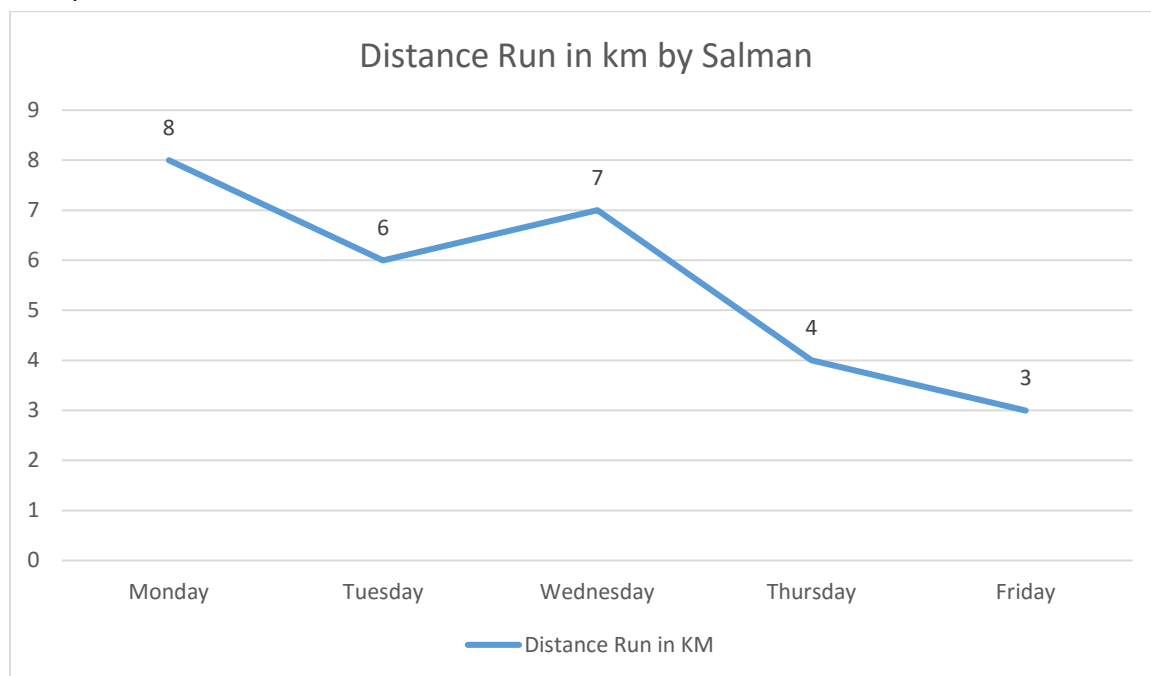
1. Conclude the lesson by explaining that line graphs are representations of data that we come across every day.
2. Tell students that with the help of line graphs we can easily represent, read and interpret various types of data.



### ASSESSMENT

1. Distribute one copy of the given worksheet to each student or prepare a chart.
2. The teacher should prepare and paste the chart on the board before the lesson. Tell students to answer each question in their notebooks. After students have attempted the questions, share the correct solutions with them.

The line graph represents the distance run every day by Salman in a given week. Answer the questions that follow.



- ✧ How many km did Salman run on a Wednesday?
- ✧ Which day did Salman run the most?
- ✧ Which day did Salman run the least?
- ✧ What is the total distance Salman ran from Monday to Friday?



### HOMEWORK / FOLLOW UP:

Assign the relevant questions from the textbook on page 171 in exercise 2.

# PIE CHART



## STUDENT LEARNING OUTCOMES

- Read Pie Chart.
- Interpret real-life situations using data presented in a Pie Chart.

## INFORMATION FOR TEACHERS

Teacher should be able:

1. To represent data in simple pie charts; each sector representing only one type of something.
2. To know that pie charts are also called circle graphs.
3. To represent real-life data like different categories of something etc. in pie charts.



**DURATION / NO OF PERIODS: 1 LESSON / 35 MINUTES**



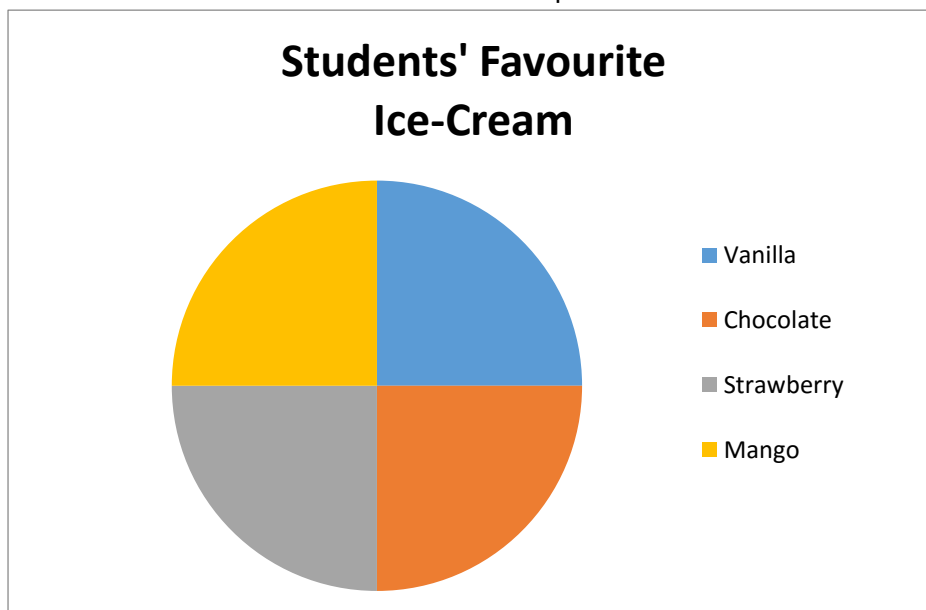
## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Textbooks, Worksheet



## INTRODUCTION

1. Draw a circle on the board. Divide it into four parts.



2. Write "Strawberry" in the 1<sup>st</sup> sector (slice), "Chocolate" in the 2<sup>nd</sup> sector, "Vanilla" in the 3<sup>rd</sup>, and "Mango" in the 4<sup>th</sup>. Sector.
3. Tell students that the green sector/slice represents the students who like strawberry ice cream.



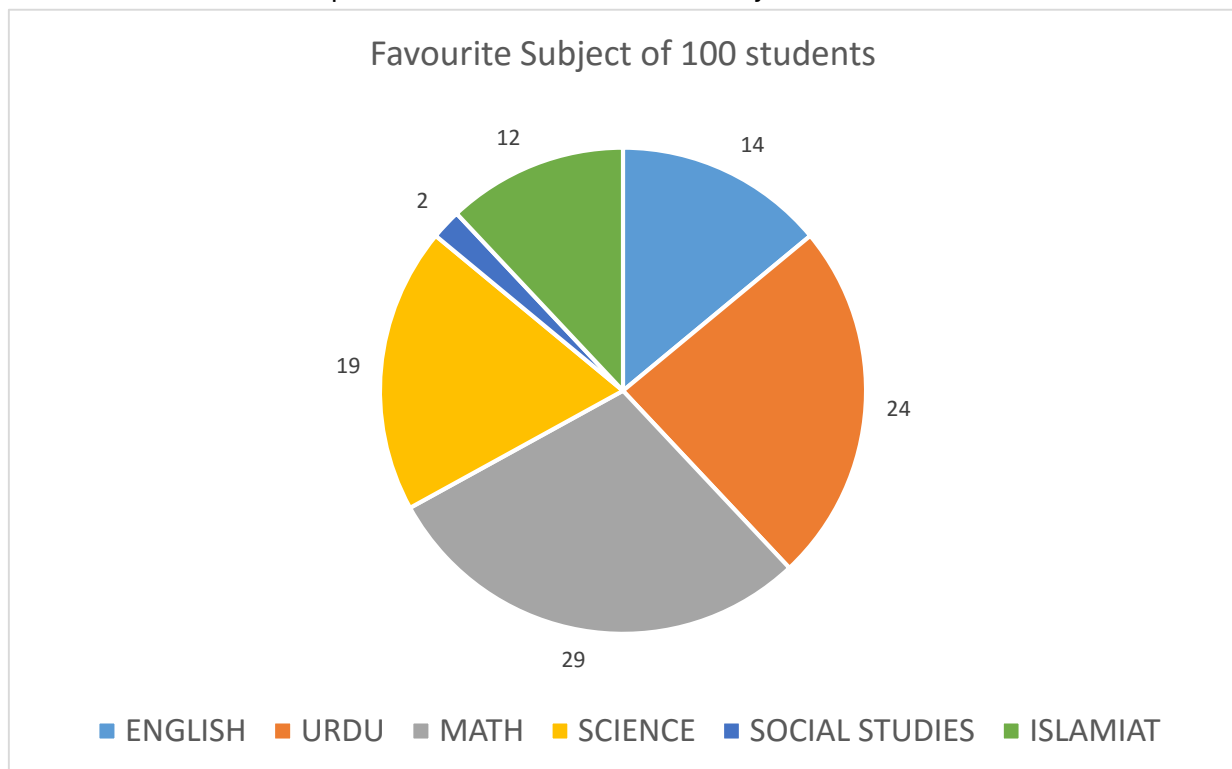
- The blue sector/slice represents the students who like vanilla ice cream.
- The red sector/slice represents the students who like chocolate ice-cream
- The purple sector/slice represents those students who like mango ice cream.
- As all the four sectors of the **pie-chart** (use this word) are equal, each is a quarter slice, the number of students who like strawberry, vanilla, chocolate, and mango ice cream is equal.
- Tell students that in this lesson we will learn how to read and interpret pie charts.



## DEVELOPMENT

### Activity 1:

- Draw the given pie chart on the chart paper. Paste it on the board before the start of the lesson.
- Tell students that the pie chart shows the favorite subject of 100 students at a school.



- Give students a few moments to make as many observations about the pie chart as possible.
- Ask the students to work in pairs and to raise their hands and answer the following questions:
  - Which subject is the most popular? How many students like that subject?
  - Which subject is the least popular? How many students like that subject?
  - How many students selected Science as their favorite subject?
  - How many students selected English as their favorite subject?
- Make sure students participate in the discussion and answers. After receiving and recording student feedback share the correct answers.
- Repeat that this type of data representation is called a **pie chart**



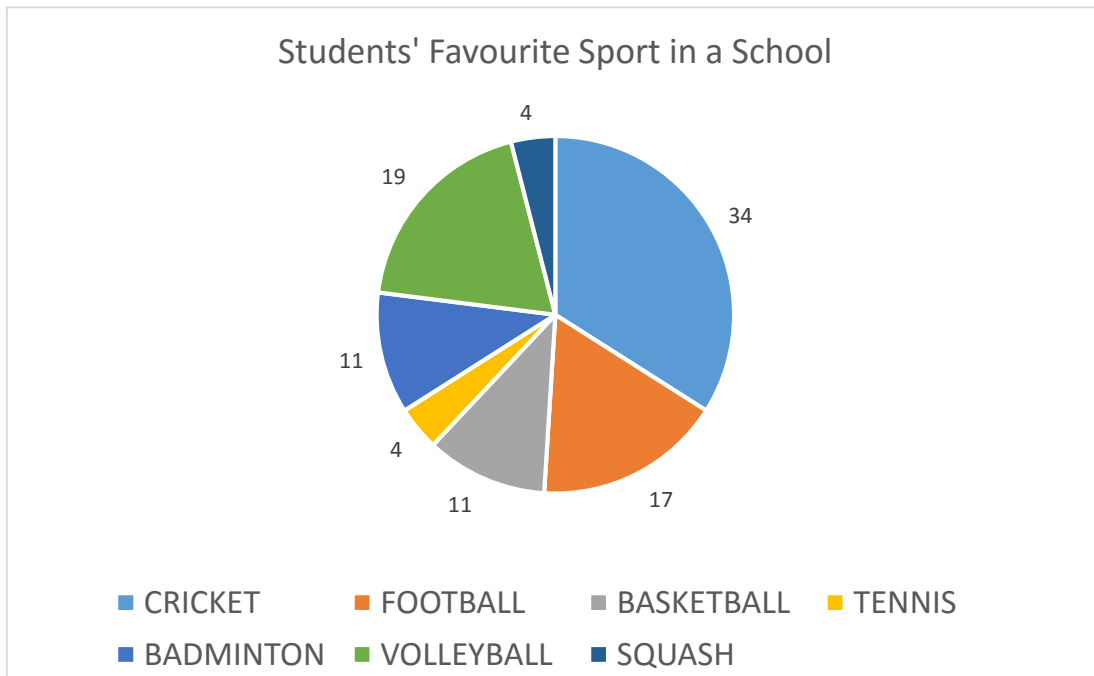
## CONCLUSION / SUM UP:

Ask students to list some features of pie charts. Ask students how to pie charts represent data. Students should mention that pie charts can be used for representations of data that we come across every day like the favorite subjects of students. Students should highlight that each sector/ slice in a pie chart represents only one type of thing.



## ASSESSMENT

1. Distribute one copy of the given worksheet to each student or draw on chart paper and paste it on the board. The chart should be prepared before the start of the lesson.
2. The favorite sport of 100 students is represented in the pie chart below:



3. Ask students to work in pairs.
4. Ask students what does the pie chart represents?
5. Ask the students to raise their hands and answer the following questions:
  - a. Which sport is the most popular? How many students chose that sport?
  - b. Which sport is the least popular? How many students chose that sport?
  - c. How many students selected volleyball as their favorite sport?
  - d. How many students selected badminton as their favorite sport?
6. Make sure students participate in the discussion and answers. After receiving and recording student feedback share the correct answers.



## HOMEWORK / FOLLOW UP:

Assign the relevant questions from the textbook on page 173 in exercise 1.

# قومی ترانہ

پاک سرزمین شاد باد      کشور حسین شاد باد  
تو نشان عزم عالی شان      ارض پاکستان!  
مرکز یقین شاد باد

پاک سرزمین کا نظام      قوت اخوت عوام  
قوم، ملک، سلطنت      پابندہ تابندہ باد  
شاد باد منزل مراد

پرچم ستارہ و ہلال      رہبر ترقی و کمال  
ترجمان ماضی شانِ حال      جان استقبال!  
سایہ خدائے ذوالجلال





PROFESSIONAL DEVELOPMENT  
FOR QUALITY EDUCATION



جماعت چہارم

سبقی منصوبے برائے اساتذہ

# معاشرتی علوم

Social Studies

Directorate of Curriculum and Teacher Education (DCTE)  
Khyber Pakhtunkhwa, Abbottabad



جملہ حقوق بحق نظامتِ نصاب و تعلیم اساتذہ، خیبر پختونخوا، ایبٹ آباد محفوظ ہیں۔

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اہم نوٹ:

محترم اساتذہ،

ان سبقی منصوبوں میں دیے گئے درسی کتب کے صفحہ نمبر کے حوالا جات،

تعلیمی سال 2021-22 میں چھپی ہوئی کتب کے مطابق ہیں۔

لہذا آپ سے گزارش ہے کہ آنے والے تعلیمی سالوں میں چھپنے والی کتب کے مطابق ترمیم کریں۔





**Directorate of Curriculum and Teacher Education  
Khyber Pakhtunkhwa, Abbottabad.**

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**NOTIFICATION:**

**No.5236-5399/E.24/Vol-II/SLP/G-IV/SS-M&E, dated: 30-08-2021**: Consequent upon its development and review by the respective development and review committees notified for the purpose, the Directorate of Curriculum and Teacher Education (DCTE), Khyber Pakhtunkhwa, Abbottabad, being the competent authority under the Khyber Pakhtunkhwa Supervision of Curricula, Textbooks and Maintenance of Standards of Education Act 2011, is pleased to notify the scripted lessons for Grade-IV in the subjects of English, Urdu, Mathematics and Social Studies based on Curriculum 2020 and the textbooks aligned on it for all educational institutions in Khyber Pakhtunkhwa for the Academic Year 2021-22 and onwards.

**DIRECTOR**

Copy forwarded for information and necessary action to the:

1. Secretary, Elementary & Secondary Education Department Govt. of Khyber Pakhtunkhwa, Peshawar.
2. Director, Elementary & Secondary Education Khyber Pakhtunkhwa.
3. Director, Professional Development, Khyber Pakhtunkhwa Landey Sarak Charsadda Road Larama, Peshawar.
4. All District Education Officers (M/F) in Khyber Pakhtunkhwa and Newly Merged Districts (NMDs).
5. All Sub Divisional Education Officers (M/F) in Khyber Pakhtunkhwa and Newly Merged Districts (NMDs).
6. Team Leader ASI-KESP, at Peshawar.
7. PS to Minister Elementary & Secondary Education, Khyber Pakhtunkhwa, Peshawar.
8. PS to the Director Local Office.

**ADDITIONAL DIRECTOR (SS)**

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# تعارف

کمرالجماعت میں تعلیم و تدریس کا عمل استاد کی صلاحیت، تجربے اور تربیت کے حوالے سے مختلف ہو سکتا ہے۔ موثر تدریس کے لیے ہر اچھے استاد کو سبق منصوبے کی ضرورت ہوتی ہے۔ تدریس کو موثر بنانے اور طلبہ کی تفہیم اور تحصیل علم کے عمل کو بہتر بنانے کے لیے سبق منصوبے کی تیاری بہت اہمیت رکھتی ہے۔

سبق منصوبے طلبہ کے قلیل المیعاد اور طویل المیعاد مقاصد کی تکمیل کے لیے بہت ضروری ہیں۔ سبق منصوبے جامع حاصلاتِ تعلیم پر مبنی ہوتے ہیں، جن کا تعلق درسی کتب سے ہوتا ہے اور یہ طلبہ کے لیے ضروری نصاب کی موثر تدریس کو یقینی بناتے ہیں۔ سبق منصوبے اسباق کی موثر تیاری اور درست سمت کے تعین میں استاد کو مدد دیتے ہیں۔ خیبر پختونخوا کے تناظر میں سبق منصوبے اساتذہ کو جدید طریقہ ہائے تدریس اور موثر اکتسابی عمل کے لیے درست سمت فراہم کرنے کے لئے تیار کیے جاتے ہیں۔

روایتی طرزِ تدریس:

پاکستان میں زیادہ تر اساتذہ پڑھائی کے دوران درسی کتاب پر ہی انحصار کرتے ہیں۔ وہ کمرالجماعت میں داخل ہو کر طلبہ کو کسی خاص صفحے پر کتاب کھول کر متن کا کوئی حصہ پڑھنے کا کہتے ہیں۔ درسی مواد کو سادہ زبان میں تبدیل کرنے اور اسے دہرانے کے مقصد کے حوالے سے طلبہ سے سوالات پوچھتے ہیں۔ وہ تمام مضامین (سوائے ریاضی کے) اور اسباق اسی طریقے سے پڑھاتے ہیں۔ بعض حالات میں استاد نصاب یا کسی خاص درجے کے طلبہ کے لئے مخصوص حاصلاتِ تعلیم کی موثر تکمیل سے قاصر رہتا ہے۔ سبق منصوبے تدریس کے عمل کو موثر بناتے ہیں اور متعلقہ سرگرمیوں کے لیے واضح اہداف فراہم کرتے ہیں تاکہ طلبہ بہتر طریقے سے سیکھ کر نصابی سنگ میل سر کر سکیں۔

سبق منصوبہ کیا ہے؟

سبق منصوبہ ایک ایسا خاکہ ہے، جس میں مختلف قسم کی تدریسی ہدایات اور کسی خاص مضمون کا نصابی مواد موجود ہوتا ہے، نیز یہ حاصلاتِ تعلیم کے حصول کے لیے مرتب کیا جاتا ہے۔

سبق منصوبہ استاد کے لیے حاصلاتِ تعلیم کی تکمیل کا ایک موثر ذریعہ ہے۔ استاد ایسی موزوں اور مناسب تدریسی سرگرمیاں ترتیب دیتا ہے، جن کے ذریعے سے طلبہ کے تعلیم کا جائزہ لیا جاسکتا ہے۔ ایک اچھا تیار شدہ سبق منصوبہ استاد کو کمرالجماعت میں پر اعتماد بناتا ہے اور طلبہ کی سیکھنے کی صلاحیت کو جلا بخشتا ہے۔ ایک کامیاب سبق منصوبہ تین اجزاء پر مشتمل ہوتا ہے۔

■ حاصلاتِ تعلیم

■ تدریسی سرگرمیاں

■ جائزہ

سبقی منصوبے کے فوائد:

سبقی منصوبے کے اہم ترین فوائد درج ذیل ہیں:

- تدریس و تعلّم کے معیار کو بہتر بنانا۔
- مقاصد کی واضح سمت کا تعین۔
- حاصلاتِ تعلّم کے حصول میں معاونت۔
- دستیاب وقت اور وسائل کا مؤثر استعمال۔
- مناسب مواد کی تیاری اور اس کا بہتر استعمال۔
- استاد کے اعتماد میں اضافہ۔

سبقی منصوبے کی تیاری:

- سبقی منصوبہ بندی سوچنے کا ایک عمل ہے۔ سوچنے کا یہ عمل بنیادی طور پر چار حصوں پر مشتمل ہوتا ہے۔
- پہلا حصہ: حاصلاتِ تعلّم کا تعین کرنا، یعنی طلبہ کیا سیکھیں گے؟ سبق اور سرگرمیوں کے بعد وہ کیا کرنے کے قابل ہوں گے؟
- دوسرا حصہ: اس بات کا تعین کرنا کہ طلبہ پہلے سے کیا جانتے ہیں؟ سبق کے آغاز سے قبل ایسا کرنا نئے نصاب کی طرف رہ نمائی کر سکتا ہے۔
- تیسرا حصہ: ایک ایسا طریقہ کار اختیار کرنا جو طلبہ کو نیا نصاب سیکھنے میں مدد دے۔
- چوتھا حصہ: ایک ایسا طریقہ کار اختیار کرنا جس سے طلبہ کے حاصلاتِ تعلّم کے حصول کو جانچا جاسکے۔

سبقی منصوبے کے حصے:

- سبقی منصوبے کے اہم حصوں میں تدریسی سبق، عنوان / موضوع، طلبہ کے حاصلاتِ تعلّم کی پہچان، سیکھنے کے عمل سے متعلق سرگرمیوں کا ترتیب وار سلسلہ: جس میں تعارفی سرگرمیاں، پختگی کے لئے نتیجہ خیز سرگرمیاں، استعمال ہونے والے مواد اور جائزے کی حکمت عملیوں کی فہرست شامل ہیں۔
- موضوع کا انتخاب: آپ متعلقہ درجے کی درسی کتاب سے کسی بھی موضوع کا انتخاب کر سکتے ہیں۔ جیسے: معلومات اکٹھی کرنا، کوئی قدر جیسے: امن، حالاتِ حاضرہ سے متعلق موضوع یا خصوصی توجہ کا طالب کوئی موضوع جیسے: ماحولیاتی آلودگی وغیرہ۔
- نصاب میں سے طلبہ کے حاصلاتِ تعلّم جاننا: قومی نصاب میں ہر موضوع کے حوالے سے طلبہ کے حاصلاتِ تعلّم کا تعین کر دیا گیا ہے۔ طلبہ کے حاصلاتِ تعلّم کی نشان دہی، انھیں دی جانے والی معلومات، مہارتیں، رویے اور اقدار

واضح کرنے میں مدد دیتی ہے۔ اپنا سبق تیار کرنے کے لئے ایک سے تین حاصلاتِ تعلّم منتخب کریں۔

- (ایک یونٹ کی منصوبہ بندی کے لیے زیادہ حاصلاتِ تعلّم بھی لے سکتے ہیں۔)
- ذرائع / وسائل: یہ سبقی منصوبہ بندی کا ایک انتہائی اہم مرحلہ ہے جو اساتذہ اور طلبہ دونوں کی ضروریات کے مطابق سبق کے لیے درکار وسائل کی موجودگی کو یقینی بناتا ہے۔

## تیاری:

- تعارفی سرگرمیاں: تعارفی سرگرمیاں عنوان / ذیلی عنوان کو متعارف کرانے یا گزشتہ سبق سے ربط پیدا کرنے کے لیے تیار کی جاتی ہیں۔ یہ سرگرمیاں طلبہ میں آمادگی، دلچسپی، سوالات اٹھانے، موضوع سے متعلق طلبہ کی سابقہ واقفیت کا جائزہ لینے، متعلقہ معلومات کی یاد دہانی، طلبہ کو ترغیب دلانے اور ان کی توجہ پڑھائے جانے والے موضوع پر مرکوز کرنے کے لئے تیار کی جاتی ہیں۔ اگر تعارفی سرگرمیوں میں تصاویر اور عنوانات کو ترتیب وار شامل کیا جائے تو سوالات کے ذریعے طلبہ کی دلچسپی کو ابھارا جاسکتا ہے۔

- پختگی کی سرگرمیاں: پختگی کی سرگرمیاں، تعارفی سرگرمیوں سے ہی شروع ہونی چاہیے۔ ایک سرگرمی سے دوسری سرگرمی کی طرف منتقلی اس انداز سے ہو کہ سیکھنے کے عمل میں ربط پیدا ہو جائے۔ یہ سرگرمیاں حاصلاتِ تعلّم کے حصول کو ممکن بناتی ہیں۔ یہ نئے تصورات، مہارتوں اور اقدار کو متعارف کراتی ہیں یا پہلے سے سیکھے ہوئے تعلّم کو بنیاد بنا کر نئی معلومات کے حصول کو ممکن بناتی ہیں۔ یہ تمام سرگرمیاں مربوط ہونی چاہئیں۔ اطلاقی سرگرمیاں طلبہ کی سیکھنے کی صلاحیت کو بہتر بنانے کے ساتھ انہیں تصورات اور مہارتوں کو استعمال میں لانے کے قابل بناتی ہیں۔ تخلیقی اور اظہاری سرگرمیاں تعلّم کو تقویت دیتی ہیں اور ان سے اکتسابی عمل کا حقیقی انداز میں اطلاق ممکن ہوتا ہے۔ ان سرگرمیوں میں مل جل کر سیکھنے کے عمل کو ترجیح دی گئی ہے تاکہ طلبہ جوڑوں اور گروپوں میں ایک دوسرے سے سیکھ سکیں اور معاونت کر سکیں۔

- سبق کا اختتام: اختتامی سرگرمیاں وہ سرگرمیاں ہوتی ہیں جو تعلّم کو پختگی بخشنے، خلاصہ بیان کرنے اور طلبہ کو اپنے علم اور مہارت کو روزمرہ زندگی میں استعمال کرنے میں مدد دیتی ہیں۔ یہ سرگرمیاں عام طور پر سبق کے مرکزی خیال سے جڑی ہوتی ہیں۔ یہ کسی یونٹ کے مختلف مرکزی خیالات کو اکٹھا کرتی ہیں۔ اس صورت میں تعلیمی مقاصد کو پیش نظر رکھنا چاہیے ورنہ یہ محض ایک تفریحی سرگرمی بن جائے گی۔

- تعلّم کا جائزہ: جائزے کی حکمت عملیوں سے ہمیں اندازہ ہوتا ہے کہ کس حد تک حاصلاتِ تعلّم کا حصول ممکن ہوا ہے۔ سبق کے آغاز سے اختتام تک ہر مرحلے پر تعلّم کا جائزہ اہمیت کا حامل ہوتا ہے۔ حاصلاتِ تعلّم کے حصول کا جائزہ لینے کے لیے مختلف طریقے استعمال کیے جاتے ہیں، مثلاً: نقشہ بنانا اور اس پر موجود مختلف اشیا کی نشان دہی کروانا، جائزے پر مبنی فہرست یا موضوع سے متعلق سوالات پوچھنا اور وقت سے پہلے آزمائشوں کی تیاری وغیرہ۔

- تفویض کار: سبقی منصوبہ بندی کا یہ حصہ تدریس کے دوران انجام دی گئی سرگرمیوں سے متعلق تفویض کار پر مبنی ہوتا ہے جو طلبہ گھر سے کر کے لاتے ہیں۔

# تعارف

محکمہ ابتدائی و ثانوی تعلیم خیبر پختونخوا عالمی اور قومی رجحانات کے تناظر میں تدریس و تعلم کے معیار کو بہتر بنانے کے لیے بہت سی اصلاحات اور اقدامات کر رہا ہے۔ پرائمری سطح پر معیاری تعلیم اس مقصد کے حصول کی طرف پہلا قدم ہے۔ اس مقصد کے حصول کے لیے نظامتِ نصاب و تعلیم اساتذہ خیبر پختونخوا، ایبٹ آباد نے دورانِ ملازمت اور قبل از ملازمت تربیت کے لیے اساتذہ کی تدریسی مہارتوں میں بہتری لانے کے لئے مواد کی تیاری اور اس پر نظر ثانی کی ذمہ داری اٹھائی ہے۔ معیار کی بہتری کے لیے اٹھائے گئے اقدامات میں ایک قدم پرائمری سطح پر سبقی منصوبوں کی تیاری بھی ہے، جو اساتذہ کو نئے تدریسی طریقوں پر عمل درآمد میں مدد فراہم کرتے ہیں۔ یہ رہ نمائے اساتذہ، اساتذہ کو مواد کی فراہمی، مؤثر تدریسی طریقوں اور تعلم کا جائزہ لینے میں مددگار ثابت ہوں گے۔ یہ رہ نمائے اساتذہ سابق میں اساتذہ اور طلبہ کی مؤثر شمولیت کو یقینی بناتے ہیں۔ ان سبقی منصوبوں میں ایسی سرگرمیاں شامل ہیں جن کا مرکزی نقطہ طلبہ ہیں۔

سبقی منصوبوں کی یہ رہ نمائے پہلی مرتبہ ۲۰۱۳ء میں ترتیب دی گئیں، جو کہ ۲۰۰۶ء کے نصاب پر مبنی حاصلاتِ تعلم پر مشتمل تھیں۔ ۲۰۱۸ء - ۱۹ء میں نظامتِ نصاب و تعلیم اساتذہ خیبر پختونخوا نے تعلیمی کیلنڈر کے مطابق جماعت اول تا سوم کے ان حاصلاتِ تعلم سے متعلق اسباق کی تیاری اور ان پر نظر ثانی کی ذمہ داری نبھائی جو پہلے سے موجود نہیں تھے۔

اب چون کہ نظر ثانی کے بعد جماعت اول تا پنجم کے لیے ۲۰۲۰ء میں نیا نصاب تیار کیا گیا ہے، اس امر کی ضرورت محسوس کی گئی کہ ۲۰۲۰ء کے نصاب کے مطابق سبقی منصوبے تیار کر کے انھیں نئے نصاب سے ہم آہنگ کیا جائے۔ نظامتِ نصاب و تعلیم اساتذہ خیبر پختونخوا نے نصاب ۲۰۲۰ء کے عین مطابق سبقی منصوبوں کی تیاری کے لیے نصاب اور متعلقہ مضامین کے ماہرین پر مشتمل مختلف کمیٹیاں بنائیں۔ نظامتِ نصاب و تعلیم اساتذہ خیبر پختونخوا سبقی منصوبوں کی تیاری اور نظر ثانی کے لیے ان ماہرین کی کاوشوں پر انھیں خراج تحسین پیش کرتا ہے۔

علاوہ ازیں نظامتِ نصاب و تعلیم اساتذہ خیبر پختونخوا ان سبقی منصوبوں کی تکمیل میں تکنیکی معاونت فراہم کرنے پر خیبر پختونخوا ایجوکیشن سیکٹر پروگرام (کے۔ ای۔ ایس۔ پی) کا بھی شکر گزار ہے۔

گوہر علی خان

ڈائریکٹر نصاب و تعلیم اساتذہ خیبر پختونخوا، ایبٹ آباد

# شہری، عالمی شہری اور ڈیجیٹل/سائبر شہری

طلبہ کے حاصلاتِ تعلم



■ شہری (Citizen)، عالمی شہری (Global Citizen) اور ڈیجیٹل/سائبر شہری (Digital/Cyber Citizen) کی تعریف اور فرق کر سکیں۔

## معلومات برائے اساتذہ

1. ایک شہری وہ شخص ہوتا ہے جس کی کسی خاص ملک میں مستقل طور پر رہائش ہو اور اس ملک میں اسے معاشرتی، اقتصادی، قانونی اور سیاسی حقوق حاصل ہوں اور ریاست کی طرف سے عائد قانونی ذمہ داریوں کو ادا کرنے کا پابند ہو۔
2. شہریت سے مراد ایک فرد اور ایک ریاست کے مابین تعلق ہے جس میں فرد ریاست سے وفاداری کا پابند ہو اور اس کے نتیجے میں ریاست سے تحفظ کا حق دار ہو۔ شہریت ایک ریاست کی ذمہ داریوں اور شہری کی آزادی کی حیثیت کو ظاہر کرتی ہے۔
3. کسی ملک میں شہریت دو طرح سے حاصل ہوتی ہے۔ ایک اس ملک میں پیدا ہونے والے بچے کو خود بخود شہریت حاصل ہو جاتی ہے دوسرے کوئی شخص درخواست کے ذریعہ دوسرے ملک کے قانون کے مطابق شہریت حاصل کر سکتا ہے۔
4. عالمی شہری سے مراد وہ شہری ہے جو اپنے ملک کے ساتھ ساتھ دنیا بھر میں ہونے والے حالات اور واقعات سے باخبر ہو۔ عالمی شہری اپنے ملک کے ساتھ ساتھ تمام دنیا کے افراد کی بھلائی کے لیے کام کرتا ہے اور ان کا احترام کرتا ہے۔
5. ڈیجیٹل/سائبر شہری وہ لوگ ہیں جو انفارمیشن ٹیکنالوجی اور انٹرنیٹ کو موثر طریقے سے سماجی، معاشی، دفاعی، تعلیمی اور تفریحی مقاصد کے لیے ذمہ داری سے استعمال کرتے ہیں۔
6. مہیا کیے گئے درسی مواد، گروپ میں سوال و جواب اور بات چیت کے ذریعے ان تصورات کی تدریس کی جائے۔

دورانیہ: 70 منٹ/دوپیریڈ



وسائل/اذرائع



مارکر، شہری، عالمی شہری، ڈیجیٹل شہری کی الگ الگ تعریف اور ان کی ذمہ داریوں پر مشتمل چارٹس، تختہ تحریر، چاک، ڈسٹر، درسی کتاب برائے معاشرتی علوم جماعت چہارم۔

تعارف: 5 منٹ



طلبہ سے مندرجہ ذیل سوالات پوچھیں۔

1. آپ کے ملک کا کیا نام ہے؟
2. کسی ملک کے باشندے کو کیا کہتے ہیں؟
3. کسی ملک کے باشندے کو شہری کیوں کہتے ہیں؟
4. کن چیزوں کی مدد سے آپ یہ جان سکتے ہیں کہ یہ شخص اس ملک کا باشندہ ہے؟
5. کیا آپ کا کوئی رشتہ دار کسی دوسرے ملک کا شہری ہے؟
6. ہم کس ذریعہ سے دنیا بھر سے رابطہ کر سکتے ہیں؟
7. انٹرنیٹ کے مثبت استعمال سے ہم کون سے شہری بن جاتے ہیں؟



سرگرمی نمبر 1: 20 منٹ

طلبہ کو جوڑوں میں تقسیم کریں۔ طلبہ سے کہیں کہ پاکستان کے رہائشی اور پیدائشی باشندوں کو پاکستانی شہری کہا جاتا ہے اسی طرح ہر جوڑا تین تین ملکوں کے نام لکھے اور بتائے کہ ان ملکوں کے شہریوں کو کیا کہا جاتا ہے۔ مثلاً چین کے باشندوں کو چینی کہا جاتا ہے ایران کے باشندوں کو ایرانی اور افغانستان کے باشندوں کو افغانی کہا جاتا ہے کچھ رضاکار جوڑوں سے ان کے لکھے گئے ملکوں اور ان کے باشندوں کے نام کی پیشکش کروائیں۔

سرگرمی نمبر 2: 25 منٹ

طلبہ کو متعلقہ جوڑوں میں ہی رہتے ہوئے کہیں کہ ہم کس طرح عالمی شہری اور ڈیجیٹل شہری بن سکتے ہیں؟ بطور عالمی شہری اور ڈیجیٹل شہری ہماری کیا ذمہ داری ہو سکتی ہے؟ اس پر سوچ بچار کریں۔ طلبہ کے جوابات کی روشنی میں ان سے مزید پوچھیں کہ ہم دوسرے ملکوں کے رہنے والوں کے حالات سے کھسے باخبر رہتے ہیں؟ طلبہ سے جوابات لینے کے بعد انہیں درسی کتاب برائے معاشرتی علوم جماعت چہارم کے متعلقہ صفحات پڑھنے کو کہیں۔ ان کے کام کی نگرانی کریں۔ پھر تیار شدہ چارٹ (شہری/عالمی شہری، ڈیجیٹل/سائبر شہری اور ان کی ذمہ داریاں) تحتہ تحریر پر آویزاں کر کے مزید وضاحت کریں۔

نتیجہ/خلاصہ: 10 منٹ



درج ذیل معلومات دہرائیں۔

1. عام طور پر شہر میں رہنے والوں کو شہری کہتے ہیں لیکن اصطلاحی معنوں میں شہری سے مراد کسی خاص ملک کا باشندہ ہوتا ہے جس کو اس ملک میں تمام معاشرتی، معاشی، سیاسی اور دیگر حقوق حاصل ہوتے ہیں۔
2. شہریت حاصل ہونے کا ایک طریقہ پیدائشی ہے جس کی رو سے کسی ملک میں پیدا ہونے والا شخص اس ملک کا شہری ہوتا ہے۔
3. شہریت حاصل کرنے کا دوسرا طریقہ قانونی ہے کہ کوئی فرد کسی ملک کے قانون کے مطابق درخواست دے کر وہاں کا شہری بن سکتا ہے۔
4. کچھ ممالک میں غیر ملکیوں سے شادی کی صورت میں بیوی کو خاوند یا خاوند کو بیوی کے ملک کے شہریت مل جاتی ہے۔
5. طلبہ کو بتائیں کہ دنیا کی فلاح و بہبود کے لیے وسائل کی تقسیم اور استعمال فرد کو عالمی شہری بنا دیتا ہے۔
6. ماحول کو صاف کرنا، ماحول کو صاف ستھرا رکھنا اور بغیر کسی تعصب کے بنی نوع انسان کی مدد کرنا بھی عالمی شہریت کے زمرے میں آتا ہے۔
7. انفارمیشن ٹیکنالوجی کی بدولت پیغام رسانی، ایک دوسرے کے حالات سے واقفیت اور معلومات کی تیز ترین ترسیل ممکن ہے اور انفارمیشن ٹیکنالوجی کا مثبت استعمال فرد کو ڈیجیٹل/سائبر شہری بناتا ہے۔

جائزہ/باج: 5 منٹ



طلبہ کی فہم و فراست کا جائزہ لینے کے لیے مندرجہ ذیل سوالات کریں۔

1. کیا دنیا میں ایسے لوگ ہیں جو کسی ملک کے باشندے نہ ہوں؟
2. کیا شہریت صرف پیدائش سے حاصل ہوتی ہے یا کسی اور طریقے سے بھی؟
3. شہری اور عالمی شہری سے کیا مراد ہے؟
4. ڈیجیٹل/سائبر شہری بننے کے لیے کن چیزوں کی ضرورت ہو سکتی ہے؟

مشق: 5 منٹ



1. شہری کی تعریف لکھیں؟
2. شہری اور عالمی شہری میں کیا فرق ہے؟
3. ڈیجیٹل/سائبر شہری کون ہوتے ہیں اور ان کی کیا ذمہ داریاں ہوتی ہیں؟
4. آپ کو پاکستانی شہریت کھسے حاصل ہوئی ہے؟
5. شہریت حاصل کرنے کا قانونی طریقہ کیا ہے؟

# انسانی حقوق اور بنیادی انسانی حقوق

طلبہ کے حاصلاتِ تعلم



- انسانی حقوق (Human Rights) کی تعریف کریں۔
- بنیادی انسانی حقوق (Fundamental Human Rights) کی وضاحت کریں۔

## معلومات برائے اساتذہ

1. وہ حقوق جو تمام دنیا کے انسانوں کو بغیر کسی نسلی، قومی اور مذہبی فرق کے حاصل ہوں انسانی حقوق کہلاتے ہیں۔
2. تمام ممالک میں ان کے شہریوں کو کچھ حقوق حاصل ہوتے ہیں۔ ان حقوق کے حصول کے ساتھ ان کی کچھ ذمہ داریاں بھی ہوتی ہیں۔
3. آئین پاکستان کے مطابق شہریوں کو حاصل بنیادی حقوق میں زندگی کا حق، خاندان کا تحفظ، آزادی مذہب، عزت، ملکیت زمین و جائیداد، ملازمت، تعلیم، آزادیِ تقریر و تحریر، انتخابی امیدوار بننے اور ووٹ دینے کے حقوق شامل ہیں۔
4. ملکی اور بین الاقوامی سطح پر بنیادی انسانی حقوق کی حفاظت کے لیے بہت سی تنظیمیں اور ادارے کام کر رہے ہیں۔
5. مختلف پیشوں سے تعلق رکھنے والے لوگوں کی اپنی تنظیمیں ہوتی ہیں جو ان پیشوں سے تعلق رکھنے والے لوگوں کے حقوق کی حفاظت کرتی ہیں۔ مثلاً، اساتذہ/وکلا/کلرک/مزدور یونین/ایسوسی ایشن/ٹریڈ یونین وغیرہ۔
6. گروپ میں سوال و جواب اور بات چیت کے ذریعے ان تصورات کی تدریس کی جائے۔

دورانیہ: 70 منٹ/دوپہریڈ



وسائل/ذرائع



تختہ تحریر، ڈسٹر، چارٹ، مارکر، درسی کتاب معاشرتی علوم برائے جماعت چہارم، کارڈز۔

تعارف: 10 منٹ



طلبہ سے درج ذیل سوالات پوچھے جائیں:

1. آپ کا کیا نام ہے؟  
متوقع جواب: صائمہ، علی، آمنہ وغیرہ۔
2. آپ کس ملک میں رہتے ہیں؟  
متوقع جواب: پاکستان
3. پاکستان کے شہریوں کے حقوق کی ضمانت کون دیتا ہے؟  
متوقع جواب: آئین پاکستان
4. زندگی کے حق سے کیا مراد ہے؟ اور یہ حق پاکستان میں کس کس کو حاصل ہے؟  
متوقع جواب: زندہ رہنے کا حق۔ ہر پاکستانی کو یہ حق حاصل ہے۔



5. آپ کے ملک میں لوگوں کی تعلیم کے لیے انتظامات کون کرتا ہے؟

متوقع جواب: حکومت

6. حکومت صحت اور تعلیم کے انتظامات کیوں کرتی ہے؟

متوقع جواب: عوام کا حق ہے۔

7. پاکستان میں ووٹ کا حق کس کس کو حاصل ہے؟

متوقع جواب: تمام شہریوں کو۔

طلبہ سے جواب لیں اور سبق کا مختصر تعارف کروائیں۔

## تصور کی چٹنگی



سرگرمی نمبر 1: 20 منٹ

- طلبہ کے جوڑے بنائیں اور کہیں کہ اپنے جوڑے میں رہتے ہوئے گھر اور سکول میں انہیں جو حقوق حاصل ہیں ان کے بارے میں بات چیت کریں اور اہم نکات اپنی نوٹ بک میں لکھ لیں۔
- کچھ رضاکار جوڑوں کو نکات کی پیش کش کے لیے کہیں۔

سرگرمی نمبر 2: 20 منٹ

1. طلبہ سے کہیں کہ جس طرح گھر اور سکول میں آپ کو حقوق حاصل ہیں اسی طرح بحیثیت شہری بھی ہمیں کچھ حقوق حاصل ہیں۔
2. طلبہ کو دو گروپوں میں تقسیم کر کے ہر گروپ کو ایک کارڈ دیں۔ ایک کارڈ پر انسانی حقوق کے اہم نکات لکھے ہوں۔ دوسرے کارڈ پر بنیادی انسانی حقوق کے اہم نکات لکھے ہوں۔ دونوں گروپوں کو اپنے اپنے کارڈ پڑھنے کا کہیں۔
3. پہلے گروپ نمبر 1 کے لیڈر سے کہیں کہ وہ آواز بلند اپنا کارڈ پڑھیں۔ پھر گروپ نمبر 2 کا لیڈر اپنا کارڈ پڑھیں۔
4. اس دوران گروپوں کی رہنمائی کریں۔
5. مقررہ وقت کے بعد تختہ تحریر پر گروپ نمبر 1 اور گروپ نمبر 2 لکھیں۔
6. اب گروپ نمبر 1 سے اپنے کارڈ کے اہم نکات پڑھنے کو کہیں اور خود تختہ تحریر پر لکھتے جائیں۔
7. اسی طرح گروپ نمبر 2 کے طلبہ کی مدد سے بنیادی انسانی حقوق کے نکات تختہ تحریر پر لکھتے جائیں۔
8. درسی کتاب کی مدد سے طلبہ کو معلومات فراہم کریں اور انسانی حقوق اور بنیادی انسان حقوق کے بارے میں بتائیں۔

## نتیجہ/خلاصہ: 5 منٹ



طلبہ کی مدد سے اہم نکات دہرائیں۔

1. انسانی حقوق سے مراد وہ اصول و ضوابط ہیں جو ملکی اور بین الاقوامی قوانین کے مطابق فرد کو میسر ہیں۔
2. انسانی حقوق وہ معیار ہیں جو تمام انسانوں کے وقار کا تحفظ کرتے ہیں اور ان کے تحت تمام انسان یکساں بنیادی ضروریات اور سہولیات کے حق دار ہیں، خواہ اُس کا تعلق کس بھی رنگ و نسل سے ہو یا کسی بھی مذہب کا پیروکار ہو۔
3. بنیادی انسانی حقوق کے تحت ہر فرد کو آزادانہ زندگی گزارنے، تعلیم، صحت، آزادانہ نقل و حرکت، اظہارِ رائے اور مذہبی آزادی حاصل ہے۔

## جائزہ: 10 منٹ



طلبہ سے مندرجہ سوالات کریں۔

1. انسانی حقوق سے کیا مراد ہے؟



2. بنیادی انسانی حقوق کون کون سے ہیں؟
3. کیا آئینِ پاکستان میں انسانی حقوق کی روشنی میں تمام شہریوں کو برابر حقوق حاصل ہیں؟
4. بنیادی انسانی حقوق کے حصول کے ساتھ شہری کی کیا ذمہ داریاں ہیں؟
5. بنیادی انسانی حقوق کے لیے کام کرنے والے کسی ادارے کا نام بتائیں؟
6. دنیا بھر میں مزدور یونین کیوں بنائی جاتی ہیں؟



مشق: 5 منٹ

1. طلبہ سے کہیں کہ گھر سے نوٹ بک پر لکھ کر لائیں کہ انسانی حقوق کا تحفظ کیوں ضروری ہے اور چند بنیادی انسانی حقوق تحریر کریں۔

نوٹس

[illegible]

## حقوق اور ذمہ داریاں

طلبہ کے حاصلاتِ تعلیم



■ حقوق (Rights) اور ذمہ داریوں (Responsibilities) میں فرق کر سکیں۔

### معلومات برائے اساتذہ

1. جب کوئی شخص کسی ریاست کا باشندہ ہو تو اُس ملک کے قانون کے مطابق اُس کو کچھ حقوق حاصل ہوتے ہیں اور اس کے بدلے میں ریاست کی طرف سے کچھ فرائض اور ذمہ داریاں بھی اُس پر عائد ہوتی ہیں۔
2. ہر پاکستانی کو حقوق حاصل ہیں:
  - زندگی کا حق
  - مذہبی آزادی کا حق
  - مساوات کا حق
  - حصولِ تعلیم کا حق
  - اپنے ملک میں آزادانہ نقل و حرکت کا حق
  - قانون کے دائرے میں اظہارِ رائے کی آزادی کا حق
  - زمین و جائیداد کی ملکیت کا حق وغیرہ
3. پاکستانی شہری کی حیثیت سے ہماری ذمہ داریاں:
  - اپنے ملک سے وفاداری اور اس کی حفاظت کرنا۔
  - ملکی قانون کا احترام کرنا اور اُس پر عمل درآمد کرنا۔
  - ملکی املاک کی حفاظت کرنا۔
  - پابندی سے ٹیکس بروقت ادا کرنا۔
  - قدرتی و وسائل کا مناسب استعمال کرنا۔
  - اپنے علاقہ اور ملک کو صاف رکھنا۔
4. حقوق و فرائض میں توازن کی وجہ سے شہریوں کو تحفظ ملتا ہے اور ملک و قوم کی سلامتی یقینی ہوتی ہے۔
5. اس عنوان کی تدریس کے لیے گروپس میں کام کرنے کا طریقہ بہتر ہوگا۔

دورانیہ: 70 منٹ/دوپہریڈ



وسائل/ادرائع



ڈسٹر، تختہ تحریر، چارٹ، مارکر، درسی کتاب معاشرتی علوم جماعت چہارم



طلبہ سے مندرجہ ذیل سوالات پوچھیں۔

1. کسی ملک میں رہنے والے لوگوں کو کیا کہتے ہیں؟ (شہری)
  2. شہریوں کے فرائض کون سے ہیں؟ (وفاداری، احترام قانون، ٹیکس ادائیگی وغیرہ)
  3. شہریوں کے حقوق میں سے دو حقوق بیان کریں۔ (زندگی کا حق، حصول تعلیم کا حق وغیرہ)
  4. حق اور فرض میں کیا فرق ہے؟ (ریاست کے کرنے کا کام ہمارا حق ہے / ہمارے کرنے کا کام ہمارا فرض ہے)
  5. کیا ہم اپنے فرائض کی ادائیگی سے پاکستان کو فائدہ پہنچا سکتے ہیں؟ (جی ہاں)
  6. کیا پاکستان میں ہر شہری کو ووٹ کا حق حاصل ہے؟ (جی ہاں)
  7. ہمارے جان اور مال کی حفاظت کرنا کس کی ذمہ داری ہے؟ (ریاست / حکومت پاکستان کی)
- اس کے بعد طلبہ کو شامل سبق کرتے ہوئے شہری کے حقوق و فرائض کے بارے میں مختصراً بتائیں۔ چند اہم ذمہ داریوں اور چند اہم حقوق کی نشاندہی کریں۔

### تصور کی پختگی



سرگرمی نمبر 1: 20 منٹ

طلبہ کو دوہڑے گروپوں میں تقسیم کریں۔

1. ایک گروپ کو شہری کی کم از کم پانچ ذمہ داریاں یعنی فرائض لکھنے کو کہیں۔
2. دوسرے گروپ کو شہری کے کم از کم پانچ حقوق لکھنے کو کہیں۔
3. کام ختم کرنے پر طلبہ کو گروپ لیڈر کے ذریعے کام پیش کرنے کو کہیں اور پیش کش کے دوران دونوں گروپ لیڈر کی بات توجہ سے سُنیں۔
4. گروپ نمبر 1 کے طلبہ گروپ نمبر 2 کے اہم نکات اور گروپ نمبر 2 کے طلبہ گروپ نمبر 1 کے اہم نکات اپنی نوٹ بک میں لکھیں۔

سرگرمی نمبر 2: 20 منٹ

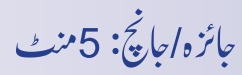
1. پہلے سے ایک تیار شدہ چارٹ تختہ تحریر پر آویزاں کیا جائے جس پر شہریوں کے حقوق و فرائض ترتیب کے ساتھ نہ لکھے ہوئے ہوں۔
2. اب طلبہ میں سے ایک ایک کو سامنے بلا کر کہا جائے کہ ان میں سے شہری کے ایک فرض اور ایک ذمہ داری کو ٹک (V) کیا جائے اور اسی طرح کی مشق تمام طلبہ سے کروائی جائے۔
3. اس چارٹ سے دیکھ کر طلبہ شہریوں کے حقوق الگ اور فرائض الگ کریں۔
4. طلبہ کی مدد سے الگ الگ خانہ بنا کر حقوق اور فرائض تختہ تحریر پر لکھیں۔

### نتیجہ / خلاصہ: 10 منٹ



طلبہ سے سوالات کے ذریعے درج ذیل معلومات اخذ کروائیں۔

1. کسی بھی ملک یا ریاست کے رہائشی یا پیدائشی باشندوں کو اُس ملک میں اچھی زندگی گزارنے کے لیے کچھ حقوق دیے گئے ہیں یعنی سیاسی، معاشرتی اور معاشی حقوق۔
2. ریاست جہاں شہریوں کو حقوق دیتی ہے وہاں شہریوں کی کچھ ذمہ داریوں کا تعین بھی کرتی ہے مثلاً انتظامیہ سے تعاون، قانون کی اطاعت کرنا، سرکاری املاک کی حفاظت کرنا، ٹیکس ایمانداری سے ادا کرنا، اپنے گھر محلہ اور ماحول کو صاف ستھرا رکھنا وغیرہ
3. اچھا شہری وہی ہوتا ہے جو اپنی ذمہ داریاں پوری کرتا ہے اور پھر حقوق طلب کرتا ہے۔



1. کیا حقوق اور فرائض آپس میں لازم و ملزوم ہیں؟

3. کیا حقوق کی وجہ سے شہری تحفظ محسوس کرتے ہیں؟

5. ایک شہری کو کن کن باتوں سے اجتناب کرنا چاہیے؟



نُٹس

[illegible]

## تنوع اور تنوع کا کردار

### طلبہ کے حاصلاتِ تعلم



- تنوع (Diversity) کی تعریف کر سکیں اور معاشرے میں مختلف گروہوں کی اہم خصوصیات کی نشاندہی کر سکیں۔
- معاشرے کی خوش حالی میں تنوع کا کردار واضح کر سکیں۔

### معلومات برائے اساتذہ

1. مختلف صلاحیتوں اور خوبیوں والے لوگوں کے مل جل کر پُر امن رہنے اور مل کر کام کرنے سے ترقی کا عمل تیز ہو جاتا ہے۔
2. دنیا میں کوئی ایسا ملک نہیں ہے جہاں صرف ایک نسل، مذہب یا ایک ہی رنگ کے لوگ بستے ہوں۔
3. ہر ملک میں مختلف رنگ، نسل، زبان اور مذہب کے لوگ آباد ہوتے ہیں۔
4. اسلامی تعلیمات میں تکریمِ انسانیت کا درس دیا گیا ہے۔
5. لوگوں کا ایک دوسرے سے رنگ، نسل، مذہب، زبان اور علاقے کے لحاظ سے مختلف ہونا تنوع (Diversity) کہلاتا ہے۔
6. اس موضوع کو پڑھانے کے لیے تصاویر کا استعمال اور طلبہ کے گروپ بنا کر ذہنی مشق (Brainstorming) کا طریقہ مناسب ہو گا۔

### دورانیہ: 70 منٹ/دوپہریڈ



### وسائل/اذرائع



پاکستان سپر لیگ کی ایک ٹیم کی تصویر، کاغذ، پنسل، درسی کتاب برائے معاشرتی علوم جماعت چہارم۔

### تعارف: 10 منٹ



1. اپنے کمرۂ جماعت میں دیواروں اور چھت کے رنگ کے نام بتائیں۔
2. آپ کو کون سا رنگ پسند ہے؟
3. کیا اس کلاس میں سارے بچے ایک محلے سے تعلق رکھتے ہیں؟ (نہیں)
4. کیا ہمارے ملک میں رہنے والے سب لوگوں کا رنگ ایک جیسا ہے؟ (نہیں)
5. کیا PSL میں شامل ٹیموں میں ایک ہی ملک کے کھلاڑی ہیں؟ (مختلف ممالک سے کھلاڑی)
6. کیا جنوبی افریقہ کی کرکٹ ٹیم میں سب کھلاڑی سیاہ فام ہیں؟ (نہیں سفید فام بھی ہیں)
7. شکل و صورت اور رنگ دینے والا کون ہے؟ (اللہ تعالیٰ)



سرگرمی نمبر 1: 20 منٹ

1. طلبہ کو چھوٹے چھوٹے گروپوں میں تقسیم کریں۔ اُن کے سامنے تختہ تحریر پر ایک چارٹ آویزاں کریں اور سوال لکھیں کہ لوگ زیادہ تر کس حوالے سے ایک دوسرے سے مختلف ہوتے ہیں۔ ہر گروپ کی جانب سے جواب کو چارٹ پر ترتیب وار لکھتے جائیں۔ جواب مکمل ہونے کے بعد طلبہ سے کہیں کہ اب سب طلبہ اپنی اپنی نوٹ بک میں لوگوں کے ایک دوسرے سے مختلف ہونے کی صورتیں چارٹ سے دیکھ کر لکھیں۔

1. علاقہ	2. زبان	3. مذہب	4. نسل	5. رنگ
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2. تختہ تحریر پر تنوع کی تعریف لکھیں۔ درسی کتاب کے متعلقہ صفحہ سے یہ تعریف لکھیں۔ طلبہ سے اس کو بار بار دہرانے کا کہیں۔

سرگرمی نمبر 2: 25 منٹ

1. طلبہ کے گروپ بنائیں۔
2. پاکستان سپر لیگ کی ایک ٹیم کے کھلاڑیوں کی تصویریں لگائیں اور طلبہ سے ان کھلاڑیوں کے ملکوں کے نام پوچھیں۔
3. تمام گروپوں کو ان دو سوالات پر غور اور بحث مباحثہ کے لیے وقت دیں:
  - اس ٹیم میں کس علاقے اور ملک کے کھلاڑی شامل ہیں؟
  - میچ جیتنے کے لیے کیا پوری ٹیم محنت کرتی ہے یا صرف ایک کھلاڑی؟
  - کیا جیتنے کی خوشی سب مناتے ہیں؟
4. طلبہ کے جوابات کی روشنی میں درسی کتاب کی مدد سے وضاحت کریں کہ معاشرے کی خوش حالی مل کر رہنے اور رنگ، نسل، مذہب، زبان اور علاقے کی تفریق کے بغیر کام کرنے میں ہے۔

نتیجہ/خلاصہ: 5 منٹ



رنگ، نسل، مذہب، زبان اور علاقے کا مختلف ہونا تنوع کہلاتا ہے۔ اسی تنوع اگر ہم اپنی طاقت بنائیں گے تو قوم ترقی کرے گی اور خوشحالی آئے گی۔

جائزہ: 5 منٹ



1. تنوع کا مطلب کیا ہے؟
2. کیا تنوع معاشرے کے لیے مفید ہوتا ہے؟
3. تنوع معاشرے کے لیے کس طرح مفید ہوتا ہے؟

مشق: 5 منٹ



1. درسی کتاب کے مشقی سوالات بطور ہوم ورک دیں۔

# روداداری اور ہم آہنگی

## طلبہ کے حاصلاتِ تعلم



- روداداری (Tolerance) کی تعریف کر سکیں۔
- معاشرتی اور ثقافتی فرق مد نظر رکھتے ہوئے ایک دوسرے کے ساتھ ہم آہنگی (Harmony) سے رہنے کی اہمیت کی وضاحت کر سکیں۔

## معلومات برائے اساتذہ

1. معاشرے میں مختلف عقیدوں، نظریات اور رویوں کا احترام کرنا روداداری (Tolerance) کہلاتا ہے۔
2. دنیا کے تمام لوگوں میں نظریات اور عقائد کے لحاظ سے فرق موجود ہے۔ اگر اس فرق کو ملحوظ رکھیں گے۔ تو معاشرہ کی ترقی کے لیے سود مند ہو گا لیکن اگر اس فرق کو ہم نے اختلاف کا ذریعہ بنادیا تو معاشرے میں بگاڑ پیدا ہو گا۔ اور روداداری پیدا نہیں ہو سکے گی۔
3. لوگوں کے نظریات اور عقائد ان کا ذاتی معاملہ ہے۔ اس میں مداخلت نہیں کرنی چاہیے۔
4. معاشرے کے تمام طبقات کے نظریات اور رویوں کا احترام کرنا روداداری (Tolerance) ہے۔
5. معاشرے میں امن و امان اور خوشگوار تعلقات کے لیے ایک دوسرے کے رویوں کا احترام کرنا چاہیے۔
6. دوسروں کے بارے میں منفی رویہ اور منفی سوچ تنازعات کو جنم دیتے ہیں۔
7. مثبت سوچ اور مثبت رویے سے امن اور اعتماد کا ماحول قائم ہوتا ہے۔
8. ایسے تصورات سمجھانے کے لیے ذہنی مشق (Brainstorming) اور خوش گوار سرگرمیوں سے بہتر طور پر کام لیا جاسکتا ہے۔

## دورانیہ: 35 منٹ/ایک پیریڈ



## وسائل/اذرائع



درسی کتاب معاشرتی علوم جماعت چہارم، تختہ تحریر، چاک وغیرہ۔

## تعارف: 5 منٹ



1. کیا آپ کی کلاس میں تمام طلبہ ایک گھر سے آتے ہیں؟ (نہیں)
2. کیا پاکستان میں سب لوگوں کا مذہب ایک ہی ہے؟ (نہیں)
3. کیا آپ کسی غیر ملکی کھلاڑی کو جانتے ہیں؟
4. کیا پاکستان میں تمام لوگ ایک ہی سیاسی جماعت سے تعلق رکھتے ہیں؟
5. کیا کسی معاشرے میں صرف ایک جیسے نظریات اور عقائد رکھنے والے لوگوں کو رہنے کی اجازت ہونی چاہیے؟



سرگرمی نمبر 1: 10 منٹ

1. طلبہ کو مختلف گروپوں میں تقسیم کریں۔ پھر تختہ تحریر پر رواداری کی تعریف میں موجود اہم الفاظ لکھیں۔

■ عقیدہ	■ نظریہ	■ رویہ	■ احترام
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2. ان الفاظ کا مفہوم طلبہ سے اخذ کروائیں۔

3. طلبہ سے باری باری رواداری کی تعریف دہرانے کا کہیں۔

4. ہر گروپ کے طلبہ رواداری کی تعریف اپنی نوٹ بک میں لکھیں۔

5. رواداری کی تعریف درسی کتاب سے پڑھیں۔ طلبہ اپنے گروپوں میں اس تعریف کو خوشخط لکھ کر یاد کریں اور باری باری سنائیں۔

سرگرمی نمبر 2: 10 منٹ

1. تختہ تحریر پر درج ذیل تین سوال لکھیں اور طلبہ کو گروپوں میں تقسیم کر کے ان سوالوں کے جواب بحث کے ذریعے اخذ کرائیں۔

■ سوال 1: دو مختلف ثقافتوں سے تعلق رکھنے والے لوگوں کا آپس میں کیسا رویہ ہونا چاہیے؟

■ سوال 2: دو مختلف مذاہب سے تعلق رکھنے والے ہم جماعت طلبہ کا آپس میں کیسا رویہ ہونا چاہیے؟

■ سوال 3: دو مخالف سیاسی نظریات رکھنے والے سیاسی کارکنوں کا آپس میں کیسا رویہ ہونا چاہیے؟

2. طلبہ کو بتائیں کہ مختلف ثقافت، مذاہب اور مخالف سیاسی نظریات رکھنے کے باوجود مل جل کر کام کرنے سے ہمارے ملک کی عزت اور نیک نامی میں اضافہ ہوتا ہے۔

نتیجہ/خلاصہ: 3 منٹ



1. رواداری سے مراد ہے کہ لوگوں کے نظریات، عقائد، مذاہب، علاقہ، رنگ و نسل وغیرہ کا احترام کریں اور ان کو اختلاف کا ذریعہ نہ بنائیں۔

2. ہمارے ملک میں مختلف نظریات، ثقافتوں اور مذاہب کے لوگ آباد ہیں۔ سب مل کر کام کریں گے تو امن اور خوشحالی ہوگی۔ اس لیے سب کو ایک دوسرے کا احترام کرنا چاہیے۔

جائزہ: 5 منٹ



1. اگر کسی کھلاڑی کی کارکردگی اچھی ہو لیکن وہ اقلیت سے تعلق رکھتا ہو تو کیا ٹیم میں شامل ہونا چاہیے؟

2. گلدستے میں مختلف رنگ کے پھولوں سے گلدستے کی خوبصورتی میں اضافہ ہوتا ہے یا کمی؟

مشق: 2 منٹ



طلبہ سے کہیں:

1. رواداری کی تعریف یاد کریں اور اپنی نوٹ بک میں لکھ کر لائیں۔



## اختلاف رائے

### طلبہ کے حاصلاتِ تعلیم



- گھریلو اور محلے کی سطح پر ذاتی اور گروہی اختلاف رائے کی وجوہات کی شناخت کر سکیں۔

### معلومات برائے اساتذہ

1. ایک جگہ رہنے والے لوگوں کی کسی موضوع پر رائے اور خیالات مختلف ہو سکتے ہیں۔ بعض اوقات کسی کی رائے سے اختلاف کے نتیجے میں تنازع پیدا ہو سکتا ہے مثلاً بیٹھنے کی جگہ پر، ملکیت پر یا حکومت کی جانب سے سہولیات پہلے حاصل کرنے پر اختلاف۔
2. اختلاف رائے کا احترام کرنا چاہیے مثبت انداز اور معاملہ فہمی سے معاملات احسن طریقے سے حل ہو سکتے ہیں۔
3. ایسے تصورات سمجھانے کے لیے ذہنی مشق (Brainstorming)، رول پلے اور اس جیسی دیگر سرگرمیوں سے بہتر طریقے سے کام لیا جاسکتا ہے جن میں طلبہ بحث و مباحثہ کریں۔

### دورانیہ: 35 منٹ/ایک پیریڈ



### وسائل/اذرائع



چارٹ، مارکرز، پنسل، تختہ تحریر اور درسی کتاب معاشرتی علوم برائے جماعت چہارم

### تعارف: 5 منٹ



- طلبہ سے درج ذیل سوالات پوچھیں۔
1. آپ کو کون سا رنگ پسند ہے؟  
(مختلف بچوں سے جواب لے کر تختہ تحریر پر لکھیں)۔
  2. مزید پوچھیں کہ آپ کو کون سا کھیل پسند ہے؟  
(دو تین طلبہ سے جواب لے کر تختہ تحریر پر لکھیں)۔
  3. اب طلبہ کو بتائیں کہ لوگوں کی پسند اور رائے میں فرق ہو سکتا ہے اور عنوان کا اعلان کریں۔

### تصور کی پننگی



سرگرمی نمبر 1: 10 منٹ

1. طلبہ کو میز کے اطراف میں اس طرح کھڑا کریں کہ آدھے طلبہ میز کے ایک طرف اور آدھے میز کے دوسری طرف کھڑے ہوں۔  
میز پر '6' کا ہندسہ لکھا کارڈ رکھیں۔ دونوں اطراف کے طلبہ سے باری باری پڑھنے کو کہیں۔ ایک طرف کے طلبہ کہیں گے "6" جب کہ دوسری طرف کے طلبہ کہیں گے "9"۔
2. اب طلبہ کو کہیں آپ دونوں کا جواب درست ہے لیکن میز کی ایک طرف سے دیکھنے والوں کو یہ ہندسہ '6' نظر آرہا ہے جبکہ میز کی

دوسری طرف سے دیکھنے والوں کو یہ ہندسہ '9' نظر آرہا ہے۔ اس لیے کسی گروپ کو غلط کہنا درست نہیں ہے۔ دونوں گروپ ایک دوسرے کی رائے کا احترام کریں۔

3. اسی طرح طلبہ کو بتائیں کہ کسی بھی معاملے کے بارے میں اور بعض اوقات مختلف پہلوؤں کو دیکھنے سے ہم اختلاف رائے رکھ سکتے ہیں۔ ہمیں چاہیے کہ ایک دوسرے کی رائے کا احترام کریں۔

سرگرمی نمبر 2: 10 منٹ

طلبہ کو جوڑوں میں تقسیم کریں اور ان کو ان کی درسی کتاب کے متعلقہ صفحے کا مطالعہ کرنے کو کہیں اور درج ذیل سوالوں پر بحث کرائیں۔ اس دوران طلبہ کو اس سلسلہ میں مزید معلومات مہیا کریں ان کی نگرانی اور مدد کریں۔

1. ذاتی سطح پر اختلاف کی کیا وجوہات ہو سکتی ہیں؟
2. گھریلو سطح پر کن معاملات پر اختلاف رائے ہو سکتا ہے؟
3. محلے کی سطح پر کن معاملات پر اختلاف رائے ہو سکتا ہے؟

نتیجہ/خلاصہ: 3 منٹ



سبق کے اہم نکات طلبہ کے سامنے دہرائیں

1. انسانوں کا اکٹھا رہنا ان کی معاشرتی ضرورت ہے ان کے درمیان اختلاف رائے ہونا قدرتی عمل ہے اختلاف رائے کا احترام معاشرے میں امن وامان کا ضامن ہے۔ اختلاف رائے کا مطلب جھگڑا کرنا نہیں ہے بلکہ تحمل سے دوسرے کی رائے کو سننا اور برداشت کرنا چاہیے۔
2. اگر ہم اختلاف کی وجوہات جانیں اور پھر ان وجوہات کو دور کرنے کی کوشش کریں تو پھر امن معاشرے کی تشکیل کر سکتے ہیں۔

جائزہ: 5 منٹ



طلبہ سے درج ذیل سوالات پوچھیں۔

1. اگر آپ کو سبز رنگ پسند ہو اور دوسرے کو نیلا تو کیا وہ غلط ہے؟
2. اختلاف رائے سے کیا مراد ہے؟
3. اختلاف رائے کی وجہ جاننا کیوں ضروری ہے؟

مشق: 2 منٹ



1. تختہ تحریر پر درج ذیل جدول بنائیں اور طلبہ سے کہیں کہ آپ اس جدول کے مطابق گھر سے چارٹ بنا کر لائیں۔
2. طلبہ کو بتائیں کہ جدول میں اپنی روزمرہ زندگی کے تجربات لکھیں۔

اختلاف رائے کی وجوہات

			ذاتی سطح پر
			گھریلو سطح پر
			محلے کی سطح پر

## امن، تنازع اور تنازعات کا حل

### طلبہ کے حاصلاتِ تعلیم



- امن (Peace) اور تنازع (Conflict) کی اصطلاحات کی تعریف کر سکیں۔
- وضاحت کر سکیں کہ رویوں کے اثر سے تنازع اور امن پیدا ہوتا ہے۔
- بات چیت کے ذریعے سے تنازعات کو حل کر سکیں۔

### معلومات برائے اساتذہ

1. کسی بھی جگہ کا پرسکون ماحول جہاں لوگ آزادی کے ساتھ لڑائی جھگڑے کے بغیر اپنی زندگی بسر کریں پر امن ماحول کہلاتا ہے۔
2. تنازعات ہمارے رویوں اور عمل کی ہی پیداوار ہیں۔ اگر رویے منفی ہوں گے تو طاقت ور کمزور پر ظلم کرے گا اور معاشرے میں بد امنی ہوگی۔
3. اصولوں اور مفادات کے ٹکراؤ کے نتیجے میں اختلافات پیدا ہونا تنازع کہلاتا ہے۔ پہلے یہ زبانی حد تک بعد میں لڑائی جھگڑے کی صورت اختیار کر لیتا ہے۔
4. تنازعات اگر وقت پر ختم نہ کیے جائیں تو امن ختم ہو جاتا ہے۔ اس کے لیے مقامی سطح پر مصالحتی کمیٹیاں اور اقوامِ عالم کی سطح پر سلامتی کونسل اگر مثبت کردار ادا کرے تو پائیدار امن قائم کیا جاسکتا ہے۔
5. تنازعات کی بدولت لوگوں کی زندگی مشکل ہوتی ہے اور ہر قسم کی ترقی رک جاتی ہے۔
6. اس تصور کی تدریس کے لیے بحث اور رول پلے کا طریقہ موزوں ہو گا۔

### دورانیہ: 70 منٹ/دوپہریڈ



### وسائل/ادراغ



کہانی کی فوٹو سٹیٹ کاپیاں، دو قسم کے مناظر کے کارڈ (ایک لڑائی جھگڑے اور دوسرا پُر امن ماحول)، چارٹس، تختہ تحریر، ڈسٹر، درسی کتاب معاشرتی علوم جماعت چہارم۔

### تعارف: 10 منٹ



1. دو طرح کے مناظر کی تصاویر (ایک لڑائی جھگڑے اور ایک پُر امن ماحول کی) طلبہ کے سامنے آویزاں کریں اور طلبہ سے اخذ کروائیں کہ دونوں تصاویر میں کیا نظر آرہا ہے؟
2. دونوں میں سے کون سا منظر آپ کو اچھا لگا اور کیوں؟ اس مرحلہ پر طلبہ کے سامنے موضوع واضح کرنے کی کوشش کریں۔
3. جب دو افراد یا اقوام میں جھگڑا ہو تو کیا کرنا چاہیے؟
4. طلبہ کے جوابات کے بعد سبق کا مختصر تعارف کروائیں۔



سرگرمی نمبر 1: 15 منٹ

1. طلبہ کو چار گروپوں میں تقسیم کریں۔ ہر گروپ کو مندرجہ ذیل کہانی کی فوٹو سٹیٹ تقسیم کریں۔  
”اکرم اور اسلم دوست ہیں۔ ان کے درمیان کھیل کے دوران لڑائی ہوگئی۔ علی جو کہ بنیادی طور پر اکرم اور اسلم کی دوستی سے حسد کرتا تھا۔ اس کو اپنا کام دکھانے کا موقع مل گیا۔ وہ اسلم کو اکرم اور اسلم کی طرف سے بدگمان کرنے کے لیے جھوٹ بولتا جس سے ان کی لڑائی بڑھ گئی۔ اکرم کے ابو کو جب اس بات کا پتہ چلا تو انہوں نے اکرم اور اسلم دونوں کو بلایا اور ان کی غلط فہمی دور کرا دی۔“
2. طلبہ سے مندرجہ ذیل سوالات پوچھیں۔
  - اس کہانی میں آپ کو کون سا کردار سب سے زیادہ پسند آیا اور کیوں؟
  - آپ کے خیال میں اس کہانی میں کون سا کردار جھگڑا بڑھانے کا باعث بنا؟
  - کیا آپ چاہتے ہیں کہ اکرم اور اسلم میں دوستی قائم رہے؟
  - کیا اکرم کے ابو نے اچھا کام کیا؟
  - اس کہانی سے آپ نے کیا سبق حاصل کیا؟

سرگرمی نمبر 2: 15 منٹ

1. طلبہ کو دو گروپوں میں تقسیم کر دیں۔
2. ایک گروپ سے کہیں کہ وہ اپنی نوٹ بک میں لکھیں کہ لوگ یا اقوام آپس میں لڑتے کیوں ہیں اور لڑائی کے کیا اثرات ہوتے ہیں؟
3. دوسرے گروپ سے کہیں کہ وہ اپنی نوٹ بک میں لکھیں کہ امن کے کیا فوائد ہیں؟ اور امن کس طرح قائم کیا جاتا ہے؟
4. دونوں گروپ اپنے خیالات سب کو بتائیں۔
5. ہر گروپ سے دو طالب علموں سے کہیں کہ اپنے لکھے ہوئے نکات تختہ تحریر پر لکھیں اور اونچی آواز میں جماعت کے سامنے پڑھیں۔

سرگرمی نمبر 3: 10 منٹ

1. طلبہ کو مندرجہ ذیل کہانی سنائیں، اور پھر تین طلبہ سے رول پلے کروائیں تاکہ وہ تنازعات کے تصور اور حل کا طریقہ بتا سکیں۔  
”عاصم اور یاسر چوتھی جماعت میں پڑھتے تھے۔ دونوں کے گھر قریب قریب تھے، وہ سکول اکٹھے آتے جاتے تھے۔ کمرہ جماعت میں بھی وہ ایک ساتھ بیٹھتے تھے۔ ایک دن عاصم نے شرارت سے یاسر کی قمیص پر سیاہی پھینک دی۔ دونوں کے درمیان لڑائی شروع ہوگئی۔ اُستاد صاحب کی نظر پڑی تو انہوں نے جھگڑے کی وجہ پوچھی۔ دونوں لڑکوں کو آپس میں بات چیت پر آمادہ کیا۔ عاصم اپنی شرارت پر بہت شرمندہ ہوا۔ عاصم نے یاسر سے معافی مانگی۔ عاصم نے یاسر سے دوبارہ دوستی کر لی۔ اس طرح اُستاد صاحب کی سمجھداری سے بات چیت سے مسئلہ حل ہو گیا۔“
2. Role Play کے اختتام پر طلبہ سے پوچھیں: آج آپ نے کیا دیکھا؟
  - کیا گفتگو یا بات چیت، تنازعات کے حل کا طریقہ ہے؟
3. درسی کتاب کے متعلقہ صفحے کے ذریعے معلومات دیں۔

نتیجہ/خلاصہ: 5 منٹ



- آخر میں سبق کے اہم نکات طلبہ سے اخذ کرائیں۔
1. انسانوں کا اکٹھا رہنا انکی معاشرتی ضرورت ہے۔ فرد تنہا زندگی بسر نہیں کر سکتا۔
2. بعض چیزوں پر لوگوں میں اختلافات بھی پیدا ہو جاتے ہیں جو تنازعات کی شکل اختیار کر لیتے ہیں۔
3. زیادہ تر اختلافات ہماری سوچ اور رویوں کی پیداوار ہوتے ہیں۔

4. اگر ہمارے مثبت رویے ہوں گے اور ہم طاقت کا غلط استعمال نہ کریں تو اس سے امن قائم ہوگا۔
5. محلے یا گاؤں کی سطح پر پڑھے لکھے اور باشعور لوگ معاملات کو بات چیت کے ذریعے حل کر سکتے ہیں۔
6. اکثر ہونے والے معمولی جھگڑے اسی وقت ختم کر دینے چاہئیں یا اپنے بڑوں کو اطلاع کریں تاکہ بروقت تنازعات ختم ہو جائیں۔

### جائزہ: 10 منٹ



1. طلبہ سے کہیں کہ درج ذیل میں سے صحیح اور غلط جملوں کی نشاندہی کریں۔
  - تنازع والی جگہ کا ماحول خراب ہوتا ہے۔
  - ایک دوسرے کی آزادی کا احترام نہیں کرنا چاہیے۔
  - پُر امن ماحول میں ملک ترقی نہیں کرتا۔
  - موجودہ حالات میں سب سے زیادہ ضرورت امن کی ہے۔
2. طلبہ سے سوال کریں۔
  - کہانی میں آپ کو کون سا کردار پسند آیا؟
  - لڑائی جھگڑوں کا نتیجہ کیا نکلتا ہے؟
  - جھگڑے کیوں ہوتے ہیں؟ دو وجوہات بتائیں۔
  - اگر امن قائم ہو جائے تو کیا اثرات مرتب ہوں گے؟
  - امن کے قیام میں بنیادی چیز کیا ہے؟
  - جب سکول میں طلبہ کے درمیان جھگڑا ہو جائے تو کیا کرنا چاہیے؟
  - قوموں کے درمیان تنازعات حل کرنے میں کون سا ادارہ کام کرتا ہے؟
  - جرگہ کیا کام کرتا ہے؟

### مشق: 5 منٹ



1. طلبہ کو امن کے حوالے سے ایک پوسٹر بنانے کو کہیں۔
2. طلبہ کے بنائے ہوئے بہترین پوسٹرز کو سکول میں نمایاں جگہ پر آویزاں کریں۔

## تمدنی شعور اور عمومی آداب

### طلبہ کے حاصلاتِ تعلم



- تمدنی شعور (Civic Sense) کو مثالوں سے واضح کر سکیں: ٹریفک کے قواعد (Traffic Rules)، ماحول کی صفائی، واش (WASH)
- عمومی آداب (Common Etiquettes) مثلاً اخلاق، شائستگی، بڑوں کا احترام، دوسروں کی مدد، محنت کی عظمت اور نظم و ضبط وغیرہ کی شناخت کر سکیں۔

### معلومات برائے اساتذہ

1. تمدنی شعور سے مراد شہری زندگی کی سمجھ ہے یعنی کسی معاشرے کے لوگوں میں آداب و اخلاقیات کا شعور موجود ہونا۔
2. تمدنی شعور (Civic Sense) کا مطلب یہ ہے کہ کسی معاشرے میں رہنے کے لیے جن آداب کا خیال رکھنا ضروری ہے، ان کی سمجھ ہر شہری کو ہونی چاہیے۔ یہ سمجھ بوجھ تعلیم سے حاصل ہوتی ہے۔
3. ہر معاشرے میں کچھ عمومی آداب ہوتے ہیں جن کو مد نظر رکھنا معاشرے کے ہر فرد کے لیے ضروری ہے مثلاً: اخلاق حسنہ، بڑوں کا احترام، دوسروں کی مدد کرنا وغیرہ۔
4. عمومی آداب کا لحاظ رکھنے سے معاشرہ امن و سکون کا گہوارہ بن جاتا ہے۔
5. ایسے تصورات کو چارٹس اور لسٹ بنانے کی سرگرمیوں کے ذریعے بہتر طور پر پڑھایا جاسکتا ہے۔

### دورانیہ: 70 منٹ/دوپہریڈ



### وسائل/اذرائع



چارٹس، کاغذ، پنسل، مارکر۔

### تعارف: 10 منٹ



طلبہ سے درج ذیل سوالات پوچھیں:

1. کمرۂ جماعت میں آپ فالتو اشیا کہاں پھینکتے ہیں؟
2. گھر کے سامنے گندگی پھینکنے والے شخص اور گندگی صاف کرنے والے شخص میں سے کون بہتر ہے؟
3. کیا ہمیں گندگی اپنے گھر کے سامنے پھینکنی چاہیے؟
4. کیا دوسروں کے گھر کے سامنے کوڑا کرکٹ پھینکنا ٹھیک ہے؟
5. تمدنی شعور کی ایک مثال دیں؟

### تصور کی پختگی



سرگرمی نمبر 1: 20 منٹ

## 1. تختہ تحریر پر درج ذیل جدول بنائیں۔

1	گروپ نمبر 1	1
2		2
3	گروپ نمبر 2	3
4		4
1	گروپ نمبر 3	1
2		2
3		3
4		4

2. اس کے بعد طلبہ کو چار گروپوں میں تقسیم کریں اور ہر گروپ لیڈر اپنے گروپ کی طرف سے باشعور شہری کی چار خصوصیات اپنے گروپ کے خانے میں لکھے۔ طلبہ کو درسی کتاب کے متعلقہ صفحات پڑھنے کا کہیں اور وہ اس کے مطابق معلومات اپنے خانے میں لکھیں۔
3. چاروں گروپ تمدنی شعور اور اچھے شہری کی خصوصیات اس جدول کو دیکھ کر اپنی نوٹ بک پر لکھیں۔

## سرگرمی نمبر 2: 25 منٹ

1. طلبہ کو چار گروپوں میں تقسیم کریں۔
  2. طلبہ کو درسی کتاب کا متعلقہ صفحہ پڑھنے کا کہیں اور عمومی آداب کی فہرست پر گروپوں میں بحث کرنے کا کہیں۔
  3. ہر گروپ اپنی سوچ کے مطابق ان آداب کی اہمیت کی ترتیب سے ان آداب کو ایک چارٹ پر لکھے۔
  4. ہر گروپ چارٹ پر لکھے ہوئے کام کو جماعت کے سامنے پیش کرے۔
- آخر میں طلبہ سے کہیں کہ ہر گروپ نے اپنی سوچ کے مطابق فہرست پیش کی لیکن دراصل ہر ادب اپنے مقام پر اہم ہے۔

## نتیجہ/خلاصہ: 5 منٹ



1. تمدنی شعور یہ ہے کہ ہم اپنے گھر سے کچرا باہر نکال دیں اور اپنے گھر کو صاف رکھیں اور اُس کچرے کو سڑک، راستے یا دوسروں کے گھر کے سامنے نہ پھینکیں بلکہ اس کے لیے مخصوص جگہ پر پھینک دیں۔ اسی طرح کمرہ جماعت اور سکول میں فالتو اشیاء کمرہ جماعت یا سکول میں پھینکنے کی بجائے کوڑا دان میں ڈالیں۔
2. ”عمومی آداب“ ہمیں معاشرے میں بہتر زندگی گزارنے اور اچھا شہری بنانے میں مددگار ہوتے ہیں۔

## جائزہ: 5 منٹ



طلبہ سے پوچھیں:

1. ایک باشعور شہری میں کون کون سی خصوصیات ہوتی ہیں؟
2. باشعور شہری کی خصوصیات میں سے آپ میں کون سی خصوصیات پائی جاتی ہیں؟
3. ٹریفک قوانین کی پابندی کرنے سے کس شعور کی نشان دہی ہوتی ہے؟
4. واش (WASH) کس کا مخفف ہے اور اس کا کیا مطلب ہے؟
5. اپنی باری کے انتظار کے لیے قطار بنانا آپ کو کیسا لگتا ہے؟
6. کیا وقت کی پابندی کرنا ہر ایک کے لیے ضروری ہے؟

## مشق: 5 منٹ



- طلبہ کو مندرجہ ذیل سوالات کے جوابات لکھنے کو دیں۔
1. تمدنی شعور کی تعریف لکھیں۔ ایسے آداب اور رویوں کی فہرست بنائیں جن سے تمدنی شعور ثابت ہوتا ہے۔
  2. عمومی آداب کی فہرست بنائیں۔

# ثقافت اور پاکستان کی متنوع ثقافت

## طلبہ کے حاصلاتِ تعلیم



- ثقافت (Culture) کی تعریف کریں اور اس کے اجزا بیان کریں۔
- پاکستان کی متنوع ثقافت (Diverse Culture) پہچان کریں۔

## معلومات برائے اساتذہ

1. ثقافت سے مراد وہ سماجی اور موروثی تجربات ہیں جو ایک نسل سے دوسری نسل تک انفرادی تجربات کو جمع کرنے سے حاصل ہوتے ہیں۔
2. ایک تعریف کے مطابق ثقافت زندگی گزارنے کا ایک ایسا طریقہ جو نسل در نسل منتقل ہوتا ہے۔
3. پاکستانی ثقافت ایک قدیم اور رنگارنگ ثقافتی گلدستہ ہے۔ پاکستانی علاقہ ماضی میں دراوڑ، آریہ، ہن، ایرانی، یونانی، عرب اور ترک تہذیبوں کا حصہ رہا ہے۔ ان کے ساتھ ساتھ موسموں اور آب و ہوا کا بھی ثقافت پر گہرا اثر ہے۔
4. ثقافت مسلسل تبدیل ہونے والا عمل ہے جس میں دن بدن تبدیلیاں آتی رہتی ہیں۔
5. سائنس اور ٹیکنالوجی کی بدولت بھی ثقافت میں تبدیلیاں رونما ہوتی ہیں۔
6. پاکستان کے صوبوں اور علاقوں کے لوگوں کی دستکاریاں، پکوان، میلے، تہوار، زبانیں، لباس، رسم و رواج وغیرہ ایک دوسرے سے مختلف ہیں۔
7. درسی مواد پر گروپوں میں کام کے ذریعے ان موضوعات کی تدریس کرائی جائے۔

## دورانیہ: 70 منٹ/دوپہریڈ



## وسائل/اذرائع



درسی کتاب معاشرتی علوم برائے جماعت چہارم، مختلف علاقائی ملبوسات، کھانوں اور کھیلوں کی تصاویر، تختہ تحریر، مارکر، چارٹ وغیرہ۔

## تعارف: 10 منٹ



طلبہ سے مختلف سوالات کریں مثلاً:

1. آپ کون کون سے تہوار مناتے ہیں؟
2. آپ کی مادری زبان کون سی ہے؟
3. آپ کون سا کھیل کھیلتے ہیں؟
4. آپ کے علاقے میں لوگ عام طور پر کیسا لباس پہنتے ہیں؟
5. کیا پاکستان کے ہر علاقے میں ایک ہی مادری زبان بولی جاتی ہے؟
6. آپ کے علاقے میں عید الفطر کے دن کون کون سے پکوان بنتے ہیں؟
7. آپ نے کھانے میں کبھی نوڈلز، میکرونی، برگر اور پیرا استعمال کیے ہیں؟





سرگرمی نمبر 1: 15 منٹ

طلبہ کو چھ گروپس میں تقسیم کریں اور ہر گروپ کو کسی ایک صوبے/علاقے کے لباس والی تصاویر دے کر ہدایت کر دیں کہ طلبہ گروپ میں تصاویر پر بحث کر کے فلیش کارڈ پر اس علاقے/صوبے کا نام/جہاں لباس پہنا جاتا ہے اور اس لباس کی خصوصیات لکھیں۔ اس دوران ان کی رہنمائی کریں۔ ہر گروپ کا نمائندہ اپنا کام جماعت کے سامنے پیش کرے۔

سرگرمی نمبر 2: 25 منٹ

طلبہ کے پانچ گروپ بنائیں۔

1. تختہ تحریر پر ثقافت کی بنیادی خصوصیات (مذہب، رہن سہن، لباس، زبان، خوراک، تہوار اور میلے) لکھیں۔ ہر گروپ کو پاکستان کے ایک صوبے/علاقے (خیبر پختونخوا، پنجاب، سندھ، بلوچستان، آزاد جموں و کشمیر اور گلگت بلتستان) پر کام کرنے کو دیں۔ انھیں بتائیں کہ تختہ تحریر پر لکھی ثقافتی خصوصیات کے بارے میں دیے گئے ایک علاقے/صوبے سے متعلق چارٹ بنائیں۔
2. اس دوران طلبہ کی رہنمائی کریں۔
3. طلبہ اپنے گروپ میں درسی کتاب سے استفادہ کرتے ہوئے اپنا گروپ ورک مکمل کریں۔
4. ہر گروپ کا نمائندہ اپنا کام ایک چارٹ پر کلاس کے سامنے پیش کرے۔
5. اُستاد ہر گروپ کے کام کی پیشکش کے بعد ضروری نکات کی وضاحت کرے۔
6. طلبہ کے کام پر مبنی چارٹ کمرہ جماعت میں آویزاں کریں۔

نتیجہ/خلاصہ: 10 منٹ



طلبہ کی پیشکش کی روشنی میں یہ اخذ کرائیں اور تختہ تحریر پر لکھیں۔

1. ہر صوبے/علاقے کی بڑی زبانوں کے نام بتائیں۔
2. صوبوں/علاقوں کے مختلف لباس کے بارے میں بتائیں۔
3. کس صوبے کے لوگ، مہمان نوازی میں مشہور ہیں؟
4. قومی لباس میں کیا چیز مشترک ہے؟
5. چند مشہور میلوں کے نام بتائیں۔

جائزہ: 5 منٹ



طلبہ سے کہیں کہ ذیل کے جملوں میں خالی جگہ پُر کریں۔

1. میدانی علاقوں میں موسم کی مناسبت سے \_\_\_\_\_ پہنے جاتے ہیں۔ (متوقع جواب: ہلکے اور گرم کپڑے)
2. وادی چترال اور ہنزہ کی خواتین \_\_\_\_\_ رنگ کا چوغا اور سر پر خاص ٹوپی پہنتی ہیں۔ (سیاہ)
3. گلگت بلتستان میں \_\_\_\_\_ زبان بولی جاتی ہے۔ (شینا اور بلتی)
4. پاکستانی ثقافت ایک \_\_\_\_\_ ثقافت ہے۔ (متنوع)
5. گرم اور اُونی کپڑے \_\_\_\_\_ علاقوں میں استعمال کیے جاتے ہیں۔ (پہاڑی)

مشق: 5 منٹ



تمام طلبہ سے کہیں کہ اپنی علاقائی ثقافت کے بارے میں چند جملے اپنی کاپی میں لکھیں۔

# مذہبی ہم آہنگی اور متنوع ثقافت کا احترام

## طلبہ کے حاصلات تعلم



- مذہبی ہم آہنگی (Harmony) کو بیان کر سکیں اور بتا سکیں کہ کس طرح اقلیتیں اپنے تہوار مناتی ہیں۔
- پاکستان کے مختلف خطوں میں متنوع ثقافت کے احترام کا مظاہرہ کر سکیں۔

## معلومات برائے اساتذہ

1. کسی علاقے کے لوگوں کے لباس، رسم و رواج، مذہب، زبان، ادب اور رہن سہن کے طریقوں کو ثقافت کہتے ہیں۔
2. پاکستان ایک گلدستے کی مانند ہے جس میں مختلف رنگ کے پھول ہیں۔
3. ہمارے جھنڈے کے دو رنگ سبز اور سفید ہیں۔
4. سبز رنگ مسلمانوں کو اور سفید رنگ اقلیتوں کو ظاہر کرتا ہے۔
5. مذہبی ہم آہنگی سے مراد مختلف مذاہب اور عقائد سے تعلق رکھنے والے لوگوں کا امن اور باہمی احترام سے رہنا ہے۔
6. انسان کی معاشی، معاشرتی، جسمانی اور ذہنی نشوونما اس کے ماحول کی وجہ سے ہوتی ہے۔
7. پاکستان میں مختلف ثقافتی گروہ آباد ہیں جیسے بلوچ، سندھی، پشتون، پنجابی، گلگتی، بلتی اور کشمیری۔ ہمارا تعلق ان میں سے کسی بھی ثقافتی گروہ سے ہو، ہم سب پاکستانی ہیں اور ایک قوم ہیں۔
8. مذہبی ہم آہنگی اور متنوع ثقافت کا احترام اُسی وقت ممکن ہے جب ہم سب اپنے ارد گرد رہنے والوں کے ساتھ مثبت رویوں کا اظہار کریں، کسی کی حق تلفی اور دل آزاری نہ کریں اور ایک دوسرے کا مذاق نہ اڑائیں۔
9. درسی مواد پر گروپوں میں کام کے ذریعے ان موضوعات کی تدریس کرائی جائے۔

## دورانیہ: 35 منٹ/ایک پیریڈ



## وسائل/ذرائع



درسی کتاب معاشرتی علوم برائے جماعت چہارم، تختہ تحریر، چاک، کاغذ، رنگین پنسل، مارکرز۔

## تعارف: 5 منٹ



طلبہ کی توجہ نئے سبق کی طرف مبذول کرانے کے لیے مندرجہ ذیل سوالات کریں۔

1. ہم سال میں کتنی عیدیں مناتے ہیں؟
2. عید الفطر کب منائی جاتی ہے؟
3. عید الاضحیٰ کے موقع پر مسلمان کیا کرتے ہیں؟
4. کیا پاکستان میں رہنے والی غیر مسلم اقلیتیں بھی خوشی کے تہوار مناتی ہیں؟
5. کیا آپ کو کسی ایسے تہوار کا نام معلوم ہے؟
6. تمام سوالات کے جوابات کے بعد طلبہ کو بتائیں کہ ہمارے پیارے ملک پاکستان میں تمام مذاہب کے لوگوں کو اپنے تہوار منانے کے لیے مکمل مذہبی آزادی حاصل ہے اور تمام مذاہب کے لوگ ایک دوسرے کا احترام کرتے ہیں۔



سرگرمی نمبر 1: 15 منٹ

طلبہ کے مناسب گروپ بنائیں۔ ہر گروپ کو کتاب کے متعلقہ صفحے کا مطالعہ کر کے درج ذیل سوالات کے جوابات چارٹ پر تحریر کرنے کا کام تفویض کریں۔

- گروپ 1: عیدین کے موقع پر مسلمان خوشی کا اظہار کیسے کرتے ہیں؟  
اس موقع پر گھروں میں عموماً کس قسم کے کھاتے بنتے ہیں؟
  - گروپ 2: کیا ہندوؤں کا بھی خوشی منانے کا کوئی تہوار ہے؟  
ہندو مذہب کے لوگ اس موقع پر خوشی کا اظہار کیسے کرتے ہیں؟
  - گروپ 3: مسیحی کو نسا تہوار مناتے ہیں؟  
کرسمس کے موقع پر مسیحی کیسا لباس پہنتے ہیں اور خوشی کا اظہار کیسے کرتے ہیں؟
  - گروپ 4: بیساکھی کا تہوار کون لوگ مناتے ہیں؟  
سکھ برادری کے لوگ کیسے اپنا تہوار مناتے ہیں؟
- گروپ میں کام مکمل کرنے کے بعد ہر گروپ سے ایک طالب علم اپنا چارٹ سامنے کی دیوار پر آویزاں کر کے کلاس کے سامنے پڑھ کر سنائے۔ اگر طلبہ سوال کرنا چاہیں تو کریں۔ اس دوران ان کی رہنمائی کریں۔

نتیجہ/خلاصہ: 5 منٹ



نکات کی شکل میں آج کے سبق کا خلاصہ تجزیہ تحریر پر لکھ کر وضاحت کریں کہ ہمیں مختلف مذاہب کے تہواروں کا احترام کرنا چاہیے اور اسی طرح ملک کے مختلف خطوں کی ثقافت (بلوچ، سندھی، پشتون، پنجابی، گلگتی، بلتی اور کشمیری) کو محبت اور احترام سے دیکھنا چاہیے۔

- عیدین - عید الفطر، عید الاضحیٰ
- کرسمس
- ہولی - دیوالی
- بیساکھی

جائزہ: 5 منٹ



- طلبہ کا جائزہ لینے کے لیے درج ذیل سوالات کریں۔
1. عید الفطر کب منائی جاتی ہے؟
  2. عید الاضحیٰ کس واقعہ کی یاد میں منائی جاتی ہے؟
  3. کرسمس کس تاریخ کو منائی جاتی ہے؟
  4. ہولی کے موقع پر خوشی کا اظہار کیسے کیا جاتا ہے؟
  5. بیساکھی کا تہوار کیسے منایا جاتا ہے؟
  6. پاکستان میں کون کون سے مختلف ثقافتی گروہ آباد ہیں؟

مشق: 5 منٹ



طلبہ کو درسی کتاب سے متعلقہ سوال گھر کے کام کے طور پر تفویض کریں۔

## قوم اور قومیت

### طلبہ کے حاصلاتِ تعلم



- قوم (Nation) اور قومیت (Nationality) کی تعریف کر سکیں۔
- مُحبِ وطن (Patriotic) پاکستانی ہونے پر فخر کرنے کے اسباب بیان کر سکیں۔

### معلومات برائے اساتذہ

1. قوم سے مراد مختلف لوگوں کا ایسا گروہ ہے جن کی اقدار، روایات، مفادات، مذہب اور ثقافت مشترک ہوں اور وہ کسی مخصوص علاقے میں رہتا ہو۔
2. قومیت اس بات کی نشاندہی کرتی ہے کہ جہاں کوئی فرد پیدا ہوا ہو اور اس ریاست کی شہریت رکھتا ہو۔
3. پاکستان کئی پرانی تہذیبوں کا مرکز رہا ہے۔
4. پاکستان ایک اسلامی ریاست ہے۔
5. پاکستان کا نظام حکومت جمہوری ہے۔
6. پاکستان کے ہر شہری کو برابری کی بنیاد پر شہری حقوق حاصل ہیں۔
7. درسی مواد پر گروپوں میں بحث کے ذریعے ان موضوعات کی تدریس کرائی جائے۔

### دورانیہ: 35 منٹ/ایک پیریڈ



### وسائل/اذرائع



درسی کتاب معاشرتی علوم برائے جماعت چہارم، تختہ تحریر، مارکر، چارٹس، قائد اعظم کی تصویر اور فلیش کارڈ، پاکستان کا جھنڈا۔

### تعارف: 5 منٹ



- تختہ تحریر پر پاکستان کا جھنڈا اور پاکستانی کا نقشہ آویزاں کریں اور طلبہ سے درج ذیل سوالات پوچھیں۔
- یہ کس ملک کا جھنڈا ہے؟
  - ہمارے پیارے ملک کا نام کیا ہے؟
  - پاکستان میں رہنے والوں کو کیا کہتے ہیں؟
  - ہم پاکستان سے محبت کا اظہار کیسے کرتے ہیں؟
- طلبہ کے جوابات کی روشنی میں سبق کا مختصر تعارف کروائیں۔



سرگرمی نمبر 1: 15 منٹ

- طلبہ کو تعداد کے لحاظ سے مناسب گروپس میں تقسیم کریں اور ہر گروپ کو ایک عدد چارٹ اور مارکر مہیا کریں اور درج ذیل سوالات کے جوابات کتاب کی مدد سے آپس میں بحث کر کے تحریر کرنے کو کہیں۔
- 1. قوم اور قومیت کی تعریف کریں۔
- 2. پاکستانی ہونے پر فخر کے اسباب کیا ہیں؟
- طلبہ اپنے گروپ کی طرف سے ایک نمائندہ بھی مقرر کریں۔
- گروپوں کی نگرانی اور رہنمائی کریں۔
- گروپس کا کام مکمل ہونے پر ہر گروپ کا نمائندہ اپنے گروپ کا کام تختہ تحریر کے پاس جا کر کلاس کے سامنے پیش کرے۔

نتیجہ/خلاصہ: 5 منٹ



- خلاصہ کے طور پر درج ذیل نکات کی وضاحت کریں۔
1. پاکستان ایسی اسلامی ریاست ہے جہاں جمہوری نظام حکومت ہے۔
  2. ہم سب پاکستانی ہیں اور ہمیں پاکستانی ہونے پر فخر ہے۔
  3. اردو ہماری قومی زبان ہے جو ملک کے کونے کونے میں بولی اور سمجھی جاتی ہے۔

جائزہ: 5 منٹ



- طلبہ کی فہم و فراست کو جاننے کے لیے مندرجہ ذیل سوالات کیے جائیں۔
1. قوم سے کیا مراد ہے؟
  2. ہماری قومیت کیا ہے؟
  3. پاکستان کی قومی زبان کون سی ہے؟
  4. اردو پاکستان کے کون کون سے علاقوں میں بولی اور سمجھی جاتی ہے؟

مشق: 5 منٹ



- طلبہ سے کہیں کہ نوٹ بک پر درج ذیل سوالات کے جوابات لکھ کر لائیں۔
1. قوم اور قومیت سے کیا مراد ہے؟
  2. پاکستانی ہونے پر فخر کرنے کی وجوہات بیان کریں۔

## ابلاغ

### طلبہ کے حاصلاتِ تعلیم



- ابلاغ (Communication) کی تعریف کریں۔
- ابلاغ کے ذرائع کی شناخت کریں اور اہمیت بیان کریں۔ (آرٹ، زبان، خطوط، پوسٹ کارڈ، ای میل، ریڈیو، ٹیلی وژن، انٹرنیٹ، کمپیوٹر، موبائل فون)

### معلومات برائے اساتذہ

1. ابلاغ کے معنی ایک پُل کے ہیں۔ اس میں بتانے، سُننے اور سمجھنے کا ایک منظم اور مستقل عمل ہوتا ہے۔
2. ابلاغ ایک ایسا عمل ہے جسکے ذریعے معلومات، افراد یا تنظیموں کے مابین منتقل ہوتی ہیں، تاکہ افہام و تفہیم سے مطلوبہ نتائج حاصل ہوں۔
3. ابلاغ دوسرے لوگوں کے ساتھ خیالات بانٹنے کی صلاحیت کو بھی کہتے ہیں۔
4. ابلاغ کو تین بنیادی اقسام میں تقسیم کیا جاسکتا ہے۔ (۱) زبانی (۲) تحریری (۳) غیر روایتی
- ٹیلی فون گراہم بیل (Graham Bell)، کمپیوٹر چارلس بابیج (Charles Babbage)، ریڈیو مارکونی (Marconi) اور ٹیلی وژن بیرڈ جان لوگی (Baird John Logie) نے ایجاد کی۔
5. آرٹ اور زبان کے استعمال سے بھی پیغامات پہنچائے جاتے ہیں۔
6. آج کل سب سے زیادہ استعمال ہونے والا ذریعہ ابلاغ ٹیلی فون ہے جس کی جدید شکل موبائل فون ہے۔
7. سوال و جواب، رول پلے اور بحث کے ذریعے ان موضوعات کی تدریس کرائی جائے۔

### دورانیہ: 70 منٹ/دوپریہ



### وسائل/ذرائع



چارٹس، تختہ تحریر، چاک/مارکر، درسی کتاب معاشرتی علوم جماعت چہارم، موبائل فون، مختلف ذرائع ابلاغ کی تصاویر والے چارٹ۔

### تعارف: 5 منٹ



1. طلبہ سے مندرجہ ذیل سوالات کریں۔
  - کیا آپ نے ریڈیو اور ٹیلی وژن دیکھا ہے؟
  - کیا آپ نے ٹیلی وژن پر کوئی میچ دیکھا ہے؟
  - آپ دوسرے شہروں/ملکوں میں رہنے والے رشتے داروں سے کیسے رابطے کرتے ہیں؟
  - کیا آپ نے کمپیوٹر کا نام سنا ہے؟
2. طلبہ کے جوابات کے بعد عنوان کا تعارف کروائیں۔



سرگرمی نمبر 1: 15 منٹ

- مختلف ذرائع ابلاغ کا تصویری چارٹ تختہ تحریر پر آویزاں کریں اور طلبہ سے پوچھیں:
- کیا آپ ان تصاویر کو پہچانتے ہیں؟ (مختلف طلبہ سے مختلف تصاویر کے نام پوچھیں)
  - جب طلبہ تصویروں کے نام سے واقف ہو جائیں تو انہیں ابلاغ کی تعریف درسی کتاب کی مدد سے کروائیں۔
  - چند طلبہ سے باری باری کلاس کے سامنے پڑھوائیں۔ آخر میں خود ابلاغ کی وضاحت کریں۔

سرگرمی نمبر 2: 20 منٹ

- طلبہ کو چار گروپوں میں تقسیم کریں اور ہر گروپ کو درجہ ذیل سرگرمیاں دیں جن کو وہ رول پلے کے ذریعے سرانجام دیں۔
- پہلا گروپ: گروپ میں مشاورت کر کے ٹیلی فون / موبائل فون کے ذریعے دوستوں اور رشتے داروں سے گفتگو کرے۔
  - دوسرا گروپ: ٹیلی وژن پر خبریں پیش کرے۔
  - تیسرا گروپ: (گروپ کو اخبار دیں) اس میں موجود کھیل کی خبریں تلاش کر کے پڑھے۔
  - چوتھا گروپ: عید کارڈ بانٹ کر اپنے دوستوں کو بھیجے۔
- ہر گروپ مشورے سے اپنے کام کو تیار کر کے باری باری باقی گروپوں کے سامنے پیش کرے۔

سرگرمی نمبر 3: 15 منٹ

1. طلبہ کے مختلف گروپوں کو درسی کتاب کی مدد سے آپس میں بحث مباحثہ کروائیں کہ ان ذرائع ابلاغ کی کیا اہمیت ہے اور یہ ثقافت پر کیسے اثر انداز ہوتے ہیں۔
  - گروپ 1: کمپیوٹر۔
  - گروپ 2: موبائل فون
  - گروپ 3: ٹیلی وژن / ریڈیو
  - گروپ 4: پوسٹ کارڈ اور خطوط
2. ہر گروپ چارٹ بنا کر اپنے تفویض شدہ ذرائع ابلاغ کی اہمیت کلاس کے سامنے پیش کرے۔

نتیجہ / خلاصہ: 5 منٹ



سبق کے یہ اہم نکات تختہ تحریر پر لکھ کر وضاحت کریں۔

ابلاغ	ذرائع ابلاغ	ذرائع ابلاغ کی اہمیت
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جائزہ: 5 منٹ



- طلبہ سے پوچھیں کہ:
1. پوسٹ کارڈ کس مقصد کے لیے استعمال ہوتا ہے؟
  2. پرانے وقتوں میں آرٹ کس طرح پیغام رسانی کا ذریعہ تھا؟
  3. موبائل فون کو کن کن مقاصد کے لیے استعمال کیا جاسکتا ہے؟

مشق: 5 منٹ



طلبہ سے کہیں کہ اپنے پسندیدہ ذریعہ ابلاغ کی تصویر بنا کر اُس کے بارے میں پانچ جملے لکھ کر لائیں۔

## ریاست اور حکومت

### طلبہ کے حاصلاتِ تعلم



- ریاست (State) اور حکومت (Government) کی تعریف کریں۔
- ریاست (State) اور حکومت (Government) کے مابین فرق کریں۔

### معلومات برائے اساتذہ

1. ریاست انسانی ارتقاء میں ایک اہم سنگ میل کی حیثیت رکھتی ہے جس کے قیام کا بنیادی مقصد انسانی زندگی کا تحفظ اور انسان کی صلاحیتوں کو جلا بخشنا ہے۔
2. ریاست آبادی، علاقہ، حکومت اور اقتدار اعلیٰ پر مشتمل ایک ایسا ادارہ ہے جو گزرتے ہوئے وقت کے ساتھ انسانی زندگی میں بہتری لانے کی کوشش کرتا ہے۔
3. ریاست ایک ایسے ماحول کی فراہمی ممکن بناتی ہے جس میں انسان اپنی صلاحیتوں کو جلا بخش سکے۔ ریاست کا قیام ایک طویل ارتقائی عمل کا نتیجہ ہے۔
4. حکومت، ریاست کے چار عناصر میں سے ایک ہے اور اس کی حیثیت ریاست کے کارندے کی ہے۔
5. حکومت ریاست کے متعین کردہ مقاصد کے حصول کی جدوجہد کرتی ہے۔
6. ریاست ایک غیر مرئی (Invisible) وجود رکھتی ہے جبکہ حکومت ایک ٹھوس وجود رکھتی ہے جسے دیکھا جاسکتا ہے۔
7. حکومت کے تین اہم شعبے ہوتے ہیں یعنی مقننہ، انتظامیہ اور عدلیہ۔ مقننہ کا کام قانون بنانا ہے۔ انتظامیہ قانون نافذ کرتی ہے جبکہ عدلیہ قانون کی تشریح کا کام کرتی ہے اور لوگوں کو انصاف فراہم کرنا بھی عدلیہ کی ذمہ داری ہے۔
8. ریاست ایک مستقل اور غیر فانی وجود رکھتی ہے جبکہ حکومت غیر مستقل ہوتی ہے اور کسی بھی لمحے تبدیل ہو سکتی ہے۔
9. اقتدار اعلیٰ کی اصل مالک ریاست ہوتی ہے جبکہ حکومت اقتدار اعلیٰ کو ریاست کی مرضی کے تابع رہ کر استعمال کرتی ہے۔
10. ریاست کی حیثیت غیر متنازعہ ہوتی ہے جبکہ حکومت کے ساتھ اختلاف کیا جاسکتا ہے۔
11. مندرجہ بالا تصورات کی تدریس کے لیے سوال و جواب، بحث و مباحثہ اور فہرست بنانے کا طریقہ موزوں ہو گا۔

### دورانیہ: 70 منٹ/دوپیریٹ



### وسائل/اذرائع



چاک، تختہ تحریر، چارٹس، درسی کتاب معاشرتی علوم برائے جماعت چہارم۔

### تعارف: 8 منٹ



طلبہ سے درج ذیل سوالات پوچھیں جائیں۔

1. آپ گھر سے باہر جاتے وقت کس سے اجازت لیتے ہیں؟
2. گھر میں بہن، بھائیوں کے درمیان کھلونوں پر جھگڑا ہو جائے تو فیصلہ کون کرتا ہے؟



3. آپ کلاس روم سے باہر جانے کے لیے کس سے اجازت لیتے ہیں؟
  4. گھر اور سکول کی طرح ہمارے ملک کا انتظام کون چلاتا ہے؟
  5. قانون کون بناتا ہے؟
- آخری سوال کا جواب ملنے پر کہا جائے کہ آج ہم نے ریاست اور حکومت کے بارے میں پڑھنا ہے۔ ساتھ عنوان تختہ تحریر پر لکھ دیا جائے۔

## تصور کی پختگی



سرگرمی نمبر 1: 22 منٹ

1. طلبہ کے سامنے چارٹ آویزاں کیے جائیں جن میں سے ایک پر ریاست اور حکومت کی تعریف تحریر کی گئی ہو جبکہ دوسرے پر حکومت اور ریاست کے درمیان فرق تحریر کیا گیا ہو۔
2. تمام بنیادی تصورات کی وضاحت کریں تاکہ طلبہ سمجھ سکیں۔
3. کلاس کو موزوں تعداد کے چار یا پانچ گروپوں میں تقسیم کیا جائے اور ہر ایک گروپ کو باہمی مشورہ سے ریاست اور حکومت کی تعریف دیے گئے چارٹ پر لکھنے کا کہا جائے۔ اس کام کے دوران طلبہ درسی کتاب معاشرتی علوم برائے جماعت چہارم سے مدد لیں گے۔

سرگرمی نمبر 2: 20 منٹ

1. طلبہ کو دو گروپوں میں تقسیم کریں۔ ہر گروپ کو چارٹ اور مارکر مہیا کریں۔ ایک گروپ کو کہا جائے کہ وہ ریاست کی اہم خصوصیات کی فہرست بنائیں جبکہ دوسرے گروپ کو حکومت کی اہم خصوصیات کی فہرست بنانے کا کام تفویض کیا جائے۔
2. اس کام کے دوران طلبہ درسی کتاب معاشرتی علوم برائے جماعت چہارم سے مدد لیں۔
3. کام مکمل ہونے پر دونوں گروپوں میں سے ایک ایک طالب علم/طالبہ اپنا کام کلاس کے سامنے پیش کرے۔
4. طلبہ کے کام پیش کرنے کے دوران حکومت اور ریاست میں فرق کے نکات واضح کراتے جائیں۔

## نتیجہ/خلاصہ: 10 منٹ



سرگرمی نمبر 1 اور سرگرمی نمبر 2 میں طلبہ کے تحریر کردہ چارٹ کمرہ جماعت میں آویزاں کیے جائیں اور گیلری واک (Gallery Walk) کے ذریعے ان طلبہ کے تصورات میں رہ جانے والی کمی کو دور کیا جائے۔

## جائزہ: 8 منٹ



- مندرجہ ذیل سوالات کے ذریعے طلبہ کے تصورات کا جائزہ لیا جائے۔
1. ریاست کی تعریف کریں۔
  2. ریاست کن بنیادی عناصر پر مشتمل ہوتی ہے؟
  3. حکومت کی تعریف کریں۔
  4. حکومت اور ریاست میں سے کس کا وجود مستقل ہوتا ہے؟
  5. ریاست کے اقتدار اعلیٰ کو کون استعمال کرتا ہے؟

## مشق: 5 منٹ



طلبہ سے کہا جائے کہ وہ ریاست کے بنیادی عناصر کا فلو چارٹ (Flow Chart) اپنی کاپیوں پر بنائیں اور اس میں رنگ بھریں۔

# آئین اور پاکستان کا آئین

## طلبہ کے حاصلات تعلم



- بیان کر سکیں کہ آئین (Constitution) کسے کہتے ہیں۔
- پاکستان کے آئین (Constitution of Pakistan) کی بنیادی خصوصیات بیان کر سکیں۔

## معلومات برائے اساتذہ

1. ریاست اپنے قیام کے بعد طویل ارتقائی عمل سے گزری اور جمہوریت کا قیام ایک طویل جدوجہد کے بعد عمل میں آیا۔ ریاست کے قیام کے بعد یہ بحث جاری تھی کہ بالا دست حیثیت کس کو حاصل ہونی چاہیے مثلاً: بادشاہ کو یا کسی اور کو۔
2. انسان اپنی بصیرت اور تجربات سے اس نتیجے پر پہنچا کہ بالا دست حیثیت صرف قانون کو حاصل ہونی چاہیے۔
3. بالا دست حیثیت کے تعین کے بعد اس قانون کو ”آئین“ کا نام دیا گیا۔
4. آئین اس بات کا تعین کرتا ہے کہ ریاست میں حکومت کا قیام کس طرح ہوگا، حکومت اور عوام کے درمیان کیا تعلق ہوگا، حکومت کن اداروں پر مشتمل ہوگی اور ہر ادارے کے اختیارات اور حدود کا تعین بھی آئین کرتا ہے۔
5. ریاست کے تمام قوانین آئین کی روشنی میں بنائے جاتے ہیں۔
6. آئین ریاست کی قانون ساز اسمبلی (جو عوام کے منتخب نمائندوں پر مشتمل ہوتی ہے) بناتی ہے۔
7. زیر نظر تصورات کی تدریس کے لیے سوال و جواب اور بحث و مباحثہ کا طریقہ زیادہ موزوں ہو گا۔

## دورانیہ: 35 منٹ/ایک پیریڈ



## وسائل/اذرائع



چاک، تختہ تحریر، چارٹس، درسی کتاب معاشرتی علوم برائے جماعت چہارم۔

## تعارف: 5 منٹ



طلبہ سے درج ذیل سوالات پوچھے جائیں:

1. ہمارے ملک کا نام کیا ہے؟
2. ہمارا ملک کب قائم ہوا تھا؟
3. ہمارے ملک میں موجودہ حکومت کس کی ہے؟
4. حکومت کس طرح وجود میں آتی ہے؟
5. حکومت کے اختیارات کا تعین کون کرتا ہے؟
6. اگر حکومت کے اداروں میں اختیارات کی مناسب تقسیم نہ ہو تو کیا ہوگا؟



سرگرمی نمبر 1: 10 منٹ

1. طلبہ کے سامنے دو چارٹ آویزاں کیے جائیں۔
2. ان میں سے ایک چارٹ پر آئین کی تعریف درج ہو اور دوسرے چارٹ پر پاکستان کے آئین 1973ء کی چند بنیادی خصوصیات درج ہوں۔
3. گیلری واک (Gallery Walk) کے دوران دونوں چارٹس پر تحریر شدہ نکات کی وضاحت کریں۔
4. طلبہ کی سوالات کرنے کی حوصلہ افزائی کی جائے اور ان کے سوالات کے جوابات دیے جائیں۔

سرگرمی نمبر 2: 10 منٹ

5. کلاس کو دو گروپوں میں تقسیم کیا جائے۔ ہر گروپ کو دو عدد چارٹ اور مارکر فراہم کیے جائیں۔
6. طلبہ سے کہا جائے کہ وہ باہمی بحث سے ایک چارٹ پر آئین کی تعریف تحریر کریں جبکہ دوسرے چارٹ پر پاکستان کے آئین 1973ء کی اہم خصوصیات درج کریں۔

نتیجہ/خلاصہ: 3 منٹ



سرگرمی نمبر 2 میں طلبہ کے تحریر کردہ چارٹ کمرہ جماعت میں آویزاں کر کے طلبہ کے تصورات کی درستگی کی جائے۔

جائزہ: 5 منٹ



- طلبہ سے پوچھا جائے:
1. آئین کی تعریف کریں۔
  2. پاکستان کا موجودہ آئین کب بنا تھا؟
  3. پاکستان کے آئین کی چند اہم خصوصیات بتائیں۔

مشق: 2 منٹ



طلبہ سے کہا جائے کہ وہ پاکستان کے آئین کی اہم خصوصیات اپنی نوٹ بک پر لکھ کر لائیں۔

## شہریوں کے حقوق و فرائض

### طلبہ کے حاصلاتِ تعلیم



■ آئین کے مطابق شہریوں کے حقوق و فرائض (Rights and Responsibilities of Citizens) بتائیں۔

### معلومات برائے اساتذہ

1. جمہوری معاشرے میں شہریوں کے حقوق و فرائض کا تعین آئین کرتا ہے۔
2. شہری حقوق کا تصور خاصا قدیم ہے جس کا اولین تذکرہ یونان میں سقراط اور افلاطون نے کیا تھا۔
3. بحیثیت شہری کے انسانی عظمت اور وقار کو قائم رکھنے کے لیے حقوق کا تعین اور تحفظ نہایت ضروری ہے۔
4. حقوق و فرائض کا تصور دینے کے لیے ضروری ہے کہ طلبہ کو بتایا جائے کہ حقوق بحیثیت انسان کے ان کی آزادی، ترقی اور عظمت کو برقرار رکھنے کے لیے ضروری ہیں جبکہ ذمہ داریاں ادا کر کے آپ دوسروں کے حقوق کی فراہمی میں حصہ دار بنتے ہیں۔
5. اس عنوان کی تدریس کے لیے بات چیت اور فہرست بنانے کا طریقہ نہایت موزوں ہے۔

### دورانیہ: 35 منٹ/ایک پیریڈ



### وسائل/اذرائع



تختہ تحریر، چارٹ، مارکر، درسی کتاب معاشرتی علوم جماعت چہارم۔

### تعارف: 5 منٹ



طلبہ سے سوالات پوچھیں:

1. کیا آپ اپنے کسی ایک حق کا نام بتا سکتے ہیں؟
  2. کیا آپ اپنی کسی ایک ذمہ داری کا نام بتا سکتے ہیں؟
  3. شہریوں کو حقوق کون دیتا ہے؟
  4. کیا ووٹ دینے کا حق ہر شہری کو حاصل ہے؟
- طلبہ کے جوابات کو تختہ تحریر پر لکھتے جائیں۔ اس طرح درست اور غلط جوابات پر مبنی ایک فہرست حاصل ہو جائے گی۔ اسی پر بات چیت کرتے ہوئے سبق کا تعارف کرائیں۔

### تصور کی پختگی



سرگرمی نمبر 1: 20 منٹ

1. جماعت کو مناسب تعداد کے گروپوں میں تقسیم کریں اور ہر ایک گروپ کو چارٹ اور مارکر مہیا کیا جائے اور ہدایت دی جائے کہ دو کالم بنا کر ایک کالم میں 1973ء کے آئین کے مطابق شہریوں کے حقوق اور دوسرے کالم میں فرائض کی فہرست بنائیں۔

2. اس مقصد کے لیے گروپ درسی کتاب سے رہنمائی حاصل کریں۔
3. بات چیت اور بحث کے ذریعے طلبہ اتفاق رائے پیدا کریں اور متفقہ نکات کو چارٹ پر تحریر کریں۔

### نتیجہ/خلاصہ: 3 منٹ



سرگرمی کے دوران طلبہ کے تحریر کردہ چارٹ جماعت میں آویزاں کر کے گیلری واک (Gallery Walk) کے دوران مختلف تصورات کی وضاحت کریں اور طلبہ کی غلطیوں کی تصحیح کریں۔

### جائزہ: 5 منٹ



ایک چارٹ پر حقوق اور فرائض کو ملا کر فہرست کی صورت میں لکھ دیا جائے اور چارٹ جماعت میں آویزاں کر کے طلبہ کو ہدایت دی جائے کہ وہ باری باری جا کر حقوق اور فرائض پر دائرہ لگائیں۔

### مشق: 2 منٹ



طلبہ کو ہدایت دی جائے کہ وہ معاشرتی علوم کی درسی کتاب کے متعلقہ صفحہ پر حقوق و فرائض سے متعلقہ سوالات کے جوابات نوٹ بک پر تحریر کر کے لائیں۔

## حکومت کے اجزاء

### طلبہ کے حاصلاتِ تعلیم



- حکومت کے اجزاء کے بارے میں بیان کر سکیں: مقننہ (Legislature)، انتظامیہ (Executive) اور عدلیہ (Judiciary)

### معلومات برائے اساتذہ

1. ریاست کے قیام سے قبل انسان کو تین اہم مسائل کا سامنا تھا یعنی:
  - قانون بنانے والا ادارہ کوئی نہیں تھا۔
  - قانون کا نفاذ کرنے والا کوئی نہیں تھا۔
  - قانون کی تشریح کرنے والا کوئی نہیں تھا۔
2. ارتقائی عمل کے دوران جب ریاست کا ادارہ وجود میں آیا تو پھر ترقی کی منازل طے کرتے ہوئے انسان اس نتیجے پر پہنچا کہ حکومت کو (قانون بنانے والے، قانون نافذ کرنے والے اور قانون کی تشریح کرنے والے) تین اداروں میں تقسیم کیا جائے۔
3. حکومت کو (مقننہ، عاملہ اور عدلیہ) تین اداروں میں تقسیم کرنے کا بنیادی مقصد عوام کی فلاح و بہبود اور ترقی ہے۔
4. حکومت جب تین اجزاء/شعبوں میں تقسیم ہو جاتی ہے تو پھر کسی ایک شعبے/جز کے لیے مطلق العنان حیثیت اختیار کرنا ناممکن ہو جاتا ہے۔
5. زیر نظر عنوان کی تدریس کے لیے بات چیت اور بحث و مباحثہ کا طریقہ نہایت موزوں ہے۔

### دورانیہ: 70 منٹ/دوپہریڈ



### وسائل/اذرائع



- تختہ تحریر، درسی کتاب معاشرتی علوم برائے جماعت چہارم، چارٹ، مارکر اور رنگین پینسلز (Color Pencils)

### تعارف: 5 منٹ



درج ذیل سوالات کے ذریعے طلبہ کو عنوان سے متعارف کروایا جائے۔

1. کسی بھی ملک کے لیے حکومت کیوں ضروری ہوتی ہے؟
2. حکومت آپ کو کون کون سی سہولیات فراہم کرتی ہے؟

### تصور کی پختگی



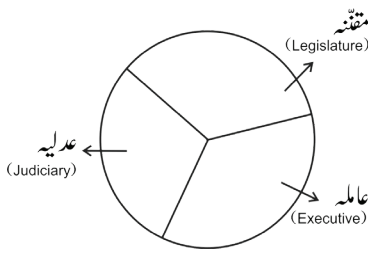
سرگرمی نمبر 1: 20 منٹ

- پہلے سے تیار شدہ (حکومت کے اجزاء) کا فلو چارٹ (Flow Chart) تختہ تحریر پر چسپاں کریں اور حکومت کے تینوں اجزاء (مقننہ، عاملہ اور عدلیہ) کے بارے میں بنیادی معلومات طلبہ کو دیں۔

1. طلبہ کو پانچ یا چھ کی مناسب تعداد کے لحاظ سے گروپوں میں تقسیم کیا جائے۔
2. ہر ایک گروپ کو پہلے سے تیار شدہ چارٹ جس پرویگن ویل (Wagon Wheel) کا درج ذیل خاکہ بناہو دیا جائے۔
3. ہر ایک گروپ کو مارکر اور رنگین پنسلیں مہیا کی جائیں۔
4. طلبہ کو ہدایت دی جائے گی کہ وہ اپنے اپنے گروپ میں بات چیت اور باہمی مشورہ سے حکومت کے تینوں اجزاء کے متعلق معلومات اکٹھی کریں۔
5. اس کام کے دوران درسی کتاب معاشرتی علوم برائے جماعت چہارم کو معلومات اور رہنمائی کے لیے استعمال کیا جائے۔

سرگرمی نمبر 2: 22 منٹ

1. سرگرمی نمبر 1 کے مراحل مکمل کرنے پر جن نکات پر اتفاق رائے ہو جائے انہیں دیے گئے مقننہ (Legislature) چارٹ پرویگن ویل (Wagon Wheel) کے متعلقہ حصے میں درج کیا جائے۔
2. معلومات کے اندراج کے بعد ویگن ویل (Wagon Wheel) کے مختلف حصوں کو رنگین پنسلوں کے ساتھ مختلف رنگ دیں۔
3. کام مکمل ہونے کے بعد ہر ایک گروپ سے ایک طالب علم / طالبہ اپنا کام کلاس کے سامنے پیش کرے۔



نتیجہ / خلاصہ: 10 منٹ



- سبق کے درج ذیل اہم نکات طلبہ کے سامنے دہرائے جائیں۔
1. حکومت تین اجزاء پر مشتمل ہوتی ہے: مقننہ، عالمہ اور عدلیہ۔
  2. مقننہ ایسا ادارہ ہے جو قانون بنانے کا اختیار رکھتا ہے۔
  3. مقننہ کے بنائے ہوئے قوانین کا نفاذ انتظامیہ کرتی ہے۔
  4. قانون کی خلاف ورزی کرنے والوں کو عدلیہ سزا دیتی ہے اور ملکی قوانین کی تشریح کرتی ہے۔

جائزہ: 10 منٹ



- درج ذیل سوالات کے ذریعے طلبہ کی تحصیل کا اندازہ کیا جائے۔
1. مقدمات کی سماعت کون کرتا ہے؟
  2. قوانین کا نفاذ کس کی ذمہ داری ہے؟
  3. قوانین بنانے کا اختیار کسے حاصل ہے؟
  4. انصاف مہیا کرنا کس کی ذمہ داری ہے؟
  5. ملک کے انتظامی معاملات دیکھنا کس کے ذمے ہے؟

مشق: 3 منٹ



- طلبہ کو ہدایت دی جائے:
1. درسی کتاب معاشرتی علوم برائے جماعت چہارم کے متعلقہ صفحے پر موجود درج ذیل سوالات کے جوابات اپنی نوٹ بک (Note Book) پر تحریر کر کے لائیں۔
  2. حکومت کیوں قائم کی جاتی ہے؟
  3. مقننہ، انتظامیہ اور عدلیہ کے افعال کا جائزہ لیں۔

## اصول اور قوانین

### طلبہ کے حاصلاتِ تعلیم



- اصول اور قوانین کے مابین فرق کر سکیں کہ کس طرح اصول (Rules) اور قوانین (Laws) ملک میں منصفانہ اور صحت مند سیاسی ماحول پیدا کرنے میں مددگار ثابت ہوتے ہیں۔

### معلومات برائے اساتذہ

1. اصول دراصل ان ہدایات کا نام ہے جو لوگوں کو ایک ساتھ رہنے، زندگی گزارنے اور ان کی حفاظت میں مددگار ثابت ہوتی ہیں۔
2. اصولوں پر عمل درآمد فرد کے ذاتی شعور اور مرضی کے تابع ہے۔
3. قوانین کا نفاذ حکومت کی ذمہ داری ہوتی ہے۔
4. اصول ارتقائی عمل سے گزر کر جب قانونی حیثیت حاصل کرتے ہیں تو وہ قوانین بن جاتے ہیں جن کا اطلاق سارے معاشرے پر یکساں طور سے ہوتا ہے۔
5. اصول اور قوانین ہماری روزمرہ زندگی میں آسانی پیدا کرتے ہیں، امن و سکون اور اعتماد کی فضاء پیدا کرتے ہیں اور لوگ بے فکری سے اپنی تخلیقی صلاحیتوں کی نشوونما کرتے ہیں۔
6. اس تصور کی تدریس کے لیے سوال و جواب اور بحث و مباحثہ کا طریقہ نہایت موثر ہے۔

### دورانیہ: 70 منٹ/دوپہریٹ



### وسائل/اذرائع



- درسی کتاب معاشرتی علوم برائے جماعت چہارم، تختہ تحریر، مارکر، چارٹ

### تعارف: 8 منٹ



طلبہ کو موضوع سے متعارف کرانے کے لیے درج ذیل سوالات پوچھے جائیں:

1. آپ کو کون سا کھیل پسند ہے؟
2. کھیل کے دوران آپ اگر کسی اصول کی خلاف ورزی کریں تو کیا سزا ملتی ہے؟
3. کیا کھیل کے کسی اصول کی خلاف ورزی پر پولیس بھی سزا دیتی ہے؟
4. پولیس کن باتوں کی خلاف ورزی پر گرفتار کرتی ہے؟

### تصور کی پختگی



سرگرمی نمبر 1: 15 منٹ

1. طلبہ کو پانچ یا چھ تعداد کے مناسب گروپوں میں تقسیم کریں اور ہدایت دیں کہ درسی کتاب کی مدد سے اصول اور قانون کی تعریف



- پر بات چیت کر کے ان کے درمیان فرق جاننے کی کوشش کریں۔
2. دیے گئے چارٹ پر دو کالم بنائیں۔ ایک جانب اصول اور دوسری جانب قانون کی سرخی (Heading) دیں۔ بات چیت کے عمل کے دوران جن نکات پر اتفاق رائے ہو انہیں چارٹ پر تحریر کریں۔
  3. تمام گروپوں کا کام مکمل ہونے پر کلاس میں آویزاں کیا جائے اور رگیلری واک (Gallery walk) کے دوران طلبہ کے تصورات کی تصحیح کی جائے اور بحث مباحثہ کے دوران اصول اور قانون کے بنیادی فرق کو واضح کیا جائے۔

سرگرمی نمبر 2: 14 منٹ

1. کلاس کو دو گروپوں میں تقسیم کریں۔ چارٹ اور مارکر مہیا کریں۔
2. ایک گروپ کو ہدایت دیں کہ بات چیت کے ذریعے وہ تمام اصول جاننے کی کوشش کرے جن پر وہ سکول میں عمل کرتے ہیں۔ ان تمام اصولوں کی فہرست دیے گئے چارٹ پر تحریر کریں۔
3. دوسرے گروپ کو ہدایت دیں کہ بات چیت کے ذریعے ٹریفک کے چند ایسے قوانین تحریر کریں جن کی خلاف ورزی پر سزا ملتی ہے۔
4. دونوں گروپوں کو موقع دیں کہ وہ اپنا کام کلاس کے سامنے پیش کر سکیں۔

سرگرمی نمبر 3: 15 منٹ

- درج ذیل سوالات کے ذریعے طلبہ سے اخذ کروائیں کہ اصول اور قوانین ساز گار سیاسی ماحول پیدا کرنے میں مددگار ہوتے ہیں۔
1. کھیل کے اصولوں پر عمل نہ کرنے سے کیا ہوتا ہے؟
  2. بالکل اسی طرح اگر عام زندگی میں اصولوں اور قوانین پر عمل نہ کیا جائے تو کیا امن و سکون حاصل ہو سکتا ہے؟
  3. اصولوں اور قوانین پر عمل کرنے سے کیا فوائد حاصل ہوتے ہیں؟
  4. طلبہ کے جوابات تحت تحریر پر لکھتے ہوئے متعلقہ موضوع / تصور کی وضاحت کریں۔

نتیجہ / خلاصہ: 10 منٹ



- اصول اور قانون کے فرق کو تختہ تحریر پر لکھتے ہوئے طلبہ کے سامنے دہرائیں کہ
1. اصول وہ ہدایات ہیں جو لوگوں کو ایک ساتھ زندگی گزارنے اور ان کی حفاظت میں مددگار ثابت ہوتے ہیں۔
  2. یہی اصول جب قانونی حیثیت حاصل کر لیتے ہیں تو قوانین بن جاتے ہیں۔
  3. اصولوں کی خلاف ورزی پر سزا نہیں ہوتی جبکہ قوانین کی خلاف ورزی پر سزا ملتی ہے جیسے ٹریفک قوانین اور وراثت کے قوانین۔
  4. اصول اور قوانین ملک میں منصفانہ اور صحت مند سیاسی ماحول پیدا کرنے میں مددگار ثابت ہوتے ہیں۔

جائزہ: 5 منٹ



- پڑھائے گئے سبق کا جائزہ لینے کے لیے چند سوالات پوچھے جائیں۔
1. آپ قانون کے متعلق کیا جانتے ہیں؟
  2. جب کوئی قانون توڑتا ہے تو کیا نتیجہ نکلتا ہے؟
  3. قانون اور اصولوں کی پابندی سے کیا فائدے حاصل ہوتے ہیں؟

مشق: 3 منٹ



اپنے پسندیدہ کھیل کے چند اصول اپنی نوٹ بک پر تحریر کر کے لائیں۔

## جمہوری نظام حکومت

### طلبہ کے حاصلات تعلم



- جمہوریت (Democracy) کے تصور کو بطور مقبول ترین نظام حکومت بیان کر سکیں کہ اس نظام حکومت کو کیوں ترجیح دی جاتی ہے۔
- رہنما (Leader) کی تعریف کر سکیں اور اس کی خصوصیات بتا سکیں۔

### معلومات برائے اساتذہ

1. سیاسی ارتقاء کے عمل میں مختلف سیاسی نظاموں کو آزمانے کے بعد ہم اس نتیجے پر پہنچے ہیں کہ مختلف نقائص اور خامیوں کے باوجود جمہوریت ایک بہتر نظام حکومت ہے۔
2. جمہوری نظام عوامی شرکت، ذمہ دار نظام حکومت، انسانی حقوق کے تحفظ اور عوامی خواہشات کی پاسداری کے باعث مقبول ترین نظام حکومت ہے۔
3. جمہوری نظام میں رہنما کی حیثیت تسلیم شدہ ہے۔ عوام کو متحرک کرنے اور رائے عامہ کو واضح شکل دینے میں رہنما اہم کردار ادا کرتا ہے۔
4. اس عنوان کی تدریس کے لیے بات چیت اور بحث و مباحثہ موزوں طریقہ ہے۔

### دورانیہ: 70 منٹ/دوپہریڈ



### وسائل/اذرائع



- چارٹ، مارکرز، تختہ تحریر اور درسی کتاب معاشرتی علوم برائے جماعت چہارم۔

### تعارف: 8 منٹ



- طلبہ سے درج ذیل سوالات پوچھے جائیں۔
1. ہمارے وزیر اعظم کا کیا نام ہے؟
  2. وزیر اعظم کے عہدے تک کس طرح پہنچا جاتا ہے؟
  3. جس نظام میں انتخابات کے ذریعے لوگ حکومت بناتے ہیں اسے کیا کہتے ہیں؟

### تصور کی پختگی



سرگرمی نمبر 1: 20 منٹ

1. کلاس کو پانچ یا چھ کی تعداد کے لحاظ سے گروپوں میں تقسیم کریں۔ ہر ایک گروپ کو چارٹ اور مارکر دیں۔
2. طلبہ گروپ میں درسی کتاب سے مدد لیتے ہوئے اور باہمی بات چیت سے یہ تحریر کریں کہ جمہوریت کو بطور نظام حکومت کیوں ترجیح دی جاتی ہے۔
3. اس عمل کے دوران گروپوں میں جا کر اہم معلومات اکٹھی کرنے میں طلبہ کی مدد کریں۔

1. سرگرمی نمبر 1 میں طلبہ کے تحریر کردہ چارٹ کمرہ جماعت میں آویزاں کر کے سوال وجواب کے ذریعے طلبہ کے تصورات میں موجود کمی کو دور کرنے کی کوشش کریں۔
2. ساتھ ہی ساتھ طلبہ کو موقع دیا جائے کہ وہ اپنے تحریر کردہ چارٹ میں جہاں غلطی یا کمی ہو تو اس کو دور کر سکیں۔

- چارٹ پر پہلے سے تحریر شدہ رہنما (Leader) کی تعریف تختہ تحریر پر چسپاں کی جائے۔
1. طلبہ سے سوال کیا جائے کہ ان کا پسندیدہ رہنما کون ہے؟
  2. طلبہ کو ہدایت دی جائے کہ وہ اپنے پسندیدہ رہنما کی چند خوبیاں نوٹ بک پر تحریر کریں۔
  3. طلبہ کو آپس میں بات چیت اور نوٹ بک پر تحریر کردہ نکات ایک دوسرے کے ساتھ شیئر (Share) کرنے کا موقع دیں۔
  4. آخر میں سوال وجواب کے ذریعے رہنما کی خوبیاں اخذ کروائی جائیں اور ساتھ ساتھ تختہ تحریر پر لکھی جائیں۔
  5. اس عمل میں رہنما کی خوبیوں کی ایک جامع فہرست تختہ تحریر پر دستیاب ہو جائے گی۔

### نتیجہ/خلاصہ: 5 منٹ



1. سرگرمی نمبر 2 میں طلبہ کے تحریر کردہ چارٹ پہلے سے تختہ تحریر پر موجود ہیں۔
2. رہنما (Leader) کی تعریف اور رہنما کی خصوصیات کی جامع فہرست بھی تختہ تحریر پر لکھی ہوئی ہے۔
3. آخر میں اہم نکات کو طلبہ کے سامنے دہرائیں۔

### جائزہ: 5 منٹ



- آخر میں پڑھائے گئے سبق کا جائزہ لینے کے لیے درج ذیل سوالات پوچھیں۔
1. سب سے مقبول ترین نظام حکومت کون سا ہے؟
  2. جمہوریت کو بطور نظام حکومت کیوں ترجیح دی جاتی ہے؟
  3. رہنما (Leader) کی تعریف کریں؟

### مشق: 5 منٹ



- طلبہ کو درج ذیل سوالات کے جوابات اپنی نوٹ بک پر تحریر کرنے کے لیے دیں۔
1. جمہوریت سے کیا مراد ہے؟
  2. رہنما کی تعریف کریں۔
  3. اپنی چند خصوصیات کے بارے میں بتائیں جو ایک اچھے رہنما کے طور پر آپ میں پائی جاتی ہیں۔

## عام انتخابات اور سیاسی جماعتیں

### طلبہ کے حاصلاتِ تعلم



- عام انتخابات (General Elections) کی تعریف کر سکیں۔
- سیاسی جماعتوں کی بناوٹ اور افعال بیان کر سکیں نیز یہ کس طرح اپنے منشور کے مطابق انتخابات میں حصہ لیتی ہیں۔

### معلومات برائے اساتذہ

1. دنیا کے تمام جمہوری ممالک میں عام انتخابات ہوتے ہیں۔
2. ان انتخابات میں لوگ اپنے نمائندے بالغ رائے دہی کی بنیاد پر منتخب کرتے ہیں۔
3. پاکستان میں عام انتخابات کے ذریعے قومی و صوبائی اسمبلیوں کے اراکین کا انتخاب کیا جاتا ہے۔
4. سیاسی اور ریاستی معاملات پر ایک جیسے خیالات رکھنے والے لوگ ایک سیاسی جماعت بناتے ہیں یا ہم خیال سیاسی جماعت میں شامل ہو جاتے ہیں۔
5. ہر سیاسی جماعت کا اپنا آئین اور منشور ہوتا ہے جس سے اُس جماعت کی ساخت اور سیاسی منصوبوں کی وضاحت ہوتی ہے۔
6. درسی مواد پر بات چیت، رول پلے اور موضوع پر اخبارات اور تصاویر پر سوال جواب کے ذریعے تدریس کی جائے۔

### دورانیہ: 70 منٹ/دوپہریڈ



### وسائل/ذرائع



- تختہ تحریر، چاک، کاغذ، پنسل، درسی کتاب معاشرتی علوم برائے جماعت چہارم، اخبارات اور رسالوں سے کٹی ہوئی سیاسی رہنماؤں کی تصاویر

### تعارف: 5 منٹ



- طلبہ سے ورج ذیل سوالات کیے جائیں۔
1. لفظ 'انتخابات' آپ نے کبھی سنا یا پڑھا ہے؟
  2. انتخابات کیا ہوتے ہیں اور انتخابات میں لوگ کیا کرتے ہیں؟
  3. سیاسی جماعت کسے کہتے ہیں؟
- طلبہ کے جوابات کی روشنی میں خود انتخابات اور سیاسی جماعت کے تصور کی مختصر وضاحت کریں۔

### تصور کی پختگی



سرگرمی نمبر 1: 20 منٹ

- کلاس میں مانیٹر کا انتخاب دوٹوں کے ذریعے کیا جائے۔
1. جو طالب علم/طالبہ مانیٹر کے انتخاب کے لیے امیدوار بننا چاہتا/چاہتی ہے اپنا نام پیش کرے۔

2. دو یا تین امیدواروں کے درمیان مقابلہ کروایا جائے۔
3. تمام طلبہ کو پرچی دی جائے جو مرضی کے امیدوار کا نام پرچی پر لکھ کر باکس میں ڈالیں۔
4. باکس کھولنے کے بعد جو امیدوار طالب علم/طالبہ زیادہ ووٹ لے اُس کو کامیاب قرار دے کر مانیٹر بنایا جائے۔

سرگرمی نمبر 2: 12 منٹ

اخبارات اور رسائل سے مختلف سیاسی قائدین کی تصاویر کاٹ کر ایک چارٹ پر چسپاں کریں اور چارٹ کو تختہ تحریر پر آویزاں کر کے طلبہ سے ان قائدین اور ان کی سیاسی جماعتوں کے متعلق بات چیت کریں اور طلبہ کے سوالات کے جوابات دیں۔

سرگرمی نمبر 3: 20 منٹ

1. کلاس کو چار گروپوں میں تقسیم کریں اور ہر گروپ کو چارٹ اور مارکر مہیا کریں۔
2. طلبہ کو ہدایت دیں کہ وہ درسی کتاب پڑھ کر اور باہمی مشورہ سے عام انتخابات کی تعریف اور سیاسی جماعتوں کے افعال تحریر کریں۔
3. طلبہ کے تحریر شدہ کام کو تختہ تحریر پر آویزاں کریں اور طلبہ کی مدد سے سب سے بہترین چارٹ منتخب کیا جائے۔

نتیجہ/خلاصہ: 5 منٹ



1. سرگرمی نمبر 3 سے منتخب کردہ سب سے بہترین چارٹ میں اگر کوئی کمی ہو تو اسے درست کر کے تختہ تحریر پر آویزاں کریں۔
2. اہم نکات کو کلاس کے سامنے دہرائیں اور وضاحت کریں۔

جائزہ: 5 منٹ



- درج ذیل سوالات کے ذریعے جائزہ کے عمل کو مکمل کریں :
4. قومی اور صوبائی اسمبلی کے اراکین منتخب کرنے کا عمل کیا کہلاتا ہے؟
  5. عوام انتخابات میں کیا کرتے ہیں؟
  6. انتخابات کے نتیجے میں حکومت کون تشکیل دیتا ہے؟

مشق: 3 منٹ



درج ذیل سوالات کے جوابات اپنی نوٹ بک پر تحریر کر کے لائیں۔

1. عام انتخابات سے کیا مراد ہے؟
2. سیاسی جماعتیں کیا افعال سرانجام دیتی ہیں؟

## تاریخ اور ابتدائی بستیاں

### طلبہ کے حاصلاتِ تعلیم



- تاریخ (History) کی تعریف کر سکیں۔
- ابتدائی بستیوں اور ان کے علاقوں کی شناخت کر سکیں۔

### معلومات برائے اساتذہ

1. انسان ایک لمبے عرصے سے دنیا میں آباد ہیں۔
2. پرانی اشیاء، کھنڈرات، سکوں سے پرانے وقت کا اندازہ ہوتا ہے۔
3. ماضی کا ریکارڈ تاریخ کہلاتا ہے۔
4. ماضی کے حالات و واقعات سے باخبر ہونے کا فائدہ یہ ہے کہ مستقبل میں محتاط ہوں۔
5. تاریخی موضوعات کو تصاویر، ماڈلز اور چارٹس کے ذریعے بہتر طور پر پڑھایا جاسکتا ہے نیز بچوں کو مختصر کہانی کی صورت میں تاریخ پڑھانے سے بچوں کی دلچسپی بڑھتی ہے۔

### دورانیہ: 70 منٹ/دوپہریڈ



### وسائل/اذرائع



- تختہ تحریر، چارٹ، چاک، مارکرز، پنسل یا رنگین پنسل دریا کے کنارے پرانی تہذیب کی تصویر۔

### تعارف: 12 منٹ



طلبہ سے پوچھیں:

1. آپ کے گھر میں سب سے پرانی چیز کون سی ہے؟
2. آپ کے گاؤں میں سب سے پرانی عمارت کون سی ہے؟
3. کیا آپ نے کسی پرانے زمانے کے بادشاہ کی کہانی سنی ہے؟
4. کشتی اور بحری جہاز کہاں ہوتے ہیں؟
5. کیا آپ جانتے ہیں کہ دریائے سندھ پاکستان کا سب سے بڑا دریا ہے؟
6. کیا دریا کے کنارے آباد لوگوں کو مچھلیاں دستیاب ہوتی ہیں؟
7. کیا آپ جانتے ہیں کہ پرانے زمانے کے واقعات، حالات کو 'تاریخ' کہتے ہیں؟
8. کیا آپ جانتے ہیں کہ ابتدائی بستیاں اور علاقے زیادہ تر دریاؤں کے کنارے آباد تھے؟



سرگرمی نمبر 1: 20 منٹ

طلبہ کے تین گروپ بنائیں اور ان کو درج ذیل سوالات کے جوابات چارٹ پر لکھنے کا کہیں۔

■ گروپ نمبر 1:

1. تاریخ کی تعریف لکھیں۔

2. تاریخ دان کیا کام کرتا ہے؟

3. ماضی کے واقعات اور حالات کے پڑھنے سے ہمیں کیا فائدہ ہوتا ہے؟

■ گروپ نمبر 2:

1. پرانی تہذیبوں کے لوگ کہاں آباد ہوتے تھے؟

2. پاکستان کے سب سے بڑے دریا کا کیا نام ہے؟

3. ہمارے ملک میں کون سی قدیم تہذیب آباد تھی؟

■ گروپ نمبر 3:

1. پرانے واقعات اور حالات کے ریکارڈ کو کیا کہتے ہیں؟

2. دریا کے کنارے آباد ہونے سے لوگوں کو کیا فائدہ ہوتا ہے؟

3. کسی پرانی تہذیب کا نام لکھیں۔

گروپوں کے نمائندے ان نکات کو کلاس کے سامنے پیش کریں۔

طلبہ کے کام پیش کرنے کے بعد نکات کی مزید وضاحت کریں اور طلبہ کی سوال پوچھنے کی حوصلہ افزائی کریں۔

سرگرمی نمبر 2: 20 منٹ

طلبہ کو تین گروپوں میں بٹھائیں۔

■ گروپ نمبر 1: میسوپوٹیمیا

■ گروپ نمبر 2: وادی مصر کی تہذیب

■ گروپ نمبر 3: وادی سندھ کی تہذیب

1. ہر گروپ متعلقہ تہذیب کے زمانے، مقام اور اُن مقامات پر آج کل موجود ممالک کے ناموں کو ایک چارٹ/کاغذ پر درسی کتاب کی مدد سے لکھے۔

2. گروپوں کے نمائندے اپنے چارٹ کو کلاس کے سامنے پیش کریں اور اہم نکات بیان کریں۔

3. اس دوران طلبہ کی رہنمائی کریں۔

نتیجہ/خلاصہ: 10 منٹ



سبق کے اہم نکات طلبہ کے سامنے دہرائیں۔

1. مثلاً تاریخ کی تعریف اور ابتدائی بستیوں کا دریاؤں کے کنارے آباد ہونا اور یہ بتانا کہ اُن بستیوں/تہذیبوں کے علاقے کون سے تھے۔

2.





## ابتدائی تہذیبیں

### طلبہ کے حاصلاتِ تعلم



- دنیا کے بڑے دریاؤں اور ساحلی علاقوں کے ساتھ فروغ پانے والی قدیم تہذیبوں (میسوپوٹیمیا، وادی مصر اور وادی سندھ) کی شناخت اُن کی ٹائم لائن کے ساتھ کر سکیں۔
- مختلف تہذیبوں (میسوپوٹیمیا، وادی مصر اور وادی سندھ) کے آغاز، طرزِ زندگی اور زوال کو بیان کر سکیں۔

### معلومات برائے اساتذہ

1. قدیم تہذیبوں کا کل دورانیہ تقریباً 35 صدیاں ہے۔ ان تہذیبوں کے آغاز سے لکھنے کا آغاز بھی ثابت ہے۔ یہ تہذیبیں تقریباً 3100 قبل مسیح سے وجود میں آئیں۔
2. یہ تمام تہذیبیں ضروریات اور فوائد کے لحاظ سے ایک جیسی تھیں۔
3. قدیم تاریخی تہذیبوں کے آلات کی تصاویر، اُن کے گھروں، گلیوں اور سڑکوں کی تصاویر، ماڈلز اور ان کی ٹائم لائن کو چارٹ پر پیش کرنے سے بچوں کی دلچسپی بڑھتی ہے اور بہتر طور پر سمجھتے ہیں۔

### دورانیہ: 70 منٹ/دوپیریڈ



### وسائل/اذرائع



- تختہ تحریر، چارٹ، چاک، مارکرز، پنسل، قدیم تہذیبوں میں پانے جانے والے نوادرات کی تصاویر، اہرام مصر، مومن جو دوڑو، ہیکل اور وادی سندھ میں پانے جانے والی مہروں کی تصاویر، درسی کتاب معاشرتی علوم جماعت چہارم۔

### تعارف: 10 منٹ



طلبہ سے پوچھیں:

1. پاکستان میں قدیم تہذیب کس دریا کے کنارے آباد تھی؟
  2. وادی سندھ کی تہذیب کب سے موجود تھی؟
  3. کیا آپ دریائے نیل، دجلہ اور فرات کے کنارے آباد تہذیبوں کے بارے میں جانتے ہیں؟
  4. میسوپوٹیمیا تہذیب کا آغاز کب ہوا؟
  5. مصری تہذیب کس زمانے میں آباد تھی؟
  6. ایک لکیر یا خط کھینچ کر جب اُس پر تاریخ اور واقعات لکھے جاتے ہیں تو وہ کیا کہلاتا ہے؟
- میسوپوٹیمیا کے بارے میں ابتدائی سوالات:

1. دریائے دجلہ اور دریائے فرات کے کنارے کون سی تہذیب آباد تھی؟
2. آپ نے کبھی بابل، اشور یا نینوا کا نام سنا ہے؟
3. خلیج فارس کہاں واقع ہے؟

4. زرخیز ہلال کا علاقہ کس تہذیب میں واقع ہے؟

مصری تہذیب کے بارے میں ابتدائی سوالات:

1. فرعون کس ملک سے تعلق رکھتا تھا؟
  2. دریائے نیل کے کنارے کون سی تہذیب آباد تھی؟
  3. آپ نے کبھی ابھرام مصر کی تصویر دیکھی ہے؟
- وادی سندھ کی تہذیب کے بارے میں ابتدائی سوالات:

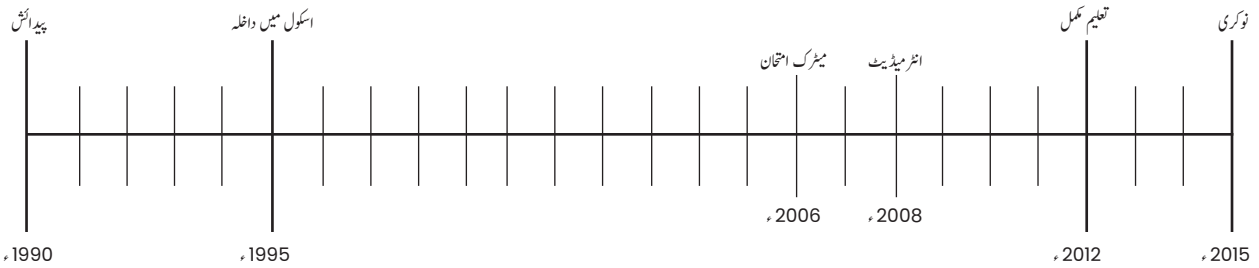
1. ہمارے ملک کے دریائے سندھ کے کنارے کون سی تہذیب آباد تھی؟
2. آپ نے کبھی مومن جوڈو اور ہڑپہ کا نام سنا ہے؟
3. آریا قوم کس تہذیب کے علاقے میں آئی تھی؟

## تصور کی پختگی



سرگرمی نمبر 1: 25 منٹ

1. طلبہ کو ٹائم لائن کا تصور واضح کرانے کے لیے ایک سادہ ٹائم لائن دکھائیں جس میں ایک طرف زمانہ (تاریخ یا سال) دیا ہو اور اس کے سامنے کوئی واقعہ لکھا ہو۔ درج ذیل مثال میں 1990ء میں پیدا ہونے والے ایک شخص کی پیدائش سے لے کر ملازمت تک کی ٹائم لائن دی گئی ہے:



2. کلاس کو گروپوں میں تقسیم کر کے میسوپوٹیمیا، وادی مصر تہذیب اور وادی سندھ کی تہذیب کے زمانے درسی کتاب سے معلوم کر کے ٹائم لائن بنانے کا مقابلہ کروائیں۔

سرگرمی نمبر 2: 25 منٹ

1. طلبہ کو تین گروپوں میں تقسیم کریں۔
2. میسوپوٹیمیا، مصری تہذیب اور دریائے سندھ کی تہذیب کے آغاز، طرز زندگی اور زوال کے بارے میں گروپوں کو درج ذیل طریقہ سے کام تفویض کریں اور درسی کتاب سے معلومات جان کر چارٹ پر لکھیں۔
  - گروپ نمبر 1 میسوپوٹیمیا، مصری تہذیب اور دریائے سندھ کی تہذیب کے آغاز کے بارے میں معلومات،
  - گروپ نمبر 2 میسوپوٹیمیا، مصری تہذیب اور دریائے سندھ کی تہذیب کے طرز زندگی کے بارے میں معلومات جبکہ
  - گروپ نمبر 3 میسوپوٹیمیا، مصری تہذیب اور دریائے سندھ کی تہذیب کے زوال کے بارے میں معلومات چارٹ پر لکھیں۔
3. گروپوں کے کام کے دوران معلومات جمع کرنے میں ان کی رہنمائی کریں۔
4. تینوں گروپوں کے نمائندے کلاس کے سامنے چارٹ پر اپنا کام پیش کریں۔
5. اگر چارٹ میں کمی یا غلطی ہو تو طلبہ کو بتاتے ہوئے درست کرائیں۔



1. سبق کے اہم نکات طلبہ کے سامنے دہرائیں۔
2. درست ٹائم لائن اور تہذیب کے متعلق درست چارٹ طلبہ کو دکھائیں اور اہم نکات بیان کریں۔

### جائزہ: 5 منٹ



طلبہ سے درج ذیل سوال پوچھیں:

1. میسوپوٹیمیا کی تہذیب کتنی پرانی ہے؟
2. 2500 قبل مسیح میں کون سی تہذیب پروان چڑھی تھی؟
3. کون سی تہذیب 5 ہزار سال پرانی ہے؟
4. میسوپوٹیمیا میں ایک بڑا ہیکل کیوں تعمیر کیا جاتا تھا؟
5. میسوپوٹیمیا کے لوگوں کے پیشے کیا تھے؟
6. فرعون کے نام سے بادشاہت کس تہذیب میں تھی؟
7. مصری تہذیب کے زوال کی اہم وجوہات کیا تھیں؟
8. وادی سندھ میں شہر، سڑکیں اور گلیاں کس حالت میں تھیں؟
9. وادی سندھ میں دراوڑ قوم کو کس نے شکست دی؟

### مشق: 2 منٹ



1. طلبہ کو اپنی نوٹ بک میں تہذیبوں کی ٹائم لائن بنانے کا ہوم ورک دیں۔
2. تین تہذیبوں کے لیے تین پیریڈز میں طلبہ کو ہر تہذیب کے آغاز، طرز زندگی، زوال کے متعلق چارٹ بنانے کا کام دیں۔

نوٹس

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# سیرت طیبہ صلی اللہ علیہ وعلی آلہ واصحابہ وسلم اور خلفاء راشدین رضی اللہ تعالیٰ عنہم

## طلبہ کے حاصلات تعلم



- حضرت محمد رسول اللہ خاتم النبیین صلی اللہ علیہ وعلی آلہ واصحابہ وسلم کی حیات طیبہ اور خلافت راشدہ کے دوران پیش آنے والے اہم واقعات (معاشرتی اور سیاسی) بیان کر سکیں۔

## معلومات برائے اساتذہ

1. شخصیات کے سیاسی اور معاشرتی واقعات بیان کرنے سے پہلے طلبہ کے لیے اُن شخصیات کے نام و مقام کا جاننا ضروری ہے۔
2. واقعات کو چارٹ پر ترتیب سے لکھنے کے ذریعے سمجھانا ہوگا۔
3. گروپ ورک میں بحث و مباحثہ کے نتیجے میں نکات جمع کرنا اور کلاس کے سامنے پیش کرنے سے سمجھنے میں آسانی ہوگی۔
4. طلبہ کو حضور صلی اللہ علیہ وعلی آلہ واصحابہ وسلم اور خلفائے راشدین رضی اللہ تعالیٰ عنہم کے سنہری دور کے سیاسی اور معاشرتی پہلوؤں کی تدریس کرنی ہے۔

## دورانیہ: 140 منٹ/چار پیریڈ



## وسائل/اذرائع



- تختہ تحریر، چاک، چارٹ، کاغذ، پنسل، رنگین پنسل، درسی کتاب معاشرتی علوم جماعت چہارم۔

## تعارف: 10 منٹ



طلبہ سے سوالات پوچھیں:

1. ہمارے پیغمبر نبی کریم صلی اللہ علیہ وعلی آلہ واصحابہ وسلم کا نام کیا تھا؟
2. کیا آپ خلفاء راشدین رضی اللہ تعالیٰ عنہم کے نام جانتے ہیں؟
3. پہلی اسلامی حکومت کس نے اور کب قائم کی تھی؟

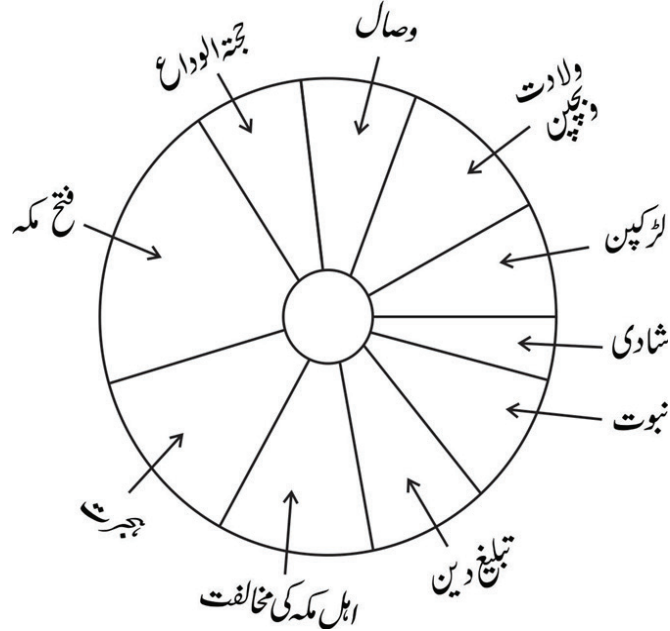
## تصور کی پختگی



سرگرمی نمبر 1: 25 منٹ

1. طلبہ کو گروپوں میں بٹھائیں۔ تمام گروپوں کو درسی کتاب کا متعلقہ مواد پڑھنے کا کہیں۔
2. ہر گروپ حضرت محمد رسول اللہ خاتم النبیین صلی اللہ علیہ وعلی آلہ واصحابہ وسلم کی حیات طیبہ کے مختلف حالات و واقعات کو 15 منٹ تک درسی کتاب سے پڑھے۔
3. طلبہ ہر مرحلہ اور واقعہ کے متعلق معلومات کو ایک کاغذ پر لکھتے جائیں۔ 10 منٹ میں لکھنے کا کام مکمل کریں۔

1. ہر گروپ ذیل میں تجویز کردہ معلوماتی پیسہ ایک بڑے چارٹ پر بنائے۔
2. سرگرمی نمبر 1 میں کاغذ پر لکھے گئے واقعات کے نکات کو طلبہ معلوماتی پیسہ کے ہر خانے میں موضوع کے مطابق لکھیں۔  
حیات طیبہ صلی اللہ علیہ وعلی آلہ واصحابہ وسلم پر معلومات کا پیسہ



3. گروپوں کے بنائے گئے معلوماتی پیسوں کو کلاس روم میں آویزاں کرانیں اور گیلری واک کروائیں۔

1. طلبہ کے چار گروپ بنائیں۔ دو گروپ حضرت ابو بکر صدیق رضی اللہ تعالیٰ عنہ جبکہ دو گروپ حضرت عمر فاروق رضی اللہ تعالیٰ عنہ کے حالات زندگی ایک چارٹ پر درسی کتاب کی مدد سے لکھیں۔ حالات زندگی یا واقعات کو درسی کتاب کے مواد کے مطابق ترتیب دیا جائے۔
2. چاروں گروپوں کے بنائے گئے چارٹس کو کمرہ جماعت میں آویزاں کریں اور ہر گروپ کا نمائندہ اپنے چارٹ سے معلومات تمام جماعت کے سامنے پیش کرے۔
3. طلبہ کے چارٹس میں جو غلطی یا کمی ہو اس کی نشان دہی کریں اور طلبہ کو بتاتے ہوئے چارٹس کی تصحیح کریں۔

1. طلبہ کے چار گروپ بنائیں۔ دو گروپ حضرت عثمان رضی اللہ تعالیٰ عنہ جبکہ دو گروپ حضرت علی رضی اللہ تعالیٰ عنہ کے حالات زندگی ایک چارٹ پر درسی کتاب کی مدد سے لکھیں۔ حالات زندگی یا واقعات کو درسی کتاب کے مواد کے مطابق ترتیب دیا جائے۔
2. چاروں گروپوں کے بنائے گئے چارٹس کو کمرہ جماعت میں آویزاں کریں اور ہر گروپ کا نمائندہ اپنے چارٹ سے معلومات تمام جماعت کے سامنے پیش کرے۔
3. طلبہ کے چارٹس میں جو غلطی یا کمی ہو اس کی نشان دہی کریں اور طلبہ کو بتاتے ہوئے چارٹس کی تصحیح کریں۔

### نتیجہ/خلاصہ: 5 منٹ



1. حضرت محمد رسول اللہ خاتم النبیین صلی اللہ علیہ وعلی آلہ واصحابہ وسلم کی حیات مبارکہ سے ہمیں زندگی کے ہر شعبہ میں رہنمائی ملتی ہے۔ معاشرتی اور سیاسی معاملات میں بھی آپ صلی اللہ علیہ وعلی آلہ واصحابہ وسلم ہمارے لیے مشعلِ راہ ہیں۔
2. لوگ آپ صلی اللہ علیہ وعلی آلہ واصحابہ وسلم کو صادق اور امین کے نام سے پکارتے تھے۔

3. حضور نبی کریم صلی اللہ علیہ و علی آلہ واصحابہ وسلم کے بعد خلفاء راشدین رضی اللہ تعالیٰ عنہم نے اپنے اپنے دورِ خلافت میں حکومت کا ایسا انداز اختیار کیا کہ حقیقی فلاحی ریاست کا وجود نظر آیا۔ اُس معاشرہ میں انصاف اور مساوات قائم تھی۔



### جائزہ: 5 منٹ

1. حضور خاتم النبیین صلی اللہ علیہ و علی آلہ واصحابہ وسلم نے ہجرت مدینہ کیوں کی؟
2. حضور خاتم النبیین صلی اللہ علیہ و علی آلہ واصحابہ وسلم کے لڑکپن کی عادات و خصوصیات بیان کریں؟
3. حضرت علی رضی اللہ تعالیٰ عنہ کے والد کا نام کیا تھا؟
4. پہلے اور تیسرے خلیفہ رضی اللہ تعالیٰ عنہ کا نام بتائیں؟
5. اُن خلیفہ رضی اللہ تعالیٰ عنہ کا نام بتائیں جو رات کو بھیس بدل کر پھرتے تھے تاکہ لوگوں کی مدد کر سکیں؟



مشق: 5 منٹ

ہر پیرڈ کے اختتام پر سرگرمی سے متعلق سوالات مشق سے منتخب کر کے گھر کے کام کے طور پر دیں۔

نوٹس

[illegible]

## قیام پاکستان میں صوبوں/علاقوں کا کردار

### طلبہ کے حاصلاتِ تعلم



- قیام پاکستان میں اپنے علاقے/صوبے کے کردار کی وضاحت کر سکیں۔

### معلومات برائے اساتذہ

- سندھ کو باب الاسلام کہا جاتا ہے۔ 712ء میں محمد بن قاسم نے سندھ کو فتح کیا۔
- سندھ اسمبلی میں سب سے پہلے آزاد مسلم ریاست کے لیے قرار داد پیش ہوئی۔
- سندھ پاکستان میں شامل ہونے والا پہلا صوبہ ہے۔
- آبادی کے لحاظ سے پنجاب پاکستان کا سب سے بڑا صوبہ ہے۔
- قیام پاکستان سے قبل پنجاب سیاسی سرگرمیوں کا مرکز رہا ہے۔
- قرار داد پاکستان لاہور میں پیش اور منظور ہوئی۔
- خیبر پختونخوا کے لوگ آزادی پسند ہیں۔ برطانوی تسلط کو قبول نہیں کرتے تھے۔
- خیبر پختونخوا کے عوام نے اکثریتی رائے سے پاکستان میں شامل ہونے کا فیصلہ کیا۔
- بلوچستان کے لوگ ہمیشہ برطانوی تسلط کے خلاف تھے۔
- میر جعفر خان جمالی نے بلوچستان کے لوگوں کو مسلم لیگ کی حمایت پر آمادہ کیا۔
- بلوچستان کے شاہی جرگے نے پاکستان میں شمولیت کا فیصلہ کیا۔
- کشمیر اور گلگت بلتستان کے عوام نے مہاراجہ ہری سنگھ کے خلاف جنگ لڑی اور آزاد کردہ علاقوں کا پاکستان کے ساتھ الحاق کر دیا۔
- درسی مواد پر سوال و جواب اور گروپوں میں کام کے ذریعے ان موضوعات کی تدریس کرائی جائے۔

### دورانیہ: 70 منٹ/دو پیریڈ



### وسائل/اذرائع



درسی کتاب معاشرتی علوم برائے جماعت چہارم، تختہ تحریر، چاک/مارکر، پاکستان کا نقشہ، چارٹ، تحریک پاکستان میں شامل شخصیات کی تصاویر۔

### تعارف: 15 منٹ



طلبہ سے پوچھیں:

1. پاکستان کب آزاد ہوا؟
2. بابائے قوم کون سی شخصیت کو کہا جاتا ہے؟
3. ہمارے قومی شاعر کا نام کیا ہے؟
4. قرار داد پاکستان کب منظور ہوئی؟
5. سردار عبدالرب نشتر کون تھے؟



سرگرمی نمبر 1: 25 منٹ

1. طلبہ کو پانچ مناسب گروپوں میں تقسیم کریں۔
2. ہر گروپ کو چارٹ اور مارکر مہیا کریں۔
3. طلبہ کی دلچسپی بڑھانے کے لیے ہر گروپ کو الگ نام دیں جیسے سندھ گروپ، پنجاب گروپ، خیبر پختونخوا گروپ، بلوچستان گروپ اور کشمیر و گلگت بلتستان گروپ۔
4. ہر گروپ کو پاکستان کا نقشہ دیں جس میں ہر صوبے کو الگ رنگ دیا گیا ہو۔
5. طلبہ کو بتائیں کہ درسی کتاب کے متعلقہ صفحات کا آپس میں مطالعہ کریں اور بحث و مباحثہ کے بعد گروپ کے نام کے لحاظ سے متعلقہ صوبے کے بارے میں کم از کم درج ذیل معلومات کا چارٹ بنائیں۔
  - متعلقہ صوبہ پاکستان میں کہاں واقع ہے؟ نقشے پر دکھائے۔
  - اس صوبے میں تحریک پاکستان کے اہم کردار کون کون تھے اور قیام پاکستان میں کیا کردار ادا کیا؟
  - یہ صوبہ کب اور کیسے پاکستان میں شامل ہوا؟
6. اب ہر گروپ کے کم از کم دو طلبہ تختہ تحریر کے پاس آکر پاکستان کا نقشہ آویزاں کریں۔ اپنے صوبے کی تحریک پاکستان کے حوالے سے اہم شخصیات کی تصاویر اور اپنا چارٹ تختہ تحریر پر چسپاں کریں اور چارٹ پر لکھی گئی معلومات پوری جماعت کو پڑھ کر سنائیں۔
7. اس سرگرمی میں طلبہ کی معاونت اور رہنمائی کریں۔

نتیجہ/خلاصہ: 3 منٹ



سبق کا خلاصہ تختہ تحریر پر لکھیں اور ضروری باتوں کی وضاحت کریں۔ قیام پاکستان میں صوبوں/علاقوں کا کردار

1. صوبہ سندھ
2. صوبہ پنجاب
3. صوبہ بلوچستان
4. صوبہ خیبر پختونخوا
5. کشمیر اور گلگت بلتستان

جائزہ: 5 منٹ



- جائزے کے طور پر درج ذیل سوالات پوچھیں:
1. قرار داد پاکستان کب اور کہاں منظور ہوئی؟
  2. خیبر پختونخوا میں رائے شماری کب ہوئی؟
  3. بلوچستان پاکستان میں کیسے شامل ہوا؟
  4. آزاد مسلم ریاست کی قرارداد سب سے پہلے کس صوبے کی اسمبلی سے منظور ہوئی؟
  5. کشمیر اور گلگت کے عوام نے کس راجہ کے خلاف اعلان جہاد کیا؟

مشق: 2 منٹ



طلبہ کو موضوع کے مطابق گھر کا کام تفویض کریں۔



# قیام پاکستان میں اقلیتوں کا کردار

## طلبہ کے حاصلاتِ تعلم



- قیام پاکستان میں اقلیتوں کے کردار کی وضاحت کر سکیں۔

## معلومات برائے اساتذہ

1. قیام پاکستان کی جدوجہد میں مسلمانوں کے ساتھ ساتھ اقلیتوں کا بھی اہم کردار رہا۔
2. لہس پی سنگھا، مسیحی رہنما نے قائد اعظم کا ساتھ دیا اور پاکستان کے حق میں ووٹ دیا۔ آپ پنجاب اسمبلی کے اسپیکر تھے۔
3. کثیر تعداد میں اقلیتوں کے لوگوں نے پاکستان میں رہنے کو ترجیح دی۔
4. قیام پاکستان کے بعد پاکستان کی ترقی میں بھی اقلیتوں نے اہم کردار ادا کیا ہے۔ چیف جسٹس بھگوان داس، کامران مائیکل، ڈاکٹر رمیش کمار، ڈاکٹر روتھ فاؤ، میجر جنرل نوئیل کھوکھر اور انتھنی ڈیسوز اس کی مثالیں ہیں۔
5. درسی مواد پر سوال و جواب اور گروپوں میں کام کے ذریعے ان موضوعات کی تدریس کرائی جائے۔

## دورانیہ: 35 منٹ / ایک پیریڈ



## وسائل / ذرائع



درسی کتاب معاشرتی علوم برائے جماعت چہارم، تختہ تحریر، چاک، مارکر، چارٹ، اقلیتی مشاہیر کی تصاویر۔

## تعارف: 5 منٹ



طلبہ سے سوال پوچھیں:

1. پاکستانی جھنڈا کس رنگ کا ہے؟
2. سفید رنگ کن لوگوں کو ظاہر کرتا ہے؟
3. اقلیتوں سے کون مراد ہیں؟
4. کیا آپ کے گھر کے آس پاس کوئی اقلیتی گھرانہ آباد ہے؟
5. بھگوان داس کون ہیں؟

## تصور کی پختگی



سرگرمی نمبر 1: 20 منٹ

1. تختہ تحریر پر درج ذیل جدول بنائیں اور طلبہ سے کہیں کہ وہ نوٹ بک پر یہ جدول بنائیں۔

نمبر شمار	شعبہ خدمت	اقلیتی مشاہیر کے نام
1		
2		
3		

2. اب طلبہ کو 6 گروپوں میں تقسیم کریں اور ہر گروپ کو ایک شعبے کا نام دیں۔

- گروپ نمبر 1: تحریک پاکستان / سیاست
- گروپ نمبر 2: دفاع پاکستان
- گروپ نمبر 3: شعبہ صحت
- گروپ نمبر 4: شعبہ عدلیہ
- گروپ نمبر 5: شعبہ تعلیم
- گروپ نمبر 6: شعبہ کھیل

3. سب گروپوں کو بتائیں کہ درسی کتاب کے متعلقہ صفحے کا مطالعہ کریں اور گروپ کے نام سے متعلق اقلیتوں میں سے مشاہیر کے نام تلاش کریں اور نوٹ بک پر تحریر کریں۔

4. سارا کام اپنی رہنمائی میں مکمل کروائیں۔

5. اب ہر گروپ میں سے ایک طالب علم تختہ تحریر کے پاس آئے، اپنے شعبے سے متعلق مشاہیر کے نام اور شعبہ لکھے اور بلند آواز میں پڑھ کر سنائے۔ اگر تصویر میسر ہو تو وہ بھی دکھائے۔

6. آخر میں طلبہ کو موقع دیں کہ وہ اپنی نوٹ بک پر تمام شعبوں سے متعلقہ معلومات لکھ لیں۔

### نتیجہ/خلاصہ: 5 منٹ



1. تختہ تحریر پر آج کے عنوان سے متعلق معلومات پوائنٹس کی شکل میں لکھیں اور طلبہ سے سوالات اور جوابات کے ذریعے وضاحت کریں تاکہ خلاصہ پیش ہو جائے۔

- تحریک پاکستان
- جھگوان داس
- روتھ لوئس
- بلونت کمار داس
- بہرام آواری

### جائزہ: 10 منٹ



1. ایس پی سنگھ کس قانون ساز اسمبلی کے اسپیکر تھے؟
2. جھگوان داس نے کس شعبے میں خدمات انجام دیں؟
3. ہشپ انتھنی لوبو کا تعلق کس شعبے سے تھا؟

### مشق: 5 منٹ



طلبہ کو درسی کتاب کی مشق سے متعلق سوالات گھر کے کام کے طور پر تفویض کریں۔

# قیام پاکستان میں قائد اعظم محمد علی جناح رحمۃ اللہ علیہ، علامہ محمد اقبال رحمۃ اللہ علیہ اور محترمہ فاطمہ جناح کا کردار

## طلبہ کے حاصلاتِ تعلم



- قیام پاکستان میں قائد اعظم محمد علی جناح رحمۃ اللہ علیہ، علامہ محمد اقبال رحمۃ اللہ علیہ اور محترمہ فاطمہ جناح کے کردار کی وضاحت کر سکیں۔

## معلومات برائے اساتذہ

1. قائد اعظم محمد علی جناح رحمۃ اللہ علیہ ایک نامور بیرسٹر اور کامیاب سیاست دان تھے۔ وہ شروع میں ہندو مسلم اتحاد کے حامی سیاستدان تھے۔
2. کچھ عرصہ کانگریس میں رہ کر 1913ء میں مسلم لیگ میں شمولیت اختیار کی۔
3. 1916ء میں مسلم لیگ کے صدر بنے۔
4. قیام پاکستان کے لیے دن رات جدوجہد کی۔
5. قیام پاکستان کے بعد گورنر جنرل کی حیثیت سے استحکام پاکستان کے لیے گراں قدر خدمات انجام دیں۔
6. علامہ محمد اقبال رحمۃ اللہ علیہ ایک عظیم مفکر، شاعر اور سیاستدان تھے۔
7. آپ نے قائد اعظم محمد علی جناح رحمۃ اللہ علیہ کو خط لکھ کر مسلمانوں کی قیادت سنبھالنے کے لیے راغب کیا۔
8. اپنی شاعری کے ذریعے عوام میں سیاسی بیداری پیدا کی۔
9. 1930ء میں مسلم لیگ کے سالانہ اجلاس کے صدارتی خطبہ میں آزاد مسلم ریاست کا تصور پیش کیا۔
10. اقوام عالم میں شاعر مشرق (Poet of the East) کے نام سے یاد کیا جاتا ہے۔
11. محترمہ فاطمہ جناح بابائے قوم کی چھوٹی بہن تھیں۔ پیشے کے لحاظ سے دانتوں کی ڈاکٹر تھیں۔
12. تحریک پاکستان میں بھائی کے شانہ بشانہ کام کیا۔
13. آل انڈیا مسلم لیگ کے شعبہ خواتین کی سربراہ رہیں۔
14. خواتین میں حصول آزادی کا احساس اجاگر کیا اور خواتین کی تعلیم پر زور دیا۔
15. اس موضوع کی تدریس کے لیے طلبہ سے گروپوں میں کام اور پیش کرنا بہتر ہے۔

## دورانیہ: 35 منٹ/ایک پیریڈ



## وسائل/ذرائع



تحتہ تحریر، مارکر، چارٹ، قائد اعظم محمد علی جناح رحمۃ اللہ علیہ، علامہ محمد اقبال رحمۃ اللہ علیہ اور محترمہ فاطمہ جناح کی تصاویر، درسی کتاب معاشرتی علوم جماعت چہارم۔

## تعارف: 5 منٹ



1. بابائے قوم سے کون مراد ہیں؟
2. بابائے قوم کا پورا نام کیا ہے؟

3. شاعر مشرق کس شخصیت کو کہا جاتا ہے؟
4. آزاد مسلم ریاست کا تصور سب سے پہلے کس نے پیش کیا تھا؟
5. محترمہ فاطمہ جناح کون تھیں؟

## تصور کی پختگی



سرگرمی نمبر 1: 20 منٹ

1. قائد اعظم محمد علی جناح رحمۃ اللہ علیہ، علامہ محمد اقبال رحمۃ اللہ علیہ اور محترمہ فاطمہ جناح کی تصاویر کو سامنے والی دیوار پر آویزاں کریں۔
2. جماعت کے تین گروپ بنائیں۔
  - گروپ نمبر 1: قائد اعظم محمد علی جناح رحمۃ اللہ علیہ
  - گروپ نمبر 2: علامہ محمد اقبال رحمۃ اللہ علیہ
  - گروپ نمبر 3: محترمہ فاطمہ جناح
3. ہر گروپ کو درسی کتاب کا متعلقہ مواد پڑھنے اور اس پر بحث کر کے درج ذیل نکات کی وضاحت کے ساتھ چارٹ پر لکھنے کو کہیں۔
  - گروپ نمبر 1: قائد اعظم محمد علی جناح رحمۃ اللہ علیہ
  - پیدائش
  - پیشہ۔ کانگریس میں شمولیت
  - 1913ء مسلم لیگ میں شمولیت
  - مسلم لیگ کی صدارت
  - 1940ء میں مسلم لیگ کے سالانہ اجلاس کی صدارت اور قرارداد پاکستان
  - حصول پاکستان 1947ء تک مسلسل جدوجہد
  - گروپ نمبر 2: علامہ محمد اقبال رحمۃ اللہ علیہ
  - پیدائش۔ عظیم شاعر
  - مسلمانوں میں آزادی کی روح پھونکنا
  - مسلمانوں کی سیاسی بیداری
  - قائد اعظم محمد علی جناح رحمۃ اللہ علیہ کو مسلمانوں کی قیادت سنبھالنے کی دعوت۔
  - 1930ء میں الہ آباد میں مسلم لیگ کے اجلاس کی صدارت
  - الگ وطن کا تصور
  - گروپ نمبر 3: محترمہ فاطمہ جناح
  - پیدائش
  - قائد اعظم محمد علی جناح رحمۃ اللہ علیہ کی بہن
  - آل انڈیا مسلم لیگ شعبہ خواتین کی سربراہ
  - خواتین میں آزاد مسلم ریاست کے حصول کی ضرورت کا احساس پیدا کرنا
  - آزاد مسلم ریاست، پاکستان کے حصول تک بھائی کے شانہ بشانہ جدوجہد
4. طلبہ کی مسلسل نگرانی اور رہنمائی کریں۔ گروپ ورک مکمل کرنے پر سب کو متوجہ کریں اور باری باری ہر گروپ سے ایک ایک طالب علم/طالبہ کو اپنا چارٹ آویزاں کر کے کلاس کے سامنے بلند آواز سے پڑھنے کو کہیں۔



سرگرمی مکمل ہونے کے بعد تختہ تحریر پر سبق کا خلاصہ لکھیں اور ضروری نکات کی وضاحت کریں۔

1. قیام پاکستان
2. قائد اعظم محمد علی جناح رحمۃ اللہ علیہ
3. علامہ محمد اقبال رحمۃ اللہ علیہ
4. محترمہ فاطمہ جناح



1. قائد اعظم محمد علی جناح رحمۃ اللہ علیہ مسلم لیگ کے صدر کب بنے؟
2. مارچ 1940ء میں لاہور میں منعقدہ مسلم لیگ کے اجلاس کی صدارت کس نے کی؟
3. مسلم لیگ کی صدارت کرتے ہوئے علامہ محمد اقبال رحمۃ اللہ علیہ نے کیا تصور پیش کیا؟
4. محترمہ فاطمہ جناح کب آل انڈیا مسلم لیگ کے شعبہ خواتین کی سربراہ بنیں؟



طلبہ کو درسی کتاب کی مشق سے متعلقہ سوالات گھر کے کام کے طور پر تفویض کریں۔

نوٹس

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## صوبہ خیبر پختونخوا کے اہم تاریخی واقعات

### طلبہ کے حاصلاتِ تعلم



- صوبے کے اہم تاریخی واقعات بیان کر سکیں۔

### معلومات برائے اساتذہ

1. دنیا میں ہر علاقے کی اپنی تاریخ ہوتی ہے اور وہ مختلف ادوار میں مختلف مراحل سے گزرتا ہے۔
2. صوبہ خیبر پختونخوا پاکستان کا ایک صوبہ ہے جو تاریخ کے کئی مراحل سے گزرا اور قیام پاکستان کے لیے اس صوبے اور عوام کی شرکت اور کردار تاریخی حقیقت ہے۔
3. تاریخی واقعات کا علم ہمیں ماضی کے تجربات کو مستقبل کی حکمت عملی تیار کرنے میں مددگار ہوتا ہے۔
4. تاریخی واقعات کو بہتر طور پر پڑھانے اور سمجھانے کے لیے تاریخی واقعات کی ٹائم لائن بنانا، بحث مباحثہ کرنا اور باری باری کلاس کے سامنے پیش کرنا (Presentation) انتہائی ضروری ہیں۔

### دورانیہ: 105 منٹ / تین پیریڈ



### وسائل / ذرائع



- تختہ تحریر، چاک، کاغذ، پنسل، رنگیں پنسل، مارکرز، درسی کتاب معاشرتی علوم جماعت چہارم۔

### تعارف: 10 منٹ



- طلبہ سے سوالات پوچھے کر سبق کا آغاز کریں۔
1. پاکستان میں کتنے صوبے اور علاقے ہیں؟
  2. ہم کس صوبے میں رہتے ہیں؟
  3. آپ کے ضلع کا نام کیا ہے؟
  4. 1947ء سے پہلے یہاں کس کی حکومت تھی؟
  5. خیبر پختونخوا میں حال ہی میں کون سے علاقے شامل کیے گئے ہیں؟

### تصور کی پختگی



سرگرمی نمبر 1: 25 منٹ

1. طلبہ کے چار گروپ بنائیں۔ گروپوں کو درج ذیل واقعات تفویض کریں۔
  - گروپ نمبر 1: تحریک مجاہدین، سکھوں کی حکومت، جنگ آزادی 1857ء
  - گروپ نمبر 2: انگریزوں کا زمانہ، تحریک خلافت و ہجرت، تحریک خدائی خدمت گار

- گروپ نمبر 3: سول نافرمانی کی تحریک، صوبہ خیبر پختونخوا کی پاکستان میں شمولیت، صوبہ خیبر پختونخوا میں افغان مہاجرین
- گروپ نمبر 4: خیبر پختونخوا میں امن کی بحالی، سابقہ قبائلی علاقہ جات کا خیبر پختونخوا میں انضمام
- 2. طلبہ گروپوں میں بیٹھ کر درسی کتاب سے تفویض شدہ واقعات کا مطالعہ کریں اور آپس میں ان کے مختلف نکات پر بحث کریں۔
- 3. گروپوں کے کام کی نگرانی کی جائے اور درسی کتاب سے مشکل الفاظ وغیرہ کی وضاحت کی جائے۔

سرگرمی نمبر 2: 35 منٹ

1. طلبہ کے سرگرمی نمبر 1 والے گروپ برقرار رکھیں۔
2. ہر گروپ سے کہیں کہ وہ گروپ کو دیے گئے واقعات کے متعلق معلومات کو چارٹ پر لکھیں۔ یہ کام 15 منٹ میں مکمل کرائیں۔
3. ہر گروپ سے ایک نمائندہ اپنے گروپ کا کام جماعت کے سامنے پیش کرے۔ ہر گروپ 5 منٹ میں اپنا کام پیش کرے۔

نتیجہ/خلاصہ: 20 منٹ



ہر واقعہ کے متعلق کم از کم چار سوال بنائیں اور کلاس سے پوچھیں۔ اگر طلبہ جواب نہ دے سکیں تو خود اس جواب کی وضاحت کریں۔

جائزہ: 10 منٹ



پڑھائے گئے واقعات کے متعلق درج ذیل سوالات یا ان جیسے سوالات پوچھیں

1. تحریک مجاہدین کس نے شروع کی؟
2. سکھوں نے خیبر پختونخوا کے کن کن علاقوں پر قبضہ کیا؟
3. رنجیت سنگھ کی فوج نے ہزارہ پر کب قبضہ کیا تھا؟
4. جنگ آزادی 1857ء کس کے خلاف لڑی گئی؟
5. تحریک خلافت کس مقصد کے لیے شروع کی گئی؟
6. تحریک خدائی خدمت گار کب شروع ہوئی؟
7. افغان مہاجرین صوبہ خیبر پختونخوا میں کب آنا شروع ہوئے؟
8. سابقہ قبائلی علاقہ جات (FATA) کو صوبہ خیبر پختونخوا میں کب ضم کیا گیا؟

مشق: 5 منٹ



اس باب کی مشق سے متعلق سوالات بطور گھر کا کام دیے جائیں۔

# صوبے کی ترقی کے لیے اہم شخصیات کی معاشرتی، سیاسی اور مذہبی خدمات

## طلبہ کے حاصلاتِ تعلیم



- صوبے کی ترقی کے لیے اہم شخصیات (معاشرتی، سیاسی، مذہبی) کی خدمات بیان کر سکیں۔

## معلومات برائے اساتذہ

1. ہر معاشرہ میں کچھ لوگ ایسے ہوتے ہیں جو اپنی خدمت، محنت، تعلیم اور پیشہ ورانہ مہارت کے باعث شہرت حاصل کرتے ہیں۔
2. صوبہ خیبر پختونخوا نے زندگی کے ہر شعبے میں گراں قدر خدمات سرانجام دینے والی شخصیات پیدا کی ہیں۔
3. تمام اہم شخصیات نے ملک و قوم کی خدمت کی ہے اور ان سب کا احترام لازم ہے۔
4. ایسے موضوع کو بہتر طور پر پڑھانے کے لیے خاموش مطالعہ، گروپوں میں کام کرنا اور کونز مقابلہ (Quiz Competition) سود مند ہوتا ہے۔

## دورانیہ: 105 منٹ / تین پیریڈ



## وسائل / اذرائع



- اہم شخصیات کی تصاویر، چارٹ، کاغذ، پنسل، رنگیں پنسل، پینانہ، درسی کتاب معاشرتی علوم جماعت چہارم، تختہ تحریر، چاک

## تعارف: 5 منٹ



- طلبہ سے سوال پوچھیں:
1. پاکستان کی کسی مشہور شخصیت کا نام بتائیں۔
  2. اپنے علاقے / گاؤں / شہر کی کسی اہم شخصیت کا نام بتائیں۔
  3. یہ شخصیت کیوں اہم اور مشہور ہے؟
  4. اب ہر طالب علم / طالبہ سے کہیں کہ وہ باری باری اپنی پسندیدہ شخصیت یا کسی اہم شخصیت کا نام بتائیں۔ طلبہ کی بتائی ہر شخصیت کا نام تختہ تحریر پر لکھتے جائیں۔
  5. ان شخصیات کے متعلق جوابات کے ذریعے اپنے سبق کا آغاز کریں۔

## تصور کی پختگی



سرگرمی نمبر 1: 25 منٹ

1. طلبہ کے تین گروپ بنائیں۔ گروپوں کو درسی کتاب سے درج ذیل عنوانات پر کام تفویض کریں۔
  - گروپ نمبر 1: مذہبی خدمات
  - گروپ نمبر 2: ادبی و معاشرتی خدمات



- گروپ نمبر 3: اہم سیاسی شخصیات
- 2. گروپ اپنے اپنے عنوان کو درسی کتاب سے پڑھیں۔
- 3. ہر گروپ عنوان میں دی گئی شخصیات کے ناموں کی فہرست ایک چارٹ پر لکھے۔
- 4. ہر گروپ اپنی اپنی فہرست کو کلاس کے سامنے پیش کرے۔

#### سرگرمی نمبر 2: 35 منٹ

1. یہ سرگرمی طلبہ کو انفرادی طور پر دی جائے اور ان کی مطالعہ کے دوران رہنمائی اور نگرانی کی جائے۔
2. طلبہ خاموشی کے ساتھ ان شخصیات کے بارے میں درسی کتاب سے پڑھیں۔
3. اگلی سرگرمی میں ان شخصیات کے متعلق سوالات (Quiz) کے مقابلہ میں حصہ لیں۔

- خوشحال خان خٹک
- حاجی صاحب ترنگزئی
- خان عبدالغفار خان
- صاحبزادہ عبدالقیوم خان
- سردار عبدالرب نشتر
- مولانا مفتی محمود
- محمد جلال خان عرف جلال بابا
- قاضی حسین احمد
- حیات محمد خان شیر پاؤ
- طاہرہ قاضی شہید
- کیپٹن کرنل شیر خان شہید
- اعتراز حسن شہید

#### سرگرمی نمبر 3: 25 منٹ

1. درسی کتاب میں دی گئی تمام شخصیات پر سوالات پہلے سے بنا کر رکھیں اور اس سرگرمی میں طلبہ کے درمیان کونز مقابلہ (Quiz Competition) کرائیں۔
2. طلبہ کے دو بڑے گروپ بنائیں۔
3. تختہ تحریر پر ایک سکور بورڈ بنائیں جس پر گروپ نمبر 1 اور گروپ نمبر 2 کے لیے دو کالم بنائیں اور اُس میں سکور درج کریں۔
4. ترتیب کے ساتھ سوال پوچھیں۔
5. آخر میں دونوں گروپوں کا سکور جمع کریں اور جیتنے والے گروپ کا اعلان کریں اور اس کے لیے کوئی علامتی انعام دیں۔

#### نتیجہ/خلاصہ: 5 منٹ



مختلف شخصیات کی خدمات کا خلاصہ پیش کرنے کے لیے طلبہ سے سوال و جواب کے ذریعے معلومات اخذ کرائیں اور خود وضاحت کریں۔

#### جائزہ: 5 منٹ



1. کوئی سی تین شخصیات کے نام بتائیں جنہوں نے مذہبی خدمات سرانجام دی ہوں۔
2. کوئی سے تین شعراء کے نام بتائیں۔

- 

نوٹس

[illegible]

# گلوب اور نقشے کی مہارتیں

## طلبہ کے حاصلاتِ تعلم



- نقشہ (Map) اور گلوب (Globe) کی تعریف کر سکیں اور نقشے کے اہم عناصر کے نام بتا سکیں۔
- خشکی کے بڑے حصے براعظم (Continent) اور بحر (Oceans) کی تعریف کر سکیں اور نقشے پر انہیں تلاش کر سکیں۔
- نقاطِ اصلیہ (Cardinal Points) کی مدد سے سمتوں کے تصور کو سمجھ سکیں اور اطرافِ رُئیہ (Compass Directions) کو شکل کی مدد سے سمجھ سکیں۔
- نقشے کی مدد سے (BOLTS) کے تصور کی وضاحت کر سکیں۔

## معلومات برائے اساتذہ

1. نقشہ کاغذ پر زمین کے کسی حصے کی علاقائی تصویر ہے جس میں علامات کی مدد سے زمین کی مختلف خصوصیات دکھائی جاتی ہیں۔
2. نقشہ کم وقت میں زیادہ معلومات فراہم کرنے کا ذریعہ ہے۔
3. گلوب زمین کا ایک چھوٹا سا ماڈل یا نمونہ ہوتا ہے جس پر دنیا کے بارے میں معلومات دی گئی ہوتی ہیں۔
4. نقشے اور گلوب کی مہارتیں سکھانے کے لیے کسی علاقے کا اصل نقشہ اور گلوب طلبہ کے سامنے ہونا ضروری ہے کیونکہ ان کے بغیر یہ تصورات مجرد (Abstract) انداز سے سکھانا تقریباً ناممکن ہے۔

## دورانیہ: 175 منٹ / پانچ پیریڈ



## وسائل / ذرائع



درسی کتاب معاشرتی علوم برائے جماعت چہارم، چاک، تختہ تحریر، گلوب، دنیا کا نقشہ، پاکستان کا نقشہ

## تعارف: 5 منٹ



1. کلاس کے سامنے دنیا کا نقشہ آویزاں کریں اور گلوب میز پر رکھیں۔
2. طلبہ سے درج ذیل سوالات پوچھیں:
  - نقشے کے ذریعے کیا کیا دکھایا جاتا ہے؟
  - آپ کو گلوب پر کیا دکھائی دے رہا ہے؟

## تصور کی پختگی



سرگرمی نمبر 1: 25 منٹ

1. طلبہ کو تعداد کے لحاظ سے مناسب پانچ یا چھ گروپوں میں تقسیم کریں اور ہر گروپ کو دنیا کا نقشہ اور پاکستان کا نقشہ فراہم کریں۔
2. گروپوں میں جاکر طلبہ کی رہنمائی کریں اور نقشے کے بارے میں بنیادی معلومات یعنی (BOLTS) کے تصور کی وضاحت کریں۔

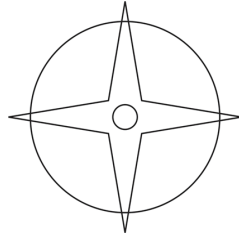
3. طلبہ کو گروپوں میں چارٹ اور مارکر مہیا کریں اور ہدایت دیں کہ نقشہ کی تعریف اور (BOLTS) کے تصور کے بارے میں لکھیں۔ اس دوران وہ درسی کتاب معاشرتی علوم برائے جماعت چہارم سے مدد لیں۔
4. کام مکمل ہونے پر ہر گروپ میں سے ایک طالب علم / طالبہ اپنا کام کلاس کے سامنے پیش کرے۔

سرگرمی نمبر 2: 15 منٹ

1. صبح سویرے سکول اسمبلی کے فوراً بعد طلبہ کو گراؤنڈ میں لے جا کر یہ سرگرمی کروائیں تاکہ طلبہ بنیادی سمتوں (Cardinal Points) کا تصور عملی طور پر سیکھ جائیں۔
2. طلبہ کو بتایا جائے کہ سورج طلوع ہونے کے بعد کچھ وقت گزر چکا ہے لہذا آپ سب سورج کی طرف منہ کر کے کھڑے ہو جائیں اور اپنے ہاتھوں کو دونوں اطراف پھیلانیں تو اب آپ کے سامنے مشرق، پیچھے مغرب، دائیں جانب جنوب اور بائیں جانب شمال ہو گا۔

سرگرمی نمبر 3: 15 منٹ

1. فلیش کارڈ پر بنا ہوا درج ذیل خاکہ طلبہ کو گروپوں میں مہیا کیا جائے گا اور ہدایت دی جائے گی کہ بنیادی سمتیں تحریر کریں اور خاکے میں اپنی مرضی کے رنگ بھریں۔



سرگرمی نمبر 4: 15 منٹ

1. فلیش کارڈ پر بنا ہوا درج ذیل خاکہ طلبہ کے گروپس میں دیا جائے اور کہا جائے کہ وہ درسی کتاب سے مدد لیتے ہوئے چارٹ پر درج علامات کو Draw کریں اور رنگ بھریں۔

علاماتی فہرست	
سڑک	
ریلوے لائن	
دریا	
پل	
آبادی	

سرگرمی نمبر 5: 15 منٹ

1. پاکستان کے نقشے پر درج پہاڑ فلیش کارڈ پر لکھ کر طلبہ کے گروپس میں دیا جائے اور ہدایت دی جائے کہ لاہور اور اسلام آباد کے درمیان فاصلہ ماپا جائے۔
2. اس کام میں طلبہ کے گروپس میں ان کی مدد کریں۔

سرگرمی نمبر 6: 20 منٹ

1. طلبہ کے گروپوں کے پاس گلوب لے کر جائیں اور گلوب کی تعریف کریں۔ گلوب پر دنیا کے مشہور ممالک کی نشاندہی کروائیں۔
2. گروپ میں کام کرتے ہوئے طلبہ سے کہا جائے کہ وہ گلوب پر پانچ ایسے ممالک تلاش کریں جن کی سرحدیں سمندر سے ملتی ہیں اور ان ممالک کے نام فلیش کارڈ پر تحریر کریں۔

سرگرمی نمبر 7: 20 منٹ

1. براعظم کا تصور واضح کریں اور ہر گروپ کے پاس گلوب لے کر جائیں اور تمام براعظموں کی نشان دہی بچوں کے ذریعے کروائیں۔
2. طلبہ سے کہا جائے کہ وہ تمام براعظموں کے نام اپنی نوٹ بک پر تحریر کریں۔

سرگرمی نمبر 8: 20 منٹ

1. دیوار پر لگے نقشے کی مدد سے بحر کے تصور سے آگاہ کریں۔ تمام گروپوں کے پاس گلوب لے کر جائیں اور طلبہ کی مدد سے بحر تلاش کروائیں۔
2. طلبہ کو ہدایت دیں کہ بحروں کے نام فلش کارڈ پر تحریر کریں۔

نتیجہ/خلاصہ: 10 منٹ



1. سرگرمی نمبر 8 کے اختتام پر سبق کے اہم نکات دہرائیں اور ساتھ ہی تختہ تحریر پر لکھیں۔
2. نقشے اور گلوب میں فرق۔
3. براعظموں (Continents) اور بحروں (Oceans) کے نام۔
4. BOLTS (کن بنیادی اصطلاحات کا مخفف ہے؟)

جائزہ: 10 منٹ



- درج ذیل سوالات پوچھے جائیں اور ان کے جوابات مختلف طلبہ سے حاصل کیے جائیں۔
1. زمین کا ایک ماڈل جس میں زمین کی واضح شکل دیکھی جاسکتی ہے کیا کہلاتا ہے؟
  2. خشکی کے بڑے حصوں کو کیا کہا جاتا ہے اور ان کی تعداد کتنی ہے؟
  3. بحروں کی کل تعداد کتنی ہے؟
  4. زمین یا زمین کے کسی حصے کو کاغذ یا ہموار سطح پر ظاہر کرنے کو کیا کہا جاتا ہے؟
  5. BOLTS سے کیا مراد ہے؟

مشق: 5 منٹ



درسی کتاب معاشرتی علوم برائے جماعت چہارم کے متعلقہ صفحے پر دیے گئے تفصیلی سوالات کے جوابات اپنی نوٹ بک پر لکھ کر لائیں۔

# پاکستان کے طبعی خدوخال

## طلبہ کے حاصلاتِ تعلیم



- پاکستان کے اہم طبعی خدوخال (Major Landforms) کی شناخت کر سکیں اور ان کی اقسام بیان کر سکیں۔
- طبعی ماحول (Physical Environment) کے پاکستان کے لوگوں کے طرزِ زندگی پر اثرات بیان کر سکیں۔

## معلومات برائے اساتذہ

1. زمین کی سطح ہموار نہیں ہوتی۔ یہ میدانوں، پہاڑوں، سطح مرتفع، ساحلی علاقوں اور ریگستانوں پر مشتمل ہوتی ہے۔ اس لیے لوگوں کے سماجی اور ثقافتی حالات بھی مختلف ہوتے ہیں۔
2. ایک ایسا علاقہ جہاں پر جغرافیائی، سماجی اور ثقافتی حالات یکساں ہوں خطہ کہلاتا ہے۔
3. مذکورہ تصورات کی تدریس کے لیے تصاویر اور وڈیوز (Videos) نہایت اہمیت رکھتی ہیں۔ اگر وڈیوز (Videos) کی سہولت میسر نہ ہو تو تصاویر اور نقشوں کا استعمال کر کے ان تصورات کی تدریس میں مدد لی جاسکتی ہے۔

## دورانیہ: 105 منٹ / تین پیریڈ



## وسائل / اذرائع



تختہ تحریر، چاک، معاشرتی علوم برائے جماعت چہارم، طبعی خطوں کی تصاویر، پاکستان کے نقشے، پاکستان کے نقشے کے خاکے، رنگین پنسلیں۔

## تعارف: 10 منٹ



1. طلبہ کو موضوع سے متعارف کروانے کے لیے درج ذیل سوالات پوچھیں:
  - آپ کے شہر کا کیا نام ہے؟
  - آپ کے شہر کا موسم کیسا ہے؟
  - آپ جس علاقے میں رہتے ہیں کیا اس میں پہاڑ ہیں؟
  - کیا آپ پہاڑی علاقے کے علاوہ کسی اور علاقے میں گئے ہیں یا ٹی وی پر کسی اور علاقے کے بارے میں کوئی (Documentary) دیکھی ہے؟
  - آپ اپنے علاقے کے علاوہ کن علاقوں میں جانے کی خواہش رکھتے ہیں؟

## تصور کی پختگی



سرگرمی نمبر 1: 25 منٹ

1. طلبہ کو پانچ گروپوں میں تقسیم کریں اور ان کو گروپ A, B, C, D اور کا نام دیں۔
2. ہر ایک گروپ کو ایک طبعی خطہ تفویض کریں اور ہدایت دیں کہ وہ درسی کتاب کی مدد سے معلوم کرنے کی کوشش کریں کہ متعلقہ

خطہ پاکستان کے کن علاقوں پر مشتمل ہے۔ ہر ایک گروپ اپنا جواب نوٹ بک پر لکھے۔  
3. تختہ تحریر پر درج ذیل جدول (Table) تحریر کریں جس کا آخری کالم طلبہ کے مختلف گروپس سے جوابات حاصل کر کے پُر کیا جائے۔

گروپ	خطہ	پاکستان کے ان علاقوں کے نام جو اس خطے میں واقع ہیں
A.	میدانی	
B.	پہاڑی	
C.	صحرا	
D.	ساحلی	
E.	سطح مرتفع	

سرگرمی نمبر 2: 20 منٹ

1. طلبہ کے پانچ گروپ بنائیں اور ہر ایک گروپ کو پاکستان کا طبعی نقشہ اور پاکستان کے نقشے کا خاکہ دیں۔
2. گروپوں کو درج ذیل کام تفویض کریں۔

گروپ	تفویض کردہ کام
A	پہاڑی علاقے میں نیلا رنگ بھریں
B	سطح مرتفع والے علاقے میں بھورا رنگ بھریں
C	میدانی علاقے میں سبز رنگ بھریں۔
D	ریگستانی علاقے میں زرد رنگ بھریں
E	ساحلی علاقے میں نارنجی رنگ بھریں

3. اب تمام گروپس اپنا کام باری باری کلاس کے سامنے پیش کریں اور بتائیں کہ ان کا خطہ پاکستان کے نقشے پر کہاں واقع ہے۔

سرگرمی نمبر 3: 20 منٹ

طلبہ کو ہدایت دی جائے کہ وہ اپنے اپنے گروپ میں درسی کتاب سے استفادہ کر کے درج ذیل سوالات کے جوابات چارٹ پر تحریر کریں۔

1. پاکستان کے پہاڑی علاقوں کے لوگوں کا رہن سہن کیسا ہے؟
2. میدانی علاقوں کے لوگ کن پیشوں سے منسلک ہوتے ہیں؟
3. صحرائی علاقوں میں رہنے والے لوگوں کا گذر بسر کیسے ہوتا ہے؟
4. سطح مرتفع پر رہنے والے لوگوں کے اہم پیشے تحریر کریں۔
5. ساحلی علاقوں کے لوگ کس قسم کا لباس پہنتے ہیں؟

نتیجہ/خلاصہ: 10 منٹ



1. پاکستان کے مختلف علاقوں کی سطح زمین مختلف ہے۔
2. پاکستان پہاڑی علاقوں، میدانی علاقوں، ساحلی علاقوں، صحرائی علاقوں اور سطوح مرتفع پر مشتمل ہے۔
3. پاکستان کے مختلف علاقوں کا طرز زندگی مختلف اور مخصوص ہے۔



1. پاکستان کل کتنے طبعی خطوں پر مشتمل ہے؟
2. پاکستان کا زیادہ تر میدانی علاقہ کن صوبوں میں واقع ہے؟
3. صحرائی علاقے کے لوگ کیسے زندگی گزارتے ہیں؟
4. پاکستان کے طبعی خدوخال بتائیں۔



1. پاکستان کے اہم طبعی خدو حال کے نام بتائیں۔
2. پاکستان کی سطوح مرتفع پر تفصیلی نوٹ لکھیں۔
3. پاکستان کے میدانی اور صحرائی علاقوں کا آپس میں موازنہ کریں۔

نوٹس

[illegible]



## انسانی سرگرمیاں اور اُن کے اثرات

### طلبہ کے حاصلاتِ تعلم



- بیان کر سکیں کہ کس طرح مختلف انسانی سرگرمیاں (Human Activities) قدرتی ماحول کو تبدیل کرتی ہیں: جنگلات کا کٹاؤ (Deforestation)، ڈیموں کی تعمیر، (Building Dams)، صنعت (Industry) وغیرہ (مثبت اور منفی اثرات)۔

### معلومات برائے اساتذہ

1. زمین کے خدوخال مختلف ہوتے ہیں کہیں پہاڑ، کہیں میدان اور اسی تناسب سے آبادی بھی یکساں نہیں۔
2. جس طرح زمینی خدوخال میں فرق ہے اسی طرح لوگوں کے زندگی گزارنے کے طریقے بھی الگ ہیں۔
3. انسانی آبادی کی بڑھتی ہوئی ضروریات کی وجہ سے زمین اور قدرتی ماحول میں کئی طرح کی تبدیلیاں واقع ہو رہی ہیں۔ اہم مسئلہ خوراک اور پانی کا ہے۔
4. زیادہ خوراک حاصل کرنے کے لیے لوگ بنجر زمین کو زیر کاشت لاتے ہیں اور پانی کی کمی کو پورا کرنے کے لیے چھوٹے اور بڑے ڈیم بنائے جاتے ہیں۔
5. ڈیم پانی کے ساتھ ساتھ بجلی کی پیداوار کا ذریعہ بھی ہیں۔
6. مندرجہ بالا عنوان کی تدریس کے لیے بات چیت اور بحث مباحثہ کا طریقہ نہایت موزوں ہے۔

### دورانیہ: 70 منٹ/دوپہریڈ



### وسائل/اذرائع



درسی کتاب معاشرتی علوم برائے جماعت چہارم، تختہ تحریر، چارٹ، فلیش کارڈ، مارکر۔

### تعارف: 10 منٹ



طلبہ سے پوچھیں

1. پاکستان کی سرزمین کے طبعی خدوخال کیسے ہیں؟
2. کیا پاکستان کے مختلف علاقوں کی سطح زمین ایک جیسی ہے؟
3. کیا مختلف علاقوں میں رہنے والے لوگوں کا طرز زندگی ایک جیسا ہے؟
4. جنگلات کا کٹاؤ ماحول کے لیے کیوں نقصان کا باعث ہے؟
5. ڈیم بنانے کے کیا فوائد ہیں؟
6. کیا صنعت بھی ماحول کے لیے نقصان کا سبب بن سکتی ہے؟



سرگرمی نمبر 1: 20 منٹ

1. کلاس کو تین گروپوں میں تقسیم کریں اور ہر گروپ کو چارٹ اور مارکر دیں۔
2. طلبہ کو درسی کتاب کی مدد سے درج ذیل تفویض کردہ عنوانات پر معلومات لکھنے کو کہیں۔
  - گروپ 1: جنگلات کے کٹاؤ کے قدرتی ماحول پر اثرات تحریر کرے۔
  - گروپ 2: ڈیموں کی تعمیر کے قدرتی ماحول پر اثرات لکھے۔
  - گروپ 3: صنعت کاری کے قدرتی ماحول پر اثرات تحریر کرے۔
3. ضرورت پڑنے پر طلبہ کی رہنمائی کریں اور گروپ کے پاس جا کر طلبہ کی سرگرمی میں اُن کی مدد کریں۔
4. جب تمام کام مکمل ہو جائے تو تینوں گروپوں میں سے ایک ایک طالب علم آکر اپنا کام کلاس کے سامنے پیش کرے۔

سرگرمی نمبر 2: 15 منٹ

1. کلاس میں بنائے گئے تینوں گروپوں کو اسی طرح برقرار رکھیں۔
2. طلبہ سے کہیں کہ وہ اپنے اپنے گروپ میں تفویض کردہ عنوان کے منفی اثرات کی روک تھام پر بحث کریں۔
3. جن نکات پر اتفاق رائے ہو ان کو فلیش کارڈز پر علیحدہ علیحدہ لکھیں۔
4. کام مکمل ہونے پر ہر گروپ سے طلبہ باری باری ایک فلیش کارڈ لائیں۔ اور تختہ تحریر پر چسپاں کریں۔
5. ہر ایک فلیش کارڈ کو باری باری زیر بحث لائیں۔
6. معلم اس بحث کو (Facilitate) اور (Coordinate) کریں۔

نتیجہ/خلاصہ: 10 منٹ



1. درج ذیل اہم نکات کو دہرائیں اور تختہ تحریر پر لکھتے جائیں۔
2. جنگلات کے کٹاؤ سے ماحول میں آکسیجن (Oxygen) کی مقدار کم ہو جاتی ہے اور کاربن ڈائی آکسائیڈ (Carbon Dioxide) کی مقدار بڑھ جاتی ہے۔
3. جنگلات کے کٹاؤ سے درجہ حرارت بڑھ جاتا ہے اور سیلاب کا خطرہ زیادہ ہو جاتا ہے۔
4. ڈیموں کی تعمیر کے سبب دریاؤں کی زرخیز مٹی ایک جگہ رک جاتی ہے۔
5. ڈیموں کی تعمیر کے باعث آبی حیات کو ایک جگہ سے دوسری جگہ منتقل ہونے میں دشواری پیش آتی ہے۔
6. صنعتوں اور کارخانوں سے نکلنے والا دھواں اور کیمیائی مادے انسانوں، جانوروں، اور پودوں کے لیے نقصان دہ ہیں۔

جائزہ: 10 منٹ



خلاصہ میں دیے گئے تمام اہم نکات کو سوالات کی صورت میں طلبہ سے پوچھا جائے۔

مشق: 5 منٹ



جنگلات کے کٹاؤ کی روک تھام کے لیے ایک پوسٹر بنا کر لائیں۔

# پاکستان کے لوگوں کے پیشے

## طلبہ کے حاصلاتِ تعلم



- لوگوں کے مختلف پیشوں (Occupations): زراعت (Agriculture)، کان کنی (Mining) اور صنعت (Industry) کی پہچان کر سکیں۔
- پاکستان میں غذائی تحفظ کے تصور اور ضرورت کو بیان کر سکیں۔

## معلومات برائے اساتذہ

- ساری دنیا میں انسان اپنی ضروریات کی تکمیل کے لیے مختلف پیشے اپناتے ہیں۔ پاکستان میں بھی لوگ مختلف پیشوں جیسے زراعت، صنعت اور کان کنی وغیرہ سے وابستہ ہیں۔
- غذائی ضروریات اور زرعی ملک ہونے کے ناطے پاکستان میں غذائی تحفظ (Food Security) کے لیے موثر منصوبہ بندی کی اشد ضرورت ہے۔
- درسی مواد پر گروپوں میں کام کے ذریعے ان موضوعات کی تدریس کرائی جائے۔

## دورانیہ: 70 منٹ/دوپہریڈ



## وسائل/اذرائع



درسی کتاب معاشرتی علوم برائے جماعت چہارم، تختہ تحریر، مارکر، چارٹ۔

## تعارف: 5 منٹ



طلبہ کو موضوع سے متعارف کرانے کے لیے درج ذیل سوالات پوچھے جائیں۔

- پیشہ کسے کہتے ہیں؟
- پاکستان کے لوگوں کے اہم پیشے کون سے ہیں؟ (ممکنہ جوابات: زراعت، درس و تدریس، کپڑے سینا، گاڑی چلانا، علاج کرنا وغیرہ)

## تصور کی پختگی



سرگرمی نمبر 1: 20 منٹ

- تختہ تحریر پر پاکستان کے لوگوں کے اہم پیشوں زراعت، صنعت اور کان کنی کے نام تحریر کریں اور ان پیشوں کے متعلق بنیادی معلومات طلبہ کو فراہم کریں۔
- کلاس کو تین گروپوں میں تقسیم کر کے ہر گروپ کو چارٹ اور مارکر مہیا کیا جائے اور درج ذیل تفصیل کے مطابق گروپوں کو کام تفویض کیا جائے۔ طلبہ درسی کتاب کی مدد سے کام مکمل کریں۔
  - گروپ نمبر 1 a. زراعت کی تعریف کریں۔
  - پاکستان میں بوئی جانے والی مختلف فصلوں کی فہرست بنائیں۔
  - گروپ نمبر 2 a. صنعت کاری کی تعریف کریں۔
  - پاکستان کی اہم صنعتوں کی فہرست بنائیں۔

- گروپ نمبر 3 a. کان کنی کی تعریف کریں۔ b. پاکستان میں پائی جانے والی اہم معدنیات کی فہرست بنائیں۔
  - 3. کام کے دروان گروپوں میں جا کر رہنمائی فراہم کریں۔
  - 4. کام مکمل ہونے پر تینوں گروپوں میں سے ایک ایک طالب علم/طالبہ اپنا کام کلاس کے سامنے پیش کرے۔
- سرگرمی نمبر 2: 20 منٹ

1. کلاس کو بدستور تین گروپوں میں قائم رکھتے ہوئے طلبہ کو ہدایت دیں کہ درسی کتاب کو بطور معاون استعمال کریں اور دیے گئے سوالات کے جوابات چارٹ پر تحریر کریں۔
- گروپ 1: غذائی تحفظ (Food Security) سے کیا مراد ہے؟
- گروپ 2: کیا پاکستان کو بھی غذائی اجناس کی قلت کا سامنا کرنا پڑتا ہے؟
- گروپ 3: ہمارے ملک میں غذائی تحفظ کے لیے کیا اقدامات ہونے چاہئیں؟
2. کام مکمل ہونے پر ہر ایک گروپ سے ایک طالب علم/طالبہ اپنے گروپ کا کام کلاس کے سامنے پیش کرے۔
3. طلبہ کی رہنمائی کریں اور اگر کسی نکتہ کی وضاحت ضروری ہو تو کریں۔

### نتیجہ/خلاصہ: 10 منٹ



- سبق کے درج ذیل اہم نکات تختہ تحریر پر لکھیں اور وضاحت کریں۔
1. پاکستان کے لوگوں کے اہم پیشے زراعت، صنعت اور کان کنی ہیں۔ اس کے علاوہ بھی مختلف پیشے ہیں۔
  2. تمام آبادی کی بنیادی غذائی ضروریات کو پورا کرنے کے لیے غذائی اجناس کا دستیاب ہونا غذائی تحفظ (Food Security) کہلاتا ہے۔

### جائزہ: 10 منٹ



- طلبہ سے درج ذیل سوالات پوچھے جائیں۔
1. زراعت سے کیا مراد ہے؟
  2. خریف کی فصل کن مہینوں میں بوئی جاتی ہے؟
  3. ربیع کی فصل میں کون کون سی اجناس شامل ہیں؟
  4. پاکستان کی اہم صنعتوں کے نام بتائیں؟
  5. کان کنی سے کیا مراد ہے؟
  6. غذائی تحفظ (Food Security) کسے کہتے ہیں؟

### مشق: 5 منٹ



- درسی کتاب جماعت چہارم معاشرتی علوم کے متعلقہ صفحے پر موجود درج ذیل سوالات کے جوابات گھر سے اپنی نوٹ بک پر لکھ کر لائیں۔
1. پاکستان میں کون کون سے معدنی ذخائر پائے جاتے ہیں؟
  2. پاکستان میں زراعت کی اہمیت کے بارے میں آپ کیا جانتے ہیں؟

## موسم اور آب و ہوا

### طلبہ کے حاصلاتِ تعلیم



- موسم (Weather) اور آب و ہوا (Climate) کی تعریف کر سکیں۔
- موسم (Weather) اور آب و ہوا (Climate) کے عناصر کی شناخت کر سکیں: درجہ حرارت (Temperature)، بارش (Rain) اور ہوا (Wind) وغیرہ۔
- آب و ہوا پر اثر انداز ہونے والے عوامل (Factors Affecting Climate) کی شناخت کر سکیں۔

### معلومات برائے اساتذہ

1. کسی مقام کی عارضی طور پر گرمی، سردی، بارش اور ہوا کے دباؤ میں کمی بیشی کو موسم کہتے ہیں۔
2. موسم ہر وقت اور ہر جگہ ایک جیسا نہیں رہتا بلکہ یہ بدلتا رہتا ہے۔
3. درجہ حرارت، بارش، ہوا جیسے عناصر موسم پر اثر انداز ہوئے ہیں۔
4. کسی مقام پر لمبے عرصے تک رہنے والی اوسط موسمی کیفیت وہاں کی آب و ہوا کہلاتی ہے۔
5. سطح سمندر سے بلندی، خط استوا سے فاصلہ، سمندر سے فاصلہ اور ہواؤں کا رخ آب و ہوا پر اثر انداز ہونے والے عوامل ہیں۔
6. زیر نظر عنوان کی تدریس کے لیے بات چیت اور فہرست بنانے کا طریقہ موزوں ہے۔

### دورانیہ: 70 منٹ/دوپیریڈ



### وسائل/ادراغ



تختہ تحریر، درسی کتاب معاشرتی علوم برائے جماعت چہارم، تصویری چارٹ، رنگین پنسلیں، سادہ چارٹ۔

### تعارف: 5 منٹ



مندرجہ ذیل سوالات کے ذریعے طلبہ کو عنوان سے متعارف کروایا جائے۔

1. آپ کے علاقے میں پچھلے ہفتے کا موسم کیسا تھا؟
2. آج کل کون سا موسم ہے؟
3. سال میں کتنے موسم ہوتے ہیں؟
4. آپ کو کون سا موسم پسند ہے؟
5. وہ کون سی وجوہات ہیں جن کی وجہ سے موسم ایک جیسا نہیں رہتا؟

### تصور کی پختگی



پہلے سے تیار شدہ چارٹ جس پر موسم اور آب و ہوا کی تعریف درج ہو، تختہ تحریر پر آویزاں کر کے بنیادی معلومات طلبہ کو فراہم کریں۔

تھرمائیٹر، مقیاس المطر (Rain Gauge) اور باد نما (Wind Vane) کی تصاویر والا چارٹ تختہ تحریر پر چسپاں کر کے ان آلات کا استعمال واضح کریں۔

1. طلبہ کو پانچ پانچ کے گروپوں میں تقسیم کر کے چارٹ اور مارکر مہیا کیا جائے۔
2. طلبہ کو ہدایت دی جائے کہ وہ درسی کتاب سے مدد لیتے ہوئے موسم کے عناصر کی فہرست مرتب کریں اور بحث و مباحثہ کر کے دیے گئے چارٹ پر تحریر کریں۔
3. اس کام کے دوران گروپ میں جاکر طلبہ کی رہنمائی کی جائے۔
4. کام مکمل ہونے پر ہر ایک گروپ میں سے ایک طالب علم / طالبہ اپنا کام کلاس کے سامنے پیش کرے۔
5. طلبہ کے کام پیش کرنے کے دوران بنیادی تصورات کی وضاحت کی جائے۔

1. سوال و جواب اور تقریری طریقہ سے آب و ہوا پر اثر انداز ہونے والے عوامل کے متعلق بنیادی معلومات طلبہ کو فراہم کریں۔
2. طلبہ کو چارٹ اور مارکر مہیا کیے جائیں اور سرگرمی نمبر 1 میں بنائے گئے گروپوں کو قائم رکھتے ہوئے طلبہ کو ہدایت دی جائے گی کہ وہ آب و ہوا پر اثر انداز ہونے والے عوامل کی فہرست بنائیں۔
3. تفویض کیے گئے کام کے دوران درسی کتاب معاشرتی علوم سے مدد لی جائے۔ گروپوں میں جاکر طلبہ کی رہنمائی کی جائے۔
4. کام مکمل ہونے پر ہر ایک گروپ میں سے ایک طالب علم / طالبہ اپنا کام کلاس کے سامنے پیش کرے۔
5. وضاحت طلب نکات کی وضاحت طلبہ کو شامل کرتے ہوئے کریں۔

### نتیجہ/خلاصہ: 10 منٹ



1. سبق کے اہم نکات دہرائیں اور انہیں تختہ تحریر پر لکھیں تاکہ طلبہ کو سبق کا خلاصہ معلوم ہو جائے۔
2. کسی خاص جگہ اور وقت کی فضائی حالت موسم کہلاتی ہے۔
3. کسی بھی علاقے کی آب و ہوا کا انحصار اس کے جغرافیائی محل وقوع پر ہوتا ہے۔
4. آب و ہوا پر اثر انداز ہونے والے عوامل سطح سمندر سے بلندی، خط استوا سے فاصلہ، سمندر سے فاصلہ اور، ہواؤں کا رخ ہیں۔
5. درجہ حرارت، بارش اور ہوائیں موسم پر اثر انداز ہونے والے عناصر ہیں۔

### جائزہ: 10 منٹ



- درج سوالات کے ذریعے طلبہ کی تحصیل علم کا اندازہ کیا جائے۔
1. موسم اور آب و ہوا کی تعریف کریں۔
  2. موسم کے عناصر بتائیں۔
  3. آب و ہوا پر اثر انداز ہونے والے عوامل کون سے ہیں۔

### مشق: 5 منٹ



درسی کتاب معاشرتی علوم کے متعلقہ صفحے پر موجود درج ذیل سوالات کے جوابات تحریر کر کے لائیں۔

1. موسم اور آب و ہوا میں کیا فرق ہے؟
2. موسم پر کون سے عوامل اثر انداز ہوتے ہیں؟
3. موسم کے بدلنے کا اندازہ کیسے لگا یا جاسکتا ہے؟

## قدرتی آفات اور حفاظتی اقدامات

### طلبہ کے حاصلاتِ تعلیم



- وضاحت کر سکیں کہ قدرتی آفات (Natural Disasters): سیلاب (Floods)، زلزلے (Earthquake)، گردباد (Cyclones)، برفِ شار (Avalanches) وغیرہ کیسے رونما ہوتی ہیں۔
- قدرتی آفات (Natural Disasters) خاص طور پر زلزلے سے پہلے (Before)، دوران میں (During) اور بعد میں (After) کیے جانے والے حفاظتی اقدامات کی شناخت کر سکیں۔

### معلومات برائے اساتذہ

1. زمین کے اچانک ہلنے کو زلزلہ کہتے ہیں۔ ہماری زمین اندر سے گرم ہے جبکہ بیرونی سطح سرد اور ٹھوس ٹکڑوں پر مشتمل ہے۔
2. جب آتش فشاں کے ٹکڑوں کے کنارے آپس میں ملتے یا جدا ہوتے ہیں تو توانائی خارج ہوتی ہے جس سے قریبی علاقوں میں زلزلے آتے ہیں۔
3. پانی جب بڑے ریلے کی شکل میں بہنا شروع کر دیتا ہے تو اسے سیلاب کہتے ہیں۔ بنیادی وجہ بارشیں، ٹالہ باری، برف کا پگھلنا وغیرہ ہیں۔
4. جب قدرتی عوامل سے انسانوں کی جان و مال کو نقصان پہنچ جائے تو اس کو قدرتی آفت کہتے ہیں۔
5. جدید ٹیکنالوجی کی بدولت سمندری طوفان سے بروقت آگاہی ممکن ہے۔
6. ڈھلوان سطح سے زمینی ساخت کی وجہ سے زیادہ مقدار میں برف بعض اوقات تیزی سے نیچے کی طرف حرکت کرتی ہے اور برفانی تودے کی شکل اختیار کرتی ہے۔
7. درسی مواد پر سوال و جواب اور گروپوں میں کام کے ذریعے ان موضوعات کی تدریس کرائی جائے۔

### دورانیہ: 70 منٹ/دوپیریڈ



### وسائل/اذرائع



تختہ تحریر، چاک، ڈسٹر، چارٹ، مارکر، فلیش کارڈز، تصویری چارٹ، درسی کتاب معاشرتی علوم جماعت چہارم۔

### تعارف: 5 منٹ



طلبہ سے پوچھیں:

1. کیا آپ کے علاقے میں کبھی زلزلہ آیا ہے؟
2. کیا زلزلے سے کوئی نقصان ہوا ہے؟
3. کیا آپ نے کبھی برسات کے موسم میں ندی نالوں میں بہتے پانی کا مشاہدہ کیا ہے؟
4. طلبہ کو بتائیں کہ جب قدرتی عوامل مثلاً سیلاب، طوفان، زلزلے اور برف باری سے انسانوں کے جان و مال کو نقصان پہنچے تو اُسے قدرتی آفت کہتے ہیں۔



تختہ تحریر پر قدرتی آفات کا تیار تصویری چارٹ لگائیں۔

سرگرمی نمبر 1: 20 منٹ

- طلبہ کو چار گروپس میں تقسیم کریں اور بتائیں کہ:
- گروپ نمبر 1 درسی کتاب کے متعلقہ صفحات پر موجود قدرتی آفات سیلاب کو پڑھیں اور گروپ میں بحث کریں کہ اس سے کیا نقصانات ہوتے ہیں۔
  - گروپ نمبر 2 درسی کتاب کے متعلقہ صفحہ پر موجود زلزلے کے متعلق معلومات پڑھیں اور گروپ میں بحث کریں کہ زلزلے کیا ہوتے ہیں اور ان سے کیا نقصانات ہو سکتے ہیں۔
  - گروپ نمبر 3 کو درسی کتاب سے گردباد پڑھنے اور اس پر بحث کرنے کا کہیں کہ گردبار کیسے بنتے ہیں اور یہ کس طرح نقصان پہنچاتے ہیں۔
  - گروپ نمبر 4 درسی کتاب کے متعلقہ صفحے پر برف شار کو پڑھے اور بحث کرے کہ برف شار کیا ہوتے ہیں اور ان سے کیا نقصان ہو سکتا ہے۔
1. گروپس کو کام کرنے کے لیے مناسب وقت دیں۔
2. اس دوران طلبہ کے کام کی نگرانی اور رہنمائی کریں۔ کام مکمل ہو تو ہر گروپ کو اپنا کام پیش کرنے کا کہیں۔

سرگرمی نمبر 2: 20 منٹ

1. طلبہ کو تین گروپوں میں تقسیم کریں اور تین پہلے سے تیار شدہ کارڈ ہر گروپ کو دیں۔
- گروپ نمبر A: قدرتی آفات سے پہلے کیا حفاظتی اقدامات کیے جاسکتے ہیں۔
  - گروپ نمبر B: قدرتی آفات کے دوران کیا حفاظتی اقدامات کیے جاسکتے ہیں۔
  - گروپ نمبر C: قدرتی آفات کے بعد کیے جانے والے اقدامات کیا ہیں۔
2. طلبہ سے کہیں کہ گروپوں میں بحث کریں اور معاشرتی علوم کی درسی کتاب برائے جماعت چہارم کی مدد سے چارٹ تیار کریں۔
3. طلبہ کے چارٹ کمرہ جماعت میں آویزاں کریں اور گروپوں کے تحریر کردہ اقدامات پر بحث کریں۔

### نتیجہ/خلاصہ: 10 منٹ



1. زمین پر رونما ہونے والے ایسے فطری واقعات جن میں زندگیوں اور املاک کا نقصان ہو، قدرتی آفات کہلاتے ہیں۔
2. زلزلے، سیلاب، برف شار، گردباد قدرتی آفات کی مثالیں ہیں۔
3. سیلاب سے بچنے کے لیے جنگلات کے کٹاؤ کو روکیں اور مکانات اور بستیاں/ندی نالوں سے دور بنائیں۔
4. قدرتی آفات کے دوران حواس کو قابو میں رکھنا چاہیے۔ زلزلے کے دوران مکانات سے باہر نکل کر کھلی جگہ پر جائیں۔
5. قدرتی آفات کے بعد زخمیوں کو ابتدائی طبی امداد دی جائے۔

### جائزہ: 10 منٹ



- طلبہ سے درج ذیل سوال پوچھیں:
1. قدرتی آفات سے کیا مراد ہے؟
  2. قدرتی آفات سے بچنے کے لیے کیا اقدامات کرنے چاہئیں؟
  3. زلزلے سے بچاؤ کے لیے ہمیں اپنے گھروں اور سکولوں میں کیا حفاظتی اقدامات کرنے چاہئیں؟
  4. کیا زیادہ جنگلات سے سیلاب کی تباہ کاریوں کو کم کیا جاسکتا ہے؟

### مشق: 5 منٹ



طلبہ کو گھر سے کسی قدرتی آفات کی تصویر بنا کر لانے کو کہیں۔



# آبادی اور مردم شماری

## طلبہ کے حاصلاتِ تعلم



- آبادی (Population) اور مردم شماری (Census) کی تعریف کر سکیں۔
- مردم شماری کی اہمیت بیان کر سکیں۔
- خطے میں آبادی کی تقسیم (Distribution of Population) نقشے کے ذریعے سے بیان کر سکیں۔

## معلومات برائے اساتذہ

1. کسی بھی ملک یا علاقے میں رہنے والے لوگوں کو وہاں کی آبادی کہا جاتا ہے۔ جس میں ہر عمر کے لوگ شامل ہوتے ہیں۔
2. مردم شماری سے مراد آبادی کے اعداد و شمار جمع کرنے کا عمل ہے۔
3. پاکستان میں ہر دس سال بعد مردم شماری ہوتی ہے۔ مردم شماری کے نتیجے میں حاصل ہونے والی معلومات کی روشنی میں ملکی ترقی اور لوگوں کی بہتری کے لیے منصوبہ بندی کی جاتی ہے اور یہ بھی معلوم ہوتا ہے کہ آبادی کس رفتار سے بڑھ رہی ہے۔
4. درسی کتاب کے مواد پر سوال و جواب اور بحث کے ذریعے سے ان تصورات کی تدریس کی جاسکتی ہے۔

## دورانیہ: 70 منٹ/دوپہریڈ



## وسائل/ذرائع



درسی کتاب معاشرتی علوم جماعت چہارم، تختہ تحریر، مارکر۔

## تعارف: 5 منٹ



- طلبہ سے مندرجہ ذیل سوالات پوچھیں۔
1. آپ کے گھر میں کتنے لوگ رہتے ہیں؟
  2. آپ کے محلے میں کتنے گھر ہیں؟
  3. پاکستان کے کس صوبے کی آبادی سب سے زیادہ ہے؟
  4. آبادی کے لحاظ سے صوبہ خیبر پختونخوا کا سب سے بڑا شہر کون سا ہے؟

## تصور کی پختگی



سرگرمی نمبر 1: 20 منٹ

1. ایک چارٹ پر آبادی کی تعریف لکھ کر تختہ تحریر پر آویزاں کریں اور بچوں کو آبادی کا تصور سمجھائیں۔
2. اب طلبہ میں سے دو رضا کاروں کو بلائیں اور کہیں کہ کلاس میں موجود تمام لوگوں کو گن لیں۔
3. طلبہ کے جواب کی روشنی میں مردم شماری کے تصور کی وضاحت کریں۔

1. طلبہ کو جوڑوں میں تقسیم کریں اور کہیں کہ درسی کتاب کے متعلقہ صفحہ پر مردم شماری کی اہمیت اور پاکستان کی آبادی کے متعلق مواد پڑھیں اور آپس میں بحث کریں۔ اس کے بعد اپنی نوٹ بک پر درج ذیل سوالات کے جواب لکھیں۔
  - مردم شماری کیوں اہم ہے؟
  - پاکستان میں کتنی بار مردم شماری ہو چکی ہے؟
  - 2017ء کی مردم شماری کے مطابق پاکستان کی آبادی کتنی ہے؟
  - آبادی کے لحاظ سے دنیا کا سب سے بڑا ملک کون سا ہے؟
  - آبادی کے لحاظ سے دنیا بھر میں پاکستان کون سے نمبر پر ہے؟
2. چند جوڑوں سے باری باری ان سوالات کے جوابات پوچھیں۔

- پاکستان کی آبادی کی تقسیم کے درسی کتاب میں مہیا کیے گئے نقشے کی مدد سے طلبہ کو خطے میں آبادی کی تقسیم کے بارے میں بتائیں۔ شہروں/علاقوں کے ناموں کے لیے پاکستان کا سیاسی نقشہ بھی آویزاں کریں۔ طلبہ سے یہ سوال کریں:
1. کن علاقوں میں آبادی زیادہ ہے؟
  2. کن علاقوں میں آبادی بہت کم ہے؟
  3. بعض علاقوں کی آبادی زیادہ کیوں ہے؟

### نتیجہ/خلاصہ: 5 منٹ



1. کسی بھی ملک میں رہنے والے لوگوں کی تعداد وہاں کی آبادی کہلاتی ہے۔
2. مردم شماری سے حاصل ہونے والی معلومات کی روشنی میں آنے والے سالوں کے لیے منصوبہ بندی کی جاتی ہے۔
3. پاکستان میں مردم شماری 1973ء کے آئین کے مطابق ہر دس سال بعد ہوتی ہے۔
4. 2017ء کی مردم شماری کی مطابق پاکستان کی آبادی تقریباً 21 کروڑ ہے۔
5. پاکستان میں مردم شماری کروانے والے ادارے، کا نام ”ادارہ برائے شماریات، حکومت پاکستان“ ہے

### جائزہ: 5 منٹ



1. تختہ تحریر پر مندرجہ ذیل جدول بنائیں۔

نمبر شمار	سوال	جواب
1	پاکستان کی آبادی 2017ء کی مردم شماری کے مطابق کتنی ہے؟	
2	آبادی کے لحاظ سے دنیا کا سب سے بڑا ملک کون سا ہے؟	
3	پاکستان میں اب تک کتنی دفعہ مردم شماری ہو چکی ہے؟	

2. طلبہ سے سوالات پوچھیں اور جوابات جدول میں لکھیں۔

### مشق: 5 منٹ



درسی کتاب کی مشق کا سوال نمبر 4 اپنی کاپی پر لکھ کر لائیں۔

# آبادی اور مسائل

## طلبہ کے حاصلاتِ تعلیم



- آبادی میں اضافے سے پیدا ہونے والے مسائل کی فہرست بنا سکیں۔
- پانی اور حفظانِ صحت (WASH) کی اہمیت اور بڑھتی ہوئی آبادی سے اس کے تعلق کی نشان دہی کر سکیں۔

## معلومات برائے اساتذہ

- دنیا کی آبادی 7.674 ارب ہے۔
- پاکستان کی موجودہ آبادی تقریباً 208 ملین ہے جبکہ 1947ء میں تقریباً 33.7 ملین تھی۔
- آبادی اور وسائل میں توازن نہ ہو تو معاشرہ مسائل سے دوچار ہو سکتا ہے۔
- چارٹس اور گراف کی مدد سے ایسے موضوعات بہتر طور پر سمجھائے جاسکتے ہیں۔

## دورانیہ: 70 منٹ/دوپیریڈ



## وسائل/اذرائع



تختہ تحریر، چاک، کاغذ، پنسل، رنگیں پنسل، مارکرز، پیمانہ

## تعارف: 10 منٹ



- آپ کی کلاس میں کتنے طلبہ ہیں؟
- اگر میں آپ سب کو ایک ایک پنسل دوں اور پنسلوں کی تعداد آپ کی تعداد سے کم ہو تو پھر کیا ہو گا؟
- اگر اس کلاس میں تین دوسری کلاسز کے طلبہ کو بھی بٹھایا جائے تو کیا ہو گا؟

## تصور کی پختگی



سرگرمی نمبر 1: 20 منٹ

- تختہ تحریر پر درسی کتاب کی مدد سے بڑھتی ہوئی آبادی کے مسائل لکھیں۔ مشکل الفاظ اور اصطلاحات کے معنی سمجھائیں۔ ہو سکے تو ان کو مادری زبان میں بھی سمجھایا جائے۔
- پھر طلبہ کے جوڑے بنا کر مسائل کی فہرست بنانے کی مشق کروائیں۔ طلبہ درسی کتاب کی معلومات کو بھی مد نظر رکھیں۔
- اس دوران طلبہ کی رہنمائی کریں۔

سرگرمی نمبر 2: 20 منٹ

- طلبہ کو چار گروپوں میں بٹھائیں جن کی ذمہ داریاں یہ ہوں گی کہ ہر گروپ کو ایک سوال دیا جائے گا کہ درسی کتاب کی مدد سے حل کریں۔

- گروپ نمبر 1: حفظان صحت اور صفائی سے کیا مراد ہے اور پانی حفظان صحت کے لیے کیوں ضروری ہے؟
  - گروپ نمبر 2: ایشیا اور افریقا کے ممالک میں بیت الخلاء کی سہولت کیوں کم ہے؟
  - گروپ نمبر 3: پاکستان کے عوام کو حفظان صحت کے کون سے مسائل درپیش ہیں؟
  - گروپ نمبر 4: اقوام متحدہ کے پانی اور حفظان صحت کے لیے پروگرام کا کیا نام ہے؟
2. اس کے بعد ہر گروپ سے ایک طالب علم / طالبہ اپنے نکات باری باری پیش کرے۔
3. طلبہ کے کام پیش کرنے کے دوران اپنا نقطہ نظر بیان کریں۔ اگر وضاحت کی ضرورت ہو تو کریں۔

### نتیجہ/خلاصہ: 10 منٹ



1. بڑھتی ہوئی آبادی کے مسائل نے تمام دنیا کے انسانوں کے لیے زندگی مشکل بنا دی ہے۔
2. ہمیں صفائی اور حفظان صحت کے اصولوں پر کاربند رہنا چاہیے۔

### جائزہ: 5 منٹ



1. حفظان صحت سے کیا مراد ہے؟
2. حفظان صحت اور صفائی کے لیے پانی کیوں اہم ہے؟
3. آبادی بڑھنے سے کیا مسائل پیش آتے ہیں؟

### مشق: 5 منٹ



- طلبہ درج ذیل سوالات کے جوابات گھر سے لکھ کر لائیں۔
1. پانی کی قلت سے حفظان صحت اور صفائی کا مسئلہ کیسے پیدا ہوتا ہے؟
  2. اقوام متحدہ کے پروگرام واش (WASH) کے بارے میں مختصراً تحریر کریں۔
  3. آبادی بڑھنے سے پیدا ہونے والے مسائل حل کرنے کے لیے تین تجاویز لکھیں۔

# معاشیات اور ملکی معیشت

## طلبہ کے حاصلاتِ تعلیم



- معاشیات (Economics) اور ملک کی معیشت (Economy) کی تعریف کر سکیں۔
- اپنی ضرورتوں اور وسائل کو مد نظر رکھتے ہوئے معاشی انتخاب کر سکیں۔
- معاشیات کو ذاتی زندگی پر لاگو کر سکیں (جیب خرچ اور بچت)۔

## معلومات برائے اساتذہ

1. ضروریات، خواہشات اور وسائل کا مطالعہ معاشیات (Economic) کہلاتا ہے۔
2. انسانی ضروریات زیادہ ہیں اور ان ضروریات کو پورا کرنے کے لیے وسائل کم ہوتے ہیں اس لیے ان معاشی ضروریات کو پورا کرنے کے لیے معاشی فیصلے کرنے پڑتے ہیں تاکہ اپنے وسائل کے اندر اپنی ضروریات کو بھی پورا کریں۔
3. جب آپ دکان پر جاتے ہیں تو وہاں پر بہت سی چیزیں ہوں گی لیکن آپ کے پاس کم پیسے ہیں۔ 20 یا 40 روپے میں اپنی ضرورت کی ایک چیز خرید سکتے ہیں یہی معاشی انتخاب ہے۔
4. کسی بھی ملک میں وسائل، اشیا اور خدمات کی پیداوار، ان کا لین دین اور استعمال اس ملک کی معیشت کہلاتا ہے۔
5. مشاہداتی طریقہ سے اس موضوع کی تدریس کروائیں۔

## دورانیہ: 70 منٹ/دو پیریڈ



## وسائل/اذرائع



مختلف اشیا کے ناموں اور قیمتوں کا چارٹ، اشیا کی بنی ہوئی تصاویر، درسی کتاب معاشرتی علوم جماعت چہارم۔

## تعارف: 10 منٹ



1. طلبہ سے پوچھیں کہ آپ کو پین، کاپی اور چاکلیٹ کی ضرورت پڑے تو آپ کی اس ضرورت کو کون پورا کرتا ہے؟
2. جب آپ کے پاس پیسے کم ہوں اور چیزیں زیادہ لینی ہوں تو کیا کریں گے؟
3. جب پیسے کم ہوں تو اپنی ضرورت اور پسند کی چیزوں میں کس چیز کو پہلے خریدیں گے؟

## تصور کی پختگی



سرگرمی نمبر 1: 20 منٹ

4. طلبہ کے سامنے 'معاشیات' اور 'ملک کی معیشت' کی تعریف لکھے ہوئے چارٹ آویزاں کریں۔
5. چند طلبہ سے انھیں باری باری پڑھنے کا کہیں۔
6. اہم الفاظ جیسے ضروریات، وسائل، انتخاب اور پیداوار کی وضاحت کریں تاکہ طلبہ ان کو بیان کر سکیں۔
7. طلبہ سے کہیں کہ وہ درسی کتاب سے متعلقہ موضوع کو پڑھیں اور اپنی نوٹ بک پر 'معاشیات' اور ملک کی 'معیشت' کی تعریف لکھیں۔

طلبہ کے سامنے درج ذیل چارٹ آویزاں کریں

اشیا	قیمت
کاپی	15 روپے
چپس	10 روپے
پنسل	05 روپے
آئس کریم	20 روپے
کھر پنسل	20 روپے

1. طلبہ سے کہیں کہ آپ کے پاس 40 روپے ہیں اور ان کو خرچ کرنا چاہتے ہیں۔ چارٹ پر کچھ اشیا کے نام ہیں اور ان کی قیمت آگے لکھی ہوئی ہے۔ ان میں سے جو چیزیں آپ لینا چاہتے ہیں، ان کے نام اور قیمتوں کے بارے میں معلوم کریں۔
2. طلبہ سے باری باری ان کی پسندیدہ اشیا اور انکی قیمتوں کے بارے میں معلوم کریں۔
3. آخر میں بتائیں کہ آپ کے پاس 40 روپے ہیں جن کے ذریعے آپ تمام چیزیں نہیں خرید سکتے۔ آپ ان میں سے دو یا تین چیزیں خرید سکتے ہیں۔
4. آپ نے سوچا ہوگا کہ بہت سی چیزوں کو چھوڑ کر اپنی ضروریات اور محدود وسائل کے اندر ہم چیزوں کے درمیان بعض چیزوں کا چناؤ کرتے ہیں۔ اسے معاشی انتخاب یا چناؤ کہتے ہیں۔

### نتیجہ/خلاصہ: 5 منٹ



1. طلبہ سے 'معاشیات' اور 'ملک کی معیشت' کی تعریفیں سوال وجواب کے ذریعے اخذ کرائیں۔
2. معاشی چناؤ/انتخاب کے تصور کی وضاحت کریں۔
3. طلبہ سے سوال وجواب کے ذریعے سبق کو دہرائیں۔
4. طلبہ کو بتائیں کہ جب کسی کے پاس پیسے/وسائل کم ہوں اور اور چیزیں خریدنے کے لیے زیادہ تو ایسی صورت میں زیادہ مطلوب چیز کا انتخاب کرتے ہیں، یہی معاشی چناؤ ہے۔

### جائزہ: 10 منٹ



1. درج ذیل تین چیزوں کے نام تختہ تحریر پر لکھیں: موبائل فون، کرکٹ بیٹ، آئس کریم۔
2. طلبہ سے کہیں کہ ان ناموں کو غور سے پڑھیں اور کسی ایک چیز کا نام اپنی نوٹ پر لکھ لیں جس کی انھیں ضرورت ہے۔
3. چند طلبہ سے ان کی منتخب کی ہوئی چیزوں کے بارے میں پوچھیں کہ انھوں نے ان چند چیزوں میں سے ایک کا انتخاب کیوں کیا ہے۔
4. وسائل کی کمی کی وجہ سے آپ اپنی ضرورت اور پسند کی چیزوں کو کس طرح خریدیں گے؟
5. معاشی چناؤ کسے کہتے ہیں؟

### مشق: 5 منٹ



درسی کتاب کے متعلقہ مشقی سوالات کے جوابات لکھ کر لائیں۔

## اشیا، خدمات، پیدا کنندہ اور صارف

طلبہ کے حاصلاتِ تعلم



- اشیا (Goods) اور خدمات (Services) کی تعریف کر سکیں اور مثالوں کی فہرست مرتب کر سکیں۔
- پیدا کنندہ (Producer) اور صارف (Consumer) میں فرق کر سکیں اور ان کا ایک دوسرے پر انحصار بیان کر سکیں۔

### معلومات برائے اساتذہ

- کرسی، پنسل، فٹ بال وغیرہ کو چیزیں یا اشیا (Goods) کہتے ہیں۔
- اشیا ضرورت کے وقت انسان کے کام آتی ہیں۔
- ہمارے ارد گرد مختلف معیار اور مقدار کی اشیا دستیاب ہوتی ہیں۔
- مختلف اشیا کو ہم ضرورت کے وقت استعمال کرتے ہیں مثلاً کرسی وغیرہ۔
- بعض اشیا سے دوسری اشیا بنائی جاسکتی ہیں مثلاً لکڑی، چمڑا وغیرہ۔
- بعض اشیا سے ہم آمدنی حاصل کرتے ہیں۔
- ڈرائیور گاڑی چلاتا ہے جس سے وہ کرایہ وصول کرتا ہے اس کا یہ کام خدمت کہلائے گا۔
- سکول میں اُستاد پڑھاتا ہے اس کا پڑھانا خدمت کہلائے گا۔
- خدمات کی کوئی بناوٹ یا جسامت نہیں ہوتی اور خدمات صرف عمل اور ذمہ داری کا نام ہے۔
- معاشرے میں بہت سے لوگ اپنی خدمات فراہم کرتے ہیں جیسے وکیل، مزدور، مالی اور مستری وغیرہ۔
- اسی طرح آپ کو ارد گرد بہت سی چیزیں (Goods) نظر آئیں گی۔ ان تمام چیزوں کی ایک خاص شکل اور بناوٹ ہوتی ہے۔
- ایسا شخص جو کسی چیز کا پیدا کرنے والا ہو یا کسی چیز کا بنانے والا ہو اسے پیدا کنندہ (Producer) کہتے ہیں۔
- جب کوئی شخص رقم ادا کر کے کسی شے کو اپنے استعمال کے لیے خریدتا ہے تو وہ صارف (Consumer) کہلاتا ہے۔
- اس موضوع کی تدریس گروپ ورک کے ذریعے کروائیں۔

دورانیہ: 70 منٹ/دوپیریڈ



وسائل/اذرائع



چارٹ، مارکر، تختہ تحریر، مختلف چیزوں / خدمات کی تصاویر، درسی کتاب معاشرتی علوم جماعت چہارم۔

تعارف: 10 منٹ



1. طلبہ کی توجہ حاصل کرنے کے لیے ان سے مختلف سوالات پوچھے جائیں۔
  2. کچھ وقت دیں اور بچوں سے جوابات اخذ کروائیں۔
  3. تختہ تحریر پر درج ذیل اشیا کے نام لکھیں: چپس، کاپی، دودھ کا ڈبہ، ٹافیاں وغیرہ۔
- کمرہ جماعت میں آپ کو کون کون سی چیزیں نظر آ رہی ہیں؟

- درج ذیل اشیا میں کون سی چیزیں آپ کی صحت کے لیے اہم ہیں؟ (چپس، دودھ کا ڈبہ، ٹافیاں وغیرہ)
- ہم بیمار ہوں تو کس کی خدمت حاصل کرتے ہیں؟
- مکان بناتے ہیں تو کس کس کی خدمات حاصل کرتے ہیں؟
- پڑھنے کے لیے کن لوگوں کی خدمات حاصل کرتے ہیں؟

## تصور کی پختگی



سرگرمی نمبر 1: 20 منٹ

1. طلبہ کو مناسب گروپوں میں تقسیم کریں اور درج ذیل سوالات کا چارٹ آویزاں کریں۔
  - اشیا کی تعریف کریں اور چند مثالیں دیں۔
  - خدمات کی تعریف کریں اور چند مثالیں دیں۔
2. طلبہ کو بتائیں کہ وہ درسی کتاب سے متعلقہ موضوع کا مطالعہ کریں۔ طلبہ کے مطالعہ اور بحث کے دوران ان کو اشیا اور خدمات کا تصور واضح کرائیں۔
3. طلبہ سے کہیں کہ چارٹ پر دیے گئے سوالات پر گروپوں میں بحث کریں اور جوابات اپنے پاس نوٹ بک میں لکھیں۔
4. اس دوران تمام گروپوں کی نگرانی اور رہنمائی کریں۔ کام مکمل کرنے پر گروپوں کو کام پیش کرنے کا کہیں۔
5. آخر میں سرگرمی کا خلاصہ پیش کریں۔

سرگرمی نمبر 2: 20 منٹ

1. طلبہ کو مناسب گروپوں میں تقسیم کریں۔
2. طلبہ کو بتائیں کہ وہ درسی کتاب سے متعلقہ موضوع کا مطالعہ کریں اور پیدا کنندہ اور صارف پر گروپوں میں بحث کریں۔
3. طلبہ مطالعہ اور بحث کے بعد اپنی نوٹ بکس میں درج ذیل جدول بنا کر اسے مکمل کریں۔
4. گروپ ورک کے دوران تمام گروپوں کی نگرانی اور رہنمائی کریں۔

صارف	پیدا کنندہ
1- صارف کسے کہتے ہیں؟	1- پیدا کنندہ کسے کہتے ہیں؟
2- یہ کس طرح صارف پر انحصار کرتا ہے؟	2- یہ کس طرح پیدا کنندہ پر انحصار کرتا ہے؟

5. گروپوں کے کام کو چارٹس کے ذریعے کلاس کے سامنے پیش کرائیں۔
6. طلبہ کی شرکت کو یقینی بنائیں اور پیدا کنندہ اور صارف کا تصور واضح کریں۔

## نتیجہ/خلاصہ: 8 منٹ



- سبق کے اہم نکات کی طلبہ سے سوال و جواب کے ذریعے وضاحت کروائیں اور درج ذیل نکات کو مد نظر رکھیں۔
1. اشیا ضرورت کے وقت انسان کے کام آتی ہیں۔
  2. ڈاکٹر، استاد، ڈرائیور وغیرہ اپنے پیشے میں رہ کر کام کرتے ہیں یعنی دوسرے الفاظ میں وہ لوگوں کی خدمت کر رہے ہوتے ہیں۔
  3. ایسا شخص جو کسی چیز کو پیدا کرنے والا ہو یا کسی چیز کو بنانے والا ہو اسے پیدا کنندہ (Producer) کہتے ہیں۔
  4. جب کوئی شخص رقم ادا کر کے کسی شے کو اپنے استعمال کے لیے خریدتا ہے تو وہ صارف (Consumer) کہلاتا ہے۔





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## مشق: 2 منٹ

1. اشیا اور خدمات سے کیا مراد ہے؟ مثالوں سے وضاحت کریں۔
2. پیدا کنندہ (Producer) اور صارف (Consumer) میں کیا فرق ہے؟

نُٹس

[illegible]

## افراط زر

### طلبہ کے حاصلاتِ تعلیم



- افراطِ زر (Inflation) کی تعریف کر سکیں اور بتا سکیں کہ لوگوں کی قوتِ خرید پر یہ کس طرح اثر انداز ہوتی ہے۔

### معلومات برائے اساتذہ

1. منڈی میں بعض اوقات اشیا کی قیمتیں بڑھ جاتی ہیں۔ اس کی ایک وجہ اشیا کی رسید کم ہو جانا اور مانگ بڑھ جانا ہے۔ اسے افراطِ زر کہتے ہیں۔ قیمتوں میں مسلسل اضافہ مہنگائی کی شکل میں سامنے آتا ہے۔ چیزوں کی قیمتیں بڑھ جائیں تو قوتِ خرید نہ رہے تو اسے افراطِ زر کہا جاتا ہے۔
2. اگر اشیا کی قیمتوں میں اضافے کے ساتھ آمدنی میں اضافہ نہیں ہو گا تو لوگوں کی قوتِ خرید کم ہو جاتی ہے۔
3. افراطِ زر کی شرح بڑھنے سے ملک کی معیشت پر بہت برا اثر ہوتا ہے۔ غربت میں اضافہ ہوتا ہے اور ملک کی ترقی کی رفتار متاثر ہو تی ہے۔
4. تفریطِ زر (Deflation) افراطِ زر کا متضاد ہے۔ تفریطِ زر میں اشیا کی قیمتیں گر جاتی ہیں یعنی چیز سستی ہو جاتی ہے اور لوگوں کی قوتِ خرید بڑھ جاتی ہے۔
5. قوتِ خرید (Purchasing Power) سے مراد اشیا یا خدمات کی وہ مقدار یا تعداد ہے جو ایک مخصوص وقت میں مخصوص رقم سے خریدی جاسکتی ہے۔
6. اس موضوع کی تدریس کے لیے رول پلے اور مشاہداتی طریقہ تدریس استعمال کیا جاسکتا ہے۔

### دورانیہ: 35 منٹ/ایک پیریڈ



### وسائل/اذرائع



درسی کتاب معاشرتی علوم جماعت چہارم، مارکر، تختہ تحریر، چارٹس، چاک۔

### تعارف: 5 منٹ



طلبہ سے پوچھیں کہ:

1. کیا آپ دکان سے چیزیں خریدتے ہیں؟
2. کیا چیزوں کی قیمتیں تبدیل ہوتی ہیں؟
3. بعض چیزیں پہلے کم قیمت میں آپ حاصل کر لیتے تھے مگر اب ان کی قیمتیں زیادہ ہو گئی ہیں۔ آپ بتا سکتے ہیں اسکی کیا وجہ ہے؟

### تصور کی پختگی



سرگرمی نمبر 1: 20 منٹ

ایک طالب علم/طالبہ کو دوکاندار کا کردار رول پلے کرنے کو کہا جائے اور اسے بتایا جائے اور اسے چند چیزوں کے کارڈ دیے جائیں جس پر ان

کے نام لکھے ہوں مثلاً چپس کا پیکٹ، ٹافی، دودھ کا ڈبہ وغیرہ۔ اب طلبہ سے کہا جائے کہ اس کے پاس یہ چیزیں ہیں آپ اس سے خریدیں۔ دوکاندار کا کردار کرنے والے طالب علم/طالبہ کو سمجھا دیا جائے کہ وہ بازار کی قیمت سے ان چیزوں کی قیمت زیادہ بتائے۔ خریدار طلبہ کہیں گے کہ ہمارے پاس تو پانچ روپے ہیں جبکہ اس کی قیمت زیادہ ہے کہ ہم اسے نہیں خرید سکتے۔ اس طرح طلبہ سے پوچھا جائے کہ پہلے چیزوں کی قیمت کم تھی اور آپ اسے خرید سکتے تھے لیکن اب یہی چیز اب مہنگی ہو گئی ہے اور آپ اس رقم سے خرید نہیں سکتے۔ اسی کا نام افراط زر ہے۔

### نتیجہ/خلاصہ: 5 منٹ



طلبہ سے سوالات کے ذریعے مندرجہ ذیل معلومات اخذ کروائیں۔

1. مہنگائی میں اضافہ یعنی سبزیوں، پھلوں، اناج یا دیگر چیزوں کی قیمتوں کا بڑھ جانا اور لوگوں کی قوت خرید میں کمی آجانا افراط زر (Inflation) کہلاتا ہے۔
2. قیمتوں میں مسلسل اضافہ یا مہنگائی جیسے جو چیز پہلے پانچ کی تھی اب 30 روپے میں ہے۔ اس کا مطلب یہ ہے کہ کرنسی کی قدر میں کمی واقع ہوئی ہے۔ اس صورت میں بھی لوگوں کو مہنگائی یعنی افراط زر (Inflation) کا سامنا کرنا پڑتا ہے۔

### جائزہ: 3 منٹ



1. اگر آٹا، چینی، سبزی اور پتی کی قیمتیں بڑھ جائیں اور عام لوگوں کی قوت خرید نہ رہے تو اسے کیا کہا جائے گا؟  
■ (متوقع جواب: افراط زر)
2. افراط زر لوگوں کی قوت خرید کو کیسے متاثر کرتی ہے؟

### مشق: 2 منٹ



عام استعمال کی مختلف چیزوں کے نام لکھیں۔ ان کی سابقہ اور موجودہ قیمتیں والدین/بہن بھائیوں سے پوچھے کر نوٹ بک پر لکھ کر لائیں۔

نوٹس

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## تجارت اور کاروبار

### طلبہ کے حاصلاتِ تعلیم



- تجارت (Trade) اور کاروبار (Business) کی تعریف کر سکیں۔
- پاکستان کی اہم درآمدات (Imports) اور برآمدات (Exports) کی شناخت کر سکیں۔

### معلومات برائے اساتذہ

1. اشیا کی خرید و فروخت یا لین دین کو تجارت کہتے ہیں۔
2. دنیا میں آب و ہوا کے فرق سے بعض چیزیں بعض ممالک میں کثرت سے پیدا ہوتی ہیں اور کچھ میں کم پیدا ہوتی ہیں مثلاً بنگلہ دیش میں پٹ سن، برازیل میں کافی اور تھائی لینڈ میں ربڑ کثرت سے پیدا ہوتی ہے۔
3. فنی مہارت میں ترقی یافتہ ممالک صنعتی اشیا کثرت سے بناتے ہیں جیسے جاپان، سوئٹزر لینڈ وغیرہ میں گھڑیاں، مشینیں، کاریں، ریڈیو، ٹیپ ریکارڈر وغیرہ فنی مہارت کی وجہ سے زیادہ ہوتی ہیں۔
4. جن ممالک میں صنعتی، زرعی یا معدنی پیداوار کم یا زیادہ ہوتی ہے وہ دوسرے ممالک سے خرید و فروخت کرتے ہیں تو اس سے درآمدات و برآمدات کی تجارت وجود میں آتی ہے۔
5. کسی ملک کی معاشی ترقی کا انحصار تجارت پر ہوتا ہے۔ اگر ملک کی برآمدات زیادہ ہوں تو اس ملک کے زر مبادلہ میں اضافہ ہوگا اور ملک مالی طور پر مضبوط ہوگا۔
6. وہ اشیا جن کی ملک میں کمی ہو وہ باہر سے منگوائی جاتی ہیں ان کو درآمدات کہتے ہیں۔ پاکستان کی درآمدات میں تیل، مشینری، ٹرانسپورٹ کا سامان، ادویات، خوردنی تیل، لوہا وغیرہ شامل ہیں۔
7. وہ اشیا جو اپنے ملک میں اپنی ضرورت سے زیادہ ہوں دوسرے ممالک کو بھیجی جاتی ہیں، برآمدات کہلاتی ہیں۔ پاکستان کی برآمدات میں سوتی کپڑا، دھاگہ، سوتی چادریں، چاول، کھیلوں کا سامان چمڑے کی اشیا وغیرہ شامل ہیں۔
8. اس موضوع کی گروپ ورک میں بہتر تدریس کی جاسکتی ہے۔

### دورانیہ: 35 منٹ/ایک پیریڈ



### وسائل/اذرائع



تختہ تحریر، مارکر، درسی کتاب معاشرتی علوم جماعت چہارم، صنعتی، زرعی اور معدنی اشیا کے چارٹس۔

### تعارف: 3 منٹ



طلبہ سے پوچھیں:

1. آپ کے گھر میں جو چیزیں ہیں وہ کہاں سے لائی جاتی ہیں؟
  2. اندرون ملک جو لین دین ہوتا ہے اس کو کیا کہتے ہیں؟
  3. بعض چیزیں جیسے کاریں وغیرہ ہم کہاں سے لاتے ہیں؟
- ان سوالات کے جوابات کو بنیاد بنا کر طلبہ کو اپنے موضوع کی طرف لے کر جائیں۔



سرگرمی نمبر 1: 10 منٹ

1. طلبہ کے مناسب گروپ بنائیں اور انہیں کہیں کہ درج ذیل سوالات کے جوابات اپنی اپنی کاپی پر تحریر کریں۔
2. طلبہ اس مقصد کے لیے درسی کتاب کا مطالعہ کریں اور گروپوں میں بحث کریں۔
  - تجارت سے کیا مراد ہے؟
  - اندرون ملک تجارت سے کیا مراد ہے؟
  - بیرونی تجارت سے پاکستان کو کیا فائدہ ہو سکتا ہے؟
  - آپس میں تجارت سے ملکوں کو کیا فائدہ ہوتا ہے؟
3. دوران سرگرمی جہاں ضرورت ہو، طلبہ کی رہنمائی کی جائے۔ آخر میں گروپوں سے پیش کش کروائی جائے۔

سرگرمی نمبر 2: 10 منٹ

1. طلبہ کے دو گروپ بنائیں۔
2. تیار شدہ چارٹ پر درآمدات اور برآمدات کی تعریف اور مثالیں تختہ تحریر پر آویزاں کریں۔
3. چند طلبہ سے باری باری چارٹ پڑھا یا جائے اور ساتھ رہنمائی کی جائے۔

نتیجہ/خلاصہ: 5 منٹ



ان نکات پر مرکوز رہیں:

1. تجارت اندرون ملک بھی ہوتی ہے اور بیرون ملک بھی۔
2. مختلف ممالک کے ساتھ اشیا کی خرید و فروخت کو درآمدات و برآمدات کہا جاتا ہے۔
3. باہر سے خرید کر لائی جانے والی اشیا کو درآمدات کہتے ہیں مثلاً مشینری، ادویات اور لوہا وغیرہ۔
4. اشیا کی خرید و فروخت یا درآمدات و برآمدات سے ملک معاشی طور پر مضبوط ہوتا ہے۔

جائزہ: 5 منٹ



درج ذیل سوالات پوچھیں

1. تجارت کسے کہتے ہیں؟
2. تجارت کی قسمیں بیان کریں۔
3. درآمدات اور برآمدات کی تعریف کریں۔
4. پاکستان کی اہم درآمدات اور برآمدات بیان کریں۔
5. برآمدات اور درآمدات سے کیا فائدہ ہوتا ہے؟

مشق: 2 منٹ



دیے ہوئے سوالات کے جوابات گھر سے لکھ کر لائیں۔

1. درآمدات اور برآمدات سے کیا مراد ہے؟
2. پاکستان کون کون سی چیزیں برآمد کرتا ہے؟
3. پاکستان جو چیزیں درآمد کرتا ہے ان کے نام لکھیں۔

جماعت چہارم

## کاروباری (Entrepreneur)

### طلبہ کے حاصلاتِ تعلیم



- کاروباری (Entrepreneur) کی تعریف کر سکیں اور اس کی مختلف اقسام کے مابین فرق کر سکیں۔

### معلومات برائے اساتذہ

1. جو لوگ تجارتی سرگرمیوں سے منسلک ہوتے ہیں انہیں کاروباری کہا جاتا ہے۔
2. بعض لوگ ہنر اور مہارت کو استعمال کر کے اپنے کاروبار کو چلاتے ہیں۔
3. کاروبار کو چلانے کے لیے اثاثہ اور پھر خام مال کی ضرورت ہوتی ہے۔
4. صارفین وہ لوگ کہلاتے ہیں جو کسی چیز کے خریدار ہوتے ہیں۔
5. کاروبار کو بڑھانے کے لیے تشہیر کی بھی ضرورت ہوتی ہے۔
6. ہنر مند لوگ بھی اپنے ہنر کو استعمال کر کے کاروبار چلا سکتے ہیں۔
7. کاروباری کی اقسام دو طرح کی ہیں: (۱) واحد مالک (۲) شراکت دار
8. عام طور پر کاروبار تین مختلف سطح پر کیے جاتے ہیں: مقامی، ملکی اور بین الاقوامی۔
9. اس موضوع کی گروپوں میں کام کے ذریعے تدریس کرائی جائے۔

### دورانیہ: 35 منٹ/ایک پیریڈ



### وسائل/اذرائع



درسی کتاب معاشرتی علوم جماعت چہارم، تختہ تحریر، چاک، مارکر اور چارٹس۔

### تعارف: 3 منٹ



1. طلبہ سے پوچھیں:
  - آپ کے گھر میں کھانے اور استعمال کی چیزیں کہاں سے لائی جاتی ہیں؟
  - آپ کے والدین کون کون سے کام کرتے ہیں؟
2. ان سوالات کے جوابات کو بنیاد بنا کر اپنے سبق کا اعلان کریں۔

### تصور کی پختگی



سرگرمی نمبر 1: 20 منٹ

1. طلبہ کو مناسب گروپوں میں تقسیم کریں۔
2. ہر گروپ کو باہم بحث کرنے کے لیے اور مطلوبہ جوابات حاصل کرنے کے لیے مندرجہ ذیل سوالات فلیش کارڈ پر دیں۔

- کاروباری کسے کہتے ہیں؟
- کاروبار چلانے کے لیے کن بنیادی چیزوں کی ضرورت ہوتی ہے؟
- خریدار کو کیا کہا جاتا ہے؟
- کیا لوگ اپنی مہارت کو استعمال کر کے کاروبار کر سکتے ہیں؟
- کیا کاروبار بڑھانے کے لیے اس کی تشہیر ضروری ہے؟
- کاروباری کی کتنی اقسام ہیں؟
- واحد مالک اور شراکت دار میں کیا فرق ہے؟
- عام طور پر کاروبار کون کون سی سطح پر کیے جاتے ہیں؟
- 3. طلبہ گروپوں میں بحث کر کے فلیش کارڈز پر سوالات کے جوابات لکھیں۔
- 4. طلبہ کو معاونت فراہم کریں اور ان کی رہنمائی کریں۔
- 5. ہر گروپ کا نمائندہ اپنے گروپ کے کام کو کلاس کے سامنے پیش کرے۔

### نتیجہ/خلاصہ: 5 منٹ



سبق کے درج ذیل اہم نکات دہرائیں :

1. تجارت سے منسلک لوگ کاروباری کہلاتے ہیں۔
2. کاروبار کے لیے کوئی آدمی اپنے ہنر کو استعمال کر سکتا ہے۔
3. صارف اور کاروباری لازم و ملزوم ہیں۔
4. کاروبار کو پھیلانے کے لیے تشہیر کی ضرورت ہوتی ہے۔
5. کاروباری کی دو اقسام ہیں: واحد مالک اور شراکت دار۔
6. واحد مالک اپنے کاروبار کو خود کیلے چلاتا ہے اور نفع و نقصان کا بھی خود ذمہ دار ہوتا ہے جبکہ شراکت داری میں دو یا زیادہ افراد مل کر کاروبار چلاتے ہیں اور نفع و نقصان میں مساوی حصہ دار ہوتے ہیں۔

### جائزہ: 5 منٹ



طلبہ سے مختلف سوالات کریں جیسے:

1. جو لوگ تجارتی سرگرمیوں سے منسلک ہوتے ہیں انہیں کیا کہا جاتا ہے؟
2. کاروبار چلانے کے لیے کن بنیادی چیزوں کی ضرورت ہوتی ہے؟
3. کاروباری کی کتنی اقسام ہیں؟
4. واحد مالک اور شراکت دار میں کیا فرق ہے؟

### مشق: 2 منٹ



طلبہ کو گھر سے درج ذیل سوالات کے جوابات لکھ کر لانے کو کہا جائے:

1. کاروباری کی تعریف کریں؟
2. کاروبار کرنے کے لیے کن کن چیزوں کی ضرورت ہوتی ہے؟
3. کاروباری کی کون کون سی اقسام ہیں؟

## بینک اور بینکوں کی خدمات

### طلبہ کے حاصلاتِ تعلیم



- بینک (Bank) کی تعریف کر سکیں۔
- بینکوں کی طرف سے حاصل ہونے والی خدمات کی وضاحت کر سکیں۔

### معلومات برائے اساتذہ

1. بینک ایک ایسا ادارہ ہے جہاں لوگ بچت کی غرض سے اور رقم محفوظ کرنے کی غرض سے آتے ہیں۔ اس کے علاوہ بینکوں میں لوگوں کو قرض اور منافع کی سہولیات بھی حاصل ہوتی ہیں۔
2. بینکوں میں موجود لاکرز میں زیورات اور اہم کاغذات رکھوائے جاتے ہیں۔
3. بینکوں میں یوٹیلٹی بلز جیسے بجلی، پانی اور سوئی گیس کے بلوں کی ادائیگی کی سہولت موجود ہوتی ہے۔
4. بینک میں بچے بھی اپنا کھاتا (Account) کھلوا سکتے ہیں۔
5. بینک سے رقم نکالنے کے لیے چیک (Cheque) یا (ATM: Automatic Teller Machine) اے ٹی ایم کا استعمال کیا جاتا ہے۔
6. ملک کی معیشت میں بینک اہم کردار ادا کرتے ہیں۔
7. ہر ملک کا ایک مرکزی بینک ہوتا ہے جیسے پاکستان میں سٹیٹ بینک آف پاکستان (State Bank of Pakistan) ہے۔
8. اس موضوع کی تدریس سوال و جواب اور رول پلے کے ذریعے کرائی جائے۔

### دورانیہ: 35 منٹ/ایک پیریڈ



### وسائل/اذرائع



تختہ تحریر، چاک، کاغذ، پنسل، رنگیں پنسل، مارکرز۔

### تعارف: 5 منٹ



- طلبہ کی توجہ سبق کی طرف دلانے کے لیے درج ذیل سوالات پوچھے جائیں۔
1. لوگ بجلی، گیس اور پانی کے بل کہاں جمع کرواتے ہیں؟ (ممکنہ جواب: بینک میں)
  2. لوگ جب پیسے/رقم بچاتے ہیں تو کہاں رکھتے ہیں؟ (ممکنہ جواب: بینک میں)
  3. لوگ اپنے کاروبار کے لیے قرضہ کہاں سے حاصل کرتے ہیں؟
  4. پاکستان میں موجود چند بینکوں کے نام بیان کریں؟
  5. تمام بینکوں کی نگرانی کون کرتا ہے؟





سرگرمی نمبر 1: 20 منٹ

1. رول پلے کے ذریعے فرضی بینک کا ماحول بنائیں۔
2. چند طلبہ بینک کے عملے (منیجر، کیشیئر، فرنٹ ڈیسک آفیسر، اکاؤنٹ آفیسر) کا کردار ادا کریں اور کچھ دوسرے گاہکوں (Customers) کا اور رول پلے کے ذریعے سے بینک میں ہونے والی سرگرمیوں کا مظاہرہ پیش کریں۔
3. اس دوران اس کام کی نگرانی اور رہنمائی کریں جیسے طلبہ کو بینک کا چیک دکھا کر اپنی نگرانی میں پرکروائیں اور طلبہ کو ATM کارڈ بھی دکھا کر اس کے استعمال کا طریقہ بھی بتایا جائے۔

نتیجہ/خلاصہ: 5 منٹ



درج ذیل نکات بیان کریں۔

1. بینک میں لوگ اپنی بچت شدہ رقم، زیورات اور اہم کاغذات محفوظ کرنے کے لیے لاتے ہیں۔
2. بینک سے ATM اور چیک کے ذریعے رقم نکلوائی جاتی ہے۔
3. بینک لوگوں کو آسان اقساط پر قرضہ کی سہولیات بھی فراہم کرتے ہیں۔
4. قرض کی واپسی آسان اقساط میں کی جاتی ہے۔

جائزہ: 3 منٹ



طلبہ سے مختلف سوالات کے ذریعے اپنی تدریس کا جائزہ لیا جائے۔

1. بینک کسے کہتے ہیں؟
2. بینکوں سے ہم کون کون سی خدمات حاصل کرتے ہیں؟
3. لوگ اپنے بجلی، پانی اور گیس کے بل کہاں جمع کرواتے ہیں؟
4. بینکوں کی نگرانی ایک بڑا بینک کرتا ہے۔ اس کا نام کیا ہے؟

مشق: 2 منٹ



بینک کی تعریف اور مختلف بینکوں کے نام گھر سے نوٹ بک پر لکھ کر لائیں۔



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# اُردو



Directorate of Curriculum and Teacher Education (DCTE)  
Khyber Pakhtunkhwa, Abbottabad

## جملہ حقوق بحق نظامتِ نصاب و تعلیم اساتذہ، خیبر پختونخوا، ایبٹ آباد محفوظ ہیں۔

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### اہم نوٹ:

محترم اساتذہ،

ان سبقی منصوبوں میں دیے گئے درسی کتب کے صفحہ نمبر کے حوالا جات،

تعلیمی سال 2021-22 میں چھپی ہوئی کتب کے مطابق ہیں۔

لہذا آپ سے گزارش ہے کہ آنے والے تعلیمی سالوں میں چھپنے والی کتب کے مطابق ترامیم کریں۔



**Directorate of Curriculum and Teacher Education  
Khyber Pakhtunkhwa, Abbottabad.**

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**NOTIFICATION:**

**No.5236-5399/E.24/Vol-II/SLP/G-IV/SS-M&E, dated: 30-08-2021**: Consequent upon its development and review by the respective development and review committees notified for the purpose, the Directorate of Curriculum and Teacher Education (DCTE), Khyber Pakhtunkhwa, Abbottabad, being the competent authority under the Khyber Pakhtunkhwa Supervision of Curricula, Textbooks and Maintenance of Standards of Education Act 2011, is pleased to notify the scripted lessons for Grade-IV in the subjects of English, Urdu, Mathematics and Social Studies based on Curriculum 2020 and the textbooks aligned on it for all educational institutions in Khyber Pakhtunkhwa for the Academic Year 2021-22 and onwards.

**DIRECTOR**

Copy forwarded for information and necessary action to the:

1. Secretary, Elementary & Secondary Education Department Govt. of Khyber Pakhtunkhwa, Peshawar.
2. Director, Elementary & Secondary Education Khyber Pakhtunkhwa.
3. Director, Professional Development, Khyber Pakhtunkhwa Landey Sarak Charsadda Road Larama, Peshawar.
4. All District Education Officers (M/F) in Khyber Pakhtunkhwa and Newly Merged Districts (NMDs).
5. All Sub Divisional Education Officers (M/F) in Khyber Pakhtunkhwa and Newly Merged Districts (NMDs).
6. Team Leader ASI-KESP, at Peshawar.
7. PS to Minister Elementary & Secondary Education, Khyber Pakhtunkhwa, Peshawar.
8. PS to the Director Local Office.

**ADDITIONAL DIRECTOR (SS)**



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# تعارف

کمرالجماعت میں تعلیم و تدریس کا عمل استاد کی صلاحیت، تجربے اور تربیت کے حوالے سے مختلف ہو سکتا ہے۔ موثر تدریس کے لیے ہر اچھے استاد کو سبق منصوبے کی ضرورت ہوتی ہے۔ تدریس کو موثر بنانے اور طلبہ کی تفہیم اور تحصیل علم کے عمل کو بہتر بنانے کے لیے سبق منصوبے کی تیاری بہت اہمیت رکھتی ہے۔

سبق منصوبے طلبہ کے قلیل المیعاد اور طویل المیعاد مقاصد کی تکمیل کے لیے بہت ضروری ہیں۔ سبق منصوبے جامع حاصلاتِ تعلیم پر مبنی ہوتے ہیں، جن کا تعلق درسی کتب سے ہوتا ہے اور یہ طلبہ کے لیے ضروری نصاب کی موثر تدریس کو یقینی بناتے ہیں۔ سبق منصوبے اسباق کی موثر تیاری اور درست سمت کے تعین میں استاد کو مدد دیتے ہیں۔ خیر پختونخوا کے تناظر میں سبق منصوبے اساتذہ کو جدید طریقہ ہائے تدریس اور موثر اکتسابی عمل کے لیے درست سمت فراہم کرنے کے لئے تیار کیے جاتے ہیں۔

روایتی طرزِ تدریس:

پاکستان میں زیادہ تر اساتذہ پڑھائی کے دوران درسی کتاب پر ہی انحصار کرتے ہیں۔ وہ کمرالجماعت میں داخل ہو کر طلبہ کو کسی خاص صفحے پر کتاب کھول کر متن کا کوئی حصہ پڑھنے کا کہتے ہیں۔ درسی مواد کو سادہ زبان میں تبدیل کرنے اور اسے دہرانے کے مقصد کے حوالے سے طلبہ سے سوالات پوچھتے ہیں۔ وہ تمام مضامین (سوائے ریاضی کے) اور اسباق اسی طریقے سے پڑھاتے ہیں۔ بعض حالات میں استاد نصاب یا کسی خاص درجے کے طلبہ کے لئے مخصوص حاصلاتِ تعلیم کی موثر تکمیل سے قاصر رہتا ہے۔ سبق منصوبے تدریس کے عمل کو موثر بناتے ہیں اور متعلقہ سرگرمیوں کے لیے واضح اہداف فراہم کرتے ہیں تاکہ طلبہ بہتر طریقے سے سیکھ کر نصابی سنگ میل سر کر سکیں۔

سبق منصوبہ کیا ہے؟

سبق منصوبہ ایک ایسا خاکہ ہے، جس میں مختلف قسم کی تدریسی ہدایات اور کسی خاص مضمون کا نصابی مواد موجود ہوتا ہے، نیز یہ حاصلاتِ تعلیم کے حصول کے لیے مرتب کیا جاتا ہے۔

سبق منصوبہ استاد کے لیے حاصلاتِ تعلیم کی تکمیل کا ایک موثر ذریعہ ہے۔ استاد ایسی موزوں اور مناسب تدریسی سرگرمیاں ترتیب دیتا ہے، جن کے ذریعے سے طلبہ کے تعلیم کا جائزہ لیا جاسکتا ہے۔ ایک اچھا تیار شدہ سبق منصوبہ استاد کو کمرالجماعت میں پر اعتماد بناتا ہے اور طلبہ کی سیکھنے کی صلاحیت کو جلا بخشتا ہے۔ ایک کامیاب سبق منصوبہ تین اجزاء پر مشتمل ہوتا ہے۔

- حاصلاتِ تعلیم
- تدریسی سرگرمیاں

### سبقی منصوبے کے فوائد:

- سبقی منصوبے کے اہم ترین فوائد درج ذیل ہیں:
- تدریس و تعلّم کے معیار کو بہتر بنانا۔
- مقاصد کی واضح سمت کا تعین۔
- حاصلاتِ تعلّم کے حصول میں معاونت۔
- دستیابِ وقت اور وسائل کا مؤثر استعمال۔
- مناسب مواد کی تیاری اور اس کا بہتر استعمال۔
- استاد کے اعتماد میں اضافہ۔

### سبقی منصوبے کی تیاری:

- سبقی منصوبہ بندی سوچنے کا ایک عمل ہے۔ سوچنے کا یہ عمل بنیادی طور پر چار حصوں پر مشتمل ہوتا ہے۔
- پہلا حصہ: حاصلاتِ تعلّم کا تعین کرنا، یعنی طلبہ کیا سیکھیں گے؟ سبق اور سرگرمیوں کے بعد وہ کیا کرنے کے قابل ہوں گے؟
- دوسرا حصہ: اس بات کا تعین کرنا کہ طلبہ پہلے سے کیا جانتے ہیں؟ سبق کے آغاز سے قبل ایسا کرنا نئے نصاب کی طرف رہ نمائی کر سکتا ہے۔
- تیسرا حصہ: ایک ایسا طریقہ کار اختیار کرنا جو طلبہ کو نیا نصاب سیکھنے میں مدد دے۔
- چوتھا حصہ: ایک ایسا طریقہ کار اختیار کرنا جس سے طلبہ کے حاصلاتِ تعلّم کے حصول کو جانچا جاسکے۔

### سبقی منصوبے کے حصے:

- سبقی منصوبے کے اہم حصوں میں تدریسی سبق، عنوان / موضوع، طلبہ کے حاصلاتِ تعلّم کی پہچان، سیکھنے کے عمل سے متعلق سرگرمیوں کا ترتیب وار سلسلہ: جس میں تعارفی سرگرمیاں، پختگی کے لئے نتیجہ خیز سرگرمیاں، استعمال ہونے والے مواد اور جائزے کی حکمتِ عملیوں کی فہرست شامل ہیں۔
- موضوع کا انتخاب: آپ متعلقہ درجے کی درسی کتاب سے کسی بھی موضوع کا انتخاب کر سکتے ہیں۔ جیسے: معلومات اکٹھی کرنا، کوئی قدر جیسے: امن، حالاتِ حاضرہ سے متعلق موضوع یا خصوصی توجہ کا طالب کوئی موضوع جیسے: ماحولیاتی آلودگی وغیرہ۔
- نصاب میں سے طلبہ کے حاصلاتِ تعلّم جاننا: قومی نصاب میں ہر موضوع کے حوالے سے طلبہ کے حاصلاتِ تعلّم کا تعین کر دیا گیا ہے۔ طلبہ کے حاصلاتِ تعلّم کی نشان دہی، انہیں دی جانے والی معلومات، مہارتیں، رویے اور اقدار واضح کرنے میں مدد دیتی ہے۔ اپنا سبق تیار کرنے کے لئے ایک سے تین حاصلاتِ تعلّم منتخب کریں۔

- (ایک یونٹ کی منصوبہ بندی کے لیے زیادہ حاصلاتِ تعلیم بھی لے سکتے ہیں۔)
- ذرائع / وسائل: یہ سبقی منصوبہ بندی کا ایک انتہائی اہم مرحلہ ہے جو اساتذہ اور طلبہ دونوں کی ضروریات کے مطابق سبق کے لیے درکار وسائل کی موجودگی کو یقینی بناتا ہے۔

### تیاری:

- تعارفی سرگرمیاں: تعارفی سرگرمیاں عنوان / ذیلی عنوان کو متعارف کرانے یا گزشتہ سبق سے ربط پیدا کرنے کے لیے تیار کی جاتی ہیں۔ یہ سرگرمیاں طلبہ میں آمادگی، دلچسپی، سوالات اٹھانے، موضوع سے متعلق طلبہ کی سابقہ واقفیت کا جائزہ لینے، متعلقہ معلومات کی یاد دہانی، طلبہ کو ترغیب دلانے اور ان کی توجہ پڑھائے جانے والے موضوع پر مرکوز کرنے کے لئے تیار کی جاتی ہیں۔ اگر تعارفی سرگرمیوں میں تصاویر اور عنوانات کو ترتیب وار شامل کیا جائے تو سوالات کے ذریعے طلبہ کی دلچسپی کو ابھارا جاسکتا ہے۔
- پختگی کی سرگرمیاں: پختگی کی سرگرمیاں، تعارفی سرگرمیوں سے ہی شروع ہونی چاہیے۔ ایک سرگرمی سے دوسری سرگرمی کی طرف منتقلی اس انداز سے ہو کہ سیکھنے کے عمل میں ربط پیدا ہو جائے۔ یہ سرگرمیاں حاصلاتِ تعلیم کے حصول کو ممکن بناتی ہیں۔ یہ نئے تصورات، مہارتوں اور اقدار کو متعارف کراتی ہیں یا پہلے سے سیکھے ہوئے تعلیم کو بنیاد بنا کر نئی معلومات کے حصول کو ممکن بناتی ہیں۔ یہ تمام سرگرمیاں مربوط ہونی چاہئیں۔ اطلاقی سرگرمیاں طلبہ کی سیکھنے کی صلاحیت کو بہتر بنانے کے ساتھ انہیں تصورات اور مہارتوں کو استعمال میں لانے کے قابل بناتی ہیں۔ تخلیقی اور اظہاری سرگرمیاں تعلیم کو تقویت دیتی ہیں اور ان سے اکتسابی عمل کا حقیقی انداز میں اطلاق ممکن ہوتا ہے۔ ان سرگرمیوں میں مل جل کر سیکھنے کے عمل کو ترجیح دی گئی ہے تاکہ طلبہ جوڑوں اور گروپوں میں ایک دوسرے سے سیکھ سکیں اور معاونت کر سکیں۔
- سبق کا اختتام: اختتامی سرگرمیاں وہ سرگرمیاں ہوتی ہیں جو تعلیم کو پختگی بخشنے، خلاصہ بیان کرنے اور طلبہ کو اپنے علم اور مہارت کو روزمرہ زندگی میں استعمال کرنے میں مدد دیتی ہیں۔ یہ سرگرمیاں عام طور پر سبق کے مرکزی خیال سے جڑی ہوتی ہیں۔ یہ کسی یونٹ کے مختلف مرکزی خیالات کو اکٹھا کرتی ہیں۔ اس صورت میں تعلیمی مقاصد کو پیش نظر رکھنا چاہیے ورنہ یہ محض ایک تفریحی سرگرمی بن جائے گی۔
- تعلیم کا جائزہ: جائزے کی حکمت عملیوں سے ہمیں اندازہ ہوتا ہے کہ کس حد تک حاصلاتِ تعلیم کا حصول ممکن ہوا ہے۔ سبق کے آغاز سے اختتام تک ہر مرحلے پر تعلیم کا جائزہ اہمیت کا حامل ہوتا ہے۔ حاصلاتِ تعلیم کے حصول کا جائزہ لینے کے لیے مختلف طریقے استعمال کیے جاتے ہیں، مثلاً: نقشہ بنانا اور اس پر موجود مختلف اشیاء کی نشان دہی کروانا، جائزے پر مبنی فہرست یا موضوع سے متعلق سوالات پوچھنا اور وقت سے پہلے آزمائشوں کی تیاری وغیرہ۔
- تفویض کار: سبقی منصوبہ بندی کا یہ حصہ تدریس کے دوران انجام دی گئی سرگرمیوں سے متعلق تفویض کار پر مبنی ہوتا ہے جو طلبہ گھر سے کر کے لاتے ہیں۔

# پیش لفظ

محکمہ ابتدائی و ثانوی تعلیم خیبر پختونخوا عالمی اور قومی رجحانات کے تناظر میں تدریس و تعلیم کے معیار کو بہتر بنانے کے لیے بہت سی اصلاحات اور اقدامات کر رہا ہے۔ پرائمری سطح پر معیاری تعلیم اس مقصد کے حصول کی طرف پہلا قدم ہے۔ اس مقصد کے حصول کے لیے نظامتِ نصاب و تعلیم اساتذہ خیبر پختونخوا، ایبٹ آباد نے دورانِ ملازمت اور قبل از ملازمت تربیت کے لیے اساتذہ کی تدریسی مہارتوں میں بہتری لانے کے لئے مواد کی تیاری اور اس پر نظر ثانی کی ذمہ داری اٹھائی ہے۔ معیار کی بہتری کے لیے اٹھائے گئے اقدامات میں ایک قدم پرائمری سطح پر سبقی منصوبوں کی تیاری بھی ہے، جو اساتذہ کو نئی تدریسی طریقوں پر عمل درآمد میں مدد فراہم کرتے ہیں۔ یہ رہ نمائے اساتذہ، اساتذہ کو مواد کی فراہمی، مؤثر تدریسی طریقوں اور تعلیم کا جائزہ لینے میں مددگار ثابت ہوں گے۔ یہ رہ نمائے اساتذہ اساتذہ اور طلبہ کی مؤثر شمولیت کو یقینی بناتے ہیں۔ ان سبقی منصوبوں میں ایسی سرگرمیاں شامل ہیں جن کا مرکزی نقطہ طلبہ ہیں۔

سبقی منصوبوں کی یہ رہ نمائے پہلی مرتبہ ۲۰۱۳ء میں ترتیب دی گئیں، جو کہ ۲۰۰۶ء کے نصاب پر مبنی حاصلاتِ تعلیم پر مشتمل تھیں۔ ۲۰۱۸ء - ۱۹ء میں نظامتِ نصاب و تعلیم اساتذہ خیبر پختونخوا نے تعلیمی کیلنڈر کے مطابق جماعت اول تا سوم کے ان حاصلاتِ تعلیم سے متعلق اسباق کی تیاری اور ان پر نظر ثانی کی ذمہ داری نبھائی جو پہلے سے موجود نہیں تھے۔

اب چوں کہ نظر ثانی کے بعد جماعت اول تا پنجم کے لیے ۲۰۲۰ء میں نیا نصاب تیار کیا گیا ہے، اس امر کی ضرورت محسوس کی گئی کہ ۲۰۲۰ء کے نصاب کے مطابق سبقی منصوبے تیار کر کے انھیں نئے نصاب سے ہم آہنگ کیا جائے۔ نظامتِ نصاب و تعلیم اساتذہ خیبر پختونخوا نے نصاب ۲۰۲۰ء کے عین مطابق سبقی منصوبوں کی تیاری کے لیے نصاب اور متعلقہ مضامین کے ماہرین پر مشتمل مختلف کمیٹیاں بنائیں۔ نظامتِ نصاب و تعلیم اساتذہ خیبر پختونخوا سبقی منصوبوں کی تیاری اور نظر ثانی کے لیے ان ماہرین کی کاوشوں پر انھیں خراجِ تحسین پیش کرتا ہے۔

علاوہ ازیں نظامتِ نصاب و تعلیم اساتذہ خیبر پختونخوا ان سبقی منصوبوں کی تکمیل میں تکنیکی معاونت فراہم کرنے پر خیبر پختونخوا ایجوکیشن سیکٹر پروگرام (کے۔ ای۔ ایس۔ پی) کا بھی شکر گزار ہے۔

گوہر علی خان

ڈائریکٹر نصاب و تعلیم اساتذہ خیبر پختونخوا، ایبٹ آباد



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## نظم کو سن اور پڑھ کر خاص نکات بیان کرنا

## طلبہ کے حاصلاتِ تعلّم



- نظم کو سن کر خاص خاص نکات بیان کر سکیں۔
- نظم کا مفہوم سمجھتے ہوئے لے اور آہنگ کے ساتھ پڑھ سکیں۔

## معلومات برائے اساتذہ

1. کتاب میں دی گئی نظموں کے علاوہ اور نظمیں بچوں کے رسائل، میگزین، اخبارات، لائبریری اور دیگر کتب وغیرہ سے بھی منتخب کی جاسکتی ہیں۔
2. نظمیں بچوں کی دلچسپی، عمر اور ذہنی استعداد کو مد نظر رکھتے ہوئے منتخب کریں۔
3. نظم کی بلند خوانی کے لیے ”لے“ اور ”آہنگ“ کے ساتھ کریں اور طلبہ کی توجہ خاص خاص نکات کی طرف دلوائیں۔

## دورانیہ: 70 منٹ/دوپہریڈ



## وسائل/اذرائع



درسی کتاب برائے چہارم، تختہ تحریر، چاک/مارکر، جھاڑن/ڈسٹر وغیرہ۔

## تعارف: 5 منٹ



- طلبہ سے پوچھیں:
1. کیا کسی طالب علم کو کوئی نظم زبانی یاد ہے؟ اگر یاد ہے تو سننے کا کہیں۔
  2. نظم سننے پر ان کی حوصلہ افزائی کریں اور طلبہ کو بتائیں کہ آج ہم درسی کتاب میں دی گئی نظم ”حمد“ پڑھیں گے۔

## تصور کی پختگی



سرگرمی نمبر 1: 30 منٹ

1. درسی کتاب میں دی گئی نظم ”حمد“ کھولنے کا کہیں۔
2. طلبہ کو نظم لے اور آہنگ کے ساتھ پڑھ کر سنائیں۔
3. نظم سننے کا انداز دل چسپ ہو تا کہ طلبہ لطف اندوز ہو سکیں۔
4. اب طلبہ سے کہیں کہ وہ بھی نظم آپ کے ساتھ پڑھیں۔
5. طلبہ کو انفرادی طور پر نظم پڑھنے کا موقع دیں۔

دوسرا پیریڈ:

عزیز طلبہ! کل ہم نظم ”حمد“ لے اور آہنگ کے ساتھ پڑھ چکے ہیں آج ہم نظم حمد سے متعلق اگلی سرگرمی کریں گے۔

1. طلبہ کے جوڑے بنائیں اور اُن سے دیے گئے سوالات پوچھیں۔
2. طلبہ سے کہیں کہ سوالات کے جوابات اپنے ساتھی کے ساتھ مشورہ کر کے اپنی نوٹ بک پر تحریر کریں۔
  - اس نظم میں اللہ کی دی ہوئی کم از کم پانچ نعمتیں لکھیں۔
  - نظم میں دیے گئے موسموں کے نام بتائیں اور کسی ایک موسم کی خصوصیت بتائیں؟
3. طلبہ کو اس سرگرمی کے لیے ۱۵ منٹ کا وقت دیں۔
4. سرگرمی مکمل ہونے کے بعد دو سے تین جوڑوں کو زبانی جوابات دینے کا موقع دیں۔

### نتیجہ/خلاصہ: 3 منٹ



طلبہ سے آج کی پڑھی گئی نظم ”حمد“ میں سے اللہ کی دی گئی نعمتیں اخذ کروائیں اور ان نعمتوں کی ہماری زندگی میں اہمیت پر روشنی ڈالیں جیسے: موسم گرما میں سورج کی تپش سے فصلیں پک کر تیار ہوتی ہیں۔

### جائزہ/جانچ: 5 منٹ



1. اُستاد/اُستانی نظم کا ایک مصرع پڑھے گا/گی جب کہ طالب علم/طالبہ نظم کا دوسرا مصرع پڑھے گا/گی۔
2. طلبہ سے کہیں کہ وہ انفرادی طور پر نظم کا اگلا شعر پڑھے۔
  - ہر چیز کی ہے ادا نرالی
  - جاڑے سے بدن ہے تھر تھراتا
  - قدرت کی بہار دیکھنے کو
3. درست شعر پڑھنے پر طلبہ کی حوصلہ افزائی کریں اور بوقتِ ضرورت مناسب رہ نمائی کریں۔

### مشق: 2 منٹ



کسی رسالے سے اپنی پسند کی کوئی نظم پڑھ کر آئیں اور اُس کے بنیادی نکات کراجماعت میں اپنے باقی ساتھیوں کو سنائیں۔

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3. اپنے ساتھی کی مدد سے خالی جگہ میں متضاد لگا کر جملہ مکمل کریں۔
4. جوڑوں کو سرگرمی مکمل کرنے کے لیے بیس منٹ کا وقت دیں۔
5. سرگرمی مکمل ہونے کے بعد چند جوڑوں سے مکمل جملے پڑھوائیں۔

دوسرا پیریڈ:

عزیز طلبہ! کل ہم ”متضاد الفاظ“ کے بارے میں پڑھ چکے ہیں۔ آج ہم ”مترادف الفاظ“ کے بارے میں پڑھیں گے۔

سرگرمی نمبر 2: 25 منٹ

1. طلبہ سے کہیں کہ وہ اپنے کام کو جوڑوں میں جاری رکھیں گے۔
2. مندرجہ ذیل الفاظ کو تختہ تحریر پر لکھیں اور طلبہ سے کہیں کہ وہ دیے گئے الفاظ میں سے مترادف الفاظ تلاش کر کے اپنی کاپی پر تحریر کریں۔

باپ	بوڑھا	دلیر	کاہل	بے وقوف
بہادر	سست	احمق	ضعیف	والد

3. جماعت میں سے چند طلبہ سے کہیں کہ وہ اپنی کاپی میں تحریر کردہ مترادف الفاظ پوری جماعت کے سامنے پڑھیں۔
4. اگر وہ صحیح تلفظ سے نہ پڑھ سکیں تو ان کے تلفظ کی تصحیح کروائیں۔
5. جو طلبہ صحیح جوابات نہ لکھ سکیں ان سے بار بار مشق کروائیں۔

نتیجہ/خلاصہ: 3 منٹ



اگر ہمیں متضاد اور مترادف الفاظ کا علم ہو تو ہم اپنی لکھائی اور تقریر میں بہت ساری غلطیوں سے بچ سکتے ہیں۔ اس طرح ذخیرہ الفاظ میں اضافہ ہوتا ہے اور زبان میں روانی بھی پیدا ہوتی ہے۔

جائزہ/جانچ: 5 منٹ



1. جدول میں سے الفاظ کے جوڑے پڑھ کر سنائیں۔

بے کار ناکارہ	سر سبز ہرے بھرے	مشکل آسان	آرام سکون
سچ جھوٹ	صحیح درست	کم زور طاقت ور	صحت مند بیمار

2. طلبہ سے کہیں کہ وہ سوچیں اور ان جوڑوں میں متضاد یا مترادف الفاظ کی نشان دہی کریں۔
3. اپنی کاپی پر دو کالم بنائیں ایک کالم میں الفاظ متضاد اور دوسرے میں الفاظ مترادف لکھیں۔
4. آخر میں چند طلبہ سے جوابات پوچھیں۔

مشق: 2 منٹ



1. درسی کتاب میں صفحہ نمبر ۵ پر دی گئی ”قواعد سیکھیں“ کی سرگرمی مکمل کریں اور کمرہ جماعت میں اپنے ساتھیوں کی مدد بھی کریں۔

## استحسانی اور تنقیدی گفتگو سُن کر بیان کرنا

طلبہ کے حاصلاتِ تعلّم



■ استحسانی اور تنقیدی گفتگو سُن کر بیان کر سکیں۔

## معلومات برائے اساتذہ

1. طلبہ کے لیے تحریر میں موجود استحسانی اور تنقیدی جملوں میں فرق محسوس کرنا آسان نہیں ہے اس لیے کسی کہانی، عبارت اور نظم کے اختتام پر اُن کی توجہ ان پہلوؤں کی طرف ضرور مبذول کروائیں۔
2. تنقید: کسی تحریر میں قابلِ اصلاح پہلوؤں کی نشان دہی کرنا۔ جیسے: اگر کہانی میں کرداروں کے نام ماحول سے مطابقت رکھتے ہوں تو طلبہ زیادہ دلچسپی سے کہانی پڑھیں گے۔
3. استحسان: کسی تحریر میں جملوں کی خوبی اور تعریف بیان کرنا۔ جیسے: شاعر نے نظم میں بہت خوبصورتی سے قدرتی مناظر کو الفاظ میں بیان کیا ہے۔

دورانیہ: 35 منٹ / ایک پیریڈ



وسائل / ذرائع



درسی کتاب برائے چہارم، چارٹ، تختہ تحریر، چاک / مارکر اور جھاڑن / ڈسٹر وغیرہ۔

تعارف: 5 منٹ



طلبہ سے دیے گئے سوالات پوچھیں:

1. شاعر نے حمد میں اللہ کی خوبی بیان کرنے کے لیے کون سے الفاظ استعمال کیے ہیں؟
2. حمد میں شاعر کو اللہ کی اور کن نعمتوں کا ذکر کرنا چاہیے تھا؟

تصور کی پختگی



سرگرمی نمبر 1: 10 منٹ

1. طلبہ کو دو گروپوں میں تقسیم کریں۔
2. گروپ لیڈر کا انتخاب کریں۔ دونوں گروپوں سے کہیں کہ درج ذیل عنوانات پر اپنی تقاریر تیار کریں۔
  - گروپ ۱: ہمارا اسکول۔ (ثبوت انداز میں تمام خوبیاں بیان کریں گے۔)
  - گروپ ۲: ہمارا اسکول (قابلِ اصلاح پہلوؤں کے بارے میں بتائیں گے۔)
3. دونوں کی تقاریر سننے کے بعد اساتذہ ہر گروپ کے ممبران کو یہ کام تفویض کریں کہ وہ دوسرے گروپ سے تین سوالات پوچھیں۔ اس طرح سے طلبہ کی تنقیدی سوچ ابھرے گی اور وہ استحسان اور تنقید کا ادراک کر سکیں گے۔

4. ہر گروپ کو تین سے چار منٹ کا وقت دیں۔
5. دونوں گروپوں کی تقاریر پر ان کی حوصلہ افزائی کریں۔

سرگرمی نمبر 2: 10 منٹ

1. دونوں گروپوں سے کہیں کہ سنی گئی تقریر کے لیے ایک جملہ میں تقریر کی کوئی اچھی بات بیان کریں اور دوسرے جملہ میں تقریر کو بہتر بنانے کے لئے تجویز دیں۔
2. دونوں گروپ ایک دوسرے کی تقاریر پر رائے دیں گے۔
3. طلبہ کو اس سرگرمی کے لیے 10 منٹ کا وقت دیں۔
4. دونوں گروپوں کو اپنی رائے بیان کرنے کا موقع دیں۔

نتیجہ/خلاصہ: 3 منٹ



ہر تحریر میں قابل تعریف اور قابل اصلاح پہلو ہوتے ہیں۔ اس لیے کسی تحریر کو بُرا یا اچھا نہیں کہا جاسکتا۔ طلبہ میں جہاں تعریف کرنے کا جذبہ ہوتا ہے وہاں وہ تنقیدی سوچ بھی رکھتے ہیں۔

جائزہ/جانیچ: 5 منٹ



1. دونوں گروپوں سے کہیں کہ دی گئی تجاویز کے مطابق اپنی تقاریر کو بہتر بنائیں۔
2. دونوں گروپوں سے تقاریر دوبارہ سنیں۔
3. ہر گروپ کو دو منٹ کا وقت دیں۔

مشق: 2 منٹ



گھر میں درسی کتاب سے کوئی شعر پڑھ کر اس کے بارے میں دو تعریفی جملے لکھیں اور اس کے بارے میں ساتھیوں کو بتائیں۔

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## اشعار کو نثر میں لکھنا

طلبہ کے حاصلاتِ تعلّم



■ اشعار کو نثر میں تبدیل کر کے لکھ سکیں۔

### معلومات برائے اساتذہ

1. اساتذہ کے لیے نظم اور نثر میں فرق جاننا بہت ضروری ہے۔ نظم میں شاعر ایک خیال اور تصور کو اشعار کے تسلسل کی مدد سے بیان کرتا ہے۔ ایک شعر کا دوسرے شعر سے ربط ہوتا ہے جب کہ نثر میں ادیب اپنے خیالات کا اظہار کسی وزن، بحر اور قافے کے بغیر تحریر کی صورت میں کرتا ہے۔
2. شعر کو نثر کے صورت میں بیان کرنے سے مراد یہ ہے کہ اشعار کا مکمل مفہوم عام بات چیت کے انداز میں بیان ہو۔ جیسے: شاعر نے کہا؛
  - شعر: دو ہونٹ دیے کہ منہ سے بولیں ..... شکر اس کا کریں زباں کھولیں
  - نثر: اللہ تعالیٰ نے انسان کو دو ہونٹ دیے ہیں تاکہ وہ اپنی زبان سے اس کا شکر ادا کریں۔

دورانیہ: 35 منٹ / ایک پیریڈ



وسائل / ذرائع



درسی کتاب برائے چہارم، تختہ تحریر، چاک / مارکر، جھاڑن / ڈسٹر، نظم ”حمد“ تختہ تحریر پر پہلے سے لکھی ہو۔

تعارف: 5 منٹ



1. طلبہ کو بتائیں کہ آج ہم نظم کے اشعار کو نثر میں تبدیل کریں گے۔ نثر کا مطلب ہے شعر میں موجود الفاظ کو جملے کی صورت میں بیان کرنا۔ مثلاً:
  - شعر: دو ہونٹ دیے کہ منہ سے بولیں
  - شکر اس کا کریں زباں کھولیں
2. طلبہ کو موقع دیں کہ وہ دیے گئے شعر کو نثر کی صورت میں بیان کریں۔
  - نثر: اللہ نے انسان کو دو ہونٹ دیے ہیں تاکہ وہ اپنی زبان سے اس کا شکر ادا کریں۔

تصور کی پختگی



سرگرمی نمبر 1: 20 منٹ

1. تختہ تحریر پر لکھی ہوئی نظم ”حمد“ کا پہلا شعر پڑھیں۔
  - شعر: جو چیز خدا نے ہے بنائی
  - اس میں ظاہر ہے خوش نمائی
2. اب طلبہ سے کہیں کہ دیے گئے شعر کو نثر میں تبدیل کریں۔ جیسے: اللہ کی بنائی ہوئی ہر چیز خوب صورت ہے۔

3. طلبہ کے پانچ سے چھ گروپ بنائیں۔
4. نظم کے دودو اشعار ہر گروپ کو تفویض کریں۔
5. طلبہ سے ان اشعار کو نثر میں تبدیل کر کے اپنی کاپیوں پر لکھنے کے لیے کہیں۔
6. اُستاد/اُستانی کرا جماعت میں طلبہ کے کام کا جائزہ لے اور بوقت ضرورت طلبہ کی اصلاح اور رہ نمائی کرے۔

### نتیجہ/خلاصہ: 3 منٹ



ان سرگرمیوں کے بعد طلبہ اشعار کو نثر یعنی ایک مکمل جملے میں تبدیل کرنے کے قابل ہو گئے ہیں۔

### جائزہ/چانچ: 5 منٹ



1. طلبہ سے کہیں کہ اب ہم اشعار کی ترتیب کے لحاظ سے گروپوں کے کام کا جائزہ لیں گے۔
2. نظم کی ترتیب کے مطابق پہلے گروپ کو سامنے بلائیں اور اشعار کی نثر پڑھنے کا کہیں۔ اُستاد/اُستانی تختہ تحریر پر ان کے پڑھے ہوئے جملے لکھے۔ جہاں اصلاح کی ضرورت ہو، خود تصحیح کریں یا دوسرے گروپ کی مدد لیں۔
3. اسی طرح فرداً فرداً باقی گروپوں کو سامنے بلائیں اور تختہ تحریر پر نثر لکھواتے جائیں۔
4. نظم مکمل ہونے پر تمام گروپوں کے لیے تالیاں بجوائیں۔
5. طلبہ سے کہیں کہ وہ اشعار کی نثر اپنی کاپیوں پر لکھیں۔

### مشق: 2 منٹ



طلبہ سے کہیں کہ وہ اپنی پسند کے کوئی سے دو اشعار کی نثر لکھ کر لائیں۔

ہدایات برائے مخلوط کرا جماعت  
دی گئی سرگرمیاں جماعت پنجم کے طلبہ کو ساتھ بٹھا کر بھی کروائی جاسکتی ہیں۔

نوٹس

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# بچوں کے رسائل اور اخبارات میں سے تحریریں منتخب کرنا

سبق نمبر  
5

طلبہ کے حاصلاتِ تعلّم



■ بچوں کے رسائل اور اخبارات میں سے اپنی پسند کی تحریریں منتخب کر سکیں۔

## معلومات برائے اساتذہ

1. طلبہ کو ابتدائی جماعتوں میں ہی اخبارات اور رسائل کے مطالعے کی عادات ڈالیں کیوں کہ یہ معلومات میں اضافے کے ساتھ ساتھ طلبہ کی نشست و برخاست، طرزِ گفت گو اور خیالات میں مثبت تبدیلیاں پیدا کرتی ہیں لہذا اساتذہ کرام کو چاہیے کہ اسکول یا کمرہ جماعت کے مخصوص احاطے میں درسی کتب کے علاوہ، کہانیوں، نظموں، معلوماتی کتابوں، بچوں کے اخبارات، میگزین اور رسائل کا بھی اہتمام کیا کریں۔
2. اس حاصلِ تعلّم کے حصول کے لیے اپنے اسکول میں ایک چھوٹی سی لائبریری یا ریڈنگ کازر کا قیام عمل میں لانے کے لیے درج ذیل اقدامات کو ممکن بنائیں۔
  - اساتذہ طلبہ سے کہانیوں، لطیفوں، اور پہلیوں کی کتابیں، رسالے اور دیگر کتابیں رضا کارانہ طور پر منگوا سکتے ہیں۔
  - اساتذہ خود بھی طلبہ کی عمر اور جماعت کی ذہنی استعداد کے مطابق کتابیں لا سکتے ہیں۔
  - پی ٹی سی فنڈ کی مدد سے بھی طلبہ کے لیے کتابیں خریدی جاسکتی ہے۔
  - محیر حضرات کی مدد سے بک بینک کا اہتمام کیا جاسکتا ہے۔
  - قریبی مڈل، ہائی، ہائر سیکنڈری اسکول یا سرکل (SDEO) ایس۔ ڈی۔ ای۔ او کی خدمات بھی حاصل کی جاسکتی ہیں۔

دورانیہ: 35 منٹ/ایک پیریڈ



وسائل/اذرائع



درسی کتاب برائے چہارم، بچوں کے پرانے رسالے، اخبارات، تختہ تحریر، چاک/مارکر، جھاڑن/ڈسٹر وغیرہ۔

تعارف: 5 منٹ



1. طلبہ کو اخبار میں سے بچوں کا صفحہ یا رسالہ نکال کر دکھائیں اور انھیں بتائیں کہ اس اخبار یا رسالے میں کہانیاں، معلومات، پہیلیاں اور لطیفے دیے جاتے ہیں۔
2. طلبہ سے پوچھیں کہ ان اخبارات اور رسائل میں سے آپ کون سی تحریریں پڑھنا پسند کرتے ہیں؟
  - نوٹ: طلبہ کی پسند نوٹ کر لیں تاکہ آئندہ اس طرح کی تحریروں کو اکٹھا کر کے انھیں پڑھنے کے مواقع دیے جاسکیں۔

تصور کی پختگی



سرگرمی نمبر 1: 10 منٹ

1. طلبہ کو پانچ گروپوں میں تقسیم کریں۔

2. کمرہ جماعت کے ایک کونے میں بچوں کے اخبارات اور رسائل کا اہتمام کریں۔
3. گروپوں میں ان کی دلچسپی کے مطابق مواد تقسیم کریں۔
4. گروپوں کو اخبار یا رسالے میں سے کہانی، نظمیں منتخب کرنے، لطیفے، پہلیاں اور معنی تلاش کرنے کو کہیں۔
5. ہر گروپ کو پانچ منٹ کا وقت دیں۔

سرگرمی نمبر 2: 10 منٹ

1. سرگرمی نمبر 1 کو سرگرمی نمبر 2 کے ساتھ مربوط کریں۔
2. تمام گروپوں کو اپنے اپنے کام کمرہ جماعت میں پیش کرنے کا کہیں۔
3. طلبہ کی مناسب رہ نمائی کریں۔
4. پر اعتماد طریقے سے تفویض کردہ کام پیش کرنے پر طلبہ کی حوصلہ افزائی کریں۔

نتیجہ/خلاصہ: 3 منٹ



بچے رسائل اور اخبارات میں سے اپنی پسند کی تحریریں منتخب کرنے کے قابل ہو گئے ہیں۔

جائزہ/جانیچ: 5 منٹ



1. کمرہ جماعت کے چند طلبہ کو اخبارات اور چند کو رسائل مہیا کریں۔
2. طلبہ کو تاریخ اور سائنس سے متعلق تحریریں تلاش کرنے کا کہیں۔
3. طلبہ تلاش کی ہوئی تحریریں کمرہ جماعت میں سنائیں۔
4. کام کی تکمیل پر طلبہ کی حوصلہ افزائی کریں۔

مشق: 2 منٹ



طلبہ گھر سے سائنس اور اسلامی معلومات پر مبنی اخباری تراشے اپنی کاپیوں پر لگائیں اور اگلے دن کمرہ جماعت میں اپنے ساتھیوں کو دکھائیں۔

ہدایات برائے مخلوط کمرہ جماعت  
دی گئی سرگرمیاں جماعت سونم اور پنجم کے طلبہ کو اکٹھے بٹھا کر بھی کروائی جاسکتی ہیں۔

نوٹس



## اپنا مافی الضمیر بیان کرنا

طلبہ کے حاصلاتِ تعلّم



- اپنا مافی الضمیر، ربط، ترتیب اور درست لب و لہجے سے بیان کر سکیں۔

### معلومات برائے اساتذہ

1. اُردو زبان کا استعمال کرتے ہوئے روزِ مرہ بول چال میں اپنا مافی الضمیر ربط، ترتیب، لہجے اور ادائی کے لحاظ سے ادا کرنا۔
2. مافی الضمیر کا مطلب دل کی بات، مطلب کی بات یا اپنا غرض بیان کرنا۔
3. اپنی یادداشت میں موجود نظم و نثر میں سے کوئی بات بیان کرنا۔
4. سادہ عبارتوں کو ترتیب سے پڑھنا، سمجھنا اور ان کا تجزیہ کرنا۔
5. طلبہ کو چھوٹی چھوٹی نظمیں پڑھنے اور نظم لکھنے پر آمادہ کرنا۔

دورانیہ: 70 منٹ/دوپیریڈ



وسائل/اذرائع



درسی کتاب برائے چہارم، تختہ تحریر، چاک/مارکر، جھاڑن/ڈسٹر وغیرہ۔

تعارف: 5 منٹ



1. طلبہ کو دیے گئے اشعار سنائیں۔

گر جتا شور کرتا آ رہا ہوں	میں سارے آسمان پر چھا رہا ہوں
ہوا مجھ کو اڑائے لا رہی ہے	میں بارش اپنے ساتھ لا رہا ہوں

2. طلبہ سے پوچھیں کہ یہ اشعار کس بارے میں کہے گئے ہیں؟ بیان کریں۔

■ عزیز طلبہ! جب ہم کسی سے کوئی بات کرنا چاہتے ہیں تو اندازِ بیاں درست اور واضح ہونا چاہیے کہ بات سننے والے کی سمجھ میں آجائے اور وہ اسے آگے بیان بھی کر سکیں۔

تصور کی پختگی



سرگرمی نمبر 1: 30 منٹ

1. طلبہ اپنے گروپوں میں عنوان ”سالانہ زلٹ“ پر ڈراما تیار کریں۔

2. اس ڈرامے کے کردار درج ذیل ہیں:

- ہیڈ ماسٹر/ہیڈ ماسٹریس
- اُستاد/اُستانی

- طلبہ کے والدین
- طلبہ

3. ہر گروپ اپنا تیار کردہ ڈراما پیش کریں۔

4. تمام گروپوں کی پیش کش کے دوران ربط، ترتیب، لہجے اور ادائی سے متعلق اہم نکات نوٹ کر کے طلبہ کو فیڈ بیک دیں۔

پیریڈ نمبر ۲:

■ عزیز طلبہ! کل ہم نے کمرہ جماعت میں ”سالانہ رزلٹ“ پر ڈراما پیش کیا تھا۔ آج ہم اس پر مزید بات چیت کریں گے۔

سرگرمی نمبر 2: 25 منٹ

1. طلبہ کے گروپ برقرار رکھیں۔
2. ایک گروپ کے کسی طالب علم / طالبہ سے پوچھیں کہ کل کے ”سالانہ رزلٹ“ کے ڈرامے میں اُسے کون سا کردار اچھا لگا؟ اُس کے متعلق چند جملے بیان کرنے کے لیے کہیں۔ باقی طلبہ کو غور سے سننے کے لیے کہیں۔
3. دوسرے گروپ کے کسی طالب علم / طالبہ سے کہیں کہ وہ استاد / اُستانی کا کردار ادا کر کے چند جملے بولیں۔ باقی طلبہ کو توجہ سے سننے کے لیے کہیں۔
4. اب پوری جماعت میں سے کسی ایک طالب علم / طالبہ کو کہیں کہ پیش کئے گئے ڈرامے کو اپنے الفاظ میں ربط، ترتیب، اور درست لب و لہجے میں بیان کریں۔
5. طلبہ کی حوصلہ افزائی کریں اور بوقتِ ضرورت مناسب رہ نمائی کریں۔

نتیجہ/خلاصہ: 3 منٹ



بات چیت میں ربط، ترتیب، لہجے اور ادائی کا خیال رکھ سکیں گے تاکہ نہ صرف بات سمجھ میں آسکے بلکہ سننے والا اسے بیان بھی کر سکے۔

جائزہ/جانچ: 5 منٹ



1. طلبہ کو جوڑوں میں تقسیم کریں۔
2. کمرہ جماعت میں موجود کسی ایک چیز کی طرف اشارہ کریں اور طلبہ سے کہیں کہ اس چیز کے بارے میں کم از کم چار جملے بولیں مثلاً ”الماری“، ”کتاب“، ”پنکھا“ وغیرہ۔
3. غلطیوں کی صورت میں طلبہ کو ٹوکنے سے گریز کریں۔
4. بار بار مشق کروانے سے جملوں میں ترتیب، ربط اور ادائی بہتر ہوگی۔

مشق: 2 منٹ



گھر میں موجود کوئی بھی کتاب، رسالہ یا کہانی پڑھ کر آئیں اور اپنے ساتھیوں کے ساتھ اس پر درست ترتیب، ربط اور لب و لہجے کے ساتھ بات چیت کریں۔

## الفاظ کو درست تلفظ کے ساتھ پڑھنا

طلبہ کے حاصلاتِ تعلّم



■ ایک منٹ میں ۸۰ یا اس سے زائد الفاظ درست تلفظ کے ساتھ پڑھ سکیں۔

### معلومات برائے اساتذہ

۱. اُردو پڑھنے کے معیار کے مطابق جماعت دوم کے طلبہ کے لیے ایک منٹ میں ۷۰ سے ۸۰ الفاظ کو درست تلفظ اور روانی کے ساتھ پڑھنا ضروری ہے۔
۲. طلبہ جتنا اُردو کے ذخیرہ الفاظ سے واقف ہوں گے اُن کے لیے الفاظ کو روز مرہ بول چال اور جملوں میں استعمال کرنا آسان ہوگا۔
۳. طلبہ ان الفاظ کو کہانی، مضمون اور تخلیقی لکھائی بھی میں استعمال کر سکتے ہیں۔

دورانیہ: 70 منٹ/دوپیریڈ



### وسائل/اذرائع



درسی کتاب برائے چہارم، چارٹ پیپر، مارکر/چاک، طلبہ کے ناموں کا گو شوارہ۔ اسٹاپ واچ، جھاڑن/ڈسٹر، تختہ تحریر، وغیرہ۔  
نوٹ: دیے گئے الفاظ کو ایک چارٹ پیپر پر درست اور واضح لکھیں تاکہ طلبہ آسانی سے پڑھ سکیں۔  
طلبہ کے ناموں کی فہرست کے آگے پڑھے جانے والے درست اور غلط الفاظ کے ریکارڈ کے لیے کالم بنائیں۔

ز میں	جھیل	مددگار	ذکر	نرالی	باتیں	غسل	بہار	سفید	آرام	لباس
حصہ	نرالی	سوچا	تکلیف	سلام	قدرت	ذکر	ہمسائی	انگلی	قوم	نہیں
محبت	امید	عجب	سمجھائے	پودوں	عمل	اشارے	آسمان	پکارے	چاندنی	مشکل
خواب	موسم	خطرناک	سماں	کھولیں	صفائی	بنائیں	میٹھا	سفر	ساتھ	راستہ
مجھے	شہری	پھول	بہترین	خوبی	روشن	ستارے	کانٹا	دودھ	سوچیں	بھابھی
بھولوں	تمہارا	قانون	حکومت	قصبے	حالات	اچھائی	طریقہ	ناکام	لہسن	کرلیے
طاقت	پیار	دوسرا	کہاں	چھپ	دستہ	لڑکی	تعلق	شے	برا	دولت
اتحاد	کتاب	صحرا								

تعارف: 5 منٹ



طلبہ کو بتائیں کہ آج کا دن ہمارا لیے بہت دلچسپ ہے۔ آج ہم ۸۰ الفاظ درست تلفظ اور روانی سے پڑھیں گے۔



سرگرمی نمبر 1: 30 منٹ

1. یہ سرگرمی تمام طلبہ کے ساتھ انفرادی طور پر کی جائے۔
2. ایک وقت میں ایک طالب علم/طالبہ کو پاس بلائیں اور باقی طلبہ کو کسی دوسری سرگرمی میں مصروف رکھیں۔
3. طالب علم/طالبہ کے سامنے چارٹ پیپر اس طرح رکھیں کہ دوسرے طلبہ نہ دیکھ سکیں۔
4. طلبہ کو دائیں طرف کے لفظ پر انگلی رکھ کر بتائیں کہ یہاں سے پڑھنا شروع کریں۔
5. اپنے موبائل فون میں اسٹاپ واچ آن کریں اور ۶۰ سیکنڈ کا وقت سیٹ کریں۔
6. پڑھنے کے دوران طلبہ کی الفاظ کی اصلاح نہ کریں۔
7. استاد/استانی درست نہ پڑھے جانے والے الفاظ کو نوٹ کرے گا/گی۔
8. ایک منٹ بعد طالب علم/طالبہ کو روک دیں۔
9. اب طلبہ کی نام کی فہرست میں درست پڑھے جانے والے الفاظ کا نمبر نوٹ کریں۔
10. فرداً فرداً تمام طلبہ سے الفاظ پڑھوائیں۔

دوسرا پیریڈ:

■ عزیز طلبہ! آج ہم الفاظ پڑھنے کی مشق کو جاری رکھیں گے۔

سرگرمی نمبر 2: 25 منٹ

1. جب تمام طلبہ الفاظ پڑھ لیں تو الفاظ کا چارٹ کمرہ جماعت میں آویزاں کر دیں۔
2. طلبہ سے کہیں کہ جوڑوں میں ان الفاظ کو پڑھنے کی کوشش کریں۔
3. جس طالب علم/طالبہ نے تمام الفاظ درست پڑھے ہیں اسے بلند آواز سے پڑھنے کا کہیں اور تمام طلبہ خاموشی سے سُنیں۔
4. اب تمام طلبہ سے کہیں کہ وہ بلند آواز سے یہی الفاظ پڑھیں۔
5. الفاظ کا چارٹ کمرہ جماعت میں لگا رہنے دیں اس سے طلبہ کے ذخیرہ الفاظ میں اضافہ ہوگا۔

نتیجہ/خلاصہ: 3 منٹ



ایک منٹ میں ۸۰ الفاظ پڑھنے سے طلبہ کی روانی میں اضافہ ہوگا اور روانی سے پڑھنے سے فہم کو تقویت ملے گی۔

جائزہ/جانیج: 5 منٹ

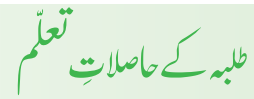


استاد/استانی کمرہ جماعت میں موجود کسی بھی طالب علم/طالبہ سے چارٹ میں دیے گئے ۱۰ سے ۱۲ الفاظ پڑھوائیں۔

مشق: 2 منٹ



طلبہ سے کہیں کہ وہ روزانہ کی بنیاد پر گھر سے کم از کم ۱۰ نئے الفاظ پڑھنے کی کوشش کریں گے اور یہ الفاظ اپنے ساتھیوں کو بھی پڑھنا سکھائیں گے۔



## معلومات برائے اساتذہ

دورانیہ: 35 منٹ / ایک پیریڈ



## تعارف: 5 منٹ

1. وہ کلمہ ہے جو اکیلا خود تو کوئی معنی نہیں رکھتا لیکن جملے کا مطلب واضح کرنے کے لیے استعمال ہوتا ہے۔ ”حرف“ کہلاتا ہے۔ جیسے: کتاب میز پر ہے۔ اگر اس میں سے پر ہٹادیں تو جملہ غیر واضح ہو جائے گا۔ کتاب میز ہے۔
2. (درج بالا جملے میں ”پر“ حرف کی مثال ہے)
3. آج ہم حروفِ جار اور اُن کے استعمال کے بارے میں پڑھیں گے۔
4. تختہٴ تحریر پر جلی حروف میں ”حروفِ جار“ تحریر کریں اور طلبہ سے پڑھوائیں۔ میں، سے، پر، تک، پاس، ساتھ، لیے، اوپر، نیچے، اندر، باہر، آگے، پیچھے
5. طلبہ سے کہیں کہ یہ الفاظ اپنی کاپی پر نوٹ کریں۔



1. تختہ تحریر پر درج ذیل نامکمل جملے لکھیں اور طلبہ سے کہیں کہ دے گئے حروف کی مدد سے جملے مکمل کروائیں۔

[illegible]

2. چند طلبہ سے جملے پوچھیں اور تختہ تحریر پر مکمل جملے لکھتے جائیں۔
3. درست جملہ بتانے پر طلبہ کی حوصلہ افزائی کریں۔

سرگرمی نمبر 2: 10 منٹ

1. تختہ تحریر پر عبارت لکھیں۔

عبارت: علامہ اقبال سیالکوٹ۔۔۔۔۔ پیدا ہوئے۔ آپ نے میٹرک کا امتحان اچھے نمبروں۔۔۔۔۔ پاس کیا۔ آپ 1938ء۔۔۔۔۔ زندہ رہے تھے۔

2. طلبہ کو دو گروپوں میں تقسیم کریں۔
3. طلبہ سے کہیں کہ اس عبارت میں خالی جگہوں پر درست ”حروف جار“ لگا کر عبارت مکمل کریں۔
4. طلبہ کو اس سرگرمی کے لیے 5 منٹ کا وقت دیں۔
5. سرگرمی مکمل ہونے پر گروپوں سے کہیں کہ اپنی عبارت پڑھ کر سنائیں۔
6. عبارت میں جہاں ضروری ہو طلبہ کی اصلاح کریں۔

### نتیجہ/خلاصہ: 3 منٹ



1. طلبہ کو درج ذیل جملوں میں حروف جار کا درست استعمال کرنے کے لیے کہیں۔
  - ستارے آسمان۔۔۔۔۔ چمکتے ہیں۔
  - میں شام۔۔۔۔۔ گھر پہنچ جاؤں گا۔
  - باغ۔۔۔۔۔ رنگ برنگی تتلیاں ہیں۔
2. چند طلبہ کو جملے مکمل کرنے کا موقع دیں۔

### جائزہ/جانبی: 5 منٹ



1. گھر سے ”حرف جار“ کے متعلق کوئی سے تین جملے لکھ کر لائیں۔
2. درسی کتاب صفحہ نمبر 11 پر دی گئی ”قواعد سیکھیں“ کی سرگرمی مکمل کریں۔

### مشق: 2 منٹ



دی گئی سرگرمیاں جماعت سونم کے طلبہ کو ساتھ بٹھا کر بھی کروائی جاسکتی ہیں۔

# مشاہدات اور خیالات کو مربوط، رواں اور موزوں انداز میں لکھنا

سبق نمبر  
9

طلبہ کے حاصلاتِ تعلّم



■ اپنے مشاہدات اور خیالات کو مربوط، رواں اور موزوں انداز میں لکھ سکیں۔

## معلومات برائے اساتذہ

1. طلبہ ارد گرد کے ماحول سے سیکھتے ہیں اس لیے ان کو ایسے مواقع دیں کہ وہ ماحول سے حاصل ہونے والے اپنے تجربات اور مشاہدات کو تخلیقی لکھائی میں ضرور شامل کریں۔
2. یہ ممکن ہے کہ ابتدا میں ان کی لکھائی مربوط نہ ہو لیکن بار بار مشق کی مدد سے وہ اپنے مشاہدات اور خیالات کو مربوط، رواں اور موزوں انداز میں لکھ سکیں گے۔

دورانیہ: 35 منٹ/ایک پیریڈ



وسائل/اذرائع



درسی کتاب برائے چہارم، تختہ تحریر، چاک/مارکر، جھاڑن/ڈسٹر وغیرہ۔

تعارف: 5 منٹ



طلبہ سے پوچھیں:

1. آپ میں سے کسی نے کمپیوٹر استعمال کیا ہے؟
  2. کبھی انٹرنیٹ کی مدد سے کوئی کام کیا ہے؟
- عزیز طلبہ! آج ہم انٹرنیٹ کا عنوان پڑھیں گے اور اس کے فوائد اور نقصانات پر بات چیت کریں گے۔

تصور کی پختگی



سرگرمی نمبر 1: 10 منٹ

1. طلبہ کو چار گروپوں میں تقسیم کریں۔
2. دی گئی عبارت کو تختہ تحریر پر لکھیں۔

### عبارت

انٹرنیٹ معلومات کی ایک بہت بڑی لائبریری ہے۔ ایک ایسی لائبریری جسے ہر کوئی اپنی ضرورت کے مطابق استعمال کر سکتا ہے۔ انٹرنیٹ پر آپ ہر قسم کی کتابیں پڑھ سکتے ہیں۔ آپ انٹرنیٹ کھولیں، دنیا کی تمام اہم کتب آپ کے سامنے آجائیں گی۔ ان میں مذہب، سائنس اور ادب سمیت ہر موضوع پر ہزاروں کتابیں ملیں گی۔ انٹرنیٹ کے ذریعے آپ گھر بیٹھے دنیا بھر کی سیر کر سکتے ہیں۔ اس کے ذریعے سے آپ دور بیٹھے رشتہ داروں اور دوستوں سے بات چیت کر سکتے ہیں۔ انٹرنیٹ کے بہت سے فائدے ہیں لیکن اس کا استعمال کرتے ہوئے آپ کو چند باتوں کا خیال رکھنا ہوگا۔ مثلاً: یہ کہ انٹرنیٹ کھولنے سے پہلے اپنا کام ذہن میں رکھیں یعنی آپ نے انٹرنیٹ سے کیا کام لینا ہے۔ وقت کا تعین کریں۔ انٹرنیٹ پر ذاتی اور خاندانی معلومات یا تصویریں ہرگز نہ ڈالیں، اس سے آپ مشکل کا شکار ہو سکتے ہیں۔ اسی طرح انٹرنیٹ پر اجنبی لوگوں سے تعلق بنانا بھی خطرے سے خالی نہیں ہے۔

3. دو گروپوں کو انٹرنیٹ کے فوائد اور دو کو انٹرنیٹ کے نقصانات کے بارے میں معلومات اکٹھا کرنے کا کہیں۔
4. طلبہ اپنے ذاتی مشاہدات کو بھی اس میں شامل کر سکتے ہیں۔
5. طلبہ سے کہیں کہ دونوں عنوانات پر اکٹھی کی گئی معلومات اپنی کاپیوں پر تحریر کریں۔
6. تمام گروپوں کو سرگرمی مکمل کرنے کے لیے 5 منٹ کا وقت دیں۔

### سرگرمی نمبر 2: 10 منٹ

1. تمام گروپوں کو موقع دیں کہ وہ انٹرنیٹ کے فوائد اور نقصانات پر لکھی ہوئی اپنی تحریر پڑھ کر سنائیں۔
2. تمام گروپوں کو 2 سے 3 منٹ کا وقت دیں۔
3. گروپوں کی پیشکش پر ان کی حوصلہ افزائی کریں اور بوقت ضرورت مناسب رہ نمائی کریں۔

### نتیجہ/خلاصہ: 3 منٹ



طلبہ اپنے مشاہدات اور تجربات کو تحریر میں شامل کر کے اُسے مربوط، رواں اور موزوں انداز میں لکھ سکتے ہیں۔

### جائزہ/جانبی: 5 منٹ



1. طلبہ سے دیے گئے سوالات پوچھیں۔
  - انٹرنیٹ کے کوئی سے دو فوائد بتائیں؟
  - انٹرنیٹ کے کوئی سے دو نقصانات بتائیں؟
2. چند طلبہ کو جواب کا موقع دیں۔

### مشق: 2 منٹ



1. طلبہ گھر میں اپنے والدین/سرپرست یا بڑے بہن بھائیوں کی مدد سے آج کی لکھی ہوئی تحریر میں مزید معلومات کا اضافہ کر کے لائیں گے۔

ہدایات برائے مخلوط کمرہ جماعت

- دی گئی سرگرمیاں جماعت پنجم کے طلبہ کو ساتھ بٹھا کر بھی کروائی جاسکتی ہیں۔



## واقعہ سُن کر خاص نکات بیان کرنا

طلبہ کے حاصلاتِ تعلّم



■ کسی واقعے کو سُن کر خاص خاص نکات بیان کر سکیں۔

## معلومات برائے اساتذہ

1. واقعہ سنانا ایک فن ہے، جس میں گزرے ہوئے واقعات کو تسلسل سے بیان کیا جاتا ہے اور سُننے والے کی دلچسپی بڑھ جاتی ہے۔
2. خبر پختونخوا میں قصہ خوانی بازار مشہور ہے جس میں گزشتہ ادوار میں ایک شخص مختلف قصے سنانا یا کرتا تھا اور لوگ دلچسپی سے قصے سُننے آتے تھے۔
3. قصہ گوئی کے لیے زبان کی بنیادی مہارتوں سے واقف ہونا ضروری ہے۔

دورانیہ: 70 منٹ/دوپیریڈ



وسائل/اذرائع



درسی کتاب برائے چہارم، تختہ تحریر، چاک/مارکر، جھاڑن/ڈسٹر، وغیرہ۔

تعارف: 5 منٹ



1. کیا آپ کو کوئی واقعہ یاد ہے؟
- جواب ہاں میں آنے کی صورت میں اُسی طالب علم/طالبہ سے واقعہ کے چیدہ چیدہ نکات بیان کرنے کا کہیں۔

تصور کی پختگی



سرگرمی نمبر 1: 30 منٹ

1. طلبہ کو دیا گیا واقعہ سُنائیں اور کوشش کریں کہ تمام طلبہ متوجہ ہوں۔

آتش زدگی کا ایک واقعہ

آدھی رات کا وقت تھا۔ پڑوسی کے گھر سے آگ! آگ! کا شور بلند ہوا۔ دور سے آگ کے شعلے نظر آرہے تھے۔ میں نے جلدی سے فائر بریگیڈ کو فون کیا۔ اسی دوران محلے کے لوگ پریشانی کی حالت میں گھروں سے نکلے۔ لوگ بڑی تیزی سے آگے بڑھ کر آگ پر پانی اور مٹی ڈال رہے تھے۔ ہر طرف افراتفری کا سماں تھا۔ آخر کار فائر بریگیڈ کی گاڑیاں آن پہنچیں۔ فائر بریگیڈ والوں نے کاروائی مکمل کی اور آگ پر قابو پایا۔ کوئی مالی اور جانی نقصان نہیں ہوا۔

2. واقعہ سُناتے وقت الفاظ کی درستی اور جملوں کے تسلسل کا خیال رکھیں۔

3. واقعہ سنانے کے بعد طلبہ سے درج ذیل سوالات پوچھیں۔

- آگ بجھانے کے لیے کس محکمے کو فون کیا گیا؟
- آگ لگنے کی صورت میں ہمیں فوری طور پر کیا اقدامات کرنے چاہیے؟

■ آگ لگنے سے بچنے کے لیے کن احتیاطی تدابیر پر عمل کرنا چاہیے؟

پیریڈ نمبر ۲:

عزیز طلبہ! کل ہم نے آتش زدگی کے واقعے پر بات چیت کی تھی۔ آج ہم کسی واقعے کی خاص نکات بیان کرنے کے متعلق مزید پڑھیں گے۔

سرگرمی نمبر 2: 25 منٹ

1. طلبہ کو تین گروپوں میں تقسیم کریں۔
2. طلبہ سے کہیں کہ گروپ میں سے ہر ساتھی ایک ایک واقعہ سنائے گا۔
3. جب گروپ کا کوئی طالب علم/طالبہ واقعہ سنائے گا تو باقی طلبہ خاموشی سے سنیں گے۔
4. تمام ساتھیوں سے واقعات سننے کے بعد کسی ایک واقعہ کا انتخاب کریں اور کوئی ایک طالب علم/طالبہ اُسے کمرہ جماعت میں سنائے۔
5. اُستاد/اُستانی مناسب رہ نمائی کریں۔

### نتیجہ/خلاصہ: 3 منٹ



واقعہ سنانا اور خاص نکات بیان کرنا دراصل معلومات کی طرف توجہ دلانا، غور سے سننے کی طرف راغب کرنا اور معلومات کو یاد رکھ کر بیان کرنا ہے۔ درج بالا سرگرمیوں کی مدد سے طلبہ واقعہ کو سن کر اہم نکات بتا سکتے ہیں۔

### جائزہ/جانچ: 5 منٹ



1. کوئی دو یا تین طلبہ سے آج کے واقعات کی اہم باتیں بتانے کا کہیں۔
2. ہر گروپ میں سے کم از کم ایک طالب علم یا طالبہ کو واقعہ سنانے کا موقع دیں۔
3. واقعہ سننے کے بعد طلبہ سے چند سوالات پوچھ سکتے ہیں۔

### مشق: 2 منٹ



1. گھر میں کسی بزرگ، والدین یا بڑے بہن بھائی سے واقعہ سنیں اور اس کے خاص نکات نوٹ کر کے اپنے کمرہ جماعت میں ساتھیوں کو بھی سنائیں۔
2. رسول اللہ ﷺ کی سیرت کے بارے میں کوئی واقعہ پڑھ کر ساتھیوں کو سنائیں۔

ہدایات برائے مخلوط کمرہ جماعت

■ دی گئی سرگرمیاں جماعت پنجم کے طلبہ کو ساتھ بٹھا کر بھی کروائی جاسکتی ہیں۔

# کسی واقعے یا کہانی کو اپنے الفاظ میں اور خاص نکات بیان کرنا

سبق نمبر  
11

طلبہ کے حاصلاتِ تعلّم



- کسی واقعے یا کہانی کو اپنے لفظوں میں بیان کر سکیں۔
- کہانی سن کر خاص خاص نکات بیان کر سکیں۔

## معلومات برائے اساتذہ

1. طلبہ کہانیوں میں دلچسپی لیتے ہیں اور شوق سے سنتے اور پڑھتے ہیں۔
2. طلبہ کہانیوں میں موجود پوشیدہ پیغام اور اخلاقی سبق کو اپنے الفاظ میں ساتھیوں کو سنانا پسند کرتے ہیں۔
3. طلبہ کو دلچسپ اور سبق آموز کہانیاں سنائیں اور ان میں موجود پوشیدہ پیغام اور اخلاقی سبق ان سے اخذ کروائیں۔

دورانیہ: 35 منٹ/ایک پیریڈ



وسائل/اذرائع



درسی کتاب برائے چہارم، تختہ تحریر، چاک/مارکر، جھاڑن/ڈسٹر، چارٹس وغیرہ۔

تعارف: 5 منٹ



- طلبہ سے پوچھیں کہ:
1. انھیں کوئی کہانی زبانی یاد ہے؟ اگر طلبہ ہاں میں جواب دیں تو کسی ایک طالب علم/طالبہ کو کہانی سنانے کے لیے ان کی حوصلہ افزائی کریں۔
  2. باقی طلبہ سے کہیں کہ کہانی کو غور سے سنیں اور آخر میں ان سے کہانی کے کردار، آغاز، درمیان اور اختتام کے بارے میں سوالات پوچھیں۔
  3. آخر میں اُستاد/اُستانی اپنے الفاظ میں کہانی کو بیان کرنے کا نمونہ پیش کریں۔

تصور کی پختگی



سرگرمی نمبر 1: 10 منٹ

1. استاد کسی رسالے، کتاب یا خود سے کوئی ایک کہانی لکھیں تاکہ بلند خوانی کے دوران طلبہ کو تسلسل سے کہانی سناسکیں۔
2. طلبہ کو کہانی کا نام بتا کر اپنی طرف متوجہ کریں یا کہانی کے بارے میں سابقہ معلومات یا پیش گوئی کے حوالے سے سوالات کریں۔
3. اُستاد کہانی کی بلند خوانی کریں۔ کوشش کریں کہ کہانی دل چسپ انداز میں سنائیں۔
4. کہانی کی درمیان میں طلبہ سے پیش گوئی کروائیں کہ کہانی میں آگے کیا ہوگا؟
5. طلبہ سے کہانی کا اختتام اخذ کروائیں۔

1. طلبہ کو چار گروپوں میں تقسیم کریں۔
2. طلبہ کو کہیں کہ اس کہانی کے آغاز، درمیان اور اختتام کو یاد رکھتے ہوئے کوئی ایک ساتھی گروپ میں کہانی سنائیں۔
3. اُستاد/اُستانی طلبہ کی مناسب رہ نمائی کریں اور کمرہ جماعت کا ماحول پُر سکون رکھیں۔

### نتیجہ/خلاصہ: 3 منٹ



اس سرگرمی کا مقصد طلبہ کی سُننے کی صلاحیتوں کو مؤثر بنانا ہے تاکہ وہ بیان کیے جانے والے واقعے یا کہانی کو اپنے الفاظ میں بیان کر سکیں۔ طلبہ کہانی کے آغاز اور اختتام کو مد نظر رکھتے ہوئے کہانی بیان کر سکتے ہیں۔

### جائزہ/جانچ: 5 منٹ



1. کسی ایک گروپ سے کہانی کا ”آغاز“ بیان کرنے کا کہیں۔
2. دوسرے گروپ سے کہانی کا ”درمیان“ بیان کرنے کا کہیں۔
3. تیسرے گروپ سے کہانی کا ”اختتام“ بیان کرنے کا کہیں۔
4. چوتھے گروپ سے مکمل کہانی بیان کرنے کا کہیں۔

### مشق: 2 منٹ



گھر میں امی/ابو یا کسی سرپرست سے کوئی بھی کہانی سنیں اور اگلے دن کمرہ جماعت میں ساتھیوں کو سنائیں۔

ہدایات برائے مخلوط کمرہ جماعت

- دی گئی سرگرمیاں جماعت سُوّم اور پنجم کے طلبہ کو ساتھ بٹھا کر بھی کروائی جاسکتی ہیں۔

نوٹس

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## متن کو فہم کے ساتھ پڑھنا

### طلبہ کے حاصلاتِ تعلّم



- متن کو فہم سے پڑھ سکیں۔
- عبارت پڑھ کر سوالات کے جوابات دے سکیں۔

### معلومات برائے اساتذہ

1. اُردو مضمون میں طلبہ کی دلچسپی لینے کے لیے ضروری ہے کہ متعلقہ متن اور عبارت کو فہم کے ساتھ پڑھ سکیں۔
2. متن کے فہم کے لیے طلبہ کو موقع دیں کہ وہ بچوں کے رسالے، میگزین، اخبار، لائبریری کی کتابوں اور درسی کتاب میں سے اپنی پسند کی کوئی نظم، کہانی، لطیفہ، پرسیلیاں اور اہم معلومات پڑھ سکیں۔
3. طلبہ سے متن کی فہم کے لیے اس سے متعلق سوالات ضرور پوچھیں۔

### دورانیہ: 70 منٹ/دوپیریڈ



### وسائل/اذرائع



درسی کتاب برائے چہارم، چاک/مارکر، تختہ تحریر، جھاڑن/ڈسٹر وغیرہ۔

### تعارف: 5 منٹ



1. طلبہ کو بتائیں کہ آج ہم ایک عبارت پڑھیں گے۔ اور اس عبارت سے متعلق سوالات کے جوابات بھی لکھیں گے۔
2. طلبہ سے پوچھیں کہ کتابیں پڑھنے کا شوق کسے ہے؟
3. آپ کون کون سی کتابیں پڑھنا پسند کرتے ہیں؟ دو سے تین کتابوں کے نام بھی پوچھیں۔

### تصور کی پختگی



سرگرمی نمبر 1: 30 منٹ

1. دی گئی عبارت تختہ تحریر پر لکھیں۔

آؤ! پودے لگائیں

جنگل کے جانوروں نے مل کر پودے لگانے کا سوچا۔ سب کو ذمے داری دی گئی۔ چڑیا اور کوا نیچ لائے، خرگوش اور چوہے نے جلدی جلدی مٹی کھودی۔ بندر اُچھل اُچھل کر نیچ ڈالتا رہا۔ ہاتھی مٹی ڈالتا اور دباتا رہا۔ اب مینڈک اور کچھو اُمل کر پانی ڈالنے لگے۔ سب نیچ بوکر بہت خوش ہوئے۔ چند دنوں بعد کوئل نکلیں اور شیر کو ان کی نگرانی کا کام سونپا گیا۔ بکری نے چسے ہی پودے دیکھے۔ کھانے کے لیے آگے بڑھی۔ کوئے نے کانیں کانیں کر کے خوب شور مچایا۔ سب جانور اکٹھے ہو گئے۔ ہاتھی نے دیکھا تو سمجھا یا کہ یہ پودے بڑھ کر درخت بنیں گے۔ ہمیں سایہ اور پھل دیں گے۔ ہمیں ان کی حفاظت کرنی چاہیے اور انھیں خراب نہیں کرنا چاہیے۔

2. عبارت میں دیے گئے مشکل الفاظ طلبہ کے ساتھ مل کر پڑھیں۔
  3. طلبہ کے جوڑے بنائیں۔
  4. طلبہ سے کہیں کہ پہلے ایک ساتھی عبارت پڑھے اور دوسرا ساتھی غور سے سنے۔
  5. پھر دوسرا ساتھی پڑھے اور پہلا سنے۔
  6. اب طلبہ سے کہیں کہ انفرادی طور پر عبارت پڑھیں۔
  7. اُستاد/اُستانی عبارت کو طلبہ کے ساتھ بلند آواز سے پڑھیں۔
- پیریڈ نمبر ۲:

عزیز طلبہ! کل ہم نے ایک عبارت پڑھی تھی ”آؤ! پودے لگائیں“۔ آج ہم اس عبارت سے متعلق سوالات پوچھیں گے۔

سرگرمی نمبر 2: 25 منٹ

1. طلبہ اپنا کام جوڑوں میں جاری رکھیں گے۔
2. دیے گئے سوالات تختہ تحریر پر لکھیں۔

- شیر کو پودوں کی حفاظت کا کام کیوں سونپا گیا؟
- ہاتھی نے بکری کو کیا سمجھا یا؟
- پودے لگانے کے لیے جانوروں کو کیا کیا ذمے داریاں دی گئی؟

3. طلبہ سوالات اپنی کاپی پر تحریر کریں۔
4. اب طلبہ سے کہیں کہ اپنے ساتھی کے ساتھ ان سوالات پر بات چیت کر کے جوابات اپنی کاپی پر تحریر کریں۔
5. جوڑوں کی بوقت ضرورت مناسب رہ نمائی کریں۔

نتیجہ/خلاصہ: 3 منٹ



طلبہ کسی بھی متن، عبارت اور کہانی کو پڑھ کر سمجھ سکتے ہیں اور ان سے متعلق سوالات کے جوابات لکھ سکتے ہیں۔

جائزہ/جانبی: 5 منٹ



1. اُستاد/اُستانی مختلف جوڑوں سے دیے گئے سوالات کے جوابات پوچھیں۔
2. درست جواب بتانے پر طلبہ کی حوصلہ افزائی کریں۔
3. اگر کوئی جوڑا جواب نہ دے سکے۔ تو دوسرے جوڑے کو موقع دیں اور مناسب رہ نمائی کریں۔

مشق: 2 منٹ



کسی اخبار یا میگزین میں سے اپنی پسند کی کوئی کہانی پڑھ کر منتخب کریں اور اگلے دن کمرہ جماعت میں سنائیں۔

## املا کو صحت کے ساتھ لکھنا

طلبہ کے حاصلاتِ تعلیم



■ املا کو صحت کے ساتھ تحریر کر سکیں۔

### معلومات برائے اساتذہ

1. ذخیرہ الفاظ میں اضافت کے لیے املا بہت اہم ہے۔ اس طریقہ کار میں اُستاد/اُستانی طلبہ کے سامنے زبانی طور پر درست تلفظ کے ساتھ الفاظ بولتا/بولتی ہے اور طلبہ ان الفاظ کو سُن کر اپنی کاپی پر لکھتے ہیں۔ اس کا مقصد طلبہ کی ذہانت کا امتحان لینا نہیں ہے بل کہ طلبہ کی سُننے کی صلاحیت کو استعمال کرتے ہوئے لفظ میں موجود آوازیں پہچان کر لکھنے کی مہارت کو بہتر بنانا ہے۔
2. ذخیرہ الفاظ طلبہ کی الفاظ بولنے، جملے میں بیان کرنے اور لکھنے میں مددگار ثابت ہوتے ہیں۔
3. اس مقصد کے حصول لیے آپ طلبہ کو روزانہ ایک نیا لفظ متعارف کروا سکتے ہیں اور دو ہفتے بعد ان الفاظ کی املا کروا سکتے ہیں/جملے میں استعمال کروا سکتے ہیں۔
4. درسی کتاب، اشتہارات، ہدایات، اخبارات، بچوں کے رسالے اور کہانیوں کی کتابوں کو بھی املا کے لیے منتخب کر سکتے ہیں۔
5. املا صرف الفاظ کی نہیں ہوتی بلکہ ایک جملے یا ایک چھوٹے پیراگراف/عبارت کی بھی ہو سکتی ہے۔

دورانیہ: 35 منٹ/ایک پیریڈ



وسائل/ادرائع



درسی کتاب برائے چہارم صفحہ نمبر ۱۴ تا ۱۵، سبق کا عنوان ”مثالی طالب علم“، تختہ تحریر، چاک/مارکر، جھاڑن/ڈسٹر  
نوٹ: سبق کا عنوان مثالی طالب علم اور املا کے الفاظ چارٹ پر پہلے سے تحریر ہوں۔

تعارف: 5 منٹ



1. طلبہ کو بتائیں کہ آج ہم سبق ”مثالی طالب علم“ کے الفاظ کی املا کریں گے۔
- الفاظ: وحی، غسل، تشبیہ، عیب، بیت، تاریخ، تبدیلی، معلم، پڑوسی، نازل، دل سوزی، نفع بخش، گناہوں، ذہن نشین، خطرناک
2. املا کا جائزہ ہم جوڑوں میں لیں گے۔
3. جائزے کے بعد املا میں غلط لکھے ہوئے الفاظ کو درست کریں گے۔

تصور کی پختگی



سرگرمی نمبر 1: 20 منٹ

1. طلبہ سے کہیں کہ وہ املا لکھنے کے لیے اپنی کاپی اور پنسل نکالیں۔
2. میں ایک لفظ بولوں گا/گی اور آپ توجہ سے سُن کر لفظ اپنی کاپی میں لکھیں گے۔
3. پہلا لفظ صحیح تلفظ کے ساتھ ادا کریں اور لفظ میں موجود آوازوں کو واضح انداز میں ادا کریں مثلاً باب۔ ور۔ چی

4. اب وقفہ دیں اور طلبہ کو لکھنے کا موقع دیں۔
5. اس بات کی تسلی ہو جائے کہ تمام طلبہ لکھ چکے ہیں تو دوسرا لفظ بولیں۔
6. املا کے دوران طلبہ کے کام کی اصلاح نہ کریں اور انہیں تسلی سے لکھنے دیں۔
7. تمام الفاظ کی املا کے بعد طلبہ سے کہیں کہ آپ اپنی پنسل کا پی پر رکھ دیں۔
8. اُستاد/اُستانی ایک مرتبہ تمام الفاظ دوبارہ بولیں اور طلبہ سے کہیں کہ اپنے کام کا جائزہ لیں کہ کوئی لفظ رہ تو نہیں گیا۔ طلبہ کو بتائیں کہ آج ہم نے ۱۰ تا ۱۵ الفاظ کی املا کی ہے۔ اگر کوئی لفظ درست نہیں لکھا یا رہ گیا ہے تو ہم اگلی سرگرمی میں اُسے مکمل کریں گے

### نتیجہ/خلاصہ: 3 منٹ



طلبہ اس سرگرمی کی مدد سے الفاظ سن کر املا لکھ سکتے ہیں اور اس عمل کی مشق وہ گزشتہ جماعتوں میں بھی کر چکے ہیں۔ اب انہیں جملے اور عبارت کی املا کروائی جائے۔

### جائزہ/جانچ: 5 منٹ



1. طلبہ کے جوڑے بنائیں اور ان سے کہیں کہ ایک دوسرے سے اپنی کاپی تبدیل کر لیں۔
2. املا کا چارٹ لگا دیں اور طلبہ سے کہیں کہ اپنے ساتھی کے کام کا جائزہ لیں۔ اگر لفظ درست ہے تو درست کا نشان ✓ لگا دیں اور اگر غلط ہے تو اسے خط کشیدہ (-) کر دیں۔
3. اب طلبہ سے کہیں کہ کاپی اپنے ساتھی کو واپس کر دیں۔
4. طلبہ سے کہیں کہ وہ اپنے ساتھی کے دیے ہوئے فیڈ بیک کو دیکھیں اور بتائیں کہ انہوں نے کتنے الفاظ درست لکھے ہیں؟
5. طلبہ کو غلط الفاظ کی درستی کے لیے کہیں اور اگر کوئی لفظ رہ گیا ہے۔ تو وہ بھی لکھوا دیں۔
6. کمرہ جماعت میں گھوم پھر کر طلبہ کے کام کا جائزہ لیں اور الفاظ لکھنے میں ان کی مدد کریں۔

### مشق: 2 منٹ



طلبہ سے کہیں کہ وہ گھر سے املا کے کم از کم آٹھ الفاظ کو خوش خط لکھ کر لائیں۔

ہدایات برائے مخلوط کمرہ جماعت

- دی گئی سرگرمیاں جماعت پنجم کے طلبہ کو ساتھ بٹھا کر بھی کروائی جاسکتی ہیں۔



# اسم خاص و اسم عام میں امتیاز کرنا

طلبہ کے حاصلاتِ تعلیم



■ اسم خاص و اسم عام میں امتیاز کر سکیں۔

## معلومات برائے اساتذہ

1. اسم معرفہ کو اسم خاص بھی کہا جاتا ہے: وہ اسم جو کسی خاص شخص، چیز یا جگہ کا نام ہو مثلاً: علامہ اقبال، پشاور وغیرہ
2. اسم نکرہ کو اسم عام بھی کہا جاتا ہے: وہ اسم جو کسی عام شخص، چیز یا جگہ کا نام ظاہر کرے۔ مثلاً: شہر، لڑکا وغیرہ

دورانیہ: 35 منٹ / ایک پیریڈ



وسائل / ادراع



درسی کتاب برائے چہارم، تختہ تحریر، چاک / مارکر، جھاڑن / ڈسٹر وغیرہ

تعارف: 5 منٹ



1. طلبہ سے درج ذیل سوالات پوچھیں۔

- اسم کسے کہتے ہیں؟
- اسم عام کسے کہتے ہیں؟
- اسم خاص کسے کہتے ہیں؟

2. اگر طلبہ پوچھی گئی تعریفیں نہ بتا سکیں تو انہیں تعریف بتا کر مثالوں کی مدد سے سمجھائیں۔

تصور کی پختگی



سرگرمی نمبر 1: 10 منٹ

1. دی گئی عبارت تختہ تحریر پر لکھیں۔

عبارت

پشاور ہمارے صوبے کا سب سے بڑا شہر ہے۔ یہاں کے مشہور مقامات میں قلعہ بالا حصار، مسجد مہابت خان، شاہی باغ اور اسلامیہ کالج وغیرہ شامل ہیں۔ یہاں پر لڑکیوں کے کئی اسکول اور کالج ہیں۔ یہ پھولوں کا شہر بھی کہلاتا ہے۔

2. طلبہ کے جوڑے بنائیں۔

3. عبارت میں دیے گئے مشکل الفاظ طلبہ کے ساتھ مل کر پڑھیں۔

4. طلبہ سے کہیں کہ اس عبارت میں سے اسم خاص اور اسم عام کی نشان دہی کریں۔
5. طلبہ کو سرگرمی مکمل کرنے کے لیے ۵ منٹ کا وقت دیں۔
6. ہر جوڑے سے کہیں کہ کم از کم ایک اسم عام اور ایک اسم خاص بتائیں۔
7. کام مکمل کرنے پر طلبہ کی حوصلہ افزائی کریں۔

سرگرمی نمبر 2: 10 منٹ

1. طلبہ سے کہیں کہ جوڑوں میں کام کو جاری رکھیں۔
2. طلبہ قائد اعظم محمد علی جناحؒ، سڑک، دریا، مردان، گرسی، لاہور۔
3. طلبہ کی مدد سے جدول مکمل کریں۔

اسم خاص	اسم عام
۱۔	۱۔
۲۔	۲۔
۳۔	۳۔

4. ایک جوڑے سے اسم خاص اور دوسرے جوڑے سے اسم عام کے الفاظ پوچھیں۔

### نتیجہ/خلاصہ: 3 منٹ



درج بالا سرگرمیوں کے نتیجے میں بچے کسی بھی جملے یا عبارت میں اسم خاص اور اسم عام کی نشان دہی کر سکتے ہیں اور اسم خاص اور اسم عام میں امتیاز بھی سیکھ چکے ہیں۔

### جائزہ/جانچ: 5 منٹ



1. جائزے کے لیے طلبہ کو دو گروپوں میں تقسیم کریں۔
2. ایک گروپ اسم خاص کا کوئی لفظ بولیں اور اُستاد/اُستانی تختہ تحریر پر کسی طالب علم/طالبہ سے لکھوائیں۔
3. دوسرا گروپ اسم عام کا کوئی لفظ بولیں اور اُستاد/اُستانی تختہ تحریر پر کسی طالب علم/طالبہ سے لکھوائیں۔
4. اُستاد/اُستانی بوقت ضرورت مناسب رہ نمائی اور حوصلہ افزائی کریں۔

### مشق: 2 منٹ



1. بچے گھر سے کوئی بھی تین اسم خاص اور اسم عام کا پیپر لکھ کر لائیں۔
2. درسی کتاب کے صفحہ نمبر ۱۸ پر دی گئی ”قواعد سیکھیں“ کی سرگرمی مکمل کر کے لائیں۔

ہدایات برائے مخلوط کمرہ جماعت

- دی گئی سرگرمیاں جماعت سُوّم اور جماعت پنجم کے طلبہ کو ساتھ بٹھا کر بھی کروائی جاسکتی ہیں۔

## خط تحریر کرنا

طلبہ کے حاصلاتِ تعلیم



■ خط تحریر کرنا

## معلومات برائے اساتذہ

1. خط لکھنا ایک فن ہے اگرچہ خط لکھنا ایک پرانی روایت ہے جب لوگوں کے پاس کوئی اور ذریعہ نہیں تھا تو وہ خط کے ذریعے اپنے پیغامات، دعوت نامے اور پوسٹ کارڈ ایک دوسرے کو بھیجتے تھے۔ دورِ حاضر میں خط کی جگہ ٹیلی فون، موبائل اور ٹی سی بیس نے لے لی ہے لیکن آج بھی کچھ لوگ اپنے پیغامات خط کے ذریعے بھجواتے رہتے ہیں۔

دورانیہ: 70 منٹ/دوپیریڈ



وسائل/اذرائع



درسی کتاب برائے چہارم، تختہ تحریر، چاک/مارکر، جھاڑن/ڈسٹر، خط کا لفافہ وغیرہ۔

تعارف: 5 منٹ



1. طلبہ کو خط کا لفافہ دکھائیں اور پوچھیں:
  - اس لفافے میں ہم کیا ڈالتے ہیں؟
  - کیا آپ نے کبھی خط لکھا ہے؟
  - طلبہ کو بتائیں کہ آج ہم خط لکھنا سیکھیں گے۔

تصور کی پختگی



سرگرمی نمبر 1: 30 منٹ

1. طلبہ کے لیے تختہ تحریر پر خط کے نمونے کا خاکہ بنا کر انہیں سمجھائیں۔

خط کا نمونہ

حیات آباد۔ پشاور  
۳، جنوری ۲۰۲۱ء

میرے پیارے ابا جان!

السلام علیکم!

امید ہے کہ آپ خیریت سے ہوں گے۔ گھر میں سب ٹھیک ہیں اور آپ کو سلام عرض کرتے ہیں۔ ہم سب آپ کو بہت یاد کرتے ہیں۔

میں نے جماعت چہارم کا امتحان پاس کر لیا ہے۔ اور اگلی جماعت میں ترقی کر لی ہے۔ مجھے سکول یونیفارم، جوتے اور دیگر ضروری اشیاء درکار ہیں۔ لہذا جب آپ چھٹی لے کر گھر آئیں گے تو میرے لیے نئی جماعت میں داخلے کے لیے یہ ضروری اشیاء خریدنے بازار ساتھ ضرور چلیں گے۔  
سب کی طرف سے نیک تمنائیں اور چھوٹی شگفتہ کی طرف سے ڈھیر سارا پیار۔

والسلام  
آپ کا بیٹا  
سلمان شاہ

2. والد محترم کے نام ایک خط لکھنے کا نمونہ طلبہ کے ساتھ مل کر لکھیں۔
  3. طلبہ سے کہیں کہ وہ یہ نمونہ اپنی نوٹ بک پر لکھیں۔
  4. طلبہ کے ساتھ خط لکھنے کی مشق کریں اور نمونے والے خط میں معلومات کا اندراج کریں۔
  5. خط لکھنے کے بعد طلبہ سے کہیں کہ وہ اس خط کو اپنی نوٹ بک پر تحریر کریں۔
  6. طلبہ سے کہیں کہ خط کے نمونے کو سمجھنے کی کوشش کریں۔
- پیریڈ نمبر ۲: عزیز طلبہ! کل ہم نے خط کا نمونہ لکھا تھا آج اس سلسلے میں ہم اپنی مشق جاری رکھیں گے۔

سرگرمی نمبر 2: 25 منٹ

1. طلبہ کو گروپوں میں تقسیم کریں۔
2. ہر گروپ ایک خط لکھنے کے بارے میں سوچے۔
3. گروپوں کو تحریر کیے گئے نمونے کے مطابق خط لکھنے کا کہیں۔
4. خط لکھنے کے لیے طلبہ کو ۲۰ منٹ کا وقت دیں۔
5. ۲۰ منٹ بعد کے طلبہ سے خط کے نمونے واپس لے لیں اور لکھے گئے خطوط پڑھیں۔ بوقت ضرورت مناسب رہ نمائی کریں۔

نتیجہ/خلاصہ: 3 منٹ



طلبہ خط کے عملی نمونہ کی مدد سے اس قابل ہو گئے ہیں کہ وہ خط لکھ سکتے ہیں۔

جائزہ/جانبی: 5 منٹ



1. اُستاد/اُستانی تمام گروپوں کو ان کے لکھے ہوئے خط واپس کرے گا/گی۔
2. طلبہ سے کہیں کہ وہ فیڈبیک کی روشنی میں اپنے خط کے الفاظ اور جملے درست کر کے دوبارہ لکھیں۔
3. خط کی درستی کے بعد گروپ کے تمام ممبر اپنی کاپیوں پر خط لکھیں گے۔

مشق: 2 منٹ



1. خط کا لفافہ بنا کر یا خرید کر اُس پر پتا لکھ کر لائیں۔
2. درسی کتاب کے صفحہ نمبر ۲۰ پر دی گئی سرگرمی نمبر ۱۸ اپنے دوست کو خط لکھیں جس میں چھٹیوں پر گھر بلانے کی دعوت دیں۔

ہدایات برائے مخلوط کمرہ جماعت

■ دی گئی سرگرمیاں جماعت پنجم کے طلبہ کو ساتھ بٹھا کر بھی کروائی جاسکتی ہیں۔



2

## عبارت کو درست تلفظ کے ساتھ روانی سے پڑھنا

### طلبہ کے حاصلاتِ تعلّم



- عبارت کا مقصد سمجھتے ہوئے درست تلفظ کے ساتھ روانی سے پڑھ سکیں۔

### معلومات برائے اساتذہ

1. طلبہ کی حوصلہ افزائی کریں کہ وہ عبارت از خود پڑھنے کی کوشش کریں اور پڑھنے کے دوران روانی کو برقرار رکھنے کی مشق کر سکیں۔ جس سے ان کی تفہیم کے عمل میں کوئی رکاوٹ پیش نہیں آئے گی۔
2. طلبہ کے ساتھ عبارت درست تلفظ کے ساتھ پڑھنے کی مشق کریں تاکہ وہ بھی الفاظ کی درست ادائی کر سکیں۔

### دورانیہ: 35 منٹ / ایک پیریڈ



### وسائل / ادراغ



درسی کتاب برائے چہارم، تختہ تحریر، چاک / مارکر، جھاڑن / ڈسٹر وغیرہ۔

### تعارف: 5 منٹ



1. دی گئی عبارت کو تختہ تحریر پر لکھیں۔

برسات کا موسم  
برسات تھم گئی تھی۔ دیکھتے ہی دیکھتے درخت کے پتے زرد ہونے لگے۔ اب درخت پریشان ہو گیا۔ اب اس کے زرد پتے  
گرنے لگے ہیں اور بلبل بھی اپنا گھونسلہ چھوڑ کر چلی جائے گی۔ یہ سوچتے ہی درخت اُداس ہو گیا۔ بلبل نے اُسے دیکھا تو تسلی  
دینے لگی۔ بلبل درخت سے موسم بہار میں واپس آنے کا وعدہ کر کے چلی گئی۔

2. طلبہ کو دی گئی عبارت کی درست تلفظ اور روانی سے پڑھنے کا عملی نمونہ پیش کریں۔

3. عبارت پڑھتے ہوئے الفاظ کے نیچے انگلی پھیرتے جائیں۔

### تصور کی پختگی



سرگرمی نمبر 1: 10 منٹ

1. طلبہ سے کہیں کہ وہ انفرادی طور پر اس عبارت کو پڑھنے کی کوشش کریں۔

چڑیا کی مدد  
عامر کے گھر چڑیا کا ایک گھونسلہ تھا۔ چڑیا کے بچے چوں چوں کرتے رہتے تھے۔ چڑیا اُن کو اپنی جونچ سے کھانا کھلاتی تھی۔ ایک  
دن بارش ہوئی۔ تو اُس کا گھونسلہ گھبرا ہونے لگا۔ چڑیا بہت پریشان ہوئی۔ چڑیا کو پریشان دیکھ کر عامر نے مدد کرنے کا سوچا۔  
اُس نے دوست کی مدد سے گھونسلے کو پکڑے سے ڈھانپ دیا۔ اب چڑیا بھی بچوں کے ساتھ گھونسلے میں آرام سے بیٹھ گئی۔

2. عبارت پڑھنے کے دوران طلبہ کو ٹوکنے سے گریز کریں۔
3. عبارت کو درست تلفظ اور روانی سے پڑھنے پر طلبہ کی حوصلہ افزائی کریں۔

سرگرمی نمبر 2: 10 منٹ

1. دی گئی عبارت کو تختہ تحریر پر لکھیں۔
2. طلبہ کے جوڑے بنائیں۔
3. طلبہ سے کہیں کہ عبارت کو جوڑوں میں پڑھنے کی کوشش کریں۔
4. پہلے عبارت ایک طالب علم / طالبہ پڑھے گا / گی اور پہلا طالب علم / طالبہ نئے گا / گی۔
5. عبارت پڑھنے کے لیے 5 منٹ کا وقت دیں۔

نتیجہ / خلاصہ: 3 منٹ



طلبہ کو وقتاً فوقتاً مواقع فراہم کریں کہ وہ عبارت کو از خود پڑھنے کی کوشش کریں اور الفاظ کو درست تلفظ کے ساتھ روانی سے پڑھنے کی مشق کر سکیں۔

جائزہ / جانچ: 5 منٹ



1. دو یا تین طلبہ سے عبارت کو پڑھوائیں۔
2. باقی طلبہ سے کہیں کہ غور سے سُنیں۔ عبارت درست نہ پڑھنے کی صورت میں دوسرے طلبہ کو عبارت پڑھنے کو کہیں۔
3. دو یا تین طلبہ سے عبارت میں دیے گئے الفاظ پڑھوائیں۔

مشق: 2 منٹ



1. طلبہ سے کہیں کہ اخبار یا رسالے میں سے کوئی عبارت پڑھیں۔ اور کمرہ جماعت میں باقی ساتھیوں کو بھی سنائیں۔
2. درسی کتاب میں صفحہ نمبر ۲ پر دی گئی ”پارک میں لگی تختیوں پر لکھی ہوئی ہدایات“ پڑھ کر دوستوں کو بھی سنائیں۔

ہدایات برائے مخلوط کمرہ جماعت

■ دی گئی سرگرمیاں جماعت پنجم کے طلبہ کو ساتھ بٹھا کر بھی کروائی جاسکتی ہیں۔

# روزمرہ زندگی میں بجلی، پانی اور گیس کے بلوں کے مندرجات پڑھنا

سبق نمبر  
17

طلبہ کے حاصلاتِ تعلیم



■ روزمرہ زندگی میں بجلی، پانی، گیس کے بلوں کے مندرجات کو پڑھ سکیں۔

## معلومات برائے اساتذہ

1. طلبہ کے لیے روزمرہ زندگی کے چھوٹے چھوٹے معاملات سے واقفیت حاصل کرنا بہت ضروری ہے۔ جیسے بجلی، پانی اور گیس کے بلوں کے مندرجات کو پڑھ کر سمجھنا۔ اس سے طلبہ میں ان قدرتی ذرائع کے بے جا استعمال اور اسراف کے بارے میں آگاہی ہوگی اور وہ انہیں مؤثر طریقے سے استعمال کریں گے۔
2. اُستاد/اُستانی کو چاہیے کہ کمرِ اجتماعت میں بجلی، پانی اور گیس کے بلوں کو مہیا کرنے کا اہتمام کریں۔ طلبہ کو ان کے مندرجات سمجھا کر پڑھنے کی مشق کروائیں۔ جس میں صرف شدہ یونٹ، بل جمع کروانے کی تاریخ اور ضروری ہدایات وغیرہ شامل ہوں۔

دورانیہ: 35 منٹ/ایک پیریڈ



وسائل/اذرائع



درسی کتاب برائے چہارم، تختہ تحریر، چاک/مارکر، جھاڑن/ڈسٹر، بجلی، پانی اور گیس کے بل وغیرہ۔

تعارف: 5 منٹ



طلبہ سے درج ذیل سوالات پوچھیں:

1. طلبہ کی مدد سے گھر میں آنے والے بلوں کی فہرست بنوائیں۔
2. طلبہ سے پوچھیں کہ یہ بل ہمیں کون سے ادارے بھیجتے ہیں؟
3. ہم یہ بل حکومت کو کیوں ادا کرتے ہیں؟

تصور کی چٹنگی



سرگرمی نمبر 1: 10 منٹ

1. طلبہ کو چار گروپوں میں تقسیم کریں۔
2. اب ہر گروپ کو ایک ایک بل دیں اس طرح چاروں گروپوں کے پاس بجلی، پانی، ٹیلی فون اور گیس کے بل ہوں گے۔
3. طلبہ سے کہیں کہ ان بلوں میں صرف شدہ یونٹس کی نشان دہی، فی یونٹ قیمت اور بل جمع کروانے کی آخری تاریخ کے بارے میں معلومات اکٹھی کریں۔
4. اس سرگرمی کے لیے طلبہ کو 5 منٹ کا وقت دیں۔



1. جب طلبہ سرگرمی نمبر 1 مکمل کر لیں۔ تو ان سے سے اخذ شدہ معلومات باری باری سنیں۔
2. اخذ شدہ معلومات پر طلبہ سے بات چیت بھی کریں کہ وہ کس حد تک مختلف بلوں کے خرچ شدہ یونٹس سے واقف ہو گئے؟
3. اخذ شدہ معلومات تختہ تحریر پر بھی لکھیں۔
4. طلبہ کی بوقت ضرورت مناسب رہ نمائی کریں۔

### نتیجہ/خلاصہ: 3 منٹ



طلبہ مختلف قسم کے بلوں کے بارے میں جانتے ہوں گے۔ لیکن ان سرگرمیوں کے بعد وہ اس قابل ہو جائیں گے کہ وہ بجلی، پانی، ٹیلی فون اور گیس کے بلوں کو پڑھ بھی سکیں گے۔ خرچ شدہ یونٹس اور اُس کی قیمتوں کو بھی جان سکیں گے۔ اس طرح وہ بجلی، گیس اور پانی کے استعمال کا مؤثر اور با کفایت طریقہ اپنا سکیں گے۔

### جائزہ/جانچ: 5 منٹ



1. تختہ تحریر پر دیا گیا جدول بنائیں جس میں بجلی، پانی، ٹیلی فون اور گیس کے بلوں کا اندراج ہو۔

پانی	گیس	ٹیلی فون	بجلی	
				واجب الادار رقم
				بل جمع کروانے کی آخری تاریخ

2. گروپوں سے کہیں کہ ہر بل کے سامنے اس کی معلومات مکمل کریں۔
3. طلبہ کو سرگرمی مکمل کرنے کے لیے ان کی رہ نمائی کریں۔

### مشق: 2 منٹ



درسی کتاب میں صفحہ نمبر ۲۷ پر دی گئی سرگرمی ”آؤ کریں کام“ گھر سے مکمل کر کے لائیں۔

- ہدایات برائے مخلوط کمرہ جماعت
- دی گئی سرگرمیاں جماعت پنجم کے طلبہ کو ساتھ بٹھا کر بھی کروائی جاسکتی ہیں۔

نوٹس

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## رابطہ اور تسلسل کے ساتھ مضمون لکھنا

### طلبہ کے حاصلاتِ تعلیم



- کسی بھی عنوان پر مختصر مضمون ربط اور تسلسل کے ساتھ لکھ سکیں۔

### معلومات برائے اساتذہ

1. مختصر مضمون نویسی اُردو گرامر میں بڑی اہمیت کی حامل ہے اس لیے طلبہ کو مضمون یاد کروانے کے بجائے انھیں لکھنے کے مواقع فراہم کریں۔
2. مضمون لکھنے کے تمام حصے تمہید، نفس مضمون اور اختتام سے طلبہ کی واقفیت کروائیں۔
3. طلبہ کو مضمون نویسی کے لیے سابقہ معلومات، مشاہدات اور تجربات کے حوالے سے اہم نکات نوٹ کرنے کی مشق کروائیں۔

### دورانیہ: 70 منٹ/دوپیریڈ



### وسائل/ادراع



درسی کتاب برائے چہارم، تختہ تحریر، چاک/مارکر، جھاڑن/ڈسٹر وغیرہ۔

### تعارف: 5 منٹ



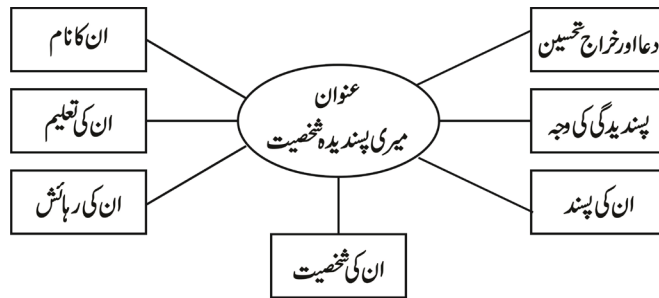
طلبہ کو بتائیں کہ آج ہم دس جملوں پر مشتمل ایک مضمون لکھیں گے۔ پہلے آپ میرے ساتھ لکھنے کی مشق کریں گے پھر گروپوں میں لکھیں گے۔

### تصور کی پختگی



سرگرمی نمبر 1: 30 منٹ

1. تختہ تحریر پر دیے گئے اشارات لکھیں۔



2. طلبہ سے کہیں کہ ہم سب سے پہلے عنوان کا نام لکھیں گے مثلاً: ہم آج کا موضوع ”میری پسندیدہ شخصیت“ کے بارے میں لکھیں۔
3. ان کے بارے میں معلومات کو اشارات کی مدد سے لکھیں۔

4. لکھی ہوئی معلومات کو ربط اور تسلسل کے ساتھ لکھیں۔
  5. مضمون لکھتے ہوئے جملوں کی ترتیب کا خاص خیال رکھیں۔
  6. طلبہ کے ساتھ مل کر ”میری پسندیدہ شخصیت“ کے بارے میں مضمون مکمل کریں۔
- پیریڈ نمبر ۲: عزیز طلبہ! کل ہم نے اشارات کی مدد سے مضمون مکمل کیا تھا۔ آج ہم ایک اور موضوع پر مضمون لکھنے کی مشق کریں گے۔

سرگرمی نمبر 2: 25 منٹ

1. طلبہ کے دو گروپ بنائیں۔
2. طلبہ سے کہیں کہ مضمون نوٹس کے لیے کسی ایک موضوع کا انتخاب کریں۔
3. طلبہ سے کہیں کہ موضوع کے حوالے سے اہم نکات نوٹ کریں۔
4. طلبہ کو مضمون لکھنے کے لیے ۱۵ سے ۲۰ منٹ کا وقت دیں۔

### نتیجہ/خلاصہ: 3 منٹ



مضمون کے حوالے سے دی گئی مشق کے ذریعے طلبہ کسی بھی موضوع پر ربط و تسلسل کے ساتھ مضمون لکھ سکیں گے۔

### جائزہ/جانچ: 5 منٹ



1. طلبہ سے کہیں کہ لکھا گیا مضمون پڑھ کر سنائیں۔
2. استاد پیش کش کے دوران دونوں گروپوں کے لکھے ہوئے مضمون کے بارے میں ایک خوبی اور اصلاح کا پہلو نوٹ کریں۔
3. طلبہ سے کہیں کہ اس فیڈ بیک کو اپنے لکھے ہوئے مضمون میں شامل کریں۔
4. طلبہ کو لکھنے کے لیے وقت دیں۔

### مشق: 2 منٹ



طلبہ اپنی پسند کے کسی بھی موضوع پر دس جملوں پر مشتمل ایک مختصر مضمون لکھ کر لائیں۔

ہدایات برائے مخلوط کمرہ جماعت

- دی گئی سرگرمیاں جماعت پنجم کے طلبہ ساتھ بٹھا کر بھی کروائی جاسکتی ہیں۔

# کسی مقام یاسفر وغیرہ کی جزئیات بیان کرنا

طلبہ کے حاصلاتِ تعلّم



■ کسی مقام یاسفر وغیرہ کی جزئیات بیان کر سکیں۔

## معلومات برائے اساتذہ

1. طلبہ سے کسی تاریخی مقام یاسفر وغیرہ پر بات چیت کرنے سے وہ اپنے تجربات اور خیالات و معلومات کا اظہار آسانی سے کر سکیں گے۔ اس سے نہ صرف وہ اپنے مشاہدات اور معلومات دوسرے ساتھیوں کو بتا سکیں گے بلکہ ان میں خود اعتمادی بھی پیدا ہوگی۔

دورانیہ: 35 منٹ / ایک پیریڈ



وسائل / اذرائع



درسی کتاب برائے چہارم، تختہ تحریر، جھاڑن / ڈسٹر، چاک / مارکر، وغیرہ۔

تعارف: 5 منٹ



1. آپ نے کس کس جگہ کی سیر کی ہے؟ بتائے گئے مقامات کی فہرست کو تختہ تحریر پر لکھیں۔
2. سفر کے دوران آپ نے کیا دیکھا؟ سفر کا مختصر احوال جاننے کی کوشش کریں۔

تصور کی پختگی



سرگرمی نمبر 1: 10 منٹ

1. طلبہ کے مختلف گروپ بنائیں اور ان سے کہیں کہ جس مقام کی انھوں نے سیر کی ہے، اس کے بارے میں دیے گئے سوالات کی روشنی میں ایک دوسرے کو بتائیں۔
2. کس راستے کی مدد سے آپ اس مقام تک پہنچے؟
3. سفر کی منصوبہ بندی کیسے کی؟ اور دوران سفر آپ کے ساتھ کون تھا؟
4. سفر کے دوران راستے میں آپ نے کیا دیکھا؟
5. اُس مقام کو یاد رکھنے کی کوئی خاص وجہ بیان کریں۔

سرگرمی نمبر 2: 10 منٹ

1. طلبہ سے کہیں کہ گروپ میں سے سب سے زیادہ دلچسپ مقام کی سیر کو منتخب کریں۔
2. اس مقام کی سیر کے بارے میں باقی ساتھیوں کو بھی بتائیں۔
3. ہر گروپ کو دلچسپ مقام کی سیر کی جزئیات بتانے کے لیے 3 سے ۴ منٹ کا وقت دیں۔
4. سرگرمی پیش کرنے پر تمام گروپوں کی حوصلہ افزائی کریں۔



ان سرگرمیوں کے بعد طلبہ کسی مقام کی سیر کی جزئیات نوٹ کرنے کے ساتھ ساتھ بیان بھی کر سکیں گے اور ان کے اہم نکات پر دوسروں کے ساتھ تبادلہ خیال بھی کر سکیں گے۔



طلبہ سے دیے گئے سوالات پوچھیں:

1. آج کے دن آپ کو کون سی جگہ کے بارے میں سُنا اچھا لگا؟
2. آپ کو اس جگہ کی کون سی بات سب سے زیادہ دلچسپ لگی؟
3. کیا آپ اس جگہ کو دیکھنے کے لیے اپنے والدین کو آمادہ کریں گے؟



طلبہ سے کہیں کہ جس مقام یا جگہ کی انہوں نے سیر کی ہو وہ سادہ الفاظ میں گھر سے لکھ کر لائیں۔

ہدایات برائے مخلوط کمرہ جماعت

- دی گئی سرگرمیاں جماعت سُوَم کے طلبہ کو ساتھ بٹھا کر بھی کروائی جاسکتی ہیں۔

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## تحریر شدہ ہدایات پڑھ کر سمجھنا

### طلبہ کے حاصلاتِ تعلّم



- ڈاک خانہ، ہسپتال اور لاری اڈہ وغیرہ پر تحریر شدہ ہدایات پڑھ سکیں۔

### معلومات برائے اساتذہ

1. کسی بھی جگہ کے بارے میں تحریر شدہ ہدایات بہت اہمیت کی حامل ہوتی ہیں۔ ان ہدایات کو پڑھ کر کوئی بھی اجنبی شخص اُس جگہ کے بارے میں معلومات حاصل کر سکتا ہے۔
2. اُستاد/اُستانی کسی بھی دفتر، بینک، ہسپتال، ڈاک خانے وغیرہ کا فرضی منظر بنا کر یا ویڈیو دکھا کر طلبہ سے مختلف کرداروں کے ذریعے ان جگہوں پر لکھی ہوئی ہدایات کے بارے میں روشناس کروا سکتے ہیں۔

### دورانیہ: 70 منٹ/دوپیریڈ



### وسائل/اذرائع



درسی کتاب برائے چہارم، تختہ تحریر، جھاڑن/ڈسٹر، چاک/مارکر، پلے کارڈز وغیرہ۔

### تعارف: 5 منٹ



طلبہ سے پوچھیں:

1. کیا آپ کبھی ہسپتال گئے ہیں؟ اگر طلبہ ہاں میں جواب دیں تو ان سے پوچھیں:
  2. ہسپتال میں آپ نے کون کون سی لکھی ہوئی ہدایات پڑھی ہیں؟
  3. اُستاد/اُستانی بطور مثال یہ کارڈ دکھا کر معلومات اخذ کروانے کی کوشش کریں۔
- جیسے:

ایمر جنسی

اس کا مطلب ہے۔ ایمر جنسی وارڈ اُپر ہے۔

### تصور کی پختگی



سرگرمی نمبر 1: 30 منٹ

1. کمر اجتماعت میں ایک فرضی بینک کا منظر پیش کریں۔
2. جس میں طلبہ بینک کے طلبہ کا کردار ادا کریں گے۔

3. پلے کارڈز پر اُن کے عہدے لکھے جائیں تاکہ طلبہ بینک کے عملہ کو پہچان سکیں۔  
جیسے:

کلیئر	کلیئر	اکاؤنٹ	کلرک
بل یہاں جمع کروائیں۔	بل یہاں تشریف لائیں۔		

4. اُستاد/اُستانی طلبہ کو بتائیں کہ کلرک، اکاؤنٹ، کلیئر اور میجر کیا خدمات انجام دیتے ہیں۔

5. یوں طلبہ بینک کے مختلف عملے کے کام کو آسانی سمجھ سکیں گے۔

پیریڈ نمبر ۲: عزیز طلبہ! کل ہم نے بینک سے متعلق ہدایات کی سرگرمی پیش کی تھی۔ آج ہم ڈاک خانے سے متعلق لکھی ہوئی ہدایات کی سرگرمی کریں گے۔

سرگرمی نمبر 2: 25 منٹ

1. طلبہ کو فرضی ڈاک خانے کا منظر دکھائیں۔ جس میں لگی تختیوں (پلے کارڈز) پر لکھی ہوئی ہدایات طلبہ سے پڑھوائیں۔  
جیسے:

فیس ماسک لگائیں	صفائی کا خیال رکھیں	خطوط یہاں ڈالیں
پنشن یہاں سے وصول کریں	تھوکنامع ہے	رجسٹری یہاں سے کریں
سگریٹ پینا منع ہے	لائسنس فیس یہاں جمع کریں	ٹیلیگراف کی سہولت موجود ہے

نتیجہ/خلاصہ: 3 منٹ



طلبہ کو ان تختیوں پر لکھی ہوئی ہدایات کا مفہوم اور اہمیت سمجھائیں تاکہ وہ ان پر عمل پیرا ہو کر اپنے روزمرہ کے کام کاج کو آسانی سے کر سکیں۔

جائزہ/جانبی: 5 منٹ



1. طلبہ سے کہیں کہ وہ اپنے سکول میں لکھی ہوئی کوئی سی دو ہدایات پڑھ کر سنائیں۔
2. دو یا تین طلبہ سے ہدایات سنیں۔
3. ہدایات پڑھنے پر طلبہ کی حوصلہ افزائی کریں اور بوقت مناسب رہ نمائی کریں۔

مشق: 2 منٹ



سکول سے گھر جاتے ہوئے راستے میں لکھی ہوئی ہدایات کو غور سے پڑھیں اور اپنے ساتھیوں کو بتائیں۔

# تذکیر و تانیث (جان دار اور بے جان) کا فرق کرنا

طلبہ کے حاصلاتِ تعلّم



■ تذکیر و تانیث (جان دار اور بے جان) کا فرق کر سکیں۔

## معلومات برائے اساتذہ

1. اساتذہ کے لیے یہ جاننا ضروری ہے کہ جان دار اشیاء کی تذکیر و تانیث کو حقیقی تذکیر و تانیث بھی کہتے ہیں۔ حقیقی تذکیر و تانیث کو دو حصوں میں تقسیم کیا جاتا ہے۔
  - الف: انسانی تذکیر و تانیث۔ مثلاً مرد، عورت یا بہن، بھائی وغیرہ
  - ب: حیوانی تذکیر و تانیث۔ مثلاً مرغ، مرغی یا بلاء، بلی وغیرہ
2. بے جان اشیاء کی تذکیر و تانیث کو غیر حقیقی تذکیر و تانیث بھی کہتے ہیں۔ انھیں فرضی تعلق کی بنیاد پر مذکر یا مؤنث قرار دیا جاتا ہے۔ مثلاً ناک مؤنث ہے اور کان مذکر۔

دورانیہ: 35 منٹ / ایک پیریڈ



وسائل / اذرائع



درسی کتاب برائے چہارم، تختہ تحریر، چاک / مارکر، ڈسٹر وغیرہ

تعارف: 5 منٹ



- طلبہ سے کہیں کہ میں ایک جملہ بولوں گا۔ آپ نے جملے میں مذکر اور مؤنث کی نشان دہی کرنی ہے۔
1. میرے چچا اور چچی کل سوات جا رہے ہیں۔
  2. گلی میں بہن بھائی کھیل رہے ہیں۔
  3. کمرے میں میز اور کرسی رکھی ہے۔

تصور کی پختگی



سرگرمی نمبر 1: 10 منٹ

1. یہ سرگرمی طلبہ سے انفرادی طور پر کروائیں۔
2. دیے گئے الفاظ کو تختہ تحریر پر لکھیں اور طلبہ سے مذکر الفاظ کی نشان دہی کرنے کے لیے کہیں۔

الفاظ: اُستانی۔ چچ۔ پنسل۔ دادی۔ بیل۔ بھیر۔ چڑیا۔ میز

3. طلبہ سے کہیں کہ اپنی نوٹ بک پر یہ الفاظ لکھیں اور مذکر الفاظ کے گرد دائرہ بنائیں۔
4. طلبہ کو سرگرمی مکمل کرنے کے لیے 10 منٹ کا وقت دیں۔



5. اب چند طلبہ کے سامنے باری باری الفاظ بولیں اور مذکر الفاظ کے گرد دائرہ بنائیں۔
6. طلبہ سے کہیں کہ وہ اپنے کام کا ازخود جائزہ لیں۔
7. طلبہ کو ذہن نشین کروائیں کہ جان دار اور بے جان چیزوں کی تذکیر و تانیث کو حقیقی اور غیر حقیقی تذکیر و تانیث بھی کہتے ہیں۔
8. بوقت ضرورت لغت کی مدد حاصل کی جاسکتی ہے۔

سرگرمی نمبر 2: 10 منٹ

1. یہ سرگرمی طلبہ سے جوڑوں میں کروائیں۔
2. تختہ تحریر پر دیے گئے جملے اپنی نوٹ بک میں لکھیں۔
  - احمد----- ٹوپی کالی ہے۔ (کا/کی)
  - ہمالیہ----- پہاڑ بہت اونچا ہے۔ (کا/کی)
  - یہ----- قلم ہے۔ (میرا/میری)
  - وہ----- سائیکل ہے۔ (میرا/میری)
3. طلبہ خالی جگہوں پر مذکور اور مؤنث کی مناسبت سے درست لفظ کا/کی یا میرا/میری لگا کر جملے مکمل کریں۔
4. طلبہ کو سرگرمی مکمل کرنے کے لیے ۵ منٹ کا وقت دیں۔
5. اب طلبہ کے سامنے باری باری جملے بولیں اور لفظ پوچھ کر تختہ تحریر پر لکھیں۔
6. جوڑوں سے کہیں کہ وہ اپنے کام کا از خود جائزہ لیں۔

### نتیجہ / خلاصہ: 3 منٹ



درج بالا سرگرمیوں کے نتیجے میں طلبہ جان دار اور بے جان کی تذکیر و تانیث میں فرق کر سکیں گے اور بے جان اسماء کے ساتھ مختلف حروف مثلاً: کا/ کی یا میرا/ میری وغیرہ لگا کہ اُن میں مذکر یا مؤنث کا فرق کر سکیں گے۔

## جائزہ/جائزہ: 5 منٹ



1. طلبہ کو دو گروپوں میں تقسیم کریں۔
2. پہلے گروپ سے کہیں کہ کم از کم تین بے جان چیزوں کے نام لکھیں۔
3. دوسرے گروپ سے کہیں کہ کم از کم تین جان دار چیزوں کے نام لکھیں۔
4. طلبہ کو اس سرگرمی کے لیے ۲ منٹ کا وقت دیں۔
5. دونوں گروپوں سے الفاظ پوچھ کر تختہ تحریر پر لکھیں اور طلبہ کی مدد سے ان میں تذکیر و تانیث کو الگ الگ کریں۔
6. بوقت ضرورت مناسب رہ نمائی اور حوصلہ افزائی کریں۔

## مشق: 2 منٹ



گھر سے اپنی کاپی پر کم از کم دو جان دار اور دو بے جان تذکیر و تانیث لکھ کر لائیں۔

ہدایات برائے مخلوط کمرہ جماعت

- دی گئی سرگرمیاں جماعتِ سُوم اور پنجم کے طلبہ کو ساتھ بٹھا کر بھی کروائی جاسکتی ہیں۔

# ماحول سے متعلق کسی بھی موضوع پر دو منٹ کی تقریر

سبق نمبر  
22

طلبہ کے حاصلاتِ تعلّم



■ اپنے ماحول سے متعلق کسی موضوع پر دو منٹ کی تقریر کر سکیں۔

## معلومات برائے اساتذہ

1. تقریر کے لغوی معنی ہے ثابت کرنا۔ برقرار رکھنا۔ تقریر دراصل بولنے کے فن میں مہارت کو کہا جاتا ہے۔ صحیح گفت گو کرنا اور اپنی اس گفت گو میں سُنے والوں کا دل جیتنا تقریر کا حصہ ہے۔ تقریر میں کس بھی موضوع کو دلائل کے ساتھ با اعتماد طریقے سے پیش کیا جاتا ہے۔ تقریر کرنے سے جھجک دور ہوتی ہے اور اعتماد میں اضافہ ہوتا ہے۔
2. تقریر کرنے کے لیے مناسب جسمانی حرکات و سکنات کا مظاہرہ کرنا ضروری ہوتا ہے۔ اس کے لیے طلبہ کو تقریر کی کوئی ویڈیو دکھا کر مناسب راہ نمائی کریں اور دلچسپ موضوعات پر بچوں کے درمیان تقریر کی مقابلے کروائیں تاکہ آئندہ آنے والے دور میں بہترین مقرر سامنے آسکیں۔

دورانیہ: 35 منٹ / ایک پیریڈ



وسائل / ذرائع



درسی کتاب برائے چہارم تختہ تحریر، چاک / مارکر، جھاڑن / ڈسٹر، ڈائیس یا کوئی اوپنی میز وغیرہ۔

تعارف: 5 منٹ



1. کسی بھی طالب علم / طالبہ سے کو موضوع "پسندیدہ دوست" کے بارے میں ایک منٹ تک بولنے کا کہیں۔ اگر طالب علم / طالبہ اگر جھجک محسوس کریں تو ان کے سامنے خود نمونہ پیش کریں۔
2. اعتماد کے ساتھ بات کرنے پر طلبہ کے لیے تالیاں بجائیں۔

تصور کی پختگی



سرگرمی نمبر 1: 10 منٹ

1. طلبہ کو دو گروپوں میں تقسیم کریں۔
2. گروپ "الف" کو "انٹرنیٹ کے فوائد" اور گروپ "ب" کو "انٹرنیٹ کے نقصانات" پر تقریر لکھنے کا کہیں۔
3. دونو گروپوں کے ساتھ بیٹھ کر موضوع سے متعلق تجربات اور شواہد اکٹھے کرنے پر طلبہ کی رہ نمائی کریں۔
4. ہر گروپ کو تقریر لکھنے کے لیے 15 منٹ کا وقت دیں۔
5. اب طلبہ سے کہیں کہ اپنے گروپ سے ایک نمائندہ منتخب کریں جو لکھی ہوئی تقریر دوسرے گروپ کو سنائے۔

6. پہلے گروپ ”الف“ کو تقریر کا موقع دیں پھر گروپ ”ب“ کو موقع دیں۔

7. طلبہ کو تقریر کرنے کے لیے تین سے چار منٹ کا وقت دیں۔

8. تقریر کرنے پر طلبہ کی حوصلہ افزائی کریں۔

### نتیجہ/خلاصہ: 3 منٹ



طلبہ سے اخذ کروائیں کہ آج کے دن تقریر لکھنے اور کرنے کے دوران ہم نے کن باتوں کا خیال رکھا۔ طلبہ کے بتائے ہوئے نکات کی فہرست بنائیں اور انھیں طلبہ کے سامنے دہرائیں تاکہ طلبہ کسی بھی موضوع کے بارے میں تقریر لکھنے اور کرنے کے دوران ان نکات کا خیال رکھ سکیں۔

### جائزہ/جانچ: 5 منٹ



1. اُستاد/اُستانی کسی بھی موضوع پر باری باری دو طلبہ سے دو منٹ کی تقریر کروائیں۔
2. جہاں طلبہ کو مشکل پیش آرہی ہو وہاں ان کی مناسب اصلاح اور حوصلہ افزائی کریں۔
3. کوشش کریں کہ ایسے طلبہ کو شامل کریں جن میں خود اعتمادی ہو۔

### مشق: 2 منٹ



آخر میں تمام طلبہ کو بطور مشق ”اپنی کسی بھی پسندیدہ چیز“ پر تقریر تیار کرنے اور اپنے ساتھی کو سنانے کا کہیں۔

ہدایات برائے مخلوط کمرہ جماعت

- دی گئی سرگرمیاں جماعت سُوَم اور پنجم کے طلبہ کو ساتھ بٹھا کر بھی کروائی جاسکتی ہیں۔

نوٹس

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# سُن کر غلط اور صحیح تلفظ میں فرق کرنا

طلبہ کے حاصلاتِ تعلّم



■ سُن کر غلط اور صحیح تلفظ میں فرق کر سکیں۔

## معلومات برائے اساتذہ

1. جن طلبہ کی مادری زبان اُردو نہ ہو وہ عموماً اُردو کے اکثر الفاظ بولتے ہوئے اعراب کا خیال نہیں رکھتے ہیں۔ اس لیے ان کو ہدایت دیں کہ جب بھی کوئی نظم، متن یا عبارت پڑھیں تو الفاظ پڑھتے ہوئے اعراب کا خیال ضرور رکھیں۔
2. پڑھنے کے دوران اُن کی مناسب اور بروقت رہ نمائی ضروری ہے۔ اگر صحیح اور غلط تلفظ کی درستی نہ کی گئی تو آگے جا کر طلبہ کے لیے رکاوٹ کا باعث بنی گی۔

دورانیہ: 35 منٹ / ایک پیریڈ



وسائل / ذرائع



درسی کتاب برائے چہارم، مارکر / چاک، تختہ تحریر، جھاڑن / ڈسٹر، حروف تہجی کے کارڈز وغیرہ۔

تعارف: 5 منٹ



1. طلبہ کو بتائیں کہ میں ایک لفظ بولوں گا۔ کوئی ایک طالب علم یا طالبہ اسے تختہ تحریر پر لکھیں۔ لفظ ”سمت“ بولیں۔
2. کسی بھی طالب علم یا طالبہ لفظ ”سمت“ تختہ تحریر پر لکھوائیں۔
3. طلبہ سے یہ لفظ پڑھنے کا کہیں۔
4. طلبہ کی رہ نمائی کے لیے لکھے ہوئے لفظ ”سمت“ پر اعراب لگائیں اور اب طلبہ سے کہیں کہ اعراب کی مدد سے لفظ دوبارہ پڑھنے کی کوشش کریں۔

تصور کی چٹنگی



سرگرمی نمبر 1: 10 منٹ

1. طلبہ کو دو گروپوں میں تقسیم کریں۔
2. طلبہ کو گروپوں میں اُردو لغت فراہم کریں۔
3. دیے گئے الفاظ کو تختہ تحریر پر لکھیں۔

سمت، قلعہ، پڑوسی، بچہ، اصول، وقت، صبر، غلطی

4. گروپ ”الف“ کو چار الفاظ ”سمت، قلعہ، پڑوسی، بچہ“ پر اعراب لگا کر لکھنے کو کہیں۔
5. گروپ ”ب“ کو چار الفاظ ”اصول، وقت، غلطی، صبر“ پر اعراب لگا کر لکھنے کو کہیں۔

6. اب گروپوں سے کہیں کہ اعراب لگے ہوئے الفاظ کا لغت کے ساتھ موازنہ کریں۔

7. گروپوں کو موازنہ کرنے کے لیے مناسب وقت دیں۔

سرگرمی نمبر 2: 10 منٹ

1. طلبہ کو گروپوں میں کام جاری رکھنے کا کہیں۔

2. دیے گئے جملوں کو اعراب کے بغیر اور پھر اعراب کے ساتھ پڑھنے کا کہیں۔

میں وقت پر سکول جاتا ہوں۔ زندگی اصولوں کے مطابق گزارنی چاہئے۔
میں وقت پر سکول جاتا ہوں۔ زندگی اصولوں کے مطابق گزارنی چاہئے۔

3. جملے پڑھتے ہوئے طلبہ کی ادائی اور تلفظ کا موازنہ کریں۔

4. بوقت ضرورت مناسب رہ نمائی کریں۔

نتیجہ/خلاصہ: 3 منٹ



درج بالا سرگرمیوں کے نتیجے میں بچے سُن کر غلط اور صحیح تلفظ میں فرق کو سمجھ سکیں گے اور اعراب کی اہمیت کے بارے میں جان سکیں گے۔ پڑھنے اور بولنے کے دوران صحیح تلفظ کے ساتھ الفاظ کو ادا کرنے کی مشق کریں گے۔

جائزہ/چیلنج: 5 منٹ



1. طلبہ کے سامنے الفاظ غلط تلفظ کے ساتھ ادا کریں۔ جیسے استاد، پڑوسی، وقت، بارش، سکول، خوبانی وغیرہ۔

2. طلبہ سے کہیں کہ الفاظ کو درست تلفظ کے ساتھ ادا کریں۔

3. لفظ کی درست ادائی پر انھیں شاباش دیں۔

مشق: 2 منٹ



طلبہ سے کہیں وہ گھر میں اپنے پسند کے پانچ الفاظ پر اعراب لگا کر لائیں۔ اگر طلبہ نے اعراب لگانے میں غلطی کی ہو تو درستی کریں۔

نوٹس

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1. طلبہ کو جوڑوں میں تقسیم کریں۔
2. دی گئی سرگرمی تختہ تحریر پر تحریر لکھیں۔

سال کے مہینوں کے آگے عددی ترتیب لکھیں۔			
مہینوں کے نام	عددی ترتیب	مہینوں کے نام	عددی ترتیب
جنوری	پہلا	جولائی	
فروری		اگست	
مارچ		ستمبر	
اپریل		اکتوبر	
مئی		نومبر	
جون		دسمبر	

3. طلبہ سے کہیں اپنی نوٹ بک پر یہ سرگرمی نوٹ کریں۔
4. طلبہ سے کہیں جوڑوں میں مل کر سرگرمی مکمل کریں۔
5. سرگرمی مکمل کرنے کے لیے طلبہ کو 10 منٹ کا وقت دیں۔
6. اب مختلف جوڑوں سے پوچھ کر تختہ تحریر پر سرگرمی مکمل کریں۔
7. جوڑوں سے کہیں کہ اپنے کام کا از خود جائزہ لیں۔

### نتیجہ/خلاصہ: 3 منٹ



طلبہ عددی ترتیب مثلاً (تیسرا، چوتھا اور اُنیسویں) کے فرق کو سمجھتے ہوئے استعمال کر سکیں گے اور روزمرہ زندگی میں ان کا استعمال بھی کر سکتے ہیں۔

### جائزہ/جانچ: 5 منٹ



1. جائزے کی سرگرمی طلبہ جوڑوں میں جاری رکھیں گے۔
2. جوڑوں سے سرگرمی کے حوالے سے دیے گئے سوالات پوچھیں۔
  - اپریل سال کا کون سا مہینہ ہے؟
  - جون سال کا کون سا مہینہ ہے؟
  - ستمبر سال کا کون سا مہینہ ہے؟
  - علامہ اقبال کون سے صدی میں پیدا ہوئے تھے؟
  - عمر کے لحاظ سے آپ کا گھر میں کون ساواں نمبر ہے؟
  - آج ہفتے کا کون ساواں دن ہے؟
3. چند جوڑوں کو جواب کا موقع دیں۔

### مشق: 2 منٹ



- طلبہ سے کہیں کہ ایک سے بیس تک عددی ترتیب اپنی اپنی کاپیوں پر لکھ کر لائیں۔
- ہدایات برائے مخلوط کمرہ جماعت
- دی گئی سرگرمیاں جماعت سُوم اور پنجم کے طلبہ کو ساتھ بٹھا کر بھی کروائی جاسکتی ہیں۔

# بول چال میں اُردو گنتی اور عددی ترتیب کا خیال رکھنا

سبق نمبر  
25

طلبہ کے حاصلاتِ تعلّم



■ اپنی بول چال میں اُردو گنتی اور عددی ترتیب کا خیال رکھ سکیں۔

## معلومات برائے اساتذہ

1. جماعت چہارم کے طلبہ گنتی ہندسوں میں لکھ سکتے ہیں۔ اس لیے انھیں گنتی (اعداد و شمار) ہندسوں اور لفظوں میں لکھ کر سکھانا بہت ضروری ہے تاکہ وہ اُردو میں بھی گنتی پڑھنا اور لکھنا سیکھ سکیں۔
2. استاد/استانی طلبہ کے سامنے عددی ترتیب اور اس کا استعمال مثالوں کے ذریعے واضح کرے۔
3. عددی ترتیب طلبہ کو صرف ریاضی میں ہی نہیں بل کہ دوسرے مضامین میں بھی کئی جگہ استعمال کرنے کی ضرورت پڑتی ہے۔ اس کے صحیح استعمال سے طلبہ ترتیب میں رکھی ہوئی چیزوں کی شناخت کر سکتے ہیں اور ان کو تحریری صورت میں لانے میں آسانی رہتی ہے۔
4. عددی ترتیب کی مدد سے رول نمبرز، پوزیشن، مہینے میں دنوں اور ہفتوں اور سال میں مہینوں کی ترتیب کا بھی پتا چلتا ہے۔

دورانیہ: 70 منٹ/دوپیریڈ



وسائل/اذرائع



درسی کتاب برائے جماعت چہارم تختہ تحریر، چاک/مارکر، جھاڑن/ڈسٹر وغیرہ۔

تعارف: 5 منٹ



1. دیے گئے عبارت کو کسی طالب علم/طالبہ پڑھوائیں۔
  2. طلبہ سے گنتی لفظوں اور ہندسوں میں اپنی نوٹ بک پر لکھوائیں جیسے: ۵۰ روپے (پچاس روپے)
- دو طلبہ میں دوڑ کا مقابلہ ہوا۔ پہلی پوزیشن حاصل کرنے والے طالب علم/طالبہ کو ۵۰ روپے اور دوسرے پوزیشن حاصل کرنے والے کو ۳۰ روپے انعام ملا۔

تصور کی چٹنگی



سرگرمی نمبر 1: 20 منٹ

1. طلبہ کو دو گروپوں میں تقسیم کریں۔
2. طلبہ سے کہیں کہ بیس طلبہ نے دوڑ کے مقابلے میں حصہ لیا۔ ان کے پوزیشن چارٹ پر درج ہے۔

نام	پوزیشن (ہندسوں میں)	لفظوں میں
اکرم	۱	پہلی



نام	پوزیشن (ہندسوں میں)	لفظوں میں
فاطمہ	۲	دوسری
کامران	۳	تیسری
اکمل	۴	چوتھی
کریم	۵	پانچویں
شفیق	۶	چھٹی
جوہر	۷	ساتویں
ظاہر	۸	آٹھویں
زاہدہ	۹	نویں
فرمان	۱۰	دسویں
ضیاء	۱۱	گیارہویں
بلال	۱۲	بارہویں
جلال	۱۳	تیرہویں
انظہار	۱۴	چودھویں
جمیل	۱۵	پندرہویں
عطاء	۱۶	سولہویں
عزیزہ	۱۷	سترہویں
غالب	۱۸	اٹھارویں
جواد	۱۹	انیسویں
آصف	۲۰	بیسویں

1. گروپ ”الف“ سے کہیں کہ لفظوں میں دی گئی گنتی اپنی نوٹ بک پر لکھیں۔
  2. گروپ ”ب“ سے کہیں کہ وہ عددی ترتیب کو علیحدہ کریں۔
  3. تمام طلبہ سے پوچھیں۔
  4. کریم نے کون سی پوزیشن حاصل کی ہے؟
  5. گروپ ”الف“ سے کوئی طالب علم/طالبہ آکر تختہ تحریر پر ہندسوں میں لکھے۔
  6. گروپ ”ب“ سے کوئی طلبہ آکر اُسے عددی ترتیب میں لکھیں۔
  7. یہی سرگرمی چار سے پانچ پوزیشن کے لیے دہرائیں۔
- عزیز طلبہ! پہلے سبق کو آگے بڑھتے ہوئے ہم 100 تک اُردو گنتی لفظوں میں ہندسوں میں سکھیں گے۔ آج ہم روزمرہ سبزیوں کے نرخنامے کے بارے میں جانینگے۔

سرگرمی نمبر 2: 25 منٹ

1. طلبہ کو دو گروپوں میں تقسیم کریں۔
  2. درج ذیل نرخنامہ آویزاں کریں۔
- ۱۔ ٹماٹر ساٹھ ۶۰ روپے کلو

- ۲۔ پیاز ۴۰ روپے چالیس روپے کلو
- ۳۔ گو بھی ۲۵ روپے پچیس روپے کلو
- ۴۔ گاجر ۳۰ روپے تیس روپے کلو
- ۵۔ شلغم ۴۵ سینتالیس روپے کلو
- ۶۔ آلو ۳۶ چھتیس روپے کلو
- ۷۔ بھنڈی ۵۰ پچاس روپے کلو
- ۸۔ ٹیڈے ۱۵ پندرہ روپے کلو
- ۹۔ مینگن ۲۰ بیس روپے کلو
- ۱۰۔ توری ۷۲ بہتر روپے کلو
- ۳۔ گروپ الف تمام سبزیوں کے نرخ ہندسوں میں لکھیں۔
- ۴۔ گروپ ب تمام سبزیوں کے نرخ لفظوں میں لکھیں۔
- ۵۔ بوقت ضرورت طلبہ کی رہ نمائی کریں۔

### نتیجہ/خلاصہ: 3 منٹ



مشق سے طلبہ بول چال میں اُردو گنتی اور عددی ترتیب کا خیال رکھنے کے قابل ہو سکیں گے۔

### جائزہ/جانبی: 5 منٹ



1. پہلی سرگرمی کا لحاظ رکھتے ہوئے طلبہ سے سوالات پوچھیں:
    - کامران کون سی پوزیشن پر ہے؟
    - جمیل کون سی پوزیشن پر ہے؟
  2. دوسری سرگرمی کا لحاظ رکھتے ہوئے طلبہ سے سوالات پوچھیں۔
    - نرخنامے میں پیاز کی قیمت کیا ہے؟
    - نرخنامے میں آلو کی قیمت کیا ہے؟
- نوٹ: طلبہ زبانی جواب دیں گے۔

### مشق: 2 منٹ



اگر اپنے بہن بھائیوں کے نام لکھیں اور عمر کے لحاظ سے ان کو عددی ترتیب بھی لکھیں نیز یہ بھی لکھیں کہ ان سب میں آپ کا کون سا واں نمبر ہے؟

- ہدایات برائے مخلوط کمرہ جماعت
- دی گئی سرگرمیاں جماعت سُوَم اور پنجم کے طلبہ کو ساتھ بٹھا کر بھی کروائی جاسکتی ہیں۔

## سابقے اور لاحقے کی مدد سے نئے الفاظ بنانا

### طلبہ کے حاصلاتِ تعلّم



- سابقے اور لاحقے کی مدد سے نئے الفاظ بنا سکیں۔

### معلومات برائے اساتذہ

1. طلبہ کو سابقے اور لاحقے کے فرق سے ضرور واقف کروائیں تاکہ الفاظ بناتے ہوئے وہ دیے گئے اصولوں کا خیال رکھ سکیں۔ پہلے صرف سابقے کی مشق کروائیں اور بعد میں لاحقے کی تاکہ طلبہ کی انفرادی مشق ہو اور دونوں تصورات کو خوب ذہن نشین کر سکیں۔  
اصول:
- ایسی علامت یا لفظ جو کسی کلمہ سے پہلے لگا کر اس کے معنی میں اضافہ کر دے یا نیا لفظ بنا دے، اُسے ”سابقہ“ کہتے ہیں۔ مثلاً: با اور ادب سے با ادب اور خوش اور نصیب سے خوش نصیب وغیرہ۔ ان مثالوں میں ”با“ اور ”خوش“ سابقے ہیں۔
- ایسا لفظ جو کسی کلمہ کے آخری میں بڑھا کر لگایا جائے اور معنی میں اضافہ یا تبدیلی پیدا کر دے، اُسے ”لاحقہ“ کہتے ہیں۔ مثلاً: دولت اور مند سے دولت مند اور میز اور بان سے میزبان وغیرہ۔ ان مثالوں میں ”مند“ اور ”بان“ لاحقے ہیں۔

### دورانیہ: 35 منٹ / ایک پیریڈ



### وسائل / ذرائع



درسی کتاب برائے چہارم، تختہ تحریر، چاک / مارکر، جھاڑن / ڈسٹر، سادہ کاغذ وغیرہ۔

### تعارف: 5 منٹ



طلبہ سے درج ذیل سوالات پوچھیں۔

1. اگر ”سبز“ سے پہلے ”سر“ لگایا جائے تو کون سا لفظ بنے گا؟
2. اگر ”دُور“ کے بعد ”مین“ لگایا جائے تو کون سا لفظ بنے گا؟
3. طلبہ کو بتائیں کہ آج ہم سابقے اور لاحقے لگا کر نئے الفاظ بنائیں گے۔

### تصور کی پختگی



سرگرمی نمبر 1: 10 منٹ

4. طلبہ کو دو گروپوں میں تقسیم کریں۔
5. تختہ تحریر پر درج ذیل الفاظ لکھیں۔ ”نا“، ”قابل“، ”ہم“، ”درد“۔
6. گروپ نمبر الف کو کہیں کہ وہ کسی بھی لفظ سے پہلے ”نا“ لگا کر کوئی نیا لفظ بنائیں۔ طلبہ کے جوابات تختہ تحریر پر لکھیں۔ مثلاً: نادان۔  
نادار۔ ناچیز۔ نا سمجھ۔ ناممکن وغیرہ۔
7. اسی طرح گروپ نمبر ب کو کہیں کہ وہ کسی بھی لفظ سے پہلے ”قابل“ لگا کر کوئی نیا لفظ بنائیں۔ طلبہ کے جوابات تختہ تحریر پر لکھیں۔ مثلاً:

قابل احترام۔ قابل دید۔ قابل تعریف۔ قابل قدر۔ قابل اعتبار وغیرہ۔  
8. سرگرمی مکمل کرنے کے لیے ۱۰ منٹ کا وقت ہے۔

سرگرمی نمبر 2: 10 منٹ

1. طلبہ اپنا کام پہلے سے بنائے گئے گروپوں میں جاری رکھیں گے۔
2. دو سادہ کاغذوں پر درج ذیل الفاظ لکھیں۔ بان۔ دار۔ باز۔ گاہ۔
3. گروپوں سے کہیں کہ وہ دیے گئے الفاظ کو کسی لفظ کے آخر میں لگا کر نئے الفاظ بنائیں گے۔ جیسے بان سے میربان
4. جو گروپ جتنے زیادہ الفاظ بنائے گا وہ فاتح ہو گا۔
5. سرگرمی مکمل کرنے کے لیے طلبہ کو ۱۰ منٹ کا وقت دیں۔
6. دونوں گروپوں سے کاغذ واپس لے لیں اور الفاظ گنیں۔ جو الفاظ غلط ہوں انہیں شامل نہ کریں۔
7. فاتح گروپ کے لیے تالیاں بجوائیں۔

نتیجہ/خلاصہ: 3 منٹ



طلبہ مختلف الفاظ سے پہلے کوئی ”سابقہ“ لگا کر نئے الفاظ بنا سکیں گے۔ اسی طرح مختلف الفاظ کے ساتھ آخر میں کوئی ”لاحقہ“ لگا کر نئے الفاظ بنانا سیکھ سکیں گے۔ طلبہ سے سابقے اور لاحقے کے اصول اخذ کروائیں۔

جائزہ/جانیج: 5 منٹ



1. ایک گروپ کو ”ہم“ کا سابقہ دے کر نئے الفاظ بنانے کے لیے کہیں۔
2. اسی طرح دوسرے گروپ کو ”گار“ کا لاحقہ دے کر نئے الفاظ بنانے کے لیے کہیں۔
3. طلبہ کے جوابات تختہ تحریر پر لکھیں۔

لاحقہ ”گار“ لگا کر نئے الفاظ	سابقہ ”ہم“ لگا کر نئے الفاظ	
خدمت گار۔ مددگار۔ پرہیز گار۔ طلب گار وغیرہ۔	ہم جماعت۔ ہم نام۔ ہم شکل۔ ہم عمر وغیرہ	مکملہ جوابات

مشق: 2 منٹ



1. تمام طلبہ گھر سے کم از کم دو سابقے اور دو لاحقے لگا کر نئے الفاظ بنا کر اپنی کاپی پر لکھ کر لائیں۔

# معاشرتی مسائل صحت و صفائی کے حوالے سے گفتگو کرنا

سبق نمبر  
27

طلبہ کے حاصلاتِ تعلیم



معاشرتی مسائل صحت و صفائی کے حوالے سے گفتگو کر سکیں۔

## معلومات برائے اساتذہ

استاد/اُستانی طلبہ کو بتائیں کہ صفائی انسانی صحت کے لیے بہت ضروری ہے۔ صفائی سے متعلق حضور نبی کریم صلی اللہ علیہ وسلم کا فرمان ہے کہ ”صفائی نصف ایمان ہے“ اگر ہم اپنی صحت کا خیال رکھیں گے تو بہت سی بیماریوں سے بچ سکتے ہیں۔ اس لیے ضروری ہے کہ ہم صاف ستھری سادہ غذا کھائیں، کھانا کھانے سے پہلے صابن سے ہاتھ دھویں اور باقاعدگی سے نہائیں۔ اگر ہم صحت کے اصولوں کو نہیں اپنائیں گے تو جراثیم پھیلنے کا خطرہ ہوتا ہے۔ یہ جراثیم گندگی اور باسی چیزوں سے پیدا ہوتے ہیں جو مختلف بیماریوں کا باعث بنتے ہیں۔

دورانیہ: 35 منٹ/ایک پیریڈ



وسائل/اذرائع



درسی کتاب برائے چہارم، چاک/مارکر، تختہ تحریر، جھاڑن ڈسٹر، کارڈز وغیرہ۔

تعارف: 5 منٹ



طلبہ سے درج ذیل میں سوالات پوچھیں۔

1. کھانا کھانے سے پہلے ہمیں کیا کرنا چاہئے؟
2. نہانا کیوں ضروری ہے؟
3. صفائی کے بارے میں کوئی حدیث یا پیغام یاد ہے؟

تصور کی پختگی



سرگرمی نمبر 1: 10 منٹ

1. دی گئی عبارت کو تختہ تحریر پر لکھیں۔

ہماری جلد میں بہت سارے باریک سوراخ ہوتے ہیں جنہیں مسام کہتے ہیں۔ یہ مسام اتنے باریک ہوتے ہیں کہ صرف خُردبین کی مدد سے ان کو دیکھا جاسکتا ہے۔ ان مسامات سے پسینہ خارج ہوتا ہے۔ گرمی کی وجہ سے یا جسمانی مشقت اور ورزش کرنے سے بھی جسم سے پسینہ نکلتا ہے۔ فاضل مادوں سے مسام بند ہوتے ہیں۔ بدن پر میل جم جاتا ہے۔ جسم کو صاف رکھنے کے لیے نہانا ضروری ہے۔ گردوغبار اور دھویں سے فضا آلودہ ہوتی ہے۔

2. طلبہ کو جوڑوں میں تقسیم کریں۔

3. طلبہ ایک دوسرے کو عبارت پڑھ کر سنائیں۔

4. طلبہ سے کہیں کہ وہ انفرادی طور پر اس عبارت کو پڑھیں۔
5. طلبہ کو اس سرگرمی کو مکمل کرنے کے لیے ۱۰ منٹ کا وقت دیں۔

سرگرمی نمبر 2: 10 منٹ

طلبہ سے اسی عبارت کے متعلق درج ذیل سوالات پوچھیں۔

1. انسانی جسم میں موجود باریک سُوراخوں کو کیا کہا جاتا ہے؟
2. پسینہ جسم سے کیسے خارج ہوتا ہے؟
3. کس چیز سے مسام بند ہو جاتے ہیں؟
4. کیا آپ روزانہ ورزش کرتے ہیں؟

نتیجہ/خلاصہ: 3 منٹ



طلبہ سے پوچھیں کہ آپ اپنی ذاتی صحت و صفائی کا خیال کیسے رکھیں گے؟ طلبہ کی بتائی ہوئی باتوں کی فہرست بنائیں اور کمرہ جماعت میں چارٹ پر لکھ کر آویزاں کریں۔ اس سے نہ صرف وہ اپنی ذاتی صفائی کا خیال رکھ سکیں گے بل کہ صحت و صفائی کے بارے میں اپنے گھر، محلے اور دوستوں کے ساتھ بات چیت بھی کر سکیں گے۔

جائزہ/جانچ: 5 منٹ



1. طلبہ سے دیے گئے سوالات کے جوابات اخذ کروائیں۔
  - پانی اُبال کر نہ پینے سے کیا نقصان ہو سکتا ہے؟
  - پھل اور سبزیاں دھوئے بغیر کھانے سے کون سی بیماری پھیلتی ہے؟
  - روزانہ دانت صاف کرنے کے کیا فائدے ہیں؟
2. جہاں ضرورت ہو وہاں اساتذہ اضافی معلومات ضرور فراہم کریں۔
3. ایسے طلبہ کو جوابات کا موقع ضرور دیں جنہیں بولنے کا موقع نہیں ملا ہو۔

مشق: 2 منٹ



طلبہ سے کہیں کہ وہ چند ایسی بیماریوں کے نام لکھ کر لائیں جو صحت و صفائی کا خیال نہ رکھنے کی وجہ سے پیدا ہوتی ہیں۔

ہدایات برائے مخلوط کمرہ جماعت

- دی گئی سرگرمیاں جماعت سُوَم اور پنجم کے طلبہ کو ساتھ بٹھا کر بھی کروائی جاسکتی ہیں۔

## ارد گرد کے ماحول سے متعلق بات چیت کرنا

## طلبہ کے حاصلاتِ تعلّم



- ارد گرد کے ماحول سے متعلق بات چیت میں حصّہ لے سکیں۔
- اپنے ارد گرد کے ماحول سے متعلق (اہم عمارات، قدرتی مناظر، تفریحی مقامات) وغیرہ پر بات کر سکیں۔

## معلومات برائے اساتذہ

- ہمارے ارد گرد جو کچھ موجود ہے، ماحول کہلاتا ہے۔ طلبہ کے ساتھ ماحول میں موجود مختلف چیزوں کے بارے میں بات چیت کریں۔ جیسے ہوا، پانی، زمین نباتات، عمارات، قدرتی مناظر، تفریحی مقامات وغیرہ سب ہمارے ماحول کا حصہ ہیں۔
- طلبہ اپنے ماحول کے بارے میں بات چیت کرتے ہوئے اپنے تجربات اور مشاہدات کو بھی شامل کرتے ہیں اور گفت گو میں حصہ لیتے ہوئے پر اعتماد محسوس کرتے ہیں۔ اس لیے طلبہ کو قدرتی ماحول کے حوالے سے مختلف موضوعات پر بات چیت کا موقع ضرور دیں تاکہ وہ ماحول میں ہونے والی تبدیلیوں سے نہ صرف باخبر رہ سکیں بل کہ اپنی معلومات کو دوسرے ساتھیوں تک بھی پہنچا سکیں۔

## دورانیہ: 35 منٹ / ایک پیریڈ



## وسائل / ادراغ



درسی کتاب برائے چہارم، تختہ تحریر، چاک / مارکر، جھاڑن / ڈسٹر، وغیرہ۔

## تعارف: 5 منٹ



1. تختہ تحریر پر (طلبہ کو شامل کرتے ہوئے) قدرتی ماحول میں موجود چیزوں کے نام لکھیں۔

سورج		
پہاڑ	قدرتی ماحول	ہوا
دریا		پانی
زمین		درخت
آسمان		

2. ضروری معلومات اکٹھی کرنے کے بعد طلبہ کو بتائیں کہ یہ تمام چیزیں ہمارے قدرتی ماحول کا حصہ ہیں۔



سرگرمی نمبر 1: 10 منٹ

1. طلبہ کو چار گروپوں میں تقسیم کر کے کمرہ جماعت سے باہر لے جائیں۔
2. ایک گروپ کے بچوں کو مشرق دوسرے کو مغرب تیسرے کو شمال اور چوتھے کو جنوب کی سمت رخ کر کے کھڑا کریں۔
3. تمام گروپوں کو کہیں کہ انسان نے ماحول میں جو چیزیں خود بنائی ہیں ان کے نام لکھیں۔
4. طلبہ کو لکھنے کے لیے 5 منٹ کا وقت دیں اور ان کی مناسب رہ نمائی کریں۔
5. طلبہ سے ان چیزوں کے نام پوچھ کر تختہ تحریر پر فہرست بنائیں جس میں عمارتوں، تفریحی گاہیں، پل، تاریخی مقام وغیرہ کی طرف ان کی توجہ ضرور دلوائیں۔

سرگرمی نمبر 2: 10 منٹ

1. طلبہ سے کہیں کہ اگلی سرگرمی کو گروپوں میں جاری رکھیں گے۔
2. دو کارڈز پر دیے گئے موضوعات لکھ کر ہر گروپ کو ایک موضوع دیں۔
  - قدرتی ماحول کو نقصان سے کیسے بچایا جاسکتا ہے؟
  - انسانی ماحول قدرتی ماحول پر کیسے اثر انداز ہو رہا ہے؟
3. دونوں گروپوں کو موضوعات تفویض کریں۔
4. گروپوں سے کہیں کہ ان موضوعات پر اپنے گروپوں میں بات چیت کریں۔
5. سرگرمی مکمل کرنے کے لیے 5 منٹ کا وقت دیں۔
6. سرگرمی مکمل کرنے کے بعد گروپوں سے چیدہ چیدہ نکات ضرور پوچھیں۔

نتیجہ/خلاصہ: 3 منٹ



طلبہ ماحول سے نہ صرف آگاہی حاصل کر سکیں گے بلکہ قدرتی اور انسانی ماحول کے فرق کو بھی جان سکیں گے۔ طلبہ کی مدد سے کمرہ جماعت میں ماحول پر مبنی چارٹ ضرور آویزاں کریں۔

جائزہ/جائزہ: 5 منٹ



1. طلبہ سے پوچھیں کہ انہوں نے کسی تفریحی مقام کی سیر کی ہے؟ ان سے دیکھی ہوئی تفریحی جگہ کا نام پوچھیں۔
2. طلبہ نے تفریحی مقامات میں جو چیزیں دیکھی ہوں، اس بارے میں ان سے بات چیت کریں جیسے یہ تفریحی مقام کس وجہ سے مشہور ہے؟

مشق: 2 منٹ



طلبہ سے کہیں کہ اپنے گھر والوں کو شامل کرتے ہوئے یہ عہد کریں کہ وہ ماحول کو کیسے صاف رکھیں گے؟ اور اگلے دن کمرہ جماعت میں ساتھیوں سے اس پر بات چیت کریں۔

ہدایات برائے مخلوط کمرہ جماعت

- دی گئی سرگرمیاں جماعت پنجم کے طلبہ کو ساتھ بٹھا کر بھی کروائی جاسکتی ہیں۔





3

## پہیلی سُن کر پیغام سمجھنا

طلبہ کے حاصلاتِ تعلّم



■ پہیلی سُن کر پیغام سمجھ سکیں۔

### معلومات برائے اساتذہ

- پہیلی بوجھنے کے لیے ذہانت کی ضرورت ہوتی ہے لیکن سب سے زیادہ ضروری بات پہیلی کی زبان کو سمجھنے کی ہے۔ اگر پہیلی کی زبان سمجھ میں آجائے اور مفہوم واضح ہو تو ہر پہیلی میں کچھ ایسے الفاظ یا اشارے موجود ہوتے ہیں۔ جو پہیلی بوجھنے طرف رہ نمائی کرتے ہیں۔
- پہیلیاں طلبہ میں تجسس کو بیدار کرتی ہیں۔ سوچنے کے عمل کے لیے مشق فراہم کرتی ہیں، الجھے ہوئے مسائل اور معاملات کا حل تلاش کرنے کا موقع فراہم کرتی ہیں۔ ایک ہی بات کو مختلف زاویوں سے دیکھنے کے اور کئی معنی کو زیر غور لانے کا موقع مہیا کرتی ہیں۔
- پہیلی بوجھنے کا عمل خود آزمائی کا عمل ہے اور اس میں کامیابی خود اعتمادی پیدا کرنے کا باعث بنتی ہے۔ پہیلی کا جواب اگر کوئی دوسرا بتا بھی دے تو بھی اس میں سوچنے اور اس شے کے بارے میں نئی باتیں معلوم کرنے کی گنجائش ہوتی ہے۔

دورانیہ: 35 منٹ / ایک پیریڈ



وسائل / ذرائع



درسی کتاب برائے چہارم، تختہ تحریر، چاک / مارکر، جھاڑن / ڈسٹر، چارٹ یا کاغذ وغیرہ۔

تعارف: 5 منٹ



1. استاد طلبہ کو ایک پہیلی بوجھنے کا کہیں۔

دنیا میں ہے ایک خزانہ، اس کا مالک بڑا سیانا  
اس کو ہاتھوں ہاتھ لٹائے، پر دولت بڑھتی ہی جائے

2. طلبہ کو پہیلی بوجھنے کے لیے ۲ منٹ کا وقت دیں۔

3. اگر طلبہ پہیلی نہ بوجھ سکیں تو خود جواب بتا دیں۔ علم

تصور کی پختگی



سرگرمی نمبر 1: 10 منٹ

1. طلبہ کو چار گروپوں میں تقسیم کریں۔
2. ہر گروپ کو سامنے دی گئی پہیلیوں میں سے ایک پہیلی چارٹ یا کاغذ پر لکھ کر بوجھنے کے لیے دیں۔
3. گروپ سے کہیں کہ پہیلی بوجھنے کے لیے ان کے پاس ۶ منٹ کا وقت ہے۔
4. گروپ سے کہیں کہ پہیلی بوجھنے کے بعد جواب کسی گروپ کو نہ بتائیں۔

5. اگر کوئی گروپ پہیلی نہ بوجھ سکے تو اشارے کی مدد سے پہیلی بوجھنے میں مدد کریں۔

سرگرمی نمبر 2: 10 منٹ

1. ہر گروپ کو موقع دیں کہ وہ اپنی دی گئی پہیلی کو دوسرے گروپ سے بوجھوائیں۔
2. جو گروپ سب سے پہلے تالی بجائے گا اسے جواب کا موقع دیں۔
3. تمام گروپوں کو باری باری موقع دیں۔
4. ہر گروپ کو ۲ منٹ کا وقت دیں۔
5. زیادہ پہیلیاں بوجھنے والے گروپ کے لیے تالیاں بجوائیں۔

نتیجہ/خلاصہ: 3 منٹ



درج بالا سرگرمیوں کی مدد سے طلبہ پہیلی سُن کر پوشیدہ پیغام کو سمجھ سکیں گے۔ طلبہ کو بھی پہیلیاں بوجھنے کا موقع دیں۔ اس کے لیے وہ بچوں کے رسالے اور پہیلیوں کی کتاب کے مدد بھی لے سکتے ہیں۔

جائزہ/جانبج: 5 منٹ



1. طلبہ کو گروپوں میں ایک چیلنج دیں کہ وہ دوسرے گروپ کے لیے ایسی پہیلیاں سوچیں جن کا جواب مشکل ہو۔
2. ایک گروپ کوئی بھی پہیلی سنائے۔
3. دوسرا گروپ بوجھے۔
4. پھر دوسرا گروپ پہیلی سنائے اور پہلا گروپ بوجھے۔
5. جو گروپ پہیلی بوجھے ان کے لیے تالیاں بجوائیں۔

مشق: 2 منٹ



طلبہ گھر سے ایک پہیلی لکھ کر لائیں اور کمرہ جماعت میں اپنے باقی ساتھیوں کو سنائیں۔

ہدایات برائے مخلوط کمرہ جماعت

■ دی گئی سرگرمیاں جماعت سُوَم کے طلبہ کو ساتھ بٹھا کر بھی کروائی جاسکتی ہیں۔

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# عبارت میں موجود جدول، تصاویر اور نقشوں میں دی گئی معلومات سے نتائج اخذ کرنا

## طلبہ کے حاصلاتِ تعلّم



- عبارت میں موجود، جدول، تصاویر اور نقشوں میں دی گئی معلومات پڑھ کر نتائج اخذ کر سکیں۔

## معلومات برائے اساتذہ

- جدول، تصاویر اور نقشوں میں دی گئی معلومات اختصار اور دل چسپی سے بھرپور ہوتی ہیں کیونکہ مجرد الفاظ اور ہندسوں کی نسبت تصاویر بہت مؤثر اور دلچسپ انداز میں ذہن نشین ہو جاتی ہیں۔ ان میں پوشیدہ معلومات ہوتی ہیں۔

## دورانیہ: 35 منٹ/ایک پیریڈ



## وسائل/اذرائع



درسی کتاب برائے چہارم، تختہ تحریر، چاک/مارکر، جھاڑن/ڈسٹر، مختلف مناظر کے چارٹس۔

## تعارف: 5 منٹ



1. طلبہ کو سو روپے کا نوٹ دکھا کر دیے گئے سوالات پوچھیں۔



- نوٹ پر تصویر کس کی ہے؟

2. طلبہ کی توجہ نوٹ پر دیے گئے الفاظ اور نمبروں کی طرف دلائیں اور ان سے متعلق معلومات اخذ کروائیں۔

## تصور کی پختگی



سرگرمی نمبر 1: 10 منٹ

1. طلبہ کو دو گروپوں میں تقسیم کریں۔
2. دیا گیا جدول تختہ تحریر پر لکھیں۔

چار بڑے شہروں کے نام	صوبے
	خیبر پختونخوا
	پنجاب
	سندھ
	بلوچستان

3. ہر گروپ کو پاکستان کا نقشہ دیں۔
4. گروپوں سے کہیں کہ جدول کو اپنی نوٹ بک پر بنائیں اور نقشے میں دی گئی معلومات کی روشنی میں دیا گیا جدول مکمل کریں۔
5. دی گئی سرگرمی کے لیے طلبہ کو ۱۰ منٹ کا وقت دیں۔

سرگرمی نمبر 2: 10 منٹ

1. گروپوں سے مکمل کیے گئے جدول کے متعلق سوالات کریں۔

- صوبہ پنجاب کے چار بڑے شہروں کے نام بتائیں؟
- صوبہ سندھ کے چار بڑے شہروں کے نام بتائیں؟

2. ہر گروپ کو جواب دینے کے لیے ۲ سے ۳ منٹ کا وقت دیں۔
3. دیے گئے جوابات کی روشنی میں تختہ تحریر پر دیا گیا جدول مکمل کریں۔
4. گروپوں سے کہیں کہ اپنے کام کا از خود جائزہ لیں۔

نتیجہ/خلاصہ: 3 منٹ



طلبہ سے اخذ کروائیں کہ نقشے کی مدد سے ہم کون سی اہم معلومات حاصل کر سکتے ہیں؟ طلبہ سے نقشے میں صوبوں کی سمتوں کا تعین بھی کروائیں۔ ان سرگرمیوں کی مدد سے طلبہ نقشے میں دی گئی معلومات میں دلچسپی لیں گے اور ان میں موجود معلومات اخذ کرنے کے قابل ہو جائیں گے۔

جائزہ/جانیچ: 5 منٹ



1. سرگرمی نمبر 1 میں مکمل کی گئے جدول کے بارے میں غلط معلومات پڑھیں جیسے: کراچی پنجاب کا بڑا شہر ہے۔
2. طلبہ کو 1 منٹ کا وقت دیں کہ وہ غلطی کی نشان دہی کر سکیں۔
3. کسی دوسرے طالب علم/طالبہ کو موقع دیں کہ وہ جملے کہ اصلاح کریں جیسے: کراچی صوبہ سندھ کا شہر ہے۔

مشق: 2 منٹ



طلبہ گھر سے چار ممالک کے نام اور وہاں کی کرنسی کا نام لکھ کر جدول بنا کر لائیں گے۔

- ہدایات برائے مخلوط کمرہ جماعت
- دی گئی سرگرمیاں جماعت پنجم کے طلبہ کو ساتھ بٹھا کر بھی کروائی جاسکتی ہیں۔

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# لے اور آہنگ کے ساتھ نظمیں اور گیت سُنا کر بچوں کو محفوظ کروانا

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طلبہ کے حاصلاتِ تعلّم



لے اور آہنگ کے حوالے سے نظمیں اور گیت وغیرہ سُن کر لطف اٹھا سکیں۔

## معلومات برائے اساتذہ

- لے اور آہنگ کے ساتھ پڑھنے میں نغمگی ہوتی ہے اور نغمگی سے سُنانفطری دلچسپیوں میں شامل ہے اور طلبہ لے اور ترنم کے ساتھ پڑھی جانے والی نظموں، گیتوں اور نغموں سے لطف اندوز ہوتے ہیں۔
- ہر شعر میں ترتیب اور وزن سے خوب لطف اٹھاتے ہیں اور طلبہ نظم اور نثر پڑھنے کا فرق بھی سمجھ جاتے ہیں۔
- نظم خوانی سے طلبہ پڑھنے میں دل چسپی لیتے ہیں مزید لے اور آہنگ سے پڑھتے / سُنتے ہوئے درست تلفظ سیکھ جاتے
- شاعری چوں کہ موزوں کلام ہے اس لیے کانوں کو بھلا لگتا ہے اور طلبہ حیرت انگیز طور پر ترنم کے ساتھ سُنی گئی نظموں اور گیتوں سے لطف اندوز ہوتے ہیں۔

دورانیہ: 35 منٹ / ایک پیریڈ



وسائل / اذرائع



درسی کتاب برائے چہارم، تختہ تحریر، چاک / مارکر، جھاڑن / ڈسٹر، ملی نغے کا چارٹ وغیرہ

تعارف: 5 منٹ



1. طلبہ سے کہیں کہ اگر انھیں کوئی نظم یا ملی نغمہ یاد ہے تو سُنانے کا کہیں۔
2. نظم یا نغمہ سُنانے پر طلبہ کی حوصلہ افزائی کریں۔
3. طلبہ کو بتائیں کہ آج ہم ایک ملی نغمہ سُنیں گے اور اپنے گروپوں میں اُسے لے اور ترنم کے ساتھ پڑھنے کی مشق کریں گے۔

تصور کی پختگی



سرگرمی نمبر 1: 10 منٹ

1. اساتذہ دیا گیا نغمہ طلبہ کو لے اور ترنم کے ساتھ پڑھ کر سُنائیں۔

یہ وطن تمہارا ہے، تم ہو پاساں اس کے  
یہ چمن تمہارا ہے، تم ہو نغمہ خواں اس کے  
اس چمن کے پھولوں پر رنگ و آب تم سے ہے  
اس زمین کا ہر ذرہ آفتاب تم سے ہے  
ہم تو صرف عنوان تھے، اصل داستاں تم ہو  
میر کارواں ہم تھے، روح کارواں تم ہو

2. طلبہ کو یہ نغمہ موبائل پر ڈاؤن لوڈ کر کے بھی سنا سکتے ہیں۔
3. طلبہ سے کہیں کہ نغمہ آپ کے ساتھ پڑھنے کی کوشش کریں۔

سرگرمی نمبر 2: 10 منٹ

1. طلبہ کو چار گروپوں میں تقسیم کریں۔
2. ہر گروپ کو ایک کاغذ پر یہ نغمہ لکھ کر دیں۔
3. طلبہ سے کہیں کہ گروپ میں اس نغمے کو لے اور ترنم کے ساتھ پیش کرنے کی مشق کریں۔
4. طلبہ کو اس سرگرمی کے لیے ۱۰ منٹ کا وقت دیں۔
5. طلبہ کی مشکل الفاظ پڑھنے میں مدد کریں۔
6. تمام گروپوں کو ملی نغمہ سنانے کا موقع دیں۔
7. ہر گروپ کو ۲ سے ۳ منٹ کا وقت دیں۔
8. ملی نغمہ لے اور آہنگ کے ساتھ سنانے پر طلبہ کی رہنمائی اور حوصلہ افزائی کریں۔

### نتیجہ/خلاصہ: 3 منٹ



لے اور آہنگ کے حوالے سے طلبہ نظمیں اور گیت وغیرہ سن کر لطف اٹھانے کے قابل ہو گئے ہیں۔

### جائزہ/چانچ: 5 منٹ



1. ہر گروپ کو اپنی پسند کی کوئی نظم یا ملی نغمہ ترنم سے سنانے کا کہیں۔
2. جو گروپ ترنم اور لے کو مد نظر رکھتے ہوئے نظم یا ملی نغمہ سنائے۔ اس گروپ کی حوصلہ افزائی کریں۔

### مشق: 2 منٹ



ہر گروپ گھر پر ملی نغمے کے ۳ بند زبانی یاد کر کے اگلے دن کمرہ جماعت ترنم سے سنائیں۔

ہدایات برائے مخلوط کمرہ جماعت

- دی گئی سرگرمیاں جماعت سونم کے طلبہ کو ساتھ بٹھا کر بھی کروائی جاسکتی ہیں۔

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## الف بائی اشاریہ

### طلبہ کے حاصلاتِ تعلّم



- لغت میں الفبائی ترتیب سے الفاظ کے معنی تلاش کر سکیں۔

### معلومات برائے اساتذہ

- عام طور پر کتاب کے آخر یا بعض اوقات ہر سبق کے آخر میں نئے الفاظ کے معنی اور اصطلاحات کی مختصر تعریف دی جاتی ہے۔
- اُردو رسم الخط میں الفاظ معانی پر مبنی کتاب لغت (اشاریہ) یا فرہنگ کہلاتی ہے جو طلبہ کی رہ نمائی کے لیے تیار کی جاتی ہے۔ تاکہ طلبہ پڑھنے کے دوران نئے الفاظ کے معانی لغت میں سے ڈھونڈ سکیں۔ لہذا یہ بات بہت ضروری ہے کہ طلبہ کو سکھا یا جائے کہ لغت میں سے الفاظ کیسے تلاش کیے جاسکتے ہیں۔
- طلبہ کو لغت (فرہنگ) کی مشق سے ضرور گزاریں تاکہ انہیں معلوم ہو سکے کہ الف بائی ترتیب کا خیال رکھتے ہوئے الفاظ کے معنی کیسے تلاش کیے جاتے ہیں۔ اس کی مدد سے طلبہ کم وقت میں جلد معانی تلاش کر سکتے ہیں۔

### دورانیہ: 35 منٹ / ایک پیریڈ



### وسائلِ اذراع



درسی کتاب برائے چہارم، اُردو لغت، مختلف لفظوں کے کارڈز، تختہ تحریر، مارکر/چاک، جھاڑن/ڈسٹر وغیرہ

### تعارف: 5 منٹ



1. طلبہ کو اُردو لغت دکھائیں اور پوچھیں کیا آپ جانتے ہیں کہ میرے ہاتھ میں کون سی کتاب ہے؟ اگر طلبہ جواب نہ دیں تو انہیں بتائیں کہ اس میں اُردو زبان میں استعمال ہونے والے الفاظ مع معانی دیے گئے ہیں۔ پڑھنے کے دوران نئے الفاظ کے معانی یہاں سے تلاش کر سکتے ہیں۔
2. طلبہ کو بتائیں کہ لغت میں الفاظ حروف تہجی کے اعتبار سے ترتیب دیے جاتے ہیں۔ جس کی مدد سے کوئی لفظ باسانی تلاش کیا جاسکتا ہے۔ مثال کے طور پر اگر آپ نے لفظ برتری کا معنی دیکھنا ہے تو آپ ب سے شروع ہونے والے صفحے پر جائیں گے اور پھر ب اور ر والے الفاظ میں برتری لفظ کو تلاش کر کے معنی پڑھیں گے۔

### تصور کی پختگی



سرگرمی نمبر 1: 10 منٹ

3. طلبہ کو چار گروپوں میں تقسیم کریں اور ہر گروپ میں ایک اُردو فرہنگ ضرور رکھیں۔
4. گروپوں کو کہیں کہ درسی کتاب میں سے کم از کم 8 نئے الفاظ منتخب کریں۔
5. طلبہ سے کہیں کہ ان نئے الفاظ کے معانی اُردو لغت سے تلاش کر کے اپنی نوٹ بک میں لکھیں۔
6. اس سرگرمی کے لیے طلبہ کو 10 منٹ کا وقت دیں۔



7. لغت سے معانی تلاش کرنے میں طلبہ کی رہ نمائی کریں۔

سرگرمی نمبر 2: 10 منٹ

1. ہر گروپ سے کہیں کہ وہ چار نئے الفاظ بمعہ معانی باقی گروپوں کو بتائیں۔
2. ہر گروپ کو دو منٹ کا وقت دیں۔
3. جلدی اور صحیح کام کرنے والے گروپ کو شاباش دیں اور ان کے لیے تالیاں بجوائیں۔

نتیجہ/خلاصہ: 3 منٹ



الفبائی ترتیب (اشاریہ) سے الفاظ کے معانی تلاش کرنے سے وقت کی بچت اور فوری معنی کا حصول ممکن ہوتا ہے۔ الفاظ کو تلاش کرنے کا طریقہ سیکھنا طلبہ کے لیے بڑا مفید عمل ہے۔

جائزہ/جائنج: 5 منٹ



1. اساتذہ یہ سرگرمی کروانے کے لیے ۴ نئے الفاظ درسی کتاب سے منتخب کر لیں۔
2. طلبہ کے سامنے باری باری ایک لفظ بولیں۔
3. گروپوں سے کہیں کہ میں ایک لفظ بولوں گا/گی۔ جو گروپ پہلے لفظ کا معانی تلاش کر کے بتائے گا۔ اُسے ۵ نمبر ملیں گے۔
4. جو گروپ زیادہ نمبر لے گا وہ فاتح ہوگا۔

مشق: 2 منٹ



درسی کتاب سے کوئی سے ۵ نئے الفاظ منتخب کریں اور لغت سے ان الفاظ کے معنی تلاش کر کے لائیں۔

ہدایات برائے مخلوط کمرہ جماعت  
■ دی گئی سرگرمیاں جماعت پنجم کے طلبہ کو ساتھ بٹھا کر بھی کروائی جاسکتی ہیں۔

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# جماعت، اسکول، بزم ادب یا باہمی گفتگو میں اپنے خیالات کو اعتماد کے ساتھ پیش کرنا

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طلبہ کے حاصلاتِ تعلّم



- جماعت، اسکول، بزم ادب یا باہمی گفتگو میں اپنے خیالات کو اعتماد کے ساتھ پیش کر سکیں۔

## معلومات برائے اساتذہ

- کمر اجماعت، اسکول، اسمبلی اور بزم ادب جیسے محافل میں بچوں کو گفت گو اور خیالات کے اظہار کا موقع دینا بہت اہمیت کا حامل ہے۔
- اس سے طلبہ کے اعتماد میں نہ صرف اضافہ ہوتا ہے بلکہ ان کی جھجک بھی دور ہوتی ہے۔
- طلبہ اپنا مافی الضمیر ربط، ترتیب اور مناسب لب و لہجہ کے ساتھ بیان کر سکتے ہیں۔

دورانیہ: 35 منٹ / ایک پیریڈ



وسائل / ذرائع



درسی کتاب برائے چہارم، تختہ تحریر، چارٹ، چاک / مارکر، ڈسٹر / جھاڑن، ڈائیس وغیرہ۔ (اگر ڈائیس موجود نہ ہو تو کرسی بھی بہ طور ڈائیس استعمال کی جاسکتی ہے)

تعارف: 5 منٹ



1. تختہ تحریر پر عنوان ”میری پسندیدہ کتاب“ لکھیں اور کسی بھی طالب علم / طالبہ کو اس پر اپنے خیالات کے اظہار کا موقع دیں۔
2. طلبہ کو بولنے کے لیے دو منٹ کا وقت دیں۔
3. طلبہ کو بتائیں کہ آج ہم عنوان ”وقت کی پابندی“ پر تقریر تیار کر کے کمر اجماعت میں پیش کریں گے۔

تصور کی چٹنگی



سرگرمی نمبر 1: 10 منٹ

1. چارٹ پر عنوان ”وقت کی پابندی“ لکھیں۔
2. اس کو کمر اجماعت میں مناسب جگہ پر آویزاں کریں۔
3. طلبہ کو دو گروپوں میں تقسیم کریں۔
4. دونوں گروپوں سے کہیں کہ تجویز کردہ عنوانات پر پر تقاریر تیار کریں۔
5. تقریر تیار کرنے کے لیے طلبہ کو 10 منٹ کا وقت دیں۔
6. الفاظ کے چناؤ میں طلبہ کی مناسب رہ نمائی اور مدد کریں۔

سرگرمی نمبر 2: 10 منٹ

1. دونوں گروپوں میں سے کسی بھی اچھے مقرر کو تقریر کرنے کا موقع دیں۔

2. استاد/استانی اپنے آپ کو بہ طورِ منج پیش کریں۔
3. دورِ استقریر مقرر طالب علم یا طالبہ کے لیے تالیاں بجوائیں اور مناسب موقعوں پر ان کی حوصلہ افزائی کریں۔
4. تقریر کے اختتام پر دونوں گروپوں کی کے تقاریر کے بہترین نکات کے بارے میں بتائیں۔
5. فاتح گروپ کا اعلان کریں اور ان کی حوصلہ افزائی کے لیے تالیاں بجوائیں۔

### نتیجہ/خلاصہ: 3 منٹ



طلبہ اس قابل ہو گئے ہیں کہ وہ اپنے درجے کے مطابق کسی بھی موضوع پر جماعت، اسکول، اسمبلی، بزم ادب یا باہمی گفت گو میں اپنے خیالات کا موزوں اور مربوط انداز میں اظہار کر سکتے ہیں۔

### جائزہ/جانیچ: 5 منٹ



اُستاد چند طلبہ کو باری باری جماعت کے سامنے بلا کر ان کو روزمرہ زندگی سے متعلق اہم موضوعات جیسے ”صبح کی سیر“ صفائی وغیرہ پر بولنے کا موقع دیں۔

### مشق: 2 منٹ



طلبہ کو بتائیں کہ وہ گھر پر اپنے کسی پسندیدہ موضوع پر دو منٹ کی تقریر تیار کر کے اگلے دن کرا جماعت میں سنائیں۔

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# اکیاون سے ساٹھ تک گنتی اُردو ہندسوں اور لفظوں میں لکھنا

سبق نمبر  
34

طلبہ کے حاصلاتِ تعلّم



■ اکیاون سے ساٹھ تک گنتی اُردو ہندسوں اور لفظوں میں لکھ سکیں۔

## معلومات برائے اساتذہ

- گنتی کی اہمیت سے ہر کوئی واقف ہے۔ ریاضی کا سارا فن اور علم گنتی کا مرہون منت ہے۔ گنتی روزمرہ حساب کتاب میں بہت اہمیت کی حامل ہے۔ طلبہ کا اس سے نہ صرف واقف ہونا ضروری ہے بلکہ استعمال بھی موقع محل کی مناسبت سے کرنا آنا چاہیے۔
- طلبہ کو روزمرہ زندگی کے حساب کتاب کا مشاہدہ ہی نہیں تجربہ بھی دیا جائے تاکہ انھیں کسی نقصان کا سامنا نہ کرنا پڑے۔

دورانیہ: 35 منٹ / ایک پیریڈ



وسائل / اذرائع



درسی کتاب برائے چہارم، تختہ تحریر۔ چاک / مارکر۔ جھاڑن / ڈسٹر۔ چارٹ وغیرہ۔

تعارف: 5 منٹ



1. اساتذہ سے کہیں کہ وہ طلبہ سے درج ذیل سوالات پوچھیں۔

- ۲ اور ۲ اکٹھا لکھنے سے کون سا عدد بنتا ہے؟
- ۴ کے بعد کون سا عدد ہے؟ جسے لگانے سے یہ سینتالیس بن جائے گا؟
- ۹ اور ۳ کو اکٹھا لکھنے سے کون سا عدد بنتا ہے؟
- ۵ اور ۱ کو اکٹھا لکھنے سے کون سا عدد بنتا ہے؟

تصور کی پختگی



سرگرمی نمبر 1: 10 منٹ

1. طلبہ کو دو گروپوں میں تقسیم کریں۔
2. ہر گروپ میں کم از کم ۱۰ ممبران ہوں۔
3. دیا گیا جدول تختہ تحریر پر لکھیں۔

۱	سرفراز = ۵۱ اکیاون	۲	کامران = ۵۲ باؤن
۳	جنید خان = ۵۳ تریپن	۴	یاسر شاہ = ۵۴ چوَن
۵	عمر اکمل = ۵۵ پچپن	۶	سہیل = ۵۶ چھپن
۷	جلال = ۵۷ ستاون	۸	کریم = ۵۸ اٹھاون
۹	زیر = ۵۹ اُسٹھ	۱۰	طفیل = ۶۰ ساٹھ

4. پاکستانی کرکٹ ٹیم کے ۱۱ کھلاڑیوں کا یہ جدول ان کے سامنے تختہ تحریر سے پڑھ کر سنائیں کہ کھلاڑی مذکورہ اسکور کے ساتھ بھارت کے خلاف میچ میں آؤٹ ہو گئے۔
5. ہر گروپ کھلاڑی کا نام ہٹا کر اپنے گروپ ممبر کے نام سے تبدیل کر کے اسکور کو اُردو ہندسوں اور لفظوں دونوں کے ساتھ کاپی پر لکھے گا۔
6. سرگرمی مکمل کرنے کے لیے ۱۰ منٹ کا وقت دیں۔

سرگرمی نمبر 2: 10 منٹ

1. طلبہ سے کہیں کہ گروپوں میں اس سرگرمی کو جاری رکھیں گے۔
2. گروپ نمبر ۱ سے کہیں کہ پہلے پانچ کھلاڑیوں کے اسکور پڑھ کر سنائیں۔
3. گروپ نمبر ۲ کو کہیں کہ بقیہ پانچ کھلاڑیوں کے اسکور پڑھ کر سنائیں۔
4. گنتی کو لفظوں میں پڑھنے کے دوران طلبہ کی رہ نمائی کریں۔

نتیجہ/خلاصہ: 3 منٹ



بچے اکیاون (۵۱) سے ساٹھ (۶۰) تک گنتی کو لفظوں میں درست تلفظ کے ساتھ پڑھ کر لکھ سکتے ہیں۔

جائزہ/جائزہ: 5 منٹ



1. چند طلبہ سے (۵۱) سے لے کر (۶۰) تک گنتی کے چند اعداد کو لفظوں میں تختہ تحریر پر لکھوائیں۔
2. اگر طلبہ درست نہ لکھ سکیں تو ان کی اصلاح کریں۔

مشق: 2 منٹ



1. طلبہ سے کہیں کہ ۵۱ سے ۶۰ تک گنتی لفظوں اور اعداد میں اپنی کاپیوں پر لکھیں۔
2. مشاہدہ کریں کہ گھر میں کن چیزوں پر یہ اعداد لفظوں اور ہندسوں میں لکھے ہوئے نظر آئے اگلے دن کمر اجتماعت میں باقی ساتھیوں کو بتائیں۔

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## جدید ذرائع ابلاغ کی مدد سے سُننا اور پڑھنا

### طلبہ کے حاصلاتِ تعلّم



- موبائل، ٹیب، کمپیوٹر یا انٹرنیٹ کی مدد سے نظم و نثر پڑھ سکیں۔
- ذرائع ابلاغ سے نظمیں گیت اور واقعات وغیرہ سُن کر دوسروں کو سُناسکیں۔

### معلومات برائے اساتذہ

- جدید ذرائع ابلاغ جس میں موبائل، ٹیب، کمپیوٹر، لیپ ٹاپ، انٹرنیٹ وغیرہ شامل ہیں۔ ٹی وی اور اخبارات میں بھی جدت آگئی ہے۔ اب کیبل کی مدد سے بہت سے چینل دیکھ سکتے ہیں اور اخبارات کے صفحات کے بجائے ای نیوز پیپر کا استعمال دن بدن بڑھ رہا ہے۔ ضرورت اس بات کی ہے کہ اساتذہ نہ صرف خود ان جدید ذرائع ابلاغ کا استعمال کر سکیں بلکہ طلبہ کی دل چسپی کے لیے انہیں طریقہ تدریس میں شامل کرنے کا سوچیں۔
- اساتذہ کے لیے یہ جاننا بھی ضروری ہے کہ تدریس کے حوالے سے کس قسم کے تصورات ان ذرائع ابلاغ پر موجود ہے تاکہ وہ ان کی مدد سے طریقہ تدریس میں بہتری لاسکیں۔

### دورانیہ: 35 منٹ / ایک پیریڈ



### وسائل / ذرائع



کمپیوٹر، تختہ تحریر، چاک / مارکر، جھاڑن / ڈسٹر وغیرہ۔  
نوٹ:۔ کمپیوٹر کی عدم موجودگی میں اساتذہ موبائل کا استعمال کر سکتے ہیں لیکن طلبہ کو نظم ”اے خدا اے خدا“ سُنانے کے لیے ڈاؤن لوڈ کر لیں۔

### تعارف: 5 منٹ



1. طلبہ کو کمپیوٹر یا موبائل پر نظم ”اے خدا اے خدا“ خاموشی سے سُننے کا کہیں۔
2. طلبہ کو نظم سُن کر ساتھ پڑھنے کا موقع دیں۔
3. اب تمام طلبہ مل کر نظم ایک ساتھ پڑھیں۔

### تصور کی پختگی



سرگرمی نمبر 1: 10 منٹ

1. صوفی تبسم کی نظم ”ٹوٹ بٹوٹ نے کھیر پکائی“ کمپیوٹر یا موبائل پر کھولیں۔
2. طلبہ کو چار گروپوں میں تقسیم کریں۔
3. تمام گروپوں کو نظم کے چند اشعار پڑھنے کا موقع دیں۔
4. مشکل الفاظ پڑھنے میں مناسب رہ نمائی کریں۔

5. جب ایک گروپ نظم پڑھ رہا ہو تو باقی گروپوں کو غور سے سننے کے لیے کہیں۔

سرگرمی نمبر 2: 10 منٹ

1. طلبہ سے کہیں کہ گروپ کا ایک ساتھی پڑھی گئی نظم کو لے، ترنم اور آہنگ کے ساتھ پڑھ کر ساتھیوں کو سنائیں۔
2. گروپوں کے تمام ساتھی نظم کو غور سے سنیں۔
3. گروپوں کے تمام ساتھی مل کر نظم پڑھنے کی کوشش کریں۔
4. استاد/استانی بھی نظم پڑھنے میں طلبہ کی رہ نمائی کریں۔
5. آخر میں نظم کو سُر، لے اور ترنم کے ساتھ پڑھ کر سنائیں۔

نتیجہ/خلاصہ: 3 منٹ



جدید ذرائع ابلاغ کی مدد سے طلبہ درسی کتاب کے علاوہ دیگر نظمیں، گیت اور واقعات سن اور پڑھ کر دوسرے ساتھیوں کو بتا سکتے ہیں۔

جائزہ/چیلنج: 5 منٹ



1. استاد/استانی پڑھی ہوئی نظم کے مختلف اشعار کا پہلا مصرعہ بولیں اور دوسرا مصرعہ طلبہ سے پوچھیں۔
2. زیادہ سے زیادہ طلبہ کو اس سرگرمی میں حصہ لینے کا موقع دیں۔
3. آخر میں تمام طلبہ کی حوصلہ افزائی کے لیے تالیاں بجوائیں۔

مشق: 2 منٹ



طلبہ اپنے گھر میں موبائل یا کمپیوٹر سے کوئی واقعہ نظم، گیت یا اہم معلومات سن یا پڑھ کر اگلے دن کرا جماعت میں باقی ساتھیوں کو بتائیں۔

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## خرید و فروخت کے حوالے سے آویزاں فہرست پڑھنا

### طلبہ کے حاصلاتِ تعلّم



- خرید و فروخت کے حوالے سے آویزاں فہرستیں پڑھ سکیں۔

### معلومات برائے اساتذہ

- طلبہ کے لیے فہرست پڑھنا اس لیے ضروری ہے کہ ان میں از خود اشیا کی اصل قیمت کے بارے میں معلومات اور خریدنے کی صلاحیت پیدا ہو جاتی ہے۔ ان کے لیے خریداری کے لحاظ سے بجٹ کا تعین کرنا آسان ہو جاتا ہے۔ فہرست کی مدد سے اشیا کی دستیابی کا بھی علم ہوتا ہے۔
- اس سے انھیں یہ معلومات بھی ملتی ہیں کہ مطلوبہ شے دستیاب ہے یا نہیں اور وقت کی بچت بھی ہو جاتی ہے۔ کم وقت میں زیادہ منظم طریقے سے کام کیا جاسکتا ہے۔

### دورانیہ: 35 منٹ / ایک پیریڈ



### وسائل / ذرائع



درسی کتاب برائے چہارم، تختہ تحریر، چاک / مارکر، ڈسٹر / جھاڑن، چارٹ وغیرہ

### تعارف: 5 منٹ



1. طلبہ سے پوچھیں:  
  - آپ نے کبھی دکان یا کسی یوٹیلٹی اسٹور سے خریداری کی ہے؟
  - کیا آپ نے دکان پر آویزاں فہرست یا نرخ نامہ پڑھا ہے؟
2. طلبہ کو جوابات کے بارے میں سوچنے کا موقع دیں۔

### تصور کی چٹنگی



سرگرمی نمبر 1: 10 منٹ

1. جماعت کو دو گروپوں میں تقسیم کریں۔
2. ایک گروپ سبزی فروش کا کردار ادا کرتے ہوئے چارٹ پر سبزیوں کا درج ذیل نرخ نامہ آویزاں کریں۔

سبزی	فی کلو قیمت
۱۔ گو بھی	۲۵ پچیس روپے
۲۔ کدو	۲۰ بیس روپے



۳۵ پینتیس روپے	۳۔ آلو
۴۵ پینتالیس روپے	۴۔ شلغم
۹۰ توے روپے	۵۔ بھنڈی
۵۲ باون روپے	۶۔ بیگن
۱۵ پندرہ روپے	۷۔ گاجر
۴۰ چالیس روپے	۸۔ پیاز
۶۰ ساٹھ روپے	۹۔ ٹماٹر
۵۰ پچاس روپے	۱۰۔ کھیرا

3. دوسرے گروپ کے پاس ۳۷۰ روپے کا بجٹ ہے اور وہ صارفین کی حیثیت سے سبزی کی قیمتیں نرخ نامہ سے پڑھ کر اپنے بجٹ مطابق خریداری کریں گے۔

سرگرمی نمبر 2: 10 منٹ

1. گروپوں سے کہیں کہ فہرست دیکھتے ہوئے درج ذیل سوالات کا جواب دیں۔

- گاجر تین کلو کتنے میں خریدیں گے؟
- آلو ڈیڑھ کلو کتنے میں خریدیں گے؟
- گو بھی دو کلو کتنے میں خریدیں گے؟

### نتیجہ/خلاصہ: 3 منٹ



1. طلبہ سے کہیں کہ سوچ کر بتائیں کہ انھوں نے اس طرح کے نرخ نامے خریداری کے وقت کہاں دیکھے ہیں؟
2. طلبہ سے اخذ کروائیں کہ گوشت کی دکان پر، پھل فروش کی دکان پر، کریانی کی دکان پر، کپڑوں کی دکان پر وغیرہ

### جائزہ/جانبی: 5 منٹ



1. گروپوں سے کہیں کہ آپ کے پاس دو سو روپے ہیں اور اس میں آپ کون کون سی سبزی خرید سکتے ہیں؟
2. نرخ نامے کو دیکھتے ہوئے فیصلہ کریں۔
3. دونوں گروپوں کو جواب دینے کا موقع دیں۔

### مشق: 2 منٹ



طلبہ اپنی گلی یا محلے کی دکان پر مختلف چیزوں کے نرخ کو نوٹ کر کے اپنی کاپی پر ایک فہرست بنا کر لائیں گے۔

ہدایت برائے مخلوط کمرہ جماعت

- دی گئی سرگرمیاں جماعت پنجم کے طلبہ کو ساتھ بٹھا کر بھی کروائی جاسکتی ہیں۔

## اُردو مباحثے میں حصہ لینا

### طلبہ کے حاصلاتِ تعلّم



- کسی بھی موضوع پر اپنے ساتھیوں کے ساتھ اُردو مباحثے میں حصہ لے سکیں۔

### معلومات برائے اساتذہ

- کراجماعت میں طلبہ کے مابین بحث و مباحثے کروانے سے اُن میں تخلیقی اور تنقیدی سوچ کا مادہ پیدا ہوتا ہے۔
- طلبہ با اعتماد انداز سے روانی کے ساتھ اپنے خیالات کو دوسروں کے سامنے پیش کر سکتے ہیں۔
- طلبہ کسی بھی چیز کے مثبت یا منفی پہلو پر بات کر سکتے ہیں۔ اس طرح کی مشق روزمرہ زندگی میں دوسروں کی رائے کا احترام کرتے ہوئے اپنا نقطہ نظر پیش کرنے کی صلاحیت پیدا کرتی ہے۔

### دورانیہ: 35 منٹ / ایک پیریڈ



### وسائل / ادراع



درسی کتاب برائے چہارم، تختہ تحریر، چاک / مارکر، جھاڑن / ڈسٹر، چارٹ، فلش کارڈز وغیرہ۔

### تعارف: 5 منٹ



1. طلبہ سے اُن کے اُردو کی درسی کتاب کے پسندیدہ اور ناپسندیدہ عنوانات کے بارے میں پوچھیں نیز پسندیدگی اور ناپسندیدگی کے وجوہات بھی پوچھیں۔

### تصور کی پختگی



سرگرمی نمبر 1: 10 منٹ

1. طلبہ کے مابین بحث و مباحثے کا رجحان پیدا کرنے کے لیے درج ذیل سرگرمی کروائیں۔
  - طلبہ کو جوڑوں میں تقسیم کریں اگر طلبہ کی تعداد زیادہ ہو تو اُن کو مناسب گروپوں میں بھی تقسیم کیا جاسکتا ہے۔
  - اُستاد / اُستانی تختہ تحریر پر لفظ ”ٹیلی ویژن“ لکھیں۔ دو جوڑوں یا دو گروپوں کے مابین ٹیلی ویژن دیکھنے کے مثبت اور منفی پہلوؤں پر مباحثہ کروائیں۔
  - ایک جوڑا / گروپ ٹیلی ویژن دیکھنے کے مثبت جب کہ دوسرا جوڑا / گروپ منفی پہلوؤں پر مباحثہ کریں گے۔

سرگرمی نمبر 2: 10 منٹ

1. بحث مکمل ہونے کے بعد طلبہ کے ٹیلی ویژن دیکھنے کے مثبت اور منفی پہلوؤں کے حوالے سے اُن کے خیالات سنیں۔
2. تختہ تحریر پر ایک جدول میں مثبت اور منفی پہلوؤں کو الگ الگ تحریر کریں۔
3. طلبہ سے کہیں کہ جو پہلو ایک دفعہ بتایا جا چکا ہے اس کو بار بار لکھنے سے اجتناب کریں۔

4. طلبہ سے کہیں کہ یہ جدول اپنی کاپی پر لکھیں۔

### نتیجہ/خلاصہ: 3 منٹ



طلبہ اُردو مباحثے میں حصہ لے کر کسی بھی چیز کے مثبت یا منفی پہلو پر ساتھیوں سے بات چیت کر سکتے ہیں۔ طلبہ کی توجہ اس بات کی طرف دلوائیں کہ ہر چیز کے استعمال کے دو پہلو ہوتے ہیں ایک مثبت اور ایک منفی۔ ہمیں ان دونوں پہلوؤں سے واقف ہونا ضروری ہے۔

### جائزہ/چیلنج: 5 منٹ



1. طلبہ سے کہیں کہ آج مباحثے کے دوران ٹیلی ویژن کے مثبت اور منفی پہلوؤں میں سے کوئی دو پہلو بتائیں۔
2. کوشش کریں کہ ان طلبہ سے پوچھیں جنہوں نے پہلے سرگرمی میں حصہ نہ لیا ہو۔
3. جواب دینے پر طلبہ کی حوصلہ افزائی کریں۔

### مشق: 2 منٹ



طلبہ گھر میں اپنے بہن بھائیوں وغیرہ کے ساتھ موبائل گیم کے مثبت اور منفی پہلوؤں پر بحث کر کے کاپی پر نوٹ کریں اور اگلے دن کمرہ جماعت میں سنائیں۔

- ہدایات برائے مخلوط کمرہ جماعت  
دی گئی سرگرمیاں جماعت سُوَم اور پنجم کے طلبہ کو ساتھ بٹھا کر بھی کروائی جاسکتی ہیں۔

نوٹس

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## کہانی لکھنا

## طلبہ کے حاصلاتِ تعلّم



- تین پیرا گراف پر مشتمل کہانی لکھ سکیں۔

## معلومات برائے اساتذہ

- طلبہ کی ذہنی نشوونما کے فروغ کے لیے کہانی لکھنا ضروری ہے طلبہ جو کہانیاں پڑھتے ہیں ان کہانیوں میں موجود کرداروں اور واقعات سے ان کی دوستی ہو جاتی ہے۔ اپنی کہانیوں کی تخلیق کے دوران وہ اپنے پسندیدہ کرداروں اور واقعات کو لکھنے کے دوران دہراتے ہیں۔
- کہانیاں پڑھنے سے طلبہ کی تخلیقی لکھائی کی صلاحیتوں میں اضافہ ہوتا ہے اور وہ کہانیوں کے ذریعے اپنے احساسات اور جذبات کو پر اعتماد طریقے سے بیان کر سکتے ہیں۔ طلبہ کی دلچسپی کے لیے پہلے تصویری کہانی لکھنے سے آغاز کیا جاتا ہے پھر کہانی کو اپنے الفاظ میں لکھنا اور آخر میں وہ اپنی کہانی تخلیق کرنے کے قابل ہو جاتے ہیں۔

## دورانیہ: 70 منٹ / دوپیر



## وسائل / اذرائع



تختہ تحریر، چاک / مارکر۔ جھاڑن / ڈسٹر وغیرہ

## تعارف: 5 منٹ



1. طلبہ کو بتائیں کہ آج آپ کو اپنی پسند کی کہانی لکھنے کا موقع ملے گا۔
2. طلبہ سے پوچھیں کہ کن طلبہ کو کہانیاں پڑھنے کا شوق ہے؟
3. کیا کسی طالب علم / طالبہ نے کبھی کوئی کہانی لکھی ہے؟ اگر ہاں میں جواب دیں تو کہانی کا عنوان ضرور پوچھیں۔

## تصور کی پختگی



سرگرمی نمبر 1: 30 منٹ

1. طلبہ کو چار گروپوں میں تقسیم کریں۔
2. کہانی لکھنے کے لیے طلبہ کو کہانی کے مراحل سے متعارف کرائیں۔
3. درجہ ذیل خاکہ تختہ تحریر پر بنائیں۔

کہانی کا عنوان: \_\_\_\_\_

کہانی کے کردار: \_\_\_\_\_

کہانی کا آغاز: \_\_\_\_\_

4. طلبہ کو تفصیل سے کہانی کے خاکے کے بارے میں بتائیں تاکہ وہ تسلسل سے کہانی لکھ سکیں۔
  5. گروپوں سے کہیں کہ وہ باہمی مشورے سے اپنی کہانی کا نام سوچیں۔
  6. اس خاکے میں معلومات کے اندراج کے بارے میں ساتھیوں سے بات چیت کریں۔
  7. اندراج کے لیے کاپی پر خاکہ بنائیں۔
- دوسرا پیریڈ: عزیز طلبہ! کل ہم نے خاکے کی مدد سے کہانی مکمل کی تھی آج ہم اس سلسلے میں مزید مشق کریں گے۔

#### سرگرمی نمبر 2: 25 منٹ

1. گروپوں سے کہیں کہ وہ درج بالا معلومات کے مطابق کہانی لکھنا شروع کریں۔
2. کہانی ۷۰ الفاظ پر مبنی ہونی چاہیے۔
3. کہانی لکھنے کے لیے ۳۰ منٹ کا وقت درکار ہے۔
4. کہانی لکھنے کے بعد اسے دوبارہ پڑھیں۔ جہاں ضرورت ہے وہاں اصلاح کریں۔
5. طلبہ کی رہ نمائی کے لیے ان کی مدد کریں۔

#### نتیجہ/خلاصہ: 3 منٹ



طلبہ کی توجہ دلائیں کہ ان مراحل کی مدد سے آپ بآسانی کوئی بھی کہانی تخلیق کر سکتے ہیں اگر آپ چاہتے ہیں کہ آپ کی لکھی ہوئی کہانیاں رسالے میں بھی بھیجی جائیں تو آپ کو اس کی مشق بار بار کرنی ہوگی۔

#### جائزہ/جائزہ: 5 منٹ



1. گروپوں سے کہیں کہ ایک دوسرے سے اپنی کہانی تبدیل کریں۔
2. ہر گروپ کو موقع دیں کہ وہ کہانی کے آغاز، درمیان اور اختتام کا خیال رکھتے ہوئے کہانی کا جائزہ لیں۔
3. اس حوالے سے دوسرے گروپ کو فیڈ بیک دے سکتے ہیں۔
4. کہانی کا جائزہ لینے کے لیے ان کے پاس ۴ منٹ کا وقت درکار ہے۔
5. جائزہ لینے کے بعد کہانی دوسرے گروپ کو واپس کر دیں تاکہ وہ فیڈ بیک پڑھ سکیں اور آئندہ کہانی لکھتے ہوئے ن باتوں پر عمل کر سکیں۔

#### مشق: 2 منٹ



ہر طالب علم/طالبہ اپنی پسند کی کہانی لکھ کر لائے۔

# اسم ضمیر کی حالت فاعلی پہچان کر درست استعمال کرنا

سبق نمبر  
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طلبہ کے حاصلاتِ تعلّم



■ اسم ضمیر کی حالت فاعلی پہچان کر درست استعمال کر سکیں۔

## معلومات برائے اساتذہ

1. ضمیر کی تین حالتیں ہوتی ہیں۔
  - فاعلی
  - مفعولی
  - اضافی
2. حالت فاعلی: جب ضمیر فاعل یعنی کام کرنے والے کی بجائے استعمال ہو تو یہ ضمیر کی حالت فاعلی کہلاتی ہے۔ مثلاً وہ گیا۔ اُس نے پڑھا۔ میں نے انگوٹہ خریدی وغیرہ۔ ان مثالوں میں ”وہ“ ”اُس نے“ اور ”میں نے“ ضمیر کی فاعلی حالتیں ہیں۔

دورانیہ: 35 منٹ / ایک پیریڈ



وسائل / اذرائع



درسی کتاب برائے چہارم، تختہ تحریر، چاک / مارکر، ڈسٹر / جھاڑن وغیرہ

تعارف: 5 منٹ



1. تختہ تحریر پر دیا گیا جملہ لکھیں۔
  - میرا نام عمارہ ہے۔ میں چوتھی جماعت میں پڑھتی ہوں۔
2. طلبہ کو بتائیں: وہ لفظ جو کسی اسم کی جگہ استعمال کیا جائے۔ کیا کہلاتا ہے؟ (اسم ضمیر) جیسے عمارہ کے بجائے میرا، اور میں استعمال کیا گیا ہے۔
3. طلبہ سے پوچھیں: ضمیر متکلم، ضمیر حاضر کے علاوہ ضمیر کی تیسری قسم کون سی ہے؟ (ضمیر غائب)

تصور کی پختگی



سرگرمی نمبر 1: 10 منٹ

1. درج ذیل عبارت تختہ تحریر پر لکھیں۔

عبارت:- ایک دوپہر کو میں سو رہی تھی کہ میرے کان میں شور کی آواز سنائی دی۔ میں اُٹھی اور خبر لینے باہر گئی۔ ارم نے کہا، ہم بلی تلاش کر رہے ہیں۔ آپ بھی ہمارے ساتھ بلی کو ڈھونڈیں۔ اچانک ارم کی امی کی نظر ایک ڈبے پر پڑی۔ بلی مزے سے ڈبے کے اندر سو رہی تھی۔ ارم کے ابو نے کہا۔ واہ! تم نے بلی کو تلاش کر لیا جب بلی کو ڈبے سے باہر نکالا تو وہ میاؤں، میاؤں کرنے لگی۔ سب نے منیرہ کا شکریہ ادا کیا۔

2. عبارت کو اپنی کاپی پر تحریر کریں۔
3. عبارت میں موجود الفاظ (میں، ہم، تم، وہ اور آپ) کی نشان دہی خط کشیدہ سے کریں۔
4. سرگرمی مکمل کرنے کے لیے طلبہ کو دس منٹ کا وقت دیں۔
5. سرگرمی مکمل کرنے کے بعد طلبہ سے خط کشیدہ الفاظ کے بارے میں پوچھیں۔
6. طلبہ کو بتائیں کہ (میں، ہم، تم، وہ اور آپ) اسم ضمیر کی حالت فاعلی کہلاتے ہیں۔

سرگرمی نمبر 2: 25 منٹ

1. درج ذیل الفاظ کو نوٹ بک پر تحریر کریں۔ میں، ہم، تم، وہ، تو، آپ
2. ان الفاظ کو جملوں میں استعمال کریں۔
3. چند طلبہ سے لکھے ہوئے جملے پڑھوائیں۔

نتیجہ/خلاصہ: 3 منٹ



طلبہ اسم ضمیر کی (حالت فاعلی) کی پہچان سیکھ چکے ہیں اور موقع محل کے مطابق حالت فاعلی کا درست استعمال کر سکیں گے۔

جائزہ/جانچ: 5 منٹ



1. دی گئی خالی جگہ تختہ تحریر پر لکھیں۔  
اسلم نے اکرم سے کہا۔۔۔۔۔ بازار جاؤ گے؟ اکرم نے کہا۔۔۔۔۔ ابو سے پوچھتا ہوں۔ اگر۔۔۔۔۔ اجازت دے تو۔۔۔۔۔ دونوں اکٹھے جائیں گے۔
2. طلبہ سے کہیں کہ جملے پڑھتے ہوئے درج ذیل خالی جگہیں درست اسم ضمیر کی حالت فاعلی کے مطابق پُر کروائیں۔
3. چند طلبہ سے جوابات پوچھ کر تختہ تحریر پر لکھیں۔
4. طلبہ سے اسم ضمیر کے الفاظ بھی پوچھیں۔

مشق: 2 منٹ



گھر سے کم از کم تین ایسے جملے لکھ کر لائیں جس میں اسم ضمیر کی (حالت فاعلی) کا درست استعمال ہو۔

ہدایات برائے مخلوط کمرۂ جماعت

■ دی گئی سرگرمیاں جماعت سُوَم اور جماعت پنجم کے طلبہ کو اکٹھے بٹھا کر کروائی جاسکتی ہیں۔

# اعراب کی تبدیلی سے معنی کی تبدیلی کو سمجھ کر پہچاننا

## طلبہ کے حاصلاتِ تعلّم



- اعراب کی تبدیلی سے معنی کی تبدیلی کو پہچان سکیں۔

## معلومات برائے اساتذہ

1. زبان دانی میں درست تلفظ کو بڑی اہمیت حاصل ہے۔ اُردو بولنے اور لکھنے میں اگر اعراب کا خیال نہ رکھا جائے تو الفاظ کے معانی درست نہیں رہتے۔ جیسے خالی جگہ پر کریں تو طلبہ اسے پُر کے بجائے پُر بھی پڑھ سکتے ہیں۔
2. اعراب لگانے کا مطلب یہ ہے کہ کسی لفظ کے مختلف حروف پر زبر، زیر، پیش، شد، جزم، مد وغیرہ لگا کر اُس کا درست تلفظ واضح کر دیا جائے۔
3. اعراب کی مدد سے پڑھنے کی مشق سے طلبہ درست تلفظ پر عبور حاصل کر سکتے ہیں۔

## دورانیہ: 35 منٹ/ایک پیریڈ



## وسائل/ادرائع



درسی کتاب برائے چہارم، تختہ تحریر، چاک/مارکر، جھاٹن/ڈسٹر وغیرہ۔

## تعارف: 5 منٹ



طلبہ سے درج ذیل سوالات پوچھیں۔

1. کلاس میں کُل کتنے طلبہ حاضر تھے؟
  2. کلاس میں کُل کتنے طلبہ ہیں؟
- جملہ نمبر ۱: میں لفظ ”کُل“ کے معنی ہیں (گزرا ہوا دن) جب کہ
  - جملہ نمبر ۲: میں لفظ ”کُل“ کے معنی ہیں (تمام یا پورے وغیرہ)

## تصور کی پختگی



سرگرمی نمبر 1: 10 منٹ

1. کلاس کو دو گروپوں میں تقسیم کریں۔
2. تختہ تحریر پر بھی دو جدول بنائیں۔

جدول نمبر ۲		جدول نمبر ۱		
	علم	معلومات کا خزانہ	علم	علم
	سحر			سحر



سر		سر		
چپ		چپ		

3. دونوں گروپوں میں سے پہلا گروپ جدول نمبر 1 میں سے ایک لفظ بولیں۔
4. اُستاد/اُستانی اس لفظ پر اعراب لگا کر معنی بتادیں۔
5. دوسرا گروپ وہی لفظ دہرائیں۔ اُستاد اُسی لفظ پر اعراب تبدیل کر کے معنی کی وضاحت کریں۔

سرگرمی نمبر 2: 25 منٹ

1. دونوں گروپوں کو اُردو لغت دیں۔
2. گروپوں سے کہیں کہ لغت کی مدد سے باقی الفاظ پر اعراب لگا کر معانی بھی تلاش کریں۔
3. طلبہ کو اس سرگرمی کے لیے 10 منٹ کا وقت دیں۔
4. طلبہ کو ذہن نشین کرائیں کہ اعراب بدلنے سے معنی تبدیل ہو جاتے ہیں۔
5. تمام الفاظ مکمل ہونے پر گروپوں کو موقع دیں کہ تختہ تحریر پر لکھے ہوئے الفاظ پر اعراب لگائیں اور معانی بھی لکھیں۔

نتیجہ/خلاصہ: 3 منٹ



درست تلفظ ادا کرنے میں اعراب کا درست استعمال بنیادی اہمیت رکھتی ہے کسی بھی لفظ پر اعراب تبدیل کرنے سے اُس لفظ کا معنی و مفہوم بدل جاتا ہے۔

جائزہ/چانچ: 5 منٹ



1. جائزے کے طور پر درج ذیل جملے تختہ تحریر پر لکھیں اور طلبہ سے کہیں کہ خالی جگہ میں لفظ مع اعراب لگا کر لکھنے کی کوشش کریں۔
  - کل رات میں ایک۔۔۔۔۔ سے گزرا۔
  - مجھے۔۔۔۔۔ چار کتابیں چاہیے۔
  - میں نے اپنے دوست کو۔۔۔۔۔ رہنے کا اشارہ کیا۔
2. بوقت ضرورت مناسب رہ نمائی اور حوصلہ افزائی کریں۔

مشق: 2 منٹ



گھر سے کم از کم دو الفاظ اعراب کی تبدیلی اور معنی کے ساتھ لکھ کر لائیں۔

# ہنگامی صورت حال میں اپنی حفاظت کے ساتھ دوسروں کی مدد کرنا

## طلبہ کے حاصلاتِ تعلیم



- ہنگامی صورت حال (حادثہ، سیلاب، زلزلہ وغیرہ) میں اپنی حفاظت کے ساتھ دوسروں کی مدد کر سکیں۔

## معلومات برائے اساتذہ

1. اس حاصلِ تعلیم کا مقصد یہ ہے کہ کسی بھی ہنگامی صورت حال جس میں آگ لگنا، حادثہ ہونا، گرجانا، زلزلہ اور سیلاب وغیرہ میں نہ صرف اپنے حواس بحال رکھتے ہوئے اپنی مدد کر سکیں بلکہ دوسروں کو بھی اس صورت حال سے نکلنے میں مددگار ثابت ہو۔
2. طلبہ کو یہ واقفیت ضرور ہونی چاہیے کہ ان ہنگامی صورتحال میں کن محکموں سے رجوع کیا جاسکتا ہے۔ جیسے آگ لگنے کی صورت میں فوری طور پر فائر بریگیڈ کو فوری اطلاع دی جاتی ہے۔

## دورانیہ: 35 منٹ / ایک پیریڈ



## وسائل / ذرائع



درسی کتاب برائے چہارم، تختہ تحریر، چاک / مارکر، جھاڑن / ڈسٹر، چارٹ۔

## تعارف: 5 منٹ



طلبہ سے درج ذیل سوالات پوچھیں۔

1. کیا کسی کو زلزلہ یاد ہے؟
2. کیا کوئی زلزلے کے دوران پیش آنے والی صورت حال کے بارے میں بتا سکتا ہے؟ جیسے زمین ہلنے لگتی ہے وغیرہ
3. اس صورت حال میں ہمیں کیا کرنا چاہیے؟

## تصور کی چٹنگی



سرگرمی نمبر 1: 10 منٹ

1. طلبہ کو دو گروپوں میں تقسیم کریں۔
2. دونوں گروپوں کو الگ الگ ہنگامی صورت حال دیں۔ پہلا گروپ آگ لگنے کی صورت حال سے نمٹنے کی تدابیر بتائے گا۔
3. دوسرا گروپ زلزلے کے دوران بچاؤ کے لیے احتیاطی تدابیر کے بارے میں بتائے گا۔
4. دونوں گروپ کم از کم چار تدابیر بتائیں گے۔
5. تدابیر کے لیے گروپ کے تمام ممبران سے مشورہ ضرور کریں۔
6. اس سرگرمی کے لیے طلبہ کو 10 منٹ کا وقت دیں۔

1. گروپوں سے کہیں کہ وہ اپنی تدابیر کے بارے میں ساتھیوں کو بتائیں۔
2. ہر گروپ کو ۵ منٹ کا وقت دیں۔
3. گروپوں کو تدابیر بیان کرنے پر سراہیں اور شاباش دیں۔

### نتیجہ/خلاصہ: 3 منٹ



طلبہ ہنگامی صورت حال میں بچاؤ کی تدابیر سے وقف ہو گئے ہیں اور ان پر عمل کرتے ہوئے اپنی حفاظت کے ساتھ ساتھ دوسروں کی مدد کرنے کا جذبہ بھی اپنا سکیں گے۔ طلبہ سے پوچھیں کہ کیا انھوں نے ایسی صورت حال میں کبھی کسی کی مدد کی ہے؟ کسی ایک طالب علم/طالبہ کو بتانے کا موقع دیں۔

### جائزہ/جانچ: 5 منٹ



1. طلبہ سے پوچھیں کہ آپ نے سڑک پر دو موٹر سائیکل سواروں کو آپس میں ٹکراتے دیکھے ہیں؟ ایسی صورت میں آپ فوری طور پر کیا کریں گے؟
  2. دو یا تین طلبہ کو جواب کا موقع دیں۔
  3. طلبہ کو جواب دینے پر شاباش کہیں۔
- نوٹ: کسی طالب علم/طالبہ نے کسی ہنگامی صورت حال میں کسی کی مدد کی ہو تو سارے طلبہ کے سامنے اس کے کردار کو بیان کر کے اُسے شاباش دی جائے۔

### مشق: 2 منٹ



طلبہ والدین/سرپرست سے حادثات کی صورت حال میں میں خدمت خلق کرنے والی تنظیموں کے نام پوچھ کر آئیں اور ساتھیوں کو بتائیں۔

ہدایات برائے مخلوط کمرہ جماعت  
دی گئی سرگرمیاں جماعت سُوَم اور جماعت پنجم کے طلبہ کو ساتھ بٹھا کر بھی کروائی جاسکتی ہیں۔

نوٹس

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## کہانیوں اور نظموں پر رد عمل کا اظہار کرنا

### طلبہ کے حاصلاتِ تعلّم



- کہانیاں، نظمیں اور لطیفے پڑھ یا سن کر اپنے رد عمل کا اظہار کر سکیں۔
- کہانیوں اور نظموں میں دیے گئے فطری مناظر، کیفیات اور حالات پر اپنے جذبات کا اظہار کر سکیں۔

### معلومات برائے اساتذہ

1. طلبہ جو بھی کہانی، لطیفہ یا نظم پڑھیں اس کے بارے میں اپنی پسند اور ناپسند کا اظہار کر سکیں۔ اس طرح وہ روزمرہ زندگی میں پیش آنے والے حالات کے بارے میں اپنے جذبات کا اظہار کر سکیں۔

### دورانیہ: 70 منٹ/دوپیریڈ



### وسائل/اذرائع



تختہ تحریر، چاک/مارکر، جھاڑن/ڈسٹر، نظم کا ایک چارٹ وغیرہ۔

### تعارف: 5 منٹ



طلبہ سے دیے گئے سوالات پوچھیں۔

1. کیا آپ کو کوئی کہانی، نظم یا لطیفہ سُنا پسند ہے؟
2. کیا آپ مجھے کوئی لطیفہ سنائیں گے؟
3. آپ کو کس قسم کی نظمیں پسند ہیں؟

### تصور کی چٹنگی



سرگرمی نمبر 1: 30 منٹ

1. دی گئی نظم ”میری بلی“ تختہ تحریر پر لکھیں۔

میری بلی	
بلی میں نے پالی ہے	سر سے دم تک کالی ہے
آنکھیں کیا چمکی ہیں	کسی نیلی نیلی ہیں
بستر پر چڑھ جاتی ہے	ساتھ میرے سو جاتی ہے
جب میں اس کو پاس بلاؤں	دھیرے سے کہتی ہے
میاؤں، میاؤں، میاؤں	میاؤں، میاؤں، میاؤں

2. لے اور آہنگ کے ساتھ طلبہ کو نظم سنائیں تاکہ وہ لطف اندوز ہو سکیں۔
  3. طلبہ سے کہیں کہ وہ آپ کے ساتھ نظم بلند آواز سے پڑھیں۔
  4. نظم سنانے کے بعد طلبہ سے درج ذیل سوالات پوچھیں۔
    - بلی کی آنکھیں کس کس رنگ کی ہوتی ہیں؟
    - کیا آپ نے کوئی بلی پالی ہے؟
    - بلی کی کوئی سی تین حرکات بتائیں؟
    - اس نظم میں آپ کو کیا بات پسند آئی؟
- دوسرا پیریڈ: طلبہ کو بتائیں کہ کل ہم نے ایک نظم پڑھی تھی اور آج ہم ایک کہانی پڑھیں گے۔

سرگرمی نمبر 2: 25 منٹ

1. طلبہ کو جوڑوں میں تقسیم کریں۔
2. جوڑوں کو دی گئی کہانی پڑھنے کا کہیں۔

**چڑیا کی مدد**

ایک دفعہ کا ذکر ہے کہ ایک چڑیا زخمی حالت میں عائنہ کے صحن میں گر گئی۔ جیسے ہی اس نے دیکھا فوراً اُسے اٹھا کر اپنے کمرے میں لے آئی۔ چڑیا کے سر پر چوٹ لگ کر کافی خون بہہ گیا تھا۔ عائنہ نے اپنے بھائی اور امی کو بتایا تو انھوں نے اس کا خون پانی اور روئی کی مدد سے صاف کر کے دوا لگا دی۔ چڑیا کو جب ہوش آیا تو عائنہ نے اُسے پانی پلایا اور باجرہ کھلایا اگلے دن چڑیا کی حالت بہتر ہو گئی۔ بہار کا موسم تھا۔ عائنہ کے گھر رنگ رنگ کے پھول اور درخت لگے ہوئے تھے جن پر پھل اور پھول تھے۔ وہ چڑیا کو لے کر ایک درخت کے پاس لے آئی اور اسے آزاد کر دیا تاکہ وہ اپنے ساتھیوں کے پاس جاسکے۔

3. کہانی کے مشکل الفاظ پڑھنے میں طلبہ کی مدد کریں۔
4. دو یا تین جوڑوں کو کہانی اپنے الفاظ میں بیان کرنے کا کہیں۔

**نتیجہ/خلاصہ: 3 منٹ**



کسی نظم، کہانی یا سفر پر اپنے خیالات، پسند اور ناپسند کا اظہار کر سکیں گے۔ طلبہ سے آج کی کہانی کے بارے میں پسندیدگی اور ناپسندیدگی کے بارے میں پوچھیں۔

**جائزہ/جانچ: 5 منٹ**



1. طلبہ سے دے گئے سوالات کے جوابات اخذ کروائیں۔
  - عائنہ نے چڑیا کی مدد کیسے کی؟
  - بہار کے موسم کا منظر بیان کریں۔؟
  - اگر آپ عائنہ کی جگہ ہوتے تو کیا کرتے؟

**مشق: 2 منٹ**



آج کی کہانی کے بارے میں لکھ کر اپنی پسند اور ناپسند کا اظہار کریں۔

مینه

4

## گفتگو کا مفہوم سمجھنا، یاد کرنا اور بیان کرنا

### طلبہ کے حاصلاتِ تعلّم



- اُردو میں سُنی گئی گفتگو کا مفہوم سمجھ کر یاد رکھ سکیں اور بیان کر سکیں۔

### معلومات برائے اساتذہ

1. توجہ سے کے نتیجے میں طلبہ گفت گو کی چیدہ چیدہ باتوں کو یاد رکھ سکتے ہیں اور معلومات کو اپنے الفاظ میں بیان کر سکتے ہیں اس لیے ضروری ہے کہ وہ گفت گو کو نہ صرف مکمل سُنیں بلکہ اس کو سمجھنے کی کوشش بھی کریں۔
2. اساتذہ جب بھی طلبہ سے بات کریں تو انھیں اپنی طرف متوجہ کریں کہ غور سے بات سُنیں۔ کمرِ جماعت میں طلبہ غلٹ اور دھیان نہ دینے کے باعث ہدایت پر عمل نہیں کر پاتے۔ طلبہ کے ساتھ بات چیت کے دوران مختصر اور جامع بات کریں جہاں ضروری ہو وہاں بات دہرائیں۔

### دورانیہ: 35 منٹ / ایک پیریڈ



### وسائل / ذرائع



درسی کتاب برائے چہارم، تختہ تحریر، چاک / مارکر، جھاڑن / ڈسٹر، استاد کا موبائل فون وغیرہ۔

### تعارف: 5 منٹ



1. آپ کو کس سے بات چیت کرنا پسند ہے؟
2. کیا آپ گھر یا سکول کے بزمِ ادب میں سُنی گئی باتوں کو اپنے الفاظ میں بیان کر سکتے ہیں؟

### تصور کی پختگی



سرگرمی نمبر 1: 30 منٹ

1. تین طلبہ کو ڈرامے کے لیے تیار کریں۔ باقی طلبہ غور سے سُنیں اور دیکھیں۔

علی: سر! دیکھیں یہ اسد کا بچہ مجھے دیکھ کر ہنس رہا ہے۔  
 سر عمران: بہت بُری بات ہے۔ آپ کیسی بات کر رہے ہیں؟ اس طرح نہیں بولنا چاہیے۔  
 علی: مگر آپ اسد کو بھی تو سمجھائیں۔  
 سر عمران: ہاں اسد! آپ علی کو دیکھ کر کیوں ہنسے؟  
 اسد: سر! میں ہنس نہیں رہا مسکرا رہا ہوں ہمارے داد جان کہتے ہیں کہ مسکرانا بھی نیکی ہے۔  
 سر عمران: آپ کے داد جان ٹھیک کہتے ہیں مگر اس انداز سے مسکرانا کہ دوسرا سمجھے آپ اُس کا مذاق اڑا رہے ہیں یہ ٹھیک نہیں ہے۔  
 اسد: اچھا جی میں آئندہ اس بات کا خیال رکھوں گا۔

2. طلبہ سے کہیں کہ وہ ڈرامے کے کردار پیش کریں۔
3. آخر میں دو یا تین طلبہ سے کہیں کہ ڈرامے میں کی گئی گفت گو کو اپنے الفاظ میں بیان کریں۔

سرگرمی نمبر 2: 25 منٹ

1. طلبہ کو دو گروپوں میں تقسیم کریں۔
2. گروپوں سے باری باری ڈرامے سے متعلقہ گفت گو کے بارے میں درج ذیل سوالات کریں۔
  - گفتگو کرنے والوں کے نام کیا ہیں؟
  - علی نے سر عمران سے کیا شکایت کی؟
  - اسد کیوں ہنس رہا تھا؟
  - سر عمران نے مسئلے کا کیسے حل نکالا؟

نتیجہ/خلاصہ: 3 منٹ



درج ذیل بالا سرگرمیوں کے نتیجے میں سنی گئی گفت گو کا مفہوم سمجھ کر یاد رکھتے ہوئے بیان کر سکیں گے۔

جائزہ/جانچ: 5 منٹ



1. طلبہ سے کہیں کہ میں ڈاکٹر کا کردار ادا کروں گا/گی۔
2. طلبہ مریض کا کردار ادا کریں گے۔ اور میرے پاس باری باری معائنے کے لیے آئیں گے۔
3. اس تمثیل کاری کے بعد طلبہ سے اس میں کی گئی بات چیت کے بارے میں سوالات پوچھیں۔ مثلاً:
  - مریض نے ڈاکٹر کو کیا بیماری بتائی؟
  - ڈاکٹر نے مریض سے کیا سوال پوچھا؟

مشق: 2 منٹ



ٹی وی پر کوئی انٹرویو دیکھیں اور اس کی خاص خاص باتیں کراجماعت میں باقی ساتھیوں کو بتائیں۔

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# لفظوں اور ہندسوں میں گنتی لکھنا

طلبہ کے حاصلاتِ تعلّم



■ اِکٹھ سے ستر تک گنتی اُردو ہندسوں اور لفظوں میں لکھ سکیں۔

## معلومات برائے اساتذہ

1. روز مرہ زندگی میں بنیادی ضروریات کے خرید و فروخت کے لیے اُردو گنتی کو لفظوں اور ہندسوں میں جاننا بہت ضروری ہے۔
2. طلبہ اس قابل ہوں کہ لفظوں اور ہندسوں میں لکھی ہوئی گنتی کو پڑھ کر بول سکیں۔
3. طلبہ کے سامنے کمرہ جماعت میں اُردو گنتی کا لفظوں اور ہندسوں میں لکھا ہوا چارٹ آویزاں کریں اور طلبہ کی توجہ اس طرح دلوائیں آج کمرہ جماعت میں چالیس طلبہ حاضر ہیں۔ آج سال کے باون دن مکمل ہو گئے ہیں۔

دورانیہ: 70 منٹ / دوپیر



وسائل / ذرائع



درسی کتاب برائے چہارم، تختہ تحریر، چاک / مارکر، ڈسٹر / جھاڑن اور گنتی کے چارٹس، وغیرہ۔

تعارف: 5 منٹ



طلبہ سے پوچھیں:

1. کیا آپ ایک سے ساٹھ تک گنتی لکھ سکتے ہیں؟
2. تختہ تحریر پر گنتی ۱۹، ۴۰، ۳۳ اور ۵۷ لکھیں اور طلبہ سے کہیں کہ اپنی نوٹ بک پر ان ہندسوں کو لفظوں میں لکھیں۔
3. کسی ایک طالب علم / طالبہ سے کہیں کہ وہ تختہ تحریر پر گنتی لفظوں میں لکھیں۔

تصور کی پختگی



سرگرمی نمبر 1: 25 منٹ

1. ایک چارٹ تختہ تحریر پر آویزاں کریں۔ جس پر اِکٹھ سے ستر تک ہندسوں اور لفظوں میں گنتی لکھی ہو۔

لفظوں میں	ہندسوں میں
اِکٹھ	۶۱
باِٹھ	۶۲
تریسٹھ	۶۳
چونسٹھ	۶۴
پینسٹھ	۶۵

چھیا سٹھ	۶۶
سٹھ	۶۷
اڈسٹھ	۶۸
انہتر	۶۹
ستر	۷۰

2. طلبہ کو ہندسوں اور لفظوں میں گنتی پڑھنا اور لکھنا سکھائیں۔

3. طلبہ کو اپنے ساتھ گنتی پڑھنے کا کہیں۔

4. طلبہ سے کہیں کہ گنتی کو کاپیوں پر خوش خط لکھیں۔

5. طلبہ کو گنتی لکھنے کے لیے ۱۰ منٹ کا وقت دیں۔

دوسرا پیریڈ

عزیز طلبہ! کل ہم نے اُردو گنتی اکٹھ تا ستر کو ہندسوں اور لفظوں میں لکھنا اور پڑھنا سیکھا تھا۔ آج ہم اس مشق کو مزید جاری رکھیں گے۔

سرگرمی نمبر 2: 25 منٹ

1. استاد/استانی تختہ تحریر پر درج ذیل جملے لکھیں اور طلبہ سے کہیں کہ جہاں پر ہند سے ہیں اس کو لفظوں میں اور جہاں لفظوں میں ہے اُسے ہندسوں میں تبدیل کر کے دوبارہ جملہ لکھیں۔

اس کتاب کی قیمت ۶۵ روپے ہے۔	
میں نے یہ قلم سٹھ روپے میں خریدا ہے۔	
میری جماعت میں کل ۶۲ طلبہ ہیں۔	

2. طلبہ کو سرگرمی مکمل کرنے کے لیے ۱۰ منٹ کا وقت دیں۔

3. سرگرمی مکمل کرنے کے بعد دو تین طلبہ کی مدد سے تختہ تحریر پر جملے لکھوائیں۔

4. طلبہ سے کہیں کہ ان جملوں کی روشنی میں اپنے کام کا از خود جائزہ لیں۔

نتیجہ/خلاصہ: 3 منٹ



اب بچے آسانی سے اکٹھ تا ستر تک گنتی لفظوں اور ہندسوں میں پڑھنا اور لکھنا سیکھ چکے ہیں۔

جائزہ/جانیچ: 5 منٹ



1. طلبہ سے کہیں کہ میں گنتی بولوں گا/گی۔

2. تمام طلبہ انفرادی طور پر کاپیوں پر کریں گے۔

3. طلبہ کو ستر، پینسٹھ اور سٹھ بولیں اور طلبہ سے کہیں کہ انہیں ہندسوں اور لفظوں میں لکھیں۔

4. طلبہ سے کہیں کہ گنتی کے چارٹ کی مدد سے اپنے کام کا از خود جائزہ لیں۔

مشق: 2 منٹ



گھر سے ۶۱ سے ۷۰ تک گنتی ہندسوں اور لفظوں میں لکھ کر لائیں۔

## رموزِ اوقاف میں استفہامیہ اور واوین کا استعمال کرنا

### طلبہ کے حاصلاتِ تعلیم



■ رموزِ اوقاف میں استفہامیہ اور واوین کا استعمال کر سکیں۔

### معلومات برائے اساتذہ

1. رموز، رمز کی جمع ہے جس کا مطلب ہے علامت یا اشارہ جبکہ اوقاف، وقف کی جمع ہے جس کے معنی ہے۔ ٹھہرنا یا رکنا۔
2. رموز اوقاف ان اشاروں یا علامتوں کو کہتے ہیں جن سے معلوم ہوتا ہے کہ عبارت میں کس جگہ اور کس طرح ٹھہرنا ہے۔
3. استفہامیہ سے مراد سوالیہ جملہ یا فقرہ ہے یعنی وہ جملہ جس میں کوئی سوال پوچھا جائے۔ استفہامیہ یا سوالیہ جملہ جہاں ختم ہو رہا ہو وہاں یہ نشان (؟) لگایا جاتا ہے۔ اسے سوالیہ نشان یا علامت استفہام بھی کہتے ہیں۔
4. جب کسی شخص کی کہی ہوئی بات اس کے اپنے الفاظ میں بیان کرنی ہو تو جہاں سے متعلقہ جملہ کہاوت، قول یا کوئی عبارت شروع ہوتی ہے وہاں یہ نشان (”) لگائے جاتے ہیں اور جہاں بات مکمل ہو جاتی ہے وہاں اسی طرح کے نشان (”) لگاتے ہیں۔ ان کو واوین یا علامت اقتباس بھی کہتے ہیں۔

### دورانیہ: 35 منٹ / ایک پیریڈ



### وسائل / ذرائع



درسی کتاب برائے چہارم، تختہ تحریر، چاک / مارکر، جھاڑن / ڈسٹر وغیرہ  
نوٹ: دو سادہ کاغذ جس میں سے ایک کاغذ پر علامت استفہام (؟) اور دوسرے کاغذ پر واوین (”) لکھ کر کمر اجتماعت میں آویزاں کر دیں۔

### تعارف: 5 منٹ



1. طلبہ سے درج ذیل سوالات پوچھیں اور انھیں تختہ تحریر پر بغیر کسی رموزِ اوقاف ختمہ (-)، سوالیہ (؟) یا واوین (”) کے لکھیں۔
  - آپ کون سی جماعت میں پڑھتے ہو
  - آپ کا تعلق کس صوبے سے ہے
2. اب طلبہ سے پوچھیں کہ جملے کے آخر میں کون سی علامت آئے گی۔ اس کے بعد ان کی توجہ سوالیہ نشان والے کاغذ پر دلوائیں۔
  - قائد اعظم نے فرمایا، کام، کام، اور بس کام
3. طلبہ کو بتائیں کہ جب ہم کسی کی بات یا قول کو بیان کرتے ہیں تو وہاں واوین کی علامت لگاتے ہیں۔ ان کو سمجھانے کے لیے کاغذ پر لکھی ہوئی واوین کی علامت پر ان کی توجہ دلوائیں۔

### تصور کی پختگی



سرگرمی نمبر 1: 10 منٹ

1. طلبہ کے جوڑے بنائیں۔

2. طلبہ سے کہیں کہ درسی کتاب میں سے دو جملے جن پر سوالیہ نشان اور واوین کی علامت ہو تلاش کریں۔
3. طلبہ کی مناسب رہ نمائی کریں اور بوقتِ ضرورت مدد کریں۔
4. دو یا تین جوڑوں سے کہیں کہ تلاش کیے ہوئے جملوں کا صفحہ نمبر بتائیں تاکہ باقی جوڑے بھی وہ جملے دیکھ سکیں۔
5. طلبہ کو اس سرگرمی کے لیے ۱۰ منٹ کا وقت دیں۔

سرگرمی نمبر 2: 10 منٹ

1. تختہ تحریر پر درج ذیل جملے لکھیں۔

- کیا آپ نے ٹیپو سلطان کا نام سنا ہے
- ٹیپو سلطان کا قول ہے گیدڑ کی سو سالہ زندگی سے شیر کی ایک دن کی زندگی بہتر ہے۔
- کیا آپ پاکستان کے پہلے وزیر اعظم کا نام بتا سکتے ہیں؟

2. طلبہ کے سامنے جملے پڑھیں اور درست علامت لگوا کر جملے مکمل کروائیں۔

3. غلطی کی صورت میں طلبہ کی اصلاح کریں۔

نتیجہ/خلاصہ: 3 منٹ



درج بالا سرگرمیوں کے نتیجے میں طلبہ رموزِ اوقاف میں استفہامیہ اور واوین کا درست استعمال کرنا سیکھ گئے ہیں۔

جائزہ/جائزہ: 5 منٹ



طلبہ سے درج ذیل سوالات پوچھیں۔

1. سوالیہ نشان (؟) جملے کے ----- میں لگایا جاتا ہے۔ (آغاز میں، درمیان میں، اختتام میں)
2. واوین کسی کی کہی ہوئی بات کے ----- میں لگائے جاتے ہیں۔ (درمیان میں/آغاز اور اختتام میں)

مشق: 2 منٹ



گھر سے درسی کتاب کے صفحہ نمبر ۶۲ پر دی گئی سرگرمی ”قواعد سیکھیں“ مکمل کر کے لائیں۔

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# اُردو بولنے پر فخر محسوس کرنا

## طلبہ کے حاصلاتِ تعلّم



- مختلف سماجی تقریبات میں اُردو بولنے پر فخر محسوس کر سکیں۔

## معلومات برائے اساتذہ

1. اُردو ہماری قومی زبان ہے۔ طلبہ کو آپس میں زیادہ سے زیادہ اُردو بولنے کے مواقع فراہم کریں۔
2. اُردو الفاظ کی درست ادائی کی بار بار مشق کروائیں۔
3. اُردو تلفظ پر مکمل عبور حاصل ہو۔
4. طلبہ کو اظہارِ خیال اور رائے کا موقع دیں تاکہ اُن میں خود اعتمادی پیدا ہو سکے۔

## دورانیہ: 35 منٹ / ایک پیریڈ



## وسائل / ذرائع



درسی کتاب برائے چہارم، تختہ تحریر، چاک / مارکر، ڈسٹر / جھاڑن، وغیرہ۔

## تعارف: 5 منٹ



طلبہ سے پوچھیں:

1. ہماری قومی زبان کون سی ہے؟
2. کیا آپ نے بزمِ ادب یا کسی تقریب میں میزبانی کی ہے؟

## تصور کی چٹنگی



سرگرمی نمبر 1: 10 منٹ

1. طلبہ کے چار گروپ بنائیں۔
2. ہر گروپ ایک رول پلے تیار کرے گا۔
3. ہر گروپ سے کہیں کہ اپنے گروپ میں سے ایک ساتھی بطور میزبان منتخب کریں جو با اعتماد اور اُردو بولنے میں رواں ہو۔
4. میزبان بزمِ ادب کی تقریب کے لیے میزبانی کرے گا۔
5. رول پلے تیار کرنے کے لیے 10 منٹ کا وقت درکار ہے۔

سرگرمی نمبر 2: 10 منٹ

1. گروپوں کے درمیان میزبانی کا مقابلہ کروائیں۔
2. ہر گروپ کو 2 منٹ کا وقت دیں۔

3. طلبہ کی مدد سے گروپوں میں سے بہترین میزبان کا انتخاب کریں۔
4. منتخب میزبان کو بزم ادب کی تقریب کے لیے میزبانی کا موقع ضرور دلوائیں۔

### نتیجہ/خلاصہ: 3 منٹ



طلبہ کسی بھی سماجی تقریب میں میزبانی کے فرائض انجام دے سکتے ہیں اور اُردو بولنے پر فخر محسوس کر سکیں گے۔

### جائزہ/جانبی: 5 منٹ



1. طلبہ سے روز مرہ امور سے متعلق گفت گو کریں۔
2. اُن سے اُن کے پسند و نا پسند پر سوالات پوچھیں۔
3. طلبہ کی مناسب حوصلہ افزائی کریں تاکہ وہ اُردو بولنے پر فخر محسوس کریں۔

### مشق: 2 منٹ



کسی تفریحی جگہ کی سیر کے بارے میں سوچ کر آئیں اور اپنے ساتھیوں کو اس کے بارے میں دلچسپ باتیں اُردو میں بتائیں۔

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# بے ربطی اور عدم تسلسل کا ادراک

طلبہ کے حاصلاتِ تعلّم



- گفتگو یا بیان جملوں میں بے ربطی اور عدم تسلسل کا ادراک کر سکے۔

## معلومات برائے اساتذہ

- الفاظ کی ادائی اور مفہوم کو جاننے کے بعد جملوں میں ربط اور تسلسل کی طرف توجہ دیں۔
- کسی کو اپنی بات سمجھانے کے لیے جملوں کو ربط اور تسلسل کے ساتھ ادا کرنا ضروری ہے۔
- گفتگو الفاظ اور جملوں کی ادائی کے ساتھ ساتھ با معنی اور فکر انگیز بھی ہونی چاہیے۔

دورانیہ: 35 منٹ / ایک پیریڈ



وسائل / ذرائع



درسی کتاب برائے جماعت چہارم، تختہ تحریر، چاک / مارکر، پرانے اخبارات، ڈسٹر / جھاڑن وغیرہ

تعارف: 5 منٹ



- طلبہ سے پوچھیں کہ کبھی ایسا ہوا ہے کہ آپ کو کسی کی بات سمجھ نہ آئی ہو؟
- بے ربط اور عدم تسلسل کا حامل جملہ بولے جیسے کل کھایا کھارات کو؟
  - طلبہ سے کہیں کہ اس جملے کو ربط اور تسلسل سے بولنے کی کوشش کریں۔
  - کیا اڈھوری بات سمجھ میں آتی ہے؟

تصور کی چٹنگی



سرگرمی نمبر 1: 10 منٹ

- طلبہ کو دو گروپوں میں تقسیم کریں۔
- پرانے اخبارات کی دو عبارتیں لے کر انھیں کاٹ کر طلبہ کو دیں۔ ہر عبارت کو کاٹ کر تین حصوں میں تقسیم کریں۔
- ہر گروپ کو ایک عبارت کے تین حصے دیں۔
- طلبہ سے کہیں کہ وہ یہ حصے پڑھتے ہوئے انھیں ترتیب دے کر عبارت مکمل کریں۔
- عبارت مکمل کرنے کے لیے طلبہ کو 10 منٹ کا وقت دیں۔
- بوقت ضرورت طلبہ کی حوصلہ افزائی اور مناسب رہ نمائی کریں۔

سرگرمی نمبر 2: 10 منٹ

- ہر گروپ باری باری سامنے آکر اپنی عبارت پیش کریں۔

2. ہر گروپ کو عبارت کے پہلے دو جملے سنانے کا کہیں۔
3. طلبہ کی جملوں میں ربط اور تسلسل قائم کرنے کے لیے حوصلہ افزائی کریں۔
4. طلبہ کے لکھے ہوئے کام کا جائزہ لے کر تصحیح کروائیں۔

### نتیجہ/خلاصہ: 3 منٹ



بے ربط اور عدم تسلسل پر مشتمل گفت گو سن کر سمجھنا مشکل ہو جاتا ہے۔ طلبہ کو بتائیں کہ اس مشق کی مدد سے جملوں میں تسلسل اور ربط قائم کر سکیں گے۔ ربط نہ ہونے کے باعث گفت گو کے دوران سوالات بھی پوچھ سکتے ہیں تاکہ آسانی سے سمجھ سکیں۔

### جائزہ/جانیج: 5 منٹ



1. کسی ایک طالب علم یا طالبہ سے تسلسل اور ربط کے ساتھ ایک مختصر کہانی سنانے کا کہیں۔
2. تمام طلبہ سے کہیں کہ کہانی غور سے سنیں۔
3. طلبہ سے پوچھیں کہ کیا آپ کو کہانی سمجھ آئی؟ اگر جواب ہاں میں دیں تو کہانی سنانے کا کہیں۔

### مشق: 2 منٹ



گھر میں تسلسل اور ربط کے ساتھ ایک مختصر کہانی سنانے کی مشق کر کے آئیں اور کمرہ جماعت میں ساتھیوں کو سنائیں۔

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## حروفِ عطف کا استعمال

طلبہ کے حاصلاتِ تعلّم



■ حروفِ عطف کا استعمال کر سکیں۔

### معلومات برائے اساتذہ

1. وہ حروف جو دو کلموں کو آپس میں ملائے۔ ”حروفِ عطف“ کہلاتا ہے۔ مثلاً: آج کل دن اور رات برابر ہیں ”و“، ”اور“، ”پھر“، ”بھی“ وغیرہ حروفِ عطف کی مثالیں ہیں۔

دورانیہ: 35 منٹ / ایک پیریڈ



وسائل / اذرائع



درسی کتاب برائے چہارم، تختہ سیاہ، چاک / مارکر، ڈسٹر / جھاڑن وغیرہ

تعارف: 5 منٹ



طلبہ سے درج ذیل سوالات پوچھیں۔

1. حرف کسے کہتے ہیں؟
2. حرف جار کسے کہتے ہیں؟
3. ہم پہلے حرف جار پڑھ چکے ہیں۔ کیا آپ میں سے کوئی حرف جار کے بارے میں بتا سکتا ہے؟

تصور کی پختگی



سرگرمی نمبر 1: 10 منٹ

1. دی گئی عبارت تختہ تحریر پر لکھیں۔

عبارت  
اتفاق۔۔۔ اتحاد سے کسی قوم میں پیار۔۔۔ محبت پیدا ہوتی ہے۔۔۔۔۔ وہ قوم کسی کی غلام نہیں رہتی۔

2. طلبہ سے کہیں کہ عبارت اپنی کاپیوں پر لکھیں۔
3. عبارت لکھنے کے بعد دیے گئے حروف کی مدد سے عبارت مکمل کریں۔ حروفِ عطف: ”اور“، ”و“، ”پھر“
4. عبارت مکمل کرنے کے بعد اپنے ساتھ بیٹھے ساتھی کو دکھائیں۔
5. استاد / استانی تختہ تحریر پر عبارت مکمل کر کے لکھیں۔
6. طلبہ سے کہیں کہ اس عبارت کی روشنی میں اپنے کام کی اصلاح کریں۔

1. تختہ تحریر پر درج ذیل نامکمل جملے لکھیں۔
  - ہمارا کمرہ جماعت صاف۔۔۔۔۔ ستھرا ہے۔
  - پاکستانی رسم۔۔۔۔۔ رواج کے پابند ہیں۔
  - میں اگرچہ ذہین نہیں ہوں پھر۔۔۔۔۔ محنت کرتا/کرتی ہوں۔
2. طلبہ کو جوڑوں میں تقسیم کریں۔
3. دیے گئے حروف: و، ”، اور، ”، ” بھی ” کی مدد سے جملے مکمل کریں۔
4. ۲ یا ۳ جوڑوں سے مکمل جملے پڑھنے کا کہیں۔
5. غلطی کی صورت میں کام کی اصلاح کریں۔

### نتیجہ/خلاصہ: 3 منٹ



حروفِ عطف کے بغیر نہ تو دو کلمے آپ میں مل سکتے ہیں اور نہ کسی جملے کا مفہوم واضح ہو جاتا ہے۔ طلبہ سے حروفِ عطف اخذ کروائیں۔

### جائزہ/چالنج: 5 منٹ



1. طلبہ سے درج ذیل جملے میں درست حروفِ عطف کا استعمال کرنے کے لیے کہیں۔
  - پاکستانی محنتی۔۔۔۔۔ قابل ہیں۔
2. جملہ مکمل کرنے کے لیے طلبہ کو دو منٹ کا وقت دیں۔
3. غلط جملہ بتانے کی صورت میں کسی دوسرے طلبہ کو موقع دیں۔

### مشق: 2 منٹ



ہر طلبہ گھر سے حروفِ عطف کے متعلق کوئی سے تین جملے اپنی کاپی پر لکھ کر لائیں۔

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## درخواست لکھنا

### طلبہ کے حاصلاتِ تعلیم



■ اسکول سے متعلقہ امور کے بارے میں درخواست لکھ سکیں۔

### معلومات برائے اساتذہ

1. درخواست کی لغوی معنی التماس، گزارش اور آرزو کے ہیں۔ اصطلاح میں اس سے مراد کسی انفرادی / اجتماعی مسئلے کے حل کے لیے کسی افسر یا حاکم کے نام لکھی جانی والی تحریر ہے۔ درخواست کے پانچ حصے ہیں۔ آغاز، عنوان، آداب، متن، اختتام۔ جیسے: ہم ہیڈ ماسٹر صاحب یا ہیڈ مسٹریں صاحبہ کو درخواست لکھتے ہیں۔
2. طلبہ کو اسکول سے متعلق ضروریات / مقاصد سے آگاہ کریں اور لکھنے کی مشق کروائیں تاکہ وہ اپنی ضرورت / مقصد بیان کرنے کے قابل ہو سکیں۔
3. طلبہ کو اسکول سربراہ کو مخاطب کرنے اور اپنا مدعا بیان کرنے کا طریقہ سکھائیں۔

### دورانیہ: 70 منٹ / دوپیریڈ



### وسائل / ذرائع



درسی کتاب برائے چہارم، تختہ تحریر، چاک / مارکر، ڈسٹر / جھاڑن وغیرہ۔

### تعارف: 5 منٹ



- طلبہ سے درج ذیل سوالات پوچھیں:
1. کیا آپ نے کبھی درخواست لکھی ہے؟ جواب ہاں آنے کی صورت میں درخواست کے نمونے کے بارے میں پوچھیں۔
  2. آج ہم درخواست لکھنا سکیں گے۔

### تصور کی پختگی



سرگرمی نمبر 1: 10 منٹ

1. طلبہ کے سامنے درخواست کا نمونہ تختہ تحریر پر لکھ کر پیش کریں۔  
درخواست کا نمونہ  
بخدمت جناب ہیڈ ماسٹر صاحب / جناب ہیڈ مسٹریں صاحبہ گورنمنٹ پرائمری اسکول گڑھی کریم، پشاور۔  
جناب عالی!  
مؤدبانہ گزارش ہے جیسا کہ آپ جانتے ہیں کہ علم کے بغیر انسان نامکمل ہے۔ اسی طرح علم کتابوں کے بغیر حاصل نہیں کیا جاسکتا ہے۔ چونکہ ہمارے اسکول میں لائبریری نہیں ہے۔ اس لیے آپ سے التماس ہے کہ اسکول میں لائبریری کا انتظام کیا جائے۔  
عین نوازش ہوگی  
العارض

2. طلبہ سے کہیں کہ یہ نمونہ وہ اپنی کاپی پر نوٹ کریں۔
3. اب استاد/استانی طلبہ کے ساتھ درخواست لکھنے کی مشق کریں گے اور نمونے کی درخواست میں معلومات کا اندراج کریں گے۔
4. دوست کے اسکول میں داخلے کے لیے درخواست لکھیں گے۔
5. درخواست لکھنے کے بعد طلبہ سے کہیں کہ وہ اس درخواست کو اپنی کاپیوں پر لکھیں۔
6. طلبہ سے کہیں کہ درخواست کے اس نمونے کو سمجھنے کی کوشش کریں۔

دوسرا پیڑ

عزیز طلبہ! کل ہم نے درخواست کے نمونے کے مطابق درخواست لکھی تھی۔ آج ہم گروپوں میں مزید درخواست لکھنے کی مشق کریں گے۔

سرگرمی نمبر 2: 25 منٹ

1. طلبہ کو چار گروپوں میں تقسیم کریں۔
2. ہر گروپ ایک درخواست لکھنے کے بارے میں سوچے۔
3. گروپوں کو نمونے کے مطابق درخواست لکھنے کا کہیں۔
4. درخواست لکھنے کے لیے بچوں کو ۲۰ منٹ کا وقت دیں۔
5. ۲۰ منٹ کے بعد طلبہ سے درخواست کے نمونے واپس لے لیں اور استاد/استانی ان درخواستوں کو غور سے پڑھتے ہوئے مناسب رہ نمائی اور اصلاح کریں۔

نتیجہ/خلاصہ: 3 منٹ



طلبہ درخواست کے عملی نمونے کی مدد سے درخواست لکھ سکیں گے۔ طلبہ سے پوچھیں کہ درخواست لکھتے ہوئے کن باتوں کا خیال رکھا گیا۔ نمونہ دکھا کر اہم نکات پر ان کی توجہ مبذول کروائیں۔

جائزہ/جانبی: 5 منٹ



1. تمام گروپوں کو ان کی لکھی ہوئی درخواست فیڈ بیک کے ساتھ واپس کریں۔
2. طلبہ سے کہیں کہ وہ فیڈ بیک کی روشنی میں اپنی درخواست کے الفاظ اور جملے درست کر کے لکھیں۔
3. درخواست درست کرنے کے بعد گروپ کے تمام ممبر اپنی کاپیوں پر لکھیں گے۔

مشق: 2 منٹ



اسکول سے متعلقہ امور کے حوالے سے کوئی بھی درخواست لکھ کر لائیں۔

## جدید ٹیکنالوجی میں اُردو کا استعمال

طلبہ کے حاصلاتِ تعلّم



- جدید ٹیکنالوجی جیسے ذرائع ابلاغ (موبائل فون ٹیبٹ، کمپیوٹر، لیپ ٹاپ، کیمرہ وغیرہ) میں اُردو کا درست استعمال کر سکیں۔

## معلومات برائے اساتذہ

1. جدید ٹیکنالوجی سے باخبر ہو۔
2. ذرائع ابلاغ کا استعمال جانتا ہو۔
3. خاص کر ذرائع ابلاغ (موبائل فون، ٹیبٹ، کمپیوٹر، لیپ ٹاپ وغیرہ) کا استعمال جانتا ہو۔
4. جہاں تک ممکن ہو ذرائع ابلاغ کی چیزوں کا اہتمام کریں اور فراہم کریں۔

دورانیہ: 35 منٹ / ایک پیریڈ



وسائل / ذرائع



درسی کتاب برائے چہارم، تختہ تحریر۔ چاک / مارکر، جھاڑن / ڈسٹر، کمپیوٹر، موبائل فون وغیرہ۔

تعارف: 5 منٹ



1. کیا آپ نے کبھی موبائل فون پر اُردو کی لکھائی دیکھی ہے؟
2. کیا آپ نے کمپیوٹر پر کام کیا ہے؟
3. کیا آپ موبائل فون اور کمپیوٹر میں اُردو استعمال کرتے ہو؟ جواب نہ آنے پر طلبہ سے کہیں کہ آج ہم موبائل اور کمپیوٹر میں اُردو لکھنا سیکھیں گے۔

تصور کی چٹنگی



سرگرمی نمبر 1: 10 منٹ

1. تختہ تحریر پر موبائل کا اُردو کی پیڈ بنائیں۔

1	2	3	4	5	6	7	8	9	0
ق	و	ع	ر	ت	ے	ئی	ی	ہ	پ
ا	س	د	ف	گ	ھ	ج	خ	ک	ل
	ز	ص	چ	ط	ب	ن	م	X	
!#☺				← اُردو →			-	↑	

2. طلبہ کو موبائل فون پر اُردو کی پیڈ کو اسکرین پر لانے کا طریقہ سکھائیں اور زیادہ سے زیادہ مشق کروائیں۔
3. طلبہ کو میز کے اُردو گرد اس طرح کھڑا کریں کہ سب طلبہ کو موبائل فون نظر آئے۔
4. استاد/استانی اپنا موبائل فون اس طرح میز پر رکھیں کہ سب کو نظر آئے۔
5. کسی ایک سے کہیں کہ موبائل میں اُردو کی پیڈ کھولیں اور اپنا نام لکھیں۔
6. باری باری چند طلبہ سے ان کے نام لکھوائیں۔

سرگرمی نمبر 2: 10 منٹ

1. طلبہ کو کمپیوٹر پر اُردو کی پیڈ کو اسکرین پر لانے کا طریقہ سکھائیں اور زیادہ سے زیادہ مشق کروائیں۔
2. باری باری چند طلبہ سے ان کے نام لکھوائیں۔
3. کوشش کریں کہ ان طلبہ کو موقع دیں جو موبائل پر اپنا نام نہیں لکھ سکے۔
4. نوٹ: اگر سکول میں کمپیوٹر یا لیپ ٹاپ موجود نہیں ہے تو موبائل پر اس سرگرمی کی مشق جاری رکھیں۔

نتیجہ/خلاصہ: 3 منٹ



1. چند طلبہ سے کہیں کہ وہ اُردو کی پیڈ کا استعمال کرتے ہوئے باری باری اپنے دوست کا نام موبائل فون میں لکھیں۔
2. موبائل یا کمپیوٹر استعمال کرنے پر ان کی حوصلہ افزائی کریں۔

جائزہ/جائزہ: 5 منٹ



1. طلبہ سے درج ذیل جملے میں درست حروفِ عطف کا استعمال کرنے کے لیے کہیں۔  
 ▪ پاکستانی محنتی۔۔۔۔۔ قابل ہیں۔
2. جملہ مکمل کرنے کے لیے طلبہ کو دو منٹ کا وقت دیں۔
3. غلط جملہ بتانے کی صورت میں کسی دوسرے طلبہ کو موقع دیں۔

مشق: 2 منٹ



طلبہ سے کہیں کہ وہ گھر میں والد کے موبائل میں اُردو کی پیڈ کا استعمال کرتے ہوئے اپنے اسکول کا نام لکھیں۔

نوٹس

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## مکالمہ بیان کرنا / لکھنا

### طلبہ کے حاصلاتِ تعلّم



- مکالماتی طریقہ کار کے مطابق گفتگو کر سکیں۔
- مکالمہ لکھ سکیں۔

### معلومات برائے اساتذہ

1. مکالمہ زبانِ دانی کی ایک اہم اور دلچسپ صنف ہے۔
2. مکالمہ دو یا دو سے زیادہ افراد کی آپس میں کسی موضوع پر گفتگو یا بات چیت کرنے کا نام ہے۔
3. مکالمے کی زبان شگفتہ اور لہجے میں بے تکلفی ہونی چاہئے۔
4. مکالمے میں بامقصد اور بامعنی الفاظ کا انتخاب کرنا چاہئے۔

### دورانیہ: 70 منٹ / دوپیریڈ



### وسائل / اذرائع



درسی کتاب برائے چہارم، تختہ تحریر، چاک / مارکر، ڈسٹر / جھاڑن وغیرہ۔

### تعارف: 5 منٹ



1. استاد استانی / ایک طالب علم / طالبہ کی مدد سے یہ مکالمہ بولیں گے۔

- استاد / استانی: السلام علیکم
- شاگرد / شاگردہ: وعلیکم السلام
- استاد / استانی: آپ کیسے ہو؟
- شاگرد / شاگردہ: میں ٹھیک ہوں۔
- استاد / استانی: آپ نے ریاضی کے تمام سوالات حل کر لیے ہیں؟
- شاگرد / شاگردہ: سر مجھے دو تین سوالات حل کرنے میں مشکل پیش آرہی ہے۔
- استاد / استانی: کیا آپ مجھے اپنی نوٹ بک دکھا سکتے ہیں؟
- شاگرد / شاگردہ: جی ہاں

نوٹ: استاد طلبہ کو بتائیں جب دو لوگ آپس میں کسی خاص موضوع پر بات چیت کرتے ہیں اُسے مکالمہ کہتے ہیں جیسے ہم نے ابھی استاد / استانی اور شاگرد کا مکالمہ پیش کیا۔





سرگرمی نمبر 1: 30 منٹ

1. طلبہ کو پانچ گروپوں میں تقسیم کریں۔
2. گروپوں سے کہیں کہ وہ دیے گئے عنوان کے مطابق اپنا مکالمہ لکھیں گے۔
3. ہر گروپ کو ایک الگ مکالمہ دیا جائے گا۔

گروپ نمبر ۱: ڈاکٹر اور مریض  
گروپ نمبر ۲: گاہک اور دکان دار  
گروپ نمبر ۳: استاد اور شاگرد  
گروپ نمبر ۴: ہیڈ مسٹریس اور استاد  
گروپ نمبر ۵: موچی اور گاہک

4. ہر گروپ کو مکالمہ لکھنے کے لیے دس منٹ کا وقت دیں۔
5. مکالمہ لکھنے کے بعد وہ اپنے گروپ میں کردار تقسیم کریں گے تاکہ وہ مکالمہ کی تیاری کر کے پیش کر سکیں۔
6. طلبہ کو بتائیں کہ گروپوں میں تیار کیے گئے مکالمے کی آئندہ پیریڈ میں پیش کش ہوگی۔  
دوسرا پیریڈ: عزیز طلبہ! کل ہم نے جو مکالمے گروپوں میں تیار کیے تھے آج ہم انہیں پیش کریں گے۔

سرگرمی نمبر 2: 25 منٹ

1. گروپوں سے کہیں کہ وہ اپنا مکالمہ پیش کریں۔
2. تمام گروپوں کو باری باری مکالمہ پیش کرنے کا موقع دیں۔
3. ہر گروپ کو مکالمہ پیش کرنے کے لیے ۵ منٹ کا وقت دیں۔
4. آخر میں طلبہ سے پوچھیں کہ کس گروپ کا مکالمہ سب سے اچھا تھا؟
5. فاتح گروپ کے لیے تالیاں بجوائیں۔

نتیجہ/خلاصہ: 3 منٹ



روزمرہ زندگی میں طلبہ مختلف افراد سے بات چیت کرتے ہوئے با مقصد اور با معنی الفاظ استعمال کر سکیں گے۔ طلبہ گروہی سرگرمی کی مدد سے مکالمے سے خوب اچھی طرح واقفیت حاصل کر چکے ہیں۔

جائزہ/جانیچ: 5 منٹ



1. طلبہ سے کہیں کہ میں ایک مکالمہ آپ کے ساتھ پیش کرنا چاہتا/چاہتی ہوں۔
2. میرا کردار سبزی فروش کا ہے اور آپ سب گاہک کا کردار ادا کریں گے۔

3. طلبہ کے ساتھ تین سے چار منٹ میں مکالمہ کا عملی مظاہرہ کریں۔



## منشق: 2 منٹ

محله میں دوکان دار اور گاہک کے مکالمے کا مشاہدہ کر کے لکھیں اور کل اپنے ساتھیوں کو سنائیں۔

نوس

[illegible]

## مضمون نگاری

### طلبہ کے حاصلاتِ تعلّم



- مشاہدے کا تجزیہ، ترتیب پیش کش اور اختتامیہ کو استعمال کرتے ہوئے کم از کم 10 تا 15 جملوں پر مشتمل مضمون لکھ سکیں۔

### معلومات برائے اساتذہ

1. طلبہ سے ایسا عنوان منتخب کروائیں جس کے بارے میں انہیں پہلے سے معلومات ہوں۔
2. طلبہ میں مشاہدے کے جذبے کو ابھارنے کے لیے انہیں اپنے مشاہدات اور تجربات کو مضمون میں ضرور شامل کروائیں۔
3. مضمون کی ترتیب، پیش کش، اختتامیہ اور ذاتی خیالات واضحات کے لیے ان کے لکھے ہوئے مضمون کا جائزہ لیں اور ان کی اصلاح کریں۔
4. رموزِ اوقاف، مکمل جملے، درست ترتیب اور بیان کرنے کا انداز مؤثر ہونا چاہیے۔

### دورانیہ: 35 منٹ / ایک پیریڈ



### وسائل / ذرائع



درسی کتاب برائے چہارم، تختہ سیاہ، چاک / مارکر، ڈسٹر / جھاڑن اور مختلف مناظر کے چارٹس وغیرہ۔

### تعارف: 5 منٹ



1. طلبہ کو بتائیں کہ کسی بھی واقعہ، چیز یا شخصیت کے بارے میں اپنے خیالات، تجربات، مشاہدات کو تسلسل، ترتیب اور ربط کے ساتھ لکھنے کو مضمون کہتے ہیں۔
2. آج ہم مضمون نگاری کے بارے میں تفصیل سے بات کریں گے۔

### تصور کی پختگی



سرگرمی نمبر 1: 10 منٹ

1. کم از کم تین موسموں کے چارٹس کمرِ اجتماعت کی دیواروں پر آویزاں کریں۔
2. تمام طلبہ کو تین گروپوں میں بٹھائیں اور انہیں اپنے پسندیدہ موسم کے چارٹ کا مشاہدہ کرنے کو کہیں۔
3. گروپوں میں چارٹ اور مارکر تقسیم کریں۔
4. مشاہدہ کرنے کے بعد گروپوں سے کہیں کہ منظر کا مشاہدہ کرنے کے بعد دس سے پندرہ جملوں پر مشتمل مضمون لکھیں۔
5. مضمون کا عنوان بھی سوچ کر لکھیں۔
6. طلبہ سے کہیں کہ موسموں کے بارے میں اپنے تجربات اور خیالات کو بھی شامل کریں۔
7. ہر گروپ کی مناسب رہ نمائی اور حوصلہ افزائی کریں۔
8. کوشش کریں کہ تمام گروپ ایک دوسرے سے مختلف موسم کا انتخاب کریں۔

1. تینوں گروپوں سے کہیں کہ اپنا لکھا ہوا مضمون متعلقہ موسم کے ساتھ چسپاں کریں۔
2. اب تمام گروپوں سے کہیں کہ وہ ایک دوسرے کے لکھے ہوئے مضمون پڑھیں۔
3. استاد/استانی خود بھی اس مرحلے میں شامل ہو جائیں۔

### نتیجہ/خلاصہ: 3 منٹ



1. طلبہ سے اخذ کروائیں کہ مضمون لکھتے ہوئے عنوان، معلومات کی ترتیب، پیش کش اور اختتامیہ کا خیال کیوں رکھیں گے۔

### جائزہ/جانچ: 5 منٹ



1. طلبہ سے کہیں کہ وہ مضمون کو دی گئی ہدایات کے مطابق مؤثر بنائیں۔
  - جملے مکمل ہوں۔
  - جملوں میں ربط اور ترتیب کا خیال رکھیں۔
  - 10 سے 15 جملوں پر مشتمل مضمون ہو۔
2. مضمون کا عنوان بھی موزوں ہو جیسے موسم بہار، بہار کی آمد وغیرہ

### مشق: 2 منٹ



گھر سے اپنی پسند کے کسی ایک عنوان پر مضمون لکھ کر لائیں۔

نوٹس

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# فعل امر اور فعل نہی کو جملوں میں استعمال کرنا

طلبہ کے حاصلاتِ تعلّم



■ فعل امر اور فعل نہی کو جملوں میں استعمال کر سکیں۔

## معلومات برائے اساتذہ

1. فعل امر: فعل امر وہ فعل ہے جس میں کسی کام کے کرنے کا حکم پایا جائے۔ مثلاً: پڑھ۔ جا۔ لکھ۔ دوڑو وغیرہ۔  
■ فعل امر بنانے کا قاعدہ: مصدر کی علامت ”نا“ دُور کر دینے سے فعل امر باقی رہ جاتا ہے۔ جیسے: لکھنا سے لکھ۔ یا جانا سے جا۔  
■ فعل امر کے صرف دو صیغے ہوتے ہیں۔ ۱۔ واحد حاضر ۲۔ جمع حاضر
2. فعل نہی بنانے کا قاعدہ: فعل امر سے پہلے ”نہ“ یا ”مت“ لگا دینے سے فعل نہی بن جاتا ہے۔ جیسے: نُن سے نہ نُن۔ جا سے مت جا وغیرہ۔

دورانیہ: 35 منٹ / ایک پیریڈ



وسائل / ذرائع



درسی کتاب برائے چہارم، تختہ تحریر، چاک / مارکر، ڈسٹر / جھاڑن وغیرہ۔

تعارف: 5 منٹ



- طلبہ سے درج ذیل سوالات پوچھیں:
1. جس فعل میں کسی کام کے کرنے کا حکم پایا جائے، اُسے فعل امر کہتے ہیں۔ مثلاً: کتاب پڑھ۔ اسی طرح جس فعل میں کسی کام کے کرنے سے روکا جائے اُسے کیا کہتے ہیں؟
  2. فعل امر اور فعل نہی ایک دوسرے کے اُلٹ ہوتے ہیں یا ایک جیسے ہوتے ہیں؟

تصور کی چٹنگی



سرگرمی نمبر 1: 10 منٹ

1. طلبہ کو جوڑوں میں تقسیم کریں۔
2. دی گئی سرگرمی تختہ تحریر پر لکھیں۔  
■ درج ذیل جملوں میں امر و نہی کے جملوں کی نشان دہی ”صحیح“ لگا کر کریں۔  
مثلاً: اریبہ ادھر آؤ (امر) چوری نہ کرو (نہی)۔

1.	بزرگوں کو عزت دو۔	امر	نہی
2.	چھت پر تینگ نہ اڑاؤ۔	امر	نہی
3.	کھانا وقت پر کھاؤ۔	امر	نہی
4.	ہر وقت موبائل مت دیکھو۔	امر	نہی

3. جوڑوں سے کہیں کہ وہ سرگرمی اپنی کاپیوں پر لکھیں۔
4. جوڑوں سے کہیں کہ باہمی مشورے سے یہ فیصلہ کریں کہ دیا گیا جملہ فعل امر ہے یا فعل نہی
5. سرگرمی مکمل کرنے کے لیے طلبہ کو ۵ منٹ کا وقت دیں۔

سرگرمی نمبر 2: 10 منٹ

1. طلبہ اپنا کام جوڑوں میں جاری رکھیں گے۔
2. ایک جوڑے سے کہیں کہ وہ فعل امر (کھیلو) کو جملے میں استعمال کرتے ہوئے کوئی بھی جملہ بولیں۔
3. دوسرے جوڑے سے کہیں کہ وہ پہلے جوڑے کے جملے فعل امر (کھیلو) کو فعل نہی (مت کھیلو یا نہ کھیلو) میں تبدیل کر کے کوئی جملہ بولیں۔
4. اسی طرح باقی جوڑوں کو فعل امر اور پھر ان کا فعل نہی جملوں میں استعمال کرنا سکھائیں۔
5. مختلف جوڑوں کو موقع دیں اور بوقت ضرورت مناسب رہ نمائی اور حوصلہ افزائی کریں۔

### نتیجہ/خلاصہ: 3 منٹ



1. درج بالا سرگرمیوں کے نتیجے میں طلبہ فعل امر اور فعل نہی جملوں میں استعمال کر سکیں گے اور فعل امر کو فعل نہی میں تبدیل بھی کر سکیں گے۔

### جائزہ/چانچ: 5 منٹ



1. طلبہ کو درج ذیل فعل امر اور فعل نہی جملوں میں استعمال کرنے کے لیے کہیں۔ جا، کر، دوڑ
- مثلاً: امر: کرکٹ کھیلنے کے لیے جا۔
- نہی: پھول توڑنے کے لیے نہ جا۔
2. طلبہ کو انفرادی طور پر جملے بنانے کا کہیں۔
- کر: امر کا جملہ: \_\_\_\_\_
- نہی کا جملہ: \_\_\_\_\_
- دوڑ: امر کا جملہ: \_\_\_\_\_
- نہی کا جملہ: \_\_\_\_\_

### مشق: 2 منٹ



گھر سے کم از کم دو فعل امر اور دو فعل نہی والے جملے لکھ کر آئیں اور اگلے دن کلاس میں سنائیں۔

# کسی تقریب یا نمائش کو دیکھ کر اظہار خیال کرنا

## طلبہ کے حاصلاتِ تعلّم



- کسی تقریب یا نمائش کو دیکھ کر اس کی کسی مخصوص سرگرمی پر اپنے رد عمل کا اظہار کر سکیں۔

## معلومات برائے اساتذہ

1. طلبہ سے کسی بھی گزشتہ تقریب یا نمائش کے بارے میں ان کے رد عمل کے بارے میں پوچھیں جیسے تقریب میں انھیں کون سی بات پسند آئی یا کون سی بات ناگوار لگی۔ یہ رد عمل مثبت اور منفی دونوں طرح کے ہو سکتے ہیں۔ کوشش کریں کہ طلبہ اپنی توجہ مثبت رد عمل کے طرف رکھیں۔ مثبت رد عمل سے معاشرے میں مثبت سوچ کو فروغ ملے گا۔
2. اظہار خیال کی مدد سے طلبہ کی جذباتی نشوونما کو فروغ ملتا ہے اور وہ نہ صرف اظہار کے بعد پر سکون محسوس کرتے ہیں بلکہ دوسروں کی پسند اور ناپسند کو اہمیت دیتے ہوئے احترام کرتے ہیں۔

## دورانیہ: 35 منٹ / ایک پیریڈ



## وسائل / اذرائع



درسی کتاب برائے چہارم، تختہ تحریر، چاک / مارکر، ڈسٹر / جھاڑن، علاقائی مشہور چیزیں وغیرہ  
نوٹ: طلبہ کو ایک دن پہلے اپنے علاقے کی مشہور چیز ساتھ لانے کا کہیں اور نوٹس کے ذریعے والدین کو بھی ضرور آگاہ کریں۔

## تعارف: 5 منٹ



- طلبہ سے پوچھیں:
1. کیا آپ کبھی کسی سال گرہ کی تقریب میں گئے؟ آپ کو اس تقریب میں کیا بات اچھی لگی؟
  2. آپ کو کسی تقریب میں شرکت کا موقع ملا؟ تو آپ کو وہاں کیا بات نا مناسب لگی؟
  3. چند طلبہ کو جوابات کا موقع دیں۔

## تصور کی پختگی



سرگرمی نمبر 1: 10 منٹ

1. تمام طلبہ سے علاقائی چیزیں اکٹھے کر کے میز پر رکھیں۔
2. تمام طلبہ کو میز کے گرد اس طرح کھڑا کریں کہ تمام رکھی ہوئی چیزیں نظر آئیں۔ اگر طلبہ کی تعداد زیادہ ہے تو انھیں دو گروپوں میں تقسیم کر کے بلائیں۔
3. طلبہ کو موقع دیں کہ وہ ان چیزوں کو غور سے دیکھیں اور اپنے دوستوں کے ساتھ اس پر اظہار خیال کر سکیں۔

1. تمام طلبہ کے جوڑے بنائیں۔
2. اب جوڑوں سے کہیں کہ ان چیزوں میں سے اپنے پسندیدہ چیز کے بارے میں سوچیں۔
3. جوڑوں کو دوسے تین منٹ کا وقت دیں کہ وہ اپنی پسندیدہ چیز کے نام، رنگ، خوبی اور استعمال کے بارے میں اپنے ساتھی کو بتائیں۔
4. دو یا تین جوڑوں کو موقع دیں کہ وہ باقی ساتھیوں کے سامنے بھی اپنی پسندیدہ چیز کے بارے میں اظہار خیال کریں۔

### نتیجہ / خلاصہ: 3 منٹ



1. کسی بھی نمائش میں کسی خاص سرگرمی کے بارے میں اظہار خیال کر سکیں گے۔ طلبہ اپنے اُردو گرد ہونے والی تقریبات میں بہت سے مشاہدات اور تجربات سے گزرتے ہیں۔ انھیں ان سب باتوں کا اظہار اپنے دوستوں، والدین اور اساتذہ سے ضرور کرنا چاہیے۔

### جائزہ / جانچ: 5 منٹ



1. طلبہ سے کہیں کہ اپنے دوست / سہیلی کی ایک پسندیدہ اور ایک ناپسندیدہ بات کے بارے میں بتائیں۔
2. دو یا تین طلبہ کو جواب کا موقع دیں۔
3. اس بات کا خیال رکھیں کہ طلبہ کی دل آزاری نہ ہو۔

### مشق: 2 منٹ



1. آپ نے اگر کوئی نمائش دیکھی ہو تو اُس کی پسندیدہ بات پر کل اپنے جماعت کے سامنے اظہار خیال کریں گے۔

ہدایات برائے مخلوط کمرہ جماعت  
دی گئی سرگرمیاں جماعت سُوَم یا پنجم کے طلبہ کو ساتھ بٹھا کر بھی کروائی جاسکتی ہیں۔

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## گفت گو کا مفہوم سمجھنا

## طلبہ کے حاصلاتِ تعلیم



- اُردو میں سنی گئی گفت گو کا مفہوم سمجھ کر یاد رکھ سکیں۔

## معلومات برائے اساتذہ

1. توجہ سے سننے کی وجہ سے طلبہ گفتگو کی چیدہ چیدہ باتوں کو یاد رکھ سکتے ہیں اور معلومات کو اپنے الفاظ میں بیان کر سکتے ہیں اس لیے ضروری ہے کہ وہ گفتگو کو نہ صرف مکمل سنیں بلکہ اس کو سمجھنے کی کوشش بھی کریں۔
2. اساتذہ جب بھی طلبہ سے بات کریں تو انہیں اپنی طرف متوجہ کریں تاکہ وہ غور سے بات سنیں۔ کمرہ جماعت میں طلبہ عجلت اور دھیان نہ دینے کے باعث ہدایات پر عمل نہیں کر پاتے۔ طلبہ کے ساتھ بات چیت کے دوران مختصر اور جامع بات کریں جہاں ضروری ہو انہیں دہرائیں تاکہ وہ اسے یاد رکھ سکیں۔

## دورانیہ: 35 منٹ / ایک پیریڈ



## وسائل / ذرائع



درسی کتاب برائے چہارم، تختہ سیاہ، چاک / مارکر، ڈسٹر / جھاڑن، فاطمہ جناح اور قائد اعظم کی تصاویر وغیرہ۔

## تعارف: 5 منٹ



طلبہ سے پوچھیں:

1. کیا آپ کو ٹی وی پر اپنے پسندیدہ پروگرام کی کوئی بات یاد ہے؟ تو سنائیں۔
2. دو یا تین طلبہ کو بات سننے کا موقع دیں۔
3. اگر طلبہ کو یاد نہ تو آپ خود انہیں کسی پروگرام میں سنی ہوئی گفت گو کو بیان کریں۔

مانی اور بانو تصویر دیکھ رہے تھے۔  
مانی: بانو! مجھے بتائیں کہ یہ خاتون کون ہیں؟  
بانو: بھیا مجھے معلوم نہیں۔ کیا آپ مجھے بتائیں گے؟  
مانی: یہ قائد اعظم محمد علی جناح کی چھوٹی بہن محترمہ فاطمہ جناح ہیں۔ ہم سب انہیں مادر ملت بھی کہتے ہیں۔  
بانو: بھیا! کیا یہ بھی پاکستان بنانے کی تحریک میں شامل تھیں؟  
مانی: بانو: جی ہاں، پاکستان بنانے کی تحریک میں انھوں نے خواتین کے ساتھ مل کر شانہ بشانہ کام کیا۔  
بانو: مادر ملت کا کیا مطلب ہے؟  
مانی: مادر ملت کا مطلب ہے۔ ”قوم کی ماں“  
بانو: شکریہ! بھیا



سرگرمی نمبر 1: 10 منٹ

1. دو طلبہ کو ڈرامے کے لیے تیار کریں۔ باقی طلبہ غور سے دیکھیں اور سنیں۔
2. اب طلبہ سے کہیں کہ اپنے ساتھ بیٹھے ساتھی کے ساتھ اس مکالمے میں کی گئی بات چیت کے بارے میں سوچیں۔

سرگرمی نمبر 2: 10 منٹ

1. اب جماعت کو دو گروپوں میں تقسیم کریں اور باری باری اُن سے متعلقہ گفت گو کے بارے میں درج ذیل سوالات کریں۔
  - یہ بات چیت کس کے بارے میں ہے؟
  - گفت گو کرنے والوں کے نام کیا ہے؟
  - فاطمہ جناح کس کی بہن تھی؟
  - فاطمہ جناح نے پاکستان بنانے کے لیے کیا کام کیا؟
  - اُنھیں ”مادر ملت“ کیوں کہا جاتا ہے؟

نتیجہ/خلاصہ: 3 منٹ



1. استاد/استانی طلبہ کے سامنے اور اُنچی آواز میں جماعت کے کسی ایک طالب علم/طالبہ سے گفت گو کریں۔ پھر باقی طلبہ سے گفتگو کے حوالے سے سوالات کریں۔

جائزہ/جائزہ: 5 منٹ



1. طلبہ کو ٹی وی، موبائل یا کمپیوٹر پر بچوں سے متعلقہ کسی دلچسپ موزوں پر ۳ منٹ کا انٹرویو دکھائیں۔
2. طلبہ سے کہیں کہ انٹرویو کے دوران ہونے والی گفت گو کو غور سے سنیں۔
3. طلبہ سے اس بارے میں دو یا تین سوالات بھی پوچھیں۔
4. جوابات دینے پر ان کی حوصلہ افزائی کریں۔

مشق: 2 منٹ



گھر میں کسی ممبر سے صفائی کے موضوع پر بات چیت کریں اور اُس موضوع کے حوالے سے ان کی باتیں یاد کر کے جماعت کے سامنے بیان کریں۔

## روزنامہ لکھنا

طلبہ کے حاصلاتِ تعلیم



■ روزنامہ / ڈائری لکھ سکیں۔

### معلومات برائے اساتذہ

1. روزنامہ یا ڈائری روزانہ کے امور، احساسات اور ان کے حوالے سے اپنے خیالات کا اظہار کرنا۔
2. اس عادت کی مدد سے روزانہ کے معلومات پر نظر ثانی کا موقع ملتا ہے اور دماغ کا بوجھ بھی ہلکا ہو جاتا ہے۔
3. ڈائری لکھنے سے طلبہ کی تخلیقی لکھائی کی صلاحیتوں میں بھی اضافہ ہوتا ہے۔

دورانیہ: 35 منٹ / ایک پیریڈ



وسائل / ذرائع



درسی کتاب برائے چہارم، تختہ تحریر، چاک / مارکر، ڈسٹر / جھاڑن اور روزنامہ وغیرہ۔

تعارف: 5 منٹ



طلبہ سے پوچھیں:

- سارا دن آپ کیا کیا کام کرتے ہیں؟
- طلبہ کے بتائے ہوئے کاموں کو دہرائیں اور تختہ تحریر پر لکھ لیں۔
- طلبہ کو بتائیں: صبح سے لے کر شام تک سرانجام دینے والے کاموں سے متعلق احساسات اور خیالات کے اظہار کو تحریر کرنا کو روزنامہ یا ڈائری لکھنا کہتے ہیں۔

تصور کی پختگی



سرگرمی نمبر 1: 10 منٹ

1. نمونے کے طور پر طلبہ کو اپنی ڈائری دکھائیں۔
2. طلبہ کو بتائیں کہ میں روزانہ کے دن کے کاموں کے بارے میں اپنے جذبات کا اظہار اس ڈائری میں لکھتی ہوں۔
3. تختہ تحریر پر نمونے کے طور پر اپنے روزنامے سے ایک روزنامہ لکھیں۔

آج بتاریخ 27 فروری 2020ء جب میں صبح اٹھا۔ نماز سے فارغ ہونے کے بعد اپنے لیے ناشتہ تیار کیا۔ گھر سے جب سکول کے لیے نکلا تو راستے میں بہت رش تھا۔ رش کو دیکھ کر سوچا کہ بچوں کو آج سکول آنے میں بہت دقت ہوگی۔ جب میں سکول پہنچا تو کلاس کی حاضری اچھی تھی۔ مگر یہ دیکھ کر حیران ہوا کہ آج عادل / رافیہ غیر حاضر تھا کیونکہ عادل / رافیہ نے کبھی غیر حاضری نہیں کی تھی۔ گھر پہنچ کر عادل / رافیہ کے والد سے خیریت معلوم کی۔ عادل / رافیہ کی بیماری کا سن کر دل پریشان ہوا۔ والدین کے ساتھ بات چیت کے دوران گھر میں ہونے والی ختم القرآن کی تقریب کے لیے کے دعوت ناموں کی فہرست بنائی۔

- طلبہ کو انفرادی طور پر آٹھ سے دس جملوں پر مبنی ایک روز نامچہ لکھنے کو کہیں۔
- روز نامچہ لکھنے کے لیے اُنہیں دس سے پندرہ منٹ کا وقت دیں۔
- اگر وہ مناسب سمجھیں تو روز نامچہ لکھنے میں اپنے ساتھی کی مدد لے سکتے ہیں۔

### نتیجہ/خلاصہ: 3 منٹ



1. روزنامچہ لکھتے وقت اپنے روزمرہ امور، احساسات اور ان کے حوالے سے اپنے خیالات کا اظہار کر سکیں گے۔ طلبہ میں یہ دلچسپی پیدا ہوگی کہ وہ بھی اپنے جذبات کو ڈائری میں لکھ سکیں گے۔

### جائزہ/جانیچ: 5 منٹ



1. طلبہ کے جوڑے بنائیں۔
2. جوڑوں سے کہیں کہ ایک دوسرے کے ساتھ اپنا روزنامچہ تبدیل کر کے پڑھیں۔
3. جوڑوں کو پڑھنے کے لیے دو سے تین منٹ کا وقت دیں۔
4. کمرہ جماعت میں جوڑوں کے کام کا جائزہ لیں۔
5. تمام طلبہ کو ڈائری لکھنے پر سراہیں۔

### مشق: 2 منٹ



- طلبہ سے کہیں کہ ڈائری خرید کر یا کسی کاپی پر آج کے دن کے بارے میں لکھیں اور ڈائری لکھنے کو اپنا معمول بنائیں۔

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## تذکیر و تانیث (جان دار اور بے جان) کا فرق سمجھنا

طلبہ کے حاصلاتِ تعلّم



■ تذکیر و تانیث (جان دار اور بے جان) کا فرق سمجھ کر سکیں۔

### معلومات برائے اساتذہ

1. بے جان اسماء میں نر اور مادہ کا کوئی فرق نہیں ہوتا، اس لیے ایک فرضی تعلق کی بنا پر انھیں مذکر یا مؤنث قرار دیا جاتا ہے۔
2. جن اسموں کے آخر میں ”ی“ ہو تو وہ عام طور پر مؤنث ہوتے ہیں۔ جیسے ٹوپی۔ روٹی وغیرہ۔
3. بعض اسماء جسامت میں بڑا ہونے کی بنا پر مذکر بولے جاتے ہیں جیسے پہاڑ، ٹوکرا وغیرہ۔ لیکن جب ان کے آخر میں یائے معروف ”ی“ لگا دیتے ہیں تو وہ مؤنث بن جاتے ہیں جیسے پہاڑی، ٹوکری وغیرہ۔
4. بعض اسماء ہمیشہ مذکر بولے جاتے ہیں۔ مثلاً قلم۔ اخبار وغیرہ۔
5. بعض اسماء ہمیشہ مؤنث بولے جاتے ہیں۔ مثلاً سائیکل۔ پتنگ وغیرہ۔

دورانیہ: 35 منٹ / ایک پیریڈ



وسائل / ذرائع



درسی کتاب برائے چہارم، تختہ تحریر، چاک / مارکر، ڈسٹر / جھاڑن وغیرہ

تعارف: 5 منٹ



1. تختہ تحریر پر چند اسماء امی۔ گرسی۔ گھوڑا۔ پنسل۔ کبوتر۔ کاپی لکھیں۔
  2. طلبہ سے کہیں کہ ان میں سے بے جان اسماء کی نشان دہی کریں۔
- جوابات: (گرسی۔ پنسل۔ کاپی)

تصور کی پختگی



سرگرمی نمبر 1: 10 منٹ

1. درج ذیل عبارت میں سے جان دار اور بے جان اسماء کی نشان دہی کر کے الگ کریں۔

ہمارے کمرہ جماعت میں بارہ لڑکے اور دس لڑکیاں پڑھ رہی ہیں۔ لڑکوں اور لڑکیوں کے الگ الگ میز اور گرسیاں ہیں۔ ہماری اُستانی ہمیں اُردو کی کتاب پڑھا رہی ہے جبکہ اُستاد ریاضی پڑھاتا ہے بچے جان دار اور بے جان اسماء کی جدول بنا کر جان دار کو جان دار اور بے جان کو بے جان کے خانے میں لکھیں۔

## 2. جدول کو تختہ تحریر پر بنائیں۔

جدول	
جانداز	بے جان

3. دیے گئے جدول کو اپنی کاپی پر لکھیں۔
  4. طلبہ سے کہیں کہ عبارت کی روشنی میں جان دار اور بے جان کے نام اس جدول میں لکھیں۔
  5. طلبہ کو سرگرمی مکمل کرنے کے لیے 5 منٹ کا وقت دیں۔
  6. طلبہ سے جان دار کے اور بے جان کے نام پوچھ کر تختہ تحریر پر لکھیں اور جملوں میں استعمال کر کے تذکیر اور تانیث کا فرق واضح کریں۔
- جوابات برائے اساتذہ: جاندار: لڑکے، لڑکیاں۔ اُستانی۔ اُستاد بے جان: کمرہ۔ میز۔ گرسی۔ کتاب وغیرہ۔

### سرگرمی نمبر 2: 10 منٹ

1. طلبہ کو بتائیں: بے جان اسماء کی تذکیر و تانیث معلوم کرنے کے لیے درج ذیل جملے پر غور کریں۔
- جملہ: رات ختم ہوتی ہے تو دن شروع ہوتا ہے۔ (رات۔ دن)
- درج بالا جملے کے مطابق رات مؤنث ہے جبکہ دن مذکر ہے۔
2. دی گئی سرگرمی تختہ تحریر پر لکھیں۔
  3. طلبہ کو جوڑوں میں تقسیم کریں۔
  4. جوڑوں سے کہیں کہ خالی جگہ میں درست لفظ کے استعمال سے اسم کی تذکیر و تانیث کا فرق واضح کریں۔
  5. جوڑوں کو سرگرمی مکمل کرنے کے لیے 5 منٹ کا وقت دیں۔
  6. سرگرمی مکمل کرنے کے بعد چند طلبہ کو موقع دیں کہ وہ تختہ تحریر پر خالی جگہ پر کریں۔

### نتیجہ/خلاصہ: 3 منٹ



1. طلبہ بے جان اسماء کو جملوں میں استعمال کر کے اُن کا درست تذکیر و تانیث سمجھ سکیں گے اور جان دار اور بے جان تذکیر و تانیث کا فرق بھی سمجھ سکیں گے۔

### جائزہ/جانیج: 5 منٹ



1. اُستاد/استانی ایک جملہ تختہ تحریر پر لکھیں جس میں مذکر اور مؤنث دونوں موجود ہوں۔
2. طلبہ سے کہیں کہ اس میں سے مذکر اسم اور مؤنث اسم تلاش کرنے کے کہیں۔
3. درست جواب دینے پر ان کی حوصلہ افزائی کریں۔
4. اگر وقت اجازت دے تو ایک اور جملہ پوچھ سکتے ہیں۔

### مشق: 2 منٹ



1. طلبہ گھر جا کر بے جان سے متعلقہ کوئی سے دو مذکر الفاظ اور دو مؤنث الفاظ یاد کر کے آئیں اور اگلے دن کرا جماعت میں با آواز بلند سنائیں۔

## مختلف موضوعات پر مبنی تحریروں کو سمجھ کر پڑھنا

طلبہ کے حاصلاتِ تعلیم



■ معلومات عامہ اور فطری موضوعات پر مبنی تحریروں کو سمجھ کر پڑھ سکے۔

### معلومات برائے اساتذہ

1. اساتذہ طلبہ کو روزمرہ زندگی کے بارے میں معلومات فراہم کرنے کے حوالے سے بچوں کے رسالے، کتابیں اور اخبارات اکٹھے کریں۔
2. فطری موضوعات کے حوالے سے مختلف عنوانات سے باخبر ہونا بہت اہم ہے اس سے ان کی معلومات میں اضافہ ہوتا ہے اور وہ بات چیت کے ذریعے ان معلومات کے حقائق دوستوں تک پہنچاتے ہیں۔
3. طلبہ کی معلومات عامہ اور فطری موضوعات پر مبنی تحریروں پڑھنے میں دل چسپی بڑھ جاتی ہے۔

دورانیہ: 35 منٹ / ایک پیریڈ



وسائل / ذرائع



درسی کتاب اُردو برائے جماعت چہارم، چارٹ، تختہ تحریر، چاک / مارکر، ڈسٹر / جھاڑن، سوالات کے کارڈز وغیرہ

تعارف: 5 منٹ



1. طلبہ سے پوچھیں:
- کن کن ذرائع سے معلومات حاصل کی جاتی ہیں؟
- کوئی اہم معلومات جو آپ کو یاد ہو، اپنے ساتھیوں کو بتائیں؟

تصور کی پختگی



سرگرمی نمبر 1: 10 منٹ

1. طلبہ کو دو ٹیموں میں تقسیم کریں۔
2. طلبہ کو بتائیں کہ دونوں ٹیموں کے درمیان سوالات پوچھنے کا مقابلہ ہوگا۔
3. دیے گئے سوالات کو ٹیموں سے پوچھنے کے لیے کارڈز پر لکھ لیں۔

سوالات:
س: ہمارے ملک کے کتنے صوبے ہیں؟ (تین، چار، پانچ)
س: ہمارے ملک میں کتنے مذاہب کے لوگ رہتے ہیں؟ (تین، چار، پانچ یا بہت سے)
س: ہم مادری زبان کسے کہتے ہیں؟ (گھر میں بولی جانے والی زبان، قومی زبان)
س: پاکستان کے بانی کا کیا نام ہے؟ (علامہ اقبال، قائد اعظم)

س: پاکستان کے جھنڈے میں کل کتنے رنگ ہیں؟ (دو، تین، ایک)
س: مسلمانوں پر دن میں کتنی نمازیں فرض ہے؟ (پانچ، چھ، چار)
س: ہماری قومی زبان کون سی ہے؟ (پشتو، اُردو، فارسی)
س: قرآن پاک کس زبان میں نازل ہوا؟ (پشتو، اُردو، عربی)

4. باری باری دونوں ٹیموں سے سوالات پوچھنا شروع کریں۔
5. درست جواب دینے پر ٹیم کو ۵ نمبر ملیں گے۔
6. اگر ایک ٹیم جواب نہ دے سکے تو دوسری ٹیم کو جواب دینے کا موقع دیں۔
7. آخر میں دونوں ٹیموں کے کل نمبر بتائیں اور فاتح ٹیم کے لیے تالیاں بجوائیں۔

سرگرمی نمبر 2: 10 منٹ

1. اگلی سرگرمی گروپوں میں جاری رکھیں گے۔
2. اُردو کی پُرانی اخبارات میں سے کوئی فطری موضوع نکال کر گروپوں کو پڑھنے کی ہدایت دیں۔
3. طلبہ سے کہیں کہ اس موضوع کو پڑھ کر خلاصہ بیان کریں۔
4. سرگرمی مکمل کرنے کے طلبہ کو ۵ سے ۶ منٹ کا وقت دیں۔
5. آخر میں دونوں گروپ خلاصہ بیان کریں۔

نتیجہ/خلاصہ: 3 منٹ



1. طلبہ اخبارات سے مختلف موضوعات پر چند ایک سطریں سمجھ کر اپنے الفاظ میں بیان کر سکیں گے۔

جائزہ/جائزہ: 5 منٹ



1. دونوں گروپوں سے فطری موضوع کے بارے میں ایک ایک سوال کریں۔
2. سوال کا مقصد طلبہ کی تفہیم کا جائزہ لینا ہے۔
3. اگر طلبہ جواب نہ دے سکیں تو انہیں دوبارہ موضوع پڑھنے کا کہیں۔

مشق: 2 منٹ



کسی بھی موضوع پر معلومات عامہ سے متعلق پڑھ کر آئیں۔



# کہانی کے اجزا (آغاز، عروج، اختتام اور نتیجے) کو مد نظر رکھتے ہوئے کہانی تحریر کرنا۔

## طلبہ کے حاصلاتِ تعلّم



- کہانی پڑھ کر عنوان، عناصر اور نتائج اخذ کر سکیں۔
- کہانی کے اجزا کو مد نظر رکھتے ہوئے کہانی تحریر کر سکیں۔

## معلومات برائے اساتذہ

1. کہانیاں سننا اور پڑھنا بچوں کے لیے دلچسپی کا باعث ہوتی ہیں۔
2. طلبہ توجہ کے ساتھ کہانیاں سنتے ہیں اور کہانی کے کرداروں سے مانوس ہو جاتے ہیں۔ کہانیوں میں موجود واقعات کی وجہ سے وہ کرداروں کو پسند اور نا پسند کرتے ہیں۔
3. طلبہ کہانیوں میں موجود پوشیدہ پیغام اور سبق کو فوراً ذہن نشین کر لیتے ہیں اور از خود کہانی لکھنے کے دوران ان واقعات اور اسباق کو بھی شامل کرنے کی کوشش کرتے ہیں۔

## دورانیہ: 70 منٹ / دوپیریڈ



## وسائل / ذرائع



درسی کتاب برائے چہارم، تختہ تحریر، چاک / مارکر، جھاڑن / ڈسٹر، چارٹ وغیرہ۔

## تعارف: 5 منٹ



1. طلبہ تین پیرا گراف پر مبنی کہانی لکھ چکے ہیں۔
2. اب کہانی کے بنیادی اجزا کی شناخت کے حوالے سے کہانی تحریر کرنے کے لیے ایک طلبہ سے کوئی کہانی سنوائیں اور کہانی کا آغاز، عروج اور اختتام طلبہ پر واضح کرنے کے لیے اہم نکات تختہ تحریر پر لکھیں۔

## تصور کی چٹنگی



سرگرمی نمبر 1: 30 منٹ

1. طلبہ کو جوڑوں میں تقسیم کریں۔
2. کہانی کا خاکہ کمرہ اجتماعت میں آویزاں کریں۔
3. جوڑوں سے کہیں کہ ان مراحل کو مد نظر رکھتے ہو کہ ایک کہانی تحریر کریں۔
4. کہانی تحریر کرنے کے بعد اُسے دوبارہ غور سے پڑھیں۔
5. کہانی کا نام بھی تجویز کریں۔
6. کہانی 100 الفاظ پر مشتمل ہونی چاہئے۔

7. کہانی لکھنے کے لیے ۲۰ منٹ کا وقت درکار ہے۔
8. طلبہ کو بتائیں کہ آج جو کہانی وہ لکھیں گے آئندہ پیریڈ میں ساتھیوں کو سنائیں گے۔
- دوسرا پیریڈ: عزیز طلبہ: کل جو کہانی آپ نے تحریر کی تھی آج وہ اپنے ساتھیوں کو سنائیں گے۔

سرگرمی نمبر 2: 25 منٹ

1. طلبہ سے کہیں کہ ایک جوڑا دوسرے جوڑے کو اپنی کہانی سنائیں۔
2. کہانی سننے کیلئے ۱۰ منٹ کا وقت درکار ہے۔
3. جوڑے آپس میں فیصلہ کرے کہ کون سے جوڑے نے بہتر کہانی لکھی ہے۔ تاکہ وہ کہانی دوسرے ساتھیوں کو بھی سناسکے۔
4. ۲ جوڑوں کو بہترین کہانی کمرہ جماعت کے باقی ساتھیوں کو سنانے کا موقع دیں۔

### نتیجہ/خلاصہ: 3 منٹ



1. بچے کہانی کے لازمی اجزا کو مد نظر رکھتے ہوئے کہانی تحریر کر سکتے ہیں۔

### جائزہ/جانبی: 5 منٹ



1. طلبہ سے کہیں کہ وہ منتخب کردہ کہانی باقی ساتھیوں کو بھی سنائیں۔
2. کم از کم دو جوڑوں کو کہانی سننے کا موقع فراہم کیا جائے۔
3. کہانی لکھنے پر طلبہ کی حوصلہ افزائی کریں۔

### مشق: 2 منٹ



طلبہ سے انفرادی طور پر دلچسپ کہانی لکھنے کی کوشش کریں۔ تاکہ ان کی کاوش کو طلبہ کے کسی رسالے میں بھیجا جاسکے۔  
نوٹ: طلبہ کی لکھی ہوئی کہانیاں کسی اخبار یا رسالے میں شائع کرنے کے لیے بھیجیں تاکہ ان کی حوصلہ افزائی ہو سکے۔

ہدایات برائے مخلوط کمرہ جماعت  
دی گئی سرگرمیاں جماعت پنجم کے طلبہ کو ساتھ بٹھا کر بھی کروائی جاسکتی ہیں۔

نوٹس

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## محاوروں کو جملوں میں استعمال کرنا

طلبہ کے حاصلاتِ تعلّم



■ محاوروں کو جملوں میں استعمال کر سکیں۔

### معلومات برائے اساتذہ

1. دو یا دو سے زیادہ الفاظ کا ایسا مجموعہ جس میں الفاظ اپنے حقیقی معنوں کے بجائے مجازی معنوں میں استعمال ہو۔ ”محاورہ“ کہلاتا ہے۔ مثلاً: سبز باغ دکھانا، ہاتھ بٹانا وغیرہ۔
2. محاورہ میں اہل زبان بھی تبدیلی نہیں کر سکتے جب کہ روز مرہ اہل زبان کے مطابق تبدیل ہوتا رہتا ہے۔

دورانیہ: 35 منٹ / ایک پیریڈ



وسائلِ اذرائع



درسی کتاب برائے چہارم، تختہ تحریر، چاک / مارکر، جھاڑن / ڈسٹر وغیرہ۔

تعارف: 5 منٹ




1. طلبہ کو بتائیں کہ ”سبز باغ دکھانا“ محاورہ ہے اور دو یا دو سے زیادہ الفاظ پر مشتمل ہے۔ مثلاً: سبز، باغ اور دکھانا۔
2. درج بالا الفاظ اپنے حقیقی معنوں کے بجائے مجازی معنوں میں استعمال ہوتے ہیں یعنی سبز باغ دکھانے کا مطلب ہے دھوکہ دینا یا لالچ دینا۔ الفاظ کے اس قسم کا استعمال ”محاورہ“ کہلاتا ہے۔
3. طلبہ سے کوئی محاورہ پوچھیں جو انھوں نے کہیں سنا یا پڑھا ہو۔


تصور کی پختگی



سرگرمی نمبر 1: 10 منٹ

1. طلبہ کو دو گروپوں میں تقسیم کریں۔
2. تختہ تحریر پر درج ذیل محاورات لکھیں اور اُردو لغت فراہم کریں۔  
آسمان سے باتیں کرنا، حکم بجالانا، جی پُرانا، باغ باغ ہونا، منہ میں پانی بھر آنا۔
3. طلبہ سے کہیں کہ یہ محاورے اپنی نوٹ بک پر تحریر کریں۔
4. ان محاورات کے معنی اُردو لغت میں تلاش کر کے لکھیں۔
5. اس سرگرمی کے لیے 10 منٹ کا وقت درکار ہے۔

- نتیجہ / خلاصہ: 3 منٹ 

- جائزہ/جانیج: 5 منٹ 

- مشق: 2 مرتبہ

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## عبارت کے خاص نکات تحریر کرنا

طلبہ کے حاصلاتِ تعلّم



■ عبارت کے خاص نکات تحریر کر سکیں۔

### معلومات برائے اساتذہ

1. طلبہ کے لیے عبارت کو تفہیم کے ساتھ پڑھنا بہت ضروری ہے۔
2. اس عمل کے نتیجے میں عبارت میں دی گئی معلومات کو بیان اور تحریر کر سکیں گے۔
3. طلبہ کو عبارت پڑھنے کے لیے ایک منٹ کا وقت دے کر پڑھنے کی مشق کروائیں تاکہ وہ روانی کے ساتھ پڑھ سکیں بہت آہستہ اور تیزی سے پڑھنے والے طلبہ عبارت کو سمجھ نہیں سکتے۔

دورانیہ: 35 منٹ / ایک پیریڈ



وسائل / اذرائع



درسی کتاب برائے چہارم، تختہ تحریر، چاک / مارکر، جھاڑن / ڈسٹر وغیرہ۔

تعارف: 5 منٹ



1. آج ہم جوڑوں میں ایک دلچسپ عبارت پڑھیں گے اور اس میں موجود اہم باتوں کو تحریر کریں گے۔

تصور کی پختگی



سرگرمی نمبر 1: 10 منٹ

1. دی گئی عبارت کو تختہ تحریر پر لکھیں۔

کوڑا دان

میں ایک کوڑے دان ہوں۔ مجھے آپ اکثر گھروں میں اور سڑکوں کے کنارے دکھا ہوا پائیں گے۔ میرا مقصد لوگوں کا کوڑا کرکٹ جمع کرنا ہے۔ میں لوگوں کا سارا کچرا اپنے اندر سمو لیتا ہوں۔ میں لوگوں کو یہ دعوت دیتا ہوں کہ وہ اپنا تمام کوڑا کرکٹ میرے اندر ڈالیں، لیکن افسوس! وہ مجھے استعمال کرنے کی بجائے کوڑا کہیں اور پھینک دیتے ہیں۔ جس کی وجہ بہت سی بیماریاں پھیلتی ہیں۔

2. طلبہ کو جوڑوں میں تقسیم کریں۔
3. طلبہ کو جوڑوں میں عبارت پڑھنے کا کہیں۔
4. عبارت میں موجود نئے الفاظ پڑھنے میں طلبہ کی مدد کریں۔
5. جوڑوں میں پڑھنے کے بعد طلبہ کو انفرادی طور پر پڑھنے کا موقع دیں۔

1. طلبہ سے کہیں عبارت سے متعلق سوالات کے جوابات اپنی کاپی پر لکھیں۔
  - کوڑا دان کا استعمال نہ کرنے کے کوئی سے تین نقصانات لکھیں؟
  - کوڑا دان کا کچرا کہاں پھینکنا چاہیے؟
2. سرگرمی مکمل کرنے کے بعد دو یا تین طلبہ سے جوابات لیں۔
3. جوابات دینے پر طلبہ کی حوصلہ افزائی کریں۔

### نتیجہ/خلاصہ: 3 منٹ



1. طلبہ کسی بھی عبارت کو فہم کے ساتھ پڑھنے کے بعد اس میں دی گئی معلومات کو تحریر کر سکیں۔ طلبہ سے کہیں کہ عبارت کوڑا دان کو اپنے الفاظ میں دہرائیں۔

### جائزہ/چیلنج: 5 منٹ



1. طلبہ سے کہیں کہ جوڑوں میں مل کر سوچیں اور کوڑا دان کے استعمال کے کوئی سے تین فائدے زبانی بتائیں۔
2. دو یا تین جوڑوں سے کوڑا دان کے فوائد پوچھیں۔
3. طلبہ سے کہیں کہ وہ بھی گھر اسکول یا محلے میں کوڑا کرکٹ نہیں پھینکیں گے۔

### مشق: 2 منٹ



گھر میں پرانے ڈبے کی مدد سے کوڑا دان بنائیں اور ساتھیوں کو لا کر دکھائیں۔

نوٹس

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## طلبہ کے حاصلاتِ تعلّم



■ دوستوں کو خط، دعوت نامے اور کارڈ تحریر کر سکیں۔

## معلومات برائے اساتذہ

1. طلبہ کو بتائیں کہ دعوت نامہ بھی خط کی ایک قسم ہے۔
  2. دعوت نامہ مختلف تقریبات کے لیے لکھا جاتا ہے جیسے: منگنی، شادی، سال گرہ، ختم القرآن، اجلاس اور عقیقہ وغیرہ۔
  3. دعوت نامے میں نام، وقت، تاریخ اور مقام لکھا جاتا ہے تاکہ دعوت دینے والے کو مکمل معلومات مل سکیں۔
- نوٹ:- سال گرہ مبارک باد کا کارڈ درسی کتاب کے صفحہ نمبر ۹۴ پر موجود ہے۔

## دورانیہ: 35 منٹ / ایک پیریڈ



## وسائل / ذرائع



درسی کتاب برائے چہارم، تختہ تحریر، چاک / مارکر، جھاڑن / ڈسٹر، چارٹس، وغیرہ۔

## تعارف: 5 منٹ



1. شادی میں شرکت کرنے کے لیے آپ کو کیسے بلایا جاتا ہے یاد عو کیا جاتا ہے؟
2. طلبہ سے جواب اخذ کروائیں: شادی کا کارڈ کے ذریعے سے
3. طلبہ کو بتائیں اسے ”دعوت نامہ“ کہتے ہیں۔ اگر ممکن ہو تو طلبہ کو کارڈ کا نمونہ بھی دکھائیں۔

## تصور کی پختگی



سرگرمی نمبر 1: 10 منٹ

1. طلبہ کو چار گروپوں میں تقسیم کریں۔
2. طلبہ کے لیے بچے / بچی کے عہقے میں شرکت کرنے کا دعوت نامہ بہ طور نمونہ تختہ تحریر پر لکھیں۔



دعوت نامے کا نمونہ

پیارے دوست / پیاری سہیلی \_\_\_\_\_  
السلام علیکم

میری بیٹی کے عقیقے کی تقریب بہ روز جمعہ منعقد ہو رہی ہے۔ اس خوشی کے موقع پر آپ کی شرکت میرے لیے عزت کا باعث ہوگی۔ تشریف لا کر رونق دو بالا کریں۔

پروگرام ان شاء اللہ

تاریخ: \_\_\_\_\_

وقت: \_\_\_\_\_

مقام: \_\_\_\_\_

پابندی وقت اچھے لوگوں کا شیوہ ہے۔

من جانب:

3. ہر گروپ کو باری باری چارٹ دیں۔

4. طلبہ کو تختہ تحریر پر تحریر شدہ دعوت نامہ چارٹ پر لکھنے کا کہیں۔

5. طلبہ کو اس سرگرمی کے لیے 10 منٹ کا وقت دیں۔

سرگرمی نمبر 2: 10 منٹ

1. طلبہ کے گروپوں کو برقرار رکھیں۔

2. ہر گروپ کو چارٹ کا ایک حصہ دیں۔

3. اب نمونے کے مطابق دوست کو اپنی ساگرہ پر بلانے کے لیے دعوت نامہ تحریر کرنے کا کہیں۔

4. لفافہ بنانے کے لیے چارٹ کا ایک اور حصہ دیں۔

5. استاد مناسب رہ نمائی کریں۔

نتیجہ / خلاصہ: 3 منٹ



1. طلبہ اب دعوت نامہ لکھ سکتے ہیں اور گھر میں آنے والے مختلف دعوت ناموں کو پڑھتے ہوئے دعوت نامہ لکھتے وقت ان الفاظ اور جملوں کو شامل کر سکیں گے۔

جائزہ / جانچ: 5 منٹ



1. چارٹ پر دعوت نامہ لکھنے کے بعد ایک گروپ دوسرے گروپ کے دعوت نامے کا جائزہ لیں۔

2. جائزہ لینے کے بعد کی گئی املا کی غلطیوں اور جملوں کی ترتیب کی نشان دہی کریں۔

3. استاد / اُستادی بھی اس دوران گروپوں کی معاونت کریں

4. طلبہ سے اخذ شدہ غلطیوں کی تصحیح کروائیں۔

مشق: 2 منٹ



طلبہ سے کہیں کہ گھر میں کارڈ کے مختلف نمونے دیکھتے ہوئے اپنے بڑے بھائی کے منگنی پر اپنے دوست کو بلانے کے لیے دعوت نامہ تحریر کریں۔

## مرکب جملے بنانا

طلبہ کے حاصلاتِ تعلّم



■ مرکب جملے بنا سکیں۔

### معلومات برائے اساتذہ

1. مرکب کی تعریف: وہ جملہ جو کسی دوسرے جملے سے مل کر پورا مفہوم ادا کرے "مرکب جملہ" کہلاتا ہے۔ مثلاً: میں صبح سویرے اٹھا اور منہ ہاتھ دھویا۔ سوات صرف بڑا شہر ہے بل کہ خوب صورت بھی ہے۔
2. مرکب جملوں کو آپس میں ملانے کے لیے زیادہ تر یہ الفاظ استعمال ہوتے ہیں: اور، اگر، مگر، بل کہ، ورنہ، کیوں کہ، چوں کہ، تاکہ، اس لیے، لیکن، لہذا وغیرہ۔
3. طلبہ کو بتائیں کہ درج بالا الفاظ کے بغیر جملوں میں ربط پیدا نہیں ہوتا۔ جس سے گفت گو اور جملے میں خوب صورتی ختم ہو جاتی ہے۔

دورانیہ: 35 منٹ / ایک پیریڈ



وسائل / اذرائع



درسی کتاب برائے چہارم، تختہ تحریر، چاک / مارکر، جھاڑن / ڈسٹر وغیرہ

تعارف: 5 منٹ



1. طلبہ کو بتائیں کہ سادہ جملہ صرف ایک جملے پر مشتمل ہوتا ہے جب کہ مرکب جملے دو یا دو سے زیادہ جملوں سے مل کر بنتے ہیں۔ مثلاً:
  - اُرڈو ہماری قومی زبان ہے۔ (سادہ جملہ)
  - دو اور دو چار ہوتے ہیں (مرکب جملہ)
2. مرکب جملوں کو آپس میں ملانے کے لیے: اور، کہ، بل کہ، تاکہ، اس لیے، لیکن کیوں کہ لہذا وغیرہ الفاظ استعمال ہوتے ہیں۔

تصور کی چٹنگی



سرگرمی نمبر 1: 10 منٹ

1. تختہ تحریر دیا گیا جدول بنائیں۔

کالم الف	کالم ب
ہم پاکستانی لوگ بہت محنتی اور محنت کرو تاکہ عائشہ بااخلاق ہے اس لیے سلیم ہو شیار ضرور ہے مگر ہمارا استاد نہ صرف قابل ہے بل کہ	خاندان والے عزت کرتے ہیں۔ کامیاب ہو جاؤ۔ دھوکہ باز نہیں۔ وقت کا پابند بھی ہے۔ جفاکش ہیں۔

2. اور طلبہ سے کہیں کہ وہ یہی جدول اپنی کاپی پر لکھیں۔
3. طلبہ کو بتائیں کالم الف کے جملوں کو کالم ب کے جملوں کے ساتھ ملا کر درست جملہ بنانا ہے جیسے: ہم پاکستانی لوگ بہت محنتی اور جفاکش ہیں۔
4. سرگرمی مکمل کرنے کے لیے طلبہ کو ۱۰ منٹ کا وقت دیں۔

سرگرمی نمبر 2: 10 منٹ

1. طلبہ کو جوڑوں میں تقسیم کریں۔
2. طلبہ سے کہیں کہ وہ آپس میں کاپی تبدیل کر لیں اور ایک دوسرے کے جملے غور سے دیکھیں۔
3. جملہ درست نہ ہونے کی صورت میں نشان دہی کریں۔
4. ۴ منٹ بعد طلبہ ایک دوسرے کو کاپی واپس کر دیں۔
5. فیڈ بیک کی روشنی میں جملے درست کریں۔

نتیجہ/خلاصہ: 3 منٹ



1. درج بالا سرگرمیوں کے نتیجے میں طلبہ مرکب جملہ بنانا سیکھ چکے ہیں۔ تصور کی پختگی کے لیے طلبہ سے مرکب جملوں میں استعمال ہونے والے الفاظ ضرور پوچھیں۔

جائزہ/چانچ: 5 منٹ



1. استاد طلبہ کو مرکب جملہ بنانے کا کہیں۔
2. تین سے چار طلبہ کو مرکب جملہ بنانے کا موقع دیں۔
3. طلبہ کی مناسب رہ نمائی کے ساتھ ساتھ حوصلہ افزائی بھی کریں۔

مشق: 2 منٹ



گھر سے کم از کم تین مرکب جملے اپنی کاپی پر لکھ کر لائیں۔

# اکھتر (۷۱) تا اسی (۸۰) گنتی کو اُردو ہندسوں اور لفظوں میں لکھنا

سبق نمبر  
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طلبہ کے حاصلاتِ تعلّم



■ اکھتر (۷۱) تا اسی (۸۰) گنتی کو اُردو ہندسوں اور لفظوں میں لکھ سکیں۔

## معلومات برائے اساتذہ

1. روزمرہ کی خرید و فروخت کے لیے ہمیں ہندسوں اور حساب کتاب کی ضرورت ہوتی ہے۔
2. طلبہ کو اُردو کے بنیادی ہندسوں کا مکمل ادراک ہو اور انھیں لفظوں میں لکھ سکتے ہوں۔
3. اُردو ہندسوں کے لیے طلبہ کی توجہ فہرست میں دیے گئے نمبر اور اسباق کے صفحہ نمبر پر بھی دلوائیں تاکہ وہ چھپے ہوئے تصورات کی مدد سے سیکھ سکیں۔
4. کمرہ جماعت میں ایک چارٹ پر گنتی کو ۱ تا ۱۰۰ تک لفظوں اور ہندسوں میں لکھ کر آویزاں کریں اور نوٹ بک پر تاریخ ہندسوں میں لکھوائیں۔

دورانیہ: 35 منٹ / ایک پیریڈ



وسائل / اذرائع



درسی کتاب برائے چہارم، تختہ تحریر، چاک / مارکر، جھاڑن / ڈسٹر، چارٹس، نمونے کا چارٹ وغیرہ۔

تعارف: 5 منٹ



طلبہ سے درج ذیل سوالات پوچھیں:

1. تختہ تحریر پر اُنچاس لکھیں اور طلبہ سے کہیں کہ کاپی پر ہندسوں میں لکھیں۔
2. تختہ تحریر پر ۵۹ لکھیں اور طلبہ سے کہیں کہ کاپی پر لفظوں میں لکھیں۔
3. چند طلبہ کی کاپی کا جائزہ لیں اور کسی طالب علم / طالبہ کو تختہ تحریر پر لکھنے کا کہیں۔

تصور کی پختگی



سرگرمی نمبر 1: 10 منٹ

1. جماعت کو دو گروپوں میں تقسیم کریں۔
2. ایک چارٹ تختہ تحریر پر لگائیں جس پر اکھتر سے اسی تک ہندسوں اور لفظوں میں گنتی ہو یا تختہ تحریر پر لکھ لیں۔

نمونے کا چارٹ	
لفظوں میں	ہندسوں میں
اکھتر	۷۱
بہتر	۷۲

تہتر	۷۳
چوہتر	۷۴
پچھتر	۷۵
چھتر	۷۶
ستتر	۷۷
اٹھتر	۷۸
اتاسی	۷۹
اسی	۸۰

3. طلبہ کو گنتی پڑھ کر سنائیں۔ ہندسوں اور لفظوں میں فرق بتا کر لکھنے کا کہیں۔

4. طلبہ سے کہیں کہ گنتی کو کاپی پر لکھیں۔

5. اس سرگرمی کے لیے طلبہ کو ۱۰ منٹ کا وقت دیں۔

سرگرمی نمبر 2: 10 منٹ

1. تختہ تحریر پر درج ذیل جملے لکھیں۔

میں نے یہ قلم ۷۴ روپے میں خریدا ہے۔	
اس کتاب کی قیمت ۷۹ روپے ہے۔	
میری جماعت میں ۷۱ طلبہ ہیں۔	
اس کتاب کے ۸۰ صفحات ہیں۔	

2. طلبہ سے کہیں کہ جہاں پر ہندسے ہیں ان کو لفظوں میں تبدیل کر کے دوبارہ جملے اپنی کاپی پر لکھیں۔

3. طلبہ سے کہیں کہ جوڑوں میں کام کا جائزہ لیں۔

4. ۳ سے ۴ طلبہ سے یہ سرگرمی تختہ تحریر پر کروائیں۔

5. طلبہ سے کہیں کہ اپنے کام کا از خود جائزہ لیں۔

6. جہاں ضرورت ہو طلبہ کی معاونت کریں۔

نتیجہ/خلاصہ: 3 منٹ



1. مذکورہ سرگرمیاں پوری ہونے کے بعد طلبہ اکھتر (۷۱) تا اسی (۸۰) گنتی لفظوں اور ہندسوں میں لکھنا سیکھ چکے ہیں۔

جائزہ/جانچ: 5 منٹ



1. طلبہ سے ۷۵ تا ۸۰ تک گنتی ہندسوں میں لکھنے کا کہیں۔

2. ۲ منٹ بعد ۲ یا ۳ طلبہ کو تختہ تحریر پر لکھنے کا موقع دیں۔

3. درست کام کرنے پر طلبہ کی حوصلہ افزائی کریں۔

مشق: 2 منٹ



تین ایسے جملے لکھیں جن میں ۷۱ تا ۸۰ تک گنتی لفظوں اور ہندسوں میں استعمال ہو رہی ہو۔

## الفاظ کے متضاد بنانا

طلبہ کے حاصلاتِ تعلّم



■ الفاظ کے متضاد بنا سکیں۔

### معلومات برائے اساتذہ

1. متضاد کے معنی ہیں، مخالف ہونا، جیسے: بُرا، بھلایا نیک، بد وغیرہ۔
2. بعض الفاظ معنی کے لحاظ سے ایک دوسرے کے اُلٹ یا ایک دوسرے کی ضد ہوتے ہیں۔ اُنہیں ”متضاد“ الفاظ کہتے ہیں۔ جیسے: خزاں کا اُلٹ بہار اور خوب صورت کا اُلٹ بد صورت وغیرہ۔

دورانیہ: 35 منٹ / ایک پیریڈ



وسائل / ادراغ



درسی کتاب برائے جماعت چہارم، تختہ تحریر، چاک / مارکر، جھاڑن / ڈسٹر، تصویری کارڈ وغیرہ

تعارف: 5 منٹ



طلبہ سے دیے گئے الفاظ کے متضاد پوچھیں:  
■ عالم، انسان، گرمی، حاضر، آزادی

تصور کی پختگی



سرگرمی نمبر 1: 10 منٹ

1. تختہ تحریر پر دیے گئے جملے لکھیں۔

1.	آج کل دن رات برابر ہیں۔
2.	عالم اور جاہل برابر نہیں ہو سکتے ہیں۔
3.	ہمیں کلاس میں اوّل سے آخر تک بیٹھنا چاہیے۔
4.	زندگی میں اُتار چڑھاؤ آتے رہتے ہیں۔
5.	آمدنی اگر خرچ سے کم ہو تو مسائل پیدا ہوتے ہیں۔

2. طلبہ کو دو گروپوں میں تقسیم کریں اور اُن سے جملوں میں لفظ اور اس کے متضاد کی نشان دہی کروائیں۔
3. اساتذہ لفظ کی نشان دہی کروائیں۔ دونوں گروپ سے اُس لفظ کا متضاد پوچھیں۔
4. جوابات تختہ تحریر پر لکھیں۔ جیسے:

الفاظ	متضاد
دن	رات
عالم	جاہل
اؤل	آخر
اُتار	چڑھاؤ
آمدنی	خرچ

### سرگرمی نمبر 2: 10 منٹ

1. طلبہ کو دو گروپوں میں تقسیم کریں۔
2. تختہ تحریر پر درج ذیل الفاظ لکھیں۔  
■ اُجالا۔ مشرق۔ ٹھنڈا۔ خوشی۔ اُوپر
3. گروپ اے کے کسی ایک طالب علم / طالبہ کو کہیں کہ وہ درج بالا الفاظ میں سے کوئی ایک لفظ بولیں۔ مثلاً: مشرق
4. دوسرے گروپ میں سے کوئی ایک طالب علم / طالبہ اُس کا متضاد بتائیں جیسے: مغرب
5. اب دوسرے گروپ کا کوئی اور طالب علم / طالبہ ان میں سے کوئی اور لفظ بولیں پہلے گروپ کا کوئی بھی طالب علم / طالبہ اُس کا متضاد بتائیں۔
6. تمام الفاظ کے لیے یہی سرگرمی دہرائیں۔ دوران تدریس تمام طلبہ کی شمولیت کو یقینی بنائیں۔
7. گروپوں کے جواب تختہ تحریر پر لکھیں۔

لفظ	متضاد	لفظ	متضاد
اُجالا	اندھیرا	مشرق	مغرب
ٹھنڈا	گرم	خوشی	غم
اُوپر	نیچے		

### نتیجہ / خلاصہ: 3 منٹ



1. درج بالا سرگرمیوں کے نتیجے میں طلبہ اس قابل ہو گئے ہیں کہ وہ الفاظ کے متضاد بنا سکیں۔

### جائزہ / جانچ: 5 منٹ



1. دیے گئے الفاظ کے تصویری کارڈ تیار کریں۔  
زمین      بوڑھا      کالا
2. طلبہ کو باری باری کارڈ دکھا کر لفظ پڑھنے کا کہیں۔
3. لفظ پڑھنے کے بعد طلبہ سے اس کا متضاد بھی پوچھیں۔
4. بوقت ضرورت مناسب رہ نمائی اور حوصلہ افزائی کریں۔

### مشق: 2 منٹ



ہر بچہ درسی کتاب میں سے کم از کم تین الفاظ کے متضاد اپنی کاپی میں لکھ کر لائیں۔  
ہدایات برائے مخلوط کمرہ جماعت  
دی گئی سرگرمیاں جماعت سُوَم اور جماعت پنجم کے طلبہ کو ساتھ بٹھا کر بھی کروائی جاسکتی ہیں۔

## قوسین ( ) کا استعمال جاننا

طلبہ کے حاصلاتِ تعلّم



■ قوسین ( ) کا استعمال جان سکیں۔

### معلومات برائے اساتذہ

1. لفظ ”قوسین“ عربی زبان کا لفظ ہے۔ جو ”قوس“ کا متنیہ ہے جس کی معنی ہیں دو کمان
2. نوٹ:- یاد رہے کہ عربی زبان میں ایک کے لیے واحد، دو کے لیے متنیہ اور دو سے زیادہ الفاظ کے لیے جمع استعمال ہوتا ہے۔
3. کمان یا ہلال کی شکل کے وہ دو نشان ” ( ) “ جس کو بریکٹ بھی کہتے ہیں۔
4. یہ علامت جملہ معترضہ یا کسی چیز کی تشریح کے موقع پر استعمال ہوتی ہے۔ مثلاً: عمران خان (سابقہ کرکٹ کپتان) نے شوکت خانم ہسپتال بنایا ہے۔ یہ صرف وضاحت کے لیے دیے جاتے ہیں۔

دورانیہ: 35 منٹ / ایک پیریڈ



وسائل / اذرائع



درسی کتاب برائے چہارم، تختہ تحریر، چاک / مارکر، جھاڑن / ڈسٹر وغیرہ

تعارف: 5 منٹ



1. تختہ تحریر پر قوسین کی علامت لکھیں۔ ” ( ) “ اور طلبہ سے درج ذیل سوالات پوچھیں۔
2. بریکٹ یا خطوط وحدانی کی علامت کس کس کو یاد ہے؟
3. آپ نے کبھی ریاضی میں خطوط وحدانی یا بریکٹ کا نام سنا ہے۔
4. طلبہ کو بتائیں کہ اسے رموزِ اوقاف کی اصطلاح میں ”قوسین“ بھی کہتے ہیں۔

تصور کی پختگی



سرگرمی نمبر 1: 10 منٹ

1. تختہ تحریر پر دیا گیا جدول بنائیں اور طلبہ سے کہیں کہ وہ کاپی پر لکھیں۔

قوسین	جملے
(میرا پڑوسی)	آفتاب (میرا پڑوسی) آج کل ڈاکٹر ہیں۔ میڈیم ثریا (اسلام آباد کی رہنے والی) آج کل ہمیں اُردو پڑھاتی ہیں۔ احمد (سابقہ وکیل) پشاور میں رہتے ہیں۔ عائشہ (دختر سلمان صاحب) نے پورے ضلع میں پہلی پوزیشن حاصل کی۔



2. طلبہ کو بتائیں کہ جملوں میں فقرے کا ایک حصہ قوسین میں دیا گیا ہے۔
3. جملے کا یہ حصہ وضاحت کے لیے دیا گیا ہے لہذا اس کا براہ راست متعلقہ جملے سے کوئی تعلق نہیں۔ جو لفظ، جملہ یا جملے کا کوئی حصہ درمیان میں اضافی لایا جاتا ہے۔ اس کو قوسین کے اندر لکھتے ہیں۔
4. طلبہ سے کہیں کہ ان جملوں کو پڑھتے ہوئے قوسین کی علامت والے حصے کی نشاندہی کر کے اگلے کالم میں لکھیں۔ مثال کے طور پر انہیں ایک جملہ پڑھ کر قوسین الگ کر کے دکھائیں۔
5. تمام طلبہ انفرادی طور پر اس سرگرمی کو ۷ تا ۸ منٹ میں مکمل کریں۔

سرگرمی نمبر 2: 10 منٹ

1. تختہ تحریر پر درج ذیل جملے بغیر قوسین کے لکھیں۔

عربیہ کا بڑا بھائی ارسلان اللہ خوش رکھے بہت قابل استاد ہیں۔
بھائی جان جولا ہو ر میں رہتے ہیں مسکراتے ہوئے کہا میں تمہارے لیے گڑیا لاؤں گا۔

2. طلبہ کو جوڑوں میں تقسیم کریں۔
3. جوڑوں کو بتائیں کہ جملے کا پی پر لکھیں اور لکھتے ہوئے مناسب جگہ پر قوسین لگائیں۔
4. باری باری دو جوڑوں کو موقع دیں کہ وہ تختہ تحریر پر لکھے ہوئے جملوں میں مناسب جگہ پر قوسین لگائیں۔
5. طلبہ کی مناسب رہ نمائی اور حوصلہ افزائی کریں۔

نتیجہ/خلاصہ: 3 منٹ



1. درج بالا سرگرمیوں کے نتیجے میں طلبہ نے قوسین کا درست استعمال کرنا سیکھ لیا ہے اور لکھتے ہوئے اضافی معلومات کے لیے جملے میں اس کا درست استعمال کریں گے۔

جائزہ/چانچ: 5 منٹ



1. طلبہ سے پوچھیں: کہ جملے میں قوسین کا استعمال کہاں ہوتا ہے؟
2. جملہ کے زائد الفاظ قوسین میں کیوں لکھے جاتے ہیں؟
3. تختہ تحریر ایک ایسا جملہ لکھیں کہ جس میں قوسین کا استعمال کیا جاسکتا ہو۔ اور ایک دو طلبہ کو بلا کر جملہ میں قوسین کا استعمال کرنے کو کہیں۔

مشق: 2 منٹ



ہر بچہ گھر سے کم از کم دو ایسے جملے لکھ کر لائیں جن میں قوسین کا درست استعمال ہو۔

ہدایات برائے مخلوط کمرہ جماعت  
دی گئی سرگرمیاں جماعت سبب اور جماعت پنجم کے طلبہ کو ساتھ بٹھا کر بھی کروائی جاسکتی ہیں۔

# بہ طور میزبان / کمپیئر فرائض انجام دینا

طلبہ کے حاصلاتِ تعلّم



▪ بچوں کی تقریبات میں میزبان / کمپیئر کے فرائض انجام دے سکیں۔

## معلومات برائے اساتذہ

1. فن و تقریر کی طرح پروگرام کی میزبانی ایک علیحدہ صنف کا درجہ رکھتی ہے۔ اس کے مخصوص آداب، مخصوص لہجہ، الفاظ کا چناؤ اور روایتی فن اس کو تقریر و مباحثہ سے ہٹ کر علیحدہ مقام دیتا ہے۔ بہترین کمپیئر یا میزبان وہی ہوتا ہے جو موقع اور محل کے مطابق الفاظ کا چناؤ کر کے حاضرین تک اپنا مقصد مؤثر انداز میں پہنچا سکے۔
2. کمپیئرنگ کے لیے ضروری ہے کہ زبان و بیان کی ادائی درست ہو۔
3. یہ انتہائی ضروری ہے کہ طلبہ کو ابتدائی جماعتوں میں ہی کمپیئرنگ یا میزبانی کرنے کی تربیت دی جائے اور اُن کی حوصلہ افزائی کی جائے۔

دورانیہ: 35 منٹ / ایک پیریڈ



وسائل / ادراع



ڈائیس، (کسی کرسی یا میز کو بھی بہ طور ڈائیس استعمال کیا جاسکتا ہے) مائیک اگر دستیاب ہو۔

تعارف: 5 منٹ



1. چند طلبہ سے اسکول کے اہم امور جیسے: بزم ادب، اسکول اسمبلی، اسکول آنے اور چھٹی کا وقت تفریح، یوم والدین کی تقریب، تقریب تقسیم انعامات، یوم آزادی کی تقریب وغیرہ کے بارے میں اعلانات کروائیں۔
2. ضرورت کے مطابق طلبہ کی مناسب رہ نمائی کریں اور خود بھی عملی مظاہرہ کریں۔

تصور کی پختگی



سرگرمی نمبر 1: 10 منٹ

1. کسی تقریب کی میزبانی یا کمپیئرنگ کرنا آسان کام نہیں لیکن اگر اُستاد طلبہ کی مناسب تربیت اور رہ نمائی کرے تو طلبہ کے لیے اس مشکل کام کو آسان بنایا جاسکتا ہے۔
2. طلبہ کو جوڑوں میں تقسیم کریں اور باری باری ایک دوسرے کے سامنے بہ طور کمپیئر مظاہرہ کریں۔
3. اُستاد / اُستانی مسلسل رہ نمائی کریں اور بوقتِ ضرورت خود بھی عملی مظاہرہ کر کے اس عمل کو طلبہ کے لیے آسان بنادیں۔

سرگرمی نمبر 2: 10 منٹ

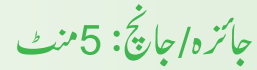
1. اُستاد کرا جماعت میں نمونے کے طور پر تقریب تقسیم انعامات کے حوالے سے پروگرام کا انعقاد کروائیں۔

2. باری باری طلبہ سے بہ طورِ کمیٹیئر مظاہرہ کروائیں۔

3. الفاظ کے چناؤ اور ادائی میں طلبہ کی مناسب رہ نمائی کریں۔



1. درج بالا سرگرمیوں کے بعد طلبہ کسی بھی تقریبی پروگرام میں بہ حشیت کمپیئر / میزبان فرائض انجام دے سکتے ہیں۔



1. تصور کی پختگی کو جانچنے کے لیے کمرہء جماعت میں مختلف طلبہ سے عملی طور پر کمپیئرنگ کروا کر جھجک دور کریں۔

2. طلبہ کی حوصلہ افزائی کریں تاکہ ان کی خود اعتمادی میں اضافہ ہو۔



ہر بچہ گھر سے کم از کم دو ایسے جملے لکھ کر لائیں جن میں قوسین کا درست استعمال ہو۔

ہدایات برائے مخلوط کمر اجتماعت

دی گئی سرگرمیاں جماعتِ سُوم اور جماعتِ پنجم کے طلبہ کو ساتھ بٹھا کر بھی کروائی جاسکتی ہیں۔

نوٹس

[illegible]

# خطبہ، تقریر، ہدایات یا اعلانات پڑھ کر سمجھنا اور پیغام دوسروں تک پہنچانا

## طلبہ کے حاصلاتِ تعلّم



- خطبہ، تقریر اور ہدایات وغیرہ پڑھ کر سمجھ سکیں اور پیغام دوسروں تک پہنچا سکیں۔
- ہدایات یا اعلانات سن کر ان پر عمل کر سکیں۔

## معلومات برائے اساتذہ

- خطبہ، تقریر، ہدایات اور اعلانات دوسروں کو پیغام پہنچانے کے مؤثر ذرائع ہیں۔
- کسی خطبہ، تقریر یا ہدایات کے چیدہ چیدہ نکات پر طلبہ سے بات چیت کروائیں۔
- خطبہ، تقریر یا ہدایات بہ خوبی پڑھوا کر ان میں موجود پیغامات طلبہ سے اخذ کروائیں اور ان پر بات چیت کروائیں۔

## دورانیہ: 35 منٹ / ایک پیریڈ



## وسائل / ذرائع



درسی کتاب برائے چہارم، چاک / مارکر، جھاڑن / ڈسٹر، تختہ تحریر، چارٹ وغیرہ۔

## تعارف: 5 منٹ



- اُستاد تختہ تحریر پر کسی ایک طالب علم یا طالبہ سے ہدایت ”کمر اجتماعت میں تھوکتنا منع ہے“ لکھوائیں۔
- طلبہ سے تختہ تحریر پر لکھی ہوئی ہدایت پر بات چیت کروائیں اور اس کے اندر پوشیدہ پیغام کو اخذ کروائیں۔
- طلبہ سے پوچھیں کہ یہ ہدایات کن جگہوں پر آپ نے پڑھی ہیں؟

## تصور کی پختگی



سرگرمی نمبر 1: 10 منٹ

- دو علیحدہ علیحدہ چارٹس پر درج ذیل ہدایات لکھیں۔

پھول توڑنا منع ہے۔	اسکول میں صفائی کا خاص خیال رکھیں
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- طلبہ کو دو گروپوں میں تقسیم کریں گروپ ’الف‘ اور گروپ ’ب‘۔
- گروپ ’الف‘ کو ”اسکول میں صفائی کا خاص خیال رکھیں“ والا چارٹ دیں۔
- گروپ ’ب‘ کو ”پھول توڑنا منع ہے“ والا چارٹ دیں۔
- دونوں گروپس کو چارٹس پر درج ہدایات پڑھنے اور ان میں پوشیدہ پیغام کو اخذ کروانے کے لیے کہیں۔
- اس سرگرمی کے لیے طلبہ کو پانچ منٹ کا وقت دیں۔ طلبہ کی مناسب رہ نمائی کریں۔
- آخر میں دونوں گروپ ہدایات میں پوشیدہ پیغام کو کمر اجتماعت میں کو سنائیں۔

1. دونوں گروپوں کو برقرار رکھیں۔
2. گروپ 'الف' کو کوئی بھی تحریر شدہ تقریر دیں۔
3. اور گروپ 'ب' کو تحریر شدہ خطبہ پڑھنے کے لیے دیں۔
4. آخر میں دونوں گروپ تقریر اور خطبہ میں موجود پیغام کو کمرہ جماعت میں سنائیں۔
5. گروپوں کو سرگرمی مکمل کرنے کے لیے 10 منٹ کا وقت دیں۔

### نتیجہ/خلاصہ: 3 منٹ



1. ان سرگرمیوں کے بعد طلبہ خطبہ، تقریر اعلانات یا ہدایات پڑھنے کے قابل ہو گئے ہیں اور ان میں موجود پیغام دوسروں تک پہنچا سکتے ہیں۔

### جائزہ/چانچ: 5 منٹ



1. درج ذیل ہدایات فلیش کارڈ پر لکھیں۔
  - وقت پر سوئے اور وقت پر جاگے
  - محنت کرو تاکہ پاس ہو جاؤ
  - بچوں کو ہمیشہ والدین کا کہنا ماننا چاہئے
2. طلبہ سے پڑھوائیں اور اس میں موجود پیغام کو کمرہ جماعت میں سنائیں۔

### مشق: 2 منٹ



اُستاد طلبہ کی درجہ بندی کر کے انہیں مختلف کام حوالے کریں۔ کسی کو خطبہ کسی کو تقریر کسی کو ہدایات اکٹھے کرنے کا کہیں۔ ہر طالب علم یا طالبہ اپنا کام کمرہ جماعت میں پڑھ کر اس میں موجود پیغام اپنے ساتھیوں کو سنائیں۔

ہدایات برائے مخلوط کمرہ جماعت  
دی گئی سرگرمیاں جماعت پنجم کے طلبہ کو ساتھ بٹھا کر بھی کروائی جاسکتی ہیں۔

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# تقریر کے مراحل (آغاز، عروج، اختتام) کا خیال رکھنا

طلبہ کے حاصلاتِ تعلّم



■ تقریر کے مراحل (آغاز، عروج، اختتام) کا خیال رکھ سکیں۔

## معلومات برائے اساتذہ

1. تقریر کے عموماً تین مراحل ہوتے ہیں۔ آغاز، عروج اور اختتام
2. ایک اچھی تقریر کے لیے ضروری ہے کہ اس کی موضوع حالات حاضرہ کے مطابق ہو۔
3. مواد موضوع کے عین مطابق ہونے چاہئے۔
4. تقریر کا آغاز اللہ تعالیٰ کی حمد و ثنا، رسول اللہ ﷺ کی تعریف اور کسی شعر سے کرنا چاہئے۔ اشعار کے انتخاب کے لیے طلبہ کی رہنمائی کریں۔
5. تقریر کا عروج اور متن موضوع کے عین مطابق ہونا چاہئے۔
6. تقریر کا اختتام سبق آموز ہونا چاہئے تاکہ سامعین اپنے تاثرات کو ایک نکتہ پر مرکوز رکھ سکیں۔ اگر مقرر کا بیان منفرد ہوگا تو سامعین کو ضرور متاثر کرے گا۔

دورانیہ: 35 منٹ / ایک پیریڈ



وسائل / ذرائع



چاک / مارکر، مائیکروفون، ڈائیس۔ (اگر دستیاب ہو)  
کسی بھی کرسی یا میز کو بھی بہ طور ڈائیس استعمال کیا جاسکتا ہے۔

تعارف: 5 منٹ



1. اُستاد کمرہ جماعت کے بہترین مقرر طالب علم یا طالبہ سے “صفائی صحت کی ضامن ہے” کے موضوع پر تقریر کروائیں اور باقی طلبہ کو ہدایات دیں کہ وہ تقریر کے مراحل یعنی آغاز، عروج اور اختتام کو نوٹ کرتے جائیں۔
2. ایک روز قبل ان سے تیاری کروالیں۔
3. تقریر کے اختتام پر طلبہ سے تقریر کا آغاز، عروج اور اختتام سوالات کے ذریعے سے اخذ کروائیں۔

تصور کی پختگی



سرگرمی نمبر 1: 10 منٹ

1. اُستاد چارٹ پر موضوع “وقت پر کھانا کیوں ضروری ہے؟ لکھیں اور کمرہ جماعت میں آویزاں کریں۔
  2. طلبہ کو تین مناسب گروپس میں تقسیم کریں ہر گروپ کو پانچ منٹ کا وقت دیں۔
- گروپ ”الف“ موضوع کے ’آغاز‘ پر مواد تیار کرے گا۔

- گروپ ”ب“ موضوع کے ’عروج‘ پر مواد تیار کرے گا۔
  - گروپ ”ج“ موضوع کے ’اختتام‘ پر مواد تیار کرے گا۔
3. مواد کی تیاری میں طلبہ کی مناسب رہ نمائی کریں۔

سرگرمی نمبر 2: 10 منٹ

1. اُستاد سرگرمی نمبر 1 کو سرگرمی نمبر 2 کے ساتھ مربوط کریں۔
2. گروپ ”الف“ میں سے کسی طالب علم/طالبہ سے متعلقہ موضوع کا ”آغاز“ سنائے اس طرح با ترتیب گروپ ”ب“ میں سے کوئی طالب علم/طالبہ تقریر کے ”عروج“ کو سنائے اور گروپ ”ج“ میں سے کوئی طالب علم/طالبہ تقریر کا ”اختتام“ سنائے۔
3. آخر میں تمام مواد اکٹھا کر کے کمر اجتماعت کے بہترین مقرر سے مکمل تقریر کروائیں۔

نتیجہ/خلاصہ: 3 منٹ



1. طلبہ تقریر کے بنیادی مراحل آغاز، عروج اور اختتام کا خیال رکھنے کے قابل ہو گئے ہیں اور تقریر کر سکتے ہیں۔

جائزہ/چانچ: 5 منٹ



1. اُستاد طلبہ کو تقریر کے مراحل یعنی آغاز، عروج اور اختتام کا لحاظ رکھے بغیر کسی بھی موضوع پر تقریر سنائیں۔
2. تقریر کا آغاز اس کے ”اختتام“ سے کریں اور طلبہ سے پوچھیں کہ یہ تقریر کا کون سا مرحلہ ہے؟ اسی طرح پھر تقریر کا ”آغاز“ سنائیں اور آخر میں ”عروج“ اور سوالات کے ذریعے طلبہ سے ان کے مراحل کے بارے میں پوچھا جائے۔

مشق: 2 منٹ



اپنی پسندیدہ موضوع پر تقریر کے مراحل یعنی آغاز، عروج اور انجام کا لحاظ رکھتے ہوئے تقریر تیار کریں اور کمر اجتماعت میں پیش کریں۔

ہدایات برائے مخلوط کمر اجتماعت  
دی گئی سرگرمیاں جماعت پنجم کے طلبہ کو ساتھ بٹھا کر بھی کروائی جاسکتی ہیں۔

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مینه

7



# سادہ جملوں کو زمانہ ماضی، حال، مستقبل کے لحاظ سے تبدیل کرنا

سبق نمبر  
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طلبہ کے حاصلاتِ تعلّم



■ سادہ جملوں کو زمانہ ماضی، حال، مستقبل کے لحاظ سے تبدیل کر سکیں۔

## معلومات برائے اساتذہ

- طلبہ کو زمانے کی تینوں اقسام کے بارے میں بتائیں۔
- (الف) گزرا ہوا زمانہ جس کو زمانہ ماضی کہتے ہیں۔ مثلاً: ماریہ نے خط لکھا۔
- (ب) موجودہ زمانہ جس کو زمانہ حال کہتے ہیں۔ مثلاً: ماریہ خط لکھتی ہے۔
- (ج) آنے والا زمانہ جس کو زمانہ مستقبل کہتے ہیں۔ مثلاً: ماریہ خط لکھے گی۔
- (د) اُردو میں مصدر کے آخر میں نا ہوتا ہے اور اس میں کوئی زمانہ نہیں پایا جاتا جیسے آنا لانا وغیرہ۔

دورانیہ: 35 منٹ / ایک پیریڈ



وسائل / ذرائع



درسی کتاب برائے چہارم، تختہ تحریر، چاک / مارکر، جھاڑن / ڈسٹر وغیرہ۔

تعارف: 5 منٹ



- درج ذیل جملے تختہ تحریر پر لکھیں۔
- میں کل اسکول گیا تھا۔
  - میں آج اسکول جا رہا ہوں۔
  - میں کل اسکول نہیں جاؤں گا۔
1. طلبہ سے باری باری ہر جملے کے زمانے کے بارے میں پوچھیں۔
  2. طلبہ کو بتائیں آج ہم تینوں زمانوں ماضی، حال اور مستقبل کے بارے میں پڑھیں گے۔

تصور کی پختگی



سرگرمی نمبر 1: 10 منٹ

3. تختہ تحریر پر ایک سادہ جملہ لکھیں۔ مثلاً: اکبر خط لکھتا ہے۔
4. اس جملے میں مصدر ”لکھنا“ ہے۔
5. زمانہ حال بناتے وقت مصدر کی علامت ”نا“ ہٹا کر ”تا ہے“، ”تی ہے“، ”تے ہیں“ وغیرہ لگاتے ہیں۔ جیسے: اکبر خط لکھتا ہے۔ حنا کپڑے دھوتی ہے۔ طلبہ خط لکھتے ہیں۔

6. زمانہ ماضی بناتے وقت مصدر کی علامت ”نا“ ہٹا کر ’الف‘، ’یا‘ اور ’ہی‘ بڑھاتے ہیں۔ جیسے: اکبر نے خط لکھا۔ امی نے کھانا پکایا۔ سلمیٰ نے نماز ادا کی۔
7. زمانہ مستقبل بناتے وقت مصدر کی علامت ”نا“ ہٹا کر ”ے“ بڑھاتے ہیں اور اس کے بعد ’گا‘، ’گے‘ اور ’گی‘ کا استعمال کرتے ہیں۔ جیسے: اکبر خط لکھے گا۔ امی کھانا پکائے گی۔ طلبہ خط لکھیں گے۔

#### سرگرمی نمبر 2: 10 منٹ

1. کلاس کو تین گروپوں میں تقسیم کریں۔
2. تختہ تحریر پر درج ذیل جملے لکھیں۔
  - احمد مضمون پڑھتا ہے۔
  - ہم نے کھانا کھایا۔
  - ہم سوات کی سیر کو جائیں گے۔
  - نجمہ پاس ہو گئی۔
  - سویرا آنکھ مچولی کھیلتی ہے۔
  - میرا بچہ ڈاکٹر بنے گا۔
3. ایک گروپ سے کہیں کہ وہ ان میں سے زمانہ حال کے جملے الگ کریں اور ان کو زمانہ ماضی میں تبدیل کریں۔
4. دوسرے گروپ سے کہیں کہ وہ ان میں سے زمانہ ماضی کے جملے الگ کریں اور ان کو زمانہ حال میں تبدیل کریں۔
5. تیسرے گروپ کو زمانہ مستقبل کے جملے الگ کرنے اور ان کو زمانہ حال اور ماضی دونوں میں تبدیل کرنے کا کہیں۔
6. اُستاد/اُستانی بوقت ضرورت مناسب رہ نمائی کریں۔

#### نتیجہ/خلاصہ: 3 منٹ



1. درج بالا سرگرمیوں کے نتیجے میں طلبہ اس قابل ہو گئے ہیں کہ وہ سادہ جملے حال، ماضی اور مستقبل میں تبدیل کروا کے دوبارہ لکھ سکتے ہیں۔

#### جائزہ/جانچ: 5 منٹ



1. طلبہ سے زبانی کوئی جملہ پوچھیں۔ مثلاً: احمد نے سبق پڑھا۔
2. اس جملے میں کون سا زمانہ پایا جاتا ہے؟
3. اسے زمانہ مستقبل میں تبدیل کریں۔
4. اس جملے کو زمانہ حال میں تبدیل کریں۔
5. چند طلبہ سے تینوں زمانوں کے جملے پوچھیں اور انھیں دوسرے زمانوں میں تبدیل کروائیں۔

#### مشق: 2 منٹ



ہر بچہ کم از کم دو سادہ جملے اپنی کاپی پر لکھیں اور پھر ان کو زمانہ ماضی، حال اور مستقبل میں تبدیل کر کے دوبارہ لکھیں اور ساتھ لائیں۔

## مترادف اور متضاد کے فرق کو سمجھنا

طلبہ کے حاصلاتِ تعلّم



■ مترادف اور متضاد کے فرق کو سمجھ سکیں۔

### معلومات برائے اساتذہ

1. بعض الفاظ معنوں کے لحاظ سے ایک دوسرے کے اُلٹ ہوتے ہیں۔ انہیں ”متضاد“ الفاظ کہتے ہیں جیسے: کم اور زیادہ، صبح اور شام ایک دوسرے کے متضاد ہیں۔
2. اسی طرح بعض الفاظ آپس میں ہم معنی ہوتے ہیں۔ انہیں ”مترادف“ الفاظ کہتے ہیں۔ مثلاً: فوج اور لشکر، صداقت اور سچائی آپس میں مترادف ہیں۔

دورانیہ: 35 منٹ / ایک پیریڈ



وسائل / ذرائع



درسی کتاب برائے چہارم، تختہ تحریر، چاک / مارکر، جھاڑن / ڈسٹر وغیرہ

تعارف: 5 منٹ



1. طلبہ سے درج ذیل سوالات پوچھیں۔
  - لفظ ”چھوٹا“ کا متضاد بتائیں۔
  - لفظ ”لال“ کا مترادف بتائیں۔
2. اگر طلبہ جواب نہ دے سکیں تو ان کی رہ نمائی کریں۔

تصور کی پختگی



سرگرمی نمبر 1: 10 منٹ

1. تختہ تحریر پر درج ذیل الفاظ لکھیں۔ نیچا، غریب، صحت مند، غلط
  - اسلام میں امیر اور..... کا کوئی فرق نہیں۔
  - اُونچ..... زندگی کا حصہ ہے۔
  - پانچ سوالوں میں سے میرے چار جواب درست اور ایک..... تھا۔
  - پیار..... ہو کر چلنے پھرنے کے قابل ہو گیا۔
2. طلبہ سے درج بالا الفاظ کی مدد سے خالی جگہ پر درست متضاد لگا کر جملے مکمل کروائیں۔
3. جملہ مکمل کرنے کے بعد نوٹ بک پر لکھیں۔

4. یہ سرگرمی طلبہ انفرادی طور پر کریں گے۔  
5. طلبہ کو سرگرمی مکمل کرنے کے لیے ۱۰ منٹ کا وقت دیں۔

سرگرمی نمبر 2: 10 منٹ

1. تختہ تحریر پر درج ذیل جدول بنائیں۔

لفظ	متضاد	لفظ	متضاد	لفظ	متضاد
امیر	غریب	کالا		طلوع	
نیکی		فائدہ		ٹھنڈا	

2. طلبہ کو دو گروپوں میں تقسیم کریں۔  
3. طلبہ سے کہیں کہ ان الفاظ کو اپنی نوٹ بک پر لکھیں۔  
4. گروپ 'اے' میں سے کوئی بچہ جدول میں سے ایک لفظ بولے۔  
5. گروپ 'بی' میں سے کوئی بچہ اس لفظ کا متضاد بولے۔  
6. گروپ 'اے' میں سے کوئی بچہ اُسی لفظ کے سامنے اُس کا متضاد لکھے۔  
7. ہر لفظ کے لیے یہی سرگرمی گروپوں میں دہرائیں۔  
8. آخر میں تمام الفاظ متضاد کو دہرائیں۔

نتیجہ/خلاصہ: 3 منٹ



1. درج بالا سرگرمیوں کے نتیجے میں طلبہ مترادف اور متضاد کے فرق کو سمجھ گئے ہیں اور جملوں میں ان کا بر محل استعمال کر سکتے ہیں۔

جائزہ/چانچ: 5 منٹ



1. کلاس کو دو گروپوں میں تقسیم کریں۔  
2. دونوں گروپوں کو پانچ پانچ الفاظ دیں۔  
3. ایک گروپ کو مترادف اور دوسرے کو ان کا متضاد بتانے کے لیے کہیں۔  
4. جوابات تختہ تحریر پر لکھیں اور بوقتِ ضرورت مناسب رہ نمائی اور حوصلہ افزائی کریں۔

مشق: 2 منٹ



تمام طلبہ گھر سے کم از کم دو الفاظ کے مترادف اور متضاد کاپی پر لکھ کر لائیں۔

## اسم صفت کی پہچان کرنا

طلبہ کے حاصلاتِ تعلّم



■ اسم صفت کی پہچان کر سکیں۔

## معلومات برائے اساتذہ

1. وہ اسم جو کسی چیز یا شخص کی اچھائی یا بُرائی ظاہر کرے "اسم صفت" کہلاتا ہے اور جس اسم کی اچھائی یا بُرائی ظاہر کرے اُسے موصوف کہتے ہیں۔  
■ مثلاً: خوب صورت پھول، کالی ٹوپی
2. ان مثالوں میں خوب صورت اور کالی صفت ہیں، جب کہ پھول اور ٹوپی موصوف ہیں۔

دورانیہ: 35 منٹ / ایک پیریڈ



وسائل / ذرائع



درسی کتاب برائے چہارم، تختہ تحریر، چاک / مارکر، جھاڑن / ڈسٹر وغیرہ

تعارف: 5 منٹ



1. طلبہ سے مختلف رنگوں کے نام پوچھیں۔ جیسے: سفید، سُرخ، نیلا، پیلا، کالا وغیرہ۔
2. طلبہ کو بتائیں کہ تمام رنگوں کے نام بہ طور صفت استعمال ہوتے ہیں۔
3. طلبہ کو بتائیں کہ ہر چیز یا شخص میں کوئی نہ کوئی اچھی یا بری صفت ضرور ہوتی ہے۔ وہ اچھائی یا بُرائی اُس چیز اور شخص کی صفت کہلاتی ہے۔ جس کو اسم صفت کہا جاتا ہے۔ اور وہ شخص یا چیز اسم ہوتا ہے جسے اسم موصوف کہتے ہیں۔

تصور کی پختگی



سرگرمی نمبر 1: 10 منٹ

1. طلبہ کو دو گروپوں میں تقسیم کریں۔
2. تختہ تحریر پر درج ذیل اسم صفت لکھیں۔

قابل لڑکا، شریر لڑکا، خراب موسم، تنگ کمر، خوش بودار پھول، عیار لومڑی، بزدل لڑکی، سُرخ چیل، چست کھلاڑی، بدمزہ کھانا، بہادر لڑکی، عمدہ سلائی

3. گروپ "الف" سے کہیں کہ وہ درج بالا اسم صفت میں سے اچھائی کے لیے استعمال ہونے والے اسم صفت تلاش کر کے لکھیں۔ جیسے: قابل لڑکا۔
4. گروپ "ب" سے کہیں کہ وہ درج بالا الفاظ میں بُرائی کے لیے استعمال ہونے والے اسم صفت ڈھونڈ کر لکھیں۔ جیسے: شریر لڑکا۔

5. سرگرمی مکمل کرنے کے لیے گروپوں کو ۱۰ منٹ کا وقت دیں۔
6. گروپوں کے جوابات تختہ تحریر پر لکھیں اور بوقت ضرورت مناسب رہ نمائی کریں۔
7. زیادہ جواب دینے والے گروپ کی حوصلہ افزائی کریں اور شاباش دیں۔

سرگرمی نمبر 2: 10 منٹ

1. گروپوں کو برقرار رکھتے ہوئے اُن سے درج بالا الفاظ اپنے جملوں میں استعمال کروائیں۔
2. گروپ ”الف“ سے اچھائی کے لیے استعمال ہونے والے الفاظ جملوں میں استعمال کروائیں۔ جیسے: علی ایک قابل لڑکا ہے۔
3. گروپ ”ب“ سے برائی کے لیے استعمال ہونے والے الفاظ جملوں میں استعمال کروائیں۔ جیسے: ناصر ایک شریر لڑکا ہے۔
4. اُستاد/اُستانی جملے تختہ تحریر پر لکھیں۔
5. آخر میں طلبہ سے تمام جملے اپنی نوٹ بک پر لکھوائیں۔

### نتیجہ/خلاصہ: 3 منٹ



1. دی گئی سرگرمیوں کے نتیجے میں بچے اسم موصوف میں سے اچھائی اور برائی تلاش کر سکیں گے۔ درسی کتاب میں آنے والے اسم صفت اور موصوف کی طلبہ آسانی سے تلاش کر سکیں گے۔

### جائزہ/جائزہ: 5 منٹ



3. طلبہ سے درج ذیل سوالات پوچھیں۔
4. کالی رات میں اسم کی نشان دہی کریں۔
5. تیز رفتار گھوڑا میں صفت اور موصوف کی نشان دہی کریں۔
6. بوقت ضرورت مناسب رہ نمائی اور حوصلہ افزائی کریں۔

### مشق: 2 منٹ



درسی کتاب سے سے کم از کم دو جملے اپنی نوٹ بک میں لکھیں جس میں اسم صفت کا استعمال ہو۔ بچہ اسم صفت کو خط کشید کریں۔

ہدایات برائے مخلوط کمرہ جماعت  
دی گئی سرگرمیاں جماعت سُوَم اور پنجم کے طلبہ کو ساتھ بٹھا کر بھی کروائی جاسکتی ہیں۔

# اسکول اور محلے کی لائبریری سے دلچسپ کتابوں کا مطالعہ کرنا

سبق نمبر  
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طلبہ کے حاصلاتِ تعلیم



■ اپنے اسکول اور محلے کی لائبریری سے اپنی دل چسپی کی کتابیں رسائل وغیرہ لے کہ ان کا مطالعہ کر سکیں۔

## معلومات برائے اساتذہ

1. طلبہ کو ابتدائی جماعتوں میں ہی اخبارات اور رسائل کے مطالعے کی عادات ڈالیں کیوں کہ یہ معلومات میں اضافے کے ساتھ ساتھ طلبہ کی نشست و برخاست، طرزِ گفت گو اور خیالات میں مثبت تبدیلیاں پیدا کرتی ہیں لہذا اساتذہ کرام کو چاہیے کہ اسکول یا کمرہ جماعت کے مخصوص احاطے میں درسی کتب کے علاوہ، کہانیوں، نظموں، معلوماتی کتابوں، بچوں کے اخبارات، میگزین اور رسائل کا بھی اہتمام کیا کریں۔
2. اس حاصلِ تعلیم کے حصول کے لیے اپنے اسکول میں ایک چھوٹی سی لائبریری یا ریڈنگ کازنر کا قیام عمل میں لانے کے لیے درج ذیل اقدامات کو ممکن بنائیں۔
3. اساتذہ طلبہ سے کہانیوں، لطیفوں، اور پہلیوں کی کتابیں، رسالے اور دیگر کتابیں رضا کارانہ طور پر منگوا سکتے ہیں۔
4. اساتذہ خود بھی طلبہ کی عمر اور جماعت کے ذہنی استعداد کے مطابق کتابیں لاسکتے ہیں۔
5. پی ٹی سی فنڈ کی مدد سے بھی طلبہ کے لیے کتابیں خریدی جاسکتی ہے۔
6. مخیر حضرات کی مدد سے بک بینک کا اہتمام کیا جاسکتا ہے۔
7. قریبی مڈل، ہائی، ہائیر سیکنڈری اسکول یا سرکل (SDEO) ایس۔ ڈی۔ ای۔ او کی خدمات بھی حاصل کی جاسکتی ہیں۔

دورانیہ: 35 منٹ / ایک پیریڈ



وسائل / ذرائع



درسی کتاب برائے چہارم، تختہ تحریر، چاک / مارکر، جھاڑن / ڈسٹر۔ وغیرہ۔

تعارف: 5 منٹ



طلبہ سے درج ذیل سوالات پوچھیں:

1. کیا آپ نے کبھی اپنی درسی کتابوں کے علاوہ بھی کوئی کتاب پڑھی ہے؟ ہاں کی صورت میں دو تین طلبہ سے پڑھی ہوئی کتابوں کے نام پوچھیں۔
2. آپ نے کبھی بچوں کا کوئی رسالہ پڑھا ہے؟ (اگر کوئی بچہ ہاتھ کھڑا کریں تو اس سے رسالے کے نام پوچھیں۔)
3. آپ نے کبھی کسی لائبریری سے کوئی کتاب لے کر اس کا مطالعہ کیا ہے؟ جو بچہ ہاتھ کھڑا کریں اس سے کتاب کا نام پوچھیں۔
4. طلبہ سے کہیں کہ آج ہم لائبریری میں اپنی پسند کی کتاب سے کوئی کہانی، نظم، لطیفہ پہلی یا اہم معلومات پڑھیں گے۔

تصور کی چٹنگی



### سرگرمی نمبر 1: 10 منٹ

1. طلبہ کو قطار میں ریڈنگ کارنریا لائبریری لے جائیں۔
2. طلبہ سے کہیں کہ وہ اپنی پسند کی کوئی کتاب منتخب کریں۔
3. کتاب پڑھتے وقت خاموشی اختیار کریں تاکہ دوسرے ساتھی پڑھنے کے دوران پریشان نہ ہو۔
4. کتاب کے صفحات احتیاط سے پلٹیں۔
5. کتاب پڑھنے کے لیے 15 منٹ کا وقت دیں۔

### سرگرمی نمبر 2: 10 منٹ

1. طلبہ کے جوڑے بنائیں۔
2. جوڑوں سے کہیں اپنی پڑھی ہوئی کتاب کے بارے میں اپنے ساتھی کو بتائیں۔
3. دونوں ساتھیوں کو بات کرنے کا موقع دیں۔
4. استاد کمرہ جماعت میں گھوم کر مشاہدہ کریں کہ تمام جوڑے آپس میں معلومات کا تبادلہ کر رہے ہیں۔

### نتیجہ/خلاصہ: 3 منٹ



1. اپنی پسند کی کتاب پڑھنے کا موقع دینے سے دراصل طلبہ میں کتاب پڑھنے کا رجحان بڑھے گا۔ اور سکول میں لائبریری کے کلچر کو فروغ حاصل ہوگا۔

### جائزہ/جانبی: 5 منٹ



1. طلبہ سے آج کی کتاب کا نام پوچھیں۔
2. طلبہ سے پوچھیں کہ آج کی کتاب میں سے کوئی ایک اہم بات بتائیں۔
3. کیا آپ اپنے ساتھی کو یہ کتاب پڑھنے کا مشورہ دیں گے؟ اور کیوں؟

### مشق: 2 منٹ



گھر میں موجود کتابوں کی فہرست بنائیں اور کمرہ جماعت میں ساتھیوں کو بتائیں کہ آپ کے گھر میں کتنی کتابیں موجود ہیں۔ t



# اپنے مسائل والدین اور اساتذہ کو بلا جھجک بتانا

## طلبہ کے حاصلاتِ تعلیم



- اپنے مسائل گھر/اسکول، محلے وغیرہ میں پیش آنے والے ناپسندیدہ واقعہ/حرکت/اشارہ/ترغیب یا لالچ وغیرہ کے بارے میں والدین اور اساتذہ کو بلا جھجک بتائیں۔

## معلومات برائے اساتذہ

1. اس حاصلاتِ تعلیم کا مقصد طلبہ کو اعتماد دینا ہے کہ وہ کسی بھی ناپسندیدہ واقعہ پیش آنے یا دیکھنے کی صورت میں فوری طور پر اساتذہ یا والدین کو بتائیں۔

## دورانیہ: 35 منٹ/ایک پیریڈ



## وسائل/اذرائع



درسی کتاب برائے چہارم، تختہ تحریر، چاک/مارکر، جھاڑن/ڈسٹر وغیرہ۔

## تعارف: 5 منٹ



طلبہ سے درج ذیل سوالات پوچھیں۔

1. اگر کوئی اجنبی آپ کو ٹافی دے تو آپ کیا کریں گے؟
2. اگر کوئی اجنبی آپ کو اپنے ساتھ چلنے کا کہے تو آپ کیا کریں گے؟

## تصور کی پختگی



سرگرمی نمبر 1: 10 منٹ

1. دی گئی نظم تختہ تحریر پر لکھیں۔

<p>چیز تمہاری جب کھو جائے یاد کرو تو رونا آئے الزام نہ تم کسی پر لگاؤ پہلے امی ابو کو بتاؤ اُن سے کبھی تم کچھ نہ چھپاؤ</p>	<p>گھر سے کھیلنے باہر جاؤ کھیلو گُو دو موج اڑاؤ انجان سے کچھ نہ لے کر آؤ پہلے امی ابو کو بتاؤ اُن سے کبھی تم کچھ نہ چھپاؤ</p>
<p>کوئی کہے کہ یہ لو دام ٹھپ کر کردو میرا کام باتوں میں اُس کی تم نہ آؤ پہلے امی ابو کو بتاؤ اُن سے کبھی تم کچھ نہ چھپاؤ</p>	<p>دے کر ٹافی کوئی بلائے اپنے ساتھ لے جانا چاہے ٹافی دیکھ کر نہ للچاؤ پہلے امی ابو کو بتاؤ اُن سے کبھی تم کچھ نہ چھپاؤ</p>

<p>انجان کہے جب ساتھ چلو اس کی ہر رگزم نہ سنو فوراً وہاں سے دوڑ لگاؤ پہلے امی ابو کو بتاؤ اُن سے کبھی تم کچھ نہ چھپاؤ</p>	<p>کوئی کہے کہ مذاق اڑاؤ نام بگاڑو منہ بناؤ ان باتوں پر بُر امناؤ پہلے امی ابو کو بتاؤ اُن سے کبھی تم کچھ نہ چھپاؤ</p>
<p>کھیل کے میدان میں جب جاؤ اُچھلو، کودو، دوڑ لگاؤ جیتو چاہے ہار بھی جاؤ سب کچھ امی ابو کو بتاؤ اُن سے کبھی تم کچھ نہ چھپاؤ</p>	<p>کوئی لگائے جب تم کو ہاتھ تمہیں پسند نہ آئے یہ بات غصہ اپنا اُسے دکھاؤ پہلے امی ابو کو بتاؤ اُن سے کبھی تم کچھ نہ چھپاؤ</p>
<p>اُن سے کبھی تم کچھ نہ چھپاؤ ان باتوں کو بلند ہے رکھنا عمل بھی ان پر نہیں ہے کرنا پیارے بچو بھول نہ جاؤ پہلے امی ابو کو بتاؤ اُن سے کبھی تم کچھ نہ چھپاؤ</p>	

2. طلبہ کو بلند آواز سے نظم سنائیں۔

3. طلبہ کو اپنے ساتھ نظم پڑھنے کا کہیں۔

سرگرمی نمبر 2: 10 منٹ

1. طلبہ سے نظم کے بارے میں درج ذیل سوالات پوچھیں۔

2. اس نظم میں کن کن باتوں سے منع کیا گیا ہے؟

3. اس نظم میں کن باتوں کے بارے میں امی ابو کو بتانے کا کہا گیا ہے۔

نتیجہ/خلاصہ: 3 منٹ



1. ان سرگرمیوں کے بعد طلبہ کے اعتماد میں اضافہ ہو گیا ہے اور وہ کسی بھی ناپسندیدہ واقعے، حرکت یا اجنبی کے اشارے کے بارے میں اساتذہ اور والدین کو بلا جھجک بتا سکتے ہیں۔

جائزہ/جانبی: 5 منٹ



1. طلبہ کے جوڑے بنائیں۔

2. طلبہ سے کہیں کہ کوئی واقعہ جس میں اگر کسی اجنبی نے آپ کو کھانے پینے کی چیز دینے کی کوشش کی ہو یا آپ کو ڈرانے کی کوشش کی گئی ہو تو اپنے ساتھی کو بتائیں۔

3. دو یا تین جوڑوں سے ان واقعات کے بارے میں پوچھیں۔

مشق: 2 منٹ



اپنے والدین اور بہن بھائیوں کو آج کا پڑھی ہوئی نظم گھر میں سنائیں۔

# عددی ترتیب، اٹھارواں، اٹھارویں، انیسواں، انیسویں کا فرق سمجھنا

طلبہ کے حاصلاتِ تعلیم



■ عددی ترتیب، اٹھارواں، اٹھارویں، انیسواں، انیسویں کا فرق سمجھ سکیں۔

## معلومات برائے اساتذہ

1. روزمرہ زندگی میں ہندسوں، اعداد اور گنتی کی بہت زیادہ اہمیت ہے۔ علم ریاضی میں ان کی اہمیت اور بھی بڑھ جاتی ہیں۔ روزمرہ کے لین دین اور خرید و فروخت میں گنتی اور حساب کتاب کی ضرورت ہوتی ہے اس لیے طلبہ کو ابتدائی جماعتوں میں ہی ہندسوں، گنتی، اعداد اور عددی ترتیب کا تصور سمجھنا بے حد ضروری ہے۔

دورانیہ: 35 منٹ / ایک پیریڈ



وسائل / ذرائع



درسی کتاب برائے چہارم، تختہ تحریر، مارکر / چاک، جھاڑن / ڈسٹر، اُردو ہندسوں کے عددی اور لفظی فلپش کارڈز وغیرہ۔

تعارف: 5 منٹ



1. تختہ تحریر پر چھ، آٹھ اور چودہ، لکھیں۔
2. طلبہ سے پوچھیں کہ یہ کون سے ہندسے ہیں؟
3. طلبہ کو درسی کتاب کے صفحہ نمبر ۱۳۰ پر لے جائیں۔ طلبہ کو سمجھائیں کہ عددی ترتیب جیسے: پہلا، دوسرا، تیسرا، چوتھا، پانچواں، چھٹا، ساتواں، آٹھواں، نواں، دسواں وغیرہ عام ہندسی اعداد یعنی ۱، ۲، ۳، ۴، ۵، ۶، ۷، ۸، ۹، ۱۰ وغیرہ سے مختلف گنتی ہے۔ یہ عام طور پر پوزیشن ظاہر کرنے کے لیے استعمال ہوتی ہیں۔
4. عددی ترتیب کو مزید سمجھانے کے لیے درج ذیل جدول بنا کر کمرہ جماعت میں آویزاں کریں۔

ہندسی اعداد	۱	۲	۳	۴	۵	۶	۷	۸	۹	۱۰
عددی ترتیب	پہلا	دوسرا	تیسرا	چوتھا	پانچواں	چھٹا	ساتواں	آٹھواں	نواں	دسواں

تصور کی پختگی



سرگرمی نمبر 1: 10 منٹ

1. طلبہ کو دو گروپوں میں تقسیم کریں۔
2. ایک گروپ کو ۱ سے ۱۰ تک ہندسوں کے کارڈز دیں۔
3. دوسرے گروپ کو عددی ترتیب کے کارڈز دیں۔

جیسے:

۱۰	۹	۸	۷	۶	۵	۴	۳	۲	۱	پہلا گروپ:-
دسواں	نواں	آٹھواں	ساتواں	چھٹا	پانچواں	چوتھا	تیسرا	دوسرا	پہلا	دوسرا گروپ:-

اب گروپ الف کو ہندسوں کے کارڈ تختہ تحریر پر چسپاں کرنے کو کہیں۔ گروپ ب ہر ہندسے کے نیچے اُس سے متعلقہ عددی ترتیب والا کارڈ چسپاں کریں۔ جیسے:

۱



پہلا

سرگرمی نمبر 2: 10 منٹ

1. اٹھارواں، اٹھارویں وغیرہ کا تصور واضح کرنے کے لیے درج ذیل سرگرمی کریں۔
2. نیچے دیے گئے طریقے کے مطابق عددی ترتیب کے کارڈ تختہ تحریر پر چسپاں کریں۔ کچھ خانے خالی چھوڑ دیں۔
3. خالی خانوں میں لگائے جانے والے کارڈ چند طلبہ میں تقسیم کریں۔
4. طلبہ کو خالی خانوں میں موزوں کارڈ لگانے کا کہیں۔ جیسے:

اٹھارواں	اُنیسواں	بیسواں	ایکسواں
اٹھارویں			
بائیسواں			
بائیسویں	متیسویں	چوبیسویں	پچیسویں

نتیجہ/خلاصہ: 3 منٹ



1. درج بالا سرگرمیوں کی انجام دہی کے بعد طلبہ اُردو ہندسی اعداد اور عددی ترتیب سیکھ چکے ہیں اور وہ روزمرہ زندگی کے امور میں ان کا موزوں استعمال کرنے کے قابل ہو گئے ہیں۔

جائزہ/جانیچ: 5 منٹ



- طلبہ درج ذیل سوالات پوچھیں:
1. پانچ کی عددی ترتیب بتائیں۔
  2. بارہ کی عددی ترتیب بتائیں۔
  3. عددی ترتیب ”ساتویں“ کا ہندسہ بتائیں۔
  4. آٹھ نمبر کا کھلاڑی آوٹ ہونے پر کون سی عددی ترتیب کا لفظ استعمال ہو گا۔ آٹھواں، آٹھویں۔



نُٹس

[illegible]

مینه

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# گھر اور اسکول میں پیش آنے والے مسائل کا حل تلاش کرنا

سبق نمبر  
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طلبہ کے حاصلاتِ تعلّم



■ گھر اور اسکول میں پیش آنے والے مسائل کا حل اتفاق رائے سے تلاش کر سکیں۔

## معلومات برائے اساتذہ

1. طلبہ کو اکثر و بیشتر گھر یا اسکول میں چھوٹے چھوٹے مسائل کا سامنا کرنا پڑتا ہے۔
2. اساتذہ کرام کو چاہیے کہ وہ ان مسائل کے حل کے لیے اصول واضح کریں۔
3. جب طلبہ خود اپنے مسائل حل کرنے کے قابل ہوں تو اُن میں احساسِ ذمہ داری پیدا ہوگی اور اگے چل کر نہ صرف ان کے اعتماد میں اضافہ ہوگا بلکہ خود سے فیصلہ کرنے کا مادہ بھی پیدا ہوگا۔

دورانیہ: 70 منٹ / دوپیریڈ



وسائل / اذرائع



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تعارف: 5 منٹ



1. کیا آپ کو گھر یا اسکول میں کوئی مسئلہ پیش ہوا ہے؟ جواب ہاں کی صورت میں آنے پر طلبہ سے مسئلے کے بارے میں بھی پوچھیں۔
2. کیا آپ نے کسی کو مشورہ دیا ہے؟ اگر طلبہ ہاں میں جواب دیں تو دو یا تین طلبہ سے وضاحت بھی پوچھ لیں۔

تصور کی پختگی



سرگرمی نمبر 1: 20 منٹ

1. طلبہ کو چار گروپوں میں تقسیم کریں۔
2. ہر گروپ کو گھر یا اسکول میں پیش آنے والا ایک ایک مسئلہ دیں۔ جیسے:
  - علی / حنا اپنا قلم گھر میں چھوڑ کے آیا / آئی ہے۔
  - علی / حنا اونچا سنتا / سنتی ہے۔
  - علی / حنا کو پیٹ مین درد کا مسئلہ ہے۔
  - علی / حنا اکثر دیر سے اسکول آتا / آتی ہے۔
3. طلبہ سے کہیں کہ دیے گئے مسئلے کے بارے میں بات چیت کریں اور اس کا مناسب حل سوچیں۔
4. طلبہ کو سوچنے کے لیے 10 منٹ کا وقت دیں۔

1. باری باری ہر گروپ اپنے دیے گئے مسئلے کا حل کمرہ جماعت میں پیش کریں۔
2. ہر گروپ کو پیش کش کے لیے دو سے تین منٹ کا وقت دیں۔
3. اپنا نقطہ نظر پیش کرنے پر گروپوں کی حوصلہ افزائی کریں۔ جہاں ضرورت ہو اساتذہ اپنا نقطہ نظر بھی پیش کریں۔



### نتیجہ / خلاصہ: 3 منٹ

1. ان سرگرمیوں کے بعد طلبہ روزمرہ زندگی میں پیش آنے والے مسائل کے بارے میں مثبت انداز میں سوچنے کے قابل ہو گئے ہیں اور وہ ان مسائل کا حل بھی دھونڈ سکتے ہیں۔



## جائزہ/جانبیج: 8 منٹ

1. کمر جماعت میں دو طلبہ کے درمیان ناراضی ہو گئی ہے۔
2. دونوں کو راضی کرنے کے لیے طلبہ کی رائے لیں۔
3. بہترین رائے دینے پر تالیاں بجوائیں۔



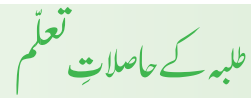
## مشق: 2 منٹ

تمام طلبہ اپنا ایک مسئلہ سوچیں اور گھر میں ان کا حل کابی پر لکھ کر لائیں اور کرا جماعت میں سنائیں۔

طوس

[illegible]





## معلومات برائے اساتذہ

- دورانیہ: 70 منٹ / دوپیر**



## تعارف: 5 منٹ

- ## تصور کی پختگی




## جماعت چہارم

3. طلبہ سے کہیں کہ کہانی لکھتے وقت (آغاز، عروج، اختتام اور نتیجہ کا خیال رکھیں)۔
4. طلبہ سے کہیں کہ کہانی میں دلچسپی بڑھانے کے لیے کرداروں کو مناسب نام دیں۔
5. کہانی لکھنے میں طلبہ کی رہ نمائی کریں۔
6. طلبہ کو کہانی لکھنے کے لیے بیس سے پچیس منٹ کا وقت دیں۔
7. دوسرا پیریڈ: طلبہ سے کہیں کہ آج ہم کل کی لکھی ہوئی کہانی کو غور سے پڑھیں گے۔

سرگرمی نمبر 2: 20 منٹ

1. طلبہ سے کہیں کہ اپنی لکھی ہوئی کہانی کو غور سے پڑھیں۔
2. کہانی میں املا کی درستی اور جملوں میں ربط کا خیال رکھیں۔
3. طلبہ سے کہیں کہانی کا ایک نام تجویز کریں۔
4. طلبہ سے کہیں جوڑے میں سے ایک ساتھی منتخب کریں جو لکھی ہوئی کہانی کو کمرہ جماعت میں سنائیں۔
5. آخر میں بہترین کہانی کا انتخاب کریں اور تمام طلبہ سے لکھوائیں۔

نتیجہ/خلاصہ: 3 منٹ



1. طلبہ اشاروں اور تصاویر کی مدد سے ایک مختصر کہانی لکھنے کے قابل ہو گئے ہیں۔

جائزہ/جانیچ: 10 منٹ



طلبہ سے درج ذیل سوالات پوچھیں:

1. شہد کی مکھیوں نے چھتہ کہاں بنایا تھا؟
2. شہد کی مکھیاں کیوں پریشان تھیں؟
3. شہد کی مکھیوں نے کس سے بدلہ لیا؟

مشق: 2 منٹ



اپنی پسند کی کوئی بھی کہانی گھر سے لکھ کر لائیں اور اپنے ساتھیوں کو سنائیں۔

نوٹس

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## علامت ”نے“ اور ”کو“ کا صحیح استعمال

طلبہ کے حاصلاتِ تعلّم



■ علامت فاعل ’نے‘ اور علامت مفعول ’کو‘ کا صحیح استعمال سیکھ سکیں۔

## معلومات برائے اساتذہ

1. فاعل وہ اسم ہے جو کوئی کام یا فعل انجام دے۔ کام کرنے والا فاعل کہلاتا ہے۔
2. مفعول وہ اسم ہے جس پر کوئی کام یا فعل انجام دیا گیا ہو یعنی وہ کلمہ جس پر فعل واقع ہو۔ مثلاً: زید نے حارث کو مارا۔ یہاں ’زید‘ فاعل اور حارث مفعول ہے۔ اس جملے میں ’نے‘ علامت فاعل ہے جب کہ ’کو‘ علامت مفعول ہے۔
3. جملے کی ترتیب ہمیشہ یوں ہوتی ہے:

۱۔ فاعل      ۲۔ مفعول      ۳۔ فعل

دورانیہ: 35 منٹ / ایک پیریڈ



وسائل / ذرائع



درسی کتاب برائے چہارم، تختہ تحریر، چاک / مارکر، چارٹ، جھاڑن / ڈسٹر وغیرہ۔

تعارف: 5 منٹ



1. دو طلبہ کو سامنے بلائیں ایک سے کہیں کہ وہ دوسرے کو کتاب یا قلم دے۔
2. اب کلاس سے پوچھیں کہ عائشہ نے فاطمہ کو کیا دیا، یا احمد نے حامد کو کیا دیا؟ تو طلبہ جواب دیں گے کہ عائشہ نے فاطمہ کو قلم دیا، یا احمد نے حامد کو کتاب دی۔
3. اس مثال کے ذریعے طلبہ کو بتائیں کہ قلم یا کتاب دینا ایک فعل ہے۔
4. جس نے یہ فعل ادا کیا وہ فاعل ہے اور جس پر یہ فعل واقع ہوا، وہ مفعول ہے اور یہ بھی بتائیں کہ ’نے‘ علامت فاعل ہے جیسے کہ مثال سے ظاہر ہے ”عائشہ نے / احمد نے“ اور کو علامت مفعول ہے جیسے ”حامد کو / فاطمہ کو“

تصور کی چٹنگی



سرگرمی نمبر 1: 10 منٹ

1. طلبہ کو جوڑوں میں تقسیم کریں۔
  2. دیے گئے جملے تختہ تحریر پر لکھیں اور طلبہ سے کہیں کہ وہ ان میں علامت فاعل ’نے‘ اور علامت مفعول ’کو‘ کی نشان دہی کریں۔
- میں نے فقیر کو کھانا کھلایا۔
  - احمد نے سانپ کو مارا۔
  - عائشہ نے فاطمہ کو تحفہ دیا۔







# قومی ترانہ

پاک سرزمین شاد باد      کشور حسین شاد باد  
تو نشان عزم عالی شان      ارض پاکستان!  
مرکز یقین شاد باد

پاک سرزمین کا نظام      قوت اخوت عوام  
قوم، ملک، سلطنت      پائندہ تابندہ باد  
شاد باد منزل مراد

پرچم ستارہ و ہلال      رہبر ترقی و کمال  
ترجمان ماضی شانِ حال      جان استقبال!  
سایہ خدائے ذوالجلال

