

GRADE 5



Professional Development  
for Quality Education

# ENGLISH

## Lesson Plans

Based on Curriculum 2020



**Directorate of Curriculum and Teacher Education (DCTE)**  
Khyber Pakhtunkhwa, Abbottabad

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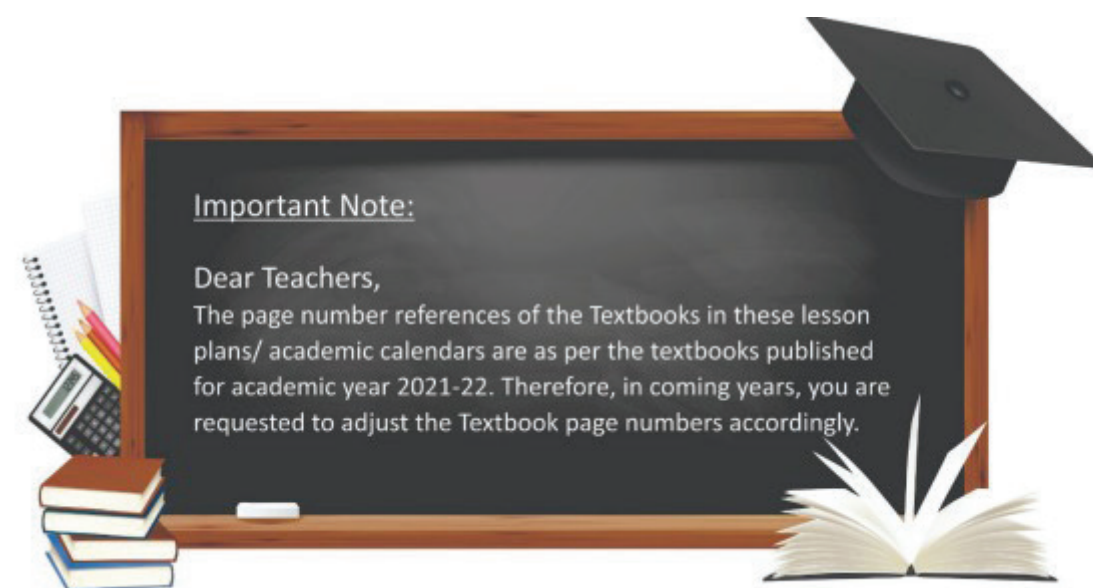
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**NOTIFICATION:**

**No.5073-5235/F.24/Vol-II/SLP/G-V/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-V 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. PS to Minister, Elementary & Secondary Education Department Govt. of Khyber Pakhtunkhwa, Peshawar.
6. All Sub Divisional Education Officers (M/F) in Khyber Pakhtunkhwa and Newly Merged Districts (NMDs).
7. Team Leader ASI-KESP, at PC 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,**  
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**Khyber Pakhtunkhwa, Abbottabad.**

**Month**

**1**

## SILENT LETTERS



## STUDENT LEARNING OUTCOMES

- Pronounce and practice more words with silent letters such as 't' in switch, 'g' in 'high'.

## INFORMATION FOR TEACHERS

- Silent letters are those letters that are written/ spelled in a word but are not pronounced and are considered soundless, quiet, or sleeping.
- Silent letters may occur in the beginning, middle, or at the end of the words.
- For example, knife, half, comb, etc.
- While teaching the lesson, the teacher should also consult the textbook at all steps where and when necessary.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

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



## INTRODUCTION

5 MINUTES

- Show students your wristwatch and ask them, 'What is this?'
- Most of the students will say, 'It is a watch.'
- Write the word 'watch' on the blackboard and ask students to read it.
- Ask them which letter is not pronounced while reading the word 'watch'.
- If they give the right answer, appreciate them. If not, help them identify that the letter 't' in 'watch' does not produce any sound. In other words, it is silent.
- Explain to students that the letters which are spelled but not pronounced (e.g., 't' in 'watch' or 'g' in 'sign') are called silent letters.



## DEVELOPMENT

23 MINUTES

## Activity 1:

10 Minutes

- Ask a volunteer to tell the names of parts of the body. For example: Head, eyes, nose, arms, legs, foot, etc.
- Point to your 'thigh' and ask students, 'What is this?'
- Encourage the students if they answer correctly.
- Write the word 'thigh' on the blackboard and ask students to read it.
- Explain to students that in the given word 'thigh' the letter 'g' is silent i.e., it is spelled but not pronounced.



6. Repeat the activity by sharing a few more examples of words with silent letter 'g' like: sign, foreign, high, design, light, etc.

**Activity 2:****13 Minutes**

1. Display/write the given paragraph on the board:

*My father bought me a new watch. He also taught me how to take care of it. It was beautifully designed. It had a lighting dial. Although I wore it tightly, the watch slipped off my wrist, one day. I tried to catch it but its lighting dial hit the ground. To my surprise, it was all right, even it had not been scratched.*

2. Invite a few students to read aloud the paragraph.
3. Help them if they feel difficulty in reading certain words.
4. Now ask them to make a list of the words with silent letters 'g' and 't' from the given paragraph.

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

1. Tell students that we have learnt how to pronounce words with silent letters 't' and 'g' in a given text.
2. Remind them that silent letters are those letters that are written/ spelled in a word but not pronounced and considered soundless, quiet, or sleeping. Silent letters may occur in the beginning, middle, or at the end of the words. For example, knife, half, comb, etc.

**ASSESSMENT****3 MINUTES**

Write the following words on the writing board and ask students to read the words and identify the silent letters:

**match, flight, weight, batch, whistle.**

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

1. Ask students to read newspaper articles/magazine/story/signboards/wrappers and copy five words with silent letters 'h' and 'g' in their notebooks.
2. Assign students to do relevant activities/ exercises from the textbook as homework.

# GREETINGS AND SOCIAL COURTESIES



## STUDENT LEARNING OUTCOMES

- Identity, demonstrate, and practice previously learnt and more formulaic expressions for greetings and routine social courtesies according to the age, gender, and status of the addressee.

## INFORMATION FOR TEACHERS

1. 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.
2. Formulaic expressions are used to show good manners and polite behaviour (social courtesies).
3. The choice of words and expressions used depends on the age, gender, and status of the addressee (the person to whom they are addressed).
4. You need to select phrases and expressions that are easy for your students. The expressions should also help the students in their homes and other environments (school, marketplace, social gatherings, etc).
5. While teaching the lesson, the teacher should also consult the textbook at all steps where and when needed.



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



## MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, greetings/courtesies chart, textbook, etc.



## INTRODUCTION

5 MINUTES

1. Greet the students by saying "Assalam-o-Alaikum", "Hello" or "Good morning". Encourage those students who respond to the greeting and motivate others.
2. Ask the students, "When you meet a person for the first time, what do you say?"
3. The students would probably answer, we say "Assalam-o- Alaikum" or "Good morning" "How do you do?" etc.
4. Tell students that we use various phrases to greet others politely and respectably. For example: Assalam-o-Alaikum, Good morning, Good day, Hi, Hello, Nice to meet you, etc.



## DEVELOPMENT

20 MINUTES

## Activity 1:

10 Minutes

1. Explain to the students that when you meet someone, you greet them according to their age, gender, and status.

2. Show a greetings chart or write on the board the following expressions for greetings:
  - ◊ "Assalam-o-Alaikum", / "How are you, Sir/Ma'am?" / Welcome sir/Ma'am.  
**(When you greet a newcomer/stranger)**
  - ◊ "What's going on?" / "What's new?" / What's up?  
**(When you greet a friend/ classmate/younger brother etc.)**
  - ◊ "Hello, Mr. Ahmad?" / Good morning dear/Nice to see you, Aslam, etc.  
**(When you greet a junior/ co-worker)**
3. Read aloud the greetings, paying attention to correct intonation patterns.
4. Ask the students to repeat after you.
5. Further, tell them that when someone greets them, they should respond to the greetings politely. For example, they can say: It's a pleasure to meet you. / Nice to see you, too. / I'm doing well, etc.
6. Ask students to practice the greetings in pairs.

### Activity 2:

10 Minutes

1. Explain to the students that, like greetings, we use certain polite words (courtesies) when requesting someone/regretting/ offering to do something, according to the age, gender, and status of the person we are talking to.
2. Show a courtesy chart or write the following polite expressions on the board:
  - Please.....
  - I can help you with.....
  - Let me know.....
  - I think you might be mistaken.....
  - Would you be kind enough.....
3. Read aloud the courtesies paying attention to correct intonation patterns.
4. Ask students to repeat after you.
5. Show a chart or write the given expressions on the board.  
 For example:
  - **Would you like some biscuits?** (Wait for students' response).  
 No, thank you. / Yes, sure.
  - **Please give me your eraser.**  
 Here you are.
  - **Please forgive me.**  
 It's alright.
  - **Could you please give this pen to me?**  
 Here you are.
  - **Can I sit here, please?**  
 Sorry, this seat is reserved.
6. Explain to students that when someone requests/invites them, how they should respond to the courtesies orally.
7. Ask students to practice the given courtesies in pairs.



### CONCLUSION / SUM UP

3 MINUTES

1. Tell students: we have learnt how to offer greetings and courtesies in our daily conversation.

2. Tell them that we greet seniors and strangers in a more reserved and serious manner, i.e., 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. Copy the following table on a chart or writing board, and ask students 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!	Wa-Alaikum-Assalam

2. Tell students they have 4 minutes to complete this task. After 4 minutes, randomly review students' responses.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to practice using polite expressions with their parents/siblings at home, relatives, friends, and teachers, and class fellows at school.
2. Assign students to do relevant activities/ exercises from the textbook as homework.

# DIGRAPHS, TRIGRAPHS, AND SILENT LETTERS



## STUDENT LEARNING OUTCOMES

- Articulate, practice, and syllabify words containing digraphs, tri-graphs, and silent letters.

## INFORMATION FOR TEACHERS

- Syllables help us pronounce and spell words by breaking them into smaller chunks. One-syllable words cannot be broken into parts. They are pronounced as a single unit.
- Tips for syllabification (the division of words into syllables) :
  - Separate prefixes and suffixes from root words. For example: pre-view, work-ing, re-do, end-less, & out-ing
  - If two (or more) consonants are next to each other then divide between the 1st and 2nd consonants. For examples: res-pect, ob-ject, & pil-grim
  - Remember not to split two consonants that make only one sound (digraphs) when pronounced together and aren't the same letter. For example: th, sh, ph, th, ch, & wh.
- Silent letters are those letters that are spelled in a word but are not pronounced and are considered soundless, quiet, or sleeping.
- Silent letters may occur in the beginning, middle, or at the end of the words. For example, knife, half, comb, etc.



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



**MATERIALS / RESOURCES REQUIRED**

- Chalks/markers, writing board, digraph/trigraph charts, textbook, etc.



**INTRODUCTION**

**5 MINUTES**

- Invite a few students to the writing board and dictate to them English words like:  
**picnic, seven, perfect, happy, party, beautiful**
- Encourage them and make corrections if required.
- Tell them that 'syllables' help us pronounce and spell words by breaking them into smaller chunks.
- Now, read aloud the given words focusing on syllable division.



**DEVELOPMENT**

**22 MINUTES**

**Activity 1:**

**12 Minutes**

- Display a chart or write the given words on the board:  
For example: **fish, switch, thunder, chair, shoulder, knowledge**



2. Ask a few students to read aloud the words with correct pronunciation and identify which letters do not produce a sound in these words. Tell them that silent letters are written (spelt) but not pronounced.
3. Help them identify the silent letters in the given words.
4. Now ask students to point out 'digraphs' in the given words. Explain to students that 'a digraph' is combination of two consonant or vowel letters having one sound and 'a trigraph' is combination of three letters with one sound.
5. Next, write the following words on the board (bold letters are for your reference only) and ask students to identify digraphs and trigraphs in these words: **true**, **food**, **crew**, **slow**, **day**, **rain**, **they**, **sigh**, **bore**, **fair**, **dear**, **dare**
6. Finally, challenge them to divide these words into syllables: **thunder**, **alarming**, **shoulder**, **knowledge**, **butterfly**, **scenic**, **concrete**, **strike**
7. Encourage student's responses and help them by reinforcing the syllabic division concept if they feel difficulty.

### Activity 2: 10 Minutes

1. Display/write the given paragraph on the board:  
*My father bought me a new watch on Wednesday. He also taught me how to take care of it. It was designed beautifully. It had a lighting dial which showed day and date as well. Although I wore it tightly, the watch slipped off my wrist, one day. I tried to catch it but its lighting dial hit the ground. To my surprise, when I picked it up it was all right, it did not have a single sign of a scratch.*
2. Invite a few students to read aloud the paragraph.  
**Help them if they feel difficulty in reading certain words.**
3. Now ask them to make a list of the words with silent letters, digraphs, and trigraphs from the given paragraph.



### CONCLUSION / SUM UP

2 MINUTES

- Tell students that we have learnt how to pronounce and syllabify digraphs, trigraphs, and silent letters.



### ASSESSMENT

4 MINUTES

1. Dictate students the following words:  
**Catch, bridge, chocolate, ship, knife, rough etc.**
2. Ask them to identify silent letters, digraphs, and trigraphs in these words.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to read newspaper articles/magazines/stories/signboards/wrappers and note five words with digraphs/trigraphs and silent letters 'h' and 'g' in their notebooks.
2. Assign students to do relevant activities/ exercises from the textbook as homework.

# MAKING PREDICTIONS ABOUT TEXT



## STUDENT LEARNING OUTCOMES

- Use pre-reading strategies to:
  - ◊ Predict the content of a text from topic/ pictures, title/headings etc. by using prior knowledge.
  - ◊ Guess the meaning of difficult words through context.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIODS**

## INFORMATION FOR TEACHERS

1. Begin pre-reading by discussing the cover page/title/author/illustration/illustrator.
2. There are three stages in reading skills: Pre-reading, while reading and post reading. At the pre-reading stage, students try to guess and predict 'before' reading the actual text. In while reading, they read and re-read the text to comprehend, analyze and evaluate the text. In post reading they use the reading text to do extended activities that are not directly related to the text and often require personal response or opinion.
3. The title or picture should be selected, keeping in mind the age and level of the students. The pictures should not include gender, religious or ethnic bias or any other violence.
4. While teaching the lesson, consult textbook at all steps where and when applicable.



## MATERIALS / RESOURCES REQUIRED

- Sample text, writing board, chalk/marker, duster and textbook.



## INTRODUCTION

5 MINUTES

1. Show children a tennis ball.
2. Ask them if it is a big or a small ball.
3. If they say it is small, show them the table tennis ball and ask about its size.
4. If they don't answer, tell them that this one is smaller.
5. Repeat with the third ball or playing marble and introduce them to the word 'smallest'.
6. Write a few adjectives on the board; big, small, clean, dirty, good, bad, etc.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

1. Divide the class in different groups.
2. Now give each group the story book which you have and ask them to put the book in the middle (Each group gets the same book).
3. Ask each group to predict the content of the story by just looking at the picture on the

cover page or reading the title only.

4. Ask them to write the words/idea that come to their mind on a piece of paper.
5. Collect the work and appreciate the groups.
6. Select a few key words from each group's work and write them on the writing board.
7. Circle the words which most groups have used.
8. Discuss how most of them came up with nearly the same words. Leave these words on the writing for reference.

### Activity 2: 10 Minutes

1. Distribute the paragraph worksheet to the groups.
2. Ask the groups to read the title of the paragraph and predict what it is about. Give them some time to think and answer.
3. There will be some words which will be unfamiliar to the students of grade 5. Ask them to underline the words they are not familiar with.
4. Ask them to read out the lines and predict the meanings of those underlined words. There will be many students who will guess it right and there will be many who will predict it half right. This is what you want from them.
5. Bring a dictionary and ask one student to find the words from it.
6. Compare the answers of the dictionary and those suggested by the students. Appreciate those students who predicted it correctly or whose answers were close to the actual meaning of the text.



### CONCLUSION / SUM UP

2 MINUTES

1. Conclude by recapping the lesson. Tell the class how they can predict the content of any text just by looking at the title or heading of it. They can also guess the meanings of difficult words through context.



### ASSESSMENT

6 MINUTES

1. Select some text from their text book and read out a few lines from it. Let them point out the words which they are not familiar with. Ask them to guess the meanings of those words.
2. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the class to look at some titles from their text books/story books and predict (guess) what the text is going to be about.
2. Bring a list of movie titles appropriate for children and ask them if they can guess from the title what the movie will be about, such as:
  - ◇ The Lion King
  - ◇ The Ice Age
  - ◇ Kung Fu Panda
  - ◇ The Lion, the Witch and the Wardrobe

### Paragraph Worksheet

What Children Want

**Universally**, children like to do some things / certain things, no matter which country they

are from: All children like to play games. Even if they don't have toys they create **imaginative** games of their own by using their creative thinking. Children also like to be with their **peers**: no child likes to be only with grownups. They have the need to spend time with children their own age. Children are **curious** by nature. That is why they ask so many questions and they like to find out how things work. Do you think you have some of these **traits** too?

#### **SAMPLE TEXT:**

**Note:** This is a long text. You can choose to use one or two paragraphs from it or may use any simple text from textbook.

#### **Reading is a treasure trove of knowledge:**

It is wisely said, "Happy is the man who acquires the habit of reading when he is young." This valuable habit brings before him a lifelong source of pleasure, information, knowledge and inspiration. Ruskin called books "King's Treasure". This is not the treasure of gold, silver, jewels or precious stones. Rather, it is the priceless treasure of knowledge, noble thoughts, high ideals and enlightenment.

Raza, an outstanding student, inherited the habit of reading from his grandfather and then developed it. In his spare time, he used to read books, newspapers and magazines.

One day he thought of getting the membership of a big and famous library. He went to ask his uncle Ahsan for further guidance. Mr. Ahsan, who was also fond of reading books, told him to go to the library and get the application form, fill in it and submit it to the library with the membership fee. He told him that this application would be processed and then a library card would be issued to him, entitling him to borrow books from the library. He further added that this card is required for borrowing or returning books. This card also states the rules concerning the use of library materials. Raza asked his uncle some more questions about the library and its use.

**Raza:** How are the books arranged in libraries?

**Ahsan:** In libraries, books are usually arranged on the shelves by subject. Stories are kept in one section, science books in another, and so on. All books on the same subject are supposed to have the same classification number on their spines furthermore, names of the subjects are posted on the book shelves or cupboards.

**Raza:** How can we find a book of our choice in the library?

**Ahsan:** The books can be sought out through card catalogue. There are three types of cards for each item in the library's collection: author card, title card and subject card. These cards are put in small drawers.



# SCANNING A TEXT TO ANSWER SHORT QUESTIONS



## STUDENT LEARNING OUTCOMES

- Apply while reading strategies to interact with the text to locate/ scan specific information to answer short questions.

## INFORMATION FOR TEACHERS

- Scanning is a reading technique used to read a text quickly in order to look for a particular piece of information that is included in the given text.
- Before scanning the text, it is important to know what type of information is required, i.e., a number, date, name, etc.
- As your eyes move down the page, keep in mind what you are looking for and ignore everything else. For example: When you read a menu, you only look for your favourite dish ignoring other details.
- Scanning requires silent reading, hence, do not always ask students to read a passage aloud. Always set a reasonable time limit for your students to read a passage silently.
- While teaching the lesson, also consult the textbook at all steps.



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



## MATERIALS / RESOURCES REQUIRED

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



## INTRODUCTION

5 MINUTES

- Write 'Skimming' and 'Scanning' 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>
---	---

- 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, 'Skimming' and 'Scanning'.
- Give them 2 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 the same answers or different.
- Tell them that the left-hand column lists steps of 'skimming a text for main ideas' whereas the right-hand column mentions the steps of 'scanning a text for details'. Write the titles for each column.



7. Tell them these are two important processes used in reading – they help us read quickly and with understanding.
8. Say: “Today, we are going to practice ‘scanning for particular details in a text in order to answer short questions.’”



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

1. Choose an informational text i.e., news report, instructional/procedural text, timetable, recipes, etc. You can use the following text as well:  
*Firstly, take a kettle, a stove, half a cup of water, one tablespoon of tea, one cup of milk, and two teaspoons of sugar. Next, pour half a cup of water into the kettle and let the water boil. Then, add 2 teaspoons of sugar and 1 tablespoon of tea to the boiling water. After that, add 1 cup of milk to the mixture. Finally, cook it for three minutes and the tea is ready. Enjoy it with snacks!*
2. Write a few short questions requiring scanning of the text. For example:
  - ◊ How long does the water need to boil?
  - ◊ What do we add first: sugar or milk?
3. Ask students to locate answers to the given questions by reading the recipe silently on their own within 4–5 minutes.
4. Allow 2 – 3 students to share their answers with the whole class.

### Activity 2:

10 Minutes

1. Select a passage from the textbook and ask students to read it silently. You can use the following text as well. Write it on the board and proceed with the second step:

I spent a month at my grandparents’ farmhouse in Swat two years ago. This year, during summer vacation, my father again took us to visit them. My family and I were very excited about this visit because my grandparents’ farmhouse is quite a marvel. It has tall dense trees with a wonderful lush grassy floor. Feathery birds fly all around that makes the surroundings very pleasant and vibrant.

2. After students have finished reading the text ask them the following questions:
  - ◊ How many years ago the writer visited her/his grandparents?
  - ◊ In which season did she/he again visit the grandparents?
  - ◊ What makes the surroundings of the farmhouse pleasant?
3. Invite a few students to share their responses orally.
4. Give feedback to students on their responses.
5. Explain whether a particular response is acceptable or not by verifying it from the given text.



## CONCLUSION / SUM UP

3 MINUTES

1. Tell students that we have learnt how to scan a text and locate specific information given in it within the required time in order to answer short questions.
2. Reinforce the following points:
  - ◊ Scanning is a useful technique for finding 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 to find the information only 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

5 MINUTES

1. Refer to the relevant textbook unit requiring scanning of the text or write the following text on the board and proceed with the second step:

**Arfa Abdul Karim Randhawa became the pride of our country when she was only nine years old. She achieved the world's youngest Microsoft Certified Professional award at this young age. Her representation in various prestigious technology-related events, including TechEd Developers Conference, made our country proud in the whole world. She flew her first aircraft at the age of ten years in the U.A.E. She was a gem of our country, but sadly she left this world on January 14, 2012, at the age of sixteen due to cardiac arrest.**

2. Ask students the following questions:
  - ◇ Which award did she get at the age of nine years?
  - ◇ At what age did she fly her first aircraft?
  - ◇ When did she die?



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to read Rasoolallah's **سليم واصحابه** visit to Taif given in their textbook and try to locate answers to the given questions:
  - ◇ Who accompanied Rasoolallah **سليم واصحابه** on his visit to Taif?
  - ◇ How long did Rasoolallah **سليم واصحابه** stay in Taif?

# APPLYING WORLD KNOWLEDGE TO THE CONTEXT



## STUDENT LEARNING OUTCOMES

- Use critical thinking to respond to the text (post reading):
  - ◊ Apply world knowledge and own opinion to the text read.
  - ◊ Relate what is read to their own feelings and experiences.



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

## INFORMATION FOR TEACHERS

1. Students relate each and every information/ knowledge with the things that they have in their own environment. This is the way they learn. So you should also relate the text with the real world experiences.
2. Asking the students about their opinion which is a good way to involve the students in the lesson. The students enjoy and learn more through the active participation in the program/activity.
3. The students have already done this kind of lesson in previous grade, so this time you just need to increase the level.
4. Connect the lesson with the lesson they have been taught in the previous class. The text they read in the previous class will be used in it because it will help them.
5. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, textbook.



## INTRODUCTION

10 MINUTES

1. Using the story text from the previous lesson, ask students to have a discussion on these questions:
  - ◊ Like the Rabbit in the story, have you ever felt so excited about something that you just couldn't wait? For an event (such as your birthday or a visit), for someone to come to your house, for a T.V program?
  - ◊ Like the frog in the story, have you ever given a present to someone? Have you received a present? How does it feel?
  - ◊ Do you know of anyone who gave or received good advice like the frog did to the rabbit? Why is it useful to have friends who give good advice?



## DEVELOPMENT

15 MINUTES

### Activity: 15 Minutes

1. Ask them to read the text which you have selected for them (attached).
2. When they are done with the reading activity, tell them that today you will be sharing your experience with them that day. Share a simple experience related to the text.
3. Give more time to the students to share their thoughts and try to include every student's thoughts.
4. Try to call the shy students to share their thoughts and feelings about a text.



## CONCLUSION / SUM UP

5 MINUTES

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



## ASSESSMENT

3 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 the 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 and thoughts because it helps themselves as well as the fellows.

### SAMPLE TEXT:

#### THE MONKEY AND THE DOLPHIN

One day, long ago, some sailors set out to sea in their sailing ship. One of them brought his pet monkey along for the long journey.

When they were far out at sea, a terrible storm overturned their ship. Everyone fell into the sea, and the monkey was sure that he would drown. Suddenly a dolphin appeared and picked him up.

They soon reached the island and the monkey came down from the dolphin's back. The dolphin asked the monkey, "Do you know this place?"

The monkey replied, "Yes, I do. In fact, the king of the island is my best friend. Do you know that I am actually a prince?"

Knowing that no one lived on the island, the dolphin said, "Well, well, so you are a prince! Now you can be a king!"

The monkey asked, "How can I be a king?"

As the dolphins started swimming away, he answered, "That is easy. As you are the only creature on this island, you will naturally be the king!"

Those who lie and boast may end up in trouble



# PARAGRAPH

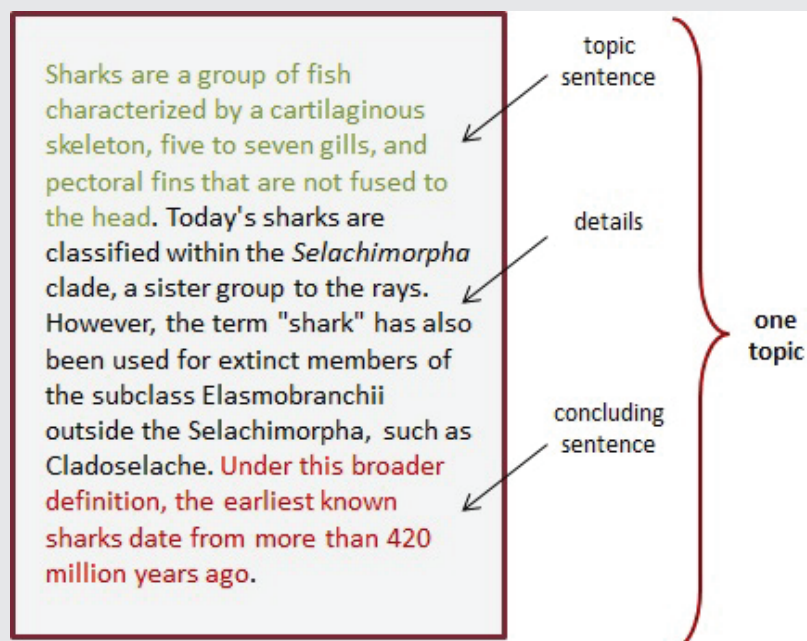


## STUDENT LEARNING OUTCOMES

- Read a paragraph as a larger meaningful unit of expression to recognise that the main idea in a paragraph is carried in a sentence called the topic sentence, and other sentences in the paragraph support the topic sentence.

## INFORMATION FOR TEACHERS

- A paragraph is a distinct section of writing covering one topic. A paragraph usually contains more than one sentence.
- A paragraph starts on a new line. Sometimes, paragraphs are indented or numbered. (Whatever format you use, be consistent.)
- A good paragraph starts with a topic sentence. It has supporting sentences in the middle and ends with a concluding sentence. It covers only one topic from start to finish. The length of a paragraph is supposed to be determined by the topic, but often writers create a paragraph simply to ensure they are not presenting too much text in one chunk. (Source: Grammar Monster)



- The topic sentence states the main idea of the paragraph. It is like a map that tells your reader what the paragraph is about.
- The topic sentence is often written at the very beginning of the paragraph. However, it may occur in the middle or even at the end of the paragraph.
- The supporting sentences "support" the topic sentence. That is, they explain and elaborate the point of the paragraph.
- The concluding sentence is the last in the paragraph. It should briefly end the paragraph and provide a smooth transition to the next paragraph, if appropriate.
- While teaching this lesson, the teacher should highlight appropriate examples of selected paragraphs from the textbook – the paragraphs that have an easy-to-identify topic sentence, supporting details, and concluding sentence.



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



**MATERIALS / RESOURCES REQUIRED**

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



**INTRODUCTION**

**5 MINUTES**

1. Ask students, 'What season do you like the most?'
2. Encourage them to respond and write their responses on the board. (i.e., summer, winter, autumn, or spring)
3. Next, ask them to write the name of their favourite season on the top of a page.
4. Then, ask them, 'Why do you like this season?'
5. Tell them to mention a few reasons briefly in the form of short phrases or words, e.g., due to flowers/ snow/ fruit, activities/ sports/ events, weather is good, etc.
6. Help students with vocabulary if they feel difficulty expressing themselves.
7. Say: "Now, turn to a partner and briefly share which season you like the most and why". Tell them to use the points they have written about their favourite season.
8. Once they have shared with each other, conclude the activity by telling the students that they just practiced talking about one topic and providing supporting details about it. When we do this in writing, it results in a unit of writing called a 'paragraph'. Tell them today they will learn more about the concept and structure of a paragraph.



**DEVELOPMENT**

**23 MINUTES**

**Activity 1:**

**10 Minutes**

1. Write the following paragraph on the board and then read it to students:

**I love summers because I can play with water and eat my favourite fruits.** *During the summer holidays, my cousins come to stay with us and we have a lot of fun having water fights and playing hide and seek. In addition to this, the summer season brings with it a variety of fruits, especially mangoes and peaches which I love to eat. My cousins and I usually put the sweet and juicy mangoes in a bucket of ice-cold water and then eat them once they are nice and cold.* **Summer has always been my favourite season due to the fun I have during the season with my cousins, the games we play together, and the fruit we enjoy eating.**
2. Ask students to work in pairs to compare the writer's choice of season and reasons for it given in the paragraph.
3. Share with students the details regarding paragraph, topic sentence, supporting sentences, and concluding sentence simplifying the 'Information for Teacher' section.
4. Now, ask them to identify the topic sentence, supporting sentences, and concluding sentence in the paragraph they just read.
5. Help them in the identification of the different elements of a paragraph.

**(For your convenience, the topic sentence is written in bold, supporting sentences are italicized and the concluding sentence is underlined)**

**Activity 2:**

**13 Minutes**

1. Write the following sentences on the board:

- ◇ In conclusion, my father is in better shape than most young people.
  - ◇ He also has good health as a result of careful eating.
  - ◇ To make sure he stays fit, my father sets aside at least one hour a day for a walk.
  - ◇ First, he is in excellent condition because he has stopped unhealthy food.
  - ◇ For example, in contrast to the unhealthy food he ate earlier such as red meat, junk food, and fatty stuff, he now eats more vegetables and fruits.
  - ◇ There are several reasons why my father is in excellent health, even though he is over seventy years of age.
  - ◇ Another reason for my father's health is his habit of taking exercise daily.
2. Tell students that the given 7 sentences are part of one paragraph, but they have been jumbled up.
  3. Ask them to work in pairs to arrange the sentences in order starting with the topic sentence and ending with the concluding sentence.
  4. Invite a few students to share their work with the whole class.



### CONCLUSION / SUM UP

2 MINUTES

- Tell students that we have learnt that a paragraph is a single unit of expression, dealing with a single idea or theme. A paragraph has a topic sentence, supporting sentences, and a concluding sentence.



### ASSESSMENT

3 MINUTES

1. Write the following paragraph on the board and ask students to identify the topic sentence, supporting sentences, and concluding sentence:

**Family is the first school in a person's life, and family values and traditions are the first and most valued assets. In the eastern culture, the majority of families enjoy a joint family status and are close-knit. Disciplining and developing values and habits in eastern families is considered the responsibility of the entire family, not just the parents. A child grows up learning about social norms, respect for the elders, and consideration for the young in a family setup that nurtures good habits and fosters values such as, listening, patience, collaboration, and compassion.**



### HOMEWORK / FOLLOW UP

2 MINUTES

- Ask students to read a paragraph from a chapter of their choice from their textbook and copy a topic sentence, a few supporting sentences, and a concluding sentence in their notebooks.



## PARAGRAPH UNITY



## STUDENT LEARNING OUTCOMES

- Recognise each paragraph in a text as a separate meaningful unit of expression.

## INFORMATION FOR TEACHERS

- Unity of thought means that all ideas are connected and relate to one topic.
- This lesson plan will provide the students with the opportunity to visualize how each sentence must relate to and help develop the main idea which is usually found in the topic sentence.
- While teaching the lesson, consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

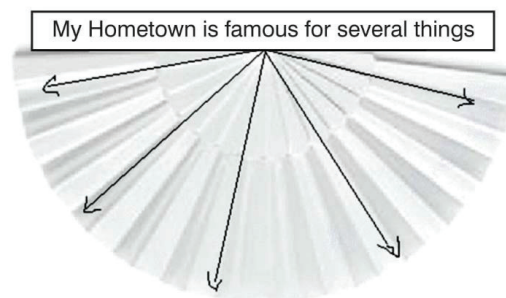
- Writing board, chalk/marker, duster and textbook.



## INTRODUCTION

5 MINUTES

- Make/draw a Chinese fan with its base at the top as shown in the pictures.
- Write the topic sentence on the top of the fan.
- Now ask the students to think and tell sentences.
- Which are related to the same idea. Write these sentences down under the arrows. Add all of the sentences that students tell.



## Possible answers:

- It has tall buildings.
- It has a river nearby where I go for boating
- Lovely oranges grow in my hometown
- The people are very kind.
- It has a famous market.
- It has a park in each block.

- ◇ Mostly people of my hometown are businessmen.
  - ◇ There are good restaurants in my hometown.
5. Now check the responses of the students and with their help omit the sentences that are not related to the main idea of the paragraph.



## DEVELOPMENT

20 MINUTES

### Activity 1:

07 Minutes

1. Ask the students to look at the board and see that all the sentences that connect to the main idea are not in any order.
2. Tell the students that it is very important for a paragraph to be in an order so that it would make sense to the reader.
3. The students write the discussed topic sentence in their notebooks.
4. Students will write the related sentences written on the board in a correct order. The students can write it in this way:

### Activity 2:

07 Minutes

1. Copy the activity on the board. Ask the students to copy the sentences in their notebooks. Students have to read the sentences from a narrative paragraph. Some of the sentences are out of order. Number the sentences from 1-8 to show logical time order. Solve the first sentence on the board for the students.

.....5.. **My family cried with joy when they met me because I had been gone for so long.**

.....1..... **I will never forget one day when I had to travel alone on the train.**

.....2..... **My cousin was getting married, so I had to go.**

.....6..... **After the wedding, I took the train to come back home.**

.....3..... **She lived in Bahawalpur.**

.....4..... **I reached Bahawalpur late at night.**

.....7..... **I was tired and fell asleep on the way back home.**

.....8..... **It took me five hours to get back home.**

2. Help the students where needed. Appreciate all students' efforts.

### Activity 3:

06 Minutes

1. Write the two paragraphs on the board, or display them on a chart in class.
2. There is one irrelevant sentence in each paragraph. Ask the students to work in pairs to find them. The answer is highlighted for the teacher.
  - ◇ Many people think that the camel stores water in its hump, but in fact it does not. Instead it stores something else there – food. The camel's hump is really a hump of fat. Humans should not eat too much fat; it's unhealthy. When the camel is travelling across the desert and food is scarce, it can live off the stored fat in its hump.
  - ◇ The flying fish does not actually fly; it glides on its broad fins. Bats are able to fly at night, but not because they have good eyesight. As a bat flies it makes a high squeaking sound, unable to be heard by human ears. As the sound travels outwards, it hits objects and bounces back. These sound waves tell the bat where objects are so that they can be avoided. So bats can fly safely at night by using their ears and not their eyes.



## CONCLUSION / SUM UP

2 MINUTES

- Discuss with students as to why there should be connectivity in a paragraph. Elicit from students about irrelevant sentences and the order of sentences.



## ASSESSMENT

6 MINUTES

1. Ask the students to underline the irrelevant sentence in the following paragraphs:
2. Although an octopus has eight arms, it does not use them for swimming. It uses its arms to catch food. In order to move in the water, an octopus squirts water out from a tube under its head. Spiders have eight legs.
3. Ask students to write a paragraph by first writing a topic sentence and three other sentences on a given topic.
4. Involve the students in solving problems by first writing a topic sentence and three other sentences on a given topic.
5. Involve the students in solving problems given exercise at the end of unit/chapter.
6. Involve the students in solving the problems given in the exercise at the end of unit/chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Have the students write their own paragraph on their fans (as practised in the introduction of this lesson).
2. Let students work in groups of 2 or 3 to check for sentences that do not belong, before sharing their paragraphs with the class.

# NAMING, ACTION, AND DESCRIBING WORDS



## STUDENT LEARNING OUTCOMES

- Classify into different categories and use more naming, action, and describing words from pictures, signboards, advertisements, labels, etc. in their immediate and extended environment.

## INFORMATION FOR TEACHERS

- Before entering into the class, the teacher should ensure:
  - Availability of a few pictures, advertisements, and labels in the classroom having examples of naming, action, and describing words.
  - A good understanding of describing different types of pictures.
  - In-depth knowledge about parts of speech, especially nouns, verbs, and adjectives.
- A noun is a word that represents a person, place, thing, or idea. Everything we can see or talk about is represented by a word. That word is called a "noun." Students might find it useful to think of a noun as a "naming word." Often a noun is a name for something we can touch (e.g., "book," "cake," "computer"), but sometimes a noun names something we cannot touch (e.g., "bravery," "mile," "joy").
- A verb is a word that expresses:
  - A physical action (e.g., "to swim," "to write," "to climb").
  - A mental action (e.g., "to think," "to guess," "to recall").
  - A state of being (e.g., "to be," "to exist," "to appear").
- Students might find it useful to think of verbs as "doing" words.
- Adjectives are words that describe nouns (or pronouns). "Old," "green," and "cheerful" are examples of adjectives. (It might be useful to think of adjectives as "describing words.")
- While teaching the lesson, the teacher should also consult the textbook at all steps.



## DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

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



## INTRODUCTION

5 MINUTES

- Point to the picture of Quaid-e-Azam in the class and ask the following questions:
  - Whose picture is this?
  - Who was he?
  - What is the colour of his cap?
  - What is the colour of his dress?

- ◇ What did he do for us?
- 2. Encourage students to respond and write a few of their responses for each question on the writing board.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

1. Display or refer to a picture from the textbook showing a few people, children, and animals.
2. Divide the class into pairs.
3. Ask students to look at the picture attentively and answer the following questions:
  - ◇ What do you see in the picture?
  - ◇ How many girls and boys/ women and men are there in it?
  - ◇ What are they doing?
  - ◇ Name the animals you see in the picture.
  - ◇ What are the animals doing?
  - ◇ What colours do you see in the picture? Write colour of a few things along with their names.
4. Give them 4-5 minutes for discussion and ask them to write the answers.
5. Help and guide them while writing the answers.
6. Once they are done, ask some pairs to come to the front and share their answers with the whole class.
7. Now, review brief definitions of naming, action, and describing words (please see the 'information for teachers' section above). Help students identify examples from their own responses they just shared.

### Activity 2:

10 Minutes

1. Display or refer to a picture from the textbook showing a park, marketplace, or playground.
2. Divide the class into three groups, A, B, and C, and choose a leader for each group.
3. Assign them titles as:
  - ◇ Group – A: Naming words
  - ◇ Group – B: Action words
  - ◇ Group – C: Describing words
4. Ask Group-A to collect naming words from the picture and use them in sentences.
5. Ask Group-B to collect action words from the picture and use them in sentences.
6. Ask Group-C to collect describing words from the picture and use them in sentences.
7. Help and guide them while completing the task.
8. Make sure that every student participates in the activity.
9. Once they have completed, ask leaders of the groups by turn and ask them to read the written sentences aloud.
10. Appreciate them for their work.



## CONCLUSION / SUM UP

3 MINUTES

1. Wrap up the lesson by reviewing the definitions of naming words, action words, and describing words from the classroom. Provide examples, such as:
  - ◇ **students, chairs, books,** etc.

- ♦ **read, sit, walk**, etc.
- ♦ **white** walls, **brown** fan, **happy** boy, etc.



## ASSESSMENT

5 MINUTES

- Ask students to search for a few naming words, action words, and describing words, from the school/ classroom environment and write them on a page.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbooks as homework.
2. Ask them to look at any signboards/ billboards on their way back home and note any naming, action, and describing words they see on the boards.
3. Also, ask them to observe people on their way back home and notice what they are doing. Note down the words for their actions. Also write who they are, e.g., farmer, driver, policeman, etc.
4. Tell them to share their findings with a few class fellows the next day.

## USE OF NOUNS



## STUDENT LEARNING OUTCOMES

- Recall and demonstrate the use of more common/ proper nouns, countable/ uncountable nouns, and collective nouns from the immediate and extended environment.

## INFORMATION FOR TEACHERS

- A noun is a word that represents a person, place, thing, or idea. Everything we can see or talk about is represented by a word. That word is called a "noun." Students might find it useful to think of a noun as a "naming word." Often a noun is a name for something we can touch (e.g., "book," "cake," "computer"), but sometimes a noun names something we cannot touch (e.g., "bravery," "mile," "joy").
- A noun can be countable or uncountable. Countable nouns are the names of things that can be "counted"; they have a singular and plural form, e.g., a book, two books, an apple, three tables, ball, bats, etc. They answer 'how many' questions.
- Uncountable nouns (also called mass nouns) cannot be counted. For example, we cannot count "milk". We can count "bottles of milk" or "liters of milk", but we cannot count "milk" itself. They answer 'how much' questions.
- Collective nouns are nouns that refer to things or people as a unit or group. Nouns that name a group of people, places, or things are called collective nouns, e.g., a class of students, a galaxy of stars, a herd of sheep, etc.
- While teaching the lesson, the teacher should also consult the textbook at all steps.



## DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, newspaper/magazine cuttings (showing a crowd, team of players, platoon of soldiers, herd of sheep), textbook, etc.



## INTRODUCTION

5 MINUTES

- Help students recall their learning about nouns from previous lessons by asking the following short questions:
  - What is a noun?
  - What are a few examples of nouns?
  - How many types of nouns you are familiar with?
- If students are struggling, provide them hints.
- Write a few examples of each noun type on the writing board.
- Tell students that today they will practice using a few more nouns including common and proper nouns, countable and uncountable nouns, and collective nouns.





## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

1. Tell your class to imagine they are going to the grocery store with their mother/ father and need to make a list of things to buy. They must first think about what they already have at their home and then make a list of what they need more to buy.
2. To get them thinking, ask them a few questions, for example:
  - ◇ How many eggs do you have at home?
  - ◇ How much sugar do you have?
  - ◇ How much milk do you have?
  - ◇ Do you have any matchboxes/ biscuits/ chocolates/ eggs?
  - ◇ Do you have salt/ cooking oil/ porridge?
  - ◇ Do you have bananas/ oranges/ grapes?
3. Write a few of their responses on the board:
  - ◇ I have a dozen eggs.
  - ◇ I have a little/a lot of sugar.
  - ◇ I have a little/a lot of milk.
  - ◇ I have three matchboxes.
  - ◇ I have a bunch of bananas.
4. Explain to students that we use words like some, a lot of, a little, much, etc. with uncountable nouns, whereas words like a few, many, several, etc., numbers (e.g., one, two, three, etc.), and indefinite articles (e.g., a dozen, a pair, an egg) with countable nouns.
5. Ask students to look for countable/uncountable nouns in the class/school and write a sentence about each noun in their notebooks.

### Activity 2: 10 Minutes

1. Display newspaper/magazine cuttings showing a crowd, team of players, platoon of soldiers, herd of sheep, etc.
2. Ask students, 'What you see in the given picture?'
3. Encourage students to share their responses and write their responses on the board.
4. Now tell them that almost all the pictures show a collection of things/people/animals, etc.
5. Explain to students that a collective noun represents a collection of people, animals, places, or things as a group or unit.
6. Now, invite students to use a collective noun for the given pictures. Give hints/ clues.
7. Ask students to look for collective nouns in the class/school and write a sentence about each noun in their notebooks.



## CONCLUSION / SUM UP

3 MINUTES

- Review the key points of the lesson using the information given in the 'information for teachers' section of this lesson plan.



## ASSESSMENT

5 MINUTES

1. Ask students to separate countable and uncountable nouns from the following list: **car, bread, orange, rice, coffee, tree, money, man, juice**
2. Write the following collective nouns on the board and ask a few students to make use of

these collective nouns in sentences.

**Fleet, bunch, bundle, pack, set**



## **HOMEWORK / FOLLOW UP**

**2 MINUTES**

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Ask students to paste in their notebooks 2-3 newspaper/magazine cuttings showing collective nouns.
3. Observe different articles/ items in their home, identify which ones are countable, uncountable, or collective nouns. Write their names in three columns.
4. Ask them to share their work with the whole class the next day.

## USE OF 'A', 'AN' AND 'THE'



## STUDENT LEARNING OUTCOMES

- Recall and apply the rules for the use of 'a', 'an', and 'the'.

## INFORMATION FOR TEACHERS

- Help students recall that 'a', 'an', and 'the' are called 'articles'.
- The article "a" is used with singular nouns and adjectives that begin with a consonant sound. While we use "an" with singular nouns and adjectives that begin with a vowel sound. For example: a boy, an umbrella, a cat, an inkpot, etc.
- The article 'the' is used with a noun that the listener/ reader already knows.  
**For example: I know the boy who broke my chair.**
- Start teaching articles by recalling the concept of singular and plural nouns. For example: a pen – three pens, an umbrella – four umbrellas.
- While teaching the lesson, the teacher should also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

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



## INTRODUCTION

5 MINUTES

- Write the following sentences on the writing board:  
**Give me the blanket.**  
**Give me a blanket.**
- Ask students to turn to a partner and discuss the difference between the two sentences.
- Now invite a few students to share their thinking.
- Explain to students that "the" is a definite article because it refers to a specific/ particular noun while "a" and "an" are indefinite articles because they refer to a more general sense of the noun.

**In the given example, the first sentence asks for a specific blanket while the second sentence is requesting 'any' blanket.**



## DEVELOPMENT

20 MINUTES

## Activity 1:

10 Minutes

- Write the following words on the board and ask students to discuss in pairs and use 'a' or 'an' for each word: book, ant, car, orange, hat, igloo, hour
- Give them two minutes for this task. After two minutes, allow 2 – 3 students to share their

responses with the whole class.

3. Appreciate students for their responses.
4. Explain to students that the indefinite article “an” is used before words that start with a vowel sound (not the letter).
5. Point out that we must use “an” with words spelled with a consonant but pronounced with a vowel sound (i.e., an hour late, or an honourable person, etc).
6. Tell students that nouns beginning with a vowel letter but pronounced with a consonant sound use the indefinite article “a” (i.e., a university or a European which both start with a /y/ sound).
7. Also tell students that we use ‘a’, ‘an’, and ‘the’ before adjectives beginning with a vowel or consonant sound accordingly. ( i.e., an ugly duckling, a thirsty crow, the best player, the man-of-the-match, etc.)

### Activity 2:

10 Minutes

1. Show or write a short story on the board with the omission of articles. For example:

#### Thirsty Crow Story.

Once upon a time, there lived .....crow in a forest close to..... town. One day, he felt extremely thirsty. He looked around for water but wasn't able to find any. However, he continued to search for water. He flew all around ..... nearby town. He saw ..... pitcher in ..... garden. There was ..... little water in it. He became very, very happy. But his beak could not touch ..... water. .... crow thought for ..... while and ..... idea arose to him. He thought, 'If I throw pebbles in ..... pitcher, ..... level of ..... water would rise up. Then, I will be able to drink ..... water easily'. He collected several pebbles and dropped them into ..... pitcher. The water rose up and he quenched his thirst.

2. Ask students to re-write the given story by filling the blanks with ‘a’, ‘an’, or ‘the’.
3. Invite a few students to read aloud the completed story.



### CONCLUSION / SUM UP

3 MINUTES

- Tell students that we have learnt the use of a, ‘an’, and ‘the’ before the nouns/adjectives pronounced with vowel/consonant sounds.



### ASSESSMENT

5 MINUTES

1. Read the following sentences (one at a time) and have students supply the article they think should be placed in the blank:
  - ♦ Sara asked to borrow \_\_\_\_ black dress I wore on Eid-ul-Fitr.
  - ♦ It's starting to rain; did you bring \_\_\_\_ umbrella?
  - ♦ She is \_\_\_\_ tallest girl/boy in the class.
  - ♦ My father is \_\_\_\_ university teacher.
  - ♦ There is \_\_\_\_ spider on \_\_\_\_ wall.



### HOMEWORK / FOLLOW UP

2 MINUTES

- Ask students to read their favourite story from the textbook and circle the articles.

# CLASSIFICATION OF ADJECTIVES



## STUDENT LEARNING OUTCOMES

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

## INFORMATION FOR TEACHERS

- Adjectives are describing words. They tell us more about nouns. For example, Ali (noun) is a brave (adjective) boy. In this example, 'brave' is telling us more about 'Ali'.
- Adjectives are of different kinds. They tell more about the quantity, quality, size, shape, colour, and origin of a noun.
- While teaching the lesson, the teacher should also consult the textbook at all steps.



## DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD

### Period 1:



## MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, greetings/courtesies chart, textbook, etc.



## INTRODUCTION

5 MINUTES

- Greet students by saying "Assalam-o-Alaikum", "Hello" or "Good morning". Encourage those students who respond to the greeting, and motivate others.
- Show a chart or write the letters '**OPSHACOM**' on the board.
- Ask students to guess what '**OPSHACOM**' stands for.
- Tell them that **OPSHACOM** stands for 'Opinion, Shape, Age, Colour, Material, and Origin'. These are different types of information adjectives add to nouns.
- Tell them it is a clue to remember the order of adjectives in a sentence.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

- Ask students to recall the definition of an adjective.
- If they are struggling with it, help them by giving a few examples.
- Encourage the students to think of different adjectives besides familiar ones, such as colour or size.
- Make a list of these adjectives on the board.
- Explain to students that when more than one adjectives come before a noun, the adjectives are placed in a particular order.

6. Explain to them that adjectives that describe opinions or attitudes (e.g. good, amazing, beautiful) usually come first, followed by size (e.g. big, small, tall), quality (e.g. soft, thin, rough), shape (e.g. round, oval, square), age (e.g. old, young, new), colour, (e.g. red, golden, pink), the origin of the noun (e.g. Pakistani, Chinese, French), and finally the material (wooden, glass, etc).
7. Write the following sequence of examples on the writing board:
 

*a table.*

*a beautiful table.*

*a beautiful, big table.*

*a beautiful, big, heavy table.*

*a beautiful, big, heavy, square table.*

*a beautiful, big, heavy, square, old table.*

*a beautiful, big, heavy, square, old, brown table.*

*a beautiful, big, heavy, square, old, brown, Chinioti table.*

*a beautiful, big, heavy, square, old, brown, Chinioti, wooden table.*
8. Tell students that we can use the clue word (OPSHACOM) to remind the order of adjectives in a sentence as mentioned in the introduction section and shown in the example above.

### Activity 2: 10 Minutes

1. Write the following adjectives on the board: new, beautiful, black, Japanese, small
2. Divide the class into small groups.
3. Ask each group to use the adjectives written on the writing board in their own sentences using them in the correct order.
4. Challenge the groups to write a sentence with at least three of the adjectives, written in the correct order.
5. Then challenge the groups to write other sentences containing 4-5 adjectives.
6. Have the groups share their sentences with the class.
7. Clap for the group that has written sentences with the maximum number and correct order of adjectives.



### CONCLUSION / SUM UP

3 MINUTES

- Tell students that we have learnt when more than one adjective comes before a noun, the adjectives are normally placed in a particular order i.e., opinion, size, quality, shape, age, colour, origin, and material respectively.



### ASSESSMENT

5 MINUTES

1. Write the following sentence on the writing board:
 

♦ **My father bought me an Italian, pink, big, round pizza.**
2. Ask students to rewrite the sentence with the correct order of adjectives.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to select any two objects at home and write a few sentences about them using more than three adjectives for each object.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

# MULTI-SYLLABLE WORDS



## STUDENT LEARNING OUTCOMES

- Write multi-syllable words with correct spellings.

## INFORMATION FOR TEACHERS

- 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 di-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.
- 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.
- Dictation of 8-10 words is a suitable limit for a session. Decrease the number to 7-8 if the words are very long/complex with complex vowel sounds.
- Students need not be able to count or identify syllables. They only need to know how to spell the words.



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



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, list of two/three and four syllable words from students' text book or any familiar text.



## INTRODUCTION

5 MINUTES

- Say the word 'recognise'.
- Ask students to follow the sounds and try and spell it.
- Once they do, tell them to now spell 'recognizable'
- Then tell them to add a few more letters to make it 'unrecognizable'.
- Tell students that long words seem difficult, but they are easy to spell if you break them down into smaller parts.
- Ask students to generate a list of short words, then a list of long words from their textbooks (3 words from each group of students). Compare the lists. Long words contain more letters.
- Ask students to repeat a series of words you say.





## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

1. Write the following words on the board.
2. Ask the students to come to the board and complete these words:

**unhap\_y,                      parti\_ul\_rly,**

**s\_meb\_dy,                  or\_gi\_al\_y,**

**b\_d,                          me\_ciful,**

**fl\_wer,                      p\_litic\_an**

**Answers:**

**unhappy, particularly, somebody, originally, bad (bed, bud, bid), merciful, flower, politician**

3. Ask students to find 15 words and ensure that they are words that have spellings difficult to learn, each one with a minimum of 8 letters of alphabet.

**or**

4. Give your own list of 15 words that you want them to know spelling of.
5. Write the words on the board and ask students to learn spelling.

### Activity 2: 10 Minutes

1. Rub the board and ask the students to open their notebook and get ready for dictation.
2. Dictate the words at least twice.



## CONCLUSION / SUM UP

5 MINUTES

1. Repeat how long words can be broken down into smaller words to spell them.
2. Repeat how we can use phonics to guide us to spell a word.



## ASSESSMENT

3 MINUTES

1. Write the dictation words on the board and ask the students to do self-correction.
2. Take rounds in the class and ask the students about their scores.
3. Involve the students in solving problems given exercise at the end of unit/chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

- Ask the students to find five multiple syllable words from their English textbook.

# PARAGRAPH WRITING



## STUDENT LEARNING OUTCOMES

- Analyze a simple paragraph to recognise that:
  - ◊ A 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 paragraph support the topic sentence.

## INFORMATION FOR TEACHERS

1. A paragraph is a collection of sentences expressing ideas, opinions or beliefs about one main idea.
2. A paragraph with unity has ideas that are related to each other and are presented in a logical order. Every sentence in the paragraph should be related to the main idea in some clear way.
3. A good 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.
  - ◊ You also have to make sure that all the sentences are about the main idea.
4. Mostly paragraphs are indented.



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



**MATERIALS / RESOURCES REQUIRED**

- Writing board, chalk/marker, duster and textbook.



**INTRODUCTION**

**5 MINUTES**

1. Select a textbook topic/essay that the students have already studied. This unit should be non-fiction. It should have at least 4 paragraphs.
2. Ask the students to open their textbooks on that page.
3. Introduce paragraph writing by using above information.



**DEVELOPMENT**

**20 MINUTES**

**Activity:**

**07 Minutes**

1. Tell the students that the main idea of a paragraph is given in the topic sentence and the other sentences in paragraph support the topic sentence.

2. Ask the students to read the paragraphs below and do the following:
  - ◇ Underline the topic sentence. Circle the topic.
  - ◇ Cross out any sentence that doesn't belong to the paragraph.
  - ◇ Teeth have three important jobs. First, they chew. They break food into small pieces and make it easier to swallow. Teeth are for talking, too. Front teeth help people say special sounds like the 'th' in toothbrush. In addition, teeth also help support the muscles around the mouth. They help to give a face its shape. Sometimes I don't even remember to brush my teeth at night.

### Activity 2: 07 Minutes

1. Tell the students that the following title and three sentences contain one strong topic sentence.
2. Ask the students to work in pairs or small groups and encircle the letter of the best topic sentence.

#### Bananas:

- ◇ The banana plant looks like a tree.
  - ◇ Banana plants need a warm climate to grow.
  - ◇ Bananas are nutritious and can be used in many delicious dishes.
  - ◇ Have you ever wondered about where bananas come from?
3. Ask the students what is the topic sentence?
    - ◇ Which sentences are the supporting details?
    - ◇ What is the closing sentence?

### Activity 3: 06 Minutes

1. Tell the students that the following sentences could be written in a paragraph, but they are missing a topic sentence.
2. Ask them to write a topic sentence that would express the main idea of the paragraph in pairs or small groups.

#### Topic sentence:

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---

- ◇ Stay in bed.
  - ◇ Take medicine.
  - ◇ Drink a lot of fluids (water)
  - ◇ Keep warm.
  - ◇ Try to sleep.
3. Once the students are done with the activity, ask them to write a paragraph using the above activity.



### CONCLUSION / SUM UP

5 MINUTES

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

3 MINUTES

1. Ask the students to exchange and check each other's work using the peer checklist.

2. Ask the students to note down their mistakes.

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

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



## **HOMEWORK / FOLLOW UP**

2 MINUTES

- Tell the students to find out a paragraph from their English book and analyse it using the above strategies.

# EFFECTIVE AND UNIFIED PARAGRAPH



## STUDENT LEARNING OUTCOMES

- Analyse and use the following organising principles of paragraph writing to write an effective and unified paragraph.
  - ◊ 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 sentences.

## INFORMATION FOR TEACHERS

1. A paragraph is a collection of sentences expressing ideas, opinions or beliefs about one main idea.
2. A paragraph with unity has ideas that are related to each other and are presented in a logical order. Every sentence in the paragraph should be related to the main idea in some clear way.
3. A good 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.
  - ◊ You also have to make sure that all the sentences are about the main idea.
4. Mostly paragraphs are indented.



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



**MATERIALS / RESOURCES REQUIRED**

- Writing board, chalk/marker, duster, textbook, attached worksheet.



**INTRODUCTION**

**5 MINUTES**

1. Recap paragraph writing by asking the students;
  - ◊ What is a paragraph? How do we decide to start and end a paragraph? What should be the length of the paragraph?
2. Give your input to reinforce the concept.



**DEVELOPMENT**

**20 MINUTES**

**Activity:**

**10 Minutes**

1. Write the following paragraph on the writing board.

2. Ask the students to read and analyze the paragraph in pairs or small groups.

**Topic: My Best Friend**

**Let me tell you about my best friend Anam. She lives next door to me. We always have fun together. We play with dolls. She has very beautiful dolls. Best of all, she is on my badminton team too. I want to be her friend even when we grow up.**

3. Ask following questions:
  - ◇ What is the paragraph about? (My best friend Anum)
  - ◇ What information tells us that Anum is the best friend of the writer?
4. Introduce/recap the concept of topic sentence.
5. Show from the paragraph how supporting evidence is built.

**Activity 2: 10 Minutes**

1. Ask the students:
  - ◇ What do they buy from the canteen when they have money?
  - ◇ Do they like sweets/candies?
2. Brainstorm for ideas about 'My favourite candy' by assigning groups to come up with ideas according to 5 senses:
 

**e.g. sight (colour, shape, size, wrapper)**  
**hearing (crunchy, )**  
**taste (sweet, tasty, fruit flavoured , yummy 'etc.)**  
**touch (smooth, soft),**  
**smell (minty, fruity, sweet)**
3. After some brainstorming ask the students to write a paragraph keeping in mind the organising principles of an ideal paragraph on a 'candy'.
4. Tell them that they have to use their five senses e.g. sense of sight, sense of smell, sense of hearing, sense of touch, and sense of taste to describe a candy.
5. A sample worksheet is attached for your help.
6. They have to write a proper topic and closing sentence as well to start and complete the topic.
7. Monitor and help the students while writing.
8. Once they are finished, ask them to proofread their work by using attached checklist.



**CONCLUSION / SUM UP**

3 MINUTES

1. What is a topic sentence and what should be written in it?
2. What we write after the topic sentence?
3. What we write in the closing sentence?
4. How many senses do they have?
5. Name the five senses.



**ASSESSMENT**

5 MINUTES

1. Ask the students to exchange and check each other's work using the peer checklist.
2. Ask the students to note down their mistakes.

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

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



## HOMEWORK / FOLLOW UP

2 MINUTES

- Ask the students to write a paragraph on 'summer season' using their five senses. (For taste they can write about the foods they eat specially in summer, such as mangoes or ice cream).

Writing: Paragraphs worksheet 3 - example 1

### **i** Write a description

Use the five senses to write a paragraph describing a cake.

**Hint!** Don't forget to write a topic sentence on the first line.



E.g. It is covered with chocolate.



**i** Now write a closing sentence to summarise:



# RECITING POEMS AND DRAWING OPINIONS



## STUDENT LEARNING OUTCOMES

- Recite poems with actions.
- Express opinion about them.

## INFORMATION FOR TEACHERS

1. Poems usually have rhyming words. Poems also have a shorter sentence structure and give the meaning in fewer words than prose.
2. The teacher must learn at least 2 to 3 poems by heart before the start of this period, as it will help him/her to make this period more interesting.
3. Students are familiar with poems from earlier classes. So just select a poem keeping that in mind. Don't choose one that is so simple that it becomes boring for your students.
4. While teaching the lesson, consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 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). You may use the ones in the appendix.



## INTRODUCTION

5 MINUTES

1. Stand in a position where every student of the class can see you easily.
2. Tell the students you will be sharing a favourite childhood poem through actions and they are to guess the poem.
3. Do the actions from a familiar poem (Twinkle Twinkle little star or any other).
4. Ask students to guess the poem and sing along if they remember it.
5. Ask student: "Why is it important to do actions with the poem?"
6. Tell students that actions and rhyme in poems help us remember the words and verses.



## DEVELOPMENT

20 MINUTES

### Activity 1:

20 Minutes

1. Recite the poem which is available in the appendix, without actions.
2. Recite it one more time without actions and ask students to repeat after you.
3. After you are done, tell the class that actions help in understanding and remembering things easily.
4. Ask them if there are any words whose meanings they do not know of. Jot them on the writing board.

5. Tell students that sometime they/we can understand things clearly from actions. When a word is connected with actions, we can understand it better.

### Activity 2: 10 Minutes

1. Ask some students to volunteer to come up and recite the poem "Oh Little BEE" (see appendix) with actions and try to clarify the meaning with their actions. Don't interrupt and let them make their own meaning of unfamiliar words.
2. Now read the poem with actions with the class (display or write the poem on the board).



### CONCLUSION / SUM UP

3 MINUTES

1. Ask them what they learned today through this poem. Ask them if they learnt new words.
2. Ask them if they could think of other ways in which we use actions: Do we use hand gestures when we speak? Do actors perform actions when they are singing songs in movies? What about when we express strong emotion?



### ASSESSMENT

5 MINUTES

1. Ask one student to come up and perform one action from the poem, without reciting the words behind those actions (pantomime).
2. Ask the class to recite the verses according to those actions.
3. Ask them what they liked about the poem (Accept all responses since these are personal responses and need to be acknowledged as individual point of view).
4. Involve the students in solving problems given exercise at the end of unit/chapter.



### 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 will have to recite and perform that poem in the next class, in front of the students.

#### SAMPLE POEM:

##### Ten Fingers

Sing the poems and do actions that are written in italics

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.

## Activity 2

### Oh little bee

There on my nose,  
You want to sting,  
I do suppose.  
It's your flower  
I must agree...  
Didn't see you  
Oh little bee.  
I just wanted  
One tiny sniff  
And not to cause  
This little tiff.  
Oh little bee,  
You stand there in  
That wicked crouch...  
You won't sting me,  
OUCH! OUCH! OUCH!

# WORDS BEGINNING WITH VOWEL SOUNDS



## STUDENT LEARNING OUTCOMES

- Classify more words that begin with vowel sounds.

## INFORMATION FOR TEACHERS

- Recall consonant and vowel letters. Vowels are further classified into short vowels and long vowels. e.g., in the word 'cat' the letter 'a' produces a short sound, whereas, in the word 'cake' there is a long sound of the letter 'a'.
- To articulate vowels, the vocal tract should be opened and unobstructed, whereas consonants have some obstruction in the vocal tract, e.g., while pronouncing /a/, the mouth is open and there is no obstruction. On the other hand, when we pronounce /b/, there is an obstruction in the vocal tract.
- Sometimes a word begins with a vowel letter that does not produce a vowel sound, like in 'university' the beginning letter is a vowel ('u') but it produces a consonant sound /yu/, and in the word 'honest', the beginning letter is a consonant ('h') but it produces a vowel sound /o/.
- In order to help students identify the beginning vowel sounds and to understand that certain vowels have short sounds whereas others have long sounds, it is important to give students ample opportunities to hear, identify, and practice the individual sounds in words.
- While teaching the lesson, the teacher should also consult the textbook at all steps.



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



**MATERIALS / RESOURCES REQUIRED**

- Flashcards, chalks/markers, writing board, charts, textbook, etc.



**INTRODUCTION**

**5 MINUTES**

- Bring some realia to the classroom or show pictures of different objects to students, e.g., apple, egg, inkpot, orange, and umbrella. Tell them to say the names of these objects aloud and identify the first sound of each word.
- Write the vowel letters (a, e, i, o, u) on the board and review their short sounds with the whole class.
- Help students recall their knowledge of vowel and consonant sounds from previous lessons/ classes. Tell them that although there are just five vowel letters in the English alphabet, yet there are twenty vowel sounds in the English language. On the other hand, the twenty-one consonant letters have only twenty-four consonant sounds. Hence, the twenty-six letters of the English alphabet produce forty-four sounds.
- Tell students that today they are going to practice a few more words that begin with vowel sounds. Tell them that some of these words do not begin with a vowel letter, but still begin with a vowel sound!

**DEVELOPMENT**

23 MINUTES

**Activity 1: 13 Minutes**

1. Write 15 – 20 words that start with vowel letters “a, e, i, o, u” randomly on the writing board, e.g., apple, egg, office, igloo, ant, owl, axe, orange, etc. (at least 3 words for each vowel).
2. Divide the students into five groups and name them as vowel letters like; Group – A, Group – E, Group – I, Group – O, and Group – U.
3. Ask them to say aloud the name of their group one by one, and then make a list of the words (from the writing board) that begin with the sound of their group’s letter.
4. Write the words on the board in column form. Help students practice the beginning sound of each word and then pronounce the whole word.

a	e	i	o	u
apple	egg	ink	orange	umbrella
ant	elbow	igloo	owl	up
axe	elephant	insect	office	under

**Activity 2: 10 Minutes**

1. Copy the following table on the writing board:

List 1	List 2	Write the word that begins with a vowel sound:
umbrella	uniform	
one	orange	
egg	euro	
union	urge	
onion	once	
elephant	Europe	

2. Divide students into pairs.
3. Tell them to copy the table in their notebooks.
4. Next, ask them to pronounce the words of the first and second columns and notice the initial sounds of the vowel letter. Both the words in each row begin with a vowel letter, but only one of them begins with a vowel sound. Ask students to find that word from each row and write it in the last column.
5. Once they have completed the task, allow 2 – 3 students to share their answers with the whole class.
6. Review the answers with the whole class. Pronounce each word and help students identify the first sound of each word.
7. Also tell them that sometimes a word begins with a consonant letter but has an initial vowel sound, e.g., in the word ‘hour’, the initial letter is a consonant but the word begins with the same vowel sound as in ‘our’ and in the word ‘use’, the initial letter is a vowel but the word begins with a consonant sound.

**CONCLUSION / SUM UP**

2 MINUTES

1. Conclude the lesson by reviewing the key points with the whole class.

**ASSESSMENT**

4 MINUTES

1. Make a column on the board.

Sounds	Examples			
Letter 'a' sound				
Letter 'e' sound				
Letter 'i' sound				
Letter 'u' sound				
<b>Consonant sounds</b>				
<b>Vowel sounds</b>				

2. Show flashcards for these words (under, igloo, axe, uniform, honest, university, x-ray, eye, egg, office, book, use, etc.) to students and tell them to identify/classify the initial sounds of given words and put them into the relevant column. This activity helps you to assess the students learning.

**HOMEWORK / FOLLOW UP**

1 MINUTES

1. Ask students to write ten words for each vowel letter giving vowel sounds.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

# EXPRESSING OPINIONS



## STUDENT LEARNING OUTCOMES

- Use appropriate expressions in a conversation to express and respond to an opinion.

## INFORMATION FOR TEACHERS

- The single most important reason for teaching speaking is to develop the ability to express oneself accurately and without undue hesitation.
- Maintain a careful balance between accuracy and fluency.
- As speaking begins with listening, students need exposure to correct models of spoken English, modmaking offers and apologies orally before asking the children to practice it.
- Students should be made aware of the functions of different kinds of communication, for example, to make requests/suggestions or express apology/disagreement politely.
- While teaching the lesson, the teacher should also consult the textbook at all steps.



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



## MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, chart, textbook, etc.



## INTRODUCTION

5 MINUTES

- Tell students that their class is going to visit a hill station next week. Express your opinion, 'What place is worth seeing?'
- Encourage them to express their choices without hesitation.
- Explain to them that they will just give their own opinions and reasons. There is no right answer here.



## DEVELOPMENT

23 MINUTES

### Activity 1:

13 Minutes

- Explain to students that we can politely express our opinion using certain phrases.
- Write the following phrases on the board or a chart:
  - ◇ *I think...*
  - ◇ *I believe...*
  - ◇ *I feel...*
  - ◇ *In my opinion...* and
  - ◇ *I would say...*



- ◇ *From my point of view...*
  - ◇ *From my perspective...*
  - ◇ *In my view... or*
  - ◇ *It seems to me that...*
3. Tell students that these phrases are commonly used to express opinions. Let's observe how to use these expressions in our daily life situations.
  4. Now model the use of the above-mentioned polite phrases. For example:
    - ◇ Wow! I think we should visit the Murree hills.
    - ◇ Nice to hear it! If you ask me, we could visit Nathiagali.
    - ◇ It seems to me that we should go to Kaghan valley.
    - ◇ To my mind, we should visit Murree hills.
    - ◇ To be honest, I don't agree with you people. We should better stay home. It is risky to go outside these days.

**(Try to change your voice while modelling each expression)**

5. Tell students we need to respect each other's opinions and respond politely.
6. Now, write the following phrases on the board or display them on a chart:
  - ◇ *I see what you mean.*
  - ◇ *You've got a point there.*
  - ◇ *That's a very good point.*
  - ◇ *That's a great suggestion.*
  - ◇ *That's one way of looking at it.*
  - ◇ *I agree.*
  - ◇ *I couldn't agree more.*
  - ◇ *I'm not sure I agree with you on...*
  - ◇ *I'm sorry but I don't agree.*
  - ◇ *I'm afraid I disagree.*
  - ◇ *I see what you're saying, but...*
  - ◇ *You have a point there, but...*
7. Review these phrases/ expressions with the whole class. Tell them these are some of the ways to respond to others' opinions during a conversation.
8. Ask students if they have any questions.
9. Tell them that they will practice using these expressions in the next activity.

## Activity 2:

**10 Minutes**

1. Write the following statement on the board: 'Which food is the best for health?'
2. Invite a few students to share their responses orally.
3. Encourage them to make use of appropriate expressions while expressing their opinions and make corrections if necessary.
4. Now, ask students to practice these expressions in pairs.
5. Advise them to talk in quiet 'partner voices', which are almost a whisper so that they can hear each other without getting too noisy.



### **CONCLUSION / SUM UP**

2 MINUTES

1. Tell students that they have learnt how to express opinions by making use of certain polite phrases.



### **ASSESSMENT**

3 MINUTES

1. Informally assess students' use of appropriate phrases while they are expressing their opinions.



### **HOMEWORK / FOLLOW UP**

2 MINUTES

1. Ask students to practice using the learnt phrases while expressing their opinions during conversations at school and other places.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

# DESCRIPTION OF A SERIES OF EVENTS



## STUDENT LEARNING OUTCOMES

- Describe a series of events or sequence in a picture, photograph and diagram.

## INFORMATION FOR TEACHERS

- Sequence of events in a picture, photograph or diagram tells us that every action is followed by another action connected to it.
- Extension worksheet for assessing students' picture depiction skills is also attached.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



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



**MATERIALS / RESOURCES REQUIRED**

Writing board, chalk/marker, duster, textbook, picture card attached.

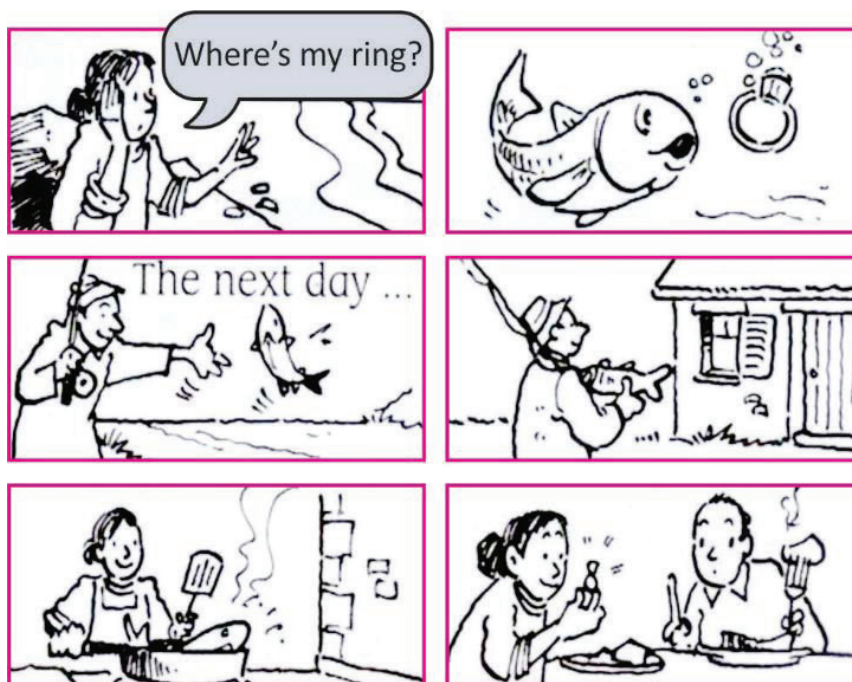


**INTRODUCTION**

**5 MINUTES**

- Paste the picture card 1 given below on the blackboard (drawing of it on the chart paper or photocopy of the same will fulfill the purpose. Do not cut it from here).
- After looking at the picture: Ask them what is it about?

**Picture Card 1:**





## DEVELOPMENT

20 MINUTES

### Activity 1:

07 Minutes

1. Before you begin, point out to students that they have to look at the first row, from left to right, then go down to the second row.
2. Allow children to share the ideas by asking them: Give one word each that tells us something about the events in the picture card 1.
3. Write the correct responses on the black board.
4. Possible responses in one word form could be: woman, fish, fisherman, family, husband and wife, seaside, water/ sea or river, home, kitchen and dining room.
5. Encourage children to give responses in English, however correct response in any other language could also be appreciated and the English word for correct Urdu/ Punjabi or any other language must be repeated by the teacher).
6. Write their responses on the blackboard.

### Activity 2:

07 Minutes

1. Let children try to discuss in pairs and develop a sentence for each picture.
2. Ask them to write it on a page.
3. Once they have completed it, allow them to share their ideas.
4. Write the sentences on the board like this:
5. The picture describes a girl/ woman who has lost her gold ring as it falls in water near the sea/river shore.
6. The fish eats it, in water.
7. The next day her husband catches the fish.
8. He takes it back home.
9. His wife cooks the fish.
10. When they cut it with the knife, his wife finds her gold ring.
11. Both become happy/they are happy.

### Activity 3:

06 Minutes

Written work: Copy the sentences in the notebooks, add the dialogue/s, adjectives and the conjunction/s along with the scene setting / environment like this:

1. "Where's my ring?" the woman shouted.
2. It falls in water and the fish eats it/ swallows it.
3. The next day, her husband catches the fish with his rod.
4. He brings it back home.
5. Both are happy when, while having the meal, they find her lost gold ring.
6. Or when they cut it with the knife, his wife finds the gold ring.
7. Both become happy/ they are happy.

**(The husband looks a little surprised in the last picture, the wife looks happy).**



## CONCLUSION / SUM UP

3 MINUTES

1. Quickly sum up the lesson by asking the students 'Suggest a suitable title for the story'.



## ASSESSMENT

5 MINUTES

1. Assess students' understanding through their correct responses during introduction, activity 1, 2 and sum up.
2. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Write two lines about how will you feel and what will you do if you find a gold ring.

# OFFERING AND ACCEPTING APOLOGIES



## STUDENT LEARNING OUTCOMES

- Use appropriate expressions in a conversation to offer and accept an apology.

## INFORMATION FOR TEACHERS

- The single most important reason for teaching speaking skills is to develop the ability to express oneself accurately and fluently.
- Maintain a careful balance between accuracy and fluency.
- As speaking begins with listening, students need exposure to correct models of spoken English.
- Model offering and accepting apologies orally before asking students to practice.
- Students should be made aware of the functions of different kinds of communication, for example, to make requests/suggestions or express apology/disagreement politely as an integrated part of different activities in the classroom.
- While teaching the lesson, the teacher should consult the textbook at all steps.



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



## MATERIALS / RESOURCES REQUIRED

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



## INTRODUCTION

5 MINUTES

- Write the word 'SORRY' on the board.
- Ask students if they have heard this word. (Most students will say, 'Yes')
- Now, ask them when we use this word in our conversation.
- Encourage them to share their responses.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

- Explain to students that if something goes wrong, we can redress it in a polite manner using certain phrases.
- Write the given phrases on the board or display a chart of written expressions:
  - I am sorry that .....*
  - I'm very sorry that .....*
  - I shouldn't have done .....*



- ◇ *I'm really angry with myself for .....*
- 3. Let's observe how to use these expressions in our daily life situations.
- 4. Now, model the use of the above-mentioned apologies. For example:
  - ◇ *I am sorry for being late.*
  - ◇ *I am sorry that I was so rude.*
  - ◇ *I shouldn't have done what I did yesterday.*
  - ◇ *I'm really angry that with myself for what I said.*
  - ◇ *I was so hungry I ate the rest of the cake. I'm sorry.*
  - ◇ *I'm sorry about my homework, teacher, I forgot to do it.*

(Try to follow intonation patterns while modeling each expression)
- 5. Tell students that accepting others' apologies is a good habit and we could accept it by simply showing our agreement by using phrases like:
  - ◇ That's ok, no problem, don't mention it, it happens (for small matters).
  - ◇ It's quite all right. It's not important. We'll say no more about it (for very serious matters).
  - ◇ Well, that's not good enough. Don't do it again. Oh, all right then (for when you are still angry).

### Activity 2: 10 Minutes

1. Now explain/narrate an imaginary situation to students and ask them, 'How will you respond in such a situation?'
 

**For example:**

  - ◇ If you pushed someone while getting onto the school bus.
  - ◇ If you hurt the other team's player while playing.
  - ◇ If you broke your classmate's pen/sharpener accidentally.
2. Provide them with clues and encourage them to make use of appropriate expressions.
3. Now, ask students to practice offering and accepting apologies in pairs.



### CONCLUSION / SUM UP

3 MINUTES

1. Tell students that we have learnt how to offer and accept apologies if something goes wrong.



### ASSESSMENT

5 MINUTES

1. Informally assess student's communication skills while they are offering and accepting apologies during the practice activity.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to practice the phrases/ expressions during their communication with others in and outside the school.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

## CREATING A SHORT POEM



## STUDENT LEARNING OUTCOMES

- Create a short poem using the rhyming words on a given topic.

## INFORMATION FOR TEACHERS

1. A poem is defined as any collection or arrangement of words that expresses an emotion or idea in a more concentrated style than prose (paragraph).
2. Poems are typically written in verses, rather than paragraphs. They can include complete sentences or incomplete sentences and often have a rhythm.
3. While composing a poem, the rhythm is set by the “stresses” or “accents” in the words themselves.
4. In poems, the poet often uses rhyming words to create a rhythm or a repeated pattern of sound.
5. Rhyming words are two or more words that don’t start with the same sound but end with the same sound (or with the same letters). Some examples of rhyming words are: cat, fat, bad, ad, add, sad, etc.
6. While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, poem chart, textbook, etc.



## INTRODUCTION

5 MINUTES

1. Show a chart or write the given lines on the board.

**My Body**

With my eyes, I see  
 With my mouth, I speak  
 With my nose, I sniff  
 With my ears, I hear,  
 My mum saying, “Dear come here!”

2. Ask students, ‘Is it a paragraph or a poem?’
3. Arouse critical thinking of students by asking, ‘Why do you think it’s a poem or a paragraph?’
4. Draw students’ attention to the arrangement of words in each line. Ask them, “Are the words in normal order as you see in sentences?” Also, ask them to notice if there are any words that rhyme.



5. Encourage students to respond without worrying about wrong answers.
6. Conclude their responses by telling them that it is a poem. A poem is a piece of writing that can rhyme with words like “spout” and “out”, or have rhythm like “Jack and Jill went up a hill”, or sounds that repeat (“pick a peck of pickled peppers”), or be like a song or a chant, or just tell wonderful things.



## DEVELOPMENT

23 MINUTES

### Activity 1:

10 Minutes

1. Read a short poem given in the textbook paying attention to intonation patterns.
2. Explain to students the various poetic terms given in the ‘Information for Teachers’ section.
3. Tell them that one could create a poem following the given steps:
  - ◇ Choose a subject
  - ◇ Gather vocabulary (preferably rhyming words suited to the subject)
  - ◇ Write one line (carrying the main idea)
  - ◇ Now write supporting lines
  - ◇ Edit your poem
4. Ask students to pick out ‘rhyming words’ from the poem.

### Activity 2:

13 Minutes

1. Tell students, let’s try to create a short poem on the subject, “Home, Sweet Home”.
2. Ask them to brainstorm about the vocabulary relevant to the subject. For example:  
**home, roam; stay, away; heat, sweet; door, wore, play, day**
3. Show a chart of the rhyming words or write on the board.
4. Now, invite students to try to compose a short poem on the given topic using given rhyming words. (Students may use other words also).
5. Invite a few students to share their work with the class.
6. Encourage them for their first attempt and motivate others.



## CONCLUSION / SUM UP

2 MINUTES

1. Tell students that we have learnt to create a short poem on a given subject using rhyming words.



## ASSESSMENT

3 MINUTES

1. Ask students to complete the given pairs of rhyming words:

**place** \_\_\_\_\_

**love** \_\_\_\_\_

**know** \_\_\_\_\_

**peace** \_\_\_\_\_

**best** \_\_\_\_\_



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to read the poem they have created in school today to their siblings/parents.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

## SHORT ANSWERS



## STUDENT LEARNING OUTCOMES

- Apply while reading strategies to interact with a text to locate/ scan specific information to answer short questions.

## INFORMATION FOR TEACHERS

1. Scanning refers to looking through a text very quickly to find specific details. For example, when we are searching for a telephone number in a directory, we scan the page for the name of the specific person we are looking for. When we scan, we usually:
  - ◊ have an idea of what information we want from the text, and look for content words or visual clues that signal that information
  - ◊ read in blocks of words rather than word by word
2. When scanning, some people find it helpful to run their finger down the middle of the text while their eyes move back and forth to quickly find the information they are looking for.
3. Scanning requires silent reading, hence, do not always read a passage aloud. Always set a reasonable time limit for your learners to read a passage silently.
4. Tell students that the following points have to be kept in mind while scanning a text:
  - ◊ Decide which clues will be helpful in finding out the specific information
  - ◊ A brisk eye movement on the pages of the text
  - ◊ Read that part of the text which they think contains the required information
5. While teaching the lesson, the teacher should also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, Oxford Junior Dictionary, textbook, etc.



## INTRODUCTION

5 MINUTES

1. Ask students to recall the previous lesson about scanning. Ask them the key steps for scanning a text to find specific information (i.e., looking down and around a page quickly, searching for **important words, facts, or phrases** to find **certain details**, while ignoring the unrelated information).
2. Read aloud the title of the unit you are going to teach and ask students to guess what the text is about.
3. Select a paragraph from the text containing certain specific details. Write it on the board. You can use the following paragraph as well:

**Muhammad Ali Jinnah was born on 25<sup>th</sup> December 1876. He was a barrister, politician, and the founder of Pakistan. He is honoured in Pakistan as the Quaid-i-Azam (“The Great Leader”). He was born at ‘Wazir Mansion’ in Karachi. Jinnah was trained as a barrister at Lincoln’s Inn in London, England.**

4. Ask the students to scan the text and find the following information within one minute:
  - ◇ When and where was Muhammad Ali Jinnah born?
  - ◇ Where did he study law?
  - ◇ What title is given to him by the people of Pakistan?



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

1. Choose an informational text i.e. news report, instructional/procedural text (a recipe), timetables, summaries, etc. For example:

#### **Chicken Tikka Masala by Zubaida Aapa**

- ◇ 10 minutes preparation time
- ◇ 30 minutes cooking time
- ◇ Serves 4-6

#### **Ingredients**

- ◇ 500g boneless chicken
- ◇ 2 tbsp vegetable oil
- ◇ Half an onion
- ◇ 2 pieces garlic

#### **Method**

- ◇ Fry the onion and garlic gently in the oil. Add the chicken pieces and fry until golden brown and cooked all the way through.
- ◇ Add the sauce and boil for 5 minutes.
- ◇ Add the yogurt and stir through the sauce.
- ◇ Serve the chicken with rice.

2. Review the scanning techniques given in the ‘Information for Teacher’ section with students and ask them to scan the given recipe to find the answers to the following questions:
  - ◇ What’s the name of this recipe?
  - ◇ How many pieces of garlic are used?
  - ◇ How long should you boil it after adding the sauce?
  - ◇ When do you add yogurt?
  - ◇ What should you serve the chicken with?

### Activity 2:

10 Minutes

1. Select a lesson/unit from the textbook and ask the students to read it within five minutes.
2. After students have finished reading the text, start assessing their comprehension of the text by scanning it.
3. Ask simple questions to scan the selected text.
4. Invite a few students to share their responses orally.
5. Give learners feedback on their responses.

6. Explain whether a particular response is acceptable or not by verifying it from the given text.



### **CONCLUSION / SUM UP**

3 MINUTES

1. Tell students that we have learnt how to scan a text and locate specific information given in it within the required time in order to answer short questions.



### **ASSESSMENT**

5 MINUTES

1. Select a paragraph from the textbook.
2. Write 3 – 4 questions based on it on the writing board.
3. Ask students to scan the selected paragraph and write short answers to the questions in their notebooks.



### **HOMEWORK / FOLLOW UP**

2 MINUTES

1. Ask students to read a recipe from a newspaper article/magazine and scan it for the following information:
  - ◇ Whose recipe is this?
  - ◇ To how many persons it can be served?
  - ◇ What are its key ingredients?
  - ◇ Should it be served separately or with something else?
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

## PLURALS



## STUDENT LEARNING OUTCOMES

- Change the number of more regular and irregular nouns, and nouns with no change in number.

## INFORMATION FOR TEACHERS

- 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**
- 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**
- Nouns ending in 'y' preceded by a vowel form their plurals by adding 's'.  
**Examples:**  
**day/days, toy/toys, valley/valleys**
- 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**
- 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**
- Several nouns form the plural by adding the letters 'en'.  
**Examples:**  
**ox/oxen, child/children**
- There are certain 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 textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster and textbook.



## INTRODUCTION

5 MINUTES

1. Write some regular and irregular nouns on the board. Some nouns should be singular and some should be plural.
2. Point to each noun and ask students to tell whether the noun is singular or plural.
3. Encourage students if they give correct answers. If students do not remember singular and plural nouns, tell them about singular and plural nouns with examples.
4. Ask the students to name the nouns that are same in both singular and plural forms e.g., sheep, deer, etc.
5. If students do not remember these nouns, re-tell them that spelling of some nouns remain same as singular and plural. Explain by writing examples on the board.



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

1. Ask students to take out their notebooks and textbooks.
2. Students draw four columns in their notebooks (see the drawing at the end of the lesson plan).
3. Tell the students to find and write 10 singular nouns 10 plural nouns from textbook pages. Tell them to change the singular nouns into plural nouns and plural nouns into singular nouns.
4. Move in the classroom to help students with the work.

### Activity 2: 10 Minutes

1. Write five irregular nouns that remain same as singular and plural e.g. sheep, deer, gold, silver, hair.
2. Choose one noun (e.g. sheep) and make two sentences using it. In one sentence the noun should be used as singular.
3. In the second sentence the noun should be used as plural.
4. Ask students to make sentences using the remaining four nouns. Students can use the nouns in the sentences as singular or plural.



## CONCLUSION / SUM UP

3 MINUTES

1. Ask students about some regular and irregular nouns and their plurals. Ask them to name the nouns that do not change in number when changed into plural.
2. Ask students to memorize the plurals of the nouns that they have done in this lesson.



## ASSESSMENT

5 MINUTES

1. Assess how well students remember the rules for changing number of regular and irregular nouns in the introductory activity.
2. Check students' ability to change the number of regular and irregular nouns through activity 1.
3. Check students' ability to change the number of irregular nouns that do not change in number through the activity 2.
4. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



1. Change the following into singular and then use them in sentences of your own.
  - ◇ feet
  - ◇ hair
  - ◇ knives
  - ◇ stories
  - ◇ benches

# USE OF DEFINITE AND INDEFINITE ARTICLES



## STUDENT LEARNING OUTCOMES

- Recall and apply the rules for the use of 'a' and 'an'. Choose between 'a' or 'an' before words that start with mute consonant letters. Identify and use the definite article the. Differentiate between use of definite and indefinite articles.

## INFORMATION FOR TEACHERS

- There are only three articles in English Language: 'a', 'an' and 'the'.
- The definite article (the) is used with singular and plural, countable and uncountable nouns when both the speaker and the listener already know the thing or idea.  
**For example:**
  - The car over there is fast.
  - The teacher is very good, isn't he?
- The first time you speak of something use 'a' or 'an', the next time you repeat that object use the.  
**For example:**
  - I live in a house. The house is quite old and has four bedrooms.
  - I ate in a Chinese restaurant. The restaurant was very good.
- The definite article is also used:
  - Before, seas, river, hotels, theatres/cinemas, museums, and newspapers.
  - The Pacific the Sindh, the Lahore Museum, the Ness, the Pearl Content, the Grand Theatre.
  - If there is only one.  
**For example:** the sun, the moon, the world, the president.
  - With superlative adjectives.
  - Farooq is the oldest in the class.  
**(Teach the use of 'the' with superlatives adjectives only if students have been taught superlative adjectives previously).**
- Time division 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 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Writing board, chalk/marker, duster and textbook.





## INTRODUCTION

5 MINUTES

1. Start the lesson by asking students about the definite article 'the'. Ask them when definite article is used. Write a few examples on the writing board.
2. Reinforce the previously taught rules of using 'the' with examples:
3. Write 'the sun', 'the world', 'the moon' on the writing board. teach students that 'the' is also used when we talk about objects which are only one.
4. Write 'the president of Pakistan' on the writing board.
5. Teacher students that because Pakistan has only one president and one prime minister, 'the' is used before them.
6. Ask students to give examples of presidents of other countries e.g. 'the president of India' etc.
7. Teach the use of 'the' with superlatives adjectives only if students have been taught superlative adjectives previously.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

1. Write 5-7 sentences on the board. (See the sample at the end of the lesson plan).
2. Tell the students that they have to select 'a' or 'the'.
3. Tell the students that they have to keep in mind the rules for using 'a' and 'the'.
4. Repeat instructions if necessary. Provide necessary support to the students while they are doing their work.

### Activity 2:

10 Minutes

#### Oral Activity

1. Write on the writing board two sentences (sample sentences are given at the end of the lesson plan.)
2. Ask one student to read aloud the sentence. Ask from the students what articles should be used in the blanks.
3. Help the students by explaining the rules to them.
4. Choose students to come to the writing board and fill in the blanks.
5. Do all the sentences one by one on the writing board. try to involve maximum students.



## CONCLUSION / SUM UP

3 MINUTES

1. Write 5-7 sentences on the board. (See the sample at the end of the lesson plan).
2. Tell the students that they have to select 'a' or 'the'.
3. Tell the students that they have to keep in mind the rules for using 'a' and 'the'.
4. Repeat instructions if necessary. Provide necessary support to the students while they are doing their work.



## ASSESSMENT

5 MINUTES

1. Assess students' ability to recall the rules for the use of articles (the) through their correct responses during introduction.
2. Assess students' ability to choose between a or the through the correct choices made in

the activity 1 and 2.

3. Assess students' ability to use the definite article through the follow up activity.
4. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



## **HOMEWORK / FOLLOW UP**

2 MINUTES

1. Ask the students to make 5 sentences using 'the'.

### **Sample– Activity 1**

**Read the sentences and underline the correct article.**

1. What is a/the name of this street?
2. The/A sun is shining.
3. Paris is a/ the capital of France.
4. Where is Ali?' 'He is in the/a bathroom.'
5. Who is a/the president of Pakistan?
6. We are going to a/the Lahore museum.
7. I read the/ a Jung every Sunday.

### **Sample– Activity 2**

1. I bought \_\_\_ cap and \_\_\_ shirt at \_\_\_ shop.  
**\_\_\_\_\_ shirt is not of my size. I will change it tomorrow.**
2. Where are \_\_\_ children?'  
**'They are in \_\_\_ garden.'**
3. Where are my shoes?'  
**'On \_\_\_ floor, in \_\_\_ kitchen?'**
4. I went to \_\_\_ hotel last night.
5. What is \_\_\_ name of \_\_\_ hotel we went to last night?

**Answer key**

**1. a, a, a, the 2. the, the 3. the, the 4. a 5. the, the**

## ARTICLES



## STUDENT LEARNING OUTCOMES

- Recall and apply the rules for the use of a and an. Choose between 'a' or 'an' before words that start with mute/silent consonant letters.
- Identify and use the definite article the. Differentiate between use of definite and indefinite articles.

## 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 sound (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 sharing consonant sound.

**For example: a university, a unit (the words) start with a vowel but the vowel u sound as the consonant y).**

6. An is used when the noun are referring to begins with a vowel sound (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 honour (the consonant letters are mute and the word starts with the vowel sound o)**

8. Definite article the is used before singular and plural nouns when the noun is specific particular. The is used before a specific object that both the person speaking and the listener know.

**For example: the car over there is fast**

9. The teacher is very good isn't he?
10. The first time you speak of something use a or an, the next time you repeat that object use the.

**For example:**

- ♦ I live in a house. The house is quite old and has four bedrooms.
- ♦ I ate in a Chinese restaurant. The restaurant was very good.

11. Time division is tentative and can change as per need of the activity.
12. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



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



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster and textbook.



## INTRODUCTION

5 MINUTES

1. Start the lesson by asking students few questions one by one:
  - ♦ What are the two articles?
  - ♦ Are the articles a and an used before singular nouns or plural nouns?
  - ♦ Do the words which start with consonant letters take a or an?
  - ♦ What are consonant letters?
  - ♦ What are vowel letters?
  - ♦ Do words which start with vowel letters take a or an?
2. Write an example of indefinite article an e.g. an aero plane on the writing board. ask students to give more examples. Write the examples on the writing board as students say them.
3. Correct the students if they give a wrong example.
4. Write an example of indefinite article 'a' e.g. 'a butterfly' on the writing board. ask the students to give more examples. Write the examples on the writing board as students say them.
5. Reinforce 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.
6. Write and pronounce examples of the words that start with mute consonant letters. Say the word so that the students understand.
7. Tell the students that the article a is also used before the words that start with a vowel letter BUT the vowel sounds as a consonant.
8. Write the examples of such words on the writing board and pronounce them.



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

1. Write 7 sentences on the writing board (See the sample 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. Take examples of word given in the textbook.
4. Suggest the students that they pronounce each word slowly to themselves to know the sound of first letter.
5. Repeat instructions if necessary. Provide necessary support to the students while they are doing their work.

### Activity 2: 10 Minutes

1. Write, on the board, a sentence taken from the textbook which has definite article 'the'.
2. Tell the class that in addition to 'a' and 'an', there is another article 'the' in English. 'The' is called definite article. Underline 'the' in the sentence written on the board.
3. Teach the use of definite article (see information for teacher above). Write examples on

the board while you are explaining.



## CONCLUSION / SUM UP

3 MINUTES

1. Quickly review the lesson by asking the students questions like: What are 'a' and 'an' called? What is 'the' 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

5 MINUTES

1. Assess students' ability to recall and apply the rules for the use of articles (a, an) through their correct responses during introduction.
2. Assess students' ability to choose between a or an through the answers written in the activity 1.
3. Assess students' ability to choose between a or an before words that start with mute consonant letters through the activity 1.
4. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to write 4 sentences using the article 'the'.

### Sample- Activity 1

Write 'a' or 'an' in the blanks.

Haroon is \_\_\_ honest man.

Can you give me \_\_\_ idea?

This is \_\_\_ chocolate ice cream.

You have only \_\_\_ hour to finish the work.

Would you like to have \_\_\_ cup of tea?

That is \_\_\_ huge building.

I have to go to \_\_\_ wedding tonight.

## ADJECTIVES




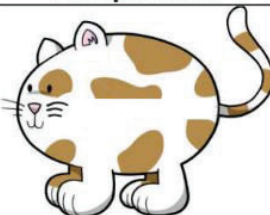
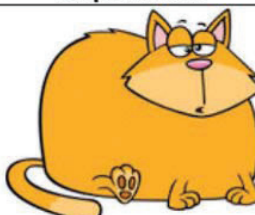



## STUDENT LEARNING OUTCOMES

- Articulate, identify and use degrees of regular adjectives and irregular adjectives.

70 minutes / 2 Periods

## INFORMATION FOR TEACHERS

- Adjectives have three degrees (1st, 2nd, 3rd) positive, comparative and superlative.
- There are two types of degrees of adjectives: regular and irregular.
- Following are the examples of regular degrees of adjectives:

Positive	Comparative	Superlative
 fat	 fatter	 fattest
 small	 smaller	 smallest

- Following are some of the examples of irregular degrees of adjectives.

Positive	Comparative	Superlative
good	better	best
bad	worse	worst

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



**DURATION / NO OF PERIODS: 70 MINUTES/ 2 PERIODS**



**MATERIALS / RESOURCES REQUIRED**

- Writing board, chalk/marker, textbook, 4 – 5 pencils of different length, a tennis ball, a table tennis ball and a ball smaller than the table tennis ball, like playing marble (banta).



**INTRODUCTION**

15 MINUTES

- Show children a tennis ball.
- Ask them if it is a big or a small ball.

3. If they say it is small, show them the table tennis ball and ask about its size.
4. If they don't answer, tell them that this one is smaller.
5. Repeat with the third ball or playing marble and introduce them to the word 'smallest'.
6. Write a few adjectives on the board; big, small, clean, dirty, good, bad, etc.



## DEVELOPMENT

40 MINUTES

### Activity 1:

20 Minutes

1. Pick up four or five real objects of the same kind. For example, four or five pencils of different length. Ask the students how they would differentiate between the pencils.

#### Examples

- ◇ This is a long pencil.
  - ◇ This pencil is longer than that.
  - ◇ This is the longest pencil.
2. Using a few flashcards showing different characteristics of common objects, the teacher makes three sentences for three degrees of adjectives. The teacher may then show a list having the three degrees of adjectives in a tabular form.
  3. Some other examples of such sort are given below:

Positive	Comparative	Superlative
small	smaller	smallest
short	shorter	shortest
warm	warmer	warmest
neat	neater	neatest

### Activity 2:

10 Minutes

1. Tell the students about adding 'er' with the adjective to form the comparative degree and add 'est' for forming superlative degree of the adjective for examples, old, older, oldest (for more examples see information for teacher or consult a grammar book).
2. 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.
3. Irregular comparison: Some adjectives are compared irregularly, i.e. their comparatives and superlatives are not formed from the positive. They don't follow any pattern, so you have to memorize these or learn them by lots of practice.

Positive	Comparatively	Superlatively
good	better	best
bad	worse	worst
little	less	least

### Activity 3:

10 Minutes

1. Write the following sentences on the board.
2. Ask the students to work in pairs and complete the sentences by choosing the correct degree of the adjectives given in brackets.
3. Tell students that when 'than' is used, the comparative degree of the adjective is used such as in blanks 2 and 5 below.

- ◇ Ahsan is the \_\_\_\_\_ boy in our class. (tall, taller, the tallest)
- ◇ The class test was \_\_\_\_\_ than we had expected. (easy, easier, the easiest)
- ◇ King Aurangzeb was the \_\_\_\_\_ of the kings we have ever heard of. (wise, wiser, wisest)
- ◇ It is the \_\_\_\_\_ dress I have ever seen. (good, better, best)
- ◇ Salman is \_\_\_\_\_ than Rehan.  
(short, shorter, shortest)



## CONCLUSION / SUM UP

3 MINUTES

1. Discuss about irregular comparisons (good, better, best) and the comparative/superlative degrees of the adjectives that end in 'y'.



## ASSESSMENT

5 MINUTES

1. Ask the students to complete the following table individually:

Positive	Comparatively	Superlatively
small		smallest
	better	
strong	stronger	
	more	most

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



## HOMEWORK / FOLLOW UP

2 MINUTES

1. The related activity involving descriptions could be given as a follow-up of this concept.
2. Continue to use different degrees of adjectives in your daily conversation with students and remind them of their usage. For example: 'Today it's warmer than it was yesterday'.



# CLASSIFYING VOCABULARY



## STUDENT LEARNING OUTCOMES

- Classify items (e.g. vocabulary) required for a given task/topic.

## INFORMATION FOR TEACHERS

- Vocabulary provides the resources to create a standard piece of text.
- Relevant vocabulary helps a lot to produce more information about a topic.
- Extensive reading helps build vocabulary.
- While teaching the lesson, the teacher should consult the textbook at all steps.



## DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

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



## INTRODUCTION

5 MINUTES

- Write the word 'stationery' at the centre of the writing board.
- Ask the students to think about relevant vocabulary to elaborate on the word.
- Give them 1-2 minutes to brainstorm.
- Write their response on the board (e.g., pencil, eraser, notebook, sharpener, pen, etc.)
- Encourage students for more responses.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

- Write the following words on the board:  
**Hammer, car, screwdriver, tyre, driver, pliers, patrol, nails, wrench, brakes, and wipers**
- Divide the class into two groups and select a group leader for each.
- Name the groups 'Tools' and 'Driving'.
- Ask the groups to read the words written on the board, discuss and decide which words are related to their group's name.
- Further, explain to them that the group "Tools" will write the names of the tools given in the list, and the group "Driving" will write the vocabulary related to driving.
- Ask the group leaders to share their list with the whole class.

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

1. Divide the class into two groups and select a group leader for each.
2. Name the groups as groups 'A' and 'B'.
3. Paste the following chart or write these words on the board in a row:

animal, tail, kitchen, meat, bedroom, walls, milk, veranda, legs, windows, horns, doors, skin, gate.
4. Assign the following topic to the groups and ask them to pick relevant vocabulary for their topics:
  - ◇ Group-A (House)
  - ◇ Group-B (Cow)
5. Ask them to write a paragraph on the given topic using these words.
6. Help them if they ask for additional vocabulary.
7. After both the groups have written the paragraphs, ask the group leaders to share their paragraphs with the class.
8. Appreciate both groups for participating in the activity.

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

1. Conclude the lesson by explaining how the vocabulary has relevance with a specific topic.

**ASSESSMENT****5 MINUTES**

1. Write the topic 'Classroom' at the centre of the writing board.
2. Ask students to brainstorm the relevant words for the given topic.
3. Write their responses around the topic 'classroom'.
4. Appreciate them for their participation.

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

1. Ask students to observe different types of things and activities at their homes and make three lists of words as follows:
  - ◇ List 1: Actions happening at their home (write just base forms of the verbs, e.g., eat, talk, etc)
  - ◇ List 2: Different items/ things (e.g., fridge, TV, etc)
  - ◇ List 3: Different features/ characteristics/ qualities of their home (e.g., cosy, clean, etc)
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

# CONJUNCTIONS, TRANSITION WORDS, AND SEQUENCE MARKERS



## STUDENT LEARNING OUTCOMES

- Analyse and use conjunctions, e.g., and, but, or, because; transitional words, e.g., for example, for instance, therefore; and sequence markers, e.g., first(ly), second (ly), then, next, etc.

## INFORMATION FOR TEACHERS

- A **conjunction** is a word that joins together words, phrases, or parts of sentences.

**Examples: And, or, but, for, yet, so, because**

- The three most-used conjunctions are **and**, **or**, and **but**.

**Example: I'd like tea and biscuits after work.**

- A conjunction can also join phrases together, as given below:

**Do you want to go down the valley or up the mountain?**

- Conjunctions also join parts of sentences together, as given below:

**I ran, but the ice cream had already melted before I reached home.**

- Transition **words** help connect ideas, phrases, sentences, or paragraphs.

**Use of Transition words:**

- ◇ Showing consequence: *As a result, therefore*
- ◇ Adding information: *In addition, furthermore*
- ◇ Exemplifying: *For example*
- ◇ Summarizing: *In the end, overall*

**Examples of transition words showing addition:**

**Saad promised to love, honor, and also care for his family.**

**Moreover, he will help her with other tasks at home.**

**Furthermore, he is grateful that his family looked after him during his illness.**

- Sequence markers** are the words that help the readers understand the order of events that are taking place. They help organise events and stories. They manage the flow and structure of events.

**Examples:**

**First of all, I'd say goodbye to my family.**

**Next, I'd leave for the airport.**

**At last, I'd reach the new country.**

- All the above-mentioned concepts can be better explained to the students if taught by providing examples/situations from the local context.
- While teaching the lesson, the teacher should consult the textbook at all steps.



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



## MATERIALS / RESOURCES REQUIRED

- Flashcards, writing board, chalks, board markers, charts, textbook, and printed material.



## INTRODUCTION

5 MINUTES

- Write the following words on the board:  
**for example, as a result, firstly, but, and, a, at least, therefore.**
- Ask them, 'Can you identify which part of speech these words belong to?'
- Encourage their responses and provide clues.
- Briefly share with them the information given in the 'Information for Teacher' section.



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

- Write the following paragraph on the board:  
*Our family **and** relatives wanted to see wild animals. **Therefore**, we planned to visit the zoo. **However**, one of my uncles suggested we should visit Safari Park. So, everybody agreed with him and we left for Safari Park after breakfast. When we reached there, we saw many wild animals. **Since** I was scared, I did not get near any cage. The animals were beautiful **but** they were frightening too. My brother was happy **because** he loves wild animals.*
- Review the definition of conjunctions and transition words with the class.
- Now, ask students to point out various conjunctions and transition words used in the paragraph written on the board.
- Challenge the students to make short sentences using conjunctions and transition words given in the paragraph.
- Appreciate students' responses and provide feedback.

### Activity 2: 10 Minutes

- Show or write the given paragraph 'How to Make Tea' on the board.  
***Firstly**, take a kettle, a stove, half a cup of water, one tablespoon of tea, one cup of milk, and two teaspoons of sugar. **Next**, pour half a cup of water into the kettle and let the water boil. **Then**, add two teaspoons of sugar and one tablespoon of tea to the boiling water. **After that**, add one cup of milk to the mixture. **Finally**, cook it for three minutes and the tea is ready. Enjoy it with snacks!*
- Review the definition of sequence markers with the whole class.
- Now, ask the students to point out words that show the sequence of steps in making tea, i.e., sequence markers.
- Challenge the students to make short sentences using sequence markers given in the above paragraph.
- Appreciate students' responses and provide feedback.



## CONCLUSION / SUM UP

3 MINUTES

- Conclude the lesson by telling the students that conjunctions and transition words help to link ideas and are used to connect words, phrases, and clauses. They make the sentences

smooth and easy to understand.

2. Sequence words are like signals or signs. They help us to identify when an event, story, or process starts, how events are taking place, and when they end. They organise the events. They help the readers understand the order of events that are happening.



### ASSESSMENT

3 MINUTES

1. Write the given sentences on the board and ask students to fill in the blanks with appropriate words:
  - ◇ I like milk \_\_\_\_\_ I dislike tea.
  - ◇ I like mangoes \_\_\_\_\_ they are sweet.
  - ◇ First boil water \_\_\_\_\_ put some sugar.
  - ◇ I like cars \_\_\_\_\_ bicycles.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Write a guided paragraph omitting conjunctions, transitional words, and sequence markers about 'My Daily Routine' and ask the students to complete it and rewrite it in their notebooks.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

**Month**

**2**

# PARAGRAPH WRITING

## (DESCRIBING SEQUENCE IN A PICTURE OR SERIES OF PICTURES)



### STUDENT LEARNING OUTCOMES

- Write a paragraph to describe/show sequence in a picture/series of pictures.

### INFORMATION FOR TEACHERS

- A picture/a series of pictures is one of the most important tools of instruction.
- In order to understand the sequence in a picture/series of pictures correctly, one needs to understand the actions or events shown in the picture/ series of pictures.
- Sequence markers (first, then, after, and finally) are used to show/describe the sequence in a picture/series of pictures.
- A picture/series of pictures can be effectively described with the help of a paragraph.
- While teaching the lesson, the teacher should consult the textbook at all steps.



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



### MATERIALS / RESOURCES REQUIRED

- Writing board, marker, duster, two charts (having two different series of pictures), and flashcards (having sequence markers), textbook, etc.



### INTRODUCTION

5 MINUTES

- 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.
- Elicit from students that it is a story told through pictures.
- Ask them what happens first, next, and last?
- Tell them that today we are going to practice describing the sequence of events in pictures by writing a paragraph.



### DEVELOPMENT

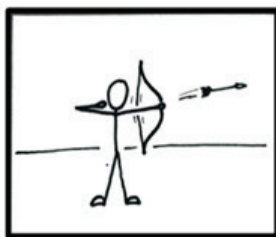
20 MINUTES

#### 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 for 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 a 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 the 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

2 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

6 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 series of actions/ events in the pictures.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the student to write a paragraph using the topic sentence that they just wrote sequence to describe the series of actions/ events in the pictures.
2. Tell them to use the sequence markers in their paragraph: **“first,” “next,” “then,”** and **“last.”**
3. Assign students to do the relevant activities/ exercises from their textbook as homework.

# LONG AND SHORT VOWELS AND DIPHTHONGS



## STUDENT LEARNING OUTCOMES

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

## INFORMATION FOR TEACHERS

- Diphthongs are vowel sounds/semi-vowel sounds that combine two separate sounds into a single unbroken sound. OR
- Words having two letters together with one vowel and making one sound are called diphthongs.
- Two common diphthongs in English are /ow/ sound as in the word cow, how, bow, now, wow, owl, gown, allow and the /oy/ sound as in the word boy, toy, joy, royal, enjoy.
- The focus of teaching will be on sound: /au/ and /aw/ as is sauce and raw because, sauce, August, fraud, taught, cause, laundry, saucer, saw, law, raw, jaw, yawn, lawn, draw, claw, straw, crawl.
- Reinforcement of the long and short vowel sounds must be done.
- An extension worksheet for conducting additional work session related to "Vowel Sounds" is also attached at the end of the lesson.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



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



## MATERIALS / RESOURCES REQUIRED

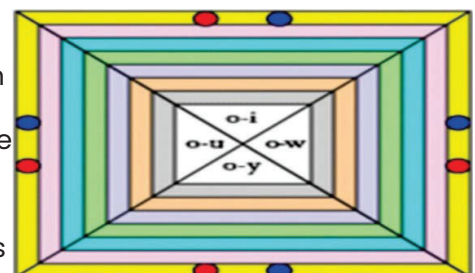
- Chalk/marker, duster, writing board, mini chart, extension worksheet 1 (5 in number).



## INTRODUCTION

5 MINUTES

- Draw information from the Mini Charts given below on the blackboard for recap activity.
- Point to the Mini-Chart pasted / drawn on the blackboard and say, "In groups of four members make as many words as you can using 'oi', 'ow', 'oy', 'ou'. Each group to focus on one diphthong family. Give them three minutes for doing it. When there is just one minute left, announce it so they know that their time is running out.
- Let the groups share their ideas. Record their responses on the board. Correct responses must be appreciated.





## DEVELOPMENT

20 MINUTES

### Activity 1:

20 Minutes

1. Divide the class in two groups. Give them five minutes to write /aw/ and /au/ words on the loose paper sheet.
2. Allow them to share their responses.
3. Record their answers on the board.
4. Allow one student to point to the words on the blackboard while the two groups alternate their sheets and add more words to each other's group work for /aw/ and /au/ sound words.
5. Say, "What do you notice about each group of two words?" (They have the same spelling patterns).
6. Say, "What is the common sound in the words law and straw?" /aw/ "How is it spelled?" (-a-w-).
7. Ask "Who knows a word that rhymes with law and straw?" (paw, saw). See in teacher's information column. As each word is offered, ask "How is /au/ spelled in this word?" (a-w-) Write students' examples on the board and ask them to spell them aloud.
8. Say, "So when we find a word that rhymes with one of the words in the list maintained on the blackboard, chances are it is normally spelled with the same vowel pattern."
9. Divide the class into small groups. Give each group a few blank paper sheets and ask children to look at the words recorded on the blackboard and to think of one new word that rhymes with the word on their sheet and write it on the blank paper sheets. If they think of more than one rhyming word, they can use the additional sheets. Remind them to keep the spelling pattern the same unless they think they have thought of an exception. Allow 5 minutes for this activity.
10. Ask each group to check the spelling of any words they have written by looking at other groups work.
11. Ask children to write the /ou/ and /oi/, /aw/ and /au/ diphthong words in the notebooks.
12. The attached activity sheets can be used as reinforcement of the lesson concept.



## CONCLUSION / SUM UP

3 MINUTES

- Quickly review the lesson by asking the students to read the words on the loose paper sheets.



## ASSESSMENT

5 MINUTES

1. Newspaper Diphthong Activities: Have students circle all the diphthong words they can find in the newspaper and paste them in the notebook. Share findings with the class by adding more words to the loose paper sheets displayed in class having oi, oy, ow, ou, aw and au words.
2. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to make words with the following diphthongs during their free time.

aw Diphthong

**Skill: Decoding "aw" words**

Remember, "aw" makes the sound you hear in the word saw.

Vowel

Diphthong

----

oo

Skill: Identifying the long "oo" sound

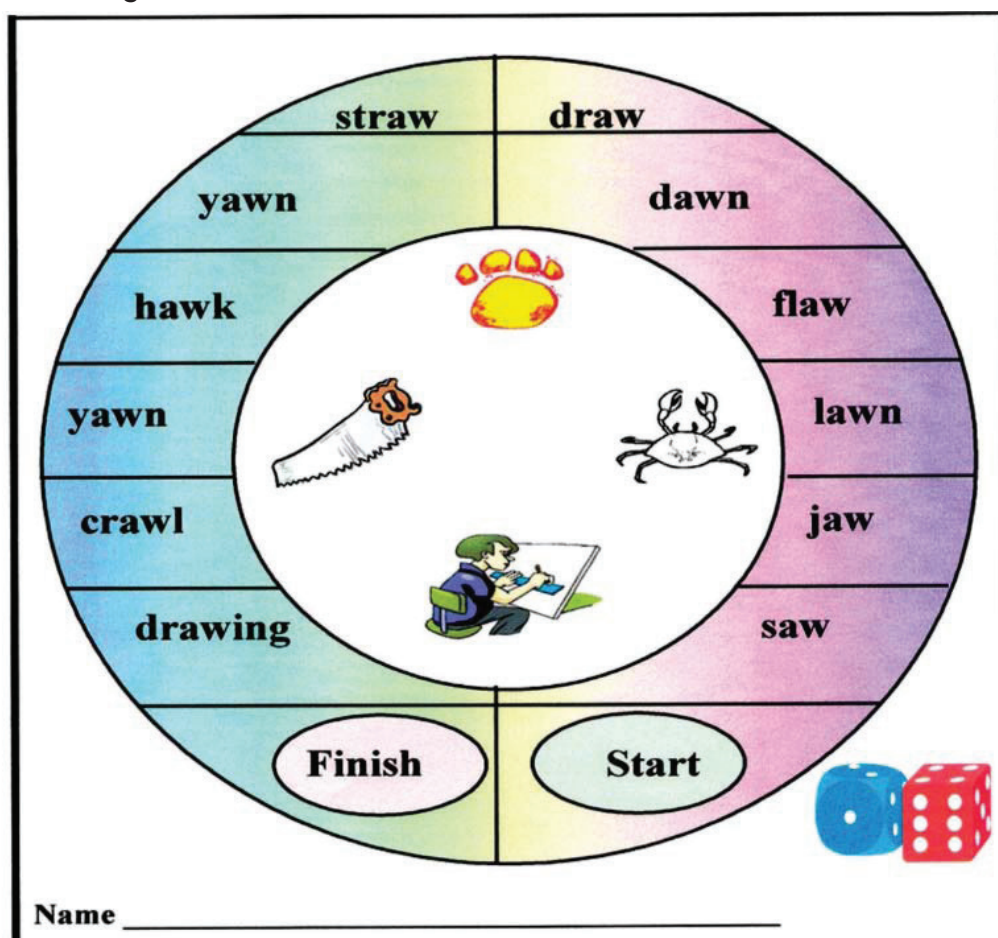
Note: The activity on this worksheet can be used to reinforce the vowel diphthong "oo".

2. Encourage students to say each picture name slowly while listening for the long "oo" sound. Remember, the vowel diphthong "oo" sometimes make a long sound, the sound you hear in the word moon.

### Word Race (aw)

Each student will throw the die then move around the track to the number of spaces indicated on the die. The player should successfully decode the word landed on, in order to advance around the track. The first player to reach the finish line wins.

Skill: Decoding words with the "aw" sound.



# EXPRESSIONS IN CONVERSATION-I



## STUDENT LEARNING OUTCOMES

Use appropriate expressions in conversation to:

- ◇ express and respond to opinion.
- ◇ offer and respect apology.

## INFORMATION FOR TEACHERS

1. Study class 3 and 4 related lesson plans for activities to understanding and better progression of the SLO.
2. Keep the charts displayed in the class for some months.
3. Opinion is a judgement about someone or something/a thought or belief about something or someone.
4. Apology means to admit one's mistake and say 'sorry'.



**DURATION / NO OF PERIODS: 70 MINUTES/ 2 PERIODS**



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, charts, textbook.



## INTRODUCTION

15 MINUTES

1. Write the following on the board and ask the class for their answers.

What should we do for Pakistan?

The responses to this question would be factual statements, not opinions.

2. Explain that the answers are different opinions (go over the meaning of opinion once again). All of us can not have the same opinions but all of us have a right for this.



## DEVELOPMENT

40 MINUTES

### Activity 1:

15 Minutes

1. Explain the following table to the students. Divide the class in groups of five. Each student must get a turn to pick any one way of asking the opinion from the given table. The student must ask about which thing he/she wants the opinion. Any other student from the group can pick a way of responding by adding his/her point of view about that.
2. Then the next student will ask the opinion about something else and any other student will

reply. All the students should get a chance to both ask and answer in the group.

Asking about opinion	Ways of giving opinions
What's your opinion about .....	To be honest.....
What do you think of .....	If you ask me .....
How do you feel about .....	I feel .....
Are you for or against .....	To my mind .....
Do you think that .....	It seems to me that .....

3. Emphasize that we need to respect each other's opinion.

### Activity 2: 15 Minutes

1. Explain that in apologies, the speaker admits responsibility. 'Sorry' is used in apologies when the speaker knows he has done the wrong thing.

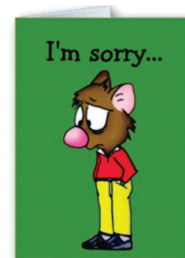
**For example:**

**I'm really very sorry**

**I am sorry that I was late.**

**I am sorry that I was so rude.**

2. I shouldn't have done what I did yesterday.
3. I'm really angry with myself for what I did.
4. I'm really sorry about this.
5. I was so hungry I ate the rest of the cake. I'm sorry.
6. I'm sorry about my homework, teacher, I forgot.
7. I didn't mean to scare you. I'm sorry.
8. Help the students practise the sentences with each other in the same way. Ask and help them change the reason to apologize.



### Activity 3: 10 Minutes

1. Discuss with your students how to receive the apology. How many times and for what things the apology should be received positively?
2. Explain that one can do this politely, or unpleasantly (politely/ politely is better).
3. Discuss and practice these examples:
4. That's ok, No problem, don't mention it, It happens (for small matters).
5. It's quite all right. It's not important. Don't worry about it (for more serious matters).
6. We'll say no more about it (for very serious matters).
7. Well, that's not good enough don't do it again Oh, all right then. (for when you are still angry)



### CONCLUSION / SUM UP

5 MINUTES

1. Ask the students that by admitting their mistakes and forgiving people make them a better person.
2. Ask how the words thank you, please, and sorry make our conversation polite?
3. Ask about the new expressions they learnt through this lesson.



## ASSESSMENT

8 MINUTES

1. Divide the class into 4 groups and make them sit in a circle. Assign a question from the following table about opinion to each group and ask to give opinion one by one (you can add or change the topics).
2. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.

What's your opinion about the cleanliness in the school/class?	What do you think of teachers' behaviour?
How do you feel about spending money?	Do you think that we should study English?



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Students will practice these common rules of courtesy with their friends, teachers and family.
2. (Note: Family members do not need to be literate for this, but the students practice will improve their own communication skills).

# EXPRESSIONS IN CONVERSATION-II



## STUDENT LEARNING OUTCOMES

- Use appropriate expressions in conversation to request and respond to requests live and respond to simple instructions and directions.

## INFORMATION FOR TEACHERS

- Requests are polite questions. Since the person making the request wants someone to do something. It is polite to ask if they are able to do it. "Can you pass me the salt, please?" "May I have the salt?"
- "Would you mind..." is followed by a gerund (verb + ing).
- Example: "Would you mind lending me your book?" "No, I don't mind." (is a positive response to the request).



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



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, textbook, chart paper table of and responding the requests.



## INTRODUCTION

5 MINUTES

- Brainstorm the ways of requesting for things:
  - I need a ..... I need some.....
  - Can you give me some ....., please?
  - Could you give me a ..... please?
  - Could/May I borrow your .....?
  - Can/Could I use your.....?
- Brainstorm favorable responses:
  - Sure!
  - Of course!
  - Help yourself!
- Brainstorm unfavorable responses:
  - No, I need it.
  - No, there isn't/aren't any.
  - I'm sorry! I need it this morning.
  - Sorry, I don't have one/any.
- Brainstorm students about making alternative suggestions. For example:
  - Sorry! I need it. I think there's one in the storeroom.



- ◇ Sorry! I need it. Ask Ahmed. He may have one. (Everyday speech = He's got one)
- ◇ Sorry, I don't have one/any. Can you ask the teacher?

5. Tell the students that favorable responses or the alternative suggestions are the best way to reply to a request.



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

1. Draw the following table on the board (or show this on a chart). Practise the requests in pairs or groups. Discuss with the class that it's important to be polite when you ask for something.

Can you	Open the door for me, please?
Will you	
Could you possibly	
Would you mind	Opening the door for me?

2. Now ask them to make different requests and respond in different ways with the help of this table. (Do it in small groups or pairs).

Making request	Responding to requests
Can you show me your photo album, please?	Sure here you are.
Will you lend me your book, please?	Okay.
Could you possibly show me the way to the post office, please?	No, I'm sorry I need it
Would you help me with this exercise, please?	I'm afraid I can't.
Would you mind lending me your pen?	Sorry, I can't

### Activity 2: 10 Minutes

#### Instructions:

1. Ask the class to think of all the instructions a teacher may use. Write that on board or on a chart, e.g., be quiet, come here, open your book, write on the board, clean the board, write the date on the board, draw an apple/any object on the board, turn off the fan/lights, turn-on the fan/lights, sit down, stand up, listen, read the story, write on your notebook, repeat after me, make a line, make a circle, look at the board, etc.
2. Ask the students to take a role of English teacher and make the instructions for the students.





## CONCLUSION / SUM UP

3 MINUTES

- Ask students to share the new vocabulary that they learnt to respond to different requests.



## ASSESSMENT

5 MINUTES

Ask students to make request using the following:

1. Can you \_\_\_\_\_?
2. Could you \_\_\_\_\_?
3. Will you \_\_\_\_\_?
4. Would you mind \_\_\_\_\_?



## HOMEWORK / FOLLOW UP

2 MINUTES

### Object drawing:

1. Ask the students to think of an object and give instructions to the class for drawing that. It can be done in pairs or with the whole class. Later the students can check each other.
2. Involve the students in solving problems given exercise at the end of unit/chapter.
3. Ask the students to perform the roles like teacher, principal, doctor, etc. and give instruction/directions. They can also act out making requests and responding to them.

# SKIMMING A TEXT



## STUDENT LEARNING OUTCOMES

- Skim a simple text to get a general idea.

## INFORMATION FOR TEACHERS

1. Skimming and scanning are two different reading techniques used for locating desired information in a text.
2. Scanning is a reading technique used to read a text quickly in order to look for a particular piece of information that is in the given text.
3. Skimming is when you look over a text quickly to get the general idea of it. You don't need to read every word – just pick out keywords and sentences.
4. Skimming helps you decide if the text is interesting and whether you should read it in more detail.
5. Sometimes you can use both reading methods. After you've skimmed a piece of text to decide whether it's of interest, you might then use scanning techniques to find specific information.
6. When you use the skimming technique you don't read the whole text word for word. You should look for the following clues in the given text :
  - ♦ the title, subtitles, and subheadings to find out what the text is about
  - ♦ the illustrations, diagrams, tables, or charts given in the text to give you more information about the topic
  - ♦ the first and last sentence of each paragraph
  - ♦ the introduction and summary.
7. While teaching the lesson, the teacher should consult the textbook at all steps.



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



**MATERIALS / RESOURCES REQUIRED**

- Chalks/markers, writing board, storybook/atlas/ textbook, etc.



**INTRODUCTION**

**5 MINUTES**

1. Show any storybook/ atlas/textbook to students.
2. Ask them to have a quick look at the book within 2-3 minutes.
3. After that, ask, "Could you guess what this book is about?"
4. Accept all responses and conclude by telling the correct answer.
5. Further ask them, 'What clues did you use to make a guess?'
6. Draw their attention to the cover page, title, table of contents, pictures/ illustrations, and headings in the book. Tell them that these are major clues that help us find out what a book or text is about.



## DEVELOPMENT

21 MINUTES

### Activity 1:

11 Minutes

1. Write the following paragraph on the board:

**Advertising affects our lives every day.** Brand names are common household words. We start each day using the toothpaste, soap, and breakfast foods promoted by advertisers. Ads have made the cars we drive signs of our success. Our choices of food, dress, and entertainment are affected by ads. **Not one aspect of modern life is untouched by advertising.**

2. Ask students to read the paragraph silently within 2 – 3 minutes.
3. Tell them to identify the sentence (or sentences) that express the main idea of this paragraph.
4. Ask them to discuss their answers in pairs.
5. Next, invite a few students to share their answers with the whole class.
6. Appreciate students for their work and conclude the activity by telling them that the main idea is stated at the beginning of the given paragraph and then restated at the end.

### Activity 2:

10 Minutes

1. Choose a text of students' interest. For example:

#### **Spring is Here!**

**Spring is here,  
in the air,  
you can smell it coming,  
on the trees,  
leaves are green,  
Caterpillars sunning  
Birds are back,  
grass is out,  
busy bees are humming  
on the trees,  
leaves are green,  
Caterpillars sunning**

2. Share with them the skimming technique as explained in the 'Information for Teachers' section.
3. Now, ask them to skim the given poem quickly to find out its main idea.
4. Invite a few students to share the main idea of the poem with the whole class.



## CONCLUSION / SUM UP

2 MINUTES

- Tell students that we have learnt how to skim a text to get its general idea.



## ASSESSMENT

5 MINUTES

1. Informally assess student's ability to get a gist of the text while they are sharing their oral responses during the development activities.
2. Write the following paragraph on the board and ask students to skim it and find out the sentence that expresses its main idea:

There are great numbers of deer around here. **This whole area is a great country for hunters and fishermen.** There are bears, mountain lions, and coyotes. To the north, there are streams full of trout, and there are ducks and geese.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to read a poem/story/paragraph of their own choice and write the main idea in their notebooks.
2. Assign them to do the relevant activities/ exercises from their textbook as homework

# PRONOUNS AND TRANSITIONAL DEVICES



## STUDENT LEARNING OUTCOMES

- Identify and recognise the function of pronouns and transitional devices (therefore / however/ whereas/for example).

## INFORMATION FOR TEACHERS

- Pronouns are words that are used in place of a noun. They are also called substitution words. For Example:  
**Ali and I were walking along the river.**  
**We saw some pretty flowers. ('We' refers to 'Ali and I')**
- There are various kinds of pronouns i.e., personal, (I, we, he, she) indefinite, (anyone, someone, none, everything, many, few, etc.) reflexive, (myself, themselves, yourself ourselves, herself, himself, and itself) interrogative, relative (who, whom, whose, which and that)
- Transitional devices bring more sense to a paragraph by linking one sentence with another and help carry ideas from one paragraph to another in a coherent manner.
- Transition words can be used for various functions. For example, to show:
  - Effect / Result (So & therefore. Thus & hence),
  - Cause / Reason (Because & since, due to & because of)
  - Addition (for example, in addition to)
  - Contrast (However, whereas)
- While teaching the lesson, the teacher should consult the textbook at all steps.



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



## MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, Chart of Pronouns, and Transitional words



## INTRODUCTION

5 MINUTES

- Display a chart or write the following on the board:

he	she	him	I	you	we	his	her	them	they	us
----	-----	-----	---	-----	----	-----	-----	------	------	----

- Ask students to substitute the underlined words in each sentence below with a suitable pronoun from the given box.
  - Mariam** went to her school with her mother.
  - Father promised **me and Zaffar** that he would be home early.
  - The teacher told **Imran and Amal** to work quietly.
  - My brother and I** read to our sister.

- ◇ I don't know why **Hassan's** mother is always angry at **Hassan**.
- ◇ Mother cooked a meal for **Kabir and Sakina**.



## DEVELOPMENT

23 MINUTES

### Activity 1: 10 Mintes

1. Display a transition words chart or write the following on the board:
 

Therefore	whereas	for example	in addition to	however	because	so
-----------	---------	-------------	----------------	---------	---------	----
2. Ask students, "Do you know what these words/phrases are called?"
3. Appreciate students' responses.
4. Tell students that these words/phrases are called 'transitional device or transition words'.
5. Define 'transition words' and explain to students why we use 'transition words' for coherence in our writing.
6. Share with students more details given in the 'Information for Teacher' section.
7. Write the given sentences on the board to further explain the use of 'transitional words'.
  - ◇ Some people like fat meat, *whereas* others hate it.
  - ◇ *Because* it is cold outside, I will wear a coat.
  - ◇ The test was really hard. *Therefore*, only five students passed it.
  - ◇ We should avoid eating junk food. *For example*, pizza, chips, burgers, etc.
  - ◇ The scientist claimed that the vaccine was safe. *However*, they were still hesitant to use it on humans.

### Activity 2: 13 Minutes

1. Display or write the given paragraphs on the board.
 

**Another harm caused by human activity to this earth is pollution. People have become reliant on modern technology, which can have adverse effects on the environment. For example, reliance on cars causes air and noise pollution. Even seemingly innocent devices, such as computers and mobile phones, use electricity, most of which is produced from coal-burning power stations, which further adds to environmental pollution. If we do not curb our direct and indirect use of fossil fuels, the harm to the environment may be catastrophic.**

**Animals are an important feature of this earth and the past decades have witnessed the extinction of a considerable number of animal species. This is the consequence of human encroachment on wildlife habitats, for example, deforestation to expand human cities. Some may argue that such loss of species is natural and has occurred throughout earth's history. However, the current rate of species loss far exceeds normal levels and is threatening to become a mass extinction event.**
2. Ask students to read the given paragraphs and identify the 'transition words'.
3. Now, challenge them to tell what purpose is served by each 'transition word'.
4. Encourage students' responses and drop clues to motivate them.
5. Explain whether a particular response is acceptable or not by verifying it from the given text.



## CONCLUSION / SUM UP

2 MINUTES

1. Tell the students that we have learnt that:
  - ◇ Pronouns help us to avoid the repetition of nouns in sentences.
  - ◇ 'Transition words' link one sentence with another and help carry ideas from one para-

graph to another in a coherent manner.



### ASSESSMENT

3 MINUTES

1. Ask students to choose the correct transition word in the following sentences.  
(Because, Before) it was raining, I didn't walk my dog this evening.
2. She ran really fast, (therefore, since) she is very tired
3. Get up early, (also, otherwise) you will be late.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to read a newspaper article/magazine/story, pick out 'pronouns' and 'transition words' learnt today, and write in their notebooks.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.



## PLURALS



## STUDENT LEARNING OUTCOMES

- Change the number of more regular and irregular nouns, and nouns with no change in number.

## INFORMATION FOR TEACHERS

- 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**

- 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**

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

**Examples:**

**day/days, toy/toys, valley/valleys**

- 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**

- 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**

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

**Examples:**

**ox/oxen, child/children**

**There are certain nouns that have the same singular and plural form.**

**Examples:**

**deer/deer, sheep/sheep, fish/fish**

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



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



**MATERIALS / RESOURCES REQUIRED**

- Writing board, chalk/marker, duster and textbook.



## INTRODUCTION

5 MINUTES

1. Write some regular and irregular nouns on the board. Some nouns should be singular and some should be plural.
2. Point to each noun and ask students to tell whether the noun is singular or plural.
3. Encourage students if they give correct answers. If students do not remember singular and plural nouns, tell them about singular and plural nouns with examples.
4. Ask the students to name the nouns that are same in both singular and plural forms e.g., sheep, deer, etc.
5. If students do not remember these nouns, re-tell them that spelling of some nouns remain same as singular and plural. Explain by writing examples on the board.



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

1. Ask students to take out their notebooks and textbooks.
2. Students draw four columns in their notebooks (see the drawing at the end of the lesson plan).
3. Tell the students to find and write 10 singular nouns 10 plural nouns from textbook pages. Tell them to change the singular nouns into plural nouns and plural nouns into singular nouns.
4. Move in the classroom to help students with the work.

### Activity 2: 10 Minutes

1. Write five irregular nouns that remain same as singular and plural e.g. sheep, deer, gold, silver, hair.
2. Choose one noun (e.g. sheep) and make two sentences using it. In one sentence the noun should be used as singular.
3. In the second sentence the noun should be used as plural.
4. Ask students to make sentences using the remaining four nouns. Students can use the nouns in the sentences as singular or plural.



## CONCLUSION / SUM UP

3 MINUTES

1. Ask students about some regular and irregular nouns and their plurals. Ask them to name the nouns that do not change in number when changed into plural.
2. Ask students to memorize the plurals of the nouns that they have done in this lesson.



## ASSESSMENT

5 MINUTES

1. Assess how well students remember the rules for changing number of regular and irregular nouns in the introductory activity.
2. Check students' ability to change the number of regular and irregular nouns through activity 1.
3. Check students' ability to change the number of irregular nouns that do not change in number through the activity 2.
4. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



1. Change the following into singular and then use them in sentences of your own.
  - ◇ feet
  - ◇ hair
  - ◇ knives
  - ◇ stories
  - ◇ benches

## ACTION VERBS



## STUDENT LEARNING OUTCOMES

- Recognise and use more action verbs from extended environment including other 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.

**For example:**

**To walk is a regular action verb.**

**To run is an irregular action verb.**

- 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 for each activity is flexible and can change as per need of the activity.
- Scoot: to go suddenly and speedily
- Skip: to move by hopping on one foot and then the other.
- Flip: to toss so as to cause to turn over in the air (flip a coin, flip one end of the scarf over your shoulder).
- Trip: to stumble or to fall.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



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



**MATERIALS / RESOURCES REQUIRED**

- Writing board, chalk/marker, duster and textbook.



**INTRODUCTION**

**5 MINUTES**

**Note:** The students studied the action verbs in Grade 2, 3 and 4. Therefore, review their existing knowledge of the action verbs in the introduction. Take the students to next level of difficulty by including more action verbs from extended environment.

- Begin the lesson by asking the students about verbs, action verbs, present, present continuous, past and past continuous forms of some regular and irregular verbs.

2. Re-teach the concepts that students recall poorly or seem to be confused about.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

1. Write the poem on the board. If the textbook does not have a poem with action verbs, you can use the poem given at the end of this lesson plan.
2. Ask the students to read the poem.
3. Ask two volunteer students to perform the actions while the class is singing the poem.
4. Tell the students to recognise all the action verbs in the poem.

### Activity 2:

10 Minutes

1. Write 8-10 action verbs on the board (see the sample verbs at the end of the lesson plan).
2. Ask the students if they know the meanings of those action verbs.
3. Explain the meaning of each verb to the students.
4. Ask the students to give simple present and continuous, simple past and continuous and simple future form of the verbs. Write the forms in front of each verb as the students say.
5. Tell the students to make sentences using the action verbs in their notebooks (Students can choose any form of the verb to make sentence).



## CONCLUSION / SUM UP

3 MINUTES

- Recap the lesson by asking the students the action verbs.



## ASSESSMENT

5 MINUTES

1. Assess students' understanding and ability to recognise action verbs through their correct responses during introduction and activity 1.
2. Assess students' ability to use more action verbs in writing through the sentences produced in the activity 2.
3. Arrange an oral or written quiz after few days to further assess students' ability to use action verbs in speech and writing.
4. Involve the students in solving problems given exercise at the end of unit/chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to find 15 action verbs in the textbook and write them in their notebooks. Tell students to also try to find their meanings.

## Sample– Activity 1

Read the poem and underline all the action verbs.

### Play!

By Lill Pluta

I jump. I shake.

I dance. I hop.

I like to move.

I cannot stop.

I scoot and roll  
across the floor.

I spin in circles  
out the door.

I run outside.

I leap. I skip.

I bounce. I slide.

I swing. I flip.

But I'm still careful!

I don't trip!



## Sample– Activity 2

Exchange	is/ are/was/were exchanging	exchanged	will exchange
Expand	is/ are/was/were expanding	expanded	will expand
Gather	is/ are/was/were gathering	gathered	will gather
Narrate	is/ are/was/were narrating	narrated	will narrate
Install	is/ are/was/were installing	installed	will install
Purchase	is/ are/was/were purchasing	purchases	will purchase
Measure	is/ are/was/were measuring	measured	will measure
Build	is/ are/was/were building	built	will build
Break	is/ are/was/were breaking	broke	will break
Sleep	is/ are/was/were sleeping	slept	will sleep

# PARAGRAPH CONNECTIONS

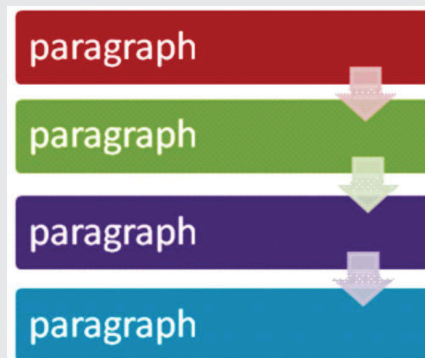


## STUDENT LEARNING OUTCOMES

- Show relationship between sentences in a paragraph, and between paragraphs.

## INFORMATION FOR TEACHERS

- A paragraph has a main sentence and then its explanation.
- When we write we must put all sentences about one thing or idea together in a paragraph i.e. every paragraph talks about just one thing in detail.



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



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



**MATERIALS / RESOURCES REQUIRED**

- Writing board, chalk/marker, duster, textbook, chart of a 'paragraph mind map' for the activity as a reference (sample given).



**INTRODUCTION**

5 MINUTES

- Help students recall the concept of a paragraph learnt earlier in previous lessons/ grades.
- Share a simple paragraph by writing it on the board.
- Highlight how sentences within the paragraph are connected with each other.



**DEVELOPMENT**

20 MINUTES

### Activity 1:

**20 Minutes**

- Brainstorm (ask for ideas from students) about the topic MY HOME.
- Write the ideas on the board.
- Keep sample chart of mind map for your reference.

4. Collect ideas on board according to the chart. Do this for almost ten minutes
5. Ask students to write three paragraphs about the topic.
6. Give clear instructions to students. Remind them of parts of paragraphs, use of pronouns, transitional devices and punctuation to make a meaningful paragraph.



## CONCLUSION / SUM UP

3 MINUTES

1. Ask students to come forward and read their paragraphs to the class.
2. Display the paragraph in a prominent place, under the heading 'YOUNG WRITERS OF THE CLASS'.



## ASSESSMENT

5 MINUTES

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

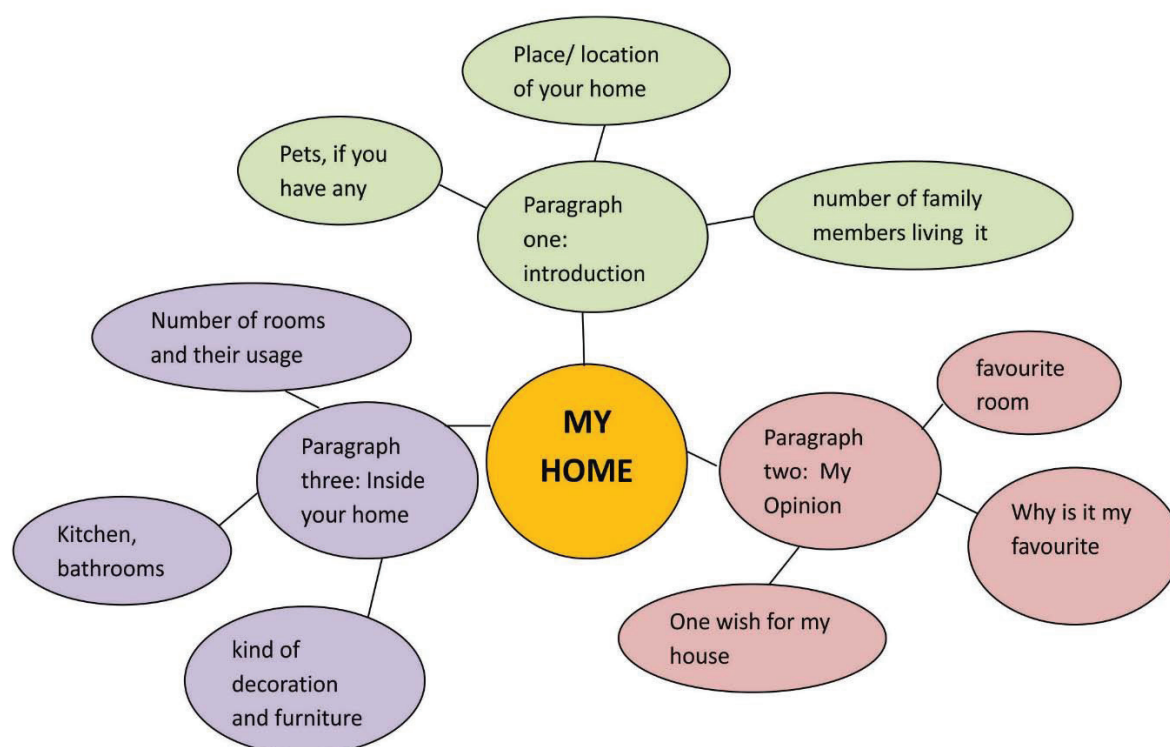


## HOMEWORK / FOLLOW UP

2 MINUTES

- Ask the students to 'Illustrate the paragraph at home' (Draw and colour a picture according to the topic).

Sample: Paragraph Mind Map





# POSITION AND DIRECTION WORDS



## STUDENT LEARNING OUTCOMES

- Explain position and direction on a picture, photograph or a map.

## INFORMATION FOR TEACHERS

- Position words or preposition: They tell us about the position, location or placement of things and people like on, in, under, up, down etc.
- Direction words: They tell us about the direction and location of the things and people like left, right, north, south, east, west, straight etc.
- The picture is attached at the end of the lesson.
- Demonstration Method: It is used when we practically show or do something in front of the children/ students to show them how it is done.
- You can conduct this lesson in one more period by reinforcing the concepts with examples for a photograph and a map.
- While teaching the lesson, consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 70 MINUTES/ 2 PERIODS**



## MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, duster, textbook, picture card 1 and 2, extension work.



## INTRODUCTION

5 MINUTES

- Recap/brainstorm the concept of 'in, under, on, right, left, up down position words' that they have already learnt in grade three and four.
- Demonstrate on a student:
- Make him/ her sit on the chair and ask: "Where is he/ she sitting?" (on the chair).
- Make sure that students pronounce the prepositions loudly and clearly so you know they are saying it correctly.
- Make him/ her sit under the chair/ table and ask: "Where is he/ she is sitting?" (Under the chair/ table).
- Make him/ her place the book in the bag and ask: "Where has he/ she placed the book?" (in the bag).



## DEVELOPMENT

21 MINUTES

### Activity 1:

7 Minutes

- Picture Card 1: (for teacher's reference only to understand next to, behind, in front of position and direction words).

- Picture Card 1:
- Let two students stand close to each other. Introduce the vocabulary word next to/beside. Change their position and make one student stand in front of another, for introducing the vocabulary word behind and in front of.



- Divide the class in two groups.
- Say, 'This time, let half the class ask the questions and the other half say the answers'.
- Let the children ask the questions of the same pattern as given in introduction activity (use book or a notebook for the activity. Place the book/notebook on, under, in (bag), next to, in front of, behind, on the left and right side of a chair, on the top and bottom/ up and down the chair).

#### Activity 2: 7 Minutes

- Paste picture card 2 on the writing board. Make the picture card yourself. Do not cut it from there.
- Reinforce the position words and direction words concept to children (information given in teacher's information column above).
- Ask students to make sentences to show the position of objects in the picture. They do the work in their notebooks independently by looking at the picture card 2. (Sample sentence given). You can write one on the writing board for them to write similar sentences.

#### Activity 3: 7 Minutes

- Write 4-5 sentences about two children playing hide-and-seek (aankh macholi or chuppan chuppai).
- Describe where one is hiding and where the other is looking for him.
- Make a simple drawing to go with what you wrote.
- Give this opening sentence to the students. They can write the rest of them:
- Guddu and Bubbly were playing hide and seek inside their house. It was Guddu's turn to find Bubbly.
- The rest of the sentences students, will write themselves. For example:
- Bubbly thought of hiding behind the door. Then she ran and hid under the bed. Guddu started looking in the laundry basket. Then he opened the cupboard and checked there. When he jumped to see if she was sitting over the shelf, he fell down and screamed. Guddi heard him and came out from under the bed to help him.



## CONCLUSION / SUM UP

2 MINUTES

- Review the lesson by asking the students to read one answer for others from their notebooks after doing their written work.



## ASSESSMENT

5 MINUTES

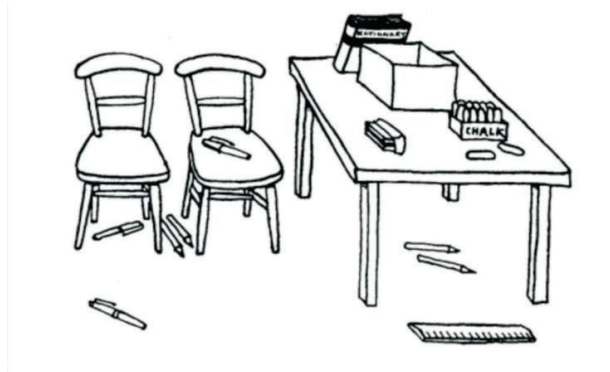
- Assess students' understanding through their correct responses during introduction, activity 1/ 2 and sum up.
- Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

- Newspaper Cutting Activities: Have students cut a picture from a newspaper (paste it in the notebook), and write two sentences using two direction and position words each related to the picture. They can even be allowed to draw a picture in case of non-availability of the newspaper.



- Use the following blanks for class work:

### Fill in the blanks:

- The book is \_\_\_\_\_ the table.
- The duster is \_\_\_\_\_ the table.
- The chair is \_\_\_\_\_ the table.
- The two pencils are lying \_\_\_\_\_ the two chairs.

### Answer Key:

- The book is on the table.
- The duster is on the table.
- The chair is in front of the table.
- The two pencils are lying between the two chairs.

Extension worksheet is also attached as an assessment tool for children.

## Prepositions of Place

Look at the pictures. Complete the sentences using the correct prepositions from the box.

Above – under – between – in – next to – behind

1. The cat is \_\_\_\_\_ the sun.



2. The small house is \_\_\_\_\_ the big house.



3. The building is \_\_\_\_\_ the two trees.



4. The computer is \_\_\_\_\_ the desk.



5. The subway train is \_\_\_\_\_ the city.



6. The books are \_\_\_\_\_ the cart.



7. The moon is \_\_\_\_\_ the three houses.



**Answers Key: 'Prepositions of place'**

1. next
2. behind
3. on
4. between
5. above
6. in
7. under

## INTERJECTIONS



## STUDENT LEARNING OUTCOMES

- Write short texts in speech bubbles and cartoon strips using vocabulary, tone, style of expression appropriate to the communicative purpose and context.

## INFORMATION FOR TEACHERS

- Interjections show strong feelings. e.g. Oh! (surprise) Hurray! (Joy) Ouch! (Pain). Eek (repulsion or fear), Oops (mistake or blunder), Mmmm (liking), Oh! (Surprise) and Yuk (disgust).
- Interjections have an exclamation mark “!” after them to express strong emotions such as anger, surprise, happiness, etc. as this is a feature of tone.
- Students should be able to infer the context of the situation from the picture/cartoon strip.
- Formulaic expressions and phrases are used: What a/an (adj+noun) to express opinion/emotion. e.g. What a beautiful day! What a pretty flower!
- Communicative purpose is also determined by the context e.g. to apologize, to seek permission, to request, to express gratitude, express wishes, etc.
- Emoticons are simple expressions shown through a round face:



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, textbook, attached worksheets.



## INTRODUCTION

5 MINUTES

- Write ‘Hurray!’ on the board and ask the students what could have happened?
- (Possible answers: good news, victory, etc.).
- Encourage the students to say dialogues using ‘Hurray’ to express joy!
- Ask pairs of students to read the following dialogue aloud, with expression.

**Sample Dialogue:****1<sup>st</sup> student “Hurray! We won the match!”****2<sup>nd</sup> Student: “That’s great! Let’s celebrate!”****1<sup>st</sup> student: “Yes, lets’ have a party!”**

- Ask students to give feedback to each other. Did they read it with the right expression? Was there too much emotion or too little?
- Introduce the concept of interjections. Tell them that the force of emotion can’t be put on paper but we can use punctuation to show how a particular word was said i.e. through exclamation mark.



## DEVELOPMENT

20 MINUTES

### Activity 1: 07 Minutes

1. Draw or paste the picture on a chart and show it to the students.
2. Ask the students to tell what is going on in the pictures.
3. Write the words 'Ouch', 'Yuk', 'Wow', 'Ah', 'Oops', 'Eek', etc. on the blackboard and repeat how they are used at least three times.
4. Show the picture with the speech bubbles to the students.
5. Ask them to infer/guess from the expression of the children the emotion or feeling that each interjection is showing. What are the characters saying in these particular situations? Eek (repulsion or fear), Oops (mistake or blunder), Mmmm (liking), Oh! (Surprise) and Yuk (disgust).

### Activity 2: 06 Minutes

1. Ask the students to write in groups a 3-4 lines dialogue that uses 2-3 of the interjections.
2. If they can't think of any ideas, help them think of situations where they themselves were very happy or angry, etc.
3. Once they are ready with their dialogue, ask each group to present their short dialogue.
4. Monitor and help the students.
5. When they are done, ask the answers from the students randomly.

### Activity 3: 07 Minutes

1. Draw or paste worksheet 2 on a chart (it will be recyclable) and show it to the students.
2. Make speech bubbles on the blackboard and ask the students to draw the same in their copies.
3. Ask the students to tell what is going on in the picture.
4. Tell what Mrs. Khan is saying/ thinking/ doing?
5. What happened to Ali and what he is saying/feeling using appropriate interjections.
6. After some discussion, ask the students to write what Mrs. Khan is going to say/do using appropriate interjections.
7. Write what Ali is saying or will say in the speech bubbles in their copies (The context can be of two friends, one is hurt and the other is helping him).
8. Monitor and help the students while writing.



## CONCLUSION / SUM UP

3 MINUTES

1. Ask the students:
  - ◇ What are interjections?
  - ◇ Say the interjections aloud.



## ASSESSMENT

5 MINUTES

1. When the students are done with the writing, ask them to do the peer checking.
2. Tell 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 exercise at the end of unit/chapter.





1. Ask the students to observe their family members what they are doing and what expressions and interjections they are using at home and write them in their notebooks (not more than five).





## DIPHTHONGS



## STUDENT LEARNING OUTCOMES

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

## INFORMATION FOR TEACHERS

- Go through the Grade 4 lessons on diphthongs.
- There are 26 letters of the English alphabet, 5 are vowels and the other 21 are consonants. The vowel letters produce 20 sounds. These sounds are called vowel sounds. Of these 20 sounds, 12 are single vowels known as monophthongs.
- Diphthongs are glided vowel sounds that combine two individual sounds within a single syllable. A diphthong is a type of vowel sound that is made up of a combination of two single vowel sounds but within the same syllable. The sound of a diphthong glides or moves smoothly from the first vowel to the second.
- There are eight are diphthong sounds among these 20 sounds. The International Phonetic Alphabet (a system to write 'sounds' of a language) uses certain symbols to represent these sounds. The letter combinations in the example words can help students recognise the relationship of these symbols with the sounds. This table may help you for a better understanding.

Serial No.	Letters	Diphthong Symbols	Examples of Diphthongs
01	o + i	/bɔɪ/	boil
02	o + u	/aʊ/	owl
03	g + o	/gəʊ/, /səʊ/	go, so
04	u + e	/aɪ /, / aɪ/	I, eye
05	o + i, o + y	/vɔɪs /, / tɔɪ /	voice, toy
06	a + y	/eɪ/	day
07	a + i	/tʃeə /	chair
08	e + a	/ɪə /, / dɪə/	ear, deer

- For an understanding of symbols, you can see the example words and notice the sound of each diphthong symbol.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalk/Marker, writing board, duster, textbook, etc.



## INTRODUCTION

5 MINUTES

1. First, randomly write a few words that contain diphthongs and a few other words which do not have any diphthong.
2. Ask students to say aloud each of them.
3. Now circle the words having diphthongs.
4. Ask students if they feel any difference while pronouncing these words compared to others.
5. Ask them what difference they feel in pronunciation.
6. Collect their responses and underline the diphthong letters and write them separately.
7. Now, introduce your topic and tell the students that when a vowel sound is made up of a combination of two single vowel sounds but is pronounced in the same syllable we call it diphthong.



## DEVELOPMENT

20 MINUTES

### Activity: 20 Minutes

1. Tell students that they are going to practice diphthongs with the help of a song.
2. Ask them to follow the instructions and act likewise.
3. Recite the rhyme and ask students to recite after you:

**Come on, come on, say the diphthong poem; come on, come on, say the diphthong poem.**

**Diphthong turns two vowel sounds into one.**

**Let's all recite together.**

o and i says /oi/ as oil and voice  
 a and u says /au/ like august and sauce  
 u and e says /ue/ as glue and true  
 o and y says /oy/ like joy and toy  
 o and w says /ow/ as owl and brown  
 o and o says /oo/ like goose and choose  
 e and w says /ew/ as flew and chew

**Come on, come on, say the diphthong poem; come on, come on, say the diphthong poem.**

**Diphthong turns two vowel sounds into one.**

**Let's all recite together.**

o and i says /oi/ as \_\_\_\_\_  
 a and u says /au/ like \_\_\_\_\_  
 u and e says /ue/ as \_\_\_\_\_  
 o and y says /oy/ like \_\_\_\_\_  
 o and w says /ow/ as \_\_\_\_\_  
 o and o says /oo/ like \_\_\_\_\_  
 e and w says /ew/ as \_\_\_\_\_

### Note to the teacher:

- While reciting the second time, you should stop and let students complete with reciting

the examples.

- After reciting, review the concept of gliding in diphthong and tell students to think of a few more examples for each diphthong.



### **CONCLUSION / SUM UP**

3 MINUTES

1. Tell students that learning diphthongs will help them to read and write better. Also, tell them that they should notice diphthongs while reading.



### **ASSESSMENT**

5 MINUTES

1. Divide the class into eight groups and assign each group a separate diphthong symbol.
2. Tell them to open any unit from their textbook and underline the examples of each provided symbol.
3. When they have completed their assigned work, write diphthongs diphthong symbols on the writing board in a row. Then, ask students to share example words for each diphthong.
4. Write the words under relevant symbols.



### **HOMEWORK / FOLLOW UP**

2 MINUTES

1. For homework, tell them to pick the words having diphthongs from the newspaper, storybooks, or textbooks of their siblings, and write them in their notebook.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

# SIMPLE INSTRUCTIONS AND DIRECTIONS



## STUDENT LEARNING OUTCOMES

- Use appropriate expressions in conversation to give and respond to simple instructions and directions.

## INFORMATION FOR TEACHERS

### a) Asking for Directions

- We mostly use polite words while asking for directions.

#### ♦ Examples:

- Excuse me! Can you tell me the way to the hospital?
- What is the best way to the market?
- Where can I find a bookstore?
- Will you please tell me where the library is?

### b) Giving Directions/ Instructions

- We use imperative sentences to give orders or directions.

#### ♦ Examples:

- It will be on your right.
- 'Eat your vegetables!'
- 'Turn left and go straight on.'

### c) Responding to Directions/ Instructions

- One should respond to instructions respectfully.

#### ♦ Examples:

- Yes, I understand.
- Great! Thanks for your help.
- Thank you very much.
- Many thanks.
- It's very kind of you.
- I appreciate your help.
- I'm so grateful.

- While teaching the lesson, also consult the textbook at all steps.



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



**MATERIALS / RESOURCES REQUIRED**

- Conversation cards, audio/video device, writing board, chalks, board markers, charts, and textbook.



## INTRODUCTION

5 MINUTES

1. Begin the class by pretending you need to go to a certain place in the school (e.g., the principal's office, staff room, or library), but you don't know how to get to that place. Ask students to help you by giving you directions.
2. Let students give you directions to your desired destination. Keep asking until their directions are clear.
3. Appreciate students for helping you and tell them that sometimes we or someone needs to find a place and we need to ask someone else for help. We use certain phrases or expressions to ask for directions or give directions. In today's lesson, we are going to practice asking for and giving directions.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

1. Say: "Imagine you are traveling to an English-speaking country. One of the most important things you are going to need to know is how to ask for directions because there are many places you don't know how to get to. So first we are going to practice some useful phrases to ask for directions. Remember to be polite when asking for directions, and don't forget to say "thank you"!"
2. Write the following sentences on the board:
  - ♦ **Can you give me directions to** the nearest post office?
  - ♦ Are we **on the right road for the city?**
  - ♦ **How do you get to** the railway station?
  - ♦ **Where is** the bus stop?
  - ♦ **Where can I find** the nearest bank?
  - ♦ **How do I get to** the library?
  - ♦ Is there a restaurant **near here?**
  - ♦ **Where is the nearest** hospital?
  - ♦ Do you know **where the mosque is?**
  - ♦ **Is there a** medical store **around here?**
  - ♦ Can you tell me **how to get to the airport from here?**
3. Ask students to read the sentences silently for a while. Then, review the sentences with the whole class – underline the phrases for asking for directions (as shown above).
4. Next, tell students that they are going to look at a few examples of giving directions.
5. Write the following sentences on the board and review them with the whole class:
  - ♦ *Go past the hospital.* (Pass the hospital.)
  - ♦ *Go along this road.*
  - ♦ *Go straight on/ahead.* (Stay on this road – don't turn.)
  - ♦ *Go through the tunnel.*
  - ♦ At the roundabout, take the first exit.
  - ♦ Turn left at the next corner.
  - ♦ Take the second right.
  - ♦ It's on your left.
  - ♦ You'll see it in front of you.

- ◇ It's on the other side of the road.
  - ◇ You're going the wrong way.
6. Tell them that giving instructions is similar to giving directions as the instructions are also imperative sentences – however, instructions are usually used for other tasks and situations, e.g., instructions for using a mobile phone or instructions for working in a team/group, etc. Tell them that often there are sequence words (first, second, next, then, after that, etc) used in instructions. Share a few examples of instructions with the class:
- “Practise English for ten minutes a day!”**  
**“Be careful!”**  
**“Come here!”**  
**“Sit down!”**  
**“Don’t go!”**  
**“Do not walk on the grass.”**
7. Tell students that in the next activity, they will get an opportunity to try using some of these expressions.

**Activity 2: 10 Minutes**

1. Write the following dialogue on the board and ask students to practise it in pairs:
  - ◇ Sara: Excuse me! How do I get to the post office?
  - ◇ Tehreem: Sorry, I'm not from around here.
  - ◇ S: Do you know where the closest bank is?
  - ◇ T: If you cross the street, you will find a bank there.
  - ◇ S: Thank you!
  - ◇ T: Don't mention it.
2. Next, divide the class into small groups and ask students to practise the following role-play. The group should choose a 'teacher' and then practise the roleplay:
  - ◇ Teacher: Good morning, students.
  - ◇ Students: Good morning, Ma'am/Sir.
  - ◇ T: Did I give you homework last week?
  - ◇ S: Yes, Ma'am/Sir.
  - ◇ T: Now, show your notebooks!
  - ◇ S: All right, Ma'am/Sir.
  - ◇ T: It's hot today. Turn on the fan, please!
  - ◇ Irum: With pleasure, Ma'am/Sir.
  - ◇ T: Thank You!
  - ◇ I: Don't mention it, Ma'am/Sir.



**CONCLUSION / SUM UP**

**2 MINUTES**

1. Conclude the lesson by telling the students that expressions are important to convey thoughts. By giving proper instructions, we can guide and help others with ease. In this way, the listeners easily understand the conversation. It makes communication more effective.
2. Similarly, following and responding to instructions is an important life skill. When someone provides instructions, it is important to listen to those instructions attentively and respond appropriately.



## ASSESSMENT

3 MINUTES

1. Ask the students various expressions used in the conversation. Ask them to use expressions to give simple instructions. Ask the remaining students to respond to those instructions politely.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to write a dialogue between a doctor and a patient (in their notebooks) showing instructions and responses. Moreover, ask them to practise the dialogue with any family member.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

## MAKING INFERENCES



## STUDENT LEARNING OUTCOMES

- Apply while reading strategies to interact with the text to make simple inferences using the context of the text and prior knowledge.

## INFORMATION FOR TEACHERS

1. Inference means drawing conclusions based on information that has been implied rather than directly stated.
2. While making inferences the reader uses the clues in the text to discover what is not directly stated.
3. Making inferences requires students to combine what they are reading with what they already know, to reach into their personal knowledge and apply it to what they are reading.
4. Teachers can use the following activities to reinforce inferring information from text:
  - ♦ **Guess meanings.** Use a short passage appropriate for the grade level and underline a few difficult words. Students must use clues in the passage to infer the meaning of the underlined words.
  - ♦ **Use pictures from magazines.** Have students bring in a picture from a magazine showing different facial expressions. Discuss each picture, talking about how the person might be feeling. Have students give supporting reasons for their opinion, such as, "I think he is angry because his face is tense."
  - ♦ **Shared reading.** Have students read in pairs; one student reads a short paragraph and must summarize the paragraph to his/her partner. The partner asks questions that have not been specifically answered in the summary to have the reader make inferences about the passage.
5. While teaching the lesson, the teacher should consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, storybook/atlas/ textbook, etc.



INTRODUCTION

5 MINUTES

1. Write the given sentence on the board.  
*After selling out all the fruit, Salman sat under a street light to complete his homework.*
2. Ask students to read the sentence carefully and guess to find the answers about Salman.
  - ♦ Is Salman a rich boy?
  - ♦ Why do you think he is poor or rich?
  - ♦ What does he do?
3. Encourage students to think and share their responses.
4. Further ask them, 'Which words helped you to make a guess?'



5. Help them in identifying clues given in the text, e.g., he sat under a tree to complete his homework, which means he is working part-time to earn a living or support his family.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

1. Choose a text of students' interest. For example:

*Alice was beginning to get very tired of sitting idly by her sister on the bank, and of having nothing to do: once or twice she had peeped into the book her sister was reading, but it had no pictures or illustrations in it, 'and what is the use of a book,' thought Alice 'without pictures or illustrations?'*

2. Invite students to guess the meanings of the underlined words.
3. Tell students to try to understand words in relation to other words given in the text and attempt to infer the meaning by combining what they are reading with what they already know.
4. Encourage students to respond and write correct responses on the board.
5. Share with students more details given in the 'Information for Teacher' section.

### Activity 2:

10 Minutes

1. Show or write the given passage on the board.

*My little sister hid behind the sofa as a storm roared outside. There was lightning and thunder. My sister sobbed each time she heard the thunder. My father tried to persuade my sister to come out, but he wasn't successful in convincing her to leave her hiding place.*

2. Have students in pairs.
3. Ask students to read the passage and answer the following questions:
  - ◇ Why was the little girl hiding behind the sofa?
  - ◇ How was the weather condition?
  - ◇ Why was she sobbing?
4. Facilitate students while they are working in pairs.



## CONCLUSION / SUM UP

3 MINUTES

Tell students that we have learnt to make inferences by making use of contextual clues and previous knowledge.



## ASSESSMENT

5 MINUTES

1. Get a picture from a magazine or newspaper and paste it on the writing board. Ask a few 'why' and 'how' questions about the picture, e.g.:
  - ◇ Why is the boy so happy?
  - ◇ How do you think the old man in the picture feels?
  - ◇ Why are the people standing and clapping?



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to look for a picture story in a newspaper/storybook/textbook and write a sentence about each picture.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

# INTEGRATED LANGUAGE LEARNING



## STUDENT LEARNING OUTCOMES

- Apply critical thinking to: interact with text using intensive reading strategies (while reading).
- Use common graphical features such as pictures, tables and diagrams in texts to increase understanding.

## INFORMATION FOR TEACHERS

1. When reading a table, introduce key terms: columns, rows, down, across, top, bottom.
2. Integrate this lesson with content/text from other subjects' especially social studies where non-fiction text can be used to develop this intensive reading strategy. Some possible instances can be a text with information given in a table form e.g. crops of Pakistan or climate of Pakistan or any other content that relies on tabular data.
3. While teaching the lesson, consult textbook at all steps where and when applicable.



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



## MATERIALS / RESOURCES REQUIRED

- Text with pictures and tables (appendix), writing board, chalk/ marker, textbook, etc.



## INTRODUCTION

5 MINUTES

1. Ask the class to open up the pages of the text book which you have selected for this lesson (Refer to information for teachers: Social Studies and Science book).
2. Ask them to first look at the picture and guess what will be there in the text. Give them some time and then ask questions.
3. Then start reading the text and relate the text with the pictures and tables available. You must stop reading the text where anything important is going that can be related to the text.
4. Tell the class how important the pictures and diagrams are while reading the text.
5. Try to relate this lesson with the lesson of any other class, especially Science. The diagrams in the science book are really important because these diagrams help the students understand the real concept behind the lesson.



## DEVELOPMENT

20 MINUTES

### Activity 1:

20 Minutes

1. You have a sample text including a picture with you (appendix). Divide the class in different groups depending on the number of sample text copies you have.
2. Now ask each group to read the sample text with the pictures. After they are done, ask one

volunteer from each group to come up and explain the text only through pictures.

3. She / He just needs to show the pictures to the class and explain what is going on. You should add details which are missing.
4. This will help the class understand the importance of pictures with the text and also will improve the confidence of the students.
5. Ask students to use the hints given in the first column to fill in information in the second column (ways in which can be saved).



## CONCLUSION / SUM UP

3 MINUTES

1. Conclude the lesson by letting the students know that pictures and other graphical features are very important for learning. They need to relate the text with the pictures available for better understanding. Recap some key terms introduced.



## ASSESSMENT

5 MINUTES

1. You have the text with pictures included in it. Ask students to relate the text with the picture. Don't show them the text in the start, show them the picture and ask them what they can depict from it.
2. Involve the students in solving problems given exercise at the end of unit/chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

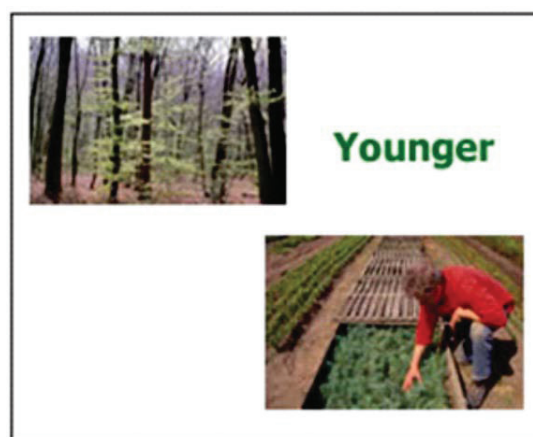
1. Tell the students to read picture story books at home.

### Trees

**Trees have many uses. They help purify the air. They protect land against erosion. They also protect our homes from being hit by floods by slowing down the flow of water. If we cut down too many trees, the rainfall in our country will become lesser and lesser and the climate will get warmer and warmer.**

2. There are many ways to group or classify trees.
3. We can group them by size:





## Water

**Human beings cannot live without water. The supply of water is limited. It is important that we save it and use it carefully. Since Pakistan has few dams for storage of water, our water supply is very limited.**

How can I save water?	
In the bathroom	
In the kitchen	
In the garden	
While washing a car or a bike	
While making ablution (Wazu)	

# WORD BUILDING/VOCABULARY ENRICHMENT



## STUDENT LEARNING OUTCOMES

- Make anagrams from simple two/three 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. bear=bare, ode = doe. dear = read, tear = rate.
- It's a vocabulary building game.
- Clearly explain the meanings when needed.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



## DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster and textbook.



## INTRODUCTION

5 MINUTES

- Point to students what they are to do.
- Give them an easy word at this point to get them motivated, such as spin (pins).
- Just for interest, tell them that if you rearrange the letters in the word Decimal Point, you can make, I am a Dot in place!
- If you rearrange the letters in Schoolmaster you get The Classroom!
- Let them wonder over this and recheck if this is actually correct!



## DEVELOPMENT

20 MINUTES

### Activity 1:

20 Minutes

- Give the groups two syllable words to rearrange into other words.
- If students are unable to guess, give them clues such as for elbow you can say, it is a part of your arm.
  - below (elbow)
  - eager (agree)
  - refill (filler)
  - scared (sacred)
  - staple (plates, petals)

**CONCLUSION / SUM UP**

3 MINUTES

1. Conclude the lesson by telling the class that anagram is very useful in many aspects. Ask students the new words that they have learned.
2. Ask them if they know of other word games, such as crossword puzzles.

**ASSESSMENT**

5 MINUTES

1. Observe their performance during class. No formal assessment is required.
2. Involve the students in solving the problems given in 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.

## GENDER IN NOUNS



## STUDENT LEARNING OUTCOMES

- Classify and change the gender of more nouns from immediate and extended environment (masculine/feminine/neuter).
- Recognise and identify the common gender used for both male and female.

## INFORMATION FOR TEACHERS

1. Masculine – The masculine gender is used for male nouns (boys, men and male animals).
  - ♦ **Examples:**
  - ♦ man, lion, king, horse
2. Feminine – The feminine gender is used for female nouns (girls, women and female animals).
  - Examples:**
  - woman, lioness, queen, mare**
3. Neuter – the neuter gender represents non-living things.
  - Examples:**
  - chair, table, tree, car**
4. 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/grand mother, landlord/landlady**
5. Common gender nouns are nouns that are used for both males and females.
  - Examples:**
  - children, doctor, parent, bird**
6. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster and textbook.



## INTRODUCTION

5 MINUTES

1. Ask students some simple masculine-feminine pairs to help them understand the concept.
2. Tell them that we are getting pairs together, one male and one female:
  - ♦ What is the other part of the pair for father? (mother).
  - ♦ What is the female partner of brother? (sister)
  - ♦ What is the female partner of boy? (girl)
  - ♦ Write masculine nouns on the board.
3. Tell them that the male in the pairs, they just made, is the masculine and the female is the feminine. Write feminine nouns also on the board.
4. Say 'Good' or 'Well done' if students give correct answer. Teach masculine nouns with examples if the students do not remember masculine nouns.



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

1. Divide the class into two teams; Team A, Team B.
2. Draw two columns on the board. Write Team A on top of the first column. Write Team B on top of the second column.
3. Explain to the students that they will say a noun and Team A will have to tell whether the noun is masculine, feminine or neuter.
4. Continue to play for 10 minutes. The team that scores most points, wins. Ask the whole class to clap for the winning team.

### Activity 2: 10 Minutes

1. Ask the students to take out their textbooks.
2. Assign 2 pages to each child.
3. Explain to the students to find the masculine/feminine/neuter nouns from the pages.
4. Tell the students that they have five minutes for this activity.
5. Then ask students to share what nouns they found. Also ask them to find if the noun they found is masculine, feminine neuter.



## CONCLUSION / SUM UP

3 MINUTES

1. Recap what masculine, feminine and neuter genders are. Orally ask students some nouns (masculine, feminine neuter) and ask for their gender.



## ASSESSMENT

5 MINUTES

1. Assess the students' ability to classify nouns according to their gender through their responses in the introductory activity.
2. Assess students' ability to recognise common gender nouns through the correct nouns selected in the activity 2 and follow up activity.



- Ask students to memorize the masculine for the feminine nouns and test them on it the following week.
- Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

- Ask the students to write in their notebooks ten (9 masculine, feminine, neuter genders) that they find in their surroundings.

### SAMPLE QUIZ 1

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

Emperor	Mistress	Computer	Actress	Candle
Library	Doctor	Gentleman	Bride	Baby
Bread	Host	Uncle	Lioness	Hospital
Poet	King	Teacher	Policewoman	Friend

Masculine	Feminine	Neuter	Common

**Answer Key:**

Masculine	Feminine	Neuter	Common
Emperor	Policewoman	Computer	Doctor
Gentleman	Mistress	Candle	Teacher
Uncle	Actress	Bread	Friend
King	Bride	Library	Baby
Poet	Lioness	Hospital	Host

## SENTENCE STRUCTURE



## STUDENT LEARNING OUTCOMES

- Recognise and use simple SVO pattern sentences with direct and indirect objects.

## INFORMATION FOR TEACHERS

- The subject of a sentence is what the sentence is about:
- The verb in a sentence is the action word.
- The object receives the action of the verb.
- Ayesha (subject) reads (verb) a book (object)



DURATION / NO OF PERIODS: 70 MINUTES/ 2 PERIODS



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster and textbook.



## INTRODUCTION

15 MINUTES

- Instructions: Write the following on the board and explain:

"I like English a lot."	
<b>I</b> is the subject (who, what). <b>Like</b> is the verb (action, condition) <b>English</b> is the direct object (receives action)	The subject comes first, the verb second, and the object third. <b>Subject + Verb + Object (SVO)</b>



## DEVELOPMENT

40 MINUTES

## Activity 1: 10 Minutes

- Draw this table on the writing board/chart and explain through examples.

Subject (Who, What)	Verb (Action, Condition)	Object (Receives actions)
I	play	football.
Abrar	is singing	a nice song.

- Now ask some students to write and explain their sentence as you did. Allow them to share any SVO pattern sentence from their English textbooks or storybooks.

## Activity 2: 15 Minutes

- Explain the following table to the students and make them do and write the same way.

2. A direct object is a word that is affected by the action of the verb directly.
3. An indirect object tells to whom or for whom the action of the verb is done.

**Examples:**

Subject (S)	Verb (V)	Indirect Object (S)	Direct Object (DO)
Umer	gave	Shahid	a present.
Umer	Gave	him	a present.
Subject (S)	Verb (V)	Direction Object (DO)	Indirect Object (IO)
Hadia	Gave	some flowers	To Faiza

**Q. Rewrite the sentences under S, V, IS and DO.**

	S	V	IO	DO
Hira gave Anum a biscuit.				
Ali left her bag in the train.				
Hasan gave mother a big hug.				
I sent her a birthday present.				
Babar gave his dog a bone.				
	S	V	DO	IO
He writes letter to cousins.				
Mother gave me some gifts.				
Saleem donated money to a hospital.				
I gave an application to the principal.				
The doctor gave medicine to a patient.				

**Activity 3: 15 Minutes**

Make a sentence for the following patterns:

1. S-V-DO \_\_\_\_\_
2. S-V-IO \_\_\_\_\_
3. S-V-DO-IO \_\_\_\_\_
4. S-V-IO-DO \_\_\_\_\_



**CONCLUSION / SUM UP**

5 MINUTES

1. Ask the students for their understanding about Subject, Object, Verb, Direct object, and Indirect object with examples.



**ASSESSMENT**

8 MINUTES

1. Instructions: Ask the students to read the sentences below and choose the correct SVO sentence structure:

Q. Underline the correct subject + verb + object sentence structure from the following set of sentences.

**For example:**

In the part met my friend I.

I met my friend in the park.

Met my friend I in the park.

<ul style="list-style-type: none"> <li>▪ Jamil took a test.</li> <li>▪ TOOK Jamil a test.</li> <li>▪ A test Jamil took.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Shahid played tennis.</li> <li>▪ Played tennis shahid.</li> <li>▪ Tennis Shahid played.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Late get up did you this morning?</li> <li>▪ Did you late get up this morning?</li> <li>▪ Did you get up late this morning?</li> </ul>	<ul style="list-style-type: none"> <li>▪ He drives home after work.</li> <li>▪ He home drives after work.</li> <li>▪ Home he drives after work.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Everyone left the party early.</li> <li>▪ Left everyone the party early.</li> <li>▪ The party everyone left early.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do you music listen to every day?</li> <li>▪ Do you listen to music every day?</li> <li>▪ Do you every day listen to music?</li> </ul>

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



## **HOMEWORK / FOLLOW UP**

**2 MINUTES**

1. Ask the students to select and write any 5 sentences from their English book for S-V and S-V-O patterns.
2. Anything related to the taught concept present in the textbook, must be practised with the students.

## CAPITALISATION



## STUDENT LEARNING OUTCOMES

- Use capitalisation according to the rules learnt earlier.
- Recognise and apply capitalisation to the initial letter of the key words in the titles of stories and books.

## INFORMATION FOR TEACHERS

1. Rules of capitalisation learnt earlier are, "Recognise and apply capitalisation to the initial letter of the:
  - ◇ first word of a sentence
  - ◇ names of people, pets and places
  - ◇ proper nouns: days of the week, months of the year, names of holidays and special events and groups
2. Teachers should also study class 3 and 4 lesson plans for the same SLO for better understanding and appropriate progression of the lesson.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, textbook, cuttings from newspapers any old children magazine.



## INTRODUCTION

5 MINUTES

1. Write the sentences shown in the picture on the board with the circled letters and discuss the statement.
2. Make the students think why some letters have been circled.
3. Briefly discuss the meaning of the sentences.
4. Then ask the students to capitalize the circled letters and tell the rules of capitalisation learnt earlier.
5. Discuss following saying of Quaid-e-Azam and then ask to capitalize where required. First do it on the board with the whole class then they can do it in their notebooks.



"Pakistan is proud of her youth, particularly the students, who are nation builders of tomorrow".

Quaid-e-Azam Muhammad Ali Jinnah

**Activity 1: 10 Minutes**

1. Discuss the following statements in the box with the students.
2. Ask them to rewrite the sentences after applying capitalisation rules.
3. Tell them that all the sentences begin with a capital letter. We also capitalize proper nouns, which are names of special people, place, things, the days of the week, seasons, etc. Find the mistakes. Rewrite the sentences after making corrections.
  - ◇ during summer it is very hot.  
\_\_\_\_\_
  - ◇ yesterday December it is very cold.  
\_\_\_\_\_
  - ◇ during December it is very cold.  
\_\_\_\_\_
  - ◇ eid is a special day.  
\_\_\_\_\_
  - ◇ Is it Saturday tomorrow?  
\_\_\_\_\_
  - ◇ My pet cat billu is very active?  
\_\_\_\_\_
  - ◇ i went to become doctor and help people of my area.  
\_\_\_\_\_
  - ◇ sajid lives in Faisalabad.  
\_\_\_\_\_

**Titles of Books and Stories**

Rewrite each title using the correct capitalisation.

1. nursery rhymes (title of a book)  
Nursery Rhymes \_\_\_\_\_
2. the superman (title of book)  
\_\_\_\_\_
3. the fox and the grapes (title of a story)  
\_\_\_\_\_
4. the read riding hood (title of a story)  
\_\_\_\_\_
5. my friends and I (story title)  
\_\_\_\_\_

**Activity 2: 10 Minutes**

1. Make a chart (as shown below) in the classroom and involve all the students to fill it by using capitalisation rules. Encourage the students to get the names from different sources, e.g. textbook, newspapers, wrappers, television, advertisements, signboards, etc.
2. Display the chart in the classroom throughout the year.

	People
	Pets

	Places
	Days of the Week
	Months of the Year
	Names of holidays
	Special Events
	Seasons
	Books & Stories



## CONCLUSION / SUM UP

3 MINUTES

- Recap the capitalisation rules with examples.



## ASSESSMENT

5 MINUTES

1. Circle each letter that should be capitalized.
  - ◇ monday is the first day of the week, and tuesday is the second.
  - ◇ shahid and yousaf play football every sunday.
  - ◇ samina went to islamabad for her vocation.
  - ◇ last December I visited multan.
  - ◇ many children can speak english.
  - ◇ jacob loves december because it has christmas.
  - ◇ amjad got a gift of a storybook "my new school".
  - ◇ i recite the holy quran daily.
2. Select any paragraph from the textbook of grade 5. Make all those letters small which are capital. Then ask the students to rewrite the paragraph using capitalisation rules.
3. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Make the students visit the school library (if they have one) and write some of their favourite titles. Students can also share with the class, if they have any good book/story of their level and interest at their home.
2. If there is no school library, you can bring 5-10 books to school that students can pass around and work with.

## TYPES OF PARAGRAPHS-I



## STUDENT LEARNING OUTCOMES

- Identify descriptive, narrative and expository paragraphs to note the differences.

## INFORMATION FOR TEACHERS

- In the previous lesson students learnt about these types of paragraphs. They have done these concepts in previous classes also so reinforcement and review is required.
- Lesson plan 2 will focus on practicing the three types of paragraphs in groups to identify differences and correct them.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, textbook.



## INTRODUCTION

5 MINUTES

- Ask students about the three types of paragraphs they have learnt in previous lesson and their meanings.
- Recap their knowledge and inform students clearly that narratives are written like stories. They have characters, a problem or conflict to solve, some actions and a proper setting.
- Descriptive paragraphs describe objects or persons or places or events and use adjectives (to describe).
- Expository paragraphs explain a concept or procedure or a process e.g. making omelet or explain the importance of things (like they did for trees in previous class). Transitional words are used to write an explanation of a process or procedure.
- Ask students which one they prefer to read and to write. Ask them to vote for each one by a show of hands (that is, by raising their hands).



## DEVELOPMENT

20 MINUTES

## Activity 1:

10 Minutes

- Divide the class into six groups.
- Two groups write a narrative paragraph, two groups write descriptive paragraph and remaining two groups write an expository paragraph.
- Take ideas from students about the topics to be written for each paragraph. This will tell you how much they have understood the concept and the differences among the three paragraph.



**Activity 2: 10 Minutes**

1. Members of groups come forward and share their paragraphs with class.
2. Focus of this activity is to identify the three types of paragraphs and the type of words used to write them.
3. In place of this activity, you can also ask students to open their textbooks and identify the three types of paragraphs from the book.

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

1. Ask the meanings of three types of paragraphs and tell the differences among them.

**ASSESSMENT****5 MINUTES**

1. Through students' oral feedback and written work, determine whether they have been able to understand each type of paragraph.
2. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.

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

1. Students re-write the paragraph they have written in their group, in their notebooks.

# PARAGRAPH WRITING – (DESCRIPTIVE)



## STUDENT LEARNING OUTCOMES

- Use appropriate vocabulary and tense to write a simple paragraph by:
  - ◊ Giving physical description and character traits/characteristics of a person/ object/ place moving from general to specific.

## INFORMATION FOR TEACHERS

1. The students should be able to use what they already know of paragraph writing.
2. Physical description: You describe the appearance and physical body of the person and object, i.e. how does it look. Use of adjectives is required.
3. Character traits/characteristics tell us the details about the person. The likes and dislikes and habits.
4. Students now learn to give fine details and exhibit their knowledge of grammar, vocabulary and tenses. Creativity in ideas is a must to give specific details. Instead of saying 'the red car', you can say 'the bright red sports car'.
5. Present or past tense can be used to write descriptions.
6. While teaching the lesson, consult textbook at all steps where and when applicable.



## DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, textbook.
- 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. Call a colleague teacher in your class. Ask the students to describe him/her; the dress he/she is wearing, shoes, colour of the hair, the type of hair (straight, wavy, long) and other physical feature. Ask them what he/she does and how he/she behaves with all in school, etc.
2. Before this activity, prepare students by telling them be kind and respectful while describing others. For example, tell them that even if someone is fat, we never say to them that they are fat.
3. Repeat the activity with one student also, again insisting on respect.
4. As an alternate, you can also use a large portrait photograph too, so that there is no danger of students saying something rude to anyone.
5. Note down the words describing the persons on writing board.
6. Reinforce the knowledge that 'the words which describe the colour, size, shape, quality of anything are known as adjectives'.

7. Tell the students that when we describe things/person/places we generally use the present tense.



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

1. Ask the students to write a descriptive paragraph on any one of the given topics: the school gardener or the school peon/aya/Naib Qasid.
2. Underline the verbs in the sentences.
3. Tell the class that since the described object is present in front of them, they must use verbs in the present tense e.g. is, does, has, have, likes, speaks etc.

### Activity 2: 10 Minutes

1. Ask students to take out their pencil boxes/lunch boxes/water bottles (whatever they have, it's a choice) and observe them carefully.
2. Ask them to describe one object to their partners by using at four to five describing words. Specific words must be used and details about the characteristics of the object must be written.
3. Remind the students of the structure of the paragraph – the main sentence, the body (details/related ideas) and the end / conclusion.
4. After they have shared, all students must write the descriptive paragraph of their object.
5. All students must write specific information about the object.
6. Possible adjectives that can be used to describe a lunch box or water bottle:
  - ◇ Coloured or transparent.
  - ◇ Clean or dirty.
  - ◇ Old or new.
  - ◇ Shiny or dull.
  - ◇ Shape: Round, oval, rectangular, square, cylindrical.
  - ◇ Does it have any cartoon figure drawn on it?



## CONCLUSION / SUM UP

5 MINUTES

1. Ask a few students to read out their descriptive paragraph in class.



## ASSESSMENT

3 MINUTES

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



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Write a descriptive paragraph on "My favourite place in our house" in notebooks.

## LESSON

## 50

# COMMON CONSONANT CLUSTERS IN INITIAL AND FINAL POSITIONS



## STUDENT LEARNING OUTCOMES

- Pronounce with reasonable accuracy, common three consonant clusters in initial and final positions.

## INFORMATION FOR TEACHERS

1. All the letters of English Language besides vowels are called consonants.
2. When we combine two or three consonants, they make consonant cluster words. Cluster means group, bunch or collection.
3. A consonant cluster in a word is a group of consonants with no vowels between them. The longest possible cluster in English is three consonant sounds at the start, such as 'splash', and four at the end, as in 'twelfths'.
4. Initial consonant clusters are the sounds that are found at the beginning of English words. They are called clusters because each of the sounds in a cluster can be heard.

**Examples of common three consonant clusters in the beginning of a word are scr, spl, spr, and str.**

5. Final consonant clusters are the sounds that are found at the end of English words.

**Examples of common three consonant clusters in final position of a word are mps, nds, nts, pts, and fts.**

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



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



## MATERIALS / RESOURCES REQUIRED

- Chalk, writing board, (flash cards made by the teacher) - (spring, spray, sprinkle, sprite) picture cards attached.



## INTRODUCTION

5 MINUTES

1. Divide students into groups of five members  
**each and ask them to write and share with other group members some consonant letters and words having three letters only, with consonant and vowel sounds in them. Give them three minutes for this activity.**
2. Write the words on the board.
3. **Play Games:**
  - ♦ **Play with volume.** Ask students to say it in a louder voice, increasing the volume (be wary of the classes next door) or ask students to speak in a whisper, very quietly.

- ♦ **Experiment with speed.** 'How fast can you say it?', building up speed like a train. Look at the board and tell the difference and similarity in the list of words maintained on the board. (Three letters having one vowel and two consonant letters).



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

1. Show a picture card of spring and ask students: Which season is this?
2. Possible response: Spring.
3. Show a flashcard of spray and get students to say which word is it, writing their responses on board.
4. Read one of the words twice. 'What is similar in it? (three consonant letters 'spr').
5. Hold a bottle of sprite in your hand and ask students 'What is it? Possible response 'sprite'. Read the contrasting words. 'Is it same or different?' (same as it is having 'spr' letters – different as it has 'ng','ry' 'te' letters and vowels 'i' and 'a' ).
6. Ask the groups to discuss for three minutes and write 2 words starting with 'spr' (possible responses are given at the end of the lesson).
7. Let groups share ideas with other group members.
8. Record all the responses on the board.
9. Students practice the sounds by chanting/reading aloud using the list of words written on the board.
10. Introduce the idea of three cluster consonants in the initial position (see information for teachers).

### Activity 2:

10 Minutes

1. Show a picture card of spring and ask students: Which season is this?
2. Write 'nts' on the board.
3. Ask students to discuss in groups and give possible answers for the consonant cluster in final position.
4. Record their responses on the board.
5. Possible responses: ants, fonts, grunts, hints, hunts, pants, paints, tents, bunts, etc.
6. Point to a word and ask a student to read the word.
7. Students copy the words with 'spr' (initial consonant cluster) 'nts' (final consonant cluster 'nts') in their notebooks.
8. Students who finish the written work can reinforce and read it again.



## CONCLUSION / SUM UP

3 MINUTES

1. Ask students to give any other example of 3 consonant cluster (spr\_ \_) in initial position (answers given at the end of the lesson.) or any other correct response must be appreciated.



## ASSESSMENT

5 MINUTES

1. Assess students through their responses in the class during the lesson by checking their pronunciation.
2. Teacher is also required to involve the student in solving the problems given in the exercise at end of unit/chapter.



1. Ask your family, look at the newspaper to find three new words ending with 'nds'.
2. Possible responses: friends, ends, sounds, bends, lends lands.

**Consonant Clusters: spr**

**sprains, sprang, sprang, sprat, sprats, sprawl, spread, springy, sprinkle, sprinkled  
sprinkler**

**Consonant Clusters: nts**

**Absents, achievements, accents, accidents,  
agents, accomplishments, adjustments,  
agreements, ants, amounts, paints, dents, tents.**

## SOUNDS OF INDIVIDUAL WORDS



## STUDENT LEARNING OUTCOMES

- Read aloud for accurate reproduction of sounds in individual words and connected speech.

## INFORMATION FOR TEACHERS

1. Reading aloud enables the students to listen to the pronunciation patterns and practice pronouncing words and sentences effectively.
2. The students' attention shifts from pronouncing words and stopping (pausing) at full stops, commas, exclamation marks, and question marks to read and speak with correct expressions of words and sentences.
3. To make the speech flow smoothly, the way we pronounce the end, and the beginning of some words can change depending on the sounds at the beginning and end of those words.
4. Before coming to the class, select a passage /chapter /topic of the textbook for the lesson plan for reading.
5. Practice reading it at home to enable you to demonstrate it to the students by telling them to read and pronounce in connected speech.
6. While teaching the lesson, the teacher should consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

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



## INTRODUCTION

5 MINUTES

1. Write the following sentences on the writing board:
  - ◊ My father takes me fishing every Sunday.
  - ◊ He took tea and ate biscuits.
2. Invite some students to say these sentences with fluency.
3. You may see a lack of fluency and mistakes in pronunciation.
4. Tell the students that to read with fluency needs proper blending of sounds and careful use of weak forms.
5. Now read the sentences with fluency to the students twice.

**Activity 1: 13 Minutes**

1. Read aloud the following short story to the class using appropriate speed and expressions:

A lion was once sleeping in the jungle when a mouse started running up and down his body just for fun. This disturbed the lion's sleep, and he woke up quite angry. He was about to eat the mouse when the mouse desperately requested the lion to set him free. "I promise you, I will be of great help to you someday if you save me." The lion laughed at the mouse's confidence and let him go.

One day, a few hunters came into the forest and took the lion with them. They tied him up against a tree. The lion was struggling to get out and started to whimper. Soon, the mouse walked past and noticed the lion in trouble. Quickly, he ran and gnawed on the ropes with his sharp teeth to set the lion free. Both of them sped off into the jungle.

2. Ask students to listen carefully while you read aloud the story.
3. During reading, ask a prediction question and at the end ask a few comprehension questions.
4. Then, write a few selected words on the board and ask students to pronounce them.
5. Practice the following weak and strong forms of the verbs with the students.

♦ **And:**

Fish and chips (fish 'n chips)

A chair and a table (a chair 'n a table)

♦ **Can**

She can speak Chinese better than I can.

(The first "can" is the weak form, the second 'can' is the strong form)

♦ **Of**

A glass of water

That is the pizza I'm fond of!

♦ **Have**

Have you finished?

Yes, I have.

6. Ask students to work in pairs and write two examples for 'and', 'can' and 'have'.
7. Help and guide students during the activity.

**Activity 2: 10 Minutes**

1. Tell the students to remain in the same pairs.
2. Refer the pairs to a passage in the textbook.
3. Ask the students to read the passage aloud to each other in pairs with fluency.
4. Tell the students to focus on weak and strong forms.
5. Invite some pairs to come up and read the passage aloud to the whole class.
6. Provide feedback on the pronunciation of sounds in individual words and connected speech.



Conclude the lesson by telling the students that:



1. Reading aloud helps us to practice pronouncing words and sentences accurately.
2. Stopping at full stops, pausing, commas, exclamation marks, and question marks help us read with fluency.
3. In connected speech, only important words are stressed whereas others are spoken fast in weak forms.



### ASSESSMENT

3 MINUTES

1. Write the following tongue twisters on the writing board:
  - ◇ She sells seashells on the seashore every Sunday in the sunshine.
  - ◇ Peter Piper picked a peck of pickled peppers.
  - ◇ “Can you can a can as a canner can can a can?”
2. Ask students to read each sentence fluently.
3. Ask them to notice the pronunciation of the underlined words and tell if they are weak or strong forms.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to read the slides that come on news channels while at home. It will help them practice pronunciation and fluency in connected speech.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

**Month**

**3**

# COMPOUND WORDS AND PREFIXES



## STUDENT LEARNING OUTCOMES

- Recognise specific parts of words, including common inflectional endings, compound words and affixes.

## INFORMATION FOR TEACHERS

- An inflection is an addition:
  - to the beginning of a root/base word e.g. 're', 'im' or 'un'.
  - to the end of the word e.g. s, es, ed, ful, less.
- When letters are added to the beginning of a root/base word to make a new word we call them prefixes.
- When letters are added to the end of a root/base word to make a new word we call them suffixes.
- Root word or base word is the main word on which inflection is done or to which we add prefixes or suffixes.
- Inflections are used to:
  - change words into plural form, or
  - change the tense of the word (timing of the action), or
  - make opposite words, or
  - make new words.
- When two or more words join together to make a new word, the new word is called a compound word.
- This SLO is divided into two plans: plan one will focus on prefixes and compound words.
- Second lesson plan for the same SLO will focus on suffixes and practice of prefixes and suffixes.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIODS**



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, textbook, flash cards of compound words (e.g. pencil + box, card + holder, foot + ball, lunch + box), you can also bring these real objects in class. Photocopies of worksheets for all students or make the worksheet on a chart paper and paste in class for the students to copy.
- Make all flashcards for compound words like the sample given below:

pencil

+

box



## INTRODUCTION

5 MINUTES

1. Spend five minutes with students and recap their knowledge about words and their different parts. e.g. write 'blackboard' and ask if it is one word. Students must reply 'no'. Some of them could say it is a compound word as they have learnt this concept in previous class.
2. Do the same practice with few more words. e.g. notebook, flashcard, class fellow, etc.



## DEVELOPMENT

20 MINUTES

### Activity 1:

20 Minutes

1. Hold a pencil box in your hand and ask the students to name it. Paste the flashcards of pencil box on the board and ask them as to why did you add a plus sign in both words.
2. Students must be able to tell that it is a compound word, because they have done this concept in previous classes.
3. Take some examples of compound words from the students to check their understanding and prior knowledge.
4. Students write the definition of compound words with few examples in their notebooks. (Definition: When two words join together to make a new word they are called compound words).
5. Do activity sheet 1.
6. Tell the students that like plants have roots, our language has root words from which other words grow.
7. Recap students' knowledge of root words because they had learnt it in the previous class.
8. Inform the class that new words can be made by adding some letters to the beginning of the root words. These letters are called prefixes. (Pre means before and fix means attached. So prefix is attached to a root word to make a new word).
9. Paste the flashcards or draw them on the board (flashcards for prefixes are given at the end of the plan).
10. Ask the students to pronounce the words.
11. Students can make more words with each prefix. Do not paste all the flash cards at the same time. Do the exercise first with the prefix 're', then 'im' and then 'un'.
12. Students should write the words in their notebooks.



## CONCLUSION / SUM UP

3 MINUTES

1. Ask students the function of the inflections/ prefixes and definition of compound words. Give examples of words with prefixes.



## ASSESSMENT

5 MINUTES

1. Assess student's understanding through responses and written work.
2. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



## HOMEWORK / FOLLOW UP

5 MINUTES

1. Ask the students to make 5 compound words and draw their pictures in their notebooks.
2. Write five words with prefixes as well.

# PUNCTUATION RULES AND FLUENCY



## STUDENT LEARNING OUTCOMES

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

## INFORMATION FOR TEACHERS

- A capital letter is used at the beginning of a sentence or a proper noun.
- A full stop is used to show that the sentence has come to an end. A long pause is given when reading a sentence that finishes with a full stop.
- 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 reading a sentence with a comma.
- 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 help 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.
- Fluency in reading comes with practice. If pronunciation is right, fluency will start to develop automatically.



## DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, textbook, pencils, a chart of a short passage with dialogues and without punctuation marks taken from the book.



## INTRODUCTION

5 MINUTES

- Ask the students what they know about punctuation marks.
- Call students one by one to write the names of punctuation marks on the board and draw their symbols.
- Ask the function of each punctuation mark.



## DEVELOPMENT

20 MINUTES

## Activity 1:

10 Minutes

- Before coming to the class you must select a short passage with dialogues. Passage must

- have commas, full stops, inverted commas, questions marks and exclamation marks.
- Write that passage without any punctuation marks on the writing board.
- Call students individually to the writing board and ask them to insert punctuation marks, with coloured chalks.
- Whole class claps for every correct entry on the chart.
- Ask another student to do the correction in case of any mistake.
- In pairs, students compare and check the corrected passage with the one in the book.
- Practise reading the same passage from their textbook following proper punctuation rules.

### Activity 2: 10 Minutes

- Choose a dialogue from the students textbook.
- Ask the students to work in groups (depending on the characters in the dialogue) to act out the dialogue in front of the class.
- The students can keep their books with them to read out the dialogues.



### CONCLUSION / SUM UP

3 MINUTES

- Speak a sentence with a certain intonation and ask students which punctuation mark will be used in it. For example, read a question to them.



### ASSESSMENT

5 MINUTES

- Take any short paragraph from the students' textbook.
- Write it on the writing board without adding any punctuation marks.
- Ask the students to copy the paragraph in their notebooks and add punctuation marks to it.
- Use the conclusion activity to assess students' progress.
- Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



### HOMEWORK / FOLLOW UP

2 MINUTES

- Students must practise reading a passage from their textbook with proper pronunciation and fluency in speech.
- Give students many opportunities to read aloud and notice punctuation in texts.
- Ask students to read the slides that come on news channels. It would help them learn to read quickly with intonation and would give them practice of connected speech.

# SYNONYMS AND ANTONYMS



## STUDENT LEARNING OUTCOMES

- Locate, provide, connect and use words similar and opposite in meaning.

## INFORMATION FOR TEACHERS

- A synonym is a word that has almost the same meaning as another word.
- Antonyms are words that have opposite meanings.
- Use classroom materials and practical examples to make the students understand the difference between synonyms and antonyms.
- While teaching the lesson, the teacher should also consult the textbook as and when needed.



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



**MATERIALS / RESOURCES REQUIRED**

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



**INTRODUCTION**

**5 MINUTES**

- Ask the following questions one by one from the class.
  - Is ice cold or hot? Expected answer: cold.
  - Is fire cold or hot? Expected answer: hot.
  - Is an elephant big or small? Expected answer: big.
  - Is an ant big or small? Expected answer: small.
  - Is a pen heavy or light? Expected answer: light.
  - Is a desk heavy or light? Expected answer: heavy.
- Appreciate students' responses and tell the students that cold/ hot, big/ small, and heavy/ light are antonyms. i.e., words that are opposite in meanings.
- Now write the word "say" along with its synonyms on the writing board like,  
**Say ----- tell, pronounce, express, utter.**
- Ask students whether the words written against the word "say" are similar or opposite in meanings.  
**Expected answer: similar**
- Now, tell students that 'words with the same/ similar meanings are called synonyms.'

**DEVELOPMENT**

20 MINUTES

**Activity 1: 10 Minutes**

- Write the following words on the writing board:  
**see, long, take, ask, short, give, question, watch, glad, laugh, rich, poor, cry, happy.**
- Make columns on the writing board as shown below:

Word	Similar

Word	Opposite

- Make pair of students in the class.
- Tell the pairs to find similar and opposite words from the words written on the writing board, and then write them in relevant columns, i.e., for similar words, use the left-hand columns, and for opposite words, use the right-hand columns
- As the pairs work, move around and provide the necessary help.
- Once they are done, review the answers with the whole class.

**Activity 2: 10 Minutes**

- Write the following sentences on the writing board and ask the student to write them by replacing the underlined words with the words having same meaning:
  - Many people enjoy sports. (like, need, hate)
  - I admire my father. (see, dislike, like)
  - The courageous soldier fought the enemy. (humble, brave, cowardly)
  - Some people feel drowsy on the bus. (happy, sleepy, active)
  - The surface of the table is smooth. (rough, even, clean)
  - The man was furious on seeing the scratches on his car. (delighted, disappointed, angry)
- Divide the class into pairs. Ask the pairs to read the sentences written on the writing board and find correct synonyms for the underlined words.
- Do the first sentence as an example for the students.
- Allow students to discuss with one another or use a dictionary.
- Invite 2 – 3 pairs to come up and share their work with the whole class.

**CONCLUSION / SUM UP**

3 MINUTES

Conclude the lesson by telling the students that:

- A synonym is a word that has almost the same meaning as another word.
- Antonyms are words that have opposite meanings.

**ASSESSMENT**

5 MINUTES

- Write the following words in columns 'A' and 'B' on the writing board.
- Ask students to match words in column 'A' with their opposites/antonyms in column 'B'.



Column A	Column B
Up	Night
Hungry	White
Under	Down
Day	Above
Black	Hot
Cold	Full



## **HOMEWORK / FOLLOW UP**

2 MINUTES

1. Tell students to scan their textbook and find at least ten synonyms and ten antonyms and share with the class the next day.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

## COMMON AND PROPER NOUNS



## STUDENT LEARNING OUTCOMES

- Classify more nouns as common and proper nouns (Names of people, pets, places, mountains, lakes, rivers, etc.).

## INFORMATION FOR TEACHERS

- Common nouns are general names. They are not capitalized unless they begin a sentence. Examples: country, chair, girl, boy, school, burger, city.
- Proper nouns are special names of persons, animals, places, mountains, holidays, rivers, lakes, months, etc. Proper nouns always start with capital letter. Examples: Pakistan, Ali, Lahore, Pakistan Day, River Sindh, September.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster and textbook.



## INTRODUCTION

5 MINUTES

- Begin your lesson by asking 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's name a common noun or a proper noun?
- Ask each student to give a common or a proper noun and write them in two separate columns on the board.
- Write the nouns on the board as students say them.



## DEVELOPMENT

20 MINUTES

## Activity 1:

20 Minutes

- Write ten sentences on the board and underline a common or a proper noun in each sentence. (Sample sentences are at the end of the lesson plan). You can also select sentences from the textbook.
- Explain to the students that they have to identify the underlined noun as common or proper. On the line given after each sentence, students have to write common noun or proper noun.



## CONCLUSION / SUM UP

3 MINUTES

- Go through the definition of common and proper nouns. Ask students to give few examples. Remind students that common nouns are not capitalized unless they begin a sentence and proper nouns are always capitalised.



## ASSESSMENT

5 MINUTES

- Assess how well students are able to classify nouns as common and proper through their performance in, activity 2 and follow up activity.
- Keep assessing whenever a proper noun appears in subsequent reading lessons.
- 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.
- Involve the students in solving problems given exercise at the end of unit/chapter.

### Extension Activity

Select a short paragraph from a storybook, Social Studies textbook or English textbook. Write the paragraph on the board. Do not capitalize the proper nouns. Ask students to re-write the paragraph in their notebooks so that proper nouns are correctly capitalized.

### Sample Sentences – Activity 1

Identify the underlined word as common noun or proper noun. Write common noun on the blank if the noun is common, write proper noun on the blank if the noun is proper.

- My cousin is going to Karachi next month. \_\_\_\_\_
- Ahmad enjoys collecting coins of different countries. \_\_\_\_\_
- My father swam in river Ravi last week. \_\_\_\_\_
- The Supreme Court has to make an important decision today. \_\_\_\_\_
- Our teacher assigns a lot of homework over the weekend. \_\_\_\_\_
- My brother will go to school next year. \_\_\_\_\_
- His favourite cricketer is Imran Khan. \_\_\_\_\_
- My birthday is on January 15. \_\_\_\_\_
- Ayesha named her new puppy Toby. \_\_\_\_\_
- I want to travel to many countries when I grow up. \_\_\_\_\_
- The first country I want to visit is Italy. \_\_\_\_\_

### Activity 2

Write a correct proper noun for each common noun in the right hand column.

Common Noun	Proper Noun
1. Country	Pakistan
2. River	
3. Day	
4. Player	
5. City	
6. President	

7. Holiday	
8. Month	
9. Planet	

**Answers:**

1. Pakistan
2. The River Ravi
3. Monday
4. Imran Khan
5. Karachi
6. Ghulam Ishaq Khan
7. Labour Day/Independence Day
8. November
9. Earth/Mars



**HOMEWORK / FOLLOW UP**

2 MINUTES

1. Students list proper nouns for the following common nouns: person, animal, place, mountain, lake, river. The list can be put up in class with students continuing to add to it each time they hear a new proper noun.

# RULES OF PUNCTUATION



## STUDENT LEARNING OUTCOMES

- Recall the rules of punctuation learnt earlier.
- Recognise and use hyphen to join numbers, quantities and fractions.

## INFORMATION FOR TEACHERS

- The rules learnt earlier are the following:
- Recognise that a sentence ends with some form of punctuation, i.e. full-stop and question mark or an exclamation mark.
- Recognise and use apostrophe to show possessions and exclamation mark to show strong feelings.
- Recognise and use full stop; apostrophe with contractions and hyphen to join two words that act as one unit.
- Study the punctuation lesson plans of class 3 and 4 for your understanding and better progress of the lesson.
- Prepare and display contractions chart in the classroom. (Add all the contractions of class 4 and 5 lesson plan).
- The hyphen helps to avoid confusion by telling the readers when combinations of two or more words (compound words) should be understood as a single word.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.

Full Stop •

Exclamation Mark !

Question Mark ?

Apostrophe /



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



**MATERIALS / RESOURCES REQUIRED**

- Writing board, chalk/marker, duster, textbook.



**INTRODUCTION**

5 MINUTES

- Write and draw the following punctuation marks on the board. Ask some students to match punctuation marks with their names. Make sure that they identify and learn the names of these punctuation marks.
- Ask them to explain the use of these punctuation marks with the examples from the textbook or surroundings.



**DEVELOPMENT**

24 MINUTES

**Activity 1:**

**8 Minutes**

- Ask the students to match the contractions on the board/notebooks. Make the students practise reading the short forms. correctly.

Draw a line to match contractions (short forms)	
I am	Isn't
do not	haven't
I will	we'll
we have	don't
you are	I'll
is not	shouldn't
she will	you're
let us	she'll
should not	I've
could not	let's
have not	I'm
we will	couldn't
I have	we've

### Activity 2: 8 Minutes

1. Explain the question and examples and then ask the students to fill in the blanks.
2. Use an apostrophe ( ' ) to show that someone or something owns something (possession)

**Adding " , " and "s" shows possession:**

**Book of Ali**

**Ali's book**

**If a plural ends in s, you only need to add an apostrophe ( ' ):**

**Books of students**

**students' books**

- ◇ house of Aslam

---

- ◇ milk of cows

---

- ◇ pencil of a girl

---

- ◇ door of the car

---

- ◇ ball of Shams

---

- ◇ elephants of zoos

---

### Activity 3: 8 Minutes

1. Introduce hyphen to the students with the following examples and ask them to fill in the blanks. Use a hyphen ( - )
2. With compound numbers from twenty-one to ninety-nine.
3. With fractions, e.g. two-thirds majority.
4. To join two adjectives together to form a compound adjective to make the meaning of the sentence clear. e.g. Jamal has ten-rupee note.
5. Write the following sentences on the writing board and ask the students to insert hyphen in them.

6. Between two numbers, e.g. page 2 – 15.

◇ Fifty two runs

◇ Seventy four points

◇ One third population

◇ When adding thirty four and forty two, you get seventy six.

◇ Sixty two people are invited to the wedding.

◇ Read pages 10 – 15 of textbook before the next class.

◇ The chef adds two thirds of a cup of flour and of a teaspoon of butter.

◇ He is seventy eight years old.



## CONCLUSION / SUM UP

2 MINUTES

Brief Class Discussion- Ask the students to tell when to use the taught 4 punctuation marks with one example. Help the students to tell in simple complete sentences like:

1. We use full stop to end a sentence.
2. We use question mark to end a question.
3. We use an exclamation mark at the end of a sentence to show surprise, urgency or excitement (very strong emotions).
4. We use apostrophe to show possession of a noun.
5. We use apostrophe to make contractions (short forms).
6. We use hyphen to separate double numbers, in fractions, etc.



## ASSESSMENT

3 MINUTES

1. Explain the question to the students and ask to do the assessment on their notebooks. It can be done on worksheet or on answer sheets as well.

- ◇ Use ? at the end of questions.
- ◇ Use . at the end of a sentence.
- ◇ Use ! at the end of strong feelings.
- ◇ Use ' to show possession of a noun.
- ◇ Use - to join numbers, quantities and fractions.

### Q.1 Revise the following with the students.

◇ "Oh no", Am I to late

◇ Would you like to play football with me

◇ Ouch The stove is hot

◇ Do you have my number in your mobile

\_\_\_\_\_

◇ That is Usman s house

\_\_\_\_\_

◇ Ouch I hurt my knee

\_\_\_\_\_

◇ Huma s sharpener is sharp

\_\_\_\_\_

◇ Where is your new pencil

\_\_\_\_\_

◇ Those are my friends bicycles

\_\_\_\_\_

◇ Hooray we are in new class

\_\_\_\_\_

◇ It is Monday today

\_\_\_\_\_

◇ May I go to the toilet please

\_\_\_\_\_

◇ I am so happy because today is my birthday

\_\_\_\_\_

◇ There are forty five students in my class

\_\_\_\_\_

**Q. 2 Rewrite the sentences using the correct contractions.**

I'm, haven't, don't, she'll, who's, what's, where's, we're, doesn't, that's

◇ I am your friend.

\_\_\_\_\_

◇ She does not like milk.

\_\_\_\_\_

◇ Where is my new pencil?

\_\_\_\_\_

◇ That is my bag.

\_\_\_\_\_

◇ We are waiting in the line.

\_\_\_\_\_

◇ Who is the new student?

\_\_\_\_\_

◇ They do not bring books.

\_\_\_\_\_

◇ I have not done my work.

\_\_\_\_\_

◇ What is your name?

\_\_\_\_\_

◇ She will be our new principal.

\_\_\_\_\_



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



### **HOMEWORK / FOLLOW UP**

1 MINUTES

1. Practise reading passages from class 5 English textbook and children's story books with punctuation marks.

## GUIDED PARAGRAPH



## STUDENT LEARNING OUTCOMES

- Write a guided paragraph using ideas gathered and organised through various strategies.

## Information for teachers

A good paragraph includes:

1. A Topic Sentence – this is the main idea or subject of the writing.
2. Detail Sentences – these are the sentences that describe and give more detail about the main idea.
3. Logical Order – the sentences have to be put together in a way that makes sense.
4. You also have to make sure that all the sentences are about the main idea.



## DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

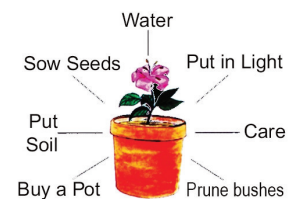
- Writing board, chalk/marker, duster, textbook, chart, pencil, permanent marker, attached worksheet.



## INTRODUCTION

5 MINUTES

1. Draw the picture of the flower pot on a chart and write the given prompts on it as well. You can also draw it on the writing board.
2. Ask the students to come up with different ideas about the picture.



## DEVELOPMENT

20 MINUTES

## Activity:

20 Minutes

1. After some brainstorming, ask the students to make sentences in pairs or small groups using the prompts written on the board/chart e.g. water, put in light, care, prune bushes, buy a pot, put soil, sow seeds.
2. When they are done with the sentences, ask them to organise the sentences in order of importance, for example, sow seeds, water, etc.
3. Once they have done with the sentences, ask them to review and edit their work for correct spellings, grammar, and appropriate vocabulary.
4. Ask the students to use the following paragraph template and write a paragraph on how you would grow a plant.
5. Use above made sentences and organise according to the template.

- ◇ Topic: What I know about \_\_\_\_\_.
- ◇ Supporting detail 1:
- ◇ Supporting detail 2:
- ◇ Supporting detail 3:
- ◇ Closing sentence:

6. Monitor and help the students while writing.



## CONCLUSION / SUM UP

2 MINUTES

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

6 MINUTES

1. Ask the students to use the following checklist to exchange, check each other's work and give feedback.
2. Tell the students to write a second draft in the light of the feedback given by their peers.

Friend check	Writing checklist
	Are basic words spelled correctly?
	Is there a punctuation mark after each sentence?
	Does every sentence make sense?
	Is there a good topic sentence?
	Is there a good closing sentence?
	How many sentences are written?
	Is the hand writing gradable?
	Capitalization
	Correct use of pronouns
	Grammar – subject verb agreement

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



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to think of an object and give instructions to the class for drawing that. It can be done in pairs or with the whole class. Later the students can check each other.
2. Involve the students in solving problems given exercise at the end of unit/chapter.
3. Ask the students to perform the roles like teacher, principal, doctor, etc. and give instruction/directions. They can also act out making requests and responding to them.

# GATHERING AND ORGANISING IDEAS

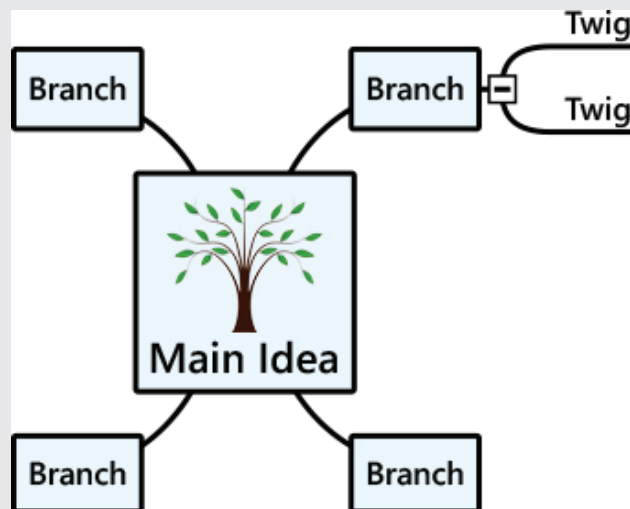


## STUDENT LEARNING OUTCOMES

- Select and use some strategies, e.g., brainstorming, mind mapping or making outlines, etc. to gather and organise ideas for their own writing.

## INFORMATION FOR TEACHERS

1. Brainstorming is an important technique to gather ideas.
2. One effective form of brainstorming is mind mapping. A mind map is a visual representation of your ideas, consisting of words, images, and colours.
3. Making an outline helps a writer organise ideas in a logical order and connect them to the main idea.
4. Help students brainstorm by engaging them in activities using real-life situations.
5. Give students practice in brainstorming ideas and then listing those ideas in mind maps, lists, and spider diagrams, etc.
6. Following is the structure of a basic mind map:



7. While teaching the lesson, the teacher should consult the textbook at all steps.



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



**MATERIALS / RESOURCES REQUIRED**

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



**INTRODUCTION**

**5 MINUTES**

1. Draw ten circles on the writing board around a big circle in the centre.
2. Write "How can we help others?" in the large circle.

3. Ask students to think about ways of helping others.
4. Ask students to share their ideas and write them in short phrases in the small circles around the large circle.
5. Once all the circles are filled, there will be different words written on the writing board.
6. Now, tell students that this activity is called brainstorming and is used to gather ideas for a writing task. The mind map is a visual representation of the ideas we gathered. With the help of a mind map, we can organise our ideas in a better manner.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

1. Tell students that mind maps are pretty simple to create, and they can create mind maps on a whiteboard or sketch them on a piece of paper.
2. Review the following steps of creating a mind map with the whole class:
  - ◇ Start in the middle With a central idea: This can be a word or an image/picture that represents the central topic you're going to map.
  - ◇ Create branches to represent sub-topics: These should be limited to words or short phrases. Keep a good amount of space between your ideas to leave room to add on later.
  - ◇ Add details to your Mind Map: Use different colors, word cases (i.e., capital or small), font styles, and even the thickness of your branch lines to separate or group different topics or ideas.
  - ◇ Make connections: You can draw lines or arrows between ideas in the map that you want to connect.
3. Review the concept of making an outline with the whole class using the following structure:
  - Main idea
    - A. Supporting idea-I to the main idea
    - B. Supporting idea-II to the main idea
      - i. Secondary idea to A
      - ii. Secondary idea to B
        - 1. Secondary idea to i
        - 2. Secondary idea to ii
4. Conclude the activity by summarizing the concepts of brainstorming, mind mapping, and outlining.

### Activity 2:

10 Minutes

1. Divide the class into six groups.
2. Assign the following topic to the groups with the following details:
 

**Topic: Plan a birthday party**

**Students will brainstorm about:**

  - ◇ The venue and invitees
  - ◇ Selection of refreshments, cake, candles, balloons, etc.
  - ◇ Selection of activities, e.g., songs, games, cake cutting, photo session, etc.
3. Tell the groups to brainstorm to generate their ideas and then organise their ideas using a mind map.
4. Move around the room and give guidance and feedback when and where required.
5. Ask the group leaders to come up and paste the chart on the writing board and share the

gathered ideas of their groups with the class.

6. Appreciate students for their work.



## CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by telling the students that:

1. We brainstorm to gather ideas about different tasks and activities.
2. We use tools like Mind Maps, Spider Diagram, and outlines to organise our ideas.
3. Brainstorming helps us create and generate ideas when we want to write on a topic.
4. Tell students to use this technique as the first step of their writing tasks.



## ASSESSMENT

5 MINUTES

1. Divide the class into pairs. Tell students to brainstorm about a picnic they are going to have. They should answer the following questions:
  - ◇ Where should we go for a picnic? Why that place?
  - ◇ How will we get there?
  - ◇ What will we eat?
  - ◇ What activities will we do there?
2. Move around and observe the work of pairs randomly.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Give the following topics to students and ask them to generate ideas about these topics as a home task. List the ideas by using a mind map, outlines, or lists.

**A Visit to the Zoo, A Marriage in the Family, Celebrating Eid.**

3. Ask them to share their work with the class the next day.

# THREE-CONSONANT CLUSTERS IN INITIAL AND FINAL POSITIONS – I



## STUDENT LEARNING OUTCOMES

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

## INFORMATION FOR TEACHERS

- Cluster means group, bunch or collection. When two or three consonants are combined they make consonant cluster e.g. ck, br, sk, bl, nd etc.
- It is important to distinguish between clusters and digraphs. Clusters are made of two or more consonant sounds, while a digraph is a group of two consonant letters standing for a single sound. For example, in the word ship, the two letters of the digraph «sh» together represent the single consonant.
- Examples of some same common consonant clusters at initial and final positions:
  - sk skill, skin, skim, skip etc.
  - sp speak, special, speech, spark, sparrow, speed etc.
  - sk ask, desk, risk, dusk, brisk etc.
  - sp crisp, grasp, wasp etc.



- Make the similar flashcards for each word or you can add more word if you wish.
- At least make three flash card for each word. (according to the strength of the students).
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



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



**MATERIALS / RESOURCES REQUIRED**

- Chalk/marker, writing board, picture cutouts or flashcards of the given consonant clusters in information for teachers.



**INTRODUCTION**

**5 MINUTES**

- Divide students in groups of five members each and ask them to write 3 words and colour or circle the consonant letters in those words.
- Share with other groups the words written by them telling the consonant letters in the

words. Give them three minutes for this activity.

3. Write them on the blackboard.
4. Write on the board words starting with sh, ch, sk and sp, and clarify how to pronounce these words.

**Explain to them the difference between digraph and consonant clusters (see information for the teachers).**

**Students realise that if two consonants without a vowel in between come together, then it is a consonant cluster.**



## DEVELOPMENT

20 MINUTES

### Activity 1:

20 Minutes

1. Give the groups mixed flashcards of words starting or ending on the same consonant clusters.
2. Ask them to separate words starting and ending with the same consonant clusters.
3. Ask them to think and tell more words starting and/or ending with same consonant clusters.



## CONCLUSION / SUM UP

3 MINUTES

1. Ask students the difference between a digraph and a consonant cluster.



## ASSESSMENT

5 MINUTES

1. Assess students through their responses in the class during the lesson by checking their pronunciation.
2. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Look into a dictionary or newspaper or your textbook or any other book and find four new words starting with 'br', 'tr' and 'sc' consonant clusters. Possible responses: brow, brown, bread, bring, brought, broom, branch, tree, trip, trunk, treasure, trolley, try, trowel, trail, tray, scarf, scare, scale, scold (consonant cluster in the beginning / initial position) and write in your notebooks.



# INTRODUCING SELF AND OTHERS



## STUDENT LEARNING OUTCOMES

- Demonstrate conventions and dynamics of oral interactions in a group to introduce themselves and others and engage in conversation.

## INFORMATION FOR TEACHERS

1. Teach the students the vocabulary that can be used and is helpful for them to introduce themselves and others.
2. Modelling, or demonstrating for the class, is key, even when it comes to introductions. So, stay fully engaged with students during the entire lesson.
3. 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 the local language only as a final resort.
4. While teaching the lesson, also consult the textbook at all steps.



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



## MATERIALS / RESOURCES REQUIRED

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



## INTRODUCTION

5 MINUTES

1. Write the following words in bold letters on the writing board:  
**MY NAME, CLASS, CITY/VILLAGE, HOBBY, FAVOURITE BOOK**
2. Point towards each word and introduce yourself like:  
**My name is Ali. I'm a teacher of the 5<sup>th</sup> class. I'm from Peshawar. I like to play cricket. My favourite book is 'Alice's Adventures in Wonderland.'**
3. Ask students to work in pairs and introduce each other in the same way as you did. Tell them it is alright if they cannot speak complete or accurate sentences; they should try to use their gestures and body language to support what they say!



## 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

3 MINUTES

Conclude the lesson by telling the students that:

1. "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. To introduce ourselves, we may use the following expressions:
  - ◇ I am Bilal.
  - ◇ I live in Peshawar.
  - ◇ I study in class 5.
  - ◇ To introduce others, we may use the following expressions.
  - ◇ Please meet Bilal Khan. (or I'd like to introduce you to Bilal Khan).
  - ◇ He lives in Peshawar.
  - ◇ He studies in class 5.



## ASSESSMENT

5 MINUTES

1. Divide the class into pairs.
2. Tell students to introduce themselves to each other for three minutes.
3. Tell some of the students to come up and introduce themselves to the class.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Tell students to interview at least five people from their family members, relatives, teachers, and friends, etc. by using the following interview questions:
  - ◇ What is your name?
  - ◇ What do you do?
  - ◇ What is your favourite dish?
  - ◇ Which festival do you like the most?
3. Then, select one of the above for an introduction to the class.

# SILENT READING WITH COMPREHENSION



## STUDENT LEARNING OUTCOMES

- Read silently and with comprehension.

## INFORMATION FOR TEACHERS

- Silent reading helps students concentrate on the meaning of the text and makes it more meaningful.
- Students concentrate on important information related to the text and understand it better.
- They answer questions given at the end of the passage to show comprehension.



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



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, textbook, a comprehension passage with questions selected from the textbook.



## INTRODUCTION

5 MINUTES

- Before coming to the class you must have selected the passage for reading.
- You must write the topic of the passage chosen on the writing board.
- Discuss the topic of the passage without asking the students to open the books.
- For example if the passage is about food you can ask general questions about food, what do they eat, what they like in food, can they cook something, should we eat healthy food etc.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

- Ask students to open up the page of the passage to read.
- All students to read silently.
- Students underline all words which are new, or they don't know the meaning of or they don't know how to pronounce.
- You should move around in the class to monitor silent reading. Make sure that every student is reading.
- Students raise their hands to ask questions if they have any problem. You must go to the students and help.

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

1. When students have finished reading the passage, ask short questions related to passage to check their understanding.
2. Discuss the questions given at the end of the passage to know their correct answers.
3. Ask students to write answers to the questions in their notebooks.

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

- Ask students to read their answers in class. Correct them, if there are any errors.

**ASSESSMENT****5 MINUTES**

1. Assess students' responses during discussion and written work.
2. Give a similar passage to students from their textbooks and ask them to answer the questions.
3. Involve the students in solving problems given exercise at the end of unit/chapter.

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

1. The students must read a unit in their science/social studies textbook. The teacher can hold a discussion session the next day to check the students understanding and comprehension about the unit they have read.
2. If possible, make a variety of texts in English available to students so that each child can choose to read something according to his/her individual taste: You may have joke books for children, riddle books, children's section of English newspapers, fairy tales, story books about monsters, books about different countries of the world.

# DISTINGUISH BETWEEN FACTS AND OPINIONS



## STUDENT LEARNING OUTCOMES

- Apply critical thinking to interact with text using intensive reading strategies (while reading) to:
  - ◊ Locate an opinion.
  - ◊ Distinguish fact from opinion.

## INFORMATION FOR TEACHERS

1. Opinion is a view or a personal opinion or preference. People have different opinions. For example, "I like sunset".
2. A fact is a piece of information about circumstances that exist or events that have occurred. For example, "The sun sets in the west".
3. It is important that students learn to distinguish between facts and opinions. Also, it is equally important that they learn to accept that others might have different opinions and that we should respect their opinions. Opinion/ viewpoint is never right or wrong. It is just another way of looking at a thing.
4. While teaching the lesson, consult textbook at all steps where and when applicable.



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



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, textbook.



## INTRODUCTION

5 MINUTES

1. Introduce the topic by providing following pair of sentences on the writing board:
2. Islamabad is the capital of Pakistan (fact: officially stated in all documents) it is a very peaceful city (opinion).
3. Monsoon season begins around July and ends in August (fact: stated in geography books and happens regularly every year). It is the best season of the year (opinion).
4. My friend Bilal always stands firsts in his class (Fact: his result s shows this). He is the best boy of the class (opinion).
5. Tell them the difference between a fact and an opinion in very simple words.
6. Tell students that people argue because they think that their opinion is the only right one.
7. Or that their opinion about something is a fact. For example, we think Pakistan is a wonderful country. That is an opinion. It is not a fact and people may have a different opinion about Pakistan too.
8. Fact: Knowledge or information based on real happenings.
9. Opinion: View, a way of looking at something.
10. Ask them to open the page of the text book which you have selected to demonstrate.

11. Ask them to read that page and differentiate between fact and opinion. Let them do it themselves.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

1. Divide the class in two groups. Let the groups be seated in front of each other.
2. Give them a topic to discuss. Try to select a topic which is of higher interest for the students. For example, Cricket/tele-vision /homework, vacations.
3. Ask one group to make a list of facts about the topic.
4. Ask the other group to make a list of opinions about the topic.
5. Students then read out their lists and other groups listen and ask clarifying questions when required.
6. Ask the other group of students to listen to the discussion and stop the discussion where they hear a fact. They must explain how it is a fact and not an opinion. Then resume the discussion.

### Activity 2:

10 Minutes

1. Copy each of the sentences below into your books and write (in brackets) whether you think each one is presented as a fact or an opinion.

**Extension: Groups \_\_\_\_\_ -> explain your reasoning)**

2. The car was blue. (Fact)
3. The man had lost his coat. (Fact)
4. Lahore Lions are the best cricket club in Pakistan (opinion)
5. I do not like that television programme. (opinion)
6. Aslam's album sold the most copies last year. (fact)
7. I believe that he can win. (opinion)
8. Shahid Afridi is the most stylish cricketer in the world. (opinion)
9. Shahid Afridi was the highest wicket taker in World Cup 2011. (Fact)
10. I don't have coat. (Fact)
11. The library is the tallest building in the town. (Fact)



## CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by highlighting the importance of politeness when expressing opinions. Ask them how one should respond if someone disagrees with one or has a different opinion than one's.

1. Model following phrase
2. "You are right but..."
3. "I understand what you are saying but...."
4. "In my opinion..."
5. "I think..."



## ASSESSMENT

5 MINUTES

1. Ask the students:
  - ◇ Write two facts about school.

- ◇ Write two opinions about school.

OR

- ◇ Write two facts about food.
- ◇ Write two opinions about food.

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



### **HOMEWORK / FOLLOW UP**

2 MINUTES

- Ask students to write a short paragraph on a given topic where they write sentences stating facts and expressing opinion.



# INFLECTIONAL ENDINGS AND COMPOUND WORDS



## STUDENT LEARNING OUTCOMES

- Recognise specific parts of words, including common inflectional endings and compound words.

## INFORMATION FOR TEACHERS

- A change in the form of a word (typically the ending) to express a grammatical function or attribute such as tense, mood, person, number, case, and gender is called an inflectional ending.
- An inflectional ending is a group of letters added to the end of a word to change its meaning. While learning about inflected endings, students will note that a root word lies within (bat, bats).
- 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. Help students understand 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 (-). Share 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.
- Compound words are also formed from complete words e.g., in the word 'lunchbox', both 'lunch' and 'box' are complete words.
- Studying compound words is fun, helps students understand the language, builds interest in words, and prepares 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 a 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 the textbook at all steps where and when needed.



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



**MATERIALS / RESOURCES REQUIRED**

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



**INTRODUCTION**

**5 MINUTES**

- Spend five minutes with students and recap their knowledge about words and their different parts e.g., write 'blackboard' and ask if it is one word. Students may reply 'no'. Some of them may say it is a compound word as they have learnt this concept in the previous class.
- Do the same practice with few more words e.g., notebook, flashcard, class fellow, etc.
- Write the word 'help' on the writing board and ask students to think of a few variations of

this word. Expected answer: helping, helped, helps, helpful, etc.



## DEVELOPMENT

23 MINUTES

### Activity 1:

10 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 the addition sign are combined. Give them an example: sun + flower = sunflower
4. The first pair to raise hands will be allowed to answer.
  - ◇ snow + ball =  
Compound word:  
-----
  - ◇ grass + hopper =  
Compound word:  
-----
  - ◇ living + room =  
Compound word:  
-----
  - ◇ high + school =  
Compound word:  
-----
  - ◇ father+in+law =  
Compound word:  
-----
  - ◇ two+fold =  
-----

### Activity 2:

13 Minutes

1. Tell students that now they are going to learn how changing the end of a word by adding an inflectional ending can change its meaning. Define an inflectional ending as a group of letters added to the end of a word.
2. Give a few examples of some common inflectional endings. Tell your class that the ending **-ing** shows that something is in the **present tense**, or happening right now. Write an example of this (such as *I am working*) on the writing board.
3. Explain that the ending **-ed** shows that something is in the **past tense**, or already happened. Write an example of this (such as *I worked*) on the writing board.
4. Similarly, tell students that the inflectional endings **-s** and **-es** change a noun from singular (one) to **plural** (more than one): cat/cats, bench/benches.
5. Next, write down and separate the different inflectional endings at the top of the board. Then, as a class, have the students come up with words that use the endings effectively. Here is what your board would first look like:

<b>s</b>	<b>es</b>	<b>ing</b>	<b>ed</b>
----------	-----------	------------	-----------

6. Your board will look something like this, once student start adding words to it:

<b>s</b>	<b>es</b>	<b>ing</b>	<b>ed</b>
socks	dresses	singing	bumped
parks	fixes	laughing	looked

7. Appreciate students for their responses.



### CONCLUSION / SUM UP

2 MINUTES

- Conclude the lesson by telling the students that:
  - Compound words are two or more words that join to make a new word with a new meaning.
  - The inflectional endings -s and -es change a noun from singular (one) to plural (more than one): cat/cats, bench/benches. The inflectional endings -ing and -ed change the tense of a verb: eat/eating, walk/ walked.



### ASSESSMENT

3 MINUTES

- Tell students to go through the first lesson in the textbook and find at least five compound words and five words with inflectional endings.



### HOMEWORK / FOLLOW UP

2 MINUTES

- Tell the students to observe different materials in their homes denoting compound words and write names of 10 such materials.
- Go through a newspaper or a magazine and find 10 inflectional words.
- Assign students to do the relevant activities/ exercises from their textbook as homework.

## HOMOPHONES



## STUDENT LEARNING OUTCOMES

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

## INFORMATION FOR TEACHERS

- Homo means same and phones are sounds.
- Homophones are the words with the same sounds but different meanings and spellings e.g. tail/tale.
- They are commonly known as pair of words.
- Homonyms (also called homophones) are words that sound like one another but have different meanings. Some homonyms are spelled the same, like bark (the sound a dog makes) and bark (the outer layer of a tree trunk). Some homonyms are spelled differently, like one (the number) and won (having been victorious).



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, textbook.



## INTRODUCTION

5 MINUTES

- Make an announcement "Speaking aloud is not allowed in the library."
- Ask them what is odd/funny about the statement (possible answer: same sounding words: aloud/allowed).
- Ask a student to write it on the board.
- Tell them that there are many words in English that sound the same but have different spelling.
- Introduce homophones and homonyms to the students.
- Give and ask for a few examples.



## DEVELOPMENT

20 MINUTES

## Activity I:

07 Minutes

- Teacher will show the pictures, given at the end of the lesson, to the students and ask them to tell what they can see in the pictures.
- Write the students' responses on the board in pairs for example hair-hare.
- Once this activity is finished ask the students to come up with some other homophones.

**Activity 2: 07 Minutes**

1. Write the following exercise on the blackboard and ask the students to copy.
2. Ask them to read the sentence and mark the correct option.
  - ◇ Is this computer for \_\_\_\_\_? (sail, sale)
  - ◇ Did the architect visit the \_\_\_\_\_? (site, sight)
  - ◇ How does your \_\_\_\_\_ work? (maid/ made)
  - ◇ Let's \_\_\_\_\_ candies from the canteen. (by, buy)
  - ◇ Does it \_\_\_\_\_ in summer? (rein/rain)
  - ◇ Do the muslim women wear \_\_\_\_\_? (vale/veil)
  - ◇ My aunt has two daughters and a \_\_\_\_\_ (son, sun)
  - ◇ Amna has beautiful long black \_\_\_\_\_ (hare, hair)

**Activity 3: 06 Minutes**

1. Ask the students to make sentences of the following pairs of words (homophones/ homonyms).
2. Ask them to try to use them in parallel sentences so that the meaning is clarified. e.g. their son is standing there.
  - ◇ their/there
  - ◇ made/maid
  - ◇ flour/flower
  - ◇ sight/site
  - ◇ aloud/allowed
3. Monitor and help the students and give your input where required.

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

1. What are homophones and homonyms?

**ASSESSMENT****5 MINUTES**

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

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

1. Ask the students to find out five homophones from their English book.
2. Continue to remind students of spellings of homophones from the textbook.

## REFLEXIVE PRONOUNS



## STUDENT LEARNING OUTCOMES

- Illustrate use of pronouns learnt earlier. Use the personal pronouns myself, yourself, yourselves, himself, herself, ourselves, themselves and itself.

## INFORMATION FOR TEACHERS

- Pronouns are words that take the place of common and proper nouns.
- 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.
- A reflexive pronoun is usually used when the object of a sentence is the same as the subject. The reflexive pronoun can also be used to give more emphasis to the subject or object.

**For Example:**

- ◇ I hurt myself.
  - ◇ He shot himself.
  - ◇ She cut the hair herself.
  - ◇ She looked at herself in the mirror.
- Each personal pronoun (such as I, you, he, and she) has its own reflexive form. Reflexive pronouns end in “-self” (singular) or “-selves” (plural). There are eight reflexive pronouns:

Personal Pronouns	Reflexive Pronouns
▪ i	▪ myself
▪ you (singular)	▪ yourself
▪ you (plural)	▪ yourselves
▪ he	▪ himself
▪ she	▪ herself
▪ it	▪ itself
▪ we	▪ ourselves
▪ they	▪ themselves

In these sentences the subjects and objects are NOT the same persons	In these sentences the subjects and objects are the SAME pronouns (Reflexive Pronouns)
I saw <b>him</b> . (I saw someone else)	I saw <b>myself</b> in the mirror. (I saw my own self in the mirror)
Ali sent <b>him</b> a copy. (Ali sent someone else a copy)	Ali sent <b>himself</b> a copy. (Ali sent his own self a copy)

Zahid sent <b>her</b> a copy. (Zahid sent someone else a copy)	Meena sent <b>herself</b> a copy (Meena sent her own self a copy)
My dog hurt <b>the car</b> .	My dog hurt <b>itself</b> . (My dog hurt its own self)
We blame <b>you</b> . (We blame someone else)	We blame <b>ourselves</b> . (We blame our own selves)
They cannot look after <b>the babies</b> .	They cannot look after <b>themselves</b> . (They cannot look after their own selves)

- Time allocation is estimated and can change as per need of the activity.
- Keep reinforcing the reflexive pronouns whenever they come in the textbook.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



## MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, duster, textbooks.



## INTRODUCTION

5 MINUTES

- Start the lesson by telling the class that all of them will play a short game of guessing an object or a person. Explain to the students that one student will have to guess the object or the person.
- Choose one volunteer student and send him/her out of the classroom. Tell him to go and sit in the next classroom until you call him/her back.
- Choose an object or person to be guessed along the rest of the students. Call back the student who was sent out.
- The whole class tells the student the gender of the person or object to be guessed (masculine, feminine, neuter, common). The class also tells the student whether the object or person to be guessed is singular or plural.
- The class gives hints to the student, using appropriate pronouns, until the student guess the answer. For example, if the person to be guessed 'is a male hairdresser', the class may say things like:

**He uses scissors. He needs training. He make different styles.**

- Provide students with the related vocabulary while they are giving hints.
- After the student has guessed the object or the person, ask the whole class to clap for him/her.
- Write the pronouns used by students on the writing board and ask them what are these words called? Also ask the students why these words are used. Write the pronouns learnt earlier on the writing board.
- Tell the class that today they will learn about another type of pronoun called Reflexive Pronoun. Write the topic 'Reflexive Pronouns' on the writing board.
- Write all the eight reflexive pronouns on the writing board. ask the students to find as many reflexive pronouns in their textbooks as they can in two minutes. Give hint by telling them some page numbers where they could find these pronouns.
- Explain to the students that a reflexive pronoun is usually used when the object of a sentence is the same as the subject. The reflexive pronoun can also be used to give more emphasis to the subject or object.
- Help students understand through the examples they found in their textbooks.



## DEVELOPMENT

20 MINUTES

### Activity

20 Minutes

1. Write the sentences and the pronouns on the board (See the sample at the end of the lesson plan).
2. Tell the students to write only the sentences in their notebooks.
3. Explain to the students that they have to choose and write in the blanks the correct reflexive pronoun. Tell them to choose pronouns from the list written on the board.
4. Provide help to the students where necessary.
5. You can give more sentences if students finish the work before time.



## CONCLUSION / SUM UP

3 MINUTES

1. Give students a quick recap by reinforcing the definitions of reflexive pronouns.



## ASSESSMENT

5 MINUTES

1. Check students' ability to recall the pronouns learnt earlier in the introduction activity by asking them about pronouns.
2. Assess students' ability to use reflexive pronouns through their performance in the activity 1.
3. Check the work given as homework to judge students' ability to use reflexive pronouns correctly.
4. Assess students' understanding of pronouns by giving them a short test after all the pronoun lessons are taught.
5. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Write 5 reflexive pronouns on the board. Tell students to use the pronouns in their own sentences

### Sample– Activity 1

Look at the underlined noun in each sentence. Choose the correct reflexive pronoun and write in the blanks.

**Myself**

**yourself**

**himself**

**herself**

**Itself**

**ourselves**

**yourselves**

**themselves**

1. Ahmad made this sandwich \_\_\_\_\_.
2. Mehwish did the homework \_\_\_\_\_.
3. I wrote this poem \_\_\_\_\_.
4. She cut \_\_\_\_\_ with the knife while she was cooking.
5. They collected all the tickets \_\_\_\_\_.
6. The elephant can defend \_\_\_\_\_.
7. Sara, did you write this story \_\_\_\_\_.
8. We all enjoyed \_\_\_\_\_ very much on the picnic.
9. Zainab and Adnan, you should look after \_\_\_\_\_.



10. Did they behave \_\_\_\_\_?

**Answer Key:**

**1. himself, 2. herself, 3. myself, 4. herself,  
5. themselves, 6. itself, 7. yourself, 8. ourselves,  
9. yourselves, 10. themselves.**

## POSSESSIVE PRONOUNS



## STUDENT LEARNING OUTCOMES

- Demonstrate the 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 flexible 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 MINUTES/ 1 PERIOD****MATERIALS / RESOURCES REQUIRED**

- Chalk/marker, writing board, duster and textbooks.

**INTRODUCTION****5 MINUTES**

1. Announce in the class that today's lesson will begin by playing the game 'Detective'. Explain to the students the rules of the game. One student will act as a detective. He/she will be sent to the next classroom for one minute. When the detective comes back after a

minute, he/she will be given an object. The detective then asks from one of the students: Is this yours? He keeps asking this question till he gets an answer in Yes.

2. Now play the game.
3. Send the detective into the next classroom for one minute. Ask one student to give you some object (e.g. a pencil).
4. Instruct all the students that if the detective asks any of them about the pencil, they must say: No, it is not mine.
5. Tell the students that they can also say: No, it is not mine. I think it is hers/her.
6. Call back the detective. Give him/her the pencil. Tell the detective to ask the students one by one: Is this your pencil or Is this yours? (If the number of students is more than 20, tell the detective to ask from only those students on whom he/she thinks it can be theirs).
7. The detective asks one student whether it is his/her pencil. The student replies, as instructed: No, it is not mine. I think it is his/hers (pointing at another students).
8. The detective then asks the student indicated, and so on asks all the students (if the number of students is more than 20, the detective asks from only those students on whom he/she has doubt).
9. At the end, the detective has to try to identify who is the owner of the object. (Through this activity, the students demonstrate correct use of my, mine, your, yours, his, hers. The game can be easily finished in 8 – 10 minutes).
10. After the game is finished, ask the students to recall the pronouns they used in the game. Write one pronoun on the writing board so that students start giving responses.
11. Reinforce that possessive pronouns my, your, our, their, her come before noun. Write few examples on the writing board for students' understanding (This is my computer. Our classroom is very clean. Her sister is playing with a doll).
12. Reinforce that possessive pronouns mine, yours, hers, ours, theirs are used without nouns. Write few examples on the writing board. (This computer is mine. That clean classroom is ours. This doll hers. These pictures are theirs).
13. They have already studied this concept earlier. Hence they should be able to answer and respond well in class.



## DEVELOPMENT

20 MINUTES

### Activity 10 Minutes

1. Write sentences on the board (See the sample at the end of the lesson plan).
2. Give clear instructions to the students and ask them to do the work in their notebooks. Repeat the instructions if necessary.
3. Do the first sentence on the writing board for students to understand better.
4. Move in the classroom to monitor students' work and provide help.
5. Give students some more sentences if they finish the work well before time.

### Activity 2: 10 Minutes

1. (You must select the sentences from the textbook before the class begins).
2. After students have finished doing the activity 1, clean the board.
3. Write at least five sentences, selected from the textbook, on the board. Tell students that the sentences are taken from their textbooks and they can look for them in the books later.
4. Explain to the students that they have to re-write the sentences in their notebooks by changing the possessive pronoun. For example, 'my' would change into 'mine', 'your' would change into 'yours', 'our' would change into 'ours' (see the sample at the end of the lesson plan).
5. Do the first sentence on the board for students' understanding. Help students while they are doing the exercise.



## CONCLUSION / SUM UP

3 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

5 MINUTES

1. Check how well students' recall the possessive pronouns learnt earlier in the introduction activity through the correct demonstration of use of possessive pronouns.
2. Check the written work given in the classroom to assess students' ability to use the possessive pronouns correctly.
3. Assess students' ability to demonstrate correct use of my – mine, her – hers, our – ours, etc. through the correct sentences given in the activity 2.
4. Assess students' ability to demonstrate correct use of possessive pronouns by giving them a short test (exercise) at the end of the week.
5. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to make sentences using the seven possessive pronouns.
2. Note: Give students enough practice exercises in following classes.

### Sample– Activity 2

Re-write each sentence by changing the possessive pronoun. (The first one has been done for you.)

1. This is their book.                      This book is theirs.
2. Those are his shoes.
3. That is her job.
4. These are our paints.
5. This is my handkerchief.

#### Answer Key:

2. Those shoes are his.
3. That job is hers.
4. These paints are ours.
5. This handkerchief is mine.

## SUBJECT-VERB AGREEMENT



## STUDENT LEARNING OUTCOMES

- Demonstrate the use of subject-verb agreement according to person and number.

## INFORMATION FOR TEACHERS

1. The subject of a sentence can be singular (one) or plural (many).
2. The verb form can change depending on whether the subject is singular or plural. e.g.,
  - ◊ This computer (singular subject) is (verb) old.
  - ◊ These computers (plural subject) are (verb) old.
3. The verb must always agree with its subject. Therefore, a singular subject takes a singular verb, and a plural subject takes a plural verb.
4. While teaching the lesson, the teacher should also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

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



## INTRODUCTION

5 MINUTES

1. Write the following sentences on the writing board and ask the students which one is correct, do ask for the reasons why one is right or wrong.
  - ◊ This is a book.
  - ◊ This are a book.
2. Briefly review the terms 'verb' and 'subject' with the whole class. Then, explain the following:
  - ◊ The verb must always agree with its subject.
  - ◊ A singular subject takes a singular verb, and a plural subject takes a plural verb.



## DEVELOPMENT

21 MINUTES

## Activity 1:

11 Minutes

1. Make a chart of the following table about the present tense subject-verb agreement and paste it on the writing board:

He /She/ It	Verb + 's' or 'es'
I/You/We/They	Verb
I	Am

He/she/It	Is
You/we/they	Are

2. Explain to students which subjects take which verbs and then write the following exercise on the board:

**Write correct verb form in the following sentences:**

- ◇ I ----- happy. (am, are)
- ◇ Rashid ----- cricket. (plays, play)
- ◇ Jamil ----- a good student. (is, am)
- ◇ You ----- ill. (are, is)
- ◇ I ----- apples. (eat, eats)

3. Divide the class into pairs.
4. Ask each pair to complete the blanks.
5. Tell the students to refer to the exercise written on the board when and where they need it.
6. Invite some pairs to come up and share their responses with the class.

**Activity 2: 10 Minutes**

1. Write the following verbs and table on the writing board:

**eat, speak, eats, speaks, walk, walks, run, runs, harvest, harvests, sleep, sleeps**

Subject	Verb
I	
We	
You	
He	
She	
It	
They	
Boys	
Farmer	

2. Tell the students to remain in the same pairs and copy the chart in their notebooks.
3. Ask students to write corresponding verbs in front of the subjects and complete the chart.
4. Invite some students to come up and share their answers/responses.



**CONCLUSION / SUM UP**

2 MINUTES

1. Conclude the lesson by telling the students that:
  - ◇ The verb must always agree with its subject. Therefore, a singular subject takes a singular verb, and a plural subject takes a plural verb.



**ASSESSMENT**

5 MINUTES

1. Write these sentences on the writing board.
  - ◇ So many people are/ is outside.
  - ◇ The office is/are closed.
  - ◇ He cooks/ cook food.

- ◇ There is/ are three books.
- 2. Ask students to write the correct verb form in their notebooks.
- 3. Review each sentence with the whole class. (Ask students: 'raise your hand if you chose 'are'... 'cooks'...and so on).



## **HOMEWORK / FOLLOW UP**

**2 MINUTES**

1. Refer students to the subject-verb agreement exercise in the textbook and ask them to solve the exercise as a home task.
2. Tell students to share their work in the upcoming class the next day.

# NARRATIVE PARAGRAPH-I



## STUDENT LEARNING OUTCOMES

- Identify narrative paragraphs to note differences.

## INFORMATION FOR TEACHERS

- A narrative paragraph narrates an incident, event, experience, or story.
- A narrative paragraph mostly talks about the events related to the past.
- Tell students that a narrative paragraph contains three types of narration:
  - 1st person i.e. I, we.
  - 2nd person i.e. you
  - 3rd person i.e. he, she, it, they, a name.
- While teaching the lesson, the teacher should consult the textbook at all steps.



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



## MATERIALS / RESOURCES REQUIRED

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



## INTRODUCTION

5 MINUTES

- Write the following sentence starter on the writing board:  
**Last time .....**
- Tell students to think about a picnic they had in the recent past.
- Ask some students to share their experience by starting with the sentence starter written on the board. e.g., date, venue, conveyance, etc.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

- Write the following sentence on the writing board:
  - I am Ali.
  - You are Ali.
  - He is Ali.
- Ask students if they find any difference in these sentences.
- Take responses from a few students.
- After discussion tell students that:
  - 1<sup>st</sup> sentence is in the first person and is told by Ali himself.



- ◇ 2<sup>nd</sup> sentence is in the second person and is told by a person standing in front of Ali addressing him directly.
  - ◇ 3<sup>rd</sup> sentence is in the third person and is told by a person who is not addressing Ali. Even, Ali may not be present there when this person said it.
5. Write the following sentences on the writing board:
    - ◇ I went to Peshawar.
    - ◇ He plays cricket.
    - ◇ You win the match.
  6. Divide the class into pairs and tell them to identify the persons in the sentences written on the writing board.
  7. Invite some students to share their answers.

### Activity 2: 10 Minutes

1. Write the following short paragraphs on the writing board.
  - ◇ Once a fox was hungry. He went to a garden and saw some grapes. He wanted to eat them, but the grapes were very high. He jumped up again and again but could not reach the grapes. He got disappointed and went away saying "The grapes are sour".
  - ◇ I am a fox. Once, I was very hungry. I went to a garden and saw some grapes. I tried to eat the grapes, but they were too high. I jumped up again and again but could not reach. I was so disappointed that I left saying "The grapes are sour."
  - ◇ You are a fox. One day you were very hungry. You went to a garden and saw some grapes. You wanted to eat them, but the grapes were too high to reach. You jumped up again and again but could not reach. You got disappointed and went away saying "The grapes are sour".
2. Divide the class into pairs and tell them to read all three paragraphs written on the writing board and find out the differences between narrations.
3. Ask students to compare their answers with another pair.
4. Allow 2 – 3 students to share their answers with the whole class.



### CONCLUSION / SUM UP

2 MINUTES

Conclude the lesson by telling the students that:

1. A narrative paragraph contains three types of narration which are as follows.
  - ◇ 1<sup>st</sup> person i.e. I, we
  - ◇ 2<sup>nd</sup> person i.e. You
  - ◇ 3<sup>rd</sup> person i.e. He, she, it, they, a name.



### ASSESSMENT

5 MINUTES

Ask the students to write a short narrative paragraph on one of the following topics:

1. The happiest day of my life
2. My first day in school.



### HOMEWORK / FOLLOW UP

3 MINUTES

- Tell the students to complete the task as follows.
1. Read the following narration:

**Once there was a crow. He was very thirsty. He searched for water and came to a garden. He saw a pitcher of water. He wanted to drink the water, but the water was very**

**low. He saw some small stones nearby. He hit upon an idea and started throwing the stones one by one in the pitcher. The water rose slowly, he drank the water and flew away happily.**

2. Identify the narration type:

**First, second or third.**

3. Convert the narration into other two narration types.

- Assign students to do the relevant activities/ exercises from their textbook as homework.

# 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

- This lesson will be a development of the earlier lesson on narrative paragraphs.
- Students will learn to relate their knowledge to familiar situations.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



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



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, textbook, photographs from newspapers/ magazines can be used as resource.



## INTRODUCTION

5 MINUTES

- Ask students to brainstorm on events that happened the day before, after school.
- Ask them:
  - Did you have any guests yesterday or did you go to visit any relatives?
  - Did you do anything naughty yesterday?
  - Did anyone at home get scolded yesterday?
  - Did you or your brothers or sisters do anything interesting or enjoyable yesterday?



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

- 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?
- Write the words and phrases as well as past tense form of words / phrases / sentences on the writing board.
- Students should write about a cricket match they played or watched recently.
- Ask them to use action words to describe the situation.
- Further remind them that since the action has already taken place, they have to use the past tense.
- 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 student next to them. Work together to correct errors in the writing.
2. Also ask students to point out to their pair of any interesting or important piece of information if missing.
3. Inform them that this is known as editing.
4. Ask students to re-write the revised paragraph neatly in notebooks.
5. Ask students to underline all the verbs/action words that have been used.

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

1. Let sample work be read out in the class.

**ASSESSMENT****5 MINUTES**

1. Assess students' written work and give marks. You can take a test in the following week.
2. Involve the students in solving problems in the given exercise at the end of unit/chapter.

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

1. Write a narrative paragraph, describing an activity at home. (It can be about some guests who visited your house or something naughty that you did or saw someone else do).

# LESSON 70

## UNIT 7: WHAT GOES AROUND, COMES AROUND

# WORDS BEGINNING WITH CONSONANT AND VOWEL SOUNDS



### STUDENT LEARNING OUTCOMES

- Identify and practise the use of the words starting with consonant and vowel sounds.

### INFORMATION FOR TEACHERS

- The letters a, e, i, o, and u are called vowels. The other letters in the alphabet are called consonants.
- A vowel sound is pronounced without any obstruction in the vocal tract.
- A consonant sound is produced by obstructing the breath anywhere in the vocal tract before it comes out of the mouth or nose to utter the sound.
- Focus on the continuous practice of consonant and vowel sounds identification and manner of articulation.
- Maintain a 'sound chart' in the classroom with example words for all 44 sounds in English.
- While teaching the lesson, the teacher should consult the textbook at all steps.



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



### MATERIALS / RESOURCES REQUIRED

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



### INTRODUCTION

5 MINUTES

- Draw two columns on the writing board and write vowels and consonants as follows:

Column A	Column B
a, e, i, o, u	n, b, q, d, h, y, f

- Ask some students to pronounce each letter from the writing board as written in column A and column B.
- Tell students that the letters written in column 'A' are called vowel letters while the letters written in column 'B' are called consonants.
- Explain to the students that there are 26 letters in the English alphabet, five letters are vowels, and the remaining 21 letters are consonants. However, the five vowel letters produce as many as 20 vowel sounds whereas the 21 consonant letters produce only 24 consonant sounds.



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

1. Say: "I'll say two words aloud. Listen carefully and tell me which sound each word starts with."
2. Say these words aloud: petrol, astronaut
3. Write the following words on the writing board:  
**pen, orange, book, sea, apple, air, ball, eat, wall, balloon, hour, universe.**
4. Divide the class into pairs.
5. Tell pairs to pronounce these words and identify which one starts with a vowel sound and which words start with consonant sounds. Tell them that sometimes a word has a vowel letter at the start but it does not begin with a vowel sound, whereas these are a few words with consonant letters at the start but they begin with a vowel sound. For example, the word 'union' starts with a vowel letter 'u' which produces a consonant sound /yu/.
6. Tell students that they have 3 minutes to complete their task.
7. Invite a few students to come up and share their answers with the whole class.

### Activity 2: 10 Minutes

1. Students will remain in the same pairs.
2. Refer the students to a lesson in the textbook.
3. Ask students to find out words starting with vowel and consonant sounds and list them.
4. Invite a few pairs to come up and share their findings with the whole class.



## CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by telling the students that:

1. A vowel sound is pronounced without any obstruction in the vocal tract.
2. A consonant sound is produced by obstructing the breath in the vocal tract.
3. Explain to the students that there are 26 letters in the English alphabet, five letters are vowels, and the remaining 21 letters are consonants. However, the five vowel letters produce as many as 20 vowel sounds whereas the 21 consonant letters produce only 24 consonant sounds.
4. Some words begin with a vowel letter that produces a consonant sound or vice versa.



## ASSESSMENT

5 MINUTES

1. Say the following words one by one:  
**table, umbrella, bag, under, fan, ice cream**
2. Tell students to stand up if the word starts with a vowel sound and keep seated if the word starts with a consonant.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Tell students to go through the first lesson in their textbooks and find out at least 5 words beginning with vowel sounds and 5 words beginning with consonant sounds. Ask them to fill out the following table as shown below:

Word	Vowels	Consonants
elephant	/e/	
history		/h/

## ENGAGING IN A CONVERSATION



## STUDENT LEARNING OUTCOMES

- Demonstrate conventions and dynamics of oral interactions in a group to engage in conversation.

## INFORMATION FOR TEACHERS

1. Involve students in active communications.
2. Use appropriate vocabulary for the topic.
3. Focus on engaging students in conversation/discussions.
4. Use gestures (body language) to support your talking.
5. Give students practice in short informal sentences.
6. Engage students in short discussions and dialogues.
7. While teaching the lesson, consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

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



## INTRODUCTION

5 MINUTES

1. Divide the class into groups of 4 – 5 students
2. Ask students to discuss any two topics for two minutes each:
  - ◇ The best thing about our school
  - ◇ The best teacher in our school
  - ◇ Best season in our village/town/city
3. Tell them that everyone in the group must say something about these topics.



## DEVELOPMENT

20 MINUTES

## Activity 1:

10 minutes

1. Write the following information sheet on the writing board and ask students to copy it on their notebooks.

Question	Answer	Student's Name
What is your favourite food?		
Where do you spend your weekend?		



Name your favourite sports?		
What are your favourite subjects?		

- Now tell the students that they will get up and mingle in the room.
- They will have the information sheet with them, they should talk to at least four different students and ask one question from each student.
- Tell students that they must have at least one answer for each question.
- Tell students to write the name of each student against each question he/she answered.
- After five minutes tell students to take their seats.
- Ask a few students to share their gathered information i.e., answers with student names.

### Activity 2: 10 Minutes

- Divide the class into four groups.
- Nominate a group leader from each group to moderate the discussion.
- Give them the following topic for discussion:
  - TV is good or bad?
  - How can we help others?
- Tell students to talk about these topics and engage in conversation.
- Move around the room and observe the conversation in different groups.



### CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by telling the students that:

- In order to participate in a discussion/conversation, it is important to think of an idea.
- Do not hesitate to express your ideas.
- Use body language/gestures and easy words to convey your message.
- Tell students to interact and engage in active conversations as much as possible.
- Focus on vocabulary and pronunciation for fluency.



### ASSESSMENT

5 MINUTES

- Ask students to discuss their favourite foods/ places/ TV programmes in pairs.
- Move around and listen to their conversations.
- Identify any students who are struggling/ shy and provide them additional support during recess time. Encourage them to participate in conversations. Tell them it is ok to use incomplete or grammatically inaccurate sentences during practice. If they do not know a word, they should use gestures or body language to convey their message.



### HOMEWORK / FOLLOW UP

2 MINUTES

- Tell students to converse with their family members, friends, relatives, and teachers about the weather, sports, professions, etc.
- Assign students to do the relevant activities/ exercises from their textbook as homework.

## RETELLING A STORY



## STUDENT LEARNING OUTCOMES

- Retell a story briefly but sequentially.

## INFORMATION FOR TEACHERS

1. It is important that children are able to retell the story including significant details about major characters and correct sequence of events.
2. Sequencing words of time are an important part of the story. For example then, after that, in the end, it starts with, from etc.
3. Always look up the meaning of the difficult words from a dictionary before the lesson. This helps you give the best/concise meaning to the students.
4. While teaching the lesson, consult textbook at all steps where and when applicable.



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



## MATERIALS / RESOURCES REQUIRED

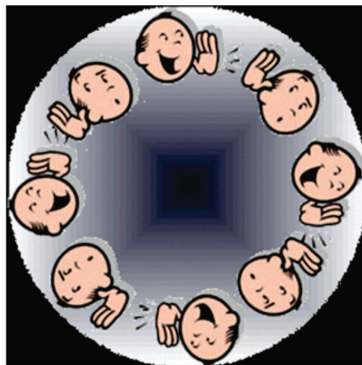
- Story book (preferably with some illustrations/ pictures to aid comprehension and maintain interest level). Sample story (appendix).



## INTRODUCTION

5 MINUTES

1. Tell students that you are going to play a memory game. Tell them to listen carefully and remember the order in which things happened.



2. This is the cow that kicked the dog that chased the cat that ate the mouse that ate the cheese in the house that Ali built.
3. Write the words in bold writing on the board but in jumbled order. Ask students to remember which one came first.
4. Once they have done it, ask them if there was a pattern in the sequence (Yes, the pattern was starting from the biggest and then moving to the smallest animal).



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

1. Divide the class in three groups.
2. Each group should be given a sample story copy (appendix) and they should all be able to see the book and the pictures in it.
3. Now read the story and tell them about the pictures in the book and the events those pictures are showing.
4. Try to use pauses and breaks, which will help the students to see the pictures related to what you said. Read with intonation and expression.

### Activity 2: 10 Minutes

1. Ask the class: Was the story interesting? What was the best part of the story? Discuss the story in brief.
2. Now ask a student to volunteer to retell the story in his/her own words. Encourage using complete sentences and correct tense use.
3. Make it a chain story. You start retelling the story and stop at a point and ask the next student to take the story from there. Ensure that you monitor the pace of retelling the story so that every child can get a chance.
4. Ask the children to add in any details missing.



## CONCLUSION / SUM UP

3 MINUTES

1. Conclude the lesson by retelling the story yourself to the class. Take students ideas about the importance of remembering and being able to retell/narrate what happened.



## ASSESSMENT

5 MINUTES

1. Ask some questions from the story. Like description of the characters and their behaviors. Using the 5 'wh' questions (Who, what, where, when, why). Also ask using the doing, saying, feeling prompts to elicit responses about the characters and events.
2. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Students must be able to retell/narrate their favorite story to their pairs. The pairs would retain the events told and would write it in their notebooks.

**SAMPLE STORY:****The Grasshopper and the Ants**

In a field one summer's day a grasshopper was hopping about, chirping and singing to its heart's content. A group of ants walked by, grunting, as they struggled to carry plump kernels of corn.

"Where are you going with those heavy things?" asked the grasshopper.

Without stopping, the first ant replied, "To our ant hill. This is the third kernel I've delivered today."

"Why not come and sing with me," teased the grasshopper, "instead of working so hard?"

"We are helping to store food for the winter," said the ant, "and think you should do the same."

"Winter is far away and it is a glorious day to play," sang the grasshopper.

But the ants went on their way and continued their hard work.

The weather soon turned cold. All the food lying in the field was covered with a thick white blanket of snow that even the grasshopper could not dig through. Soon the grasshopper found itself dying of hunger.

He staggered to the ants' hill and saw them handing out corn from the stores they had collected in the summer. He begged them for something to eat.

"What!" cried the ants in surprise, "haven't you stored anything away for the winter? What in the world were you doing all last summer?"

"I didn't have time to store any food," complained the grasshopper; "I was so busy playing music that before I knew it, the summer was gone."

The ants shook their heads in disgust, turned their backs on the grasshopper and went on with their work.

Don't forget -- there is a time for work and a time for play!

**Month**

**4**

# APPLYING INTENSIVE READING STRATEGIES



## STUDENT LEARNING OUTCOMES

- Apply critical thinking to interact with text using intensive reading strategies (while reading) to:
  - ◊ Guess meanings of difficult words from context.
  - ◊ Use context to infer missing words.

## INFORMATION FOR TEACHERS

1. Intensive reading requires that students try to understand the text thoroughly.
2. Critical thinking means applying their prior knowledge, the given information and reasoning to analyze and reach a logical conclusion.
3. To 'Infer' means to understand or grasp the meaning when there are no direct or obvious clues in the text. Inference requires looking at context (background, setting, information, and topic) of the text.
4. Similarly missing words can be guessed using the information already given and by looking at the meaning of the other words in the same sentence and the rest of the text.
5. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



## DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

- White board, chalk/marker, duster and textbook.



## INTRODUCTION

5 MINUTES

1. Ask the students the meaning of the word overcast.
2. When they are unable to answer tell them not to be disappointed. They can always guess the meaning of a word in a sentence without a dictionary.
3. Write the following text on the writing board:
4. Asad could hear thunder. He looked up and saw that the sky was overcast. He rushed to pick up the clothes that he had put out to dry after washing.
5. Now ask them to guess the meaning again. (Cloudy, about to rain).
6. Ask them which words/information helped them to guess the meaning.
7. (Correct responses will depend on the following clues: thunder/ rushed to pick up the clothes that he had put out to dry after washing).
8. Tell the students that they will be guessing the meanings of difficult words by keeping in mind the context of the text, that day.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

1. Take a relatively difficult text for the class (from their textbook) which has some difficult words in it.
2. Start reading the text and tell the students to underline difficult words as you read along.
3. Now ask the students about the meaning of the words. If no one is able to answer, point out the clues in the context and ask the class to guess the meaning by keeping in mind the same. They will surely be able to tell the meaning or at least they will come closer to the meaning.
4. Conduct this activity for all the underlined words.
5. Appreciate the students who guess the words correctly and encourage the students who are not able to. Try to ask the shy students to participate in the session.

### Activity 2:

10 Minutes

1. Take a paragraph from the text book and delete some key words from it, in a worksheet (no more than 8-10 words in a paragraph of 15-20 lines).
2. Make a table and write the missing words and a few distracters i.e. words which are not the right choices.
3. Divide the class in pairs and give the worksheet to them.
4. Ask them to use the context of the words and sentences and infer the missing words from the list given to you.



## CONCLUSION / SUM UP

3 MINUTES

1. Ask them the new words they have learnt in this lesson.
2. Ask them how the skill of guessing from the context will be useful for them.



## ASSESSMENT

5 MINUTES

1. Give them another short text from their text book with difficult meanings and ask them to find out the meanings of 4 words through guessing.
2. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Give students text from a poem and see if they can guess the meaning of difficult words.

## ELEMENTS OF A STORY



## STUDENT LEARNING OUTCOMES

- Identify the elements of a story: plot, beginning, middle, and the end of a story with conflict and resolution; human, animal, imaginary characters and their roles; dialogues and setting.

## INFORMATION FOR TEACHERS

- Read out the story to the class with effective intonation and expression to capture the interest of the students.
- The purpose of the story is to entertain.
- Interesting characters and setting, a good beginning, middle, and end and the logical sequence of events/actions make the story interesting.
- Each story has a problem or conflict to resolve.
- The characters of the story may be people, animals, or other creatures.
- Dialogues are all the sentences/statements given or uttered by the characters.
- The setting is the 'place' and 'time' where the story takes place.
- The beginning introduces the characters, the setting, and the problem of the story.
- In the middle, the problem develops.
- The end is how the problem/conflict is resolved.
- Roleplay will help students understand the story better so that they can attempt the written task easily.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

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



## INTRODUCTION

5 MINUTES

- Ask the following questions from students:
  - Do you like reading stories?
  - What are your favourite stories?
  - How many of you have heard about the story "The Hare and the Tortoise"?
- Tell students that you will read out the story so that those of them who have never heard about it may also know it.
- Get the story written on the writing board or a chart pasted on the wall.



**Activity 1: 10 Minutes**

1. Read the story aloud with a clear voice.
2. Keep the voice high enough for the whole class to listen to.
3. Read with an appropriate rise and fall of the tone indicating happiness, pride, fear, etc.
4. Change your voice to act out the roles of hare and tortoise.
5. Pause and repeat the sentences if you feel that the class is having a problem listening clearly.
6. Observe students infer if they are understanding the story or not.
7. Write the following elements on the writing board:
  - ◇ characters
  - ◇ setting
  - ◇ Plot
  - ◇ Conflict
  - ◇ Problem
  - ◇ Solution
  - ◇ Theme
8. Divide the class into pairs and ask them to brainstorm about these words.
9. Tell students to turn to their partners after brainstorming and share their answers.

**Activity 2: 10 Minutes**

1. Ask students to recall the story they just heard in the previous activity.
2. Now discuss each element of the story with the help of the following table:

<b>Somebody</b> Who is the main character?	<b>Somewhere</b> Where does the story take place?	<b>Wanted</b> What does the main character want?	<b>But</b> What is the problem or conflict?	<b>So</b> How does the problem get solved?	<b>Then</b> What is the result or outcome?

3. Write the following questions about the story on the writing board.
  - ◇ What are the characters?
  - ◇ How many characters are there in the story?
  - ◇ What are the names of the characters?
  - ◇ What different characters do in the story?
  - ◇ What is the location of the story?
4. Divide the class into five groups.
5. Ask the groups to think of a story they all have heard and discuss these questions and find the answers.
6. When students have answered all the questions correctly, tell them that these questions are related to the characters and setting of the story.
7. Then, ask students to recall the events of the story, i.e., beginning, middle, and end.
8. Ask students to work in the same groups and find and discuss the beginning, middle, and end of the story.

9. Write the following prompt on the writing board and ask the students to complete it.

**Beginning** -----  
---

**Middle** -----  
----

**End** -----  
----

10. Ask representatives of the groups to come up and share their responses.



### CONCLUSION / SUM UP

3 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

5 MINUTES

1. Ask students to recall the story of 'The Hare and the Tortoise' and answer the following questions. Write these questions on the board:
  - ◇ Why did the hare and tortoise have a race?
  - ◇ Who won at the end?
2. Ask students to go through a story in their textbook and find the following:
  - ◇ characters
  - ◇ setting
  - ◇ plot
  - ◇ conflict
  - ◇ problem
  - ◇ solution
  - ◇ theme



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to read the story again at their homes and find answers to the following questions:
  - ◇ What lesson did they learn from the story?
  - ◇ What are their feelings about different characters and events of the story?
2. Ask students to go through their textbooks and find another story.
3. After finding the story do the following:
  - ◇ Find beginning, middle, and end.
  - ◇ Find characters and setting.
  - ◇ Find the conflict of the story and its solution.

# CHARACTERISTICS OF A STORY



## STUDENT LEARNING OUTCOMES

- Recognise and describe briefly story elements:
  - ◊ Tell when and where the story is set.
  - ◊ Describe the character in a story.
  - ◊ Express preferences about them giving reasons.

## INFORMATION FOR TEACHERS

1. All stories have some common elements: place and time (setting), characters, and plot (events).
2. The important parts of the story are beginning/ middle and the end. Students need to be able to retell the story in the correct sequence.
3. Select a short story. It will help to save time in reading and you can discuss the elements better.
4. Different readers respond differently to different narratives. Some might love the story, yet other may not like the characters or the ending of the story.
5. While teaching the lesson, consult textbook at all steps where and when applicable.



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



**MATERIALS / RESOURCES REQUIRED**

- Story book (preferably with some illustrations/ pictures to aid comprehension and maintain interest level), Sample story (appendix).



**INTRODUCTION**

**5 MINUTES**

1. Ask students to tell the names of their favourite stories (that they have read or have listened).
2. Ask them what stories teach us/tell us.
3. Ask them if they like ghost stories, fairy tales or adventure stories.



**DEVELOPMENT**

**20 MINUTES**

### Activity 1:

**20 Minutes**

1. Tell them that there are a number of elements in a story which complete the story. Tell them a brief introduction of each element i.e. time and place of the story, characters and their preferences etc.
2. Divide the class in a number of groups depending on the number of story response sheets you have with you (you can write this information on the writing board too).

3. Read the story to the students. Read it through without any pause but read it loudly and clearly. Your tone and facial expressions, should help children understand the story better.
4. Distribute the story sheet. Now ask the class about the time and place of the story. They have a picture with the text. Ask them to look at the picture and guess what time it is. Ask them the place where the story is set? The picture and the events in the story will help them in answering these questions.
5. Ask one member of each group to share the responses on their response sheet.
6. Ask students about what they liked about the story. Also ask if they would like to change anything about the story. Ask them to explain their preferences and the reasons for particular likes and dislikes.
7. Ask the class to fill in their responses.



### **CONCLUSION / SUM UP**

3 MINUTES

1. Conclude the lesson by telling them the story elements again. Give a brief recap.



### **ASSESSMENT**

5 MINUTES

1. Assess them on their story response sheet.
2. Involve the students in solving the 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 to their 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? If yes, how and why? If not, then why not? Encourage critical thinking by asking what part they changed and which character they would like to be and why?

**SAMPLE STORY:**

The Grasshopper and the Ants.

In a field one summer's day a grasshopper was hopping about, chirping and singing to its heart's content. A group of ants walked by, grunting, as they struggled to carry plump kernels of corn.

'Where are you going with those heavy things?' asked the grasshopper.

Without stopping, the first ant replied, 'To our ant hill. This is the third kernel I've delivered today.'

'Why not come and sing with me,' teased the grasshopper, 'instead of working so hard?'

'We are helping to store food for the winter,' said the ant, 'and think you should do the same.'

'Winter is far away and it is a glorious day to play,' sang the grasshopper.

But the ants went on their way and continued their hard work.

The weather soon turned cold. All the food lying in the field was covered with a thick white blanket of snow that even the grasshopper could not dig through. Soon the grasshopper found itself dying of hunger.

He staggered to the ants' hill and saw them handing out corn from the stores they had collected in the summer. He begged them for something to eat.

'What!' cried the ants in surprise, 'haven't you stored anything away for the winter? What in the world were you doing all last summer?'

'I didn't have time to store any food,' complained the grasshopper; 'I was so busy playing music that before I knew it, the summer was gone.'

The ants shook their heads in disgust, turned their backs on the grasshopper and went on with their work.

Don't forget – there is a time for work and a time for play!

**Student's Response Sheet**

Element	Response by the Students
Who	
What	
When	
Where	
How	
Beginning	
Middle	
Ending	

## COMPOUND WORDS



## STUDENT LEARNING OUTCOMES

- Use common compound words in speech and 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 and not prefixes or suffixes: week + end = weekend but week + ly = weekly is NOT a compound word.
- 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 spelling of lengthy words.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster and textbook.



## INTRODUCTION

5 MINUTES

- Tell the students that today you are going to help them learn a trick to increase their vocabulary.
- Remind them addition sums and signs of + and =.
- Introduce compound words to the students by writing following words as sums:
  - post + man = postman
  - moon + light = moonlight
  - tea + spoon = teaspoon
- Ask the students to match the following words to form compound words in small groups and write the compound word in the 3rd column.

arm	fast	armchair
post	guard	
tea	man	
break	wash	
after	maker	
white	chair	
safe	light	
moon	lord	
shoe	noon	
land	spoon	

5. Monitor and help the students.
6. Once they are finished with the activity, ask them randomly to tell the compound words.
7. Ask the students to make corrections side by side in their note books.



## DEVELOPMENT

20 MINUTES

### Activity 1:

07

1. Divide the students into two big groups: Group A and Group B.
2. Draw a table on the board with two columns. Write group A and B in the columns.
3. Tell the students that they are going to play a game and they have to make compound words with the given words.
4. Tell them that you will pick a student and give him a chit with a root word written on it. These students will come to the board to write their compound words with their team shouting out their guesses.
5. Root words: tea (spoon, pot, house, room, shop), tooth (paste/brush/ache), back (yard/ground/ache/ward/pack), book (shelf/ store/rack), sun (shine/ flower/set/rise), foot (ball/path/ rest/wear), etc.
6. Ask the other group to tell the correct word if a group member writes a wrong compound word.
7. Allow only 2 words per group. This will save time.

### Activity 2:

05 Minutes

1. Ask the students to make 6 sentences using any 3 root words (2 compound words each).
2. Monitor and help the students.

### Activity 3:

08 Minutes

1. Prepare flash cards of following words. The head word needs to be in a different colour paper or written in a different colour ink (included in appendix).
2. Write the following on the board.
3. Ask students to read and discuss in pairs and analyse the relationship of the compound words with each other for example sun + shine.
  - ◇ Words start with rain (water, bow, fall, coat)
  - ◇ words start with good (goodbye, goodnight)
  - ◇ Words start with after (noon, shocks, wards, shave, effects)
  - ◇ Words start with sun (shine, flower, set, rise)
  - ◇ Words that end with one (some, every, any)
  - ◇ Words that end with body (every, some, any)
  - ◇ Words end with house (farm/ dog/doll/guest)
4. Explain the meanings where needed.
5. Distribute the flash card of headwords to one group of students and make them stand in a line.
6. Read the words from other flashcards and ask students to tell which compound word can be made. Whichever student gives the correct answer holds the card and stands behind the child with the correct head word.



## CONCLUSION / SUM UP

3 MINUTES

1. What are compound words? Give few examples.

**ASSESSMENT**

5 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 problems given in the exercise at the end of unit/ chapter.

**HOMEWORK / FOLLOW UP**

2 MINUTES

1. Take at least five compound words from the textbook and use them in sentences of their own.



# USING COMPOUND WORDS



## STUDENT LEARNING OUTCOMES

- Join some words to make common compound words and use them in speech and writing.

## INFORMATION FOR TEACHERS

- Compound words are formed when two smaller words combine to form a new word, as in these examples:
  - ♦ **mail + box = mailbox**
  - ♦ **milk + shake = milkshake**
  - ♦ **note + book = notebook**
- Compound words are formed from complete words e.g. in the word lunchbox, both 'lunch' and 'box' are complete words. Help students understand 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 (-). Share 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.
- Studying compound words is fun, helps students understand the language, builds 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 a 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 the textbook at all steps where and when applicable.



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



**MATERIALS / RESOURCES REQUIRED**

- Chalks/markers, writing board, duster, notebooks, a collection of newspapers, magazines, storybooks, and textbooks, etc.



**INTRODUCTION**

**5 MINUTES**

- Ask students to use a word (such as the word, rain) to make a new word (e.g., raindrop, rainfall, rainbow, raincoat).
- Give students the opportunity to think, pair, share with a partner, and then allow them to share in a brief class discussion.
- Ask students to recall their learning from a previous lesson about compound words studied in Grade 4 as well as another lesson about compound words and inflectional

endings studied in Grade 5.

4. Quickly review the definition of compound words with the whole class.
5. Tell them that they will be learning how to join some words to make common compound words and use them in speech and writing.



## DEVELOPMENT

21 MINUTES

### Activity 1:

11 Minutes

1. Review the concept of compound words and three ways of writing the compound words (see information for teachers).
2. Use some compound words so you can show that they are everywhere (i.e., ask students to **brainstorm** to find words to write on the **whiteboard** or the **blackboard** in the front of the **classroom**. Ask them to put their hands on **textbooks**, on the **desktop**, or **bookshelf**.
3. Ask the students a few more questions to get them thinking, e.g., "Did anyone brush their teeth this morning? What did you use?" After getting their answers, tell them that **toothbrush** and **toothpaste** are both compound words! Ask them, "Did **anyone** have **breakfast** this morning? You all ate a compound word today! Break+fast. Did anyone eat lunch this **afternoon**? Another compound word! After+noon.
4. The easiest way to introduce compound words is with letter tiles (can be created on the writing board with different colour markers/ chalk or using flashcards). Choose a word, such as bathtub, from the textbook and build it with the tiles.



5. Explain to your students that the word *bathtub* **has two smaller words in it, and invite** them to find those two smaller words. Letter tiles are great for this activity because students can separate the compound word into two words, like this:



6. Practice this concept with fun words like *sandbox*, *anthill*, *backpack*, and *windmill*. This is a wonderful method for helping students to visualize how words join to form compound words.

### Activity 2:

10 Minutes

1. Divide the class into 4 – 5 groups.
2. Give each group a set of words written on slips of paper or cards as shown in the 'Joining Words' activity resource given at the bottom of this lesson.
3. Ask students to work in their group, discuss, and help each other as a team to make as many compound words as they can within 7 minutes. Tell them that the group that forms the highest number of correct compound words will win this game.
4. Set a timer on your wristwatch or mobile phone and keep reminding the groups of the time left for the activity.
5. When the time finishes, ask each group to quickly share their compound words with the whole class. Write the number of correct compound words they formed. In the end, announce the winner team and ask the class to clap for them.



## CONCLUSION / SUM UP

2 MINUTES

1. Sum up the lesson by defining compound words.
2. Give some more examples of compound words like bookstore, eggshell, daylight, carwash, etc.



## ASSESSMENT

5 MINUTES

1. Write these compound words on the board broken into their two parts (e.g., sky+scraper, spring+time, on+going, sea+side, and air+bag) in a jumbled manner and ask students to quickly find out the complete compound words and write them in their notebooks.
2. Review the answers randomly by allowing a few students to share their words.



## 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.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

### Resource for Joining Words Activity

**Directions for teachers:** Photocopy the following sheet and cut out words or write these words on separate slips of paper and give them to students in each group to make into compound words.

fire

water

life

ball

eork

house

eye

down

wood

ache

work

ear

room

town

fighter

fly

head

storm

phone

bath

# SIMPLE INTERROGATIVE SENTENCES



## STUDENT LEARNING OUTCOMES

- Recognise and use 'be' and 'do' to make interrogative sentences.

## INFORMATION FOR TEACHERS

- Following are the forms of 'be' and 'do':

Tense	be	do
Present	is are am	do does
Past	was were	did
Past participle	been	done

- We use these verb forms (except the past participle) at the beginning of sentences to make interrogative sentences.
- Give students practice in functions of all these verb forms.
- Enable students to use sentences with different combinations of these verb forms.
- While teaching the lesson, also consult the textbook at all steps.



## DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, notebooks, textbooks, etc.



## INTRODUCTION

5 MINUTES

- Write the following sentences on the writing board:
  - I am a teacher.
  - This is a writing board.
  - Those are windows.
  - She was reading a storybook yesterday.
- Say the above-mentioned sentences loudly, highlight the 'be' forms of verb i.e., am, is, are.
- Also, point towards the items/ persons mentioned in the sentences.
- Repeat the process twice.
- Now underline the verb 'be' forms and ask students to note them down on their notebooks.
- Tell students that when we put the verb "be' at the start of the sentence, we make an

interrogative sentence. We put a question mark '?' at the end of an interrogative sentence.

- Convert a couple of statements into interrogative sentences and write them on the board.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

- Write the following sentences on the slips of paper as per the number of students:

SET 1	SET 2
This is a book.	Is this a book?
He was my friend.	Was he my friend?
You like noodles.	Do you like noodles?
We were playing.	Were we playing?
They were eating Kabuli Pulao.	Were they eating Kabuli Pulao?
I am a doctor.	Am I a doctor?
He went to school.	Did he go to school?
She reads a book daily.	Does she read a book daily?

- Mix up the slips and distribute them randomly to students.
- Ask students to move around and ask one another to find their matching slip.

### Activity 2:

10 Minutes

- Write the following sentences on the writing board:

- ◇ He is present in the class.
- ◇ I am happy.
- ◇ You are my friend.
- ◇ She was cooking.
- ◇ They were running.
- ◇ You write poems.
- ◇ She offers her prayers daily.
- ◇ I ate an egg in my breakfast.
- ◇ I cooked food.
- ◇ I am hungry.

- Ask students to copy the sentences on their notebooks.
- Now, ask them to get up and form two lines facing each other. If the classroom is small, perform this activity in an open space outside.
- While standing face to face, one student will say a sentence and the other student standing in front of him will convert the sentence into an interrogative. Students will swap roles during the activity.
- Move around and monitor the students' performance.
- Provide feedback when and where required.



## CONCLUSION / SUM UP

3 MINUTES

- Sum up the lesson by reviewing 'be' and 'do' verbs i.e., is, are, am, was, were, do, did, and been with the whole class.

2. Tell students that we can form negative sentences by putting the 'be' and 'do' verbs (except their past participle forms) at the start of the sentence.
3. Tell them that always put the question mark '?' at the end of the interrogative sentence.



### ASSESSMENT

5 MINUTES

1. Write the following sentences on the writing board.
  - ◇ I was busy.
  - ◇ You are coming.
  - ◇ They were eating.
  - ◇ I drink water.
  - ◇ She plays tennis.
2. Ask students to identify 'be' verbs and then change the sentence into interrogative forms.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to go through the first lesson of their textbook and do the following:
  - ◇ Find 10 sentences using 'be' and 'do' verbs and underline them.
  - ◇ Convert the sentences into interrogatives by using the rules learnt in the lesson.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

## GAPPED SUMMARY



## STUDENT LEARNING OUTCOMES

- Summarise a short folktale through a gapped summary exercise.

## INFORMATION FOR TEACHERS

- A folktale is a story originating in popular culture, typically passed on by word of mouth.
- Folktales are stories in the oral traditions or tales that people tell each other orally and are not in written form.
- Folktales include fables, myths, and fairytales.
- Tell the students that while when summarising a story, we only focus on important points and exclude extra details.
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

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



## INTRODUCTION

5 MINUTES

- Ask the students if they remember any story they have heard from their parents/ grandparents or neighbours, etc.
- Ask a few students to narrate any story they have heard from their parents, grandparents, or any elders in the family.
- Now, tell the students that the story they heard from their parents or any other source orally is called folktale.



## DEVELOPMENT

20 MINUTES

## Activity 1:

10 Minutes

- Summarize one of the stories narrated by the students.
- Tell the students that while summarizing a story, we only focus on important points and exclude extra or unnecessary details.
- Write the following folktale along with question prompts on a chart.

**In a field one summer's day, a grasshopper was hopping about, chirping and singing to its heart's content. An ant passed by, bearing along with great toil an ear of corn he was taking to the nest.**

**"Why not come and chat with me," said the grasshopper, "instead of toiling and mowing**



in that way?"

"I am helping to lay up food for the winter," said the ant, "and recommend you to do the same."

"Why bother about winter?" said the grasshopper; "We have got plenty of food at present." But the ant went on its way and continued its toil.

When the winter came the grasshopper had no food and found itself dying of hunger – while it saw the ants distributing every day corn and grain from the stores they had collected in the summer. He requested the ant for some food. The ant said, "You wasted time all summer singing songs merrily, now go and eat those songs." Then the grasshopper knew: it is best to prepare for days of need. As he turned sadly to walk back to the snow-clad field, the ant said, "Stop! I can give you food and shelter if you promise to work hard next summer." The grasshopper nodded his head while pressing his starving stomach with his hand. The ant invited him inside and gave him food and a cosy corner of the house to spend the winter. He was a changed grasshopper next summer!

#### Questions

1. Ask the students to identify:

Who	What	Where	When	Why

2. Divide the class into small groups.
3. Tell the students to read the folktale and find answers to 'wh' questions shown on the writing board.
4. Ask 2 – 3 groups to briefly share their answers.

#### Activity 2:

10 Minutes

1. Tell the students to remain in the same group.
2. Write the following gapped summary of the story on the board:

The fable is about a \_\_\_\_\_ that has spent the \_\_\_\_\_ singing while the \_\_\_\_\_ worked to \_\_\_\_\_ food for \_\_\_\_\_. When that season arrives, the \_\_\_\_\_ finds itself dying of \_\_\_\_\_ and \_\_\_\_\_ the **ant** for \_\_\_\_\_.

3. Ask students to discuss in their groups, fill in the blanks to complete the summary, and write it on a page. They can consult the chart as well.
4. Once they have completed the task, invite group leaders one by one to share their stories with the whole class.



#### CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by telling students that:

1. Folktales are stories in the oral traditions or tales that people tell each other orally and are not in written form.
2. Folktales include fables, myths, and fairytales.
3. Tell students that while summarizing a story, we only focus on important points and

exclude extra or unnecessary details.



### **ASSESSMENT**

5 MINUTES

1. Ask students to narrate the folktale in their own words.



### **HOMEWORK / FOLLOW UP**

2 MINUTES

1. Tell students to ask their parents/ grandparents to narrate a few folktales to them.
2. Ask students to listen to those stories and use the question prompts of the previous activity to write a summary of those stories heard from their parents/ grandparents.
3. Tell students to share their work in the upcoming class.
4. Assign students to do the relevant activities/ exercises from their textbook as homework.

## STORY WRITING



## STUDENT LEARNING OUTCOMES

- Write a guided story using the elements of story writing.

## INFORMATION FOR TEACHERS

- Refer to the previous lesson on the elements of a story.
- A story is narrative writing. The main elements of a story include character, setting, plot, conflict, resolution, and theme.
- Every story has a beginning, a middle, and an end.
- While teaching the lesson, consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

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



## INTRODUCTION

5 MINUTES

- Ask students if they remember any story they have heard from their parents.
- Listen to the stories from a few students.
- Now, tell students that a story is also called a narrative.
- Ask students to recall the previous lesson about the elements of a story.
- Review the key elements of a story using one of the stories as an example with the help of the following table:

Who	Where/When	What	But	Then	Why
The <b>characters</b>	<b>Setting</b> When the story happens	<b>Plot</b> Series of events	<b>Problem</b> Concept	Solution	Theme

- Tell students that today they are going to write a story keeping in mind the story elements.



## DEVELOPMENT

23 MINUTES

## Activity 1:

10 Minutes

- Write the following story on the writing board with some underlined words:

Once upon a time, there was a dog. One day, he was very hungry. He went to a butcher's shop and found a piece of meat. He ran away with it to find a safe place. He came towards a bridge over a stream. While crossing the bridge, he saw his own reflection in the water. He thought it to be another dog and wanted his piece too. When he opened his mouth, his own piece fell into the water. Moral: Greed is a curse.

2. Ask students to read the story silently.
3. Ask students what the underlined words mean.
4. Ask students to think about these words in relation to the story elements. Have a discussion and conclude it by reviewing with the class that these words refer to:
  - ◊ Plot: A dog who is hungry and wants to satisfy his hunger.
  - ◊ Character: A dog
  - ◊ Setting: Butcher's shop, bridge, water
5. Remind the students of the key elements of a story:
  - ◊ Plot: Beginning, middle, and end (storyline)
  - ◊ Characters: persons, animals, or other creatures.
  - ◊ Setting: Where and when a story occurs.
  - ◊ Conflict: The problem that the story develops.
  - ◊ Theme: The main idea in a story.
  - ◊ Point of view: Type of the narrator who tells the story. (First person, Second person, Third Person).

#### Activity 2:

13 Minutes

1. Divide the class into three groups.
2. Give each group one story beginning and ask them to write a short story on it:
  - ◊ One day, a boy went to.....
  - ◊ There was an old man who lived in a.....
  - ◊ Once upon a time, there was a princess .....
3. Tell the groups to discuss their story starter, brainstorm the elements of a story, and decide the beginning, middle, and end, and then write a story on it.
4. Tell students that they can use 5Ws to plan their story, i.e., what, when, how, why, where.
5. Tell the students to give a title to the story as well.
6. Give students guidance and feedback as and when needed.



#### CONCLUSION / SUM UP

2 MINUTES

1. Ask a representative from each group of students to come up and read the story.
2. Appreciate the students and give them necessary feedback.
3. Conclude the lesson by reviewing the key story elements, i.e., plot, characters, setting, conflict, theme, etc.



#### ASSESSMENT

3 MINUTES

- Assess students' performance during Activities 1 and 2 above.



#### HOMEWORK / FOLLOW UP

2 MINUTES

1. Tell students to write two short stories on any topics of their choice and share them with the class the next week.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

# LONG AND SHORT VOWEL SOUNDS



## STUDENT LEARNING OUTCOMES

- Classify more words that begin with vowel sounds.
- Identify and pronounce long and short vowel sounds in minimal pairs.

## INFORMATION FOR TEACHERS

1. There are five vowels in English. They are: a, e, i, o, u.
2. Letter 'a' is pronounced as in apple, 'e' is pronounced as in egg, 'i' as in ink, 'o' as in orange and 'u' as in umbrella.
3. **Minimal pair:** Minimal pairs are pairs of words or phrases that differ only in one sound in a word and have totally different meaning. Practising minimal pairs can help students understand the often minute differences in pronunciation between one word and another. Minimal pairs are for vowels and consonants both. In this lesson focus is only on vowel minimal pairs.
4. **Short and Long Vowel sounds:**  
**There are five short vowel sounds:**
  - ◇ short 'a' – as in and,
  - ◇ short 'e' – as in pen, hen
  - ◇ short 'i' – as in it, in
  - ◇ short 'o' – as in top, hop
  - ◇ short 'u' – as in, cup, tub
5. **Six long vowel sounds:**
  - ◇ long 'a' – in make, take
  - ◇ long 'e' – in beet, feet
  - ◇ long 'i' – in tie, lie
  - ◇ long 'o' – in coat, toe
  - ◇ long 'u' – (yoo) in rule
6. You can conduct this lesson in one more period of same subject by reinforcing the concepts using modeling and chanting methods (information given above).
7. The same song with a new list of vowel sound words besides few mentioned here were taught at grade 4 level.
8. Extension work for students is also attached.
9. Important: Keep a dictionary handy to check if a word that the students are making is a word or not. You may not know of all words, so it is good to consult a dictionary before you tell students that a word that they have put on their list is wrong.
10. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



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



## MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, duster, 5 loose paper sheets for each group, pencils, notebooks, textbook.



## INTRODUCTION

5 MINUTES

- Begin by reviewing- ask several students to write examples of vowel sounds/letters on the board.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

#### Short Vowel Sounds

- Divide the class into five groups. Provide each group with a sheet of paper, writing 'an', 'en', 'in', 'ot' and 'un' individually on each separate sheet of paper. (With vowel sounds/ letters 'a', 'e', 'i', 'o' and 'u' common consonant letter 't' is attached for making short vowel sound words).
- Ask each group to write five or more than five words using one consonant letter adding to each individual vowel consonant blend. Tell the groups that they have five minutes for this activity.
- Monitor the groups to ensure all group members' participation in the activity.
- Possible Responses for 'an' could be: ban, can, fan, man, pan, van.
- For 'en': den, hen, men, pen, ten.
- For 'in': bin, fin, kin, pin, tin, win.
- For 'ot': cot, dot, got, hot, jot, lot, not, pot, rot.
- For 'un': bun, fun, gun, nun, pun, run, sun.
- Tell the students to stop writing after five minutes. Ask one member from each group to share his/her group work with whole class.
- Reinforce the fact that these sets of words are minimal pairs with short vowel sounds. (Information is given above in information for teacher's column).
- Select any correct five minimal pair short vowel sound words from students' work and write them on the blackboard. Ask whole class to write them in their note books.

### Activity 2:

10 Minutes

#### Long Vowel Sounds

Students have already discussed the vowel letters, sounds and vowel patterns.

- Begin the lesson by singing the following songs. All are to the tune of "Are You Sleeping?":

The Long 'a' Song

Where is long a?

Where is long a?

Here I am.

Here I am.

I am in a skate, lake, shake, take, make, cake, fake, name game, pain, pail and bake.

a a a a a

The Long 'e' Song

Where is long e?

Where is long e?

Here I am.

Here I am.

I can see Ali's beat, treat, seat, scene, scream, screen.

He eats beans and meat. e e e e e e

The Long 'i' Song

Where is long i?

Where is long i?

Here I am.

Here I am.

I am in a lime, pie, tie, die,  
dine fine line pine prime shine. i i i i i

The Long 'o' Song

Where is long o?

Where is long o?

Here I am.

Here I am.

I am in a row boat, goat, port, short,  
Toad's toe and Rose's coat. o o o o o o

The Long 'u' Song

Where is long u?

Where is long u?

Here I am.

Here I am.

I am in a cute, suit, mute, jute,  
cube, tube and June's flute. u u u u u u

2. Write few examples on the blackboard.
3. Ask the students to write on a page some words that they listen to while you sing the poem again.
4. Students share the lists prepared by them individually in groups now and then you write the list of words provided by students on the blackboard.
5. Whole class writes at least five to six words, each under 'a', 'e', 'i', 'o', 'u' category for long vowel sound, in their notebooks.



## CONCLUSION / SUM UP

3 MINUTES

1. Review the lesson by going through the list of words written on the writing board for long and short vowel sounds.



## ASSESSMENT

5 MINUTES

1. Assess students through their responses in the class in both lessons.
2. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



- Ask students to cut and paste a paragraph from newspaper and colour any 4 short vowel sound words in blue and long vowel sound words in red.

**Extension Work:**

Directions: The picture cards are for teacher's reference only. Do not cut from here.

Write the words on blackboard and ask students to tell if the word has a long vowel sound or short vowel sound by writing it in the correct column, on the correct line given below:

pin, box, web, skate, bake, shake, take, make, cake, fake, pie, tie, die, bin, log, pot, hat, cube, tube, name, game, lips, son, chick, boat, goat, elephant, duck, ham, cap, nut, treat, seat, scene, scream. pin, net.

**Worksheet 1**

Long Vowel	Short Vowel
-----	-----
-----	-----
-----	-----
-----	-----
-----	-----
-----	-----
-----	-----
-----	-----
-----	-----
-----	-----
-----	-----
-----	-----
-----	-----
-----	-----
-----	-----
-----	-----
-----	-----

**Answer key: (worksheet 1)**

Long Vowel Sounds: skate, bake, take, make, fake, pie, tie, die, cube, tube, name, game, boat, goat, treat, seat, scene, scream.

**Short Vowel Sounds:**

Work sheet 2: pin, box, web, lips, son, chick, elephant and duck.

Work sheet 3: ham, cap, nut, pin, net, bin, log, pot, hat.

**Short Vowels----- a, e, i, o, u****Skill: Identifying the short vowels sound.**

Note: Encourage students to say each picture name slowly while listening for the correct short vowel sound.



## Short vowels

Circle the short vowel sound in each picture name.



a e i



e u o



e i o



a i e



e o u



e i a



e i o



o u a












e i o

Name \_\_\_\_\_

Short Vowels ---- "a, e, i, o, u"

Skill: decoding words with short vowel sound.

Note: Encourage students to decode each answer choice before making a selection.

Short vowels		
Circle the correct picture name.		
 <p>hem    ham    him</p>	 <p>cup    cap    cop</p>	 <p>nut    net    not</p>
 <p>pin    pen    pan</p>	 <p>pin    pen    pan</p>	 <p>bun    bin    ban</p>
 <p>lag    log    leg</p>	 <p>pot    pet    pit</p>	 <p>hot    hut    hat</p>
Name _____		

## TURN-TAKING



## STUDENT LEARNING OUTCOMES

- Demonstrate conventions and dynamics of oral interactions in a group to take turns.

## INFORMATION FOR TEACHERS

1. Turn-taking occurs in a conversation when one person listens while the other person speaks. As a conversation progresses, the listener's and speaker's roles are exchanged back and forth (a circle of discussion).
2. Make them realize they should wait for their turn when speaking.
3. They should wait until another person has spoken.
4. Involve students in active communications.
5. Engage students in discussions and dialogues.
6. While teaching the lesson, also consult the textbook at all steps.



## DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

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



## INTRODUCTION

5 MINUTES

1. Ask the following question from the students:  
**What is your name? (Expect students to answer at once and at a time.)**
2. Now, tell students that if they want to answer someone or want to be a part of a conversation, they should wait for their turn to answer.
3. In the classroom, they should raise their hands and wait for their turn to speak.
4. Also, tell them that taking turns in conversation helps the conversations go on smoothly and everyone can understand it.



## DEVELOPMENT

23 MINUTES

## Activity 1:

10 Minutes

1. Select eight volunteer students and form two groups of those students, i.e., Group-A consisting of four students and Group-B also consisting of four students. Nominate a group leader in each group.
2. Give the following question starters to the group leaders:
  - ◇ Assalam-o-Alaikum, I live in Karachi, where do you live?
  - ◇ I like to play cricket. Which sports do you like?
  - ◇ I love to eat fish and rice. What foods do you like?

3. The group leader will ask the given questions from his/ her group. Instruct the two groups secretly as follows:
  - ◊ Students in Group A: Tell them that when the group leader asks a question, they will answer the question talking all at once, without taking turns.
  - ◊ Students in Group B: Tell them that when the group leader asks a question, they will first raise their hands and then answer the questions on their turns.
4. Instruct the whole class that they will observe the conversation of both groups and then tell the difference in how the students in both groups respond to the questions. Ask them to consider these questions:
  - ◊ Which group responded to the questions in a more organised manner?
  - ◊ Which group's members spoke one by one at their turn?
  - ◊ Which group's members spoke all at once?
5. When both the groups have completed their discussion, ask the class to share their observations.
6. Conclude the activity by sharing the concept of turn-taking with the class. Tell them that turn-taking occurs in a conversation when one person listens while the other person speaks. Turn-taking is an important skill to participate well in conversations with others. If you are not able to take turns during interactions, you may interrupt the other person who is speaking or may not actively listen.

### Activity 2: 13 Minutes

1. Divide the class into four groups.
2. Assign a group leader in each group to moderate the conversation.
3. Give each group one of the following topics:
  - ◊ If you have a chance to cook a dish, what would you like to cook?
  - ◊ Which sports do you like? And why?
  - ◊ If you had to choose three picnic spots, what would those be?
  - ◊ What is the best gift you have ever given? Why was it so special?
4. Move around the room and observe the conversation in different groups.
5. Observe passive students and engage them in the conversation.
6. Keep reinforcing that students need to take turns in conversation by raising hands.



### CONCLUSION / SUM UP

2 MINUTES

1. Conclude the lesson by telling the students that:
2. We should take turns while interacting and participating in active conversation.
3. The benefit of turn-taking is that it will keep the conversation smooth and understandable.



### ASSESSMENT

3 MINUTES

- Assess students through their performance in the previous activities.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to practice turn-taking in their conversations at their homes.
2. Tell them that they will be observed in upcoming classes about using turn-taking in their conversation.
3. Assign students to do the relevant activities/ exercises from their textbook as homework.

# FOLLOWING INSTRUCTIONS IN MAPS



## STUDENT LEARNING OUTCOMES

- Apply critical thinking to interact with text using intensive reading strategies (While reading) to:
  - ◊ Follow instructions in map or short public notices or signs.

## INFORMATION FOR TEACHERS

1. Good readers use what they know about language and the world to interact with what they are reading. This helps them create meaning from the words on the page.
2. Simple text relevant to their everyday life should be selected e.g. traffic signals, directions, notices about school procedures such as getting a library card issued etc.
3. While teaching the lesson, consult textbook at all steps where and when applicable.



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



## MATERIALS / RESOURCES REQUIRED

- Worksheet with traffic signs on it, map of Pakistan, compass, board, chalk/marker, textbook.



## INTRODUCTION

5 MINUTES

1. Tell the students that you saw a sign while crossing the road, when you were coming to school that morning. Draw any sign on the board, and ask the students if they know what it means.
2. Then, ask the students to share any experience when they saw any similar instruction on the roads or any other every day examples of signs and symbols.
3. Ask: "Are the signs in Urdu or English?" (Possible answer: they are pictures, not in any language. They are universal i.e. same the world over in every language).



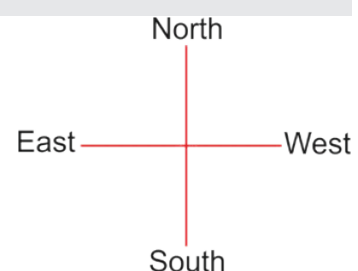
## DEVELOPMENT

20 MINUTES

### Activity 1:

07 Minutes

1. Paste on the board, a picture of a big cross with directions written on the ends of the lines. You must be sure of the directions yourself.
2. When you are done with pasting it on the blackboard with the real direction, ask the students to read the compass (the image above).
3. Now ask some students to come up and tell them to stand on



different positions in the class room.

4. Stand in the middle of the class with a compass in your hand. Ask one student to raise his/her hand and tell the class about his/her direction. For example, North, East etc.
5. Repeat the activity with 3 to 4 students and then ask the class to tell the directions of others.
6. This will help the students to strengthen the concept of directions given in the compass.

#### **Activity 2:**

**07 Minutes**

1. Distribute map of Pakistan, or ask the class to open their Social Studies book on the page which has the map of Pakistan (appendix).
2. Ask the class to check for the following: rivers, capital city, signs of water bodies and land, borders, cities etc.
3. Ask them about the compass.
4. Tell them how to locate cities with the help of compass (Directions: north, south, east & west).
5. Ask them to tell where the Arabian Sea, India, Iran are on the map? (Arabian Sea is in the South of Pakistan. Remind them of what they have studied in Social studies).
6. Help them in reading with the help of the compass.

#### **Activity 3:**

**06 Minutes**

1. Distribute the worksheets.
2. They have read these signals in the previous grades but now there are some additions to this. Ask them about the signals and help them in reading the signals which they don't know.
3. Ask students and appreciate if they are able to tell.



#### **CONCLUSION / SUM UP**

**3 MINUTES**

1. Conclude the lesson by asking them about other instructions/or public notices that they can recall. Ask them about the importance of correctly/ accurately reading instructions written on public notices and maps.



#### **ASSESSMENT**

**5 MINUTES**

1. Ask them to draw three different signs that they have seen on the roads and explain what they mean.
2. Involve the students in solving problems given exercise at the end of unit/chapter.



#### **HOMEWORK / FOLLOW UP**

**2 MINUTES**

1. Ask them to see the world map at home and locate Pakistan in it. Locate other important countries as well. (They all have world maps at home?)

# USING ALPHABETICAL ORDER



## STUDENT LEARNING OUTCOMES

- Use alphabetical order to locate words in a dictionary for an increase in vocabulary and aid in comprehension of text.

## INFORMATION FOR TEACHERS

1. Alphabetical order is an indexing method in which names, words, and terms are arranged in a similar sequence as letters of the alphabet. i.e., the words beginning with the letter 'A' are listed first, then the words beginning with the letter 'B' and so on. Within the list of words starting with 'A', the alphabetic order is followed again, i.e., words with 'a', then words with 'aa', and then with 'ab', and so on.
2. Alphabetical order comes in handy for consulting the dictionary and also for making sequential order in lists/items as in the attendance register.
3. The selection of words should be from the students' reading range of familiar words.
4. Students were made familiar with alphabetical order and use of dictionary in the previous grades but at a very basic level. Now is the time to help them enhance these skills further.



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



**MATERIALS / RESOURCES REQUIRED**

- Writing board, chalk/marker, textbook, dictionary, word list from the textbook, etc.



**INTRODUCTION**

**5 MINUTES**

1. Recap any recent lesson from the textbook. Ask them if they can recall any difficult words they do not know the meaning of. Jot down those words on the board.
2. Make them recall dictionary skills learnt in the previous class. Ask students about alphabetical order.
3. Point out how their names are listed in alphabetical order in the school register and how the dictionary has words listed in that order too.
4. After they are done with that, review the concept of alphabetic order with the whole class.



**DEVELOPMENT**

**20 MINUTES**

**Activity 1:**

**10 Minutes**

1. Write the following text on the writing board:

**We were learning about the environment in school, so our teacher took us on a tour of the city. We saw a power plant, a factory, and a workshop. They were big buildings with lots of smoke coming out of their chimneys. It made the sky look dark.**

2. Ask students to read the passage and tell if they know the meanings of the underlined words. Some students may tell the meanings but most of them will not be able to do.
3. Divide the class into five groups. Assign a group leader and provide him with a dictionary.
4. Write the following steps on the writing board and ask groups to find the meanings of the underlined words by following the steps written on the writing board: Also, do a demonstration for the first word "Environment".
  - ◇ Step # 1: Open the dictionary.
  - ◇ Step # 2: Go to the page starting with the letter 'E'.
  - ◇ Step # 3: Go to the page with the letters 'En'.
  - ◇ Step # 4: Go to the pages with the next letters 'v', 'i', 'r', and so on.
  - ◇ Step # 5: Keep repeating this alphabetical order until you get to the desired word.
5. Tell the students to work in groups and find the meaning of the remaining words by following the same steps.
6. Invite representatives of the groups to share their work with the class.

### Activity 2: 10 Minutes

1. Divide the class into groups depending on the number of dictionaries available. Give each group a dictionary.
2. Write the following words on the writing board :  
**Dislike, recover, correct, happiness, spot**
3. Recap the concept of alphabetical order which they have also learnt in the previous activity.
4. Draw the following table on the writing board and ask students to copy the table in their notebooks.

Sr. No	Word	Your meaning	Meaning	Word class	Guide word & page #
1	Necessary	Important	Required, which is needed and cannot be avoided	NOUN & ADJECTIVE	Neat

5. Tell students to locate the words in the dictionary.
6. Then ask them to fill this table for each word.
7. When they are done, ask them to share their work with another group.



### CONCLUSION / SUM UP

3 MINUTES

1. Ask the students that learning alphabetical order in using a dictionary will enable them to increase vocabulary and comprehension of text quickly.
2. Tell the class that direction is very important in their lives. Alphabetical order provides a direction for the arrangement of so many words in a language.



### ASSESSMENT

5 MINUTES

1. Give the class more words that have the same first and second alphabet but different third and other alphabets (master, marker). Ask students to find their entries in a dictionary but this time they must do it individually.



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



## **HOMEWORK / FOLLOW UP**

2 MINUTES

1. Tell students to select a paragraph from the textbook, read it, highlight the unfamiliar words, guess their meanings with the help of the context, write their meanings, then verify correct meanings by looking the words up in a dictionary.
2. Tell students to follow the template given below to record the meaning.

Sr. No.	Word	Your meaning	Dictionary Meaning

## VOCABULARY BUILDING



## STUDENT LEARNING OUTCOMES

- Recognise the meanings of common adjectives and verbs in relation to each other.

## INFORMATION FOR TEACHERS

- Adjectives tell the qualities of a noun, for example big, short, small, black, white, etc.
- A verb shows an action e.g., sleep, walk, talk, jump, run, etc.
- Some present participles (i.e. the -ing forms of verbs) act as adjectives and are called verbal adjectives, for example, we went to a swimming camp, I am watching a cooking show, I went to the gaming zone, etc. A **present participle** is a word that (1) ends in "-ing," (2) is formed from a verb, and (3) is used as an adjective or to form verb tense.
- While teaching the lesson, also consult the textbook at all steps.



## DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, textbook, etc.



## INTRODUCTION

5 MINUTES

- Write the following words on the writing board:  
**big, wash, small, brave, large, cook, sing, rough, walk, push, hard.**
- Ask students to tell which of these words are adjectives and which ones are verbs.
- Write students' answers in the following table:

Adjectives	Verbs

- Ask them to use them in sentences to clarify meaning, jot down a few sentences on the writing board.
- When done with these words, ask students to come up with some more adjectives and verbs. Write them in relevant columns on the board.
- Review the definitions of verbs and adjectives as well as present participle form with the class (see the 'Information for Teachers' section).



## DEVELOPMENT

20 MINUTES

## Activity 1:

10 Minutes

- Write the following verbs on the writing board and ask the students to copy them.

**drive, cycle, try, play, win, dry, fly, live, cry**

2. Ask the students to work in pairs and make adjectives of these verbs by adding “ing” endings to them.

**For example: run=running, stop=stopping,**

3. Once the students have done it, ask them randomly to share their answers.
4. Now, write the following sentences on the board and ask students to copy them:
  - ◇ This washing powder does not clean clothes well.
  - ◇ I am improving my playing style.
  - ◇ Don't take your drinking water from that jug, it is not clean.
  - ◇ I walked on the running track in the park.
  - ◇ I was going on the cycling track in the evenings with my brothers.
  - ◇ I got a little toy sewing machine for my birthday.
5. Ask students to work in pairs and circle the nouns and underline the adjectives that tell us something more about these nouns.
6. As the pairs work, move around and provide the necessary support.
7. Once students have done it, allow 2 – 3 pairs to share their work with the whole class.
8. Tell them to make corrections side by side.
9. Give your input where required.

#### Activity 2:

**10 Minutes**

1. Write the following words on the board:
  - ◇ Cooking (pan, stove, pot, class)
  - ◇ Shopping, (list, bag, trip, mall)
  - ◇ Living, (room, style)
  - ◇ Shaving (brush, cream)
  - ◇ Running (water, track, speed, shoes)
  - ◇ Gardening (gloves, tools, equipment)
2. Ask students to write sentences for each adjective using the words given in the brackets.
3. Monitor and help students.



#### CONCLUSION / SUM UP

**3 MINUTES**

1. Ask: “How can we change verbs into adjectives?”
2. Allow 2 – 3 students to respond, and then conclude the lesson by reviewing the definitions of verbs, adjectives, and present participle forms of adjectives.



#### ASSESSMENT

**5 MINUTES**

1. Write the following verbs on the board and ask students to work individually and convert these verbs into adjectives by adding ‘ing’ endings:  
**demand, fly, hide, wait, teach, learn, beat, win, lose**
2. Review students’ work randomly by moving around in the classroom.



#### HOMEWORK / FOLLOW UP

**2 MINUTES**

1. Ask the students to find at least five sentences with verbal adjectives from their textbooks and write in their notebooks.
2. Assign them to do the relevant activities/ exercises from their textbook as homework.

# MAIN VERBS AND HELPING VERBS



## STUDENT LEARNING OUTCOMES

- Demonstrate the use of 'be', 'do', '-ing', and 'have' along with their negative forms as main or helping verbs in sentences.

## INFORMATION FOR TEACHERS

1. Main verbs can stand alone, or they can be used with a helping verb, also called an auxiliary verb. Example: watch, clean, see, run, speaks, divide, collect, copy, construct, etc.
2. Helping verbs have no meanings of their own. We usually use helping verbs with main verbs to "help" the main verb (which has the real meaning).
3. A helping verb always comes before the main verb in a sentence.

**Example: I am reading my favorite novel. ('am' is the helping verb, 'reading' is the main verb). The verbs 'be', 'have', and 'do' can be used as main verbs or as helping/auxiliary verbs. The form 'ing' is used as a helping verb to make continuous tenses.**

**Example: She is watching cartoons. ('is' as the helping verb, 'watching' as the main verb).**

4. 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).**

5. While teaching the lesson, also consult the textbook at all steps.



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



**MATERIALS / RESOURCES REQUIRED**

- Writing board, chalk/marker, duster, textbook, etc.



**INTRODUCTION**

**5 MINUTES**

1. Write the following sentence on the board.
  - ◇ She is walking on the road.
2. Ask students to identify the verbs in it.
3. If students identify both verbs (is, walking), praise them, if they give only one verb, tell them that there are two verbs in the sentence.
4. Underline the verbs as follows:
  - ◇ She is walking on the road.
5. Ask students to say the underlined words.
6. Tell the students that one verb is the helping verb and the other is the main verb in the sentence.
7. Ask students to identify them.

8. Praise the students if they identify the helping verb (is) and the main verb (walking).
9. Tell students that today they are going to practice certain verbs as main verbs and helping verbs.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

1. Write the following sentences on the writing board.
  - ◇ I am Naik Amal Khan
  - ◇ I am playing cricket.
  - ◇ He has a pen.
  - ◇ She has written a poem.
  - ◇ You do not work hard.
  - ◇ I run very fast.
  - ◇ They were going to school.
  - ◇ We are asking questions.
  - ◇ You have a nice bag.
  - ◇ I have seen it in the classroom.
  - ◇ We haven't visited the library today.
2. Divide the class into pairs.
3. Ask students to identify the main verb and helping verbs in the sentences.
4. Invite some students to share their answers.
5. Review the sentences with the whole class and explain how 'be', 'do', and 'have' work as main verbs as well as helping verbs.

### Activity 2:

10 Minutes

1. Copy the following table on the writing board:

I			
We	is		
You	are		
He	am	read	a book.
She	has	eat	Kabuli Pulao.
It	have		
They			

2. Review the table with the whole class.
3. Add 'not' and review the negative forms.
4. Divide the class into five groups.
5. Ask students to take out their notebooks.
6. Tell them to make as many sentences as possible using each verb and with different helping verbs.
7. Move around to monitor when students are working. Provide help where necessary.



## CONCLUSION / SUM UP

3 MINUTES

- Sum up the lesson by asking students if they can recognise 'be', and 'have' verbs as main

or helping verbs, wherever they read or hear in their textbooks, storybooks, magazine television.



### **ASSESSMENT**

5 MINUTES

1. Write the following sentences on the writing board:
  - ◇ You do not work hard.
  - ◇ I am coming.
  - ◇ You have a pen.
  - ◇ We do not cook food.
  - ◇ He is learning the lesson.
2. Ask students to copy these sentences in their notebooks and underline the main and helping verbs in the given sentences.



### **HOMEWORK / FOLLOW UP**

2 MINUTES

1. Ask students to scan a unit of their textbook and find as many examples as possible for the verbs 'be', 'do', 'have', and 'ing'.
2. Ask them to share their work with the class the next day.

# PREPOSITIONS



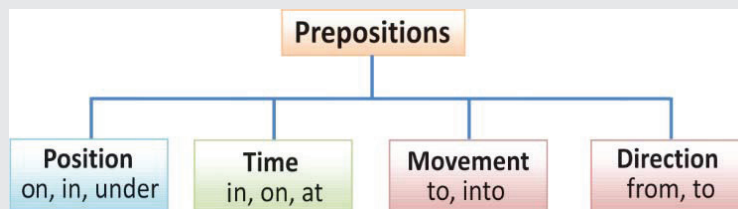
## STUDENT LEARNING OUTCOMES

- Demonstrate the use of some words showing position, time and movement.

## INFORMATION FOR TEACHERS

1. Prepositions tell the position of a noun.
2. 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 book is under the table.
3. Prepositions here are telling the position of the noun "book"

Kinds of Prepositions



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



**MATERIALS / RESOURCES REQUIRED**

- Writing board, chalk/marker, textbook, chart paper to draw the tables on it, if easily available otherwise draw the tables on the board.



**INTRODUCTION**

**5 MINUTES**

1. Ask students the following questions about dinner time. Ask them to recall their dinner last night and answer them:

**Where do you and your family sit and eat?**

**(in the dining room? at the table, at a dinner-spread (dastar-khwan)?**

2. Tell me about the food, where does it come from and where is it placed?

**(from the kitchen, placed in the middle, my mother puts it in our plates).**

**What do you do after dinner?**

**Watch T.V in the lounge, lie down on bed.**

3. How do you prepare for school the next day?

**put books in the bag, put the uniform on the hanger, etc.**

4. Remind them what prepositions are and ask them to point out the prepositions in their

answers.



## DEVELOPMENT

20 MINUTES

### Activity

10 Minutes

1. Make the following charts on the board.
2. Ask the students at random to provide examples for each preposition. They must then use any two prepositions in their sentences. (The answers are highlighted in the column of examples).

#### Preposition of Time

Preposition	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 of clock

### Activity 2:

10 Minutes

#### Preposition of Time

Preposition	Usage	Example
on	room, building, street, town, country, car, taxi	in the kitchen, in Pakistan, in the car, in a taxi
in	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
at	attached being on a surface for a floor in a house	the picture on the wall on the table on the first floor

#### For example:

- ◇ I live in Pakistan.
  - ◇ Somebody is at the door.
  - ◇ Glass is on the table.
3. Use the above mentioned prepositions of position in a short paragraph to describe an imaginary house and its decorations.



**Activity 2:****10 Minutes****Preposition of Time**

Preposition	Usage	Example
From	Coming Room, street, town, country, etc.	From the room, from Lahore, from school
to	Going Room, street, town, country, etc.	To the room, to Lahore, to school

1. Ask students to write a short paragraph about a bee flying in the room and how it bothered them.
2. (It came in from the window, flew to my plate, then it flew to my little sister who ran out of the room screaming!).

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

1. Briefly discuss the prepositions of movement and direction.

**ASSESSMENT****5 MINUTES**

1. Assess students' performance on the last three activities.
2. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.

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

1. The related activity from the textbook should be given as a follow up.

# WORD RECOGNITION AND CLASSIFICATION

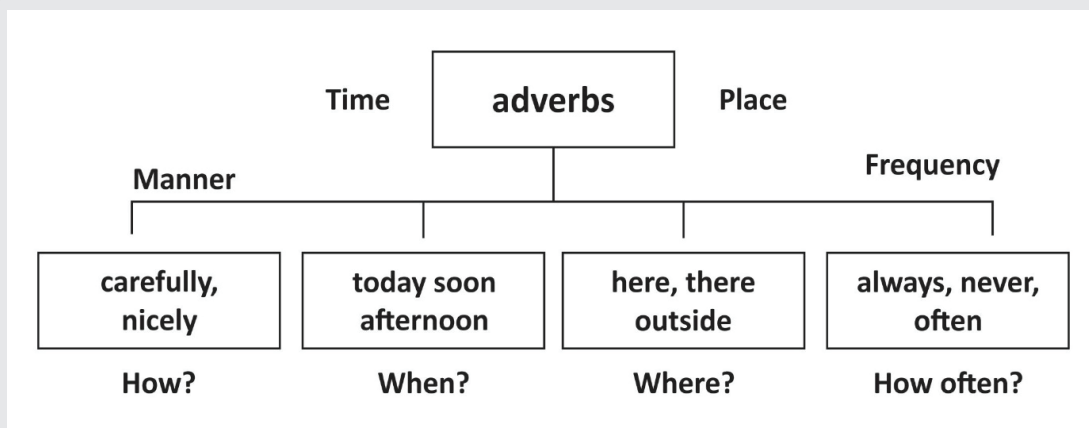


## STUDENT LEARNING OUTCOMES

- Identify and use adverbs of manner, time, place, and frequency.

## INFORMATION FOR TEACHERS

- An **adverb** is a word that modifies (describes) a verb (he talks *loudly*), an adjective (*very* tall), or another **adverb** (ended *too* quickly).
- An adverb of time indicates when an action happens. It answers the question "when".
- An adverb of manner shows how an action takes place. It answers the question "how".
- An adverb of place tells where an action takes place. It answers the question "where".
- An adverb of frequency tells how often the action takes place. It answers the question 'how often.'
- Another type of adverbs, called 'adverbs of purpose', will be introduced in later grades (in middle school). **Adverbs of purpose** (sometimes called **adverbs of reason**) tell us why something happens or is the case. Since it is often in the form of **conjunctive adverbs**, **prepositional** or **infinitive phrases**, or **adverbial clauses**, it is above the 5<sup>th</sup> grade's level.



- Adverbs answer the question 'how', 'when', 'where', and 'how often' an action takes place.

### Example:

- He is sleeping peacefully. (How is he sleeping?)
- Answer: (peacefully: adverb of manner)
- I will go to the market today. (When will I go to the market?)
- Answer: (today: adverb of time)
- He was sitting here. (Where was he sitting?)
- Answer: (here: adverb of place)
- He always comes late. (How often does he come late?)
- Answer: (always: adverb of frequency)

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



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIODS**



**MATERIALS / RESOURCES REQUIRED**

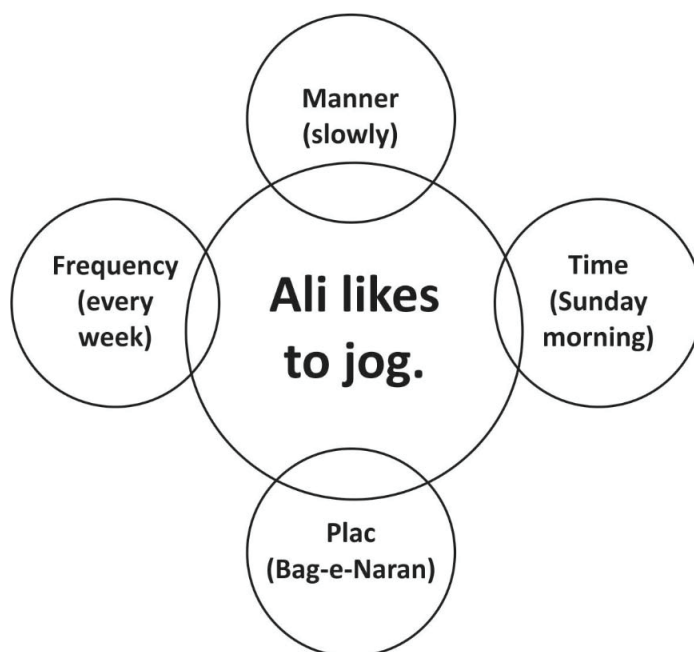
- Writing board, chalk/marker, and flashcards, textbook, etc.



**INTRODUCTION**

**5 MINUTES**

1. Review the definition and types of adverbs with the whole class. (Use the 'Information for Teachers' section for definitions and examples).
2. Create a mind map.
3. Give students a root sentence and ask them to add adverbs to it:



4. The root sentence is:
  - ♦ **Ali likes to jog.**
5. Ask students to add the first adverb and rewrite the sentence, then add the second adverb and write the new sentence, and continue till the last adverb has been added.
6. Tell students to remember that the **order of adverbs** is manner, place, frequency, and time.
7. With the addition of the four types of adverbs, the sentence would look like this:
  - ♦ Ali likes to jog slowly in Baghe-e-Naran morning every week on Sunday morning.
8. Give another root sentence to students and ask them to use adverbs of time, place, manner, and frequency one by one and then all in one sentence. For example, I run to catch my school bus. (Adverbs: quickly, down the street, each morning, after breakfast)



**DEVELOPMENT**

**20 MINUTES**

**Activity 1:**

**10 Minutes**

1. Ask students what they think is the function of adverbs, based on the introduction activity.
2. Tell them that there are different kinds of adverbs but we will discuss adverbs of manner, time, place, and frequency.

3. Draw four columns on the board and ask students to copy them in their notebooks.

### Adverbs

Manner	Time	Place	Frequency
slowly	now	here	always
sadly	yesterday	there	often
happily	today	everywhere	never
excitedly	tomorrow	outside	again
loudly	before	inside	once

4. Divide the class into pairs.
5. Ask students to make at least two sentences on each adverb type by adding adverbs to the following sentences:
  - ◇ He works.
  - ◇ You go.
  - ◇ They came.
6. Tell them to use adverbs given in the table above.
7. As the pairs work, move around and provide the necessary help.
8. Once they have completed the task, allow 2 – 3 students to share their sentences with the whole class.

### Activity 2:

**10 Minutes**

1. Divide the class into pairs.
2. Ask the pairs to discuss and write a paragraph on one of the following topics, using adverbs of time, place, frequency, and manner:
  - ◇ My daily routine.
  - ◇ What I did last summer.
  - ◇ The best event of my life.
3. Ask pairs to recall the 'writing process' they studied in the previous grade: first brainstorm the ideas, then organise them (to write a topic sentence, 3 – 4 supporting sentences, and a concluding sentence), next, draft the paragraph. Then, add appropriate adverbs to provide more information about the verbs. Write the final draft.
4. Once they have completed the task, allow 2 – 3 students to read aloud their paragraphs to the whole class. Other students should note down the adverbs used in that paragraph.
5. Appreciate students for their work.



### CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by telling students that:

1. Adverbs tell us more about verbs. They tell us 'how', 'when', 'where' and 'how often' something is done.
2. An adverb of time indicates when an action happens. It answers the question "when".
3. An adverb of manner shows how an action takes place. It answers the question "how".
4. An adverb of place tells where an action takes place. It answers the question "where".
5. An adverb of frequency tells how often the action takes place. It answers the question 'how often.'
6. When we write different adverbs in one sentence, the **order of adverbs** is manner, place, frequency, and time.



## ASSESSMENT

5 MINUTES

Write the following statements on the board and ask students to identify which statements are 'true' and which ones are 'false':

1. Joyfully and slowly are adverbs that tell HOW something was done.
2. Adverbs are the name of a person or thing.
3. Yesterday and later are adverbs that tell WHEN.
4. Adverbs should always be capitalized.
5. Away and upstairs are adverbs that tell WHERE.
6. Adverbs never end with an "ly."
7. Some adverbs say HOW OFTEN something was done.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to scan a unit of their textbook to find adverbs of manner, place, frequency, and time. Then, write them in four columns on a page and share them with the class the next day.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

**Month**

**5**

## 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

1. Short notes would mean that through reading sample notes they are made familiar with the conventions / rules of writing notes and letters. This also provides them with the format/layout of short notes so that they can fill in relevant personal information.
2. Short notes for different purposes should be relevant to the students. Some interesting instances can be: sharing some exciting news, reminder, lost and found, announcing some important event, appreciation, and gratitude.
3. Tell the students that notes are different from letters.
4. Reinforce capitalisation of proper nouns/ names and punctuation.
5. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 70 MINUTES/ 2 PERIODS



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster and textbook.



## INTRODUCTION

15 MINUTES

## Ask the students:

1. Do you wish your friends and family members on their birthdays?
2. Do you write notes for this purpose or send text messages, or make phone calls?
3. How do you say thank you when somebody wishes you on your birthday or congratulates you on passing the exam?
4. Do you say get well soon to your friends or family members when they are not well?
5. Introduce the conventions/rules of writing notes.
6. There are 3 parts of a note; address and date, greetings, body/note, closing and signature or the first name.



## DEVELOPMENT

40 MINUTES

## Activity 1:

25 Minutes

1. Write the following letter on the blackboard and ask the students to copy.
2. Tell the students to read the following 'thank you' and 'get well soon' notes.

3. Ask the students to read the notes carefully.
4. Once they have done the reading ask them to tell what this note is about.

121, Jinnahabad,  
Abbottabad.

June 1, 2021

Dear Grandmother,

Assallam O Alaikum! Thank you very much for the beautiful sweater you sent on my birthday. I can't wait to wear it to school on Monday morning. You are such a kind grandmother for remembering my birthday!

Thank you once again for the gift.

15, Jamal-ud-din Afghani Lane,  
Abdara Road, Peshawar.

June 1, 2021

Dear Ayesha,

Assallam O Alaikum! I am sorry to hear that you are not feeling well. I know that everyone gets sick sometimes, I just don't like to see someone as nice as you suffer. I am praying for you to have a complete and quick recovery.

Get well soon!

Your friend  
Hiba

5. Monitor and help the students.
6. Give your input where required.

### Activity 2: 15 Minutes

1. Ask the students to write similar 'thank you' and 'get well soon' notes to their friends and family members.
2. Tell them to follow the same format as written above.
3. Ask them to be careful about capitalisation, punctuation, spellings and grammar.
4. Monitor and help the students.



### CONCLUSION / SUM UP

5 MINUTES

1. Ask questions, such as the following, to conclude the lesson:
  - ◊ Who can we write a thank you note to?
  - ◊ Why do we write thank you notes?
  - ◊ What are some of the ways we can say thank you?





## ASSESSMENT

5 MINUTES

1. Ask the students to exchange and check each other's work and give feedback.
2. Tell the students to write the second draft in the light of the feedback given by their peers.
3. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



## HOMEWORK / FOLLOW UP

5 MINUTES

- Ask the students to write a 'get well soon' note to anyone important in their life (grandparent/ parent/sibling).

# WRITING INFORMAL INVITATIONS



## STUDENT LEARNING OUTCOMES

- Write short informal invitations for a variety of purposes to demonstrate the use of conventions of short invitations.

## INFORMATION FOR TEACHERS

- Introduce informal invitations to the students. Tell them that main themes in invitations are the following:
  - Purpose of writing the invitation
  - Date & Time of that party/function
  - Venue of that party
  - Name of addressee and sender i.e. students have to write their own name and of the addressee.
- Write the given template (see activity 1) on the board and tell students to write only the information asked on the cards. Tell them not to draw lines and write the words in brackets.
- Forms of addressing elders. M.r/Mrs./Miss./ Ms. etc.
- Reinforce capitalisation of proper nouns. Tell the students that they have to write the names, places, days, months with capital letters. For example, Ayesha, Ali, Iqbal Town, Saturday, February, etc.
- Reinforce punctuations for writing date and time.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



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



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, textbook.



## INTRODUCTION

5 MINUTES

- Ask the students if they invite their friends and relatives on their birthdays or their brother/sister's wedding?
- Ask them how they invite people (by writing an invitation or by giving them a phone call or by asking them when they meet).
- Introduce the conventions of short informal invitation writing by using above information.

**Activity 1: 10 Minutes**

1. Write the following invitations on the blackboard and ask the students to copy.
2. Tell the students to read carefully and underline and point out the conventions of invitation writing such as purpose, date & time, venue, and the name of the addressee and sender.
3. Monitor and help the students.

Shami Road,  
Peshawar.

Ali invites you to

A Birthday Party  
On Friday 10th March  
At 6 p.m.

At 60 Shami Road,  
Peshawar.

Tel: 35435499

2 Fort Road,,  
Peshawar.

Dear \_\_\_\_\_

Join us at the Wedding Ceremony  
Of my beloved brother Ahsan  
On Saturday 10th April  
At Tabaq Restaurant  
Faisalabad  
At 8 p.m.

Tel: 34367654

4. Once they have done the activity, ask the students to point out the venue, date, time, name of the person being invited and the name of the host (The host is the person who is sending out the invitation).

**Activity 2: 10 Minutes**

1. Ask the students to write similar invitations to their friends and family members on a piece of paper.
2. Ask them WHO they would like to invite, WHERE they are going to host the party, WHEN is the party.
3. Write their responses on the board for each WH word.

4. Monitor and help the students.
5. Ask them if they would like to decorate their invitation with a simple drawing of balloons or flowers, etc. Once they have decorated their invitations, display them up in the class.



### **CONCLUSION / SUM UP**

3 MINUTES

1. What is an invitation?
2. Why are invitations written?
3. What are the conventions of writing an invitation?
4. How should the invitation make the invited person feel? (It makes him/her feel welcomed, it makes them want to come).



### **ASSESSMENT**

5 MINUTES

1. When the students are finished with writing, orally go over the checklist of all the conventions of an invitation and ask them to check their own work and add anything that is missing before handing over their work to you for checking.
2. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



### **HOMEWORK / FOLLOW UP**

2 MINUTES

1. Ask the students to bring to class any invitations that their family may have received and share them with their class fellows.
2. Discuss different parts of the invitation cards that students bring. Notice and point out to the students if there is something that is different from the way the class wrote their invitations.

# ACCEPTING AND DECLINING INVITATIONS



## STUDENT LEARNING OUTCOMES

- Write replies accepting or declining an invitation.

## INFORMATION FOR TEACHERS

- Revise the following information from the previous lesson:
- Introduce informal invitations to the students. Tell them that in invitations they have to write the
  - Purpose of writing the invitation
  - Date & Time of that party/function
  - Venue of that party
  - Name of addressee and sender i.e. students have to write their own name and of the addressee.
- Write the given template on the blackboard and tell students to write only the information asked on the cards. Tell them not to draw lines and write the words in brackets.
- Forms of addressing elders. Mr./Mrs./Miss./ Ms., etc.
- Reinforce capitalisation of proper nouns. Tell the students that they have to write the names, places, days, months with capital letters. For example, Ayesha, Ali, Iqbal Town, Saturday, February, etc.
- Reinforce punctuations for writing date and time.
- Reinforce accepting invitation notes. Please see activity 1 for information on writing an accepting note/letter.
- Introduce declining invitation notes/letters. To decline the invitation means that you cannot attend the party due to some reason. Please see activity 2 for information on writing a declining note.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIODS**



**MATERIALS / RESOURCES REQUIRED**

- Writing board, chalk/marker, duster, textbook.



**INTRODUCTION**

**5 MINUTES**

- Recap the last lesson and ask the students to tell what are invitations.
- Why are invitations written/sent?
- Why is it important to respond to an invitation?

**(Because it is polite to reply to an invitation If the host knows how many people are**

coming they can arrange for food and seating accordingly).



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

1. Write the following template on the blackboard and ask the students to copy it.
2. Ask the students to read the invitations they have written in the previous/last lesson on 'birthday party invitation' and on 'brother/sister's wedding'.
3. Tell the students to write a short note for telling their friends that they are very happy to get the invitation of his/her birthday party or brother/sister's wedding and they will join him/her on that occasion.
4. Tell the students to:
  - ◇ Thank their friend for the invitation.
  - ◇ Say you would love to come.
  - ◇ Tell you will come and join them.

		Your Address
		-----
		-----
Dear -----,		
Thank-----		
-----		
I would-----		
-----		
See you there.		
Your Friend,		
-----		

5. Monitor and help the students.
6. Once they have done, ask them to exchange and check each other's work and give feedback.
7. Tell the students to write the second draft in the light of the feedback given by their peers.

### Activity 2:

10 Minutes

1. Once the students are done, ask them to think of reasons for not being able to go.
2. Ask why they should write a note even if you can't go. Explain the importance of being polite.
3. Write a note for declining the invitation by using the following template.
4. Tell the students to write a reply using these ideas:
  - ◇ Thank your friend for the invitation.
  - ◇ Say you would love to come but you can't and give the reason for that.
  - ◇ Remember to mention the reason briefly.
  - ◇ Tell when you will visit them after the wedding or the occasion.

Your Address

Dear \_\_\_\_\_,

Thank\_\_\_\_\_

\_\_\_\_\_

I would\_\_\_\_\_

\_\_\_\_\_

but \_\_\_\_\_

\_\_\_\_\_

Because \_\_\_\_\_

\_\_\_\_\_

I will \_\_\_\_\_

and \_\_\_\_\_

\_\_\_\_\_

Have a nice day!

Your friend,

\_\_\_\_\_



### CONCLUSION / SUM UP

3 MINUTES

1. What should be written in an accepting invitation note?
2. Why is it important to write an acceptance of invitation note?
3. Why should we write a declining note?
4. What should be written in a declining note?



### ASSESSMENT

5 MINUTES

1. Ask the students to exchange and read each other's work and give feedback.
2. Tell 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 exercise at the end of unit/chapter.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to write an accepting and declining note to their friends' invitation on a party to celebrate success in final exams.
2. Brainstorm with students the different ways in which the same information can be shared:
  - ◇ through a written note
  - ◇ through a phone call
  - ◇ through a text message
  - ◇ through an e-mail

# USING POLITE EXPRESSIONS TO SEEK ATTENTION



## STUDENT LEARNING OUTCOMES

- Demonstrate conventions and dynamics of oral interactions in a group to use polite expressions to seek attention.

## INFORMATION FOR TEACHERS

1. Give your students vocabulary that can be used to seek attention politely. Examples are given below:
  - ◊ Excuse me! May I talk to you?
  - ◊ Excuse me! Do you have some time?
  - ◊ Excuse me! May I take a minute?
2. Help students understand that “excuse me” is what we say when we would like the attention of another person. We can say, “excuse me” when we want to talk to another person. When we use “excuse me” we wait for the other person to look at us, move, or speak to us. Sometimes people are busy and we may have to wait our turn.
3. While teaching the lesson, the teacher should also consult the textbook at all steps where and when applicable.



**DURATION / NO OF PERIODS: 35 MINUTES/ 1 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 staff room to talk to your teacher, 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 responses.
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 about 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

20 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, and ask a student to come forward and act out the following expressions with him.
  - Excuse me, may I talk to you?
    - ◇ Sorry, I'm already getting late. Can we talk later?
  - 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 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: 10 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, 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

3 MINUTES

1. Today we have learnt how to take turns during discussions and how to seek attention using polite expressions.
2. Tell students that they should practise using the following five polite expressions in their routine interactions with others: 1) Excuse me, 2) Sorry, 3) I'm afraid..., 4) Please, and 5) Thank you! These expressions would make their communication very effective.



## ASSESSMENT

5 MINUTES

1. Assess students' understanding of the expressions during the practice activity.
2. Involve the students in solving the exercise at the end of the 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.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

## THREE SOUNDS OF 'ED'



## STUDENT LEARNING OUTCOMES

- Recognise and practise that 'ed' has three sounds, i.e., /d/, /t/, /id/ through context.

## INFORMATION FOR TEACHERS

- Consult the 4th-grade lesson on the ending sounds of 'ed'.
- Verbs are action words or doing words, e.g., write, eat, drink, play, dance, land, fly, run, etc.
- Students have already learnt about verbs in previous grades/lessons, so recap the concept in this lesson.
- While teaching the past tense pronunciation for regular simple verbs, give students practice of adding "-ed" to the end of the base form of the verb.
- Explain to the students that the three sounds of 'ed' are "d", "t", and "id".
  - If 'ed' ending follows the letter 'p, k, sh, ch, s, f', the ending sound will be 't' as in helped, looked.
  - If 'ed' ending follows the letter 'b, g, l, m, n, v, z' the ending sound will be 'd' as in called, used.
  - If 'ed' ending follows the letter 't or d', then the ending sound will be 'id', as in loaded, wanted.
- A second syllable with the last sound (not the last letter) is a /t/ or /d/, for example, "wanted", "decided", "needed", or "invited". The last sound for the words "want" and invite" is /t/, the last sound for the words "decide" and "need" is /d/. These two sounds require that added -ed ending be pronounced with an additional syllable.
- While teaching the lesson, the teacher should also consult the textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



MATERIALS / RESOURCES REQUIRED

- Chalk, writing board, duster, loose paper sheets, textbook, etc.



INTRODUCTION

5 MINUTES

- Review the concept of regular and irregular verbs with the class.
- Ask students to work with a partner on their left and write as many regular verbs as they can.
- Let students share their work and appreciate the correct responses.
- Let them work in pairs again to convert the verbs into past tense form by adding 'ed'.
- Next, ask them to pronounce the past forms of the verbs they wrote and notice any differences in the ending sounds.

6. Ask 2 – 3 students to share their responses with the whole class.
7. After this activity, explain the rules for ‘-ed’ ending sounds. (see Information for Teachers)



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

1. Review the three sounds of ‘ed’ (i.e., /t/, /d/, and /id/) with the whole class.
2. Divide the class into pairs.
3. Display a chart in front of the class with the following activity or write it on the writing board:

rhymed, cooked, tried, played, hunted, wasted, started, charged, fixed, amazed		
/t/	/d/	/id/

4. Tell pairs to write -ed ending word in the relevant column after carefully pronouncing the word and identifying its ending sound.
5. After completion of the task, exchange their answers with another pair.
6. Invite some pairs to come up and share their answers.
7. Guide and explain during the activity.

### Activity 2:

10 Minutes

1. Divide the class into small groups:
2. Paste the following chart on the front wall.
  - ♦ I laughed at the joke.
  - ♦ Our work is finished.
  - ♦ The snake killed the mouse.
  - ♦ The teacher helped the student.
  - ♦ When I was younger, I wanted to walk on the moon.
  - ♦ We hiked to the top of the mountain.
  - ♦ They rented a car to visit Murree.
  - ♦ We can’t go swimming because the pool is closed due to Covid-19.
  - ♦ That old house on the hills is haunted.
  - ♦ We hunted for her keys, but could not find them.
3. Ask students to read the sentences with a focus on the ending sounds of the verbs.
4. Tell the groups that they are going to have a competition: they should find out the ending sound of the ‘ed’ verbs in each sentence and write a /t/, /d/, or /id/ for each verb. The group that comes up with the highest number of correct answers wins the game.
5. Give them 3 – 4 minutes to complete the task. Then review the answers with the whole class. Find out the group with the highest number of correct answers and have the class clap for them.



## CONCLUSION / SUM UP

3 MINUTES

- 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

5 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’.
2. Assess students’ understanding of the sounds through their correct responses during introduction, activity 1, and sum up.
3. Involve the students in solving the problems given in the exercise at the end of the unit/ chapter.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to search and note down different ‘-ed’ sounds found in their English textbooks.
2. Assign them to do the relevant activities/ exercises from their textbook as homework.

## STUDY SKILLS – I



## STUDENT LEARNING OUTCOMES

Use textual aids such as table of content and glossary for greater comprehension of texts.

## INFORMATION FOR TEACHERS

1. Table of content can help the students to find the units and chapters. It also gives information about the type of text i.e. poem, story, dialogue, fiction, non-fiction.
2. A glossary is an alphabetical list of terms in a particular area of knowledge with the definitions for those terms. Traditionally, a glossary appears at the end of a book and includes terms within that book, which are either newly introduced or at least uncommon. (See sample of glossary at the end of this book).
3. Try to use their textbook (math/science) to find the words for demonstration.
4. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



## DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, textbook, sample glossary list, chart papers to display glossary prepared by students.



## INTRODUCTION

5 MINUTES

1. Ask the students to open their books on the table of contents page. Tell them how to use it to find some lesson/unit.
2. Ask them to open the table of content and find some pages by using it.
3. You can ask questions like; on what page is narrative writing? etc.
4. Tell them the concept of glossary. Link it with dictionary skills. Tell them that not every book does not have a glossary, but there are many books that have glossary at the end.



## DEVELOPMENT

20 MINUTES

## Activity 1:

20 Minutes

1. Ask them to open the page of the book that you have selected for them.
2. Ask them to read the text in groups.
3. Ask them to underline the difficult words, which they are not familiar with.
4. After they are done with it, ask them to open the glossary list. (Give them the glossary list if the book has no glossary list included).
5. Distribute the glossary list and ask them to tell you what they have noticed about it. (Possible answer: alphabetical order).

6. Ask how it is different from dictionary.
7. Tell them to recall the alphabetical order and look up the difficult words in the glossary.
8. Paste the glossary list in the class for further assistance.



### **CONCLUSION / SUM UP**

3 MINUTES

- Conclude the lesson by telling the importance of table of contents and glossary. Paste the list of glossary in the class for further assistance.



### **ASSESSMENT**

5 MINUTES

1. Ask them to find some more words from the glossary list and ask them to write down the list on their note book.
2. Involve the students in solving problems given exercise at the end of unit/chapter.



### **HOMEWORK / FOLLOW UP**

2 MINUTES

- Ask them to bring books from home or library and share the glossary list with the class.

# READING AND INTERPRETING MAP INFORMATION



## STUDENT LEARNING OUTCOMES

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

## INFORMATION FOR TEACHERS

1. Maps give an idea about the location of different things/places at some location. Maps can be picture maps of a small place like a house/school/building or routes e.g. way to a railway station or of geographical features e.g. cities, countries or continents etc. Legends and keys are the description of different signs/symbols on a map and are universal i.e. the same in nearly all the languages (like traffic signals).
2. There are many tables and charts in the science/social studies text book, which can be used for this lesson for interpretation of data.
3. While teaching the lesson, consult textbook at all steps where and when applicable.



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



## MATERIALS / RESOURCES REQUIRED

- Sample Pakistan Map (the map given in social studies textbook can be used), text book.



## INTRODUCTION

5 MINUTES

1. Recap the lesson which they have learnt about picture maps and legends in the previous grade. Ask them simple questions about the types of maps they have seen and where they have seen those. Make them participate in the discussion by asking how these maps are helpful in everyday life.
2. Tell them that they have learnt to read the picture map, now they will be learning to read the real map of Pakistan which includes the keys and legends with it.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

1. Show class a map of Pakistan.
2. Ask the class about the number of provinces in our country. Ask them to name them.
3. Ask them the name of their city and in which province it is present.
4. After this brainstorming activity, show the map to the class.
5. Ask them how many of the students have already seen the map of Pakistan.
6. Now ask how the information is represented or shown on the map.
7. After this brainstorming activity, show the map to the class.



8. Ask them how many of the students have already seen the map of Pakistan.
9. Now ask how the information is represented or shown on the map.
10. Ask them to read the maps and try to see how signs are used. The sample map has legends which indicate the color of the province in the map.
11. 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.
12. Explain the key or the legend.
13. Encourage students to locate different features using the legend.
14. Ask why a particular symbol is used (e.g. blue for water, brown for mountains etc.).

### Activity 2: 10 Minutes

1. You have a simple butterfly life cycle with you (It is assumed that this chart is there in the class room).
2. Ask the students to turn their table to the chart side.
3. Help them in reading that chart.
4. They have done this in science class so this would not be difficult for them.
5. Ask two or three random students to come up and read the chart by explaining the signs and symbols (e.g. arrows and bubbles used).
6. Appreciate the students.



### CONCLUSION / SUM UP

3 MINUTES

- Conclude the lesson by recapping the whole lesson by asking the kind of maps they have seen in their everyday life.



### ASSESSMENT

5 MINUTES

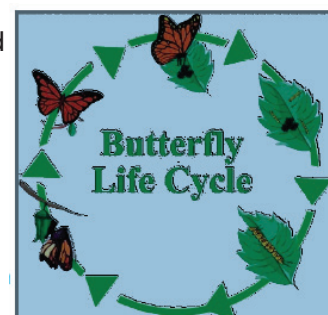
1. Give them a pie chart from the previous lesson and ask some students to come up and interpret the data from it. This will just be a practice exercise for them.
2. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Have students pick their favorite book or pick a class favorite together.
2. Then have the students draw a map of the setting of the story. For example, if you picked "The Three Little Bears", students could draw a map that shows the bears' home, Goldilocks's home, the forest, and all the paths in between.
3. Encourage students to use clues from their stories to create a realistic map.
4. Maybe there is a general store where the bears get their porridge or a lake where Goldilocks' likes to play. Have students share their maps with the class.



Life cycle of Butterfly

## CARDINAL DIRECTIONS



## STUDENT LEARNING OUTCOMES

- Recognise and use cardinal directions.

## INFORMATION FOR TEACHERS

- Cardinal directions** are the four main **points** of a **compass**: north, south, east, and west which are also known by the first letters: N, S, E, and W. These four **directions** are also known as **cardinal points**.
- Make sure that the students know about their surroundings.
- They must know about their right and left.
- The students must differentiate in east, west, north, and south.
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

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



## INTRODUCTION

5 MINUTES

- Introduce the concept of directions by pointing to east, west, south, and north with the gesture of arms.
- Face the sunrise direction.
- Ask the students what's this direction called. Some of them may answer 'east'.
- Give students rehearsal of standing and saying:

Facing sun	→	East
Back	→	West
Right	→	South
Left	→	North



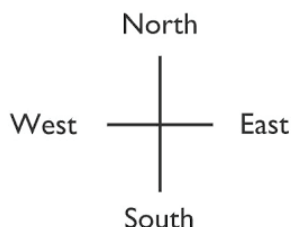
## DEVELOPMENT

20 MINUTES

## Activity 1:

06 Minutes

- Paste the following chart in front of the class.



2. Explain the concept by giving some examples from the surroundings.
3. Make sure by frequent repetition so that students fully understand the concept of cardinal directions.
4. Ask a volunteer to stand and tell him/ her to face the south.
5. Ask another one to face the west.
6. Ask the next one to face the north.
7. Ask the fourth one to face the east.
8. Ask other students to verify if these four students are standing in the right direction. Ask them for suggestions/ corrections.
9. Appreciate students for their work.

**Activity 2: 14 Minutes**

1. Divide the class into four groups and name them A, B, C, and D.
2. Assign them titles as:
  - Group – A: North**
  - Group – B: South**
  - Group – C: East**
  - Group – D: West**
3. Make sure that every member knows about the titles assigned to her/his group.
4. Mingle the groups at the center of the classroom.
5. Instruct them that when you say their group's name, all the group members should move towards their assigned direction and stand facing their direction.
6. Repeat the activity with all the groups so that each group has a clear idea of the directions.
7. Ask students to go back to their seats.
8. Next, ask a volunteer to identify a destination, then ask a different student to raise their hand to provide an insight into which direction you would have to travel to reach that destination. Repeat this step several times to engage more students for different destinations and directions.
9. Now, ask students to work in previous groups and think of the surroundings of their school and make a list of places that lie in all four directions, and then write simple sentences. For example, there's a hospital to the north of our school.
10. As the groups work, move around and provide support.
11. Once they have completed the task, invite a representative from one of the groups to share their sentences. Ask other groups to listen and compare with their sentences. If they have identified a place in a certain direction which this group has missed, they can raise their hands and share their sentence about the missed place.
12. Appreciate students for their active participation in the activities.



**CONCLUSION / SUM UP**

**3 MINUTES**

1. Sum up the lesson with more explanation of cardinal directions. Give a few more examples:

- ◇ Afghanistan is to the west of our locality.
  - ◇ The major part of Pakistan is to the south of our province.
  - ◇ Our province is in the north of Pakistan.
  - ◇ India is to the east of our country.
2. Tell them that every place is in a certain direction.



### ASSESSMENT

5 MINUTES

1. Ask the whole class to stand up facing the sun.
2. Ask them to name the direction.
3. Then, ask them to stretch their right hand and name the direction.
4. After that, ask them to stretch their left hand and name the direction.
5. Finally, ask them to pat their back with their hand and name the direction.
6. Repeat the activity for all the directions with random students.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to practice these cardinal directions at home. For example:  
**East** → ?  
**West** → ?  
**South** → ?  
**North** → ?
2. Tell them to sketch their home, mentioning these four directions. Then, write a few sentences describing places in the surroundings of their home.
3. Assign students to do the relevant activities/ exercises from their textbook as homework.

## STUDY SKILLS – II



## STUDENT LEARNING OUTCOMES

- Recognise alphabetical arrangement of words in a glossary or a dictionary.

## INFORMATION FOR TEACHERS

- Glossary is an alphabetical list of terms used in a particular subject or field of knowledge with definition of each term/concept. e.g. a medical book will have a glossary of biology and science terms; mathematics book will have glossary of terms/concepts of arithmetic, geometry & algebra.
- A dictionary or a glossary usually has items/ words listed in an alphabetical order.
- When giving practice words for locating words, keep the level of the students in mind. Try to use their textbook (math or science) to find the words for demonstration.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, textbook, dictionary, science or math textbook with glossary.



## INTRODUCTION

5 MINUTES

- Tell them that the alphabetical order is very important while using the dictionary and glossary.
- Tell them that alphabetical order of first, second and third letter is really important while using dictionary. There are many words which have the same first and second letters, so you have to check for the third word to find out the particular word.
- Explain the concept of glossary and why it is there in the book. Show them any glossary. (You can show them the glossary of this book).
- Tell them that there are many books which have no glossary, but many of them do have. Give examples and show a few without one and with one.



## DEVELOPMENT

20 MINUTES

## Activity 1:

20 Minutes

- Ask some 8 or 10 volunteers to come up and bring one paper and a pen with them. This will be a recalling activity, just to make them recap the concept of alphabetical order. they have already done this activity in the previous grade but repeating the activity will help them in strengthening the idea.
- Ask them to write their full names on the paper in bold.

3. Ask them to stand in front of the class with their name papers in their hand and facing the class (the names should be clearly written in bold).
4. Ask the class to arrange them in alphabetical order according to their first names.
5. They will have difficulty in arranging the students who have the same first name but different last name. If students have the same first name, ask their second names for the alphabetical order.
6. Help them in arranging the names and tell them that this alphabetical order exercise will help them in using dictionary and glossary.

### Activity 2:

10 Minutes

1. Write some words on the board which have same first and second letter and different third letter. For example mode, mood, mock, mobile, model, etc.
2. Ask the class to find the words in a dictionary.
3. Arrange the words on the board as per appearance in the dictionary.
4. Appreciate the students who complete it first.
5. Do the same activity with the help of glossary. Give them some words and ask them to find the alphabetical arrangement.



### CONCLUSION / SUM UP

3 MINUTES

1. Conclude the lesson by telling the students the importance of dictionary in their lives. Tell the importance of alphabetical arrangement while using the dictionary and glossary again.



### ASSESSMENT

5 MINUTES

1. Put these words into alphabetical order  
**colour, college, frame, card, mould, pattern, texture palace, tone, painting, artist, paper**
2. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to make a list of ten words. Ask your fellow in pair to put your words into alphabetical order.

## 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.
2. Comprehension means understanding.
3. The selection of words should be from the students reading range of familiar words.
4. Students are made familiar with alphabetical order and use of 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 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, dictionary, word list from the textbook.



## INTRODUCTION

5 MINUTES

1. Recap any recent lesson from the textbook. Ask them if they can recall any difficult words they don't know the meaning of from that lesson. Jot down those words on the board.
2. Make them recall dictionary skill learnt in previous class. Ask students about the alphabetical order.
3. Point out how their names are listed in alphabetical order in the school register and how the dictionary has words listed in that order too.
4. After they are done with that, repeat the concept in front of the class.



## DEVELOPMENT

20 MINUTES

## Activity 1: 20 Minutes

1. Divide the class in different groups depending on the number of dictionaries you have with you.
2. Use the difficult words from their textbook because the words should offer some challenge.
3. Recap the concept of alphabetical order which they have also learnt previously. You can write some words and ask them to arrange the words in alphabetical order. don't spend any more time on this than you think is absolutely necessary.

4. Draw a table on the writing board and ask the students to copy the table on their notebook.

Sr. No.	Word	Your meaning	Meaning	Word class	Guide word & page #
1.	necessary	important	required, which is needed and cannot be avoided	NOUN & ADJECTIVE	Neat

5. Give each group 3 different words to locate from the dictionary.
6. Then ask them to fill this table for each word.
7. When they are done, ask each group to share the words they have looked up with the other group.
8. This will help to share all the words with each other.

### CONCLUSION / SUM UP | 3 MINUTES

1. Conclude the lesson by telling the class that dictionaries are very important in their lives.
2. Ask them to tell the words that they now know meanings of.

### ASSESSMENT | 5 MINUTES

1. Give the class more words which have same first and second alphabet but different third and other alphabets (master, marker). Ask the students to fill the table again but this time they must do it individually.
2. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.

### HOMEWORK / FOLLOW UP | 2 MINUTES

1. Ask them to underline the words which are new to them and write the meanings of the words with lead pencil over the word, which will help them in reading the next time.
2. Ask students to make a story using the new words. Write all the words on the board and ask students to choose any 5 to write a paragraph on. They can write a story.
3. Give them story-starters to get them started. Some examples are:

**I have so many wishes. My first wish is that...**

**When I grow up, I want to be able to...**

**I once had a strange dream. I saw that..**



## NOUN – PRONOUN 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).
- The masculine gender pronouns **he**, **his**, and **him** are used for males. Example: The man is driving his new car. (**Man**-masculine noun, **his**-masculine pronoun). Example: Fahad doesn't like Adnan. / Fahad doesn't like **him**. (**Adnan** masculine noun (object), **him** masculine pronoun (object)).
- The feminine gender pronouns **she** and **her** are used for females. Example: The old woman is walking with **her** granddaughter. **She** is carrying a bag. (**woman**-feminine noun, **her**-feminine pronoun).
- The neuter pronoun **it** and **its** are used for non-living things, or male and female animals. Example: The **cat** is playing with **its** kittens. (**Cat**-neuter gender noun and its neuter gender pronoun). Example: **Apple** is a delicious fruit. It is good for health. (**Apple**-neuter gender noun, **it** neuter gender pronoun).
- If a noun is masculine its pronoun must always be masculine. If a noun is feminine, its pronoun must always be feminine. If a noun is singular neuter, the pronoun "it" is used. If a noun is plural neuter, the pronoun "their, or they" are used.
- Students have learnt about pronoun gender and number agreement in previous grades. Therefore, this is a reinforcement lesson.
- Time allocation for all activities is flexible and can change as per the need of the activity.
- While teaching the lesson, the teacher should also consult the textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, textbook, etc.



INTRODUCTION

5 MINUTES

- Write the following pair of sentences on the writing board:

- He is my cousin.
- She is my cousin.

2. Ask the students to point out the differences in these sentences.
3. Their response may be that 'He' and 'She' are different words in these sentences.
4. Now, write the following pair of sentences on the writing board.

- Yahya rides **his** bicycle.
- They read **their** books.

5. Ask them about 'his' and 'their'. To whom these words refer in the given sentences.
6. Give them 2-3 minutes for their responses.



## DEVELOPMENT

20 MINUTES

### Activity I:

10 Minutes

1. Divide the class into four groups and name them as:

**Female (singular)**

**Female (plural)**

**Male (singular)**

**Male (plural)**

2. Elect a leader for each group.
3. Paste the following chart on the front wall of the classroom.

She helps her mother.  
 Rani and Sobia are going to their homes.  
 I am Asad. I do my work.  
 Salman and Amar are brothers. They are walking with their dog.  
 Maria and her sister are here. They study.  
 Ayeza is a nice girl. She speaks politely.  
 Yahya drinks water. He is thirsty.  
 They are boys.  
 Hamna watches cartoon. She is fond of it.  
 Ali and his uncle enjoy their weekend.  
 Ibrar takes tea in his office.  
 Huma and her aunt went to the market.

4. Ask the groups to choose and write the sentences in their notebooks that match their names, i.e., the 'female singular' group must pick the sentences with a female singular subject
5. Give them 3-4 minutes and guide them wherever they need guidance.
6. Now, ask them to underline the nouns and their corresponding pronouns in the chosen sentences.
7. Once they have done, invite the group leaders by turn to read the sentences and identify nouns and pronouns in them for the class.
8. Appreciate the students for their work.

**Activity 2:****10 Minutes****Part – 1**

1. Write the sentences from the sample activity on the writing board. (See the examples at the end of the lesson plan.)
2. Explain to the students that they have to recognise the underlined pronoun in each sentence as singular or plural.
3. If the pronoun is singular, they should circle a singular noun. If a pronoun is a plural, they should underline plural nouns.
4. Do one sentence on the blackboard for students' understanding.
5. You must move about to monitor guide students' work and provide help.

**Part – 2**

1. Ask students to take out their textbooks.
2. Open the chapter that students have to read in today's class.
3. Read the chapter with the students.
4. In the end, choose various gender pronouns (his, her, he, she, it) and ask the students about their gender.
5. If time allows, ask the students to find the noun of each pronoun. Once they have identified the nouns, ask the students the gender of the nouns.
6. Ask the students if there was any pronoun whose gender was different than its pronoun.

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

1. Quickly review the lesson by asking the students if a noun is a masculine singular what pronoun is used, etc.

**ASSESSMENT****5 MINUTES**

1. Check students' ability to recall the singular, plural, masculine, feminine, and neuter pronouns learnt earlier in the introduction activity.
2. Assess how well the students recognise that pronouns agree in number through the correct choices made in activity 1.
3. Assess how well students recognise pronouns' gender agreement in activity 2.
4. Assess students' understanding of pronouns' gender agreement by giving them a short oral or written test.
5. Involve the students in solving the problems given in the exercise at the end of the unit/ chapter.

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

1. Write 5 sentences on the board and ask students to copy them in their notebooks. Explain to the students that they have to re-write the sentences by changing the gender of the nouns and their pronouns: they must be the same.

**Sample Activity**

2. Look at the pronoun with brackets in each sentence. Circle the correct pronoun in each sentence.
  - ◇ When (Amir, Amir, and Azeem) slipped on the step, he fell.

- ◇ The (doctor, doctors) believed their opinion of a fracture was correct.
- ◇ The (cat, cats) are eating their dinner now.
- ◇ The (cups, cup) is in its box.
- ◇ (Sara, Sara, and Sana) rode their bicycles at 2:00 today.
- ◇ After they saw the puppet show, (he, they) went home.
- ◇ The (tree, trees) have lost their leaves.
- ◇ (Aliya, Omer, and Aliya) always try to be helpful to her class fellows.

## MODAL VERBS



## STUDENT LEARNING OUTCOMES

- Illustrate the use of can/cannot and, may/may not to express permission, prohibition, and doubt.

## INFORMATION FOR TEACHERS

1. Can, may, and should are called modal verbs.
2. 'Can' is used to express ability or to say that something is possible. For example: I can speak English.
3. To form the negative we add 'not' after can to form one word: cannot. For example: She cannot eat two burgers.
4. 'May' is used in formal style to request 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.
5. To form the negative we add "not" after may: 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. Time allocation is flexible and can change as per the need of the activity.
8. While teaching the lesson, the teacher should also consult the textbook at all steps where and when applicable.



## DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, textbook, etc.



## INTRODUCTION

5 MINUTES

Note: The students studied the use of can / cannot, may / may not in grade 4. Therefore, reinforce these concepts in the introduction.

1. Begin the lesson by telling students that you have chosen an animal (e.g. monkey) in your mind and they have to guess it. Tell the students that all of them know the animal; some may have even seen it also. They have to ask questions about the abilities of the animal to guess its name. Their questions must start with 'can'. Tell the students that you will reply with "yes, it can." Or "no, it cannot."
2. Start the game. Continue the game till students have asked several questions using 'can'. Provide them with words if they do not know the English words for what they want to say.
3. Students will most likely guess the animal. If they cannot guess it within five minutes, you can end the game by saying that now they must give the name.
4. Ask them to clap for themselves in the end.
5. Ask the students if they can now tell when can and cannot are used. If they cannot

answer, tell them that we use 'can' and 'cannot' to tell whether someone has 'the ability to do something.'

6. Similarly, ask students about 'may' and 'may not'. Reinforce that may is used to ask for permission to do something and may not is used to refuse permission.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

1. Display the following chart on the front wall.
2. Make sure that the chart is easily readable for all the students.
  - ◇ It may rain today. (Possibility)
  - ◇ May I use your pen? (Permission)
  - ◇ You should do your homework. (Obligation)
  - ◇ He may not come. (Doubt)
  - ◇ They should not make a noise. (Prohibition)
3. Ask a student to read the first sentence loudly.
4. Explain the sentence to students and tell them how we use modal verbs for showing possibility.
5. Repeat the same with other students randomly for all the sentences in the chart.
6. Now, divide the class into five groups like 1, 2, 3, 4, and 5 and choose a leader for each group.
7. Assign them titles as:
  - Group – 1: Prohibition**
  - Group – 2: Doubt**
  - Group – 3: Obligation**
  - Group – 4: Permission**
  - Group – 5: Possibility**
8. Ask them to write three sentences of their own according to their titles.
9. Give them 2-3 minutes.
10. Then, ask the leaders of the groups by turn to read aloud the written sentence.
11. Appreciate them for their work.

### Activity 2:

10 Minutes

1. Ask the groups to write four sentences mentioning the titles of other groups leaving their own title.
2. For example, Group-3 will have to write four sentences showing 'prohibition', 'doubt', 'permission', and 'possibility'.
3. Group-3 will not write a sentence showing 'obligation' because two sentences on this title have already been written by this group.
4. Give them 4-5 minutes and guide them accordingly.
5. Once they have completed the task, ask the leaders by turn to read aloud the written sentences.
6. Ask the class for feedback on the new sentences.



## CONCLUSION / SUM UP

3 MINUTES

1. Recap the lesson by telling students that they will be able to use can/cannot, may/may

not in the future.

2. Summarise the concepts of permission, prohibition, and doubt with a few examples.



### ASSESSMENT

5 MINUTES

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



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Give students five professions (doctor, teacher, farmer, driver, and mechanic) and tell them to write five sentences telling what these people can do.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

## ADVERBS



## STUDENT LEARNING OUTCOMES

- Identify and use adverb of manner, time, place and frequency.

## INFORMATION FOR TEACHERS

- Adverbs tell us more about verbs. They tell us 'how', 'when', 'where' and 'how often' something is done.
- An adverb of time indicates the time of action. It answers the question "when".
- An adverb of manner shows how the action takes place. It answers the question. "how"
- An adverb of place tells where the action takes place. It answers the question "where".
- An adverb of frequency tells how often the action takes place. It answers the question 'how often'.
- Adverbs answer the questions 'how', 'when', 'where' and 'how often' the action takes place.

**Example:**

- He is sleeping peacefully. (How is he sleeping)? Ans: (peacefully)
  - I will go to market today. (When will I go to market)? Ans: (today)
  - He was sitting here (Where was he sitting)? Ans: (here)
  - He always comes late. (How often does he come late)? Ans:( always)
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.

**DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD****MATERIALS / RESOURCES REQUIRED**

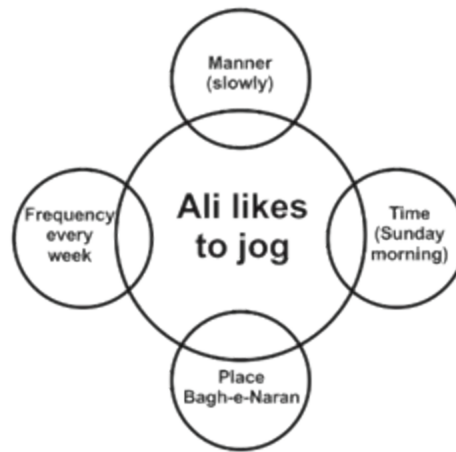
- Writing board, chalk/marker, textbook, flashcards.

**INTRODUCTION****5 MINUTES**

- Create a mind map.
- Give students a root sentence and ask them to add adverbs to it.

**For example:**





- The root sentence is Ali likes to jog.
- With the addition of the 4 adverbs it becomes:  
**Ali likes to jog slowly in Bagh-e-Naran on Sunday morning every week.**
- Give other root sentences to students and ask them to use adverbs of time, place, manner and frequency to them one by one or all in one sentence.



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

- Ask students what they think is the function of adverbs, based on the introduction activity.
- Tell them that adverbs have different kinds but we will discuss.
- Draw four columns on the board and ask the students to copy them in their notebooks.

#### Adverbs

Manner	Time	Place	Frequency
slowly	now	here	always
sadly	yesterday	there	often
happily	today	everywhere	never
excitedly	tomorrow	outside	again
loudly	before	inside	once

- Explain that adverbs of manner usually end in "ly".
- Through examples clarify their concept of different types of adverbs. Example: (model sentences).

#### Adverbs of manner

- She writes **neatly**.
- She talks **loudly**.
- He is sitting **quietly**.

Adverb of manner answers the question how the action is done.

#### Adverb of time

- My friend will come **today / tomorrow**.
- I am working **now**.
- Annie bought a toy **yesterday**.

It answers the question when the action takes place.

- Adverb of Place  
It answers the question where.
  - ◇ The train will stop **here**.
  - ◇ He is standing **outside**.
  - ◇ I looked for my pen **everywhere**.
- Adverb of frequency  
It answers the question how often somebody does something.
  - ◇ He **always** speaks the truth.
  - ◇ Ali **never** misses his bus.
  - ◇ He will come **again**.

### Activity 2: 10 Minutes

1. Ask the students to write two short paragraphs on these topics, using adverbs of time, place, frequency and manner.
  - ◇ My favourite activity during the day
  - ◇ What I like to see my mother do
  - ◇ What I like to see my father do



### CONCLUSION / SUM UP

3 MINUTES

- Ask students to sum up what we have learnt today along with the samples of various kinds of adverbs.



### ASSESSMENT

5 MINUTES

1. Ask the students to write five sentences using the following adverbs. It is better if the sentences are connected to each other. For example, they can be written as a paragraph on 'One day in school'.

**Use happily, quickly, loudly, here, always, etc.**

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



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Any related task from the textbook must be done as extension / follow up task.
2. Continue to point out adverbs to students in their daily conversation.

# USING FULL STOP WITH ABBREVIATIONS



## STUDENT LEARNING OUTCOMES

- Recognise and use the full stop with some abbreviations.

## INFORMATION FOR TEACHERS

- When a word is abbreviated after the first few letters, a full stop is used at the end as: **Prof. for 'professor', Dr. for 'doctor', Govt. for 'government'.**
- The teacher should go through the textbook and identify abbreviations before entering into class.



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



## MATERIALS / RESOURCES REQUIRED

- Writing board, a pair of charts, one list of abbreviations without full stops and other with full stops, textbook, pointer, flash card, etc.



## INTRODUCTION

5 MINUTES

- To introduce the use of full stop with abbreviations, ask students:
  - What word do we use for respect before the name of a male person?
  - Write the expected response from the students 'Mr.' on the board. (when told by a student)
- What do we write before the name of an unmarried female?
  - Write the expected response of students 'Ms.' on the board. (when told by a student)
- How do we write the word 'Doctor' in a short form?
  - Write the expected response of students 'Dr.' (when told by a student)
  - Here, if they cannot respond, then ask them to check on page 56, of the textbook: Dr. Haroon.
- Then tell them that these reduced words with a full stop at the end are called abbreviations and now we will work on such words.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

- Write the following abbreviations in one column on the board:
  - Ms.
  - Prof.
  - Math.

- ◇ E.g.
  - ◇ i.e.
  - ◇ p.t.o.
  - ◇ Etc.
  - ◇ Mrs.
2. Then ask students randomly to write the full word against its abbreviation in the second column and to confirm from other students if one student cannot write then ask the other one.
  3. Ask students to pronounce the abbreviations along with their full words.

### Activity 2:

10 Minutes

1. Write the following abbreviations on the board: Ms., Ltd., Hon., No. and tell students to note down in their notebooks with the use of full stop.
2. Next, ask them to work in pairs to discuss and find out the full words for these abbreviations.
3. As the pairs work, move around and provide the necessary support.



### CONCLUSION / SUM UP

3 MINUTES

1. Explain to students the use and importance of full stop:
  - ◇ Full stop completes the sentences.
  - ◇ Full stop separates sentences from each other in a paragraph.
  - ◇ It is also used to reduce a word to a short form called an abbreviation.
  - ◇ Abbreviations are used for saving time and space.



### ASSESSMENT

5 MINUTES

1. Ask students to identify and note down in the notebooks three abbreviations from the textbook.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to read an English daily newspaper and select five abbreviations.
2. Ask them to write a statement of ten sentences with appropriate use of full stop.
3. Discuss different parts of the invitation cards that students bring. Notice and point out to the students if there is something different from the way the class wrote their invitations.
4. Assign students to do the relevant activities/ exercises from their textbook as homework.

## CENTRAL IDEA OF POEMS



## STUDENT LEARNING OUTCOMES

- Write the central idea of a given poem in simple language.

## INFORMATION FOR TEACHERS

1. A poem is a piece of writing that shows feelings, emotions, thoughts and ideas in lyrical form.
2. Recall that if two words end in the same sound they are called rhyming words.
3. They are used in poetry to provide a musical effect.
4. All poems may not rhyme.
5. Every poem is also written around a central idea just like a paragraph.
6. Central idea tells the main theme of the poem i.e. what the poem is about.
7. While teaching the lesson, consult textbook at all steps where and when applicable.



## DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

- A poem from the textbook, writing board, chalk/ marker, textbook, etc.



## INTRODUCTION

5 MINUTES

1. Read a short poem to the students.
2. Ask them: What will you say to a friend who is absent today, about the poem? How will you briefly describe the poem?
3. Write student responses on the board.
4. Tell students that the main theme of a poem is called the central idea.



## DEVELOPMENT

20 MINUTES

## Activity 1:

10 Minutes

1. Before coming to class you must have select a poem from the textbook to use in this lesson plan.
2. Students open their textbook to a poem.
3. Do the model reading of the poem with proper intonation, emotion and variations in tone and reading.
4. Ask two to three students to come forward and read the poem aloud.
5. Ask the students what the poem is about.
6. Take all possible answers from students and write them on the writing board.

7. Encourage them to give you an answer in complete sentence.
8. Give the heading: Central idea.
9. Discuss the central idea of the poem (As given in information for teachers section).
10. You can write the main words of the central idea of the poem on the writing board. start with the sentence: This poem is about.....
11. Central idea of the poem should not be more than 3 – 4 sentences.
12. Students write the central idea in their notebook.

### Activity 2:

**10 Minutes**

1. Ask students to check their work, in pairs, for any mistakes in spelling, punctuation or handwriting.



### CONCLUSION / SUM UP

**3 MINUTES**

1. Ask few students to read the central idea of the poem, allowed.



### ASSESSMENT

**5 MINUTES**

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



### HOMEWORK / FOLLOW UP

**2 MINUTES**

1. Give the following task as homework:
2. Write a rhyming poem about "my family".  
**(Draw and colour a picture of your family).**

# RHYMING WORDS



## STUDENT LEARNING OUTCOMES

- List rhyming words and write a poem based on the same central idea.

## INFORMATION FOR TEACHERS

- Words ending in the same sound are called rhyming words e.g., goat, coat play and clay, etc.
- Rhyming words are used in poetry for the provision of musical effects.
- Poetry is the expression of thoughts, emotions, and ideas in an ordered lyrical form.
- The central idea of the poem is the theme or what the poem is about.
- Draw the attention of students to the topic and main theme, every time they read a poem/rhyme.
- Help students maintain a word bank of rhyming words in the classroom throughout the year.
- While teaching the lesson, also consult the textbook at all steps.



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



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, charts, pointer, textbook, etc.



## INTRODUCTION

5 MINUTES

- Tell students that rhyming words are two or more words that have the same or similar ending sounds. For example, car and bar rhyme, bat and fat rhyme. If the two words produce different ending sounds, they do not rhyme.

### Here are some more rhyming words:

- ◇ hero – zero
  - ◇ change – range
  - ◇ sheet – feet
  - ◇ dish – wish
  - ◇ nine – shine
- Now, ask students to work in pairs and write rhyming words for the following:
    - ◇ well –
    - ◇ cave –
    - ◇ hot –
    - ◇ cook –
    - ◇ late –

- ◇ house –
- ◇ ball –
- ◇ play –
- ◇ but –
- ◇ see –



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

1. Review the concept of rhyming words with the class.
2. Write the following poem on a chart:

*Twinkle, twinkle, little **star**,  
How I wonder what you **are**!  
Up above the world so **high**,  
Like a diamond in the **sky**.*

*When the blazing sun is **gone**,  
When he nothing shine **upon**,  
Then you show your little **light**,  
Twinkle, twinkle, all the **night**.*

*Then the traveller in the **dark**,  
Thanks you for your tiny **spark**,  
He could not see which way to **go**,  
If you did not twinkle **so**.*

*In the dark blue sky you **keep**,  
And often through my curtains **peep**,  
For you never shut your **eye**,  
Till the sun is in the **sky**.  
Twinkle, twinkle, little **star**,  
How I wonder what you **are**!*

3. Read the poem with proper intonation. As you read, ask students to notice the rhyming words in the poem.
4. Ask 2 – 3 students to come forward and read the poem aloud.
5. Ask them to concentrate on the rhyming words highlighted in the poem.
6. Ask the students what the poem is about. Give them the following clues.  
**star, sky, shining like a diamond, shine, twinkle all night, etc.**
7. Help students identify the rhyming words in the poem.

### Activity 2: 10 Minutes

1. Ask the students to work in pairs and write a poem with the same central idea with the help of the given outline:



2. Concentrate on the rhyming words in the outlines.
  - ◇ I am a little star,
  - ◇ But \_\_\_\_\_ so far.
  - ◇ Though \_\_\_\_\_ very high.
  - ◇ Still \_\_\_\_\_ sky.
  - ◇ I \_\_\_\_\_ at night.
  - ◇ When \_\_\_\_\_ a light.
3. As the pairs work, move around and provide the necessary support. Ask students to think creatively. Tell them not to worry about incorrect ideas or grammar.
4. Once they have completed the task, invite 2 – 3 students to share their completed poems with the whole class.
5. Appreciate students for their work.



## CONCLUSION / SUM UP

3 MINUTES

1. Sum up the lesson by completing the poem. The poem can be like this:

**I am a little star.**

**But I live and stay so far.**

**Though I dwell very high.**

**Still, I shine in the sky.**

**I'm with you all the night,**

**When you need a little light.**

2. Ask the students that practicing rhyming words increases vocabulary.



## ASSESSMENT

5 MINUTES

1. Write the following words on the writing board:
  - ◇ man –
  - ◇ soon –
  - ◇ ten –
  - ◇ map –
  - ◇ skip –
2. Ask the students to think of words that rhyme with them.
3. After a while, say the first word on the list and ask a student to say a rhyming word for it.
4. Continue with the rest of the words with randomly selected students.
5. Ask them to pronounce more than one rhyming word for a single word. For example:
6. The word 'sheep' can be rhymed with 'deep', 'keep', 'beep', 'jeep', 'peep', 'leap' etc.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to read a poem in the textbooks and list the rhyming words used in it as a home assignment.

# FINDING SYLLABLES IN A WORD



## STUDENT LEARNING OUTCOMES

Find out how many syllables a word has.

## INFORMATION FOR TEACHERS

1. A syllable is a group of letters that has one vowel sound in it. 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 word. This word has three syllables (di/no/saur).
2. Students have learnt this concept in previous classes, hence a recap must be done.
3. Students will recognise and differentiate between monosyllabic, disyllabic, and trisyllabic words.
4. An important first step in dividing up a word into its syllables is knowing how many syllables the word has. You may already know that 1 vowel sound = 1 syllable. If a word has 3 vowel sounds, for example, then it has 3 syllables. (Notice that it's vowel sounds, not actual vowels. The word "cupcake," for example, technically has 3 vowels. But the 'e' is silent. It only has two syllables because the vowel sounds we hear are the short u and the long a, 2 total vowel sounds.)

### Basic Syllable Rules:

A. To find the number of syllables:

- ◇ count the vowels in the word,
- ◇ subtract any silent vowels, (like the silent "e" at the end of a word or the second vowel when two vowels are together in a syllable)
- ◇ subtract one vowel from every diphthong, (diphthongs only count as one vowel sound.)
- ◇ the number of vowel sounds left is the same as the number of syllables.

**The number of syllables that you hear when you pronounce a word is the same as the number of vowel sounds heard. For example:**

**The word "came" has 2 vowels, but the "e" is silent, leaving one vowel sound and one syllable.**

**The word "outside" has 4 vowels, but the "e" is silent and the "ou" is a diphthong that counts as only one sound, so this word has only two vowel sounds and therefore, two syllables.**

B. Divide between two middle consonants.

**Split up words that have two middle consonants. For example:**

**hap/pen, bas/ket, let/ter, sup/per, din/ner, and ten/nis. The only exceptions are the consonant digraphs. Never split up consonant digraphs as they really represent only one sound. The exceptions are "th", "sh", "ph", "ch", and "wh".**

C. Usually divide before a single middle consonant.

**When there is only one syllable, you usually divide in front of it, as in:**

**"o/pen", "i/tem", "e/vil", and "re/port". The only exceptions are those times when the first syllable has an obvious short sound, as in "cab/in".**

D. Divide before the consonant before an "-le" syllable.

**When you have a word that has the old-style spelling in which the "-le" sounds like "-el", divide before the consonant before the "-le". For example: "a/ble", "fum/ble", "rub/ble", "mum/ble" and "thi/stle". The only exception to this are "ckle" words like "tick/le".**

- E. Divide off any compound words, prefixes, suffixes and roots which have vowel sounds.
- Split off the parts of compound words like "sports/car" and "house/boat". Divide off prefixes such as "un/happy", "pre/paid", or "re/write". Also divide off suffixes as in the words "farm/er", "teach/er", "hope/less" and "care/ful". In the word "stop/ping", the suffix is actually "-ping" because this word follows the rule that when you add "-ing" to a word with one syllable, you double the last consonant and add the "-ing".**
- Additional worksheet for teacher's reference and students' reinforcement of the taught topic is also attached at the end of the lesson.
  - While teaching the lesson, the teacher should also consult the textbook at all steps where and when applicable.



## DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, textbook, duster, mirror, a basket filled with word strips (sample for word strips is provided at the end of the lesson plan, cut out the strips before the '\_' sign. Make your own word strips first and then cut them out. Do not cut from here.



## INTRODUCTION

5 MINUTES

- Ask students to place their fists under their chins.
- Pronounce the word 'cat'.
- Ask students to repeat it after you, counting how many times their chin touches their hand. (For some students, you may need to have them look into a mirror at the same time, counting how many times they see their chin and hand connect.) Do it with a few more words until students feel the movement of the chin at the fist, e.g., computer, football, luckily, abnormal, wonderful, scientist, etc.
- Explain that the parts of the words that are heard or felt like a movement of the chin are called "syllables" and that every word has at least one syllable.
- Do the same actions with a one-syllable word, e.g., book. (Students must be able to tell that the chin moves once only when 'book' is pronounced).
- Ask each student to repeat the word and count the syllables. (e.g., chair, September) (chair has one syllable, September has three).



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

- Write the following words on the writing board:  
**water, butterfly, teacher, lesson, sentences, drinking, paper, important, something, wonderful.**
- Ask a student to pronounce one word clearly. Then, ask other students to tell how many syllables they heard. Then, ask everyone to say the word with their fist under their chin and feel the movement of the chin to count the syllables.
- Ask another student to pronounce another word clearly. Repeat the steps given above.
- Repeat this practice for all the words with different students.
- Now, pronounce the words yourself and ask students to listen to you carefully.
- Concentrate on syllables while pronouncing the words.

- Now re-write the words with syllabic division as:  
**Wa-ter, but-ter-fly, tea-cher, les-son, sen-ten-ces,  
Drin-king, pa-per, im-por-tant, some-thing, won-der-ful.**
- Now, ask students to pronounce the words as they are written.
- After completing this practice, review the concept of syllables using the 'information for teachers' section.

### Activity 2: 10 Minutes

- Make four groups from the class and elect a leader for each group.
- Name the groups as A, B, C, and D.
- Provide them the strips containing jumbled syllables (given in the worksheet at the end of this lesson).
- Ask each group to match the syllables in order to complete the words.
- Move around and guide the groups to make words from the given strips of syllables.
- Once they have done, ask the leaders by turn to pronounce their completed words loudly.
- Appreciate them for their participation.



### CONCLUSION / SUM UP

5 MINUTES

- Review the key points of the lesson with the whole class. Make sure to recap the 5 rules/ tips of the syllabic division.
- Explain to them about the syllabic division of words with more examples like independence, enjoyable, characteristics.



### ASSESSMENT

3 MINUTES

- Assess students' understanding through their correct responses during the introduction, Activity 1, and Activity 2.
- Involve students in solving the problems given in the exercise at the end of the unit/ chapter.



### HOMEWORK / FOLLOW UP

2 MINUTES

- Ask students to write the words on their own and find out the vowels seen, vowels heard, and the number of syllables for each word. Ask students to divide the words into syllables. Do not forget to put a slash between syllables.

#### Worksheet:

#### Group-A:

bas	ket	com	pu	ter	um	brel	la
-----	-----	-----	----	-----	----	------	----

#### Group-B:

can	dle	com	plex	ap	ple	far	mer
-----	-----	-----	------	----	-----	-----	-----

#### Group: C

beau	ti	ful	flex	ab	le	bo	nus
------	----	-----	------	----	----	----	-----

#### Group: D

con	struct	pump	kin	vis	it	re	sult
-----	--------	------	-----	-----	----	----	------

NOTE: Use scissors to cut every syllable. Do not mix the syllables from one group with another group.

- Assign students to do the relevant activities/ exercises from their textbook as homework.

# AGREE/DISAGREE POLITELY



## STUDENT LEARNING OUTCOMES

- Demonstrate conventions and dynamics of oral interactions in a group to agree/disagree politely.

## INFORMATION FOR TEACHERS

1. While discussing an event, a match, a situation, etc., we have to agree or sometimes disagree with our friends/ parents/ class-fellows, etc. We should not be harsh, rather we should be very polite whether we agree or disagree.
2. Here are a few common phrases used to express agreement:
  - ◊ I (completely / really / totally / absolutely / honestly / truly) agree with you (on that)
  - ◊ I hold the same opinion.
  - ◊ I see what you mean and I (must) agree with you.
  - ◊ I see it that way, too.
  - ◊ I share your opinion/view.
  - ◊ I was just going to say that.
  - ◊ You're (completely / totally / absolutely) right.
  - ◊ That's (so / completely / absolutely/ perfectly) true.
  - ◊ That's a really good point.
  - ◊ Fair enough.
  - ◊ Yes, of course.
  - ◊ No doubt about it.
3. Following are a few common phrases to express disagreement:
  - ◊ I'm afraid I can't agree with...
  - ◊ I'm sorry but...
  - ◊ You may be right, but...
  - ◊ That might be true, but...
  - ◊ I beg to differ.
  - ◊ I think otherwise.
  - ◊ I take a different view.
  - ◊ That doesn't make much sense to me.
  - ◊ That's not always the case.
  - ◊ That's not always / necessarily true.
4. While teaching the lesson, the teacher should also consult the textbook at all steps where and when applicable.



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



## MATERIALS / RESOURCES REQUIRED

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



## INTRODUCTION

5 MINUTES

1. Show a pencil to students and say, "It's a marker." You may notice certain expressions on the faces of students as they might look confused. Ask them if they agree with you.
2. Now, show the pencil again, and say, "It's a pencil." Ask students to express if they agree with you this time.
3. Ask students to think of a few phrases that can be used to agree/disagree politely. Their possible responses may be:
  - ♦ 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).
4. Use your facial expressions to show agreement /disagreement etc. while talking to students.



## DEVELOPMENT

20 MINUTES

### Activity 1:

08 Minutes

1. Write the following dialogue on a chart or writing board.
  - ♦ 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 arrange it this month.
  - ♦ Ahmad: I am afraid I do not agree with you.
  - ♦ Talha: why?
  - ♦ Ahmad: Actually, the next month will be even hotter.
  - ♦ Talha: Very true. Let's eat ice cream now.
  - ♦ Ahmad and Talha (together): That's great.
2. Divide the class into pairs.
3. Ask the students to take the role of Ahmad and Talha and practice the dialogue.
4. Once they have had sufficient practice, invite a volunteer pair to perform the dialogue in front of the whole class.
5. Instruct other students to listen to them carefully and note their expressions to agree/disagree.
6. After practicing the dialogue, ask the students whether the speakers of the dialogue were polite or harsh.
7. Encourage them to discuss and respond.

### Activity 2:

12 Minutes

1. Divide the class into pairs.
2. Ask students to draw a table as follows on their notebooks:

Agree	Disagree

- Write the following phrases on the board:

Absolutely, not sure, that's not right, I couldn't agree more, I am not sure about that, me too, you are right, I totally disagree, you have a point there, I beg to differ

- Ask the pairs to discuss and write these in their respective columns on their notebooks.
- Once they have completed the task, invite 2 – 3 pairs to share their work with the whole class.
- Appreciate students for choosing correct expressions.



### CONCLUSION / SUM UP

3 MINUTES

- Today we have learnt how to agree and disagree with others politely.
- Give them some more expressions for better understanding, like:
  - ◊ No doubt about it, fair enough, we are of one mind. (agree)
  - ◊ I think otherwise, that's not always the case, I'm sorry but... (disagree)



### ASSESSMENT

5 MINUTES

- Ask students to decide which of the following expressions are used for agreeing and which ones are used for disagreeing:
  - ◊ That's right.
  - ◊ You're right.
  - ◊ I'm afraid I can't agree with you.
  - ◊ Exactly.
  - ◊ Excuse me, but ...
  - ◊ Of course not.
  - ◊ Absolutely.
  - ◊ I'm sorry, but ...
  - ◊ I agree (entirely / absolutely).
  - ◊ I couldn't agree more.



### HOMEWORK / FOLLOW UP

2 MINUTES

- Ask students to practice using the expressions to agree/disagree they have learnt, with their friends, class fellows, school fellows, and family members and note down in their notebooks 10 such expressions.
- Assign students to do the relevant activities/ exercises from their textbook as homework.

# DISTINGUISH BETWEEN FACTS AND OPINIONS



## STUDENT LEARNING OUTCOMES

- Apply critical thinking to interact with the text using intensive reading strategies (while reading) to: distinguish fact from opinion.

## INFORMATION FOR TEACHERS

1. An opinion is a view or a personal preference. People have different opinions. For example, "I like the sunset".
2. A fact is a piece of information about the circumstances that exist or events that have occurred. For example, "the sun sets in the west".
3. Students must learn to distinguish between facts and opinions. Also, it is equally important that they learn to accept that others might have different opinions and that we should respect their opinions. Opinion/viewpoint is not always right or wrong. It is just another way of looking at a thing.
4. While teaching the lesson, consult the textbook at all steps where and when applicable.



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



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, textbook, etc.



## INTRODUCTION

5 MINUTES

1. Introduce the topic by providing the following pair of sentences on the board:
  - ♦ Islamabad is the capital of Pakistan (fact: officially stated in all documents). It is a very peaceful city (opinion).
  - ♦ Monsoon season begins around July and ends in August (fact: stated in geography books and happens regularly every year). It is the best season of the year (opinion).
  - ♦ My friend Bilal always stands first in his class (fact: his results show this). He is the best boy in the class (opinion).
2. Tell students the difference between a fact and an opinion in very simple words, that a fact is universally admitted and opinion is a viewpoint of an individual which may be correct or not and others may agree/ disagree with that opinion.
3. Tell students that people argue because they think that their opinion is the right one.
4. Or that their opinion about something is a fact. For example, we think Khyber Pakhtunkhwa is the best province in Pakistan. It is our opinion. Other people in Pakistan may have a different opinion about it. Write the following on the board:
  - ♦ **Fact:** knowledge or information based on real happenings.
  - ♦ **Opinion:** view, a way of looking at something.
5. Ask them to open the page of the textbook which you have selected to demonstrate the



difference between facts and opinions.

6. Ask them to read that page silently and try to differentiate between fact and opinion. Let them do it themselves.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

1. Write the following questions on writing board.
  - ◇ What do you like to eat?
  - ◇ What is the colour of the milk?
2. Ask students to answer question-1.
3. They may answer something like this:
  - ◇ I like to eat rice.
  - ◇ I like to eat mutton.
  - ◇ I like to eat potatoes.
  - ◇ I like to eat leafy vegetables.
  - ◇ I like to eat burgers.
4. Then ask them to answer question-2.
5. Their possible answer will be:  
**The colour of the milk is white.**
6. Now, explain to them how to differentiate 'fact' from 'opinion' with the help of the given responses.

### Activity 2:

10 Minutes

1. Now, write the following paragraph on the board:

Fahad is an intelligent student. He is ten years old. He reads in 5<sup>th</sup> class. He likes to read stories. He is a very good cricketer too. His father is a nice person. He is a teacher in a nearby school. Fahad's mother is a housewife. She is a kind-hearted woman. She loves all her children. Fahad belongs to a happy family.
2. Divide the class into pairs.
3. Assign the task that one member of the pair will write those sentences of the given paragraph that express 'facts' and the other member of the pair will write the sentences that express 'opinions'.
4. Give them 4-5 minutes and help them to understand the sentences.
5. Then, ask them to share their sentences with their peer.
6. Randomly ask a few pairs to come in front and read aloud the sentences showing 'fact' by one member of the pair and showing 'opinion' by the other member.
7. Appreciate them for their work.



## CONCLUSION / SUM UP

3 MINUTES

1. Conclude the lesson by highlighting the importance of politeness when expressing opinions. Ask them how one should respond if someone disagrees with someone or has a different opinion than them.
2. Ask the students what the model phrases for disagreeing with one's opinion may be. For example:
  - ◇ "You are right but...."

- ◇ I understand what you are saying but.....”
  - ◇ “In my opinion....”
  - ◇ “I think....”
3. Tell them that having different opinions about something is not a negative thing. It is always important to respect others’ opinions and respond politely even if you disagree with them.
  4. Ask students to write five facts regarding their school.



### ASSESSMENT

5 MINUTES

1. Ask students to:
  - ◇ Write two facts about school
  - ◇ Write two opinions about school

or

  - ◇ Write two facts about fast food
  - ◇ Write two opinions about fast food
2. Involve the students in solving the problems given in the exercise at the end of the unit/ chapter.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to write a short paragraph on a given topic where they write sentences stating facts and expressing opinions. For example, write a paragraph on ‘My Village/ Town/ City.’
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

# OPEN-ENDED AND PERSONAL RESPONSE 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:
  - ◊ Personal response.
  - ◊ Open ended.

## INFORMATION FOR TEACHERS

1. Some types of questions which the students in this grade will face can be: personal response and open ended.
2. Personal response questions can have different answers depending on person to person. They usually involve personal opinions and beliefs and are based on one's personal experiences.  
**For example:**
  - ◊ How does wearing a uniform affect your studies?
  - ◊ Which character in the story would you want to be?
  - ◊ What is the message in the story?
  - ◊ Which event helped you get this message?
  - ◊ Would you like to read something else by this author?
  - ◊ Why or why not?
3. Open ended questions are those questions in which (unlike in a multiple choice questions or a fixed response/yes or no questions) possible answers are not suggested, and the respondent answers it in his or her own words. Some personal response questions can be open-ended questions too, as the two are quite similar.
4. Recap of question formation structure is necessary for this lesson. Question structure is of two types: Wh questions (Who, what, where, when, how, why) and yes or no questions that begin with helping verbs (can, do /does/ did, should, could, has/have).
5. While teaching the lesson, consult textbook at all steps where and when applicable.



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



**MATERIALS / RESOURCES REQUIRED**

- Writing board, chalk/marker, duster, textbook.



**INTRODUCTION**

**5 MINUTES**

1. Recap the previous lesson. Ask some questions from the students.
2. Give them some examples for each of the questions type. The example questions should be very simple.
3. Did the child in the story tell a lie? (Yes/No question).

4. What did the child say? (Open ended response from the text).
5. In your opinion, can a lie ever help us? What do you think are the disadvantages / consequences of telling a lie? (Personal response).
6. Tell them the concept of Open ended questions. Give them some examples from the previous lessons.

**Note for teachers:**

**Please prepare your own question on the basis of above examples using any story/text from the textbook lesson students have already done.**



**DEVELOPMENT**

20 MINUTES

**Activity 1:**

**20 Minutes**

1. Read the sample story to them.
2. Divide the class in different groups depending on the number of work-sheets you have with you.
3. Distribute the sample text sheet which has questions at the end.
4. Write the open ended questions on the board.
5. Ask the groups to discuss and orally answer the questions.
6. Jot down a few answers on the board. Explain how each group provided the response in their own words using same details.
7. Now do the same with Personal response questions.
8. Discuss how the each response was based on personal view point and experiences.



**CONCLUSION / SUM UP**

3 MINUTES

1. Conclude the lesson by recapping the concepts behind the personal response and open ended questions.
2. Ask the students to tell you which question they enjoyed answering and why.



**ASSESSMENT**

5 MINUTES

1. Ask a few more personal response questions from a text book lesson done previously.
2. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



**HOMEWORK / FOLLOW UP**

2 MINUTES

1. Give them another text from the text book and ask them to comprehend the questions and answer them in their textbooks.

## 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 to 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.

"Off 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 Frog. "Yes, but you were right, Frog, it was hard work," said the Rabbit.

**"Hard work is the key to success."**

### Answer the following questions:

1. Why did the Rabbit want to plant seeds? (Open ended)
2. What types of plants would you like to grow? (Personal response)
3. How can you help plants grow better?
4. What was the experience like? (Personal response)
5. What did the Rabbit have to do to help the plants grow better? (Open ended)
6. Why did the plants take so much time to grow? (Open ended)

**Month**

**6**

## PAIRS OF WORDS



## STUDENT LEARNING OUTCOMES

- Locate, provide, connect and use words similar and opposite in meanings. Locate, identify, differentiate between, and use some simple pairs of words including homophones, homonyms.

## INFORMATION FOR TEACHERS

1. 'Homo' means same and 'phone' means sounds.
2. Homophones are the words with the same sounds but different in meanings and spellings e.g. tail/tale.
3. They are commonly known as pairs of words.
4. Homonyms are words that sound alike but have different meanings. Some homonyms are spelled the same, like bark (the sound a dog makes) and bark (the outer layer of a tree trunk).
5. While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, textbook, etc.



## INTRODUCTION

5 MINUTES

1. Make an announcement "speaking aloud is not allowed in the library".
2. Ask students what they notice about the words in this statement (possible answer: same sounding words aloud/allowed).
3. Ask students to write them in their notebooks.
4. Tell them that there are many words in English that sound the same, but have different spellings or meanings.
5. Introduce homophones and homonyms to the class.
6. Give a few more examples, like *knew* and *new* – cell, sell (homophones) ad, add – accept, except (Homonyms), etc.



## DEVELOPMENT

20 MINUTES

## Activity 1:

10 Minutes

1. Make eight groups of the class and elect a leader for each group.
2. Name the groups as A, B, C, D, E, F, G, and H.
3. Provide them the strips containing jumbled words (given in the worksheet at the end of

this lesson).

4. Ask groups A-D to match the words with similar meanings.
5. Ask groups E-H to match the words with opposite meanings.
6. Move around and guide the groups to match the words assigned.
7. Once they have done, ask the leaders by turn to read aloud the words similar/opposite in meanings.
8. Appreciate them for their participation.

### Activity 2:

10 Minutes

1. Write the following words on the writing board.

**ate, hare, tail, gait, right, hat, pin, scene, blow, know**

2. Divide the class into pairs.
3. Ask them to make two columns in their notebooks.
4. Instruct them to write these words in the first column.
5. Ask them to write the homophones/ homonyms for these words in the next column.
6. Give them 4-5 minutes and guide them wherever necessary.



### CONCLUSION / SUM UP

3 MINUTES

1. Explain to them the difference between homophones and homonyms with the help of the following examples:

**Homophones are:**                      **ate and eight; deer and dear; buy and bye**

**Homonyms are:**                      **address and address;                      right and right**  
**(to speak to/location; correct/direction)**



### ASSESSMENT

5 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 them to correct their wrong sentences and write them again.
3. Review the key points of the lesson with the class.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to find five homonyms from their English textbooks and use them in their own sentences.
2. Ask them to write five homophones from their English textbook and use them in their own sentences.
3. Involve students in solving the problems given exercise at the end of the unit/chapter.

### Worksheet:

#### Group-A:

answer	reply	begin	start	big	huge	arrive	come
--------	-------	-------	-------	-----	------	--------	------



**Group-B:**

cry	weep	stop	finish	fast	quick	worthy	precious
-----	------	------	--------	------	-------	--------	----------

**Group-C:**

hurt	injured	idea	thought	little	small	new	modern
------	---------	------	---------	--------	-------	-----	--------

**Group-D:**

portion	section	correct	true	say	tell	beautiful	lovely
---------	---------	---------	------	-----	------	-----------	--------

**Group-E:**

absent	present	alive	dead	always	never	bad	good
--------	---------	-------	------	--------	-------	-----	------

**Group-F:**

begin	end	before	after	top	bottom	white	black
-------	-----	--------	-------	-----	--------	-------	-------

**Group-G:**

cold	hot	dark	light	full	empty	far	near
------	-----	------	-------	------	-------	-----	------

**Group-H:**

day	night	first	last	happy	sad	loss	win
-----	-------	-------	------	-------	-----	------	-----

NOTE: Use scissors to cut every word. Take care not to mix the words of one group with another group.

# DEMONSTRATIVE PRONOUNS



## STUDENT LEARNING OUTCOMES

- Identify and illustrate extended use of words that point to something.

## INFORMATION FOR TEACHERS

- Demonstrative pronouns are used for pointing out something/someone that we are talking about.
- There are four demonstrative pronouns:
  - ◇ This
  - ◇ These
  - ◇ That
  - ◇ Those

	Near	Far
Singular	This	That
Plural	These	Those

- The use of demonstrative pronouns depends on the number of things/ people that we are talking about and whether the subject(s) is/ are near us or far from us.

**For example: That is my book. => Negative form: That isn't my book. This is a fruit basket. => Negative form: This isn't a fruit basket. These are dolls. => Negative form: These aren't dolls. Those are Irum and Farah. => Negative form: Those aren't Irum and Farah.**

- To change a statement into a question, we reverse the order of the demonstrative pronoun and the verb. For example: This is a paper bag. => Is this a paper bag? That is a locker. => Is that a locker? These are 5th-grade students. => Are these 5th-grade students? Those are boards. => Are those boards?
- The same words are used as **demonstrative adjectives** when they modify nouns or pronouns: "this apple," "those boys."
- In giving short answers to questions using demonstrative pronouns, we can use it to replace 'this' and 'that', 'they' to replace 'these' and 'those'.

This is	a watch?	Yes, it is.
Is this		No, it isn't
That is	a watch?	Yes, it is.
Is that		No, it isn't

- Demonstrative pronouns should be taught and practiced using actions and gestures.
- While teaching the lesson, the teacher should also consult the textbook at all steps where and when applicable.



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



**MATERIALS / RESOURCES REQUIRED**

- Writing board, chalk/marker, duster, textbook, etc.



**INTRODUCTION**

**5 MINUTES**

1. Write 'this', 'these', 'that', and 'those' on the writing board. Ask students to recall the use of these words. Ask them:
  - ◊ If someone or something is placed close to you, which word is used to point to it? (This)
  - ◊ If someone or something is placed at a distance from you, which word is used to point to it? (That).
  - ◊ If there are many people or things placed near you, which word is used to point to them? (These).
  - ◊ If there are many people or things placed far from you, which word is used to point to them? (Those).
2. Encourage the students with expressions like "good" or "well done" if they give correct answers. Reinforce the rules to use demonstrative pronouns.
3. Show students how to form questions by using demonstrative pronouns (reverse the order of the subject and the verb).
4. First, write a sentence on the board and then change the statement into a question. For example: This is a clean shirt. Is this a clean shirt?



**DEVELOPMENT**

**20 MINUTES**

**Activity 1:**

**10 Minutes**

1. While standing in front of the class, ask students the following questions.
  - ◊ What is this? (pointing to a nearby chair)
  - ◊ What is that? (pointing to a chair in the last row of the classroom)
2. Now, ask students the difference between the two questions. (Their possible answers may be 'this' and 'that'.)
3. Tell them that 'this' is replaced by 'these' and 'that' is replaced by 'those' for plural things.
4. Now, ask a few students randomly to repeat the questions for walls, students, windows, and charts in the classroom.
5. Encourage them to participate and help them wherever they need.

**Activity 2:**

**10 Minutes**

1. Collect a few objects from the classroom and arrange them in two groups as shown below:

Group – A	Group – B
a few pencils, two rulers, a notebook, a mobile phone, two chairs, a chart.	a few pens, five books, a marker or piece of chalk, two bottles, a table, a geometry box.

2. Keep the objects in Group-A on a chair in front of the class.

3. Put the objects in Group-B on a chair at the back of the class.
4. Make sure that all the objects are easily visible to the students.
5. Make pairs of the class and ask a pair to come in front of the class.
6. Ask the following questions from the pair pointing to different objects.
  - ◇ What is this?
  - ◇ What is that?
  - ◇ What are these?
  - ◇ What are those?
7. Repeat the activity with other pairs in such a way that one student will ask the question and the other will answer.
8. Encourage, help and guide them.



3 MINUTES



## 5 MINUTES



2 MINUTES

**Direction: Choose the pronoun in parenthesis ( ) to complete each sentence. Write the correct word in the following blanks.**

2. Assign students to do the relevant activities/ exercises from their textbook as homework.

# REGULAR AND IRREGULAR VERBS



## STUDENT LEARNING OUTCOMES

- Recognise verbs as regular and irregular and use forms of more regular and irregular verbs.

## INFORMATION FOR TEACHERS

- The present form of any verb is called its base form.
- A regular verb is a verb that adds '-ed' or '-d' to its base form when used in the past tense. For example: help (base form or present form), live (base form or present form), help + ed=helped (past form) live + d=lived (past form)
- An irregular verb is a verb that does not follow the same rule to make past tense as a regular verb does. For example: 'Drink' is an irregular verb because the past form of drink (is 'drank', and not 'drinked'). 'Go' is an irregular verb too because the past form of go is 'went', and not 'goed'.
- A verb changes its form according to the tense (time).
- With most regular verbs, the simple past is created by adding '-ed'. However, with some verbs, you need to add '-d'. For example: live +d = lived, boil + ed = boiled.
- Both regular and irregular verbs use an '-ing' for continuous tenses, e.g., I am boil+ing=boiling an egg. She is drink+ing=drinking milk.
- While teaching the lesson, the teacher should also consult the textbook at all steps where and when applicable.



## DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, textbook, etc.



## INTRODUCTION

5 MINUTES

Note: Students studied simple present, simple past, and present continuous tenses in Grade 3 and 4. Students must have also learnt past continuous and simple future tenses by now. They must also know the present, past, and future forms of some regular and irregular verbs.

- Review students' knowledge of the present, past, and future tenses learned so far by asking questions, e.g. if you did something two days before, would you use present tense, past tense, or future tense to talk about it?
- Write base forms of few regular and irregular verbs on the writing board. You can choose verbs from the textbook.
- Ask students to give the present, past, and past participle forms of those verbs.
- Reinforce the concepts of these forms if students have difficulty recalling them.
- Write a few sentences (using regular and irregular verbs) on the writing board and ask students to identify the tenses.

**DEVELOPMENT**

20 MINUTES

**Activity 1: 10 Minutes**

- Write the following forms of verbs on the writing board:
  - ◇ Help    helped    helped
  - ◇ Play    played    played
  - ◇ Write    wrote    written
  - ◇ Go    went    gone
- Ask students to find out the difference between the first two and the last two verbs. (Their possible answer may be the similarity in the 2<sup>nd</sup> and 3<sup>rd</sup> forms of the first set of verbs and the difference in all three forms of the second set.)
- Tell students that the first two are 'regular verbs' and the last two are 'irregular verbs'.
- Now, make pairs of the class and ask them to scan a unit of their textbook to find out a few more examples of regular and irregular verbs and their different forms.
- Give them 3-4 minutes and provide them guidance and support.

**Activity 2: 10 Minutes**

- Divide the class into four groups.
- Provide them a worksheet (given at the end of this lesson) to complete after discussion with group members.
- Give them 5-6 minutes to complete the worksheet.
- Guide and help them wherever they need.

**CONCLUSION / SUM UP**

3 MINUTES

- Sum up the lesson by explaining to students the forms of different regular verbs and irregular verbs.

**ASSESSMENT**

5 MINUTES

- Assess students' ability to recognise forms of simple regular verbs and irregular verbs through their correct responses during the introduction, development activity 1, and activity 2.
- 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).

**HOMEWORK / FOLLOW UP**

2 MINUTES

- Give students five verbs from the chapter they are currently reading to use in their own sentences.

**Worksheet**

1 <sup>st</sup> Form of Verb	2 <sup>nd</sup> Form of Verb	3 <sup>rd</sup> Form of Verb	Regular/Irregular
drink			
kick			
cook			
show			

sit			
open			

### Sample Activity 1

#### Q. Change the verbs into the correct form.

1. We \_\_\_\_\_ (open) the store in 2009.
2. Adil \_\_\_\_\_ (buy) a new bag two days ago.
3. Aliya \_\_\_\_\_ (eat) the whole cake last night.
4. My brother \_\_\_\_\_ (work) every day.
5. It \_\_\_\_\_ (rain) tomorrow.
6. Yesterday, I \_\_\_\_\_ (sleep) at 5 o'clock.
7. Mother \_\_\_\_\_ (cook) dinner now.

### Forms of some irregular verbs

Base form	Past form	Future form	Continuous form (with helping verb be )
do	did	will/ shall do	doing
run	ran	will/ shall run	running
have	had	will/ shall have	having
come	came	will/ shall come	coming
begin	began	will/ shall begin	beginning
go	went	will/ shall go	going
see	saw	will/ shall see	seeing
take	took	will/ shall take	taking
win	won	will/ shall win	winning
sing	sang	will/ shall sing	singing
make	made	will/ shall make	making
break	broke	will/ shall break	breaking
fall	fell	will/ shall fall	falling
bring	brought	will/ shall bring	bringing
sit	sat	will/ shall sit	sitting
grow	grew	will/ shall grow	growing
drive	drove	will/ shall drive	driving
send	sent	will/ shall send	sending
hear	heard	will/ shall hear	hearing
write	wrote	will/ shall write	writing
keep	kept	will/ shall keep	keeping
stand	stood	will/ shall stand	standing
wear	wore	will/ shall wear	wearing
sleep	slept	will/ shall sleep	sleeping
build	built	will/ shall build	building

## MODAL VERBS-II



## STUDENT LEARNING OUTCOMES

- Illustrate use of can/cannot, may/may not, and should/should not to express permission, prohibition, doubt, and obligation.
- (This SLO is achieved in two lessons. Use of can / cannot and may / may not was taught in the previous lesson plan).

## INFORMATION FOR TEACHERS

1. We use should and shouldn't to give advice, opinions, to talk about what we think is right or wrong (correctness), to make suggestions, or to talk about obligation.
2. The negative of should is should not.

**For example:**

**He should exercise every day. (Advice)**

**She should wear black sandals with this dress. (Suggestion)**

**You should not write on the wall. (Correctness)**

**We should respect our elders. (Obligation)**

3. The verb that comes after should is infinitive (base form of the verb) without to.
4. Time allocation is flexible 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 MINUTES/ 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

Writing board, chalk/marker, duster and textbook.



**INTRODUCTION**

**5 MINUTES**

**Note:**

The students studied the use of should/should not in grade 4. Therefore, reinforce the concept in the introduction.

1. Review the use of can/cannot and may/may not with students.
2. Write a sentence on the board using 'should'. e.g. Students should speak English in the classroom.
3. Ask the students when is 'should' used?
4. Praise the students if they give correct answer. Reinforce the use of 'should' and 'should not' with the help of examples (see Information for Teachers above).





## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

1. Ask the students to take out their notebooks.
2. Write the sentences on the board and tell the class to fill the blanks with 'should' or 'should' not.
3. Provide support where necessary while students are doing the work.

### Activity 2: 10 Minutes

1. Write 'Playground Rules' on the board.
2. Tell students to think and tell some playground rules. They must use 'should' and 'should not' in each rule.
3. Write one rule on the board for student' understanding. e.g. Playground should be used by students to play.
4. Write rules on the board as students give them. Provide students with vocabulary where they need.
5. Tell the students to write in their notebooks the 'Playground Rules'.



## CONCLUSION / SUM UP

3 MINUTES

1. Quickly review with the students the situations in which should/should not is used.



## ASSESSMENT

5 MINUTES

1. Assess students' ability to demonstrate use of verb should/should not through their correct responses during introduction.
2. Assess students' ability to use should/should not through the correct answers given in the activity 1 and the language produced during the activity 2.
3. Give students a written test in which they have to write five classroom rules for behavior.
4. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Write on the board 'What should / should not we do to keep our house clean'. Tell the students to write three suggestions on what should we do to keep our house clean. Tell them to write two sentences on what they should not do so that their house becomes dirty.

# APOSTROPHE WITH CONTRACTIONS



## STUDENT LEARNING OUTCOMES

- Recognise and use the apostrophe with contractions.

## INFORMATION FOR TEACHERS

- Apostrophes are used to show missing letter (s) in a word. Apostrophes are also used to form contractions, such as 'they will' can change to 'they'll'.
- A contraction is a combination of two words that results in a single word. The apostrophe is used where letters have been omitted. Contractions are common in speaking and in informal writing.
- Make a table of contractions on a chart and display it in the class throughout the year. Keep adding more in the same charts according to the English textbook and sentences used in the classroom. Ask students to help you increase the lists by naming more contractions.
- While teaching the lesson, the teacher should also consult the textbook at all steps where and when applicable.



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



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, chart paper, and textbook, etc.



## INTRODUCTION

5 MINUTES

- Paste the following chart on the front wall of the classroom:

Do not	Don't
You will	You'll
Have not	Haven't
I am	I'm
They are	They're
<b>Phrases</b>	<b>?</b>

- Ask students to look at the chart and point out the differences between the two columns.
- Ask them to read the phrases with the apostrophe.
- If they hesitate to answer, read out the phrases to them with the apostrophe.
- Ask them to repeat after you.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

1. Divide the class into pairs.
2. Make the following columns on the writing board:

Phrases	Contractions
	I'm
	You'd
	We're
	He'll
	It's
	Doesn't
	Hasn't

3. Ask the pairs to write the phrases in their notebooks for the given contractions.
4. Tell them to be ready to present the written phrases in front of the class.
5. Ask some pairs randomly to present their written work verbally.
6. After completing the task, randomly ask for one phrase from one pair and write it in the relevant row.

### Activity 2:

10 Minutes

1. Make two sets of slips: one containing 'contractions' and the other containing 'phrases'.

#### List-1: Contractions

#### List-2: Phrases

2. Distribute slips randomly among students.
3. Make sure that one student gets one slip.
4. Ask them to read their slips and move around asking other students to find their matching phrase or contraction. For example:  
**Do you have my phrase/contraction?**
5. When two students match their slips, ask them to make a pair.
6. When all students make pairs, then randomly ask some of the pairs to pronounce the phrases and their contractions in front of the class.



## CONCLUSION / SUM UP

3 MINUTES

Explain to the students with more examples how contractions are made by using the apostrophe. For example:

- ◇ Cannot → can't
- ◇ You are → you're
- ◇ I will → I'll etc.



## ASSESSMENT

5 MINUTES

1. Write the following text on the writing board.

He's my friend. He doesn't quarrel. I'm proud of him. We're reading together. I'll go with him to school tomorrow. We don't waste our time because we can't afford to waste it.

2. Ask the students randomly to come in front and encircle the contractions in the text.
3. Allow one student to encircle one contraction only.
4. Appreciate them for correct responses.



### **HOMEWORK / FOLLOW UP**

2 MINUTES

1. Ask the student to scan a story/unit from their textbook to find out contractions.
2. List all contractions in that story/unit.
3. Write the full forms of all the contractions.

## ADVERBS OF FREQUENCY



## STUDENT LEARNING OUTCOMES

- Identify and use adverbs of frequency.

## INFORMATION FOR TEACHERS

- Adverbs of frequency describe verbs/adverbs. For example:
  - They rarely come here.
  - You never miss offering the prayer.
- The words rarely and never are adverbs that describe the verbs come and miss respectively.
- Display a scale or ladder of frequency in the classroom and refer it to the students during relevant lessons.
- While teaching the lesson, consult the textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, duster, flashcards, charts, textbook, etc.



## INTRODUCTION

5 MINUTES

- After routine greetings, begin the lesson by asking students a few questions about the frequency of actions. For example:
  - Do you brush your teeth often or sometimes?**
  - Do you do your homework frequently or rarely?**
  - How often do you go for a picnic?**
- Ask students to discuss their responses in pairs.
- Invite 2-3 students to share their responses with the whole class.
- As they speak, write adverbs of frequency on the writing board.
- Now, define the adverbs of frequency.



## DEVELOPMENT

20 MINUTES

## Activity 1:

10 Minutes

- Review the examples of adverbs of frequency with the class.
- Instruct students to keep their pencils and notebooks ready.
- Paste the following chart on the right side of the front wall:

quickly, always, hardly, slowly, never, highly, only, sometimes, exactly, often

4. Ask them to discuss with a partner and pick out adverbs of frequency from the given chart and write in their notebooks.
5. Give them 3-4 minutes and guide them accordingly.

### Activity 2:

10 Minutes

1. Write the following sentences on the writing board.
  - ♦ Adil is very punctual. He \_\_\_\_\_ comes late.
  - ♦ Fawad is fond of eating rice. He \_\_\_\_\_ miss a chance to eat rice.
  - ♦ Ayeza likes beautiful dresses. She \_\_\_\_\_ talks about them.
  - ♦ Anam and Yahya are very generous. They \_\_\_\_\_ help the poor.
  - ♦ We are busy friends having two leaves in a week. We \_\_\_\_\_ go for a picnic on Sunday.
2. Divide the class into five groups.
3. Ask them to fill in the given blanks in the sentences after discussing with group members.
4. After completion, ask one student from each group to come in front by turn and read one of the complete sentences loudly.
5. Ask other groups to compare their answers, so each group gets an opportunity to read a different sentence.
6. Ask the students for their feedback.



### CONCLUSION / SUM UP

3 MINUTES

1. Explain adverbs of frequency to students with more examples.
2. Use the following adverbs of frequency for a better understanding of the students.

**normally, repeatedly, seldom, sometimes, frequently.**



### ASSESSMENT

5 MINUTES

1. Give them the adverbs of frequency discussed in the concluding session of the class to use them in their own sentences.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to write five adverbs of frequency and use them in their own sentences as a home task.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

# PROCESS TO WRITE A PARAGRAPH



## STUDENT LEARNING OUTCOMES

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

## INFORMATION FOR TEACHERS

- This is a reinforcement of the skills being developed in the previous lessons.
- The focus will be on the use of clear steps to describe the procedure and appropriate words like the, next, after that, etc. to define the different steps in completing the procedure.
- Select an activity which is familiar to students and easy to perform.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



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



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, textbook, if possible, bring pictures of the steps of making ablution (wuzu) and prayers in the class and paste them on the writing board. You can follow a similar plan for the procedure or process given in the textbook. If you have students of other religions in your class ask them to share the steps in a ritual from the own religion.



## INTRODUCTION

5 MINUTES

- Ask students the steps to describe the process/procedure they follow to making ablution (wuzu before offering prayers?
- If you have students of other religions in your class, ask them to share the steps in a ritual from their own religion.
- Ask them what they learned from this activity? (One example: That certain steps have to be followed in an order/a specific procedure has to be followed).
- Explain that this procedure is called sequencing.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

- Brainstorm with students about the different activities for which we have to follow a number of steps in a fixed sequence.
- One example is wuzu.
- Another can be the different functions at weddings – Mehndi is held before Barat and

after Barat is Walima, you cannot change the sequence.

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

- In pairs, ask students to write about any one of the procedures that they discussed during the brainstorming session.

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

1. Groups share their work with the class by reading aloud. Class fellows can correct in case of any mistake.

**ASSESSMENT****5 MINUTES**

1. Assess students' responses to know how much they have learnt. Students' work can be marked.
2. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.

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

1. Students write the procedure of making an omelette in their notebooks. They can take help from their mothers if they don't know the ingredients or procedure.



# PROOFREADING AND EDITING A TEXT



## STUDENT LEARNING OUTCOMES

- Revise written work for correct spelling and punctuation, pronoun-antecedent agreement, subject antecedent agreement, and tenses.

## INFORMATION FOR TEACHERS

### To Revise:

- Use commas to separate items in a series of more than two for example:  
**My father brought potatoes, tomatoes, lemons, spinach, and many other vegetables.**
- Use a comma before a conjunction, e.g. yet, but, also, etc.
- Use commas for series of adjectives, e.g., tall, handsome, intelligent, etc.
- Correct spellings of words.
- Check the pronoun-antecedent agreement. The word antecedent refers to something that comes before, or precedes, something else. In English grammar, an antecedent is a subject that will be renamed by another word later in a sentence. Most often the word replacing the antecedent is a pronoun, though it can also be a noun or noun phrase.
- Check the subject-verb agreement.
- Inverted commas ( " ") are used to highlight something or mention a quotation.
- Question mark (?) is used at the end of interrogative sentences/phrases.



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



**MATERIALS / RESOURCES REQUIRED**

- Writing board, chalk/marker, duster, textbook, etc.



**INTRODUCTION**

**5 MINUTES**

- Write the following paragraph on the writing board.  
Ahmad is an intelligent student. His father is a teacher. His mother is also a teacher. They help their son in his study. They want to make their son a successful man in the future.
- Ask students to focus on the underlined words.
- Tell them that these underlined words show pronoun-antecedent agreement and subject-antecedent agreement along with tense. Explain to students that:
  - A pronoun takes the place of a noun.
  - The pronoun which replaces the noun must agree with it in these ways:
    - A subject pronoun must replace a subject noun.
    - An object pronoun must replace an object noun.
    - A feminine pronoun must replace a feminine noun.

- d) A masculine pronoun must replace a masculine noun.
  - e) A singular pronoun must replace a singular noun.
  - f) A plural pronoun must replace a plural noun.
4. Explain to them that in the paragraph written on the board:
- ◊ 'His' refers to Ahmad.
  - ◊ 'They' refers to Ahmad's parents.
  - ◊ 'Their son' refers to Ahmad, etc.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

1. Write a few sentences on the board as shown below. The sentences should be without commas, inverted commas, question marks, or with incorrect spelling, apostrophes, exclamation, and question marks:
  - ◊ He likes banana apricot milk and orange.
  - ◊ He said hurrah we have won the match
  - ◊ He who digs a pet for others himself falls into it.
  - ◊ She do not work hard
  - ◊ I eat banana
2. Ask students to work in pairs to read these sentences, identify errors, and make corrections in their notebooks.
3. As the pairs work, move around and provide the necessary support.
4. Next, invite 2 – 3 pairs to share their work with the whole class.

### Activity 2:

10 Minutes

1. Write a story on the board with mistakes in grammar, spelling, antecedent-pronoun, agreement, and subject-verb agreement as:

Once there was a lazy boy. He use to Do work late. He adopts the habit delaying things. He puts off his studies in the start of the year. He hope that he will make preparation two in on the before the examination. Part unlucky fell ill two month before in examination and fail in make preparation consequently he cannot pass the examination. It was well said do not put till tomorrow what you can do today.

2. Ask students to work in the same pairs and identify antecedent pronoun agreement, subject agreement. Tell them to correct the tense, spelling pronouns, and punctuation in their notebooks and to
3. Ask students to check their work in pairs and compare it with other pairs.



## CONCLUSION / SUM UP

3 MINUTES

1. Explain to the students about pronoun-verb agreement with the help of the following examples.
  - ◊ You kick the ball.
  - ◊ She cooks rice.
  - ◊ We play football.
  - ◊ He catches the ball.
2. Review the key points of the lesson with the whole class.



## ASSESSMENT

5 MINUTES

1. Give a piece of writing to students with mistakes in spelling, punctuation, and tenses, and ask them to revise it.
2. Pronounce the following words loudly and ask students to write their spellings:
  - ◇ Element
  - ◇ Pomegranate
  - ◇ Buffalo
  - ◇ Lengthy
3. Ask students to correct the following sentences written on a chart/writing board:
  - ◇ He do not write.
  - ◇ Aslam written a letter
  - ◇ I does not eat
  - ◇ She eat an apple.



## HOMEWORK / FOLLOW UP

2 MINUTES

- Ask students to scan a unit of their textbook to identify the use of pronoun-antecedent agreement and subject-antecedent agreement.

# LEAD AND FOLLOW



## STUDENT LEARNING OUTCOMES

- Demonstrate conventions and dynamics of group oral interaction to lead and follow.

## INFORMATION FOR TEACHERS

1. The best leader has the greatest number of followers.
2. A good leader must be innovative, bold, a decision-maker, mentally strong, hardworking, punctual, responsible, respectful, etc.
3. Followers must have a reason to follow a leader.
4. The teacher should know the importance of oral interaction to lead and follow.
5. During group activities and discussions, assign leading roles to different students so that everyone gets opportunities to lead.
6. While teaching the lesson, also consult the textbook at all steps.



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



## MATERIALS / RESOURCES REQUIRED

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



## INTRODUCTION

5 MINUTES

1. After entering into the classroom, interact with students by saying:
  - ♦ Assalam-o-Alaikum
  - ♦ Stand up.
  - ♦ Come here, Rehan.
  - ♦ Jawad, bring me your homework, please.
  - ♦ Go out of the class one by one.
  - ♦ Come into the class.
2. Once students have responded to the instructions, ask them what they were doing.
3. If they cannot answer, tell them that they were following your instructions.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

1. Ask students, "How much do you talk during a conversation?"
2. Allow 3 – 4 students to respond. Appreciate them for their responses and tell the class that you are going to share a few tips for a good conversation with them:

- ◇ The first and most important rule of conversation is that it is not all about talking; it's also about listening. Try to keep a balance between talking and listening in any conversation. In other words, 'talk well, but also be a good listener'. That means, during a conversation, take turns – talk and listen to the other person too.
  - ◇ During a conversation, ask the other person questions like, "What do you think about this?" or "What's your opinion about it?" This will give you an idea of how well the other person is following what you are saying!
  - ◇ Respond to what others are saying. Say something that shows them you are listening and paying attention, e.g., "That's just so interesting!" or "I've never thought about it that way."
  - ◇ Be friendly and polite. Use expressions like, "Please", "Excuse me", "Thank you", and "Sorry".
3. Tell students that now they are going to practise these techniques during conversations.
  4. Divide the class into pairs.
  5. Write the names of four seasons (spring, summer, autumn, and winter) on the board.
  6. Tell the pairs to discuss what makes each season good, e.g., spring has a lot of beautiful flowers and birds. Both partners in a pair should express their ideas about what makes each season good.
  7. As the pairs work, move around and provide the necessary support.
  8. Once they have completed their conversations, allow 3 – 4 pairs to share their key points with the whole class.
  9. Appreciate students for their active participation.

### Activity 2:

10 Minutes

1. Divide students into pairs.
2. Randomly assign the following roles to different pairs:

**Doctor-patient (the doctor explaining to the patient which foods are good to eat)**

**Teacher-student (the teacher explaining to the student how to get good grades in the exams)**

**Father-son / daughter (The father explaining to the son/ daughter how to behave with others)**

**Elder brother-younger brother (The elder brother explaining rules of a game, e.g., cricket, volleyball, or hockey, etc. to the younger brother)**

3. Give them 3 – 4 minutes to discuss.
4. Help them by providing new vocabulary.
5. Instruct them that one will lead and the other will follow during their conversation.
6. Randomly ask two pairs to perform in front of the class one by one.



### CONCLUSION / SUM UP

3 MINUTES

1. Explain to the students how can we lead or follow by interacting verbally in some specific situations.
2. Practise with a new situation for better understanding.



### ASSESSMENT

5 MINUTES

1. Ask students to recall the tips for a good conversation you shared with them during the first activity. Ask them to tell you a few polite expressions to use during a conversation.
2. Next, ask them to share one technique to keep the listener engaged in the conversation.



## **HOMEWORK / FOLLOW UP**

2 MINUTES

1. Ask the student to practice using oral interaction skills to lead and follow, with their friends, class fellows, school fellows, and family members.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

## ROLE PLAY



## STUDENT LEARNING OUTCOMES

- Express understanding of story through role play.

## INFORMATION FOR TEACHERS

- In role play students act out roles according to the events of a story.
- Role play requires use of gestures, actions, expressions and tone of voice to show how different characters are feeling, what they are thinking, and what they are doing.
- Role play allows students to perform in front of the class and this participation increases their confidence.
- You must select a story which can be easily performed by the students and is easily understandable.
- You must model for them to show them how to do a role play and to help them overcome their shyness. If you are shy to act, the students will remain shy too.
- While teaching the lesson, consult textbook at all steps where and when applicable.



## DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

- White board, chalk/marker, duster and textbook.



## INTRODUCTION

5 MINUTES

- Ask students if they can pretend to be someone else, or if anyone can act like someone else. If not, then go on to the next step.
- Practice a few voices before you go to class. Now show them how you can say the same sentence in different ways, as if you are playing different roles.
- Ask them to guess whose voice you are producing.
- Say this sentence: "I am lost. Can you help me?", in the voice of a worried child.
- Then say it in the voice of a young woman if you are a male teacher, and say it in the voice of a man if you are a female teacher.
- Point out to students that in role play we pretend to be someone else.
- Tell the students that gestures and postures are really important in their lives. Explain them the concept of gestures and postures and how they can help different characters in a story.
- Tell them that they have to show through their gestures, actions and tone of voice how different characters are feeling, what they are thinking, and what they are doing.



## DEVELOPMENT

20 MINUTES

### Activity:

20 Minutes

1. Ask the students to open the story of 'The Hare with many friends' which they have already done.
2. Now ask one student to start retelling the story. Ask them to tell it as CHAIN STORY i.e. each student says one sentence and then the next student carries on from there.
3. Add in key details or information where the students fail to provide it.
4. Tell the students that they have to perform a role play. Ask the students to volunteer for roles. Allow students to think about how they are going to perform the actions. Let them rehearse for 10 minutes.
5. Ask them to write the animal's name on the paper and pin that paper on their chest.
6. Don't interfere in the role play because this will break their tempo. Encourage students to be creative and add details without changing the story.
7. When they are done, ask the class to appreciate them by clapping.
8. Ask the next group to do their role play.
9. This will improve the confidence and it will encourage the other students to do this.



## CONCLUSION / SUM UP

5 MINUTES

1. Conclude the lesson by telling the class that you can understand a story by just watching some students performing in front of you. They can see the dramas and movies on T.V which is also a perfect example of role play.



## ASSESSMENT

5 MINUTES

1. Ask the class to retell the story and discuss what they have understood about the characters and actions from the role play.
2. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the class to try to act out a role play at home. Give a chance to all of the students to perform a role play in front of the class (for different stories).



### **SAMPLE STORY:**

#### **The Hare with Many Friends**

A hare was very popular with the other animals in the jungle who all claimed to be her friends. One day, she heard the hounds approaching her and hoped to escape them by the aid of her friends. So, she went to the horse, and asked him to carry her away from the hounds on his back. But he declined, stating that he had important work to do for his master. "I feel sure," he said, "that all her other friends would come to her assistance." She then went to the bull, and hoped that he would repel the hounds with his horns. The bull replied: "I am very sorry, but I have an appointment with a lady; but I feel sure that our friend the goat will do what you want." The goat, however, feared that his back might do her some harm if he took her upon it. The ram, he felt sure, was the proper friend to ask for help. So she went to the ram and told him the case. The ram replied: "Another time, my dear friend. I do not like to interfere on the present occasion, as hounds have been known to eat sheep as well as hares." The hare then applied, as a last hope, to the calf, who regretted that he was unable to help her, as he did not like to take the responsibility upon himself, as so many older persons than himself had declined the task. By this time the hounds were quite near, and the hare took to her heels and luckily escaped.

#### **Two Moral of the story:**

1. He who has many friends has no friends.
2. God helps those, who help themselves.

# USING A DICTIONARY FOR SYLLABIC DIVISION



## STUDENT LEARNING OUTCOMES

- Use a dictionary to find out how words are divided into syllables.

## INFORMATION FOR TEACHERS

- 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. Princess- prin/cess has two syllables.
- Syllable is a group of letters that has one vowel sound in it.
- Dividing words into parts, or "chunks" helps reading. Knowing the rules for syllable division can help students read words more accurately and fluently. It can also help students learn to spell words correctly.
- There are six types of syllables in English Language. Focus in this lesson will be only on the two given below: (two ways to demarcate (separate/ identify) a syllable).
- Simple syllables have no consonant clusters.
- Additional worksheet for teacher's reference and students' reinforcement of the taught topic is also attached at the end of the lesson.
- The selection of words should be from the students reading range of familiar words, preferably the list should be of words selected by the students from their textbook.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



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



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, 6 dictionaries, textbook.



## INTRODUCTION

5 MINUTES

- Take a dictionary to the class. Ask the students what is it used for? Ask them if they have one at home.
- 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).
- Recap alphabetical order and ask them to see how syllables are broken into parts.
- Let the students work in pairs to write any two words divided/ split into parts/ syllables.
- After they are done with that, record their responses on the blackboard.

**DEVELOPMENT**

20 MINUTES

**Activity 1:****20 Minutes**

1. Ask students to discuss what a syllable is.
2. Ask students to work for two minutes in pairs and break their parents' names in syllables.
3. Students share the responses with their pair partner and with whole class. (Possible answers: Sa/dia, Wa/qar. Wa/leed (2 syllables) gul (1 syllable).
4. Divide the class in different groups depending on the number of dictionaries available.
5. Find the words from their textbook because the words should not be out of their vocabulary list.
6. Explain the concept of alphabetical order which they already have.
7. 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 number of syllables each word divides into.
8. Draw a table on the board and ask the students to copy the table on their notebook.

Sr. No	Word	Page on the dictionary	Division of words in syllables and number syllables

9. Ask them to fill this table for each word. Give them no more than 4 words each. Students will count the number of syllables after looking into the dictionary.
10. Repeat if time permits. Encourage students to choose different words.
11. Ask students to do the oral drill with each other aloud.
12. Tell students that simple syllables have no consonant clusters.

**CONCLUSION / SUM UP**

3 MINUTES

1. Quickly review the lesson by asking children to define syllables.

**ASSESSMENT**

5 MINUTES

1. Conclude the lesson by telling the class that dictionary is a great study tool.
2. Assess students' understanding through their correct responses during introduction, activity 1 and sum up.
3. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.

**HOMEWORK / FOLLOW UP**

2 MINUTES

1. Ask children to copy words from their textbook and to check and write the total number of syllables each word has. Also copy the word with syllables division on their notebooks. The number of words could be between 8-10, at least.

## WORD FAMILIES



## STUDENT LEARNING OUTCOMES

- Organise vocabulary items learnt in class and from 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 the parts of speech.
- For the purpose of this lesson recap of earlier grammar work is required i.e. naming words, action words and describing words and prepositions. Ensure that students have been introduced to and are familiar with the above concepts.
- As children read, their vocabulary bank increases. Giving them an organizing system helps them add on to their range. This also helps them give greater meaning.
- 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.
- It is recommended that each teacher maintain a set of vocabulary word class flash cards in class. Old shoeboxes, envelopes made of chat paper and hung on walls can be used to classify each word class. Encourage students to write new vocabulary words on these chits/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 increase!



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster and textbook.



## INTRODUCTION

5 MINUTES

- Ask the students the meaning of 'treasure' and what are the things that are found in a treasure chest.  
**(Possible answers: gems/gold/jewels/something valuable/rich/kings) (Relate it with any old story they may have read).**
- 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 add soon they will have a rich vocabulary! Make them excited and thrilled about it!
- Ask them if they have learnt any new vocabulary words in 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 the to write their word (groups can write theirs on one chit).



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

1. Write the following words on the board and make 5 columns.
2. Write Noun, Verb, Adjective, Adverbs (of manner) Preposition in the columns.
3. Recap and recall word class briefly.
4. Ask the students to read their word and tell you which word class does it belong to and you write it in the column accordingly.
5. Give your input where required.
6. Ask some other student help if any student writes some word in a wrong column.

### Activity 2: 10 Minutes

1. Divide class into groups and assign one chapter from the textbook that they have read.
2. Ask the groups to open their chapters and find and 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 T.V, radio, etc.
4. Give each group pre-cut blank flash cards / chits of paper (2" x 6").
5. Ask each group to write their word on the flash card and write the word class on the reverse side of the flash card.
6. Guide them to write it in clear bold writing so that it is easily read.
7. Create a system to organise things but also understand that the word banks that students create will not be perfectly organised, so encourage them and appreciate their work without having very high expectations of them.



## CONCLUSION / SUM UP

3 MINUTES

1. Ask students to recall word class.



## ASSESSMENT

5 MINUTES

1. Ask the students to exchange their work with the other groups and check each other's work.
2. Tell them to circle 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 problems given 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 words in the word bank.
2. They can be asked to maintain one such box or organiser at home as well.
3. Encourage students to make beautiful diaries with stickers or drawings to make their word bank, so that it really feels like a treasure chest.

# QUESTIONS



## STUDENT LEARNING OUTCOMES

- Illustrate use of question words learnt earlier.
- Identify and use question words why, how and how often, etc.

## INFORMATION FOR TEACHERS

1. Questions 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 questions word "where" is used to ask for 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? Who is your favourite actor?**
6. The question word "whose" is used to ask about ownership.  
**For example: Whose gloves are these?**
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 question word "how" much is used to ask about quantity of uncountable nouns.  
**For example: How much petrol we need to travel to Islamabad?**
9. The question word how many is used to ask about quantity of uncountable nouns.  
**For example: How many plates are on the table?**
10. The question word how often is used to ask about frequency of an action; how many times an action is done.  
**For example: How often do you study? How often you visit your grandparents?**
11. The question word how far is used to ask about distance.  
**For example: How far is the railway station?**
12. The question word how old is used to ask about age.  
**For example: How old are you? How old is he?**
13. A question always ends with a question mark (?)
14. Time division is flexible and can change as per need of the activity.
15. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



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



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster and textbook.



## INTRODUCTION

5 MINUTES

1. Make the diagram on the board (see the sample diagram at the end of the lesson plan). You can add more question words that students have learnt earlier e.g. which, whose, who, how many, how much.
2. Ask two students to ask each other one question using what, where; one student asks a question using what, the other student asks a question using where. e.g. What is this? Where is my book?
3. Repeat with many pairs of students by giving each pair two question words. Help students where needed. You can tell the Urdu words for question words to facilitate students' understanding, (only if they do not understand).
4. Continue the exercise until all the question words written on the board are used by students.
5. Reinforce that question always ends with a question mark (?). Write an example on the blackboard.
6. Clean the board and write How often, How far, and How old on the board.
7. Teach the students the use of these question words through examples.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

1. Write the sentence on the writing board (sample is given at the end of the lesson plan).
2. Give clear instructions to the students and ask them to do the work in their notebooks.
3. Monitor students' work while they are doing and provide help where needed.

### Activity 2:

10 Minutes

1. Tell the students that you will choose one of them and will ask him/her a question using any of the newly learnt question words. e.g. How often do you read a story book? How old is your brother? How far is your house from the school?
2. Tell the students that:
  - ♦ If the question word is 'how often', they can reply with daily, sometimes, always, or not regularly.
  - ♦ If the question word is how old, they have to tell age or they can say I don't know.
  - ♦ If the question word is how far, they can say 1 kilometre, very far, nearby, very close, not very far.
3. You can write these responses on the board so that students can refer to them while speaking.
4. Tell the class that you will select and ask question from the first student and then the selected student will choose the next student and ask question from him/her.
5. Continue the activity as long as time allows.



## CONCLUSION / SUM UP

3 MINUTES

1. Quickly review the lesson by asking the students questions: when do we use how old? When do we use how far and how often?

**ASSESSMENT**

3 MINUTES

1. Assess students' ability to use question words learnt earlier through the correct answers given in introduction.
2. Assess students' ability to identify and use question words "how often", "how far" and "how old" through the activity 1 and 2.
3. Assess students' ability to use question words through the written work produced in the follow up.
4. Arrange an oral and written test once in a month to assess students' ability to use question words learnt.
5. Involve the students in solving problems given exercise at the end of unit/chapter.

**HOMEWORK / FOLLOW UP**

2 MINUTES

1. Ask students to make six sentences using how often, how far and how old.

**Sample Diagram – Introduction****Sample– Activity 1**

Write "How far" "How old" or "How often" to complete the sentences.

1. \_\_\_\_\_ are you?
2. \_\_\_\_\_ you go to library?
3. \_\_\_\_\_ is the post office?
4. \_\_\_\_\_ does she visit Pakistan?
5. \_\_\_\_\_ is the canteen?



## PREPOSITIONS



## STUDENT LEARNING OUTCOMES

- Demonstrate the use of words showing movement and direction.

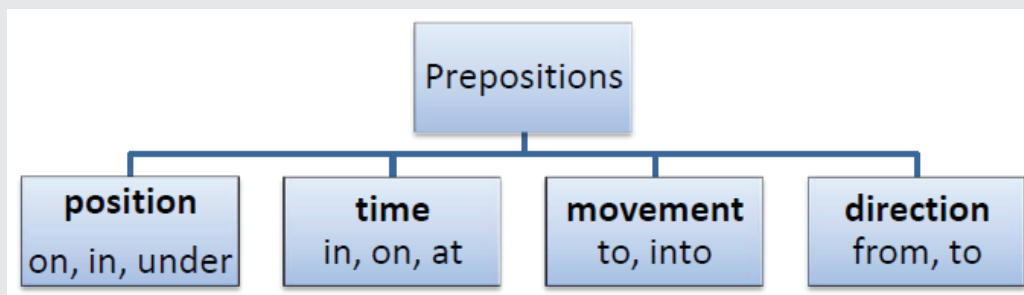
## INFORMATION FOR TEACHERS

1. 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 table.
- ♦ The book is **under** the table.

## Kinds of Prepositions



2. While teaching the lesson, also consult the textbook at all steps.



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



**MATERIALS / RESOURCES REQUIRED**

- Writing board, chalk/marker, textbook, chart paper to draw the tables on it, if easily available otherwise draw the tables on the board.



**INTRODUCTION**

**5 MINUTES**

1. Ask students the following questions about dinner time. Ask them to recall how their family eats dinner usually. Give them hints by asking:

**Where did you and your family sit and eat last night?**

**(in the dining room? At the table? at a dinner spread (dastar-khwan)?**

2. Say, "Tell me about the food, where did it come from and where was it placed?"

**(from the kitchen, placed in the middle, my mother puts it in our plates)**

**Then ask, "What did you do after dinner?"**

**Watch T.V in the lounge, lie down on the bed.**

### How do you prepare for school the next day?

- Put books in the bag; put the uniform on the hanger, etc.
- Remind them what prepositions are and ask them to point out the prepositions in their answers.



#### DEVELOPMENT

20 MINUTES

#### Activity 1:

12 Minutes

- Review the definition, examples, and types of prepositions with the whole class using the 'information for teachers' section.
- Help students identify the prepositions in each sentence:
  - Example 1: "We ran into the building."  
**(into - shows the relationship between ran and building)**
  - Example 2: "The dog dug under the bush by the house."  
**(under - shows the relationship between dug and bush)**  
**(by - shows the relationship between bush and house)**
  - Example 3: "The dog jumped over the bush while the cat slept beneath it."  
**(over - shows the relationship between jumped and bush)**  
**(beneath - shows the relationship between slept and it)**
- Review the following commonly used prepositions with the whole class:

at	but	by	down	for
on	out	over	per	through
from	in	like	of	off
till	to	up	with	above

#### Activity 2:

08 Minutes

- Write the following instructions on the writing board:  
*Stand up.*  
*Come here.*  
*Turn right.*  
*Go outside.*
- Explain these instructions briefly.
- Now, ask 3-4 students to 'stand up'.
- Then, ask some other students to 'come here'.
- Ask some more students to stand up and 'turn right'.
- Ask a few students to 'go outside'.
- Ask the whole class to note the responses of the students after receiving directions.
- Appreciate the students for their responses.



#### CONCLUSION / SUM UP

3 MINUTES

- Review the definition of prepositions with the whole class.
- Briefly discuss the prepositions of movement and direction. For example into, to, from, etc.



## ASSESSMENT

5 MINUTES

1. Assess students' understanding of prepositions by asking them to think of two words that describe what they could do with a box.
2. Involve the students in solving the problems given in the exercise at the end of the unit/ chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask them to repeat the same practice with their siblings at home.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

## SIMPLE PRESENT TENSE



## STUDENT LEARNING OUTCOMES

- Illustrate the use of tenses, (simple present and continuous, simple past and continuous and simple future tense) previously learnt in their speech and writing.

## INFORMATION FOR TEACHERS

- Simple Present Tense is used to tell about the actions that take place in present.
- It tells about routines or habitual actions.
- It is also used for universal truths/facts or statements.
- In Simple Present Tense, infinitive (first form) of verb is used. We add 's' or 'es' with the verbs used with he, she, it or any singular noun.

Subject	1 <sup>st</sup> form of the verb
He/she/it/Amna/	Smiles.
I/We/You/They	Smile

- For making negative sentences use does not / do not with infinitive (first form) of verb.

Subject	Helping verb	1 <sup>st</sup> form of the verb
He	Does not	Smile.
I	Do not	Smile

I, We, They	Do not
He, She, It	Does not

- For making interrogative sentences use the helping verb do/does in the beginning of the sentences.

Do	you	smile?
Does	he	smile?

Does	He, She, It (Singular Subjects)
Do	I, We, They (Plural Subjects)

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



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster and textbook.



## INTRODUCTION

5 MINUTES

1. Ask student to think about any two things which:
  - ◊ They like/do not like to do.
  - ◊ Their best friend likes/does not like to do.
2. Take the feedback from the students randomly. Write the responses of the students on the writing board, leave the repeated responses.
3. Responses could be:
  - ◊ I do not like to get up early in the morning.
  - ◊ I like to recite the Holy Quran.
  - ◊ Amna likes to play in the park.
  - ◊ Ali does not like to drink milk.
4. Reinforce the concept of adding s/es and using do/does not.



## DEVELOPMENT

20 MINUTES

### Activity 1:

6 Minutes

Explain how the negative and interrogative sentences are formed in simple present tense (Share everything with the students that is written in information for teacher).

#### Examples:

1. We go to the cinema on every weekend.
2. We do not go to the cinema every weekend.
3. Do we go to the cinema every weekend?
4. Write at least 5 similar examples with the help of the students.

### Activity 2:

8 Minutes

1. The following paragraph is in Simple Past Tense, write it on the board. You can also get it photocopied if possible.
2. Ask them to change it into Simple Present Tense.
3. Underline some of the verbs of simple past tense from the paragraph to help the students.

#### Milk Bottles

It was a windy day. A milkman came to the front door of a house. He had two bottles of milk in one hand. He knocked the door with his other hand. A woman opened the door and said, "hello". The milkman replied, "hello!". The milkman opened his mouth to say something but he slipped. All the milk fell on the floor. He felt sad. . He got up and went back home.

### Activity 3:

6 Minutes

1. Ask students to write a five to seven sentence paragraph about likes and dislikes on the topic of junk food and healthy food.

#### For example:

- ◊ I want to eat healthy food, but I like chips. I also like toffees.



## CONCLUSION / SUM UP

3 MINUTES

1. Ask students to read out their writing.
2. Repeat information on the use of tenses and how it is useful in writing.



## ASSESSMENT

5 MINUTES

1. Change the following sentences into negative and interrogative sentences.
  - ◇ Ahmed drives a big red car.
  - ◇ Sophia and Saba speak English very well.
  - ◇ I polish my shoes every day and wash my clothes too.
2. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Choose a paragraph of a story from the textbook. Ask the students to work in pairs and change the sentences in Simple Present Tense.

# USING A HYPHEN TO JOIN WORDS



## STUDENT LEARNING OUTCOMES

- Recognise and use a hyphen to join two words that act as one unit.

## INFORMATION FOR TEACHERS

- Punctuation marks are very essential for written expressions.
- A hyphen is the punctuation mark that joins two words to make a single word.
- Hyphens connect two words to make a single word.
- Hyphens are also used to attach a prefix to a word.
- In some sentences, hyphens connect adverbs and adjectives to describe a noun. This can be avoided by rewording the sentence.
- The placement of a hyphen can greatly change the meaning of a word and thus the entire sentence.
- While teaching the lesson, also consult the textbook at all steps.



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



## MATERIALS / RESOURCES REQUIRED

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



## INTRODUCTION

5 MINUTES

- Usually, a hyphen joins two different words to make an adjective. For example:
  - light + hearted = light-hearted man
  - dark + green = dark-green paint
  - well + known = well-known artist
- Explain to students how a hyphen joins two words to make a new word with more common examples.



## DEVELOPMENT

20 MINUTES

### Activity 1:

08 Minutes

- Paste the following chart on the front wall of the classroom:

Mr. Ali	boy's bat	T-shirt	wow!	I say, "go".	part-time
tall, strong	and healthy	one-third	they've	self-respect	

- Ask students to point out the phrases/words with a hyphen.
- Ask them to write them in their notebooks.

4. Ask them to add at least two more words having a hyphen.
5. Guide and help them wherever they need.
6. Ask some of them randomly to share the new words with the class by writing them on the board.
7. Appreciate them for their work.

### Activity 2: 12 Minutes

1. Write the following words on separate pieces of paper:

one	half
active	boy
forty	five
class	room
self	service
dirty	shirt
x	ray
high	school
in	depth

2. Distribute the pieces of paper among the students.
3. Instruct them to move around and find a match for their words.
4. Give them 5 – 6 minutes.
5. Once all of them have found a peer to match her/his word, ask them to write their complete word on the writing board using a hyphen.
6. Appreciate them for their responses.



### CONCLUSION / SUM UP

3 MINUTES

- Explain to students how we can identify and use a hyphen to join two words to make a new word. Give them a few more examples like 'run-in', 'one-sided', 'off-site', 'u-turn', 'self-service'.



### ASSESSMENT

5 MINUTES

1. Write the following words on the writing board:

check in      full moon      sixty four      big hall      father in law

2. Ask students to recognise the words that can be hyphenated.
3. Ask them to put hyphens wherever required and rewrite those words.
4. Check their work randomly and appreciate their hard work.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to write at least ten hyphenated words at home. They can use several sources to find these words, e.g., newspapers, magazines, storybooks, and textbooks, etc.
2. Instruct them to get help from their elders at home.
3. Assign students to do the relevant activities/ exercises from their textbook as homework.



## STUDY SKILLS-III



## STUDENT LEARNING OUTCOMES

- Identify and utilize effective study skills e.g. brainstorming for ideas, read a diagram, make a mind map, note-taking.

## INFORMATION FOR TEACHERS

- Brainstorming means trying to solve a problem or getting ideas together by making a note of all ideas presented by everyone.
- Note-taking means writing brief notes (and not complete sentences) to remind yourself what the teacher had said in class. Note-taking is a very good practise. It helps students with remembering the lessons and they can then write notes which will help them in exam preparations.
- Note-taking requires using signs and symbols to indicate important points. Underlining key words and jotting down meanings are a part of note taking. Notes are taken in bullet points i.e. only key points written in words or phrases. For example, if you are explaining the poem Daffodils, instead of writing the word 'daffodils each time, they can just put a capital "D" in their notes.
- Notes are for students' reference only and are not neat work.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, textbook, chart papers or sheets of paper for note taking and mind maps.



## INTRODUCTION

5 MINUTES

- Tell them that discussion on some topic is very important to extract more information about the topic because sharing their ideas helps in adding more information.
- Ask students to come up with ideas for the school lawn. Tell them it is an imaginary thing, since you will not actually plant the flowers.
- Ask them what kind of plants they would grow (trees, flowers, green plants, vegetables).
- Ask them what colours they would like to see.
- Point out to them that what they just did was brainstorming. Explain to them what it is.
- Recall the concept of mind map which they have already practised before.



## DEVELOPMENT

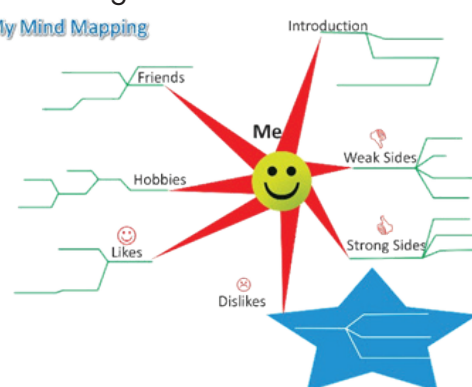
20 MINUTES

### Activity 1:

10 Minutes

1. Select a topic for discussion in the class.
2. Make a similar diagram given below with the students ideas. Tell them that one thought leads to another and that is how they would keep on adding more details to the topic.
3. Write the name of their science/social studies lesson in a bubble in the centre of the board, and ask the students to tell you information about it. Write the information by making branches.
4. Write down all the information that the students tell you. In the end, read everything aloud and ask the students if they think that some information needs to be removed.
5. Look at the sample mind map. You can use this as a sample and ask students to map their weak side, likes, interests etc. on a mind map like the one given below.
6. You can choose any topic and ask students to organise their ideas on a mind map.
7. In the center is the main idea.
8. The main headings are next (to the main idea).
9. The smaller branches show further subheadings under each of the main ideas.
10. After the activity ask students for what can the information represented on a mind map be used?

My Mind Mapping



**(To write an essay, to write a story or a poem, to give a speech, to learn for an exam)**

### Activity 2:

10 Minutes

1. Divide the class in different groups depending on the size of the class.
2. Give one of these topics to half the groups and the other one to the other half.
  - ◇ My dream job
  - ◇ Being the richest person in the world
3. Ask all the students to take down notes of the discussion.
4. Teach them that they should just write a word or phrase to remind themselves what was said.
5. For example, for topic B, if a group member said that if she had money she would want to travel to Dubai, Malaysia, Switzerland etc. the other group members can write down a note: World travel. That is all they need to write to remind themselves of what was said
6. Ask them why notes need to be written in brief words (Because we talk faster than we can write, so it is not possible to write down everything that is said, so we write only the important key words so we don't miss writing any important point.).
7. Help them with this activity. Make sure that they are not going back to their habit of writing proper sentences.
8. After they are done, appreciate the groups and display their work in the classroom.



## CONCLUSION / SUM UP

3 MINUTES

1. Conclude the lesson by asking about some note taking techniques and symbols that each group used.
2. Remind students that studying is not just about sitting with a book and reading it. Brainstorming, note-taking and mind mapping are skills that help students learn better.



## ASSESSMENT

5 MINUTES

1. Ask different group to explain their notes to each other.
2. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask them to take down notes in the class. Ask them to use a separate note book/rough copy for this and tell them that you will be checking that note book off and on.

**Note: These are skills like reading and writing and should be used in other subjects and in other lessons of English.**

# ORGANISING IDEAS FOR WRITING



## STUDENT LEARNING OUTCOMES

- Select and use some strategies to organise ideas for writing such as simple mind maps, etc.

## INFORMATION FOR TEACHERS

1. Consult the previous lessons related to brainstorming and mind-mapping.
2. Brainstorming means generating ideas about a topic.
3. A mind map is a way of organising your ideas.
4. Teach students to remember there are no right or wrong words, or good or bad ideas when you are brainstorming. Just write whatever comes to your mind. It's later when you start organising the ideas that you decide if an idea is relevant/ irrelevant, to be omitted/ added, etc.
5. While teaching the lesson, consult the textbook at all steps where and when applicable.



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



**MATERIALS / RESOURCES REQUIRED**

- Writing board, chalk/marker, textbook, duster, worksheet below (attached).



**INTRODUCTION**

**5 MINUTES**

- Ask the students randomly:
  - ◇ What are your favorite subjects?
  - ◇ What are your favorite dishes?
  - ◇ Which words best describe you, e.g., helpful, honest, etc.



**DEVELOPMENT**

**20 MINUTES**

### Activity 1:

**10 Minutes**

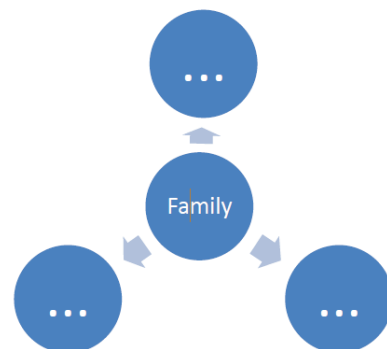
1. Paste the following picture on the front wall (or bring a collection of stationery items to the classroom and place it on the front table where all students can see it).
2. Make sure that the picture is easily visible and understandable for the whole class.
3. Ask students to look at the picture (or table) and say the names of stationery items.
4. As they respond, write the names of stationery items on the board.
5. Next, divide the class into small groups.



- Say, "We are going to make a birthday card for our school principal using some of these stationery items. What else do we need? How can we use these items? What will we write on the card? Which colours should we use?"
- Ask students to work in their groups, think, discuss and then write their answers to these questions (write the questions on the board).
- As the groups work, move around and provide the necessary support.
- Once they have completed the task, ask 2 – 3 groups to share their work with the whole class.
- Appreciate them for their work.

### Activity 2: 10 Minutes

- Create the following simple mind map on the writing board with the word 'family' at the centre as shown below:
- Ask students to work in pairs and write the words related to the word 'family' in the form of a list in their notebooks.
- Once they have found sufficient words, ask them to draw a similar mind map in their notebooks (as shown on the board) and organise their words around the central word 'family'.
- Next, ask them to write a paragraph using their ideas from the mind map.
- When they have written their paragraphs, ask them to compare their work with that of another pair.



### CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by reviewing the following key points with the class:

- Brainstorming means generating ideas about a topic.
- A mind map is a way of organising your ideas.
- Remember there are no right or wrong words, or good or bad ideas when you are brainstorming. Just write whatever comes to your mind. It's later when you start organising the ideas that you decide if an idea is relevant/ irrelevant, to be omitted/ added, etc.



### ASSESSMENT

5 MINUTES

- Give the following instructions to students and observe how well they follow:
  - You are going to write a paragraph about your favourite season.
  - Turn a blank page on its side and start writing at the center.
  - Write your main idea here – or draw an image that represents your main idea.
  - Add branches and connect them as they relate to the central idea.
  - Use one keyword per line.
  - Add any sub-branches if you need them.



### HOMEWORK / FOLLOW UP

2 MINUTES

- Assign students to do the relevant activities/ exercises from their textbook as homework.
- Tell the students to write a paragraph on the subject "All about me", using the same process, i.e., brainstorm ideas, organise them using a mind map, and then write the paragraph.
- Share the mind map and the paragraph with the class the next day.

## READING AND WRITING



## STUDENT LEARNING OUTCOMES

- Use the reading texts as models for their own writing.

## INFORMATION FOR TEACHERS

- Model texts guide students in understanding sentence structure, grammar use and punctuation use. Therefore model text should have grammar and other features such as theme and vocabulary according to the level of the children.
- Revise pronouns, capitalisation, punctuation and use of Simple Present Tense for daily routines.
- When using a reading text for this purpose, make sure that these aspects are highlighted so that students can apply these in their own writing.
- Reinforce Simple Present Tense.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster and textbook.



## INTRODUCTION

5 MINUTES

- Ask the students:
  - How many family members do they have?
  - What is their mother's/father's profession?
- Ask them what more can they tell about their family? e.g. routine, preferences, etc.
- Tell them that today they are going to read about Azra's family. This will help them write about their own family.



## DEVELOPMENT

20 MINUTES

## Activity 1:

10 Minutes

- Write the following text on the writing board / have photocopies or write on a chart paper and display on the writing board. ask the students to read (Copy the text but don't underline the words).

**Azra's Family**

**My name is Azra. There are 6 members in my family; my parents, myself, one sister and one brother and our grandmother.**

**My father is a doctor and goes daily to work in a hospital. He is about forty years old. He keeps good health because he exercises regularly. He likes to go for a morning walk. He offers his prayers five times a day.**

**My mother is an M.A in English, she teaches in a college. She also teaches us at home and helps us in doing our homework. Like my father, she prays five times a day.**

**She prepares our breakfast and lunch for school She always advises us to do good things.**

**My brother Omer is nine years old. He is in class IV. He is very healthy and active. He gets up early in the morning to go to school. All his teachers like him.**

**Zoha is my my sister. She is seven years old. She is in class two. She is fond of studies and has many friends. She is very punctual.**

2. Once the students finish reading, ask them following questions to check their comprehension:
  - ◇ How many family members are there in the story?
  - ◇ What is the age of Azra's father? What information is given about him?
  - ◇ What does her mother do? What information is given about her?
  - ◇ What are the names of Azra's brother and sister? What do they do?

### Activity 2: 10 Minutes

1. Go over the details about how information is organised.
2. Ask students to notice the sentence structure. The underlined phrases can be used for their own writing.
3. Explain the meaning of unfamiliar words.
4. Ask the students to write a similar text about their family.
5. Monitor and help the students while writing.



### CONCLUSION / SUM UP

3 MINUTES

1. Ask the students:
2. What information do we give when writing about our family members?
3. How did the model paragraphs help them in writing their own paragraphs?



### ASSESSMENT

5 MINUTES

1. Ask the students to exchange and check each other's work using the following checklist.
2. Ask them to write a second draft in the light of the feedback given by their peers.

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 good?
	Is the text divided into suitable paragraph?
	Capitalization
	Correct use of pronouns
	Grammar – subject verb agreement

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



## **HOMEWORK / FOLLOW UP**

2 MINUTES

1. Ask the students to write an essay on 'My friend and his/her family'.



# WRITING ANECDOTES



## STUDENT LEARNING OUTCOMES

- Write a short passage, anecdote, fable etc. for pleasure and creativity.

## INFORMATION FOR TEACHERS

- An anecdote is a short and interesting story from real life.
- Anecdotes are 'true' stories.
- While teaching the lesson, consult textbook at all steps where and when applicable.



## DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, textbook, notebooks, pencils, erasers.



## INTRODUCTION

5 MINUTES

- Narrate an anecdote from the textbook to the class without reading it from the book. You must have learnt and practiced it before coming to class.
- Narrate this short anecdote in class as if you are saying this about yourself. Children must feel that it was you who went to the park. Practice it before coming to the class so you can narrate it without looking at the text.

"I went to the park yesterday with my family and friends. I was so happy to see the blooming flowers of the spring season. Light wind was also blowing which played with my hair. I plucked a rose and tucked it into my hair band and started enjoying the weather. A little later, I felt something moving in my hair and I scratched it. I felt some bug under my finger. Unfortunately, I had not noticed that the big rose had almost a dozen tiny bugs on it. These bugs seemed to like my hair, but soon I was itching and twitching. I quickly came back home and washed my hair. I decided that next time I stop to smell the flowers I'll make sure to check the flowers of any bugs before putting it in my hair."

- When you have done this ask: "Have you ever faced a situation like this or had some trouble?"
- A few students would like to share their experiences. Encourage them to talk.
- Tell them we are going to discuss our experiences today in form of a story called anecdote. (Help for pronunciation: An - ek - dot. c is pronounced as 'k' and 'e' is silent. Thus reading dote as 'dot').



## DEVELOPMENT

20 MINUTES

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

1. Write the questions on the blackboard.
2. Generate class discussion on the following questions.
  - ◇ Have you ever gone with your family, on a trip to some place or a picnic?
  - ◇ What was the name of the place?
  - ◇ Where exactly is it?
  - ◇ Was it far away from where you lived?
  - ◇ Do you often go to the same place with your family?
  - ◇ Who went with you?
  - ◇ How did you travel?
  - ◇ What did you do to pass the time on the journey?
  - ◇ How long did it take to get there?
  - ◇ Where did you stay?
  - ◇ How did you spend your time there?
  - ◇ What did you enjoy the most there?
  - ◇ What did you dislike about the whole trip?

**Note: if you use the anecdote from the textbook then ask similar questions related to that anecdote to generate discussion.**

1. Students write their anecdote in two or three paragraphs. They must recall the previous lessons of paragraph writing and story writing when writing their anecdote.

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

1. Hold the basket of objects in your hand.
2. Pass on the basket to every student and ask them to pick one object only.
3. When all students have taken an object divide them into small groups of 4 – 5 members each.
4. Give one blank sheet of paper to each group.
5. Using the objects as hints, students plan their stories.
6. Students write a short story in the group, on the blank sheet provided, using all object. It is a must to use all objects.
7. The stories must-have all the essential elements; characters, setting, dialogues, beginning, middle and end. The students can give a title also.
8. Each group must have a presenter who will narrate the story when it is written by the group.
9. Objects could be:
  - ◇ An artificial ring (students can make it a magical ring in their story).
  - ◇ A baby's toy such as a rattle.
  - ◇ A piece of rope.
  - ◇ An empty bowl.
  - ◇ Plastic apples and grapes.
  - ◇ An empty pocket of match sticks.
  - ◇ A small scarf or dupatta.

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

1. Monitor students work. Provide help if needed.

2. Ask students, "What is an anecdote?"
3. One or two students can read their anecdotes in class, if time allows.



### **ASSESSMENT**

5 MINUTES

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



### **HOMEWORK / FOLLOW UP**

2 MINUTES

1. Each student thinks of a true personal anecdote, something that actually happened in the past and write about it.
2. On Monday mornings, continue to ask students about any interesting anecdotes from the weekend.

**Month**

**7**

# WEAK FORMS OF 'WILL', 'SHALL' AND 'NOT'



## STUDENT LEARNING OUTCOMES

- Pronounce the weak forms of 'will', 'shall', and 'not' in contractions.

## INFORMATION FOR TEACHERS

- This lesson must be taught after teaching students, stress, and intonation patterns.
- Paste a chart of the **Contraction Song** (Tune: Mary had a little lamb) in the class for students to practice.

**I'm the first word, don't change me!**

**Don't change me, don't change me.**

**I'm the first word, don't change me! Please just let me be.**

**When you change the second word, second word, second word,**

**When you change the second word, a shorter word you'll see.**

**Certain letters are taken out, taken out, taken out.**

**Certain letters are taken out. One word will remain.**

**The apostrophe will fill that space, fill that space, and fill that space.**

**The apostrophe will fill that space; the rest will stay the same.**

**Can't and couldn't, isn't, too. Isn't too, isn't, too.**

**Won't and I've and let's, it's true, contractions everyone.**

**I'm and she's and you're and he'd, you're and he'd, you're and he'd.**

**Good! And now we're done.**

- The teacher sings aloud and students listen.
- While teaching the lesson, also consult the textbook at all steps.



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



**MATERIALS / RESOURCES REQUIRED**

- Writing board, chalk/marker, duster, textbook, etc.



**INTRODUCTION**

**5 MINUTES**

- Write the following sentences on the board and read them aloud. Students must repeat after you. Underline the contraction in sentences and inform students that they will study contractions today. Tell them that a contraction is a short form of two words combined together to speak fluently.

— **I shan't do that**

— **We won't come to you next time.**

— **He'll be happy**

– They'll do it.

2. Say the sentences fluently at a normal pace.
3. If possible, save 4–5 sentences spoken by a native English speaker on your cell phone or in a tape recorder, so that students can hear how native English speakers use contractions in their natural fluent speech.



**DEVELOPMENT**

20 MINUTES

**Activity 1:**

**12 Minutes**

1. Review the common contractions with the class using the list given below:

**aren't – are not**  
**can't – cannot**  
**couldn't – could not**  
**didn't – did not**  
**doesn't – does not**  
**don't – do not**  
**hadn't – had not**  
**hasn't – has not**  
**haven't – have not**  
**he'd – he had; he would**  
**he'll – he will; he shall**  
**he's – he is; he has**  
**I'd – I had; I would**  
**I'll – I will; I shall**  
**I'm – I am**  
**I've – I have**  
**isn't – is not**  
**let's – let us**  
**mightn't – might not**  
**mustn't – must not**  
**shan't – shall not**  
**she'd – she had; she would**  
**she'll – she will; she shall**  
**she's – she is; she has**  
**shouldn't – should not**  
**that's – that is; that has**  
**there's – there is; there has**  
**they'd – they had; they would**  
**they'll – they will; they shall**  
**they're – they are**  
**they've – they have**  
**we'd – we had; we would**  
**we're – we are**  
**we've – we have**  
**weren't – were not**  
**what'll – what will; what shall**  
**what're – what are**  
**what's – what is; what has**  
**what've – what have**  
**where's – where is; where has**  
**who's – who had; who would**  
**who'll – who will; who shall**  
**who're – who are**  
**who's – who is; who has**  
**who've – who have**  
**won't – will not**

**wouldn't – would not**  
**you'd – you had; you would**  
**you'll – you will; you shall**  
**you're – you are**  
**you've – you have**

- Ask students to notice the difference between positive/ affirmative and negative forms of will/ shall contractions. After allowing 2 – 3 students to respond, highlight that the contraction for positive/ affirmative forms of will and shall is the same (e.g., You'll for both 'You shall' and 'You will'), however, this overlap does not occur with "will not" and "shall not" (the negative versions). The contraction for "shall not" is "shan't." The contraction for "will not" is "won't."
- Tell students that 'not' is used in all negative forms of contractions and is shortened with the help of an apostrophe.
- Write the following sentences on the writing board:
 

<b>A. He <u>cannot</u> drive a car.</b>	<b>B. He <b>can't</b> drive a car.</b>
<b>A. <u>They will</u> come here.</b>	<b>B. <b>They'll</b> come here.</b>
<b>A. You <u>did not</u> learn English.</b>	<b>B. You <b>didn't</b> learn English.</b>
<b>A. <u>I will</u> help them.</b>	<b>B. <b>I'll</b> help them.</b>
- Make pairs of the class.
- Ask them that one student will say an 'A' sentence, and the other will say the 'B' sentence for it.
- Give them 2 – 3 minutes to practise the sentences correctly.
- Ask the difference between the two types of sentences.
- Ask students to focus on the pronunciation of the contractions.

## Activity 2: 08 Minutes

- Write the following sentences on the writing board.
  - ♦ She **will not** ride a bike.
  - ♦ **He will** write an essay.
  - ♦ Amar **shall not** buy a bicycle.
  - ♦ **Will** she **not** visit the castle?
  - ♦ **Shall** we **not** wait for others for the dinner?
  - ♦ **It will** be difficult for you.
- Make four groups of the class and elect a leader for each one.
- Ask the students to discuss the sentences within the group. Also, ask them to focus on the bold words.
- Ask them to make contractions of the bold words with the use of an apostrophe.
- Once they have completed, ask leaders of the group by turn to pronounce the contractions in front of the whole class.



## CONCLUSION / SUM UP

3 MINUTES

- Ask students to speak one sentence each from the Contractions Song in pairs. You move around in the class and listen to them speaking.
- Ask students what they will ask for if they were offered to make a wish.
- Students will begin their answers with 'I'll 'we'll' etc.

**ASSESSMENT****5 MINUTES**

1. Ask students to rewrite the following sentences by using contractions in them:
  - ◇ I have been studying for hours, but I still do not feel ready for the exam.
  - ◇ You were not in the class yesterday.
  - ◇ The paint she picked out was a lovely color, but it did not match the picture.
  - ◇ We would go to the pool with you; however, we shall not swim.
  - ◇ You should not use contractions in formal writing

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

1. Ask the students to write at least five contractions with their full forms (e.g., won't = will not, haven't = have not, etc) as a home task.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.



# EXPRESSING NEEDS AND FEELINGS



## STUDENT LEARNING OUTCOMES

- Demonstrate conventions and dynamics of oral interactions in a group to express needs, feelings, and ideas, express joy, sadness, and anger.

## INFORMATION FOR TEACHERS

1. Give your students vocabulary to express needs and feelings and to express joy naturally and politely.
2. Use your facial expressions while talking to students.
3. Notice when you use facial expressions in your routine life, they make your conversation lively and interesting.
4. These activities need to be practiced more than once so that the students start using the expressions.
5. While teaching the lesson, also consult the textbook at all steps.



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



## MATERIALS / RESOURCES REQUIRED

- Chalks/markers, duster, writing board, textbook, a chart depicting pleasant and unpleasant feelings/moods.



## INTRODUCTION

5 MINUTES

1. Ask students how they feel that day.
2. Ask students to look at the following prompts:
3. Say, "How are you feeling today?"
  - ◇ Sad/happy
  - ◇ Bored/ tired
  - ◇ Sick/ great
  - ◇ Good/ bad
4. Help the students read, understand, and discuss the pleasant and unpleasant moods on the following chart during class discussion.





## DEVELOPMENT

24 MINUTES

### Activity 1:

08 Minutes

1. Divide the class into four groups by counting off from 1 to 4.
2. Assign the title to each group as:
  - ◇ Group-1: Ideas
  - ◇ Group-2: Joy
  - ◇ Group-3: Sadness
  - ◇ Group-4: Anger
3. Provide the following list 'Ideas', 'joy', 'sadness' and 'anger' on the writing board and ask the groups to copy.

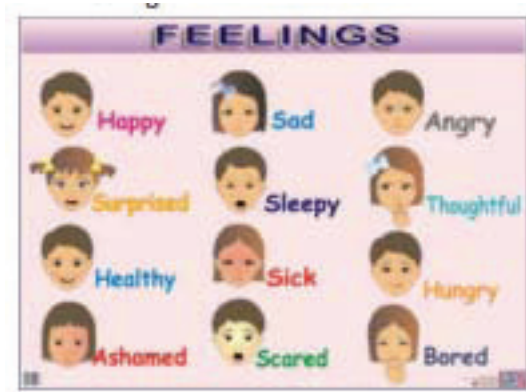
happy, irritated, hopeful, angry, confident, furious, sick, tired, sad, afraid, joyful, hungry

4. Ask them to pick out words for their assigned feelings from the given list.
5. Ask them to discuss and interchange the list and add/remove words correctly.
6. In the end, check the lists of all groups and appreciate them.

### Activity 2:

08 Minutes

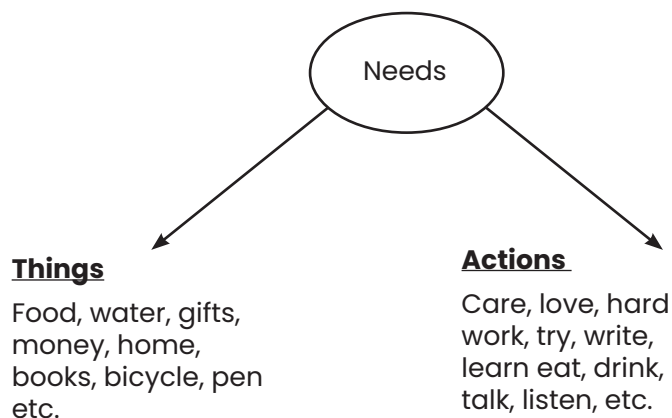
1. Paste a chart on the wall that has drawings of big round faces on it. Each face should show a different basic emotion such as happiness, sadness, worry, surprise, fear, excitement, etc. Also, write these words under the faces.



2. Point to the chart and ask students to recognise the feelings shown by each face.
3. Ask students to say a sentence for each face talking about the feelings shown by the face.

**Activity 3:****08 Minutes**

1. Explain with the help of a diagram that 'need' can be in the form of things or actions.



2. Divide the class into pairs and ask them to fill in the following blanks.
  - ◇ I need to work hard to get \_\_\_\_\_.
  - ◇ When It's cold I need \_\_\_\_\_.
  - ◇ When I fall down and hurt myself I need \_\_\_\_\_.
  - ◇ I need \_\_\_\_\_ when I am alone..
  - ◇ When I am scared I need \_\_\_\_\_.
3. Once the pairs have completed the task, review the answers with the class as a whole group.
4. Appreciate them for their work.

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

1. Sum up the lesson by explaining the expressions of ideas, joy, sadness, and anger by referring to the chart again.
2. Explain to students the importance of the use of facial expressions while expressing these feelings.

**ASSESSMENT****2 MINUTES**

1. Name a feeling and ask some students randomly to speak a few sentences to express that feeling.
2. Ask some of them to use facial expressions for joy, sadness, and anger.

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

1. Ask the students to use facial expressions in response to the instructions/orders/requests of their family members.
2. Ask them to write down the expressions they use as a home task.
3. Assign students to do the relevant activities/ exercises from their textbook as homework.

## LESSON

## 131

# LOCATING SPECIFIC INFORMATION

(In a Calendar, class timetable, and report card)



## STUDENT LEARNING OUTCOMES

- Locate specific information in a calendar, a class timetable, and a report card.

## INFORMATION FOR TEACHERS

- 'Across' means: left to the right direction. 'Down' means: from top to bottom.
- Competency and skill to develop are understanding and locating information by reading across and down the table.
- While teaching the lesson, consult the textbook at all steps where and when applicable.



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



## MATERIALS / RESOURCES REQUIRED

- Calendar of the year, class timetable, chalk/marker, writing board, duster, report cards for all students, textbook, etc.



## INTRODUCTION

5 MINUTES

### 1. Rhyme to remember the number of days in each month:

Thirty days has September,  
April, June, and November,  
All the rest have thirty-one,  
But February's twenty-eight,  
The leap year, which comes once in four,  
Gives February one day more.

- Ask students to make a fist of their hands.
- Tell them that if the month is on a knuckle, it has thirty-one days. Otherwise, it has thirty or less than thirty. Starting with the 1st knuckle as January, the space between knuckles is February, the 2nd knuckle is March... etc.
- Once you get to the fourth knuckle, July, start over at the first knuckle for August.
- Count the months having thirty (30) or thirty-one (31) days (January, March, May, July, August, October, and December - all come on knuckles so have 31 days).
- The rest of all months, between the two knuckles, have 30 or 28 days (February).
- Ask students to practice it for a while in pairs.



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

1. Display a calendar and ask students to look at it minutely.
2. Ask them to notice certain days/ dates that are highlighted.
3. Tell them to discuss in pairs why certain dates/ days are highlighted in the calendar. Ask them about Saturdays and Sundays.
4. Divide the class into two teams: Team A and Team B. Tell them they are going to have a 'Calendar Contest'.
5. 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 24<sup>th</sup> 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.
6. Select 10 more dates randomly and ask students to find the days (each team gets five dates to find the days for).
7. Count the scores and have the class clap for the winning team.
8. Appreciate students for participating in the activity.
9. Repeat the game for important national days, e.g., Pakistan Day, Defence Day, Quaid-e-Azam's Anniversary, etc.

### Activity 2: 10 Minutes

1. Prepare and display the class timetable (if it's not already displayed).
2. Divide the class into two groups.
3. Ask one group to write the names of teachers from the timetable.
4. Ask the other group to write subjects from the timetable.
5. Allow both group members to stand opposite each other.
6. Ask one of the group members having the names of the teachers to pronounce the name of a teacher loudly.
7. Ask the other group member exactly opposite to the pronouncer to tell the subject of that teacher.
8. Repeat the process for all the teachers listed on the timetable.
9. Next, give each student his/ her report card.
10. Ask students to scan their report cards and answer the following questions:
  - ◇ When was their last examination taken?
  - ◇ Which subject did you get the highest marks in?
  - ◇ What was your overall grade in the last exam?
11. Move around and randomly review the answers of students.



## CONCLUSION / SUM UP

3 MINUTES

1. Ask students to write the names of the months which have 30 days and also the months having 31 days in their notebooks.
2. Also, ask them to write down the name of the month that has 28 days.
3. Once they do it appreciate them and ask students to share their responses.



## ASSESSMENT

5 MINUTES

1. Refer to the month of August in a calendar.
2. Ask the students to write down the dates on which 'Sunday' and 'Thursday' fall.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to look at their report cards and answer the following questions as a home task.
  - ◇ *How many marks did you score in English?*
  - ◇ *What was your overall percentage in Urdu?*
  - ◇ *What was your overall percentage in class?*
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

# READING INFORMATION IN A PIE CHART AND A BAR GRAPH – 1



## STUDENT LEARNING OUTCOMES

- Read to compare information given in a pie chart and a bar graph.

## INFORMATION FOR TEACHERS

- Pie chart is a common type of a graph that is in the shape of a circle, with the circle representing the whole. Then within the circle small portions also called segments with in the 100 % will be presented in different colours. Sometimes the shapes look like slices taken out of a pie and this is where it gets the name of a pie chart.
- Graphs and charts help us understand the data better.
- Why is reading information on the pie chart and the picture graph done? They give comparisons. As with symbols, charts and graphs show information in the form of an image that is easier to follow than information in words
- Teacher will draw the pie chart and picture graph on the chart paper.
- This lesson will be covered in two periods.



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



**MATERIALS / RESOURCES REQUIRED**

- A picture card of the pie chart, writing board, duster, chalk/marker, textbook.



**INTRODUCTION**

**5 MINUTES**

- Show the picture card of the pie chart to students.
- Read aloud the information given on the pie chart.
- (Answer: meat, fish, vegetable and pulse. The pie chart is giving information about the percentage of how many students who like each).
- Appreciate the students by saying 'very good' for correct answers.



**DEVELOPMENT**

**20 MINUTES**

### Activity 1:

**10 Minutes**

- Look at the picture card of the pie chart and answer the questions:
- Read the percentages written on the pie chart.  
(Answer: 18, 30, 30, 22)
- What does the pie chart represent / explain?  
(Answer: It tells us how many students of class 5 like fish, how many like pulses, etc.)
- Ask other students to clap for the person who gives the correct answers.

5. Tell them: Pie chart is divided into segments. The size of segments in the pie chart given below gives us the comparison of people's likeness towards different eatables. The bigger the size, the higher the percentage.
6. Ask the question:
7. Why is reading information on the pie chart important? (Answer: It gives us comparison).
8. Students must write this question and its answer, in their notebooks.

### Activity 2:

10 Minutes

1. Written work: Draw the pie chart in your notebooks and answer the questions given below.
2. Which two items are liked most by the students? (Fish and meat are liked most by the students).
3. What percentage of the students likes to eat pulses? (18 % of students like to eat pulses).
4. What does green colour represent? (It represents the percentage of students who like meat).



### CONCLUSION / SUM UP

3 MINUTES

1. Review the lesson by asking the students to read one answer for others from their notebooks after doing their written work.



### ASSESSMENT

5 MINUTES

1. Assess students' responses for feedback.
2. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



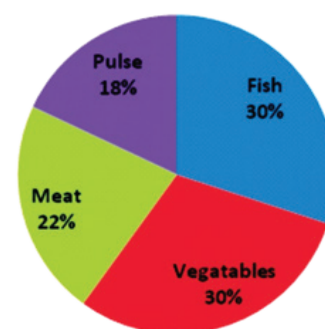
### HOMEWORK / FOLLOW UP

2 MINUTES

1. Write the questions on the board and students must copy and write the answers.
2. What percentage of students likes to eat fish and vegetables?  
**(Answer: 30% of students like to eat fish and vegetables).**
3. What percentage of students likes to eat meat?  
**(Answer: 22 % of students like eat meat.)**

**Note: You must draw the pie chart on a card paper and take it to class for teaching the lesson. Do not cut it from here.**

4. Pie Chart giving information about: Class 5 students: How many like Fish, Vegetables, Meat or Pulses.



Liking for Fish/  
Vegetables/Meat/Pulses  
students of class V



# READING INFORMATION IN A PIE CHART AND A BAR GRAPH – 2



## STUDENT LEARNING OUTCOMES

- Read to compare information given in a pie chart and a bar graph.

## INFORMATION FOR TEACHERS

- Show the students the picture card of the graph attached at the end.
- Students read aloud the information across the graph.  
**(Answer: A comparison between students of class four and class five)**
- Students read the information down the graph, loudly.  
**(Answer: 100,90,80,70,60,50,40,30,20,10,0.)**
- Appreciate the students by saying very good for correct answers.
- Ask the following question/s
- What information do a pie chart and a picture graph give? (Answer: They give comparisons.) Or
- Why do we read information on the picture graph and a pie chart?  
**(Answer: to get comparisons.)**



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



## MATERIALS / RESOURCES REQUIRED

- Writing board, duster, chalk/marker, textbook.



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

- Look at the graph pasted on the writing board and answer the following questions:
- Read the names of the fruits given in the graph.  
**(Answer: Apples, bananas, oranges, mangoes)**
- The classes are given coloured codes. What colour is allotted to each class?  
**(Answer: blue to class 4, red/ maroon to class 5)**
- What does the graph show?  
**(Answer: Comparison of percentages of grade four and five students who like bananas, apples, oranges and mangoes.)**

### Activity 2: 10 Minutes

- Discuss for five minutes, (in pairs) after looking at the graph, the percentage of students in grades four and five who like the given fruits.

- The colour code will give you the comparison between percentages of students of grades four and five who like the four fruits. All the blue bars represent students of grade four, while the red ones represent students of grade five.

- Ask students, what percentage of students like to eat apples in class four and five?

**Answer: 10% students of class four and above 60% students of class five like to eat apples.**

- On giving correct answers ask the class to clap for the students.
- Ask students, what numbers are written on the extreme left side of the graph.

**Answer: 0, 10, 20, 30, 40, 50, 60, 70, 80, 90, 100.**

- Ask them to look at the graph and tell the percentages in which students of grade four fall in eating bananas, oranges, mangoes (above 70, 80 and 60).
- Guide them to look at the left side of the graph for the percentages given and the category they are falling in. also tell them that each gap i.e. 0 – 10 is covering 10 points. 10 – 20 again, is covering the next 10 points, 20 to 30 covering next 10 and in this way each bar is covering 10 points each for reaching up to 100.



## CONCLUSION / SUM UP

5 MINUTES

- Students share their responses.
- Ask questions as to why a picture graph and pie chart are used and what information can we get from them.



## ASSESSMENT

3 MINUTES

- Written work: Answer the questions given below.
- Which fruit is liked the most by grade four and five students?

**Answer: oranges are liked most by grade five students and mangoes by grade four.**

- Who likes to eat bananas more?

**Answer: grade five's students like to eat bananas more.**

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



## HOMEWORK / FOLLOW UP

2 MINUTES

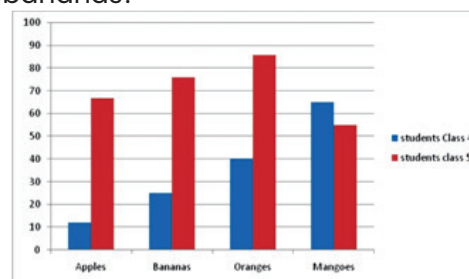
- What percentage of children, in grade five, likes to eat bananas?

**(Answer: Above 70 percent of grade 5 children like to eat bananas).**

- What percentage of children, in grade five, likes to eat apples?

**(Answer: Above 60 percent of grade 5 children like to eat bananas).**

**Note: You can draw the pie chart on a card paper. Do not cut it from here.**



- Information about the fruits liked by the children of class four and five (in the bar graph):

# TYPES OF 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:
  - ◊ Factual
  - ◊ Interpretive
  - ◊ Inferential

## INFORMATION FOR TEACHERS

1. Some types of questions which the students at this grade will face can be: factual, personal response and interpretive.
2. Questions based on facts, having simple straight forward answers are factual questions. What are you doing? How this is done? Etc. Most of the factual questions have answers directly given in the text.
3. Personal response questions can have different answers depending on person to person, usually involving personal opinion, beliefs and are based on one's personal experiences. Why should uniform be compulsory? Does hard work always pay in real life? etc.
4. Inferential questions are those where you ask the reader to think about ideas that are not actually said or stated directly in the story, but have to be guessed from the context. These questions make you think more and they often begin with "why" or "how".
5. Question formation structure is of two types: Wh questions (who, what, where, when, how, why) and yes or no questions that begin with helping verbs (can, do / does / did, should, could, has / have).
6. While teaching the lesson, consult textbook at all steps where and when applicable.



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



**MATERIALS / RESOURCES REQUIRED**

- Writing board, chalk/marker, duster and textbook.



**INTRODUCTION**

**5 MINUTES**

1. Ask the students the following questions:
2. What did they study in their previous lesson?
3. What do you think was the best part of the lesson?
4. Why do you think the lesson was important?
5. Tell the student with the help of the answers they give the meaning and demand of factual, personal response and inferential questions (Use the information for teachers).



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

1. Ask students to infer the answer from the paragraph:
2. Choose the answer that describes what Maria did at the party:
3. "Remember, Maria," Mrs. Rashid said, "you're very allergic to chocolate. Please don't eat any chocolate candy at the birthday party!"
4. Three hours later, Maria was home from the party with a terrible stomach ache. "I promise you, Mama," Maria groaned, "I'll always do what you say from now on."
  - ♦ Maria got into a fight at the party.
  - ♦ Maria ate chocolate at the party.
  - ♦ Maria ate no chocolate at the party.
  - ♦ Maria was singing at the party.
5. The answers are in bold.
6. Remind students of the anti-smoking ad with Waseem Akram in it.
7. Ask them to read this dialogue and tell what is the effect of smoking on our health.

**Child: Waseem bhai, don't you get tired?**

**Waseem Akram: No, I don't smoke.**
8. So instead of saying, 'It's smoking that makes you feel tired', Waseem just says I don't smoke and we can infer that smoking is bad for our health.

### Activity 2:

10 Minutes

1. You have sample text sheet with you which has questions at the end.
2. Divide the class in different groups and ask them to sit in circle shape.
3. Divide the class in groups depending on the number of worksheets you have with you.
4. Ask them to read the text and keep an eye on the pictures as well.
5. Now ask them to go to the questions section.
6. Ask them to underline the key words of the questions.
7. Also circle the verbs and tenses in the questions. Now you have highlighted words in front of you.
8. Ask the groups to discuss the answers for each question (do one question at a time) and ask students to give oral answers to the questions, keeping in mind the key words.
9. Have a whole class discussion, explaining how key words and question verbs help us in answering questions correctly and relevantly.



## CONCLUSION / SUM UP

3 MINUTES

- Conclude the lesson by asking the students to tell you which question they enjoyed answering and why.



## ASSESSMENT

5 MINUTES

1. Make some questions from the text and write those questions on the writing board. Ask students to come forward and comprehend the question by using the technique you just taught them. Through this, you will be able to know how much the students learned from the lesson and the other students can have a recap of the lesson as well.
2. Involve the students in solving the problems given in the exercise at the end of unit/



1. Cross curricular connection
2. Ask the class to read a text from science or social studies at home and answer the questions at the end of the text. Ask them to use the technique of comprehending the difficult questions.

### 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 to 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.

"Off 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 Frog. "Yes, but you were right, Frog, it was hard work," said the Rabbit.

**"Hard work is the key to success."**

**Answer the following questions:**

1. Which seeds did the Frog give to the Rabbit?
2. What did the Rabbit tell the seeds first?
3. What did the Rabbit do all the next day?
4. What did the Rabbit say when he saw the plants coming up out of the ground?
5. What did the Frog say about growing the plants?
6. Did the Rabbit agree that it was a hard work?
7. Why did the Rabbit sleep?
8. Where the plants not growing because they were afraid or there was some other reason?



Explain.

9. What is the best way of planting flowers and plants?
10. Can we all grow plants?
11. Should we all grow plants?

**Key Question:**

**a-f: Factual**

**g: inference**

**h: interpretative**

**k: interpretative**

## SPELLING



## STUDENT LEARNING OUTCOMES

- Spell 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. In English spellings, words are not always spelled according to the sound.
3. Different graphemes (letters/cluster of letters) can represent the same sound e.g., 'a' sound can be represented as aero plane, may, main.
4. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, textbook.



## INTRODUCTION

5 MINUTES

1. Write the following unscrambled words on the writing board. Ask the students to note them down in their notebooks.

r_cite	ex_r_ise	fou_d_r
wa_k	br_ak_ast	p_ep_re
p_n_tu_l	b_dmi_ton	_lwa_s
a_vise	i_tere_t	m_mbe_s

## Answers:

recite, exercise, founder, walk, breakfast, prepare, punctual, badminton, always, advise, interest, members.

(You may select any 15 words from students textbook that you would like the students to learn spelling of).

2. Once the students write these words in their notebooks, ask them to complete them in pairs but first read the words for them. Repeat each word twice, loudly and clearly.
3. When they are finished with the activity, write the words with correct spellings on the board.
4. Ask the students to correct their work and mark themselves.
5. Ask students to discuss what caused them confusion where they have made mistakes.
6. Take rounds in class and ask the students about their scores.



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

1. Make the students do the drill of spelling of the above mentioned words.
2. Tell the students to break up syllables to write correct spelling e.g. punc/tu/al.
3. Ask the students to read each word out aloud syllable-wise as you write them on the board.
4. Encourage students to prompt the spelling and identify the vowel sound along with its letters e.g. punc/tu/al, al/ways.

### Activity 2: 10 Minutes

1. Then ask the students to get ready for dictation.
2. Dictate the words at least twice to facilitate the students.
3. Once they finish writing, ask them to read their work to check for errors.
4. Write the words on the board and ask the students to do the self-correction.
5. Ask the students to write the wrong or misspelled words three times in their copies with correct spellings.



## CONCLUSION / SUM UP

3 MINUTES

Ask the students:

1. What are syllables? Ask them to give example of one syllable words, two syllable words and so on.
2. Ask them how do syllables help them learn and say words.
3. Ask them to also identify the vowel sounds in each syllable.



## ASSESSMENT

5 MINUTES

1. When the students are done, ask them to exchange and check each other's work and encircle the mistakes.
2. Ask the students to do corrections.
3. Involve the students in solving the problems given in 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.
2. Break up the words in small syllables to learn the spelling.



## CONJUNCTIONS



## STUDENT LEARNING OUTCOMES

- Demonstrate use of joining words learnt earlier.

## INFORMATION FOR TEACHERS

1. A conjunction is a word that shows the relationship between two words, phrases, or clauses of equal rank. The relationship may give information about time, reason, agreement/ disagreement, or order of events.
2. Co-ordinate conjunctions join words, groups of words, or sentences .e.g.
  - ◊ She was sick and tired.
  - ◊ Do you want to play football or hockey?
  - ◊ We went to Islamabad and saw the Faisal Mosque.



## DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, textbook, flashcards (apple or orange).



## INTRODUCTION

5 MINUTES

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 sentence, 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. **Because** is used to express reason e.g. I watch T.V because I like it.
7. Ask the students:
  - ◊ Tell two of their favourite fruit names?
  - ◊ What are their two favourite indoor games?
  - ◊ What outdoor game do they like the most?
8. Model the structure by writing these sentences and underline the conjunctions e.g. I like mangoes and oranges. I like to play badminton and cricket etc.
9. When students come up with different answers, write their responses on the writing board.
10. Make students stand with two words and a third child stands with a conjunction. Ask students to link their arms to show how conjunction is holding them together.
11. Write the following exercise on the writing board.
12. Ask the students to read aloud and finish the sentences using the given options.

13. Once the students are done with the sentences, ask them to tell which part of speech these words in the bracket belong to.
14. Use conjunctions to complete the sentences.
  - ♦ Is the Shah Faisal Masjid in Lahore \_\_\_\_\_ Islamabad? (and, or, but, so)
  - ♦ Is it a new car \_\_\_\_\_ an old car? (or, and, so, but)
  - ♦ Ali has not been to Karachi \_\_\_\_\_ he has been to Lahore. (and, but, so, or)
  - ♦ It is very cold outside \_\_\_\_\_ I'm going to put on warm clothes. (although, and, until, so)



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

1. Explain the purpose/function of conjunctions.
2. Write the following sentences on the writing board.
3. Ask the students to copy the sentences in their notebooks.
4. Tell them to work in pairs and join the following sentences into one using so or when. Don't forget to remove the full stop and change the capital letter into small letter.
  - ♦ We worked hard.  
We won the match.  
**Answer:**  
We worked so hard so we won the match.
  - ♦ What were you doing?  
Father came back home.  
**Answer:**  
What were you doing when father came back home?
  - ♦ Take your notebook from Asma.  
The school is over.  
**Answer:**  
Take your notebook from Asma when the school is over.
  - ♦ Cheating is a bad habit.  
I avoid it.  
**Answer:**  
Cheating is a bad habit so I avoid it.
  - ♦ Hassan offered me a good job.  
I accepted it  
**Answer:**  
Hassan offered me a good job so I accepted it.
5. Take rounds and help the students.
6. When they are done, ask them to tell the correct options.
7. Ask students to put other incorrect options and see how it will not make sense.

### Activity 2:

10 Minutes

1. Ask the students to write a paragraph on 'My favourite season of the year' or 'What my parents like about me' using appropriate conjunctions.
2. Monitor and help the students while writing.



## CONCLUSION / SUM UP

3 MINUTES

1. Ask the students to check each other's work for the use of conjunctions, correct spelling, capitalisation and punctuation.
2. Ask the students to write the second draft in the light of the feedback given by the peers.



## ASSESSMENT

5 MINUTES

1. Ask the students:
  - ◇ What are conjunctions?
  - ◇ Ask them to write 2 – 3 sentences using conjunction 'so' and 'but'
  - ◇ It is raining outside, ..... (so I will stay at home, so I will take an umbrella, because thick clouds had gathered in the sky, because it's monsoon season now).
  - ◇ Uzma is not well, so she has to have medicine
  - ◇ Uzma is not well, because she was playing in the rain and caught a cold.
2. Involve the students in solving the problems given in the exercise at the end of unit / chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to find out five conjunctions from their textbooks and make sentences in their notebooks.

## FUNCTION OF WH-FORMS



## STUDENT LEARNING OUTCOMES

- Recognise the function of 'wh' forms used in questions.

## INFORMATION FOR TEACHERS

- The **WH-** words are also called **interrogatives**. They are used for **WH-** questions. They can be determiners, adverbs, or pronouns.

**A. WH- determiners**

**When used as determiners, what, which, or whose can be used to ask questions:**

- about nouns
- What book are you reading?*
- What plane is he catching?*
- Whose jacket is this?*
- or about the pronoun *one* or *ones*.
- Which one would you like?*
- Which ones did Ruth want?*

**B. WH- adverbs**

**The adverb WH- words, when, where, how, and why, always make the sentence follow the interrogative word order.**

- When will they arrive?*
- Where are you going?*
- How did you get here?*
- Why is the baby crying?*
- How much does it cost?*
- How many burgers do you want?*
- How* can also be used with adjectives such as *old, big, far*, or with adverbs such as *often, soon, quickly* to ask about degree, rate, or timing.
- How far is it to the station? How often does he come?*

**C. WH- pronouns**

**The pronouns who, whose, which, and what can be the subject or object of a verb.**

- Who can help me?*
- Whose is the new storybook at the table?*
- Which was your best subject in 4<sup>th</sup> grade?*
- What happened next?*
- Whose is the new black bag?*
- Whose is this?*

- ◊ *Whom did you talk to?*

**When *whom* is used as the object of a preposition, it normally follows the preposition.**

- ◊ *To whom did you speak?*
- ◊ *With whom did you go?*

**The WH- subject pronouns are found in the same sentence order as statements: WH- subject pronoun + the main verb.**

- ◊ *Who can help me?*
- ◊ *Whose is that new black bag?*
- ◊ *Which was your best subject in 4<sup>th</sup> grade?*
- ◊ *What happened next?*

**The WH- object pronouns make the sentence take the word order of a question: WH- object pronoun + primary or modal auxiliary + subject + base form of the verb.**

- ◊ **What** do you have to take with you to the hill station?
- ◊ **What** has Ghani done now?

**The exception to this is in informal spoken English when the speaker wants to show shock or disbelief.**

- ◊ *You did what?*

2. While teaching the lesson, also consult the textbook at all steps.



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



**MATERIALS / RESOURCES REQUIRED**

Writing board, chalk/marker, duster a small gift (Decorated empty box), and textbook.



**INTRODUCTION**

**5 MINUTES**

1. Display a decorated gift box on the front table.
2. Mention below the box with a flashcard that this gift was given to Maria by her friend Jamila on her birthday.
3. Invite a pair of students to the front of the class.
4. Ask one of them to ask the following questions from the other.
  - ◊ What is this? (pointing to the box)
  - ◊ Who gave this box to Maria?
  - ◊ Whom did Jamila give a present to?
  - ◊ When did Jamila give a present to Maria?
5. Now, display a chart of 'wh' – words on the front wall of the classroom and help students to develop a routine of pasting 'wh'-questions around it.



**DEVELOPMENT**

**20 MINUTES**

**Activity 1:**

**10 Minutes**

1. Review the definition and function of wh-forms using the 'information for teachers' section.

2. Using the following table, help students understand the function of each wh-form:

<b>Who</b>	Used to identify a person.	E.g. Who is she?
<b>What</b>	Used to identify a thing	E.g. What is it?
<b>Which</b>	Used to tell two (or more) things apart.	E.g. Which leg hurts?
<b>Where</b>	Used to identify a place.	E.g. Where is Mardan?
<b>When</b>	Used to identify a time.	E.g. When is your birthday?
<b>Why</b>	Used to identify a reason.	E.g. Why is she crying?
<b>Whose</b>	Used to identify possession.	E.g. Whose bag is that?
<b>What kind</b>	Used to identify a type/kind.	E.g. What kind of pet do you have?
<b>How</b>	Used to explain a way/ method.	E.g. How did you make the diagram?
<b>How long</b>	Used to explain length or duration	E.g. How long is your hair? How long was your holiday?
<b>How far</b>	Used to identify distance.	E.g. How far is your house from the BRT station?
<b>How much/ many/little/ few</b>	Used to identify quantity.	E.g. How much water do you have in your bottle?
<b>How often</b>	Used to explain frequency.	E.g. How often do you brush your teeth?

3. Make the following columns on the writing board:

- ◇ What are you?
- ◇ Who are they sleeping
- ◇ Whose will the guests come?
- ◇ Where is your pencil?
- ◇ When is your name?
- ◇ Why is your new class?
- ◇ Which book is this?

4. Make pairs of the class.
5. Ask pairs to match the columns to make correct questions.
6. Give them 4 – 5 minutes to discuss.
7. Ask them to draw lines to match the columns.
8. Once they have completed, randomly ask a few pairs to read the complete questions.
9. Appreciate them for their correct response.

### Activity 2: 10 Minutes

1. Make five groups of the class.
2. Name them as **What, Who, Where, When, and Why**.
3. Ask each group to scan any unit of their textbook, look at exercises, and find at least five questions using their group's name.
4. Give them 5 – 6 minutes for this task.
5. Once they complete the task, ask one student from each group, by turn, to read the questions.
6. Appreciate them for correct questions.



## CONCLUSION / SUM UP

3 MINUTES

1. Ask the groups to share the questions they have written with other groups. So every group will have questions beginning with almost all wh-forms.
2. Summarise the key points about the function of wh-forms using the 'information for teachers' section.



## ASSESSMENT

5 MINUTES

1. Write the following table on the board and ask students to match a wh-form with its function:

<b>Who</b>	Used to identify a thing
<b>What</b>	Used to identify a person.
<b>Which</b>	Used to explain frequency.
<b>Where</b>	Used to explain length or duration
<b>When</b>	Used to identify possession.
<b>Why</b>	Used to identify a reason.
<b>Whose</b>	Used to identify a time.
<b>What kind</b>	Used to identify a place.
<b>How</b>	Used to identify distance.
<b>How long</b>	Used to identify a type/kind.
<b>How far</b>	Used to explain a way/method.
<b>How often</b>	Used to tell two (or more) things apart.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask them to write at least one question beginning with What, Who, Where, When, and Why as a home task.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

## 'WH' QUESTIONS



## STUDENT LEARNING OUTCOMES

- Respond to and ask more 'wh-questions'.

## INFORMATION FOR TEACHERS

- Refer to the previous lesson about the function of the wh- forms.
- In English there are two types of questions all students must learn about. These are Wh- questions and yes/no questions. Wh- questions, also known as 'open questions', are question words that begin with Wh (with the exception of 'how').
- Wh-questions begin with what, when, where, who, whom, which, whose, why, and how. We use them to ask for information. The answer cannot be yes or no:
  - A: When do you finish school?
  - B: Next year.
  - A: Who is your favourite teacher?
  - B: Ma'am Amal for sure!
- We usually form wh-questions with wh- + an auxiliary verb (be, do or have) + subject + main verb or with wh- + a modal verb + subject + main verb. When what, who, which, or whose is the subject or part of the subject, we do not use the auxiliary.
- Before going to the classroom, learn in detail about the difference between 'wh-questions' and other types of questions.
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

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



## INTRODUCTION

5 MINUTES

- Ask students the following questions:
  - What is the colour of the writing board?
  - Who is your English teacher?
  - When do you do your homework?
  - Where does your uncle live?
- Ask them what is common in the given questions.
- Motivate them to answer and participate.
- Explain to them the function of wh questions.



**DEVELOPMENT**

20 MINUTES

**Activity 1: 10 Minutes**

1. Ask students to recall their learning from the previous lesson about the function of wh-forms.
2. Review the concept of wh-questions with the whole class using the 'information for teachers' section.
3. Copy the following table on a chart and paste it on the front wall of the classroom:

Question	Purpose of Question
When does the BRT leave its station?	Asking about ..... (reason)
Where is the Governor's House in KP?	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)

4. Ask students to work in pairs and match each question with its purpose.
5. Invite 2 – 3 pairs to share their responses with the whole class.
6. 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 the 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 the 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 more 'wh' questions from students.
2. Explain to the students how to ask a 'wh' question.

**ASSESSMENT**

5 MINUTES

1. Write the following questions on the board and ask students to complete them by supplying an appropriate 'wh' word for each blank:

_____ are you leaving?	_____ has been eating the biscuits?
_____ do they live?	_____ didn't you call me?
_____ has she done now?	_____ have they decided?

_____ would she stay with?	_____ should I park?
----------------------------	----------------------

2. Appreciate them for correct questions.



## **HOMEWORK / FOLLOW UP**

**3 MINUTES**

1. Ask 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?
  - ◇ How do you attend the assembly?
  - ◇ How do you depart at closing time?
  - ◇ Whose bag is the heaviest in your class?
  - ◇ Which classroom is the largest?
2. Tell them to write their answers on a page and display that page on the class notice board by next week.
3. Assign students to do the relevant activities/ exercises from their textbook as homework.

# PRESENT AND PAST CONTINUOUS TENSES



## STUDENT LEARNING OUTCOMES

- Illustrate the use of tenses, (simple present and continuous, simple past and continuous and simple future tense) previously learnt in their speech and writing.

## INFORMATION FOR TEACHERS

- Present Continuous Tense is used for describing activities and for actions taking place at the time of speaking.

Subject + is/am/are + 1<sup>st</sup> Form of the verb + ing

- Past Continuous Tense is used to describe the action which was in progress sometime in the past. Past Continuous Tense is also called past progressive tense.

Subject + was/were + 1<sup>st</sup> Form of the verb + ing

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



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



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster and textbook.



## INTRODUCTION

5 MINUTES

- Ask a volunteer (who is a good actor) to come forward.
- Tell the student that it is an activity in which he/she will be acting / expressing his/her thought without speaking.
- The student acts out the situation given below without speaking.
- The rest of the class has to tell what the actor is doing.
- After every action ask students what the boy/girl is doing.

### Situation

- You are washing clothes.
- You dry your hands.
- You dial a number.
- You talk on the phone.
- You write some information.
- You put the phone down.
- You wash your clothes again.



## DEVELOPMENT

20 MINUTES

### Activity 1:

05 Minutes

- Ask the students to write 5 sentences about what the student was doing?
- The students will write in Past Continuous.

**Activity 2:****07 Minutes**

1. Give them the following sentences and ask them to supply present continuous. Fill the gaps using the present continuous tense form.
  - ◇ We \_\_\_\_\_ not \_\_\_\_\_ a book at the moment (read)
  - ◇ My father \_\_\_\_\_ to the Police officer yesterday. (talk)
  - ◇ Ahmad and Ayesha \_\_\_\_\_ not \_\_\_\_\_ on the bus. (ride)
  - ◇ The boys \_\_\_\_\_ in the lake / pond. (swim)
  - ◇ We \_\_\_\_\_ table tennis right now. (play)
  - ◇ Ahmed \_\_\_\_\_ on the computer last week. (work)

**Activity 3:****08 Minutes**

1. Ask students to write a five to seven sentence paragraph.
2. Ask them to step out of the class and notice and write down whatever they see happening.
3. Encourage them to go outside and stand at different points in the school so that they write different paragraphs.

**For example:**

- ◇ I can see a crow flying in the sky.
- ◇ One teacher is walking in the ground.
- ◇ A chocolate wrapper is lying on the floor.

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

1. Ask students to read out what they have written.

**ASSESSMENT****5 MINUTES**

1. Write the following sentences on the board and ask the students to change them in present continuous tense.
  - ◇ I watched a movie which was not interesting at all.
  - ◇ Ali ran after the kitten to catch it.
  - ◇ I get ready for school early in the morning.
  - ◇ People laughed at the foolish behaviour of Amir.
  - ◇ Ahmed drives his father's car without his permission.
2. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.

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

1. Any related activity must be done from the text book.
2. Ask students to do write ups based on how they spent the last evening.

## PUNCTUATION – I



## STUDENT LEARNING OUTCOMES

- Recognise and use full stop with some abbreviations; apostrophe with contractions and hyphen with common compound words.

## INFORMATION FOR TEACHERS

- Abbreviations are shortened forms of words. Most abbreviations have a full stop at the end.
- Apostrophes are used to show a missing letter in a word. Apostrophes are also used to form contractions, such as 'They are' can be changed to 'They're'.
- A contraction is a combination of two words that results in a single word. The apostrophe is used where letters have been omitted. Contractions are common in speaking and in informal writing.
- Make a table of abbreviations and contractions on a chart paper and display it in the class throughout the year. Keep adding more in the same charts according to the English textbook and sentences used in the classroom. Ask students to help you increase the lists by telling more abbreviations and contractions.
- Abbreviations of days of week and months of the year can be made by taking the 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, e.g., 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 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, chart paper, and textbook.



## INTRODUCTION

4 MINUTES

- Write the following abbreviations on the writing board.  
**Dr.              Mr.              Ms.              Govt.**
- Ask students to think about them.
- Give them 1-2 minutes.
- Explain the concept of the full stop, apostrophe, and hyphen using teachers' notes with some examples of students' interests.
- What does each abbreviation stand for? Write the full word or words on each line.

**Activity 1: 08 Minutes**

1. Write the following on writing board.  
**Etcetera, etc.      Professor, prof.      Miss, Ms.**
2. Ask the students to pronounce them.
3. Ask them to point out the abbreviated part of the words.
4. Ask them to pinpoint the most common feature of abbreviated words.
5. Divide the class into pairs and ask them to write one word in full as well as in abbreviated form.
6. Give them 1-2 minutes and guide them accordingly.

**Activity 2: 08 Minutes**

1. Divide the class into pairs.
2. Copy the following table on the writing board.

Mon. _____	(Moon, Monday)
Thurs. _____	(Thursday, Thirsty)
Mr. _____	(Mister, Master)
Dec. _____	(Decent, December)
Cm. _____	(Cement, Centimeter)
Ms. _____	(Miss, Must)
Govt. _____	(Goat, Government)
Dr. _____	(Doctor, Director)

3. Tell students that the short form of words in the left column are abbreviations. Also mention the use of full stop in them.
4. Ask them to work with their partner to select the right full form for each abbreviation.
5. Observe the activity and provide support where needed.
6. Make sure that every student is involved in the activity.
7. Once they have completed, invite 3-4 pairs to share their work with the whole class.

**Activity 3: 08 Minutes**

1. Write the following on the writing board:

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
were not	weren't
will not	won't

2. Ask students to look at the differences between the two columns.
3. After a while, write this question on the board and ask a student to read it:

- ◇ What is your name?
- 4. Then, write the following question on the board and ask another student to read it:
  - ◇ What's your name?
- 5. Ask students about the difference in both questions.
- 6. Highlight the use of the apostrophe here to make the contraction in written and spoken English.
- 7. Now, display the following table of contractions in the classroom on a chart paper and help students to read it aloud.
- 8. Ask them to think of examples for each contraction.

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	he is	he's	he'd	he'll
she	she is	she's	she'd	she'll
it	it is	it's	it'd	it'll
there	there is	there's	there'd	there'll
that	that	that's	that'd	that'll

- 9. Appreciate them for their participation and completion of the task.



## CONCLUSION / SUM UP

2 MINUTES

1. Explain to the students that a full stop is needed at the end of abbreviated forms of words. For example, kg. ml. etc., etc.
2. Contractions are formed by using an apostrophe for the omitted letter in a phrase when two words are joined in a shortened form.



## ASSESSMENT

3 MINUTES

1. Write the following paragraph on the writing board.
 

**Mr. Zaman is the brother of Prof. Kamran. Their third brother is Dr. Irfan. These three are govt. employees. Ms. Uzma is their sister. All of them work but can also cook their meals, e.g., rice, vegetables, chicken, meat, etc.**
2. Ask students to pick out the abbreviated words from the paragraph.
3. Ask them to write these words.
4. Now, ask them to write them in full spelling.
5. Once they have completed, ask them to share the complete words with the whole class.
6. Appreciate them for their work.



## HOMEWORK / FOLLOW UP

2 MINUTES

- Ask the students to make a list of 10 abbreviated forms of words after scanning a couple of units from their textbook.

## PUNCTUATION – II



## STUDENT LEARNING OUTCOMES

- Recognise and use full stop with some abbreviations; apostrophe with contractions and hyphen with common compound words.

## INFORMATION FOR TEACHERS

- Refer to the previous lesson on this SLO; it focused on the practice of abbreviations and contractions. This lesson will be focused more on the use of the hyphen in compound words and will also provide a consolidated practice of all three aspects of the SLO, i.e., full stop with abbreviations, apostrophe with contractions, and the hyphen with compounds.
- We 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, e.g., light-blue paint, web-based exam, board-certified graduate, thirty-two teeth, etc.
- While teaching the lesson, the teacher should also consult the textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, chart paper, and textbook.



## INTRODUCTION

5 MINUTES

- Write the following paragraph on the board:

Ayeza belongs to a **well-to-do** family. She's very kind and works for the **well-being** of **low-paid** people. She can't stay happy after seeing the **hand-to-mouth** existence of the poor people. Recently, she bought **T-shirts** for young players of a poor community.

- Ask students to read the paragraph and focus on the underlined words.
- Ask them to tell what the underlined word forms are called.
- Add to their views for a better understanding of students. Tell them that in the previous lesson, they have already learnt the use of the apostrophe to make contractions, e.g., she's and can't, etc. Today, they will learn more about using a hyphen to make compound words.



## DEVELOPMENT

20 MINUTES



**Activity 1: 10 Minutes**

1. Review the concept of hyphenated compounds with the class using the 'information for teachers' section. Emphasize that hyphenated compound words are most commonly used when the words being joined together are combined to form an adjective before a noun.
2. Write the following with these instructions on a chart or a writing board.
3. Match the words in the first column and write the new word using a hyphen (-).
4. Divide the class into small groups.
5. Explain to them how to complete the chart. Do the first one as an example.
6. Help the groups to do it.
7. Discuss the meaning of the new words side by side.

basket	faced	basket-ball
make	off	-----
t	up	-----
warm	ball	-----
know	up	-----
baby	known	-----
rain	coat	-----
take	shirt	-----
well	how	-----

**Activity 2: 10 Minutes**

1. Divide the class into three groups and name them "Hyphen" "Contraction", and "Abbreviation".
2. Ask the groups to find and write 5 contractions, abbreviations, or hyphens used in their English textbook. (One group will work on one punctuation).
3. Help and guide them wherever they need.
4. Ask the groups to present and display their work in the classroom.

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

1. Conclude the lesson by reviewing the key points.
2. Explain to students that apostrophe is used mostly in the middle of the contractions. For example, can't, we've, they'll, etc.

**ASSESSMENT****5 MINUTES**

1. Write the following exercise on the board and ask students to do it individually:

Use apostrophes in the following sentences to make contractions. Example:

1) I do not like vanilla ice cream.

2) I am going to the park.

3) Who is the new student?

4) They are my best friends.

5) We are not waiting in the queue/ line.

2. Write the following words on the board and ask students to identify compound words:

**manly, spaceman, sign-off, toothpaste, snowfall, cup, arm, cupcake, sugar-free**



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to make a list of 5 contractions and 5 hyphenated words as a home task.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

# DICTATION



## STUDENT LEARNING OUTCOMES

- Copy and take dictation of words studied in class.

## INFORMATION FOR TEACHERS

1. When giving dictation ensure that the word list is either from an introduced theme, word class or words are clustered according to introduced spelling patterns e.g. sh, ch, th, words or double consonant words with -ing forms e.g. tt (hitting) dig (digging).
2. Spelling skills require recognition and understanding of syllables and basic phonics (sounds).
3. English alphabet comprises vowels (a, e, i, o, u) and consonants (all sounds except vowels) and these join to form words in English language.
4. Words are broken into syllables i.e. smaller units of sounds and each syllable has to have a vowel sound in it. Some words are monosyllables as 'girl' some are disyllable as '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, etc.
5. In English spellings 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 aeroplane, may, main.
6. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



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



**MATERIALS / RESOURCES REQUIRED**

- Writing board, chalk/marker, duster and textbook.



**INTRODUCTION**

**5 MINUTES**

1. Write the following words on the board and ask the students to copy.  
**variety, stitched, reduced, expensive, crockery, decorated, happily (have at least 10 words).**
2. Once the students finish writing, ask the students to tell the meanings of these words.
3. Ask the meanings from the students.
4. Ask the students to tell the word class of these words.
5. Give your input where required.



**DEVELOPMENT**

**20 MINUTES**

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

1. Ask students to notice the sound of the word and match it to the spelling of the word.
2. Ask students to make note of any silent letters.
3. Ask students to break longer words into short parts and then learn the spelling.
4. Do the drill of spelling of the above mentioned words or other words taken from the textbook.
5. Encourage students to prompt the spelling.

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

1. Then ask the students to get ready for dictation.
2. Dictate the words at least twice, to facilitate the students.
3. Once they finish writing, ask them to check individually.
4. Write the words on the board and ask the students to do self-correction.
5. Ask the students to write the wrong or misspelled words for three times in their copies with correct spellings.

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

1. Ask the students what they have learned from this activity?
2. What are syllables? Ask them to give example of one syllable words, two syllable words and so on.
3. Ask them to identify the vowel sounds in each syllable.
4. Tell them to note the changes of double consonants.
5. Ask them to go over the steps for learning spelling (notice phonics, notice silent letters, break the word into syllables and then learn spelling).

**ASSESSMENT****5 MINUTES**

1. Ask the students to exchange and check each other's work and give feedback.
2. Tell the students to make corrections in the light of the feedback given by their peers.
3. Ask them to write the wrong spelled words again.
4. Take rounds of the class and ask the students' score.
5. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.

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

1. Ask the students to find out at least five multi-syllable words from their textbooks or from Oxford Junior Dictionary and write in their notebooks with meanings.
2. They must learn the spelling of those words.

## TYPES OF SENTENCES



## STUDENT LEARNING OUTCOMES

- Identify and write sentences that state/negate something, or ask a question.

## INFORMATION FOR TEACHERS

- There are four types of English sentences, classified by their purpose:

- ◊ declarative sentence (statement)
- ◊ interrogative sentence (question)
- ◊ imperative sentence (command)
- ◊ exclamative sentence (exclamation)

- The following table provides examples:

	FORM	FUNCTION	EXAMPLE SENTENCE (CLAUSE)	FINAL PUNCTUATION
1	<b>declarative</b>	<b>statement:</b> It tells us something	Jawad eats apples.	.
2	<b>interrogative</b>	<b>question:</b> It asks us something	Does Amal eat oranges?	?
3	<b>imperative</b>	<b>command:</b> It tells us to do something	Stop! Close the door.	! or.
4	<b>exclamative</b>	<b>exclamation:</b> It expresses surprise	What a funny story he told us!	!

- "I spy" is a guessing game that is usually played in families with young children, to help in observation and alphabet familiarity. One person begins by saying, "I spy with my little eye, something beginning with 'C'". The other players look around and suggest the thing as "crow" (No), "car" (No), "cloud" (no), "cow" (yes). The person who guesses correctly often gets to choose the next object.
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, textbook, duster, etc.



INTRODUCTION

5 MINUTES

- Inform the students that they will play the game "I spy". Explain briefly the meaning of 'spy'. Then write the following on the board (you can think of anything present in the classroom and write its' first letter):

**"I spy something beginning with C."**

2. Ask the students to look around in the classroom to find the things that start with the letter 'C'. One student can ask only one question like, e.g. **Is it a cupboard?**

**Your answer will be like, e.g. No, it's not a cupboard.**

**Or**

**Yes, it is a cupboard.**

3. The students who guess the correct answer will think of the next thing and will go through the same process as just described. Let 4 to 5 students lead the game.

**"I spy" can be played by telling the colour also like, e.g.**

**"I spy something that is red".**

4. Now, tell students that during this game, they have practised a few basic types of sentences, i.e, **declarative sentences** that state or negate something and **interrogative sentences** that ask questions.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

1. Review the basic types of sentences using the 'information for teachers' section. Focus on declarative and interrogative sentences for now. Highlight the ending punctuation marks for both types of sentences.
2. Write the following sentences on the writing board:
  - ◇ I am going.
  - ◇ Are they running?
  - ◇ We do not quarrel.
  - ◇ They will not come late.
  - ◇ Do you help me?
  - ◇ Ali plays football.
  - ◇ She does not teach.
  - ◇ People offer their prayer.
  - ◇ Will he be sleeping?
  - ◇ I never tell a lie.
3. Make three groups of the class into Group 1, 2, and 3.
4. Assign them the titles as:
  - Group-1: Statement**
  - Group-2: Negation**
  - Group-3: Question**
5. Ask them to choose the sentences from the written list that represent their titles.
6. Once they have completed, ask them to share the sentences with the class.
7. Encourage other students to give feedback.

### Activity 2:

10 Minutes

1. Mingle the class and make three new groups as A, B, and C.
2. Assign them titles as:
  - Group-A: Statement**
  - Group-B: Negation**
  - Group-C: Question**

3. Ask the groups to write five sentences according to their titles.
4. Give them 5-8 minutes and guide them.
5. Once they have completed the task, ask a representative from each group by turn to read aloud the written sentences in front of the whole class.



## CONCLUSION / SUM UP

3 MINUTES

1. Ask the following questions from the students:
  - ◊ Which ending punctuation marks are used in a statement, negative sentence, and question?
  - ◊ Which words are used to start questions? (e.g. what, why, is, will, etc.)
2. Explain to them the statement, negation, and questions with some other examples like:
  - ◊ Jamal works hard for his exams. (statement)
  - ◊ He is not running fast (Negation)
  - ◊ Will they let you play? (Questions)



## ASSESSMENT

5 MINUTES

1. Tick mark (✓) the sentence kind.

Sentences	Statements	Negative	Question
1. Today is Monday	.....	.....	.....
2. Am I late?	.....	.....	.....
3. How are you?	.....	.....	.....
4. I do not like to drink tea.	.....	.....	.....
5. Students are happy.	.....	.....	.....
6. Where are you going?	.....	.....	.....
7. Butterflies have many colours.	.....	.....	.....
8. I have not completed my homework.	.....	.....	.....
9. Will you come to the school tomorrow?	.....	.....	.....
10. Children jumped in the cold water to cool off.	.....	.....	.....



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to write three sentences for each i.e. statement, negative, and question as a home task.
2. Assign them to do the relevant activities/ exercises from their textbook as homework.

## TYPES OF PARAGRAPHS-II



## STUDENT LEARNING OUTCOMES

- Identify descriptive, narrative and expository paragraphs to note the differences.

## INFORMATION FOR TEACHERS

- A descriptive paragraph has sentences that present a (description) of a person, a place, a thing, an event, or an idea. Five senses are used to describe the person or thing.
- A narrative paragraph often tells a story. It has events told in proper order. It has actions, characters, a setting and a problem to solve.
- An expository paragraph is where we give information to explain something, give directions or instructions, or show how something works.
- This SLO will be divided into two lesson plans.
- Lesson plan 1 will focus on revising the concept of these three types of paragraphs and their differences.
- Lesson plan 2 will focus on practicing three types of paragraphs in groups to identify differences and to correct them.
- In the previous lesson students learnt about these types of paragraphs. They have done these concepts in previous classes' also so reinforcement and review is required.
- Lesson plan 2 will focus on practicing the three types of paragraphs in groups to identify differences and correct them.
- While teaching the lesson, consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 70 MINUTES/ 2 PERIODS



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, textbook, scotch tape, many strips of paper (2"x8" size), flash cards of sentences.



## INTRODUCTION

10 MINUTES

- Ask students about the three types of paragraphs they have learnt in previous lesson and their meanings.
- Recap their knowledge and inform students clearly that narratives are written like stories. They have characters, a problem or conflict to solve, some actions and a proper setting.
- Descriptive paragraphs describe objects or persons or places or events and use adjectives (to describe).
- Expository paragraphs explain a concept or procedure or a process e.g. making omelet or explain the importance of things (like they did for trees in previous class). Transitional words are used to write an explanation of a process or procedure.
- Ask students which one they prefer to read and to write. Ask them to vote for each one by a show of hands (that is, by raising their hands.).



- Inform the students that when we write paragraphs we can do it like story or we can describe or explain something.
- Draw three columns on the writing board like this:

Story	Describe	Explain

- Under each column, write examples for each. Ask students to give examples too. Like this:

Story	Describe	Explain
Cinderella The Hare and the Tortoise Aladdin	An essay on Pakistan, on Spring Season	Recipes Instructions to fix something caring for the environment



## DEVELOPMENT

45 MINUTES

### Activity 1: 15 Minutes

- Inform the students that you are going to discuss how to write a paragraph like a story, or describe something or explain something, that day.
- Make flashcards of the following sentences and show them to the students. Students read the sentences aloud.
  - I have a beautiful pink and blue pencil box.
  - One day, I went for shopping with my parents. We bought fruits, vegetables and sweets.
  - Trees are an important part of our world.
- Ask questions in which column should each of the sentences be pasted (check the answer at the end of the lesson plan, for answer).
- Answers for teacher:
  - I have a beautiful pink and blue pencil box. (descriptive)
  - One day I went for shopping with my parents. We bought fruits, vegetables and sweets. (narrative)
  - Trees are an important part of our world. (expository)
- Tell the students that these are topic sentences for each paragraph and more ideas will be added to each, later to, make a paragraph.
- Teach the students the meaning of the three words (descriptive: to give description; narrative: like a story; expository: explaining or given explanation).
- Students repeat the meanings with you.

### Activity 2: 10 Minutes

- Take ideas from students to add to each topic sentence one by one. Discuss the ideas for each type of paragraph.
- Inform the students that:
  - To write a descriptive paragraph we must use adjectives, and five senses.
  - To write narrative paragraphs, we must have events in mind that we want to write about.
  - To write expository paragraph we need transitional words such as 'next', 'again', 'later', 'first', etc.
- Divide the class into groups of six members each.
- Give three strips of paper to each group of students.

5. Ask the students to write their ideas on the paper for all three types of paragraphs and come forward and paste the strips under the right column.
6. Focus of this activity is to identify the three types of paragraphs and the type of words used to write them.
7. Correct the sentences when the students are pasting them on the writing board.

### **Activity 3: 10 Minutes**

1. Divide the class into six groups.
2. Two groups write a narrative paragraph, two groups write descriptive paragraph and remaining two groups write an expository paragraph.
3. Take ideas from students about the topics to be written for each paragraph. This will tell you how much they have understood the concept and the differences among the three paragraphs.

### **Activity 4: 10 Minutes**

1. Members of groups come forward and share their paragraphs with class.
2. Focus of this activity is to identify the three types of paragraphs and the type of words that are used to write them.
3. In place of this activity, you can also ask students to open their textbooks and identify the three types of paragraphs from the book.



### **CONCLUSION / SUM UP**

5 MINUTES

1. Ask the meanings of three types of paragraphs and tell the differences among them.



### **ASSESSMENT**

5 MINUTES

1. Through students' oral feedback and written work, determine whether they have been able to understand each type of paragraph.
2. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



### **HOMEWORK / FOLLOW UP**

5 MINUTES

- Students should re-write the paragraph they have written in their group, in their notebooks.

# QUESTIONS AND ANSWERS

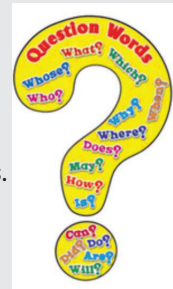


## STUDENT LEARNING OUTCOMES

- Recognise the function of different question words and key words to write appropriate short answers.

## INFORMATION FOR TEACHERS

- Questions help us get information.
- Students should be encouraged to ask questions.
- Question words, often used are 'wh-question': what, where, why, how, when, who, whose.
- Key words are the main words required to make sentences and share ideas. A list is given for reference.
- While teaching the lesson, consult textbook at all steps where and when applicable.



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



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, textbook, a poster to be prepared by the teacher and displayed in front of the class, key words poster, a doll or a teddy bear.



## INTRODUCTION

5 MINUTES

- Place a teddy bear/doll on your desk or anywhere where all students can see it.
- Inform students that you will ask different questions about the teddy bear/doll, by just changing a few words. For example:
  - What is on my desk?
  - Why is it on my desk?
  - Where is the teddy bear/doll in your class?
  - When do you think it will leave my desk?



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

- Instruct all students to observe the classroom carefully for two minutes.
- Seat two students at the front of the class facing the writing board.
- Other students will ask short questions one by one, which the two students must answer.
- The one who gives maximum correct answers is the winner.

**Sample questions:**

1. How many windows/table/chairs are there in the class? (make this into three separate questions).
2. What are the names of the two students sitting at the back?
3. Who is sitting next to Z (take a name of a student)/ between X and Y / opposite to X/ on the right?
4. What is the teacher wearing today?
5. What colour is the teacher's dress?
6. Where is the board duster in the class?
7. How many students are present in class today?
8. Did 'M' sit in the same place yesterday where he/she is sitting today?
9. Students may ask as many questions as they can in the time allocated.
10. The answers given by the two students must be in complete sentences.

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

1. First, brainstorm with students about the questions a doctor and a patient may ask each other. For example:

**Doctor:**

- ◇ How are you feeling?
- ◇ Did you take the medicine?
- ◇ How old are you?
- ◇ Are you sleeping well?

**Patient:**

- ◇ Can I eat normal food or should I have special food?
- ◇ When will I be able to go to school again?
- ◇ Do you have any medicine that is sweet in taste?

**Shopkeeper:**

- ◇ How can I help you?
- ◇ What is your size?
- ◇ Which colour you want?

**Customer:**

- ◇ What is the price of this article/item?
- ◇ Do you have something that is not so expensive?
- ◇ Will you give me a discount?
- ◇ Do you have it in blue colour?

2. Now write the following situations on the writing board. give half class one situation and the remaining half the other situation.
3. Doctor and patient – Group A, Shopkeeper and Customer – Group B

**Group A:**

- ◇ Divide them in pairs. Each pair is either doctors or patients. Make sure that the number of doctors and patients is equal.
- ◇ The 'doctors' will write the questions that they will ask their patients. They will use question words and key words.
- ◇ The 'patients' will write the questions that will their doctors. They will use questions words and key words.

**Group B:**

- ◇ Divide them in pairs. Each pair is either shopkeepers or customers. Make sure that the number of shopkeepers and customers is equal. In case of unequal numbers, increase the number of customers (shopkeeper/2customers).
  - ◇ The 'shopkeepers' will write the questions that they will ask their customers. They will use question words and key words.
  - ◇ The 'customers' will write the questions that they will ask their shopkeepers. They will use question words and key word.
4. Now make one doctor/shopkeeper sit next to one patient/customer. All the students would ask the questions they have prepared and also answer the questions of the student sitting next to them.
  5. Allow students to ask silly or funny questions too. They will still be learning to ask questions even if their questions are not completely realistic. For example, a child could ask a shopkeeper for a magic lamp!

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

Ask students the following questions:

1. "What are some other situations where we ask questions", and "why"?
2. When we need directions to reach somewhere?
3. When we meet someone after a long time?
4. When we want to learn to do something new?

**ASSESSMENT****5 MINUTES**

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

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

1. Write answers, in complete sentences, to the questions written in activity 2.

## A SIMPLE PARAGRAPH



## STUDENT LEARNING OUTCOMES

- Complete a simple paragraph, using the given words, phrases and sentences.

## INFORMATION FOR TEACHERS

- Students will write a paragraph using the given guide words, phrases and sentences.
- While teaching the lesson, consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, textbook.



## INTRODUCTION

5 MINUTES

- Recap the concept of paragraphs.
- Draw the table and write the following words and phrases on the writing board:

School	White and red colour building	Classrooms
I	<b>My teachers</b>	Study
Assembly	Go	<b>like to</b>

- Ask students to use these words and phrases to form sentences, and to add words of their own.



## DEVELOPMENT

20 MINUTES

## Activity 1:

10 Minutes

- Ask few students to make sentences with the words and phrases written on the board.
- Write these sentences on the writing board.
- When you have written the nine sentences, ask students to make any changes in the sentences if they want. Ask students to convert these sentences into a paragraph. They can do this in pairs.
- Move around the class to see that all students are working.
- As students complete their task they come forward and read the paragraph aloud in class.

## Activity 2:

10 Minutes

- Write the following words, phrases and sentences on the writing board.

- Students should write a paragraph of seven to eight sentences using the given words, phrases and sentences.
- We went to the park on Sunday big tree, beautiful flowers, cycling, on the swing, running around, with the children, very tired, sandwiches and biscuits, came back home.



**Note:** You can replace this activity with any similar one given in the textbook.



## CONCLUSION / SUM UP

### 3 MINUTES

1. Briefly discuss words, phrases and sentences in class. Ask the students to tell how these help in forming paragraphs.
2. Ask students what else they would like to write about. Then give them the relevant words to guide them in their writing.



## ASSESSMENT

## 5 MINUTES

1. Through students' oral feedback and written work, determine whether they have been able to understand the connection between words, phrases, sentences and paragraphs.
2. Provide further explanation if required.
3. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



## HOMEWORK / FOLLOW UP

## 2 MINUTES

1. Write a small paragraph using the words and phrases to make complete sentences.
2. Remember to keep your student's interests in mind, and change the word list accordingly:
3. My sister and I, mother, shopping, looked very happy, beautiful clothes, delicate Jewellery.

# RISING AND FALLING INTONATION PATTERNS



## STUDENT LEARNING OUTCOMES

- Listen to and respond appropriately to the sentences with rising and falling intonation patterns.

## INFORMATION FOR TEACHERS

- Intonation Patterns:** It is the variation in the pitch of the speaker's voice used to convey information or alter meaning.
- The sound of the voice changes as the rate of vibration varies.
- There are three basic pitches of the voice in English i.e. 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 sentences.
- Tone:** A certain pattern of voice movement is called tone. The tone can be joyful, serious, sad, formal and informal, etc.
- While teaching the lesson, the teacher should also consult the textbook at all steps where and when applicable.

### Low Rise (A rising Tone)

- A rising intonation pattern is simply a rise in the human voice. It is a change in pitch or a glide in the pitch of our voice upwards. Normally the yes/no questions are uttered with a rising tone.
- It is used when we say something definite or when we want to be very precise and clear about something.

### Fall (A Falling Tone)

- A falling tone is by far the most commonly used. It is used when we say something definite or when we want to be very precise or clear about something. Falling intonation is commonly in 'wh' questions also.
- While teaching the lesson, also consult the textbook at all steps.



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



**MATERIALS / RESOURCES REQUIRED**

- Writing board, chalk/marker, duster, textbook, etc.



**INTRODUCTION**

**5 MINUTES**

- Begin by reading an example sentence aloud to the students for example:



**Can you sing a song?**



2. Read the sentence the first time pronouncing each word carefully. Read the sentence a second time in natural speech.
3. Ask students which reading sounded more natural and why it sounded so.
4. Using the ideas students share, explain to them that English has both rising and falling tones in questions:
  - ◊ All yes/no questions have a rising tone, and
  - ◊ All other questions and statements have falling tones.
5. Students often focus on pronouncing each word correctly and therefore tend to pronounce unnaturally.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

1. Write the 'wh' words on the writing board:  
**What, When, Why, How, Where**
2. Divide the class into pairs.
3. Tell pairs to discuss these words and then ask questions from each other using the 'wh' words.
4. Help students asking questions correctly with emotions and gestures according to the class/students' environment, e.g.,
  - ◊ What's your name?
  - ◊ Where are you from?
  - ◊ Who is your favourite author?

### Activity 2:

10 Minutes

1. Divide the class into two groups, A and B.
  2. Tell one group to make five questions having 'yes' / 'no' answers only and the other group makes five questions having answers other than 'yes' or 'no'. For example:
    - ◊ Which games do you play? (Group A)
    - ◊ Do you like playing games? (Group B)
  3. Give them 5 minutes for this activity.
  4. Next, ask 'Group A' to ask their questions from 'Group B' one by one.
  5. Ask students to read the sentence. Notice their intonation patterns.
  6. Tell students to notice the intonation in each question.
- 
7. 'Group B' students should point to the floor if the question has a falling tone and point to the ceiling/roof if the question has a 'rising tone'.
  8. Repeat this activity with 'Group B' questions.



## CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by telling students that:

1. All yes/no questions have a rising tone, and
2. All other questions and statements have falling tones.



## ASSESSMENT

5 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 problems give in the exercise at the end of the unit/ chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Students must practise rising and falling tone patterns with questions and statements from their textbooks and write them in their notebooks.
2. Practise reading them with appropriate intonation patterns at home. Share their work in the next class.

# MAKING POLITE REQUESTS



## STUDENT LEARNING OUTCOMES

Demonstrate conventions and dynamics of oral interactions in a group to make polite requests for personal reasons or to take leave.

## INFORMATION FOR TEACHERS

1. Singing nursery rhymes verbally should be an on-going activity throughout the term.
2. Involve students in active communications.
3. Use appropriate vocabulary for the topic.
4. Focus on pronunciation.
5. Use gestures to support talk.
6. Give students practice in short informal sentences.
7. Engage students in short discussions and dialogues.
8. Focus on giving students practice in polite conversations.
9. While teaching the lesson, also consult the textbook at all steps.



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



## MATERIALS / RESOURCES REQUIRED

Chalks/markers, writing board, duster, textbook, etc.



## INTRODUCTION

5 MINUTES

1. Write the following questions on the writing board:
  - ◇ May I come in?
  - ◇ May I drink water?
  - ◇ May I sharpen the pencil?
2. Please allow me to leave. I am not feeling well.
  - ◇ Excuse me, is this your pen?
  - ◇ Will you excuse me, please?
3. Ask students to read the sentences and tell where we use these sentences:

**Expected answer:** Requests, permission, ask for leave, etc.

Explain to students that when we make polite requests or take leave, we use these types of expressions.

Remind them that using polite expressions is essential for good communication with others.



## DEVELOPMENT

20 MINUTES

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

1. Write the following instructions on the writing board:
2. Ask a classmate to lend his/her notebook.
3. Ask permission from a classmate to use his colours.
4. Request your teacher to allow you to drink her water.
5. Ask permission from the teacher to get in the class.

**Clues:****You may use words: you, please, may, can, sir, dear****Sentence starters:****May I -----****Please -----****Can I -----**

6. Divide the class into pairs.
7. Tell the pairs to read the instructions written on the writing board and discuss them.
8. Ask students to refer to the clues for better understanding.
9. Ask students to make polite requests as required by the instructions.
10. Ask some pairs to share their answers.
11. As the pairs work, move around and provide the necessary support.

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

1. Divide the class into four groups.
2. Nominate a group leader from each group for moderating the conversation.
3. Give each group one of the following topics:
  - ♦ School
  - ♦ Home
  - ♦ School Bus
4. Tell students to talk about these topics.
5. Tell students to focus on making polite requests for personal reasons and taking leave, and make at least 10 sentences.
6. Invite group leaders from each group to select three requests from their group conversation and share them with the class.
7. Move around the classroom and observe the conversation in different groups.

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

1. Conclude the lesson by telling the students that:
2. Interact and engage in active conversation as much as possible.
3. Focus on vocabulary and pronunciation for fluency.
4. Use polite language and requests during a conversation in a daily routine.
5. You may use the following expressions to make polite requests.
  - ♦ May I .....
  - ♦ Can I.....
  - ♦ Please.....



## ASSESSMENT

5 MINUTES

1. Write the following words on the writing board:

**washroom, sick leave, notebook, sharpener**

2. Ask some students to make one sentence for each word to make polite requests, ask for permission, or take leave.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Tell students to use these polite requests in their homes with parents, friends, other family members, etc.
3. Their activity will be observed in the upcoming classes in their conversation.

## IDENTIFYING FACTS IN A 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

1. Intensive reading requires that students try to understand the text thoroughly.
2. Intensive reading involves learners reading in detail with specific learning aims and tasks.
3. Critical thinking means applying prior knowledge, given information, and reasoning to understand a text.
4. Intensive reading activities include skimming a text for main ideas, scanning a text for specific information to answer short questions, true or false statements, filling gaps in a summary, matching headings with paragraphs, scanning jumbled paragraphs, and then reading them carefully to put them into the correct order. All these various tasks require students' mastery of skimming and scanning techniques.
5. Skimming is reading rapidly in order to get a general overview of the material. Scanning is reading rapidly to find specific details in the text.
6. While teaching the lesson, the teacher should also consult the textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

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



## INTRODUCTION

8 MINUTES

1. Ask students to recall previous lessons related to skimming and scanning.
2. Review the difference between skimming and scanning.
3. Go through the steps of scanning with the whole class.
4. Write the following text on the writing board:

**What is a phobia?**

**A phobia is an intense fear or feeling of anxiety that occurs only in a particular situation that frightens you. This might be something as seemingly logical as a fear of heights, or as illogical as a fear of the colour green. At other times you don't feel anxious. For example, if you have a phobia of spiders (as millions of people do), you only feel anxious when there's a spider around, otherwise, you feel fine. About one in ten people has a significant phobia, although few people seek treatment.**

5. Ask students to read the text quickly and notice any important details like numbers, percentages, and other facts.
6. Now, conduct a quick quiz with the whole class using the following questions:
  - ◊ A phobia ...
    - A) happens to everyone when they are frightened
    - B) happens only in certain situations
    - C) only happens to anxious people
  - ◊ Phobias ...
    - A) are logical
    - B) are not logical
    - C) can be logical or not logical
  - ◊ The number of people who have phobias is ...
    - A) five out of ten people
    - B) ten people
    - C) 10 percent of the population
7. Tell students that the process they have done in this activity to find the specific information is called scanning. It is a useful strategy to find facts from a text rapidly.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

1. Write the following text on the writing board:
 

**Arfa Karim was born on Thursday, February 2, 1995, in Faisalabad. Arfa Karim is the pride of our country. She achieved the world's youngest Microsoft Certified Professional award at the age of nine years in 2004. Her representation in various prestigious technology-related events, including TechEd Developers conference, made Pakistan proud the world over. She was a gem of our country, but unfortunately, she died on Saturday, January 14, 2012, in Lahore, when she was only sixteen years of age, due to cardiac arrest.**
2. Divide the class into pairs.
3. Ask pairs to scan the text and find the following information:
 

**Dates, days, and names of places.**
4. Students will scan the text to find the relevant information.
5. Ask few students randomly from the groups to come in front of the class to share the answers they have found.
6. Give students different roles like a group leader, reader, writer, and collaborator, etc.

### Activity 2:

10 Minutes

1. Ask students to remain in pairs.
2. Write the following prompt on the writing board.
  - ◊ Arfa Karim was born on.....
  - ◊ Her city of birth was .....
  - ◊ She achieved a Microsoft certificate in .....
  - ◊ She died on .....
  - ◊ The city of her death was .....
  - ◊ The days of her birth and death were .....

3. Ask the pairs to skim through the paragraph and complete the above-mentioned prompt.
4. Invite some students to come up and share their answers.



### **CONCLUSION / SUM UP**

2 MINUTES

Conclude the lesson by telling the class that:

1. Critical thinking means applying prior knowledge, information, and reasoning to understand a text.
2. Intensive reading activities include skimming a text for main ideas, scanning a text for specific information to answer short questions, true or false statements, filling gaps in a summary, matching headings with paragraphs, scanning jumbled paragraphs, and then reading them carefully to put them into the correct order.



### **ASSESSMENT**

3 MINUTES

1. Refer students to a paragraph from their textbook.
2. Ask them to skim through the text and find a date, days, and places mentioned in the text.



### **HOMEWORK / FOLLOW UP**

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Ask students to find some paragraphs from newspapers and magazines.
3. Ask them to scan and skim through the paragraphs and find specific information i.e., date, place, day, etc.
4. Ask students to share their work with the class the next day.



**Month**

**8**

## SPELLING CHANGES



## STUDENT LEARNING OUTCOMES

- Apply spelling change in plural form of regular and irregular nouns and regular and irregular verb forms.

## INFORMATION FOR TEACHERS

1. To make plural form of most nouns add 's' to the end of the word e.g. cup=cups, snake=snakes, etc.
2. Add 'es' to the end of a noun that ends in s, x, z, ch, sh, e.g. box=boxes, match=matches, brush=brushes, bus=buses, etc.
3. Also make sure that the students know the meaning of all the vocabulary introduced in this lesson.
4. Pronunciation alert: In Standard English plural form words usually have a 'z' sound at the end: chairs=spoken as chairz, girls=spoken as girlz.
5. Nouns ending in 'y' preceded by a consonant are formed into a plural by changing 'y' to -ies such as, lady/ladies, city/cities, baby/babies.
6. Some nouns that end in f or fe, drop f or fe and add ves loaf=loaves, thief=thieves.
7. Some nouns that end in f add s to form the plural such as: belief=beliefs, cliff=cliffs.
8. Some nouns have irregular plural forms without 's' such as: man=men, woman=women, child=children, goose=geese, louse=lice, mouse=mice, ox=oxen.
9. The simple present tense expresses daily habits or routine activities.
10. When the subject is third person singular (e.g. he, she, it), add a final -s, -es to the verb for example wash=washes, catch=catches, pass=passes, write=writes
11. Generally when words end in sh, ch, o or x we add - es (washes, catches, goes, boxes).
12. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 70 MINUTES/2 PERIODS



MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster and textbook.



INTRODUCTION

15 MINUTES

1. Write the following poem on the board and ask the students to copy or write this poem on a chart (It will be recyclable).

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 the students to tell 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 noun plurals or an addition to the verbs?
5. Give your input where required.
6. Divide the class in four groups and make 4 columns on the board to write group 1, 2, 3, 4 in them.
7. Give those groups different themes and ask them to think of some naming words: for example garden, classroom, playground, kitchen, animal kingdom/zoo, road, etc. Then ask them to turn them into plurals.
8. Ask the students randomly from different groups to come up with nouns and their plurals.
9. The group what will come up with the most correct answers will be the winner.
10. Give your input where required.
11. Revise irregular noun plurals such as child, man, woman, ox, thief, mouse, etc.
12. Tell the changes in the spelling of the irregular nouns in detail by using the above information.



## DEVELOPMENT

45 MINUTES

### Activity 1:

15 Minutes

1. Ask students randomly to tell how he/she spends his/her day.
2. Write 2-3 sentences on the board. For example, I get up early in the morning; I take breakfast at 7 o' clock, etc.
3. Then ask one student to tell the time he/she gets up in the morning.
4. Write the students' responses on the board with third person singular e.g. she gets up early in the morning, he goes for a walk, etc. Then underline verbs in the sentences and ask the students why we add 's', -'es' to the verbs.
5. Revise simple present tense and -'s' and -'es' verb forms/spelling changes.

### Activity 2:

15 Minutes

1. Draw a two column table on the board and ask the students to copy.
2. Write 'singular' in one column and 'plurals' in another.
3. Write the following words on the board:  
**children, hobby, city, thief, mice, tables, story, leaves, man, snake, women, match, busses, churches, oxen, countries, tooth, shelves.**
4. Ask the students to write the singulars of the plural words and plurals of the singular words.

Singular	Plural
Bag	

Singular	Plural
	Woman

- Once the students are done with the activity, write the singular and plural words in their respective columns and change them into singular and plurals as well.
- Ask the students to make self-corrections.

### Activity 3: 15 Minutes

- Write the following sentences on the board and ask the students to read carefully.
- Ask the students to correct these sentences by changing the underlined verb forms accordingly.
  - Ali work in a bank.
  - He go to the office at 8 o' clock every day.
  - Ayesha live in Karachi.
  - It take five minutes to reach school.
  - She always complete her work before time.
  - She wash her clothes on every weekend.
  - He always put the library books back in their shelves.
- Monitor and help the students.

#### (Solution/Answer)

- Ali works in a bank.
- He goes to the office at 8 o' clock every day.
- Ayesha lives in Karachi.
- It takes five minutes to reach school.
- She always completes her work before time.
- She washes her clothes on every weekend.
- He always puts the library books back in their shelves.



### CONCLUSION / SUM UP

3 MINUTES

Ask the students:

- What are nouns?
- How we make plurals with nouns?
- Why we add 's' and - 'es' with verbs?



### ASSESSMENT

5 MINUTES

- Assess the students while doing activity 2 and 3.
- Involve the students in solving problems given exercise at the end of unit/chapter.



### HOMEWORK / FOLLOW UP

2 MINUTES

- Ask the students to find at least five irregular nouns from their textbook and make plurals.
- Ask the students to write about their friend's daily routine using simple present tense.

## SIMPLE PAST TENSE



## STUDENT LEARNING OUTCOMES

- Illustrate the use of tenses, (simple present and continuous, simple past and continuous and simple future tense) previously learnt in their speech and writing. (Different lesson plans have been developed on this SLO).

## INFORMATION FOR TEACHERS

- Simple Past Tense is used for completed actions.
- Simple Past Tense also refers to action completed/occurred at a specific time for example at noon, yesterday, last night.
- Formation of simple past tense:

He	went	to his office.
----	------	----------------

- Formation of Negative Sentences

Subject	Helping verb + not	First form of verb
---------	--------------------	--------------------

He	did not	go to his office.
----	---------	-------------------

- Formation of interrogative sentences.

Helping verb	Subject	First form of verb
--------------	---------	--------------------

Did	he	go to his office?
-----	----	-------------------

- In negative and interrogative sentence, first form of verb is used instead of second form of the verb.
- While teaching the lesson, consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MINUTES/1 PERIOD



MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, textbook.



INTRODUCTION

5 MINUTES

- Ask the students about "Simple Past Tense".
- Write the responses of the students on the board.
- Correct the students where required.
- Tell them that an action is completed in the simple past tense. The time phrases are also used for example, yesterday, two weeks ago, last week, last night, last month in order to express that the action was completed in the past.

**Examples:**

- I bought a new red car last week.

- ◇ He sold his house last month.
- ◇ They brought interesting gifts for us from America last year.

5. In all of the above sentences mentioned above, the actions were completed in the past.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

1. Tell the students how to change positive sentences into negative and interrogative sentence (see information for teachers).
2. Draw the tables of formation of negative and interrogative sentences on the board.
3. Repeat that the infinitive (first) form of verb is used in both negative and interrogative sentences.

#### Examples:

- ◇ He did not buy a house. (N)
  - ◇ Did he buy a house? (I)
  - ◇ He did not erase the statement. (N)
  - ◇ Did he erase the statement? (I)
  - ◇ Fakhir did not work with this company. (N)
  - ◇ Did Fakhir work with this company? (I)
4. Create similar examples with the help of the students.

### Activity 2:

10 Minutes

1. Divide the students into groups of four.
2. Ask them to discuss and then change a paragraph from the present tense into Simple Past Tense.

**Note: Select a paragraph from the textbook.**



## CONCLUSION / SUM UP

3 MINUTES

1. Discuss that the simple Past Sentence shows completion of any action.
2. Point out to students how Past Tense is used in writing a narrative paragraph, to prepare them for the next lesson.



## ASSESSMENT

5 MINUTES

1. Give the students the following sentences and ask them to make their negative and interrogative sentences individually.
  - ◇ He went to the market to buy fruit / bananas.
  - ◇ I visited my grandparents yesterday.
  - ◇ He enjoyed his birthday party.
2. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

Ask students to write in 4-5 lines about what they did yesterday.

# JOINING WORDS TO GIVE EXAMPLES



## STUDENT LEARNING OUTCOMES

- Recognise the function of more joining words such as, for example, for instance, etc.

## INFORMATION FOR TEACHERS

- To give an example in a sentence and a paragraph, the following phrases can be used:
  - For example
  - For instance
  - Such as
- We can also use the abbreviation 'e.g.,' to give examples.
- Both the phrases can be used within a sentence when it is followed by different items or a list of things. Examples:
  - I have visited many cities in Pakistan, for example, Murree, Islamabad, Peshawar, and Abbottabad.
  - You need many things, for instance, warm clothes, a handbag, a pair of shoes and a towel when you travel to hilly areas.
  - I can read different types of text, e.g., poems, stories.
  - I can play several games, such as hockey, cricket, and snooker.
- You can begin a new sentence with both phrases if they are followed by a complete idea or sentences. (not a list of items) Examples: *My father loves to go to restaurants that serve Pakistani food. For example, last week he went to a restaurant which serves Chicken Tikkas and Chapli Kababs.*
- You can write the same sentence replacing the phrase for example with for instance.
- These phrases are followed by a comma.
- While teaching the lesson, also consult the textbook at all steps.



## DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, textbook, etc.



## INTRODUCTION

5 MINUTES

- Ask students the following sentence:
  - Can you tell the names of the things available in the classroom?

Expected Answer: tables, chairs, pencils, students, books, notebooks, etc.
- Ask students, can we talk about these items in a different way?
- Take answers and then write this sentence on the writing board:

- ◇ There are many items in our class, for example -----  
---
4. Invite some students to write the names of different items in the blank.
  5. Tell students that we use conjunctions: for example, and for instance to give examples.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

1. Write the following sentence prompts on the writing board:
  - ◇ There are many cities in Pakistan, for example -----  
-----
  - ◇ I love to watch cartoons, for instance -----  
-----
2. Divide the class into pairs.
3. Tell the students to complete the given sentences with examples.
4. Both the phrases can be used within a sentence when it is followed by different items. (or a list of things).
5. Explain by using the examples given by students.
  - ◇ Students: - I like to eat chocolates, for example, Jubilee, Perk, Kit Kat, and Dairy Milk.
  - ◇ I love to watch cartoons, for instance, Tom and Jerry, Power Puff Girls, Paw Patrol, and Ben Ten.
6. Tell students that they can also begin a new sentence with both the phrases if they are followed by a complete idea (any event or incident) or sentences (not a list of items).
  - ◇ My friend likes to read storybooks. For example, 'Alice in the Wonderland', 'The Jungle King', and 'The Gingerbread Man.'
7. You can write the same sentence by replacing the phrase for example with for instance.

### Activity 2:

10 Minutes

1. Divide students in four groups.
2. Write the following sentences on the board and ask them to add 'for example' and 'for instance' at the right place in the sentences.
  - ◇ When I will go to Murree, I will buy many things, ----- earrings, shawls, and some handicrafts.
  - ◇ Do you have anything to eat, ----- chocolates, candies or chips?
  - ◇ I have met many famous people, ----- Imran Khan and Wasim Akram.
  - ◇ I want to visit many countries, ----- China, America, and Egypt.
  - ◇ I eat all types of food, -----, rice, noodles, chips, etc.
3. Help them where required.
4. Construct some more sentences with the help of the students while using both the conjunctions.
5. Remind them they can use both phrases if there is a list of items mentioned in the sentence.
6. They can also begin a new sentence if a complete idea has been introduced.



## CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by telling the students that:

1. To give an example in a sentence and a paragraph, the following conjunctions can be



used:

- ◇ For example
- ◇ For instance
- ◇ Such as
- ◇ e.g.



## ASSESSMENT

5 MINUTES

1. Write the following sentences on the writing board:
  - ◇ Annie likes different fruit strawberries, bananas, and mangoes.
  - ◇ I know how to speak different languages Urdu, English, and Pashto.
  - ◇ Ali has different hobbies collecting seashells, coins, and gardening.
  - ◇ Many rulers tried to rule the whole world Julius Caesar and Alexander the Great.
  - ◇ Ali has to buy things from the market eggs, bread, juice, and jam.
2. Ask students to work individually and re-write each sentence using appropriate phrases to give examples.
3. Review their work randomly.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Ask students to make five sentences each using 'for example' and 'for instance' on the following topics:  
**Sports, Hobbies, Animals, Birds**
3. Refer them to the sentence prompts used in activity 1.

# SIMPLE SENTENCES

## (INSTRUCTIONS, COMMANDS, REQUESTS)



### STUDENT LEARNING OUTCOMES

- Identify and practice making simple sentences to show instructions, commands, requests, and strong feelings.

### INFORMATION FOR TEACHERS

- The instruction tells the reader/listener 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, follow signboards, etc.
- Commands are orders. Imperatives are used to issue commands.
  - Finish your homework.
  - Close the door.
- Requests use polite expressions, e.g., please, could you, would you, kindly, etc.
- An exclamation mark (!) is used with the imperatives and exclamatory sentences.
- Study class 3 and 4 lesson plans for the related SLO for better understanding and progression.
- While teaching the lesson, also consult the textbook at all steps.



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



### MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, textbook, duster, etc.



### INTRODUCTION

5 MINUTES

- Demonstrate the following:
  - Giving instructions
  - Giving commands
  - Making requests
  - Expressing strong feelings
- Help students notice the difference between commands and requests.



### DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

- Write the following information on the writing board:

Match to make complete commands	
Don't eat	all the cakes!
Listen	do my work!
Don't sit	for the bus here!
Help me	it's too expensive!
Don't buy it!	on the grass!
Wait	this ball!
Wash	to this song!
Don't hurry!	you aren't late!
Catch	your hands before dinner!

2. Divide the class into pairs.
3. Ask them to match the columns to complete the commands.
4. Then, ask them to practice the commands in pairs with actions, expressions, and proper tone.
5. Call some pairs to perform a command with actions, expressions, and proper tone.
6. Now, ask pairs to convert commands into requests.
7. Tell them they can do this by adding, please, could you, would you, kindly, etc.

**(Answers: 1 (all the cakes) 2 (to this song) 3 (on the grass) 4 (do my work) 5 (it's too expensive) 6 (for the bus here) 7 (your hands) before dinner) 8 (you aren't late) 9 (this ball))**

## Activity 2: 10 Minutes

1. Review the meanings of strong feelings with students. Then, ask students what kinds of strong feelings they have. Invite 2 – 3 students to share their responses with the class.
2. Then, ask for the special words/sounds that show strong feelings (e.g., Hurrah! Aah! Ouch! Wow! Ooh!).
3. Write the following sentence prompts on the writing board:
  - ◇ (happiness) Hurrah! .....
  - ◇ (wonder) Wow! .....
  - ◇ (pain) Ouch! .....
  - ◇ (grief) Alas! .....
4. Divide the class into pairs.
5. Ask them to make sentences using these words and say with appropriate expressions.
6. Write some correct sentences on the board and then let them write in their notebooks. Some examples:



## CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by telling students that:

1. The instructions tell the reader/listener how to do something such as cook a recipe, build a model, etc.
2. Commands are orders. Imperatives are used to issue commands. i.e., speak! Finish your homework. Close the door.
3. An exclamation mark (!) is used with the imperatives and exclamatory sentences.



## ASSESSMENT

5 MINUTES

1. Ask students to think of a few commands and requests.
2. Give them a minute for thinking.
3. Randomly ask students to:
  - ◇ Give an instruction
  - ◇ Issue a command
  - ◇ Make a request
4. Involve the students in solving the problems given in the exercise at the end of the unit/ chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Tell students to go through their favourite lesson in the book and find five sentences each on the sentence types learnt in this lesson.
3. Ask students to discuss their family's favourite dish with their parents at home. Ask them about the recipe of that dish and note down all the instructions in it.

## LETTER WRITING-I



## STUDENT LEARNING OUTCOMES

- Demonstrate the use of conventions of letter writing:
  - ◊ Address and Date.
  - ◊ Greetings.
  - ◊ Main Body.
  - ◊ Closing.

## INFORMATION FOR TEACHERS

1. In this lesson, students will be introduced to the five parts of an informal letter (information about the five parts of the letter is written in detail, in the introduction).
2. Use conventions of capitalisation in written text e.g. days of week, names of towns, cities, etc.
3. In composing text, use correct ending punctuation in questions and sentences, comma in dates.
4. Reinforce space margins and indentation.
5. Notes and letters are usually written for extending invitations, sending reminders, saying thanks, seeking permission, wishing get well soon, etc.
6. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



## DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalks/marker, attached picture, or the same information written on the blackboard.



## INTRODUCTION

5 MINUTES

1. Show the attached picture of "Parts of a Friendly Letter" to the students and ask them to tell what they can see in the picture.
2. Ask them to tell the different parts of the letter they have seen in the picture.
3. Introduce different parts of a letter to the students with the help of the picture.
4. The Heading includes the return address and the date for example:
  - ◊ 325 New Mozang,
  - ◊ Ferozpur Road, Lahore.
  - ◊ April 10, 2011.
5. **The Greeting** or salutations means "Hello"/Assalam-o-Alaikum, Dear Amna, (All of the words that are part of the greeting are usually capitalized).

6. **The Body** contains the message of the letter. Remember to indent each new paragraph.
7. Closing means “Good-bye”, Your friend, etc. Remember to capitalize the first letter of the first word in the closing.
8. In **Signature** write your name.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

1. Write the following letter on the blackboard and ask the students to copy.
2. Ask the students to work in pairs and point out the parts of the following letter with Heading, Greeting, Body, Closing, and Signature.
3. Monitor and help the students.

Street No.2,

Shaheen Town, University Road,

Peshawar.

March 15, 2011

Dear Ali,

I want to thank you for coming to my birthday party on Saturday. It was great to see you. I hope that you had a good time with my friends and family members. I got lots of gifts and especially, I love the toy car you brought for me.

Thanks once again!

Your friend,

Hassan.

### Activity 2:

10 Minutes

1. Draw the following letter template on the blackboard and ask the students to copy.
2. Write the letter in jumbled order and ask the students to put the friendly letter back together.
3. Tell them to rewrite the letter by using appropriate indentation, capitalisation, and punctuation.
4. Monitor and help the students.

-----  
-----  
-----  
-----

-----  
-----  
-----  
-----  
-----

-----  
-----

Please write back to me.  
your friend

I want to thank you for coming to my birthday party on Sunday. It was good to see you. I hope that you had a great time with all of our friends and family members. I got many gifts but I love the doll you gave me as my birthday gift. Pay my regards to your family.

Dear Amna, thanks a lot for joining us. Hiba

Street No.2,  
Shaheen Town, University Road,  
Peshawar.  
March 15, 2011



## CONCLUSION / SUM UP

3 MINUTES

1. Ask the students to tell the conventions of letter writing by saying \_\_\_\_\_ includes.....
2. The heading includes the return address and the date the letter was written.
3. The greeting says "Hello" to the reader. Usually all words in the greeting are capitalized and it ends with a comma.
4. The body is the message you want to send the reader.
5. The closing says "Good-bye" to the reader. You only capitalize the first word of the closing and it ends with a comma.
6. The signature is your name. It tells the reader who wrote the letter.



## ASSESSMENT

5 MINUTES

The teacher will:

1. Once the students are done with writing, ask them to exchange and check each other's work for correct capitalisation, punctuation and the conventions of letter writing discussed in the class.
2. Ask the students to make corrections in the light of the feedback given by their peers before you take their work to check.
3. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

- Ask the students to write a letter to their friends and invite them to their house for a visit.

Parts of a Friendly Letter



## LETTER WRITING-II



## STUDENT LEARNING OUTCOMES

- Write an informal letter and formal letter of application.

## INFORMATION FOR TEACHERS

- A written, typed, or printed communication normally sent in an envelope by post, by mail, or messenger is called a letter.
- A letter is any such message that is transferred via post. A letter is a written conversation between two parties.
- Formal letter writing is undoubtedly one of the most challenging types of letter format. When putting it together, often you are addressing a person or organization with whom you are not familiar and the quality of your content, including spelling and grammar, will be strongly scrutinized.
- Formal letters are written in an orderly and conventional language and follow a specific format. These are written for official purposes only.
- Informal letters are personal letters. These letters do not follow any set pattern or any specific pattern. These contain personal information from a written conversation. Informal letters are generally written to family, friends, relatives, etc.
- Application is a formal request made for a position or to be allowed to do or have something, submitted to an authority, institution, or organization. i.e., "an application for sick leave".
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

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



## INTRODUCTION

5 MINUTES

- Write the word "LETTER" on the writing board:
- Ask students what they think this word means?  
**Expected answers: ABC, alphabet, word letters, application, message.**
- Take students' answers and tell them that the word letter means a form of writing used for written correspondence.
- Ask students why we write letters.

**Expected answers: to convey a message, to connect with family and friends, to communicate with others from a distance.**





## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

1. Ask students to recall previous lessons on letter writing (from 4<sup>th</sup> grade).
2. 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)

3. Review this information with the whole class.
4. Tell them that formal letters are written for official purposes, like business, job, to banks, etc. Informal letters are written to friends, family, and relatives. Tell students that an application is basically a formal letter.

### Activity 2:

10 Minutes

1. Divide the class into six groups.
2. Give students the following topics to write letters on:
  - ♦ Write a letter to your uncle, thanking him for a gift.
  - ♦ Write a letter to the editor of a local newspaper about bad cleanliness conditions in the locality.
3. Assign three groups to write an informal letter and three groups to write a formal letter.
4. Tell students to refer to the table above and use the information while writing a letter.
5. Guide them when and where necessary.
6. Once they have completed the task, ask the representatives of the groups to share their letters with the class.



## CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by telling the students that:

1. Formal letters follow a certain pattern and formality. They are strictly kept professional in nature, and directly address the issues concerned. Any type of business letter or letter to authorities falls in the category of formal letters.
2. Informal letters are personal letters. These letters do not follow any set pattern or formalities. They contain personal information from a written conversation. Informal letters are generally written to family, friends, relatives, etc.



## ASSESSMENT

5 MINUTES

1. Write the following recipients of letters on the writing board.  
**Principal, Friend, Chairman, Brother**
2. Ask students to tell what type of letters will be written to the people mentioned above.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Tell students to write the following letter and share it with the class in a week.

**Letter of Request: Write a letter to your school Principal requesting either information or a favour.**

### **Guidelines for Request Letter Writing**

- ◇ In the opening paragraph, briefly introduce yourself and let the recipient know why you are writing to them.
  - ◇ In the next paragraph, tell the recipient what you are requesting from them, along with any pertinent details that would help them to fulfill your request. If you need your request filled in by a certain date, be sure to let them know in this paragraph.
  - ◇ In the closing paragraph, thank the recipient for their time/consideration and provide your contact information (if applicable).
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

## REPLY TO INFORMAL LETTERS



## STUDENT LEARNING OUTCOMES

- Write a reply to a short informal letter from friends and family members.

## INFORMATION FOR TEACHERS

- Remind students of rules of capitalisation of proper nouns/names and punctuation.
- Notes and letters are usually written for extending invitations, sending reminders, saying thanks, seeking permission, wishing someone to get well soon, etc.
- Introduce three parts of a note or a letter e.g. heading and greetings, body of the letter, closing and signature.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalks/marker, duster, textbook.



## INTRODUCTION

5 MINUTES

- Brainstorm with students on different ways in which we have written communication (letters, emails, text messages).
- Ask the students when they get any letter from their friends and family members, how do they reply.
- Ask them if they remember how the letter begins and ends.
- Lead them to point out the three parts of a letter.



## DEVELOPMENT

20 MINUTES

## Activity 1:

07 Minutes

- Write the following letter on the blackboard. Please follow the exact layout of the letter.
- Ask the students to read it.
- Ask the students to read the following letter in pairs and label the five parts of the letter.
- Monitor and help the students.

125 Kaghan Colony,  
Abbottabad.  
10th April, 2011.

Dear Amna,

Hi, how are you?

Thanks for sending me the pictures of the snowfall in Abbottabad. It looks so exciting! Some one said that it was a hail storm and not snow, but that doesn't really matter. Whatever it was, it looked really pretty! It was very naughty of you to stay outside the house. So tell me how did the snow make you feel when you picked it up? Was it hard or soft?

I showed the picture to my friends at school too. They all liked them.

Bye for now.

Your friend,  
Aasma

5. Once they have done the activity, ask the students to tell what is the letter about.

**Activity 2: 06 Minutes**

1. Tell the students to write a similar note to a friend on a separate paper.
2. Tell them to be careful about the capitalisation and layout of the letter.
3. Monitor and help the students while writing in pairs.
4. When they are done with the activity, write the checklist on the board and ask the students to check each other's work to make sure that the date and address are written properly, that the closing of the letter is proper too.

**Activity 3: 07 Minutes**

1. Ask the students to put their notebooks on teacher's table.
2. Shuffle the copies and ask students to come and pick one letter from the teachers table and open and read it.
3. Ask the students to write a reply to the letter which they have picked from the table.
4. Instruct the students to include heading (address & date), greetings, body/note of the letter, closing, and signature in their letter.
5. Guide and help / facilitate the students.



**CONCLUSION / SUM UP**

3 MINUTES

1. Ask the students to tell the conventions of letter writing.
2. Ask students to review their work to make sure that the rules have been followed, and that punctuation is used properly.
3. Ask students to volunteer to read out their letters.



**ASSESSMENT**

5 MINUTES

1. Check students' notebooks to see if the rules of writing a letter have been followed.

2. Check students' notebooks to see if the main body has content that is informative, interesting and expressive.
3. Involve the students in solving problems given exercise at the end of unit chapter.



### **HOMEWORK / FOLLOW UP**

2 MINUTES

- Ask the students to write a letter to their friends and share the little joys of life with them.

## REVISING WRITTEN WORK



## STUDENT LEARNING OUTCOMES

- Revise written work for layout, legibility, and vocabulary.

## INFORMATION FOR TEACHERS

- Reinforce indentation: indentation is a space at the beginning of a paragraph to indicate paragraph beginning (in handwritten text, the indented space is one finger width).
- Convention for writing titles and subheadings. We either write in all capital letters or we write the first letter capital except for function words e.g. The Story of Little Red Riding Hood, The Day I Went on a Picnic.
- Vocabulary is revised to check for repetition i.e., using the same word over and over again. Students need to replace with appropriate synonyms when revising work.
- You will require each student's unchecked written work done earlier, preferably a paragraph on a given topic in an earlier class. This will be used for self-checking and revision of written work as per SLO.
- 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
- While teaching the lesson, the teacher should also consult the textbook at all steps where and when applicable.



DURATION / NO OF PERIODS: 70 MINUTES/2 PERIODS



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, textbook, duster, etc.



## INTRODUCTION

5 MINUTES

- Writing the following passage on the board as it is shown below:  
**Once a fox hungry was very. It searched for some dish.**  
**It did not find the dish. It came to a playground and found some grapes on a wall.**  
**It jumped to catch the grapes but it could not.**
- Ask students to read the passage for a couple of minutes.
- Ask the following questions from the students:

- ◇ Do you find any mistakes in the passage?
  - ◇ Does the passage have a proper layout?
  - ◇ Is the vocabulary of the paragraph correct?
4. Allow 2 – 3 students to share their responses. Conclude by telling students that it is very important for a text to be written in proper layout in order to help the readers make sense out of it.



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

1. Draw the following table on the writing board:

Correction type	Correction symbol
Capitalization	,
Full stop	.
Spelling	?
Comma	ABC
Question Mark	

2. Divide the class into pairs.
3. Ask them to match the correct types with correct symbols.
4. Invite some students to share their answers.
5. Introduce 'CUPS' strategy to revise writing :
- C = Capitalization (Initial letter of proper nouns, start of a sentence)**
- U = Usage (grammar, subject-verb agreement, tense)**
- P = Punctuation ( . , ? ! : ; )**
- S = Spelling (Use your resources, like a dictionary, to check words)**

### Activity 2: 10 Minutes

1. Write the following text on the writing board and ask students to revise it.
2. Ask them to use 'CUPS' strategy to revise this text:

Once their live a wice man in a village. He always advised people to do good deed. He had the son ahmad who was very intelligent. 1 day ahmed asked her father, why do peepl fight over wealth n property her father replied they have forgotten that their stay in this world is not forever Nekst day the father took him son to the graveyard, pray their and said, this is the end of one's life. Actual life is in the hereafter.

3. Tell students to check it for layout, legibility, vocabulary, and grammar.
4. Tell students to refer to the CUPS strategy learnt in the previous activity.
5. Monitor, guide, and help the students.

#### Answer Key

*Once there lived a wise man in a village. He always advised people to do good deeds. He had a son, Ahmad, who was very intelligent. One day, Ahmad asked his father, "Why do people fight over wealth and property?" His father replied, "They have forgotten that their stay in this world is not forever." The next day, the father took his son to the graveyard, prayed there, and said, "This is the end of one's life. Our actual life is in the Hereafter"*



## CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by telling students that:

1. Proper layout, legibility, and correct vocabulary are very important for a text to be understandable.
2. Tell students to focus on these important factors while writing.
3. We can use the 'CUPS' strategy to revise/edit writing.



## ASSESSMENT

5 MINUTES

1. Write the following paragraph on the writing board:

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

2. Ask students to read the paragraph silently and identify the errors in it. Tell them to look for spelling, punctuation, and verbs.
3. Ask students to use the CUPS strategy and revise this paragraph.
4. Involve the students in solving the problems given in the exercise at the end of the unit/ chapter.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Tell students to write paragraphs on the following topics, keeping in mind the above-mentioned rules.
  - ◇ My best friend
  - ◇ My hobby
  - ◇ My school
3. Revise the writing by using the 'CUPS' strategy.



# RHYTHM, STRESS, AND INTONATION



## STUDENT LEARNING OUTCOMES

- Produce in speech and practice appropriate patterns of rhythm, stress, and intonation in the English language by listening to stories and poems read aloud in class.

## INFORMATION FOR TEACHERS

- Intonation is the way the pitch of a speaker's voice goes up or down as they speak. Intonation can be rising, falling, or flat and is used to communicate how a speaker feels. For Example, an English language speaker uses a rising intonation in spoken discourse to show that they haven't finished a sentence. The intonation commonly drops at the end of a sentence to show they have finished.
- For teaching intonation, model a variety of emotions and functions and ask learners to identify the function/ emotion. It is better to exploit a listening excerpt by identifying recurrent emotions.
- Rhythm can be described as the beat and pace of a poem. Rhythm also refers to the length of time between each major beat or accent such as in a piece of music.
- Rhythm is created by the pattern of stressed and unstressed syllables in a line or verse. It helps to strengthen the meaning of words and ideas in a poem.
- Stress is the emphasis that falls on certain syllables and not others; the arrangement of stresses within a poem is the foundation of poetic rhythm.
- While teaching the lesson, the teacher should also consult the textbook at all steps.



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



**MATERIALS / RESOURCES REQUIRED**

- Chalks/markers, writing board, poem chart, or audio recording, textbook, etc.



**INTRODUCTION**

**5 MINUTES**

- Write the following sentence on the writing board:  
*'I have something to tell you.'*
- Ask the students to read the sentence and guess, 'How does the speaker of the given sentence feel?'
  - Happy and excited?
  - Sad and worried?
  - Nervous and confused?
- Encourage students and write their responses on the writing board.
- Now, read each phrase loudly. Make sure you convey the right feeling.
- Ask the students to listen to each one carefully and guess the right feelings.  
**(For instance, say, "I have something to tell you" in a way that conveys that it is a**

serious matter which worries you.)

6. Repeat saying these sentences till students notice the intonation patterns and respond correctly.



## DEVELOPMENT

23 MINUTES

### Activity 1:

10 Minutes

1. Review the key terms 'rhythm, stress, and intonation' with the whole class with the help of the 'information for teachers' section.
2. Write the following words on the board: photograph, photographer, and photographic.
3. Ask students: "Do they sound the same when spoken?" (Majority might answer: Yes)
4. Say: "No. Because ONE syllable in each word is STRESSED – that means it is stronger than the others."

**PHOtograph**

**phoTOgrapher**

**photoGRAPHic**

5. Tell students that this happens in ALL words with 2 or more syllables: **TEACH**er, Ja**PAN**, **CHIN**a, a**BOVE**, conver**S**ation, **IN**teresting, im**PORT**ant, de**MAND**, et**CET**era, et**CET**era, etc.
6. Show or refer to the textbook and read-aloud/play the given poem with correct intonation patterns:

#### Little Things

**Little drops of water  
Little grains of sand,  
Make the mighty ocean,  
And the pleasant land.  
So the little moments,  
Humble though they be,  
Make the mighty ages  
Of eternity.  
So our little errors  
Lead the soul away  
From the path of virtue,  
Far in sin to stray.  
Little deeds of kindness,  
Little words of love,  
Make our earth happy,  
Like the heaven above.**

7. Share with students that 'rhythm' can be created by the pattern of stressed and unstressed syllables in a line or verse.
8. Invite a few students to sing the poem, paying attention to intonation patterns to the class.
9. Help the students to identify the rising and falling tones and stressed/unstressed syllables.

### Activity 2:

13 Minutes

1. Display or write the given short dialogue on shopping:

**Shopkeeper: Can I help you?**

**Customer: I'd like one chocolate ice cream. (fall)**

**Shopkeeper: One chocolate ice cream. Anything else? (fall-rise)**

**Customer: One strawberry ice cream. (fall)**

**Shopkeeper: One chocolate (fall-rise), one strawberry (fall-rise). Anything else? (rise)**

**Customer: Yes. One chocolate (fall-rise), one strawberry (fall-rise), and one vanilla**

(fall).

**Shopkeeper: Here, you are. (fall-rise)**

**Customer: Thank you. (fall)**

2. Explain to students that during a conversation when we introduce new information our tone 'falls' and we share previous knowledge with a tone between 'fall-rise'.
3. Divide the students into pairs and ask them to practice the given intonation patterns as mentioned at relevant places.
4. Facilitate students by modeling the phrases/sentences.
5. Appreciate students' work and give feedback if required.



### CONCLUSION / SUM UP

2 MINUTES

1. Tell the students that rhythm deals with the beat and pace of a poem. The rise and fall of the tone matter most in rhythm. The intonation relates to the purpose and meanings of what we say.



### ASSESSMENT

3 MINUTES

1. Informally the assess student's speaking skills while practicing the dialogue.



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to practice the given dialogue with their siblings/parents.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

## TONE AND NON-VERBAL CUES



## STUDENT LEARNING OUTCOMES

- Identify and use appropriate tone and non-verbal cues for different communicative functions.

## INFORMATION FOR TEACHERS

- Go through the lesson plans for grade 3 for better understanding and progression of the lesson.
- Non-verbal communication is an important aspect of spoken communication that does not involve words. This adds emphasis or shades of meanings to what people say. It involves body language, gestures, facial expressions, tone and pitch of voice, etc.
- When speaking with others, your tone clarifies and conveys meaning. A phrase as simple as "I don't know" can be taken in several different ways depending on how you decide to express it. Your tone can not only affect how people perceive you but also their willingness to listen to you.

## Nonverbal communication can play five roles:

- ♦ **Repetition:** It repeats and often strengthens the message you're making verbally.
- ♦ **Contradiction:** It can contradict the message you're trying to convey, thus indicating to your listener that you may not be telling the truth.
- ♦ **Substitution:** It can substitute for a verbal message. For example, your facial expression often conveys a far more vivid message than words ever can.
- ♦ **Complementing:** It may add to or complement your verbal message. As a boss, if you pat an employee on the back in addition to giving praise, it can increase the impact of your message.
- ♦ **Accenting:** It may accent or underline a verbal message. Pounding the table, for example, can underline the importance of your message.

(Source: *The Importance of Effective Communication*, Edward G. Wertheim, Ph.D.)

- While teaching the lesson, the teacher should also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, chart, things in the surroundings, textbook, etc.



## INTRODUCTION

5 MINUTES

(No Talk Strategy)

- Instruction: when your students arrive for class, greet them with silence, as students begin to seat themselves, tell them that they all must remain silent until you tell them otherwise. Use only nonverbal cues to get them to engage in the normal classroom routines. For

example, once everyone is in the chairs/desks, use gestures to get them to open their book. You can put your hands together to form a book-like shape or mimic pretending to read a page, students will eventually pick your gestures and cues to perform the tasks. Then they would respond to you with their own gestures. Continue it for some time and then discuss with the students how sometimes nonverbal cues can be just as effective as verbal communication.

- Highlight the importance of tone and nonverbal communication mechanisms in our lives and their components. Realty this with all the discussion they just had.
- Discuss the importance of using appropriate tones while speaking. Try to reinforce that yelling and arguing may not be the best way to communicate with others.



## DEVELOPMENT

23 MINUTES

### Activity 1: 08 Minutes

- Show or draw cartoon faces/emojis for the following moods: happy, sad, disappointed.
- Ask students to guess their meanings and then practise making similar 'faces'.
- Tell the students that different gestures have different meanings. Practice and let the students act the following:

Gestures	Meaning
Brisk, erect walk	Confidence
Standing with hands on hips	Anger
Sitting legs apart	Relaxed
Walking with hands in pockets	Casual
Shoulders bent	Sad
Biting nails	Nervousness
Head resting in hands	Boredom
Tapping fingers	Impatience
Leaning towards someone	Show of interest what the other person is saying
Making direct eye contact	Show that you are attentive towards someone

- Practice more gestures and body movements with students and ask them to guess their meanings. You can ask the students to act also.

### Activity 2: 05 Minutes

- Make the students think of the sounds we use for communication without words, e.g., shhhhhhh, mmmmmm, err, oh, ah, etc.
- Allow 3 – 4 students to share their responses with the class by making a few particular sounds and the class will guess their meanings and when we use such sounds for better communication. Help the students to write the sounds in their notebooks.

### Activity 3: 10 Minutes

- Divide the class into small groups.
- Ask them to choose a popular fable or short story, e.g., The Ant and the Grasshopper or The Hare and the Tortoise.
- Ask the students to enact a silent movie by acting out the events from their selected story.
- The groups will perform in front of the class without talking; they will use facial expressions,

gestures, and body language only.

5. Then have a discussion with all of the students to check how much they were able to understand.



### **CONCLUSION / SUM UP**

2 MINUTES

1. Enquire from students how helpful using the nonverbal cues was to them for communicating their message and did they enjoy it.



### **ASSESSMENT**

3 MINUTES

1. Ask students to work in pairs. The partners should take turns and perform silently any action of his/her favourite cartoon character. The other partner guesses what the gestures/ actions mean.
2. Involve the students in solving the problems given in the exercise at the end of the unit/ chapter.



### **HOMEWORK / FOLLOW UP**

2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Ask the students to make a chart in the class with students drawing different faces and expressions/moods. Each student may draw some face in his/her notebook as well.

# INFERENTIAL QUESTIONS



## STUDENT LEARNING OUTCOMES

- Apply strategies to comprehend questions for appropriate response by marking keywords, verbs, and tenses in inferential questions.

## INFORMATION FOR TEACHERS

- Inference means drawing conclusions based on information that has been implied rather than directly stated.
- In simple words, inference is a conclusion reached based on evidence and reasoning.
- While making inferences the reader uses the clues in the text to discover what is not directly stated.
- Making inferences requires students to combine what they are reading with what they already know, to reach into their personal knowledge and apply it to what they are reading.
- The inferential questions often begin with 'Why' and 'How' words asking for information which are not stated clearly in the given text.
- While teaching the lesson, the teacher should also consult the textbook at all steps.



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



## MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, storybook/atlas/ textbook, etc.



## INTRODUCTION

5 MINUTES

- Write the given sentences on the writing board.  
*Mr. Shahzad was talking to my father about a large tree that was dying. After they were finished, Mr. Shahzad tied a rope to the tree and took out his axe. Soon, he had done his job.*
- Ask the students to read the sentence carefully and find answers to the given questions:
  - What is Mr. Shahzad's profession?
  - Why did he tie a rope to the tree?
  - What happened to the tree?
- Encourage students and write their responses on the writing board briefly.
- Then ask the students, "What clues did you use to find the answers?"



## DEVELOPMENT

23 MINUTES

### Activity 1:

13 Minutes

- Review the concept of inference with the class using the 'information for teachers' section.

2. Tell the students that when a question is 'inferential,' that means the answer will come from evidence and reasoning, not from an explicit statement in the text.
3. Choose a text of students' interest and write it on the board. For example:

"Lucy! Lucy! Where are you?" Sara called out again and again as she walked along the main road. It was really a bad road for cats. Sara prayed she hadn't gone far away. But it had been nearly two days, and still, Lucy hadn't come home.

4. Challenge the students to try to answer the following questions:
  - ◊ Who was Lucy?
  - ◊ What is Sara's relationship with Lucy?
5. Encourage the students and write their responses on the writing board.
6. Explain to the students that the information given in the text does not directly state the answer. Therefore, look for the given clues/ facts that you have to pick up to answer questions.
7. Further, tell them that in the given text the clues/ facts can be:
  - \*A bad road for cats.
  - \*She prayed she hadn't gone far away.
8. Explain to students that the two details above can help them to infer the answer that Lucy was Sara's pet cat and the verb, "Sara *prayed* for the cat's safe return" shows Sara's love and care for the cat. Inferring is often used to identify a character's feelings, emotions, and motives in a story.

## Activity 2: 10 Minutes

1. Show or write the given passage on the writing board and ask the students to answer the questions given at the end.

"Sunny!" Mom called out as she walked in the front door. "Sunny," she continued shouting, "I need some help with these groceries." There was still no reply. Mom walked into the kitchen to put the grocery bags down on the counter when she noticed shattered glass from the window all over the living room floor and a cricket ball not far from there. "I'm going to kill you, Sunny!" Mom yelled to herself as she realized that Sunny's shoes were gone.

- ◊ What happened to the window?
  - ◊ How do you know this?
  - ◊ Why did Sunny leave?
2. Invite a few students to share their answers with the class.
  3. Encourage the students and give your feedback as and where needed.



## CONCLUSION / SUM UP

2 MINUTES

1. Tell students that we have learnt to answer short questions based on our inference of what the writer had said 'between the lines' using keywords/clues given in the text.



## ASSESSMENT

3 MINUTES

1. Informally assess students' comprehension skills while they answer inferential questions.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to read a short story and write two questions that have answers that are not directly stated in the story.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.



## SIMPLE FUTURE TENSE



## STUDENT LEARNING OUTCOMES

- Illustrate the use of tenses, (simple present and continuous, simple past and continuous and simple future tense) previously learnt in their speech and writing.

## INFORMATION FOR TEACHERS

- Rules for formation of the Simple Future tense:

**Subject + will/shall + 1<sup>st</sup> Form of the verb + object**

I, we	Shall
He, she, it, they	Will

- This tense tells the intentions of people what they are planning for the future.
- To clarify the concept of the future tense, add the future time in the sentence for example, tomorrow, next day, next week, next month, next year.



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



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster and textbook.



## INTRODUCTION

5 MINUTES

- Write the heading "Simple Future Tense" on the board and ask the students:
  - What do you know about it?
  - Which helping verbs are used in it?
  - Which form of verb is used?
- Record the responses of the students on the board, giving and asking examples.
- Tell the students the use of shall and will by giving examples.

I, we	Shall
He, she, it, they	Will

## Examples:

- 'I shall not waste my time'.
  - 'Ahmed will fly to Karachi'
- The formation of the negative sentences in the Simple Future Tense is:

**Subject + will/shall not + 1<sup>st</sup> Form of the verb + object**

**Example:**

- ♦ Ahmed will not fly to Karachi,

5. The formation of the interrogative sentences in the Simple Future Tense is:

**will/shall + Subject + 1<sup>st</sup> Form of the verb + object**

**Example:**

- ♦ Will Ahmed fly to Karachi?

**DEVELOPMENT**

20 MINUTES

**Activity 1:**

10 Minutes

1. Divide the class in pairs.
2. Each pair will write a paragraph with the following paragraph starter:
3. I will be going to Karachi today.

**Use the Following Bank of Phrases**

**Pack my bag, iron my clothes, take shower, get ready, buy a ticket, attend a wedding in Karachi, take a ride to the railway station.**

4. After the students have finished their work, ask them to check their work by following the rules of simple future tense.
5. Take the oral feedback of paragraphs from students and appreciate their effort.

**Activity 2:**

10 Minutes

Ask students to write a paragraph about what they will become when they grow up, answering these questions:

1. How will you prepare yourself for the profession of your choice?
2. What will you study?
3. What kind of books or TV programmes will you give time to?
4. Once you enter that profession, what will you do?

**CONCLUSION / SUM UP**

3 MINUTES

1. Repeat the usage of will and shall.

**ASSESSMENT**

5 MINUTES

1. Change the following sentences into negative and interrogative simple future tense.
  - ♦ I shall go to school tomorrow.
  - ♦ Ahmed will eat the cake.
  - ♦ They will come to the party.
  - ♦ You will cook the dinner.
  - ♦ We shall meet at the park.
2. Involve the students in solving the problems given in the exercise at the end of unit/ chapter.

**HOMEWORK / FOLLOW UP**

2 MINUTES

1. Give them a paragraph of simple present tense to write from the text book and instruct them to change it into simple future tense.

## SIMILES



## STUDENT LEARNING OUTCOMES

- Analyse and use some analogies and more similes in speech and writing.

## INFORMATION FOR TEACHERS

- A simile (pronounced: SIM-uh-lee) is a figure of speech which is used to make our language more rich and beautiful.
- We use similes to describe things by comparing them to other things which have some similar attribute or quality. For example, if I want to say someone is fast, I can say she is as fast as a horse/cheetah/tiger/panther.
- Most of the similes use the words like or as e.g. as black as coal and happy like a bird in flight.
- It is important that children understand that similes can be developed and they should try to come up with original and creative word play.
- As writers they must understand that they should learn a commonly used similes but can also come up with their own once in a while to remain original.



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



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, textbook, photocopies of the poem, chart and marker for poem display.



## INTRODUCTION

15 MINUTES

- Write the following Simile Poem on the board/or write on a chart paper and decorate with pictures and read it aloud with expression.
  - poor as a church mouse.
  - strong as an ox,
  - cute as a button,
  - smart as a fox.
  - thin as a toothpick,
  - white as a ghost,
  - fit as a fiddle,
  - dumb as a post.
  - bald as an eagle,
  - neat as a pin,
  - proud as a peacock,
  - ugly as sin.
- When people are talking you know what they'll say as soon as they start to use a cliché.

3. Introduce/Reinforce similes. Tell how similes make our descriptions and writing more beautiful and rich.
4. Explain the use of like/as.
5. Give examples of things to explain how common traits are likened to each other: as fast as a horse/cheetah/tiger/panther.



## DEVELOPMENT

40 MINUTES

### Activity 1:

10 Minutes

1. Write the following sentences on the board and ask the students to work in pairs and analyse these sentences whether they are similes or not.
2. Ask the students to write similes in front of those sentences which they think are similes and write not similes which are not similes.
  - ◇ He's as strong as an elephant.
  - ◇ My brother is a dragon.
  - ◇ Sad like tigers locked in cages.
  - ◇ It's as cold as ice.
  - ◇ Especially my sister, who is a tall giraffe
  - ◇ It's as light as a feather.
  - ◇ We are a busy family with many things to do.
  - ◇ Happy like a bird in flight.
3. Monitor and help the students.
4. Once the students are done with this activity, ask the students randomly to tell the answers.
5. All the options are similes except option 2, 5, and 7.

### Activity 2:

10 Minutes

1. Write the following words on the writing board and ask the students to copy in their notebooks.
2. Ask the students to come up with things that share the following attributes/qualities.
  - ◇ is hard \_\_\_\_\_ (rock, stone)  
\_\_\_\_\_
  - ◇ feels soft \_\_\_\_\_ (silk, flower petal)  
\_\_\_\_\_
  - ◇ is sweet \_\_\_\_\_ honey  
\_\_\_\_\_
  - ◇ feels rough \_\_\_\_\_ sand  
\_\_\_\_\_
  - ◇ is heavy \_\_\_\_\_ rock  
\_\_\_\_\_
  - ◇ sounds noisy \_\_\_\_\_ cricket match  
\_\_\_\_\_
  - ◇ is light \_\_\_\_\_ as a feather \_\_\_\_\_ a flower  
\_\_\_\_\_
3. Ask them to come up with as many ideas as possible. Accept and appreciate creative ideas.
4. Don't reject if there is some similarity.
5. Tell them to note down the similes in their notebooks.

**Activity 3:****10 Minutes**

1. Write the following sentences along with the word bank on the blackboard.
2. Ask the students to copy and read the words in the word bank.
3. Tell them to read the sentences carefully and write appropriate words in the blank spaces.

**Light thin sharp blind Wise**

- ◇ He's really smart. He's as \_\_\_\_\_ as an owl
  - ◇ Don't touch that broken glass. It's as \_\_\_\_\_ as a razor.
  - ◇ It doesn't weigh much. It's as \_\_\_\_\_ as air.
  - ◇ Without his glasses, he's as \_\_\_\_\_ as a bat.
  - ◇ She is so skinny. She's as \_\_\_\_\_ as a toothpick
4. Monitor and help the students.

**Activity 4:****10 Minutes**

1. Ask students, if someone is very active, what can you compare him or her to? Brainstorm possible options and then choose on one or two.

**CONCLUSION / SUM UP****5 MINUTES**

1. Ask the students:
  - ◇ What are similes?
  - ◇ How we make similes?
  - ◇ What words are mostly used to make similes?
2. Involve the students in solving problems given exercise at the end of unit/chapter.

**ASSESSMENT****5 MINUTES**

1. Write the correct options on the board and ask the students to do the self-correction.
2. Take rounds of the class and ask the students about their scores.
3. Give them the poem with blanks and ask them to fill it up.

**HOMEWORK / FOLLOW UP****5 MINUTES**

1. Ask the students to write three similes with like and three similes with as, of their own.
 

**as poor as a \_\_\_\_\_.**  
**as strong as an \_\_\_\_\_,**  
**as cute as a \_\_\_\_\_,**  
**as smart as \_\_\_\_\_.**  
**as thin as a \_\_\_\_\_,**  
**as white as a \_\_\_\_\_,**  
**as fit as a \_\_\_\_\_**  
**as dumb as a \_\_\_\_\_.**  
**as bald as an \_\_\_\_\_,**  
**as neat as a \_\_\_\_\_,**  
**as proud as a \_\_\_\_\_,**  
**as ugly as \_\_\_\_\_.**
2. Use fresh similes when you speak and you write, so your friends will think you are quite clever and bright.

## SIMPLE QUESTIONS



## STUDENT LEARNING OUTCOMES

- Respond to and ask simple questions starting with 'be', 'do', and 'have'.

## INFORMATION FOR TEACHERS

- 'To be' verbs are amongst the most commonly used verbs in the English language, but they are considered irregular verbs. That is why they are difficult to teach and hard to learn. It is better to make students understand through games and entertainment activities.
- 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 is '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 weekly basis for asking the most questions in the class.
- While teaching the lesson, the teacher should also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, charts, textbook, a list of questions, etc.



## INTRODUCTION

5 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".
- Tell the students that to make simple questions we put a helping verb at the start of a sentence.



## DEVELOPMENT

20 MINUTES

## Activity 1:

10 Minutes

- Write each question and answer from the following table on small slips of paper (there should be only one sentence per slip):

Questions	Answers
I smile a lot.	Do I smile a lot?
He recites the Quran.	Does he recite the Quran?
She reads a book every night.	Does he read a book every night?
You have done it.	Have you done it?
You are writing?	Are you writing?
He is playing.	Is he playing?
You have a car.	Do you have a car?
I am driving fast.	Am I driving fast?

- Distribute the slips among the students randomly.
- Ask the students to mingle in the class and find a student with a slip relevant to their question or answer.

### Activity 2: 10 Minutes

- Write the following sentences on the writing board:
  - I work hard.
  - I play cricket.
  - She eats an apple.
  - You have a book.
  - He has a pen.
- Divide the class into pairs.
- Ask pairs to change the sentences written on the writing board into simple questions.
- Allow 3 – 4 students to share their answers with the whole class.



### CONCLUSION / SUM UP

3 MINUTES

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".
- Simple questions starting with form 'to be' begin with 'is, are, am' are in agreement with the subject e.g.
  - Is he playing?
  - Are you singing?
  - Am I writing?
- Simple questions with 'have/has' often have a third form of the verb. e.g.
  - Have you visited Karachi?



### ASSESSMENT

5 MINUTES

- Ask students the following questions:
  - Does Saira play tennis?
  - Does the cat run fast?
  - Do you speak English?
  - Are you coming home?
  - Is the bird flying?
  - Have they done their homework?
  - Am I speaking well?
  - Has she taken tea?
- Take their responses and appreciate them.



### HOMEWORK / FOLLOW UP

2 MINUTES

- Ask the students to repeat the same practice with siblings at home.
- Encourage them to participate actively.
- Assign students to do the relevant activities/ exercises from their textbook as homework.





# 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

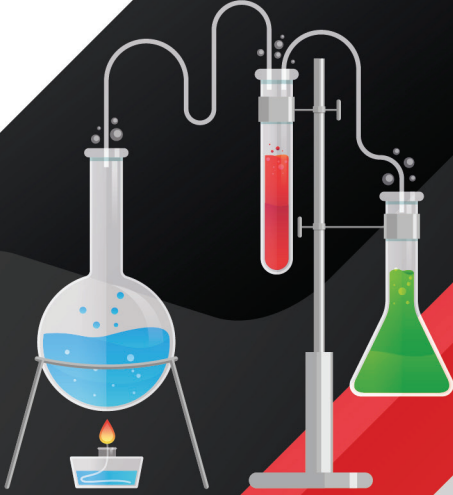




Professional Development  
for Quality Education

GRADE

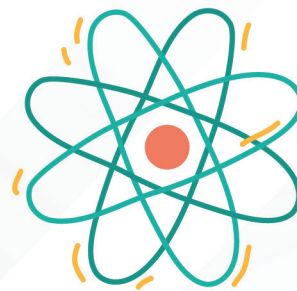
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# GENERAL SCIENCE

## Lesson Plans

Based on Curriculum 2020



Directorate of Curriculum and Teacher Education (DCTE)  
Khyber Pakhtunkhwa, Abbottabad

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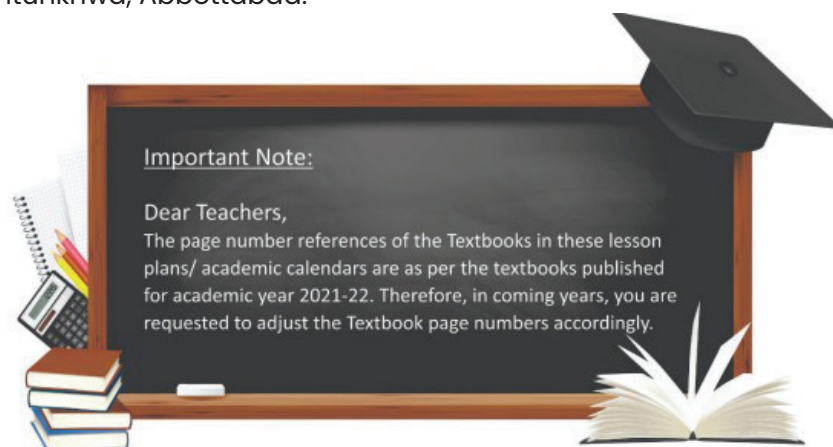
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**NOTIFICATION:**

**No.5073-5235/F.24/Vol-II/SLP/G-V/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-V 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. PS to Minister, Elementary & Secondary Education Department Govt. of Khyber Pakhtunkhwa, Peshawar.
6. All Sub Divisional Education Officers (M/F) in Khyber Pakhtunkhwa and Newly Merged Districts (NMDs).
7. Team Leader ASI-KESP, at PC 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**

# CLASSIFICATION OF ORGANISMS



## STUDENT LEARNING OUTCOMES

Describe classification of organisms and its importance.

## INFORMATION FOR TEACHERS

- Follow the given instructions before teaching the lesson.
- 1. Read the topic from the textbook for developing a holistic picture and better understanding.
- 2. Ensure safety measures while students perform activities in the group.
- 3. Plan and arrange the materials required for activities.
- 4. Use suitable methods for teaching the topic such as activity methods, lecture cum discussion, demonstration, project method, etc.

**Keywords** Classification, organism, characteristics and group.

**Skills** Classification, observation, inferring



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



## MATERIALS / RESOURCES REQUIRED

- Writing board, marker, chalks, duster, charts of animals and plants, General Science Textbook Grade – 5.



## INTRODUCTION

5 MINUTES

1. Ask students to name living and nonliving things present in the surroundings.
2. Show the pictures of some animals, plants, and nonliving things in class.
3. Make a table on the writing board with two columns and ask the students to place the names of animals, plants in the living column and nonliving things in the respective column.

Living Things	Nonliving Things

4. After discussing living and nonliving things, announce the topic as "Classification of Organisms".

**Activity 1:**

1. Perform activity 1.1 on page 2 of the General Science textbook for Grade 5.
2. For explanation perform the following activity.

**Activity 2:**

1. Show charts having pictures of plants (small and large plants) given below.



2. Ask students to classify plants, based on their sizes, whether they are small or large.
3. Ask questions like;
  - ♦ What is on the chart?
  - ♦ How did you classify or group plants? (Discuss based on sizes)
4. Explain to students that putting organisms into separate groups based on similarities and differences is called the classification of organisms.
5. Ask the students to classify the different items in their school bag.
6. How did you classify different items in your school bag?
7. Similar items are placed in one group and those items which are not similar are placed in another group.
8. Do you find any benefit of this classification?
9. Explain the importance of classification;
  - ♦ On the basis of classification, we can determine the similarities and differences among organisms.
  - ♦ We can identify organisms easily.
  - ♦ Know the relationship among organisms.
  - ♦ When we study the characteristics of one organism, the same characteristics may be given to a similar organism.

### Activity 3:

Divide the students into five groups. Assign one kingdom of the following to each group.

- ◇ Monera
- ◇ Protista
- ◇ Fungi
- ◇ Plantae
- ◇ Animalia

Students will work in groups and each group will list the characteristics of one kingdom while reading from the textbook.

Each group will present their allocated kingdom to the class with simple drawings.

Explain and summarize the Five Kingdoms System.

### Recapitulation

What is an organism?

What is classification?

Write down the names of the Five Kingdom System?



### CONCLUSION / SUM UP

3 MINUTES

- Ask the following questions from students:
  1. Define classification?
  2. Why classification is important?
  3. Name some characteristics of plants and animals that are important for classification.



### ASSESSMENT

5 MINUTES

Ask the students to write down any three characteristics of plants and animals in the notebook.



### HOMEWORK / FOLLOW UP

2 MINUTES

Ask the students to collect pictures of 5 animals and 5 plants and name them and also paste them in their notebook.

# CLASSIFICATION AND CHARACTERISTICS OF FLOWERING PLANTS



## STUDENT LEARNING OUTCOMES

- Classify the plants into two major groups (monocots and dicots) and give major examples of each group.
- Compare and contrast the structure of a monocot and dicot plant (with respect to their seeds, leaves and flowers).

## INFORMATION FOR TEACHERS

Follow the given instructions before teaching the lesson:

1. Read the textbook and topic fully, also use available additional resources to develop the holistic picture.
2. Keep in view the safety measures while students perform activities in the group.
3. Plan and arrange the material needed for activities.
4. Know the detailed explanation of the contents.
5. Use any suitable method from the given list.
  - ◇ Activity-based method
  - ◇ Lecture cum discussion
  - ◇ Demonstration
  - ◇ Project method

**Keywords** Flowering plants, monocot, dicot, cotyledons

**Skills** Classification, observation and inferring.



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



## MATERIALS / RESOURCES REQUIRED

- Writing board, marker, chalks, leaves of plants, seeds of plants, etc. General Science Textbook Grade – 5.



## INTRODUCTION

5 MINUTES

1. To create an environment suitable for teaching/ learning ask few questions like:
  - ◇ What is classification?
  - ◇ Why we divide organisms into different groups?
  - ◇ What do you think; can plants be divided into different groups?
2. Announce the topic that today we will discuss the “classification and characteristics of flowering plants”.

**Activity 1:**

1. Divide the class into two groups and give them pictures of different plants and ask them to observe the characteristics and structure of plants.
2. Assign to Group-1 the flowering plants and to group-2 the non- flowering plants.
3. Now ask both the groups to present their observations one by one in front of the class and complete the table and record the observations on the board.

S No.	Characteristics	Flowering plants	Non-Flowering plants
1	Has flowers	Yes	No
2	Has fruits	Yes	No
3	Example	Apple, wheat	Ferns, conifers

4. Ask questions to explain the main characteristics of plants
  - ◇ How do plants differ from one another?  
(They may be different based on their sizes, structure, some bear flowers and some do not bear flowers).
  - ◇ How did you classify plants?
  - ◇ What are flowering plants?
5. Assign activity 1.3 on page # 6 of G.S textbook Grade-5 to the students. Provide help and instructions to the students while performing the activity.

**Activity 2:**

- To discuss the structure of dicot and monocot, the following activity is to be performed  
Divide the students into appropriate groups
1. Each groups is to be given seeds of different plants like maize, bean, rice, wheat, pea, and gram, etc.
  2. Ask students to collect the following information about seeds:
    - ◇ Observe the internal and external structure of the seed.
    - ◇ Remove the upper layer/cover of the seed and observe its internal structure.
    - ◇ Now give some more seeds to the students and observe their internal and external structure.
    - ◇ A cotyledon, or seed leaf, is a leaf that is stored in a seed. When the seed sprouts, the cotyledons are the first leaves that the plant has.
    - ◇ Infer; some seeds have two cotyledons, and some have one cotyledon, the seed with one cotyledon is a monocot and the seed with two cotyledons is a dicot.

**Recapitulation:**

- Ask few questions to check the understanding of the students.
  - ◇ What is a monocot seed?
  - ◇ What is a dicot seed?



- To check the students learning ask the following questions.
  - ◇ Define flowering plants
  - ◇ What is cotyledon?

- ◇ Which plants bear flowers?
- ◇ What do you think are all plants similar to one another?
- ◇ Why we classify plants?



### ASSESSMENT

5 MINUTES

Classify the given dicot and monocot plants based on seeds, leaves, and flowers. Sugarcane, Mango, Guava, Wheat, Rice, Rose, Pea, Maize, and bamboo.



### HOMEWORK / FOLLOW UP

2 MINUTES

Collect different leaves of monocot and dicot plants from your surroundings, classify and paste them in your notebooks.



# CLASSIFICATION AND CHARACTERISTICS OF ANIMALS



## STUDENT LEARNING OUTCOMES

- Differentiate between vertebrates and invertebrates based on their characteristics

## INFORMATION FOR TEACHERS

- Follow the given instructions before starting the lesson.
- Read the text of the topic fully from the textbook and other available resources for developing a holistic picture.
  - Keep in view the safety measures while students perform activities in the group.
  - Plan and arrange the material needed for activities.
  - Know the explanation of the contents.
  - Use any of the suitable method for teaching the topic such as activity-based methods lecture cum discussion, demonstration, and project methods.
  - Identify keywords and prepare their proper explanation on chart to be displayed in the class

**Keywords** Vertebrates and invertebrates, skeleton, bones, segmented and backbone.

**Skills** Observation and classification skills to be emphasized during the lesson.



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



## MATERIALS / RESOURCES REQUIRED

- Writing board, marker, chalks, charts pictures of some common animals (vertebrates and invertebrates), G S textbook grade-5.



## INTRODUCTION

5 MINUTES

- To create an environment favorable for teaching, ask students some questions e.g.
  - What are the names of some common animals that you mostly see in your surrounding? (Cat, dog, buffaloes, horse, butterfly pigeon, etc.)
  - What is your favorite animal?
  - What is backbone?
  - Do you have a backbone?
  - What is a skeleton?
- Now introduce the topic as "Classification and Characteristics of Animals".



## DEVELOPMENT

20 MINUTES

- Start the lesson by reviewing the classification and characteristics of animals.

### Activity 1:

- With the help of charts having pictures of some common animals, ask some questions to differentiate between vertebrates and invertebrates:
  1. What do you see on the chart?
  2. What do you think, do all animals have the same characteristics?
  3. Is there a difference between different animals on the chart?
  4. What are the characteristics of these animals?

### Activity 2:

Refer to activity 1.5 of the GS textbook on page 7, for further explanation and identification of vertebrates and invertebrates.

Summarize the activity by mentioning characteristics and differences between vertebrates and invertebrates?

#### Vertebrates:

1. Vertebrates have an internal skeleton made of bone,
2. The body is divided into three main parts i.e., head, abdomen, and tail.
3. The brain is present within the skull.
4. They can hear, see, smell, taste, and feel.
5. Blood circulates in their body in blood vessels.
6. Skins of vertebrates are covered with scales or feathers or hairs.

#### Invertebrates:

1. Do not have backbone inside the body.
2. The body structure of invertebrates is of various types
3. Some are flat, round, and are segmented.
4. The body parts of invertebrates are different in different groups

### Guided Practice:

### Activity 3:

1. Make pairs of the students and provide chart papers
2. Ask them to draw a picture of one vertebrate and one invertebrate on the chart.
3. Now hang these charts on the board.
4. Ask the students one by one to write the characteristics of each animal on the chart.  
(In this way main characteristics of the vertebrates and invertebrates will be revised.)

Vertebrate	Characteristics 1 _____ 2 _____ 3 _____
Invertebrate	Characteristics 1 _____ 2 _____ 3 _____

### Recapitulation:

- To check the comprehension of the students ask few questions like:
  - ◊ What are the two main groups of animals?
  - ◊ What is backbone?
  - ◊ How animals are different from one another?



### CONCLUSION / SUM UP

3 MINUTES

1. Conclude the lesson, ask few questions like:
  - ◊ What is a vertebrate?
  - ◊ What is an invertebrate?
  - ◊ Mention any two characteristics of vertebrates' animals.
  - ◊ Mention any two characteristics of invertebrates' animals.
  - ◊ What do you think that human beings are vertebrates or invertebrates?
2. Sum up the lesson by revising the main points of the topic.



### ASSESSMENT

5 MINUTES

- Show students a picture of lizard, goat, fish, butterfly, mosquito, and cockroach and ask students to place these pictures of animals in the columns of vertebrates and invertebrates.

Vertebrates	Invertebrates



### HOMEWORK / FOLLOW UP

2 MINUTES

- Draw the following table on the board and ask students to copy it in the notebooks and complete it from home.

S No.	Characteristics	Vertebrates	Invertebrates
1	Rabbit		
2	Duck		
3	Crab		
4	Cat		
5	Cow		

# CLASSIFICATION OF VERTEBRATES



## STUDENT LEARNING OUTCOMES

- Classify vertebrates into fish, amphibians, reptiles, birds and mammals on the basis of their characteristics.

## INFORMATION FOR TEACHERS

- Follow the given instructions before starting the lesson.
  - Read the text and topic fully in the textbook.
  - Keep in view the safety measures while students perform activities in the group.
  - Plan and arrange the material needed for activities.
  - Know the explanation of the contents.
  - Use the suitable method for teaching the topic such as activity method, lecture cum discussion, demonstration and project method.
  - Identify the keywords to be used in this lesson and display them in the classroom.

**Keywords** Amphibians, reptile, fish, birds, mammals, gills, fish, respiration, creeping, beak, cold and warm-blooded animals

**Skills** Observation and classification skills to be emphasized during the lesson.



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



## MATERIALS / RESOURCES REQUIRED

- Writing boards, marker, chalks, duster, charts, pictures of animals, G.S textbook grade-5



## INTRODUCTION

10 MINUTES

- To make the environment conducive for the teaching and learning process and to develop the interest, ask a few questions:
  - What are the main groups of animals, mention their names?
  - What are vertebrates and invertebrates?
  - What are the characteristics of vertebrates?
  - Name some common vertebrates and invertebrates.
  - Do you think that on basis of their characteristics, vertebrates can be further classified?
  - Why do we need to classify organisms?
- Now introduce the topic that today our lesson is "Classification of Vertebrates".

**Activity 1:**

1. Divide the class into five groups and give them a picture of one vertebrate e.g., fish, frog, snake, sparrow and horse.
2. Now ask students to observe the picture given to each group and point out their major characteristics and make a table on the board and record responses and guide.
3. Make corrections accordingly if the responses are not appropriate.

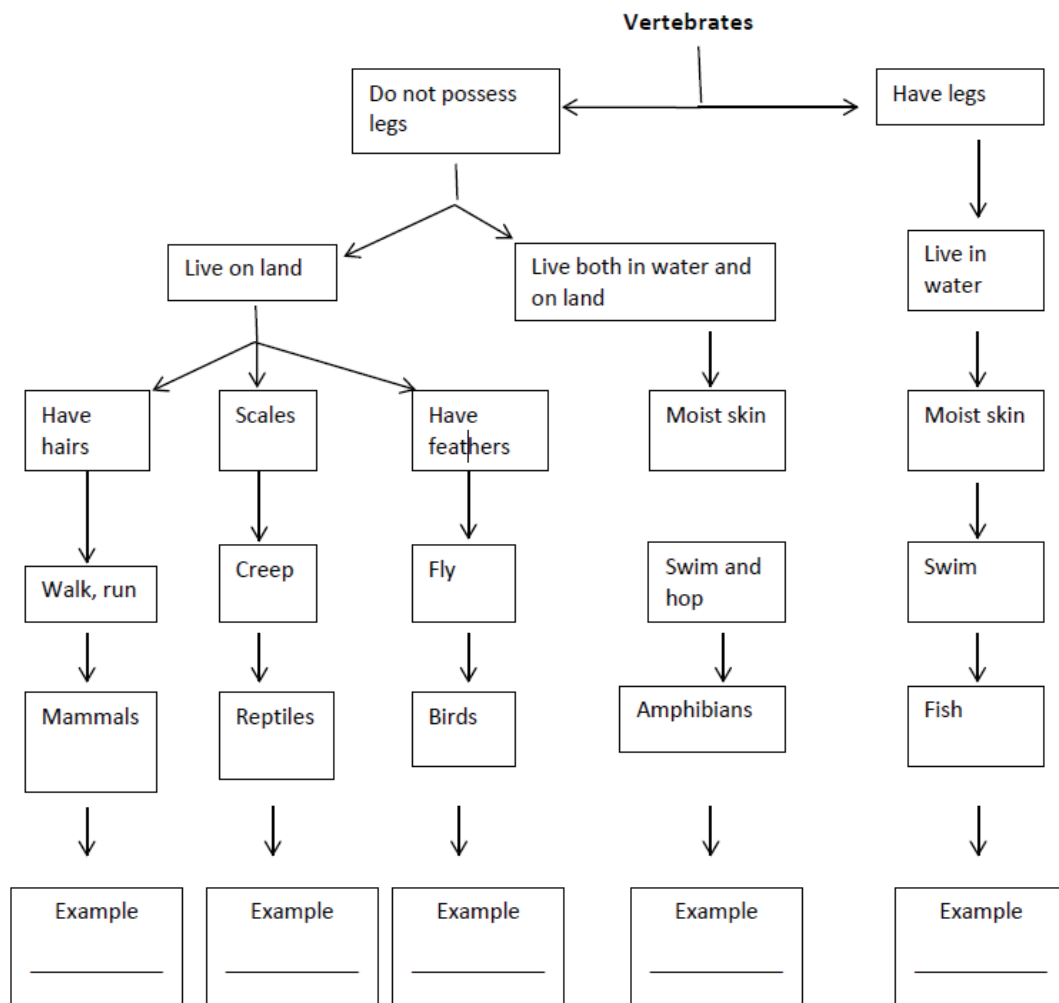
<b>Vertebrates</b>	<b>Legs</b>	<b>Habitat (land/water)</b>	<b>Skin</b>	<b>Movement</b>
Fish	No	Water	Moist	Swim
Frog	Yes	Land and water	Moist	Swim and hop
Lizard	Yes	Land	Scales	Creep
Sparrow	Yes	Land	Feather	Fly
Horse	Yes	Land	Hair	Walk/Run

**Guided practice:****Activity 2:**

1. Based on activity 1, divide the class into five groups. Assign the characteristics of different groups of vertebrates to each group.
2. Assign one group of vertebrates to each group.
3. Ask one group member to present it in the class.
4. The teacher will help the student during the presentation of the group.

**Activity 3:**

1. Explain the classification by making the following key points (Flow diagram given below) on the writing board.
2. Give the students to complete it
3. Assist the students to complete the table.



### Recapitulation:

- For checking the understanding of the students, ask few questions:
  1. What is the difference between frog and toad (ref: points to ponder page # 8 General Science textbook Grade - 5)?
  2. What are the main characteristics of vertebrates?
  3. Why could amphibians not flourish in the whole world?



### CONCLUSION / SUM UP

3 MINUTES

- To conclude the day's lesson, ask questions to check the students learning and discuss the main points of vertebrates. In the end, ask the following questions.
  - ◇ Name five groups of vertebrates?
  - ◇ What are amphibians?
  - ◇ What are reptiles?
  - ◇ What do you think the body temperature of mammals does not depend on the environment?
  - ◇ Name the vertebrate which changes body temperature with the environment.



### ASSESSMENT

5 MINUTES

- Exercise Q No. 1, 2, (ii, iii, iv) to be done in the class under proper guidance, write the correct

answer on the writing board.



## **HOMEWORK / FOLLOW UP**

2 MINUTES

- Ask to collect pictures of five different vertebrates belongs to different groups of animals and paste them in your notebooks, and record observations in notebooks like

Name of animal \_\_\_\_\_

Group of vertebrates \_\_\_\_\_

Three characteristics\_\_\_\_\_

# CLASSIFICATION OF INVERTEBRATES



## STUDENT LEARNING OUTCOMES

- Classify invertebrates into some major groups (sponges, worms, insects, molluscs and echinoderms) on the basis of their characteristics.

## INFORMATION FOR TEACHERS

Follow the given instructions before starting the lesson;

- Read the topic from the General Science textbook.
- Ensure the safety measures while students perform activities in the group.
- Plan and arrange the materials needed for activities.
- Know the explanation of the contents according to the level of the students.
- Use the suitable method for teaching the topic such as activity-based methods, lecture cum discussion, demonstration project method, etc.
- Identify keywords in the lesson and display them in the classroom.

### Keywords

Invertebrates, sponges, worms, insects, molluscs, echinoderms, pores, segmented, cylindrical and exoskeleton.

### Skills

Observation and classification skills to be emphasized during the lesson



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



## MATERIALS / RESOURCES REQUIRED

- Writing boards, markers, charts, Flashcards with animals' pictures, glue, Paper pens, etc.
- General Science textbook Grade-5



## INTRODUCTION

5 MINUTES

Ask some questions to build the interest of students on the topic like:

- Mention the names of some common animals, you see in your daily life.
- Do you think that all animals are of the same size?
- Name the insects you see at home/school?
- What are invertebrates?
- Name some invertebrates.
- What are your observations about the structure of invertebrates?
- What is the purpose of classifying invertebrates?

After discussing these questions, the topic will be announced as **"Classification of Invertebrates"**.



**Activity 1:**






1. Divide the class into two groups.
2. Give group-1 cards having pictures of sponges, worms, insects, mollusks, and echinoderms.
3. Now the group-1 will show cards to group-2, and group-2 will describe their characteristics. After discussing all major groups of invertebrates, the observations will be recorded on the writing board as;

S No	Name of vertebrates	Characteristics
1.	Sponges	-----
2	Worms	-----
3	Insects	-----
4	Echinoderms	-----
5	Molluscs	-----

Give some more information about the structure and mode of life which will help to clarify the topic further.

**Guided Practice:**

Paste the chart on the writing board having some pictures of invertebrates and record the responses. Facilitate students in getting their responses.

S.No	Invertebrates	Pictures	Characteristics
1.	Sponges		A simple form of invertebrate lives in water, take food from the water.
2	Worms		Soft body, no legs, segmented, round, cylindrical body shape, e.g., flatworm and roundworm
3	Insects		Jointed legs, body segmented, body divided into three parts i.e., head, thorax and abdomen number of legs six or three pairs having exoskeleton e.g., wasp, cockroach etc.
4	Molluscs		Soft body, live in pond, lake, ocean and land, move freely or attached to anything e.g., snail, clyster, etc.
5	Echinoderms		Found in oceans, no head, disc, or star-shaped, the body has spiny coverings

### Recapitulation:

- To check the understanding of students, ask few questions:
  1. What are invertebrates?
  2. What are the characteristics of sponges?
  3. What is an exoskeleton?



### CONCLUSION / SUM UP

3 MINUTES

- Ask following questions to conclude and summarize the lesson.
  1. What are the main groups of invertebrates?
  2. What is the name of the group of starfish?
  3. What are the characteristics of molluscs?



### ASSESSMENT

5 MINUTES

- Exercise Q No 2 (iii) of GS textbook grade-5 on page # 17 to be performed in the class.



### HOMEWORK / FOLLOW UP

2 MINUTES

- Tell students to make a chart of the following invertebrates and write their characteristics in their notebooks.
  - ◇ Earthworm
  - ◇ Honeybee
  - ◇ Octopus
  - ◇ Brittle star
  - ◇ Sponges

## BIO-DIVERSITY



## STUDENT LEARNING OUTCOMES

1. Understand the concept of extinction and endangered species and the role of human actions in the loss of biodiversity.
2. Analyze some of the factors caused by human which are affecting biodiversity
3. Suggest and write some measures for the conservation of endangered species.

## INFORMATION FOR TEACHERS

- Follow the given instructions before starting the lesson.
1. Read the topic in the textbook and in other additional resource material available for concept clarity.
  2. Keep in view the safety measures while students perform activities in the group.
  3. Plan and arrange the material needed for activities.
  4. Know the default explanation of the contents according to the level of the students
  5. Use the suitable method for teaching the topic such as activity-based methods lecture cum discussion, demonstration and project methods.
  6. Identify keywords and provide sufficient explanation and use it frequently during the lesson.

## Keywords

**Biodiversity:** The number of kinds of living things present at a particular place.

**Extinct Species:** The types of plants and animals no longer found in this world.

**Endangered:** many organisms that are very likely to become extinct in near future are called endangered species.

## Skills

Observation and inferring skills to be emphasized during the lesson.

Take examples of those animals and plants, which are present in our surroundings and also mention those organisms which are rare or extinct, so that sufficient information is conveyed about biodiversity.



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



## MATERIALS / RESOURCES REQUIRED

- Writing boards, markers, charts, old newspapers, magazine cards with pictures of animals, scissors, and glue.



## INTRODUCTION

7 MINUTES

1. Before starting the lesson create a learning environment by asking few questions like,
  - ◇ Name some plants and animals.
  - ◇ Which animal do you like the most?

- ◇ What is your favorite plant?
  - ◇ Name one big animal?
  - ◇ What are the names of some domestic animals?
  - ◇ What are the names of animals that are extinct now?
2. Introduce the term biodiversity and ask students about their understanding of the term from previous learning in grade 4.
  3. Biodiversity is a term used to describe the enormous variety of life on Earth. It can be used more specifically to refer to all of the species in one region or ecosystem.
  4. Show some pictures on a chart to conduct activity 1.7 on page 14 of the textbook, to describe some important points of biodiversity.
  5. After preliminary discussion, announce the topic as, **"Bio-diversity"**.



## DEVELOPMENT

20 MINUTES

### Activity 1:

1. Divide the class into two groups.
2. Give a chart to Group 1 and give old newspaper/ magazine to group 2.
3. Ask group 2 to cut pictures of plants and animals,
4. Ask group 1 to paste these pictures on the charts.



5. To explain the chart, ask the following questions and note responses on the writing board:
  - ◇ What do you see on the chart? (Plants and animals)
  - ◇ Name some plants, and animals from the charts
  - ◇ Name one small and one big animal from the chart?
  - ◇ Name the animals from the chart which are extinct now.
  - ◇ Name some animals which are near to extinction.
  - ◇ Define biodiversity?
6. Sum up the activity with the help of responses of students to the above questions.

### Activity 2:

1. Make the following table on the writing board:

S.No.	Name of animal	Extinct / endangered	Name of plant	Extinct / endangered
1	Dinosaurs	_____	Pine trees	_____
2	Bengal tiger	_____	Juniper	_____
3	Panda	_____	Mangrove	_____
4	Snow leopard	_____		

5	Hawk	_____		
6	Markhor	_____		
7	Indus dolphin	_____		

- Ask students to record correct responses on the writing board and to draw the table in their notebooks.

### Recapitulation:

- Check the understanding of students by asking few questions
- Define biodiversity
  - Why biodiversity is important?
  - Which animal/plant is endangered or extinct in the chart?
  - What can we do to protect biodiversity?
  - Why some animals/plants become extinct?
  - What are the factors that affect biodiversity? (Deforestation, excessive hunting)



### CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by addressing the following questions with the help of students.

What is biodiversity?

What kind of plants and animals make biodiversity?

Mention the extinct and endangered species in biodiversity?

What is our role to protect endangered and extinct species?

What is the importance of biodiversity for human beings?



### ASSESSMENT

5 MINUTES

- Exercise questions 4 parts (iii) and (iv) at the end of the chapter should be assigned in class. Students to exchange copies for checking answers in class, while teachers will write correct answers on the board



### HOMEWORK / FOLLOW UP

2 MINUTES

- Note down the names of plants and animals while going from school to home on your notebooks.
- Write your response about their extinct or endangered nature.

Name of animals/ plants	Endangered /extinct
-----	-----
-----	-----
-----	-----
-----	-----

**Month**

**2**

# MICROORGANISMS



## STUDENT LEARNING OUTCOMES

- Define and describe microorganisms.
- Identify the main groups of microorganisms and give examples for each.

## INFORMATION FOR TEACHERS

Follow the given instructions before the lesson

1. Read the topic in the textbook and in the available additional resource materials to develop the holistic picture of the chapter.
2. Ensure the safety measures while students perform activities in the group
3. Plan and arrange the materials needed for activities
4. Know the detailed explanation of the contents.
5. Use the suitable method for teaching the topic such as activity-based method, lecture cum demonstration, and project method.

**Keywords** Microscope, microorganisms, virus, bacteria, fungi.

**Skills** Observation, classifying, inferring, predicting are the skills to be emphasized.



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



## MATERIALS / RESOURCES REQUIRED

- Writing board, marker, chalks, duster, KP Textbook General Science, Grade – 5. Chart of different microorganisms, original microscope (if possible)



## INTRODUCTION

5 MINUTES

1. To create interest among the students, ask the following questions.
  - ♦ What is COVID – 19?
  - ♦ What are the symptoms of COVID – 19?
  - ♦ What causes COVID – 19?
2. Facilitate students while getting the responses to the above questions.
3. After creating curiosity in students about the current pandemic COVID-19, tell the students that today we will discuss microorganisms and recognize some common diseases caused by microorganisms of each group.



## DEVELOPMENT

20 MINUTES

### Activity 1:

1. Display the charts showing the pictures of microorganisms and microscope.
2. Let the students observe these charts.
3. Ask the students,  
What is this? (Pointing towards microscope on charts or actual apparatus)  
(Facilitate students in getting their responses)
4. After taking the responses from the students,  
Summarize the activity that, microorganisms are those organisms that cannot be seen through naked eyes and can only be seen through a microscope. Microorganisms are present everywhere in the surroundings.
5. Ask the following questions to revise the topic,
  - ♦ What is a microorganism?
  - ♦ What instrument is used to see microorganisms?

### Activity 2:

1. Divide the whole class into three groups.
2. Assign them the main groups of Microorganisms to each group:

Group – A	Group – B	Group – C
<b>Virus</b>	<b>Bacteria</b>	<b>Fungi</b>
3. Ask each group to open their textbook of Grade- 5, for their assigned topics.
4. Discuss the assigned topic within the group.
5. Provide guidance and feedback to students in the groups.
6. Nominate a student from each group to share the main points of the topic with the rest of the class.
7. After the presentation of each group,
8. Ask students to write their main points in a notebook/ chart and paste it on the wall of the classroom.



## CONCLUSION / SUM UP

3 MINUTES

- Now conclude the activity that “Microorganisms consist of three main groups i.e., virus, bacteria and fungi”.

#### Virus:

- ♦ Very tiny infectious particles
- ♦ The link between the living and nonliving organisms.
- ♦ Very harmful
- ♦ Cause diseases like COVID-19, polio, hepatitis, flu, etc.

#### Bacteria:

- ♦ Single-celled organisms.
- ♦ Found everywhere in the environment.
- ♦ They are beneficial as well as harmful.
- ♦ Cause diseases like tuberculosis, diarrhea, etc.



**Fungi:**

- ◇ Simple organisms
- ◇ Neither like plants nor animals
- ◇ They decompose dead matter,
- ◇ Ringworm, athlete's feet are diseases caused by fungi.

**Example:** yeasts, penicillin

**ASSESSMENT**

5 MINUTES

1. Ask the following questions from the students to check their understanding
  - ◇ For what purpose, is the microscope used?
  - ◇ Name two diseases caused by the virus.
  - ◇ Why is the virus a link between the living and nonliving organisms?

**HOMEWORK / FOLLOW UP**

2 MINUTES

1. Give Q No. 1 of exercise on page # 30 of the textbook as homework.
2. Tell students to write the key points of virus, bacteria, and virus in their notebooks.

# ROLE OF MICROORGANISMS AS DECOMPOSERS



## STUDENT LEARNING OUTCOMES

Highlight the role of microorganisms in decomposition and discuss its harmful and beneficial effects.

## INFORMATION FOR TEACHERS

- Follow the given instructions:
  1. Read textbook and topics carefully.
  2. Keep in view the safety measures while students perform activities in the group
  3. Plan and arrange the materials needed for activities.
  4. Know the detailed explanation of the contents.
  5. Use the suitable method for teaching the topic such as activity-based method, lecture cum discussion, demonstration and project method.

**Keywords** Decomposers, biotic and abiotic, environment.

**Skills** Observing, classifying and inferring are the skills to be emphasized during the lesson.

**Method:** Activity-based method is used while delivering the topic.



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



## MATERIALS / RESOURCES REQUIRED

- Writing board, marker, chalks, duster and General Science Textbook Grade – 5.



## INTRODUCTION

5 MINUTES

1. Check the previous knowledge of students and motivate them by asking the following questions.
  - ♦ What are the various viral diseases?
  - ♦ What are fungal diseases?
  - ♦ What are the harmful effects of microorganisms?
  - ♦ Do you know that microorganisms are beneficial?
2. Facilitate the students in getting their responses.



## DEVELOPMENT

25 MINUTES

After the last question, announce the topic "Role of Microorganisms as Decomposers".

### Activity 1:

1. Divide the whole class into two groups.
2. Assign group-1 the topic, 'Useful effects of decomposition'.
3. Assign group-2 the topic, 'Harmful effects of decompositions'.
4. Ask students to open their textbook of grade 5 on page # 24.
5. Note key points of their assigned topic on their notebooks and charts.
6. Ask both the groups to present the key points of their assigned topics to the rest of the class.
7. Summarize the topic with the key points.



### CONCLUSION / SUM UP

3 MINUTES

- Sum up the topic that microorganisms act as decomposers.
- These decomposers by microorganisms are both beneficial and harmful.
- The harmful effect of microorganisms is damaging food and wood.
- Similarly, the beneficial effect of microorganisms is the conversion of dead bodies of living organisms into simple products.



### ASSESSMENT

5 MINUTES

- To judge the level of comprehension of students about the topic, ask the following questions.
  - ◇ What is the decomposition process?
  - ◇ How is the decomposition process beneficial?
  - ◇ List the disadvantages of the decomposition process



### HOMEWORK / FOLLOW UP

2 MINUTES

- Write the answer to Q3 and Q4 part (i) in your notebooks.

# DISEASES CAUSED BY MICROORGANISMS



## STUDENT LEARNING OUTCOMES

- Recognize some common diseases caused by microorganisms of each group.
- Suggest preventive measures to protect themselves from these infections.

## INFORMATION FOR TEACHERS

- Follow the given instructions.
  1. Read the topic fully in the textbook to develop a holistic picture of the chapter.
  2. Ensure the safety measures while students perform activities in the group.
  3. Plan and arrange the materials needed for activities.
  4. Know the detailed explanation of the contents.
  5. Use the suitable method for teaching the topic such as activity-based method, lecture cum discussion, demonstration and project method.

**Keywords** Infections, diseases, infection transmission, pathogens

**Skills** Observation, inferring and classifying are the skills to be emphasized during the lesson.



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



## MATERIALS / RESOURCES REQUIRED

- Writing boards, marker, chalks, duster, KP Textbook General Science Grade – 5, a chart showing pictures of diseases and SOPs for COVID – 19.



## INTRODUCTION

5 MINUTES

1. To check the previous knowledge of students and create interest among students, ask the following questions.
  - ♦ What are microorganisms?
  - ♦ What are the main groups of microorganisms?
  - ♦ What are various diseases caused by microorganisms?
2. Facilitate students while getting responses from them.
3. After the third and last question, the topic will be announced that today we will discuss a diseases caused by microorganisms the spread of infectious diseases and preventing the infections.



## DEVELOPMENT

25 MINUTES

### Activity 1:

1. Display the pictures on the chart and paste them into the appropriate place of the classroom. Tell students to open their General Science textbook Grade 5 on page # 25 for pictures of diseases caused by microorganisms.
2. Ask students to list the diseases caused by viruses.
3. Ask questions about the diseases caused by bacteria.
4. Pointing towards the chart showing pictures of rust, smut, ringworm and athlete's foot, ask students that "What cause these diseases"?
5. To recapitulate the topic, ask students the following questions.
  - ◇ What are viral diseases?
  - ◇ Name some diseases which are caused by bacteria?

### Activity 2:

1. Ask questions from students that:
  - ◇ Why we wear a face mask?
  - ◇ What are SOPs?
2. Pointing towards the chart showing Standard Operating Procedures (SOPs) for COVID-19, tell the students that why are these SOPs important for us?  
(Facilitate students in their responses)

### Summary:

Now summarize the topic that,

1. Diseases caused by the virus are flu, hepatitis and COVID-19, etc.
2. Diseases caused by bacteria are cholera, typhoid, etc.
3. Diseases caused by fungi are ringworm, athlete's foot, etc.
4. There are preventive measures for protecting against infections.
  - ◇ Get vaccinated.
  - ◇ Wearing face mask.
  - ◇ Avoid handshake and physical touch.
  - ◇ Wash hands regularly.
  - ◇ Cover the wound immediately (in case of injury).



## ASSESSMENT

3 MINUTES

Ask/discuss with students the following Points/questions:

- ◇ List diseases caused by fungi.
- ◇ What are pathogens?
- ◇ Why we take preventive measures?



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Students have to attempt Q2 of the exercise on page 30 of the General Science textbook in their notebooks.
2. Ask the students to write down preventive measures on a chart paper and display them on the wall of the classroom.

## LESSON

## 10

# SPREAD OF INFECTIOUS DISEASES AND TRANSMISSION TO HUMANS



## STUDENT LEARNING OUTCOMES

- Recognize that microorganisms get transmitted into humans and spread infectious diseases.

## INFORMATION FOR TEACHERS

- Follow the given instructions before starting the lesson.
  - Read the topic in the textbook and other additional resource material available for the holistic understanding of the chapter.

Keep in view the safety measures while students are performing activities in the group.

  - Plan and arrange the material needed for activities.
  - Know the detailed explanation of the contents.
  - Use the suitable method for teaching the topic such as activity-based methods, lecture cum discussion, demonstration and project methods.

**Keywords** Hepatitis, pathogens, waterborne diseases.

**Skills** Observing, inferring and classification skills to be emphasized during the lesson among the students.



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



## MATERIALS / RESOURCES REQUIRED

- Writing board, marker, chalks, duster, G S textbook Grade – 5.



## INTRODUCTION

5 MINUTES

- Before starting the lesson following questions may be asked from students to link them with the previous topic and increase their interest in the new topic.
  - What are the benefits of microorganisms?
  - List various diseases caused by microorganisms.
  - Can these diseases be spread from one human being to another?
  - Facilitate students in their responses.



## DEVELOPMENT

20 MINUTES

- After the third question, announce the topic that today we will discuss the spread of infectious diseases and transmission to humans.

### Activity 1:

Perform activity 2.3 on page 26 of the General Science textbook grade – 5 to students.



#### CONCLUSION / SUM UP

3 MINUTES

1. Conclude the activity that diseases caused by microorganisms can be spread from one person to another person through the air, water, food, or through direct contact.
2. Draw the attention of the students to the spread and prevention of COVID-19 germs through social distancing.



#### ASSESSMENT

5 MINUTES

- Ask the students the following question to recapitulate the lesson:
  1. Identify the diseases that are transmitted through the air.
  2. What are waterborne diseases?
  3. List animal-borne diseases.
  4. What are the sources of transmission of flu and COVID-19?



#### HOMEWORK / FOLLOW UP

2 MINUTES

- Give students the home task to classify the diseases transmitted through air, water, animals and direct contact and write it down in your notebooks.

## LESSON

## 11

# USEFUL ROLE OF MICROORGANISMS IN EVERYDAY LIFE



## STUDENT LEARNING OUTCOMES

- Discuss and deduce advantages and disadvantages (any three) of microorganisms by using some daily life examples.

## INFORMATION FOR TEACHERS

- Follow the given instructions before starting the lesson.
  1. Read the topic fully in the textbook and in other additional resource material available.
  2. Keep in view the safety measures while students perform activities in the group.
  3. Plan and arrange the materials needed for activities.
  4. Know the detailed explanation of the contents according to the level of the students
  5. Use the suitable method for teaching the topic such as activity-based method, lecture cum discussion, demonstration and project method.

**Keywords** Yeast, yogurt, dough, medicines, toxic materials, sewerage, industrial wastes

**Skills** Observation, classification, inferring, are the skills to be emphasized during the lesson.



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



## MATERIALS / RESOURCES REQUIRED

- Writing board, marker, chalks, duster, G S Textbook Grade – 5, Original specimen of yogurt and dough if possible.



## INTRODUCTION

5 MINUTES

- Before starting the lesson, motivate the students to study the new topic by asking the following questions for brainstorming.
  1. What are the useful effects of microorganisms?
  2. What are the harmful effects of microorganisms?
  3. How is yogurt formed?



## DEVELOPMENT

20 MINUTES

After the last questions inform the students that, today we will discuss the useful role of microorganisms in everyday life.



### Activity 1:

1. Show the students yogurt and ask them, how is it formed?  
(Facilitate students in their responses)
2. Now also perform activity 2.4 of G.S textbook grade –5 on page 27. (More time will be needed for this activity)
3. Ask the students to observe the difference in the size of the dough by using yeast and without using yeast in both the pots after one hour.



### CONCLUSION / SUM UP

3 MINUTES

- Conclude the lesson that microorganisms play a useful role in our daily life.
1. Yeast converts milk into yogurt
  2. Yeast also increases the size of the dough.
  3. Microorganisms (bacteria and fungi) convert the dead organic matter into simple substances
  4. Microorganisms (bacteria and fungi) are also used to synthesize medicines, which are used to kill or inhibit the growth of bacteria.



### ASSESSMENT

5 MINUTES

- To check the level of understanding of students, ask the following questions:
  - ◇ How do microorganisms clean the environment?
  - ◇ How is yogurt formed?
  - ◇ What is yeast?
  - ◇ What happened to dough when yeast is added to it?



### HOMEWORK / FOLLOW UP

2 MINUTES

- Give Q. No. 2 (iii) and iv of exercise at page 30 of G S textbook grade –5 to students as a homework assignment and for follow-up.

# FLOWER STRUCTURE OF A FLOWER



## STUDENT LEARNING OUTCOMES

- Examine and describe the structure of flower.

## INFORMATION FOR TEACHERS

- Follow the given instructions before starting the lesson
  - Read the textbook and topics carefully for developing a holistic picture.
  - Keep in view the safety measures while students are performing activities in the group.
  - Plan and arrange the materials needed for activities
  - Know the detailed explanation of the contents.
  - Use the following suitable method for the teaching of the topic.
    - Activity-based method
    - Lecture cum discussion,
    - Demonstration
    - Project method.

**Keywords** Stigma, style, ovary, petals, carpel, stamen, sepals, ovule, filament, anther.

**Skills** Observing, classification, and inferring are skills to be emphasized during the lesson in the students.



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



## MATERIALS / RESOURCES REQUIRED

- Writing board, marker, chalk, duster, textbook of General. Science. Grade-5, flower (original specimen) and charts showing parts of a flower.



## INTRODUCTION

5 MINUTES

- To create interest among the students and to judge their previous knowledge, ask the following questions.
  - What are the five major kingdoms of living organisms?
  - What are the major parts of a plant?
  - Which part of the plant is attractive?  
(Facilitate students in getting their response)



## DEVELOPMENT

20 MINUTES

After the third and last question, announce the topic as flower, Structure of a Flower.

### Activity:

1. Bring original specimens of the flower.
2. Separate its various parts with the help of tweezers.
3. Ask the students to open their General Science textbook pages 34 – 35.
4. Now pointing towards the different parts of the flower, ask students to name the parts of the flower while comparing with the picture given in the textbook.  
(Facilitate students in getting their responses)

### Activity 2

1. Discuss the functions of each part by showing the part and ask the students for their responses about the function of each part.
2. Develop the table of the function of each part on the writing board from the General Science textbook on page 35.



### CONCLUSION / SUM UP

3 MINUTES

- Conclude the lesson by revising the different parts of the flower and their functions.
1. The attractive part of the flower is the petals
  2. The male reproductive part of the flower is the stamen.
  3. Carpel is the female reproductive part of the flower.



### ASSESSMENT

5 MINUTES

- To judge the comprehension of the students about the topic, ask the following questions.
1. What is the function of sepals?
  2. Pollen grains are formed in which part of the flower?
  3. What is stamen?
  4. What is the function of petals?



### HOMEWORK / FOLLOW UP

2 MINUTES

- Give students question No. 2 (v) on page 46 of the General Science textbook Grade – 5.
- Draw and label the parts of a flower in your notebooks.
- Ask students to collect the specimens and perform the following project and bring them to class for presentation on the next day.
- Project work for students Q No 5 (I) Exercise at page 47 of G.S textbook.

# POLLINATION AND ITS TYPES



## STUDENT LEARNING OUTCOMES

- Define pollination and describe its types with examples.

## INFORMATION FOR TEACHERS

- Follow the given instructions before the lesson:
  - Read the topic in the textbook, also consult other additional resources available for concept clarity.
  - Keep in view the safety measures while students are performing activities in the group.
  - Plan and arrange the materials needed for activities
  - Know the detailed explanation of the contents.
  - Use the suitable method for teaching the topic such as activity-based methods lecture cum discussion, demonstration and project method, etc.

**Keywords** Pollination, self-pollination and cross-pollination

**Skills** Observing, classification, inferring are the skills to be emphasized in the students during the lesson.



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



## MATERIALS / RESOURCES REQUIRED

- Writing board, marker, chalks, duster, General Science textbook Grade – 5, charts showing a picture of the self and cross-pollination.



## INTRODUCTION

5 MINUTES

- To create interest among the students and to link the current topic with the previous one ask the following questions
  - What is the attractive part of the plant?
  - What is the female reproductive part of the flower?
  - Which part of the flower is the male reproductive part?
  - What is pollination?



## DEVELOPMENT

25 MINUTES

- After the last question announce the topic, that today we will discuss “Pollination and its types.”

### Activity 1:

1. Divide the whole class into two groups i.e., group-1 and group-2
2. Assign group-A: self-pollination and to group B: cross-pollination
3. Ask students to open their textbook pages 35-36
4. Students to discuss their assigned topic with each other and write the key points on a chart paper also draw the assigned topic.
5. Invite one volunteer from each group to present their findings to the rest of the class.
6. Paste the group's work on the wall of the classroom.



### CONCLUSION / SUM UP

3 MINUTES

- Conclude the lesson that
  - ◇ Pollination is the transfer of pollen grains from the anther to the stigma of the flower.
  - ◇ There are two types of pollination: self-pollination and cross-pollination. In self-pollination, pollen grains are transferred to the stigma of the same flower. It occurs in pea, cotton, tomato, etc.
  - ◇ While in cross-pollination pollen grains are transferred from the flower of one plant to the stigma of another plant. Maize, papaya and rose are examples of cross-pollination.



### ASSESSMENT

5 MINUTES

- To judge the comprehension of the students about the topic ask the following questions
  - ◇ What is pollination?
  - ◇ What is cross-pollination?
  - ◇ What are the examples of self-pollination?



### HOMEWORK / FOLLOW UP

2 MINUTES

- Give students Exercise Q No. 2 (ii) of textbook on page 45, as a homework assignment.

**Month**

**3**

# TYPES OF REPRODUCTION IN PLANTS



## STUDENT LEARNING OUTCOMES

Define reproduction and differentiate between sexual and asexual reproduction in plants.

## INFORMATION FOR TEACHERS

- Follow the given instructions before starting the lesson
- 1. Read textbook and topic carefully
- 2. Keep in view the safety measures while students are performing activities in the group
- 3. Plan and arrange the materials needed for activities
- 4. Know the detailed explanation of the contents.
- 5. Use the suitable method for teaching the topic such as activity-based method, lecture cum discussion, demonstration and project methods.

### Keywords

Reproduction, sexual, asexual, use keywords frequently during the class lesson to clarify them.

### Skills

Observing, classifying, inferring are the skills to be emphasized during the delivery of the lesson.



**DURATION / NO OF PERIODS: 70 MINUTES / 2 PERIODS**



## MATERIALS / RESOURCES REQUIRED

- Writing board, marker, chalks, duster, chart, G.S textbook Grade – 5 Charts showing the types of asexual and sexual reproduction.



## INTRODUCTION

5 MINUTES

- To create a learning environment for students, a brainstorming session will be conducted by asking the following questions
  - ◇ What is pollination?
  - ◇ What is cross-pollination?
  - ◇ List the characteristics that differentiate between living organisms and nonliving organisms?
  - ◇ What is reproduction?



## DEVELOPMENT

20 MINUTES

- After the last question announce the topic that today we will discuss “Types of Reproduction in plants”

### Activity 1:

1. Divide the whole class into three groups, groups A, B, C.
2. Assign group – A, layering, group – B, bulb and group – C, tuber.
3. Ask students to open their textbook on pages 37 –38, discuss and note the key points of the assigned topic from the textbook on a chart paper.
4. Now nominate one student from each group to present their group work to the rest of the class.
5. The teacher will summarize the key points.

### Activity 2:

1. Students practically perform activity 3.2 on page 37 of the textbook.
2. The teacher will facilitate and supervise the activity. Place the pot in the classroom for students to observe each day and water the plant.



### CONCLUSION / SUM UP

3 MINUTES

- Now conclude the lesson that:
  1. In asexual reproduction, only one plant will produce a new plant.
  2. Flowers do not take part in asexual reproduction.
  3. Roots, stems and leaves grow through asexual reproduction.
  4. **Layering:** Often some branches of shrubs become buried in the soil. It is called a layer. A layer produces new roots. When we cut and separate that part of the plant, it develops into a new plant.
  5. **Bulb:** When we cut the base with roots and bury it in the soil, it develops into a new plant e.g., onion, garlic
  6. **Tuber:** When the pieces of potato having eyes, are buried in the soil, new plants develop from them are called a tuber.
  7. In the end, tell students that in this period, we have learned about the reproduction of plants.



### ASSESSMENT

5 MINUTES

- To see the comprehension of the topic, ask the following question in class.
  1. What is tuber?
  2. What is layering?
  3. What is the process of bulb?



### HOMEWORK / FOLLOW UP

2 MINUTES

- Students have to consult the General Science textbook for writing the definitions of the following terms in their notebooks.
- Asexual reproduction, Sexual reproduction, layering, bulb, tube



# TYPES OF REPRODUCTION IN PLANTS



## INTRODUCTION

5 MINUTES

- Tell the students that in the previous period we have discussed the types of asexual reproduction i.e., bulb, tuber and layering. For recalling ask the following questions:
  1. What is the process of layering?
  2. What is the process of tuber?
  3. What is asexual reproduction?
  4. What is sexual reproduction?



## DEVELOPMENT

20 MINUTES

After the last question announce the topic that today, we will discuss “sexual reproduction”.

### Activity 1

1. Use a chart showing the different parts of the flower.
2. Ask the students to open their General Science textbooks on page 38
3. Pointing towards the chart, point out that sexual reproduction occurs in flowering plants.
4. In cross-pollination, the pollen grains reach stigma where it generates and forms a thin tube called pollen tube.
5. Male gametes are formed in the pollen tube and female gametes are formed in the ovule. The male and female gametes fuse to form a zygote.
6. The zygote develops into an embryo.
7. Ovule becomes seed and ovary ripen to form the fruit.

### Activity2

1. Ask the students to open page 46 of their textbooks to discuss and identify Q. 3 part (ii).
2. Encourage the students to give their reasons for the answer.

### Activity 3:

Help the students to investigate the following statement at G.S textbook page 46 of under the title Q. 4 Investigate.

**“If all the insects become extinct, what will be its effect on flowering plants?”.**

Students will write their answers in their notebooks.



## CONCLUSION / SUM UP

3 MINUTES

- To recapitulate the topic, ask the following questions
  1. How is a zygote formed?
  2. Where do the female gametes form?
  3. After recapitulating, conclude the day’s lesson on sexual reproduction by mentioning the key points.



## ASSESSMENT

5 MINUTES

**To see the comprehension of the students, ask the following questions**

- ◇ What is layering?
- ◇ What is sexual reproduction?
- ◇ Explain the process of the tuber.



## HOMEWORK / FOLLOW UP

2 MINUTES

- Draw and label the diagram of sexual reproduction in plants consult the figure given in the General Science textbook page 38.

# STRUCTURE OF SEED, GERMINATION OF SEED



## STUDENT LEARNING OUTCOMES

- Describe the structure of a seed and demonstrate its germination.

## INFORMATION FOR TEACHERS

- Follow the given instructions before starting the lesson
  - Read textbook and topics carefully
  - Keep in view the safety measures while students are performing activities in the group
  - Plan and arrange the material needed for activities
  - Know the detailed explanation of the contents.
  - Use the suitable method for the teaching of the topic.
    - Activity-based method
    - Lecture cum discussion,
    - Demonstration
    - Project method.

**Keywords** Cotyledon, testa, germination, radicle, plumule, root and shoot.

**Skills** Observing, classifying, inferring are the skills to be emphasized during the lesson



**DURATION / NO OF PERIODS: 70 MINUTES / 2 PERIODS**



## MATERIALS / RESOURCES REQUIRED

- Writing board, marker, chalks, duster, G.S textbook, Grade – 5, charts showing an internal structure of seed, plastic cups, sawdust, sand.



## INTRODUCTION

5 MINUTES

- To link the current topic with the previous one and prepare students for the topic, ask the following questions:
  - What is the attractive part of the plant?
  - What function do flowers perform?
  - Have you seen any type of seeds?



## DEVELOPMENT

20 MINUTES

After the third question announce the topic, that today we will discuss “structure of seed, Germination of seed”.

### Activity 1:

1. Perform activity 3.3 about the internal structure of seed present in General Science textbook page 39.
2. The teacher will explain the different parts and functions of the seed.

### Recapitulation:

- To recap the main point of activity, ask the following questions:
  1. What is the outer covering of the seed?
  2. Which part of the seed is responsible for the storage of food?
  3. Which part of the seed develops into a shoot?



### CONCLUSION / SUM UP

5 MINUTES

- Now conclude the lesson:
  1. The outer covering of the seed is called seed coat/testa.
  2. The embryo consists of cotyledon, which stores food.
  3. The axis of the embryo is between the two cotyledons.
  4. The end of the axis towards the pointed end of the seed is called a radicle.
  5. When the seed germinates radicle forms the root.
  6. The other end of the axis is called plumule. It gives rise to the shoot.
  7. The germination of the seed is a process in which a seedling comes out of the embryo.
  8. Seed absorbs water during germination and seed coat bursts.
  9. Cotyledon provides food to plumule and radicle.
  10. In the end, tell students that in this period, we have learned about the structure of a seed.



### ASSESSMENT

5 MINUTES

- To judge the understanding of students asks the following questions:
  1. What is the function of cotyledon?
  2. From which part of seed, shoot is developed.
  3. What is germination?
  4. What is the role of testa?

# STRUCTURE OF SEED, GERMINATION OF SEED

**INTRODUCTION**

5 MINUTES

1. Recall with students that in the last period they have learned about the structure of the seed and today we will discuss the germination of seeds.
2. After explaining the parts of the seed, the teacher will summarize the structure of the seed. Tell students that in period 2 we will discuss "Germination of seed".
3. List down the process of germination on the board while explaining each step.
4. It is a process when the seedling comes out of the embryo.
5. Refer to page # 39 topic **Germination of Seed** and ask the students to read out the germination of seed for their understanding.
6. Students will now understand the process of germination and will be ready for doing the practical activity.

**DEVELOPMENT**

25 MINUTES

**Activity: (Germination of seed)**

1. Divide the class into groups for the following practical exercise.
2. Activity 3.4 General Science textbook Grade-5 on page 40.
3. Students will follow and take observations for two weeks.

**CONCLUSION / SUM UP**

3 MINUTES

- Sum up the topic by revising the key steps of germination as seen in the practical.

**HOMEWORK / FOLLOW UP**

2 MINUTES

- Ask the students to fill the observation sheet of activity 3.4 regarding seed germination on page 40 of the General Science textbook Grade-5.

# STRUCTURE OF MAIZE SEED, STRUCTURE OF GRAM SEED



## STUDENT LEARNING OUTCOMES

Compare and contrast the structure and function of a gram and maize seed.

## INFORMATION FOR TEACHERS

- Follow the given instructions before the lesson
- 1. Read textbook and topic for developing a holistic picture.
- 2. Ensure the safety measures while students are performing activities in the group.
- 3. Plan and arrange the material needed for activities.
- 4. Know the detailed explanation of the contents.
- 5. Use the suitable method for teaching.
  - ◇ Activity-based method
  - ◇ Lecture cum discussion,
  - ◇ Demonstration
  - ◇ Project method

**Keywords** Cotyledon, embryo, seed coat (testa).

**Skills** Observing, classifying and inferring are the key skills to be emphasized in the students during the lesson.



**DURATION / NO OF PERIODS: 70 MINUTES / 2 PERIODS**



## MATERIALS / RESOURCES REQUIRED

- Writing board, marker, chalks, duster, General Science textbook, Grade – 5, charts showing the pictures of the internal structure of gram and maize seed and some boiled gram and maize seeds for practical work.



## INTRODUCTION

5 MINUTES

- To create the environment for learning and create interest in the students, ask the following questions:
- 1. What are the various parts of plants?
- 2. What are the internal parts of a seed?
- 3. What is cotyledon?
- 4. How many types of seeds are there based on cotyledons?



## DEVELOPMENT

20 MINUTES

- After the last question announce the topic, that today we will discuss the **structure of maize seed structure of gram seed.**

### Activity 1:

1. Draw the structure of the maize seed on the writing board and discuss the **external** structure of the seed.
2. Students will be divided into groups and given some maize seeds to carry out activity 3.5 of the General Science textbook on page 41.
3. The students will write their observations in their notebooks.
4. All groups will now give their observations in turn (differences if any will be cleared by the teacher).

### Activity 2:

1. Draw the longitudinal section of the maize seed to show the **internal** structure of the seed.
2. Students will be divided into groups and give some maize boiled seeds to carry out the activity
3. Students to refer to activity 3.6 of General Science textbook grade – 5–page 41.
4. They will observe the different parts and draw a labeled diagram in their notebooks.
5. Check the notebooks after completion of the activity.



## CONCLUSION / SUM UP

3 MINUTES

1. Conclude the lesson by giving key points of the structure of maize seed.
2. In the end, tell students that in this period, we have learned about the structure of a gram and maize seed.



## ASSESSMENT

5 MINUTES

- To judge the understanding of students about the topic, ask the following questions:
1. What are the total numbers of cotyledon in maize seed?
  2. What is the shape of maize seed?
  3. What is the position of endosperm in maize seed?



## HOMEWORK / FOLLOW UP

2 MINUTES

- For homework, students will write the parts of the maize seed and their functions, they may refer to General Science textbook page 41 for the answer.

# STRUCTURE OF MAIZE SEED, STRUCTURE OF GRAM SEED



## INTRODUCTION

5 MINUTES

- Recall with students that in the last period they have learned about the structure of the seed and today we will discuss the function of a gram and maize seed.



## DEVELOPMENT

20 MINUTES

- Introduce the gram seed to the class its structure and functions by drawing its structure on the board.
- Give some seeds to students to observe and answer as you develop the drawing.

### Activity 1:

- Ask the students to refer to activity 3.7 in the book on page 42.
- Students will be divided into groups to carry out this activity to observe the **external** structure of gram seed.
- They will observe the gram seed and note their observations in the notebook.
- Students will share their observations and the teacher will guide them for the right answers.

### Activity 2:

- Divide the students into groups. The students in groups will now carry out activity 3.8 General Science textbook on page 42.
- They will now observe the **internal** structure of the Gram seed and note their observations.
- Each group will discuss their observations with the class, teacher to confirm the answers.

### Activity 3:

- Draw the attention of the students to compare the two seeds maize and gram. Refer to page 42 of the General Science textbook.
- Students will draw a table in their notebooks to write the differences from their observations made earlier.



## CONCLUSION / SUM UP

3 MINUTES

- The shape of maize seed is oval and flat, while that of gram's seed conical, pear-shaped and light brown in color.
- In maize seed, there is one cotyledon and in gram seed, there are two cotyledons.
- In gram, seed endosperm is absent while in maize seed endosperm is present



## ASSESSMENT

5 MINUTES

- A few questions will be asked for assessing the comprehension and understanding of the students.
- The endosperm is present in which seed?



2. What is the color of gram seed?
3. Which part of the plant is developed from the radicle?



### **HOMEWORK / FOLLOW UP**

2 MINUTES

- Ask students to write the comparison of Gram and Maize seeds in their notebooks.

# CONDITIONS NECESSARY FOR SEED GERMINATION



## STUDENT LEARNING OUTCOMES

- Illustrate the conditions necessary for seed germination

## INFORMATION FOR TEACHERS

- Follow the given instructions before starting the lesson
- 1. Read textbook and topic fully for developing a holistic picture.
- 2. Keep in view the safety measures while students are performing activities in the group
- 3. Plan and arrange the materials needed for activities.
- 4. Know the detailed explanation of the contents.
- 5. Use the following suitable methods for teaching the topic.
  - ◇ Activity-based method
  - ◇ Lecture cum discussion,
  - ◇ Demonstration
  - ◇ Project method

**Keywords** Germination, condition (air, water, proper temperature)

**Skills** Observing, classifying and inferring are the key skills to be emphasized during the lesson



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



## MATERIALS / RESOURCES REQUIRED

- Writing boards, marker, chalks, duster, GS textbook Grade-5



## INTRODUCTION

5 MINUTES

- To motivate students and create their interest in the topics, ask the following questions:
- 1. What are the internal parts of the seed?
- What is the function of seed coat or testa?
- What is germination?
- What are the conditions necessary for seed germination?



## DEVELOPMENT

20 MINUTES

1. After the fourth and last questions announce the topic, that today we will discuss "Conditions Necessary for Germination".

2. This will be a practical class; Students will observe and infer the conditions required for germination.

### Activity 1:

1. Demonstrate activity 3.9 of the General Science textbook for grade – 5 on page 43.
2. Students will note their observations in the notebook.
3. The teacher will save the test tubes for students to observe each day.



### CONCLUSION / SUM UP

3 MINUTES

- The teacher will conclude the activity that all seeds need water, oxygen (air) and proper temperature for their germination.



### ASSESSMENT

5 MINUTES

- Discuss the last four key points from the end of the chapter on page 44 to check the understanding of the students.



### HOMEWORK / FOLLOW UP

2 MINUTES

- Fill the observation sheet of activity 3.9 of General Science textbook grade-5 on page # 43.

# ENVIRONMENTAL POLLUTION AND ITS TYPES



## STUDENT LEARNING OUTCOMES

- Define pollution and its types

## INFORMATION FOR TEACHERS

- Follow the given instructions before teaching the lesson.
  - Read the textbook and topics carefully for developing a holistic picture.
  - Keep in view the safety measures while students are performing activities in the group.
  - Plan and arrange the materials needed for activities.
  - Know the detailed explanation of the contents.
  - Use the following suitable methods for the teaching of the topic.
    - Activity-based method
    - Lecture cum discussion
    - Demonstration
    - Project method.



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



## MATERIALS / RESOURCES REQUIRED

- Charts, some samples of polluted water and polluted soil, writing board, duster, marker



## INTRODUCTION

5 MINUTES

- To motivate the students for learning, share some practical experiences about pollution by asking the following questions:
  - What happens to the eyes when you are sitting in an area where smoky air exists?
  - Why do we filter or boil water before drinking it? (To clean it from dirt and germs)
  - Why do we use a mask? (To prevent dust and germs from inhalation)
- After discussing these questions, students will get some ideas about pollution and will be ready to learn some more information about environmental pollution and its types.



## DEVELOPMENT

20 MINUTES

### Opening Activity 1

- Start the lesson by reviewing the term pollution. Conduct activity 4.2 to start the topic on pollution.
- Discuss the causes of pollution in Pakistan by sharing 'Point To Ponder' on page 49 of the

General Science textbook.

3. Ask students to think and identify the most dangerous environmental pollution in Pakistan.

### Activity 2:

- Divide the class into three groups and ask them to perform activity 4.1 in the textbook on page 49.
  - ◊ Light a small candle. Predict, what type of pollution is being produced by the burning of the candle?
  - ◊ Hold a glass over the flame of the candle for a while. Have you seen any change in the surface of the glass?
  - ◊ You will see the soot over the glass surface. Soot is an example of air pollution.



### Recapitulation (formative):

- After the activity, ask the students:
  1. What happened to the glass while holding it over a burning candle?
  2. Where do the gas particles move when released from vehicles?
  3. Do the gas particles from flames and vehicles make our air dirty?

### Activity 3

1. Divide the class into three groups.
2. Give them the names like:
  - ◊ Group A - Air pollution
  - ◊ Group B - Water pollution
  - ◊ Group C - Land pollution (also called solid waste pollution)
3. Ask them to list down the things responsible for these types of pollution. Consult General Science textbook on pages 49-50.



### CONCLUSION / SUM UP

3 MINUTES

- Before concluding the lesson check the students learning by asking these questions:
  1. What is pollution?
  2. Name the different types of pollution
  3. What type of pollution do you face when smoke releases into the air?



### ASSESSMENT

5 MINUTES

- Ask the following questions from the students
  1. What is an environment?
  2. What are the living components of an environment?
  3. What is land pollution?



### HOMEWORK / FOLLOW UP

2 MINUTES

- Make three columns A, B and C for air pollution, water pollution and land pollution and identify five items/things responsible for these types of pollution.

# CAUSES OF POLLUTION



## STUDENT LEARNING OUTCOMES

- Explain the main causes of water, air and land pollution.

## INFORMATION FOR TEACHERS

- Follow the given instructions before starting the lesson.
  1. Read textbook and topic carefully for developing a holistic picture.
  2. Keep in view the safety measures while students are performing activities in the group.
  3. Plan and arrange the materials needed for activities
  4. Know the detailed explanation of the contents.
  5. Use the following suitable method for the teaching of the topic.
    - ◇ Activity-based method
    - ◇ Lecture cum discussion
    - ◇ Demonstration
    - ◇ Project method.

### Keywords

Pollution, pollutants, harmful, sewage water, human organic wastes, fertilizers, garbage, chemical substances.

### Skills

Identification, observation, classification



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



## MATERIALS / RESOURCES REQUIRED

- Charts, some samples of polluted water and polluted soil, writing board, duster and marker.



## INTRODUCTION

5 MINUTES

1. Before starting the lesson, the teacher will ask the following question from students to motivate them towards learning the day's topic.
  - ◇ Would any one of you like to drink dirty water?
  - ◇ Why the water is dirty? (Due to some contamination)
  - ◇ How can you prevent yourself from air pollution? (By wearing a mask)
2. After discussing the above questions students will be ready to know more about the causes of pollution.



## DEVELOPMENT

20 MINUTES

1. Tell the students that our environment is entirely balanced.
2. Harmful agents which disturb the environment by causing an imbalance in water, air and land are called pollutants and the whole process is known as pollution.
3. Refer to activity 4.2 on page 49 of the General Science textbook to remind the students about the causes of pollution.

### Activity 1

1. To know about the causes of pollution teacher will take samples of dirty clay, dirty water, and gas in balloons.
2. Ask the students about the nature of the above-polluted samples and will ask them to read the three causes of pollution given on pages 49 and 50 of the General Science textbook.

### Activity 2

1. Explain the causes of pollution, smokes due to burning of fuels, wood, vehicles, and factories are the main cause of air pollution.
2. The sewerage water, wastes of factories and oil leakages, from oil carriages and supply make water polluted while garbage of houses in cities, insecticides and fertilizer in rural areas are the main cause of land pollution.
3. Refer the students to the General Science textbook on page 50 and ask them to write two points on each picture and give a name to the type of pollution.



**Air pollution**



**Water pollution**



**Land pollution**



## CONCLUSION / SUM UP

3 MINUTES

- To check the students learning ask some questions like,
  1. What are the main causes of pollution?
  2. Why are polythene bags banned?
  3. How would we save our home environment from garbage, fertilizers, and wastes?



## ASSESSMENT

5 MINUTES

- Activity 4.3 on page 51 of the General Science textbook to be performed in the classroom.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Develop a chart or table in your notebook and mention all activities occurring in your surroundings.
2. Classify them as causes for air pollution, water pollution and land pollution.

**Month**

**4**



# EFFECTS OF POLLUTION ON LIFE



## STUDENT LEARNING OUTCOMES

- Explain the effects of water, air and land pollution (unclean or toxic water, smoke, smog, excess carbon dioxide or other gases, open garbage dumps, industrial water etc.) on the environment and life.

## INFORMATION FOR TEACHERS

- Follow the given instructions before the lesson
  - Read textbook and topic carefully for developing a holistic picture.
  - Keep in view the safety measures while students are performing activities in the group
  - Plan and arrange the materials needed for activities.
  - Know the detailed explanation of the contents.
  - Use the suitable method for the teaching of the topic like,
    - Activity-based method
    - Lecture cum discussion
    - Demonstration
    - Project method

**Keywords** Pollution, germs, diseases, aquatic life and garbage.

**Skills** Identification, classification and observational skills to be emphasized during the lesson.



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



**MATERIALS / RESOURCES REQUIRED**

- Whiteboard, marker, duster, charts, samples of contaminated water and clay.



**INTRODUCTION**

**5 MINUTES**

- To make the environment conducive for teaching learning and to develop the interest of the students ask the following questions.
  - Why does no one like to eat rotten food? (Fungi effected)
  - Why we drink clean water? (For good health or it does not affect health)
  - What are the causes of air pollution?

**Activity 1**

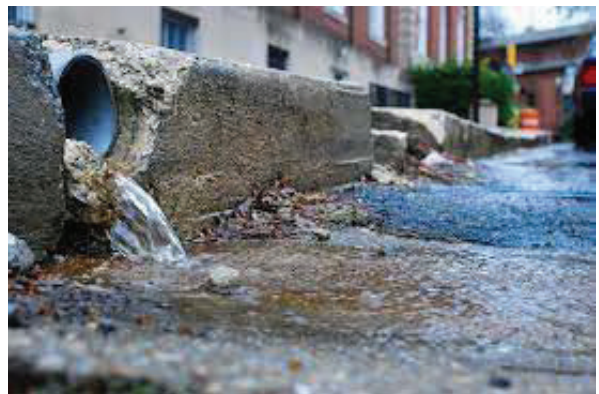
1. Collect various examples of polluted water, land (clay) and air. Why these things are contaminated and what will be their effects on living things.
2. Discuss and explain the effects of environmental pollution as given in the General Science textbook on pages 51-52.
3. Students to write two effects of each type of pollution on life. In this case, the teacher will facilitate them and will refer them to GS textbook pages 51 and 52.

**Guided practice:**

- Draw a two-column table for water pollution, and land pollution and their effects from the pictures (fig) given on page 52 of the General Science textbook.

**Activity 2:**

1. Ask students to observe the pictures of the contaminated samples of water and soil.
2. Gather small groups of students around your table, so that they can observe.

**Effects of pollution on aquatic life****Effects of acids rain****Disposing of garbage****Polluted rainwater**

3. Draw the following table on the writing board and note their comments:

Water Pollution	Effects	Land Pollution	Effects

4. Ask them to read it from the General Science textbook on pages 51 and 52

5. Sum up the activity by summarizing the effects of water and land pollution.

#### Recapitulation:

- Ask few questions from students to check their learning.
- 1. Name the gases which combine to form smog?
- 2. How water gets impurities from a polluted environment?
- 3. Name the gases which are responsible for acid rain?



#### CONCLUSION / SUM UP

3 MINUTES

Before concluding the lesson, the teacher will ask few questions

From which type of pollution diseases of throat, skin and eyes are caused?

Which type of water is dangerous for the life of aquatic animals?

Which type of fruits and vegetables are obtained from polluted land, are they healthy?

Which type of pollution can cause lung diseases and allergies?



#### ASSESSMENT

5 MINUTES

- Look at page 52 of the General Science textbook and analyze the fig "Disposing of garbage's which types of pollution are caused from this disposing garbage?"



#### HOMEWORK / FOLLOW UP

2 MINUTES

1. Write the name of some diseases which usually occur from polluted air and water?
2. Why are polythene bags (plastic bags) banned by the government?

# GREENHOUSE EFFECTS



## STUDENT LEARNING OUTCOMES

- Explain the effects of burning fossil fuels and releasing greenhouse gases in the air.

## INFORMATION FOR TEACHERS

- Follow the given instructions before the lesson
  1. Read textbook and topic carefully for developing a holistic picture.
  2. Keep in view the safety measures while students are performing activities in the group
  3. Plan and arrange the materials needed for activities.
  4. Know the detailed explanation of the contents according to the level of the students.
  5. Use the suitable method for teaching this topic like.
    - ◇ Activity-based method
    - ◇ Lecture cum discussion,
    - ◇ Demonstration
    - ◇ Project method

### Keywords

Greenhouse, fossil fuel, burning, carbon dioxide, Sulphur dioxide, global warming.

### Skills

Observation and classification skills to be emphasized



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



## MATERIALS / RESOURCES REQUIRED

- Whiteboard, marker, duster, charts, etc.



## INTRODUCTION

5 MINUTES

- Ask few questions
  1. What are fuels? (Burning material producing heat and gases)
  2. Which gas is usually released from the burning of fuels? (Carbon dioxide)
  3. What are greenhouse gases?



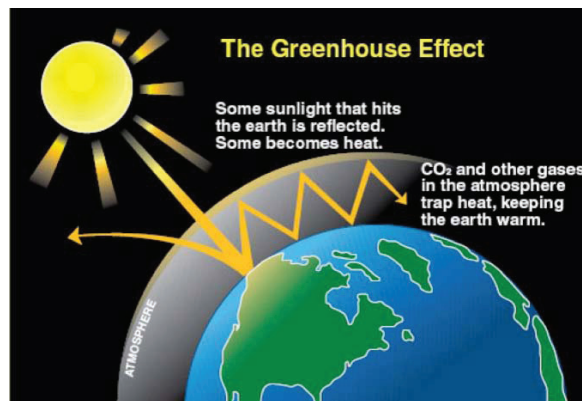
## DEVELOPMENT

20 MINUTES

### Activity 1:

1. As an opening activity, review the term fossil fuels and their burning.
2. Ask the students which type of fuels they usually use in their homes.

- These are coal, gas, and wood.
- Tell them that carbon dioxide and other gases are released which increase the temperature of the environment and these gases are called greenhouse gases.



### Guided practice:

- Ask students to look at the two figures given on page 53 under the caption "Flood" and "Melting of Ice".
- This situation is produced from the effect of greenhouse gases, which increase the temperature of the environment, resulting in the melting of ice and mass floods.

**Melting of ice**



**Flood**



- Discuss '**Do You Know**' given on page 53 to explain fossil fuel.

### Activity 2:

- Facilitate the students to understand the greenhouse effect with the help of a poster, which would be developed by the students from the textbook.
- A greenhouse effect (fig) on page 52 will be referred to them.

### Recapitulation

- Students will be asked to check their learning.
  - What are greenhouse gases?
  - How is temperature of the environment increased?
  - How are heat radiations trapped by greenhouse gases?



### CONCLUSION / SUM UP

3 MINUTES

- Name the gases which are present in the atmosphere?
- Why is the climate of the world getting warm?

- ◇ What is meant by greenhouse effects?



### ASSESSMENT

5 MINUTES

- The class will be divided into four groups. Each group will be asked to suggest ways how to reduce emission of green house grass.



### HOMEWORK / FOLLOW UP

2 MINUTES

- Name and write a few fossil fuels, which are used and name as greenhouse gases.

# BIODEGRADABLE AND NON-BIODEGRADABLE MATERIALS



## STUDENT LEARNING OUTCOMES

- Differentiate between biodegradable and non-biodegradable materials.

## INFORMATION FOR TEACHERS

- Follow the given instructions before the lesson
1. Read textbook and topic carefully for developing a holistic picture.
  2. Keep in view the safety measures while students are performing activities in the group.
  3. Plan and arrange the materials needed for activities.
  4. Know the detailed explanation of the contents.
  5. Use the suitable method for the teaching of the topic like.
    - ◇ Activity-based method
    - ◇ Lecture cum discussion,
    - ◇ Demonstration
    - ◇ Project method

**Keywords** Biodegradable, non-biodegradable decomposition, bacteria and fungi

**Skills** Identification, observation and classification skills to be emphasized during the lesson.



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



## MATERIALS / RESOURCES REQUIRED

- Whiteboard, marker, duster, charts, samples of biodegradable and non-biodegradable materials



## INTRODUCTION

5 MINUTES

- Start the lesson by asking questions about familiar sights in the environment
1. Have you seen the food materials lying in one place for a long time?
  2. Have you seen plastics and stone materials lying in one place for a long time?
  3. What would you name these materials?



## DEVELOPMENT

20 MINUTES

## Activity1

1. Look at pages 54 & 55 of the General Science textbook having the pictures of food



materials, plants and animals remaining and polythene bags and stones.

2. Can you imagine that these materials remain the same over time?
3. Those materials which change their shape and size and change into other components are called biodegradable materials like food materials, plants and animals' materials.
4. While those materials which do not change their shape and composition and do not change into other materials are called non-biodegradable materials.

### Guided practice:

1. Ask the students to separate the samples lying on the table into biodegradable and non-biodegradable.
2. Facilitate them during this activity.



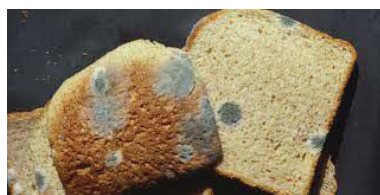
**Fruits**



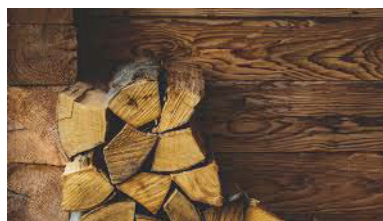
**Leather**



**Water**



**Bread**



**Wood**



**Foam plastic**

### Activity 2:

1. Show students a chart having the materials like wood, bread, water, leather, stone, sand, fruit and polythene bags.
2. Ask them to write separately biodegradable materials on one chart and non-biodegradable materials on another chart.

### Recapitulation:

1. What are biodegradable materials?
2. What are non-biodegradable materials?
3. Which one of them does not change its composition.



### CONCLUSION / SUM UP

3 MINUTES

- To conclude the lesson, ask a few questions.
  - ◇ How biodegradable materials are different from non-biodegradable materials?
  - ◇ Why biodegradable materials are not seen at their lying spots over time?
  - ◇ How non-biodegradable materials are a threat to land pollution?





## ASSESSMENT

5 MINUTES

- Ask the students to answer Q. 4 Investigate on page 57 of the General Science textbook.



## HOMEWORK / FOLLOW UP

2 MINUTES

- Activity 4.5 on page 54 of the General Science textbook to be done by each student at home and will bring after one week to the classroom for observation.

# WAYS TO REDUCE NON-BIODEGRADABLE THINGS



## STUDENT LEARNING OUTCOMES

- Explain the impact of non-biodegradable materials on the environment
- Investigate possibilities and suggest ways to reduce non-biodegradable materials.

## INFORMATION FOR TEACHERS

- Follow the given instructions before the lesson
  1. Read textbook and topic carefully for developing a holistic picture.
  2. Keep in view the safety measures while students are performing activities in the group
  3. Plan and arrange the materials needed for activities
  4. Know the detailed explanation of the contents according to the level of the students.
  5. Use suitable methods for teaching the topic like,
    - ♦ Activity-based method
    - ♦ Lecture cum discussion,
    - ♦ Demonstration
    - ♦ Project method.

### Keywords

Non-biodegradable, decomposition, pollution, burning, recycle, refuse, reuse, and reduce.

### Skills

Observation, classification, and identification skills to be emphasized during the lesson



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



## MATERIALS / RESOURCES REQUIRED

- Whiteboard, marker, duster, charts, some samples of non-biodegradable things



## INTRODUCTION

5 MINUTES

- Start the class with some questions like:
  1. Why some materials remain in the same form after a long time?
  2. Can the dump of these materials cause some pollution?
  3. Which type of pollution occurs from these dumps?



## DEVELOPMENT

20 MINUTES

## Activity 1

- Review the term non-biodegradable materials.

### Presentation:

1. Look at pages 54 & 55 of the General Science textbook and choose the non-biodegradable materials.
2. Those materials which do not break down (decompose) by the normal natural process are called non-biodegradable materials.
3. Count various non-biodegradable materials from these pictures which will help the students to understand this term.

### Guided Practice:

1. Facilitate the students towards activity 4.5 on page 54 of the General Science textbook.
2. Ask them to observe the activity which they have done at home.
3. Those things which do not break down into simple substances are non-biodegradable substances. Therefore, for their destruction, some chemical methods are used.
4. Tell them that these materials affect our environment badly.

### Activity 2:

1. Advise students not to throw away plastic and polythene items.
2. Tell them that they are agents which cause pollution wherever, they are thrown as they do not dissolve or get broken down.
3. Further, explain to them not to throw these bags because these dumps cause land pollution and water pollution.
4. Ask them to follow the principle of "4R" which is to **Refuse, Reduce, Reuse and Recycle** non-biodegradable materials.
5. The way to reduce non-biodegradable materials in the environment we should follow.

**Refuse:** Refuse to throw garbage in water and land, refuse to use polythene bags and excess fertilizers. Refuse to allow wastes from factories into water resources.

**Reuse:** Reuse materials after passing cleaning and recycling processes.

**Reduce:** Reduce the use of fertilizers. Reduce the burning of fossil fuels.

**Recycle:** Recycle the waste materials and recycle rubber.



### CONCLUSION / SUM UP

3 MINUTES

- Ask few questions to check the students learning
1. What are non-biodegradable materials?
  2. What are their effects on the environment?
  3. What is meant by refuse, reuse, reduce and recycle of non-biodegradable materials?
  4. How can we minimize the effect of non-biodegradable materials?



### ASSESSMENT

5 MINUTES

- Separate non-biodegradable things from biodegradable things in the given list
- Cow dungs, plant residue, plastic buckets, agriculture wastes, fruits, vegetables, glass and metal scrap.



### HOMEWORK / FOLLOW UP

2 MINUTES

- Make a table of various non-biodegradable materials present in your home garbage, how can you reduce it.

# PHYSICAL CHANGES OBSERVED IN EVERYDAY LIFE



## STUDENT LEARNING OUTCOMES

- Identify observable changes in materials that do not result in new materials with different properties (e.g., dissolving, crushing aluminum can)
- Recognize that matter can be changed from one state to another by heating or cooling (candle wax)

## INFORMATION FOR TEACHERS

- Follow the following instructions before starting the lesson.
  - Read textbook and topics carefully.
  - Keep in view the safety measures while students are performing activities in the group.
  - Plan and arrange the material needed for activities.
  - Know the detailed explanation of the contents according to the level of the students.
  - Use the following suitable method for the teaching of the topic.
    - Activity-based method
    - Lecture cum discussion
    - Demonstration
    - Project methods

### Keywords

Be clear about the scientific terms and processes like physical changes, shape, volume, matter, composition, dissolving, vapors, etc.

### Skills

Observation and identification skills are to be emphasized during the lesson



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



## MATERIALS / RESOURCES REQUIRED

- Whiteboard, marker, duster, various samples of matter like salt sugar, beaker, china dish, burner, water, etc.



## INTRODUCTION

5 MINUTES

- Start the class with some questions related to daily observations.
  - What happens to salt when it is placed in water?
  - Why salt disappears in water?
  - Does salt retain its properties in water?
  - What will happen to a candle when it is heated?
  - What happens to sugar when we add it to tea?

**Activity 1:**

1. As an opening activity, review that matter changes its physical appearance, this property of matter is called a physical change.
2. Properties associated with this change are called physical properties.

**Guided Activity:**

1. Demonstrate activity 5.1 on page 60 of the General Science textbook of Grade-5 by dissolving salt in water.
2. Explain: The physical appearance of salt seizes, when the same dissolved mixture is taken in a beaker, which is placed on a burner, the water will evaporate and the salt remains in the dish.
3. Tell students that this type of change is called a '**physical change.**'

**Activity 2:**

1. To recognize a physical change in matter, conduct activity 5.2 on page 61 of the General Science textbook Grade-5.
2. Divide students into suitable groups.
3. Provide candle wax to groups.
4. Ask groups to heat the candle wax and then let the liquid wax get cool.
5. Ask them to record their observations.
6. Explain that the modifications that took place by heating and cooling the candle wax are '**physical changes**' as the wax comes back to its original form on cooling.

**Recapitulation**

1. Which type of change is seen in the materials to be dissolved in water?
2. How dissolved salt is regained from the water?
3. Which state of salt can we find at room temperature?



## ASSESSMENT

3 MINUTES

- Ask students to make a list of physical changes they see in their environment.



## HOMEWORK / FOLLOW UP

2 MINUTES

- Students will be asked to prepare a chart of various materials that can be dissolved in water.

# PROCESS INVOLVED IN CHANGES IN THE STATES OF MATTER



## STUDENT LEARNING OUTCOMES

- Describe and demonstrate the processes of melting, freezing, boiling, evaporation and condensation.

## INFORMATION FOR TEACHERS

- Follow the given instructions before the lesson:
  - Read the topic in the General Science textbook Grade v and other relevant resources available.
  - Ensure safety measures while students are performing activities in the group.
  - Plan and arrange the material needed for the activities.
  - Know the detailed explanation of the contents.
  - Use the suitable method for the teaching of the topic.
    - Activity-based method
    - Lecture cum discussion
    - Demonstration
    - Project methods

**Keywords** Matter, melting, freezing, boiling, evaporation and condensation.

**Skills** Observation and classification skills to be emphasized during the lesson.



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



## MATERIALS / RESOURCES REQUIRED

- Whiteboard, marker, duster, charts, samples of solids, liquid, beakers, dishes and burner.



## INTRODUCTION

5 MINUTES

- Ask the following questions to build the interest of students what is the matter?
  - What are the examples of matter around us?
  - Does matter change its form or state?
- After discussing the above questions, announce the topic process involved in

**“Changes in states of Matter”**

**Activity 1:**

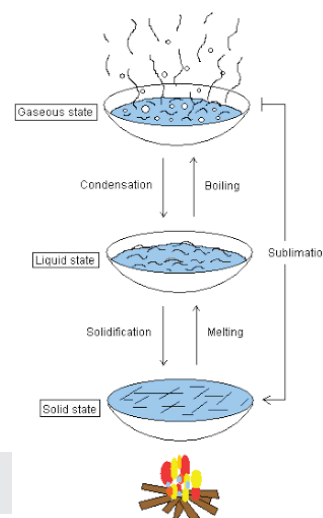
1. Start the lesson with the help of activity 5.3 on page 61 of the General Science textbook.
2. Students have done this activity in the previous class, and they know a physical change happened, now the teacher will relate the change of wax to liquid is called the process of **melting**
3. The process in which solid-state changes into liquid state by absorption of heat is called melting.
4. The same activity will be demonstrated with ice as students are already familiar with the melting of ice.
5. Explain the scientific reason for the change of state when wax and ice absorb heat then their particles start vibrating faster and they get away from each other and convert to the liquid state.

**Guided activity:**

1. During this activity, ask students to share their experiences about the **freezing** of water when it is kept in the freezer.
2. Heat is released from the water and their molecules come closer to each other resulting in a solid state.
3. Refer students to the General Science textbook page 61.

**Activity 2**

1. This activity is performed for the recognition of the processes of **boiling** and **evaporation**. For this purpose, the teacher will keep a beaker of water on the burner and students will record changes occurring in the liquid.
2. Refer students to page 62 of the General Science textbook to get help for their observations.
3. Based on this observation, tell students that the temperature at which liquid changes into a vapor state is called boiling.
4. While **evaporation** is a process of changing the liquid state into the vapor state.
5. Due to boiling the space between the particles is increased and this leads to the evaporation of liquid.

**Recapitulation:**

- To recapitulate the topic, ask the following questions.
1. What is evaporation?
  2. What is melting?
  3. Melting takes place in which state of Matter?



- Ask following questions to check the learning of the students
1. What happens to water molecules when heat is released from them?
  2. What happens when solid ice absorbs heat?
  3. What happens when vapors of water are cooled?



4. What are the various states of water?



### ASSESSMENT

5 MINUTES

- Ask students to perform an activity by heating piece of ice in the beaker and record their observations, which will be discussed in the class.



### HOMEWORK / FOLLOW UP

2 MINUTES

- Solve questions 1 and 2 (parts i and ii) from the exercise given in the General Science textbook on page 70 in your notebooks.

# DISSOLVING SUBSTANCES IN WATER



## STUDENT LEARNING OUTCOMES

Identify ways of accelerating the process of dissolving materials in a given amount of water and provide reasoning (i.e., increasing the temperature, stirring and breaking the solid into smaller pieces increases the process of dissolving).

## INFORMATION FOR TEACHERS

- Follow the given instructions before the lesson
- 1. Read the topic carefully, also use additional available resources materials to clarify the concept.
- 2. Ensure safety measures while students are performing activities in the group
- 3. Plan and arrange the material needed for activities
- 4. Know the detailed explanation of the contents.
- 5. Use the suitable method for the teaching of the topic.
  - ◊ Activity-based method
  - ◊ Lecture cum discussion,
  - ◊ Demonstration
  - ◊ Project methods

**Keywords** Dissolving, solution, temperature

**Skills** Observation and identification skills to be emphasized during the lesson.



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



**MATERIALS / RESOURCES REQUIRED**

- Whiteboard, marker, duster, sugar, water, burner, stirrer.



**INTRODUCTION**

**5 MINUTES**

- Ask the following questions to motivate students towards the day's topic.
- 1. What happens when some amount of salt is mixed in water?
- 2. What happens when some amount of sugar is mixed in water?
- 3. Which substance will take more time for its dissolution in water?



**DEVELOPMENT**

**20 MINUTES**

## Opening Activity 1:

1. Tell students (with the help of activity 5.1 on page 60 of General Science textbook grade 5) that salt dissolves in water.

- Explain that a substance that dissolves in a liquid and is in less quantity is called **solute** while a substance that dissolves a solute, resulting in a solution and is in larger quantity is called a solvent.
- The combination of solute and solvent is **called Solution**.

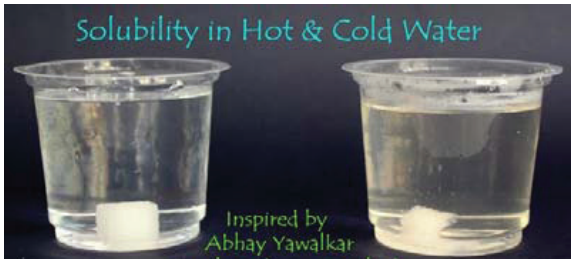

#### Guided Practice:

- To relate the above information with the present SLO student will be referred to activity 5.4 on page 63 of the General Science textbook.

**NOTE:** This activity will be performed by the student under the supervision and monitoring of the teacher based on observations gathered by students, teacher will tell them that the process of dissolving is accelerated by stirring.

#### Activity 2:

- Refer students to the General Science textbook on page 64 for activity 5.5.
- Help students perform this activity under your supervision.
- Explain the reason why substances are more quickly dissolved in water by increasing the temperature of the water.

Effect of temperature on dissolving salt	Effect of temperature on dissolving sugar
	

- Sum up the activity on the result of the experiment.



#### CONCLUSION / SUM UP

3 MINUTES

- To conclude the lesson, ask a few questions:
  - What will be the effect of stirring on the dissolution of sugar in water?
  - What will happen to the dissolution process when the temperature of the solvent is increased?
  - What is a solution?



#### ASSESSMENT

5 MINUTES

- Give activity 5.6 on page 64 of the General Science textbook.
- Students to perform under the supervision of the teacher.
- During the activity, explain why small pieces of substance dissolve more quickly than a large pieces of a substance?



#### HOMEWORK / FOLLOW UP

2 MINUTES

- Ask students to prepare a list of substances in your kitchen under the supervision of parents whose dissolving capabilities are increased at increased temperature.

# DILUTE AND CONCENTRATED SOLUTION



## STUDENT LEARNING OUTCOMES

- Distinguish between strong and weak concentration of simple solutions

## INFORMATION FOR TEACHERS

- Follow the given instructions before the lesson:
  1. Read textbook and topics carefully.
  2. Keep in view the safety measures while students are performing activities in the group.
  3. Plan and arrange the material needed for the activities.
  4. Know the detailed explanation of the contents.
  5. Use the following suitable method for the teaching of the topic.
    - ◇ Activity-based method
    - ◇ Lecture cum discussion
    - ◇ Demonstration
    - ◇ Project methods

**Keywords** Solution, concentration, dilute and strong concentration, dark and light

**Skills** Observation and classification skills to be emphasized during the lesson



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



## MATERIALS / RESOURCES REQUIRED

- Whiteboard, markers, duster, beakers, water, coloured drink.



## INTRODUCTION

5 MINUTES

- Ask few questions to motivate students towards learning.
  - ◇ What is solution?
  - ◇ What is solute?
  - ◇ What is solvent?



## DEVELOPMENT

20 MINUTES

### Activity 1:

1. Start the lesson by reviewing the term solution, solvent and solute.
2. A substance in a small quantity in a solution is called the solute.
3. A substance in a large quantity in a solution is called a solvent.
4. A solution is a combination of solute and solvent. It means solute is the factor that can

change the concentration/strength of the solution. For example salt would be the solute and solvent would be water, if you combine these you will get a salt-water solution.

#### Guided Practice:

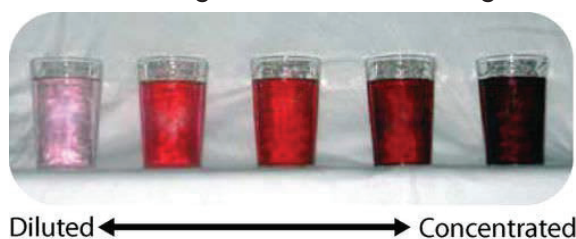
1. Divide students into suitable groups.
2. Refer students to activity 5.8 on page 65 of the textbook.
3. Monitor the whole activity by putting an equal amount of water in all five beakers and a different amount of coloured drink in each one, the students will record their observation.
4. Explain that the light colour seen in the beaker has diluted concentration and the beaker with dark colour has concentrated.

#### Activity 3:

1. Ask students to add salt in beakers having an equal amount of water in the following amount:

1	2	3	4	5
No salt	$\frac{1}{2}$ spoon	1 spoon	2 spoons	3 spoons

2. By tasting the water of beaker arrange them in order of higher concentration



#### Recapitulation:

- To check the students learning teacher will ask the following questions:
  1. What is a dilute solution?
  2. What do you mean by the concentrated solution?
  3. How is the solution formed?



#### CONCLUSION / SUM UP

3 MINUTES

- To conclude the lesson teacher will focus on the following points:
  - ◇ The solution is formed by the combination of solute and solvent.
  - ◇ A solution with a minor quantity of solute is known as a dilute solution.
  - ◇ A solution having a greater quantity of solute is called a concentrated solution



#### ASSESSMENT

5 MINUTES

1. Conduct Activity 5.6 on page 64 of the textbook under supervision.
2. Based on the observation made by the students during the activity the teacher will explain that particles of small-size substance (solute – powdered sugar) are more quickly dissolved than that of a larger sizes substance (solute –sugar cube).



#### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to write how dissolving substances in water can be increased.
2. Ask students to write the definition of solute, solvent and solution in your notebooks.

# CHEMICAL CHANGES IN EVERYDAY LIFE



## STUDENT LEARNING OUTCOMES

- Identify observable changes in materials that make new materials with different properties (i.e., decaying, burning, and rusting)

## INFORMATION FOR TEACHERS

- Follow the given instructions before the lesson:
  - Read textbook and topics carefully.
  - Keep in view the safety measures while students are performing activities in the group.
  - Plan and arrange the material needed for the activities.
  - Know the detailed explanation of the contents.
  - Use the following suitable method for the teaching of the topic.
    - Activity-based method
    - Lecture cum discussion
    - Demonstration
    - Project methods

**Keywords** Decaying, burning, rusting, decomposition and reaction.

**Skills** Observation and classification to be emphasized during the lesson



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



## MATERIALS / RESOURCES REQUIRED

- Writing board, markers, duster, chart, samples of leaves which have changed appearance and composition, burnt wood and rusted iron pieces



## INTRODUCTION

5 MINUTES

- What happens to leaves, and other parts of plants buried in the soil?
- What happens to iron objects exposed to moisture?
- How does wood burn?
- After discussing these questions teacher will announce the day's topic as **Chemical Changes in Everyday Life**.



## DEVELOPMENT

20 MINUTES

### Activity 5.1:

- Show leaves and other parts of plants that have lost their original appearance and

composition

2. Tell students that these leaves have lost their original appearance and shape as they were half-buried in the soil.
3. Explain: in the soil, they are in the process of decomposing which is also called decaying. The dead bodies of living things are decomposed by bacteria and fungi.
4. Refer them to the General Science textbook page 66 for a figure under the heading "decaying" to get some more about decaying.

#### Guided Practice:

1. Refer students to page 66 of the General Science textbook to see the figure under the heading "burning"
2. Demonstrate a burning candle, the wax in the candle burns with the oxygen of air this process is called **combustion**.



#### Activity 2:

1. Demonstrate activity 5.9 on page 67 General Science textbook in class.
2. Ask the students to record their observations.
3. Ask students randomly about their observations and note them on the writing board.
4. Conclude this activity:

**Iron + oxygen + water  $\longrightarrow$  iron oxide (rusted iron)**

#### Recapitulation:

- Ask few questions as a formative evaluation
  - ◇ Why dead bodies lose their appearance and structure in soil?
  - ◇ Why wood, paper and candle burn?
  - ◇ Why the shape and appearance of iron things change when exposed to moisture?



#### CONCLUSION / SUM UP

3 MINUTES

1. Briefly explain decaying, burning, and rusting.
2. Some residue/remaining of living things lost their appearance in the soil.
3. There they are decomposed by bacteria and fungi.
4. This process is known as decay.

**Burning:** carbon of wood, paper, etc. burns with oxygen and the process is called burning.

**Rusting:** those iron things which are exposed to moisture react with oxygen and the process is called rusting.



#### ASSESSMENT

5 MINUTES

1. Complete the equation:

**Iron + \_\_\_\_\_ + \_\_\_\_\_ = Rusting**

2. Refer students to page 67 of the General Science textbook.



#### HOMEWORK / FOLLOW UP

2 MINUTES

- Ask students to compile a list of various things lying in their surroundings who have passed/passing through these three processes decaying, burning and rusting.

## LESSON

## 32

# DIFFERENCE BETWEEN PHYSICAL AND CHEMICAL CHANGES



## STUDENT LEARNING OUTCOMES

- Differentiate between physical and chemical change with examples.

## INFORMATION FOR TEACHERS

- Follow the given instructions before the lesson:
  1. Read textbook and topics carefully.
  2. Keep in view the safety measures while students are performing activities in the group.
  3. Plan and arrange the material needed for activities.
  4. Know the detailed explanation of the contents.
  5. Use the suitable method for the teaching of the topic like,
    - ◇ Activity-based method
    - ◇ Lecture cum discussion
    - ◇ Demonstration
    - ◇ Project methods

**Keywords** Physical change, chemical change, baking soda, vinegar, burning.

**Skills** Observation and classification skills to be emphasized during the lesson.



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



## MATERIALS / RESOURCES REQUIRED

- Whiteboard, markers, duster, samples of vinegar, baking soda, water, ice, match, burner.



## INTRODUCTION

5 MINUTES

- To motivate the student's teacher will ask few questions like:
  - ◇ What happens to salt when it is mixed in water?
  - ◇ What happens when water is kept in the freezer?
  - ◇ What happens when a piece of paper is burnt?
  - ◇ Can we restore burnt paper?



**Activity 1:**

1. Review the topic that materials change from one form to another.
2. A change in a matter which is reversible is called physical change and a change that is not reversible by ordinary chemical methods is called a chemical change.

**Heating of ice**

3. Demonstrate the activity by taking a piece of ice and heat it on the burner.
4. Ask students to observe that ice has changed from solid to liquid which is a '**physical change**'.
5. Ask the students when the same water is placed in the freezer it will again freeze to solid form which is a physical change.

**Guided Practice:**

1. Demonstrate an activity by taking vinegar and sodium bicarbonate and mix these in a large beaker. Ask students to observe the change.
2. Vinegar + sodium bicarbonate  $\longrightarrow$  sodium acetate + water + carbon dioxide
3. Ask the students, what types of gases are evolving from the beaker?
4. Explain that some bubbles are also formed in the beaker.
5. This shows the chemical change has taken place.
6. Now there is no vinegar and baking soda in the product.

**Activity 2:**

1. To reinforce the above chemical phenomenon (Chemical change), demonstrate another activity.
2. Take a piece of paper and burn it, as a result, ash and carbon dioxide will form.
3. Now explain that burning is also a chemical change.



**Recapitulation**

1. What type of change do we see when water is kept in the freezer?
2. What happens when a piece of paper is burnt?
3. What type of change do we see in a combination of warm milk and a spoon of yogurt?



**CONCLUSION / SUM UP**

3 MINUTES

- To conclude the lesson focus on the following points:
  - ◇ Physical change is a temporary change
  - ◇ In this, the internal composition of a matter does not change
  - ◇ It is easily reversible.
  - ◇ A chemical change is a permanent change
  - ◇ In this change, the internal composition of materials is changed, and new materials are formed
  - ◇ It is not reversible.



**ASSESSMENT**

5 MINUTES

- Assign activity 5.9 on page 67 of the General Science textbook to be performed in class by students. Monitor and facilitate students during the activity.



**HOMEWORK / FOLLOW UP**

2 MINUTES

- Tell the students to record/write five physical changes and five chemical changes that are taking place in their surroundings in their notebooks.

**Month**

**5**

# LIGHT, SOURCES OF LIGHT, LUMINOUS AND NON-LUMINOUS OBJECT



## STUDENT LEARNING OUTCOMES

- Identify natural and artificial sources of light
- Investigate the luminous and non-luminous objects in daily life

## INFORMATION FOR TEACHERS

- Follow the given instructions before starting the lesson
- 1. Read textbook and topic carefully. Also read additional available resources to clarify the concept.
- 2. Ensure safety measures while students performing activities in groups
- 3. Arrange the material needed during the lesson in advance.
- 4. Plan the activities related to the topic.
- 5. Clear the basic concepts of natural and artificial sources of light along with suitable examples related to daily life observation.
- 6. Suitable methods for teaching these topics may be used like, Inquiry-based method, Activity-based method, Project method, Lecture cum demonstration.

**Keywords** Natural and artificial sources of light

**Skills** Observing, analyzing and predicting skills to be emphasized during the lesson.



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



## MATERIALS / RESOURCES REQUIRED

- Blackboard /whiteboard, marker/ chalk and duster, General Science textbook grade-5, table, candle, lighter and pictures of sun and stars.



## INTRODUCTION

5 MINUTES

- Ask the following few questions from the students to reflect on the previous knowledge. Write their responses one by one on the board.
  - Why cannot we see things at night?
  - Why we see stars and the moon at night?
  - Can you see stars and the moon in the daytime?
  - Name three objects, which give light.
- After taking suitable answers from the students, teacher will announce the topic as **“Light and sources of light, Luminous and non-luminous object”**.



## DEVELOPMENT

20 MINUTES

- Start the class with some interesting facts given at the beginning of the chapter on page 74 General Science textbook:
  - ◇ Do you know?
  - ◇ Interesting Information
  - ◇ Points To ponder

### Activity 1:

1. Make pairs of the students.
2. Ask students to perform activity 6.1 on page 74 General Science textbook in pairs.
3. Discuss and explain natural and artificial sources of light.
4. Explain that the objects which **emit light are called Luminous Objects**. e.g. Sun emits its light. Other examples are stars, a torch, a candle, a filament of a bulb, hot Iron, and fireflies.

### Activity 2:

1. Ask students to perform activity 6.2 on page 75 of the General Science textbook individually.
2. Tell them to exchange their notebooks with each other and check the answers.
3. Write the correct answers on the writing board.

**Non-luminous objects** that do not have their own source of light. These objects can only be visible due to luminous objects. Examples of non-luminous objects are the moon, planets, books, pencils, rubber and spoons.



## ASSESSMENT

5 MINUTES

- Ask the following question to assess the lesson:
  1. Name at least three natural sources of light?
  2. Name three artificial sources of light?
  3. How will you differentiate between luminous and non-luminous objects?



## CONCLUSION / SUM UP

3 MINUTES

1. The objects in which light is emitted are called Luminous object.
2. The objects that do not have their own source of light are non-luminous.



## HOMEWORK / FOLLOW UP

2 MINUTES

- Make a list of luminous and non-luminous objects from your daily life observation and write it in your notebooks.

# TRANSPARENT, OPAQUE AND TRANSLUCENT OBJECT



## STUDENT LEARNING OUTCOMES

- Justify that light emerges from a source and travels in a straight line
- Investigate that light travels in a straight line
- Identify and differentiate between transparent, opaque and translucent objects in surroundings

## INFORMATION FOR TEACHERS

- Follow given instructions before the lesson
- 1. Read the topic fully in the textbook.
- 2. Keep in view the safety measures while students are performing activities in groups
- 3. Plan and arrange the materials needed for activities.
- 4. Know the detailed explanation of contents i.e., concept of nature of light, opaque and translucent objects.
- 5. Suitable methods for teaching these topics are:
  - ◊ Inquiry-based method
  - ◊ Activity-based method
  - ◊ Project method
  - ◊ Lecture cum demonstration

**Keywords** Transparent, opaque and translucent.

**Skills** Observing, analyzing, classifying and predicting.



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



## MATERIALS / RESOURCES REQUIRED

- Writing board, marker/ chalk & duster, table, candle/ torch, glass, plastics bottle, glass, iron/plastic sheet, water, milk, tissue paper charts, pictures related activities, and cardboard.



## INTRODUCTION

5 MINUTES

1. Start the class with “**Points to Ponder and Interesting information**” given on page 77 of the General Science textbook. This will create curiosity in the students about the new topic.
2. Ask the following questions from the students to reflect on their previous knowledge and write their responses one by one on the writing board.
  - ◊ How does light travel in the classroom?
  - ◊ How are shadows of objects formed?
  - ◊ Name some objects through which light transmits?
  - ◊ How does the light travel?



## DEVELOPMENT

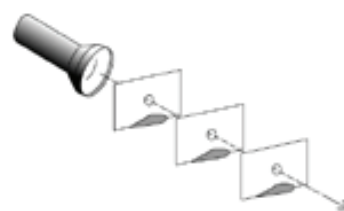
20 MINUTES

### Activity 1:

1. Demonstrate activity 6.3 on page 76 General Science textbook. Students must observe how light travels through different mediums.
2. When light completely passes through materials, such materials are called transparent. air, water, and clear glass.
3. When light passes partially through the objects it is called **translucent**, images formed will be fuzzy, unclear images e.g., wax paper, a single piece of tissue paper and vegetable oil.
4. When light falls on objects, which do not allow light to pass through them are called **opaque** e.g., book, wooden black, concrete, metallic material etc.

### Activity 2:

1. All students to open their books on page 77 of the General Science textbook and complete activity 6.4.
2. Call out the correct answers for students to check their work.
3. **Light travels in a straight line** and can be observed by keeping an object in the path of light. In daily life observation, we can see light travel in a straight line. Light emerging from the torch, headlights of a car, and lamps always travel in a straight line. Let us study in detail how does light travel in a straight line by performing the following activities
4. Divide the class into three groups A, B and C.
5. Assign activity 6.5 General Science textbook on page 78 to all groups and ask them to note observations.
6. Ask one student from each group to present their assigned task and observations.
7. Conclude the activity by summarizing the key points from the activity.



## ASSESSMENT

3 MINUTES

- Ask the following questions to assess the Learning of students
1. Can you differentiate between transparent, translucent, and opaque objects?
  2. Give two examples of each: transparent, translucent, and opaque objects
  3. Light can be seen through all index card holes, why?
  4. How does the light travel?
  5. What would happen if the holes were smaller?



## CONCLUSION / SUM UP

5 MINUTES

1. When all the light passes through the materials, such materials are called transparent.
2. When light passes partially through the material, it is called translucent material.
3. Light always travels in a straight line
4. Opaque objects are those, in which light cannot pass through at all.



## HOMEWORK / FOLLOW UP

2 MINUTES

- Write the names of five objects which are transparent, translucent, and opaque from

# FORMATION OF SHADOWS, REFLECTION OF LIGHT



## STUDENT LEARNING OUTCOMES

- Explain the formation of shadows.
- Predict the location, size and shape of a shadow from a light source relative to the position of objects.
- Demonstrate that shiny surfaces reflect light better than dull surfaces.

## INFORMATION FOR TEACHERS

- Follow the given instructions before starting the lesson
  1. Read textbook and topic fully for developing a holistic picture
  2. Ensure safety measures while students are performing activities in groups
  3. Arrange the materials needed for activities and teaching AV aids
  4. Plan the activities related to the topic.
  5. Know the concept of shadow and its formation and reflection of light.

**Keywords** Reflection, shadow

**Skills** Observing, measuring, predicting



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



## MATERIALS / RESOURCES REQUIRED

- Blackboard /whiteboard, marker/ chalk & duster, table, candle/ torch, shining surface plate/mirror and dull cardboard.



## INTRODUCTION

5 MINUTES

1. Ask the following questions from the students to reflect on their previous knowledge and write their responses one by one on the writing board.
2. Do you see your shadow during sunset and sunrise if yes, what is your observation?
3. Although the sunlight falls outside the classroom, you can see objects in your classrooms how does this happen?
4. What is meant by reflection?



## DEVELOPMENT

20 MINUTES

- Start the class with “**Points to Ponder**” given on page 79 General Science textbook.

### Activity 1:

1. Demonstrate to the students that how shadows are formed.
2. Ask students to copy you to form a shadow. (Activity 6.6 of General Science textbook on page 78 may be conducted for shadow formation in class.)



3. Explain the process of shadow formation for further clarity.

**Formation of shadows:** Shadows are formed when opaque objects or materials are placed in the path of rays of light. The opaque material does not let the light pass through it. The light rays that reflect the edges of the opaque material outline the shadow.

### Activity 2:

1. Discuss “**Points to Ponder**” and perform Activity 6.7 given on page 80 of the General Science textbook for creating interest of the students for thinking.

**Reflection of light:** When a ray of light approaches a smooth polished surface and the light ray bounces back, it is called the reflection of light.

2. Divide the class into appropriate groups and assign the following task.
3. All groups will perform Activity 6.7 on page 80 from the General Science textbook and note their observations
4. Ask one student from each group to present their assigned task with observations.
5. Conclude the activity by summarizing the main points of observation.



### ASSESSMENT

5 MINUTES

1. Ask the following questions to assess the lesson:
2. What happens when light falls on a smooth /polished surface?
3. How is an image formed by reflection from a smooth surface?
4. What is the size of the image of the object near to burning of a candle? (activity6.6 on page 79 General Science textbook)
5. What is the size of an image of the object away from the burning of a candle?



### CONCLUSION / SUM UP

3 MINUTES

1. Bouncing back of light from the smooth polished surface is called reflection of light
2. When an opaque object or material is placed in the path of a ray of light, the shadow is formed.



### HOMEWORK / FOLLOW UP

2 MINUTES

- Write your observation about your formation of shadow and its size in the following sheet.
- What time is the shadow small and at what time is the shadow large.

Items	Position of sun	Size of shadow
Formation of shadow	Sunrise	1. 2. 3.
	Sun at 12:00 Noon	1. 2. 3.
	Sunset	1. 2. 3.
Topic	Task	Observation

Reflection of light	When light falls on a plane mirror.	1. 2. 3.
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- Investigate Q4 part (ii) write your answers in your notebooks.

# SOUND, PROPAGATION OF SOUND



## STUDENT LEARNING OUTCOMES

- Describe and demonstrate how sound is produced by a vibrating body
- Identify variety of materials through which sound can travel

## INFORMATION FOR TEACHERS

- Follow the given instructions before the lesson:
  1. Read the textbook and topics fully for developing a holistic picture.
  2. Ensure safety measures while students are performing activities in groups.
  3. Arrange the materials needed for activities and teaching AV aids.
  4. Plan the activities related to the lesson/topics.
  5. Know the concept of sound and its production, transmission of sound from different materials.
  6. Use the following suitable methods for teaching these topics
    - ◇ Inquiry-based method
    - ◇ Activity-based method
    - ◇ Project method
    - ◇ Lecture cum demonstration

**Keywords** Sound, sound in different material

**Skills** Observing, analyzing, and predicting.



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



## MATERIALS / RESOURCES REQUIRED

- Blackboard /whiteboard, marker/ chalk, rubber band, grain of cone/wheat, music speaker, spoon, plane table water tub, plastic bottle, cutter, and water.



## INTRODUCTION

5 MINUTES

- Ask the following questions from the students to reflect on the previous knowledge. Write their responses one by one on the board.
  - ◇ Do you recognize the sound of your friend, take responses?
  - ◇ Do you recognize the sound of the school bell, beating drum, blowing of the wind, thunder, etc.? Write responses.
  - ◇ How these sounds reach your ears?



## DEVELOPMENT

20 MINUTES

1. Ask students what type of sounds they like to hear or sounds that make them happy, list the answers on the writing board.

2. Ask them if anyone knows how sound is produced? Encourage the students to give their opinion.
3. Demonstrate activity 6.8 of the General Science textbook on page 81. Students will observe the vibrations of the speaker and the jumping of the grains.
4. Explain how sound is produced and how it travels through a material medium?
5. Sound is produced due to the vibration of different objects. Sound travels as a longitudinal wave through a material medium. Sound travels as successive compressions and rarefactions in the medium. In sound propagation, it is the energy of the sound that travels and not the particles of the medium.
6. Explain:
  - ◇ Sound can travel through liquid, solid and gases (water, wood, air) as sound travels more quickly through solids than through liquids and gases because the molecules of a solid are closer/tightly bound together and, therefore, can transmit the vibrations (energy) faster.
  - ◇ Sound travels most slowly through gases because the molecules of a gas are the farthest apart.

### Activity 1:

1. Divide the class into four groups by labeling them A, B, C and D.
2. Groups to exchange their places and do observations of activities 6.9 and 6.10 General Science textbook.
3. Assign the task:
  - ◇ Group A: Put maize grain on the surface of the music loudspeaker and switch on and note observations.
  - ◇ Group B: Put the wheat grain on the surface of the plate and vibrate slightly with a steel spoon and note the observation.
  - ◇ Group C: Perform 6.9 General Science textbook on page 82
  - ◇ Group D: Perform 6.10 General Science textbook on page 82
4. Ask one student from each group to present their assigned task along with observations.
5. Conclude the activities by summarizing the key points of the above activities.



### ASSESSMENT

3 MINUTES

- Ask the following questions to assess the learning of the students.
  1. How sound is produced?
  2. How does sound travel?
  3. How can you recognize the ticking of a clock, the sound of musical instruments and the sound of birds chirping?



### CONCLUSION / SUM UP

5 MINUTES

1. Sound is produced due to the vibration of different objects
2. Sound travels more quickly through solids than liquids and gases because of the molecular arrangement in liquids and gases



### HOMEWORK / FOLLOW UP

2 MINUTES

1. Make a list of sounds that you hear in your daily life and write it in your notebooks.
2. Make a list of sounds that make you feel pleasant and unpleasant, separately and write it your notebook.

# SPEED OF SOUND IN DIFFERENT MATERIAL, INTENSITY OF SOUND



## STUDENT LEARNING OUTCOMES

- Identify that speed of sound differs in solids, liquids and gaseous medium
- Define and describe the intensity sound with examples

## INFORMATION FOR TEACHERS

- Follow the given instructions before the lesson:
  1. Read the textbook and topics fully for developing a holistic picture.
  2. Ensure safety measures while students are performing activities in groups.
  3. Arrange the materials needed for activities and teaching AV aids.
  4. Plan the activities related to the lesson/topics.
  5. Know the concept of sound and its production, transmission of sound from different materials.
  6. Use the following suitable methods for teaching these topics
    - ◊ Inquiry-based method
    - ◊ Activity-based method
    - ◊ Project method
    - ◊ Lecture cum demonstration

**Keywords** Speed, intensity

**Skills** Observing, analyzing, predicting.



## MATERIALS / RESOURCES REQUIRED

- Blackboard /whiteboard, marker/ chalk & duster, iron fence, and a bell.



## INTRODUCTION

5 MINUTES

1. Ask the following questions from the students to reflect on the previous knowledge. Write their responses on the writing board.
  - ◊ As you have already performed activities related to the propagation of sound, put your ear on the surface of the wooden table and ask your friend to tap it gently, do you hear any sound?
  - ◊ Can you guess through which medium the sound traveled?
2. Name a few sounds like the chirping of birds, traffic noise, the sound of a flute, the thunder of clouds and ask the students to classify the faint or low and loud sound, write the responses on board.
3. Locate /select an iron fence near your school and students will visit under your supervision to perform activity 6.11 on page 82 of the General Science textbook and note the observations.

### Activity 1:

1. To identify the intensity of sound students will perform activity 6.12 on page 83 of the General Science textbook.
2. Explain that:
  - ◇ The intensity of sound depends on the loudness of the sound.
  - ◇ Tell students that loudness of sound depends on the distance of the source of sound from the listener.

### Activity 2:

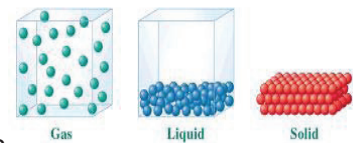
1. Students will conduct activity 6.13 given on page 85 of G.Sc textbook.
2. The intensity of the sound will be observed by the students.



#### DEVELOPMENT

20 MINUTES

- Explain the topic speed of sound in solid, liquid and Gasses with help of particles arrangements on charts.
1. **Sound in solid:**
    - ◇ Sound travels by pushing particles, in solid particles are closely packed, there is not much space between the particles.
    - ◇ They vibrate in fixed positions. As a result, the sound is emitted quickly between particles, that is why sound travels fastest in solids (explain with the help of the diagram).
  2. Similarly, explain liquid and gases along with suitable examples and also conclude that "sound cannot travel through a vacuum" by using available teaching AV aid and write key points on black/ whiteboard by involving the students
  3. Explain the topic intensity of sound by giving suitable examples from daily life.



#### CONCLUSION / SUM UP

3 MINUTES

1. Speed of sound is greater in solid than liquid and gasses.
2. The intensity of sound decreases with an increase of distance from the source.



#### ASSESSMENT

5 MINUTES

1. How does the sound travel in solid?
2. Why the sounds travel fast in solids than liquid?
3. Why does sound can not travel in a vacuum?



#### HOMEWORK / FOLLOW UP

2 MINUTES

1. Students to attempt Question 3 part (iv) from exercise given on page 90 of the General Science textbook.
2. Write factors affecting the intensity of sound?

## LESSON

## 38

# NOISE, HARMFUL EFFECTS OF NOISE ON HUMAN HEALTH, CONTROLLING NOISE POLLUTION



## STUDENT LEARNING OUTCOMES

- Define noise and its harmful effects on human health
- Appreciate the role of human beings in reducing noise pollution

## INFORMATION FOR TEACHERS

- Follow the given instructions before the lesson:
  1. Read the textbook and topics fully for developing a holistic picture.
  2. Ensure safety measures while students are performing activities in groups.
  3. Arrange the materials needed for activities and teaching AV aids.
  4. Plan the activities related to the lesson/topics.
  5. Know the concept of sound and its production, transmission of sound from different materials.
  6. Use the following suitable methods for teaching these topics
    - ◊ Inquiry-based method
    - ◊ Activity-based method
    - ◊ Project method
    - ◊ Lecture cum demonstration

**Keywords** Speed and intensity of sound

**Skills** Observing, analyzing, and predicting



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



## MATERIALS / RESOURCES REQUIRED

- Blackboard /whiteboard, marker/ chalk & duster, charts, and markers/pencils, posters (noisy environments, traffic sounds, harmful effects, and Ideal environment).



## INTRODUCTION

5 MINUTES

- Ask the following questions from the students to reflect on their previous knowledge write their responses on the board.
  1. Which sound has a pleasant effect on your mind?
  2. Which sound creates an unpleasant effect on your mind?
  3. Which sound do you feel is harsh and irritating in daily life?



## DEVELOPMENT

20 MINUTES

### Activity 1:

1. Ask the students to open page 85 of the General Science textbook and perform activity 6.14 for identifying pleasant and unpleasant sounds.
2. Explain:
  - ◊ Noise pollution is described as any disturbing or unwanted sound that interferes with or harms human health or wildlife. Noise pollution is an invisible danger.
  - ◊ Noise pollution is created from the following:
    - Unnecessary usage of horns
    - Unnecessary usage of fireworks
    - Industrial noise
    - Construction noise
    - Noise from transportation such as railway and aircraft
3. Discuss the harmful effects of noise on human health:
  - ◊ **Hypertension:** It is a direct result of noise pollution which is caused due to elevated blood levels for a longer duration.
  - ◊ **Hearing loss:** Constant exposure of human ears to loud noise that is beyond the range of sound that human ears can withstand damages the eardrums, resulting in loss of hearing.
  - ◊ **Sleeping disorders:** Lack of sleep might result in fatigue and low energy level throughout the day affecting everyday activities. Noise pollution hampers the sleep cycles leading to irritation and an uncomfortable state of mind.

### Activity 2:

1. Divide the class into three groups A, B, and C.
2. Provide the charts and markers to each group, then assign the tasks following:
  - ◊ Group A: Make a list of sounds that create noise in our daily life
  - ◊ Group B: Make a list of harmful effects of noise on human health
  - ◊ Group C: write ways to control the noise pollution
3. Ask each group to display the chart and present their task respectively.
4. Conclude by summarizing the key points from all activities.



## ASSESSMENT

5 MINUTES

- Ask the following questions to assess the lesson.
1. Define noise?
  2. What is meant by noise pollution?
  3. Write two effects of noise pollution on human health?
  4. Write two ways to control noise pollution.



## CONCLUSION / SUM UP

3 MINUTES

1. Noise is unwanted sound considered unpleasant
2. Noise pollution is described as any disturbing or unwanted sound



3. Noise pollution creates a bad effect on human health like Sleeping disorders, Hypertension, Hearing loss, etc.



### **HOMEWORK / FOLLOW UP**

2 MINUTES

1. Write the names of things/machines which create noise pollution in our daily life?
2. Write at least three ways to minimize noise pollution?

# STATIC ELECTRICITY



## STUDENT LEARNING OUTCOMES

- Explain the phenomena of static electricity in everyday life
- Describe charges and their properties

## INFORMATION FOR TEACHERS

- Follow given instructions before the lesson
- 1. Read topic fully
- 2. Ensure safety measures while students are performing activities in groups
- 3. Plan and arrange the material needed for activities.
- 4. A detailed explanation of contents i.e. Static electricity, charges, and their properties.
- 5. Use the following suitable methods for teaching the topic may be used.
  - ◊ Inquiry-based method
  - ◊ Activity-based method
  - ◊ Project method
  - ◊ Lecture cum demonstration

**Keywords** Static electricity, charges

**Skills** Observing, analyzing, predicting



## DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD

35 minutes / 01 period



## MATERIALS / RESOURCES REQUIRED

- Writing Board /whiteboard, Marker/ chalk & duster textbook of the General Science Grade -5, plastics comb, pieces of papers, balloons, two wooden stands, woolen cloth etc.



## INTRODUCTION

5 MINUTES

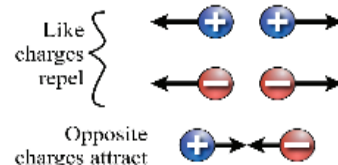
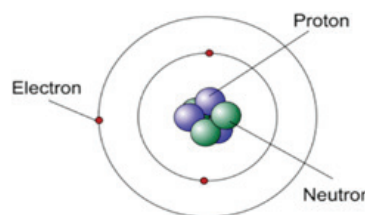
- Ask the following few questions randomly from the students to reflect on the previous knowledge. Write their responses one by one on the board.
- 1. What are the smallest particles in the composition of matter?
- 2. What are other parts of an atom?
- 3. Do you know the location of electrons, protons, and neutrons in an atom?
- 4. Why the bulb gives light and electric fan blow air?
- 5. When electricity is off from the grid station what happens in daily routine activities /work?



## DEVELOPMENT

20 MINUTES

1. Explain the topic by using available teaching A.V aids, and write key points on the writing /whiteboard by involving students.
2. Explain:
  - ◇ All material objects are composed of extremely small particles called atoms.
  - ◇ An atom consists of further smaller particles electrons, protons, and neutrons.
  - ◇ Electrons are negatively charged particles and located in the orbit of an atom, protons are positively charged particles.
  - ◇ Protons located in the nucleus and neutrons are neutral particles located in the nucleus of the atom.
3. Like charges always repel each other and unlike charges attract each other.



Tell students that:

4. Electricity is commonly known as the electric current which is the flow of charges from one place to another place in the circuit (Like copper, aluminum, silver) having free electrons.
5. Now divide the class into three groups by labeling them A and B and C and assign the task:
  - ◇ Group A. Activity 7.1 General Science Textbook on page# 93 and note observations
  - ◇ Group B. Activity 7.2 General Science Textbook on page# 94 and note observations
  - ◇ Group C. Activity 7.3 General Science Textbook on page# 95 and note observations
6. One student from each group will present their assigned task along with their observations.
7. Conclude these activities by summarizing the key points and demonstrating each experiment to the whole class.



## ASSESSMENT

3 MINUTES

- Ask the following questions to assess the lesson:
1. When two balloons are rubbed with a woolen cloth and brought together what will happen?
  2. Why pieces of paper get attracted to the comb?
  3. When the plastic comb is pulled through dry hair, what will be the charge on the plastic comb?



## CONCLUSION / SUM UP

5 MINUTES

1. A Charge is a basic property of matter.
2. Electricity is produced by the flow of electric charges through the material.
3. Like charges always repel each other and unlike charges always attract each other.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Name of some electric appliances used in daily life
2. Write at least five advantages of electricity in daily life
3. Write at least two disadvantages of electricity in daily life

**Month**

**6**

# ELECTRIC CURRENT



## STUDENT LEARNING OUTCOMES

- Differentiate between conductor and insulator from daily life
- Describe flow of electric current in an electric circuit
- Describe and design an electric circuit and explain its component

## INFORMATION FOR TEACHERS

- Follow given instructions before the lesson:
  1. Read topic fully.
  2. Ensure safety measures while students are performing activities in groups.
  3. Plan and arrange the material needed for activities.
  4. A detailed explanation of contents i.e. Static electricity, charges, and their properties.
  5. Suitable methods for teaching the topic may be used like:
    - ◊ Inquiry-based method
    - ◊ Activity-based method
    - ◊ Project method
    - ◊ Lecture cum demonstration

**Keywords** Electric current, circuit, and its components, conductor, and Insulator.

**Skills** Observing, analyzing, predicting



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



## MATERIALS / RESOURCES REQUIRED

- Writing board, marker/ chalk & duster General Science textbook of Grade-5, conducting wire, electric cell, switch, bulb/LED, aluminum foil, small block wood, iron wire, copper, eraser, glass strip, plastic ruler.



## INTRODUCTION

5 MINUTES

- Ask the following questions randomly to reflect on the previous knowledge write their responses one by one on the board.
  1. When we switch on, the bulb gives light why?
  2. When electricity is off, we cannot switch on the Television why?
  3. How current passes through the bulb?
  4. Why electricians wear plastic gloves while doing electrical work?
  5. The electricity can pass through which mediums?



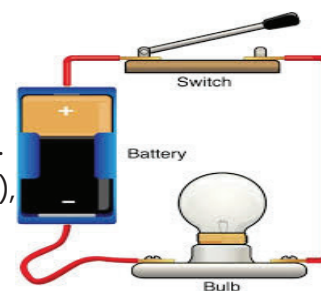
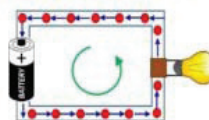
## DEVELOPMENT

20 MINUTES

1. Explain the topic by using available teaching AV aids and write key points on the writing board by involving students.
2. Explain that:
  - ◇ In some objects like copper, aluminum, silver, Iron, etc. the electrons move freely within the material.
  - ◇ These electrons are called free electrons. To make these electrons flow in one direction, a force is needed, which is provided by a battery or cell.
  - ◇ The flow of these electrons is called electric current.
  - ◇ The path through which these electrons flow is called a circuit.
  - ◇ Often the circuit consist of connecting wires, battery (Dry cells), Keys, bulbs, LED as shown in figures.
3. Conductors: The material which passes the electricity is called conductors like Alunuim, silver, iron, copper, etc.
4. Insulators: The material which does not pass the electricity is called Insulator like plastics, wood, Rubber, etc
5. Now divide the class into two groups by labeling them A and B and assign tasks as:
  - ◇ Group A. Activity 7.4 General Science textbook on page # 96 and note observations
  - ◇ Group B. Activity 7.5 General Science textbook on page # 98 and note observations
6. One student from each group will present their assigned task along with observation.
7. Conclude these activities by summarizing the key points.

### What is Electric Current?

(Direction of Flow of Current)



## ASSESSMENT

3 MINUTES

- Ask the following questions to assess students about the lesson:
  1. Define current
  2. Tell the names of some elements which are needed for electric circuit
  3. Differentiate between conductor and insulator with examples



## CONCLUSION / SUM UP

5 MINUTES

1. The rate of flow of electrons in a circuit is called current
2. The path through which the current flow is called a circuit.
3. The material through which the current can pass is a conductor and the material which does not allow to flow current is Insulator



## HOMEWORK / FOLLOW UP

2 MINUTES

- Make a list of things that are connected with the electrical wiring circuit in your house.

# MAGNET, MAGNETIC AND NON-MAGNETIC MATERIALS, PROPERTIES OF MAGNET



## STUDENT LEARNING OUTCOMES

Recognize that magnets can be used to attract some metallic objects

Describe and demonstrate that magnets have two poles and that like poles repel and opposite poles attract.

## INFORMATION FOR TEACHERS

- Follow given instructions before the lesson:
  1. Read topic fully in the textbook and in other textbook material available in the school.
  2. Ensure safety measures while students are performing activities in groups
  3. Plan and arrange the material needed for activities.
  4. A detailed explanation of contents i.e. Static electricity, charges, and their properties.
  5. Suitable methods for teaching the topic may be used.
    - ◇ Inquiry-based method
    - ◇ Activity-based method
    - ◇ Project method
    - ◇ Lecture cum demonstration

**Keywords** Magnet

**Skills** Observing, analyzing, classifying, and predicting



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



## MATERIALS / RESOURCES REQUIRED

- Writing board, marker/ chalk and duster General Science textbook of grade 5, magnet, wooden stand, papers pens, iron filling, pencils, rubber and thread string,



## INTRODUCTION

5 MINUTES

- Ask the following questions from students randomly from the students to reflect on the previous knowledge, write their responses one by one on the board.
  1. Have you seen a magnet, if yes what is your observation about a magnet?
  2. How you can recognize magnets from other metallic substances?
  3. What do you know about the magnetic poles?



## DEVELOPMENT

20 MINUTES

1. Explain the topic by using available teaching audio-visual aids and write key points on the writing/whiteboard by involving the students.
2. A **magnet** is an object (generally a metal bar) that has a North and South Pole when it is freely suspended its one end move towards the earth's North Pole and the other moves towards the South Pole and this bar is called a bar magnet.

### Properties of a magnet

- Following are the basic properties of a magnet:
  - ◊ When a magnet is dipped in iron filings, we can observe that the iron filings cling to the end of the magnet as the attraction is maximum at the ends of the magnet.
  - ◊ Magnetic poles always exist in pairs.
  - ◊ Like poles repel while unlike poles attract.
  - ◊ The magnetic force between the two magnets is greater when the distance between these magnets is lesser.

### Activity I:

1. Discuss the Interesting Information given on page 102 of the General Science textbook, about how Greeks discovered magnets.
2. Show the different shapes of the magnets by drawing on the writing board and the students will match them with the drawings in the textbook on page 102 and label them on the board.

### Magnetic and non-magnetic material:

1. The materials which are attracted towards a magnet are magnetic material e.g., iron, nickel or cobalt.
2. The materials which are not attracted towards a magnet are non-magnetic e.g., Rubber, pencil, stone feather, and leather.
3. Now divide the class into three groups by naming them A, B, and C and assign:
  - ◊ Group A. Activity 7.7 General Science textbook on page 101 and note observations
  - ◊ Group B. Activity 7.8 General Science textbook on page 102 and note observations
  - ◊ Group C. Activity 7.9 General Science textbook page on 103 and note observations
4. Students from each group will demonstrate and present their observations and findings of the experiment to the class.
5. Explain the experiment with more information.
6. Conclude these activities by summarizing the key points and discussing "**Points to Ponder** and **Do you Know?**" given on page 103 of the General Science textbook.



## ASSESSMENT

5 MINUTES

- Ask the following questions to assess the lesson:
  1. What is a magnet?
  2. Tell two properties of a magnet
  3. Differentiate between magnetic and non-magnetic material





## CONCLUSION / SUM UP

3 MINUTES

1. A magnet is a bar, when it is freely suspended its one end-point towards the North Pole and the other points towards the South Pole.
2. Like poles repel while unlike poles attract each other.
3. The materials which get attracted towards a magnet are magnetic material and which are not attracted towards a magnet are non-magnetic materials



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Make a list of magnetic and non-magnetic materials in daily life observations.
2. Write three applications of magnetic devices which we use in daily life.

# PROPERTIES OF A MAGNET, EARTH-A HUGE MAGNET



## STUDENT LEARNING OUTCOMES

- Identify earth as huge magnet and demonstrate it with an experiment

## INFORMATION FOR TEACHERS

- Follow the given instructions before the lesson:
  - Read textbook and topics carefully.
  - Ensure safety measures while students are performing activities in the group.
  - Plan and arrange the material needed for activities.
  - Know the explanation of the contents.
  - Use the suitable method for teaching the topic such as activity-based methods lecture cum discussion, demonstration and project method.

**Keywords** magnet and its properties

**Skills** classification, observation, prediction



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



## MATERIALS / RESOURCES REQUIRED

- Writing board, charts, duster, marker/chalk, pencil, rubber, still pins, copper wire, iron nails and stone.



## INTRODUCTION

5 MINUTES

- Ask the following few questions from students randomly from the students to reflect on the previous knowledge, write their responses one by one on the writing board.
  - What is a magnet?
  - How many poles are there in a magnet?
  - What is a pole?
  - what poles attract each other and what poles repel each other?
  - When we suspend the magnet freely it moves in which direction?
- After discussing these questions announce the topic as "Properties of Magnet and Earth –a huge Magnet".



## DEVELOPMENT

20 MINUTES

- Explain the topics by using available teaching A.V aids and write key points on the writing/ whiteboard by involving students.
- Demonstrate that like poles attract each other and unlike poles repel each other by taking

two bar magnets.

3. Divide the class into three groups A, B and C.
4. Assign the following task like:
  - ◇ Groups A activity 7.8 General Science textbook page 102 and note observations
  - ◇ Group B activity 7. 9 General Science textbook page 103 and note observations
  - ◇ Group C activity 7.10 General Science textbook page 104 and note observations
5. Ask one student from each group to present their assigned task along with observation.
6. Conclude these activities by summarizing the key points.



### ASSESSMENT

3 MINUTES

- Ask few questions to check the students' learning:
  1. Which poles repel each other?
  2. Which poles attract each other?
  3. When same poles are brought near each other what happens?
  4. What happens when opposite poles are brought near to each other?



### CONCLUSION / SUM UP

5 MINUTES

1. Like/same poles always repel each other and unlike poles always attract each other
2. When we suspend the bar magnet freely one end moves toward the north and the other move towards the south.



### HOMEWORK / FOLLOW UP

2 MINUTES

- Ask students to complete the project Q-3 on page 110 of Grade 5 General Science textbook.

# MAGNETIC COMPASS



## STUDENT LEARNING OUTCOMES

- Describe the working of a magnetic compass
- Explain different types of magnets (permanent, temporary magnet and electromagnet)

## INFORMATION FOR TEACHERS

- Follow the given instructions before starting the lesson:
  - Read the topic in the textbook.
  - Ensure safety measures while students are performing activities in groups.
  - Plan and arrange the material needed for activities.
  - A detailed explanation of contents i.e., magnet compass and Types of magnets.
  - Following suitable methods for teaching the topic may be used.
    - Inquiry-based method
    - Activity-based method
    - Project method
    - Lecture cum demonstration

**Keywords** North, south, magnetic, compass, poles

**Skills** Observation and classification



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



## MATERIALS / RESOURCES REQUIRED

- Writing board, charts, duster, marker/chalk, etc. needle, magnet, pencil, glass and thread.



## INTRODUCTION

5 MINUTES

- Ask the following questions randomly from the students to reflect on the previous knowledge, write their responses one by one on the writing board.
  - What is a magnetic compass?
  - How can we find Qibla?
  - What device is used for finding direction?  
(Facilitate students while getting their responses)



## DEVELOPMENT

20 MINUTES

- Explain the topic by using available teaching audio-visual aids and write key points on the writing board by involving the students

2. Draw the magnetic compass on the board to show the movement of the compass by pointing out the directions.
  - ◇ **Magnetic compass:** The magnetic compass is a device used to locate the direction or position of a place. Using a magnetic pointer that aligns itself with the earth's magnetic field. The magnetic compass is the oldest and the most familiar type of compass and is used in different forms in aircraft, ships and land vehicles.
  - ◇ Permanent magnets are made from special alloys (ferromagnetic *materials*) such as iron, nickel, and cobalt. Several alloys of rare-earth metals and minerals such as **lodestone** (magnetite possessing polarity. Something that strongly attracts.)
  - ◇ **Temporary magnets** are made from soft metals, and only retain their magnetism while near a permanent magnetic field or electric current. Common temporary magnets include nails and paperclips, which can be picked up or moved by a strong magnet.
3. Now divide the class into three groups by naming them A and B and C and assign:
  - ◇ Group A. Activity 7.12 General Science textbook on page 105 and note observations
  - ◇ Group B. Activity 7.13 General Science textbook on page 105 and note observations
  - ◇ Group C. Activity 7.14 General Science textbook on page 106 and note observations
4. One student from each group will present their assigned task along with observations.
5. Explain and conclude these activities by summarizing the key points from each activity.



### ASSESSMENT

3 MINUTES

To check the understanding of the students following few questions will be asked.

What device is used for finding directions?

What directions does the magnetic compass point towards?

How can you differentiate between permanent and temporary magnets?



### CONCLUSION / SUM UP

5 MINUTES

1. The magnetic compass is a device used to locate direction.
2. *Permanent magnets* are made from special alloys (ferromagnetic *materials*) such as iron, nickel and cobalt,
3. Temporary magnets are made from soft metals, and only retain their magnetism while near a permanent magnetic field or electric current.



### HOMEWORK / FOLLOW UP

2 MINUTES

- Investigation – Q.4 page 110 Grade 5 General Science textbook to be performed in class as a follow-up.

# STRUCTURE OF THE EARTH



## STUDENT LEARNING OUTCOMES

- Describe the structure of the Earth, (crust, mantle and core) and the physical characteristics of these distinct parts.

## INFORMATION FOR TEACHERS

- Follow the given instructions before the lesson:
  - Read the topic in the textbook and additional material to develop a holistic picture of the content.
  - Ensure safety measures while students are performing activities in the group.
  - Plan and arrange the material needed for activities.
  - Know the detailed explanation of the contents.
  - Use the suitable method for teaching the topic such as activity-based methods lecture cum discussion, demonstration and project methods.
  - Point out the keywords/terms in the lesson

**Keywords** Crust, mantle, core, deserts, ocean and volcano.

**Skills** Observation, classification and inferring are the skills to be emphasized.



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



## MATERIALS / RESOURCES REQUIRED

- Whiteboard, markers, duster, chalks, charts, China clay of different colours (Red + Blue + Brown) globe, plastic sheets and knives.



## INTRODUCTION

5 MINUTES

- To motivate the class and develop the interest of the learner, ask the following questions:
  - Where do you live? (Earth)
  - Where do plants grow?
  - Where do animals live?
  - Have you seen a globe?
  - What is the shape of a globe?



## DEVELOPMENT

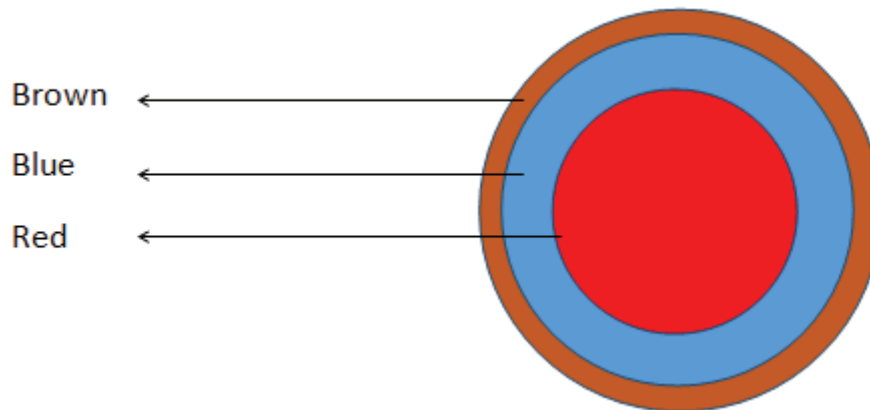
20 MINUTES

### Activity 1:

- Present three different colours of China clay or playdough in the class and ask any three

students to roll the clay.

2. Guide students in rolling the clay in the form of a ball.
3. Tell students to make:
  - ◇ First, a roll of red clay,
  - ◇ Second, a roll is of blue clay and
  - ◇ Third, a roll is of brown colour clay,
4. Roll the three clays above one another in such a manner, that they cannot stick to one another.



5. Now ask few questions:
  - ◇ What does it look like? (A ball)
  - ◇ What does it contain on the inner side?
6. Ask to cut the ball with a plastic knife and observe: Again, ask the following
  - ◇ How many colours do you observe in the ball? (Red, blue, brown)
  - ◇ What is the colour of the interior layer? (Red)
  - ◇ What is the colour of the outer layer? (blue)
7. Now explain that just like a ball the earth consists of three-layer like
  - ◇ Brown colour                      —————→                      Crust
  - ◇ Blue Colour                        —————→                      Mantle
  - ◇ Red colour                         —————→                      Core

Students will make charts having the following information

#### Structure of Earth:

1. **Crust:**
  - ◇ The outer surface of the earth
  - ◇ We live on this part.
  - ◇ Contains mountains, deep oceans, rivers, deserts, green fields, rural and urban dwellings. The average thickness of this is 5-70 km.
2. **Mantle:**
  - ◇ Found under the crust
  - ◇ The biggest part of the earth
  - ◇ Thickness is about 3900 km
  - ◇ Contains hot fluid called lava
  - ◇ Lava comes out to the surface during volcano
3. **Core:**
  - ◇ Last layer of the earth

- ◇ Hottest part
- ◇ Temperature = 5000°C
- ◇ Core has two parts
  - Internal core
  - External core

### Activity 2:

1. Invite a student to share his/her thoughts on the structure of the earth and facilitate.
2. Conduct activity 8.1 on page 112 of General Science textbook Grade-5.

### Recapitulation:

1. How many layers are there in the earth?
2. Name the layer of earth?



### CONCLUSION / SUM UP

3 MINUTES

1. What is the name of the innermost layer of earth?
2. What is the name of the hottest layer of earth?
3. In which layer is lava found?



### ASSESSMENT

5 MINUTES

- A quick quiz to be held in class given on page 113 of the General Science textbook.



### HOMEWORK / FOLLOW UP

2 MINUTES

- Make the model of the internal structure of the earth from low-cost materials in the home and label their different layers.



# SOURCES OF WATER



## STUDENT LEARNING OUTCOMES

- Describe the sources of water on earth

## INFORMATION FOR TEACHERS

- Follow the given instructions before starting the lesson:
  - Read the topic fully in the textbook and in the additional resource material available.
  - Ensure safety measures while students are performing activities in the group
  - Plan and arrange the material needed for activities
  - Know the explanation of the contents.
  - Use the suitable method for teaching the topic such as activity-based methods lecture cum discussion, demonstration, and project methods.

**Keywords** Fresh-water, glaciers, lakes springs, underground water

**Skills** Observation and classification skills to be emphasized during the lesson



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



## MATERIALS / RESOURCES REQUIRED

- Whiteboard, markers, duster, chalks, charts, textbook General Science Grade – 5



## INTRODUCTION

5 MINUTES

- An environment shall be generated to develop the interest among the students in a new topic.
- Show the globe and ask:
  - What does the blue color on the globe indicate?
  - Tell students that most of the earth is covered with water shown on the globe as blue colour.
- Ask students the following questions about water:
  - When you feel thirsty, what do you drink?
  - Where do we get water from?
  - Name the uses of water in our daily life. (drinking/cooking and washing)
  - What is the source of water in our homes?
- Now introduce the topic as "Sources of water"



## DEVELOPMENT

20 MINUTES

- Paste a chart on a writing board having pictures of the sources of water and take responses.



### Activity 1:

1. Divide the class into two groups.
2. Group A will write the sources of water.
3. Group B will write uses of water on the chart under the proper guidance.

### Activity 2:

1. Discuss the **Interesting Information, Points to Ponder and Quick quiz** given on page 115 of the General Science textbook.
2. Explain the **water cycle** by drawing the diagram given on page 115 of the General Science textbook.
3. Tell students to draw the water cycle in their notebooks and define the terms **evaporation, condensation, precipitation and collection**. This is how the total amount of water on earth does not change. Nature has built this cycle to maintain the water balance on earth.
4. Ask students to complete Q. 3 Part I, on page 122 of the General Science textbook in class.

### Recapitulation:

1. Why water is important?
2. Write the main sources of water.
3. What will happen if we use too much water?
4. Why ocean water is unfit for drinking?



## CONCLUSION / SUM UP

3 MINUTES

- Before concluding the lesson, the following questions will be asked.
1. Name the different sources of water in your locality?
  2. How we use water in our daily life?
  3. Name natural sources of water.
  4. Is there a natural source of water in your community?



## ASSESSMENT

5 MINUTES

- Prepare a chart and write down the names of sources of water and also mention the uses of water.



## HOMEWORK / FOLLOW UP

2 MINUTES

- Ask students to paste some pictures of sources of water in their notebooks also write down the uses of water.
- Ask students to collect the names of sources of water in school, home and surroundings.

**Month**

**7**

# TYPES OF SOIL, CHARACTERISTICS OF SOIL



## STUDENT LEARNING OUTCOMES

- Identify similarities and differences among the different types of soil
- Investigate the composition and characteristics of different soils.

## INFORMATION FOR TEACHERS

- Follow the given instructions before starting the lesson:
  - Read the topic in the textbook and in other available additional resources material.
  - Keep in view the safety measures while students are performing activities in the group
  - Plan and arrange the material needed for activities
  - Know the detailed explanation of the contents according to the level of the students
  - Use the suitable method for teaching the topic such as activity-based methods lecture cum discussion, demonstration, and project methods.

**Keywords** Clay, sand, silt, humus.

**Skills** Observation and classification skills



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



## MATERIALS / RESOURCES REQUIRED

- chart showing the picture of sand, silt and clay. Also bring the original samples of Sand, Silt, Humus and clay if available

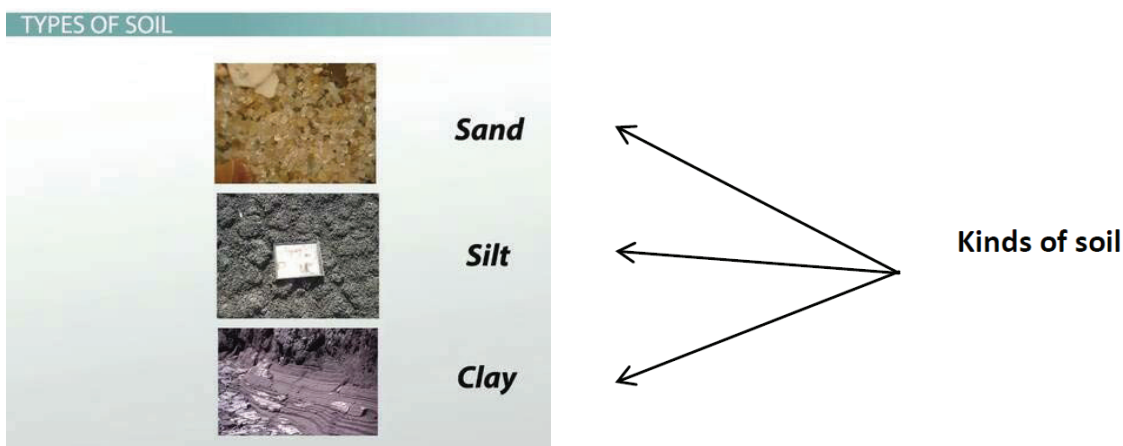


## INTRODUCTION

5 MINUTES

- An environment shall be generated to build the interest in learning the new topic, so some questions will be asked:
  - What is soil?
  - Do you know how soil is formed?
  - What do you think that soil of different types is different in its particle size, texture and color?

Soil, air and water, are one of the most important natural resources. Most of our food grows in soil. It is the home of billions of organisms. We built homes and buildings on it. Soil is formed very slowly may be as 1cm of thickness in 500 years, so we cannot just replace them in our lifetime. However, in some areas, floods can replace the top soil almost every year.



Now introduce the topic as “Types of Soil”.



## DEVELOPMENT

20 MINUTES

1. Collect five different samples of soil from different places in a separate plastic tray and label 1, 2, 3, 4, 5.
2. Divide the class into five groups and ask them to observe and classify the soil.
3. Use the following table will be completed by taking responses from the groups.

Properties	Sample 1	Sample 2	Sample 3	Sample 4	Sample 5
Colour (grey, bluish)					
Size of particles (large, small, largest)					
Weight of particles (heavy, light, lightest)					
Dry or damp					

4. Now based on information taken from the above activity, explain that:
  - ◊ If soil particles are bluish-green, smooth and silky, heavier in weight and smaller in size the soil is called silty.
  - ◊ If soil consists of bigger particles of grey colour and light in weight, water is drained through it then the soil is called sandy soil.
  - ◊ If particles are very small in size, soft, sticky and brownish in color, can take more water, very hard when dry, it is called clay.
  - ◊ Wet clay can be molded into different shapes.
5. Summarize the activity by sharing the main points.

### Activity 2:

1. Invite a student and ask him/her to tell names of different types of soil.
2. Ask students what absorption of water is?  
(Take their response and,)
3. Refer students to complete activity 8.6 and 8.7 on pages 118–119 of the General Science textbook Grade 5.
4. Sum up the activity by sharing the “Interesting Information” at page 119.

### Recapitulation:

- To recapitulate the topic, ask the following questions.
  1. Define soil?
  2. What are the types of soil?
  3. What is sandy soil?



## CONCLUSION / SUM UP

3 MINUTES

1. Now at the end of the lesson, ask some questions to assess students.
  - ◇ What is the color of clay?
  - ◇ Which type of soil absorbs water?
  - ◇ Which type of soil is used for making brick?
2. Now revise the main points of the lesson to end the day's task.



## ASSESSMENT

5 MINUTES

- Exercise Q. 1 at the end of the chapter to be performed in the class.



## HOMEWORK / FOLLOW UP

2 MINUTES

- Ask students to write the answers for Q. 2 all parts are given on page 122 of the General Science textbook Grade 5.

# SPACE EXPLORATION, THE ROLE OF NASA



## STUDENT LEARNING OUTCOMES

- Define the term space and emphasize the need to explore it.
- Recognize the role of NASA (National Aeronautical and Space Administration) in space exploration.

## INFORMATION FOR TEACHERS

1. Read the whole chapter and in other relevant material available to develop a holistic picture of the content.
2. Ensure safety measures while performing the activities.
3. Plan and arrange the material needed for activities before the session.
4. Know the detailed explanation of content.
5. Use suitable method to teach the topic,
  - ◇ Activity-based
  - ◇ Project method
  - ◇ Lecture cum demonstration.

### Keywords

Heavenly bodies, spacecraft, NASA

Write the keywords/definitions on the chart and display them in the classroom, visible to all students.

### Skills

Observation and inference skills to be emphasized during the lesson.



**DURATION / NO OF PERIODS: 70 MINUTES / 2 PERIODS**



## MATERIALS / RESOURCES REQUIRED

- Pictures of moon, planets and NASA spacecraft
- Any other thing which teacher considers necessary for delivering the lesson



## INTRODUCTION

5 MINUTES

- Develop an environment to build up the interest of the students and to make them eager for learning the new lesson. Ask the following questions to brainstorm the topic.
  - ◇ What is a star?
  - ◇ What is the moon?
  - ◇ Are there any other objects present in the sky at night?
  - ◇ Do you know what space is?
  - ◇ How do scientists move from the earth's surface to the moon?
- After getting the feedback from the students, announce the topic that today we will discuss "**Space Exploration**".





## DEVELOPMENT

20 MINUTES

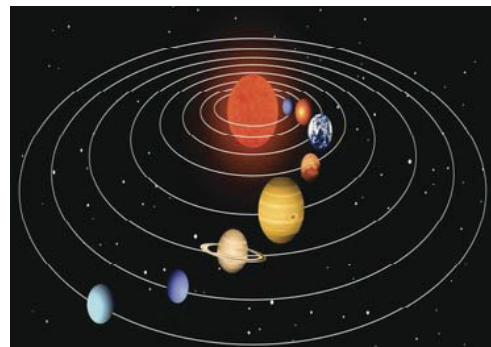
1. Start the lesson, with the help of pictures and explain the concept
  - ◇ Paste/hang the pictures in front of the students, where they can be seen clearly.
  - ◇ Identify the sun, moon, stars, and planets.
  - ◇ Moon



2. Show the picture of a NASA ship landing on the moon on page 125 of the General Science textbook grade v and elaborate on the concept.

### Guided practice

1. Ask a student to read aloud pages 124-125 of the General Science Textbook of Grade 5.
2. Explain the concept of space, its exploration and the contribution of the Soviet Union and America:
  - ◇ Define space.
  - ◇ Explain Stars and planets
  - ◇ Planets around the sun
  - ◇ Discuss Galaxies and Heavenly bodies.
  - ◇ Explain Universe and the Spacecraft.
  - ◇ Elaborate what is NASA and its work?



### ASSESSMENT

1. To recapitulate about the topic, ask the following questions during the lesson.
  - ◇ Define space?
  - ◇ Name the different heavenly bodies?
  - ◇ Why is it needed to explore these heavenly bodies?
2. Clarify if students are not cleared.



## CONCLUSION / SUM UP

3 MINUTES

1. Before concluding the lesson, ask few questions to check the students' concepts.
  - ◇ What is space?
  - ◇ What is a star?
  - ◇ What is a planet?

- ◇ Can you differentiate between the planet and star?
  - ◇ Why the space exploration is necessary?
2. Sum up the lesson by discussing the key points given at the end of the chapter with students.



### **ASSESSMENT**

5 MINUTES

1. Students to attempt Question No. 1 (i), (iii) on page 133 of the General Science textbook from the exercise at the end of the chapter.
2. Students to exchange copies for checking the answers in class, while you write the correct answer on the writing board.



### **HOMEWORK / FOLLOW UP**

2 MINUTES

- Ask students to write the answers to the following questions in their notebooks.
1. Differentiate between stars and planets.
  2. Write the names of heavenly bodies.

# ROLE OF NASA IN SPACE EXPLORATION

## Period 2 (if required)



### INTRODUCTION

5 MINUTES

Talk about the role of different organizations from all over the world who have contributed to space exploration. Background and history of space research started with the following steps. Refer to the pictures given in the textbook on page 126-127

1. The invention of the rocket made it possible to travel beyond our atmosphere into vast space.
2. The space-age began on October 4, 1957, when the Soviet Union launched Sputnik- 1 in the orbit of the earth.
3. The Soviet Union sent Sputnik 2 in Space on 3 November 1957 that carried the first living thing, a dog.
4. This was followed by other countries of the world who launched many other space crafts.
5. Uses of these space crafts are many, monitoring weather conditions, long-range radio and television transmission, precise navigation, and exploration of earth resources.
6. **National Aeronautics and Space Administration (NASA)** is an American Agency. It is responsible for space exploration and aviation.
7. As a result of its space activities, man stepped on the moon in July 1969.
8. Another big achievement of **NASA** is the establishment of the International Space Station. It is a joint project with the collaboration of Russia, Japan, Canada, and Europe.



### DEVELOPMENT

25 MINUTES

#### Activity 1:

1. Briefly describe about the international space station.
2. Ask the students to open their textbooks on page 130 and write the key features of the International Space Station in their own words.
3. Invite a student and ask him/her to share the feature with the class



### CONCLUSION / SUM UP

3 MINUTES

- Now conclude the topic by discussing the key points of the topic.



### HOMEWORK / FOLLOW UP

2 MINUTES

- Ask students to write down the role performed by NASA in space Exploration in their notebooks.

# SATELLITES



## STUDENT LEARNING OUTCOMES

- Define the term 'satellite' and describe its importance.

## INFORMATION FOR TEACHERS

- Read the whole chapter and in other relevant material to develop a holistic picture of the content.
- Ensure the safety measures while performing the activities.
- Plan and arrange the material needed for activities before the session.
- Know the detailed explanation of contents according to the level of students/learners.
- Use suitable methods to teach the topic, such as:
  - Activity-based
  - Project method
  - Lecture cum demonstration.
  - Understand the keywords

### Keywords

Satellites, Natural satellite and Moon.

Write the keywords/definitions on the chart and display them in the classroom visible to all students.

### Skills

Observation and inference are the skills to be emphasized during the lesson.



**DURATION / NO OF PERIODS: 70 MINUTES / 2 PERIODS**



## MATERIALS / RESOURCES REQUIRED

- Pictures of the moon, chart showing Planets around the sun, chart showing moon around Earth and satellite
- Any other thing which teacher considers necessary for delivering the lesson.



## INTRODUCTION

5 MINUTES

- Develop an environment to build up the interest of the students and make them eager for learning of the new lesson
  - What is a satellite?
  - What is a moon?
  - Are there other moons that exist in the universe?
  - What is the importance of satellites?
- After getting feedback from the students, now announce the topic that today we are going to learn about "**Satellites**".



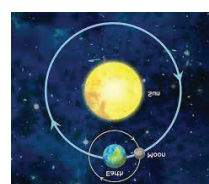
## DEVELOPMENT

20 MINUTES

- Start the lesson, with the help of pictures and explain the concept of the universe to the students
  - Paste/hang the pictures in front of the students, where they can be seen clearly.
  - Identify the sun, moon, stars and planets.
  - Show the picture of satellites and elaborate on the concept.

### Guided practice:

- Explain the concept of satellites and their importance.
  - Define satellites
  - Explain moon
  - Explain the moon as a satellite around the earth
  - Discuss the moon of other planets.
  - Perform activity 9.1 (Finding the number of moons of other planets) on page 128 of General Science textbook Grade 5 and elaborate the concept of satellites to the students.
  - Assist the students and perform the activity:
    - Using Cardboard, glue, thread
    - Make the model of a satellite
    - Following the instructions given on the internet link:  
[https://www.youtube.com/watch?v=S\\_rEKUruXqQ](https://www.youtube.com/watch?v=S_rEKUruXqQ)



### Assessment (Formative):

- To practice the concept of the topic, ask, the following questions, during the lesson.
  - What is a satellite?
  - What is a moon?
  - Do the other planets have a moon?(Facilitate students in getting their responses).



## CONCLUSION / SUM UP

3 MINUTES

- Sum up the lesson by discussing the key points given at the end of the chapter.
- In the end, tell students that in this period, we have learned about the satellites, and we will continue this topic in the next period.



## ASSESSMENT

5 MINUTES

- Ask students to attempt Question No. 2 (ii) from the exercise at the end of chapter 9.
- Then ask students to exchange copies to verify the answers in class.
- Write the correct answer(s) on the writing board.



## HOMEWORK / FOLLOW UP

2 MINUTES

- Read pages 127 and 128 from the General Science textbook Grade 5, about satellite and

answer the following questions:

- ◇ Define and describe satellites.
- ◇ How many moons do other planets have?
- ◇ Make a table as given on page 128 General Science textbook Grade 5.

# SATELLITES



## INTRODUCTION

25 MINUTES

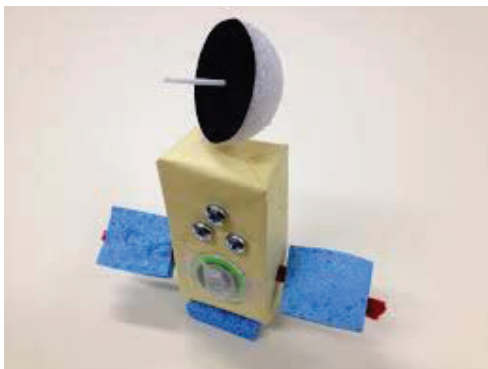
- Recall with students that in the last period they have learned about the satellites, and today we will discuss the importance of the satellites.

### Follow up:

This will be a practical class where the students will learn **Interesting Information and Do You Know** from the book given on pages 128 and 129 of the General Science Textbook and perform the following project of making a satellite from low-cost material.

### Project:

- Provide the necessary guidance for making the satellite from no-cost/low-cost material such as biscuit cases, disposable ice cream cups, and assign the activity to students
- Show the picture to the students and instruct them to make the following type of model.



- Help the students in providing information from the internet on the **Q. 5 Project** on page 134 of the General Science textbook.



## HOMEWORK / FOLLOW UP

5 MINUTES

- Names of the first five astronauts who visited the space
- Which country did they belong to?
- What were the dates of their mission?
- How long did they stay in space?



## CONCLUSION / SUM UP

5 MINUTES

- Sum up the class by asking students questions about the work done on the project.

# NATURAL AND ARTIFICIAL SATELLITES



## STUDENT LEARNING OUTCOMES

- Describe the natural satellites of the planets of the solar system.
- Define artificial satellites and explain their importance in exploring the Earth and Space.

## INFORMATION FOR TEACHERS

1. Read the whole chapter and in other relevant material to develop a holistic picture of the content.
2. Ensure the safety measures while performing the activities.
3. Plan and arrange the material needed for activities before the session.
4. Know the detailed explanation of contents according to the level of students/learners.
5. Use suitable methods to teach the topic, such as:
  - ◇ Activity-based
  - ◇ Project method
  - ◇ Lecture cum demonstration.
  - ◇ Understand the keywords

### Keywords

Satellites (recapitulation), natural satellites, artificial satellites

Write the keywords/definitions on a chart and display them in the classroom visible to all students.

### Skills

Observation and inference are the skills to be emphasized during the lesson.



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



## MATERIALS / RESOURCES REQUIRED

Pictures of natural satellites and artificial satellites and any other thing which considered necessary for delivering the lesson.



## INTRODUCTION

5 MINUTES

1. Develop an environment to build up the interest of the students and make them eager for learning the new lesson. Ask the following questions to brainstorm the topic.
  - ◇ What is a satellite? (recapitulation)
  - ◇ Do you know any natural satellite?
  - ◇ Are there any artificial (man-made) satellites also?
  - ◇ Do you think that artificial satellites are important for exploring the earth and space?
2. After getting the feedback from the students, announce the topic "**Natural and Artificial Satellites**".





## DEVELOPMENT

20 MINUTES

- Start the lesson with the help of pictures and other relevant material to explain the concept,
  - ◊ Paste/hang the pictures in front of the students, where they can be seen clearly.
  - ◊ Explain the natural satellites
  - ◊ Discuss artificial satellites
  - ◊ Show the picture of natural and artificial satellites and elaborate on the concept.
  - ◊ If possible, a video on satellites would help clear the concept for the students.

### Guided practice:

1. Explain the concept of satellites and their importance:
  - ◊ Explain natural satellites.
  - ◊ Discuss that moon is the natural satellite of the earth.
  - ◊ Discuss the natural satellites of the planets of the solar system.
  - ◊ Explain the artificial satellites.
  - ◊ Discuss the importance of artificial satellites in exploring the earth and space.

### Activity 1:

1. Ask students, "what is an astronaut?" and take responses.
2. Now, address Question 3 from the '**Constructed Response Questions**' given on page 133 of the General Science textbook Grade 5.
3. Encourage students to give their answers.
4. Support where necessary for further clarity.

## ASSESSMENT

1. Check the concept of students, by asking the following questions, during the lesson.
  - ◊ Define satellite?
  - ◊ What are the natural satellites of the planets of the solar system?
  - ◊ Are satellites important for us?
2. After asking the above questions the topic will be hopefully cleared to the students.
3. Give further elaboration if any ambiguity exists among students.



## CONCLUSION / SUM UP

3 MINUTES

- Sum up the lesson by discussing the key points given at the end of the chapter with students.



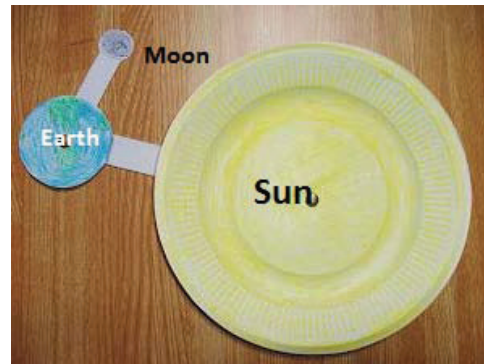
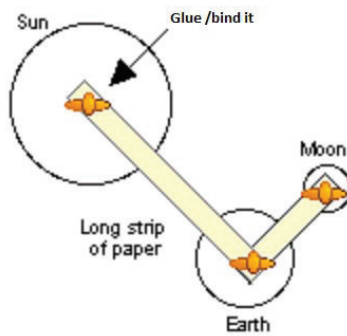
## ASSESSMENT

5 MINUTES

1. Ask students to attempt Question No. 1 (v), Question No. 2(i), on page 133 of the General Science textbook from exercise at the end of the chapter.
2. Ask students to exchange copies for checking the answers in class.
3. Write the correct answers on the writing board.

**Activity:**

- Assign the activity to make the model of earth's natural satellite (moon), earth, and sun as shown below.
1. Provide the necessary instruction/ guidance for making the earth natural satellite from no-cost/low-cost material such as disposable plates, greeting cards, cups, etc., and assign the activity to students.
  2. Show the picture to the students and instruct them to make this type of model as homework.



# USES OF VARIOUS SATELLITES



## STUDENT LEARNING OUTCOMES

- Recognize the key milestones in space technology.
- Describe the uses of various satellites in space i.e., geostationary, weather communication and global positioning system (GPS)

## INFORMATION FOR TEACHERS

1. Read the whole chapter to develop a holistic picture of the content.
2. Use extra period if the lesson is not completing in one period.
3. Keep in view the safety measures while performing the activities.
4. Plan and arrange the material needed for activities before starting the lesson.
5. Know the detailed explanation of contents.
6. Use suitable methods to teach the topic, such as
  - ◊ Activity-based
  - ◊ Project method
  - ◊ Lecture cum demonstration
  - ◊ Understand the keywords/definitions,

### Keywords

Space technology, geostationary satellite, weather satellite, a communication satellite, global positioning system satellite (GPS)

Write the keywords/definitions on the chart and display them in the classroom, visible to all students.

### Skills

Observation and inference skills to be emphasized during the lesson among students.



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



## MATERIALS / RESOURCES REQUIRED

- Pictures of a geostationary satellite, weather satellite, communication satellite, and global positioning system (GPS).
- Satellites any other thing which teacher considers necessary for delivering the lesson.



## INTRODUCTION

5 MINUTES

1. Develop an environment to build up the interest of the students and make them eager for learning the new lesson.
2. Ask the following questions.
  - ◊ What is space technology?
  - ◊ What is the weather forecast? And how is it shared?

- ◇ How do we communicate with one another from long distances?
  - ◇ Can we find the location of an object or person on earth? How is it possible?
3. After getting the feedback from the students, now announce the topic that today we will discuss **"Uses of various Satellites"**.



## DEVELOPMENT

25 MINUTES

- Start the lesson, with the help of pictures and explain the concepts given below.
  - ◇ Paste/hang the pictures in front of the students, where they can be seen clearly.
  - ◇ Identify the sun, moon, stars, and planets.
  - ◇ Show the picture of satellites and elaborate on the concept of natural and artificial satellites.

### Activity 1:

1. Inquire about the artificial satellite from a few students.
2. Then, further explain and discuss the concept of artificial satellites, and their importance.
3. Ask students to read page 129 of the General Science textbook about "Importance of Artificial Satellites".
4. Write down its benefits on their notebooks.
5. Randomly check 2/3 notebooks.

### Activity 2:

1. Explain the uses of artificial satellites.
2. Divide the class into four groups.
3. Give one use of satellite to each group to comprehend given on pages 127-129 of the General Science textbook.
4. Ask groups to list its key features.
5. Each group will present their work to the class on the following points.
  - ◇ Define geostationary satellites.
  - ◇ Explain the concept of a weather information system.
  - ◇ Discuss and explain the communication satellites.
  - ◇ Elaborate on the concept of a global positioning system (GPS).
6. Provide the necessary instructions and assign the activity to students.
  - ◇ Listen to the information about the weather forecast on any TV channel.
  - ◇ Write down the weather forecast of Northern Areas in your notebook.

### Activity 3:

1. Find the location of the school on the Global positioning system if possible (using the android phone location app)
2. Show the students some nearby locations
3. Elaborate on the concept of the global positioning system. When your phone tells you where you are, it listens to signals from satellites high up in space. These satellites used for GPS are orbiting above the Earth and it helps devices like computers/phones, figure out how far away you are from some of them. This helps it compute your location on the map.

### Assessment (Formative)

- To check the concept of students, ask the following questions, during the lesson.
  - ◇ What are the various milestones in space technology?

- ◇ Define geostationary satellites?
- ◇ What is a weather information satellite?
- ◇ Can you name the satellite by which we communicate with one another?
- ◇ What is a global positioning system (GPS)?



## CONCLUSION / SUM UP

3 MINUTES

- Summarize the lesson with key points given at the end of the chapter on page 131 of the General Science textbook Grade 5.



## HOMEWORK / FOLLOW UP

2 MINUTES

- Provide any two of the following homework.
1. Provide the necessary instructions and assign the activity to students.
    - ◇ Listen to the information about the weather forecast on any TV channel.
    - ◇ Write down the weather forecast of Northern Areas in your notebook.
  2. Ask students to draw the table of **Key Milestones of Space Technology** from page 131 given in their General Science textbook on their notebooks.
  3. Ask students to attempt Question No. 1(iv) and Question No. 2(iii) on page 133 from the exercise at the end of the chapter.
    - ◇ Ask students to exchange copies for checking the answers in class, while they write the correct answers on the writing board.

# TECHNICAL MODEL MAKING



## STUDENT LEARNING OUTCOMES

- Enlist and practice safety procedures while carrying out the activities.

## INFORMATION FOR TEACHERS

- Read the whole chapter to develop a holistic picture of the content.
- Ensure safety measures while performing the activities.
- Plan and arrange the material needed for activities before the session.
- Know the detailed explanation of contents.
- Use suitable method to teach the topic such as:
  - Activity-based method
  - Project method
  - Lecture cum demonstration method
- Understand the keywords/definitions such as,

### Keywords

Safety measures, workplace, sharp tools

Write the definitions/meanings of the key terms on the chart and display them in the classroom, visible to all students.

### Skills

Observation, analysing, and inference is the skills to be emphasized.



## DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD

35 min/1 period



## MATERIALS / RESOURCES REQUIRED

- Pictures (images) / charts (prewritten charts of laboratory rules), Images of laboratory safety,
- Any other thing which teacher considers necessary for delivering the lesson.



## INTRODUCTION

5 MINUTES

- Before the introduction of the topic, generate an environment to develop the interest of the students.
- Make them eager to learn the new topic by asking the following questions:
  - What is safety?
  - What are safety rules?
  - Why we follow the safety procedure?
- After getting the feedback from the students, now announce the topic that today we will discuss "**Safety Measures**".



## DEVELOPMENT

20 MINUTES

1. Start the class with a discussion on safety measures we take in our daily life for example, while crossing the road we look on both sides, we make sure all gas connections are closed and secure when not in use.
2. Describe the importance of safety measures while doing any kind of practical work with tools and instruments.
3. Advise students to take maximum safety measures in their routine life matters.

### Guided practice:

1. Explain the concept of safety and its importance by:
  - ◇ Defining safety.
  - ◇ Explaining the concept of safety measures.
  - ◇ Discussing the principle while working in the laboratory.
2. Start the lesson, with the help of pictures given at the end this lesson and explain the concepts/terms.

### Activity:

1. Write down the safety measures on charts and display them in the corners of the classroom.
2. Ask students to move to the corners of the classroom in small groups.
3. Look into these safety measures.
4. Randomly ask the students to tell one of these measures and explain it to the remaining students.



## ASSESSMENT

5 MINUTES

- Randomly ask the following questions to check the learning of the students:
  - ◇ What is the need for safety measures?
  - ◇ Why is it required to remove the unnecessary objects?
  - ◇ Name any two sharp tools.
  - ◇ How can we avoid the risks in the laboratory?
  - ◇ What should be done? (In case of mishap).



## CONCLUSION / SUM UP

3 MINUTES

- Sum up the lesson by discussing the key points with students on safety measures given on page 136 of the General Science textbook Grade-5.



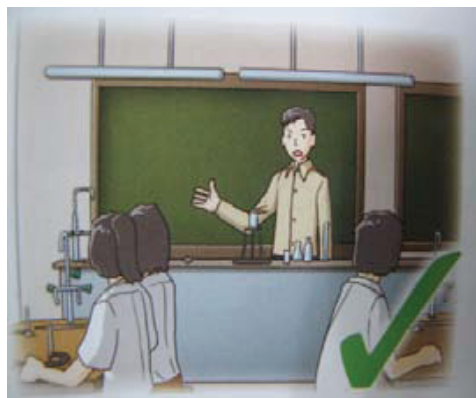
## HOMEWORK / FOLLOW UP

2 MINUTES

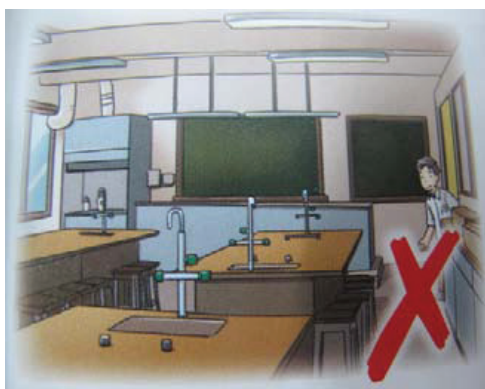
- Make a list of safety measures while working in the kitchen, crossing the road, and while riding a bicycle.



## Safety Measures



Follow instructions given by your teacher.



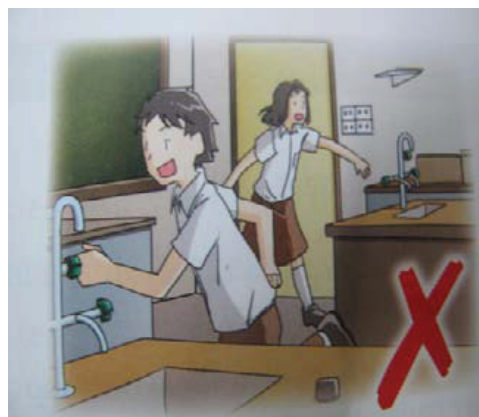
Do not enter the laboratory without your teacher's permission.



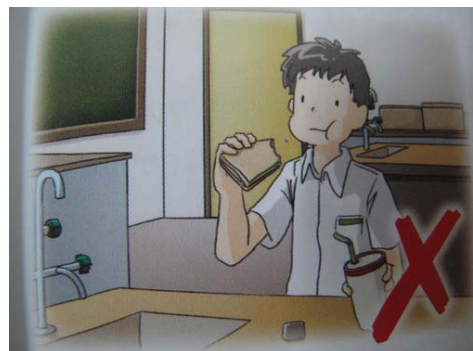
Report all accidents to your teacher at once.



Tie up long hair and school ties.



Do not run or play in the laboratory.



Do not eat or drink in the laboratory.



Do not touch the electricity operated tools



**Month**

**8**

# TECHNICAL MODEL MAKING



## STUDENT LEARNING OUTCOMES

- Making a model of footbridge and bookshelf.

## INFORMATION FOR TEACHERS

1. Read the whole chapter to develop a holistic picture of the content.
2. Ensure safety measures while performing the activities.
3. Plan and arrange the material needed for activities before the session.
4. Know the detailed explanation of contents.
5. Use suitable method to teach the topic:
  - ◇ Activity-based method
  - ◇ Project method
  - ◇ Lecture cum demonstration method
6. Understand the keywords/definitions such as,

**Keywords** Model making, papercraft, Skewers

**Skills** Observation, designing experiments, and measuring skills to be emphasized during the lesson.



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



## MATERIALS / RESOURCES REQUIRED

- Writing board, chart, Ice cream sticks, Cardboard/greeting cards, Glue, thread, scissor/ paper cutter.



## INTRODUCTION

5 MINUTES

- Before the introduction of the topic, generate an environment to develop the interest of the students and make them eager to learn the new topic by asking the following questions.
  - ◇ Do you know the uses of paper? (writing)
  - ◇ Besides writing for what other purpose we use paper?



## DEVELOPMENT

20 MINUTES

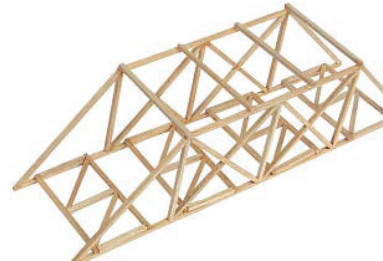
Start the lesson by reviewing the basic terms for making models, cutting and pasting

### Guided practice:

1. Explain the concept of papercraft and objects made from it.



2. Ask students what is a skewer? Take responses and define skewers.



3. Discuss the concept of model making by asking students, "have they ever made any model?"
4. Ask them to read page 137 of the textbook at home to learn further about model making.
5. Explain the footbridge.



6. Sum up the activity by taking questions from students.

### Activity 1:

1. Introduce activity 10.1 on page 137 of the General Science textbook.
2. Explain the process of joining using the thread, and glue.
3. After performing activity 10.1 on page no. 137 of General Science textbook ask some questions to further enhance the concept of students
  - ◇ What is a skewer?
  - ◇ What is joining?
4. Sum up the activity by telling students that we can make so many small items using the method we have just learned.

### Activity 2:

1. To give practice for cutting and joining introduce cutting of paper and cardboard through activity 10.2 on page 138 of the General Science textbook Grade 5.
2. Now divide the class into four groups and names them A, B, C, and D.
3. Assign the following tasks to groups:
  - ◇ Group – A & C: Assign the making footbridge with help of cardboard, ice-cream sticks.
  - ◇ Group – B & D: Assign the making of bookshelf with the help of cardboard.
4. Ask students to follow cutting and joining concepts to complete your task.
5. During the assigned task take a round of the class and help students complete their tasks.



### **CONCLUSION / SUM UP**

3 MINUTES

- Conclude the lesson by sharing the relevant key points mentioned on page 145 of the General Science textbook.



### **ASSESSMENT**

5 MINUTES

1. Exercise Question No. 2 (i) and Question No. 3 (i) on page 146 of General Science textbook grade-5 to be done in class.
2. Tell them to exchange copies for checking answers in class.
3. Write the correct answers on the writing board.



### **HOMEWORK / FOLLOW UP**

2 MINUTES

- Ask students to use low-cost materials like greeting cards/cardboards and make the model of bookshelf for homework.

# TECHNICAL MODEL MAKING



## STUDENT LEARNING OUTCOMES

- Use spirit level/water level to compare the level of different objects (table, picture and frame).
- Use a plumb bob to install a flag pole vertically.

## INFORMATION FOR TEACHERS

1. Read the whole chapter to develop a holistic picture of the content.
2. Ensure safety measures while performing the activities.
3. Plan and arrange the material needed for activities before the session.
4. Know the detailed explanation of contents.
5. Use suitable method to teach the topic:
  - ◊ Activity-based method
  - ◊ Project method
  - ◊ Lecture cum demonstration method
6. Understand the keywords/definitions such as,

### Keywords

Spirit level, Planer, Bubbled tube, Plumb bob

- Check if students are familiar with these things/objects.
- Practical examples of spirit level used to give in the textbook should be handy.

### Skills

Observation, designing an experiment, and measuring skills to be emphasized during the lesson.



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



## MATERIALS / RESOURCES REQUIRED

- Writing board, chart, Spirit level, Table, picture, frame and Plumb bob



## INTRODUCTION

3 MINUTES

1. Before the introduction of the topic, generate an environment to develop the interest of the students.
2. Make them eager to learn the new topic by asking the following questions:
  - ◊ What do you know about leveling?
  - ◊ Why it is necessary to level the objects?
  - ◊ How can we level the different objects?
  - ◊ How can we use a plumb bob to make an object vertical?
3. After discussing these questions, announce the topic as **“learn more about leveling, use of spirit level and plumb bob”**.



## DEVELOPMENT

20 MINUTES

- Ask about the word “level” and take a response from
  1. Discuss and explain the spirit level.
  2. Explain how to use the spirit level and make objects such as a table frame, and picture level with it.
  3. Discuss and explain the plumb bob and its use for checking the walls, pillars, and rods (such as flag poles) as they are vertical or not.
  4. Use the spirit level and perform activity 10.3 on page 137 of the General Science textbook to further explain the leveling.
  5. After a practical demonstration of leveling, ask some questions
    - ♦ What is leveling?
    - ♦ What are the main uses of the spirit level?
    - ♦ Can you level an object with spirit level?



### Activity 1:

1. Make pairs of the students.
2. Ask pairs to perform the activity 10.4 on page 138 of the General Science textbook.
3. Observe the students while they perform the activity.
4. Provide help and guidance where they need it.

### Recapitulation:

- Ask the following questions to check the understanding of the students:
  - ♦ What is spirit level?
  - ♦ Where is the spirit level used?
  - ♦ Give an example from daily life in which plumb bob is used.



## CONCLUSION / SUM UP

4 MINUTES

- Conclude the lesson “leveling” with the help of the following questions:
  - ♦ Differentiate between a level surface and a non-level surface.
  - ♦ Do you think that making the wall vertical is compulsory or not?



## ASSESSMENT

5 MINUTES

1. Exercise Question 1 (i) and (ii), Question 2 (ii) and (iv) on pages 146-147 of General Science textbook grade-5 to be done in class.
2. Students to exchange copies for checking answers in class.
3. While you can continue to write the correct answers on the writing board.



## HOMEWORK / FOLLOW UP

3 MINUTES

- Assign the activity to make the spirit level and plumb bob using low-cost material.

# ASSEMBLING TECHNICAL DEVICES



## STUDENT LEARNING OUTCOMES

- Prepare LED light strings working with a 12-volt battery.

## INFORMATION FOR TEACHERS

- Read the whole chapter to develop a holistic picture of the content.
- Ensure safety measures while performing the activities.
- Plan and arrange the material needed for activities before the session.
- Know the detailed explanation of contents.
- Use suitable methods to teach the topic, such as
  - Activity-based method
  - Project method
  - Lecture cum demonstration method
- Checkout if students are familiar with the LED and use of LED lights.
- Practical examples of LED light strings use given in the book should be handy.
- Discuss the use of the LED light strings.
- Understand the keywords/definitions.

**Keywords** LED, 12-volt Positive (+) terminal, Negative (-) terminal Battery

**Skills** Observation, designing an experiment, and measuring skills to be emphasized during the lesson.



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



## MATERIALS / RESOURCES REQUIRED

- Writing board, chart, LED lights, 12-volt battery, cardboard, steel nails, connecting wires, cutter, paper cutter and pliers.



## INTRODUCTION

6 MINUTES

- Before the introduction of the topic, generate an environment to develop the interest of the students and make them eager to learn the new topic, ask the following questions.
  - What is LED light?
  - What do you know about 12 volts?



## DEVELOPMENT

17 MINUTES

- Ask about the LED and take a response from the students.

1. Define the LED light – (Light-Emitting Diode).



2. Discuss and explain the use of LED lights



### Activity:

- Use the LED lights and perform activity 10.5 on page 140 of General Science textbook grade-5 to further explain the preparation of LED light strings.
- After a practical demonstration of LED light strings, ask some questions like:
  - ◊ Have you seen the LED lights in your surroundings?
  - ◊ What is the use of LED lights?

### Recapitulation: 5 Minutes

- To check the understanding of the students and ask a few questions:
  1. What is LED?
  2. Where are the LED lights used?
  3. Give an example from your daily life in which you have seen the use of LED light?



### CONCLUSION / SUM UP

5 MINUTES

- Conclude the lesson with the help of some questions:
  1. Differentiate between LED light and ordinary light (bulb).
  2. Do you think that making use of LED is good for us?
  3. How can we save electricity?



### ASSESSMENT

5 MINUTES

1. Exercise Question 2 (iii) and Question 3 (iii) on page 147 of the General Science textbook Grade 5 to be performed in class.
2. Students to exchange copies for checking answers in class.
3. Write the correct answers on the writing board.



### HOMEWORK / FOLLOW UP

2 MINUTES

- Ask students to complete exercise Question 4 “Investigate” on page 146 of the General Science textbook “How will you make a decorating light”? at home.



# ASSEMBLING TECHNICAL DEVICES



## STUDENT LEARNING OUTCOMES

- Make a musical instrument from easily available resources.
- Make moveable van, bus and trolley.

## INFORMATION FOR TEACHERS

1. Read the whole chapter to develop a holistic picture of the content.
2. Take responses from the students and ask about the papercraft and the different objects made from it. Maybe they have enough information about it. If it is so it will be very handy for teaching the topic.
3. Ensure safety measures while performing the activities.
4. Plan and arrange the material needed for activities before the session.
5. Know the detailed explanation of contents.
6. Use suitable methods to teach the topic.
  - ◊ Activity-based method
  - ◊ Project method
  - ◊ Lecture cum demonstration method
7. Understand the keywords/definitions.

**Keywords** Papercrafts, Musical instruments, Moveable van, bus and trolley.

**Skills** Observation, designing experiment and classification skills to be emphasized during the lesson.



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



## MATERIALS / RESOURCES REQUIRED

Writing board, chart, cardboard/greeting cards, glue, thread, scissor, cutter, rubber bands, wooden sticks, packing tape, colored paper.



## INTRODUCTION

5 MINUTES

- Before the introduction of the topic, build up an environment to develop the interest of the students and to make them eager to learn the new topic, ask the following questions.
  - ◊ What is cardboard?
  - ◊ List the objects which are formed from cardboard.

## Activity 1:

1. Ask students to perform activity 10.7 on page 141 of the General Science textbook Grade 5.
2. Explain the making movable wagon.

3. After performing the activity, ask the students:
  - ◊ What are the uses of cardboard/ greeting cards?
  - ◊ Can we make playing objects from cardboard?
4. Sum up the activity by motivating students to use low-cost/ household leftover material to make such models.



## DEVELOPMENT

22 MINUTES

1. Discuss and explain making different objects from cardboard, and empty boxes.
2. The papercraft and objects made from it are given below.



### Activity 2:

1. Make pairs of the students and perform activity 10.8 on page 141 of the General Science textbook.
2. Observe the students while they perform the activity.
3. Provide help and guidance where they need it.



## CONCLUSION / SUM UP

8 MINUTES

- Today we have performed the activity of making the musical instrument and movable van from low-cost materials such as cardboard/ greeting cards.
- Ask one/two students to tell the steps involved in making a movable van.



## ASSESSMENT

5 MINUTES

1. Since this is practical work the students' performance will be seen in the products, they have prepared.
2. Evaluate students on the homework and the craftwork they performed in the class.



## HOMEWORK / FOLLOW UP

- Provide the necessary instruction and assign the following activity to students
- Assign activity 10.8 to students as homework on page 142 of the General Science textbook.

# FIRST AID AND DISASTER MANAGEMENT



## STUDENT LEARNING OUTCOMES

- Use first aid box to dress a wound.
- Practice shifting a person to hospital.

## INFORMATION FOR TEACHERS

1. Read the whole chapter to develop a holistic picture of the content.
2. Ensure safety measures while performing the activities.
3. Plan and arrange the material needed for activities before the session.
4. Know the detailed explanation of contents.
5. Use suitable methods to teach the topic such as;
  - ◊ Activity-based method
  - ◊ Project method
  - ◊ Lecture cum demonstration method
6. Understand the keywords/definitions

### Keywords

First aid, First aid box, and its items, Disaster management, Earthquake, fire, and flood.

- ◊ Write the keywords/definitions on a chart and display them in the classroom visible to all students.
- ◊ Checkout if students are familiar with them

### Skills

Observation, designing experiment and inferences skills to be emphasized during the lesson.



**DURATION / NO OF PERIODS: 70 MINUTES / 2 PERIODS**



## MATERIALS / RESOURCES REQUIRED

- Bandages, Pyodine, Gauzes. Any other thing which teacher considers necessary for delivering the lesson



## INTRODUCTION

5 MINUTES

1. Before the introduction of the topic, build up an environment to develop the interest of the students.
2. Make them eager to learn the new topic by asking the following questions:
  - ◊ Have you ever get injured? If so, how were you treated immediately?
    - Tell students that sudden treatment is called 'first aid'
  - ◊ What should you do after providing the first aid if the person is badly injured?

3. After getting the feedback from the students, announce the topic that today we will learn about **"First aid and Disaster Management"**.



## DEVELOPMENT

23 MINUTES

- Start the lesson and perform the activities and drill to explain the concepts.
- Place the first aid box in front of the students, where it can be seen clearly. Let the students get familiar with the items present in the First Aid box.

### Activity 1:

1. Tell students that when somebody gets injured, he/she immediately requires to stop bleeding.
2. Make pairs of the students.
3. Ask pairs to perform 'Dressing a Wound' activity 10.9 on page 142 of the General Science textbook.
4. Provide necessary first aid things to the pairs.



5. Move around the class, observe, and support students.



## CONCLUSION / SUM UP

2 MINUTES

1. Summarize the topic by reviewing the key points of the topic.
2. In the end, tell students we will learn further concepts of First Aid in the next period.



## ASSESSMENT

5 MINUTES

1. To check the understanding of students about first Aid, Ask the following questions.
  - ♦ What is First Aid?
  - ♦ Name the items present in the First Aid box.
  - ♦ What is the purpose of the First Aid box?



## HOMEWORK / FOLLOW UP

- Ask students to write down the steps involved while applying first aid to an injured person.

# FIRST AID AND DISASTER MANAGEMENT



## INTRODUCTION

5 MINUTES

1. Tell students that in previous periods we have discussed First Aid for injury. In this period, we will discuss and perform role-play of disaster management.



## DEVELOPMENT

25 MINUTES

1. Perform the role-play for teaching the topic on page 143 of the General Science textbook.
2. Select student to act as:
  - ◇ An injured person,
  - ◇ helpers to shift the injured person to a safe place,
  - ◇ helpers to provide the first aid,
  - ◇ helper to call an ambulance
  - ◇ helpers for shifting to stretcher/calling the relatives
  - ◇ helpers for shifting to hospital
3. Perform the role-play in the following steps.

### Step 1:

- ◇ Stop panic.
- ◇ Shifting an injured person to a safer place



### Step 2:

- ◇ Check the injured person carefully, in case of bleeding/ fractures, etc. provide the necessary help in the form of first aid.
- ◇ Apply bandage/cloth to reduce/stop bleeding.
- ◇ In case of fracture of leg/arm tie it with some hard support such as wood/rod etc.

### Step 3:

- ◇ Call the Rescue team at 1122.
- ◇ Provide information about the exact location and nearby hospital.



### Step 4:

- ◇ Shift the injured person to the ambulance.



### Step 5:

- ◇ Inform the relative of the injured person.
- ◇ Provide information about the nature of the injury and shifting hospital.

## ASSESSMENT

1. Check the concept of students by asking questions during the lesson.
  - ◇ What is first aid?
  - ◇ Why first aid is necessary?
  - ◇ What should we do after providing the first aid?



### CONCLUSION / SUM UP

3 MINUTES

1. Before concluding, the lesson ask few questions to check the students learning.
  - ◇ How is the first aid provided?
  - ◇ How wound is bandaged?
  - ◇ What should you do after providing the first aid?
  - ◇ How we can call the emergency ambulance?
2. Sum up the lesson by discussing the key points given at the end of the chapter with students.



### ASSESSMENT

5 MINUTES

1. Students to attempt Question 1 (iii), Q2 (v) from exercise on pages 146-147 of the General Science textbook.
2. Ask students to exchange copies for checking the answers in class.
3. Share the correct answers for further clarity.



### HOMEWORK / FOLLOW UP

2 MINUTES

- Provide the necessary instructions and assign the activity to students:
1. Assign the activity to students to collect the pictures of nearby hospitals and paste them into their notebooks.
  2. Find the contact number of your nearest hospital for emergency and write in the inner title page of your notebooks.

# FIRST AID AND DISASTER MANAGEMENT



## STUDENT LEARNING OUTCOMES

- Practice earthquake, fire and flood drill.

## INFORMATION FOR TEACHERS

1. Read the whole chapter to develop a holistic picture of the content.
2. Ensure safety measures while performing the activities.
3. Plan and arrange the material needed for activities before the session.
4. Know the detailed explanation of the contents.
5. Use suitable methods to teach the topic such as:
  - ◇ Activity-based method
  - ◇ Project method
  - ◇ Lecture cum demonstration method

### Keywords

Earthquake drill, fire drill, flood drill.

Write the keywords/definitions on a chart and display them in the classroom visible to all students.

### Skills

Observation, designing an experiment, and inference skills to be emphasized during the Lesson.



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



## MATERIALS / RESOURCES REQUIRED

- Plastic disposable bottles, binding thread, pictures of charts (prewritten instructions if any)
- Any other thing which teacher considers necessary for delivering the lesson



## INTRODUCTION

5 MINUTES

- Before the introduction of the topic, generate an environment to develop the interest of the students and make them eager to learn the new topic, ask the following questions.
  - ◇ Whenever there is an earthquake what should you do immediately?
  - ◇ How can we make ourselves safe from fire?
  - ◇ Do you know what is flood?
- After getting the feedback from the students announce the topic that today we will discuss **"First Aid and Disaster Management"**.





1. Start the lesson by performing the role play /drills to explain the concept of earthquake, flood, and fire.
2. Perform the role play for teaching the topic earthquake/flood/ fire drill on page 144 of the General Science textbook.

**Activity 1: Perform the Earthquake Activity****Roleplay:**

- ◇ Select the student to act as a leader
- ◇ Provide instruction to students that when the leader blows the whistle, perform the role play in the following steps.

**Step 1: (in Classroom)**

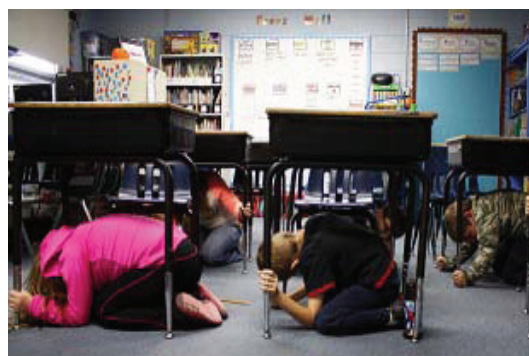
- ◇ (Whistle blows) Stop panic.
- ◇ You should go down below the table.

**Step 2: (in Classroom)**

- ◇ (Whistle blows) Stop panic.
- ◇ Take cover below the strong support like door frame etc.

**Step 3: (in the lawn, open area)**

- ◇ (Whistle blows) Stop panic.
- ◇ Put your both hands on your head and sit down (do not move around)



- ◇ Also, show them the different postures as shown on page 145 of the General Science textbook Grade-5.

**Activity 2: Perform the Fire Activity****1. Roleplay**

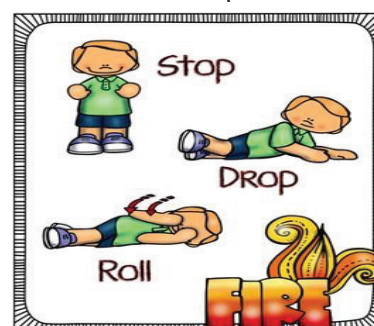
- ◇ Take the students to an open place
- ◇ Select one student to act as a leader
- ◇ Provide instruction to students that when the leader blows the whistle then perform the role play in the following steps.

**Step 1:**

- ◇ (Whistle blows) Stop, don't panic.
- ◇ Stop and You should go down cover your face with your hands.

**Step 2:**

- ◇ (Whistle blows) Stop, don't panic.





- ◇ Stop and You should go down, roll, and cover your face with your hands.

### Activity 3:

1. Use disposable plastic bottles to form the life jacket.
  - ◇ Make two sets of bottles, by tying three bottles close to each other
  - ◇ Tie one set of bottles in front of the student
  - ◇ Tie the other set of bottles at the back of the student
  - ◇ Give these bottles the shape of the life jacket.
  - ◇ Shift the children's/ old age persons and expensive items to a safer place
2. It will be helpful if the rescue 1122 experts are available for training sessions and perform the drills in front of the students.



### ASSESSMENT

5 MINUTES

1. To check the concept of students, ask the following questions during the lesson.
  - ◇ What is an earthquake?
  - ◇ What is a flood?
  - ◇ What should be done during the fire?



### CONCLUSION / SUM UP

5 MINUTES

1. Before concluding the lesson, ask few questions to conclude the lesson.
  - ◇ How to make ourselves safe in an earthquake?
  - ◇ What should we do on seeing or smelling fire?
  - ◇ How to reduce the damages in floods?(Facilitate students while getting responses from them)
2. Sum up the lesson by discussing the key points given at the end of the chapter with the students.



### HOMEWORK / FOLLOW UP

- Assign the activity to students to collect the pictures of earthquake, fire, and flood drills and paste them into their notebooks.



# 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





PROFESSIONAL DEVELOPMENT  
FOR QUALITY EDUCATION

GRADE  
**5**

LESSON PLANS FOR TEACHERS

# MATHEMATICS

Based on  
Curriculum 2020



Directorate of Curriculum and Teacher Education (DCTE)  
Khyber Pakhtunkhwa, Abbottabad

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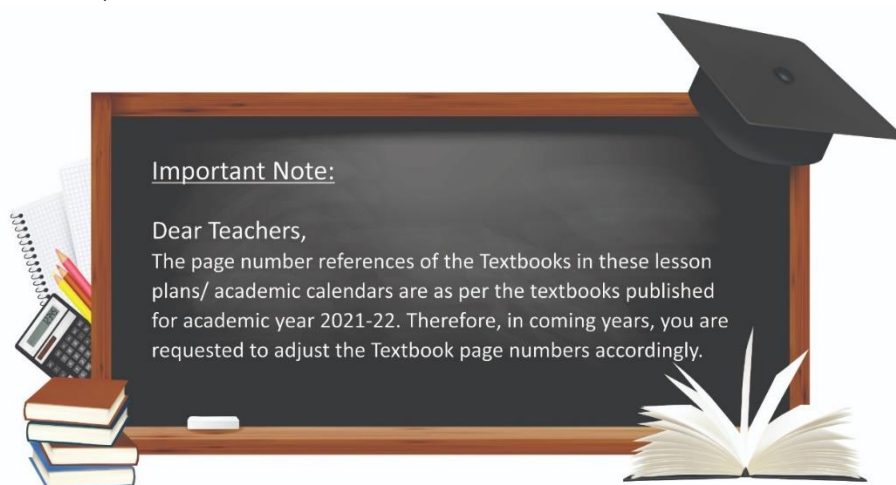
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**NOTIFICATION:**

**No.5073-5235/F.24/Vol-II/SLP/G-V/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-V 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. PS to Minister, Elementary & Secondary Education Department Govt. of Khyber Pakhtunkhwa, Peshawar.
6. All Sub Divisional Education Officers (M/F) in Khyber Pakhtunkhwa and Newly Merged Districts (NMDs).
7. Team Leader ASI-KESP, at PC 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 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 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**

## NUMBERS UP TO 1 MILLION



## STUDENT LEARNING OUTCOMES

- Read numbers up to 1,000,000 (one-million) in numerals and words.
- Write numbers up to 1,000,000 (one million) in numerals and words.

## 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 1,000,000.



**DURATION / NO OF PERIODS: 70 MINUTES / 2 PERIODS**



## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Textbooks, Pencils, Flashcards



## INTRODUCTION

1. Write the following number on the board:

1 3 8 9 5 3 7

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.

MILLION	THOUSAND			Hundreds	Tens	Ones
Millions	100 Thousands	10 Thousands	Thousands			
1	3	8	9	5	3	7

4. Tell students to start from the left side and read the number in the first box and add "million" at the end. The teacher should say "one million" out loud as well.
5. Next students should read the three numbers in the next three boxes together (i.e. three hundred and eighty-nine) and add "thousand" at the end. The teacher should say "three hundred and eighty-nine thousand" out loud.
6. Lastly, ask the students to read the next three numbers in the last three boxes (i.e. five hundred and thirty-seven). The teacher should say "five hundred and thirty-seven" out loud.
7. Students will read the number as "one million three hundred and eighty-nine **thousand** five hundred and thirty-seven". The teacher should provide guidance if needed.



## DEVELOPMENT

### Activity:

1. The teacher will ask students to work in pairs for the next activity.
2. Distribute flashcards with the following numbers written on them:  
6312405  
4257863  
9206741  
6742581  
1429563  
1264378
3. Each pair will have one flashcard.
4. Ask the students to use the place value chart to help them read the number written on their flashcards. Give them some time to discuss and ask them to read out their number to the class.  
If needed, other students should also guide the pair to arrive at the correct answer.
5. The pairs should switch flashcards and work on the next one in the same way.
6. Provide guidance where needed and give pairs additional flashcards for further practice.



## CONCLUSION / SUM UP

1. Ask students how they can **read** numbers up to 1,000,000 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 1 MILLION



## INTRODUCTION

1. Ask the students to write down the number in numerals which the teacher will be speaking out loud.
2. Draw a place value chart on the board and ask students to do the same in their notebooks.
3. Say out loud "One Million Six Hundred and Forty-Seven thousand, Three hundred and Twenty One". Repeat it slowly so the students can follow.
4. Randomly select a student to come up to the board and fill in the place value chart as the teacher says the number out loud once again. See the example below:

MILLION	THOUSAND			Hundreds	Tens	Ones
Millions	100 Thousands	10 Thousands	Thousands			
1	6	4	7	3	2	1

5. Other students should do the same in their notebooks after they have attempted the question on their own.
6. Divide students into pairs and distribute flashcards among them. On the flashcards, the following numbers in words should be written. Ask the students to write the following numbers in numerals in their notebooks.
  - Four million, five hundred thousand, nine hundred and fifty-six
  - Nine hundred twenty-nine thousand one hundred eleven
  - Five million, six hundred thousand eight hundred
  - Four Million Three Hundred and Sixteen Thousand Seven Hundred and Twenty Three
  - One Million Five Hundred and Sixty-Three Thousand Two Hundred and Sixteen
  - Two Million Seven Hundred and Eighty-Three Thousand Nine Hundred and Sixty-Five
  - Seven Million Nine Hundred and Twenty Four Thousand
7. Ask a few students to write their answers on the board and let the rest of the class help.



## DEVELOPMENT

## Activity:

1. Make the following chart on the writing board.

6	7	5	3	8	1	9
4	8	2	9	3	0	1
9	2	1	3	8	4	7
	4	9	6	3	2	1
1	2	8	9	4	7	5

2. Divide the class into pairs.
3. Ask each pair to discuss and write the above numbers in words in their notebooks.

4. Guide them where necessary.
5. Write the correct answers on the board and ask students to make corrections.



### **CONCLUSION / SUM UP**

Ask students how do we read and write large numbers. Students should highlight that:

1. To read and write numbers up to 1,000,000 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 3,253,800 on board and ask the students to write it in words.
2. Write four million four hundred seven thousand one hundred and nine on the board and ask students to write the number in numerals.
3. After a few minutes of students attempting individually, write the correct answers on the board.



### **HOMEWORK / FOLLOW UP**

Assign questions from Exercise 1 from the textbook on pages 5 and 6.

**ADDITION AND SUBTRACTION****STUDENT LEARNING OUTCOMES**

Add numbers up to 6-digit numbers.

**INFORMATION FOR TEACHERS**

Teachers should be able to:

1. Add numbers i.e. align the ones digit with the one's digit, the tens with the tens and so on.
2. Carry when doing an addition of numbers.



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

**MATERIALS / RESOURCES REQUIRED**

- Board, Marker, Notebooks, Textbooks, Pencils, Flashcards with 6-digit numbers.

**INTRODUCTION**

1. Write the following question on the board:  
Add 567,098 and 381,940.
2. Ask students to work in pairs and attempt the question in their notebooks.
3. After students have discussed and attempted the question in pairs, the teacher should draw a grid like the one shown below. Ask one of the students to volunteer to write 567,098 correctly in the place value chart.
4. Ask another student to volunteer to write 381,940 below the first number. The set-up of the addition should look like:

	Hun Th	Ten Th	Th	H	T	O
	5	6	7	0	9	8
+	3	8	1	9	4	0

5. Randomly select a student to carry out addition starting with the ones-digit and moving to the tens-digit, hundreds-digit, thousands-digit, ten thousands-digit, and then the hundred thousands-digit.
6. Guide the student that in the addition of a 6-digit number we add ones with ones, tens with tens, hundreds with hundreds, thousands with thousands, ten thousands with ten thousands and hundred thousands with hundred thousands.
7. Pay special attention while adding the tens, hundreds, and ten thousands digits as carrying should be done during addition here.
8. Discuss with students how after addition the total amount is Rs. 949,038 with the following working:

	Hun Th	Ten Th	Th	H	T	O
	1		1	1		
	5	6	7	0	9	8
+	3	8	1	9	4	0
	9	4	9	0	3	8



### DEVELOPMENT

#### Activity:

1. Divide the students into groups of 5.
2. Write the following questions on different flashcards:
  - ✧  $425036 + 537238$
  - ✧  $562830 + 337456$
  - ✧  $732821 + 186790$
  - ✧  $485621 + 214837$
  - ✧  $571143 + 286249$
3. Students should work in groups of 5 and solve one question and pass it on to the next student in their group. When each student has solved all questions, the students can compare their answers.
4. Ask students from different groups to come to the board and share their solutions.
5. Ask other students to give their input as well.
6. After students have attempted the question, solve and show the correct solutions on the writing board.



### CONCLUSION / SUM UP

Ask students how do we carry out the addition of 6-digit numbers with 6-digit numbers. Students should highlight that in addition, we add ones with ones, tens with tens, hundreds with hundreds, thousands with thousands, ten thousands with ten thousands and hundred thousands with hundred thousands.



### ASSESSMENT

1. Give two different flashcards to each student.
2. Each flashcard should have a 6-digit number on it.
3. Tell them to add the two numbers written on their flashcards and show their work to the student sitting next to them for peer review.
4. Walk through the class and observe if students are adding correctly.
5. Provide guidance where needed.



### HOMEWORK / FOLLOW UP

Assign the relevant questions from Exercise 2 on page 10.

# ADDITION AND SUBTRACTION



## STUDENT LEARNING OUTCOMES

Subtract numbers up to 6-digits.

### INFORMATION FOR TEACHERS

Teachers should be able to:

1. Align two 6-digit numbers and carry out subtraction i.e. one's digit should be aligned with one digit, tens with tens, and so on.
2. Borrow when doing subtraction of numbers.



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



**MATERIALS / RESOURCES REQUIRED**

Board, Marker, Notebooks, Textbooks, Pencils, Flashcards with 6-digit numbers.



### INTRODUCTION

1. Ask students to work in pairs and solve  $769452 - 247673$  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.

	Hundred Thousand	Ten Thousand	Thousand	Hundred	Ten	Ones
					4	1
	7	6	9	4	<del>5</del>	2
-	2	4	7	6	7	3
						9

	Hundred Thousand	Ten Thousand	Thousand	Hundred	Ten	Ones
				3	14	1
	7	6	9	<del>4</del>	<del>5</del>	2
-	2	4	7	6	7	3
					7	9

	Hundred Thousand	Ten Thousand	Thousand	Hundred	Ten	Ones
			8	13	14	1
	7	6	<del>9</del>	<del>4</del>	<del>5</del>	2
-	2	4	7	6	7	3
				7	7	9

	Hundred Thousand	Ten Thousand	Thousand	Hundred	Ten	Ones
			8	13	14	1
	7	6	<del>9</del>	<del>4</del>	<del>5</del>	2
-	2	4	7	6	7	3
			1	7	7	9

	Hundred Thousand	Ten Thousand	Thousand	Hundred	Ten	Ones
			8	13	14	1
	7	6	<del>9</del>	<del>4</del>	<del>5</del>	2
-	2	4	7	6	7	3
	5	2	1	7	7	9



### DEVELOPMENT

#### Activity:

1. Prepare flashcards for the class with 6-digit numbers written on them e.g. 405671, 293649, 879502, 687481, 42798, 37089, 49898, 325789, etc. Put these flashcards into a basket.
2. Divide the class into pairs and ask each pair to pick two flashcards from the basket.
3. Ask each pair to find the difference between the two numbers.
4. Remind students 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 flashcards.
6. Walk around the class to provide guidance and give feedback to students as they carry out subtraction.



### CONCLUSION / SUM UP

1. Conclude the lesson by asking students to explain the steps involved in the subtraction of 6-digit numbers. The key points to look for are:
  - ✧ alignment of digits
  - ✧ writing the larger number on top
  - ✧ carrying out borrowing where necessary
2. Reinforce the concept of borrowing if needed.



### ASSESSMENT

Write the following questions on the writing board and ask students to solve these questions in their notebooks.

- i)  $657038 - 456291$
- ii)  $684932 - 597460$

Walkthrough the class and assist students where necessary.



### HOMEWORK / FOLLOW UP

Assign the relevant questions from Exercise 2 on page 10.

# MULTIPLICATION AND DIVISION



## STUDENT LEARNING OUTCOMES

- Multiply numbers up to 5 digits by 10, 100, and 1000.
- Divide numbers up to 5 digits by 10, 100, and 1000.

## INFORMATION FOR TEACHERS

Teachers should know that:

1. When we multiply a whole number by 10 we put one zero to the right of the number.
2. When we multiply a whole number by 100, we put two zeroes to the right of the number.
3. When we multiply a whole number by 1000, we put three zeroes to the right of the number.
4. When we divide a whole number by 10 that has 0 at its ones place, we remove one zero from the right of the whole number.
5. When we divide a whole number by 100 that has 0s at its ones and tens place, we remove two zeroes from the right of the whole number.
6. When we divide a whole number by 1000 that has 0s at its ones, tens and hundreds place, we remove three zeroes from the right of the whole number.



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



**MATERIALS / RESOURCES REQUIRED**

Board, Marker, Notebooks, Textbooks, Pencils, Flashcards



## INTRODUCTION

1. Write the following questions on the writing board:

$$6 \times 10 = ?$$

$$7 \times 10 = ?$$

$$2 \times 100 = ?$$

$$15 \times 100 = ?$$

$$17 \times 1000 = ?$$

2. Divide the class into pairs.
3. Give students a few minutes to discuss and attempt the questions in pairs.
4. After completing the task, the teacher will discuss it with the whole class.
5. The teacher will tell the class:

When we multiply a whole number by 10 we put one zero to the right of the number. Therefore,

$$6 \times 10 = 60$$

$$7 \times 10 = 70$$

When we multiply a whole number by 100, we put two zeroes to the right of the number. Therefore,

$$2 \times 100 = 200$$

$$15 \times 100 = 1500$$

And when we multiply a whole number by 1000, we put three zeroes to the right of the number. Therefore,

$$17 \times 1000 = 17000$$



## DEVELOPMENT

### Activity 1:

1. Divide the class into groups.
2. Distribute flashcards with the following questions (or similar) written on them to each group.
  - i.  $79 \times 10$
  - ii.  $82 \times 100$
  - iii.  $54 \times 1000$
  - iv.  $31 \times 100$
  - v.  $68 \times 10$
3. Ask the groups to discuss and solve the questions.
4. Each group should do all questions assigned to them.
5. After completing the task, a representative from each group will write their answer, to one question, on the board and the teacher will discuss it with the whole class.

### Activity 2:

1. Write the following questions on the board:
$$4900 \div 10$$
$$530000 \div 100$$
$$62000 \div 1000$$
2. Divide the class into pairs.
3. Give students a few minutes to discuss and attempt the questions in pairs.
4. After completing the task, the teacher will take student responses and discuss the solutions with the whole class.
5. The teacher will tell the class:  
When we divide a whole number by 10 that has 0 at its ones place, we remove one zero from the right of the whole number. Therefore,

$$4900 \div 10 = 490$$

When we divide a whole number by 100 that has 0s at its ones and tens place, we remove two zeroes from the right of the whole number. Therefore,

$$530000 \div 100 = 5300$$

When we divide a whole number by 1000 that has 0s at its ones, tens and hundreds place, we remove three zeroes from the right of the whole number. Therefore,

$$62000 \div 1000 = 62$$

6. In multiplication the number of zeroes increases and in the division the number of zeroes decreases

### Activity 3:

1. Distribute students into 4 groups – 2 groups (A and B) for multiplication and 2 groups (C and D) for division.



2. Give Group A flashcards containing multiplication questions as shown below:

Group A $156 \times 10$	Group A $24 \times 1000$
Group A $74 \times 100$	Group A $8 \times 10$

3. Give Group B flashcards containing the answers to the multiplication questions as shown below:

Group B 1560	Group B 24000
Group B 7400	Group B 80

4. Give Group C flashcards containing division questions as shown below:

Group C $230 \div 10$	Group C $160000 \div 1000$
Group C $96000 \div 100$	Group C $650 \div 10$

5. Give Group D flashcards containing the answers to the division questions as shown below:

Group D 23	Group D 160
Group D 960	Group D 65

6. Ask the students to match the questions with the correct answers. Tell students from group A and group B to discuss. Similarly, tell students from groups C and D to discuss.
7. After the matching, one student from each group should come to the front of the class and explain how they knew how to match the two flashcards.
8. Other students should guide the pair.
9. Make more flashcards as needed.



## CONCLUSION / SUM UP

1. Ask students to summarize the rule of multiplying and dividing a whole number by 10, 100, or 1000.

2. Students should emphasize that in multiplication when we multiply a whole number by 10, 100 and 1000, the number of zeroes increases by 1, 2 and 3 respectively. In division, the zeroes decrease from the right of the whole number.



### ASSESSMENT

Write the following questions on the writing board and ask students to solve them in their notebook:

$$191 \times 10$$

$$3950 \times 100$$

$$1234 \times 1000$$

$$890 \div 10$$

$$37000 \div 100$$

$$87000 \div 1000$$

Guide students where needed.



### HOMEWORK / FOLLOW UP

Assign the relevant questions from Exercise 3 on page 18.

# MULTIPLICATION AND DIVISION



## STUDENT LEARNING OUTCOMES

- Multiply numbers up to 5-digits by a number up to 3-digits

## 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: 35 MINUTES / 1 PERIOD**



## 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 a 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 will be a large number or a small number? Ask students to explain their answers?
5. Encourage students to say, "multiply", "times" and "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		
<hr/>						
		1	2	5	9	0
	x			3	5	6
<hr/>						
		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>
		7	5	5	4	0
	6	2	9	5	0	0

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>
		7	5	5	4	0
	6	2	9	5	0	0
3	7	7	7	0	0	0

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



## DEVELOPMENT

### Activity 1:

- Write 5 3 6 2 4 x 3 6 9 on the writing board.
- Ask students to work in pairs and solve the question.
- Give students some time to discuss and share their answers with the class.
- To guide students, write the numbers in the place value chart and multiply as shown below:

Ten Million	Mil	Hun Th	Ten Th	Th	H	T	O
			1	1		1	
				3	1	2	
			2	5	2	3	
			<b>5</b>	<b>3</b>	<b>6</b>	<b>2</b>	<b>4</b>
		<b>x</b>			<b>3</b>	<b>6</b>	<b>9</b>
		1	1	1			
		4	8	2	6	1	6
	3	2	1	7	4	4	0
+ 1	6	0	8	7	2	0	0
1	9	7	8	7	2	5	6

- Tell students first multiply 53624 with 9. The expected answer is 482616.
- Tell students to multiply 53624 with 60. The expected answer is 3217440.
- Tell students to multiply 53624 with 300. The expected answer is 3217440.
- Tell students to add up the 3 terms to get 19787256.



## CONCLUSION / SUM UP

Ask students how do 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 them while doing multiplication problems.



## ASSESSMENT

- Ask the students to copy and complete the following questions in their notebooks:

a)	Ten Th	Th	H	T	O
	5	4	3	8	2
	<b>x</b>		1	6	2

b)	Ten Th	Th	H	T	O
	6	7	4	2	1
	<b>x</b>		4	2	5

- After students have attempted the questions, share the correct solutions with them on the writing board.



## **HOMEWORK / FOLLOW UP**

- Assign students the relevant questions from Exercise 3 on page 18.

# MULTIPLICATION AND DIVISION COURTESIES



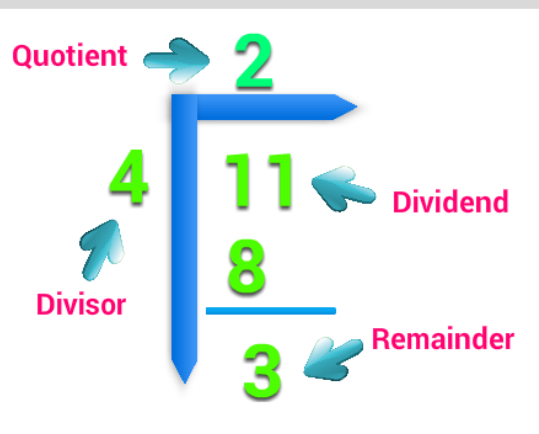
## STUDENT LEARNING OUTCOMES

- Divide numbers up to 5-digits by a number up to 2-digit

## INFORMATION FOR TEACHERS

Teachers should be able:

- To set up and carry out long division.
- To understand the terms divisor, dividend, quotient, and remainder, and use them while doing division problems i.e. when a number is divided by another number, the result is called the quotient and the leftover quantity is called the remainder.



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



**MATERIALS / RESOURCES REQUIRED**

- Board, Marker, Notebooks, Textbooks, Pencils, Charts, Currency Notes and Coins



## INTRODUCTION

- Write the following word problem on the writing board:  
Murtaza has Rs. 25380. He wants to distribute the money equally among 11 people.
  - How much money will each person receive?
  - How much money will be left with him?
- Ask students to work in pairs and discuss how they will find the money to be distributed to each person.
- The teacher should solve the division problem ( $11 \div 4$ ) written in the Information for teachers section, in a margin on the writing board for students to understand and remember.
- Encourage students to use expressions like "divide equally", "divide 25380 by 11", "11 should be the divisor" etc.

5. Take student feedback.
6. Set up the question as shown below. Tell students that 25380 is the **dividend** and 11 is the **divisor**.

$$\begin{array}{r}
 0 \\
 11 \overline{) 25380}
 \end{array}$$

7. Ask students, "Can 2 be divided by 11?"
8. Students should reason that 2 cannot be divided by 11 as 2 is smaller than 11. Tell students, therefore we put a 0 (shown in blue).
9. Now ask students, "Can 25 be divided by 11?" Give students a few minutes to think about this and ask students to recite the 11 times table to guide their thinking.
10. Students should say that 25 is divisible by 11 as 11 times 2 is 22. Write 2 and 22 in the appropriate positions.

$$\begin{array}{r}
 0 \quad 2 \\
 11 \overline{) 25380} \\
 \underline{22} \phantom{00} \\
 03
 \end{array}$$

11. Tell students that the next step is to subtract 22 from 25 to get the remainder of 3.
12. 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 3 as shown below and continue the long division. This time there is no remainder. However, the question is not yet solved.

$$\begin{array}{r}
 0 \quad 2 \quad 3 \\
 11 \overline{) 25380} \\
 \underline{22} \phantom{00} \phantom{00} \\
 03 \phantom{00} \phantom{00} \phantom{00} \\
 \phantom{0} \underline{33} \phantom{00} \phantom{00} \\
 \phantom{00} 00
 \end{array}$$

13. Students should further add that in the next step the 8 is brought down.
14. Ask students, "Can 8 be divided by 11?"
15. Students should reason that 8 cannot be divided by 11 as 8 is smaller than 11. Tell students, therefore we put a 0 (see below).
16. Now ask students, "Can 80 be divided by 11?" Give students a few minutes to think about this and ask students to recite the 11 times table to guide their thinking.
17. Students should say that 80 is divisible by 11 as 11 times 7 is 77. Write 7 and 77 in the correct places. See below:

$$\begin{array}{r}
 0 \quad 2 \quad 3 \quad 0 \quad 7 \\
 11 \overline{) 25380} \\
 \underline{22} \phantom{00} \phantom{00} \phantom{00} \phantom{00} \\
 03 \phantom{00} \phantom{00} \phantom{00} \phantom{00} \\
 \phantom{0} \underline{33} \phantom{00} \phantom{00} \phantom{00} \\
 \phantom{00} 00 \phantom{00} \phantom{00} \phantom{00} \\
 \phantom{00} \phantom{0} \underline{80} \phantom{00} \phantom{00} \\
 \phantom{00} \phantom{00} \phantom{0} \underline{77} \phantom{00} \\
 \phantom{00} \phantom{00} \phantom{00} 03
 \end{array}$$

18. Tell students when 25380 is divided by 11 the quotient is 2307 and the final **remainder** is 3.
19. Ask students once again how much will each person receive and how much will be leftover with Murtaza?
20. Encourage students to answer. The correct answer is that each person receives Rs. 2307 and Murtaza will have Rs. 3 left with him.





## DEVELOPMENT

### Activity 1:

1. Write the following questions on the board and ask the students to work in pairs.
2. Divide the following 5-digit numbers by 2-digit numbers.
  - ✧  $57440 \div 16$                       Ans: Quotient – 3590 Remainder – 0
  - ✧  $94380 \div 12$                       Ans: Quotient – 7865 Remainder – 0
  - ✧  $13344 \div 24$                       Ans: Quotient – 556 Remainder – 0
  - ✧  $81028 \div 40$                       Ans: Quotient – 2025 Remainder – 28
  - ✧  $16768 \div 13$                       Ans: Quotient – 1289 Remainder – 11
3. Ask different pairs to share their answers. Let other students also give their feedback on the solutions.
4. Share the correct answers with students.



## CONCLUSION / SUM UP

Conclude the activity by involving the students in recapping the steps in the division of 5 digit numbers with 2 digit numbers.

1. It is important to recall that while dividing, the answer is the quotient or the number written on top, and the leftover quantity is called the remainder which is written at the bottom.
2. Tell students to pay special attention to which numbers have to be brought down and when to subtract while dividing.



## ASSESSMENT

1. Write the following questions on the board and tell students to copy and solve them in their notebooks.
  - 1)  $15660 \div 15$     Ans: Quotient – 1044 Remainder – 0
  - 2)  $23562 \div 28$     Ans: Quotient – 841 Remainder – 14
  - 3)  $12390 \div 30$     Ans: Quotient – 413 Remainder – 0
  - 4)  $25752 \div 24$     Ans: Quotient – 1037    Remainder – 0
2. Guide students where necessary.
3. Share correct responses after students have answered the questions.



## HOMEWORK / FOLLOW UP

Assign the relevant questions from exercise 3 on page 19.

**REAL-LIFE SITUATIONS****STUDENT LEARNING OUTCOMES**

Solve real-life situations involving operations of addition, subtraction, multiplication, and division.

**INFORMATION FOR TEACHERS**

Teachers should:

1. Understand all the steps involved in carrying out the operations of addition, subtraction, multiplication, and division.
2. Be able to extract relevant information from word problems and carry out the correct operation(s) for a given real-life problem.



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



**MATERIALS / RESOURCES REQUIRED**

Board, Marker, Notebooks, Textbooks, Pencils, Flashcards, Chart

**INTRODUCTION**

1. Write the following question on the board:  
The price of a scanner is Rs 62,900 and the price of a laser printer is 96,880. Find:
  - ✧ The total price of both items.
  - ✧ The total price of 14 scanners and 5 laser printers.
2. Divide the class into small groups of 3 students each.
3. Ask each group to discuss and answer the question.
4. Ask a student from each group to come to the board and explain their solution for the first part. They should name the mathematical operation used in the part.
5. The teacher should highlight that certain words in a word problem indicate what operation students should use e.g. total indicates sum, less indicates subtraction, more than 1 object e.g. 5 glasses would indicate multiplication.
6. Solve the first part of the question on the board.
7. Follow the same steps for the next part. See the solution below.

**The total price of both items**

	Hun	Ten	Th	H	T	O
	Th	Th				
Price of Scanner		6	2	9	0	0
Price of Laser Printer	+	9	6	8	8	0
Total Price	1	5	9	7	8	0

**The total price of 14 scanners and 5 laser printers.**

	Hun	Ten	Th	H	T	O
	Th	Th				
Price of Scanner		1	3			
		6	2	9	0	0
				X	1	4
		1				
	2	5	1	6	0	0
+	6	2	9	0	0	0
Total Price of 14	8	8	0	6	0	0

**The total price of 5 laser printers.**

	Hun	Ten	Th	H	T	O
	Th	Th				
Price of Printer		1	4			
		6	2	9	0	0
					X	5
Total Price of 5	3	1	4	5	0	0

**The total price of 14 scanners and 5 laser printers.**

	Hun	Ten	Th	H	T	O
	Th	Th				
Price of 14 Scanners		8	8	0	6	0
Price of 5 Laser Printers	+	3	1	4	5	0
Total Price	1	1	9	5	1	0



## 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 answer the question and then pass on the flashcard to the next student within their group. Each student should have answered all 4 questions by the end of the activity.
  4. Students may discuss answers within their group.
- ✧ In April the water bill at a factory was Rs. 346,457 and in May it was Rs. 3674,923. What was the total bill for the two months? How much less was the bill for April?
  - ✧ A digital library has 216,875 Mathematics books and 172,643 books in English. What is the total number of digital books? How many more Mathematics books are there than English books?
  - ✧ In a school, 1548 students are to be divided into groups of 25 students each. What is the total number of groups and how many students are left?
  - ✧ A school principal notes that there are 34 students present in each classroom. If there are 13 classrooms in the school. How many students are present in the school altogether?

5. Ask students to volunteer and come up to the writing board and solve each question. Ask other students to also give their input.
6. Share the correct answers with the students by displaying the answers on a chart prepared before the lesson.



### CONCLUSION / SUM UP

1. Ask the students why it is important to read the question carefully to determine which operation shall be used to solve the question. Students should mention that certain words in a word problem indicate what operation students should use for e.g. total indicates sum, less indicates subtraction, more than 1 object e.g. 5 glasses would indicate multiplication.
2. Remind students that addition, subtraction, multiplication, and division come up frequently in everyday life.
3. Students should highlight 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

1. Write the following questions on the board for students to answer in their notebooks.
  - ✧ Farhad's annual income is Rs 198,960. His monthly income will be?
  - ✧ The price of 7 mobiles is Rs. 21452, the price of 13 such mobiles will be?
2. Check their answers and share the correct answer on the board.
3. Paste a chart of the following questions prepared prior to the class.
4. Ask students to raise their hands and **state the operations** to be carried out in each question.
5. Other students should agree or disagree and give their feedback.
  - ✧ Asim receives Rs. 1500 from his baba and Rs. 570 from his daada. How much money does he have in total? Correct answer: Add 1500 and 570
  - ✧ 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.
  - ✧ 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.
  - ✧ 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)
  - ✧ How much money will Asim have after his purchases? Correct Answer: subtract 1380 from 2070.



### HOMEWORK / FOLLOW UP

Assign the relevant questions from exercise 3 on page 19.

**Month**

**2**

# NUMBER PATTERNS



## STUDENT LEARNING OUTCOMES

- Identify and apply a pattern rule to determine missing elements for a given pattern.
- Identify the pattern rule of a given increasing and decreasing pattern and extend the pattern for the next three terms.

## INFORMATION FOR TEACHERS

The teacher should be able to:

1. Identify trends in various patterns.
2. Find/identify the missing terms within a pattern.
3. Identify the rule for a pattern.



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



## MATERIALS / RESOURCES REQUIRED

- Board, Chalk, Marker, Textbook, Notebooks, Chart



## INTRODUCTION

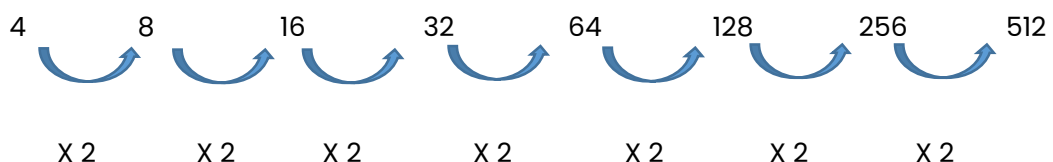
1. Write the following number sequence on the board.  
1, 5, 9 \_\_\_\_, 17, 21, \_\_\_\_
2. Ask students which numbers would come in the blank spaces?
3. Give students a few minutes to discuss in pairs and share their answers.
4. Ask students to state the **rule of the pattern** or how the numbers are related to each other. Let students discuss in pairs for a few minutes and share their ideas.
5. Tell students that for 1, 5, 9, \_\_\_\_, 17, 21, \_\_\_\_ the rule of the pattern is "the next number is 4 more than the previous number". Show students the missing terms as shown below.

1, 5, 9, 13, 17, 21, 25

6. Now write the following number sequences on the board.

4                      8                      16                      32                      64                      ?                      ?                      ?

7. Ask students which numbers would come next?
8. Give students a few minutes to discuss in pairs and share their answers.
9. Ask students to state the **rule of the pattern** or how the numbers are related to each other. Let students discuss in pairs for a few minutes and share their ideas.
10. Tell students that for "4, 8, 16, 32, 64..." the rule of the pattern is "the next number is 2 times (x 2) the previous number". Show students the next 3 terms as shown below.



- Tell students that numbers in patterns can be related through addition, subtraction, multiplication, or division, and today we will be identifying and applying pattern rules.



## DEVELOPMENT

### Activity 1:

- Draw the following table on the board and ask the students to work in pairs to copy and complete the table.
- Explain that the students also have to write the rule of the pattern.

#	Fill in the blanks	The rule of the pattern is...
1	5, 8, 11, 14, 17, 20, 23	The next number is the previous number plus 3
2	1, 2, 4, 8, 16, ____, ____, ____	
3	19, 17, 15, 13, ____, ____, ____	
4	9, 18, 27, ____, ____, 54, ____	
5	625, 125, 25, 5, ____	
6	56, 49, 42, 35, ____, ____, ____	
7	13, 16, ____, 22, ____, ____	

- Ask a few students to share their answers with the class.
- Record student responses on the board.
- Give students the correct answers and fill in the blanks.



## CONCLUSION / SUM UP

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/writing board before the lesson. Use different colored chalks to draw this on the board if needed.
- Ask the students to fill in the numbers in the relevant boxes / places.

1	2	3	4	5	6	7		9	
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25				29	30
31	32	33		35	36	37	38	39	40
41	42	43		45	46	47	48		50
51	52	53	54			57	58	59	60
61	62	63		65	66	67	68	69	70
71	72	73	74	75	76	77		79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	

3. What is the rule for the pattern in green if the first term is 1 (next term is 12)?
4. What is the rule for the pattern in blue if the first term is 91 (next term is 82)?
5. What is the rule for the pattern in red if the first term is 5 (next term is 16)?
6. 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 in exercise 4 from the textbook on page 25–26.



# NUMBER PATTERNS



## STUDENT LEARNING OUTCOMES

- Describe the pattern found in a given table or chart.

## INFORMATION FOR TEACHERS

The teacher should be able to:

- Identify trends in various patterns represented in tables/charts.
- Find/identify the missing terms within a pattern.
- Identify the rule for a pattern.



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



## MATERIALS / RESOURCES REQUIRED

- Board, Chalk, Marker, Textbook, Notebooks, Charts



## INTRODUCTION

- Paste the chart shown below on the writing board. The chart should be prepared and pasted before the lesson begins.

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

Students should work in pairs. Ask students the following questions:

- What is the pattern in green if the first term is 41? Predict the next term? What is the rule for the pattern in green?  
Correct Answer: 41, 32, 23, 14, 5. Each number is the previous minus 9 (-9)
- What is the pattern in blue if the first term is 4? Predict the next term? What is the rule for the pattern in blue?

Correct Answer: 4, 15, 26, 37, 48, 59, 70, 81. Each number is the previous plus 11 (+11)

3. What is the pattern in red if the first term is 10? Predict the next term? What is the rule for the pattern in red?

Correct Answer: 10, 20, 30, 40, 50, 60, 70. Each number is the previous plus 10 (+10)

4. What is the pattern in yellow if the first term is 91? Predict the next term? What is the rule for the pattern in yellow?

Correct Answer: 91, 93, 95, 97, 99, 101. Each number is the previous plus 2 (+2)

5. Give students a few minutes to discuss in pairs and share their answers. Record student responses.
6. Share the correct answers with students after all pairs have attempted the questions.



## DEVELOPMENT

### Activity 1

1. Paste the chart shown below on the writing board. The chart should be prepared and pasted on the wall before the lesson begins.
2. Students should work in pairs.
3. Ask the students to identify the pattern represented in the table and highlight the rule of the pattern.
4. Give students a few minutes to discuss in pairs and share their answers.
5. Tell students that the number pattern is 1, 12, 23, 34, 45, 56, 67, 78, 89, 100.
6. Discuss with the students that the pattern being made is obtained by adding 11 to the previous number.

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

### Activity 2

1. Paste the chart shown below on the writing board. The chart should be prepared and pasted on the wall before the lesson begins.
2. Students should work in pairs.
3. Ask the students to identify the pattern represented in the table and highlight the rule of the pattern.
4. Give students a few minutes to discuss in pairs and share their answers.

5. Tell students that the number pattern is 91, 82, 73, 64, 55, 46, 37, 28, 19, 10.
6. Discuss with the students that the pattern being made is obtained by subtracting 9 from the previous number.

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



### CONCLUSION / SUM UP

1. 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?"
2. Students should highlight that the pattern sequence is either increasing or decreasing with a specific rule involving addition, subtraction, multiplication or division.



### ASSESSMENT

Paste on the following chart on the writing board. The chart should be prepared prior to the lesson.

5	6	7	8	9	10
15	16	17	18	19	20
25	26	27	28	29	30
35	36	37	38	39	40
45	46	47	48	49	50
55	56	57	58	59	60

1. Students should individually answer the questions below. From the table above:
  - ✧ Identify the rule of the pattern if we start from 10 and end at 55
  - ✧ Identify the rule of the pattern if we start from 5 and end at 60
2. Provide guidance where needed.



### **HOMEWORK / FOLLOW UP**

- Assign the relevant questions in exercise 4 from the textbook on pages 25–26.

# HIGHEST COMMON FACTOR

## HCF



### STUDENT LEARNING OUTCOMES

Find HCF of:

- Two numbers up to 2-digit numbers
- Three numbers up to 2-digit numbers
- Using the prime factorization and division method.

### INFORMATION FOR TEACHERS

#### Information for teachers

Teachers should know:

1. How to find HCF using the prime factorization and division method.
2. That the greatest number which divides 2 or more numbers simultaneously is called their HCF.
3. The HCF of two or more than 2 numbers, which have no common prime factor, is always 1.



**DURATION / NO OF PERIODS: 70 MINUTES / 2 PERIODS**



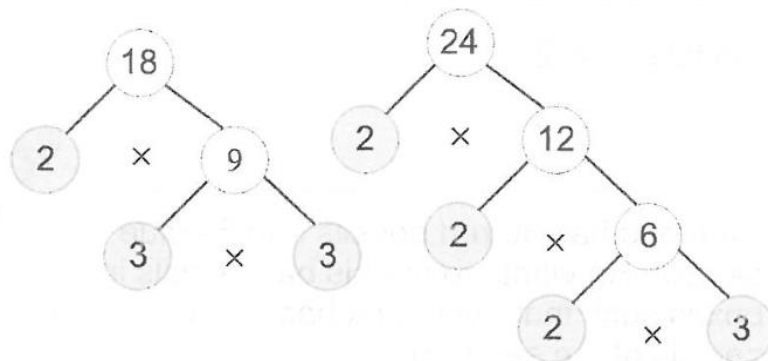
**MATERIALS / RESOURCES REQUIRED**

Board, Marker, Notebooks, Textbooks, Pencils



### INTRODUCTION

1. Write the following numbers on the writing board:  
18      24
2. Ask the students to work in pairs to find the prime factors of 18 and 24 using the factor tree or the table/grid.
3. Let the students think and discuss.
4. Record their responses on the board.
5. Show students the factor trees for 18 and 24 as below:



Factorization of 18 =  $2 \times 3 \times 3$

6. Tell students that they can also use tables to find the prime factors. Draw the following tables/grids on the board.

2	18	2	24
3	9	2	12
3	3	2	6
	1	3	3
			1

7. Write the prime factorization of 18 and 24 on the writing board as follows. Emphasize that the answer is the same from factor trees and the tables/grids:

$$18 = 2 \times 3 \times 3$$

$$24 = 2 \times 3 \times 2 \times 2$$

8. Ask the students to identify the common prime factors.  
 9. Let the students think and discuss in their pairs.  
 10. Record their responses on the board.  
 11. As circled **2** and **3** are the common prime factors and  $2 \times 3 = 6$ .  
 12. Ask students if 6 is a factor of 18 and 24? Record their responses.  
 13. Tell students that 6 is the greatest factor that divides both 18 and 24 completely and 6 is called the HCF of 18 and 24.  
 14. Tell the students that today we will learn how to find the HCF of up to three numbers.

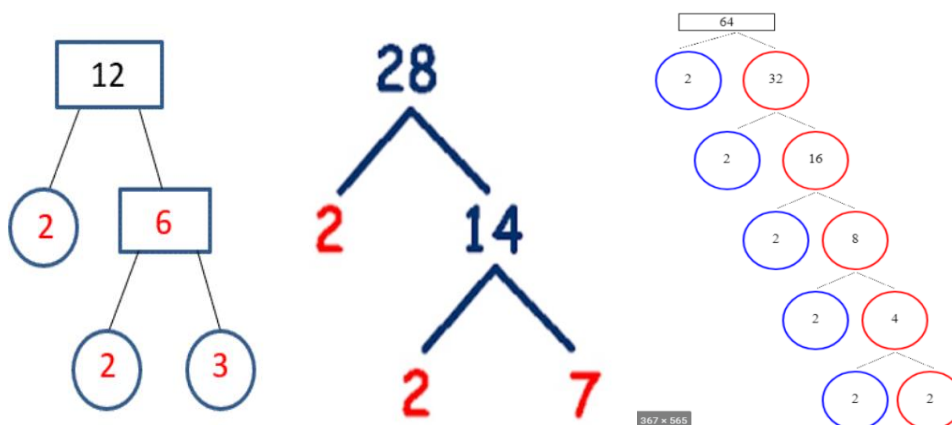


## DEVELOPMENT

### Activity 1

1. Tell students to work in groups of 4 to solve the following question:  
 Draw factor trees or tables/grids in your notebooks and find the prime factors of the following numbers:
- 12
  - 28
  - 30
  - 64
2. After finding the prime factors of the numbers, find the HCF of
- 12 and 28
  - 12 and 30
  - 28 and 64
  - 12, 28 and 64
3. Let the students think and discuss in their groups.  
 4. Record their responses on the board.  
 5. Show students the prime factorization of 12, 28, 30 and 64 and list the prime factors as follows:
- $$12 = 2 \times 2 \times 3$$
- $$28 = 2 \times 2 \times 7$$
- $$30 = 2 \times 3 \times 5$$
- $$64 = 2 \times 2 \times 2 \times 2 \times 2 \times 2$$

For teachers' reference:



6. For part iv i.e., find the HCF of 12, 28, and 64, ask a student to volunteer to attempt the question on the board.
7. Other students should also guide.
8. Ask students what the common prime factors are for 12, 28 and 60.
9. Take student responses. Then share with students:
 
$$12 = 2 \times 2 \times 3$$

$$28 = 2 \times 2 \times 7$$

$$64 = 2 \times 2 \times 2 \times 2 \times 2 \times 2$$
10. Tell students that as circled 2 and 2 are the common prime factors and  $2 \times 2 = 4$ .
11. Ask students if 4 is a factor of 12, 28, and 64? Record student responses.
12. Tell students that 4 is the greatest factor that divides 12, 28, and 64 completely and 4 is called the HCF of 12, 28, and 64.



### CONCLUSION / SUM UP

1. Ask students what is a factor and how do we find the prime factors of a number? Students should mention that a number that divides another number is a factor of that number.
2. Students should also highlight that we can use a factor tree or the table/grid to find prime factors, we should continue to factorize composite numbers until prime numbers are left at the end of each branch and 1 is left at the bottom of the table.
3. Ask students how do we find the HCF of 2 or 3 numbers? Students should mention that after finding the prime factors of 2 or 3 numbers, we identify the common prime factors, and their product is the HCF of those 2 or 3 numbers.
4. Students should complete the questions in exercise 1 on page 34 as homework.

# HIGHEST COMMON FACTOR



## INTRODUCTION

1. Ask students how to use prime factorization to find prime factors and then the HCF.
2. Record student responses.
3. Ask various students to provide input.
4. Tell students that in today's lesson we will learn to find HCF using division.
5. Tell students that we will compare both methods i.e., prime factorization and division at the end of this lesson.



## DEVELOPMENT

### Activity 2

1. Write the following numbers on the writing board  
18                      24
2. Ask the students to work in pairs to find the HCF of 18 and 24 using the division method.
3. Let the students think and discuss in their pairs.
4. Record their responses on the board.
5. Show students the method for finding the HCF of 18 and 24 using the division method as shown below:
  - ✧ Divide the bigger number i.e., 24 by the smaller number 18, and find the remainder which is 6
  - ✧ Divide the smaller number 18 by the remainder 6
  - ✧ We will get 0 as the remainder
  - ✧ The last divisor is 6 (circled). It is the HCF of 18 and 24.

$$\begin{array}{r}
 18 \overline{) 24} \\
 \underline{- 18} \quad 3 \\
 6 \overline{) 18} \\
 \underline{- 18} \\
 0
 \end{array}$$

### Activity 3

1. Tell students to work in pairs to solve the following question:  
Using the division method find the HCF of:
  - i. 12 and 28
  - ii. 12 and 30
  - iii. 28 and 64
  - iv. 12, 28 and 64
2. Let the students think and discuss in their groups.
3. Record their responses on the board.
4. Show students the correct responses:

i	ii	iii
$  \begin{array}{r}  12 \overline{) 28} \\  \underline{- 24} \quad 3 \\  4 \overline{) 12} \\  \underline{- 12} \\  0  \end{array}  $	$  \begin{array}{r}  12 \overline{) 30} \\  \underline{- 24} \quad 2 \\  6 \overline{) 12} \\  \underline{- 12} \\  0  \end{array}  $	$  \begin{array}{r}  28 \overline{) 64} \\  \underline{- 56} \quad 3 \\  8 \overline{) 28} \\  \underline{- 24} \quad 2 \\  4 \overline{) 8} \\  \underline{- 8} \\  0  \end{array}  $



- For part iv i.e., find the HCF of 12, 28, and 64 show students how to find HCF of 3 numbers using the division method.
- First, divide the greatest number 64 by the second greatest; 28

$$\begin{array}{r}
 2 \\
 28 \overline{) 64} \\
 \underline{- 56} \quad 3 \\
 8 \overline{) 28} \\
 \underline{- 24} \quad 2 \\
 4 \overline{) 8} \\
 \underline{- 8} \\
 0
 \end{array}$$

- The HCF of 64 and 28 is 4.
- Now divide the remaining number 12 by 4.
- The number 4 is the last divisor. Therefore, the greatest number which completely divides 12, 28, and 64 is 4.

$$\begin{array}{r}
 3 \\
 4 \overline{) 12} \\
 \underline{- 12} \\
 0
 \end{array}$$



### CONCLUSION / SUM UP

- Ask students how do we find the HCF of 2 or 3 numbers? Students should mention that while using the factor tree or the table/grid we first find the prime factors. Then we identify the common prime factors, and their product is the HCF.
- Students should mention that while using the division method to find HCF the last divisor is the HCF of 2 or 3 numbers.
- Students should highlight that we can find the HCF by both methods i.e., using prime factorization (factor tree or grid/table) or the division method.
- Ask students which method they prefer and why.



### ASSESSMENT

- Students should attempt the following question in their notebooks.  
Using both prime factorization and the division method find the HCF of the given numbers.
  - 24, 72
  - 48, 76, 96
- Guide the students where necessary.



### HOMEWORK / FOLLOW UP

- Assign the relevant questions from exercise 1 on page 34.

# LOWEST COMMON MULTIPLE



## STUDENT LEARNING OUTCOMES

Find LCM of:

- Two numbers up to 2-digit numbers
- Three numbers up to 2-digit numbers using the prime factorization and division method.

## INFORMATION FOR TEACHERS

Teachers should know:

1. When we multiply any number by another number, their product is called multiple of that number.
2. The LCM of two or more numbers is the smallest number which is divided by each of the given numbers completely.



**DURATION / NO OF PERIODS: 35 + 35 MINUTES / 2 PERIODS**



## MATERIALS / RESOURCES REQUIRED

Board, Marker, Notebooks, Textbooks, Pencils



## INTRODUCTION

1. Write the following numbers on the writing board:  

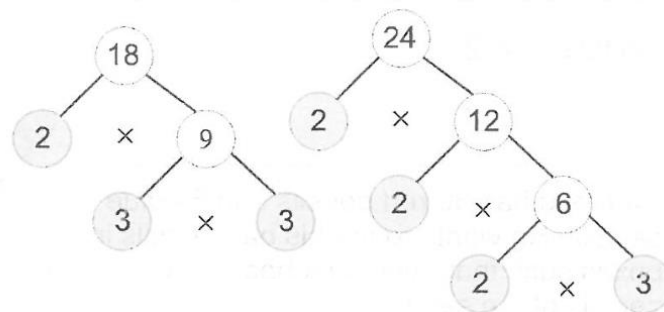
18
24
2. Ask students to work in pairs and answer: What is a multiple? What is the LCM or the lowest common multiple of the two numbers?
3. Give students a few minutes to discuss and then take their responses.
4. Ask students to list the multiples of 18 and 24. Remind students that multiples are all the numbers in the times table of that number.

Students should list the numbers as follows:

<b>18,</b>	36,	54,	72,	90,	108,	126...
<b>24,</b>	48,	72,	96,	120,	144,	168...

5. Ask students to identify the common multiple from the multiples of 18 and 24. Students should identify **72** as the common multiple.
6. Tell students that 72 is the LCM or the lowest common multiple of 18 and 24 i.e., it is the smallest number that is divided by each of the given numbers completely.
7. Tell students that we will also find the LCM using other methods.
8. Ask the students to work in pairs and discuss the method used in the previous lesson to find the prime factors of 18 and 24.

9. Show students the factor trees for 18 and 24 as below:



10. Remind students that they can also use tables to find the prime factors. Draw the following tables/grids on the board:

2	18	2	24
3	9	2	12
3	3	2	6
	1	3	3
			1

11. Write the prime factorization of 18 and 24 on the writing board as follows. Emphasize that we get the same factors using either of the two methods: factor trees and the table/grid.

$$18 = 2 \times 3 \times 3$$

$$24 = 2 \times 3 \times 2 \times 2$$

12. Ask the students to identify the common prime factors.

13. Let the students recall and discuss in pairs.

14. Record their responses on the board.

15. Tell students that **2** and **3** are the common prime factors and the product of the common prime factors is  $2 \times 3 = 6$ .

16. Unlike HCF, to find the LCM students must find the product of the non-common prime factors of 18 and 24 as well. This is  $3 \times 2 \times 2 = 12$

17. Ask students how we can get the LCM of 18 and 24? Give them a few minutes to discuss in pairs.

18. After discussion, tell students that the LCM = product of common prime factors x product of non-common prime factors.

19. Therefore, the LCM of 18 and 24 is  **$6 \times 12 = 72$** .

20. Tell the students that today we will learn how to find the LCM of up to three numbers.



## DEVELOPMENT

### Activity 1

- Tell students to work in groups of 4.
- Refer to factor trees or tables/grids already made in their notebooks (for HCF) and see the prime factors of the following numbers:
  - 12
  - 28
  - 30

d. 64

3. Now find the LCM of

i. 12 and 28

ii. 12 and 30

iii. 28 and 64

iv. 12, 28 and 64

4. Let the students revise and discuss in their groups.

5. Record their responses on the board.

6. Show students the prime factorization of 12, 28, 30 and 64 and list the prime factors as follows:

$$12 = 2 \times 2 \times 3$$

$$28 = 2 \times 2 \times 7$$

$$30 = 2 \times 3 \times 5$$

$$64 = 2 \times 2 \times 2 \times 2 \times 2 \times 2$$

7. For part iv i.e., find the LCM of 12, 28, and 64 ask a student to volunteer to answer the question on the board.

8. Other students should be asked to guide as well.

9. The teacher should ask students what the common prime factors are for 12, 28 and 60.

10. Allow students some time for revision and discussion. Then share with students:

$$12 = 2 \times 2 \times 3$$

$$28 = 2 \times 2 \times 7$$

$$64 = 2 \times 2 \times 2 \times 2 \times 2 \times 2$$

11. Tell students that 2 and 2 are the common prime factors and  $2 \times 2 = 4$ .

12. Unlike HCF, students must find the product of the non-common prime factors of 12, 28, and 64 as well. This is  $3 \times 7 \times 2 \times 2 \times 2 \times 2 = 336$

13. Remind the students that the LCM = product of common prime factors x product of non-common prime factors.

14. Important point: Tell students that even if a factor is common for 2 numbers it is considered a common factor i.e., to find the LCM the factor doesn't need to be common for all 3 numbers under consideration. To demonstrate this, find the LCM of 16, 30 and 64.

15. Therefore, the LCM of 12, 28 and 64 is  $4 \times 336 = 1344$ .



## CONCLUSION / SUM UP

1. Ask students how do we find the prime factors of a number? Students should mention we can use a factor tree or the table/grid to find prime factors. Students should continue to factorize composite numbers until prime numbers are left at the end of each branch (if using factor tree) and 1 is left at the bottom of the table (if using table) when finding prime factors.
2. Ask students how do we find the LCM of 2 or 3 numbers? Students should mention that after finding the prime factors of 2 or 3 numbers, we identify the common prime factors and find their product. Then we find the product of non-common prime factors. Lastly, LCM = product of common prime factors x product of non-common prime factors.
3. Students should complete the questions in exercise 2 on page 38 as homework.

# LOWEST COMMON MULTIPLE



## INTRODUCTION

1. Ask students to recall how to use prime factorization to find prime factors and then the LCM of 2 or 3 numbers. Record student responses and ask other students to provide input and guidance.
2. Tell students that in today's lesson we will learn to find LCM using division.
3. Tell students that we will compare both methods i.e., prime factorization and division at the end of this lesson.



## DEVELOPMENT

### Activity 2

1. Write the following numbers on the writing board:  
18                      24
2. Ask the students to work in pairs and find the LCM of 18 and 24 using the division method.
3. Let the students think and discuss in pairs.
4. Record their responses on the board.
5. Show students the method for finding the LCM of 18 and 24 using the division method as shown below:
  - ✧ Write both the numbers inside the table/grid and start with the smallest prime number that divides both the numbers. In this case, 2 divides 18 and 24.
  - ✧ In the next step, 3 divides 9 and 12.
  - ✧ In the next step, we notice that 3 and 4 do not have any common factor so we first write 2 to bring 4 down to 1 and then we write 4 to bring it down to 1.
  - ✧ Lastly, the LCM is the product of all the prime factors  
i.e.,  $2 \times 3 \times 2 \times 2 \times 3 = 72$

2	18,	24
3	9,	12
2	3,	4
2	3,	2
3	3,	1
	1,	1

### Activity 3

1. Tell students to work in groups of 4 to find the LCM of the following numbers using the division method:
  - v. 12 and 28
  - vi. 12 and 30
  - vii. 28 and 64
  - viii. 12, 28 and 64
2. Let the students think and discuss in their groups.
3. Record their responses on the board.
4. Ask students from different groups to come to the writing board and share their solutions.
5. Show students the correct responses:

i.

2	12,	28
2	6,	14
3	3,	7
7	1,	7
	1,	1

LCM of 12 and 28 is  $2 \times 2 \times 3 \times 7 = 84$

ii.

2	12,	30
3	6,	15
2	2,	5
5	1,	5
	1,	1

LCM of 12 and 30 is  $2 \times 3 \times 2 \times 5 = 60$

iii.

2	28,	64
2	14,	32
2	7,	16
2	7,	8
2	7,	4
2	7,	2
7	7,	1
	1,	1

LCM of 28 and 64 is  $2 \times 2 \times 2 \times 2 \times 2 \times 2 \times 7 = 448$

6. For part iv i.e., find the LCM of 12, 28 and 64 show students how to find the LCM of 3 numbers using the division method.

2	12,	28,	64
2	6,	14,	32
2	3,	7,	16
2	3,	7,	8
2	3,	7,	4
2	3,	7,	2
3	3,	7,	1
7	1,	7,	1
	1,	1,	1

LCM of 12, 28 and 64 is  $2 \times 2 \times 2 \times 2 \times 2 \times 2 \times 3 \times 7 = 1344$



### CONCLUSION / SUM UP

1. Ask students how we find the LCM of 2 or 3 numbers using the division method.

2. Students should highlight that we write the numbers inside the table/grid and start with the smallest prime number that divides all the numbers. We continue this process until all the numbers are brought down to one using only prime numbers.
3. Students should emphasize that the LCM is the product of all the prime factors when we are using the division method.



### ASSESSMENT

Ask the students to copy and complete the following question in their notebooks:

Using both prime factorization and the division method find the LCM of the following numbers:

- ✧ 18, 72
- ✧ 10, 20, 30

Guide the students where needed.



### HOMEWORK / FOLLOW UP

- Assign the relevant questions from exercise 2 on page 38–39.

**REAL-LIFE SITUATIONS****STUDENT LEARNING OUTCOMES**

Solve real-life situations involving HCF and LCM.

**INFORMATION FOR TEACHERS**

Teachers should understand the difference between HCF and LCM and be able to use the correct methods in a real-life situation/word problem.



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



**MATERIALS / RESOURCES REQUIRED**

Board, Marker, Notebooks, Textbooks, Pencils

**INTRODUCTION**

1. Ask students to recall what LCM and HCF are.
2. Ask students to identify and explain the methods used to find the HCF and LCM of 2 or 3 numbers.
3. Take their responses and tell them that today we will solve real-life situations involving LCM and HCF.
4. Write the following question on the writing board:  
A mother has two sons in the hostel, Ali and Usman. Ali comes home after every 12th day and Usman comes home after every 8th day. She wants to invite some guests when both her sons are present at home. On what day should she invite the guests?
5. Tell students to read the question carefully and discuss in pairs how they can find the day on which both boys are at home together.
6. Take student responses.
7. Ask students why should the final answer be bigger than 12? Why can't the answer be a number smaller than 8? Take student responses and share the correct reasoning with students i.e. we are looking for a day when both her sons will be back. It cannot be before the 8th, as neither brother will be back. The common day should be after the 12th.
8. Tell students that we will use LCM here because we are trying to find a bigger number than both 12 and 8. We use LCM when we think the answer should be a bigger number.
9. Starting at 1, the teacher may use a calendar to highlight every 8<sup>th</sup> day in blue and every 12<sup>th</sup> day in yellow and show students on which day there is an overlap of blue and yellow.
10. Show students the LCM of 12 and 8 by the division method i.e.

2	12, 8
2	6, 4
3	3, 2
2	1, 2
	1, 1



$$\text{LCM} = 2 \times 2 \times 3 \times 2 = 24$$

11. Ask students what does 24 represent? Give students a few minutes to think, discuss and share their responses. Record student responses.
12. Tell students that the significance of 24 is that Ali and Usman are home together after every 24th day. It is the first day the two are together i.e. it is the lowest common multiple.



## DEVELOPMENT

### Activity 1:

1. Ask students to work in pairs to answer the following question:  
Sara has three sticks having lengths 15 cm, 20 cm and 25 cm. She wants to cut the sticks into pieces of equal length without any leftovers. What will be the maximum length of each piece of the stick?
2. Tell the students to read the situation and discuss how we can find the maximum length of that piece. Give some time for thinking. Take their responses.
13. Tell students we can use the process of HCF to find that length because we know the final answer should be a number smaller than 15, 20, or 25. We use HCF when we think the answer should be a smaller number. In this question we are cutting or dividing the sticks into smaller pieces (factors) of 25, 20 and 15, therefore HCF is used.
3. Ask them to find HCF of 25, 20 and 15. After they have attempted, show them:

$$\begin{array}{r} 1 \\ 20 \overline{) 25} \\ \underline{-20} \phantom{0} \\ 5 \end{array} \quad \begin{array}{r} 20 \\ 5 \overline{) 20} \\ \underline{-20} \\ 0 \end{array} \quad 4$$

$$\text{And } \begin{array}{r} 3 \\ 5 \overline{) 15} \\ \underline{-15} \\ 0 \end{array}$$

The HCF of 15, 20 and 25 is 5.

4. Ask students what does the 5 represent? Give students a few minutes to think, discuss and share their responses. Record student responses.
5. Tell students that the significance of 5 is that it is the HCF and it is the maximum length of the each piece of the stick.

### Activity 2:

1. Ask students to work in pairs to solve the following questions.
2. Write the following situations on the writing board and ask students to attempt in their notebooks.
  - ✧ 84 apples, 56 bananas and 21 oranges were distributed equally among some children. If the same combination of all kinds of fruits is distributed among all the children, find out the maximum possible number of children who can get the fruits?
  - ✧ The tour buses for Badshahi Mosque leave the station every 25 minutes, for the interior city every 15 minutes and for the zoo every 30 minutes. If the three buses leave the station simultaneously at 11:05 am, find out the time when the three buses will next leave the station simultaneously.
3. Ask students if part a. requires them to find the HCF or the LCM?

4. Let the students think and discuss in their pairs.
5. Record their responses on the board.
6. Tell students that part a. requires them to find the HCF as the final answer should be a smaller number than 84, 56 and 21.
7. Find the HCF of 84, 56 and 21 on the board. The HCF is 7.
8. Ask students what does 7 represents? Give students a few minutes to think, discuss and share their responses. Record student responses.
9. Tell students that the significance of 7 is that it is the HCF of 84, 56 and 21 and it is the maximum number of children who can receive similar fruit baskets of apples, bananas, and oranges.
14. Ask students if part b. requires them to find the HCF or the LCM?
15. Let the students think and discuss in their groups.
16. Record their initial understanding on the board.
17. Tell students that part b. requires them to find the LCM as the final answer should be a larger number than 25, 15 and 30.
18. The teacher should find the LCM of 25, 15 and 30 on the board. The LCM is 150.
19. Ask students what does 150 represents? Give students a few minutes to think, discuss and share their responses. Record student responses.
20. Tell students that the significance of 150 is that it is the LCM of 25, 15 and 30 and it is the number of minutes after 11:05 am that the buses will once again leave the station together.
21. Ask students what time will it be when they leave the station?
22. Let the students think and discuss in their groups.
23. Tell students that 150 minutes (2 hours 30 minutes) after 11:05 am makes 1:35 pm.
24. Note: The teacher should refer to Unit 8 – Time in the Grade 4 textbook for the conversion and addition of time.



### CONCLUSION / SUM UP

Ask students the difference between HCF and LCM and when do they know which approach to use in real-life situations/word problems. Students should mention that HCF is found when we think the answer should be a smaller number and LCM is found when we think the answer should be a bigger number.



### ASSESSMENT

1. Write the following questions on the writing board.
2. Ask students to identify what the questions below require and why. HCF or LCM?
  - ✧ A milkman has three containers having 25 liters, 30 liters and 40 liters of milk.
  - ✧ Find the maximum capacity of a measuring container that can accurately measure the amount of milk in all three containers. Correct Answer: HCF as the final answer should be a smaller number.
  - ✧ Ali drinks milk after every 12th hour and takes a meal after every 8th hour. After how many hours will he drink milk and meal at the same time? Correct Answer: LCM as the final answer should be a larger number.



### HOMEWORK / FOLLOW UP

Assign the relevant questions from exercise 2 on pages 39 – 41.

# ADDITION AND SUBTRACTION OF FRACTIONS



## STUDENT LEARNING OUTCOMES

- Add and subtract two or three fractions with different denominators.

## INFORMATION FOR TEACHERS

Teachers should be able:

- To convert a given fraction into an equivalent fraction by finding the LCM.  
Understand that multiplying both the numerator and denominator of a fraction 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.
- To know that in addition and subtraction, where the denominator is the same, only numerators are added or subtracted.



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



**MATERIALS / RESOURCES REQUIRED**

Board, Marker, Notebooks, Textbooks, Color pencils, Flashcards



## INTRODUCTION

- Write the following question on the writing board:

$$\frac{2}{3} + \frac{3}{4} + \frac{11}{12}$$

- Ask students to work in pairs to solve the above question.
- Ask students what is the first step in adding the 3 fractions?
- After a few minutes of discussion in pairs, tell students that we must first make sure that the fractions have the same denominator.
- Tell students to find equivalent fractions so that the denominators of all the fractions are made the same.
- After students have attempted to find the equivalent fractions in pairs show them the correct approach:

equivalent fractions of  $\frac{2}{3}$  is  $\frac{2}{3} \times \frac{1}{1} = \frac{2}{3}$

$$\frac{2}{3} \times \frac{2}{2} = \frac{4}{6}$$

$$\frac{2}{3} \times \frac{3}{3} = \frac{6}{9}$$

$$\frac{2}{3} \times \frac{4}{4} = \frac{8}{12}$$

equivalent fractions of  $\frac{3}{4}$   $\frac{3}{4} \times \frac{1}{1} = \frac{3}{4}$

$$\frac{3}{4} \times \frac{2}{2} = \frac{6}{8}$$

$$\frac{3}{4} \times \frac{3}{3} = \frac{9}{12}$$

7. Ask students to observe that the denominators are the same for all fractions i.e.

$$\frac{8}{12}, \frac{9}{12} \text{ and } \frac{11}{12}$$

therefore the question is solved as  $\frac{8}{12} + \frac{9}{12} + \frac{11}{12} = \frac{8+9+11}{12} = \frac{28}{12}$

8. Now tell the students that there is a shortcut to find the target denominator.  
9. We can find the LCM of the denominators 3, 4, and 12.

2	3, 4, 12
2	3, 2, 6
3	3, 1, 3
	1, 1, 1

The LCM is  $2 \times 3 \times 3 = 12$

10. 12 is the target denominator for the question above.  
11. Tell students that we need to explore which two numbers (in the denominators) need to be multiplied in order to get 12.  
12. Now it is easy to find the desired equivalent fraction for each fraction:

$$\frac{2}{3} \times \frac{4}{4} = \frac{8}{12}$$

$$\frac{3}{4} \times \frac{3}{3} = \frac{9}{12}$$

$$\frac{11}{12} \times \frac{1}{1} = \frac{11}{12}$$



## DEVELOPMENT

### Activity I:

- Write the following questions on the writing board and ask students to work in pairs to solve them.
  - $\frac{4}{6} - \frac{3}{5}$
  - $\frac{3}{2} + \frac{6}{7} + \frac{4}{3}$
- Give students a few minutes to discuss and attempt the questions.
- Ask students to share their responses. Record student responses.
- Now tell students to first find the equivalent fractions in question i
- The students should find the LCM of 6 and 5, which is 30.
- Guide the students to arrive at

2	6, 5
3	3, 5
5	1, 5
	1, 1

$$\text{LCM} = 2 \times 3 \times 5 = 30$$

7. Therefore the target denominator for both the fractions in part i. should be 30 and the desired equivalent fractions are:

$$\frac{4}{6} \times \frac{5}{5} = \frac{20}{30}$$

$$\frac{3}{5} \times \frac{6}{6} = \frac{18}{30}$$

$$\text{Therefore } \frac{20}{30} - \frac{18}{30} = \frac{2}{30}$$

8. Now tell students to find the equivalent fractions in question ii.

For  $\frac{3}{2} + \frac{6}{7} + \frac{4}{3}$  we need to find the LCM of 2, 7 and 3

2	2, 7, 3
3	1, 7, 3
7	1, 7, 1
	1, 1, 1

$$\text{LCM} = 2 \times 3 \times 7 = 42$$

9. Therefore the target denominator of the fractions should be 42 and the desired equivalent fraction is:

$$\frac{3}{2} \times \frac{21}{21} = \frac{63}{42}$$

$$\frac{6}{7} \times \frac{6}{6} = \frac{36}{42}$$

$$\frac{4}{3} \times \frac{14}{14} = \frac{56}{42}$$

$$\begin{aligned} \text{As the last step } \frac{63}{42} + \frac{36}{42} + \frac{56}{42} &= \frac{63+36+56}{42} \\ &= \frac{155}{42} \end{aligned}$$



### CONCLUSION / SUM UP

- Ask students how do we add and subtract fractions with different denominators. Students should highlight that in order add/subtract fractions with different denominators we have to find equivalent fractions by finding the LCM. Furthermore, students should recall that in addition and subtraction, once the denominators are the same only numerators are added or subtracted.



## ASSESSMENT

- Ask the students to copy and complete the following questions.
- Convert mixed fractions to improper fractions before carrying out addition/subtraction.

1)  $\frac{1}{2} + \frac{3}{4}$

2)  $1\frac{1}{7} + 2\frac{2}{3} + 1\frac{2}{21}$

3)  $\frac{2}{5} + \frac{3}{6} + \frac{5}{7}$

4)  $\frac{7}{2} - \frac{2}{3}$

5)  $5\frac{1}{2} - 1\frac{3}{4}$

6)  $\frac{9}{2} - \frac{1}{5}$



## HOMEWORK / FOLLOW UP

- Assign the relevant questions from exercise 1 on page 47.

**Month**

**3**





# MULTIPLICATION AND DIVISION OF FRACTIONS



## STUDENT LEARNING OUTCOMES

Multiply a fraction by a 1-digit number and demonstrate with the help of diagram.

## INFORMATION FOR TEACHERS

Teachers should know:

1. How to multiply any fraction with a whole number.
2. That multiplication is repeated addition of numbers.
3. How to represent with diagram, the multiplication of a fraction with a single-digit whole number.



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



**MATERIALS / RESOURCES REQUIRED**

Board, Marker, Notebooks, Textbooks, Pencils, Chart



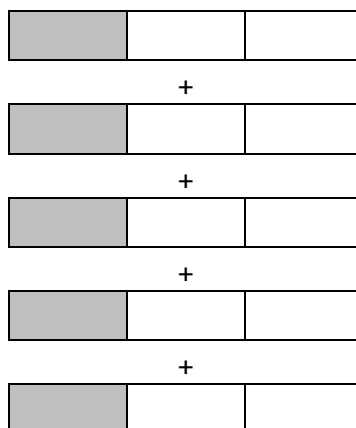
## INTRODUCTION

1. Ask students to work in pairs and multiply the following:

$$\frac{1}{3} \times 5$$

2. The teacher should remind students that multiplication is repeated addition. Give students a few minutes to think and discuss in pairs. Record student responses on the board.
3. After discussion, draw the following figure to help students see multiplication as repeated addition. The figure below shows:

$$\frac{1}{3} \times 5 = \frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3}$$



If we re-arrange the shaded parts the figure becomes



4. Tell the students that the shaded portion if rearranged makes 1 whole and  $\frac{2}{3}$  as shown above i.e.  $1\frac{2}{3}$
5. Ask students what is  $1\frac{2}{3}$  as an improper fraction?
6. Give students a few minutes to arrive at the correct answer,  $1\frac{2}{3} = \frac{5}{3}$
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  $5 \times 1 = 5$  and the numerator was 3, so  $\frac{5}{3}$  is the answer.

Therefore,  $\frac{1}{3} \times 5 = \frac{5}{3}$



## DEVELOPMENT

### Activity 1:

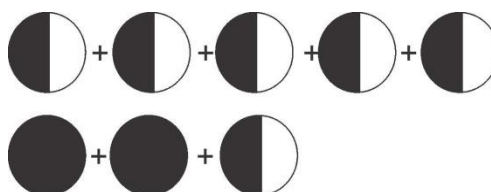
1. Ask students to work in pairs and solve the following question (the teacher should write it on the board)  
Kamil takes  $\frac{1}{2}$  hour to travel from home to school and he goes to school 5 days in a week.  
How much time does he spend travelling from home to school?
2. Ask pairs to discuss and share their answers.
3. Walk through the class and guide students.
4. Show students the correct solution after all pairs have attempted the question. Paste a chart prepared before the lesson on the writing board.

Kamil goes to school 5 days in a week. We can show the multiplication of  $\frac{1}{2} \times 5$  with figures. If

we want to multiply  $\frac{1}{2}$  with 5, we can also add  $\frac{1}{2}$  five times i.e.

$$\frac{1}{2} + \frac{1}{2} + \frac{1}{2} + \frac{1}{2} + \frac{1}{2}$$

As a figure this can be represented as



if we rearrange the shaded parts we get

2 wholes and a half is  $2 + \frac{1}{2} = 2\frac{1}{2} = \frac{5}{2}$

Therefore, the time taken travelling from home to school by Kamil is  $\frac{1}{2} \times 5 = \frac{5}{2}$  hours.

### Activity 2:

- Write the following questions on the writing board and ask students to work in pairs to solve them:

i.  $3 \times \frac{3}{4}$

- ii. There are 9 milk packs in a carton. Each milk pack is of  $\frac{1}{4}$  liter.

Find the total liters of milk in carton?

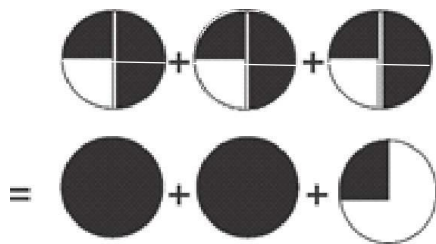
- Give students a few minutes to discuss and attempt the questions.
- Ask students to share their responses. Record student responses.
- After all pairs have attempted the questions, share the correct solution.

For part i

$$3 \times \frac{3}{4} = \frac{3}{4} + \frac{3}{4} + \frac{3}{4}$$

$$= \frac{3+3+3}{4} = \frac{9}{4} = 2\frac{1}{4}$$

Encourage students to represent the multiplication in figures as well. See below:



If we rearrange the shaded parts we get

$$2 + \frac{1}{4} = 2\frac{1}{4} = 2\frac{1}{4}$$

For part ii

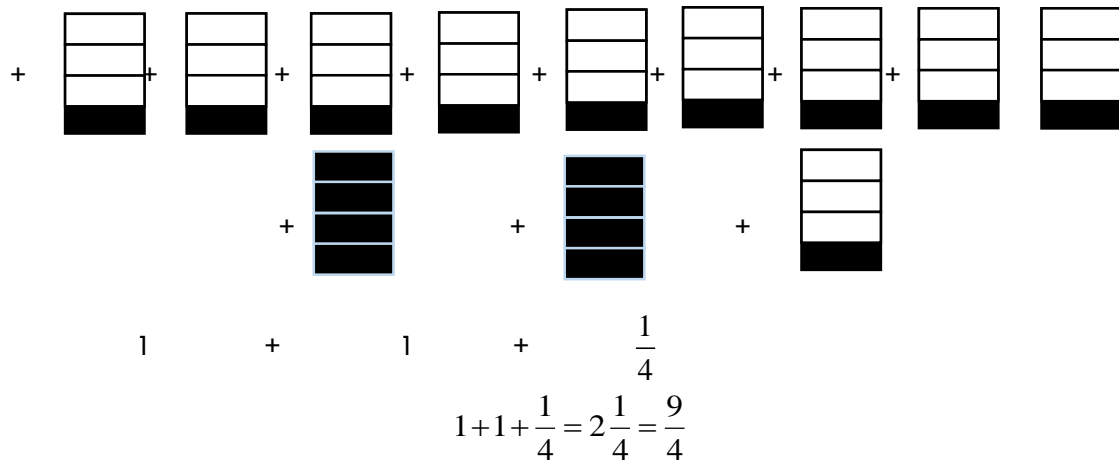
$$9 \times \frac{1}{4} = \frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$$

$$= \frac{1+1+1+1+1+1+1+1+1}{4}$$

$$= \frac{9}{4}$$

$$= 2\frac{1}{4}$$

Encourage students to represent the multiplication in figures as well. See below:



We get the same answer from multiplication as well

$$9 \times \frac{1}{4} = \frac{9}{4} = 2\frac{1}{4}$$

The total liters of milk in carton  $2\frac{1}{4}$ .



### CONCLUSION / SUM UP

Ask students how we multiply any fraction with a whole number. Students should answer that multiplication can be seen as repeated addition. Furthermore, students should mention that in the multiplication of a fraction with a whole number, only the numerator is multiplied with the whole number while the denominator remains the same.



### ASSESSMENT

1. Tell students to copy and solve the following questions in their notebooks:

$$1) \frac{1}{4} \times 7 \quad 2) \frac{4}{7} \times 3 \quad 3) \frac{5}{5} \times 4$$

2. Ask the students to draw diagrams for each question as well.



### HOMEWORK / FOLLOW UP

Assign the relevant questions from exercise 2 on page 53.

# MULTIPLICATION AND DIVISION OF FRACTIONS



## STUDENT LEARNING OUTCOMES

- Multiply two or three fractions involving proper, improper fractions and mixed numbers

## INFORMATION FOR TEACHERS

Teachers should be able:

1. To multiply fractions (proper, improper and mixed) with other fractions.
2. To understand that to multiply fractions with mixed numbers, they must first convert the mixed numbers into improper fractions.



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



## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Textbooks, Pencils



## INTRODUCTION

1. Ask students to work in pairs and multiply the following:

$$\frac{1}{3} \times \frac{5}{8} \times \frac{2}{7}$$

2. Give students a few minutes to discuss in pairs and share their responses. Record all responses.

Tell students that  $\frac{1}{3} \times \frac{5}{8} \times \frac{2}{7} = \frac{1 \times 5 \times 2}{3 \times 8 \times 7} = \frac{10}{168}$

3. 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.
4. Tell students that when a fraction is multiplied by another fraction, the numerators are multiplied by the numerators and the denominators by the denominators as shown above.



## DEVELOPMENT

### Activity 1:

1. Ask the students to work in pairs.
2. Write the following questions on the board and ask students to copy and complete them in their notebooks.
3. Tell students to convert mixed numbers to improper fractions before multiplying:

$$\frac{3}{7} \times \frac{2}{3}$$

$$\frac{3}{5} \times \frac{4}{9} \times \frac{6}{7}$$

$$\frac{5}{3} \times \frac{4}{2} \times \frac{6}{5}$$

$$2\frac{3}{5} \times 3\frac{1}{2} \times \frac{2}{3}$$

$$2\frac{1}{3} \times 5\frac{1}{2} \times 3\frac{2}{4}$$

4. Observe the students and guide them where necessary.
5. Ask a few students to come to the board, one by one, and answer each question. Share the correct answers with students.



### CONCLUSION / SUM UP

1. Ask students what are the key takeaways from 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

1. 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
$\frac{1}{4} \times 1\frac{5}{7}$	$\frac{144}{175}$
$\frac{12}{5} \times \frac{3}{7} \times \frac{4}{5}$	$\frac{12}{28}$
$\frac{11}{9} \times \frac{1}{9} \times \frac{2}{3}$	$\frac{77}{27}$
$2\frac{1}{3} \times \frac{1}{3} \times 3\frac{2}{3}$	$\frac{22}{243}$

2. After students have attempted the question, share the correct matching.



### HOMEWORK / FOLLOW UP

- Assign the relevant questions from exercise 2 on page 53.

# MULTIPLICATION AND DIVISION OF FRACTIONS



## STUDENT LEARNING OUTCOMES

- Solve real-life situations involving the multiplication of fractions.

## INFORMATION FOR TEACHERS

Teachers should be able:

- To multiply fractions (proper, improper and mixed) with other fractions.
- To understand that to multiply fractions with mixed numbers they must first convert the mixed numbers into improper fractions.
- To be familiar with the application of multiplication of fractions in daily life.



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



## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Textbooks, Pencils



## INTRODUCTION

- Write the following question on the board:

Two brothers order a pizza and the older brother eats  $\frac{1}{2}$  the pizza. The younger brother eats  $\frac{3}{4}$  of half the pizza. What fraction of the total pizza does the younger brother eat?

- Explain the question to the students and ask them what operation will be used to solve this question?
- Guide students to arrive at the answer i.e. multiplication.
- Ask a student to come up to the board and write the fractions and the operation.

The question to be solved is:

$$\frac{3}{4} \times \frac{1}{2}$$

- Ask students to recall the multiplication of fractions to get the answer:

$$\frac{3}{4} \times \frac{1}{2} = \frac{3}{8}$$

- Emphasize that the younger brother ate  $\frac{1}{2} \times \frac{3}{4} = \frac{3}{8}$  of the whole pizza.



## DEVELOPMENT

### Activity 1:

- Write the following questions on the writing board.
- Ask students to work in groups of 3 and attempt the questions.
  - A recipe needs  $\frac{3}{4}$  of a cup of flour. If a baker wants to make two and a half times as much, how much flour will be needed?
  - Amna's weight is  $\frac{3}{4}$  of her older brothers. If her brother weighs  $22\frac{1}{2}$  kg. How much does Amna weigh?
  - Aslam spent  $3\frac{1}{2}$  hours preparing for one subject test. If preparing for other tests takes him just as long, how much time will he spend preparing for 3 subjects tests?
- After giving sufficient time to groups for solving the questions, ask students to volunteer to come up to the board and explain their solutions.
- Guide the students. Allow other students to give their input.
- Share the correct solutions with students.

For part i

$$\frac{3}{4} \times 2\frac{1}{2}$$

$$\frac{3}{4} \times \frac{5}{2} = \frac{15}{8} = 1\frac{7}{8}$$

$1\frac{7}{8}$  cup of flour will be required.

For part ii

$$\frac{3}{4} \times 22\frac{1}{2}$$

$$\frac{3}{4} \times \frac{45}{2} = \frac{135}{8} = 16\frac{7}{8}$$

Amna weighs  $16\frac{7}{8}$  kg.

For part iii

$$3\frac{1}{2} \times 3 = \frac{7}{2} \times 3$$

$$\frac{7}{2} + \frac{7}{2} + \frac{7}{2} = \frac{21}{2} = 10\frac{1}{2}$$

Aslam spends  $10\frac{1}{2}$  hours preparing for his test.



## CONCLUSION / SUM UP



The teacher should ask students how they multiply fractions with other fractions. Students should highlight that in order to multiply fractions with mixed numbers they must first convert the mixed numbers into improper fractions. Student should mention that in real life we come across many problems which involve the multiplication of fractions.



### ASSESSMENT

Ask the students to solve the following real-life situation in their notebook:

1. Sania and Ali grew plants in pots. After a week, the height of Sania's plant is  $4\frac{3}{5}$  cm and the height of Ali's plant is  $1\frac{1}{2}$  times that of Sania's plant. Find the height of Ali's plant.
2. Guide students if needed.



### HOMEWORK / FOLLOW UP

- Assign the relevant questions from exercise 2 on pages 53–54.

## NUMBERS UP TO HUNDRED



## STUDENT LEARNING OUTCOMES

- Divide a fraction by another fraction involving proper, improper fractions and mixed numbers.

## INFORMATION FOR TEACHERS

Teachers should know:

1. How to divide fractions (proper, improper fraction and mixed number) by another fraction.
2. That to divide fractions by a mixed number the mixed number should be converted to an improper fraction.



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



## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Textbooks, Pencils



## INTRODUCTION

1. Write the following question on the writing board:  

$$\frac{3}{4} \div 2\frac{1}{2}$$
2. Give students a few minutes to think, discuss in pairs and share their responses. Record students' responses on the board.
3. Tell students that in order to solve  $\frac{3}{4} \div 2\frac{1}{2}$  we must first write the mixed fraction as an improper fraction i.e. the question becomes  $\frac{3}{4} \div \frac{5}{2}$ .
4. Next, we can re-write the division question as a multiplication question i.e. the division sign can be changed to multiplication and we invert the 2<sup>nd</sup> fraction from  $\frac{5}{2}$  to  $\frac{2}{5}$
5. Therefore, the question becomes  

$$\frac{3}{4} \times \frac{2}{5}$$
6. Ask students what the final answer is.
7. Students may then recall and solve the multiplication to get the answer  $\frac{6}{20}$ .
8. Tell students to copy the following in their notebooks:  
*In the division of fractions*

$\div$  is changed into  $\times$   
 If we change  $\div$  into  $\times$   
 then we must also invert the second fraction  
 The place of numerator and denominator  
 are swapped with one another



## DEVELOPMENT

### Activity 1:

1. Ask the students to work in pairs to copy and complete the following questions in their notebooks. Tell students to make sure they convert mixed numbers to improper fractions before dividing.

i)  $5\frac{1}{2} \div \frac{2}{3} = \boxed{\phantom{00}}$

ii)  $\frac{1}{8} \div \frac{1}{4} = \boxed{\phantom{00}}$

iii)  $\frac{4}{5} \div \frac{2}{3} = \boxed{\phantom{00}}$

iv)  $2\frac{3}{5} \div 1\frac{2}{5} = \boxed{\phantom{00}}$

v)  $\frac{7}{3} \div \frac{3}{7} = \boxed{\phantom{00}}$

vi)  $3\frac{1}{3} \div \frac{5}{6} = \boxed{\phantom{00}}$

2. After students have completed their work, ask a few students to come to the board, one by one, to solve each part.
3. Help students to correctly answer the questions.



## CONCLUSION / SUM UP

Ask the students to share any important rules they have learnt for the division of fractions. Students should mention that in the division of fractions with another fraction, they should change the division sign to multiplication and invert the 2nd fraction. Students should also highlight that in order to divide mixed numbers, students must first convert the mixed number into an improper fraction and then proceed with division.



## ASSESSMENT

Ask the students to copy and solve the following questions in their notebooks:

1)  $7\frac{1}{2} \div \frac{2}{5}$

2)  $\frac{7}{2} \div \frac{7}{1}$

$$3) \frac{1}{2} \div \frac{4}{2}$$

After students have attempted the questions, share the correct solutions.



### **HOMEWORK / FOLLOW UP**

Assign the relevant questions in exercise 2 on pages 53–54.

# MULTIPLICATION AND DIVISION OF FRACTIONS



## STUDENT LEARNING OUTCOMES

- Solve real-life situations involving the division of fractions.

## INFORMATION FOR TEACHERS

Teachers should:

- Understand how to divide fractions (proper, improper, and mixed) with other fractions.
- Know that to divide fractions (proper, improper, and mixed) by other fractions, the mixed number should first be converted to an improper fraction.
- Know how to multiply two fractions; multiply the numerator with the numerators and the denominator with the denominators.
- Understand that in multiplication, the order of the fractions does not affect the product.



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



## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Textbooks, Pencils



## INTRODUCTION

- Write the following question on the board:  
 $22\frac{3}{4}$  kilograms salt are to be packed in  $2\frac{1}{3}$  kilogram packets.  
 How many packets of salt will be prepared?
- Explain the question to the students i.e. ask students how many smaller packets can be made from a bigger salt bag.
- Ask students what operation will be used to solve this question?
- Guide students to arrive at the answer i.e. division.
- Ask a student to come up to the board, write the fractions, the operation and attempt the question.

The question to be solved is:

$$22\frac{3}{4} \div 2\frac{1}{3}$$

- Tell students that first we convert a mixed number into improper fractions and the question becomes:

$$\frac{91}{4} \div \frac{7}{3}$$

7. Next, we can re-write the division question as a multiplication question i.e. the division sign can be changed to multiplication and we invert the 2<sup>nd</sup> fraction from  $\frac{7}{3}$  to  $\frac{3}{7}$ . Therefore, the question becomes

$$\frac{91}{4} \times \frac{3}{7}$$

8. Ask students to recall the multiplication of fractions to get the answer:

$$\frac{91}{4} \times \frac{3}{7} = \frac{273}{28}$$

9. Now we can convert the fraction  $\frac{273}{28}$  into mixed number

10.  $\frac{273}{28} = 9\frac{21}{28} = 9\frac{3}{4}$

Therefore,  $9\frac{3}{4}$  a packet of salt will be prepared.



## DEVELOPMENT

### Activity 1:

- Ask the students to work in pairs
- Copy and complete the following questions in their notebooks.
- Write the following questions on the board.  
Remind students to convert mixed numbers to improper fractions before dividing.
  - The teacher brings  $7\frac{1}{2}$  cakes for a class of strength 30. How much cake will each student get?
  - A car travels  $250\frac{3}{4}$  km in  $5\frac{1}{2}$  hours. Find how far the car travels in 1 hour.
- After students have completed their work, ask a few students to come to the board one by one and solve each part.
- Help students to correctly answer the questions.

For part i

$$= 7\frac{1}{2} \div 30 = \frac{15}{2} \div \frac{30}{1}$$

$$= \frac{15^1}{2} \times \frac{1}{30^2} = \frac{1}{4}$$

Therefore, each student will get  $\frac{1}{4}$  a portion of the cake

For part ii

$$250\frac{3}{4} \text{ Convert into improper fraction} = \frac{1003}{4}$$

$$5\frac{1}{2} \text{ Convert into improper fraction} = \frac{11}{2}$$

Now, we find the distance the car travels in 1 hour.

$$\begin{aligned} &= \frac{1003}{4} \div \frac{11}{2} \\ &= \frac{1003}{4} \times \frac{2}{11} \end{aligned}$$

$$\begin{aligned}
 &= \frac{2006}{44} \\
 &= \frac{1003}{22} \text{ Convert into mixed number} \\
 &= 45\frac{13}{22}
 \end{aligned}$$

Therefore, the car covered a distance of  $45\frac{13}{22}$  km in 1 hour



### CONCLUSION / SUM UP

1. Ask the students to share any important rules they have learnt for the division of fractions.
2. Students should mention that in the division of fractions with another fraction, they should change the division sign to multiplication and invert the 2nd fraction.
3. Students should also highlight that in order to divide mixed numbers, students must first convert the mixed number into an improper fraction and then proceed with division.
4. Students should mention that in real life we come across many problems which involve the division and multiplication of fractions.



### ASSESSMENT

- Ask the students to solve the following real-life situation in their notebook.
  1. How much pizza will a boy get if we divide  $3\frac{2}{3}$  pizza among 11 boys.
  2. How many sticks of length  $1\frac{3}{5}$  meters can be cut from the stick of length  $5\frac{7}{8}$  meter?
- Guide students if needed.



### HOMEWORK / FOLLOW UP

- Assign the relevant questions from exercise 2 on pages 53–54.

# COMPARING AND ORDERING DECIMALS



## STUDENT LEARNING OUTCOMES

- Compare numbers up to 3-digits with two decimal places using signs  $<$ ,  $>$  or  $=$ . Arrange numbers up to 3-digit numbers with two decimal places in ascending and descending order.

## INFORMATION FOR TEACHERS

Teachers should be able:

- To know the place value for decimal numbers with two decimal places.
- To order decimal numbers based on place values.



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



## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Textbooks, Pencils, Flashcards



## INTRODUCTION

- Explain to the students that the best way to remember the “greater than” and “less than” symbols is to imagine them as little alligators (or crocodiles).
- The alligator always wants to eat the larger number, so whatever number the mouth is open toward should be the larger number.

$$4 \text{ } \text{>} \text{ } 3$$

The alligator’s mouth is open toward the 4 ( $4 > 3$ ), as 4 is a bigger number than 3.  
 $4 > 3$  translates to “4 is greater than 3.”

$$5 \text{ } \text{<} \text{ } 8$$

- Tell students that the symbol also works the other way around. If you see  $5 < 8$ , imagine the  $<$  sign as a little alligator mouth facing the greater number.
- Write the following numbers on the writing board:



5. Ask the students to compare these. Which one is smaller?
6. Ask students how do you represent the order with a symbol?
7. Call a student to come to the writing board and represent the smaller and bigger number with a symbol. Tell the student to use the symbol "<". Correct Answer:  $15 < 23$ .
8. Write the following decimal numbers on the board

**3.52****3.42****3.54**

9. Ask how you will compare the numbers above.
10. Take their initial responses and then tell the students that today we will learn how to compare decimal numbers.

**DEVELOPMENT****Activity 1:**

1. Write the decimal numbers 5.38 and 5.07 on the board.
2. Ask students how you will compare the numbers. Take their initial responses
3. Tell students that they should write the numbers in a place value table as follows:

Ones	.	Tenths	Hundredths
5	.	3	8
5	.	0	7

4. Ask students to look at the table carefully. Ask the students which number is bigger/greater and why. Give students a few minutes to discuss their answers in pairs.
5. Explain to the students that to determine which number is bigger, we start the comparison with the digit with the greatest place value i.e. the Ones digit. If both the digits are the same (which they are), we move to the digit with the second largest place value i.e. the tenths digit, and so on until one number is larger/smaller than the other.
6. Help students notice that the numbers at ones place are the same i.e. 5 but the number 3 at the tenths place is greater than 0.
7. Therefore, 5.38 is greater than 5.07.
8. Now ask a student to come to the board and draw the symbol between the two numbers:  $5.38 > 5.07$ .

**Activity 2:**

1. Divide students into groups of six.
2. Distribute 6 different flashcards to each group.
3. Write different decimal numbers (3-digit numbers with two decimal places) on each flashcard.
4. Tell students in a group that they should compare all 6 cards, one by one, in their group i.e. compare them as smaller or larger.
5. Call the students of one group to come to the front of the class, along with their flashcards, and stand from the smallest number to the largest number i.e. in ascending order.
6. The 1<sup>st</sup> student will say his number out loud and will say "I am the smallest number".
7. Then the 2<sup>nd</sup> student will come and say that I am bigger than 1 and state the reason and so on until all 6 students have spoken within a group.
8. Remind students that this arrangement from smaller to larger is called ascending order.
9. Now call another group and tell them to stand from largest to smallest.

10. Remind students that this type of arrangement of numbers from largest to smallest is called descending order.



### CONCLUSION / SUM UP

1. Ask students how do we compare decimal numbers.
2. Ask them what is the difference between ascending and descending order.
3. Students should emphasize that in order to determine which decimal number is greater or smaller we first look at the digits with the greatest place value i.e. the ones digit. If both the digits are the same, we move to the digit with the second largest place value i.e. the tenths digit, and so on until one number is larger/smaller than the other.
4. Students should also highlight that ascending order means arranging numbers from smallest to largest and descending order means arranging numbers from largest to smallest.



### ASSESSMENT

Ask the students to copy and complete the following in their notebooks.

Fill in the boxes with < or >

5.31  5.03

4.21  5.21

6.32  6.41



### HOMEWORK / FOLLOW UP

Assign the relevant questions from exercise 1 on page 60.

# ADDITION AND SUBTRACTION OF DECIMALS



## STUDENT LEARNING OUTCOMES

- Add and subtract 4-digit numbers up to 3 decimal places.

## INFORMATION FOR TEACHERS

Teachers should be able to:

- Align the ones digit with the ones digit, the tenths with the tenths, and so on in the addition and subtraction of decimal numbers.
- Carry when doing the addition of numbers and borrow when doing subtraction.
- Identify the accurate place value of each digit in a decimal number.
- Understand that if the number of digits after the decimal point is not equal, they should put the required number of zeros as a placeholder in the decimals to be added or subtracted.



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



**MATERIALS / RESOURCES REQUIRED**

- Board, Marker, Notebooks, Textbooks, Pencils, Flashcards.



## INTRODUCTION

- Write the given question on board
- Ask the student to solve these question  $\longrightarrow$
- Call one student to come and solve it on board
- Ask the procedure from the students i.e.
  - Place the numbers in place value table
  - Add ones with ones tens with tens and so on
  - Tell the students that with the same technique we will add the decimal number

3 5 2 1	6 2 3 5
+ 6 0 2 5	- 3 1 0 2



## DEVELOPMENT

### Activity 1:

- Write the following question on the board:  
 $5.323 + 4.501$
- Draw the given place value table

Ones	.	Tenths	Hundredths	Thousands
	.			
	.			

- Ask one of the students to write 5.323 with correct placement in the place value chart.
- Ask another student to write 4.501 below the first number.
- The table should look like the one shown below:

Ones	.	Tenths	Hundredths	Thousandths
5	.	3	2	3
4	.	5	0	1

- Tell the students that we will start adding from the right side and will add:

1<sup>st</sup>: thousandth with thousandths

2<sup>nd</sup>: hundredths with hundredths

3<sup>rd</sup>: tenths with tenths

Ensure decimal is in the correct position.

4<sup>th</sup>: ones with ones.

- Call another student to come and add the digits.
- Ensure that most of the students are engaged in the activity.

	Ones	Decimal Point	Tenths	Hundredths	Thousandths
	5	.	3	2	3
+	4	.	5	0	1
	9	.	8	2	4

Therefore,  $5.323 + 4.501 = 9.824$

## Activity 2:

- Write the following question on the board:

$$4.954 - 1.76$$

- Draw the place value table on the board:

Ones	.	Tenths	Hundredths	Thousandths
	.			
	.			

- Ask one of the students to write 4.954 with correct placement in the place value chart.
- Ask another student to write 1.76 below the first number.
- The teacher should ask other students what to do about the empty box under the thousandths place?
- Take student responses
- The teacher should emphasize to the students that if the number of digits after the decimal point is not equal, we put the required number of zeros as a placeholder in the decimals to be added or subtracted. Therefore, 1.76 becomes 1.760.
- The table should look like the one shown below:

Ones	.	Tenths	Hundredths	Thousandths
4	.	9	5	4
1	.	7	6	0

- Emphasize the importance of placing the larger number on top and the smaller number at the bottom when subtracting.
- Tell the students that we will start subtraction from the right side and will subtract:
  - 1<sup>st</sup>: thousandth with thousandths
  - 2<sup>nd</sup>: hundredths with hundredths
  - 3<sup>rd</sup>: tenths with tenths
  - Ensure decimal is in the correct position

- 4<sup>th</sup>: ones with ones.

11. Call another student to come and subtract the digits.
12. Ensure that most of the students are engaged in the activity.

	Ones	.	Tenths	Hundredths	Thousandths
			8	1	
	4	.	<u>9</u>	5	4
-	1	.	7	6	0
	3	.	1	9	4

Therefore,  $4.954 - 1.760 = 3.194$

### Activity 3:

1. Ask students to work in pairs.
2. Distribute flashcards among students. Each flashcard should have a 4-digit number up to 3 decimal places on it.
3. Give two different flashcards to each pair.
4. Tell the 1<sup>st</sup> student to add the two numbers written on their flashcards and show their work to the student sitting next to them for peer review.
5. Tell the 2<sup>nd</sup> student to subtract the two numbers written on their flashcards and show their work to the student sitting next to them for peer review.
6. If a pair finishes early, the teacher should give that pair two new flashcards.
7. Teacher should walk through the class and guide students to arrive at the correct answers.



### CONCLUSION / SUM UP

1. Ask students to recap the steps involved in the addition and subtraction of decimal numbers.
2. Students should highlight that we should align the ones digit with the ones digit, the tenths with the tenths, and so on. It is important to note when to carry when doing the addition of numbers and borrow when doing subtraction.
3. Students should also mention the importance of accurately identifying the place value of each digit in a decimal number.
4. Lastly, students should recall that if the number of digits after the decimal point is not equal, we put the required number of zeros as a placeholder in the decimals to be added or subtracted.



### ASSESSMENT

Ask the students to copy and complete the following questions in their notebooks:

- i)  $8.042 + 1.561 = \underline{\hspace{2cm}}$
- ii)  $7.521 - 6.611 = \underline{\hspace{2cm}}$
- iii)  $9.152 - 8.512 = \underline{\hspace{2cm}}$

Assist students where necessary.



### HOMEWORK / FOLLOW UP

Assign the relevant questions from exercise 2 on page 63.

# MULTIPLICATION OF DECIMALS



## STUDENT LEARNING OUTCOMES

- Multiply a 3-digit number up to 2 decimal places by 10, 100, and 1000
- Divide 3-digit numbers up to 2-decimal places by 10, 100 and 1000

## INFORMATION FOR TEACHERS

Teachers should know:

1. 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.
2. That to divide any decimal number by 10, the decimal point moves 1 place to the left; with 100 it moves 2 places to the left and with 1000 it moves 3 places to the left.



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



## MATERIALS / RESOURCES REQUIRED

Board, Marker, Notebooks, Textbooks, Pencils, Flashcards



## INTRODUCTION

1. The teacher will write the number 15 on the writing board and ask one of the students to come forward and multiply 15 and 10. (Expected Answer: 150)
2. Ask another student to multiply  $15 \times 100$ . (Expected Answer 1500)
3. Ask another student to multiply  $15 \times 1000$  (Expected Answer 15000)
4. Tell the students that they observed that in multiplying 15 by 10, 100, and 1000 we just place zeros at the right side of 15 according to the number of zeros in the multiplier.
5. Now write  $1.75 \times 10$  on the writing board
6. Ask students if we will place zeros here as well after multiplication?
7. Give students a few minutes to think and discuss in pairs.
8. Write the number 7.95 on the board.
9. Tell the students that in a decimal number, the position of the decimal point is quite important. If the decimal point moves towards the left, the number becomes smaller as 0.795 is smaller than 7.95
10. If the decimal moves towards the right the number becomes larger as 79.5 is larger than 7.95
11. Tell students to recall:
  - ✧ When we multiply a decimal number by 10 the position of decimal point moves 1 place value to the right i.e. it becomes larger. When we divide by 10 it moves 1 place value to the left i.e. it becomes smaller.
  - ✧ When we multiply a decimal number by 100 the position of the decimal point shifts 2 place values to the right. When we divide by 100 it moves 2 place values to the left.

- ✧ When we multiply a decimal number by 1000 the position of decimal point shifts 3 place values to the right. When we divide by 1000 it moves 3 place values to the left.

12. Tell students that today we will learn multiplication and division of 2-digit numbers up to 2-decimal places by 10, 100, and 1000.



### DEVELOPMENT

#### Activity 1:

- Write the following questions on the writing board
  - $2.15 \times 10$
  - $2.15 \times 100$
  - $2.15 \times 1000$
- Ask one of the students to come forward and count the number of zeros in the multiplier of part I (Answer: 1)
- Ask the student to move the decimal point to the right according to the number of zeros in the multiplier to get the correct answer. (Answer: 21.5)  
i.e.  $2.15 \times 10 = 21.5$ .
- Ensure the involvement of all the students. Repeat the same process for the other two parts of the question given above.

#### Activity 2:

- Write the following questions on the writing board:
  - $6.25 \div 10$
  - $6.25 \div 100$
  - $6.25 \div 1000$
- Ask one of the students to come forward and count the number of zeros in the divisor of part I (Ans: 1)
- Ask the student to move the decimal point to the left according to the number of zeros in the divisor to get the correct answer. (Ans: 0.625)
- i.e.  $6.25 \div 10 = 0.625$
- Ensure the involvement of all the students. Repeat the same process for the other two parts of the question given above.



### CONCLUSION / SUM UP

- The teacher should ask students to summarize the rule of multiplying and dividing a decimal number by 10, 100, or 1000 i.e. when we multiply a decimal number by 10 the position of decimal point moves 1 place value to the right i.e. it becomes larger. When we divide by 10 it moves 1 place value to the left i.e. it becomes smaller.
- When we multiply a decimal number by 100 the position of the decimal point shifts 2 place values to the right. When we divide by 100 it moves 2 place values to the left.
- When we multiply a decimal number by 1000 the position of decimal point shifts 3 place values to the right. When we divide by 1000 it moves 3 place values to the left.



### ASSESSMENT

To assess the students write the following on the board and ask the students to match the entry in column A with the correct entry in column B.

Column A	Column B
$315 \times 10$	0.315
$31.5 \div 10$	3150
$0.315 \times 1000$	3.15
$31.5 \div 100$	315



### HOMEWORK / FOLLOW UP

Assign question 1 from exercise 3 on page 69 and question 1 from exercise 4 on page 73.



## WHOLE NUMBERS



## STUDENT LEARNING OUTCOMES

- Multiply a 3-digit number up to 2 decimal places by a whole number up to 2-digits
- Multiply a 3-digit number up to 2 decimal places by a 3- digit number up to 2 decimal places.

## INFORMATION FOR TEACHERS

Teachers should know that:

1. The multiplication of a 3-digit number with 2-decimal places with a 2-digit whole number is quite similar to the multiplication of a 3-digit whole number with a 2-digit whole number.
2. Similarly, the multiplication of a 3-digit number with 2-decimal places with another 3-digit number with 2 decimal places is quite similar to the multiplication of a 3-digit whole number with another 3-digit whole number.
3. To multiply any decimal number by another number, the multiplication should start with the smallest place value.
4. The number of decimal places in the product of two decimal numbers is equal to the sum of the digits after the decimal point in both the numbers, multiplicand, and multipliers.



**DURATION / NO OF PERIODS: 35 + 35 MINUTES / 2 PERIODS**



**MATERIALS / RESOURCES REQUIRED**

- Board, Marker, Notebooks, Textbooks, Pencils



## INTRODUCTION

1. Write the following question on the board
2. Ask students to answer the question in pairs.
3. After a few minutes, take students' responses and record them on the board.
4. Tell the students that the steps in the multiplication of a 3-digit number with 2 decimal places with a 2-digit whole number are quite similar to the steps in the multiplication of a 3-digit whole number with a 2-digit whole number.
5. Show students the multiplication of 125 x 12. Write the following on the board.

$$\begin{array}{r}
 \begin{array}{r}
 1.25 \\
 \times 12 \\
 \hline
 250 \\
 2500 \\
 \hline
 15000
 \end{array}
 \end{array}$$

6. Now show the students what happens when there is a decimal number.
7. Guide students to fill in the following grid/table with the correct numbers in the correct places. See below:

	Tens	Ones	.	Tenths	Hundredths
				1	
		1	.	2	5
×				1	2
<hr/>					
		1			
		2		5	0
	1	2		5	0
<hr/>					
	1	5	.	0	0
<hr/>					

8. Ask students to make observations about the decimal point.
9. After taking their responses, tell students that the number of decimal places in the product of two decimal numbers is equal to the sum of the digits after the decimal point in both the numbers, multiplicand, and multipliers. In the example above, the number of decimal places in the multiplicand is 2 and the number of decimal places in the multiplier is 0, therefore the number of decimal places in the product/answer is 2.
10. Tell students to count the number of digits in the decimal part i.e. 2. Therefore, place the decimal point after 2 digits from the right as shown above.
11. By multiplication, we get 15.00
12. Tell students that in today's lesson we will be multiplying a 3-digit number with 2 decimal places by a 2-digit whole number.



## DEVELOPMENT

### Activity 1

1. Ask the students to work in groups of 6 to complete the following questions in their notebooks. Use a grid/table like the one shown above.
2. Walk across the classroom and help the groups where necessary.
  - i.  $3.35 \times 27$
  - ii.  $3.22 \times 31$
  - iii.  $7.38 \times 25$
  - iv.  $9.25 \times 44$
  - v.  $5.24 \times 96$
  - vi.  $9.99 \times 99$
3. Ask a few students to solve any three questions on the board.
4. Guide students to arrive at the correct answers.



## CONCLUSION / SUM UP

1. Ask students to sum up the steps in the multiplication of a 3-digit number with 2 decimal places with a 2-digit whole number. Students should mention that to multiply any decimal number with a 2-digit whole number, the multiplication should start with the smallest place value i.e., the hundredths digit.
2. Prompt students to mention that the multiplication of a 3-digit number with 2 decimal places with a 2-digit number is quite similar to the multiplication of a 3-digit whole number with a 2-digit whole number.
3. Students should mention that carrying should be done wherever needed.

# MULTIPLICATION OF DECIMALS



## INTRODUCTION

- Write the following question on the board

$$5.25 \times 6.98$$

- Ask students to attempt the question in pairs.
- After a few minutes, record student responses on the board.
- Tell the students that the steps in the multiplication of a 3-digit number with 2 decimal places with another 3-digit number with 2 decimal places are quite similar to the steps in the multiplication of a 3-digit whole number with another 3-digit whole number.
- Show students the multiplication of 536 x 698. Write the following on the board.

			1	3	
			2	4	
			2	4	
			5	2	5
		×	6	9	8
	1				
		4	2	0	0
	4	7	2	5	0
3	1	5	0	0	0
3	6	6	4	5	0

- Now show the students what happens when 2 decimal numbers are multiplied together.
- Guide students to fill in the following grid/table with the correct numbers in the correct places. See below:

Thousands	Hundreds	Tens	Ones	.	Tenths	Hundredths
			1		3	
			2		4	
			2		4	
			5	.	2	5
		×	6	.	9	8
	1					
		4	2		0	0
	4	7	2		5	0
3	1	5	0		0	0
3	6.	6	4		5	0

- Ask students to make observations about the decimal point.
- After taking their responses tell students that the number of decimal places in the product of two decimal numbers is equal to the sum of the digits after the decimal point in both the numbers, multiplicand, and multipliers. In the example above, the number of decimal places in the multiplicand is 2 and the number of decimal places in the multiplier is also 2, therefore the number of decimal places in the product/answer is 4.

10. Tell students to count the number of digits in the decimal part which is 2 for the multiplicand and 2 for the multiplier. Therefore, place the decimal point after 4 digits from the right as shown above.
11. By multiplication, we get 36.6450
12. Tell students that in today's lesson we will be multiplying a 3-digit number with another 3-digit number, both with 2 decimal places.



## DEVELOPMENT

### Activity 2

1. Ask the students to work in groups of 6.
2. Copy and complete the following questions in their notebooks. Use a grid/table like the one shown above.
3. Walk across the classroom and help the groups where necessary.
  - i.  $4.25 \times 4.7$
  - ii.  $4.12 \times 3.1$
  - iii.  $8.46 \times 5.2$
  - iv.  $7.27 \times 36.4$
  - v.  $6.15 \times 7.21$
  - vi.  $8.89 \times 9.99$
4. Ask a few students to solve any three questions on the board.
5. Guide students to arrive at the correct answers.



## CONCLUSION / SUM UP

1. Ask students to sum up the steps in the multiplication of a 3-digit number with 2 decimal places with another 3-digit number with 2 decimal places. Students should mention that to multiply any decimal number with another decimal number, the multiplication should start with the smallest place value i.e., the hundredths digit with the hundredths digit.
2. Prompt students to mention that the multiplication of a 3-digit number with 2 decimal places with another 3-digit number with 2 decimal places is quite similar to the multiplication of two 3-digit whole numbers.
3. Students should highlight that the number of decimal places in the product of two decimal numbers is equal to the sum of the digits after the decimal point in both the numbers i.e., multiplicand and multipliers.
4. Students should mention that carrying should be done wherever needed.



## ASSESSMENT

- Ask students to copy and complete the following questions in their notebooks.

Tick the correct choice			
$1.53 \times 15$	=	229.5	True I False
$6.35 \times 1.53$	=	9.7155	True I False
$3.9 \times 12$	=	46.8	True I False
$69.3 \times 13$	=	900.9	True I False



## HOMEWORK / FOLLOW UP

- Assign the relevant questions from the textbook in exercise 3 on page 69.

**Month**

**4**



# DIVISION OF DECIMALS



## STUDENT LEARNING OUTCOMES

- Divide a 3-digit number up to 2 decimal places by a whole number up to 2-digits.
- Divide a 3-digit number up to 2 decimal places by a 2 digit number up to 1 decimal place.

## INFORMATION FOR TEACHERS

Teachers should know that:

1. To divide any decimal number by a 2-digit number the division should start with the largest place value i.e. the digit to the most left.
2. The division of a 3-digit number up to 2 decimal places with a 2-digit whole number is quite similar to the division of a 3-digit whole number with a 2-digit whole number.
3. The division of a 3-digit number up to 2 decimal places with a 2-digit number up to 1 decimal place is quite similar to the division of a 3-digit whole number with a 2-digit whole number.



**DURATION / NO OF PERIODS: 35 + 35 MINUTES / 2 PERIODS**



**MATERIALS / RESOURCES REQUIRED**

Board, Marker, Notebooks, Textbooks, Pencils, Flashcards, Chart



## INTRODUCTION

1. Write the following question on the board:  
 $1.92 \div 12$
2. Tell students that the division of 1.92 by 12 is quite similar to dividing 192 by 12. 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:

			0	.	1	6	
1	2		1	.	9	2	
	-		1		2		
			<hr/>				
			0		7	2	
					7	2	
					<hr/>		
					0	0	
					<hr/>		

5. Show students that 1.92 divided by 12 is 0.16
6. Direct student attention to the specific placement of the decimal point in the quotient i.e. aligned with the decimal point in the dividend.
7. Ask students to note down the example in their notebooks.



## DEVELOPMENT

### Activity 1

1. Ask the students to work in pairs to copy and answer the following questions in their notebooks:
  - vii.  $8.4 \div 7$
  - viii.  $6.9 \div 3$
  - ix.  $3.9 \div 13$
  - x.  $3.12 \div 12$
  - xi.  $6.24 \div 48$
  - xii.  $9.90 \div 11$
2. Ask a student to volunteer to solve the first question on the board. Guide the student at each step and help them answer correctly.
3. Walk around the classroom and help where needed.



## CONCLUSION / SUM UP

1. Ask students to list the key steps in dividing a 3-digit number up to 2 decimal places by a 2 digit whole number.
2. Students should highlight that the division of a 3-digit number up to 2 decimal places by a 2 digit whole number is quite similar to the division of a 3-digit whole number by a 2-digit whole number.
3. Students should mention the importance of the specific placement of the decimal point in the quotient i.e., aligned with the decimal point in the divisor.



# DIVISION OF DECIMALS



## INTRODUCTION

1. Write the following question on the board:  
 $8.91 \div 3.3$
2. Tell students that the division of 8.91 by 3.3 is quite similar to dividing 891 by 33. However, we must be careful of the treatment of the decimal point.
3. Tell students that in this question, we must remove the decimal from the divisor (3.3) to make it a whole number. Therefore, for 3.3, the decimal point moves one place to the right making it 33 which is a whole number.
4. If the decimal point is moved one place to the right for the divisor, then it must also be moved one place to the right for the dividend making it 89.1, rather than 8.91.
5. Ask students to work in pairs and attempt the question  $89.1 \div 33$
6. Give them a few minutes. Record student responses.
7. Use the following grid/table and show students the solution. See below:

$$\begin{array}{r}
 0 \quad 2 \quad . \quad 7 \\
 3 \quad 3 \overline{) 8 \quad 9 \quad . \quad 1} \\
 \underline{- \quad 6 \quad 6} \phantom{0} \\
 2 \quad 3 \phantom{0} \quad 1 \phantom{0} \\
 \underline{- \quad 2 \quad 3} \phantom{0} \quad 1 \\
 0 \quad 0 \quad 0
 \end{array}$$

8. Show students that 8.91 divided by 3.3 or 89.1 divided by 33 is 2.7
9. Direct student attention to the specific placement of the decimal point in the quotient i.e. aligned with the decimal point in the dividend.
10. Ask students to note down the example in their notebooks.



## DEVELOPMENT

### Activity 2

1. Ask the students to work in pairs.
2. Copy the following questions in their notebooks:
  - i.  $4.8 \div 1.2$
  - ii.  $7.8 \div 2.6$
  - iii.  $4.35 \div 1.5$
  - iv.  $6.66 \div 1.8$
  - v.  $6.25 \div 0.5$
  - vi.  $27.3 \div 3.9$
3. Ask a student to volunteer 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 where needed.



## CONCLUSION / SUM UP

1. Ask students to list the key steps in dividing a 3-digit number up to 2 decimal places by a 2 digit number up to one decimal place.
2. Students should highlight that the division of a 3-digit number up to 2 decimal places by a 2 digit number up to one decimal place is quite similar to the division of a 3-digit whole number by a 2-digit whole number.
3. Students should specifically mention how the decimal must be removed from the divisor, making it a whole number. The decimal point should then also be moved accordingly for the dividend.
4. After moving the decimal in the dividend, students should also mention the importance of the specific placement of the decimal point in the quotient i.e. aligned with the decimal point in the dividend.



## ASSESSMENT

1. Ask students to voluntarily solve the following questions on the board:
  - i. Solve  $13.3 \div 1.9$
  - ii. Solve  $7.5 \div 1.5$
  - iii. Solve  $16.9 \div 1.3$
2. Share the correct answers with the students after they have attempted all parts.



## HOMEWORK / FOLLOW UP

- Assign the relevant questions from the textbook in exercise 4 on page 73.

# DIVISION OF DECIMALS



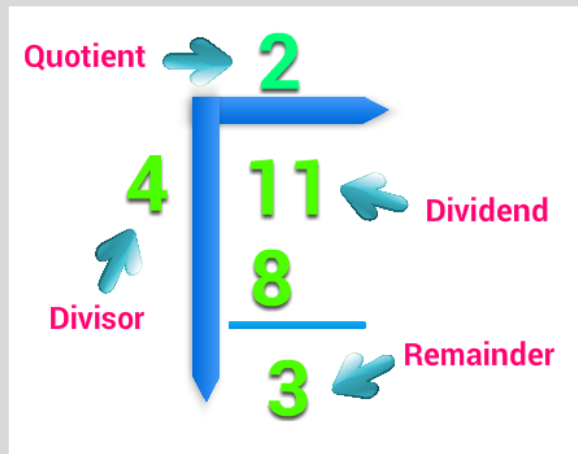
## STUDENT LEARNING OUTCOMES

- Convert fraction to decimal using division.

## INFORMATION FOR TEACHERS

Teachers should:

- Understand that a whole number can be written as a decimal by putting zero to the right of the decimal i.e. 5 can be written as 5.0.
- Be able to do long division.
- Know the terms divisor, dividend, quotient, and remainder, and use them while doing division problems.



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



**MATERIALS / RESOURCES REQUIRED**

- Board, Marker, Notebooks, Textbooks, Pencils



## INTRODUCTION

- Ask students if every fraction can be converted into a decimal number?
- Let students discuss the question in small groups. Ask students to use  $\frac{3}{5}$  as an example.
- After students have discussed, record their responses on the board.
- If students say that we should convert the denominator into 10 and find an equivalent fraction, encourage the answer but ask them for an alternative approach to find decimals as well.
- Remind students that if the denominator of the fraction is converted to 10 then it is easy to convert the fraction into a decimal, e.g.  $\frac{3}{5}$  becomes  $\frac{6}{10}$  which can be written as 0.6.
- Write the following on the board. Show students the steps in the division:

$$\begin{array}{r}
 0.6 \\
 5 \overline{) 3.0} \\
 \underline{- 0} \phantom{0} \\
 3 \phantom{0} \\
 \underline{- 3} \phantom{0} \\
 0 \phantom{0} \\
 \underline{- 0} \\
 0
 \end{array}$$

7. Ask students what do they notice about the decimal point? Where was it added? Why was it added?
8. Let students discuss the questions in small groups. After discussion, tell students that a whole number can be written as a decimal by putting zero to the right of the decimal. Therefore, example 3 can be written as 3.0.
9. Direct students' attention to the placement of the decimal point in the quotient i.e. aligned with the dividend.
10. Direct student to the remainder, i.e. it must be zero.
11. Therefore  $\frac{3}{5} = 0.6$  through division.
12. Tell students that we can convert any fraction to a decimal number by using long division.



### DEVELOPMENT

#### Activity I:

1. Ask the students to work in pairs and write the following fractions as decimals by using division.
  - i.  $\frac{7}{5}$
  - ii.  $\frac{1}{4}$
  - iii.  $\frac{19}{25}$
  - iv.  $\frac{72}{45}$
  - v.  $\frac{1}{8}$
2. Ask students to share their answers.
3. Guide the students to arrive at the correct answers.



### CONCLUSION / SUM UP

1. Ask the students how they can represent a fraction as a decimal number.
2. Students should say that a fraction can be converted to a decimal number through division. They should highlight that a whole number can be written as a decimal by putting zero to the right of the decimal.
3. Furthermore, guide the discussion so that students also touch upon the importance of the placement of the decimal point in the quotient i.e. it should be aligned with the dividend and they should continue to divide until the remainder is 0.



### ASSESSMENT

1. Write the following questions on the board. Ask the students to solve them in their notebooks.
2. Convert the fraction into decimals:
  - 1)  $\frac{17}{2}$
  - 2)  $\frac{3}{8}$
  - 3)  $\frac{7}{40}$
  - 4)  $\frac{55}{16}$
3. Walk across the classroom and help students where needed.



### **HOMEWORK / FOLLOW UP**

Assign the relevant questions from the textbook in exercise 5 on page 75.

# DIVISION OF DECIMALS



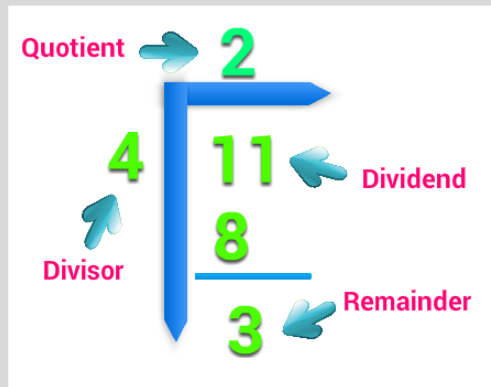
## STUDENT LEARNING OUTCOMES

- Solve real-life situations involving the division of 3-digit numbers up to 2-decimal places.

## INFORMATION FOR TEACHERS

Teachers should:

- Be able to set up and carry out the long division with decimal numbers.
- Know that a whole number can be written as a decimal by putting zero to the right of the decimal i.e. 5 can be written as 5.0.
- Understand the terms divisor, dividend, quotient, and remainder, and use them while doing division problems.



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



**MATERIALS / RESOURCES REQUIRED**

- Board, Marker, Notebooks, Textbooks, Pencils



## INTRODUCTION

- Write the following real-life situation on the board:  
'Javed has a string that is 12.5 cm long. He wants to cut it into strips that are 2.5 cm in length. How many strips will Javed be able to cut the string into?'
- Ask students how they will find the number of strips. Encourage students to use expressions like "divide 12.5 by 2.5", "12.5 should be the divisor", "2.5 should be the dividend", etc.
- Tell students that the division of 12.5 by 2.5 is quite similar to dividing 125 by 25. However, we must be careful of the treatment of the decimal point.
- Tell students that in this question, we must remove the decimal from the divisor (2.5) to make it a whole number. Therefore, for 2.5, the decimal point moves one place to the right making it 25 which is a whole number.

- If the decimal point is moved one place to the right for the divisor then it must also be moved one place to the right for the dividend making it 125, rather than 12.5.
- Ask students to work in pairs and attempt the question  $125 \div 25$
- Write the following on the board:

Length of the string: 12.5 cm

Length of each smaller strip: 2.5 cm

We will find the number of strips by dividing 12.5 by 2.5 i.e.  $125 \div 25$

			0	0	5
2	5	1	2	5	
	-	1	2	5	
		0	0	0	

Therefore, the number of smaller strips is 5.

Explain all the steps in the division to the students.



### DEVELOPMENT

#### Activity 1:

- Write the following question on the board.  
"Sara is given 10.50 kg of rice. She has small boxes that can hold 1.5 kg. How many boxes are required to store the rice?"
- 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:

1	5	1	0	5
---	---	---	---	---



### CONCLUSION / SUM UP

- Conclude the activity by asking students the importance of using division in real-life situations and the steps required in the division of 3 digit numbers up to 2 decimal places.
- Students should mention that while dividing, the answer is the quotient or the number written on top.
- Students should highlight that a whole number can be written as a decimal by putting zero to the right of the decimal.



### ASSESSMENT

- Ask students to solve the following question in their notebooks:  
Ali has multiple bottles. He has 6.75 liters of oil which he wants to pour into these bottles. Find the number of bottles he will be able to fill if the capacity of each bottle is 0.45 liters.
- Share the correct answers with the students after they have attempted the question.



### HOMEWORK / FOLLOW UP

Students should revise the worked examples on pages 71 and 72.

# ROUNDING OF DECIMALS



## STUDENT LEARNING OUTCOMES

- Round off a 4-digit number up to 3-decimal places to the nearest tenth or hundredth.

## INFORMATION FOR TEACHERS

Teachers should know that the method to round off different decimal numbers to the nearest tenth or hundredth is to look at the digit to the right of the one 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: 35 MINUTES / 1 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Board, Chalk, Marker, Textbook, Notebooks



## INTRODUCTION

- Write the following real-life situation on the writing board:  
The children's park is 2.473 km away from Ibrahim's home. Write this distance in km to  
 ✧ the nearest tenth.  
 ✧ the nearest thousandth

- 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 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.

- Then show the correct answer on the board as shown below:

- ✧ The nearest tenth

Ones	.	Tenths	Hundredths	Thousandths
2	.	4	7	3

- Tell students that to round off to the nearest tenth we look at the digit to the right of the tenths digit i.e. we look at 7. It is bigger than 5, therefore 2.473 rounded off to the nearest tenth is 2.5. We write  $2.473 \approx 2.5$  (rounded off to the nearest tenths)

- ✧ The nearest hundredth

Ones	.	Tenths	Hundredths	Thousandths
2	.	4	7	3

- Tell students that to round off to the nearest hundredth we look at the digit to the right of the hundredths digit i.e. we look at 3. It is smaller than 5, therefore 2.473 rounded off to the



hundredths is 2.47. We write  $2.473 \approx 2.47$  (rounded off to the nearest hundredths)

- Tell students that today we will learn about rounding off to the nearest tenths or hundredths.



## DEVELOPMENT

### Activity 1:

- Ask students to come to the board and round off the following numbers to:
  - ✧ To the nearest tenths
  - ✧ To the nearest hundredths
 [Remember to use the symbol " $\approx$ "]
  - ✧ 3.768
  - ✧ 87.849
  - ✧ 1.355
  - ✧ 24.218
  - ✧ 17.736
- Ask other students to guide the volunteers
- Share the correct answers with the students.



## CONCLUSION / SUM UP

- Ask students what is the rounding rule with regards to decimal numbers. Give examples. 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 8.726 is rounded off to the nearest hundredths, we look at the digit to the right of the hundredths digits i.e. we look at 6. As 6 is greater than 5, 8.726 is rounded up to 8.73 and we write  $8.726 \approx 8.73$  (rounded off to the nearest hundredths)



## ASSESSMENT

- Write the following on the board and ask students to verify if the rounding off is true or false.

A	B	True / False
Decimal Number	Rounding off to the nearest tenths	
1.231	1.23	
1.292	1.3	
Decimal Number	Rounding off to the nearest hundredths	
3.516	3.51	
3.513	3.52	

- Share the correct responses with the students after their attempts.



## HOMEWORK / FOLLOW UP

Assign the relevant questions from the textbook in exercise 6 on page 77.

# ESTIMATING SUM AND DIFFERENCE OF DECIMALS



## STUDENT LEARNING OUTCOMES

- Estimate sum or difference of the numbers (up to 4-digit)

## INFORMATION FOR TEACHERS

Teachers should know that:

- Estimation is to find an answer which is closest to the actual answer but not the actual one.
- They can estimate the sum and difference of decimals by rounding them off to the nearest whole numbers.
- The method to round off different decimal numbers to the nearest tenth or hundredth is to look at the digit to the right of the one 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: 35 MINUTES / 1 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

Board, Chalk, Marker, Textbook, Notebooks



## INTRODUCTION

- Write the following question on the writing board:
- Estimate the sum of  $351.1 + 123.7$  by rounding off the given numbers to the nearest whole number.
- Ask students to attempt the question in pairs. Remind students of the following:  
The rounding rule is to look at the digit to the right of the one 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.
- Then tell students that if we round off 351.1 to the nearest whole number we look at the digit to the right of the ones digit i.e. we look at 1. As it is less than 5 we round off 351.1 to 351 and we can write  $351.1 \approx 351$ .
- If we round off 123.7 to the nearest whole number we look at the digit to the right of the ones digit i.e. we look at 7. As it is more than 5 we round off 123.7 to 124 and we can write  $123.7 \approx 124$ .
- Now tell the students to add  $351 + 124 = 475$  and compare this approximation with the actual addition of  $351.1 + 123.7 = 474.8$ .

- Ask students to make observations about the estimated sum and the actual sum. Students should observe that the two answers are quite close.
- Tell students that in today's lesson they will estimate the sum or difference of numbers.



## DEVELOPMENT

### Activity 1:

- Ask students to come to the board and solve the following questions.
- For each question estimate the sum or difference by rounding off each number to the nearest whole number and then adding or subtracting  
[Remember to use the symbol " $\approx$ "]
  - ✧  $87.2 + 33.7$
  - ✧  $21.4 - 13.1$
  - ✧  $124.8 + 33.3$
  - ✧  $17.7 - 11.2$
- Ask other students to guide.
- Now ask other students to volunteer to come to the board and carry out the actual addition and subtraction.
- Ask other students to guide.
- Ask all students to fill out the following table. (All text in blue is only for the teachers and students must fill in this part on their own.)

Question	Estimate Answer	Actual Answer	Estimation is correct? Yes / No
a) $87.2 + 33.7$	121	120.9	YES
b) $21.4 - 13.1$	8	8.3	YES
c) $124.8 + 33.3$	158	158.1	YES
d) $1.77 - 1.12$ Round off these numbers to the nearest tenths	0.7	0.65	YES
e) $9.955 - 7.471$ Round off these numbers to the nearest hundredths	2.49	2.484	YES

- Share the correct answers with the students.



## CONCLUSION / SUM UP

- Ask students how do we estimate the sum and difference of decimal numbers.
- Students should highlight that to estimate the sum or difference we first round off a decimal number to the nearest whole number if that decimal number has one decimal place, we round off to the nearest tenths if that decimal number has two decimal places and we round off to the nearest hundredths for a decimal number that has three decimal places.
- Students should mention that we can compare the estimated answers to the actual sum and/or difference to assess if the estimation was correct or not.



## ASSESSMENT

- Write the following on the board and ask students to copy and complete the table in their notebooks.

Question	Estimate Answer	Actual Answer	Estimation is correct? Yes / No
a) $87.2 - 33.7$			
b) $21.4 + 13.1$			
c) $124.8 - 33.3$			
d) $1.77 + 1.12$ Round off these numbers to the nearest tenths			
e) $9.955 + 7.471$ Round off these numbers to the nearest hundredths			

2. Share the correct responses with the students after their attempts.



### **HOMEWORK / FOLLOW UP**

- Assign the relevant questions from the textbook in exercise 6 on page 77.

## PERCENTAGES



## STUDENT LEARNING OUTCOMES

- Recognize percentage as a special kind of fraction.
- Convert percentage to fraction and decimal number and vice versa (only for numbers without decimal part i.e. 35%, 75%, etc.)

## INFORMATION FOR TEACHERS

Teachers should:

1. Know that percentage is a special kind of fraction with 100 as the denominator.
2. Know that the symbol to represent percentage is %.
3. Be able to write fractions as percentages when fractions have denominators of 100.
4. Be able to write fractions as percentages when fractions have denominators other than 100.
5. Be able to write decimals as fractions and fractions as percentages.
6. Know how to simplify a fraction.



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



## MATERIALS / RESOURCES REQUIRED

Board, Marker, Notebooks, Textbooks, Pencils, Chart



## INTRODUCTION

1. Write the symbol “%” on the writing board.
2. Ask the students if they have ever seen this symbol.
3. Paste the following picture of a 30% OFF Sale on the writing board:



4. Ask students what is meant by this advertisement.
5. Take student responses.
6. Write the following scenario on the board.  
In a mathematics test, Alina scored 7 marks out of 10. What percentage did she score on this math test?
7. Ask students to discuss the question in pairs for a few minutes.
8. Give students prompts like, “how can we express her marks as a fraction?” and “what kind of a fraction is a percentage?”

9. Take and record student responses.
10. Tell students that Alina's marks can be represented as a fraction i.e.  $\frac{7}{10}$ .
11. Tell students that percentage is a special kind of fraction with 100 as the denominator.
12. Ask students how can we convert the given fraction i.e.  $\frac{7}{10}$  into an equivalent fraction where the denominator is 100.
13. Again allow the pairs to discuss for a few minutes.
14. After discussion tell students that  $\frac{7}{10} \times \frac{10}{10} = \frac{70}{100}$ .
15. This fraction  $\frac{70}{100}$  can also be written in a special way called a percentage.
16. Tell students that  $\frac{70}{100}$  can be written as 70% or  $\frac{70}{100} = 70\%$ .
17. Therefore, Alina scored 70% on her math test.
18. Lastly, ask students how can we write  $\frac{70}{100}$  as a decimal.
19. After discussion students should recall that  $\frac{70}{100} = 0.7$  as a decimal.



## DEVELOPMENT

### Activity 1:

1. Paste the following table on the writing board.
2. The chart should be prepared before the lesson
3. Tell students to work in groups of four and fill in the empty boxes (all the text in blue is for the teacher only)
4. Solve the first row and demonstrate the requirement of the question to the students.

**Note:** To write a decimal as a fraction/percentage teachers should refer to Unit 4 Lesson 37 for Grade 4.

Teachers should remind students how to simplify a fraction by finding the common factors in the numerator and the denominator.

Fraction	Fraction with Denominator as 100	Percentage	Decimal Number
$\frac{3}{10}$	$\frac{30}{100}$	30%	0.3
$\frac{1}{50}$	$\frac{2}{100}$	2%	0.02
$\frac{1}{4}$	$\frac{25}{100}$	25%	0.25
$\frac{7}{20}$	$\frac{35}{100}$	35%	0.35
$\frac{13}{20}$	$\frac{65}{100}$	65%	0.65
$\frac{23}{100}$	$\frac{23}{100}$	23%	0.23

5. Guide students during the activity.
6. Tell each group to share their answers.



### CONCLUSION / SUM UP

1. Ask students how we convert a percentage to a fraction and decimal number and vice versa. Students should mention that percentage is a special kind of fraction with 100 as the denominator.
2. Students should highlight that a percent can be written as a decimal number as it is just a fraction with a denominator of 100. Students should recall how to convert a decimal into a fraction and from there find an equivalent fraction where the denominator is 100.



### ASSESSMENT

1. Write the given questions on board and ask students to convert the numbers into percentages and then to the simplest fraction in their notebooks.
  - 1) 0.35
  - 2) 0.72
  - 3) 0.059
2. Guide students to arrive at the correct answers.



### HOMEWORK / FOLLOW UP

- Assign the relevant questions from the textbook on page 81 in exercise 7.

## PERCENTAGES



## STUDENT LEARNING OUTCOMES

- Solve real-life situations involving percentages

## INFORMATION FOR TEACHERS

Teachers should be able:

1. To write fractions as percentages when fractions have denominators other than 100.
2. To know how to find the percentage of a number.



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



## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Textbooks, Pencils, Chart



## INTRODUCTION

1. Ask students if they have used percentages in their daily lives?
  - ✧ Ask the following questions from the students:
  - ✧ What does it mean to get 60% marks in an exam if the exam is out of 125 marks?
  - ✧ What does 50% off on shoes imply if the shoes' full price is Rs. 2600?
  - ✧ A student has 75% attendance in school. If the school year had 96 days. How many days did he attend?
2. Take their responses and have a detailed discussion on each question.
3. Explain to the students that we can find the percentage of a number by writing the percentage as a fraction i.e. with a denominator of 100 and then multiplying with the number.
4. Tell students that in daily life we face many situations where we use percentages.



## DEVELOPMENT

## Activity 1:

1. Write the following scenario on the board.  
Ali got 750 marks out of 1200. What percentage did he score?
2. Ask students to discuss the question in pairs for a few minutes.
3. Record student responses.
4. After discussion, solve the question on the writing board.

Total marks: 1200 marks

Ali's marks: 750 marks



Therefore, Ali got 750 out of 1200

i.e. 750/1200

Now, we will convert this fraction into a percentage

$$\frac{750}{1200} = \left[ \frac{750}{1200} \times 100 \right] \%$$
$$= \left[ \frac{750}{12} \right] \% \text{ Here long division may be used to find the answer.}$$
$$= 62.5 \%$$

Tell students that to find the percentage a fraction represents, we simply multiply the fraction by 100 as shown above.

5. Tell students that Ali got 62.5 % marks.

### Activity 2:

1. Make four groups and give one question to each group:

#### Group 1 Question

Today 60 students out of 85 are present in the class. Find the percentage of present students.

#### Group 2 Question

Today 60 students out of 85 are present. Find the percentage of absent students.

#### Group 3 Question

The teacher covered 4 chapters of math out of 9. Find the percentage of the covered chapter?

#### Group 4 Question

The teacher covered 4 chapters of math out of 9. Find the percentage of uncovered chapters?

2. Tell the students to solve the question in the group and pass on their question slip to another group.
3. After all, groups have solved all 4 questions, they should share their work with other groups
4. By the end of this exercise, each group should have done all 4 questions.



### CONCLUSION / SUM UP

- Conclude the activity by asking about the use of percentages in real-life situations.
- Students should highlight that to find the percentage that a fraction represents, we simply multiply by 100. Students should mention that to find the percentage of a number, we write the percentage as a fraction (with the denominator of 100) and then multiply by the number.



### ASSESSMENT

Share with the students on record in the school and then share with them that day's attendance record. Ask students to find the present student percentage and absent student percentage in the school that day.



### HOMEWORK / FOLLOW UP

- Assign the relevant questions from the textbook on page 82 in exercise 7.

**Month**

**5**



# CONVERSION OF UNITS OF DISTANCE



## STUDENT LEARNING OUTCOMES

Convert measures given in:

- Kilometers to meters and vice versa.
- Meters to centimeters and vice versa.
- Centimeters to millimeters and vice versa.

## INFORMATION FOR TEACHERS

Teachers should know how to convert kilometers, meters, centimeters, and millimeters using:

$$1 \text{ km} = 1000 \text{ m}$$

$$1 \text{ m} = 100 \text{ cm}$$

$$1 \text{ cm} = 10 \text{ mm}$$



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



**MATERIALS / RESOURCES REQUIRED**

- Board, Chalk, Marker, Textbook, Notebook/Copy, Meter ruler, Measuring Tape



## INTRODUCTION

1. Ask students the following questions. Record their responses and address any misconceptions.
  - ✧ Which units are used for measuring distance? Acceptable response: km, m, cm and mm
  - ✧ Which unit is used for measuring the distance between two cities? Acceptable Response: km
  - ✧ Which unit is used for measuring cloth? Acceptable Response: m
  - ✧ Which unit is used for measuring the sides of geometrical shapes in a book? Acceptable Response: cm
2. Give a student the meter ruler and ask him/her to measure the length of the board.
3. The student should measure in meters i.e. 1 meter, 2 meters ... and the last reading should be in centimeters.
4. Assume the last reading is 24 centimeters.
5. Write on the board 2 m and 24 cm
6. Ask how can we write the length of the board in cm i.e. How can we convert 2 m into cm? (Give students the hint: 1m = 100 cm).
7. 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.

8. Guide students to get to the right answer i.e. add 24 cm to 200 cm to get the length of the board as 224 cm.
9. Repeat the process for the height of the board.
10. Assume the height of the board is 1 meter and 57 cm.
11. Ask students to discuss the following questions in pairs:
  - ✧ What is the height of the board in cm? Acceptable Response: 157 cm
  - ✧ What is the height of the board in mm? Acceptable Response: 1570 mm
  - ✧ What is the height of the board in m? Acceptable Response: 1.57 m
  - ✧ What is the height of the board in km? Acceptable Response: 0.00157 km
12. After allowing a few minutes for student discussion ask students to share their ideas.
13. Ask students to write the following conversions in their notebooks:
  - 1 km = 1000 m
  - 1 m = 100 cm
  - 1 cm = 10 mm
14. Tell students to write the following rules of conversion in their notebooks:
  - ✧ In order to convert from cm to mm we multiply by 10 and in order to convert from mm to cm we divide by 10
  - ✧ In order to convert from m to cm we multiply by 100 and in order to convert from cm to m we divide by 100
  - ✧ In order to convert from km to m we multiply by 1000 and in order to convert from m to km we divide by 1000
15. Share the correct answers with the students.
16. Tell students that in today's lesson we will be converting between kilometers, meters and centimeters.



## DEVELOPMENT

### Activity 1:

1. Ask students to work in pairs to answer the following questions in their notebooks:
  - ✧ The length of a wall is 17 m. What is the length in cm? (hint: multiply 17 with 100)
  - ✧ The height of a teacher's desk is 163 cm. What is the height of the teacher in m? (hint: divide 163 with 100)
  - ✧ Amal and Annum are good friends. The distance between their houses is 1750 meters. What is the distance in km? (hint: divide 1750 with 1000)
2. Share the correct solutions with the students.

### 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	7 km 671 m	Kilometers = 7.671 m
ii	17 km 532 m	Meters =
iii	16 m and 14 cm	Centimeters =
iv	2480 m	Kilometers =
v	67 cm and 24 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 a summary of the steps required in the conversion of:
  - ✧ meters to centimeters
  - ✧ kilometers to meters
  - ✧ centimeters to millimeters and vice versa.
2. Students should highlight that:
  - ✧ In order to convert from cm to mm we multiply by 10 and in order to convert from mm to cm we divide by 10
  - ✧ In order to convert from m to cm we multiply by 100 and in order to convert from cm to m we divide by 100
  - ✧ In order to convert from km to m we multiply by 1000 and in order to convert from m to km we divide by 1000



### ASSESSMENT

1. Ask students the following questions:
  - i. How many meters are there in 1 kilometer? Correct answer: 1000m in 1 km
  - ii. How many centimeters are there in 1 meter? Correct answer: 100 cm in 1 m
  - iii. How many millimeters are there in 1 cm? Correct answer: 10 mm in 1 cm
2. Write the following questions on the writing board and ask students to solve them in their notebooks.

29 km and 39m	= _____ m
56 cm	= _____ mm
45 mm	= _____ cm
2700 m	= _____ km
400 mm	= _____ cm



### HOMEWORK / FOLLOW UP

- Assign the relevant questions from the textbook on page 94 in exercise 1.

# CONVERSION OF UNITS OF DISTANCE



## STUDENT LEARNING OUTCOMES

- Solve real-life situations involving conversion, addition, and subtraction of measures of distance.

## INFORMATION FOR TEACHERS

Teachers should know how to:

- Convert kilometers, meters, centimeters, and millimeters using:
  - $1 \text{ km} = 1000 \text{ m}$
  - $1 \text{ m} = 100 \text{ cm}$
  - $1 \text{ cm} = 10 \text{ mm}$
  - and vice versa
- Add and subtract similar units of distance/length.



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



**MATERIALS / RESOURCES REQUIRED**

Board, Chalk, Marker, Textbook, Notebook.

Students should come to this lesson with their height (in meters and centimeters)



## INTRODUCTION

- Call 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.
- Ask the students which unit of distance is used for measuring the distance between two cities?
  - ✧ How many meters in one kilometer?
  - ✧ Which operation is used for converting larger units to smaller units?
  - ✧ Which operation is used for converting smaller to larger units?
  - ✧ 3 km and 450 m in meters is \_\_\_\_\_.



## DEVELOPMENT

### Activity 1:

- Write the following real-life situation on the writing board:

Fahad walks 3 km and 850 meters daily while Akbar walks 2km, 450 meters daily. How much distance is covered by both altogether?

How much more does Fahad walk than Akbar every day?

Write your final answers in km and m.

2. Ask the students to read the question carefully and discuss it in pairs.
3. Record student responses and ask a student to volunteer to come up to the board and attempt the question.
4. Other students should give their input on the solution as well.
5. Share the solution with students as shown below:

Fahad walks 3km 850m

Akbar walks 2km 450m

6. Remind the students that meters are added to meters and km to km.

	Kilometer	Meter		
	1	1		
	3	8	5	0
+	2	4	5	0
	6	3	0	0

7. Altogether, Fahad and Akbar walk 6 km 300 m
8. The answer can also be expressed as 6.3 km or 6300 m.
9. Now ask another student to solve the second 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		
	3	8	5	0
-	2	4	5	0
	1	4	0	0

10. As per the table above, Fahad walks 1 km and 400 m more than Akbar every day.
11. The answer can also be expressed as 1.4 km or 1400 m.

### Activity 2:

1. Ask students to work in pairs.
2. Write the following questions on the board and explain them to the students:
  - ✧ The length of Ayesha's dining table is 3 m and 519 cm. She bought a plastic sheet of length 5 m for covering the surface of the table. What length of the plastic sheet will fall off the table?
  - ✧ Karam 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 Karam Ali? How much shorter was the route on his journey back to Lahore? Give both your answers in km and meters.
3. Ask the pairs to solve the question in their notebooks.
4. Ask volunteers to solve the questions on the board and guide all students on how to arrive at the correct answer.





## CONCLUSION / SUM UP

- Ask students to list all the steps involved in adding and subtracting measures of length 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 state the relationship between the units.



## ASSESSMENT

- Ask students to work in pairs.
- Each pair fills in the following table and submits it to the teacher for marking.

	Student 1	Student 2	Total (in m)	Total (in cm)	Difference (in m)	Difference (in cm)
Height						

- Encourage students to write the total and difference of height in meters and then in centimeters.



## HOMEWORK / FOLLOW UP

- Assign the relevant questions from the textbook on page 95 in exercise 1.

# CONVERSION OF UNITS OF TIME



## STUDENT LEARNING OUTCOMES

Convert:

- Hours to minutes and vice versa
- Minutes to seconds and vice versa

## INFORMATION FOR TEACHERS

Teachers should know:

1 minute = 60 seconds

1 hour = 60 minutes

1. To convert hours to minutes we multiply by 60
2. To convert minutes to hours we divide by 60.
3. To convert minutes to seconds we multiply by 60.
4. To convert seconds to minutes we divide by 60.



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



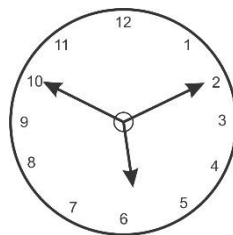
## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Textbooks, Pencils, Flashcards, Wall clock



## INTRODUCTION

1. Remind students that in an analog clock, the shorthand represents hours, the long hand represents minutes, and the longest/thin hand represents seconds.
2. Tell the students that when the 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. Draw the analog clock shown below on the writing board.



5. Ask students to look carefully at the clock and tell the correct time.
6. Encourage students to raise their hands. (Correct answer: 5:50:10).
7. Ask students if they can differentiate between a.m and p.m?

8. Tell students to discuss in pairs for a few minutes and share their input.
9. Remind students that a.m. is used when the time is after midnight to just before 12 at noon (middle of the day) and p.m is used when the time is from 12 at noon to just before midnight.
10. Tell the students that even though it is not possible to tell whether an analog clock is showing a.m or p.m, the time shown in the clock drawn on the board is 5:50 p.m and 10 seconds.
11. Ask students, according to this clock, how many hours and minutes have passed since noon?
12. Let students discuss before telling them the correct answer: 5 hours and 50 minutes.
13. Now ask students how many minutes have passed since noon or how many minutes are in 5 hours and 50 minutes?
14. Give students a few minutes to think in pairs and to discuss.
15. 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?
16. Facilitate students in arriving at the correct answer i.e. 5 hours x 60 minutes = 300 minutes. Tell students to also add the minutes.
17. Therefore, the complete answer is  $300 + 50 = 350$  minutes.
18. Now ask students how many seconds have elapsed since noon?
19. Prompt students' thinking by asking "how many seconds are there in 350 minutes?"
20. 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 350 minutes?
21. Guide students to arrive at the answer  $350 \text{ minutes} \times 60 \text{ seconds} = 21000 \text{ seconds}$ .
22. Now ask students to also add the 10 seconds shown on the clock to arrive at the final answer i.e. according to the clock, the seconds elapsed since noon are  $21000 + 10 = 21010$  seconds.
23. Tell students to write the following conversion rules in their notebooks:
  - to convert hours to minutes we multiply by 60
  - to convert minutes to hours we divide by 60.
  - to convert minutes to seconds we multiply by 60.
  - to convert seconds to minutes we divide by 60.



## DEVELOPMENT

### Activity 1:

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 volunteer to solve the questions on the board. Guide students through the solution.
5. Write the correct answers in all the spaces after students have attempted the questions.

Convert the given time to hours, minutes, and seconds in the empty boxes.

#	Time	Hours	Minutes	Seconds
1	2 hrs	X		
2	5 mins 30 secs	X	X	
3	960 mins		X	
4	540 secs			X
5	480 mins		X	



### CONCLUSION / SUM UP

1. Ask students to list down all the steps involved in the conversion of hours to minutes and minutes to seconds and vice versa.
2. Students should mention that we multiply by 60 to convert hours to minutes and minutes to seconds and we divide by 60 to convert seconds to minutes and minutes to hours.



### ASSESSMENT

1. Ask the students to copy the following in their notebooks and fill in the blanks.
  - ✧ 24 hours = \_\_\_\_\_ minutes
  - ✧ 1800 seconds = \_\_\_\_\_ minutes
  - ✧ 1800 seconds = \_\_\_\_\_ hours
  - ✧ 16 hours 44 mins = \_\_\_\_\_ seconds
  - ✧ 4140 minutes = \_\_\_\_\_ hours
2. Walkthrough the class and guide students in arriving at the correct answer.



### HOMEWORK / FOLLOW UP

Assign question 1 from the textbook on page 104 in exercise 2.

# CONVERSION OF UNITS OF TIME



## STUDENT LEARNING OUTCOMES

Convert:

- Years to months and vice versa.
- Months to days and vice versa
- Weeks to days and vice versa

## INFORMATION FOR TEACHERS

Teachers should know that to convert:

1 year = 12 months

1 month = 30 days

1 week = 7 days

1. weeks to days we multiply by 7
2. days to weeks we divide by 7.
3. months to days we multiply by 30.
4. days to months we divide by 30.
5. years to months we multiply by 12.
6. months to years we divide by 12.



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



**MATERIALS / RESOURCES REQUIRED**

- Board, Marker, Notebooks, Textbooks, Pencils, Worksheet, Calendars



## INTRODUCTION

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?
5. Tell students to read and record in their notebooks the following equivalences:
 

1 year = 12 months

1 month = 30 days

1 week = 7 days

6. Tell students that we can convert between years, months, and weeks using the following conversion rules. Students should note these in their notebooks.

To convert weeks to days we multiply by 7

To convert days to weeks we divide by 7.

To convert months to days we multiply by 30.

To convert days to months we divide by 30.

To convert years to months we multiply by 12.

To convert months to years we divide by 12.



## DEVELOPMENT

### Activity 1:

- Write the following on the writing board and ask students to come up to the board and fill in the blanks.
- Ask other students to guide the volunteers where needed.  
72 months = \_\_\_\_\_ years  
3 years = \_\_\_\_\_ months  
3 weeks = \_\_\_\_\_ days  
180 days = \_\_\_\_\_ months  
30 days = \_\_\_\_\_ months  
2 years 3 months and 4 days = \_\_\_\_\_ days
- Share the correct answers with students after several students have attempted the questions.

### Activity 2:

- Ask the students to work in pairs.
- Draw the table shown below on the writing board.
- Ask students to copy and complete the table shown below in their notebooks.
- Ask a few students to voluntarily solve the questions on the board. Guide students through the solution.
- Write the correct answers in all the spaces after students have attempted the questions. Convert the given time to years, months, days, and weeks in the empty boxes only.

#	Duration	Years	Months	Weeks	Days
1	5 weeks and 9 days	X	X	X	
2	6 Years and 7 Months	X			
3	28 days	X	X		X
4	1095 days				X
5	16 months and 14 days	X	X		



## CONCLUSION / SUM UP

1. Ask students to list down all the steps involved in the conversion of years to months, months to days, and weeks to days, and vice versa. Students should mention that:
  - ✧ To convert weeks into days, multiply by 7
  - ✧ To convert days into weeks, divide by 7
  - ✧ To convert years into months, multiply by 12
  - ✧ To convert months into years, divide by 12
  - ✧ To convert months into days, multiply with 30
  - ✧ To convert days into months, divide by 30



## ASSESSMENT

Ask the students to copy the following in their notebooks and fill in the blanks.

1.  $2\frac{1}{2}$  years = \_\_\_\_\_ months
2. 56 days = \_\_\_\_\_ weeks
3. 3 years and 24 months = \_\_\_\_\_ months
4. 3 years and 24 months = \_\_\_\_\_ years
5. 360 months = \_\_\_\_\_ years.
6. 360 months = \_\_\_\_\_ days.

Walkthrough the class and guide students where needed.



## HOMEWORK / FOLLOW UP

- Assign question 2 from the textbook on page 104 in exercise 2.

# ADDITION AND SUBTRACTION OF UNITS OF TIME



## STUDENT LEARNING OUTCOMES

- Add and subtract intervals of time in hours and minutes with carrying and borrowing.

## INFORMATION FOR TEACHERS

The teacher should know that:

1 minute = 60 seconds

1 hour = 60 minutes

1. To add and subtract measures of time they should always start from the smaller units.
2. In addition and subtraction of time the same units are added and/or subtracted i.e. we add/subtract hours to hours, minutes to minutes, and seconds to seconds.
3. If the sum of the minutes is 60 or more than 60, we add 1 hour in the hour column for every 60 minutes and write the remaining minutes in the minutes' column.



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



**MATERIALS / RESOURCES REQUIRED**

- Board, Marker, Notebooks, Textbooks, Pencils, Worksheet



## INTRODUCTION

1. Write the following question on the board:
  - ✧ Hina travels from Peshawar to Islamabad in 2 hours and 45 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 to discuss and then take their responses.
4. Show students how to add up units of time as shown below:



		Hours	Minutes
Peshawar to Islamabad		2	45
Islamabad to Lahore	+	4	40
<b>Total Time Travelled</b>		6	85

5. Ask students how we can write 85 minutes in hours and minutes.
6. Give students time to discuss in pairs.
7. Students should say that 85 minutes is the same as 1 hour and 25 minutes. Now make the following changes to the solution.



		Hours	Minutes
		1	
Peshawar to Islamabad		2	35
Islamabad to Lahore	+	4	40
<b>Total Time Travelled</b>		7	25

- Tell students that if the sum of the minutes is more than 60, we add 1 hour in the hours' column for every 60 minutes and write the remaining minutes in the minutes' column.
- Therefore, the total time traveled by Hina is 7 hours and 25 minutes.
- Ask students how much longer it took her to travel from Islamabad to Lahore than to travel from Peshawar to Islamabad.
- Ask students to work in pairs and attempt the second question.
- Give students a few minutes to discuss and then take their responses.
- Show students how to subtract units of time as shown below:

	Hours	Minutes
	3	1 0 0
Islamabad to Lahore	4 	4 0 
Peshawar to Islamabad	- 2	4 5
<b>Difference in Time Travelled</b>	1	5 5

- Ask students to pay special attention to the set-up of the question i.e. the greater time is written on top.
- Ask students can 2 hours 45 minutes be subtracted from 4 hours and 40 minutes? Students should say yes.
- Ask students how do we subtract 45 minutes from 40 minutes?
- Give students a few minutes to discuss and then take their responses.
- Tell students that we must borrow 1 hour (60 minutes) from 4 hours as shown above. Subtraction then becomes possible.
- Tell students when we carry 1 hour it means we are adding 60 minutes to the minutes we already have in the first row i.e. 40. Since the total is now 100, we can easily subtract 45 from it.
- Therefore, it took Hina 1 hour and 55 minutes more to travel from Islamabad to Lahore than it took her to travel from Peshawar to Islamabad.
- Tell students that in today's lesson they will learn about adding and subtracting measures of time with carrying and borrowing.



## DEVELOPMENT

### Activity 1:

- Ask the students to work in groups of 5.
- Copy and complete the following table in their notebooks.

#	Time 1	Time 2	Sum	Difference
1	2 hrs 35 mins	2 hrs 47 mins		
2	4 hrs 37 mins	5 hrs 26 mins		
3	14 hrs 26 mins	6 hrs 54 mins		

4	6 hrs 50 mins	6 hrs 55 mins		
5	17 hrs 56 mins	9 hrs 51 mins		

- After students have attempted all questions in their groups, enter the solutions to all parts.
- Tell students to make corrections in their attempts.



### CONCLUSION / SUM UP

- Ask students to list the key takeaways in the addition and subtraction of time in hours and minutes.
- Students should mention that in the addition and subtraction of units of time, we always start with the smallest unit and we add/subtract minutes with minutes and hours with hours.
- Students should also highlight that if the sum of the minutes is 60 or more than 60, we add 1 hour in the hours' column for every 60 minutes and write the remaining minutes in the minutes' column. Similarly, if needed, we borrow 60 minutes from the hour as well during subtraction.



### ASSESSMENT

- Write the following questions on the board and ask the students to solve them in their notebooks:
  - 5 hours 43 minutes + 7 hours 40 minutes
  - 13 hours 15 minutes – 11 hours 20 Minutes
- Give students feedback and share the correct answers.



### HOMEWORK / FOLLOW UP

Assign Q1 a,b and Q2 a and b from the textbook on page 106 in exercise 3.

# ADDITION AND SUBTRACTION OF UNITS OF TIME



## STUDENT LEARNING OUTCOMES

- Solve real-life situations involving conversion, addition, and subtraction of intervals of time.

## INFORMATION FOR TEACHERS

Teachers should be able:

- To convert hours to minutes and minutes to seconds.
- To convert years to months, months to days, and weeks to days
- To know that the conversion, addition, and subtraction of measures of time is an important aspect of everyday life.



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



## 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 47 minutes and completes his Math homework in 3 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.
- Record students' responses on the board.
- Share the solution on the board as shown below:

	Hours	Minutes
		1
	1	47
+	3	33
	4	80

- Ask students how can we write 80 minutes in hours and minutes?
- Give students a few moments to think and discuss. Students should say that 80 minutes is the same as 1 hour and 20 minutes.
- Now make the following changes to the solution.

	Hours	Minutes
	1	
	1	47
+	3	33
<hr/>		
	5	20
<hr/>		

8. Remind students that if the sum of the minutes is more than 60, we add 1 hour in the hours' column for every 60 minutes and write the remaining minutes in the minutes' column.
9. Tell students the total time taken is 5 hours and 20 minutes
10. Ask students to find the total time in minutes. Guide them through the steps.
11. As  $5 \times 60 = 300$ . Therefore,  $300 + 20 = 320$  minutes.
12. Ask students to find the difference between the time spent on the homework in hours and minutes.
13. Give students a few moments to think and discuss.
14. Record students' responses on the board.
15. Share the solution on the board as shown below:

	Hours	Minutes
	2	93
	<del>3</del>	<del>33</del>
-	1	47
<hr/>		
	1	46
<hr/>		

16. Ask students to pay special attention to the set-up of the question i.e. the greater time is written on top.
17. Ask students can 1 hour 47 minutes be subtracted from 3 hours and 33 minutes? Students should say yes.
18. Ask students how do we subtract 47 minutes from 33 minutes?
19. Give students a few minutes to discuss and then take their responses.
20. Tell students that we must borrow 1 hour (60 minutes) from 3 hours as shown above. Subtraction then becomes possible.
21. Ask students to find the total time in minutes. Guide them through the steps.
22. As  $1 \times 60 = 60$  minutes. Therefore,  $60 + 46 = 106$  minutes.
23. 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 Rasheed for 2 years and 9 months and then trains with coach Shoaib for 3 years and 7 months. How long did the squash player take coaching altogether (addition)? How much longer does the player train with coach Shoaib than coach Rasheed (subtraction)? Write your answers in months.

- ✧ Kiran travels from Peshawar to Swabi in 2 hours and 44 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.
- ✧ Akbar takes 2 hours 57 minutes to complete a Science assignment and 5 hours 44 minutes to complete an English assignment. How long does Akbar take in completing both assignments (addition)? How much longer does the English assignment take (subtraction)? Write your answers in minutes.
- ✧ Junaid's journey from Islamabad to Jeddah, Saudi Arabia took 5 hours and 42 minutes. Rabia's journey from Islamabad to Tehran, Iran takes 7 hours and 39 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.
- ✧ Fareeha walked from her home to school in 1 hour and 44 minutes and her friend Humaira walked from her home to school in 17 minutes. How much total time were both friends walking for (addition)? How much longer did Fareeha's journey take compared to Humaira's journey (subtraction)? Write your answers in minutes.

5. Ask students to volunteer and solve each question on the board.

6. Guide students to reach the correct answer.



## CONCLUSION / SUM UP

Ask students the importance of the conversion, addition, and subtraction of measures of time. Why is it an important aspect of everyday life? Encourage students to give examples. By the end of the discussion students should recall:

1. How to convert hours to minutes and minutes to seconds.
2. How to convert years to months, months to days, and weeks to days
3. That is the addition of intervals of time, minutes are added with minutes and hours are added with hours.
4. That is the subtraction of intervals of time, minutes are subtracted from minutes and hours are subtracted from hours



## ASSESSMENT

1. Ask the students to copy and complete the following questions in their notebooks:  
Mubarik walks on a round track in a park. If he starts walking at 6:45 pm and finishes his walk at 8:30 pm. How much time did he walk?  
  
Ali works on a painting for 3 hours and 10 minutes, he studies for 3 hours 30 minutes, and does gardening for 1 hour 20 minutes. Find the total time. Ali spends on the 3 activities?
2. Provide guidance wherever needed.



## HOMEWORK / FOLLOW UP

- Assign questions from exercise 3 on page 106 and questions 6 and 7 from the textbook on page 109 in the review exercise.

**Month**

**6**



# ANGLES



## STUDENT LEARNING OUTCOMES

- Recognize straight and reflex angles.
- Recognize the standard units for measuring angles is  $1^\circ$  which is defined as  $\frac{1}{360}$  of a complete revolution.

## INFORMATION FOR TEACHERS

Teachers should know that:

1. The standard unit of measuring angles is a degree and is written as  $^\circ$
2. An angle of  $180^\circ$  represents a straight line.
3. An angle whose measure is greater than  $180^\circ$  but less than  $360^\circ$  is called a reflex angle.



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



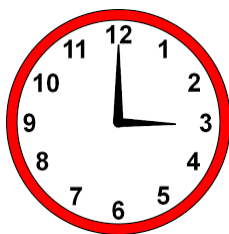
**MATERIALS / RESOURCES REQUIRED**

Board, Marker, Notebooks, Textbooks, Pencils, Geometry Box, Teacher's Ruler and Protractor, Chart



## INTRODUCTION

1. Ask the students "What is an angle?"
2. Take their responses and then paste a chart with the following figures of analogue clocks on the writing board:



**CLOCK A**



**CLOCK B**



**CLOCK C**

3. Ask students how do we measure the space between the minute hand and the hour hand on each clock?
4. Ask students if the hands of the clocks are making angles? Are the size of all these angles the same or different?
5. Let students discuss these questions in pairs.
6. Take students' responses and record them on the writing board.
7. Draw the angles on the board which are being formed by the clock hands.
8. Tell students that to measure the **space between two intersecting lines** such as the hands of a clock, we measure the angle between them.
9. Tell students that the standard unit of measuring an angle is degree and it is written as  $^\circ$



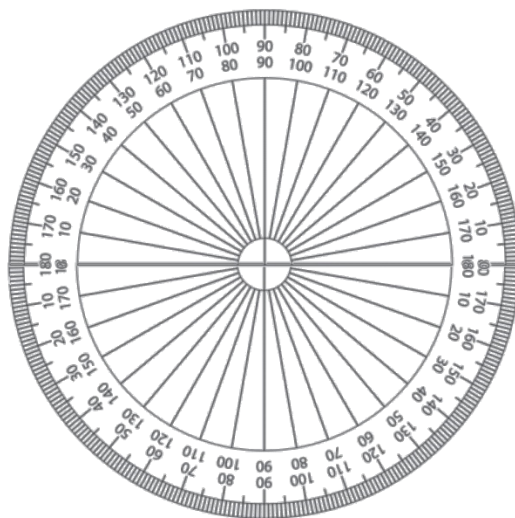
10. Tell students to note down the definition of angle in their notebooks: The space between two intersecting lines is called an angle.



## DEVELOPMENT

### Activity 1:

1. Tell students to work in pairs for this activity.
2. Tell the students to take out the protractors from their geometry box.
3. Tell them to place two protractors together so that a circle is formed. See below:

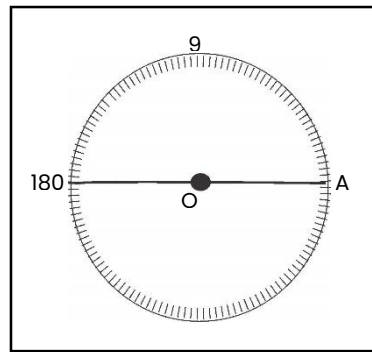


4. Ask students to make observations about the two protractors together.
5. Ask students the following questions to prompt their thinking:
  - ✧ How many small parts are there on one semi-circle?
  - ✧ How many small parts are there on the complete circle?
  - ✧ Do the two protractors together represent angles around a point?
  - ✧ What do the angles along one of the protractors represent?
6. Give students a few minutes to discuss in pairs and share responses.
7. Tell them that there are 180 equal parts on one protractor. There are also 180 equal parts on the other protractor. In total, there are 360 equal parts or 360 **degrees** around a point and 180 **degrees** along a straight line.
8. Tell students that one small part or division on a protractor equals 1 degree and is written as  $1^\circ$ . One degree is  $\frac{1}{360}$ <sup>th</sup> of a complete revolution/rotation.
9. Tell students that  $1^\circ$  is the standard unit for measuring angles and with the help of a protractor, we can draw and measure different angles.

### Activity 2:

Prepare the following chart before the class. Paste it on a soft surface such that a thumb pin is attached at point O. Attach a long thread around the thumb pin so that it reaches both ends.

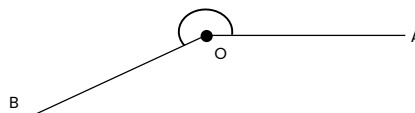
**Chart**



1. Ask for a volunteer to come to the front of the class and hand him/her both ends of the string which is tied to point O.
2. Tell the student to align both ends of the string with point A.
3. Ask students what angle is between the two lines of the string?
4. Take student responses and then inform them that the angle is  $0^\circ$
5. Now, ask the student to keep one end of the string aligned with A and move the other end of the string anti-clockwise.
6. Ask students “what is happening to the size of the angle as the string is moving?”
7. Let students give their responses.
8. Tell all students that as the string moves the size of the angle increases.
9. Tell the volunteer to stop the string when he/she reaches  $180^\circ$
10. Draw the position of the string on the board as shown below:

$180^\circ$  \_\_\_\_\_  $0$  \_\_\_\_\_ A

11. Ask students what do they notice about the  $180^\circ$  angle?
12. Take student responses.
13. Tell students that an angle of  $180^\circ$  represents a straight line. This is called a **straight angle** and we can define it as an angle of measure  $180^\circ$ . Tell students to draw and record this in their notebooks.
14. Now tell the volunteer to once again move the string counterclockwise from the  $180^\circ$  marker.
15. Tell the volunteer student to hold the string at the angle shown below. The teacher should draw this angle on the writing board.



16. Ask students what is the angle shown on the board? Is it less than  $180^\circ$ ? Is it greater than  $180^\circ$ ?
17. Take students' responses and record them on the board.
18. Tell students that this angle is called a **reflex angle** and we can define it as an angle whose measure is greater than  $180^\circ$  but less than  $360^\circ$ .



### CONCLUSION / SUM UP

1. Ask students how the space between two lines is measured.
2. Students should mention that the space between two lines is measured in angles and that there are 360 degrees around a point.

3. Ask students to define straight and reflex angles with examples.
4. Students should highlight that an angle of measure 180 is called a straight angle and an angle whose measure is greater than 180 but less than 360 is called a reflex angle.



### ASSESSMENT

Ask students to raise their hands and answer the following questions:

1. What is the difference between a reflex angle and a straight angle?
2. What is the unit of measurement of angle?
3. Which Clock (A, B, or C) from the Introduction section has a straight angle between the hour and minute hands?
4. Record student responses.
5. Share the correct answers with the students.



### HOMEWORK / FOLLOW UP

1. Draw and label a straight angle and a reflex angle.
2. Write the angle measure of both the angles.

# ANGLES



## STUDENT LEARNING OUTCOMES

- Identify, describe and estimate the size of angles.
- Classify angles as acute, right, or obtuse.
- Compare angles with right angles and recognize that a straight line is equivalent to two right angles.

## INFORMATION FOR TEACHERS

Teachers should be familiar with the definitions of acute, right, and obtuse angles.



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



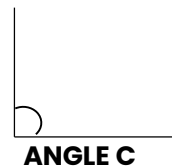
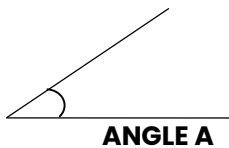
## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Textbooks, Pencils, Rulers, Geometry Box, Teachers Ruler, and Protractor, Chart



## INTRODUCTION

1. Draw the given figures of angles on the writing board:



2. Ask the students what observations do they have about the three angles?
3. Record students' responses.
4. Ask students to fill in the table in their notebooks.

ANGLE	ANGLE A, B OR C
ACUTE	ANGLE A
OBTUSE	ANGLE B
RIGHT ANGLE	ANGLE C

5. The second column has been filled for the teacher's guidance.
6. Tell students to write the following definitions in their notebooks with the above examples:
  - Acute angles** measure less than 90 degrees.
  - Right angles** measure 90 degrees.
  - Obtuse angles** measure more than 90 degrees.
7. Tell students that to separate an obtuse angle from an acute angle, it is a good idea to keep the right angle as an indicator i.e. students should keep the vertical line at a right angle as a reference line to decide if an angle is acute or obtuse.

8. Tell students that in today's lesson they will be classifying angles.

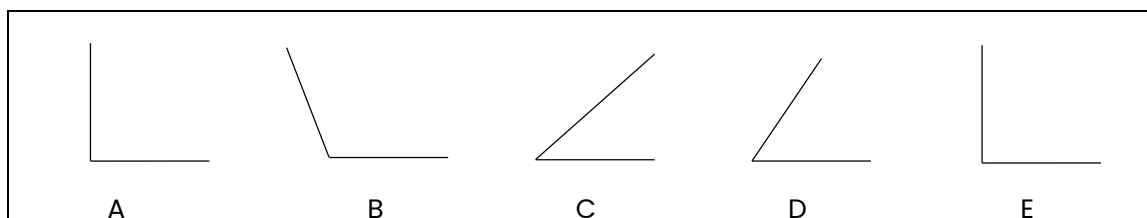


## DEVELOPMENT

### Activity 1:

1. Ask students to attempt the following question in pairs.
2. Paste a chart of the following angles on the writing board. The chart should be prepared before the lesson.

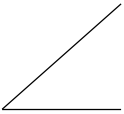



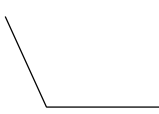
**Angles Chart**



3. Tell students to copy and complete the following table in their notebooks by writing the letters corresponding to the angles in the correct boxes in the table.

Acute Angles	Right Angles	Obtuse Angle

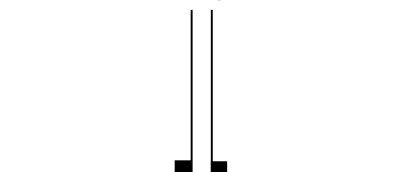
4. Encourage students to draw a visual representation (not drawn by protractor) on the table as well. Walkthrough class and guide students.
5. Show the complete table on the writing board after all pairs have attempted the question.

Acute Angles	Right Angles	Obtuse Angle
 C  D	 A  E	 F

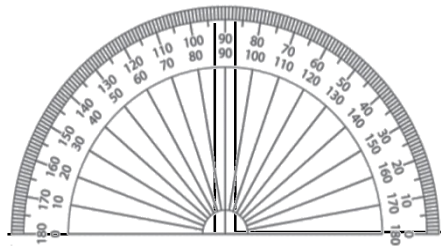
6. Remind students that angles whose measures are less than  $90^\circ$  are acute angles.
7. Angles whose measures are equal to  $90^\circ$  are right angles.
8. Angles whose measures are more than  $90^\circ$  are obtuse angles.
9. Tell students that to separate an obtuse angle from an acute angle, it is a good idea to keep the right angle as an indicator i.e. students should keep the vertical line in a right angle as a reference line to decide if an angle is acute or obtuse.

### Activity 2:

1. Draw the following right angles on the writing board.



2. Ask students to make as many observations about the two right angles as possible.
3. Now show students the following figure drawn on a chart.



4. Ask students to share their observations.
5. Tell students that a straight line of  $180^\circ$  is equal to two right angles as shown above.
6. Tell students that two right angles make a straight line as  $90^\circ + 90^\circ = 180^\circ$ .



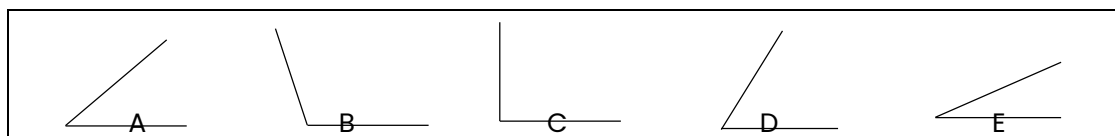
### CONCLUSION / SUM UP

1. Ask students to differentiate between acute, right, and obtuse angles.
2. Students should mention that acute angles measure less than 90 degrees, right angles measure 90 degrees and obtuse angles measure more than 90 degrees.



### ASSESSMENT

1. Prepare a chart having different angles and paste it on the writing board:



2. Ask students to classify each angle as acute, obtuse, or right without using a protractor.
3. Students should attempt this question in their notebooks.
4. Share the correct answers with students after all students have attempted the question.

Acute – A, D and E

Right – C

Obtuse – B



### HOMEWORK / FOLLOW UP

Assign the relevant questions from the textbook on page 124 in exercise 1.

# CONSTRUCTION OF ANGLES BY USING PROTRACTOR



## STUDENT LEARNING OUTCOMES

Use protractor and ruler to construct

- A right angle
- A straight angle
- Reflex angles of different measures

## INFORMATION FOR TEACHERS

Teachers should know how to construct different angles using a protractor and ruler.



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



**MATERIALS / RESOURCES REQUIRED**

- Board, Marker, Notebooks, Textbooks, Pencils, Rulers, Geometry Box, Ruler and Protractor



## INTRODUCTION

1. Ask the following questions from students:
  - ✧ What is a right angle?
  - ✧ What is a straight angle?
  - ✧ What is a reflex angle?
2. Take students' responses.
3. Remind students that:
  - ✧ Right angles measure 90 degrees.
  - ✧ Straight angles measure 180 degrees.
  - ✧ Reflex angles measure more than 180 degrees but less than 360 degrees.
4. Tell students that today we will learn how to construct these angles.



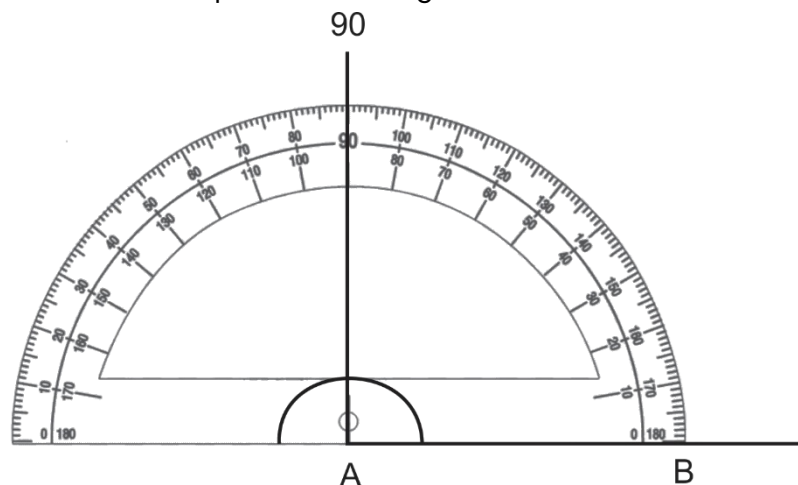
## DEVELOPMENT

### Activity 1:

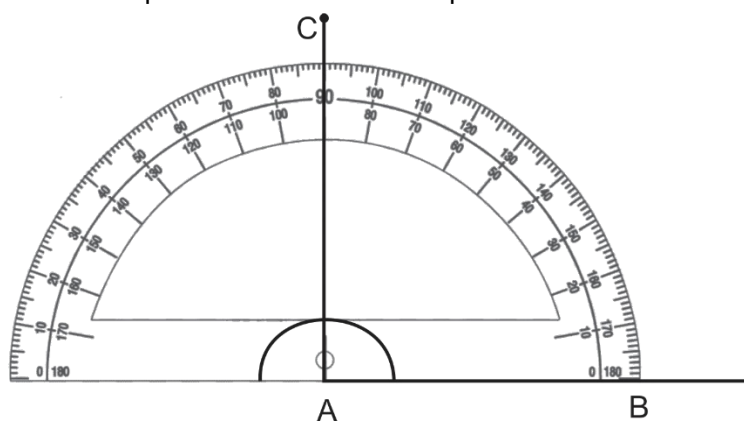
1. Demonstrate the following steps and construct a right angle on the board using a protractor and ruler.
2. Tell students to copy each step in their notebooks.
3. Draw a ray  $\overrightarrow{AB}$  with the help of a ruler as shown below:



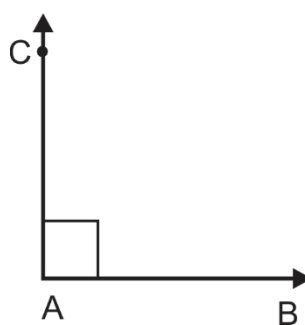
- Place the protractor on the ray  $AB$  such that the center point of the protractor is exactly at point A and the baseline of the protractor is aligned with the arm  $AB$  as shown below:



- Read the inner scale on the protractor and mark a point C at  $90^\circ$  as shown below:



- Remove the protractor and draw a line from A to C as shown below:



- $\angle BAC$  is the required right angle i.e.  $\angle BAC = 90^\circ$
- Ensure that all students have drawn the right angle in their notebooks.

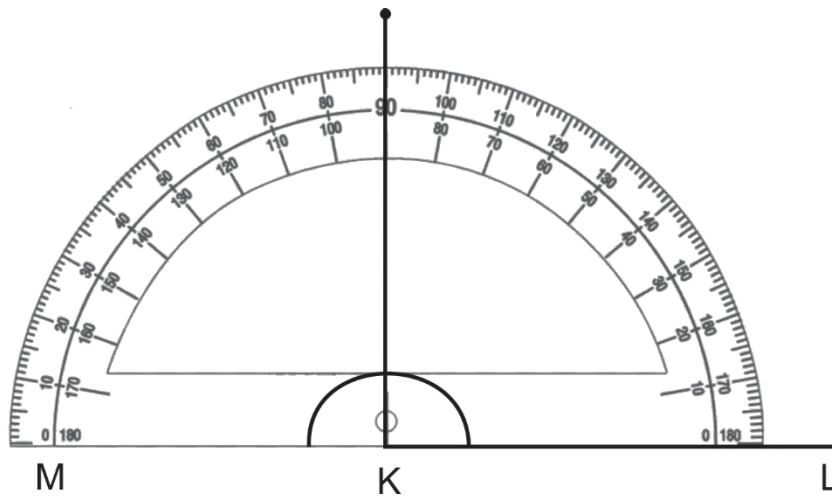
### Activity 2:

- Construct a straight angle on the writing board with the help of a protractor and ruler.
- Tell students to copy each step in their notebooks individually using tools from their own geometry box.
- Draw a ray  $\overrightarrow{KL}$  by using a ruler as shown below:



- Place the protractor on the ray  $\overrightarrow{KL}$  such that the center point of the protractor is exactly at point K and the baseline of the protractor is aligned with the ray  $\overrightarrow{KL}$  as shown below:





5. Mark the point M at the 180° mark.
6. Remove the protractor and join K to M as shown below:



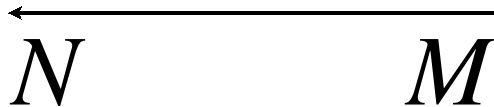
7.  $\angle MKL$  is the required straight angle i.e.  $\angle MKL = 180^\circ$
8. Ensure that all students have drawn the straight angle.

### Activity 3:

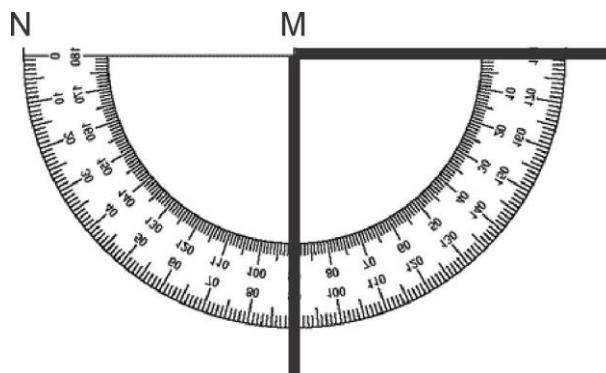
1. Construct a reflex angle on the writing board with the help of a protractor and ruler.
2. Tell students to copy each step in their notebooks individually using tools from their own geometry box.
3. Tell students that they will be constructing a reflex angle of measure  $280^\circ$
4. To construct this angle, first, subtract the given measure i.e.  $280^\circ$  from  $360^\circ$ .

$$360^\circ - 280^\circ = 80^\circ$$

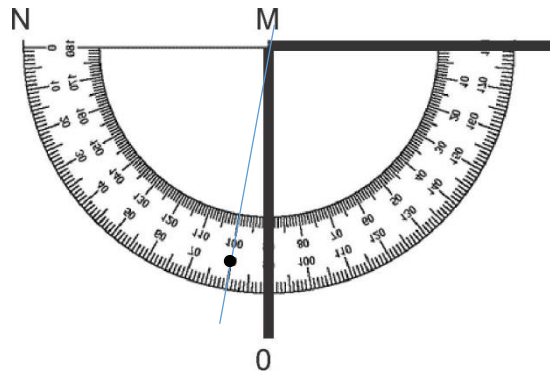
5. Draw a ray  $\overrightarrow{MN}$  using a ruler as shown below:



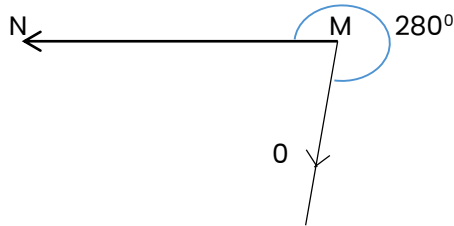
6. Place the protractor **upside down** on the ray  $\overrightarrow{MN}$  so that the center of the protractor is exactly on point M and the baseline of the protractor is aligned with the ray  $\overrightarrow{MN}$  as shown below:



7. Read the scale on the protractor and mark a point O at  $80^\circ$



8. Remove the protractor and join M to O.
9. Tell students that the acute angle  $\angle NMO$  is  $80^\circ$ . Since angles around a point are  $360^\circ$ , the remaining angle is  $360 - 80 = 280^\circ$ .
10. This angle is also called  $\angle NMO$
11. The final required angle is shown below:



12.  $\angle NMO$  is the required reflex angle i.e.  $\angle NMO = 280^\circ$ . Ensure that all students have drawn the reflex angle.



### CONCLUSION / SUM UP

Ask students to explain the steps in the construction of right, straight and reflex angles. The students should come to the board and give examples.



### ASSESSMENT

- Ask a few students to:
  - Construct right angle on the board
  - Construct a reflex angle of measure  $260^\circ$  on the writing board.
- Guide the students where required.



### HOMEWORK / FOLLOW UP

- Construct and label a right angle, a straight angle, and reflex angles ( $210^\circ$ ,  $240^\circ$ , and  $280^\circ$ ) of different measures in your notebook.

# PAIRS OF ANGLES



## STUDENT LEARNING OUTCOMES

- Describe adjacent, complementary and supplementary angles

## INFORMATION FOR TEACHERS

Teachers should know that:

- Two angles are called adjacent angles if they have a common arm and a common vertex
- Two angles are called complementary if their sum is equal to  $90^\circ$
- Two angles are called supplementary if their sum is equal to  $180^\circ$



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



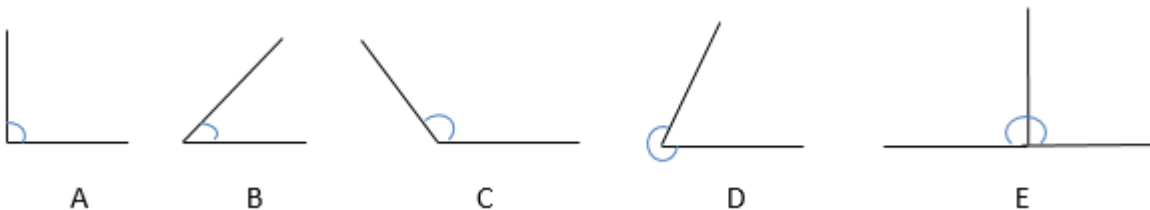
## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Textbooks, Pencils, Chart



## INTRODUCTION

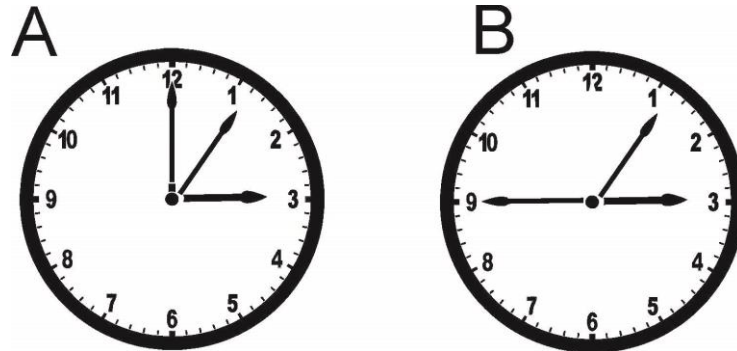
- Draw the given figures on the writing board



- Ask the students to observe these angles and classify them as acute, right, obtuse, straight or reflex.
- Tell students to raise their hands and comment on each angle.
- After taking a few responses, share the correct answers with students.
- Correct answers
  - Right Angle -  $\angle A$
  - Acute Angle -  $\angle B$
  - Obtuse Angle -  $\angle C$
  - Reflex Angle -  $\angle D$
  - Straight Angle -  $\angle E$
- Tell students that in today's lesson they will be learning about adjacent, complementary and supplementary angles.

**Activity 1:**

Draw the given models of wall clocks on the writing board.



1. Tell students to work in pairs.
2. Ask students to observe the clocks drawn on the board and identify how many angles there are in these clocks.
3. Ask students to come up to the board and record their responses with straight lines.
4. Other students should also give their input.
5. Tell students that there are two angles in clock A and two angles in clock B as shown below. Draw Fig A and Fig B on the board.



Fig A

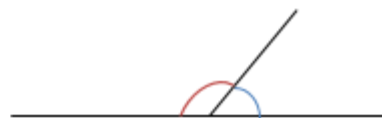
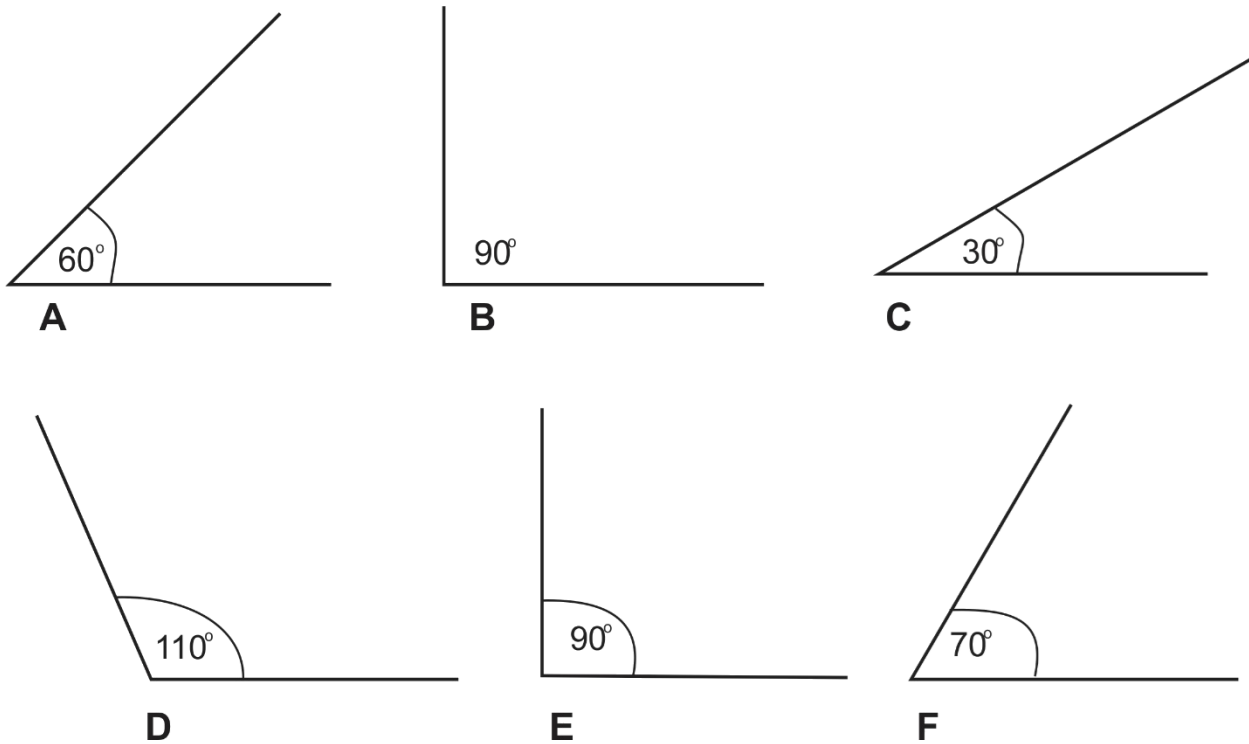


Fig B

6. Ask students can you estimate the sum of the two angles in Fig A.
7. Give students a few minutes to discuss among themselves and take their responses.
8. Tell students that the two angles in Fig A add up to make  $90^\circ$
9. Now ask students to estimate the sum of the two angles in Fig B?
10. Give students a few minutes to discuss among themselves and take their responses.
11. Tell students that the two angles in Fig B add up to make  $180^\circ$
12. Students should note the following:
  - ✧ The two angles whose sum of measures is  $90^\circ$  are called complementary angles.
  - ✧ The two angles whose sum of measures is  $180^\circ$  are called supplementary angles.
13. Tell students that these angles are also called adjacent angles as they have a common vertex and a common arm i.e. they are right next to each other.

**Activity 2:**

Paste the given chart on the writing board. The chart should be prepared prior to the lesson.



1. Ask students to work in small groups.
2. Ask the students to pair any two angles together so that they get:
  - i. Complementary angles
  - ii. Supplementary angles
3. Ask students which angles they paired together and why.
4. Give students a few minutes to discuss in their groups and share their responses.
5. Students should attempt the question in their notebooks.
6. Tell students that if we add the measures of  $\angle A$  and  $\angle C$  we get  $90^\circ$ . Therefore,  $\angle A$  and  $\angle C$  are complementary angles.
7. If we add the measures of  $\angle B$  and  $\angle E$ , and even the measure of  $\angle D$  and  $\angle F$  we get  $180^\circ$ . Therefore,  $\angle B$  and  $\angle E$ , and  $\angle D$  and  $\angle F$  are supplementary angles.
8. Ask students to write the summary in their notebooks as:
  - ✧ Sum of  $\angle A$  and  $\angle C = 90^\circ$  (Complementary)
  - ✧ Sum of  $\angle B$  and  $\angle E = 180^\circ$  (Supplementary)
  - ✧ Sum of  $\angle D$  and  $\angle F = 180^\circ$  (Supplementary)
9. Tell the students that  $\angle A$  and  $\angle C$  are complementary angles but they do not have any common vertex and arm. Therefore, these angles are called non-adjacent complementary angles.
10. Similarly  $\angle B$ , and  $\angle E$  are non-adjacent supplementary angles



### CONCLUSION / SUM UP

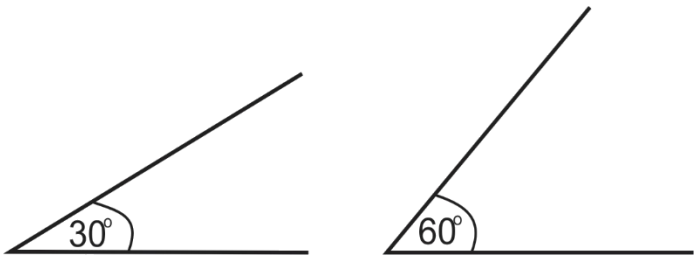
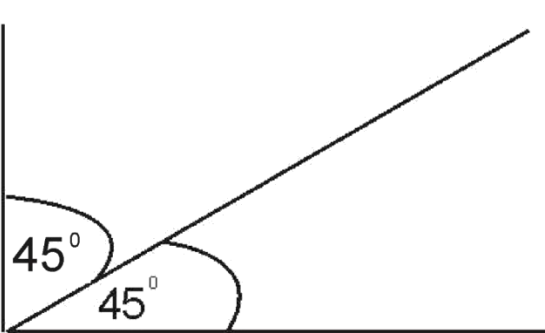

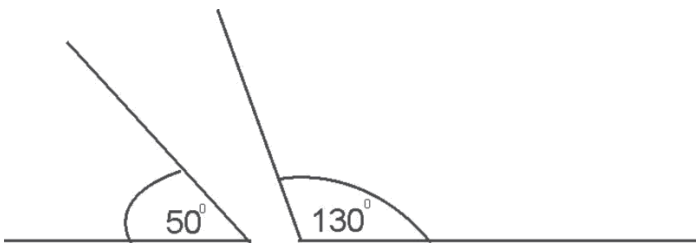
Ask students to define complementary and supplementary angles. Students should also be asked to differentiate between adjacent and non-adjacent angles. Students should mention that:

1. two angles are called adjacent angles if they have a common arm and a common vertex
2. two angles are called complementary if their sum is equal to  $90^\circ$
3. two angles are called supplementary if their sum is equal to  $180^\circ$



## ASSESSMENT

1. Paste the chart on the board and ask students to match the entry in column A with the correct description in column B

Column A	Column B
	Adjacent Supplementary Angles
	Non Adjacent Complementary Angles
	Adjacent Complementary Angles
	Non Adjacent Supplementary Angles

2. After students have individually attempted the question, share the correct matching with the students.



## HOMEWORK / FOLLOW UP

- Assign the relevant questions from the textbook on page 124 in exercise 1

# TRIANGLE



## STUDENT LEARNING OUTCOMES

- Identify and describe triangles with respect to their sides (isosceles, equilateral, and scalene)
- Identify and describe triangles with respect to their angles (Acute angled triangle, obtuse angled triangle, and right angled triangle)

## INFORMATION FOR TEACHERS

A teacher should know that:

1. A triangle in which all three sides are equal is called an equilateral triangle and all angles of an equilateral triangle are equal to  $60^\circ$ .
2. A triangle having two equal sides is called an isosceles triangle and the two base angles of an isosceles triangle are equal in measure.
3. A triangle having all sides of a different measure is called a scalene triangle and all angles in a scalene triangle are different in measure.
4. A triangle in which all angles are acute is called an acute-angled triangle.
5. A triangle in which one angle is a right angle is called a right-angled triangle.
6. A triangle in which one angle is obtuse is called an obtuse-angled triangle.



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



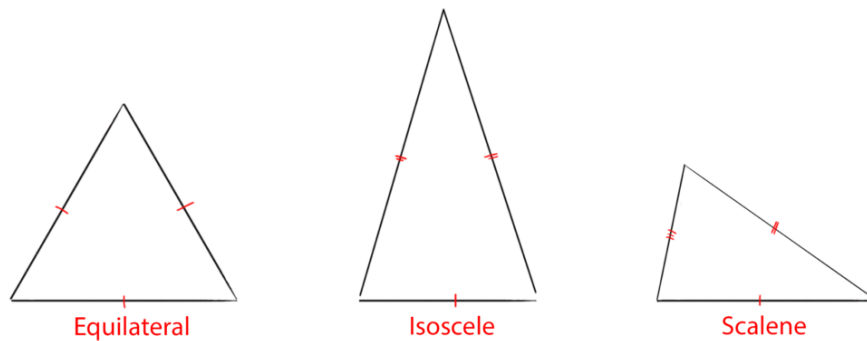
## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Textbooks, Pencils, Chart, Protractor, Straight Straws of Different Lengths



## INTRODUCTION

1. Ask students to work in groups of 3.
2. Place a few pieces of straight straws of different lengths on the teacher's desk.
3. Call a student from each group to take 9 pieces of straw for their group.
4. Tell students to join any three straws to make a closed figure/shape.
5. Encourage students to make different figures with different combinations of straws.
6. Select 3 different triangles from different groups; ensure that you pick an equilateral triangle, an isosceles triangle, and a scalene triangle.
7. Draw the figures of the triangles on the board as shown below:



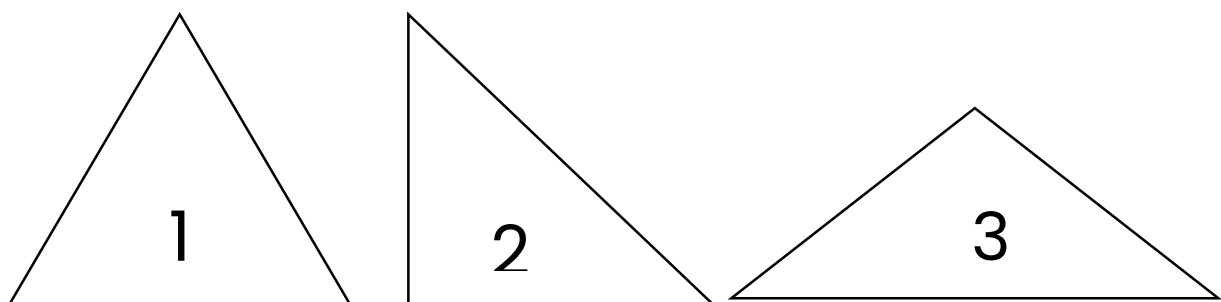
8. Tell the students that these closed figures are called **triangles** and every triangle has three sides and three angles.
7. Tell students that a triangle in which all three sides are equal is called an equilateral triangle and all angles of an equilateral triangle are equal to  $60^\circ$ . Show the sides and angles of an equilateral triangle and tell students that the single red dash on the sides indicates that the lengths of these sides are equal.
8. Tell students that a triangle having two equal sides is called an isosceles triangle and the two base angles of an isosceles triangle are equal in measure. Show the sides and angles of an isosceles triangle and tell students that the double red dashes on the sides indicate that the lengths of these sides are equal, and the base (single red dash) has a different length.
9. Tell students that a triangle having all sides of different lengths is called a scalene triangle and all angles in a scalene triangle are different in measure. Show the sides and angles of a scalene triangle and tell students that the three different red dashes (single, double, and triple) on the sides indicate that the lengths of the three sides are different.
10. Students should note these important details in their notebooks.
11. Tell students that in today's lesson we will learn about the different types of triangles.



## DEVELOPMENT

### Activity 1

1. Tell students to work in the same groups of 3.
2. Prepare a worksheet with the following triangles: one with acute angles, one with a right angle, and the third with an obtuse angle.
3. Distribute one worksheet to each group and instruct them to complete it.



Number of angles in triangles = \_\_\_\_\_

Use a protractor.

Measure of angles in triangle 1 = \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

Measure of angles in triangle 2 = \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_



Measure of angles in triangle 3 = \_\_\_\_\_/ \_\_\_\_\_/ \_\_\_\_\_

4. After students have completed their worksheets ask them to share their answers.
5. Other groups should also compare and correct their measurements.
6. Ask the following questions from the students, who should raise their hands to answer:
  - ✧ Which triangle had only acute angles? Answer: Triangle 1
  - ✧ Which triangle had a right angle? Answer: Triangle 2
  - ✧ Which triangle had an obtuse angle? Answer: Triangle 3
7. Share the correct answers and then tell students:
  - ✧ A triangle with 3 acute angles is called an acute-angled triangle (Triangle 1)
  - ✧ A triangle with one obtuse angle is called an obtuse-angled triangle (Triangle 3)
  - ✧ A triangle with one right angle is called a right-angled triangle (Triangle 2)



### CONCLUSION / SUM UP


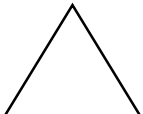
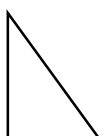
Ask students to differentiate between an equilateral, an isosceles, and a scalene triangle. Furthermore, ask them to differentiate between an acute-angled, right-angled, and obtuse-angled triangle. Students should mention that:

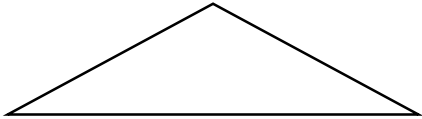
1. A triangle in which all three sides are equal is called an equilateral triangle and all angles of an equilateral triangle are equal to  $60^\circ$ .
2. A triangle having two equal sides is called an isosceles triangle and the two base angles of an isosceles triangle are equal in measure.
3. A triangle having all sides of a different measure is called a scalene triangle and all angles in a scalene triangle are different in measure.
4. A triangle in which all angles are acute is called an acute-angled triangle.
5. A triangle in which one angle is a right angle is called a right-angled triangle.
6. A triangle in which one angle is obtuse is called an obtuse-angled triangle.



### ASSESSMENT

1. Paste the chart on the board and ask students to come to the board and match the entry in column A with the correct description in column B

Column A		Column B
1		Right angled triangle
2		Obtuse angled triangle
3		Scalene triangle

4		Equilateral triangle
---	---	----------------------

2. After students have attempted the question, share the correct matching with the students.

- 1 – Scalene Triangle
- 2 – Equilateral Triangle
- 3 – Right angled Triangle
- 4 – Obtuse angled Triangle



### **HOMEWORK / FOLLOW UP**

Assign the relevant questions from the textbook on page 130 in exercise 2.

## CONSTRUCTION OF TRIANGLE



## STUDENT LEARNING OUTCOMES

Use protractor and ruler to construct a triangle when:

- Two angles and their included sides are given
- Two sides and included angle is given

Measure the length of the remaining sides and angles of the triangle

## INFORMATION FOR TEACHERS

The teacher should know that:

1. A triangle has three angles and three sides
2. A triangle is represented by the symbol  $\Delta$
3. The sum of the interior angles of a triangle is  $180^\circ$



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



## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Textbooks, Pencils, Rulers, Geometry Box, Ruler and Protractor



## INTRODUCTION

1. Ask the following questions from the students.  
What are the different types of triangles with respect to the sides?
2. What are the different types of triangles with respect to angles?
3. Take student responses and re-cap with them the different types of triangles.  
Remind students that:
  - ✧ a triangle in which all three sides are equal is called an equilateral triangle and all angles of an equilateral triangle are equal to  $60^\circ$ .
  - ✧ a triangle having two equal sides is called an isosceles triangle and the two base angles of an isosceles triangle are equal in measure.
  - ✧ a triangle having all sides of a different measure is called a scalene triangle and all angles in a scalene triangle are different in measure.
  - ✧ a triangle in which all angles are acute is called an acute-angled triangle.
  - ✧ a triangle in which one angle is a right angle is called a right-angled triangle.
  - ✧ a triangle in which one angle is obtuse is called an obtuse-angled triangle.
4. Tell students that in today's lesson we will construct a triangle with two angles and their included side given. We will also construct a triangle having two sides and their included angle is given.



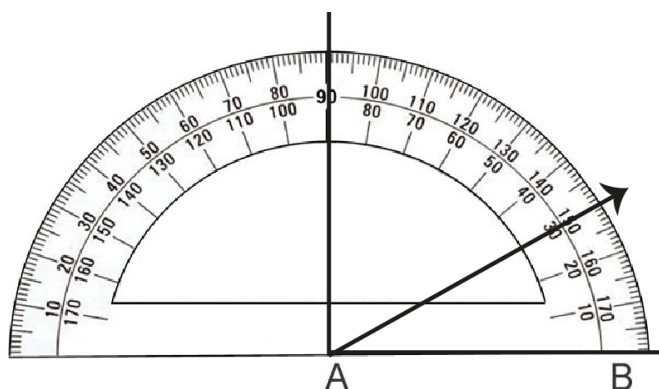
## DEVELOPMENT

### Activity I:

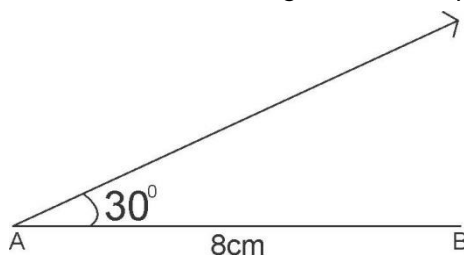
1. Construct a triangle ABC in which  $\overline{AB} = 8\text{cm}$ ,  $\angle A = 30^\circ$  and  $\angle B = 75^\circ$  by using protractor and ruler on the writing board.
2. Tell students to copy each step in their notebooks individually using tools from their own geometry box.
3. Draw a line segment  $\overline{AB}$  of 8 cm by using a ruler as shown below:



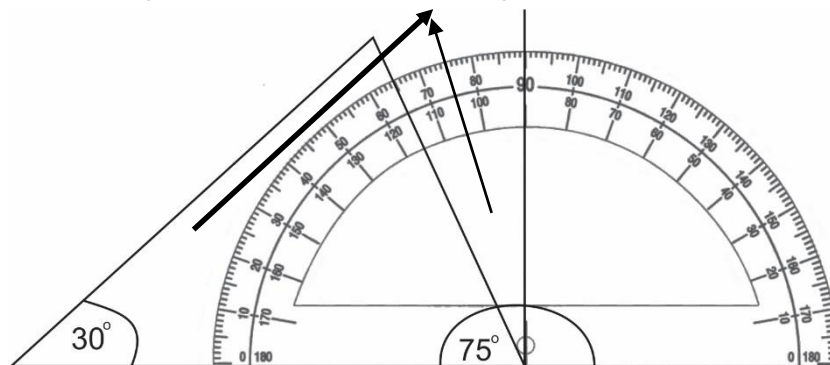
4. Next, draw an angle of  $30^\circ$  at point A with the help of a protractor as shown below:



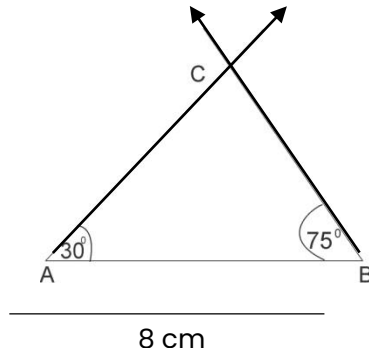
Remove the protractor to show students the angle drawn at point A



5. Similarly, draw an angle of  $75^\circ$  at point B by using protractor as shown below:



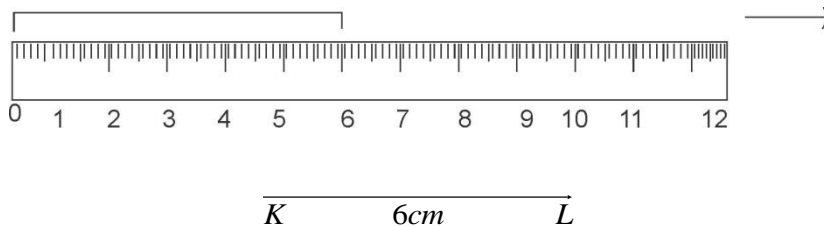
Remove the protractor to show students the angle drawn at point B



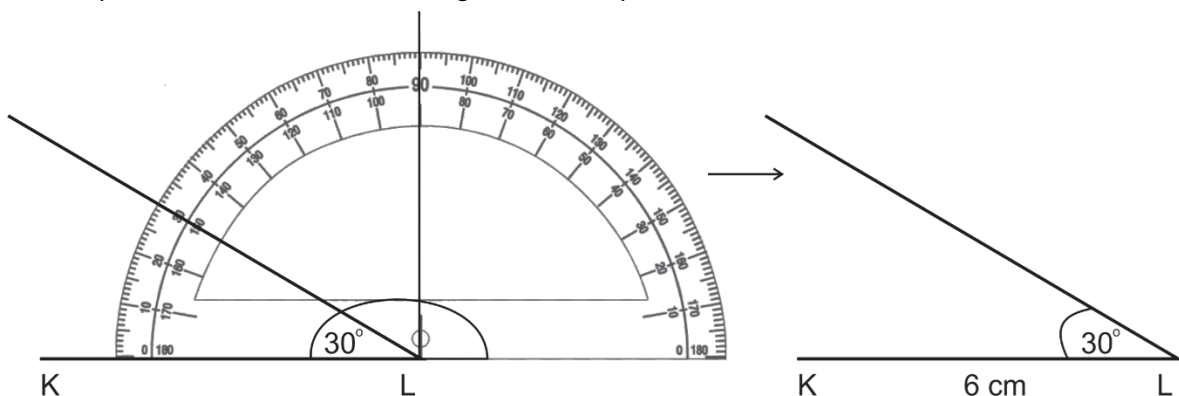
6. The two drawn rays intersect each other at point C
7.  $\triangle ABC$  is the required triangle.
8. Say that the 3<sup>rd</sup> angle is  $75^\circ$ .
9. Ask students to verify the measure of the third angle by using a protractor.
10. Students will also find that the measure of the third angle is  $75^\circ$
11. Tell students that when we add the angles of any triangle they always add up to make  $180^\circ$
12. Therefore,  $30^\circ + 75^\circ + 75^\circ = 180^\circ$
13. Tell students that they can measure any angle of a triangle with the help of a protractor and measure the sides of a triangle with the help of a ruler.

### Activity 2:

1. Construct a triangle when two sides and included angle are given. Tell students that the letter "m" indicates "the measure of".  
Let  $m\overline{RL} = 6\text{cm}$  and  $m\overline{LM} = 4\text{cm}$  and  $m\angle L = 30^\circ$
2. Construct the triangle on the writing board by using a protractor and ruler
3. Tell students to copy each step in their notebooks individually using tools from their own geometry box.
4. Draw a line segment  $\overline{KL} = 6\text{cm}$  with the help of a ruler.

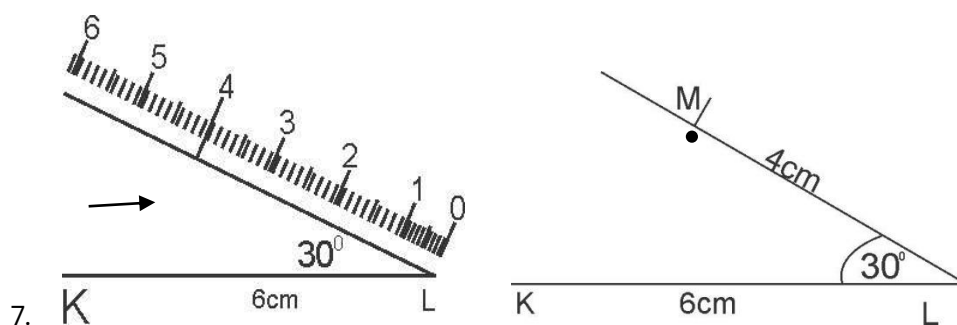


5. Use a protractor and draw an angle of  $30^\circ$  at point L as shown below:

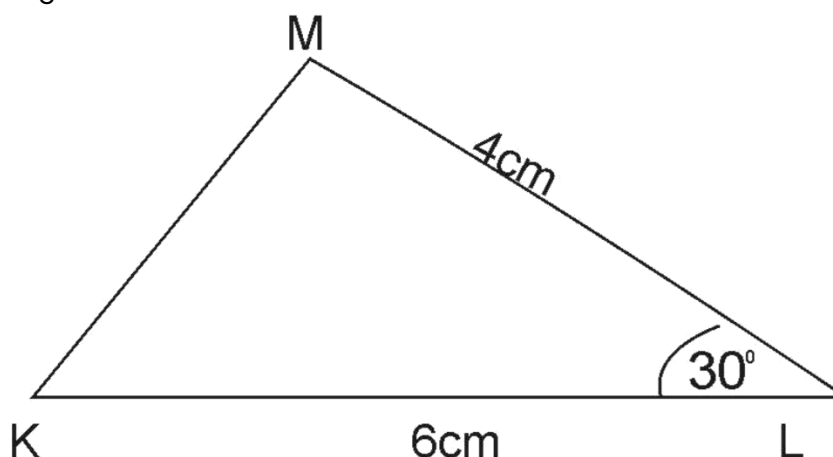


Mark point M on the arm of  $30^\circ$  such that  $m\overline{LM} = 4\text{cm}$  by using a ruler

6. Measure 4 cm along the ray starting from point L. Put a marker at the 4 cm mark and call that point M. See below:



8. Use a ruler and pencil to join K and M as well as L and M to complete the triangle.
9. Draw the triangle shown below:



10.  $\triangle KLM$  is the required triangle
11. Tell students to measure the lengths of the remaining sides of the triangle with the help of a ruler and to measure the remaining angles with the help of a protractor.



### CONCLUSION / SUM UP

1. Ask students to explain the steps in the construction of triangles when:
  - Two angles and the included side is given
  - Two sides and the included angle is given.
2. Ask students how we measure the remaining sides and angles? Students should highlight that the remaining sides and angles can be measured with a ruler and protractor respectively.



### ASSESSMENT

3. To assess the students ask them to individually construct the triangles given below:
  - A triangle PQR, in which  $\overline{PR} = 5\text{cm}$ ,  $\overline{PQ} = 7\text{cm}$  and  $\angle P = 70^\circ$
  - A triangle ABC, in which  $\angle A = 60^\circ$ ,  $\overline{AB} = 5.5\text{ cm}$  and  $\angle B = 30^\circ$
4. Guide the students in their construction of the various angles.



### HOMEWORK / FOLLOW UP

Assign the relevant questions from the textbook on page 131 in exercise 2

**Month**

**7**





# QUADRILATERALS



## STUDENT LEARNING OUTCOMES

- Recognize different kinds of quadrilateral (square, rectangle, parallelogram, rhombus, trapezium, and kite)
- Identify and describe properties of quadrilaterals including square, rectangle, parallelogram, rhombus, trapezium, and kite, and classify those using parallel sides, equal sides, and equal angles.

## INFORMATION FOR TEACHERS

The teacher should know that:

1. Shapes that have four sides and four angles are called quadrilaterals.
2. Square, rectangle, parallelogram, rhombus, trapezium, and kite are all types of quadrilaterals.



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



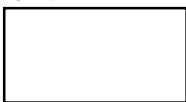
## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Textbooks, Pencils, Rulers, Geometry Box, Chart, Straight Straws of Different Lengths

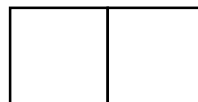


## INTRODUCTION

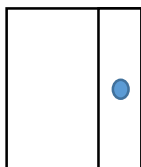
1. Ask students to look at their surroundings and identify any four-sided closed figures.
2. Tell students to list these figures on the board.
3. Some expected answers may include a window, board, desk, door, etc.
4. Record their responses and draw the corresponding shape on the writing board. See below:



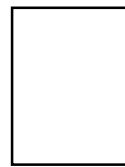
Writing Board



Window



Door




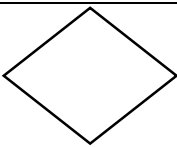

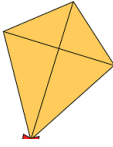


Book

5. Ask students if they know what all 4 sided shapes are called.
6. Tell students that all four-sided shapes are called **quadrilaterals**.
7. Students should note this in their notebooks.

**Activity 1:**

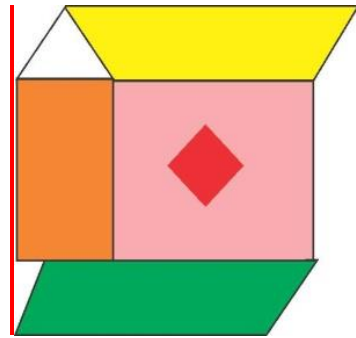
1. Ask students to work in groups of 4.
2. Place a few pieces of straight straws of different lengths on the teachers' desk
3. Call a student from each group to take a handful of pieces of straw for their group.
4. Tell groups to join any four straws to make a closed figure/shape.
5. Encourage students to make different figures with various combinations of straws.
6. Monitor and facilitate them during the activity.
7. Tell students to show their work to other groups and also write the names of the shapes that they are familiar with such as square and rectangle.
8. Draw the various shapes on the board that students have made in their groups.
9. The teacher should then paste a chart of the different quadrilaterals on the writing board. The teacher should emphasize that all the shapes on this chart are quadrilaterals.
10. Students should copy the chart of the quadrilaterals in their notebooks.

Figure	Name	Properties of the quadrilateral
	Square	a geometrical shape having four equals sides and four right angles
	Rectangle	a geometrical shape having opposite sides equal in length and all angles as right angles
	Parallelogram	a geometrical shape with two pairs of opposite sides which are parallel and opposite angles which are equal
	Rhombus	a geometrical shape in which all sides are equal and opposite sides are parallel.
	Trapezium	a geometrical shape in which only one pair of opposite sides that are parallel
	Kite	a geometrical shape having two pairs of equal and adjacent sides

11. Refer to pages 132-133 to explore all the sides and angles of each quadrilateral.
12. Give students time to explore the sides and angles of each quadrilateral as a lot of important information has been summarized in the chart above.

**Activity 2:**

Draw a house on writing board as shown below:



1. Ask students the following questions:
  - ✧ which quadrilateral is a square? (pink)
  - ✧ which quadrilateral is a parallelogram? (green)
  - ✧ which quadrilateral is a trapezium? (yellow)
  - ✧ which quadrilateral is a rhombus? (red)
  - ✧ which quadrilateral is a rectangle? (orange)
  - ✧ which quadrilateral is a kite? (light orange)
2. Ask students to raise their hands and identify the different quadrilaterals.
3. Ask students to mention the properties of each quadrilateral.



### CONCLUSION / SUM UP

1. Ask students about the different types of quadrilaterals along with their properties.
2. Students should draw the shape and list down its properties.
3. The teacher should guide the students during this exercise.



### ASSESSMENT

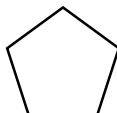
Paste the chart shown below and ask students the following question:

1. Which of the following shapes is not a quadrilateral?

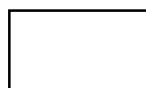
A



B






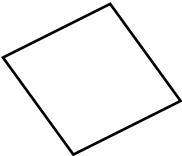

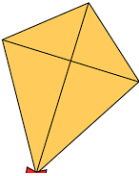
C





## HOMEWORK / FOLLOW UP

Ask the students to copy and complete the following question in their notebooks.

Shapes	Names
	-----
	-----
	-----
	-----
	-----
	-----

# CONSTRUCTION OF A SQUARE AND RECTANGLE



## STUDENT LEARNING OUTCOMES

- Use protractor and ruler to construct square and rectangle when lengths of sides are given

## INFORMATION FOR TEACHERS

The teacher should know:

1. The definition and properties of a square and a rectangle.
2. How to use protractor and ruler to construct different squares and rectangles when measurements are given.



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



## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Textbooks, Pencils, Rulers, Geometry Box, Ruler and Protractor



## INTRODUCTION

1. Ask the students to identify various objects in the classroom that are squares and rectangles.
2. Ask students to raise their hands and share their observations.
3. Take student responses and write/draw them on the board such as window, door, cupboard, desk, board, pencil box, sharpener, eraser, etc.
4. Remind students about the definition of a square and rectangle:  
**Square** – a quadrilateral having four equal sides and four right angles is called a square  
**Rectangle** – a quadrilateral having opposite sides equal in length and four right angles are called a rectangle.
5. Tell students that today we will learn how to construct a square and a rectangle geometrically.



## DEVELOPMENT

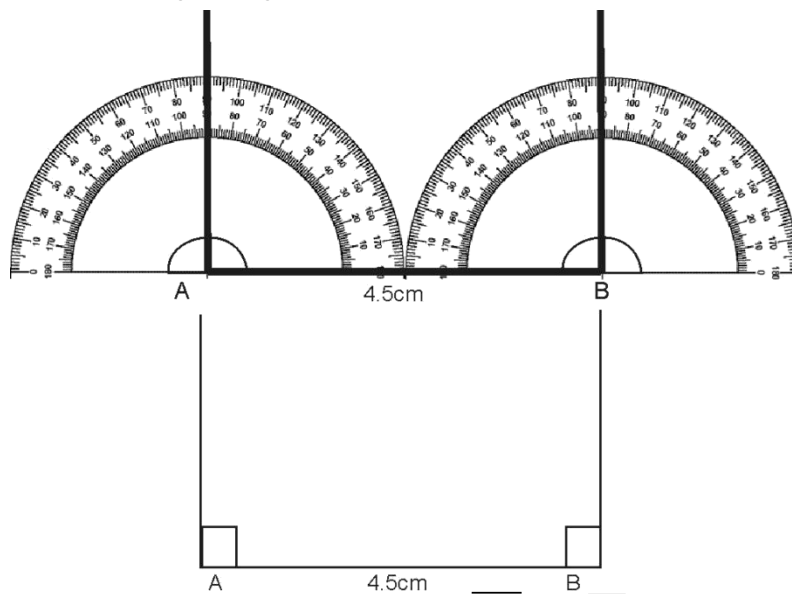
### Activity 1:

1. Using protractor and ruler, construct a square ABCD whose length of a side is 4.5 cm
2. Tell students to copy each step in their notebooks individually using tools from their own geometry box.
3. Draw a line segment  $\overline{AB}$  of length 4.5 cm with the help of ruler as shown below:

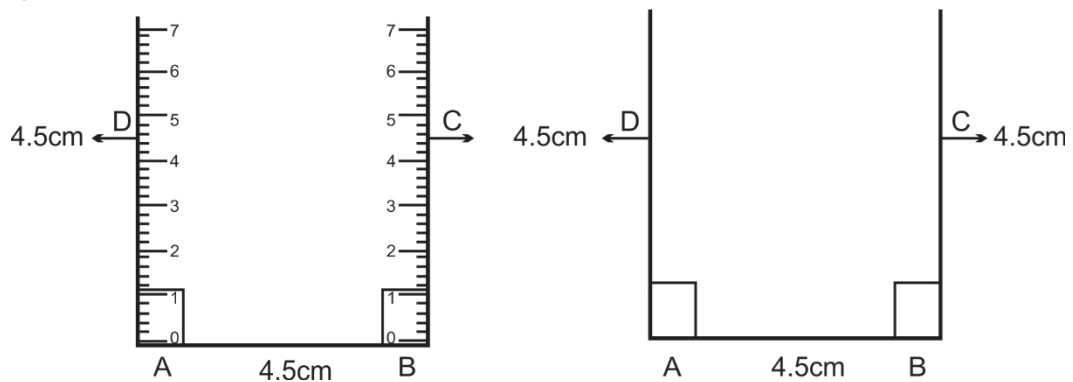
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$A$        $4.5\text{cm}$        $B$

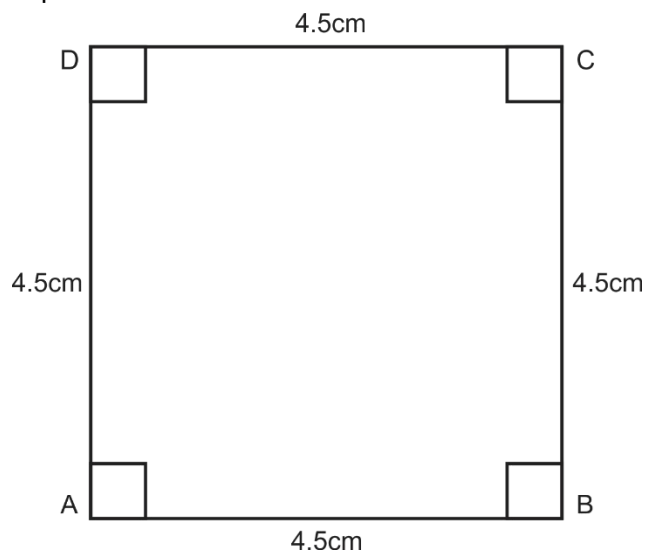
4. Using a protractor, draw right angles at point A and B as shown below:



5. Using the ruler mark points C and D such that  $m\overline{AD} = m\overline{BC} = 4.5\text{cm}$



6. Draw a straight line from point C to D.
7. ABCD is the required square as shown below:

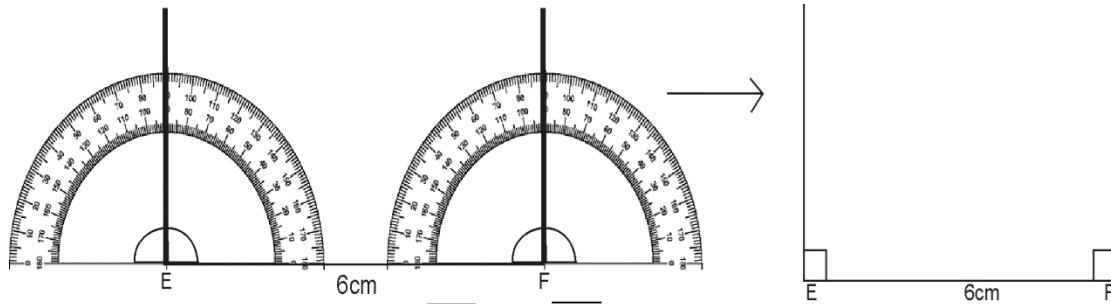


## Activity 2:

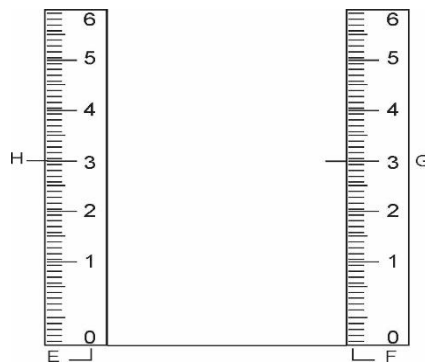
- Using a protractor and ruler, construct a rectangle EFGH whose length is 6 cm and width is 3 cm.
- Tell students to copy each step in their notebooks individually using tools from their own geometry box.
- Draw a line segment  $\overline{EF}$  of length 6cm with the help of a ruler

$\overline{EF}$  6cm

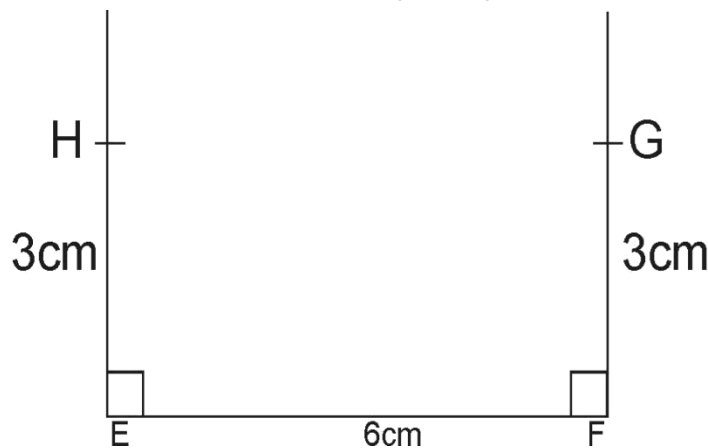
- Using protractor draw right angles at points E and F



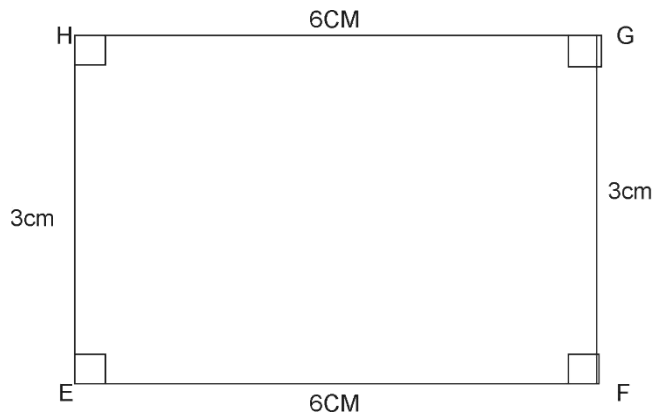
- Mark points G and H such that  $m\overline{FG} = m\overline{EH} = 3\text{cm}$



Remove the protractor to show students the right angles drawn at point E and F



- Join point G and H by using ruler and pencil.
- Rectangle EFGH is the required rectangle as shown below:



### CONCLUSION / SUM UP

Conclude the activity by asking students to explain the steps involved in the construction of a square and a rectangle. Students should mention the use of a protractor and ruler to draw the shapes and how all angles in a square and rectangle are right angles.



### ASSESSMENT

1. Ask students to individually construct:
  - ✧ a square KLMN whose length of a side is 4.6 cm
  - ✧ a rectangle ABCD whose length is 8 cm and width is 4 cm
2. Guide the students in their construction of the above.



### HOMEWORK / FOLLOW UP

Assign the relevant questions to the students from the textbook on page 137 in exercise 3



## SYMMETRY



## STUDENT LEARNING OUTCOMES

- Recognize different types of symmetry (reflective and rotational in 2-D figures).
- Identify lines of symmetry for given 2-D figures.
- Find the point of rotation of order of rotational symmetry of given 2-D figures.

## INFORMATION FOR TEACHERS

Teachers should know 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. A figure will have rotational symmetry if it is rotated about a center point and looks the same at least two times during the full rotation.
5. The number of times a shape looks the same when it is rotated about a point, is called the order of its rotational symmetry.
6. The center of the shape is called the center of rotation.



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



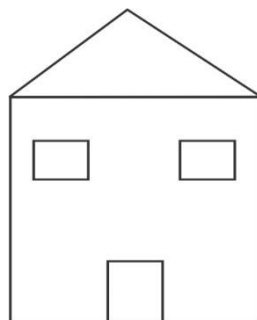
## MATERIALS / RESOURCES REQUIRED

- Writing Board, Soft Board, Marker, Notebooks, Textbooks, Pencils, Ruler, Worksheet, Cardboard Cut-outs, Pin



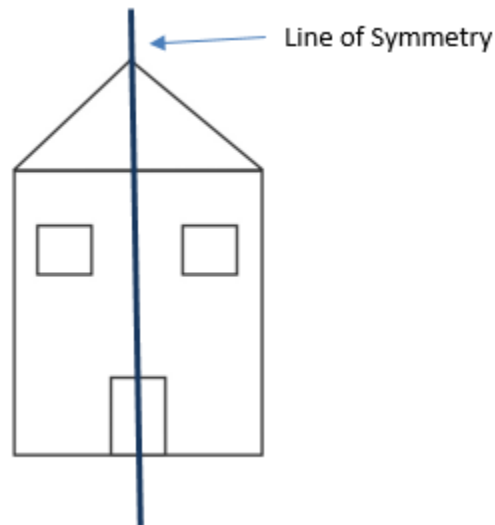
## INTRODUCTION

1. Draw the given figure on the board and give groups of students a cardboard cut-out of the figure as well. The cardboard cut-out should be prepared before the lesson.



2. Ask students in their small groups to fold the cardboard in such a way that the figure completely overlaps.

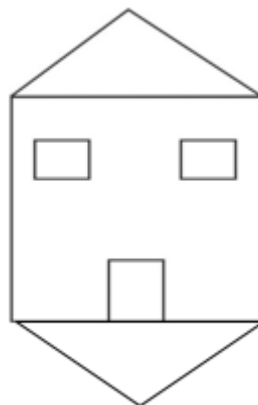
3. After exploration, ask a student to come to the board and draw a line on the figure that divides it into two equal parts. Tell the student that a horizontal line will not divide the figure into two equal parts.
4. Tell all students that a vertical line right down the center of the figure will divide it into two equal parts similar to when they folded the cardboard cutout along the center of the figure and it completely and perfectly overlapped.
5. Draw the line, as shown below, and tell students that it is called the **line of symmetry**.



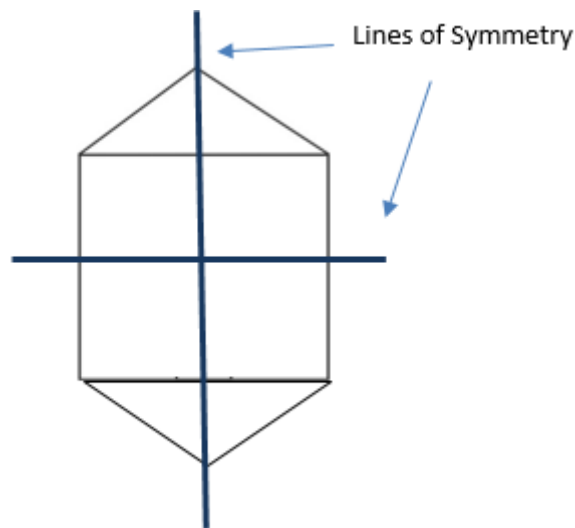
## DEVELOPMENT

### Activity 1:

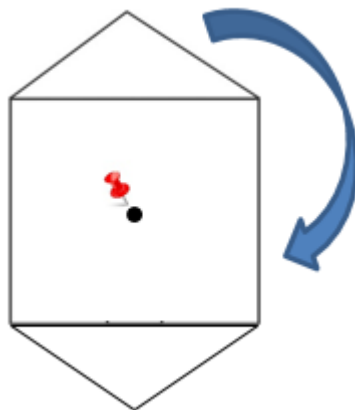
1. Draw the following figure on the board and give the same groups of students a cardboard cut-out of the figure as well.



2. Ask students to work in their small groups and fold the cardboard in such a way that the figure completely overlaps i.e. find the line(s) of symmetry.
3. After the students have tried to find the line of symmetry, ask a student to come to the board and draw it on the figure.
4. Tell all students that a vertical line right down the center of the figure will divide it into two equal parts. Similarly, a horizontal line will also divide it into two equal parts.
5. Tell students that a figure may have more than one **line of symmetry**. Show students the lines of symmetry.



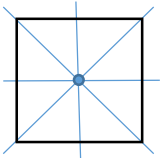


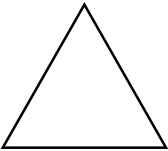
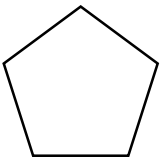
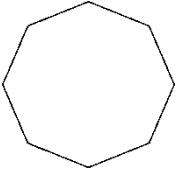
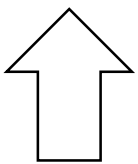
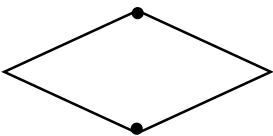
6. Take one of the cardboard cut-outs of the figure shown above and pin it to a soft board.
7. Stick the pin at the point where the two lines of symmetry intersect.
8. Now ask one student to come up to the soft board and rotate the figure as shown:



9. Tell the student to rotate the figure through 360 degrees i.e. one complete rotation.
10. Ask all students, during the rotation, did the figure looks the same at any point? Hold up another cut-out of the figure as well.
11. Give students a few minutes to discuss in small groups.
12. Take students' responses.
13. Tell students that at half a rotation i.e. at 180 degrees the figure is identical to the original figure. Demonstrate to the students how the figure is identical at half a rotation by comparing it to the other cut-out as well.
14. Tell students that a figure will have rotational symmetry if it is rotated about a center point and looks the same at least two times during the full rotation.
15. Tell students, the number of times a shape looks the same when it is rotated about a point is called the order of its rotational symmetry.
16. Ask students what is the order of rotational symmetry of the figure above?
17. Give students a few minutes to discuss in small groups.
18. Take students' responses.
19. Tell students that the order of rotational symmetry of the figure is 2 i.e. the figure looks the same twice when it is rotated about its center point, through 360 degrees.
20. Tell students that the center of the shape is called the center of rotation.
21. For the figure above, the point where the two lines of symmetry intersect is the center of the shape i.e. the center of rotation.
22. Ensure that all students note these important details in their notebooks.

**Activity 2:**

1. Ask the students to work in pairs for the following activity.
2. Paste the chart of the following table on the writing board.
3. The chart should be prepared before the lesson.
4. Ask students to copy and complete the following table in their notebooks.
5. Each shape should be discussed among the pairs of students.
6. Ask various students to come up to the board and draw the line(s) of symmetry.
7. Ask students if the shape under consideration has rotational symmetry? If yes, what is the order of rotational symmetry? Where is the center of rotation? It should be indicated in the figure.
8. Complete the activity with the students. The first row has been solved.

#	Shape	Line(s) of Symmetry	Rotational Symmetry? Yes / No	Order of Rotational Symmetry
1	Square		YES	4
2	Rectangle			
3	Parallelogram			
4	Equilateral Triangle			
5	Regular Pentagon			
6	Regular Octagon			
7	Arrow			
8	Irregular Diamond			



## CONCLUSION / SUM UP

1. Ask students to define symmetry and to give examples of simple and rotational symmetry. Ask students to give examples for each.
2. Students should highlight that if a shape or figure is turned, flipped, or rotated and the same shape or figure is formed it is said to have symmetry.
3. Students should mention that a line of symmetry divides a shape into two equal parts and that certain shapes/figures may have more than one line of symmetry.
4. Furthermore, students should mention that a figure will have rotational symmetry if it is rotated about a center point and looks the same at least two times during the full 360-degree rotation.
5. Students should state that the number of times a shape looks the same when it is rotated about a point is called the order of rotational symmetry and the center of the shape i.e. where the lines of symmetry intersect is called the center of rotation.



## ASSESSMENT

1. Draw the figure shown below on the writing board.
2. Ask students to identify the line(s) of symmetry (4), center of rotation, and order of rotational symmetry (4) for the following figure.



3. After students have attempted the question, share the correct answer with students.



## HOMEWORK / FOLLOW UP

- Assign the relevant questions from the textbook on page 140 in exercise 4.

# NETS OF 3-D SHAPES



## STUDENT LEARNING OUTCOMES

- To identify cubes, cuboids, and pyramids from their nets
- To describe and make 3-D objects (cubes, cuboids, cylinders, cones, spheres, pyramids).

## INFORMATION FOR TEACHERS

Teachers should know that:

1. A net is a two-dimensional shape which can be folded in a specific pattern to get a three-dimensional solid.
2. Three-dimensional solids can have more than one possible net.



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



## MATERIALS / RESOURCES REQUIRED

- Textbook, Chalk/Marker, Worksheet Snippets, Writing board, Charts, Cardboard, Ruler, Cardboard Cut-Outs, Cardboard Cube, Cuboid, Paper Cutter / Scissors, Gum Stick / Sticking Tape.



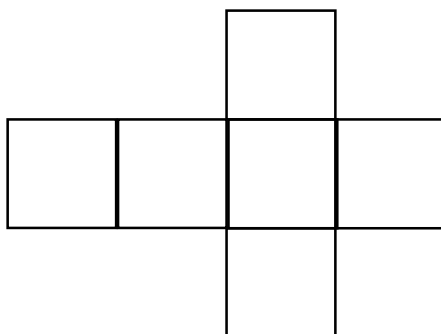
## INTRODUCTION

1. Bring a cardboard box shaped like a cube to the classroom and place it on the teacher's desk.



2. Ask students to discuss the following questions in pairs.
  - ✧ What is the name of the 3-D shape?
  - ✧ What is the shape of each face?
  - ✧ How many faces are there?
  - ✧ How would you make your own cardboard box from square cardboard cutouts?
3. Record all responses on the board.
4. Then guide student discussion and tell them that the cardboard box is a three-dimensional solid shape.
5. Tell students that all three-dimensional (3-D) solids are made up of different two-dimensional (2-D) shapes; in this case, the 3-D cube is made up of 6 squares (2-D).

6. Using the cutter, cut the box in such a way that the following net emerges. See below:



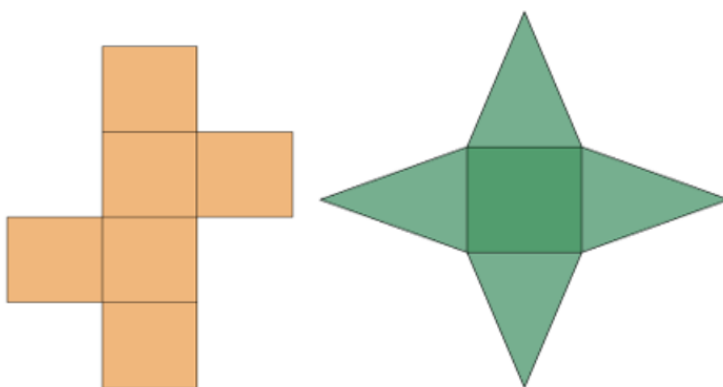
7. Tell students that the 2-D flat squares are the **net** of the 3-D cube.
8. Students should note the definition of a net.  
A net is a two-dimensional shape which can be folded in a specific pattern to get a three-dimensional solid.
9. Fold the net to show how the net can become a cube and then unfold it to show how a cube can become a net.
10. Ask students is there only one net for a cube?
11. Give students a few minutes to think and discuss in small groups.
12. Take responses from various groups.
13. Tell students that three-dimensional solids can have more than one possible net and in today's lesson we will be learning about cubes, cuboids, and pyramids from their nets



## DEVELOPMENT

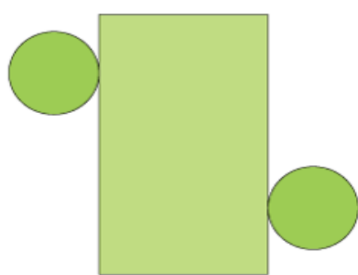
### Activity I:

1. Divide the class into pairs.
2. Give each pair a set of scissors and pieces of sticking tape.
3. Ensure that students use the scissors safely.
4. Distribute the following nets to the students and instruct students to cut along the lines and then stick the pieces together to make a 3-D object.
5. If possible, the teacher should distribute the prepared cut-outs to the pairs.
6. Ensure that each pair has at least one net.

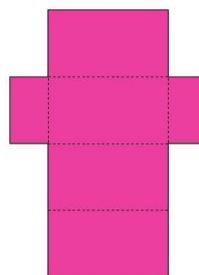


Cube

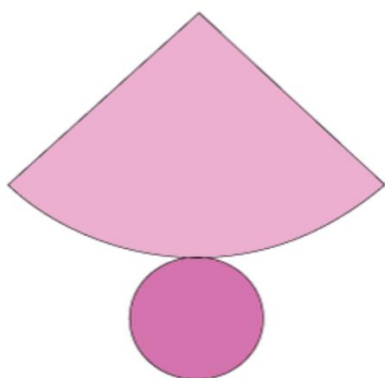
Square Pyramid



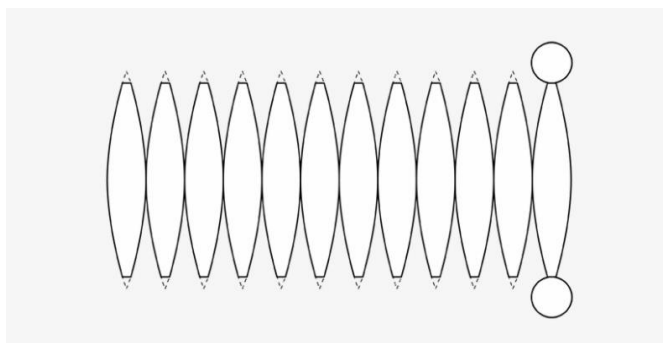
Cylinder



Cuboid



Cone



Sphere

7. Give the net of the sphere to the most talented pair(s) in the class.
8. Walkthrough the class and guide students during the cutting and sticking.
9. Expect that students may not be able to cut the shapes correctly or stick them correctly. Prepare many copies of the nets and assist the struggling pairs.
10. Reshuffle groups so that more able students help the struggling students.
11. After each pair has finished correctly cutting the nets and creating their 3-D shapes they should come up to the front of the class and give a brief presentation.
12. In the presentation, students should cover
  - ✧ The name of the 3-D shape
  - ✧ The number of faces the 3-D shape has
  - ✧ The names of the faces on the net.
13. Ask the groups that were given the net of the cube:
  - a. How did we get a cube even though the net was different from the net shown in the introductory activity?
  - b. Let all students discuss the question in their pairs and then share their responses.
14. Remind the students once again that three-dimensional solids can have more than one possible net.
15. Guide the students during their presentations and other students should also give their input.



### CONCLUSION / SUM UP

1. Ask students to define a net of a 3-D object and give an example as well.
2. Students should mention that the net of 3-D shape is actually a two-dimensional shape made up of various shapes e.g. the net of a 3-D cube is made up of 6, 2-D squares.
3. Students should highlight that different shapes have different nets.





## ASSESSMENT

1. Students should attempt the following question:
  - ✧ Draw the net of Cylinder
  - ✧ Draw the net of Cone
  - ✧ Draw the net of Cuboid
  - ✧ Draw the net of a Square Pyramid
2. After students have attempted the question, give feedback and make corrections.



## HOMEWORK / FOLLOW UP

Assign the relevant questions from the textbook on pages 143-144 in exercise 5.

# UNITARY METHOD



## STUDENT LEARNING OUTCOMES

Calculate the value of many objects of the same kind when the value of one of these objects is given.

## INFORMATION FOR TEACHERS

Teachers should know how to use multiplication to find the value of multiple objects of the same kind from the value of a given unit.



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



**MATERIALS / RESOURCES REQUIRED**

Board, Marker, Notebooks, Textbooks, Pencils



## INTRODUCTION

- Write the following real-life example on the writing board:  
The number of pages in one mathematics textbook is 188 pages. How many pages will there be in 21 textbooks
- Ask students to discuss the question in pairs and share their answers.
- Record student responses on the board.
- Tell students that to find the number of pages in 21 textbooks we multiply 188 with 21.
- Show students the following solution:  $188 \times 21$

Th	H	T	O
	1	1	
	1	8	8
x		2	1
<hr/>			
	1		
	1	8	8
3	7	6	0
<hr/>			
3	9	4	8

- Therefore, the number of pages in 21 textbooks is 3,948.
- Tell students that in today's lesson they will be calculating the value of many objects of the same kind when the value of one of these objects is given.



## DEVELOPMENT

### Activity 1:

1. Ask students to work in pairs and answer the following questions in their notebooks:
  - ✧ The cost of one pen is Rs. 15. Find the cost of 25 pens? Answer: Rs. 375
  - ✧ A grandfather gives each of his 28 grandchildren Rs. 50 each. How much money did he distribute? Rs. 1400.
  - ✧ One pack of bulbs has 12 bulbs. How many bulbs are there in 37 packs? 444 bulbs.
2. Ask a few volunteers to come to the board and solve each question.
3. Other students should guide the volunteers.
4. The teacher should share the solution with all students on the writing board.

### Activity 2:

1. Ask the students to work in pairs.
2. Ask the students to copy and complete the column labeled **Total Cost** in their notebooks.

#	Price of 1 Object	Number of Objects	Total Cost
1	7 Rupees	12	
2	9 Rupees	8	
3	15 Rupees	17	
4	35 Rupees	5	
5	75 Rupees	2	
6	124 Rupees	7	

3. Guide students where needed.
4. Share the correct answers with all students.



## CONCLUSION / SUM UP

Ask students how can we find the value of many objects of the same kind when the value of one of these objects is given. Students should mention that when the value of one item is known the value of many items of the same kind can be found by multiplication.



## ASSESSMENT

1. Ask the students to copy and complete the following in their notebooks:  
Choose the correct option
  - i. The price of 1 book is 250, the price of 3 books will be Rs. \_\_\_\_  
a) 100                      (b) 150                      (c) 750                      (d) 1000
  - ii. If the cost of 1 kg mango is Rs. 75, then the cost of 4 kg mangos is  
(a) Rs. 250                      (b) Rs. 300                      (c) Rs. 450                      (d) Rs. 500
2. After students have attempted both questions the teacher should share the correct answers with students.



## **HOMEWORK / FOLLOW UP**

- Assign the relevant questions from the textbook on page 112 in exercise 1.

# UNITARY METHOD



## STUDENT LEARNING OUTCOMES

- Calculate the value of one object of the same kind when the value of many of these objects is given.

## INFORMATION FOR TEACHERS

The teacher should know that to find the value of one unit from the value of multiple objects we use division.



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



## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Textbooks, Pencils



## INTRODUCTION

- Write the following real-life example on the writing board:  
The cost of 24 books is 5280. Find the cost of 1 book?
- Ask students to discuss the question in pairs and share their answers.
- Record student responses on the board.
- Tell students that to find the cost of 1 book we divide 5280 with 24.
- Show students the following solution:

$$5280 \div 24$$

			0	2	2	0	
			5	2	8	0	
			4	8			
			0	4	8		
					↓		
			0	4	8		
			0	0	0	0	

Therefore, one book costs Rs. 220

Tell students that in today's lesson they will be calculating the value of one object, of the same kind, when the value of many of these objects is given.



## DEVELOPMENT

### Activity 1:

- Ask students to work in pairs and answer the following questions in their notebooks:

- ✧ The cost of 1 dozen eggs is Rs. 180. Find the cost of 1 egg? Answer: Rs. 15
  - ✧ The rent of a house for 9 months is Rs. 225,000. Find the rent of the house for 1 month? Answer: Rs. 25,000
  - ✧ A school with 750 students has 30 classrooms. How many students are in each classroom? Answer: 25 students
2. Ask a few volunteers to come to the board and solve each question.
  3. Other students should guide the volunteers.
  4. The teacher should share the solution with all students on the writing board.

### Activity 2:

1. Ask the students to work in pairs to copy and complete the column labeled **Price of 1 Object** in their notebooks.

#	Total Price	Number of Objects	Price of 1 Object
1	250	5	
2	1000	25	
3	3051	27	
4	242	121	

2. Guide students where needed.
3. Share the correct answers with all students.



### CONCLUSION / SUM UP

Ask students how we can find the value of one object from the value of many identical objects. Students should mention that when the value of many items is known the value of one item of the same kind can be found by division.



### ASSESSMENT

1. Copy and complete the following individually.  
The price of 52 toffees is Rs. 260. Find the price of one toffee.  
The cost of 35 notebooks is Rs. 5075. Find the cost of one notebook.
2. After students have attempted both questions, the teacher should share the correct answers with students.



### HOMEWORK / FOLLOW UP

- Assign the relevant questions from the textbook on page 112 in exercise 1.

## UNITARY METHOD



## STUDENT LEARNING OUTCOMES

- Calculate the value of many objects of the same kind when the value of some of these is given.
- Identify place values of digits up to one hundred thousand (100,000).

## INFORMATION FOR TEACHERS

The teacher should know:

1. That to find the value of one unit from the value of multiple objects we use division.
2. Multiplication is used to find the value of multiple objects of the same kind from the value of a given unit.



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



## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Textbooks, Pencils



## INTRODUCTION

1. Write the following real-life example on the board:  
Arshad bought 9 identical books which cost him Rs. 3150. If he wants to buy 7 such books then what amount should he pay?
2. Ask students to discuss the question in pairs and share their answers.
3. Record student responses on the board.
4. Tell students that to find the cost of 7 books, we must first find the cost of 1.
5. Show students the following solution:

$$3150 \div 9$$

		0	3	5	0
9	3	1	5	0	
-	2	7			
		0	4	5	
-		0	4	5	
		0	0	0	

↓

Therefore, one book costs Rs. 350

Now we must find the cost of 7 such books i.e.  $350 \times 7$

Th	H	T	O
	3		
	3	5	0
×			7
<hr/>			
2	4	5	0

- Therefore, the cost of 7 books is Rs. 2,450.
- Tell students that in today's lesson they will be calculating the value of many objects of the same kind when the value of some of these is given.
- Tell students that this approach is called the **Unitary method**. It is used to calculate the value of many objects when the value of some of these is given.



## DEVELOPMENT

### Activity 1:

- Ask students to work in pairs and answer the following questions in their notebooks:
  - Asma buys 32 toffees for Rs 96. What is the price of 16 toffees?
  - The price of 5 toy cars is Rs. 1530. Find the price of 2 toy cars.
  - A train travels 7,650 km in 72 hours. How much distance does the train cover in 1 day (24 hours)?
- Ask a few volunteers to come to the board and solve each question.
- Other students should guide the volunteers.
- The teacher should share the solution with all students on the writing board.



## CONCLUSION / SUM UP

- Ask students how can we find the value of many objects of the same kind when the value of some of these objects is given.
- Students should mention that when the value of many items is known the value of one item of the same kind can be found by division.
- Students should further highlight that when the value of one item is known the value of many items of the same kind can be found by multiplication.
- Students should touch upon both steps in the unitary method.



## ASSESSMENT

- Write the following questions on the board and ask students to answer them in their notebooks:
 

The price of 20 pens is Rs. 600. Find the price of 13 pens.

The cost of 12 bags is Rs. 3552. Find the cost of 72 bags.
- After students have attempted both questions the teacher should share the correct answers with students.



## HOMEWORK / FOLLOW UP

Assign the relevant questions from the textbook on page 114 in exercise 2.



**Month**

**8**



# AREA AND PERIMETER



## STUDENT LEARNING OUTCOMES

- Differentiate between perimeter and area of a square and rectangular region.
- Identify the units for measurement of perimeter and area.

## INFORMATION FOR TEACHERS

Teachers should:

1. 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. Be able to find the area of a square or rectangle.
3. Understand that the length of the boundary of any shape is called its perimeter. The perimeter of a square or rectangle is calculated in cm and m.
4. Be able to find the perimeter of rectangles and squares.



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



**MATERIALS / RESOURCES REQUIRED**

- Board, Marker, Notebooks, Textbooks, Pencils



## INTRODUCTION

1. Draw the figure shown below on the board:



2. Ask students which shape is drawn? (Answer: Rectangle)
3. Now ask students what is the length and width of the rectangle. Students should say that the length is 8 cm and the width is 3 cm. Emphasize that the length and width can be in centimeters or meters.
4. Ask students "what is the measure of the complete boundary of the rectangle?"
5. Tell students that this complete measure of the boundary is called the **perimeter**.
6. Let students discuss and come up with their answers.
7. Record student responses.
8. Share with students the correct answer as shown below:  
Perimeter of rectangle =  $2 \times \text{length} + 2 \times \text{width}$ .

$$\begin{aligned}
 &= 2 \times 8 + 2 \times 3 \\
 &= 16 + 6 \\
 &= 22 \text{ cm}
 \end{aligned}$$

- Once again emphasize that since the length and width is in centimeters, the total length of the boundary will also be in centimeters.
- Tell students to write the formula for the perimeter of a rectangle in their notebooks.

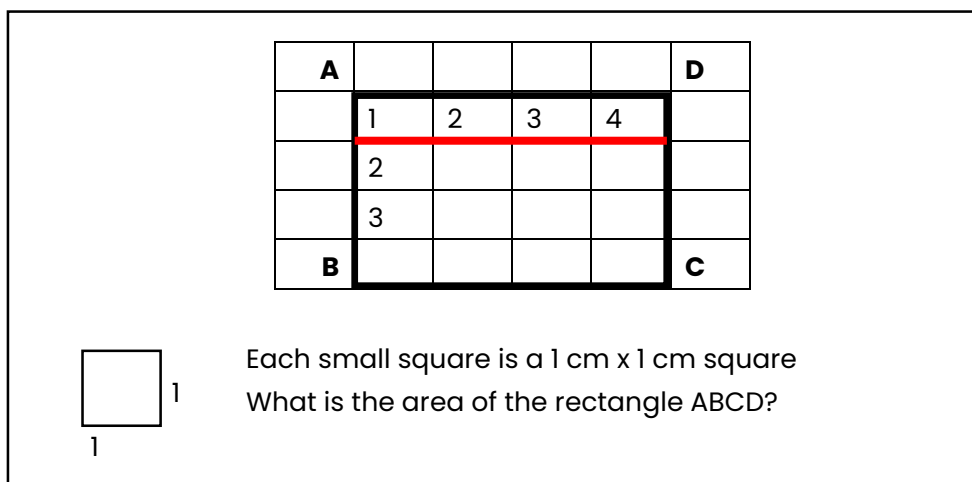


## DEVELOPMENT

### 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 centimeters completely enclosed by the rectangle.
- Ask students how many square centimeters are enclosed by the rectangle?
- Let them discuss in pairs and then take their responses.
- Guide students to count the number of square meters which should be 12.
- Tell students 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  $m^2$ .
- The area of rectangle ABCD above 12  $cm^2$



## CONCLUSION / SUM UP

- Ask students to recall the definition of the perimeter. Students should mention that the length of the boundary of a shape is called the perimeter. Students should also state that the perimeter of any shape is measured in various units of length such as centimetres and meters.
- Ask students to define and explain the area. Students should mention that the definition of area is the surface covered by a shape that can be measured in various square units i.e. in meter square ( $m^2$ ) and centimeter square ( $cm^2$ ).



## ASSESSMENT

- Ask students the following questions:

- ✧ What units are used to find the perimeter of a rectangle or square?
  - ✧ What units are used to find the area of a rectangle or square?
  - ✧ How are area and perimeter different from one another?
2. Tell students to raise their hands and then call upon them to answer.
  3. Ask the rest of the class to guide and add to the answers.
  4. The teacher should also guide students.



#### **HOMEWORK / FOLLOW UP**

- Assign the relevant questions from the textbook on page 154 in exercise 1.

# AREA AND PERIMETER



## STUDENT LEARNING OUTCOMES

Find and apply formulas to find the perimeter and area of a square and rectangular region.

## 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.
3. To understand that the length of the boundary of any shape is called its perimeter. The perimeter of a square or rectangle is calculated in cm and m
4. To find the perimeter of various rectangles and squares.



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



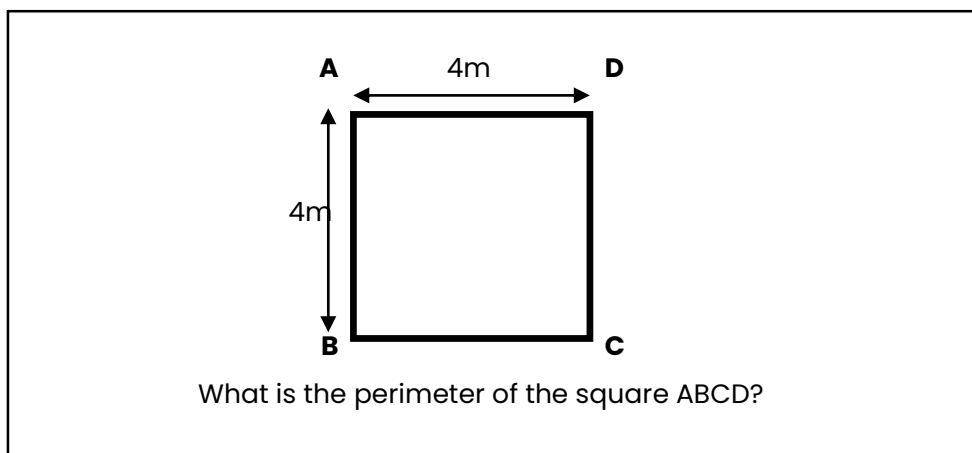
**MATERIALS / RESOURCES REQUIRED**

Board, Marker, Notebooks, Textbooks, Pencils, Chart



## INTRODUCTION

1. Divide the students into pairs.
2. Draw the figure shown below on the board.



3. Ask students to answer the question in their notebooks.
4. Let students discuss in pairs. Record student responses after a few minutes.
5. Guide students that the perimeter of square ABCD is the sum of all 4 sides i.e.  $4 + 4 + 4 + 4 = 16$ .
6. Tell students that instead of using repeated addition they may also use multiplication.
7. Tell students that the formula for the perimeter of a square is

**The perimeter of the square = 4 x length of one side.**

8. Ensure that students remember the units and write the final answer as 16 meters.
9. Emphasize that the perimeter is measured in cm or m.
10. Tell students to copy the formula in their notebooks.
11. Remind students that the formula for the perimeter of a rectangle was discussed in the previous lesson

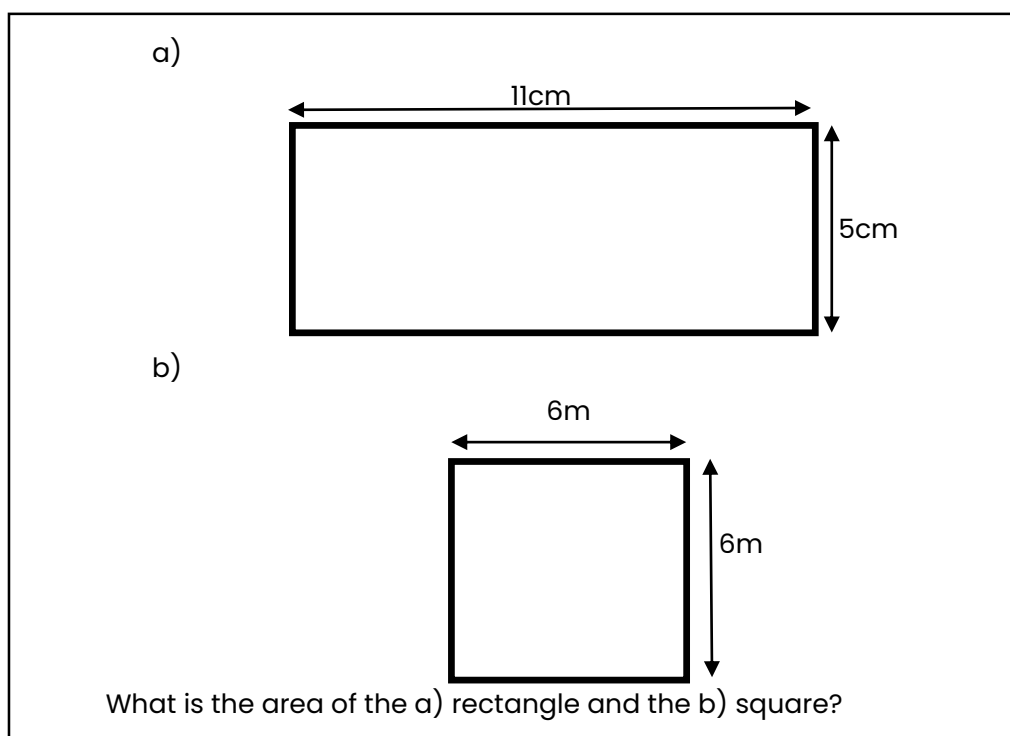
**Perimeter of rectangle = 2 x length + 2 x width.**



## DEVELOPMENT

### Activity 1:

1. Prepare the chart shown below before the lesson. Paste it on the board.



2. Divide the students into pairs.
3. Let students discuss the answers to the questions in pairs.
4. Take students' responses.
5. Tell students that earlier they found an area by the counting number of square centimeters completely enclosed by the shape.
6. To calculate the surface covered by a rectangle or square we use the following formulas.

$$\begin{aligned}\text{Area of rectangle} &= \text{Length} \times \text{Width} \\ &= L \times W\end{aligned}$$

$$\begin{aligned}\text{Area of square} &= \text{Length} \times \text{Length} \\ &= L \times L\end{aligned}$$

7. Therefore, the area of the a) rectangle  
= Length x Width  
= 11 x 5  
= 55cm<sup>2</sup> And

8. The area of the b) square

$$= \text{Length} \times \text{Length}$$

$$= 6 \times 6$$

$$= 36 \text{ m}^2$$

9. Tell students to pay special attention to the units.

If the measurements are in cm the area is in  $\text{cm}^2$

If the measurements are in m the area is in  $\text{m}^2$



### CONCLUSION / SUM UP

1. Ask students to recall the definition of the perimeter. Students should mention that the length of the boundary of a shape is called the perimeter. Students should also state that the perimeter of any shape is measured in various units of length such as centimeters and meters. Students should also state the formulas for the perimeter of rectangle and square i.e.

$$\text{Perimeter of rectangle} = 2 \times \text{length} + 2 \times \text{width.}$$

$$\text{The perimeter of the square} = 4 \times \text{length of one side.}$$

2. Ask students to define and explain the area. Students should mention that the definition of area is the surface covered by a shape that can be measured in various square units i.e. in meter square ( $\text{m}^2$ ) and centimeter square ( $\text{cm}^2$ ). Students should also state the formulas for the area of rectangle and square

$$\text{Area of rectangle} = \text{Length} \times \text{Width}$$

$$= L \times W$$

$$\text{Area of square} = \text{Length} \times \text{Length}$$

$$= L \times L$$



### ASSESSMENT

1. Ask students the following questions:
  - ✧ Find perimeter and area of a square whose length is 8 cm
  - ✧ Find perimeter and area of a rectangle whose length is 6m and width is 3m
2. Tell students to solve each part in their notebooks.
3. After students have attempted the questions, tell students to raise their hands to share their answers.
4. Let the other students help as well.
5. The teacher should also guide students.



### HOMEWORK / FOLLOW UP

Assign the relevant questions from the textbook on page 158 in exercise 2.



**AVERAGE****STUDENT LEARNING OUTCOMES**

- Find and describe the average of given quantities in the data.
- Solve real-life problems involving average.

**INFORMATION FOR TEACHERS**

The teacher should know that to find the average of given quantities we first find the sum of the quantities and then divide this sum by the number of quantities:

$$\text{Average} = \frac{\text{Sum of quantities}}{\text{Number of quantities}}$$



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

**MATERIALS / RESOURCES REQUIRED**

- Board, Marker, Notebooks, Textbooks, Pencils, Measuring Tapes

**INTRODUCTION**

1. Ask students to work in pairs and answer the following question in their notebooks:  
Ibrahim has 5 books. Hareem has 7 books. Qaiser has 12 books.  
How can these books be distributed equally among the three friends?
2. Let students discuss and come up with their answers.
3. Record student responses.
4. Tell students that to find how many books each individual will get, we need to find the **average**.
5. Tell students that the average is the total number of books divided by the total number of people.
6. In the example above, the total number of books is  $5 + 7 + 12 = 24$  and the total number of people is 3.
7. Therefore, the average or the number of books is  $\frac{24}{3} = 8$  books per person.
8. Tell students to note down the formula for average in their notebooks.

$$\text{Average} = \frac{\text{Sum of quantities}}{\text{Number of quantities}}$$



## DEVELOPMENT

### Activity 1:

Write the following numbers on the board:

11, 25, 33, 51, 60.

1. Ask students to find the average of the 5 numbers.
2. Let students discuss in pairs.
3. Ask a volunteer to come to the front of the class and explain what steps are involved to find the average.
4. The teacher should write the steps on the board.
5. Ask other students to also guide the volunteer.
6. Show the correct steps on the board as follows:

Step 1 – Add the numbers

$$11 + 25 + 33 + 51 + 60 = 180$$

Step 2 – Count the numbers

5

Step 3 – Write the formula for average

$$\frac{\text{sum of quantities}}{\text{No of quantities}}$$

Step 4 – Find the average

$$= 180 / 5$$

$$= 36$$

### Activity 2:

1. Divide the students into groups of 5.
2. Provide a measuring tape to each group.
3. Ask the students in a group to measure and record the height of each student in centimeters.
4. Tell students to find the average height of their group in centimeters.
5. Ask groups to come to the front of the class and write their average on the board.
6. The teacher should verify that the calculation is correct for each group.
7. Students should compare and give feedback on the answers of each group.
8. The teacher should walk around the class, monitor and guide students during the activity.



## CONCLUSION / SUM UP

Ask students to explain what the average is with examples. Students should mention that to find the average of given quantities we first find the sum of the quantities and then divide this sum by the number of quantities.

$$\text{Average} = \frac{\text{Sum of quantities}}{\text{Number of quantities}}$$



## ASSESSMENT

1. Write the questions below on the writing board:  
Hashir ate 15 chocolates on Monday, 21 chocolates on Tuesday, and 27 chocolates on Wednesday. On average, how many chocolates did Hashir eat each day?
2. Ask students to answer in their notebooks.

3. The teacher should provide guidance where needed.



### **HOMEWORK / FOLLOW UP**

Assign the relevant questions in the textbook on page 165 in exercise 1.

# ORGANIZE THE DATA USING A BAR GRAPH



## STUDENT LEARNING OUTCOMES

- Organizing the given data using a bar graph.
- Read and interpret a bar graph given in the horizontal and vertical form.
- Draw horizontal and vertical bar graphs for the given data.
- Solve the real-life situation using data presented in a bar graph.

## INFORMATION FOR TEACHERS

Teachers should know how to:

1. Represent data in simple bar graphs; both in horizontal (left to right) and vertical (top to bottom) forms.
2. Represent real-life data like different types of blood types, heights, temperature, etc in bar graphs.



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



## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Textbooks, Worksheet, Charts, Graph Paper.

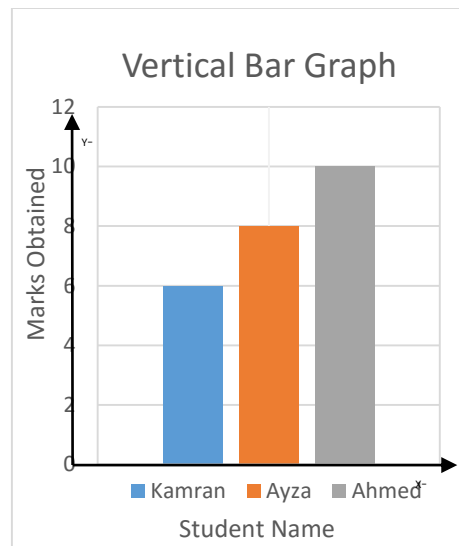


## INTRODUCTION

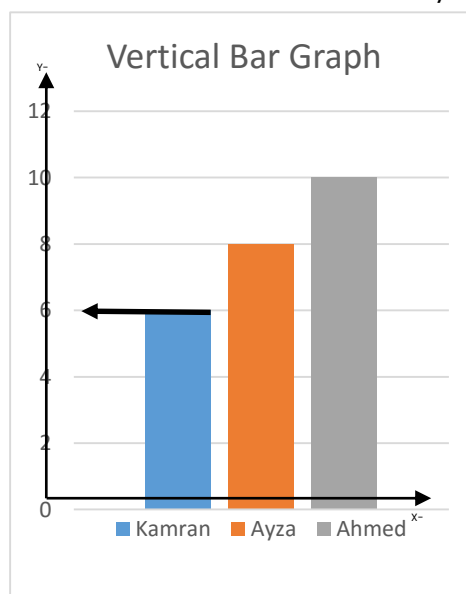
1. Distribute 3 sheets of graph paper to all students at the start of the lesson.
2. Draw the following table on the board.

Student Name	Kamran	Ayza	Ahmed
Marks in a Math Test	6	8	10

3. Divide students into pairs
4. Ask students to represent the data above using a bar graph.
5. Give students a few minutes to attempt the question.
6. Walk around the class to review student work.
7. Paste the following chart on the writing board.  
This chart should be prepared before the lesson.



8. Tell students that the data given in the table has been represented in this **vertical bar graph**.
9. Give students some time to observe and analyze the vertical bar graph.
10. Ask students to discuss in pairs: what does the bar graph represent? What does each bar represent? What do the different heights of the bars represent?
11. Ask students, "Who received the highest marks in the math test? Who received the lowest?"
12. Ask students how many marks did Ayza receive?
13. Take student responses and record them on the board. Share the correct responses with the students through a discussion.
14. Tell students, step by step, how to draw vertical bar graphs.
15. Mark the horizontal line as the X-axis and the vertical line as the Y-axis. Label these axes as well i.e. the X-axis represents Student Name and the Y-axis represents the marks obtained.
16. Write the student names along the X-axis and the marks on the Y-axis. Point out to students that the width of each bar is the same. This is an important point that the teacher must highlight.
17. Each step on the Y-axis represents 2 marks. Students should be told to keep a reasonable step size when drawing vertical or horizontal bar graphs.
18. The blue bar represents the marks obtained by Kamran. Tell students that the top of the blue bar must be aligned with the number of marks obtained by Kamran. See below:



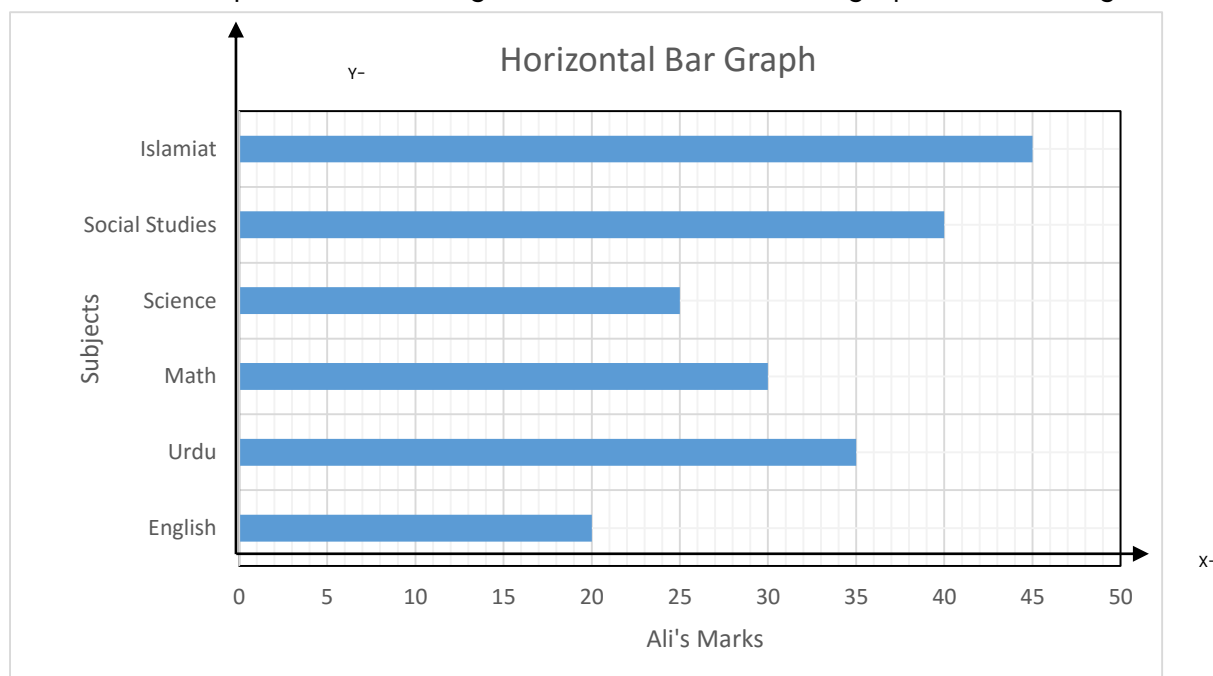
19. Similarly, for Ayza and Ahmed. Their bars should represent the marks obtained by them in the math test.
20. Once again, tell students to pay special attention to the names of the axis. The horizontal axis is called the X-axis. The vertical axis is called the Y-axis.
21. Tell students that in today's lesson they will be learning how to draw, read and interpret vertical and horizontal bar graphs.



## DEVELOPMENT

### Activity I:

1. Draw the given table on the board.
  2. Tell the students that the table shows Ali's marks in different subjects.
- | Subject | Islamiat | S. Studies | Science | Math | Urdu | English |
|---------|----------|------------|---------|------|------|---------|
| Marks   | 45       | 40         | 25      | 30   | 35   | 20      |
3. Divide students into pairs.
  4. Tell students to represent the data in a horizontal bar graph.
  5. Give students a few minutes to attempt the question.
  6. Walk around the class to review student work.
  7. After a while, paste the following chart of the horizontal bar graph on the writing board.



8. Mark the horizontal line as the X-axis and the vertical line as the Y-axis.
9. Write "Ali's Marks" along the X-axis and "Subjects" along the Y-axis.
10. Tell students to write what each axis represents.
11. Highlight that the width of each bar, like the vertical bar graph, is the same.
12. Each square on the X-axis represents 1 mark so that one block represents 5.
13. Students should be told to keep a reasonable step size when drawing a bar graph.
14. Give students a few moments to work in pairs and make as many observations about the graph as possible.
15. Ask students to raise their hands 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 most marks?
  - ✧ In which subject did Ali get the least marks?
16. Make sure students participate in the discussion. Guide students to arrive at the correct answers.
  17. List down the important steps for the students to follow to make a bar graph
    - ✧ Label the X axis and Y axis
    - ✧ Mark the axis with appropriate numbers and determine the step size
    - ✧ Draw a bar for each row/column

### Activity 2:

1. Draw the table given below on the board:

Day Number	Student Attendance at an Event
Day 1	11
Day 2	23
Day 3	29
Day 4	38
Day 5	12

2. Tell students that the table above represents student attendance at a 5-day event.
3. Tell students to work in pairs and attempt the question below in their notebooks.
4. Represent the data given in the table below in a:
  - ✧ Vertical Bar Graph
  - ✧ Horizontal Bar Graph
5. The teacher should walk through the class and guide students to draw accurate vertical and horizontal bar graphs.
6. The teacher should display a chart of the correct bar graphs after all pairs have attempted the activity for students' self-assessment.



### CONCLUSION / SUM UP

Ask students how we can represent data in vertical and horizontal bar graphs. Ask them how do we read and interpret bar graphs. Students should highlight that with the help of bar graphs we can easily represent, read and interpret data.

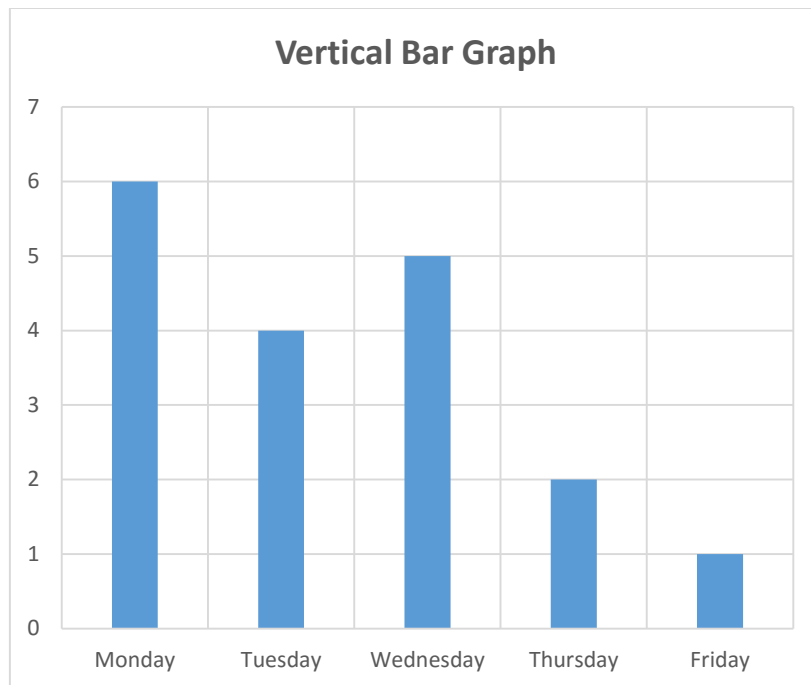


### ASSESSMENT

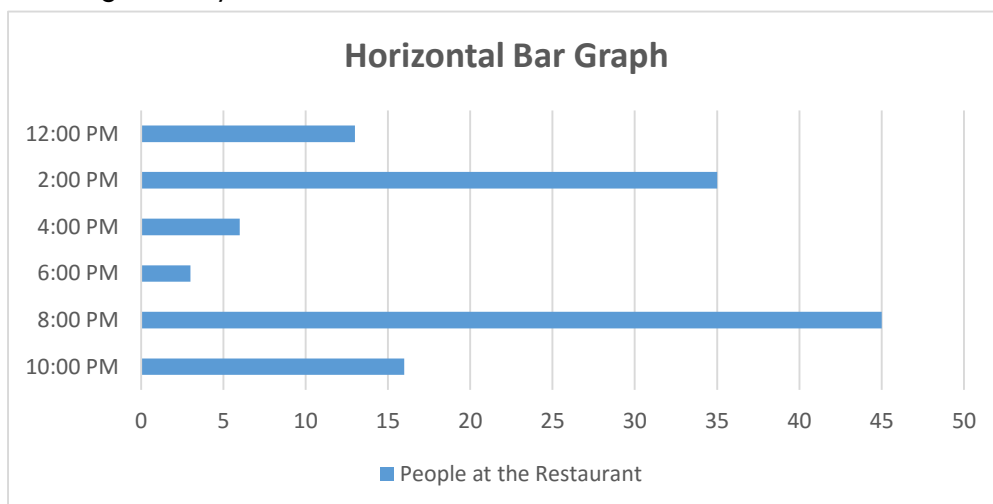
Paste the charts of the following Vertical and Horizontal Bar Graphs on the board.

These charts should be prepared before the lesson.

1. The vertical bar graph represents the distance run every day by Salman in a given week. Answer the questions that follow.



- ✧ What labels, axis, and information should be added to the Vertical Bar Graph?
  - ✧ What is the step size on the vertical axis?
  - ✧ 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?
2. The horizontal bar graph represents the number of people in a restaurant at different times over a given day.



- ✧ What labels, axis, and information should be added to the Horizontal Bar Graph?
- ✧ At what time were there the fewest people in the restaurant? Approximately how many people were there at this time?
- ✧ At what time are there the most people at the restaurant? Approximately how many people were there at this time?



#### **HOMEWORK / FOLLOW UP**

- Assign the relevant questions from the textbook on pages 170–172 in exercise 2.



# 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      تابندہ باد  
شاد باد      منزل مراد

پرچم ستارہ و ہلال      رہبر ترقی و کمال  
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Khyber Pakhtunkhwa, Abbottabad



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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۔



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Khyber Pakhtunkhwa, Abbottabad.**

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**NOTIFICATION:**

**No.5073-5235/F.24/Vol-II/SLP/G-V/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-V 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. PS to Minister, Elementary & Secondary Education Department Govt. of Khyber Pakhtunkhwa, Peshawar.
6. All Sub Divisional Education Officers (M/F) in Khyber Pakhtunkhwa and Newly Merged Districts (NMDs).
7. Team Leader ASI-KESP, at PC Peshawar.
8. PS to the Director Local Office.

**ADDITIONAL DIRECTOR (SS)**

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# تعارف

کمرِ جماعت 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 کمرِ جماعت 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 دُہرانے 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 کمرِ جماعت 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 تعلّم
- 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 انھیں 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۔

# پیش لفظ

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 تعلیم 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 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 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 حقوق اور ذمہ داریاں

طلبہ کے حاصلاتِ تعلم



■ پہچان سکیں کہ شہری حقوق (Civic Rights) اور ذمہ داریاں (Responsibilities) کیا ہوتی ہیں اور وقت کے ساتھ یہ کیوں بدلتی ہیں۔

## معلومات برائے اساتذہ

1. کسی بھی ملک کے شہری ہونے کے ناطے ریاست کے ذمہ شہریوں کے کچھ حقوق ہوتے ہیں جن کا پورا کرنا ہر ریاست کی ذمہ داری ہوتی ہے۔
2. چند بنیادی حقوق درج ذیل ہیں:
  - آزادی اور زندہ رہنے کا حق
  - تعلیم کا حق
  - آزادی اظہار کا حق
  - ووٹ دینے کا حق
  - مذہب کا حق
  - تنظیم سازی کا حق
3. ان حقوق کے ساتھ ساتھ ہر شہری کی کچھ ذمہ داریاں بھی ہوتی ہیں۔ ایک اچھا شہری ہونے کی حیثیت سے یہ اس کی اخلاقی ذمہ داری ہوتی ہے کہ وہ ان کو پورا کرے۔
4. چند اہم ذمہ داریاں درج ذیل ہیں:
  - اپنے ملک کا سچا وفادار ہونا
  - تمام ملکی قوانین کا احترام کرنا
  - دیانت داری سے ٹیکس ادا کرنا
  - تمام وسائل مثلاً پانی، بجلی اور گیس کا احتیاط سے استعمال کرنا
  - ماحول کو ہر قسم کی آلودگی سے بچانا
  - دوسروں کے حقوق، عقائد اور رائے کا احترام کرنا
5. گزرتے وقت کے ساتھ ساتھ زندگی گزارنے کے طریقے بھی بدلتے رہتے ہیں لہذا شہریوں کے حقوق اور ذمہ داریوں میں بھی تبدیلی آتی رہتی ہے۔
6. اس سبق کی تدریس کے لیے ”بحث و مباحثہ“ کا طریقہ اختیار کرنا بہتر ہوگا۔

دورانیہ: 70 منٹ/دوپہریڈ



وسائل/ذرائع



تختہ تحریر، درسی کتاب معاشرتی علوم برائے جماعت پنجم، چاک، ڈسٹر، فلیش کارڈز۔



طلبہ سے مندرجہ ذیل سوالات پوچھیں:

1. ہم کس ملک کے شہری ہیں؟ (پاکستان)
2. کیا ہمارے ملک کے ہر شہری کو روزگار کے مواقع حاصل ہیں؟ (ہاں/نہیں)
3. کیا ہر شہری کو بنیادی ضروریات مثلاً پانی، بجلی، گیس اور صحت کی سہولیات حاصل ہیں؟ (ہاں/نہیں)
4. کیا ہمارے ملک کے لوگ ٹیکس ادا کرتے ہیں؟ (ہاں/نہیں)
5. کیا پاکستانی عوام قانون کا احترام کرتے ہیں؟ (ہاں)

## تصور کی پختگی



سرگرمی نمبر 1: 20 منٹ

1. طلبہ کو دو گروپوں میں تقسیم کریں۔
2. ایک گروپ کو شہریوں کے حقوق کی فہرست بنانے کو کہیں اور دوسرے گروپ کو عوام پر عائد ذمہ داریوں کی فہرست تیار کرنے کو کہیں۔
3. گروپ اپنی اپنی فہرست کو چارٹ پر لکھیں اور جماعت کے سامنے پیش کریں۔

سرگرمی نمبر 2: 25 منٹ

1. طلبہ کے چار گروپ بنائیں۔ دو گروپوں کو قیام پاکستان کے وقت کے حالات کے مطابق حقوق اور ذمہ داریاں تحریر کرنے کو کہیں اور دو گروپوں کو موجودہ حالات کے مطابق شہری حقوق اور ذمہ داریاں لکھنے کو کہیں۔
2. طلبہ سے کہیں کہ وہ اپنی درسی کتاب کے متعلقہ صفحہ کو پڑھیں اور درج ذیل نکات اخذ کریں۔
3. طلبہ کے گروپوں میں کام کے دوران ان کی رہنمائی کریں۔
4. طلبہ اپنے کام کو چارٹ پر لکھیں اور کلاس کے سامنے پیش کریں۔ طلبہ کے نکات میں جہاں غلطی ہو، ان کو درست بھی کریں۔
5. گروپ نمبر 1 اور گروپ نمبر 4 کو یہ چارٹ لکھنے کو کہیں۔

قیام پاکستان کے وقت کے مطابق	
حقوق	ذمہ داریاں

گروپ نمبر 2 اور گروپ نمبر 3 کو یہ چارٹ لکھنے کو کہیں۔

موجودہ وقت کے مطابق	
حقوق	ذمہ داریاں

## نتیجہ/خلاصہ: 10 منٹ



طلبہ کو درج ذیل بنیادی نکات بتا کر خلاصہ پیش کریں۔

1. شہریوں کے بنیادی حقوق یہ ہیں:
- آزادی اور زندہ رہنے کا حق، تعلیم، صحت اور روزگار کا حق۔

- اظہارِ رائے کی آزادی اور تنظیم سازی کا حق۔
- 2. شہریوں کی ذمہ داریاں یہ ہیں:
  - محب وطن، دیانت دار اور ٹیکس گزار ہونا۔
  - قوانین کا پابند ہونا۔
  - تمام ملکی وسائل کا بہت احتیاط سے استعمال کرنا۔
  - دوسروں کے حقوق، عقائد اور رائے کا احترام کرنا۔
- 3. حقوق اور ذمہ داریاں وقت کے ساتھ ساتھ بدلتی رہتی ہیں۔

### جائزہ/جانبی: 5 منٹ



- طلبہ سے جائزہ کے طور پر چند سوالات پوچھے جائیں:
1. شہریوں کے چند حقوق بیان کریں۔
  2. ان میں سے آپ کو کتنے حقوق حاصل ہیں؟
  3. بحیثیت ایک شہری آپ اپنی ذمہ داری بیان کریں۔
  4. آپ اور باقی عوام کس حد تک اپنی ذمہ داریاں نبھاتے ہیں؟

### مشق: 5 منٹ



1. اپنی نوٹ بک کے ایک صفحے پر دو کالم بنائیں اور درسی کتاب کی مدد سے ایک کالم میں شہری کے حقوق اور دوسرے میں ذمہ داریاں تحریر کریں۔
2. قیام پاکستان کے وقت کے مقابلے میں موجودہ دور میں حقوق اور ذمہ داریوں میں جو تبدیلیاں آئی ہیں، لکھ کر لائیں۔

# ڈیجیٹل شہری اور اس کی ذمہ داریاں

طلبہ کے حاصلاتِ تعلیم



- ڈیجیٹل شہری (Digital Citizen) ہونے کے اخلاقی تقاضوں کو پہچان سکیں اور آن لائن ہونے کی صورت میں اختلاف رائے سے نمٹ سکیں۔

## معلومات برائے اساتذہ

1. ڈیجیٹل شہری وہ شہری ہوتا ہے جو انٹرنیٹ اور ساتھ دیگر ڈیجیٹل ذرائع مثلاً فیس بک (Facebook) وٹس ایپ (WhatsApp) انسٹا گرام (Instagram) اور ٹویٹر (Twitter) وغیرہ کے ذریعے سماجی اور شہری سرگرمیوں میں بھرپور حصہ لیتا ہے۔ وہ اپنی اور دوسروں کی حفاظت کے لیے اخلاقی اصولوں کا خاص خیال رکھتا ہے۔
2. معلومات کی تیز ترین اور آسان فراہمی اور سماجی رابطوں کے لیے ڈیجیٹل ذرائع کا استعمال ہوتا ہے۔
3. چند اخلاقی اصول یہ ہیں:
  - تمام انٹرنیٹ سائٹوں (Sites) کے قوانین کی پابندی۔
  - دوسروں کے حقوق اور رائے کا احترام۔
  - بغیر اجازت لوگوں کی معلومات، تصاویر یا کام کے استعمال یا اشتراک سے گریز۔
  - تعصب اور غلط معلومات پھیلانے سے گریز۔
  - کسی شخص کی عزت اور کام کو نقصان پہنچانے سے گریز۔
4. آن لائن ہونے کی صورت میں اختلاف رائے سے نمٹنے کے لیے چند رہنما اصول درج ذیل ہیں:
  - کسی ناپسندیدہ پوسٹ پر فوراً جواب نہ دینا۔
  - اختلاف رائے کی صورت میں صبر و تحمل کا مظاہرہ کرنا۔
  - ہمیشہ مثبت رویہ اپنائے رکھنا۔
  - الزام تراشی سے گریز کرنا۔
  - بہتر الفاظ اور مناسب زبان استعمال کرنا۔
  - ٹھوس دلائل سے اپنی بات واضح کرنا۔
5. اس عنوان کو پڑھانے کے لیے ذہنی خاکہ اور بحث کا طریقہ تدریس اپنایا جاسکتا ہے جس میں طلبہ کے رجحان اور تجسس کو کام میں لایا جائے۔

دورانیہ: 70 منٹ/دوپیریڈ



وسائل/ذرائع



تختہ تحریر، مارکر، درسی کتاب معاشرتی علوم برائے جماعت پنجم، چارٹ، موبائل فون، کمپیوٹر۔



طلبہ سے مندرجہ ذیل سوالات پوچھیں:

1. شہری کسے کہتے ہیں؟
  2. کیا آپ نے ڈیجیٹل کا لفظ سنا ہے؟
  3. ڈیجیٹ کا معنی کیا ہے؟
  4. کیا آپ جانتے ہیں کہ ڈیجیٹل شہری کیا ہوتا ہے؟
- (ڈیجیٹل گھڑی، ڈیجیٹل کلکیولیٹر وغیرہ)  
(انگلی یا ہندسہ)  
متوقع جواب (ہاں / تعریف / نہیں)  
متوقع جواب نہ ملنے کی صورت میں خود وضاحت کریں۔

## تصور کی پختگی



سرگرمی نمبر 1: 20 منٹ

1. طلبہ سے کہیں کہ وہ اپنی نوٹ بک پر ڈیجیٹل شہری کے لیے اخلاقی اصولوں کا ایک ذہنی خاکہ (Mind Map) درسی کتاب کی مدد سے بنائیں۔
2. جب طلبہ ذہنی نقشہ (Mind Map) بنالیں تو چند طلبہ سے ذہنی نقشہ (Mind Map) جماعت کے سامنے پیش کرائیں۔
3. اس دوران نئے الفاظ کی وضاحت کریں جیسے انٹرنیٹ سائٹ، اشتراک، تعصب وغیرہ۔

سرگرمی نمبر 2: 25 منٹ

1. جماعت کو مناسب گروپوں میں تقسیم کریں۔ ہر گروپ کے ذمہ یہ کام لگائیں کہ کسی سے آن لائن ہونے کے لیے اختلاف رائے کی صورت میں آپ کیا اصول اور طریقے اپنائیں گے۔
2. گروپ درسی کتاب کے متعلقہ مواد پر بحث کریں اور باہم بات چیت کر کے آن لائن ہونے کی صورت میں اختلاف رائے سے نمٹنے کے اصولوں پر متفق ہوں۔
3. ہر گروپ اپنے متفقہ اصولوں کو ایک چارٹ پر لکھے اور ہر گروپ کا ایک نمائندہ اپنے کام کو جماعت کے سامنے پیش کرے۔

## نتیجہ/خلاصہ: 10 منٹ



طلبہ سے سوالات اور ان کے جوابات کے ذریعے سبق کا خلاصہ اخذ کروائیں۔

1. ڈیجیٹل شہری کی تعریف کریں۔
2. کیا آپ ڈیجیٹل شہری ہیں؟
3. ڈیجیٹل شہری بننے وقت کن رہنما اصولوں کا اپنانا ضروری ہے؟
4. آن لائن ہونے کی صورت میں اختلاف رائے سے کیسے نمٹنا چاہیے؟
5. کیا آپ انٹرنیٹ کے استعمال کے وقت اخلاقی اصولوں کو مد نظر رکھتے ہیں؟

## جائزہ/جانچ: 5 منٹ



طلبہ سے پوچھیں:

1. کیا آپ ڈیجیٹل شہری کی اصطلاح سے واقف ہیں؟
2. ڈیجیٹل شہری کے فرائض کیا ہیں؟

3. ڈیجیٹل شہری بننے وقت کن مثبت رویوں کا اپنانا ضروری ہے؟

مشق: 5 منٹ



- گھر کے کام کے لیے درج ذیل سوالات کے جوابات لکھ کر لانے کو کہیں۔
1. ڈیجیٹل شہری بننے کے لیے کون سے رہنما اخلاقی تقاضے اپنانے ضروری ہیں؟
  2. اختلاف رائے کی صورت میں کن اصولوں کا استعمال ضروری ہے؟



# اقوام متحدہ اور انسانی حقوق

طلبہ کے حاصلاتِ تعلم



- اقوام متحدہ (United Nations) کے وضع کردہ بنیادی انسانی حقوق کی شناخت کر سکیں۔
- جان سکیں کہ تمام انسانوں کو مذہبی اور نسلی تفریق سے بالاتر ہو کر مساوی حقوق حاصل ہیں اور انفرادی اختلافِ رائے کا احترام کرنا سیکھ سکیں۔

## معلومات برائے اساتذہ

1. ہر انسان کو خوراک، لباس، رہائش، انصاف کا حصول، آزادی اظہار اور آزادی سے زندگی گزارنے کا حق حاصل ہے۔ یہ سارے ”انسانی حقوق“ کہلاتے ہیں۔ انسانی حقوق کے تحفظ اور انصاف کی فراہمی کے لیے اقوام متحدہ (UNO) نے 1945ء میں انسانی حقوق کا عالمی اعلامیہ Universal Declaration of Human Rights (UDHR) تیار کر کے 10 دسمبر 1948ء کو دنیا کے سامنے پیش کیا۔

اعلامیہ کے اہم نکات یہ ہیں:

- تمام انسانوں کے لیے آزادی اور زندگی کا حق
  - آزادیِ فکر و مذہب کا حق۔
  - تعلیم، صحت، مناسب خوراک، رہائش، لباس اور سماجی تحفظ کا حق
  - آزادانہ روزگار اور جائیداد رکھنے کا حق
  - غلامی اور امتیازی سلوک سے آزادی کا حق
  - آزادی اظہار کا حق
  - قانون کے مطابق یکساں سلوک کا حق
2. مشاہدہ اور سوال و جواب کے ذریعے یہ عنوان بہتر طریقہ سے پڑھایا جاسکتا ہے۔

دورانیہ: 35 منٹ/ایک پیریڈ



وسائل/اذرائع



درسی کتاب معاشرتی علوم برائے جماعت پنجم، چارٹ، مارکر، تختہ تحریر، ڈسٹر۔

تعارف: 5 منٹ



طلبہ سے کہیں:

1. اقوام متحدہ نے 1948ء میں انسانی حقوق کے تحفظ کے لیے اعلامیہ تیار کر کے دنیا کے سامنے پیش کیا۔ یہی حقوق اور مزید انسانی حقوق ہمارے پیارے پیغمبر حضرت محمد رسول اللہ خاتم النبیین صلی اللہ علیہ وعلی آلہ واصحابہ وسلم نے آج سے تقریباً چودہ صدیاں پہلے جتہ الوداع کے موقع پر اپنے خطبہ میں بیان کیے تھے جسے بنیادی انسانی حقوق کا پہلا منشور قرار دیا گیا ہے۔
2. آپ صلی اللہ علیہ وعلی آلہ واصحابہ وسلم نے فرمایا۔ ”اے لوگو! بے شک تمہارا رب ایک ہے اور تمہارا باپ بھی ایک۔ آگاہ رہو! کسی عربی کو عجمی پر، کسی عجمی کو عربی پر، کسی سفید فام کو کسی سیاہ فام پر اور کسی سیاہ فام کو کسی سفید فام پر کوئی فضیلت حاصل نہیں۔ فضیلت کا معیار صرف تقویٰ ہے۔“



سرگرمی نمبر 1: 20 منٹ

1. طلبہ کو مناسب گروپوں میں تقسیم کریں۔
2. انہیں کہیں کہ اپنے آس پاس کے لوگوں کا مشاہدہ کریں کہ ان کو موضوع میں دیے گئے کون کون سے حقوق حاصل ہیں اور کون کون سے حقوق ابھی درکار ہیں۔
3. ہر گروپ ان حاصل شدہ معلومات کو ذیل میں دیے گئے جدول کی شکل میں ایک چارٹ پر لکھے۔
4. ہر گروپ سے ایک نمائندہ اپنا کام جماعت کے سامنے پیش کرے۔

درکار حقوق	حاصل شدہ حقوق

نتیجہ/خلاصہ: 3 منٹ



1. خطبہ حجۃ الوداع کے اہم نکات اور اقوام متحدہ کے انسانی حقوق کے اعلامیے پر روشنی ڈالیں۔

جائزہ/جانیچ: 5 منٹ



1. اقوام متحدہ نے کب انسانی حقوق کا عالمی اعلامیہ (UDHR) جاری کیا؟
2. UDHR کا مطلب کیا ہے؟
3. حضرت محمد رسول اللہ خاتم النبیین صلی اللہ علیہ و علی آلہ واصحابہ وسلم نے خطبہ حجۃ الوداع کب پیش کیا؟

مشق: 2 منٹ



1. اپنی نوٹ بک پر چیدہ چیدہ انسانی حقوق لکھ کر لائیں۔

# آزادیء اظہار اور اس کی اہمیت

طلبہ کے حاصلاتِ تعلیم



■ آزادیء اظہار (Freedom of Speech) کی اہمیت کی وضاحت کر سکیں۔

## معلومات برائے اساتذہ

1. 1948ء کے انسانی حقوق کے عالمی اعلامیہ (Universal Declaration of Human Rights (UDHR) کے مطابق ہر انسان کو رائے اور اظہار رائے کی آزادی کا حق حاصل ہے۔ اس حق میں کسی مداخلت کے بغیر رائے قائم کرنے اور کسی بھی میڈیا کے ذریعے سے اور کسی بھی سرحد سے قطع نظر معلومات اور نظریات کو تلاش کرنے، حاصل کرنے اور فراہم کرنے کی آزادی شامل ہے۔
2. آزادی اظہار کے نظریے کو انیسویں صدی کے برطانوی لبرل مفکر جان اسٹورٹ مل (John Stuart Mill) نے پیش کیا۔ اس کے مطابق معاشرتی ترقی صرف اس وقت ممکن ہے جب ہر انسان کو اپنے خیالات و نظریات کے اظہار کا حق حاصل ہو۔
3. آزادی اظہار سے معاشرے میں ہم آہنگی اور رواداری پیدا ہوتی ہے۔
4. یہ جمہوری نظام کو فروغ دینے میں معاون ثابت ہوتا ہے۔
5. اس سے معاشرتی برائیوں سے نجات میں مدد ملتی ہے۔ کسی بھی معاشرتی برائی کا خاتمہ اس وقت تک نہیں کیا جاسکتا جب تک لوگ اس کے خلاف بات نہ کریں۔
6. آزادی اظہار میں دوسرے کا خاص خیال رکھنا چاہیے تاکہ کسی کی دل آزاری نہ ہو۔
7. اس عنوان کی تدریس و تکمیل کے لیے طلبہ کو منصوبہ (Project) تفویض کریں اور اپنی نگرانی میں پایہ تکمیل تک پہنچائیں۔

دورانیہ: 35 منٹ/ایک پیریڈ



وسائل/اذرائع



درسی کتاب معاشرتی علوم جماعت پنجم، تختہ تحریر، چاک، ڈسٹر۔

تعارف: 5 منٹ



1. طلبہ سے پوچھیں:
  - کیا آپ سے کبھی کسی نے آپ کا خیال یا رائے پوچھی ہے؟
  - آپ سے کس مسئلہ پر رائے پوچھی گئی ہے؟
  - کیا دوسروں کا نقطہ نظر پوچھنا ضروری ہے؟
2. اس کے بعد طلبہ سے کہیں:
  - آزادی اظہار ہر انسان کا بنیادی حق ہے۔ اگر یہ حق انسان سے چھین جائے تو معاشرہ روبہ زوال ہو جاتا ہے۔ جس سے بہت سارے معاشرتی مسائل جنم لیتے ہیں۔



سرگرمی نمبر 1: 20 منٹ

1. طلبہ کے چار گروپ بنائیں۔ ہر گروپ کو منصوبہ (Project) کے ذریعے آزادی اظہار اور اس کی اہمیت پر ایک پیش کش (Presentation) بنانے کا کہیں۔ گروپوں سے کہیں کہ درسی کتاب کی معلومات سے درج ذیل اقدامات کرتے ہوئے اپنا منصوبہ مکمل کریں۔
  - آزادی اظہار کی تعریف کرنا۔
  - آزادی اظہار رائے کے نظریے کا آغاز معلوم کرنا۔
  - اقوام متحدہ کے انسانی حقوق کے اعلامیہ میں اظہار رائے کی آزادی کا ذکر معلوم کرنا۔
  - معاشرے کی بہتری میں آزادی اظہار کی ضرورت اور اہمیت کے نکات معلوم کرنا۔
2. تمام گروپ ان تمام اقدامات سے حاصل ہونے والی معلومات کو ایک چارٹ پر لکھیں اور جماعت کے سامنے پیش کریں۔
3. منصوبہ پر کام کرنے کے دوران ہر گروپ کی رہنمائی کریں۔
4. گروپوں کی پیش کش (Presentation) کے دوران طلبہ کو سوال کرنے کا موقع فراہم کریں اور جواب دیں۔

نتیجہ/خلاصہ: 3 منٹ



1. طلبہ سے سوالات کریں اور ان سے اخذ کردہ نکات سے آزادی اظہار اور معاشرے کے لیے اس کے فوائد کو تختہ تحریر پر لکھیں۔

جائزہ/جانیچ: 5 منٹ



طلبہ سے پوچھیں:

1. آزادی اظہار کی تعریف کریں۔
2. آزادی اظہار کیوں ضروری ہے؟
3. کیا ہمارے ملک میں آزادی اظہار موجود ہے؟

مشق: 2 منٹ



1. طلبہ سے آزادی اظہار کی تعریف اور اس کی اہمیت پر نوٹ لکھنے کو کہیں۔

# تنازعات کے حل کے لیے بات چیت اور مذاکرات کی اہمیت

طلبہ کے حاصلاتِ تعلیم



- گھر اور اسکول میں ہونے والے تنازعات کو حل کرنے کے لیے بات چیت اور مذاکرات کی اہمیت سمجھ سکیں۔
- امن (Peace) اور ہم آہنگی (Harmony) پیدا کرنے کے طریقے تجویز کر سکیں۔

## معلومات برائے اساتذہ

- امن اور ہم آہنگی سے مراد معاشرے میں سکون اور آپس میں صلح سے رہنے کے ہیں۔
- کسی مسئلہ پر اختلافات پیدا ہونے سے بعض اوقات تنازع پیدا ہو جاتا ہے۔
- ہم سب ایک معاشرے کے افراد ہیں۔ ہمارے اس معاشرے میں مختلف روایوں اور کردار کے لوگ شامل ہیں۔
- بعض اوقات معاشرے کے مختلف روایوں اور کردار کے حامل لوگوں میں اختلاف رائے پیدا ہوتا ہے جس سے تنازعات جنم لیتے ہیں۔ اگرچہ اکثر لوگ تنازعات سے بچنے کی کوشش کرتے ہیں تاکہ وہ امن سے رہ سکیں۔
- اگر تنازعات لمبے عرصے تک موجود رہیں تو کئی مسائل پیدا ہوتے ہیں۔
- ہمارا کام تنازعات کا ختم کرنا اور امن و امان پیدا کرنا ہے خواہ وہ گھریلو ہوں یا اسکول کی سطح پر ہوں۔
- امن کا دن 21 ستمبر کو ہر سال منایا جاتا ہے۔
- بات چیت کے ذریعے تنازعات حل ہو سکتے ہیں۔ اس سے دوسروں کے نقطہ نظر کو سمجھا اور اپنا نقطہ نظر ان کو سمجھایا جاسکتا ہے۔
- بات چیت میں مناسب الفاظ کا استعمال، دوسروں کی بات غور سے سُننا اور ان کو بات مکمل کرنے کا موقع دینا نہایت ضروری ہیں۔
- دوسروں کے ساتھ ہمیشہ نرمی اور رحم دلی سے پیش آئیں۔
- دوسروں کی رائے کا احترام کرنا چاہیے خواہ آپ کی رائے ان سے مختلف ہو۔
- غلطی ہوتے ہی معذرت کر کے معاملہ حل کریں۔
- دوسروں کے حقوق غصب کرنے سے بچیں۔
- ہر تنازعہ میں صبر و تحمل کا مظاہرہ کر کے مصالحت اختیار کریں۔
- تنازعات اگر وقت پر ختم نہ کیے جائیں تو لڑائی جھگڑے کی صورت اختیار کر لیتے ہیں۔
- تنازعات میں لوگوں کی زندگیاں مختصر ہو جاتی ہیں اور ترقی رُک جاتی ہے۔
- اس موضوع کی تدریس کے لیے ذہنی مشق (Brainstorming) اور بحث کا طریقہ موزوں رہے گا۔

دورانیہ: 70 منٹ/دوپہریڈ



وسائل/ذرائع



تختہ تحریر، مارکر، چارٹ، ڈسٹر، درسی کتاب معاشرتی علوم جماعت پنجم۔



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 لگتا ہے اور کیوں؟
3. لڑائی جھگڑے کیوں پیدا ہوتے ہیں؟ (متوقع جواب: اختلافات کی وجہ سے)
4. اس مرحلے پر طلبہ سے موضوع اخذ کرنے کی کوشش کریں۔

## تصور کی پختگی



سرگرمی نمبر 1: 15 منٹ

1. طلبہ کے سامنے درج ذیل دو چارٹ آویزاں کریں۔
2. طلبہ سے کہیں کہ وہ ان تنازعات کے حل کے لیے تجاویز بتائیں۔ ہر طالب علم / طالبہ سے کم از کم ایک تجویز ضرور لیں۔
3. تمام طلبہ کی تجاویز خواہ غلط ہوں یا صحیح، انہیں تختہ تحریر پر لکھتے جائیں۔

اسکول میں پیدا ہونے والے تنازعات کی ممکنہ وجوہات
<ul style="list-style-type: none"> <li>■ نشست (Seat) لینے پر</li> <li>■ آتے جاتے دھکا یا کہنی لگنے پر</li> <li>■ اشیاء کی گمشدگی کی غلط فہمی پیدا ہونے پر</li> <li>■ کوئی چیز پہلے استعمال کرنے پر</li> <li>■ پسند کے فرق پر</li> </ul>
گھر میں پیدا ہونے والے تنازعات کی ممکنہ وجوہات
<ul style="list-style-type: none"> <li>■ کھلونے خریدنے پر</li> <li>■ ایک دوسرے کی کوئی چیز بلا اجازت لینے پر</li> <li>■ والدین کے ساتھ باہر جانے کی ضد کرنے پر</li> <li>■ بڑے بہن بھائیوں کی بات نہ ماننے پر</li> <li>■ چیزوں کی تقسیم پر رضامند نہ ہونے پر</li> </ul>

4. تمام تجاویز آنے کے بعد طلبہ کی مدد سے ہر تجویز پر مختصر بات چیت کریں اور صحیح تجاویز کو رہنے دیں، باقی مٹا دیں۔

سرگرمی نمبر 2: 20 منٹ

1. طلبہ کے چار گروپ بنائیں۔
2. ان کو بتائیں کہ کسی بھی مسئلہ یا تنازعہ کو بات چیت کے ذریعے حل کیا جاسکتا ہے۔
3. انہیں کہیں کہ اپنی درسی کتاب سے متعلقہ مواد کا گروپوں میں مطالعہ کریں اور درج ذیل سوالات کے جوابات چارٹ پر لکھ کر جماعت کے سامنے پیش کریں۔
  - دو نکات میں بتائیں کہ تنازعات کے حل کے لیے بات چیت اور مذاکرات اہم ہیں۔
  - بات چیت اور مذاکرات کرتے ہوئے کن چار چیزوں کا خیال رکھنا ضروری ہے؟

1. طلبہ کے مناسب گروپ بنائیں۔
2. انہیں امن اور ہم آہنگی پیدا کرنے کے طریقوں پر گروپوں میں بحث کرنے کو کہیں۔
3. وہ درسی کتاب کے متعلقہ مواد سے بھی مدد لے سکتے ہیں۔
4. گروپوں میں بحث اور درسی کتاب سے حاصل شدہ طریقوں کو نکات کی شکل میں چارٹ پر لکھیں۔
5. ہر گروپ سے ایک نمائندہ اپنا کام کلاس کے سامنے پیش کرے۔

### نتیجہ/خلاصہ: 3 منٹ



1. طلبہ کو بتائیں کہ اکثر سکول اور گھر میں معمولی باتوں پر جھگڑے پیدا ہوتے ہیں جنہیں اسی وقت حل کر لینا چاہیے۔ اپنے بڑوں، اُستاد اور پرنسپل کو آگاہ کرنا چاہیے تاکہ بروقت تنازع کو ختم کیا جاسکے۔

### جائزہ/جانیچ: 5 منٹ



- طلبہ سے پوچھیں:
1. ہر قسم کے تنازعات کا آخری حل کیا ہے؟
  2. سکول کی سطح پر پیدا ہونے والے تنازعات کو ہم کیسے ختم کر سکتے ہیں؟
  3. تنازعہ کے دوران بات چیت میں کن باتوں کا خیال رکھنا چاہیے؟
  4. امن اور ہم آہنگی پیدا کرنے کے لیے چند طریقے بیان کریں؟

### مشق: 2 منٹ



1. طلبہ کو درسی کتاب کی مشق میں سے متعلقہ سوالات کے جوابات گھر سے لکھ کر لانے کو کہیں۔

# روزمرہ کے آداب اور ان پر عمل

## طلبہ کے حاصلاتِ تعلیم



■ آج کل کی مہذب دنیا میں روزمرہ کے آداب (Common Etiquettes) پہچان سکیں اور ان پر عمل کر سکیں۔

### معلومات برائے اساتذہ

1. روزمرہ کے چیدہ چیدہ آداب درج ذیل ہیں۔
  - کسی سے ملتے وقت السلام علیکم کہیں۔
  - ہمیشہ خوش خلق رہنا چاہیے۔
  - اپنے بزرگوں (والدین، اساتذہ، بڑوں) سے ہمیشہ عزت و احترام سے پیش آئیں۔
  - ہمیشہ چھوٹوں سے پیار کریں۔
  - بڑوں اور بزرگوں کے لیے نشست خالی کریں۔
  - گفتگو میں ہمیشہ نرم اور شائستہ لہجہ اپنائیں۔
  - بغیر اجازت کسی کی چیز استعمال نہ کریں۔
  - کسی کی چیز واپس کرتے وقت اس کا شکریہ ادا کریں۔
  - مشکل وقت میں دوسروں کی مدد کریں۔
  - ہر جگہ اصول، ضوابط اور قوانین کی پابندی کریں۔
  - گھر، کمرہ جماعت، اسکول، پارک، ہسپتال وغیرہ کو ہمیشہ صاف رکھیں۔
  - کھانے سے پہلے اور بعد میں ہاتھ دھوئیں اور صاف ستھری اور مفید غذائیں کھائیں۔
  - ہمیشہ ہر معاملے میں ایمان دار اور دیانت دار رہیں۔
2. بحث و مباحثہ اور سوال و جواب کے ذریعے اس سبق کی تدریس موثر رہے گی۔

### دورانیہ: 35 منٹ/ایک پیریڈ



### وسائل/اذرائع



تختہ تحریر، مارکر، چارٹ، ڈسٹر، درسی کتاب معاشرتی علوم برائے جماعت پنجم۔

### تعارف: 5 منٹ



طلبہ سے عنوان اخذ کروانے کے لیے مندرجہ ذیل سوالات پوچھیں:

1. جب آپ ایک دوسرے سے ملتے ہیں تو پہلے کیا کہتے ہیں؟ (مکملہ جواب: السلام علیکم)
2. آپ کا ساتھی آپ سے کوئی چیز لینے کے بعد کیا کہتا ہے؟ (مکملہ جواب: شکریہ)
3. اگر کوئی شخص بڑوں کا احترام، چھوٹوں سے پیار کرتا ہو اور نرمی سے اور شائستہ گفتگو کرتا ہو تو ہم اُسے کیا کہتے ہیں؟ (مکملہ جواب: خوش اخلاق)



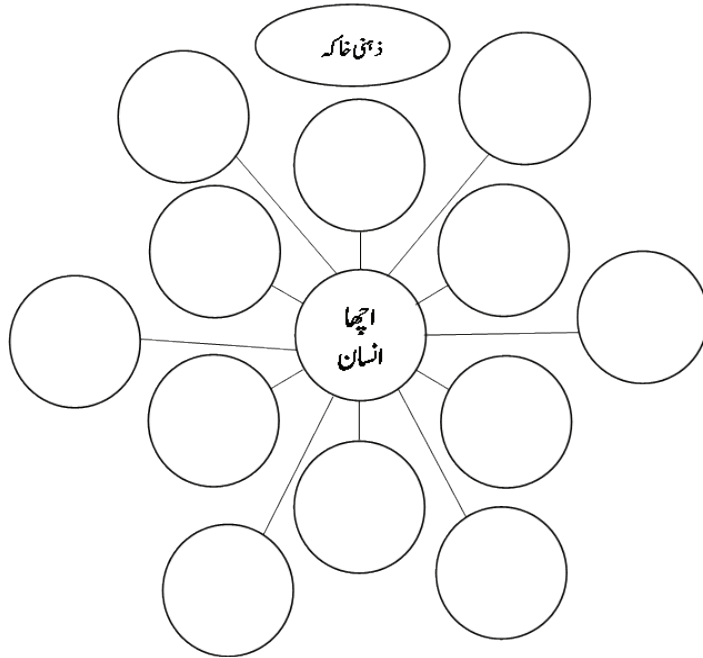
4. خوش اخلاقی سے پیش آنے کے ان طریقوں کو کیا کہا جاتا ہے؟ (مکملہ جواب: آداب، روزمرہ آداب)  
ان سوالات جوابات کے بعد سبق کے عنوان کا اعلان کریں۔

## تصور کی پختگی



سرگرمی نمبر 1: 20 منٹ

1. طلبہ کو چار گروپوں میں تقسیم کریں۔ ہر گروپ کو ایک ایک چارٹ مہیا کریں جس پر درج ذیل ذہنی خاکہ (Mind Map) بناہو۔
2. ہر گروپ کو ایک اچھے انسان کی خصوصیات کا ذہنی خاکہ (Mind Map) بنانے کو کہیں۔
3. ہر گروپ کتاب سے متعلقہ موضوع کا مطالعہ کرے اور روزمرہ آداب پر بحث کرے۔
4. ان آداب کو ایک اچھے انسان کی خصوصیات کے طور پر لکھے اور دیے گئے ذہنی خاکہ (Mind Map) کو مکمل کرے۔
5. تمام گروپوں کے بنائے گئے ذہنی خاکوں کو دیوار پر آویزاں کر انہیں اور تمام جماعت کے سامنے ان پر بات جیت کریں۔
6. بہترین ذہنی خاکے کو کمرہ جماعت میں مستقل طور پر آویزاں کریں۔



نتیجہ/خلاصہ: 3 منٹ



اچھے انسان کی خصوصیات تختہ تحریر پر تحریر کریں اور بطور ماڈل اپنے اسلاف میں سے کسی کا نمونہ پیش کریں۔

جائزہ/جانیج: 5 منٹ



طلبہ سے پوچھیں:

1. روزمرہ کے آداب کیا ہیں؟
2. ایک اچھے انسان میں کیا خصوصیات ہوتی ہیں؟

مشق: 2 منٹ



طلبہ اپنی نوٹ بک میں روزمرہ کے آداب لکھ کر لائیں۔

## قومیت اور ثقافتی گروہ

طلبہ کے حاصلاتِ تعلیم



- قومیت (Nationalism) کی تعریف اور وضاحت کر سکیں اور بتا سکیں کہ کیسے لوگ ایک دوسرے کے ساتھ رہتے ہیں۔
- پاکستان میں رہنے والے متنوع ثقافتی (Diverse Cultural) گروہوں کی نشان دہی کر سکیں۔

### معلومات برائے اساتذہ

- قوم (Nation) لاطینی زبان کے لفظ نیشو (Natio) سے ماخوذ ہے جس کے معنی ”پیدائش“ کے ہیں۔ قوم کا تعلق فرد کی پیدائش یا نسل سے ہے۔
- قومیت ایک احساس اور جذبے کا نام ہے جو افراد کے مابین نسل، مذہب، رنگ، علاقے، زبان اور رسم و رواج کی بنا پر پیدا ہوتا ہے۔ اسی جذبے کی وجہ سے لوگ ایک دوسرے کے سماجی، معاشی اور معاشرتی حقوق کا خیال رکھتے ہیں۔
- ہم پاکستانی قوم ہیں اور ہمیں پاکستانی ہونے پر فخر ہے۔ بحیثیت پاکستانی ہم محبت، امن اور بھائی چارے کے ساتھ رہتے ہیں۔
- اُردو زبان اور علاقائی زبانوں کا رسم الخط عربی زبان میں ہے۔ پاکستانی مدارس میں عربی زبان کی تعلیم کا خاص اہتمام کیا جاتا ہے۔ پاکستان میں دفاتر میں انگریزی زبان رائج ہے۔
- کسی جگہ کے لوگوں کا آپس میں میل جول، رسم و رواج، مذہب، زبان اور رہن سہن کے طور طریقے وہاں کی ثقافت کہلاتی ہے۔
- پاکستان کی ثقافت اور بعض دوسرے ممالک کی ثقافت میں بنیادی فرق مذہب ہے۔
- پاکستان میں چاروں صوبوں اور مختلف علاقوں کے لوگوں کی زبان، لباس، رہائش اور طرز زندگی مختلف ہے۔
- پاکستانی ثقافت کی کچھ خصوصیات درج ذیل ہیں۔
  - مشترکہ مذہب: پاکستان کی 97 فیصد آبادی مسلمان ہے جس کی وجہ سے ہم میں کئی چیزیں مشترک ہیں مثلاً مذہب، بھائی چارہ، مذہبی رسومات اور فوٹگی کی رسومات وغیرہ یکساں ہیں۔
  - مخلوط ثقافت: پاکستانی ثقافت ایک گلدستہ کی مانند ہے۔ جس میں ہر صوبے اور علاقے کی ثقافت شامل ہے۔
  - معاشرت: طرز معاشرت بنیادی طور پر سادہ اور حیا دار ہے۔ بڑوں کی عزت، چھوٹوں پر شفقت اس ثقافت کا حصہ ہیں۔
  - لباس: پاکستان کا قومی لباس نہایت سادہ اور پروقار ہے۔ مرد شلوار قمیص اور سر پر ٹوپی، پگڑی پہنتے ہیں اور عورتیں شلوار قمیص اور سر پر دوپٹہ اوڑھتی ہیں۔
  - خوراک: لوگوں کی خوراک سادہ ہے۔ گندم کی روٹی اور چاول کے ساتھ ترکاری استعمال کرتے ہیں۔
  - دستکاری: پاکستانی دست کاری میں مختلف علاقوں کا رنگ نظر آتا ہے کہیں کپڑے کی سلائی کڑھائی اور کہیں چمڑے کی دست کاریاں تیار کی جاتی ہیں۔ ان کی بناوٹ اور رنگ میں بھی فرق پایا جاتا ہے۔
  - زبان: پاکستان میں اُردو کے علاوہ پنجابی، سندھی، پشتو، بلوچی، سرائیکی اور ہندکو سمیت کئی علاقائی زبانیں بولی جاتی ہیں۔ تمام اہم زبانوں میں شعر و شاعری اور ادب کے فن پارے موجود ہیں۔ علاقائی تہوار، شادی بیاہ اور موت کے مواقع میں بھی فرق پایا جاتا ہے لیکن مجموعی طور پر ان کا رنگ اسلامی ہوتا ہے۔
- متنوع ثقافتی معاشرے میں مختلف ثقافتوں کا وجود ثقافتی تنوع کا باعث بنتا ہے، پاکستانی ثقافت کی خوب صورتی کی وجہ سے بھی پاکستان کا ثقافتی تنوع ہے۔
- اس موضوع کی تدریس کے لیے گروپوں میں بحث کا طریقہ مناسب ہو گا۔



## وسائل / ذرائع



تختہ تحریر، چاک / مارکر، درسی کتاب معاشرتی علوم برائے جماعت پنجم، چاروں صوبوں کے لباس والی تصاویر، چارٹس، چاروں صوبوں کی ایک ایک دستکاری کی تصویر، صوبے کے اہم تہواروں کی تصاویر۔

## تعارف: 10 منٹ



طلبہ سے مندرجہ ذیل سوالات پوچھیں :

1. ہماری قومیت کیا ہے؟ (مکملہ جواب: پاکستانی)
2. ہمارے صوبے کے لوگ کون سا لباس پہنتے ہیں؟
3. ہمارے صوبے میں کون کون سی زبانیں بولی جاتی ہیں؟
4. پاکستان کے زیادہ تر لوگوں کا مذہب کون سا ہے؟
5. چاروں صوبوں کی مشترکہ زبان کون سی ہے؟
6. کیا لوگوں کا لباس، رسم و رواج، زبان، مذہب اور رہن سہن کے طور طریقے ثقافت کہلاتے ہیں؟

## تصور کی پختگی



سرگرمی نمبر 1: 25 منٹ

1. طلبہ کے چھ گروپ بنائیں۔ قومیت کی تعریف کی وضاحت کریں اور مختلف متنوع ثقافتی گروہوں کی نشاندہی کروائیں۔
2. تختہ تحریر پر ثقافت کی چھ بنیادی خصوصیات (مذہب، لباس، زبان، خوراک، فنون و دست کاریاں اور تہوار و میلے) لکھیں۔ ہر گروپ کو پاکستان کے ایک علاقے / صوبے جیسے خیبر پختونخوا، پنجاب، سندھ اور بلوچستان، آزاد جموں و کشمیر اور گلگت بلتستان پر کام دیں۔
3. انہیں بتائیں کہ تختہ تحریر پر لکھی چھ ثقافتی خصوصیات کے بارے میں صوبے کے متعلق چارٹ پر تحریر کریں۔ اس دوران انکی رہنمائی کریں۔
4. طلبہ اپنے گروپ میں درسی کتاب سے استفادہ کریں اور گروپ ورک مکمل کریں۔
5. ہر گروپ کا نمائندہ اپنا کام ایک چارٹ پر کلاس کے سامنے پیش کرے۔
6. ہر گروپ کے کام کی پیشکش کے بعد ضروری نکات کی وضاحت کریں۔

سرگرمی نمبر 2: 25 منٹ

1. طلبہ کے مناسب گروپ بنائیں اور ہر گروپ کو ایک صوبے / علاقے کے لباس والی تصاویر کا چارٹ یا درسی کتاب والی تصاویر بتائیں۔
2. ہدایت کریں کہ طلبہ گروپ میں دی گئی تصاویر پر بحث کر کے پھر چارٹ پر اس صوبے / علاقے کا نام لکھیں اور ہر صوبے / علاقے کے لباس کی خصوصیات لکھیں۔
3. اس دوران طلبہ کی مناسب رہنمائی کریں۔
4. ہر گروپ کا نمائندہ اپنا کام کلاس کے سامنے پیش کرے۔

سرگرمی نمبر 3: 25 منٹ

1. طلبہ کے مناسب گروپ بنائیں ہر گروپ کو کسی ایک صوبے کی کوئی مشہور دست کاری کی تصویر دیں۔
1. طلبہ گروپ میں تصاویر کا مشاہدہ کر کے اس دست کاری کی وضاحت کریں۔

2. پاکستان کے چاروں صوبوں، آزاد جموں و کشمیر اور گلگت بلتستان کے لوگوں کی دست کاری میں فرق واضح کریں۔
3. اس دوران طلبہ کی رہنمائی کریں اور ہر گروپ کے طلبہ اس دست کاری کی وضاحت کر کے صوبے/علاقے کا نام لکھیں۔
4. ہر گروپ کا نمائندہ اپنا کام کلاس کے سامنے باری باری پیش کرے۔

### نتیجہ/خلاصہ: 10 منٹ



طلبہ کی پیش کش اور سوالات کے جوابات کی روشنی میں یہ اخذ کروائیں اور تختہ تحریر پر لکھیں۔

1. قومیت کسے کہتے ہیں؟
  2. مختلف صوبوں اور علاقوں کی اہم زبانیں کون کون سی ہیں؟
  3. خیبر پختونخوا کے لوگ کیسا لباس پہنتے ہیں؟
  4. سندھی لوگ کیسا لباس پہنتے ہیں؟
  5. قومی لباس میں کیا چیز مشترک ہے؟
  6. ہمارے ملک کا طرز معاشرت کیسا ہے؟
  7. پاکستان میں قومی دن اور مذہبی تہوار کون کون سے ہیں؟
- طلبہ کے مختصر جوابات تختہ تحریر پر تحریر کریں۔

### جائزہ/جانیچ: 5 منٹ



طلبہ سے درج ذیل سوالات پوچھے جائیں:

1. پاکستان میں بولی جانے والی زبانوں کے نام بتائیں۔
2. ہمارے قومی دن اور مذہبی تہوار کون کون سے ہیں؟
3. بلوچستان کے مشہور کھانوں کے نام بتائیں۔
4. گلگت بلتستان میں لوگوں کی مشہور غذا کیا ہے؟

### مشق: 5 منٹ



قومیت کی تعریف لکھیں اور مختلف ثقافتی گروہوں کے نام نوٹ بک پر لکھیں۔

## پاکستان کا ثقافتی تنوع

طلبہ کے حاصلاتِ تعلم



- پاکستان کے ثقافتی تنوع (مذہب، دست کاریاں، زبانیں، میلے، لباس، تہوار، لوک گیت، پکوان، آرٹ / فن) کو بیان کر سکیں۔

### معلومات برائے اساتذہ

- پاکستان کا سرکاری مذہب اسلام ہے اور تقریباً 97 فی صد آبادی مسلمانوں پر مشتمل ہے۔ لیکن دیگر مذاہب مسیحیت، ہندومت، سکھ مت اور بدھ مت کے پیروکار بھی یہاں آباد ہیں۔
- پاکستان کی قومی زبان اردو ہے یہ رابطے کی زبان ہے اس کے علاوہ بلوچی، پشتو، براہوی، پنجابی، سرائیکی، سندھی، ہندکو، بلتی، شینا، بروشکی، وخی کے علاوہ دیگر کئی زبانیں بھی بولی جاتی ہیں۔
- اردو زبان کے ساتھ ساتھ علاقائی اور مقامی زبانوں میں بھی ادب اور شعر و شاعری کے فن پارے موجود ہیں۔
- ہمارا قومی لباس شلوار قمیص ہے۔ لیکن ہر صوبے اور علاقے کے لوگ اپنی روایات کے مطابق لباس زیب تن کرتے ہیں اور یہ موسمی حالات اور مذہبی ضرورتوں کے پیش نظر تیار کیے جاتے ہیں۔
- پاکستانی لوگ کھانے، پینے کے بھی بہت شوقین ہیں۔ ملکی اور علاقائی کھانے خوشبو اور ذائقے میں بہت زیادہ مشہور ہیں۔ مثلاً خیبر پختونخوا کے ثقافتی پکوانوں میں دُیزی غونہ (بکری کا گوشت) سیخ کباب، کابل پلاؤ، چلی کباب، شامی کباب، شینواری کباب وغیرہ زیادہ معروف کھانے ہیں۔
- پنجاب کے لوگ مرغ چنے، سری پائے، حلوہ پوری، پراٹھے کھانا پسند کرتے ہیں۔ روایتی کھانوں میں تکتے، قورمہ، مکئی کی روٹی اور سرسوں کا ساگ، دہی بھلے اور سمو سے پکوڑے شامل ہیں۔ مشروب میں لوگ نمکین اور میٹھی لسی بھی خوب پیتے ہیں۔
- سندھ میں لوگ مشہور روایتی پکوان سندھی بریانی، حلیم، سہی بھاجی، آلو کباب اور نہاری شوق سے کھاتے ہیں۔ میٹھے میں مکھن قلفی، بڑی فالودہ اور لب شیریں ذائقے اور لذت میں بے مثال ہیں۔
- سبئی بلوچ ثقافت کا ایک مشہور اور مرغوب پکوان ہے۔ لاندی، دم پخت، لگن گوشت، بیسنی فیش کڑی، کاک اور کھڈی کباب بھی بلوچستان کے روایتی پکوان ہیں۔
- گلگت بلتستان کے مشہور پکوان ہریسہ، متو، سنا باچی (شربت)، مولدہ، گوشت شوربہ، مارزن اور پڑاپو ہیں۔ کشمیر کے ذائقے دار پکوان شب دیگ، روغن جوش اور کشمیری گشتابہ ہیں۔
- میلے اور تہوار قومی ثقافت کے آئینہ وار ہوتے ہیں۔ یہ میلے اور تہوار باہمی میل جول اور روابط میں اہم کردار ادا کرتے ہیں۔ مذہبی تہوار (عید الفطر اور عید الاضحیٰ) مسلمانوں کے بڑے مذہبی تہوار ہیں۔ دوسرے مذاہب کے لوگ کرسمس، بیساکھی اور دیوالی وغیرہ کے تہوار مناتے ہیں۔
- ملک میں قومی سطح پر آزادی کا دن، قرار داد پاکستان 23 مارچ، یوم پیدائش قائد اعظم رحمۃ اللہ علیہ جوش و خروش سے منائے جاتے ہیں۔
- علاقائی تہواروں اور میلوں میں پنجاب میں جشن بہاراں، سندھ میں جشن لاڑکانہ، میلہ میویشیاں اور بلوچستان میں سبی میلہ اور کلام فیسیٹول خیبر پختونخوا کا مشہور میلہ ہے۔ علاقائی تہواروں میں شندور پولو فیسیٹول اور جشن نوروز کو بہت جوش و خروش سے منایا جاتا ہے۔ اس کے علاوہ لوگ ثقافتی تہوار، شادی بیاہ اور ساگرہ بھی مناتے ہیں۔
- بہت سے صوفیائے کرام کے سالانہ عرس بھی منائے جاتے ہیں مثلاً علی ہجویری رحمۃ اللہ علیہ المعروف داتا گنج بخش، لعل شہباز قلندر رحمۃ اللہ علیہ، بہاؤ الدین زکریا رحمۃ اللہ علیہ وغیرہ کے سالانہ عرس میں پورے ملک سے لوگ شامل ہوتے ہیں۔
- پاکستان میں بہت سے خطاط ہیں۔ سید صادقین معروف مصور اور خطاط تھے۔ ان کے علاوہ گل جی اور عبدالرحمن چغتائی نے اپنے فن سے دنیا میں نام پیدا کیا۔

- سنگ تراشی، نقاشی اور مختلف دھاتوں سے زیورات سازی نمایاں فنون ہیں۔
- خواتین دست کاریاں اپنے گھروں پر تیار کرتی ہیں۔ آزاد کشمیر کی شالیں اور کڑھائی والے کپڑے اپنی خوب صورتی کی وجہ سے پوری دنیا میں مشہور ہیں۔
- پنجاب میں کھڈی پر بننے والی علی معیار کی سوسی، بوسکی، کھیس، چنری، کرنڈی اور شال کی دنیا بھر میں مانگ ہے۔
- پاکستان میں لوک گیت زبانوں کے اعتبار سے اپنے اپنے مزاج کا لہجہ اور خاص انداز رکھتے ہیں۔ پنجاب میں ماہیا، لوک گیت لوری، بھنگڑا، لڈی اور سندھ میں دھمال اور ہوجمالو، بلوچی لیوا، چاپ اور جھومر جبکہ صوبہ خیبر پختونخوا میں اتنز، خٹک ڈانس اور چترالی ڈانس مشہور رقص ہیں۔ گلگت میں تلوار کی تھاپ پر رقص قابل دید ہیں۔
- اس موضوع کی تدریس کے لیے معلومات اکٹھی کرا کر پیش کرانا مناسب رہے گا۔

## دورانیہ: 105 منٹ / تین پیریڈ



## وسائل / اذرائع



تختہ تحریر، مارکر، چاک، درسی کتاب معاشرتی علوم برائے جماعت پنجم، چاروں صوبوں کے لباس والی تصاویر، کھانوں کی تصاویر، میلوں کے ناموں والی تصاویر اور فنون والی تصاویر (جو کتاب میں موجود ہیں اور اخبارات و رسائل سے بھی)۔

## تعارف: 5 منٹ



طلبہ سے سوالات اور جوابات کے ذریعے عنوان کی طرف جائیں۔

1. ہمارا قومی لباس کون سا ہے؟
2. ہمارے صوبے میں کون کون سی زبانیں بولی جاتی ہیں اور ہماری قومی زبان کون سی ہے؟
3. کیا لوگوں کا لباس، رسم و رواج، زبان، رہن سہن کے طور طریقے ثقافت کہلاتے ہیں اور کیا ہر گروہ کی اپنی ثقافت ہوتی ہے؟
4. ہمارے مذہب کا کیا نام ہے؟ کیا اس کے علاوہ بھی پاکستان میں دوسرے مذاہب کے لوگ آباد ہیں؟ اور وہ بھی اس ثقافت کا حصہ ہیں؟ ان سوالات کو بنیاد بنا کر اپنے سبق کی تدریس کی طرف جائیں۔

## تصور کی پختگی



سرگرمی نمبر 1: 25 منٹ

1. طلبہ کے مناسب گروپ بنائیں۔ ہر گروپ سے کہیں کہ وہ کتاب سے زبانوں اور لباس کے متعلق مواد پڑھ کر دیے گئے جدول کو مکمل کریں۔
2. جدول کو تختہ تحریر پر بنائیں اور طلبہ کی نگرانی اور رہنمائی کریں۔

صوبے / علاقے	زبانیں	لباس
خیبر پختونخوا		
پنجاب		
سندھ		
بلوچستان		
آزاد جموں و کشمیر		
گلگت بلتستان		

3. مکمل جدول کو چارٹ پر بنا کر ہر گروپ کلاس میں پیش کرے۔

سرگرمی نمبر 2: 25 منٹ

1. طلبہ کے مناسب گروپ بنائیں۔ ہر گروپ سے کہیں کہ وہ کتاب سے پکوان، میلے اور تہوار کے متعلق مواد پڑھ کر دیے گئے جدول کو مکمل کریں۔

2. جدول کو تختہ تحریر پر بنائیں اور طلبہ کی نگرانی اور رہنمائی کریں۔

صوبے/علاقے	پکوان	میلے اور تہوار
خیبر پختونخوا		
پنجاب		
سندھ		
بلوچستان		
آزاد جموں و کشمیر		
گلگت بلتستان		

3. مکمل جدول کو چارٹ پر بنا کر ہر گروپ کلاس میں پیش کرے۔

سرگرمی نمبر 3: 25 منٹ

1. طلبہ کے مناسب گروپ بنائیں اور ہر گروپ سے کہیں کہ وہ کتاب سے فنون، دست کاریاں اور لوک گیت کے متعلق مواد پڑھ کر دیے گئے جدول کو مکمل کریں۔

2. جدول کو تختہ تحریر پر بنائیں اور طلبہ کی نگرانی اور رہنمائی کریں۔

صوبے/علاقے	فنون اور دست کاریاں	لوک گیت
خیبر پختونخوا		
پنجاب		
سندھ		
بلوچستان		
آزاد جموں و کشمیر		
گلگت بلتستان		

3. مکمل جدول کو چارٹ پر بنا کر ہر گروپ کلاس میں پیش کرے۔

نتیجہ/خلاصہ: 10 منٹ



1. ہر سرگرمی کے بعد طلبہ سے اس سرگرمی کے متعلق چند سوالات کیے جائیں اور خلاصہ پیش کیا جائے:

2. مختلف صوبوں اور علاقوں کے لباس کون کون سے ہیں؟

3. مختلف صوبوں اور علاقوں کے اہم کھانوں کے نام بتائیں۔

4. زبانوں کے لحاظ سے پاکستان میں کیا رنگارنگی پائی جاتی ہے؟

5. قومی تہوار اور میلے کون کون سے ہیں؟

6. صوبوں اور علاقوں کی اہم دست کاریاں کون کون سی ہیں؟

### جائزہ/جانیچ: 10 منٹ



1. کیا پاکستان کے مختلف صوبوں/علاقوں کی ثقافت میں فرق ہے؟
2. مختلف صوبوں/علاقوں کے دو اہم پکو ان کے نام بتائیں۔
3. مسلمانوں کے دو مذہبی تہوار کون سے ہیں؟
4. مختلف صوبوں/علاقوں میں بولی جانے والی زبانوں کے نام بتائیں۔

### مشق: 5 منٹ



1. پاکستان میں بولی جانے والی اہم زبانوں کے نام لکھ کر لائیں۔
2. پاکستان کے چاروں صوبوں اور علاقوں کے قومی، مذہبی اور علاقائی تہواروں کے نام لکھ کر لائیں۔



## کثیر الثقافتی معاشرے کے فوائد

طلبہ کے حاصلاتِ تعلم



- کثیر الثقافتی معاشرے کے فوائد کی نشان دہی کر سکیں۔

### معلومات برائے اساتذہ

- ہم کثیر الثقافتی ملک میں رہتے ہیں۔ یہاں مختلف ثقافتی گروہ آباد ہیں۔ کثیر الثقافتی معاشرے کے بہت سے فوائد ہیں۔
- ہر گروہ کی ثقافت دوسرے سے مختلف اور منفرد ہے۔
- کثیر الثقافتی معاشرے میں امن، بھائی چارے اور رواداری کی فضا قائم ہوتی ہے۔
- ہمارے ملک میں مختلف ثقافتی گروہ آباد ہیں جیسے پنجابی، سندھی، بلوچ، پشتون، سرائیکی، گلگتی بلتستانی اور کشمیری وغیرہ۔
- پاکستان کے تمام ثقافتی گروہوں کا مخصوص طرزِ زندگی ہے۔
- کثیر الثقافتی معاشرے میں مختلف اقدار، روایات اور نظریات کو فروغ ملتا ہے۔
- مختلف قسم کے لباس، پکوان، کھیلوں اور فنون کے امتزاج سے رسم و رواج اور ثقافت میں نمایاں تبدیلیاں اور نئے انداز سامنے آتے ہیں۔
- رواداری اور برداشت کے جذبات فروغ پاتے ہیں۔
- اس تصور کی تدریس کے لیے سوال و جواب کو گروپوں میں لکھایا جائے۔

دورانیہ: 70 منٹ / دوپیریڈ



وسائل / ذرائع



تختہ تحریر، مارکر / چاک، درسی کتاب معاشرتی علوم برائے جماعت پنجم۔

تعارف: 10 منٹ



طلبہ سے پوچھیں:

- آپ کے علاقے میں کون کون سی زبانیں بولی جاتی ہیں؟ (ممکنہ جواب: اُردو، پشتو، ہندکو، پنجابی وغیرہ)
  - آپ کے پڑوس میں دوسری زبان بولنے والے رہتے ہوں تو کیا وہ زبان آپ سیکھ سکیں گے؟ (ممکنہ جواب: جی ہاں سیکھ لیتے ہیں)
  - کیا مختلف لوگوں سے ملنے سے ہم ان کے خیالات اور احساسات جان سکتے ہیں؟
  - کیا آپ دوسرے لوگوں سے کچھ اقدار اور عادات بھی سیکھتے ہیں؟
  - کیا ہم دوسرے لوگوں سے میل جول کے ذریعے اچھے اقدار سیکھتے ہیں؟
  - کیا دوسروں سے تبادلہ خیال کرنا ہمارے لیے مفید ہوتا ہے؟
  - کیا دوسروں کے ساتھ میل جول کے ذریعے ہم اپنے خیالات میں تبدیلی لاسکتے ہیں؟
- ان سوالات کے جوابات حاصل کرنے کے بعد سبق کا اعلان کریں۔



سرگرمی نمبر 1: 20 منٹ

1. یہ سرگرمی طلبہ کے مناسب گروپ بنا کر گروپوں کی صورت میں کروائی جائے۔
2. طلبہ سے کہیں کہ وہ درسی کتاب کی معلومات سے کثیر الثقافتی معاشرے کے فوائد کو نکات کی شکل میں لکھیں۔
3. طلبہ کی رہنمائی اور نگرانی کریں۔
4. طلبہ اپنے نکات چارٹ پر لکھیں۔
5. ہر گروپ کا نمائندہ نکات کو جماعت کے سامنے پیش کرے۔

سرگرمی نمبر 2: 20 منٹ

1. درج ذیل سوالات تحتہ تحریر پر لکھیں اور طلبہ سے کہیں کہ ان سوالات کو نوٹ بک پر لکھ کر ان کے جوابات لکھیں۔
  - کیا مختلف ثقافتوں کے کھانوں/خوراک میں کوئی فرق ہے؟
  - ہمارے صوبے/علاقے میں کون کون سی زبانیں بولی جاتی ہیں؟
  - دوسرے صوبوں اور علاقوں کی ثقافتوں میں آپ کو کیا چیزیں پسند ہیں؟
  - پاکستان کے صوبوں اور علاقوں میں کون کون سے ثقافتی گروہ آباد ہیں؟
  - دوسری ثقافتوں سے ہمیں کیا کیا فائدے حاصل ہوتے ہیں؟
2. ان سوالات کو تحتہ تحریر پر لکھا جائے اور طلبہ سے ان کے جوابات نوٹ بک پر لکھنے کو کہا جائے۔
3. اس دوران طلبہ کی رہنمائی کی جائے۔

نتیجہ/خلاصہ: 10 منٹ



- طلبہ کی پیش کش کے نکات اور سوالات کے جوابات کی روشنی میں یہ اخذ کرائیں اور تحتہ تحریر پر لکھیں۔
1. آج کثیر الثقافتی معاشرے کے متعلق آپ نے کیا سیکھا؟
  2. کثیر الثقافتی معاشرے کے کون کون سے فوائد ہیں؟
  3. ہمارے ملک میں کون کون سے ثقافتی گروہ آباد ہیں؟

جائزہ/جانیچ: 8 منٹ



1. ایک ہی معاشرہ میں جب کئی ثقافتی گروہ ہوں تو اس کے کیا فائدے ہوتے ہیں؟
2. آپ نے کثیر الثقافتی معاشرے کے متعلق کیا سیکھا؟
3. کیا کثیر الثقافتی معاشرے میں مختلف اقدار و روایات کو فروغ ملتا ہے؟

مشق: 2 منٹ



1. کثیر الثقافتی معاشرے کے متعلق چار فائدے اپنی نوٹ بک پر گھر سے لکھ کر لائیں۔

# ماس میڈیا (Mass Media) اور سوشل میڈیا (Social Media)

طلبہ کے حاصلات تعلم



- ماس میڈیا (Mass Media) اور سوشل میڈیا (Social Media) کی تعریف کریں اور ان کے مابین فرق کریں۔

## معلومات برائے اساتذہ

- ذرائع ابلاغ (Means of Communication) سے مراد ایسے ذرائع ہیں جن کے ذریعے سے ہم پیغامات اور معلومات دوسروں تک پہنچاتے ہیں۔
- ماضی میں لوگ اپنے پیغامات دوسروں تک پہنچانے کے لیے پرندوں کے ذریعے خط و کتابت کرتے تھے۔ اسی طرح ڈھول یا نقارے پر ضرب لگا کر معلومات دوسروں تک پہنچاتے مگر ان ذرائع ابلاغ میں کافی وقت صرف ہوتا تھا۔
- جدید ذرائع ابلاغ میں ٹیلی فون، ٹیلی وژن، ای میل اور انٹرنیٹ شامل ہیں جو پیغام رسانی کا تیز ترین ذریعہ ہیں۔
- ابلاغ کے بہت سے طریقے ہیں جیسا کہ:
  - وسیع پیمانے کے ذرائع ابلاغ: اخبار، رسائل، ٹیلی وژن، ریڈیو اور انٹرنیٹ۔
  - سوشل میڈیا: ابلاغ کی جدید ترین شکل ہے اس سے مراد ایپلیکیشنز (Applications) اور ابلاغ کے دوسرے آن لائن (Online) ذرائع ہیں۔ فیس بک (Facebook)، ٹویٹر (Twitter)، واٹس ایپ (WhatsApp)، یوٹیوب (Youtube) بلاگز (Blogs)، لنکڈ ان (LinkedIn) اور ویمو (Vimeo) کے ذریعے معلومات، خیالات، پیغامات اور ویڈیو پیغامات ایک دوسرے کے ساتھ آسانی سے شیئر کیے جاتے ہیں۔
- دونوں ذرائع ابلاغ میں مختلف آلات استعمال کرتے ہیں جیسے وسیع پیمانے کے ذرائع ابلاغ (ماس میڈیا) میں کاغذ اور سیاہی کے علاوہ ریڈیو، ٹیلی ویژن اور کمپیوٹر (انٹرنیٹ) کا استعمال ہوتا ہے جبکہ سماجی ذرائع ابلاغ (سوشل میڈیا) میں موبائل فون، لیپ ٹاپ، ٹیبٹ اور مختلف ایپلیکیشنز (Applications) کا استعمال ہوتا ہے۔ وسیع پیمانے کے ذرائع ابلاغ معلومات یا اطلاعات کو زیادہ لوگوں تک پہنچانے کے لیے استعمال ہوتے ہیں جبکہ سوشل میڈیا لوگوں کے درمیان سماجی روابط قائم کرنے کا ذریعہ ہے جس میں معلومات، اطلاعات، خیالات اور پیغامات وغیرہ آڈیو یا ویڈیو پیغامات کے ذریعے پہنچائے جاتے ہیں۔
- وسیع پیمانے کے ذرائع ابلاغ میں صارفین متحرک نہیں ہوتے جبکہ سوشل میڈیا میں صارفین بیک وقت استعمال بھی کر رہے ہوتے ہیں اور اطلاعاتی مواد بھی بنا رہے ہوتے ہیں۔
- اس سبق کی تدریس کے لیے مختصر منصوبہ (Project) دیا جائے تاکہ طلبہ خود معلومات حاصل کر سکیں۔

دورانیہ: 70 منٹ / دوپیریڈ



وسائل / ذرائع



تختہ تحریر، مارکر / چاک، درسی کتاب معاشرتی علوم برائے جماعت پنجم، ذرائع ابلاغ اخبارات، رسائل، ریڈیو، ٹیلی وژن، کمپیوٹر اور موبائل، لیپ ٹاپ اور موبائل فون کی تصاویر۔

تعارف: 7 منٹ



1. طلبہ سے مندرجہ ذیل سوالات کریں۔

- آپ نے کبھی کسی دوست کو خط لکھا ہے؟
- آپ گھر بیٹھے کرکٹ میچ اور ڈرامے کیسے دیکھتے ہیں؟ (ٹی وی، کمپیوٹر، موبائل فون وغیرہ پر)
- کیا آپ کے گھر پر کوئی اخبار پڑھتا ہے؟
- ٹیلی فون اور موبائل فون میں کیا فرق ہے؟
- موبائل فون کے کیا فوائد ہیں؟

2. طلبہ کے جوابات کو بنیاد بنا کر بتائیں کہ آج ہم ماس میڈیا اور سوشل میڈیا کے متعلق پڑھیں گے۔

## تصور کی پختگی



سرگرمی نمبر 1: 20 منٹ

1. طلبہ کے مناسب گروپ بنائیں اور ان کو کہیں کہ آپ کو 15 منٹ کا وقت دیا جاتا ہے۔ کتاب کے متعلقہ صفحات کو پڑھیں۔
2. ذیل میں دیے گئے جدول کے مطابق معلومات اکٹھی کر کے لکھیں۔

ماس میڈیا کے ذرائع ابلاغ	سوشل میڈیا کے ذرائع ابلاغ
تعریف	تعریف
ذرائع کی مثالیں	ذرائع کی مثالیں

سرگرمی نمبر 2: 25 منٹ

1. طلبہ کو مناسب گروپوں میں تقسیم کریں۔ ہر گروپ سے کہا جائے کہ پچھلی سرگرمی میں دو اقسام کے ذرائع ابلاغ سے واقفیت حاصل کرنے کے بعد اب اسی مواد سے ان ذرائع کے درمیان موجود فرق کو واضح کریں۔
2. فرق معلوم کرنے کے لیے طلبہ کی رہنمائی کریں۔

ماس میڈیا کے ذرائع ابلاغ اور سوشل میڈیا کے ذرائع ابلاغ میں فرق	
ماس میڈیا کے ذرائع ابلاغ	سوشل میڈیا کے ذرائع ابلاغ

## نتیجہ/خلاصہ: 5 منٹ



1. طلبہ کو یہ سرگرمیاں کروانے کے بعد ان سے درج ذیل سوالات پوچھیں۔
  - ذرائع ابلاغ سے کیا مراد ہے؟
  - جدید ذرائع ابلاغ کے نام بتائیں۔

- سوشل میڈیا سے کیا مراد ہے؟
  - وسیع پیمانے کے ذرائع ابلاغ کون کون سے ہیں؟
  - مختلف ذرائع ابلاغ کے نام بتائیں۔
2. ان جوابات کو تختہ تحریر پر تحریر کرتے جائیں۔

### جائزہ/جائچہ: 10 منٹ



3. ذرائع ابلاغ کا پرانا طریقہ کون سا تھا؟
4. جدید ذرائع ابلاغ کون کون سے ہیں؟
5. ذرائع ابلاغ کے طریقے بتائیں۔
6. ان ذرائع ابلاغ کے کون کون سے فائدے ہیں؟
7. سوشل میڈیا پر کن ایپلیکیشنز (Applications) کے ذریعے ہم معلومات اور پیغامات شیئر کرتے ہیں؟

### مشق: 3 منٹ



1. ماس میڈیا اور سوشل میڈیا کی تعریف اور ان کے درمیان فرق لکھ کر لائیں۔

## ذرائع ابلاغ کے فوائد اور نقصانات

طلبہ کے حاصلات تعلم



- مختلف ذرائع ابلاغ (Means of Communication) کے فوائد (Advantages) اور نقصانات (Disadvantages) کی نشان دہی کر سکیں۔

### معلومات برائے اساتذہ

- موجودہ دور میں ذرائع ابلاغ کے بہت سے فوائد ہیں:
- حالات حاضرہ سے آگاہی حاصل ہوتی ہے۔
- جدید ذرائع ابلاغ سے مختصر وقت میں معلومات کو آسانی حاصل کیا جاسکتا ہے۔
- جدید ذرائع ابلاغ سے تعلیم، بینک، صحت، معیشت اور دیگر شعبوں کے بارے میں معلومات آسانی حاصل کر سکتے ہیں۔
- ذرائع ابلاغ عوامی مسائل کو نمایاں کر کے حکام تک پہنچانے میں اہم کردار ادا کرتے ہیں۔
- 1962ء میں عالمی گاؤں (Global Village) کی اصطلاح کینیڈا کے ایک (Media Theorist) مارشل میک لوہن نے اپنی کتاب میں استعمال کی تھی۔ اس کے مطابق تیز ترین ذرائع ابلاغ کی وجہ سے پوری دنیا کے حالات سے ہم ایسے باخبر رہ سکتے ہیں جس طرح ایک گاؤں میں ہمیں ہر چیز کی خبر ہوتی ہے۔
- ذرائع ابلاغ کے کچھ نقصانات بھی ہیں:
- ٹیلی ویژن، کمپیوٹر اور موبائل فون کے مسلسل اور بے جا استعمال سے ذہنی اور جسمانی تھکاوٹ، آنکھوں اور جلد کا متاثر ہونا جیسے منفی اثرات پڑتے ہیں۔
- لوگوں کا قیمتی وقت ضائع ہوتا ہے۔
- لوگوں کا باہمی میل جول کم ہو جاتا ہے۔
- تحقیق، تجسس اور کتب کے مطالعہ کی بجائے انٹرنیٹ کی فوری معلومات پر اکتفا کیا جاتا ہے۔
- کسی بھی شخص کے بارے میں بغیر تصدیق کے کوئی بات پھیلانی جاتی ہے جس سے متعلقہ شخص کی ساتھ متاثر ہو سکتی ہے۔
- اس سبق کی تدریس کے لیے گروپوں میں بحث کے بعد طلبہ سے کام پیش کرایا جائے۔

دورانیہ: 35 منٹ/ایک پیریڈ



وسائل/ذرائع



تختہ تحریر، مارکر/چاک، درسی کتاب معاشرتی علوم برائے جماعت پنجم، چارٹس وغیرہ۔

تعارف: 5 منٹ



طلبہ کی دلچسپی کو بڑھانے کے لیے درج ذیل سوالات پوچھے جائیں:

1. کیا آپ کے گھر میں کوئی اخبار پڑھتا ہے؟
2. کیا آپ کے والدین ریڈیو یا ٹیلی وژن پر خبریں سنتے ہیں؟

3. کیا آپ نے کمپیوٹر دیکھا ہوا ہے؟
  4. آپ گھر پر ڈرامے کیسے دیکھتے ہیں؟
  5. کیا آپ ٹیلی وژن کے نقصانات بتا سکتے ہیں؟
- طلبہ کے جوابات کو بنیاد بنا کر بتائیں کہ آج ہم ذرائع ابلاغ کے فوائد اور نقصانات کے بارے میں پڑھیں گے۔

## تصور کی پختگی



سرگرمی نمبر 1: 20 منٹ

1. طلبہ کے مناسب گروپ بنائیں اور طلبہ سے کہا جائے کہ درسی کتاب کے متعلقہ صفحہ کو پڑھیں۔
2. اسی دوران تختہ تحریر پر اس طرح کا جدول بنائیں اور طلبہ سے کہیں کہ وہ ذرائع ابلاغ کے پانچ پانچ فائدے اور نقصانات کو نکات کی صورت میں نیچے لکھیں۔
3. ہر گروپ کے طلبہ آپس میں بحث کر کے ایک چارٹ پر لکھیں۔
4. اس دوران ان کی نگرانی اور رہنمائی کریں۔

ذرائع ابلاغ کے نقصانات	ذرائع ابلاغ کے فوائد

5. چارٹ پر جدول مکمل کرنے کے بعد گروپ لیڈر اسے جماعت کے سامنے پیش کرے۔

## نتیجہ/خلاصہ: 3 منٹ



1. درج ذیل سوالات پوچھ کر خلاصہ اخذ کرائیں:
  - کون سے ایسے جدید ذرائع ابلاغ ہیں جن سے ہم مختصر وقت میں زیادہ سے زیادہ معلومات حاصل کر سکتے ہیں؟
  - جدید ذرائع ابلاغ سے ہم کن کن شعبوں میں فوائد حاصل کرتے ہیں؟
  - کیا جدید ذرائع ابلاغ کے بے جا استعمال سے ہمیں کوئی نقصان ہو سکتا ہے؟ وضاحت کریں۔

## جائزہ/جانیچ: 5 منٹ



1. عالمی گاؤں (Global Village) کی اصطلاح سب سے پہلے کس نے استعمال کی؟
2. ہم سب سے زیادہ کن ذرائع سے معلومات حاصل کرتے ہیں؟
3. ٹیلی وژن اور انٹرنیٹ کے زیادہ استعمال سے ہمارے کون سے اعضا متاثر ہوتے ہیں؟
4. کیا ذرائع ابلاغ کے زیادہ استعمال سے ہمارے میل جول میں کمی آتی ہے؟

## مشق: 2 منٹ



ذرائع ابلاغ کے دو فائدے اور دو نقصانات گھر سے اپنی کاپی پر لکھ کر لائیں۔

## وفاقی، صوبائی اور مقامی سطح پر حکومت سازی

طلبہ کے حاصلاتِ تعلم



- وفاقی حکومت (Federal Government) کی ضرورت بیان کر سکیں۔
- مقامی (Local)، صوبائی (Provincial) اور وفاقی (Federal) سطح پر حکومت سازی کا موازنہ کر سکیں۔

### معلومات برائے اساتذہ

- پاکستان ایک وفاقی ملک ہے جس میں چار صوبے (پنجاب، سندھ، خیبر پختونخوا، بلوچستان)، گلگت بلتستان، آزاد جموں و کشمیر اور وفاقی دارالحکومت اسلام آباد شامل ہیں۔
- پاکستان میں وفاقی پارلیمانی نظام حکومت ہے۔
- ایک ملک میں مختلف ثقافتوں والے لوگ آباد ہوتے ہیں۔ اسی وجہ سے ملک کو مختلف صوبوں/علاقوں میں تقسیم کیا گیا ہے۔
- انتظامی امور کو بہتر طور پر چلانے کے لیے ملک کو کئی صوبوں میں تقسیم کیا جاتا ہے۔ کیونکہ حکومت کے تمام کام وفاق اکیلا سرانجام نہیں دے سکتا۔
- صوبائی حکومتیں اپنے اپنے صوبے میں مختلف شعبوں کے معاملات چلانے کی ذمہ دار ہوتی ہیں۔
- قومی اسمبلی کے ممبران کے انتخاب کے لیے الیکشن ہوتا ہے جس میں مختلف سیاسی جماعتیں حصہ لیتی ہیں۔
- صوبائی اسمبلی کے ممبران کے انتخاب کے لیے بھی الیکشن ہوتا ہے جس میں مختلف سیاسی جماعتیں حصہ لیتی ہیں۔
- مضبوط وفاق کے لیے صوبوں کو خود مختاری دی گئی ہے۔
- وفاقی حکومت میں ریاست کا سربراہ صدر مملکت ہوتا ہے جبکہ حکومت کا سربراہ وزیر اعظم ہوتا ہے۔
- صوبائی حکومت میں صوبے کا آئینی سربراہ گورنر اور انتظامی سربراہ وزیر اعلیٰ ہوتا ہے۔
- وفاق میں قومی اسمبلی کے ممبران وزیر اعظم کو منتخب کرتے ہیں۔ جس پارٹی کے ممبران کی تعداد زیادہ ہو۔ اُس پارٹی کا وزیر اعظم منتخب ہوتا ہے۔
- صوبوں میں صوبائی اسمبلی کے ممبران وزیر اعلیٰ کا انتخاب کرتے ہیں۔ جس پارٹی کے ممبران کی تعداد زیادہ ہو اُس پارٹی کا وزیر اعلیٰ منتخب ہوتا ہے۔
- وفاق میں قانون سازی کے لیے دو ایوان ہوتے ہیں۔ ایوان زیریں کو قومی اسمبلی اور ایوان بالا کو سینٹ کہا جاتا ہے۔ جبکہ صوبوں میں قانون سازی کے ادارے کو صوبائی اسمبلی کہا جاتا ہے۔
- ممبر قومی اسمبلی کو MNA، ممبر سینٹ کو سینیٹر، ممبر صوبائی اسمبلی کو MPA کہا جاتا ہے۔
- مقامی حکومت کا انتخاب لوکل سطح پر کیا جاتا ہے جس کو لوکل باڈی بھی کہا جاتا ہے۔ اس میں کونسلر، ممبر ڈسٹرکٹ کونسل، چیئر مین یونین کونسل، چیئر مین تحصیل کونسل اور چیئر مین ڈسٹرکٹ کونسل یا میئر وغیرہ شامل ہوتے ہیں۔
- مقامی حکومت الیکشن کے ذریعہ بنائی جاتی ہے اور کونسلر، ممبر ڈسٹرکٹ کونسل اور ممبر تحصیل کونسل کے لیے الیکشن ہوتا ہے۔ عوام ووٹ کے ذریعے ان سب عہدوں کے لیے اپنی پسند کے افراد کا انتخاب کرتے ہیں۔
- کونسلرز ووٹ کے ذریعے چیئر مین یونین کونسل/ناظم کا انتخاب کرتے ہیں۔
- تحصیل کونسل کے ممبران چیئر مین تحصیل کونسل/ناظم کا انتخاب کرتے ہیں۔
- ڈسٹرکٹ کونسل کے ممبران چیئر مین ڈسٹرکٹ کونسل/ناظم ضلع کونسل کا انتخاب کرتے ہیں۔



- بڑے شہروں میں میئر اور ڈپٹی میئر بھی الیکشن کے ذریعے منتخب کیے جاتے ہیں۔
- ان عہدوں کے لیے امیدواروں کا انتخاب عوام براہ راست بھی کرتے ہیں۔
- اس عنوان کی تدریس کے لیے گروپ ورک اور فلیش کارڈز کے استعمال کا طریقہ اپنائیں۔

دورانیہ: 140 منٹ / چار پیریڈ



وسائل / ذرائع



چارٹ، تختہ تحریر، فلیش کارڈز، تصاویر، درسی کتاب معاشرتی علوم جماعت پنجم، مارکر / چاک۔

تعارف: 5 منٹ



- موضوع کی طرف توجہ دلانے کے لیے طلبہ سے درج ذیل سوالات پوچھیں:
1. پاکستان کے دارالخلافہ کا نام کیا ہے؟ (مکملہ جواب: اسلام آباد)
  2. پاکستان میں کتنے صوبے ہیں؟ (مکملہ جواب: چار صوبے)
  3. کسی ملک کو صوبوں میں تقسیم کیوں کیا جاتا ہے؟ (مکملہ جواب: وفاق کو مضبوط کرنے کے لیے / انتظامی امور کو بہتر طور پر چلانے کے لیے / کام کی تقسیم کے لیے)
  4. آپ کس صوبے میں رہتے ہیں؟ اور اس کا صدر مقام کہاں ہے؟ (مکملہ جواب: صوبہ خیبر پختونخوا / صدر مقام پشاور)
  5. آپ کے علاقہ کے MPA اور MNA کے نام کیا ہیں؟ (مکملہ جواب: جو موجودہ وقت میں ہو اُن کا نام)
  6. آپ کی مقامی حکومت کے چیئرمین صاحب کا نام کیا ہے؟ (مکملہ جواب: جو موجودہ وقت میں ہو اُن کا نام)
  7. وفاقی وزیر تعلیم کا نام بتائیں۔ (مکملہ جواب: جو موجودہ وقت میں ہو اُن کا نام)
  8. آپ کے صوبے کے وزیر اعلیٰ کا کیا نام ہے؟ (مکملہ جواب: جو موجودہ وقت میں ہو اُن کا نام)

تصور کی پختگی



سرگرمی نمبر 1: 10 منٹ

1. طلبہ کے درمیان سادہ فلیش کارڈ تقسیم کریں۔ اور ان سے کہیں کہ پاکستان میں شامل صوبوں اور علاقوں کے نام لکھیں۔
2. اس سرگرمی میں طلبہ کے دو گروپ بنائیں۔
3. ایک گروپ صوبوں کے نام لکھے۔
4. دوسرا گروپ پاکستان میں شامل دیگر علاقوں (وفاقی دارالحکومت اسلام آباد، آزاد جموں و کشمیر اور گلگت بلتستان کا نام لکھے۔)

سرگرمی نمبر 2: 25 منٹ

- طلبہ کے چار گروپ بنائیں۔
- ان سے کہیں کہ کتاب کے متعلقہ صفحات کا دس منٹ تک مطالعہ کریں اور اپنی اپنی نوٹ بک پر یہ کام کریں۔
  - گروپ نمبر 1: وفاقی حکومت کی ضرورت کے متعلق چار اہم نکات لکھے۔
  - گروپ نمبر 2: وفاقی حکومت کے ڈھانچے میں اہم عہدوں کے نام لکھیں اور اُن عہدوں پر فائز عہدیداروں کے نام لکھیں۔
  - گروپ نمبر 3: صوبائی حکومت کا ڈھانچہ لکھیں۔ اہم عہدوں کے نام لکھیں اور اُن عہدوں پر فائز عہدیداروں کے نام لکھیں۔
  - گروپ نمبر 4: مقامی حکومت کی تعریف کریں۔ مقامی حکومت کے اہم عہدوں کے نام لکھیں اور موجودہ عہدیداروں کے نام لکھیں۔

1. طلبہ کے تین گروپ بنائیں۔ ہر گروپ کو ایک ایک چارٹ مہیا کریں۔
2. کتاب کے متعلقہ صفحہ پر موجود وفاقی حکومت کا ڈھانچہ دیکھ کر طلبہ کا پہلا گروپ مقننہ (Legislature) کا ڈھانچہ بنائے، دوسرا گروپ انتظامیہ (Executive) کا ڈھانچہ بنائے اور تیسرا گروپ عدلیہ (Judiciary) کا ڈھانچہ بنائے۔
3. آخر میں تینوں گروپ آپس میں ان چارٹوں کا تبادلہ کریں۔

1. طلبہ کے سامنے صوبائی حکومت کا ڈھانچہ کتاب کے متعلقہ صفحہ کے مطابق تختہ تحریر پر بنائیں۔ اور اس پر مقننہ، انتظامیہ اور عدلیہ لکھیں۔ مثلاً:

صوبائی حکومت کا ڈھانچہ
مقننہ

2. طلبہ سے سوال کریں کہ صوبہ میں قانون سازی کون سا ادارہ کرتا ہے۔ جواب ملنے پر خالی جگہ میں صوبائی اسمبلی لکھیں۔
3. اسی طرح انتظامیہ لکھ کر طلبہ سے سوال کریں۔ اور جواب ملنے پر لکھتے جائیں۔

صوبائی انتظامیہ

4. عدلیہ کے بارے میں بھی ایسے ہی عدلیہ لکھیں اور طلبہ سے پوچھ کر پُر کریں۔

آزاد جموں و کشمیر عدلیہ	صوبائی عدلیہ	گلگت بلتستان عدلیہ



- طلبہ سے سوال کریں اور ان کے جوابات سے خلاصہ اخذ کریں۔
- پاکستان میں کون سا نظام حکومت رائج ہے؟ (وفاقی پارلیمانی نظامی حکومت)
- وفاقی پارلیمانی نظام کا سربراہ کیا کہلاتا ہے؟ (وزیراعظم)
- پاکستان میں قومی اسمبلی اور سینٹ کیا کام کرتے ہیں؟ (قانون سازی)
- صوبوں میں قانون سازی کون کرتا ہے؟ (صوبائی اسمبلی)
- صدر مملکت کا انتخاب کون کرتا ہے؟ (قومی و صوبائی اسمبلیاں اور سینٹ)
- مقامی سہولیتیں ہم تک پہنچانا کس کی ذمہ داری ہے؟ (مقامی حکومت)
- جمہوری حکومت میں صوبے کا سربراہ کیا کہلاتا ہے؟ (وزیر اعلیٰ)



1. طلبہ سے پوچھیں:

- وفاقی حکومت کس کی نمائندگی کرتی ہے؟
- وفاقی مقننہ کس کے لیے قانون سازی کرتی ہے؟
- پاکستان کے کتنے اور کون کون سے صوبے ہیں؟
- پاکستان میں وفاقی حکومت کے دفاتر کہاں ہیں؟
- صوبہ خیبر پختونخوا کے صوبائی دفاتر کہاں واقع ہیں؟
- پاکستان میں ممبرانِ اسمبلی کا انتخاب کون کرتا ہے؟
- وزیر خارجہ کا عہدہ وفاقی حکومت میں ہوتا ہے یا صوبائی حکومت میں؟
- مقامی حکومت کی کیا ذمہ داری ہے؟
- مقامی حکومت کو وسائل کون مہیا کرتا ہے؟
- (پورے ملک کی)
- (پاکستان کے لیے)
- (چار: پنجاب، سندھ، خیبر پختونخوا، بلوچستان)
- (اسلام آباد)
- (پشاور)
- (عوام)
- (وفاقی حکومت میں)
- (مقامی مسائل حل کرنا)
- (صوبائی حکومت)

مشق: 5 منٹ



1. طلبہ سے کہیں کہ وہ اپنے والدین/بھائی/بہن سے وفاقی حکومت کی ذمہ داریوں اور اہمیت سے متعلق پوچھ کر اپنی نوٹ بک پر لکھیں۔
2. صوبائی حکومت کی ذمہ داریوں سے متعلق بھی والدین سے بحث کریں اور اہم نکات اپنی نوٹ بک پر لکھ کر لائیں۔
3. مقامی حکومت کی تشکیل سے متعلق اہم نکات لکھ کر لائیں۔

## آئین، شہریوں کے حقوق اور ذمہ داریاں

### طلبہ کے حاصلاتِ تعلیم



- آئین کی اہمیت (Importance of Constitution) کا تجزیہ کر سکیں۔
- 1973ء کے آئین کے مطابق شہریوں کے حقوق اور ذمہ داریوں (Rights and Responsibilities) پر تبادلہ خیال کر سکیں۔
- غیر منصفانہ اور غیر قانونی سرگرمیوں کے خلاف قانون کی حکمرانی کی اہمیت بیان کر سکیں۔

### معلومات برائے اساتذہ

- کسی ملک کے نظامِ حکومت کو چلانے کے لیے کچھ بنیادی قواعد و ضوابط بنائے جاتے ہیں اور ان کے مطابق ملک کو چلایا جاتا ہے۔ ان قوانین اور اصولوں کو آئین کہا جاتا ہے۔
- آئین ملکی اداروں کے اختیارات کا تعین کرتا ہے۔ اگر اختیارات متعین نہ ہوں تو جس کا جو جی چاہے کرتا پھرے۔ اور ہر طرف بد نظمی اور افراطِ تفری پیدا ہو جائے۔
- آئین عوام کے مفاد اور بہتری کے لیے بنایا جاتا ہے۔ آئین سے عوام کے حقوق کا تحفظ ہوتا ہے۔
- پاکستان میں پہلی مرتبہ 1956ء میں آئین نافذ کیا گیا، پھر 1962ء میں اور اب پاکستان میں 1973ء کا آئین نافذ ہے۔
- 1973ء کے آئین میں تمام شہریوں کو حقوق جیسے جان و مال کا تحفظ، عقیدہ، کاروبار اور اظہارِ رائے کی آزادی کی ضمانت دی گئی ہے۔ نیز جائیداد کی خرید و فروخت، مفت اور لازمی تعلیم کے حصول کا حق بھی دیا گیا ہے۔ بنیادی انسانی حقوق کی ضمانت دی گئی ہے۔
- پاکستان کے تمام شہریوں کی ذمہ داری ہے کہ وہ اپنے ملک کے وفادار ہوں۔ اس ملک کی حفاظت اور دفاع کریں۔ پاکستان کو اللہ تعالیٰ کی نعمت سمجھ کر اس کی قدر کریں۔ ملکی قوانین کی مکمل پابندی کریں، ملک کے تمام اداروں کا احترام کریں اور ٹیکس بروقت ادا کریں۔
- قانون کی نظر میں تمام شہری برابر ہیں۔ کسی کو بھی قانون شکنی پر قانون کے مطابق سزا دی جاتی ہے۔ اس لیے کوئی بھی شہری اپنے آپ کو قانون سے بالاتر نہ سمجھے جب لوگ قانون توڑنے کی کوشش کرتے ہیں تو قانون حرکت میں آجاتا ہے اور ملزم کو قانون کے مطابق سزا دی جاتی ہے۔
- غیر منصفانہ اور غیر قانونی سرگرمیوں سے اجتناب کریں۔ خلافِ قانون سرگرمیاں شہریوں کے لیے نقصان دہ ثابت ہوتی ہیں۔ قانون کے مطابق ایسی سرگرمیوں پر قید، جرمانہ اور سزا ہو سکتی ہے۔
- اس عنوان کی تدریس کے لیے گروپ ورک اور فلیش کارڈز کا استعمال مناسب ہوگا۔

### دورانیہ: 140 منٹ / چار پیریڈ



### وسائل / ذرائع



چارٹ، تختہ تحریر، فلیش کارڈز، مارکر، درسی کتاب معاشرتی علوم جماعت پنجم۔

### تعارف: 15 منٹ



- طلبہ کو موضوع کی طرف متوجہ کرنے کے لیے درج ذیل سوالات کریں۔
- ہمارا سکول صبح کس وقت کھلتا ہے؟ اور چھٹی کس وقت ہوتی ہے؟ (7:30 تا 1 بجے)

- سکول میں تمام بچے ایک جیسا لباس کیوں پہنتے ہیں؟ (حکومت کا آرڈر ہے، یونیفارم لازمی ہے / قانون ہے)
- کیا سکول میں تمام طلبہ ایک ہی کلاس میں پڑھتے ہیں؟ (نہیں)
- سکول میں نظم و نسق کی نگرانی کون کرتا ہے؟ (ہیڈ ماسٹر صاحب)
- ہمارے ملک میں پولیس اور انتظامیہ چیکنگ کیوں کرتے ہیں؟ (قانون کی پابندی کروانے کے لیے)
- اگر کوئی شخص کسی جرم کا ارتکاب کرے تو اسے گرفتار کیوں کیا جاتا ہے؟ (تاکہ اسے سزا دی جائے اور دوسرے لوگ ایسا کام نہ کریں)
- کیا قانون کے تحت 14 سال سے کم عمر بچوں کو مزدوری کی اجازت ہے؟ (نہیں)
- پاکستان میں کون سا آئین لاگو ہے؟ (1973ء کا آئین)
- سرکاری املاک کی حفاظت کرنا اور ملک کا دفاع کرنا کس کی ذمہ داری ہے؟ (ہر پاکستانی شہری کی)
- 1973ء کے آئین کے مطابق ہمارے ملک کا نام کیا ہے؟ (اسلامی جمہوریہ پاکستان)
- پاکستان کا ریاستی مذہب کون سا ہے؟ (اسلام)

## تصور کی پختگی



### سرگرمی نمبر 1: 25 منٹ

1. طلبہ کے مناسب گروپ بنائیں اور ہر گروپ کا ایک گروپ لیڈر بنائیں۔
2. ہر گروپ کو جماعت پنجم کی درسی کتاب کے متعلق صفحات پڑھنے کے لیے کہیں۔ (پانچ منٹ پڑھنے کے لیے، پانچ منٹ گروپ میں بحث کرنے کے لیے)۔ 10 منٹ کے بعد ہر گروپ لیڈر سے کہیں کہ وہ آئین کی اہمیت پر اپنی رائے کا اظہار کرے۔
3. گروپ لیڈر کے نکات کو تختہ تحریر پر لکھتے جائیں۔ جو نکات گروپ لیڈر نہ بتا سکیں وہ نکات خود لکھ دیں۔
4. طلبہ سے کہیں کہ تختہ تحریر پر لکھے گئے آئین کی اہمیت کے نکات اپنی کاپیوں میں لکھیں۔

### سرگرمی نمبر 2: 25 منٹ

- طلبہ کے دو گروپ بنائیں۔
- گروپ نمبر 1 1973ء کے آئین کے تحت شہریوں کے حقوق درسی کتاب کے متعلق صفحہ سے پڑھ کر پانچ حقوق ایک چارٹ پر لکھے اور اسے کلاس روم میں نمایاں جگہ پر آویزاں کرے۔
- گروپ نمبر 2 شہریوں کی ذمہ داریاں درسی کتاب کے متعلق صفحہ سے پڑھ کر اپنے چارٹ پر لکھے اور اس چارٹ کو نمایاں جگہ پر آویزاں کرے۔ ایک گروپ کے طلبہ کو دوسرے گروپ کے طلبہ کا بنایا ہوا چارٹ دیکھنے کا موقع فراہم کریں۔ دوسرے گروپ کے چارٹ پر لکھے گئے نکات کے متعلق طلبہ کے کوئی سوالات ہوں تو چارٹ بنانے والا گروپ سوالات کا جواب دے۔ اگر وہ جواب نہ دے سکے تو خود رہنمائی اور وضاحت کریں۔

### سرگرمی نمبر 3: 25 منٹ

1. چند طلبہ میں سادہ فلڈز کارڈز تقسیم کریں۔ اور انہیں کہیں کہ وہ اپنے ساتھیوں کی مدد سے ایک وہ کام اپنے کارڈ پر لکھیں۔ جس سے آپ کو سکول میں اساتذہ منع کرتے ہیں۔ مثلاً: دیر سے سکول آنا۔ یونیفارم کے بغیر آنا، شور کرنا، دوسروں کی چیز بلا اجازت لینا وغیرہ۔ جب یہ طلبہ اس سرگرمی سے فارغ ہو جائیں تو ان سے کہیں یہ سب کام جن سے منع کیا جاتا ہے، غیر قانونی کام ہیں۔ اب جن طلبہ نے وہ کارڈز لکھے ہوں ان سے کہیں وہ اپنے کارڈز پڑھ کر سنائیں اور ساتھ بتائیں کہ ہم یہ کام نہیں کریں گے کیونکہ سکول کے قانون کے خلاف ہیں اور ان کاموں کی وجہ سے سزا اور جرمانہ ہوتا ہے۔

### سرگرمی نمبر 4: 20 منٹ

طلبہ سے سوال کریں۔ کہ کچھ لوگوں کو پولیس والے پکڑ کر لے جاتے ہیں کیوں؟ وہ جواب دیں گے کہ جرم کرنے کی وجہ سے۔ طلبہ سے پوچھیں ہمارے ملک میں کن جرائم پر سزا دی جاتی ہے؟ وہ جواب دیں گے چوری، ڈاکہ، قتل وغیرہ۔ ان کے بتائے ہوئے جواب تختہ تحریر پر لکھتے جائیں۔ آخر میں طلبہ سے پوچھیں کہ قانون کی پابندی نہ کرنے سے کیا ہوتا ہے؟ قانون پر عمل کرنے سے کیا فائدہ ہوتا ہے؟



- سرگرمیوں کے اختتام پر طلبہ کی بحث کے نکات کی روشنی میں طلبہ سے اخذ کروائیں۔
- جس طرح کوئی کھیل بغیر قواعد و ضوابط کے نہیں کھیلا جاسکتا اور جس طرح ایک سکول قواعد کے تحت چلایا جاتا ہے۔ اسی طرح ہر ملک کو چلانے کے لیے سب سے پہلی ضرورت آئین ہے۔
- آئین کے بغیر ملکی نظام نہیں چلایا جاسکتا۔
- کسی ملک کا امن اور سلامتی آئین کی وجہ سے ممکن ہے۔ جہاں آئین پر عمل نہ ہو وہاں ہر طرف بد امنی ہوتی ہے اور ملک سلامت نہیں رہتا۔
- آئین پر عملدرآمد تمام شہریوں کی ذمہ داری ہے۔ آئین اور قانون کی پاسداری کا فائدہ عمل کرنے والے کو ہوتا ہے۔
- پاکستان میں 1973ء کا آئین رائج ہے جس میں تمام شہریوں کو برابر حقوق دیے گئے ہیں۔
- پاکستان میں رہنے والے تمام شہریوں کو اپنے ملک سے وفاداری کرنی چاہیے اور اس کا دفاع کرنا چاہیے۔
- کسی ملک میں غیر منصفانہ اور غیر قانونی سرگرمیوں کو قانون کی طاقت سے روکا جاتا ہے۔
- قانون کی پاسداری نہ کرنے سے اپنا نقصان بھی ہوتا ہے اور ملک و قوم کا بھی اور سزا بھی ملتی ہے۔
- قانون پر عمل درآمد کرنا اچھا شہری ہونے کی علامت ہے اور قانون پر عمل کرنے سے اپنا فائدہ بھی ہے اور ملک و قوم کا بھی۔



طلبہ سے پوچھیں:

- کسی ملک کا نظام حکومت چلانے کے لیے بنائے گئے قواعد و ضوابط کیا کہلاتے ہیں؟ (آئین)
- اگر کھیل کے میدان میں کھیل کے قوانین پر عمل نہ کیا جائے تو کیا ہوتا ہے؟ (جھگڑا، فساد، بد امنی)
- پاکستان میں سب سے پہلا آئین کب نافذ ہوا؟ (1956ء کا آئین)
- پاکستان میں شہری حقوق کی ضمانت کون دیتا ہے؟ (1973ء کا آئین)
- پاکستان کے شہری کی حیثیت سے آپ کی پہلی ذمہ داری کیا ہے؟ (ملک سے وفاداری، ملک کا و دفاع کرنا، قومی املاک کی حفاظت کرنا)
- آئین کے تحت کتنی عمر کے بچوں سے مزدوری کرانا جرم ہے؟ (14 سال سے کم)
- اچھا شہری بننے کے لیے کیا کرنا ضروری ہے؟ (قانون پر عمل کرنا)
- 1973ء کے آئین کے مطابق ہمارے ملک کا نام کیا ہے؟ (اسلامی جمہوریہ پاکستان)



1. طلبہ کو بتائیں کہ
  - آئین کی اہمیت پر 5 جملے اپنی نوٹ بک میں لکھ کر لائیں۔
  - 1973ء کے آئین میں درج شہریوں کے پانچ حقوق لکھ کر لائیں۔
  - 1973ء کے آئین کے مطابق شہریوں کی پانچ ذمہ داریاں لکھ کر لائیں۔
  - قانون پر عمل کے دو فائدے لکھ کر لائیں۔
  - قانون پر عمل نہ کرنے کے دو نقصانات لکھ کر لائیں۔

## سیاسی جماعتیں

طلبہ کے حاصلاتِ تعلم



- جمہوری نظام (Democratic System) میں سیاسی جماعتوں (Political Parties) کے افعال بیان کر سکیں۔

### معلومات برائے اساتذہ

- ہر ملک کے لوگوں کے بہت سے مسائل ہوتے ہیں۔ لوگ چاہتے ہیں کہ حکومتی سطح پر ان کے مسائل حل کیے جائیں۔ حکومت تک ہر ایک شخص کی رسائی نہیں ہو سکتی۔ حکومت اور عوام میں سیاسی ورکرز کے ذریعے رابطہ ہوتا ہے۔ سیاسی جماعتیں عوام میں سیاسی شعور اجاگر کرتی ہیں۔
- عوام کے مسائل کے حل کے لیے ہر ملک میں سیاسی جماعتیں قائم کی جاتی ہیں۔ ہر سیاسی جماعت کا مقصد عوامی مسائل حل کرنا ہوتا ہے۔
- ہر سیاسی جماعت کا اپنا منشور ہوتا ہے۔ یہ منشور وہ عوام کے سامنے پیش کرتے ہیں۔ عوام جس پارٹی کے منشور کو پسند کرتے ہیں، اس پارٹی کو الیکشن میں ووٹ دے کر کامیاب کرتے ہیں۔
- جس پارٹی کو قومی اسمبلی میں اکثریت حاصل ہو جائے، وہ ملک کا وزیراعظم منتخب کرتی ہے۔
- اکثریتی پارٹی کے قائد کو قائدِ ایوان کہا جاتا ہے۔
- جس پارٹی کے اسمبلی کے ممبران کی تعداد زیادہ ہو وہ حکومت بناتی ہے اور حزبِ اقتدار کہلاتی ہے۔
- حزبِ اقتدار کے علاوہ دیگر جماعتیں حزبِ اختلاف کہلاتی ہیں۔
- قومی اسمبلی اور صوبائی اسمبلیوں میں قانون کے بل پیش کیے جاتے ہیں جن پر حزبِ اقتدار اور حزبِ اختلاف کی طرف سے بحث کی جاتی ہے۔ اور ہر بل کثرتِ رائے کی بنیاد پر منظور کیا جاتا ہے۔
- سیاسی جماعتیں عوام میں سیاسی شعور پیدا کرتی ہیں۔ اور عوام کو احساس دلاتی ہیں کہ عوام کے ووٹ کی طاقت سے حکومت بنتی ہے۔
- جمہوری نظام حکومت میں عوام سیاسی جماعتوں کے توسط سے اقتدار میں شامل ہوتے ہیں۔
- جب کوئی سیاسی جماعت عوامی امنگوں پر پورا نہ اُترے تو اگلے الیکشن میں عوام اُسے مسترد کر کے اقتدار سے محروم کر دیتی ہے۔
- سیاسی جماعتیں نہ صرف ملک کے اندر عوام کے مسائل حل کرنے کی کوشش کرتی ہیں۔ بلکہ بین الاقوامی سطح پر بھی ملک کی نمائندگی کرتی ہیں۔
- عوام کے لیے ضروری ہے کہ وہ انتخابات میں سوچ سمجھ کر مخلص، دیانتدار اور اہل امیدواروں کو ووٹ دیں تاکہ ملک میں اچھی حکومت قائم ہو جو ملک و قوم کے لیے مفید ثابت ہو۔
- اس عنوان کی تدریس کے لیے فلیش کارڈز کا استعمال اور رول پلے (Role Play) کا طریقہ اختیار کیا جائے۔

دورانیہ: 105 منٹ / تین پیریڈ



وسائل / ذرائع



تختہ تحریر، درسی کتاب معاشرتی علوم جماعت پنجم، فلیش کارڈز، رول پلے (Role play) کے لیے درکار سامان۔

تعارف: 10 منٹ



طلبہ کو موضوع کی طرف متوجہ کرنے کے لیے درج ذیل سوال کریں۔

- پاکستان کے وزیراعظم صاحب کا نام کیا ہے؟
- آپ کے صوبہ کے وزیراعلیٰ صاحب کا نام کیا ہے؟
- موجودہ وزیراعظم صاحب سے پہلے وزیراعظم کون تھا؟
- موجودہ وزیراعظم صاحب کس سال وزیراعظم بنے؟
- کیا آپ نے الیکشن کا عمل دیکھا ہے؟
- الیکشن میں کون لوگ ووٹ مانگنے کے لیے آپ کے علاقے میں آئے تھے؟ (سیاسی جماعتوں کے لوگ)
- آپ کے حلقہ میں کس کس پارٹی کا جلسہ ہوا تھا؟
- سیاسی جماعتیں اپنی پہچان کے لیے کون سی چیزیں استعمال کرتی ہیں؟ (پارٹی جھنڈا/انتخابی نشان)
- آپ کو کتنی سیاسی جماعتوں کے نام آتے ہیں؟

## تصور کی چٹنگی



سرگرمی نمبر 1: 25 منٹ

1. طلبہ کے چار گروپ بنائیں۔
2. گروپ نمبر 1 اور گروپ نمبر 2 کے طلبہ سے کہیں کہ وہ معاشرتی علوم جماعت پنجم کے متعلقہ صفحہ کا مطالعہ کریں۔ ان کو اس مقصد کے لیے پانچ منٹ کا وقت دیں۔
3. گروپ نمبر 3 اور گروپ نمبر 4 کے طلبہ سے کہیں کہ وہ معاشرتی علوم جماعت پنجم کے متعلقہ صفحہ کا مطالعہ کریں۔ اور ان کو بھی اس مقصد کے لیے پانچ منٹ کا وقت دیں۔
4. وقت پورا ہونے کے بعد گروپ 1 اور 2 کو کارڈز پر درج ذیل ایک ایک سوال لکھا ہوا دیں اور کارڈز کی پشت پر جواب لکھنے کا کہیں۔
  - جمہوری ملک میں ملکی مسائل حل کرنے کے لیے کون کام کرتا ہے؟ (سیاسی جماعتیں)
  - پاکستان میں طرز حکومت کیا ہے؟ (وفاقی پارلیمانی نظام حکومت)
  - جمہوری نظام میں عوام کے نمائندے کیسے منتخب ہوتے ہیں؟ (ووٹ کے ذریعے)
  - سیاسی جماعت کے لائحہ عمل یا پروگرام کو کیا کہتے ہیں؟ (منشور)
  - جمہوری نظام میں حکومت بنانا کس کا حق ہے؟ (اکثریتی پارٹی کا)
5. گروپ نمبر 3 اور 4 کے طلبہ میں درج ذیل ایک ایک سوال پر مشتمل کارڈز تقسیم کریں اور کارڈز کی پشت پر جواب لکھنے کا کہیں۔
  - سیاسی جماعتیں لوگوں میں کس چیز کا شعور پیدا کرتی ہیں؟ (سیاسی شعور)
  - بین الاقوامی سطح پر ملک کی نمائندگی کون کرتا ہے؟ (وفاقی حکومت)
  - سیاسی جماعتیں کس عمل کے نتیجے میں اقتدار حاصل کرتی ہیں؟ (الیکشن/انتخابات)
  - وفاقی حکومت کس کے ماتحت ہوتی ہے؟ اور صوبائی حکومت کس کے؟ (وفاقی حکومت وزیراعظم/صوبائی حکومت وزیراعلیٰ)
  - کیا آپ نے گزشتہ الیکشن کا عمل دیکھا تھا؟ (جی ہاں)
6. اب طلبہ کے دیے گئے جوابات نکات کی صورت میں تختہ تحریر پر لکھتے جائیں اور دونوں گروپوں کے طلبہ سے کہیں کہ وہ ان نکات کو اپنی نوٹ بک میں لکھیں۔

سرگرمی نمبر 2: 25 منٹ

رول پلے (Role play)

1. طلبہ سے کہیں کہ ایک ڈرامہ کی صورت میں ہم سیاسی جماعتوں کے افعال کو واضح کریں گے۔ طلبہ میں سے تین طلبہ کا انتخاب کریں اور ان سے کہیں کہ آپ اپنی اپنی سیاسی جماعت بنائیں اور اس جماعت کا نام رکھیں۔ اور اپنی جماعت کا منشور پیش کریں۔



طالب علم نمبر 1:

1. ہماری جماعت کا نام ہے۔

2. اگر آپ نے ہمیں ووٹ دیا اور کامیاب کیا تو ہماری جماعت الیکشن جیت کر یہ کام کرے گی:

- مہنگائی کو کم کریں گے۔ آٹا، چینی، گھی سستا کریں گے۔
- پرائمری تعلیم کے لیے تمام سہولیات بہم پہنچائیں گے۔
- ہر علاقے کو بجلی اور گیس فراہم کریں گے۔

طلبہ سے کہیں کہ حوصلہ افزائی کے لیے تالیاں بجائیں۔

طالب علم نمبر 2:

1. ہماری جماعت کا نام ہے۔

2. اگر آپ نے ہمیں ووٹ دیا اور کامیاب کیا تو:

- بے روزگاری ختم کریں گے۔ لوگوں کو نوکریاں دیں گے۔
- ہر گاؤں / علاقے میں ہسپتال بنائیں گے۔
- ٹیکنیکل تعلیم کو عام کریں گے۔

طلبہ سے کہیں کہ حوصلہ افزائی کے لیے تالیاں بجائیں۔

طالب علم نمبر 3:

1. ہماری جماعت کا نام ہے۔

2. اگر آپ نے ہمیں ووٹ دیا اور کامیاب کیا تو ہماری جماعت الیکشن جیت کر یہ کام کرے گی:

- برآمدات میں اضافہ کریں گے۔
- مستحق طلبہ کو اعلیٰ تعلیم کے لیے وظائف دیں گے۔
- ہر علاقے میں اعلیٰ تعلیم کے لیے کالج بنائیں گے۔
- یتیم اور غریب افراد کی مدد کریں گے۔

3. طلبہ سے کہیں کہ اس طالب علم کی حوصلہ افزائی کے لیے تالیاں بجائیں۔

4. اب طلبہ سے پوچھیں کہ آپ کو کس پارٹی کا منشور پسند ہے؟

5. جو طلبہ طالب علم نمبر 1 کی پارٹی کے منشور کو پسند کرتے ہیں وہ کھڑے ہو جائیں۔ (ان کی تعداد گن لیں)

6. جو طلبہ طالب علم نمبر 2 کی پارٹی کے منشور کو پسند کرتے ہیں وہ کھڑے ہوجائیں (ان کی تعداد گن لیں)

7. جو طلبہ طالب علم نمبر 3 کی پارٹی کے منشور کو پسند کرتے ہیں وہ کھڑے ہو جائیں (ان کی تعداد گن لیں)

8. اب طلبہ میں جیتنے والی پارٹی کے طالب علم کا نام پکاریں اور نتیجہ کا اعلان کریں۔

9. طلبہ کو بتائیں کہ پاکستان میں مختلف سیاسی پارٹیاں اس طرح اپنا منشور پیش کرتی ہیں اور جس پارٹی کے منشور کو لوگ زیادہ پسند کرتے

ہیں وہ ان کو ووٹ دیتے ہیں۔ ان کے ممبران کی تعداد زیادہ ہوتی ہے۔ اس لیے وہ حکومت بناتے ہیں اور اُس پارٹی کا وزیر اعظم / وزیر

اعلیٰ منتخب ہو جاتا ہے۔

سہرگرمی نمبر 3: 25 منٹ

طلبہ سے سیاسی جماعتوں کے اراکین اسمبلی کی عوام کے مسائل اور حکومت کی پالیسیوں پر ایک دن کی کاروائی پر رول پلے (Role play) کرائیں۔

- طلبہ کو دو گروپوں میں تقسیم کریں۔ گروپ نمبر A بڑا ہو جو حزب اقتدار کی نمائندگی کرے جبکہ گروپ نمبر B چھوٹا ہو اور وہ حزب اختلاف کی نمائندگی کرے۔ کچھ طلبہ کو وزراء کا رول (Role) دیں مثلاً وزیر تعلیم، وزیر صحت، وزیر خزانہ وغیرہ۔
- ایک طالب علم کو سپیکر کا رول (Role) دیں۔

- ان کو فلیش کارڈز پر مکالمے لکھ کر دیں۔
- حزب اقتدار کو دائیں طرف اور حزب اختلاف کو بائیں طرف بٹھائیں۔
- وزراء کو اگلی صف میں بٹھائیں۔ اور سپیکر کو اکیلی کرسی پر بٹھائیں۔
- اسمبلی کی کاروائی تلاوت قرآن مجید سے شروع کرائیں۔
- سپیکر ممبران اسمبلی کو عوام کے مسائل پیش کرنے کا کہے۔ ایک ممبر پینے کے صاف پانی کی عدم موجودگی کا مسئلہ پیش کرے۔
- سپیکر متعلقہ محکمے کے وزیر سے کہے کہ آپ اس مسئلے کا جواب دیں۔
- وزیر اس مسئلے کے متعلق جواب دے اور مطمئن کرے۔
- ممبر صوبائی اسمبلی! جناب سپیکر! وزیر صاحب کے جواب سے میں مطمئن ہوں اور امید کرتا ہوں کہ ہمارے مسائل ترجیحی بنیادوں پر حل کیے جائیں گے۔
- اب سپیکر دوسرے رکن اسمبلی کو اپنا مسئلہ پیش کرنے کی باری دے۔
- یہ رکن اسمبلی نوجوانوں کے لیے روزگار کے مواقع سے متعلق مسئلہ پیش کرے۔
- سپیکر متعلقہ محکمے کے وزیر سے کہے کہ آپ اس مسئلے کا جواب دیں۔
- وزیر اس مسئلے کے متعلق جواب دے اور مطمئن کرے۔
- ممبر صوبائی اسمبلی! جناب سپیکر! وزیر صاحب کے جواب سے میں مطمئن ہوں اور امید کرتا ہوں کہ ہمارے مسائل ترجیحی بنیادوں پر حل کیے جائیں گے۔
- تمام ممبران اسمبلی ڈیسک بجائیں۔
- سپیکر: آج کی اسمبلی کی کاروائی ختم کی جاتی ہے۔ آئندہ اجلاس کل صبح 10 بجے ہوگا۔
- رول پلے کے اختتام پر تمام طلبہ کی حوصلہ افزائی کریں۔

### نتیجہ/خلاصہ: 8 منٹ



- طلبہ سے پوچھیں اور ان کے جوابات کو آگے بڑھاتے ہوئے خلاصہ پیش کریں:
1. اس رول پلے میں آپ نے سیاسی جماعتوں کے کن دو افعال کے بارے میں آگاہی حاصل کی؟
  2. سیاسی پارٹیاں اس کے علاوہ کون سے افعال سرانجام دیتی ہیں؟

### جائزہ/چالنج: 10 منٹ



- طلبہ سے پوچھیں:
- سیاسی جماعتیں عوام میں کس چیز کا شعور اجاگر کرتی ہیں؟
  - جمہوری نظام میں حکومت بنانے کا حق کس کو حاصل ہوتا ہے؟
  - انتخابی نشان کس مقصد کے لیے ہوتا ہے؟
  - پاکستان میں کتنے عرصہ کے بعد قومی اور صوبائی اسمبلی کا الیکشن ہوتا ہے؟
  - عوام کے مسائل حل کرنے کے لیے کون کونسا کرنا کرتا ہے؟

### مشق: 2 منٹ



طلبہ سے کہیں کہ وہ اپنے علاقے کے ممبر صوبائی اسمبلی کو ایک درخواست لکھیں اور علاقے کے مسائل اجاگر کریں۔ ان سے ان مسائل کو حل کرنے کی درخواست کریں۔

# پاکستان میں وفاقی، صوبائی اور مقامی حکومت کے مابین باہمی انحصار

طلبہ کے حاصلاتِ تعلم



- پاکستان میں وفاقی، صوبائی اور مقامی حکومت کے مابین باہمی انحصار (Interdependence) کی وضاحت کریں۔

## معلومات برائے اساتذہ

- پاکستان میں وفاقی پارلیمانی نظام حکومت (Federal Parliamentary System of Government) رائج ہے۔
- اسلامی جمہوریہ پاکستان چار صوبوں (پنجاب، سندھ، خیبر پختونخوا اور بلوچستان)، آزاد جموں و کشمیر، گلگت بلتستان اور وفاقی دارالحکومت اسلام آباد پر مشتمل ایک وفاق ہے۔
- وفاق اکائیوں کے مجموعے کا نام ہے۔ وفاق ملک کی تمام اکائیوں کو آپس میں جوڑ کر رکھتا ہے۔
- وفاقی حکومت مرکزی حکومت ہوتی ہے۔ جو پورے ملک کا نظام حکومت اور نظم و نسق چلاتی ہے۔ اور بین الاقوامی تعلقات، معاہدات، ملکی و غیر ملکی پالیسی بنانا مرکزی حکومت کی ذمہ داری ہوتی ہے۔
- وفاقی حکومت خارجی سطح پر پوری قوم کی نمائندگی کرتی ہے۔
- وفاقی حکومت ملکی دفاع، امور خارجہ، امور داخلہ، خزانہ اور وزارتِ مواصلات کی نگرانی کرتی ہے۔
- ملک کا خزانہ وفاقی، صوبائی اور مقامی حکومتوں کے مابین مشترک ہوتا ہے۔
- صوبائی حکومت کا اختیار صرف اپنے صوبے تک محدود ہوتا ہے۔
- صوبائی حکومتیں تمام قومی معاملات میں وفاقی حکومت کی پالیسیوں پر عمل کرتی ہیں۔
- صوبائی حکومت کا درجہ وفاقی حکومت کے بعد آتا ہے۔ صوبائی حکومت وفاق کے ماتحت ہوتی ہے۔
- صوبوں کی اپنی اپنی حکومت ہونے کے باوجود وہ وفاقی حکومت کا حصہ ہوتے ہیں۔
- وفاقی حکومت صوبائی حکومتوں کو قومی مالیاتی ایوارڈ اور دیگر مددات میں مالی معاونت فراہم کرتی ہے۔
- وفاقی حکومت وفاقی محصولات میں سے صوبوں کی آبادی کے تناسب سے صوبائی حکومتوں کو حصہ دیتی ہے جس سے صوبے اپنی مالیاتی ضروریات پوری کرتے ہیں۔ جبکہ صوبے وفاقی محصولات کی وصولی میں مدد فراہم کرتے ہیں۔
- حکومت کی تمام سطحیں (وفاقی، صوبائی اور مقامی) ایک ہی آئین کے تحت کام کرتی ہیں۔
- مقامی حکومتوں کے تمام تر وسائل کا انحصار صوبائی حکومت کے فراہم کردہ ذرائع پر ہوتا ہے جبکہ کچھ صوبائی محصولات مقامی حکومتوں کی مدد سے وصول کیے جاتے ہیں۔
- وفاقی حکومت ملک میں بڑے بڑے منصوبوں کی منصوبہ بندی کرتی ہے۔
- صوبائی حکومت اپنے صوبے میں منصوبوں کی منظوری دیتی ہے اور وسائل فراہم کرتی ہے جبکہ چھوٹے ترقیاتی منصوبے مقامی حکومت کے زیر انتظام مکمل کیے جاتے ہیں۔
- مقامی حکومت کسی ملک کی حکومت کی چلی ترین سطح ہوتی ہے جو مرکزی اور صوبائی قوانین کے دائرے میں کام کرتی ہے۔
- پاکستان میں مقامی حکومتیں صوبائی حکومتوں پر اور صوبائی حکومتیں وفاقی حکومت پر انحصار کرتی ہیں۔ جبکہ وفاقی حکومت صوبائی حکومتوں اور صوبائی حکومتیں مقامی حکومتوں پر انحصار کرتی ہیں۔
- اس عنوان کی تدریس کے لیے گروپوں میں بحث اور رول پلے (Role Play) مفید ثابت ہو گا۔



تختہ تحریر، چارٹ، فلیش کارڈز، درسی کتاب معاشرتی علوم جماعت پنجم، مارکر۔



طلبہ سے درج ذیل سوالات پوچھیں تاکہ ان کی توجہ موضوع کی طرف مبذول کرائی جاسکے۔

- آپ کے گھر کا سربراہ کون ہے؟ (والد صاحب)
- والد صاحب کے بعد گھر میں کس کا حکم چلتا ہے؟ (والدہ صاحبہ)
- والدہ صاحبہ کے بعد گھر میں کون بڑا ہے؟ (بڑا بھائی، بڑی بہن)
- آپ والدہ صاحبہ سے روزانہ جیب خرچ لیتے ہیں؟ (جی ہاں)
- والدہ صاحبہ کو پیسے کون دیتا ہے؟ (والد صاحب)
- گھر کا سودا سلف لانے کے لیے بھائی صاحب پیسے کہاں سے لاتے ہیں؟ (والد صاحب، والدہ صاحبہ سے)
- آپ کا سکول کس نے بنایا ہے؟ (حکومت)
- اساتذہ کو تنخواہ کون دیتا ہے؟ (حکومت)
- ہمارے ملک میں بڑی شاہراہیں کس نے بنائی ہیں؟ (وفاقی حکومت)
- آپ کے علاقے کی سڑک کس نے بنائی ہے؟ (صوبائی حکومت)
- آپ کی گلی کس نے پختہ کروائی ہے؟ (مقامی حکومت / کونسلر)
- مقامی حکومت کو پیسے کون دیتا ہے؟ (صوبائی حکومت)
- صوبائی حکومت کو رقم کون دیتا ہے؟ (وفاقی حکومت)

طلبہ کو بتائیں کہ آج ہم وفاقی، صوبائی اور مقامی حکومتوں کے درمیان باہمی انحصار کو چارٹ اور رول پہلے (Role Play) کے ذریعے سمجھیں گے۔



1. وفاقی، صوبائی اور مقامی حکومتوں کے باہمی انحصار کو واضح کرنے کے لیے ذیل میں دیا گیا چارٹ طلبہ کے سامنے آویزاں کریں۔ اور ان سے سوالات کے ذریعے ان کے باہمی انحصار کو واضح کریں۔ طلبہ کی طرف سے دیے گئے نکات کو تختہ تحریر پر لکھتے جائیں اور پھر اس عمل کو طلبہ کے ذریعے دہرائیں تاکہ ان کے ذہنوں میں وفاقی، صوبائی اور مقامی حکومتوں کے مابین انحصار واضح ہو سکے۔



2. اس چارٹ کی مدد سے طلبہ کو بتائیں کہ پاکستان میں وفاقی حکومت، صوبائی حکومتیں اور مقامی حکومتیں ایک دوسرے پر انحصار کرتی ہیں اور تمام حکومتیں اپنے اپنے دائرہ کار میں ایک دوسرے کو تقویت دینے کا باعث بنتی ہیں۔

سرگرمی نمبر 2: 20 منٹ

طلبہ کے تین گروپ بنائیں:

- گروپ نمبر 1:
  - طلبہ وفاقی حکومت کے اہم کاموں پر بحث کریں اور اہم نکات ایک چارٹ پر تحریر کریں۔ نیز وفاقی حکومت کے ذرائع و وسائل آمدن بھی لکھیں۔
- گروپ نمبر 2:
  - طلبہ صوبائی حکومت کے اہم کاموں پر بحث کریں اور اہم نکات ایک چارٹ پر تحریر کریں۔ نیز صوبائی حکومت کے ذرائع آمدن بھی لکھیں۔
- گروپ نمبر 3:
  - مقامی حکومت کے اہم کاموں پر بحث کریں اور اہم نکات اپنے چارٹ پر تحریر کریں۔ نیز مقامی حکومت کے ذرائع آمدن بھی تحریر کریں۔
  - سرگرمی کے اختتام پر گروپ نمبر 1 کا چارٹ گروپ نمبر 2 کو گروپ نمبر 2 کا چارٹ گروپ نمبر 3 کو اور گروپ نمبر 3 کا چارٹ گروپ نمبر 1 کو دیں اور اپنے گروپ میں ان چارٹس کو پڑھنے کا کہیں۔ اس طرح ہر گروپ دوسرے دو گروپوں کے چارٹ پڑھ لے۔

سرگرمی نمبر 3: 15 منٹ

رول پلے (Role Play):

- وفاقی، صوبائی اور مقامی حکومتوں کے باہمی انحصار کے تصور کو راسخ کرنے کے لیے طلبہ کے تین گروپ بنائیں۔ ایک گروپ کو وفاقی حکومت کا پلے کارڈ دیں۔ دوسرے گروپ کو صوبائی حکومت کا پلے کارڈ اور تیسرے گروپ کو مقامی حکومت کا پلے کارڈ دیں۔ ان تینوں گروپوں کو ایک زنجیر کی شکل میں بانہوں میں بانہیں دے کر انسانی زنجیر بنانے کا کہیں۔ جب یہ ایک زنجیر کی شکل اختیار کرے تو ان سے پوچھیں کہ آپ نے اس سرگرمی سے کیا سیکھا؟
- طلبہ کو باور کرائیں کہ جس طرح زنجیر کی ایک کڑی دوسری سے ملی ہوتی ہے۔ اور ایک دوسرے کو طاقت اور سہارا دیتی ہیں۔ اسی طرح مرکزی، صوبائی اور مقامی حکومتیں ایک دوسرے سے مل کر کام کرتی ہیں۔ اور ایک دوسرے پر انحصار کرتی ہیں۔

تختہ تحریر پر تین کالم بنائیں۔ (کالم آگے بنے ہوئے ہیں)

1. طلبہ کو جوابات پر مشتمل کارڈز دیں اور اُن سے کہیں کہ متعلقہ خانہ میں اس کو لگائیں۔

2. الگ الگ کارڈ پر یہ لکھیں:

- تمام صوبوں کو آپس میں جوڑنا۔
- خارجہ پالیسی بنانا۔
- قومی مالیاتی ایوارڈ دینا۔
- ملک کا دفاع کرنا۔
- صوبے میں امن وامان برقرار رکھنا۔
- محکمہ تعلیم میں سہولیات بہم پہنچانا۔
- صوبائی محصولات جمع کرنا۔
- وفاقی حکومت کے بعد دوسرا درجہ۔
- ملک کی معیشت کو سنبھالنا۔
- صوبے کا نظم و نسق چلانا۔
- مقامی مسائل حل کرنا۔
- گلیاں اور راستے پختہ کرنا۔
- مصالحتی کردار ادا کرنا۔
- برتھ سرٹیفیکیٹ جاری کرنا۔

مقامی حکومت	صوبائی حکومت	وفاقی حکومت

نتیجہ/خلاصہ: 8 منٹ



طلبہ کو بتائیں کہ:

1. پاکستان ایک پارلیمانی جمہوری ملک ہے۔
2. پاکستان ایک وفاقی ملک ہے جس میں صوبہ پنجاب، صوبہ سندھ، صوبہ خیبر پختونخوا، صوبہ بلوچستان، آزاد جموں و کشمیر، گلگت بلتستان اور وفاقی دارالحکومت اسلام آباد شامل ہیں۔
3. پاکستان کا نظام ایک ہی آئین کے تحت ہے اور وفاقی حکومت پورے پاکستان کی نمائندگی کرتی ہے۔
4. صوبائی حکومتیں، علاقائی/مقامی حکومتیں اور وفاقی حکومت عوامی مسائل کو حل کرتی ہیں۔
5. وفاقی، صوبائی، علاقائی/مقامی حکومتیں الگ الگ نہیں ہیں بلکہ باہم مربوط ہیں اور ایک دوسرے پر انحصار کرتی ہیں۔

جائزہ/جانیچ: 10 منٹ



طلبہ سے پوچھیں:

- اسلامی جمہوریہ پاکستان کی کتنی اکائیاں ہیں؟ اور کون کون سی ہیں؟ (چار صوبے، آزاد جموں و کشمیر، گلگت بلتستان، اسلام آباد)
- وفاقی حکومت صوبائی حکومتوں کی کس طرح مدد کرتی ہے؟ (قومی مالیاتی ایوارڈ وغیرہ)

- صوبائی حکومتیں وفاقی حکومت سے کیسے مربوط ہیں؟ (وفاقی آئین پر عمل کرتی ہیں)
- مقامی حکومتیں کس کے حکم پر عمل کرتی ہیں؟ (وفاقی اور صوبائی حکومتوں کے حکم پر)
- کیا وفاقی، صوبائی اور مقامی حکومتیں ایک دوسرے سے الگ ہوتی ہیں؟ (نہیں، ایک دوسرے پر انحصار کرتی ہیں)
- کیا صوبائی اور علاقائی/مقامی حکومتیں وفاقی حکومت کی مدد کے بغیر اپنے امور سرانجام دے سکتی ہیں؟ (نہیں)

## مشق: 2 منٹ



طلبہ سے کہیں کہ اپنے والدین سے پوچھ کر اپنے علاقے میں وفاقی حکومت کے منصوبے، صوبائی حکومت کے منصوبے اور مقامی حکومت کے منصوبے اپنی نوٹ بک میں الگ الگ لکھ کر لائیں۔

## یونانی، رومی اور گندھارا تہذیبیں

### طلبہ کے حاصلاتِ تعلیم



- یونانی، رومی اور گندھارا تہذیبوں کی نمایاں خصوصیات بیان کر سکیں۔

### معلومات برائے اساتذہ

- انسانی زندگی قدیم زمانے سے آج تک کئی مراحل سے گزری ہے۔
- انسان اپنی ضروریات پوری کرنے کے لیے محنت کرتا ہے اور رہن سہن کو بہتر بناتا ہے جس سے اس کے طرزِ زندگی میں تبدیلی آتی رہتی ہے۔
- اس طرح انسانی زندگی میں تہذیب اور ٹیکنالوجی کی ترقی آتی رہی ہے۔
- انسانوں کی قدیم تہذیبوں میں یونانی تہذیب، رومی تہذیب اور گندھارا تہذیب بھی شامل ہیں۔
- ان قدیم تہذیبوں کے مطالعے سے ہمیں ان کے طرزِ زندگی اور دیگر حالات معلوم ہوتے ہیں۔
- قدیم تہذیبوں کے مقامات اور جگہوں کے بارے میں معلومات کے ساتھ ساتھ یہ بھی پتا چلتا ہے کہ جہاں اب ہم رہ رہے ہیں، انہی مقامات پر قدیم زمانے میں کوئی اور انسانی تہذیب موجود تھی۔
- یورپ اور مغربی ایشیا کے بیشتر علاقے قدیم یونان کا حصہ تھے۔
- یونانی تہذیب کا آغاز تقریباً تین ہزار سال پہلے ہوا۔ یونانی تہذیب کا زمانہ 1200 قبل مسیح سے 146 قبل مسیح تک ہے۔
- قدیم یونان کے مشہور شہروں میں ایتھنز (Athens)، اسپارٹا (Sparta)، تھیبز (Thebes) اور اولمپیا (Olympia) شامل ہیں۔
- رومی تہذیب کا زمانہ 753 قبل مسیح سے 476 عیسوی تک ہے۔
- رومی تہذیب کا آغاز روم (موجودہ اٹلی کا ایک شہر) سے ہوا۔
- گندھارا تہذیب کا دور 600 قبل مسیح سے پانچویں صدی عیسوی تک ہے۔
- گندھارا میں موجودہ پشاور، دریائے سوات اور دریا کابل کی وادیاں شامل تھیں یعنی پاکستان کے شمال مغربی اور افغانستان کے شمال مشرقی علاقے گندھارا تہذیب کا حصہ تھے۔
- اس موضوع کی تدریس کے لیے گروپ ورک اور پیش کش (Presentation) کرائی جائے۔

### دورانیہ: 140 منٹ / چار پیریڈ



### وسائل / ادراغ



درسی کتاب معاشرتی علوم برائے جماعت پنجم، نوٹ بک، تختہ تحریر، چاک، تصاویر، چارٹس، مارکر۔

### تعارف: 10 منٹ



1. طلبہ سے مندرجہ ذیل سوالات پوچھیں:

- کیا پاکستان کا علاقہ کسی قدیم تہذیب کا حصہ رہا ہے؟ (مکمل جواب: ہاں / نہیں)



- موجودہ پاکستان کے علاقے کس قدیم تہذیب کا حصہ رہے ہیں؟ (مکملہ جواب: وادی سندھ، گندھارا)
  - گندھارا تہذیب میں شامل موجودہ پاکستان کے علاقوں کے نام بتائیں۔ (مکملہ جواب: پشاور، چارسدہ، مردان، ٹیکسلا)۔
  - گندھارا تہذیب کے علاوہ قدیم تہذیبوں کے نام بتائیں۔ (مکملہ جواب: رومی تہذیب، وادی سندھ کی تہذیب، یونانی تہذیب، مصر کی تہذیب)
- اگر طلبہ تہذیبوں کے نام نہ بتاسکیں تو خود بتادیں۔
- طلبہ سے کہیں کہ اس سبق میں ہم یونانی، رومی اور گندھارا تہذیب کے بارے میں پڑھیں گے۔

## تصور کی پختگی



سرگرمی نمبر 1: 25 منٹ

1. طلبہ کو بتائیں کہ ٹائم لائن کے ذریعے تاریخی واقعات اور ان کے دن، مہینے، سال اور صدی کو ظاہر کیا جاسکتا ہے۔ اس طریقہ سے ہم بہت سے واقعات کو وقت (دن، مہینے، سال اور صدی) کے لحاظ سے آسانی سے سیکھ جاتے ہیں۔
2. اپنی نگرانی میں طلبہ سے یونانی، رومی اور گندھارا تہذیب کی ٹائم لائن بنوائیں۔

سرگرمی نمبر 2: 30 منٹ

1. طلبہ کو پانچ گروپوں میں تقسیم کریں۔
2. ہر گروپ کے طلبہ 10 منٹ تک درسی کتاب کے موضوع یونانی تہذیب کو انفرادی طور پر پڑھیں۔
3. ہر گروپ سے کہیں کہ وہ موضوع میں دی گئی یونانی تہذیب کی معلومات پر مبنی ایک چارٹ پر پیش کش تیار کریں۔ پانچ گروپوں کی پیش کش کے عنوان یہ ہوں گے۔
  - گروپ نمبر 1: یونانی تہذیب کے شہر اور حکومتیں
  - گروپ نمبر 2: یونانی تہذیب میں عبادات / مذہبی حالات
  - گروپ نمبر 3: یونانی تہذیب میں فن تعمیرات
  - گروپ نمبر 4: یونانی تہذیب کے لوگوں کے پیشے
  - گروپ نمبر 5: اولمپک کھیل
4. پیش کش چارٹ پر لکھنے کے لیے 10 منٹ کا وقت دیں۔
5. تمام گروپوں سے کہیں کہ وہ اپنی اپنی پیش کش 2، 2 منٹ میں تمام کلاس کے سامنے پیش کریں۔
6. پیش کش کے دوران اگر طلبہ سوال پوچھیں تو پیش کش (Presentation) کرنے والا گروپ جواب دے اور اگر گروپ جواب نہ دے تو خود جواب دیں اور وضاحت کریں۔

سرگرمی نمبر 3: 30 منٹ

1. طلبہ کو چھ گروپوں میں تقسیم کریں۔
2. تمام گروپوں کے طلبہ درسی کتاب کے موضوع رومی تہذیب کو 10 منٹ تک انفرادی طور پر پڑھیں۔
3. ہر گروپ کو رومی تہذیب کے ایک پہلو پر معلومات اکٹھی کرنے اور اسے چارٹ پر لکھنے کا کہیں۔ یہ کام 10 منٹ میں مکمل کروائیں۔
  - گروپ نمبر 1: رومی تہذیب کے علاقے
  - گروپ نمبر 2: معاشرہ و عبادت کا نظام
  - گروپ نمبر 3: زبان، اعداد کا نظام، حروف تہجی
  - گروپ نمبر 4: رومی تہذیب کے لوگوں کے پیشے
  - گروپ نمبر 5: رومی تہذیب میں فن تعمیر
  - گروپ نمبر 6: رومی تہذیب میں خاندانی نظام
4. ہر گروپ کو اپنی پیش کش (Presentation) پیش کرنے کو کہیں۔

5. اگر طلبہ کے موضوع سے متعلق سوال ہوں تو پیش کش کرنے والا گروپ جواب دے۔ اگر گروپ جواب نہ دے سکتے تو خود طلبہ کو جواب دے کر مطمئن کریں۔

سرگرمی نمبر 4: 30 منٹ

1. طلبہ کو پانچ گروپوں میں تقسیم کریں۔
2. ہر گروپ کے طلبہ سے کہیں کہ وہ ”گندھارا تہذیب“ کے موضوع کو درسی کتاب سے 10 منٹ تک پڑھیں اور گروپ کو دیے گئے عنوان سے متعلق معلومات اکٹھی کریں۔
  - گروپ نمبر 1: گندھارا تہذیب کے علاقے
  - گروپ نمبر 2: گندھارا تہذیب کے لوگوں کے پیشے / شعبے
  - گروپ نمبر 3: گندھارا تہذیب کے مذہبی حالات
  - گروپ نمبر 4: گوتم بدھ
  - گروپ نمبر 5: گندھارا آرٹ
3. معلومات اکٹھی کرنے کے بعد ہر گروپ اپنے موضوع کی پیش کش (Presentation) ایک چارٹ پر لکھے۔
4. ہر گروپ 2 منٹ میں اپنی پیش کش جماعت کے سامنے کرے۔
5. طلبہ کو سوال کرنے کا موقع دیں اور ان کے جواب متعلقہ گروپ دے۔
6. اگر گروپ جواب نہ دے سکے تو خود ان سوالوں کے جواب دیں۔

نتیجہ/خلاصہ: 5 منٹ



- طلبہ سے سوالات کریں اور سبق کا خلاصہ اخذ کرائیں۔
- انہیں بتائیں کہ اس سبق میں ہم نے مختلف قدیم تہذیبوں کے زمانے کے اہم واقعات اور خصوصیات پڑھی ہیں۔

جائزہ/جانیچ: 8 منٹ



- طلبہ سے درج ذیل سوالات کریں:
1. قدیم تہذیبوں کے نام بتائیں۔
  2. یونانی تہذیب کے دور کا آغاز اور اختتام کب ہوا؟
  3. رومی تہذیب کا آغاز اور اختتام کب ہوا؟
  4. گندھارا تہذیب کا آغاز اور اختتام کب ہوا؟
  5. یونانی تہذیب کے اہم شہر/علاقے کون سے تھے؟
  6. گندھارا تہذیب کے اہم علاقے کون سے تھے؟
  7. یونانی، رومی اور گندھارا تہذیب کی اہم خصوصیات کیا تھیں؟

مشق: 2 منٹ



یونانی، رومی اور گندھارا تہذیبوں کے متعلق تصاویر اخبارات اور رسائل سے اکٹھی کریں اور نوٹ بک پر چسپاں کریں۔

## پاکستان کی تاریخی شخصیات

طلبہ کے حاصلاتِ تعلم



- قیام پاکستان میں قائد اعظم محمد علی جناح رحمۃ اللہ علیہ، سرسید احمد خان، بیگم رعنا لیاقت علی خان اور بیگم جہاں آرا شاہنواز کے کردار کی وضاحت کریں۔

### معلومات برائے اساتذہ

- حضرت محمد رسول اللہ خاتم النبیین صلی اللہ علیہ وعلی آلہ واصحابہ وسلم کی تعلیمات سے اجتماعی انسانی زندگی تبدیل ہو گئی۔ زندگی کے ہر شعبہ کی کاپی پلٹ گئی۔ آپ صلی اللہ علیہ وعلی آلہ واصحابہ وسلم نے تہذیب و تمدن اور تاریخ کا دھارا بدل ڈالا۔ دنیا کی تاریخ میں ایسی مثال نہیں ملتی کہ انسانی سوچ اور عمل میں ایسی تبدیلی آئی ہو جیسے سیدنا حضرت محمد رسول اللہ خاتم النبیین صلی اللہ علیہ وعلی آلہ واصحابہ وسلم کے لائے ہوئے انقلاب نے انسانی زندگی کو متاثر کیا۔
- قائد اعظم رحمۃ اللہ علیہ برصغیر کے مسلمانوں کے وہ عظیم رہنما تھے جنہوں نے آزاد مسلم ریاست کے لیے جدوجہد کی اور پاکستان ایک آزاد ریاست کے طور پر وجود میں آیا۔
- سرسید احمد خان نے اس سے قبل مسلمانوں کے لیے پہلی بار 'قوم' کا لفظ استعمال کیا۔
- دو قومی نظریہ کا بانی بھی سرسید احمد خان کو کہا جاتا ہے کیونکہ ان کا خیال تھا کہ ہندو اور مسلمان دو الگ الگ قومیں ہیں اور ان کا مذہب، تاریخ، ثقافت اور تہذیب ایک دوسرے سے مختلف ہیں۔ وہ ایک دوسرے کے ساتھ اکٹھے نہیں رہ سکتے اور وقت گزرنے کے ساتھ ساتھ ان کے درمیان خلیج بڑھتی جائے گی۔
- سرسید احمد خان نے مسلمانوں کی تعلیمی، معاشرتی اور سیاسی ترقی میں اہم کردار ادا کیا۔
- سرسید احمد خان نے مسلمانوں کی شناخت برقرار رکھنے کے لیے جدید تعلیم کو ضروری قرار دیا۔ انہوں نے کئی تعلیمی ادارے قائم کیے۔ 1859ء میں مراد آباد اور 1862ء میں غازی پور میں سکول قائم کیا۔ 1864ء میں سائنٹفک سوسائٹی کی بنیاد رکھی۔ اس ادارے کا مقصد انگریزی زبان میں لکھی گئی کتابوں کا اردو میں ترجمہ کرنا تھا تاکہ لوگ ان کتابوں سے فائدہ اٹھا سکیں۔
- انہوں نے مسلمانوں کی ترقی اور اصلاح کے لیے رسالہ تہذیب الاخلاق بھی جاری کیا۔
- 1875ء میں علی گڑھ میں محمدن اینگلو اورینٹل ہائی سکول بھی قائم کیا۔ اس کو بعد میں کالج اور پھر یونیورسٹی کا درجہ دیا گیا۔
- علی گڑھ سے تعلیم حاصل کرنے والے طلبہ نے بعد میں تحریک پاکستان میں بھرپور کردار ادا کیا۔
- بیگم رعنا لیاقت علی خان بھی تحریک پاکستان کی نہایت متحرک کارکن رہی ہیں۔ آپ سیاست کے میدان کی نامور شخصیت تھیں۔
- بیگم رعنا تحریک پاکستان کے عظیم رہنما اور پاکستان کے پہلے وزیراعظم لیاقت علی خان کی اہلیہ تھیں۔ انہوں نے تحریک پاکستان میں اپنے شوہر کے شانہ بشانہ کام کیا۔
- خواتین میں سیاسی شعور کی بیداری بیگم رعنا لیاقت علی خان کی ایک یادگار خدمت ہے۔
- بیگم رعنا مسلم لیگ کی ایگزیکٹو ممبر اور اکنامک ڈویژن کی چیئر پرسن مقرر ہوئیں۔
- قیام پاکستان کے بعد انہوں نے خواتین اور بچوں کی فلاح و بہبود کے کئی منصوبے شروع کیے۔ بھارت سے ہجرت کر کے آنے والی خواتین اور بچوں کی صحت کے لیے سہولیات فراہم کیں۔
- 1949ء میں بیگم رعنا نے آل پاکستان ویمن ایسوسی ایشن (APWA) کے نام سے ایک تنظیم بنائی جس کے تحت سکول، کالج اور صنعتی گھر قائم کیے گئے۔
- بیگم رعنا نے مختلف ممالک میں پاکستان کی سفیر کے طور پر بھی کام کیا۔

- 1973ء میں بیگم رعنا صوبہ سندھ کی گورنر مقرر ہوئیں۔ آپ کو پاکستان کی پہلی خاتون صوبائی گورنر بننے کا امتیاز حاصل ہے۔
- بیگم جہاں آرا شاہنواز تحریک پاکستان کی اہم کارکن تھیں۔ آپ آل انڈیا مسلم لیگ کی پہلی خاتون رکن تھیں۔
- بیگم جہاں آرا شاہنواز نے گول میز کانفرنسوں میں برصغیر کی خواتین کی نمائندگی کی۔
- بیگم جہاں آرا شاہنواز نے 1935ء میں پنجاب میں خواتین مسلم لیگ تشکیل دی۔ 1937ء میں پنجاب کی قانون ساز اسمبلی کی رکن منتخب ہوئیں۔
- بیگم جہاں آرا شاہنواز نے پارلیمانی سیکرٹری برائے تعلیم، میڈیکل ریلیف اور صحت عامہ کی حیثیت سے بھی خدمات سرانجام دیں۔
- قیام پاکستان کے بعد پاکستان کی قانون ساز اسمبلی کی رکن کے طور پر خدمات بھی سرانجام دیں۔
- بیگم جہاں آرا شاہنواز خواتین اور بچوں کی بہبود کی مختلف تنظیموں سے وابستہ رہیں جیسے انجمن حمایت اسلام اور ریڈ کراس سوسائٹی۔
- بیگم جہاں آرا شاہنواز نے تعلیمی اور معاشرتی موضوعات پر کئی پمفلٹ بھی جاری کیے۔
- اس سبق کی تدریس کے لیے ورک شیٹ پر کام کرایا جائے اور طلبہ ورک شیٹ اپنی نوٹ بک پر بنائیں۔

دورانیہ: 105 منٹ / تین پیریڈ



وسائل / اذرائع



تختہ تحریر، چاک، درسی کتاب معاشرتی علوم برائے جماعت پنجم۔

تعارف: 5 منٹ



طلبہ سے سوال کریں:

- تحریک پاکستان کی چند شخصیات کے نام بتائیں۔
- (ممکنہ جواب: قائد اعظم رحمۃ اللہ علیہ، علامہ محمد اقبال رحمۃ اللہ علیہ، سرسید احمد خان، محترمہ فاطمہ جناح، لیاقت علی خان، بیگم رعنا لیاقت علی خان، بیگم جہاں آرا شاہنواز)

تصور کی چٹنگی



سرگرمی نمبر 1: 90 منٹ (وقت کی مناسب تقسیم کر لیں)

1. طلبہ کے جوڑے بنائیں اور ورک شیٹ پر کام کرنے کا کہیں۔
2. دی گئی ورک شیٹ تختہ تحریر پر بنائیں اور طلبہ سے کہیں کہ وہ اپنی اپنی نوٹ بک پر اسے نقل کریں۔
3. ورک شیٹ میں ایک طرف چند واقعات، حالات اور کارنامے لکھے ہیں جن کے سامنے شخصیت کا نام لکھنے کے لیے جگہ دی گئی ہے۔
4. طلبہ جوڑوں میں درسی کتاب سے موضوع کو پڑھیں اور بحث کرنے کے بعد ہر جملے کے سامنے اُس شخصیت کا نام لکھیں جس سے یہ جملہ متعلق ہو۔
5. شخصیات یہ ہیں: (۱) سرسید احمد خان (۲) بیگم رعنا لیاقت علی خان (۳) بیگم جہاں آرا شاہنواز

ورک شیٹ	
شخصیت کا نام	واقعات / حالات / کارنامے
	1859ء میں مراد آباد اور 1862ء میں غازی پور میں سکول قائم کیا۔

قیام پاکستان کے وقت بھارت سے ہجرت کر کے آنے والی خواتین اور بچوں کی صحت کے لیے سہولیات فراہم کیں۔	
گول میز کانفرنسوں میں برصغیر کی خواتین کی نمائندگی کی۔	
دو قومی نظریے کا بانی کہا جاتا ہے۔	
1949ء میں آل پاکستان ویمن ایسوسی ایشن قائم کی۔	
مسلمانوں کی ترقی اور اصلاح کے لیے رسالہ تہذیب الاخلاق نکالا۔	
مختلف ممالک میں پاکستان کی سفیر کے طور پر فرائض انجام دیے۔	
1937ء میں پنجاب کی قانون ساز اسمبلی کی رکن منتخب ہوئیں۔	
مسلمانوں کے لیے جدید تعلیم کو لازمی قرار دیا۔	
پہلی صوبائی خاتون گورنر بننے کا اعزاز حاصل ہے۔	
انجمن حمایت اسلام اور ریڈ کراس سوسائٹی سے وابستہ رہیں۔	
علی گڑھ میں محمدن اینگلو اورینٹل سکول قائم کیا۔	
قیام پاکستان کے بعد ملک کی خاتون اول بن گئیں۔	
1935ء میں پنجاب میں مسلم خواتین لیگ تشکیل دی۔	
تعلیمی اور معاشرتی موضوعات پر کئی پمفلٹ لکھے۔	

### نتیجہ/خلاصہ: 3 منٹ



1. طلبہ کو بتائیں کہ جو لوگ ملک و قوم کے لیے اپنے آپ کو وقف کر دیتے ہیں وہ دنیا میں شہرت حاصل کرتے ہیں اور تاریخ میں اُن کا نام ہمیشہ سنہری حروف سے لکھا جاتا ہے۔
2. سرسید احمد خان نے مسلمانوں کو جدید علوم سے آراستہ کرنے کے لیے دن رات محنت کی اور کامیاب بھی ہوئے۔
3. بیگم رعنا لیاقت علی خان اور بیگم جہاں آرا شاہنواز نے خواتین کی فلاح و بہبود کے لیے انتھک محنت کی۔ تحریک پاکستان میں اُن کی خدمات کو قدر کی نگاہ سے دیکھا جاتا ہے۔

### جائزہ/چالنج: 5 منٹ



- طلبہ سے پوچھیں:
1. دو قومی نظریہ سب سے پہلے کس نے پیش کیا؟
  2. وہ کون سی پہلی خاتون تھیں جو صوبہ سندھ کی گورنر بنیں؟
  3. بیگم رعنا لیاقت علی خان کی چند خدمات بیان کریں؟
  4. 1937ء میں کون سی خاتون پنجاب کی قانون ساز اسمبلی کی رکن بنی تھیں؟

### مشق: 2 منٹ



سرسید احمد خان، بیگم رعنا لیاقت علی خان اور بیگم جہاں آرا شاہنواز کی خدمات نکات کی شکل میں نوٹ بک پر لکھ کر لائیں۔

## قیام پاکستان میں صوبوں کا کردار

### طلبہ کے حاصلاتِ تعلیم



- قیام پاکستان میں اپنے علاقے/صوبے کی شرکت اور جدوجہد کی وضاحت کر سکیں۔

### معلومات برائے اساتذہ

- پاکستان کا قیام برصغیر کے مسلمانوں کی ایک علیحدہ وطن کے قیام کے لیے جدوجہد کا نتیجہ تھا۔
- اس جدوجہد میں پاکستان کے مختلف علاقوں/صوبوں کے لوگوں کی جدوجہد شامل ہے۔
- صوبوں/علاقوں سے تعلق رکھنے والے عوام اور سیاسی قائدین نے پاکستان کی جدوجہد میں عملی طور پر حصہ لیا۔
- اس جدوجہد میں تحریک پاکستان کے رہنماؤں نے اپنے اپنے علاقوں/صوبوں کے عوام میں حقوق حاصل کرنے کا شعور پیدا کیا، انھیں منظم کیا اور ان کی جدوجہد کو اجتماعی جدوجہد کی شکل میں آگے بڑھایا۔
- جب 3 جون 1947ء کو ہندوستان کو تقسیم کر کے پاکستان اور بھارت کے قیام کا اعلان ہوا تو برصغیر کے مختلف علاقوں/صوبوں کے لیے بھارت یا پاکستان میں شامل ہونے کا طریقہ بھی متعین کیا گیا۔
- مختلف علاقوں اور صوبوں کا پاکستان میں شامل ہونا ایک تاریخی حقیقت ہے جس سے ہمیں معلوم ہوتا ہے کہ پاکستان کے قیام میں کس طرح صوبوں/علاقوں نے کردار ادا کیا۔
- اس موضوع کی تدریس کے لیے طلبہ کو متعلقہ مواد سے معلومات اخذ کر کے اُن کا تجزیہ کرایا جائے اور اسی تجزیہ کی پیش کش (Presentation) کرائی جائے۔

### دورانیہ: 70 منٹ/دوپیریٹ



### وسائل/اذرائع



درسی کتاب معاشرتی علوم برائے جماعت پنجم، چاک، ڈسٹر، چارٹس، مارکر۔

### تعارف: 5 منٹ



طلبہ سے سوال پوچھیں:

- آپ کا تعلق پاکستان کے کس صوبے/علاقے سے ہے؟  
(مکنہ جواب: خیبر پختونخوا، پنجاب، سندھ، بلوچستان، گلگت بلتستان اور آزاد جموں و کشمیر)
- پاکستان میں کون سے صوبے اور علاقے شامل ہیں؟  
(مکنہ جواب: صوبے: پنجاب، سندھ، خیبر پختونخوا، بلوچستان)  
(مکنہ جواب: علاقے: آزاد جموں و کشمیر، گلگت بلتستان، وفاقی دارالحکومت اسلام آباد)



سرگرمی نمبر 1: 30 منٹ

1. طلبہ کو چھ گروپوں میں تقسیم کریں۔ ہر گروپ کو پاکستان کا ایک صوبہ یا علاقہ تفویض کریں جیسے:

- گروپ نمبر 1: صوبہ سندھ
- گروپ نمبر 2: صوبہ پنجاب
- گروپ نمبر 3: صوبہ خیبر پختونخوا
- گروپ نمبر 4: صوبہ بلوچستان
- گروپ نمبر 5: گلگت بلتستان
- گروپ نمبر 6: آزاد جموں و کشمیر

2. ہر گروپ سے کہیں کہ وہ دیے گئے صوبے/علاقے پر متعلقہ مواد کو درسی کتاب سے 15 منٹ تک پڑھیں۔ اس دوران تمام گروپوں کی نگرانی کریں۔

3. اب طلبہ سے کہیں کہ ہر گروپ دیے گئے صوبے/علاقے کے متعلق معلومات کو ذیل میں دیے گئے جدول کی شکل میں لکھے۔

صوبے/علاقے کا نام	
قیام پاکستان کی جدوجہد میں شامل شخصیات	
تحریک پاکستان کے دوران پیش آنے والے اہم واقعات	
پاکستان میں شامل ہونے کا عمل	

4. ہر گروپ اپنا اپنا کام ایک چارٹ پر لکھے۔ اس کام کے لیے 15 منٹ دیں۔

سرگرمی نمبر 2: 25 منٹ

1. سرگرمی نمبر 1 میں بنائے گئے چارٹ کے ذریعے پیش کش کرائیں۔
2. ہر گروپ کا نمائندہ جماعت کے سامنے چارٹ کے ذریعے معلومات پیش کرے۔
3. دیگر گروپوں کے طلبہ غور سے سنیں اور اگر کوئی سوال پوچھنا چاہیں تو انہیں موقع دیا جائے۔
4. تمام گروپوں کی پیشکش مکمل ہونے پر وضاحت طلب نکات کی وضاحت کریں۔

نتیجہ/خلاصہ: 3 منٹ



طلبہ سے سوال و جواب کے ذریعے اخذ کرائیں۔

- قیام پاکستان کے لیے خیبر پختونخوا کی چند اہم شخصیات کے نام بتائیں۔
- قیام پاکستان کی جدوجہد میں حصہ لینے والی سندھ کی دو شخصیات کے نام بتائیں۔
- پنجاب میں تحریک پاکستان کے دوران اہم واقعات کیا تھے؟
- بلوچستان میں تحریک پاکستان کے دوران کا کوئی واقعہ بتائیں۔
- پاکستان میں شمولیت کے لیے گلگت بلتستان کی کن شخصیات نے نمایاں کردار ادا کیا؟
- آزاد جموں و کشمیر کے پاکستان میں شامل ہونے کا عمل کیا تھا؟



- طلبہ سے سوال کریں اور باری باری مختلف طلبہ سے جواب لیں۔
1. صوبہ سندھ کو بمبئی سے علیحدہ کر کے کب صوبہ بنایا گیا؟
  2. 1930ء کے خطبہ الہ آباد میں علامہ اقبال رحمۃ اللہ علیہ نے کیا تجویز پیش کی؟
  3. خیبر پختونخوا کے کن تعلیمی اداروں نے تحریک پاکستان کے لیے کردار ادا کیا؟
  4. بلوچستان میں کس شخصیت نے مسلم لیگ کو مستحکم کیا؟
  5. گلگت بلتستان نے ڈوگر راج سے آزادی کا اعلان کب کیا؟
  6. برصغیر کی تقسیم کے وقت کشمیر کے لوگ کس ملک کے ساتھ شامل ہونا چاہتے تھے؟



مختلف صوبوں/علاقوں کے پاکستان کے قیام میں کردار اور شرکت کے بارے میں ایک مضمون لکھ کر لائیں۔



## نقشے کا تعارف اور BOLTS

### طلبہ کے حاصلاتِ تعلیم



- نقشے کی وضاحت کر سکیں اور BOLTS کی مدد سے نقشے کو پڑھ سکیں۔

### معلومات برائے اساتذہ

- نقشہ زمین کے کسی حصے کا علاقائی خاکہ ہوتا ہے۔
- نقشے پر علامات کی مدد سے زمین کی مختلف خصوصیات دکھائی جاتی ہیں۔
- نقشہ کم وقت میں زیادہ معلومات فراہم کرتا ہے۔
- نقشے کو آسانی سے ایک جگہ سے دوسری جگہ منتقل کیا جاسکتا ہے۔
- نقشے کے عناصر کو مختصراً BOLTS کہا جاتا ہے۔

### BOLTS

- "B" حدود (Border) نقشے کے چاروں طرف لگی لائنیں ہیں جو اس کو فریم کی طرح بند کرتی ہیں۔
- "O" سمتیں (Orientation) نقشے پر سمت کو معلوم کرنے کو Orientation کہا جاتا ہے۔
- "L" علامتی فہرست (Legend) نقشوں پر خاص علامات ہوتی ہیں۔ جو زمینی حدود خال مثلاً پہاڑ، میدان، صحرا، جنگلات، دریا، عمارات، سڑکوں اور ریلویز کو ظاہر کرنے کے لیے استعمال ہوتی ہیں۔ علامات کی اس فہرست کو علامتی فہرست یا Legend کہا جاتا ہے۔
- "T" عنوان (Title) نقشے کو علاقے اور مقصد کے مطابق عنوان دیا جاتا ہے جس کو نقشے کے اوپر جلی حروف میں لکھا جاتا ہے۔
- "S" پیمانہ (Scale) زمین اور نقشے کے فاصلے کو ایک خاص نسبت میں لکھنے کو پیمانہ یا سکیل کہتے ہیں۔ سکیل کی مدد سے نقشے پر موجود مقامات کا درمیانی فاصلہ معلوم کیا جاتا ہے۔
- اس سبق کی تدریس کے لیے نقشوں پر کام اور مظاہراتی طریقہ اختیار کیا جائے۔

### دورانیہ: 105 منٹ / تین پیریڈ



### وسائل / اذرائع



تختہ تحریر، نقشہ، درسی کتاب معاشرتی علوم جماعت پنجم، فلیش کارڈز، مارکر، سفید کاغذ۔

### تعارف: 5 منٹ



1. پاکستان کا نقشہ دیوار پر آویزاں کریں اور طلبہ سے پوچھیں :
2. آپ کو اس نقشے میں کیا کیا دکھائی دے رہا ہے؟
3. دو یا تین طلبہ کو بلا کر نقشے پر موجود اجزا کے نام اونچی آواز میں دہرانے کو کہیں۔
4. اب صوبہ خیبر پختونخوا کا نقشہ سامنے کی دیوار پر لٹکائیں۔
4. طلبہ سے پوچھیں کہ یہ نقشہ آپ کے خیال میں کہاں کا ہے؟

□ (مکملہ جواب: ہمارے صوبے خیبر پختونخوا کا نقشہ)

5. اب طلبہ سے پوچھیں کہ آپ کو اس نقشے میں کون سی مختلف چیزیں نظر آرہی ہیں؟ □ (مکملہ جوابات: مختلف رنگ کی لکیریں، شہروں کے نام، نقشے پر بڑے حروف میں لکھا ہوا خیبر پختونخوا، نقشے پر موجود پہاڑ)
6. طلبہ کو بتائیں کہ اس سبق میں ہم نقشے کے مختلف اجزا کے بارے میں پڑھیں گے۔

## تصور کی پختگی



سرگرمی نمبر 1: 20 منٹ

1. طلبہ کو مناسب گروپوں میں تقسیم کریں۔
2. دیوار پر آویزاں نقشے میں مختلف اجزا کی نشاندہی کریں۔
3. پانچ منٹ تک گروپوں میں کو اس پر بحث کرنے دیں۔
4. اب گروپوں میں مختلف فلیش کارڈ تقسیم کریں جن پر نقشے کے مختلف اجزایا عناصر لکھے ہوں۔
5. اب نقشے کو آویزاں کریں اور ہر گروپ متعلقہ فلیش کارڈ کو صحیح جگہ پر چسپاں کرے اور اس جز کا نام بلند آواز سے پڑھے۔

سرگرمی نمبر 2: 20 منٹ

1. طلبہ کے مختلف گروپوں میں مقابلے کا رجحان پیدا کرنے کے لیے گروپوں میں نقشے کے مختلف اجزایا عناصر کے فلیش کارڈز تقسیم کر دیں۔
2. ان سے تفویض کردہ فلیش کارڈز پر بحث کروائیں۔
3. اب ایک گروپ سے دو طلبہ کو تختہ تحریر کے سامنے بلا کر سب گروپوں کے سامنے ”Present“ کروائیں۔
4. Presentation کے بعد خود اس جُز کی وضاحت کریں اور ان کی Presentation کا حوالہ دیں۔

سرگرمی نمبر 3: 20 منٹ

1. طلبہ کے سامنے نقشہ آویزاں کریں اور اہم مقامات کی نشاندہی کریں۔
2. اب گروپوں میں سے باری باری طلبہ کو مختلف مقامات اور شہروں کے درمیان رابطے کی سڑکوں اور ریلوے لائنوں کو تلاش کرنے کو اور نقشے پر درج علامات سے مدد لینے کا کہیں اس طرح ان کو علامات کی اہمیت کا احساس بھی ہوگا اور علامات کی سمجھ بھی آجائے گی۔
3. اب پیمانے کی مدد سے دو مقامات کے درمیان فاصلہ ناپنے کا نمونہ پیش کریں۔
4. پھر ہر گروپ سے دو دو شہروں کے درمیان فاصلہ ناپنے کو کہیں اور خود ان کے پاس جا کر رہنمائی کریں۔

سرگرمی نمبر 4: 18 منٹ

1. ایک طالب علم کو دیوار پر آویزاں نقشے کے سامنے کھڑا کریں۔
2. طالب علم کو دونوں ہاتھ اطراف میں پھیلانے کو کہیں۔
3. اب ان کو سمجھائیں کہ آپ کے سر کی طرف نقشے کا شمال ہے، پیروں کی طرف جنوب، آپ کے دائیں ہاتھ کی طرف مشرق اور بائیں ہاتھ مغرب ہے۔
4. یہی عمل مختلف طلبہ سے نقشے کو مختلف چاروں دیواروں پر آویزاں کر کے دہرائیں۔
5. طلبہ کی غلطیوں کی تصحیح کریں۔ اس طرح سے نقشے کے سب اجزا کی پہچان اور استعمال سیکھ لیں گے۔

## نتیجہ/خلاصہ: 10 منٹ



1. طلبہ سے پوچھیں کہ آج انہوں نے کیا سیکھا؟
2. سبق کا خلاصہ تختہ تحریر پر لکھ دیں۔

- نقشہ
- نقشے کے اجزا
- حدود
- سمتیں
- علامتی فہرست
- عنوان
- پہچانہ

### جائزہ/جانیچ: 10 منٹ



طلبہ سے درج ذیل سوالات پوچھیں۔

1. نقشہ کیا ہے؟
2. نقشے کے کتنے اجزا ہیں؟
3. اجزاء کے نام کیا ہیں؟
4. ان کی اہمیت کیا ہے؟

### مشق: 2 منٹ



درسی کتاب کی مشق سے متعلقہ سوالات کے جوابات گھر سے لکھ کر لانے کو کہیں۔

## نقشے کا پیمانہ اور اس کی اقسام

### طلبہ کے حاصلات تعلم



- نقشے کو پڑھتے ہوئے پیمانے (Scale) کی تعریف کر سکیں اور اشکال کی مدد سے اس کی اقسام بیان کر سکیں۔

### معلومات برائے اساتذہ

1. نقشے پر دکھائے گئے فاصلے اور زمین کے اصل فاصلے کے درمیان نسبت کو پیمانہ کہتے ہیں۔
2. پیمانے کی مدد سے ہم نقشے پر کوئی سے دو مقامات کے درمیان زمینی فاصلہ معلوم کر سکتے ہیں۔
3. زمین کے اصل فاصلے کو کاغذ پر دکھانا ممکن نہیں اس لیے ہمیں پیمانہ کی ضرورت پڑتی ہے۔
4. نقشے پر عام طور سے تین قسم کے پیمانے استعمال ہوتے ہیں:
  - خطی پیمانہ (Linear Scale) ایک افقی خط کی صورت میں دیا ہوتا ہے۔ جو کہ برابر حصوں میں تقسیم ہوتا ہے۔ یہ خط زمین پر فاصلے اور نقشے پر فاصلے کے درمیان نسبت کو ظاہر کرتا ہے۔
  - بیانیہ پیمانہ (Statement of Scale) میں خط کی جگہ فاصلوں کو الفاظ سے ظاہر کیا جاتا ہے۔ جیسے ایک سنٹی میٹر = 10 کلومیٹر۔
  - کسرا اعتباری (Representative Fraction) پیمانے میں کسرا کا استعمال ہوتا ہے۔ یعنی نقشے کے فاصلے اور زمینی فاصلے کے درمیان نسبت کو کسرا میں لکھا جاتا ہے۔ شمار کنندہ (Numerator) نقشے کے فاصلے کو ظاہر کرتا ہے جبکہ کسرا کا نسب نما (Denominator) زمینی فاصلے کو ظاہر کرتا ہے۔ اس پیمانے کو دونوں طرح یعنی کسرا اور نسبت میں لکھا جاسکتا ہے۔
  - مثال کے طور پر 1/1000 یا 1:1000
5. اس سبق کی تدریس کے لیے نقشوں پر کام اور مظاہراتی طریقہ اختیار کیا جائے۔

### دورانیہ: 70 منٹ/دوپیریٹ



### وسائل/اذرائع



تختہ تحریر، مارکر/چاک، ڈسٹر، پیمانے کے اعتبار سے مختلف نقشے، فلیش کارڈز، درسی کتاب معاشرتی علوم برائے جماعت پنجم، نوٹ بک، کلرز، چارٹ۔

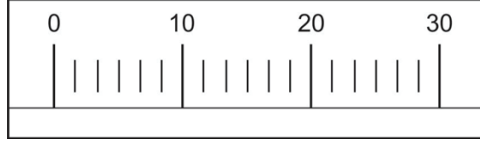
### تعارف: 10 منٹ



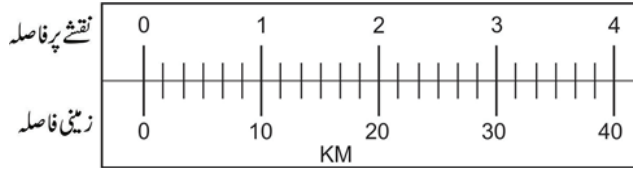
1. نقشے کو طلبہ کے سامنے والی دیوار پر لٹکا دیں۔
2. مختلف طلبہ سے نقشے کے اجزا کی نشان دہی کرنے کو کہیں۔
3. ہر طالب علم ایک جز کا نام آواز بلند پڑھے۔
4. اب پیمانے پر Pointer رکھ کر آج کے عنوان کا اعلان کریں۔

سرگرمی نمبر 1: 20 منٹ

1. دیوار پر نقشے کو آویزاں کریں اور اس پر بنے پیمانے کی نشاندہی کریں۔
2. اب یہ شکل تختہ تحریر پر مار کر سے بنائیں۔



3. اب دوسری دفعہ پیمانے کو اس طرح تختہ تحریر پر بنائیں۔



4. اب طلبہ کو بتائیں کہ:
  - پیمانے پر موجود اوپر کے ہندسے نقشے کی پیمائش کو ظاہر کرتے ہیں۔ اور نیچے کے ہندسے زمین کی اصل پیمائش کو ظاہر کرتے ہیں۔
  - یعنی نقشے پر ایک سنٹی میٹر کے نیچے دس کلو میٹر لکھا ہے۔
  - نقشے پر دو نقاط کے درمیان فاصلہ اگر ایک سنٹی میٹر ہے تو زمین پر وہ فاصلہ دس کلو میٹر ہو گا۔
  - یہ سمجھائیں کہ اس نسبت کو نقشے کا پیمانہ کہتے ہیں۔
  - اب طلبہ کے مناسب گروپ بنا کر ہر گروپ کو علیحدہ علیحدہ پیمائش کے پیمانے بنانے کا کام دیں جیسے ایک سنٹی میٹر برابر ہو 5 میل کا، ایک انچ برابر ہو 1000 کلو میٹر کا وغیرہ۔
5. اب طلبہ کو 10 منٹ گروپ میں کام کرنے دیں۔ وہ اپنا کام چارٹ پر لکھیں۔
6. ہر گروپ سے ایک طالب علم کو بلا کر چارٹ کو تختہ تحریر پر چسپاں کرنے کو کہیں اور اسکا ساتھی طالب علم پیمانے پر موجود نسبت کو باآواز بلند پڑھے۔

سرگرمی نمبر 2: 20 منٹ

1. اب طلبہ پیمانے کو سمجھ چکے ہیں تو طلبہ کو بتائیں کہ مذکورہ پیمانے کو خطی پیمانہ کہتے ہیں۔
  2. طلبہ کے مناسب گروپ بنائیں۔
  3. ہر گروپ کو ان کے بنائے ہوئے پیمانوں کے چارٹ واپس کر دیں۔
  4. اب ایک گروپ کا چارٹ تختہ تحریر پر چسپاں کریں۔
- مثلاً:



5. چارٹ کے نیچے تختہ تحریر پر مار کر سے ایک سنٹی میٹر = 10 کلو میٹر اور اس کے گر حاشیہ لگائیں۔

ایک سنٹی میٹر = 10 کلو میٹر

6. اب سب گروپوں کو یہی عمل خود سے دہرانے کو کہیں۔

7. ہر گروپ سے باری باری ایک ہی سوال پوچھیں کہ ان دونوں میں کیا فرق ہے۔
8. کم و بیش ایک ہی جواب ملے گا کہ یہ تو ایک ہی طرح ہیں۔
9. طلبہ کو بتائیں کہ پیمانے کو اس طرح سے لکھنے کو بیانیہ پیمانہ کہتے ہیں۔

سرگرمی نمبر 3: 8 منٹ

1. نقشے پر موجود پیمانے کو چارٹ پر بنا کر آویزاں کریں۔

$\frac{1}{10}$	یا	1:10
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2. طلبہ کے گروپوں کو مل کر اس طرح کا پیمانہ نوٹ بک پر بنانے کو کہیں۔
3. تختہ تحریر پر یہ بتایا جائے کہ اس پیمانے کو کسر اعتباری پیمانہ کہتے ہیں۔
4. اب پہلے سے تیار شدہ تینوں قسم کے پیمانوں کی اشکال کے فلیش کارڈ تقسیم کریں۔
5. طلبہ کو 5 منٹ میں ان فلیش کارڈ پر متعلقہ قسم کے پیمانے کا نام لکھنے کو کہیں۔
6. ایسا کرنے کے بعد طالب علم کے ہاتھ میں جو کارڈ موجود ہے کھڑے ہو کر کارڈ کو پوری کلاس کو دکھانے اور اس کا نام پکارنے کو کہیں۔

نتیجہ/خلاصہ: 5 منٹ



تینوں اقسام کے پیمانوں کی اشکال کے چارٹس تختہ تحریر پر چسپاں کریں اور ان کے ساتھ جلی حروف میں ان کے نام تحریر کریں۔

- خطی پیمانہ
- بیانیہ پیمانہ
- کسر اعتباری پیمانہ

جائزہ/جانیچ: 5 منٹ



طلبہ سے مختلف سوالات پوچھیں۔

1. پیمانہ کسے کہتے ہیں؟
2. پیمانے کی ضرورت کیوں ہوتی ہے؟
3. پیمانے کی اقسام کون کون سی ہیں؟
4. ہر پیمانے کی شکل کا فلیش کارڈ دکھا کر ان کے نام پوچھیں۔

مشق: 2 منٹ



گھر کے کام کے طور پر یہ سوال تفویض کریں۔

1. نقشے کے پیمانے کی تعریف کریں اور پیمانے کی مختلف اقسام کو اشکال کی مدد سے بیان کریں۔

## نقشے کی مختلف اقسام

طلبہ کے حاصلات تعلم



- نقشے کی مختلف اقسام کی پہچان کر سکیں جیسے راستے کا نقشہ (Road Map)، سیاحتی نقشہ (Tourist Map)، موسمیاتی نقشہ (Weather Map)، سیاسی نقشہ (Political Map) اور مساحتی نقشہ (Topographic Map)۔

### معلومات برائے اساتذہ

نقشے مختلف مقاصد کے لیے استعمال ہوتے ہیں۔ ان مقاصد کے اعتبار سے نقشوں کو مختلف اقسام میں تقسیم کیا جاسکتا ہے جیسے:

سیاسی نقشہ:

- دنیا کے مختلف ممالک کی سرحدات، ملک کے اندر صوبوں کی سرحدات، صوبوں کے اندر مختلف اضلاع اور تحصیلوں کی سرحدات اور اہم شہروں کو تلاش کرنے کے لیے استعمال ہونے والے نقشے کو سیاسی نقشہ (Political Map) کہتے ہیں۔

سیاحتی نقشہ:

- ایسے نقشے جو مختلف مقامات کے بارے میں مکمل معلومات (وہاں کی آبادی، تعلیمی ادارے، صحت کے مراکز، عبادت گاہیں، سڑکیں، بازار اور دوسری سہولیات) فراہم کرتے ہیں۔ یہ نقشے عموماً سیاحتی مقاصد کے لیے استعمال کیے جاتے ہیں اس لیے ان کو سیاحتی نقشہ کہا جاتا ہے۔

موسمیاتی نقشہ:

- ایسے نقشے جو کسی علاقے کا موسمی حال جاننے کے لیے استعمال ہوتے ہیں۔ ایک مخصوص وقت میں ہوا کا دباؤ، نمی کا تناسب اور بارش کا حال جاننے کے لیے استعمال ہوتے ہیں۔ ایسے نقشوں کو موسمیاتی نقشہ کہا جاتا ہے۔

مساحتی نقشہ:

- یہ نقشہ زمین کے طبعی خدوخال جاننے کے لیے استعمال ہوتا ہے۔ اس نقشے سے پہاڑوں، وادیوں اور میدانوں کی نشاندہی ہوتی ہے۔ کنٹور لائنوں کی مدد سے کسی مقام کی سطح سمندر سے بلندی معلوم ہوتی ہے۔ اس نقشے سے ماڈل کی طرح کسی مقام کے خدوخال کو آسانی سے سمجھا جاسکتا ہے۔ اس نقشے سے کان کنی (Mining) اور معدنیات تلاش کرنے میں مدد ملتی ہے اور یہ نقشہ کوہ پیمائی (Hiking) کے مقاصد کے لیے بھی استعمال ہوتا ہے اور سیاحتی مقاصد کے لیے بھی۔

راستے کا نقشہ:

- اس نقشے میں ہائی ویز (Highways)، سڑکیں (Roads)، ریلوے لائنز مختلف قسم کی موٹی اور پتلی لائنوں کی مدد سے ظاہر کی جاتی ہیں۔ یہ نقشہ رسل و رسائل کو آسان بناتا ہے۔ اس طرح یہ سفر کرنے میں بھی آسانی پیدا کرتا ہے۔
- اس سبق کی تدریس کے لیے گروپوں میں بحث اور نقشوں پر کام موثر رہے گا۔

دورانیہ: 70 منٹ/دو پیریڈ





درسی کتاب برائے معاشرتی علوم جماعت پنجم، تختہ تحریر، مارکر/چاک، ڈسٹر، مختلف مقاصد کے لیے استعمال ہونے والے نقشے اور فلیش کارڈز۔

## تعارف: 7 منٹ



1. سامنے کی دیوار پر نقشہ آویزاں کریں۔ طلبہ سے نقشے کے متعلق بنیادی سوالات پوچھیں جیسے:
  - نقشہ کیا ہے؟
  - کیا ہر نقشے کی علامتی فہرست ایک جیسی ہوتی ہے؟
  - کیا ہر نقشے کا عنوان ایک ہی ہوتا ہے؟
  - نقشے بنانے کا کیا فائدہ ہے؟
2. اس کے بعد عنوان کے بارے میں بتادیں کہ آج ہم ”نقشوں کی اقسام“ کے بارے میں پڑھیں گے۔

## تصور کی پختگی



سرگرمی نمبر 1: 24 منٹ

1. طلبہ کے مناسب گروپ بنائیں۔
2. ہر گروپ کو علامات اور عنوان کے اعتبار سے مختلف نقشہ دیں۔
3. ہر گروپ نقشے میں دکھائی گئی چیزوں/مقامات کی فہرست بنائے جیسے سیاحتی نقشے پر
  - گھر
  - ہسپتال
  - مساجد
  - پارک، جنگل وغیرہ
4. ہر گروپ 10 منٹ میں یہ کام مکمل کرے۔
5. ہر گروپ سے ان فہرستوں کو جمع کریں اور ان کو تختہ تحریر پر چسپاں کریں۔
6. ہر فہرست کے مندرجات کے نام لیں اور یہ بتائیں کہ جیسا کہ اس نقشے کو (اوپر کی فہرست کے مطابق) سیاحتی نقشہ کہتے ہیں۔
7. دیگر گروپوں کے پاس موجود نقشے بھی مختلف اشیاء کے بارے میں بتاتے ہیں۔ ان کا مجموعہ اُن کا عنوان کہلاتا ہے۔

سرگرمی نمبر 2: 24 منٹ

1. اب سب نقشے طلبہ سے لے کر سامنے کی دیوار پر آویزاں کر دیں۔
2. گروپوں میں ایسے فلیش کارڈ تقسیم کریں جن پر علامات موجود ہوں لیکن مکمل عنوان موجود نہ ہو۔
3. طلبہ کو 5 منٹ آزادانہ بحث کرنے دیں کہ وہ علامات/چیزوں/مقامات کی مدد سے نقشے کا عنوان فلیش کارڈ پر مکمل کر کے لکھ دیں۔
4. اب گروپوں سے ان کے پاس موجود فلیش کارڈ کو موجود نقشے کے ساتھ موازنہ کرائیں۔
5. آواز بلند اپنے ہاتھ میں موجود نقشے کا عنوان پڑھیں۔
6. اس دوران اگر طلبہ کہیں غلطی کریں تو ان کی غلطیوں کی تصحیح کر دیں اور اس امر کو یقینی بنائیں کہ کلاس کا ہر طالب علم ہر قسم کے نقشے کو پہچان سکتا ہے۔





1. تختہ تحریر پر سبق کا خلاصہ فہرست کی شکل میں تحریر کریں۔
2. نقشے کی مختلف اقسام:

(Political Map)	سیاسی نقشہ	□
(Tourist Map)	سیاحتی نقشہ	□
(Weather Map)	موسمیاتی نقشہ	□
(Topographic Map)	مساحتی نقشہ	□
(Road Map)	راستے کا نقشہ	□



- طلبہ سے مندرجہ ذیل سوالات کریں۔
1. نقشے کی کتنی اقسام ہیں؟
  2. نقشے کی کون کون سی اقسام ہیں؟
  3. دیوار پر آویزاں ہر نقشے پر Pointer رکھ کر پوچھیں کہ اُس کا عنوان کیا ہے؟
  4. اس نقشے کی اہمیت کیا ہے؟



درسی کتاب کی مشق سے متعلقہ سوالات کے جوابات گھر سے لکھ کر لانے کو کہیں۔

## طول بلد، عرض بلد اور جال (Grid Reference)

### طلبہ کے حاصلات تعلم



- خطوط عرض بلد (Lines of Latitudes)، خطوط طول بلد (Lines of Longitudes) اور ٹائم زونز (Time Zones) کی خصوصیات اشکال کی مدد سے پہچان سکیں۔
- خطوط عرض بلد اور خطوط طول بلد کا استعمال کرتے ہوئے جال (Grid Reference) کی مدد سے کوئی مقام تلاش کر سکیں۔

### معلومات برائے اساتذہ

- وہ فرضی خطوط جو گلوب یا نقشے پر عمودی کھینچے گئے ہیں، طول بلد کے خطوط (Lines of Longitudes) کہلاتے ہیں۔
- یہ خطوط قطبین کو آپس میں ملاتے ہیں۔
- ان کو زمین کا طول بھی سمجھا جاتا ہے۔
- وہ خط جو انگلستان کے مقام گرینچ (Greenwich) سے گزرتا ہے، اس کو  $0^\circ$  طول بلداً مانا گیا ہے۔
- $0^\circ$  طول بلد کے خط کو نصف النہار اعظم (Prime Meridian) کہا جاتا ہے۔
- صفر درجہ طول بلد کے دونوں طرف یعنی 180 خطوط مشرق کی طرف اور 180 خطوط مغرب کی طرف کھینچے گئے ہیں۔
- خط نصف النہار اعظم زمین کو عمودی طور پر دو برابر حصوں میں تقسیم کرتا ہے۔
- خط نصف النہار اعظم سے مشرق کی جانب ہر خط کو طول بلد مشرقی اور مغرب کی طرف ہر خط کو طول بلد مغربی کہا جاتا ہے۔
- خط نصف النہار اعظم سے دائیں بائیں خطوط طول بلد کی مدد سے دنیا کے مختلف مقامات کے درمیان وقت کا فرق معلوم کیا جاسکتا ہے۔
- عرض بلد کے خطوط وہ خطوط ہیں جو نقشے یا گلوب پر شرقاً غرباً متوازی اور برابر فاصلے پر کھینچے گئے ہیں۔ ان کی کل تعداد 180 ہے۔
- درمیانی خط کو  $0^\circ$  عرض بلد جانا جاتا ہے۔ اس کو خط استوا (Equator) کہتے ہیں۔
- خط استوا زمین کو افقی طور پر دو برابر حصوں میں تقسیم کرتا ہے۔ اوپر (شمال) کی طرف کے حصے کو نصف کرہ شمالی اور نیچے (جنوب) کی طرف کے حصے کو نصف کرہ جنوبی کہتے ہیں۔
- خط استوا کے شمال میں  $23 \frac{1}{2}^\circ$  کے خط کو خط سرطان (Tropic of Cancer) کہتے ہیں۔
- خط استوا کے جنوب میں  $23 \frac{1}{2}^\circ$  کے خط کو خط جدی (Tropic of Capricorn) کہتے ہیں۔
- سال بھر سورج انہی خطوط (خط سرطان، خط جدی) کے درمیان حرکت کرتا دکھائی دیتا ہے۔
- دنیا کی زیادہ آبادی انہی خطوط کے درمیان ہے۔
- اسی طرح خط استوا کے دونوں طرف میں  $66 \frac{1}{2}^\circ$  پر جو خطوط کھینچے گئے ہیں، دائرہ قطب شمالی اور دائرہ قطب جنوبی کہلاتے ہیں۔
- خطوط طول بلد اور خطوط عرض بلد کو مجموعی طور پر جال (Grid) کہتے ہیں۔
- 1884ء میں بین الاقوامی کانفرنس میں گرینچ (Greenwich) سے گزرنے والے خط کو  $0^\circ$  طول بلداً مانا گیا ہے اور گرینچ کے وقت کو معیاری وقت مانا گیا ہے۔
- زمین کو اپنے محور میں ایک گردش مکمل کرنے میں 24 گھنٹے لگتے ہیں تو جو حصے گرینچ پر آنے سے پہلے سورج کے سامنے آتے ہیں ان کے اوقات کو GMT میں جمع کیا جاتا ہے۔ یعنی وہ ممالک جو گرینچ سے مشرق کی طرف ہیں۔

- جو ممالک مغرب میں واقع ہیں اور سورج کے سامنے بعد میں آتے ہیں۔ ان کے اوقات کو GMT سے منفی کیا جاتا ہے۔
- خطوط طول بلد کی کل تعداد 360 ہے اور سورج کی گردش 24 گھنٹے میں مکمل ہوتی ہے۔

$$\text{اس طرح} \frac{\text{خطوط}}{\text{وقت}} = \frac{360}{24} = 15 \text{ خطوط}$$

$$\frac{\text{وقت}}{\text{خطوط}} = \frac{60}{15} = 4 \text{ منٹ}$$

- سورج کو ایک خط سے دوسرے خط تک 4 منٹ لگتے ہیں اور ہر پندرہ (15) خطوط طول بلد کے سورج کے سامنے آنے میں ایک گھنٹہ لگتا ہے۔
- اس طرح 15 خطوط (60 منٹ) کے اعتبار سے 24 ٹائم زون بنائے گئے۔
- 12 ٹائم زون جو مشرق میں ہیں ان کا وقت گرینچ سے آگے ہوتا جیسے پاکستان GMT + 5 اور GMT + 4
- 12 ٹائم زون جو مغرب میں ہیں ان کا وقت گرینچ سے پیچھے ہوتا ہے جیسے امریکہ GMT - 5
- کسی مقام کو طول بلد اور عرض بلد کے خطوط کو استعمال کرتے ہوئے ہم بہت آسانی سے تلاش کر سکتے ہیں جیسے پاکستان 24° اور 37° عرض بلد شمالی اور 61° اور 76° طول بلد مشرقی کے درمیان واقع ہے۔
- اس سبق کی تدریس کے لیے بحث اور عملی کام مفید رہے گا۔

## دورانیہ: 105 منٹ / تین پیریڈ



## وسائل / ذرائع



تختہ تحریر، مارکر / چاک، ڈسٹر، فلیش کارڈز، درسی کتاب معاشرتی علوم برائے جماعت پنجم، نوٹ بک، کلرز، چارٹ، نقشے، گلوب۔

## تعارف: 8 منٹ



نقشہ سامنے والی دیوار پر آویزاں کریں اور گلوب میز پر رکھ کر طلبہ سے پوچھیں۔

1. نقشہ کیا ہوتا ہے؟
2. نقشے اور گلوب میں کیا فرق ہے؟
3. نقشے کے عنوان سے ہمیں کس چیز کا پتا چلتا ہے؟
4. نقشے کے استعمال سے ہمیں کیا فائدہ ہوتا ہے؟

## تصور کی پختگی



سرگرمی نمبر 1: 20 منٹ

- طلبہ کے مناسب گروپ بنائیں۔
- ہر گروپ کو ایک ایک ایسا نقشہ اور گلوب دیں جن پر طول بلد اور عرض بلد کے خطوط بنے ہوں۔
- طلبہ کو ایک گیند دیں۔
- طلبہ سے گیند کو ایک افقی خط سے دو برابر حصوں میں تقسیم کرنے کو کہیں۔
- اسی طرح گیند کو عمودی خط سے دو برابر حصوں میں تقسیم کرنے کو کہیں۔
- اب طلبہ سے کہیں کہ گلوب سے دیکھ کر ان افقی اور عمودی خطوط کی تعداد لکھیں۔

جماعت پنجم

□ ممکنہ جواب: عمودی خطوط = 360

افقی خطوط = 180

- نقشے یا گلوب پر طلبہ سے  $0^\circ$  کا افقی خط تلاش کرنے کو کہیں۔
- اب درسی کتاب سے  $0^\circ$  درجہ عمودی خط اور  $0^\circ$  درجہ افقی خط کا نام تلاش کر کے چارٹ پر بنے دائروں پر لکھنے کو کہیں۔
- ممکنہ جوابات: خط نصف النہار اعظم، خط استوا
- گیند پر افقی اور عمودی خط کے متوازی خطوط کھینچنے کو کہیں اور کتاب سے ان کے نام لکھوائیں۔
- سرگرمی کے دوران رہنمائی کریں اور 20 منٹ میں مکمل کرائیں۔
- اب ہر گروپ میں سے ایک ایک طالب علم / طالبہ اخذ کردہ درج ذیل معلومات کلاس کے سامنے باآواز بلند بولے۔
- صفر درجہ کے افقی خط کا نام۔ خط استوا
- افقی خطوط کی کل تعداد = 180
- افقی خطوط کے نام = عرض بلد کے خطوط
- صفر درجہ عمودی خط کا نام = خط نصف النہار اعظم
- عمودی خطوط کی تعداد = 360
- عمودی خطوط کے نام = طول بلد کے خطوط
- اب ان سب چیزوں کو خود نقشے اور گلوب پر دکھا کر اگلی سرگرمی پر منتقل ہو جائیں۔

سرگرمی نمبر 2: 20 منٹ

- طلبہ کے مناسب گروپ بنائیں۔
- ہر گروپ کو نقشہ، گلوب اور سفید چارٹ مہیا کریں۔
- اب ان سے چارٹ پر تین دائرے بنانے کو کہیں۔
- ایک دائرے پر طول بلد کے خطوط کھینچنے کو کہیں۔
- دوسرے دائرے پر عرض بلد کے خطوط کھینچنے کو کہیں۔
- تیسرے دائرے پر دونوں طرح یعنی طول بلد اور عرض بلد کے خطوط کھینچنے کو کہیں۔
- طلبہ کو یہ بتائیں کہ اس طرح خطوط طول بلد اور عرض بلد سے بننے والی شکل کو جال (Grid) کہتے ہیں۔
- اب ہر دائرے کے نیچے ان خطوط کے نام لکھنے کو کہیں۔
- اب ہر گروپ سے ایک طالب علم یہی اشکال طلبہ کو دکھائے اور ان کے نام پڑھے۔
- ایک چارٹ لے کر تختہ تحریر پر چسپاں کر کے خود پڑھائیں۔

سرگرمی نمبر 3: 20 منٹ

- طلبہ کو مناسب گروپوں میں تقسیم کریں۔
- طلبہ کے گروپوں میں نقشے تقسیم کر کے ان سے کم از کم دو ممالک جن میں سے ایک خط نصف النہار اعظم کے مشرق میں واقع ہو جیسے پاکستان اور ایک مغرب میں واقع ہو جیسے امریکہ کو تلاش کرنے کو کہیں۔
- ان ممالک میں سے گزرنے والے خطوط کو تلاش کریں۔
- اب کتاب میں موجود ٹائم زون کے نقشے پر ملک تلاش کرنے کو کہیں کہ یہ کون سے ٹائم زون میں واقع ہے۔
- ممکنہ جوابات: پاکستان 5 + اور امریکہ 4 -
- اب ان کو کتاب کا اقتباس غور سے پڑھ کر اس پر بحث کروائیں۔
- اب ان سے پوچھیں کہ اگر گرتیج میں اس وقت رات 12 بجے ہیں تو پاکستان اور امریکہ میں کیا وقت ہوگا۔
- طلبہ اس قابل ہوں گے کہ پاکستان اور امریکہ کا وقت بتا سکیں گے۔ جہاں جہاں رہنمائی کی ضرورت ہو تو رہنمائی کریں۔

- پھر یہی عمل دوسری دفعہ اور دو ممالک کے لیے دہرائیں۔
- اس سرگرمی میں کم از کم 20 منٹ کے لیے طلبہ کو مصروف رکھیں۔

سرگرمی نمبر 4: 20 منٹ

- پچھلی سرگرمی کو مربوط کرنے کے لیے پاکستان پر سے گزرنے والے طول بلد کے خطوط تلاش کروائیں۔
- اب عرض بلد کے خطوط کو تلاش کروائیں۔
- نقشے پر مندرجہ ذیل سوالات کے جوابات تلاش کرنے کو کہیں۔
  - پاکستان مغرب میں کس طول بلد پر واقع ہے؟
  - پاکستان مشرق میں کس طول بلد پر واقع ہے؟
  - پاکستان شمال میں کس عرض بلد پر واقع ہے؟
  - پاکستان جنوب میں کس عرض بلد پر واقع ہے؟
- طلبہ کی رہنمائی کی جائے اور ہر گروپ سے درج بالا سوالات کے تحریر کردہ جوابات کو سب کے سامنے پڑھنے کو کہیں اور یہ جوابات خود تختہ تحریر پر مار کر سے لکھیں۔
 

جیسے طول بلد  $61^{\circ}E - 76^{\circ}E$   
عرض بلد  $24^{\circ}N - 37^{\circ}N$

### نتیجہ/خلاصہ: 10 منٹ



- طلبہ سے پوچھیں کہ انہوں نے کیا سیکھا؟ سبق کا خلاصہ تختہ تحریر پر اس طرح تحریر کریں۔
 

(Lines of Longitudes)	خطوط طول بلد
(Lines of Latitudes)	خطوط عرض بلد
(Prime Meridian)	خط نصف النہار / اعظم
(Equator)	خط استوا
(Grid)	جال
(Time Zone)	ٹائم زون

### جائزہ/جانیچ: 5 منٹ



1. طلبہ کا جائزہ لینے کے لیے درج ذیل سوالات پوچھیں:
  - نقشہ کیا ہے؟
  - خط استوا سے کیا مراد ہے؟
  - خط نصف النہار / اعظم کون سے خط کو کہتے ہیں؟
  - خطوط عرض بلد کیا ہیں؟
  - طول بلد کے خطوط کیا ہیں؟
  - جال یا Grid کسے کہتے ہیں؟
  - پاکستان کون سے ٹائم زون میں واقع ہے؟

### مشق: 2 منٹ



1. طلبہ کو درسی کتاب کے متعلقہ مشقی سوالات کے جوابات گھر سے لکھ کر لانے کو کہیں۔

# پاکستان کے طبعی خطے

## طلبہ کے حاصلات تعلم



- پاکستان کے اہم طبعی خطوں (Physical Regions) کی شناخت کر سکیں۔

## معلومات برائے اساتذہ

پاکستان کے طبعی خطے:

- پہاڑ، سطوح مرتفع، میدانی علاقے، صحرائی علاقے اور ساحلی علاقے
  - 1. پہاڑی سلسلے: شمالی پہاڑی سلسلہ، شمال مغربی پہاڑی سلسلہ اور مغربی پہاڑی سلسلہ
    - شمالی پہاڑی سلسلہ: قراقرم، ہمالیہ (ہمالیہ کبیر، ہمالیہ صغیر، شوالک کی پہاڑیاں)
    - شمال مغربی پہاڑی سلسلہ: (ہندوکش)
    - مغربی پہاڑی سلسلہ: (کوہ سفید، وزیرستان کی پہاڑیاں، کوہ سلیمان، کوہ کیر تھر، راس کوہ اور کوہ چاغی)
  - 2. سطوح مرتفع: سطح مرتفع پوٹھوہار اور سطح مرتفع بلوچستان
  - 3. میدانی علاقے: دریائے سندھ کا بالائی میدان، دریائے سندھ کا زیریں میدان
  - 4. صحرائی علاقے: تھل، تھر اور خاران
  - 5. ساحلی علاقے: کراچی، بن قاسم، کیٹی بندر گوادر، پسنی اور جیوانی وغیرہ۔
- اس سبق کی تدریس نقشوں کے استعمال سے عملی سرگرمی کے ذریعے کرائی جائے۔

## دورانیہ: 70 منٹ/دوپہریڈ



## وسائل/اذرائع



درسی کتاب برائے معاشرتی علوم جماعت پنجم، تختہ تحریر، مارکر/چاک، ڈسٹر، پاکستان کے طبعی خدوخال کے نقشے، ٹریسنگ کاغذ، پنسل کلر بکس، پیپر پن۔

## تعارف: 10 منٹ



پاکستان کا نقشہ دیوار پر آویزاں کر کے طلبہ سے پوچھیں:

1. پاکستان کی سرحدیں کن کن ممالک سے ملتی ہیں؟
  2. پاکستان کے نقشے میں کون کون سے صوبے نظر آرہے ہیں؟
  3. کیا پاکستان کی سرزمین ہموار ہے؟
  4. آپ کے علاقے میں کوئی پہاڑ ہے؟
  5. نقشہ دیکھ کر بتائیں کہ سمندر پاکستان کے کس سمت میں واقع ہے؟
- اس کے بعد سبق کا عنوان طلبہ کو بتائیں۔



سرگرمی نمبر 1: 25 منٹ

1. طلبہ کو پانچ گروپوں میں تقسیم کریں۔
2. ہر گروپ کے طلبہ کو ایک عدد پاکستان کا طبعی نقشہ، ٹریسنگ کاغذ، پنسل اور ایک عدد کلر پنسل مہیا کریں۔
3. طلبہ سے ٹریسنگ کاغذ کو نقشے کے اوپر پیپر پن کے ذریعے ننھی کرنے کو کہیں۔
4. طلبہ سے پنسل کے ذریعے پاکستان کی سرحدات ٹریس کرنے کو کہیں اور کم از کم دس منٹ کا وقت دیں۔
5. اب دوسری دفعہ ہر گروپ سے ایک خطہ جیسے میدانی علاقے دوسرے گروپ سے صحرائی علاقے وغیرہ ٹریس کرنے کو کہیں۔
6. ہر گروپ اپنے ٹریس کردہ حصے میں وہ رنگ بھرے جو اس کو مہیا کیا گیا ہے اور نقشے کی مدد سے اس خطے کا نام اسی کاغذ پر تحریر کر دے۔
7. اس کے بعد ہر گروپ میں سے دو طلبہ ٹریس کردہ خطے کے نقشے کو تختہ تحریر پر چسپاں کر کے اس کا نام پکاریں۔ اس پوری سرگرمی کو 25 منٹ میں مکمل کر لیں۔

سرگرمی نمبر 2: 15 منٹ

- طلبہ کے پانچ مناسب گروپ بنائیں۔
- ہر گروپ کو ایک ایک خطے کا نام بتائیں۔
- گروپ سے اسی خطے کے مختلف حصوں یا مقامات کے ناموں کی فہرست کتاب اور نقشے کی مدد سے بنانے کو کہیں جیسے میدانی خطے:
  - دریائے سندھ کا بالائی میدان
  - دریائے سندھ کا زیریں میدان
  - اب ہر گروپ اپنی بنائی ہوئی فہرست کو تختہ تحریر پر چسپاں کر کے کلاس کے سامنے پڑھے۔

### نتیجہ/خلاصہ: 10 منٹ



1. طلبہ سے پوچھیں کہ اس سبق میں انھوں نے کیا سیکھا؟
2. طلبہ کے بتانے پر ان نکات کو تختہ تحریر پر لکھیں۔

پاکستان کے طبعی خطے:

- پہاڑ
- ساحل
- میدان
- سطوح مرتفع
- ریگستان/صحرا

### جائزہ/جانیچ: 8 منٹ



1. جائزہ کے طور پر طلبہ سے درج ذیل سوالات پوچھیں:
  - پاکستان کے طبعی خدوخال کیا ہیں؟
  - پاکستان کو کتنی قسم کے طبعی خطوں میں تقسیم کیا جاسکتا ہے؟
  - پاکستان کے مختلف طبعی خطوں میں شامل علاقوں/مقامات کے نام کیا ہیں؟

### مشق: 2 منٹ



1. درسی کتاب جماعت پنجم کی مشق میں متعلقہ سوالات کے جوابات لکھ کر لانے کو کہیں۔

# پاکستان کے طبعی خطوں کی خصوصیات اور لوگوں کا طرز زندگی

## طلبہ کے حاصلاتِ تعلیم



- پاکستان کے ہر طبعی خطے کی نمایاں خصوصیات بیان کر سکیں۔
- پاکستان کے مختلف طبعی خطوں میں رہنے والے لوگوں کی زندگی کا موازنہ کر سکیں۔

## معلومات برائے اساتذہ

- قراقرم کا پہاڑی سلسلہ:
- شمال میں گلگت اور سکردو تک پھیلا ہوا ہے۔
- اس کی بلند ترین چوٹی کے ٹو (K-2) ہے جسے گوڈون آسٹن (Godwin Austin) بھی کہتے ہیں۔ کے ٹو کی بلندی 8,611 میٹر ہے۔
- سیاجن، بالتورو اور بیافو قراقرم سلسلے کے اہم گلیشیرز ہیں۔
- ہمالیہ کا پہاڑی سلسلہ:
- قراقرم کے جنوب میں ہمالیہ کا پہاڑی سلسلہ ہے۔
- نانگا پربت اس سلسلے کی بلند ترین چوٹی ہے۔ اس کی اونچائی 8,126 میٹر ہے۔
- ہمالیہ کبیر، ہمالیہ صغیر اور شوالک کی پہاڑیاں اسی سلسلے میں واقع ہیں۔ ہمالیہ کبیر کی بلندی 6000 میٹر، ہمالیہ صغیر کی بلندی 4000 میٹر اور شوالک پہاڑیوں کی بلندی 800 میٹر ہے۔
- ہندوکش کا پہاڑی سلسلہ:
- ہندوکش کا پہاڑی سلسلہ پاکستان کے شمال مغربی حصے میں ہے۔
- اس کی بلند ترین چوٹی ترچ میر ہے۔ ترچ میر کی بلندی 7,690 میٹر ہے۔
- اس کا سلسلہ دریائے کابل تک پھیلا ہوا ہے۔
- مغربی پہاڑی سلسلہ:
- مغربی پہاڑی سلسلے میں درج ذیل پہاڑی سلسلے شامل ہیں۔
- کوہ سفید اور وزیرستان کی پہاڑیاں: کوہ سفید سلسلے کی بلند ترین چوٹی کا نام سیکارام ہے۔ درہ خیبر اسکا مشہور درہ ہے۔ کوہ سفید کے جنوب میں وزیرستان کی پہاڑیاں واقع ہیں۔ یہاں کے اہم دروں میں کرم، ٹوچی اور گول شامل ہیں۔
- کوہ سلیمان کا سلسلہ بلوچستان اور پنجاب کے درمیان واقع ہے۔ بلند ترین چوٹی تخت سلیمان ہے اور اہم درے کا نام بولان ہے۔
- صوبہ بلوچستان کے مغربی حصے میں راس کوہ اور کوہ چاغی کے پہاڑی سلسلے ہیں۔ کوہ چاغی پاکستان اور افغانستان کی سرحد پر واقع ہے۔
- کوہ کیر تھر کوہ سلیمان کے جنوب میں بلوچستان اور سندھ کے درمیان واقع ہے۔
- پاکستان کی سطوح مرتفع:
- سطح مرتفع پوٹھوہار اور سطح مرتفع بلوچستان ہیں۔
- دریائے سندھ کا میدانی علاقہ
- دریائے سندھ کا بالائی میدان اور دریائے سندھ کا زیریں میدان



## صحرائی علاقے:

- پاکستان میں تین بڑے صحرائی علاقے ہیں تھل، تھر اور خاران۔
  - تھل کا ریگستان دریائے سندھ اور دریائے جہلم کے درمیان واقع ہے۔
  - تھر کا ریگستان سندھ کے مشرقی اور جنوب مشرقی حصے پر مشتمل ہے۔
  - تھر کا جو حصہ سندھ میں ہے اس کو صحرائے نارا اور جو حصہ پنجاب میں ہے اس کو صحرائے چولستان کہا جاتا ہے۔
- ساحلی علاقے:

- پاکستان کے ساحلی علاقے کی لمبائی 1050 کلو میٹر ہے۔ سندھ میں رن کچھ سے شروع ہو کر بلوچستان میں ایران کی سرحد سے ملتا ہے۔
  - اہم بندرگاہیں کراچی پورٹ، بن قاسم اور کینٹی بندر سندھ میں اور پسنی، جیوانی اور گوادر بلوچستان میں واقع ہیں۔
- اس سبق کی تدریس کے لیے گروپوں میں بحث کا طریقہ موزوں ہو گا۔

دورانیہ: 70 منٹ/دو پیریڈ



وسائل/اذرائع



درسی کتاب برائے معاشرتی علوم جماعت پنجم، تختہ تحریر، مارکر/چاک، ڈسٹر، پاکستان کا طبعی نقشہ، پانچ رنگ کے چارٹ، فلیش کارڈز، پیپر پن۔

تعارف: 10 منٹ



1. پاکستان کے طبعی نقشے کو دیوار پر لٹکا کر طلبہ سے درج ذیل سوالات پوچھیں۔
  - اس نقشے کا عنوان کیا ہے؟
  - اس نقشے میں آپ کو کون کون سے خطے دکھائی دے رہے ہیں؟
  - پاکستان کو کتنے طبعی خطوں میں تقسیم کیا گیا ہے؟
  - پہاڑی سلسلے آپ کو پاکستان میں کس سمت میں دکھائی دے رہے ہیں؟
2. اس کے بعد سبق کے عنوان کا اعلان کریں کہ آج ہم پاکستان کے مختلف خطوں کی خصوصیات اور لوگوں کا طرز زندگی پڑھیں گے۔

تصور کی پختگی



سرگرمی نمبر 1: 25 منٹ

1. طلبہ کے پانچ گروپ بنائیں۔
2. ہر گروپ کو ایک عدد پاکستان کا طبعی نقشہ اور رنگدار چارٹ مہیا کریں۔ چارٹ کا رنگ نقشے پر موجود خطے کے رنگ سے ملتا جلتا ہو۔
3. ہر گروپ کو الگ الگ خطے کا عنوان بتائیں۔
4. ہر گروپ کو تفویض کردہ خطے کے متعلق درسی کتاب اور نقشے کا کم از کم 15 منٹ آزادانہ مطالعہ کرنے کو کہیں۔
5. آزادانہ مطالعہ کرنے کے بعد طلبہ کو اپنی طرف متوجہ کریں کہ آپ نے جس خطے کے بارے میں پڑھا اس خطے کی چیدہ چیدہ خصوصیات نکات کی شکل میں چارٹ پر تحریر کریں اور اس پر کم از کم 5 منٹ طلبہ آپس میں بحث کریں۔
6. اب دو طلبہ کی مدد سے چارٹس کو تختہ تحریر پر چسپاں کریں۔
7. ہر گروپ سے دو طلبہ اپنے چارٹ پر درج متعلقہ خطے کی خصوصیات پڑھ کر سنائیں۔ جہاں ضرورت ہو خود وضاحت کریں۔

1. طلبہ کو پاکستان کے طبعی خطوں کی تعداد کے مطابق پانچ گروپوں میں تقسیم کریں۔ ہر گروپ کو کسی ایک خطے کا عنوان تفویض کریں۔
2. ہر گروپ کو متعلقہ خطے سے متعلق فلیش کارڈ پر بنی ایک تصویر جیسے پہاڑ اور ایک عدد چارٹ مہیا کریں۔
3. طلبہ کو درسی کتاب سے متعلق موضوع 10 منٹ تک مطالعہ کرنے کو کہیں۔
4. سب طلبہ کو اپنی طرف متوجہ کریں اور تفویض شدہ خطے کے لوگوں کے طرز زندگی کی اہم خصوصیات چارٹ پر تحریر کرنے کو کہیں۔
5. گروپ کے طلبہ آپس میں ان خصوصیات پر بحث کریں۔
6. چارٹ پر خطے سے متعلق تصویری فلیش کارڈ پیپر پن سے جوڑ کر آویزاں کرائیں۔
7. ہر گروپ کے دو طلبہ اس چارٹ پر درج شدہ خصوصیات کی فہرست بلند آواز سے پڑھ کر سنائیں۔
8. آخر میں اپنی رہنمائی میں کسی بھی گروپ کے دو طلبہ کو بلا کر خطوں کے رہنے والے لوگوں کے طرز زندگی کے درمیان فرق کرنے کو کہیں۔ جہاں ضرورت ہو رہنمائی کریں۔



### نتیجہ/خلاصہ: 7 منٹ



1. طلبہ کے سامنے تختہ تحریر پر یہ نکات تحریر کریں اور طلبہ سے پوچھیں کہ آپ لوگوں نے آج کیا سیکھا؟
2. پاکستان کے مختلف طبعی خطوں کی نمایاں خصوصیات اور لوگوں کا طرز زندگی
  - پہاڑ: بلند و بالا، برف پوش، سرد موسم، موٹے کپڑے، گرم خوراک، محنت کش لوگ
  - سطح مرتفع: کم اونچائی کے پہاڑ، محنتی لوگ، کان کنی، معدنیات سے مالا مال، زرعی زمینوں کا فقدان۔
  - میدان: دریائی پانی، سبزہ اور باغات، باریک کپڑے، دودھ اور دہی کا استعمال۔
  - صحرا: خشک زمین، ریت ہی ریت، شدید گرمی، باریک کپڑے، پانی کی قلت۔
  - ساحل سمندر: محنتی لوگ، ماہی گیری، جھونپڑیوں میں رہائش۔

### جائزہ/جانبی: 5 منٹ



- آخر میں جائزہ کے طور پر طلبہ سے درج ذیل سوالات پوچھیں۔
1. پہاڑوں پر رہنے والے لوگ عموماً کس قسم کا لباس پہنتے ہیں؟
  2. ساحل سمندر پر رہنے والے لوگوں کا بڑا ذریعہ معاش کیا ہے؟
  3. سب سے زیادہ زراعت کس خطے میں ہوتی ہے؟
  4. سطح مرتفع میں کون کون سی معدنیات پائی جاتی ہیں؟
  5. صحرا میں رہنے والے لوگ پانی کہاں سے حاصل کرتے ہیں؟

### مشق: 5 منٹ



1. طلبہ کو کہا جائے کہ:
  - درسی کتاب کی مشق سے متعلقہ سوالات کے جوابات نوٹ بک پر لکھ کر لائیں۔

## موسم اور آب و ہوا

### طلبہ کے حاصلاتِ تعلیم



- اصطلاحاتِ موسم اور آب و ہوا میں فرق کی وضاحت کر سکیں۔

### معلومات برائے اساتذہ

- کسی خاص جگہ اور وقت میں ارد گرد کے ماحول کی کیفیت کو موسم کہتے ہیں، موسم ہر گھنٹے، ہر دن غرض ہر وقت بدلتا رہتا ہے۔
- جب اوسط موسم زیادہ عرصے تک کسی جگہ برقرار رہے تو اسے آب و ہوا کہتے ہیں۔
- آب و ہوا کی ایک خاص کیفیت کئی سالوں تک جارہی رہتی ہے۔
- اس سبق کی تدریس کے لیے گروپوں میں بحث کا طریقہ مناسب رہے گا۔

### دورانیہ: 35 منٹ / ایک پیریڈ



### وسائل / ذرائع



تختہ تحریر، مارکر، ڈسٹر، کسی ایک شہر کا ایک ہفتے کی موسمی رپورٹ کا چارٹ، آب و ہوا کے خطے کے عنوان سے دنیا کا نقشہ، درسی کتاب معاشرتی علوم جماعت پنجم۔

### تعارف: 4 منٹ










1. موسمی رپورٹ کا چارٹ سامنے کی دیوار پر آویزاں کر کے طلبہ سے درج ذیل سوالات پوچھے جائیں۔
  - کیا باہر سورج نکلا ہے؟
  - کیا آپ کو پسینہ آرہا ہے؟
  - آج کا موسم کیسے لگ رہا ہے؟
2. اس کے بعد سبق کا متعلقہ عنوان ”موسم اور آب و ہوا“ طلبہ کو بتایا جائے۔

### تصور کی پختگی



سرگرمی نمبر 1: 10 منٹ

1. طلبہ کے مناسب گروپ بنائیں۔
2. ہر گروپ کو کسی بڑے شہر کی موسمی رپورٹ کا چارٹ مہیا کر کے ایک دن کے درجہ حرارت، بادل، سورج کا احوال اور اس کا نتیجہ نکات کی صورت میں تحریر کرنے کو کہیں۔

موسمی رپورٹ						
1 اپریل	2 اپریل	3 اپریل	4 اپریل	5 اپریل	6 اپریل	7 اپریل
						
15°C	12°C	15°C	10°C	7°C	8°C	15°C
گرم اور خشک	جزوی ابر آلود	گرم اور خشک	جزوی ابر آلود	بارش	ابر آلود	گرم اور خشک

3. ہر گروپ سے ایک دن کا الگ احوال لکھوائیں۔

4. اب ہر گروپ سے ایک طالب علم/طالبہ متعلقہ دن کے موسم کا احوال طلبہ کے سامنے پڑھ کر سنائے۔

5. اس دوران اگر طلبہ کوئی دشواری محسوس کریں تو ان کی رہنمائی کی جائے۔

سرگرمی نمبر 2: 10 منٹ

1. طلبہ کے گروپ بنائیں اور دیوار پر دنیا کے آب و ہوا کے لحاظ سے خطوں کا نقشہ آویزاں کریں۔
2. طلبہ کو کتاب جماعت پنجم میں متعلقہ موضوع کے مطابق موجود آب و ہوا کے لحاظ سے موجود نقشہ تلاش کرنے کو کہا جائے۔
3. نقشے پر موجود منطقوں کی فہرست بنانے کو کہیں۔
4. گروپ سے ایک طالب علم/طالبہ بنائی گئی فہرست کو بلند آواز میں پڑھے۔
5. اس کے بعد طلبہ کو بتائیں کہ وہ علاقے جو خط استوا کے قریب ہیں دنیا کے گرم ترین علاقے ہیں۔ اس خطے کو منطقہ حارہ کہتے ہیں۔
6. زمین کا جو علاقہ خط استوا سے بہت دور ہوتا ہے اس خطے کی آب و ہوا شدید سرد ہے۔ اسے منطقہ بارہ شمالی اور منطقہ بارہ جنوبی کہتے ہیں۔
7. زمین کا جو علاقہ منطقہ حارہ اور منطقہ بارہ کے درمیان واقع ہے منطقہ معتدلہ کہلاتا ہے۔

### نتیجہ/خلاصہ: 4 منٹ



طلبہ سے پوچھیں کہ آج انہوں نے کیا سیکھا اور سبق کے خلاصہ کے نکات لکھیں:

- موسم
- آب و ہوا
- آب و ہوا کے خطے

### جائزہ/جانیچ: 5 منٹ



دیوار پر آویزاں نقشے اور موسمی رپورٹ کے چارٹوں سے درج ذیل سوالات پوچھیں۔

1. 5 اپریل کو آپ کو دیے گئے شہر کا موسم کیا تھا؟
2. ایبٹ آباد کی آب و ہوا پشاور کے مقابلے میں کیسی ہے؟
3. آب و ہوا کے لحاظ سے دنیا کو کتنے خطوں میں تقسیم کیا گیا ہے؟

### مشق: 2 منٹ



طلبہ سے کہا جائے کہ درج ذیل سوالات کے جوابات گھر سے اپنی نوٹ بک پر لکھ کر لائیں۔

1. موسم کسے کہتے ہیں؟
2. آب و ہوا سے کیا مراد ہے؟

# آب و ہوا پر اثر انداز ہونے والے عوامل اور گلوبل وارمنگ

طلبہ کے حاصلات تعلم



■ آب و ہوا پر اثر انداز ہونے والے عوامل اور آب و ہوا کی تبدیلی پر گلوبل وارمنگ (Global Warming) کے اثرات بیان کر سکیں۔

## معلومات برائے اساتذہ

آب و ہوا پر اثر انداز ہونے والے عوامل درج ذیل ہیں۔

1. خط استوا سے فاصلہ:

- زمین کا وہ خطہ جہاں سورج کی شعاعیں عموداً پڑتی ہیں وہاں کا درجہ حرارت زیادہ ہوتا ہے۔
- ایکواڈور، برازیل، کینیا، انڈونیشیا کے ممالک خط استوا پر واقع ہیں۔ ان کا شمار گرم ترین ممالک میں ہوتا ہے۔
- زمین کے وہ خطے جہاں سورج کی شعاعیں ترچھی پڑتی ہیں، کم گرم ہوتے ہیں جیسے کینیڈا اور روس۔

2. سطح سمندر سے بلندی:

- جوں جوں ہم سطح سمندر سے بلندی کی طرف جاتے ہیں تو درجہ حرارت کم ہوتا جاتا ہے۔
- آپ سطح سمندر سے جتنی زیادہ بلندی پر ہوں درجہ حرارت اتنا ہی کم ہوگا اور وہاں کی آب و ہوا سرد ہوگی۔
- میدانی علاقوں کی آب و ہوا گرم ہوتی ہے۔

3. بحری روئیں:

- سمندر میں پانی کے مسلسل بہاؤ کو بحری رو کہتے ہیں۔
- بحری روئیں دو قسم کی ہوتی ہیں: گرم پانی کی روئیں اور ٹھنڈے پانی کی روئیں۔
- گرم پانی کی روئیں درجہ حرارت کو معتدل اور ٹھنڈے پانی کی روئیں درجہ حرارت کو کم کرتی ہیں۔

4. ہواؤں کا رخ:

- گرم علاقوں سے آنے والی ہوائیں کسی علاقے کے درجہ حرارت میں مزید اضافہ کرتی ہیں۔
- ٹھنڈے علاقوں سے آنے والی ہوائیں کسی علاقے کے درجہ حرارت کو کم کرتی ہیں۔

5. انسانی سرگرمیوں کے آب و ہوا پر اثرات:

- جنگلات کی کٹائی سے فضاء میں کاربن ڈائی آکسائیڈ کی مقدار زیادہ اور آکسیجن کی مقدار کم ہوتی ہے۔
- توانائی کے ذرائع کا استعمال جیسے پیٹرول، گیس اور کونلہ جلانا فضاء میں کاربن ڈائی آکسائیڈ کی زیادتی اور گلوبل وارمنگ کی ایک بڑی وجہ ہے۔

- کاربن ڈائی آکسائیڈ کا حد سے زیادہ بڑھ جانا گلوبل وارمنگ کی وجہ بنتا ہے۔

6. گلوبل وارمنگ (Global Warming):

- ہماری زمین گیسوں کے ایک غلاف میں لپیٹی ہے جسے کرہ ہوائی (Atmosphere) کہتے ہیں۔
- کرہ ہوائی سورج کی شعاعوں کے کچھ حصے کو جذب کرتا ہے اور کچھ کو واپس موڑتا ہے۔
- کاربن ڈائی آکسائیڈ اور دوسری گیسوں سورج کی شعاعوں کو زمین تک پہنچنے دیتی ہیں مگر ان کو کرہ ہوائی سے باہر نکلنے نہیں دیتیں۔
- اس طرح زمین کا درجہ حرارت بڑھتا رہتا ہے۔ اس عمل کو گلوبل وارمنگ کہتے ہیں۔

7. گلوبل وارمنگ کے اثرات:

- گلیشیرز کا گھٹنا
  - سمندر میں پانی کی سطح کا بڑھ جانا
  - شدید موسمی کیفیات کا پیدا ہونا
  - جلد اور سانس کے امراض میں اضافہ
- اس سبق کی تدریس کے لیے بحث اور سوال جواب کا طریقہ موزوں رہے گا۔

دورانیہ: 70 منٹ/دوپریڈ



وسائل/اذرائع



تختہ تحریر، درسی کتاب معاشرتی علوم جماعت پنجم، مارکر، ڈسٹر، چارٹ۔

تعارف: 8 منٹ



طلبہ سے پوچھیں

1. پشاور میں زیادہ گرمی پڑتی ہے یا ایبٹ آباد میں؟ (مکنہ جواب: پشاور، نہیں معلوم)
  2. میدانی علاقوں اور پہاڑی علاقوں کی آب و ہوا میں کیا فرق ہوتا ہے؟ (مکنہ جواب: پہاڑی علاقے ٹھنڈے ہوتے ہیں)
  3. موسم گرما میں گرمی زیادہ کیوں ہوتی ہے؟ (مکنہ جواب: سورج عین اوپر ہوتا ہے)
  4. جس دن ہوا بند ہو جائے تو گرمی بڑھتی ہے یا کم ہو جاتی ہے؟
- اب طلبہ کو بتائیں آج ہمارا عنوان ہے ”آب و ہوا پر اثر انداز ہونے والے عوامل اور گلوبل وارمنگ“

تصور کی پختگی



سرگرمی نمبر 1: 20 منٹ

1. طلبہ کے مناسب گروپ بنائیں۔
2. ہر گروپ کو آب و ہوا پر اثر انداز ہونے والے عوامل میں سے ایک عمل دے کر پر درسی کتاب جماعت پنجم سے معلومات اکٹھی کر کے چارٹ بنانے کا کہیں۔
3. ہر گروپ کے پاس جاکر ان کی رہنمائی کریں۔
4. ہر گروپ بحث کے بعد چارٹ مکمل کرے۔
5. گروپوں کے چارٹس کو تختہ تحریر پر چسپاں کروائیں۔
6. ہر گروپ کا نمائندہ اپنے چارٹ کو پڑھ کر پوری کلاس کو سناے۔
7. ان کی غلطیوں کی اصلاح کریں اور اپنی معلومات ان کے ساتھ شیئر کریں۔

سرگرمی نمبر 2: 20 منٹ

1. طلبہ کے مناسب گروپ بنائیں۔
  2. ہر گروپ سے کہیں کہ وہ درج ذیل سوالات کے جوابات درسی کتاب کے مواد کو پڑھنے کے بعد لکھے:
- کون سی انسانی سرگرمیاں آب و ہوا پر منفی اثرات ڈالتی ہیں؟

- کرہ ہوائی کسے کہتے ہیں؟
- گرین ہاؤس ایفیکٹ (Green House Effect) کا درجہ حرارت پر کیا اثر پڑتا ہے؟
- گلوبل وارمنگ سے بچاؤ کی تدابیر لکھیں۔
- 3. ہر گروپ ان سوالات کے جوابات ایک چارٹ پر لکھے۔
- 4. تمام گروپ اپنا کام جماعت کے سامنے پیش کریں۔

### نتیجہ/خلاصہ: 10 منٹ



- طلبہ سے پوچھیں کہ آج انہوں نے کیا سیکھا اور سبق کا خلاصہ نکات کی صورت میں تختہ تحریر پر لکھیں۔
1. آب و ہوا پر اثر انداز ہونے والے عوامل
    - خط استوا سے فاصلہ
    - سطح سمندر سے بلندی
    - بحری روئیں
    - ہواؤں کا رخ
  2. انسانی سرگرمیوں کے آب و ہوا پر اثرات۔
  3. گلوبل وارمنگ اور اس سے بچاؤ۔

### جائزہ/بانیج: 10 منٹ



- جائزہ کے طور پر طلبہ سے سوالات پوچھیں۔
1. آب و ہوا پر اثر انداز ہونے والے عوامل کیا ہیں؟
  2. استوائی خطے پر موجود ممالک کی آب و ہوا زیادہ گرم کیوں ہے؟
  3. روس اور کینیڈا زیادہ سرد کیوں ہیں؟
  4. گلوبل وارمنگ پر کیسے قابو پایا جاسکتا ہے؟

### مشق: 2 منٹ



طلبہ کو درسی کتاب سے متعلقہ مشقی سوالات کے جوابات لکھ کر لانے کو کہیں۔

# قدرتی آفات، سیلاب اور زلزلے کی صورت میں بچاؤ کی تدابیر

## طلبہ کے حاصلاتِ تعلیم



- قدرتی آفات کی شناخت کر سکیں اور انسانی زندگی پر ان کے اثرات بیان کر سکیں۔
- سیلاب اور زلزلے کی صورت میں احتیاطی تدابیر تجویز کر سکیں۔

## معلومات برائے اساتذہ

- قدرتی آفات: ایسے قدرتی واقعات اور عوامل جو انسانوں کی جان و مال اور زندگیوں کے لیے نقصان دہ ہوں، قدرتی آفات کہلاتے ہیں۔
- قدرتی آفات مختلف اقسام کی ہوتی ہیں۔
1. گردباد: بعض اوقات درجہ حرارت بڑھ جانے سے کسی خاص مقام پر ہوا کا دباؤ کم ہو جاتا ہے۔ اس لیے اُس پاس کے زیادہ دباؤ والے علاقے سے ہوا کم دباؤ والے علاقے کی طرف چلنا شروع کر دیتی ہے۔ اس سے گردباد بنتے ہیں جو تباہی پھیلانے کا سبب بنتے ہیں۔
  2. تو دے گرنا: بارش اور تیز ہواؤں کی وجہ سے کبھی کبھار پہاڑ سے چٹانیں اور مٹی کے تودے نشیبی علاقوں کی طرف حرکت کرتے ہیں۔ ان کو تودوں کا گرنا کہتے ہیں۔
  3. سیلاب: زیادہ بارشوں اور پہاڑوں پر برف کے پگھلنے سے اور برساتی نالوں اور دریاؤں میں گنجائش سے زیادہ پانی کے آنے کی وجہ سے پانی کناروں سے نکل کر باہر کی طرف بہنے لگے تو سیلاب بن جاتا ہے۔ اس سے بعض اوقات بہت زیادہ مالی اور جانی نقصان ہوتا ہے۔
  4. زلزلے: زمین کے اندرونی حصوں میں مختلف حرکات کی وجہ سے زمین کی اوپر والی سطح میں جو لرزش اور حرکت آتی ہے۔ اسے زلزلہ کہتے ہیں۔ زلزلے بعض دفعہ بہت بڑی تباہی کا باعث بنتے ہیں۔
- سیلاب کی صورت میں احتیاطی تدابیر:
1. عوام کو پیشگی اطلاع دی جائے۔
  2. نشیبی علاقوں کو خالی کرایا جائے۔
  3. بجلی کی تاروں اور کھمبوں سے لوگوں کو دور رہنے کی تلقین کی جائے۔
  4. ابتدائی طبی امداد اور خوراک کی اشیاء کی فراہمی کو یقینی بنایا جائے۔
- زلزلے کی تباہی سے بچاؤ کی تدابیر:
1. زلزلے آنے کی صورت میں عمارتوں کو فوراً خالی کیا جائے۔
  2. جن علاقوں میں زلزلے آنے کے امکانات زیادہ ہوتے ہیں وہاں اونچی عمارتوں کی تعمیر نہ کی جائے۔
  3. لوگوں میں زلزلے سے بچاؤ کا شعور اُجاگر کرنے کے لیے میڈیا کے ذریعے مہم چلائی جائے۔
  4. لوگوں کو زلزلے سے بچاؤ کی مشقیں کرائی جائیں۔
  5. ابتدائی طبی امداد اور کھانے پینے کی اشیاء کی فراہمی کا انتظام کیا جائے۔
- اس سبق کی تدریس کے لیے عملی مشق اور بحث کا طریقہ مناسب رہے گا۔

دورانیہ: 70 منٹ / دو پیریڈ



وسائل / اذرائع







1. طلبہ سے پوچھیں:
  - آپ نے کبھی زمین کو حرکت کرتے محسوس کیا ہے؟
  - کیا آپ نے زیادہ بارشوں کی وجہ سے قریبی نالے میں پانی کے زیادہ بہاؤ کو دیکھا ہے؟
  - کیا آپ نے پانی کے تیز بہاؤ کی وجہ سے زمینی کٹاؤ کو دیکھا ہے؟
  - جب زلزلہ آجائے تو کیا کرنا چاہیے؟
2. اب آج کے سبق کا علان کریں۔

## تصور کی پختگی



سرگرمی نمبر 1: 20 منٹ

1. طلبہ کے مناسب گروپ بنائیں۔
  2. ہر گروپ کو درسی کتاب سے الگ الگ قدرتی آفت کا عنوان بتائیں اور پڑھنے کو کہیں۔ مثلاً گر دہار، زلزلہ، سیلاب اور تو دے گرنا۔
  3. اب ان کو کم از کم دس منٹ اس پر بحث کرنے دیں۔
  4. پھر اس قدرتی آفت کے آنے کا سبب اور اس سے پیدا ہونے والے نقصانات چارٹ پر لکھنے کو کہیں۔
- جیسے زلزلہ:
- زمین کی اندرونی حرکت
  - عمارتوں کا گرنا، پل اور سڑکیں تباہ ہونا، دیواروں اور عمارتوں میں دراڑیں پڑ جانا۔
  - بجلی، پانی اور گیس کے نظام کو متاثر کرنا وغیرہ۔
5. ہر گروپ کے طلبہ اپنا چارٹ تختہ تحریر پر چسپاں کر کے بلند آواز سے پڑھیں تاکہ پوری کلاس سن سکے۔
  6. آخر میں خود بھی قدرتی آفات کی وضاحت کریں۔

سرگرمی نمبر 2: 20 منٹ

1. پوری کلاس کو اس سرگرمی میں اکٹھا شریک کریں۔
2. کمرہ جماعت کے ایک کونے میں مضبوط میز رکھیں۔
3. ایک گھنٹی میز پر رکھیں۔
4. طلبہ کو یہ سمجھائیں کہ جب گھنٹی بجنے لگے تو اس کا مطلب ہے کہ زلزلہ شروع ہو گیا ہے۔ اب ہر طالب علم نے خود کو ایک محفوظ مقام پر پہنچانا ہے۔
5. جو طلبہ دروازے/دروازوں کے قریب ہیں اور آسانی باہر میدان تک پہنچ سکتے ہیں وہ آرام سے باہر نکلیں گے۔
6. جو طلبہ باہر نکلنے میں کامیاب نہیں ہو سکتے وہ اس بڑی میز کے نیچے چھپ جائیں۔
7. جب گھنٹی بجنا بند ہو جائے تو کچھ دیر تمام طلبہ باہر میدان میں جمع رہیں۔ اور باہر میدان میں رکھے ہوئے پانی کے برتن سے پانی پی لیں۔
8. یہ سب کام اپنی نگرانی میں احتیاط سے کروائیں تاکہ کسی کے گرنے یا زخمی ہونے کی نوبت نہ آئے۔

## نتیجہ/خلاصہ: 10 منٹ



طلبہ سے معلوم کریں کہ آج انہوں نے کیا سیکھا! اور درج ذیل نکات کو تختہ تحریر پر مار کر سے لکھیں دیں۔

- زلزلہ

- سیلاب
- گردباد
- تودے گرنا
- سیلاب اور زلزلے کی صورت میں احتیاطی تدابیر۔

### جائزہ/جانیچ: 10 منٹ



جائزہ کے طور پر طلبہ سے درج ذیل سوالات پوچھیں۔

1. قدرتی آفات سے کیا مراد ہے؟
2. قدرتی آفات کے اسباب کیا ہیں؟
3. قدرتی آفات سے بچنے کے کیا طریقے ہیں؟
4. جب زلزلہ آجائے تو کیا کرنا چاہیے؟

### مشق: 2 منٹ



1. طلبہ کو متعلقہ سوالات تیار کر کے گھر کا کام تفویض کریں۔

# آبادی میں اضافے کی شرح، گنجانیت اور پاکستان میں آبادی میں اضافے کے عوامل

طلبہ کے حاصلات تعلم



- آبادی میں اضافے کی شرح (Growth Rate) اور آبادی کی گنجانیت (Population Density) کی اصطلاحوں کی تعریف کر سکیں۔
- پاکستان میں آبادی میں اضافے کے عوامل (Factors Affecting Population) بیان کر سکیں۔

## معلومات برائے اساتذہ

1. دنیا کی آبادی میں تیزی سے اضافہ:
1. 1800ء میں دنیا کی کل آبادی 1 بلین سے کم تھی۔
2. دنیا کی موجودہ آبادی سات بلین سے زیادہ ہے۔
3. دنیا بھر میں آبادی میں اضافے کی سالانہ شرح 1.1 فی صد ہے۔
4. پاکستان میں آبادی میں اضافے کی شرح 1.2 فی صد ہے۔
5. گنجانیت فی مربع کلو میٹر آبادی کو کہتے ہیں۔
6. طبی سہولیات میں بہتری، شرح پیدائش میں اضافہ اور شرح اموات میں کمی پاکستان کی آبادی میں اضافے کے چند اسباب ہیں۔
7. اس سبق کی تدریس کے لیے عملی سرگرمیاں اور سوال و جواب کا طریقہ مناسب رہے گا۔

دورانیہ: 70 منٹ/دو پیریڈ



وسائل/اذرائع



درسی کتاب معاشرتی علوم جماعت پنجم، تختہ تحریر، مارکر/چاک، نوٹ بک۔

تعارف: 5 منٹ



- طلبہ سے مندرجہ ذیل سوالات پوچھیں:
1. آپ کے گھر میں پانچ سال پہلے 2016ء میں کتنے افراد تھے؟
  2. اب 2021ء میں آپ کے گھر کے افراد کی تعداد کتنی ہے؟
  3. آپ کے گھر کے ہر کمرے میں کتنے افراد رہتے ہیں؟
  4. اب سبق کا اعلان کریں کہ آج ہم "آبادی میں اضافے کی شرح، گنجانیت اور پاکستان میں آبادی میں اضافے کے عوامل" کے بارے میں پڑھیں گے۔



سرگرمی نمبر 1: 20 منٹ

- طلبہ کے چھ گروپ بنائیں۔ ہر گروپ کے طلبہ اپنے اپنے ایک سال سے کم عمر بہن بھائیوں کے نام لکھیں۔
- ہر گروپ نام لکھنے کے بعد ان کی کل تعداد اپنے چارٹ پر لکھیں۔
- ہر گروپ لیڈر اپنے گروپ کی تعداد والا چارٹ پڑھ کر سنائے۔
- ہر گروپ کی تعداد کو تختہ تحریر پر لکھیں۔
- چھ گروپوں سے حاصل اعداد و شمار کو جمع کریں۔
- ان کی کل تعداد تختہ تحریر پر لکھیں۔
- طلبہ سے کہیں کہ آپ کے ایک سال سے کم عمر بہن بھائی پچھلے سال موجود نہیں تھے۔
- اب ان کے پیدا ہونے سے آبادی میں افراد کی تعداد زیادہ ہو گئی ہے۔
- اس کو آبادی میں اضافہ کہتے ہیں۔
- جب کہ آپ کا گھر وہی ہے۔
- کسی ملک کی آبادی کو اگر سالانہ حساب سے شمار کیا جائے تو اس کو اس ملک کی سالانہ آبادی میں اضافے کی شرح کہا جائے گا۔

سرگرمی نمبر 2: 20 منٹ

- کمرہ جماعت کو دو برابر حصوں میں تقسیم کریں اور فرش پر چاک سے نشان لگائیں۔
- اب کلاس میں موجود کرسیاں مثلاً: 40 کرسیاں ہیں تو کلاس کے ایک حصے میں 25 اور دوسرے حصے میں 15 کرسیاں لگا کر طلبہ کو بٹھائیں۔

15	25
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- ایک گروپ میں سے ایک طالب علم / طالبہ کو کہیں کہ اپنے گروپ کی تعداد کو گن کر تختہ تحریر کے دائیں طرف لکھیں۔
- اب دوسرے گروپ کو بھی یہی عمل دہرانے کا کہیں۔
- اب پوری کلاس سے پوچھیں کہ کلاس میں کس طرف طلبہ کی تعداد زیادہ ہے؟ اور ان کا جواب بورڈ پر تحریر کریں۔
- اب طلبہ کو بتائیں کہ کلاس میں دونوں گروپوں کے لیے مختص جگہ برابر ہے لیکن طلبہ کی تعداد ایک طرف کم اور دوسری طرف زیادہ ہے۔ تو کلاس کے جس حصے میں طلبہ کی تعداد زیادہ ہے، وہ گنجان آبادی والا حصہ ہے۔
- آبادی کی گنجانیت جاننے کا طریقہ یہ ہے کہ افراد کی تعداد کو علاقہ کے رقبہ پر تقسیم کیا جائے اور فی مربع کلومیٹر آبادی کا حساب کیا جائے اس سے آبادی کی گنجانیت کا اندازہ ہو جائے گا۔
- اکائی رقبے میں آبادی جتنی زیادہ ہوگی تو وہ ہاں کی آبادی اتنی ہی گنجان ہوگی۔
- اسی مثال کو اگر ملکی سطح پر لیا جائے تو ملکوں کی آبادی کی گنجانیت کو معلوم کیا جاسکتا ہے۔

سرگرمی نمبر 3: 10 منٹ

1. طلبہ کو گروپوں میں تقسیم کریں اور درسی کتاب جماعت پنجم کا متعلقہ صفحہ کھولنے کا کہیں۔
2. تختہ تحریر پر درج ذیل سوالات تحریر کریں۔
  - پاکستان کی آبادی میں اضافے کے عوامل کون سے ہیں؟
  - کیا آپ کے ذہن میں آبادی میں اضافے کے کوئی اور عوامل ہو سکتے ہیں؟ (خود بحث کر کے بتائیں)
3. ہر گروپ کے طلبہ جوابات اپنی نوٹ بک پر تحریر کریں۔
4. گروپ میں ایک طالب علم / طالبہ جوابات پڑھ کر سنائے۔ ان کے جوابات کو تختہ تحریر پر تحریر کریں۔



- طلبہ سے پوچھیں کہ آج آپ نے کیا سیکھا؟ سبق کا خلاصہ تختہ تحریر پر لکھ دیں۔
1. آبادی میں اضافے کی شرح
  2. آبادی کی گنجائیت
  3. پاکستان کی آبادی میں اضافے پر اثر انداز ہونے والے عوامل



1. جائزہ کے طور پر طلبہ سے درج ذیل سوالات پوچھیں۔
  - آبادی میں اضافے کی شرح سے کیا مراد ہے؟
  - آبادی کی گنجائیت سے کیا مراد ہے؟
  - آبادی کی گنجائیت معلوم کرنے کا کیا طریقہ ہے؟
  - پاکستان میں آبادی میں اضافے پر اثر انداز ہونے والے عوامل کیا ہیں؟



طلبہ کو درج بالا سوالات کے جوابات گھر سے درسی کتاب کی مدد سے نوٹ بک پر تحریر کر کے لانے کو کہیں۔

# طلبہ کی زندگی پر آبادی میں اضافے کے اثرات

## طلبہ کے حاصلاتِ تعلیم



- طلبہ کی روزمرہ زندگی کے معیار پر آبادی میں اضافے کے اثرات بیان کر سکیں۔

## معلومات برائے اساتذہ

1. آبادی میں اضافے کے ساتھ ساتھ ضروری ہے کہ وسائل میں بھی اضافہ ہو بصورت دیگر ہر شعبہ پر منفی اثرات پڑتے ہیں اور مسائل پیدا ہوتے ہیں۔
  - تعلیمی مسائل: (تعلیمی اداروں کی کمی/گنجائش سے زیادہ طلبہ/غیر معیاری تعلیم/تعلیمی سہولیات کا فقدان)
  - صحت کے مسائل: (ہسپتالوں میں رش/صحت کی سہولیات کی کمی/معیاری علاج کا فقدان)
  - ذرائع آمد و رفت کے مسائل: (ہوائی اور زمینی اڈوں پر رش/گاڑیوں اور ذرائع مواصلات کی کمی)
  - روزمرہ استعمال کی چیزوں کی قلت: (اجناس میں کمی/طلب اور رسد میں فرق/ضروری غذاؤں کا فقدان)
  - مہنگائی: (بے روزگاری/کم اشیا/خریدار زیادہ/وسائل کا ضیاع)
2. اس سبق کی تدریس کے لیے گروپوں میں بحث اور عملی مظاہرہ مناسب رہے گا۔

## دورانیہ: 35 منٹ/ایک پیریڈ



## وسائل/اذرائع



درسی کتاب معاشرتی علوم جماعت پنجم، تختہ تحریر، مارکر/چاک، پانی کے کم از کم تین عدد جگ اور تین عدد گلاس۔

## تعارف: 5 منٹ



1. طلبہ سے پوچھیں:
  - دہات میں دکانوں پر زیادہ رش ہوتا ہے یا شہر میں؟
  - دہات کی سڑکوں پر گاڑیاں زیادہ ہوتی ہیں یا شہر کی سڑکوں پر زیادہ ہوتی ہیں؟
2. اب اعلان کریں کہ آج ہمارے سبق کا عنوان ہے ”طلبہ کی زندگی پر آبادی میں اضافے کے اثرات“

## تصور کی پختگی



سرگرمی نمبر 1: 10 منٹ

1. طلبہ کی مختلف تعداد کے تین گروپ بنائیں۔ مثلاً: ایک گروپ میں 4، دوسرے میں 7 اور تیسرے میں 9 طلبہ ہوں۔
2. ہر گروپ کے سامنے پانی کا ایک جگ اور ایک گلاس رکھیں۔
3. طلبہ کو سمجھائیں کہ گروپ کے ہر طالب علم نے اپنے سامنے رکھے ہوئے جگ سے ایک گلاس پانی پینا ہے۔
4. دو طلبہ کو ان کے پانی پینے کا وقت تختہ تحریر پر لکھنے کو کہیں۔

5. ساتھ یہ بھی نوٹ کرنے کو کہیں کہ کتنے طلبہ کو پانی نہیں مل سکا۔  
□ ممکنہ جوابات: جس گروپ میں 4 طلبہ ہیں، ان سب نے 3 منٹ میں پانی پی لیا اور ایک گلاس پانی جگ میں رہ گیا۔
6. جس گروپ میں 7 طلبہ ہیں، ان میں سے 5 طلبہ کو پانی مل سکا اور 2 طلبہ کو پانی نہیں مل سکا اور پانی پینے میں ان کو 5 منٹ لگے۔
7. جس گروپ میں 9 طلبہ ہیں، ان میں سے 4 طلبہ کو پانی نہیں مل سکا۔
8. اب آبادی میں اضافے کے اثرات سے طلبہ کو آگاہ کریں۔

سرگرمی نمبر 2: 10 منٹ

1. طلبہ کے مناسب گروپ بنائیں۔
2. ان کو یہ بتائیں کہ 5 منٹ اس موضوع پر بحث کریں کہ آبادی میں اضافہ آپ (طلبہ) کی روزمرہ کی زندگی کے معیار کو کیسے متاثر کرتا ہے۔
3. اب ہر گروپ کے طلبہ ان باتوں کی ایک فہرست بنائیں جن سے ان کا معیار زندگی متاثر ہوتا ہے۔
4. ہر گروپ کے پاس جاکر ان کی رہنمائی کریں۔
5. ہر گروپ میں سے دو دو طلبہ کو بلا کر اپنی تحریر کردہ فہرست کو مناسب آواز میں پڑھنے کو کہیں۔
6. آخر میں خود ان کی وضاحت کریں کہ آبادی میں اضافہ کیسے طلبہ کے روزمرہ معیار زندگی کو متاثر کرتا ہے۔

### نتیجہ/خلاصہ: 5 منٹ



1. آج کے سبق کا خلاصہ تختہ تحریر پر نکات کی شکل میں تحریر کریں۔
- آبادی میں اضافہ اور طلبہ کی مشکلات:
  - سکولوں میں داخلہ ملنے میں مشکلات۔
  - ذرائع آمدورفت کے مسائل۔
  - کلاس میں طلبہ کی تعداد میں اضافہ کے مسائل۔
  - اعلیٰ تعلیم حاصل کرنے کے لیے کالجوں اور یونیورسٹیوں کی کمی۔
  - تفریحی سہولیات میں کمی۔

### جائزہ/چالنج: 3 منٹ



- جائزہ کے طور پر طلبہ سے درج ذیل سوالات پوچھیں۔
1. آپ کے محلے میں کتنے طلبہ ایسے ہیں جن کو امسال کسی کالج اور یونیورسٹی میں داخلہ نہ مل سکا؟
2. کیا آبادی میں اضافہ روزمرہ زندگی میں مسائل پیدا کر سکتا ہے؟
3. طلبہ کی زندگی میں آبادی میں اضافے سے کیا مسائل پیدا ہو سکتے ہیں؟

### مشق: 2 منٹ



1. طلبہ کو گھر کا کام موضوع کی مناسبت سے تفویض کریں۔

## اشیا اور خدمات

### طلبہ کے حاصلاتِ تعلیم



- اشیا (Goods) اور خدمات (Services) کی تعریف کر سکیں۔
- عوامی اور نجی اشیا اور خدمات میں فرق کر سکیں۔
- صارفین (Consumers) اور پیدا کنندگان (Producers) کے افعال کی شناخت کر سکیں۔

### معلومات برائے اساتذہ

1. جن چیزوں کو ہم دیکھ سکتے ہیں اور زیر استعمال بھی لاسکتے ہیں وہ چیزیں اشیا کہلاتی ہیں۔
2. اس طرح مختلف پیشوں سے وابستہ لوگ اپنی صلاحیتوں کو بروئے کار لاتے ہوئے دوسرے لوگوں کے کام آتے ہیں اور ان کے بدلے انھیں معاوضہ ملتا ہے تو یہ خدمات کہلاتی ہیں مثلاً اساتذہ کو پڑھانے کے عوض معاوضہ ملتا ہے۔ اسی طرح ڈاکٹر مریض کا علاج کرتا ہے جس کا وہ معاوضہ لیتا ہے۔ بچوں کو پڑھانا اور مریضوں کا علاج کرنا خدمات کے زمرے میں آتا ہے۔
3. وہ اشیا اور خدمات جو حکومت اپنے شہریوں کی سہولیات کے لیے مہیا کرتی ہے عوامی اشیا اور خدمات کہلاتی ہیں مثلاً سرکاری سکول اور اُن میں کام کرنے والے اساتذہ کرام۔
4. نجی اشیا اور خدمات کی فراہمی عام لوگ کرتے ہیں۔ حکومت کا براہِ راست اُن میں عمل دخل نہیں ہوتا مثلاً نجی سکول اور نجی ہسپتال اور اُن میں کام کرنے والے اساتذہ کرام اور ڈاکٹر صاحبان۔
5. اشیا پیدا کرنے اور خدمات فراہم کرنے والوں کو پیدا کنندگان (Producers) کہتے ہیں مثلاً فیکٹری کا مالک اور فصل اگانے والے کسان۔
6. جو لوگ اپنی ضروریات کے لیے اشیا خریدتے ہیں یا معاوضہ دے کر ضروریات استعمال کرتے ہیں وہ صارف (Consumers) کہلاتے ہیں۔
7. اس عنوان کی تدریس کے لیے گروپوں اور جوڑوں میں کام موزوں رہے گا۔

### دورانیہ: 70 منٹ/دوپہریڈ



### وسائل/اذرائع



تختہ تحریر، چاک، درسی کتاب معاشرتی علوم برائے جماعت پنجم، مختلف شعبے / پیشے ظاہر کرنے والے افراد کی تصاویر (اُستاد، ڈاکٹر وغیرہ)، سرکاری و نجی عمارات کی تصاویر۔

### تعارف: 5 منٹ



طلبہ سے پوچھیں کہ:

1. ماہانہ فیس سرکاری سکولوں میں دی جاتی ہے یا پرائیویٹ سکولوں میں؟ (ممکنہ جواب: پرائیویٹ سکولوں میں) بورڈ پر لکھیں۔
2. ہسپتالوں میں کون کون سی خدمات سرانجام دیتے ہیں؟ (ممکنہ جوابات: ڈاکٹر اور نرس)
3. فصل اگانے والے کسان کو آپ کیا کہیں گے؟ (ممکنہ جواب: پیدا کنندہ)
4. فصل سے حاصل گندم کی روٹی کھانے والے کو آپ کیا کہیں گے؟ (ممکنہ جواب: صارف)





سرگرمی نمبر 1: 20 منٹ

1. پہلے سے تیار شدہ اشیا اور خدمات کی تعریف لکھا چارٹ طلبہ کے سامنے آویزاں کریں اور اس کی وضاحت کریں۔
2. طلبہ کے دو گروپ بنائیں:
  - ایک گروپ عوامی خدمات اور اشیا کی تعریف لکھے اور فہرست تیار کرے۔
  - دوسرا گروپ نجی خدمات اور اشیا کی تعریف لکھے اور فہرست تیار کرے۔
3. اس کام کے لیے طلبہ کو 10 منٹ کا وقت دیں تاکہ وہ درسی کتاب سے متعلقہ مواد کا مطالعہ بھی کر سکیں۔ دونوں گروپس اپنے اپنے چارٹس دیوار پر چسپاں کریں۔
4. دونوں گروپس ایک دوسرے کے چارٹس کا مطالعہ کریں۔

سرگرمی نمبر 2: 10 منٹ

5. کمرہ جماعت میں طلبہ کو جوڑوں میں تقسیم کریں۔
6. ہر جوڑا نوٹ بک پر درج ذیل دو کالمی ٹیبل مکمل کرے۔ جس جوڑے کا ٹیبل (فہرست) طویل اور درست ہو اُن کے لیے تالیاں بجائی جائیں۔

عوامی خدمات اور اشیا	نجی خدمات اور اشیا

سرگرمی نمبر 3: 20 منٹ

1. طلبہ کے چار گروپس بنائیں:
  - گروپ نمبر 1 اور گروپ نمبر 3 چارٹس پر صارف کی تعریف لکھیں اور وضاحت کے لیے کم از کم پانچ مثالیں دیں۔
  - گروپ نمبر 2 اور گروپ نمبر 4 پیدا کنندہ کی تعریف لکھیں اور وضاحت کے لیے کم از کم پانچ مثالیں دیں۔
2. چاروں گروپوں سے ایک ایک نمائندہ اپنے گروپ کا کام جماعت کے سامنے پیش کرے۔

نتیجہ/خلاصہ: 8 منٹ



- طلبہ کو بتائیں کہ معاشیات میں اشیا اور خدمات کی پیداوار، تقسیم اور اُن کے استعمال کی وضاحت کی جاتی ہے۔ پیدا کنندگان اور صارفین کا اس میں اپنا اپنا کردار ہوتا ہے۔

جائزہ/جانبی: 5 منٹ



1. جائزے کے طور پر طلبہ سے درج ذیل سوالات پوچھیں۔
  - کیا نجی شعبہ صحت کے میدان میں خدمات فراہم کر سکتا ہے؟
  - کیا وکالت کا تعلق خدمات سے ہے؟
  - فیکٹری کا مالک صارف کہلائے گا یا پیدا کنندہ؟
  - سرکاری/عوامی ہسپتال میں ڈاکٹر مفت چیک اپ کرتا ہے یا پرائیویٹ کلینک میں؟

مشق: 2 منٹ



1. طلبہ اپنے علاقے میں موجود عوامی/سرکاری عمارات کے اور دو صارفین اور دو پیدا کنندگان کے نام لکھیں۔

## افراطِ زر، قلت، ٹیکس اور قرضے

طلبہ کے حاصلاتِ تعلیم



- افراطِ زر اور قلت کی مختلف اقسام اور وجوہات کو بیان کریں۔
- اشیا اور خدمات (سڑکیں، ہسپتال، سکول، بجلی وغیرہ) کی فراہمی کے لیے ٹیکسوں (Taxes) اور حکومتی قرضوں (Loans) کی اہمیت کی نشان دہی کریں۔

### معلومات برائے اساتذہ

1. اشیا اور خدمات کی قیمتوں کی شرح میں خطیر اور مسلسل اضافہ افراطِ زر کہلاتا ہے۔ افراطِ زر کی بنیادی وجہ ملکی کرنسی کی قدر میں کمی واقع ہو جانا ہے۔ اگر ملک کی مجموعی پیداوار میں اضافہ ہوتا ہو تو ملکی کرنسی کی قدر میں استحکام رہتا ہے اور افراطِ زر کی شرح میں اضافہ نہیں ہوتا۔
2. اس طرح اگر ملکی کرنسی میں تیزی سے اضافہ ہوتا ہو اور اس کے مقابلے میں مجموعی ملکی پیداوار میں اُسی تناسب سے اضافہ نہ ہو تو افراطِ زر کی صورتحال پیدا ہو جاتی ہے۔
3. پاکستان میں ایک طرف افراطِ زر کی بڑی وجہ اگر حد سے زیادہ نوٹوں کی چھپائی ہے تو دوسری وجہ درآمدی اشیا کی قیمتوں میں اضافہ بھی ہے مثلاً پٹرولیم مصنوعات کی قیمتوں میں اضافہ۔
4. افراطِ زر کی دو اقسام ہیں: جب کسی چیز کی پیداواری لاگت میں اضافہ ہونے سے افراطِ زر ہو جائے تو اُسے پیداواری لاگت کے دباؤ کا افراطِ زر (Cost-Pull Inflation) کہتے ہیں اور جب کسی چیز کی طلب میں اضافہ ہونے سے افراطِ زر ہو جائے مگر پیداوار وہی رہے اُسے طلب کے دباؤ کا افراطِ زر (Demand-Pull Inflation) کہتے ہیں۔
5. جب کسی چیز کی طلب میں رسد کی نسبت زیادہ اضافہ ہو جائے تو اُسے قلت (Scarcity) کہتے ہیں مثلاً پانی کی طلب اگر زیادہ ہو اور رسد کم ہو تو اسے پانی کی قلت کہتے ہیں۔
6. قلت کی کئی وجوہات ہو سکتی ہیں مثلاً قدرتی آفات، موسمیاتی تبدیلی، ذخیرہ اندوزی وغیرہ۔
7. عوام کو سہولیات، خدمات اور اشیا بہم پہنچانے کے لیے حکومت پیسا اکٹھا کرتی ہے۔ جس کا سب سے بڑا ذریعہ محصولات (Taxes) ہیں۔ جب محصولات کے ذریعے اخراجات پورے نہ ہوں تو معیشت کو چلانے کے لیے حکومت اندرونی اور بیرونی قرضوں پر انحصار کرتی ہے۔ ان قرضوں سے ایک طرف حکومتی اخراجات پورے ہو جاتے ہیں۔ تاہم کچھ عرصہ بعد حکومت کو یہ قرضے مع سود واپس کرنا پڑتے ہیں۔
8. ٹیکسوں کی کئی اقسام ہیں: انکم ٹیکس، پراپرٹی ٹیکس، سیلز ٹیکس اور ٹول ٹیکس وغیرہ۔
9. اس موضوع کی تدریس کے لیے مختصر کیس سٹڈی اور بحث کا طریقہ موزوں رہے گا۔

دورانیہ: 70 منٹ / دوپیریڈ



وسائل / ذرائع



تختہ تحریر، چاک، درسی کتاب معاشرتی علوم برائے پنجم، چارٹس۔



1. طلبہ سے پوچھیں کہ:
  - دو سال پہلے آپ جو چیزیں خریدتے تھے آج کل ان کی قیمتیں کم ہو گئی ہیں یا زیادہ ؟ (مکمل جواب: زیادہ)
  - بجلی کی لوڈ شیڈنگ کیوں ہوتی ہے ؟ (مکمل جواب: بجلی کی طلب زیادہ اور پیداوار (رشد) کم ہے)
  - اگر آپ کے گھر کے اخراجات پورے نہ ہوتے ہوں تو آپ کے والدین کیا کرتے ہیں ؟ (مکمل جواب: قرض لیتے ہیں)
  - حکومت ہمارے لیے سکول، ہسپتال اور سڑکیں بناتی ہے۔ یہ پیسا کہاں سے آتا ہے ؟ (مکمل جواب: محصولات یعنی ٹیکسوں سے)
  - ہماری حکومت قرضے کیوں لیتی ہے ؟ (مکمل جواب: اخراجات زیادہ ہیں اور آمدنی کم)
  - اگر کسی چیز کی طلب بڑھ جائے اور رسد وہی رہے تو اس کی قیمت پر کیا اثر پڑتا ہے ؟ (مکمل جواب: قیمت بڑھ جاتی ہے)
  - پٹرول کی قیمت بڑھنے سے دوسری اشیا کی قیمتوں پر کیا اثر پڑتا ہے ؟ (مکمل جواب: دوسری اشیا کی پیداواری لاگت بڑھ جاتی ہے اس لیے ان کی قیمتوں میں اضافہ ہو جاتا ہے۔)
2. طلبہ کو بتائیں:
  - اشیا کی قیمتوں میں جب مسلسل اضافہ ہوتا ہے تو اسے افراط زر کہتے ہیں۔ اگر طلب زیادہ ہونے کی وجہ سے قیمتیں بڑھ جاتی ہیں تو اسے طلب کے دباؤ کا افراط زر (Demand-Pull Inflation) کہتے ہیں۔
  - اگر پیداواری لاگت میں اضافہ کی وجہ سے قیمتیں بڑھتی ہیں تو اسے پیداواری لاگت کے دباؤ کا افراط زر (Cost-Pull Inflation) کہتے ہیں۔

## تصور کی پختگی



سرگرمی نمبر 1: 20 منٹ

3. طلبہ کے چار گروپ بنائیں۔ گروپوں کو مارکیٹ کی درج ذیل چار صورتیں (Case Studies) دیں۔
4. طلبہ گروپوں میں ان صورتوں پر بحث کر کے نشان دہی کریں کہ آیا یہ افراط زر پیداواری لاگت میں اضافہ کی وجہ سے ہے یا طلب میں اضافہ کے باعث ہے۔

وجہ	مارکیٹ میں صورت حال
	ایک ٹی وی کے ماڈل میں بہتری لانے کے لیے اس میں نئے پُرزے شامل کیے گئے۔ اس طرح نئے ماڈل کی قیمت 5000 روپے زیادہ ہو گئی۔
	مارکیٹ میں ٹماٹر کی رسد کم ہو گئی جس کی وجہ سے ان کی قیمت میں فی کلو گرام 30 روپے کا اضافہ ہو گیا۔
	گندم کے بیج اور کھاد کی قیمتوں میں اضافے کی وجہ سے گندم کی قیمت فی من 200 روپے بڑھ گئی۔
	کارخانے بند ہونے کی وجہ سے موٹر سائیکل کی قیمت میں 10 ہزار روپے کا اضافہ ہوا۔

سرگرمی نمبر 2: 20 منٹ

1. طلبہ کے دو گروپ بنائیں۔ گروپ بحث اور درسی کتاب کی مدد سے اپنا کام مکمل کریں۔
2. پہلا گروپ چارٹ پر محصولات (Taxes) کی فہرست بنائے جو حکومت کی آمدنی کا ذریعہ ہے۔
3. دوسرا گروپ ان اندرونی اور بیرونی ذرائع / اداروں کی فہرست بنائے جن سے قرض لے کر حکومت اپنے اضافی اخراجات پورے کرتی ہے۔

4. دونوں گروپ اپنا کام چارٹ پر لکھیں۔  
5. ہر گروپ کا نمائندہ اپنے گروپ کا کام جماعت کے سامنے پیش کرے۔

### نتیجہ/خلاصہ: 10 منٹ



- طلبہ کی بحث کے نکات اور سوالات کے جوابات کی روشنی میں یہ اخذ کرائیں کہ:
- ملک میں معاشی استحکام کے لیے افراط زر پر قابو پانا بہت ضروری ہے۔
  - ملکی ترقی کے لیے محصولات میں اضافہ ضروری ہے تاکہ قرضوں پر انحصار کم سے کم کیا جائے۔
  - ذخیرہ اندوزی سے پرہیز کرنا چاہیے کیونکہ جس چیز کی قلت پیدا ہوتی ہے تو اس کی قیمت تیزی سے بڑھ جاتی ہے جس سے معاشی سرگرمیوں پر بُرے اثرات پڑتے ہیں۔

### جائزہ/جانیچ: 8 منٹ



- طلبہ سے پوچھیں کہ:
- افراط زر معاشی استحکام کے لیے فائدہ مند ہے یا نقصان دہ؟
  - افراط زر کی کتنی اقسام ہیں؟
  - اشیا کی قلت کیوں پیدا ہوتی ہے؟
  - حکومت قرضے کیوں لیتی ہے؟

### مشق: 2 منٹ



1. کسی کسان/دکاندار سے گندم، گنا، مکئی اور دیگر اشیا کی قیمتوں میں اضافے کی وجوہات پوچھیں۔

## تجارت اور ذرائع نقل و حمل

طلبہ کے حاصلاتِ تعلم



- تجارت (Trade)، برآمدات (Exports) اور درآمدات (Imports) کی تعریف کر سکیں۔
- پاکستان کی ترقی کے لیے بین الاقوامی تجارت (International Trade) کی اہمیت بیان کر سکیں۔
- نقل و حمل کے بڑے ذرائع کی شناخت کر سکیں۔

### معلومات برائے اساتذہ

- مال کی خرید و فروخت یا اشیا کے لین دین کو تجارت کہتے ہیں۔
  - برآمدات سے مراد وہ اشیا ہیں جو ایک ملک دوسرے ملک کو فروخت کرتا ہے۔
  - درآمدات سے مراد وہ اشیا ہیں جو ملکی ضروریات پوری کرنے کے لیے دوسرے ممالک سے خریدی جاتی ہیں۔
  - خرید و فروخت کا یہ عمل اگر دو یا دو سے زائد ممالک کے درمیان ہو تو اسے بین الاقوامی تجارت کہتے ہیں۔
  - پاکستان کی ترقی کے لیے بین الاقوامی تجارت بہت ضروری ہے۔
  - برآمدات کی وجہ سے ملک کے زرمبادلہ میں اضافہ ہوتا ہے، غربت میں کمی واقع ہوتی ہے اور لوگوں کا معیار زندگی بلند ہوتا ہے۔
  - درآمدات کی صورت میں ہم اپنی صنعتوں کے قیام کے لیے مشینری منگوا سکتے ہیں جس سے روزگار اور پیداوار میں اضافہ ہوتا ہے۔
  - پاکستان کی برآمدات میں سوتی کپڑا، دھاگا، چاول، آلات جراحی اور پھل شامل ہیں جبکہ درآمدات میں پٹرولیم مصنوعات، خوردنی تیل، مشینری، ادویات، گاڑیاں اور جہاز شامل ہیں۔
  - جو ذرائع لوگوں اور اشیا کو لانے اور لے جانے کے لیے استعمال ہوتے ہوں چاہے وہ ملک کے اندر ہوں یا ملک سے باہر ان کو ذرائع نقل و حمل کہتے ہیں۔
  - پاکستان کے نقل و حمل کے ذرائع یہ ہیں:
- (۱) شاہراہیں (۲) ریلوے لائن (۳) ہوائی اڈے (۴) بندرگاہیں
- اس عنوان کی تدریس کے لیے بحث اور مختصر کیس سٹڈی کے طریقے موزوں رہیں گے۔

دورانیہ: 70 منٹ / دوپیریڈ



وسائل / ذرائع



تختہ تحریر، چاک، درسی کتاب معاشرتی علوم برائے جماعت پنجم، چارٹس، ورک شیٹ، مارکر۔

تعارف: 8 منٹ



طلبہ سے پوچھیں کہ:

- تجارت سے کیا مراد ہے؟ (ممکنہ جواب: اشیا کی خرید و فروخت / لین دین کو تجارت کہتے ہیں)
- ہر ملک کو تجارت کی ضرورت کیوں پیش آتی ہے؟ (ممکنہ جواب: کوئی بھی ملک ہر چیز میں خود کفیل نہیں)



## تصور کی پختگی

سرگرمی نمبر 1: 15 منٹ

- بین الاقوامی تجارت کی اہمیت کیا ہے؟ (مکملہ جواب: ہر ملک ضرورت سے زیادہ پیداوار برآمد کرتا ہے اور زرمبادلہ کماتا ہے۔ اسی طرح ضرورت کی اشیاء دوسرے ممالک سے منگواتا ہے اور اپنے عوام اور صنعتوں کی ضروریات پورا کرتا ہے۔)
- پاکستان کی اہم برآمدات کون کون سی ہیں؟ (مکملہ جواب: سوتی دھاگا، کھیلوں کا سامان، چاول، چمڑے کا سامان اور پھل وغیرہ)
- پاکستان کی اہم درآمدات کون کون سی ہیں؟ (مکملہ جواب: دفاعی سامان، مشینری اور خام مال وغیرہ)
- بین الاقوامی تجارت میں پاکستان کا نقل و حمل کا سب سے بڑا ذریعہ کون سا ہے؟ (مکملہ جواب: بحری ذرائع)

1. طلبہ کے چار گروپ بنائیں۔ ہر گروپ کو بحث و مباحثہ کے لیے درج ذیل سوالات کے فلیش کارڈز دیں۔
  - تجارت کی تعریف کریں۔
  - برآمدات کی تعریف کریں۔
  - درآمدات کی تعریف کریں۔
  - پاکستان میں نقل و حمل کے ذرائع کون کون سے ہیں؟
2. طلبہ گروپوں میں بحث کر کے اور درسی کتاب کی مدد سے فلیش کارڈز پر سوالات کے جوابات لکھیں۔
3. ہر گروپ سے پیشکش (Presentation) کرائیں۔

سرگرمی نمبر 2: 10 منٹ

- طلبہ کے دو گروپ بنائیں:
1. پہلا گروپ پاکستانی برآمدات کی فہرست تیار کرے۔
  2. دوسرا گروپ پاکستانی درآمدات کی فہرست تیار کرے۔
  3. ہر گروپ اپنا اپنا کام پیش کرے۔

سرگرمی نمبر 3: 20 منٹ

بین الاقوامی تجارت کی صورت حال کے حوالے سے درج ذیل چیک لسٹ دیں۔ طلبہ کے جوڑے بنائیں اور ان سے یہ چیک لسٹ پُر کروائیں۔

مفید/نقصان دہ	اقدامات/ذرائع
	برآمدات میں اضافہ
	زر مبادلہ میں کمی
	روزگار میں اضافہ
	صنعتوں میں اضافہ
	بندرگاہوں میں اضافہ
	تجارتی حجم میں اضافہ
	درآمدات کا برآمدات سے بڑھنا
	بین الاقوامی تجارت میں کمی
	لوگوں کے معیار زندگی میں بہتری
	صنعتوں کے قیام کے لیے درآمدات میں اضافہ



- طلبہ کی بحث کی روشنی میں اخذ کرائیں اور تختہ تحریر پر لکھیں کہ:
- تجارت کسی ملک کی ترقی میں بنیادی کردار ادا کرتی ہے۔
  - بین الاقوامی تجارت سے ممالک اپنی ضروریات پوری کرتے ہیں۔
  - برآمدات سے ملکی زر مبادلہ میں اضافہ ہوتا ہے۔
  - درآمدات سے صنعتوں کے لیے خام مال کی دستیابی ممکن ہو جاتی ہے۔
  - ذرائع آمدورفت جتنے زیادہ ہوں گے، اتنے ہی روزگار کے مواقع بھی زیادہ ہوں گے۔



- طلبہ سے پوچھیں کہ:
- برآمدات کے فوائد کیا ہیں؟
  - درآمدات کے فوائد کیا ہیں؟
  - پاکستان میں نقل و حمل کے کون سے ذرائع ہیں؟



1. پاکستان کے تجارتی تعلقات جن ممالک کے ساتھ ہیں ان کی فہرست تیار کر کے نوٹ بک پر لکھیں۔

## کاروبار

### طلبہ کے حاصلاتِ تعلیم



- کاروباری ذہنیت (Entrepreneurial Mindset) کی وضاحت کر سکیں۔
- مختلف اقسام کے کاروبار (Entrepreneurial Businesses) کی تعریف کر سکیں اور ان میں فرق کر سکیں۔
- کاروبار سے متعلق مختلف رویوں اور ان کی افادیت کی وضاحت کر سکیں۔

### معلومات برائے اساتذہ

1. لوگ منافع یا روزی کمانے کے لیے اپنی صلاحیتوں کو بروئے کار لا کر مختلف سرگرمیوں میں حصہ لیتے ہیں۔ ان سرگرمیوں کو کاروبار کہا جاتا ہے مثلاً کوئی کپڑے بیٹتا ہے اور کوئی پھل بیچتا ہے۔
2. مختلف قسم کے کاروبار کے لیے لوگ نئے نئے مواقع تلاش کرتے ہیں اور ان سے فائدہ اٹھاتے ہیں۔ ناکامیوں پر قابو پانے کی کوشش کرتے ہیں اور اپنی محنت جاری رکھتے ہیں۔ اس طرح کے لوگ کاروباری ذہنیت رکھتے ہیں۔
3. کاروباری لوگ اشیا کی طلب اور رسد پر نظر رکھتے ہیں۔ ایسی اشیا اور خدمات مہیا کرتے ہیں جو معاشی ترقی کا باعث بنیں اور لوگوں کے لیے فائدہ مند ہوں۔
4. کاروبار چھوٹے پیمانے پر بھی ہو سکتا ہے جس میں ایک آجر ہو اور وہ اپنے نفع و نقصان کا خود ذمہ دار ہو مثلاً حجام، الیکٹریشن وغیرہ اور بڑے پیمانے پر بھی ہو سکتا ہے جس میں آجروں اور مزدوروں کی تعداد زیادہ ہوتی ہے۔ مثلاً ٹیکسٹائل ملز، شاپنگ مال وغیرہ۔
5. کاروبار کی مختلف اقسام ہیں مثلاً
  - صنعتی کاروبار جو مختلف قسم کی مصنوعات تیار کرتے ہیں۔ مثلاً کپڑا، دوائیاں، گاڑیاں، کھلونے وغیرہ۔
  - زرعی کاروبار جس میں ڈیری، باغبانی، فصلیں اور جنگلات شامل ہیں۔
  - تجارتی کاروبار جس میں لوگ زرعی اور صنعتی تیار شدہ مصنوعات خرید کر صارفین کو فروخت کرتے ہیں۔
6. کاروبار کو ترقی دینے کے لیے کاروباری رویوں کا اپنانا ضروری ہے۔ جن میں چند ایک درج ذیل ہیں۔
  - مثبت رویہ: مثبت رویہ رکھنے والے لوگ کاروبار میں بہت کامیاب ہوتے ہیں۔ وہ مشکل حالات میں بھی پُر اُمید ہوتے ہیں اور کاروبار میں بہتری کے لیے کوشاں رہتے ہیں۔
  - تخلیقی رویہ: تخلیقی رویہ یا صلاحیت رکھنے والے لوگ کاروبار میں بہتری لانے کے لیے نئے نئے طریقے اور انداز اپناتے ہیں۔
  - قائل کرنے کی صلاحیت: یہ صلاحیت رکھنے والے بہت جلد صارفین کے ساتھ تعلقات بہتر بنا سکتے ہیں جو کاروبار کے لیے بہت ضروری ہے۔
  - کاروبار میں مشکلات اور ناکامیاں پیش آسکتی ہیں۔ ناکامیوں سے سیکھنا اور ان پر قابو پا کر آگے کی طرف بڑھنا چاہیے۔
7. اس موضوع کی تدریس کے لیے مختصر منصوبہ (Project) اور بحث کا طریقہ موزوں ہو گا۔

دورانیہ: 70 منٹ/دو پیریڈ



وسائل/اذرائع



تختہ تحریر، چاک، درسی کتاب معاشرتی علوم برائے جماعت پنجم، چارٹس، مارکر۔





1. طلبہ سے پوچھیں کہ:
  - آپ کے محلے میں دکانداروں کا رویہ آپ سے کیسا ہوتا ہے؟ (مکملہ جواب: اچھا)
  - آپ کے محلے / شہر میں زیادہ تر لوگ کون سے پیشے سے منسلک ہیں؟ (مکملہ جواب: کاروبار / زمینداری / تعلیم)
  - اپنے محلے میں آپ کس دکاندار سے زیادہ سودا لیتے ہیں؟ (مکملہ جواب: جن کا رویہ اچھا ہو / جو زیادہ خوش اخلاق ہوں)
  - کوئی سے دو کاروبار کے نام بتائیں جو آپ کرنا چاہتے ہیں۔ (مکملہ جواب: کپڑے کا / گاڑیوں کا وغیرہ)
  - آپ کے گاؤں / شہر میں لوگ کس قسم کے کاروبار سے منسلک ہیں؟ (مکملہ جواب: کپڑے، کراکری، حجام، بڑھئی، جوتوں، ڈیری فارم وغیرہ)
2. مکملہ جوابات دینے کے بعد طلبہ کو بتائیں کہ روزی کمانے کے لیے لوگ مختلف پیشوں سے منسلک ہوتے ہیں۔ وہی لوگ زیادہ کامیاب رہتے ہیں جن کا رویہ تخلیقی، دوستانہ اور مثبت ہو۔
3. جن لوگوں کی ذہنیت کا روپاری نہ ہو وہ کاروبار میں کامیاب نہیں ہو سکتے۔

## تصور کی پختگی



سرگرمی نمبر 1: 20 منٹ

1. طلبہ کے چار گروپ بنائیں۔ ہر گروپ درج ذیل عوامل کو مد نظر رکھ کر اپنے لیے ایک کاروبار کا منصوبہ بنائے۔
  - کاروبار پر کتنا خرچہ آئے گا اور اس کا بندوبست کہاں سے کریں گے؟
  - پیدا کردہ چیز کی طلب کتنی ہے؟
  - مجوزہ کاروبار کے لیے گروپ میں کتنی مہارت ہے؟
  - آیا مستقبل میں کاروبار میں ترقی کی گنجائش ہے؟
2. ہر گروپ اپنا منصوبہ جماعت کے سامنے پیش کرے۔

سرگرمی نمبر 2: 20 منٹ

1. طلبہ کے تین گروپ بنائیں اور ان کو درسی کتاب سے متعلقہ موضوعات پڑھنے کو کہیں۔ طلبہ درسی کتاب کے مواد پر بحث کر کے مندرجہ ذیل سوالات کے جوابات لکھیں۔
  - پہلا گروپ: صنعتی کاروبار میں کن رویوں کی ضرورت ہوتی ہے اور کیوں؟
  - دوسرا گروپ: زرعی کاروبار کے لیے کن رویوں کی ضرورت ہوتی ہے اور کیوں؟
  - تیسرا گروپ: تجارتی کاروبار کے لیے کن رویوں کی ضرورت ہوتی ہے اور کیوں؟
2. آخر میں ہر گروپ سے پیشکش کرائیں۔

## نتیجہ / خلاصہ: 8 منٹ



- طلبہ کی بحث کے نکات اور سوالات کے جوابات کی روشنی میں یہ اخذ کرائیں اور تختہ تحریر پر لکھیں کہ کاروبار شروع کرنے سے پہلے درج ذیل باتوں کو مد نظر رکھیں۔
- جو کاروبار آپ شروع کرنا چاہتے ہیں اس میں بھرپور دلچسپی لیں۔
  - سرمایے کا ہونا بھی ضروری ہے۔

- ایسا کاروبار شروع کریں جس میں آپ کی مہارت ہو۔
- علاقے میں اس کی طلب بھی ہو۔
- رویہ مثبت ہونا چاہیے۔
- ناکامی کی صورت میں نئے طریقے تلاش کرنے چاہئیں۔ ہمیشہ پُر امید رہنا چاہیے۔

### جائزہ/جانیچ: 10 منٹ



طلبہ سے پوچھیں کہ:

- کیا کاروبار کے لیے کاروباری ذہنیت (Entrepreneurial Mindset) کا ہونا ضروری ہے؟
- بڑے ہو کر آپ کون سا کاروبار کرنا پسند کریں گے اور کیوں؟
- تخلیقی صلاحیت اور مثبت رویے کاروبار پر کیا اثر ڈالتے ہیں؟

### مشق: 2 منٹ



طلبہ سے کہیں:

1. آپ کون سا کاروبار کرنا پسند کریں گے؟ کاروبار پسند کرنے کی پانچ وجوہات اپنی نوٹ بک پر لکھ کر لائیں۔

## رقم کا ارتقا

### طلبہ کے حاصلاتِ تعلم



- برصغیر میں سکوں اور کاغذی نوٹ کی تاریخ کا سراغ لگائیں۔
- زر/رقم کے ارتقا (Evolution of Money) اور زر متعارف ہونے سے پہلے بارٹر کے ذریعے سے ہونے والی تجارت کو مثالوں کے ذریعے سے بیان کر سکیں۔
- مختلف ممالک کی کرنسیوں کو پہچان سکیں۔
- لوگوں کی زندگی میں زر کے کردار اور اہمیت کو بیان کر سکیں۔

### معلومات برائے اساتذہ

- قدیم زمانے میں جب کرنسی کا کوئی تصور نہیں تھا تو لوگ ایک دوسرے سے چیزوں کا تبادلہ کرتے تھے جسے بارٹر سسٹم کہتے ہیں۔ جو چیز لوگوں کے پاس زیادہ مقدار میں ہوتی تھی اُسے دوسرے لوگوں کو دے کر وہ اپنی ضرورت کی چیز لے لیتے تھے۔ مثلاً اگر کسی کے پاس گندم زیادہ مقدار میں ہوتی تھی اور اُسے بکری کی ضرورت ہوتی تھی تو وہ گندم دے کر بکری لے لیتا تھا۔
- برصغیر میں سکوں (Currency) کا آغاز چھٹی صدی قبل مسیح کے آغاز میں ہوا جس کو پانا کہا جاتا تھا جو چاندی سے بنائے جاتے تھے۔ اُن پر مختلف علامتیں ہوتی تھیں مگر اُن کی کوئی واضح شکل نہیں ہوتی تھی۔ تیرھویں صدی میں خالص چاندی اور سونے کے بنے سکے استعمال ہونے لگے اُن کو اشرفی کہا جاتا تھا۔
- 1857ء میں انگریزوں نے چاندی، کانسی اور نکل کے سکے جاری کیے جن پر شاہی حکمرانوں کی تصاویر بنی ہوتی تھیں۔ اسی دور میں روپے کو سرکاری کرنسی بنا دیا گیا۔
- ہر ملک کی کرنسی رنگ، ڈیزائن اور سائز میں دوسرے ملک سے مختلف ہوتی ہے۔
- یہاں پر چند ایک ممالک کی کرنسی کے نام دیے جاتے ہیں۔

ملک	کرنسی کا نام
پاکستان	روپيا
سعودی عرب	ريال
امريکا	ڈالر
برطانیہ	پاؤنڈ
چین	یوآن
ترکی	لیرا

- انسانی زندگی میں رقم (Money) کا انتہائی اہم کردار ہے۔ انسان اپنی ضرورت کے لیے رقم پر انحصار کرتا ہے۔
- قومی و بین الاقوامی لین دین کے لیے رقم/زر کی ضرورت ہوتی ہے۔
- ہر قسم کی خدمات حاصل کرنے کے لیے بھی رقم/زر کی ضرورت ہوتی ہے جیسے استاد/ڈاکٹر کی خدمات وغیرہ۔
- رقم لوگوں کے معیار زندگی کو بلند کرتی ہے۔
- اس موضوع کی تدریس کے لیے سوال و جواب پر گروپوں میں کام کرانا موزوں رہے گا۔



تختہ تحریر، چاک، درسی کتاب معاشرتی علوم برائے جماعت پنجم، چارٹس، مختلف ممالک کے کرنسی نوٹ یا اُن کی تصاویر، سکے وغیرہ۔



طلبہ سے پوچھیں کہ:

- جب آپ بازار جاتے ہیں تو چیزوں کی قیمت کی ادائیگی کس طرح کرتے ہیں؟ (مکملہ جواب: پیسے دے کر)
  - اس کے علاوہ ادائیگی کا کوئی اور طریقہ آپ کے ذہن میں ہے؟ (مکملہ جواب: نہیں / مال کے بدلے مال)
  - ریال کے بارے میں آپ کیا جانتے ہیں؟ (مکملہ جواب: یہ سعودی عرب کی کرنسی ہے)
- جوابات سننے کے بعد طلبہ کو بتائیں کہ:

- زر / رقم / پیسوں سے انسان اپنی ضروریات پوری کرتا ہے۔
- ہر قسم کے کاروبار میں پیسا استعمال ہوتا ہے۔
- پیسوں کے بغیر انسانی زندگی گزارنا بہت ہی مشکل بلکہ ناممکن ہو جاتا ہے۔



سرگرمی نمبر 1: 30 منٹ

1. طلبہ کے مناسب گروپ بنائیں اور اُن میں درج ذیل سوالات پر مشتمل ہینڈ آؤٹ تقسیم کریں۔ چارٹس پر جوابات لکھنے کے بعد تمام گروپ اپنے کام کو پیش کریں۔ طلبہ درسی کتاب کے مواد سے مدد لے سکتے ہیں۔
  - بارٹر سسٹم میں لوگ چیزیں کس طرح خریدتے تھے؟
  - لوگوں نے سکے یا پیسیا کیوں استعمال کرنا شروع کیا؟
  - ہر ملک کے سونے اور چاندی کے سکے کس طرح پہچانے جاسکتے تھے؟
  - چاندی اور سونے کے سکے کیوں ناکام ہوئے؟
  - برصغیر میں سونے، چاندی اور نکل کے سکوں کی ابتدا کب ہوئی؟
  - کاغذی نوٹوں کے بارے میں آپ کیا جانتے ہیں؟
  - پلاسٹک کی رقم کے آغاز سے کیا فائدہ ہوا؟

سرگرمی نمبر 2: 20 منٹ

1. طلبہ کے جوڑے بنائیں اور اُن کو پاکستان سمیت چند دوسرے ممالک کے کرنسی نوٹ یا اُن کی تصاویر دیں۔
2. جوڑوں پر مشتمل طلبہ نوٹوں (تصاویر) کا مکمل جائزہ لے کر درج ذیل سوالات کے جوابات لکھیں۔
  - ہر نوٹ کے سائز اور رنگ کا فرق بتائیں۔
  - پاکستانی کرنسی کے 10، 50، 500 اور 5000 کے نوٹوں کی تفصیل لکھیں۔ (رنگ، ڈیزائن اور تصاویر کے لحاظ سے)
3. طلبہ کے چند جوڑے اپنے جوابات کو جماعت کے سامنے پیش بھی کریں۔

- طلبہ کے مناسب گروپ بنائیں۔ ہر گروپ درج سوال اور جواب چارٹ پر لکھ کر پیش کریں۔
- زر انسانی زندگی میں کیا کردار ادا کرتی ہے؟

### نتیجہ/خلاصہ: 10 منٹ



طلبہ کو بتائیں کہ:

- ابتدائی زمانے میں جب زندگی بہت سادہ تھی تو بارٹر سسٹم (مال کے بدلے مال) کے ذریعے لوگوں کی ضروریات پوری ہوتی تھیں۔
- لیکن جوں جوں انسان ترقی کی منازل طے کرتا گیا اور بارٹر سسٹم ضروریات پوری کرنے میں ناکام رہا، تو سکے ایجاد ہوئے۔
- مزید انسانی ترقی نے کاغذی کرنسی نوٹوں کی راہ ہموار کی۔
- آج کے دور میں تو Credit Card اور ATM کارڈ وغیرہ استعمال ہونے لگے ہیں۔

### جائزہ/جانبی: 10 منٹ



طلبہ سے پوچھیں کہ:

- بارٹر سسٹم سے کیا مراد ہے؟
- سکوں کا استعمال آسان ہے یا کاغذی نوٹوں کا؟
- مختلف ممالک کے کرنسی نوٹ ایک دوسرے سے کیوں مختلف ہوتے ہیں؟
- پلاسٹک کی رقم سے کیا مراد ہے؟

### مشق: 5 منٹ



طلبہ سے کہیں:

1. قدیم زمانے کے سکے جمع کر کے ایک Display Chart بنائیں۔
2. ایک، دو اور پانچ روپیہ کے پاکستانی نوٹ (جو اب متروک ہو چکے ہیں) لاکر دوسرے طلبہ کو دکھائیں۔

## بینک اور بینکوں کا کردار

### طلبہ کے حاصلاتِ تعلیم



- لوگوں کی زندگی اور کاروبار میں بینکوں کے کردار کی وضاحت کر سکیں۔
- اسٹیٹ بینک آف پاکستان (State Bank of Pakistan) کے کردار کی شناخت کر سکیں۔

### معلومات برائے اساتذہ

1. بینک ایک ایسا مالیاتی اور تجارتی ادارہ ہے جہاں لوگ بچت کا پیسا کھاتا کھلوا کر رکھتے ہیں۔ اُن کا پیسا بھی محفوظ ہو جاتا ہے اور منافع بھی مل سکتا ہے۔
2. تاجر، صنعت کار، کاشت کار اور ضرورت مند افراد بینک سے قرض لیتے ہیں۔
3. بینک کے ذریعے لوگ اپنی رقوم ایک جگہ سے دوسری جگہ منتقل کر سکتے ہیں۔
4. بینک کے لاکرز میں لوگ اپنے زیورات اور اہم کاغذات محفوظ رکھ سکتے ہیں۔
5. اس کے علاوہ اور بھی بہت سارے کام بینکوں کے ذریعے کروائے جاسکتے ہیں مثلاً عمرہ و حج کے لیے درخواستیں دینا اور بلوں کی ادائیگیاں کرنا وغیرہ۔
6. پاکستان کے مرکزی بینک کو اسٹیٹ بینک آف پاکستان کہتے ہیں۔ یہ ملکی معیشت کی نگرانی کرتا ہے اور معاشی اصلاحات کے لیے تجاویز بھی دیتا ہے۔ تمام بینکوں کے مالی معاملات کی نگرانی کرتا ہے۔ اُن کے لیے پالیسیاں بناتا ہے۔ کرنسی نوٹ جاری کرتا ہے۔ ملکی زرمبادلہ کا نگران ہوتا ہے۔ درآمدات اور برآمدات میں توازن رکھتا ہے۔ بینکوں کو دیوالیہ پن سے بچانے کے لیے اقدامات اُٹھاتا ہے۔
7. اس سبق کی تدریس کے لیے گروپوں میں بحث اور سوال و جواب کا طریقہ موزوں رہے گا۔

### دورانیہ: 70 منٹ / دوپیریڈ



### وسائل / ذرائع



تختہ تحریر، چاک، درسی کتاب معاشرتی علوم برائے جماعت پنجم، چارٹس

### تعارف: 10 منٹ



- طلبہ سے پوچھیں کہ:
- 1. لوگ ضرورت سے زیادہ پیسا کہاں رکھتے ہیں؟
- 2. اپنے گاؤں / شہر کے بینکوں کے نام بتائیں۔
- 3. اپنے ملک کے سب سے بڑے بینک کا نام بتائیں جو دوسرے بینکوں کی نگرانی کرتا ہے۔ (مکہہ جواب: اسٹیٹ بینک آف پاکستان)
- جوابات سُنے کے بعد طلبہ کو بتائیں کہ لوگ ضرورت سے زیادہ پیسا بینکوں میں رکھتے ہیں۔ جب بینکوں میں پیسا اکٹھا ہوتا ہے تو وہ اُسے تاجروں، صنعت کاروں اور ضرورت مندوں کو قرض کے طور پر دیتا ہے جس سے معاشی سرگرمیاں تیز ہو جاتی ہیں اور ملک ترقی کرتا ہے۔
- ایک مرکزی بینک تمام معاشی سرگرمیوں کی نگرانی کرتا ہے۔ پاکستان میں اُسے اسٹیٹ بینک آف پاکستان کہتے ہیں۔



سرگرمی نمبر 1: 20 منٹ

1. طلبہ کے چار گروپ بنائیں۔ انہیں کہیں کہ درسی کتاب سے متعلقہ مواد کو پڑھیں اور اس پر بحث کریں۔
  - گروپ نمبر 1 اور گروپ نمبر 3 کمرشل بینکوں کی ذمہ داریوں / افعال کو چارٹ پر لکھیں۔
  - گروپ نمبر 2 اور گروپ نمبر 4 اسٹیٹ بینک آف پاکستان کی ذمہ داریوں / افعال کو چارٹ پر لکھیں۔
2. ہر گروپ سے پیشکش کرائیں۔

سرگرمی نمبر 2: 20 منٹ

1. طلبہ کے جوڑے بنائیں۔
2. اُن کو درج ذیل جملے دیں۔ ان میں بعض جملوں کا تعلق تجارتی بینکوں سے ہے اور بعض جملوں کا تعلق اسٹیٹ بینک سے ہے۔ دونوں کو علیحدہ علیحدہ کر کے لکھیں۔
  - ملکی معیشت کی نگرانی کرتا ہے۔
  - لوگوں سے پیسے جمع کرتا ہے۔
  - عوام کو براہ راست قرضے نہیں دیتا۔
  - اس کا سربراہ گورنر کہلاتا ہے۔
  - تاجروں، ضرورت مندوں اور صنعت کاروں کو پیسے دیتا ہے۔
  - گھر بنانے کے لیے لوگوں کو قرض دیتا ہے۔
  - نوٹ چھاپتا ہے۔
  - ج و عمرہ کی درخواستیں وصول کرتا ہے۔
  - لوگ ATM کے ذریعے پیسے نکالتے ہیں۔
  - زر مبادلہ کا نگران ہوتا ہے۔

نتیجہ / خلاصہ: 8 منٹ



- خلاصہ کے طور پر طلبہ کو بتائیں کہ:
- لوگ اپنی بچت اور زائد رقم تجارتی بینکوں میں جمع کراتے ہیں۔
  - تاجر، صنعت کار، کاشت کار اور ضرورت مند افراد بینک سے قرض لیتے ہیں۔
  - بینکوں سے رقوم ایک جگہ سے دوسری جگہ منتقل کی جاسکتی ہیں۔
  - اسٹیٹ بینک تمام بینکوں کی نگرانی کرتا ہے تاکہ وہ حد سے زیادہ قرضے نہ دیں اور دیوالیہ ہونے سے بچ سکیں۔

جائزہ / جانچ: 8 منٹ



- طلبہ سے پوچھیں کہ:
- تجارت کے لیے کون سا بینک قرضے دیتا ہے؟
  - نئے نوٹ کون سا بینک جاری کرتا ہے؟
  - بجلی کے بل کس بینک میں جمع کرائے جاتے ہیں؟
  - تمام بینکوں کی نگرانی کس بینک کی ذمہ داری ہے؟

مشق: 2 منٹ



1. تجارتی بینک اور اسٹیٹ بینک کے فرق کو نکات کی شکل میں لکھیں۔





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**Directorate of Curriculum and Teacher Education (DCTE)**  
Khyber Pakhtunkhwa, Abbottabad

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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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**No.5073-5235/F.24/Vol-II/SLP/G-V/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-V 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. PS to Minister, Elementary & Secondary Education Department Govt. of Khyber Pakhtunkhwa, Peshawar.
6. All Sub Divisional Education Officers (M/F) in Khyber Pakhtunkhwa and Newly Merged Districts (NMDs).
7. Team Leader ASI-KESP, at PC 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

■ 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 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 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 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



1

## سن کر تفہیم کر کے بتانا

## طلبہ کے حاصلاتِ تعلم



- سنی ہوئی چیزوں کی تفہیم کر کے بتا سکیں۔

## معلومات برائے اساتذہ

1. مؤثر تفہیم کے لیے طلبہ کو بار بار عبارت خوانی کی مشق کروائیں۔
2. طلبہ کو ایسی مشقوں کی طرف راغب کریں کہ وہ نہ صرف متن کو سن کر سمجھ سکیں بل کہ روانی کے ساتھ گفت گو میں حصہ بھی لے سکیں۔
3. کسی بھی متن کو ذہن نشین کروانے اور دل چسپ بنانے کے لیے کہانیوں، اخبارات اور بچوں کے میگزین سے بچوں کے درجے اور ذہنی سطح کے مطابق مواد کا انتخاب کریں۔

## دورانیہ: 35 منٹ/ایک پیریڈ



## وسائل/ادرائع



درسی کتاب برائے پنجم، تختہ تحریر، چاک/مارکر، الفاظ کے کارڈ، ڈسٹر/جھاڑن وغیرہ

## تعارف: 5 منٹ



1. کسی ایک طالب علم/طالبہ سے کوئی پرانا واقعہ سنیں یا طلبہ سے اپنے بچپن کے کھیلوں کے متعلق بتانے کا کہیں۔
2. باقی طلبہ سے کہیں کہ غور سے سنیں۔
3. طلبہ سے واقعے یا کھیل کے متعلق چند سوالات پوچھیں تاکہ تفہیم کا اندازہ ہو سکے۔

## تصور کی پختگی: 20 منٹ



## سرگرمی نمبر: 1

1. تمام طلبہ کو دائرے میں بٹھائیں اور ایک طالب علم طالبہ کے کان میں یہ جملہ بولیں:
2. ”اگر کامیابی حاصل کرنا چاہتے ہو تو مسلسل محنت کرو“
3. اسی طرح وہ طالب علم/طالبہ اپنے ساتھ والے بچے کے کان میں وہی جملہ کہے۔ اس طرح آخری طالب علم/طالبہ تک یہ جملہ پہنچے۔
4. آخری طالب علم/طالبہ جماعت کو وہی جملہ بتائے۔
5. اب طلبہ کو جملہ ”اگر کامیابی حاصل کرنا چاہتے ہو تو مسلسل محنت کرو“ دوبارہ بلند آواز سے پڑھ کر سنائیں تاکہ طلبہ آخر میں بولے گئے جملے کا موازنہ کر سکیں۔
6. طلبہ کی توجہ اس بات کی طرف دلوائیں کہ سنی ہوئی بات کو سمجھ کر آگے بیان کرنا بہت ضروری ہے۔ اگر ہم سن کر نہیں سمجھیں گے تو بات کا مفہوم تبدیل ہو جائے گا۔

1. طلبہ کو چار گروپوں میں تقسیم کریں۔
  - گروپ ۱ پہیلی بوجھنا
  - گروپ ۲ لطیفہ پڑھنا
  - گروپ ۳ نظم۔ حمد پڑھنا
  - گروپ ۴ کہانی پڑھنا
2. اُستاد/اُستانی چار تحریری کارڈ تیار کریں اور ہر کارڈ پر درج بالا جدول کے مطابق سرگرمی تیار کریں۔
3. ہر گروپ میں ایک ممبر تفویض شدہ کام کو غور سے پڑھے اور باقی ممبران غور سے سُنیں۔
4. اب ہر گروپ کو موقع دیں کہ وہ اپنی سرگرمی پڑھ کر سُنائیں۔
5. اُستاد/اُستانی آخر میں ان سرگرمیوں میں موجود مرکزی خیال کا پوچھیں۔
6. ہر گروپ تفویض شدہ کام کا مرکزی خیال جماعت کو سنائیں۔

### نتیجہ/خلاصہ: 3 منٹ



1. درج بالا سرگرمیوں کی تکمیل کے بعد طلبہ کے قوتِ فہم میں اضافہ ہوا اور سنی ہوئی چیزوں کو سمجھ کر اس پر گروپ میں بات چیت کرنے کے قابل ہو گئے ہیں۔

### جائزہ/جائزہ: 5 منٹ



1. طلبہ سے نظم حمد میں دی گئی کم از کم پانچ نعمتوں کے بارے میں پوچھیں۔
2. دو یا تین طلبہ سے جواب لیں۔
3. بتائی گئی نعمتوں کی فہرست بنائیں۔
4. دو یا تین طلبہ سے ان نعمتوں میں سے کسی ایک نعمت کو جملے میں استعمال کرنے کے بارے میں کہیں۔

### مشق: 2 منٹ



1. تمام طلبہ گھر سے ایک ایک نظم یا پہیلی یاد کر کے آئیں اور اگلے دن کرا جماعت میں اپنے ساتھیوں کو سنائیں۔

# نظم یا اشعار کو لے اور آہنگ کے ساتھ سنانا

## طلبہ کے حاصلاتِ تعلیم



- حافظے میں موجود نظم اور اشعار کو لے اور آہنگ سے سنا سکیں۔

## معلومات برائے اساتذہ

1. اُستاد/اُستانی نظم/اشعار کے اصول سے واقف ہو اور لے اور ترنم سے نظم یا اشعار کو پڑھیں تاکہ طلبہ سُنے میں دلچسپی لیں۔ طلبہ نظم کی بلند خوانی کی نقل کرتے ہوئے خود بھی حافظے میں موجود نظم اور اشعار کو لے کے ساتھ پڑھ سکیں گے۔
2. مختلف ہم آواز الفاظ کا انتخاب کریں اور طلبہ سے اُن کی درست ادائی کروائیں۔ جیسے شان، مان وغیرہ
3. طلبہ کو آسان اشعار اور چھوٹی چھوٹی نظموں کو لے اور ترنم سنانے کی مشق کروائیں۔
4. طلبہ کے حافظے میں موجود اشعار یا نظم کو لے اور ترنم کے ساتھ ادا کرنے میں رہ نمائی کریں۔
5. نظم کو کورس (CHORUS) میں پڑھنے سے مراد جس میں گروپ کے تمام ممبران ایک ساتھ مل کر نظم کو لے اور آہنگ کے ساتھ پڑھتے ہیں۔

## دورانیہ: 35 منٹ/ایک پیریڈ



## وسائل/اذرائع



درسی کتاب برائے جماعت پنجم، تختہ تحریر، چاک/مارکر، جھاڑن/ڈسٹر، بچوں کا میگزین، رسالے، اشعار کی کتاب وغیرہ

## تعارف: 5 منٹ



طلبہ سے پوچھیں:

1. کیا آپ کو کوئی نظم یاد ہے؟
2. جو بھی طالب علم/طالبہ ہاتھ اٹھائے اس سے نظم سُنیں۔
3. نظم سنانے، الفاظ کی ادائی اور حرکات و سکنات میں طلبہ کی رہ نمائی کریں۔

## تصور کی چٹنگی: 20 منٹ



سرگرمی نمبر: 1

1. طلبہ کو دو گروپوں میں تقسیم کریں۔
2. طلبہ سے کہیں کہ وہ درسی کتاب میں سے اپنے پسندیدہ اشعار کو ترنم، لے اور آہنگ سے پڑھ کر سنائیں۔
3. طلبہ کو اشعار کے انتخاب کا موقع دیں۔
4. ہر گروپ باری باری اپنے اشعار پیش کریں۔
5. اشعار سناتے وقت طلبہ کی الفاظ کی ادائی اور حرکات و سکنات میں اُن کی رہ نمائی کرے اور حوصلہ افزائی بھی کریں۔

6. اشعار پڑھتے وقت اُستاد/اُستانی خود ترنم، لے اور آہنگ کا عملی مظاہرہ کریں تاکہ طلبہ لطف اندوز ہوں۔

سرگرمی نمبر 2:

1. طلبہ کے گروپ برقرار رکھیں۔

2. دی گئی نظم تختہ تحریر پر لکھیں۔

محنت کرو  
مکڑی نے کیا جالا تانا  
کیسا اچھا تانا بانا  
آخر اُس نے کیوں کر جانا  
اس سے ملے گا مجھ کو کھانا  
جس نے مکڑی پیدا کی ہے  
اُس نے اتنی عقل بھی دی ہے  
روزی کا کیوں تجھ کو غم ہے  
مکڑی سے بھی کیا تُو کم ہے  
جب تک تیرے ہاتھ میں دم ہے  
ہاتھ میں کاغذ اور قلم ہے  
سیکھ لے بابا علم وہنر تُو  
محنت کر تُو۔ محنت کر تُو  
(شاعر: اسماعیل میرٹھی)

3. طلبہ کے ایک گروپ کو کورس (CHORUS) کی صورت میں نظم کو لے اور ترنم کے ساتھ پیش کریں۔

4. طلبہ کا دوسرا گروپ بھی کورس (CHORUS) میں اپنی پسند کی نظم پیش کریں۔

5. اب طلبہ دی گئی نظم کو لے، آہنگ اور ترنم کے ساتھ پڑھ کر سنائیں۔

6. باری باری دونوں گروپوں کے طلبہ اس نظم کو کورس (CHORUS) کے ساتھ ترنم سے پڑھ کر سنائیں۔ اس دوران اُستاد/اُستانی ان کی مناسب رہ نمائی کریں۔

### نتیجہ/خلاصہ: 3 منٹ



1. طلبہ اشعار یا نظم کو لے، آہنگ اور ترنم کے ساتھ پڑھ کر سناسکتے ہیں۔

### جائزہ/جانیج: 5 منٹ



1. اُستاد/اُستانی کوئی سی نظم یا چند اشعار لے اور آہنگ سے پڑھ کر سنائیں۔ اور طلبہ کو بھی ساتھ ساتھ پڑھنے کو کہیں۔ اچھی کارکردگی پر طلبہ کی حوصلہ افزائی کریں۔

2. اب چند طلبہ سے وہی نظم یا اشعار لے اور آہنگ سے پڑھ کر سنانے کا کہیں۔

3. لے اور آہنگ سنانے پر شاباش دیں اور بوقت ضرورت مناسب رہ نمائی کریں۔

### مشق: 2 منٹ



1. طلبہ اپنی پسند کے دو اشعار لکھ کر لائیں اور اپنے ساتھیوں کو کمرہ جماعت میں لے، آہنگ اور ترنم سے پڑھ سنائیں۔



# عبارت (نظم) پڑھ کر اس میں موجود معلومات اور تصوّرات اخذ کر کے بیان کرنا

## طلبہ کے حاصلاتِ تعلّم



- عبارت (نظم) پڑھ کر اس میں موجود معلومات اور تصوّرات کو اخذ کر کے بیان کر سکیں۔

## معلومات برائے اساتذہ

- استاد/استانی عبارت (نظم) میں موجود معلومات طلبہ کو از خود نہ بتائیں بل کہ ان کو موقع دیں کہ وہ اس میں موجود معلومات اور تصوّرات کو سمجھ سکیں اور بیان کر سکیں۔ اگر طلبہ کو مشکل پیش آرہی ہے تو ان کو عبارت کی تفہیم میں مدد دیں۔
- طلبہ کو درسی کتب کے علاوہ بچوں کے رسالے، میگزین اور اخبارات میں سے بھی عبارت اور نظم پڑھنے کے مواقع دیں تاکہ ان کی تفہیم میں اضافہ ہو سکے۔
- عبارت (نظم) پڑھ کر اس میں موجود معلومات اور تصوّرات کو اخذ کرنے کے لیے طلبہ کو پہلے گروپوں میں موقع دیں اور پھر انفرادی طور پر طلبہ سے اخذ کرائیں۔

## دورانیہ: 35 منٹ/ایک پیریڈ



## وسائل/اذرائع



درسی کتاب برائے پنجم، تختہ تحریر، مارکر/چاک، ڈسٹر/جھاڑن مختصر نظم کا تیار شدہ چارٹ وغیرہ

## تعارف: 5 منٹ



- دی گئی نظم تختہ تحریر پر لکھیں۔

اے اللہ تو پیارا سب کا  
پیارا اور سہارا سب کا  
دن کا مالک، رات کا مالک  
دنیا کی ہر بات کا مالک

- طلبہ سے نظم سے درجہ ذیل سوالات پوچھیں۔
  - ان اشعار میں شاعر کس کی صفات بیان کر رہا ہے؟
  - اللہ تعالیٰ کی کوئی سے دو صفات بیان کریں؟

## تصور کی پختگی: 20 منٹ



سرگرمی نمبر 1:

- طلبہ کو تین گروپوں میں تقسیم کریں اور ہر گروپ کو درسی کتاب کے صفحہ نمبر ”۲“ پر نظم ”حمد“ سے درجہ ذیل کام تقویض کریں۔
  - گروپ ”الف“ ایک سے لے کر چھٹے مصرعے تک

- گروپ ”ب“ ساتویں سے لے کر بارہویں مصرعے تک
  - گروپ ”ج“ تیرہویں سے لے کر بیسویں مصرعے تک
2. طلبہ کو ہدایات دیں کہ اپنے گروپ میں تفویض شدہ مصرعے پڑھیں اور آپس میں بحث کے بعد سادہ الفاظ میں اشعار کا مفہوم اپنی کاپی پر لکھیں۔
3. سرگرمی کے دوران ہر گروپ کی مناسب رہ نمائی کریں۔

سرگرمی نمبر 2:

1. مقررہ وقت کے بعد گروپ ا، ب، ج سے باری باری پیش کش کروائیں۔
2. ہر گروپ کو پیش کش کے لیے ۲ سے ۳ منٹ کا وقت دیں۔
3. نظم میں موجود معلومات اور تصورات سے گروپوں کو متعارف کروائیں۔
4. طلبہ کو با اعتماد طریقے سے اپنا کام پیش کرنے پر حوصلہ افزائی کریں۔

### نتیجہ/خلاصہ: 3 منٹ



1. درج بالا سرگرمیوں کے نتیجے میں طلبہ اس قابل ہو گئے ہیں کہ وہ عبارت (نظم) پڑھ کر ان میں موجود معلومات اور تصورات کو اخذ کر کے بیان کر سکیں۔ مثلاً:
- ایسی نظم جس میں اللہ تعالیٰ کی تعریف بیان کی جائے حمد کہلاتی ہے۔
- نظم کے مطابق دنیا کی ہر بات کا مالک صرف اللہ ہے۔

### جائزہ/جانیج: 5 منٹ



1. طلبہ کے تین گروپ برقرار رکھیں۔
2. ہر گروپ کے کسی ایک طالب علم/طلبہ سے کہیں کہ وہ درج ذیل اشعار میں موجود معلومات اور تصورات کو اخذ کر کے بیان کریں۔

اشعار

خدا سب کا خالق ہے کون و مکاں میں  
یہ گل کاریاں جس قدر ہیں جہاں میں

پہاڑ سے گرے ہیں پانی کے دھارے  
کہ شبنم نے پھول کے چہرے نکھارے

جدھر دیکھی نور پھیلا ہوا ہے  
خدا ساری دنیا پر چھایا ہوا ہے

3. گروپ ”الف“ کو پہلا شعر دیں، گروپ ”ب“ کو دوسرا جب کہ گروپ ”ج“ کو تیسرا شعر دیں۔
4. شعر میں موجود معلومات اور تصورات کو اخذ کر کے بیان کرنے پر شاباش دیں۔

### مشق: 2 منٹ



1. طلبہ حمد کا کوئی بھی شعر زبانی یاد کر کے اپنے والدین اور بہن بھائیوں کو سنائیں۔

## شعر پڑھ کر اس کا مفہوم لکھنا

### طلبہ کے حاصلاتِ تعلیم



- شعر پڑھ کر اس کا مفہوم لکھ سکیں۔

### معلومات برائے اساتذہ

1. نظم/غزل کا ہر شعر اپنی جگہ ایک اکائی ہوتا ہے اور اپنے اندر مکمل معنی رکھتا ہے۔ اس لیے اساتذہ کو چاہیے کہ مکمل نظم کے بجائے چند اشعار کا مفہوم طلبہ سے لکھوائیں۔
2. درست لہجے اور تلفظ سے اشعار کی ادائی کرنا تاکہ طلبہ کو سننے اور سمجھنے میں آسانی ہو اور وہ اشعار سناتے ہوئے اُسی طرز کو اپنائیں۔
3. طلبہ کا ذوق بڑھانے کے لیے بیت بازی کے مقابلے کرا جماعت میں کروائے جاسکتے ہیں۔
4. طلبہ کو اشعار کی تشریح اور مشکل الفاظ کے معنی اور مفہوم بتائیں۔
5. طلبہ کو ہم آواز الفاظ کی مشق کروائیں تاکہ ہم قافیہ الفاظ بول سکیں۔

### دورانیہ: 35 منٹ/ایک پیریڈ



### وسائل/اذرائع



درسی کتاب برائے جماعت پنجم، تختہ تحریر، چاک/مارکر، ڈسٹر/جھاڑن، وغیرہ۔

### تعارف: 5 منٹ



1. اُستاد/استانی طلبہ کو اپنا پسندیدہ شعر سنانے کے لیے کہیں۔
2. طلبہ کو داد دیں اور اُن کی حوصلہ افزائی کریں۔
3. اگر کوئی بھی طالب علم/طالبہ شعر نہ سنا سکے تو پھر اُستاد/استانی خود سنائے۔

### تصور کی پختگی: 20 منٹ



سرگرمی نمبر: 1

1. طلبہ کو جوڑوں میں تقسیم کریں۔
2. جدول میں دیے گئے اشعار کو تختہ تحریر پر تحریر کریں۔
3. طلبہ کو کہیں کہ تختہ تحریر پر لکھے ہوئے اشعار کو جوڑوں میں پڑھیں اور ایک دوسرے کے ساتھ ان پر بحث کر کے مفہوم سمجھنے کی کوشش کریں۔
4. چند طلبہ کو اشعار پڑھنے کے لیے کہیں۔

ہم پیار کی خوشبو سے دنیا کو بسا دیں گے  
نفرت کا زمانے سے ہر نقش مٹا دیں گے  
اب پیار کا نغمہ پھر گو نچے گا فضاؤں میں  
ہم امن کا دنیا کو پیغام سنا دیں گے

1. طلبہ کے جوڑے برقرار رکھیں۔
2. طلبہ سے کہیں کہ دیے گئے اشعار کا مفہوم اپنے الفاظ میں کاپی میں لکھیں۔
3. طلبہ کو ۱۰ منٹ کا وقت دیں اور اس دوران طلبہ کے کام کی نگرانی کریں۔
4. مقررہ وقت کے بعد کچھ رضاکار جوڑوں کو اپنا کام پیش کرنے کے لیے کہیں۔
5. اشعار کا مفہوم لکھنے پر طلبہ کی حوصلہ افزائی کریں۔

### نتیجہ/خلاصہ: 3 منٹ



1. اشعار کے ذریعے مختصر الفاظ میں پیغام دیا جاسکتا ہے۔
2. طلبہ کو شاعری کی کتابوں سے منتخب اشعار پڑھنے کا موقع دیں تاکہ شاعری کی طرف راغب کیا جاسکے۔
3. طلبہ سادہ شعر پڑھ کر اس کے مفہوم کو سمجھ کر لکھ سکتے ہیں۔

### جائزہ/جانیچ: 5 منٹ



- طلبہ سے درجہ ذیل سوالات کر کے تفہیم کا جائزہ لیا جاسکتا ہے۔
1. نقش سے کیا مراد ہے؟
  2. ہم دنیا کو امن کا پیغام کیسے دے سکتے ہیں؟

### مشق: 2 منٹ



1. طلبہ اپنا پسندیدہ شعر گھر والوں کو سنائیں اور اپنی کاپی پر لکھ کر لائیں۔

نوٹس

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## رموزِ اوقاف ( ختمہ، سکتہ ) کا استعمال

### طلبہ کے حاصلاتِ تعلم



- رموزِ اوقاف (ختمہ، سکتہ) کا استعمال کر سکیں۔

### معلومات برائے اساتذہ

1. ختمہ: کسی بھی عبارت یا جملے میں جب بات مکمل ہو جائے اور ٹھہر جائے تو وہاں ”ختمہ“ لگایا جاتا ہے۔ اس کی علامت یہ ہے (۔)
2. مثلاً اسلام آباد پاکستان کا دارالخلافہ ہے۔
3. سکتہ: سکتہ سب سے چھوٹا وقفہ ہوتا ہے۔ اس کی نشانی یہ ہے (،)
4. جب کسی جملے میں ایک ہی قسم کے تین یا تین سے زیادہ الفاظ استعمال ہوں تو انہیں الگ کرنے کے لیے یہ (،) نشان لگایا جاتا ہے۔ مثلاً: آم، آڑو، خوبانی، لوکاٹ اور خربوزہ موسمِ گرما کے پھل ہیں۔ وغیرہ

### دورانیہ: 35 منٹ / ایک پیریڈ



### وسائل / اذرائع



درسی کتاب برائے جماعت پنجم، تختہ تحریر، چاک / مارکر، ڈسٹر / جھاڑن وغیرہ

### تعارف: 5 منٹ



1. تعارف کے طور پر طلبہ سے درج ذیل سوالات پوچھیں۔
  - کسی بھی جملے کے اختتام پر کون سا نشان لگایا جاتا ہے؟
  - سوالیہ جملے کے آخر میں کون سا نشان لگایا جاتا ہے؟
  - طلبہ سے جوابات اخذ کرو کر رموزِ اوقاف میں سے (ختمہ، سکتہ) کی علامت دکھا کر ان کا استعمال سکھائیں۔

### تصور کی پختگی: 20 منٹ



سرگرمی نمبر: 1

1. طلبہ یہ سرگرمی انفرادی طور پر کریں گے۔
2. جدول میں دی گئی عبارت تختہ تحریر پر لکھیں۔

#### عبارت

ہمارے سکول کے اساتذہ ذہین، با اخلاق، محنتی اور قابل ہیں وہ شوق سے ہمیں پڑھاتے ہیں طلبہ سے ان کا رویہ ہمدردانہ ہے ہیڈ ماسٹر صاحبہ ایک ماہر تعلیم اور بہترین منتظم ہیں ہم اپنے سکول میں بہت خوش ہیں۔

3. طلبہ سے کہیں کہ عبارت کو اپنی کاپی میں لکھیں اور لکھنے کے دوران عبارت میں ختمہ (-) کی علامت لگائیں۔
4. سرگرمی کے دوران طلبہ کے کام کی نگرانی کریں۔
5. طلبہ کی مدد سے دی گئی عبارت میں مناسب مقامات پر ختمہ (-) لگوائیں۔
6. طلبہ سے کہیں کہ اپنی کاپیوں میں کیے گئے کام کا از خود جائزہ لیں اور اصلاح کریں۔

سرگرمی نمبر 2:

1. جدول میں دیے گئے جملے تختہ تحریر پر لکھیں۔

- پاکستان میں گرمی سردی خزاں اور بہار کا اپنا اپنا رنگ ہے۔
- ہم گھر میں ماں باپ بہن بھائی دادا اور دادی ایک ساتھ رہتے ہیں۔
- آج کل کریدا بھنڈی ٹماٹر اور ادراک سب مہنگا ہے۔
- ہمارے ہاں انگور سیب ناشپاتی خوبانی اور مالٹا بہ کثرت پایا جاتا ہے۔

2. طلبہ کی مدد سے دیئے گئے جملوں میں مناسب مقامات پر سکتہ (،) لگوائیں۔
3. اگر طلبہ مطلوبہ کام نہ کر سکیں تو پہلے جملے میں سکتہ (،) لگانے میں ان کی رہ نمائی کریں۔
5. سرگرمی کے لیے طلبہ کو 5 منٹ کا وقت دیں۔
6. آخر میں طلبہ سے کہیں کہ وہ یہ جملے اپنی کاپیوں میں لکھیں۔

نتیجہ/خلاصہ: 3 منٹ



درج بالا سرگرمیوں کے نتیجے میں طلبہ رموزِ اوقاف میں سے ختمہ اور سکتہ کا درست استعمال کر سکتے ہیں۔

جائزہ/جانچ: 5 منٹ



1. دیے گئے جملے تختہ تحریر پر لکھیں۔
  - ہمارے ملک میں شاعروں، ادیبوں، ڈاکٹروں اور انجینئروں کی کمی نہیں
  - روٹی کپڑا مکان سواری وغیرہ ہماری بنیادی انسانی ضروریات میں سے ہیں
2. جدول میں دیے گئے جملوں میں دو یا تین طلبہ سے مناسب مقامات پر ختمہ (-) سکتہ (،) لگا کر جملے مکمل کریں۔
3. کوشش کریں کہ ایسے طلبہ کو سامنے بلائیں جنہیں پہلے سرگرمیوں میں شرکت کا موقع نہ ملا ہو۔

مشق: 2 منٹ



1. ہر طالب علم/طالبہ گھر سے کم از کم چار ایسے جملے لکھ کر لائیں جن میں سے دو میں ختمہ (-) اور دو میں سکتہ (،) کا استعمال ہو۔

ہدایات برائے مخلوط کمر اجتماعت

- دی گئی سرگرمیاں جماعت سوم اور چہارم کے طلبہ کو ساتھ بٹھا کر بھی کروائی جاسکتی ہیں۔

# نظم میں فطری مناظر پر اپنے جذبات و احساسات کا اظہار کرنا

سبق نمبر  
6

طلبہ کے حاصلاتِ تعلم



- نظمیں میں دیے ہوئے فطری مناظر، کیفیات اور حالات پر اپنے جذبات اور احساسات کا اظہار کریں۔

## معلومات برائے اساتذہ

1. نظموں میں مختلف واقعات، جذبات، موضوعات اور فطرت کے مناظر کی عکاسی ہوتی ہے۔
2. نظم میں الفاظ کی ترتیب نثر سے مختلف ہوتی ہے۔
3. اساتذہ طلبہ کو ایسے مواقع فراہم کریں کہ وہ نظموں / اشعار میں موجود مناظر، واقعات پر اپنے جذبات اور احساسات کا اظہار کر سکیں۔
4. طلبہ کو نظم میں دی گئی فطری مناظر پر ایسی سرگرمیاں کروائیں کہ جس سے وہ اپنے جذبات اور احساسات کا اظہار کر سکیں۔

دورانیہ: 35 منٹ / ایک پیریڈ



وسائل / ذرائع



درسی کتاب برائے جماعت پنجم تختہ تحریر، مارکر / چاک، ڈسٹر / جھاڑن، چارٹ وغیرہ

تعارف: 5 منٹ



1. استاد / اُستانی طلبہ سے پوچھیں کہ آپ نے اسمبلی میں قومی ترانے کے ساتھ علامہ اقبال کی مشہور نظم ”دُعا“ پڑھی ہے؟

■ کیا آپ میں سے کوئی اس نظم کا پہلا شعر سننا چاہے گا؟

لب پہ آتی ہے دُعا بن کے تمنا میری  
زندگی شمع کی صورت ہو خدایا میری

2. اس شعر میں شاعر مشرق نے کیا پیغام دیا ہے؟
3. طلبہ کو جواب دینے کے لیے اعتماد میں لیں۔ اگر کوئی طالب علم / طالبہ ہاتھ کھڑا کرے تو اُس کی حوصلہ افزائی کریں۔

تصور کی پختگی: 20 منٹ



سرگرمی نمبر: 1

1. طلبہ کو چار گروپوں میں تقسیم کریں۔
2. درسی کتاب صفحہ نمبر ۴۳ میں دی گئی نظم ”ہوا چلی“ کو چار صفحات پر اس طرح لکھیں کہ

گروپ نمبر ۱:	ہونے کو آئی صبح تو ٹھنڈی ہوا چلی کیا دھیمی دھیمی چال سے یہ خوش ادا چلی لہرا دیا ہے کھیت کو، ہلتی ہیں بالیاں پودے بھی جھومتے ہیں، لچکتی ہیں ڈالیاں	گروپ نمبر ۳:	پڑ جائے اگر اس جہاں میں ہوا کی کمی چو پا یہ کوئی زندہ بچے اور نہ آدمی چڑیوں کو یہ اڑان کی طاقت کہاں رہے پھر کائیں کائیں ہو، نہ غڑ غوں، نہ چپچپے
گروپ نمبر ۲:	بھلوار یوں میں تازہ شگوفے کھلا چلی سویا ہوا تھا سبزہ، اُسے تو جگا چلی سر سبز ہوں درخت نہ باغوں میں تجھ بغیر تیرے ہی دم قدم سے ہے بھاتی چمن کی سیر	گروپ نمبر ۴:	بندوں کو چاہیے کہ کریں بندگی ادا اس کی کہ جس کے تھم سے چلتی ہے یہ سدا ہونے کو آئی صبح تو ٹھنڈی ہوا چلی کیا دھیمی دھیمی چال سے یہ خوش ادا چلی

3. ہر گروپ کو متعلقہ صفحہ دیں اور ہدایت کریں کہ اپنے گروپ میں اشعار کو باری باری پڑھیں اور دیے ہوئے پیغام کو سمجھنے کی کوشش کریں۔

4. کام مکمل کرنے کے لیے گروپوں کو ۱۰ منٹ کا وقت دیں۔

5. اساتذہ طلبہ کے کام کی نگرانی کریں اور جہاں ضروری ہو رہ نمائی کریں۔

سرگرمی نمبر 2:

1. گروپوں کو برقرار رکھتے ہوئے کام جاری رکھیں۔
2. مقررہ وقت کہ بعد گروپ نمبر ۱ کو مدعو کریں کہ وہ اپنے کام کی پیش کش اس طرح کریں کہ گروپ کے ہر رکن کو موقع ملے۔
3. گروپ کو پیش کش کے لیے ۲ منٹ کا وقت دیں۔
4. اسی طرح باری باری گروپ ۲، گروپ ۳ اور گروپ ۴ کو موقع دیں۔

نتیجہ/خلاصہ: 3 منٹ



1. طلبہ کو بتائیں کہ آج ہم نے نظم ”ہوا چلی“ کے ذریعے اللہ تعالیٰ کی بیش بہا نعمت ہوا کے بارے میں پڑھا۔
2. نظموں میں مختلف مناظر، واقعات اور احساسات کو بیان کر سکتے ہیں۔

جائزہ/جانبی: 5 منٹ



- طلبہ سے درجہ ذیل سوالات پوچھیں۔
1. نظم ”ہوا چلی“ میں کس فطری منظر کی منظر کشی کی گئی ہے؟
  2. نظم ”ہوا چلی“ میں ہوا کے کون کون سے فائدے بیان کیے گئے ہیں؟
  3. ہم اپنے پھیپھڑوں سے کیا کام لیتے ہیں اور اس کام کے لیے کس چیز کی ضرورت ہوتی ہے؟

مشق: 2 منٹ



طلبہ سے کہیں کہ اپنے گھر والوں کو نظم ”ہوا چلی“ کا مرکزی خیال سنائیں۔



## جدید ذرائع ابلاغ کی مدد سے اپنی پسند کا مواد سننا اور سنانا

## طلبہ کے حاصلاتِ تعلم



- اُردو زبان کی حوالے سے برقی میڈیا سے اپنی پسند کا مواد سن کر سمجھ اور دہرا سکیں۔
- ذرائع ابلاغ یا دیگر ایسے ہی ذرائع سے نظمیں سن کر دوسروں کو سنا سکیں۔

## معلومات برائے اساتذہ

1. 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 دلچسپی کے لیے انھیں طریقہ تدریس میں شامل کرنے کا سوچیں۔
2. 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۔
3. طلبہ کو موبائل/کمپیوٹر کی مدد سے چند نظمیں سنائیں تاکہ وہ سن کر دوسروں کو سنا سکیں۔

## دورانیہ: 70 منٹ/دوپہریڈ



## وسائل/ذرائع



درسی کتاب برائے پنجم، کمپیوٹر، تختہ تحریر، چاک/مارکر، ڈسٹر/جھاڑن، استاد کا موبائل فون وغیرہ  
نوٹ:- کمپیوٹر کی عدم موجودگی میں اساتذہ موبائل کا استعمال کر سکتے ہیں لیکن انھیں طلبہ کو نظم ”اے خدا اے خدا“ سنانے کے لیے ڈاؤن لوڈ کر لیں۔ Android موبائل موجود نہ ہونے کی صورت میں ساتھی اساتذہ سے مدد لیں۔

## تعارف: 5 منٹ



1. طلبہ کو کمپیوٹر یا موبائل پر نظم ”اے خدا اے خدا“ خاموشی سے سننے کا کہیں۔
2. طلبہ کو نظم سن کر ساتھ پڑھنے کا موقع دیں۔
3. اب تمام طلبہ مل کر نظم ایک ساتھ پڑھیں۔

## تصور کی پختگی: 45 منٹ



25 منٹ

سرگرمی نمبر: 1

1. طلبہ کو چار گروپوں میں تقسیم کریں۔
2. صوفی تبسم کی نظم ”ٹوٹ ٹوٹ نے کھیر پکائی“ کمپیوٹر یا موبائل پر کھولیں۔
3. تمام گروپوں کو نظم کے چند اشعار پڑھنے کا موقع دیں۔

4. خاص الفاظ پڑھنے میں استاد/استانی مناسب رہ نمائی کریں۔
5. جب ایک گروپ نظم پڑھ رہا ہو تو باقی گروپوں کو غور سے سننے کے لیے کہیں۔
- دوسرا پیریڈ: عزیز طلبہ! کل ہم نے جو نظم سنی اور پڑھی تھی آج ہم اُسے دہرائیں گے۔

سرگرمی نمبر 2:

25 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. گروپ کے تمام ساتھی نظم کو غور سے سنیں۔
3. گروپ 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 استاد/استانی نظم کو لے، ترنم اور آہنگ 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/جانچ: 5 منٹ



1. استاد/استانی پڑھی ہوئی نظم کے مختلف اشعار کا پہلا مصرعہ بولیں اور دوسرا مصرعہ طلبہ سے پوچھیں۔
2. کوشش کریں کہ زیادہ سے زیادہ طلبہ کو اس سرگرمی میں حصہ لینے کا موقع ملے۔
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 کمرہ جماعت میں باقی ساتھیوں کو بتائیں۔

نوٹس

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# نظم کو فہم سے پڑھنا

سبق نمبر  
8

## طلبہ کے حاصلاتِ تعلم



■ متن (نظم) کو فہم کے ساتھ پڑھ کر متعلقہ سوالات کے جوابات دے سکیں۔

## معلومات برائے اساتذہ

1. اساتذہ علم اور تجربے کی روشنی میں طلبہ سے مربوط اور منطقی گفت گو کروائیں۔
2. طلبہ کی حوصلہ افزائی کر کے ان کو بولنے پر آمادہ کریں اور اس کے لیے بہترین صورت ”سوالات کے جوابات“ ہیں جس سے طلبہ میں بولنے کی صلاحیت اُجاگر ہوتی ہے۔
3. اساتذہ چھوٹے چھوٹے موضوعات پر طلبہ سے سوالات کر کے اُن کے جوابات میں ربط اور تسلسل پیدا کر سکتے ہیں نیز یہ سوالات طلبہ کی فہم جانچنے میں بھی مدد گار ہوتے ہیں۔

## دورانیہ: 35 منٹ / ایک پیریڈ



## وسائل / ذرائع



درسی کتاب برائے پنجم تحتہ تحریر، چاک / مارکر، ڈسٹر / جھاڑن وغیرہ

## تعارف: 5 منٹ



طلبہ کی سبق میں دلچسپی بڑھانے کے لیے مندرجہ ذیل سوالات کریں۔

1. کیا آپ کو نظم سننا پسند ہے؟
2. آپ میں سے کون ایک چھوٹی نظم سننا پسند کرے گا؟
3. کسی ایک طالب علم یا طالبہ کو نظم سنانے کا موقع دیں۔

## تصور کی پختگی: 20 منٹ



سرگرمی نمبر: 1

1. طلبہ کے جوڑے بنائیں۔
2. دی گئی نظم کو تحتہ تحریر پر لکھیں۔

باغ میں چل کر دھوم مچائیں بارش میں  
کاغذ کی ہم ناؤ چلائیں بارش میں  
بارش کا سب لطف اٹھائیں بارش میں  
خود کو اب ہم کیسے بچائیں بارش میں

آؤ ہم پکوان پکائیں بارش میں  
گلیاں ندی نالے جیسی بن گئی ہیں  
بادل گر جیں تو سب ساتھی چھپ جائیں  
قلم، دوات اور بستہ سارا بھیگ چکا

کبچڑ میں کچھ ساتھی پھسلے ہا! ہا! ہا! ہاتھ پکڑ کر اُن کو اُٹھائیں بارش میں  
سُوکھی زمین سیراب ہوئی ہے خوب ضیاء آؤ نا! کچھ پیڑ لگائیں بارش میں

3. طلبہ سے کہیں کہ جوڑوں میں نظم پڑھنے کی مشق کریں۔
4. طلبہ کے ساتھ مل کر نظم خوانی کریں۔
5. نظم کا مفہوم سمجھنے میں جوڑوں کی حوصلہ افزائی کریں اور جہاں ضرورت ہو اصلاح کریں۔

سرگرمی نمبر 2:

1. طلبہ کے جوڑے برقرار رکھیں۔
2. تختہ تحریر پر لکھی گئی نظم کے بارے میں دیے گئے سوالات جوڑوں سے پوچھیں۔
  - بارش کے وقت باغ میں چل کر دھوم مچانے سے کیا مراد ہے؟
  - کبچڑ میں کوئی پھسل جائے تو کیسے اُٹھاتے ہیں؟
  - سُوکھی زمین کب سیراب ہوتی ہے؟
3. جوڑوں کو جوابات سوچنے کے لیے ۲ منٹ کا وقت دیں۔
4. درست جواب دینے پر جوڑوں کی حوصلہ افزائی کریں۔

نتیجہ/خلاصہ: 3 منٹ



1. طلبہ سے کہیں کہ اچھی گفت گو وہ ہے جس میں جملے ایک دوسرے سے مربوط ہوں۔
2. آج ہم نے نظم سن اور سمجھ کر سوالات کے جوابات دیے ہیں اور روز مرہ زندگی میں بھی ہم نے دوسروں کی بات اچھی طرح سُن اور سمجھ کر جوابات دیئے ہیں۔

جائزہ/جانیچ: 5 منٹ



1. طلبہ سے کہیں کہ کوئی چھوٹی سی نظم یا شعر جو آپ کو یاد ہو سنائیں۔
2. سنائی گئی نظم/شعر کے بارے میں طلبہ سے چند سوالات کریں۔

مشق: 2 منٹ



جماعت میں پڑھی گئی نظم اپنے گھر والوں کو سنائیں۔

## اشعار کو نثر میں لکھنا

## طلبہ کے حاصلاتِ تعلم



- نظم کو نثر میں تبدیل کر کے لکھ سکیں۔

## معلومات برائے اساتذہ

- 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۔
- نثر میں ادیب اپنے خیالات کا اظہار تحریر کی صورت میں کرتا ہے۔
- 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:  
شعر: محنت ہر دم کرتے جاؤ  
آگے سب سے بڑھتے جاؤ  
نثر: ہر وقت محنت کرو اور سب سے آگے بڑھو۔

## دورانیہ: 35 منٹ / ایک پیریڈ



## وسائل / ذرائع



درسی کتاب برائے پنجم، تختہ تحریر، چاک / مارکر، ڈسٹر / جھاڑن وغیرہ اور نظم حمد کا عنوان اور نظم تختہ تحریر پر پہلے سے لکھی ہو۔

## تعارف: 5 منٹ



- طلبہ کو بتائیں کہ آج ہم نظم کے اشعار کو نثر میں تبدیل کریں گے۔ نثر کا مطلب ہے شعر میں موجود الفاظ کو وزن اور بحر کے بغیر جملے کی صورت میں بیان کرنا ہے۔ جیسے:  
شعر: پسینے پر پسینہ آرہا ہے  
بہت گرمی ہے جی گھبرا رہا ہے
- طلبہ کو موقع دیں کہ وہ دیے گئے شعر کو نثر کی صورت میں بیان کریں۔
- طلبہ کا جواب نہ آنے پر اساتذہ خود بتائیں۔
- نثر: گرمی بہت زیادہ ہے پسینہ بھی آرہا ہے اور دل بھی گھبرا رہا ہے۔

## تصور کی پختگی: 20 منٹ



سرگرمی نمبر 1:

- اُستاد درسی کتاب کے صفحہ نمبر ۲ سے نظم (حمد) تختہ تحریر پر لکھیں۔
- تختہ تحریر پر لکھی گئی نظم طلبہ کو پڑھائیں اور پھر ان سے سنیں۔

3. طلبہ کو وضاحت کریں کہ نثر لکھنے کے لیے شعر کے وزن بحر اور قافیہ الفاظ کو سادہ جملوں کی صورت میں بیان کرنا ہوتا ہے۔

سرگرمی نمبر 2:

1. طلبہ کے تین گروپ بنائیں۔
2. نظم کے بندوں کا لحاظ رکھتے ہوئے ہر گروپ کو ایک ایک بند تفویض کریں۔
3. پہلے گروپ کو پہلا، دوسرے گروپ کو دوسرا اور تیسرے گروپ کو تیسرا بند دیں۔
4. طلبہ سے ہر بند کے اشعار کو نثر میں تبدیل کرنے کا کہیں۔
5. گروپ کا ایک طالب علم / طالبہ نثر کو کاپی پر لکھیں۔
6. استاد / استانی اس دوران کرا جماعت میں گھوم کر طلبہ کے کام کا جائزہ لیں اور طلبہ کی اصلاح اور رہ نمائی کریں۔

نتیجہ / خلاصہ: 3 منٹ



اس سرگرمی کے بعد طلبہ اشعار کو نثر میں تبدیل کر کے لکھ سکتے ہیں۔

جائزہ / جانچ: 5 منٹ



1. طلبہ سے کہیں کہ اب ہم اشعار کی ترتیب سے گروپوں کے کام کا جائزہ لیں گے۔
2. نظم کی ترتیب سے پہلے گروپ کو سامنے بلائیں اور اشعار کی نثر بنانے کا کہیں۔ استاد تختہ تحریر پر ان کے بولے ہوئے جملے لکھیں۔ جہاں اصلاح کی ضرورت ہو ان کی رہ نمائی کریں۔
3. اسی طرح فرداً فرداً باقی گروپوں کو سامنے بلائیں اور تختہ تحریر پر ان کی نثر لکھتے جائیں۔
4. نظم مکمل ہونے پر تمام گروپوں کے لیے تالیاں بجوائیں۔

مشق: 2 منٹ



طلبہ سے کہیں کہ وہ گھر سے اپنی پسندیدہ نظم کے کوئی سے دو اشعار کی نثر کاپی پر لکھ کر لائیں۔

نوٹس

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# لغت میں الف بائی اشاریہ کی مدد سے معانی تلاش کرنا

سبق نمبر  
10

## طلبہ کے حاصلاتِ تعلم



- لغت میں الف بائی ترتیب سے الفاظ کے معانی تلاش کر سکیں۔
- لغت کی مدد سے الفاظ کے معانی تلاش کر سکیں۔

## معلومات برائے اساتذہ

- عام طور پر درسی کتاب میں ہر سبق کے آخر میں نئے الفاظ کے معانی اور اصطلاحات کی مختصر تعریف دی جاتی ہے۔
- یہ مختصر لغت (اشاریہ) یا فرہنگ کہلاتی ہے اور طلبہ کی رہ نمائی کے لیے تیار کی جاتی ہے۔ لہذا یہ بات بہت ضروری ہے کہ طلبہ کو سکھایا جائے کہ اس میں الفاظ کیسے تلاش کیے جاتے ہیں۔
- طلبہ کو لغت (فرہنگ) کی مشق سے ضرور گزاریں اور طلبہ سے الفاظ کے معانی تلاش کرنے کہیں۔

## دورانیہ: 35 منٹ / ایک پیریڈ



## وسائل / ذرائع



درسی کتاب برائے جماعت پنجم، اُردو لغت، مختلف لفظوں کے کارڈ، تختہ تحریر، مارکر / چاک، وغیرہ

## تعارف: 5 منٹ



- 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۔ پڑھائی کے دوران نئے الفاظ کے معانی یہاں سے تلاش کر سکتے ہیں۔
- طلبہ کو بتائیں کہ لغت میں الفاظ حروف تہجی کے لحاظ سے ترتیب دیے جاتے ہیں جس کی مدد سے آسانی لفظ تلاش کیے جاسکتے ہیں۔ مثال کے طور پر اگر آپ نے لفظ ”برتری“ کا معنی دیکھنا ہو تو آپ ’ب‘ والے صفحے پر جائیں گے اور پھر /ب/ اور /ر/ والے الفاظ میں برتری لفظ کو تلاش کر کے اس کے معنی ڈھونڈ کر پڑھ سکیں گے۔

## تصور کی پختگی: 20 منٹ



سرگرمی نمبر 1:

- طلبہ کو چار گروپوں میں تقسیم کریں اور ہر گروپ کو باری باری اُردو فرہنگ / استعمال کرنے کا موقع دیں۔
- گروپوں کو کہیں کہ درسی کتاب میں سے کم از کم 5 نئے الفاظ منتخب کریں۔
- طلبہ سے کہیں کہ ان نئے الفاظ کے معانی اُردو لغت سے تلاش کر کے اپنی کاپیوں پر لکھیں۔
- اس سرگرمی کے لیے طلبہ کو 10 منٹ کا وقت دیں۔
- لغت سے معانی تلاش کرنے میں طلبہ کی رہ نمائی کریں۔

6. ہر گروپ سے کہیں کہ وہ چار نئے الفاظ مع معانی باقی گروپوں کو بتائیں۔
7. ہر گروپ کو ۲ منٹ کا وقت دیں۔
8. سب سے جلدی اور صحیح کام کرنے والے گروپ کو شاباش دیں اور ان کے لیے تالیاں بجوائیں۔

### نتیجہ/خلاصہ: 3 منٹ



الف بائی ترتیب (اشاریہ) سے الفاظ کے معانی تلاش کرنے سے وقت کی بچت اور معانی کا حصول ممکن ہوتا ہے۔ الفاظ کو تلاش کرنے کا طریقہ سیکھنا طلبہ کے لیے بڑا مفید عمل ہے۔

### جائزہ/جانیچ: 5 منٹ



1. جائزے کے طور پر ۸ نئے الفاظ درسی کتاب سے منتخب کر لیں۔
2. طلبہ کے سامنے باری باری ایک لفظ بولیں۔
3. ہر گروپ کو کم از کم دو نئے الفاظ کے معانی بتانے کا موقع دیں۔

### مشق: 2 منٹ



کوئی سے ۵ نئے الفاظ منتخب کریں اور لغت سے ان کے معانی تلاش کر کے لائیں۔

ہدایات برائے مخلوط کمرہ جماعت  
دی گئی سرگرمیاں جماعت چہارم کے طلبہ کو ساتھ بٹھا کر کروائی جاسکتی ہیں۔

نوٹس

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## اسم معرفہ اور اسم نکرہ کا دُرست استعمال

## طلبہ کے حاصلاتِ تعلیم



- اسم معرفہ اور اسم نکرہ کا دُرست استعمال کر سکیں۔

## معلومات برائے اساتذہ

1. استعمال اور معنی کے لحاظ سے اسم کی دو قسمیں ہیں۔
  - (الف) اسم معرفہ
  - (ب) اسم نکرہ
2. اسم معرفہ: اسم معرفہ وہ اسم ہے جو کسی خاص شخص چیز، جگہ یا جانور کا نام ہو۔ مثلاً: لیاقت علی خان، آم، سوات وغیرہ۔
3. اسم معرفہ کو ”اسم خاص“ بھی کہتے ہیں۔
4. اسم نکرہ: اسم نکرہ وہ اسم ہے جو کسی عام شخص، چیز یا جگہ کا نام ہو۔ مثلاً: لڑکی، کتاب، گاؤں، سبزی وغیرہ۔
5. اسم نکرہ کو ”اسم عام“ بھی کہتے ہیں۔

## دورانیہ: 35 منٹ/ایک پیریڈ



## وسائل/اذرائع



درسی کتاب برائے جماعت پنجم تختہ تحریر، چاک/مارکر، ڈسٹر، چارٹ، وغیرہ

## تعارف: 5 منٹ



1. طلبہ سے درج ذیل سوالات پوچھیں۔
  - کمرہ جماعت میں موجود پانچ چیزوں کے نام بتائیں؟
  - پانچ ہم جماعت ساتھیوں کے نام بتائیں؟
2. چیزوں اور ساتھیوں کے ناموں کو اسم نکرہ اور اسم معرفہ کی تعریف سے متعلق کر کے وضاحت کریں اور مثالوں کے مدد سے طلبہ کو سمجھائیں۔

## تصور کی پختگی: 20 منٹ



سرگرمی نمبر 1:

1. کلاس کو دو گروپوں میں تقسیم کریں (الف، ب)۔
2. تختہ تحریر پر ذیل میں دیے گئے جملے لکھیں۔
  - کوہ سلیمان میں چلغوزے کے درخت پائے جاتے ہیں۔
  - تازہ پھل صحت کے لیے مفید ہیں۔

- آج کل بھنڈی بہت مہنگی ہے۔
- پاکستان میں بہت سے تاریخی شہر موجود ہیں۔
- لاہور پاکستان کا دل کہلاتا ہے۔
- ہمیں پھل دار درخت اگانے چاہئیں۔
- 3. گروپ 'الف' سے کہیں کہ وہ اسم معرفہ یا اسم خاص کے گرد دائرہ لگائیں۔
- 4. گروپ 'ب' سے کہیں کہ وہ اسم نکرہ یا اسم عام کے نیچے خط کشید کریں۔
- 5. طلبہ کی مناسب رہ نمائی کریں۔

سرگرمی نمبر 2:

1. تختہ تحریر پر درج اسم نکرہ ایک کالم میں لکھیں۔

اسم معرفہ نمبر	اسم نکرہ
	پھول
	سبزی
	لڑکی
	موسم
	کھیل

- 2. ہر گروپ اسم نکرہ سے اسم معرفہ بنائیں۔
- 3. گروپوں کو سرگرمی مکمل کرنے کے لیے ۱۰ منٹ کا وقت دیں۔
- 4. طلبہ کی مناسب رہ نمائی کریں۔
- 5. طلبہ کے جوابات تختہ تحریر پر لکھیں۔
- 6. طلبہ سے کہیں کہ وہ یہ جدول کاپی میں لکھیں۔

نتیجہ/خلاصہ: 3 منٹ



درج بالا سرگرمیوں کے نتیجے میں طلبہ اسم معرفہ اور اسم نکرہ کا درست استعمال کر سکتے ہیں۔

جائزہ/جانبی: 5 منٹ



- 1. دیے گئے الفاظ تختہ تحریر پر لکھیں۔
  - آم، دریائے سندھ، دریا، پھل
- 2. گروپ 'الف' سے کہیں کہ اس میں سے اسم معرفہ الگ کریں۔
- 3. گروپ 'ب' سے کہیں کہ اس میں سے اسم نکرہ الگ کریں۔

مشق: 2 منٹ



- 1. ہر طالب علم/طالبہ اُردو کی پانچویں کتاب کے صفحہ ۸ پر نظم "نعت" میں سے کوئی چار اسم معرفہ اور چار اسم نکرہ تلاش کر کے اپنی کاپی پر لکھ کر ساتھ لائیں۔
- ہدایات برائے مخلوط کمرہ جماعت
- دی گئی سرگرمیاں جماعت چہارم کے طلبہ کو ساتھ بٹھا کر بھی کروائی جاسکتی ہیں۔

## مرکب جملے و محاورات کا استعمال کرنا

### طلبہ کے حاصلاتِ تعلم



- مرکب جملے سن کر سمجھ اور دوہرا سکیں۔
- گفت گو کے دوران میں مرکب جملوں اور محاورات کا استعمال کر سکیں۔

### معلومات برائے اساتذہ

1. دو یا دو سے زیادہ بامعنی لفظوں کے مجموعے کو مرکب یا کلام کہتے ہیں جیسے: میری کتاب خوب صورت، شجر کاری وغیرہ۔
2. مرکب جملہ وہ جملہ ہوتا ہے جس میں ایک سے زیادہ جملے یا جملے کے اجزائیں شامل ہوتے ہیں۔ مثلاً: وہ بازار گیا اور وہاں سے پھل لایا۔ میں اتوار کو کھیل کے میدان گیا اور وہاں میں نے کرکٹ کھیلی۔
3. محاورہ وہ بول چال ہے جس میں الفاظ اپنے حقیقی معنوں کے بجائے مجازی معنوں میں استعمال ہوتے ہیں۔ مثلاً: آٹے میں نمک ہونا، آنکھیں چرانا وغیرہ۔

### دورانیہ: 35 منٹ/ایک پیریڈ



### وسائل/ادرائع



درسی کتاب برائے جماعت پنجم، تختہ تحریر، چاک/مارکر، جھاڑن، کارڈ چارٹ، مرکب جملوں کا چارٹ، مختلف تصویریں وغیرہ

### تعارف: 5 منٹ



اساتذہ طلبہ سے کہیں۔

”بستہ کھولیں اور اُردو کی درسی کتاب نکالیں“

1. طلبہ جب ہدایت پر عمل کر لیں تو اُستاد/استانی اس جملے کو تختہ تحریر پر لکھے اور طلبہ سے پوچھیں کہ اس جملے میں آپ نے کتنے کام کیے؟
2. طلبہ کے جوابات کے بعد اُستاد/استانی بتائے کہ جب ایک جملے میں دو یا دو سے زیادہ کام ہوں تو اس جملے کو مرکب جملہ کہتے ہیں۔
3. اُستاد/استانی طلبہ سے چند مرکب جملے بتانے کا کہیں اور اُن کی حوصلہ افزائی کریں۔

### تصور کی پختگی: 20 منٹ



سرگرمی نمبر: 1

1. طلبہ کو تین گروپوں میں تقسیم کریں اور ہر گروپ کو ایک ایک چارٹ اور مارکر دیں۔
  2. طلبہ کو درجہ ذیل کارڈ دیں۔
- گروپ ۱: اسکول کے حوالے سے ایسا جملہ جس میں دو یا دو سے زیادہ کام ہوں۔
  - گروپ ۲: گھر کے حوالے سے ایسا جملہ جس میں دو یا دو سے زیادہ کام ہوں۔
  - گروپ ۳: کھیل کے میدان کے حوالے سے دو یا دو سے زیادہ کام ہوں۔

3. اس کام کے لیے طلبہ کو پانچ منٹ دیں۔
4. مقررہ وقت کے بعد طلبہ کو اپنے چارٹ کرا جماعت کے دیواروں پر لگانے کا کہیں۔
5. تمام گروپوں کو کہیں کہ وہ ایک دوسرے کے چارٹ دیکھیں۔
6. اُستاد/استانی طلبہ کی نگرانی کرے اور جہاں ضروری ہو طلبہ کے کام کی تصحیح کریں۔
7. عمدہ کارکردگی کا مظاہرہ کرنے پر ان کی حوصلہ افزائی کریں۔

سرگرمی نمبر ۲:

1. طلبہ کے گروپ برقرار رکھیں۔
2. ذیل میں دیے گئے محاورات تختہ تحریر پر لکھیں۔

■ آنکھ لگنا۔
■ آسمان سے بارش برسنا۔
■ باغ باغ ہونا۔
■ چھوٹے نہ سمانا۔
■ ٹال مٹول کرنا۔
■ طاق ہونا۔

3. طلبہ سے دیے گئے محاورات کے جملے بنانے کا کہیں۔
4. اُستاد/استانی ہر گروپ میں بیٹھ کر طلبہ کی رہ نمائی کرے۔
5. ہر گروپ سے دو دو طلبہ کو جماعت کے سامنے آکر جملے بنانے کا کہیں۔
6. اچھی کارکردگی پر طلبہ کی حوصلہ افزائی کریں۔

نتیجہ/خلاصہ: 3 منٹ



طلبہ مرکب جملے بنانا اور محاورات کا جملوں میں استعمال سیکھ چکے ہیں۔

جائزہ/جانبی: 5 منٹ



1. اُستاد/استانی طلبہ سے درجہ ذیل سوالات پوچھیں۔
  2. مرکب جملے سے کیا مراد ہے؟
  3. دو تین طلبہ سے کہیں کہ دیے گئے محاورے جملوں میں استعمال کریں۔
- ڈنکا بجانا۔ اوساں خط ہونا

مشق: 2 منٹ



طلبہ سے کہیں کہ گھر سے اپنی کاپیوں پر تین مرکب جملے اور تین محاورات کو جملوں میں استعمال کر کے لائیں۔

## متن پڑھ کر سوالات کے جوابات دینا

### طلبہ کے حاصلاتِ تعلم



- متن کو تفہیم، دُرست تلفظ اور ادائی سے پڑھ سکیں۔
- متن (نثر) پڑھ کر سوالات کے جوابات تحریر کر سکیں۔

### معلومات برائے اساتذہ

1. طلبہ کے پڑھنے کے لیے ایسی عبارت منتخب کریں جو طلبہ کی ذہنی سطح اور مناسب الفاظ پر مشتمل ہو۔
2. طلبہ کی حوصلہ افزائی کریں کہ وہ عبارت از خود روانی سے پڑھنے کی اس طرح مشق کر سکیں کہ ان کی تفہیم کے عمل میں کوئی رکاوٹ پیش نہ آئے۔
3. متن کی تفہیم میں اضافہ کے لیے طلبہ کو موقع دیں کہ وہ بچوں کے رسالے، کہانیوں کی کتابیں، درسی کتاب سے اپنی پسند کی کوئی کہانی، نظم، لطیفے پسلیاں پڑھیں۔
4. طلبہ سے متن کی تفہیم کے لیے سوالات ضرور پوچھیں اگر نہ جواب دے سکیں تو متن کے اس حصے کی نشان دہی کرواتے ہوئے جواب اخذ کروائیں۔

### دورانیہ: 35 منٹ/ایک پیریڈ



### وسائل/اذرائع



درسی کتاب برائے جماعت پنجم، چاک/مارکر، تختہ تحریر، ڈسٹر/جھاڑن، عبارت کا تیار شدہ چارٹ 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 آپ کیسی کتابیں پڑھنا پسند کرتے ہیں؟

### تصور کی پختگی: 20 منٹ



سرگرمی نمبر: 1

1. طلبہ کے جوڑے بنائیں۔
2. دی گئی عبارت تختہ تحریر پر لکھیں۔

### کھیلوں کے فائدے

کھیل کود سے ہمارا جسم تن و درست رہتا ہے جو طلبہ صرف کتابی کیرے بن کر رہ جاتے ہیں یا کھیل کود کو صرف شریر طلبہ کا کام سمجھتے ہیں وہ عموماً زندگی میں زیادہ کامیاب ثابت نہیں ہوتے۔ ہر کام اپنے وقت پر کرنا بہتر ہے۔ پڑھنے کے وقت صرف پڑھیں اور کھیل کے وقت کھیلیں۔ کھیل ذہنی اور جسمانی صحت پر اچھا اثر ڈالتے ہیں۔ اکثر کھیلوں میں آپ کو سوچنا بھی پڑتا ہے جس سے قوت فیصلہ سازی کو تقویت ملتی ہے۔ کھیل میں کبھی کامیابی اور کبھی ناکامی ہوتی ہے۔ کامیابی سے مزید آگے بڑھنے کی لگن اور ناکامی سے برداشت اور ہمت نہ ہارنے کا درس ملتا ہے۔

3. عبارت میں دیے گئے مشکل الفاظ طلبہ کے ساتھ مل کر پڑھیں۔

4. طلبہ سے کہیں کہ پہلے ایک ساتھی عبارت پڑھے اور دوسرا ساتھی

5. غور سے سُنے۔

6. پھر دوسرا ساتھی پڑھے اور پہلا سُنے۔

7. اب طلبہ سے کہیں کہ انفرادی طور پر عبارت پڑھیں۔

8. استاد/استانی عبارت کو طلبہ کے ساتھ بلند آواز سے پڑھیں۔

### سرگرمی نمبر 2:

1. دیے گئے سوالات تختہ تحریر پر لکھیں۔

■ کھیل سے ہمیں کون سے جسمانی فائدے حاصل ہوتے ہیں؟

■ کسی کھیل میں ناکامی سے کیا سبق ملتا ہے؟

■ کھیل فوری فیصلہ کرنے میں کیسے مددگار ثابت ہوتے ہیں؟

2. طلبہ سے کہیں کہ سوالات اپنی کاپیوں میں لکھیں۔

3. طلبہ سے کہیں کہ جوڑے بنا کر ان سوالات پر بات چیت کریں اور جوابات کاپیوں میں لکھیں۔

4. طلبہ کی مناسب رہ نمائی کریں۔

### نتیجہ/خلاصہ: 3 منٹ



طلبہ کسی بھی متن، عبارت اور کہانی کو پڑھ اور سمجھ کر اُن سے متعلق سوالات کے جوابات لکھ سکیں گے۔

### جائزہ/جائزہ: 5 منٹ



1. استاد/استانی مختلف جوڑوں سے دیے گئے سوالات کے جوابات پوچھیں۔

2. جوابات 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، رسالے یا کہانیوں کی کتاب میں سے اپنی پسند کی کوئی کہانی منتخب کر کے پڑھیں اور اگلے دن کرا جماعت میں سنائیں۔

## رُموزِ اوقاف (وقفہ ”؛“) کا استعمال

### طلبہ کے حاصلاتِ تعلم



- رُموزِ اوقاف (وقفہ) کا استعمال کر سکیں۔

### معلومات برائے اساتذہ

1. رُموزِ رمز کی جمع ہے جس کی معنی، اشارہ یا علامات کے ہیں اور اوقاف ’وقف‘ کی جمع ہے جس کے معنی ٹھہراؤ اور قیام کے ہیں۔
  2. عبارت یا تحریر میں الفاظ اور فقروں کے درمیان کم یا زیادہ دیر تک ٹھہرنے کی نشانات اور علامات ”رُموزِ اوقاف“ کہلاتے ہیں۔
  3. جب ٹھہراؤ سکتے (،) سے زیادہ اور ختمے (۔) سے کم ہو تو وقفے کا استعمال ہوتا ہے۔
  4. اس کی علامت یہ ہے۔ (؛)
  5. وقفے کی مثالیں:
- ۱۔ جو بوئے گا؛ وہی کاٹے گا۔
  - ۲۔ جو کرے گا؛ وہ بھرے گا۔

### دورانیہ: 35 منٹ / ایک پیریڈ



### وسائل / ذرائع



درسی کتاب برائے جماعت پنجم تختہ تحریر، چاک / مارکر، ڈسٹر / جھاڑن، وغیرہ۔

### تعارف: 5 منٹ



1. تختہ تحریر پر ایک جملہ لکھیں۔
2. اس جملے میں ختمے اور سکتے کی علامت کی نشان دہی کریں۔
3. اگر طلبہ جواب نہ دے سکیں تو ان کی رہ نمائی کریں۔

### تصور کی پختگی: 20 منٹ



سرگرمی نمبر: 1

1. تختہ تحریر پر دیے گئے دو جملے لکھیں۔

- ۱۔ گرمی، سردی، بہار، خزاں؛ یہ سارے موسمِ پاکستان میں پائے جاتے ہیں۔
- ۲۔ گائے، بھینس، بکری، مرغی؛ پالتو جانوروں میں سے ہیں۔

2. طلبہ کو سمجھائیں کہ جب کئی لفظوں کے درمیان سکتے کی علامت استعمال ہوتی ہے تو جملے کے آخری ٹکڑے سے پہلے وقفے کی لمبائی قدرے

- زیادہ ہو جاتی ہے۔ ایسے موقع پر وقفہ کی علامت (؛) استعمال کی جاتی ہے۔
3. طلبہ سے کہیں کہ انفرادی طور پر ایک جملہ اپنی کاپیوں میں لکھیں جس میں وقفے کا استعمال ہو۔

سرگرمی نمبر 2:

1. دیے گئے جملے تختہ تحریر پر لکھیں۔

۱۔ بانگ درا، بال جبریل، ضربِ کلیم علامہ محمد اقبال کی مشہور کتابیں ہیں۔  
۲۔ پشاور، لاہور، کراچی، کوئٹہ، اسلام آباد پاکستان کے مشہور شہر ہیں۔  
۳۔ ریاضی، انگریزی، اُردو، جنرل سائنس، معاشرتی علوم جماعت پنجم میں پڑھائے جاتے ہیں۔  
۴۔ ڈاکٹر، انجینئر، تاجر، مزدور، استاد ہمارے ملک کا قیمتی اثاثہ ہیں۔

2. طلبہ کی مدد سے مناسب مقامات پر وقفہ کی علامت (؛) لگوائیں۔
3. طلبہ سے کہیں کہ وہ یہ جملے اپنی کاپیوں میں لکھیں۔
4. کام مکمل ہونے کے بعد چند طلبہ سے جملوں میں وقفے کا مناسب مقامات پر درست استعمال پوچھیں۔

نتیجہ/خلاصہ: 3 منٹ



درج بالا سرگرمیوں کے نتیجے میں طلبہ وقفے کی علامت سیکھیں گے اور وقفے کا درست استعمال کر سکیں گے۔

جائزہ/جانچ: 5 منٹ



1. طلبہ سے درج ذیل سوالات پوچھیں۔
- قمر زمان، جہانگیر خان، جان شیر خان؛ پاکستانی سکواش کی پہچان ہے۔
  - درج بالا جملے میں استعمال ہوا ہے:
  - ختمے کا/استفہامیہ کا/وقفے کا/توسین کا
2. دی گئی علامتیں تختہ تحریر پر لکھ کر وقفے کی علامت کا پوچھیں۔
- /، /؟ / / /؛ /
3. درست جواب دینے پر طلبہ کی حوصلہ افزائی کریں۔

مشق: 2 منٹ



ہر طالب علم/طلبہ گھر میں سے کم از کم دو ایسے جملے لکھ کر لائے، جن میں وقفے (؛) کا استعمال ہوا ہو۔



# کسی تقریب کو دیکھ کر اظہار خیال کرنا

## طلبہ کے حاصلاتِ تعلیم



- کسی تقریب، تہوار، میلے 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 کے بارے میں رد عمل کو الفاظ کی صورت میں ادا کروائیں۔
2. یہ رد عمل مثبت اور منفی دونوں طرح کا ہو سکتا ہے۔
3. کوشش کریں کہ طلبہ اپنی توجہ مثبت رد عمل کے طرف رکھیں۔ اس سے معاشرے میں شہریوں کی مثبت سوچ کو فروغ ملے گا۔
4. طلبہ ایک دوسرے کے ساتھ کر کسی تہوار، میلے یا نمائش میں جانا پسند کرتے ہیں۔

## دورانیہ: 35 منٹ/ایک پیریڈ



## وسائل/اذرائع



درسی کتاب برائے جماعت پنجم، تختہ تحریر، چاک، ڈسٹر، وغیرہ  
نوٹ: مشہور علاقائی چیزیں جن کے بارے میں پہلے سے آگاہ ہوں اور اگر طلبہ نہ لاسکے تو اساتذہ رضا کارانہ طور پر اسکول کے دیگر اساتذہ، والدین، ہیڈ ماسٹر اور ہیڈ مسٹریس کے تعاون سے اکٹھی کریں۔

## تعارف: 5 منٹ



1. طلبہ سے پوچھیں:
  - کيا آپ کسی سال گرہ کی تقریب میں شریک ہوئے ہیں؟
  - آپ کو اس تقریب میں کیا بات اچھی لگی؟
  - آپ کو کسی میلے کی تقریب میں کبھی شرکت کا موقع ملا ہے؟
  - میلے میں آپ کو کون سی بات نا مناسب لگی؟

## تصور کی چٹنگی: 20 منٹ



سرگرمی نمبر: 1

1. تمام طلبہ سے علاقائی چیزیں اکٹھی 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 سے متعلق اظہار خیال کر سکیں۔

1. طلبہ کے جوڑے بنائیں۔
2. طلبہ سے کہیں کہ ان چیزوں میں سے اپنی پسندیدہ اور نا پسندیدہ چیزوں کے بارے میں سوچیں۔
3. طلبہ کو ۲ سے ۳ منٹ کا وقت دیں کہ وہ اپنی پسندیدہ اور نا پسندیدہ چیزوں پر جوڑوں میں بات چیت کریں۔
4. دو یا تین جوڑوں کو موقع دیں کہ وہ باقی ساتھیوں کے سامنے بھی اظہار خیال کریں۔
5. سرگرمی کے دوران طلبہ کی مناسب رہ نمائی اور بہترین کارکردگی دکھانے والوں کی حوصلہ افزائی کریں۔

### نتیجہ/خلاصہ: 3 منٹ



- کسی بھی نمائش، میلے یا تہوار کی تقریب کے بارے میں اظہار خیال کر سکیں گے۔ طلبہ اپنے ارد گرد ہونے والی تقریبات میں بہت سے مشاہدات اور تجربات سے گزرتے ہیں۔ وہ ان سب باتوں کا اظہار اپنے دوستوں، والدین اور اساتذہ سے کر سکیں گے۔

### جائزہ/جانیچ: 5 منٹ



1. طلبہ سے کہیں کہ اپنے دوست کی ایک پسندیدہ اور ایک نا پسندیدہ بات کے بارے میں بتائیں۔
2. دو یا تین طلبہ کو جواب کا موقع دیں۔
3. اس بات کا خیال رکھیں کہ کسی بھی طالب علم/طالبہ کی دل آزاری نہ ہو۔
4. درست کارکردگی پر طلبہ کی حوصلہ افزائی کریں۔

### مشق: 2 منٹ



آگر آپ نے کوئی نمائش دیکھی ہو تو اُس کی پسندیدہ بات پر کل اپنے جماعت کے سامنے اظہار خیال کریں گے۔

نوٹس

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# اپنے اسکول محلے کی لائبریری سے اپنی دل چسپی کی کتابیں رسائل وغیرہ لے کر ان کا مطالعہ کرنا۔

سبق نمبر  
16

## طلبہ کے حاصلاتِ تعلیم



- اپنے اسکول اور محلے کی لائبریری سے اپنی دل چسپی کی کتابیں رسائل وغیرہ لے کر ان کا مطالعہ کر سکیں۔

## معلومات برائے اساتذہ

1. اس حاصلِ تعلیم 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۔
2. اساتذہ طلبہ سے کہانیوں، لطیفوں، اور پہلیوں کی کتابیں، رسالے اور دیگر کتابیں رضا کارانہ طور پر منگوا سکتے ہیں۔
3. اساتذہ خود بھی طلبہ کی عمر اور جماعت کے ذہنی استعداد کے مطابق کتابیں لاسکتے ہیں۔
4. پی ٹی سی فنڈ کی مدد سے بھی طلبہ کے لیے کتابیں خریدی جاسکتی ہے۔
5. مخیر حضرات کی مدد سے بک بینک کا اہتمام کیا جاسکتا ہے۔
6. قریبی مل، ہائی، ہائر سیکنڈری اسکول یا سرکل ASDEO کی خدمات بھی حاصل کی جاسکتی ہیں۔

## دورانیہ: 35 منٹ/ایک پیریڈ



## وسائل/اذرائع



درسی کتاب برائے جماعت پنجم تختہ تحریر، چاک/مارکر، ڈسٹر/جھاڑن، کتابیں، رسائل 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؟ اگر پڑھی ہے تو نام بتائیں۔ دو تین طلبہ سے کتابوں کے نام پوچھیں۔
2. آپ نے کبھی بچوں کا کوئی رسالہ پڑھا ہے؟ اگر پڑھا ہے تو نام بتائیں۔ دو تین طلبہ سے رسائل کے نام پوچھیں۔
3. آپ نے کبھی کسی لائبریری سے کوئی کتاب لے کر اس کا مطالعہ کیا ہے؟ ہاں کی صورت میں دو تین طلبہ سے کتابوں کے نام بھی پوچھیں۔
4. طلبہ سے کہیں کہ آج ہم لائبریری میں موجود اپنی پسند کی کتاب اُدھار لیں گے اور ان میں سے اپنی پسند کی کہانی، نظم، لطیفہ پہلی یا اہم معلومات پڑھیں گے۔

## تصور کی پختگی: 20 منٹ



سرگرمی نمبر: 1

1. طلبہ کو قطار میں ریڈنگ کارنر یا لائبریری لے جائیں۔

2. طلبہ سے کہیں کہ وہ اپنی پسند کی کوئی بھی کتاب منتخب کریں۔
3. طلبہ کو کتاب پڑھنے کے لیے ۱۰ منٹ کا وقت دیں۔
4. طلبہ سے کہیں کہ کتاب پڑھنے کے دوران اس کی اہم باتیں ضرور ذہن نشین کریں۔

سرگرمی نمبر 2:

1. طلبہ کے جوڑے بنائیں۔
2. طلبہ سے کہیں اپنی پڑھی ہوئی کتاب کے بارے میں اپنے ساتھی کو بتائیں۔
3. دونوں ساتھیوں کو بات کرنے کا موقع دیں۔
4. استاد/استانی کمرہ جماعت میں اس بات کو یقینی بنائیں کہ تمام جوڑے آپس میں معلومات کا تبادلہ کر رہے ہیں۔
5. ایک جوڑے کو اپنی کہانی تمام جوڑوں کو بتانے کا موقع دیں۔

نتیجہ/خلاصہ: 3 منٹ



لائبریری میں اپنی پسند کی کتاب پڑھنے سے دراصل طلبہ میں کتابیں پڑھنے کا رجحان بڑھے گا اور اسکول میں لائبریری کے کلچر کو فروغ ملے ہوگا۔

جائزہ/جانیج: 5 منٹ



1. چند طلبہ سے پڑھی ہوئی کتاب کا نام پوچھیں۔
2. طلبہ سے پڑھی ہوئی کتاب کے حوالے سے کوئی بھی اہم بات بتانے کا کہیں۔
3. کیا آپ اپنے ساتھی کو یہ کتاب پڑھنے کا مشورہ دیں گے اور کیوں؟

مشق: 2 منٹ



- طلبہ سے کہیں کہ گھر میں پڑھی گئی کتابوں کی فہرست بنائیں اور کمرہ جماعت میں ساتھیوں کو بتائیں کہ آپ کتنی کتابیں پڑھ چکے ہیں؟ مخلوط کمرہ جماعت
- دی گئی سرگرمیاں جماعت چہارم کے طلبہ کو ساتھ بٹھا کر بھی کروائی جاسکتی ہیں۔

نوٹس



2

# عبارت (نثر) پڑھ کر معلومات اور تصورات اخذ کر کے بیان کرنا

## طلبہ کے حاصلاتِ تعلیم



- عبارت (نثر) پڑھ کر اس میں موجود معلومات اور تصورات کو اخذ کر کے بیان کر 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، پہلیاں اور اہم معلومات پڑھ سکیں۔
3. طلبہ سے متن کی فہم کے لیے اس سے متعلق سوالات ضرور پوچھیں۔

## دورانیہ: 35 منٹ/ایک پیریڈ



## وسائلِ اذرائع



درسی کتاب برائے جماعت پنجم، تختہ تحریر، چاک/مارکر، ڈسٹر/جھاڑن وغیرہ

## تعارف: 5 منٹ



1. کسی بھی طالب علم/طلبہ کو درسی کتاب میں موجود پڑھی ہوئی کوئی بھی عبارت پڑھنے کا کہیں۔
2. عبارت سننے کی بعد اُن سے عبارت کے اندر معلومات اور تصورات کے متعلق پوچھیں۔
3. اس دوران ان کی مناسب رہنمائی کریں۔
4. طلبہ سے کہیں کہ آج ہم کسی عبارت (نثر) کے بارے پڑھیں گے اور ان میں موجود معلومات اور تصورات اخذ کروائیں گے۔

## تصور کی پختگی: 20 منٹ



سرگرمی نمبر: 1

1. طلبہ کو دو گروپوں میں تقسیم کریں۔
2. طلبہ سے کہیں کہ اپنی درسی کتاب کا صفحہ نمبر ۲۹ کھولیں۔
3. کسی ایک طالب علم/طالبہ کہ اس صفحے پر موجود ”پڑھیں“ کے ضمن میں دی گئی عبارت کو درست تلفظ کے ساتھ پڑھے۔

جنوبی ایشیا کی سب سے بڑی مسجد کا اعزاز ”فیصل مسجد“ کو حاصل ہے۔ فیصل مسجد پاکستان کے دار الحکومت اسلام آباد میں واقع ہے۔ یہ عظیم الشان مسجد اپنے انوکھے طرزِ تعمیر کی وجہ سے کافی مشہور ہے۔ اس مسجد کی تعمیر کی تجویز سعودی حکمران شاہ فیصل نے دی۔ ۱۹۷۶ء میں سعودی حکومت کی مالی امداد سے اس مسجد کی تعمیر شروع کر دی گئی۔ اس مسجد کے مرکزی حال میں تقریباً اسی ہزار نمازی، نماز ادا کر سکتے ہیں۔ اس کی شکل ایک بڑے تلوئی خیمے کی طرح ہے۔ مسجد کے اندر ایک بڑا برقی فانوس نصب ہے۔ اس کے چار بڑے مینار اس کی خوب صورتی میں اضافے کا باعث ہیں۔ پہاڑوں کے درمیان رات کو یہ مینار نہایت دل کش منظر پیش کرتے ہیں۔

4. اگر طالب علم/طالبہ پڑھنے میں دشواری محسوس کرے تو اُستاد/استانی پوری جماعت کے سامنے خود اس عبارت کو درست تلفظ کے ساتھ پڑھے۔
5. عبارت پڑھنے کے دوران طلبہ کو غور سے سنیں۔
6. دونوں گروپوں میں سے ایک ایک طالب علم/طالبہ سے عبارت دوبارہ پڑھنے کو کہیں۔

سرگرمی نمبر 2:

1. گروپوں کو برقرار رکھتے ہوئے سرگرمی نمبر ۲ کو آگے بڑھائیں۔
2. دونوں گروپوں میں عبارت سے متعلق معلومات اخذ کروانے کے لئے ذیل میں دیے گئے سوالات پوچھیں۔
  - فیصل مسجد کہاں واقع ہے؟
  - اس مسجد کی تعمیر کب شروع ہوئی۔
  - اس مسجد کی تعمیر کی تجویز کس نے دی؟
  - مسجد کے مرکزی ہال میں کتنے نمازی نماز پڑھ سکتے ہیں؟
3. عبارت میں موجود معلومات اور تصورات کا سوالات و جوابات کی صورت میں اُستاد/استانی گروپ کا مشاہدہ کرے۔
4. دونوں گروپوں میں سے ایک ایک طالب علم/طالبہ (گروپ لیڈر) سے باری باری سوالات کے جوابات سنیں۔
5. دونوں گروپوں کی سرگرمی کے دوران اُن کی مناسب رہ نمائی کریں اور اُن کی کارکردگی کو سراہیں۔

نتیجہ/خلاصہ: 3 منٹ



درج بالا سرگرمیوں کے بعد طلبہ کسی عبارت کے نثر کو پڑھ کر ان میں موجود معلومات اور تصورات کو اخذ کرنے اور بیان کرنے کے قابل ہو گئے ہیں۔

جائزہ/جانبی: 5 منٹ



1. طلبہ سے کہیں کہ عبارت کو اپنے الفاظ میں دہرائیں۔
2. دو یا تین طلبہ کو عبارت دہرانے کا موقع دیں۔
3. عبارت اپنے الفاظ میں دہرانے پر طلبہ کی حوصلہ افزائی کریں۔
4. عبارت سے متعلق دو تین طلبہ سے سوالات پوچھیں۔

مشق: 2 منٹ



طلبہ اپنے گھر میں اُردو درسی کتاب برائے جماعت پنجم میں سے اپنی پسند کی کوئی ایک عبارت پڑھیں اور اس میں موجود تین معلومات کو کا پیوں پر لکھ کر لائیں۔

## کسی سفر کا مختصر احوال لکھنا

### طلبہ کے حاصلاتِ تعلم



■ کسی سفر کا مختصر احوال لکھ سکیں۔

### معلومات برائے اساتذہ

1. طلبہ کی ذہنی سطح کو مد نظر رکھتے ہوئے انھیں بتائیں ”کسی سفر کی روداد کو مختصر طور پر لکھنا سفر نامہ کہلاتا ہے“۔
2. طلبہ کو چھوٹی چھوٹی سرگرمیوں کے ذریعے ذہنی طور پر آمادہ کریں تاکہ وہ کسی بھی سفر کی روداد کو بہ آسانی لکھ سکیں۔
3. سفر نامے کی روداد طلبہ سے لکھوانے کے لیے ضروری ہے کہ طلبہ سے وقتاً فوقتاً ایسی سرگرمیاں کروائی جائیں جن میں طلبہ کو روداد لکھنے کے مواقع میسر ہوں۔

### دورانیہ: 35 منٹ/ایک پیریڈ



### وسائل/اذرائع



درسی کتاب جماعت پنجم، تختہ تحریر، چاک/مارکر، ڈسٹر/جھاٹن، وغیرہ

### تعارف: 5 منٹ



طلبہ سے پوچھیں۔

1. آپ میں سے کن طلبہ نے کسی جگہ کی سیر کی ہے؟
2. دو یا تین طلبہ کو جواب دینے کا موقع دیں۔

### تصور کی پختگی: 20 منٹ



سرگرمی نمبر: 1

1. طلبہ کے چار گروپ بنائیں۔
2. گروپ میں طلبہ کو چارٹ اور مارکر دیں۔
3. طلبہ سے کہیں کہ گروپ میں باقی طلبہ سے گفت گو کریں اور سوچیں کہ آپ نے کسی جگہ کی سیر کی ہو تو اُس کی مختصر روداد چارٹ پر لکھیں۔
4. اساتذہ طلبہ کو مزید ہدایات دیں کہ آپ نے وہاں کیا دیکھا، وہاں آپ کو کیا پسند آیا، اُس کے مطابق اپنے سفر کا احوال لکھیں۔
5. اساتذہ ہر گروپ کے پاس جاتے ہوئے مناسب رہ نمائی کریں۔
6. سرگرمی کے لیے طلبہ کو ۱۰ منٹ کا وقت دیں۔



1. ہر گروپ تفویض شدہ کام کا چارٹ دیوار پر آویزاں کرے۔
2. گروپ کا سربراہ تفویض شدہ کام کی پیش کش باقی کمر اجتماعت کے سامنے کرے۔
3. کمر اجتماعت میں موجود طلبہ کو غور سے سننے کے لیے کہیں۔
4. کام کی تکمیل پر ہر گروپ کی حوصلہ افزائی کریں۔

### نتیجہ/خلاصہ: 3 منٹ



1. سفر کی روداد لکھنے سے طلبہ میں ذہنی آمادگی پیدا ہوئی۔
2. طلبہ عبارت لکھنے کے قابل ہو گئے۔
3. وہ سفر نامہ کا مختصر احوال بھی لکھنے کے قابل ہو گئے۔

### جائزہ/جانیچ: 5 منٹ



1. طلبہ سے اپنی پسند کا کوئی مختصر سفر نامہ سننے کو کہیں۔
2. دو یا تین طلبہ کو بولنے کا موقع دیں۔
3. سفر نامہ سننے پر طلبہ کی حوصلہ افزائی کریں۔

### مشق: 2 منٹ



آپ نے اپنے ابو/امی کے ساتھ کبھی کسی جگہ کا سفر کیا ہو۔ تو اُن سے پوچھ کر اپنی کاپیوں میں اس سفر کا احوال (سفر نامہ) تحریر کریں۔

نوٹس

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## جمع کو واحد اور واحد کو جمع میں تبدیل کرنا

### طلبہ کے حاصلاتِ تعلیم



- جمع کو واحد اور واحد کو جمع میں تبدیل کر کے بتا/لکھ سکیں۔

### معلومات برائے اساتذہ

- اساتذہ کی رہ نمائی کے لیے واحد سے جمع بنانے کے چند قاعدے درج ذیل ہیں۔
1. اگر مذکر اسم کے آخر میں ”الف“ یا ”ہ“ ہو تو اُسے ”ے“ سے بدل دیتے ہیں۔ مثلاً: لڑکا سے لڑکے، نظارہ سے نظارے وغیرہ
  2. اگر مؤنث اسم کے آخر میں ”ی“ ہو تو آخر میں ”اں“ کا اضافہ کرتے ہیں۔ مثلاً: لڑکی سے لڑکیاں، مرغی سے مرغیاں وغیرہ
  3. بعض مؤنث اسموں کے آخر میں ”یں“ (ے+ں) بڑھا کر جمع بنایا جاتا ہے۔ مثلاً: بات سے باتیں وغیرہ۔

### دورانیہ: 35 منٹ/ایک پیریڈ



### وسائل/اذرائع



درسی کتاب برائے جماعت پنجم تختہ تحریر، چاک/مارکر، ڈسٹر/جھاڑن، وغیرہ

### تعارف: 5 منٹ



طلبہ سے درج سوالات پوچھیں۔

1. وہ اسم جو صرف ایک چیز کے استعمال کیا جائے، اُسے واحد کہتے ہیں۔ ایک سے زیادہ چیزوں کے لیے کون سا اسم استعمال ہوتا ہے؟
2. بلی واحد اسم ہے اس کی جمع بتائیں۔
3. طلبہ سے جوابات اخذ کروائیں۔

### تصور کی پختگی: 20 منٹ



سرگرمی نمبر: 1

1. طلبہ کو چار گروپوں میں تقسیم کریں۔
2. تختہ تحریر پر واحد اور جمع الفاظ کے کالم بنائیں۔

واحد	جمع
پودا	پودے
لفافہ	
ندی	

سبزی	
جنگل	
دیوار	

3. جمع کی کالم میں پہلے لفظ کی جمع بہ طور مثال لکھیں باقی کالم خالی چھوڑ دیں۔
4. گروپ الف میں سے کوئی طالب علم / طالبہ ایک لفظ کہے۔
5. گروپ ب میں سے کوئی طالب علم / طالبہ اس لفظ کی جمع بتائے۔
6. اب گروپ ب میں سے کوئی طالب علم / طالبہ ایک لفظ بولے۔
7. گروپ الف میں سے کوئی طالب علم / طالبہ اس کی جمع بتائے۔
8. ہر لفظ کے لیے یہی سرگرمی باقی گروپوں کے ساتھ دہرائیں اور طلبہ کے جوابات تختہ تحریر پر لکھیں۔
9. طلبہ کو سرگرمی مکمل کرنے کے لیے ۱۰ منٹ کا وقت درکار ہے۔
10. طلبہ سے کہیں کہ یہ جدول اپنی کاپیوں پر لکھیں۔

سرگرمی نمبر 2:

1. کلاس کو گروپوں میں برقرار رکھیں۔
2. تختہ تحریر پر درج ذیل الفاظ جمع کے کالم میں لکھیں۔

واحد	جمع
گردہ	گردے
	تجربات
	نیکیاں
	چڑیاں
	راتیں
	شرارتیں

3. گروپوں سے کہیں کہ یہ جدول اپنی کاپیوں پر بنائیں۔
4. کام مکمل کرنے کے بعد گروپ کے تمام ارکان جمع کے واحد سوچیں اور پھر لکھیں۔
5. اب گروپوں کو موقع دیں کہ وہ جمع کے واحد بتائیں۔
6. بتائے گئے واحد تختہ تحریر پر لکھ کر جدول مکمل کریں۔
7. گروپوں سے کہیں اپنے کام کا از خود جائزہ لیں۔

نتیجہ / خلاصہ: 3 منٹ



درج بالا سرگرمیوں کے نتیجے میں طلبہ واحد سے جمع اور جمع سے واحد بنانا سیکھ سکیں گے اور لکھ بھی سکیں گے۔

جائزہ / جانچ: 5 منٹ



1. تختہ تحریر پر دیے گئے کالم مع الفاظ لکھیں۔
2. گروپ الف واحد کی جمع بتائیں۔
3. گروپ ب جمع کا واحد بتائیں۔

4. اُستاد/استانی درست جواب پر طلبہ کی حوصلہ افزائی کرے

5. اور طلبہ کے جوابات تختہ تحریر پر لکھے۔

واحد	جمع
ذره	_____
_____	سوالات
خلیفہ	_____
_____	اشیاء

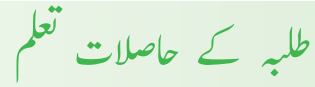
## مشق: 2 منٹ



ہر طالب علم / طلبہ درسی کتاب میں سے کوئی پانچ واحد الفاظ کی جمع اور پانچ جمع الفاظ کے واحد تلاش کر کے اپنی کاپیوں پر لکھ کر لائے۔  
ہدایات برائے مخلوط کمرہ جماعت  
مخلوط کمرہ جماعت کی صورت میں جماعت سبب اور جماعت چہارم کے طلبہ کو بھی شامل تدریس کر سکتے ہیں۔

نوس

[illegible]



- معلومات برائے اساتذہ

- دورانیہ: 35 منٹ / ایک پیریڈ



## تعارف: 5 منٹ

- ## تصور کی پختگی: 20 منٹ

۱۔ سورج مغرب۔۔۔۔۔ غروب ہوتا ہے۔  
۲۔ دروازہ باہر۔۔۔۔۔ بند ہے۔  
۳۔ احمد شام۔۔۔۔۔ پہنچ جائے گا۔  
۴۔ ابو پتکھے کے۔۔۔۔۔ آرام کر رہا ہے۔  
۵۔ گلاس میز۔۔۔۔۔ رکھ دیں۔

3. طلبہ سے کہیں کہ یہ جملے اپنی نوٹ بک پر لکھیں۔
4. طلبہ سے کہیں کہ دیے گئے حروفِ جار کی مدد سے جملے مکمل کریں۔
5. طلبہ کو اس سرگرمی کے لیے ۵ منٹ کا وقت دیں۔
6. کام مکمل ہونے کے بعد چند طلبہ سے جملے پوچھیں۔
7. تختہ تحریر پر لکھے گئے جملے طلبہ کی مدد سے مکمل کریں۔
8. درست حرفِ جار لگانے پر طلبہ کی حوصلہ افزائی کریں۔

سرگرمی نمبر 2:

1. طلبہ کو دو گروپوں میں تقسیم کریں۔
2. جدول میں دی گئی عبارت کو تختہ تحریر پر لکھیں۔

عبارت:- صحت مند زندگی کا دار و مدار اچھی صحت۔۔۔۔۔ ہے۔ اچھی صحت کے۔۔۔۔۔ ورزش بہت ضروری ہے۔ صبح کی تازہ ہوا۔۔۔۔۔ سانس لینا صحت کے لیے مفید ہے۔ جہاں۔۔۔۔۔ ہو سکیں؛ پیدل چلیں۔ رات کو کسی درخت کے۔۔۔۔۔ نہ سوئیں۔

3. طلبہ سے کہیں کہ درج ذیل عبارت میں درست حروفِ جار لگا کر عبارت مکمل کریں۔
4. طلبہ کو اس سرگرمی کے لیے ۵ منٹ کا وقت دیں۔
5. سرگرمی مکمل ہونے پر گروپوں سے کہیں کہ وہ اپنی عبارت پڑھ کر سنائیں۔
6. جہاں ضروری ہو طلبہ کی اصلاح کریں۔

نتیجہ/خلاصہ: 3 منٹ



درج بالا سرگرمیوں کے بعد طلبہ جملوں میں حروفِ جار کا درست استعمال کرنے کے قابل ہو گئے۔

جائزہ/جانبی: 5 منٹ



1. طلبہ سے لکھے ہوئے جملے زبانی پوچھیں اور انہیں کہیں کہ درست حروفِ جار لگا کر جملہ مکمل کریں۔
  - ۱۔ میں نے اب۔۔۔۔۔ چڑیا گھر نہیں دیکھا ہے۔
  - ۲۔ انسان۔۔۔۔۔ سب سے اچھی عادت بچ بولنا ہے۔
  - ۳۔ دیوار۔۔۔۔۔ لکھنا اچھی بات نہیں۔
  - ۴۔ گھر۔۔۔۔۔ اجازت کے بغیر نہ نکلیں۔
2. چند طلبہ کو جملے مکمل کرنے کا موقع دیں۔
3. درست حرفِ جار لگا کر جملے مکمل کرنے پر طلبہ کی حوصلہ افزائی کریں۔

مشق: 2 منٹ



- تمام طلبہ گھر سے چار جملے لکھ کر لائیں جن میں حرفِ جار استعمال ہوئے ہو۔
- ہدایات برائے مخلوط کمرہ جماعت
- دی گئی سرگرمیاں جماعت چہارم کے طلبہ کو ساتھ بٹھا کر بھی کروائی جاسکتی ہیں۔

# کم از کم سو (۱۰۰) الفاظ فی منٹ کی شرح سے درستی کے ساتھ پڑھنا

## طلبہ کے حاصلاتِ تعلیم



- جماعت پنجم کا متن کم از کم سو (100) الفاظ فی منٹ کی شرح سے درستی کے ساتھ پڑھ سکیں۔

## معلومات برائے اساتذہ

- اُردو پڑھنے کے معیار کے مطابق جماعت پنجم کے طلبہ کے لیے ایک منٹ میں 90 سے 100 الفاظ کو درست لب و لہجہ اور روانی کے ساتھ اعتماد سے پڑھنا ضروری ہے۔
- طلبہ اُردو کے ذخیرہ الفاظ سے واقف ہوں گے تو اس طرح اُن کے لیے الفاظ کو روزمرہ بول چال اور جملوں میں استعمال کرنا آسان ہوگا۔
- طلبہ ان الفاظ کو کہانی، درخواست، مضمون، نظم اور تخلیقی لکھائی میں استعمال کر سکیں گے۔

## دورانیہ: 70 منٹ/دوپیریڈ



## وسائل/ادرائع



درسی کتاب برائے جماعت پنجم، تختہ تحریر، ڈسٹر/جھاڑن، مارکر/چاک، اسٹاپ واچ، چارٹ پیپر وغیرہ

## تعارف: 5 منٹ



- طلبہ کو بتائیں کہ آج کا دن بہت دل چسپ ہے۔
- آج ہم سو (100) الفاظ پر مبنی عبارت درست تلفظ اور روانی سے پڑھیں گے۔

## تصور کی پختگی: 55 منٹ



سرگرمی نمبر 1:

- جدول میں دی گئی عبارت کے تختہ تحریر لکھیں۔

قلعہ بالا حصار  
قلعہ بالا حصار پشاور کا سب سے اہم تاریخی مقام ہے۔ یہ قلعہ شہر کے وسط میں اونچی ڈھلوان پر واقع ہے جو سطح زمین سے 90 فٹ بلند ہے۔ بالا حصار فارسی زبان کا لفظ ہے جس کا مطلب ”اونچی یا بلند چار دیواری“ ہے۔ اس کا نام پٹھان حکمران تیمور شاہ درانی نے رکھا تھا۔ وہ سردیوں میں یہاں قیام کرتے تھے۔ پاکستان بننے کے بعد از سر نو اس کی تعمیر و مرمت کی گئی۔ یہ خوبصورت محل وقوع کی وجہ سے پورے پاکستان میں نمایاں حیثیت رکھتا ہے۔ سیاح اس کی سیر کرنے آتے ہیں۔

- طلبہ سے کہیں کہ عبارت کاپیوں پر لکھیں۔
- عبارت لکھنے کے دوران طلبہ کی مکمل رہ نمائی کریں۔

4. اس بات کی تسلی کر لیں کہ تمام طلبہ نے عبارت کا پی پر لکھ لی ہے۔
5. اس سرگرمی کے لیے طلبہ کو ۵ منٹ کا وقت دیں۔
6. طلبہ کو عبارت میں دیے گئے نئے الفاظ پڑھ کر بتائیں۔

سرگرمی نمبر 2:

1. طلبہ کے جوڑے بنائیں۔ طلبہ کو بتائیں کہ جب میں کہوں تو ایک ساتھی دوسرے ساتھی کو عبارت پڑھ کر سنائے۔
2. طلبہ کو اسٹاپ واچ دکھاتے ہوئے کہیں کہ عبارت کو کم از کم ایک منٹ میں پڑھنے کی کوشش کریں۔
3. طلبہ سے کہیں کہ ”اسٹارٹ“ بولنے پر پڑھنا شروع کرنا ہے اور ”رک جاؤ“ بولنے پر جہاں تک پڑھا ہے۔ رُک کر نشان لگانا ہے۔
4. جوڑوں میں طلبہ فیصلہ کر لیں کہ پہلے کون پڑھے گا اور بعد میں کون پڑھے گا۔
5. اب اُستاد/استانی طلبہ کی روانی کا وقت نوٹ کرنے کے لیے اسٹاپ واچ کا استعمال کرے۔
6. اُستاد/استانی ایک منٹ پورا ہونے پر طلبہ کو رکنے کا بولیں۔
7. یہی عمل دوسرے ساتھی کے ساتھ دہرائیں۔
8. آخر میں چند جوڑوں سے پڑھے گئے الفاظ کی تعداد پوچھیں۔
9. طلبہ کو انفرادی طور پر عبارت پڑھنے کا وقت دیں۔

نتیجہ/خلاصہ: 3 منٹ



درج بالا سرگرمی کی مدد سے ایک منٹ میں سو ”100“ الفاظ پر مبنی عبارت روانی سے پڑھنے کے قابل ہو گئے ہیں۔

جائزہ/جانیج: 5 منٹ



1. کمرہ جماعت میں موجود ایک طالب علم یا طالبہ سے عبارت پڑھوائیں۔
2. عبارت سے متعلق طلبہ سے سوالات پوچھیں تاکہ تفہیم کا اندازہ ہو سکے۔
3. درست الفاظ پڑھنے پر طلبہ کی حوصلہ افزائی کریں۔

مشق: 2 منٹ



گھر پر مشق کر کے آئیں کہ وہ ایک منٹ میں سو الفاظ پر مبنی عبارت پڑھ سکیں۔

نوٹس



## لکھتے وقت واقعات کی ترتیب کا خیال رکھنا

### طلبہ کے حاصلاتِ تعلم



■ لکھتے وقت واقعات کی ترتیب کا خیال رکھ سکیں۔

### معلومات برائے اساتذہ

1. کسی بھی زبان میں لکھنا مہارت ہے اور لکھنے میں مہارت کے لیے الفاظ کا انتخاب، جملوں کی ترتیب اور تسلسل بہت ضروری ہے اگر جملوں میں ترتیب نہ ہو تو پڑھنے کے دوران فہم میں دقت پیش آئے گی۔
2. اساتذہ مختلف واقعات لکھوا کر طلبہ کی لکھنے کی مہارت میں نکھار پیدا کر سکتے ہیں۔
3. اساتذہ کمرِ جماعت میں روزِ مرہ زندگی میں پیش آنے والے چھوٹے چھوٹے واقعات پہلے بیان کر کے بعد میں طلبہ کو لکھنے کی طرف راغب کر سکتے ہیں۔
4. واقعات لکھتے وقت ترتیب اور ربط کا خیال رکھنا بہت ضروری ہے اور یہ اُسی وقت ممکن ہے جب اس مشق سے انھیں بار بار گزارا جائے۔

### دورانیہ: 35 منٹ / ایک پیریڈ



### وسائل / ذرائع



درسی کتاب برائے جماعت پنجم، تختہ تحریر، چاک / مارکر، ڈسٹر / جھاڑن، چارٹ وغیرہ

### تعارف: 5 منٹ



1. اُستاد / اُستانی تختہ تحریر پر دی گئی بے ربط عبارت تحریر کریں مثلاً:

پاکستان کا دار الحکومت اسلام آباد ہے۔ پاکستان ۱۴ اگست ۱۹۴۷ کو بنا۔ اقبال نے خواب دیکھا۔ قائد اعظم نے پاکستان بنایا۔ تمام مسلمانوں کو ایک جھنڈے تلے جمع کیا۔

2. طلبہ سے پوچھیں کہ اس عبارت کو پڑھ کر مختصراً بیان کریں؟ مختلف طلبہ سے بیان کروائیں اور اُن کی حوصلہ افزائی کریں۔
3. طلبہ کی توجہ اس بات کی طرف دلوائیں کہ اگر واقعات میں تسلسل نہ ہو تو آپ عبارت کو سمجھ نہیں سکتے۔

### تصور کی پختگی: 20 منٹ



سرگرمی نمبر 1:

1. طلبہ کے دو گروپ بنائیں۔
2. طلبہ کو ہدایت کریں کہ اپنے گروپ سے مشاورت کر کے عبارت کو درست ربط کے ساتھ دوبارہ لکھیں۔
3. اس کام کے لیے طلبہ کو ۵ منٹ کا وقت دیں۔
4. مقررہ وقت کے بعد چند طلبہ سے اپنے کام کو پیش کرنے کا کہیں۔
5. طلبہ کی حوصلہ افزائی کریں اور بوقت ضرورت رہ نمائی کریں۔

1. طلبہ کے دو گروپ بنائیں۔
2. ہر گروپ کو چارٹ اور مارکر دیں۔
3. دونوں گروپوں کو اپنی پسند سے دس جملوں پر مبنی واقعہ لکھنے کے لیے کہیں۔
4. اس کام کے لیے گروپوں کو پانچ منٹ دیں۔
5. اسی دوران اُستاد/اُستانی طلبہ کے کام کی نگرانی کریں اور جہاں ضروری ہو معاونت فراہم کریں۔
6. مقررہ وقت کے بعد گروپوں سے کہیں کہ وہ اپنا چارٹ تختہ تحریر پر آویزاں کریں اور انھیں ایک دوسرے کا واقعہ پڑھنے کا موقع دیں۔
7. واقعات کی ترتیب درست نہ ہونے کی صورت میں طلبہ ایک دوسرے کے واقعات کے عبارت کے بارے میں درست ترتیب تجویز کریں۔
8. گروپوں کو کام مکمل کرنے پر شاباش دیں۔

### نتیجہ/خلاصہ: 3 منٹ



طلبہ کو بتائیں کہ آج ہم نے کسی عبارت واقعہ کو لکھتے وقت واقعات، کی ترتیب کا خیال رکھ کر لکھنا سیکھا ہے۔

### جائزہ/جائزہ: 5 منٹ



1. تختہ تحریر پر مختصر جملے لکھیں
  - چار کمرے میرے گھر میں ہیں۔ میرا گھر یہ ہے۔
2. طلبہ سے کہیں کہ جملوں کو غور سے پڑھیں اور ترتیب درست کریں۔
3. جملوں کی درست ترتیب پر طلبہ کی حوصلہ افزائی کریں

### مشق: 2 منٹ



اپنی کاپی میں کوئی چھوٹی سے عبارت لکھ کر لائیں جس میں واقعات کا ربط اور ترتیب ہو۔

نوٹس

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## مضمون نگاری مضمون لکھنا

### طلبہ کے حاصلاتِ تعلیم



- اپنی تحریر کو عنوان، آغاز، پیش کش اور اختتامیہ وغیرہ کے متعلق ترتیب دے سکیں۔
- کسی عنوان پر دس سے پندرہ جملے لکھ سکیں۔
- کسی عنوان پر پندرہ جملوں پر مشتمل مضمون لکھ سکیں۔

### معلومات برائے اساتذہ

1. مضمون نویسی اردو زبان کی ایک اہم صنف ہے۔ مضمون مختلف اقسام کے ہو سکتے ہیں جن میں علمی، ادبی، سیاسی، تحقیقی اور مذہبی جیسے اقسام کے مضامین شامل ہیں۔ سنجیدہ مضمون سے لیکر مزاحیہ مضمون کوئی بھی قسم ہو سکتی ہے اور یہ سب کسی بھی مضمون کی نوعیت یا موضوع پر منحصر ہے۔
2. مضمون تحریر کرنے سے پہلے طلبہ کو مضمون نویسی کے اصولوں سے واقف کروانا ضروری ہے۔ مضمون تحریر کرنے کے کچھ زیر اصول و قواعد ہیں۔ مندرجہ ذیل نکات ایک مضمون تحریر کرنے سے پہلے بہت اہمیت کے حامل ہیں۔
  - تعارفِ مضمون
  - نفسِ مضمون یا متن
  - پیش کش
  - اختتام
3. کسی بھی موضوع کو تحریر کرنے کے لیے انسانی مشاہدہ اس معاملے میں ایک اہم کردار ادا کرتا ہے۔ لہذا قوتِ مشاہدہ وسیع اور گہرا ہونا ضروری ہے۔ ذرائعِ ابلاغ سے گہرا تعلق اور کتب و رسائل اور اخبارات کا مطالعہ ہونا ایک اہم امر مانا جاتا ہے تاکہ مضمون کی ترتیب، پیش کش، اختتامیہ اور ذاتی خیالات واضح ہوں۔ رموزِ اوقاف کا درست استعمال، جملے مکمل، درست ترتیب اور بیان کرنے کا انداز مؤثر ہو۔

### دورانیہ: 35 منٹ / ایک پیریڈ



### وسائلِ اذرائع



درسی کتاب برائے پنجم، تختہ تحریر، چاک / مارکر، جھاڑن / ڈسٹر اور مختلف کھیلوں (ہاکی، کرکٹ، فٹ بال) کے چارٹ وغیرہ

### تعارف: 5 منٹ



1. طلبہ سے ان کے پسندیدہ موضوعات کے بارے میں پوچھیں؟
2. طلبہ کو بتائیں: کسی بھی واقعہ، چیز یا شخصیت کے بارے میں اپنے خیالات اور مشاہدات لکھنے کو مضمون کہتے ہیں۔
3. آج ہم مضمون نگاری کے بارے میں تفصیل سے بات کریں گے۔



سرگرمی نمبر 1:

1. کم از کم تین کھیلوں کے چارٹ کرا جماعت کی دیواروں پر لگائیں۔

چارٹ		
کرکٹ	فٹ بال	ہاکی

2. تمام طلبہ کو تین گروپوں میں تقسیم کر کے بٹھائیں اور انہیں اپنے پسندیدہ کھیل کے چارٹ کا مشاہدہ کرنے کو کہیں۔
3. تمام گروپوں میں چارٹ اور مارکر تقسیم کریں۔
4. مشاہدہ کرنے کے بعد گروپوں سے کہیں کہ کھیل کے چارٹس کو دیکھتے ہوئے دس سے پندرہ جملوں پر مشتمل مضمون لکھیں۔
5. مضمون کا عنوان بھی سوچ کر لکھیں۔
6. مضمون لکھتے وقت آغاز، پیش کش اور اختتامیہ کو مناسب ترتیب دیں اور ان کی رہ نمائی کریں۔

سرگرمی نمبر 2:

1. تینوں گروپوں سے کہیں کہ اپنا لکھا ہوا مضمون متعلقہ کھیل کے ساتھ چسپاں کریں۔
2. اب تمام گروپوں سے کہیں کہ وہ ایک دوسرے کے لکھے ہوئے مضمون پڑھیں۔
3. مضمون پڑھتے ہوئے جملوں کی ترتیب کا خاص خیال رکھیں۔
4. 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 رکھیں۔
2. درج بالا سرگرمیاں کروانے سے طلبہ مضمون کے عنوان، ترتیب اور اختتامیہ کو سمجھتے ہوئے مضمون نگاری کرنے کے قابل ہو گئے۔

جائزہ/جانبی: 5 منٹ



1. تختہ تحریر پر عنوان لکھیں۔ ”صحت مند غذا“
2. دو یا تین طلبہ سے عنوان پر چند جملے پوچھیں۔
3. باقی طلبہ کو غور سے سننے کا کہیں۔
4. عنوان پر صحیح جملے بتانے پر طلبہ کی حوصلہ افزائی کریں۔

مشق: 2 منٹ



طلبہ سے کہیں کہ گھر میں اپنی پسند کا کوئی عنوان منتخب کریں اور رموزِ اوقاف، درست جملوں اور ترتیب کا خیال رکھتے ہوئے اُس عنوان پر کم و بیش 150 الفاظ پر مبنی مضمون لکھ کر لائیں۔

## رموزِ اوقاف (واوین) کا استعمال

طلبہ کے حاصلاتِ تعلیم



■ رموزِ اوقاف (واوین) کا استعمال کریں۔

### معلومات برائے اساتذہ

1. علامت اقتباس یا واوین کی نشانی یہ ہے ( ” “ )
2. جب کسی شخص کی کہی ہوئی بات ہو بہو اُسی کے الفاظ میں نقل کرنا مقصود ہو تو جہاں سے متعلقہ جملہ / کہاوٹ، 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 ( ” “ ) لگائے جاتے ہیں۔

دورانیہ: 35 منٹ / ایک پیریڈ



وسائل / ذرائع



درسی کتاب برائے جماعت پنجم تختہ تحریر، چاک / مارکر، ڈسٹر / جھاڑن وغیرہ

تعارف: 5 منٹ



1. تختہ تحریر پر جدول میں دیے گئے جملے لکھیں۔
2. جدول میں دیے گئے جملوں میں رموزِ اوقاف (ختمہ، سکتہ اور استفہامیہ) کی نشاندہی کریں۔

ثریا کتاب پڑھ رہی ہے۔  
کیا میں اندر آسکتا ہوں؟  
راشد، میمونہ اور فواد بہن بھائی ہیں۔

3. اگر طلبہ جواب نہ دے سکیں تو ان کی مناسب رہ نمائی کریں۔

تصور کی پختگی: 20 منٹ



سرگرمی نمبر 1:

1. تختہ تحریر پر ذیل کا جملہ لکھیں۔
2. اُستاد / اُستانی نے کہا: ”آج کا کام کل پر مت چھوڑیں۔“
3. اس جملے کو غور سے پڑھیں۔
4. اُستاد / اُستانی کی بات کو توجہ دلانے کے لیے اُن کی کہی ہوئی بات واوین میں لکھی گئی ہے۔
5. کسی بڑے کا قول نقل کرتے ہوئے اُن کے کہے ہوئے الفاظ کے آغاز اور اختتام پر واوین ( ” “ ) کی علامت لگائی جاتی ہے۔

1. طلبہ یہ سرگرمی انفرادی طور پر کریں گے۔
2. تختہ تحریر پر چند جملے لکھیں۔
3. طلبہ کی مدد سے مناسب مقامات پر علامت واوین لگوائیں۔
4. طلبہ سے کہیں کہ یہ جملے اپنی کاپی پر لکھیں۔
5. تمام طلبہ کی شمولیت کو یقینی بنائیں۔
6. طلبہ کی بہ وقت ضرورت مناسب رہ نمائی کریں۔

### نتیجہ/خلاصہ: 3 منٹ



درج بالا سرگرمیوں کے بعد طلبہ واوین (”) کی پہچان اور اس کا درست استعمال کر سکتے ہیں۔

### جائزہ/جانیچ: 5 منٹ



1. طلبہ سے درج ذیل سوالات پوچھیں۔
  - واوین کی آغاز والی علامت بتائیں۔
  - واوین کی ختم ہونے والی علامت بتائیں۔
2. اُستاد/اُستانی طلبہ کے جوابات تختہ تحریر پر واضح اور خوش خط لکھیں۔
3. طلبہ کو اپنی کاپی پر لکھنے کے لیے کہیں۔

### مشق: 2 منٹ



گھر سے درسی کتاب کے صفحہ نمبر ۳۸ پر دی گئی سرگرمی قواعد سیکھیں میں جملوں میں واوین کا استعمال کر کے لائیں۔

ہدایات برائے مخلوط کمرہ جماعت

- دی گئی سرگرمیاں جماعت چہارم کے طلبہ کو ساتھ بٹھا کر بھی کروائی جاسکتی ہیں۔

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# اُردو کے فروغ کے لیے جدید ذرائع ابلاغ کا استعمال

## طلبہ کے حاصلاتِ تعلیم



- اُردو کے فروغ کے لیے جدید ذرائع ابلاغ (ٹی وی موبائل فون، کمپیوٹر، لیپ ٹاپ، وغیرہ) کا استعمال کر سکیں۔

## معلومات برائے اساتذہ

- جدید ٹیکنالوجی سے باخبر ہو۔
- ذرائع ابلاغ کا استعمال جانتا ہو۔
- ذرائع ابلاغ (موبائل فون، ٹیبٹ، کمپیوٹر، لیپ ٹاپ، ٹی وی وغیرہ) کا استعمال جانتا ہو۔
- جہاں تک ممکن ہو ذرائع ابلاغ کی چیزوں کی فراہمی کا اہتمام کریں۔
- موبائل یا لیپ ٹاپ پر اُردو ”کی پیڈ“ استعمال کرنے کا طریقہ جانتا ہو۔

## دورانیہ: 35 منٹ / ایک پیریڈ



## وسائل / ذرائع



درسی کتاب برائے جماعت پنجم، تختہ تحریر، چاک / مارکر، ڈسٹر / جھاڑن، کمپیوٹر، سکول میں موجود موبائل فون وغیرہ

## تعارف: 5 منٹ



- کیا آپ نے موبائل فون پر اردو کی لکھائی دیکھی ہے؟
- کیا آپ نے کمپیوٹر پر کام کیا ہے؟
- کیا آپ موبائل فون اور کمپیوٹر میں اُردو کا استعمال کرتے ہیں؟ درست جواب ملنے پر آپ طلبہ سے کہیں کہ آج ہم موبائل اور کمپیوٹر پر اُردو لکھنا سیکھیں گے۔

## تصور کی پختگی: 20 منٹ



سرگرمی نمبر 1:

- استاد / استانی تختہ تحریر پر موبائل میں استعمال ہونے والا ”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 →			-	↑	

نوٹ:- ”اُردو کی پیڈ“ کو گوگل پلے سٹور سے ڈاؤن لوڈ کیا جاسکتا ہے۔  
2. بچوں کو موبائل فون پر اُردو ”کی پیڈ“ کو اسکرین پر لانے کا طریقہ سکھائیں اور زیادہ سے زیادہ مشق کروائیں۔

سرگرمی نمبر 2:

1. اپنے موبائل سیٹ پر Language یا Space کے بٹن کو دبا کر ”اُردو کی پیڈ“ ملائیں۔
2. طلبہ کو میز کے ارد گرد اس طرح کھڑا کریں کہ سب طلبہ کو موبائل نظر آئے۔
3. اُستاد/استانی اپنے موبائل کے ”اُردو کی پیڈ“ کی مدد سے کسی بھی طالب علم/طالبہ کا نام لکھیں۔
4. اُستاد/استانی اپنا موبائل فون اس طرح میز پر رکھیں کہ تمام طلبہ دیکھ سکیں۔
5. کسی ایک طالب علم/طالبہ سے کہیں کہ موبائل میں اُردو کی پیڈ کھولیں اور اپنا نام لکھیں۔
6. باری باری چند طلبہ سے اُن کی نام لکھوائیں۔

نتیجہ/خلاصہ: 3 منٹ



اس سرگرمی کے بعد طلبہ جدید ذرائع ابلاغ (موبائل فون ٹیبلیٹ، کمپیوٹر، لیپ ٹاپ وغیرہ) پر اُردو کا درست استعمال سیکھ گئے ہیں۔

جائزہ/جائزہ: 5 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 درست اور مفید استعمال کرنے پر ان کی حوصلہ افزائی کریں۔

مشق: 2 منٹ



طلبہ سے کہیں کہ وہ گھر میں والدین یا بہن بھائی کے موبائل میں ”اُردو کی پیڈ“ کا استعمال کرتے ہوئے اپنا اور اپنے والد کا نام لکھیں۔

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# استحسانی اور تنقیدی گفت گو کرنا

## طلبہ کے حاصلاتِ تعلیم



استحسانی اور تنقیدی گفت گو 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 ان کی توجہ ان پہلوؤں کی طرف ضرور دلوائیں۔
2. تنقید:- کسی تحریر میں قابل اصلاح پہلوؤں کی نشان دہی کرنا۔ مثال: 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۔ مثال: شاعر نے نظم میں بہت خوبصورتی سے قدرتی مناظر کو الفاظ میں بیان کیا ہے۔

### دورانیہ: 35 منٹ / ایک پیریڈ



### وسائل / ذرائع



درسی کتاب جماعت پنجم، چارٹ، تختہ تحریر، چاک / مارکر اور جھاڑن / ڈسٹر وغیرہ

### تعارف: 5 منٹ



1. طلبہ سے پوچھیں کہ شاعر نے نظم میں اللہ کی خوبی بیان کرنے کے لیے کون سے الفاظ استعمال کیے ہیں؟
2. نظم میں شاعر کو اللہ کی کون سی اور کن نعمتوں کا ذکر کرنا چاہیے تھا؟

### تصور کی پختگی: 20 منٹ



سرگرمی نمبر: 1

1. اساتذہ طلبہ کو دو گروپوں میں تقسیم کریں۔
2. گروپ لیڈر کا انتخاب کریں۔ دونوں گروپوں سے کہیں کہ درج ذیل دیے گئے عنوانات پر اپنی تقاریر تیار کریں۔
  - گروپ 'اے': ہمارا ملک۔ (مثبت انداز میں تمام خوبیاں کو بیان کریں)
  - گروپ 'بی': ہمارا ملک (قابل اصلاح پہلوؤں کے بارے میں بتائیں)
3. دونوں کی تقاریر سننے کے بعد اساتذہ ہر گروپ کے ممبران کو تفویض کریں کہ وہ دوسرے گروپ سے تین سوالات پوچھیں اس طرح سے بچوں 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۔

1. گروپوں کو برقرار رکھتے ہوئے کہیں کہ سنی گئی تقریر کے لیے ایک جملے میں تقریر کی اچھی بات بیان کریں اور دوسرا جملہ تقریر کو بہتر بنانے کے لیے تجویز دیں۔
2. دونوں گروپ ایک دوسرے کی تقاریر پر رائے دیں گے۔
3. طلبہ کو اس سرگرمی کے لیے 5 منٹ کا وقت دیں۔
4. دونوں گروپوں کو اپنی رائے دینے 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۔ بچوں میں جہاں تعریف کرنے کا جذبہ ہوتا ہے وہاں وہ تنقیدی سوچ بھی رکھتے ہیں۔

### جائزہ/جانبی: 5 منٹ



1. دونوں گروپوں سے کہیں کہ دی گئی تجاویز کے مطابق اپنی تقریر کو بہتر بنائیں۔
2. دونوں گروپوں سے تقریر دوبارہ سنیں۔
3. ہر گروپ کو دو سے تین منٹ کا وقت دیں۔

### مشق: 2 منٹ



آپ اپنے گھر کی کوئی ایک چیز جو آپ کو پسند نہ ہو اس کے بارے میں اپنے ساتھیوں کو بتائیں کہ وہ آپ کو کیوں پسند نہیں ہے؟

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# متن کو سمجھ کر معنی اخذ کرنا اور غیر ضروری تفصیل منہا کرنا

سبق نمبر  
27

## طلبہ کے حاصلاتِ تعلیم



- متن کو سمجھ کر معانی اخذ کر سکیں۔
- متن کو سمجھ کر معانی اخذ کر سکیں اور غیر ضروری تفصیل منہا کر سکیں۔

## معلومات برائے اساتذہ

1. اس حاصلِ تعلیم کا مقصد طلبہ کو متن کو پڑھ کر معنی اخذ کروانا ہے تاکہ ان کی تفہیم میں اضافہ ہو سکے۔ متن پڑھنے کے دوران پیش آنے والے نئے الفاظ کے معنی سمجھنے میں طلبہ کی مدد کریں۔
2. طلبہ جب کسی متن کی فہم پر عبور حاصل کر لیں تو انھیں اس متن کو اپنے الفاظ میں دہرانے، اہم نکات بیان کرنے اور خلاصہ بیان کرنے کی مشق کروائیں۔
3. اس ضمن میں طلبہ کو درسی کتاب کے علاوہ رسالے، میگزین اور اخبارات میں سے متن پڑھنے کی مشق کروائیں تاکہ کسی بھی متن کو اپنے الفاظ میں بیان کرتے ہوئے غیر ضروری تفصیل کو منہا کر سکیں۔

## دورانیہ: 35 منٹ/ایک پیریڈ



## وسائل/اذرائع



درسی کتاب برائے جماعت پنجم، تختہ تحریر، چاک/مارکر، جھاڑن/ڈسٹر، پیراگراف کا چارٹ وغیرہ

## تعارف: 5 منٹ



1. طلبہ سے کہیں کہ میں آپ کے سامنے چند جملے بولوں گا/گی آپ نے ان جملوں کو سننے کے بعد صرف ایک جملے میں مجھے معلومات بتانی ہے۔

”رات کو سونے سے پہلے اپنے دانتوں کو صاف کرنا ضروری ہے۔ رات کا کھانا کھانے کے بعد دانت صاف کرنے چاہئے۔ دانتوں کی صفائی بہت ضروری ہے۔“

2. اگر طلبہ جواب نہ دیں تو آپ بتا دیں۔
- ”سونے سے پہلے دانت صاف کرنا بہت ضروری ہے۔“

## تصور کی پختگی: 20 منٹ



سرگرمی نمبر: 1

1. طلبہ کو جوڑوں میں تقسیم کریں۔
2. دی گئی عبارت کو تختہ تحریر پر لکھیں۔

### وطن سے محبت

”ہمیں اپنے وطن سے محبت ہے۔ ہم اس کی ترقی کے لیے دل لگا کر محنت کریں گے۔ اس کے پرچم کو بلند رکھیں گے۔ ہمارے لیے اس میں بسنے والے تمام لوگ قابلِ احترام ہیں۔ ہمارے ملک کی مثال ایک خوب صورت گل دستے کی مانند ہے۔ جس میں ہر پھول کی اپنی خوش بو، جدا رنگ اور شناخت ہے۔ ہمارے لیے رنگ، نسل، زبان کی بنیاد پر کوئی زیادہ اہم یا غیر اہم نہیں ہے۔ ہم سب پاکستانی ہیں۔ پاکستان ہی ہماری پہچان ہے۔ ہم عہد کرتے ہیں کہ ہم اپنے وطن کی سالمیت پر کوئی آج نہیں آنے دیں گے۔ ہم طالب علم اپنے وطن کا مستقبل ہیں۔ ہم اپنے وطن کا نام روشن کریں گے۔“

3. ہر جوڑے سے کہیں کہ خاموشی سے عبارت پڑھ کر سمجھنے کی کوشش کریں۔
4. عبارت پڑھنے کے بعد دونوں ساتھی اس عبارت سے حاصل کی گئی معلومات ایک دوسرے کو بتائیں۔
5. جوڑوں میں یہ سرگرمی مکمل کرنے کے لیے ۱۰ منٹ کا وقت دیں۔

### سرگرمی نمبر 2:

1. طلبہ سے کہیں کہ اس عبارت سے حاصل کی گئی مختصر معلومات کو اپنی کاپیوں پر لکھیں۔
2. مختصر معلومات عبارت کے صورت میں ہوا اور مفہوم واضح ہو۔
3. اس سرگرمی کے لیے طلبہ کو ۱۰ منٹ کا وقت دیں۔
4. معلومات کو اختصار سے لکھنے کے دوران طلبہ کی رہ نمائی کریں۔
5. آخر میں تمام طلبہ اپنا کام کمر اجتماعت میں پیش کریں۔

### نتیجہ/خلاصہ: 3 منٹ



طلبہ کسی کتاب، اخبار یا رسالے سے پڑھی گئی سادہ عبارت کو سمجھ کر مختصر الفاظ میں بیان کر سکیں گے۔

### جائزہ/جانبی: 5 منٹ



1. پانچ سے آٹھ جملوں پر مشتمل ایک سادہ عبارت تختہ تحریر پر لکھیں۔
2. بہ طور جائزہ مختلف طلبہ سے عبارت کی زبانی تلخیص کروائیں۔

### مشق: 2 منٹ



طلبہ کو درسی کتاب صفحہ نمبر ۶۵ سوال نمبر ۹ میں دیا ہوا پیرا گراف دیں اور گھر میں اس کی تلخیص کرنے کا کہیں۔

## سابقے اور لاحقے کی مدد سے الفاظ بنانا

### طلبہ کے حاصلاتِ تعلیم



- سابقے اور لاحقے کی مدد سے نئے الفاظ بنائیں۔

### معلومات برائے اساتذہ

1. طلبہ کو سابقے اور لاحقے کے فرق سے ضرور واقف کروائیں تاکہ الفاظ بناتے ہوئے وہ دے گئے اصولوں کا خیال رکھ سکیں۔ پہلے صرف سابقے کی مشق کروائیں اور بعد میں لاحقے کی تاکہ انفرادی مشق کی مدد سے تصور کو پختگی سے سیکھ سکیں۔
- اصول:
- ایسا لفظ/علامت جو کسی کلمے 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/علامت جو کسی کلمے کے آخر 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 میرز اور بان سے / میرزبان / وغیرہ۔ ان مثالوں میں ”مند“ اور ”بان“ لاحقے ہیں۔

### دورانیہ: 35 منٹ / ایک پیریڈ



### وسائل / ذرائع



درسی کتاب برائے پنجم، تختہ تحریر، چاک / مارکر، ڈسٹر / جھاڑن، سادہ کاغذ وغیرہ

### تعارف: 5 منٹ



1. عزیز طلبہ! آپ پچھلی جماعت میں پڑھ چکے ہیں کہ:
2. اگر ”قسمت“ سے پہلے ”خوش“ لگائیں تو یہ سابقہ ہے۔ مثلاً: خوش قسمت
3. آپ لاحقہ کی تعریف کریں اور مثال بیان کریں۔

### تصور کی پختگی: 20 منٹ



سرگرمی نمبر 1:

1. جماعت کو دو گروپوں میں تقسیم کریں۔
2. تختہ تحریر پر درج ذیل الفاظ لکھیں۔ ”با“ ”پاک“ ”در“ ”لا“
3. گروپ 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 با ادب۔ باخبر۔ بامعنی۔ باوضو۔ باشعور۔ وغیرہ۔
4. اسی طرح گروپ ب کو کہیں کہ وہ کسی بھی لفظ سے پہلے ”پاک“ لگا کر کوئی نیا لفظ بنائیں۔ طلبہ کے جوابات تختہ تحریر پر لکھیں۔ مثلاً: پاک دل۔ پاک دامن۔ پاک وطن۔ پاک سرزمین وغیرہ

5. بقیہ الفاظ کے لیے بھی یہی سرگرمی دہرائیں۔
6. سرگرمی مکمل کرنے کے لیے ۱۰ منٹ کا وقت دیں۔

#### سرگرمی نمبر 2:

1. طلبہ اپنا کام بنائے گئے گروپوں میں جاری رکھیں گے۔
2. دو سادہ کاغذوں پر درج ذیل الفاظ لکھیں۔ خوان، دار، رو، کار۔
3. گروپوں سے کہیں کہ وہ دیے گئے الفاظ کو کسی لفظ کے آخر میں لگا کر نئے الفاظ بنائیں۔ جیسے خوان سے نعت خوان
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 بنائیں 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/پانچ: 5 منٹ



1. جائزے کے طور پر طلبہ سے درج ذیل سرگرمی کروائیں۔
2. چند سادہ کاغذوں پر ملے جلے الفاظ (سابقے اور لاحقے) لکھ کر میز پر بکھیر دیں۔
3. گروپ الف سے کہیں کہ وہ ان میں سے سابقے والے الفاظ تلاش کریں۔
4. گروپ ب سے کہیں کہ وہ ان میں سے لاحقے والے الفاظ ڈھونڈیں۔

#### مشق: 2 منٹ



ہر طالب علم/طالبہ گھر سے کم از کم پانچ سابقے اور پانچ لاحقے لگا کر نئے الفاظ بنا کر اپنی کاپیوں میں لکھ کر لائیں۔  
 ہدایات برائے مخلوط کمرہ جماعت  
 ■ دی گئی سرگرمیاں جماعت چہارم کے طلبہ کو ساتھ بٹھا کر کروائی جاسکتی ہیں۔



## پہیلی سُن کر پیغام سمجھنا

### طلبہ کے حاصلاتِ تعلم



- پہیلیوں کو پڑھتے ہوئے ان میں پوشیدہ دانش سمجھ سکیں۔
- اپنی جماعت میں پہیلیاں بوجھنے سے لطف اندوز ہو کر پسند کا اظہار کر سکیں۔

### معلومات برائے اساتذہ

1. پہیلیاں بھی نصابی کتب میں شامل کی جاتی ہیں ان کے حل ڈھونڈنے سے ذہنی صلاحیت پختہ ہوتی ہے۔
2. ہر پہیلی میں کچھ ایسے الفاظ یا اشارے موجود ہوتے ہیں۔ جو پہیلی کے جواب کی طرف راہ نمائی کرتے ہیں۔
3. 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۔
4. پہیلی بوجھنے کا عمل خود آزمائی کا عمل ہے اور اس سے کامیابی، خوشی اور خود اعتمادی حاصل ہوتی 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۔
5. منتخب شدہ پہیلی سبق آموز، دلچسپ اور بامقصد ہونی چاہیے۔

### دورانیہ: 35 منٹ / ایک پیریڈ



### وسائل / اذرائع



درسی کتاب برائے جماعت پنجم، تختہ تحریر، چاک / مارکر، ڈسٹر / جھاڑن، چارٹ یا کاغذ وغیرہ

### تعارف: 5 منٹ



1. اُستاد تختہ تحریر پر درج ذیل پہیلی تحریر کرے۔  

تول میں پوری لے کر آئے گھر تک لاتے ہی گھٹ جائے۔
2. طلبہ سے پوچھیں کہ کیا اس پہیلی کو آپ پڑھ سکتے ہیں۔
3. جو طالب علم / طالبہ ہاتھ اٹھائے اسے پڑھنے کا کہیں۔
4. طلبہ سے کہیں کہ یہ پہیلی بوجھیں۔
5. طلبہ بتائیں (برف)
6. اب طلبہ سے پوچھیں کہ اس میں کون سا پوشیدہ لفظ برف کی طرف اشارہ کرتا ہے؟

### تصور کی پختگی: 20 منٹ



سرگرمی نمبر 1:

1. طلبہ کو چار گروپوں میں تقسیم کریں۔

2. ہر گروپ کو سامنے دی گئی پھیلیوں میں سے ایک پھیلی چارٹ یا کاغذ پر لکھ کر بوجھنے کے لیے دیں۔

وہ کون سی چیز ہے جو تین سوئیاں رکھتی ہے مگر سلائی نہیں کر سکتی۔ (جواب: گھڑی)	ڈبیہ سے نکلی جس نے بھی کھولی چاندی کا پانی سونے کی گولی (انڈا)
میری پھیلی بوجھو گے تم ایک انچ چڑیا، دو گز کی دم (سوئی دھاگا)	ایک ہی گھر میں رہنے والے آدھے گو رے آدھے کالے (دن رات)

3. گروپ سے کہیں کہ پھیلی بوجھنے کے لیے ان کے پاس ۵ منٹ کا وقت ہے۔

4. گروپ سے کہیں کہ پھیلی بوجھنے کے بعد جواب کسی گروپ کو نہ بتائیں۔

5. اگر کوئی گروپ پھیلی نہ بوجھ سکے تو اشارے کی مدد سے پھیلی بوجھنے میں مدد کریں۔

سرگرمی نمبر 2:

1. گروپوں کو برقرار رکھتے رکھیں۔

2. ہر گروپ کو موقع دیں کہ وہ اپنی دی گئی پھیلی کو دوسرے گروپ سے بوجھنے کے لیے کہیں۔

3. جو گروپ سب سے پہلے تالی بجائے گا اسے جواب کا موقع دیں۔

4. تمام گروپوں کو باری باری موقع دیں۔

5. ہر گروپ کو ۲ منٹ کا وقت دیں۔

6. زیادہ پھیلیاں بوجھنے والے گروپ کے لیے تالیاں بجوائیں۔

نتیجہ/خلاصہ: 3 منٹ



اب طلبہ رسالوں، اخبارات اور کتابوں میں موجود پھیلیوں کو بوجھ سکتے ہیں۔

جائزہ/جائچ: 5 منٹ



1. طلبہ کو گروپوں میں چیلنج دیں کہ وہ دوسرے گروپ کے لیے ایسی پھیلیاں سوچیں جن کا جواب مشکل ہو۔

2. طلبہ کو موقع دیں کہ وہ پھیلی بوجھیں۔

3. کم از کم دو گروپوں کو موقع دیں۔

4. اساتذہ خود بھی اس سرگرمی میں حصہ لیں۔

مشق: 2 منٹ



مشق کے طور پر طلبہ سے کہا جائے کہ وہ آج کی پھیلیاں گھر میں بوجھیں اور ایک نئی پھیلی لکھ کر لائیں۔

## طلبہ کے حاصلاتِ تعلم



- اسکول کو درخواست لکھ سکیں۔
- حسب ضرورت درخواست لکھ سکیں۔

## معلومات برائے اساتذہ

1. درخواست لکھنا ایک بنیادی مہارت ہے۔ درخواست وہ خط ہے جس میں نہایت ادب کے ساتھ افسرانِ بالا سے التجا کی جاتی ہے اور کسی درخواست کے لیے نفسِ مضمون کو بالکل صاف اور واضح الفاظ میں لکھا جاتا ہے۔
2. درخواست لکھنے کے لیے گزارش یا التماس ہے جیسے الفاظ لکھ کر ساتھ ہی اپنا مدعا بیان کیا جاتا ہے اور نفسِ مضمون کو بالعموم مؤدبانہ اور
3. دُعاویہ الفاظ پر ختم کیا جاتا ہے۔
4. درخواست کے اختتام پر درخواست دہندہ کو اپنا نام، پتا اور تاریخ بھی درج کرنی چاہیے تاکہ درخواست کے جواب یا رد عمل میں میں رابطہ کیا جاسکے۔

## دورانیہ: 35 منٹ / ایک پیریڈ



## وسائل / ذرائع



درسی کتاب برائے جماعت پنجم، تختہ تحریر، چاک / مارکر، جھاڑن / ڈسٹر، چارٹ وغیرہ

## تعارف: 5 منٹ



1. آپ سکول میں کس کو درخواست لکھتے ہیں؟
2. درخواست کیوں لکھی جاتی ہے؟
3. کیا آپ نے کبھی درخواست لکھی ہے؟
4. طلبہ سے کوئی دو وجوہات پوچھیں۔
5. آخر میں طلبہ کو بتائیں کہ آج ہم درخواست لکھنا سیکھیں گے۔

## تصور کی پختگی: 20 منٹ



سرگرمی نمبر 1:

1. استاد / اُستانی چارٹ کے ذریعے یا تختہ تحریر کی مدد لیتے ہوئے درخواست لکھنا سکھائے۔

بند مت جناب ہیڈ ماسٹر صاحب / ہیڈ مسٹریس صاحبہ گورنمنٹ پرائمری اسکول پشاور

جناب عالی!

مؤدبانہ گزارش ہے کہ مجھے کل رات سے تیز بخار اور نزلہ ہے۔ جس کی وجہ سے میں اسکول آنے سے قاصر ہوں اور ڈاکٹر نے دو دن کے لیے مکمل آرام تجویز کیا ہے۔ براہ کرم مجھے دو دن کی رخصت عنایت فرمائیں۔ آپ کی بہت مہربانی ہو گی۔

العارض

آپ کی فرمان بردار شاگردہ  
عنایہ جنت۔ جماعت پنجم

۱۰۔ مئی ۲۰۰۶ء

2. اب اُستاد/اُستانی طلبہ کے ساتھ درخواست لکھنے کی مشق کریں اور نمونے کی درخواست میں معلومات درج کرنے میں اُن کی مدد کرے۔
3. رشتہ دار کے اسکول میں داخلے کے لیے درخواست لکھیں۔
4. تختہ تحریر پر درخواست لکھنے کے بعد طلبہ سے کہیں کہ وہ اس درخواست کو اپنی کاپیوں پر لکھیں۔
5. طلبہ سے کہیں کہ درخواست کے نمونے کو سمجھنے کی کوشش کریں۔

سرگرمی نمبر 2:

1. طلبہ کو چار گروپوں میں تقسیم کریں۔
2. طلبہ کو بتائیں کہ اب گروپوں میں درخواست لکھنے کی مشق کریں گے۔
3. گروپ ۱ اور ۲ کو ضروری کام کی درخواست لکھنے کا کہیں۔ جب کہ گروپ ۲ اور ۳ کو دوسرے سکول کے ساتھ میچ کھیلنے کی اجازت کی درخواست لکھنے کا کہیں۔
4. درخواست کے اجزا کو تختہ تحریر پر درج کریں تاکہ طلبہ بوقت ضرورت رہ نمائی حاصل کر سکیں۔
5. درخواست لکھنے کے لیے گروپوں کو ۸ منٹ کا وقت دیں۔
6. مقررہ وقت کے بعد ہر گروپ کو ایک دوسرے کی درخواست پڑھنے کے لیے کہیں۔

نتیجہ/خلاصہ: 3 منٹ



1. طلبہ خط اور درخواست لکھنے میں فرق کر سکیں گے۔
2. عملی نمونے کی مدد سے درخواست لکھ سکیں گے۔

جائزہ/جانیچ: 5 منٹ



1. تمام گروپوں کو ان کی لکھی درخواستوں کو فیڈ بیک کے ساتھ واپس کریں۔ گروپ ۱، ۲ کو گروپ ۳ کی اور گروپ ۳ کو گروپ ۴ کی درخواست پڑھنے کے لیے کہیں۔
2. جہاں ضروری ہو تصحیح کرائیں۔
3. فیڈ بیک کی روشنی میں درخواست کے الفاظ اور جملے درست کر کے لکھیں۔

مشق: 2 منٹ



اسکول یا کمرہ جماعت کے حوالے سے کوئی بھی درخواست لکھ کر لائیں۔

# اعراب بدلنے سے معانی کی تبدیلی کو سمجھنا

## طلبہ کے حاصلاتِ تعلیم



- اعراب بدلنے سے معانی کی تبدیلی کو سمجھ کر استعمال کر سکیں۔

## معلومات برائے اساتذہ

1. زبانِ دانی میں دُرست تلفظ کو بڑی اہمیت حاصل ہے۔ اُردو بولنے اور لکھنے میں اگر اعراب کا خیال نہ رکھا جائے تو الفاظ کے معانی میں ابہام پیدا ہو جاتا ہے۔ مثلاً: (خالی جگہ پُر کریں) اس جملے میں اگر لفظ ”پر“ پر پیش نہ ہو 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 وغیرہ لگا کر اُس کا دُرست تلفظ واضح کر دیا جائے۔
3. طلبہ اس پر عبورِ مشق کی مدد سے کر سکتے ہیں۔

## دورانیہ: 35 منٹ / ایک پیریڈ



## وسائلِ اذرائع



درسی کتاب برائے جماعت پنجم، تختہ تحریر، چاک / مارکر، ڈسٹر / جھاڑن، وغیرہ

## تعارف: 5 منٹ



1. طلبہ سے درج ذیل سوالات پوچھیں۔
  2. جیسے کہ آپ چوتھی جماعت میں پڑھ چکے ہیں کہ اعراب کی تبدیلی سے معنی بھی تبدیل ہو جاتے ہیں۔
  3. مثلاً: ”کُل“ کے معنی ہیں گزرا ہوا دن۔ جب کہ ”کُل“ کے معنی ہیں تمام یا پورا وغیرہ۔
- کیا آپ اعراب کی تبدیلی کے ساتھ دو ایک جیسے الفاظ بتا سکتے ہیں؟
  - کیا آپ بتا سکتے ہیں کہ اعراب کسے کہتے ہیں؟

## تصور کی پختگی: 20 منٹ



سرگرمی نمبر: 1

1. طلبہ کو دو گروپوں میں تقسیم کریں۔
2. تختہ تحریر پر دو جدول بنائیں۔
3. دونوں جدولوں میں دیے گئے الفاظ لکھیں۔

الفاظ	جدول نمبر 1	جدول نمبر 2
پل	اعراب کی تبدیلی	معنی کی تبدیلی
چین	پل	گھڑی ساعت
دور		
قسم		
گرد		
گلہ		

4. گروپ الف میں سے کوئی طالب علم / طالبہ ایک لفظ کہیں۔
5. اُستاد / اُستانی اُس لفظ پر جدول نمبر ۱ میں اعراب لگا کر معنی بتادیں۔
6. گروپ ب میں سے کوئی طالب علم / طالبہ وہی لفظ دہرائے۔
7. اب اُستاد / اُستانی اُسی لفظ پر جدول نمبر ۲ میں اعراب تبدیل کر کے معنی بتادے۔
8. ہر لفظ کے لیے اسی طرح کی سرگرمی دہرائیں۔
9. طلبہ سے کہیں کہ وہ یہ جدول اپنی کاپیوں پر لکھیں۔

#### سرگرمی نمبر ۲:

1. دونوں گروپوں کو برقرار رکھیں۔
2. گروپ الف سے کہیں کہ وہ جدول نمبر ۱ میں سے کوئی ایک لفظ جملے میں استعمال کریں۔
3. گروپ بی سے کہیں کہ وہ جدول نمبر ۲ میں اعراب تبدیل کر کے اُسی لفظ سے نیا جملہ بنائیں وہی لفظ اپنے جملے میں استعمال کریں۔
4. جتنے الفاظ کے لیے ممکن ہو یہی سرگرمی دہرائیں۔
5. اُستاد / اُستانی طلبہ کے جوابات تختہ تحریر پر لکھیں۔
6. طلبہ کو اپنی کاپیوں میں لکھنے کے لیے کہیں۔

#### نتیجہ / خلاصہ: 3 منٹ



درج بالا سرگرمیوں کے نتیجے میں طلبہ اعراب کی تبدیلی سے معنی کی تبدیلی کو سمجھ سکتے ہیں اور اس کا درست استعمال کر سکتے ہیں۔

#### جائزہ / جانچ: 5 منٹ



1. جائزے کے طور پر طلبہ کو درج ذیل سرگرمی دیں۔
2. گروپ الف میں سے کوئی طالب علم / طالبہ کوئی بھی لفظ بولے اُس پر اعراب لگا کر تختہ تحریر پر لکھے اور اُس کے معنی بھی بتائے۔
3. گروپ ب میں سے کوئی طالب علم / طالبہ اُس لفظ کے اعراب تبدیل کر کے لکھے اور معنی بتائے۔

#### مشق: 2 منٹ



- ہر طالب علم / طالبہ گھر سے کم از کم تین الفاظ اعراب کی تبدیلی اور معنی کے ساتھ لکھ کر لائے۔
- ہدایات برائے مخلوط کمر اجتماعت
- دی گئی سرگرمیاں جماعت چہارم کے طلبہ کو ساتھ بٹھا کر کروائی جاسکتی ہیں۔

# علامت فاعل ”نے“ اور علامت مفعول ”کو“ کا استعمال

## طلبہ کے حاصلاتِ تعلم



- علامت فاعل ”نے“ اور علامت مفعول ”کو“ کا صحیح استعمال کر سکیں۔

## معلومات برائے اساتذہ

1. فاعل یعنی کام کرنے والے کے بعد ”نے“ آتا ہے۔ اس لیے اسے علامتِ فاعل کہتے ہیں۔ مثلاً: طلبہ نے مل کر اپنے کمرے کی صفائی کی۔
2. مفعول (یعنی جس پر کوئی کام واقع ہو) کی ایک پہچان یہ بھی ہے کہ اس کے بعد ”کو“ آتا ہے۔ اس لیے اسے علامتِ مفعول بھی کہتے ہیں۔  
مثلاً: استاد / استانی نے طلبہ کو سبق پڑھایا۔

## دورانیہ: 35 منٹ / ایک پیریڈ



## وسائل / ذرائع



درسی کتاب برائے جماعت پنجم تختہ تحریر، چاک / مارکر، ڈسٹر / جھاڑن وغیرہ۔

## تعارف: 5 منٹ



1. علامتِ فاعل اور علامتِ مفعول سے متعلق پڑھ چکے ہیں۔
  2. طلبہ سے درج ذیل سوالات پوچھیں۔
- مفعول کے ساتھ کون سی علامت استعمال ہوتی ہے؟
  - فاعل کی علامت کون سی ہے؟

## تصور کی پختگی: 20 منٹ



سرگرمی نمبر: 1

ہم پیار کی خوشبو سے دنیا کو بسا دیں گے  
نفرت کا زمانے سے ہر نقش مٹا دیں گے  
اب پیار کا نغمہ پھر گونجے گا فضاؤں میں  
ہم امن کا دنیا کو پیغام سنا دیں گے

1. طلبہ کو دو گروپوں میں تقسیم کریں۔
2. تختہ تحریر پر دیے گئے جملے لکھیں۔
3. گروپ الف ان جملوں میں فاعل کی نشان دہی کرے۔
4. اُستاد / استانی فاعل کے نیچے خط کشید کرے۔
5. گروپ ب ان جملوں میں مفعول کی نشان دہی کریں۔
6. اُستاد / استانی مفعول کے گرد دائرہ لگائے۔

7. اُستاد/اُستانی طلبہ کی حوصلہ افزائی اور حسب ضرورت مناسب رہ نمائی کرے۔

سرگرمی نمبر 2:

- [illegible]

### نتیجہ / خلاصہ: 3 منٹ



1. جائزے کے طور پر گروپ الف سے کہیں کہ وہ کوئی بھی ایسا جملہ بولے جس میں علامتِ فاعل ”نے“ کا استعمال ہوا ہو۔
2. گروپ ب سے کہیں کہ وہ بھی کوئی ایسا جملہ بولے جس میں علامتِ مفعول ”کو“ کا استعمال ہوا ہو۔

## جائزہ / چابیچ: 5 منٹ



1. جائزے کے طور پر گروپ الف سے کہیں کہ وہ کوئی بھی ایسا جملہ بولے جس میں علامتِ فاعل ”نے“ کا استعمال ہوا ہو۔
2. گروپ ب سے کہیں کہ وہ بھی کوئی ایسا جملہ بولے جس میں علامتِ مفعول ”کو“ کا استعمال ہوا ہو۔

## مشق: 2 منٹ



ہر طالب علم / طلبہ گھر پر درسی کتاب میں سے تین ایسے جملے لکھ کر لائے جن میں علامتِ فاعل ”نے“ اور علامتِ مفعول ”کو“ کا استعمال ہوا ہو۔

ہدایات برائے مخلوط کمرہ جماعت

- دی گئی سرگرمیاں جماعت چہارم کے طلبہ کو ساتھ بٹھا کر بھی کروائی جاسکتی ہیں۔



## معاشرتی اور اخلاقی گفت گو کرنا

### طلبہ کے حاصلاتِ تعلم



- اپنی معلومات کا استعمال کرتے ہوئے معاشرتی اور اخلاقی گفت گو کر سکیں۔

### معلومات برائے اساتذہ

1. طلبہ کو ایسی معلومات فراہم کریں جن میں معاشرتی اور اخلاقی آداب مثلاً: بڑوں کی عزت، چھوٹوں سے پیار، اساتذہ اور والدین کا ادب اور بزرگوں کا احترام موجود ہو۔
2. طلبہ کی منفی سرگرمیوں پر روزانہ کی بنیاد پر نظر رکھیں اور موقع محل کی مناسبت سے مثبت طریقے سے ان کی اصلاح کریں۔
3. طلبہ کو بار بار ایسی سرگرمیاں کروانے کی کوشش کریں جن سے طلبہ کی اخلاقی تربیت ہو۔

### دورانیہ: 35 منٹ / ایک پیریڈ



### وسائل / ادراع



درسی کتاب جماعت پنجم، تختہ تحریر، چاک / مارکر، ڈسٹر / جھاڑن، وغیرہ

### تعارف: 5 منٹ



1. والدین، اساتذہ اور بزرگوں کے ادب کے حوالے سے ایک ایک جملہ پوچھیں اگر طلبہ جواب نہ دے سکیں تو استاد / استانی درج ذیل جملے بول کر رہ نمائی کرے۔ جیسے:
  - استاد کی بات توجہ سے سنیں۔
  - بزرگوں کے سامنے دھیمی آواز میں گفت گو کریں۔

### تصور کی پختگی: 20 منٹ



سرگرمی نمبر: 1

1. طلبہ کے پانچ گروپ بنائیں۔
2. استاد / استانی تختہ تحریر پر دیے گئے آداب لکھے۔

- بڑوں کی عزت
- چھوٹوں سے پیار
- اساتذہ کا احترام
- پڑوسیوں کا خیال
- رشتوں کا احترام

3. ہر گروپ کو ایک ایک عنوان تفویض کریں اور اس پر تین تین جملے سوچ کر بولنے کا کہیں۔
4. طلبہ کی مناسب رہ نمائی کریں۔

سرگرمی نمبر 2:

1. طلبہ سے کہیں کہ اپنا تفویض شدہ کام کمر اجتماعت میں باقی ساتھیوں کو سنائیں۔
2. تمام گروپوں کے لیے یہی سرگرمی دہرائیں۔
3. سرگرمی کی تکمیل پر ہر گروپ کے لیے تالیاں بجوا کر حوصلہ افزائی کریں۔

نتیجہ/خلاصہ: 3 منٹ



طلبہ کو اخلاقی و معاشرتی آداب پر بار بار سرگرمی کروانے سے طلبہ معاشرتی اور اخلاقی گفت گو کرنے کا قابل ہو جاتے ہیں۔

جائزہ/چالنج: 5 منٹ



1. اخلاقی و معاشرتی آداب کون کون سے ہوتے ہیں؟ کوئی سے پانچ آداب بتائیں۔
2. اخلاقی گفت گو نہ کرنے سے معاشرے پر کیا غلط اثرات مرتب ہو سکتے ہیں؟ کوئی سے دو بتائیں۔

مشق: 2 منٹ



طلبہ سے کہیں کہ ”والدین کا احترام“ سے متعلق میں مختصر پیرا گراف کاپیوں پر لکھ کر لائیں اور دوسرے دن اپنے ساتھیوں کو سنائیں۔

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# نظم / نثر پڑھنا اور کرداروں کے بارے میں رائے قائم کرنا

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## طلبہ کے حاصلاتِ تعلیم



- نثر پڑھ کر اس کے کرداروں کے بارے میں اپنی رائے قائم کر سکیں۔
- نظم پڑھ کر اس کے کرداروں کے بارے میں اپنی رائے قائم کر سکیں۔

## معلومات برائے اساتذہ

1. نظم اور نثر میں فرق ہوتا ہے۔
2. نظم کے لغوی معنی ہیں پرونا جیسے: لڑی میں موتی پرونا، ترتیب دینا۔
3. ادب کے اصطلاح میں ایک ہی عنوان یا مضمون پر لکھے گئے اشعار کو نظم کہتے ہیں۔
4. نثر کے لغوی معنی ہیں بکھری ہوئی شے کے ہیں۔ اصطلاح وہ تحریر میں جو منظوم نہ ہو۔ بل کہ عام گفت گو کی طرح لکھی جائے اُسے نثر کہلاتی ہیں۔
5. نظم اور نثر میں مختلف اقسام کے کردار ہو سکتے ہیں جیسے: انسان، جانور اور سبزیاں وغیرہ۔
6. اُستاد / اُستانی طلبہ کو ایسی دل چسپ سرگرمیاں کروائیں کہ وہ نظم یا نثر میں موجود کرداروں کے بارے میں اپنی رائے قائم کر سکیں۔

## دورانیہ: 35 منٹ / ایک پیریڈ



## وسائل / اذرائع



درسی کتاب برائے جماعت پنجم، تختہ تحریر، چاک / مارکر، ڈسٹر / جھاڑن وغیرہ۔

## تعارف: 5 منٹ



1. طلبہ کے سامنے ترنم اور لے کے ساتھ شعر کے دو مصرعے پڑھیں اور طلبہ سے پوچھیں کہ اس شعر میں کتنے کردار موجود ہیں۔

ٹوٹ بٹوٹ کے دو مرغے تھے، دونوں تھے ہُشیار  
اک مرغے کا نام تھا گیٹو، اک کا نام گٹار

2. طلبہ سے کرداروں کے نام اخذ کروائیں اگر طلبہ کرداروں کے نام نہ بتا سکیں تو اُن کو خود کرداروں کے بارے میں بتائیں۔

## تصور کی چٹنگی: 20 منٹ



سرگرمی نمبر 1:

1. طلبہ کے تین گروپ بنائیں۔
2. ہر گروپ سے کہیں کہ درسی کتاب کے صفحہ نمبر ۵۹ پر سبق ”ہمارے پیشے“ میں سے اپنی پسند کا پیشہ منتخب کریں اور اس کے بارے میں معلومات اکٹھی کریں۔

3. اس سرگرمی کے لیے طلبہ کو ۵ منٹ کا وقت دیں۔

4. طلبہ سے پوچھیں۔

▪ آپ کا پسندیدہ کردار۔ پیشہ کون سا ہے؟

▪ آپ کو یہ کردار۔ پیشہ کیوں پسند ہے؟

سرگرمی نمبر 2:

1. بنائے گئے تینوں گروپوں میں طلبہ کو درسی کتاب کے صفحہ نمبر ۱۵۳ سے نظم ”ٹوٹ بٹوٹ کے مُرنے“ کے تین تین اشعار پڑھنے کو دیے جائیں۔

2. ہر گروپ پڑھے جانے والے اشعار میں موجود کرداروں کے بارے میں باقی گروپوں کے طلبہ کو بتائے۔

3. اس سرگرمی کے لیے طلبہ کو پانچ منٹ کا وقت دیں۔

نتیجہ/خلاصہ: 3 منٹ



طلبہ نثر اور نظم میں فرق کرنے کے ساتھ ساتھ ان میں موجود کرداروں کے بارے میں اپنی رائے قائم کر سکتے ہیں۔

جائزہ/جائزہ: 5 منٹ



1. طلبہ کے سامنے شعر پڑھیں اور اُس میں موجود کرداروں کے نام طلبہ سے اخذ کروائیں۔

اک بولا میں باز بہادر، تُو ہے نرا بٹیر

اک بولا، میں لکڑ بگھیلا، اک بولا میں شیر

مشق: 2 منٹ



گھر میں موجود اخبار، بچوں کے رسالے، یا کسی بھی نظم کی کتاب سے ایسی نظم منتخب کریں، جس میں مختلف کردار ہوں۔ طلبہ ان کرداروں کی نشان دہی کر کے کاپی پر لکھ کر لائیں اور جماعت میں دوسرے طلبہ کو سنائیں۔

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## اشارات اور تصاویر کی مدد سے کہانی لکھنا

### طلبہ کے حاصلاتِ تعلیم



■ اشارات اور تصاویر کی مدد سے کہانی لکھ سکیں۔

### معلومات برائے اساتذہ

1. کہانی لکھنا ایک تخلیقی عمل ہے۔ طلبہ اس کے ذریعے سے زبان اور اس کی خوب صورتی سے غیر محسوس طور پر متعارف اور ادب ذوق سے آشنا ہوتے ہیں۔
2. ابتدا میں طلبہ کے لیے ایک مکمل کہانی تخلیق کرنا مشکل ہوتا ہے۔ اس لیے شروع میں اشارات اور تصاویر کی مدد سے کہانی لکھوانے کی مشق کروائی جاتی ہے۔
3. اشارات اور تصاویر منتخب کرتے ہوئے اس بات کا خیال رکھیں کہ بچے فوراً کہانی کو نہ سمجھیں بل کہ لکھتے لکھتے کہانی سے واقف ہوں۔
4. کہانی منتخب کرتے وقت اس بات کا خیال رکھیں کہ کہانی دل چسپ اور سبق آموز ہو۔

### دورانیہ: 70 منٹ/دوپہریڈ



### وسائل/اذرائع



تختہ تحریر، چاک/مارکر، ڈسٹر/جھاڑن، چارٹ، تصاویر۔

### تعارف: 5 منٹ



1. طلبہ سے ان کی پسندیدہ کہانیوں کے بارے میں پوچھیں۔
2. کسی ایک طالب علم/طالبہ سے اُس کی پسندیدہ کہانی سنیں۔
3. طلبہ سے کہیں کہ آج ہم اشارات اور تصاویر کی مدد سے کہانی لکھیں گے اور اس کہانی کا ایک عنوان بھی تجویز کریں گے۔

### تصور کی پختگی: 55 منٹ



سرگرمی نمبر: 1

1. طلبہ کو چار گروپوں میں تقسیم کریں۔
2. دو گروپوں کو اشاروں اور دو گروپوں کو تصاویر کی مدد سے کہانی لکھنے کا کہیں۔  
کہانی کے لیے اشارے

ایک باپ کے دو بیٹے۔۔۔۔۔ ایک کاہل۔۔۔۔۔ دوسرا ہوشیار۔۔۔۔۔ باپ نے دونوں کو ایک ایک اشرفی دی اور کہا کہ ضائع نہ کرنا۔۔۔۔۔ کاہل بیٹے نے اشرفی زمین میں گاڑ دی۔۔۔۔۔ ہوشیار بیٹے نے تجارت کی۔۔۔۔۔ نتیجہ۔۔۔۔۔

3. طلبہ سے کہیں کہ کہانی لکھتے وقت (آغاز، عروج، اختتام اور نتیجے کا خاص خیال رکھیں)۔
4. طلبہ سے کہیں کہ کہانی میں دل چسپی بڑھانے کے لیے آپ کرداروں کے نام بھی لکھ سکتے ہیں۔
5. کہانی لکھنے میں طلبہ کی رہ نمائی کریں۔
6. طلبہ کو کہانی لکھنے کے لیے ۱۰ منٹ کا وقت دیں۔

سرگرمی نمبر ۲:

1. طلبہ سے کہیں کہ اپنی لکھی ہوئی کہانی غور سے پڑھیں۔
2. کہانی میں املا کی درستی اور جملوں میں ربط کا خیال رکھیں۔
3. طلبہ سے کہیں کہ کہانی کا موزوں عنوان تجویز کریں۔
4. طلبہ سے کہیں کہ گروپ میں سے خود کوئی ایسا طالب علم / طالبہ منتخب کریں جو لکھی ہوئی کہانی دوسرے گروپ کو سنائے۔

نتیجہ/خلاصہ: 3 منٹ



طلبہ دیے گئے اشارات اور تصاویر کی مدد سے ایک مختصر کہانی لکھنے کے قابل ہو گئے ہیں۔

جائزہ/جانیچ: 5 منٹ



1. طلبہ کے دونوں گروپوں کو آمنے سامنے بٹھائیں۔
2. ہر گروپ کو ۲ منٹ کا وقت دیں۔
3. دونوں گروپوں کو باری باری کہانی سنانے کا موقع دیں۔
4. اساتذہ کہانی میں لکھے گئے بے ربط جملوں کو نوٹ کریں اور گروپوں میں طلبہ سے ان کی درستی کروائیں۔
5. کہانی لکھنے پر طلبہ کی حوصلہ افزائی تالیاں بجوا کر کریں۔

مشق: 2 منٹ



طلبہ اپنی پسند کی کوئی بھی کہانی گھر سے لکھ کر لائیں اور اپنے ساتھیوں کو سنائیں۔

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## فعل سے فاعل بنانا

### طلبہ کے حاصلاتِ تعلم



■ فعل سے فاعل بنا سکیں۔

### معلومات برائے اساتذہ

1. فعل سے مراد وہ کلمہ ہے جو کسی کام کا کرنا یا ہونا ظاہر کرے اور اس میں کوئی زمانہ بھی پایا جائے۔ مثلاً: اُستاد آیا۔ اُستاد آتا ہے۔ اُستاد آئے گا وغیرہ۔
2. کام کرنے والے کو فاعل کہتے ہیں۔ مثلاً: احمد کتاب پڑھ رہا ہے۔ اس جملے میں ”احمد“ فاعل ہے جب کہ ”پڑھنا“ فعل ہے۔
3. فعل سے فاعل بنانے کے لیے درج ذیل جملوں پر غور کریں۔ مثلاً:
  - لکھتا (لکھنا) فعل ہے، اس سے فاعل بنے گا۔ لکھنے والا یا لکھاری۔
  - کھیلتا (کھیلنا) فعل ہے، اس سے فاعل بنے گا۔ کھیلنے والا یا کھلاڑی۔

### دورانیہ: 35 منٹ / ایک پیریڈ



### وسائل / ذرائع



درسی کتاب برائے جماعت پنجم، تختہ تحریر، چاک / مارکر، ڈسٹر / جھاڑن وغیرہ

### تعارف: 5 منٹ



1. طلبہ سے درج ذیل سوالات پوچھیں۔
2. عزیز طلبہ! آپ پچھلی جماعت میں فعل اور فاعل کے متعلق پڑھ چکے ہیں۔ آپ میں سے کس کو یاد ہے کہ:
  - فاعل کسے کہتے ہیں؟
3. فعل کی تعریف کریں۔
4. اگر طلبہ درست جواب دیں تو حوصلہ افزائی کریں بہ صورت دیگر مناسب رہ نمائی کریں۔

### تصور کی پختگی: 20 منٹ



سرگرمی نمبر: 1

1. طلبہ کو دو گروپوں میں تقسیم کریں۔
2. تختہ تحریر پر درج ذیل جملے لکھیں۔
  - ۱۔ عائشہ کتاب پڑھتی ہے۔
  - ۲۔ ذاکر سکول جاتا ہے۔

۳۔ نثار موٹر سائیکل خریدے گا۔

۴۔ راشدہ کراچی جائے گی۔

۵۔ اُستانی نے پانی پیا۔

۶۔ احمد نے پودا لگایا۔

3. طلبہ سے کہیں کہ ان میں فعل اور فاعل کی نشان دہی کریں۔

4. گروپ الف میں سے کوئی طالب علم/طالبہ ان جملوں میں فاعل کے نیچے خط کشید کریں۔

5. گروپ ب میں سے کوئی طالب علم/طالبہ ان جملوں میں فعل کے گرد دائرہ لگائیں۔

6. اُستاد طلبہ کی مناسب رہ نمائی فرمائیں۔

سرگرمی نمبر 2:

1. جماعت کو دو گروپوں میں برقرار رکھیں۔

2. تختہ تحریر پر درج ذیل کالم بنائیں۔

3. طلبہ سے کہیں کہ وہ ان کالموں کا درست میل ملائیں۔

کالم الف افعال	کالم ب فاعل	درست جوڑ
1 لکھتا (لکھنا)	لکھنے والا / لکھاری	لکھتا سے لکھنے والا / لکھاری
2 چرتا (چرنا)	کھیلنے والا / کھلاڑی	
3 کھیلتا (کھیلنا)	پڑھنے والا	
4 پڑھتا (پڑھنا)	چرانے والا / چرواہا	
5 دوڑتا / (دوڑنا)	پڑھانے والا / پڑھانے والی	
6 پڑھاتا / پڑھاتی (پڑھانا)	دوڑنے والا	

4. باری باری ہر گروپ سے یہ جوڑ بنوا کر تختہ تحریر پر لکھوائیں۔

5. طلبہ کی حوصلہ افزائی اور مناسب رہ نمائی کریں۔

6. طلبہ سے کہیں کہ وہ یہ جدول اپنی کاپیوں پر لکھیں۔

نتیجہ / خلاصہ: 3 منٹ



درج بالا سرگرمیوں کے نتیجے میں طلبہ فعل سے فاعل بنانا سیکھ سکتے ہیں۔

جائزہ / جانچ: 5 منٹ



طلبہ سے درج ذیل افعال سے فاعل بنانے کا کہیں۔

1. دھوتا (دھونا)

2. ڈرتا (ڈرنا)

3. سوتا (سونا)

مشق: 2 منٹ



ہر طالب علم / طالبہ گھر سے کم از کم دو افعال سے فاعل بنا کر اپنی کاپی پر لکھے اور اگلے دن ساتھ لائے۔



# تذکیر و تانیث (جان دار) کے مطابق افعال کا جملوں میں استعمال

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طلبہ کے حاصلاتِ تعلیم



■ تذکیر و تانیث (جان دار) کے مطابق افعال کو جملوں میں استعمال کر سکیں۔

## معلومات برائے اساتذہ

1. فعل ہمیشہ فاعل یا مفعول کے مطابق استعمال ہوتا ہے۔
2. اگر فاعل مذکر ہے تو فعل بھی مذکر آئے گا۔
3. اگر فاعل مؤنث ہے تو فعل بھی مؤنث استعمال ہوگا۔
4. اگر مفعول مذکر ہے تو فعل بھی مذکر استعمال ہوگا۔
5. اگر مفعول مؤنث ہو فعل بھی مؤنث آئے گا۔

دورانیہ: 35 منٹ / ایک پیریڈ



وسائل / اذرائع



درسی کتاب برائے جماعت پنجم، تختہ تحریر، چاک / مارکر، ڈسٹر / جھاڑن، وغیرہ

تعارف: 5 منٹ



1. طلبہ! ہم پچھلی جماعتوں میں فعل کی فاعل اور مفعول سے مطابقت کے متعلق پڑھ چکے ہیں لہذا طلبہ سے درج ذیل سوالات پوچھیں۔
2. اگر فاعل مذکر ہو تو فعل مذکر ہوگا یا مؤنث؟
3. اگر مفعول مؤنث ہو تو فعل مذکر استعمال ہوگا یا مؤنث؟
4. طلبہ کے جوابات کو بنیاد بنا کر سرگرمیوں کا آغاز کریں۔

تصور کی چٹنگی: 20 منٹ



سرگرمی نمبر: 1

1. طلبہ کو جوڑوں میں تقسیم کریں۔
2. تختہ تحریر پر درج ذیل جملے لکھیں۔
  - گھوڑا تیز دوڑتا ہے / دوڑتی ہے۔
  - گھوڑی تیز دوڑتا ہے / دوڑتی ہے۔
  - اُستاد ہمیں سبق پڑھاتا ہے / پڑھاتی ہے۔
  - اُستانی ہمیں سبق پڑھاتا ہے / پڑھاتی ہے۔

3. طلبہ سے کہیں کہ وہ جان دار تذکیر و تانیث کو مد نظر رکھتے ہوئے فعل کی نشان دہی کریں اور جملے اپنی کاپی پر لکھیں۔
4. جوڑوں کو سرگرمی مکمل کرنے کے لیے ۵ منٹ کا وقت دیں۔
5. اُستاد/اُستانی بہ وقت ضرورت مناسب رہ نمائی کریں اور بہتر کارکردگی پر اُن کی حوصلہ افزائی کریں۔

سرگرمی نمبر ۲:

1. تختہ تحریر پر درج ذیل جملے لکھیں۔

  - حارث صبح سویرے۔۔۔۔۔ ہے۔
  - سارا کتاب۔۔۔۔۔ ہے۔
  - فہد پیدل سکول۔۔۔۔۔ ہے۔
  - رانی آہستہ۔۔۔۔۔ ہے تاکہ گر نہ پڑے۔
  - ہماری گائے بہت دودھ۔۔۔۔۔ ہے۔
  - گھوڑا چارہ۔۔۔۔۔ ہے۔

2. طلبہ اپنا کام جوڑوں میں جاری رکھیں گے۔
3. طلبہ سے کہیں کہ وہ خالی جگہوں کو تذکر و تائیت کو مد نظر رکھتے ہوئے درست فعل لگا کر جملہ مکمل کریں۔
4. باری باری ہر جوڑے کو شامل تدریس کریں تاکہ سب کی شرکت یقینی ہو۔
5. طلبہ کی مناسب رہ نمائی کریں اور بہتر کارکردگی پر ان کی حوصلہ افزائی کریں۔
6. طلبہ سے کہیں کہ وہ مکمل جملے اپنی کاپیوں پر لکھیں۔



### نتیجہ / خلاصہ: 3 منٹ

درج بالا سرگرمیوں کے نتیجے میں طلبہ اس قابل ہو گئے ہیں کہ وہ جان دار تذکیر و تانیث کو کا لحاظ رکھتے ہوئے درست فعل کا استعمال کر سکتے ہیں۔



## جائزہ / جانچ: 5 منٹ

1. جوڑوں سے کہیں کہ مذکر فعل اور مؤنث فعل کو اپنے جملے میں استعمال کریں۔
2. چند جوڑوں سے جملے پوچھیں۔
3. جملے بنانے میں ان کی رہ نمائی اور حوصلہ افزائی کریں۔



## مشق: 2 منٹ

ہر طالب علم / طالبہ گھر سے جان دار چیزوں کی تذکیر و تانیث کا لحاظ رکھتے ہوئے کم از کم دو مذکر افعال اور دو مؤنث افعال لکھ کر اپنے ساتھ لائیں اور اگلے دن اپنے ہم جماعت ساتھیوں کو دکھائیں۔

# منظر / تصاویر دیکھ کر کسی واقعے یا خیال کا دُرست اظہار کرنا

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## طلبہ کے حاصلاتِ تعلیم



- تصاویر دیکھ کر کسی واقعے یا خیال کا دُرست اظہار کر سکیں۔
- تصاویر دیکھ کر کسی بھی منظر کو دیکھ کر اپنے خیالات کا اظہار کر سکیں۔

## معلومات برائے اساتذہ

1. منظر / تصویر دیکھ کر اُس پر خیالات کا اظہار کرنے سے طلبہ کی ذہنی صلاحیتوں، غور و فکر، مشاہدہ اور تنقیدی سوچ میں اضافہ ہوتا ہے۔
2. طلبہ سے ایسی سرگرمیاں کروانی چاہیے کہ جس میں وہ تصویر پر غور کرنے کے بعد اُسے تحریری شکل میں لاسکیں۔
3. تصاویر پر غور کرنے اور مشاہدہ کرنے کی سرگرمیاں گروپ کی صورت میں کروانے سے طلبہ کو بات چیت کا موقع ملتا ہے اور وہ بہتر طور پر سیکھتے ہیں۔
4. طلبہ کو جس تصویر پر غور کرنے کا کہا جائے وہ تصویر واضح، با مقصد اور اکتسابی لحاظ سے مؤثر ہونی چاہیے۔

## دورانیہ: 35 منٹ / ایک پیریڈ



## وسائل / ذرائع



درسی کتاب برائے جماعت پنجم تختہ تحریر، چاک / مارکر، ڈسٹر تصویر (ماحول سے متعلق)، اخبارات اور بچوں کے رسالے وغیرہ

## تعارف: 5 منٹ



1. طلبہ کو دی گئی تصویر دکھائیں اور اُن سے سوال پوچھیں۔
  - تصویر میں آپ کو کیا نظر آ رہا ہے؟ کوئی دو طلبہ سے جوابات اخذ کروائیں۔
  - ماسک پہننے کے کوئی سے دو فوائد بتائیں؟
2. سوالات کے دُرست جوابات اخذ کروانے کے بعد طلبہ کو سرگرمیوں پر لے جائیں۔

## تصور کی پختگی: 20 منٹ



سرگرمی نمبر 1:

1. طلبہ کے دو گروپ بنائیں۔
2. تصویر کا ہو بہو خاکہ بنائیں چارٹ پر بنائیں اور ہر گروپ میں تقسیم کریں۔
3. پہلے گروپ کو صفائی والی تصویر کا حصہ اور جب کہ دوسرے گروپ کو گندگی والی تصویر کا حصہ دیں۔
4. گروپوں سے تصویر کے بارے میں دیے گئے سوالات پوچھیں۔



- آپ کو تصویر میں کیا نظر آرہا ہے؟
- ہم ماحول کو کیسے صاف رکھ سکتے ہیں؟

سرگرمی نمبر 2:

1. پہلے سے بنائے گئے گروپوں کو برقرار رکھیں۔
2. پہلے گروپ کے طلبہ سے کہیں کہ وہ صفائی سے متعلق دی گئی تصویر سے کے بارے میں اپنے خیالات کو نکات کی صورت میں کاپی پر لکھیں۔
3. اسی طرح دوسرے گروپ کے طلبہ گندگی والی تصویر پر اپنے خیالات نکات کی صورت میں لکھیں۔
4. سرگرمی کے لیے طلبہ کو پانچ منٹ کا وقت دیں۔
5. آخر میں دونوں گروپوں کو باری باری بات چیت کا موقع دیں۔

نتیجہ/خلاصہ: 3 منٹ



تصویر پر غور و فکر کرنے سے طلبہ کی قوت مشاہدہ میں اضافہ ہوتا ہے جس سے اُن کی بولنے کی صلاحیت بہتر ہونے کے ساتھ ساتھ بہتر اظہار خیال کا موقع بھی ملے گا۔

جائزہ/جانبی: 5 منٹ



1. گروپوں نے دی گئی تصاویر کے متعلق جو نکات لکھے ہیں، اس پر دونوں گروپوں سے کم از کم دو سوالات پوچھیں۔
2. صحیح کام پر طلبہ کی حوصلہ افزائی کریں۔

مشق: 2 منٹ



طلبہ سے کہیں کہ گھر سے اخبارات یا بچوں کے رسائل سے اپنی پسند کی تصویر منتخب کریں اور اس پر اپنے خیالات کا اظہار کاپیوں پر لکھ کر لائیں۔

## کسی موضوع / صورت حال پر کردار ادا کرنا

## طلبہ کے حاصلاتِ تعلیم



- چھوٹے اور بڑے گروہ میں کسی موضوع / صورت حال پر دیا گیا کردار ادا کر سکیں۔

## معلومات برائے اساتذہ

1. گروہوں میں کام کروانے سے طلبہ کو سیکھنے کے بہت سے مواقع ملتے ہیں، جس سے وہ کسی بھی صورت حال پر مثبت کردار ادا کر سکتے ہیں۔
2. طلبہ کو عام مسائل کے بارے میں روزمرہ کی بنیاد پر آگاہی دینی چاہیے تاکہ وہ مختلف مسائل کو سمجھتے ہوئے ان کا مشاہدہ کر سکیں۔
3. طلبہ سے ایسی سرگرمیاں کروائی جائیں جن میں وہ باقی ساتھیوں کے ساتھ مل کر کسی صورت حال کا از خود جائزہ لے سکیں۔

## دورانیہ: 35 منٹ / ایک پیریڈ



## وسائل / ذرائع



درسی کتاب برائے جماعت پنجم، تختہ تحریر، چاک / مارکر، ڈسٹر / جھارن وغیرہ۔

## تعارف: 5 منٹ



1. طلبہ سے کہیں کہ اسکول میں آپ کو جو مسائل پیش آرہے ہیں، ان کی فہرست بنائیں۔

## تصور کی پختگی: 20 منٹ



سرگرمی نمبر 1:

1. طلبہ کے دو گروپ بنائیں۔
  2. دیا گیا متن ہر گروپ کو دیں۔
- ”ایک دن گلی میں محسن، شہیر اور علی کھیل رہے تھے۔ اتنے میں ایک اجنبی شخص ان کے پاس آیا، جو بچوں کے کھلونے بیچ رہا تھا۔ وہ ان بچوں کے پاس رک گیا۔ اُس نے محسن کو اپنے پاس بلایا اور ایک چھوٹی سی گاڑی دے دی۔ لیکن گاڑی لیتے ہی محسن کے ذہن میں خیال آیا کہ مجھے تو اپنے استاد نے بتایا تھا کہ کسی بھی اجنبی شخص سے کوئی چیز نہیں لینی چاہیے۔ اور اگر کوئی ایسا کرنا چاہیے تو پہلے اپنے گھر آکر امی اور ابو کو بتائے۔ چنانچہ محسن نے ایسے ہی کیا۔ اُس نے اپنی امی کو آکر بتایا۔ جب اُس کی امی باہر گلی میں آئیں تو تب تک وہ اجنبی شخص وہاں سے بھاگ گیا تھا۔ محسن کو تمام گھر والوں اور محلے کے لوگوں نے شاباش دی۔“

3. طلبہ غور سے متن پڑھیں تاکہ بعد میں اسے خاکے کی صورت میں پیش کر سکیں۔
- نوٹ:- اگر کمرہ جماعت میں بچیاں ہیں، تو آپ نام تبدیل کر کے یہی خاکہ ان سے پیش کروائیں۔

1. طلبہ کو ہدایات دیں کہ آپ اپنے گروپ میں کردار منتخب کریں۔
2. ایک طالب علم محسن، دوسرا طالب علم شہیر، تیسرا طالب علم علی کا کردار ادا کرے۔
3. ان میں ایک اجنبی شخص، ایک بچہ، امی، ایک استاد اور باقی محلے کے لوگوں کا کردار ادا کریں۔
4. طلبہ اپنے اپنے گروپ میں خاکہ پیش کریں۔
5. دونوں گروپوں کی مناسب رہ نمائی کریں۔
6. سرگرمی کے لیے طلبہ کو ۱۰ منٹ کا وقت دیں۔

### نتیجہ/خلاصہ: 3 منٹ



عملی طور پر کوئی بھی کام کروانے سے طلبہ بہتر طور پر کسی مسئلے کو سمجھ سکتے ہیں اور بعد میں اُس مسئلے کا آسان حل نکالنے کے قابل ہو جاتے ہیں۔

### جائزہ/جانیچ: 5 منٹ



طلبہ سے پوچھیں:

1. آپ کو خاکے میں سب سے زیادہ کس کا کردار پسند آیا اور کیوں؟
2. محسن نے اجنبی شخص سے گاڑی کیوں نہیں لی؟

### مشق: 2 منٹ



طلبہ سے کہیں کہ آج آپ نے جو خاکہ پیش کیا، اُس کے بارے میں آج گھر جا کر اپنے ابو، امی اور بہن بھائیوں کو بتائیں۔

نوٹس

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# ماحول اور معاشرے کے مسائل کے بارے میں نقطہ نظر پیش کرنا

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## طلبہ کے حاصلاتِ تعلیم



- ماحول اور معاشرے سے متعلق مسائل کے بارے میں اپنا نقطہ نظر پیش کر سکیں۔

## معلومات برائے اساتذہ

1. طلبہ کو معاشرے کے مختلف مسائل، مثلاً: بے روزگاری، گداگری، سگریٹ نوشی، آلودگی اور وبائی امراض وغیرہ کے بارے میں طلبہ کو آگاہی دینا ضروری ہے تاکہ وہ مختلف مسائل پر اپنا نقطہ نظر پیش کر سکیں۔
2. اُستاد/اُستانی طلبہ کو روزمرہ کی بنیاد پر ماحول اور معاشرے سے متعلق مسائل پر مکالمے کی صورت میں مختلف سرگرمیاں کرواتے رہیں تاکہ طلبہ بہتر طور پر مختلف مسائل کے بارے میں سمجھ کر اپنی رائے قائم کر سکیں۔

## دورانیہ: 35 منٹ/ایک پیریڈ



## وسائل/اذرائع



درسی کتاب برائے جماعت پنجم، تختہ تحریر، چاک/مارکر، ڈسٹر/جھاڑن، چارٹ وغیرہ

## تعارف: 5 منٹ



طلبہ سے پوچھیں۔

1. آپ جہاں رہ رہے ہیں، وہاں آپ کو کیا مسئلہ پیش آرہا ہے؟
2. کیا آپ کے محلے کی صفائی باقاعدگی سے ہوتی ہے؟
3. بینک کے سامنے قطار نہ بنانے سے کیا مشکلات پیش آتی ہیں؟

## تصور کی پختگی: 20 منٹ



سرگرمی نمبر 1:

1. طلبہ کو چار گروپوں میں تقسیم کریں۔
2. تختہ تحریر پر دیے گئے معاشرتی مسائل تحریر کریں۔

بے روزگاری، گداگری، سگریٹ نوشی، آلودگی، ناخواندگی،  
صحت کی سہولیات کی کمی، پانی کی کمی۔

3. چاروں گروپوں کو ہدایات دیں کہ وہ اپنی مرضی کا کوئی ایک مسئلہ منتخب کر لیں۔
4. اس بات کہ کوشش کریں کہ ہر گروپ ایک منفرد مسئلہ منتخب کرے۔
5. طلبہ سے کہیں کہ اس مسئلے پر گروپ میں ساتھیوں سے گفتگو کریں۔

6. سرگرمی کے لیے طلبہ کو ۵ منٹ کا وقت دیں۔

سرگرمی نمبر 2:

1. ہر گروپ کو ایک ایک چارٹ اور مارکر دیں۔
2. دیے گئے سوالات ہر گروپ کو دیں۔
  - ہمیں یہ مسئلہ کیوں اور کیسے پیش آتا ہے؟
  - اس مسئلے سے ماحول اور معاشرے پر کیا بُرے اثرات پڑتے ہیں؟
  - اس مسئلے کو حل کرنے کے لیے ہم کیا کر سکتے ہیں؟
3. طلبہ سے کہیں ان سوالات کو مد نظر رکھتے ہوئے۔ آپ اپنی رائے چارٹ پر تحریر کریں۔
4. کام مکمل کرنے کے بعد طلبہ اپنا کام کمرہ جماعت میں مناسب جگہ آویزاں کریں۔
5. گروپ کا کوئی ایک طالب علم / طالبہ اپنے کیے گئے کام کی پیش کش کرے۔
6. باقی طلبہ توجہ سے سنیں۔
7. صحیح کام پر ہر گروپ کی حوصلہ افزائی کریں۔
8. اس سرگرمی کے لیے طلبہ کو ۱۰ منٹ کا وقت دیں۔

نتیجہ / خلاصہ: 3 منٹ



طلبہ ماحول اور معاشرے کے متعلق مختلف مسائل سمجھ سکتے ہیں اور مختلف مسائل کی وجوہات اور اُس کے اثرات کے بارے میں اپنا نقطہ نظر پیش کر سکتے ہیں۔

جائزہ / جانچ: 5 منٹ



1. طلبہ سے کہیں آج آپ نے، جن معاشرتی مسائل کے بارے میں پڑھا اور سمجھا، آپ اپنے طور پر آج کیا عہد کرتے ہیں۔ جس سے معاشرے پر اچھے اثرات مرتب ہوں؟
2. دو یا تین طلبہ سے پوچھیں۔

مشق: 2 منٹ



طلبہ اپنی امی / ابو سے ارد گرد کے کسی مسئلے پر بحث کریں اور مناسب حل نکالیں۔ اور دوسرے دن ساتھیوں کو بتائیں۔





4



## غلط فقرات کی درستی

### طلبہ کے حاصلاتِ تعلم



- غلط فقرات کو دُرست کر سکیں۔

### معلومات برائے اساتذہ

1. غلط فقرات کی اصلاح کے لیے درج ذیل باتیں ذہن نشین کروانا ضروری ہے۔
  - تواعد کی غلطی مثلاً: تذکیر و ثنائیت کی غلطی
  - جمع واحد کی غلطی
  - زائد الفاظ کی غلطی
  - املا اور ہجّوں کی غلطی
  - روز مرہ اور محاورے کی غلطی
  - فعل اور فاعل کی عدم مطابقت کی غلطی

### دورانیہ: 35 منٹ / ایک پیریڈ



### وسائل / ذرائع



درسی کتاب برائے جماعت پنجم، تختہ تحریر، چاک / مارکر، ڈسٹر / جھاڑن وغیرہ

### تعارف: 5 منٹ



- عزیز طلبہ! آپ اس سے پہلے فعل، فاعل اور مفعول کے متعلق پڑھ چکے ہیں۔ لہذا:
1. درج ذیل جملے میں فعل، فاعل اور مفعول کی نشان دہی کریں۔
  2. اسلم کتاب پڑھتا ہے۔
  3. اگر طلبہ درست جواب نہ دے سکے تو طلبہ کی رہ نمائی کریں۔

### تصور کی پختگی: 20 منٹ



سرگرمی نمبر 1:

1. طلبہ یہ سرگرمی انفرادی طور پر کریں گے۔
  2. دیے گئے غلط فقرات تختہ تحریر پر لکھیں۔
    - کامران ذہین اور قابل لڑکا ہے۔ (املا کی غلطی)
- درست فقرہ:- کامران ذہین اور قابل لڑکا ہے۔

- میں نے آج اخبار پڑھی ہے۔ (تذکرہ و تانیث کی غلطی)
- درست فقرہ:-
- یہ ماہِ رمضان کا مہینہ ہے۔ (زائد الفاظ کی غلطی)
- درست فقرہ:-
- لکھا عائشہ نے خط۔ (ترتیب کی غلطی)
- درست فقرہ:-
- ساری کرسی صاف ہیں۔ (واحد جمع کی غلطی)
- درست فقرہ:-

3. طلبہ سے کہیں کہ یہ جملے اپنی کاپی میں لکھیں۔
4. تختہ تحریر پر لکھے گئے جملے طلبہ کی مدد سے درست کروائیں۔
5. جدول میں دیے گئے جملے غور سے پڑھیں۔

سرگرمی نمبر 2:

1. طلبہ کو جوڑوں میں تقسیم کریں۔
2. جدول میں دیے گئے جملے تختہ تحریر پر لکھیں۔

- اُسے اُردو آتا ہے۔
- عقاب کی نذر بہت تیز ہوتی ہے۔
- آبِ زم زم کے پانی میں شفاء ہے۔
- آج جمعرات کا دن ہے۔
- تمام لڑکیاں پاس ہو گئی۔

3. دیے گئے جملے درست کر کے دوبارہ لکھیں۔
4. جوڑوں کو اس سرگرمی کے لیے ۱۰ منٹ کا وقت دیں تاکہ وہ سوچیں اور غلطی کی نشان دہی کر کے اُسے درست کر سکیں۔
5. اگر جوڑے فقرہ درست نہ کر سکیں تو ان کی رہ نمائی کریں۔
6. جوڑوں سے فقرے درست کروا کے تختہ تحریر پر لکھوائیں۔ تمام طلبہ کی شمولیت کو یقینی بنائیں۔

نتیجہ/خلاصہ: 3 منٹ



درج بالا سرگرمیوں کے نتیجے میں طلبہ مختلف غلط فقرات کی تصحیح کر سکتے ہیں۔

جائزہ/چالنج: 5 منٹ



1. طلبہ سے درج ذیل سوالات زبانی پوچھیں۔
  - آپ کی مزاج کیسی ہے؟ (جملہ درست کر کے بتائیں)
  - میں نے پشاور جانا ہے۔ (جملہ درست کر کے بتائیں)
2. چند طلبہ کو جملے درست کر کے زبانی بتانے کا موقع دیں۔

مشق: 2 منٹ



ہر طالب علم/طالبہ گھر سے کم از کم چار غلط فقرات کی درستی کر کے اپنی کاپی پر لکھ کر لائیں۔

# کسی بھی واقعے یا کہانی کی خاص خاص نکات کو اپنے لفظوں میں دُرست لب و لہجے کے ساتھ بیان کرنا

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طلبہ کے حاصلاتِ تعلیم



■ کسی بھی واقعے یا کہانی کو اپنے لفظوں میں دُرست لب و لہجے کے ساتھ بیان کر سکیں۔

## معلومات برائے اساتذہ

1. معاشرے کے وجود میں آنے سے لے کر آج تک معاشرہ اور کہانی کا چولی دامن کا ساتھ رہا ہے اور یہ ایک دوسرے سے جدا نہیں ہو سکتے۔ چاہے قدیم نام (کہانی) کہا جائے یا نئے نام ”افسانہ“ سے اسے پکارا جائے، لیکن یہ انسانی زندگی کے ساتھ پیوستہ ہے اور کسی صورت ان کا ساتھ نہیں توڑا جاسکتا۔
2. قصہ، کہانی انسان کے اُن واقعات کا نام ہے، جن میں زندگی کا کوئی نہ کوئی پہلو موجود ہو۔
3. اساتذہ طلبہ کو مختلف واقعات اور کہانیوں کو اپنے مخصوص انداز میں بیان کرنے کی مشق کروائیں۔
4. طلبہ کو اُن کے درجے اور ذہنی استعداد کا لحاظ رکھتے ہوئے دل چسپ اور سادہ کہانیاں خود بھی سنائیں اور اُن کے مخصوص نکات پر اُن سے بات چیت بھی کروائیں۔

دورانیہ: 35 منٹ / ایک پیریڈ



وسائل / ذرائع



درسی کتاب برائے پنجم، چارٹ، تختہ تحریر، چاک / مارکر، ڈسٹر / جھاڑن وغیرہ

تعارف: 5 منٹ



طلبہ کی دلچسپی بڑھانے کے لیے درج ذیل سوالات پوچھیں۔

1. کیا آپ کو واقعات اور کہانیاں سننا پسند ہے؟
2. آپ میں سے کون کہانی یا واقعہ سننا پسند کرے گا؟
3. طلبہ ہاتھ اٹھائیں تو اُن میں سے ایک سے کہانی یا واقعہ سنیں۔

تصور کی پختگی: 20 منٹ



سرگرمی نمبر 1:

1. اُستاد / اُستانی کوئی بھی دلچسپ کہانی یا واقعہ سنائے۔
2. بلند خوانی کرتے ہوئے طلبہ کی توجہ مختلف سوالات، اشارات اور حرکات کی مدد سے اپنی طرف مبذول کروائیں۔
3. چند طلبہ باری باری سنی گئی کہانی کو اپنے الفاظ میں درست لب و لہجے کے ساتھ بیان کریں۔
4. جہاں ضروری ہو طلبہ کی الفاظ کی ادائیگی اور جملوں میں ربط کی درستی کریں۔

1. طلبہ کے جوڑے بنائیں۔
2. اپنے ساتھی / سہیلی کو کوئی کہانی یا واقعہ سنائے۔
3. سننے والا کہانی یا واقعے کی اہم نکات ذہن نشین کر لیں۔
4. آخر میں چند طلبہ کی سنی ہوئی کہانی یا واقعے کے خاص نکات کراجماعت میں سنائیں۔

### نتیجہ / خلاصہ: 3 منٹ



درج بالا سرگرمیوں کی تکمیل کے بعد طلبہ واقعات اور کہانیوں کو درست لب و لہجے کے ساتھ سنانے کے قابل ہو گئے ہیں اور سنی گئی کہانیوں اور واقعات کے اہم نکات کو ذہن میں رکھتے ہوئے ان پر بات چیت بھی کر سکتے ہیں۔

### جائزہ / جانچ: 5 منٹ



1. بہ طور جائزہ کسی ایک طالب علم / طالبہ سے کہانی سنیں باقی طلبہ کو کہانی کے اہم نکات نوٹ کرنے کا کہیں۔
2. آخر میں چار پانچ طلبہ سے کہانی کے خاص خاص نکات سنانے کا کہیں۔
3. کہانی سنانے اور اہم نکات بیان کرنے پر طلبہ کی حوصلہ افزائی کریں۔

### مشق: 2 منٹ



طلبہ گھر سے کوئی ایک کہانی یا واقعہ یاد کر کے آئیں اور کراجماعت میں ساتھیوں کو سنائیں۔

نوٹس

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# کسی بھی موضوع پر دو منٹ تک روانی دُرست لب و لہجے سے کی تقریر کرنا

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## طلبہ کے حاصلاتِ تعلیم



■ عام موضوعات پر دو منٹ تک روانی اور دُرست لب و لہجے سے تقریر کر سکیں۔

## معلومات برائے اساتذہ

1. تقریر کے لغوی معنی ہے بحث، تکرار، مباحثہ، وعظ، درس وغیرہ۔ تقریر دراصل بولنے کے فن میں مہارت کو کہا جاتا ہے۔ صحیح گفت گو کرنا اور اپنی اس گفت گو میں سننے والوں کا متاثر کرنا 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 رہ نمائی کریں اور دل چسپ موضوعات پر طلبہ کے درمیان تقریری مقابلے کروائیں تاکہ اُن میں مقابلے کا رجحان پیدا ہو اور اُن کی بولنے کی مہارت میں مزید پختگی اور نکھار پیدا ہو سکیں۔
3. طلبہ کو تقاریر تیار کرنے کا موقع دیں تاکہ وہ اپنے الفاظ کو سمجھ کر آسانی سے بول سکیں۔

## دورانیہ: 35 منٹ / ایک پیریڈ



## وسائلِ اذرائع



درسی کتاب برائے جماعت پنجم، تختہ تحریر، چاک / مارکر، ڈسٹر / جھاڑن، ڈائیس یا کوئی اونچی میز وغیرہ

## تعارف: 5 منٹ



1. طلبہ کو موضوع ”میرے والدین“ کے بارے میں ایک منٹ تک بولنے کا کہیں۔ طلبہ اگر جھجک محسوس کریں تو ان کے سامنے بہ طور نمونہ خود عملی مظاہرہ کریں۔
2. طلبہ کے لیے تالیاں بجوائیں تاکہ ان کے اعتماد میں اضافہ ہو۔

## تصور کی پختگی: 20 منٹ



سرگرمی نمبر 1:

1. طلبہ کو دو گروپوں میں تقسیم کریں۔
2. گروپ ”الف“ کو ”علم کی اہمیت“ اور گروپ ”ب“ کو ”صحت و صفائی“ کے موضوع پر تقریر لکھنے کا کہیں۔

1- علم کی ابتداء ہے ہنگامہ علم کی انتہا ہے خاموشی	2- تنگ دستی اگر نہ ہو سالک تندرستی ہزار نعمت ہے
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3. دونوں گروپوں کے ساتھ موضوع سے متعلق مواد اکٹھے کرنے پر طلبہ کی رہ نمائی کریں۔

4. تختہ تحریر پر دو اشعار لکھیں۔
5. طلبہ سے کہیں کہ ان اشعار کو تقریر میں استعمال کرتے ہوئے تقریر تیار کریں۔
6. خود سے شعر سوچیں اور تقریر میں شامل کریں۔
7. ہر گروپ کو تقریر لکھنے کے لیے ۱۰ منٹ کا وقت دیں۔
8. اب طلبہ سے کہیں کہ اپنے گروپ سے ایک نمائندہ منتخب کریں جو لکھی ہوئی تقریر دوسرے گروپ کو سنائے۔

سرگرمی نمبر 2:

1. پہلے گروپ الف پھر گروپ ب کو تقریر کرنے کا موقع دیں۔
2. چند طلبہ کو تقریر کرنے کا موقع دیں۔ باقی طلبہ سے توجہ سے سنیں۔
3. طلبہ کو تقریر کرنے کے لیے ۲ منٹ کا وقت دیں۔
4. تقریر کرنے پر طلبہ کی حوصلہ افزائی کریں۔ اور بہ وقت ضرورت مناسب رہ نمائی کریں۔

نتیجہ/خلاصہ: 3 منٹ



درج بالا سرگرمیوں کی تکمیل کے بعد طلبہ اس قابل ہو گئے ہیں کہ وہ کسی بھی موضوع پر دو منٹ تک روانی اور درست لب و لہجے سے تقریر کر سکتے ہیں۔

جائزہ/جانبی: 5 منٹ



1. جائزہ کے طور پر باری باری کمرہ جماعت میں دو تین طلبہ سے ”آلودگی“ کے موضوع پر دو منٹ کی تقریر کروائیں۔
2. جہاں طلبہ کو مشکل پیش آرہی ہو وہاں ان کی مناسب اصلاح اور رہ نمائی کریں۔

مشق: 2 منٹ



تمام طلبہ گھر میں اپنی پسندیدہ کسی بھی موضوع پر دو منٹ کی تقریری تیار کر کے لائیں اور اگلے دن کمرہ جماعت میں سنائیں۔

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# عددی ترتیب (اٹھارواں، اٹھارویں، انیسواں، انیسویں وغیرہ) کا جملوں میں استعمال

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## طلبہ کے حاصلاتِ تعلیم



- عددی ترتیب (اٹھارواں، اٹھارویں، انیسواں، انیسویں وغیرہ) جملوں میں استعمال کر سکیں۔

## معلومات برائے اساتذہ

- عام زندگی میں عددی ترتیب کی اہمیت بہت زیادہ ہے۔ کیوں کہ ہم اسے روز مرہ کی بول چال میں استعمال کرتے ہیں۔
- طلبہ کو شروع ہی سے عددی ترتیب کے بارے میں بتانا اور سمجھانا ضروری ہے تاکہ وہ عددی ترتیب کو اپنے جملوں میں استعمال کر سکیں۔
- طلبہ کو عددی ترتیب کے بارے میں مختلف مثالوں کے ذریعے سمجھائیں اور بہ طور مشق ان سے ان عددی ترتیب کو جملوں میں استعمال کروائیں۔

## دورانیہ: 35 منٹ / ایک پیریڈ



## وسائل / ذرائع



درسی کتاب برائے جماعت پنجم، تختہ تحریر، چاک / مارکر، ڈسٹر / جھاڑن وغیرہ۔

## تعارف: 5 منٹ



- کمر اجتماعت میں دو یا تین طلبہ سے پوچھیں۔
- حاضری رجسٹر میں آپ کا رول نمبر کیا ہے؟
- درج بالا سوالات کے بنیاد بنا کر طلبہ کو عنوان کی طرف لائیں۔

## تصور کی پختگی: 20 منٹ



سرگرمی نمبر 1:

- جدول میں دی گئی عددی ترتیب گیارہ سے لے کر بیس تک تختہ تحریر پر لکھیں۔

گیارہواں	گیارہویں	۱۱
بارہواں	بارہویں	۱۲
تیرہواں	تیرہویں	۱۳
چودھواں	چودھویں	۱۴
پندرہواں	پندرہویں	۱۵

سولہویں	سولہواں	۱۶
سترہویں	سترہواں	۱۷
اٹھارہویں	اٹھارہواں	۱۸
انیسویں	انیسواں	۱۹
بیسویں	بیسواں	۲۰

2. طلبہ کو اسے غور سے پڑھنے کا کہیں۔
3. طلبہ سے کہیں سے کہ جدول میں دی گئی عددی ترتیب اپنی کاپیوں میں لکھیں۔
4. طلبہ کو یہ سرگرمی مکمل کرنے کے لئے دس منٹ کا وقت دیں۔

سرگرمی نمبر 2:

1. طلبہ کے دو گروپ بنائیں۔
2. جدول میں دیا گیا کالم تحتہ تحریر پر بنائیں۔

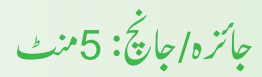
آج میرا گیارہواں روزہ ہے	گیارہواں	۱۱
علی کلاس میں گیارہویں کرسی پر بیٹھا ہے	گیارہویں	۱۱
	بارہواں	۱۲
	تیرہویں	۱۳
	چودھواں	۱۴
	پندرہویں	۱۵
	سولہواں	۱۶
	سترہویں	۱۷
	اٹھارہواں	۱۸
	انیسویں	۱۹
	بیسواں	۲۰

3. ہر گروپ کو چارٹ اور مارکر دیں۔
4. طلبہ سے کہیں کہ دی گئی مثال کو مد نظر رکھتے ہوئے باقی عددی ترتیب کے جملے چارٹ پر بنا کر کمر اجتماعت میں آویزاں کریں۔
5. پہلا گروپ دوسرے گروپ کے، اور دوسرا گروپ پہلے گروپ کے کام کا جائزہ لے۔
6. کام کی تکمیل پر طلبہ کی حوصلہ افزائی کریں۔
7. طلبہ کو سرگرمی مکمل کرنے کے لیے دس منٹ کا وقت دیں۔

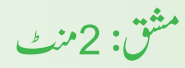
نتیجہ/خلاصہ: 3 منٹ



درج بالا سرگرمی کے بعد طلبہ عددی ترتیب میں اٹھارہواں، اٹھارہویں کے فرق کو سمجھ کر ان پر مناسب جملے بنانے کے قابل ہو گئے ہیں۔



1. چند عددی ترتیب بولیں۔ مثلاً: تیرھواں، پندرھویں، سولہویں۔
2. دو یا تین طلبہ سے جملے بنانے کا کہیں۔
3. صحیح جملے بنانے پر طلبہ کی حوصلہ افزائی کریں۔



طلبہ سے کہیں کہ گھر سے عددی ترتیب (گیارہواں تا بیسواں) پر مزید دو دو جملے کا پی پر لکھ کر لائیں۔

نُٹس

[illegible]

# جملوں کو زمانہ ماضی، حال اور مستقبل کے لحاظ سے تبدیل کر کے لکھنا۔

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## طلبہ کے حاصلاتِ تعلیم



- جملوں کو زمانہ ماضی، حال اور مستقبل کے لحاظ سے تبدیل کر کے بیان کر کے لکھ سکیں۔

## معلومات برائے اساتذہ

1. فعل میں کوئی نہ کوئی زمانہ ضرور پایا جاتا ہے؛ کیوں کہ ہر کام کا کسی وقت یا زمانے سے تعلق ہوتا ہے۔
2. زمانے کی تین اقسام ہیں۔
  - (الف) زمانہ ماضی:-
  - گزرے ہوئے زمانے کو ”ماضی“ کہتے ہیں۔ مثلاً: عروسہ نے کہانی پڑھی۔
  - (ب) زمانہ حال:-
  - موجودہ زمانے کو ”حال“ کہتے ہیں۔ مثلاً: اسلم پشاور میں رہتا ہے۔
  - (ج) زمانہ مستقبل:-
  - آنے والے زمانے کو ”مستقبل“ کہتے ہیں۔ مثلاً: میں اسلام آباد جاؤں گا۔
3. طلبہ کو مختلف جملے ماضی سے حال اور حال سے مستقبل میں تبدیل کروانے کی مشق کروائیں۔

## دورانیہ: 70 منٹ / دوپیریڈ



## وسائل / اذرائع



درسی کتاب برائے جماعت پنجم، تختہ تحریر، چاک / مارکر، ڈسٹر / جھاڑن وغیرہ

## تعارف: 5 منٹ



1. جدول میں دیا گیا جملہ تختہ تحریر پر لکھیں۔
  - بھائی نے خط لکھا۔
2. دیے گئے جملے میں طلبہ سے فعل کی پہچان کروائیں۔
3. طلبہ سے پوچھیں کہ یہ جملہ کون سے زمانے کا ہے؟
4. جواب ملنے پر طلبہ کو حوصلہ افزائی کریں اور انہیں بتائیں کہ آج ہم زمانوں کو ایک دوسرے میں تبدیل کر کے لکھنا سیکھیں گے۔

## تصور کی چٹنگی: 20 منٹ



سرگرمی نمبر 1:

1. کلاس کو تین گروپوں میں تقسیم کریں۔

2. دیے گئے جملے تختہ تحریر پر لکھیں۔

- احمد کتاب پڑھتا ہے
- ہم نے کھانا کھایا۔
- ہم سوات جائیں گے۔
- نجمہ پاس ہوگئی۔
- سویرہ 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۔

4. دوسرے گروپ سے کہیں کہ وہ ان میں سے زمانہ ماضی کے جملے الگ کریں۔

5. تیسرے گروپ کو زمانہ مستقبل کے جملے الگ کرنے کا کہیں۔

6. اُستاد/اُستانی بوقتِ ضرورت مناسب رہ نمائی کریں۔

پیریڈ نمبر ۲:

نوٹ:- عزیز طلبہ! کل ہم یہاں تک پڑھ چکے ہیں۔ آج ہم اس عنوان کو مزید آگے پڑھیں گے۔

سرگرمی نمبر 2: 25 منٹ

1. جدول میں دیا گیا جملہ تختہ تحریر پر لکھیں۔

بچہ ورزش کرتا ہے۔

2. دیے گئے جملے میں ”کرنا“ فعل ہے۔ لہذا:

3. زمانہ ماضی بناتے وقت مصدر کی علامت ”نا“ دُور کر کے ”الف“ یا ”ی/ے“ لگاتے ہیں۔ مثلاً: بچے نے ورزش کی

4. زمانہ حال بناتے وقت ”نا“ دُور کر کے ”تا ہے/تی ہے/تے ہیں“ وغیرہ بڑھاتے ہیں۔ مثلاً: بچہ ورزش کرتا ہے۔

5. زمانہ مستقبل بناتے وقت ”نا“ دُور کر کے ”گا/گے/گی“ وغیرہ لگائیں گے۔ مثلاً: بچہ ورزش کرے گا۔

سرگرمی نمبر 3: 10 منٹ

1. کلاس کو تین گروپوں میں برقرار رکھیں۔

2. جدول میں دیے گئے جملے تختہ تحریر پر لکھیں۔

ہم کرکٹ کھیلتے ہیں۔ (زمانہ ماضی اور مستقبل میں تبدیل کریں)

زمانہ ماضی:-

زمانہ مستقبل:-

عائشہ نے خط لکھا۔

زمانہ حال:-

زمانہ مستقبل:-

عباس کراچی جائے گا۔

زمانہ ماضی:-

زمانہ حال:-

4. گروپ اے جملہ نمبر 1 میں زمانہ حال کی نشان دہی کریں۔

5. گروپ بی زمانہ حال کو زمانہ ماضی میں تبدیل کریں۔

6. گروپ سی زمانہ حال کو زمانہ مستقبل میں تبدیل کریں۔

7. بقیہ جملوں کے لیے اسی طرح سرگرمی دہرائیں۔
8. طلبہ کے جوابات تختہ تحریر پر لکھیں اور اُن کی مناسب رہ نمائی کریں۔
9. طلبہ سے کہیں کہ یہ جملے اپنی کاپیوں میں لکھیں۔

### نتیجہ/خلاصہ: 3 منٹ



درج بالا سرگرمیوں کے نتیجے میں طلبہ اس قابل ہو ہو گئے ہیں کہ وہ زمانے کی پہچان کر کے اور کسی بھی جملے کو زمانہ ماضی، حال اور مستقبل میں تبدیل کر سکتے ہیں۔

### جائزہ/جانبی: 5 منٹ



طلبہ سے زبانی کوئی جملہ پوچھیں۔ مثلاً:

احمد نے سبق پڑھا۔

1. اس جملے میں کون سا زمانہ پایا جاتا ہے؟
2. اسے زمانہ مستقبل میں تبدیل کریں۔
3. اس جملے کو زمانہ حال میں تبدیل کریں۔
4. چند طلبہ سے جملے پوچھیں اور جوابات تختہ تحریر پر لکھیں۔

### مشق: 2 منٹ



تمام طلبہ گھر میں کم از کم تین جملے اپنی کاپیوں پر لکھیں اور پھر انہیں زمانہ ماضی، حال اور مستقبل کے لحاظ سے تبدیل کر کے دوبارہ لکھ اپنے ساتھ لائیں۔

ہدایات برائے مخلوط کمرہ جماعت

- دی گئی سرگرمیاں جماعت چہارم کے طلبہ کو ساتھ بٹھا کر بھی کروائی جاسکتی ہیں۔

نوٹس

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# مترادف اور متضاد کے فرق کو سمجھ کر بتانا / لکھنا

## طلبہ کے حاصلاتِ تعلیم



- مترادف اور متضاد کے فرق کو سمجھ کر بتا / لکھ سکیں۔

## معلومات برائے اساتذہ

1. ایک جیسے: معانی رکھنے والے الفاظ مترادف کہلاتے ہیں جیسے:  
لال / سُرخ کامیاب / کامران وغیرہ
2. بعض الفاظ معانی کے لحاظ سے ایک دوسرے کے اُلٹ ہوتے ہیں۔ انہیں ”متضاد الفاظ“ کہتے ہیں۔ جیسے  
صبح / شام آگے / پیچھے وغیرہ

## دورانیہ: 70 منٹ / دوپیر



## وسائل / ذرائع



درسی کتاب برائے جماعت پنجم، تختہ تحریر، چاک / مارکر، ڈسٹر / جھاڑن وغیرہ

## تعارف: 5 منٹ



1. طلبہ سے درج ذیل سوالات پوچھیں۔
  - ایک جیسے معانی رکھنے والے الفاظ مترادف کہلاتے ہیں آپ بیمار کا مترادف لفظ بتائیں۔
  - کسی لفظ کا اُلٹ لفظ اُس کا متضاد کہلاتا ہے آپ اُترائی کا متضاد لفظ بتائیں۔
2. اگر طلبہ جواب نہ دے سکیں تو ان کی رہ نمائی کریں۔

## تصور کی پختگی: 20 منٹ



سرگرمی نمبر 1:

1. تختہ تحریر پر ایک کالم میں چند الفاظ لکھیں۔

کالم الف	کالم ب	مترادف الفاظ
آرام	نقصان	حسین – خوب صورت
آغاز	عقل مند	
قریب	ابتدا	
حسین	راحت	
دانا	نزدیک	
خسارہ	خوب صورت	

2. دوسرے کالم میں ترتیب کا لحاظ رکھے بغیر ان کے مترادف لکھیں۔
3. طلبہ سے کہیں کہ ان کا جوڑ بنائیں۔
4. طلبہ یہ سرگرمی انفرادی طور پر کریں گے۔
5. طلبہ کو سوچنے کے لیے مناسب وقت دیں۔
6. اگر کوئی طالب علم/طالبہ جواب نہ دے سکیں تو دوسرے طالب علم/طالبہ کو موقع دیں اور ان کی مناسب رہ نمائی کریں۔

سرگرمی نمبر 2:

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 کاپیوں پر لکھیں۔
4. گروپ 'الف' میں سے کوئی طالب علم/طالبہ جدول میں سے ایک لفظ بولیں۔
5. گروپ 'ب' میں سے کوئی طالب علم/طالبہ اس لفظ کا متضاد بولیں۔
6. گروپ 'الف' میں سے کوئی طالب علم/طالبہ اسی لفظ کے سامنے اُس کا متضاد لکھیں۔
7. ہر لفظ کے لیے یہی سرگرمی مختلف گروپوں سے کروائیں۔

نتیجہ/خلاصہ: 3 منٹ



درج بالا سرگرمیوں کے نتیجے میں طلبہ مترادف اور متضاد کے فرق کو سمجھ کر بتا بھی سکیں گے اور لکھ بھی سکیں گے۔

جائزہ/جائزہ: 5 منٹ



1. تختہ تحریر پر درج ذیل الفاظ لکھیں۔

2. طلبہ کو کہیں کہ وہ ان الفاظ کے مترادف اور متضاد زبانی بتائیں۔

لفظ	مترادف	متضاد
دن		
خاص		

■ جوابات

- یوم-رات، شب
- اہم-عام

مشق: 2 منٹ



- ہر طالب علم/طالبہ گھر سے کم از کم تین الفاظ کے مترادف اور متضاد لکھ کر لائیں۔
- ہدایات برائے مخلوط کمرہ جماعت
- دی گئی سرگرمیاں جماعت چہارم کے طلبہ کو ساتھ بٹھا کر بھی کروائی جاسکتی ہیں۔



# اخبارات، رسائل و جرائد میں خبریں، ادارے، اشتہارات اور خطوط پڑھنا

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## طلبہ کے حاصلاتِ تعلیم



■ اخبارات، رسائل و جرائد میں خبریں، ادارے، اشتہارات اور خطوط بنام مدیر وغیرہ روانی سے پڑھ سکیں۔

## معلومات برائے اساتذہ

1. اخبارات جہاں خبریں پہنچانے کا ذریعہ ہے، وہاں یہ دعوت عمل بھی دیتے ہیں۔ اخبارات ہر جگہ انسان کی رہ نمائی کرتے ہیں۔ ایک طالب علم جان پاتا ہے کہ کس اسکول میں داخلے جاری ہیں۔ اسی طرح نوکری کی تلاش کا سلسلہ ہو یا مکان کی خرید و فروخت، اخبارات ہماری رہ نمائی کرتے ہیں۔
2. اگرچہ طلبہ مختلف کتابیں پڑھتے رہتے ہیں، لیکن ان کتابوں میں کسی ایک موضوع پر ایک ہی قلم کار کے مضامین ہوتے ہیں اور بیشتر میں یکسانیت ہوتی ہے۔ لیکن اخبارات میں مختلف عنوانات پر مختلف ادیبوں کے خیالات پڑھنے کو ملتے ہیں۔ اسی طرح رسائل و جرائد کے خصوصی شماروں کی بھی زبردست اہمیت ہے، جن میں متعدد ماہرین کے مضامین ہوتے ہیں جو بڑے متنوع اور جدا جدا انداز نگارش کے ساتھ انتہائی معلومات افزا ہوتے ہیں۔
3. اساتذہ کرام طلبہ میں اخبارات اور رسائل کے مطالعے کی عادت ڈالیں، یہ اُن کی تعلیمی قابلیت میں بہت سو دمنند ثابت ہوتے ہیں۔ ان سے طلبہ کی نشست و برخاست، طرز گفت گو اور خیالات میں مثبت تبدیلی رونما ہوتی ہے۔
4. اساتذہ طلبہ کے لیے اچھے اخبارات و رسائل کا انتخاب کریں جن میں مفید مضامین، خبریں، ادارے، اشتہارات اور خطوط وغیرہ ہوں۔ ان کو خود پڑھے اور خوب تسلی کریں کہ ان میں کوئی تنازعہ مواد یا شخصیت پر بُرا اثر ڈالنے والی کوئی چیز نہ ہو۔

## دورانیہ: 35 منٹ / ایک پیریڈ



## وسائل / ذرائع



درسی کتاب برائے جماعت پنجم، تختہ تحریر، منتخب شدہ اخبارات، رسائل اور جرائد، مارکر / چاک، ڈسٹر / جھاڑن وغیرہ

## تعارف: 5 منٹ



طلبہ سے پوچھیں:

1. آپ میں سے کون کون سے طلبہ اخبار پڑھتے ہیں؟  
جو طلبہ ہاتھ کھڑا کریں اُن سے پوچھیں:
2. اخبارات میں سے آپ کیا پڑھتے ہیں؟
3. طلبہ کے جوابات کو تختہ تحریر پر لکھتے جائیں اور ساتھ ساتھ اس پر بات چیت بھی کرتے جائے۔



سرگرمی نمبر 1:

1. طلبہ کو چار برابر گروپوں میں تقسیم کریں اور ان کو ”الف“، ”ب“، ”ج“، ”د“ کا نام دیں۔
2. اُستاد پہلے سے مختلف اخبارات سے خبریں، اداریے، اشتہارات اور خطوط کا انتخاب کریں۔
3. گروپ ”الف“ کو خبر، ”ب“ کو ”مختصر سا“ اداریہ، ”ج“ کو ”اشتہار“ اور ”د“ کو ”خط“ پڑھنے کے لیے دیں۔
4. ہر گروپ اپنا تفویض شدہ کام غور سے پڑھیں۔
5. اس کام کے لیے ہر گروپ کو دس منٹ کا وقت دیں۔
6. اُستاد طلبہ کی نگرانی کریں اور بوقتِ ضرورت رہ نمائی کریں۔

سرگرمی نمبر 2:

1. طلبہ کے گروپ برقرار رکھیں۔
2. سرگرمی نمبر 1 کا تکمیل شدہ کام ہر گروپ کے ایک ایک طالب علم/طالبہ سے پڑھوائیں اور اُن کے تفویض شدہ کام کے بارے میں پوچھیں۔ جیسے:
  - آپ نے ”خبر“ میں کیا پڑھا؟ نیز یہ خبر کس کے بارے میں تھی؟
3. یہی سرگرمی باقی گروپوں کے ساتھ دہرائیں۔

نتیجہ/خلاصہ: 3 منٹ



سرگرمیوں کی تکمیل کے بعد طلبہ میں اخبارات و رسائل پڑھنے کا ذوق بیدار ہو گیا ہے اور اب وہ اپنے ذوق کے مطابق مواد کا انتخاب کر کے پڑھ سکتے ہیں۔

جائزہ/جانبی: 5 منٹ



1. بہ طور جائزہ طلبہ سے درج ذیل سوالات پوچھیں۔
  - آج کے پڑھے ہوئے مواد (خبر، اداریہ، اشتہار، خط) سے آپ نے کیا نتیجہ اخذ کیا۔
  - اخبار پڑھنے کا کوئی ایک فائدہ بیان کریں۔

مشق: 2 منٹ



طلبہ اپنے گھر میں موجود کسی پرانی اخبار/رسالے سے کوئی خبر منتخب کرے اور اگلے دن کراجماعت میں سنائے۔

## شکیہ اور تمنائی جملے بنانا

### طلبہ کے حاصلاتِ تعلم



- شکیہ اور تمنائی جملے بناسکیں۔

### معلومات برائے اساتذہ

1. شکیہ جملے سے مراد وہ جملہ ہے جس میں کسی کام کے کرنے یا ہونے میں یقین نہ ہو بلکہ کرنے یا نہ کرنے میں شک و شبہ ہو۔ مثلاً: بچے نے سبق یاد کر لیا ہوگا۔
2. پتہ نہیں، امکان شاید، نہ جانے، کیا معلوم وغیرہ شکیہ الفاظ ہیں۔
3. تمنائی جملے سے مراد وہ جملہ ہے جس میں کسی تمنا یا آرزو کا اظہار کیا جائے۔ مثلاً: کاش! میں اُستاد ہوتا۔
4. کاش، میری دُعا ہے کہ، اللہ کرے وغیرہ تمنائی الفاظ ہیں۔

### دورانیہ: 35 منٹ / ایک پیریڈ



### وسائل / ذرائع



درسی کتاب برائے جماعت پنجم، تختہ تحریر، چاک / مارکر، ڈسٹر / جھاڑن۔

### تعارف: 5 منٹ



عزیز طلبہ!

1. آپ نے بعض جملوں پر غور کیا ہوگا کہ اُس جملے کا پورا مطلب سمجھ میں آجاتا ہے اور اُس جملے میں کسی کام کا ہونا یا نہ ہونا یقینی ہوتا ہے۔  
مثلاً: امجد نے مضمون لکھ لیا۔
2. لیکن بعض جملے ایسے ہوتے ہیں جن میں کسی کام کے کرنے یا نہ کرنے کے بارے میں شک پایا جائے اُسے شکیہ جملے کہتے ہیں۔ آج ہم شکیہ جملوں کے متعلق پڑھیں گے۔

### تصور کی پختگی: 20 منٹ



سرگرمی نمبر 1:

1. طلبہ کو جوڑوں میں تقسیم کریں۔
2. جدول میں دیے گئے جملے تختہ تحریر پر لکھیں۔  
۱۔ آج پائش کا امکان ہے۔  
۲۔ شاید تمہیں سوات پسند ہے۔

- ۳۔ پتہ نہیں اُس کا گھر کہاں ہے۔  
۴۔ ہمیں کیا معلوم کہ تم نے سبق یاد کر لیا۔  
3. جوڑوں سے کہیں کہ وہ ان جملوں کو غور سے پڑھیں  
4. اور کاپی میں لکھیں۔

طلبہ کو سمجھائیں کہ درج بالا جملوں میں کسی کام کا ہونا یقینی نہیں بلکہ شک و شبہ والی بات ہے۔ لہذا ایسے جملے جن میں کسی کام کے متعلق شک و شبہ پایا جائے۔ اُسے شکلیہ جملے کہتے ہیں۔ کیوں کہ شکلیہ ”شک“ سے نکلا ہے۔ شکلیہ جملوں میں ہمیشہ شاید، کیا معلوم، امکان، پتہ نہیں وغیرہ الفاظ استعمال ہوتے ہیں۔

5. جوڑوں سے کہیں کہ جملوں میں شکلیہ الفاظ کی کی نشان دہی کر کے خط کشیدہ کریں۔  
6. آخر میں چند جوڑوں سے تختہ تحریر پر شکلیہ الفاظ خط کشیدہ کروائیں۔

### سرگرمی نمبر 2:

1. عزیز طلبہ! اس سرگرمی میں ہم تمنائی جملوں کے متعلق پڑھیں گے۔
  2. تختہ تحریر پر درج ذیل جملے لکھیں۔  
۱۔ کاش! میں عالم ہوتا۔  
۲۔ میری دُعا ہے کہ اللہ آپ کو خوش و خرم رکھیں۔  
۳۔ اللہ کرے میرا بیٹا ڈاکٹر بنے۔  
۴۔ کتنا اچھا ہوتا اگر کشمیر آزاد ہوتا۔
  3. طلبہ سے کہیں کہ وہ ان جملوں کو غور سے پڑھیں۔
  4. طلبہ یہ سرگرمی بھی انفرادی طور پر کریں گے۔
- طلبہ کو سمجھائیں کہ درج بالا جملوں میں کسی تمنا، حسرت، ارمان یا آرزو کا اظہار کیا گیا ہے۔ اس لیے اسے تمنائی جملے کہتے ہیں۔ تمنائی کا لفظ ”تمنا“ سے نکلا ہے۔ جس کے معنی ہیں آرزو۔ تمنائی جملوں میں ہمیشہ، کاش، میری دُعا ہے۔ کتنا اچھا ہوتا یا اللہ کرے/انہ کرے وغیرہ الفاظ استعمال ہوتے ہیں۔
5. طلبہ سے کہیں کہ وہ جملے اپنی کاپیوں میں لکھیں اور تمنائی الفاظ کی نشان دہی کریں۔
  6. آخر میں چند طلبہ سے تختہ تحریر پر تمنائی الفاظ خط کشیدہ کروائیں۔

### نتیجہ/خلاصہ: 3 منٹ



درج بالا سرگرمیوں کے نتیجے میں طلبہ شکلیہ اور تمنائی جملے بنانا سیکھ سکیں گے۔

### جائزہ/چالنج: 5 منٹ



- طلبہ سے جائزے کے طور پر درج ذیل سوالات پوچھیں:
1. کوئی بھی طالب علم/طالبہ ایک شکلیہ جملہ بولے۔
  2. کوئی بھی طالب علم/طالبہ ایک تمنائی جملہ بولے۔

### مشق: 2 منٹ



ہر طالب علم/طالبہ گھر سے کم از کم دو شکلیہ جملے اور دو تمنائی جملے لکھ کر لائیں۔

## مختلف بلوں کے مندرجات پڑھنا

### طلبہ کے حاصلاتِ تعلیم



- روزمرہ زندگی میں بجلی، پانی، گیس کے بلوں کے مندرجات پڑھ سکیں۔

### معلومات برائے اساتذہ

1. طلبہ کی روزمرہ زندگی کے چھوٹے چھوٹے معاملات سے واقف ہونا ضروری ہے۔ جیسے بجلی، پانی، گیس کے بلوں کے مندرجات پڑھ کر سمجھنا۔ اس سے طلبہ میں ان قدرتی ذرائع کے بے جا اصراف کے بارے میں آگاہی ہوگی اور انہیں مؤثر طریقے سے استعمال کریں گے۔
2. اساتذہ کرام جماعت میں بجلی، پانی اور گیس کے بلوں 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۔
3. متعلقہ ادارے جیسے: بجلی، پانی، گیس اور ٹیلی فون کے اداروں کے نام طلبہ کو بتائیں۔

### دورانیہ: 35 منٹ / ایک پیریڈ



### وسائل / ذرائع



درسی کتاب برائے پنجم، تختہ تحریر، مارکر / چاک، ڈسٹر / جھاڑن، بجلی، پانی اور گیس کے بل وغیرہ

### تعارف: 5 منٹ



1. طلبہ کی مدد سے گھر میں آنے والے بلوں کی فہرست بنوائیں۔
  2. اب طلبہ سے درج ذیل سوالات پوچھیں۔
- ہم یہ بل حکومت کو کیوں ادا کرتے ہیں؟

### تصور کی پختگی: 20 منٹ



سرگرمی نمبر 1:

1. طلبہ کو چار گروپوں میں تقسیم کریں۔
2. اب ہر گروپ کو ایک بل دیں اس طرح چاروں گروپوں کے پاس بجلی، پانی، ٹیلی فون اور گیس کے بل ہوں گے۔
3. ان سے کہیں کہ ان بلوں میں صرف شدہ یونٹس کی نشان دہی، فی یونٹ قیمت اور بل کی تاریخ کے بارے میں معلومات اکٹھی کریں۔
4. مقررہ تاریخ کے گزرنے کے بعد اضافی رقم جمع کرانے پر سمجھائیں۔
5. اس سرگرمی کے لیے طلبہ کو 5 منٹ کا وقت دیں۔

1. جب طلبہ سرگرمی نمبر اکمل کر لیں تو ان سے اخذ شدہ معلومات باری باری سنیں۔
2. اخذ شدہ معلومات پر طلبہ سے بات 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 اور ان کی حوصلہ افزائی کریں۔

### نتیجہ / خلاصہ: 3 منٹ



طلبہ مختلف قسم کے بلوں کو جانتے ہوں گے۔ لیکن اس سرگرمیوں کے بعد وہ اس قابل ہو جائیں گے کہ وہ بجلی، پانی 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 موثر طریقہ اپنا سکیں گے۔

### جائزہ / جانچ: 5 منٹ



- طلبہ سے درج ذیل سوالات پوچھیں:
1. مختلف قسم کے بل پر موجود (آخری تاریخ) کا کیا مقصد ہے؟
  2. بل پر موجود ٹال فری نمبر کیوں لکھا جاتا ہے اور کہاں لکھا جاتا ہے؟

### مشق: 2 منٹ



طلبہ سے کہیں کہ بجلی گیس، یا پانی کے کسی ایک بل کی پشت پر دی گئی ہدایات کاپیوں میں لکھ کر لائیں۔

### نوٹس

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## رموزِ اوقاف (قوسین) کا استعمال

### طلبہ کے حاصلاتِ تعلم



■ رموزِ اوقاف (قوسین) کا استعمال کر سکیں۔

### معلومات برائے اساتذہ

1. لفظ ”قوسین“ عربی لفظ ہے۔ جو ”قوس“ کا مثنیہ ہے جس کی معنی ہیں دو کمان۔
2. نوٹ:- یاد رہے کہ عربی زبان میں ایک کے لیے واحد، دو کے لیے ”مثنیہ“ 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: مدثر امین صاحب ( اُردو کے اُستاد ) جماعت چہارم کے بہترین اُستاد تھے۔ یہ صرف وضاحت کے لیے دیئے جاتے ہیں۔

### دورانیہ: 35 منٹ / ایک پیریڈ



### وسائل / ذرائع



درسی کتاب برائے پنجم، تختہ تحریر، چاک / مارکر، ڈسٹر / جھاڑن وغیرہ

### تعارف: 5 منٹ



- طلبہ سے درج ذیل سوال پوچھیں:
1. عزیز طلبہ! آپ نے چوتھی جماعت میں قوسین کے متعلق پڑھا ہے کیا آپ بتا سکتے ہیں کہ بعض جملوں کے زائد الفاظ قوسین میں کیوں لکھتے ہیں؟
  2. اگر طلبہ جواب نہ دیں تو ان کی رہ نمائی کریں۔

### تصور کی پختگی: 20 منٹ



سرگرمی نمبر 1:

1. نیچے دیے گئے جملے تختہ تحریر پر لکھیں۔
  - جملہ نمبر 1: اسلام آباد (پاکستان کا دارالخلافہ) بہت خوبصورت شہر ہے۔
  - جملہ نمبر 2: نعیم آفتاب کے والد صاحب کل کراچی جا رہے ہیں۔
  - جملہ نمبر 3: فیاض اللہ جنت نصیب کرے بہت قابل اُستاد تھا۔
2. تختہ تحریر پر لکھے ہوئے پہلے جملے کا ایک حصہ قوسین میں دیا گیا ہے۔  
 طلبہ کو سمجھائیں کہ جملے کا یہ حصہ وضاحت کے لیے دیا گیا ہے۔ 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۔

3. یہ سرگرمی طلبہ انفرادی طور پر کریں گے۔
4. طلبہ سے کہیں کہ جملہ نمبر ۲ اور ۳ اپنی کاپیوں میں لکھیں۔
5. جملے میں قوسین کی علامت لگا کر جملے کا حصہ قوسین میں لکھیں۔
6. دو طلبہ سے کہیں کہ وہ تختہ تحریر پر جملے کے حصے میں قوسین کی علامت لگائیں۔

سرگرمی نمبر 2:

1. طلبہ کو دو گروپوں میں تقسیم کریں۔
2. تختہ تحریر پر درج ذیل جملے بغیر قوسین کے لکھیں اور طلبہ کو بتائیں کہ مناسب جگہ پر قوسین لگائیں۔
  - ۱۔ امیر حمزہ جو کہ میرا ہم جماعت ہے آج کل آنکھوں کا ڈاکٹر ہے۔
  - ۲۔ ہم نے سوات پاکستان کا سوٹنر لینڈ کی سیر کی۔
  - ۳۔ ابن انشاء اصل نام شیر محمد خان اُردو کے ممتاز سفر نامہ نگار تھے۔
  - ۴۔ ملتان کی ایک لڑکی جو نابینا ہے نے پی۔ ایچ۔ ڈی کی ڈگری حاصل کی۔
3. ایک گروپ جملہ نمبر ایک اور تین اور دوسرا گروپ جملہ نمبر دو اور چار میں مناسب جگہ پر قوسین لگائیں۔
4. طلبہ کی مناسب رہ نمائی اور حوصلہ افزائی کریں۔

نتیجہ/خلاصہ: 3 منٹ



درج بالا سرگرمیوں کے نتیجے میں طلبہ قوسین کا درست استعمال کرنا سیکھ سکیں گے۔

جائزہ/جانچ: 5 منٹ



- طلبہ سے درج ذیل سوالات پوچھیں:
1. قوسین کی معنی کیا ہیں؟
  2. جملہ معترضہ کو قوسین میں کیوں لکھتے ہیں؟

مشق: 2 منٹ



ہر طالب علم/طالبہ گھر سے کم از کم تین ایسے جملے لکھ کر لائیں جن میں قوسین کا درست استعمال ہو۔  
 ہدایات برائے مخلوط کمرہ جماعت  
 ■ دی گئی سرگرمیاں جماعت چہارم کے طلبہ کو ساتھ بٹھا کر بھی کروائی جاسکتی ہیں۔

# موقع محل کے مطابق محاورات کا استعمال

## طلبہ کے حاصلاتِ تعلیم



موقع محل کے مطابق محاورات کو اپنی تحریر میں شامل کر سکیں۔

### معلومات برائے اساتذہ

1. محاورہ کے لغوی معنی ہم کلامی، باہمی گفت گو، بول چال، بات چیت، سوال و جواب وغیرہ کے ہیں۔
2. ادب کی اصطلاح میں جب دو یا دو سے زیادہ الفاظ اپنے حقیقی معنوں کے بجائے مجازی معنوں میں استعمال ہو محاورہ کہلاتا ہے۔
3. کسی خاص گروہ کی بول چال یا لفظوں کی ترکیب کو محاورہ کہتے ہیں۔
4. محاورے سے مراد لفظوں کا ایسا مرکب ہے جو اصل معنی کے بجائے بولا جائے۔

### دورانیہ: 35 منٹ / ایک پیریڈ



### وسائل / ذرائع



درسی کتاب برائے جماعت پنجم، تختہ تحریر، چاک / مارکر، ڈسٹر / جھاڑن، پچوں کا رسالہ وغیرہ

### تعارف: 5 منٹ



1. اُستاد / اُستانی طلبہ سے سوالات پوچھے۔
  2. دوست سے باتیں کرنا اور آسمان سے باتیں کرنا کے معنی بتائیں۔
  3. دونوں کے معنوں میں کیا فرق ہے؟
- نوٹ: اگر طلبہ جواب نہ دے سکیں تو انہیں بتائیں کہ دوست سے باتیں کرنا اپنے اصل معنوں جب کہ آسمان سے باتیں کرنا مجازی (یعنی اونچا ہونے کے) معنوں میں استعمال ہوا ہے۔ اگر کوئی لفظ اپنے اصل معنوں کے بجائے مجازی معنوں میں استعمال ہو تو اُسے محاورہ کہتے ہیں۔

### تصور کی پختگی: 20 منٹ



سرگرمی نمبر 1:

1. طلبہ کے لیے تختہ تحریر پر چھ محاورے لکھیں۔
  - ۱۔ نو دو گیارہ ہونا (بھاگ جانا)
  - ۲۔ باغ باغ ہونا (بہت زیادہ خوش ہونا)
  - ۳۔ آنکھ کا تار ہونا (بہت پیارا ہونا)
  - ۴۔ آگ بگولا ہونا (غصے ہونا)
  - ۵۔ پانی پانی ہونا (شرمندہ ہونا)

۶۔ اُلو بنانا (بے وقوف بنانا)

2. اُستاد/اُستانی طلبہ کے چار گروپ بنائے۔
3. اب طلبہ سے کہیں کہ ان چھ محاوروں کو اپنی کاپیوں میں تحریر کریں اور ان کے جملے بنائیں۔
4. جملے بنانے میں اُستاد/اُستانی طلبہ کی رہ نمائی کرے۔
5. اچھی کارکردگی پر طلبہ کی حوصلہ افزائی کریں۔
6. اس سرگرمی کے لیے طلبہ کو ۱۰ منٹ کا وقت دیں۔

سرگرمی نمبر 2:

1. اُستاد/اُستانی طلبہ سے کہے کہ درسی کتاب کے صفحہ نمبر ۹۶ میں سے چار محاورے تلاش کریں۔
2. ہر گروپ ایک ایک محاورے بولے۔
3. دوسرا گروپ محاورے کو جملے میں استعمال کرے۔
4. صحیح جملہ بنانے پر طلبہ کی حوصلہ افزائی کریں۔
5. اس سرگرمی کے لیے ۱۰ منٹ کا وقت دیں۔

نتیجہ/خلاصہ: 3 منٹ



طلبہ کو بار بار جملے بنانے کی مشق کروانے سے طلبہ محاورات کو روز مرہ کی بول چال میں استعمال کرنے کے ساتھ ساتھ موقع محل کے مطابق استعمال کر سکتے ہیں۔

جائزہ/جانیچ: 5 منٹ



1. کوئی سے دو محاورات تختہ تحریر پر لکھیں۔
2. طلبہ سے کہیں کہ ان کو جملوں میں استعمال کریں۔
3. دو سے تین طلبہ کو موقع دیں۔
4. کام مکمل کرنے پر طلبہ کی حوصلہ افزائی کریں۔

مشق: 2 منٹ



طلبہ سے کہیں کہ چند ایسے محاورات بچوں کے رسائل سے منتخب کریں اور ان کو جملوں میں استعمال کریں۔

## دعوت نامہ لکھنا

### طلبہ کے حاصلاتِ تعلیم



■ دوستوں کو دعوت نامہ تحریر کر سکیں۔

### معلومات برائے اساتذہ

1. طلبہ کو بتائیں کہ دعوت نامہ بھی خط کی ایک قسم ہے۔ جس میں مہمانوں کو رسمی طور پر تقریب میں شرکت کے لیے مدعو کیا جاتا ہے۔
2. دعوت نامہ مختلف تقریبات کے لیے لکھا جاتا ہے جیسے: نکاح، شادی بیاہ، سال گرہ، ختم القرآن، اجلاس اور عقیقہ وغیرہ۔
3. دعوت نامہ میں نام، وقت، تاریخ اور مقام لکھا جاتا ہے تاکہ دعوت دینے والے کو مکمل معلومات مل سکیں۔

### دورانیہ: 35 منٹ / ایک پیریڈ



### وسائل / ذرائع



درسی کتاب، تختہ تحریر، چاک / مارکر، ڈسٹر / جھاڑن، چارٹس (جن پر نمونے کے دعوت نامے لکھے ہوں) وغیرہ

### تعارف: 5 منٹ



طلبہ کو دو سے تین قسم کے دعوت نامے بہ طور نمونہ دکھائیں اور پوچھیں کہ یہ کن کن موقعوں پر دیے جاتے ہیں؟

### تصور کی پختگی: 20 منٹ



سرگرمی نمبر 1:

پیارے دوست / پیاری سہیلی \_\_\_\_\_  
السلام علیکم!  
میری سال گرہ کی تقریب بہ روز جمعہ منعقد ہو رہی ہے  
اس خوشی کے موقع پر آپ کی شرکت میرے لیے باعث عزت  
ہے۔ تقریب میں تشریف لا کر رونق دو بالا کریں۔  
پروگرام ان شاء اللہ  
تاریخ: \_\_\_\_\_ وقت: \_\_\_\_\_ مقام: \_\_\_\_\_  
پابندی وقت اچھے لوگوں کا شیوہ ہے  
مُن جانب:

1. طلبہ کو چار گروپوں میں تقسیم کریں۔
2. طلبہ کے لیے دیا گیا سال گرہ کا دعوت نامہ بہ طور نمونہ تختہ تحریر پر لکھیں۔
3. ہر گروپ کو چارٹ دیں۔
4. طلبہ کو تختہ تحریر پر تحریر شدہ دعوت نامہ چارٹ پر لکھنے کا کہیں۔
5. طلبہ کو اس سرگرمی کے لیے دس منٹ کا وقت دیں۔

1. چارٹ پر دعوت نامہ لکھنے کے بعد ایک گروپ دوسرے گروپ کا جائزہ لے۔
2. جائزہ لینے کے بعد کی گئی غلطیوں کو تختہ تحریر پر لکھیں۔
3. چاروں گروپوں کا جائزہ لینے کے بعد اخذ شدہ غلطیوں کی نشان دہی کریں۔
4. اخذ شدہ غلطیوں کی تصحیح کروائیں۔

### نتیجہ / خلاصہ: 3 منٹ



طلبہ اس قابل ہو گئے ہیں کہ وہ اب سال گرہ کی تقریب کے لیے دعوت نامہ تحریر کر سکتے ہیں۔

### جائزہ / جانچ: 5 منٹ



1. دعوت نامہ لکھنے کے لیے کون سی باتوں کا خیال رکھا جاتا ہے؟
2. چند طلبہ کو جوابات کا موقع دیں۔
3. اساتذہ آخر میں دعوت نامہ لکھنے کے چیدہ چیدہ نکات کو دہرائیں۔

### مشق: 2 منٹ



بہن یا بھائی کی سال گرہ میں شرکت کے لیے اپنی دوست / سہیلی کو دعوت نامہ تحریر کریں۔

نوٹس

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# ہدایات اور اعلانات سُن / پڑھ کر اُن کے مطابق عمل کرنا

سبق نمبر  
53

## طلبہ کے حاصلاتِ تعلیم



- ہدایات اور اعلانات سُن کر ان میں امتیاز کر کے بتا سکیں۔
- گفت گو، تقریر، ہدایات اور اعلانات سن کر ان کے مثبت اور منفی پہلوؤں کی نشان دہی کر سکیں۔

## معلومات برائے اساتذہ

1. ہدایات اور اعلانات دوسروں کو پیغام پہنچانے کے مؤثر ذرائع ہیں۔
2. گفت گو، تقریر، ہدایات اور اعلانات کے چیدہ چیدہ نکات پر طلبہ سے بات چیت کروائیں۔
3. گفت گو، تقریر، ہدایات اور اعلانات بہ خوبی پڑھوا کر اُن میں موجود پیغامات طلبہ سے اخذ کروا کر اُن پر بات چیت کروائیں۔

## دورانیہ: 35 منٹ / دوپیر



## وسائل / ذرائع



درسی کتاب برائے جماعت پنجم، تختہ تحریر، مارکر، ڈسٹر / جھاڑن، چارٹس، وغیرہ

## تعارف: 5 منٹ



1. اُستاد / اُستانی تختہ تحریر پر کسی ایک طالب علم سے ہدایت کے طور پر فقرہ ”کرا جماعت میں گندگی پھیلانا منع ہے“ لکھیں۔
2. کسی دوسرے طالب علم / طالبہ سے کوئی سا اعلان کروائیں۔
3. طلبہ سے تختہ تحریر پر لکھی ہوئی ہدایت پر بات چیت کروائیں اور ان کے اندر پوشیدہ پیغام کو اخذ کروائیں۔

## تصور کی پختگی: 20 منٹ



سرگرمی نمبر 1:

1. دو علیحدہ علیحدہ چارٹس پر یہ ہدایات درج کر کے تختہ تحریر کے ساتھ آویزاں کریں۔

تفریح کے دوران کیاریوں کا خیال رکھیں۔

اپنے اسکول یونی فارم کی پابندی کریں۔

2. طلبہ کو دو گروپوں میں تقسیم کریں۔ گروپ ”ج“ گروپ ”م“
3. گروپ ج کو ”تفریح کے دوران کیاریوں کا خیال رکھیں“ والا چارٹ دیں۔
4. گروپ م کو ”اپنے اسکول یونی فارم کی پابندی کریں“ والا چارٹ دیں۔
5. دونوں گروپس کو چارٹس پر درج ہدایات پڑھنے اور اُن میں پوشیدہ پیغام کو اخذ کرنے کے لئے کہیں۔
6. اس سرگرمی کے لیے طلبہ کو 5 سے 10 منٹ کا وقت دیں۔

7. سرگرمی کے دوران اُستاد/اُستانی طلبہ کی مناسب رہ نمائی کریں۔
8. آخر میں دونوں گروپ ہدایات میں پوشیدہ مثبت اور منفی دونوں پہلوؤں کو کمرہ جماعت میں سنائیں۔

سرگرمی نمبر 2:

1. طلبہ کے دونوں گروپوں کو برقرار رکھیں۔
2. گروپ 'ج' کو کوئی بھی تحریر شدہ تقریر پڑھنے کے لئے دیں۔
3. گروپ 'م' کو تحریر شدہ اعلان پڑھنے کے لئے دیں۔
4. دونوں سرگرمیوں کی تیاری کے لئے طلبہ کو ۱۰ منٹ کا وقت دیں۔
5. آخر میں دونوں گروپس "تحریر شدہ تقریر" اور "تحریر شدہ اعلان" میں موجود پیغام کو کمرہ جماعت میں سنائیں۔

نتیجہ/خلاصہ: 3 منٹ



ان سرگرمیوں کے بعد طلبہ ہدایات، اعلانات، گفت گو اور تقریر پڑھ کر سمجھ سکتے ہیں۔ اور ان میں موجود پیغام دوسروں تک پہنچا سکتے ہیں۔

جائزہ/جائزہ: 5 منٹ



1. دی گئی ہدایات / اعلانات فلیش کارڈز پر لکھیں طلبہ سے پڑھوائیں اور اس میں موجود پیغام کمرہ جماعت میں سنائیں۔

تفریح اور چھٹی کے وقت قطاروں میں جائیں۔

وقت کی پابندی کریں۔

اپنے والدین اور بزرگوں کا کہا مانیں۔

مشق: 2 منٹ



اُستاد/اُستانی طلبہ کو مختلف کام حوالے کرے۔ کسی کو گفت گو یا تقریر کرنا کا کہیں اور کسی کو ہدایات یا اعلانات کا کہیں۔ ہر طالب علم/طالبہ اپنا کام کمرہ جماعت میں پڑھ کر ساتھیوں کو سنائے۔

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## مختلف ہدایات پڑھ کر عمل کرنا

## طلبہ کے حاصلاتِ تعلم



- مختلف ہدایات کو پڑھ کر عمل کر سکیں۔

## معلومات برائے اساتذہ

- اس حاصلِ تعلم کا مقصد طلبہ کی توجہ لکھی ہوئی ہدایات کی طرف دلوانا ہے تاکہ وہ انھیں پڑھ کر ان سے رہ نمائی حاصل کر سکیں۔ طلبہ کو سبق کے آخر میں مشق میں دی گئی ہدایات پڑھنے کا موقع دیں۔ طلبہ کو مختلف قسم کی ہدایات پڑھ کر سمجھنے کی قابل بنائیں۔
- طلبہ کو ہدایات دیتے وقت اُن کے درجے اور ذہنی سطح کو مد نظر رکھیں۔
- اگر کسی جملے میں ایک سے زیادہ ہدایات ہوں تو ٹھہر ٹھہر کر طلبہ کو پڑھنے کا مشورہ دیں تاکہ وہ سمجھ کر عمل کر سکیں۔
- اسکول میں لکھی ہوئی مختلف ہدایات پڑھنے اور عمل کرنے کا موقع دیں۔ جیسے صفائی کا خیال رکھیں، کچرے کو کوڑے دان میں ڈالیں وغیرہ۔

## دورانیہ: 35 منٹ / ایک پیریڈ



## وسائل / ذرائع



درسی کتاب برائے جماعت پنجم، تختہ تحریر، مارکر / چاک، ڈسٹر / جھاڑن، چارٹس وغیرہ

## تعارف: 5 منٹ



- ہدایات پر مشتمل ذیل میں دیے گئے جملے تختہ تحریر پر لکھیں۔
  - اپنی کتاب کا صفحہ نمبر ۱۵ کھولیں۔
  - اپنی میز سے اضافی سامان اٹھالیں۔
- دو تین طلبہ سے دیے گئے جملے پڑھوائیں۔
- دو طلبہ سے ہدایات میں موجود پیغام اخذ کروائیں۔
- طلبہ سے ان ہدایات پر عمل کروا کر باقی کلاس کو دکھائیں۔

## تصور کی پختگی: 20 منٹ



سرگرمی نمبر 1:

- دی گئی ہدایات کے عنوان تختہ تحریر پر لکھیں۔
  - لابھریری میں بیٹھنے کا ہدایت نامہ
  - باغ میں داخل ہونے کا ہدایت نامہ

- اسکول میں داخل ہونے کا ہدایت نامہ
- 2. طلبہ کے تین گروپ بنائیں اور ہر گروپ کو ایک چارٹ اور مارکر دیں۔
- 3. ہر گروپ سے کہیں کہ کسی ایک عنوان پر پانچ جملوں پر مبنی ہدایت نامہ لکھیں۔
- 4. گروپ سے کہیں کہ تمام ممبران اپنے عنوان کے مطابق ان مقامات پر پڑھی گئی معلومات کو ذہن میں لا کر ہدایت نامہ لکھیں۔
- 5. گروپوں کو سرگرمی مکمل کرنے کے لیے ۱۰ منٹ کا وقت دیں۔

#### سرگرمی نمبر 2

1. گروپوں کو برقرار رکھیں۔
2. گروپ لیڈرز کو باری باری جماعت کے سامنے ہدایت نامہ پڑھ کر سنانے کا کہیں۔
3. ہر گروپ کو باری باری پیش کش کا موقع دیں۔
4. گروپوں کے چارٹ کمرہ جماعت میں آویزاں کروائیں۔
5. گروپوں کی اس کاوش کو سراہیں۔

#### نتیجہ/خلاصہ: 3 منٹ



درج بالا سرگرمیوں سے طلبہ اس قابل ہو گئے ہیں کہ ہدایات پڑھ کر سمجھتے ہوئے عمل کر سکیں گے۔

#### جائزہ/جائزہ: 5 منٹ



1. استاد/استانی چند طلبہ کو بلا کر جدول میں دی گئی ہدایات دے اور طلبہ سے اُن پر عمل کروائے۔
  - تختہ تحریر صاف کریں۔
  - کمرہ جماعت میں داخل ہوتے ہوئے اجازت لیں۔
  - دیواروں پر لکھنا منع ہے۔
2. ہدایات پر عمل کرنے پر طلبہ کی حوصلہ افزائی کریں۔

#### مشق: 2 منٹ



طلبہ کو بتائیں کہ ارد گرد ماحول میں لکھی ہوئی مختلف ہدایات پڑھیں اور انھیں اپنی کاپیوں پر لکھ کر لائیں۔

#### نوٹس

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## سُن کر گُفت گو کے اہم نکات کو سمجھنا

### طلبہ کے حاصلاتِ تعلیم



- سُن کر گُفت گو کے اہم نکات کو سمجھ کر بتا سکیں۔

### معلومات برائے اساتذہ

1. سب سے اہم مہارت سننے کی مہارت ہے۔ انسان دنیا میں آتے ہی مختلف آوازیں سنتا ہے ماں کے جذبات اور احساسات کو وہ اشاروں کی مدد سے سمجھتا ہے۔ اس کے علاوہ ہمارا دوسروں کے ساتھ رابطہ بھی آواز کے ذریعے سے ہی ہوتا ہے۔
2. اسی طرح جب ہم کوئی زبان سیکھنے کی کوشش کرتے ہیں تو اُس کے لیے ضروری ہے۔ کہ اس زبان کے الفاظ کی ادائی کو غور سے سنا جائے۔
3. اساتذہ سبق، نظم، عبارت اور ہدایات کے لیے طلبہ کو اپنی طرف متوجہ کریں اور انہیں بغور سننے کا موقع دیں تاکہ وہ الفاظ کے تلفظ پر غور کر سکیں۔ اسی طرح گفتگو واضح اور مؤثر انداز میں کی جائے تاکہ اس کے اہم نکات سمجھ سکیں۔

### دورانیہ: 35 منٹ / ایک پیریڈ



### وسائل / ذرائع



درسی کتاب برائے جماعت پنجم، چارٹ، تختہ تحریر، ڈسٹر / جھاڑن، فلیش کارڈز وغیرہ

### تعارف: 5 منٹ



- اُستاد / اُستانی طلبہ سے یہ سوالات پوچھیں۔
- دن بھر کے معمولات میں آپ کیا کیا سنتے ہیں؟
- آپ کو تقریر، گُفت گو اور اعلانات کے علاوہ کیا سننا پسند ہے؟

### تصور کی پختگی: 20 منٹ



سرگرمی نمبر 1:

1. اُستاد / اُستانی طلبہ کو بتائے کہ میں آپ کو کچھ معلومات دیں دوں گا / گی۔

کورونا وائرس ایک وبا ہے۔ کورونا وائرس سب سے پہلے چین میں آیا۔ اس کے بعد پوری دنیا میں پھیل گیا۔ یہ وائرس ایک سے دوسرے بندے میں آسانی سے پھیلتا ہے۔ اس وائرس کی علامات نزلہ، زکام، کھانسی، بخار اور سانس کی تکلیف ہے پاکستان میں یہ وائرس چھوٹے اور بڑے شہروں میں پھیل چکا ہے۔ احتیاط ہی اس کا واحد علاج ہے۔ آج میں آپ کو کورونا سے بچنے کی احتیاطی تدابیر بتاؤں گا/گی۔

- رش یا ہجوم والی جگہوں پر ماسک کا استعمال کرنا ضروری ہے۔
- کوئی بھی کام کرنے کے بعد ہاتھوں کو اچھی طرح میس سیکنڈ تک دھونا چاہیے۔
- لوگوں سے کم از کم تین فٹ کا فاصلہ رکھیں۔
- لوگوں سے ہاتھ ملانے سے گریز کریں۔
- اگر کورونا وائرس کی علامات جیسے: نزلہ، زکام، کھانسی یا بخار ہو تو ڈاکٹر سے رجوع کریں۔

2. آپ نے ان معلومات کو غور سے سنا ہے۔

3. اس دوران سب کی توجہ میری طرف ہو۔

4. توجہ سے معلومات کی اہم باتوں کو ذہن نشین کرنا ہے۔

5. طلبہ کو جدول میں دی گئی معلومات بتائیں۔

سرگرمی نمبر 2:

- آپ کورونا وائرس کے بارے میں کیا جانتے ہیں؟
- کورونا سے کیسے بچا جاسکتا ہے؟
- کوئی سے دو احتیاطی تدابیر بتائیں۔
- ماسک کا استعمال کیوں کرنا چاہیے؟
- لوگوں سے کتنے فٹ کا فاصلہ رکھنا ہے؟

1. اُستاد/اُستانی طلبہ کی درج ذیل سوالات کریں۔

2. باری باری طلبہ سے سوالات پوچھیں اور اُنہیں سوچنے کے لیے تیس سیکنڈ کا وقت دیں۔

3. سوال کا جواب دینے کے لیے طلبہ کو ہاتھ اٹھانے کا کہیں اور باری باری تمام طلبہ سے سوالات پوچھیں۔

4. بہتر کارکردگی پر طلبہ کی حوصلہ افزائی کریں۔

5. اس سرگرمی کو مکمل کرنے کے لیے 10 منٹ کا وقت درکار ہے۔

نتیجہ/خلاصہ: 3 منٹ



اُستاد/اُستانی نمونے کے طور پر طلبہ کو، معلومات موزوں الفاظ، مناسب رفتار اور ٹھہر ٹھہر کر پڑھتے ہوئے سنائیں تو طلبہ زیادہ معلومات ذہن نشین کر سکتے ہیں۔

جائزہ/جانبی: 5 منٹ



1. طلبہ سے جائزے کے طور پر کچھ سوالات پوچھیں۔

- کورونا وبا سب سے پہلے کون سے ملک میں پھیلی؟
- کیا کورونا وائرس ایک سے دوسرے میں منتقل ہوتا ہے؟
- ہاتھوں کو اچھی طرح صاف کرنے کے لیے کتنے سیکنڈ تک دھونا چاہیے؟

2. یہ سوالات دو سے تین طلبہ سے پوچھیں۔

مشق: 2 منٹ



طلبہ سے کہیں کہ کورونا وائرس کی وبا، علامات اور احتیاطی تدابیر اپنے گھر کے افراد کو بتائیں۔

## کہانی سُن کر خاص خاص نکات بیان کرنا

### طلبہ کے حاصلاتِ تعلیم



- کہانی سُن کر خاص خاص نکات بیان کر سکیں۔

### معلومات برائے اساتذہ

1. معاشرے کے وجود میں آنے سے لے کر آج تک معاشرہ اور کہانی کا چولی دامن کا ساتھ رہا ہے اور یہ ایک دوسرے سے جدا نہیں ہو سکتے۔ اس لیے صدیوں سے کہانی سُننے اور سنانے کا رواج چلتا آ رہا ہے۔ طلبہ کہانیاں سُننے میں نہ صرف دلچسپی لیتے ہیں بلکہ ان کرداروں اور واقعات کے بارے میں اپنی پسند نا پسند اور رائے کا اظہار بھی کرتے ہیں۔
2. اساتذہ طلبہ کو کہانیوں کو بلند خوانی کے دوران درست ادائی اور تاثرات کے اُتار چڑھاؤ کے ساتھ سنائیں تاکہ سُننے میں ان کی دلچسپی برقرار رہے۔
3. طلبہ کو اُن کے درجے اور ذہنی استعداد کا لحاظ رکھتے ہوئے دل چسپ اور سادہ کہانیاں خود بھی سنائیں اور اُن کے مخصوص نکات پر اُن سے بات چیت بھی کروائیں۔

### دورانیہ: 35 منٹ / ایک پیریڈ



### وسائلِ اذرائع



درسی کتاب برائے پنجم، چارٹ، تختہ تحریر، چاک / مارکر، ڈسٹر / جھاڑن، ورک شیٹ وغیرہ

### تعارف: 5 منٹ



1. طلبہ کی دلچسپی بڑھانے کے لیے درج ذیل سوالات پوچھیں۔
  - کیا آپ کو کہانیاں سننا پسند ہے؟
  - آپ میں سے کون کہانی سنانا پسند کرے گا؟
2. طلبہ ہاتھ اٹھائیں تو اُن میں سے ایک سے کہانی یا واقعہ سنیں۔

### تصور کی پختگی: 20 منٹ



سرگرمی نمبر 1:

1. اُستاد / اُستانی کوئی بھی دلچسپ کہانی کی بلند خوانی کرے۔
2. طلبہ توجہ سے سنیں۔
3. طلبہ باری باری سنی گئی کہانی کو اپنے الفاظ میں درست لب و لہجے کے ساتھ بیان کریں۔
4. جہاں ضروری ہو طلبہ کی الفاظ کی ادائی اور جملوں میں ربط کی درستی کریں۔

1. طلبہ کے جوڑے بنائیں۔
2. اپنے ساتھی / سہیلی کو کوئی کہانی سنائے۔
3. سننے والا کہانی یا واقعے کی اہم نکات ذہن نشین کر لیں۔
4. آخر میں چند طلبہ کی سنی ہوئی کہانی کے خاص خاص نکات کمر اجتماعت میں سنائیں۔

### نتیجہ / خلاصہ: 3 منٹ



درج بالا سرگرمیوں کی تکمیل کے بعد طلبہ واقعات اور کہانیوں کو درست لب و لہجے کے ساتھ سنانے کے قابل ہو گئے ہیں اور سنی گئی کہانیوں کے اہم نکات کو ذہن میں رکھتے ہوئے ان پر بات چیت بھی کر سکتے ہیں۔

### جائزہ / جانچ: 5 منٹ



1. بہ طور جائزہ کسی ایک طالب علم / طالبہ سے کہانی سنیں باقی طلبہ کو کہانی کے اہم نکات نوٹ کرنے کا کہیں۔
2. آخر میں چار پانچ طلبہ سے کہانی کے خاص خاص نکات سنانے کا کہیں۔

### مشق: 2 منٹ



طلبہ گھر سے کوئی ایک کہانی یاد کر کے آئیں اور کمر اجتماعت میں ساتھیوں کو سنائیں۔

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## واقعے یا ماحول کا مشاہدہ کر کے تحریری اظہار کرنا

## طلبہ کے حاصلاتِ تعلم



- واقعے یا ماحول کا مشاہدہ کر کے تحریری اظہار کر سکیں۔

## معلومات برائے اساتذہ

1. ماحول کا مشاہدہ کرنے اور واقعات پر غور کرنے سے طلبہ کی ذہنی صلاحیتیں پروان چڑھتی ہیں۔
2. طلبہ کو چھوٹے چھوٹے واقعات پر غور کروانے کی بار بار سرگرمیاں کروانے سے طلبہ بہتر انداز میں کسی بھی واقعے کے بارے میں تحریری اظہار کر سکتے ہیں۔
3. طلبہ کو بار بار تقریر یا تحریری صورت میں ایسی سرگرمیاں کروائیں جن سے وہ معاشرتی مسائل پر سیر حاصل گفت گو کر سکیں۔

## دورانیہ: 35 منٹ / ایک پیریڈ



## وسائل / ادراغ



درسی کتاب برائے جماعت پنجم، تختہ تحریر، چاک / مارکر، ڈسٹر / جھاڑن وغیرہ

## تعارف: 5 منٹ



4. طلبہ کو ماحول سے واقفیت دلوانے کے لیے ذیل کے سوالات پوچھیں۔
  - آپ کو اسکول آتے وقت راستے میں کیا کیا چیزیں نظر آئیں؟
  - کوئی ایسا واقعہ جو آج پیش آیا ہو اس کے بارے میں بتائیں؟
5. دو یا تین طلبہ کو جوابات کا موقع دیں۔

## تصور کی پختگی: 20 منٹ



سرگرمی نمبر 1:

1. طلبہ کے دو گروپ بنائیں۔
2. دیا گیا ”اداس درخت“ کا واقعہ دونوں گروپوں کو دیں۔

أُداس درخت

ایک گاؤں میں برسوں پرانا ایک درخت تھا۔ گرمیاں آتے ہی گاؤں کے بچے، بوڑھے اور جوان درخت کی چھاؤں میں بیٹھا کرتے تھے۔ سردیوں کے دن تھے۔ کچھ آدمی درخت کے نیچے بیٹھ کر اُسے کاٹنے کی باتیں کر رہے تھے۔ اور درخت بے چارہ اُن کی ساری باتیں سن رہا تھا اور بہت اُداس ہو گیا۔ آخر میں طے ہوا کہ کل اِس درخت کو کاٹ دیا جائے گا۔ فیصلے کے مطابق دوسرے ہی دن سب لوگ آگئے اور درخت کو کاٹ دیا۔ کچھ ہی عرصہ گزرا۔ گرمیوں کے دن آگئے۔ گاؤں میں اُس جیسا کوئی گھنا درخت نہیں تھا جس کی چھاؤں میں لوگ بیٹھ کر باتیں کرتے۔ اب اُن کو اپنے کیے گئے فیصلے پر شرمندگی ہوئی اور ان کو درخت کی کمی کا احساس ہوا۔

3. طلبہ سے کہیں کہ اس واقعے کو غور سے پڑھیں۔
4. ایک طالب علم / طالبہ پڑھے باقی غور سے سنیں۔
5. سرگرمی کے لیے طلبہ کو ۱۰ منٹ کا وقت دیں۔

## سرگرمی نمبر 2:

1. اب دونوں گروپوں کو دیے گئے سوالات دیں۔
  - درخت کیوں اُداس تھا؟
  - درخت کاٹنے کا فیصلہ کیوں کیا؟
  - اگر آپ اُن لوگوں کی جگہ ہوتے، تو کیا کرتے؟
2. گروپوں سے کہیں کہ جوابات واقعے کو مد نظر رکھتے ہوئے اپنی کاپی میں لکھیں۔
3. سرگرمی مکمل کرنے کے لیے طلبہ کو ۵ منٹ کا وقت دیں۔
4. آخر میں دونوں گروپوں کو جوابات کا موقع دیں۔



### نتیجہ / خلاصہ: 3 منٹ

طلبہ کو کسی واقعے پر غور کروانے، مشاہدہ کروانے اور اس واقعے کے بارے میں طلبہ سے سوالات کرنے سے طلبہ کی ذہنی آمادگی ہوتی ہے اور وہ بہتر طور پر واقعے کے بارے میں اپنا اظہار تحریر کر سکتے ہیں۔



## جائزہ/جانیج: 5 منٹ

طلبہ سے پوچھیں۔

1. آج کے واقعے سے آپ نے کیا سیکھا؟
2. درختوں کے کوئی سے تین فائدے زبانی بتائیں؟
3. درخت کاٹنے کے کوئی سے دو نقصانات زبانی بتائیں۔



## مشق: 2 منٹ

طلبہ سے کہیں کہ آپ نے اپنی زندگی میں کوئی ایسا واقعہ دیکھا ہو، جس سے ماحول پر اچھے یا بُرے اثرات پڑے ہوں۔ اُسے اپنی کاپیوں میں لکھیں۔



## املا کو صحت کے ساتھ لکھنا

### طلبہ کے حاصلاتِ تعلم



■ املا کو صحت کے ساتھ تحریر کر سکیں۔

### معلومات برائے اساتذہ

1. طلبہ ذخیرہ الفاظ میں اضافہ کے لیے املا کرنا بہت اہم ہے۔ اس طریقہ کار میں استاد طلبہ کے سامنے زبانی الفاظ درست تلفظ کے ساتھ بولتا ہے اور طلبہ ان الفاظ کو سن کر اپنی کاپیوں پر لکھتے ہیں۔ اس کا مقصد طلبہ کی ذہانت کا امتحان لینا نہیں ہے بل کہ طلبہ کی سننے کی صلاحیت کو استعمال کرتے ہوئے لفظ میں موجود آوازیں پہچان کر لکھنے کی مہارت کو بہتر بنانا ہے۔ ذخیرہ الفاظ طلبہ کے الفاظ بولنے، جملے میں استعمال کرنے اور لکھنے میں مددگار ثابت ہوتے ہیں
2. اس مقصد کے حصول کے لیے طلبہ کو روزانہ ایک نئے لفظ سے متعارف کروا سکتے ہیں۔ اور دو ہفتے بعد ان الفاظ کی املا کروائیے۔
3. درسی کتب، اخبارات، بچوں کے رسالے اور کہانیوں کی کتابوں کو بھی املا کے لیے منتخب کر سکتے ہیں۔
4. املا صرف الفاظ کی نہیں بل کہ ایک جملے یا ایک چھوٹے پیراگراف/عبارت کی بھی ہو سکتی ہے۔

### دورانیہ: 35 منٹ/ایک پیریڈ



### وسائل/اذرائع



درسی کتاب برائے جماعت پنجم تختہ تحریر، چاک/مارکر، اور املا کے الفاظ چارٹ یا فلیش کارڈ وغیرہ

### تعارف: 5 منٹ



1. کمر اجتماعت میں کوئی لفظ مثلاً: ”منفرد“/”مومن جوڈو“ بولے اور تختہ تحریر پر لکھنے کو کہیں۔
2. کسی رضا کار طالب علم یا طالبہ کو لکھنے کے لیے مدعو کریں۔
3. طالب علم/طالبہ کو اس کی کوشش پر شاباش دیں۔
4. اگر ایک طالب علم/طالبہ درست لفظ نہ لکھیں تو دوسرے طالب علم/طالبہ کو بلائیں۔
5. طلبہ کو بتائیں کہ آج ہم سبق نمبر ۱۵ ”آئیں! مدد کریں“ کے الفاظ کی املا کریں گے۔

### تصور کی چٹنگی: 20 منٹ



سرگرمی نمبر 1:

1. طلبہ کو جوڑوں میں تقسیم کریں۔
2. طلبہ سے جدول میں دیے گئے درست الفاظ کی نشان دہی کروائیں (ایک طالب علم/طالبہ سے درست لفظ کی نشان دہی کروائیں اور درست کالم میں لکھوائیں۔

الفاظ	درست
عقل، عکل	
اصل، اسل	
جھنڈا، جنڈا	
مہراب، مہراب	
انقلاب، انقلاب	

3. تمام الفاظ کے لئے یہی سرگرمی دہرائیں۔
4. نوٹ: ہر لفظ کے لئے جوڑوں کو تبدیل کرتے جائے۔
5. اگر ایک جوڑا درست لفظ تلاش نہ کر سکے تو دوسرے جوڑے کو بلائیں۔

سرگرمی نمبر 2:

1. طلبہ سے دیے گئے الفاظ کی املا کروائیں۔
- الفاظ: ثریف، تربیت، ابتدائی، مُسکراتے، حادثہ، طبی امداد، تعمیری، تنظیم، اسکاؤٹ، خوش اخلاق
2. املا کرواتے ہوئے ہر لفظ کو صحیح تلفظ کے ساتھ ادا کریں اور اُس لفظ میں موجود آوازوں کی واضح ادائی کریں۔ جیسے: پہرہ۔ نا۔ وا
3. اب وقفہ لیں اور طلبہ کو لکھنے کا موقع دیں۔
4. اس بات کی تسلی ہو کہ تمام طلبہ لکھ چکے ہیں تو دوسرا لفظ بولیں۔
5. طلبہ کو جوڑوں میں تقسیم کر کے اُن سے ایک دوسرے کی املا چیک کروائیں اور اغلاط کی نشان دہی کروا کر درست کروائیں۔

نتیجہ/خلاصہ: 3 منٹ



درج بالا سرگرمیوں کی مدد سے طلبہ املا کر کے الفاظ کو صحت اور درسی کے ساتھ لکھنا سیکھ گئے ہیں۔

جائزہ/جائزہ: 5 منٹ



1. طلبہ کے کام کا از سر نو جائزہ لیں۔
2. وہ طلبہ جنہوں نے املا کرتے وقت غلطیاں کی ہیں اُن سے دوبارہ بہ طور اصلاح اُن الفاظ کو تختہ تحریر پر درست لکھوائیں۔

مشق: 2 منٹ



طلبہ سے کہیں کہ وہ درج ذیل الفاظ گھر سے درست کر کے لائیں کو خوشخط لکھ کر لائیں۔

فلق، قدر، منذور، زمانت، طاقت

# اپنے خیالات، جذبات اور احساسات کا خط کی صورت میں اظہار کرنا

سبق نمبر  
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## طلبہ کے حاصلاتِ تعلیم



■ اپنے خیالات، جذبات اور احساسات کا خط کی صورت میں تحریری اظہار کر سکیں۔

### معلومات برائے اساتذہ

1. جو لوگ ہم سے دُور ہوتے ہیں ان کے نام جو عبارت یا جملے لکھے جائیں اسے خط کہتے ہیں پس لکھ کر بات کرنا ”خط“ کہلاتا ہے۔
2. خط کو نامہ اور مکتوب بھی کہتے ہیں۔ لکھنے والا کاتب یا مکتوب نگار اور جسے خط لکھا جا رہا ہے۔ وہ مکتوب الیہ کہلاتا ہے: خط ایک تحریری ملاقات ہے جس سے ہم اپنے اپنے حالات اور احساسات ایک دوسرے کو تحریری شکل میں پہنچاتے ہیں۔
3. جہاں ہم ایک دوسرے کو نہیں دیکھ پاتے ہیں وہاں خط کے ذریعے سے ہی ہم ایک دوسرے کے حالات سے آگاہ ہو جاتے ہیں۔
4. خط کے چار اجزاء ہوتے ہیں پیشانی (خط بھیجنے والے کا پتا)، القابات، نفس مضمون اور اختتام خط۔
5. خط کی تین قسمیں ہیں ۱۔ نجی یا ذاتی خط ۲۔ کاروباری خط ۳۔ سرکاری خط

### دورانیہ: 35 منٹ / ایک پیریڈ



### وسائل / ذرائع



درسی کتاب برائے جماعت پنجم، تختہ تحریر، چاک / مارکر، ڈسٹر / جھاڑن، لفافہ جس میں خط ڈالا جاتا ہے وغیرہ

### تعارف: 5 منٹ



1. طلبہ کو لفافہ دکھائیں جس میں خط ڈالا جاتا ہے اور پوچھیں:
  - یہ لفافہ کس لیے استعمال ہوتا ہے؟
  - آپ کے گھر میں کسی نے کبھی کسی دوست یا رشتہ دار کو خط لکھا ہے؟
2. طلبہ سے جوابات اخذ کروائیں۔

### تصور کی پختگی: 20 منٹ



سرگرمی نمبر 1:

1. جدول میں دیے ہوئے نمونے کے مطابق تختہ تحریر پر خط لکھیں۔
2. طلبہ کو تختہ تحریر پر لکھا ہوا خط اپنی کاپیوں میں لکھنے کا کہیں۔
3. اس سرگرمی کے لیے طلبہ کو 10 منٹ کا وقت دیں۔
4. سرگرمی کے دوران طلبہ کی رہ نمائی کریں۔

مکان نمبر ۱۱۴۔ بی  
بلاک نمبر ۲، بہاری کالونی  
(خط بھیجنے والا کا پتا) پشاور  
تاریخ ۱۶ اپریل ۲۰۲۱ء

القابات  
محترم ماموں جان  
السلام علیکم

میں بالکل خیریت سے ہوں اور اُمید کرتا/کرتی ہوں کہ آپ بھی خیریت سے ہوں گے۔  
میرے سالانہ امتحانات کے نتائج کا اعلان ہو گیا ہے۔ اور میں اپنی جماعت میں اول آیا/آئی ہوں۔ تمام طلبہ اچھے نمبروں سے پاس ہوئے۔ ماموں جان آپ کو اپنا وعدہ تو یاد ہے کہ آپ مجھے اوّل آنے پر میری پسندیدہ گھڑی لے کر دیں گے۔  
اب اجازت چاہوں گا/گی سب گھر والوں کو میری طرف سے سلام۔ خط کا جواب ضرور دیجئے گا۔

اختتام  
اللہ حافظ  
آپ کا بھانجا/بھانجی  
راشد/راشدہ

## سرگرمی نمبر 2:

1. اُستاد/اُستانی طلبہ کے جوڑے بنائیں۔
2. اُن سے کہیں کہ آپ اپنے ابو جان کو ایک خط تحریر کریں۔ جس میں آپ انھیں بتائیں کہ آپ کو ”نئی جماعت کے لیے کاپیوں اور کتابوں کی ضرورت ہے۔“
3. طلبہ جوڑوں میں خط تحریر کریں۔
4. اس سرگرمی کے لیے طلبہ کو ۱۰ منٹ کا وقت دیں۔
5. دوران سرگرمی اُستاد طلبہ کی رہ نمائی کریں۔
6. بہترین کارکردگی پر طلبہ کے لیے تالیاں بجوائیں۔

## نتیجہ/خلاصہ: 3 منٹ



طلبہ کو خط تحریر کرنے کی عملی مشق کروانے سے اب وہ بہ آسانی کسی بھی عنوان پر خط تحریر کر کے اپنے خیالات جذبات اور احساسات کا اظہار کر سکتے ہیں۔

## جائزہ/جانیچ: 5 منٹ



1. جائزے کے طور پر اُستاد/اُستانی طلبہ سے سوالات پوچھیں۔
- خط کے کتنے اجزا ہوتے ہیں؟
- جُز نمبر تین میں کیا لکھا جاتا ہے؟
- خط کا وہ کون سا حصہ ہوتا ہے جس میں سلام لکھا جاتا ہے؟

## مشق: 2 منٹ



اُستاد/اُستانی طلبہ کو اپنی دوست کو گرمیوں کی چھٹیاں ساتھ گزارنے کے لیے خط تحریر کرنے کا کہیں۔

## حروفِ نداء، استعجاب اور افسوس کا استعمال

### طلبہ کے حاصلاتِ تعلیم



■ حروفِ نداء، استعجاب اور افسوس کا استعمال کر سکیں۔

### معلومات برائے اساتذہ

1. حروفِ نداء۔ ندا کا مطلب ہے۔ کسی کو پکارنا یا آواز دینا۔
2. وہ حروف جو کسی کو پکارنے یا بلانے کے لیے بولے جائیں۔ ”حروفِ ندا“ کہلاتے ہیں۔ مثلاً: ارے بھائی! میری بات سُنو۔
3. حروفِ ندا یہ ہیں: /اے/، /ارے/، /یا/، /او/، /اجی/، /یا اللہ/ وغیرہ
4. حروفِ استعجاب۔ استعجاب کی معنی ہیں، تعجب یا حیرانی۔
5. وہ حروف جو حیرت کے اظہار کے لیے بولے جائیں۔ ”حروفِ استعجاب“ کہلاتے ہیں۔ مثلاً: واہ! کیا سُہانا موسم ہے۔
6. حروفِ استعجاب یہ ہیں۔ /واہ رے/، /واہ/، /سبحان اللہ/، /ماشاء اللہ/ وغیرہ
7. حروفِ تأسف یا حروفِ افسوس۔ وہ حروف جو غم، تکلیف اور افسوس ظاہر کرنے کے لیے بولے جائیں حروفِ تأسف (افسوس) کہلاتے ہیں۔ مثلاً: افسوس! ہم میچ ہار گئے۔ حروفِ تأسف یہ ہیں۔ /افسوس/، /صد افسوس/، /حیف/، /ہائے ہائے/، /آہ/، /اف/ وغیرہ

### دورانیہ: 70 منٹ/دوپیریڈ



### وسائل/اذرائع



تختہ تحریر، چاک/مارکر، ڈسٹر وغیرہ۔

### تعارف: 5 منٹ



1. عزیز طلبہ! آپ اس سے پہلے حروفِ جار کے متعلق پڑھ چکے ہیں۔
2. آپ میں سے کس کو یاد ہے کہ حروفِ جار کسے کہتے ہیں؟
3. درست جواب ملنے پر حوصلہ افزائی اور درست جواب نہ ملنے پر مناسب رہ نمائی کریں۔
4. آج ہم حروف کی مزید اقسام پڑھیں گے۔

### تصور کی پختگی: 20 منٹ



سرگرمی نمبر 1:

1. تختہ تحریر پر ذیل میں دیے گئے جملے لکھیں۔
- ارے بھائی! کہاں جا رہے ہو؟

- یا اللہ! ہمیں معاف فرما۔
- اجی! بات تو سُنو۔
- اے اللہ! ہم کمزور لوگ ہیں۔
- 2. طلبہ سے کہیں کہ وہ ان جملوں کو غور سے پڑھیں۔
- 3. طلبہ یہ سرگرمی انفرادی طور پر کریں گے۔
- 4. طلبہ کو سمجھائیں کہ ان جملوں میں ایسے حروف استعمال ہوئے ہیں جو کسی کو بلانے یا پکارنے کے لیے بولے جاتے ہیں۔ ایسے حروف ”حروف ندا“ کہلاتے ہیں۔ جیسے: درج بالا جملوں میں ارے! یا اللہ! اے اللہ! اجی! وغیرہ۔
- 5. طلبہ سے کہیں کہ جملے اپنی کاپیوں میں لکھیں اور وہ ہر جملے میں حروف ندا کے لیے استعمال ہونے والے الفاظ کی نشان دہی کر کے خط کشیدہ کریں۔
- 6. آخر میں چند طلبہ سے الفاظ پوچھیں۔
- دوسرا پیریڈ: عزیز طلبہ! کل ہم حروف ندا پڑھ چکے ہیں۔ آج ہم اس عنوان کا بقیہ حصہ پڑھیں گے۔

### سرگرمی نمبر 2

1. طلبہ کو جوڑوں میں تقسیم کریں۔
2. تختہ تحریر پر ذیل میں دیے گئے جملے لکھیں۔
  - واہ! کیا خوب صورت منظر ہے۔
  - سبحان اللہ! کتنا خوب صورت پرندہ ہے۔
  - واہ رے واہ! پاکستانیوں کا کیا کہنا۔
  - ماشاء اللہ! آپ کا بیٹا حافظ قرآن ہے۔
3. جوڑوں سے کہیں کہ وہ ان جملوں کو غور سے پڑھیں۔
4. طلبہ کو سمجھائیں کہ درج بالا جملوں میں ایسے حروف استعمال ہوئے ہیں جو حیرانی کے اظہار کے لیے بولے جاتے ہیں۔ مثلاً: ماشاء اللہ!، واہ رے واہ!، واہ!، سبحان اللہ! وغیرہ انھیں ”حروف استعجاب“ کہتے ہیں۔
5. طلبہ کو تمام جملے خوب ذہن نشین کروائیں۔
6. طلبہ سے کہیں کہ جملے اپنی کاپیوں میں لکھیں اور وہ ہر جملے میں حروف استعجاب کے لیے استعمال ہونے والے الفاظ کی نشان دہی کر کے خط کشیدہ کریں۔
7. آخر میں چند طلبہ سے الفاظ پوچھیں۔

### سرگرمی نمبر 3

1. اس سرگرمی کے لیے ذیل میں دیے گئے جملے تختہ تحریر پر لکھیں۔
  - افسوس! میں پہلی پوزیشن نہ لے سکا۔
  - اُف! کیا گرمی ہے۔
  - وائے نادانی! جوانی عبس گزر گئی۔
  - ہائے ہائے! ہم کتنے نادان ہیں۔
2. طلبہ کو جملے غور سے پڑھنے کے لیے کہیں۔
3. اُستاد ایک ایک جملہ واضح، صاف اور باواز بلند پڑھیں۔
4. طلبہ کو متوجہ رکھیں۔
5. ہر ایک جملے کی وضاحت کریں۔

6. طلبہ کو سمجھائیں کہ درج بالا جملوں میں ایسے حروف استعمال ہوئے ہیں جو افسوس کے موقع پر بولے جاتے ہیں۔ مثلاً: افسوس، اُف، وائے نادانی، ہائے ہائے وغیرہ۔ انہیں حروفِ تأسف کہتے ہیں۔
7. طلبہ کو ایک ایک جملہ خوب ذہن نشین کرائیں۔
8. طلبہ سے کہیں کہ وہ یہ جملے اپنی کاپیوں میں لکھیں۔

### نتیجہ/خلاصہ: 3 منٹ



1. درج بالا سرگرمیوں کے نتیجے میں طلبہ اس قابل ہو گئے ہیں کہ وہ:
- حروفِ ندا کو سمجھ کر اس کا درست استعمال کر سکتے ہیں۔
  - حروفِ استعجاب کا درست استعمال کر سکتے ہیں۔
  - حروفِ افسوس کو سمجھ کر اس کا درست استعمال کر سکتے ہیں۔

### جائزہ/چیلنج: 5 منٹ



1. جائزے کے طور پر طلبہ سے درج ذیل سوالات پوچھیں۔
- حروفِ ندا سے متعلق کوئی ایک جملہ بولیں۔
  - حروفِ استعجاب سے متعلق کوئی ایک جملہ بیان کریں۔
  - حروفِ افسوس یا حروفِ تأسف سے متعلقہ کوئی ایک جملہ کہیں۔

### مشق: 2 منٹ



1. ہر بچہ گھر سے درج ذیل حروف سے متعلق کوئی ایک جملہ لکھ کر ساتھ لائیں۔
- ۱۔ حروفِ ندا
  - ۲۔ حروفِ استعجاب
  - ۳۔ حروفِ افسوس (تأسف)

نوٹس

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# ہنگامی صورت حال میں اپنی حفاظت کے ساتھ دوسروں کی مدد کرنا

سبق نمبر  
58

## طلبہ کے حاصلاتِ تعلیم



- قدرتی آفات اور ہنگامی صورت حال میں اپنے اور دوسروں کے بچاؤ کی تدابیر کر سکیں۔

## معلومات برائے اساتذہ

1. کسی بھی ہنگامی صورت حال سے مراد آگ لگنا، کسی فرد کا حادثہ ہونا، چھت سے گر جانا، زلزلہ اور سیلاب کو ناگہانی آفت کا شکار ہونا وغیرہ ایسی صورت حال میں نہ صرف اپنے حواس بحال رکھنا بلکہ دوسروں کی مدد کر کے اس صورتحال پر قابو پایا جاسکتا ہے۔
2. طلبہ کو یہ واقفیت ضرور ہونی چاہیے کہ ان ہنگامی صورت حال میں کن محکموں سے رجوع کیا جاسکتا ہے۔ جیسے آگ لگنے کی صورت میں فوری طور پر فائر بریگیڈ کو اطلاع دی جاسکتی ہے۔

## دورانیہ: 35 منٹ / ایک پیریڈ



## وسائل / ذرائع



درسی کتاب برائے جماعت پنجم، تختہ تحریر، چاک / مارکر، ڈسٹر / جھاڑن، چارٹ۔

## تعارف: 5 منٹ



طلبہ سے درج ذیل سوالات پوچھیں:

1. کیا آپ نے کبھی کسی ہنگامی صورت حال مثلاً حادثہ، زلزلہ، سیلاب وغیرہ کا سامنا کیا ہے؟
2. ہنگامی صورت حال میں کسی کی مدد کی ہے؟
3. ایسی صورت حال میں لوگوں کی کیا ذمہ داری بنتی ہے؟

## تصور کی پختگی: 20 منٹ



سرگرمی نمبر 1:

1. طلبہ کو دو گروپوں میں تقسیم کریں۔
2. دونوں گروپوں کو الگ الگ ہنگامی صورت حال دیں۔
3. پہلا گروپ حادثہ ہونے کی صورت میں تدابیر نوٹ کرے گا۔
4. دوسرا گروپ آگ لگ جانے کی صورت میں بچاؤ کے لیے احتیاطی تدابیر نوٹ کرے گا۔
5. دونوں گروپ کم از کم چار تدابیر لکھیں۔
6. اُستاد / اُستانی طلبہ کی مناسب رہ نمائی کرے۔
7. 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 ان کی حوصلہ افزائی کریں۔

### نتیجہ/خلاصہ: 3 منٹ



طلبہ قدرتی آفات اور ہنگامی صورت حال میں بچاؤ کی تدابیر سے واقف ہو گئے ہیں اور ان پر عمل کرتے ہوئے اپنی حفاظت کے ساتھ ساتھ دوسروں کی مدد کرنے کا جذبہ اپنالیتے ہیں۔

### جائزہ/جانیج: 5 منٹ



1. طلبہ سے پوچھیں کہ اگر آپ سڑک پر گاڑی کا ایکسیڈنٹ ہوتا دیکھیں تو اس صورت میں آپ فوری طور پر کیا کریں گے؟
  2. دو یا تین طلبہ کو جواب کا موقع دیں۔ طلبہ کو جواب دینے پر شاباش کہیں۔
- نوٹ: کسی طالب علم/طالبہ نے کسی قدرتی آفات یا ہنگامی صورت حال میں دوسروں کی مدد کی ہو تو سارے بچوں کے سامنے اس کے کردار کو بیان کر کے اُسے شاباش دی جائے۔

### مشق: 2 منٹ



طلبہ سے کہیں کہ آپ نے کبھی قدرتی آفت یا ہنگامی صورت حال کا کوئی واقعہ اپنی آنکھوں سے دیکھا ہو اور اس صورت حال میں کسی کو مدد کرتے دیکھا ہو وہ گھر میں آج ابو، امی یا بہن بھائیوں کو سنائیں۔

### نوٹس

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# حفظِ مراتب کا خیال رکھتے ہوئے بات چیت میں حصہ لینا

سبق نمبر  
62

طلبہ کے حاصلاتِ تعلم



■ حفظِ مراتب کا خیال رکھتے ہوئے بات چیت میں حصہ لے سکیں۔

## معلومات برائے اساتذہ

1. حفظِ مراتب کے لفظی معنی مرتبے کا پاس / لحاظ یا پاس ادب کے ہیں۔
2. حفظِ مراتب کا بنیادی تصور سماج میں رہتے ہوئے رشتوں کا احترام اور لحاظ رکھنا ہے۔
3. طلبہ کو اس طرح کی سرگرمیاں کروائیں جن سے اُن میں آگاہی پیدا ہو کر بڑوں کا احترام کیوں ضروری ہے؟
4. طلبہ میں بڑوں کے احترام کا جذبہ پیدا کرنا ضروری ہے۔

دورانیہ: 35 منٹ / ایک پیریڈ



وسائل / ذرائع



درسی کتاب برائے جماعت پنجم، تختہ تحریر، چاک / مارکر، ڈسٹر / جھاڑن، چارٹس وغیرہ

تعارف: 5 منٹ



طلبہ سے پوچھیں کہ:

1. آپ بڑوں کا احترام کیسے کرتے ہیں؟ ایک ایک کر کے بتائیں۔
2. چار پانچ طلبہ سے مختلف جواب اخذ کروائیں۔

تصور کی پختگی: 20 منٹ



سرگرمی نمبر 1:

1. طلبہ کے دو گروپ بنائیں۔
2. ”بڑوں کے آداب کا خیال رکھنا“ کے حوالے سے جدول مین دیا گیا بیان تحریری صورت میں گروپوں کو دیں۔
3. طلبہ سے کہیں کہ آپ گروپ میں کام کریں اور ان میں سے صحیح اور غلط کا انتخاب کریں۔

غلط	درست	بڑوں کے آداب کا خیال رکھنا
		1 ہمیں بڑوں کی بات غور سے سننی چاہیے۔
		2 ہمیں بڑوں کو نام لے کر پکارنا چاہیے۔
		3 ہمیں بڑوں کی کہی ہوئی بات ماننی چاہیے۔
		4 جب محفل میں بڑے آجائیں، تو اپنی جگہ سے نہیں اٹھنا چاہیے۔

5	جب کوئی کام کریں، تو بڑوں سے مشورہ نہیں لینا چاہیے۔	
6	محفل میں بڑوں کی بات کا احترام کرنا چاہیے۔	
7	بڑوں کو سلام میں پہل کرنی چاہیے۔	

سرگرمی نمبر 2:

1. باری باری گروپ میں سوالات پوچھیں اور طلبہ کو بولنے کا موقع دیں۔
2. طلبہ گروپ میں ہی صحیح اور غلط کی صورت میں جواب دیں۔
3. غلطی کی صورت میں طلبہ کی تصحیح کریں۔
4. صحیح جواب ملنے پر گروپ کی حوصلہ افزائی کریں۔

نتیجہ/خلاصہ: 3 منٹ



طلبہ حفظ مراتب کی تعریف سمجھتے ہوئے بڑوں کا احترام، اساتذہ کی عزت اور والدین کی فرماں برداری کرنے کے قابل ہو گئے۔

جائزہ/جانچ: 5 منٹ



1. طلبہ سے پوچھیں کہ:
  - بڑوں کو کس طرح پکارنا چاہیے؟
  - جب محفل میں بڑے آجائیں تو کیا کرنا چاہیے؟
  - کوئی بھی کام کرنے سے پہلے کس سے مشورہ مان لینا چاہیے؟

مشق: 2 منٹ



1. طلبہ سے کہیں کہ گھر سے ”والدین کی فرماں برداری“ سے متعلق آداب کی فہرست بنا کر لائیں اور اگلے دن باقی ساتھیوں کو پڑھ کر سنائیں۔

نوٹس

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# متن کی تفہیم کے لیے اسے دُرست تلفظ اور ادائی سے پڑھنا

سبق نمبر  
63

## طلبہ کے حاصلاتِ تعلیم



- متن کی تفہیم کے لیے اسے دُرست تلفظ اور ادائی سے پڑھ سکیں۔

## معلومات برائے اساتذہ

- کسی کتاب، مضمون یا دستاویز وغیرہ کی اصل عبارت متن کہلاتا ہے۔ اسے اقتباس یا عبارت بھی کہتے ہیں۔
- لفظ تفہیم کا مطلب ہے آگاہی، سمجھ میں آنا، معلوم ہونا وغیرہ
- کسی بھی عبارت کو درست تلفظ کے ساتھ ادائی سے تفہیم میں بہتری آتی ہے۔
- طلبہ کی ذہنی استعداد اور درجے کے مطابق عبارت منتخب کریں۔
- تفہیم میں بہتری لانے کے لیے سوالات وجوابات کا طریقہ کار مؤثر ثابت ہوتا ہے۔

## دورانیہ: 35 منٹ / ایک پیریڈ



## وسائل / ادراغ



درسی کتاب برائے جماعت پنجم، تختہ تحریر، چاک / مارکر، ڈسٹر / جھاڑن وغیرہ

## تعارف: 5 منٹ



- درج ذیل نام تختہ تحریر پر لکھیں۔  
عاقب، عروج، محسن، تانیہ، عائشہ، بلال۔
- طلبہ سے کہیں ان ناموں کو اونچی آواز میں پڑھیں۔
- استاد / استانی بہ وقت ضرورت ناموں کی ادائی میں طلبہ کی رہ نمائی کریں۔

## تصور کی پختگی: 20 منٹ



سرگرمی نمبر 1:

- طلبہ کے چار گروپ بنائیں۔
- جدول میں دی گئی عبارت تختہ تحریر پر لکھیں۔

احمد ہمیشہ چاق چوبند اور صحت مند نظر آتا ہے۔ جب اُس سے اس کی صحت کاراز پوچھا جاتا ہے، تو مسکرا کر جواب دیتا ہے ”صفائی“۔ احمد اچھی طرح جانتا ہے کہ صفائی اور صحت کا آپس میں گہرا تعلق ہے۔ جہاں صفائی کا خیال نہ رکھا جائے، وہاں بیماریاں پیدا ہوتی ہیں۔ صحت مند رہنے کے لیے جسم، غذا، لباس وغیرہ کا صاف ستھرا ہونا ضروری ہے۔ احمد کے گھر کا ہر فرد تن درست اور چاق چوبند ہے کیوں کہ وہ سبھی صفائی کو پسند کرتے ہیں۔

- سرگرمی نمبر 2:

- ### نتیجہ / خلاصہ: 3 منٹ



## جائزہ/جانبج: 5 منٹ



- ## مشق: 2 منٹ



- ## عبارت

لاڑکانہ شہر سے۔۔۔۔۔۔۔۔۔۔ یہ شہر صفحہ ہستی سے مٹ گیا۔

## رموزِ اوقاف (استفہامیہ) کا استعمال کرنا

### طلبہ کے حاصلاتِ تعلم



رموزِ اوقاف (استفہامیہ) کا استعمال کر سکیں۔

### معلومات برائے اساتذہ

1. استفہامیہ سے مراد وہ جملہ یا فقرہ ہے، جس میں کوئی سوال پوچھا جائے۔
2. استفہامیہ یا سوالیہ جملہ جہاں ختم ہو رہا ہو وہاں سوالیہ نشان (?) لگایا جاتا ہے۔ مثلاً: اچھی عادات اپنانے سے کیا فائدہ حاصل ہوتا ہے؟
3. استفہامیہ جملوں میں عموماً درج ذیل حروف استعمال ہوتے ہیں۔ کیا۔ کب۔ کون۔ کیسے۔ کہاں۔ کس۔ کیوں وغیرہ

### دورانیہ: 35 منٹ / ایک پیریڈ



### وسائلِ اذرائع



درسی کتاب برائے جماعت پنجم، تختہ تحریر، چاک / مارکر، ڈسٹر / جھاڑن، وغیرہ

### تعارف: 5 منٹ



1. عزیز طلبہ! اس سے پہلے آپ رموزِ اوقاف کے متعلق پڑھ چکے ہیں۔ کیا آپ بتا سکتے ہیں کہ بعض جملوں کے آخر میں سوالیہ نشان کیوں لگایا جاتا ہے؟
2. اگر طلبہ درست جواب دیں تو حوصلہ افزائی کریں ورنہ مناسب رہ نمائی کریں۔

### تصور کی پختگی: 20 منٹ



سرگرمی نمبر 1:

1. طلبہ کے جوڑے بنائیں۔
2. طلبہ سے کہیں کہ درسی کتاب میں سے چار ایسے جملے تلاش کریں، جن کے آخر میں سوالیہ نشان ہو۔
3. طلبہ کی حوصلہ افزائی کریں اور بہ وقت ضرورت مناسب رہ نمائی کریں۔
4. دو یا تین جوڑوں سے کہیں کہ تلاش کیے ہوئے جملوں کا صفحہ نمبر بتا دیں تاکہ باقی جوڑے بھی وہ جملے دیکھ سکیں۔
5. طلبہ کو اس سرگرمی کے لیے 10 منٹ کا وقت دیں۔

سرگرمی نمبر 2:

1. جدول میں دی گئی عبارت تختہ تحریر پر لکھیں۔

عبارت:- حامد آج سکول دیر سے پہنچا \_\_\_\_\_ اُستاد نے اس سے پوچھا، کیوں لیٹ آئے \_\_\_\_\_ وہ خاموش ہو گیا۔ اُستاد نے پوچھا، تم! گھر سے کب روانہ ہوئے تھے \_\_\_\_\_ اُس نے کہا، ”صبح چھ بجے“ پھر کیسے لیٹ ہوئے \_\_\_\_\_ اُستاد نے پوچھا۔ حامد نے روتے ہوئے کہا، ”گاڑی نہ ہونے کی وجہ سے آج پیدل آنا پڑا۔“

2. طلبہ سے کہیں کہ وہ مناسب جگہوں پر درست رموزِ اوقاف لگا کر جملے مکمل کریں۔
3. درست علامت لگانے پر حوصلہ افزائی اور غلطی کی صورت میں مناسب
4. رہ نمائی کریں۔
5. طلبہ سے کہیں کہ وہ یہ عبارت اپنی کاپیوں پر لکھیں۔

### نتیجہ/خلاصہ: 3 منٹ



درج بالا سرگرمیوں کے نتیجے میں طلبہ اس قابل ہو گئے ہیں کہ وہ رموزِ اوقاف اور خصوصاً استفہامیہ کا درست استعمال کر سکتے ہیں۔

### جائزہ/جانبی: 5 منٹ



1. کسی بھی طالب علم/طالبہ سے تختہ تحریر پر کوئی بھی درست استفہامیہ جملہ لکھوائیں۔
2. دو یا تین طلبہ سے درست استفہامیہ جملہ لکھوائیں۔
3. درست جگہ پر علامت استفہام لگانے پر طلبہ کی حوصلہ افزائی کریں۔

### مشق: 2 منٹ



- طلبہ گھر سے کم از کم تین سوالیہ جملے لکھ کر لائیں۔
- ہدایات برائے مخلوط کمرہ جماعت
- دی گئی سرگرمیاں جماعت چہارم کے طلبہ کو ساتھ بٹھا کر بھی کروائی جاسکتی ہیں۔

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# حروفِ عطف کا دُرست استعمال کرنا

## طلبہ کے حاصلاتِ تعلیم



- حروفِ عطف کا دُرست استعمال کر سکیں۔

## معلومات برائے اساتذہ

- حروفِ عطف سے مراد وہ حروف ہیں جو دو کلموں کو آپس میں ملاتے ہیں۔ مثلاً: عامر اور عائشہ سکول جارہے ہیں۔
- حروفِ عطف یہ ہیں۔ اور، و، پھر، بھی، نیز وغیرہ۔
- طلبہ کو حروفِ عطف کی پہچان اور ان کا درست استعمال سکھائیں۔
- طلبہ سے پڑھائی کے دوران کسی بھی جملے یا عبارت میں موجود حروفِ عطف کی نشان دہی کروائیں تاکہ مسلسل مشق کے ذریعے وہ ان پر عبور حاصل کر سکیں۔

## دورانیہ: 35 منٹ / ایک پیریڈ



## وسائل / ذرائع



درسی کتاب برائے جماعت پنجم، تختہ سیاہ، چاک / مارکر، ڈسٹر / جھاڑن وغیرہ

## تعارف: 5 منٹ



- طلبہ پچھلی جماعت میں حروف کے متعلق پڑھ چکے ہیں اُن سے درج ذیل سوالات پوچھیں:
  - حرف جار کیسے کہتے ہیں؟
  - کوئی سے تین حروف جار بتائیں؟
  - حروفِ عطف کسے کہتے ہیں؟
- طلبہ سے جوابات اخذ کروانے کے بعد انہیں حروفِ عطف کے درست استعمال کی طرف لائیں۔

## تصور کی پختگی: 20 منٹ



سرگرمی نمبر 1:

- جدول میں دیے گئے نامکمل جملے تختہ تحریر پر لکھیں۔

صبح کے وقت تازہ۔۔۔۔۔۔۔۔۔۔ صاف ہوا چلتی ہے۔  
 رہبر ترقی۔۔۔۔۔۔۔۔۔۔ کمال۔  
 پہلے امجد آیا۔۔۔۔۔۔۔۔۔۔ ناصرہ۔  
 سعد۔۔۔۔۔۔۔۔۔۔ عروسہ بہن بھائی ہیں۔

2. طلبہ کو جوڑوں میں تقسیم کریں۔
3. دیے گئے حروفِ عطف: ”و“، ”اور“، ”پھر“ کی مدد سے جملے مکمل کروائیں۔
4. دو یا تین جوڑوں سے مکمل جملے پڑھنے کا کہیں۔
5. غلطی کی صورت میں تصحیح کریں۔

## سرگرمی نمبر 2:

1. جدول میں دی گئی عبارت تختہ تحریر پر لکھیں۔

عبارت:- عثمان نے پاکستانی ترانہ پیش کیا جب وہ اس شعر پر پہنچے۔  
پرچم ستارہ۔۔۔۔۔۔۔۔۔۔ ہلال  
رہبر ترقی و کمال  
تو تماشا یوں نے پہلے تالیاں بجائیں۔۔۔۔۔۔۔۔۔۔ پاکستانی جھنڈے لہرائے۔

2. طلبہ سے کہیں کہ اپنی کاپیوں پر یہ عبارت لکھیں۔
3. طلبہ سے کہیں کہ عبارت لکھنے کے بعد خالی جگہوں میں مناسب حروفِ عطف لگا کر مکمل کریں۔
4. عبارت مکمل کرنے کے بعد اپنے ساتھ بیٹھ ے ساتھی کو دکھائیں۔
5. اُستاد/اُستانی تختہ تحریر پر عبارت مکمل کر کے لکھیں۔
6. طلبہ سے کہیں کہ مکمل شدہ عبارت کی روشنی میں اپنے کام کی اصلاح کریں۔



### نتیجہ / خلاصہ: 3 منٹ

حروفِ عطف کے بغیر نہ تو دو کلمے آپس میں مل سکتے ہیں اور نہ کسی جملے کا مفہوم اور مطلب سمجھ میں آسکتا ہے۔ طلبہ سے حروفِ عطف کا درست استعمال اخذ کروائیں۔



## جائزہ/جانبج: 5 منٹ

1. طلبہ سے کہیں کہ وہ درج ذیل حروفِ عطف جملے میں استعمال کر کے زبانی بتائیں۔ ”اور“۔ ”و“
2. جملے میں مناسب حروفِ عطف استعمال کرنے کے لیے طلبہ کو دو منٹ کا وقت دیں۔
3. دو یا تین طلبہ سے جملے زبانی سنیں۔
4. غلطی کی صورت میں کسی دوسرے طالب علم / طالبہ کو موقع دیں۔
5. درست استعمال پر شاباش اور غلطی پر تضحیح کروائیں۔



## مشق: 2 منٹ

طلبہ گھر سے حروفِ عطف کا استعمال کرتے ہوئے کوئی سے تین جملے اپنی کاپی پر لکھ کر لائیں۔  
ہدایت برائے مخلوط کراجماعت  
■ دی گئی سرگرمیاں جماعت چہارم کے طلبہ کو ساتھ بٹھا کر بھی کروائی جاسکتی ہیں۔

## تقریبات میں میزبانی کے فرائض انجام دینا

## طلبہ کے حاصلاتِ تعلم



اسکول کی تقریبات میں میزبانی کے فرائض انجام دے سکیں۔

## معلومات برائے اساتذہ

1. فنِ تقریر کی طرح تقریب کی میزبانی بھی ایک علیحدہ صنف کا درجہ رکھتی ہے۔ اس کے مخصوص آداب، مخصوص لہجہ، الفاظ کا انتخاب اور روایتی فن اس کو تقریر و مباحثہ سے ہٹ کر علیحدہ مقام دیتا ہے۔ اچھا میزبان وہ ہوتا ہے جو موقع محل کے مطابق کسی بھی تقریب کا مناسب انتظام کر سکے۔
2. میزبان / کمپنیر کے لیے ضروری ہے کہ تقریب میں تمام شرکا کے نظم و ضبط کا خیال رکھے۔
3. کسی بھی کردار کے حامل افراد سٹیج پر بلائے وقت موقع محل کے مطابق الفاظ ادا کریں۔
4. تقریب کو اس طرح ترتیب دیں کہ آغاز سے لے کر مہمان خصوصی تک ہر مرحلہ خوش اسلوبی سے پایہ تکمیل تک پہنچے اور سامعین کو کوئی ناگوار ی بھی پیش نہ آئے۔

## دورانیہ: 35 منٹ / ایک پیریڈ



## وسائل / ذرائع



درسی کتاب برائے جماعت پنجم، تختہ تحریر، چاک / مارکر، ڈسٹر / جھاڑن، ڈائس وغیرہ

## تعارف: 5 منٹ



طلبہ سے اسکول کے اہم امور جیسے: بزمِ ادب، اسکول اسمبلی، اسکول آنے اور چھٹی کا وقت، یوم والدین کی تقریب، تقریب تقسیم انعامات، یوم آزادی کی تقریب وغیرہ کے بارے میں اعلانات کروائیں۔

## تصور کی پختگی: 20 منٹ



سرگرمی نمبر 1:

1. طلبہ کے دو گروپ بنائیں۔
2. طلبہ سے کہیں کہ ہر گروپ میں کرسیاں وغیرہ اس طرح ترتیب دیں جیسے تقریب تقسیم انعامات۔
3. گروپ لیڈر میزبان کا کردار ادا کرے۔
4. گروپ لیڈر سے کہیں کہ وہ گروپ میں موجود طلبہ کو مختلف کردار دے۔ مثلاً: (استاد / استانی، طلبہ، پوزیشن ہولڈر، والدین، مہمان خصوصی) وغیرہ۔
5. طلبہ کو ہدایات دیں کہ وہ نمونے کے طور پر مکمل تقریب کا انتظام کریں۔
6. سرگرمی کے لیے طلبہ کو 10 منٹ کا وقت دیں۔

1. طلبہ سے کہیں کہ اب دیے گئے کردار کے مطابق عملی مظاہرہ کریں۔
2. گروپ لیڈر میزبانی کے فرائض ادا کرتے ہوئے باری باری مختلف کرداروں کے حامل طلبہ کو سٹیج پر بلائے۔
3. استاد/استانی طلبہ کی مناسب رہ نمائی کرے۔
4. طلبہ کے عملی کام پر طلبہ کی حوصلہ افزائی کریں اور شاباش دیں۔

### نتیجہ/خلاصہ: 3 منٹ



کمر اجتماعت میں اس طرح کی سرگرمیاں کروانے سے طلبہ کی حوصلہ افزائی ہوتی ہے اور کسی بھی تقریب میں میزبانی کے فرائض انجام دیتے ہوئے اُن کے اعتماد میں اضافہ ہوتا ہے۔

### جائزہ/جانیچ: 5 منٹ



1. طلبہ سے پوچھیں:
- کسی بھی تقریب کی میزبانی کے لیے کون کون سے انتظامات ضروری ہیں؟

### مشق: 2 منٹ



طلبہ سے کہیں کہ گھر جا کر آئینے کے سامنے بہ طور میزبان/کمپئیر کے فرائض انجام دینے کے مشق کریں۔

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# اسم صفت کی پہچان اور استعمال کرنا

## طلبہ کے حاصلاتِ تعلیم



اسم صفت کی پہچان کر سکیں اور استعمال کر سکیں۔

## معلومات برائے اساتذہ

- وہ اسم جو کسی چیز یا شخص کی اچھائی یا بُرائی بیان کرے ”اسم صفت“ کہلاتا ہے اور جس چیز یا شخص کی اچھائی یا بُرائی بیان ہو۔ اُسے ”موصوف“ کہتے ہیں۔ مثلاً: لمبا آدمی۔ سچا انسان وغیرہ۔
- درج بالا مثالوں میں ”لمبا“ اور ”سچا“ اسم صفت ہیں۔ جب کہ ”آدمی“ اور ”انسان“ موصوف ہیں۔

## دورانیہ: 35 منٹ / ایک پیریڈ



## وسائل / ذرائع



درسی کتاب برائے جماعت پنجم، تختہ تحریر، چاک / مارکر، ڈسٹر / جھاڑن وغیرہ

## تعارف: 5 منٹ



- عزیز طلبہ! آپ چوتھی جماعت میں پڑھ چکے ہیں کہ کسی چیز یا شخص کی خوبی یا خامی اس چیز یا شخص کی صفت کہلاتی ہے۔
- آپ میں سے کس کو یاد ہے کہ ”موصوف“ کسے کہتے ہیں؟
- طلبہ سے جواب اخذ کروانے کے بعد سرگرمی کی طرف آئیں۔

## تصور کی پختگی: 20 منٹ



سرگرمی نمبر 1:

- طلبہ کو دو گروپوں میں تقسیم کریں۔
- دی گئی جدول تختہ تحریر پر لکھیں۔

موصوف	اسم صفت	مرکب لفظ
پھول	سرخ	سرخ پھول
		نیک لڑکی
		خود غرض انسان
		بہادر سپاہی
		خوش اخلاق استاد
		فرماں بردار شاگرد

3. گروپ الف والے طلبہ ”اسم صفت“ تلاش کریں۔
4. گروپ ب والے طلبہ ”موصوف“ ڈھونڈیں۔
5. اب دوسرے لفظ میں اسم صفت گروپ ب والے ڈھونڈیں اور موصوف گروپ الف والے تلاش کریں۔
6. باری باری ہر لفظ کے لیے یہی سرگرمی دہرائیں۔
7. طلبہ کے جوابات تختہ تحریر پر لکھیں۔
8. طلبہ سے کہیں کہ وہ یہ جوابات اپنی کاپی پر لکھیں۔

سرگرمی نمبر 2:

1. طلبہ کے گروپ برقرار رکھیں۔
2. گروپوں سے سرگرمی نمبر 1 والے الفاظ کے جملے بنوائیں۔
3. گروپ الف سے کہیں کہ وہ ”سُرخ پھول“ اپنے جملے میں استعمال کریں۔
4. گروپ ب سے کہیں کہ وہ ”نیک لڑکی“ اپنے جملے میں استعمال کریں۔
5. ہر لفظ کے لیے اسی طرح سرگرمی دہرائیں۔
6. اُستاد/اُستانی جوابات تختہ تحریر پر لکھیں۔
7. طلبہ کی حوصلہ افزائی اور مناسب رہ نمائی کریں۔
8. طلبہ سے کہیں کہ وہ یہ جملے اپنی کاپی پر لکھیں۔

نتیجہ/خلاصہ: 3 منٹ



درج بالا سرگرمیوں کے بعد طلبہ اس قابل ہو گئے ہیں کہ وہ اسم صفت اور موصوف کی پہچان کر کے اس کا درست استعمال کر سکتے ہیں۔

جائزہ/جانبی: 5 منٹ



1. جائزے کے طور پر طلبہ سے درج ذیل سرگرمی کروائیں۔
- گروپ الف میں سے کوئی طالب علم/طالبہ اسم صفت سے متعلق کوئی بھی مرکب لفظ بولے۔
- گروپ ب میں سے کوئی طالب علم/طالبہ اُس میں اسم صفت اور موصوف کی نشان دہی کر کے زبانی بتائے۔

مشق: 2 منٹ



1. طلبہ اپنی درسی کتاب یا کسی بھی دیگر ذرائع سے کم از کم تین جملے اپنی کاپیوں میں لکھیں جس میں اسم صفت کا استعمال ہوا ہو۔
2. طلبہ اسم صفت کو خط کشیدہ کریں جب کہ موصوف کے گرد دائرہ لگائیں۔
- ہدایات برائے مخلوط کمرہ جماعت
- دی گئی سرگرمیاں جماعت چہارم کے طلبہ کو ساتھ بٹھا کر بھی کروائی جاسکتی ہیں۔

## داخلہ فارم پُر کرنا

## طلبہ کے حاصلاتِ تعلیم



■ داخلہ فارم پُر کر سکیں۔

## معلومات برائے اساتذہ

1. فارم بھرنے کے لیے جن بنیادی کوائف کی ضرورت ہوتی ہے اُن سے طلبہ کو آگاہ کرنا ضروری ہے۔
2. طلبہ کو یہ بتانا ضروری ہے کہ کسی بھی ادارے میں داخلہ لینے کے لیے فارم بھرنے کی ضرورت ہوتی ہے۔
3. فارم پُر کرنے کی بار بار مشق کروائیں۔

## دورانیہ: 35 منٹ / ایک پیریڈ



## وسائل / ذرائع



درسی کتاب برائے جماعت پنجم، تختہ تحریر، چاک / مارکر، ڈسٹر / جھاڑن، داخلہ فارم وغیرہ

## تعارف: 5 منٹ



1. طلبہ کو داخلہ فارم دکھائیں۔
2. طلبہ کو بتائیں کہ آج ہم داخلہ فارم کو پڑھ کر سمجھیں گے اور عملی طور پر بھرنے کی مشق کریں گے۔

## تصور کی پختگی: 20 منٹ



سرگرمی نمبر 1:

1. طلبہ کے لیے تختہ تحریر پر داخلہ فارم کا نمونہ بنائیں۔

داخلہ فارم برائے سال۔۔۔۔۔ گورنمنٹ پرائمری اسکول۔۔۔۔۔ تحصیل۔۔۔۔۔ ضلع۔۔۔۔۔

نام۔۔۔۔۔ ولدیت۔۔۔۔۔ داخلہ برائے جماعت۔۔۔۔۔

تاریخ پیدائش (ہندسوں میں)۔۔۔۔۔

تاریخ پیدائش (لفظوں میں)۔۔۔۔۔

جائے پیدائش۔۔۔۔۔ گاؤں۔۔۔۔۔

ویج کونسل۔۔۔۔۔ یونین کونسل۔۔۔۔۔

جنس۔۔۔۔۔ قومیت۔۔۔۔۔ تعلیمی سال۔۔۔۔۔

مادری زبان۔۔۔۔۔ مذہب۔۔۔۔۔

گھر کا پتہ۔۔۔۔۔

سرپرست کا رابطہ نمبر۔۔۔۔۔

دستخط سرپرست۔۔۔۔۔ دستخط اول مدرس۔۔۔۔۔

2. تمام طلبہ کو داخلہ فارم کے بارے میں بنیادی معلومات دیں۔
3. طلبہ سے کہیں کہ وہ یہ نمونہ اپنی کاپیوں پر لکھیں۔
4. اب اساتذہ طلبہ کے ساتھ داخلہ فارم بھرنے کی مشق کریں۔
5. طلبہ کو کہیں کہ وہ داخلہ فارم پڑھ کر سمجھنے کی کوشش کریں۔
6. اس سرگرمی کے لیے طلبہ کو ۱۰ منٹ کا وقت دیں۔

سرگرمی نمبر 2:

1. طلبہ کو جوڑوں میں تقسیم کریں۔
2. طلبہ سے جوڑوں میں داخلہ فارم کے کوائف لکھوائیں۔
3. کوائف لکھنے میں طلبہ کی مدد اور رہنمائی کریں۔
4. اس سرگرمی کو مکمل کرنے کے لیے طلبہ کو ۱۰ منٹ کا وقت دیں۔



### نتیجہ / خلاصہ: 3 منٹ

طلبہ کو داخلہ فارم کے نمونے پر عمل کام کروانے سے طلبہ داخلہ فارم بھرنے کے قابل ہو گئے ہیں۔



## جائزہ/جائزہ: 5 منٹ

1. ہر جوڑے نے ایک دوسرے کا داخلہ فارم کے لیے اُس کا جائزہ لینا ہے۔
2. داخلہ فارم میں کی گئی غلطیوں کی نشان دہی کریں۔
3. ساتھی کو کافی واپس کر کے معلومات مکمل کرنے کو کہیں۔



## مشتق: 2 منٹ

سرگرمی نمبر 1 میں دیا گیا خالی داخلہ فارم پُر کر کے لائیں۔



# بچوں کے رسائل اور اخبارات میں اپنی کاوشیں بھیجنا

سبق نمبر  
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## طلبہ کے حاصلاتِ تعلم



- بچوں کے رسائل اور اخبارات یا اسکول میگزین میں اپنی کاوشیں بھیج سکیں۔

## معلومات برائے اساتذہ

1. بچوں کے اخبارات اور رسائل میں مختصر کہانیاں، نظمیں، لطیفے پہیلیاں اور معے ہوتے ہیں، جن کو بچے بہت پسند کرتے ہیں۔
2. اخبارات و رسائل ہر جگہ انسان کی رہ نمائی کرتے ہیں۔
3. اخبارات اور رسائل معلومات کے تمام ذرائع میں سب سے سستا اور آسان ذریعہ ہیں۔
4. اُردو رسائل و جرائد کو اُردو سے جوڑنے کے لیے ہم نصابی سرگرمیوں کے تحت طلبہ میں شعور بیدار کرنے کی اشد ضرورت ہے۔ 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 اجتماعت کے مخصوص احاطے میں درسی کتب کے علاوہ، کہانی، نظموں، معلوماتی کتابوں، بچوں کے اخبارات، میگزین اور رسائل کا بھی اہتمام کریں۔
5. طلبہ کو اخبارات، میگزین اور رسائل پڑھنے کی طرف مائل کریں تاکہ اُن میں بھی لکھنے کا رجحان پیدا ہو اور اپنی کاوشیں بچوں کے اخبار، میگزین یا رسالے کو بھیج سکیں۔

## دورانیہ: 35 منٹ / ایک پیریڈ



## وسائل / ذرائع



درسی کتاب برائے جماعت پنجم، بچوں کے پرانے رسالے، اخبار، تختہ تحریر، چاک / مارکر، ڈسٹر / جھاڑن وغیرہ

## تعارف: 5 منٹ



1. طلبہ سے پوچھیں:
1. کیا آپ نے کبھی بچوں کے اخبار یا رسالے پڑھے ہیں؟ جو طلبہ ہاں میں جواب دیں، اُن سے اخبار یا رسالے کا نام پوچھیں۔
2. ان اخبارات اور رسائل میں آپ کو کون سی تحریریں پسند ہیں؟
3. نوٹ: طلبہ کی پسندیدہ تحریروں کی فہرست تختہ تحریر پر لکھیں تاکہ لائبریری کی کتابوں کی فہرست میں انہیں شامل کروا سکیں۔

## تصور کی چٹنگی: 20 منٹ



سرگرمی نمبر 1:

1. طلبہ کو چار گروپوں میں تقسیم کریں۔
2. کمرہ اجتماعت کے ایک کونے میں بچوں کے اخبار اور رسائل رکھنے کا اہتمام کریں۔
3. طلبہ میں ان کی دل چسپی کے مطابق مواد تقسیم کریں تاکہ وہ کھیل کھیل میں بہتر سیکھ سکیں۔

4. طلبہ کو اخبار یا رسالے میں سے کہانی، نظمیں منتخب کرنے، لطیفے، پہیلیاں اور معنی تلاش کرنے کا کہیں۔
5. ہر گروپ کو 5 منٹ کا وقت دیں۔

سرگرمی نمبر 2:

1. طلبہ کے گروپوں کو برقرار رکھتے ہوئے چارٹ اور مارکر دیں۔
2. طلبہ سے کہیں کہ اپنی پسند کی کوئی ذاتی کہانی، لطیفہ، پہیلی یا کوئی دل چسپ معلوماتی تحریر چارٹ پر لکھیں۔
3. طلبہ کی تحریر کا جائزہ لیں۔
4. طلبہ کی تحریر کو اسکول میگزین / مقامی اخبار میں شائع کروائیں۔

نتیجہ / خلاصہ: 3 منٹ



طلبہ رسائل اور اخبارات میں سے اپنی پسند کی تحریریں منتخب کرنے کے قابل ہو جائیں گے اور اس مشق کی مدد سے وہ اپنی تحریری کاوشیں اخبار، رسائل اور اسکول میگزین / مقامی اخبار میں بھیج سکیں گے۔

جائزہ / جانچ: 5 منٹ



1. ہر گروپ سے کوئی ایک کہانی، لطیفہ، پہیلی یا کوئی دل چسپ معلوماتی تحریر سنانے کا کہیں۔
2. کام کی تکمیل پر طلبہ کی حوصلہ افزائی کریں۔
3. بہترین کاوش کو اسکول میگزین / مقامی اخبار میں شائع کروائیں۔

مشق: 2 منٹ



طلبہ سے کہیں کہ اپنی کوئی تحریر کا پیوں پر لکھ کر لائیں تاکہ ہم اُسے اسکول میگزین / مقامی اخبار میں شائع کروا سکیں۔

نوٹس

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## حروفِ شرط وجزا کا دُرست استعمال کرنا

### طلبہ کے حاصلاتِ تعلم



- حروفِ شرط وجزا کا دُرست استعمال کر سکیں۔

### معلومات برائے اساتذہ

- حروفِ شرط وہ حروف ہیں جو جملے کے شروع یا ابتدا میں آکر شرط کے معنی ظاہر کریں۔ مثلاً: اگر احتیاط کرو گے تو بیماریوں سے محفوظ رہو گے۔
- حروفِ شرط یہ ہیں: گر، اگر، جو، جیسے، گو، جب وغیرہ
- جو حروف ”حروفِ شرط“ کے جواب میں بولے جاتے ہیں۔ وہ ”حروفِ جزا“ کہلاتے ہیں۔ مثلاً: اگر محنت کرو گے تو کامیاب ہو گے۔ اس جملے میں ”اگر“ حرفِ شرط ہے اور ”تو“ حرفِ جزا۔
- حروفِ جزا یہ ہیں: تو، سو، تب، مگر، ویسے، تاہم، پھر بھی وغیرہ

### دورانیہ: 35 منٹ / ایک پیریڈ



### وسائل / ذرائع



درسی کتاب برائے جماعت پنجم، تختہ تحریر، چاک / مارکر، ڈسٹر / جھاڑن وغیرہ

### تعارف: 5 منٹ



- عزیز طلبہ! اس سے پہلے ہم مختلف حروف کے متعلق پڑھ چکے ہیں۔
- آپ میں سے کس کس کو یاد ہے کہ ہم کون کون سے حروف کے متعلق پڑھ چکے ہیں؟
  - طلبہ کے جوابات تختہ تحریر پر لکھیں۔ مثلاً: حروفِ جار، حروفِ ندا، حروفِ استعجاب، حروفِ عطف وغیرہ
  - پیارے بچو! آج ہم حروف کی ایک اور قسم ”شرط وجزا“ کے متعلق پڑھیں گے۔

### تصور کی پختگی: 20 منٹ



سرگرمی نمبر 1:

- جماعت کو دو گروپوں میں تقسیم کریں۔
- تختہ تحریر پر درج جملے صاف اور واضح لکھیں۔
  - اگر تم وقت پر آؤ گے تو گرم کھانا ملے گا۔
  - جب تک سانس، تب تک آس۔
  - جیسا کر گے ویسا بھرو گے۔
  - اگر چہ وہ ذہین نہیں مگر محنتی ضرور ہے۔

3. ہر گروپ میں سے ایک ایک طالب علم / طالبہ سے درج بالا جملے بآواز بلند دہرائیں۔
4. طلبہ کو خوب ذہن نشین کرائیں کہ ان جملوں میں اگر، جب، جیسا اور اگرچہ حروف شرط ہیں۔
5. طلبہ کو سمجھائیں کہ شرط کے جواب میں جو حروف استعمال ہوتے ہیں وہ حروف جزا کہلاتے ہیں۔ مثلاً: ”اگر“ کے جواب میں ”تو“، ”جب“ کے جواب میں ”کب“، ”جیسا“ کے جواب میں ”ویسا“ اور ”اگرچہ“ کے جواب میں ”مگر“۔
6. ہر طالب علم / طالبہ کی شمولیت کو یقینی بنائیں۔

سرگرمی نمبر 2: 25 منٹ

1. طلبہ کے گروپوں کو برقرار رکھیں۔
2. تختہ تحریر پر دیے گئے جملے لکھیں۔
  - اگر تم وقت پر آؤ گے تو گرم کھانا ملے گا۔
  - جب تک سانس، تب تک آس۔
  - جیسا کر گے ویسا بھرو گے۔
  - اگرچہ وہ ذہین نہیں مگر محنتی ضرور ہے۔
3. طلبہ سے کہیں کہ وہ جملے غور سے پڑھیں۔
4. گروپ ”الف“ میں سے کوئی طالب علم / طالبہ حروف شرط کے نیچے خط کشید کریں۔
5. گروپ ”ب“ میں سے کوئی طالب علم / طالبہ حروف جزا کے گرد دائرہ لگائیں۔
6. ہر جملے کے لیے باری باری ہر گروپ سے یہی سرگرمی دہرائیں۔
7. طلبہ کی مدد سے جوابات تختہ تحریر پر لکھوائیں۔
8. طلبہ سے کہیں کہ وہ یہ جملے اپنی کاپیوں پر لکھیں۔

نتیجہ / خلاصہ: 3 منٹ



درج بالا سرگرمیوں کے نتیجے میں طلبہ حروف شرط و جزا کی پہچان اور ان کا درست استعمال کر سکتے ہیں۔

جائزہ / جانچ: 5 منٹ



1. جائزے کے طور پر طلبہ کو درج ذیل سرگرمی دیں۔
2. ہر گروپ میں سے کوئی بھی طالب علم / طالبہ کوئی ایسا جملہ بولے جس میں حروف شرط و جزا کا استعمال ہوا ہو۔

مشق: 2 منٹ



تمام طلبہ گھر سے درسی کتاب کے صفحہ نمبر ۱۳۵ پر سوال نمبر ۸ میں دی گئی سرگرمی مکمل کریں۔

# دوستوں کو تہنیتی کارڈ تحریر کرنا

## طلبہ کے حاصلاتِ تعلم



■ دوستوں کو تہنیتی کارڈ تحریر کر سکیں۔

## معلومات برائے اساتذہ

1. تہنیت کے لغوی معنی مبارک باد کے ہیں۔ جیسا کہ نام سے ظاہر ہے کہ کاغذ کا ایسا ٹکڑا جس پر ہم کسی کو مبارک باد لکھ کر بھیجتے ہیں۔
2. تہنیتی کارڈ بھی خط کی ایک قسم ہے۔
3. تہنیتی کارڈ پر بھیجنے والے کا نام اور پتہ لکھا ہوتا ہے۔
4. آج کل بنے بنائے کارڈ ملتے ہیں جیسے شادی کے کارڈ، عید کارڈ، سال گرہ کے کارڈ، وغیرہ
5. تہنیتی کارڈ مختلف موقعوں پر بھیجے جاتے ہیں نئے گھر کی تعمیر کی مبارک باد پر، نوکری ملنے کی خوشی کے موقع پر، نوکری میں ترقی ملنے پر، پیدائش اور سال گرہ وغیرہ پر تہنیتی کارڈ بھیجے جاتے ہیں۔

## دورانیہ: 35 منٹ / ایک پیریڈ



## وسائل / ادراغ



درسی کتاب برائے پنجم، تختہ تحریر، چاک / مارکر، ڈسٹر / جھاڑن، چارٹس وغیرہ

## تعارف: 5 منٹ



طلبہ سے تہنیتی کارڈ کے متعلق سوالات پوچھیں۔

1. آپ ایک دوسرے کو مبارک باد کیسے بھیجتے ہیں؟
2. کیا آپ نے کبھی تہنیتی کارڈ کا نام سنا ہے اور کسی کو بھیجا ہے؟
3. طلبہ کو بتائیں کہ ایسا کارڈ جسے ہم مبارک باد کے موقع پر دیتے ہیں جیسے: سال گرہ، شادی یا خوشی کے موقع پر وغیرہ

## تصور کی چٹنگی: 20 منٹ



سرگرمی نمبر 1:

1. طلبہ کو چار گروپوں میں تقسیم کریں۔
2. طلبہ کے لیے تہنیتی کارڈ بہ طور نمونہ تختہ تحریر پر لکھیں۔

پیاری دوست / پیاری سہیلی

مورخہ: \_\_\_\_\_

السلام علیکم

آپ کو پندرہویں سال گرہ بہت مبارک ہو میں اللہ تعالیٰ سے دست بہ دعا ہوں کہ اللہ تعالیٰ آپ کو عمر دراز نصیب فرمائے اور ایسی خوشیاں ہر سال آپ کا مقدر بنیں۔

آمین

والسلام

آپ کا دوست / آپ کی سہیلی

3. ہر گروپ کو ایک ایک چارٹ دیں۔

4. طلبہ کو تختہ تحریر پر تحریر شدہ تہنیتی کارڈ کا نمونہ لکھنے کو کہیں۔

5. سرگرمی کے دوران طلبہ کی رہ نمائی کریں۔

6. اس سرگرمی کے لیے طلبہ کو ۱۰ منٹ کا وقت دیں۔

سرگرمی نمبر 2:

1. طلبہ سے کہیں کہ گروپوں میں اپنا کام جاری رکھیں۔

2. گروپوں سے کہیں کہ اس نمونے کے کارڈ کو دیکھ کر ایک تہنیتی کارڈ تحریر کریں۔

3. گروپوں سے کہیں کہ چارٹ پر ”دوست کو نوکری ملنے پر ”مبارک باد کا کارڈ تحریر کریں۔

4. گروپوں میں طلبہ کے کام کی رہ نمائی کریں۔

5. طلبہ کو کارڈ لکھنے کے لیے ۱۰ منٹ کا وقت دیں۔

نتیجہ / خلاصہ: 3 منٹ



عملی طور پر کام کرنے سے طلبہ اس قابل ہو گئے ہیں کہ وہ دوستوں کو تہنیتی کارڈ لکھ سکتے ہیں۔

جائزہ / جانچ: 5 منٹ



1. گروپوں سے کہیں کہ سرگرمی نمبر ۲ میں تحریر کیا گیا تہنیتی کارڈ جماعت میں پیش کریں۔

2. تہنیتی کارڈ لکھنے پر طلبہ کی حوصلہ افزائی کریں۔

مشق: 2 منٹ



طلبہ سے کہیں کہ گھر میں ایک تہنیتی کارڈ تحریر کریں، جس میں اپنے دوست کو جماعت چہارم میں اول پوزیشن حاصل کرنے پر مبارک باد دیں۔



# ایک سے سو تک گنتی اُردو ہندسوں اور لفظوں میں لکھنا

سبق نمبر  
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## طلبہ کے حاصلاتِ تعلیم



- ایک سے سو تک گنتی اُردو ہندسوں اور لفظوں میں لکھ سکیں۔

## معلومات برائے اساتذہ

1. طلبہ گزشتہ جماعتوں میں گنتی کو ہندسوں اور لفظوں میں پڑھنا اور لکھنا سیکھ چکے ہیں۔
2. گنتی کو روزمرہ زندگی میں استعمال کرنے کے لیے مشق کی ضرورت ہوتی ہے۔
3. طلبہ کو ایسے مواقع دیں کہ وہ ارد گرد ماحول میں بولی اور لکھی جانے والی گنتی کا مشاہدہ کر سکیں۔ جیسے: سبزی فروش نرخ نامے میں گنتی کا ہندسوں اور لفظوں میں استعمال کرتے ہیں۔
4. ایک سے سو تک گنتی لفظوں اور ہندسوں میں چارٹ پر لکھ کر کمر اجتماعت میں آویزاں کریں۔
5. درسی کتاب میں دی گئی فہرست اور صفحہ نمبر پر بھی گنتی ہندسوں میں لکھی جاتی ہے۔ طلبہ کی توجہ ان چھپے ہوئے تصورات پر ضرور دلوائیں۔

دورانیہ: 70 منٹ / دوپیریڈ



## وسائل / ذرائع



درسی کتاب برائے جماعت پنجم، تختہ تحریر، چاک / مارکر، ڈسٹر / جھاڑن، چارٹ، فلیش کارڈ وغیرہ  
نوٹ:- ایک سے سو تک کے گنتی کے چارٹ ہندسوں اور لفظوں میں لکھ کر کمر اجتماعت میں آویزاں کریں۔

تعارف: 5 منٹ



1. چند طلبہ کو بلا کر گنتی کے کچھ ہندسے تختہ تحریر پر لکھنے کو کہیں۔

جیسے:- 51، 72، 87، 95، 100

تصور کی پختگی: 20 منٹ



سرگرمی نمبر 1:

1. طلبہ کو چار گروپوں میں تقسیم کریں۔
2. اساتذہ ایک سے سو تک گنتی کے فلیش کارڈ بنائیں۔ جیسے:

ایک	دو	تین
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3. اب اُن کارڈز کو چاروں گروپوں میں تقسیم کریں۔
4. پہلا گروپ ایک سے پچیس، دوسرا چھبیس سے پچاس، تیسرا اِکاون سے پچھتر اور چوتھا چھتر سے سو تک کے کارڈز دے دیں۔

5. کارڈز دیتے ہوئے گنتی کی ترتیب بدل دیں۔
  6. گروپوں سے کہیں کہ میز پر لفظوں میں گنتی کے کارڈز کو ترتیب سے رکھیں۔
  7. اگر طلبہ کو کارڈز پڑھنے میں مشکل پیش آرہی ہے تو ان کی رہ نمائی کریں۔ طلبہ کمر اجتماعت میں آویزاں چارٹ سے بھی مدد لے سکتے ہیں۔
  8. طلبہ کو اس سرگرمی کے لیے ۲۵ منٹ کا وقت دیں۔
  9. ترتیب دینے کے بعد طلبہ کو کارڈ پڑھنے کا کہیں۔
- پیریڈ نمبر ۲: کل ہم نے گنتی کو لفظوں کے لحاظ سے ترتیب دیا تھا۔ آج ہم گنتی کو ہندسوں میں لکھنے کی مشق کریں گے۔

#### سرگرمی نمبر 2:

1. گروپوں کو برقرار رکھیں۔
2. طلبہ کو گروپوں میں وہی کارڈ دوبارہ دیں جن پر لفظوں میں گنتی لکھی ہوئی ہے۔
3. ہر گروپ کے پاس ۲۵ کارڈ ہونے چاہیے۔
4. گروپوں سے کہیں کہ وہ دیے ہوئے لفظوں میں گنتی کے کارڈ کو ہندسوں میں چارٹ پر لکھیں۔
5. اگر طلبہ کو گنتی ہندسوں میں لکھنے میں مشکل پیش آرہی ہے تو ان کی رہ نمائی کریں۔
6. طلبہ کو اس سرگرمی کے لیے ۲۰ منٹ کا وقت دیں۔

#### نتیجہ/خلاصہ: 3 منٹ



مشقی مراحل سے گزرنے کے بعد طلبہ اس قابل ہو گئے ہیں کہ ایک سے سو تک گنتی ہندسوں اور لفظوں میں لکھ سکتے ہیں۔

#### جائزہ/جانبی: 5 منٹ



1. دی گئی گنتی کو تختہ تحریر پر لکھیں۔
- 45: -----
- پچاس: -----
2. طلبہ سے کہیں کہ لفظی اور ہندسی گنتی کے مختلف جملے بنائیں۔
3. جملے بنانے کے لیے طلبہ کو دو منٹ کا وقت دیں۔
4. دو یا تین طلبہ سے جملے زبانی سنیں۔
5. جملے بنانے پر طلبہ کی حوصلہ افزائی کریں۔

#### مشق: 2 منٹ



طلبہ گھر سے اپنی پسند کی دو اشیاء کی قیمتیں ہندسوں اور لفظوں میں لکھ کر لائیں۔

# خیالات، جذبات اور احساسات کا تحریری اظہار کرنا

## طلبہ کے حاصلاتِ تعلم



- اپنے خیالات، جذبات اور احساسات کا تحریری اظہار کر سکیں۔

## معلومات برائے اساتذہ

1. طلبہ کے تحریری اظہار کی مشق کے لیے ضروری ہے کہ ابتدائی جماعتوں سے ہی طلبہ کو چھوٹے چھوٹے موضوعات پر تحریری اظہار لکھنے کے مواقع دیے جائیں۔ جیسے جماعت کا پہلا دن، تفریحی مقام کی سیر، گرمیوں کی چھٹیاں، میری کتاب، میری ڈائری وغیرہ۔
2. طلبہ سے دل چسپ موضوعات پر گروپوں میں کام کروایا جائے تاکہ وہ دوسرے ساتھیوں کی مدد سے اپنے خیالات، جذبات اور احساسات کا تحریری اظہار کر سکیں۔
3. طلبہ سے تحریر لکھوانے کے بعد انھیں پڑھنے کا موقع ضرور دیں تاکہ وہ اپنی لکھی ہوئی تحریر پر خود نظر ثانی کر سکیں۔
4. اساتذہ بھی طلبہ کی رہنمائی کریں۔

## دورانیہ: 35 منٹ / ایک پیریڈ



## وسائل / ذرائع



درسی کتاب برائے جماعت پنجم، تختہ تحریر، چاک / مارکر، ڈسٹر / جھاڑن وغیرہ

## تعارف: 5 منٹ



طلبہ سے کہیں:

- اپنی پسند کے کسی موسم کا نام اپنی کاپیوں پر لکھیں۔
- پسندیدگی کی وجہ لکھ کر بتائیں۔
- طلبہ کو لکھنے کے لیے تین منٹ کا وقت دیں۔
- دو یا تین طلبہ سے ان کا تحریری اظہار سنیں۔

## تصور کی پختگی: 20 منٹ



سرگرمی نمبر 1:

1. یہ سرگرمی طلبہ انفرادی طور پر کریں گے۔
2. طلبہ سے کہیں کہ اپنے پسندیدہ دوست یا پسندیدہ سہیلی کے بارے میں اپنے خیالات کا اظہار کریں۔
3. اس سرگرمی کے لیے طلبہ کو 5 سے 7 منٹ کا وقت دیں۔
4. سرگرمی مکمل کرنے کے بعد طلبہ سے کہیں کہ وہ اپنی تحریر خود پڑھیں۔

1. طلبہ سے کہیں کہ اپنی لکھی ہوئی تحریر اپنے دوست یا سہیلی کو دیں۔
2. طلبہ کو تحریر پڑھنے کے لیے ۵ منٹ کا وقت دیں۔
3. اب چند طلبہ سے پوچھیں کہ انھیں اپنے حوالے سے اپنے دوست یا سہیلی کے جذبات اور احساسات جان کر کیسا محسوس ہوا؟
4. طلبہ کو اپنے کے جذبات اور احساسات کے تحریری اظہار پر سراہیں۔

### نتیجہ/خلاصہ: 3 منٹ



طلبہ کسی بھی مضمون پر اپنے خیالات، جذبات اور احساسات کا تحریری اظہار کر سکتے ہیں۔

### جائزہ/جانیچ: 5 منٹ



1. طلبہ سے کہیں کہ:
  - اپنی آج کی لکھی ہوئی تحریر کا از خود جائزہ لیں۔
  - چند طلبہ کو ان کی تحریر پڑھ کر سنانے کا موقع دیں۔
  - اپنے خیالات، جذبات اور احساسات کا تحریری اظہار لکھنے پر طلبہ کی حوصلہ افزائی کریں۔

### مشق: 2 منٹ



طلبہ سے کہیں کہ وہ ”میں کیا بنوں گا یا گی“ پر دس جملوں کی ایک تحریر اپنی کاپیوں پر گھر سے لکھ کر لائیں۔

نوٹس

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## اُردو بولنے پر فخر محسوس کرنا

### طلبہ کے حاصلاتِ تعلیم



- مختلف سماجی تقریبات میں اُردو بولنے پر فخر محسوس کر سکیں۔

### معلومات برائے اساتذہ

1. جو زبان ہم اپنے گھر میں بولتے ہیں، وہ ہماری مادری زبان کہلاتی ہے اور قومی سطح پر مختلف مادری زبانیں بولنے والوں کے درمیان رابطے کے لیے بولی جانے والی زبان ”قومی زبان“ کہلاتی ہے۔
2. اُردو ہماری قومی زبان ہے۔ بچوں کو زیادہ سے زیادہ اُردو بولنے کے مواقع دیں۔
3. اُردو الفاظ کی درست ادائیگی کی بار بار مشق کروائیں۔ اس کے لیے طلبہ کو تقریر، مکالمے اور بحث و مباحثہ کے مواقع دیں۔
4. اُردو کے درست تلفظ پر مکمل عبور حاصل کرنے کے لیے طلبہ کو مشق کروائیں۔
5. بچوں کو اظہارِ خیال کا موقع دیں تاکہ اُردو بولتے ہوئے اُن میں خود اعتمادی پیدا ہو سکے۔

### دورانیہ: 35 منٹ / ایک پیریڈ



### وسائل / ادراک



درسی کتاب برائے جماعت پنجم، تختہ تحریر، چاک، مارکر، ڈسٹر / جھاڑن وغیرہ

### تعارف: 5 منٹ



طلبہ سے پوچھیں:

- آپ اپنے گھر میں کون سی زبان بولتے ہیں؟
- ہماری قومی زبان کون سی ہے؟

### تصور کی پختگی: 20 منٹ



سرگرمی نمبر 1:

1. طلبہ کے چار گروپ بنائیں۔
2. ہر گروپ ایک رول پلے تیار کرے گا۔
3. گروپ نمبر ۱ سے پولیس اور عام شہری، گروپ نمبر ۲ سے ڈرائیور اور مسافر، گروپ نمبر ۳ سے بچے اور والدین اور گروپ نمبر ۴ سے ڈاکٹر اور مریض کا مکالمہ اُردو میں کروائیں۔
4. گروپوں کو رول پلے تیار کرنے کے لیے ۱۰ منٹ کا وقت دیں۔
5. رول پلے تیار کرنے میں طلبہ کی مدد اور رہنمائی کریں۔

1. ہر گروپ کو رول پلے پیش کرنے کا موقع دیں۔
2. باری باری چاروں گروپوں سے عملی مظاہرہ کروائیں۔
3. ہر گروپ کو رول پلے کرنے کے لیے ۲ سے ۳ منٹ کا وقت دیں۔
4. دورانِ سرگرمی طلبہ کی حوصلہ افزائی کریں۔

### نتیجہ/خلاصہ: 3 منٹ



اس سرگرمی کے بعد طلبہ کے اعتماد میں اضافہ ہوگا اور وہ قومی زبان اُردو کا استعمال کر کے فخر محسوس کریں گے۔

### جائزہ/جانیچ: 5 منٹ



1. طلبہ سے پوچھیں:
  - طلبہ کے جوڑے بنائیں۔
  - طلبہ اپنے ساتھی کا تعارف اُردو میں کروائیں۔
  - دو یا تین طلبہ سے تعارف کروائیں۔

### مشق: 2 منٹ



طلبہ سے کہیں کہ اپنے پسندیدہ کھلونے کے بارے میں دو سے تین جملے سوچ کر آئیں اور اپنے ساتھی کو بتائیں۔

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## ماحول کا مشاہدہ کر کے عبارت لکھنا

### طلبہ کے حاصلاتِ تعلم



ماحول کا مشاہدہ کر کے چند سطری عبارت لکھ سکیں۔

### معلومات برائے اساتذہ

1. ہمارے ارد گرد کی تمام چیزیں ہمارا ماحول کہلاتی ہیں۔
2. ایک سیدھ میں لکھی ہوئی عبارت، حرفوں یا لفظوں کی قطار، لکیر یا خط سطر کہلاتی ہے۔
3. (زبانی یا تحریری) بیان، مضمون، تحریر یا وہ مطلب جو نثر میں بیان کیا جائے عبارت کہلاتی ہے۔
4. ماحول کا مشاہدہ کرنے سے طلبہ ماحول کو بہتر طور پر سمجھ سکتے ہیں جس سے وہ ماحول کے متعلق چند سطری عبارت لکھنے کے قابل ہوتے ہیں۔

### دورانیہ: 35 منٹ/ایک پیریڈ



### وسائل/اذرائع



درسی کتاب برائے جماعت پنجم، تختہ تحریر، چاک/مارکر، جھاڑن وغیرہ

### تعارف: 5 منٹ



1. طلبہ سے پوچھیں کہ ہم روز مرہ زندگی میں پانی کا استعمال کہاں کہاں کرتے ہیں؟
2. طلبہ کے جوابات سے دیے گئے نمونے کے مطابق ایک فہرست تختہ تحریر پر بنائیں۔
  - پانی پینے کے لیے
  - ہاتھ دھونے کے لیے
  - پودوں کو پانی دینے کے لیے
  - کھانا پکانے کے لیے
  - وضو کے لیے
  - غسل کے لیے
  - کپڑے دھونے کے لیے

### تصور کی پختگی: 20 منٹ



سرگرمی نمبر 1:

1. طلبہ کے دو گروپ بنائیں۔

2. پہلے گروپ کو فہرست میں سے ایک تا چار اور دوسرے گروپ کو پانچ تا آٹھ نکات دیے جائیں۔
3. طلبہ سے کہیں کہ گروپ میں بات چیت کریں کہ ”ہم ان چار کاموں کے دوران پانی کو کیسے ضائع کرتے ہیں؟“
4. طلبہ کو بات چیت کرنے کے لیے ۱۰ منٹ کا وقت دیں۔

سرگرمی نمبر 2:

1. تختہ تحریر پر سوال لکھیں۔ ”ہم پانی کو ضائع ہونے سے کیسے بچا سکتے ہیں؟“
2. طلبہ سے کہیں کہ آپ نے دیے گئے نکات پر غور کیا کہ ہم پانی کا استعمال کرتے وقت کس طرح پانی کو ضائع کر رہے ہوتے ہیں۔
3. اب طلبہ سے کہیں کہ وہ ایک یا دو سطروں میں لکھ کر بتائیں کہ ”ہم پانی کو ضائع ہونے سے کیسے بچا سکتے ہیں؟“ جسے: پینے کے لیے گلاس میں ضرورت کے مطابق پانی ڈالیں۔
4. اس سرگرمی کے لیے طلبہ کو ۱۰ منٹ کا وقت دیں۔

نتیجہ/خلاصہ: 3 منٹ



طلبہ اپنے ماحول میں کیے گئے مشاہدات اور تجربات کو بہ آسانی اپنی تحریر میں شامل کر سکتے ہیں اس لیے ان کی توجہ ماحول کے مشاہدے کی طرف ضرور مبذول کروائیں۔

جائزہ/جانبی: 5 منٹ



1. طلبہ سے پوچھیں۔
- پانی کے علاوہ ماحول میں کیا کیا چیزیں آتی ہیں؟
- طلبہ کی بتائی ہوئی باتوں کی فہرست بنائیں۔
- فہرست میں سے قدرتی ماحول اور مصنوعی ماحول کا فرق واضح کریں۔

مشق: 2 منٹ



طلبہ سے کہیں کہ گھر میں استعمال ہونے والی چیزوں کے بارے میں دو دو سطریں گھر سے کاپیوں میں لکھ کر لائیں۔

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# دو سے تین مربوط اور بامقصد پیرا گراف پر مشتمل مختصر مضمون لکھنا

سبق نمبر  
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## طلبہ کے حاصلاتِ تعلیم



- کسی عنوان پر دو سے تین مربوط اور بامقصد پیرا گراف پر مشتمل مختصر مضمون لکھ سکیں۔

## معلومات برائے اساتذہ

1. طلبہ کے تحریری اظہار کی مشق کے لیے ضروری ہے کہ ابتدائی جماعتوں سے ہی طلبہ کو چھوٹے چھوٹے اقتباسات پر مشتمل مختصر مضامین لکھنے کو دیے جائیں۔
2. طلبہ سے دل چسپ موضوعات پر گروپوں میں کام کروایا جائے تاکہ وہ دوسرے ساتھیوں کی مدد سے اپنے خیالات، جذبات اور احساسات کا تحریری اظہار کر سکیں۔
3. طلبہ سے بامقصد پیرا گراف لکھوانے کے بعد انہیں پڑھنے کا موقع ضرور دیں تاکہ وہ اپنی لکھی ہوئی تحریر پر خود نظر ثانی کر سکیں۔
4. اساتذہ بھی طلبہ کی رہنمائی کریں۔

## دورانیہ: 35 منٹ / ایک پیریڈ



## وسائل / ذرائع



درسی کتاب برائے پنجم، چارٹ، تختہ تحریر، چاک / مارکر، ڈسٹر / جھاٹن، ورک شیٹ وغیرہ

## تعارف: 5 منٹ



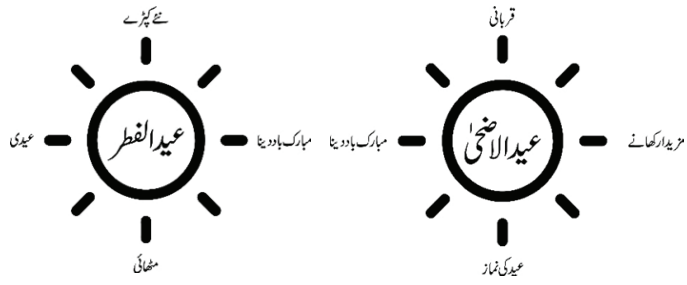
1. طلبہ کی دلچسپی بڑھانے کے لیے درج ذیل سوالات پوچھیں۔
  - کیا آپ نے کبھی کوئی مضمون لکھا ہے؟ طلبہ سے مضمون کی مختصر معلومات پوچھیں۔
  - طلبہ سے ان کی دل چسپی کے موضوعات پوچھیں؟
2. ان موضوعات کی فہرست بنالیں۔

## تصور کی پختگی: 20 منٹ



سرگرمی نمبر 1:

1. طلبہ کے دو گروپ بنائیں۔
2. پہلے گروپ کو عنوان ”عید الفطر“ اور دوسرے گروپ کو ”عید الاضحیٰ“ دیں۔
3. ایک چارٹ پر عید الفطر اور عید الاضحیٰ کے حوالے سے دیے گئے اشارات دیں۔



4. دونوں گروپوں کو ہدایات دیں کہ گروپ میں اپنے ساتھیوں کے مشورے سے اس کی معلومات مکمل کریں۔
5. اس سرگرمی کے لیے طلبہ کو ۵ سے ۷ منٹ کا وقت دیں۔

سرگرمی نمبر 2:

1. گروپوں سے کہیں کہ دیے گئے عنوان پر ایک اقتباس لکھیں۔

عید الفطر	عید الاضحیٰ
1. عید الفطر کس خوشی میں منائی جاتی ہے؟	1. قربانی کے لیے جانور کہاں سے خریدے جاتے ہیں؟
2. عید کی تیاری کے لیے آپ کیا خریداری کرتے ہیں؟	2. قربانی کے جانور کا خیال کیسے رکھتے ہیں؟
3. عید کا اعلان سن کر آپ چاند رات کیسے مناتے ہیں؟	3. ہم جانوروں کی قربانی کیوں کرتے ہیں؟
4. عید کی نماز پڑھنے اور عیدی ملنے کے بارے میں بتائیں؟	4. قربانی کے جانور کا گوشت کن لوگوں میں تقسیم جاتا ہے؟

2. دیے گئے سوالات کی مدد سے ان کی توجہ ذاتی خیالات اور احساسات کی طرف دلا سکتے ہیں۔
3. گروپوں سے کہیں کہ ان سوالات اور دیے گئے اشارات کی روشنی میں ایک اقتباس لکھیں۔
4. اقتباس لکھنے کے لیے طلبہ کو ۱۰ سے ۲۱ منٹ کا وقت دیں۔

نتیجہ/خلاصہ: 3 منٹ



طلبہ کو گروپ میں مل جل کر کام کروانے سے ان کی تخلیقی صلاحیتوں میں بہتری آتی ہے اور وہ کسی بھی مضمون پر اپنے خیالات، جذبات اور احساسات کا تحریری اظہار کرنے کے ساتھ ساتھ اُس پر بامقصد اقتباس بھی لکھ سکتے ہیں۔

جائزہ/جانبی: 5 منٹ



1. طلبہ سے کہیں کہ:

- پہلا گروپ اپنے عنوان پر تحریر کردہ اقتباس باقی ساتھیوں کو پڑھ کر سنائے۔
- اسی طرح دوسرا گروپ اپنے عنوان پر تحریر کردہ اقتباس باقی ساتھیوں کو پڑھ کر سنائے۔
- اقتباس لکھنے پر طلبہ کی حوصلہ افزائی کریں۔

مشق: 2 منٹ



طلبہ سے کہیں کہ وہ ”ماحول کی آلودگی“ پر دس جملوں کا ایک اقتباس اپنی کاپیوں پر گھر سے لکھ کر لائیں۔

## فعل کا فاعل اور مفعول کے مطابق استعمال کرنا

### طلبہ کے حاصلاتِ تعلیم



- فعل کو فاعل اور مفعول کی مطابقت سے استعمال کر سکیں۔

### معلومات برائے اساتذہ

1. فاعل، مفعول سے پہلے آتا ہے جب کہ فعل ہمیشہ آخر میں لگایا جاتا ہے۔
2. فاعل واحد ہو، تو فعل بھی واحد ہوگا اور اگر فاعل جمع ہو، تو فعل بھی جمع ہوگا۔ جیسے: احمد پتنگ اڑا رہا ہے، لڑکے کتابیں پڑھ رہے ہیں۔
3. اگر فاعل مذکر ہو، تو فعل بھی مذکر ہوگا اور اگر فاعل مؤنث ہو، تو فعل بھی مؤنث ہوگا۔ جیسے: سلیم اپنا سبق یاد کرتا ہے، رقیہ اپنا سبق یاد کرتی ہے۔
4. اگر مفعول واحد ہو تو فعل بھی واحد ہوگا اور اگر مفعول جمع ہو تو فعل بھی جمع ہوگا۔ جیسے: کسان نے گھوڑا خریدا۔ کسان نے گھوڑے خریدے۔
5. اگر مفعول مذکر ہو تو فعل بھی مذکر ہوگا اور مفعول مؤنث ہو تو فعل بھی مؤنث آئے گا۔ جیسے: سلیم نے قلم خریدا، سلیم نے کاپی خریدی۔

### دورانیہ: 35 منٹ / ایک پیریڈ



### وسائل / ذرائع



درسی کتاب برائے جماعت پنجم، تختہ تحریر، چاک / مارکر، ڈسٹر / جھاڑن وغیرہ

### تعارف: 5 منٹ



- طلبہ سے درج ذیل سوالات پوچھیں۔
- عزیز طلبہ! آپ اس سے پہلے فعل، فاعل اور مفعول کے متعلق پڑھ چکے ہیں۔
- آپ میں سے کس کس کو یاد ہے کہ فاعل کسے کہتے ہیں؟
- فعل سے کیا مراد ہے؟
- مفعول کسے کہتے ہیں؟
- اگر طلبہ درست جواب دیں تو حوصلہ افزائی کریں ورنہ مناسب رہ نمائی کریں۔

### تصور کی پختگی: 20 منٹ



سرگرمی نمبر 1:

1. تختہ تحریر پر درج ذیل جملے لکھیں۔

- حماد خط۔۔۔۔۔۔۔۔۔۔ ہے۔  
لکھتا / لکھتے / لکھتی
- آمنہ ہاتھ۔۔۔۔۔۔۔۔۔۔ ہے۔  
دھوتا / دھوتی / دھوتے
- لڑکا سبق یاد۔۔۔۔۔۔۔۔۔۔ ہے۔  
کرتا / کرتے / کرتی
- بچے کرکٹ۔۔۔۔۔۔۔۔۔۔ ہیں۔  
کھیلتا / کھیلتے / کھیلتی
- منیب اخبار۔۔۔۔۔۔۔۔۔۔ ہے۔  
پڑھتا / پڑھتے / پڑھتی
2. طلبہ سے کہیں کہ فاعل کو مد نظر رکھتے ہوئے درست فعل لگا کر جملے مکمل کریں۔
3. طلبہ یہ سرگرمی انفرادی طور پر کریں گے۔
4. طلبہ کے جوابات تختہ تحریر پر لکھیں۔
5. طلبہ سے کہیں کہ وہ یہ جملے اپنی کاپیوں پر لکھیں۔

سرگرمی نمبر 2:

1. طلبہ کے جوڑے بنائیں۔
  2. تختہ تحریر پر درج ذیل جملے لکھیں۔
  3. جوڑوں سے کہیں کہ مفعول کو مد نظر رکھتے ہوئے درست فعل لگا کر جملے مکمل کریں۔
  4. سرگرمی مکمل کرنے کے لیے طلبہ کو ۵ منٹ کا وقت دیں۔
  5. درست جواب پر طلبہ کی حوصلہ افزائی کریں۔
  6. درست جواب نہ ملنے کی صورت میں مناسب رہ نمائی کریں۔
  7. طلبہ سے جوابات تختہ تحریر پر لکھوائیں۔
  8. آخر میں طلبہ سے کہیں کہ وہ یہ جملے اپنی کاپیوں پر لکھیں۔



### نتیجہ / خلاصہ: 3 منٹ

1. درج بالا سرگرمیوں کے نتیجے میں طلبہ:
  - کسی بھی فعل کو فاعل کی مطابقت سے درست استعمال کرتے ہیں۔
  - فعل کو مفعول کی مطابقت سے بھی درست استعمال کرتے ہیں۔



## جائزہ/جانبی: 5 منٹ

1. جائزے کے طور پر چند طلبہ سے درج ذیل سوالات پوچھیں۔
- عروسہ پانی پیتا/پیتی ہے۔ (درست فعل لگا کر جملہ مکمل کریں)
  - عارف نے کابی خریدی/خریدی۔ (درست فعل لگا کر جملہ مکمل کریں)



## مشق: 2 منٹ

طلبہ گھر سے کم از کم دو جملے فعل کی فاعل سے مطابقت اور دو جملے فعل کی مفعول سے مطابقت سے متعلق لکھ کر لائیں۔

ہدایات برائے مخلوط کمر اجتماعت

■ مخلوط کمر اجتماعت کی صورت میں جماعت چہارم کے طلبہ کو بھی شامل تدریس کر سکتے ہیں۔

## بے ربط اور مربوط کُفت گو میں تمیز کرنا

### طلبہ کے حاصلاتِ تعلیم



■ بے ربط اور مربوط کُفت گو میں تمیز کر سکیں۔

### معلومات برائے اساتذہ

1. بے ربط کا مطلب غیر موافق اور بے ترتیب کے ہیں اور مربوط کے معنی ربط کیا گیا، پیوستہ اور وابستہ وغیرہ۔
2. ذہن میں جو کچھ بھی پہنتا ہے، وہ الفاظ کی شکل میں باہر آتا ہے۔
3. زبان سے ادا ہونے والا ہر لفظ ہمارے بارے میں ایک تصویر تشکیل دیتا ہے۔
4. کُفت گو میں الفاظ کا مقام تسلیم شدہ ہے۔
5. زیادہ کُفت گو کرنے کو کُفت گو کے ہنر میں مہارت سے تعبیر نہیں کیا جاسکتا۔ مربوط کُفت گو کا ہنر سیکھنا پڑھتا ہے۔ اس ہنر میں کامیابی بہت سے معاملات میں کامیابی کی راہ ہموار کرتی ہے۔
6. ضروری ہے کہ ابتدائی جماعتوں میں ہی طلبہ کو مربوط اور بے ربط کُفت گو میں تمیز سکھائی جائے۔
7. طلبہ سے جوڑوں میں کام کروائیں۔ پہلے خود بے ربط اور مربوط دونوں جملوں پر مشتمل کُفت گو کا مظاہرہ کریں پھر طلبہ سے دونوں اقسام کی کُفت گو پر بات کروائیں۔
8. پہلے کچھ بے ربط جملے بولیں طلبہ سے ان کا مطلب پوچھیں۔ جواب نہ ملنے کی صورت میں طلبہ کو بتائیں کہ یہ بے ربط جملے ہیں اور ان کا مطلب اخذ کرنا مشکل ہوتا ہے۔
9. اب اُن ہی جملوں کو مربوط انداز میں بولیں اور طلبہ سے مطلب اخذ کروانے کا کہیں۔ طلبہ یقیناً مطلب اخذ کر لیں گے۔

### دورانیہ: 35 منٹ / ایک پیریڈ



### وسائل / ذرائع



درسی کتاب برائے جماعت پنجم، تختہ تحریر، چاک / مارکر، جھاڑن، چارٹ وغیرہ

### تعارف: 5 منٹ



1. درج ذیل جملہ تختہ تحریر پر لکھیں۔  
■ ”موسم کا پشاور سے ایبٹ آباد گرم ہے۔“
2. طلبہ سے جملے کا مطلب پوچھیں۔ چوں کہ بے ربط ہے اس لیے طلبہ جواب دینے میں دقت محسوس کریں گے۔
3. طلبہ سے کہیں کہ اس جملے کو ترتیب دیں، جیسے: پشاور کا موسم ایبٹ آباد سے گرم ہے۔
4. جملے کو ترتیب دینے کے بعد طلبہ سے اس کا مطلب پوچھیں۔
5. اب طلبہ آسانی جواب دینے کے قابل ہو جائیں گے۔
6. طلبہ کو بتائیں کہ آج ہم بے ربط اور مربوط کُفت گو کے حوالے سے پڑھیں گے۔



سرگرمی نمبر 1:

1. طلبہ کو دو برابر گروپوں میں تقسیم کریں۔
2. گروپ ”الف“ کو جماعت پنجم کے درجے کے مطابق درسی کتاب سے ہٹ کر آٹھ سے دس سادہ مگر بے ربط جملوں پر مشتمل اقتباس چارٹ پر لکھ کر دیں۔ طلبہ کو اس پر بات چیت کرنے اور جملوں کی ترتیب درست کرنے کا کہیں۔
3. گروپ ”ب“ کو درسی کتاب سے ہٹ کر کوئی بھی چھوٹی سی نظم، جس کے مصرعے بے ربط ہوں، چارٹ پر لکھ کر دیں۔
4. طلبہ کو نظم پر بات چیت کرنے اور اس کے مصرعے مربوط کرنے کا کہیں۔
5. اس کام کے لیے دونوں گروپوں کو 10 منٹ کا وقت دیں۔

سرگرمی نمبر 2:

1. دونوں گروپوں کو اپنا اپنا کام پیش کرنے کا کہیں۔
2. دونوں گروپ اپنے تفویض شدہ کام کو نہ صرف منطقی ترتیب دیں گے، بل کہ اقتباس اور نظم کا مرکزی خیال بھی بیان کریں گے۔
3. موقع کے مطابق طلبہ کی رہنمائی اور حوصلہ افزائی کریں۔

نتیجہ/خلاصہ: 3 منٹ



طلبہ مربوط اور بے ربط گفتگو میں تمیز سیکھ کر روزمرہ زندگی میں اس کا استعمال کر سکتے ہیں۔

جائزہ/پانچ: 5 منٹ



تختہ تحریر پر چار سے پانچ بے ترتیب جملے لکھیں اور طلبہ سے ان کو منطقی ترتیب دینے کا کہیں۔

مشق: 2 منٹ



کسی بھی اخبار سے تین سے چار شہ سرخیاں منتخب کر کے ان کی ترتیب تبدیل کریں اور طلبہ سے کہیں کہ گھر میں والدین کے ساتھ اس پر بات چیت کریں اور ان کی رہنمائی میں ان شہ سرخیوں کو ترتیب دیں۔

نوٹس



## لطائف سے لطف اندوز ہونا

### طلبہ کے حاصلاتِ تعلیم



■ لطائف سے لطف اندوز ہو کر ان میں پوشیدہ دانش سمجھ کر بتا سکیں۔

### معلومات برائے اساتذہ

1. لطیفہ الفاظ کی ایک ایسی ترتیب ہوتی ہے، جس میں بیان کے لیے الفاظ خاص ترتیب سے منتخب کیے جاتے ہیں۔ لطیفہ کا مقصد لوگوں کو ہنسانا ہوتا ہے اور اس بات کو سنجیدگی سے نہیں لیا جاتا ہے۔
2. لطیفہ مزاح کی ایک قسم ہے جس سے چھوٹے بڑے سارے محفوظ ہوتے ہیں۔
3. لطائف لطافت کی حس کو جلا بخشنے ہیں جو بچوں کی مثبت جذباتی نشو و نما میں اہم کردار ادا کرتے ہیں۔
4. اچھے اور دل چسپ لطائف درسی کتابوں کے علاوہ مختلف اخبارات اور بچوں کے رسالوں سے بھی منتخب کیے جاسکتے ہیں۔

### دورانیہ: 35 منٹ / ایک پیریڈ



### وسائل / اذرائع



درسی کتاب برائے جماعت پنجم، تختہ تحریر، چاک / مارکر، چارٹ، منتخب شدہ لطائف کے چارٹ، ڈسٹر / جھاڑن، بچوں کا اخبار / لطائف کی کتابیں وغیرہ

### تعارف: 5 منٹ



1. طلبہ سے کہیں کہ آپ میں سے کسی کو کوئی لطیفہ یاد ہے؟
2. جو طالب علم / طالبہ ہاتھ اٹھائے اس سے لطیفہ سنیں۔
3. لطیفہ سن کر طلبہ کے ساتھ مل کر تالیاں بجائیں۔

### تصور کی پختگی: 20 منٹ



سرگرمی نمبر 1:

1. طلبہ کو دو گروپوں میں تقسیم کریں۔
2. طلبہ کو بتائیں کہ آج ہم لطائف کا مقابلہ کریں گے۔
3. ایک لطیفہ استاد / اُستانی خود سنائے اور پھر دونوں گروپوں کے درمیان لطائف سنانے کا مقابلہ کروائے۔
4. دونوں گروپوں کے لیڈر بنائیں۔
5. اس سرگرمی کے لیے 10 منٹ کا وقت دیں۔
6. جس گروپ کے لطیفے پر طلبہ زیادہ لطف اندوز ہوں اُس گروپ کو فاتح قرار دیں۔

7. دونوں گروپوں کے لیڈر (اپنے گروپ کی نمائندگی کرتے ہوئے) باری باری لطیفہ سنائیں۔

سرگرمی نمبر 2:

1. طلبہ کے گروپ کو برقرار رکھیں۔
2. ہر گروپ کو لطائف کی کتاب / اخبارات میں سے ”آئیں مسکرائیں“، ”ہنسنا منع ہے“ اور ”وہ ہنسی آئی“ سے لطائف کاغذ پر لکھ کر دیں۔
3. گروپ میں موجود تمام طلبہ سے کہیں کہ کم از کم ایک لطیفہ پڑھ کر باقی ساتھیوں کو سنائیں۔
4. اس سرگرمی کے لیے دس منٹ کا وقت دیں۔
5. ہر گروپ کو کم از کم ۲ منٹ کا وقت دیں۔
6. گروپ لیڈر لطیفہ سنائے اور جماعت سے اس میں موجود دانش لطیف کے بارے میں پوچھے۔
7. دانش لطیف بتانے پر طلبہ کی رہ نمائی کریں۔

نتیجہ / خلاصہ: 3 منٹ



کمر جماعت میں طلبہ کو بچوں کے رسالے / اخبارات / میگزین سے لطائف پڑھنے کا موقع دے کر دل چسپی بڑھائی جاسکتی ہے۔

جائزہ / جانچ: 5 منٹ



1. طلبہ سے درج ذیل سوالات پوچھیں۔
  - استاد / ”دو لڑکوں سے“ ارے! آپس میں سرکیوں ٹکرا رہے ہو؟“
  - ایک لڑکا: ”جناب آپ ہی نے تو کہا تھا کہ ریاضی میں پاس ہونے کے لیے دماغ لڑانا ضروری ہے۔“
2. استاد / استانی دیا گیا لطیفہ طلبہ کو سنائے۔
3. طلبہ سے لطیفے میں موجود دانش لطیف کے بارے میں پوچھیں۔

مشق: 2 منٹ



نئے اور پڑھے ہوئے نئے لطیفے اپنے گھر والوں کو سنائیں۔

نوٹس

## اپنے مسائل والدین اور اساتذہ کو بلا جھجک بتانا

### طلبہ کے حاصلاتِ تعلیم



اپنے گھر، اسکول محلے وغیرہ میں پیش آنے والے ناپسندیدہ واقعہ حرکت، اشارہ، ترغیب، لالچ وغیرہ کے بارے میں والدین اور اساتذہ کو بلا جھجک بتائیں۔

### معلومات برائے اساتذہ

1. موجودہ حالات میں بچوں کو محفوظ رکھنا مشکل کام ہے۔ اکثر بچے لاعلمی اور غفلت کی وجہ سے انسان دشمن کے ہتھے چڑھ جاتے ہیں۔
2. اساتذہ کرام بچوں کے اندر خود اعتمادی پیدا کریں۔
3. طلبہ کو حفاظتی تدابیر سے روشناس کروائیں تاکہ انھیں سکھا یا جائے کہ وقت آنے پر اپنی حفاظت کیسے کرتے ہیں۔
4. طلبہ میں شعور اُجاگر کرنا چاہیے کہ جب بھی کوئی اجنبی، ان جان یا جان پہچان والا شخص ان کے جسم کو چھوئے، غیر اخلاقی حرکت یا اشارہ کریں یا کوئی غیر اخلاقی ترغیب یا لالچ دیں تو فوراً والدین اور اساتذہ کو بتانا چاہیے۔
5. طلبہ کو بتائیں کہ مرد/عورت، لڑکا/لڑکی میں سے اجنبی کوئی بھی ہو سکتا ہے، جسے آپ بالکل نہ جانتے ہوں، اُس کے ساتھ میل جول نہ رکھیں۔
6. طلبہ کو بتائیں کہ ہر کسی سے بات کرتے ہوئے فاصلہ رکھیں۔ اجنبی کے کسی بھی دھوکے میں نہ آئیں اور نہ کسی لالچ یا ترغیب کو قبول کریں۔
7. طلبہ کو بتائیں کہ اگر کوئی آپ کو ڈرا دھمکا کر کوئی ناپسندیدہ کام کرنے کے لیے کہے تو بالکل نہ ڈریں اور اپنے اساتذہ اور والدین کو فوراً بتائیں۔

### دورانیہ: 35 منٹ/ایک پیریڈ



### وسائل/اذرائع



تختہ تحریر، مارکر، ڈسٹر/جھاڑن

### تعارف: 5 منٹ



1. اگر کوئی اجنبی آپ کو کوئی چیز دینے پر اصرار کرے تو آپ کیا کریں گے؟
2. اگر کوئی اجنبی آپ کو اپنے ساتھ چلنے کا کہے تو کیا آپ اُس کے ساتھ جائیں گے؟
3. اگر کوئی اجنبی اپنے ساتھ جانے کے لیے زبردستی کرے تو آپ کیا کریں گے؟
4. ان سوالات کے جوابات دینے میں طلبہ کی رہ نمائی کریں۔
5. بچوں کو جوابات دینے میں ان کی جھجک دور کریں۔
6. بچوں کو بتائیں کہ آج ہم ناپسندیدہ واقعات، حرکات، اشارات، ترغیب یا لالچ کے حوالے سے پڑھیں گے۔



سرگرمی نمبر 1:

1. بچوں کو جوڑوں میں تقسیم کریں۔
2. چارٹ یا تختہ تحریر پر چوکور میں دیا گیا سوال نمایاں کر کے لکھیں۔  
■ کسی مشکوک شخص کی غیر اخلاقی حرکت یا اشارے کی صورت میں آپ کیا کریں گے؟
3. طلبہ کو جوڑوں میں اس سوال پر بات چیت کا موقع دیں۔
4. اس سرگرمی کے لیے طلبہ کو 5 منٹ کا وقت دیں۔
5. آخر میں تمام طلبہ کے خیالات کو پورے جماعت کو سنائیں۔
6. اساتذہ کرام ذاتی معلومات کا اضافہ کر کے طلبہ کو اس مسئلے کے سنگین نتائج سے آگاہ کریں۔

سرگرمی نمبر 2:

1. موضوع کے حوالے سے طلبہ سے تمثیلی ڈراما کروائیں۔
2. بچوں کو درج ذیل کردار دیں۔  
■ طالب علم / طالبہ  
■ اجنبی  
■ اُستاد / اُستانی  
■ والدین
3. تیاری کے لیے طلبہ کو 5 منٹ کا وقت دیں۔
4. کردار ادا کرنے میں طلبہ کی رہ نمائی کریں۔
5. ڈراما معنی خیز ہو اور 15 منٹ کے دورانیے پر مشتمل ہو۔

تمثیل

ایک بچہ راستے پر جا رہا ہوتا ہے، ایک اجنبی اُس کو کچھ ٹافیاں پیش کرتا ہے۔ بچہ ٹافیاں لینے سے انکار کرتا ہے، انکار کرنے پر اجنبی زبردستی کرنے کی کوشش کرتا ہے، بچہ بڑی مشکل سے جان جھڑا کر بھاگ جاتا ہے، راستے میں اُس کا اُستاد / اُستانی آتا / آتی ہے۔ بچہ سارا واقعہ اُستاد / اُستانی کو سناتا ہے۔ اُستاد / اُستانی اُس کو خود اُس کے گھر لے جاتی ہے۔ اور بچہ والدین کو سارا واقعہ سناتا ہے۔ والدین اُستاد / اُستانی کا شکریہ ادا کرتے ہیں اور اس بات کا احساس دلاتے ہیں کہ بچے کو حفاظت کے ساتھ اسکول لے کر جانا اور واپس لانا ہماری ذمہ داری ہے۔

نتیجہ / خلاصہ: 3 منٹ



ان سرگرمیوں کی تکمیل پر طلبہ کسی بھی ناپسندیدہ واقعہ یا کسی اجنبی کے غیر اخلاقی اشارے حرکت یا لالچ کو سمجھ کر اساتذہ اور والدین کو بروقت آگاہ کرنے کے قابل ہو گئے ہیں۔

جائزہ / جانچ: 5 منٹ



1. اجنبی کون ہو سکتا ہے؟
2. اگر کوئی اجنبی آپ کو ساتھ جانے کا کہے تو آپ کیا کریں گے؟
3. اگر کوئی اجنبی آپ کو کوئی چیز پیش کرے تو آپ کا کیا رد عمل ہو گا؟

مشق: 2 منٹ



طلبہ موضوع کے حوالے سے مزید باتیں والدین سے سُن کر جماعت میں باقی طلبہ کو سنائیں۔





# 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

