

# Art and Science of Active Teaching & Learning

## A Resource Guide for Multi-grade Primary School Teachers

Including Lessons Based on  
Active Teaching & Learning Techniques



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Art and Science of Active Teaching & Learning



Bundesministerium für  
wirtschaftliche Zusammenarbeit  
und Entwicklung



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Including Lessons Based on  
Active Teaching & Learning Techniques

Dr. Fakhar Sohail



Bundesministerium für  
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und Entwicklung



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## Dear fellow teachers,

We are all aware of the importance of keeping our classrooms conducive to learning. Our classrooms should be a place where our students can have fun and experience joy while learning and applying basic literacy and life skills. We have to understand the learning needs of our students in order for us to create a fun-filled classroom environment. Teaching goes beyond sharing of knowledge as we know; it involves the practice of information learned as well, with corresponding change as reflected in your students' behavior.

Teaching is no doubt a very challenging job, but it is also an interesting and delightful experience for those who understand the science and art of active teaching and learning.

Ideas that will motivate you to bring life to your teaching are embodied in this Resource Guide. It was created to help you refresh your way of teaching.

This Resource Guide contains various model lessons for teachers like you. Each lesson has an integration of different subject areas in the curriculum that will enable you to facilitate an active and joyful way of teaching and learning. Variety of teaching techniques in the guide will help inspire you to further design creative lessons effectively. Model lessons of each subject are included in this guide and each lesson covers different topics of under various subjects.

Every lesson has objectives, resource materials needed, recommended method and the home work part mentioned in it. You must familiarize yourselves with the format first before going any further. It is important to read the objectives carefully so that the exact target of lesson assessment can be gauged. Be sure that the verb used in stating the objective is considered with utmost importance for actual implementation of the activities. It would be very helpful if you prepare the required materials beforehand. Have an in- depth understanding of the concepts/topics presented so that you have ready answers to all the questions that will be raised by your students.

The resource guide will provide you with many different innovative ideas of designing useful activities for the children of each grade level, even in a multi-grade setting. Each session focuses on children's participation, multiple intelligences and active teaching-learning techniques.

This book will further help a multi-grade teacher in designing a multi-grade lesson effectively, covering a given syllabus in a prescribed time frame, using active teaching learning techniques. It is highly recommended that child participation be ensured before, during and after the lesson.

This book was prepared to supplement the already available materials. This is in fact a resource that must be included in a teacher's personal library. This is specifically designed to assist multi-grade teaching where a teacher had to teach more than one subject to more than one grade.

A sample planner for multi-grade teachers is also attached at the end of this guide that will help teachers in connecting one single topic to more than one grade level/subject without compromising the completion of the syllabus.

I hope this guide would inspire trained teachers to come up with more imaginative ideas in preparing their own teaching guides. The summer vacation is the best time for you to document your lesson plans and prepare materials for the coming year's implementation.

Have fun teaching!

Dr. Fakhar Sohail  
Manager, SPARC Training Unit

**SCIENCE**





# Grade 1-2

(The main subject is science and is integrated with various lessons from other subjects)

**Topic: Things found in the classroom**

## Objectives

**After the lesson, students will be able to:**

- Identify things and objects around them
- Enumerate the things found in the classroom
- Describe ways of using objects in the school and on the playground appropriately
- Examine the shapes, sizes and colors of things
- Observe their environment and identify things around them
- Ask questions to discover things around them

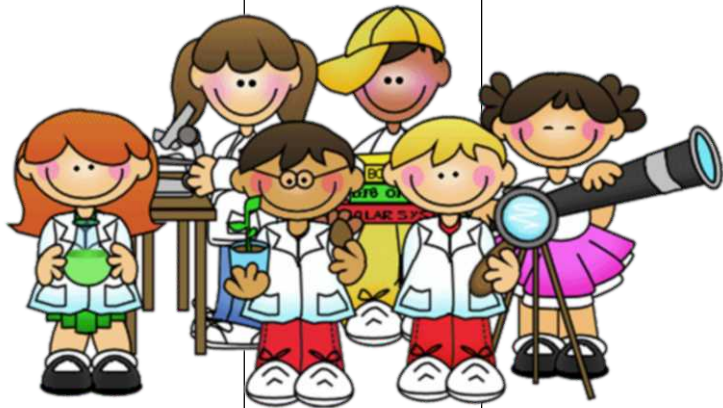
## Materials

- Recycled cardboard box
- Blackboard
- Activity sheets
- Charts
- Crayons
- Scissors

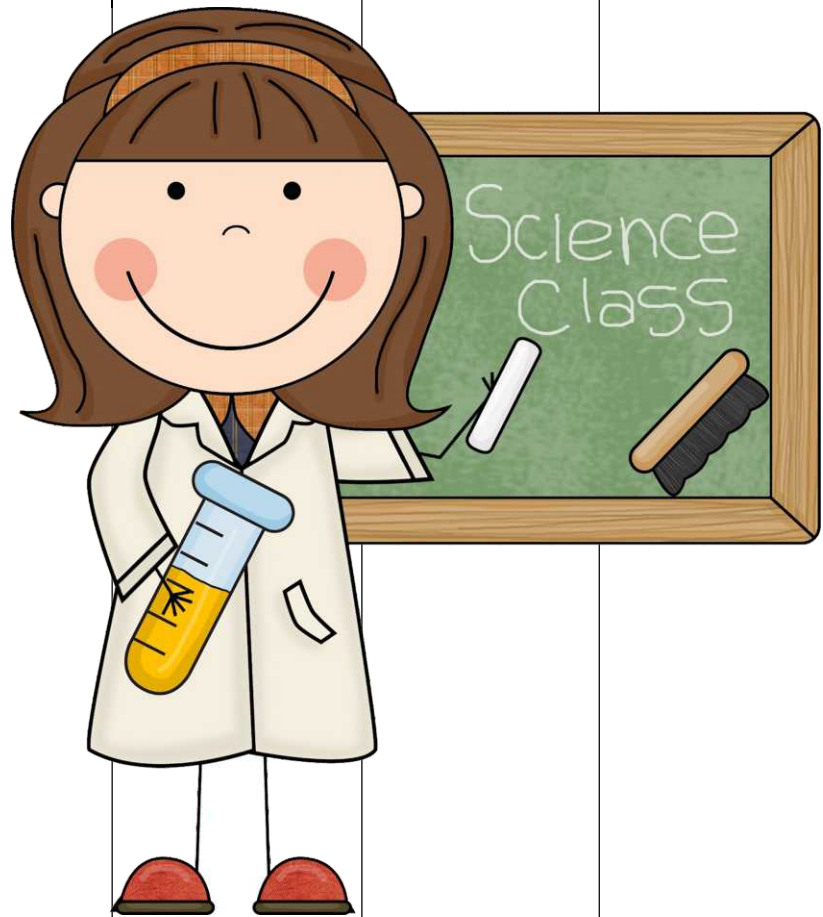


## Method

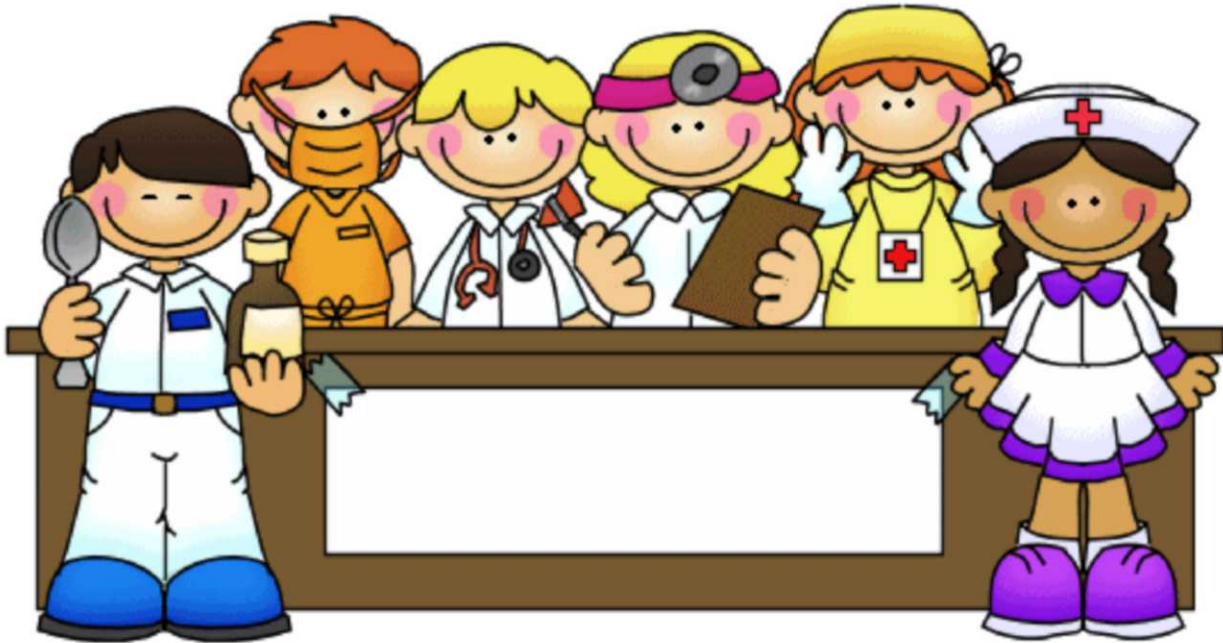
Science	Mathematics	English/Urdu	Social Studies and Islamiat	Home Work
<ul style="list-style-type: none"> <li>▪ Let the children play the game 'Things All Around Us'.</li> <li>▪ Draw things on the cardboard that can be found in the classroom.</li> <li>▪ Cut them separately and color the drawings.</li> <li>▪ Place the drawings in a container.</li> <li>▪ Call on the children one by one to pull out a drawing and let them look around the classroom for something that mirrors the drawing in hand.</li> <li>▪ Count the number of objects spotted by the children. The child who is able to spot the most number of</li> </ul>	<ul style="list-style-type: none"> <li>▪ Set up four stalls or booths in the classroom. The first booth will contain things found in the classroom, the second booth will contain things found in the house, the third booth will contain things in the garden, and the fourth booth will contain things from the market.</li> <li>▪ Lead the children on a walk to see what is in the different stalls.</li> <li>▪ Let the children identify and count the things found in the four stalls.</li> <li>▪ Ask the children what shapes are</li> </ul>	<ul style="list-style-type: none"> <li>▪ Show the children pictures of different objects and then let them identify the colors of the objects shown.</li> <li>▪ Ask the children to color the letters of the alphabet.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ask the children to talk about the things that could be found in their market, home, classroom, mosque and garden.</li> <li>▪ Let them draw the things they have identified in their notebooks and ask them why and who made all these objects.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Let the children prepare scrap books on the things around them.</li> <li>▪ Ask them to collect pictures or real objects of things found in the market then paste them on their scrap book.</li> </ul>



Science	Mathematics	English/Urdu	Social Studies and Islamiat	Home Work
<p>objects wins the game.</p> <ul style="list-style-type: none"> <li>▪ Display a chart with objects of different things that could be found in the classroom.</li> <li>▪ Make copies of the Activity Sheet-1 dotted sketches of a teacher and a child.</li> <li>▪ Ask the children to complete the sketches by following the dots. Let them identify the sketches formed. With the use of crayons or colored pencils, let the children color the sketches.</li> <li>▪ Give children one sheet of paper each. Let them draw two things found in the classroom. Then ask them to color their drawings.</li> </ul>	<p>represented by the things found in the stalls.</p> <ul style="list-style-type: none"> <li>▪ Let the children identify the colors of the things found in the four stalls.</li> </ul>			



Science	Mathematics	English/Urdu	Social Studies and Islamiat	Home Work
<ul style="list-style-type: none"><li>■ Make copies of Activity Sheet-2 pictures of things found in the classroom. Let the children identify the things and then ask them to color those things.</li><li>■ Display the work of the children on a bulletin board</li></ul>				



## Grade 2

(The main subject is science and is integrated with various related lessons of other subjects)

**Topic- Characteristics of living and non living things**

### Objectives

**After the lesson the students will be able to :**

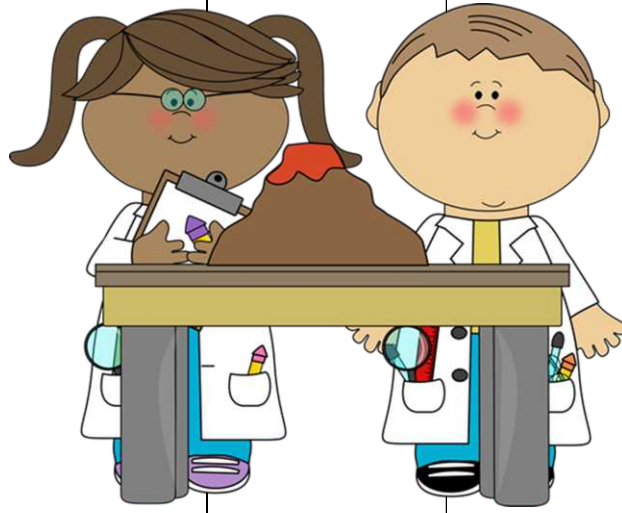
- Identify things and objects around them
- Identify living and non living things found in their environment
- Differentiate living with non living things
- Enumerate the different characteristics of living things
- Name the different characteristics of non living things
- Classify living things into animals and plants
- Give importance to the different characteristics of living and non living things
- Observe their environment and identify things around them
- Ask questions to discover things around them


### Materials

- Pocket board
- Blackboard
- Drawings of things/ models
- Crayons
- Posters (recycled materials, jute bag etc)

## Methods

Science	Mathematics	English/Urdu	Social Studies and Islamiat	Home Work
<ul style="list-style-type: none"> <li>▪ Sing with the children any song or <i>Hamd</i>. where the poet has mentioned different blessings of God</li> <li>▪ Analyze the lyrics of the song.</li> <li>▪ Ask the children to enumerate the things that could be found in the village.</li> <li>▪ With the use of a pocket board, show the children the illustration of the things that could be found in the village.</li> <li>▪ Group the things into two- living and non living things. Then group the living things into two- plants and animals.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Show the children a basket/ box containing pictures/ models of living and non living things. Let them separate the living from non living things.</li> <li>▪ Use it in teaching the concept of addition and subtraction.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ask the children what kind of animal/plant they have in their homes. Let them describe them.</li> <li>▪ Introduce a different animal daily in alphabetical order. E.g. A- ant; B- bear; C- cat, and so on and so forth.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Discussion on the topic ‘Things Around Us’ can be related to this lesson</li> <li>▪ Discuss with the children the source of all living things.</li> <li>▪ Explain to them that all living things were created by Allah.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Group the children into three. Ask them to collect living and non living things from their homes.</li> <li>▪ One group will collect inanimate objects; the second group will collect plants/ grass. The third group will make animals from clay. They will all come to school with their collection.</li> <li>▪ The group that prepared the animals will prepare a zoo with the help of the group that</li> <li>▪ Collected the plants. Meanwhile, the group that collected non</li> </ul>



Science	Mathematics	English/Urdu	Social Studies and Islamiat	Home Work
<ul style="list-style-type: none"> <li>■ Discuss the characteristics of living things. Differentiate them from non living things.</li> <li>■ Prepare pictures and/or models of some living and non living things. Hide them in the school grounds (place on the grass, hang on the tree, insert in holes, etc.)</li> <li>■ Group the children into three groups. One group will look for plants, the other for animals and the third group for non living objects. Take the children outside. Let them find the things assigned to them in the school ground. The group that will be able to find the most</li> </ul>				<p>living things will prepare a</p> <ul style="list-style-type: none"> <li>■ museum. The completed work of the children will be displayed in the classroom.</li> </ul>



Science	Mathematics	English/Urdu	Social Studies and Islamiat	Home Work
<p>number of things will win the game.</p> <ul style="list-style-type: none"><li>▪ Display all the objects collected on posters. One poster will show plants, the other animals, and the last one, inanimate objects.</li></ul>				



## Grade 3

(The main subject is science and is integrated with various related lessons of other subjects)

**Topic- Types of animals and plants**

**Objectives**

**After the lesson the students shall be able to:**

- Identify living things around them
- Enumerate the different classifications of animals and plants
- Describe the various characteristics of the different types of animals and plants
- Observe their environment and identify living things around them
- Ask questions to learn more about the living things around them

**Materials**

- Recycled cardboard cut into 3” x 5”
- Pictures of birds, snakes, lizards, dinosaurs, puppies kittens, mice, horses, mosquito, butterfly, frog, lizard, earth worm, cockroach, ant, fish, duck, eagle, snail, butterfly, sparrow, parrot, owl, etc.
- Whole chicken (cooked at home)
- Pine cones, needles, bark, branches
- Scissors

## Methods

Science	Mathematics	English/Urdu	Home Work
<ul style="list-style-type: none"> <li>▪ Draw or clip pictures from magazines of animals to be classified.</li> <li>▪ Glue the pictures to the cardboard</li> <li>▪ Prepare two baskets/boxes. Label one with a picture of an egg and inside write 'hatched'. Label the other one with a picture of a baby write the word 'born'.</li> <li>▪ Let the children take the top card and classify. Discuss each card afterwards. Allow the children to do it on their own as reinforcement activity.</li> <li>▪ Tell the children the story of the 'Rabbit and the Tortoise'. Then describe the different characteristics of the two animals afterwards.</li> <li>▪ After cooking or boiling the whole chicken at home, remove the meat from the bones. Wash and dry the bones. You can</li> </ul>	<ul style="list-style-type: none"> <li>▪ Place the evergreen (or other available trees) materials on a table or mat. Let the children explore them.</li> <li>▪ Talk about the various types of evergreen branches and needles.</li> <li>▪ Explain that these are from living trees. Take a walk outside the school where there are trees and ask the children to observe them and compare them in size and shape. Then let them count the different kinds of trees.</li> <li>▪ Continuation of the home activity. Let the children create interesting arrangements with the dried flowers on white paper. Tell them they can arrange the flowers by color, size, type,</li> </ul>	<ul style="list-style-type: none"> <li>▪ Show children pictures of different insects then let them name the insects shown.</li> <li>▪ Ask the children to color the letters comprising the names of the insects.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ask the children to go for a walk with their parents or big brother/sister and collect a variety of flowers. They should be able to identify the flowers they have collected.</li> <li>▪ Give them the following instructions:</li> <li>▪ Select a drying area that can be left undisturbed for several days and spread out several sheets of clean newsprint.</li> <li>▪ Let the children arrange the flowers on the newsprint so they are not touching and cover them with another sheet of clean newsprint.</li> <li>▪ Place some heavy books on top and leave undisturbed for three days.</li> <li>▪ Ask the children to remove the books and the top layer of</li> </ul>

Science	Mathematics	English/Urdu	Home Work
<p>even use the bones of any other animal for the following activity.</p> <ul style="list-style-type: none"> <li>▪ Display the bones on the teacher's table/mat. Show the pictures of animals including the picture of the animal whose bones are being shown. Children try to reassemble the bones and guess which animal the bones came from. Record their guesses. Reveal the correct answer. Correct guesses get prizes (picture of animals/ flowers drawn by the teacher) Prepare real or paper bones in the classroom and outside and let the children go on a bone hunt.</li> <li>▪ Teach the children any kind of action song/poem related to plants and animals</li> <li>▪ Discuss flowering plants and non flowering plants.</li> </ul>	<p>or just one flower on a page. Have them glue the flowers one at a time.</p> <ul style="list-style-type: none"> <li>▪ Allow to dry overnight. When dry, carefully slip the glued flowers into a plastic sheet. Display the art work in the bulletin board.</li> </ul>		<p>newsprint.</p> <ul style="list-style-type: none"> <li>▪ Demonstrate how to carefully peel away any flower stuck to the newsprint. They can ask the help of their parents and other relatives.</li> <li>▪ Ask them to bring them to school.</li> </ul>



## Grade 4

(The main subject is science and is integrated with various related lessons of other subjects)

**Topic- Animals and their environment**

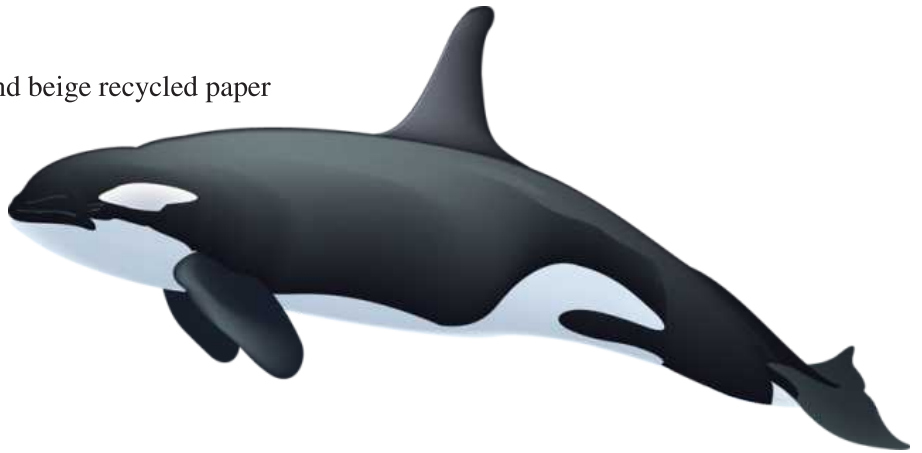
**Objectives**

**After the lesson the students shall be able to:**

- List the adaptive features of animals
- List the adaptive features of plants
- Ask questions to learn more about the living things around them

**Materials**

- Cold water, solid cooking shortening
- Boot/ mitten, 2 bowls, paper towels
- Activity sheets
- Chart, pocket board
- Sand, bucket, red and beige recycled paper
- Scissors



## Methods

Science	Mathematics	English/Urdu	Social Studies	Home Work
<ul style="list-style-type: none"> <li>▪ Tell the children a story about whales. Show them a picture of a whale. Discuss how some whales live in very cold water. How do they stay warm? How do people stay warm?</li> <li>▪ Explain that people can wear extra layers of clothing. Show the boot or mitten and discuss how these things keeps people warm.</li> <li>▪ Since whales don't wear clothes, how do they stay warm in cold water?</li> <li>▪ Fill 2 bowls <math>\frac{3}{4}</math> full with cold water. Ask a child to place one hand in each of the</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ahead of time, fill a bucket or bin with sand. Cut <math>\frac{1}{2}</math> inch squares from recycled paper, 15 of each color.</li> <li>▪ Talk with the children about how in nature, plants and animals blend in with their environment. This is their protection from predators.</li> <li>▪ Show the children the red and beige squares. Count them so the children see that there is an equal number of each. Then mix the squares up in the sand.</li> <li>▪ Give the children 1 minute to sift through the</li> </ul>	<ul style="list-style-type: none"> <li>▪ Draw animals on colored paper using the same color marker and then a different color marker.</li> <li>▪ Let the children identify the colors of the animals.</li> <li>▪ Note that the differently colored animals are easier to see.</li> <li>▪ Sing with the children the song 'Snowshoe Hare' or any other song about the colors.</li> <li>▪ Analyze the song and use it in discussing the concept of color, season, nouns and adjectives, etc.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Find the area on a globe where the snowshoe hare lives. It can be found in Alaska</li> <li>▪ Compare the summer food and winter food of the snowshoe hare.</li> <li>▪ Use the word 'camouflage' in reference to the snowshoe hare. How are other animals camouflaged with their environment? Think of an example of an animal that could be found in Pakistan.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ask the children to make animal puppets of their favorite animal with the help of their parents and other relatives in the house using recycled material</li> <li>▪ Ask them to bring the puppet to school the next day and be prepared to discuss how their favorite animals are different (appearance, food they eat, where they sleep, what they do, adaptive feature) and what makes it like the other animals.</li> </ul>

Science	Mathematics	English/Urdu	Social Studies	Home Work
<p>bowls. How does it feel? Both hands are cold. Now cover completely one of the child's hands with shortening. Place this hand in one of the bowls and place the other hand in the other bowl. Which hands feels cold? The hand covered with shortening is protected from the cold. Whales are also protected from the cold with a layer of fat called 'blubber'. Using paper towels, clean off the child's shortening-covered hand.</p> <ul style="list-style-type: none"> <li>Discuss with the children the different adaptive features of</li> </ul>	<p>sand and try to find the red and beige squares. After 1 minute, count to see how many of each color were found.</p> <ul style="list-style-type: none"> <li>Relate the results back to the concept of plants and animals blending in with their environment. To reinforce this point, play the game again, this time telling the children to pretend that they are hungry lions, and that the squares are little mice that lions love to eat. Note that the 'Beige mice' are the ones who more often escape the hungry lions!</li> </ul>			



Science	Mathematics	English/Urdu	Social Studies	Home Work
<p>animals and plants using the text book.</p> <ul style="list-style-type: none"> <li>▪ Emphasize on the purposes of those features- protection and survival. Show an illustration of the adaptive features of animals and plants using the pocket board.</li> <li>▪ Hide plastic animals in the classroom/ outside by setting them against backgrounds that match or blend in with their colors. Ask the children to find them. Give them one minute. Summarize learning points.</li> </ul>				





## Grade 5

(The main subject is science and is integrated with various related lessons of other subjects)

### Topic- Food and health

### Objectives

After the lesson the students shall be able to:



- Identify the common sources of food
- Explain the properties of major food groups
- Classify different food into their basic groups
- Differentiate balanced and unbalanced diet
- Explain the effects of eating an unbalanced diet on health
- Explain the importance of personal cleanliness and show them the importance of various food groups
- Prepare a list of dishes that should be included in a balanced meal

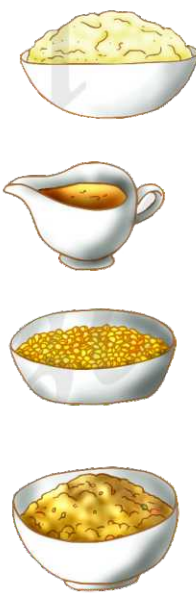
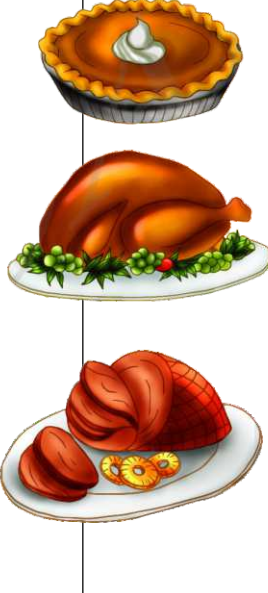
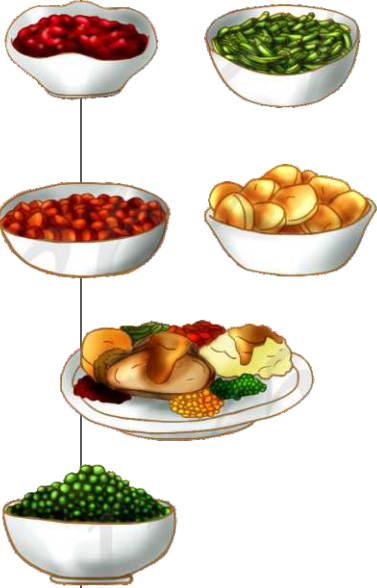
### Materials

- Four sets of 18 cards
- Card board and markers
- Scissors
- Food pyramid
- A tray with an apple, banana, lemon, orange, guava, grape, watermelon etc
- A tray with vegetables such as a carrot, onion, celery, broccoli, potato, green pepper, lettuce
- Magazine pictures/drawings of nourishing food and junk food
- Paper bag or box, tape
- Posters, one with a happy tooth, one with a sad tooth

## Methods

Science	Mathematics	English/Urdu	Home Work
<ul style="list-style-type: none"> <li>▪ Ask the children to name some things they can do to help keep our bodies healthy (e.g. eat healthy foods, sleep, exercise, wash hands before eating, clean our bodies, brush teeth, etc.)</li> <li>▪ Show the children the food pyramid (prepare a big one that could be spread on the floor). Review the food groups briefly with the children (fats, oils, and sweets; milk, yogurt, and cheese; meat, poultry, fish, dry beans, eggs, and nuts; vegetables; fruits; bread, cereal, rice, and pasta)</li> <li>▪ Ask them to give examples of foods in these groups. Explain to them how much of which food they need to eat to stay as healthy as possible.</li> <li>▪ Divide the children into groups of four. Give each group a set</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ask the children to bring one fruit or vegetable from home. Wash them. Help the children string the fruit and vegetables onto string with the yarn needles, place larger fruits as apples, pears, grapes, etc, in a clean nylon stocking.</li> <li>▪ Attach strings and nylons to wire coat hangers and hang them in a clean dry area that receives a lot of sun. Allow them to dry undisturbed. Small fruits and vegetables dry faster. Apples and other large fruits may take longer.</li> <li>▪ Display charts in the drying area. Let the children mark off the days it takes for their food choice to dry and then visually compare</li> </ul>	<ul style="list-style-type: none"> <li>▪ After doing the riddle activities, brainstorm and list on the board other kinds of vegetables and fruits. Divide the children into small groups or pairs to write their own fruit or vegetable riddles. After ten minutes, let the children share their riddles to the class.</li> <li>▪ Ask the children to think of the food they ate the day before for breakfast, lunch, and supper. Write each food item and put them on the right section of the food pyramid</li> </ul>	<ul style="list-style-type: none"> <li>▪ Extend your happy-sad tooth discussion. Ask the children to help you prepare a list of happy-tooth snacks they like and give a copy of the list to their parents. Request the parents to prepare the happy-tooth nourishing snack for their children.</li> <li>▪ Ask the children to brush their teeth after eating.</li> </ul>

Science	Mathematics	English/Urdu	Home Work
<p>of cards. Demonstrate to the children first how to play the cards. Shuffle the cards then give every child three cards each. Put the remaining cards face down in the center of the group. Let the children check what is in their cards. Ask the children to look at the pyramid and scrutinize the food item they have on their cards. Ask them to match the cards with the food groups one at a time. Whoever makes a wrong match will be asked to get another card from the pile of cards. The child who is able to match all his/her cards first wins. Let the children prepare their own cards to play the game on their own and take home.</p> <ul style="list-style-type: none"> <li>Introduce the children to the fruits on the tray. Discuss why fruits are good for our bodies. Let the children play a riddle game. Tell a</li> </ul>	<p>bar graphs of how many days it takes for different foods to dry.</p> <ul style="list-style-type: none"> <li>Let the children taste the dried fruits and compare the difference between fresh and dried flavors and texture.</li> <li>Ask the children to draw pictures of favorite fruits or vegetables. Paste these pictures on cardboard paper to make a picture graph of the children's favorite fruits or vegetables. Label each food with its name.</li> <li>Discuss the results of the graph, such as which fruit or vegetable was chosen by the most number of children. Tally the total number next to the pictures.</li> </ul>	 	

Science	Mathematics	English/Urdu	Home Work
<p>riddle to the class.</p> <ul style="list-style-type: none"> <li>■ Let the children guess the answer. Give the child the fruit corresponding to the riddle he/she guessed correctly. After the game, let the children taste the fruits. Do the same activity the next day with vegetables.</li> <li>■ Talk about the foods that are good for the teeth and those that that cause our teeth to decay. Put the pictures on the box. Let each child pick a picture out of the box and tape it to the correct tooth poster i.e. the junk food on the sad tooth and the nourishing food on the happy tooth.</li> <li>■ Talk about how we keep our teeth clean and healthy. Ask the children whether they brush at least two to three times a day.</li> <li>■ Discuss with the children about safety- what to do in order to keep ourselves safe.</li> </ul>			



The image features a vertical white bar on the left side. The rest of the image is divided into three horizontal color bands: a yellow band at the top, a teal band in the middle, and a purple band at the bottom. The text 'SOCIAL STUDIES' is centered in the teal band.

# **SOCIAL STUDIES**



# Grade 1 and 2

(The main subject is Social Studies and is integrated with various related lessons of other subjects)

**Topic- People and professions**

**Objectives**

**After the lesson the students shall be able to:**

- Describe historical places, cultural events and famous persons of a locality
- Identify different forms of livelihood available in certain localities
- Explain how to use maps
- Participate in activities that will put an end to some problems in their localities
- Appreciate the efforts people exert in doing good deeds

**Materials**

- Blackboard
- Activity sheets
- Crayons, markers
- Scissors
- Chalk
- Pieces of paper, flash cards



## Methods

Social Studies	Mathematics and Science	English/Urdu and Islamiat	Home Work
<ul style="list-style-type: none"> <li>▪ In advance, write on small pieces of paper different occupations/ activities of people in the village, town and city, e.g. farmer, taxi driver, office worker, etc. The number should correspond to the number of children in your class. Roll them up and place them in a box /basket or any container. Let every child pick one rolled paper. Tell them to keep the ‘word’ they picked a secret from their classmates. Ask the children to come to school the next day wearing a costume. They should dress up according to what was being suggested in the piece of paper they picked. They should use recycled materials in</li> </ul>	<ul style="list-style-type: none"> <li>▪ Form two groups of children. One group will have 5 members and the other group will have 20 members. Let both groups form a circle.</li> <li>▪ Discuss the concept of populated and crowded areas, e.g. cities.</li> <li>▪ Ask the children in the big group to count clockwise and tell how many they are in their group. Do the same with the small group. But let them count counter clockwise this time.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Post large pictures of people doing different occupations.</li> <li>▪ Have the children write down/ name five nouns, five verbs and five adjectives to describe what they see in the pictures.</li> <li>▪ Discuss with the children the different <i>Hadiths</i> pertaining to work ethics, importance of work; begging; dignity of work; forbidden work and duties.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ask the children to identify the different occupations of their family members.</li> <li>▪ Ask them to compare two of the identified occupation by pointing out their similarities and differences.</li> <li>▪ Ask them to draw a picture of what they would like to be when they grow up.</li> </ul>

Social Studies	Mathematics and Science	English/Urdu and Islamiat	Home Work
<p>preparing their costumes. Motivate them by announcing that you'll be giving an award to the most innovatively / creatively prepared costume.</p> <ul style="list-style-type: none"> <li>Organize a parade in the school compound. Then ask everyone to sit in a big circle inside/ outside the classroom. Divide them into pairs. Call each pair to explain to the big group the place where they are coming from (village, town, and city) and the work they are doing. The children should talk about their partner and not themselves. The child should start by saying, "I think my partner is residing in a village. He is a farmer". Then the other child will approve or disapprove the observation made by his/her partner. If the</li> </ul>			



Social Studies	Mathematics and Science	English/Urdu and Islamiat	Home Work
<p>child's observation is not correct his/her partner should ask, "What made you think so?" However, if the observation given is correct then the child should shake the hand of the partner. Then it would be his/her turn to make an observation regarding his/her partner. Continue until all children have presented themselves to the class</p>			

## Grade 2

(The main subject is Social Studies and is integrated with various related lessons of other subjects)

**Topic- Being safe and secure**

### Objectives

**After the lesson the students shall be able to:**


- Identify things and objects found in their homes, school and mosque
- Describe the things and objects they identified
- Explain how they can take care of the things found in their homes and school
- Identify things in the home, school, and road that could cause harm to people
- Define the word 'safe'
- Demonstrate ways of showing love for their elders, home, and school
- Follow guidelines on how to keep private and public properties safe
- Demonstrate love for animals
- Come to school neat and clean

### Materials

- Blackboard
- Activity sheets
- Prototype street
- Crayons
- Scissors

## Methods

Social Studies	Mathematics and Science	English/Urdu and Islamiat	Home Work
<ul style="list-style-type: none"> <li>▪ Print some pictures depicting unsafe situations at home, school or street and paste them on different papers.</li> <li>▪ Divide the children into groups of three to five. Give each group one paper/activity sheet. Challenge each group to describe what they see in the drawings. Let them point out the things that need improvement.</li> <li>▪ Let the groups share their observations with the whole class.</li> <li>▪ Use the children's observations as springboard in discussing possible sources of risk/ danger in houses/school/ classroom/ streets such as water reservoir, electric sockets, manholes,</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reproduce copies of the traffic light and distribute to every child in class. Ask them to color it.</li> <li>▪ Let the children draw things that can cause harm in the home, school and mosque.</li> <li>▪ Let them count the things they illustrated.</li> <li>▪ Invite a health practitioner/ doctor to talk about health and safety in the homes and schools.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Disorganize your classroom. Let the children enter. Observe the children's reactions. Let them share what they felt and experienced upon entering a chaotic classroom.</li> <li>▪ Then ask them to help you put things in place. Again ask them to describe their feelings after taking part in arranging the classroom.</li> <li>▪ Ask the children to talk about the ways by which they can help in keeping the mosque clean and safe. Let them draw the tools that are useful in cleaning the mosque.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Let the children prepare scrap books on safety precautions/ tips. With the help of their parents and friends let them identify something in their homes that needs improvement. Then come up with a realistic plan to improve the situation. Let them participate in implementing the plan. Report to class their experiences.</li> </ul>

Social Studies	Mathematics and Science	English/Urdu and Islamiat	Home Work
<p>gas heaters, knife, blade, and etc.</p> <ul style="list-style-type: none"> <li>▪ Encourage them to think of various safety tips/ precautions they have to keep in mind in order to prevent accidents and illnesses. Discuss how the children can help in keeping their home, school, mosque, and street safe.</li> <li>▪ Summarize the discussion by showing children illustrations of different safety tips. (Teachers can also use the text books or any other source for explanations).</li> <li>▪ Devise a realistic plan with the children for making the school beautiful and safe. Group the children in different committees and let them choose the contribution they will make towards the improvement of the classroom/ school.</li> </ul>			

Social Studies	Mathematics and Science	English/Urdu and Islamiat	Home Work
<ul style="list-style-type: none"><li>■ Build a prototype road with street lights, safety symbols and traffic lights in one corner of the school ground. Use it in explaining road safety. Discuss the harmful effects of noise to people's health.</li></ul>			

## Grade 3

(The main subject is Social Studies and is integrated with various related lessons of other subjects)

**Topic- Great leaders of the country**

### Objectives

**After the lesson the students shall be able to:**

- Describe the national flag of Pakistan
- Name the different members of a typical family
- Discuss the importance of loving one another. Enumerate different ways of showing love and respect to relatives, friends and others
- Identify desirable qualities that they must acquire as a righteous person
- Explain the factors that motivate people to behave in a particular way
- Demonstrate ways of showing love for their relatives and teachers
- Praise those who work with their hands in service of Muezzin and imams
- Give importance to national holidays
- Follow examples of Pakistan's National Heroes
- Talk politely to elders
- Retell stories of the lives of heroes and great men/ women

### Materials


- Sheets of paper, different colors
- Blackboard
- Activity sheets



- Marking pens
- Brown paper
- Crayons, glue
- Scissors

## Methods

Social Studies	Mathematics	English/Urdu and Islamiat	Home Work
<ul style="list-style-type: none"> <li>■ Explain to the class that a country's flag displays symbols that represent an important feature of that place. Show them a picture of the flag of Pakistan. Discuss the significance of the symbols on the flag of Pakistan. Discuss ways of showing respect to the flag</li> <li>■ Show the children pictures of the great men and women of Pakistan. Talk about the person's contribution to Pakistan's development. Write the following information about the person on the spaces provided for in the Activity Sheets:</li> </ul>	<ul style="list-style-type: none"> <li>■ Let the children count the number of holidays in Pakistan.</li> <li>■ Let the children mark in a calendar the holidays celebrated in Pakistan</li> </ul>	<ul style="list-style-type: none"> <li>■ Read to the children, stories of brave and honest people. Discuss the moral lesson of the stories read.</li> <li>■ Invite successful pupils who completed grade 5 from your school. Let them share the secrets of their successes to the children.</li> <li>■ Distribute lyrics of the National Anthem and ask them to sing it together again.</li> </ul>	<ul style="list-style-type: none"> <li>■ Let the children collect pictures of heroes and heroines of Pakistan.</li> <li>■ Have the children compile them in a scrap book</li> <li>■ Ask the children to prepare a flag of Pakistan with the help of their family members and come to school with it the next day.</li> </ul>

Social Studies	Mathematics	English/Urdu and Islamiat	Home Work
<p>person's name; dates lived, town/province lived in; important thing the person did. Display the Activity Sheets afterwards where interested children can read them in their spare time.</p> <ul style="list-style-type: none"> <li>▪ Sing the National Anthem with the children.</li> <li>▪ Divide the class into small groups. Reproduce the Activity Sheets on national holidays</li> <li>▪ Give each group a set of pictures depicting the national holidays celebrated in Pakistan. Let the groups arrange the pictures in chronological order. Groups raise their hands as they finish. Give one point to the group for every holiday they correctly ordered. And for the first group to complete the challenge correctly, give an additional point.</li> </ul>			

## Grade 4

(The main subject is Social Studies and is integrated with various related lessons of other subjects)

### Topic- Districts and provinces

### Objectives

After the lesson the students shall be able to:

- Recall the history of the different districts and provinces
- Specify the number of districts and provinces there are in Pakistan
- Identify the various government institutions available in the districts and provinces that are looking after the welfare of the people
- Demonstrate ways of showing patriotism and loyalty to ones country
- Support activities in their communities showing pride and love for their district and province
- Give importance to social values
- Read maps of Pakistan
- Call family and friends using available means of communication in their district and province
- Practice observation and fine motor skills
- Conduct interviews to get information about the district and province

### Materials

- Real artifacts/ pictures of artifacts from different districts/ provinces
- Blackboard
- Flash cards, pocket board
- Map of Pakistan
- Crayons

- Scissors
- Old newspaper
- Chalk, rope, yarn, recycled materials

## Methods

Social Studies	Mathematics, Urdu/English, Islamiat	Home Work
<ul style="list-style-type: none"> <li>■ Place in a box or basket different artifacts/ pictures of artifacts. Divide the class into groups of three. Let each group select 2 items from the basket/ box. Give the groups a flash card and marking pen. Ask the groups to identify the artifacts and reflect on which district/province in Pakistan they are coming from. When the groups had reached an agreement, have them write the name of the district/ country in the flash cards.</li> <li>■ Let the groups display the artifact on top of a table or mat on the floor with the flashcards. Go through the items with the whole class and check if the groups had identified the district/ province correctly.</li> <li>■ Ask the children to locate the identified district/ province on the map of Pakistan.</li> <li>■ Discuss with the children the</li> </ul>	<ul style="list-style-type: none"> <li>■ Place a big map of Pakistan on the floor. Ask the children to look closely on the map.</li> <li>■ Give each child 3 pieces of flash cards each. Ask them to find and write on the flashcards the names of the district/ province with: letter A; B; C, and so on. Arrange them in the pocket board.</li> <li>■ Ask the children to count the number of every letter they can find in the names of the districts/ province, e.g. Attock- 1=A; 2=T; 1=O; 1=C; 1=K.</li> <li>■ Let them practice writing the names of the districts/ provinces</li> <li>■ Discuss with the children the different Islamic festivals celebrated in their district/ province. Let them share their own experiences of taking part in such events.</li> </ul>	<ul style="list-style-type: none"> <li>■ In advance collect old newspapers. Give every child one newspaper each.</li> <li>■ Let them take them home and with the help of their family members identify the districts/ provinces where the news items are coming from.</li> <li>■ Ask them to answer the following question: How many districts/ provinces had a story in the news? Make a list of what they found out.</li> </ul>

Social Studies	Mathematics, Urdu/English, Islamiyat	Home Work
<p>history of the different districts/ province. Let it be in the form of a story. Talk about the special events/festivals celebrated in the different districts/ provinces and the administrative services available as well.</p> <ul style="list-style-type: none"> <li>▪ Organize small corners in the classroom. Assign one district/ province to every corner. Guide the children in drawing maps of the districts/ provinces. Let one child take charge of one district (and one group to take charge of one province). Place in the corners the following: brief history of the district/ province; events celebrated; administrative services available.</li> <li>▪ Ask the children to represent their ideas through drawings, cut outs, modeling clay, play dough, recycled materials, etc.</li> </ul>		

# Grade 5

**(The main subject is Social Studies and is integrated with various related lessons of other subjects)**

**Topic- Neighboring countries of Pakistan**

## Objectives

**After the lesson the students shall be able to:**

- Formulate a pattern of behavior befitting a nationalistic and upright Pakistanis
- Name the people who worked hard for the independence of Pakistan
- Explain the nature of the serious and prolonged disagreement prevailing between India and Pakistan regarding Kashmir
- Describe the significance of the geographical location of Pakistan
- Analyze the effects of different weather conditions on the lives of Pakistanis in various parts of the country
- Discuss the contribution made by the present government in re-establishing the country's acceptable position in the international community
- Give importance to patriotism, self reliance, service to humanity and devotion
- Follow the teachings of Islam and uphold its integrity and security
- Accept Muslims from other countries as brothers
- Read a map and draw maps



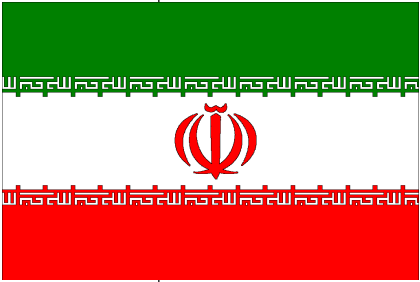

## Materials

- Blackboard
- Activity sheets
- Ball

- Crayons, colored pencils
- Scissors
- Map of Pakistan and the world
- Chart with names of Muslim Countries
- Pictures of places and people

## Methods

Social Studies	Mathematics	Urdu/English, Islamiat	Home Work
<ul style="list-style-type: none"> <li>■ Divide the children into 2 groups. Ask one group to stand in a straight line from East to West while the other group to form a straight line from North to South. Then connect the two lines.</li> <li>■ Now tell the children that the lines formed from East to West are called “<i>Khatoot Araz Bald</i>” (Latitude) and lines formed from North to South are called “<i>Khatoot Tool Bald</i>” (Longitude)</li> <li>■ Ask the first group of children to sit under the heat of the sun and the second group to sit in a covered</li> </ul>	<ul style="list-style-type: none"> <li>■ Reproduce the maps of the different countries in South Asia</li> <li>■ Arrange them in different places, e.g. Pakistan in the middle of India and Afghanistan, China in the Northern part of Pakistan, etc.</li> <li>■ Ask the children to describe the positions/ places of the countries as you change the positions (use different directions). At the end arrange the countries in their proper places.</li> </ul>	<ul style="list-style-type: none"> <li>■ Give every child a copy of the map of South Asia.</li> <li>■ Ask the children to describe the position/ direction/ relationship of the countries by using the following words: behind; in; on; top/middle/bottom; beside; near; out; next to; and under.</li> <li>■ With the use of a globe/ map of the world help the children identify where the Muslim countries are.</li> <li>■ Discuss the relationship existing between Pakistan and other neighboring Muslim countries.</li> </ul>	<ul style="list-style-type: none"> <li>■ Ask the children to draw a simple map showing the route they take from home to school. Let the children discuss their drawings in class</li> </ul>

Social Studies	Mathematics	Urdu/English, Islamiat	Home Work
<p>area. Ask the children how they feel. Explain to the children that this is also the case with some places. Those that are near the sun are warmer while those that are far away remain cold.</p> <ul style="list-style-type: none"> <li>Construct different physical features of a place in a sand table with the children using a big box/ wood/ or a portion of the school ground. Explain the concept of hills, desert, and other physical features using the sand table or the school ground.</li> <li>Show the children a globe and a map of South Asia. Discuss the difference between a globe and a map. Ask them to find Pakistan in the globe and in the map.</li> <li>Give every child a copy of the map of Pakistan with its neighboring countries and ask them to color</li> </ul>	 	<ul style="list-style-type: none"> <li>Explain the concept of brotherhood in Islam</li> </ul>  	



Social Studies	Mathematics	Urdu/English, Islamiat	Home Work
<p>their province green, blue to color provincial borders, yellow to color rivers, black to color mountains and red to color neighboring countries.</p> <ul style="list-style-type: none"><li>▪ Exhibit the best work. Compile the rest of the maps in a scrap book.</li></ul>			



# **MATHEMATICS**



# Grade 1

(The main subject is Mathematics and is integrated with various related lessons of other subjects)

## Topic- Numbers

### Objectives

After the lesson the students shall be able to:

- Identify numbers 1-100
- Identify which number up to 9/ 99 comes after or before a number
- Recognize the place values of numbers, tens and ones
- Compare one and two digit numbers
- Identify the number of objects in two given sets and describe which set has more than or less than the other
- Explain the concept of most, least and between
- Identify set combinations
- Value the use of number in everyday life
- Count objects up to 9/ 99
- Read numbers 9/99 in numerical symbols and words
- Write numbers up to 9/ 99
- Write numbers in increasing and decreasing order


### Materials

- Blackboard
- Play dough/ modeling clay
- Pieces of paper

- Flashcards
- Crayons, paper plates (recycled/ homemade)
- Scissors, stones, beans, corn kernels
- Pocket board, baskets, boxes

## Methods

Mathematics	Science, Islamiat	Urdu/English	Home Work
<ul style="list-style-type: none"> <li>■ Ask the children to stand up. Tell the children that you will be calling out numbers, e.g. 2, 3, 6, 8, etc. and they should group together according to the number called.</li> <li>■ Reproduce the activity sheets on numerals. Distribute them to the children and let them color the drawings. Compile them in a scrap book.</li> <li>■ Let the children practice reading and writing the numbers.</li> <li>■ Let the children form shapes of different numbers using play dough or modeling clay. Use them in number drills. Hide the numbers in the</li> </ul>	<ul style="list-style-type: none"> <li>■ Organize a 'school walk'. Divide the children into 4 groups. Let each group visit the different classrooms and ask them to count things found in tables, desks, chairs, plants. Ask them to count the number of children in the different classrooms as well.</li> <li>■ Show the children a picture or model of natural objects visible in sky (heavenly bodies). Let them talk about the creator of those heavenly bodies. Then use them in counting drills, e.g. how many stars can you see?</li> </ul>	<ul style="list-style-type: none"> <li>■ Teach the children a number song with actions.</li> <li>■ Ask the children to put their hands on their noses and let them visualize the number it resembles.</li> <li>■ Let the child stand in front of the class as a model and then ask the other children to count and write the number of nose, eyes, head, ears, arms, fingers, hands, feet the child model has.</li> </ul>	<ul style="list-style-type: none"> <li>■ Ask the children to count the number of brothers and sisters they have. Show them how the numbers should be written.</li> <li>■ Complete the pictures by joining the dots from 1-100 in ascending and descending order.</li> <li>■ Let the children draw a picture showing the importance of knowing how to count.</li> </ul>

Mathematics	Science, Islamiat	Urdu/English	Home Work
<p>different places inside the classroom. Let the children hunt for them. Let them identify every number they find. Display them in your math corner afterwards.</p> <ul style="list-style-type: none"> <li>▪ Ask the children to make their own number books. They can draw using colored pencils or cut out the numbers from old colored magazines. Add drawings or clippings of their favorite objects to illustrate the number, e.g. one flower; two cats, etc.</li> <li>▪ Let the children sing number songs with action.</li> <li>▪ Introduce the concept of zero to the children by making them understand that it means 'nothing', i.e. "I have no pencil" is easier to understand than "I have zero pencil".</li> <li>▪ In a box or basket, place ten marbles/</li> </ul>			

Mathematics	Science, Islamiat	Urdu/English	Home Work
stones. Remove them one by one while asking the children to count the marbles/stones left.			



## Tables

$$\begin{array}{ll} 5 \times 1 = 05 & 5 \times 6 = 30 \\ 5 \times 2 = 10 & 5 \times 7 = 35 \\ 5 \times 3 = 15 & 5 \times 8 = 40 \\ 5 \times 4 = 20 & 5 \times 9 = 45 \\ 5 \times 5 = 25 & 5 \times 10 = 50 \end{array}$$

# Grade 2

(The main subject is Mathematics and is integrated with various related lessons of other subjects)

## Topic- Measuring

### Objectives

After the lesson the students shall be able to:

- Compare objects
- Demonstrate how to measure height and weight
- Follow guidelines on how to measure objects
- Measure height, weight and capacity

### Materials

- Cardboard paper
- Pencils
- Strings
- Pencils, ruler, paper, compass
- Scissors
- Shapes- triangle, square, circle, etc
- Glue sticks, recycled materials
- Crayons, masking tape



## Methods

Mathematics	Urdu/English, Islamiat, Social Studies	Home Work
<ul style="list-style-type: none"> <li>▪ Place three strips of masking tape with different lengths on the floor. Divide the children into groups of three. Assign one group to one strip of masking tape. Let them measure the strip of masking tape one by one by walking on it toe to heel.</li> <li>▪ Ask them to count the number of steps it took them to walk the whole strip. Let them compare their answers with their group mates. Do they have the same answers? If not, why? How can they possibly have the same answer?</li> <li>▪ Discuss with the children the importance of having a standard unit of measurement.</li> <li>▪ Invite a nurse in school and request her/him to get the children's height and weight. Record the children's height and weight on a chart and the date it was taken. Repeat the activity quarterly to see changes. Let the nurse tell the children who among them are overweight or underweight, short or tall for his/her age. Talk about various means of</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ask the children to select some objects in the classroom. Let them draw the object in their notebooks. Let them identify ways of measuring the object. Have them color their drawings.</li> <li>▪ Visit a mosque near the school with the children and guide them in determining the size of the mosque. Ask them to share their experiences of measuring the size of the mosque with their classmates when they return to the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Let the children find out from their parents how much they weighed when they were born.</li> <li>▪ Ask the children to cut a string to represent their height/ length at birth.</li> </ul>

Mathematics	Urdu/English, Islamiyat, Social Studies	Home Work
<p>making the children attain their ideal weight/ height.</p> <ul style="list-style-type: none"><li>▪ Bring big boxes to school, i.e. TV, washing machine, refrigerator.</li><li>▪ Ask the children to get into the box. Find out how many children can fit in the box. Use this activity as a springboard to the discussion of capacity measurement.</li></ul>		



## Grade 3

(The main subject is Mathematics and is integrated with various related lessons of other subjects)

### Topic- Shapes

### Objectives

After the lesson the students shall be able to:

- Identify set combinations
- Explain how to arrange or classify things, e.g. size, weight, height, other attributes
- Discuss the difference between a straight and curved line
- Identify different shapes
- Value the use of number in everyday life
- Demonstrate how to recognize patterns
- Create patterns

### Materials

- Colored construction paper, five different colors
- Index cards, pocket board
- Magnetic tape, colored pencils
- Different geometric shapes, baskets
- Scissors
- Markers

## Methods

Mathematics	Urdu/English, Islamiyat, Science	Home Work
<ul style="list-style-type: none"> <li>▪ Divide the class into two teams. Let each team choose their captain. Assign playing areas for each team. Ask the teams to form the disorganized shapes following the samples. Display the sample shapes where everybody can see. Match the shapes formed by the teams with the samples. Correctly formed shapes will give the team a point.</li> <li>▪ Divide the class in pairs. Let each pair get one basket of pattern blocks. Ask one child to sort the blocks into different groups then have the other child guess the pattern used in grouping the blocks.</li> <li>▪ Let the children complete the following patterns on the pocket board: square; triangle; circle; square; triangle; circle; square; _____; _____. Circle; oval; circle; oval; circle; _____. Create more patterns using two or three dimensional shapes.</li> <li>▪ Challenge the children to draw the following shapes: two things around the classroom</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ask the children to collect natural objects on their way to school.</li> <li>▪ Let the children make patterns from the natural objects, e.g. leaves/ flowers of different colors and shapes twigs, rocks, grass, etc.</li> <li>▪ Have the children describe the patterns they formed. Ask them to construct short sentences describing the patterns created.</li> <li>▪ Discuss how natural things were created.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ask the children to look for patterns in different fabrics. Have them cut small swatches of the fabric (4"x 3"). Organize the swatches in a scrapbook. Let them describe the patterns using simple sentences.</li> </ul>

Mathematics	Urdu/English, Islamiyat, Science	Home Work
<p>that are rectangular in shape; three square things around the classroom; 1 triangular shaped thing around the classroom; and 4 round things around the classroom. Have them color their drawings.</p> <ul style="list-style-type: none"> <li>▪ Let the children design a robot using only one shape. Display the children's designs on the bulletin board afterwards.</li> <li>▪ Let the children create designs by tracing around recycled objects. Ask them to color their designs.</li> <li>▪ Prepare a geometric mobile with the children. Guide them in tracing different pattern blocks on construction paper.</li> </ul>		



# Grade 4

(The main subject is Mathematics and is integrated with various related lessons of other subjects)

## Topic- Time

## Objectives

**After the lesson the students shall be able to:**

- Describe the number of hours in a day and number of minutes in an hour
- Differentiate a solar from a lunar calendar
- Name various timings in the morning and afternoon
- Describe different time intervals
- Appreciate the importance of managing time and being punctual
- Value the use of number in everyday life
- Position the hands of the clock at various times
- Tell the time of day

## Materials

- Blackboard
- Chalk
- Colored pencils, rope, stick, stones
- Wall clock, recycled materials, brad
- Pictures of different time pieces
- Activity sheets

## Methods

Mathematics	Urdu/English, Islamiat, Science, Social Studies	Home Work
<ul style="list-style-type: none"> <li>▪ Show the children a number line made from rope containing numbers 1-12. Form a circle using the number line. Let the circle resemble the face of a round clock. Distribute to the children the activity sheet on the face of a clock. Ask the children to write numbers inside the circle to make the face of a clock.</li> <li>▪ Discuss the functions of the long and short hand in telling time. Let the children work on the activity sheet showing different clocks with no hands</li> <li>▪ Have the children draw the minute and hour hand to show the time identified under each clock.</li> <li>▪ Make the children understand how long a minute is. Let them close their eyes while you watch the stop watch. Have them raise their hands when he/she thinks 1 minute is up. Ask them to put their hands down if it is not the time yet. Clap your hands when the minute is up. Let the children observe the second</li> </ul>	<ul style="list-style-type: none"> <li>▪ Tell the children the correct use of calendars.</li> <li>▪ Make a sundial with the children using a stick, 6” long. Locate the sunniest area outside the classroom. Make the stick stand straight by pushing it on the soil. Draw a circle around the stick. Then use stones to mark the place on the circle where the shadow falls. Check the sundial every hour and observe the movement of the shadow. Discuss the relationship between the movement of the shadow and passing of time.</li> <li>▪ Talk about the Islamic holidays. Let the children enumerate and write the names of the months in English and Urdu</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ask the children to draw the activities they did yesterday, activities they are doing today, and activities they are planning to do tomorrow.</li> <li>▪ Let them prepare to talk about their daily routine in class.</li> </ul>

Mathematics	Urdu/English, Islamiyat, Science, Social Studies	Home Work
hand as it goes around the clock again. Then repeat the guessing game. Tell the children how to make a calculated guess.		





# Grade 5

(The main subject is Mathematics and is integrated with various related lessons of other subjects)

## Topic- Learning Fractions

### Objectives

After the session the students shall be able to:

- Identify the number of objects in two given sets and describe which set has more than or less than the other
- Identify set combinations
- Value the use of number in everyday life

### Materials

- Blackboard, Chalk
- Scissors
- Construction paper
- Number shapes, play dough
- Pocket board, flashcards
- Wall clock, recycled materials, brad
- Pictures of different shapes on a chart
- Activity sheets

## Methods

Mathematics	Urdu/English, Islamiyat, Science, Social Studies	Home Work
<ul style="list-style-type: none"> <li>▪ In advance prepare an enlarged drawing of a clock. Use it in explaining fractions, a way of expressing time as equivalent parts of a whole.</li> <li>▪ Divide the children in groups of four. Give every group two balls of play dough. Ask them to divide one ball in two equal parts and the other one in four equal parts.</li> <li>▪ Distribute the 4 pieces among the group members. Let them create different shapes with their dough. Explain the concept of one half (<math>1/2</math>)</li> <li>▪ Prepare cutouts of different shapes (fruits, flowers, parts of the body, vehicles).</li> <li>▪ Make some shapes symmetrical and others asymmetrical. The number should correspond with the number of children. Ask them whether or not they think their cutouts can be divided evenly. Let them fold the cutouts in halves and check if the edges are even. If the edges are even then the cutouts can be divided fairly. Have them cut the shapes into halves.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Divide the children into groups of four. Ask them to wash their hands with soap and water. Give each group a whole chapatti in a plate. Ask the children to divide the chapatti fairly among them. After dividing it into four, let them check if all the parts are equal. Give them time to eat their share with another dish such as beans, etc.</li> <li>▪ Ask them to describe their experience in simple sentences.</li> <li>▪ Discuss the importance of sharing in Islam.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Have the children ask their parents to help them identify the fractional part of their family, e.g. if there are eight people in their family the child is <math>1/8</math> of the family; if there are three boys and five girls, what fraction of the family are boys/ girls? If the child is a boy what will be his fractional part among the boys in their family? On the other hand if the child is a girl what will her fractional part among the girls in their family?</li> </ul>

Mathematics	Urdu/English, Islamiat, Science, Social Studies	Home Work
<p>Explain why some cutouts cannot be divided fairly and evenly.</p> <ul style="list-style-type: none"><li>▪ Let the children answer different questions on determining fractional parts with the use of real objects, e.g. ask them to take <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, <math>\frac{2}{3}</math>, <math>\frac{5}{6}</math>, etc. of pencils. How many will they take?</li><li>▪ Then try using two kinds of objects, e.g. four writing boards and six pens. What fraction of the objects are pens? (<math>\frac{4}{10}</math>) Let them name that fraction another way- (<math>\frac{2}{5}</math>)</li></ul>		

# ISLAMIAT



# Grade 1 and 2

(The main subject is Islamiyat and is integrated with various related lessons of other subjects)

## Topic- Al Quran

### Objectives

After the session the students shall be able to:

- Identify the different pillars of Islam
- Discuss the life of the Holy Prophet (PBUH)
- Identify the basic Arabic Alphabet
- Distinguish what is good and what is bad around them
- Respect the Word of Allah embodied in the Holy Book
- Seek answers to questions about faith and religious principles
- Practice the teachings of Islam in their daily lives
- Recite the Holy Quran
- Offer prayers daily

### Materials

- Chart with written Arabic Alphabet
- Blackboard
- Flash cards of Arabic Alphabet
- Pocket board
- Markers, scissors
- Recycled materials, glue, tape (masking, cellophane)
- Puzzle boxes
- Cap, *dupatta*

## Methods

Islamiat	Urdu/English, Mathematics	Home Work
<ul style="list-style-type: none"> <li>▪ Explain to the children what the Quran is and how it came about through story telling. Show the children a sample of the Holy Quran. Discuss with the children the ways of respecting the Quran. Let the children color the picture of Quran (Pictures showing ways of respecting the Quran)</li> <li>▪ Ask the children to identify the language used in writing the Quran. Write some Arabic words on the board. Translate them to English and Urdu.</li> <li>▪ Show the children the chart containing the Arabic Alphabet. Let the children practice writing the Arabic Alphabet in flash cards. Display them in the pocket board.</li> <li>▪ Let the children prepare crowns using recycled materials. Write Arabic words from the Quran on the masks. Discuss the meaning of the words. Let the children make use of the words learned using the masks.</li> <li>▪ Reproduce the pictures of a boy wearing a cap and a girl wearing a <i>dupatta</i> while</li> </ul>	<ul style="list-style-type: none"> <li>▪ In advance prepare a drawing of a clock with moving hands that can point to various times. Show the times of prayers using the clock. Practice counting by enumerating the number of Surahs there are in the Quran.</li> <li>▪ Ask the children to line themselves up across the classroom in alphabetical order (Urdu first, English next then Arabic). Let them write their names in Urdu, English and Arabic. In advance, write different Arabic words (used in the Quran) in slips of paper and put them in small bags/ boxes/ containers. Divide the children into five groups. Ask each group to sit in a circle and stay in different places.</li> <li>▪ Each group plays among themselves following these procedures: one child draws a word from the container and says the word aloud. Someone from the group spells it. The child holding the word checks the spelling. If the spelling is correct let the child who spelled it draw another word from the container and asks</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ask the children to go through the Quran with their parents. Make a list of the different parts of the Quran. Share their findings in class the next day.</li> <li>▪ Ask the children to observe how their parents pray. Practice praying with their parents.</li> </ul>

Islamiat	Urdu/English, Mathematics	Home Work
<p>praying. Let them color them after discussing the meaning of the pictures</p>	<p>another child to spell it. If however, the spelling is incorrect, let the child who drew the word spell it correctly for the group and draw another word for the speller. Put the word back to the container after giving its spelling. The word may be drawn more than once.</p>	





## Grade 3 and 4

(The main subject is Islamiat and is integrated with various related lessons of other subjects)

### Topic- Serat Un Nabi

### Objectives

After the session the students shall be able to:

- Identify the different Sunnahs to follow in daily life
- Analyze the meaning of the different Sunnahs
- Explain how a Muslim child can be a role model to other Muslim children in their communities
- Discuss the characteristics of a modest person
- Describe Prophet Muhammad (PBUH) in terms of appearance, dressing, mode of living, and daily routine
- Identify the Prophet's (PBUH) pattern of conduct that qualifies him to be “Seeratun- Nabi” (The best role model)
- Demonstrate a positive attitude towards Islam
- Follow the footsteps of the Prophet (PBUH)
- Demonstrate love for fellow human beings
- Perform the Sunnah in their daily life based on Ahadith
- Live a modest life
- Reflect on their attitudes and behavior and improve those that are not in consonance with the Muslims lifestyle and social practices

### Materials

- Chart (characteristics of the Holy Prophet (PBUH))

- Blackboard
- Flash cards
- Pocket board
- Markers, scissors
- Recycled materials, glue, tape (masking, cellophane)
- Boxes for making diorama (model)

## Methods

Islamiat	Home Work
<ul style="list-style-type: none"> <li>■ Tell the children (in story form) how the Prophet (PBUH) lived during his time.</li> <li>■ Involve the children in preparing a diorama showing the Prophet's (PBUH) lifestyle using recycled materials. Display the completed diorama in one corner of the room.</li> <li>■ Redecorate the classroom or build a prototype typical house of Muslims in the school ground. Involve the children in all the activities- from cleaning the area up to setting up the area. Use ropes/ grass ropes/ wire/ scraps of cloth tied together/ stones, etc. in demarcating the area to show the different parts of the house.</li> <li>■ Divide the children into groups of five. Assign one room to each group to decorate. Let the children do this by drawing the things on flashcards, pieces of paper or any other material available. After completing the drawings, ask the groups to decorate the areas assigned to them. Ask a representative of the group to explain what they prepared and why. Encourage other children to comment and ask questions. Then discuss the Muslims' lifestyle and social practices.</li> </ul>	<ul style="list-style-type: none"> <li>■ Provide the children copies of the Sunnah Chart (Make a list of different Sunnah beforehand). Ask them to keep the chart in their house and record the time they follow the Sunnah.</li> <li>■ Their family members can help them in recording their good deeds. After one month, ask the children to bring their charts to school.</li> <li>■ Display the charts on the wall. Go around the classroom with the children and assess all the charts. Congratulate those who successfully followed the Sunnah. Then motivate those who were not able to follow the Sunnah to become persistent and do their best next time.</li> </ul>

Islamiyat	Home Work
<ul style="list-style-type: none"> <li>▪ This time lead the children in going inside the house they built. Ask the children, “When we are entering the house, as Muslims what do we do? Discuss the different Sunnahs to follow in daily life as you all enter the different rooms of the house- Salaam; When eating; Education; Holy Prophet(PBUH) Will; Du'a; Parents, Family and Society.</li> <li>▪ Make the activity interactive and participatory. Encourage the children to share their personal experiences as you go through the activity.</li> <li>▪ This activity is continuous. It could take a month or so to implement it, depending on the readiness of the children and prevailing circumstances in your school. The activity integrates different topics to be learned in the other core subjects: English, Urdu, Mathematics, Science and Social Studies.</li> <li>▪ Guide the children in taking the test. Involve the children in marking the test. Discuss the results of the test.</li> </ul>	

## Grade 4 and 5

(The main subject is Islamiyat and is integrated with various related lessons of other subjects)

**Topic- Islamic behavior**

### Objectives

**After the session the students shall be able to:**

- Discuss how to acquire the virtues of a Muslim
- Explain why some practices are prohibited in Islam
- Show respect for senior relatives
- Follow the footsteps of the Holy Prophet (PBUH) Perform the Sunnah in their daily life based on Ahadith
- Live a modest life
- Reflect on their attitudes and behavior and improve those that are not inconsonance with the Muslims lifestyle and social practices

### Materials

- Handout of the story
- Blackboard
- Chalk
- Activity sheet

## Methods

Islamiat	Urdu/English	Home Work
<ul style="list-style-type: none"> <li>▪ Read to the children the story of ‘An Example of Goodness’.</li> <li>▪ Distribute copies of the story to the children. Let them read the story silently. Divide the board space into two areas. On one side write the heading ‘Questions’ and on the other side write the heading ‘Comments’</li> <li>▪ Tell the children to come to the board and write any question or comment they have about the story they just read. Let the children do this activity silently for at least ten minutes. Then hold a class discussion on the story. You can also write your own comments and questions, e.g. how did the Holy Prophet (PBUH) respond to the bad attitude of the woman? Would you be able to do the same thing if you were in a similar situation? Make a list of occasions when you reacted in a highly emotional manner? What can you do to show that you are a true Muslim? The old woman said very bad things about the Holy Prophet (PBUH). The story showed</li> </ul>	<ul style="list-style-type: none"> <li>▪ Write the different paragraphs of the story in different cardboard paper. Display them around the walls of the classroom. Explain to the children that their classroom is now an art gallery. The paragraphs written on the pieces of cardboard paper are the captions under large pictures. Ask the children to walk around the room and read the captions and imagine the pictures in their minds. Let the children draw the picture that most interest them, using crayons. After they have completed their drawings ask some students to describe their drawings to the whole class.</li> <li>▪ Read the following analogies and similes and explain their meanings.             <ul style="list-style-type: none"> <li>▪ <i>A momin is like a honey bee</i></li> <li>▪ <i>Imaan is like rainfall</i></li> <li>▪ <i>Shirk is like a black ant on a black stone in a black night</i></li> <li>▪ <i>Hypocrisy is like a garden irrigated by a stream of pus and another stream of clean water</i></li> <li>▪ <i>The Akhira and its bounties are like an ocean</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Practice reciting the Quran at home.</li> </ul>

Islamiat	Urdu/English	Home Work
<p>the emotional strength of the Holy Prophet (PBUH). Many people converted to Islam because of the Holy Prophet's (PBUH) ideal behavior.</p>	<ul style="list-style-type: none"><li>▪ <i>The Prophet (PBUH) is like a traveler</i></li><li>▪ <i>This world is like an old woman</i></li><li>▪ <i>Quran is like a chemical that washes away rust from metals</i></li><li>▪ <i>If a person gets guidance because of you, it is better than possessing red camels.</i></li></ul>	





**LANGUAGE**





# Grade 1 and 2

(The main focus is language and is integrated with various related lessons of other subjects)

## Topic- Reading and thinking

### Objectives

After the session the students shall be able to:

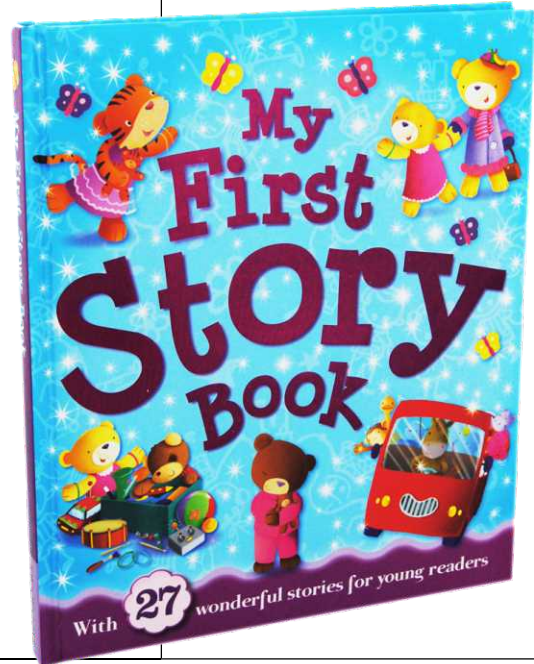
- Identify names of characters in the stories
- Discuss their feelings after reading prose and poetry
- Explain the relationship between their experiences and those of the characters in the stories read
- Differentiate prose from poetry
- Discuss the importance of reading
- Enumerate the moral lessons they learned from the stories they read
- Recall names of objects
- Listen to stories and fairy tales read aloud in class
- Value reading
- Demonstrate positive change in behavior after internalizing lessons learned from the stories read
- Read aloud stories and fairy tales


### Materials

- Handouts
- Blackboard
- Activity sheets
- Prototype television made from a recycled box
- Crayons, two wooden poles (15 to 18 inches long)
- Scissors, recycled materials

## Methods

Language	Mathematics, Social Studies and Islamiat	Home Work
<ul style="list-style-type: none"> <li>▪ Display story books in your classroom. Develop your own big and small books out of recycled materials if you cannot afford to buy expensive books.</li> <li>▪ Choose one story from the text book and share it with the children. Make the room conducive to learning. Let the children sit on the floor covered with a local mat. Invite them to gather around you as you start reading to them the story. (Variation: In advance, draw pictures to accompany the story on a strip of brown paper. Attach one end to one of the poles and the other end to the other pole. Roll it as you start reading the story to the children so it would appear like they are watching the television)</li> <li>▪ First tell them something about the book and the author. Then describe the setting in an interesting way to motivate them to listen to the story.</li> <li>▪ Let the children prepare their own small book on the story you read.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ask the children to list down the names of the different characters in the story read. With the use of logic, let the children determine who you have selected to describe.</li> <li>▪ Continue providing hints until all the characters were identified</li> <li>▪ Relate the moral lesson of the story to Social Studies and Islamiat themes and issues (good manners).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Distribute cut out pictures from old magazines to the children. With these pictures,</li> <li>▪ let the children tell their own story.</li> </ul>



Language	Mathematics, Social Studies and Islamiat	Home Work
<ul style="list-style-type: none"> <li>■ Ask the children to divide in pairs. Let every pair copy one sentence in the story one after the other. Ask them to memorize the sentence assigned to them. This time the pairs will be telling the story in different ways. Ask a pair to tell the first sentence excitedly; then the next sadly; then in an old man's voice, etc.</li> <li>■ Have the children act out the story. Arrange the room to appear like a story land. Assign children different roles/ parts. Some will be trees, mountain, flowers, animals, etc depending on the requirements of the story. As you read the story aloud the children will be acting out the meaning of every sentence/ passage.</li> <li>■ Summarize the lesson by asking the children to name new words they learned; identify the moral lesson of the story and tell the whole story in just 3 sentences.</li> </ul>		

## Grade 3

(The main focus is language and is integrated with various related lessons of other subjects)

### Topic- Reading and writing

#### Objectives

After the session the students shall be able to:

- Identify the basic elements of a story- beginning, middle, end, characters, time and place.
- Enumerate different terms used in given task/ topic.
- Produce a Variety of types of writing and make reasonable judgments.
- Produce written work with a beginning, middle, and end.
- Explain how to use a topic sentence and develop a paragraph with examples and details.
- Demonstrate positive change in behavior after internalizing lessons learned from the stories.
- Write numbers in words
- From sentence by replacing words and phrases in given sentences
- From sentences using correct capitalization, punctuation and spellings.
- Write simple descriptive, narrative and expository paragraphs.

#### Materials

- Markers, flash cards
- Literature folder
- Handouts
- Blackboard
- Activity sheets

## Methods

Language	Mathematics, Social Studies and Islamiat	Home Work
<ul style="list-style-type: none"> <li>▪ Choose any short story or poem in the text book.</li> <li>▪ Photocopy the story/ poem selected and distribute copies to children. Let them read it silently. Then read it to the class aloud.</li> <li>▪ Analyze the story with the children by identifying its basic elements (beginning, middle ,end, characters, place and time)</li> <li>▪ Group the children into pairs. Tell one child in each pair to take down the sentences you will be dictating from the story.</li> <li>▪ Then ask the other child to rewrite the sentence as the opposite, e.g. Jack and Jill went up the hill will be rewritten as Jack and Jill went down the hill, etc.</li> <li>▪ After dictating each sentence give the children enough time to go through the sentence and rewrite it</li> <li>▪ After all the sentences were rewritten ask the pairs to read the sentences before and after. Display the children's work in the writing corner of the room.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ask the children to look at the story again. Let them count the words and encircle the 10th word. Then count another ten words and again encircle the word. Repeat the procedure until the end of the story. Let them look for the meaning of the words from dictionaries. Write the story and leave gaps where the encircled words are.</li> <li>▪ Ask the whole class to read the story and fill the gaps with words encircled earlier.</li> <li>▪ This activity could be done again and again using different numbers.</li> <li>▪ Relate the moral lesson of the story to Social Studies and Islamiat themes and issues (good manners).</li> <li>▪ Let them write their own stories with the same moral lessons.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Let the children draw a picture of their family. Write a paragraph about their families.</li> </ul>

Language	Mathematics, Social Studies and Islamiat	Home Work
<ul style="list-style-type: none"><li>■ Let the children look at the story once again. This time let them work individually.</li><li>■ Ask them to remove words (that are redundant) from the story that they feel are not needed. Have them remove adjectives, adverb, etc. Have them write the redundant words on flash cards.</li><li>■ Place the cards on the pocket chart. Go through the words with the children and let them think of another word that can take the place of those words taken out. Write them on flashcards and place them opposite the redundant words.</li><li>■ Read the story aloud, this time using the new words.</li></ul>		

# Grade 4

(The main focus is language and is integrated with various related lessons of other subjects)

## Topic- Listening and speaking

### Objectives

**After the session the students shall be able to:**

- Discuss ways of appropriately expressing greetings and social courtesies by taking into consideration the age, gender and status of the other.
- Distinguish different sounds of vowels and consonants
- Identify appropriate tone and non verbal cues used in communicating orally
- Explain ways of improving one's pronunciation
- Interpret orally their ideas
- Compare things and express preferences
- Relate new learning with prior knowledge
- Enumerate the moral lessons they learned from the stories they read
- Differentiate proper and improper articulation of sounds
- Listen attentively
- Demonstrate the use of appropriate expressions in formal and informal conversations
- Demonstrate conventions and dynamics of group oral interaction
- Speak loudly and fluently articulate different sounds
- Communicate effectively in conversations using appropriate expressions





## Materials

- Bulletin board area in classroom, prepared with background paper and border
- Chart showing different parts of the mouth involved in articulation of sounds
- Practice sheets
- Construction paper or poster board to make bulletin board display
- Scissors, markers, pieces of paper, handkerchief
- Stapler or other removable adhesive to mount items on bulletin board

## Methods

Language	Social Studies and Islamiat	Home Work
<ul style="list-style-type: none"> <li>■ In advance, write in small pieces of paper the following: offer and respond to greetings; express and show gratitude; express regret; talk about family; give commands; express likes and dislikes; express needs and feelings; express opinions in simple sentences. Give simple instructions and directions.</li> <li>■ Divide the class into two groups. One group forms an inner circle while the other group forms the outer circle. Ask the group on the outer circle to blindfold the group on the inner circle. Ask the 'outer' group to pick a piece of paper you prepared earlier and follow the instruction written inside. Let each of them</li> </ul>	<ul style="list-style-type: none"> <li>■ Divide the children into groups of three. Ask them to think of short stories which could be true or fabricated. Let the groups share their stories with the whole class one after the other. After the presentation by different members of every group, ask the class to vote as to whether the stories were true or untrue. Then let the presenters reveal if they lied or told the truth.</li> <li>■ Discuss the importance of telling the truth in Islam.</li> </ul>	<ul style="list-style-type: none"> <li>■ Let the children work on the activity sheets at home.</li> </ul>

Language	Social Studies and Islamiat	Home Work
<p>approach any child with blindfold and start a conversation with them. The children with blindfolds will guess who they are talking with. Let the children share their feelings about their experiences, e.g. how were they able to identify the child talking to them?</p> <ul style="list-style-type: none"> <li>▪ Discuss tones and intonations using the chart on the process of articulation.</li> <li>▪ Let the children practice articulating the different vowel and consonant sounds. Sing with them the 'phonics song'</li> <li>▪ Select a short story/ poem from the text book. Read it to the children.</li> <li>▪ Ask the children to take a dictation. As you read the story/ poem once again, they should write down the last three letters of each word you read. Let them write a hyphen for the omitted letters. Let them practice articulating the final vowels and consonant clusters. Repeat the activity but this time let them write the first three letters of the words.</li> <li>▪ Group the children into pairs and ask each pair to write a dialogue in any of the</li> </ul>		

Language	Social Studies and Islamiat	Home Work
<p>following circumstances:            expressing regret; likes and dislikes, needs and feelings; opinions; seeking permission to do something; showing ability/ inability to do something; responding to instructions and directions; introducing self and others; using polite expressions to seek attention; and agreeing/disagreeing politely. See to it that the pairs will be working on different situations.</p> <ul style="list-style-type: none"> <li>▪ Let the pairs act out their dialogue to the class. After each presentation, let the other children give their feedback and improve the dialogue if needed.</li> <li>▪ Ask the children to play the improved dialogues again. Discuss the importance of using appropriate expressions in conversations. Explain the meaning of difficult words.</li> </ul>		

# Grade 5

**(The main focus is language and is integrated with various related lessons of other subjects)**

## Topic- Writing

### Objectives

**After the session the students shall be able to:**

- Identify the processes involved in producing final drafts of written materials, i.e. pre-writing, drafting, revising, editing, critiquing or interpret thoughts, observations and impressions
- Formulate topics for writing journals, spontaneous writing, poetry, note writing, scientific observations, learning logs, letters, etc.
- Explain how to write in a variety of styles
- Apply principles learned on how to write sentences, paragraphs and manuscripts
- Explain how to write a variety of complete simple and compound sentences
- Discuss how to write paragraphs- indenting, main idea and supporting details
- Analyze the connection between reading and writing
- Translate into written responses ones understanding of ideas read in literary/ informational manuscripts
- Identify appropriate information to set context and background
- Explain how to make inferences about content, events, characters, setting, or common themes read


### Materials


- Bulletin board area in classroom
- Construction paper or poster board
- Scissors

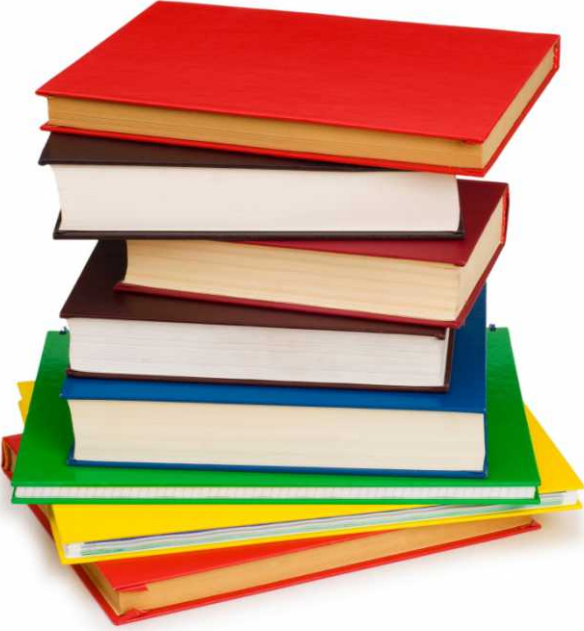
- Markers
- Stapler or other removable adhesive
- Writing pads/ notebook for each student
- Handouts
- Blackboard
- Activity sheet
- Pictures, flash cards, English newspaper

## Methods

Language	Mathematics, Social Studies and Islamiat	Home Work
<ul style="list-style-type: none"> <li>■ Prior to this lesson, display different pictures (from old calendars or magazines) on the walls of your classroom. The number should correspond to the number of children in class.</li> <li>■ Distribute flashcards to the children, two pieces each and show them markers they can use. Tell them that they have one minute to come up with a title to any picture they like on the wall. Then ask the children to write the title on the flashcards and display it under the picture on the wall they have selected.</li> <li>■ Let each child read to the class the title they had given to the pictures and explain the reason behind their choice.</li> </ul>	<ul style="list-style-type: none"> <li>■ In advance, cut different shapes from colored cardboard paper as many as the number of children in class. Put them in a basket/ box. Let each child pick one and ask them to write a paragraph about the shape they picked. Ask them to read their paragraphs in class. At the end, let the children practice counting the number of different shapes. Guide the children in preparing a mobile or hanging decoration.</li> <li>■ Use Social Studies and Islamiat themes and issues as topics of the children's compositions.</li> </ul>	<ul style="list-style-type: none"> <li>■ Reproduce one of the stories in the text book. Ask the children to read it at home and write a summary of the story in a short paragraph. Let them also underline the difficult words and look for the meaning up in a dictionary.</li> </ul>

Language	Mathematics, Social Studies and Islamiat	Home Work
<ul style="list-style-type: none"><li>■ Discuss the factors that make a good title for each picture.</li><li>■ Divide the class into four groups. Let them sit in a circle. Give each group a newspaper. Ask them to look at the front page. Let each group representative read to the class the headline in their newspaper. Discuss how headlines must tell in a very few words what a story is all about. Headlines tell us the main idea of the story. Let each group discuss among themselves the story behind the headlines in their newspapers. Let each group present to the class the story they imagined to be based on the headlines.</li><li>■ Let the children practice writing compositions on different topics, e.g. My Family, My Pet, My Favorite Subject, An experience I'll never forget, zoo animals, etc. Read the best composition in class. Compile the compositions in a big book.</li><li>■ Divide the class into groups of three. Ask each group to form three straight lines facing the blackboard. Divide the board into three or place three pieces of brown paper/flip chart on</li></ul>		

Language	Mathematics, Social Studies and Islamiat	Home Work
<p>the black board. Tell the children that each group will write a paragraph on the board/ brown paper. In advance, write different topics on pieces of paper roll them up and put them in a box or basket. Let the first child in each group pick one rolled paper. Let them write the topic they picked on the board/ brown paper. After writing a sentence, the child should sit. Tell them that each of the members of their group will write sentences that would support the sentences earlier written. Ask the second child to write the topic sentence. Then the next child writes a supporting detail, until all the members of each team have contributed a sentence.</p> <ul style="list-style-type: none"> <li>▪ Let each group read their paragraphs. Go over the paragraphs with the children and discuss how the sentences could be improved and revised.</li> <li>▪ Use the same activity in writing paragraphs in different styles i.e. persuasive, narrative, and descriptive, etc.</li> <li>▪ In small pieces of paper write all the children's names. Prepare a bulletin board for</li> </ul>		

Language	Mathematics, Social Studies and Islamiat	Home Work
<p>this activity. Put the title 'My Secret Friend' on top of the bulletin board. Tell the children that every day, they will be writing a short note for their special friend and put it on the board. Their special friend however, should not know who they are. So when they write the note they will write their friends' name but not theirs. Let the children do this for a week or two. Let the secret friend write his/her name on their notes at the end of the activity.</p> <ul style="list-style-type: none"><li>■ On the last day encourage the children to prepare a beautiful card using recycled materials where they will write their last signed note.</li></ul>		







**A SAMPLE MULTIGRADE  
TEACHER'S PLAN  
OF ACTIVITIES**



## A SAMPLE MULTIGRADE TEACHER'S PLAN OF ACTIVITIES

### Grade-1-5

**Subject-** Social Studies, Science, Languages, Mathematics and Islamiyat

**Time-** 3 hours

#### Objectives

At the completion of 3 hours the students of various grades will be able to

(Cognitive Domain Objectives)

1. Discuss the importance of different professions (Grade 4)
2. Enumerate the Pakistani people's common professions (Grade 4)
3. Practice simple multiplication (Grade 4)
4. Identify different kinds of matter (Grade 3)
5. Enlist solids, gases and liquid items separately (Grade 3)
6. Differentiate between the three forms of matter (Grade 3)
7. Recall the different blessings of God (Grade 3)
8. Read and write a story (Grade 5)
9. Correctly spell the words used in the story (Grade 5)
10. Discuss the salient features of story writing (Grade 3)
11. Practice writing numbers from 1 to 20 (Grade 1 & 2)
12. Differentiate between different colours and shapes (Grade 1 & 2)
13. Express about the properties of a house and a schools (Grade 1 & 2)

(Psychomotor Domain Objectives)

1. Collectively Prepare collage on various professions (Grade 4)
2. Draw, colour and match the items (Grade-3)
3. Perform the different parts of story (Graed-5)
4. Solve jigsaws (Grade-1&2)
5. Make models of school and home using sand and stones (Grade 1&2)

(Affective Domain Objectives)

1. Value people who works in different professions
2. Respect each kind of profession
3. Cooperate with classmates working in teams
4. Appreciate other's work
5. Express the various kinds of blessings they enjoy

### PLAN OF ACTIVITIES

Duration	Class 4 <sup>th</sup>	Class 3 <sup>rd</sup>	Class 5 <sup>th</sup>	Class 1 <sup>st</sup> and 2 <sup>nd</sup>
<b>10 minute</b>	Teacher visits each group and assign them different tasks. A PTC member, peon, or an ex-student can even be a co facilitator during the process			
<b>25 minutes</b>	<b>Teacher and students</b>	<b>Activity- (Children on their own)</b>	<b>Silent Reading (Children and monitor/an adult/parent/PTC member)</b>	<b>Work Cards/Sheets</b>
	Subject- Social Studies Topic- Professions Materials- chalk, board, text book, pictures of different professions Method- <ul style="list-style-type: none"> <li>▪ Use board, text book and pictures</li> <li>▪ Explains through interactive discussion about different professions and their importance</li> </ul>	Subject- Science Topic-spring board for the next lesson on "Forms of matter" Materials- Cards, pencils, erasers, sharpeners, colour pencil boxes Method- <ul style="list-style-type: none"> <li>▪ Children are asked to draw and colour pictures of any of the objects around them</li> </ul>	Subject- English Topic- Story Materials- Mobile Phone, story books Method- <ul style="list-style-type: none"> <li>▪ Let the children listen twice or thrice the already recorded story thru mobile phone while they are also reading it thru the story books</li> <li>▪ Let them read it very attentively because they are supposed to perform a drama</li> </ul>	Subject- Mathematics Topic- Numbers 1-20 Materials- Work sheets, Colour pencil boxes, Jigsaws Method- <ul style="list-style-type: none"> <li>▪ Give them the work sheets to work on</li> <li>▪ Some kids are coloring the numbers, some are coloring the</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Relate with the real life experiences of children.</li> <li>▪ Let them share their knowledge about any of the profession,</li> <li>▪ Ask them to also tell which profession they want to choose after the completion of their education</li> </ul>	<p>eg..fan, bulb, window, door, table, black board etc..</p> <ul style="list-style-type: none"> <li>▪ Also give some printed pictures of balloons, gas calendars, chair, water etc and ask them to color those too</li> <li>▪ They will also write the names of those objects</li> <li>▪ (Optional) They can further paste pictures on cards then cut them to make cutouts, if any adult/PTC member is available</li> </ul>	<p>once they have finally mastered the story</p>	<p>shapes and some of them are colouring the objects</p> <ul style="list-style-type: none"> <li>▪ Some kids are asked to join the given pieces of different shaped cards and make picture</li> </ul>
<b>10 minutes</b>	Follow-up (Teacher now visits each group, follow-up with what they have done so far and guide them what they are supposed to do next) S/he can even have a cup of tea during the visit			
	<b>Work Sheets/Cards/Any other assignment</b>	<b>Teacher and students</b>	<b>Activity</b>	<b>Group work /Learning with Fun</b>
<b>25 minutes</b>	Subject- Social studies Topic-Professions (Continue) Materials- Brown sheet, old newspapers, scissor,	Subject- Science Topic-Forms of matter (Continue) Method- ▪ Greet the children. See their individual	Subject- English Topic- Story (Continue) Materials- Papers/notebooks, Pencils Method-	Subject- Mathematics Topic- Numbers 1-20 (Continue) Materials- Tea boxes wrapped with the glaze

	<p>markers, colour pencil boxes, papers, cards, pictures of different professions</p> <p>Method-</p> <ul style="list-style-type: none"> <li>▪ Children are now making a collage on a big sheet of brown paper which explains the importance of different kinds of professions.</li> <li>▪ They use different pictures taken from the old news papers.</li> <li>▪ They are pasting pictures, writing tag lines about every profession, decorating the collage by using their own drawings, imagination and creativity too.</li> <li>▪ The group member will also write their names and the individual task they did while making the collage</li> </ul>	<p>task and appreciate accordingly.</p> <p>Ask them individually to share the logic of why they drew this picture and what is the importance of the picture they drew.</p> <ul style="list-style-type: none"> <li>▪ Collect their pictures and display them on the pocket chart/board.</li> <li>▪ They are supposed to give one title to all the things they have drawn. Use the brain storming technique to inquire.</li> <li>▪ Tell them that all the things they have drawn are called matter. Now insert the card (MATTER) on top pocket of the pocket board</li> <li>▪ Explain</li> </ul>	<ul style="list-style-type: none"> <li>▪ Children work in pairs. Story is divided into different parts according to the number of pairs.</li> <li>▪ Each pair takes one separate part of the story they have listen and read earlier, and writes it on the paper.</li> <li>▪ Then they rehearse verbalizing their respective part of story in different kind of voices.</li> <li>▪ First pair prepares to read it in old man's voice; the second pair prepares it in the voice of a little child; third pair makes it in the voice of an army officer.</li> <li>▪ They are supposed to act once they are finally prepared with each part of the story</li> </ul>	<p>paper of different colours, Bottles' and pens' caps of different colours and sizes, erasers, sharpeners, etc...</p> <p>Method-</p> <ul style="list-style-type: none"> <li>▪ Give them various kinds of used materials as mentioned above</li> <li>▪ Children are suppose to count the items, classify them according to the colours, and put them in the tea box of matching colours. Now let them count and write the number of items in each box.</li> <li>▪ Let them repeat it by changing the boxes</li> <li>▪ They can even exchange their boxes</li> <li>▪ Would be better if an adult / community member/ Peon, or any other</li> </ul>
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		<p>interactively, the meaning of matter and the different kinds of matter,</p> <ul style="list-style-type: none"><li>▪ Explain separately the properties of Solid, gas and liquid</li><li>▪ Guide them to put the cards of solid things in first column of pocket board, gases in the second column and the liquid in third column.</li><li>▪ You can even shuffle/mix the cards and ask them to rearrange correctly.</li><li>▪ Now ask the children to tell the salient features of each kind of matter</li><li>▪ Ask them to count the number of solid, gases and liquid in their house and make a list</li></ul>		<p>person supervise the kids to play and learn effectively</p>
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		of each of them (their parents can even help them in their home assignment)		
<b>10 minutes</b>	Fun time (Visit each group, observe explain and appreciate their work and then give them further guidelines) Now gather all groups together and teach them any of the poems, songs or <i>Hamd</i> . Make sure children enjoy making poses and doing actions while singing			
<b>20 minutes</b>	Now spend 5 minutes in each group and given them further guidelines			
	<b>Work sheets/Cards</b>	<b>One Coin Game/ Learning thru Quiz</b>	<b>Teacher and Students</b>	<b>Activity</b>
<b>20 minutes</b>	<p>Subject-Mathematics Topic- Practicing Multiplication (Already Taught) Materials- 3 Collages (Already prepared ones) Method-</p> <ul style="list-style-type: none"> <li>Each child is supposed to pick and write the name of any of the things shown in the collage. Then s/he has to count the number of letters in that word. Total of the number of letters will be multiplied with the number of the letters of that child's own name</li> </ul>	<p>Subject- <i>Islamiyat</i> Topic- <i>Allah Ke Nematain</i> Materials- Pictures previously drawn and colored by children and the lists of things they prepared as their last home assignment, Some cards with various Allah's blessings drawn on those and also with written statement about that specific blessing, Two teams and a scorer Method-</p> <ul style="list-style-type: none"> <li>Let the children's teams play one coin</li> </ul>	<p>Subject- English/Urdu Topic- Writing and introducing characters and their functions (Story Events) Materials- black board, chalks, short stories taken from children magazines/newspapers/ text book etc.. Method-</p> <ul style="list-style-type: none"> <li>Teachers uses interactive discussion in explaining the salient features of story making.</li> <li>He further shares the stories taken from old newspapers and magazines and explain children the way to start and ends</li> </ul>	<p>Subject- General Knowledge Topic- Things around us Materials- modeling clay, ice cream sticks, tooth picks, 2 boxes filled with sands, small stones etc.. Method-</p> <ul style="list-style-type: none"> <li>Divide the children in to two teams and let them play with the materials. One team construct a house while the other team construct a school.</li> </ul>

	<p>e.g TAILOR=6 ANAM=4 6x4=24</p> <p>Child can pick another word and again multiply with the name. The child who solve more question within the given time limit wins the game</p>	<p>game. Each child throws a coin in any of four circles of the game board and S/he gets a card from that respective circle if he correctly put the coin in circle. Child announces what s/he got and then read what statement written on the cards. The child who gets the card along with statement gets 5 points while the cards without statement have 1 point. The losers are in charge of collecting home assignments from all children and display them on the walls.</p>	<p>a story.</p> <ul style="list-style-type: none"> <li>▪ They further discuss about the different characters of stories.</li> </ul>	
<p><b>10 minutes</b></p>	<p>Teacher visit each group again, oversee their work, guide them, appreciate their work and collect the work sheets for further checking</p>			

	Play Time	Management Time	Monitoring	Teacher and Students
<b>20 minutes</b>	Subject-Mathematics through Luddo, Monopply or any other indoor game Materials- game board Methods – <ul style="list-style-type: none"> <li>Children play in two teams. Each team count their points on the board displayed in front of both teams</li> </ul>	Children arrange the room; collect the waste papers and other items. Clean the place. Serve water to everybody	Check the task/worksheets submitted by the students of grade 4 <sup>th</sup> . Oversee the scoring process of grade 3 <sup>rd</sup>	Subject-Mathematics and General Knowledge Method- <ul style="list-style-type: none"> <li>Teachers now teach the children the numbers from 22 to 26. He further explains the difference between a house and a school. Teacher shows the children a well managed school and a well managed home through the already prepared dioramas.</li> </ul>
<b>30 minutes</b>	All the groups sit together and teacher discusses all the above topics precisely and clearly. Children can be shown the drama prepared by the grade 4 students (If time allows)			