

**Dawood Public School**  
**Course Outline 2019-20**  
**Social Studies**  
**Grade II**

**Books:**

Mackay, Frances: Moorcroft, Christine (2013).

World Watch 2 and Skill book; Social studies for Primary Schools. Oxford University Press, Oxford.

**Monthly Course Distribution**

<b>Month</b>	<b>Contents</b>	<b>Pages</b>
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## Syllabus Content

August 2019

Chapter 1: Food and Farming

Pages no: 6 - 13

Content	Learning Objectives
<p><b>The story of the Little Red Hen:</b> The little red hen lived on a farm with a cow, a goat and a dog. She wanted to make some bread.</p>	<ul style="list-style-type: none"> <li>• Name some farm animals.</li> <li>• Sort between farm animals and wild/sea animals.</li> <li>• Identify farm animals from given pictures.</li> </ul>
<p><b>Helping others:</b> The little red hen does weeding, harvesting and grinding.</p>	<ul style="list-style-type: none"> <li>• Name the processes the hen performed to make bread.</li> <li>• Arrange the processes in the correct order.</li> <li>• Identify the process by looking at diagrams.</li> </ul>
<p><b>Modern farming:</b> Modern farming includes sowing, watering, weeding, harvesting and grinding.</p>	<ul style="list-style-type: none"> <li>• State how the <i>The Little Red Hen's</i> story is similar and different to our modern farming.</li> <li>• Name some processes of modern farming.</li> <li>• State what machines are used for in farms.</li> </ul>
<p><b>Where does food come from?</b> Food comes from various sources. We get flour from wheat and make many things with flour, we get eggs from hens and use them to make omelette or to bake.</p>	<ul style="list-style-type: none"> <li>• Name which crops give us food.</li> <li>• List the different kinds of food made from crops.</li> <li>• State the sources of food.</li> <li>• Name some eatables that can be further made from the food coming from different sources.</li> </ul>
<p><b>Food we get from plants:</b> Farmers grow crops to give us food.</p>	<ul style="list-style-type: none"> <li>• Define a crop farmer.</li> <li>• State who was the crop farmer in <i>The Little Red Hen's</i> story.</li> <li>• Name some foods that come from plants.</li> <li>• Identify from pictures, foods which come from plants.</li> </ul>
<p><b>Food we get from animals:</b> Farmers keep animals to give us meat, milk and eggs.</p>	<ul style="list-style-type: none"> <li>• Define a livestock farmer.</li> <li>• Differentiate between a crop farmer and a livestock farmer.</li> <li>• Identify and name some foods that we get from animals.</li> </ul>

**Key words:**

plants, weed, water, cut, grind, bake, meat, fruit, vegetable, livestock farmer, crop farmer

**Practice Questions:**

1. Name some food crops grown in Pakistan
2. State how farming done in village is important for people living in cities.
3. Name any two modern tools used in farming.

**Skills book pages no: 6, 7, 8 and 9**

**Activity:**

- Students will engage in role play of the characters of crop farmer, livestock farmer and fisherman in class.
- Students will be shown poem Old McDonald to get familiarised with farm animals.
- Students will list different products made by using food crops and farm animals.

**Surf I.T:**

- <https://www.youtube.com/watch?v=a44NFSiln54>
- <https://www.youtube.com/watch?v=cRhG0dqWllo>
- <https://www.youtube.com/watch?v=CdPRZ3wjCxA>
- <https://www.youtube.com/watch?v=gXJSI6n8oz8>

September 2019

Chapter 2: Helping Others

Pages no: 73 – 77

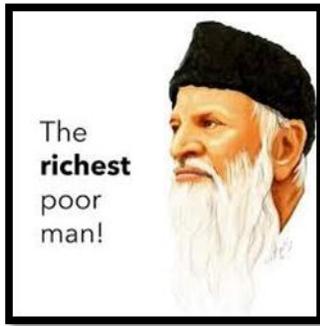
Content	Learning Objectives
<b>Edhi's Old Van:</b> Abdul Sattar Edhi was a young man who came to Karachi after the Independence of Pakistan. He saw poor and sick people suffering on the streets of Karachi and was very disturbed by the sights.	<ul style="list-style-type: none"> <li>• State who was Edhi.</li> <li>• State the importance of helping others.</li> <li>• List some ways in which Edhi helped poor and sick people.</li> </ul>
<b>Abdul Sattar Edhi:</b> At his mother's advice, Edhi's life goal was to serve the suffering humanity in whatever way he could.	<ul style="list-style-type: none"> <li>• Describe the advice which Edhi's mother gave him.</li> <li>• Discuss the importance of helping others.</li> <li>• Discuss what is meant by kindness.</li> <li>• Describe one act of kindness that you have done or may have observed.</li> <li>• Discuss what a society might be like if people were not helpful and kind towards each other.</li> </ul>
<b>Sharing:</b> Hiba and Rafay fight over a piece of cake which they both want to eat. Rafay's mother asks them to be happy with what they have and share the piece of cake with each other.	<ul style="list-style-type: none"> <li>• Describe what is meant by sharing.</li> <li>• Discuss the importance of sharing.</li> <li>• Discuss why we should be happy with what we have.</li> <li>• List some of the belongings we have that can be shared.</li> </ul>
<b>The story of the long-handled spoons:</b> Once there was a man who went high up in the mountains to see a wise old woman. He asked her for advice to be happy in life.	<ul style="list-style-type: none"> <li>• In the story of the spoons, state what was behind each of the two doors.</li> <li>• State the reason of happiness and good health of the people behind door two.</li> <li>• Explain how helping and sharing with others makes us happy.</li> </ul>

**Key words:**

medicine, ambulance, hospital, share, problem, clinic

**Practice Questions:**

1. What did Edhi use as an ambulance when he had no money?
2. Where did Edhi work?
3. What lesson do we learn from the story of the long-handled spoons?



**Skills book pages no:48, 49, 50 and 51**

**Activity:**

- Students will be encouraged to share lunch with their partners in the class.
- Students will engage in role play on different incidents from Edhi’s life
- Students will engage in class discussion on helping parents, siblings, friends or relatives.

**September 2019**

**Chapter3: Time to say sorry!**

**Pages no: 43-46**

Content	Learning Objectives
<p><b>It’s not fair:</b> Zain’s actions have been causing trouble with other family members. He needs to understand fairness in his actions and how to behave towards others.</p>	<ul style="list-style-type: none"> <li>• Differentiate between good deeds and bad deeds.</li> <li>• Define bullying.</li> <li>• Identify the bully in the given story.</li> <li>• List the steps to be taken when bullied.</li> <li>• List hurtful actions which are caused by bullies.</li> <li>• Describe the feelings which are caused by hurtful actions.</li> <li>• Develop awareness about importance of fair deeds.</li> </ul>
<p><b>Saying sorry / Forgiving:</b> Zain realizes that all of us do wrong sometimes and when we do, it is good to say sorry and try not to do it again. We should also forgive others when they do wrong to us.</p>	<ul style="list-style-type: none"> <li>• State the importance of saying sorry for your bad deeds.</li> <li>• Develop awareness that owning mistakes is very important.</li> <li>• Develop awareness that apologizing for mistakes is a good habit.</li> <li>• Develop awareness that forgiving others is a good habit.</li> <li>• Discuss some behaviour choices that will spread kindness.</li> </ul>
<p><b>Days, weeks, months and years:</b> Our world is like a giant turning ball. The side facing the sun has light and the other is dark. There are 24 hours in a day and seven days in a week. A month has four weeks and there are twelve months in a year.</p>	<ul style="list-style-type: none"> <li>• Describe the difference between days, weeks, months and year.</li> <li>• Suggest why we have day and night.</li> <li>• State how many times the world turns in a week.</li> <li>• List the different actions which can be done during day and night.</li> </ul>

**Key words:**

fairness, Wednesday, Earth, please, naughty

**Practice Questions:**

1. Why it is important for us to do right deeds.
2. Describe an incident where you apologised after realising your mistake.

**Skills book pages no:** 26,27,28 and 29

**Activity:**

- Students will engage in role play of the characters of Hiba , Rafay and Zain in class.
- Students will maintain a log for the week mentioning good deeds done by them for each day.

**Surf I.T:**

- <https://freestoriesforkids.com/children/stories-and-tales/prince-lapio>
- [https://www.youtube.com/watch?v=cG\\_WLYUN\\_Hw](https://www.youtube.com/watch?v=cG_WLYUN_Hw)
- <https://www.youtube.com/watch?v=Wf-CRKsTYGs>

**October 2019**

**Chapter 4: Weather and the Seasons**

**Pages no: 20– 27**

Content	Learning Objectives
<p><b>The weather and the seasons:</b> Seasons change four times in a year but weather keeps changing. Seasons may be different in different parts of Pakistan. For instance, winter in Islamabad is colder than in Karachi.</p>	<ul style="list-style-type: none"> <li>• Name the seasons.</li> <li>• Discuss how different people will have different feelings for each season.</li> <li>• Describe the weather conditions in each season.</li> </ul>
<p><b>Seasons and months:</b> Seasons in Pakistan according to the months; Summer - April, May and June Monsoon – July, August and September Autumn – October and November Winter – December and January Spring – February and March</p>	<ul style="list-style-type: none"> <li>• Name the 12 months in a year.</li> <li>• Name the months in which the seasons fall.</li> </ul>
<p><b>Directions:</b> Pakistan is divided into four parts which are called provinces. North, East, South and West are four directions of a compass.</p>	<ul style="list-style-type: none"> <li>• Label, on a map, the provinces of Pakistan.</li> <li>• Identify and name the four points of a compass.</li> </ul>
<p><b>Clothes in Pakistan:</b> The clothes we wear depend on the seasons; in winter we wear warm clothes, in summer we wear light cotton clothes.</p>	<ul style="list-style-type: none"> <li>• Describe the clothes we wear in summer and winter.</li> <li>• Discuss the purpose of wearing different kinds of clothes in different seasons.</li> </ul>
<p><b>Persephone: A story about the seasons:</b> Demeter’s daughter was Persephone. Demeter was the goddess of crops.</p>	<ul style="list-style-type: none"> <li>• Name the Greek gods for crops and underworld.</li> <li>• State who kidnapped Persephone in the selected story.</li> </ul>

<p><b>The story of winter and seasons:</b> Persephone became the goddess of spring.</p>	<ul style="list-style-type: none"> <li>• Describe what Zeus decided.</li> <li>• State why Persephone became the goddess of spring.</li> </ul>
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**Key words:**  
weather, cold, cool, warm, hot, wet, dry, spring, summer, monsoon, winter, north, south, east, west

**Practice Questions:**

1. Write any two words to describe today's weather.
2. State difference between weather and season
3. Identify the seasons as shown in the pictures.




**Skills book pages no:** 14, 15, 16 and 17

**Activity:**

- Students will recite and memorize the poem "The number of the days in a month".
- Students will be assigned to make different seasons log along with type of clothing and food they like to eat during that season.

**Surf I.T:**

- <https://www.youtube.com/watch?v=XkQo0uxQTCl>
- <https://www.youtube.com/watch?v=owppK-GHPTU>
- <https://www.youtube.com/watch?v=HeC8qWBiy18>
- <https://www.youtube.com/watch?v=g5UULVTf0mw>

Content	Learning Objectives
<p><b>Life of people from the Stone Age:</b> Thousands of years ago people did not live in cities, towns or villages. They lived in caves and under trees. The people from the Stone Age hunted wild animals for meat.</p>	<ul style="list-style-type: none"> <li>• Describe the Stone Age.</li> <li>• Describe the life of the Stone Age people.</li> <li>• Identify, from pictures, life from the Stone Age.</li> <li>• Name the materials which were used to make tools.</li> <li>• List some foods which were eaten by the people from the Stone Age.</li> </ul>
<p><b>Invention and use of fire:</b> People rubbed two stones together and discovered fire. They realized that fire can be useful.</p>	<ul style="list-style-type: none"> <li>• State how fire was first produced.</li> <li>• Briefly state how the use of fire changed the life of the Stone Age people.</li> <li>• State some benefits of fire.</li> <li>• Describe how fire may be dangerous.</li> </ul>
<p><b>Making of flat bread:</b> People from the Stone Age grinded seeds on stones and cooked 'naans' over fire.</p>	<ul style="list-style-type: none"> <li>• State why the Stone Age people wanted to leave the forest.</li> <li>• State how making flat bread marked the beginning of farming.</li> </ul>

<p><b>Idea of the First Farm:</b> Planting of seeds and growing of crops.</p>	<ul style="list-style-type: none"> <li>• State the four seasons.</li> <li>• Arrange picture depictions of the wheat growing process in the correct order.</li> <li>• State what stopped the Stone Age people from killing animals.</li> <li>• State why the Stone Age people settled in the cave by the river.</li> </ul>
<p><b>Stone Age house in the UK:</b> It was built 5000 years ago. The people who lived there grew wheat and did fishing.</p>	<ul style="list-style-type: none"> <li>• State what 'UK' stands for.</li> <li>• Name the items found in the house from the Stone Age.</li> <li>• Discuss how each item may suggest a form of lifestyle of the Stone Age people.</li> </ul>
<p><b>Stone Age village of Balochistan:</b> The walls were made up of bricks. They learned to make pots on a wheel, and learned to use metal.</p>	<ul style="list-style-type: none"> <li>• Identify the location of Balochistan on the map of Pakistan.</li> <li>• State what the Stone Age people of Balochistan learned.</li> </ul>

**Key words:**

charcoal, grinding, box bed, caves, scissors

**Practice Questions:**

1. How did farming start during the Stone Age?



2. What made the Stone Age people to stop hunting?
3. List some tools used by the Stone Age people.

**Skills book pages no:** 30, 31, 32, 33

**Activity:**

- Students will be shown a presentation highlighting the difference between Stone Age and Modern Age.
- Students will make pots and different accessory items in Play Dough Activity.
- Comparison worksheet will be made to differentiate between Stone Age tool and Modern Age tools.

**Surf I.T:**

- <http://www.kidspast.com/world-history/0008-tools-and-the-stone-age.php>
- <https://www.dkfindout.com/uk/history/stone-age/>
- <http://www.bbc.co.uk/guides/z34djsx#zgkj7ty>

November 2019

Content	Learning Objectives
<p><b>Babur's garden:</b> Mughals were a family of Muslim rulers who ruled subcontinent and were famous for their lifestyle, paintings, architecture and literature. Babur, the first of the Mughal Emperors, ruled over the land that is now northern Pakistan and India. He was very fond of building beautiful gardens and spending his time in enjoying their beauty.</p>	<ul style="list-style-type: none"> <li>• State the name of first five Mughal emperors.</li> <li>• State who was Babur.</li> <li>• Identify the objects found in Babur's garden.</li> <li>• List some of the things which Babur enjoyed doing.</li> </ul>
<p><b>Babur's diary in the storm:</b> Babur's diary explains how the storm destroyed his tents and how he was injured.</p>	<ul style="list-style-type: none"> <li>• Discuss the importance of diary writing in our daily life.</li> <li>• Describe the incident written in Babur's diary.</li> </ul>
<p><b>Humayun and the water carrier:</b> Humayun was Babur's son. One day while running from a battle, he got bogged in a river and a water carrier rescued him.</p>	<ul style="list-style-type: none"> <li>• State who was Humayun.</li> <li>• List some differences between Babur and Humayun.</li> <li>• Describe how Humayun was rescued from the river.</li> </ul>
<p><b>Nur Jahan and the tigers:</b> Nur Jahan was Jahangir's wife. She was very good at sports. Her tomb is in Lahore where she is buried along with her husband Jahangir.</p>	<ul style="list-style-type: none"> <li>• State the relationship between Jahangir and NurJahan.</li> <li>• List some qualities of NurJahan.</li> <li>• Identify the images of the tomb of NurJahan and Jahangir.</li> </ul>
<p><b>Hunting in Mughal times:</b> During Mughal times people hunted animals for sport and used their meat and skins too.</p>	<ul style="list-style-type: none"> <li>• Name some wild animals that were hunted in the Mughal times.</li> <li>• Identify, from pictures, some wild animals that were hunted in the Mughal times.</li> <li>• State why people hunted animals in Mughal times.</li> <li>• Discuss some ways to show compassion towards animals.</li> <li>• Develop awareness that humans must protect animals.</li> </ul>

**Key words:**

carrier, escaping, battles, float, clever, throne, protect

**Practice Questions:**

1. How did Humayun show his gratefulness to the water carrier?
2. Why should we protect our wild animals?



**Skills book pages no:** 38, 39, 40, 41, 42 and 43

**Activity:**

- Students will paste the pictures of the Mughal Emperors in their copies.
- Students will be asked to imagine themselves as a Mughal King or Queen and list down the changes they would want to bring during their rule.
- Students will be asked to find out any two famous Mughal buildings in Pakistan other tombs of Nur Jahan and Jahangir.

**Surf I.T:**

- <https://www.youtube.com/watch?v=Mf8Lq-G33N0>
- <http://www.thefamouspeople.com/profiles/babur-6590.php>
- [https://kids.kiddle.co/Mughal\\_Empire](https://kids.kiddle.co/Mughal_Empire)

**January 2020**

**Chapter 2: Stories of Quaid-e-Azam**

**Pages no: 36 – 42**

Content	Learning Objectives
<p><b>Mohammed Ali goes to school:</b> Once there was a little boy called Mohammed Ali. He did not like to go to school.</p>	<ul style="list-style-type: none"> <li>• Describe some feelings and opinions Mohammed Ali had about school.</li> <li>• State why school is important.</li> </ul>
<p><b>Mohammed Ali goes to office:</b> The two ways of learning: First is to listen to your elders and do as they say. Second is to do what you want and learn from your mistakes.</p>	<ul style="list-style-type: none"> <li>• State the difference between what a person likes to do and what a person should do.</li> <li>• State the lesson learnt by Mohammed Ali in reference to the story.</li> <li>• Discuss the importance of advice given by elders.</li> </ul>
<p><b>Quaid-e-Azam at the rail crossing:</b> By continuing his school and taking his father's advice Muhammad Ali became the leader of Pakistan and people called him Quaid-e-Azam. One day at the rail crossing Quaid-e-Azam's driver ordered the gatekeeper to open the rail crossing gate for Quaid-e-Azam and signal the train to stop for him.</p>	<ul style="list-style-type: none"> <li>• Describe how by gaining education, Mohammed Ali became the leader of Pakistan.</li> <li>• State the meaning of 'Quaid-e-Azam'.</li> <li>• Discuss the importance of seeking education.</li> <li>• State what Gul Hasan ordered the gatekeeper of the rail crossing to do.</li> <li>• State why the gate of rail crossing was shut.</li> <li>• State some traffic rules which we all must follow.</li> <li>• Develop awareness for the importance of road safety.</li> </ul>

<p><b>Significance of Obeying rules:</b> Quaid-e-Azam obeys rule by waiting for the train to go.</p>	<ul style="list-style-type: none"> <li>• State why rules are important.</li> <li>• Discuss how people in a society might behave if there were no rules.</li> <li>• Differentiate between rules and laws.</li> <li>• State how laws are made and who makes them.</li> </ul>
<p><b>Always vote for what is right:</b> Quaid-e-Azam's ideas: Must obey rules. All people, whether rich, poor, men or women can vote.</p>	<ul style="list-style-type: none"> <li>• Define 'voting'.</li> <li>• Identify and organize a process of voting in class.</li> <li>• Discuss the importance of voting.</li> </ul>
<p><b>Understanding your rights and responsibilities:</b> Quaid-e-Azam taught us about rights and responsibilities. All children have the right to play, eat and go to school. On the other hand, all children also have responsibilities. They must obey rules; think about other people's needs and to be polite.</p>	<ul style="list-style-type: none"> <li>• Differentiate between rights and responsibilities.</li> <li>• State some rights that children have.</li> <li>• State some responsibilities that children must fulfil.</li> </ul>

**Key words:**  
Quaid-e-Azam, responsibilities, rules, obey, voting, polite, laws

**Practice Questions:**

1. State the importance of education.
2. What did Quaid-e-Azam teach us about rights and responsibilities?
3. Describe how working on his father's advice changed Muhammad

**Skills book pages no:** 22, 23, 24, 25

**Activity:**

- Students will engage in role play on the given stories of Quaid-e-Azam in the chapter.
- Students will be asked to list some rules they follow at home.
- Students will plan, arrange and conduct classroom voting for different duties and class monitor.

**Surf I.T:**

- <http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=287&id=1712>

**February 2020**

**Chapter 2: Water and Our Environment**

**Pages no: 65 - 72**

Content	Learning Objectives
<p><b>Where does water come from:</b> When we turn on the electric pump, water goes from the underground tank into the tank on the roof and from there it flows into our pipelines and taps.</p>	<ul style="list-style-type: none"> <li>• List the sources of water.</li> <li>• Differentiate between the sources of fresh water and salty water.</li> </ul>
<p><b>How does water get to our taps?</b> The water that we get in our taps comes from various channels.</p>	<ul style="list-style-type: none"> <li>• List the order of the channels through which water travels from source to taps.</li> </ul>
<p><b>Why do we need water?</b> We need water for washing, drinking, cleaning, bathing, cooking and watering plants.</p>	<ul style="list-style-type: none"> <li>• Discuss the importance of water.</li> <li>• List some uses of water.</li> <li>• Discuss how our lives may be affected if there was no water in the world.</li> </ul>

<p><b>Too little water-or too much:</b> Shortage of water because of too little or no rainfall for many years on the land causes drought. Excess of water results in floods.</p>	<ul style="list-style-type: none"> <li>• State what happens when there is no rain for a long time.</li> <li>• State what happens when there is too much rain.</li> <li>• List some effects of drought.</li> <li>• List some effects of floods.</li> <li>• Discuss the importance of saving water.</li> <li>• Identify and list ways by which water can be saved.</li> <li>• Discuss and list some methods practiced at home which save water.</li> </ul>
<p><b>Polluted water:</b> Drinking polluted water will make us ill. There are germs in polluted water which cannot be seen because they are very tiny.</p>	<ul style="list-style-type: none"> <li>• List some reasons which may cause pollution of water.</li> <li>• State what would happen if dirty water is drunk.</li> </ul>
<p><b>Clean water:</b> Clean water is a blessing and must be preserved. We must never waste clean water. We can clean drinking water by filtering it. However clean water does not mean that it is pure water.</p>	<ul style="list-style-type: none"> <li>• Discuss the importance of clean water.</li> <li>• Discuss some uses of water that gets dirty during daily use.</li> <li>• State the difference between clean water and pure water.</li> <li>• List some ways in which dirty water may be cleaned.</li> <li>• Label the diagram showing a bio-sand filter.</li> </ul>

**Key words:**

shortage, pump, tank, well, taps, stream, dam, filter, flood, drought, polluted, germs

**Practice Questions:**

1. What are the uses of water?
2. How can we save water?
3. Identify the type of pollution as shown in the pictures?



**Skills book pages no:** 44, 45, 46 and 47

**Activity:**

- Student will make a bio sand filter and filter water in the class with the help of the teacher.

**Surf I.T:**

- <https://www.youtube.com/watch?v=93BqLewm3bA>
- <https://www.youtube.com/watch?v=RzurI5oOBiQ>
- <https://www.youtube.com/watch?v=4gSDDnlvq3w>

Content	Learning Objectives
<p><b>Nasreen’s morning:</b> In villages people get up early in the morning. They sleep on mats and clean their teeth with a ‘neem’ stalk. They fetch water from wells and hand pumps for their use.</p>	<ul style="list-style-type: none"> <li>• Name what villagers use for cleaning their teeth.</li> <li>• Identify and state the sources through which villagers get water.</li> <li>• State the importance of cleanliness.</li> </ul>
<p><b>Anwar’s morning:</b> Anwar has to go to town with his father. Before leaving for town he takes the goats to the fields and then gets rice from paddy. The paddy needs more water than fields. Both Anwar and Nasreen wish to go to school just like other children but they have to work with their parents.</p>	<ul style="list-style-type: none"> <li>• Compare the lifestyle of children living in a city with that of children living in a village.</li> <li>• Describe some ways by which water comes to fields.</li> <li>• State the difference between paddy and field.</li> <li>• State the reasons why village children may not be able to go to school.</li> </ul>
<p><b>A map of the village:</b> Different colors are used on a map to show what the village looked like.</p>	<ul style="list-style-type: none"> <li>• Label the given map.</li> <li>• Identify the things represented on the map.</li> </ul>
<p><b>Anwar’s afternoon:</b> Anwar and his father went to Sahiwal on a bus to sell rice. Anwar found Sahiwal very dirty and noisy.</p>	<ul style="list-style-type: none"> <li>• Name the place where Anwar and his father were going.</li> <li>• Suggest which province the city they were headed to may fall in.</li> <li>• Discuss how pollution (dirt, noise) can spoil the image of any place.</li> <li>• State mode of transportation available to villagers.</li> </ul>
<p><b>Nasreen’s afternoon:</b> Nasreen gets the goats from the field. She gathers sticks for the fire to help her mother.</p>	<ul style="list-style-type: none"> <li>• Develop awareness that children must help their parents.</li> <li>• List some ways in which parents may be helped by children.</li> <li>• List some things that Nasreen does to help her mother.</li> </ul>
<p><b>Evening in the village:</b> Anwar came back from the city with his father. He was excited that they sold the rice and bought bananas. He found his village to be more beautiful than Sahiwal City.</p>	<ul style="list-style-type: none"> <li>• Compare a village with a city and list down the differences.</li> <li>• Read the story to describe why Anwar was happy.</li> </ul>

**Key words:**

pump, sweeping, field, paddy, canal, bargain

**Practice Questions:**

1. Describe the differences between the lives of children in villages and cities with the help of given pictures.



2. Why couldn't Nasreen and Anwar go to school?
3. How did Nasreen and Anwar help their parents?

**Skills book pages no:** 34, 35, 36 and 37

**Activity:**

- Students will be paste pictures related to villages and cities in copies.
- Students will be asked to identify and separate placards showing different objects and places from city and village.

**Surf I.T:**

- <https://www.youtube.com/watch?v=xUDjGvhOKn0>

**March 2020**

**Chapter 4: A Day in the City**

**Pages no: 14 – 19**

Content	Learning Objectives
<p><b>The Museum:</b> Hiba visits her cousin in Karachi. They go to visit a museum and see many things there.</p>	<ul style="list-style-type: none"> <li>• Discuss the purpose of museum.</li> <li>• List some items that may be placed in a museum.</li> <li>• Share any experience of having visited a museum.</li> </ul>
<p><b>Old and modern buildings:</b> Hiba and her cousin see different old and modern building located in Karachi.</p>	<ul style="list-style-type: none"> <li>• Name some old and modern buildings of Karachi.</li> <li>• Identify the house of Quaid-e-Azam.</li> </ul>
<p><b>Change over time:</b> There were black and white pictures in the past but nowadays they are coloured ones. People used to live in small mud houses but now people live in beautifully made bigger buildings.</p>	<ul style="list-style-type: none"> <li>• List some differences between old and new Karachi.</li> <li>• Share experiences of any old houses that may belong to grandparents.</li> </ul>
<p><b>Quaid-i-Azam's tomb:</b> Quaid-e-Azam was the founder of Pakistan. The tomb is the place where he was buried. People build different buildings for different purposes.</p>	<ul style="list-style-type: none"> <li>• Define 'tomb'.</li> <li>• State why the tomb of Quaid-e-Azam was built.</li> <li>• Discuss some of the purposes of different buildings.</li> </ul>
<p><b>City transport:</b> There are different modes of transport in a city, like cars, buses and bikes.</p>	<ul style="list-style-type: none"> <li>• Name some vehicles that can be seen on the roads.</li> </ul>

	<ul style="list-style-type: none"> <li>• Discuss some of the purposes of different vehicles.</li> </ul>
<b>Truck art:</b> Pakistan is famous for its truck art.	<ul style="list-style-type: none"> <li>• Illustrate examples of truck art with the help of given pictures.</li> </ul>

**Key words:**

market, post office, hospital, park, mosque, school, shop, mall, office, road, street, car, truck, motor cycle, bus, train, auto rickshaw

**Practice Questions:**

1. Name different kinds of buildings and transport.
2. How has city life changed over time?
3. Identify the images as seen in given pictures. State whether they can be found in a village or a city.



**Skills book pages no:** 10, 11, 12 and 13

**Activity:**

- Students will write about their favourite transport. They will also draw their favourite transport.

**Surf I.T:**

- [https://www.youtube.com/watch?v=k6\\_PeO-E\\_Cs](https://www.youtube.com/watch?v=k6_PeO-E_Cs)
- <https://www.essayforkids.com/life-in-a-big-city-short-essay-in-english-for-kids/>

**April 2020**

**REVISION FOR FINAL EXAMINATION**

**May 2020**

**FINAL EXAMINATION**