



Professional Development  
for Quality Education

# GENERAL KNOWLEDGE

## Lesson Plans

Based on Curriculum 2020

GRADE

1



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

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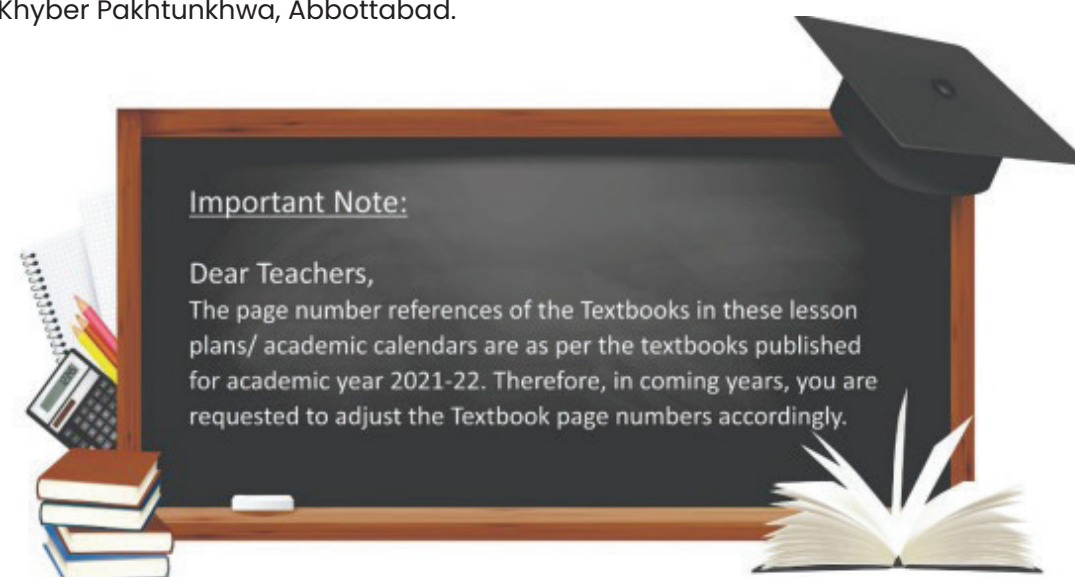
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**NOTIFICATION:**

**No.5730-5893/F.24/Vol-II/SLP/G-I/SS-M&E, dated: 30-08-2021** : Consequent upon its development and review by the respective development and review committees notified for the purpose, the Directorate of Curriculum and Teacher Education (DCTE), Khyber Pakhtunkhwa, Abbottabad, being the competent authority under the Khyber Pakhtunkhwa Supervision of Curricula, Textbooks and Maintenance of Standards of Education Act 2011, is pleased to notify the scripted lessons for Grade-I in the subjects of English, Urdu, Mathematics and General Knowledge based on Curriculum 2020 and the textbooks aligned on it for all educational institutions in Khyber Pakhtunkhwa for the Academic Year 2021-22 and onwards.

**DIRECTOR**

Copy forwarded for information and necessary action to the:

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

**ADDITIONAL DIRECTOR (SS)**

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# INTRODUCTION

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

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

## Traditional Teaching Style:

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

## What is a Lesson Plan?

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

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

A successful lesson plan addresses and integrates three key components:

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

## Benefits of Lesson Planning

Most important benefits of lesson planning are to:

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

## Development Process of a Lesson Plan

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

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

## Components of a Lesson Plan

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

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



# PREFACE

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

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

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

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

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

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

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

**Gohar Ali Khan**  
Director,  
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Khyber Pakhtunkhwa, Abbottabad.

# MY INTRODUCTION



## STUDENT LEARNING OUTCOMES

- Describe themselves briefly. For example, their Name, age, likes, games, and favorite food, what they want to be when they grow up.

## INFORMATION FOR TEACHERS

- The teacher knows the names, ages and family background of the students.
- The above SLO can be achieved through mutual discussion.



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



## MATERIALS / RESOURCES REQUIRED

- Textbook of General knowledge Grade – I, Writing board, charts of games and fruits.



## INTRODUCTION

10 MINUTES

- Teacher introduce himself, (name, age, favorite food, favorite games and profession).
- Teacher ask some students to introduce themselves in front of class (Name, age, food and games).



## DEVELOPMENT

45 MINUTES

### Activity 1:

- Call students in front of class and ask following questions turn by turn.
  - What is your name?
  - What is your age?
  - Which class do you read in?
  - What is your favorite game?
- Collect their responses and help them in answering the questions.
- Facilitate them while they are introducing each others.

### Activity 2:

- Divide the class in suitable pairs/groups and encourage the students to introduce themselves to each other. Help them if they fell any difficulty.



### Activity 3:

1. Teacher call few students randomly in front of class and ask some questions about their likes:
  - ◇ Food
  - ◇ Games

### Activity 4:

1. Teacher ask some students in front of class and ask few questions about their profession. For example what you want to be in future?
2. Write answers of the students on writing board.



### CONCLUSION / SUM UP

5 MINUTES

1. The teacher will revise the main points of the lesson that today all of you have learnt about the names, ages and likes of your class fellows.
2. The teacher will repeat and conclude his lesson by introducing himself once again.



### ASSESSMENT

5 MINUTES

1. The teacher will ask randomly from students and ask the following questions.
  - ◇ What is your name?
  - ◇ What is your age?
  - ◇ Are you like to play cricket?
  - ◇ Are you like to eat mango?
  - ◇ What you want to be in future?



### HOMEWORK / FOLLOW UP

5 MINUTES

1. Ask the students to paste their photographs in their notebook and write their name and age below it. (Parent help them in writing)
2. Paste the picture of their favorite fruits.

## GOOD HABITS



## STUDENT LEARNING OUTCOMES

- Identify good qualities in themselves (Telling the truth, respecting elders and listening to their advice, getting up early in the morning).
- Recognize the good qualities of others.

## INFORMATION FOR TEACHERS

1. Good habits are learned unconsciously through observation.
2. Islam teaches as good habits in our daily life and all good habit have rewards for human beings.
3. Honest, kind and loyal people are liked by everyone in our society.
4. Mutual discussion will be suitable way to teach the topic.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Charts, textbook of Grade – 1, Flash cards, writing board and picture etc.



## INTRODUCTION

5 MINUTES

1. Who are the good people?
2. Do you like truthful people?
3. How do you feel to help others?
4. Why we keep ourselves neat and clean?
5. What type of habit is to rise early?



## DEVELOPMENT

15 MINUTES

## Activity 1:

1. The teacher will call student randomly in front of class and will ask each to tell his two good habits.

## Activity 2:

2. Divide the students into groups and make four play cards, of four goods habits, telling truth, respecting elders, listening their advice and get up early in the morning.
3. Students may be asked to join the group of their own choice.

### Activity 3:

1. Ask few students to tell one good quality of each other turn by turn.



#### CONCLUSION / SUM UP

5 MINUTES

1. Ask the students to describe advantages of good habits in our daily life.
2. Tell the students the uses of words thank you, please, excuse me, Assalam-o-Alaikum, yes sir, sorry.



#### ASSESSMENT

5 MINUTES

1. The teacher will ask the students.
  - ◇ Why do you speak the truth?
  - ◇ Why do you get up early in the morning?
  - ◇ When your father gives you a gift, what will you say?
  - ◇ Are you brush your teeth daily?
  - ◇ What type of habit is to rise early?



#### HOMEWORK / FOLLOW UP

5 MINUTES

1. Tell your friends about your good habits. Also know about his/her good habits.

## LIKES



## STUDENT LEARNING OUTCOMES

- Identify the ways in which they are same and different from other with respect to likes.

## INFORMATION FOR TEACHERS

- Different people have their different likes and choices in colours, weathers, foods, dresses, animals and sports. In the same way, different people have their different choices in profession.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Textbook of Grade – 1, colour charts, weather chart and animals charts, writing board, marker etc.



## INTRODUCTION

5 MINUTES

- Call few students randomly in front of class and ask their choices of colour, weather, food, dresses and games.



## DEVELOPMENT

15 MINUTES

## Activity 1:

- Display already prepared chart of colours, weathers, foods, dresses, animals and games and then ask the students one by one telling his own and his friend favourite colour, weather, food, dress, animals and games guide them if they feel any difficulty.
- Activity about their likes may also be given.



## CONCLUSION / SUM UP

5 MINUTES

- Different people like different food, colours dresses, weather and animals.



## ASSESSMENT

5 MINUTES

- Ask the following questions randomly for assessment.
  - Which is your favourite weather?
  - What do you like to eat in lunch?

- ◇ Which colour do you like?
- ◇ What is your favourite game?



## **HOMEWORK / FOLLOW UP**

**5 MINUTES**

1. Ask the students to paste their favorite animal's picture on his notebook.

# MAJOR PARTS OF BODY



## STUDENT LEARNING OUTCOMES

- Name major parts of the human body (eyes, nose, ears, mouth, arms, feet, hands and legs)
- Identify the function of various body parts.

## INFORMATION FOR TEACHERS

1. Names of parts of body, eyes, nose, mouth, arm, hand, head, legs foot, etc.
2. Function of eyes, nose, ears, mouth, arms, feet, hands and legs. Sighting, smelling, eating, catching, walking etc.
3. Importance of parts of body.
4. Demonstration teaching method should be adopted for teaching this lesson.



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



## MATERIALS / RESOURCES REQUIRED

- Writing board, marker, duster model of parts of body, textbook of G-K Grade 1.



## INTRODUCTION

10 MINUTES

1. Call one student in front of class.
2. Put hand on his nose and ask students what is this?
3. Put hand on his eyes and ask what is this? And just like other parts.
4. After collecting their responses about the names of parts of body, tell them that today we are going to learn about different parts of human body and their function.



## DEVELOPMENT

45 MINUTES

### Activity 1:

1. Ask the students about parts of body with the help of model of the parts of the human body.
2. Help them out of they find any confusion to identify the parts of body.

### Activity 2:

1. Ask the following questions from students randomly:
  - ◇ What is the function of eyes? (sight)
  - ◇ What is the function of nose (smell)
  - ◇ What is the function of ear? (hearing)

- ◇ What is the function of legs? (walking)
  - ◇ What is the function of hands? (touching)
  - ◇ What is the function of mouth? (eating)
2. Help the students if they feel any sort of deficiency to answer.
  3. Responses of the students may be written on the writing board and involve the students for answering the questions.



### **CONCLUSION / SUM UP**

5 MINUTES

1. Tell the students that we have been gifted many parts of body by Allah.
2. Each parts of body has its own function, importance and it is helpful us in many ways.



### **ASSESSMENT**

5 MINUTES

1. Divide the class in two team A and B
2. The leader of the Team A will, touch the parts of the body (eye, nose, ear, leg, foot, arm) while the leader of Team B will tell the function of their parts of body.
3. The winner team should be appreciated while loser will be encouraged.



### **HOMEWORK / FOLLOW UP**

5 MINUTES

1. Provide picture of different parts of body in black and white.
2. Ask the students to colour them.



## FIVE SENSES



## STUDENT LEARNING OUTCOMES

- Name the five senses.
- Identify their body parts which help them to taste, touch, smell, hear and see.
- Identify the sensory description of each of the five senses (**Taste:** sweet sour, bitter, salty; **Touch:** smooth, hard, soft, rough, cold, warm, hot; **Hearing:** loud, soft, high, low Sight: bright, dim and recognize colours. **Smell:** pleasant, unpleasant)

## INFORMATION FOR TEACHERS

- There are five major senses in human body, i.e. the senses of smell, taste, hearing sight and touch. Each sense is different from other.



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



## MATERIALS / RESOURCES REQUIRED

- Writing board, textbook grade – I, colour, charts and image of the parts of body with relevant senses, sweet and sour, fruits, hot and cold object.



## INTRODUCTION

10 MINUTES

- Ask the students following questions randomly:
  - Which part of our body watch the things? (eyes)
  - Which part of the body help us to smell? (nose)
  - What is the functions of ear? (earing)
  - What do we do with our hands? (touch)
  - Which part of the body help us to taste food? (tongue)
- These are called five senses of our body.



## DEVELOPMENT

45 MINUTES

## Activity 1:

- Divide the students into two groups.
- A students of group 1, will call the name of any particular sense.
- While students from group 2, will tell the name of the relevant organ.

Group 1	Group 2
Body parts	Five senses
Ear	Hearing
Nose	Smell
Eyes	Sight
Tongue	Taste
Hand	Touch

### Activity 2:

1. Divide the students into different groups.
2. Tie a piece of cloth around their eyes as in hide and seek and give them different things to taste (sugar, salt, and sour fruit).
3. Ask them to express the taste to the other groups.

### Activity 3:

1. Divide the class into suitable groups.
2. Group 'A' to hear different sounds (noise, singing, bell, whispering)
3. Group 'B' to smell different object (flowers, and objects with different smell).
4. Ask the students to identify things of different smell.
5. Tie a piece of cloth around the eyes of a group and put in their hands ice, warm water, and ask them about the difference.
6. To introduce the students with the sense of sight to switch button of the light on and off turn by turn.



### CONCLUSION / SUM UP

5 MINUTES

Teacher conclude the lesson by telling the students about all the five senses.

- Sense of touch
- Sense of hearing
- Sense of smell
- Sense of sight
- Sense of taste



### ASSESSMENT

5 MINUTES

1. Ask students the following questions
2. What are eyes for?
3. How do we taste thing?
4. Which part of the body is to smell with?



### HOMEWORK / FOLLOW UP

5 MINUTES

1. Ask the student to draw the following parts of human body on their notebooks.  
(Ear, eye, nose, hand, tongue)

# HEALTH AND CLEANLINESS



## STUDENT LEARNING OUTCOMES

- Identify the ways by which they can keep themselves clean (washing hands, before and after meal and using the toilet, clipping/trimming nails, brushing teeth daily, taking bath regularly etc.
- Recognize the importance of keeping themselves, their clothes and surroundings clean for their health.

## INFORMATION FOR TEACHERS

1. Cleanliness is essential for health.
2. Cleanliness is part of our faith.
3. Cleanliness is also essential for good health.
4. A healthy body always keep sound mind.



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



## MATERIALS / RESOURCES REQUIRED

- Text book G.K Grade 1, Chart, pictures, soap, nail cutter, tooth brush, hair brush, writing board.



## INTRODUCTION

10 MINUTES

1. Introduce the topic by asking few questions from the students randomly.
  - ◇ What do you do before breakfast early in the morning?
  - ◇ Why do you wash your hands before meal?
  - ◇ Do you like cleanliness?
  - ◇ Why are we clip our nails?
  - ◇ Do you brush your teeth daily?



## DEVELOPMENT

45 MINUTES

### Activity 1:

1. Divide the students in suitable Groups.
2. Ask them to discuss that how can we keep our self-clean.
3. Engage the groups in discussion for 10 mints and supervise them after that the teacher ask them “what are the main things essential for cleanliness”.
4. Make a list on the whiting Board such as washing hands, clipping nails, brushing teeth etc.

### Activity 2:

1. Maintain the groups according to the previous activity.
2. Ask Group 1 to demonstrate nail cutting.
3. Group 2 to demonstrate hand washing.
4. Group 3 to demonstrate brushing teeth teacher will observe throughout the activity and will tell about the importance of all these.

### Activity 3:

1. Ask the students to clean their chair, desk and surrounding area and throw the garbage in the dust bin.



### CONCLUSION / SUM UP

5 MINUTES

- Concluding the lesson the teacher should write the main points about cleanliness on the writing board.
- Wearing clean clothes.
- Brushing teeth daily.
- Washing hands.
- Clipping nails.
- Keeping your surroundings clean.



### ASSESSMENT

5 MINUTES

1. Ask some questions for assessment from students turn by turn.
2. How do you keep yourself clean?
3. What would happen if you do not keep yourself clean.
4. How do you wash your hands and brush your teeth to keep yourself clean.



### HOMEWORK / FOLLOW UP

5 MINUTES

1. Ask the students "come to school tomorrow wearing neat and clean uniform".

# HEALTH AND CLEANLINESS



## STUDENT LEARNING OUTCOMES

- Recognize the fact that germs can cause diseases and list ways to avoid germs.
- Identify the unhealthy habits that cause illness like (cough, diarrhea etc)

## INFORMATION FOR TEACHERS

1. Diseases are spread by germs.
2. Contaminated water and unhygienic food causes illness.
3. Diseases spread due to playing in dirty places.



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



## MATERIALS / RESOURCES REQUIRED

- Writing board, picture, textbook of G.K Grade – 1, soap, and thermometer.



## INTRODUCTION

10 MINUTES

1. Teacher will aware the students about the causes of diseases such as dirty water, dirty food, dirty dress, unhygienic places and dumping around street:
  - ♦ Germs are so small that we can't see them with naked eyes.
  - ♦ Germs lives on dirty hands, dirty dresses, food and another dirty things.
  - ♦ Germs enter our body and make us sick.
2. Narrate personal experiences regarding illness caused by unhealthy food, water and dirty places.



## DEVELOPMENT

45 MINUTES

### Activity 1:

1. Pictures can be shown to elaborate the spreading of germs.

### Activity 2:

1. Divide the students in groups who remained ill during last two / three months.
2. Ask them to share their experience.

### Activity 3:

1. Activity about "early rising playing games, brushing teeth and washing hands", from the textbook may be carried out and discussed in detail.



## CONCLUSION / SUM UP

5 MINUTES

- Tell the students that diseases are mostly spread in our environment by germs. Germs are born and grow up on dirty things. So we should drain out the dirty water nearby.
- We should also sprinkle kerosene oil on the standing water.
- Educate the students about safety measures against germs and especially corona virus.
- We should keep our body neat and clean.
- We should cover our food and keep our surroundings clean.



## ASSESSMENT

5 MINUTES

Ask the following questions.

- Why should we wash our hands before eating?
- Why is it necessary to brush our teeth?
- What are the causes of diarrhea?
- Why do we need clean drinking water?
- Why do we use soap for hand washing?
- Where are germs born and grow up?



## HOMEWORK / FOLLOW UP

5 MINUTES

1. Teacher will ask the students to make a list of diseases caused by germs at home.

## MY FAMILY



## STUDENT LEARNING OUTCOMES

- Identify some family members (parents brothers and sisters grand-parents, aunts, uncles and cousins)
- (Paternal and Maternal)
- Recognize that they should respect all family members and friends.
- Narrate the special qualities of some of their friends.

## INFORMATION FOR TEACHERS

1. The family members include father and mother, brothers and sisters, maternal grandfather and maternal grandmother, paternal grandfather and paternal grandmother, uncle and aunt.
2. Different family members live together and they respect each other.
3. Qualities of friends, i.e. gentleman, able, respect for elders and punctual.



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



## MATERIALS / RESOURCES REQUIRED

- Writing board, textbook of G-K Grade – I, charts showing relationship of family members



## INTRODUCTION

5 MINUTES

1. Ask the students following questions randomly.
2. How many people live in your home?
3. How many brothers and sisters do you have?
4. How many brothers and sisters does your father have?
5. How do you behave with elder members of your family?
6. Who is your favourite friends?
7. Why do you like your friend?



## DEVELOPMENT

15 MINUTES

## Activity I:

1. Call some students in front of class and ask them how many people are there at your home?
2. Describe the relations of people living there.
3. How many uncles do you have?



4. How many aunts do you have?
5. What is the name of your elder uncle?
6. What is the name of your younger brother?

#### Activity 2:

1. Paste the chart of textbook of G-K Grade-1 on relevant page on writing board and ask the students to tell relation between A and B.

#### Activity 3:

1. Make some groups of students who are friends and ask them to describe good qualities of their friend.

#### Activity 4:

1. Ask some students to tell names of their dear friends loudly in classroom and teacher should write the name on the writing board.



### CONCLUSION / SUM UP

5 MINUTES

1. Describe briefly the relationship of family members living together at home and their position.
2. Tell the students to respect elders at home and in the society.
3. Describe the importance of friendship and some good qualities of friendship and tell the students to avoid bad friends.



### ASSESSMENT

5 MINUTES

Ask the students.

1. Name the people whom you must respect?
2. What is the name of your paternal grandfather?
3. What does your elder uncle do?
4. Where does your aunt live?
5. Who is your favourite friend?
6. Is your friend a brave boy?



### HOMEWORK / FOLLOW UP

5 MINUTES

1. Ask the students to draw the picture of a family tree as home assignment.

# OUR PARENT'S LIFE



## STUDENT LEARNING OUTCOMES

- Describe things that their parents did differently in their childhood.

## INFORMATION FOR TEACHERS

- In past the life of the people was quite different from today.
- In those days our parents used bullocks and reap the crops with hands whereas today we plough through tractors and reaping the crops by machines.
- The people of those time were simple and their lives were tough. They used simple food like milk, butter and Lassi, whereas today we use fast foods like Chinese, pizza and burgers etc.
- Our parents used to travel on foot, tangeras and horses but today there are many modern means of transportation like Rickshaws, motor cycles buses, train and aeroplanes.
- Those people used wood as fuel whereas in modern time we use gas as a fuel.
- In past livestock was a main source of income of the people whereas today people have different jobs and trade.



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



## MATERIALS / RESOURCES REQUIRED

- Writing board, textbook grade – I, pictures.



## INTRODUCTION

5 MINUTES

Teacher will ask the students randomly the following questions:

- Which means of transport do you use to travel from one place to another?
- How our parents used to travel in the past?
- What is your favourite food to eat?
- What was the common food in the past?
- How do the people sow and reap the crops today?
- What was the main source of income of our parents in the past?
- What are the main source of communications today?
- What source of communication was used by our parents in the past?



## DEVELOPMENT

15 MINUTES

### Activity 1:

1. Ask the students randomly few questions and during this process, teacher help and facilitate them, if they feel any difficulty to reply.
2. How did the people plough in the past?
3. How did the people travel in the past?
4. What was the food in those times?
5. What is your favourite food?

### Activity 2:

1. Divide the class into two groups
2. Group A will collect pictures of those time of transportation, whereas group B will collect pictures of modern means of transportation.
3. Teacher will facilitate both the groups.



## CONCLUSION / SUM UP

5 MINUTES

1. Compare those people with the people of present time and tell the students that our parent's lives were quite different from us.
2. They were tough and have no modern facilities whereas due to scientific development, we are living comfortably.
3. Teacher will conclude the lesson with given examples from daily life.



## ASSESSMENT

5 MINUTES

1. Ask the students randomly:
  - ◇ How did the people travel in the past when there was no vehicle?
  - ◇ How did our parents sow and reap the crops in the past?
  - ◇ What was the food of those people?
  - ◇ How did the people get water in the past?
  - ◇ What was the source of communication of those people?



## HOMEWORK / FOLLOW UP

5 MINUTES

1. Ask the students to ask their parents to tell them few means of transportation and food they were used in past.

# RULES OF PLAYING GAMES



## STUDENT LEARNING OUTCOMES

- Name the games they like to play.
- Recognize the importance of collaboration by participating in group activities and games.
- Define rules.
- Recognize importance of following rules.
- Observe and identify the rule when playing a game

## INFORMATION FOR TEACHERS

1. Teacher should know the basic rules for game.
2. Honesty is the basic principle for playing game.
3. Waiting for your turn is the most important rule for a game.
4. Helping one another is the spirit of games.
5. Respect and obey for referee and umpire.



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



## MATERIALS / RESOURCES REQUIRED

- Bat, ball, football, playing ground, textbook grade – I, writing board.



## INTRODUCTION

5 MINUTES

Teacher will ask the students:

- How do you feel when you win a game?
- When you lose a game, how do you feel?
- What is your favourite game?
- How many players are there in a cricket team?
- Who supervises the cricket match?
- How do you obey the referee?



## DEVELOPMENT

15 MINUTES

### Activity 1:

1. Divide the students in team A and B.
2. Arrange a cricket match of two overs between team A and B.

3. Fumble the toss between the teams.
4. Make them understand about the basic rules of cricket.

### Activity 2:

1. Ask the toss winning team to decide, who will bat first.
2. After playing the limited overs, the batting turn will be changed.
3. After the completion of the match, encourage the loser and appreciate the winner.
4. Looser team should congratulate the winner.



### CONCLUSION / SUM UP

5 MINUTES

1. Teacher will tell the students that there are certain rules for every game which must be followed by players. Following rules develop civic sense.



### ASSESSMENT

5 MINUTES

- Ask students randomly the following questions:
  - ◇ What is your favourite game?
  - ◇ How many players are there in a cricket team?
  - ◇ Who will decide to bat or bowl first?
  - ◇ What is the importance of group activity and game?
  - ◇ What are rules for?



### HOMEWORK / FOLLOW UP

5 MINUTES

1. Ask the students to arrange a cricket match in your home and share your experiences on the next day with your class mates.

# BENEFITS OF GAMES AND EXERCISE



## STUDENT LEARNING OUTCOMES

- Understand the importance of playing games and exercise for better health.

## INFORMATION FOR TEACHERS

- Sports are very important for better health.
- Physical exercises and games are important for good health.
- Different types of physical exercises are skipping, jumping, drill, etc.
- Benefits of games and physical exercises such as, relaxation of muscles, release of tension, physical and mental health etc.



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



## MATERIALS / RESOURCES REQUIRED

- Writing board, textbook of grade – I, pictures of different physical exercises and games



## INTRODUCTION

5 MINUTES

Ask some questions from the students.

- Do you go out for morning walk with your father?
- What is your favourite game?
- Why are games necessary for good health?
- How many physical exercises do you take?
- Which games are being played in your school?



## DEVELOPMENT

15 MINUTES

### Activity I:

- Divide students into two groups.
- Group A, Students interested in exercises and group B, Students interest in games.
- Arrange PT show for group A and a football match of 15 minutes for group B.
- After completion the activities, tell the students about the benefits of physical exercises and games for better health.



## **CONCLUSION / SUM UP**

5 MINUTES

1. Describe the benefits and importance of games and physical exercises.
2. Morning walk, regular physical exercises and games keep you fit and healthy.



## **ASSESSMENT**

5 MINUTES

- Ask the students:
  - ◇ Where do you go for morning walk?
  - ◇ Why do we play games?
  - ◇ Are the games and physical exercises necessary for good health?
  - ◇ How can we prevent ourselves from diseases?



## **HOMEWORK / FOLLOW UP**

5 MINUTES

1. Ask the students to arrangement an exercise at your home.



# NEIGHBOURHOOD



## STUDENT LEARNING OUTCOMES

- Recognize that many families living in a locality make a neighbourhood.
- Describe their neighborhood (in terms of people, farms, shops, streets, parks and playgrounds etc.)
- Identify key places on a pictorial map of a neighbourhood.

## INFORMATION FOR TEACHERS

1. People living together in one area makes a neighborhood.
2. Mutual cooperation and respect makes neighbourhood, a lovely and peaceful place.
3. Sayings of the Prophet Muhammad (SAW) remind us about the importance of neighbourhood and our duties regarding neighbourhood.
4. Mutual discussion can be the suitable method to teach the topic.



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



## MATERIALS / RESOURCES REQUIRED

- Writing board, textbook of G.K, Grade – I



## INTRODUCTION

5 MINUTES

- Ask the students the following questions.
  - ◇ What is the name of your mohallah?
  - ◇ Where do you live?
  - ◇ Are there other houses in the surroundings of your home?
  - ◇ What do you call the people living in the surroundings of your house?



## DEVELOPMENT

15 MINUTES

### Activity 1:

- Divide the class into suitable groups and ask them to discuss about their friends living in their neighbourhood.
- Visit each group and supervise their discussions.
- Two students from each group tell the class about their friends in the neighbourhood.
- Explain the concept of neighbourhood?

### Activity 2:

- Maintain the previous Groups
- Ask the Students to discuss the picture at relevant page of the textbook G.K 1 in groups.
- Help them to identify the key places on the pictorial map.
- Ask the students to think and discuss key places near their homes.
- Call students from each group to describe the features of their neighbourhood.



### CONCLUSION / SUM UP

5 MINUTES

- Write the following key points on writing board and explain.
  - ◊ Neighborhood.
  - ◊ Neighbors.



### ASSESSMENT

5 MINUTES

- Write the following two sentences on writing board.
  - ◊ Ask the students to complete the verbally.
  - ◊ Place where many families live together is called a \_\_\_\_\_.
  - ◊ People living near our house are called \_\_\_\_\_.



### HOMEWORK / FOLLOW UP

5 MINUTES

1. Draw a picture of a house on a paper and colour it.

# NEIGHBOURHOOD



## STUDENT LEARNING OUTCOMES

- Identify the different kinds of houses (bungalow, mud house, hut and apartment).
- Describe their home.
- Identify what makes the neighbourhood clean or dirty.
- Understand and practice the idea of keeping their homes and neighbourhood clean.

## INFORMATION FOR TEACHERS

1. Variation in size and structure of houses is caused by two reasons i.e. availability of space and resources.
2. In big cities due to lack of space high rising buildings containing a large number of apartments are being constructed.
3. By training cleanliness can be made a habit and a part of one's attitude.
4. The concept of cleanliness is not limited to one's self but it includes the whole environment.



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



## MATERIALS / RESOURCES REQUIRED

- Writing board, textbook of G.K, Grade – I, teacher's hand written worksheets.



## INTRODUCTION

10 MINUTES

Ask the following questions.

1. Where is your house situated?
2. How many rooms are there in your house?
3. Are all the houses in your area of the same style?
4. What is the difference between your school and house?



## DEVELOPMENT

45 MINUTES

### Activity 1:

1. Divide the class in suitable groups.
2. Ask the students to discuss the pictures on the relevant page of textbook in groups.
3. Provide basic information about the topic (kinds of houses) and guide each group.

### Activity 2:

4. Hand written worksheet (as given below) shall be distributed in groups.
5. Ask the Students tick (✓) the right habit after mutual discussion.

- Throw waste in the dust bin.
- Chalking on the street walls.
- Keep your houses and streets clean.
- Spitting everywhere.
- Throwing the garbage of your home in the street.
- Making a proper duct for dirty water.


### Activity 3:

1. Ask the students to discuss in groups that “why should they keep their home and neighbourhood clean?”
2. Provide guidance to refine the ideas of students.
3. At the completion of discussion, one student from each group present the assigned task.



### CONCLUSION / SUM UP

5 MINUTES

- Write the main points on the writing board and explain.
  - ◇ Kinds of houses.
  - ◇ Clean environment
  - ◇ Dirty environment



### ASSESSMENT

5 MINUTES

Ask the students

- What is the difference between bungalow and a mud house?
- What makes our environment dirty?
- How can we keep our city clean?



### HOMEWORK / FOLLOW UP

5 MINUTES

1. Draw a house on a paper and colour it.

# PLACES OF WORSHIP



## STUDENT LEARNING OUTCOMES

- Identify the Masjid in their neighbourhood as a place of worship for Muslims.
- Inquire about other places of worship (Church, Mandir, Guradwara etc.)
- Recognize that they should respect all places of worship and all religions.

## INFORMATION FOR TEACHERS

1. Worship is the basic necessity of human being.
2. Each and every religion prescribes a certain mode of worship for its followers.
3. Islam makes it compulsory for Muslims to offer prayers five times a day.
4. Other religions also prescribe a certain schedule of worship for their followers.
5. A visit to Masjid and mutual discussion shall be the suitable method for teaching the topic.



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



## MATERIALS / RESOURCES REQUIRED

- Textbook of G.K grade – I, writing board, marker, / chalk, pencil.



## INTRODUCTION

10 MINUTES

- Introduce the topic by asking few questions from the students randomly:
  - ◊ Who is worthy of worship?
  - ◊ Have you ever been to Masjid?



## DEVELOPMENT

45 MINUTES

### Activity 1:

1. Teacher will lead the students towards Masjid if it is situated at a nearby place to the school.
2. Teacher will explain that Masjid is a sacred place and all of us must respect it.
3. All the Muslims follow certain pre-requisites before entering the Masjid, like make ablution and put off shoes.

### Activity 2:

Teacher will:

1. Divide the students into suitable groups

2. Ask students to open the textbook of G.K G-I, and discuss the pictures in groups for five minutes.
3. Teacher will facilitate/observe the groups during group work.
4. After allotted time invite groups for presentation, and make corrections where necessary.
5. Encourage students for their group work.
6. Tell students that Muslims go to Masjid for prayer.



### **CONCLUSION / SUM UP**

5 MINUTES

- Teacher will conclude the activity by sharing the following key points.
  - ◊ Muslims go to Masjid for prayers.
  - ◊ Christians go to church, Hindus go to Mandir and sikh to Gurdawara for worship.
  - ◊ We must respect the place of worship of every religion.



### **ASSESSMENT**

5 MINUTES

- Activity at page # 30 of the textbook G.K, Grade – I, can be used for assessment purpose.



### **HOMEWORK / FOLLOW UP**

5 MINUTES

1. Draw a picture of place of worship according to your own religion and colour it.

## PAKISTAN



## STUDENT LEARNING OUTCOMES

- Tell the full name of our country and date of existence.
- Recognize that all the countries have a flag.
- Draw the flag of Pakistan
- Identify what the colours and symbols on the flag represent.

## INFORMATION FOR TEACHERS

1. The official name of Pakistan is Islamic Republic of Pakistan.
2. Pakistan came into being on 14th August 1947.
3. The flag of Pakistan has two colours
4. The green colour of flag of Pakistan represents Pakistani Muslims majority while the white colour shows the minorities in Pakistan.
5. The crescent shows progress of the Pakistan and the star shows light and knowledge.
6. Every country has his own flag which shows their independence.



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



## MATERIALS / RESOURCES REQUIRED

- Pakistani flag, flag of other countries like Saudia Arabia, Turkey, India, China, Iran, America, Textbook grade – I, Map of Pakistan, flash cards.



## INTRODUCTION

10 MINUTES

1. Paste/Draw the flag of Pakistan on writing board and ask students the following questions.
  - ◇ Do you know about the flag?
  - ◇ Do you hoist the flag every day in school?
  - ◇ Encourage students.



## DEVELOPMENT

45 MINUTES

## Activity I:

1. Divide the class into four groups
2. Ask groups to draw flag of Pakistan and colour it.
3. Give them ten minutes for drawing.
4. During the activity teacher will facilitate groups



5. After allotted time ask students to paste their respective groups flag on the front wall.
6. Ask all groups for gallery walk.
7. Tell them that it is the flag of Islamic Republic of Pakistan.
8. Pakistan came into being on 14th August 1947.

### Activity 2:

1. Teacher will ask the students.
  - ◊ Which part of the flag is big?
  - ◊ Take responses from students.
  - ◊ Now ask another question to the students.
  - ◊ Which part of flag is small?
  - ◊ After receiving their response ask them.
  - ◊ What is the crescent and the star for?
2. Take responses and give feedback.

### Activity 3:

1. Make pairs of the students.
2. Ask students to open the relevant page of GK-1 and observe the flags of different countries for two minutes.
3. After allotted time conclude the activity by identifying the flags of different countries.



### CONCLUSION / SUM UP

5 MINUTES

- Tell the students that our country came into being on 14th August, 1947, the official name of our country is Islamic Republic of Pakistan.
- Our country has also its own flag. Our flag is respectable for all of us.
- The national flag of Pakistan have two colours.
- Green for Muslims and white for non-Muslims.
- The crescent shows progress of the Pakistan and the star shows light and knowledge



### ASSESSMENT

5 MINUTES

- Ask the following question to assess the students.
  - ◊ What is the name of our country?
  - ◊ When did our country come into being?
  - ◊ What does the green colour represent in our flag?
  - ◊ What does the white colour represent in our flag?
- During collecting their responses, if they feel any difficulty guide and facilitate them.



### HOMEWORK / FOLLOW UP

5 MINUTES

1. Ask the students to draw flag of any country of your choice from the relevant page of textbook G.K, G-I.

## SCHOOL



## STUDENT LEARNING OUTCOMES

- Tell the name and location of their school.
- Identify people they interact with in school (Teachers, students, principal, service providing staff etc.)
- Describe the activities they engage at school
- Recognize that they should respect everyone in their school (Teacher, class fellows, service providing staff etc.), regardless of their faith ethnicity and social background.

## INFORMATION FOR TEACHERS

1. Teacher may clearly mention school name its area.
2. Teacher must have complete information about school staff, its history, servicing staff etc.



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



## MATERIALS / RESOURCES REQUIRED

- Textbook of grade – I, writing board, school picture.



## INTRODUCTION

10 MINUTES

Ask the students.

- Which school do you read in?
- Where is your school situated?
- How many rooms are there in your school?
- Is there any playground in your school?
- How many students are studying in your class?
- Who rings the bell in the school?
- Who brings water for school?
- What do you do in your school?
- Do you respect your teachers and chowkidar?



## DEVELOPMENT

45 MINUTES

## Activity 1:

1. Call students one by one in front of class and ask them to tell his school name loudly. i.e. My school name is Government Primary School.

2. Write down the school full name on writing board in Urdu and English and tell the students to write it in their notebooks.
3. Help them out and provide guidance.

### Activity 2:

1. Arrange a role play, one student play a role of teacher and the others to play role of student.
2. A student may play a role of service providing staff (Chowkidar).

### Activity 3:

1. Plantation day at school may be celebrated with the participation of students and staff of the school.



## CONCLUSION / SUM UP

5 MINUTES

- Tell the students that the name of our school city Government Primary School \_\_\_\_\_. It is located in the middle of the village. There are huge numbers of students are studying in our school. All the students and community should respect all the teaching and non-teaching staff of the school.



## ASSESSMENT

5 MINUTES

Ask the students some questions to assess the students.

- What is your school name?
- Who is the Head teacher of your school?
- Who provide services for your school?
- Do the people of your village respect the school staff?
- Who is your school chowkedar?



## HOMEWORK / FOLLOW UP

5 MINUTES

1. Draw a picture of your school at your notebook.
2. Discuss about the school activities with your parent at home.

# RULES IN SCHOOL



## STUDENT LEARNING OUTCOMES

- Share and understand the rules they follow in class and school.
- Understand why following the rules is important
- Appreciate diversity by understanding that they make different friends in school and these friends can be from different social and religious backgrounds.

## INFORMATION FOR TEACHERS

1. Rules are very important for school by obeying rules, discipline can be maintained in the class and school.
2. The students and staff should all follow the rules in the class and school.
3. Students must enter and leave the school with the permission of teacher.
4. All the students must follow the teacher's instructions.
5. Try to create fair friendly environment in school.
6. Respect each other in the class and call the correct name of your class fellows.
7. All of the students in the class and school are friends whatever their religion or social background may be.



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



## MATERIALS / RESOURCES REQUIRED

- Textbook of grade – I, writing board, chart showing classroom and school rules, flash cards etc.



## INTRODUCTION

10 MINUTES

Ask the students randomly.

- What do you do while entering the class in the presence of teacher?
- Do you come to school in time?
- How many friends, do you have in school?
- Do you wear neat and clean uniform?
- Do you maintain cleanliness in your school and classroom?
- Do you take things of other students without permission?



## DEVELOPMENT

45 MINUTES

### Activity 1:

1. Divide the students into two groups and ask them to share the school rules with each other. Help and supervise them.

### Activity 2:

1. Distribute the flash cards of school rules among the students and ask them to read loudly.

### Activity 3:

1. Arrange a role play for students which shows the regularity and following the school and class rules.



## CONCLUSION / SUM UP

5 MINUTES

- Rules are very important in maintaining school discipline. All these rules are for our benefits. Following rules can save us from lot of troubles. These rules are as under:
  - ◇ Listen your teacher carefully
  - ◇ Obey your teachers.
  - ◇ Don't ask or speak without permission.
  - ◇ Call the students and teachers with respectable manners.
  - ◇ Apply through applications for leave
  - ◇ Observe the school timing.



## ASSESSMENT

5 MINUTES

Ask students to assess the students.

- Do you observe school timing?
- Do you take part in morning assembly?
- Do you take permission at the time of entrance and leaving the classroom?
- What are the benefits of following the school rules?
- Which language do you and your friends use in the class?
- Do you have any a friend abroad?



## HOMEWORK / FOLLOW UP

5 MINUTES

1. Ask the students to discuss the school rules with their parent, brothers and sisters at home.

# CLEANLINESS IN SCHOOL



## STUDENT LEARNING OUTCOMES

- Know the importance of keeping their School clean.

## INFORMATION FOR TEACHERS

1. Our religion gives great importance to cleanliness.
2. Cleanliness keeps us away from many diseases
3. Cleanliness keeps us healthy and happy.
4. It increases the beauty of school.
5. We should try to keep clean ourselves, our homes, streets, school and our country.
6. If we do not keep our school clean, it will affect badly the environment of school.



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



## MATERIALS / RESOURCES REQUIRED

- Textbook of grade – I, writing board, marker, flash cards etc.



## INTRODUCTION

5 MINUTES

- Ask the students.
  - ◇ How do you help your mother at home?
  - ◇ Who sweeps the school?
  - ◇ Why should we keep our school clean?
  - ◇ Do you put garbage in dust bin?
  - ◇ Is there any dustbin in your classroom?



## DEVELOPMENT

15 MINUTES

### Activity 1:

- Ask the students to clean their classroom and put all the garbage in the dustbin.
- Observe whether all the students take part in the activity.

### Activity 2:

- Ask the students to clean the school lawn.
- Also observe this activity, encourage the students and also realize them the importance of

cleanliness.



### **CONCLUSION / SUM UP**

5 MINUTES

- Conclude the lesson in the following points.
- Cleanliness has great importance in life.
- Cleanliness protect us from many diseases.
- Clean environment keeps us happy and healthy.
- It provides us the best environment for education.



### **ASSESSMENT**

5 MINUTES

- To assess the student, ask following questions:
  - ◇ Is your classrooms neat and clean?
  - ◇ Do you like to keep your school clean?
  - ◇ What are the benefits of cleanliness?
  - ◇ Where do you put garbage?
  - ◇ What is the duty of sweeper?
  - ◇ Is there a dustbin in your classroom?



### **HOMEWORK / FOLLOW UP**

5 MINUTES

1. Ask the students to bring a piece of cloth to clean his/her bench desk regularly.

# TRANSPORTATION



## STUDENT LEARNING OUTCOMES

- Identify the means of transportation which people use.
- Differentiate between slow and fast means of transportation.

## INFORMATION FOR TEACHERS

1. With technological advancement we have been able to travel very fast such that we can travel around the globe within 24 hours.
2. Development in transportation means, is an important step towards globalization.
3. The topic can be taught by question/answers and sequencing /list making method.



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



## MATERIALS / RESOURCES REQUIRED

- Writing board, textbook GK Grade – 1, Pictures of various means of transportation, glue, charts.



## INTRODUCTION

10 MINUTES

Teacher will ask the following questions.

- How do you go to a nearby place?
- When will we use a ride?
- Have you ever been out of your city / village?
- Which ride did you use to get there?



## DEVELOPMENT

45 MINUTES

### Activity 1:

Teacher will:

1. Divide the class into suitable groups and ask them to open the relevant page of their book and recognize various means of transportation by mutual discussion.
2. Supervise the activity in groups, and facilitate the students according to their needs.

### Activity 2:

Teacher will

1. Provide each group a chart, glue and pictures of various means of transportation.
2. ask the students to arrange the pictures from slowest to fastest moving means of



transportation using mutual consultation in groups.

3. At completion of arrangement/sequencing ask the students to paste the pictures on the chart in a similar order.
4. At the completion of task one student from each group shall present their group work chart in front of class.



### **CONCLUSION / SUM UP**

5 MINUTES

- Teacher will conclude the activity by sharing the following key points.
- Bicycle, tonga, rickshaw, motorcycle, bus, car, train and aero plane are common means of transportation.
- Bicycle, tonga, rickshaw are slow moving, while car, bus, train and aero plane are fast moving means of transportation.



### **ASSESSMENT**

5 MINUTES

- Teacher shall paste the pictures of various means of transportation on writing board and ask the students to identify the fastest and slowest ride.



### **HOMEWORK / FOLLOW UP**

5 MINUTES

1. Ask the student to paste the pictures of various means of transportation in their notebook.

# TRANSPORTATION



## STUDENT LEARNING OUTCOMES

- Identify the places where buses and trains stop, areoplanes land and ship berth.
- Describe the activities that take place at a bus stop, railway station, airport and harbour.

## INFORMATION FOR TEACHERS

1. With the passage of time life has become too much busy and people want to reach their destinations as early as possible.
2. Bus station, railway station and airports are too much busy places with people arriving and departing every other minutes.
3. Seaports are mainly used for loading and unloading of trade goods.
4. In order to teach the topic observation method and mutual discussion shall be useful.



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



## MATERIALS / RESOURCES REQUIRED

- Writing board, Textbook of G.K Grade – 1, pictures of bus station, airport, railway station and harbor.



## INTRODUCTION

5 MINUTES

- Teacher will introduce the topic by asking following questions from students randomly.
  - ◇ Have you ever travelled another city?
  - ◇ By which mean of transport have you travelled?
  - ◇ Where does the buses stop?



## DEVELOPMENT

15 MINUTES

### Activity 1:

- Teacher will divide the class into suitable groups.
- Ask students a to open the relevant page of their textbook and ask students to discuss the pictures in groups.
- Supervise the activity by providing guidance in groups where needed.

### Activity 2:

- Teacher will divide the class into four groups.
- Provide different picture to each group like:

- ◇ Group – A      Railway station
- ◇ Group – B      Airport
- ◇ Group – C      Bus station
- ◇ Group – D      Seaport
- Ask students to observe the picture in their group and discuss the name of the place and activities taking place there in five minutes.
- Supervise and guide the work of all groups during the activity.
- After allotted time ask groups for presentation and encourage them.



### **CONCLUSION / SUM UP**

5 MINUTES

- Teacher will conclude the activity by sharing main points.
- People go to bus station to travel other cities.
- People go to railway station to travel other cities by train.
- From airport people can fly to other cities.



### **ASSESSMENT**

5 MINUTES

- Pictures of bus station, railway station, airport and seaport are pasted by the teacher on writing board and students are asked to name the places.



### **HOMEWORK / FOLLOW UP**

5 MINUTES

- Students are asked to draw and colour a picture of their favorite mean of transportation.

# TRAFFIC RULES



## STUDENT LEARNING OUTCOMES

- Identify some traffic rules.
- Identify the safety rules they should follow while walking on the road, crossing a road travelling by a bus etc.

## INFORMATION FOR TEACHERS

1. Traffic laws/rules are made to maintain discipline.
2. Following traffic rules will minimize accidents.
3. Traffic rules are very much essential for our safety and smooth flow of traffic on roads.
4. Observation and mutual discussion are the suitable ways to teach the topic.



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



## MATERIALS / RESOURCES REQUIRED

- Writing board, textbook of G.K Grade – 1, charts, colour pencils, marker / chalk, prepared chart of traffic signs.



## INTRODUCTION

10 MINUTES

Teacher will ask the following questions to introduce the topic.

- Have you ever travelled outside of your village / city?
- What rides have you travelled through?
- Have you ever seen a big square with three coloured lights inside a city?
- Introduce the topic in the light of their responses.



## DEVELOPMENT

45 MINUTES

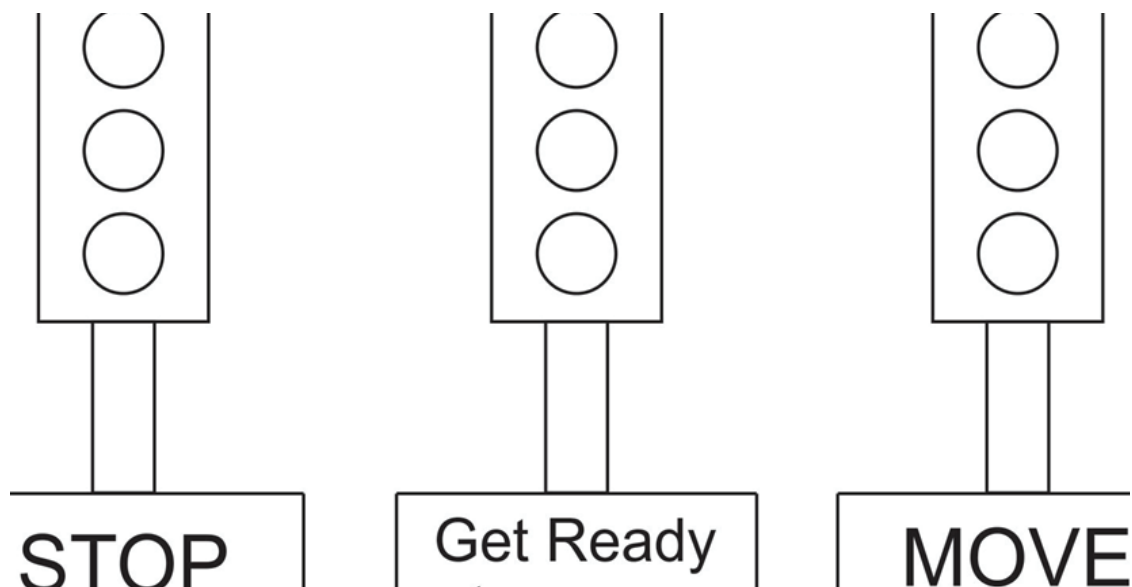
### Activity 1:

1. Teacher will paste prepared chart of traffic rules/signs from the relevant page of G.K textbook grade – I.
2. Get the information from the children through questions, shown in the picture.
3. The teacher should summarize the activity by explaining, use of footpath, zebra crossing, the meaning of red, yellow and green

### Activity 2:

1. Teacher will make three groups of students.

2. Provide each group with a chart on which three pencil sketches have been drawn as under:



3. Ask the groups to colour the relevant light with proper colour. At the completion of activity charts will be pasted at the writing board.
4. Give feedback if required.



### CONCLUSION / SUM UP

5 MINUTES

Teacher will conclude the activity by repeating following main points.

- Use zebra crossing, while crossing the road
- Walk on the footpath or right side of the road.
- Wearing helmet while riding cycle/motorcycle.
- Red light means stop
- Yellow light means get ready to move
- Green light means move.



### ASSESSMENT

5 MINUTES

- A chart with multiple traffic signs shall be pasted on the writing board and teacher shall randomly ask the meanings of various signs from different students to assess their learning.
- Ask student to open the textbook activity page of chapter G.K Grade – I, and match the columns



### HOMEWORK / FOLLOW UP

5 MINUTES

1. Ask students to share the traffic rules with their siblings at home.

# GOOD MANNERS AND HABITS



## STUDENT LEARNING OUTCOMES

- Greet others by saying Assalam-o-Alaikum, Hello, Good Morning etc

## INFORMATION FOR TEACHERS

1. Various greetings such as Assalam-o-Alaikum, Hello, good morning etc.
2. The teacher should start this lesson through discussion and conversation method.



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



## MATERIALS / RESOURCES REQUIRED

- Writing board, textbook of G.K Grade – 1



## INTRODUCTION

5 MINUTES

Teacher should greet students with Assalam-o-Alaikum while entering the class.

Ask the students.

- How are you?
  - ◊ Expected answer: we are fine
- What do you say to your parents while leaving for school?

Note their answers on the writing board, add points or repeat correct sentences if needed).



## DEVELOPMENT

15 MINUTES

### Activity 1:

- Ask the students:
  - ◊ What do you say when you meet someone?
  - ◊ How do you greet each other and your family members when you get up in the morning?
  - ◊ Tell the students that we say Assalam-o-Alaikum and good morning to each other.
  - ◊ What else do we say?
- Let students think for a while and collect their responses. Make correction if needed.

### Activity 2:

- Divide the students into two groups.
- Ask each group to sit in a circle.

- Ask one groups to give something like book, notebook, pen and pencil share to other group.
- Ask the all group to thank loudly.
- Now ask the groups to say thank you loudly.
- What do you say if you commit a mistake?

### Activity 3:

- Sit the students in pairs to discuss the pictures on relevant page of the textbooks G-K Grade 1.
- Collect responses from the students by question and answer.



### CONCLUSION / SUM UP

5 MINUTES

- Tell the students that people of different religions greet each other differently when they meet.



### ASSESSMENT

5 MINUTES

Assess the student with the help of following.

- When you meet with friend, what you say\_\_\_\_\_?
- When you leaving the home, what you say \_\_\_\_\_?



### HOMEWORK / FOLLOW UP

5 MINUTES

Ask the students:

- Greet their parents when leaving for school, friends at school and teachers with Assalam-o-Alaikum.

## GOOD MANNERS



## STUDENT LEARNING OUTCOMES

- Identify various aspects of good character. (Punctuality, speaking politely, kindness, honesty, and truthfulness.)

## INFORMATION FOR TEACHERS

- Good qualities of character are imbedded in the early years of one's life.
- Good qualities of character are learned by following those personalities which inspire us.
- Teachers are a good source of inspiration for students of Grade – I.
- Therefore, teachers are required to exhibit consciously those good qualities of character in order to become a source of inspiration for their pupils.
- Role play, discussion and real life activities of sharing shall be the suitable ways for the teaching of the topic.



DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, textbook of G.K Grade – I



## INTRODUCTION

5 MINUTES

- Ask following questions to the student:
- Which type of persons are liked by every one?
- Can you name some good qualities?



## DEVELOPMENT

15 MINUTES

## Activity 1:

- Divide students in groups and assign one topic of good character for role play to each group.
- Teacher shall explain the meaning of every good quality.
- Teacher shall discuss in each group the detail about how to perform role play.
- Teacher shall play the role of active facilitator for the execution of role play.

## Activity 2:

- Arrange an activity of lunch sharing by the students in classroom during the mid-break.
- Teacher shall supervise the activity and also talk about the importance of sharing things



with others.

### Activity 3:

- Ask the students to come in front of class one by one and narrate stories about how and when they shared something with a friend.
- Teacher shall facilitate and encourage shy students to narrate their words.



### CONCLUSION / SUM UP

5 MINUTES

- Repeat the key points in class i.e.
- To be successful in life one must adopt a good character.
- Punctuality is the key to success.
- By speaking politely we can win the hearts of others.
- Kindness is very much liked by Allah.
- Honesty and truthfulness are the most admirable aspects of good characters.



### ASSESSMENT

5 MINUTES

- Write down the following list on the writing board and ask a few students to come one by one and encircle the good quality of character.
  - ◊ Punctuality, telling lies, speaking harshly, kindness, speaking politely, honesty, back biting, deceiving, and truthfulness.



### HOMEWORK / FOLLOW UP

5 MINUTES

- Make a conversation with your parents about good qualities of character and present it in the class next day.

## EATING MANNERS



## STUDENT LEARNING OUTCOMES

- Demonstrate etiquettes of eating (don't waste food, eat with clean hands, don't drop food around)
- Understand the hazards of eating unhealthy food.
- Recognize the etiquettes of using the washroom.

## INFORMATION FOR TEACHERS

1. Knowledge and practice of the etiquettes of eating is essential for their demonstration in daily life.
2. Continuous monitoring and supervision of students during the mid-break when they are taking their lunch is very helpful in producing the desired results.
3. Practical activities like washing hands, eating activities in the class room with clear and precise instructions will be the suitable way for the teaching of topic at hand.



DURATION / NO OF PERIODS: 70 MIN/ 02 PERIODS



## MATERIALS / RESOURCES REQUIRED

- Writing board, textbook of G.K Grade – 1



## INTRODUCTION

10 MINUTES

- Teacher will ask the following questions:
  - ◇ Which is your favourite dish?
  - ◇ What are the important steps which you keep in mind while going to eat something?
- Collect their responses and involve the students in discussion.



## DEVELOPMENT

45 MINUTES

## Activity 1:

1. Take all the students out of class towards the hand washing place in your school.
2. Repeat the proper hand washing steps provided on the relevant page of textbook of G.K Grade – I.
3. Ask each student to come forward and repeat a similar practice.

## Activity 2:

1. Ask the students to take their lunch within classroom.

2. The teacher shall facilitate the activity and monitor them.
3. During activity the teacher will explain in the class about basic etiquettes of eating.
4. After the process of eating, the teacher ask them to wash their hands.

#### Activity 3:

1. Through a question answer session the teacher shall share with students basic principles of health i.e.
2. they must take healthy food.
3. eating un-healthy food causes severe harms to their health.
4. washing hands with soap after using the toilet protect us from germs.

#### Activity 4:

1. Take all the students out of the class and practice them how to use washroom.
2. The following etiquettes must be followed in this connection.
3. After using the washroom, properly wash the hands with sope.
4. Make proper use of the water/toilet paper etc.



#### CONCLUSION / SUM UP

5 MINUTES

- Main points of the lesson shall be repeated to conclude the lesson.



#### ASSESSMENT

5 MINUTES

- Ask randomly from students to describe orally the eating manners.



#### HOMEWORK / FOLLOW UP

5 MINUTES

- Students shall demonstrate the hand washing steps to their parents at home.

# LIVING AND NON – LIVING THINGS



## STUDENT LEARNING OUTCOMES

- Recognize living and non-living things around them.

## INFORMATION FOR TEACHERS

- Things around us can be categorized into two broad groups. i.e. living things and non-living things.
- Living things are further divided into two groups. i.e. plants and animals.



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



## MATERIALS / RESOURCES REQUIRED

- Writing board, textbook of G.K Grade – 1, charts showing the pictures of living and non-living things glue, marker/chalk.



## INTRODUCTION

5 MINUTES

Paste the picture of a cat and chair on the writing board and ask following questions.

- What do you see in these pictures?
- How the cat is different from chair?
- What are the main differences between cat and chair.

Teacher will write the answers on writing board in the form of a list.



## DEVELOPMENT

15 MINUTES

### Activity 1:

- Teacher will explain the main differences between living and non-living things and then through question – answer session to deduce the following points and write their response on writing board.
  - Living things can breathe.
  - Living things can move.
  - Living things can eat and drink.
  - Living thing can grow up.
  - Living things can die.
  - Non – living things neither breathe nor move.
  - Non – living things neither eat nor drink.
  - Non – living things do not grow up.

### Activity 2:

1. Distribute the class into suitable groups and provide each group with a chart having two columns.

Living things	Non – Living things

2. Provide each group a number of pictures of living and non-living things and ask them to paste the pictures in their respective columns with mutual discussion.
3. During the activity teacher will facilitate the groups.
4. At the completion of activity group leader from each group shall present the work in front of the class.
5. Teacher will appreciate and encourage the students.



### CONCLUSION / SUM UP

5 MINUTES

- Teacher will repeat the three main differences between living and non – living things as pointed out in the activity 1.



### ASSESSMENT

5 MINUTES

- Teacher will ask the students to fill the activity chart provided on the relevant page of textbook G.K for grade – I students may be asked to add more living things and Non-living things in the chart if they know.



### HOMEWORK / FOLLOW UP

5 MINUTES

- Prepare a small album of living and Non – living things by collecting photographs/ pictures.

# PLANTS



## STUDENT LEARNING OUTCOMES

- Identify the plants they see around them.
- Recognize the differences between the plants they see around them.
- Recognize the importance of plants/trees as a source of food, shade and shelter.
- Identify the things around them that are made up of plants/trees.

## INFORMATION FOR TEACHERS

1. Plants can be divided into two groups:
2. Flowering plants (sun flowers, orchids etc) and Non flowering plants (mosses and ferns etc)
3. Plants generate oxygen and absorb carbon dioxide which provide us in a clean and healthy environment.
4. Observation and mutual discussion are suitable method to teach the topic at hand.



**DURATION / NO OF PERIODS: 105 MIN/ 03 PERIODS**



## MATERIALS / RESOURCES REQUIRED

- Writing board, textbook of G.K Grade – 1, charts of various plants. Marker etc.



## INTRODUCTION

25 MINUTES

- Teacher will ask the following questions.
  - ◇ What kind of plants are there in your home?
  - ◇ Which types of plants you see in your school?
- What are the main benefits of plants?



## DEVELOPMENT

65 MINUTES

### Activity 1:

1. Take the students for a short visit to a garden situated near the school.
2. Ask them to keenly observe the plants around them in the garden.
3. Teacher should help them in recognizing various features of plants and their names.
4. When students return back to the classroom, ask them to share the informations of their visit.

### Activity 2:

1. Distribute the class into two groups.
2. Ask one group to take a round trip of the school building while the other group will minutely observe the classroom.
3. Direct both groups to identify the things made up of wood.
4. At the end, group leader of each group will present the findings in front of class.



### CONCLUSION / SUM UP

5 MINUTES

- Teacher will discuss the main points:
  - ◇ Plants are an important source of wood, food, shade and shelter.
  - ◇ Plants play very important role to keep the environment clean and healthy.



### ASSESSMENT

5 MINUTES

- Following questions will be asked as assessment.
  - ◇ How many types of plants are there?
  - ◇ From where we get wood?
  - ◇ Name a few things made up of wood?



### HOMEWORK / FOLLOW UP

5 MINUTES

- Ask the students to paste stickers of different flowers/plants in their notebook.

# ANIMALS



## STUDENT LEARNING OUTCOMES

- Identify the differences between common, domestic and wild animals in terms of physical features.
- Identify some common domestic and wild animals.
- Identify the food which different animals eat.

## INFORMATION FOR TEACHERS

1. Some animals are called pet animals.
2. Some animals cannot be domesticated because of their wild nature and physical features.
3. Most of the wild animals are meat eaters.
4. Observations and discussion are suitable to teach the topic in hand.



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



## MATERIALS / RESOURCES REQUIRED

- Writing board, textbook of G.K Grade – 1, charts of different animals, marker etc.



## INTRODUCTION

10 MINUTES

- Teacher will ask following questions.
  - ◇ Which animals are there in your home?
  - ◇ Name few animals which we keep as pets?
  - ◇ Do we keep lion as a pet?
- Name few animals dangerous for us.



## DEVELOPMENT

45 MINUTES

### Activity 1:

1. Divide the class into suitable groups.
2. Ask the students to open the relevant page # of textbook successively and discuss the pictures in groups.
3. Teacher will observe each group and will facilitate the student in recognizing various animals and their physical features.
4. Teacher will explain the students that wild animals cannot be kept at home due to their dangerous habits, as they can cause harm to us.
5. Through pictures on relevant page #, teacher explain that some animals eat only meat, some animals eat grass and some animals eat both grass and meat.



### Activity 2:

1. Provide each group with a chart, having the following columns.

Wild Animals	Pet Animals

2. Provide each group with a number of pictures of wild and pet animals.
3. Ask the students to paste the pictures in their respective columns.
4. After the completion of activity, group leader from each group will present group work in front of the class.

### Activity 3:

1. Following animals list written on a chart will be provided to each group.

Goat	Cow	Lion	Bear
Monkey	Cheetah	Buffalo	

- ◇ Students are advised to colour the boxes
- ◇ Animals which eat only meat shall be coloured red.
- ◇ Animals which eat only grass shall be coloured green.
- ◇ Animals which eat both meat and grass shall be coloured brown.
- ◇ After the completion of activity, charts will be pasted in front of class.



### CONCLUSION / SUM UP

5 MINUTES

Teacher will repeat the main points of lesson in front of class:

- Wild animals have large claws and pointed teeth.
- Goats, cows, rabbits, dogs and some birds are common domestic animals.
- Bear, lion, snake and crocodile are wild animals.
- Some animals eat meat some eat grass while some others eat both meat and grass.



### ASSESSMENT

5 MINUTES

- The following questions will be asked as assessment:
  - ◇ Name some domestic animals.
  - ◇ Name some wild animals.
  - ◇ Which type of teeth are found in wild animals?
  - ◇ Name an animal which eats both meat and grass?
  - ◇ Name of the animals which eat meat only.
  - ◇ Name of the animals which eat grass only.
  - ◇ Name of the animals which eat both meat and grass.



### HOMEWORK / FOLLOW UP

5 MINUTES

- Collect the pictures of some domestic and wild animals to make a small album.

# PLANTS



## STUDENT LEARNING OUTCOMES

- Recognize the importance of animals as a source of food, joy and transport.
- Identify the homes of animals (desert, jungle, water, mountains etc.)
- Differentiate between animals that can and cannot be kept at home with reasons.
- Identify measures for better care of domestic and wild animals and plants.

## INFORMATION FOR TEACHERS

1. Egg, meat and milk are major sources of food, provided by animals.
2. Some animals are used as transport such as horse, camel, and elephant etc.
3. Different environments are suitable for different animals like jungle, water and mountains.



**DURATION / NO OF PERIODS: 140 MIN/ 4 PERIODS**



## MATERIALS / RESOURCES REQUIRED

- Writing board, textbook of G.K Grade – 1, charts of domestic and wild animals, glue marker etc.



## INTRODUCTION

25 MINUTES

- Teacher will ask the following questions:
  - ◇ Do you drink milk and eat meat?
  - ◇ Name few animals from which we get meat?
  - ◇ Name of animals that provide us milk?
- Have you ridden an animal? If yes then name.



## DEVELOPMENT

100 MINUTES

### Activity 1:

1. Divide the class into suitable groups and ask them to open textbooks at the relevant page.
2. Ask them to discuss the pictures in groups.
3. Facilitate each group and explain the key points during discussion.
  - ◇ We get milk, meat and eggs from animals.
  - ◇ Animals are also used for carrying goods and as a transport like donkey, ox, camel and horse.
  - ◇ Most of the animals live on land while few animals live in water like fish.

**Activity 2:**

- Provide each group of students with a chart having three columns.

Meat	Milk	Eggs

- Provide each group with multiple pictures of different animals.
- Ask them to paste the pictures of various animals from which we get meat, milk and eggs in their respective columns.
- After completion of task, each group leader will present group work in front of class.

**Activity 3:**

- Ask the students to discuss the pictures at the relevant page of the textbook in groups.
- Teacher will observe the groups and explain basic concept through discussion:
- Camel is found in deserts which is best place to its physical features.
- Fish are found in water which is suitable to their needs and physical features.
- Lion is found in Jungle which is according to its nature.

**Activity 4:**

- Take the pictures of camel, lion, cow, goat and fish.
- Past the pictures on the writing board
- Ask the students where does each one of the animals live?
- Randomly repeat the pictures and take answers from different students.

**Activity 5:**

- Teacher will initiate a discussion with class about how can we take care of pet animals and plants.
- Teacher will conclude the discussion with following key notes:
- We should take care about the cleanliness of our pets and their living places.
- Plants need to be watered daily and make sure that proper light is available.

**CONCLUSION / SUM UP**

5 MINUTES

- Key points to be repeated:
  - Animals are a source of food and transport.
  - Different environments suit different animals.
  - Cleanliness is essential for pets.
  - Water and light are essential for plants.

**ASSESSMENT**

5 MINUTES

- Ask the following questions from students as assessment
  - Name two animals which give us milk?
  - Which animal is found in desert?
  - Name an animal which lives in water?

**HOMEWORK / FOLLOW UP**

5 MINUTES

- Collect two pictures i.e. one of a pet animal and one of a wild animal and paste them in your notebook.

## EARTH



## STUDENT LEARNING OUTCOMES

- Identify earth as a planet.
- Recognize the shape of the earth.
- Recognize that the Earth is covered with land and water.

## INFORMATION FOR TEACHERS

1. Earth is the part of solar system and sun is the central point.
2. The Earth is one of the nine planets which revolve around the Sun.
3. Observation of the model of the Earth (Globe) and discussion shall be the suitable way to teach the topic.



DURATION / NO OF PERIODS: 70 MIN/ 02 PERIODS



## MATERIALS / RESOURCES REQUIRED

- Writing board, textbook of G.K Grade – 1, Globes, dry erase markers, prepared chart, flash cards.



## INTRODUCTION

10 MINUTES

- The teacher shall bring a tennis ball to the class. While displaying the ball in front of class ask the children.
  - ◇ What is the shape of ball?
  - ◇ What is the shape of the Earth on which we live?



## DEVELOPMENT

45 MINUTES

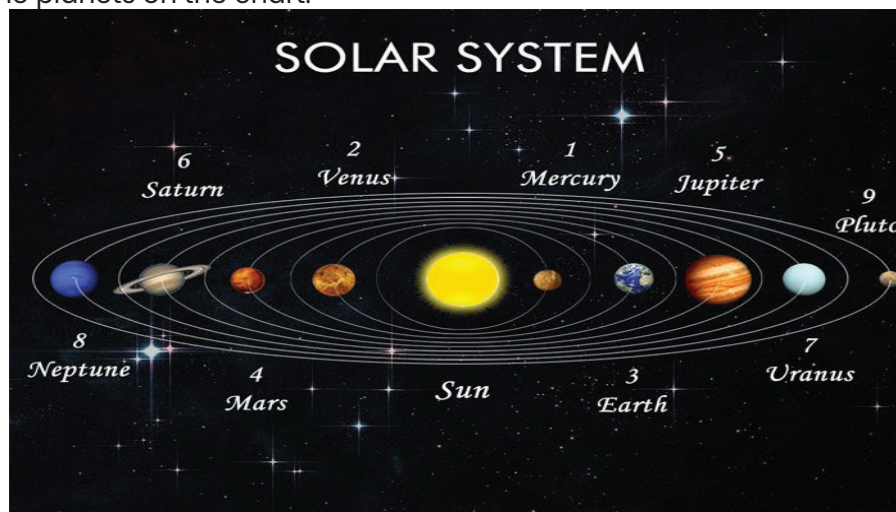
## Activity 1:

1. Divide the class into suitable groups and provide each group a globe.
2. Ask the students to discuss the shape of the globe.
3. Monitor the groups and provide basic information about globe.
4. The globe is a small model of the Earth which shows the shape of the earth.
5. Earth is a planet which revolves around the Sun.

## Activity 2:

1. Maintain the groups, paste the chart of solar system on the writing boards, provide them flash cards of the solar system.
2. Ask the students to discuss the sun and the planets revolving around it.

3. Observe whether earth is one of these planets.
4. Each group tell the class what did they see in the flash cards.
5. Identify the planets on the chart.



### Activity 3:

1. Rearrange the class in two groups.
2. Ask group A to trace the blue area of the globe and colour it in blue.
3. Group B to trace, the area other than the blue and colour it in green / brown.
4. Ask each group to paste their traced paper on the writing board.
5. Now, tell the students, the tracing paper of group A represents the water and the tracing paper of group B represents the land.
6. Both the water and land covers the earth.



### CONCLUSION / SUM UP

5 MINUTES

Write the main points of the lesson on writing board and explain.

- The earth
- Land
- Water



### ASSESSMENT

5 MINUTES

- Teacher will ask the following questions.
  - ◊ What is the shape of the Earth?
  - ◊ Which portion of the Earth is filled with water?
  - ◊ What is the other portion covering.



### HOMEWORK / FOLLOW UP

5 MINUTES

- Ask the students to colour the picture of Earth provided at the page # 60 of the textbook G.K.
- Fill the land with green colour and water with blue colour.

# CELESTIAL OBJECTS



## STUDENT LEARNING OUTCOMES

- Identify celestial objects in the Sky during day and night.
- Recognize that the Sun shines very brightly during the day and gives us heat and light.
- Recognize that the Moon and Stars shine at night.

## INFORMATION FOR TEACHERS

1. The Earth, the Sun and the Moon are the part of solar system.
2. Sun is the central point of the solar system.
3. The Earth and other planets revolve around the Sun.
4. Sun is the source of energy which provides light and heat to the Earth and the Moon.



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



## MATERIALS / RESOURCES REQUIRED

- Writing board, textbook of G.K Grade – 1, A chart containing the sketch of Sun, Moon and Stars.



## INTRODUCTION

10 MINUTES

- Teacher ask the following questions.
  - ◇ What do you see in the Sky at night?
  - ◇ What do you see in the Sky during the day time?
  - ◇ Can you tell why is day so bright?
  - ◇ What is the colour of the sky during the day time and at night?



## DEVELOPMENT

45 MINUTES

### Activity 1:

1. Paste a chart containing the sketch of Sun, Moon and Stars on the writing board.
2. Ask the students to identify the Sun, Moon and Stars on the chart.
3. The Sun shines brightly during the day.
4. In the evening the Sun goes down and it gets dark everywhere.
5. When it becomes dark the Moon and Stars are visible.

## Activity 2:

1. Take the students out of the classroom, ask them to observe the sky and their surroundings.
2. After 5 to 10 minutes bring the students back into the classroom?
3. Now ask the students what did they see in the sky?
4. Was there any difference between temperature inside the classroom and outside in the sun



### CONCLUSION / SUM UP

5 MINUTES

Write down the main points on the writing board and repeat it.

- Sun
- Moon
- Day
- Night



### ASSESSMENT

5 MINUTES

- Ask the students:
  - ◊ What does the Sun do for us?
  - ◊ Why does darkness prevail at night?
  - ◊ Why do we feel hot during the day time?



### HOMEWORK / FOLLOW UP

5 MINUTES

- Draw the objects visible during night on a chart and colour them.







# قومی ترانہ

پاک سرزمین شاد باد      کشور حسین شاد باد  
تو نشان عزم عالی شان      ارض پاکستان!  
مرکز یقین شاد باد

پاک سرزمین کا نظام      قوت اخوت عوام  
قوم، ملک، سلطنت      پائندہ تابندہ باد  
شاد باد منزل مراد

پرچم ستارہ و ہلال      رہبر ترقی و کمال  
ترجمان ماضی شانِ حال      جان استقبال!  
سایہ خدائے ذوالجلال

