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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the Name of Allah, the Most Gracious, the Most Merciful

SPECTRUM Social Studies

FIRST TERM

TEACHING GUIDE

1



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Spectrum
Enlightening Generations

Spectrum

Social Studies Grade-1

(Teaching Guide)

(First Term)

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Introduction to Spectrum Social Studies Series Book 1 to 5

Social Studies is the study of people concerning each other and the world in which they live. It is the blend of several disciplines of social sciences such as History, Geography, Political Science, Anthropology, Civics, Sociology and Economics. But the main concepts of Social Studies revolve around Sociology and Civics.

It is the most important subject because the primary aim of social studies is to instil social skills and civil skills in young learners from their real-life experiences. They learn skill and attitude along with seeking knowledge, which make them a productive and responsible citizen of society.

It further inculcates awareness in students to know about themselves and the rest of the world around them. They understand all diversities among different communities.

Spectrum Social Studies Series has been written and designed keeping the above-mentioned aims in mind. Each book in this series strictly follows the guidelines of the National Curriculum of Pakistan. This series will also prepare motivated students for secondary school.

Spectrum Social Studies Series connects the students with their day-to-day activities in society. The content of this book not merely covers the main themes of social studies but stimulates the sense of curiosity in young learners as well.

The aim of **Spectrum Social Studies Series** is to develop a range of values, attitudes, skills, and knowledge relevant to the teaching and learning of citizenship-lessons that will help young people to participate more efficiently in society. Through this series, teachers will learn to develop a variety of teaching strategies (discussion, debate, group-work, cooperative learning, inquiry, etc.) that can be used to teach citizenship skills across a range of curriculum subjects as well as citizenship lessons.

Spectrum Social Studies Grade-1 Teaching Guide

Spectrum Social Studies Teaching Guide consists of unit-wise worksheets, solved exercises of the book, unit-wise assessment papers, a terminal assessment and lesson plans. It is designed to effectively support the teachers in student-centered teaching strategies, with simple and clear instructions.

The following key features of the lesson plans make teaching easier for teachers:

⇒ **Student Learning Outcomes (SLOs)** are carefully planned goals for what students will learn. These also define what students will know and be able to do by the end of the lesson.

⇒ **Prior Knowledge** connects students to what is being taught in class.

⇒ **Resources** are required material in the lesson. Teachers are encouraged to arrange necessary materials in advance.

⇒ **Warm-up** is an icebreaker. These are done to develop students' interest in the subject and generate engagement.

⇒ **Lesson Structure** is the central part of the lesson plan. Its goal is to ensure that learning outcomes are achieved through explanations, demonstrations, class discussions, and brainstorming. Referencing the text, illustrations and pictures in the manual will make the lesson engaging and interesting. Teachers are encouraged to collect student feedback to determine if learning outcomes are being achieved.

⇒ **Conclusion** summarizes the topic and often includes an assessment of the topics covered in a particular lesson.

⇒ **Class Assignments** based on worksheets or activities. The teacher can assign it for homework

⇒ **Homework** is assigned to students during the lesson to reinforce what they have learnt.

Conclusion

We hope teachers and students will find *Spectrum Social Studies Series Books 1-5* thoroughly beneficial. These books contain modern teaching approaches which help students to become good citizens of the society by inculcating civic sense and social skills in them.

Remember, traditional teaching styles have become obsolete now and the young minds of today want 'learning facilitators; not typical teachers. Therefore, empower students and see how students will take charge of their own learning.

We wish all the teachers and students using *Spectrum Social Studies Series Books 1-5* all the best.

Unit-1- Me and My Friend

Unit Overview

The first unit 'Me and My Friend' will help reinforce the self-introduction of students along with similarities and differences with their friends. The students will be made aware of the way to introduce themselves with other confidently. Students will also recognize the good qualities in them and in others.

Model Answers

Exercise A

Answer the following questions.

1. The students will give their answers by writing their name on the space given.
2. Both Ali and Talha are seven years old and study in grade 1.
3. Ali is taller than Talha. Ali likes bananas while Talha likes mangoes.
4. The student will write the name of their favourite game on the space given.

Exercise B

Fill in the blanks.

The students will write their complete introduction by filling the blanks. They will also paste their picture on the space given.

Exercise C

Tick (✓) your qualities.

The students will tick (✓) their qualities.

Exercise D

The students will write the names of their friends in the school on the left and their qualities on the right.

Lesson Plan 1

Subject: Social Studies

Grade: 1

Term: 1st

Week: 1

Unit: 1

Unit Title: Me and My Friend

LP: 1

Textbook Page/s: 5 - 6

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes:*At the end of this lesson, the students will be able to:*

- Introduce themselves effectively.
- Express their likes and dislikes.

Prior Knowledge of Students:

- They are able to introduce themselves.

Teaching Aids/Materials/Resources:

- Textbook
- Whiteboard/Whiteboard Marker
- Unit-1 Worksheet

Time Frame (40 minutes)	Proceedings
05 minutes	<p>Opening/Motivation/Warm-up: Greet students cheerfully with السلام عليكم [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Tell the students the right way to introduce themselves. Write on the whiteboard the sequence: Full Name: Age: Explain to them that name is the primary source of everyone's identity.</p>
24 minutes	<p>Lesson Structure/Activities/Presentation: Activity 1: First, introduce the students to yourself and then shortly about social studies. Take an 'Introduction Star' (sample picture page no.5) in the classroom. Motivate the students about this exciting activity. Brief them on how to perform this activity. Tell them each of the student on his/her turn hold Introduction Star in his/her hand and stand up in his/her seat. Then he/she will introduce about himself/ herself such as his/ her name, age, grade, etc.</p>

	<p>Now give Introduction Star to a student on the right side of classroom and let them enjoying this introducing session.</p> <p>Activity 2: Write the name of the unit on the board. Read from the textbook page 6 about Ali and Talha. Ask the students to listen attentively. Talk about the likings of Ali and Talha. Ask some random students the following questions:</p> <ul style="list-style-type: none"> • What is your name? • (Exercise page no.7) • Which game do you like to play? <p>Listen to their answers and ask all the student to write their answers on textbook page no.7.</p> <p>Activity 3: Let the students to brainstorm what they like and dislike. Ask the students to enlist their likes such as colour, fruit, vegetable, food, etc. Help the students to complete the list. (Tell them we should only dislike those things which are not good and sin)</p>
	<p>Differentiated Plan: Some students might find it difficult to introduce themselves because of hesitation. While other students are solving the worksheet, gather them at an empty table, and let them practice separately the right way of introducing it. It will help them overcome hesitation.</p>
01 minute	<p>Conclusion/Review: Tell the student that everyone has different liking and disliking.</p>
09 minutes	<p>Class work/ Assessment: Ask them to complete the worksheet of unit 1.</p>
01 minute	<p>Homework/Assignment: Students will paste their own picture on page 6 and complete the Question B of exercise.</p>

Lesson Plan 2

Subject: Social Studies

Grade: 1

Term: 1st

Week: 1

Unit: 1

Unit Title: Me and My Friend

LP: 2

Textbook Page/s: 5 - 8

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes:*At the end of this lesson, the students will be able to:*

- Identify how they are similar to others.
- Tell how they are different from others.

Prior Knowledge of Students:

- They are able to tell their likes and dislikes.

Teaching Aids/Materials/Resources:

- Textbook
- Whiteboard/Whiteboard marker

Time Frame (40 minutes)	Proceedings
05 minutes	<p>Opening/Motivation/Warm-up:</p> <p>Greet students cheerfully with السلام عليكم</p> <p>[Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.]</p> <p>Ask the students the following questions:</p> <ul style="list-style-type: none"> • Are you similar to all other classmates? • Are you different to all other classmates? <p>Listen to their responses and explain to them that we are similar to some classmates and different too.</p> <p>Listen to their answers respond accordingly.</p>
24 minutes	<p>Lesson Structure/Activities/Presentation:</p> <p>Activity 1: Write the name of the unit on the board.</p> <p>Show them the pictures of Ali and Talha on textbook page no. 5 and 6.</p> <p>Ask them to compare the picture and find the similarities and differences between Ali and Talha. Encourage them to answer and write them on the board.</p> <p>For example, Ali and Talha are student of Grade-1.</p> <p>Ali is taller than Talha.</p>

	<p>Discuss some other similarities and difference in them, like age, the colour of their clothes, hairstyle, etc.</p> <p>Activity 2: Let the students to look around and observe other class fellows. They can find many similarities and differences in their classmates. Ask them to make a list of their friends and write at least two similarities and two differences among them. Help the students to complete the list.</p> <p>Activity 3: Write the lyrics of the poem 'We're All Different and We're the Same' on the board and recite it in a chorus.</p> <p style="text-align: center;"><i>I have got two hands, one and two I can clap them and you can, too So let's clap together and celebrate We're all different and we are the same We are all different, with different color eyes that see We are all the same, we all have a heart that beats We are all different, with different hair color and smiles We are all the same, we all love to laugh and sometimes cry Hold hands together and celebrate We are all different and we are the same</i></p>
	<p>Differentiated Plan: A few students might difficulty in reciting the poem with other classmates because of hesitation. Collect them at an empty table and let them practice separately the manner of reciting the poem. It will help them overcome hesitation.</p>
01 minutes	Conclusion/Review: Tell the student they are similar and different from others in many ways.
08 minutes	Classwork/Assessment: Ask them to paste their picture on the given space on the page. No.8 and fill in the blanks of question B.
02 minutes	Homework/Assignment: Each student will find similarities and differences among his/her sibling and write his/her findings on the notebook.

Lesson Plan 3

Subject: Social Studies

Grade: 1

Term: 1st

Week: 1

Unit: 1

Unit Title: Me and My Friend

LP: 3

Textbook Page/s: 5 - 8

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes:*At the end of this lesson, the students will be able to:*

- Identify the good qualities in them.
- Tell the good qualities in others.

Prior Knowledge of Students:

- They are able to tell how they are similar and different from others.

Teaching Aids/Materials/Resources:

- Textbook
- Whiteboard/Marker

Time Frame (40 Minutes)	Proceedings
5 minutes	<p>Opening/Motivation/Warm-up: Greet students cheerfully with السلام عليكم [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask the students what are good qualities. Listen to their responses and explain to them that our good qualities reflect how well we behave with others.</p>
24 minutes	<p>Lesson Structure/Activities/Presentation: Activity 1: Write the name of the unit on the board. Ask the students to tell the good qualities of Ali and Talha. Encourage them to answer and write them on the board. For example, Ali and Talha respect their elders. Explain to them that good qualities make us dear to everyone. Activity 2: Ask the students to think for five minutes. Then each of them upon his/her turn will stand up and tell his/her two qualities. Help the students to find out their qualities by writing some general good qualities on the whiteboard.</p>

	<p>For example, speaking truth, regality and punctuality, etc.</p> <p>Activity 3: Tell the students that like them, their friends also have good qualities. Ask them to open textbook page. 8 and complete the Question D. Guide and assist them in filling the table.</p>
	<p>Differentiated Learning: Some students might find it hard to understand the concept of good qualities. Sit with them, write some good qualities in their notebooks and explain the concept again.</p>
01 minutes	<p>Conclusion/Review: Tell the student they are many qualities in them and their friends.</p>
08 minutes	<p>Classwork/ Assessment: Ask them to complete the question C of exercise.</p>
02 minutes	<p>Homework/Assignment: Students will learn at least four names of friends/companions of the Holy Prophet (Peace Be Upon Him) with the help of their parents or an elder and share their good qualities in the classroom.</p>

Unit-2- Our Amazing Body

Unit Overview

The second unit, 'Our Amazing Body' will help reinforce the names of the different parts of the body.

The students will be made aware of the uses of the parts of the body. In order to take care of your body and stay healthy, it is important to eat healthy food and exercise daily. Students will also learn to cultivate good habits of taking a bath, brushing teeth and going to sleep early and getting up early.

Model Answers

Exercise A

Answer the following questions.

1. The student will write any three parts of their face like eyes, nose and mouth.
2. The students will write they have ten fingers in hands and ten fingers in feet.
3. The students will write that body part which they consider the most.
4. The students will write any two ways to take care of their body like eating healthy food and exercising daily.

Exercise B

Complete the following table.

Body parts	Number	Function
Eyes	2	See
Ear	2	Listen
Nose	1	Smell
Hands	2	Hold
Mouth	1	Eat
Legs	2	Walk
Teeth	32	Chew

Question C

Label the body parts and colour the figure given below.

Help and guide the students in labelling and colouring the given figure.

Lesson Plan 4

Subject: Social Studies

Grade: 1

Term: 1st

Week: 2

Unit: 2

Unit Title: Our Amazing Body

LP: 4

Textbook Page/s: 9 - 10

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes:*At the end of this lesson, the students will be able to:*

- Tell the names of major parts of boy.
- Identify the major parts of body.

Prior Knowledge of Students:

- They are able to name some parts of body.

Teaching Aids/Materials/Resources:

- Textbook
- Whiteboard/Marker
- Body parts rhyme

Time Frame (40 minutes)	Proceedings
05 minutes	<p>Opening/Motivation/Warm-up:</p> <p>Greet students cheerfully with السلام عليكم</p> <p>[Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.]</p> <p>Write the following rhyme on the whiteboard and ask the students to learn it and recite along in the chorus.</p> <p style="text-align: center;"><i>Ten little fingers, ten little toes, Two little ears and one little nose Two little eyes that shine so bright And one little mouth to kiss mother goodnight.</i></p> <p style="text-align: center;"><i>Ten little fingers, ten little toes, Two little ears and one little nose Two little eyes that shine so bright And one little mouth to kiss mother goodnight.</i></p> <p>Alternatively, you can choose different body parts to point to each time, for example, neck, arm and leg, arm and leg, etc.</p>

25 minutes	<p>Lesson Structure/Activities/Presentation:</p> <p>Activity 1: Write the name of the unit on the board. Tell them they are going to learn the names of their body parts. Ask students to open the textbooks and look at the picture on page no. 10. Explain to them that the head, eye, ear, nose, mouth, arm, hand, leg, and foot are our major body parts. Pronounce each labelled body part by pointing your finger towards it. After you have finished, ask them to repeat these names in the same manner.</p> <p>Activity 2: Ask the students to come in front of the class one by one, and point to their body parts like 'I have a _____'. (Textbook page no.9) Ask other students to listen attentively. Talk to them that all humans have similar body parts. Ask the students to look around and observe other class fellows. They can find the same body parts as them.</p> <p>Activity 3: Make a sketch of a human body on the board and draw a line for labelling. Call some random students to come and label any one of the body parts. Encourage them to take part in this activity.</p>
	<p>Differentiated Learning: Some students might find it difficult to understand the concept of body parts. Call them near to the whiteboard, and draw a human body there. Point each body part by finger and pronounce its name. Ask them to repeat after you so that they can understand this concept clearly.</p>
02 minutes	Conclusion/Review: Tell the student they have similar major body parts.
10 minutes	Classwork/ Assessment: Ask them to list down names of body parts present on their face.
03 minutes	Homework/Assignment: Students will make a chart of a human body and label it.

Lesson Plan 5

Subject: Social Studies

Grade: 1

Term: 1st

Week: 2

Unit: 2

Unit Title: Our Amazing Body

LP: 5

Textbook Page/s: 10 – 13

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes:*At the end of this lesson, the students will be able to:*

- Tell the names of major parts of boy.
- Identify the number of each part of body.

Prior Knowledge of Students:

- They are able to name the major parts of body.

Teaching Aids/Materials/Resources:

- Textbook
- Whiteboard/Marker
- Colour pencils

Time Frame (40 minutes)	Proceedings
05 minutes	<p>Opening/Motivation/Warm-up:</p> <p>Greet students cheerfully with السلام عليكم</p> <p>[Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.]</p> <p>Ask the student to share the name of the body part that they like the most on their turn. Take their answers.</p>
25 minutes	<p>Lesson Structure/Activities/Presentation:</p> <p>Activity 1:</p> <p>Write the name of the unit on the board. Repeat the names of body parts they learnt before.</p> <p>Ask students to open the textbook page no.10. Read the first paragraph of the lesson loudly and explain them simultaneously.</p> <p>Ask them whether they know number of each part of the body.</p> <p>Tell them we all have two eyes, two ears, one nose, and a mouth on our face. (point your finger towards your face while explaining the number)</p> <p>While we have two arms, two hands, two legs, and two feet.</p>

	<p>Activity 2: Ask the students to open their notebooks and make a table of body parts and their number. Draw a sample table on the board for their assistance.</p> <table border="1" data-bbox="461 354 1416 611"> <thead> <tr> <th data-bbox="461 354 938 401">Body Parts</th> <th data-bbox="938 354 1416 401">Number</th> </tr> </thead> <tbody> <tr> <td data-bbox="461 401 938 443">Nose</td> <td data-bbox="938 401 1416 443"></td> </tr> <tr> <td data-bbox="461 443 938 485">Eyes</td> <td data-bbox="938 443 1416 485"></td> </tr> <tr> <td data-bbox="461 485 938 527">Ear</td> <td data-bbox="938 485 1416 527"></td> </tr> <tr> <td data-bbox="461 527 938 569">Head</td> <td data-bbox="938 527 1416 569"></td> </tr> <tr> <td data-bbox="461 569 938 611">Tongue</td> <td data-bbox="938 569 1416 611"></td> </tr> </tbody> </table> <p>Encourage them to complete the table.</p> <p>Activity 3: Ask students to open the textbook page no.13. Label and colour the given figure.</p>	Body Parts	Number	Nose		Eyes		Ear		Head		Tongue	
Body Parts	Number												
Nose													
Eyes													
Ear													
Head													
Tongue													
	<p>Differentiated Learning: Some students might find it hard to remember the name and numbers of all body parts. Sit with them, write a few body parts in their notebooks and explain the concept again.</p>												
05 minutes	Conclusion/Review: Tell the student they have similar number of body parts.												
10 minutes	Class work/ Assessment: Ask them to list down the only number of body parts to answer Question B of exercise on page no. 12.												
	<p>Homework/Assignment: Students will make a list of body parts and their numbers other than those they have learnt.</p>												

Lesson Plan 6

Subject: Social Studies

Grade: 1

Term: 1st

Week: 2

Unit: 2

Unit Title: Our Amazing Body

LP: 6

Textbook Page/s: 10 - 12

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes:*At the end of this lesson, the students will be able to:*

- identify the major parts present on their face.
- tell the function of body parts present on their face.

Prior Knowledge of Students:

- They are able to tell the name and number of their major body parts.

Teaching Aids/Materials/Resources:

- Textbook
- Whiteboard/Marker
- Flashcard of facial body parts
- Unit-2 Worksheet

Time Frame (40 minutes)	Proceedings
05 minutes	<p>Opening/Motivation/Warm-up: Greet students cheerfully with السلام عليكم [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Show the flashcard of different facial body parts one by one and ask the students to name each facial body part. Take their responses and correct them where needed.</p>
24 minutes	<p>Lesson Structure/Activities/Presentation: Activity 1: Repeat the name and number of body parts they learnt before. Write the unit name on the whiteboard. Question them by pointing finger some facial body parts:</p> <ul style="list-style-type: none"> • What are the functions of these parts of the face? <p>Listen to their answers and respond accordingly.</p>

	<p>Ask students to open the textbook page no.10. Tell them that every organ of our body has a different function. Read the second paragraph of the lesson about body parts on our face loudly and explain them simultaneously.</p> <p>Activity 2: Ask students to open the textbook page no.11 and write the answer the part 1 of question A. Then move to page no.12 and answer the Question B. They have to write the function of each given part of face. Help them complete this activity.</p> <p>Activity 3: Ask the student to stand up in their seat one by one and tell the following information on his/her turn:</p> <ul style="list-style-type: none"> Name of any two parts of their face and their function. <p>When all the students have finished, appreciate them.</p>
	<p>Differentiated Learning: Some students might find it hard to understand the function of facial body parts. Sit with them, point to each part with your finger and explain the concept again. Now ask them to repeat after you so that they can memorize the names quickly.</p>
1 minutes	Conclusion/Review: Tell the student the functions of parts of face.
9 minutes	Class work/ Assessment: Ask them to solve the sample worksheet of unit 2.
1 minutes	Homework/Assignment: Students will make a chart of any four parts of face and their functions.

Lesson Plan 7

Subject: Social Studies

Grade: 1

Term: 1st

Week: 3

Unit: 2

Unit Title: Our Amazing Body

LP: 7

Textbook Page/s: 10 - 13

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes:

At the end of this lesson, the students will be able to:

- name the body parts.
- identify the function of arms and legs.

Prior Knowledge of Students:

- They are able to tell the parts of their face and their function.

Teaching Aids/Materials/Resources:

- Textbook
- Whiteboard/Marker

Time Frame (40 minutes)	Proceedings
05 minutes	<p>Opening/Motivation/Warm-up: Greet students cheerfully with السلام عليكم [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Sing the poem about body parts in the chorus (written on textbook page no. 9). ‘Head, shoulders, knees and toes, knees and toes Head, shoulders, knees and toes, knees and toes And eyes and ears and mouth and nose Head, shoulders, knees and toes, knees and toe Teachers may write it on the board for better visibility and involvement of the students.</p>
	<p>Lesson Structure/Activities/Presentation: Activity 1:</p>

24 minutes	<p>Repeat the names and functions of parts of face they learnt before. Write the name of the unit on the board. Ask the student the following questions:</p> <ul style="list-style-type: none"> • How many fingers are there in this hand? (Show them your hand) • How do your hands and legs work? <p>Listen to their answers and respond accordingly. Tell to them that every organ of our body has a different function. Ask students to open the textbook page no.10. Read the second paragraph of lesson loudly and explain them the functions of hands and legs. (Show them you are holding a book in your hand, then write on the whiteboard to show the function of writing with hand and then walk into the class to show the function of legs.)</p> <p>Activity 2: Ask the students to come in front of the class on their turn. Each student will tell at least two functions of hands and legs. Appreciate every student after his/her turn.</p> <p>Activity 3: Ask students to open the textbook page no 11 and write the answer to part 2 of question A. Help them complete this activity.</p>
	<p>Differentiated Plan: Some students might find it hard to understand the functions of hands and legs. Sit with them, point towards your hand and leg and explain the concept again. Now ask them to repeat after you so that they can memorize the lesson quickly.</p>
01 minute	<p>Conclusion/Review: Tell the student the functions of hand and legs.</p>
9 minutes	<p>Classwork/ Assessment: Complete the table of the question B. They have to write the function of hands and legs there.</p>
01 minute	<p>Homework/Assignment: Students will make a list of functions of hands and legs other than they have learnt in unit.</p>

Lesson Plan 8

Subject: Social Studies

Grade: 1

Term: 1st

Week: 3

Unit: 2

Unit Title: Our Amazing Body

LP: 8

Textbook Page/s: 11 - 12

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes:*At the end of this lesson, the students will be able to:*

- identify the ways to take care of their body.
- tell the importance of bathing and exercising for health.

Prior Knowledge of Students:

- They are able to tell the parts of their body and their functions.

Teaching Aids/Materials/Resources:

- Textbook
- Whiteboard/Marker
- Poster of 'Good Habits'

Time Frame (40 minutes)	Proceedings
05 minutes	<p>Opening/Motivation/Warm-up: Greet students cheerfully with السلام عليكم [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Hang the poster of "Good Habits" near the whiteboard. Ask the students to be attentive. Tell them some good habits by pointing to the poster, like brushing teeth, daily bathing, etc.</p>
24 minutes	<p>Lesson Structure/Activities/Presentation: Activity 1: Write the name of the unit on the whiteboard. Tell them that our body is a great blessing of Allah. So, we should take care of our body. Ask students to open the textbook page no.11. Read the last paragraph of the lesson loudly and explain to them the first two ways they can take care of their body. Tell them that daily bath removes the germs and dirt from our body. Emphasize them that exercise is the best way to keep healthy and fit.</p>

	<p>(Teacher may show a simple walk is also exercise)</p> <p>Activity 2: Ask the students to come in front of the class on their turn. Each student will describe at least one way they take care of their body. For example, 'I brush my teeth daily'. Appreciate students after they get finished.</p> <p>Activity 3: Ask students to open the textbook page no 11 and write the answer to part 2 of question A. Help them complete this activity.</p>
	<p>Differentiated Plan: Some students might find it hard to understand the importance of daily bath and regular exercise. Sit with them, explain to them these are good healthy habits that keep healthy. Now ask them to repeat after you so that they can memorize the lesson quickly.</p>
01 minute	Conclusion/Review: Tell the student the ways to take care of their body.
09 minutes	Class work/ Assessment: Ask the students to write the answer part no. 4 of Question A in their textbooks.
01 minute	Homework/Assignment: Students will make a list of ways they can take care of their body.

Lesson Plan 9

Subject: Social Studies

Grade: 1

Term: 1st

Week: 3

Unit: 2

Unit Title: Our Amazing Body

LP: 9

Textbook Page/s: 11 - 12

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes:*At the end of this lesson, the students will be able to:*

- identify the ways to take care of their body.
- learn to take care of their eyes.

Prior Knowledge of Students:

- They are able to tell the ways to take care of their body.

Teaching Aids/Materials/Resources:

- Textbook
- Whiteboard/Marker
- Laptop/Internet
- Video of 'Healthy Eating Song'
- Flashcards of the healthy foods (fruits and vegetables)

Time Frame (40 minutes)	Proceedings
05 minutes	<p>Opening/Motivation/Warm-up: Greet students cheerfully with السلام عليكم [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.]</p>
24 minutes	<p>Lesson Structure/Activities/Presentation:</p> <p>Activity 1: Write the name of the unit on the whiteboard. Repeat the importance of bathing daily and exercise for the health. Show them the flash cards of healthy foods (fruits and vegetables) and ask them what they show. Listen to their answers and explain to them the importance of eating healthy food.</p> <p>Activity 2:</p>

	<p>Ask students to open the textbook page no.11. Read the last paragraph of lesson loudly and explain to them the last three ways they can keep their body healthy. Tell them that brushing our teeth twice a day also keeps us healthy. Appreciate every student after his/her turn.</p> <p>Activity 3: Explain to them the importance of eyes. Tell them they should take care of their eyes. Warn them not to read in dim light as it can damage the eyes.</p>
	<p>Differentiated Plan: A few students might difficulty in singing the poem with other classmates because of hesitation. Collect them at an empty table and let them practice separately the manner of singing the poem. It will help them overcome hesitation.</p>
01 minute	Conclusion/Review: Tell the student the ways to take care of their body.
09 minutes	Classwork/ Assessment: Ask the students to write the answer part no. 3 of Question A in their textbooks.
01 minute	Homework/Assignment: Make a chart of ways to take care of our body. Cut relevant pictures from old magazines/newspapers.

Unit-3- A Caring Family

Unit Overview

The third unit, 'A Caring Family' will help reinforce the concept of a family including parents, brothers, sisters and grandparents.

They will also be made aware of the all the members of Usman's family. The students will know that a family is a great blessing of Allah عزوجل. Each family member is important, and has a role to play in the family. They will also understand the importance of respecting all the family members.

Model Answers

Exercise A

Answer the following questions.

1. The student will write the name of their father.
2. The student will write the name of their mother.
3. The student will write the number of their aunts and uncles.
4. The student will write the name of their favourite family member, along with a reason.

Exercise B

The students will write the names of each family member of Usman's family on the space given.

Exercise C

The students will write the tasks in which they help their parents.

Exercise D

The student will fill in the blanks on their textbooks with the right words. Help and guide them to complete it.

1. The brother of our parents is our uncle.
2. The sister of our parents is our aunt.
3. The mother of our parents is our grandmother.
4. The father of our parents is our grandfather.

Lesson Plan 10

Subject: Social Studies

Grade: 1

Term: 1st

Week: 4

Unit: 2

Unit Title: A Caring Family

LP: 10

Textbook Page/s: 14 - 15

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes:*At the end of this lesson, the students will be able to:*

- tell the names of family members who live with them.
- identify their relationship with their parents.

Prior Knowledge of Students:

- They are able to tell the name of their family members.

Teaching Aids/Materials/Resources:

- Textbook
- Whiteboard/Marker

Time Frame (40 minutes)	Proceedings
05 minutes	<p>Opening/Motivation/Warm-up: Greet students cheerfully with السلام عليكم [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Write the 'Finger Family' rhyme on the whiteboard and ask the students to learn it. Ten ask them to recite the rhyme with the students in chorus.</p> <p style="text-align: center;">"Finger Family"</p> <p style="text-align: center;">Daddy finger, daddy finger where are you? Here I am here I am How do you do?</p> <p style="text-align: center;">Mommy finger, mommy finger where are you? Here I am, here I am How do you do?</p>

	<p>Brother finger, brother finger, where are you? Here I am, here I am How do you do?</p> <p>Sister finger, sister finger where are you? Here I am, here I am How do you do?</p> <p>Baby finger, baby finger where are you? Here I am, here I am How do you do?</p>
25 minutes	<p>Lesson Structure/Activities/Presentation:</p> <p>Activity 1: d Write the name of the unit on the whiteboard. Tell them that they are going to learn about the family. Ask the students to open the textbooks and look at the picture on page no. 15. Ask students what it shows? Listen to their answers and tell them it shows a family.</p> <p>Activity 2: Introduce them to members of the family. Tell them a family may comprise of parents, their children, grandmother and grandfather. Ask them how many members of family do they have? Each student will tell the number of his/her family member on his/her turn. Listen to their answers and respond accordingly.</p> <p>Activity 3: Tell the students that the importance of a relationship with their parents. Emphasize them their parents are the most important among all family members. Ask them to open their notebooks and draw the following family introduction. (Make a sample on the board)</p>

	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <div style="border: 1px solid black; width: 100px; height: 80px; margin: 0 auto;"></div> <div style="background-color: #4a86e8; color: white; padding: 5px; text-align: center;">Father's Name</div> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <div style="border: 1px solid black; width: 100px; height: 80px; margin: 0 auto;"></div> <div style="background-color: #4a86e8; color: white; padding: 5px; text-align: center;">Mother's Name</div> </div> </div> <div style="text-align: center; margin-top: 20px;"> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <div style="border: 1px solid black; width: 150px; height: 100px; margin: 0 auto;"></div> <div style="background-color: #4a86e8; color: white; padding: 5px; text-align: center;">My Name</div> </div> </div> <p style="text-align: center; margin-top: 10px;">Help and guide them to fill it quickly.</p>
	<p>Differentiated Plan: A few students might difficulty in singing the poem with other classmates because of hesitation. Collect them at an empty table and let them practice separately the manner of singing the poem. It will help them overcome hesitation.</p>
<p>02 minutes</p>	<p>Conclusion/Review: Tell the students every one of us has a family.</p>
<p>05 minutes</p>	<p>Classwork/ Assessment: Make pairs of students and perform them activity 2 of page no.14. The students will write answer of each question on their notebook.</p>
<p>03 minutes</p>	<p>Homework/Assignment: Students will make a list of family members of their father and their mother.</p>

Lesson Plan 11

Subject: Social Studies

Grade: 1

Term: 1st

Week: 4

Unit: 3

Unit Title: A Caring Family

LP: 11

Textbook Page/s: 14 - 15

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes:

At the end of this lesson, the students will be able to:

- tell the names of their siblings who live with them.
- identify their relationship with their siblings.

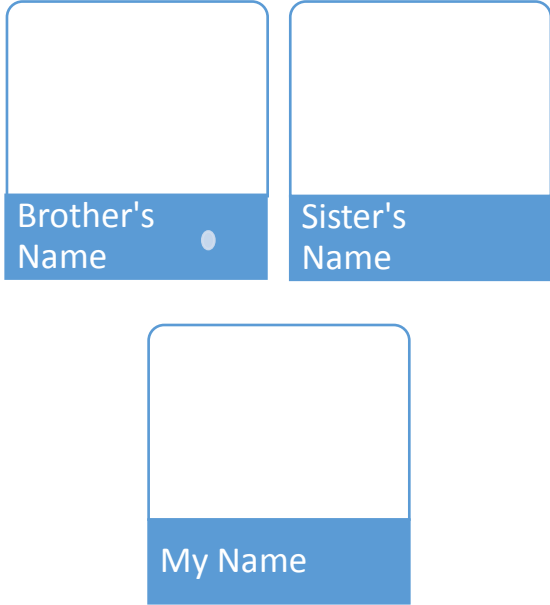
Prior Knowledge of Students:

- They are able to tell the name of their all family members.

Teaching Aids/Materials/Resources:

- Textbook
- Board/Marker

Time Frame (40 minutes)	Proceedings
05 minutes	<p>Opening/Motivation/Warm-up: Greet students cheerfully with السلام عليكم [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask the students to brainstorm and pronounce the names of their siblings on their turn. Encourage them in this activity.</p>
25 minutes	<p>Lesson Structure/Activities/Presentation: Activity 1: Write the name of the unit on the whiteboard. Tell them they are going to learn about the siblings. Ask the students to open the textbooks and look at the picture on page no. 15. Ask students to tell siblings in the picture. Listen to their answers and Tell them that a sibling means a brother or a sister that lives with us.</p> <p>Activity 2:</p>

	<p>Tell the students the importance of the relationship with their siblings. Emphasize them the relationship with siblings is the beautiful and lovely relation. Tell them they must help and cooperate with their siblings.</p> <p>Ask them to open their notebooks and write the name their siblings as given sample.</p> <p>(Make a sample on the whiteboard)</p> <div style="text-align: center;">  </div> <p>Help and guide them to fill it quickly.</p> <p>Activity 3:</p> <p>Ask them about activities they do collectively with their siblings. For example, playing, studying, painting, etc. Every student has to share the activities on his/her turn.</p> <p>Listen to their answers and appreciate them.</p>
	<p>Differentiated Learning: Some students might find it hard to understand the concept of siblings. Sit with them, write the names of their siblings in their notebooks and explain to them about family again.</p>
<p>02 minutes</p>	<p>Conclusion/Review: Tell the student the importance of relation with their siblings.</p>
<p>05 minutes</p>	<p>Class work/ Assessment: Make pairs of students and each student will share names and number of his/her siblings with other student.</p>
<p>03 minutes</p>	<p>Homework/Assignment: Students will make a list of the ways they take care of their sibling.</p>

Lesson Plan 12

Subject: Social Studies

Grade: 1

Term: 1st

Week: 4

Unit: 3

Unit Title: A Caring Family

LP: 12

Textbook Page/s: 14 - 15

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes:*At the end of this lesson, the students will be able to:*

- tell the names of their grandparents.
- value their relationship with their grandparents.

Prior Knowledge of Students:

- They are able to name of their family members who lives with them.

Teaching Aids/Materials/Resources:

- Textbook
- Whiteboard/Marker
- Family tree poster

Time Frame (40 minutes)	Proceedings
05 minutes	<p>Opening/Motivation/Warm-up:</p> <p>Greet students cheerfully with السلام عليكم</p> <p>[Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.]</p> <p>Show the “Family Tree” poster to the students and explain it to them.</p> <p>Ask them to share the names of their grandparents.</p> <p>Listen to their responses.</p>
25 minutes	<p>Lesson Structure/Activities/Presentation:</p> <p>Activity 1:</p> <p>Write the name of unit on the board. Tell them that they are going to learn about the grandparents.</p> <p>Ask the students to open the textbooks and look at the picture on page no. 15.</p> <p>Ask them to identify the grandparents.</p> <p>Listen to their answers and tell them by placing your finger on Usman’s grandparents. Tell them that grandparents are important and respectable part of every family.</p>

	<p>Activity 2: Ask the students to listen attentively. Read the lesson loudly while explain them, simultaneously. Tell them that grandparents are blessing of Allah Almighty. Therefore, we must respect and take care of our grandparents. Make pairs of students and ask them to share the ways how they take care of their grandparents with their paired student.</p> <p>Activity 3: Write the poem 'I Love my Family 'on the whiteboard given on textbook page no. 14. Ask the students to sing the poem with you in chorus.</p>
	<p>Differentiated Plan: A few students might difficulty in singing the poem with other classmates because of hesitation. Collect them at an empty table and let them practice separately the manner of singing the poem. It will help them overcome hesitation.</p>
02 minutes	<p>Conclusion/Review: Tell the students grandparents are very important part of every family.</p>
05 minutes	<p>Class work/ Assessment: The students will write the names of their maternal and paternal grandparents on their notebook.</p>
03 minutes	<p>Homework/Assignment: Students will make a collage of their picture with their grandparents.</p>

Lesson Plan 13

Subject: Social Studies

Grade: 1

Term: 1st

Week: 5

Unit: 3

Unit Title: A Caring Family

LP: 13

Textbook Page/s: 16

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes:*At the end of this lesson, the students will be able to:*

- solve the exercise on their own.

Prior Knowledge of Students:

- They can answer the questions related to their families.

Teaching Aids/Materials/Resources:

- Textbook
- Whiteboard/Marker
- Unit.3 Worksheets

Time Frame (40 minutes)	Proceedings
05 minutes	<p>Opening/Motivation/Warm-up: Greet students cheerfully with السلام عليكم [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Repeat the lesson's main points for reinforcement and encourage students to repeat after you.</p>
25 minutes	<p>Lesson Structure/Activities/Presentation:</p> <p>Activity 1: Exercise A Write the name of unit on the whiteboard. Tell them that they are going to solve the exercise. Ask the students to open the textbooks page no. 16. Instruct students to write the answers of given questions on textbook page no.16. Walk around the class and supervise students' work. Some students might need your help in answering the questions correctly.</p> <p>Activity 2:</p>

	Make pairs of students and ask them to share their answers with each other. This activity help them to get familiar with their families.
	Differentiated Plan: A few students might difficulty in solving the worksheet. Sit with them and help in completing this task.
	Conclusion/Review: Tell the students the main concepts of the unit.
10 minutes	Class work/ Assessment: The students will solve the worksheet of unit 3.
	Homework/Assignment:

Lesson Plan 14

Subject: Social Studies

Grade: 1

Term: 1st

Week: 5

Unit: 3

Unit Title: A Caring Family

LP: 14

Textbook Page/s: 17

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes:*At the end of this lesson, the students will be able to:*

- solve the exercise on their own.

Prior Knowledge of Students:

- They can answer the questions related to their family.

Teaching Aids/Materials/Resources:

- Textbook
- Whiteboard/Marker

Time Frame (40 minutes)	Proceedings
05 minutes	<p>Opening/Motivation/Warm-up: Greet students cheerfully with السلام عليكم [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Repeat lesson's main point lesson for reinforcement and encourage students to repeat after you.</p>
25 minutes	<p>Lesson Structure/Activities/Presentation: Activity 1: Exercise B Write the name of unit on the whiteboard. Tell them that they are going to solve the exercise. Ask the students to open the textbooks page no. 17. Instruct students to recognize and write the names of each family member of Usman's Family on textbook page no.17. Walk around the class and supervise students' answer. Some students might need your help in writing the names correctly. Activity 2:</p>

	Make pairs of students and ask them to share their answers with each other.
	Differentiated Plan: Some students might find it hard to solve the exercise. Sit with them, help and guide them in solving each question.
	Conclusion/Review: Tell the students the main concepts of the unit.
10 minutes	Class work/ Assessment: The students will make a chart by writing a poem about family.
	Homework/Assignment:

Lesson Plan 15

Subject: Social Studies

Grade: 1

Term: 1st

Week: 5

Unit: 3

Unit Title: A Caring Family

LP: 15

Textbook Page/s: 17

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes:*At the end of this lesson, the students will be able to:*

- solve the exercise on their own.

Prior Knowledge of Students:

- They are able to answer the questions related to their family.

Teaching Aids/Materials/Resources:

- Textbook
- Whiteboard/Marker
- Original pictures of each student

Time Frame (40 minutes)	Proceedings
05 minutes	<p>Opening/Motivation/Warm-up: Greet students cheerfully with السلام عليكم [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Repeat lesson's main points for reinforcement and encourage students to repeat after you.</p>
25 minutes	<p>Lesson Structure/Activities/Presentation: Activity 1: Exercise c Write the name of unit on the whiteboard. Tell them that they are going to solve the remaining part of exercise. Ask the students to open the textbooks page no. 17. Tell them they should help their parents' in house chores. Instruct students to recognize and write the names of each family member of Usman's Family on textbook page no.17. Walk around the class and supervise students' answer. Some students might need your help in writing the names correctly.</p>

	<p>Activity 2: Exercise D Guide the student to fill in the blanks with the right word. Check their answers and correct them if needed.</p>
	<p>Differentiated Plan: Some students might find it hard to solve the exercise. Sit with them, help and guide them in solving each question.</p>
02 Minutes	<p>Conclusion/Review: Tell the students about the importance of a family.</p>
08 minutes	<p>Class work/ Assessment: The students will make their pictorial collage.</p>
	<p>Homework/Assignment:</p>

Unit-4-Learning at School

Unit Overview

The fourth unit, 'Learning at School' will help reinforce the learning in the school.

They will be made aware of all the important places in the school and the activities happening there. The students will know that a school is the most important place for learning. They will understand the importance of respecting all the people serving in school as well.

Model Answers

Exercise A

Answer the following questions.

1. A school is a place where children get education.
2. The students learn reading, writing, speaking and colouring in the school.
3. The students will write their favourite area of the school.

Exercise B

Fill in the blanks.

The students will write the details about their school by filling the blanks.

Exercise C

Match the jobs of these people at your school.

watchman	head the school
principal	drives the school bus
teacher	guards the school's building and students from danger
driver	teaches the student

Exercise D

Tick (✓) the activities that a good student perform.

1. Never learns the lesson.
2. Keeps the classroom and school clean. ✓
3. Follows the classroom rules. ✓
4. Makes noise in the classroom
5. Respects his teacher. ✓
6. Throws the trash in the classroom.
7. Stays attentive in the class. ✓
8. Always stands in a queue and wait for his/her turn. ✓

Lesson Plan 16

Subject: Social Studies

Grade: 1

Term: 1st

Week: 6

Unit: 4

Unit Title: Learning at School

LP: 16

Textbook Page/s: 21

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes:*At the end of this lesson, the students will be able to:*

- know the people who service in their school.
- tell the names of people they interact with in school.

Prior Knowledge of Students:

- They are familiar with the people in their school.

Teaching Aids/Materials/Resources:

- Textbook
- Whiteboard/Marker
- Flash cards of school staff (principal, school teacher, office staff, security guard)
- Unit.4 Worksheets

Time Frame (40 minutes)	Proceedings
05 minutes	<p>Opening/Motivation/Warm-up: Greet students cheerfully with السلام عليكم [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Show the flash cards of school staff to the students and ask them to recognize them. Listen to their responses.</p>
20 minutes	<p>Lesson Structure/Activities/Presentation: Activity 1: Write the name of the unit on the whiteboard. Tell them they are going to learn about the people of their school. Ask the students to open the textbooks and look at the picture on page no. 21. Ask them to identify the people one by one. Listen to their answers and tell them the name of the people by placing your finger on each picture. Also, tell them these people are an integral part of every school.</p>

	<p>Activity 2:</p> <p>Make pairs of students and ask them to write the role of each person they have recognized on page no. 21 in their school. Walk around the class and supervise students' work. Some students might need your help in writing the answer correctly.</p>
	<p>Differentiated Learning: Some students might find it hard to learn about the people serving in the school. Sit with them and write the names of all these persons in their notebooks. Explain to them about the learning activities at their school.</p>
02 minutes	<p>Conclusion/Review: Tell the students about the people which are an integral part of every school.</p>
10 minutes	<p>Classwork/ Assessment: Students will solve the worksheet of unit.4</p>
03 minutes	<p>Homework/Assignment: Students will make a chart of their school and color it.</p>

Lesson Plan 17

Subject: Social Studies

Grade: 1

Term: 1st

Week: 6

Unit: 4

Unit Title: Learning at School

LP: 17

Textbook Page/s: 18-19

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes:*At the end of this lesson, the students will be able to:*

- know the important places of their school.
- tell the activities they perform in the school.

Prior Knowledge of Students:

- They are familiar with the important places of their school.

Teaching Aids/Materials/Resources:

- Textbook
- Whiteboard/Marker

Time Frame (40 minutes)	Proceedings
05 minutes	<p>Opening/Motivation/Warm-up: Greet students cheerfully with السلام عليكم [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask the student if they know the important places of their school. Listen to their responses.</p>
20 minutes	<p>Lesson Structure/Activities/Presentation: Activity 1: Write the name of the unit on the whiteboard. Tell them they are going to learn about the important places of their school. Ask the students to open the textbooks and look at the picture on page no. 19. Read the lesson loudly and explain to them simultaneously the different places of the school. (Point out the picture of each place on page no. 19.)</p>

	<p>Activity 2: Divide the students into four groups. Ask them to choose any area of their school: classroom, playground, library or tuck shop. Assign them to make a poster on the selected area and write the activities they do there. Walk around the class and supervise students' work. Some students might need your help in writing the answer correctly.</p>
	<p>Differentiated Learning: Some students might find it hard to learn about the places in the school. Sit with them and write the names of all these places in their notebooks. Explain to them about the learning activities at their school.</p>
02 minutes	Conclusion/Review: Tell the students about the important places in the school.
10 minutes	Classwork/ Assessment: The students will visit all places described in the unit and gather information and share in the classroom.
03 minutes	Homework/Assignment: Students will make a chart of important places of the school.

Lesson Plan 18

Subject: Social Studies

Grade: 1

Term: 1st

Week: 6

Unit: 4

Unit Title: Learning at School

LP: 18

Textbook Page/s: 18

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes:*At the end of this lesson, the students will be able to:*

- know the importance of classroom rules.
- enlist the classroom rules.

Prior Knowledge of Students:

- They are familiar with the classroom rules they practice in the class.

Teaching Aids/Materials/Resources:

- Textbook
- Whiteboard/Marker

Time Frame (40 minutes)	Proceedings
03 minutes	<p>Opening/Motivation/Warm-up: Greet students cheerfully with السلام عليكم [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask the student what they know about the classroom rules. Listen to their answers and explain to them classroom rules are important for smooth learning in the classroom.</p>
22 minutes	<p>Lesson Structure/Activities/Presentation: Activity 1: Tell them they are going to learn classroom rules. Write the following classroom rules on the whiteboard.</p> <ul style="list-style-type: none"> • Listen to the teachers respectfully. • Keep your classroom clean and tidy. • Follow the instructions. • Be nice to your classmates and school staff. <p>Ask the students to repeat every rule after you aloud and explain them each rule simultaneously. Tell them these rules help the smooth learning in the classroom. (Point out the each rule on the textbook page no 18.)</p>

	<p>Activity 2:</p> <p>Divide the students into four groups. Ask each group to make a colourful poster of classroom rules. Walk around the class and supervise students' work. Display the most beautiful poster in some auspicious place of the classroom.</p>
	<p>Differentiated Learning: Some students might find it hard to learn classroom rules. Sit with them and write the names of the classroom rules in their notebooks. Explain to them about the importance of classroom rules.</p>
02 minutes	Conclusion/Review: Tell the students about the importance of the classroom rules.
10 minutes	Class work/ Assessment: The student will enlist classroom rules on their notebooks.
03 minutes	Homework/Assignment: The students will learn the classroom rules by heart.

Lesson Plan 19

Subject: Social Studies

Grade: 1

Term: 1st

Week: 7

Unit: 4

Unit Title: Learning at School

LP: 19

Textbook Page/s: 20

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes:*At the end of this lesson, the students will be able to:*

- know the respectable people in their school.
- identify the ways to give respect to others.

Prior Knowledge of Students:

- They are familiar with respectable people in their school.

Teaching Aids/Materials/Resources:

- Textbook
- Whiteboard/Marker

Time Frame (40 minutes)	Proceedings
05 minutes	<p>Opening/Motivation/Warm-up: Greet students cheerfully with السلام عليكم</p> <p>[Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.]</p> <p>Ask the student what they know about the people serving in their school. Listen to their answers and respond to them accordingly.</p>

22 minutes	<p>Lesson Structure/Activities/Presentation:</p> <p>Activity 1: Write the name of the unit on the whiteboard. Tell them they are going to learn the importance of giving respect to everyone in their school. Write these people on the whiteboard.</p> <ul style="list-style-type: none"> • principal • teachers • peon • librarian • class fellows <p>Ask the students to remember these people explain them they have to respect them. Tell them this act will make them dear to everyone. Tell them the ways of giving respect to everyone like saying Salam, talk politely, listen to them attentively, etc.</p> <p>Activity 2:</p> <p>Ask the student to open textbook page no.20 and read the Hadith aloud. Explain to them the meaning of hadith for better understanding. Ask them to learn by heart.</p>
	<p>Differentiated Learning: Some students might find it hard to learn the ways of giving respect to everyone in their school. Explain to them importance of respecting everyone in the school.</p>
03 minutes	<p>Conclusion/Review: Tell the students the importance of respecting everyone in the school.</p>
08 minutes	<p>Class work/ Assessment: The student will enlist the ways of giving respect others on their notebooks.</p>
02 minutes	<p>Homework/Assignment: Write one page essay on 'My School'.</p>

Lesson Plan 20

Subject: Social Studies

Grade: 1

Term: 1st

Week: 7

Unit: 4

Unit Title: Learning at School

LP: 20

Textbook Page/s: 20

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes:*At the end of this lesson, the students will be able to:*

- solve the exercise on their own.

Prior Knowledge of Students:

- They can answer the questions related to their school.

Teaching Aids/Materials/Resources:

- Textbook
- Whiteboard/Marker

Time Frame (40 minutes)	Proceedings
05 minutes	<p>Opening/Motivation/Warm-up: Greet students cheerfully with السلام عليكم [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Repeat the lesson's main points for reinforcement and encourage students to repeat after you.</p>
23 minutes	<p>Lesson Structure/Activities/Presentation: Activity 1: Exercise A Write the name of the unit on the whiteboard. Tell them they are going to solve the exercise. Ask the students to open the textbooks page no. 20. Instruct students to write the answers to given questions on textbook page no.20. Walk around the class and supervise students' work. Some students might need your help in answering the questions correctly. Activity 2: Exercise B Ask the student to brainstorm for five minutes and fill in the blank. Check their answers and correct them if needed.</p>
	<p>Differentiated Plan: Some students might find it hard to solve the exercise. Sit with them, help and guide them in solving each question.</p>

02 minutes	Conclusion/Review: Tell the students the importance of the school.
08 minutes	Class work/ Assessment: The students will write a poem about school on the chart.
02 minutes	Homework/Assignment: Prepare a short speech about your school.

Lesson Plan 21

Subject: Social Studies

Grade: 1

Term: 1st

Week: 7

Unit: 4

Unit Title: Learning at School

LP: 21

Textbook Page/s: 21

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes:*At the end of this lesson, the students will be able to:*

- solve the exercise on their own.

Prior Knowledge of Students:

- They can answer the questions related to their school.

Teaching Aids/Materials/Resources:

- Textbook
- Whiteboard/Marker

Time Frame (40 minutes)	Proceedings
05 minutes	<p>Opening/Motivation/Warm-up: Greet students cheerfully with السلام عليكم [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Repeat the lesson's main points for reinforcement and encourage students to repeat after you.</p>

23 minutes	<p>Lesson Structure/Activities/Presentation:</p> <p>Activity 1:</p> <p>Exercise C</p> <p>Write the name of the unit on the whiteboard.</p> <p>Tell them they are going to solve the remaining part of exercise.</p> <p>Ask the students to open the textbooks page no. 21.</p> <p>Instruct students to match the people at your school with their jobs.</p> <p>Walk around the class and supervise students' work.</p> <p>Some students might need your help in matching correctly.</p> <p>Activity 2:</p> <p>Exercise D</p> <p>Guide the student to brainstorm for five minutes and solve the question by ticking the activities that a good student performs.</p> <p>Check their answers and correct them if needed.</p>
	<p>Differentiated Plan:</p> <p>Some students might find it hard to solve the exercise. Sit with them, help and guide them in solving each question.</p>
02 minutes	<p>Conclusion/Review: Tell the students the qualities of a good student.</p>
08 minutes	<p>Class work/ Assessment: The students will enlist the qualities of a good student.</p>
02 minutes	<p>Homework/Assignment: Paste your picture on a white chart and write your three qualities on it.</p>

Unit-5-Neighbours and Neighbourhood

Unit Overview

The fifth unit, 'Neighbours and Neighbourhood' will help reinforce the concept of learning neighbour-rights in the school. The students will be made aware of neighbours are people who live next to each other or in the same building. A particular area where many families live is called a neighbourhood.

They will also get familiar with all the important places in their neighbourhood. They will understand the importance of keeping the home and neighbourhood clean as well.

Model Answers

Exercise A

Answer the following questions.

1. A neighbour is someone who live next to each other or in the same building.
2. Never throw litter on roads and streets and use a dustbin.
3. The students will write the names of two important places in their neighbourhood.

Exercise B

The students will match the places in Talha's neighbourhood with the pictures.

Exercise C

A good neighbor is the one who:

1. takes care of his neighbours. ✓
2. teases his neighbours. ✗
3. helps his neighbours. ✓
4. keeps his neighbourhood clean. ✓
5. fights with his neighbours. ✗

Lesson Plan 22

Subject: Social Studies	Grade: 1	Term: 1st
Week: 8	Unit: 5	Unit Title: Neighbours and Neighbourhood
LP: 22	Textbook Page/s: 22-23	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes:

At the end of this lesson, the students will be able to:

- know their neighbourhood.
- identify the places on pictorial map of their neighbourhood.

Prior Knowledge of Students:

- They are familiar with their neighbourhood.

Teaching Aids/Materials/Resources:

- Textbook
- Whiteboard/Marker
- Unit.5 Worksheets
- Empty cardboard boxes, colour sheets, crayons, colour markers

Time Frame (40 minutes)	Proceedings
03 minutes	<p>Opening/Motivation/Warm-up: Greet students cheerfully with السلام عليكم [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask the students what's your neighbourhood like? Listen to their responses.</p>
25 minutes	<p>Lesson Structure/Activities/Presentation: Activity 1: Write the name of unit on the whiteboard. Tell them that they are going to learn about the neighbourhood. Ask the students to open the textbooks and look at the picture on page no. 23. Ask them to identify the places one by one.</p>

	<p>Listen to their answers and tell them these are the key places near Talha’s house. Then ask a student to read the first paragraph of the unit aloud and explain to them about Talha’s neighbourhood simultaneously.</p> <p>Activity 2:</p> <p>Divide the students into four groups. Supervise the students to perform the activity given on textbook page no. 22 (making of a model town). Distribute the material among the groups and ask them to start the activity. Walk around the class and supervise students’ work. Help and guide them.</p>
	<p>Differentiated Plan: Some students might find it hard to solve the worksheet. Sit with them and help them in completing the task.</p>
01 minutes	Conclusion/Review: Tell the students about the importance of their neighbourhood.
10 minutes	Class work/ Assessment: The student will solve the worksheet of unit.5.
01 minutes	Homework/Assignment: The students will make a list of key places in their neighbourhood.

Lesson Plan 23

Subject: Social Studies

Grade: 1

Term: 1st

Week: 8

Unit: 5

Unit Title: Neighbours and Neighbourhood

LP: 23

Textbook Page/s: 23

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes:*At the end of this lesson, the students will be able to:*

- know the importance of keepings their homes and neighbourhood.
- tell the ways to keep the neighbourhood clean.

Prior Knowledge of Students:

- They are familiar with their neighbourhood.

Teaching Aids/Materials/Resources:

- Textbook
- Whiteboard/Marker
- Material for making a dustbin

Time Frame (40 minutes)	Proceedings
05 minutes	<p>Opening/Motivation/Warm-up: Greet students cheerfully with السلام عليكم [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Ask the students do they know the ways to keep their homes and neighbourhood clean. Listen to their responses.</p>

23 minutes	<p>Lesson Structure/Activities/Presentation:</p> <p>Activity 1:</p> <p>Write the name of the unit on the whiteboard. Tell them they are going to learn the ways to keep their neighbourhood clean.</p> <p>Ask the students to open the textbooks and look at the picture on page no. 23. Then ask a student to read the second paragraph of the unit aloud and explain to them every way to keep their homes and neighbourhood clean simultaneously.</p> <p>Activity 2:</p> <p>Ask the students to come near to the teacher’s table. Perform the activity of making of a dustbin. Start the activity while explaining them step by step. Now ask them to make their dustbins. Guide them to place these in public places in their neighbourhood. Tell them this act will help in keeping their neighbourhood clean.</p>
	<p>Differentiated Learning:</p> <p>Some students might find it hard to understand the ways of keeping their neighbourhood clean. Sit with them, write some ways on their notebooks and explain the concept again.</p>
01 minutes	<p>Conclusion/Review: Tell the students the ways to keep their home and neighbourhood clean.</p>
10 minutes	<p>Class work/ Assessment: The students will make dustbins for their school and home.</p>
01 minutes	<p>Homework/Assignment: Students will enlist of ways to keep their home and neighbourhood clean.</p>

Lesson Plan 24

Subject: Social Studies

Grade: 1

Term: 1st

Week: 8

Unit: 5

Unit Title: Neighbours and Neighbourhood

LP: 24

Textbook Page/s: 24-25

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes:*At the end of this lesson, the students will be able to:*

- solve the exercise on their own.

Prior Knowledge of Students:

- They can answer the questions related to their neighbourhood.

Teaching Aids/Materials/Resources:

- Textbook
- Whiteboard/Marker

Time Frame (40 minutes)	Proceedings
05 minutes	<p>Opening/Motivation/Warm-up:</p> <p>Greet students cheerfully with السلام عليكم</p> <p>[Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.]</p> <p>Repeat the lesson's main points for reinforcement and encourage students to repeat after you.</p>

24 minutes	<p>Lesson Structure/Activities/Presentation:</p> <p>Activity 1: Exercise A Write the name of the unit on the whiteboard. Tell them they are going to solve the exercise. Ask the students to open the textbook page no. 24. Instruct students to write the answers of given questions on textbook page no.24. Walk around the class and supervise students' work. Some students might need your help in answering the questions correctly.</p> <p>Activity 2: Exercise B Guide the student to match the places in Talha's neighbourhood with the pictures. Check their matching and correct them if needed.</p> <p>Activity 3: Exercise C Ask the student to brainstorm for five minutes and solve the question by ticking the right sentence and crossing the wrong one about a good neighbour.</p>
	<p>Differentiated Learning: Some students might find it hard to solve the exercise. Sit with them, help and guide them in solving each question.</p>
	<p>Conclusion/Review: Tell the students the qualities of a good neighbour.</p>
08 minutes	<p>Class work/ Assessment: The students will make a chart on the qualities of a good neighbour.</p>
02 Minutes	<p>Homework/Assignment: Make a flyer on qualities of a good neighbour.</p>

Unit-6-Let's Go to the Masjid

Unit Overview

The sixth unit, 'Let's Go to the Masjid' will help reinforce the concept of worship. The students will be made aware that Masjid is a Holy place of prayer for Muslims.

The students will learn that the Muslims offers *Namaz* five times a day in the Masjid and recite the Holy Quran. They will also get familiar with the Azan (call for prayer) and the five *Namaz* times.

Model Answers

Exercise A

Answer the following questions.

1. Masjid is a place where the Muslims worship.
2. Five.
3. Masjid.

Exercise B

Write the five prayers in order.

Isha

Zohar

Fajar

Maghrib

Asr

5

2

1

4

3

Exercise C

The students will give their answers after knowing the timings of prayers. The answers will vary.

Lesson Plan 25

Subject: Social Studies

Grade: 1

Term: 1st

Week: 9

Unit: 6

Unit Title: Let's Go to the Masjid

LP: 25

Textbook Page/s: 26 & 28

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes:*At the end of this lesson, the students will be able to:*

- know about Masjid.
- tell the Muslim go to Masjid to show gratitude to Allah for all His blessings.

Prior Knowledge of Students:

- They are familiar with the Masjid as a place of worship for Muslims.

Teaching Aids/Materials/Resources:

- Textbook
- Whiteboard/Marker
- Unit.6 Worksheets
- Poster of Masjid with prayer timings
- White charts with colour pencils

Time Frame (40 minutes)	Proceedings
05 minutes	<p>Opening/Motivation/Warm-up: Greet students cheerfully with السلام عليكم [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Hang the poster of Masjid near the whiteboard and ask the students what does it show? Listen to their answer and tell them it shows a Masjid that is a place of worship for Muslims.</p>
23 minutes	<p>Lesson Structure/Activities/Presentation: Activity 1: Write the name of the unit on the whiteboard. Tell them they are going to learn about the Masjid. Explain to them a Masjid is the most important place for the Muslims. Instruct the students to open the textbooks and look at the pictures on page no. 27. Ask them to identify and explain these picture. Take some random answers.</p>

	<p>Listen to their answers and tell them these pictures show the gratitude to Allah for all His blessing by offering <i>Namaz</i> and reciting the Holy Quran.</p> <p>Then ask a student to read the first paragraph of the unit on page no.28 aloud and explain them the benefits of offering prayer in the Masjid simultaneously.</p> <p>Activity 2:</p> <p>Divide the students into four groups.</p> <p>Distribute white charts in them. Each group has to make a picture of a Masjid and colour it.</p>
	<p>Differentiated Learning:</p> <p>Some students might find it hard to solve the worksheet. Sit with them and help them in completing the task.</p>
01 minute	<p>Conclusion/Review: Tell the students about the importance of the Masjid for Muslims.</p>
10 minutes	<p>Classwork/ Assessment: The student will solve the worksheet of unit no.6.</p>
01 minute	<p>Homework/Assignment: The students will make a list of prayers with timings of each.</p>

Lesson Plan 26

Subject: Social Studies

Grade: 1

Term: 1st

Week: 9
Masjid

Unit: 6

Unit Title: Let's Go to the Masjid

LP: 26

Textbook Page/s: 27

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes:*At the end of this lesson, the students will be able to:*

- know the names of prayers they offer in Masjid.
- tell the Azan as a call for Namaz (the prayer).

Prior Knowledge of Students:

- They are familiar with the prayers.

Teaching Aids/Materials/Resources:

- Textbook
- Whiteboard/Marker
- Flash cards five prayers
- Azan in audio (cellphone)

Time Frame (40 minutes)	Proceedings
05 minutes	<p>Opening/Motivation/Warm-up: Greet students cheerfully with السلام عليكم [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Show the students the flash card of five <i>Namaz</i> times one by one and ask them about these prayers. Take their responses and tell them Muslims perform <i>Namaz</i> five times a day in the Masjid.</p>
23 minutes	<p>Lesson Structure/Activities/Presentation: Activity 1: Write the name of unit on the whiteboard. Tell them that they are going to learn about the five prayers. Explain them a Muslim go five times to the Masjid for offering prayers. Ask the students to open the textbooks page no. 27. Explain them the names of five N and ask them to tell the timings of these prayers.</p>

	<p>Then ask a student to read the second paragraph of the unit aloud and explain them simultaneously.</p> <p>Activity 2: Ask the students to open textbook page no.26 and mark tick (✓) next to each prayer they have offered yesterday. Appreciate the students who offered all the five prayers.</p> <p>Activity 3: Play an audio of Azan on your cellphone and ask the students to listen silently. Explain to them, the Azan is the call for prayer (namaz) so we should go to Masjid after hearing the Azan.</p>
	<p>Differentiated Learning: Some students might find it hard to understand the concept of Azan. Sit with them and repeat the Azan sound while explaining them simultaneously.</p>
01 minute	Conclusion/Review: Tell the students about the importance of Masjid for Muslims.
10 minutes	Class work/ Assessment: The student will solve the worksheet of unit no.6.
01 minute	Homework/Assignment: The students will make a list of prayers other than five prayers.

Lesson Plan 27

Subject: Social Studies

Grade: 1

Term: 1st

Week: 9
Masjid

Unit: 6

Unit Title: Let's Go to the Masjid

LP: 27

Textbook Page/s: 26 & 28

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes:*At the end of this lesson, the students will be able to:*

- know the importance of prayers and Masjid.
- tell the order of prayers.

Prior Knowledge of Students:

- They are familiar with the prayers and Masjid.

Teaching Aids/Materials/Resources:

- Textbook
- Whiteboard/Marker

Time Frame (40 minutes)	Proceedings
05 minutes	<p>Opening/Motivation/Warm-up: Greet students cheerfully with السلام عليكم [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Write the Nasheed 'My Five Prayers with Zaky' on the whiteboard. Ask the students to learn it and sing along in chorus.</p> <p style="text-align: center;">We prayer Fajr in the morning Dhuhr when it's midday Asr in the Afternoon</p> <p style="text-align: center;">Maghrib after sunset Isha when it's night time</p>

	<p>That's our five daily prayers Yes that's our five daily prayers</p> <hr/> <p>And don't forget to pray Many Sunnah prayers a day Say plenty of Du'a</p>
25 minutes	<p>Lesson Structure/Activities/Presentation:</p> <p>Activity 1: Write the name of unit on the whiteboard. Tell the students the Masjid is the most favourite place of Allah on the Earth. That is why all Muslims respect it much. Then ask some random students to come and write the name of a <i>Namaz</i> and its English alternate name on the whiteboard. Encourage the student to take part in this activity. Help those students who find difficulty in writing. Now pronounce each name of prayer aloud and ask the students to repeat after you to learn by heart.</p> <p>Activity 2: Ask the students to open textbook page no.29 and question B and write the names of the prayers in order. Guide them in writing the answers.</p>
	<p>Differentiated Learning: Some students might find it hard to understand the concept of Namaz. Sit with them and repeat the lesson to them.</p>
03 minutes	<p>Conclusion/Review: Tell the students about the importance of prayers and Masjid for Muslims.</p>
05 minutes	<p>Class work/ Assessment: The students will write the names of two renowned Holy Masjids.</p>
02 minutes	<p>Homework/Assignment: The students will write a short note on Masjid-e-Quba.</p>

Lesson Plan 28

Subject: Social Studies

Grade: 1

Term: 1st

Week: 10

Unit: 6

Unit Title: Let's Go to the Masjid

LP: 28

Textbook Page/s: 29

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes:*At the end of this lesson, the students will be able to:*

- solve the exercise on their own.

Prior Knowledge of Students:

- They can answer the questions related to prayers and Masjid.

Teaching Aids/Materials/Resources:

- Textbook
- Whiteboard/Marker

Time Frame (40 minutes)	Proceedings
05 minutes	<p>Opening/Motivation/Warm-up: Greet students cheerfully with السلام عليكم [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Repeat the lesson's main points for reinforcement and encourage students to repeat after you.</p>
24 minutes	<p>Lesson Structure/Activities/Presentation:</p> <p>Activity 1:</p> <p>Exercise A Write the name of unit on the whiteboard. Tell them that they are going to solve the exercise. Ask the students to open the textbooks page no. 29. Instruct students to write the answers of given questions on textbook page no.29. Walk around the class and supervise students' work. Some students might need your help in answering the questions correctly.</p>

	<p>Activity 2: Exercise C</p> <p>Ask the student to brainstorm for five minutes and solve the question by writing the timings of prayers of their nearby Masjid.</p>
	<p>Differentiated Learning: Some students might find it hard to solve the exercise. Sit with them, help and guide them in solving each question.</p>
01 minutes	Conclusion/Review: Tell the students about the Prayers and the Masjid.
08 minutes	Class work/ Assessment: The students will make a small booklet to record the prayers they offered in a week.
02 minutes	Homework/Assignment: Make a Namaz diary and record the prayers you are offering weekly. Present it to your teacher and get her/him signed.

Lesson Plan 29

Subject: Social Studies

Grade: 1

Term: 1st

Week: 10

Unit: 1-3

Unit Title: Revision

LP: 29

Textbook Page/s: 18-29

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes:*At the end of this lesson, the students will be able to:*

- know the main concepts of all the units.

Teaching Aids/Materials/Resources:

- Textbook
- Whiteboard/Marker
- Worksheet Unit 1—3

Time Frame (40 minutes)	Proceedings
05 minutes	<p>Opening/Motivation/Warm-up: Greet students cheerfully with السلام عليكم [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Tell the students they are going to revise the first three units of the first term.</p>
24 minutes	<p>Lesson Structure/Activities/Presentation: Repeat the main points of units 1-3 in the classroom to reinforce basic concepts. Ask students if they are facing any difficulties with any of these units, and then properly resolve them. Supervise the students while doing all the activities of these units for better understanding. Activity 1: Distribute the worksheets of Unit-1—3 between students randomly. Guide and help them to solve correctly.</p>
	<p>Differentiated Learning: Some students might find it hard to solve the worksheets. Sit with them and help them in completing the task.</p>
1 minutes	<p>Conclusion/Review: Tell the students about main concepts of all the units.</p>
10 minutes	<p>Class work/ Assessment: Activities on page no. 5 and page no.14</p>
	<p>Homework/Assignment: Make a family tree and fill it.</p>

Lesson Plan 30

Subject: Social Studies

Grade: 1

Term: 1st

Week: 10

Unit: 4-6

Unit Title: Revision

LP: 30

Textbook Page/s: 18-29

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes:*At the end of this lesson, the students will be able to:*

- know the main concepts of all the units.

Teaching Aids/Materials/Resources:

- Textbook
- Whiteboard/Marker
- Worksheets of Unit 4—6

Time Frame (40 minutes)	Proceedings
03 minutes	<p>Opening/Motivation/Warm-up: Greet students cheerfully with السلام عليكم [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage the students to do the same, too.] Tell the student they are going to revise the remaining units of the first term.</p>
20 minutes	<p>Lesson Structure/Activities/Presentation: Repeat the main points of units 4-6 in the classroom to reinforce basic concepts. Ask students if they are facing any difficulties with any of these units, and then properly resolve them. Supervise the students while doing all the activities of these units for better understanding. Activity 1: Distribute the worksheets of Unit-1—3 between students randomly. Guide and help them to solve correctly.</p>
	<p>Differentiated Learning: Some students might find it hard to solve the worksheets. Sit with them and help them in completing the task.</p>
02 minutes	<p>Conclusion/Review: Tell the students about main concepts of all the units.</p>
15 minutes	<p>Class work/ Assessment: Activities on page no.18 and page no.26.</p>
	<p>Homework/Assignment: Make a chart of your neighbourhood with all the importance places.</p>

Unit 1-Me and My Family-Worksheet

Lesson Plan 1

My favourite food is _____

My Name is _____

My Birthday is on _____

My favourite animal is a _____

My favourite color is _____

My favourite sport is _____
At the park I like to play _____

I live at _____

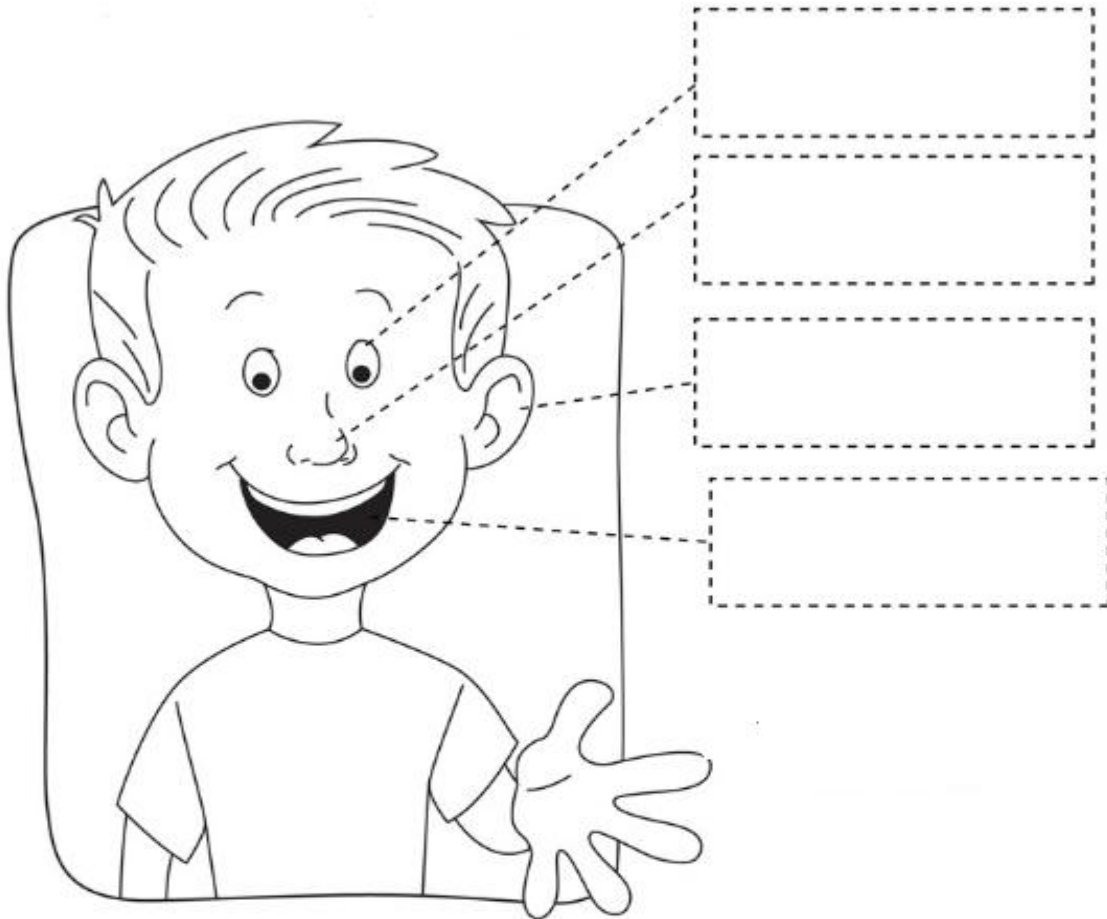
My favorite show is _____

My favorite game is _____

Unit 2-Our Amazing Body- Worksheet

Lesson Plan 6

Write the function of each organ.



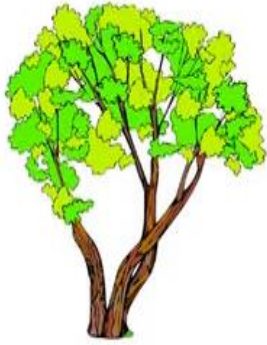
Smell **Taste** **See**

Hear

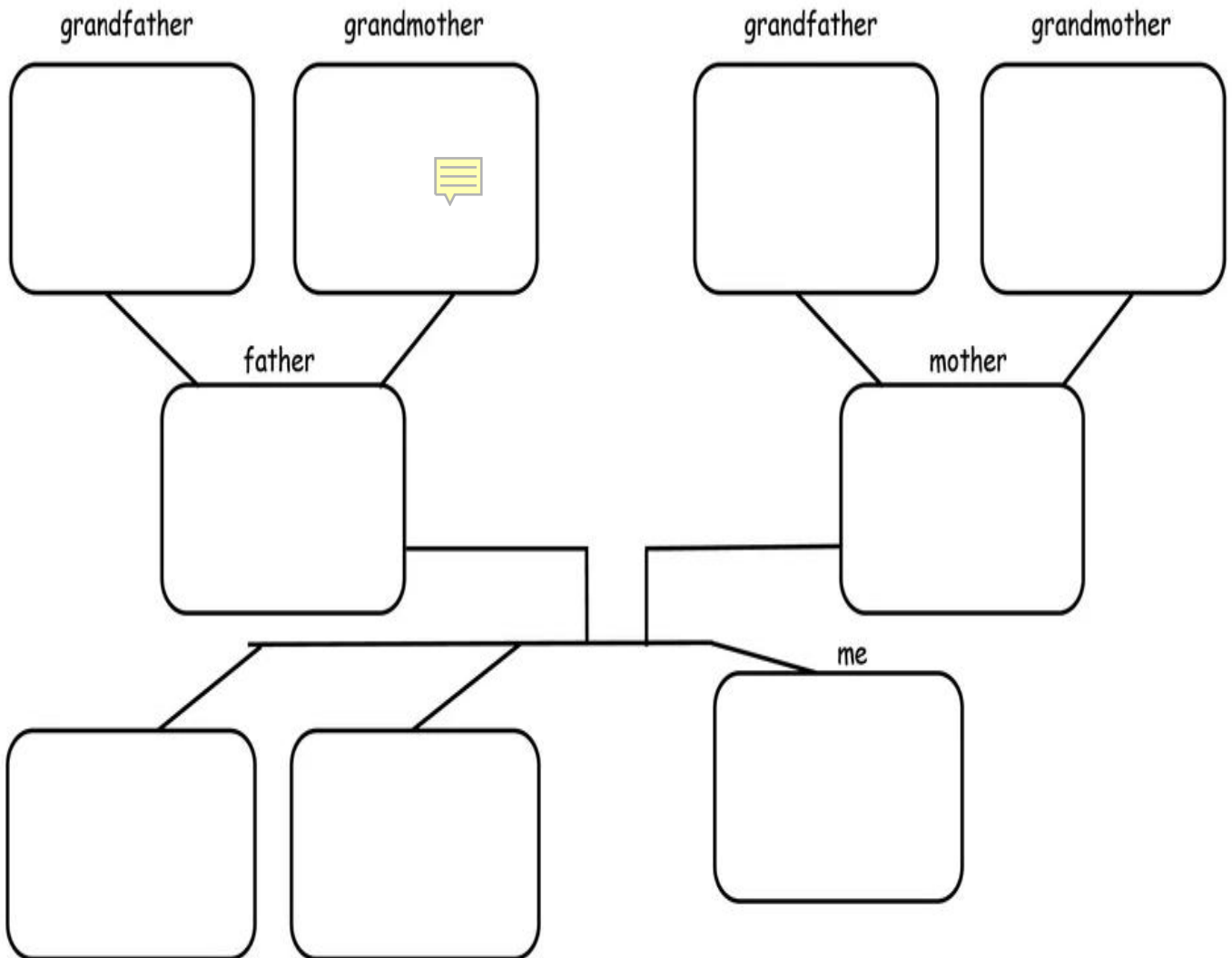
Unit-3 A Caring Family-Worksheet

Lesson Plan 13

Complete your family tree.



My Family Tree



Unit-4 Learning at the School-Worksheet**Lesson Plan 16**

Search and encircle the given words from the puzzle.

P	R	E	H	C	A	E	T	E
W	O	R	K	S	H	E	E	T
S	E	P	T	E	M	B	E	R
L	T	P	U	W	A	D	N	L
E	C	O	E	G	V	I	N	O
S	L	K	Y	N	H	T	R	O
S	A	N	O	I	C	K	G	H
O	S	P	N	O	U	I	D	C
N	S	O	W	E	B	R	L	S

CLASS
SCHOOL
TEACHER
PENCIL
LESSON

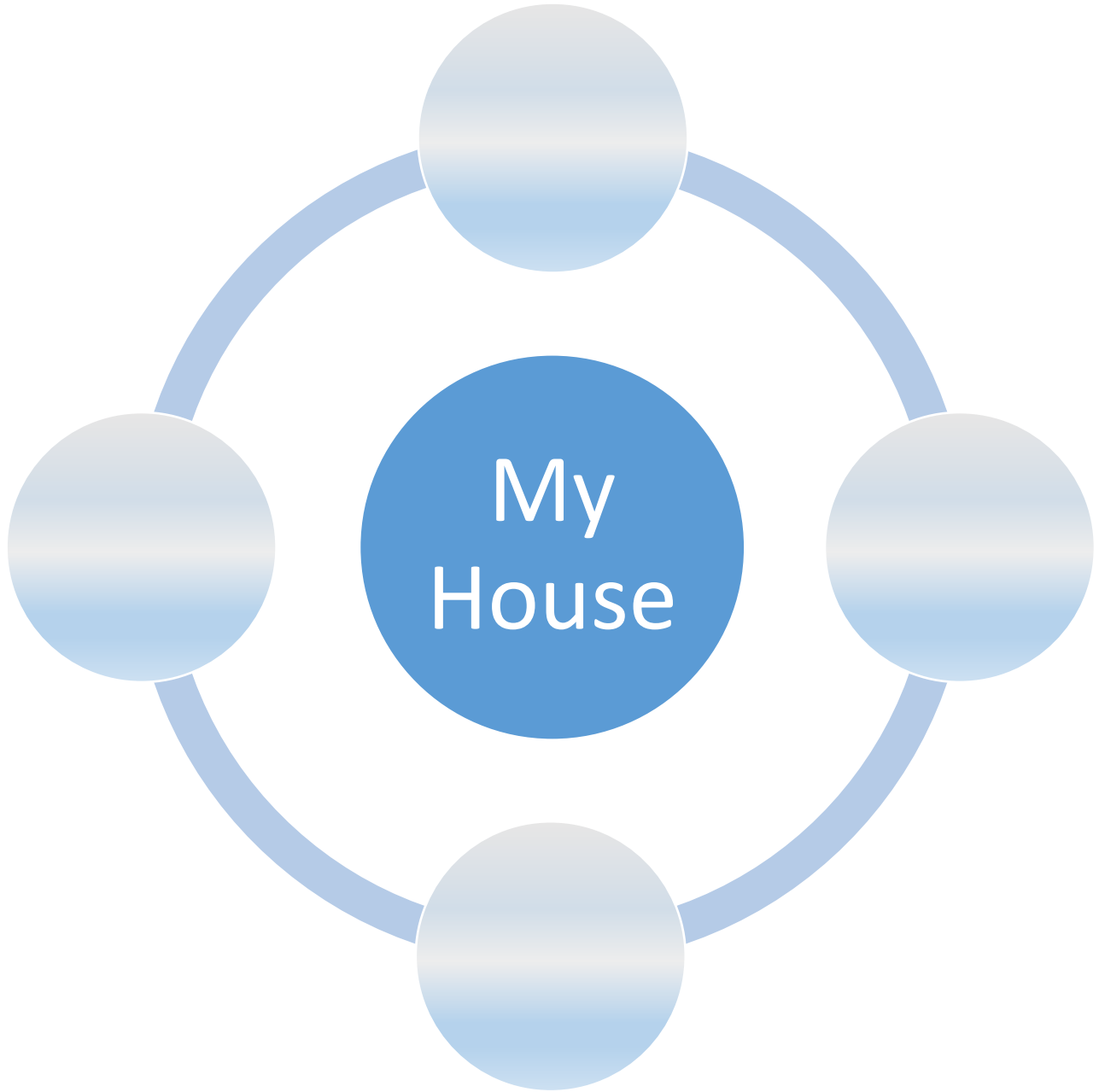
BOOK



Unit-5 Neighbours and Neighbourhood-Worksheet

Lesson Plan 22

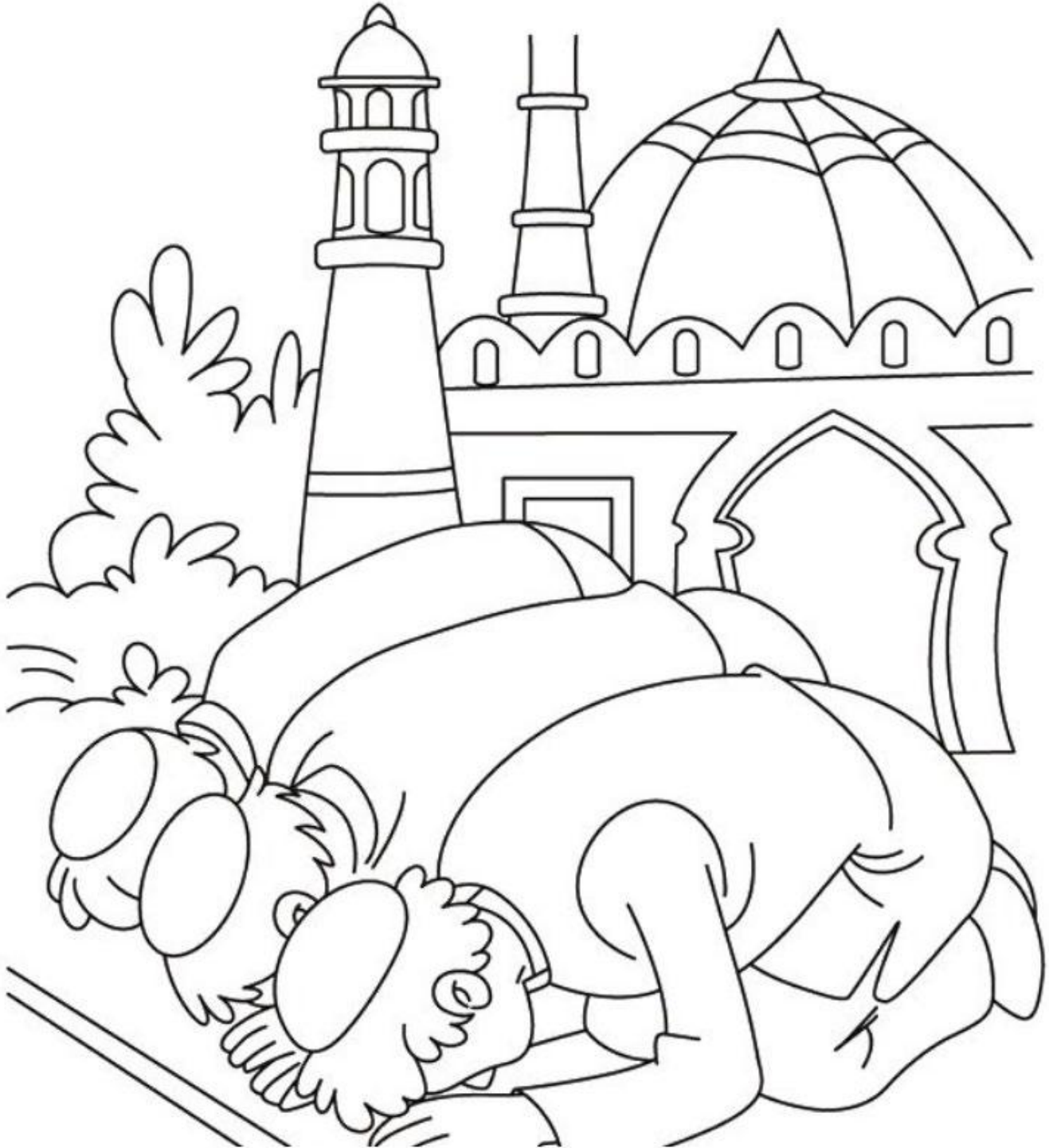
Name the places of your neighbourhood.



Unit-6 Let's Go to the Masjid-Worksheet

Lesson Plan 25

Colour the given picture.



Unit-Assessments**Unit-1 Me and My Friend**

Time: 10 Minutes	Total Marks: /10
-------------------------	-------------------------

Name: _____ **Roll No:** _____ **Date:** _____

Question A

Fill in the blanks with correct words.

/5

- My name is _____.
- I live in _____. (city)
- I am _____. (age)
- I am a student at _____. (grade)
- My favourite book is _____. (subject)

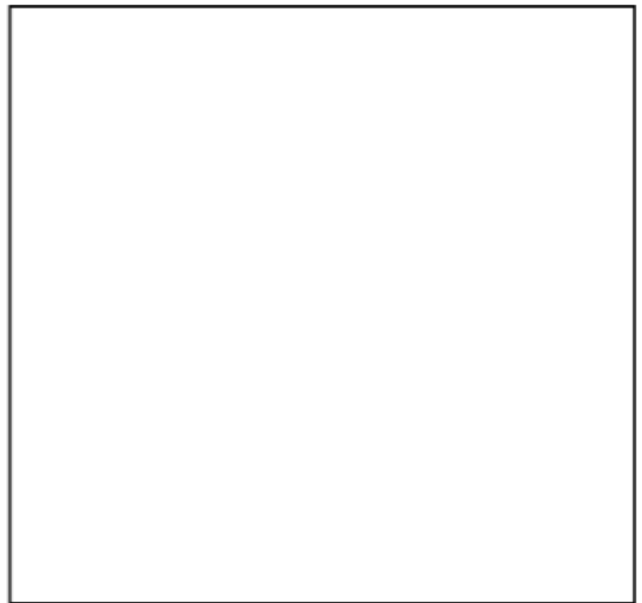
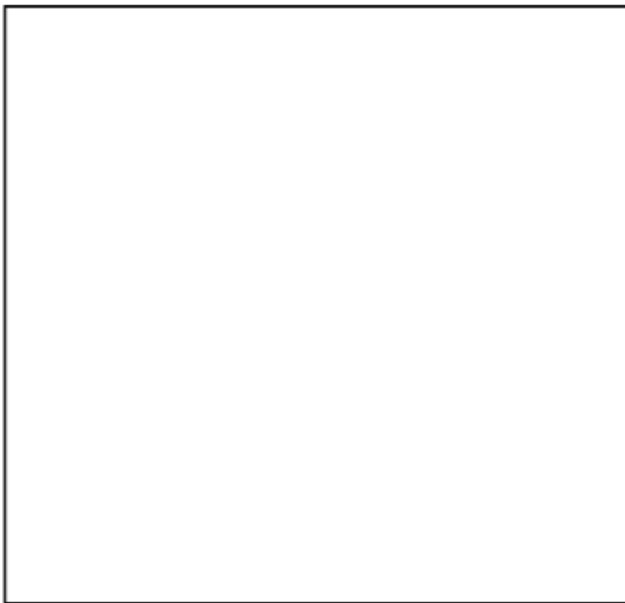
Question B

Paste a picture of your best friend in the first box.

In other box, write something similar and dissimilar among both of you.

Then write a sentence about your friend on the line below.

/5



Unit-2 Our Amazing Body

Name: _____ Roll No: _____ Date: _____

Time: 10 Minutes	Total Marks: /10
------------------	------------------

Question A

Fill in the blanks with correct word.
eyes, ear, nose, head, legs

/5

- i. I have a _____.
- ii. I see with my _____.
- iii. I smell with my _____.
- iv. I hear with my _____.
- v. I walk with the help of my _____.

Question B

Label any five parts of body and colour it.

/5



Unit-3 A Caring Family

Name: _____ Roll No: _____ Date: _____

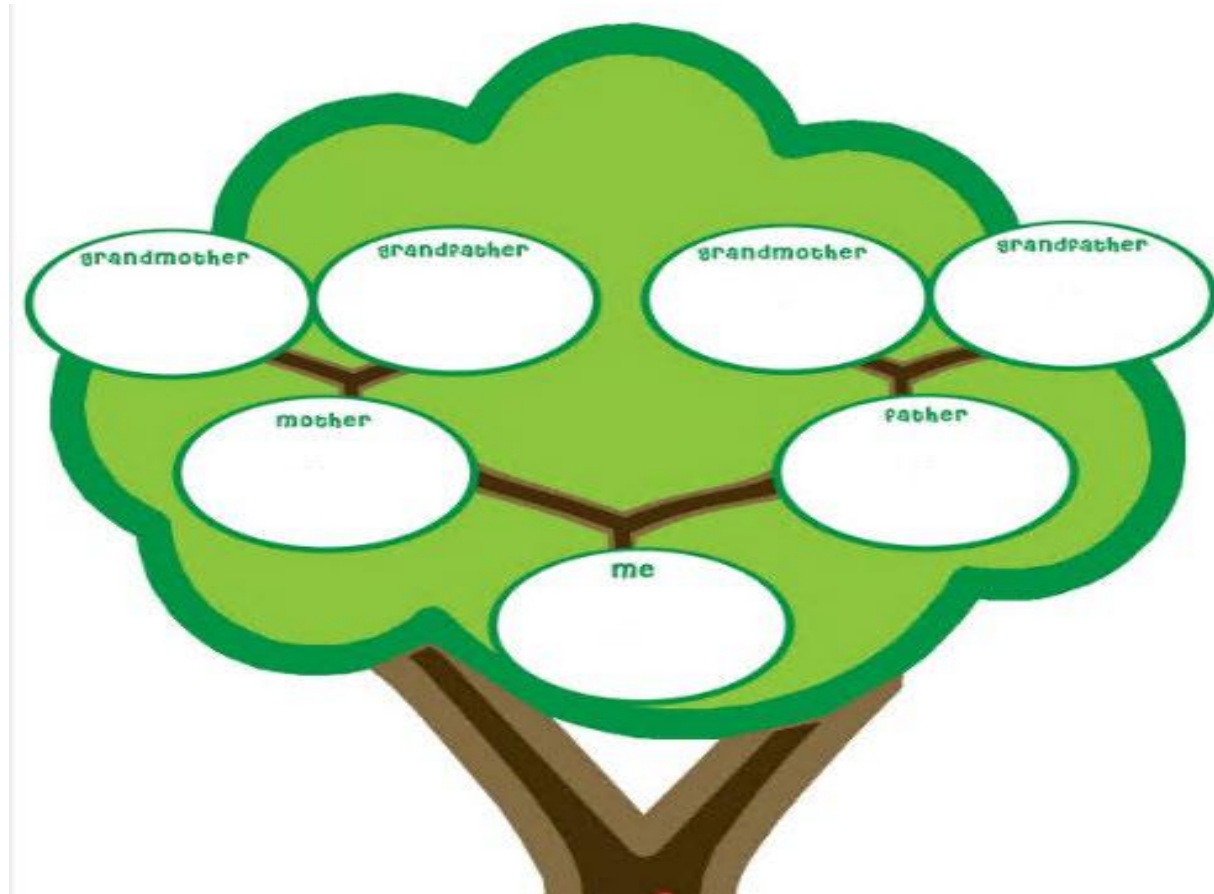
Time: 10 Minutes

Total Marks: /10

Question A

Complete your family tree.

/7



Question B

Answer the following questions.

/3

i. What do you call father of your parents?

Answer: _____

ii. What do you call mother of your parents?

Answer: _____

iii. What do you call brother of your parents?

Answer: _____

Unit-4 Learning at School

Name: _____ Roll No: _____ Date: _____

Time: 10 Minutes	Total Marks: /10
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Question A

Fill in the blanks with correct words.

/5

diver, teacher, principal, watchman, peon

- i. A _____ guards the school.
- ii. A _____ teaches the students.
- iii. A _____ heads the school.
- iv. A _____ drives the school bus.
- v. A _____ rings the school bell.

Question B

/5

Answer each of the questions below about your classroom

1. How many students are in your class?
2. How many girls are in your class?
3. How many boys are in your class?
4. What is your teacher's name?
5. Where is the clock in your classroom?

Unit-5 Neighbours and Neighbourhood

Name: _____ Roll No: _____ Date: _____

Time: 10 Minutes	Total Marks: /10
------------------	------------------

Question A

Fill in the blanks with correct words.

/5

park, market, Masjid, school, hospital

- i. People go to _____ for treatment.
- ii. People offer their prayers in the _____.
- iii. People walk and exercise in the _____.
- iv. Students get education in the _____.
- v. People buy things from the _____.

Question B

Write two ways to keep your neighbourhood clean.

/5



1. _____

2. _____

Unit-6 Let's Go to Masjid

Name: _____ Roll No: _____ Date: _____

Time: 10 Minutes	Total Marks: /10
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Question A

Write the correct names of the following payers. /5

Fajr	Zuhr	Asr	Magrib	Isha

Question B

/5

Help the boy in finding the way to the Masjid.



Terminal Assessment Paper

First Term

Time: 60 Minutes



SOCIAL STUDIES G-1

Name: _____ Roll No: _____ Date: _____

Section	Total	Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Q.7	Q.8
Maximum Marks	50	10	05	05	05	05	05	05	10
Obtained Marks									

Question 1

Fill in the blanks.

/10

- i. I am _____ years old.
- ii. I am in grade _____.
- iii. My hair colour is _____.
- iv. My favourite food is _____.
- v. My favourite fruit is _____.
- vi. My favourite vegetable is _____.
- vii. My favourite game is _____.
- viii. My school's name is _____.
- ix. My teacher's name is _____.
- x. He/She teaches us _____.

Question 2

/05

Tick (✓) any five activities that a good student performs.

9. Never learns the lesson.
10. Keeps the classroom and school clean.
11. Follows the classroom rules.
12. Makes noise in the classroom
13. Respects his/her teacher.
14. Throws the trash in the classroom.
15. Always stays in a queue and waits for his/her turn.
16. Always nice to others

Question 3

Match the jobs of these people in your school.

/05

Student	head the school
Teacher	drives the school bus
Principal	teaches the students
Watchman	guards the school's building and students from danger
Driver	learns the lesson

Question 4

Write the five prayers and their current timings in order.

/05

Isha Zohar Fajar Maghrib Asr

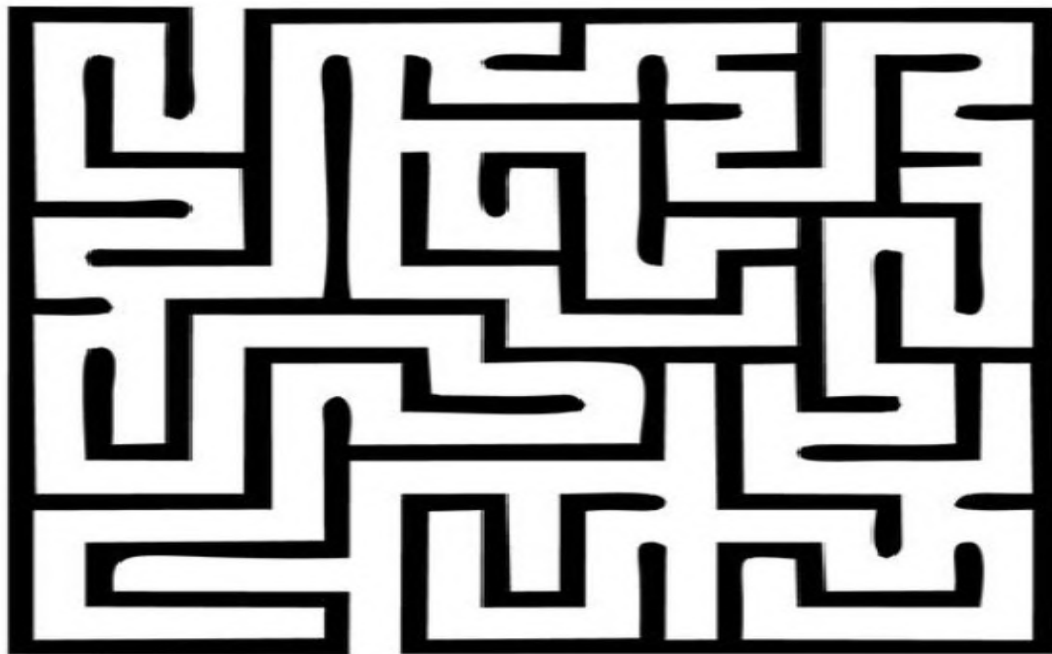
Prayers					
Timings					

Question 5

Help Ahmad and Fatima find their way to the masjid.

/05

Question 6



Complete the following table and write the number and function of body parts. /05

Body Parts	Number	Function
Nose		
Ears		
Legs		
Mouth		
Teeth		

Question 7

Identify and draw a line to any five parts of the body. /05

Head


Eye

Lips

Nose

Hand

Finger



Nose

Throat

Tongue

Teeth

Lips

Shoulder

Leg

Question 8

Answer the questions.

/10

i. Write your short introduction.

Answer:

ii. How you are same and different from your friend?

Answer:

iii. Who is a neighbour?

Answer:

iv. How do you keep your neighbourhood clean

Answer:

v. What do you learn at your school?

Answer:
