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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

4



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Spectrum
Enlightening Generations

Spectrum
Social Studies Grade-4
(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 – Globe and Maps

Unit Overview

In this unit, the students will learn the difference between a globe and map and how these are used to locate different countries and continents. The chapter discusses different elements of a map as well as lines of latitude and longitude in detail.

Model Answers

Exercise A

- 1- A globe is a map of the world made in the shape of a ball and attached to a support where it can revolve. Map, on the other hand, is a drawing of the Earth's surface or part of it. It shows the shape and position of different countries, political borders, natural features such as rivers and mountains, and artificial features, such as roads and buildings.
- 2- The following are the elements of a map: Title, Symbols, Scale, Legend, Directions, Longitude and Latitude.
- 3- Latitude and longitude are drawn on the map and divided on the map. The Earth is divided into lines of longitude - 180 degrees East and 180 degrees West. Similarly, the lines of latitude are horizontal lines which divide the earth into equal parts. Total number of parallels is 180 degrees. This is how these are used to locate different countries on the map. Meridians are vertical lines that run from North Pole to South Pole.
- 4- Continent: Large land masses on the Earth's surface surrounded by seas are called continents. Compass rose is used to show how the map lines up with the real directions. Equator is an imaginary line that divides the Earth into two equal halves. It is also the measuring point for the latitude.
- 5- The Greenwich Meridian or Prime Meridian is measuring point for longitude.
- 6- Greenwich Mean Time (GMT) is the time measured on the Earth's zero degree line of longitude.

Exercise B

- 1- False
- 2- True
- 3- False
- 4- True
- 5- False
- 6- True
- 7- True
- 8- True

Exercise C

- 1- North Pole
- 2- Tropic of Cancer
- 3- Tropic of Capricorn
- 4- Equator
- 5- South Pole

Exercise D

- 1- North
- 2- Northeast
- 3- East
- 4- Southeast
- 5- South
- 6- Southwest
- 7- West
- 8- Northwest

Lesson Plan 1

Subject: Social Studies	Grade: 4	Term: 1st
Week: 1	Unit: 1	Unit Title: Globe and Maps
LP: 1	Textbook Page/s: 6-7	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- Define the terms globe and map
- Locate and name the major continents and oceans on the globe and the world's map

Prior Knowledge of Students

- They are able to explain the terms globe and map

Teaching Aids/Materials/Resources

- Textbook
- Board & Marker
- A map and a globe
- Exit slips

Time Frame (40 Minutes)	Proceedings
5 Minutes	<p>Opening/Motivation/Warm-up</p> <p>Greet students cheerfully with عليكم السلام [Note: Always remember to say الرحيم الرحمن بسمه 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 students how they are doing. Now, hold the globe high up in hands and ask students if they can name the object. Next, spread open the map on the board and ask students if they can name the object.</p> <p>Appreciate all those who give correct answers.</p>
25 Minutes	<p>Lesson Structure/Core Activities/Presentation</p> <p>Activity 1:</p> <p>Divide the class into two groups. Give one group the globe and the other the map. Assign roles to different members of the group. Make one student the writer, the other a time keeper and the third a moderator. Explain to students that the writer would write down all the points told by groups members. The time keeper would manage time, and the moderator would ensure that every member in the group gets a chance to speak.</p>

	<p>Task: Ask each group to look at the object (map, globe) and write any 5 things they notice about them. Encourage students to study the map/globe thoroughly. Five things could be related to the countries they see on the globe/map, colour code (of water and countries, mountains, etc.), shape (2D, 3D), horizontal and vertical lines (longitude, latitude), symbols of various features of earth, legend, etc. Give them 15 minutes.</p> <p>Presentation: Ask each group to tell the things they have noticed about the map and globe.</p> <p>Activity 2: Next, write continents and oceans on the board and ask students if they understand what these two words mean. Take different opinions. Use map to explain the continents and oceans to students. (Note: Teachers can use the definitions given in the book to explain the meanings of continents and oceans to the students.) Next, inform students there are seven continents and five oceans.</p> <p>Differentiated Learning: Some students might be hesitant and shy to participate in the group activity. Notice which students are not participating. Then, gently go and encourage them to give their points of view to the group. (Note: Teachers must ensure that each group member gets a chance to voice his/her opinions and that no one mocks any member.) Observe which students are not actively participating in the class. Ask them to repeat the names of oceans and continents to the entire class and appreciate their efforts.</p>
4 Minutes	<p>Closing/Review Distribute the exit slips to students and ask them to write what they understand by the following terms: Map Globe Continents Oceans Students don't need to write the exact definitions of these words, just what they understand by these terms.</p>
4 Minutes	<p>Classwork/Assessment Ask students to open their textbooks to pages 6 – 7 and read the definitions of map, globe, continents and ocean.</p>
2 Minutes	<p>Homework/Assignment Read pages 6-7 once again and answer the following questions: 1- What does a map show us? 2- What are large land masses called and what are they surrounded by? 3- Are oceans salt water or fresh water? How many oceans are there in the world?</p>

Lesson Plan 2

Subject: Social Studies	Grade: 4	Term: 1st
Week: 1	Unit: 1	Unit Title: Globe and Maps
LP: 2	Textbook Page/s: 7	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- Describe the elements of a map

Prior Knowledge of Students

- Students should be able to tell what is a map

Teaching Aids/Materials/Resources

- Two/three/four copies of the maps of the world.
- Exit slips

Time Frame (40 Minutes)	Proceedings
5 Minutes	<p>Opening/Motivation/Warm-up</p> <p>Greet students cheerfully with عليكم السلام [Note: Always remember to say الرحيم الرحمن الله بسمه 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 students how they are doing.</p> <p>Now, ask students if they tell anything about the maps? Take answers from different students.</p> <p>Next, ask students if they can recall what is a globe.</p> <p>Take answers from different students.</p>
25 Minutes	<p>Lesson Structure/Core Activities/Presentation</p> <p>Form groups of four to five students. Assign roles to each student. Make one student the writer, the other a time keeper and the third a moderator. Explain to students that the writer would write down all the points told by groups members. The time keeper would manage time, and the moderator would ensure that every member in the group gets a chance to speak.</p> <p>Activity 1:</p>

	<p>Task: Give maps to the students in the different groups. Ask them to study the map and identify the main elements. Ask them to notice as many features as they can of the map. (5 mins)</p> <p>Discussion: Ask each group which elements they have identified of the map. (5 mins)</p> <p>Activity 2: Ask students in each group to read about Elements of a Map on pages 7 and 8. (10 mins)</p> <p>Discuss different elements of a map with them and ask questions like: What is a compass rose? What does it do? Where are the lines of longitude and latitude on a map? What are cardinal directions? What is the other name for cardinal directions? Which directions are between the cardinal directions? And what are they called? Where are North, South, West and East located on the map?</p> <p>After this, ask students to identify these features mentioned in the book on the map given to them. (5 mins)</p> <p>Differentiated Learning: Some students might find it difficult to understand the elements of the map. While other students are busy identifying the features of a map, go up to these students and assess their understanding. If you feel they haven't understood the features clearly, take a copy of the map and show them different elements like longitude, latitude, legend, directions, north, south, east, west directions.</p>
4 Minutes	<p>Closing/Review Once students have identified different features of a map on a copy of the map, ask them to show it you. You can say: Show me longitude and latitude on the map. Show me compass rose. Where are the cardinal directions? Point to them?</p>
4 Minutes	<p>Classwork/Assessment Distribute exit slips to the students. Ask them to write five new things they have learnt in today's lesson. Once done, ask different students to read their exit slips to others in the class.</p>
2 Minutes	<p>Homework/Assignment Read pages 7 and 8 once again from the textbook.</p>

Lesson Plan 3

Subject: Social Studies	Grade: 4	Term: 1st
Week: 2	Unit: 1	Unit Title: Globe and Maps
LP: 3	Textbook Page/s: 8	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- Describe the lines of longitude

Prior Knowledge of Students

- Students should be able to identify the lines of longitude on a map as this was discussed in the previous lesson.

Teaching Aids/Materials/Resources

- Three/four copies of a Map
- Globe

Time Frame (40 Minutes)	Proceedings
5 Minutes	<p>Opening/Motivation/Warm-up</p> <p>Greet students cheerfully with عليكم السلام [Note: Always remember to say الرحيم 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 students how they are doing.</p>
20 Minutes	<p>Lesson Structure</p> <p>Divide the students into groups and give each group a copy of world map.</p> <p>Task 1: Ask students to identify the lines of longitude on the map. (5)</p> <p>Once done, ask students the purpose of the lines of longitude on the map. Take different answers. If anyone manages to give correct, appreciate them and then explain the purpose of these lines in detail.</p> <p>Discussion:</p> <p>Ask students to read page 8 Lines of Longitude in pairs. Discuss meridians and Greenwich Meridian in detail. Explain students the purpose of these lines. Show students how Earth is divided into 180 degrees east and west. Explain how the total number of meridians of longitude is 360 degrees.</p> <p>Differentiated Learning:</p>

	<p>Some students might find it difficult to understand the concept of lines of longitude. Use a globe for this purpose. Ask them specific questions like:</p> <ul style="list-style-type: none"> -Which lines are called meridians? -Which is the measuring point for longitude? -How many longitudes are in the east and west? <p>If they are unable to answer these questions, explain the concept again. Ask these students to trace the lines of longitudes on a map or globe.</p>
10 Minutes	<p>Classwork/Assessment</p> <p>Assign students to draw a globe and draw lines of longitude on it. Ask them to label the longitudes and mention how many are in the east and west, and altogether.</p>
5 Minutes	<p>Closing/Review</p> <p>Ask students what they learnt in today’s lesson. What was that one thing which they found most interesting about the longitudes?</p>
2 Minutes	<p>Homework/Assignment</p> <p>Read page 8 Lines of Longitude once again from home.</p>

Lesson Plan 4

Subject: Social Studies	Grade: 4	Term: 1st
Week: 2	Unit: 1	Unit Title: Globes and Maps
LP: 4	Textbook Page/s: 9	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- Explain how the lines of latitude help to determine the exact position of a place on a map

Prior Knowledge of Students

- Students should be familiar with the lines of latitude as it was discussed in the previous classes

Teaching Aids/Materials/Resources

- Two/three copies of a map
- Globe

Time Frame (40 Minutes)	Proceedings
5 Minutes	<p>Opening/Motivation/Warm-up</p> <p>Greet students cheerfully with عليكم السلام [Note: Always remember to say الرحيم الرحمن الله بسمه 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 students how they are doing.</p> <p>Now ask students what they know about the lines of latitude already. Appreciate their prior knowledge.</p>
25 Minutes	<p>Activity 1:</p> <p>Divide the class into groups and give each group a map of the world. Remember to assign each member a role in the group.</p> <p>Task: Now, ask students to identify the lines of latitude on the map. Encourage them to find the lines and read different symbols given on the map. (7 mins) Once done, ask each group to talk about their finding to the entire class. (5 mins)</p> <p>Activity 2: Now, ask students to open their textbooks to page 9. In groups, ask them to read about the lines of latitude mentioned in the book. (5 mins)</p> <p>Use the map or the globe to help students identify the equator, tropic of Cancer and Capricorn, arctic circle, north and south poles. Let students see and find these on the map themselves too.</p> <p>After this, assess students' understanding by asking the following questions:</p> <ul style="list-style-type: none"> -Which lines are also called parallels and why? -What is the equator? Is it real? Elaborate your answer.

	<p>-What are northern and southern hemispheres? Where are the tropics of cancer and capricorn on the map. Where are north and south poles located? Point on the map.</p> <p>Differentiated Learning: Some students might not have understood the concept clearly. While you are assessing students' understanding, see which students look and sound confused. Ask them to come forward and help them trace the equator, hemispheres and tropics. Point to each specifically so these students and the entire class can gain clarity. Then, ask these students to repeat the concepts to the entire class while you assess their understanding.</p>
4 Minutes	<p>Closing/Review Distribute the worksheets to the students and ask them to identify the lines of latitude on it. This can be group work if required.</p>
4 Minutes	<p>Classwork/Assessment Answer the following question in the notebooks: -What are the six important lines of latitude? List them.</p>
2 Minutes	<p>Homework/Assignment Read page 9 – Lines of Latitude once again from home.</p>

Lesson Plan 5

Subject: Social Studies	Grade: 4	Term: 1st
Week: 3	Unit: 1	Unit Title: Globe and Maps
LP: 5	Textbook Page/s: 9	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- Review each topic of the chapter successfully
- Understand what is GMT and its purpose clearly.

Prior Knowledge of Students

- Students should know something about GMT as Greenwich was discussed previously too.

Teaching Aids/Materials/Resources

- Map/globe

Time Frame (40 Minutes)	Proceedings
5 Minutes	<p>Opening/Motivation/Warm-up</p> <p>Greet students cheerfully with عليكم السلام [Note: Always remember to say الرحيم 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 students how they are doing.</p>
30 Minutes	<p>Lesson Structure</p> <p>Discussion: Ask students if they know anything about the GMT? Take their answers and appreciate them. Then explain them with the help of a globe what is a GMT and how time in different countries is measured through the GMT. Show students GMT on the map.</p> <p>Explain how time differs in Australia and Pakistan owing to GMT. (10 mins)</p> <p>Task: Divide the class into groups and assign each group one part of the chapter. For example, group 1 can be assigned 'Globe and Maps', group 2 can be assigned 'Continents and Ocean', group 3 can be assigned 'Elements of a Map', group 4 can be assigned 'Lines of Latitude', group 5 can be assigned 'Lines of Longitude'. Ask each group to prepare a short presentation on the topic assigned to present in front of the class. (5 mins)</p>

	<p>Presentation: Ask each group to come forward one after the other and present their material to the class. Encourage each member to participate in the presentation. (15 mins)</p> <p>Differentiated Learning: Some students might find it be shy and hesitant in presenting in front of the class. Encourage them to speak and share their understanding with their classmates. Also, encourage students to ask questions about anything they have not understood. Explain the topic again so students gain clarity.</p>
2 Minutes	<p>Review: Ask students what they liked best about the chapter.</p>
2 Minutes	<p>Classwork/Assessment</p> <p>Encourage students to read page Review Time given on page 9 individually.</p>
1 Minute	<p>Homework/Assignment Read Review Time given on page 9 again.</p>

Lesson Plan 6

Subject: Social Studies	Grade: 4	Term: 1st
Week: 3	Unit: 1	Unit Title: Globe and Maps
LP: 6	Textbook Page/s: 10-11	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

-Answer questions about the topic successfully.

Prior Knowledge of Students

- Students be able to successfully recall all they have learnt in chapter 1

Teaching Aids/Materials/Resources

-Textbook

Time Frame (40 Minutes)	Proceedings
4 Minutes	<p>Opening/Motivation/Warm-up</p> <p>Greet students cheerfully with عليكم السلام [Note: Always remember to say الرحيم الرحمن الله بسمه 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 students how they are doing.</p> <p>Ask if they have any question about chapter 1 in their minds. Answer those questions.</p>
20 Minutes	<p>Lesson Structure</p> <p>In pairs, ask students to review Exercises A, B, C and D. Give them 10 mins.</p> <p>Discussion: Ask students to answer questions in the four exercises. Tweak their understanding if and when required.</p> <p>Task: Ask students to solve exercises in their notebooks. (10 mins)</p> <p>Differentiated Learning: Some students might not be able to answer questions. Observe these students. While the rest of the class is answering questions, go up to these students and help them understand the questions. Help clarify the concept to these students.</p>
15 Minutes	<p>Closing/Review</p> <p>Distribute the worksheet and ask students to fill them individually.</p> <p>Discuss it after all students have filled it.</p>
1 Minute	<p>Homework/Assignment</p> <p>Read chapter 1 – Globe and Maps once again.</p>

Unit 2 – Land and People

Unit Overview

In this unit, students will learn about different land features and people's ways of living in those landforms. It discusses how human activities affect the natural environments and which natural phenomena change the shape of the land.

Model Answers

Exercise A

- 1- The lifestyle of different people is different in different regions because it depends on the environment in which they live. For example, the life of people who live in plains is totally different from the people who live in deserts.
- 2- Human population and human activities like transportation, information technology might destroy the natural environment severely.
- 3- Forests (trees) give us oxygen, keep the temperature of the region down and provides natural habitat for wild life.
- 4- Dams are constructed to store large amounts of water. This water is used for several purposes such as domestic use, irrigation and electricity generation. Dams are also constructed to stop floods. On the other hand, dams damage the natural environment. Dams destroy many physical features that are vital for many habitats are destroyed. Due to high concrete walls of the dams, the migration of fish is disturbed. A lot of fish die while passing through the floodgates and turbines of the dam.
- 5- When the wind blows, it erodes the soft rock and deposits it to another place. This way, it forms certain landforms such as inselbergs, desert pavements and desert dunes.
- 6- The landform changes affect people's lives in various ways. The fertility of soil is increased by the sediments that are brought by the river water. The people living in hilly areas migrate from one place to another due to heavy rains. Landforms created by glaciers attract tourists and the local generate income through tourism.

Exercise B

Fill in the blanks

- 1- Population
- 2- 31%
- 3- High level to down.
- 4- Fertile
- 5- Water

Exercise C

Match the columns below:

- 1- Winds cause Inselbergs, desert pavements
- 2- Rivers cause V-shaped valleys and waterfalls
- 3- Glaciers cause U-shaped valleys, pyramidal peaks

- 4- Deforestation causes loss of natural habitats

Exercise D

Name any four natural elements that are affected by human activities

- 1- Forests
- 2- Rivers
- 3- Plains
- 4- Weather

Lesson Plan 7

Subject: Social Studies	Grade: 4	Term: 1st
Week: 4	Unit: 2	Unit Title: Land and People
LP: 7	Textbook Page/s: 13	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- Compare the land features and people’s ways of living there

Prior Knowledge of Students

- Students must know something natural resources, land and people

Teaching Aids/Materials/Resources

- Pictures of people in desert, plains, valleys, mountains
- Natural resources like rain, streams, coal, sunlight, minerals, etc.
- Tablets

(This plan includes ICT incorporation.)

Time Frame (40 Minutes)	Proceedings
5 Minutes	<p>Opening/Motivation/Warm-up</p> <p>Greet students cheerfully with عليكم السلام [Note: Always remember to say الرحيم الرحمن الله بسمه 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 students how they are doing.</p>
30 Minutes	<p>Lesson Structure</p> <p>Show students the pictures of natural resources and ask if they know what purpose does each resource serve. Ask them how natural resources help mankind. Then connect natural resources with natural environment (wind, water, forests, sunlight) and how they help human beings to survive. Unpack the term natural environments with the students.</p> <p>After this, direct the discussion to how humans live in different areas, for example, how do people live in deserts? How do they live on plains, mountains, etc. What transportation do they use? Do they face any hardships? Which, and how do they overcome them?</p> <p>Task: In groups, ask students to discuss what hardship do people living in different environments like plains, deserts, valleys, extreme cold weather, tropics, etc. face and how do they overcome these hardships? Assign each group one region, for</p>

	<p>example group 1 can be assigned ‘plains’. Group 2 can be assigned ‘deserts’. Group 3 can be assigned valleys and so on.</p> <p>Tell students that they will present their ideas to the class. Encourage students to use encyclopaedias and reference books. If need be, take students to the computer lab to look for information or give them tablets for research. (20 mins)</p> <p>Presentation: Ask each group to come in front of the class and present their finding to the entire class. (10 mins)</p> <p>Differentiated Learning: Some students might be shy and hesitant in speaking in front of the class. Encourage them to speak and present their research. Some students might not have understood the scope and purpose of the assignment. Explain them again while others are busy doing their research.</p>
4 Minutes	<p>Closing/Review Ask students what they think about the lives of those living in difficult natural environments such as mountains, snowy regions. How is their life blessed?</p>
4 Minutes	<p>Classwork/Assessment Ask students to read page 13 – Introduction to Land and People individually.</p>
2 Minutes	<p>Homework/Assignment Read page 13 once again from home.</p>

Lesson Plan 8

Subject: Social Studies

Grade: 4

Term: 1st

Week: 4

Unit: 2

Unit Title: Land and People

LP: 8

Textbook Page/s: 13

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

-How humans activities affect the natural environment

Prior Knowledge of Students


- Students should know about different natural environments as discussed in the last lesson, and how they affect humans.

Teaching Aids/Materials/Resources

-Pictures of different natural environments used in last lesson.

-Reference books from library

This lesson plan involves ICT integration

Time Frame (40 Minutes)	Proceedings
5 Minutes	Opening/Motivation/Warm-up Greet students cheerfully with عليكم السلام [Note: Always remember to say الرحيم الرحمن الله بسمه 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 students how they are doing.
25 Minutes	Lesson Structure/Core Activities/Presentation Ask students what they understand by the term natural environments. Discuss the term in relationship to the activity they did in the last lesson. Next ask them how humans have benefitted from the natural environment. Next, ask how humans are destroying the natural environment. Make a mind map on the board and write how humans are harming their natural environment around it. Write feedback given by students around it. <div data-bbox="386 1570 961 1833" style="text-align: center; margin-top: 20px;">  <p>How humans are harming their natural environments?</p> </div>

	<p>Task: Make groups, distribute reference books and ask each group to do research on how humans are harming their natural environments. Ask groups to also look if the harm can be undone or not. Assign one group to research on how technology has proved to be harmful for natural environment. Take students to the computer lab so they can do their research.</p> <p>Presentation: Now ask each group to present their finding to the entire class. Encourage their classmates to ask them questions.</p> <p>Differentiated Learning: Some students might be shy in presenting their ideas to the class. Encourage them to speak up. Encourage them to answer their classmates’ questions and appreciate their efforts. If any student is confused about the assignment, explain it to them again. Ensure that every student is engaged in research and participates in class presentation.</p>
4 Minutes	<p>Closing/Review Ask students what they can do to save natural environments from being destroyed? Take their feedback and write it on the board.</p>
4 Minutes	<p>Classwork/Assessment Ask students to read pages 13-14 of chapter 2 – Land and People individually.</p>
2 Minutes	<p>Homework/Assignment Read pages 13-14 of chapter 2 and review the presentations given in the class.</p>

Lesson Plan 9

Subject: Social Studies	Grade: 4	Term: 1st
Week: 5	Unit: 2	Unit Title: Land and People
LP: 9	Textbook Page/s:	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

- explain how human activities affect the natural environment

Prior Knowledge of Students

- Students know how humans are harming the natural environments around the globe.

Teaching Aids/Materials/Resources

- Pictures of deforestation
- Reference books from library (on deforestation)
- Exit slips

Time Frame (40 Minutes)	Proceedings
5 Minutes	<p>Opening/Motivation/Warm-up</p> <p>Greet students cheerfully with عليكم السلام [Note: Always remember to say الرحيم 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 students how they are doing.</p> <p>Stick pictures of deforestation on the board and ask students to describe it.</p>
25 Minutes	<p>Lesson Structure</p> <p>Discussion: Ask students to unpack the term deforestation. Define what happens in deforestation and why plants are important for living beings.</p> <p>Draw a mind map and write their feedback around it. Discuss why is deforestation rampant around the world? Discuss its harmful effects on humans as well as wild life.</p> <p>Activity 1: Divide the class into groups and ask each group to list the harmful effects of deforestation. (10 mins)</p> <p>Presentation: Then invite each group in front of the class and discuss their findings. Encourage students to use reference books for their research. (10 mins)</p> <p>Activity 2: Ask students to think of some ways they can stop deforestation. Encourage them to think of ways humans can facilitate wild life and help it flourish. Make a mind map and write their feedback around it. (5 mins)</p>

	<p>Differentiated Learning: Some students might not be participating actively in the research process. Encourage them to look for information and discuss ideas. Show them how to look for information. Encourage them to present their information in front of the class.</p>
4 Minutes	<p>Closing/Review Ask students to answer this question on the exit slips: -How can you, as an individual, help curb deforestation in Pakistan?</p>
4 Minutes	<p>Classwork/Assessment In groups, ask students to read 'Deforestation' on page 14 and discuss what's written in it.</p>
2 Minutes	<p>Homework/Assignment Read Deforestation given on page 14 of the textbook.</p>

Lesson Plan 10

Subject: Social Studies	Grade: 4	Term: 1st
Week: 5	Unit: 2	Unit Title: Land and People
LP: 10	Textbook Page/s: 14-15	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

-Explain how human activities affect the natural environment

Prior Knowledge of Students

- Students should know how human beings are damaging different natural environments as studied in previous lessons.

Teaching Aids/Materials/Resources

-Pictures of different dams around the world

-Exit slips

Time Frame (40 Minutes)	Proceedings
5 Minutes	<p>Opening/Motivation/Warm-up</p> <p>Greet students cheerfully with عليكم السلام [Note: Always remember to say الرحيم الرحمن الله بسمه 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 students how they are doing.</p> <p>Stick pictures of dam on the board and ask students if they know what it is and the purpose.</p>
15 Minutes	<p>Lesson Structure</p> <p>Take different answers from the students. Explain them that pictures are of different dams around the world. Discuss the purpose of dams and why they are built. Ask students if they can think of any cons of building a dam?</p> <p>Discuss why floods occur in the absence of dams and how dams can help a nation generate electricity. (10 mins)</p> <p>Activity 1: Ask students to open their textbooks on pages 14-15 and read up on dams. Ask them their opinion on the importance of dams. (5 mins)</p> <p>Differentiated Learning:</p>

	Some students might find it difficult to understand the concept of dams. Use the pictures to explain them the concept once again.
15 Minutes	<p>Class Assessment: Provide students the following information sheet about dams. Ask them to read it in pairs and discuss the importance of dams for human begins. Ask them to highlight how marine life suffers because of dams.</p> <p>Dams Information Sheet A dam is a structure that blocks the flow of water. Often a dam is built to control a river. Beavers are nature’s best dam builders. They use mud, sticks, and stones to block the flow of a river. Building a dam provides the beaver with a pond. People, however, build dams out of concrete. The water from man-made dams is held in a lake called a reservoir. The reservoir holds or reserves the water. Dams have many different purposes. Some dams move water into canals or pipelines. Other dams use the energy of the falling water to make electricity. Dams also hold water for crop irrigation, flood control, and to provide water for cities. Dams that control floods release water slowly into rivers. A reservoir holds the extra water until it is released. A spillway is the part of the dam that lets extra water go around the dam. The spillway helps protect the dam from collapsing or falling down. Dams are useful, but they also have harmful effects. Dams change the ecology of the area in which they are built. Fish are affected because a dam changes the temperature of the water. The water that is released from the dam comes from the bottom of the river where the water is much colder. In addition, dams make river water slow down. This often stops healthy organic material from getting to the soil. The organic material settles on the bottom of the reservoir instead. Dams also affect animals that live in and near the water, often destroying their homes.</p>
4 Minutes	<p>Closing/Review Ask students their opinion if dams should be built or not. Ask them to elaborate their answers. Give them exit slips to write their answers.</p>
1 Minute	<p>Homework/Assignment Reads pages 14-15 of the textbook on dams.</p>

Lesson Plan 11

Subject: Social Studies	Grade: 4	Term: 1st
Week: 6	Unit: 2	Unit Title: Land and People
LP: 11	Textbook Page/s: 15	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

-How natural phenomena change the shape of land.

Prior Knowledge of Students

- Students should know a bit about how humans are destroying natural environment based on previous lessons.

Teaching Aids/Materials/Resources

-Pictures of v-shaped valleys, u-shaped rivers.

Time Frame (40 Minutes)	Proceedings
5 Minutes	<p>Opening/Motivation/Warm-up Greet students cheerfully with عليكم السلام [Note: Always remember to say الرحيم 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 students how they are doing.</p>
25 Minutes	<p>Lesson Structure Discussion: Ask students if they know the meaning of the word ‘landforms’. Take their opinions. Then unpack this term and explain what it means using the pictures of v-shaped valleys and u-shaped rivers. Explain to students how rivers shape the landscape. Use words like sediments and erosion and explain their meanings. (15 mins)</p> <p>Activity 1: Ask students to read page 15 information about effects of natural factors on landforms –rivers individually. (5 mins)</p> <p>Discussion: Once done, ask questions like: -How does a river shape landscape? -What is an oxbow lake? How is it formed? -How are fertile lands formed?</p> <p>Differentiated Learning: Some students might find it difficult to understand how running water changes landscape. Notice which students are not answering. Encourage them to reply. Explain them the concepts again if they are unable to answer.</p>

4 Minutes	Closing/Review Distribute exit slips and ask students to answer the following questions: -Meaning of erosion is _____. -How is an oxbow lake formed? -How is a v-shaped valley formed?
4 Minutes	Classwork/Assessment Ask students to exchange their exit slip with their pairs and check their answers. Encourage them to discuss their individual answers.
2 Minutes	Homework/Assignment Read Page 15 – Effects of natural factors on landforms again.

Lesson Plan 12

Subject: Social Studies	Grade: 4	Term: 1st
Week: 6	Unit: 2	Unit Title: Land and People
LP: 12	Textbook Page/s: 15-16	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

-Explain how natural phenomena change the shape of the land

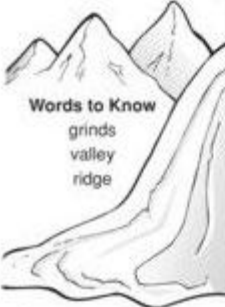
Prior Knowledge of Students

- Students should the meaning of landscape and should be able to recall how rivers change the landscape.

Teaching Aids/Materials/Resources

-Pictures of different glaciers, sand dunes, desert pavements, hanging valleys, pyramidal peaks.

Time Frame (40 Minutes)	Proceedings
5 Minutes	<p>Opening/Motivation/Warm-up Greet students cheerfully with عليكم السلام [Note: Always remember to say الرحيم 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 students how they are doing.</p>
20 Minutes	<p>Lesson Structure Stick the pictures of glaciers, sand dunes and desert pavements on the board and ask students if they can tell how these can change the landscape. Take their answers and appreciate them. Then explain how glaciers and wind can change the landscape. Explain them the meanings of terms like pyramidal peaks and hanging valleys. Use pictures to explain these terms.</p> <p>Task 1: Once explained, ask students to read pages 15-16 Glaciers and Winds individually. Then ask them the following questions to assess their understanding: How do glaciers change the landscape? How are sand dunes formed? How are pyramidal peaks formed?</p> <p>Differentiated Learning: Some students might find it difficult to understand how glaciers and winds change landscape. Notice which students aren't answering, then explain the concept again to them.</p>

<p>10 Minutes</p>	<p>Classwork Distribute the following worksheet and in pairs ask students to read and fill it.</p> <div data-bbox="402 394 1026 1150" style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;">What are some things that can change the earth?</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 30%;">  <p>Words to Know grinds valley ridge</p> </div> <div style="width: 65%;"> <p style="text-align: center;">River of Ice</p> <p>Picture a mountain where it is so cold, the snow never melts. Year after year, the snow piles up and gets packed into ice. The ice might become thousands of feet thick! When the ice gets very heavy, it slowly starts to move down the mountain. It becomes a glacier.</p> <p>A glacier might move only 12 inches a day, but it can change the earth in big ways. A glacier cuts through a mountain and makes a valley. It picks up rocks and soil. It grinds them into small pieces as it moves. When the glacier gets to warmer ground, it melts into rivers or lakes. It leaves the rocks and soil behind in hills and ridges.</p> </div> </div> <div style="margin-top: 10px;"> <p>1. Look back in the passage. Underline the words that tell how fast a glacier might move.</p> <p>2. Complete each sentence with a word below. (Hint: You will not use one of the words.)</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 5px 0;"> ridges grind valley melt weight </div> <p>a. Glaciers _____ rocks when they move down mountains. b. The _____ of the ice and snow pulls them down the mountain. c. Some rivers and lakes are made when glaciers _____ d. Glaciers might leave _____ of broken rocks.</p> <p>3. Think about the passage. What is one way that a glacier might change the earth?</p> <div style="display: flex; align-items: center; margin-top: 10px;"> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; text-align: center; width: 30px; height: 30px; margin-right: 10px;"> Brain Builder </div> <div style="border: 1px solid black; padding: 5px;"> How is a glacier like a river? How is it different? Write your ideas on the back of this sheet. </div> </div> </div> </div>
<p>4 Minutes</p>	<p>Review Once done, discuss the worksheet with the students.</p>
<p>1 Minute</p>	<p>Homework/Assignment Read pages 15-16 glaciers and wind once again.</p>

Lesson Plan 13

Subject: Social Studies	Grade: 4	Term: 1st
Week: 6	Unit: 2	Unit Title: Land and People
LP: 13	Textbook Page/s: 16	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

-Identify how changes on land affect people’s lives

Prior Knowledge of Students

- Students should know how landscapes are formed and how they can change a place.

Teaching Aids/Materials/Resources

-Pictures of different landforms

Time Frame (40 Minutes)	Proceedings
5 Minutes	<p>Opening/Motivation/Warm-up</p> <p>Greet students cheerfully with عليكم السلام [Note: Always remember to say الرحيم 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 students how they are doing.</p>
25 Minutes	<p>Lesson Structure</p> <p>Stick the pictures on the board and ask students what they see about the given landscapes. Ask them how could people living in those landscapes can benefit from it.</p> <p>Discuss how wind increases and decreases soil’s fertility. Similarly, discuss what are landslides and why they occur. Next discuss with students why glaciers melt and what happens when they melt. Discuss how people are affected by the melting water of the glacier.</p> <p>Task 1: Ask students to turn to page 16 and read how landscape changes lives of people. Then ask the following questions:</p> <ul style="list-style-type: none"> -How is the fertility of soil increased? -How is the fertility of soil decreased? -Why do people living in hilly areas have to migrate? -What do glaciers provide when they melt? <p>Differentiated Learning:</p> <p>Some students might find it difficult to understand how landforms change lives of people. Notice if they are unable to answer the questions. Then explain them the concept once again.</p>

4 Minutes	Closing/Review Ask students in which landform would they prefer to live and why?
4 Minutes	Classwork/Assessment Ask students to answer this question: A farmer wants to grow crops. Which elements can he find in the landform that would help his crops to grow? List the elements. Encourage students to discuss this question in pairs and then answer it.
2 Minutes	Homework/Assignment Read page 16 on chapter 2 once again.

Lesson Plan 14

Subject: Social Studies	Grade: 4	Term: 1st
Week: 7	Unit: 2	Unit Title: Land and People
LP: 14	Textbook Page/s: 17-18	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

-Answer questions about the topic successfully.

Prior Knowledge of Students

- Students be able to successfully recall all they have learnt in chapter 2

Teaching Aids/Materials/Resources

-Textbook

Time Frame (40 Minutes)	Proceedings
4 Minutes	<p>Opening/Motivation/Warm-up</p> <p>Greet students cheerfully with عليكم السلام [Note: Always remember to say الرحيم الرحيم الحمد لله after finishing it and encourage the students to do the same, too.]</p> <p>Ask students how they are doing.</p> <p>Ask if they have any question about chapter 2 in their minds. Answer those questions.</p>
20 Minutes	<p>Lesson Structure</p> <p>In pairs, ask students to review Exercises A, B, C and D. Give them 10 mins.</p> <p>Discussion: Ask students to answer questions in the four exercises. Tweak their understanding if and when required.</p> <p>Task: Ask students to solve exercises in their notebooks. (10 mins)</p> <p>Differentiated Learning: Some students might not be able to answer questions. Observe these students. While the rest of the class is answering questions, go up to these students and help them understand the questions. Help clarify the concept to these students.</p>
15 Minutes	<p>Closing/Review</p> <p>Distribute the worksheet and ask students to fill them individually.</p> <p>Discuss it after all students have filled it.</p>
1 Minute	<p>Homework/Assignment</p> <p>Read chapter 2 – Land and People once again.</p>

Unit 3 – Landforms of Pakistan

Unit Overview

In this unit, the students will learn about different landforms found in Pakistan such as mountains, plateaus, plains and deserts. Each landform has been discussed in detail in this chapter.

Model Answers

Exercise A

Q - Answer the following questions.

- 1- Landforms are natural features on the surface of Earth. The major landforms in Pakistan include: Mountains, Plateaus, Plains, Deserts, Delta.
- 2- Mountain is a landform that rises high above its surroundings, greater than 2000 feet (600 meters) from the Earth's surface. A group of mountains is called a range. A group of mountain ranges with similarity in form and structure is called a mountain belt.
- 3- Plateau is an area of raised land that is flat on top. For example, Balochistan plateau and Potohar plateau. Delta is an area of low, flat land, where a river divides into several smaller rivers before flowing into the sea. For example, Indus River Delta.
- 4- A desert is a dry, hot land with almost no rainfall, water, trees or plants. Deserts receive very little rainfall and have large tracts of barren wastelands, with the formation of dunes sometimes rising to 150 meters above ground level. There are four deserts in Pakistan: Thar, Cholistan, Thal and Kharan.
- 5- Similarities between plateau and plain:
 - a- Both have flat surfacesDifferences between plateau and plain:
 - a- Plateau is a raised flat land while plain is not raised.

Exercise B

Q - Fill in the blanks.

- 1- K2
- 2- Mountain belt
- 3- Pakistan
- 4- Indus plain area
- 5- Delta
- 6- Allah, care

7- Thar

Exercise C

Q- Match the columns below:

- 1- Mountain – 600 meters
- 2- Indus River Delta – 41,400 square kilometres
- 3- K2 – 8,611 metres
- 4- Thar desert – the world’s 17th largest desert
- 5- Balochistan plateau – 900 metres

Exercise D

Q- Write the names of the following landforms

- 1- Delta
- 2- Indus Plain
- 3- Desert
- 4- Plateau
- 5- K2

Lesson Plan 15

Subject: Social Studies

Grade: 4

Term: 1st

Week: 8

Unit: 3

Unit Title: Landforms of
Pakistan

LP: 15

Textbook Page/s: 20

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

-define the term landforms and give examples

Prior Knowledge of Students

- Students should know something about landforms as they have studied them in the previous chapter

Teaching Aids/Materials/Resources

-Pictures of different landforms

Time Frame (40 Minutes)	Proceedings
5 Minutes	<p>Opening/Motivation/Warm-up</p> <p>Greet students cheerfully with عليكم السلام [Note: Always remember to say الرحيم الرحمن الله بسمه 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 students how they are doing.</p>
25 Minutes	<p>Lesson Structure</p> <p>Discussion: Ask students what do they know about landforms? Encourage them to give examples as they have studied about landforms in the last lessons. Now ask students about the natural resources they think are available in Pakistan. List them on the board and discuss its uses.</p> <p>Talk about the geographical features of Pakistan and how our country is blessed with natural resources.</p> <p>Task: In pairs, encourage students to discuss the following question and write its answer. Ask them to draw a picture to illustrate their answer.</p> <p>Q – How can Pakistan make best use of its natural resources? Illustrate your answer.</p> <p>Encourage students to work in pairs or groups, if they want.</p>

	<p>Presentation: Now invite each pair/group to present their answer to the entire class. Appreciate each presentation and illustration.</p> <p>Differentiated Learning: Some students might not have understood the question clearly. While others are busy with their work, explain such students the question once again and encourage them to write their own opinion as answers.</p>
4 Minutes	<p>Closing/Review Ask students if they think Pakistan is actually making the best use of its resources. Encourage them to give reasons for their answer.</p>
4 Minutes	<p>Classwork/Assessment In pairs, ask students to read page 20 of chapter 3 – Landforms of Pakistan and discuss the first two paragraphs given on the page.</p>
2 Minutes	<p>Homework/Assignment Read page 20 of chapter 3 once again.</p>

Lesson Plan 16

Subject: Social Studies

Grade: 4

Term: 1st

Week: 8

Unit: 3

Unit Title: Landforms of Pakistan

LP: 16

Textbook Page/s:20-21

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

-Identify the major landforms of Pakistan



Prior Knowledge of Students

- Students should know a bit about the landforms of Pakistan like mountains, valleys and plateaus as they have done this in previous chapters

Teaching Aids/Materials/Resources

-Pictures of all famous mountain ranges of Pakistan

Time Frame (40 Minutes)	Proceedings
5 Minutes	<p>Opening/Motivation/Warm-up</p> <p>Greet students cheerfully with عليكم السلام [Note: Always remember to say الرحيم الرحمن الله بسمه 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 students how they are doing.</p>
30 Minutes	<p>Lesson Structure</p> <p>Ask students if they know which the most famous mountain range in Pakistan. Take their answers. Appreciate correct answers.</p> <p>Discussion: Now stick pictures of Karakoram Range, Hindu Kush and K2 on the board and tell students about these famous ranges in Pakistan. Discuss how mountain ranges are formed, how they are snow-capped and difficult to climb. Discuss about the people who have climbed these ranges.</p> <p>Now, discuss with students how is a mountain range formed, and how is mountain belt formed. (10 mins)</p> <p>Task: Ask students to read 'Mountains' part on page 20 and 21 for further clarity. Now, distribute the attached worksheet and in pairs, ask students to read it and make questions from it to ask their partner.</p>

	<div style="border: 1px solid black; padding: 10px;"> <div style="display: flex; justify-content: space-between; align-items: center;">  Mountains </div> <p>Mountains are larger than hills, usually more than 600 metres high. They can be found all over the world. Some mountains stand on their own, whereas other mountains join together forming a mountain range.</p> <p>20% of the Earth's surface is covered by mountains. They are made up of Earth and rock material.</p> <p>Mountains are formed by violent movements of the Earth's crust or by volcanic eruptions. Fold mountains are the most common type of mountains and are created by the collision of two plates. This causes the Earth's crust to fold. The Himalayas of Asia and the Alps in Europe are examples of fold mountains.</p> <p>The air temperature drops 1 or 2 degrees Celsius for each 300 metres of altitude. Trees cannot grow at such high altitudes because of the cold, dry conditions. Needleaf trees are one of the many few types that can grow in these conditions.</p> <p>The first 50 of the world's highest mountains are in Asia. Mountains usually have steep sloping sides, peaks and ridges. The very top of a mountain is called the summit. Steep valleys between mountains are called gorges.</p> <p>Most mountains we know about rise high above the ground, but mountains also exist under the oceans. The largest range of mountains are under the Atlantic Ocean, called the Mid Atlantic ridge. It is over 46,000 miles long, winding from the Arctic Ocean around Africa, Asia and Australia to North America. The longest mountain range on land is the Andes Mountains in South America. It is 4,700 miles long, making the Mid Atlantic ridge almost 10 times longer.</p> <p>Did You Know ?</p> <ul style="list-style-type: none"> • The tallest mountain in the world is Mount Everest and is 8,848 metres above sea level. • The tallest mountain in the Solar System is Olympus Mons. It has a height of 21,171 metres and is found on the planet Mars. • Popular recreational activities on mountains include rock climbing, skiing, snowboarding, backpacking and hiking.  <p style="text-align: center; font-size: small;">Mount Everest</p> </div> <p>Once done, discuss the questions they formed and the answers their partner provided. (20 mins)</p> <p>Differentiated Learning: Some students might find it difficult to understand the content mentioned in the worksheet. While others are busy working, help these students understand the content and facilitate them in forming questions for their partners. Encourage these students to tell the questions they formed to the entire class.</p>
<p>4 Minutes</p>	<p>Classwork Ask students which questions they liked the best and why.</p>
<p>2 Minutes</p>	<p>Homework/Assignment Read pages 20-21 of chapter 3 Landforms of Pakistan once again.</p>

Lesson Plan 17

Subject: Social Studies

Grade: 4

Term: 1st

Week: 9

Unit: 3

Unit Title: Landforms of
Pakistan

LP: 17

Textbook Page/s:21

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

-Identify the major landforms of Pakistan

Prior Knowledge of Students







- Students should know about the main landforms in Pakistan as studied in the previous chapters

Teaching Aids/Materials/Resources

-Textbook

-Pictures of Balochistan plateau and Potohar plateau

Time Frame (40 Minutes)	Proceedings
5 Minutes	<p>Opening/Motivation/Warm-up</p> <p>Greet students cheerfully with عليكم السلام [Note: Always remember to say الرحيم الرحمن الله بسمه 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 students how they are doing.</p>
27 Minutes	<p>Lesson Structure</p> <p>Discussion: Ask students if they what is a plateau? Take different answers from the students. Appreciate their answers and then explain them what is a plateau. Use pictures of Potohar and Balochistan plateaus to explain them what it looks like and how life survives on it.</p> <p>Then, start talking about Balochistan plateau specifically. Explain its features and discuss about the minerals that are found around it.</p> <p>Then, move on to Potohar plateau. Talk about is features and discuss the minerals that are found around it. Use pictures of the plateaus to help students understand better.</p> <p>Task 1: Now ask students to open page 21 of their textbooks and read information given about Balochistan and Potohar plateau there. This needs to be an individual task.</p>

	<p>Discussion: Once done, ask students what they have understood about the plateaus. Then distribute the worksheet given below and ask students to fill it up in pairs:</p> <p style="text-align: center;">Label each picture with a word from the box.</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 10px auto; width: fit-content;"> island - mountain - plain - plateau -valley- hill </div> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 10px;"> <div style="text-align: center;">  <input style="width: 100px; height: 20px; margin-top: 5px;" type="text"/> </div> <div style="text-align: center;">  <input style="width: 100px; height: 20px; margin-top: 5px;" type="text"/> </div> <div style="text-align: center;">  <input style="width: 100px; height: 20px; margin-top: 5px;" type="text"/> </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 10px;"> <div style="text-align: center;">  <input style="width: 100px; height: 20px; margin-top: 5px;" type="text"/> </div> <div style="text-align: center;">  <input style="width: 100px; height: 20px; margin-top: 5px;" type="text"/> </div> <div style="text-align: center;">  <input style="width: 100px; height: 20px; margin-top: 5px;" type="text"/> </div> </div> <p>Differentiated Learning: Some students might find it difficult to understand the concept of plateaus. While others are solving the worksheet, help struggling students understand the concept of plateaus again. Use pictures to explain.</p>
<p>4 Minutes</p>	<p>Closing/Review</p> <p>Discuss the worksheet once all students have completed it individually.</p>
<p>2 Minutes</p>	<p>Classwork/Assessment</p> <p>Students can exchange their worksheets and see how their classmates' answers.</p>
<p>2 Minutes</p>	<p>Homework/Assignment</p> <p>Read page 21 information about Balochistan and Potohar plateaus again</p>

Lesson Plan 18

Subject: Social Studies

Grade: 4

Term: 1st

Week: 9

Unit: 3

Unit Title: Landforms of
Pakistan

LP: 18

Textbook Page/s: 22

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

Prior Knowledge of Students

- Identify the major landforms of Pakistan

Teaching Aids/Materials/Resources

- Pictures of Indus plain

- Chart papers

Time Frame (40 Minutes)	Proceedings
5 Minutes	<p>Opening/Motivation/Warm-up Greet students cheerfully with السلام عليكم [Note: Always remember to say الرحيم الرحمن الله بسمه 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 students how they are doing.</p>
25 Minutes	<p>Lesson Structure Discussion: Ask students if they know what are plains? Take answers from different students. Ask them if they have heard about Indus Plain? Stick the pictures of Indus plains on the board and ask them what they see in the pictures. Now, discuss about the Indus plain, its main parts, and the provinces it touches. Discuss the crops that grow on these plains.</p> <p>Now, discuss about the importance of these crops. Discuss how the dearth of any crop can cause problems in the country.</p> <p>Discuss how floods can ruin crops, keeping the floods of 2022 in mind. (15 mins)</p> <p>Task 1: Form groups and distribute the given information sheet to the students. Ask each group to read the information and prepare a small presentation. Give them chart papers to present their work. (10)</p> <p>Information for groups 1 and 2:</p>

	<p>UPPER INDUS PLAIN Located in the northern part of the Indus plain. River Indus and its major tributaries flow here. The Jehlum, Ravi and Sutluj have joined the Chanab at Panjnad to join the Indus River near Mithankot. The average width of the Indus is 1.4 km till Kalabagh and 1.6km at Sukkur</p> <p>LOWER INDUS PLAIN Located in the southern part of the Indus plain. The River Indus flows alone. River Indus flows into the Arabian Sea south of Thatta through its distributaries which flow across the delta Width of the River Indus is 1.6km</p> <p>Information for groups 3 and 4:</p> <p style="text-align: center;">Cities in Lower Indus Plain</p> <ul style="list-style-type: none"> • Karachi and Hyderabad are the biggest cities of the lower Indus Plain. • Urban areas has dense population. • Rural area is less populated. • Great contrast can be seen here between the difference of rich and poor or Urban and rural area. <p>Differentiated Learning: Some students might not be participating in the group activity much. Encourage them to give their input and feedback in the group and encourage them to present their finding in front of the class.</p>
<p>4 Minutes</p>	<p>Closing/Review Invite each group to quickly share their findings/research with the class.</p>
<p>4 Minutes</p>	<p>Classwork/Assessment Ask students to read page 22 of their textbook –chapter 3 individually.</p>
<p>2 Minutes</p>	<p>Homework/Assignment Read page 22 of chapter 3 once again.</p>

Lesson Plan 19

Subject: Social Studies

Grade: 4

Term: 1st

Week: 10

Unit:3

Unit Title: Landforms of
Pakistan

LP: 19

Textbook Page/s: 22-23

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

-Identify the major landforms of Pakistan

Prior Knowledge of Students

- Students should know about the landforms of Pakistan like plains and plateaus as discussed in the previous classes

Teaching Aids/Materials/Resources

-Pictures of Thar, Cholistan, Thal and Kharan deserts. Use pictures of people surviving in deserts.

Time Frame (40 Minutes)	Proceedings
5 Minutes	<p>Opening/Motivation/Warm-up</p> <p>Greet students cheerfully with عليكم السلام [Note: Always remember to say الرحيم بسمه الرحمن الله 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 students how they are doing.</p>
25 Minutes	<p>Lesson Structure</p> <p>Discussion: Ask students if they know what is a desert. Discuss the main features of a desert and talk about how people in deserts survive. Use pictures to explain the life in deserts. Discuss how deserts receive very little rainfall and how many deserts does Pakistan have. Ask students if they know anything about the four main deserts of Pakistan. Mention the deserts to the students.</p> <p>Then talk about Thar desert specifically.</p> <p>Task 1: At this stage, ask students to open their textbooks to page 23 and read the information given about the deserts, especially Thar desert.</p> <p>Discussion: Once students have read, ask them the following questions:</p> <ul style="list-style-type: none"> -Which is the largest desert of Pakistan? -Where is it located? -What is the area of Thar desert? <p>Next move on to Delta. Ask students if they know what is a delta? If they are unable to answer, explain them what is a delta and its features. Use pictures of a</p>

	<p>delta to support your explanation. Then, ask them if there could be any delta in Pakistan? Introduce the Indus River Delta to the students and discuss its features.</p> <p>Task 2: Ask students to read about Indus River Delta from their textbooks.</p> <p>Differentiated Learning: Some students might find it difficult to understand the concept of deserts and delta. While others are busy reading, explain it once again to them using pictures of the two landforms. Point to the feature of each landform on the picture so students understand it. Encourage them to ask you questions so they gain clarity of the concept.</p>
2 Minutes	<p>Closing/Review</p> <p>Encourage students to ask you any questions about the two landforms.</p>
4 Minutes	<p>Classwork/Assessment</p> <p>Ask students to quickly attempt the following questions individually.</p> <ul style="list-style-type: none"> -What are the main features of Thar desert? -In your opinion, would the soil in a delta be fertile? Give reasons for your answer. -Can you list any three occupations that people living in a delta might have?
2 Minutes	<p>Homework/Assignment</p> <p>Read pages 22-23 of chapter 3 – Landforms of Pakistan once again.</p>

Lesson Plan 20

Subject: Social Studies

Grade: 4

Term: 1st

Week: 10

Unit: 3

Unit Title: Landforms of
Pakistan

LP: 20

Textbook Page/s:24-25

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

-Attempt questions related to all types of landforms found in Pakistan

Prior Knowledge of Students

- Students should be able to answer questions related landforms of Pakistan as discussed in the previous lesson.

Teaching Aids/Materials/Resources

-Textbook

Time Frame (40 Minutes)	Proceedings
4 Minutes	<p>Opening/Motivation/Warm-up Greet students cheerfully with عليكم السلام [Note: Always remember to say الرحيم الرحمن الله بسمه 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 students how they are doing. Ask if they have any question about chapter 3 in their minds. Answer those questions.</p>
20 Minutes	<p>Lesson Structure In pairs, ask students to review Exercises A, B, C and D. Give them 10 mins.</p> <p>Discussion: Ask students to answer questions in the four exercises. Tweak their understanding if and when required.</p> <p>Task: Ask students to solve exercises in their notebooks. (10 mins)</p> <p>Differentiated Learning: Some students might not be able to answer questions. Observe these students. While the rest of the class is answering questions, go up to these students and help them understand the questions. Help clarify the concept to these students.</p>
15 Minutes	<p>Closing/Review Distribute the worksheet and ask students to fill them individually. Discuss it after all students have filled it.</p>

1 Minute	Homework/Assignment Read chapter 3 – Landforms of Pakistan once again.
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Unit 4 – Weather and Climate

Unit Overview

In this unit, students will learn about the difference between climate and weather. They learn the types of climates around the world as well as how and why weather changes. They also learn about the impact of changes in weather of a region on the people.

Ways to measure weather condition and factors affecting weather have been discussed in detail.

Model Answers

Exercise A

Q - Answer the following questions.

- 1- Weather is the state of atmosphere such as temperature, air pressure, precipitation or wind at a particular place during a short period of time. Climate, on the other hand, is the long-term average pattern of weather in a particular area.
- 2- There are five types of climate:
 - a- Tropical
 - b- Subtropical
 - c- Temperate
 - d- Polar
 - e- Highland
- 3- Altitude above sea level affects the weather of an area. The temperature is cooler at higher altitudes as compared to lower altitude. Distance from the equator, or latitude, affects the weather as well. The farther away a country is from the equator, the cooler it is.
- 4- Precipitation is water in the form of rain, snow or hail. It is measured using a rain gauge.
- 5- Rain gauge measure precipitation.

Exercise B

Q - Fill in the blanks.

- 1 – Weather
- 2- Climate
- 3- Cooler
- 4- Dry
- 5- Meteorology
- 6- blessings.
- 7- 1 centigrade
- 8- Allah

Exercise C

Q – Write the names of the following weather measuring instruments.

- 1- Thermometer
- 2- Rain gauge
- 3- Anemometer
- 4- Barometer

Lesson Plan 21

Subject: Social Studies

Grade: 4

Term: 1st

Week: 10

Unit: 4

Unit Title: Weather and
Climate

LP: 21

Textbook Page/s:27

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

-Define the term weather.

Prior Knowledge of Students

-Students should have some idea of what is weather. They should have heard the term at least.

Teaching Aids/Materials/Resources

-Pictures of different weather – like cloudy, dusty, sunny and warm weather

Time Frame (40 Minutes)	Proceedings
5 Minutes	<p>Opening/Motivation/Warm-up Greet students cheerfully with عليكم السلام [Note: Always remember to say الرحيم الرحمن الله بسمه 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 students how they are doing.</p>
25 Minutes	<p>Lesson Structure Discussion: Write weather on the board and ask students if they have heard or read this term anywhere? Ask students what they understand by the term weather. Now, discuss the term weather in detail with the students. Explain how weather changes from hour to hour. Explain how are we able to experience different weathers in a week. Explain how sunshine, air pressure and precipitation can change weather quickly.</p> <p>Discuss how we should be thankful to Allah for creating different weather. Mention how the weather feels these days and express that one should be thankful to Allah for such bearable weather conditions.</p> <p>Task: Form different groups. Give each group one weather and ask them to discuss and write four elements of that weather for example, when weather is sunny, people go outdoors, plants grow and days are longer. When weather is cloudy, it might rain, people enjoy the rainfall, plants get water, however too much rain can cause floods too, etc.</p>

	<p>You can give the following weather to the groups in your class:</p> <p>Sunny weather Cloudy Dry weather Moist weather Cold weather</p> <p>Presentation: Once done, ask each group to share their ideas with the entire class. Appreciate their efforts.</p> <p>Differentiated Learning: Encourage each student to participate in the group work and contribute their idea. Encourage every student to participate in the presentation also.</p>
4 Minutes	<p>Closing/Review: Ask the students to quickly review what they have learnt about the weather.</p>
4 Minutes	<p>Classwork/Assessment</p> <p>Ask students to turn to page 27 and read about the weather.</p>
2 Minutes	<p>Homework/Assignment Read page 27 – Weather of chapter 4 once again.</p>

Lesson Plan 22

Subject: Social Studies

Grade: 4

Term: 1st

Week: 11

Unit: 4

Unit Title: Weather and
Climate

LP: 22

Textbook Page/s:27-28

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

-Define the term Climate

Prior Knowledge of Students

- Students should be familiar with the term climate.

-Identify different types of climates

Teaching Aids/Materials/Resources

-Pictures of different climates: For example, Singapore –Tropical, Saudia Arabia – Hot and Dry, Antartica
–Cold, Subtropical climate- Brazile

Time Frame (40 Minutes)	Proceedings
5 Minutes	<p>Opening/Motivation/Warm-up Greet students cheerfully with عليكم السلام [Note: Always remember to say الرحيم 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 students how they are doing.</p>
25 Minutes	<p>Lesson Structure Discussion: Write 'climate' on the whiteboard and ask students what they understand by the term climate and how it is different from weather. Take all their opinions. Then, explain them what is climate and the difference. Elaborate on it keeping in mind all the factors that form climate. Next, ask students how climate affects humans, vegetation, wild life, crops and how it could cause natural disasters. Ask students if they know how many different types of climates exit? Take their opinions and then explain it to them.</p> <p>Do various examples of each type of climate with the students using different pictures of the countries. Make sure that students understand each type of climate and know of some countries that experience the respective climate.</p>

	<p>Discuss how weather in Karachi/Lahore/Islamabad/Quetta/Peshawar changes in a day. Discuss Pakistan’s climate in detail. Discuss we should be thankful to ALLAH for moderate climatic conditions in Pakistan.</p> <p>Differentiated Learning: Some students might not understand the concept of weather and climate and the difference between them. Keep asking questions so you know which students have understood the concept clearly and which ones are still confused. Use pictures to explain them the concept again. You can also encourage their peers to explain them the two concepts.</p>
4 Minutes	<p>Closing/Review Ask the students to quickly recap weather and climate difference and the five general types of climates.</p>
4 Minutes	<p>Classwork/Assessment Ask students to read pages 27-28 climate of chapter 4 individually.</p>
2 Minutes	<p>Homework/Assignment Read pages 27-28 on chapter 4 once again.</p>

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Lesson Plan 23

Subject: Social Studies

Grade: 4

Term: 1st

Week: 11

Unit: 4

Unit Title: Weather and Climate

LP: 23

Textbook Page/s:28-29

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

-Recognize the ways to measure different weather conditions

Prior Knowledge of Students

- Students should know the difference between weather and climate and different types of climates as discussed in previous lessons.

Teaching Aids/Materials/Resources

-Pictures of thermometer, precipitation, anemometer and barometer.

Time Frame (40 Minutes)	Proceedings
5 Minutes	<p>Opening/Motivation/Warm-up</p> <p>Greet students cheerfully with عليكم السلام [Note: Always remember to say الرحيم الرحمن الله بسمه 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 students how they are doing.</p> <p>Ask them if they can quickly recall:</p> <ul style="list-style-type: none"> -What is weather? -What is climate? -What is the difference between climate and weather?
25 Minutes	<p>Lesson Structure/Core Activities/Presentation</p> <p>Discussion: Ask students if they can think of ways, we can measure the weather conditions? Take their opinions. Then explain them there are 4 ways of measuring weather conditions. Discuss each – temperature, precipitation, wind, air pressure – in detail with the students.</p> <p>Discuss the measuring unit of temperature and that it is measured using a thermometer.</p> <p>Explain what is meant by precipitation and how it is measured.</p> <p>Then talk about wind and air pressure. Use pictures of measuring equipment to help students understand how each element is measured.</p>

	<p>NOTE: Stick these pictures of the softboard in the class, so students can continuously see and note the measuring equipment. If possible, show a real-life thermometer and how it measures the temperature.</p> <p>Differentiated Learning: Some students might find it difficult to understand ways of measuring the weather. Ask them different question to gauge their understanding level and then explain accordingly. Use these questions to assess:</p> <ul style="list-style-type: none"> -How is temperature measured? -What is temperature? -What do you understand by precipitation? -What is atmospheric pressure? -What does a barometre do?
4 Minutes	<p>Closing/Review Ask students if they are feeling warm or cold today. Now, ask if they can tell weather on a certain day by what they are feeling? If yes, ask how is it possible? Take different answers and appreciate them.</p>
4 Minutes	<p>Classwork/Assessment Ask students to read page 28 of chapter 4 individually. Encourage them to ask any questions they might have.</p>
2 Minutes	<p>Homework/Assignment Read page 28 of chapter 4 once again.</p>

Lesson Plan 24

Subject: Social Studies	Grade: 4	Term: 1st
Week: 12	Unit: 4	Unit Title: Weather and Climate
LP: 24	Textbook Page/s: 29	Duration: 40 minutes
Teacher:	School:	Date:

Student Learning Outcomes (SLOs)

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

-Explain the factors that affect the weather

Prior Knowledge of Students

- Students should know the difference between weather and climate

Teaching Aids/Materials/Resources

-Pictures of different weather conditions as used in the previous classes

Time Frame (40 Minutes)	Proceedings
5 Minutes	<p>Opening/Motivation/Warm-up</p> <p>Greet students cheerfully with عليكم السلام [Note: Always remember to say الرحيم 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 students how they are doing.</p> <p>Ask them to quickly recall the difference between climate and weather. Appreciate the correct answers. Quickly explain the difference if students are unable to recall.</p>
25 Minutes	<p>Lesson Structure</p> <p>Now, ask the students if they know which factors affect the weather of an area. Encourage them to guess and take their suggestions. Now, write three factors: Distance from oceans, Altitude and Latitude on the board. Ask if they can guess how these factors affect the weather.</p> <p>Now, explain in detail how each factor affects the weather of an area. Take questions from students. Explain how breeze and water from oceans keep the areas near it cooler in summers. Similarly, explain how the distance from equator and height above sea level affects the weather of an area.</p> <p>This explanation might take some time.</p> <p>Use the following video to explain: https://climatekids.nasa.gov/ocean/ https://realonomics.net/how-does-altitude-affect-climate/ https://www.youtube.com/watch?v=cqKZYAmcReQ</p>

	<p>Task: Once done, ask students to open textbooks to page 29 and read about the three factors that affect the weather of an area.</p> <p>Differentiated Learning: Some students might face difficulty in understanding the concepts. Use videos to explain the concept to the struggling students while others are busy reading from the textbook.</p>
4 Minutes	<p>Closing/Review Ask students to quickly review the three factors. Ask questions to assess their understanding: -How is the weather in the countries that are near the equator? -How does altitude affect the weather of an area? -If a country doesn't have a water body near it, how would the weather be of that country?</p>
4 Minutes	<p>Classwork/Assessment Assign students to prepare one question from the three factors individually. Now tell them to ask that question from their pair?</p>
2 Minutes	<p>Homework/Assignment Read page 29 – the factors that affect the weather of a country (three factors) once again.</p>

Lesson Plan 25

Subject: Social Studies

Grade: 4

Term: 1st

Week 12

Unit: 4

Unit Title: Weather and
Climate

LP: 25

Textbook Page/s:29

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

-Identify all the factors that affect the weather

Prior Knowledge of Students

- Students be able to recall the first three factors that affect the weather

Teaching Aids/Materials/Resources

-Pictures of mountains and vegetation

Time Frame (40 Minutes)	Proceedings
5 Minutes	<p>Opening/Motivation/Warm-up</p> <p>Greet students cheerfully with عليكم السلام [Note: Always remember to say الرحيم الرحمن الله بسمه 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 students how they are doing.</p> <p>Ask students to quickly recall which factors affect the weather. If they are unable to do so, do a quick review with them.</p>
25 Minutes	<p>Lesson Structure</p> <p>Stick the pictures of mountains and vegetation and ask students if they think these would affect the weather of an area? Ask them to elaborate their answer. Then, explain students how weather in the mountainous areas is cooler comparatively. Similarly, explain how vegetation helps to keep an area cooler.</p> <p>Take any questions that students might have.</p> <p>Task 1: Ask students to read page 29 – information about vegetation and mountains.</p> <p>Differentiated Learning:</p> <p>Some students might face difficulty in understanding the two concepts. While others are reading, explain the two concepts again to the struggling students. By this time, teachers should have identified the struggling students. Teachers are requested to give more attention to the struggling students.</p>

4 Minutes	Closing/Review Ask students to do a quick review of all the five factors that affect the weather. Teacher’s input should be minimum at this stage.
4 Minutes	Classwork/Assessment Read all five factors that affect the weather given on page 29.
2 Minutes	Homework/Assignment Read page 29 – Factors affecting weather once again.

Lesson Plan 26

Subject: Social Studies

Grade: 4

Term: 1st

Week: 12

Unit: 4

Unit Title: Weather and
Climate

LP: 26

Textbook Page/s: 30

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

-Review chapter 4 – Weather and Climate easily.

Prior Knowledge of Students

- Students should be able to recall chapter 4 successfully.

Teaching Aids/Materials/Resources

-Exit slips

-Coloured markers and pens

Time Frame (40 Minutes)	Proceedings
5 Minutes	<p>Opening/Motivation/Warm-up Greet students cheerfully with عليكم السلام [Note: Always remember to say الرحيم الرحمن الله بسمه 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 students how they are doing.</p>
25 Minutes	<p>Lesson Structure Task: Distribute exit slips to the students and ask them to write three things they have learnt in this chapter. This is an individual task.</p> <p>Activity: Now ask students to stick their exit slip on a board nearby. Next ask all students to read the slips one after the other. They can form a line and move around the room to read the exit slips.</p> <p>Differentiated Learning: Some students might face difficulty in remembering what they learnt in the chapter. Ask them to open their textbook to do a quick recap of the chapter and then fill in the exit slips.</p>
4 Minutes	<p>Closing/Review Ask students if there are any questions related to the chapter.</p>
2 Minutes	Homework/Assignment

	Read chapter 4 once again.
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Lesson Plan 27

Subject: Social Studies

Grade: 4

Term: 1st

Week: 10

Unit: 4

Unit Title: Weather and Climate

LP: 27

Textbook Page/s:31-32

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes (SLOs)

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

-Attempt questions related to weather and climate

Prior Knowledge of Students

- Students should be able to answer questions related to weather and climate of Pakistan as discussed in the previous lesson.

Teaching Aids/Materials/Resources

-Textbook

Time Frame (40 Minutes)	Proceedings
4 Minutes	<p>Opening/Motivation/Warm-up Greet students cheerfully with عليكم السلام [Note: Always remember to say الرحيم الرحمن الله بسمه 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 students how they are doing. Ask if they have any question about chapter 4 in their minds. Answer those questions.</p>
20 Minutes	<p>Lesson Structure In pairs, ask students to review Exercises A, B, C and D. Give them 10 mins.</p> <p>Discussion: Ask students to answer questions in the four exercises. Tweak their understanding if and when required.</p> <p>Task: Ask students to solve exercises in their notebooks. (10 mins)</p> <p>Differentiated Learning: Some students might not be able to answer questions. Observe these students. While the rest of the class is answering questions, go up to these students and help them understand the questions. Help clarify the concept to these students.</p>
15 Minutes	<p>Closing/Review Distribute the worksheet and ask students to fill them individually. Discuss it after all students have filled it.</p>

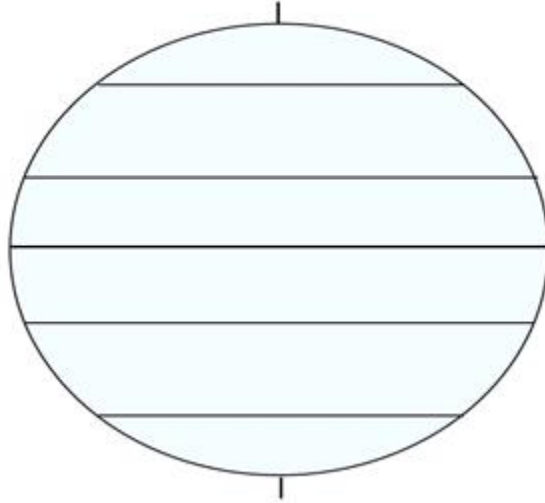
1 Minute	Homework/Assignment Read chapter 4 – Weather and Climate once again.
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Unit 1 – Globe and Maps Worksheets

Worksheet for Lesson Plan 4

Q1- Label the important lines of latitude on the globe given below:

Identify the important Lines of Latitude



Unit 2 – Land and People Worksheets

Worksheet for Lesson Plan 6

Q1- Fill in the given diagram correctly.

LATITUDE OR LONGITUDE?

Draw the boxes into the correct columns

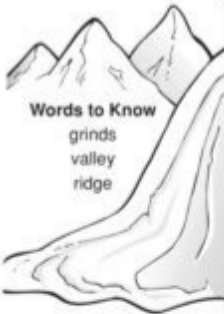
		Lines that run north and south.
		These lines are called parallels.
		Lines extending around the Earth horizontally.
		Measure distance east or west.
		The Equator is at 0° degrees
		The Prime Meridian, in Greenwich, is at 0°
		Lines run east or west.
		These lines are called meridians.
		The lines running vertically around the Earth.
		Measure distance north or south.

Unit 2 – Land and People Worksheets

Worksheet for Lesson plan 12

Q- Fill in the worksheet.

What are some things that can change the earth?



Words to Know

grinds
valley
ridge

River of Ice

Picture a mountain where it is so cold, the snow never melts. Year after year, the snow piles up and gets packed into ice. The ice might become thousands of feet thick! When the ice gets very heavy, it slowly starts to move down the mountain. It becomes a glacier.

A glacier might move only 12 inches a day, but it can change the earth in big ways. A glacier cuts through a mountain and makes a valley. It picks up rocks and soil. It grinds them into small pieces as it moves. When the glacier gets to warmer ground, it melts into rivers or lakes. It leaves the rocks and soil behind in hills and ridges.

1. **Look** back in the passage. **Underline** the words that tell how fast a glacier might move.
2. **Complete** each sentence with a word below. (Hint: You will not use one of the words.)

ridges grind valley melt weight

 - a. Glaciers _____ rocks when they move down mountains.
 - b. The _____ of the ice and snow pulls them down the mountain.
 - c. Some rivers and lakes are made when glaciers _____.
 - d. Glaciers might leave _____ of broken rocks.
3. **Think** about the passage. What is one way that a glacier might change the earth?

**Brain
Builder**

How is a glacier like a river? How is it different? Write your ideas on the back of this sheet.

Unit 3 – Landforms of Pakistan worksheet

Information Sheet for lesson plan 16

Mountains

Mountains are larger than hills, usually more than 600 metres high. They can be found all over the world. Some mountains stand on their own, whereas other mountains join together forming a **mountain range**.

20% of the Earth's surface is covered by mountains. They are made up of Earth and rock material.

Mountains are formed by violent movements of the Earth's crust or by volcanic eruptions. **Fold mountains** are the most common type of mountains and are created by the collision of two plates. This causes the Earth's crust to fold. The Himalayas of Asia and the Alps in Europe are examples of fold mountains.

The air temperature drops 1 or 2 degrees Celsius for each 300 metres of altitude. Trees cannot grow at such high altitudes because of the cold, dry conditions. Needleleaf trees are one of the many few types that can grow in these conditions.

The first 50 of the world's highest mountains are in Asia. Mountains usually have steep sloping sides, peaks and ridges. The very top of a mountain is called the **summit**. Steep valleys between mountains are called **gorges**.

Most mountains we know about rise high above the ground, but mountains also exist under the oceans. The largest range of mountains are under the Atlantic Ocean, called the **Mid Atlantic ridge**. It is over 46,000 miles long, winding from the Arctic Ocean around Africa, Asia and Australia to North America. The longest mountain range on land is the **Andes Mountains** in South America. It is 4,700 miles long, making the Mid Atlantic ridge almost 10 times longer.



Mount Everest

Did You Know ?

- The tallest mountain in the world is **Mount Everest** and is 8,848 metres above sea level.
- The tallest mountain in the Solar System is **Olympus Mons**. It has a height of 21,171 metres and is found on the planet Mars.
- Popular recreational activities on mountains include rock climbing, skiing, snowboarding, backpacking and hiking.

Unit 3 – Landforms of Pakistan worksheet

Worksheet for Lesson Plan 17

Q- Label the pictures using words given in the box

island - mountain - plain - plateau -valley- hill



Unit 3 – Landforms of Pakistan worksheet

Information sheet for Lesson Plan 18

UPPER INDUS PLAIN

Located in the **northern** part of the Indus plain.

River Indus and its **major tributaries** flow here.

The Jehlum, Ravi and Sutluj have joined the Chanab at Panjnad to join the Indus River near Mithankot.

The average width of the Indus is 1.4 km till Kalabagh and 1.6km at Sukkur

LOWER INDUS PLAIN

Located in the **southern** part of the Indus plain.

The River Indus flows **alone**.

River Indus flows into the Arabian Sea south of Thatta through its distributaries which flow which flow across the delta

Width of the River Indus is 1.6km

Cities in Lower Indus Plain

- **Karachi and Hyderabad** are the biggest cities of the lower Indus Plain.
- Urban areas has **dense population**.
- Rural area is **less populated**.
- Great contrast can be seen here between the difference of **rich and poor** or **Urban and rural** area.

Unit – Assessments

Unit 1 – Globe and Maps

Answer the following questions.

Q1 – Name the seven continents in the world. (2)

Q2 – You are looking through a map in the library. Name some elements you are likely to notice on a map? Elaborate on each element. (4)

Q3 – Lines of Latitude and Longitude have other names as well. What are they also called? (2)

Q4 – Lines of Latitude divide the Earth into northern hemisphere and southern hemisphere. What is the total number of parallels and the six important parallels? (2)

Unit 2- Land and People

Answer the following question.

Q1 – What is deforestation? What are its harmful effects on living beings? (2)

Q2 – In your opinion, should we build dams? How would it help our country? (3)

Q3 – How do rivers and glaciers shape the landforms? Explain in detail. (2)

Q4 – How do land changes influence the lives of people? Explain in detail. (3)

Unit 3- Landforms of Pakistan**Answer the following questions.**

Q1- Pakistan is a beautiful country filled with iconic landforms. Name at least 5 important landforms found in Pakistan. (2)

Q2 – What is the difference between a range and a mountain belt? Name a well-known mountain ranges found in Pakistan. How far is it spread? (2)

Q3 – What is a plateau? Do you think Pakistan has any plateaus? Explain in detail. (2)

Q4 – Is Indus plain a fertile area? Why or why not? If yes, then which crops grow there? (2)

Q5- What is the difference between a delta and desert? Explain your answer. (2)

Unit 4- Weather and Climate

Answer the following questions.

Q1- What is the difference between weather and climate? Explain with examples. (3)

Q2- What are the types of climate found in the world? What type of climate does Pakistan have? (2)

Q3 – How do we measure the weather conditions? Explain your answer using names of different instruments. (3)

Q4- Does altitude, latitude and vegetation affect the weather? If yes, then how? (3)

Terminal Examination Paper**First Term**

Q1 – Answer the following short questions. (12)

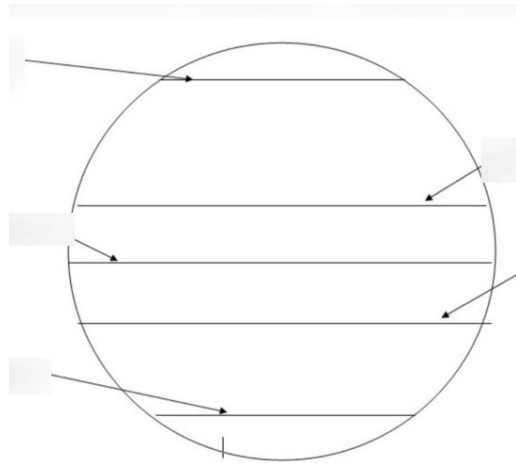
- 1 – What is the Greenwich Meridian? (1)
- 2- What is an equator? (1)
- 3- What are cardinal directions? (1)
- 4- What is a delta? (1)
- 5- What is the name of weather department of Pakistan? (1)
- 6- What is the 5th largest delta system? (1)
- 7- Where are Cholistan desert and Thal desert located? (2)
- 8- What is a mountain belt? (1)
- 9- Where is the largest glacier situated and what is it called? (2)
- 10- What is GMT? (1)

Q2- Answer the following questions in detail. (20)

- 1- Imagine you visiting the province of Punjab. Which side of the plain includes the province of Punjab? What are you likely to see there? Explain in detail. (3)
- 2- What are the main landforms of Pakistan? List them and explain any two in detail. (5)
- 3- How do the winds change the landform? Which features are formed by the winds? (3)
- 4- Suppose there is a lot of soil erosion. How would it affect the lives of people? (2)
- 5- On your birthday, a distant cousin gifts you a rain gauge. What would you do with it? (2)
- 6- How is the climate of Pakistan? Why do you think so? (2)
- 7- If an area is closer to the ocean, how would it affect its weather? And if it far, (2)
- 8- then how would it affect its weather? (3)

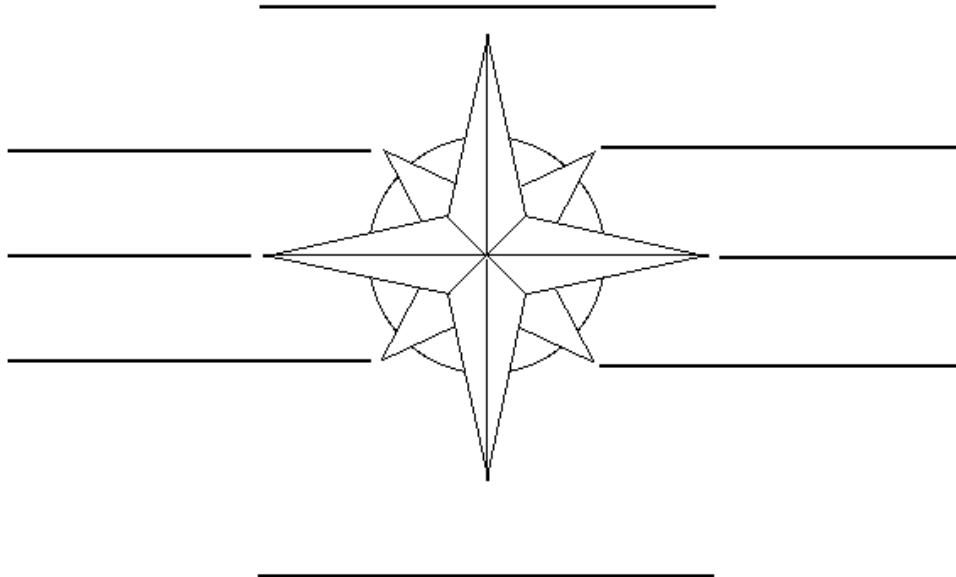
Q3 – Fill in the blanks with the correct answers.**(10)**

- 1- Meteorology studies the changes in _____ on a _____ basis in a _____ place. (3)
- 2- Scientists who study meteorology are called _____. (1)
- 3- An _____ is used to measure the wind speed. (1)
- 4- _____ is water in the form of rain, snow or hail. (1)
- 5- Balochistan plateau is in the west of _____ and _____ ranges. (2)
- 6- The forests cover approximately _____ of the land area. (1)
- 7- A _____ is used to show how the map lines up with the real directions. (1)

Q4- Label the key line of latitude and the equator.**(5)**

Q 5 – Label the following compass.

(3)



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