

Grade 4 English

**English Adventure:
Learn, Express and Succeed!**

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Answer Keys

Lesson Plans

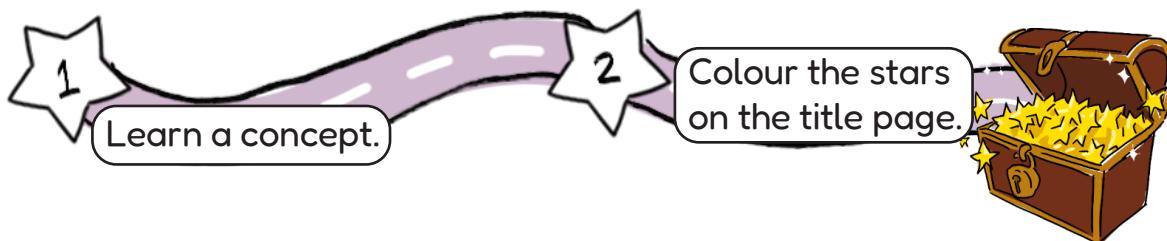
Translation

Voice-overs

Practice

Activities

How to use this book:



If you find this icon, open the link mentioned above to get lesson plans.

Table of Contents

Chapter	Chapter Name	Page #
01	Pinky's Dental Dilemma	1
02	Food and Friends!	13
03	Pinky and Jojo Write a Story	24
04	Heroes of History	35
05	Culture Craze with Pinky!	49
06	Tech Tales & Starry Sights	64
07	Pinky's Safety Squad!	77
08	Dream Town Builders!	88
09	Pinky's Personality Play	101
10	Wonders of the Wild!	111
11	Sands, Secrets, and Schooltime Surprises	125
12	Sharing is Caring	137

1

Pinky's Dental Dilemma



Explorer's Pathway

-
- 1** Show awareness of one or more listeners by developing sensitivity to ways that others express meaning in their talk and non-verbal communication.
 - 2** Classify words into different categories, and use more naming, action and describing words, from pictures, in their immediate and extended environment.
 - 3** Use effective strategies to tackle blending unfamiliar words to read, including sounding out, separating into syllables.
 - 4** Apply grade-level word analysis skills to read common high-frequency words by sight at an appropriate grade-level.
 - 5** Discuss the meaning of unfamiliar words encountered in the reading.
 - 6** Recognise the alphabetical arrangement of words based on the first three letters for a glossary or dictionary use. Use guide words, dictionary entries, and dictionary definitions to check spelling, and meaning of words.
 - 7** Recognise and use nouns with no change in number and also use regular and irregular nouns in writing.
 - 8** Recognise and apply capitalization to the initial letter of proper nouns: for initials in names of people (e.g., C. K. Lim) names of holidays, nationalities, languages, special events. Capitalize titles.
 - 9** Differentiate between phrase and sentence.
 - 10** Identify syllabic patterns in multisyllabic words.
 - 11** Use joined-up handwriting in all writing.
 - 12** Make simple sentences by using SV (subject and verb) and SVO (subject, verb, and object) pattern e.g., Alia cooks food.
 - 13** Recognise that sentences comprise of Subject + Predicate.
-

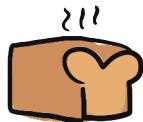


Memory Lane



New words to know

loaf
a quantity
of bread
that is
shaped and
baked in
one piece



raisins
dried,
dark-coloured
large grape



chewy
having a
texture
that
requires a
lot of
chewing



counter
a flat
surface in a
kitchen,
especially on
which food
can be
prepared



spill
overflow of
a liquid



Activity: Sentence Creator



Let's see if there's any use of these words!

Create a sentence using the words above.



Journey through the text

Pinky has a bad tooth

Every Sunday, Dadi makes a special loaf of bread for Pinky. This Sunday, Dadi has made two special loaves. One has nuts in it, and the other has raisins.

Pinky is very excited. She loves raisins. They are sweet and chewy. She also loves Dadi and Sundays.



How does Pinky feel on the way to the dentist?

They see a tree with not a leaf on it. 'Look! There are no leaves on that tree. Just birds!' Dadi says. They see sheep by the road. 'They look like clouds!' Dadi jumps with joy. Pinky just nods.

They see a balloon in the shape of an octopus. Dadi claps happily. Pinky doesn't even smile. 'After the dentist's, we will go and have kulfi,' Dadi tries to cheer her up.

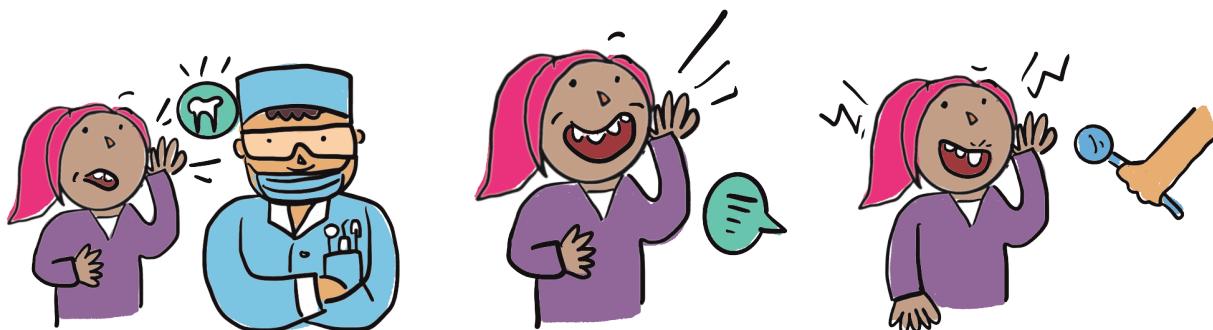
It is noisy at the clinic. There are a lot of men, women, and children waiting for their turn. 'Whose child is this?' the nurse shouts. She is a tall woman. A man picks up the crying boy and sits down. Soon, it is Pinky's turn. But Pinky does not open her mouth. 'If you do not open your mouth, I cannot take the bad tooth out,' the dentist says. Pinky shakes her head.

'Well, why not?' asks the dentist. 'My teeth are made of milk, and they can spill out,' Pinky says, careful not to open her mouth too much, 'I cannot eat bread without my teeth.' The dentist whispers in Pinky's ear. 'You are right, but here's a secret, if you drink a lot of milk, your teeth will always be full of it.' 'Kulfi is also made of milk!' Dadi points out.

Pinky can't help but chuckle, forgetting her dental worries for a moment. She opens her mouth, and the dentist gently takes out her milk tooth. It's quick and painless, just like magic.



How does Pinky feel after the dentist takes out her milk tooth?
Do you think she was still scared? Why or why not?



Pinky's Dental Dilemma

As Pinky leaves the clinic, she feels a sense of relief. She knows that her milk tooth will soon be replaced by a stronger, grown-up tooth. With a big grin, she looks at Dadi and says, "Let's go have some kulfi!"

And so, Pinky and Dadi enjoy a delicious kulfi together, savouring each sweet bite. Pinky's dental adventure turned out to be not so scary after all, thanks to a little secret and a lot of love from Dadi.



Diving Deeper

Activity 1: Discovery Quiz



Let's see if you can answer these questions!

1. What does Dadi make for Pinky every Sunday?
2. Why is Pinky scared of going to the dentist? Explain her reasons.
3. What secret did the dentist whisper to Pinky, and how did it make her feel better about her milk tooth?
4. Have you ever been scared of anything? Write a note about it.

Activity 2: Sharing Strategies



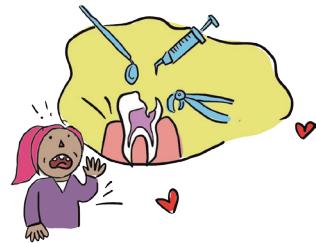
It's better to put our heads together and think of solutions!

Role-play a conversation with Pinky where you help her overcome her fear of dentists. List down three strategies to help her:

Activity 3: Arrange Adventures



Do you know your alphabets? Let's find out!



Arrange these words in alphabetical order:

loaf

relief

dentist

bread

mouth

Now find these words in a dictionary. Here are some steps to follow:

First Letter: Start with each word's first letter.

Next Letters: Use the second and third letters to order words that start the same.

Guide Words: Use the top page words to help find your word's page.

Find the Word: Look for your word in alphabetical order on the page.

Read the Definition: Learn what your word means.

Write down the definitions here:



1. Loaf: _____

2. Relief: _____

3. Dentist: _____

4. Mouth: _____



Share and Sparkle

Activity 1: Express with Emotions



It's always nice to talk about your feelings.

Activity 1: Express with Emotions

Think about a time when you felt a strong emotion, just like Pinky did when her face hurt.

It could be happiness, excitement, or even fear.

Draw a picture of yourself feeling that emotion in the speech bubble. Share your drawing with a partner or a friend.

Explain how you felt when you experienced that emotion. What made you feel that way?



Grammar Playground



Let's understand nouns again!

Nouns are like labels for everything around us.

They tell us the names of people, places, things, or even animals. So, whether it's your favourite pet, a famous city, or delicious fruit, naming words helps us identify and talk about them

Look at the list of words below. Write "Noun" or "Not a Noun" next to each word.

1. Elephant _____ Noun 

2. Laughing _____

3. Computer _____

4. Running _____

5. Banana _____

6. London _____

Activity 2: Action Words Detective



Great! Now let's jump into verbs!

Verbs tell us what someone or something is doing. Whether it's jumping, running, singing, or even thinking, verbs make sentences come alive.

Underline the verbs in the sentences below:

1. The cat pounced on the mouse. *Example*
2. Sara sings beautifully in the choir.
3. The chef cooked a delicious meal.
4. The rocket soared into the sky.
5. I read my favourite book every night.

Activity 3: Describe It



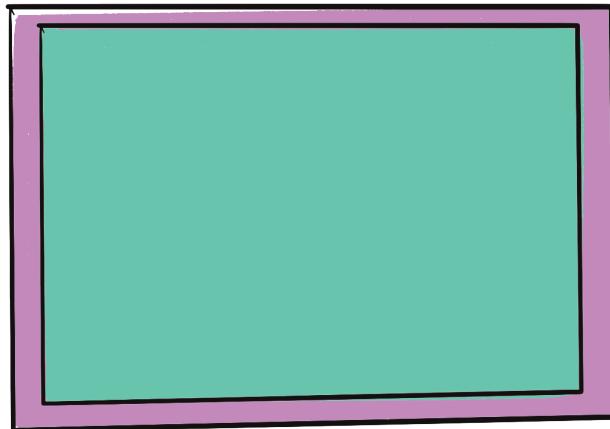
We can't forget about adjectives now can we?

Adjectives are words that describe or give more information about nouns. They make our sentences richer and more interesting.

Below are some nouns. Write one or more adjectives for each noun.

1. Dog A lazy dog
2. Castle
3. Ice Cream
4. Book
5. Rain
6. Mountain

Example



Activity 4: Regular vs. Irregular Nouns



Did you know there are some nouns out there that don't follow the rules?

Regular nouns usually just add 's' to become plural, like 'dog' becomes 'dogs.'

Irregular nouns, on the other hand, change in different ways, like 'child' becomes 'children.'

Regular Nouns:

1. _____

2. _____

Irregular Nouns:

1. _____

2. _____

Activity 5: Titles and Honours



In order to live in the real world, you need to address people properly.



Titles and honours are special words that we use to show respect or importance.

Example 'Mr.,' 'Mrs.,' or 'Dr.,' are all titles.

And when someone gets an award, like 'Best Artist,' it's an honour!

Underline the titles or honours used in these sentences below:

The principal of the school welcomed the students.

Example

The President of the club gave a speech.

She received the Best Student award.

Dr. Wasim is a famous scientist.

The Queen of the United Kingdom arrived in a royal carriage.

Activity 6: Phrase vs. Sentence



Hi there, my fantastic friends! Now, we're going to explore the difference between phrases and sentences.

Phrase:

A group of words that does not express a complete thought.

Example "On their way to the dentist."

Sentence: A group of words that expresses a complete thought and usually has a subject (who or what the sentence is about) and a verb (what the subject is doing).

Example "They see a balloon in the shape of an octopus."

Look at the phrases and sentences. Write "Phrase" or "Sentence" next to each one.

1. After the dentist's, we will go to have kulfi.
2. With a serious face.
3. Pinky is afraid of the large birds.
4. They see sheep by the road.
5. The rocket soared into the sky.
6. On their way to the dentist.

Sentence

Example



Imagination Canvas

Activity 1: Syllables Split



Let's start by learning about the secrets of syllables.

Syllables are like puzzle pieces that make up words

Example In 'Pinky' there are two syllables: 'Pink' and '-y'.

Pick out 5 words from Pinky's story and write the number of syllables next to them:

1. Sunday _____
2. (2) _____
3. _____
4. _____
5. _____
6. _____

Activity 2: Craft Sentences with SVO Patterns



Hey there, my creative pals, now we're going to learn about creating sentences using the SVO pattern.

Subject:

The first slice of bread that tells us who or what.

Example, "Dani," "Dadi," or "They."

Verb:

The yummy filling, showing action.

Example, "enjoys," "see," or "covers."

Object:

The second slice, completing the meaning.

Example, "the dentist," "a balloon," or "special loaves."

SVO Sentence Sandwiches:

Let's create sentence sandwiches using the SVO pattern.

Create a sentence and then identify its subject, verb, and object.

Sentence: Pinky made a sandwich.

Subject: Pinky | **Verb:** made | **Object:** sandwich

Sentence:

Subject: | **Verb:** | **Object:**

Sentence:

Subject: | **Verb:** | **Object:**



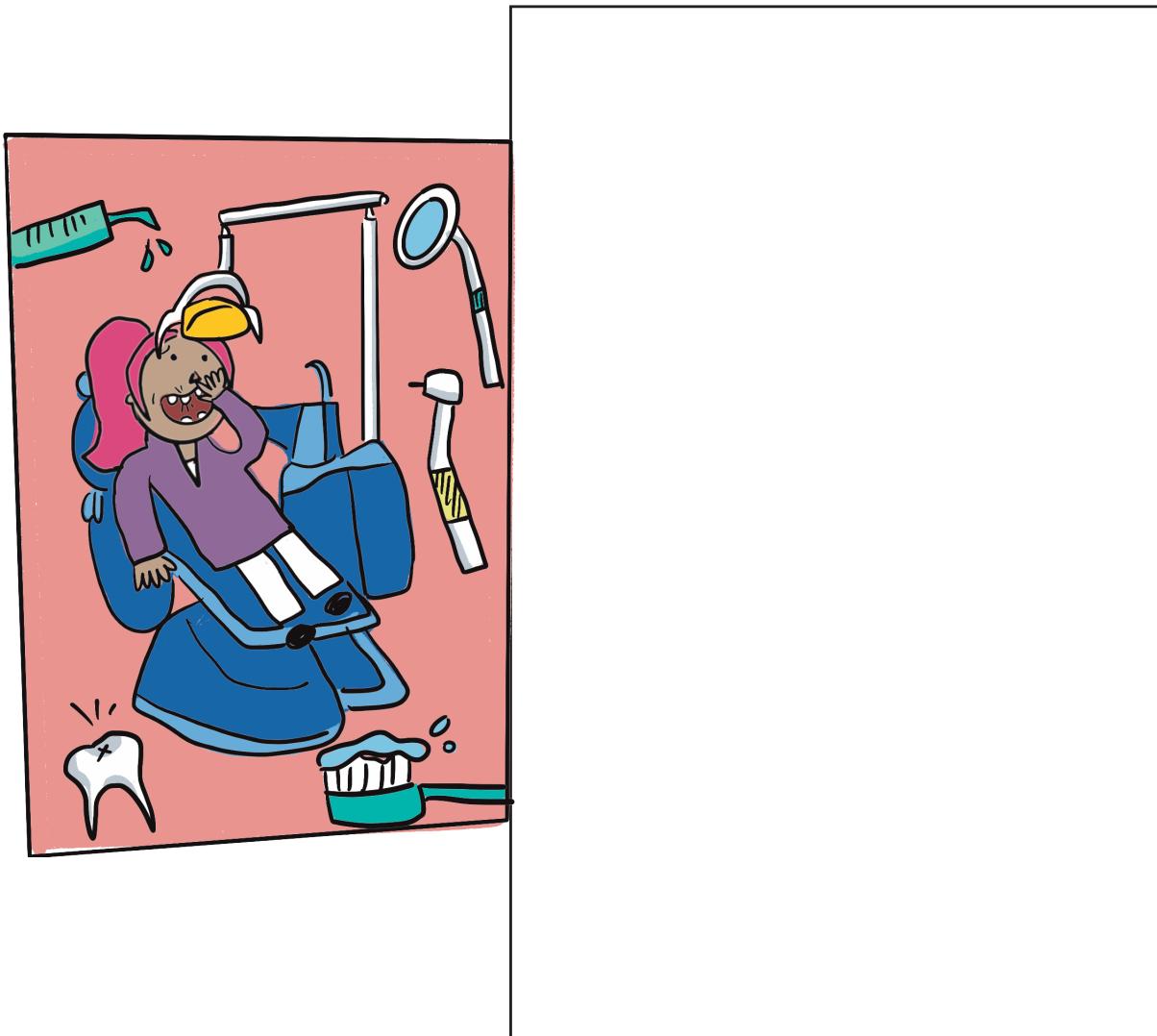
Connect and Create

Project: Designing a Dental Health Poster



Imagine you're a dentist, and you want to help kids learn how to take care of their teeth and overcome their fear of the dentist.

- Design and create a poster about how important it is to care for your teeth.
- Add simple tips and tricks to maintain a healthy smile.



2

From Farm to Feast



Explorer's Pathway

Show awareness of one or more listeners by developing sensitivity to ways that others express meaning in their talk and non-verbal communication.

1

Use pre-reading strategies to predict the type of content/vocabulary/questions about the text from pictures title etc., by using prior knowledge (identify the type of text, purpose and intended audience).

6

Listen and understand longer conversations from different contexts, short lectures and talks, radio and TV broadcasts, stories, and descriptions of events and will be able to identify main ideas.

2

Recognise and use grade-level words that show feelings and emotions (e.g. terrified, disgruntled, and embarrassed).

7

Learn to join prefixes and suffixes with the base words and understand the change of meaning (e.g., act-active, build-builder).

8

Recognise and use different types of nouns i.e. common, proper, countable, uncountable nouns.

3

Recognise and use the common grammatical gender nouns.

9

Use effective strategies to tackle blending unfamiliar words to read, using the analogy, identifying known prefixes and suffixes using context.

4

Practise fast, fluent and legible handwriting styles for different purposes and use punctuation marks appropriately.

10

Spell high frequency and irregular words.

11

Identify and know the meaning of the most common prefixes and suffixes (Pre-, re-, mis-, -less, -ful).

5

Complete a simple paragraph using the given words, phrases and sentences.

12





Memory Lane



New words to know

paddy

a field where rice is grown

**sprout**

to begin to grow; when a new plant starts to emerge from a seed

**chuckle**

laugh quietly or to oneself

**harvest**

the process of gathering mature crops from the fields



Activity: Word Play



Time to put these words into use.

Play a game where you take turns making up sentences using these words. If you make someone laugh, you win extra points!



Journey through the text

A Biryani Plate

Once upon a time in Taleemabad, Pinky and her brother Jojo decided to uncover the story of how their favourite dish, Biryani, made its way from the farm to their dining table.

"Let's be detectives today and discover the journey of our meal," said Pinky, her eyes sparkling with excitement.

Jojo, a little hesitant but curious, nodded, "Okay, but where do we start?"

"At the beginning, of course! Every dish has a story, and Biryani's story

From Farm to Feast

But just as Pinky is about to take her first bite, she feels a sharp pain. 'Oh Dadi! My face hurts!' Pinky says, holding a hand to her right cheek. 'It must be your milk tooth.'

'I think we have to take it out,' Dadi says. 'My teeth have milk in them?' Pinky thought.

Pinky does not like going to the dentist.



How do you read the word 'raisins'? Pick out the silent letter in it

There are many reasons why she doesn't like going to the dentist. She still remembers her last visit. The dentist's tools were sharp and scary.

A nurse at the counter shouted, 'One person at a time, please. Some people looked very sick! 'Can I have kulfi later? Please!' Pinky asks Dadi. 'Only if you promise to brush your teeth!' Dadi replies.

Dadi covers the special loaves with a cloth. 'We don't want mice to find it,' she says. 'No mouse in my house!' Pinky says with a serious face.

'That's right! Now which shelf shall I keep this on?' Dadi looks around the kitchen. She places the bread on the shelves by the door. They leave for the dentist.

On their way, they see many wonderful things. Dadi enjoys it a lot, but Pinky sits quietly.



Chapter 2
From Farm to Feast

starts with rice,"

"First, we need to understand how the rice is grown," Pinky explained, pulling out a map. "It all starts at the farm!"



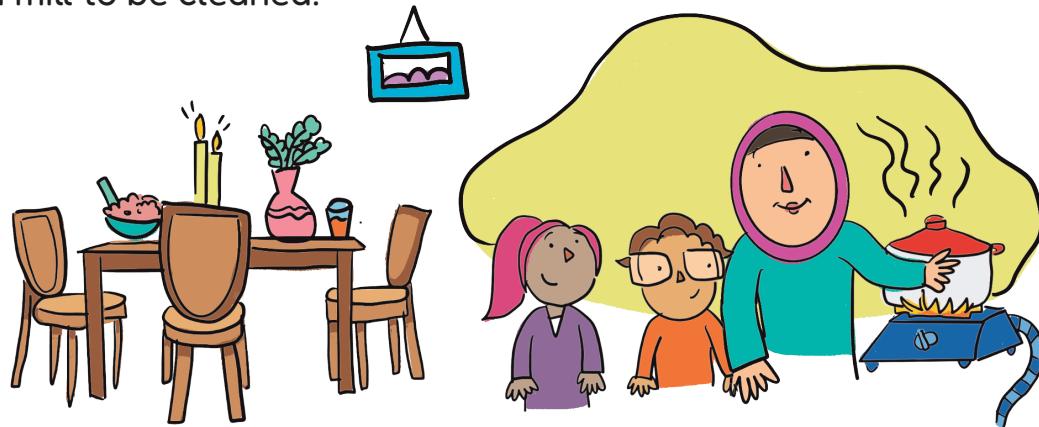
What does rice need to grow well? Can you guess from what you've seen around?

They arrived at a lush green field where farmers were busy tending to the rice paddies. The farmer, Uncle Aamir, waved at them. "Ah, Pinky and Jojo, you want to learn about rice? It grows in these wet fields called paddies."



What is a 'paddy'? Look at the picture, isn't it different from other fields?

Uncle Aamir showed them the rice plants, explaining how the seeds needed water and sunshine to sprout. "After months of care, they become ripe and ready to harvest," he said. Pinky was fascinated. "And then it comes to our plates as Biryani?" she asked excitedly. "Not so fast," Uncle Aamir chuckled. "After harvest, the rice must be cleaned and cooked. Each step is important to make it just right for your Biryani." They watched as the harvested rice was gathered and taken to a mill to be cleaned.



Can you name some spices that go into Biryani? Look at the colours and shapes!

Next, they visited the local market where spices scented the air. "Spices are the heart of Biryani," the spice seller told them, handing Pinky a small bag of fragrant cumin. "Without these, your dish would not have flavours."

With a bag full of spices and rice, they headed home. Pinky and Jojo watched as their mother transformed these ingredients into the delicious Biryani they loved so much.

As they sat down to enjoy their meal, Pinky said, "We've seen it all, from seed to our plate. Our Biryani doesn't just taste good, it tells a story of hard work and tradition."

Jojo nodded, "And it's a story of our culture, right here in our bowl!"

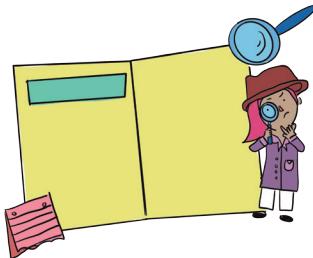


Diving deeper

Activity 1: Dig inside the Dish



Now, it's time to put on our thinking caps!



Answer the following questions:

1. Where does the journey of biryani rice begin according to Uncle Aamir?

2. Find the part in the story where Uncle Aamir talks about where rice comes from.

3. Why is it important to clean the rice after harvest?



Share and Sparkle

Activity 1: Potluck Party



Let's host a pretend feast in our classroom.

Each student will prepare a short talk about their favourite meal or a food-related story from their life. It could be about a time you helped in the kitchen or a meal at a special event.



Listen to other stories carefully and attentively.



Grammar Playground

Activity 1: Word Builder



Did you know that some words have little parts that can be added to change their meanings?

A prefix goes at the start, like 're' in 'replay', which means to play again.
A suffix goes at the end, like 'less' in 'fearless', which means without fear.

Add 'pre-' to 'cook' and what do you get?

New Word: Precook

Meaning: to cook beforehand

Can you add 'mis-' to 'understand' and write what it means?
What happens if you add '-ful' to 'joy'?

Activity 2: Noun Town

In Noun Town, we have a wide variety of nouns.



Common nouns are general names like 'city' or 'girl'.

Proper nouns are specific names like 'Karachi' or 'Fatima'.

Countable nouns are things we can count like 'apples' or 'books'.

Uncountable nouns are things we can't count like 'water' or 'sugar'."

Look around your classroom and find two common nouns, then two proper nouns.

Common nouns

Proper nouns

List three countable nouns you'd see at a feast.

List three uncountable nouns you'd see at a grocery store.

Activity 3: Gender Bender



Are you ready to learn about gender nouns?

Some nouns tell us if the person is a girl or a boy, like 'actor' or 'actress'. But, some nouns are used for both and don't change, like 'teacher' or 'doctor'.

Now, look at these words and write its gender noun:

1. Actor Actress
2. Waiter _____
3. Cook _____
4. Author _____
5. Lioness _____
6. Princess _____

Example

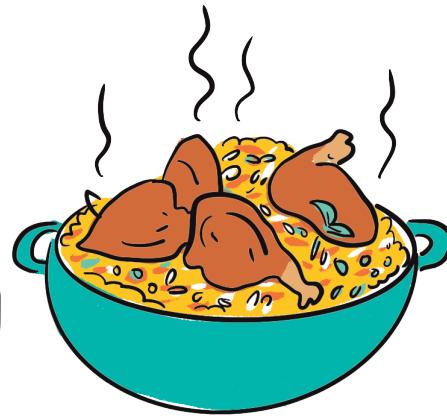


Imagination Canvas

Activity 1: Biryani Recipe Writing



I'm planning to surprise my mother with a fresh plate of Biryani. Help me out!



Write down the recipe for a simple Biryani. Include ingredients like rice and spices, and don't forget the commas and full stops!

Step 1

Wash the rice.



Step 2

Heat the cooking pot.



Step 3

Add oil and spices.

Activity: Biryani Recipe Writing

Activity 2: Spice Up Your Sentences



Punctuation marks are like spices, adding flavour to our sentences.

Add punctuation marks (, . ! ?) to these sentence to make them perfect.

1. In the Biryani pot rice, the spices, and water bubble together happily
2. We are going to need cumin turmeric salt and pepper for the Biryani

3. Let's dig into this yummy feast
4. Can you pass me the plate Amna
5. Write a sentence about your favourite food and show how you use different punctuation marks.

Example →

"My favourite dish is biryani: it's spicy, fragrant, and always makes me happy!"



Connect and Create



Hello, my creative friends! Remember how we followed the journey of Biryani from the paddy fields to our plates?

Now, it's your turn to be the author and create a storybook about your food journey.

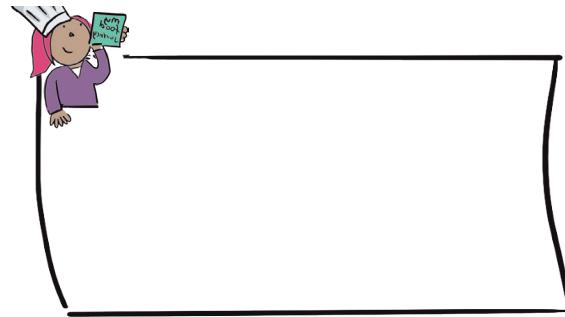
Remember, your storybook doesn't have to be perfect - it's about the story you tell and the journey you share. Have fun, and let's make our food journey as interesting as the foods themselves!

Project: My food journey

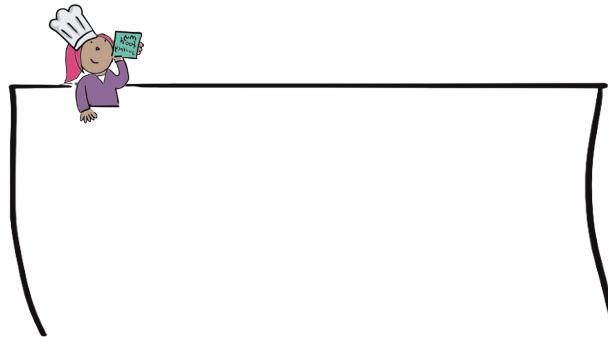
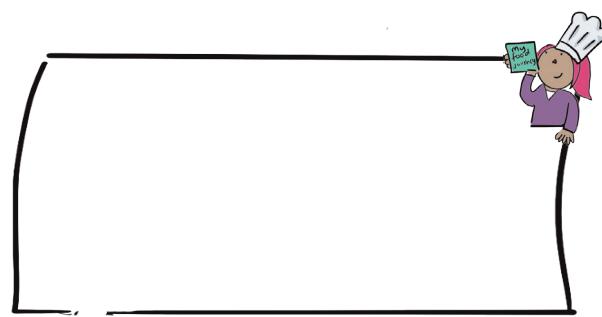
Storyboard Setup: Think of a local food you love and trace its journey, just like we did with biryani. It could be the path of a mango from a tree to a yummy aam ka achaar (mango pickle) or a wheat stalk becoming a warm roti.

Chapter 2
From Farm to Feast

Paragraph Puzzler: Look back at our 'Journey Through the Text' and find the hidden word spelled out by the first letter of each paragraph. What word is it?



Word Weaver: Using the hidden word as inspiration, start your story. I'll give you a few words to help: farm, market, kitchen, cook, and feast. Use these words to complete a simple paragraph about your chosen food's journey.



3

Teamwork Champions



Explorer's Pathway

Deduce meaning from context in short, supported talk on an increasing range of general and curricular topics.

1

Ask questions to obtain information and explain ideas clearly, making meaning explicit.

2

Express understanding of the text in your own words.

3

Use of indefinite (a/an) and definite (the) articles. Zero article: no article for uncountable nouns (e.g., I like music and I can play the guitar).

10

Identify and use a reciprocal pronoun (i.e. each other, one another).

Read grade-appropriate irregularly spelled words. Recognise and match contractions to words (e.g., couldn't – could not). Recognise silent letters in words and match sounds to their corresponding letter patterns.

5

Read and evaluate a variety of texts for purpose, style, clarity and organisation.

16

Use descriptive imagery based on sight, touch & sound. Also, use words to suggest characterisation.

Read and enjoy a variety of reading-age- appropriate and high-interest books and texts from print and non-print sources: (a. poetry: sensory poems, rhymes, with tongue twisters, alliterations)

8

Recognise and generate rhyming strings in writing (e.g., jokes, riddles, poems).

9

Take dictation of paragraph/ text of grade level. Keep a record of words (e.g., word wall, word bank, word journal).

11

Classify adjectives of quantity, quality, size, shape, colour and origin.

13

Understand and use adjectives in sentences before nouns and after verbs. (e.g., The food is delicious. /The delicious food is served).

7

Recall and practice that sentences structure with SVO pattern and identify predicates.

14

Make simple sentences by using SV (subject and verb) and SVO (subject, verb, and object) pattern e.g., Alia cooks food.

Demonstrate an understanding of the use of spelling patterns, e.g., vowel phonemes, double consonants, silent letters, common prefixes and suffixes, etc.

15





Memory Lane



New words to know

stout
when something is strong and thick

rally
when people come together to support something

decreed
when someone in charge says something must happen, like a rule

foretold
When a story or a person tells us about something that will happen in the future

toil
to work very hard for a long time

slosh
to move around in water or liquid, making sounds

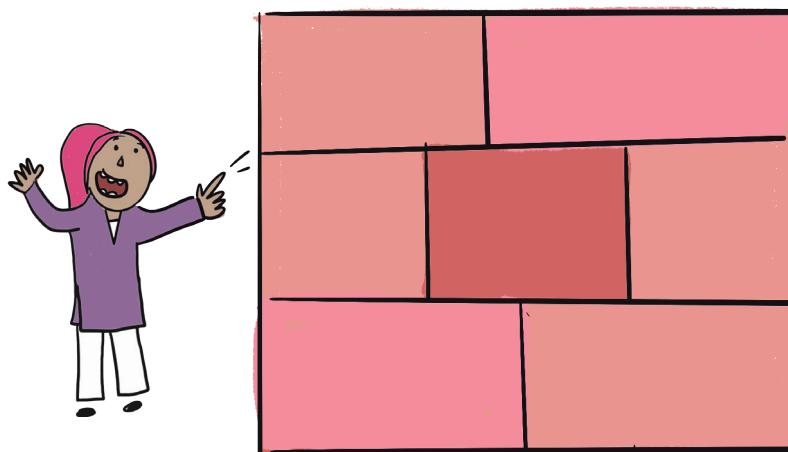
quash
to stop something

Activity 1: Word Wizardry



Hold on! Before you head towards the story, let's add to our vocabulary.

Here's a big word wall. Decorate each brick with a picture that shows what the word means.





Journey through the text

Teamwork Champions

In Taleemabad, where the river runs wide,
A whisper of the flood was spreading inside.
Pinky and Jojo, with hearts brave and stout,
Rallied the town as the waters broke out.



Find a word that has a silent letter.

People gathered, some tense, some amused,
But together, their strength couldn't be refused.
"Let's build a barrier," Pinky screamed,
"Teamwork's our anchor in times of great need!"



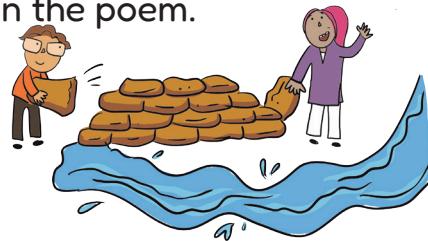
Underline the contraction used in this stanza.

Jojo took charge of the young and the old,
Guiding them safe to the shelters foretold.
Pinky, with neighbours, sandbags did stack,
Each one placed a firm, with no courage they lacked.

The flood came and went, like a dream in the night,
But Taleemabad stood, thanks to their plight.
The lesson was clear, through the toil and the slosh,
When we unite, any disaster we'll quash.



Find a word that rhymes with "night" in the poem.





Diving deeper

Activity 1: Flood of Questions



Time to look closely at our poem for some answers.

Answer these questions.

1. Who in the poem took the lead to start building the barriers?
2. What role did Jojo play during the flood?
3. What word describes the movement of water during the flood?

Activity 2: Evaluate the Poem



I love poems. They are made of so many different parts!

Evaluate the poem you just read according to its purpose, style, clarity and organisation.

1. Why was this poem written? Write down the purpose.

2. Circle the type of tone used in this poem:

- a. Hopeful
- b. Sad
- c. Angry

3. Mark or for the following statements about the poem:

- a. I understood what the poem was about.
- b. I liked how the poem was divided into stanzas.
- c. The poem had a beginning, middle and an end.



Share and Sparkle

Activity 1: Weave a Poem Together



Together we can create magic!

Create Your Poem.

In groups, use the following sentence starters to build your poem. Each member adds a line, and together, you make a four-stanza poem.

Stanza Starters

1. When the sky grows dark and the rain pours down

2. Together we stand, hand in hand,

3. Like the river's flow, our teamwork grows

4. With every sandbag stacked, we showed that

Present and Share

Once your group has created a poem, present it to the class. Explain your idea to everyone.



Grammar Playground

Activity 1: Rhyme Time



Rhyming strings make our words sing!

When words rhyme, they have the same ending sound, like 'hat', 'cat', and 'bat'.

Exercise Questions:

1. Circle the word that rhymes with 'light': 'kite', 'bite', 'sit'.
2. Think of two words that rhyme with 'dream'.
3. Write a sentence that rhymes with 'mouse'.
4. Create a riddle that ends with a word rhyming with 'blue'.
5. Find the rhyming pair: 'frog', 'log', 'dog', 'cat'.

Activity 2: Dictation Station



Let's put our words to use!

Your teacher will read out a short paragraph, and you'll write down what you hear.

Activity 3: Word Bank Bonanza



Let's collect words like treasure!

A word bank helps us remember and use new words.

1. Add five new words you learned this week to your word bank.
2. Use one word from your word bank in a sentence.
3. Share your favourite word from your word bank with the class and explain why you like it.

Activity 4: Pronoun Parade

We're back with some pronouns!



'Each other' and 'one another' are **reciprocal pronouns**.

They show sharing or giving between two or more people.

Example

The friends smiled at each other and promised to stay in touch.

Fill in the blank:

The kittens chased _____ all day long.

Write a sentence using 'each other' about two friends.

Choose the correct reciprocal pronoun:

"The dancers bowed to (each other/one another) after the performance."

Activity 5: Predicate Party

There's a special addition in the SVO pattern.



The predicate is the part of a sentence that tells us what the subject does or is. It includes the verb and any object or complement that comes after it. It's everything in the sentence except the subject.

Example

The cat sat on the mat.

Subject:

"The cat" (who or what the sentence is about)

Predicate:

"sat on the mat" (tells us what the subject is doing)

Underline the predicate in the sentence below.

The magician performed a trick.

The birds fly south for the winter.

The teacher assigned homework on Friday.



Imagination Canvas

Activity 1: Word Search Puzzle

Find the hidden words with spelling patterns in the puzzle below:

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

Activity 2: Matching Game



Time to learn some spelling!

Match the word to its correct spelling pattern on the right:

Vocabulary	Spelling patterns
Delicious	-able
Bicycle	-ous
Hopeful	-ible
Swimming	Double consonant
Telephone	Silent letter

Activity 3: Building Words



Suffixes and prefixes

Use prefixes and suffixes to create new words related to disaster management. For example, add "un-" to "safe" to create "unsafe".

Create three new words using prefixes or suffixes, and explain their meanings.

Activity 4: Sentence Creation



Let's make 3 sentences using SV (Subject and Verb) and SVO (Subject, Verb, and Object) patterns.

Example

Community (Subject) rallied
(Verb) together (Object).



Connect and Create



Hello, young poets! Today, we're going on a narrative poetry adventure. But first, let's understand what a narrative poem is. It's like telling a story through poetry, where you share events, actions, and emotions.

"Remember the poem we read in "Journey Through the Text"? It narrated a community's teamwork during a flood. Now, it's your turn to write a narrative poem."

Your Adventure Prompt:

It could be a local event or a fictional story.

Now, write a narrative poem about that event.

Remember to describe the problem, the roles people played, and how they worked together."



Think about a problem you've faced or heard about where people worked together to solve it.

Here's an example:

Title: "The Flood's Challenge"

Once upon a time in Taleemabad town,
A mighty flood was coming, swirling all around.
Pinky, Jojo, and friends, without a frown,
Worked as a team to keep the town safe and sound.

Now, it's your turn to weave your tale in poetic form. Use your creativity and the theme of teamwork. Don't forget to share your adventure!

4

The Great Debate



Explorer's Pathway

Demonstrate attentive listening and engage appropriately with empathy and respect, taking into account opinions and ideas shared by others while developing their own.

1

Talk confidently in extended turns and listen purposefully in a range of contexts.

2

Use of quantifiers with countable and uncountable nouns (some, few/little, many, much, no, both/all, each/every)

3

Recognise silent letters in words and match sounds to their corresponding letter patterns.

4

Recognise and read: Word families with vowel-consonant patterns. Final "y" as a vowel consonant digraphs in initial position (e.g., th, sh, ch, wh). Vowel digraphs Initial consonant blends (e.g., sw, sn, sk, bl, br, cl, cr, dr, fl, gl, pl, pr, sl, sm, sp, st, tr tw. qu).

5

Read a range of fiction and non-fiction books and begin to make links between them.

6

Differentiate between personal likes and dislikes and writer's technique of making reader develop a perspective.

8

Read and enjoy a variety of reading-age-appropriate and high-interest books and texts from print and non-print sources: Personal recounts (e.g., diary entries)

9

Read, pronounce, write, and understand the meaning of common abbreviations for titles, and time periods (e.g., Ms., Mrs., months, days of the week, a.m., p.m.)

10

Locate, provide, and use words similar (synonyms e.g., walk, march, strut, prance) and opposite (antonyms e.g., ancient/modern, current, fresh, new) in different contexts to make their meanings clear.

11

Introduce first, second, and third-person pronouns.

12

Recognise and use full stop with some abbreviations, and hyphen with common compound words.

13

Apply strategies to learn and check correct spellings with words that need to be learned.

14

Use and compare/replace words to make writing meaningful.

15

Conclude the writing piece by giving a remark about all the aspects in a few sentences.



16

Paraphrase the text in your own words.



Memory Lane



New words to know

anticipation
waiting for something exciting to happen

animation
moving pictures created on a computer or by drawing



pros and cons
the advantages and disadvantages of something



e-books
books that are available in digital form to read on electronic devices



eye strain
discomfort in the eyes after looking at something for a long time

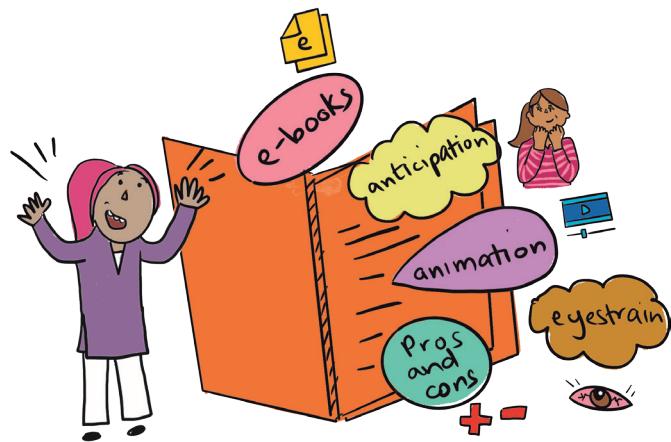


Spell Check

Match the word to its correct spelling.

Example →

- I Strain or Eye Strain?
- 'Anitimation' or 'Animation'?
- Antisipation or Anticipation?
- Prose and Cons or Pros and Cons?
- E-buks or E-books?





Journey through the text

The Great Debate

In the heart of Taleemabad, the sun rose over a morning filled with digital excitement. The schoolyard buzzed with anticipation about the new smart tablets. Pinky, always curious and adventurous, was brimming with ideas, while Jojo, her brother, was scratching his head, unconvinced.

"Why fix what isn't broken?" Jojo muttered, looking at his worn-out Maths workbook fondly.

Pinky laughed, her eyes sparkling, "Jojo, it's not about fixing. It's about making it even better! Imagine learning Maths with animations!"

Before they could delve deeper, Sir Riaz, with his gentle smile and wise eyes, called for attention. "Let's gather around, young minds. Today we'll embark on a discussion journey, weighing the pros and cons of technology in our classroom."

As the students formed a circle, Sir Riaz pointed to the tablets gleaming under the morning sun. "Pinky, please share your thoughts with us first."

Standing up, Pinky was a picture of enthusiasm. "Friends, these tablets are doorways to a world of knowledge. They make learning alive! With these, we can see the pyramids of Egypt or the depths of the ocean without leaving our seats!"



What positive aspects of technology is Pinky highlighting? Do you feel the same excitement?

Not everyone was swayed. Asim, with his thoughtful frown, spoke next. "I agree that they are fascinating, but my brother says that too much screen time can cause headaches. What about that?"

The Great Debate



Can you understand Asim's concerns? How do you think we can balance screen time and health?

Jojo, usually shy, felt a tug of responsibility to speak up. "I like my books. I like to touch the pages, and I worry that I might miss that with a tablet."



Do you understand why Jojo likes real books? What do you like about real books?

Pinky, ever the optimist, quickly jumped in. "But imagine, Jojo, carrying a whole library with you anywhere! And with e-books, we save so many trees!"

The debate was in full swing now. Students shared their thoughts, their worries, and their dreams. Sir Riaz listened and then gently guided, "Think about how these tools can help us learn more, not take over. They should make learning better, not change the good things we already do."

The children nodded, understanding the small difference. They discussed rules for tablet usage, like special screen protectors to prevent eye strain and scheduled breaks to ensure no one spent too long on the device.



What solutions can we think of to make technology a healthy part of learning?

The story of Taleemabad was becoming an example of progress, with every child adding a little bit to the story of learning with technology. They debated, they disagreed, but most importantly, they learned to listen and consider viewpoints different from their own.

As the day ended, Sir Riaz concluded, "Today, you've all shown the wisdom of Taleemabad. You've debated with respect and thought deeply about how technology can be our friend in learning."

The children of Taleemabad left the schoolyard with a new badge of

The Great Debate

honour - not just the one earned from the debate but also the knowledge that their opinions mattered, that they could shape their educational journey.



Reflect on today's discussion. How has it changed your opinion about technology in education?

**Diving Deeper**

1. What did Pinky say could make learning Maths even better?
2. Jojo loves his books for a special reason. Can you remember why?
3. Asim mentioned a downside of using tablets. What was his concern?
4. How did Sir Riaz suggest they use the tablets in learning?
5. Write down three to four keywords that come to mind when you think about technology and learning.

Activity 2: Anagram Architects

What's an Anagram?



An anagram is a word or phrase formed by rearranging the letters of a different word or phrase, using all original letters exactly once. Like how Heart can be turned into Earth.

Now make anagrams of the words below:

Bare

Anagram: _____

Hint: An animal you might find in the forest.

Silent

Anagram: _____

Hint: What you do with your ears to hear sounds.

Dusty

Anagram: _____

Hint: What you do with books to learn.

Listen

Anagram: _____

Hint: Quiet, without any noise.



Share and Sparkle

Activity 1: Rech Talk Roundtable



Hey friends! Let's get together and have a Chatterbox Challenge! We're going to talk about technology in our lives and listen to what our friends have to say. Remember, everyone's opinion is like a precious gem that makes our Taleemabad treasure box even richer!

Gather in a circle with your classmates, just like we did in our story. Each one of you will get a chance to be the speaker, and the others will be the listeners. When it's your turn, talk about **one of the ways technology helps you learn something new**. It could be a game on a tablet, a cool video you saw, or even how you learned a new English word online!

Listeners, your job is to listen closely and then say one nice thing about what the speaker shared. Maybe you learned something new, or you liked how they spoke. Let's fill our roundtable with kind words and bright ideas!

Activity 1: Rech Talk Roundtable

Here are some sentence starters to help you:

"I like how you mentioned..." "I learned from you that..."

"It's interesting that you think..."



Grammar Playground



Hello, bright minds! Let's play with words and discover how to use them in fun ways.

Activity 1: Quantifier Quest

Quantifiers are words that tell us how much or how many of something we have.

For countable things like apples, we can use words like some, few, many, and each. For uncountable things like water, we use words like little, much, and no.

Example,

"I have many friends at school, but only a little time to play with each of them."

Choose any word from the list below to complete the sentences given below.

some a few many much no both all each every

1. I have _____ pencils in my case, but _____ ink in my pen.
2. There are _____ boys and _____ girls in the class; _____ are ready to learn!
3. Pinky ate _____ candy and now she has _____ left.
4. In Taleemabad, _____ child has _____ chance to be great.
5. We saw _____ birds in the sky but _____ fish in the pond because it was empty.
6. Jojo has _____ new video games, but he plays _____ of them _____ day.

Activity 2: Silent Letter Hunt



Did you know silent letters are like secret agents in words? They are there, but you can't hear them! For example, in the word "knight," the 'k' is silent.

Example,

"The knight in the story was brave."

1. Circle the silent letters in each word. Remember, these letters should be seen and not heard!

1. Knife
2. Wristwatch
3. Honest
4. Psychology
5. Autumn

The Great Debate

2. Read the paragraph below and circle all the words with silent letters.

Once upon a time in the calm town of Taleemabad, there was a knight who knew how to knit very neatly. In his castle, the knight had a ghost as a guest. The ghost didn't like to gnaw on the tough doughnuts that the knight offered. Instead, the ghost sighed softly and longed for a light, high feast. The knight thought hard and finally made a delicious feast with whole wheat bread, lamb chops, and herbal tea. The ghost was delighted with the knight's kind gesture and the silent halls echoed with their laughter.

Activity 3: Vowel-Consonant Concert



In word families, the words rhyme because they have the same vowel and consonant pattern at the end. If we take the final "y" as a vowel, it sounds like "ee".

Example

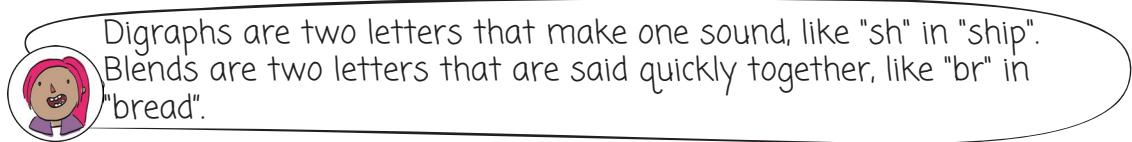
"Sunny," "funny," and "bunny" are all in the same happy word family!

Exercise:

Fill-in-the-blank questions to practice the vowel-consonant concept with "y" sounding like "ee":

1. The little baby puppy is very _____.
(Hint: opposite of 'sad')
2. She found some_____ in her pocket.
(Hint: what you use to buy things)
3. My brother is so _____, he always tells us jokes.
(Hint: someone who makes people laugh)
4. After the party, my room was very _____.
(Hint: opposite of clean)

Activity 4: Digraphs and Blends Balloons



Example → "This shiny whale is cheerful."

Choose the correct digraph or blend from the box to complete each word. Write it down in the space provided.

Digraphs/Blends Box:

th, sh, ch, wh, sw, sn, sk, bl, br, cl, cr, dr, fl, gl, pl, pr, sl, sm, sp, st,
tr, tw, qu

1. Please __isper quietly and don't __out in the library.
2. The pirate had a __easure map that marked the spot with an X.
3. The magician's __ick with the quarter was amazing!
4. The __oken vase was on the floor, and I had to __ue it back together.

Bonus Challenge:

Can you think of a new word for each digraph or blend in the box?

Activity 5: Synonyms and Antonyms



Synonyms are words that mean the same thing, and antonyms are opposites. It's like having a rainbow of words to choose from!

Synonyms:

"The cat walked and then started to strut."

Antonyms:

"The ancient castle was opposite the modern building."

Change one word in each sentence with a synonym (a word that means the same thing) or an antonym (a word that means the opposite). It's like giving the sentence a mini-makeover!

Here are the sentences from our story:

1. "In the heart of Taleemabad, the sun rose over a morning filled with digital excitement."
2. "Pinky, always curious and adventurous, was brimming with ideas."
3. "Jojo muttered, looking at his worn-out maths workbook fondly."
4. "These tablets are doorways to a world of knowledge."
5. "They make learning alive!"

Punctuation Pit Stop



We use a full stop (.) at the end of sentences and with some abbreviations like "Mr." A hyphen (-) connects words in a compound word like "mother-in-law. Also, We use abbreviations for titles like Ms. and Mrs., and for periods like months and days of the week

Draw a line from the full word to its abbreviation.

Example, "Dr. Ali wakes up at 6 a.m. - that's early!"

Full Words

Doctor	Mister	January	Saturday	Afternoon
--------	--------	---------	----------	-----------

Abbreviations

1. Mr.
2. Dr.
3. p.m.
4. Sat.
5. Jan.

Hyphen Hunt

Circle the compound words and then rewrite them correctly with a hyphen.

1. The well known author signed books at the fair. _____
2. The eight year old boy won the spelling bee. _____
3. That is a high quality toy aeroplane. _____
4. We set up a lemonade stand in the backyard _____



Imagination Canvas



Hello, creative minds! It's time to paint a picture with our words. Let's wrap up our tech tale with your thoughts and feelings.

1. Your Creative Mission:

Think about everything we've learned and discussed in the chapter - the excitement of new technology, the different opinions in the debate, and how we can use technology wisely.

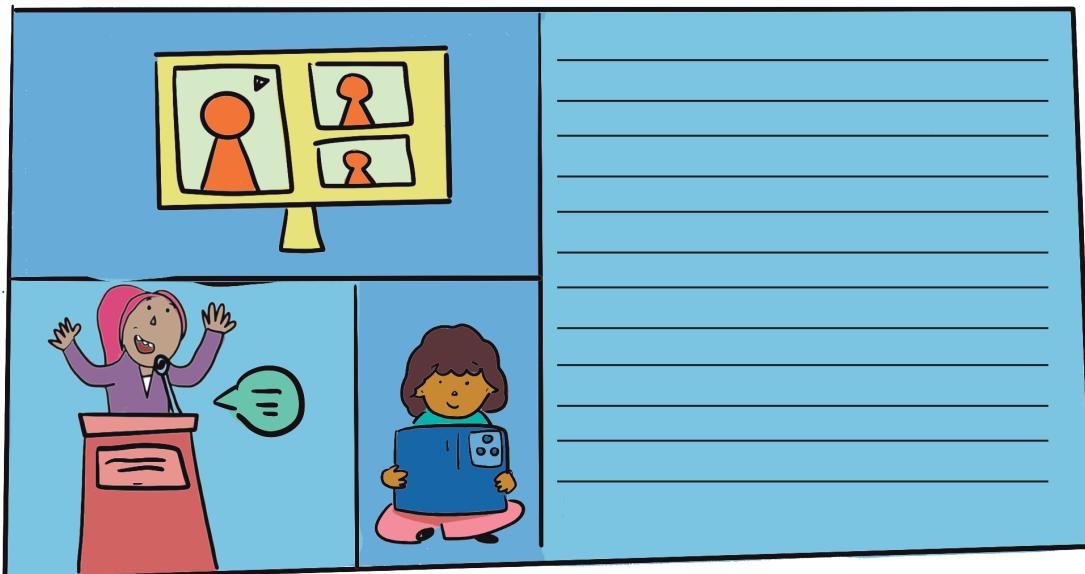
2. Draw a Big Picture:

On a blank page in your book, draw a scene from our Taleemabad tech adventure.

3. Write Your Reflection:

Below your drawing, write a few sentences to conclude what you think about using technology in school. Here are some questions to help you:

- What was the most exciting part of our tech talk?
- How do you feel about using technology for learning?
- What's one important thing you would tell someone about technology in schools?



Connect and Create



Hey amazing explorers! Now it's time to create something special - a Tech Time Capsule! Inside, we'll put our thoughts about technology in education. But first, let's learn how to build an argumentative paragraph.

Crafting Your Argument:

An argumentative paragraph presents your opinion and tries to convince others that it's a good one. It's like building a sandwich of ideas where your opinion is the tasty filling!

State Your Opinion:

This is like the top slice of bread. Tell your readers what you believe about technology in classrooms.

Give Your Reasons:

These are the layers of lettuce, tomato, and your favourite sandwich fillings! Provide reasons why you think technology is beneficial or distracting in schools.

Support with Examples:

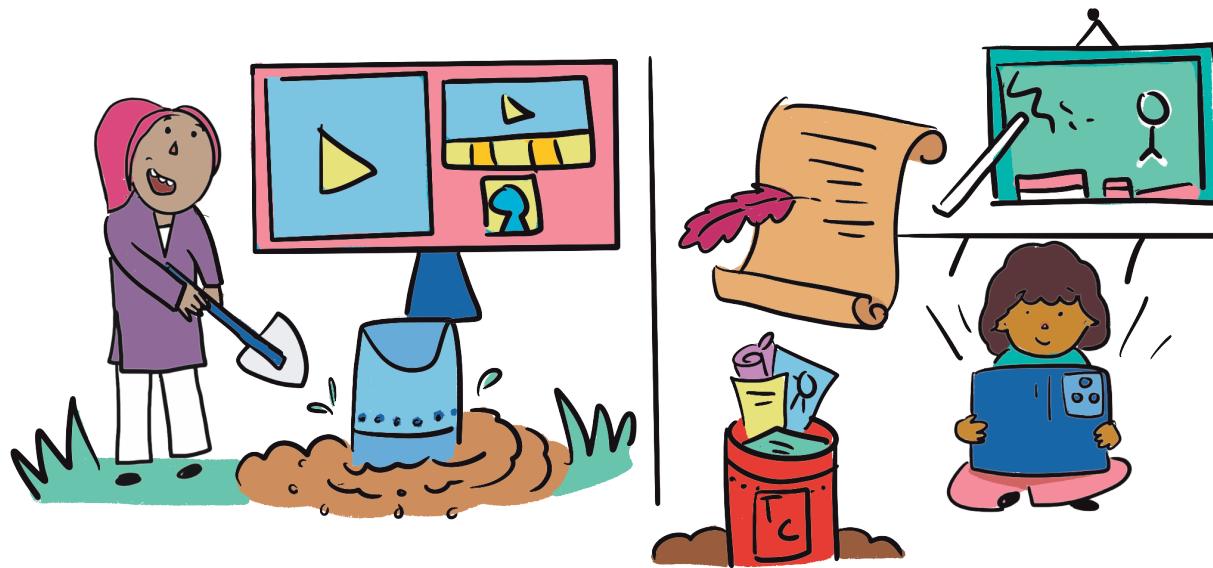
Add some tasty sauce to your sandwich! Use examples from the story we read or your own experiences.

Conclude Your Argument:

Finish off with the bottom slice of bread. Sum up your opinion and leave your readers something to think about.

Your Time Capsule Task:

Write your own argumentative paragraph about whether you think we should have more technology like tablets and computers in our classrooms.



5

Journey of a Plastic Bottle



Explorer's Pathway

Take turns to speak on a range of topics of their own choices.

1

Differentiate between rhetorical patterns while listening (e.g., stress and intonation in an imperative statement: "You must clean your room", as opposed to a question: "Will you clean your room?").

2

Participate in group discussions, presentations and debates.

3

Indicate differences in proximity to speaker i.e: this/that, these/those (e.g., This book belongs to her.)

4

Apply phonic/spelling, graphic, grammatical and contextual knowledge in reading unfamiliar words and sentences. Read with some expression and clarity.

5

Start reading the story, poetry, and information books noting how text is organised into sections or chapters.

6

Identify different types of non-fiction text and their known key features e.g., how persuasive language is used to convince a reader.

7

Write simple descriptive paragraphs (giving general description of a person/object), using correct capitalisation, punctuation and spelling, by using the process approach - brainstorm, mind mapping, writing a first draft.

8 Identify, differentiate between, and use some simple pairs of words including homophones (e.g., eight-ate, l-eye, two-too-to, their-there).

9

Correctly use frequently confused words (e.g., to, too, two; there, their, they're).

10

Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

11 Distinguish between four type of sentence i.e. Declarative: I have a football match tonight. Exclamatory: We won the match! Interrogative: What are you doing, is it raining? Imperative: Complete your work.

12

Write multiple paragraphs on a single topic (on the given text types), using correct capitalisation, punctuation and spelling, by using the process approach - brainstorm, mind mapping, writing a first draft, seeking peer feedback, developing a final draft.

13 Insert at least one dialogue or exclamation of emotion to add richness to the story. (For example: "Hurrah!" Sarah shouted when she won the game.)

14





Memory Lane



Hello friends! Are you ready to explore an amazing journey today? Before we start, let's play a little guessing game about our story! Can you guess what our story might be about by looking at this picture? What journey could a small plastic bottle go on?



Who do you think will find the bottle first, and where will it travel?



New words to know

quench
to satisfy
your thirst by
drinking
something



dispose
to throw away
or get rid of
something
properly



litter
to drop trash on
the ground
instead of putting
it in a trash can



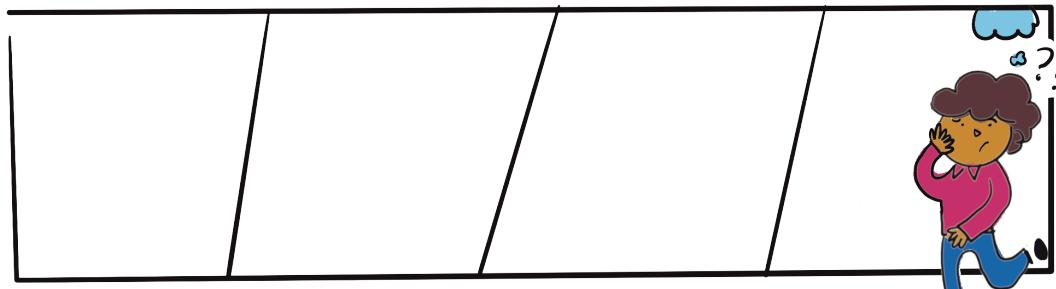
intruder
something or
someone that is
in a place where
they don't
belong



Activity: Environmental Charades



Let's play a game of charades with our new words to see if we can guess them without speaking! You'll act out each word, and your classmates will guess which word it is.





Journey through the text

Journey of a Plastic Bottle

In the bustling city of Taleemabad, among the lively streets filled with the sounds of children playing, a plastic bottle began its unexpected journey. It was just an ordinary bottle, one that Pinky had used to quench her thirst after a long day of outdoor activities. She didn't think much of it as she placed it beside a park bench, her mind already wandering to the next adventure.

The bottle lay there, forgotten, as the sun dipped below the horizon. That night, a gust of wind swept through the park, nudging the bottle onto a path it never expected to take.

The next morning, the bottle found itself by the roadside, rolling with every breeze, moving further away from the park. It was here that Jojo spotted it. "Look, Pinky, isn't that your bottle?" he asked, his voice a mix of curiosity and concern.

Pinky looked at the bottle, now covered in dust. "Oh no, Jojo, we must always dispose of our rubbish properly. Let's pick it up and recycle it," she exclaimed, but before they could reach it, a street dog, wagging its tail, playfully hit the bottle with its paw, sending it into the drain.





What do you think will happen to the bottle next?

As the bottle journeyed through the drain, it was carried by the water through the dark tunnels beneath Taleemabad. It emerged in a stream, joining other pieces of litter, forming a small but growing island of waste.

Days turned into weeks, and the bottle was swept into a river. Fish swam around it, confused by this intruder in their home. Birds pecked at it, mistaking it for food. The bottle, once useful, had now become a problem.



Can anyone tell me how the bottle is affecting the animals in the river?

The bottle's journey did not end in the river. The river's currents were strong, and they carried the bottle all the way to the sea. Here, the bottle saw the vastness of the ocean and the diversity of life it held. Turtles, dolphins, and so many fish! But it also saw the harm that bottles like itself were causing. The bottle felt sorry, wishing it had never left the park.



One day, a group of children came to the beach for a cleanup. They were students of Sir Riaz, who had taught them about the importance of keeping the environment clean. Among them was Pinky, who was leading the group, and Jojo, who carried a large bag for the recyclables. They picked up the bottle, along with many others, and made sure they were properly recycled this time.



What lesson have we learned from the journey of Pinky's bottle?

The children of Taleemabad learned an important lesson that day. The plastic bottle, which once held a refreshing drink, could cause so much harm to the environment and living creatures. Pinky and Jojo made a pact to avoid using plastic bottles and to always recycle. They shared this lesson with their friends, teaching them to use reusable bottles and to always think about where their rubbish might end up.

From that day forward, the city of Taleemabad became cleaner, and the children took pride in looking after their shared home, the Earth.



Diving deeper

Activity 1: Comprehension Questions



Can you remember the details of our story? Let's put on our detective hats and dive back into the tale to find some clues!

1. What was the first place the plastic bottle ended up after leaving the park?

2. Which animal in the story mistook the bottle for food?

3. How did Pinky and Jojo finally dispose of the bottle properly?
-

4. What important lesson did the children of Taleemabad learn about plastic bottles?
-

Activity 2: Echoes of the Environment

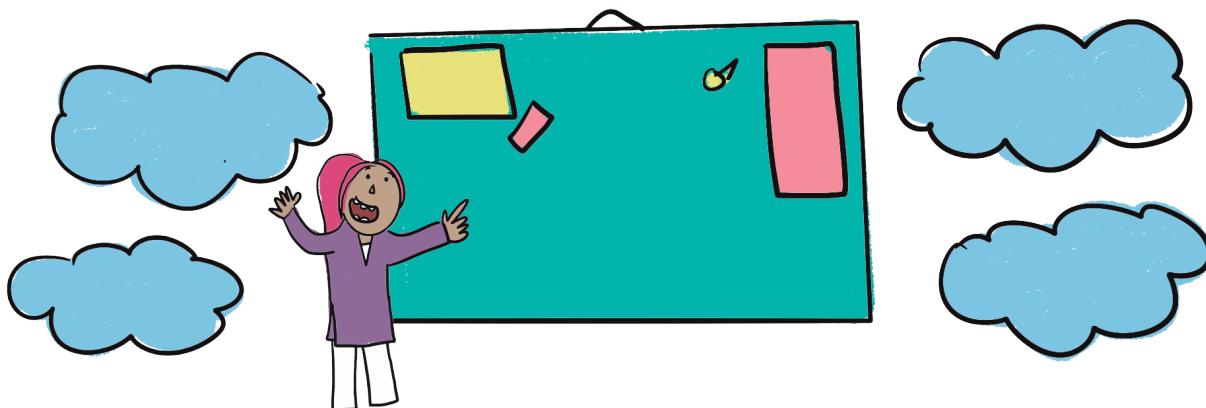


Now that we've answered some questions, let's think about why stories like these are important, can you identify the ways in which the author convinces us to care about our planet?

Activity 3: Talking About Recycling



In groups, discuss how the story of the plastic bottle might persuade someone to recycle. Remember to look for persuasive phrases in the text that encourage environmental action.

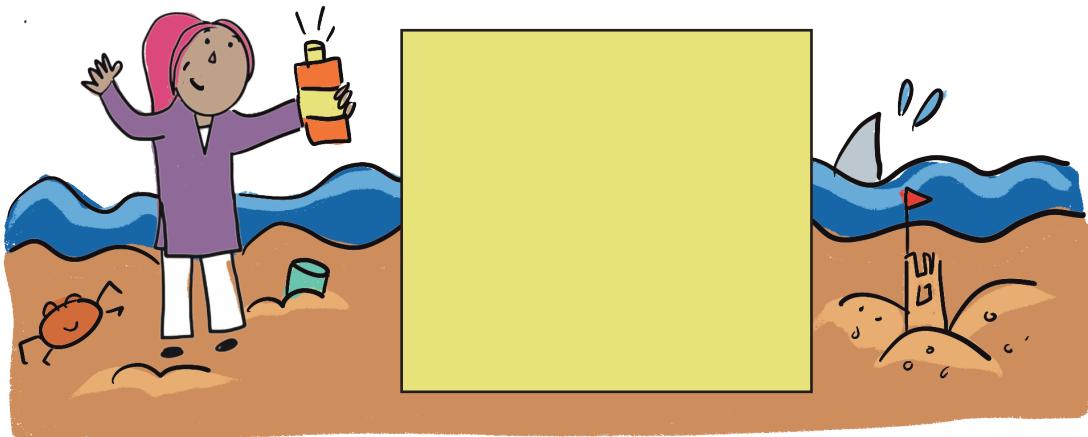


Activity 4: Message in a Bottle



It's time to decode the message that the story of the wandering bottle was trying to share with us. What do you think it was?

Write a short message that you believe the story conveyed about the environment.



Share and Sparkle

Activity 1: Chatterbox Challenge



It's time to shine, friends! Let's talk about what we can do to keep Taleemabad beautiful and share our ideas with each other!

"Each of you can take turns to talk about one thing you can do to help our environment. It could be anything from planting a tree to turning off the lights when you leave a room."

Students form a circle. A 'talking object' is passed around, and only the person holding the object may speak. They share one idea about helping the environment.



Reflect



"Please open your books to page five."

If this is said with a firm tone, is it a command or a question? Show thumbs up for a command, thumbs down for a question.

Reflect



"Could you help me carry these books?"

If this is said with a rising tone at the end, is it a command or a question? Show thumbs up for a command, thumbs down for a question.

Reflect



"Remember to put your name on your drawing."

If this is said with a serious and direct tone, is it a command or a question? Show thumbs up for a command, thumbs down for a question.

Reflect



"Do you think we should plant a tree here?"

If this is said with a tone that goes up at the end, making it sound unsure, is it a command or a question? Show thumbs up for a command, thumbs down for a question.

Reflect



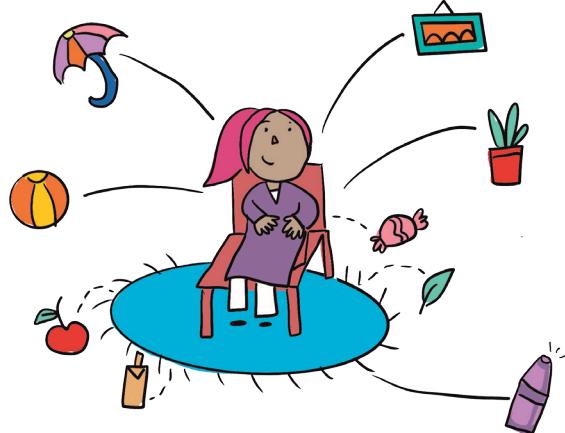
"Turn off the lights before you leave the room."

If this is said with a stern and clear tone, is it a command or a question? Show thumbs up for a command, thumbs down for a question.

Activity 1: This or That Theatre



Let's play a game to learn about 'this' and 'that'. I will show you an object, and if it's close to me, you say 'this'. If it's far, you say 'that'. Ready?



Grammar Playground



Welcome to Pinky's Word Carnival! Now we're going to play with words that sound the same but have different meanings and spellings. We'll also build a word wonderland with compound words and juggle with different kinds of sentences!

Homophones are words that sound the same but are spelled differently and have different meanings, like 'eight' which is a number, and 'ate' which means you have had something to eat!

Activity 1: Homophones Hoopla

Choose the correct word: "I can't believe you ate (ate/eight) all the cupcakes!"

1. Please be _____ (quiet/quite) during the movie so everyone can hear.
2. The cat _____ (laid/lade) in the _____ (sun/son).
3. She tied a _____ (knot/not) in the rope to make sure it was secure.

Activity 2: Confusing Words Carousel

Fill in the blanks below.

Some words are tricky; they sound similar but have different uses. 'To' is used for direction, 'too' means also, and 'two' is the number after one. Let's not mix them up!

Example, I am going to the market to buy two mangoes.

1. The _____ (flower/flour) is the main ingredient for making bread.
2. The _____ (sea/see) is so calm today; you can _____ (sea/see) all the way to the horizon.
3. After the rain, there were _____ (pair/pare/pear) shaped puddles on the ground.

Activity 3: Compound Word Construction Site

When we put two words together to make a new one, like 'bookshelf', it's called a compound word. It's like building a new toy from two smaller ones!

Example, "book" + "case" = bookcase.

1. What does 'firefly' mean? Choose the right answer:

a. A fly that is on fire.

b. A small insect that glows in the dark  Example

What does 'rainbow' mean? Choose the right answer:

a. A bow that rains.

b. Coloured arch in the sky after rain.

What does 'starfish' mean? Choose the right answer:

a. A fish shaped like a star.

b. A sea creature with a star-shaped body.

What does 'sunflower' mean? Choose the right answer:

a. A flower that looks like the sun.

b. A tall plant with large yellow flowers that turn toward the sun.

3. Create a compound word:

a. "tooth" + "brush" = _____.

b. "butter" + "fly" = _____.

Activity 4: Sentence Spectacle



Sentences can tell us something, show strong feelings, ask a question, or give commands. They are declarative, exclamatory, interrogative, or imperative!

 Example

Declarative (tells us something):

The sky is blue. (This sentence declares a fact.)

Example →

Exclamatory (shows strong feelings):
What a beautiful day! (This sentence expresses excitement or a strong emotion.)

Example →

Interrogative (asks a question):
Where is my book? (This sentence asks for information.)

Example →

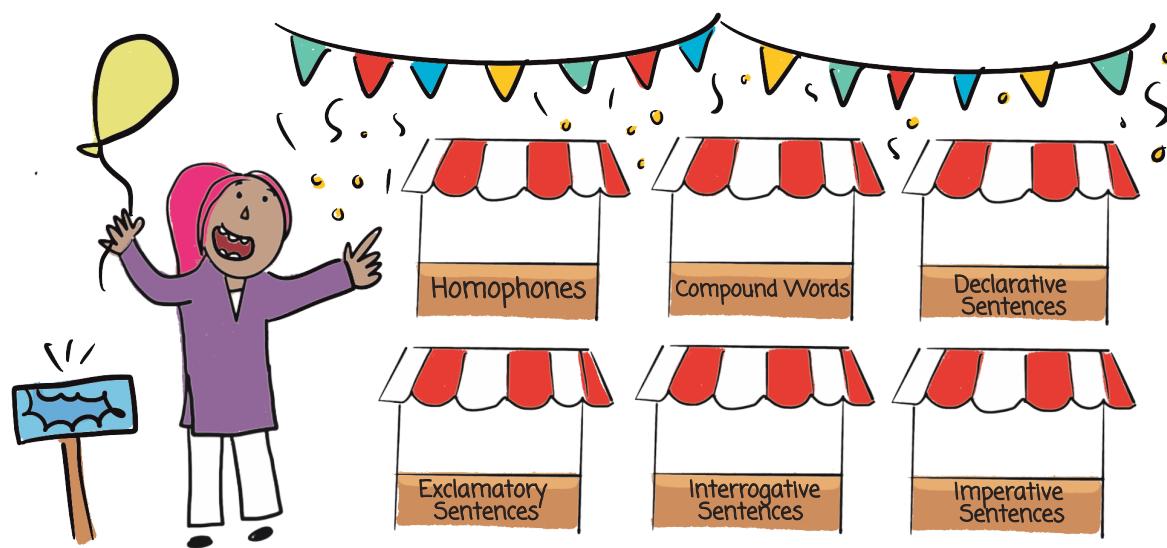
Imperative (gives a command):
Please sit down. (This sentence gives a direction or command.)

Complete the following questions.

Identify the sentence type: "I have a new puppy at home."

Write an exclamatory sentence about winning a game.

Turn the statement into a question: "You like chocolate."





Imagination Canvas



Now it's your turn to create a story! Remember our journey with the wandering bottle? Let's write a tale about how we can make Taleemabad the cleanest city ever!

Activity: Taleemabad's Clean Sweep

1. Brainstorming:

Think of ideas for making Taleemabad cleaner. What can everyone do? Draw or list your ideas on a mind map.

2. Writing a First Draft:

Choose the best ideas from your mind map and start writing your story. Remember to describe the setting, the characters, and what they do.

3. Peer Feedback:

Swap stories with a classmate. Read theirs and let them read yours. Give each other kind and helpful ideas on how to make the story better.

4. Developing a Final Draft:

Use your classmate's feedback to make your story even better. Check your capital letters, full stops, and spellings.

5. Adding Dialogue and Emotion:

Have your characters speak to each other. Add at least one exclamation of emotion, like "Wow!" or "Yuck!" to show how they feel.

Example Starters:

- "One sunny morning in Taleemabad, Ali found a pile of litter by the river..."
- "In the heart of Taleemabad, Sara had an idea: 'What if we...'"
- "Hurrah! We've done it!" cheered the children of Taleemabad as they looked at their clean park."



Connect and Create



It's project time! We are going to make our own environmental diaries. This will be a record of all the wonderful things we do to help our planet!

Mini Project: "My Green Actions"

Pinky's Guide to Crafting Your Diary:

Organising Thoughts:

Use a mind map to brainstorm daily actions you can take to help the environment.

Diary Sections:

Divide your diary into sections such as 'Recycling', 'Saving Water', and 'Planting Trees'.

First Draft:

Start with one section of your diary. Describe what you did, how you did it, and how it helps the environment.

Descriptive Writing:

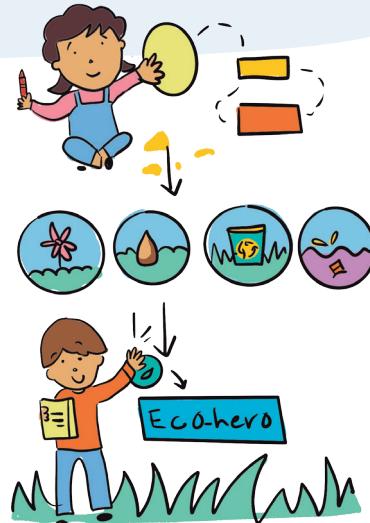
For each section, write a paragraph describing an action you took. For example, "Today, I planted a sunflower in my garden. It has bright yellow petals and a big, brown centre."

Pinky's Tip:

Don't forget to use exciting words and check your sentences for capital letters and full stops!

Example Diary Entry:

"Recycling Adventures: I found five plastic bottles and put them in the blue recycling bin outside our house. The bin was almost full!"



6

Allama Iqbal's visit to Taleemabad



Explorer's Pathway

Listen and understand longer conversations from different contexts, short lectures and talks, radio and TV broadcasts, stories, and descriptions of events and will be able to identify main ideas.

1

Enact a short drama/playscript showing different roles and scenarios through deliberate choice of dialogues/speech, gestures, and movements.

2

Explore the different processes of reading silently and reading aloud.

3

4 Explain how paragraphs and chapters are used to organise ideas.

5 Read newspaper reports, posters, flyers and consider how they engage the reader.

6 Retell or paraphrase events from the text in response to questions.

7 Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

8 Use some common similes in speech and writing using "like".

9 Use the degrees of adjectives in sentences with more and most.

10 Use simple present verbs to show habitual actions, universal statements, and current facts in sentences and paragraphs.

11 Write the first draft and then edit it.

- a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, and details. Write the first draft and then edit it.
- c. Use linking words and phrases (e.g. also, another, and, more, but) to connect ideas within categories of information.
Provide a concluding statement.

12





Memory Lane



New words to know

bewildered
feeling very confused



behold
to see or look at something



ablaze
on fire; glowing with light or excitement



legacy
something from the past that affects the present or future



Activity: Time Capsule Sentences



Can you use these new words in a sentence? Imagine you're showing Allama Iqbal (رحمه اللہ علیہ) something from today's world!



1. **bewildered** _____
2. **behold** _____
3. **ablaze** _____
4. **legacy** _____



Journey through the text

Allama Iqbal's (رحمت الله عليه) visit to Taleemabad

Setting:

Modern-day Taleemabad, in the bustling central square, full of life and the echoes of history. Suddenly, a mysterious whirl of wind appears, and out steps Allama Iqbal (رحمت الله عليه), slightly bewildered but with a sense of purpose.

Characters:



The visionary poet, dressed in traditional attire, with an aura of wisdom.



An energetic and curious young girl, the embodiment of modern youth.



Pinky's contemplative brother, with a sharp mind and a caring heart.



The guiding teacher, always encouraging understanding and reflection.

[The wind settles, and Allama Iqbal (رحمت الله عليه) finds himself in the new world, his gaze sweeping across the vibrant cityscape.]



This landscape... it whispers of progress and echoes with the footsteps of the future.



You're in Taleemabad, sir! It's like you travelled through time!



The Poet of the East, in our time? What wisdom do you seek to impart?



[With a warm smile] I have crossed time to witness the seeds I once sowed in hearts and minds.

Allama Iqbal's visit to Taleemabad



Your words have crossed generations, Allama Iqbal (رَحْمَتُ اللَّهِ عَلَيْهِ). Students, his vision for you remains timeless.



What feelings stir within you as you behold the future of your dreams?

[Pinky and Jojo eagerly lead Allama Iqbal (رَحْمَتُ اللَّهِ عَلَيْهِ) through the town, pointing to the marvels of modernity, the schools, the libraries, and the parks.]



We learn of your vision, to stir the soul towards higher aspirations. We strive, we dream, and we rise!



[Nodding appreciatively] The Falcon soars not because it is free of the earth, but because it knows no limit to the sky. How do you, the youth, prepare to soar?



We gather knowledge, we build our strengths, and we dream not just for ourselves but for all.



Allama Iqbal's visit to Taleemabad



How does Allama Iqbal's (رحمه الله علیہ) metaphor of the "Falcon" inspire you in your pursuits?

[They come across a group of children engaged in a community clean-up, their actions painting a picture of unity and responsibility.]



[Observing their teamwork] In unity, there is strength. In faith, there is light and purpose. In discipline, there is honour and progress. Do these values guide you today?



Yes, we stand united, our faith unwavering, our actions disciplined as we work towards a future that honours your dreams.



Why are the principles of unity, faith, and discipline vital in our journey forward?

[The scene shifts to a technology-equipped classroom where children are engaged in learning about history, science, and literature.]



[Inspired by the sight] This is where kids gain knowledge and start to become future leaders.



And we will be those leaders, building on the foundation you laid.



[With approval] Then my heart is at ease, for the torch of knowledge is ablaze in capable hands.





We are grateful, Allama Iqbal (رَحْمَتُ اللَّهُ عَلَيْهِ), for your enduring legacy, which continues to light our way.



How will we carry Allama Iqbal's (رَحْمَتُ اللَّهُ عَلَيْهِ) legacy into our future deeds and dreams?



Diving Deeper



Let's explore what we've learned. Ready to become detectives of history?

Activity 1: Answer the following questions.

1. What was the first thing Allama Iqbal (رَحْمَتُ اللَّهُ عَلَيْهِ) did when he arrived in Taleemabad?
2. Who were the two children that Allama Iqbal (رَحْمَتُ اللَّهُ عَلَيْهِ) talked to, and what did they discuss?
3. What did Allama Iqbal (رَحْمَتُ اللَّهُ عَلَيْهِ) say about the Falcon, and what does it mean?
4. How did the children in the park show unity, faith, and discipline?
5. What was the reaction of the class when Allama Iqbal (رَحْمَتُ اللَّهُ عَلَيْهِ) visited them?

Activity 2: Reflective Replay



Ponder over the play we've just read. What thoughts and words stand out to you about Allama Iqbal's (رَحْمَتُ اللَّهُ عَلَيْهِ) message? Write down three to four keywords that resonated with them from the play script, reflecting on his vision and their role in the future.

Activity 3: Fill in the blanks



Uh oh! Some of the words lost their letters! Help me put them back together.

1. di ____ ipl _____
2. _____ ur _____
3. s _____ r _____ gt
4. o _____ n _____ at _____



Share and Sparkle

Mini Drama Activity 1: Allama Iqbal's (رحمه الله عليه) Echo



It's showtime, friends! Let's bring our play to life. Remember, it's not just what we say but how we say and show it that tells the story!

Pinky's Performance Points

The Arrival:

Students pair up; one acts as Iqbal, stepping into the modern world with a look of wonder, and the other as Pinky, greeting him with a cheerful wave.

The Lesson:

In groups, students act out Iqbal sharing his message through poetry.

The Discussion:

Small groups enact the scene where Iqbal and the children talk about the Falcon. Encourage them to use gestures like pointing to the sky when mentioning the Falcon.

The Vision:

Each student takes a turn to say one line from Iqbal's vision for the future, using expressive hand movements to show their commitment to that vision.



Grammar Playground



Language detectives, are you ready to uncover the secrets of similes, metaphors, and more? Let's investigate!

Activity 1: Simile

"Similes are like magic keys that unlock vivid pictures in our minds. They compare two things using 'like' or 'as'. For example, 'as busy as a bee' means very busy, because bees are always buzzing around doing work!"

Example ➤

- She was smiling like the sun
- The water in the lake was as clear as a crystal.

Answer the following questions.

1. Fill in the blanks.

1. He runs as _____ a cheetah.
2. The water in the pool was as cold as _____.
3. During the summer, the flowers smell as sweet as _____.

2. Select if the following statements are true or false.

Example → As tall as a mouse" is a good simile for someone very tall.
Answer: False.

1. "The pillow was as hard as stone" is a good simile for a very soft pillow. T/F
2. "The night sky was as bright as noon" is a good simile for a very dark night. T/F
3. "He was as brave as a lion" can describe someone who is very courageous. T/F

3. Create your own simile:

1. _____
2. _____
3. _____

Activity 1: Adjective Adventure

Adjectives describe things. When we compare them, we use 'more' for comparison and 'most' for the highest degree. 'Tall, taller, tallest' showing different degrees of height!

Example → The tree in my garden is as tall as a house.

Example

Pinky is the happiest girl in the class.
 Pinky is more closer to her mother than anyone else.

Choose the correct form.

1. The sunflower is _____ (tall) than the daisy.
2. That was the _____ (exciting) movie I've ever seen.
3. My dog is _____ (friendly) than your cat.
4. She is the _____ (intelligent) student in the class.
5. This cake is _____ (delicious) than the one we had yesterday.

Activity 2: Present Verbs Party

Simple present verbs are used for things that happen all the time or are general facts. Like 'I walk to school every day' or 'The sun rises in the east.'

Example

Every Saturday, John _____ (play) soccer with his friends.
 Answer: Every Saturday, John plays soccer with his friends.

1. Every morning, Sarah _____ (brush) her teeth before breakfast.
2. The bus _____ (arrive) at the station at 8:30 AM every day.
3. Cats _____ (purr) when they are content.
4. Water _____ (boil) at 100 degrees Celsius.
5. She always _____ (read) a book before bedtime.



Imagination Canvas



Hello young adventurers! Today, we embark on a thrilling journey of imagination. Are you ready?

Activity: Design Your Dream World Poster

Objective: To express your vision for a better world.

Task:

Imagine a world where everything is perfect, and everyone is happy. What does this world look like to you? Is it a clean and green planet, people helping each other, or something else?

Instructions:

Introduce Your Topic:

Begin by describing your dream world. What is it like, and why is it better than the world today?

Develop Your Topic:

Add details and facts to explain your vision. For example, if you want a happy and fun world, explain how it is important for everyone.

Use Linking Words:

Use words like "also," "another," "and," "more," or "but" to connect your ideas.

Provide a Conclusion:

Wrap up your vision with a concluding statement. Share why your dream world is important.

Edit Your Work:

After writing your first draft, review it and make improvements.

Pinky's Tip: Feel free to add illustrations to your poster to make it even more exciting!



Connect and Create



Explorers! Let's do a fun and engaging mini-project.

Mini Project: Reporter's Spotlight

1. Task:

Imagine you're a reporter for a special news segment called "Kids Investigate." Your task is to investigate and report on an interesting topic from your local area or community.

2. Choose a Topic:

Select a topic of interest from your local area or community. It could be a local event, landmark, tradition, or an issue that you find fascinating.

3. Research:

Gather information about your chosen topic from various sources. You can use newspapers, posters, flyers, or even interview local people who are knowledgeable about the topic.

4. Create a News Report:

Write a short news report

about your chosen topic. Include the following elements:

- A catchy headline
- An engaging introduction
- Main details about the topic
- Quotes from interviews (if applicable)
- A conclusion

5. (Optional) Design a Poster:

Create a poster that shows

your news report. Include relevant images, captions, and key points. Make it visually appealing and informative.

6. Presentation:

Present your news report and

poster to your classmates. You can pretend to be a news reporter and use gestures and expressions to make it engaging.

7

Pinky and Jojo's Cool-Down Adventure



Explorer's Pathway

Speak confidently using varied vocabulary and tone to express, persuade, instruct, or offer advice to engage the listener. (e.g., talking about reports, articles, programmes, etc.).

1

Engage in simple conversations that require performing everyday tasks and speech acts, such as introducing themselves and others, giving directions, making a call, making requests.

2

Ask questions to obtain information and explain ideas clearly, making meaning explicit.

3

Use imperative verbs in sentences i.e. Stay here, Run fast.

4

Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

5

Use knowledge of punctuation and grammar to read age-appropriate texts with fluency, understanding and expression.

6

Read and enjoy a variety of reading-age-appropriate and high-interest books and texts from print and non-print sources: Narratives (e.g., realistic and familiar stories, fairy tales, fables)

7

Identify paragraph as a larger meaningful unit of expression representing the unity of thought. Recognise and understand that: In a paragraph, sentences join to make sense in relation to each other through transitional devices.

8

Express understanding of the text in your own words.

9

Use interrogative pronouns to make question sentences.

10

Develop an understanding of the participles -ing, -ed to differentiate between the meanings of adjectives.

11

Recognise, articulate and use forms of common regular verbs, i.e. base, s/es, present participle (-ing), past, and past participle forms.

12

Use and differentiate between regular verbs (walk/ walked) and irregular verbs (drink/drunk)

13

Use the present continuous for actions taking place at some time in the past.

14

Make simple sentences by using SV (subject and verb) and SVO (subject, verb, and object) pattern e.g., Alia cooks food.

15

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what approach - brainstorming, mind-mapping first draft).

16





Memory Lane



New words to know

annoyed

feeling slightly angry or upset

deflate

to let air out, making something less inflated

inflating

filling something with air, causing it to expand

hothead

someone who gets angry easily

diminishing

becoming smaller, fewer, or less

grinning

smiling widely

Activity: Word Workout



Use these new words in a sentence that describes something you might do at a party." For example, 'I was grinning when I saw the huge cake!'

annoyed
deflate
inflating
diminishing
grinning
hothead

- I felt _____ when my little brother took my toy without asking.
- When you let air out of a balloon, it will _____ .
- We are _____ the balloons for the party.
- As we shared the cookies, they were quickly _____ .
- She was _____ from ear to ear when she received a present.
- He's such a _____ ; he gets angry over the smallest things





Journey through the text

Pinky and Jojo's Cool-Down Adventure

Setting:

The sun-drenched playground of Taleemabad, with Pinky and Jojo sitting under the shade of a large tree, a little distance apart after a heated argument during a game.



[Annoyed, arms crossed] Jojo, you always try to do everything yourself in the game! It's supposed to be a team effort!



[Looking guilty] I'm sorry, Pinky. I was just trying to score. I didn't mean to upset you.



[Sighs, trying to calm down] Ugh, it just made me so mad! I wanted to help the team, too.



Dadi says it's okay to feel angry. But it's not okay to let it out by hurting others or ourselves.



Yeah, she talks about that 'deep breathing' thing... She says to imagine blowing up a big balloon in your belly when you breathe in...



and then slowly letting the air out to deflate the balloon when you breathe out. Want to try it with me?

[They both take deep breaths, inhaling slowly and then exhaling, visualizing a balloon inflating and deflating.]



[Breathes deeply] That actually feels better. What was that other thing she mentioned?



When you're mad, count slowly to ten to give yourself time to cool off. Let's do it?

Pinky and Jojo's Cool-Down Adventure

[They count together, their anger visibly diminishing with each number.]



[More calmly] One... two... three...



[Continues counting] ...eight... nine... ten. Do you feel a bit cooler now?



[Nods] I do. Like after a big rainstorm. And I remember, Grandma also said to use 'I feel' statements instead of blaming others.



So instead of saying 'You never pass the ball!'...



I can say, 'I feel left out when I don't get to play with the ball'. That way, I'm not pointing fingers.



[Smiles] Exactly. And it helps me understand how you feel. I'm really sorry, Pinky. I'll make sure to pass the ball to you next time.



[Grinning] And I'll try to be less of a hothead. Thanks, Jojo. You're the best brother.

Why is it important to take deep breaths when we're angry?

What does counting to ten do for our feelings? Does anyone have another technique they use to calm down?

Pinky used 'I feel' statements to express herself. Why is that better?

Can anyone give an example of a time they felt angry and how they managed it?



We all get mad sometimes, but there are cool ways to handle it. Like our balloon breathing!



[Adds cheerfully] And remember, it's not about the mistake; it's about how we fix it. Let's keep practicing and be ready for the next game!

Pinky and Jojo's Cool-Down Adventure



Diving deeper

Pinky's Questions to Ponder:



Let's think about what we learned. Ready to dig deep into our cool-down adventure?

1. What did Jojo forget to do in the game that made me feel left out?

2. What did Grandma suggest we do when we feel angry?

3. How did the 'balloon' exercise help us manage our feelings?

4. What phrase did I use to tell Jojo how I felt without blaming him?

5. What did we decide to do after our argument to cheer up?

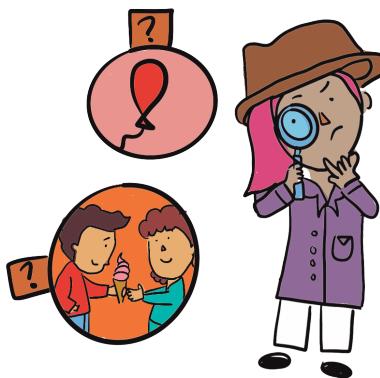
Activity 1: Pinky's Personal Insight



After reading our story, what words come to mind about dealing with anger or making up after an argument? Jot down the keywords that resonate with you.

Write down three to four keywords that you found interesting in the dialogue, you think they help you in managing anger?

1. _____
2. _____
3. _____
4. _____



Share and Sparkle

Activity 1: Introduce Your Partner



Speaking up can be a sparkle of fun! Let's practice our conversation skills with some super simple activities.

Pair up with a classmate, learn three interesting things about them, and then introduce your partner to the class using those facts.

"Class, meet Ali. He loves to paint, he helps his dad in the garden, and he can solve a Rubik's Cube super fast!"

Example

Activity 2: The Direction Game



Draw a simple map of Taleemabad, practice giving directions from one place to another, finally take turns with a friend to be the 'tour guide' and the 'tourist'.

Example

"Start at the post office, walk straight until you see the big mango tree, then turn left."

Activity 3: The Telephone Challenge



Pretend to make a phone call to order food for a party, use phrases like "Could I order...?", "How much is...?", and "Thank you!"

Example

"Hello, could I order three large pizzas for Pinky's party? How much will that be?"

Activity 4: The Question Quest



Write down one question you have about Taleemabad, then ask your question to a friend and listen to their answer. Next, swap roles and let them to ask you a question.

Example

"Why is Taleemabad park so famous?"



Grammar Playground



Let's play with words and turn them into questions, actions, and stories! Grammar can be a game, too!

Activity 1: Interrogative Pronouns



Interrogative pronouns are the question words: who, what, where, when, why, and how. We use them to ask about things!



Ask your partner the following questions, to understand how interrogative pronouns work!

1. Who is your best friend at school?
2. What is your favorite game to play during break?
3. Where do you go after school each day?
4. When do you do your homework?
5. Why do you like your favourite book?
6. How do you get to school every morning?

Activity 2: Participles as Adjectives



Participles can be used as adjectives. An '-ing' adjective describes something ongoing, while an '-ed' adjective describes how someone feels.

Example

Running through the park, she stumbled upon a hidden garden (run/running).

Pinky and Jojo's Cool-Down Adventure

Fill in the blank with the correct participle.

1. The joke was so funny, I couldn't stop _____ (laugh/laughing).
2. I am _____ (bore/bored) because the game was _____ (boring/bored).
3. The _____ (exciting/excited) puppy chased its own tail.

Activity 3: Regular and Irregular Verbs



Regular verbs add -ed for the past tense, like 'walk' becomes 'walked'.
Irregular verbs change completely, like 'drink' becomes 'drank'.



- Yesterday, she jumped over the puddle.
- They have gone to the zoo several times.

Fill in the blanks with the correct tense.

1. Yesterday, I _____ (walk) to the park.
2. I have never _____ (drink/drunk/drank) such sweet mango juice!
3. This morning, she _____ (sing) a beautiful song.

Activity 4: Continuous for Past Actions



Sometimes we talk about the past as if it's happening right now.
We use the present continuous with a past time word.



"So there I am, walking down the street, minding my own business, when suddenly I see this huge dog running towards me."

Complete the given sentences.

1. I was _____ (eat/eating) dinner at 7 o'clock last night.
2. They were _____ (play/playing) cricket when it started to rain yesterday.

Activity 5: Imperative Verbs



Imperative verbs give commands. They tell someone to do something, like 'Run!' or 'Listen!'

Example, "Please open the window."

Answer the given questions in your notebook.

1. Write a command telling someone to be quiet in the library.
2. Give a command to someone to look at the board in the classroom.
3. Tell your friend to pass the ball in a football game.



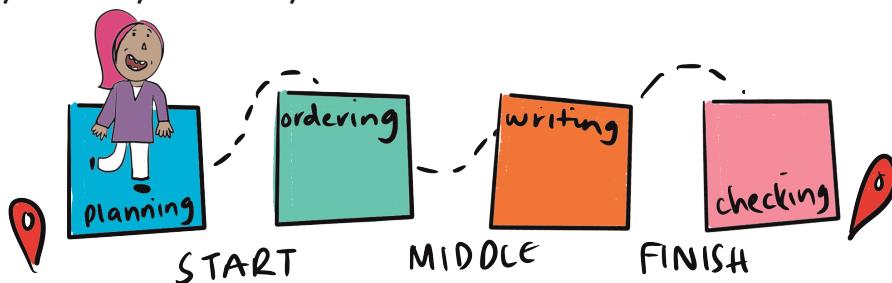
Imagination Canvas



Can you tell a story about calming down when you feel really angry or super excited?

Activity: Taleemabad's Clean Sweep

- Think of a time when you felt really angry or excited.
- Make a Plan: What happened first? What happened next?
- Draw your ideas on paper. You'll be writing a mini-report about it.
- Put it in Order: What came first? What came after? Make a path of your story on your paper.
- Write it Out: Start telling your story. Write about what happened and how you felt.
- Check Your Story: Read your story. Does it have a start, a middle, and an end?





Connect and Create



It's project time! We are going to make our own environmental diaries. This will be a record of all the wonderful things we do to help our planet!

Activity: Become a Book Explorer

Goal:

To read a story and find out how it's put together.

Task:

Choose a short story you love - it could be a tale about animals, a fairy tale, or an adventure.

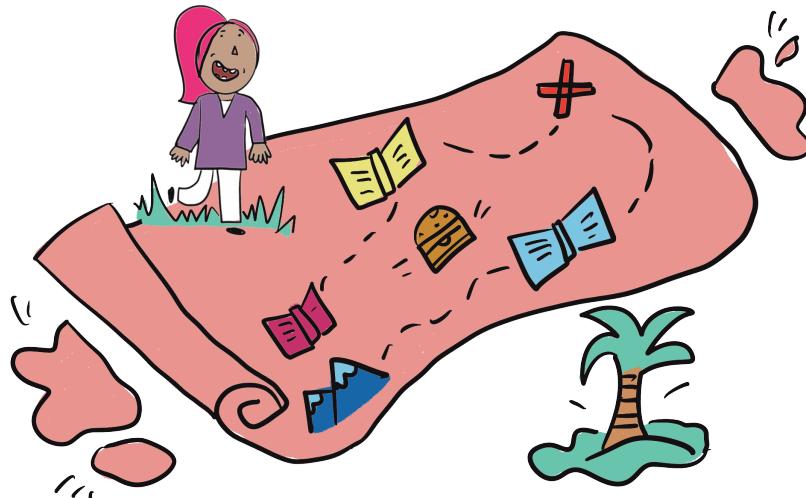
What to Do:

Read: Enjoy your story at home.

Discover Paragraphs: Notice how the story is split into parts - these are called paragraphs. Each one groups together ideas that belong with each other.

Draw a Story Map: After reading, draw a map of your story's adventure. For each paragraph, draw a picture or write a few words about the main idea.

Share: Bring your story map to class and tell us about your journey through the book.

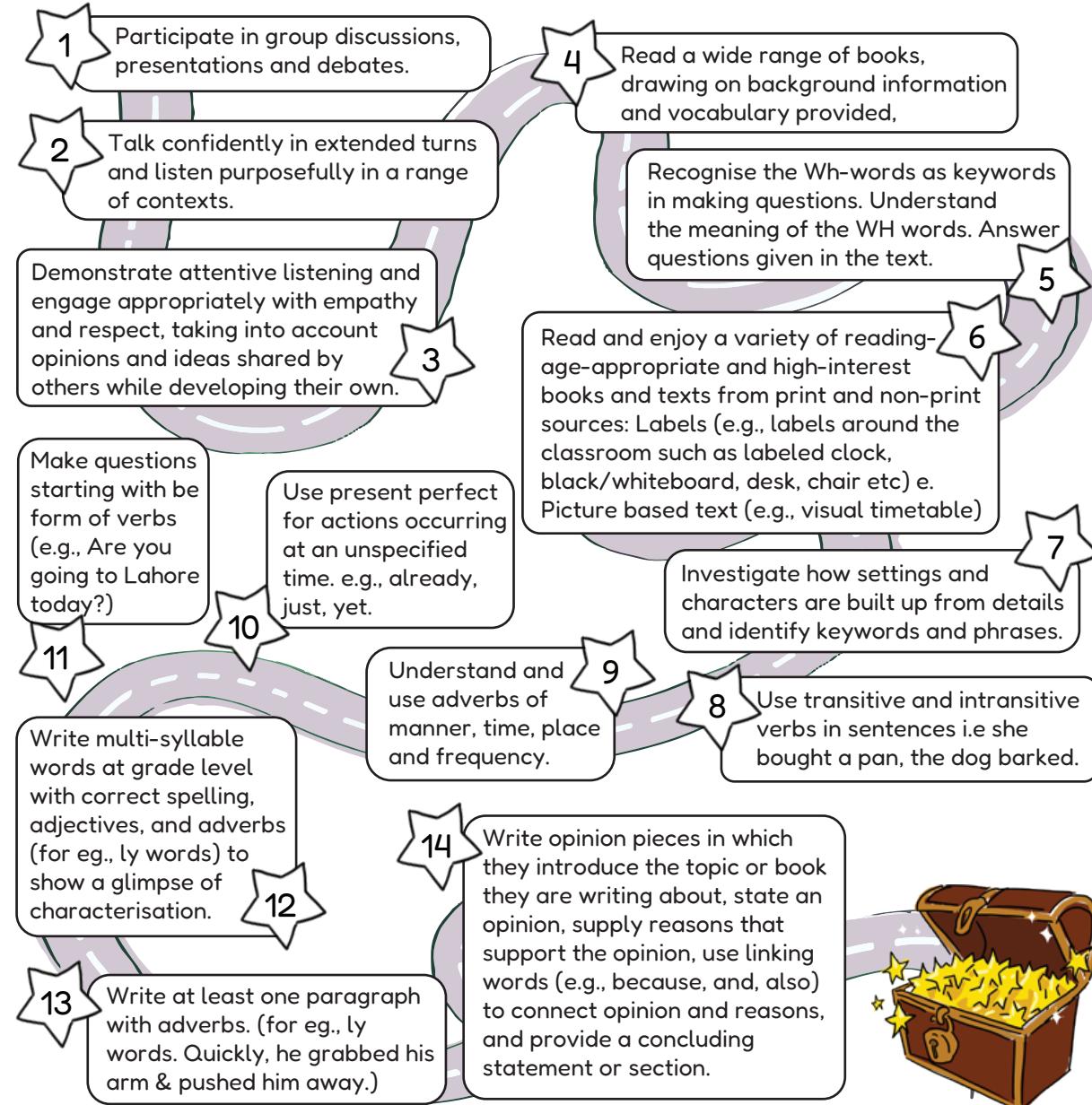


8

Reaching for the Stars

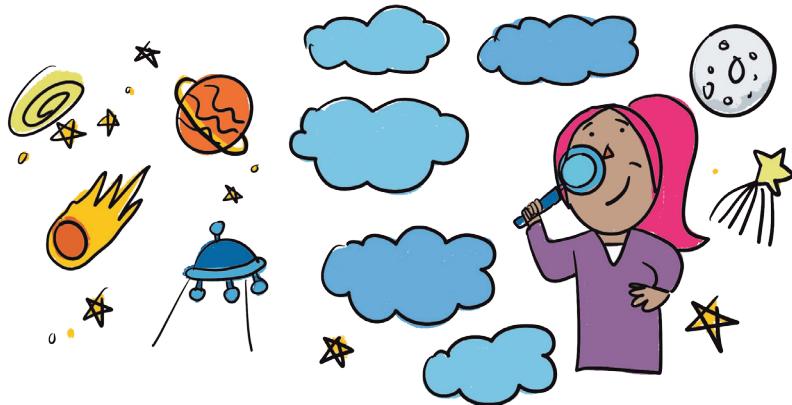


Explorer's Pathway





Memory Lane



Before we dive into Namira Salim's inspiring story, let's get to know some special words. These words will help us understand her journey better.

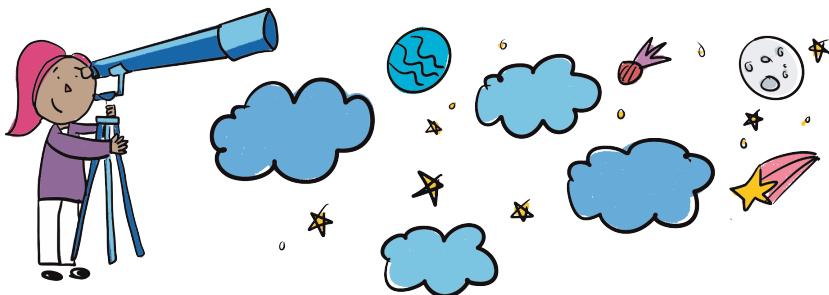


New words to know

astronaut	orbit	spacecraft	galaxy	gravity
someone who travels into space	the path a space object takes around a planet or star	a vehicle designed for space travel	a large group of stars, gas, and dust bound together by gravity	force that attracts objects towards each other, like how we are pulled towards the Earth



Now that we know these amazing words, we're ready to explore Namira Salim's story. Remember, every word you learn is like a star in the sky of knowledge!



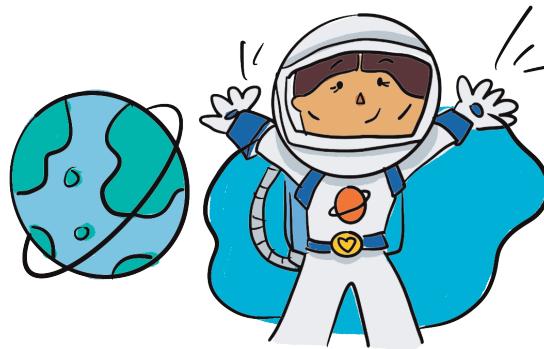


Journey through the text

Reaching for the Stars

In Taleemabad, a place full of dreams and adventures, Pinky looked up to Namira Salim, the first Pakistani astronaut, who had just returned from space.

Namira, a hero to many, started teaching young children about space, including Pinky.



When Namira Salim came back from space, she brought stories and lessons from the stars. In Taleemabad, everyone was excited, especially Pinky. Namira became a teacher, sharing her space adventures and teaching about the stars and planets.



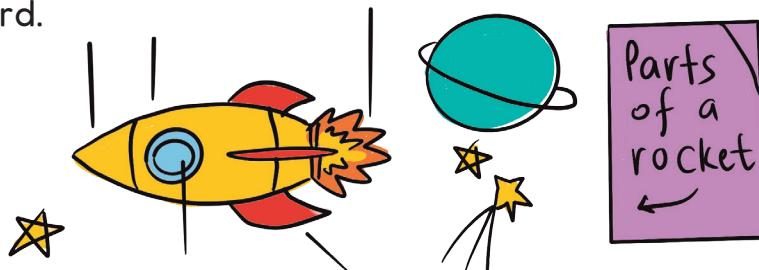
What did Namira Salim share with the people in Taleemabad?

Pinky joined Namira's classes. She wanted to learn everything about space. Namira taught them about the spacecraft and how every part has a special name. Pinky learned about the 'Oxygen Tank' which helps astronauts breathe, and the 'Main Engine Start' which sets the spacecraft flying.



Why did Pinky join Namira's classes?

Namira showed them pictures and models of spacecraft. She explained that every label on them was very important. 'Knowing these labels can help us in space,' Namira said. Pinky listened carefully, remembering each word.





Why are the labels on a spacecraft important?

Namira told them that being an astronaut was not just about flying to space. It was about learning and exploring. Pinky felt happy. She now knew that space was not just about stars and planets, but also about learning new things. It makes you realise how big the universe is.

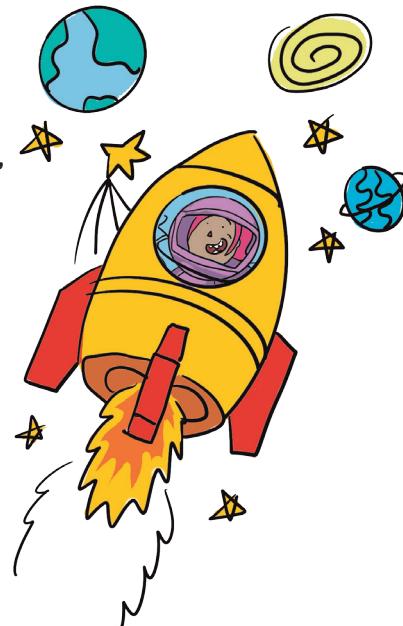


Space exploration significantly expands our understanding of the universe. It allows scientists to study celestial phenomena, the laws of physics in extreme conditions, and the origins of the universe. This knowledge can provide insights into the history and future of our own planet.

The challenges of space exploration drive technological advancements that often have practical applications on Earth. Technologies developed for space missions have led to improvements in areas like telecommunications, medical imaging, and material science.

Observing Earth from space also provides critical data on climate change, natural disasters, and environmental degradation. This information is essential for developing strategies to protect our planet.

Pinky realised how special Namira's journey was. It was not only about going to space but also about teaching others. Pinky dreamed of her own space adventures, inspired by Namira's stories.





Diving deeper

Activity: Discovering the Story's World



Think about the words that helped you picture Namira's journey in space. For example, did you read about her 'spacesuit'? What does that tell us about where she was?

Write down three words that describe Namira's world in space. For instance, "stars", and "spacesuit".

1. _____
2. _____
3. _____

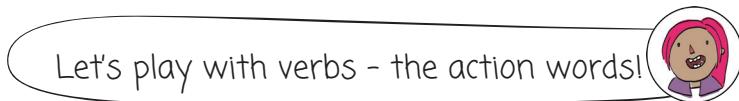
Activity 2: Creating WH-Questions



Find some words in our story about space and turn them into questions! For example, if you pick the word 'galaxy', you could ask, 'What is a galaxy?' or 'Where can our galaxy be found?'

1. Who: _____
2. What: _____
3. When: _____
4. Where: _____
5. Why: _____

Activity 3: Fun with Verbs



Some verbs, called **transitive**, need an object after them to make sense, like 'Namira adjusted her helmet.' Here 'adjusted' is a transitive verb because it acts on 'helmet.'

But some verbs, called **intransitive**, don't need an object. For example, in 'Namira smiled,' 'smiled' is an intransitive verb because it doesn't act on anything."

Transitive Verbs	Intransitive Verbs
NEEDS AN OBJECT	CANNOT HAVE AN OBJECT
<p>Namira <u>adjusted</u> her helmet.</p> <p style="text-align: center;">transitive verbs</p> <p>Here '<u>adjusted</u>' is a transitive verb because it acts on 'helmet.'</p>	<p>Namira <u>smiled</u>.</p> <p style="text-align: center;">intransitive verbs</p> <p>'smiled' is an intransitive verb because it doesn't act on anything."</p>

1. Read the following sentences and write whether they have transitive or intransitive verbs. Underline the verb and the circle the object.

- Pinky looked up to Namira Salim.
- Everyone was excited.
- Pinky felt happy.
- Namira brought stories and lessons.

2. Find five transitive and five intransitive verbs in our story about Namira. Write them in two lists. See how the action words fit into the sentences!

Transitive Verbs	Intransitive Verbs



Share and Sparkle

Activity 1: Group Discussion



Hello space friends! Let's talk about what we have learnt, listen to each other, and share our ideas. Are you ready to be star communicators?

Let's discuss Namira Salim's journey! What inspired you the most?

Choose your favourite part of Namira's story and tell the class why you liked it. Remember to listen to your friends carefully and think about what they say.

Here are some sentences to help you in your discussion:

Start with: One thing that inspired me the most about Namira's story was _____.

Respond to your group member's idea by starting with: I like how you were inspired by _____ because _____.

Activity 2: Empathy and Respect Debate



"Time for our space debate! Let's think about this:

'Is space exploration important?' Is it right to spend money on space exploration when there are so many people in the world who don't have enough food?

Remember, there's no right or wrong answer. Just share what you think and listen to your friends. Let's respect everyone's ideas!"

Simple Debate Structure:

Think About Your Opinion:

Decide if you think space exploration is important or not.
Why do you feel that way?

Express Your Opinion:

When it's your turn, start by saying, "I think space exploration is important/not important because..."

Give Your Reasons:

Explain why you have that opinion. Try to give at least one or two reasons. For example, "I think it's important because it helps us learn about space and find new things."

Conclude Simply:

Finish by summarising your main point, like "So, that's why I think space exploration is really important/not important."



Grammar Playground



We are going to have fun with grammar tricks! We will play with the present perfect tense and make questions using 'be' form verbs.

Activity 1: Present Perfect Practice

The present perfect tense is used for actions that happened at an unspecified time before now. We use have or has with the past participle of the verb. For example, 'Namira has travelled to space.' We know she travelled sometime in the past but not exactly when.

You CANNOT use words like yesterday, one year ago or last week. Let's practise!

Write three sentences about things you or someone else 'have' or 'has' done. Use words like 'already', 'just', and 'yet'.

Example "I have just learned about galaxies."

Activity 2: Making Questions with 'be' Form Verbs



Questions with 'be' form verbs are super important. They help us ask about things and plans. Remember, the 'be' verbs are 'am', 'is', and 'are'. For example, 'Are you going to the Science Fair?' Let's try making some questions.

Write three questions using 'be' form verbs. Think about things you might ask your friends or family.

Example "Is your favourite planet Mars?"

Activity 3: Let's create sentences using adverbs!

Adverbs are a type of word that modifies or describes a verb, an adjective, or another adverb. They often provide information on how, when, where, or to what extent an action is performed.

Adverbs can help to answer questions such as "how?", "when?", "where?", "to what extent?", or "why?". For example, in the sentence "She ran quickly," the adverb "quickly" modifies the verb "ran" by describing how she ran.

There are four types of adverbs.

Chapter 8
Reaching for the Stars

Type	Definition	Adverbs	Examples Of Use
Time	when action happens	Already, ago, before, lately, recently, soon, yet, yesterday, tomorrow ...	<ul style="list-style-type: none"> Has the candidate arrived already? I'm expecting a phone call soon. The taxi hasn't arrived yet. Let's talk about that tomorrow.
Place	where action happens	Here, there, above, away, below, behind, downstairs, near, outside ...	<ul style="list-style-type: none"> Your jacket is here on the chair. My sister lives near the school. The garden is behind the house. I got dressed and went downstairs.
Frequency	how many times the action happens	Always, sometimes, rarely, occasionally, seldom, usually, never ...	<ul style="list-style-type: none"> We occasionally go to the theatre. I usually walk to work. We sometimes go out for a meal. I'm a vegetarian. I never eat meat.
Manner	how an action happens	Badly, accidentally, fast, well, carefully, easily, quickly, quietly, slowly ...	<ul style="list-style-type: none"> She bandaged her finger carefully. The problem was easily solved. He ran quickly to catch the bus. The child reacted badly.

1. Write a sentence about an astronaut using an adverb of manner.

Example, "The astronaut floated gracefully in the spacecraft."

2. Create a sentence about a spacecraft using an adverb of time.

Example, "The spacecraft will launch soon."

3. Describe a galaxy using an adverb of place.

Example, "There are billions of stars everywhere in our galaxy."

4. Make a sentence about gravity using an adverb of frequency

Example, "Gravity always keeps us grounded on Earth."



Imagination Canvas



I will be your guide to an amazing space adventure in words! First, let's have some fun with words that have different sounds, words that describe a person, place or thing, and words that describe our actions. Once we get to know them, we will use them to write a space story. Are you ready? Let's blast off!

Activity: Getting to Know Our Words



Let's go on a word discovery journey, and learn about multi-syllable words, adjectives, and adverbs!

Multi-Syllable Words:

A syllable is like a beat in a word. For example, in 'rocket,' we have two beats: rock- et. That's two syllables! Multi-syllable words are just words with more than one beat. They can make your story sound interesting and fun.

Adjectives:

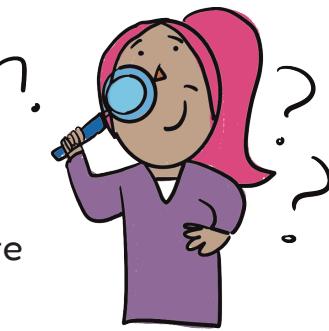
Adjectives are special words that describe nouns. Oh, and a noun is the name of a person, place, thing, or idea. So, if we have a noun like 'star,' an adjective can describe it, like 'bright star.' Adjectives help make our story colourful and exciting!

Adverbs:

Adverbs are cool words that sometimes end in 'ly' and they describe how something is done. They add spice to our verbs, which are action words. For example, 'quietly floated' or 'quickly jumped.' Adverbs make our actions in the story more interesting!

Step 1: Word Discovery

Now, let's be word detectives! Find and write down five multi-syllable words, five adjectives, and five adverbs that you think are perfect for a space adventure. Remember, multi-syllable words have more than one beat, adjectives describe nouns, and adverbs tell us how something is done.



Step 2: Writing Your Space Adventure Paragraph



Well done on making your list of words! Now, let's use them to write a short story about space. Imagine a character on an exciting space mission. What happens to them? Maybe they're exploring a new planet or travelling through a galaxy. Use at least three multi-syllable words, three adjectives, and three adverbs from your list to make your story come to life.

Tips for Your Writing:

- Think of a setting like a spacecraft or an alien planet.
- Create a character - what are they like? Brave, curious, careful?
- Describe an action or event in your story. Use words that give us a clear picture.
- Have fun with it! Your imagination is the limit.



Connect and Create



Hey there future writers! Now that we've explored Namira Salim's space story, let's write our own opinion pieces. You'll choose a topic, share your thoughts, and explain why you feel that way. Ready to share your views with the world? Let's get started!

Choose Your Topic

"First, pick a topic related to our space journey. It could be about space travel, being an astronaut, or even about exploring new planets. What part of our space story fascinated you the most?"

State Your Opinion

"Now, it's time to state your opinion. Do you think space exploration is important? Are you fascinated by life on other planets? Share what you think."

Write Your Opinion Piece

- **Introduction:**

Start by introducing your topic. For example, "I believe space exploration is crucial for our future."

- **State Your Opinion:**

Clearly say what you think about the topic.

- **Supporting Reasons:**

Give reasons why you feel this way. Use words like 'because', 'and', 'also' to connect your ideas. For example, "Space exploration is important because it helps us understand our universe. It also inspires new technologies and can even teach us about life on Earth."

- **Concluding Statement:**

End with a strong conclusion that wraps up your thoughts. For example, "Therefore, exploring space is not just about reaching the stars; it's about expanding our knowledge and inspiring future generations."

- **Background Information and Vocabulary:**

Remember to use the information and vocabulary we learned about space. This will make your opinion piece richer and more interesting.

9

The Dancing Poem



Explorer's Pathway

Recall and discuss important features of a talk, possibly contributing new ideas within a familiar and an unfamiliar group setting.

1

Ask questions to obtain information and explain ideas clearly, making the meaning explicit.

2

Understand the use of more modal verbs eg. can, could, may, might, must, ought, shall, should, will, and would.....

Read a range of stories, poetry and information books and begin to make links between them.

4

Guess the meaning of new words as given in the text.

Highlight/underline keywords and phrases to identify the main points in a passage.

Identify rhyme and rhythm, repetition, similes, and sensory images in poems.

Use infinitive in sentences i.e. Teacher helped the students to complete the class project.

Identify, understand and use adverbs that qualify verbs, adjectives and other adverbs.

Identify the use of the apostrophe for indicating possession (e.g., the player's ball, Paul's toy/ Pauls' toy, the cooks' pies, the children's toys, a week's holiday) and in contractions (e.g., it's raining).

Use simple present verbs to show habitual actions, universal statements, and current facts in sentences and paragraphs.

Paraphrase the text in your own words.

Write a simple cinquain (poem).





Memory Lane



Before we twirl through our poem, let's first look at the title and the picture. What words do you think you will read about in a poem on dances?



New words to know

sway

to move slowly from side to side

twirl

to spin around quickly

tapestry

something made of many different parts, all woven together

crescendo

a sound that gets louder and louder

Activity: Dance Moves



Can you show what these words mean with your own dance moves?

1. Show me how you would 'sway' like the fields of Punjab.
2. Can you 'twirl' like the dancers in Sindh's Ho Jamalo?
3. Create a group pose that looks like a 'tapestry' of different dance moves.
4. Start clapping softly, then get louder and louder, like a 'crescendo' in music.





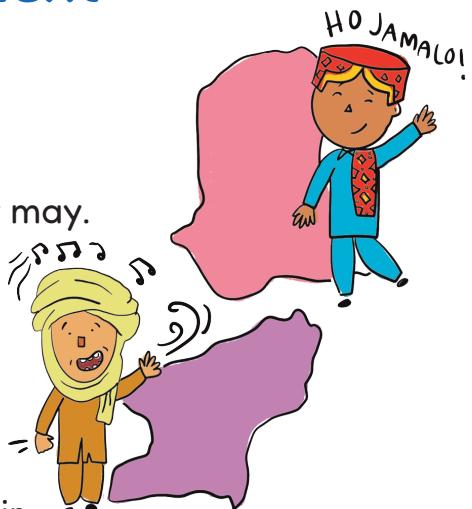
Journey through the text

The Dancing Poem

In Punjab, where fields of green sway,
The dhol's beat calls for bhangra, come what may.
Dancers leap, their joy on full display.



Can you hear the rhyme in these lines? What words make the end of the lines sound similar?



Sindh's rhythm declares, "Ho Jamalo" in the air,
Feet tap and twirl without a single care,
A tapestry of motion, light and fair.

In Balochistan, the Lewa beats start slow,
Then crescendo in the desert's glow,
A dance of strength, as winds blow.



What simile is used to describe the Attan dancers? How does it help you picture their dance?

The hills of Khyber Pakhtunkhwa share a tale,
Where Attan dancers in a circle sail,
Their spins and claps like a woven veil.



What do you imagine when you hear 'swords clash' in the poem?

Gilgit's swords clash with a metallic song,
Cowboys dance, their steps sure and strong,
In Payaloo's dance, they all belong.



Diving deeper



We've danced with words, now let's think deeper. What did our poem really mean? Let's find out together!

Pinky's Poem Puzzlers

1. Which dance is matched with the sound of the 'dhol' in our poem?
2. What phrase is used to describe the movement in Sindh's dance?
3. How is the pace of the Lewa in Balochistan first described?
4. What does the circular movement of the Attan represent?
5. Name the two dances mentioned for Gilgit Baltistan.
6. After reading about these dances, what feelings or images do they bring to your mind? Write down two things you imagine when you think of these dances.



Share and Sparkle

Group Activity: Pinky's Cultural Exchange



Let's chat about our poem and the beautiful dances of our country.

- Sit in a circle with your classmates.

Group Activity: Pinky's Cultural Exchange

- One by one, share what dance from the poem you liked best and why.
- Think of questions you have about the dances or the poem and ask the group.
- If someone says something you like or agree with, give a thumbs up and explain why. Offer your own ideas about what the poem tells us about Pakistan's culture.

Example Questions to Start:

- What dance in the poem would you like to learn?
- How do you think these dances show Pakistan's culture?
- Can anyone think of a dance from your own family or village?



Grammar Playground



Welcome to the Grammar Galal! Let's jump into the fun world of words and learn how to make our sentences shine!"

Activity 1: Infinitive Fun



An infinitive is when we use 'to' with a verb, like 'to dance' or 'to sing'. We use it to tell why we do something.

Example She practises every day to win the dance competition

Complete the sentences below.

1. I love _____ (play) hide and seek after school.
2. Our teacher wants us _____ (learn) our multiplication tables.
3. Pinky hopes _____ (visit) the zoo on her birthday.
4. It's important _____ (listen) when someone is speaking.
5. Can you try _____ (draw) a picture of your house?

Activity 2: Adverb Adventure

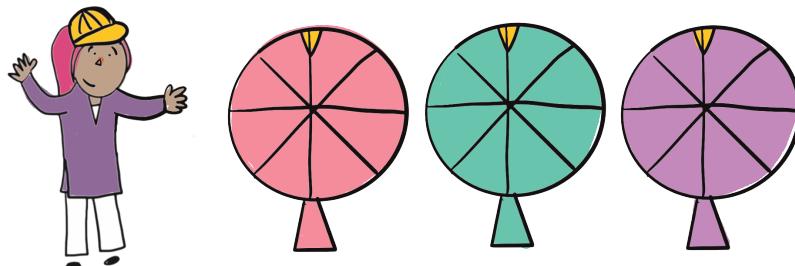


Adverbs are words that describe how, when, where, or how much we do something, like 'quickly', 'yesterday', 'outside', or 'very'.

Example She spoke very quietly in the library.

Fill in the blanks below.

1. The dancers moved very _____ (quick/quickly).
2. Jojo always does his homework _____ (careful/carefully).
3. Pinky _____ (happy/happily) shared her toys.
4. They can run _____ (fast/fastly) in the race.



Activity 3: Apostrophe Alley



We use an apostrophe for two reasons: to show that something belongs to someone, and in contractions to show that letters are missing.

Example This is Jojo's ball.

Correct the sentences using an apostrophe.

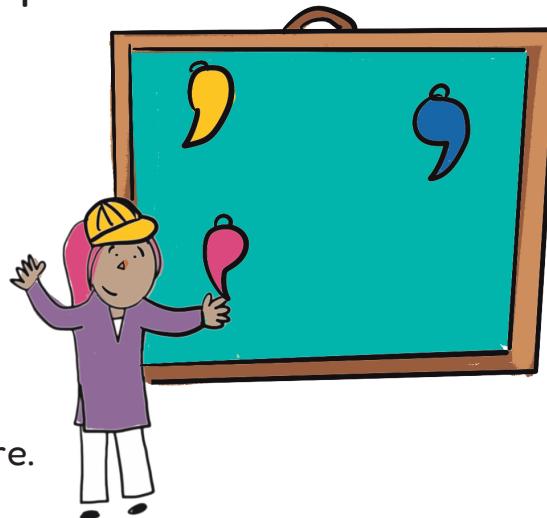
1. This is Pinky favourite book.

2. The cat whiskers are very long.

3. Is not it the same as saying 'it is'?

4. The children playground is over there.

5. I cannot find my socks.



Activity 4: Present Simple Party



We use the present simple tense for things we do often or for facts that are always true.

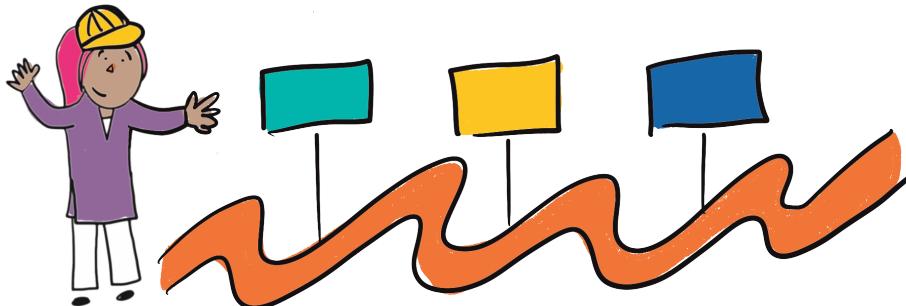
Choose the correct option to complete the sentences.

The Earth revolves around the Sun. Example



The Dancing Poem

1. Pinky _____ (jump/jumps) rope every morning.
2. The sun _____ (rise/rises) in the east.
3. Birds _____ (fly/flies) in the sky.
4. We _____ (learn/learns) new words in school every day.
5. Jojo _____ (like/likes) to eat pizza on Fridays.



Imagination Canvas



Poems are like paintings with words. Let's create a cinquain together and then highlight our poem's most important bits!

Cinquain Creation

A cinquain has five lines.

The first line has one word (a title).

The second line has two words (describing the title).

The third line has three words (showing action).

The fourth line has four words (expressing feelings or a complete sentence).

And the fifth line has one word (another word for the title or a word that sums it up).

Example →

Dance
Colourful, lively
Twirling, leaping, spinning
Joy in every movement
Celebration

Sample Passage: The Rhythm of Pakistan

In the heart of Pakistan, dances flourish like spring blooms. From the vigorous Bhangra of Punjab, the graceful Lewa of Balochistan, to the intricate steps of Sindh's Dhammal, each dance is a heartbeat of its province. They carry the stories and rhythms passed down through generations. These dances are more than tradition; they are the living soul of Pakistan's cultural tapestry.

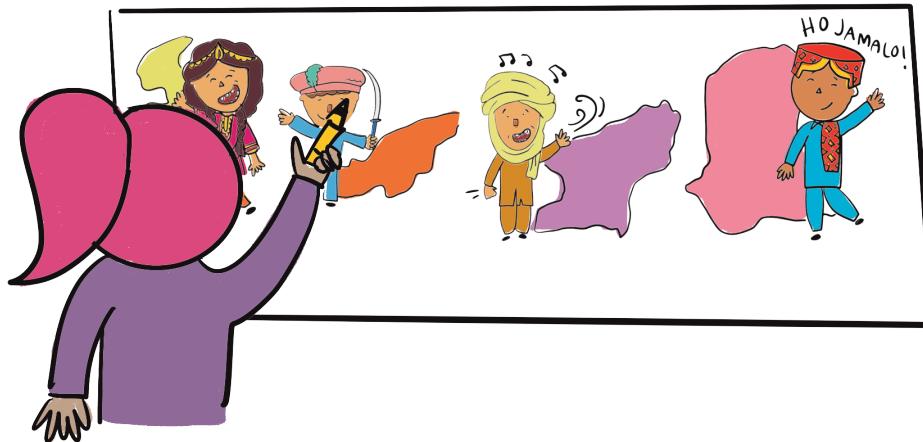
Highlighting Activity



Now, take your marker and underline the important parts in our dance passage. What words or phrases tell you about the dances and why they're special?

Example →

"Dances flourish like spring blooms."





Connect and Create



Time for a treasure hunt in the world of stories and poems! At home, can you find the hidden threads that tie them all together?

Home Task: Story and Poem Weavers

Choose a story, a poem, and an information book from your school library or home.

- **Read:** Enjoy each one and think about what they share. Is it a common theme, like bravery, or maybe a shared setting, like the mountains of Pakistan?
- **Link:**
Write down one thing that connects all three. It could be a feeling, a message, or something else.
- **Cinquain:**
Now, write a cinquain poem about that connecting idea. Use what you've read to inspire each line.
- **Share:**
Bring your poem to class and tell us how each book gave you the idea for your poem.



10

Bridge Builder Unite



Explorer's Pathway

Enact a short drama/playscript showing different roles and scenarios through deliberate choice of dialogues/speech, gestures, and movements.

1

Speak confidently using varied vocabulary and tone to express, persuade, instruct, or offer advice to engage the listener. (e.g., talking about reports, articles, programmes, etc.).

2

Take turns to speak on a range of topics of their own choices.

3

Highlight the main idea/theme of the text with reference to any illustrations given in the text.

4

Retell or paraphrase events from the text in response to questions.

5

Read and follow instructions correctly to assemble/operate a product.

6

7 Develop understanding to expand adverbs into adverb phrases.

8 Use a comma and quotation marks in direct speech.

9 Use past simple for completed actions/events and regular actions in the past. (In paragraphs)

10 Use a variety of transitional words and phrases to manage the sequence of events, such as 'Earlier...' or 'Nearby...' or 'Firstly', 'Secondly...'. They can also use phrases in the same way: 'Later on...' or 'Far away...'

11 Write short texts in speech bubbles and cartoon strips using vocabulary, tone, style of expression appropriate to the communicative purpose and context.





Memory Lane



Before you go on an adventure of building a bridge with Pinky, let's learn some new words that will help you understand the story better.



New words to know

sturdy

strong and firm; not easily broken or damaged

festive

having a cheerful and lively atmosphere, especially in celebration

rhythm

a regular repeated pattern of sounds or movements

urgent

requiring immediate attention or action

manual

a book or booklet that gives instructions or information about how to do something

assemble

to put together pieces or parts to form something



Look at the pictures in the story! Can you guess the main idea of the story by just looking at them?



Journey through the text

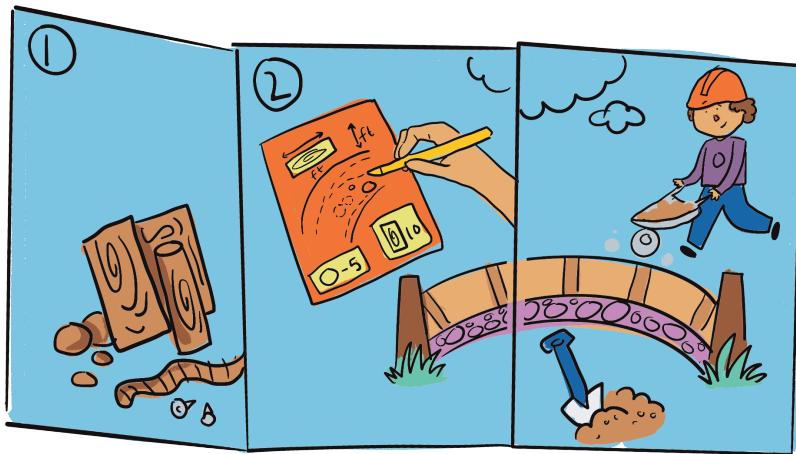
In Taleemabad, a sunny morning brought an unexpected adventure. The old wooden bridge, which connected two parts of the town, had become too fragile to cross. This was a big problem because today was Jojo's birthday, and he was on the other side of the river, feeling lonely and cut off from his family and friends.



Bridge Builder Unite

"We must build a new bridge to bring Jojo back for his birthday party!" declared Pinky, her voice filled with determination. Sir Riaz, who had gathered with the concerned community, nodded in agreement. "Let's make it a special birthday bridge for Jojo," he suggested.

Sir Riaz brought out an instruction manual titled 'Fun Bridge Building for Everyone!' "First, we gather the materials. Then, we design a strong yet fun bridge. And finally, we build it together, like a big family," he read aloud from the manual.

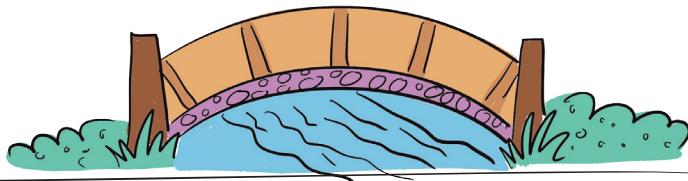


What are the three main steps mentioned in the instruction manual for building the bridge?

Pinky jumped into action. "I'll collect the most colourful stones and the sturdiest wood!" she exclaimed. The manual showed them how to test the wood for strength by tapping it and listening for a solid sound, and how to choose stones that were just the right size for a safe and stable bridge.

As the community worked, the atmosphere was festive and energetic. Everyone sang and chanted in rhythm, turning the work into a playful scene. "Lift and place, tap and test, paint and decorate!" they sang along.

Across the river, Jojo watched in awe as the bridge took shape. He could see colourful banners and hear cheerful voices. "They are building it for me!" he thought, feeling a rush of happiness and love.



How do you think Jojo felt when he saw the new bridge and why?

The bridge was completed just as the sun began to set, casting a golden glow over Taleemabad. It was sturdy, safe, and beautifully decorated with colours and patterns. Everyone shouted, "Happy Birthday, Jojo!" as he crossed the new bridge, greeted by hugs and smiles.

"This isn't just a bridge; it's a birthday present from all of us," said Sir Riaz, as Pinky and Jojo stood together on their new bridge. "It shows what we can do when we come together for someone we care about."



What does Sir Riaz mean when he says the bridge is more than just wood and stones?

Jojo's birthday turned into a celebration for the whole community, with the new bridge symbolising their unity, teamwork, and the love they shared.



Diving deeper

Activity 1: Discovering the Main Idea with Pinky



Let's think about what our bridge-building adventure really means! Circle the statement that you think is the heart of our story.

1. Building a bridge is hard work and requires lots of materials.
2. Working together brings us closer and helps us do amazing things!
3. Birthday parties by the river are the best.

Activity 2: Sequence the Story with Pinky



Can you remember how our story unfolded? Put these events in the order they happened. It's like building our bridge, piece by piece!

Read each event and number them from 1 to 6 in the order they happened in our story.

Bridge Construction: Everyone works together, following the manual's instructions to build the new bridge.

Celebration Time: The bridge is finally made and we celebrate Jojo's birthday.

Jojo's Lonely Morning: Jojo feels all alone on the other side of the river.

Gathering Materials: We all gather materials for our special bridge.

Pinky's Call to Action: Pinky sees Jojo and decides to help build a new bridge so he can come back.

Sir Riaz's Plan: Sir Riaz shows us the manual for bridge building.

Activity 3: Retell and Respond with Pinky



Now, let's dive deeper! Answer these questions in your own words, just like you're telling a friend about our adventure.

1. Why was building the bridge so important for all of us in Taleemabad?
2. What did we do to make creating the bridge a super fun experience?
3. What does our new, awesome bridge stand for in Taleemabad?

Activity 4: Let's build a bridge!

Materials:	popsicle sticks	glue	tape
------------	-----------------	------	------

Steps:

1. Lay two popsicle sticks parallel on the table.
2. Attach a popsicle stick vertically at each end to form an "H" shape.
3. Connect two more popsicle sticks diagonally between the vertical sticks.
4. Repeat steps 1-3 to create two identical "H" shapes.
5. Attach the two "H" shapes together to form a bridge structure.
6. Reinforce with additional popsicle sticks for strength.
7. Use glue and tape to secure joints.
8. Let it dry.
9. Test your bridge by placing small objects on top to see how much weight it can hold.

Have fun building your strong and creative bridges!



Grammar Playground

Transforming Adverbs into Adverb Phrases

Adverbs add more detail to verbs and can be turned into adverb phrases to make sentences more interesting. Let's practise this!

Below are some adverbs and a list of phrases. Your task is to match each adverb with a phrase from the list to create an adverb phrase. Then, use your adverb phrase in a sentence!

Adverbs:

Cheerfully
Carefully
Eagerly
Loudly

Phrases:

with great excitement
in a gentle manner
with a big smile
in a high voice

Create Your Adverb Phrases and Sentences

Adverb: _____ + Phrase: _____

= Adverb Phrase: _____

Sentence: _____

Adverb: _____ + Phrase: _____

= Adverb Phrase: _____

Sentence: _____

Adverb: _____ + Phrase: _____

= Adverb Phrase: _____

Sentence: _____

Adverb: _____ + Phrase: _____

= Adverb Phrase: _____

Sentence: _____

Activity 1: Past Adventure Paragraphs

Past Simple (Past Tense):

The past simple tense is used to describe completed actions or events that occurred at a specific point in the past. It is formed by adding "-ed" to regular verbs, and irregular verbs have unique past tense forms. For example, "I played cricket yesterday" or "She ate breakfast at 7 AM."

Time Travel:

Think about a day from your past where you worked as a team.

Past Simple:

Write a paragraph using past simple (like "played" or "helped") to describe a completed event or action from that day.

Regular Action:

Write another paragraph in past simple about a routine activity you often did, like "walked my dog" or "ate cookies".

Share:

Share your paragraphs with classmates and enjoy discovering each other's past adventures!



Share and Sparkle

Activity 1: Let's Pretend and Tell a Story

Transitional words and phrases are like magical bridges in writing. They help connect ideas smoothly, making your sentences flow nicely. Use words like "first," "next," and "finally" to guide your readers through your amazing stories!



Let's pretend to be part of the bridge-building team and then turn our adventure into an exciting story!

Pair up with a friend. One of you is the builder, the other is the planner.

Use words like 'first,' 'then,' and 'finally' to plan how you'll build the bridge.



Discuss your plan together, like "First, we'd gather materials, then design the bridge, and finally, build it!"

Now, turn your planning session into a story. Start with "One sunny day in Taleemabad..."

Activity 1: Let's Pretend and Tell a Story

Use adverbs like 'excitedly,' 'nervously,' or 'happily' to describe actions and feelings.

Change your voice for different characters to make the story come alive.

Activity 2: Group Chat on Teamwork



Now that we've built bridges and told stories, let's chat about teamwork. How did working together help in our story?

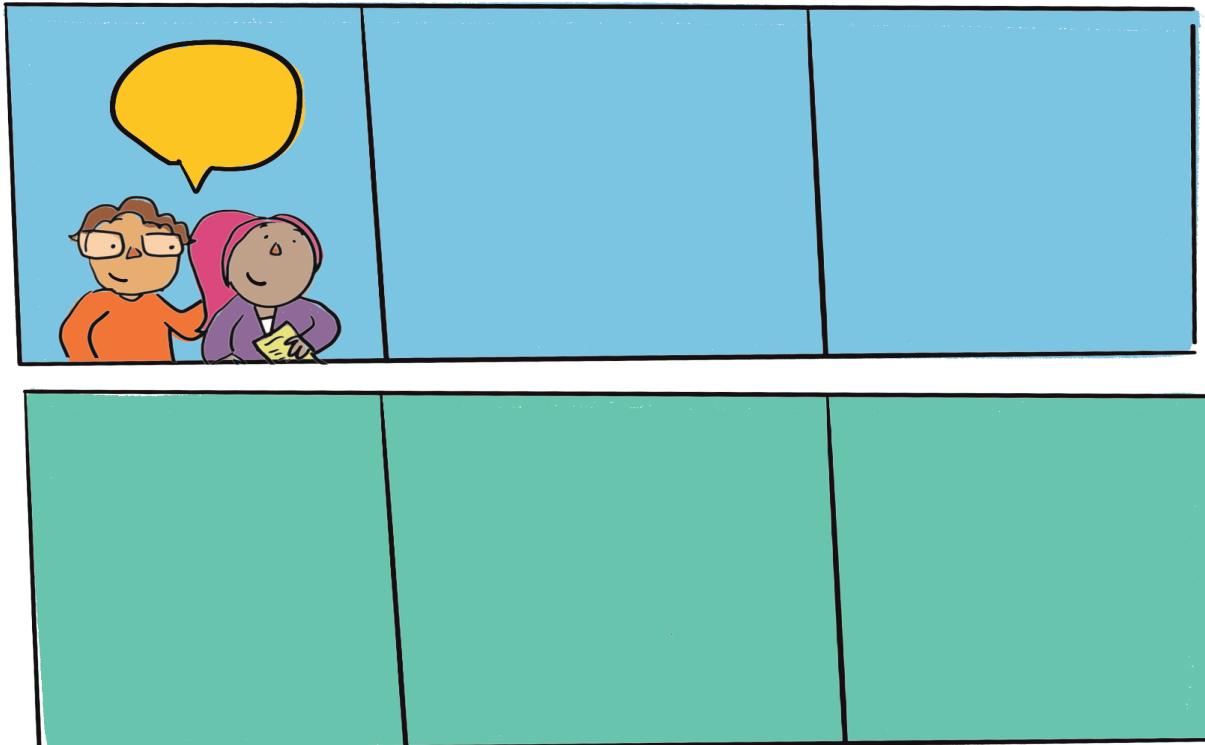
- Gather in a group and share your thoughts about teamwork. Use 'I think' or 'I feel' to express your ideas.
- Ask questions like "What do you think teamwork is?" or "How does teamwork help in big projects?"
- Listen carefully to your friends, nodding or smiling to show you understand, and share your ideas too.



Imagination Canvas

Let's learn about comic strip!

A comic strip is like a mini-story with pictures and speech bubbles. It's a fun way to tell a tale using both words and drawings. Imagine your favorite characters having exciting adventures in a small, colorful picture story!



Activity 1: Story Planning



Before we draw, let's plan our comic strip story. Think about a fun adventure in Taleemabad.

- Title of Your Comic Strip: _____

Plan Your Story

First (Beginning):

- What happens at the start of your story?
- Which characters are in this part?
- Write your ideas here:

Next (Middle):

- What happens in the middle of your story?
- How do the characters react or what do they do?
- Write your ideas here:

After That:

- What happens next in your story?
- Are there any new characters or new events?
- Write your ideas here:

Finally (End):

- How does your story end?
- What happens to the characters?
- Write your ideas here:

Characters

- List the main characters in your story:
- Write one thing about each character (like what they like, how they feel, etc.):

Activity 2: Draw Your Comic Strip



Now it's time to bring our story to life with drawings!

- Use the comic strip panels provided in the textbook.
- Draw your story in the panels, following the plan you made.
- Make sure your drawings show the action and the characters clearly.

Activity 3: Writing Dialogues



Let's add words to our story. What are your characters saying to each other?

- Write dialogues in speech bubbles for each panel.
- Use words that make the characters' conversations sound real and lively.
- Check that your dialogues match the story and show what the characters are feeling.
- Use comma and quotation marks in direct speech. For example: Pinky said, "Let's make a bridge."



Connect and Create



Get ready for an amazing journey into the world of theatre with us! Let's work together to create a play that's full of fun and surprises!

Form Your Theater Group:

Gather your friends and form a superstar team! Who's ready for an adventure?

Bridge Builder Unite

Choose a Taleemabad story that you all love. This will be the heart of your play!

Plan Your Play:

- Let's make each character shine! Make sure everyone has at least three things to say.
- Structure your play in three acts: First, set the scene and introduce your characters. Next, dive into your exciting adventure. And finally, wrap it up with a grand finale that leaves everyone smiling!

Write Your Script:

- It's time to write our dialogues! Think about how your characters feel and what they want to say. Make it snappy, make it fun!
- Don't forget to add actions and movements. Let's see your characters come to life!
- Script Example:
 - Title: The Taleemabad Picnic
 - Characters: Pinky, Sir Riaz, and Jojo
 - Sample Dialogue:



What a sunny day for a picnic!



Excellent idea! Let's all contribute something special.

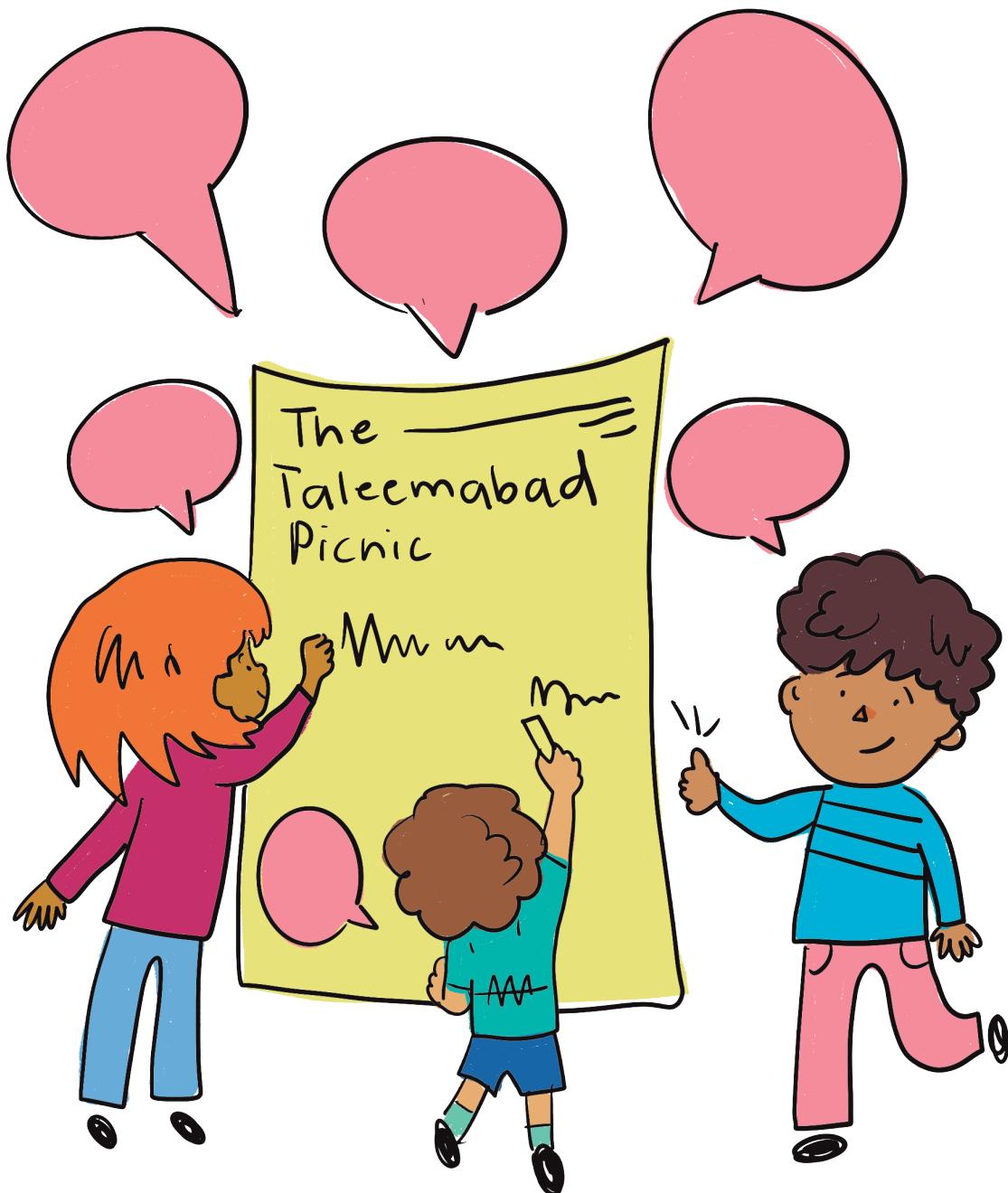


I'll try making sandwiches, but I'm a bit nervous...

Rehearse and Perform:

- Practice makes perfect! Help each other, speak up, and move with confidence!

Now, take the stage and show us the magic of your teamwork!
Remember, every play is a masterpiece when you all work together!

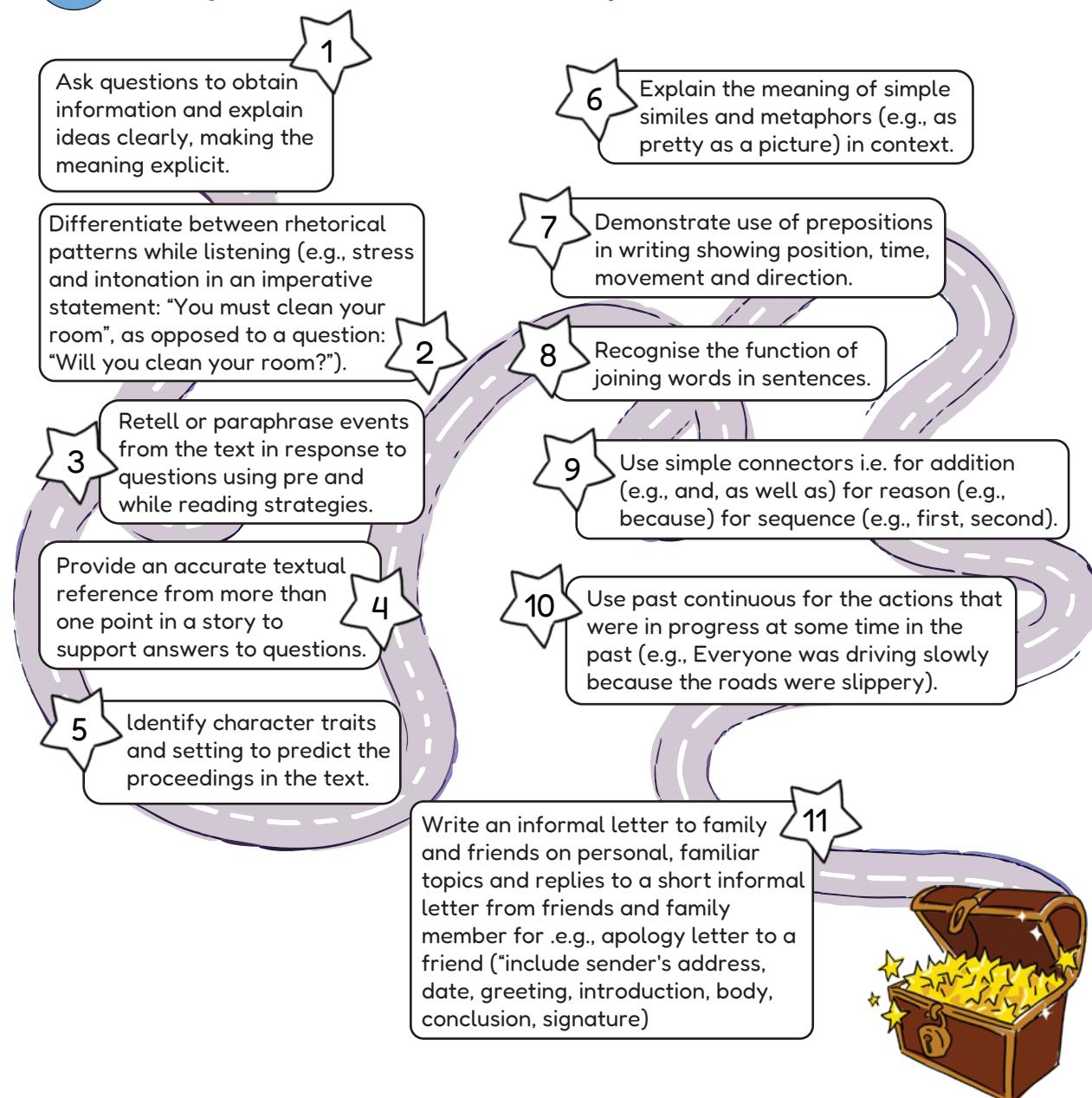


11

Chatter Patterns



Explorer's Pathway





Memory Lane



New words to know

peer

to look closely
or with
difficulty

fierce

having or
showing an
intense
aggressiveness

disrupt

to interrupt by
causing a
disturbance or
problem

vast

of very great
extent or size

Activity: Vocabulary Puzzle



Here's a fun puzzle for you!

Solve the crossword puzzle using the new words you've learned.

Clues:
Across:

1. The storm was not just strong; it was _____.
2. The storm did this to the phone and internet services.

Down:

3. The sky Pinky saw through her window was _____ and full of dark clouds.
2. When you look very carefully through the window during the storm.

	i			e					
1.									
2.	d								t

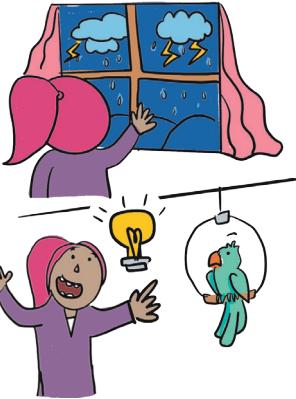


Journey through the text

Race Against Time

Pinky peered out her window, everything was as dark as the night. She had just heard the news – a fierce storm was coming, heading straight towards Rani's house on the other side of the city. She knew she had to warn her friend immediately.

But how could she? The power had been gone for days because of the rain. That means there was no internet. She couldn't call her on WhatsApp or message her.



What problem was Pinky facing?

Pinky looked at her computer in frustration. This was of no use as well. She grabbed her landline phone, but the storm had disrupted the phone lines too. The usual buzzing town seemed cut off from the world, and time was running out.

As the wind howled outside, Pinky's eyes fell on her pet parrot, Coco. An idea sparked in her mind. "A letter! Coco can deliver it!" she exclaimed. She had heard from her Dadi how in the old days, people used their pigeons to deliver little notes to each other. Pinky quickly scribbled a tiny letter, her hands trembling:



Dear Rani,
A storm is coming your way. Please find a safe space. Take care. See you once the storm clears!

Yours
Pinky.

She folded the note, sealed it carefully, and attached it to Coco's leg.

"Go to Rani, quickly!" she urged. She showed Coco Rani's picture. He understood immediately.

Coco took off into the stormy sky, a tiny messenger against the vast, grey clouds. Pinky watched anxiously, hoping her message would reach Rani in time. The safety of her friend now depended on a small bird braving the storm.

Write down any other way of communicating that Pinky might have missed:



Diving deeper

Activity 1: Refer to the Text



Sometimes you need to directly refer to the text to find answers!

Answer the following questions about Pinky's story, providing specific parts of the text to support your answers.

1. How did Pinky first learn about the incoming storm? Quote the part of the story that describes this.
2. How did Pinky decide to write a letter to Dadi? Write down that part to support your answer.

Activity 2: Character and Setting Inspection



Now see if you have read carefully!

1. Write down two character traits of Pinky from the story.
2. Write down two details about the setting from the story.
3. Now based on your findings, predict what will happen next to Pinky and the setting in the story.



Activity 3: Simile and Metaphor



Let's make our writing more interesting!

- Similes are comparisons using the words 'like' or 'as' to show similarities between two different things. For example, "busy as a bee" compares someone's busyness to a bee's.

Chatter Patterns

- Metaphors directly state that one thing is another, helping to paint a picture in the reader's mind. For example, "time is a thief" suggests that time steals moments away like a thief.



Now find and write down one metaphor and one simile from the story.

- Explain what the simile means: _____
- Explain what the metaphor means: _____



Share and Sparkle

Activity 1: Guess the Action



Let's see how well your friends can act and how well you can guess!

- Get into pairs.
- One student describes a communication method without naming it (E.g., writing a letter, using a phone, sending an email), and the other guesses what it is.
- Partners switch roles after each round.

Activity 2: Say it Right



The meanings of sentences can change according to how you say them!

Here are some sentences for you to act out in groups. Discuss how the different ways of saying each sentence changes its meaning:

"I can't believe you did that!"

- First, say it with surprise, then with disappointment.

"Are you going to finish that project?"

- Say it once with curiosity, then with urgency.

"That's the biggest dog I've ever seen!"

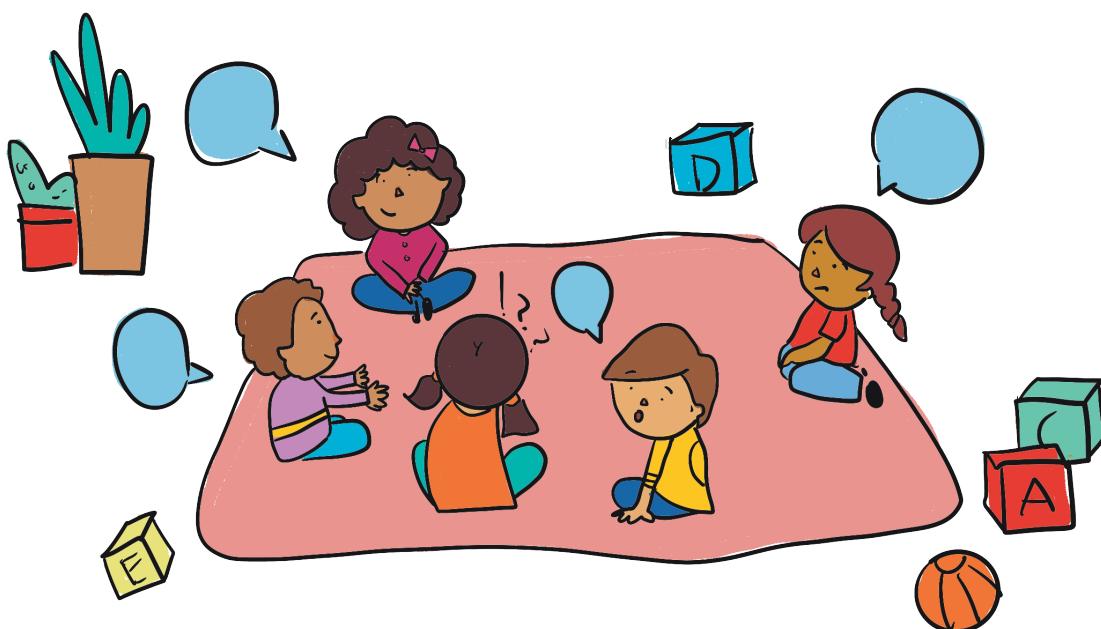
- First, express it with excitement, then with fear.

"We should definitely meet up this weekend."

- Say it with enthusiasm, then with hesitation.

"Please, be careful with that!"

- Express it first with concern, then with annoyance.





Grammar Playground

Activity 1: Show Me Where It Is



Let's recap our knowledge of prepositions!

• **Position:**

Words like 'under,' 'above,' 'between' show where something is located.

• **Time:**

Words like 'before,' 'after,' 'during' indicate when something happens.

• **Movement:**

Words like 'towards,' 'away from,' 'into' describe the direction of movement.

• **Direction:**

Words like 'to,' 'from,' 'up,' 'down' show the direction something is moving or facing.

Fill in the blanks using the correct prepositions.

The parrot flew towards the room,
landing on the shelf, just near clock. 



1. The child ran _____ the mother.

2. The car was speeding _____ from the storm.

3. The girl took out a cup _____ the cupboard.



Activity 2: Connector Chain



Connecting sentences can be fun once you know what connector to use!

Addition (and, as well as, also, moreover, furthermore): These connectors add more information or ideas.

Reason (because, as, since, for): This connector explains why something happens.

Sequence (first, second, finally, when, after): These connectors show the order in which things happen.

Combine these sentences using the correct connector word.

The wind blew fiercely. The children still played outside.

The wind blew fiercely but the children still played outside. 

1. Pinky wanted to warn Rani. She could not use the internet.

2. We need phones. We need laptops in the new office.

3. In order to send an email you need to log into your computer.
You need to open your account.

4. We need to pick up your sister. We will pick you after that.



Imagination Canvas



Let's learn to write about past events.

The past continuous tense describes actions that were happening at a particular moment in the past.

It is formed with the past tense of the verb 'to be' (was/were) followed by the base verb with an '-ing' ending.

Activity: Echoes of the Past

Write a paragraph about how your grandparents used to communicate with each other. Did they use telephones to talk to someone living in the same country? Did they have a TV or a radio to know what was going on in the rest of the world?

Use past continuous tense to write your paragraph.



Connect and Create



Remember the short letter I wrote for my friend Rani? Now it's your turn to write one!

An informal letter is a personal way to communicate with family and friends. It can be as long or as short as you want. You can add personal touches to it to make it fun, interesting and heartwarming to read.

Project: Message in a Bottle

Imagine you are stranded on an island. You are alone and miss your friends and family. Who would you write a letter to? Write it down below in this bottle and let the wave carry your bottle to the recipient.

Example of an Informal Letter:

Unknown Island
20 November 2023

Dear Mama,

I hope you are well. I am stuck on this island and I don't know for how long I will be stuck here. But I really miss you, Mama. You have always Kainat.

been there for me. You have clothed me, bathed me, fed me and raised me. I am so thankful for you. You have the prettiest smile and the biggest laugh.

Please look after yourself. I am trying to find a way to get back home. Say hello to everyone else for me.

Love,
Pinky

Activity: Skill Review



Now let's take a moment to think about what we learned!

- Write down one skill you learned in this chapter and how you will use it in daily life.
- Write down one thing that surprised you about the different ways we communicate.
- Write down one thing you still don't feel that confident about.

A large rectangular area with horizontal black lines for handwriting. In the top right corner, there is a drawing of a lightning bolt striking between two blue clouds. At the bottom, there are stylized blue shapes resembling waves or water splashes.

12

Finding Home



Explorer's Pathway

Recall and discuss important features of a talk, possibly contributing new ideas within familiar and unfamiliar group settings.

1

Participate in group discussions, presentations and debates.

2

Talk confidently in extended turns and listen purposefully in a range of contexts.

3

Retell or paraphrase events from the text in response to questions.

4

Investigate how settings and characters are built up from details and identify keywords and phrases.

5

Identify how expressive and descriptive language creates different types of reading and writing.

6

Take dictation of paragraph/text of grade level.

7

Keep a record of words (e.g., word wall, word bank, word journal).

8

Recognise direct speech sentences in a narration.

9

Understand and use adverbs of manner, time, place and frequency.

Use of future tense will/shall/be going to + infinitive.

Paraphrase the text in your own words.

Draft and write a formal letter/email, application, complaint.

11

12

13





Memory Lane



New words to know

gaze:

to look steadily and intently, especially in admiration, surprise, or thought

sneer:

to smile or speak in a mocking manner

gasp:

to take a quick, sharp breath through the mouth in shock

scurry:

to move hurriedly with short, quick steps

Activity: Verb Impression Challenge



Hey! Did you notice how all of these new words are verbs? Let's act them out!

Practise doing your best impressions of each verb. Now add these words to your word wall!



sneer



Journey through the text

Pinky and the Fairies

Pinky gazed around her new, windowless room in a new city, miles away from the familiar streets of Taleemabad.

"Everything's so different here," she sighed, missing the laughter and games with her friends back home.

At school, her day went from bad to worse. "Why is your hair so... pink?" sneered a classmate, setting off a wave of giggles. Pinky's heart sank. Her pink hair, once a badge of pride, now felt like a burden.



At home, her parents were lost in their busy schedules, and Jojo, her brother, was sulking over the daal for dinner again. That night, as Pinky lay in bed, tears staining her pillow, she whispered, "I wish I could go back." Just then, she noticed a gentle rustling and a faint glow. Before her eyes, tiny figures with shiny wings and wide sparkling eyes appeared, tidying her room and leaving small treats. "Who are you?" Pinky gasped in wonder.



They didn't speak. They just giggled and braided Pinky's hair. Days passed, and Pinky's gloom slowly lifted, thanks to the fairies' nightly visits. They bounced from place to place, making Pinky laugh.

Every day she would come home to a special treat on her bed, left by the fairies. No one else could see them scurrying around the house but Pinky.

Finding Home



Who are the characters in this story?

"You've made this place feel like a home," Pinky smiled one evening, watching them dance around her room.

Eventually, Pinky found her footing in the new city. She even made new friends and loved going to school.



How does the setting of the story change when the fairies come into the story?



One night, Pinky noticed the fairies packing tiny bags. "Are you leaving?" she asked, a hint of sadness in her voice.

The fairies pointed towards the door and smiled. It was clear that they had another home to go to. Another child who felt out of place to cheer up.



As the fairies vanished into the night, Pinky felt a newfound strength. She whispered, "Thank you, my little friends. I'm ready for this new adventure."

Write down three keywords from this story:



Diving Deeper

Activity 1: Retelling Pinky's Journey



Wow what a fun story! Let's see if you can tell someone else about it using your own words.

Retell "Pinky and the Fairies" focusing on key events like her struggles at first, the discovery of the fairies, and how they helped her.

Activity 2: Painting with words!



Writing a story is no joke. You have to paint a picture with just your words!

Using expressive and descriptive language helps writers enhance the narrative.

- Find an example where Pinky's new home is described. How does this description make you feel about the place?
-
-

- When Pinky first sees the fairies, which words or phrases describe their appearance or actions?

- The story uses the word 'gasp' when Pinky discovers the fairies.

What effect does this word have on the reader?

- Look for a sentence where Pinky feels happy or relieved. Which words express her emotions?

Activity 3: Comprehension Quiz



Let's dive into the story once more!

Answer these questions based on Pinky's story.

What made Pinky feel out of place in her new school?

What was Pinky's brother's reaction to the dinner?

How did Pinky's feelings about her new home change by the end of the story?



Share and Sparkle

Activity 1: Being New and Feeling Blue



Let's talk about a time when we felt sad and alone.

In small groups, discuss times when you felt out of place or new, just like Pinky.

Share your experiences and strategies that helped you adapt.

Activity 2: Best Plan



Time for another healthy debate session!

"Is it more important to blend in or stand out when moving to a new place?"

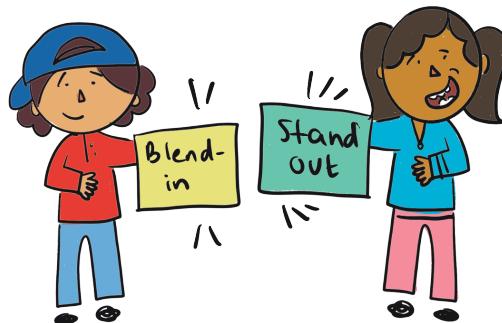
One group argues the benefits of blending in and adapting to the new environment quickly

Activity 2: Best Plan

The other group supports standing out and maintaining one's unique identity.

Guidelines for the Debate:

- Prepare points that explain why blending in or standing out is beneficial in a new setting.
- Use examples from personal experiences, stories, or even Pinky's story from the textbook.
- Practice using persuasive language and clear expression.



Activity 3: First Day in a New School



Now, it's time for the magic of theatre again!

In pairs, role-play a scenario where one student is new to a school, and the other is a welcoming classmate.

Discuss how to make the new student feel included.





Grammar Playground

Activity 1: Adverb Match Up



Let's refresh our minds and recall what adverbs are!

Adverbs add more detail to verbs, adjectives, or other adverbs.

They answer questions like how (manner), when (time), where (place), and how often (frequency).

Example "She quickly (how) finished her homework yesterday (when) at the library (where) and often (how often) helps her friends."

Complete the sentences using these adverbs. Then, use each adverb to write a new sentence.

Adverbs: quickly, tomorrow, outside, rarely, loudly, beautifully

1. She will sing loudly at the concert.

Sentence: My mother yelled loudly to wake me up.

Example

2. They play football after school .

Sentence: _____

3. He will announce the winners.

Sentence: _____

4. She does her homework.

Sentence: _____

5. We will have a picnic .

Sentence: _____

6. I go to the movies.

Sentence: _____

Activity 2: Mastering the Future Tense



Let's predict our futures again!

The future tense talks about actions that will happen. It's made with 'will,' 'shall,' or 'be going to' + the base form of a verb.

Example "She will go to school tomorrow." / "They are going to play football."

Now fill in the blanks with the correct future tense form.

1. We shall start the project next week.
2. She _____ visit her grandparents in the summer.
3. They _____ celebrate their birthday together.
4. I think it _____ rain tomorrow.
5. He _____ finish his homework before dinner.
6. You _____ see a big improvement soon.

Activity 3: Direct Speech Marvels



Time to learn about direct speech!

Direct speech shows exactly what a character says, using quotation marks.

Example Pinky said, "I feel strange in this new city."

Finding Home

1. Find sentences with direct speech in Pinky's story and underline them.

2. Imagine the fairies in the story could speak. What would they say?

3. Write down two of your own direct speech sentences:



Imagination Canvas

Activity: Storytelling in Reverse



I'm sure you liked my story. But what happens if you write it in reverse?

Retell "Pinky and the Fairies" in reverse. Start from the ending! Let's see how it changes.

"Pinky felt at home in her new city, surrounded by new friends and happy memories....."



Connect and Create

Project: Writing a Formal Letter



Time to get your pens and paper out!

Imagine you are moving to a new school, like Pinky. Write a formal letter to the class teacher of your new school introducing yourself, explaining how you feel and what you need to help you in your new environment.

To make your writing super special with cursive handwriting, just follow these easy steps:

Loop and Link: Practise making loops on your letters. Then, try connecting them, like linking hands with your friends. It's like drawing waves or loops that touch each other!

Take It Slow: No need to hurry. Go slow and make your loops and links nice and smooth. Imagine your pencil is a slow-moving train, not skipping any stations!

a b c d e f g h i j k l m

n o p q r s t u v x y z



Now let's write our letter!

Steps

- **Introduction:**

Start with a polite greeting and introduce yourself.

Body

- Explain that you are new to the school and mention something positive you've heard about it.
- Express any concerns you might have like making friends or finding your way about the school.

Conclusion

Thank the teacher for listening.

**Closing**

End with a formal closing, like "Sincerely," followed by your name.

Guidelines

- Use formal language and a respectful tone.
- Ensure proper use of capitalization, punctuation, and spelling.
- Keep the letter clear and to the point.

Activity: Reflecting and Understanding

- Write down one new word you learned in this chapter and use it in a sentence.

- Create a sentence using an adverb of manner (e.g., quickly, quietly) to describe an action.

- If you were to write a letter to help someone feel more comfortable in a new place, what would you say in one sentence?

Chapter 12
Finding Home