Wizz World of

GRADE 3

General Knowledge



Aligned with Single National Curriculum

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PREFACE

Wizz World of General Knowledge for grades 1 to 3 has been conceptualized, penned, composed and designed by professionals and educators who have vast experience of dealing with subject of science in the past. Our books lie well within the frameworks defined by National Curriculum. The newly introduced National Assessment Framework (NAF), that is now an integral part of National Curriculum Framework (NCF) has been particularly incorporated in Wizz World of General Knowledge Series to make sure that basic purpose of this initiative regarding policy and practice level to improve quality of education is actually met. The quality of education has been further made sure with holistic and cognitive approach that identifies specific areas of learning and development that a today's student requires. The series:

- Guides students in a very simple way how to solve the cognitive tasks by creating a comfortable zone.
- Encourages students to practice and apply concepts.
- Involves students in interactive exercise and activities.
- Help students to create a natural space for thinking through well-planned activities.

WHY WIZZ PUBLISHERS?

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- Backed by practical experience and critical analysis for over 30 years.
- Developed, designed and printed with the latest and modern techniques.
- Available at economical prices keeping in view the recent economic melt down domestically.
- Based on well-planned activities and systematically developed exercises.
- Helpful for students to develop the 21st century life skills for a bright future.

PROJECT DIRECTOR	:	Muhammad Ahmad
PROJECT CO-ORDINATOR	:	Jawad Tahir
AUTHOR	:	Ms. Iqra Rasheed / Ms. Anum
CREATIVE HEAD	:	Muhammad Asif Hanif
DESIGNER	:	Amir Taj
GRAPHICS		Wizz Arts

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Wizz World of General Knowledge®

GRADE 3

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Unit 1

Changing World
(From Past to Present)

Students' Learning Outcomes

All students will be able to:

- Recognise that the present time is different from past in terms of living style, food,
- communication, clothes, etc.
  Sequence events in a narrative in chronological order.
  Identify how schools, communities and transportation have change over time (from the given pictures).



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Change is a part of life. The world we live in today looks very different from how it was many years ago. Our homes, schools, clothes, food, and even the way we talk to each other have changed with time. In this unit, we will explore how life has changed from the past to the present and learn to value both old and new ways of living.

1. Life in the Past and Today

Life today is very different from how it used to be many years ago. In the past, people lived simple lives. They had fewer things but were happy and hardworking. Today, we use modern tools and technology that make our lives easier and faster.

Long ago, people cooked food on clay stoves using firewood. Today, we use gas or electric stoves.





In the past, people fetched water from wells. Now, we get clean water from taps.

Families lived together in large houses called havelis or small mud houses. Now, people live in concrete houses and apartments.



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2. Food, Clothes and Communication

In the past, people mostly ate simple, home-grown food. Farmers grew grains, fruits and vegetables without machines. Today, we have many kinds of food. We buy packed snacks, fast food and fruits from different parts of the country.

Clothing has also changed. In the past, people spun thread and wove their own clothes. Now, we buy stitched clothes from shops and wear different styles for different occasions.

Communication was very slow long ago. People sent letters that took days to reach. Today, we can talk to anyone instantly through mobile phones, video calls, or messages.





DO YOU KNOW

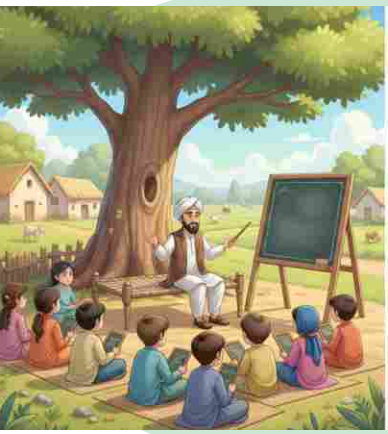
The era before 1500 is known as ancient time period. People used to live in caves. They ate wild plants and fruits and raw meats. They used to wear leaves and skin of animals.

3. Schools and Communities (Then and Now)

Schools in the past were small. Children sat on mats and teachers wrote on blackboards.Students learned basic reading, writing and counting. There were few books and no computers.

Today, schools have bright classrooms, desks, computers and whiteboards. Students use tablets and learn through videos and activities.

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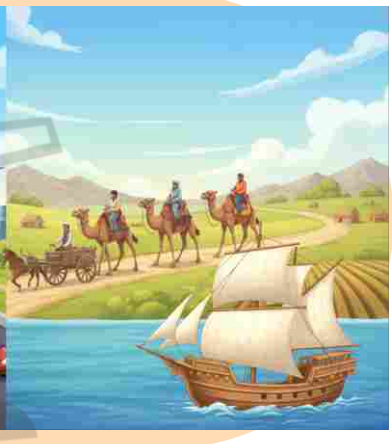


Communities have also grown and developed over time.

In the past, people lived close together and supported one another in their daily lives. Today, our communities are larger and more connected. People still come together to celebrate festivals, help neighbours, and take part in activities that make our surroundings better and happier places to live.

4. Travel and Transportation





In the past, people used animals like camels, horses, and bullock carts for travel. Journeys were long and slow. For travel between countries, people used ships that took many days or even weeks to reach their destination.

As time passed, new inventions made travel faster and easier. When airplanes were invented, people could travel to faraway places in just a few hours instead of many days.

Today, we have cars, buses, trains and airplanes that help us move quickly and safely from one place to another. Roads, railways and airports connect cities and countries, making it easier for people to visit family, do business or explore new places.

DID YOU KNOW

The first successful airplane was invented by two brothers — **Orville and Wilbur Wright**, known as the **Wright Brothers**.
They flew their first airplane in 1903 in the United States.
Their invention changed the world of travel, making it possible for people to fly across countries and oceans in just a few hours!

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5. Timeline: From Past to Present

Let's look at how things have changed over time.

Category	Past	Present
House	Mud house or hut	Brick house or apartment
Food	Home-grown food	Supermarket and fast food
Transport	Animals, carts	Cars, buses, airplanes
School	Chalkboard, mats	Whiteboards, computers
Communication	Letters	Phones, internet



Activity

Ask students to bring an old photo from their parents' or grandparents' time (like a school photo, old car or clothes) and discuss how it is different today.



Think and Discuss

1. How is your life easier than your grandparents' life?
2. What do you like about the old ways of living?
3. Why do you think change is important?



Important points (Summary):

- People ate simple home-cooked grains and veggies then, now they eat varied, packaged and fast foods.
- Houses were mud based and small then, now they are made with brick, concrete and modern facilities.
- Communication was by letters and telegrams then, now it's mobile, internet and instant messaging.
- Dress was traditional and hand-woven then; now it's ready-made outfit.
- Transport was bullock carts and walking then, now it's cars, buses, trains and airplanes.

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Check Point

1 Tick (✓) the correct answer.

i. In the past, people sent messages through:

a. Mobile phones
b. Internet
c. Letters
d. Video calls

ii. The first airplane was invented by:

a. Thomas Edison
b. Wright Brothers
c. Alexander Graham Bell
d. Albert Einstein

iii. In the past, people cooked food on:

a. Electric stoves
b. Clay stoves using firewood
c. Gas burners
d. Microwave ovens

iv. Today, most students learn using:

a. Storytelling only
b. Books, computers and whiteboards
c. Slates and chalks
d. Only outdoor games

2 Fill in the blanks with the help of the given wordbank.

WORD BANK connected | mats | slates | 1903 | camels | horses | mobile phones

i. In the past, people used _____ and _____ for traveling.

ii. The first airplane was invented in the year _____.

iii. People now use _____ to communicate quickly.

iv. In old schools, children sat on _____ and wrote on _____.

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v. Our communities have become more _____ and _____ ver time.

3 Answer the following questions.

i. How is life today different from life in the past?

_____

_____

ii. What are some ways communication has changed over time?

_____

_____

iii. How have schools improved from the past to the present?

_____

_____

iv. Why do you think airplanes made life easier for people?

_____

_____

v. How can we keep our old traditions alive while enjoying modern life?

_____

_____

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4 Creative Activity: Then and Now Collage



Activity

"Then and Now" Picture Collage

- Collect or draw pictures that show life in the past and today.
- **Examples:** Old houses vs. Modern homes, bullock cart vs. car, letter vs. mobile phone.
- Paste them in two columns titled **"Past" and "Present."**
- Label each picture clearly.

Past	Present

5 Match the column A with column B.

Column A	Column B
Ist Plane	Floor mats
Early people	Concrete
Old Schools	1903
Houses	Before 1500
Fire	One millions year ago

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6 Answer these questions (on note book).

i. How has the variety of food changed from the past to the present?

ii. How has communication evolved overtime?

iii. What are the differences in housing materials used then and now?

iv. What changes have occurred in transportation from the past to the present?

7 Creative Corner: My Future World

How do you see the world in the next 5 years?

Imagine how life will look in the future!

- What kind of transport will people use?
- How will schools look?
- What new inventions might make life easier?



Activity

Draw a picture to show how you think the world will be in the next five years. You can show new types of vehicles, schools, clothes, or ways people might communicate.

Write 2–3 sentences below your drawing to explain your ideas.

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Unit 3

Understanding Disagreements and Solving Problems

Students' Learning Outcomes

All students will be able to:

- Recognise some disagreements/conflicts that occur at home, in school and the local community.
- Identify the feelings of people in different conflicting situations.
- Identify reasons for disagreements with friends and family members.
- Explore how people resolve conflicts/ disagreements at home and school.
- Apply discussion and problem-solving methods to work out disagreements.



What is a Disagreement



There are so many people in this world. Every one thinks, acts and behaves differently. When individuals or a group of people disagree with each other and in some situations involved in an argument is called a Conflict. Disagreements can happen at home, in school, or in the community. For example, two friends may want to play different games, or siblings may argue about what to watch on TV. It is normal to have disagreements because everyone has different thoughts and ideas.

How People Feel During a Conflict

Our face is the first part of our body which reflects our feelings. If we feel happy, sad, annoyed or angry, it reflects on our face. It is the face which reveals our true feelings. Here are some expressions:



Annoyed



Happy



Sad



Angry

We will discuss why do disagreements happen at home, in school and neighborhood one by one.

Why Do Disagreements Happen?

Disagreements can happen for many reasons:

- Wanting the same toy or seat.
- Feeling tired, hungry, or upset.
- Arguing about rules or chores at home.
- Not listening to others.
- Thinking something is unfair.

Even small things can cause a conflict if we are not careful with our words and actions.

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Conflicts at Home

There are number of reasons which cause conflicts between family members. It is a part of our day-to-day life. There are so many reasons, few of them are highlighted below:

- Difference in thinking
- Misunderstanding
- Refusing other's rights and your responsibilities
- Difference in likes and dislike
- Making fun of others
- Not giving other's their turn





Conflicts at School

School is a place where students spend half of their day. They meet different children. Every one has a different personality so, there is a chance of conflicts in between them. Here are few reasons highlighted below:

- On sharing stuff.
- On personal likes/dislikes.
- On not waiting for your turn.
- On sitting arrangement.
- On thinking.

When we talk nicely and listen, we can fix problem. The best solution in case you cannot resolve your issue is to ask your teachers or parent for help.



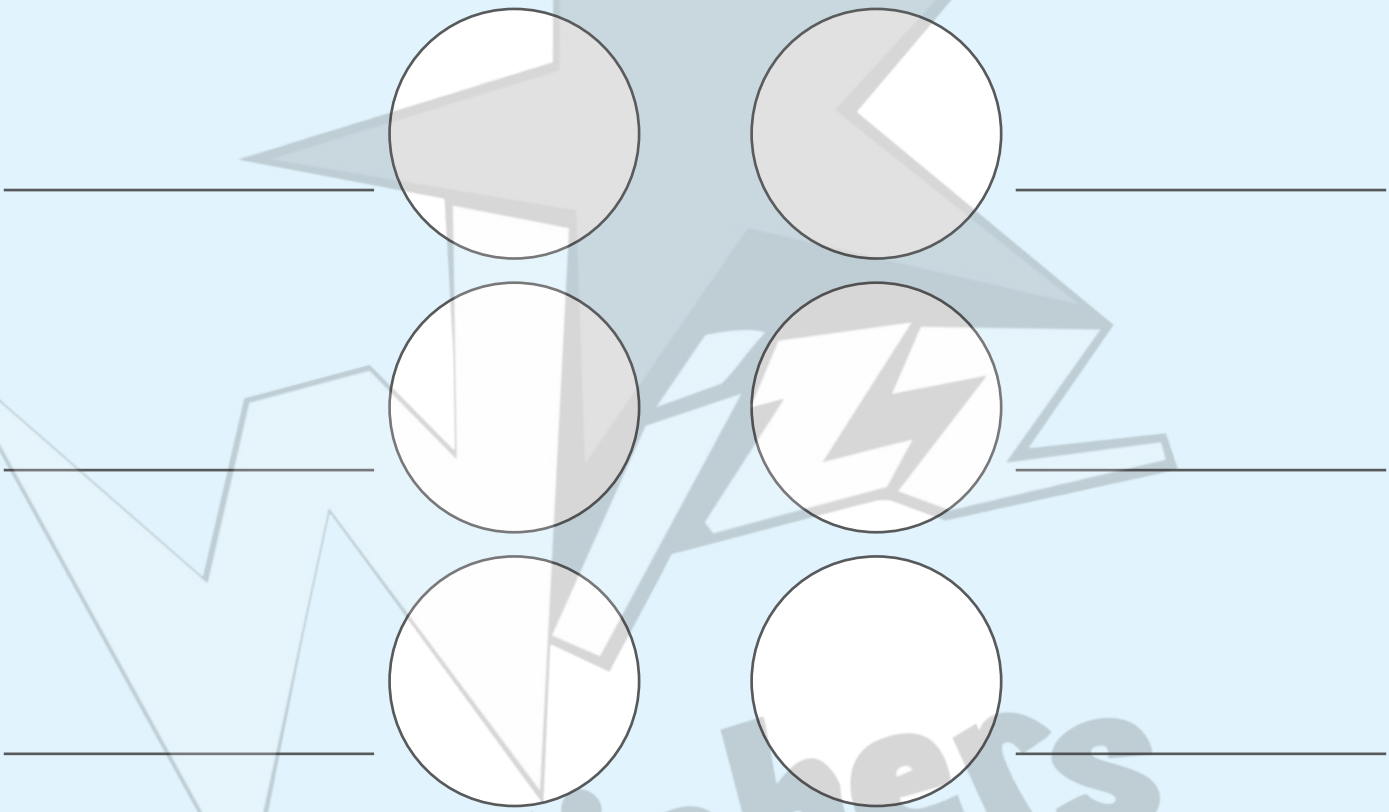




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Activity

Think about different emotions. Draw and colour these faces.
Also write the name of the expression.



Conflicts in Neighbourhood

Neighbourhood is the surrounding of our house. Different people with different personalities live in our neighbourhood. They belong to different families. Sometimes, conflicts arose in our neighbourhood as well. Some of the reasons are mentioned below:

- Throwing garbage in front of other's houses
- Parking your vehicle on other's doors
- Fights in between their children
- Invasion of privacy
- Noise

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Activity

Write about a conflict between people of your locality, between your friends and between your brothers and sisters.

People of your locality	Your friends	Your brothers and sisters

The first step before resolving a conflict formally is to stop the arguments and calm your self down. Now follow the four steps method to resolve the conflict:

Methods of Resolving Conflicts

The four best methods to resolve conflicts are:

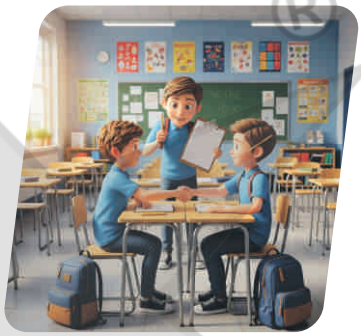
- Talk patiently
- Listen patiently
- Calm your mind and think about it
- Choose the best option

As it is mentioned above the top best ways to resolve a conflict is to talk patiently. We should also listen others patiently. Then we should think about the matter wisely. Without any biasness, we should choose the best way possible to resolve the conflict. In this process we should set aside our personal feelings and emotions.

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If you fail to resolve your issue after all of your efforts, then you should take help from elders.






Important points (Summary):

- The difference or disagreement between two or more people creates conflict.
- We have differences with other at home, in school or even in neighbourhood.
- If we do not respect the difference, a conflict arises. The best way to resolve the conflict is to have a dialogue.
- If the problem is still not resolved you may take help from elders.



1 Choose the Correct Answer

i. A conflict can be resolved by:

a. Not listening others
b. Making fun of others
c. Listening carefully

ii. How many methods have you read to resolve a conflict?

a. One
b. Three
c. Four

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iii. We may fight with our neighbours on the issue of:

a. Seat sharing b. On T.V remote c. Noise

iv. The last way to resolve a conflict is:

a. Involve your brother b. Tell a child c. Tell an elder

v. How can we solve problems with friends?

a. Fight b. Ignore them c. Talk and listen

vi. What helps people get along better?

a. Sharing b. Pushing c. Taking everything

2 Fill in the blanks.

i. Conflicts can arise for opposing _____.

ii. Our _____ reveals our true feelings.

iii. In school, every children has a _____ personality.

iv. A conflict may arise when someone throw _____ in front of other's houses.

3 Answer the following questions.

i. Do we show emotions in a similar way?

_____

_____

ii. When we should take help from elders in the process of conflict resolution?

_____

_____

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iii. Write down two reasons of conflicts in school among classmates.

iv. How many steps have you read in the unit to resolve the conflicts? Name them.

v. Do you resolve your conflicts immediately or not?



Activity

i. **Role Play Conflict Resolution**

Act out a short conflict (e.g., two students want the same crayon). Show how to solve it by talking and sharing. Discuss what went right in the role play.

ii. **"Good Citizen Badge"**

Students will write and read aloud a pledge to keep the school and neighborhood clean and sign it.

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4 Match the column A with column B.

Column A	Column B
Neighbours	Fights on seats
Class fellows	Fight on remote
Friends	Fights on car parking
Siblings	Fight on games
Strangers	Fight on queue

5 Answer these questions: (on note book)

i. What is a conflict?

ii. How can we solve conflicts?

iii. Write about a conflict you had with your loved one and how you resolved it?



Activity

Make a poster of peace. Hint: you may use a dove's picture or a white flag. You can also write quotations.



Activity

Find out few more reasons of conflicts between siblings and write about it.

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Coping with conflict

Find and circle the words. The words can be found vertically, horizantally and diagonally.

x	b	c	g	d	z	g	a	i	j	k	l
m	u	o	p	u	I	s	t	c	a	r	e
f	f	n	b	c	d	s	f	g	b	i	j
e	l	f	d	t	p	q	a	s	v	h	v
e	x	l	z	e	b	c	d	g	f	g	h
l	e	i	c	m	r	o	p	q	r	i	t
i	v	c	x	p	z	s	b	w	j	e	f
n	h	t	j	k	d	m	t	o	p	q	e
g	t	u	v	o	x	y	a	a	k	c	y
s	w	g	h	i	j	k	l	m	n	o	l
l	i	s	t	e	n	w	k	m	z	d	b
c	r	e	s	g	n	I	t	h	I	n	k



conflict
talk
listen
understand

disagree
feelings
care
think



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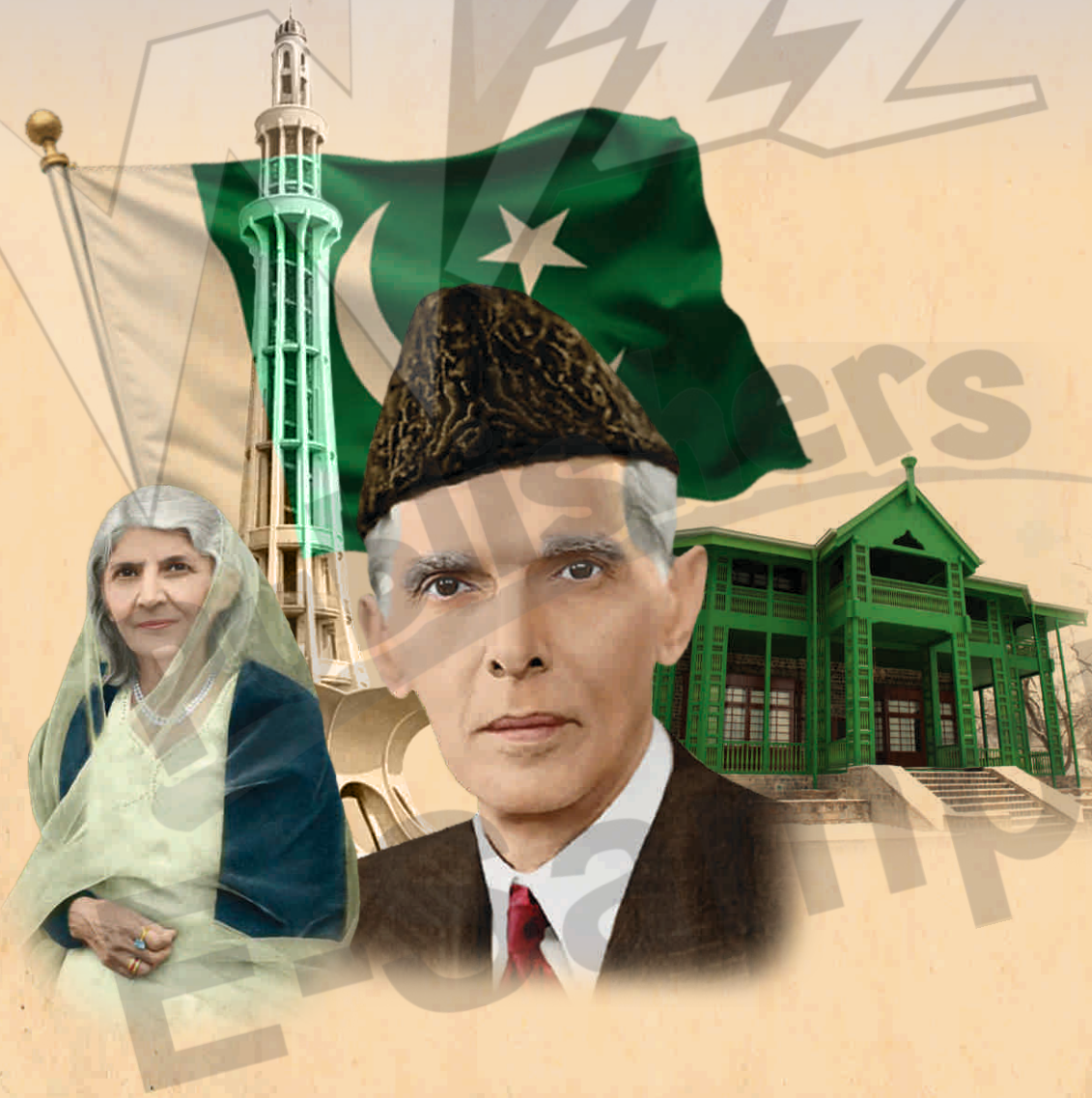
Unit 5

Quaid-e-Azam Muhammad Ali Jinnah

Students' Learning Outcomes

All students will be able to:

- Introduce Quaid-e-Azam Muhammad Ali Jinnah as the founder of Pakistan.
- Narrate the major events in the life of Quaid-e-Azam Muhammad Ali Jinnah (date of birth, founder of Pakistan, few major contributions and the date when he died).
- Introduce Mohtarma Fatima Jinnah as a key figure in the formation of Pakistan.



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Example

Our Great Leader

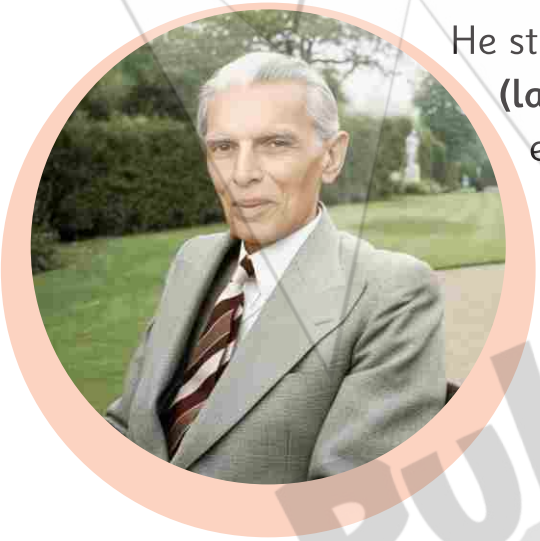


Quaid-e-Azam Muhammad Ali Jinnah is the **founder of Pakistan**. He was a great leader who worked very hard to get a separate country for the Muslims of the Indian subcontinent. Because of his honesty, wisdom and strong will, we have our homeland today, **Pakistan**.

Early Life

Quaid-e-Azam was born on **25th December 1876** in **Karachi**. His father's name was **Jinnah Poonja** and his mother's name was **Mithibai Jinnah**. He was a bright and hardworking student who loved to read and learn new things.

He went to **Sindh Madrassatul Islam School** and later studied at **Mission High School** in Karachi. After completing his early education, he went to **England** to study law at **Lincoln's Inn**, one of the most famous law schools in the world.



He studied with great dedication and became a **barrister (lawyer)**. Quaid-e-Azam always believed that education helps people become wise, confident and strong. After finishing his studies, he came back to India to work for justice and people's rights.

DID YOU KNOW

Wazir mansion is the birth place of Quaid e Azam. This was his family house in Karachi. This place is now turned into a museum.



His Struggle for Pakistan

Quaid-e-Azam Muhammad Ali Jinnah wanted the Muslims of the subcontinent to live freely and follow their religion with respect. At that time, Muslims and Hindus lived together in India, but Muslims were not treated fairly. Quaid-e-Azam saw that Muslims needed a separate homeland where they could live with freedom, peace and equality.

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He worked day and night to achieve this dream. He met many leaders, attended meetings and gave speeches to explain why Muslims needed their own country. He encouraged people to stay united and to work for their rights peacefully. His strong belief and leadership gave hope to millions of Muslims.



After years of hard work, his efforts were successful. On 14th August **1947**, his dream came true and Pakistan came into being. It was a moment of great joy and pride for all Muslims.

Quaid-e-Azam taught us his three golden principles: **Unity, Faith and Discipline**. He believed that if we follow these rules, we can make Pakistan a strong and successful country.

His Last Days

Quaid-e-Azam worked day and night for his people. He became ill but continued to serve the country until his last breath.



He passed away on **11th September 1948**. The whole nation was sad at the loss of its great leader. His tomb, the Mazar-e-Quaid is in Karachi.



Mohtarma Fatima Jinnah
The Mother of the Nation

Quaid-e-Azam's sister, Mohtarma Fatima Jinnah, stood beside him throughout the struggle for Pakistan. She supported him in every step and encouraged people to work for their freedom. She was a dentist by profession, but she dedicated her life to helping her brother and serving the nation.

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After the creation of Pakistan, she continued to work for the welfare of women and children. Because of her love and care for the country, people lovingly call her the Mother of the Nation.

DID YOU KNOW

Fatima Jinnah was a Dental Surgeon by profession. She completed her dentistry from Dr. Ahmad Dental College Calcutta.

Remembering Our Leaders

We are proud of Quaid-e-Azam Muhammad Ali Jinnah and Mohtarma Fatima Jinnah. Their honesty, hard work, and love for the nation inspire us to be good citizens and serve Pakistan with dedication.



Important points (Summary):

- Quaid e Azam Muhammad Ali Jinnah is the founder of Pakistan.
- He was born on 25th December 1876 and died on the 11th September 1948.
- He got his early education from Karachi and higher education from England.
- He was the first Governor General of Pakistan.
- Nation gave him the title of "Founder of Pakistan."

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Check Point

1 Choose the correct answer.

i. Quaid-e-Azam Muhammad Ali Jinnah was the:

a. First Prime Minister of Pakistan b. Founder of Pakistan

c. Poet of Pakistan

ii. Quaid-e-Azam was born in:

a. Lahore b. Karachi c. Islamabad

iii. Quaid-e-Azam went to England to study:

a. Medicine b. Engineering c. Law

iv. Mohtarma Fatima Jinnah was Quaid-e-Azam's:

a. Friend b. Sister c. Teacher

v. Quaid-e-Azam's birth place is:

a. Wazir Mansion b. Mohata Palace c. None of these

2 Fill in the blanks with the help of the given word bank.

WORD BANK

Karachi | Lawyer | 25th December | 11th September | Mather of the Nation |

i. Quaid-e-Azam was born on _____ in _____ .

ii. He went to England to study and became a _____ .

iii. Quaid-e-Azam passed away on _____ 1948.

iv. Mohtarma Fatima Jinnah is known as the _____ .

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3 Answer the following questions.

i. Who is the founder of Pakistan?

ii. When and where was Quaid-e-Azam was born?

iii. What did Quaid-e-Azam study in England?

vi. What are the three golden principles given by Quaid-e-Azam?

v. Who was Mohtarma Fatima Jinnah and what did she do?

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Activity

Fatima Jinnah was born on _____. She completed her dentistry from _____. A title of _____ was given to her on her tireless efforts for the nation. She died on _____ in Karachi.

4 Answer the following questions: (on note book)

i. Write a brief note on Quaid's struggle for Pakistan.

ii. How Quaid e Azam spent his last days?

iii. What do you know about Fatima Jinnah? Write a brief note.

Let's Reflect

Discuss in class:
How can we follow Quaid-e-Azam's three principles 'Unity, Faith and Discipline' in our daily life?

5 Mini Project - Our National Heroes

As a class, collect pictures of Quaid-e-Azam, Mohtarma Fatima Jinnah and other Pakistani heroes.
Make a "Wall of Heroes" in your classroom with short captions under each picture.

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Activity

Draw and Colour:

Draw and colour the tomb of Quaid-e-Azam with a flag of pakistan. Write a few lines about how you show respect to our national heroes.

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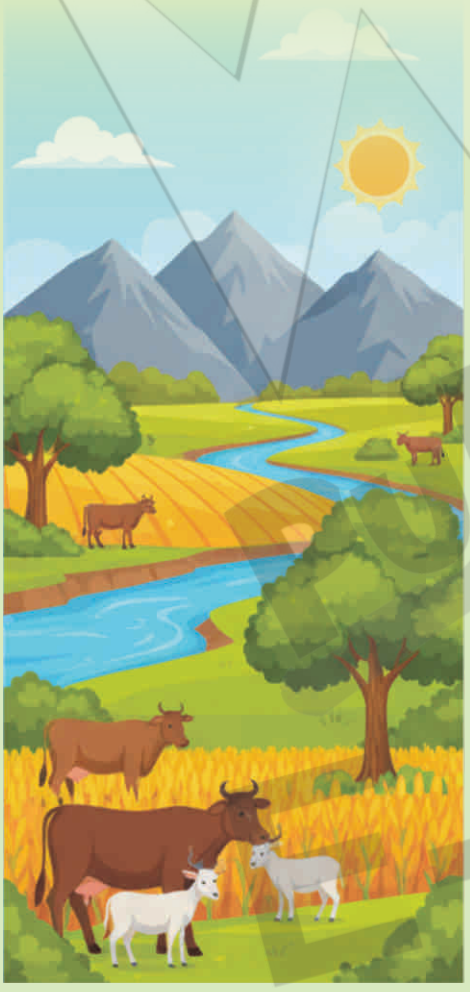
Unit 7

Natural, Human and Capital Resources

Students' Learning Outcomes

All students will be able to:

- Define the term 'resources.'
- State types of resources: natural resources, human resources capital resources.
- Identify natural resources (plants, animals, water, air, land, forests and soil), human resources (farmers, builders, painters etc.), capital resources (trucks, computers, factory buildings etc.).







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What Are Resources?

Everything we use to live, work, and grow is called a resource. Resources help us meet our needs, like food, clothes, houses and transport. Some resources come from nature, while others are made or used by people.

There are three main types of resources:

Natural Resources | **Human Resources** | **Capital Resources**

Natural Resources

Natural resources are gifts of nature. We do not make them; we use what nature provides.

Examples include air, water, sunlight, soil, land, animals, and plants.



We breathe air and drink water to live.

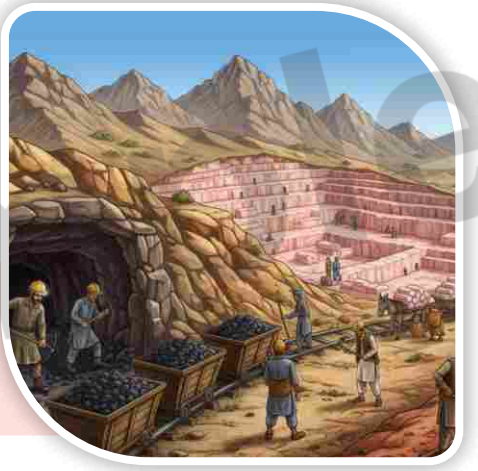
We grow crops in soil and get food from plants and animals.





We use trees to make paper, furniture, and houses.

We get minerals like salt, coal, and iron from deep inside the earth.

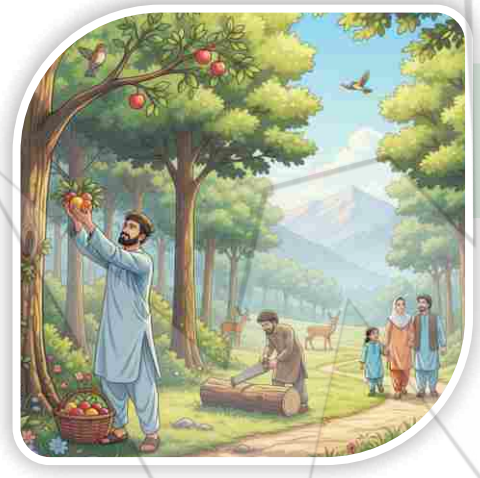




Sunlight helps plants grow and gives us warmth and energy.



Rivers give us water for drinking and farming, and help to produce electricity.



Forests give us wood, fruits, and clean air.



Animals give us milk, meat, leather, and wool.

These resources are precious and limited. We should save water, plant more trees, and avoid polluting the air and land so that nature stays healthy for everyone.

DID YOU KNOW

Pakistan is rich in reserves of precious gem stones. It includes topaz, ruby and emerald.



DID YOU KNOW

The second largest salt mine in the world is located in Khewra, Punjab, Pakistan. It is also known as Mayo Salt Mine.



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Human Resources

Human resources are people who use their time, energy and skills to make life easier and better for everyone.

Each person in a community has an important role. Everyone's work matters whether it is big or small!



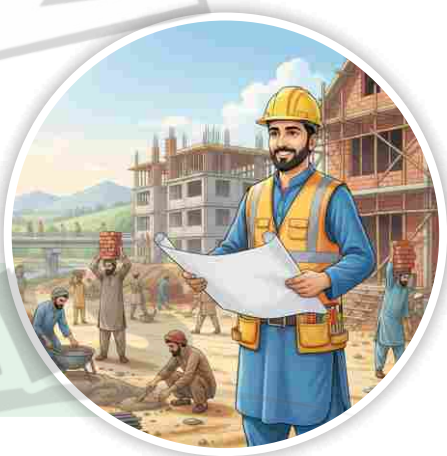
A farmer grows fruits, vegetables and grains for us to eat.



A teacher helps children learn new things and become good citizens.



A doctor takes care of sick people and keeps us healthy.



A builder makes homes, schools and bridges for people to live and work in.



A carpenter makes doors, chairs and tables that we use every day.



A cleaner keeps our streets and schools neat and tidy.

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A driver helps us travel from one place to another safely.

A shopkeeper sells goods we need in our daily lives.



People are the most valuable resource because they think, plan and use their ideas to make new things. When people work together, they help their community grow and become a better place for everyone.

Capital Resources

Capital resources are the man-made things that help people do their work faster and better.

These are not found in nature, people make them using their skills and natural materials.

Examples:



- Machines in factories help make clothes, toys and furniture.
- Tractors and tools help farmers grow crops easily.
- Computers help teachers, doctors and office workers do their jobs quickly.
- Vehicles like buses, trucks and trains help move people and goods from one place to another.
- Buildings and factories give people space to work and produce goods.

Without capital resources, work would be slow and difficult. These tools and machines save time and help us get more work done!

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Interdependence of Resources

All three resources (natural, human and capital) are connected and depend on one another.
Each type of resource helps the others to work properly.

For example:

- A farmer (human resource) uses land, water, and sunlight (natural resources) and a tractor (capital resource) to grow crops.
- A builder uses cement, sand and tools to construct houses.
- A teacher uses books and computers to help students learn.

This shows that no resource can work alone, they all work together to make life easier and better.

Humans also depend on one another in many ways.

- A farmer grows food, but needs a driver to take it to the market.
- A shopkeeper sells the food, and a teacher helps children learn how to read and count.
- A doctor keeps everyone healthy so they can do their jobs well.

When people help and support each other, the whole community grows strong and happy.

Always Remember

When all resources are used wisely and carefully, our world becomes a better and more balanced place to live.



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Important points (Summary):

- Materials are substances that occur in nature and are used in their natural form or as raw materials.
- Skillful or knowledge oriented people are called human resources.
- Human-made goods, tools, equipments and infrastructure used to produce goods are referred as capital resources.
- Interdependence is when people rely on each other to get goods and services. They can't make or get everything on their own



1 Choose the correct answer.

i. The things we use to live and work are called:

a. tools b. resources c. toys

ii. Trees, rivers and sunlight are examples of _____ resources.

a. natural b. human c. capital

iii. A doctor, teacher and carpenter are examples of _____ resources.

a. natural b. human c. capital

iv. A tractor, factory and computer are examples of _____ resources.

a. natural b. capital c. human

v. All resources are _____ on each other.

a. separate b. dependent c. useless

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2 Fill in the blanks.

i. _____ are gifts of nature such as air, water, and sunlight.

ii. _____ use their time and skills to make life easier for others.

iii. All resources are _____ on one another.

iv. We should _____ natural resources and not waste them.

3 Match the column A with column B.

Column A	Column B
Farmer	Treats sick people
Doctor	Grows crops
Computer	Makes goods
Tree	Helps people work faster
Factory	Gives wood and shade

4 Answer the following questions.

i. What are resources?

_____

_____

ii. What are natural resources? Give two examples.

_____

_____

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iii. What are human resources? Give two examples.

vi. What are capital resources? Give two examples.

v. How are all resources are interdependent?

iv. How do people depend on one another in a community?

5 Answer the following questions: (on note book)

i. How does a farmer use natural resources and capital resources to grow food?

ii. What might happen if a country runs out of a natural resource like oil?

iii. Why is a teacher an important human resource in a school?

Think and Share

Question: Why is it important to save natural resources? Discuss your answer with your classmates and write two lines in your notebook.

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Sample

6 For each Natural Resource, write about how we use it:


Fresh water


Plants


Sunlight



Animals

7 Creative Activity - "My Resource Chart"

Draw or paste three pictures in each column.

Natural Resources	Human Resources	Capital Resources

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Unit 9

Health and Cleanliness

Students' Learning Outcomes

All students will be able to:

- Recognize that healthy living requires eating a balanced diet, keeping clean, sleeping well, exercising regularly, drinking clean water and brushing teeth.
- Identify certain food groups as fruits, vegetables, grains, dairy product, eggs, meat and dry fruits and their relative proportions.
- Recognize that certain diseases are infections and vaccinations can help prevent such diseases.
- Describe how good hygiene and healthy habits can control the spread of diseases.
- Recognize people who use science in their local area, e.g., everyday use of science, restaurant chefs, dietitians, food manufacturers and dairy farmers.



Wizz Publishers Sample

Circle pictures that show healthy habits.



Healthy Habits

Healthy habits are small actions that we do everyday to take care for our bodies habits helps us live a healthy life. In short, eating habits are the building blocks of good health.

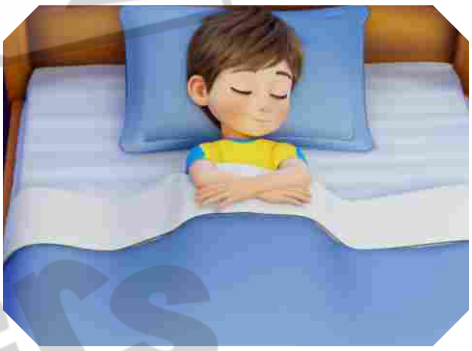
By following below given healthy habits we can stay healthy:



Eating a balanced diet with fruits, vegetables, and meat, milk and cereals.



Staying clean by washing hands, bathing and wearing clean clothes.



Getting enough sleep to rest and grow.



Exercise daily to keep the body strong.



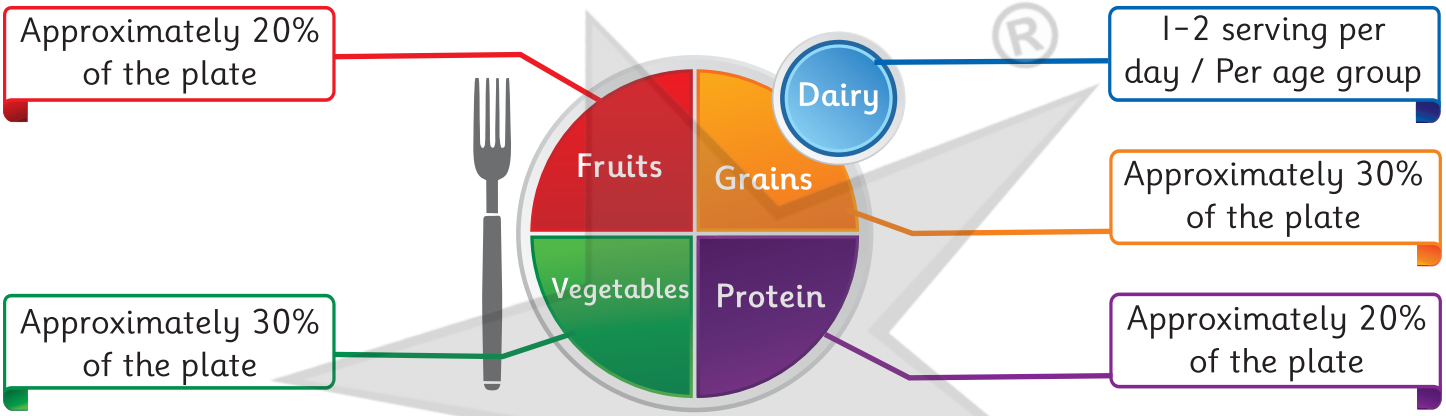
Brush teeth to maintain the oral hygiene.



Drinking clean water to stay hydrated.

Food Groups

Following image show the visual representation of food group proportion:

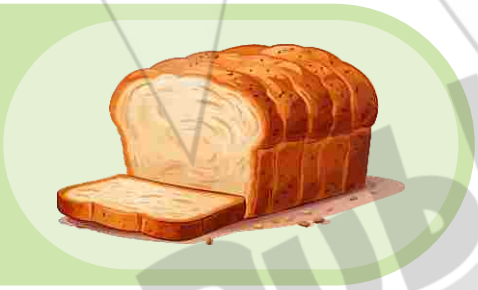


Visual Representation of Food Group Proportions

Foods are categorized into specific groups based on the nutrients they provide. Nutrients give us energy to grow and perform various function in the body. Understanding food groups and their recommended proportions help us make healthy food choices in our daily life. Let's explore the five main food groups:

a. Carbohydrates (Grains, lentils)

This group provides us with carbohydrates, the body's main source of energy. The food from this group contains fibre, which helps in digestion. Examples: Bread, rice and cereals, etc.



Bread



Rice



Cereals

b. Proteins

Food from meat group provides us with proteins. Proteins help repair and build body tissues and muscles. Examples: Meat, fish, beans and eggs, etc.



Meat



Fish



Beans



Egg

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c. Fruits and Vegetables

Fruits and vegetables provide essential vitamins and minerals that help fight against diseases and keep our bodies functioning properly.



Fruits



Vegetables



Yogurt



Milk



Butter



Cheese

d. Dairy

Dairy foods are rich in minerals like calcium, phosphorus, magnesium and vitamins, which supports healthy bones and teeth. Examples: Milk, butter, cheese and yogurt, etc.

d. Fats

They provide energy and helps in keeping body temperature warm. However, consuming too much fat can be harmful. Fats are divided into good fats and bad fats.

Good Fats



Walnuts



Flaxseeds



Nuts

Bad Fats



Sweets



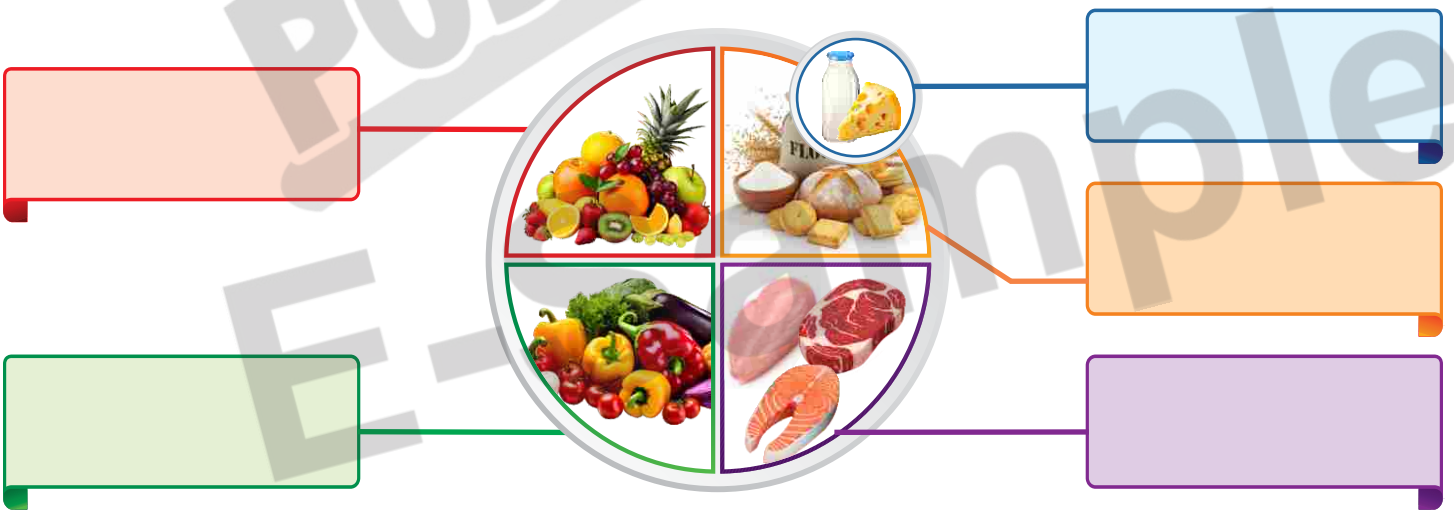
Fizzy drink



Oily items

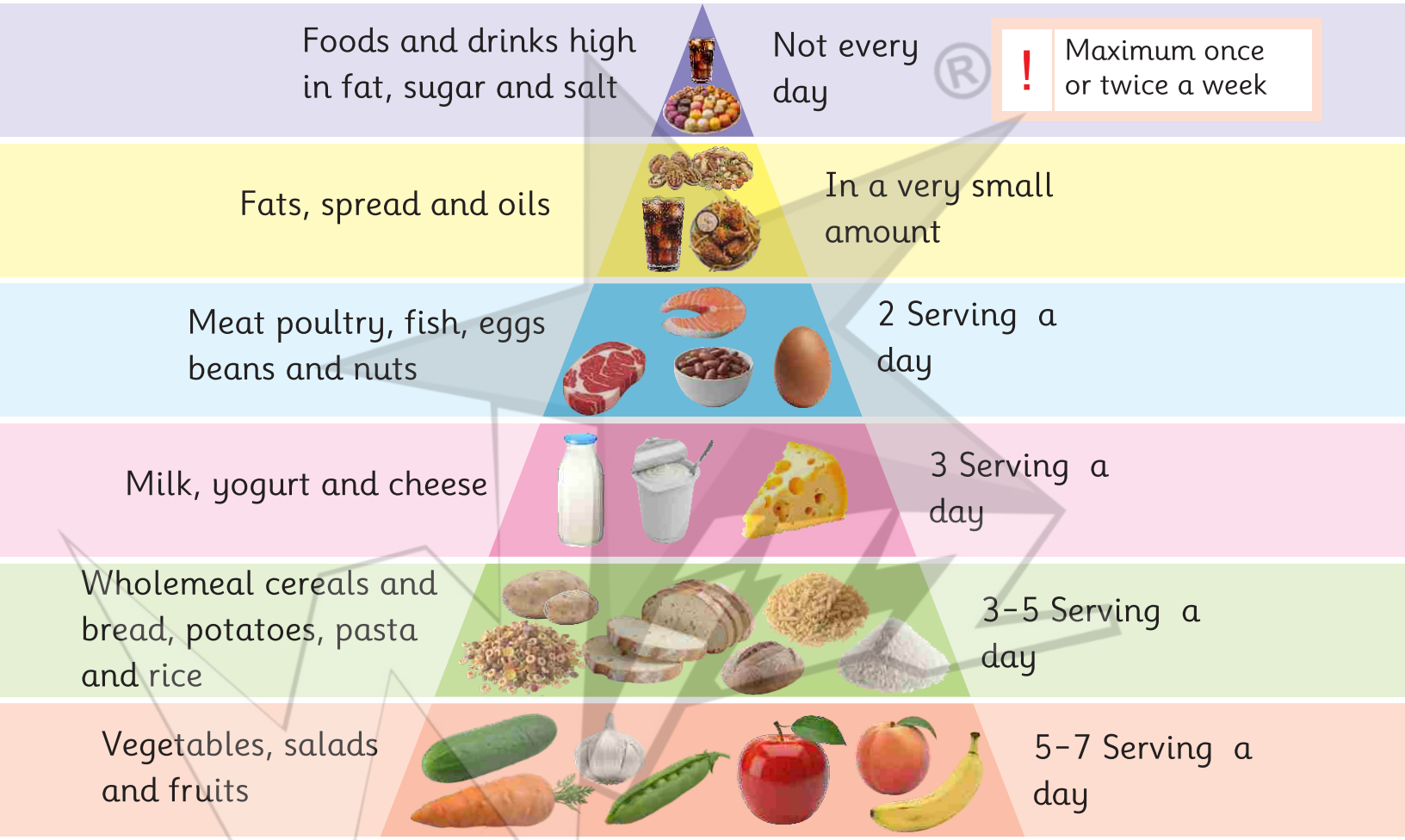
Look at the image given and name the food items shown on the plate.

The plate given below shows a combination of different food items.



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Healthy food for life



The food Pyramid



Drink at least 8 cups of water a day.

Note Serving varies as per age bracket.

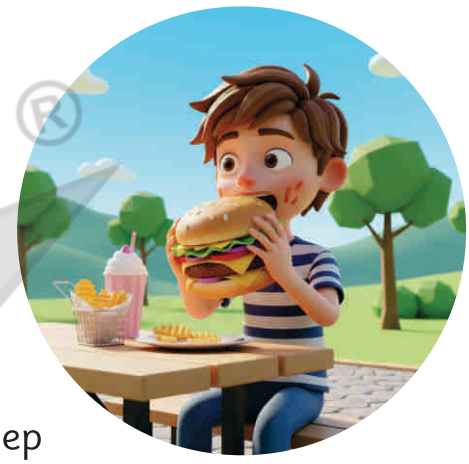
Water is important for life. Our body consists of 70% water. All the systems in the body need water to function properly. How much water should you drink in a day?



Food pyramid shows that some foods should be eaten more, whereas some should be eaten less. It shows that the largest part of the pyramid contains fruit and vegetable servings. It means we should eat more from this group and eat less from the group at the top of the pyramid.

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What will happen if we eat a lot of sugary and junk food?



When we consume a lot of sugary and junk food, we become overweight which in return causes heart problems, high blood pressure and other problems too.

If we want to keep ourselves healthy and fit, we should also keep check on our cleanliness, proper sleep, and exercise along with our diet.

Following are few practices which show how can we keep ourselves healthy and fit.



Jogging



Exercise

Infections

An infection occurs when tiny organisms called germs enter the body and begin to multiply, as a result they cause infections.

When germs enters the body, our body's defense system (immune system), fights back showing the following symptoms:



Fever



Coughing



Sneezing



Rashes



Fatigueness

Publishers
Example

Following are few examples of common infectious diseases:


Common cold


Flu (Influenza)


Chickenpox


Stomach Flu

We can protect our selves by using the vaccine. Vaccines are special medicines that help the body build protection against diseases.

How does a vaccine work?

Vaccines teach our immune system to recognize and fight specific germs.



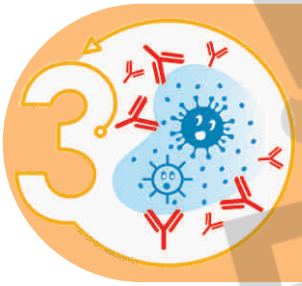
Learning about germs

Vaccines introduce a small, harmless part of a germ to our immune system.

The immune system learns to recognize the germ and prepares to fight it in the future.

Training our defense system





Staying protected

If the real germ enters later, the immune system quickly fights it off to keep us healthy.

Immune system is the body's superhero team, always on the job to protect us from germs that can make us sick.

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Healthy habits to prevent disease spread

Maintaining good hygiene and adopting healthy habits are essential in preventing the spread of infectious diseases. Following are the healthy practices that can help to control the spread of diseases:



Wash hands frequently



Eat vegetables and fruits washed properly



Dispose off tissues properly



Cover your mouth and nose when coughing or sneezing



Keep nails trimmed and clean



Get vaccinated



Maintain a balanced diet



Stay physically active



Get adequate sleep



Bath regularly and wear clean clothes

Wizz Publishers ® Sample

Science in everyday Professions

Science plays an important role in many professions. Few of them are given below:

Restaurant Chef

They use scientific knowledge to improve cooking techniques and create delicious dishes.



Dietitian

They help people eat healthy food by using scientific knowledge about nutrition.



Food Manufacturer

They apply science to ensure food safety and quality.



Dairy Farmer

They use technology and science to improve for better production and animals care.



Publishers

Check Point

1 Choose and write the correct option.

i. These are the substances that provide energy for growth and perform functions:

a. Nutrients
b. Chemicals
c. Vitamins
d. Minerals

ii. It helps in food digestion:

a. Proteins
b. Carbohydrates
c. Fats
d. Water

iii. It helps to build muscles:

a. Proteins
b. Carbohydrates
c. Vitamins
d. Fats

iv. Fruits and vegetables help our body to fight against:

a. Diseases
b. Enemies
c. Germs
d. Infections

v. It helps in keeping the body temperature warm:

a. Fats
b. Dairy
c. Carbohydrates
d. Water

vi. It is the special medicine that helps our bodies fight diseases:

a. Vaccination
b. Infection
c. Antibiotics
d. Syrup

vii. Vaccines work in _____ steps.

a. four
b. three
c. two
d. five

Wizz Publishers E-Sample

viii. They use scientific knowledge to improve their cooking techniques and create new dishes:

a. Proteins
b. Carbohydrates
c. Vitamins
d. Fats

2 Fill in the blank.

i. All living things need _____ to stay alive.

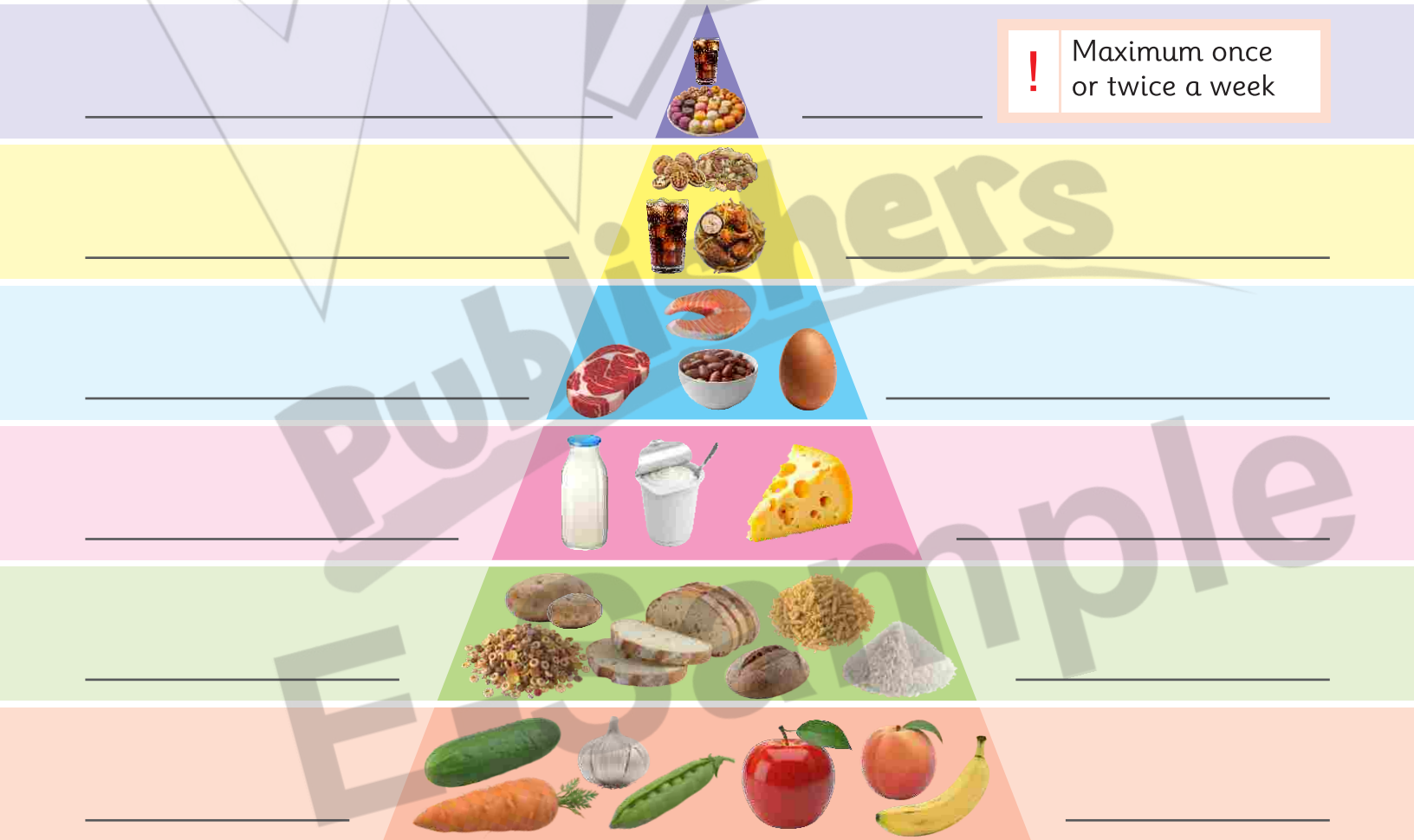
ii. _____ use modern technology for better animal care and milk production.

iii. With healthy living you can feel strong and _____

iv. _____ kill germs that can hurt us.

v. Infections are _____ and spread person to person.

3 Can you name different food groups?



! Maximum once or twice a week

Publishers Example

4 Draw a line to match each type of substance to its role in the body.

Substance	Role in the Body
Carbohydrates	They give us energy and maintain body temperature.
Proteins	They are the main source for repairing body tissues.
Fruits and Vegetables	They are the main source of energy for our body and helps in digestion.
Water	They help our body to fight against diseases, and save us from falling sick.
Fats	It makes 70 % of our body and helps our body to function properly.

5 Answer the following questions.

i. List five important ways to stay healthy.

ii. Define food groups.

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iii. List three food examples for each:

Carbohydrates _____, _____, _____,

Proteins _____, _____, _____,

Fruits _____, _____, _____,

Vegetables _____, _____, _____,

Dairy _____, _____, _____,

Fats _____, _____, _____,

iv. Define infection and list three examples of infectious diseases.

_____

_____

_____

v. What is the function of a vaccine?

_____

_____

vi. Why are fats important for our health?

_____

_____

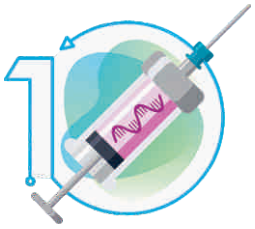
vii. Which food is an excellent source of protein?

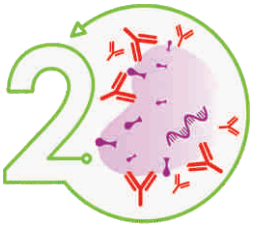
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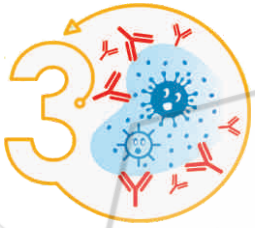
_____

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6 Write in detail how vaccines work.









Activity

Plan a menu for one day (breakfast, lunch, dinner). Do not forget to include healthy food.

Breakfast	Lunch	Dinner

7 Answer these questions: (On note book)

i. List a few steps to stay clean and healthy?
ii. How does science help us keep our food safe and healthy?
iii. What is the importance of grains and pulses in our diet?
iv. Why exercise is important.

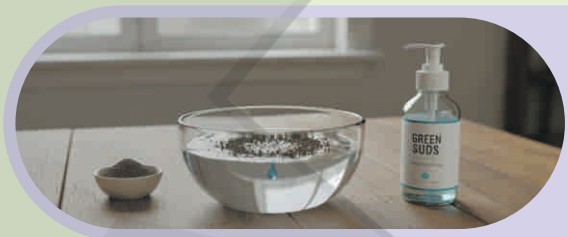
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Let's Do It

Germ Detective

What we need:



- Bowl of water
- Pinch of pepper
- Dish soap

What to do:

- Ask student to work in groups and sprinkle pepper on water, it represents germs.
- Dip a finger into dish soap.
- Touch the water's surface with the soapy finger.
- Watch the pepper (germs) move away from the soap.

Question:

What does this activity show?

_____

Exploring Science in Profession

Scenario 1

- Aleena checks temperature and time to cook dishes perfectly.
- Who is Aleena?_____(Restaurant Chef/Dietitian)

Scenario 2

- Junaid creates meal plan that based on food nutrition.
- Who is Junaid?_____(Dairy Farmer/Dietitian)

Scenario 3

- Tania preserves food safely for long term use.
- Who is Tania?_____(Dairy Farmer/Food Manufacturer)

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Unit 11

Changes in Living Things

Students' Learning Outcomes

All students will be able to:

- Compare different stages of the lifespan of plants and animals (using pictures, observations or videos).
- Identify changes in the lifecycle of an animal and a plant.



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All living things go through changes as they grow. These changes are part of a process called a life cycle. A life cycle is the series of stages a living thing goes through from birth to death. Whether it is a tiny seed growing into a tall tree, a caterpillar turning into a butterfly, or a baby growing into an adult, every living thing follows a unique path of growth and change.

Understanding life cycle is important because it helps us learn how living things grow and change.

Life Cycle of a Flowering Plant

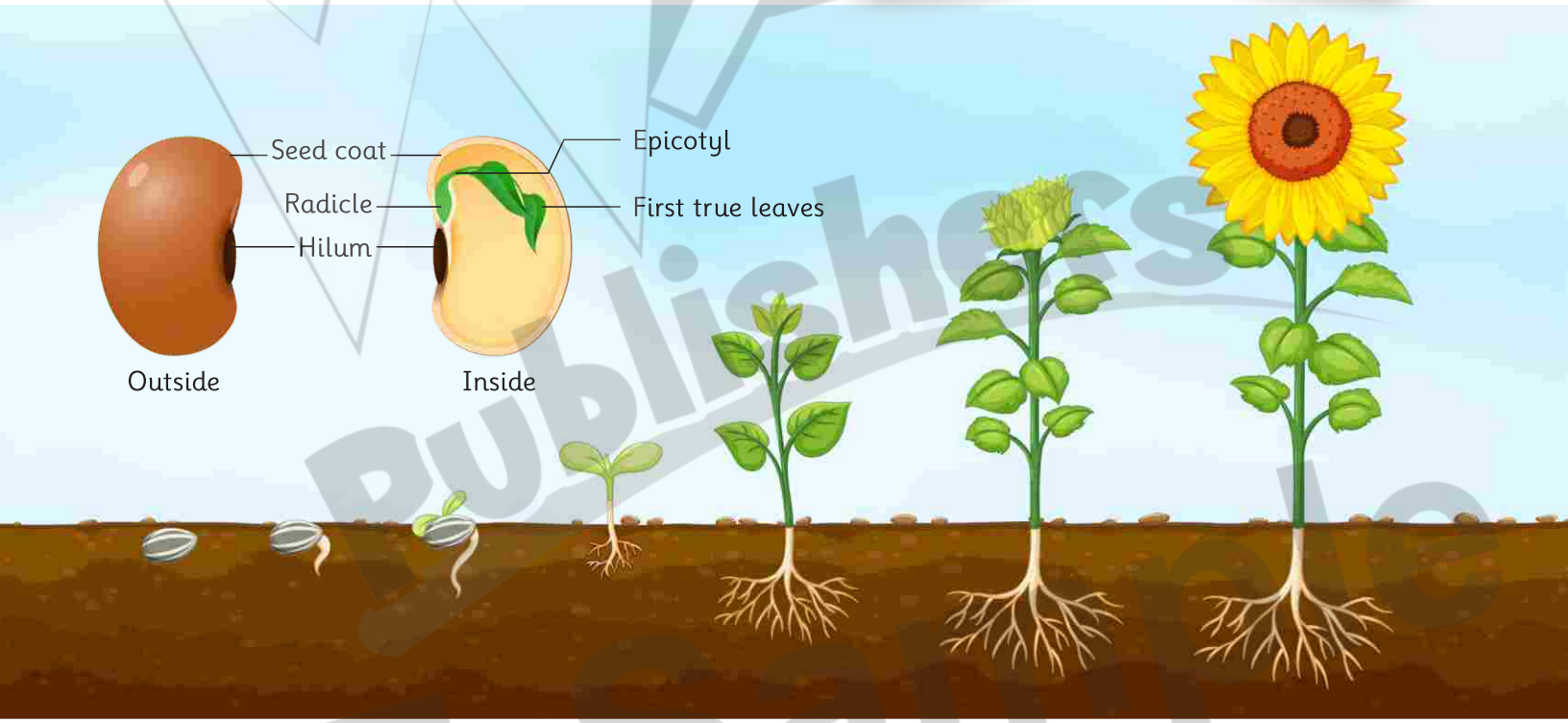
Have you ever noticed that most plants start their life as a seed?

Most plant begin life as seeds. A seed has a tiny baby plant inside. When it gets sunlight, air, water and nutrients, it germinates and grow into a seedling. The whole process, where a seed grows into a new plant, is called germination.

SciByte

Flower is the reproductive part of a flowering plant.





Teacher's Note:

Explain students that all living things have a life cycle. They possess the ability to reproduce and the life cycle continues.

1. The life cycle starts with a seed. The seed contains a tiny baby plant inside. When seed gets the right amount of water, sunlight, air and nutrients, it starts to germinate.

2. A small root grows down into the soil and a shoot grows upward.

3. The young plant called a seedling, grows leaves and becomes stronger.



4. The seedling grows into an adult plant with more leaves, stems and roots. It is now ready to make flowers.

5. The adult plant produces flowers. Flowers are important for making seeds.

6. Flower produces fruits.

7. Fruits produces seeds. Seeds starts a new life cycle again.



Activity

Circle the things you think a plant needs to grow:


Umbrella


Rain

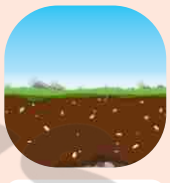


Fertilizer


Extra seeds


Sleep


Sunlight


Soil


Fresh air

Explain what happens to plants as they grow. How do they use the things you have encircled?

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Life Cycle of Animals

Like plants, animals also have life cycles. Animals start life in two main ways:

a. From Eggs

Some animals lay eggs. The baby develops inside the egg hatches and then grows into an adult. These babies often look different from their parents at birth.
Examples: Hen, frog, fish and butterfly, etc.


Hen


Butterfly


Frog

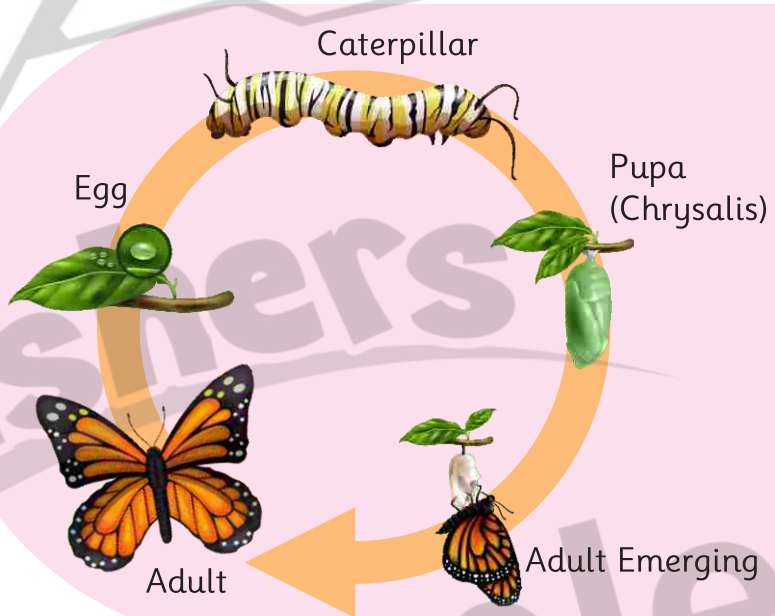

Fish

Life Cycle of a Butterfly (Four staged life cycle)

A butterfly goes through four main stages in its life cycle: It lay eggs and the baby changes a lot before becoming an adult.

a. Egg

The butterfly starts its life as an egg. The mother butterfly lay eggs on the underside of leaves.



b. Larva (Caterpillar)

When the egg hatches, a caterpillar comes out. This stage is called the larva. The caterpillar eats lot of leaves, grows fast and sheds skin many times.

c. Pupa (Chrysalis)

When the caterpillar is fully grown, it forms a hard shell around itself called a chrysalis or pupa. Inside the pupa, it changes into a butterfly.

d. Adult butterfly

The chrysalis breaks open and an adult comes out. It dries its wings and flies away to start the life cycle again by laying eggs.

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Life Cycle of a Grasshopper (Three staged life cycle)

The life cycle of a grasshopper has three stages:



Eggs Nymph Adult

a. Egg

Female grasshopper lay eggs in the soil, usually in pods containing many eggs.

b. Nymph

The egg hatches into nymph, which look like small, wingless adult. It keep on growing by shedding its skin many times. With each molt, it look more like an adult grasshopper.

c. Adult

After final molt the grasshopper has fully developed wings. It can now fly, reproduce and begin a new life cycle.

b. From Direct Birth

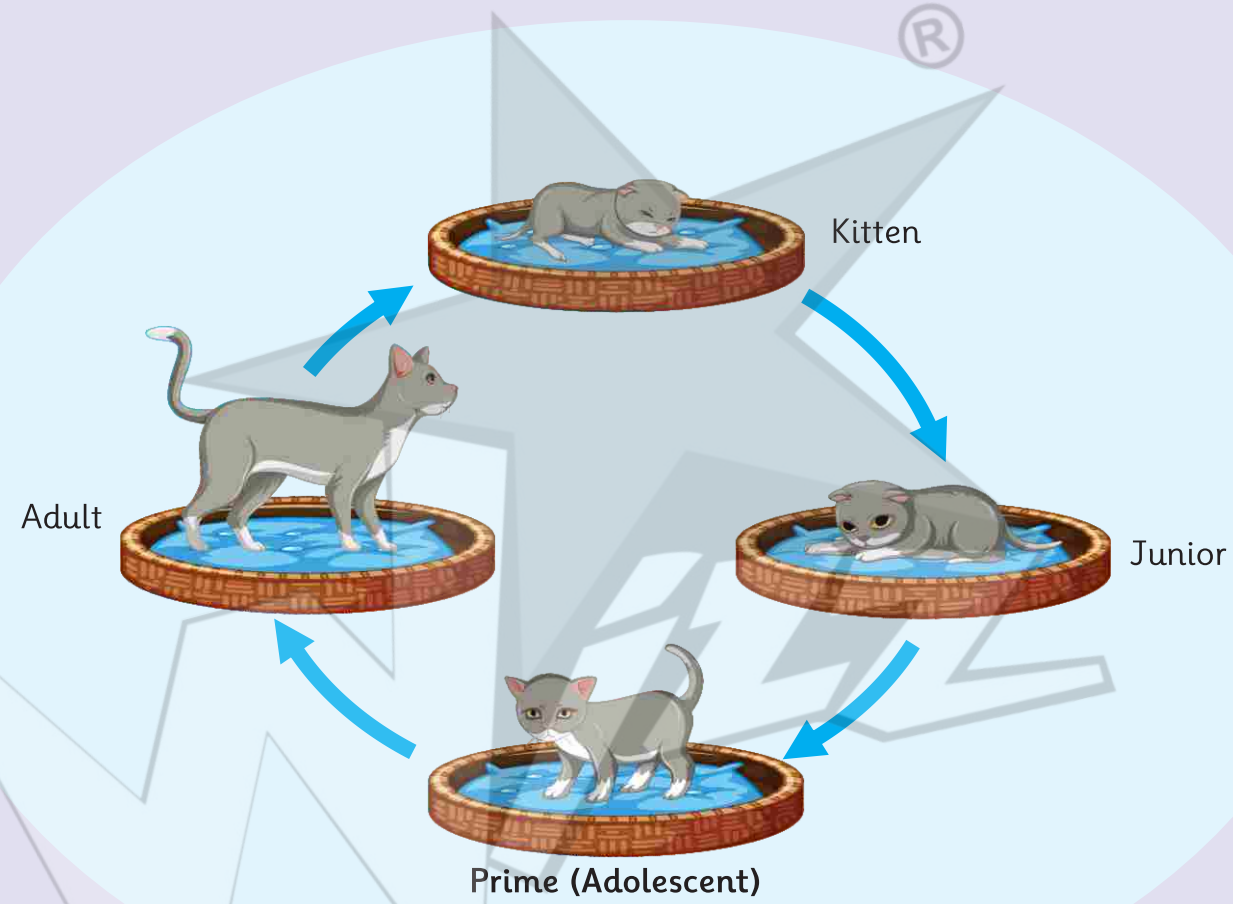
Some animals give birth to young ones that look like their parents. Examples: Humans, cats, lions, etc.



Humans Cats Lions

Publishers Sample

Life Cycle of a Cat



a. **Kitten (Baby cat)**

Kitten is born small and needed its mother's care. If grows strong by feeding on its mother's milk.

b. **Prime (Adolescent)**

After a few months a kitten start eating solid food, playing and learning to hunt. By around 6 months, it starts looking like an adult cat.

c. **Adult cat**

At about 1 year old, a cat is considered an adult. Adult cats can have kittens and live independently.

Wizz Publishers
E-Sample

Check Point

1 Choose and write the correct option.

i. A series of changes from birth to death is called:

a. Life cycle
b. Cell cycle
c. Life line
d. Food cycle

ii. The process through which a seed develops into a new plant is called:

a. Germination
b. Reproduction
c. Respiration
d. Breathing

iii. Which of the following is the reproductive part of a flowering plant?

a. Fruit
b. Roots
c. Leaf
d. Stems

iv. The young plant is called:

a. Node
b. Root
c. Bud
d. Seedling

v. When a butterfly egg hatches, the stage is called:

a. Larva
b. Pupa
c. Nymph
d. Moth

vi. The hard shell of a caterpillar is called:

a. Larva
b. Chrysalis
c. Nymph
d. Moth

vii. Which animal has three stages in its life cycle?

a. Butterfly
b. Grasshopper
c. Beetle
d. Mosquito

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2 Read each statement and number it in correct order.

i. The life cycle starts with a seed. The seed contains a tiny baby plant inside. When seed gets the right amount of water, sunlight, air, and nutrients, it starts to germinate. ( )

ii. The seedling grows into an adult plant with more leaves, stems, and roots. It is now ready to make flowers. ( )

iii. Seeds inside fruits starts a new cycle again. ( )

iv. The young plant, called a seedling, grows leaves and becomes stronger. ( )

v. The adult plant produces flowers. Flowers are important for making seeds. ( )

vi. A small root grows down into the soil, and a shoot grows upward. ( )

vii. Flower develops into fruits. ( )

3 Draw a line to match each word and picture.

Words	Pictures
Butterfly	
Chrysalis	
Caterpillar	
Egg	

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4 Sort the following animals into correct column.



Fish



Butterfly



Frog



Elephant



Duck



Rabbit



Tiger



Goat

Animals that hatch from eggs	Animals that born directly

5 Answers the following questions.

i. Write down the stages of the life cycle of the following:



Butterfly	Grasshopper 

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ii. Define life cycle. Why is it important?

iii. What is germination?

iv. Search and write why do butterflies lay their eggs on leaves?

6 Answer these questions: (On note book)

i. Define life cycle.
ii. Explain life cycle of plants.
iii. In how many days the chick comes out from the egg?
iv. How do the tadpoles breathe?

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Let's Do It

Life cycle hunt

Every living thing goes through a life cycle, from birth or germination to adulthood. Today, you will explore nature to find and record different life cycle stages of plants and animals.
Look carefully and document what you find.

What we need:



- Notebooks
- Pencils and clipboards
- Magnifying glass

What to do:

- Take students outdoors to a schoolyard, garden or park.
- Ask them to search for evidence of life cycle stages, such as:
  - ✓ Plants: seeds, seedlings, growing plants, flowering plants.
  - ✓ Insects: eggs, larvae, pupae, adult insects.
  - ✓ Birds/Other Animals: nests, eggs, young animals.
- Students document their findings by taking photos or sketching what they see.
- Encourage them to classify their observations by identifying which stage of the life cycle they belong to.
- Back in the classroom, discuss their findings and compare different life cycles.



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Unit 13

Energy and its Forms

Students' Learning Outcomes

All students will be able to:

- Recognize that energy is required to do work.
- Identify natural sources of energy (sun, flowing water, wind, wood, coal, oil and gas).
- Inquire that sources of energy are used for many things (move an object, heating, lighting, transportation, electric appliances, etc.).
- Demonstrate that energy is present in all matter and in forms like sound, light and heat.



What do we need to work?

To do any kind of work, we need energy. Energy makes everything move and work. It gives us the strength to life objects, run, jump and much more.



A man pushing a cart



A man lifting a box



Children running and jumping

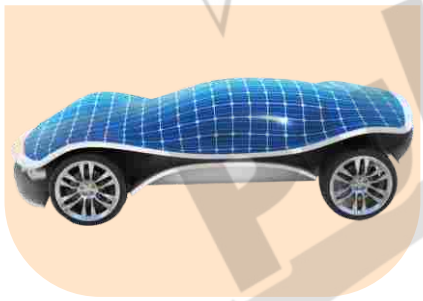
Energy and work go hand in hand. This means that without energy, no work can be done. Let's explore where energy comes from.

Sources of Energy

Sources of energy are places or things from which energy is obtained. Common sources include:

a. Solar energy

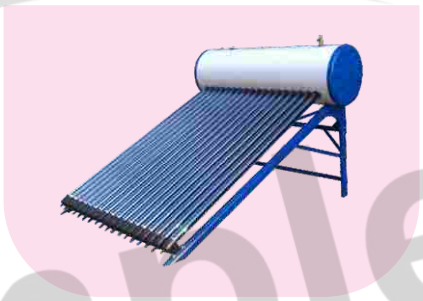
Solar energy comes from the sun. The sun gives us both light and heat. Without it, life on Earth would not be possible. Plants use sunlight to make food, whereas animals and humans get energy by eating plants. Solar energy also powers cars, heaters and solar panels that make electricity.



A solar car



A solar panel

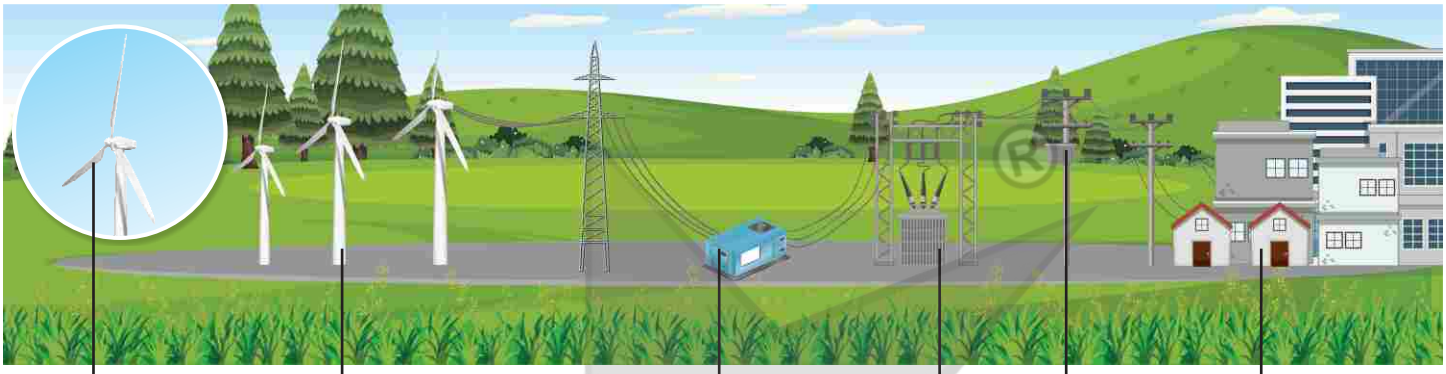


A solar heater

b. Wind energy

Wind energy comes from moving air, which we call wind. When the wind blows, it has power. Wind turbines use that power to spin their blades to generate electricity. Wind turbines are tall machines with large blades. As the blades spin, the movement is converted into electrical energy.

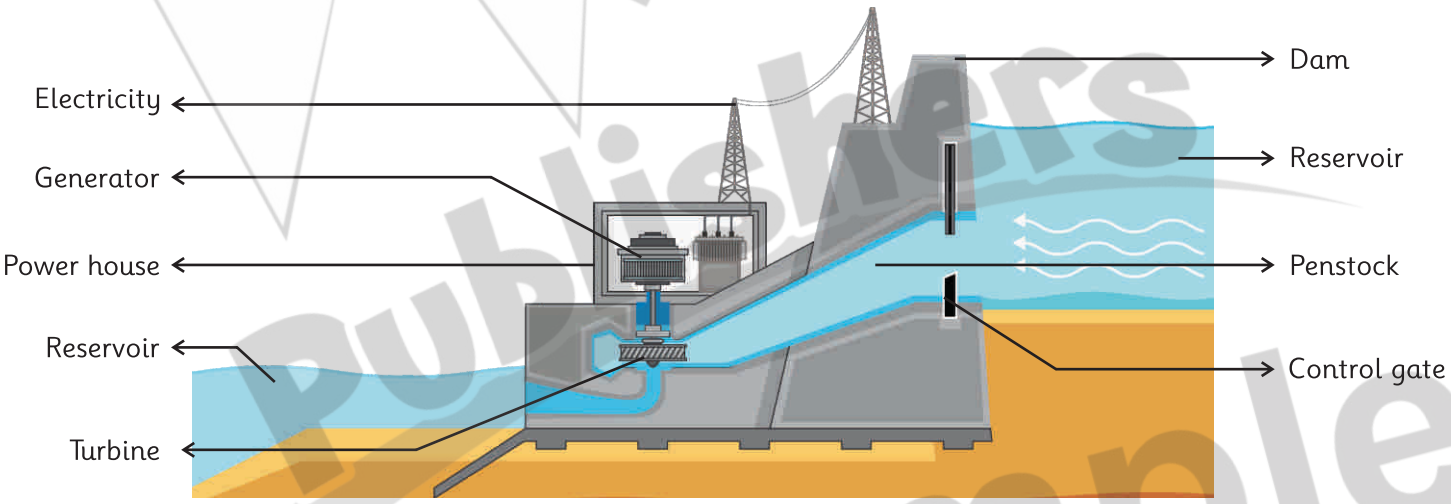
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c. Water energy (Hydro energy)

It is the energy that comes from moving water in rivers, waterfalls, or dams. This is also known as hydro energy.

Dams are built near moving water and stone large amount in a reservoirs. A dam is a big wall that holds a lot of water in one place (a reservoir). When the water is let out, it flows down very fast and falls on the turbines with the force. As a result of force the turbine start to move to generate electricity. This kind of power is called hydroelectric power.

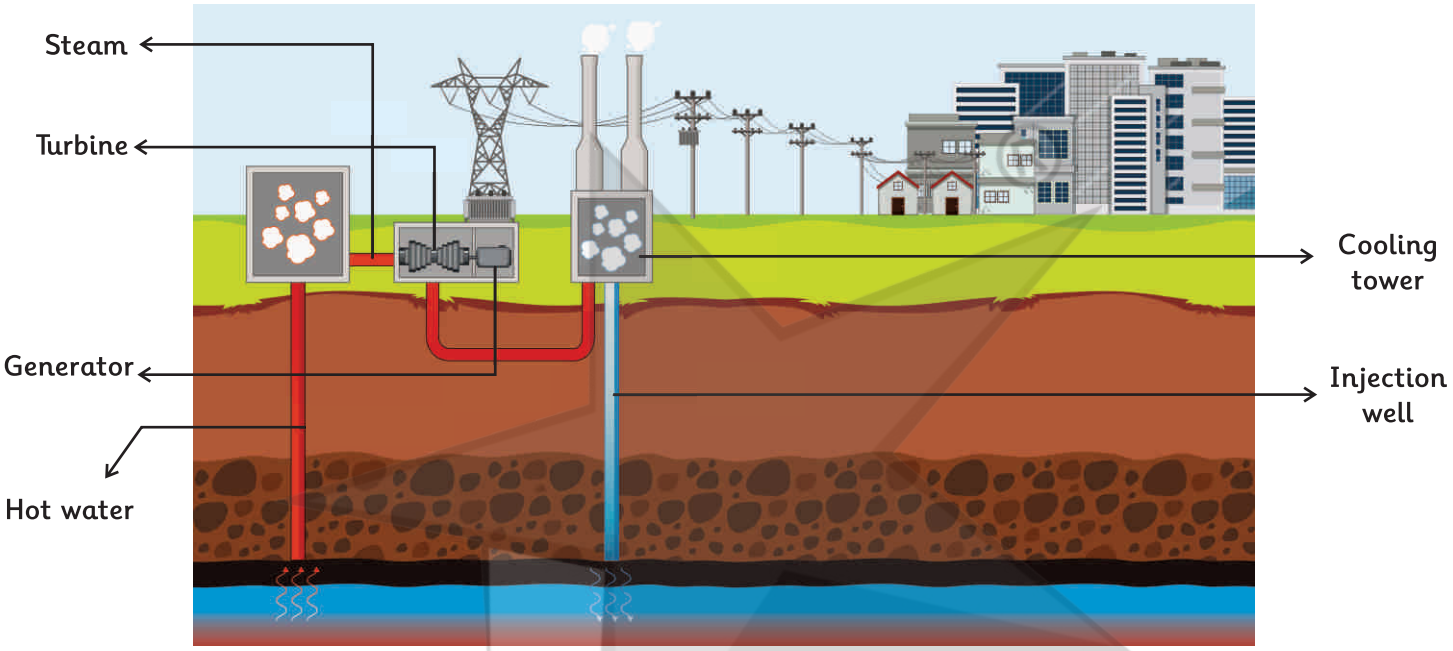


A dam with water flowing onto turbines to produce electricity.

d. Geothermal energy

Geothermal energy is the heat energy that comes from inside the Earth. "Geo" means Earth and "Thermal" means heat. This heat comes from deep underground. It is used in geothermal plants to make electricity and in some places to warm.

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A geothermal power plant with steam rising.

e. Chemical energy

Chemical energy is stored in food, fuel and batteries. When these things undergo change or reaction (like burning or digestion), the stored energy is released and converted into other forms of energy.



Batteries give energy to toys, flashlights and remote controls.



Fuels like wood, coal, oil and gas gives heat and power.



Food gives energy to people and animals.

Uses of Energy

Energy appears in many forms and each helps us perform different types of work in daily life. Let's explore some in daily life:



Heat energy makes things warm. We use it to cook food and boil water.

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- Light energy helps us see things. We get light from the sun, bulbs, lamps and flashlights.



- Plants also use sunlight to grow.



- Sound energy is produced by vibrations.



A bell ringing to produce sound.

- Electrical energy powers appliances like TVs, refrigerators, computers and fans.









- Mechanical energy is the energy of movement. When you ride a bike, you are using mechanical energy.



- Solar energy comes from the sun. Solar panels can change sunlight into electricity.



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Check Point

1 Choose and write the correct option.

i. Which of these needs energy to happen?

a. A rock sitting still
b. A book on a shelf
c. A fan spinning
d. A closed door

ii. What is the main source of energy for Earth?

a. Water
b. Sun
c. Moon
d. Coal

iii. Which one is a source of energy that comes from moving water?

a. Solar energy
b. Wind energy
c. Hydro energy
d. Gas energy

iv. What do we need to do any kind of work?

a. Water
b. Energy
c. Air
d. Food

v. What source of energy is used to turn windmills?

a. Sun
b. Coal
c. Water
d. Wind

vi. The stored energy inside the Earth is called:

a. Geothermal energy
b. Wind energy
c. Hydro energy
d. Chemical energy

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2 Choose and write the correct option.

i. All machines work with _____.

ii. A machine is _____ without ample supply of energy.

iii. The energy produced by Sun is called _____.

iv. _____ energy is the heat energy that comes from Earth.

v. Electrical energy _____ appliances like T.V, fans etc.

3 Match the source given in Column A with its use in Column B.

Column A (Source)	Column B (Use)
Cooking food	Sun
Turning windmills	Wind
Running trains	Coal
Producing electricity	Flowing water

4 Answer the following questions.

i. Write down two uses of wood.

_____

_____

ii. Write downs the names of two renewable sources of energy.

_____

_____

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iii. Which energy is a self generated energy?

iv. What do you know about dam?

v. What is geothermal energy.



Activity

Think and Answer:
From where do we (the human bings) get energy?

5 Answer these questions: (On note book)

i. What is Energy? What happens when three is no energy to do work?
ii. How many types of natural sources of energy? Name them.
iii. What is hydro energy?
iv. How do we use energy in our homes every day?

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Let's Do It

Study the pictures and complete the table given below. list all the ways that energy is being used. Also write where the energy comes from in each case. One has been done for you.

a



b



c



d



e



Energy use	Where the energy comes from?
Chemical energy	Fuel

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Unit 15

Environment

Students' Learning Outcomes

All students will be able to:

- Define the term pollution.
- List different types of pollution (water, air, land and noise).
- Suggest ways to reduce pollution using the 3R's.
- Identify endangered animals of Pakistan (e.g., Indus Dolphin, Markhor, Blackbuck).
- Identify extinct animals.
- Suggest ways to protect endangered animals.
- Predict what could happen if natural resources were completely used up.



Look at the image below. What do you think could be the reason the fish might have died?

The fish may have died because of pollution. Pollution is when harmful things are added to the Earth, that make the air, water and land dirty. Pollution is harmful for people, animals and plants.



Types of Pollution

Pollution can be of different types:

a. Water Pollution

Water pollution happens when harmful substances like garbage, oil, soap or chemicals go into rivers, lakes or oceans.

It is caused by throwing trash into the water, oil spills from ships and dirty water from homes and factories.

Water pollution is harmful because fish and sea animals may get sick or die, people and animals cannot drink the water and plants may stop growing.





b. Air Pollution

Air pollution happens when the air becomes dirty with smoke, dust or harmful gases.

It is caused by smoke from cars, buses, trucks, factories and also by burning garbage or wood.

Air pollution is harmful because it makes hard to breathe, makes in humans and animals sick and damages trees and crops.

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c. Land Pollution



Land pollution happens when people throw garbage, plastic, or waste on the ground.

It is caused by littering in parks, roads, and fields, dumping waste in open areas, and not recycling or reusing materials.

Land pollution is harmful because it makes the Earth dirty and can hurt animals if they eat trash.

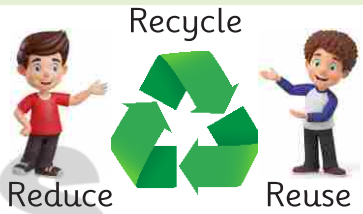


d. Noise Pollution

Noise pollution is caused by too much loud sound.

It is caused by loud music, honking cars, heavy traffic, machines and construction work. Noise pollution is harmful because it can damage hearing, scare animals and make it hard to sleep or concentrate.

What is meant by 3Rs?



The 3Rs stand for: Reduce, Reuse, and Recycle. They are smart ways to take care of our Earth and reduce pollution.

3R	Reduce (Use less)	Reuse (Use again)	Recycle (Make something new)
Meaning	To reduce waste	Use items more than once	Turn old things into something new
How?	• Turn off lights, fans when not in use. • Don't waste water. • Bring your own water bottle • Use cloth bags instead of plastic.	• Use old jars for storage. • Use both sides of paper. • Make rags from old clothes. • Donate old toys/ books.	• Put waste in the right bin. • Clean items before recycling. • Sort paper, Plastic and metal. • Reuse first, then recycle.

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Images			
			 Plastic Paper Metal and glass

What is a species

A specie is a group of animals or plants that are the same kind and share common traits/ features.



All dogs are the same species.



All cats belong to another species.

Endangered Animals

Endangered animals are animals that are at risk of disappearing forever. There are only a few left and they need our help. Examples of endangered animals in Pakistan are:



Indus River Dolphin



Markhor



Blackbuck



Himalayan Brown Bear



Peregrine Falcon

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Extinct Animals

Extinct animals are animals that are no longer exist anywhere in the world. There are none left alive. Examples of extinct animals are:



Dinosaurs



Dodo



Caspian Tiger

Why animals go extinct?

- **Over hunting:** When people hunt animals too much, their numbers go down very quickly.

- **Habitat destruction:** Forests and building roads destroy animal's home.





- **Pollution and climate change:** These make it harder for animals to survive. If these problems continue and no animals of that kind are left, the species becomes extinct, meaning it is gone forever.



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Protecting endangered animals

We can protect endangered animals by:

- Keeping the Earth clean.
- Protecting natural habitats.
- Not hunting or harming animals.
- Being kind to all creatures.

Natural Resources

Natural resources are the things we get from nature to us live, grow and stay healthy. They come from the Earth, sun, air and water.



Water



Trees



Air



Soil



Sunlight



Fossil fuels (coal, gas, oil)

If all the natural resources were gone, life on the Earth would be very hard.

- Without water, people, animals, and plants would not be able to survive.
- If there were no trees or plants, we would not have fresh air to breathe and many animals would lose their homes.
- Without soil, we could not grow fruits, vegetables, or grains, so we would not have enough food.
- If we used up all the oil, gas, and coal, we would not have fuel for cars, buses, or electricity for our homes and schools.

Everything we use in our daily lives comes from nature, so we must take care of our natural resources and use them wisely. If we don't, the Earth could become a place where it is very hard to live.

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Check Point

1 Choose and write the correct option.

i. What is pollution?

a. Cleaning the Earth
b. Making the Earth dirty
c. Planting trees
d. Drinking clean water

ii. Which is an endangered animal of Pakistan?

a. Elephant
b. Markhor
c. Zebra
d. Giraffe

iii. Which type of pollution makes rivers dirty?

a. Noise
b. Air
c. Land
d. Water

iv. What happens if we use all the natural resources?

a. More air
b. No problems
c. Life becomes difficult
d. Animals will be happy

v. What is one way to reduce pollution?

a. Throw garbage on the road
b. Reuse old things
c. Cut trees
d. Burn plastic

2 Fill in the blanks.

i. The new inventions also have a _____ impact on our environment.

ii. Anything that is making the environment dirty and unhealthy is called _____.

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iii. Unplanned usage will result in shortage of _____.

iv. We should adopt, reduce, reuse and _____.

v. _____ means no more available.

3 Mark X for endangered animals and Y for extinct animals.











4 Match the column.

Item		Source
Gold Watch	○	○ Sheep
Bread	○	○ Tree
Wool	○	○ Gold
Wooden Chair	○	○ Wheat
Butter	○	○ Cow

5 Identify the recycling bins, for which kind of garbage they are used for?





Green _____ Yellow _____ Orange _____

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6 Match the pollution to its type.









- Water Pollution
- Land Pollution
- Noise Pollution
- Air Pollution

7 Answer the following questions.

i. Define pollution.

ii. What is meant by natural resource?

iii. List the four types of pollution.

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iv. What is the difference between extinct and endangered?

v. What are the 3R's? How do they help the environment?

vi. What would happen if we used up all natural resources? Write a short paragraph.

vii. Write two facts about dodo bird.



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Let's Do It

Use of 3Rs

No-Sew T-shirt Bag

What we need:

- Old t-shirt
- scissors
- Yarn/string (to decorate, if desired)



What to do:

- Cut sleeves off of t-shirt.
- Cut neck out of t-shirt.
- Cut slits at bottom of t-shirt
- and tie knots.
- Tie yarn, string or ribbon on
- handles to decorate.



Reuse Pencil Holder

What we need:

Steel can or glass jar, magazine pictures, glue, paint brush, scissors



What to do:

- Choose pictures from old magazines or calendars.
- Cut out pictures.
- Use paint brush to apply glue to cut-out pictures.
- Glue pictures onto can or jar to decorate.



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