

# E-Learning Resource Pack

## Grade II

Name : \_\_\_\_\_



# Information for Parents

I-III

Dear Parents,

Kindly encourage and support your child to do his/her best on each task as this is an important phase of learning for them. Allocating a special time and place for learning, without distractions, will establish and encourage consistency. Supervision of work followed by checking will further enhance the child's learning and lay a solid foundation for his/her educational future!

The e – learning plan is based on the following subjects:

- English
- Urdu
- Mathematics
- Science
- Social Studies and Explore the World (ETW)

The e – learning plan for your child has been uploaded in the form of a booklet. You are requested to print it for further use. The plan outlines the tasks and a list of resources for learning including instructional videos, songs, online games, quizzes etc. Before proceeding to the written task, kindly ensure your child has watched the related videos and gone through the other related web links; this will make his/her learning more meaningful.

**Stay safe and happy learning!**



## E-learning Plan – Grade II

### Web links

#### Instructional Videos

##### English

- <https://youtu.be/9PgFbTK2jUI>
- <https://youtu.be/mPnSYcxkiKU>
- <https://www.youtube.com/watch?v=q5PL5B85bG>
- <https://www.youtube.com/watch?v=jzDHkkA44TU>
- <https://www.youtube.com/watch?v=hjlfUOvPqHs>
- <https://www.youtube.com/watch?v=dt3iFjD-xfl>
- <https://www.youtube.com/watch?v=M6g4bxJBjCU>

##### Science

- <https://www.youtube.com/watch?v=YuUJCNzfoBw>
- <https://www.youtube.com/watch?v=uD3XdlWPHXE>
- <https://www.youtube.com/watch?v=-pHav-3QZkl>
- <https://www.youtube.com/watch?v=A2Y2q7xBJOI>
- <https://www.youtube.com/watch?v=75NqK-Sm1YY> (A
- <https://www.youtube.com/watch?v=F3ElGMVU6SY&t=89s>
- <https://www.youtube.com/watch?v=YuUJCNzfoBw>
- <https://www.youtube.com/watch?v=d7yTlp4gBTI>
- <https://youtu.be/JJmVXARWLIY>
- <https://youtu.be/LOIGOT88Aqc>
- <https://www.youtube.com/watch?v=ivx6w56Zad4>

#### Interactive Games

##### English

- [www.reading.ecb.org](http://www.reading.ecb.org)
- [www.storylineonline.net](http://www.storylineonline.net)
- [www.seussville.com](http://www.seussville.com)
- <http://www.softschools.com/quizzes/grammar/>
- [www.abcya.com](http://www.abcya.com)
- [www.funbrain.com](http://www.funbrain.com)
- [www.spellingtraining.com](http://www.spellingtraining.com)
- <https://www.education.com/game/complete-sentence-quiz/>
- <https://www.gametoearnenglish.com/fast-phrases/>
- <http://learnenglishkids.britishcouncil.org/games/story-maker-1>
- <https://www.turtlediary.com/game/word-scramble.htm>
- <https://www.turtlediary.com/game/sentence-unscramble-third-grade.html>
- <https://worksheetsplus.com/Reading/2ndReadingZoo.html>
- <https://worksheetsplus.com/Reading/more2ndGrReadingQuiz.html>

##### Science

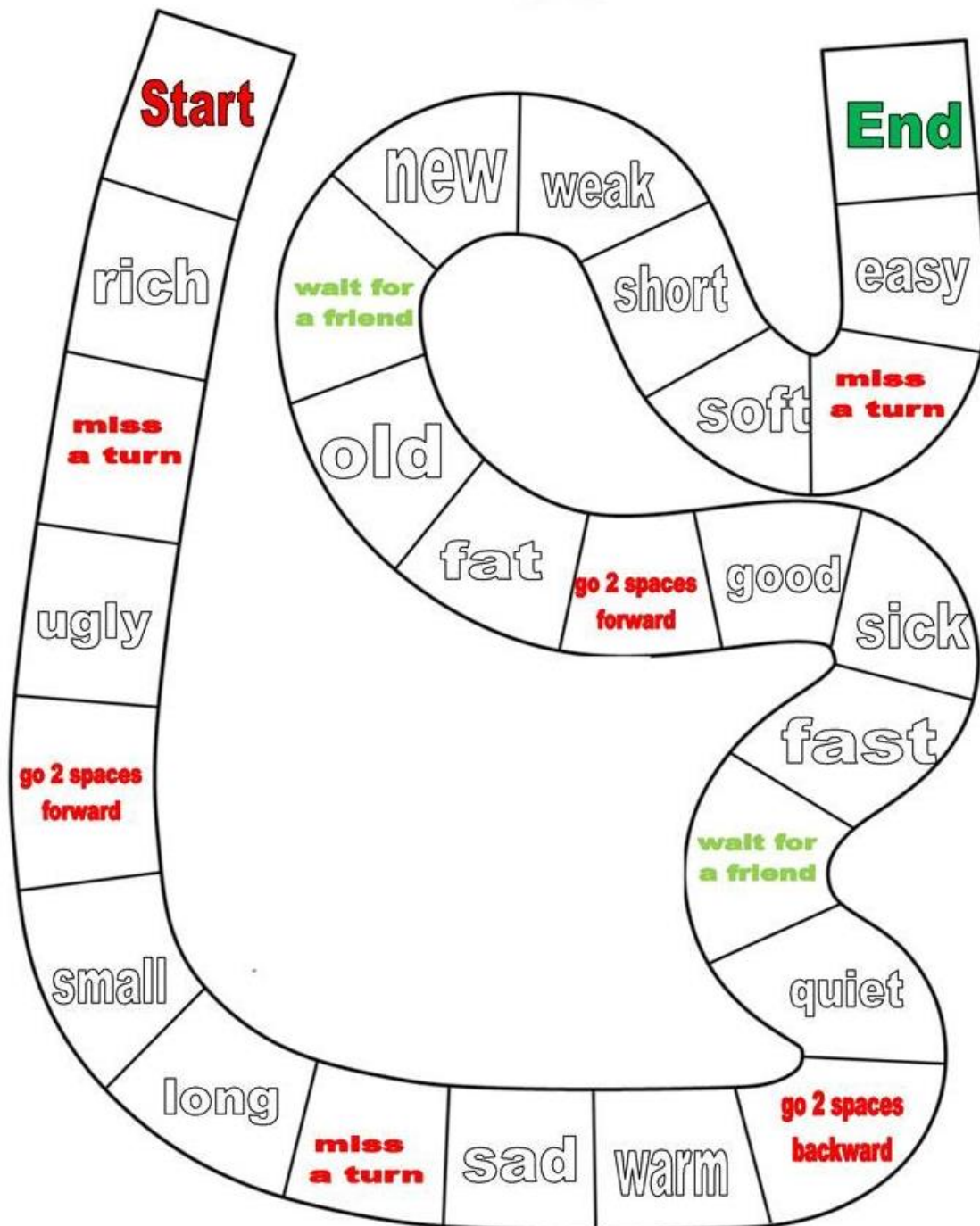
- <http://www.sciencekids.co.nz/gamesactivities.html>
- <https://www.pbslearningmedia.org/collection/light-and-shadow/>
- <https://www.youtube.com/watch?v=-gNaNOWdg8>
- [https://www.scholastic.com/content/dam/teachers/blogs/genia-connell/migrated-files/0439061628\\_e044.pdf](https://www.scholastic.com/content/dam/teachers/blogs/genia-connell/migrated-files/0439061628_e044.pdf)
- <http://www.sciencekids.co.nz/gamesactivities/lightshadows.html>
- <https://www.proprofs.com/quiz-school/story.php?title=light-and-shadows>
- <https://wordwall.net/resource/43360/science/light-shadow-quiz>

# Subject: English

## Opposites Board Game

Play this game with a partner. Roll a dice and start.

# What is the opposite?



# Sentence S-t-r-e-t-c-h-i-n-g



**Who ?**



My brown dog

**Did What ?**

My brown dog ran down the sidewalk.

**When ?**

One day last week, my brown dog ran down the sidewalk.

**Where ?**

One day last week, my brown dog ran down the sidewalk at the park.

**Why ?**

One day last week, my brown dog ran down the sidewalk at the park because I threw a stick for her to chase.

**Who?**

My crazy cat.

**What?**

My crazy cat is running around.

**When?**

All day long, my crazy cat is running around.

**Where?**

All day long, my crazy cat is running around my bedroom.

**Why?**

All day long, my crazy cat is running around my bedroom because she wants me to let her outside.

## Sentence Stretching Challenge

# Sentence S-t-r-e-t-c-h-i-n-g



**Who ?**



One tiny fly

**Did What ?**

**When ?**

**Where ?**

**Why ?**

**Who ?**



**Did What ?**

**When ?**

**Where ?**

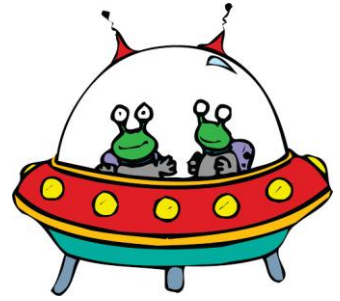
**Why ?**



## Topic: Comprehension

1. Read the given passage carefully and answer the following questions:

“Jake! Do you want to come to the park and play football?” yelled my older brother, Harry. “Sure do!” I yelled back. We raced over to the park and began to kick the ball. Harry kicked it so hard it went into the bushes. I ran towards the bushes to find the football. Harry came to help me find it.



Suddenly, we heard a strange whirring noise and aswoosh! Ducking down behind the thick bushes, we peered out. We gasped in surprise as a huge spaceship landed in the middle of the park, right before our eyes! It had “Planet Zog” written on the side.

A little door opened and out hopped two strange looking aliens. They were green in colour but not very big in size. They had three big bulging eyes popping out of their heads. They looked around and then hopped up to a tree.

“Hello, Earthling,” said the aliens politely to the tree. The tree didn’t say a word. They hopped up to a bin. “Hello, Earthling,” they said once more. The bin didn’t say a word. Next, they hopped up to a tap. The tap didn’t say a word, either.

The aliens looked at each other. “The Earthlings have not learnt to speak yet,” one of them said. “Let’s come back another time.”

So, they hopped back to their spaceship and with a whirr and a swoosh they zoomed off into space.

a• What were Jake and Harry doing when the spaceship landed?

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b• Where did the aliens come from? How can you tell?

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c• What the aliens call the people of Earth?

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d• Describe the aliens.

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e• Why couldn't the aliens see Jake and Harry?

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f• Do you think the aliens were friendly? How can you tell?

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g• How would you feel if aliens landed in your backyard?

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h• Suggest a suitable title for the passage.

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i• Match each word to its meaning as used in the passage.

gasped ●

● speaking with good manners

peered ●

● took a sudden, quick breath of air

politely ●

● queer or odd

strange ●

● looked from a hiding place



j. Find two nouns, verbs and adjectives from the passage and write in the spaces given below.

Nouns	Verbs	Adjectives

1. Make meaningful sentences of the given words.

politely	
yelled	
strange	
surprise	

**Q1. Complete the sentences by using the plural of the word given in the brackets.**

1. A box of \_\_\_\_\_ was lying on the table. (matchstick)
2. The fairy asked Sarah to make two \_\_\_\_\_. (wish)
3. There are two red \_\_\_\_\_ on the tray. (glass)
4. The rabbit hid behind the thick \_\_\_\_\_. (bush)
5. \_\_\_\_\_ are very clever animals. (fox)
6. There are some juicy \_\_\_\_\_ on the plate. (peach)

**Q2. Use suitable opposites to complete the sentences.**

1. Ice-cream is \_\_\_\_\_ but tea is \_\_\_\_\_.
2. Lemons are \_\_\_\_\_ but honey is \_\_\_\_\_.
3. A rabbit is \_\_\_\_\_ but a tortoise is \_\_\_\_\_.
4. My room is \_\_\_\_\_ but his is \_\_\_\_\_.
5. The lion is \_\_\_\_\_ but the mouse is \_\_\_\_\_.
6. Snow is \_\_\_\_\_ but coal is \_\_\_\_\_.

**Q3. Read the following paragraph. The numbered words in bold print are over-used words. Think of a better word you could use to replace each tired word to add interest. Write the new word on the corresponding numbered lines.**

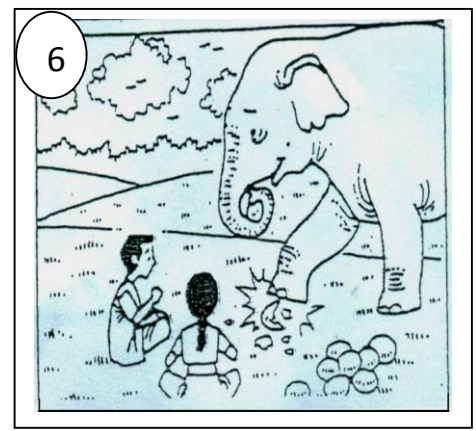
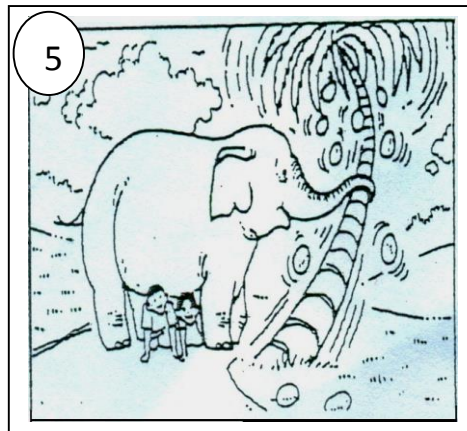
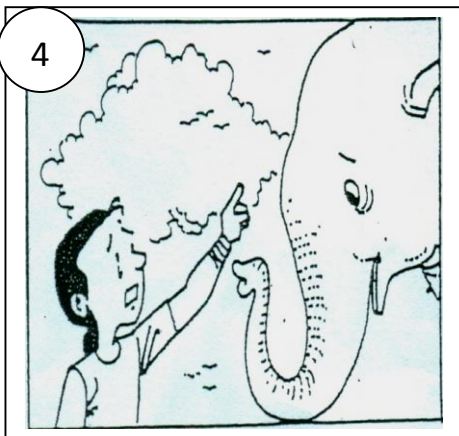
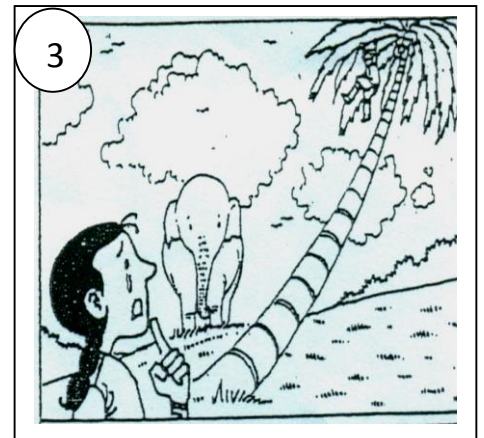
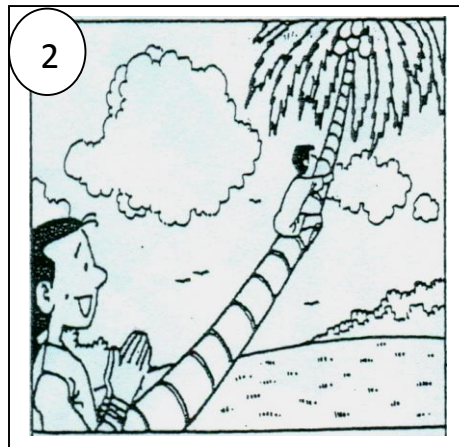
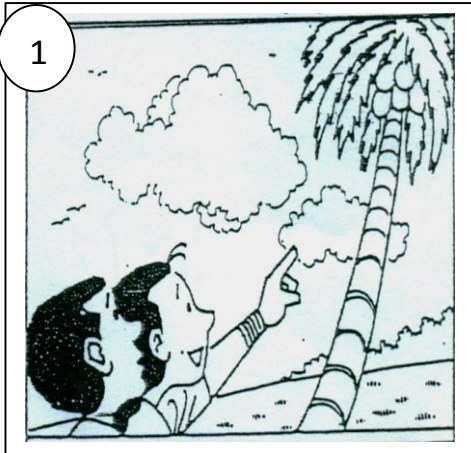
Sara and Mary had a nice<sup>1</sup> day at school. In the morning, they listened as their teacher read a nice<sup>2</sup> story. The work was hard<sup>3</sup> during Math because they had just started learning a new concept. The teacher was happy<sup>4</sup> with their work. It was a nice<sup>5</sup> day, so they were able to play football outside for P.E. The class was happy<sup>6</sup> when the teacher said they would have a party that afternoon.

- |          |          |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |

## Topic: Picture Story

Use the words in the word bank to write a story about how the elephant used its trunk to help the children.

children	palm tree	coconuts	climbed	upset	huge
stuck	rescued	shook	cracked	enjoyed	strong



[illegible]

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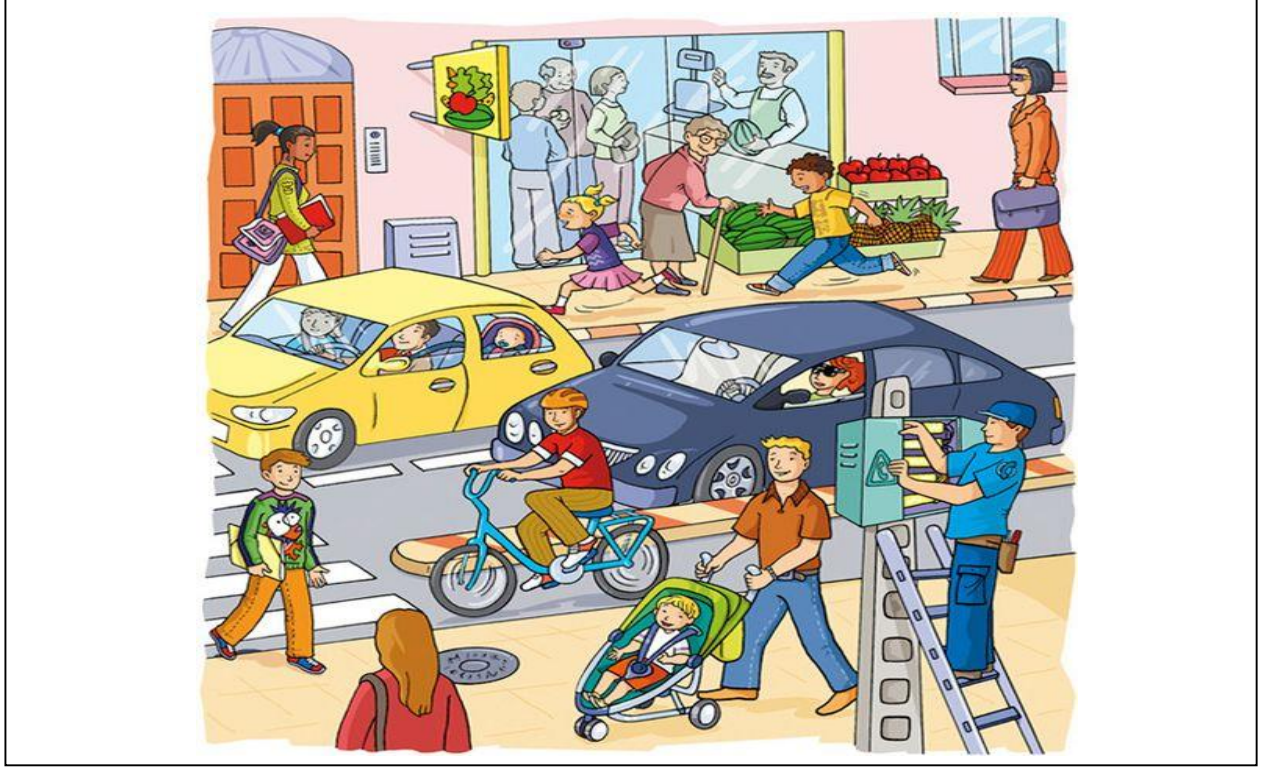
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عنوان: تصویر کشی (زبانی)

تصاویر کو بغور دیکھیے۔

اپنے ساتھی کے ساتھ مل کر تصاویر کے بارے میں بات چیت کیجیے۔





## کتاب پر تبصرہ

کوئی کہانی پڑھیے اور اس کے بارے میں تبصرہ لکھیے۔



کہانی کا نام: \_\_\_\_\_

کہانی کس نے لکھی؟ \_\_\_\_\_

اس کہانی میں کتنے کردار تھے؟ \_\_\_\_\_

اس کہانی کا جو منظر آپ کو پسند آیا اس کی تصویر بنائیے۔

اس کہانی میں آپ کو کیا اچھا لگا اور کیوں؟

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## کتاب پر تبصرہ

کوئی کہانی پڑھیے اور اس کے بارے میں تبصرہ لکھیے۔



کہانی کا نام: \_\_\_\_\_

کہانی کس نے لکھی؟ \_\_\_\_\_

اس کہانی میں کتنے کردار تھے؟ \_\_\_\_\_

اس کہانی میں آپ کو کیا اچھا لگا اور کیوں؟

آپ اس کہانی کا نام بدل کر لکھتے تو کیا لکھتے؟

آپ نے کون سے نئے الفاظ سیکھے؟ ۵ الفاظ لکھیے۔

## عنوان: قواعد۔ اسم نکرہ / اسم معرفہ۔ الفاظ متضاد

س ۱۔ درج ذیل جملوں میں سے اسم معرفہ اور اسم نکرہ چُن کر لکھیے۔

اسم نکرہ	اسم معرفہ	جملے
		۱۔ اسد کراچی میں رہتا ہے۔
		۲۔ بانو کے خرگوش کا رنگ سفید ہے۔
		۳۔ ہاکی ہمارا قومی کھیل ہے۔
		۴۔ پاکستان ہمارا پیارا ملک ہے۔
		۵۔ لڑکے کرکٹ کھیل رہے ہیں۔

س ۲۔ درج ذیل الفاظ کی جمع بنائیے۔

واحد	جمع (ے)	جمع (وں)
بچہ		
پیالہ		
پودا		
لڑکا		



چڑیا گھر کی سیر پر ۱۰ جملے لکھیے۔

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## جملہ سازی

دیئے گئے الفاظ کے جملے بنائیے۔

الفاظ	جملے
سچ	
کتاب	
کھیل	
چھٹی	
باغ	

پیرا گراف کو پڑھتے ہوئے سوالات کے جواب لکھیے۔

ایک دفعہ کا ذکر ہے کہ ایک بہت غریب مچھیرا تھا۔ وہ مچھلیاں بیچ کر اپنا گزارا کرتا تھا اور جو مچھلیاں بیچ جاتیں، اُن سے اپنا پیٹ بھرتا۔ ایک دن اُس کے ہاتھ سوائے ایک چھوٹی سی مچھلی کے کچھ نہ لگا۔ وہ ابھی اُسے اپنی ٹوکری میں ڈالنے ہی والا تھا کہ مچھلی رونے لگی اور بولی: "اے مچھیرے! خدا کے لیے مجھے چھوڑ دو۔ میں اتنی چھوٹی سی ہوں کہ مجھے کھا کر تمہارا کچھ نہیں بنے گا۔ جب میں بڑی ہو جاؤں گی تو تم مجھے پکڑ لینا اور پھر خوب مزے لے کر کھانا۔" مچھیرے نے مچھلی کی بات نہ سنی اور اُس کو ٹوکری میں ڈالا اور بولا: "اگر میں تمہیں جانے دوں تو یہ میری بڑی بے وقوفی ہوگی۔ تم چاہے چھوٹی ہی سہی مگر خالی پیٹ رہنے سے تھوڑا کھالینا ہی بہتر ہے۔"

س ۱۔ مچھیرا کیا بیچ کر اپنا گزارا کرتا تھا؟

ج۔

س ۲۔ جو مچھلیاں بیچ جاتیں اُن کا مچھیرا کیا کرتا؟

ج۔

س ۳۔ مچھلی نے مچھیرے سے کیا کہا؟

ج۔

س ۴۔ مچھیرے نے مچھلی کو کیوں نہیں چھوڑا؟

ج۔



# Subject: Mathematics



## Grade II

### Term-II

## Practice worksheet no. 4

Concept:

Addition and Subtraction  
Position and Movement

Hint:

Use the given digits only if mentioned,  
For writing the position of a square, write the column number first and then the row  
**remember** to run before fly i.e. move horizontally and then vertically  
Use the given vocabulary for writing an explanation

Templates used:

Number line

Vocabulary:

addition, subtraction, minus, take away, subtract, lots of,  
sum, total, altogether  
position, above, below, top, bottom, outside, inside  
in front, behind, front, back, opposite, middle, between  
route, left, right, up, down  
forwards, backwards, grid, row, column  
horizontal, vertical, diagonal

Name: \_\_\_\_\_ Sec: \_\_\_\_\_ Date: \_\_\_\_\_

Q1. Use the following digits to write **5 different calculations** of 3-digit number and a 2-digit number.

**Note:** Partition the 2-digit number to make the addition easier.



**Example:** My numbers are

621, 45

621+45

*(This is my calculation)*

621+40+5

*(I partitioned 45 into tens and ones to make the calculation simpler)*

= 661 + 5

= 666

*(you can partition as per your need)*

E.g.  $621 + 45 = 621 + 40 + 5 = 661 + 5 = 666$

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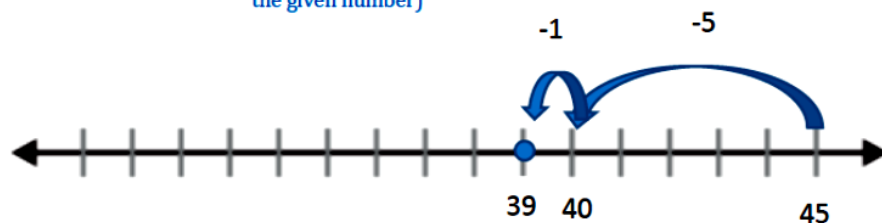
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Q2. - **Draw** the following calculations on the given number lines.

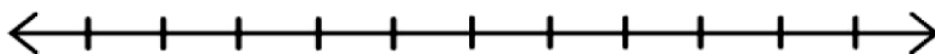
- **Work out** the calculation.

*Example:*

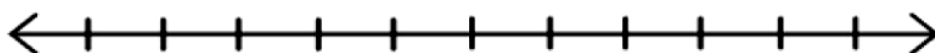
$45 - 6 = \underline{39}$  (place the number on the right extreme position while subtracting and move back to subtract the given number)



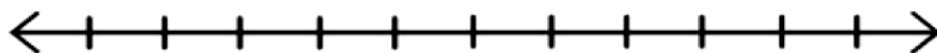
i.  $23 - 7 = \underline{\hspace{2cm}}$



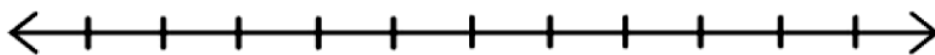
ii.  $376 - 8 = \underline{\hspace{2cm}}$



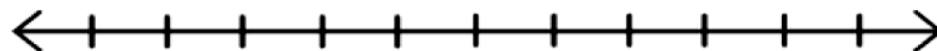
iii.  $809 - 5 = \underline{\hspace{2cm}}$



iv.  $266 + 6 = \underline{\hspace{2cm}}$



v.  $321 - 5 = \underline{\hspace{2cm}}$



Q3. **Write a question** that gives you an answer **65**.

Use a 2- or a 3-digit number in the question.

**Represent your calculation** on the number line.

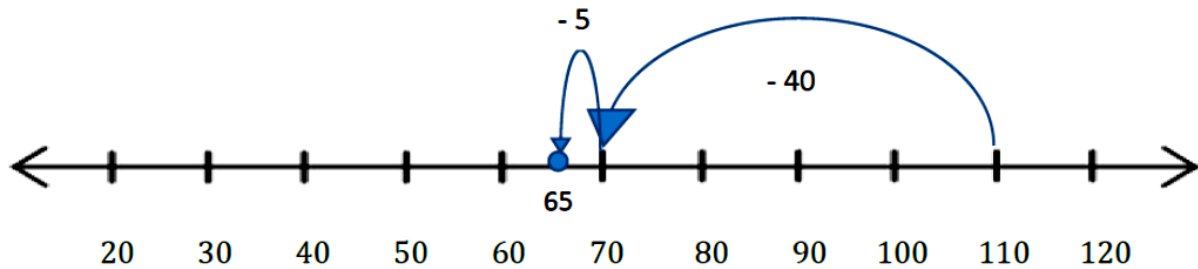
*Example:*

My 3-digit number is 110

My 2-digit number is 45

**My question is:**

I have 110 blocks in a box. I used 40 cubes to build a tower. How many blocks are left in the box?



Question no. 1:

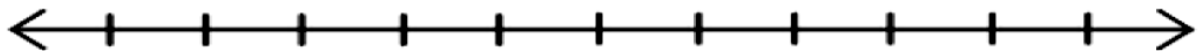
My 3-digit number is \_\_\_\_\_

My 2-digit number is \_\_\_\_\_

**My question:**

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Question no. 2:

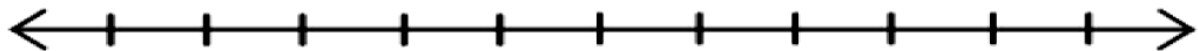
My 3-digit number is \_\_\_\_\_

My 2-digit number is \_\_\_\_\_

**My question:**

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4. **Write down** the coordinates for each animal below.















A coordinate gives the position of a point or place on a graph or on a map.

One is done for you.

5					
4					
3					
2					
1					
	a	b	c	d	e

**Hint:** While writing the co-ordinates, write the horizontal letter first and then the vertical numbers. *As we run before we fly.*

Write your **answers** in the following grid:

						
a5						
						

To get to the **frog**, the cat moves across to the **right 3 squares**.

**Describe** the movement of the lion if he wants to hunt the deer.

**Hint:** Use the words *right, left, up, down* to move across the grid.


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<b>Grade II</b> <b>Term-II</b>	<b>Practice worksheet no.5 (OL)</b>			
Concept:	<ul style="list-style-type: none"> <li>• Position and movement</li> <li>• Length, mass and capacity</li> </ul>			
Hint:	1l = 1000ml 1kg = 1000gms 1km = 1000m 1m = 100cm			
Templates used:	Labelled Grid	..	..	
Vocabulary:	<i>outside, inside, route, left, right, up, down, forward, backward, sideways, grid, rows, columns, whole turn, half turn, quarter turn, right angle, clockwise, anti-clockwise, set-square, baseline, kilometer, meter, centimeter, weigh, heavy, light, heavier, lighter, heaviest, lightest, kilogram, gram, capacity, contains, empty, full</i>			

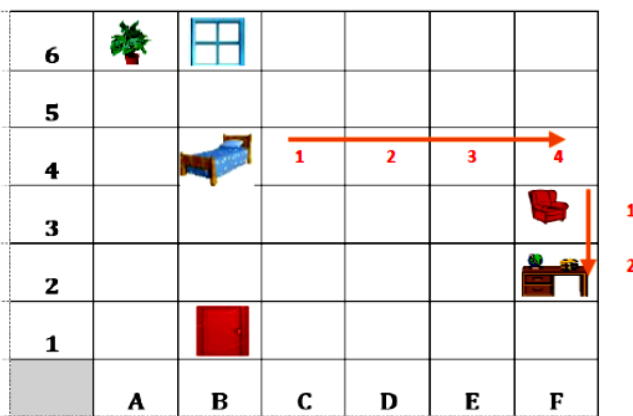
Name: \_\_\_\_\_ Sec: \_\_\_\_\_ Date: \_\_\_\_\_

### Explanation to question no. 1:

Keep your bedroom in mind and place the objects on the grid below:

#### Strategy:

*Position the room door first, next position the objects with respect to the door, e.g. there could be a window on the wall opposite to the door, or a picture etc. and then keep referring to the new objects and place the other important objects in your room. Remember this is a grid on the floor.*



- The **plant** is in square **A6**.  
(Remember to walk before you fly! i.e. read the horizontal axis first and then the vertical axis)
- To move from the **bed** to the **table**  
I need to walk 4 squares across right and two squares down.

*(Remember I need to step out from the square where the bed is and then count the squares as shown in the picture above and while moving down I shall first step out and then count the number of steps and my final step should include the square with the table that is I need to step in to the square where the table is as shown in the picture above)*

Q1. Use this grid to draw a plan of your room. This does not have to be to scale.

6						
5						
4						
3						
2						
1						
	A	B	C	D	E	F

Now write position of any five objects using the grid.

- a) The \_\_\_\_\_ is in square \_\_\_\_\_.
- b) The \_\_\_\_\_ is in square \_\_\_\_\_.
- c) The \_\_\_\_\_ is in square \_\_\_\_\_.
- d) The \_\_\_\_\_ is in square \_\_\_\_\_.
- e) The \_\_\_\_\_ is in square \_\_\_\_\_.

How do you move on the grid to move from object **b** to object **d**?

*Hint: The object you write in the first blank will be your object (a) and so on.*



Q2. a) Use your set-square to draw a right angle. (*Baseline is already drawn for you*)



b) Draw an angle **less than** a right angle. (*Baseline is already drawn for you*)



c) Draw an angle **greater than** a right angle. (*Baseline is already drawn for you*)



Q3. Sara ran 36m in a race.  
How many centimetres did she run?

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Hint: 1m=100 cm

Q4. Alia drank 12 cups of 100ml juice.  
What is the total volume of juice in litres and millilitres drank by her?

**Solution:**

$$12 \times 100$$

$$= 1200 \text{ ml}$$

$$= 1000\text{ml} + 200 \text{ ml}$$

$$= \underline{1 \text{ l and } 200 \text{ ml}}$$



Hint: 1l=1000 ml

Q5. 10 boxes of 600g each were parceled by a company.  
What is the total weight of the parcels in kilograms?


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Hint: 1kg=1000 g

<b>Grade II</b> <b>Term-II</b>	<b>Practice worksheet no.6 (OL)</b>			
Concept:	Length, Mass and Capacity Data Handling Venn diagram, Carroll diagram			
Hint:	<i>In Venn diagram, common numbers are written only once in the common middle region. In Carroll diagram each cell shares the features of both vertical and horizontal criterias.</i>			
Templates used:	Frequency table Tally chart	Bar chart Pictogram	Venn diagram Carroll diagram	
Vocabulary:	<i>Count, tally, sort, pictogram, list, chart, bar chart, frequency table, most popular, most common, least popular, least common, Carroll diagram, Venn diagram, criteria Measure, size, compare, estimate, scale, division, approximately, too much, too little, too many, too few, length, width, height, depth, long, short, high, low, wide, kilometer, meter, centimeter, weigh, heavy, light, kilogram, gram, capacity, contains, empty, full, liter, millimeter</i>			

Name: \_\_\_\_\_ Sec: \_\_\_\_\_ Date: \_\_\_\_\_

Q1. Choose a suitable **unit** of measurement to measure the following objects.

First one is done for you.

The length of a mobile phone. 	<b>cm</b>	The capacity of a water bottle. 	
The weight of an apple. 		The weight of an arm chair. 	
The capacity of a petrol tank. 		The distance between London and Manchester. 	





**Hint:**

**Length** of an object is measured in cm, m and km

**Mass** of an object is measured in g and kg

**Capacity** of a container is measured in ml and l

Q2. I can put containers in order of how much water they can hold.  
Cut and paste the pictures in order of how much water they hold.  
Start with the smallest amount.





			

Smallest →

← Largest

Q3. Cut each bakery item and paste it on the graph above the same kind, and answer the questions.



1) Which has the most?



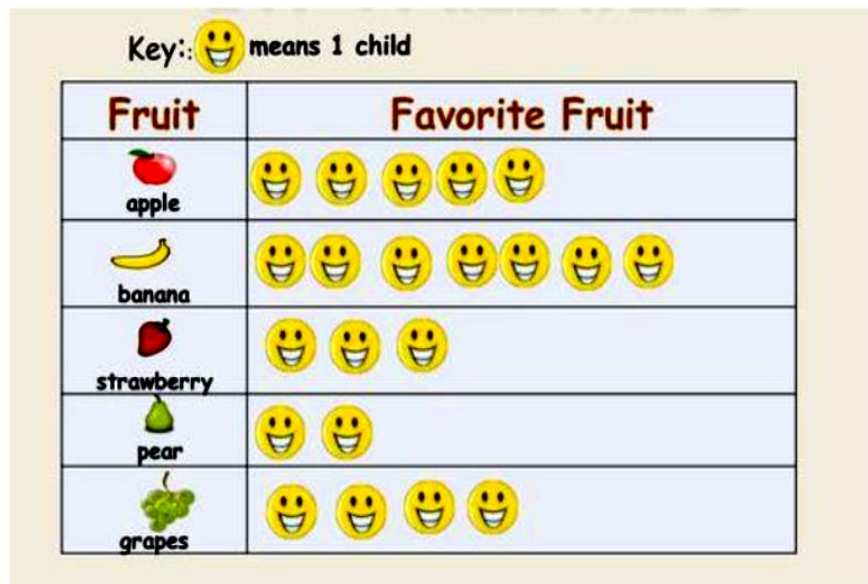
2) How many more  than ?

\_\_\_\_\_

3) How many  are there?

\_\_\_\_\_

Q4. Using the given pictogram, make a **tally chart**, **frequency chart** and a **bar graph**.



Fruit	Tally	Frequency
Apple		
Banana		
Strawberry	III	3
Pear		
Grapes		

Frequency

8					
7					
6					
5					
4					
3					
2					
1					
	apple	banana	strawberry	pear	grapes








Fruit

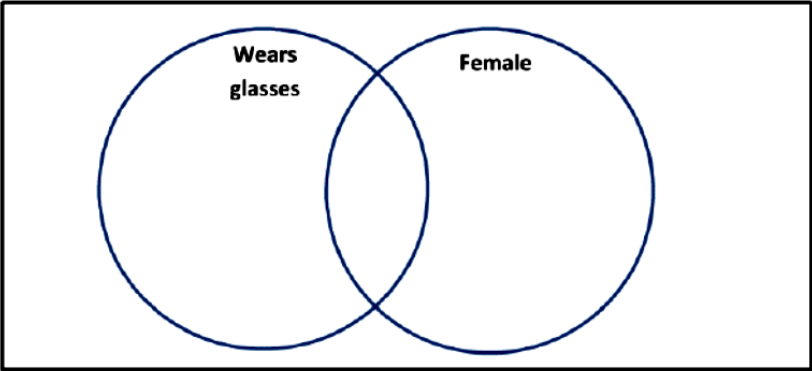
**Hint:**

Observe the frequency from the table above and shade the blocks accordingly.

One is done for you.

Q5. a) Put these people in the correct place on the Venn diagram given below:

						
Ben	Anna	Seb	Rosie	Jamie	Dan	Megan

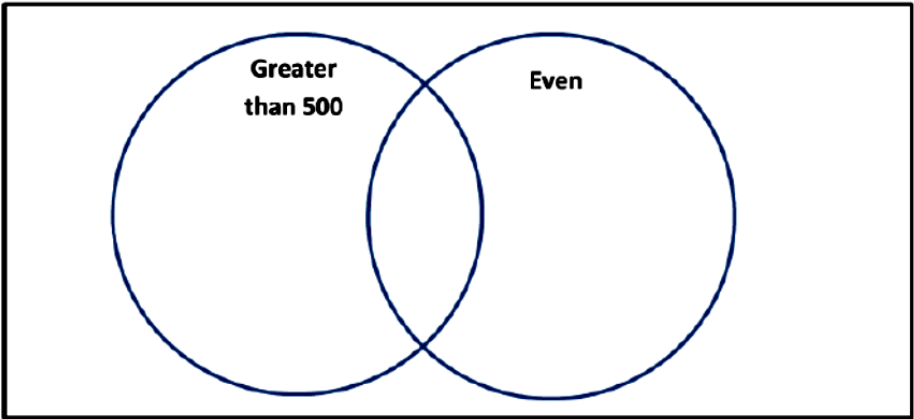


**Hint:**

*Names of the females wearing glasses will be written only in the middle common section.*

b) Put these numbers in the correct places in the following Venn diagram.

260	172	531	285	136	483	728	901
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Q6. a) Sort these numbers in the Carroll diagram given below:

1	2	3	4	5	6	7	8	9
	10		11	12	13	14	15	

**Hint:**

**Less than 10**  
does not  
include 10

**Not less than 10**  
implies 10  
and bigger  
numbers

	Odd numbers	Even numbers
Less than 10		
Not less than 10		

b) Choose 4 numbers smaller than 10 \_\_\_\_\_

Choose 6 numbers larger than 10 \_\_\_\_\_

Now sort the numbers you have chosen on to the Carroll diagram given below:

	Multiples of 2	Not multiples of 2
Less than 15		
Numbers 15 or over		

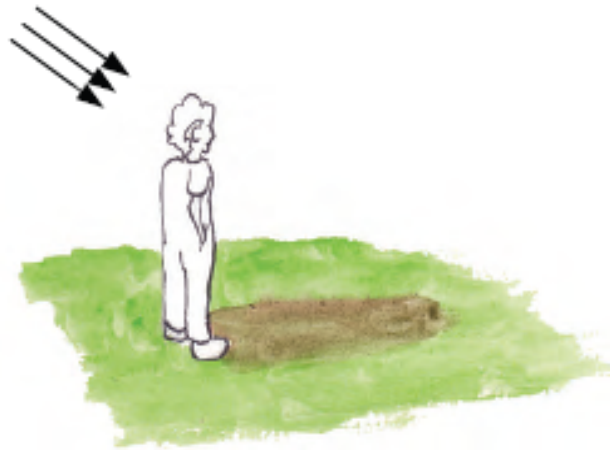


# Subject: Science

## Light and Shadow

### Light & Shadow

Shadows occur when an object blocks a light source from reaching a certain area. Shadows are darker, but there is always some light that reaches them. We can still see the color of something that is shadowed, even if that color is very dark.



**TRY THIS!**

The location of a shadow depends on where the light source is coming from. Color the ground next to this boy with the shadow he casts. *The sun is behind him.*



If a light source is lower, the shadow will be longer. Draw an object in the space below. Then color the ground and the shadow that it will cast.



On a separate piece of paper, paint a scene that has a light source and an object that casts a shadow.

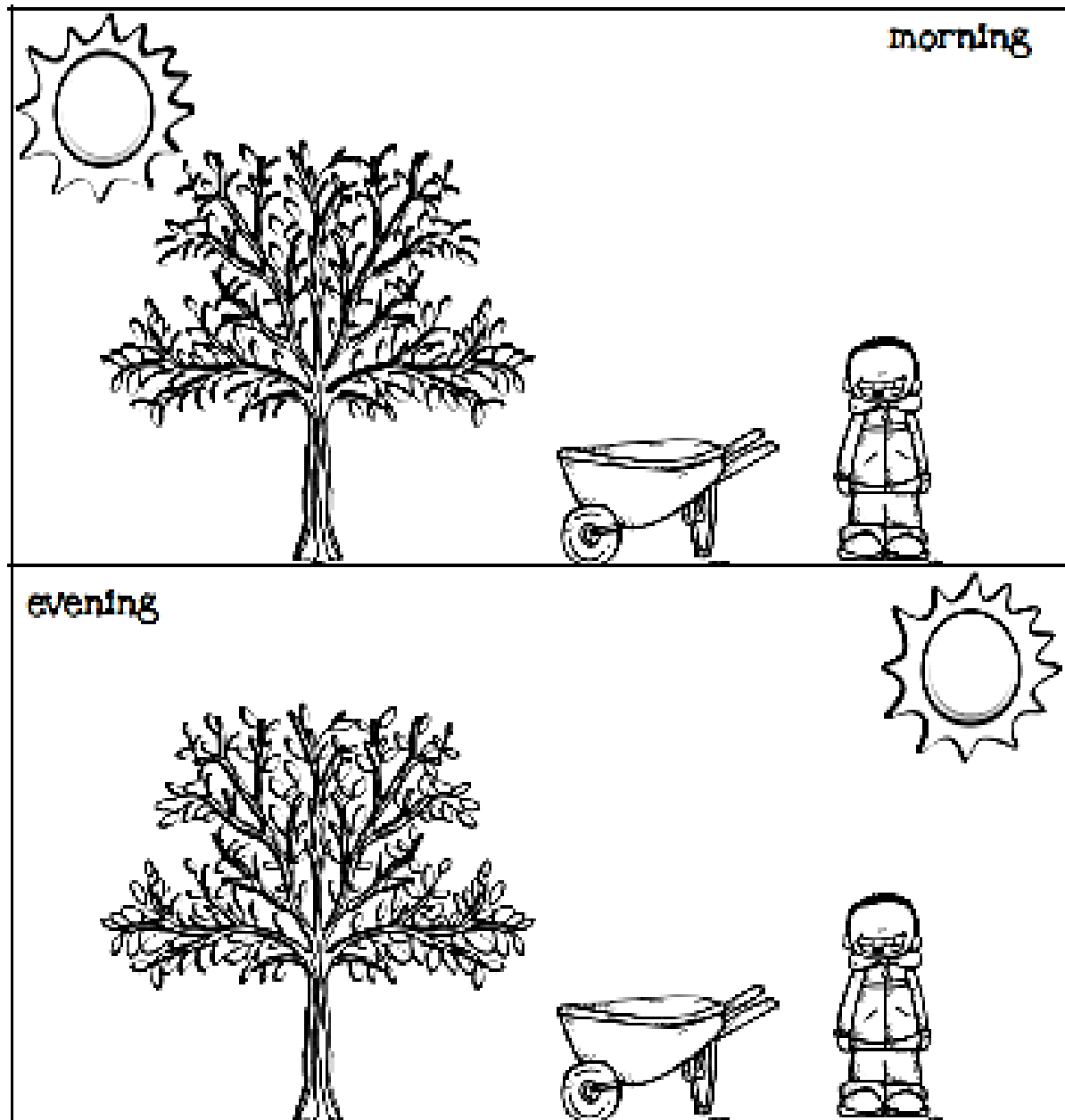


# Light and Shadow

The sun is a natural light source. When an opaque object blocks sunlight it creates a shadow.

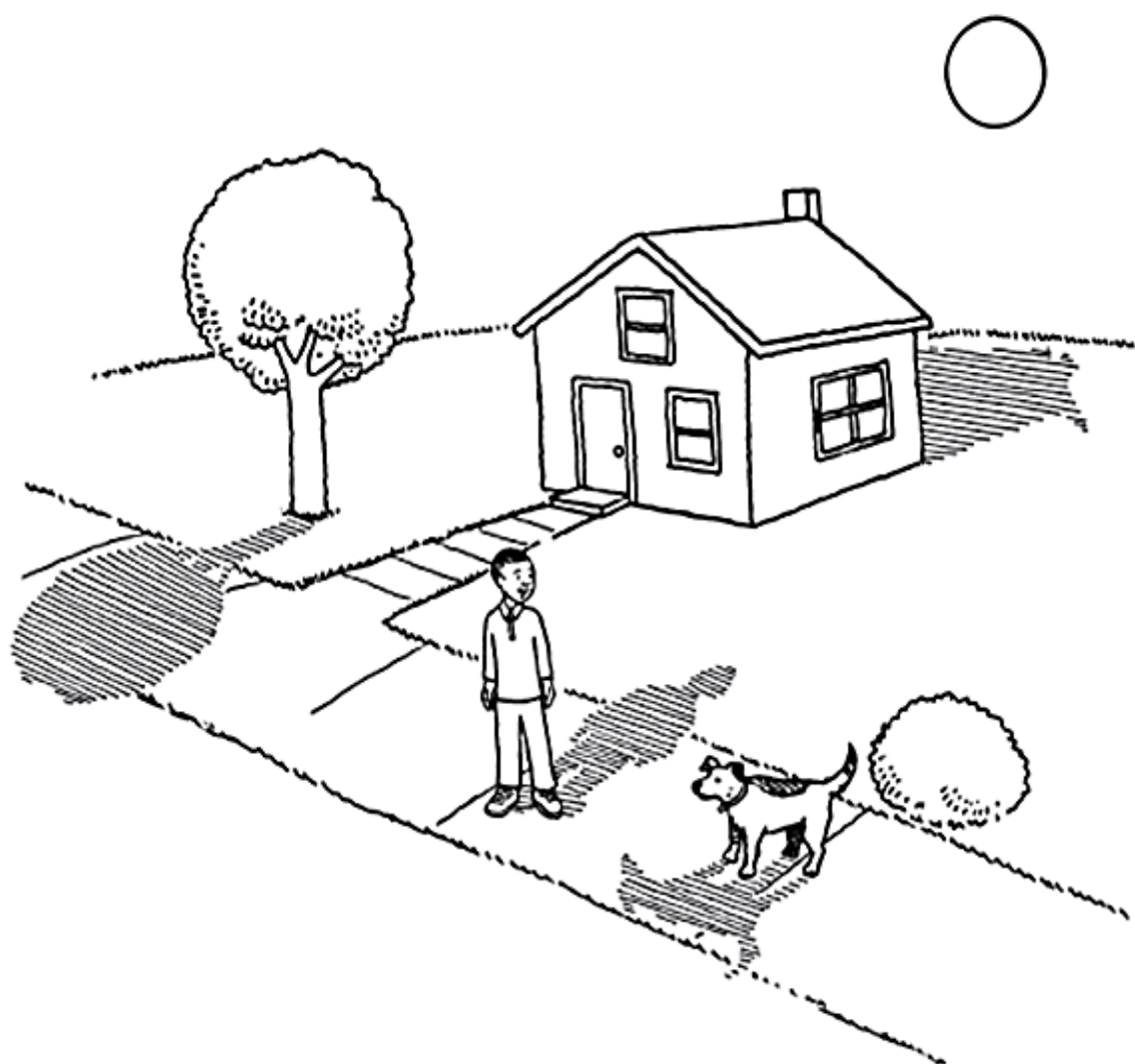
Directions:

1. Look at where the sun is in each picture.
2. Draw shadows for all the opaque objects.



## Making Shadows

Look at the picture and notice where the sun is. Then circle each shadow that is in the correct place. Mark an X through the shadows that are not in the correct place. Draw a shadow made by the bush.



# Let Your Light Shine!

You will need :

A flashlight

A piece of dark fabric

A book

A piece of aluminum foil

A piece of clear wrap

You will hold each object in front of the lit flashlight.

Predict if the light from the flashlight will shine through the objects. Will you be able to see light on the other side of the object?



object	prediction Y or N (the light will or will not shine through)	observation

What do you think some objects let light through and others did not?

# Subject: Social Studies

Read the content from the following pages and attempt them in your social studies book





We are all members of our communities, and citizens of our country. As citizens we enjoy certain rights. A right is something that we are entitled to and deserve as human beings, but we also have certain responsibilities towards others in our community and country. Responsibilities are important so we can all live happily and peacefully together.

RIGHTS	RESPONSIBILITIES
You have a right to education	You have the responsibility to obey school rules
You have the right to have a home	It is your responsibility to take care of your home and obey your parents
You have the right to be protected	You have the responsibility to take care of yourself
You have the right to be member of a community	It is your responsibility not to litter and follow rules of your community
It is your right to use the roads and go to places	You have a responsibility to follow traffic rules and stop at the traffic light
You have the right to live with a family who takes care of you	It is your responsibility to respect your family members.



# CITIZENSHIP STORIES

CIVIC  
SENSE

Ahmed is a very busy kid. Every day he goes to school, has sports after school and does his homework in the evenings. On weekends, he wants to play and have fun, but his family likes to volunteer in their community. On Saturdays, some kids who are not going to school come to his house and Ahmed and his siblings teach them how to read and write. This is hard work, but it makes Ahmed feel good because it helps to make his community a better place.

**Write two lines about how you can show good citizenship:**

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## CITIZENSHIP

Citizenship is being a good member of your community and your country; following rules and helping others. There are many ways to show good citizenship.

Sara is a student of Grade Three. Some older kids in her community have made a volunteer group and on weekends they clean up their community park. All those who volunteer, get a badge each week for their help. Sara loves collecting these badges and feels very proud that she is a community volunteer. Her parents and teachers call her a good citizen.



# SCHOOL CITIZENSHIP



From the boxes below, choose your 'rights' and 'responsibilities' and write in the correct box.

Rights	Responsibilities

Is it a right or a responsibility?

follow school rules

go to school

do your school work

be helped by the teacher

to be safe

to not get bullied

to be respectful

to be different

to respect each other's belongings



# QUESTION TIME



## What is a good citizen?

A good citizen is someone who is responsible. He/she is someone who cares for others, follows the rules and does not do things that will hurt others or the environment.

## Mark each activity that a good citizen would do:

- Tease a classmate.
- Recycle at home.
- Laugh at someone who is hurt.
- Throw away his/her own trash.
- Say 'please' and 'thank you'.
- Make a card for a sick friend.
- Throw away someone else's trash.
- Share a snack with his/her sister.
- Cheat on a test.
- Donate his/her old clothes.
- Help someone who has fallen.
- Help raise money for a good cause.
- Yell at someone who accidentally bumps into him/her.

## Answer the following questions:

1. Who is a good citizen? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Why is it important to be a good citizen? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





# I AM A GOOD CITIZEN



Write how you can become a good citizen?

1.

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2.

---

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3.

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4.

---

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NAME

5.

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