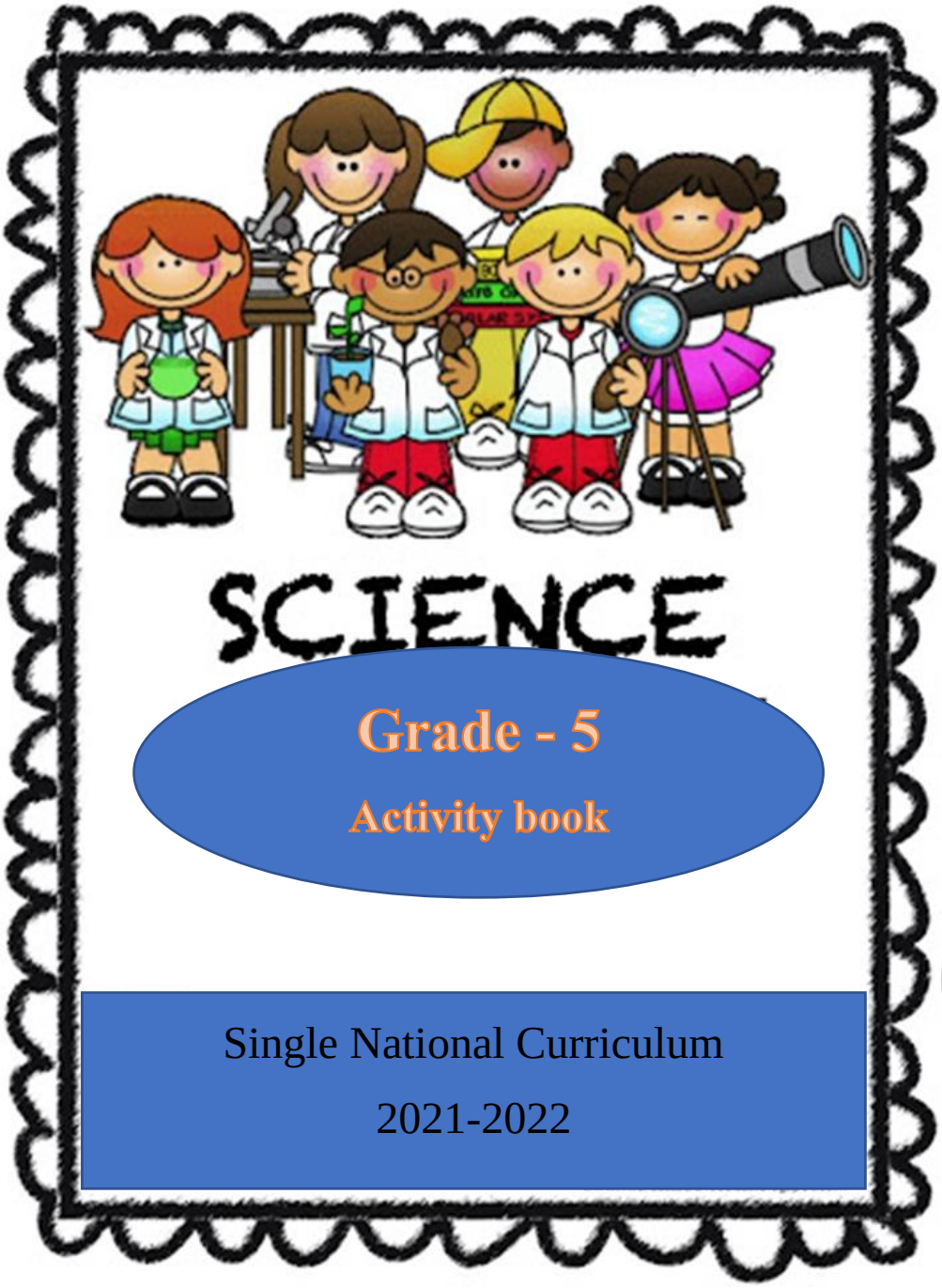
Progressive Education Network



Grade - 5

Activity book

Single National Curriculum

2021-2022

172 A, Ahmed Block, New Garden Town, Lahore.

Phone: 042-354288554 Web: www.pen.org.pk

Day_____ Date_____

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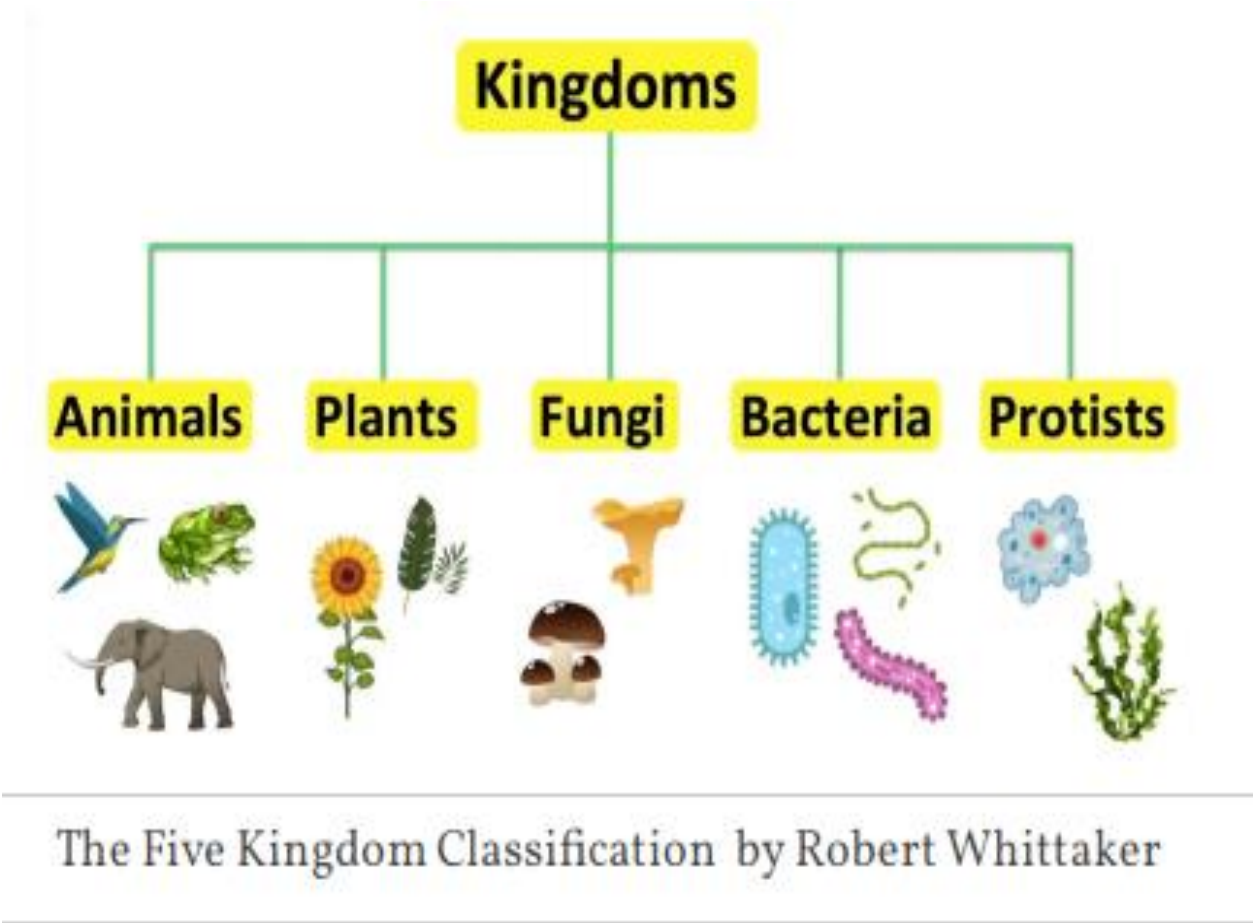
Chapter 01
Classification of Living

Students Learning Outcomes:

1. Describe the classification of organisms and their importance. 2. Classify the plants into two groups. 3. Compare the structure of the monocot and dicot plants.	4. Differentiate between vertebrates and invertebrates based on their characteristics. 5. Understand the concept of extinction and endangered species 6. Write some measures for the conversion of endangered species.



The Five Kingdom Classification by Robert Whittaker

Brain Storming

What is the kingdom of human beings?

_____

_____

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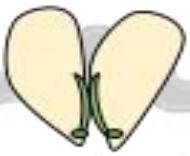
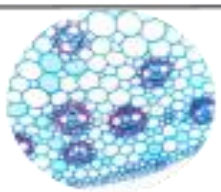
Activity

Draw pictures of organisms according to their kingdoms.

Kingdom Protista

Kingdom Monera

MONOCOT	DICOT
Single Cotyledon 	Two Cotyledon 
Long Narrow Leaf Parallel Veins 	Broad Leaf Network of Veins 
Vascular Bundles Scattered 	Vascular Bundles in a Ring 
Floral Parts in Multiples of 3 	Floral Parts in Multiples of 4 or 5 

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Q 1: Give some examples of monocot and dicot plants.

_____

_____

_____

Classification of Animals

Classification of Vertebrates

Vertebrates are divided into five groups.

Fish: Fish breath through gills. They have scales on the body.

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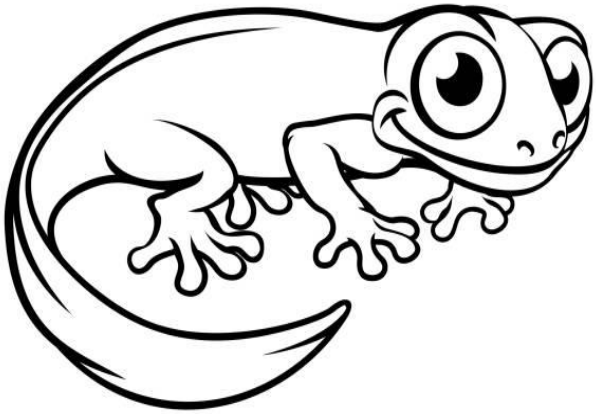
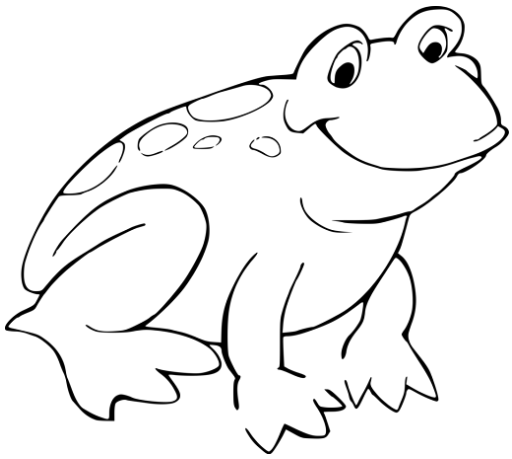
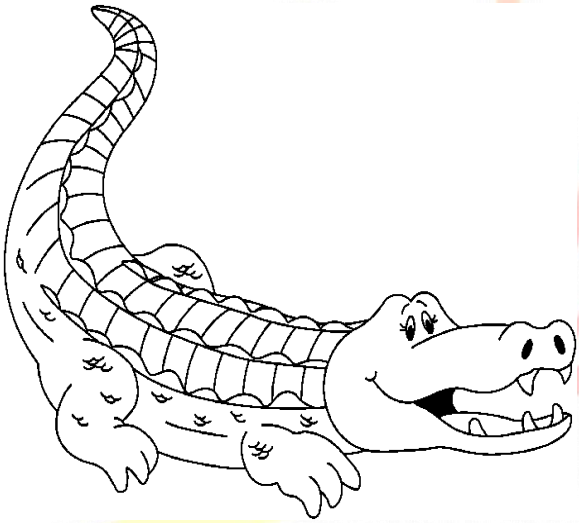
Amphibians: They can live on land and also in water. Their development takes place in water.

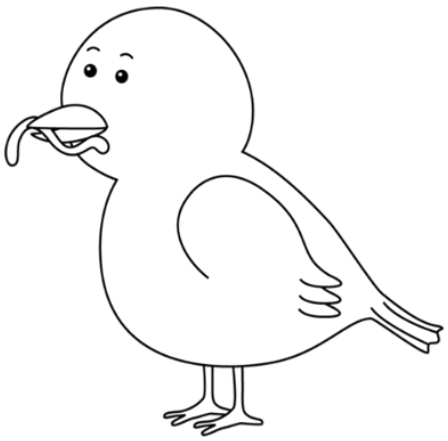




Reptiles: Creeping animals. Skin is dry and thick. Lays eggs on land.



Birds: They have feathers. Bones are hollow. They can fly. Some birds cannot fly they are called running animals.



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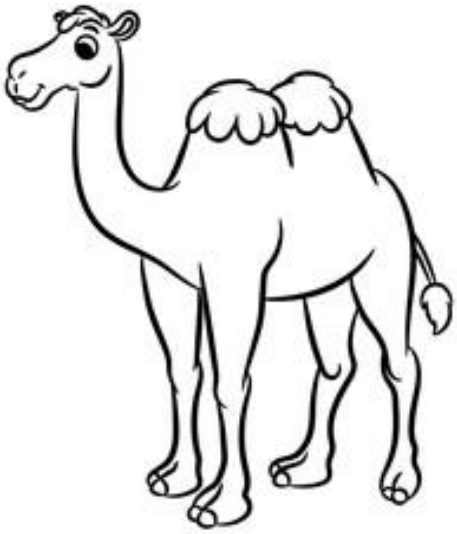
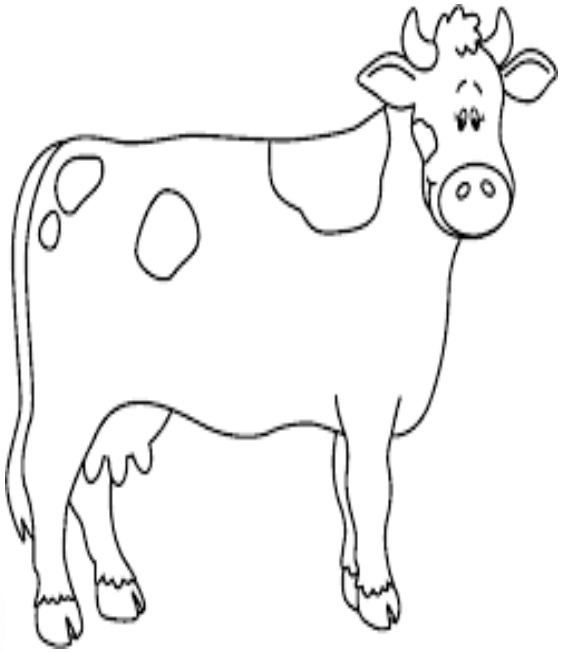
Mammals: They give birth to their young ones and feed them milk. They have fur or hair on the body.





Q 2: What is the difference between fish and amphibians?

Fish	**Amphibians**

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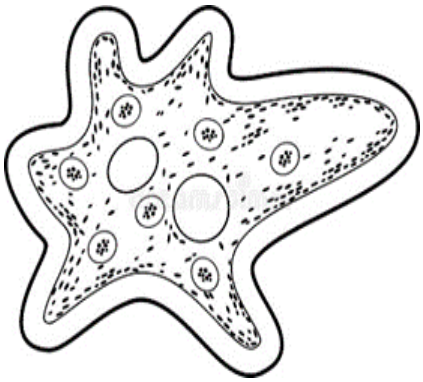
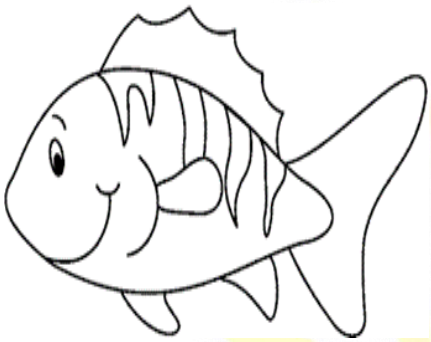
Q 3: Look at the pictures given below and write the names of organisms and 1 characteristic.

	_____ _____ _____
	_____ _____ _____

Classification of Invertebrates

Sponges:

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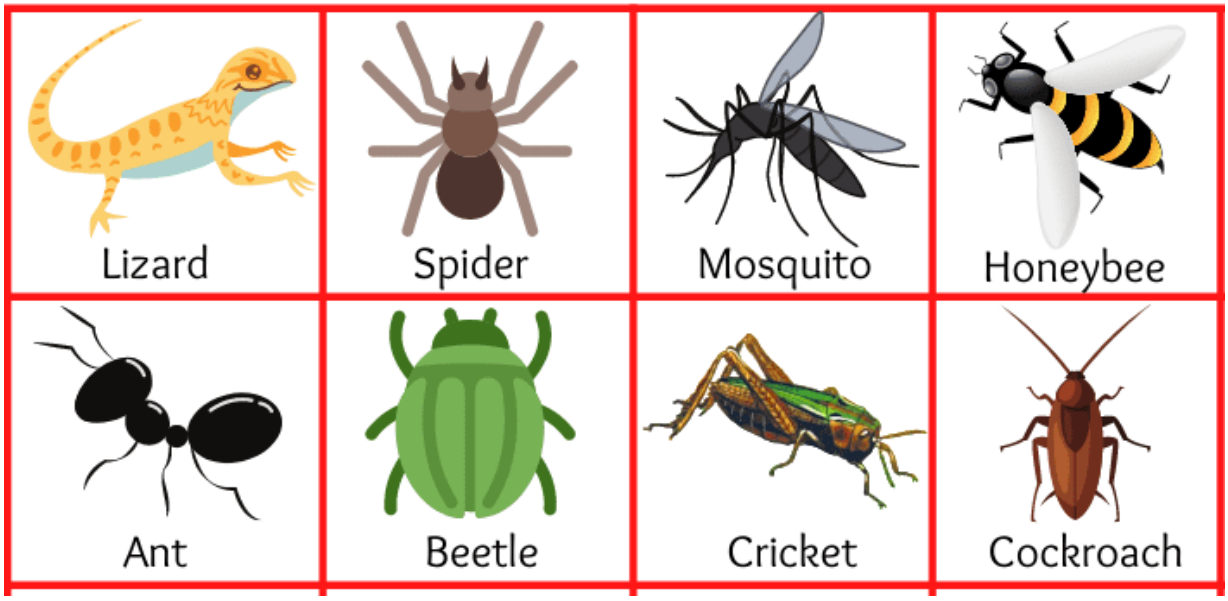
Worms:

Invertebrate animals commonly called **"worms"** include annelids (earthworms and marine polychaete or bristle **worms**).

Insects: The body is divided into three parts, head, thorax, and abdomen. Exoskeleton protects and supports the body.



Molluscs: They move freely or remain attached to anything. They are soft-bodied animals.

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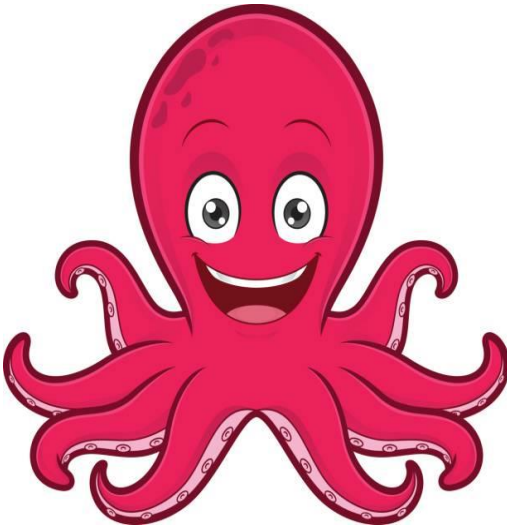
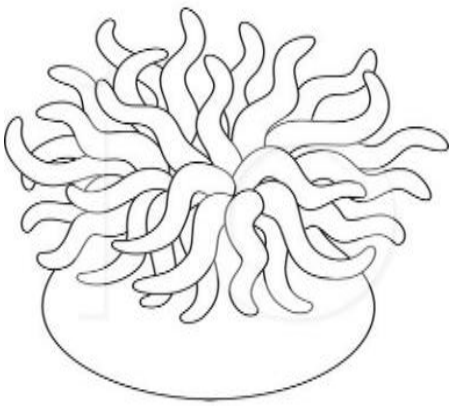


Echinoderms: These animals are found only in the ocean. The body has a spiny covering.

Activity: See the pictures given below and write "V" for vertebrates and "N" for non-vertebrate animals.



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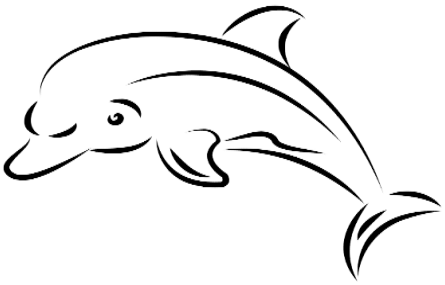

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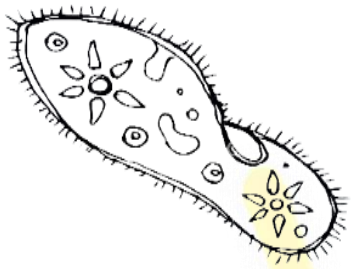

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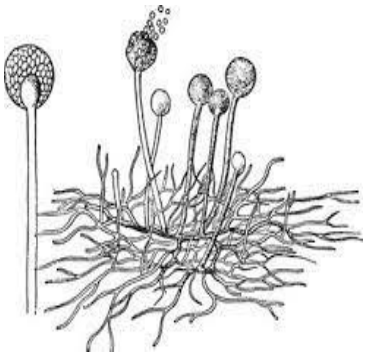

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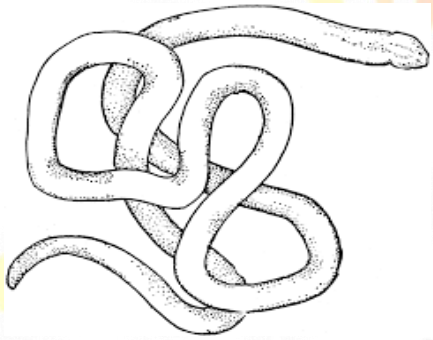

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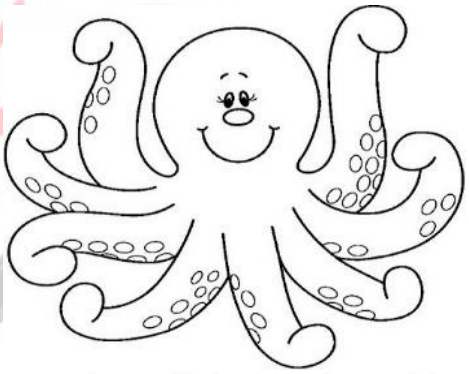

_____

Fill in the blanks.

1. Due to classification, we can determine the _____ and differences among organisms.
2. _____ are found everywhere on Earth.
3. Fungi need _____ for growth.
4. _____ is also called black bread mold.
5. Sugarcane, wheat, and _____ are examples of monocot plants.

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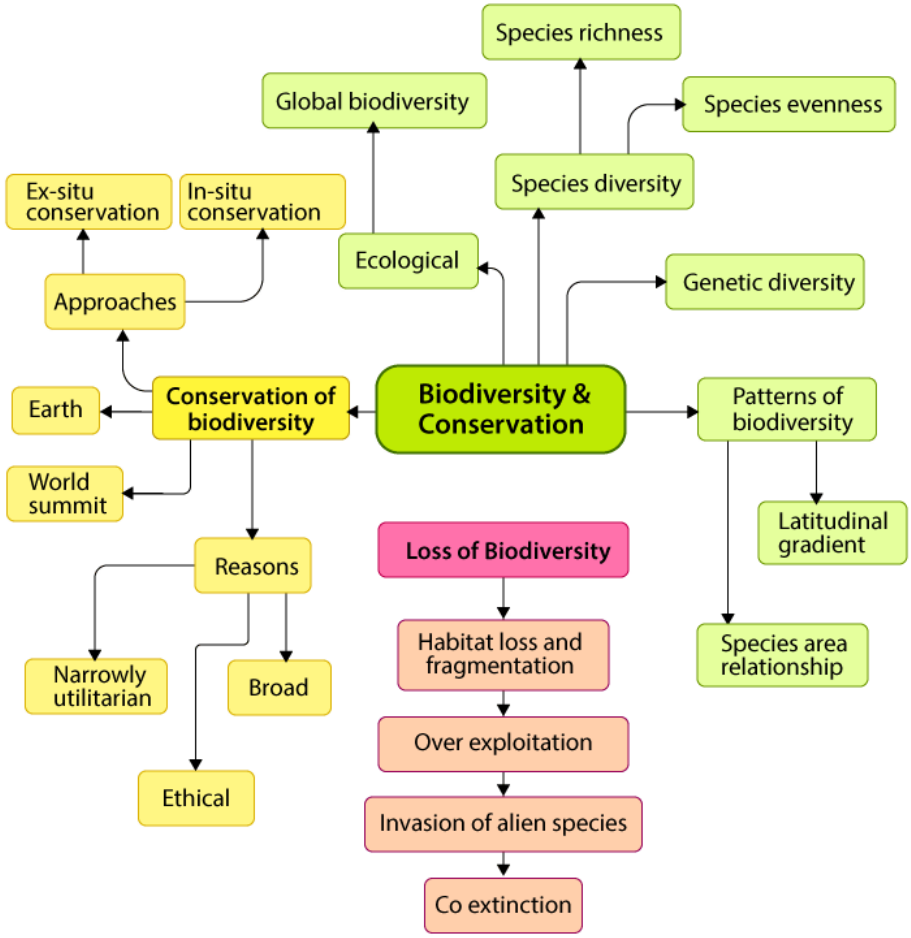


Q 4: How can we conserve Biodiversity?

_____

_____

Do you know

Black stripes would absorb heat in the morning

Cartilage gives shape, support, and structure to other body tissues.

White stripes reflect light more and could thus help cool zebras.

The size of an elephant's ears correlates to the heat that dissipates through them.

Some mushrooms can be eaten but some are poisonious.

Day_____ Date_____

Chapter 02
Microorganisms

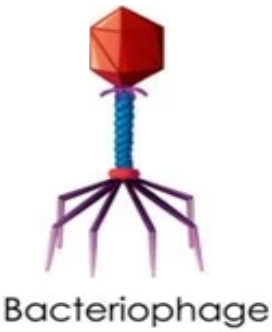
Student Learning Outcomes:

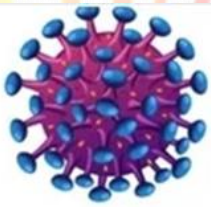
1. Define and describe microorganisms.
2. Identify the main groups of microorganisms with examples.
3. Describe the role of microorganisms.
4. Recognize some common diseases caused by microorganisms.
5. Discuss the advantages and disadvantages of microorganisms.
6. Suggest preventive measures to protect themselves from these infections.

Microorganisms

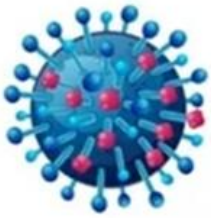
An organism that can be seen only through a microscope.

Virus:

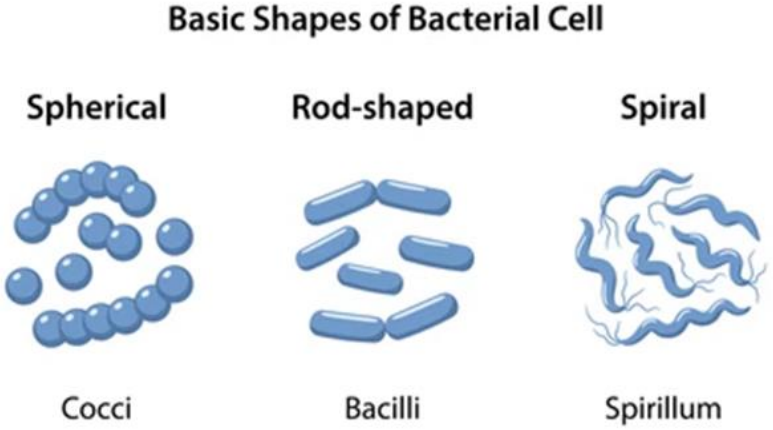

Bacteriophage


HIV


Hepatitis B


Influenza

Bacteria:



Brain Storming

Have you ever seen a microorganism?

_____

_____

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Fungi:



Choose the correct answer.

1. Microorganisms are tiny organisms that can only be seen under
(a) Microscope (b) Telescope (c) Phonograph
2. Hepatitis is a disease.
(a) Bacterial (b) Viral (c) Parasitic
3. Some bacteria help in _____ and absorption of food.
(a) Digestion (b) Ingestion (c) Adsorption
4. Fungi are organisms that are neither like plants nor like
(a) Animals (b) Living organism (c) Bacteria
5. Example of fungi
(a) Yeast (b) Bacillus (c) Bacteriophage
6. Disease caused by Viruses
(a) Rust (b) Bacillus (c) Bacteriophage
7. Microorganisms damage food and _____ by the process of decomposition.
(a) Wood (b) Smut (c) Rust
8._____ are main ways for the transmission of infectious disease.
(a) 4 (b) 5 (c) 6
9. Bacteria and _____ are used in making food items.
(a) Yeast (b) Worm (c) TB

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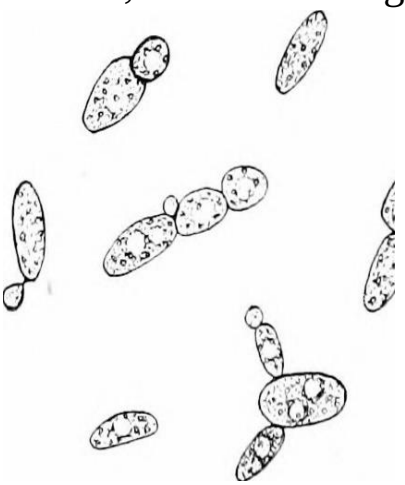
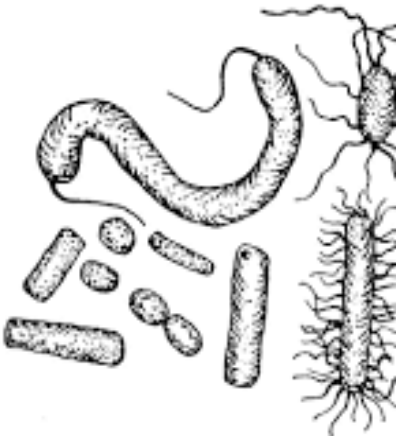
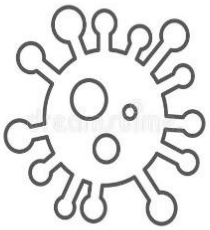
Activity: See the pictures below. Colour green in virus**,** brown in bacteria, and red in fungi.







Do you know?

Bacteria can live in hotter and colder temperatures than humans, but they do best in a warm, moist, protein-rich environment that is pH neutral or slightly acidic.

So were they ever alive? Most biologists say no. Viruses are not made out of cells, they can't keep themselves in a stable state, they don't grow, and they can't make their own energy.

Leaf litter decomposed faster than roots in wet forests.

Useful effects of Decomposition

Decomposers play a critical role in the flow of energy through an ecosystem.

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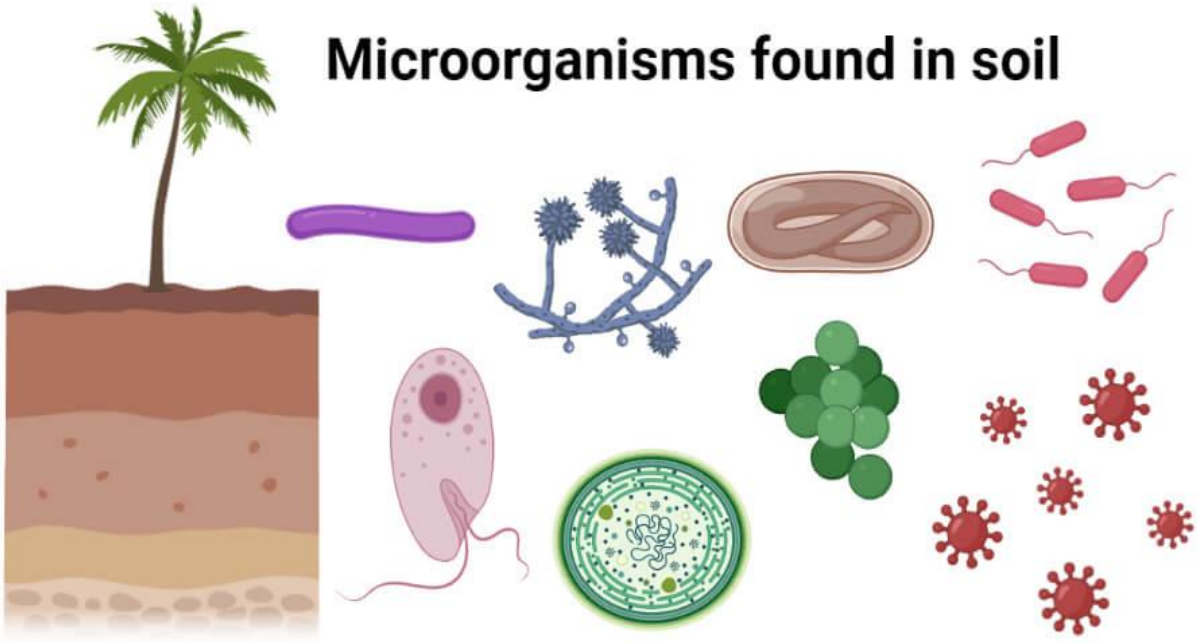

Harmful effects of decomposition:

Microorganisms damage food and wood through the process of decomposition.

Diseases caused by Microorganisms

Covid-19, Polio, Measles, Mumps

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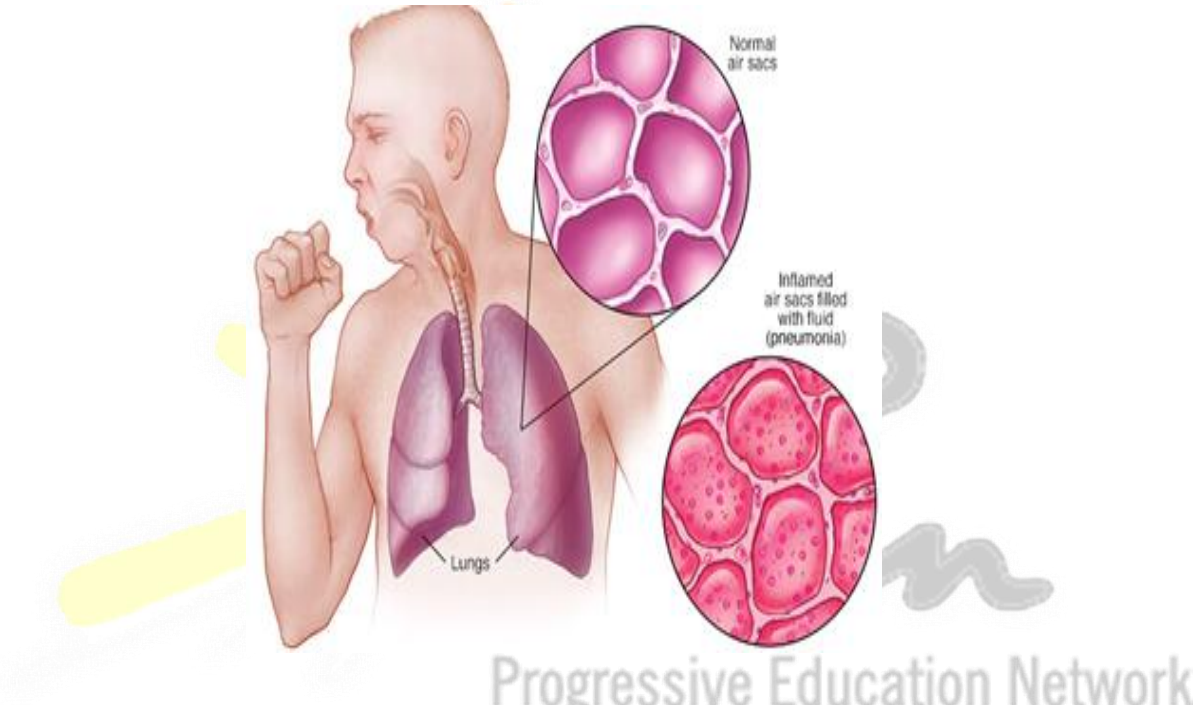
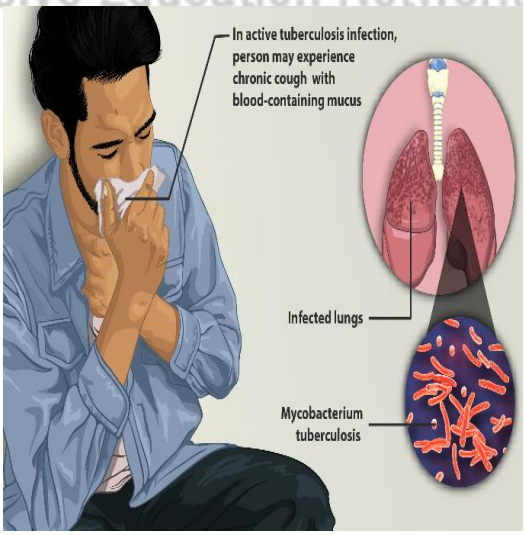
Diseases caused by Bacteria

Pneumonia, Typhoid, Cholera, and Tuberculosis





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Diseases caused by Fungi

Rust, Smut, Ringworm, Athletes foot.

Activity

A list of various diseases is given below. Categorize them into "Waterborne", "Airborne" and Foodborne diseases.

_____ _____

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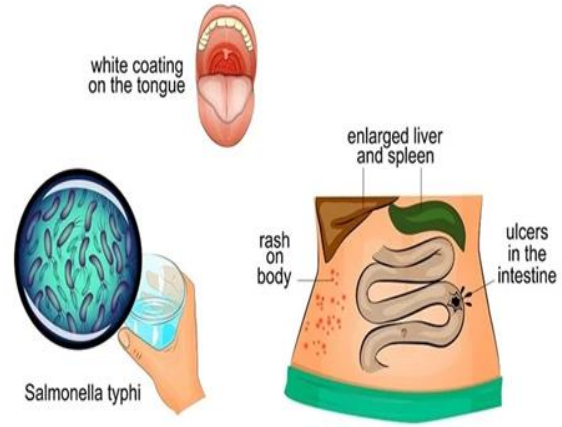

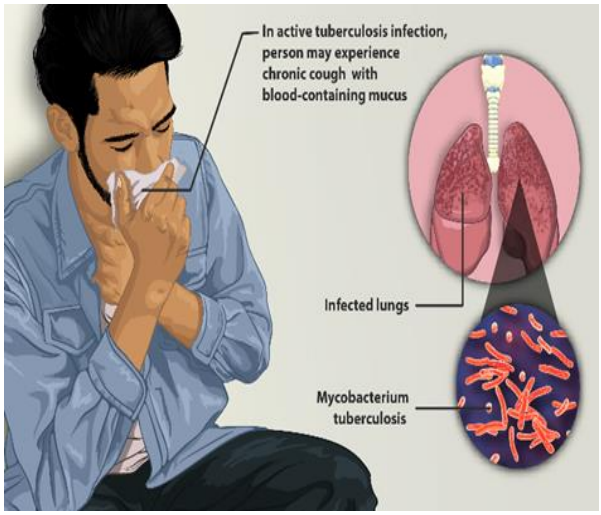

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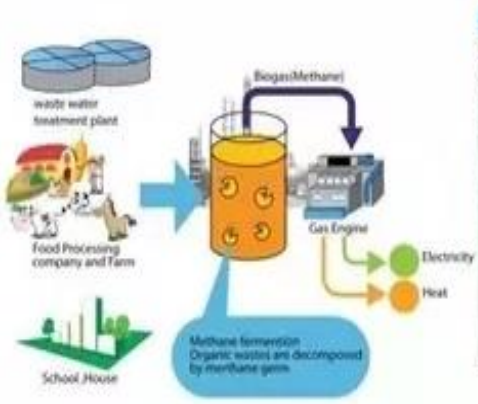
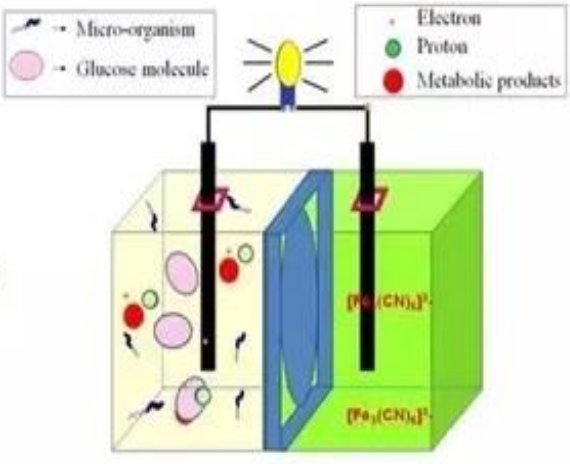
Useful role of Microorganisms in everyday life





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Q 1: Differentiate between bacterial and viral diseases.

Bacteria	**Viruses**

Fill in the blanks.

1. Viruses and _____ are the main groups of microorganisms.
2. Covid-19 and flu are _____ diseases.
3. A large number of _____ are useful for humans.
4. Fungi are simple organisms that are neither like plants nor like _____ in their characteristics.
5. Examples of fungal diseases in humans are ringworm and _____.
6. Yeast, Mold, and _____ are examples of microscopic fungi.
7. Pathogens are the microorganisms that cause _____ in their hosts.
8. Infectious diseases are also called _____.
9. Yeasts are used to make _____ and cheese.
10. Pathogens are microorganisms that cause _____ in their hosts.

Day_____ Date_____

Chapter 03
Flowers and Seeds

Students Learning Outcomes

1. Examine and describe the structure of a flower.
2. Describe pollination and describe its types with examples.
3. Define reproduction and differentiate between sexual and asexual plants.
4. Describe the structure of a seed and demonstrate its germination.
5. Compare the structure and function of a gram and maize seed.
6. Illustrate the conditions necessary for seed germination.

Flower

Brain Storming

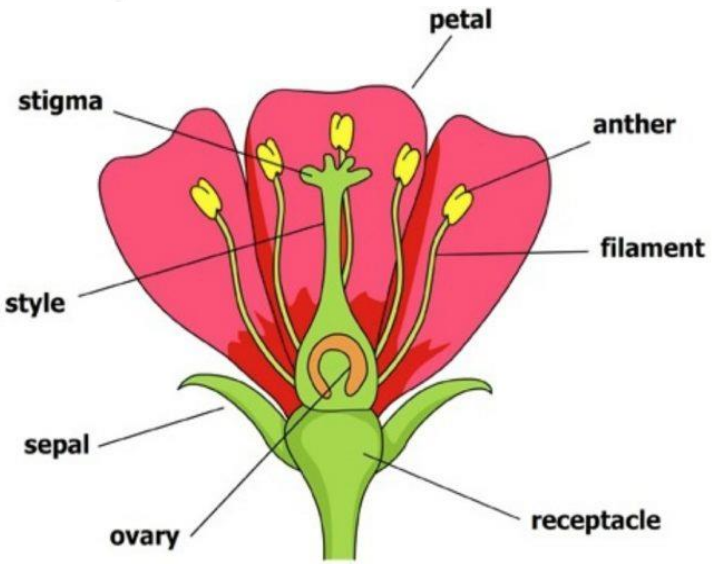
What is the role of flowers in our environment?

_____

_____

_____

Structure of Flower:



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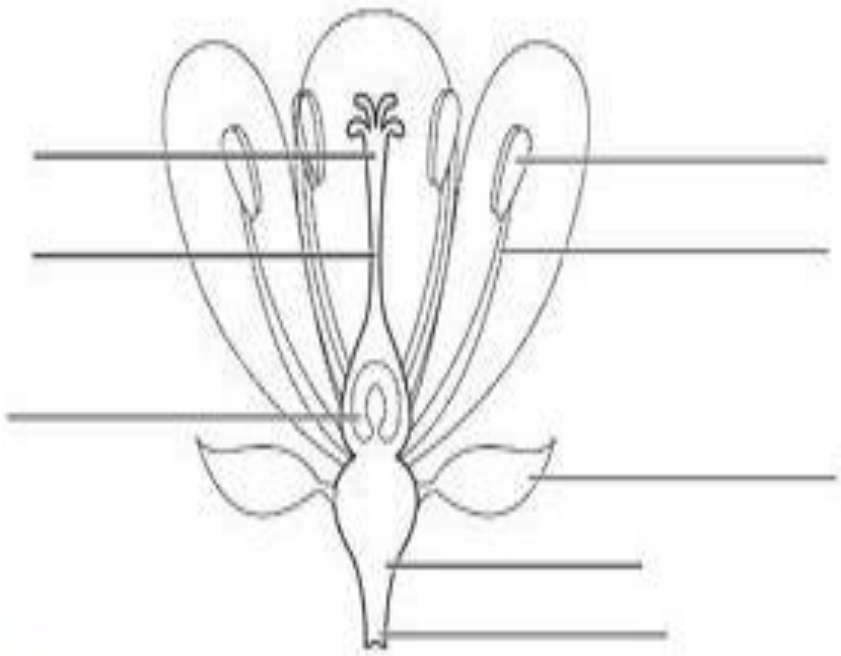
Activity: Label the parts of a flower.



Q 1: Write the characteristics and functions of parts of **a** flower.

Name	**Characteristics**	**Functions**
Sepal	_____ _____	_____ _____
Stamen	_____ _____	_____ _____
Anther	_____ _____	_____ _____

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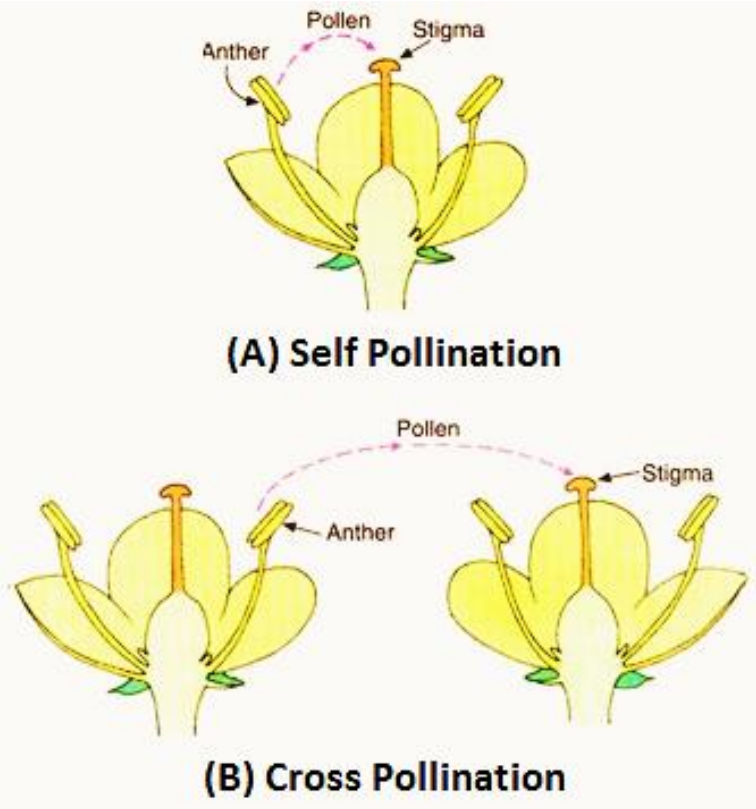
Pollination



Q 2: Differentiate between Self Pollination and Cross Pollination.

Self-Pollination	Cross-Pollination

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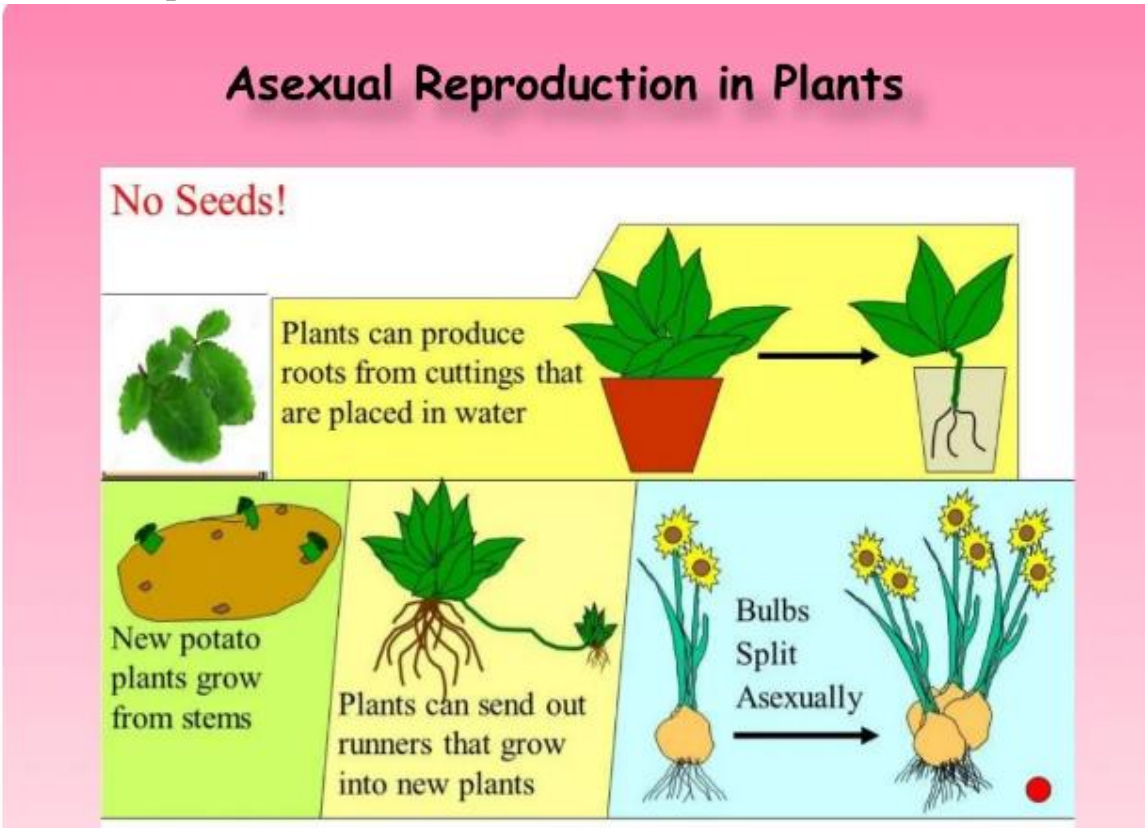
Types of reproduction in Plants

Asexual Reproduction in Plants:



Activity: With the help of diagrams explain any two types of asexual reproduction in plants.

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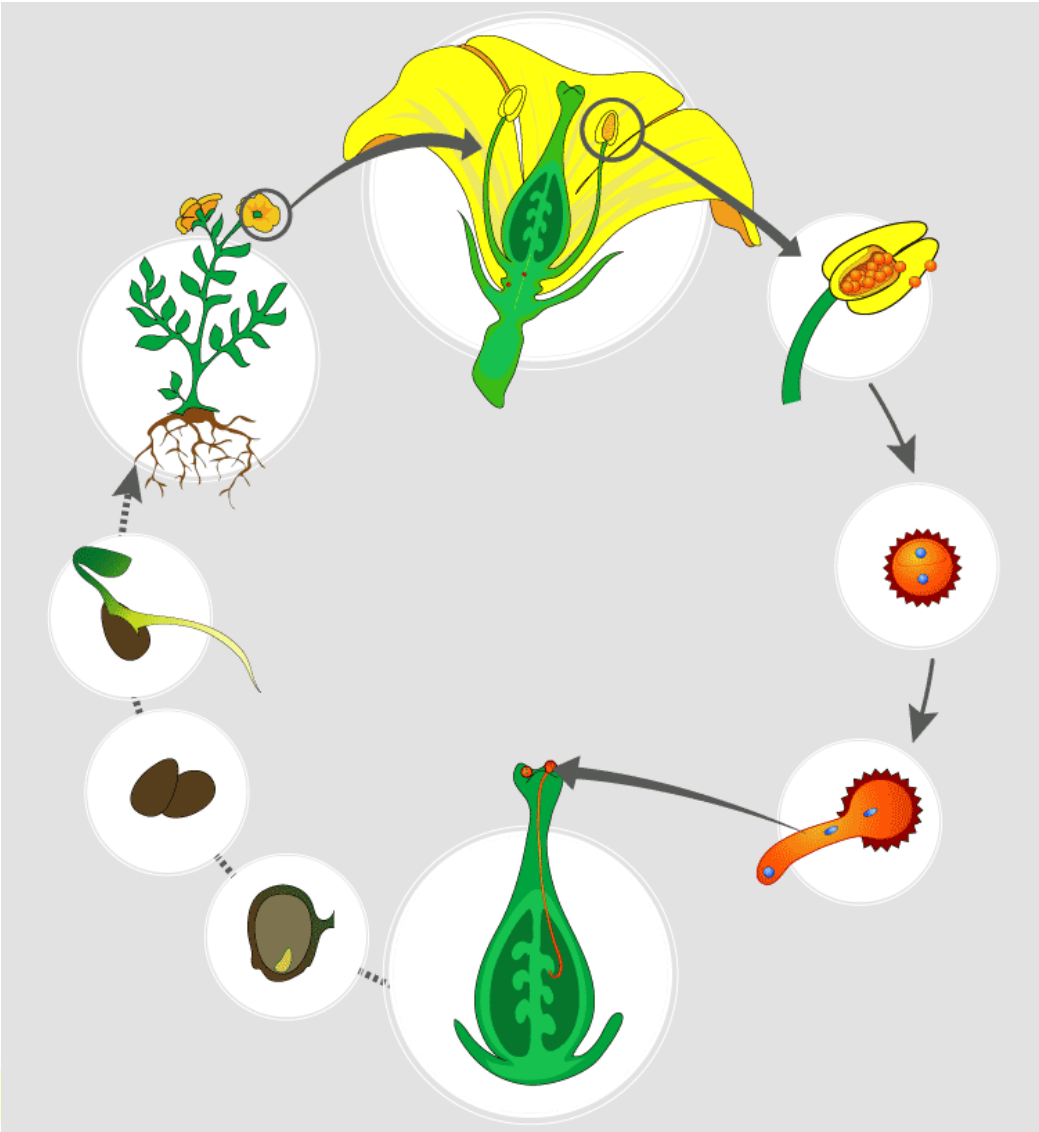
Sexual Reproduction in Plants

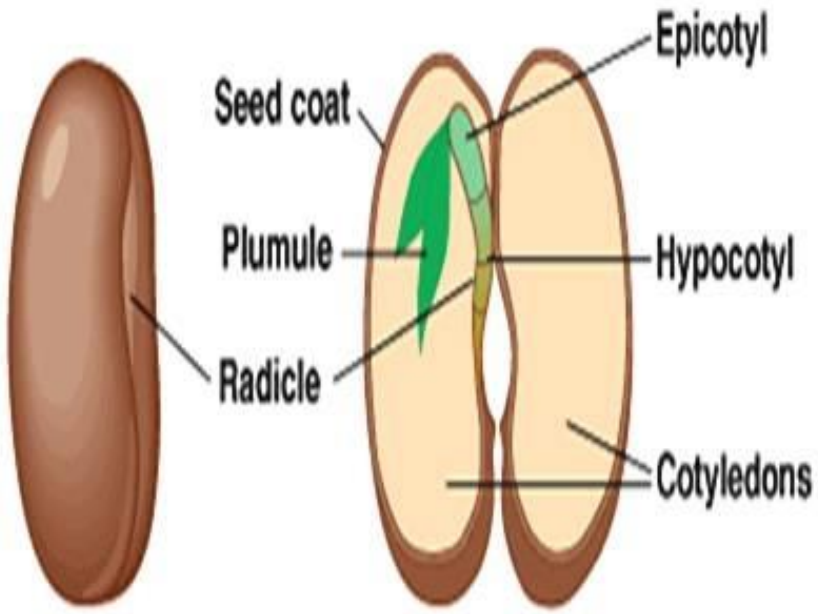


Activity: Comparison of Asexual reproduction and Sexual reproduction in plants.

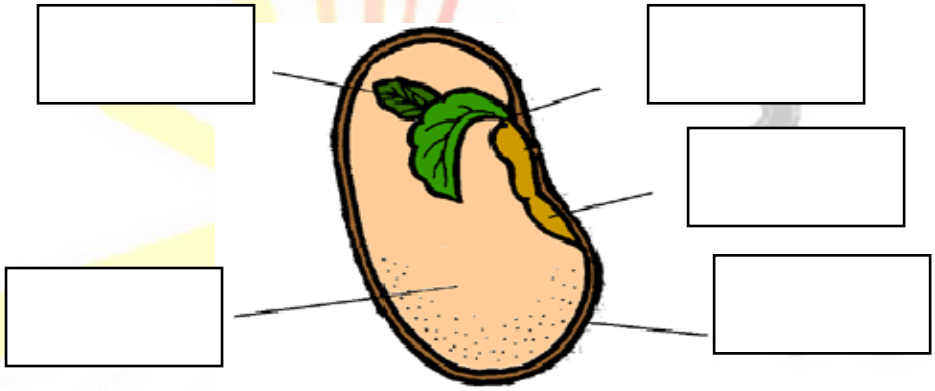
Sexual Reproduction	Asexual Reproduction
Male and _____ gamete fuse to form a new plant.	There is no fusion of _____ and female gametes.
It is a _____ process.	It is a _____ process.
New plants do not completely resemble their _____	New plants completely resemble their _____.

Day_____ Date_____

Structure of Seed



Activity: Label the structure of seed.



Fill in the blanks.

1. Pedicel is the _____ of a flower.
2. The flower has _____ parts.
3. Stamen consists of anther and _____.
4. Ovary is an oval-shaped part of a carpel, which is _____ the style.
5. There are _____ types of pollination.

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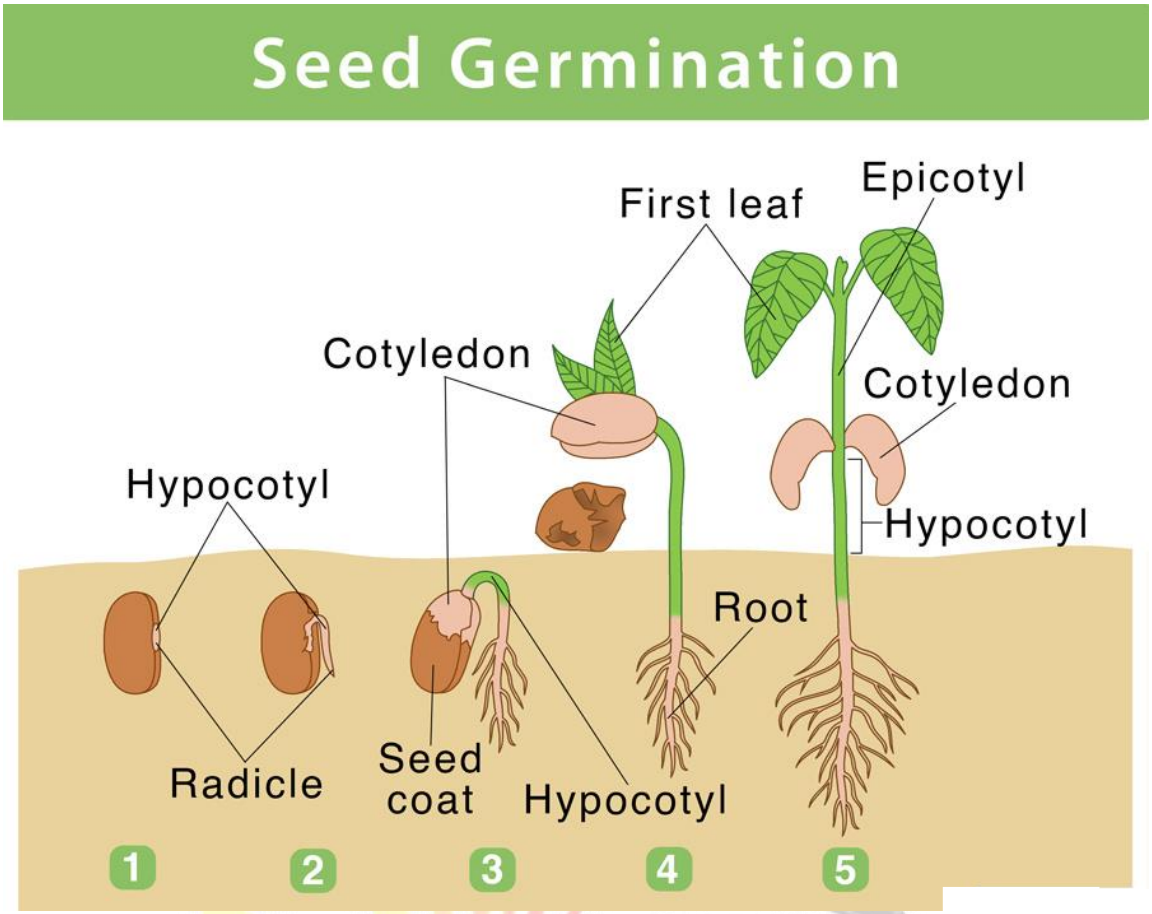
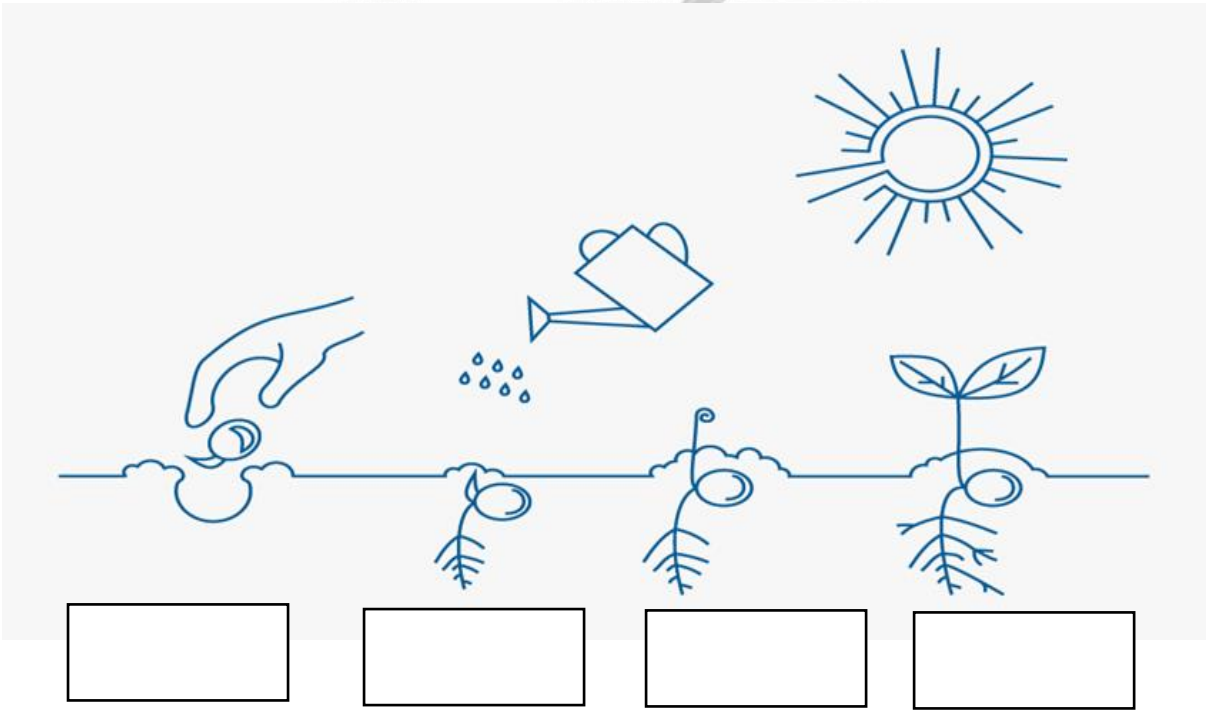


Activity: Numbering the process of Seed germination**.**



Day_____ Date_____

Q 3: What is the role of water in Seed germination?

_____

_____

_____

_____

Do you know?

If all insects become extinct then most plant life on Earth would disappear.

Q 4: Compare the structure of Gram and Maize seed.

Gram Seed	Maize Seed

Day_____ Date_____

Chapter 04
Environmental Pollution

Students Learning Outcomes

1. Define Pollution and its types.
2. Explain the main causes of water, air, and land pollution.
3. Explain the effects of water, air, and land pollution on the environment and life.
4. Explain the effects of fossil fuels and releasing greenhouse gases in the air.
5. Differentiate between biodegradable and non-biodegradable materials.
6. Investigate possibilities and suggest ways to reduce non-biodegradable materials.

Environmental Pollution and its Types

Air Pollution: The most dangerous of all environmental pollution.

Day_____ Date_____

Water Pollution:

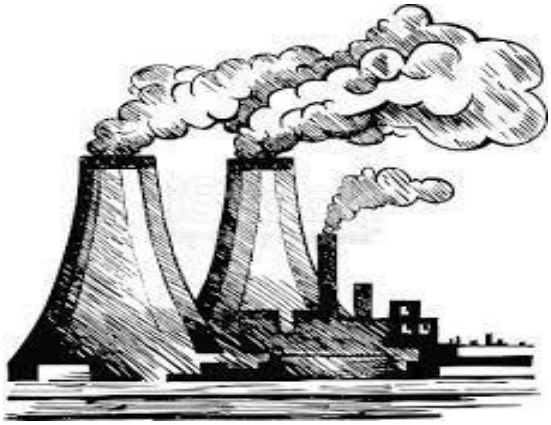
Land Pollution:

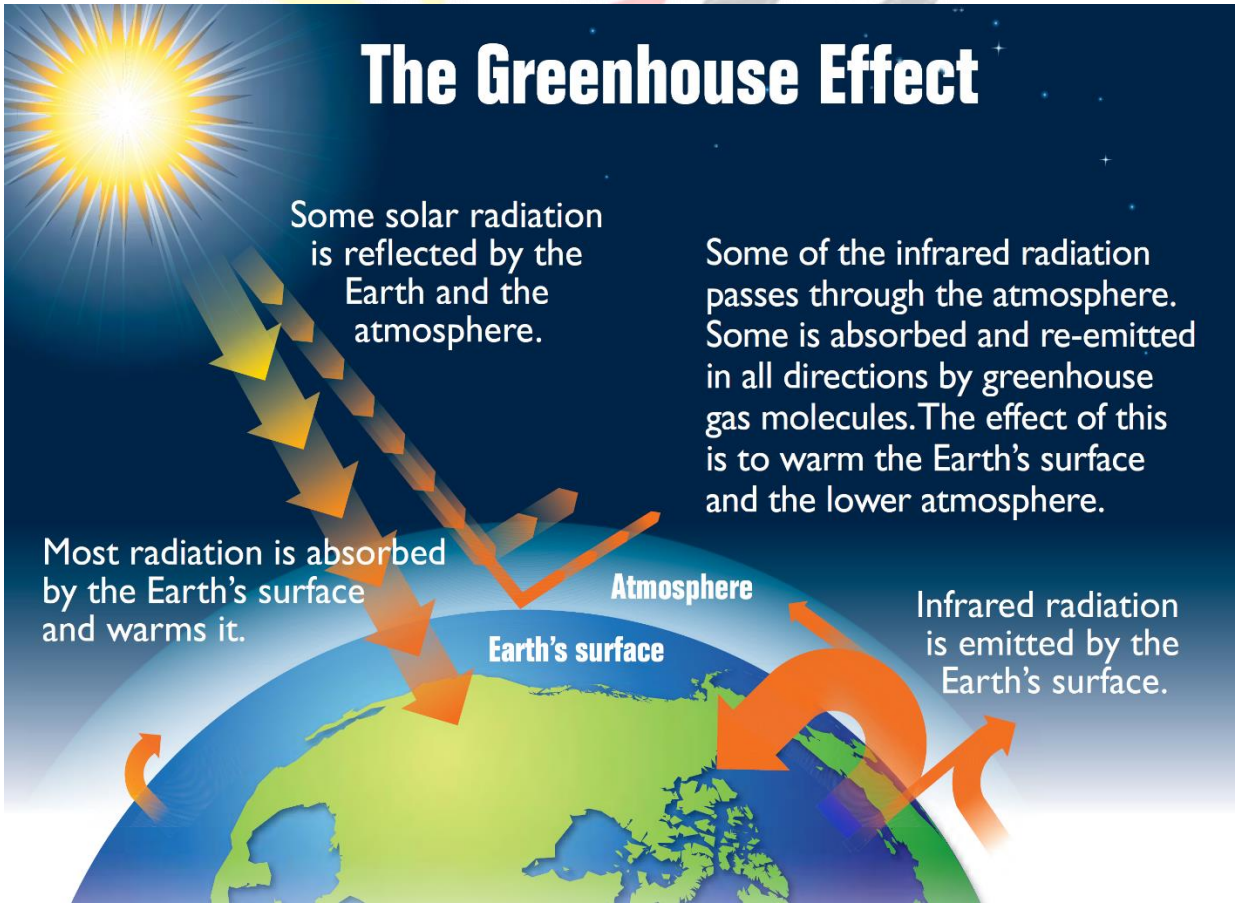
Q 1: Fill in the given table.

Types of Pollution	Causes of Pollution
Air Pollution	
Water Pollution	
Land Pollution	

Day_____ Date_____

Activity: Circle the sources of air pollution.





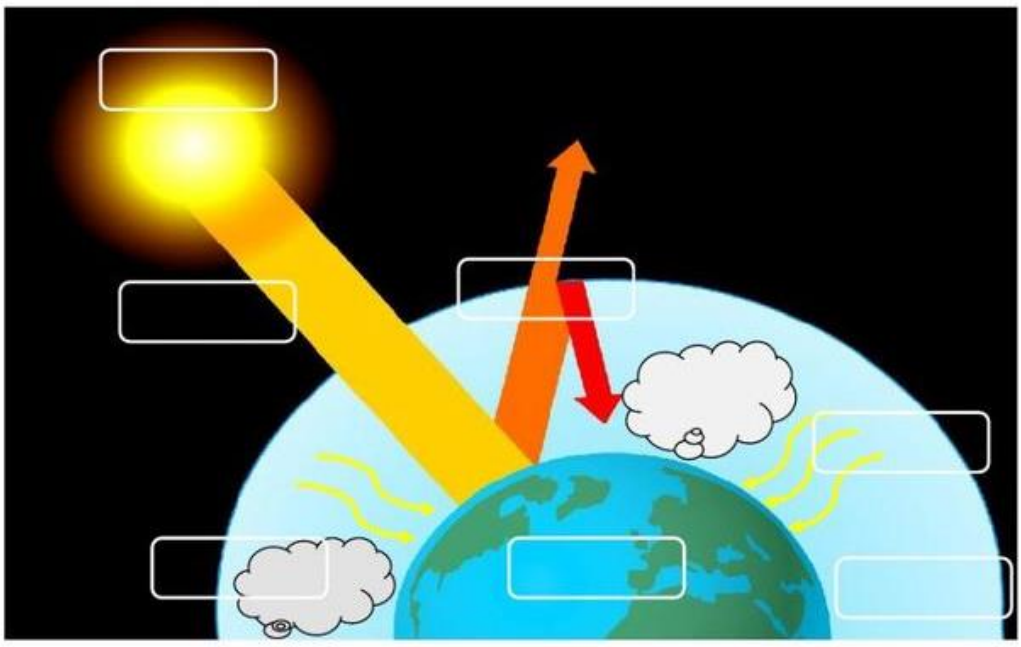
Day_____ Date_____

Preventive Measures Of Pollution

Activity:

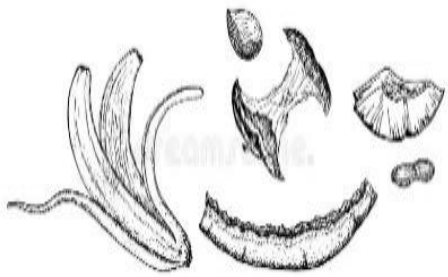
Complete the diagram

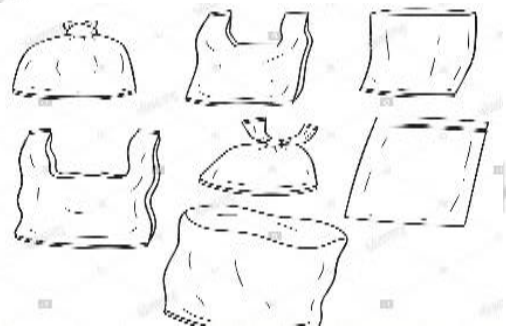
Sun	gases	heat	atmosphere
Sun's radiation	Earth's surface	infra-red radiation	

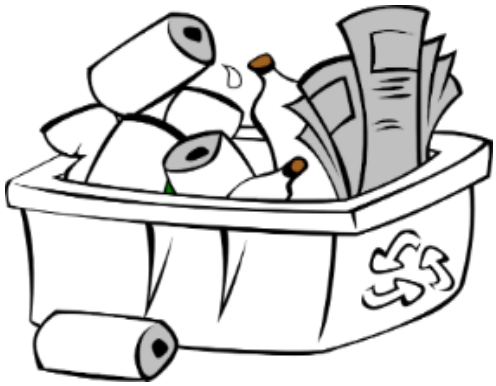


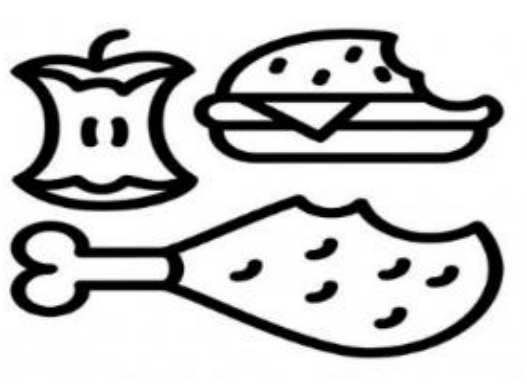
Day_____ Date_____

Activity: See the pictures given below and differentiate between biodegradable and non-biodegradable things.









Day_____ Date_____

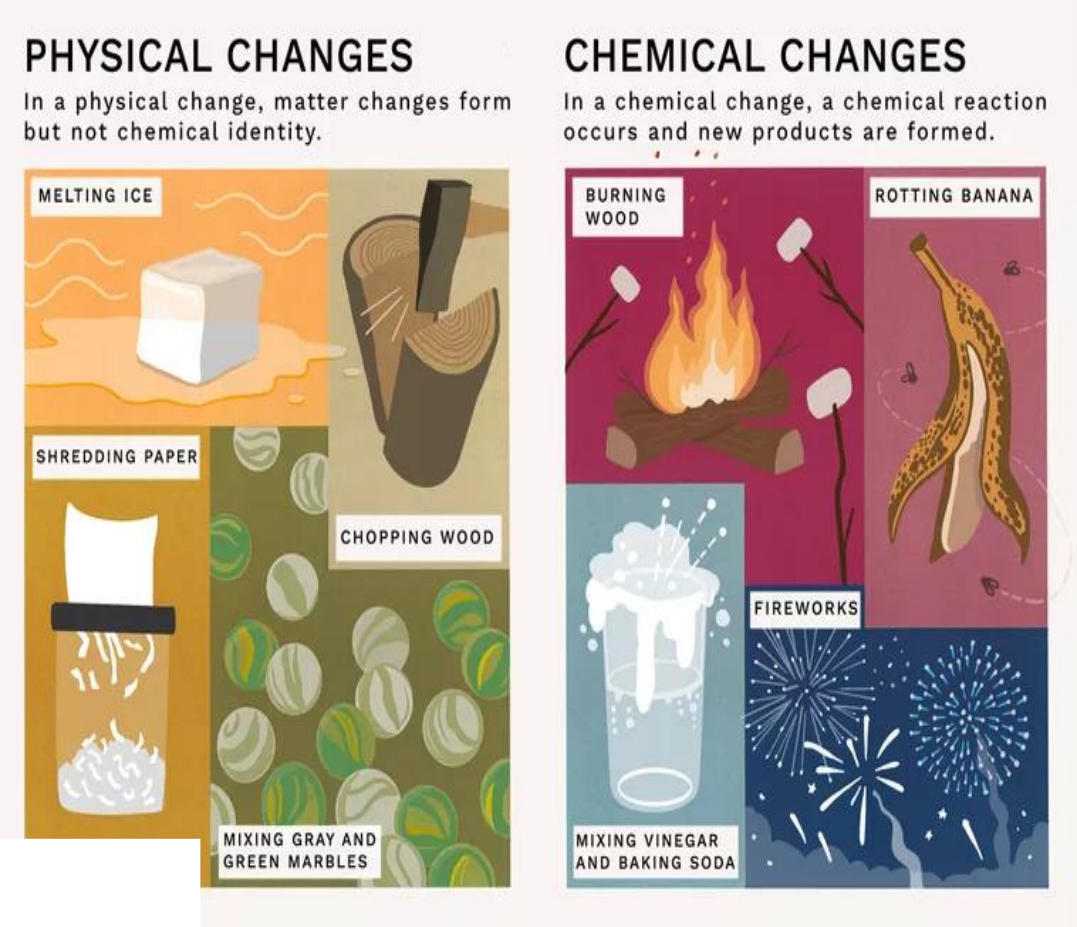
Activity: Colour the pictures, showing the preventive measures to reduce land pollution.

Day_____ Date_____

Chapter 5
Physical and Chemical Changes of Matter

Student Learning Outcomes:

1. Identify observable changes in materials that do not result in new materials with different properties.
2. Recognize that matter can be changed by heating or cooling from one state to another.
3. Describe and demonstrate melting, freezing, evaporation, and condensation processes.
4. Identify ways of accelerating the process of dissolving matter in a given amount of water and provide reasoning.
5. Distinguish between strong and weak concentrations of simple solutions.
6. Differentiate between physical and chemical changes with examples.



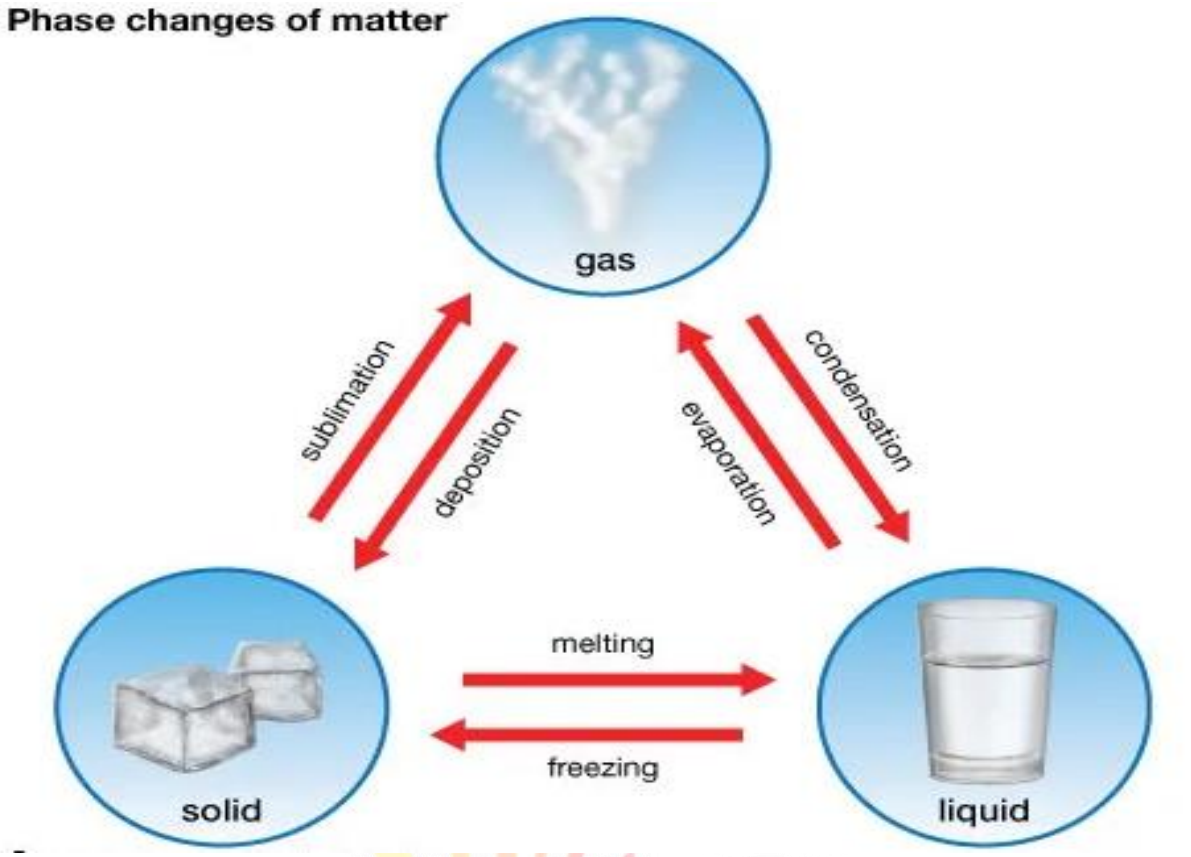
Brain Storming

Why changes are necessary?

_____

_____

Day_____ Date_____

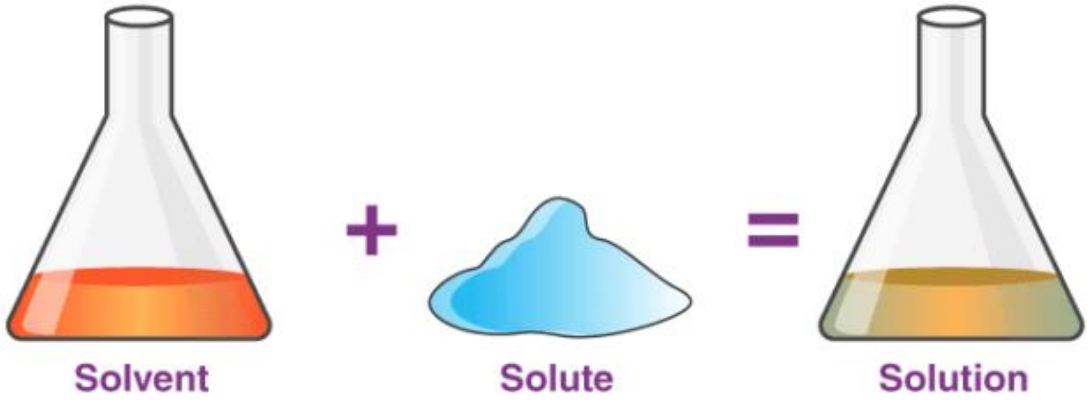


Q 1: Write the name of processes involved in changing the states of matter.

_____

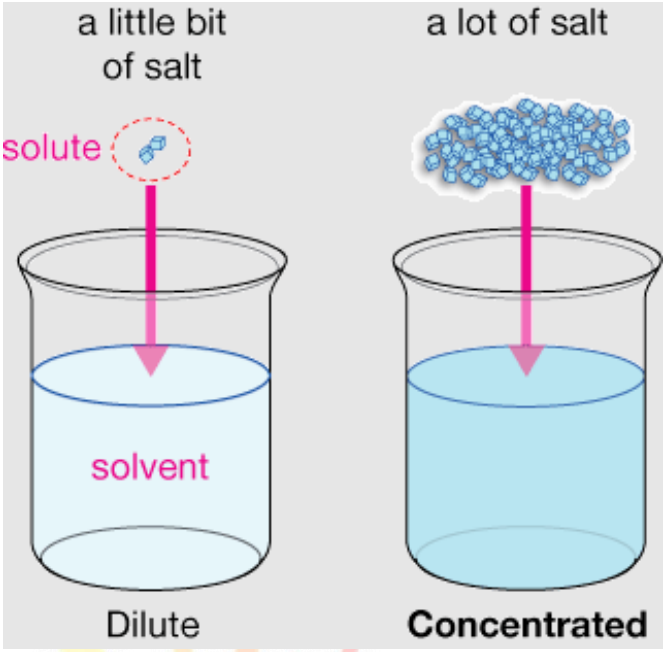
_____

Dissolving Substances in Water:



Day_____ Date_____

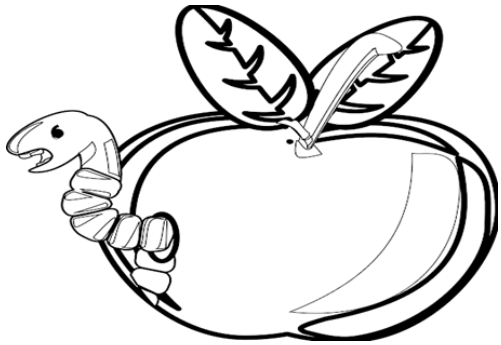
Dilute and concentrated Solutions:



Q 2: Differentiate between dilute and concentrated solution.

Dilute Solution	Concentrated Solution

Q 3: See the picture given below and write about the process.



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Day_____ Date_____

Activity: Choose the correct answers

Physical and Chemical Changes

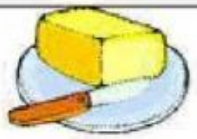
1. Soured milk smells badly because bacteria have formed new substances in the milk. This is an example of ___.
   a. physical change
   b. chemical change

2. Sand flowing in an hour glass is an example of _____.
   a. chemical change
   b. physical change

3. The change of state from a gas to a liquid is an example of _____.
   a. chemical change
   b. physical change

4. Which is an example of a physical change?

_____

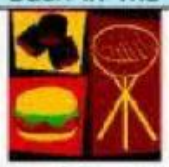


5. The melting of butter when is let out in a warm room is an example of _____.
   a. chemical change
   b. physical change

6. Which of the following is an example of physical change?
   a. closing the door
   b. cracking an egg
   c. turning off the electric light
   d. putting the milk back in the fridge

7. An ice cream cone melting on a hot day is an example of _____.
   a. chemical change
   b. physical change

8. Which of the following describes a chemical change?
   a. water freezing
   b. match burning
   c. dew on grass
   d. magnetizing a nail



9. Charcoal burning on the grill is an example of _____.
   a. physical change
   b. chemical change

Q 4: Write some examples of physical and chemical changes from your daily life.

_____

_____

_____

_____

_____

Day_____ Date_____

Fill in the blanks.

- The change of milk into _____ is a chemical change.
- A change in which a new material is formed is called _____ change.
- The flame develops during _____ reaction, which is called burning.
- Change of solid state into liquid state by _____ of heat is called melting.

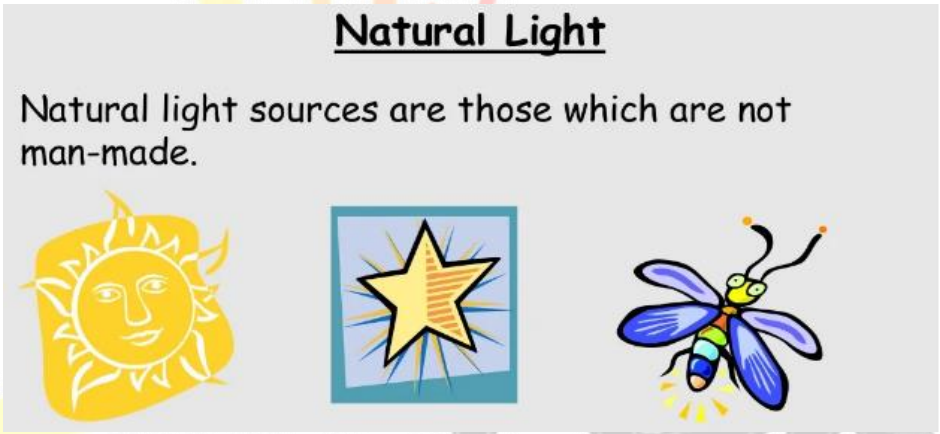
The formation of manures from leaves is considered a chemical change because the manure formed has a different composition of leaves. Many reactions occur to convert leaves into manures, and most of them are irreversible.

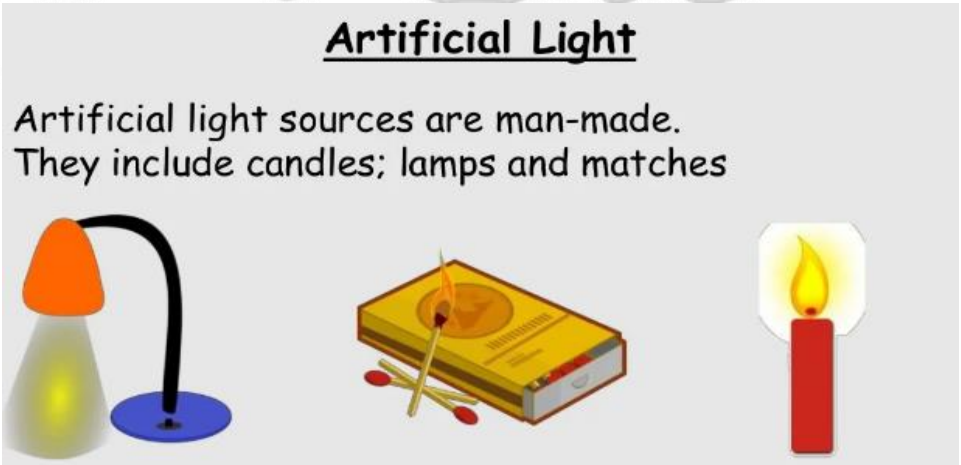
Day_____ Date_____

Chapter 6
Light and Sound

Students Learning Outcomes

1. Identify natural and artificial sources of light.
2. Justify that light emerges from a source and travels in a straight line.
3. Investigate that light travels in a straight line.
4. Explain the formation of shadows.
5. Demonstrate that shiny surfaces reflect light better than dull surfaces.
6. Describe and demonstrate how sound is produced by a vibrating body.
7. Identify a variety of materials through which sound can travel.
8. Identify that speed of sound differs in solids, liquids, and gaseous mediums.
9. Define noise and its harmful effects on human health.
10. Appreciate the role of human beings in reducing noise pollution.





Brain Storming

What is light?

Day_____ Date_____

Activity:

Unscramble the letters to create the word names of the light sources given.

SNU

TROHC

LBUL

FRIEFYL

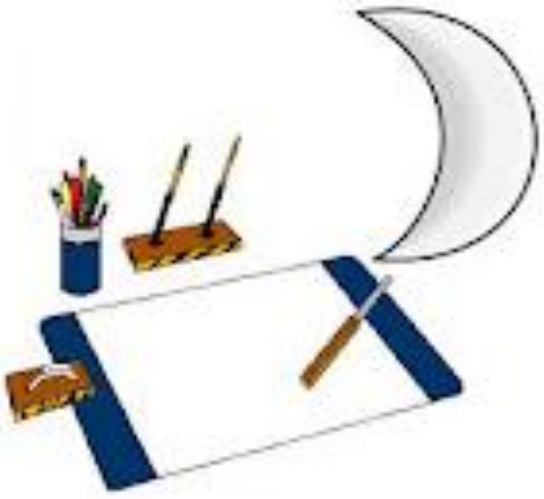
MPLA

DLECAN

Luminous and non-luminous objects

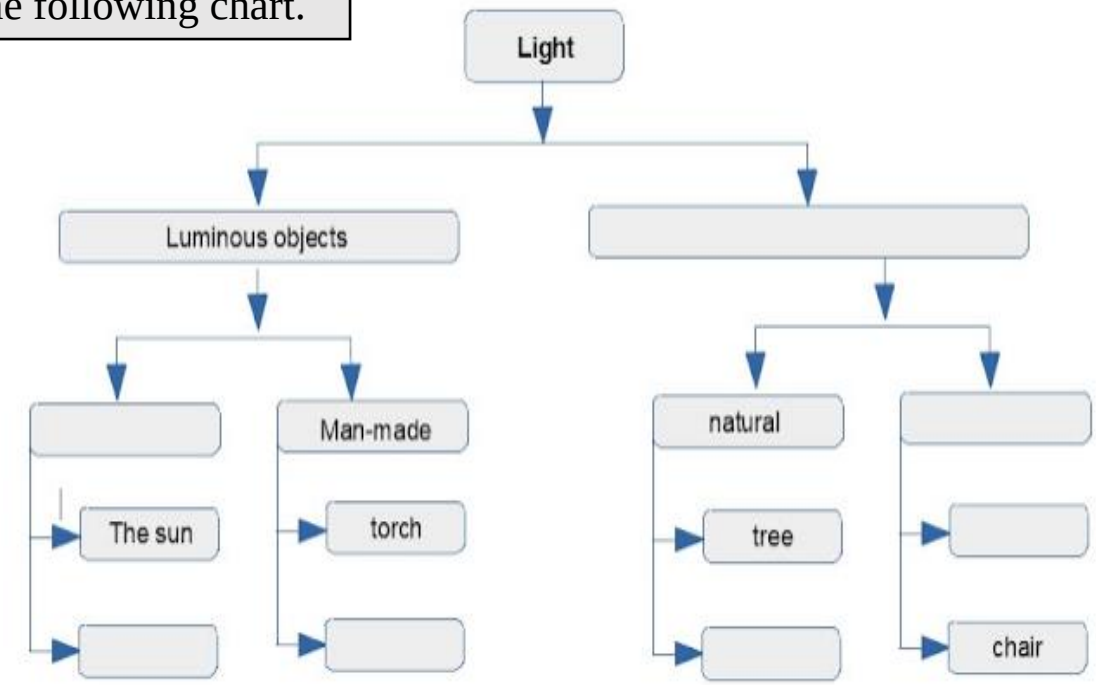
We see luminous objects such as the sun, fires, light bulbs and stars because some of the light they emit enters our eyes.

We see non-luminous objects because some of the light they reflect enters our eyes.

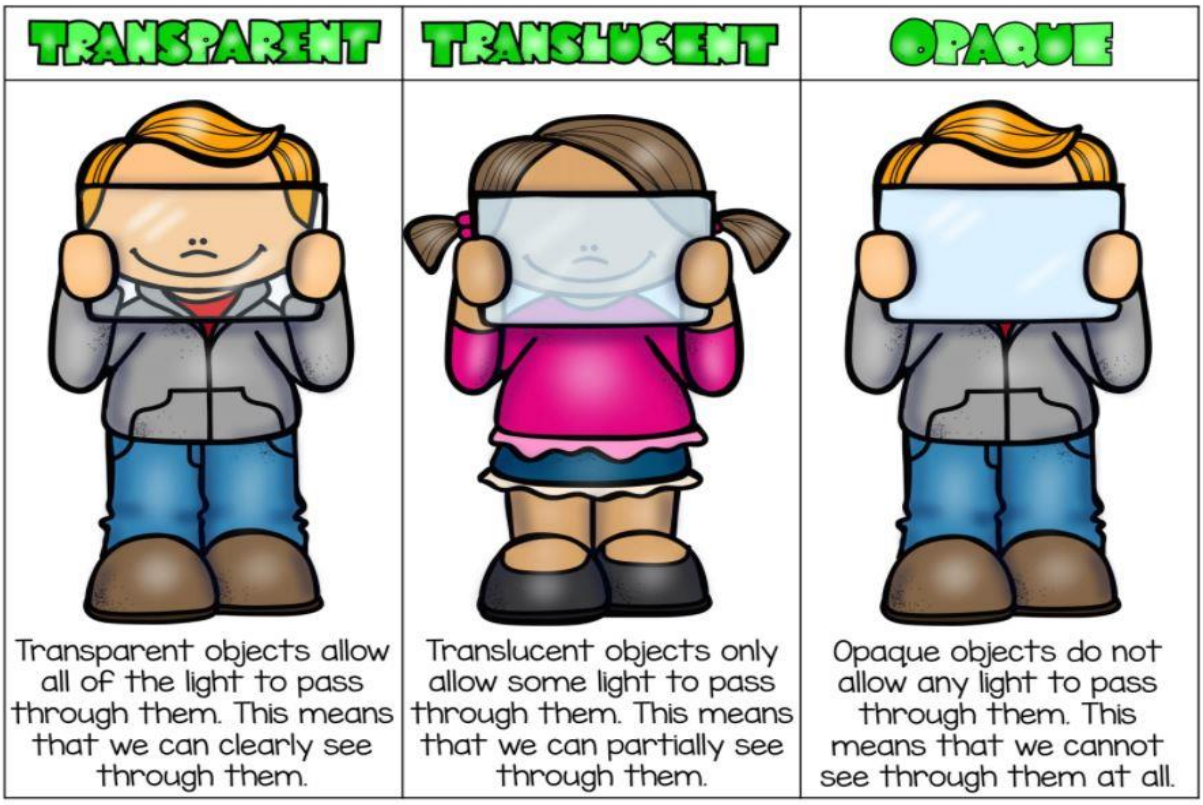


Day_____ Date_____

Activity: Complete the following chart.

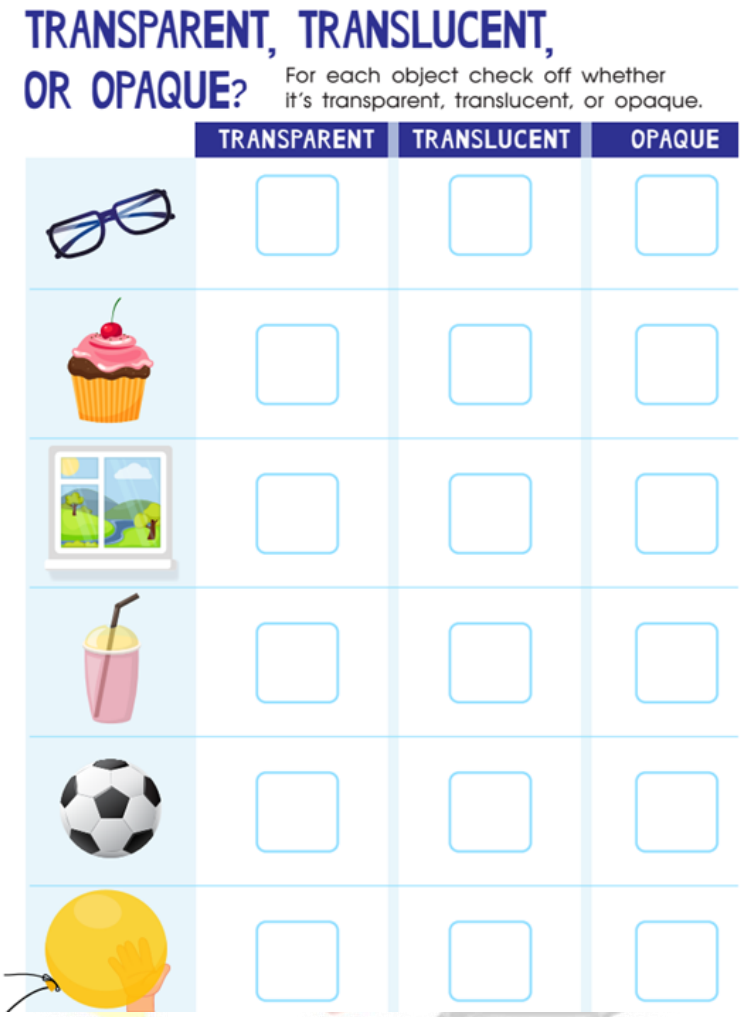


The Moon gets its light from the Sun. Sun sets horizontally. "A black object is black because it's absorbing all the light; it's not reflecting any color," that's why we can read black pages of book.

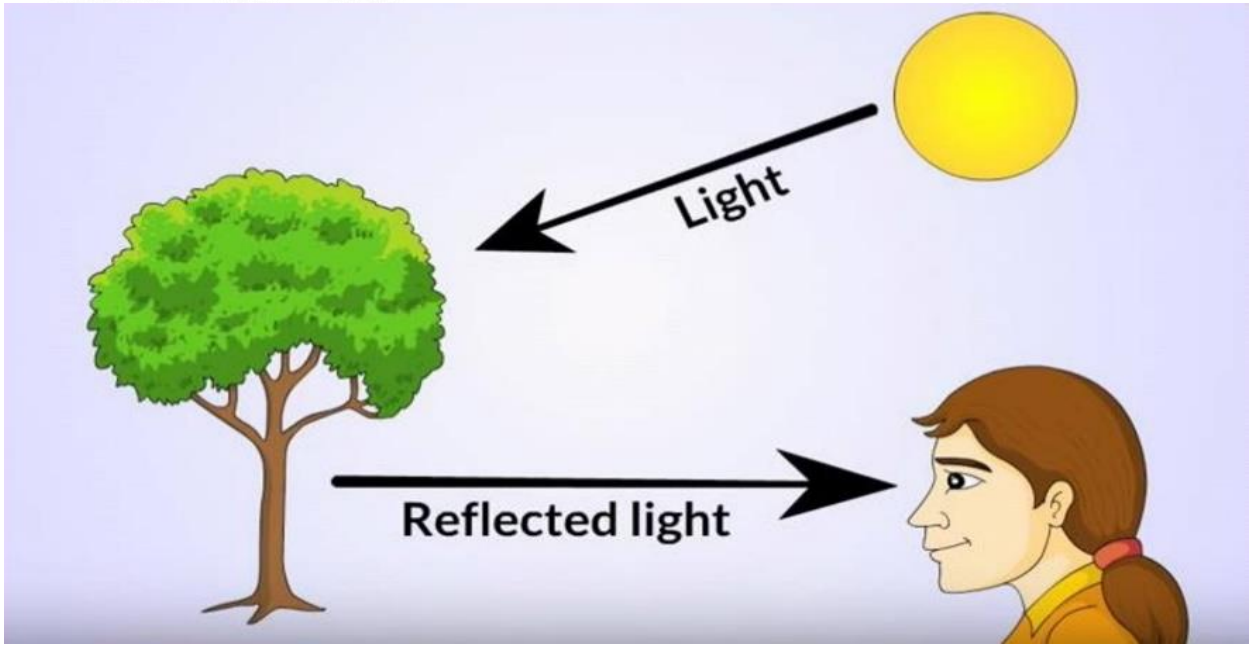


Day_____ Date_____

Activity:



Reflection of Light

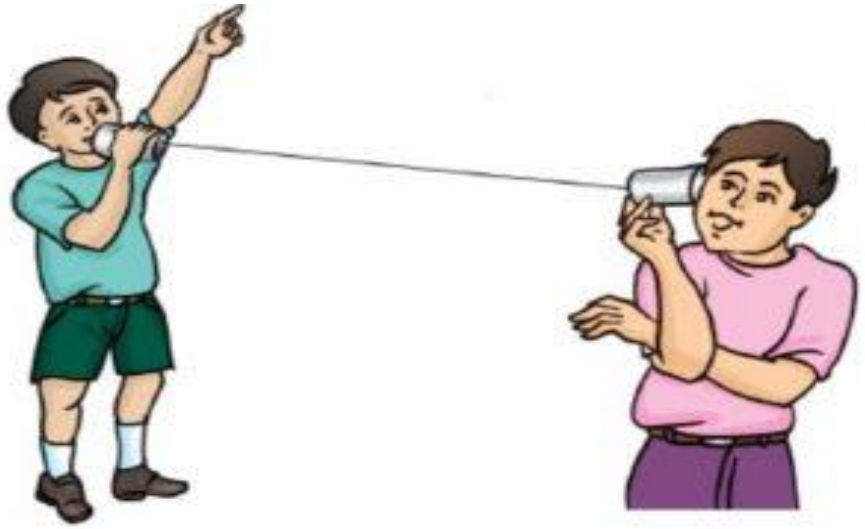


Day_____ Date_____

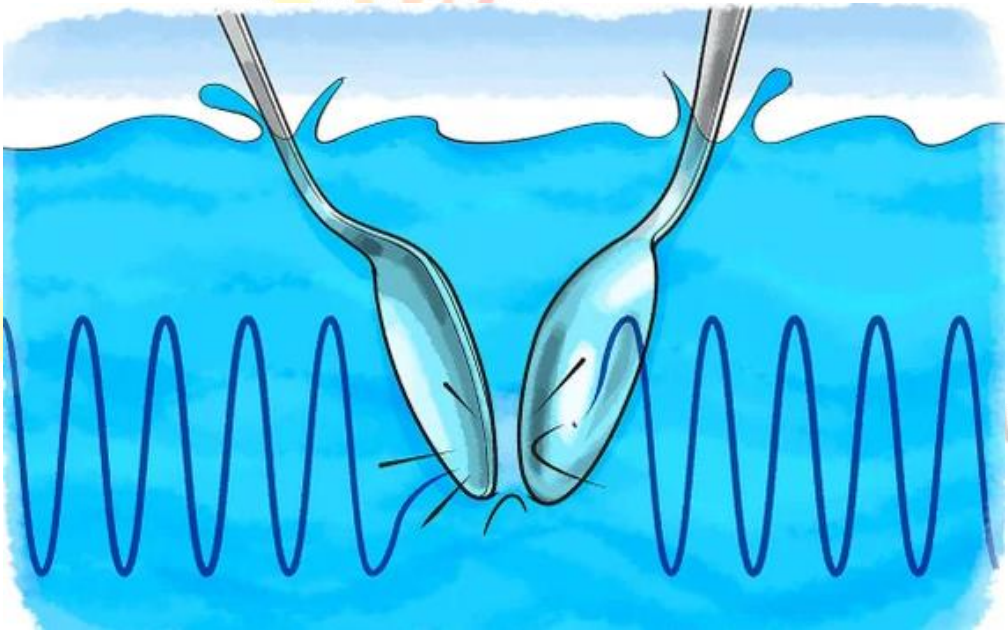
Formation of Shadows: The shadow of a rotating object is a perfect circle. Transparent objects cannot form a shadow. Translucent objects form shadows, but they may be faint**,** fuzzy, or coloured.

Sound

Propagation of Sound in Solid objects



Propagation of Sound in Water

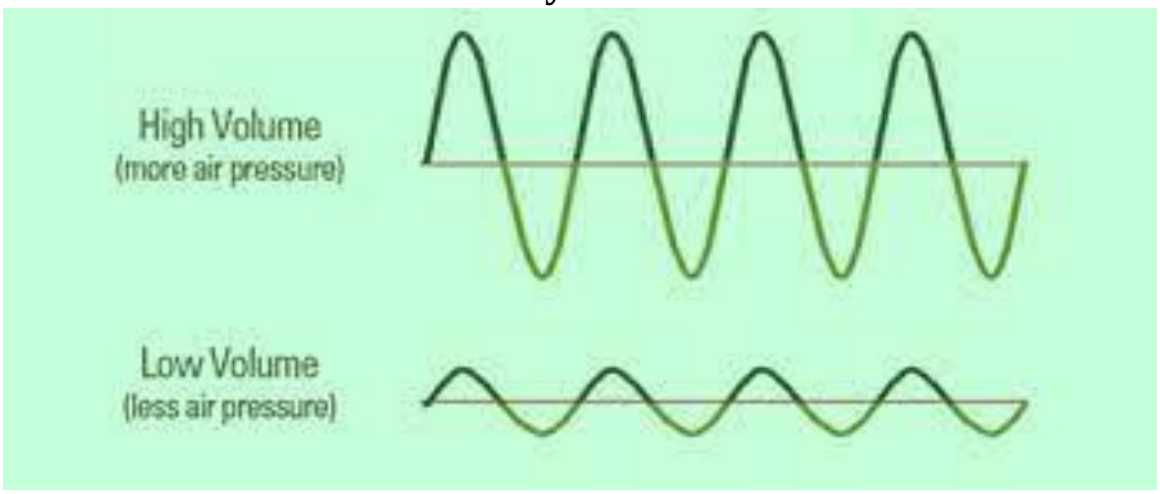


Sound travel faster through solid objects than in the air.

Vocal cords vibration makes speech. Sound needs a medium to propagate, so we not hear the explosion on Sun surface.

Day_____ Date_____

Intensity of Sound:



Intensity of sound decreases with the increase of distance from its source.

Activity: Identify sound (soft or loud) produced by observing the following pictures.

_____

_____

_____

_____

_____

_____

Day_____ Date_____

Noise

A sound, especially one that is loud or unpleasant or that causes disturbance.

Q 1: How can we control noise pollution?

_____

_____

_____

Do you know?

Rabbit and rat ears that are straight up mean that the rabbit is curious or alert. Wood and charcoal are naturally non- luminous objects. When we are burnt them, then they become luminous. Frogs only hear what they need to survive, and they use their mouths to do it. Locusts have a highly integrated and miniaturized hearing system that bears little resemblance to either the human ear or an electronic microphone. Detection of sound provided invaluable added information that helped fishes to survive and thrive.

Day_____ Date_____

Chapter 07
Electricity and Magnetism

Students Learning Outcomes:

1. Explain the phenomenon of static electricity in everyday life.
2. Describe charges and their properties.
3. Differentiate between conductors and insulators in daily life.
4. Describe the flow of electric current in an electric circuit.
5. Describe and design an electric circuit and explain its components.
6. Describe and demonstrate that magnets have two poles.
7. Recognize that magnets can be used to attract some metallic objects.
8. Identify Earth as a huge bar magnet and demonstrate it with an experiment.
9. Describe the working of a magnetic compass.
10. Explain different types of magnets.

Static Electricity

Static electricity is the charge that stays on an object.

Brain Storming:

What is the role of electricity in our daily life?

_____

_____

Charge

A charge is the basic property of matter.

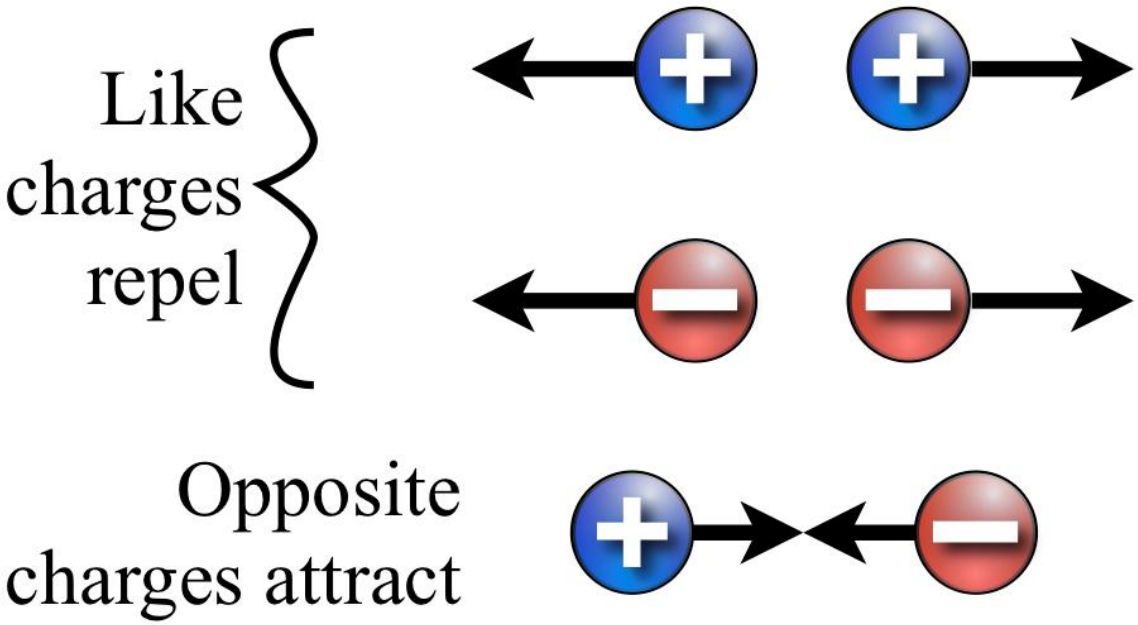
Types of Charges

Positive

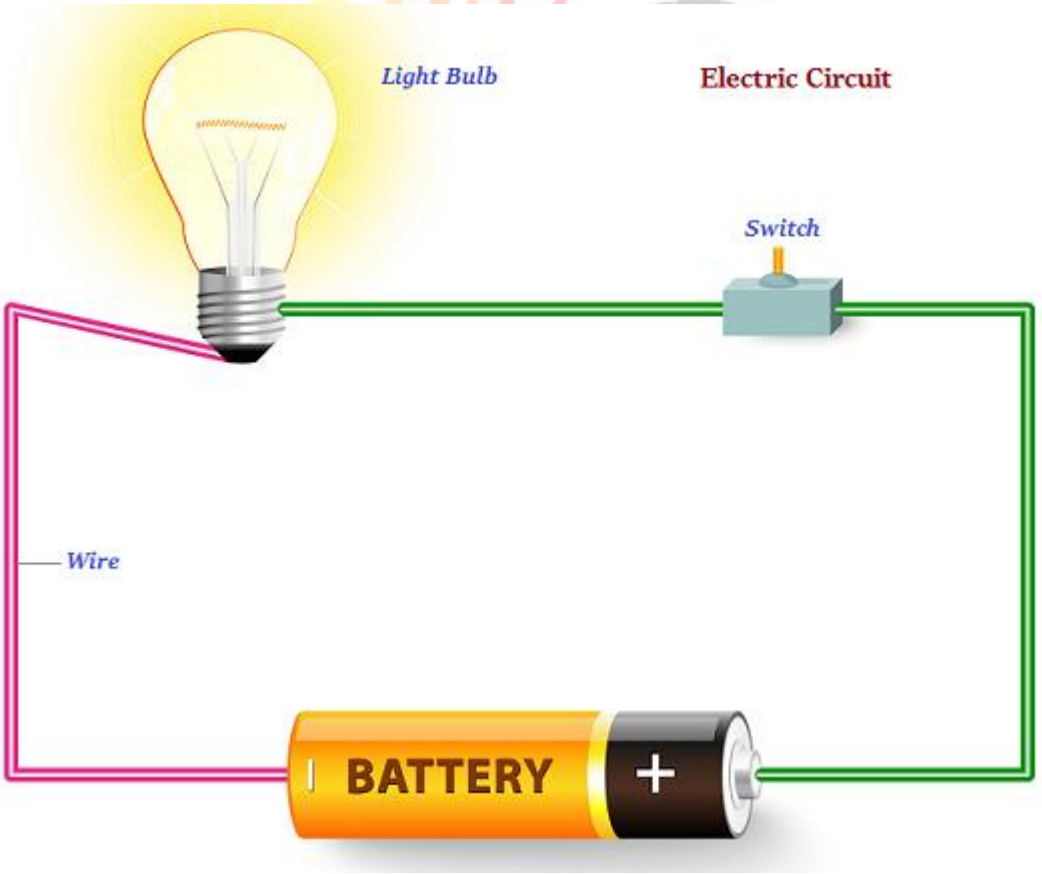
Negative

Day_____ Date_____

Properties of Charge



Electric current: Flow of cahrge is known as an electric current.



Day_____ Date_____

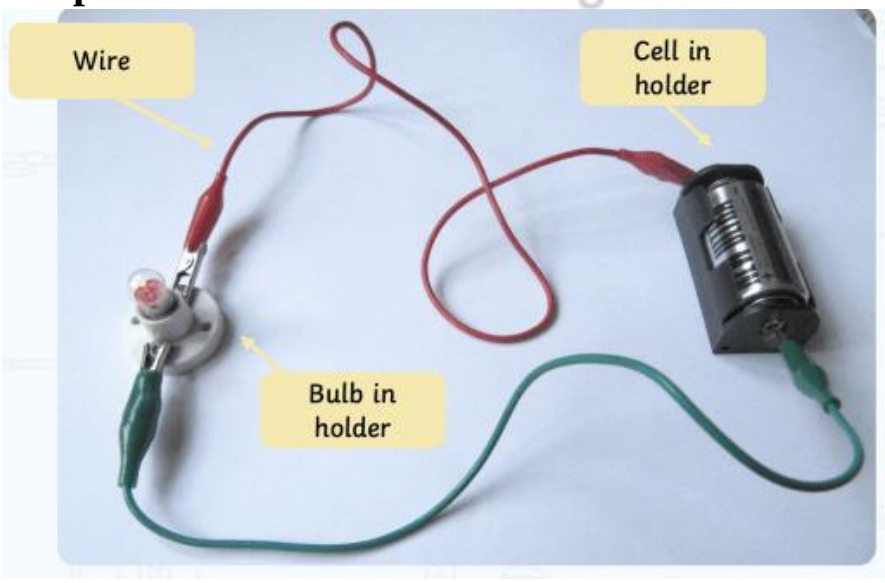
Fill in the blanks.

- Static electricity is _____.
- Like charges _____ each other.
- Opposite charges _____ each other.
- Electric current is the flow of _____.
- There are _____ types of charges.

Activity: With the help of a diagram show the flow of charges

Electric circuit and its Components

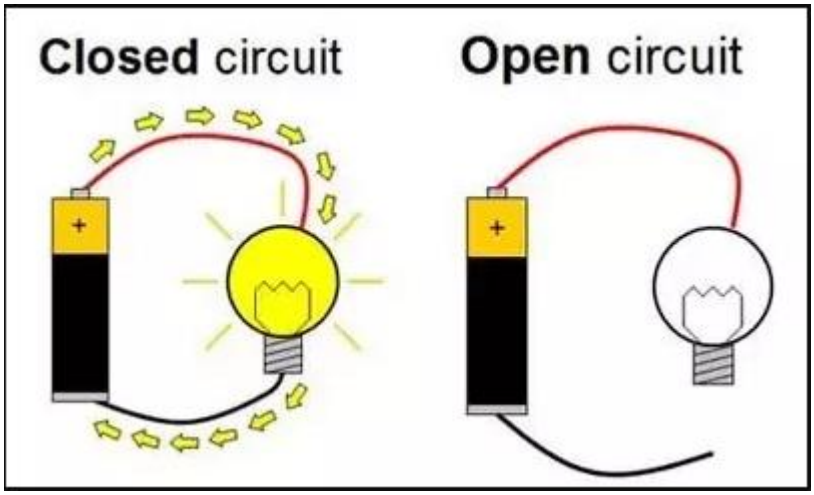
Simple Electric Circuit



Damage from short circuits can be reduced or prevented by employing fuses, circuit breakers, or other overload protection, which disconnect the power in reaction to excessive current.

Day_____ Date_____

Open and closed circuits:



If battery connections are reversed in closed circuit bulb will not glow.

Q 1: Differentiate between closed and simple electric circuits.

Closed circuit	Simple circuit

Day_____ Date_____

Conductors allow for charge transfer through the free movement of electrons. In contrast to conductors, insulators are materials that impede the free flow of electrons from atom to atom and molecule to molecule.

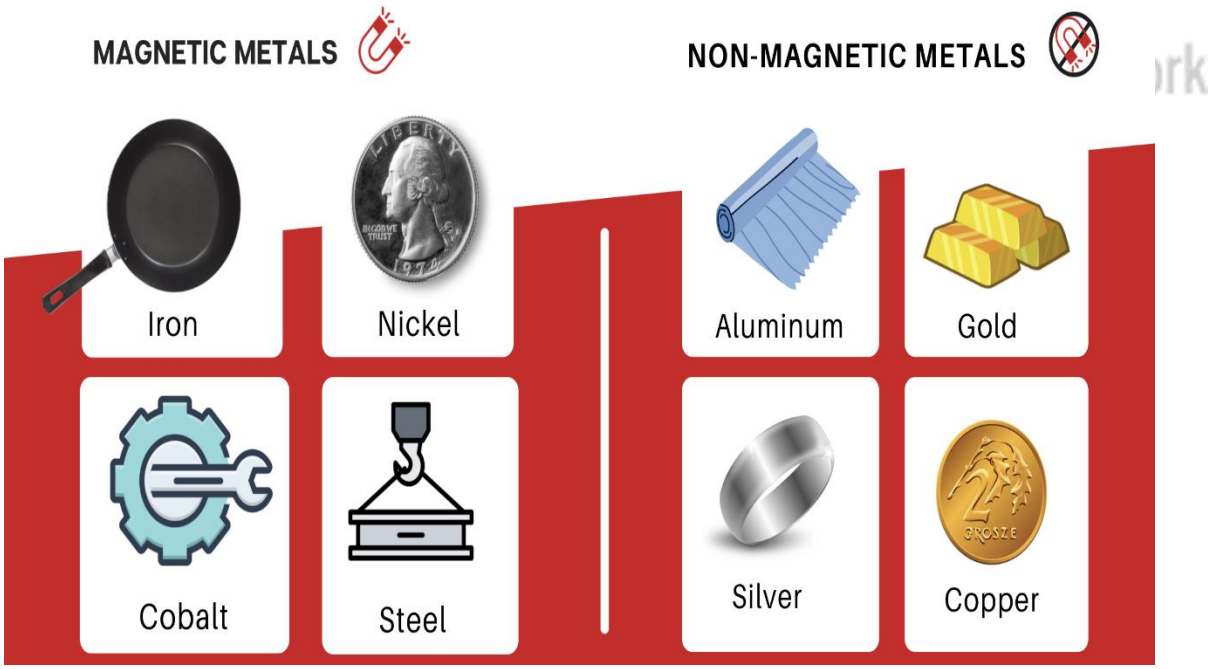
Q 2: Give 3 examples of conductors and insulators from your surroundings.

_____

_____

Magnet

Any material capable of attracting iron and producing a magnetic field outside itself.

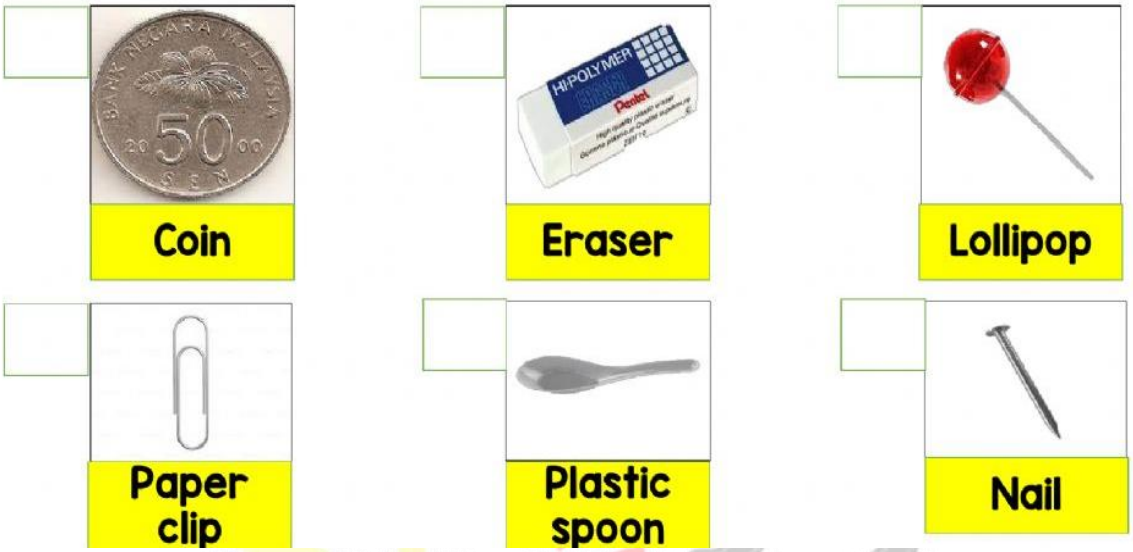


Day_____ Date_____

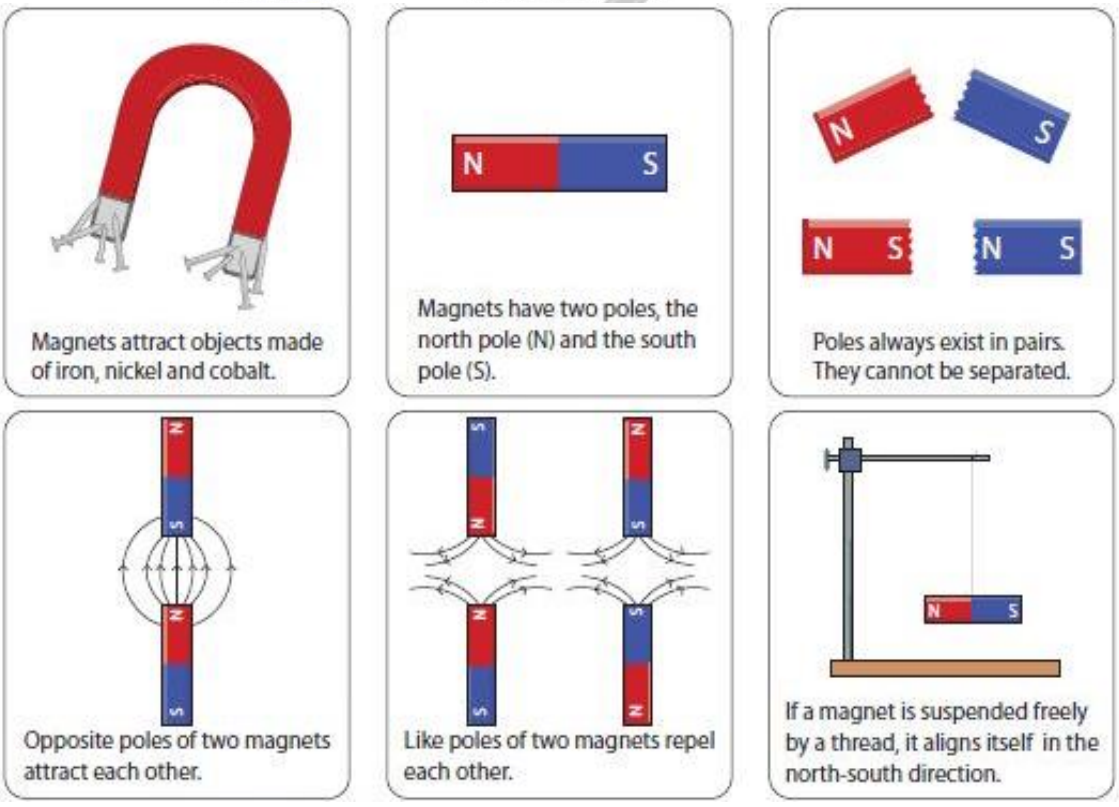
Substances that are attracted by a magnet are called magnetic substances. Example: Iron, cobalt, nickel, etc. Substances that are not attracted by a magnet are called non-magnetic materials. Example: Aluminum, copper, wood, etc.

Activity:

Which are the magnetic materials?



Properties of Magnet:



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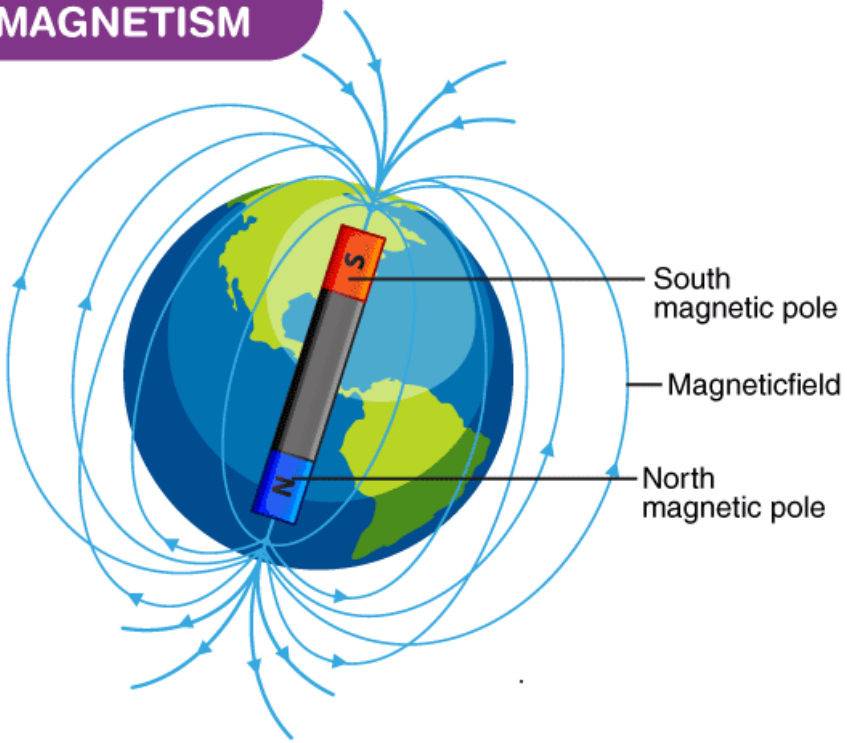
EARTH'S MAGNETISM



Q 3: How Earth behaves like a magnet?

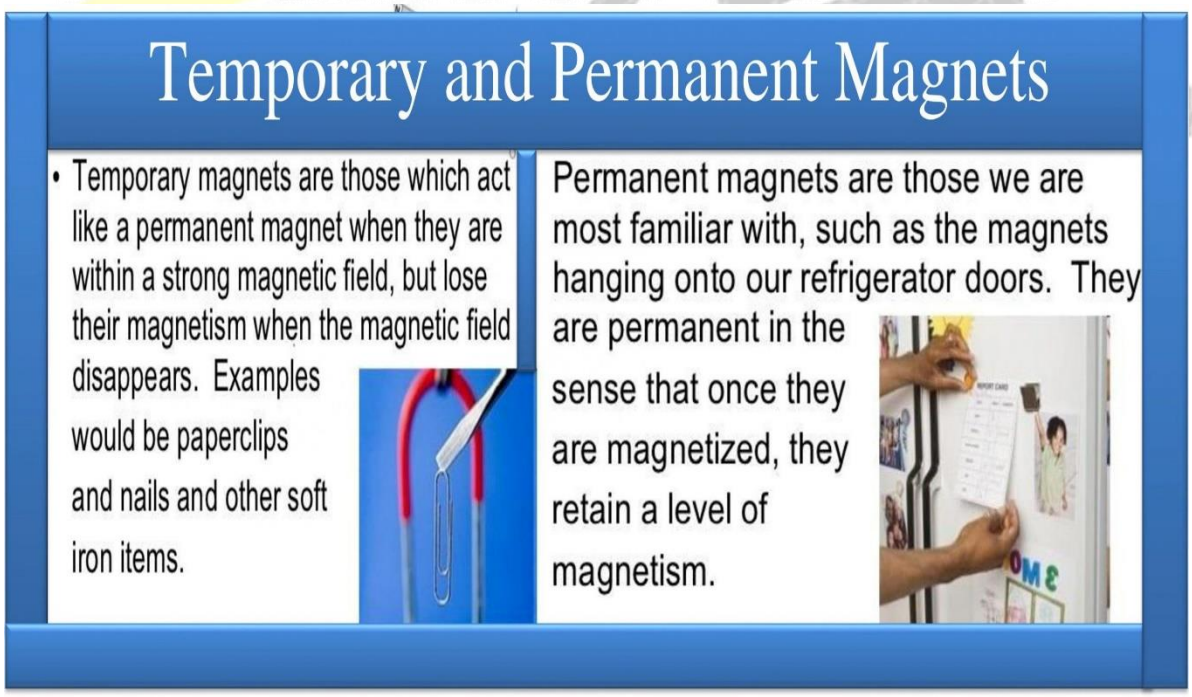
_____

_____

_____

Types of Magnet:

Temporary and Permanent Magnets:



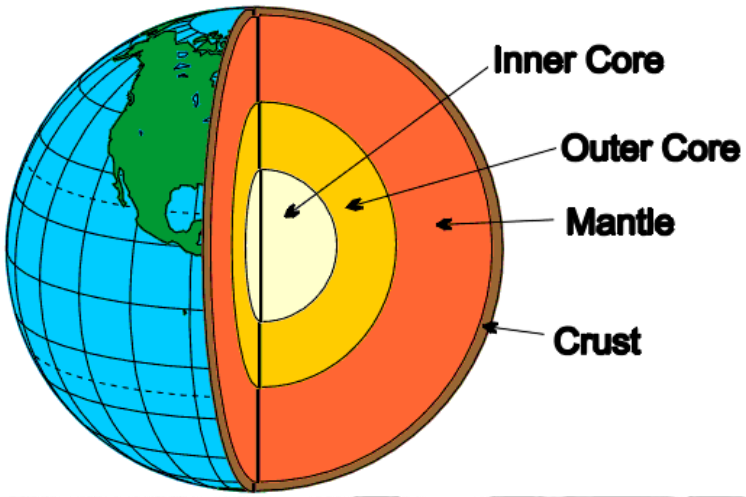
Day_____ Date_____

Chapter 08
Structure of the Earth

Student Learning Outcomes:

1. Describe the structure of the Earth and the physical characteristics of these distinct parts.	2. Describe the sources of water on the Earth.
3. Identify similarities and differences among different types of soil.	4. Investigate the composition and characteristics of different soils.

Structure of the Earth



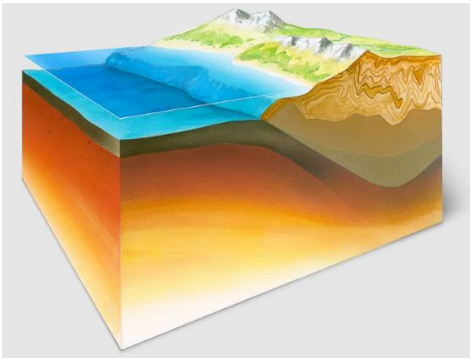
Brain Storming

What is the shape of our Earth?

_____

Crust:

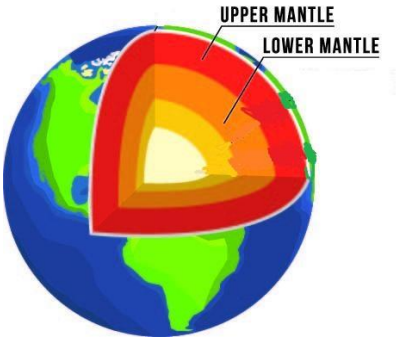
The Earth's crust is its lightest, most buoyant rock layer.



Day_____ Date_____

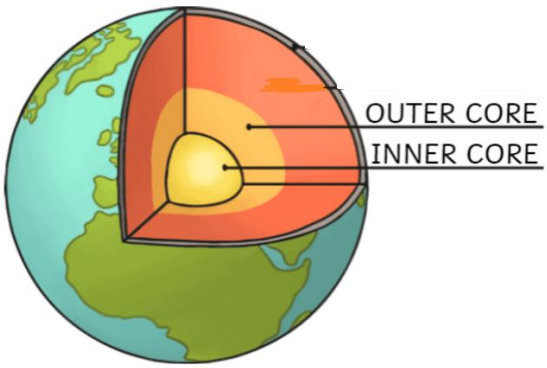
Mantle:

The mantle is the mostly-solid bulk of Earth's interior.

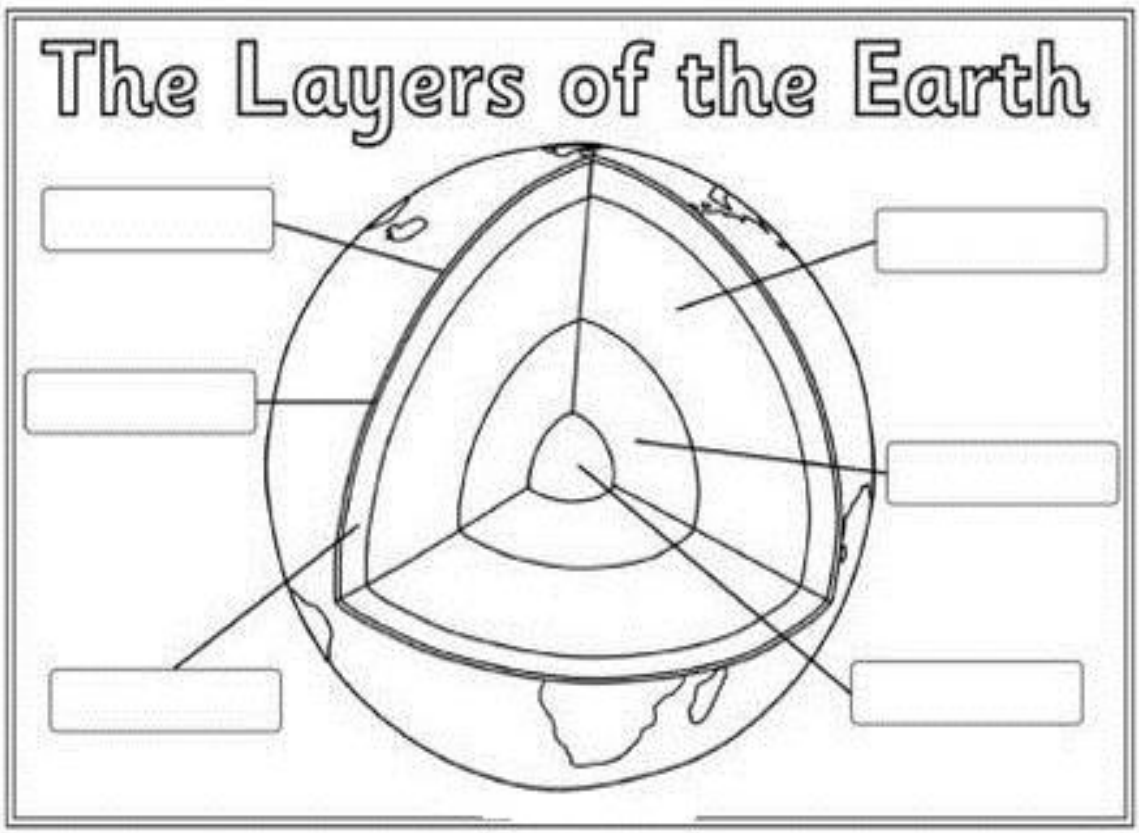


Core:

Earth's core is the very hot, very dense center of our planet.



Activity: Label the following diagram.

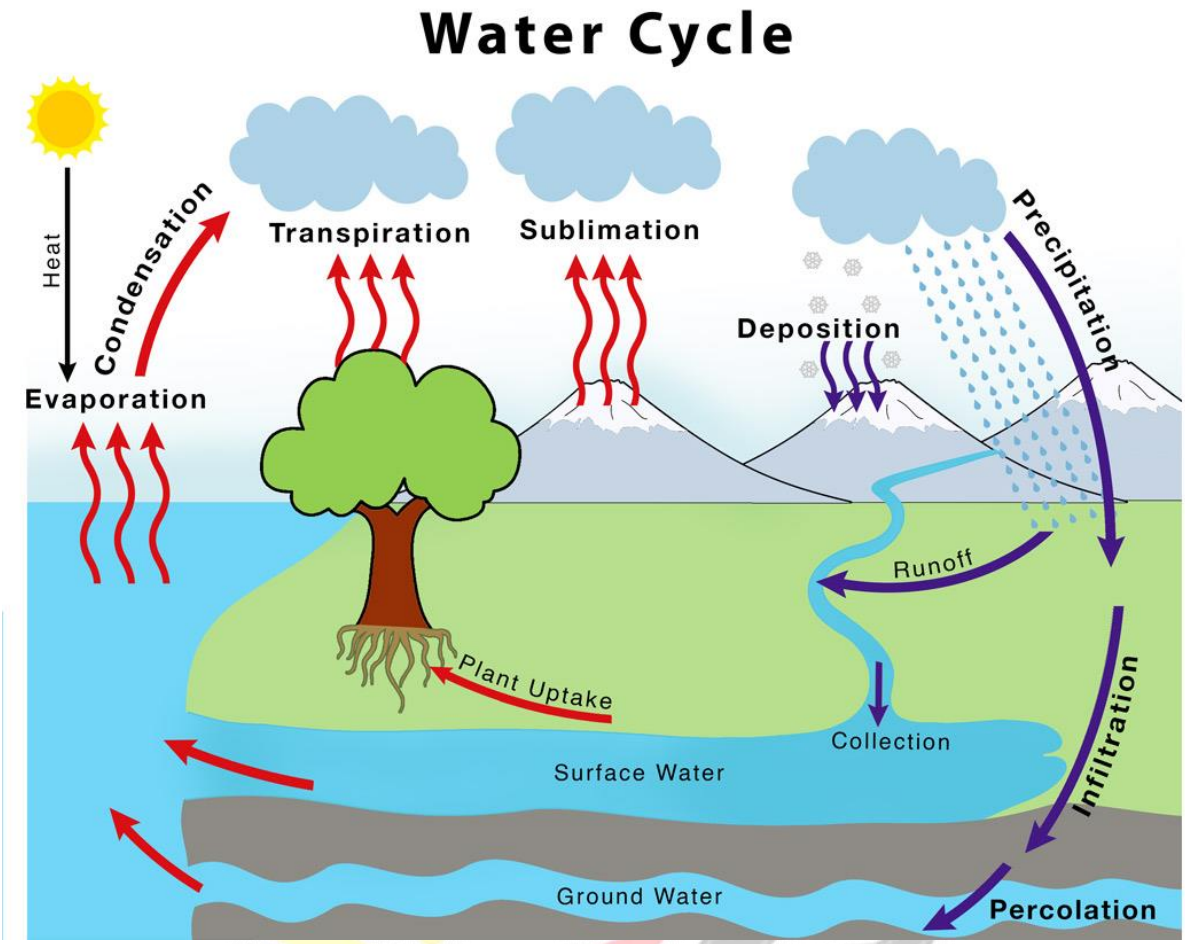


Day_____ Date_____

Q 1: Differentiate between Earth's crust and core.

Crust	Core

Day_____ Date_____



Q 2: What is the importance of Water Cycle?

_____

_____

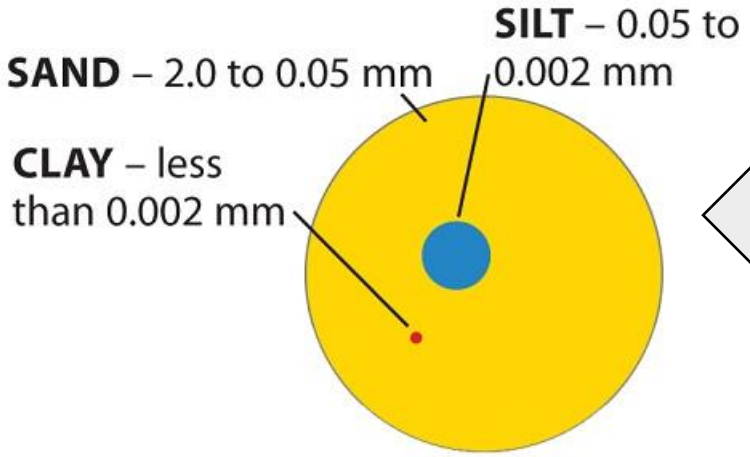
_____

Soil

Soil is commonly referred to as earth or dirt, is a mixture of organic matter, minerals, gases, liquids, and organisms that together support life.

Day_____ Date_____

Components of slit in fertile soil:



Clay bricks are produced by the drying and firing of clay or shale raw material, forming a sintered porous structure.

Types of Soil:

1. Clay:

Clay soils are old, tightly packed soils that formed and condensed over long periods of time.

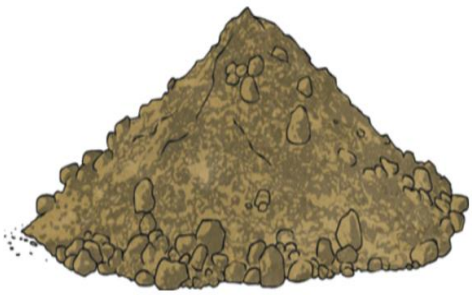
Sand:

A loose granular material that results from the disintegration of rocks, consists of particles smaller than gravel but coarser than silt, and is used in mortar, glass, abrasives, and foundry molds.

Groundwater helps grow our food. 64% of groundwater is used for irrigation to grow crops.

Day_____ Date_____

Silt:
Fine sand, clay, or other material carried by running water and deposited as sediment, especially in a channel or harbour.



Q 4: Write the name of different types of soil and their uses in daily life by observing the pictures.

Inundation of the flood plains helps recharge the groundwater, which is an important source of drinking water and is essential for agriculture. They are an important source for restocking local man-made water sources such as ponds, reservoirs, dams and irrigation channels, meeting round-the-year demand.

Day_____ Date_____

Chapter 09

Space and Satellites

Student Learning Outcomes:

1. Define the term space and emphasize the need to explore it.	2. Recognize the role of NASA in space exploration.
3. Define the term “satellite” and describe its importance.	4. Describe the natural satellite of the planets of solar system.
5. Define artificial satellites and explain their importance in exploring the Earth and space.	6. Recognize the key milestones in space technology.

Space Exploration

Brain Storming

What do you know about space?

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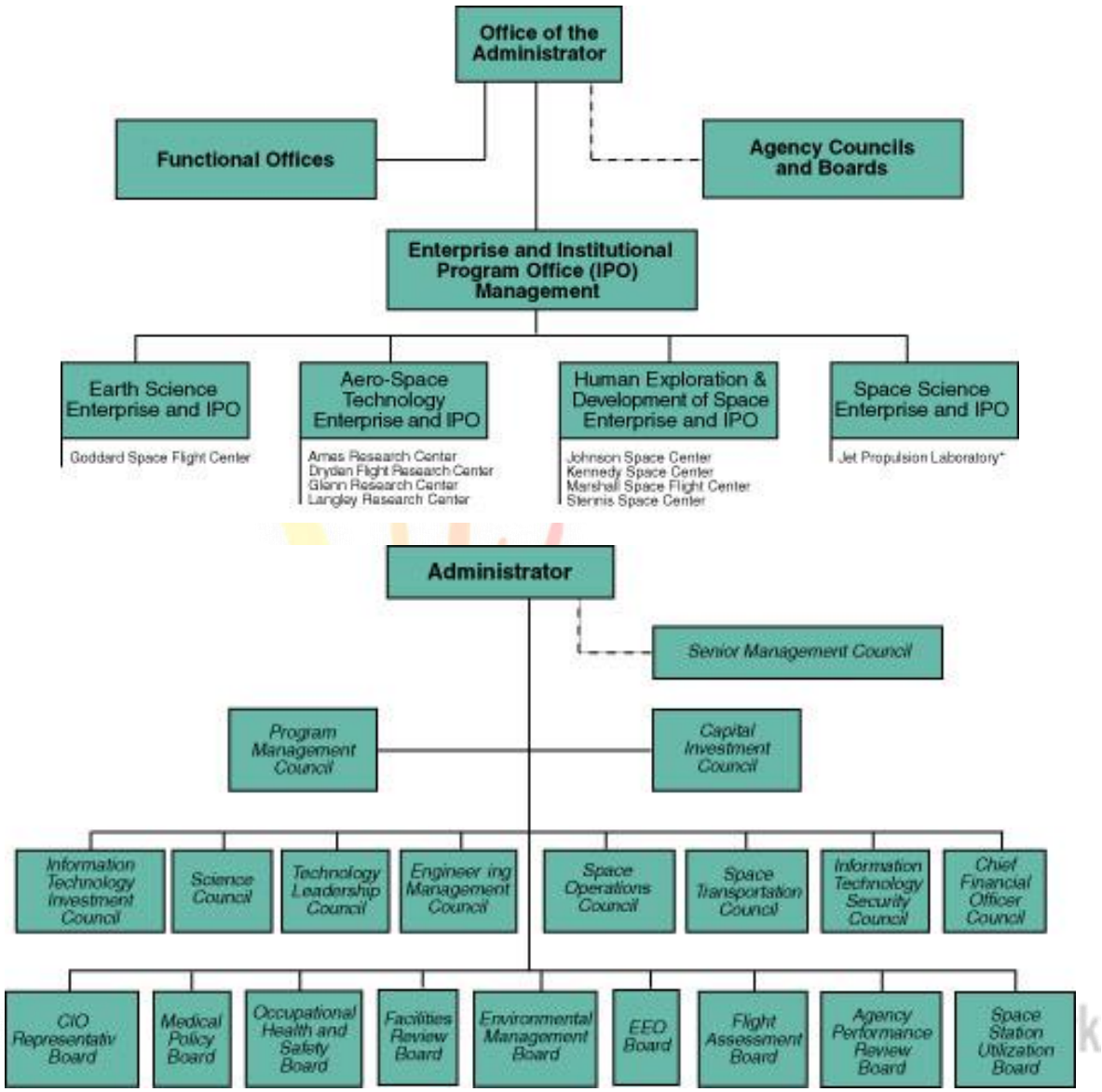
Satellite: A satellite is a moon, planet, or machine that orbits a planet or star. For example, Earth is a satellite because it orbits the sun.

Day_____ Date_____

The Role of NASA



The Moons of other Planets

Planets	Moons
Mars	2
Jupiter	79
Saturn	82
Uranus	27
Neptune	14

Day_____ Date_____

Q 1: What do you know about the achievements of NASA in space exploration?

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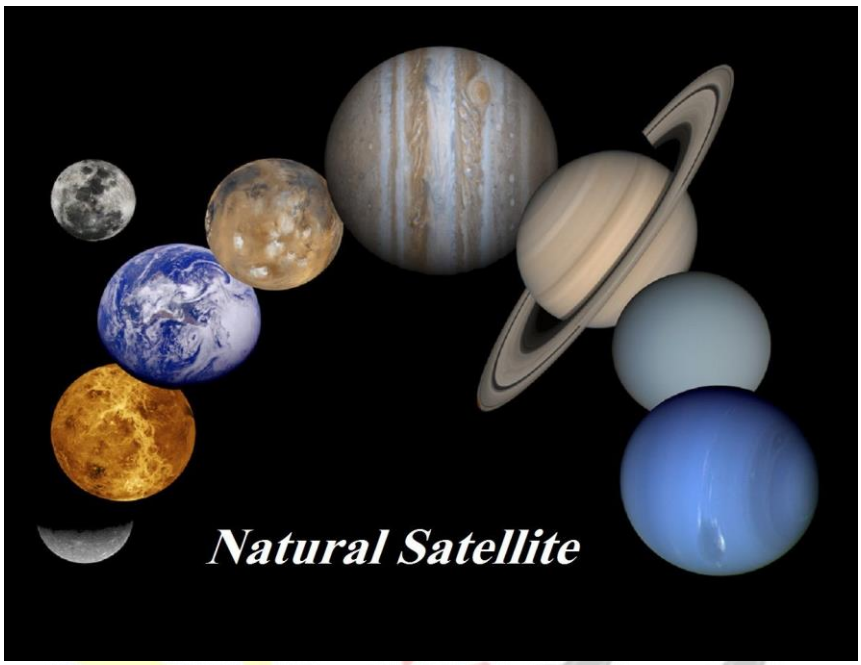

Artificial Satellite

Day_____ Date_____

Q 2: Differentiate between Natural and Artificial satellites.

Natural satellites	Artificial satellites

Importance of artificial satellites:

Artificial satellites are used to study the Earth, other planets, to help **us** communicate, and even to observe the distant Universe. **Satellites** can even have people in them, like the International Space Station and the Space Shuttle. ... **Satellites** are launched into different orbits depending on their mission. Dec 2, 2009

Q 3: In space, there's no gravity, so how can an astronaut survive in space?

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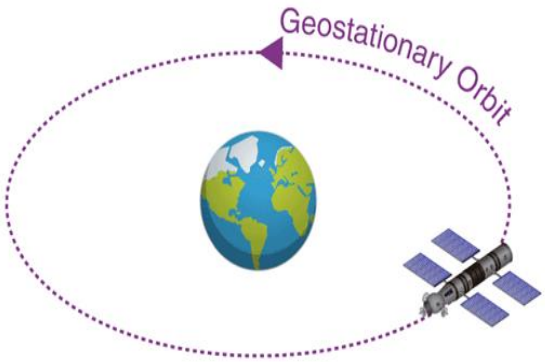
Uses of Various Satellites:



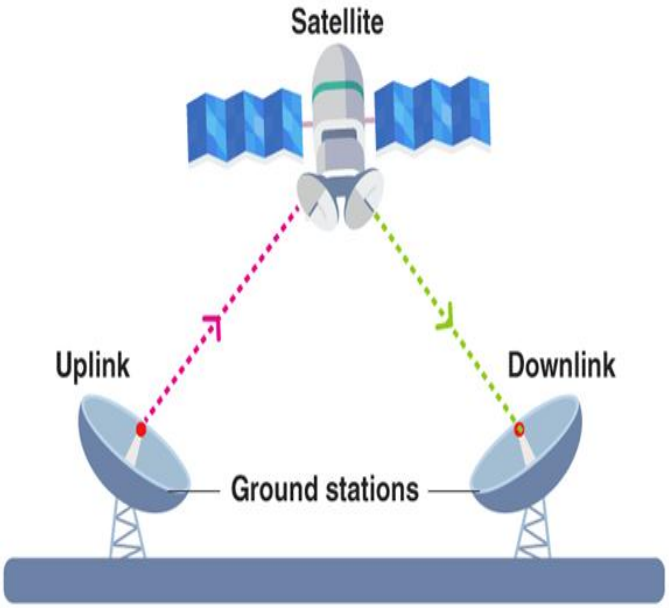
Geostationary meteorological satellites are used to provide infrared images of the Earth's surface and atmosphere.

Day_____ Date_____

Polar-orbiting satellite

Satellites with polar orbits are used for monitoring the weather, military applications (spying) and taking images of Earth's surface.

Communication Satellite



Satellite communications are used in telephone, radio, television, internet and military applications.

Q 4: Describe life without satellites.

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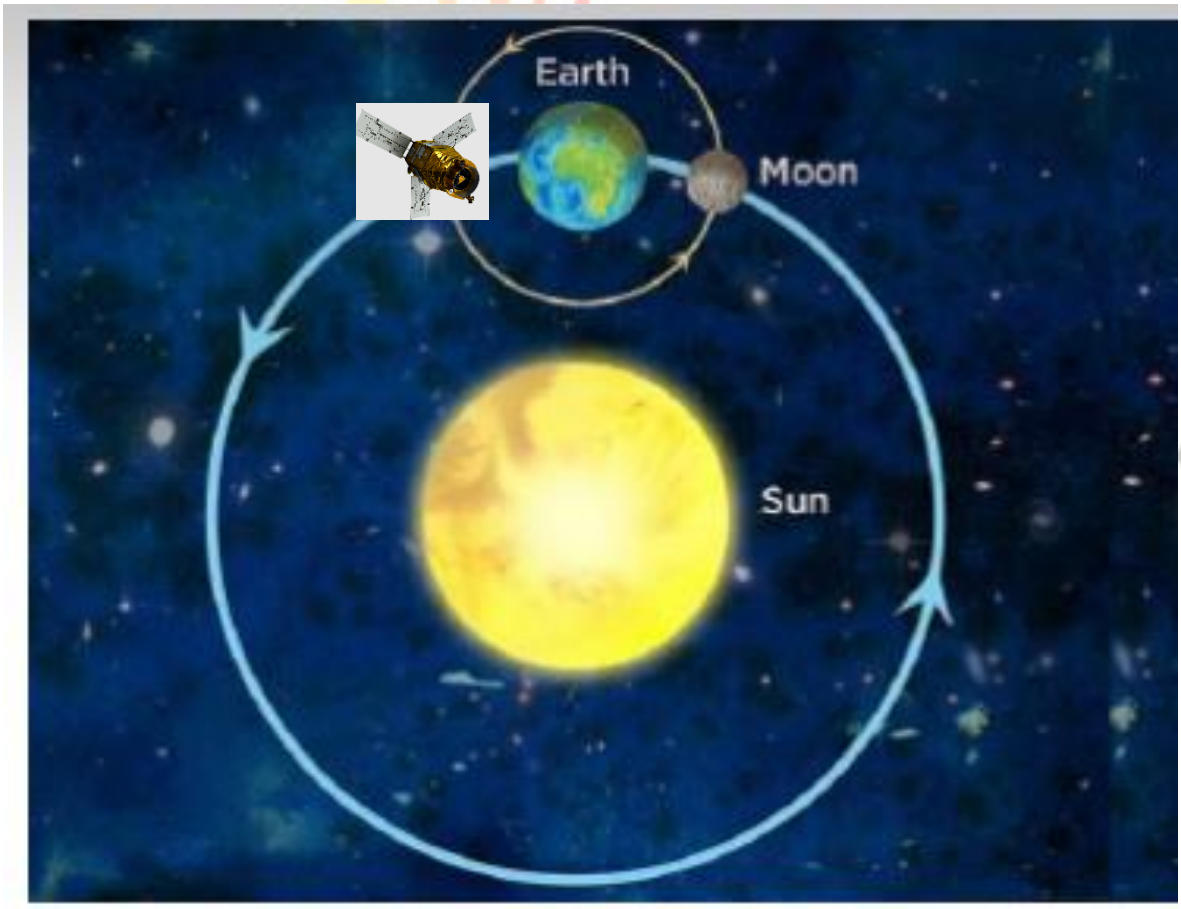
Day_____ Date_____

Q 5: Match the following.

Key Milestones in Space Technology

October 4, 1957	Soviet Union launches 1st ever Sputnik-1
April 12, 1961	Neil Armstrong became the first man to walk on the Moon
March 1994	First piece of the International Space Station is launched.
November 6, 2012	Completion of Global Positioning System.
January 31, 1958	Soviet Cosmonaut Yuri Gagarin becomes the first human to enter space.

Activity: See the picture carefully, tick the natural and circle the artificial satellite.



Day_____ Date_____

Chapter 10

Technology in Everyday Life

Student Learning Outcomes:

1. Enlist and practice safety procedures while carrying out the activities.
2. Make a model of a footbridge and bookshelf
3. Use spirit level/water level to level different objects.
4. Use a plumb line to install a flag pole vertically.
5. Prepare LED light strings working with a 12-volt battery.
6. Make a musical instrument from easily available resources.
7. Make a moveable wagon, bus, trolley, etc
8. Use a first aid box to dress a wound.
9. Practice shifting a person to the hospital.
10. Practice earthquake, fire, and flood drill.

Brain Storming

Have you ever thought of making a model? What sort of tools and equipment you will be used in making a model?

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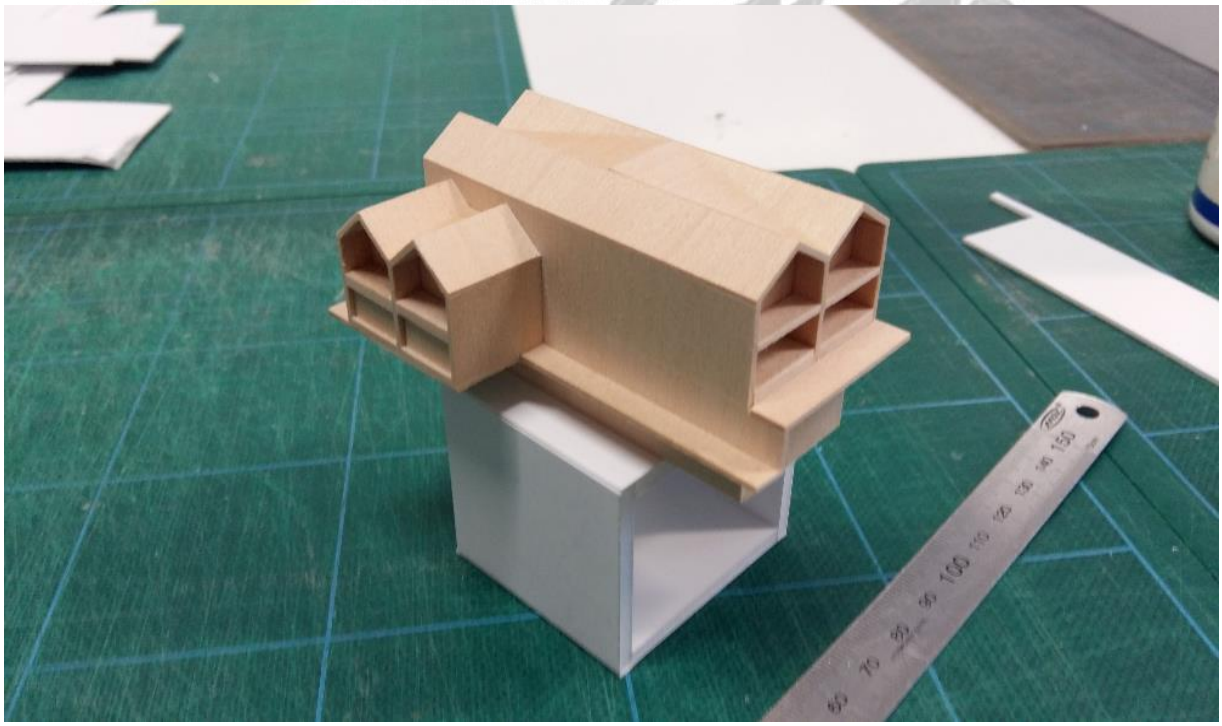

Day_____ Date_____

Q 1: Below given picture is of a spirit level. Write 2 uses of spirit level in making a model.

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Q 2: See the picture carefully. What is the man doing?

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