

Key learning from English Book **Unit 1 'A Dream School'**:

1. The whole Unit 'A Dream School' comprises of 8 activities.
2. The Unit begins with a list of new vocabularies.
3. In the first activity students are given a task to do in pairs/ groups. The task asks them to write 5 things they live from a given picture of A Dream School.
4. The next activity is specifically a pair work to select the facilities that they have in their own school.
5. Activity 1.3 is a pair work that involves students in pair to act out a conversation. This activity works on students' reading and listening skills.
6. In activity 1.4, students are given a task to match some words to their meanings from two columns of a table.
7. In the next activity, students learn to compare between to two schools of the given characters involving similarities and dissimilarities. It is a pair/group work.
8. In activity 1.6, students employ their newly earned knowledge of finding out similarities and dissimilarities. They compare their own school with the schools of the given characters.
9. In the next activity, students make list of different data like - the good things in their school, what they need in their school and what should be improved or removed from their school to make that a dream school.
10. In the last activity, students are given some instructions and hints in the form of speech bubbles and word web to write a description entitled 'Your Dream School'. This activity involves their Writing skills.

Key learning from Science Book **Experience 1 'Call of crops!':**

1. The whole Learning Experience 'Call of Crops!' comprises of 6 sessions which are distributed into 3 pairs of Sessions (Session 1&2, Session 3&4 and Session 5&6)
2. There is a beginning session that includes a task for the students to find out what kind of crops or plants grow well in their area. Students may take support to complete the task from some expert person in agriculture like a farmer, an Agriculture Officer or a Nurseryman.
3. In Sessions 1 & 2, students share their lists of crops and plants among themselves. They gain new knowledge from friends. After that, they come to know about the required characteristics of the soil or environment for the best crops, the procedures of selecting good seedlings and how to take care of these crops.
4. In sessions 3 & 4, students come to know about Haripada Kapali and his invention of a special breed of paddy. Students learn that there are varieties in different species and organisms. They also come to know about the term 'Bio-diversity' and the condition of biodiversity in Bangladesh. Students hav group work in these sessions.
5. In sessions 5 & 6, students learn the contribution of evolution and adaptation to the survival of different species of plants, animals and microorganisms, and the overall ecosystem of a particular area. They engage themselves in a group discussion. Then they get ready to work practically in any agricultural field or nursery. At the end of these sessions, students write about their experiences of working in the crop field/nursery/roof garden and their newly earned knowledge from the work.