

OXFORD  
UNIVERSITY PRESS

**NEW**  
**Amazing**  
**Science**  
**TEACHING GUIDE**

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**Starter**

**TV**

# Introduction

The New Amazing Science Teaching Guide is a valuable key resource for science teachers. It effectively utilizes various skills to deliver knowledge, introduce concepts, and clearly explain them, thus reaching academic objectives for Pre-primary and primary students.

## Key Terms

### Starter Activity:

These help bring focus to the lesson and set the tone for learning.

### Learning Methodology:

It suggests the method to cover the learning objectives for having a complete teaching and learning experience.

### PMI Chart:

It is a graphic organizer where students examine the pluses, minuses, and interests.

Plus — Advantage

Minus — disadvantages

Interesting — Implications

### It is filled using a Tick or Cross

PLUS	MINUS	INTERESTING
×	×	✓
✓	×	×
×	×	✓

### Home Learning:

For revision and reinforcement of the topic learned to strengthen the knowledge of students.

### Activity:

Field trips and hands-on activities at school and home, Internet searches and educational videos are suggested to enhance the knowledge further and for students to learn and enjoy.

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Answer Key



# Unit 1

## Living and Non-Living Things

### LESSON PLAN 1

**TOPIC:** Living and Non-Living Things

**SUB-TOPICS:**

- Introduction
- Living and non-living things: characteristics

**DATE:**

**Duration:** 2x40

**TERM:**

**WEEK:**

**LEARNING OBJECTIVES:**

- To enable students to understand the concept of living things and name a few.
- To enable students to identify and differentiate between living and non-living things.

**RESOURCES:**

- Textbook--NAS Starter
- Charts: living things pictorial charts (with pictures of animals and plants ,(e.g., cats, money plant, rose, pigeons, crow)
- Activity Material:  
Flashcards of plants and animals

**STARTER ACTIVITY:**

- Teacher will show a set of flashcards of animals and plants and ask students to recognize.
- Teacher will ask about animals, whether they can eat and move.
- Teacher will ask about plants, whether they can make their own food?
- Students' responses will be noted on the board. Like animals can move and eat. Plants' movement is seen in their growth, and green plants make their own food.

**METHODOLOGY:**

- Teacher will ask students to open their books to assigned page numbers, and loud reading will be done alongside students. Teacher will explain the topic utilizing all the available resources.
- A teacher-student discussion will follow, to further elaborate the topic.
- Teacher will give a quick analysis to highlight the key points.
- Task 1 will be done. Teacher will discuss the task and ask students to attempt while staying on round to facilitate.

### **PLENARY:**

- Students will fill out quick PMI (Plus, Minus, Interesting) on board.

### **ASSESSMENT OPPORTUNITIES:**

- Students will be asked to do worksheet 1. The teacher will explain and facilitate.

### **HOME LEARNING:**

- Students will be asked to study the topic for revision.
- Students will be asked to observe the things that move and eat, and share in the next class.

### **LESSON EVALUATION:**

- Students will be asked to name living things that eat and move, turn by turn.

### **ACTIVITY:**

- The videos will be shown from the following links.  
<https://youtu.be/T0dNGLHcbNg?si=qfUcF9J2iRS21re>  
<https://youtu.be/ZupLzQ-DvUc?si=LcWesz4CIgxmXBc->

## LESSON PLAN 2

**TOPIC:** Living and non-living things

### SUB-TOPICS:

- Introduction
- Growth

**DATE:**

**Duration:** 2x40

**TERM:**

**WEEK:**

### LEARNING OBJECTIVES:

- To understand the concept of growth in living things
- To understand the concept of non-living things and name a few.

### RESOURCES:

- Textbook--NAS Starter
- Charts
- Activity Material:
  - -Toys and pets
  - -Pictures of living and non-living things, e.g., table, parrot, duster, sparrow

### STARTER ACTIVITY:

- Show and Tell
- Teacher will ask students to bring a toy or a pet (Pets: finches, fish in a glass container, rabbit, and toys including teddy bear, jigsaw puzzle, building blocks).
- The pets will be displayed and will be shown separately.
- Teacher will ask students which things can move and which cannot.
- Living things can move and eat, and they grow.
- Non-living things are unable to eat or move on their own.

### METHODOLOGY:

- Students will be asked to open their books and teacher will read loudly alongside students and facilitate. Furthermore, explanation will be done by the teacher. All the available resources will be used effectively.
- A teacher-student discussion will follow, which will further elaborate on the topic.
- Teacher will give a quick analysis of the topic to highlight key points.
- Task 2 -page 5, will be done. Teacher will explain the task and ask students to do.

### PLENARY:

- Students will fill out quick PMI (Plus, Minus, Interesting) on board.

### ASSESSMENT OPPORTUNITIES:

- Students will be asked to do Worksheet 2.



## HOME LEARNING:

- Students will be asked to study the topic for revision.

## LESSON EVALUATION:

- Students will be asked to continue their observation of things growing in their environment. They will be asked to share in the next class

## ACTIVITY:

- Students will make shapes of living and non-living things with play-dough. For example, ball, bat, carrots, mushrooms, snake, happy face, tree.

# Worksheet 1

UNIT # 1

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Q1. Colour the things that can eat and move. Cross out the things that cannot move.



# Answer Key

## Worksheet 1

UNIT # 1

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Q1. Students will colour the potted plant, butterfly and fish in the jar.

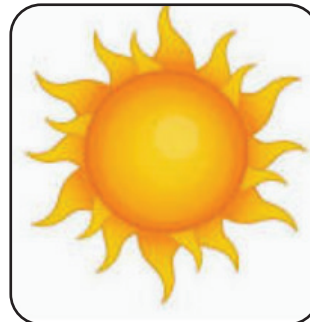


# Worksheet 2

UNIT # 1

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Q1. Tick the living things and cross non-living things.



# Answer Key

## Worksheet 2

UNIT # 1

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Q1. Tick the living things and cross non-living things.



✓



✓



×



×



✓



×



# Tasks 1

Q1. Colour the things which cannot move with the colour blue, and things which can move with the colour pink.



## Blue

Box  
Lamp  
Watering pot  
Bicycle

## Pink

Grasshopper  
Duck  
Girl  
Cloud  
Tree

## Tasks 2

Q1. Colour the living things and cross out the non-living things.



Teacher will ask students to colour:

- Fish
- Parrot
- Bug
- Frog
- Flower

# Unit 2 | My Body

## LESSON PLAN 1

**TOPIC:** My Body

### SUB-TOPICS:

- Introduction
- Body parts
- Senses: Taste, tongue, smell, nose
- Human Bodies
- physical features

**DATE:**

**Duration:** 2x40

**TERM:**

**WEEK:**

### LEARNING OBJECTIVES:

- To enable students to recognize various body parts
- To learn about senses and their related organs (sense of taste and smell)
- To discuss various physical features of human body (height , colour of eyes)

### RESOURCES:

- Textbook--NAS Starter
- Charts
- Activity Material:
- Props of body parts. For example, eyes, head, nose, mouth, neck, finger, ear, hand, arm

### STARTER ACTIVITY:

- Teacher will draw or use panaflex of a boy or a girl, and make a pocket on the board (to keep the props).
- Props of body parts will be shown to students one by one, and students will be asked to name them. Once named correctly, teacher will repeat the name and keep the prop in the pocket.

### METHODOLOGY:

- Teacher will ask students to open their books to assigned page numbers and loud reading will be done by the teacher, alongside students. Furthermore, explanation will follow. All the available resources will be utilized effectively during explanation. Queries, if any will be addressed.
- Teacher will conduct a discussion with students to further elaborate the topic.
- A quick analysis will be given by the teacher, to highlight key points.

- Task 1, on page 8, will be done. Teacher will explain and ask students to attempt.
- Task 2, on page 10, will be done. Teacher will explain the task and ask students to attempt.

**PLENARY:**

- Students will fill out quick PMI (Plus, Minus, Interesting) on board.

**ASSESSMENT OPPORTUNITIES:**

- Teacher will explain Task 3, and students will be asked to do Task 3 on page 11.

**HOME LEARNING:**

- Students will be asked to study the topic for revision.
- Students will be asked to share their learning with a parent or sibling.

**LESSON EVALUATION:**

- Students will be given Worksheet 1 to do. Teacher will facilitate.

**ACTIVITY:**

- Students will be shown videos from the given links:  
<https://youtu.be/SneTFJc7u7Y?si=3mPsNAqPPskcYx0f>

## LESSON PLAN 2

**TOPIC:** My Body

### SUB-TOPICS:

- Taking care of my body
- Healthy food
- Unhealthy food
- We must wash our hands -6 steps

**DATE:**

**Duration:** 2x40

**TERM:**

**WEEK:**

### LEARNING OBJECTIVES:

- To develop an awareness of healthy lifestyle practices in children.
- To give opportunities to children to practice healthy habits (trimming nails, proper hand washing)
- To enable students to identify healthy and unhealthy foods.
- To give a clear concept of nutrition and its importance
- To give a clear concept of clean water for drinking and its importance for life.
- To give them the clear concept of taste and smell, emphasizing how to differentiate.

### RESOURCES:

- Textbook- NAS Starter
- Charts
- Activity Material:
- Flashcards showing pictures of healthy foods, e.g., cereals, milk, fruits and vegetables, and poultry.
- Unhealthy foods may include Soda drinks, burgers, and French fries.

### STARTER ACTIVITY:

- Teacher will show flashcards and ask students to recognize the foods as healthy or unhealthy. The responses will be taken, the flip side will be shown, indicating whether the food is healthy or unhealthy.

### METHODOLOGY:

- Teacher will ask students to open their books to assigned page numbers. Teacher will read loudly alongside students. Explanation will follow. Teacher will utilize all the available resources effectively.
- A teacher-student discussion will follow, to further elaborate the topic.
- A quick analysis will be given to highlight key points.
- Task 1, on page 13 will be done. Teacher will facilitate.
- Hands-on activity: A proper arrangement will be made to show students the method of washing hands properly in 6 steps. This will be followed by hand-washing practice.

### **PLENARY:**

- Students will fill out quick PMI (Plus, Minus, Interesting) on board.

### **ASSESSMENT OPPORTUNITIES:**

- Students will be asked to do Worksheet 2, teacher will facilitate.

### **HOME LEARNING:**

- Students will be asked to study the topic for revision.

### **LESSON EVALUATION:**

- Students will be asked to share the learned points of the topic, randomly.
- Students will be awarded stars on their performance in class.

### **ACTIVITY:**

- Students will prepare fruits and vegetables with clay dough. Teacher will facilitate.
- A video will be shown from the given link.

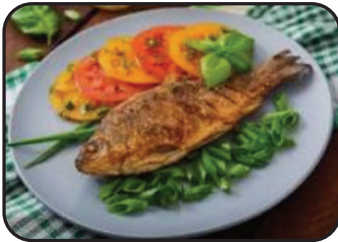
<https://youtu.be/d2WOUmgZXNQ?si=ex6hrb52BSaoDCqm>

# Worksheet 1

UNIT # 2

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

- Tick the healthy food and cross the unhealthy food.



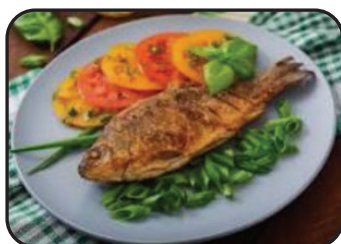
# Answer Key

## Worksheet 1

UNIT # 2

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

- Tick the healthy food and cross the unhealthy food.
- Ans.



✓



×



✓



×



✓



✓



×



## Worksheet 2

UNIT # 2

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Write the 6 steps shown in the images.

1.



2.



3.



4.



5.



6.



# Answer Key

## Worksheet 2

UNIT # 2

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

1.



2.



3.



4.



5.



6.



1. Get hands wet
2. Put soap on your hands
3. Rub hands together (20 seconds)
4. Rinse hands
5. Turn off water
6. Dry hands

# Tasks 1

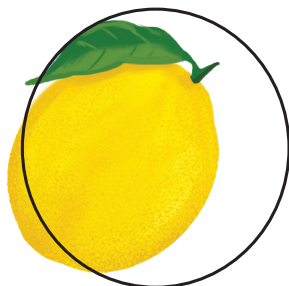
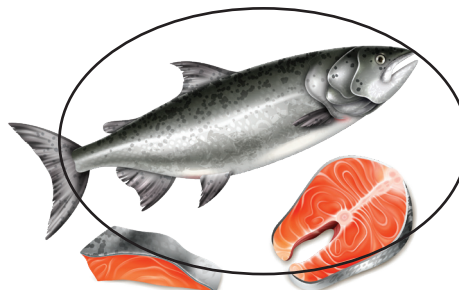
Draw a picture of yourself. How many body parts have you drawn.

Hand	Mouth	Nose	Ear	Leg	Eye	Finger
	Arm	Foot	Neck	Head		

Students will be asked to draw their self-image and tick what they have drawn.

## Tasks 2

- Do you recognize the following? Do you enjoy their taste or smell?
- **Ans.** Yes, I do. I enjoy the taste of some and dislike smell of some.
- Circle the ones you like and cross the ones you do not like.



## Tasks 3

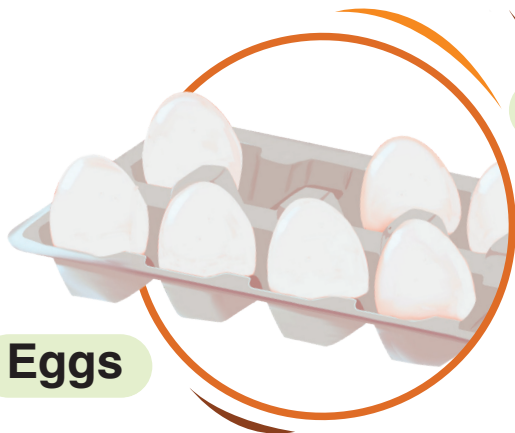
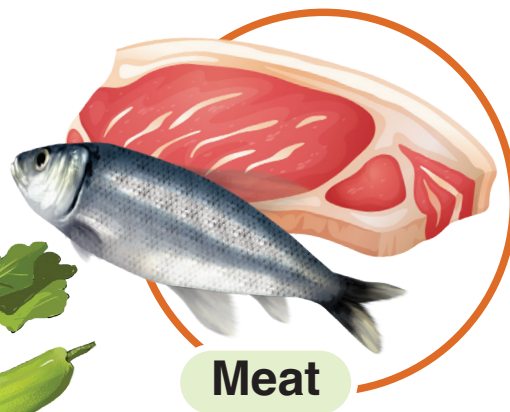
- We can be tall or short. We can have different colours of skin, eyes, or hair.
- Look at the image and answer the questions below.



- How many boys are present?  
**Ans. 2**
- How many girls are present?  
**Ans. 3**
- How many are wearing shalwar kameez?  
**Ans. All 5**
- How many have long hair?  
**Ans. 3**
- How many have coloured eyes?  
**Ans. 1**
- How many are standing?  
**Ans. All 5**

## Tasks 4

- Which of these healthy foods is your favourite? Circle it and tell your teacher why?

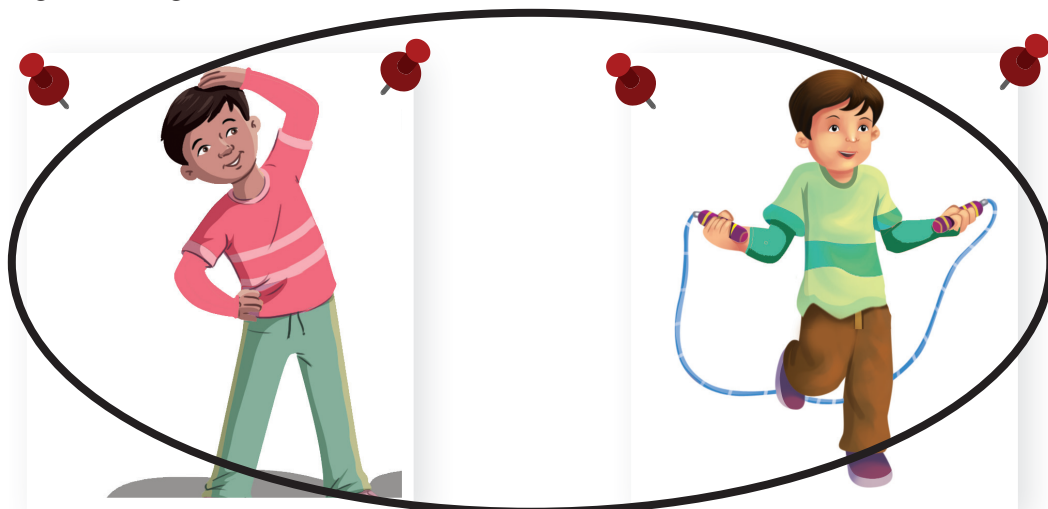


**Ans:** My favourite healthy food is fruits. I love fruits, especially mangoes and pomegranates. They are delicious and contain vitamins and minerals. (Students will circle whatever they like)



## Tasks 5

- Circle the good living habits.



# Unit 3 | Animals

## LESSON PLAN 1

**TOPIC:** Animals

### SUB-TOPICS:

- Introduction -Animals
- Different sizes, shapes, and colour
- Animal homes:
  - in trees
  - in water
  - on land

**DATE:**

**Duration:** 2x40

**TERM:**

**WEEK:**

### LEARNING OBJECTIVES:

- To enable students to recognize animals and explore their basic features
- To give knowledge about different animals and their differences and similarities.
- To provide opportunities for discussions on importance of animals.
- To give awareness of animals' living spaces (animal homes), e.g., land, water, nests on trees.

### RESOURCES:

- Textbook -NAS Starter
- Charts
- Activity Material:
- Animal dot paintings of a parrot, cat, duck, and fish

### STARTER ACTIVITY:

- Teacher will show animal dot paintings and describe how to join the dots and complete. Students will be asked to work on their sheet and recognize the animals.

### METHODOLOGY:

- Teacher will ask students to open their books to assigned page numbers. Loud reading will be done by the teacher alongside students. Teacher will explain the topic using all the available resources effectively.
- A teacher-student discussion will be done, to further elaborate the topic. Students' queries will be addressed.



- Teacher will give a quick analysis of the topic to highlight key points.
- Task 1, on page 19 will be done by the students. Teacher will facilitate both parts.

**PLENARY:**

- Students will fill out quick PMI (Plus, Minus, Interesting) on board.

**ASSESSMENT OPPORTUNITIES:**

- Students will be asked to do Worksheet 1. Teacher will facilitate.

**HOME LEARNING:**

- Students will be asked to study the topic for revision.

**LESSON EVALUATION: ( min)**

- Teacher will show a video on the topic and will give a quiz after the video is shown.  
Link: <https://youtu.be/owPYJLG-5ZQ?si=V440jMyrugVJy-7O>

**ACTIVITY:**

- Students will be asked to draw their favourite animal.

## LESSON PLAN 2

**TOPIC:** Animals

### SUB-TOPICS:

- Animals with or without legs
- Animal size (big, small)
- Animal food source—animals or plants or both
- Animals: pets, animals in a zoo

**DATE:**

**Duration:** 2x40

**TERM:**

**WEEK:**

### LEARNING OBJECTIVES:

- To give knowledge of practices that help in keeping animals as pets (birds, four-legged, two-legged animals)
- To give knowledge of domestic(pets) animals, useful (farm) animals and wild animals.

### RESOURCES:

- Textbook--NAS Starter
- Charts
- Activity Material:  
Set of plastic animals

### STARTER ACTIVITY:

- Sets of plastic animals will be distributed to each group of kids in the class. The teacher will ask students to look and touch. The teacher will ask students about sizes of animals and colours.

### METHODOLOGY:

- Students will be asked to open their books to assigned page numbers and loud reading will be done alongside students. Explanation of the topic will be done by the teacher utilizing all the available resources.
- A discussion between teacher and students will follow to further elaborate the topic.
- Teacher will give a quick analysis of the topic to highlight key points.
- Task 1, on page 22, will be done in class through discussion.
- Task 2, on page 24, will be done. Teacher will explain the task and facilitate while students attempt the class.

### PLENARY:

- Students will fill out quick PMI (Plus, Minus, Interesting) on board.

### ASSESSMENT OPPORTUNITIES:

- Students will be asked to do Worksheet 2, to do. Teacher will facilitate.



### **HOME LEARNING:**

- Students will be asked to study the topic for revision.

### **LESSON EVALUATION:**

- Teacher will ask students to talk about any animal emphasizing on its size and colour.

### **ACTIVITY:**

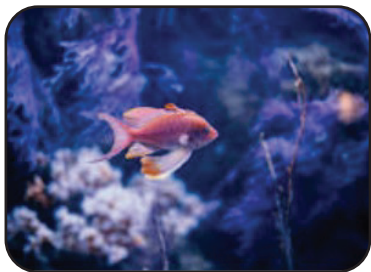
- Students will be asked to draw a small pet animal and a large farm animal.

# Worksheet 1

UNIT # 3

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Match the pictures with their description.



Live on mountains



Swim in water



Lives on trees



Lives on land

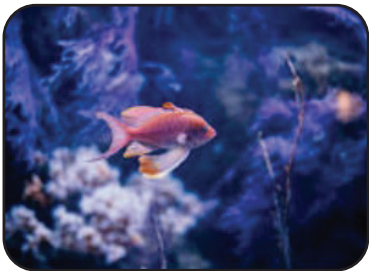
# Answer Key

## Worksheet 1

UNIT # 3

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Match the pictures with their description.



Live on mountains

Swim in water

Lives on trees

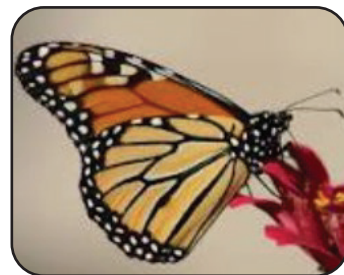
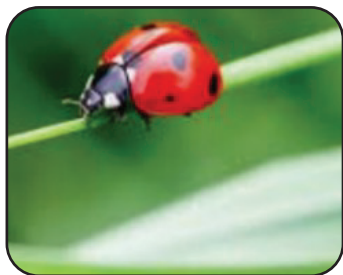
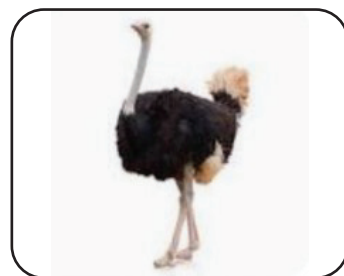
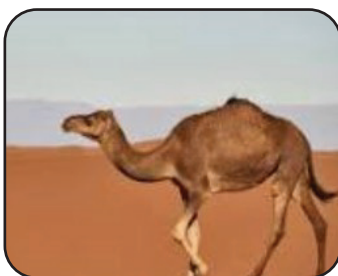
Lives on land

## Worksheet 2

UNIT # 3

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

- Write which animal is small or big.



# Answer Key

## Worksheet 2

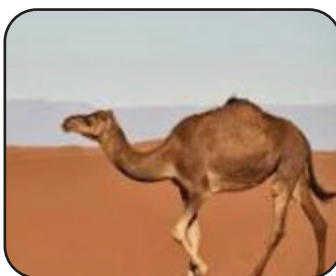
UNIT # 3

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

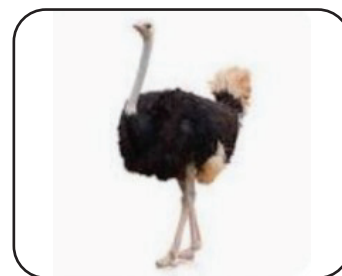
- Write the sizes of animals.



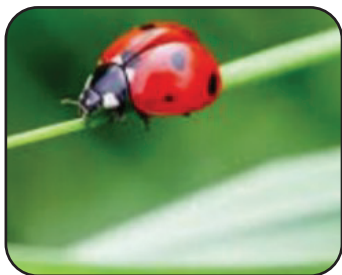
Large



Large



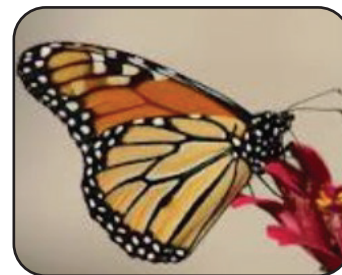
Large



Small



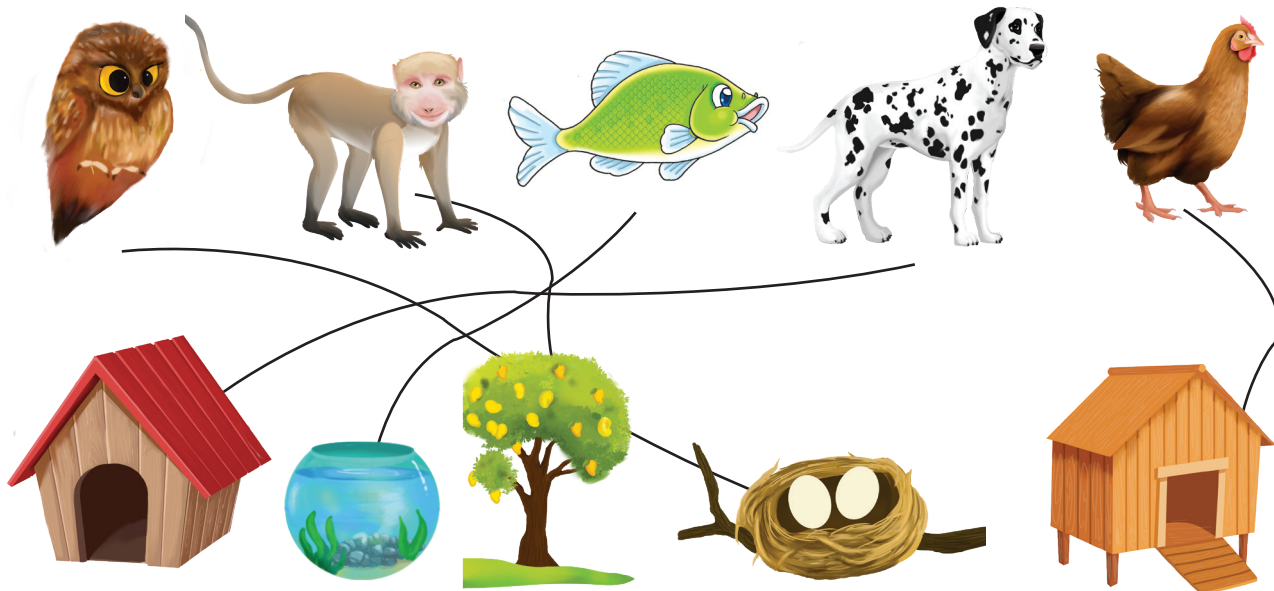
Small



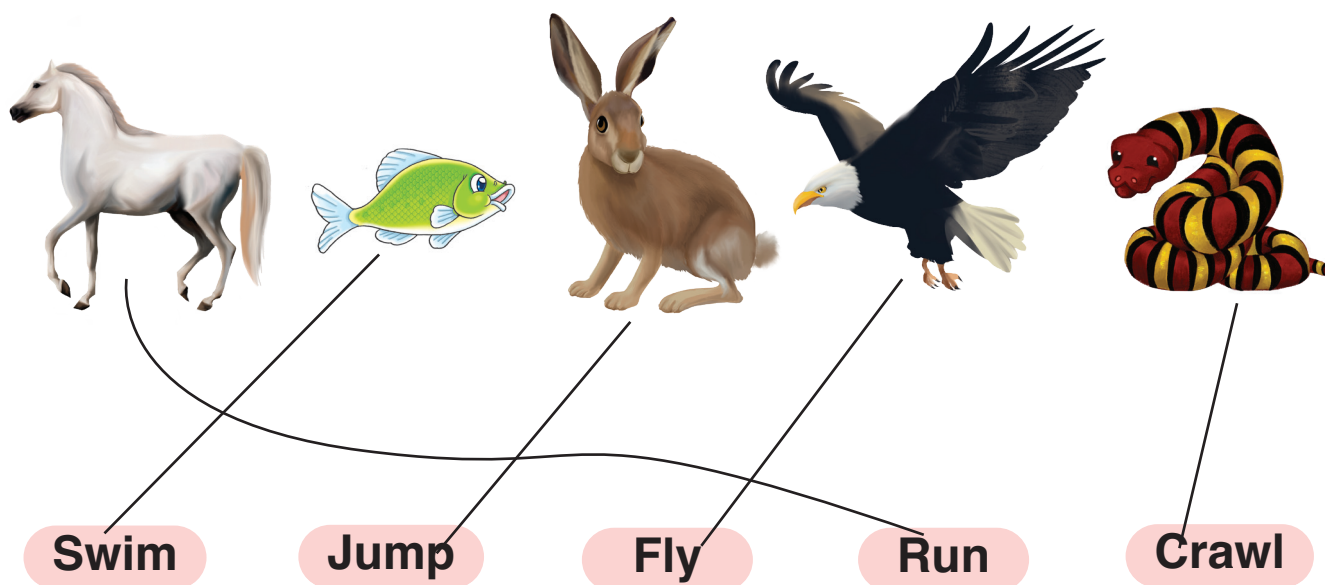
Small

# Tasks 1

- Match the animals to their homes



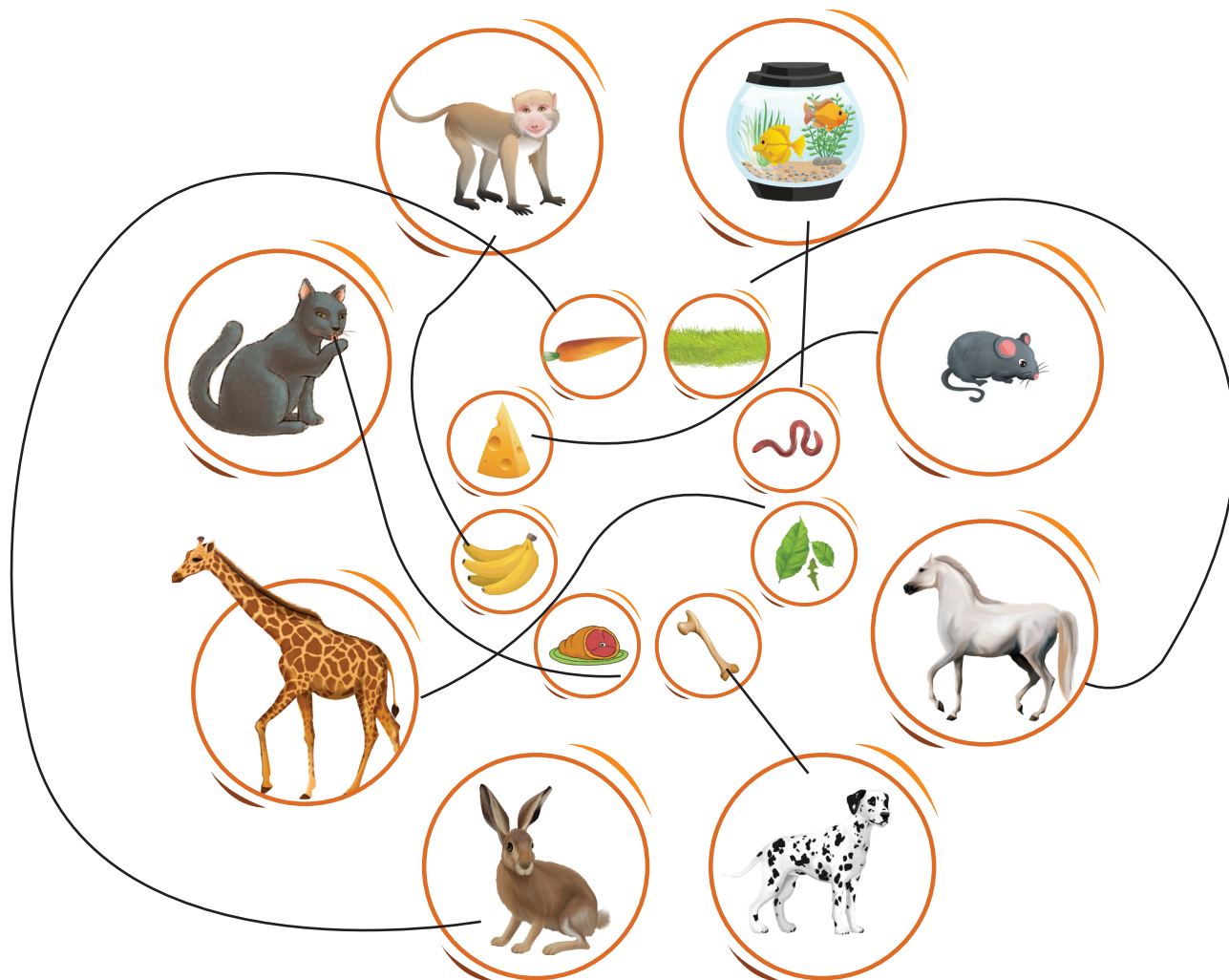
- Match the animals to how they move



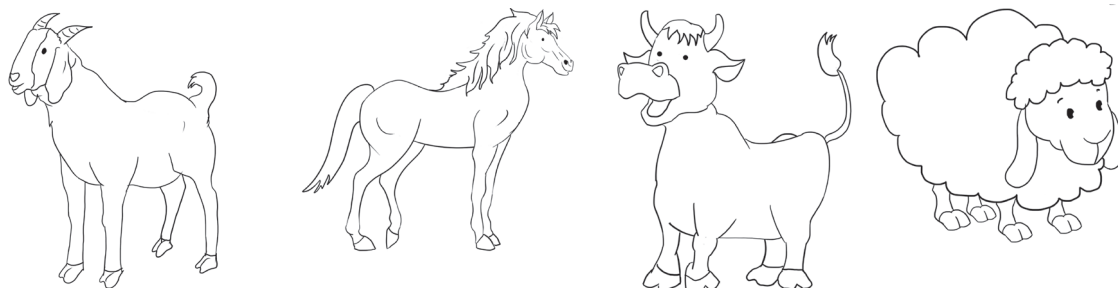


## Tasks 2

- Match the food to the animals



- Some animals are useful.
- Colour these useful animals.



- Teacher will ask children to colour all of these animals.
- Can you list some dangerous animals that we should be careful of?
- Ans. List:-** Lion, tiger, snake, eagle, alligator

# Unit 4 | Plants

## LESSON PLAN 1

**TOPIC:** Plants

### SUB-TOPICS:

- Introduction
- Plants look different
- have different shapes and sizes
- Plants grow in different places (indoors and outdoors)
- Plants have fruits (have seeds inside them).

**DATE:**

**Duration:** 2x40

**TERM:**

**WEEK:**

### LEARNING OBJECTIVES:

- To enable students to recognize plants and explore their basic parts.
- To assist in learning about the variety in plants.
- To give knowledge about places plants grow (indoors and outdoors).
- To give awareness of plant parts like flowers, fruits, and seeds.

### RESOURCES:

- Textbook -NAS Starter
- Charts
- Activity Material:
- Pictures of plants (big plants, small plants, flowering plants, indoor plants, and outdoor plants).

### STARTER ACTIVITY:

- Teacher will write the topic on the board and show activity material. Activity material will be set on mats with groups of students. Labels will be placed on the mat. Pictures will be given out, and students will sort the pictures and place them in the correct labels (big plants, small plants, plants with flowers, indoor plants, outdoor plants). Teacher will facilitate.

### METHODOLOGY:

- Teacher will ask students to open their books to assigned page numbers. Loud reading will be done alongside students. Furthermore, teacher will explain the lesson using all the available resources effectively.
- A teacher-student discussion will be conducted to further elaborate the topic.

- Teacher will give a quick analysis of the topic, to highlight key points.
- Task 1, page 28, will be given to students. Teacher will facilitate.

**PLENARY:**

- Students will fill out quick PMI (Plus, Minus, Interesting) on board.

**ASSESSMENT OPPORTUNITIES:**

- Students will be asked to do Worksheet 1.

**HOME LEARNING:**

- Students will be asked to study the topic for revision.
- Students will be asked to observe green plants and their parts, like flowers, leaves in their surroundings.

**LESSON EVALUATION:**

- Teacher will arrange a potted plant and ask students to identify different parts of the plant, like leaves, flowers, and stem.

**ACTIVITY:**

- Teacher will take students for leaves' collection. The leaves will be sorted into big and small also showing different shapes and pasted on chart sheet.

## LESSON PLAN 2

**TOPIC:** Plants

### **SUB-TOPICS:**

- Plants as food
- Uses of plants
- Wood
- decoration
- Care of plants—water, air, sunlight, soil
- Plant more, for a better quality of life.

**DATE:**

**Duration:** 2x40

**TERM:**

**WEEK:**

### **LEARNING OBJECTIVES:**

- To give more knowledge about plants.
- To give awareness and practice on the care of plants.

### **RESOURCES:**

- Textbook -NAS Starter
- Charts
- Potted plant
- Activity Material:
- Different parts of various plants, e.g., apple fruit, corn, sweet potato stem, spinach leaves.

### **STARTER ACTIVITY:**

- Teacher will arrange all the material on a display table.
- The parts will be shown one by one, and students will be asked to name the plants and whether they are edible or not.

### **METHODOLOGY:**

- Teacher will ask students to open their books to assigned page numbers and loud reading will be done by the teacher alongside students. Furthermore, teacher will explain the topic. All the available resources will be effectively used.
- A teacher-student discussion will be conducted to further elaborate the topic.
- Teacher will give a quick analysis of the topic to highlight key points.
- Task 2, page 29, will be done. Teacher will facilitate.

### **PLENARY:**

- Students will fill out quick PMI (Plus, Minus, Interesting) on board.

### **ASSESSMENT OPPORTUNITIES:**

- Students will be given Worksheet 2 to do. Teacher will facilitate.

### **HOME LEARNING:**

- Students will be asked to study the topic for revision.
- Students will be asked to go for a morning walk with their parents and observe how gardeners take care of plants in a park.

### **LESSON EVALUATION:**

- Teacher will ask students to share in what ways will they take care of plants in their surroundings.

### **ACTIVITY:**

- Teacher may take students on a nature walk.
- A garden patch in school can be assigned for seed planting. Students can plant seeds, and the school gardener will help.

# Worksheet 1

UNIT # 4

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Match the pictures with their description.



Tree



Bush



Crop



Potted plant

- Name the parts of the plant



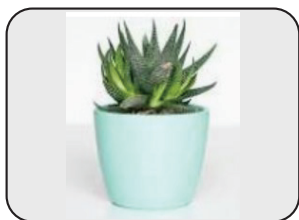
# Answer Key

## Worksheet 1

UNIT # 4

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

### Match



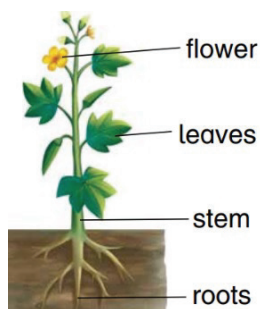
Tree

Bush

Crop

Potted plant

- Name the parts of the plant



## Worksheet 2

UNIT # 4

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

- Draw the edible parts of:

**Potato**

**Carrot**

**Write the part of plant based on its use:**

- Furniture is made from it. \_\_\_\_\_
- It's used for decoration. \_\_\_\_\_



# Answer Key

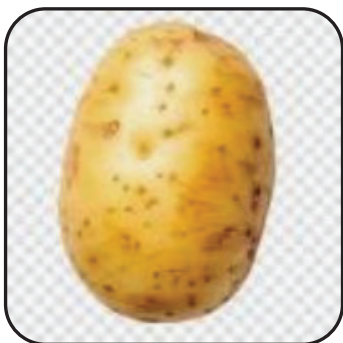
## Worksheet 2

UNIT # 4

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

- Draw the edible parts of :

**Potato**



**Carrot**

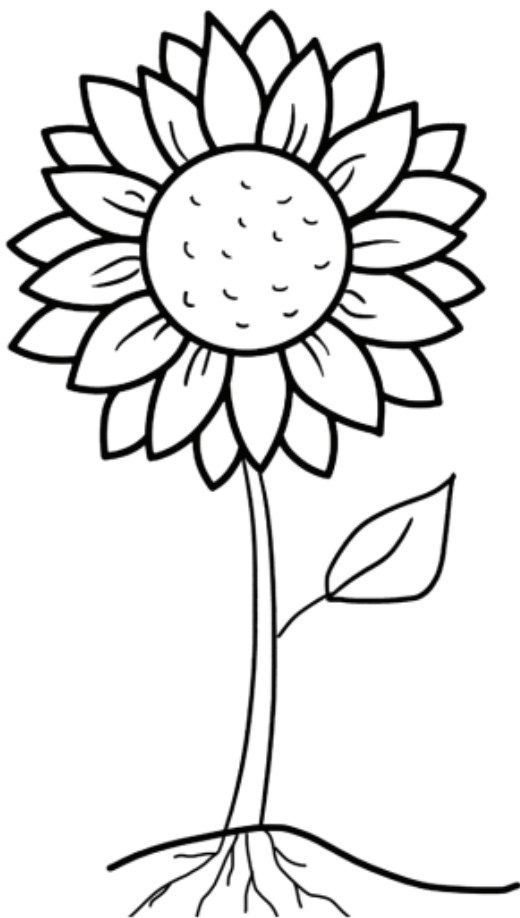


**Write the part of plant based on its use:**

- Furniture is made from it. Wood from stem
- It's used for decoration. Flowers

## Tasks 1

- Let us colour this plant. It is called as Sunflower. Sunflower has a yellow colourful part called as petals and brown centres in their flowers



- Students will be asked to colour the Sunflower

## Tasks 2

- Do you eat parts of the plants?

**Ans:** Yes

- Do you know the following parts of the plants?

**Ans:** Yes

- Try to identify each of the following parts of the plants.



**Ans:** Fruit      Stem      Leaves      Root      Stem      Fruit

# Unit 5 | Materials

## LESSON PLAN 1

**TOPIC:** Materials

### SUB-TOPICS:

- Introduction
- Materials:
- Shapes, sizes, textures,
- Soft, hard, fluffy, or bumpy

**DATE:**

**Duration:** 2x40

**TERM:**

**WEEK:**

### LEARNING OBJECTIVES:

- To enhance students' observation skills through interaction with the environment, around them.
- To enable them to name things in their surroundings.
- To give them awareness of textures through hands-on experiences (smooth , rough, hard, and soft).

### RESOURCES:

- Textbook--NAS Starter
- Charts
- Activity Material:
  - Materials of different textures (smooth, rough, hard, soft), e.g.,
  - Smooth: a plastic spoon, a small soft rock or pebble
  - Rough: A piece of bark, sand paper
  - Hard: A wooden block, a metal button
  - A box or bag for keeping materials

### STARTER ACTIVITY:

- Teacher will share that students will be given an opportunity to explore different textures of materials by touching them with their hands. Materials will be given out for the activity. Teacher will have each student take turns reaching into the bag and feeling it without looking at it. Students' responses will be taken on how they felt about different material (smooth, rough, hard, or soft).

## **METHODOLOGY:**

- Students will be asked to open their books to assigned page numbers, and loud reading will be done by the teacher, alongside students. Furthermore, teacher will explain. All the available resources will be effectively utilized.
- A teacher- student discussion will be conducted to further elaborate the topic.
- Teacher will give a quick analysis of the topic to highlight key points.
- Task 1, on pages 33 and 34, will be done in class. Firstly, the task will be explained by the teacher and then students will be asked to attempt.
- Task 2, on page 34, will be done through discussion.
- Task 3, on page 35, will be done through discussion utilizing students' previous knowledge of materials.

## **PLENARY:**

- Students will fill out quick PMI (Plus, Minus, Interesting) on board.

## **ASSESSMENT OPPORTUNITIES:**

- Students will be given Worksheet 1 to do.

## **HOME LEARNING**

- Students will be asked to study the topic for revision.

## **LESSON EVALUATION:**

- Teacher will show some objects and ask students to recognize.

## **ACTIVITY:**

- Teacher will give a demonstration of making a paper plane. Students will be asked to make paper planes. At the end of activity, students will fly their paper planes and notice the plane that covers the farthest distance.

## LESSON PLAN 2

**TOPIC:** materials

### SUB-TOPICS:

- Colours
- Using Materials
- Reusing materials
- Proper garbage Disposal

**DATE:**

**Duration:** 2x40

**TERM:**

**WEEK:**

### LEARNING OBJECTIVES:

- To enable students to recognize names and differentiate between colours.
- To give awareness of use of resources in everyday life.
- To enable students to explore alternate use of materials.
- To enable students to identify practices that are either useful or harmful to the environment and to suggest alternatives to harmful practices.

### RESOURCES:

- Textbook -NAS Starter
- Charts
- Activity Material:
  - Colour cards with the names of colours on same colour paper .e.g., green on green paper.
  - Objects like red apple, green leaf, blue book, yellow pencil box.
  - Treasure chest

### STARTER ACTIVITY:

- Teacher will make groups. The variety of objects will be hidden in the classroom. Teacher will show a colour card and ask one group to search for relevant item like red apple. All the objects will be kept in treasure box when found.

### METHODOLOGY:

- Teacher will ask students to open their books to assigned page numbers. Loud reading will be done by the teacher, alongside students. Furthermore, teacher will effectively use the available resources while explaining the topic.
- A teacher-student discussion will take place, to further elaborate the topic.
- Teacher will give a quick analysis of the topic, to highlight key points.
- Task 1, page 36, will be done by students. Teacher will facilitate.
- Task 2, page 37, will be done through discussion.
- Task 3, page 38, will be done through discussion.

### **PLENARY:**

- Students will fill out quick PMI (Plus, Minus, Interesting) on board.

### **ASSESSMENT OPPORTUNITIES:**

- Students will be given Worksheet 2 to do.

### **HOME LEARNING:**

- Students will be asked to study the topic for revision.
- Students will be asked to look at various objects in nature and their particular colours ,e.g., leaves are mostly green.

### **LESSON EVALUATION:**

- Students will be asked to do Task 4, on page 39. A brief explanation will be given by the teacher before the task.

### **ACTIVITY:**

- Teacher will explain how reused materials can be used to make vases, e.g., plastic bottles can be reused to grow plants like money plant.
- Ice cream sticks can be used to make a pencil holder.
- Students will make vases and pencil holders.

# Worksheet 1

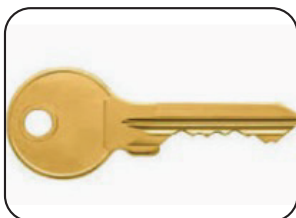
UNIT # 5

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Match the pictures with their description.



Hard



Soft



Soft



Rough



# Answer Key

## Worksheet 1

UNIT # 5

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

### Match



Hard

Soft

Soft

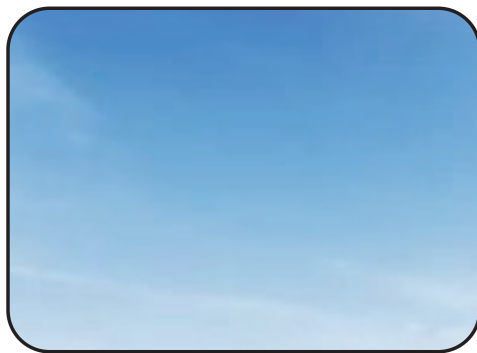
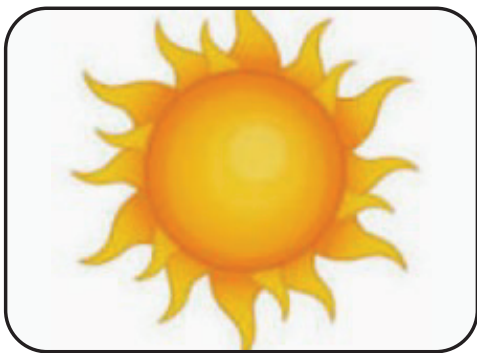
Rough

## Worksheet 2

UNIT # 5

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Name the colours of the following.



# Answer Key

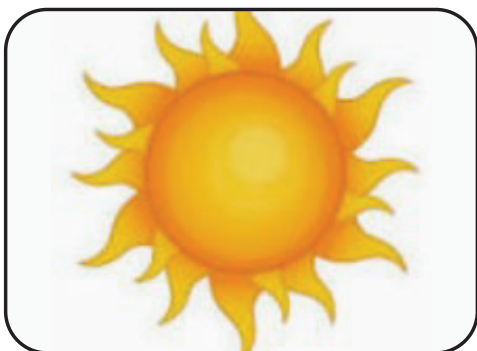
## Worksheet 2

UNIT # 5

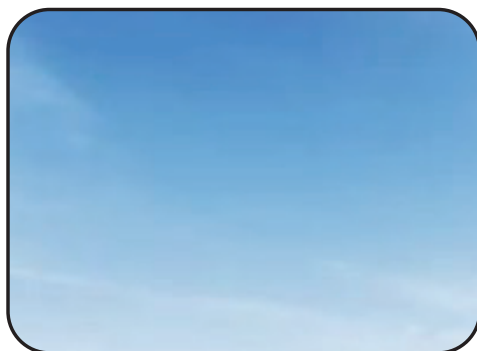
NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Name the colours of the following.

Ans:



Yellow



Blue



Green



Red

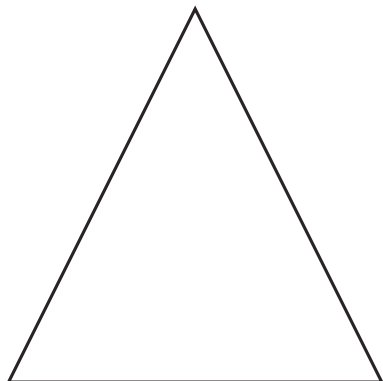


Purple

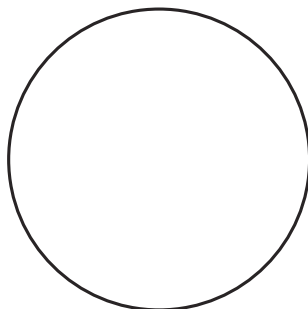
## Tasks 1

- Colour the different shapes you see in the classrooms

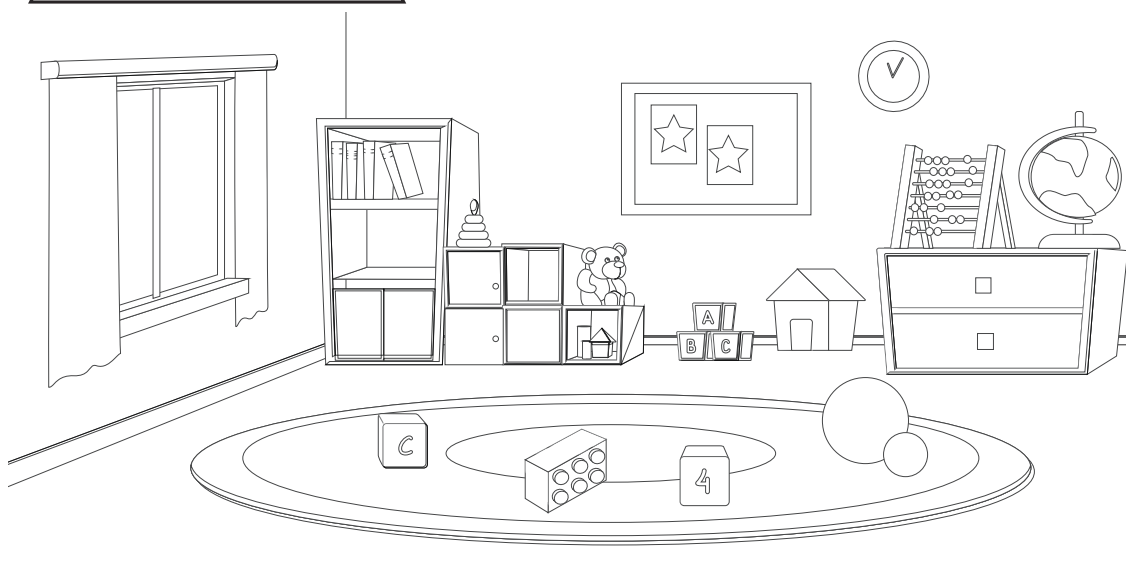
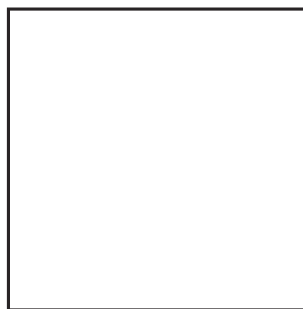
Triangle



Circle



Square



**Ans:** Teacher will talk about different shapes (e.g., triangle, circle, square)

- Students will be asked to colour the above diagram.
- Now draw your own classroom and colour



- Students will be asked to draw and colour their own classroom.( The picture is given as example).

## Tasks 2

- Which of these is smoothest to touch? Which is the roughest to touch?



**Ans:** Left to Right.

1. Rough
2. Soft
3. Soft
4. Soft
5. Soft
6. Rough
7. Soft

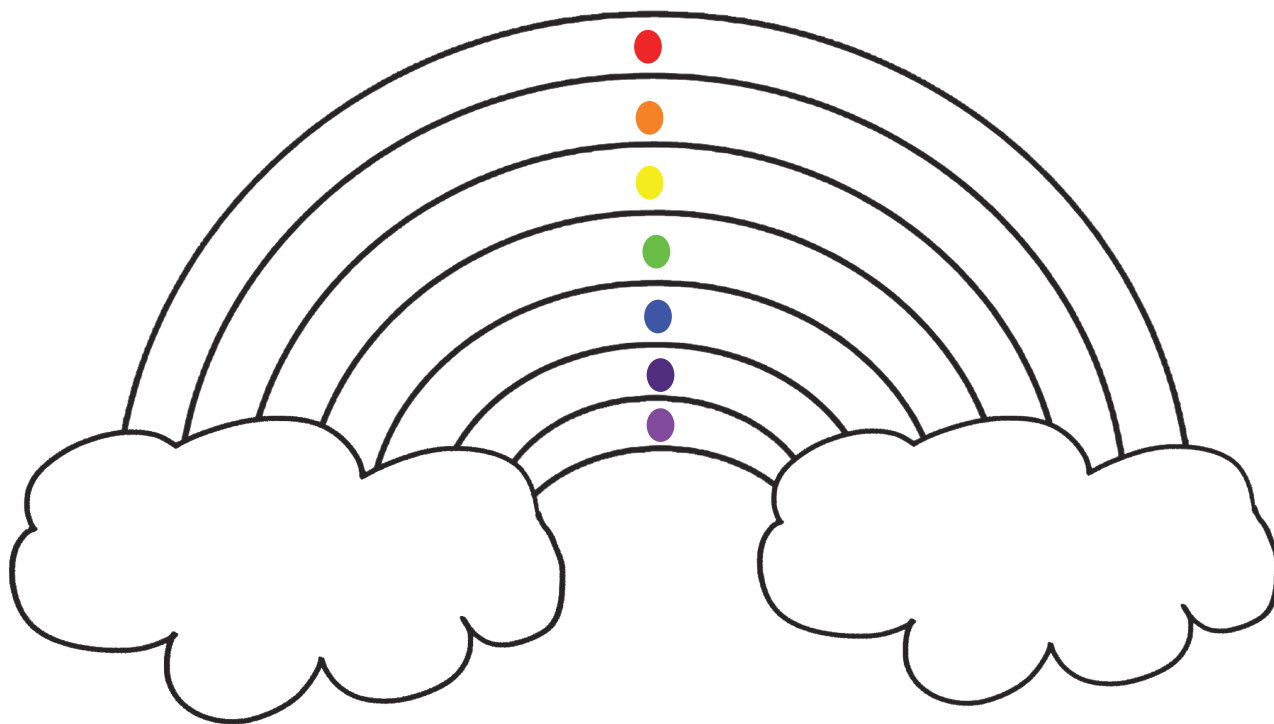
## Tasks 3

- (To be discussed in the class)



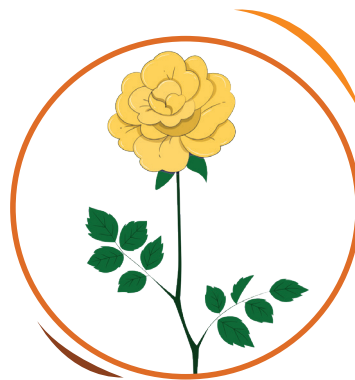
## Tasks 4

- Colour the following using colour guide.



Students will be asked to colour the diagram with the help of key.

## Tasks 5



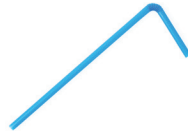
**Ans:** Left to Right

- |           |                     |          |          |
|-----------|---------------------|----------|----------|
| 1. Purple | 2. Yellow and Green | 3. Green | 4. Black |
| 5. Orange | 6. Red              | 7. Blue  |          |



## Tasks 6

- (To be discussed in class)
- Do you know what we use these materials for?

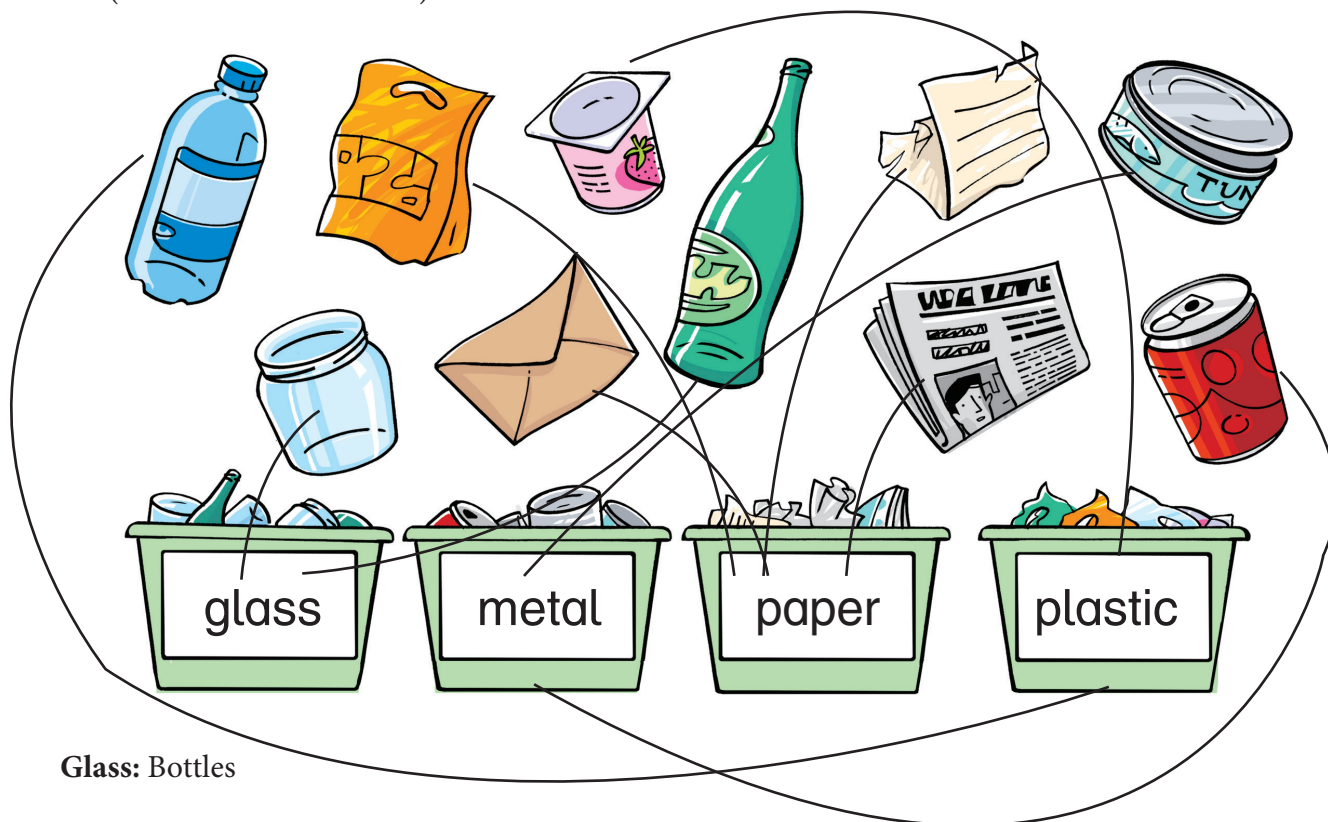


**Ans:** Left to Right

1. For drinking a liquid
2. For sucking a fluids
3. For stitching
4. For giving light
5. For sitting on floor / drying yourself
6. For making furniture, windows

## Tasks 7

- (To be discussed in class)



**Glass:** Bottles

**Metal:** Cane and tin

**Paper:** Paper, envelope, and newspaper

**Plastic:** Poly bag, bottle

# Unit 6 | Sound and Heat

## LESSON PLAN 1

**TOPIC:** Sound and Heat

### SUB-TOPICS:

- Introduction
- Sounds:
  - made by people, animals, and machines
  - Ears help us to hear sounds
  - Sounds can be pleasant or unpleasant
  - Noise
  - Soft, loud, shrill sounds

**DATE:**

**Duration:** 2x40

**TERM:**

**WEEK:**

### LEARNING OBJECTIVES:

- To enable students to recognize and differentiate between sounds in the environment.
- To enable students to differentiate between sounds, loud, soft, or shrill.
- To give awareness of different sound-producing objects and to observe the differences in the sounds produced by them.
- To provide opportunities to explore the sounds made by various musical instruments.
- To identify various pleasant and unpleasant sounds leading to awareness of noise pollution.

### RESOURCES:

- Textbook-NAS Starter
- Charts
- Activity Material:
  - Some recorded sounds (fan, refrigerator, blender, fountain, aircraft, train, horn, whistle, house water tap)
  - musical instrument
  - metal bottle, tissue roll, metal pencil

### STARTER ACTIVITY:

- Teacher will arrange different sources for producing a variety of sounds, as given in activity materials.

- Teacher will hit metal bottle with a metal pencil to produce sound. When a tissue paper roll is hit with a metal pencil, a very light sound will be produced. A horn will make a loud sound.
- Teacher will run recordings of a variety of sounds, like a fan, aircraft. Students will be asked which sounds are loud and disturbing.

### **METHODOLOGY:**

- Teacher will ask students to open their books to assigned page numbers and loud reading will be done by the teacher alongside students. Furthermore, teacher will explain the lesson. All the available resources will be effectively used.
- A teacher-student discussion will follow to further elaborate the topic.
- Teacher will give a quick analysis of the topic highlighting key points.
- Task 1, page 42, will be done after a brief discussion.
- Task 2, page 43, will be discussed in the class.
- Task 3, page 43, will be done. Teacher will facilitate.

### **PLENARY:**

- Students will fill out quick PMI (Plus, Minus, Interesting) on board.

### **ASSESSMENT OPPORTUNITIES:**

- Students will be given Worksheet 1 to do. Teacher will facilitate.

### **HOME LEARNING:**

- Students will be asked to study the topic for revision.
- Students will be asked to listen to various sounds at home and share their learning experience in the class. i.e., sounds were soft, loud, or shrill or may be noisy.

### **LESSON EVALUATION:**

- Students will be asked to share their home experience in class.

### **ACTIVITY:**

- The teacher will name a few sounds from school environment and ask students whether they are soft, loud or shrill.

## LESSON PLAN 2

**TOPIC:** Sound and Heat

### SUB-TOPICS:

- Hot or Cold
  - Things are warm to touch
  - Things are cold to touch
- Fire
  - Hot things can burn the skin

**DATE:**

**Duration:** 2x40

**TERM:**

**WEEK:**

### LEARNING OBJECTIVES:

- To enable students to learn to differentiate between different temperatures .i.e., hot, cold, warm

### RESOURCES:

- Textbook--NAS Starter
- Charts
- Activity Material:
- Pictures of real life objects that are typically hot,(e.g., Sun, fire, hot chocolate) and things which are typically cold (ice, snow, ice creams).

### STARTER ACTIVITY:

- Teacher will state that somethings are typically warm and some are typically cold.
- Teacher will show pictures of certain objects and ask students whether they are typically hot or cold.
- Teacher will take students' responses as to why an object like sun keeps us warm and ice is cold.

### METHODOLOGY:

- Teacher will ask students to open their books to assigned page numbers and loud reading will be done by the teacher, alongside students. Furthermore, topic will be explained by the teacher. All the available resources will be effectively used.
- A teacher-student discussion will take place to further elaborate the topic.
- Teacher will give a quick analysis of the topic to highlight key points.
- Task 4, page 45, will be done in the class; teacher will facilitate.

### PLENARY:

- Students will fill out quick PMI (Plus, Minus, Interesting) on board.

### ASSESSMENT OPPORTUNITIES:

- Students will be given Worksheet 2 to do. Teacher will facilitate.

### **HOME LEARNING:**

- Students will be asked to study the topic for revision.
- Teacher will ask students to observe in various natural settings, whether the things are warm or cold.

### **LESSON EVALUATION:**

- Students will share their observations in the class.

### **ACTIVITY:**

- The finger painting method will be used to paint a hot object like sun.
- Students will be asked to act out how they feel in cold weather and hot weather, turn by turn.

# Worksheet 1

UNIT # 6

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Q1. Recognize the type of sound.



# Answer Key

## Worksheet 1

UNIT # 6

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Recognize the type of sound.

Answer:



Loud and noisy



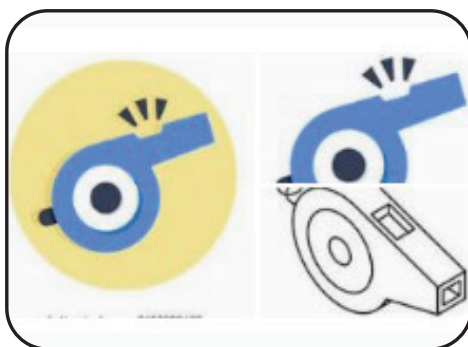
Soft



Loud noise



Loud and unpleasant



Shrill

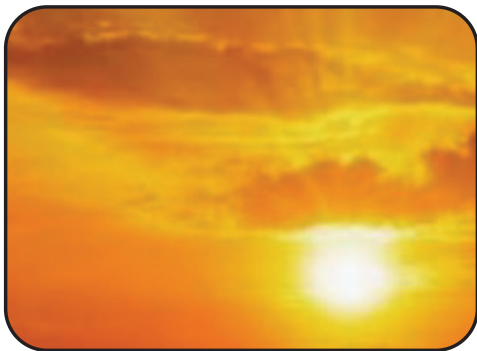


## Worksheet 2

UNIT # 6

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Tick the hot objects and cross the cold ones.



# Answer Key

## Worksheet 2

UNIT # 6

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

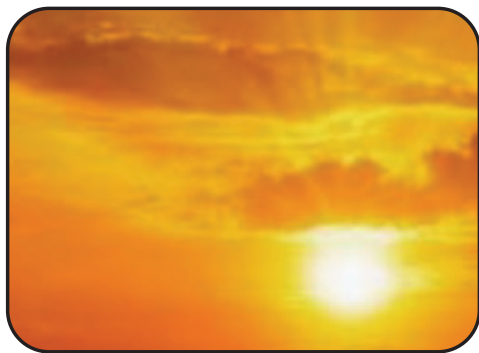
Tick the hot objects and cross the cold ones.



✓



×



✓



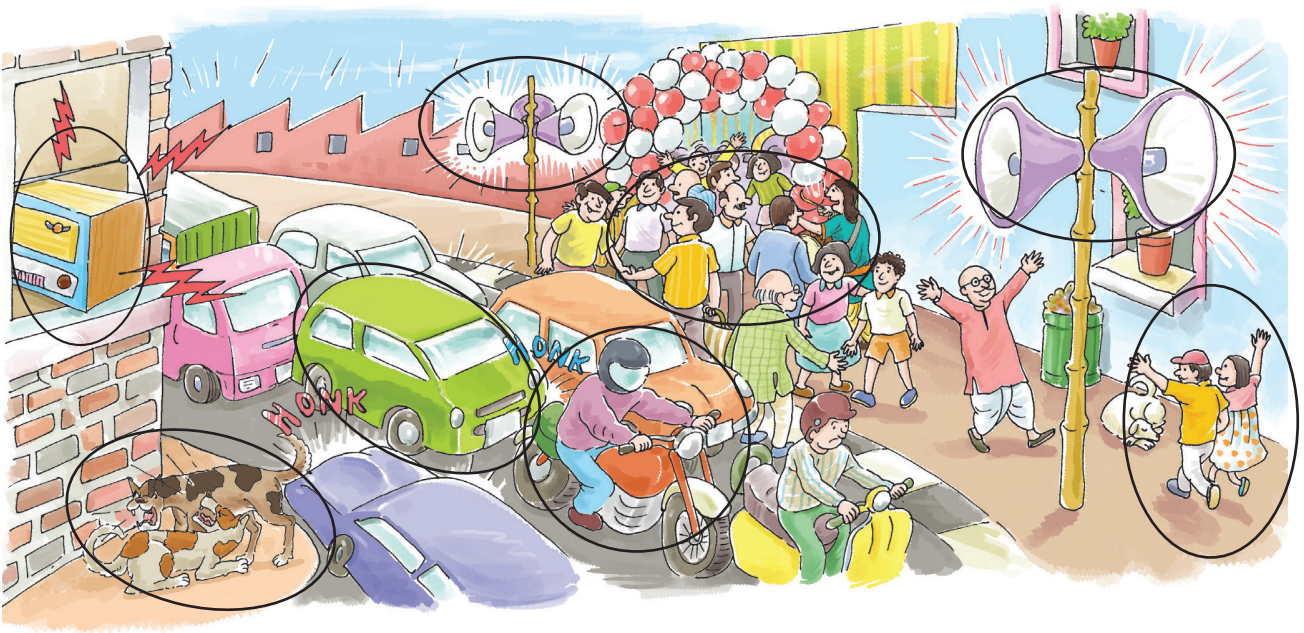
✓



×

# Tasks 1

- Look at the image below. Circle the things which make sounds.

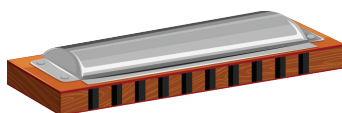


## Tasks 2

- Do you know the sounds made by these musical instruments? Are they loud, shrill, or pleasant?



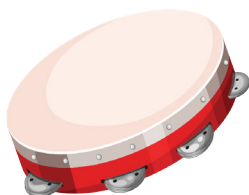
**Whistle**



**Harmonica**



**Piano**



**Tamborine**



**Drum**



**Trumpet**

**Ans: Yes**

### **Sounds Key**

- Whistle: Shrill
- Harmonica: Shrill
- Piano: Both soft and loud
- Tamborine: Loud
- Drum: Loud
- Trumpet: Loud and Intense



## Tasks 3

- Which of these make loud sounds? Circle them.



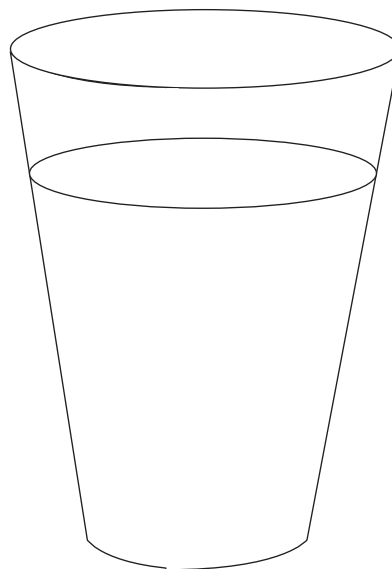
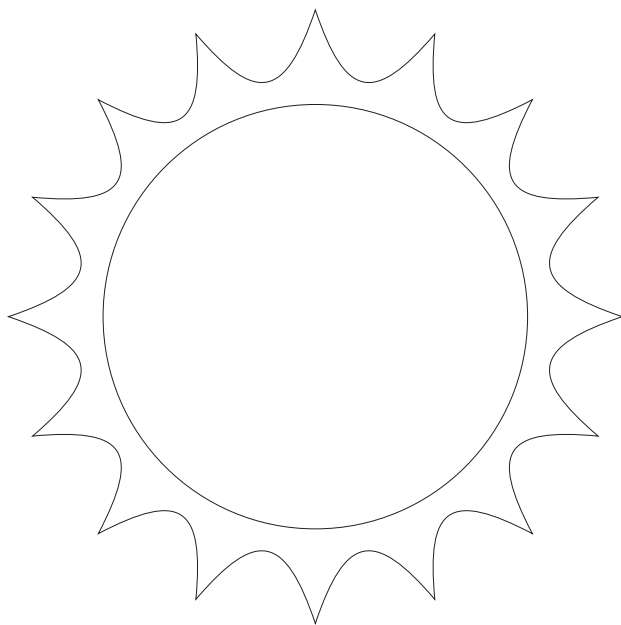
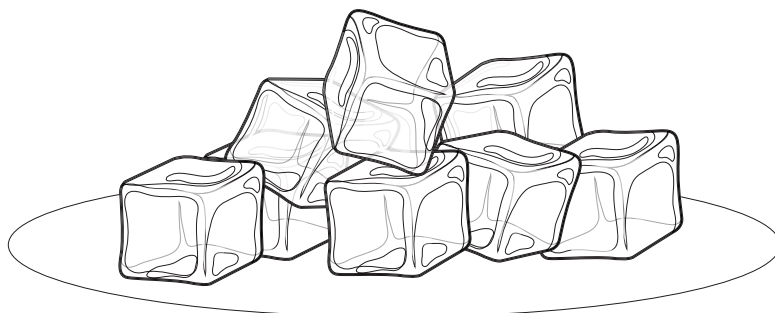
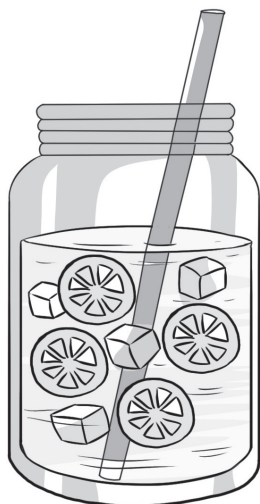
## Tasks 4

- Which of these make loud sounds? Circle them.

HOT



COLD



- Colour Red:
  - Sun
  - Glass of water
- Colour blue:
  - Juice
  - ice cubes

# Unit 7 | Air and Water

## LESSON PLAN 1

**TOPIC:** Air and Water

### SUB-TOPICS:

- Introduction
  - Need air and water
- Air
  - dirty air
  - clean air (plants keep the air clean)
- Water use and misuse

**DATE:**

**Duration:** 2x40

**TERM:**

**WEEK:**

### LEARNING OBJECTIVES:

- To give knowledge to students about natural resources such as water, wind and forests.
- To raise awareness on the need for clean air and prevention of air pollution.
- To give knowledge of the importance of water in our life and conservation of water resources.

### RESOURCES:

- Textbook -NAS Starter
- Charts
- Activity Material:
  - Bubble wand/wire loop, liquid soap solution in water in a small container

### STARTER ACTIVITY:

- Teacher will show how air bubbles are produced. Then students will be asked to produce air bubbles by dipping bubble wand in the soap solution and blowing air into it. The bubbles will start floating in the air.
- Teacher will share that we need air and water in our lives. We can have fun activities too.

### METHODOLOGY:

- Teacher will ask students to open their books to assigned page numbers and loud reading will be done by the teacher alongside students. Explanation will be done by the teacher. All the available resources can be effectively utilized.
- A teacher-student discussion will be carried out to elaborate the topic.

- Teacher will give a quick analysis of the topic, highlighting key points.
- Task 1, page 48, teacher and students will talk about uses and misuses of water in the images.

### **PLENARY:**

- Students will fill out quick PMI (Plus, Minus, Interesting) on board.

### **ASSESSMENT OPPORTUNITIES:**

- Students will be given Worksheet 1, to do. Teacher will facilitate.

### **HOME LEARNING:**

- Students will be asked to study the topic for revision.
- Students will be asked to observe the importance of water and air in nature and share in the next class.

### **LESSON EVALUATION:**

- Teacher will ask students to share how air is vital in our lives(e.g., breathing)

### **ACTIVITY:**

- Teacher will talk about some phenomenon in nature, like how hurricanes lift up heavy objects like trucks in the air, through 'plate a coin' experiment.
- A coin will be placed on a table from a certain distance from the paper plate. The air will be blown from above and straight from the table. Coin will be air lifted and land on the plate.



## LESSON PLAN 2

**TOPIC:** Air and Water

### SUB-TOPICS:

- Weather
  - Types
- Seasons
- Pollution

**DATE:**

**Duration:** 2x40

**TERM:**

**WEEK:**

### LEARNING OBJECTIVES:

- To give clear concept of weather and methods of observing weather conditions.
- To make them learn methods for recording of daily weather conditions on a weather chart using symbols.
- To give them knowledge of features of different seasons, based on observation and experiences.
- To help them explore and discuss how the changing seasons affect our food, clothes and life styles.

### RESOURCES:

- Textbook -NAS Starter
- Charts: 1. Different weather conditions-Images from Textbook page 50
- 2. A chart showing 4 seasons- Textbook page 51
- Activity Material:
  - Chart, stickers of clouds, sun, rainy clouds, snow clouds, wind, etc.

### STARTER ACTIVITY:

#### Daily Weather Check-In Station

Teacher will share daily weather forecast with the students. They will be provided with colourful stickers which they will use on daily basis.

### METHODOLOGY:

- Students will be asked to open their books to assigned page numbers and loud reading will be done by the teacher alongside students. Furthermore, teacher will explain the topic. All the available resources will be effectively used.
- A teacher-student discussion will be carried out to elaborate the topic.
- Teacher will give a quick analysis of the topic to highlight key points.
- Task 1, page 50, will be done. Teacher will facilitate.

### PLENARY:

- Students will fill out quick PMI (Plus, Minus, Interesting) on board.

### **ASSESSMENT OPPORTUNITIES:**

- Students will be given Worksheet 2, to do. Teacher will facilitate.

### **HOME LEARNING:**

- Students will be asked to study the topic for revision.

### **LESSON EVALUATION:**

- Teacher will talk about weather of the day in detail with students.

### **ACTIVITY:**

- Teacher will ask students to make clouds from cotton bolls and paste on a blue chart, to show a nice, cloudy day.

# Worksheet 1

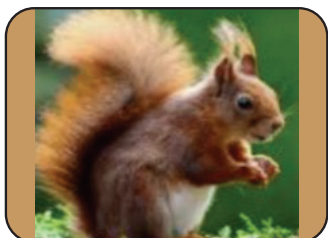
UNIT # 7

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

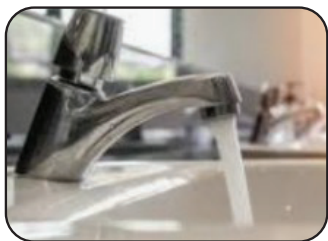
Match the pictures with their description.



Breathing



Drinking



Pollution due to traffic



Water waste



Industrial Pollution

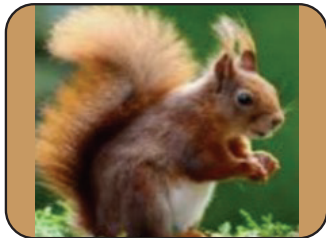
# Answer Key

## Worksheet 1

UNIT # 7

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

### Match



Breathing

Drinking

Pollution due to traffic

Water waste

Industrial Pollution

## Worksheet 2

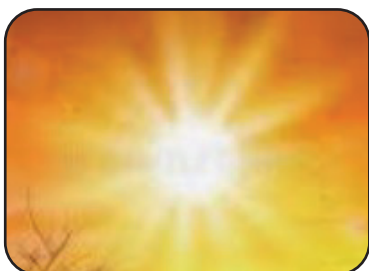
UNIT # 7

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

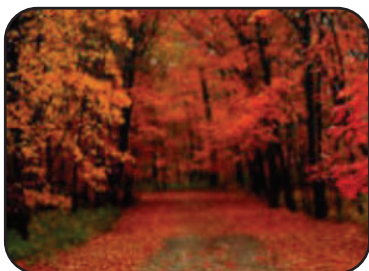
Match the pictures with the seasons.



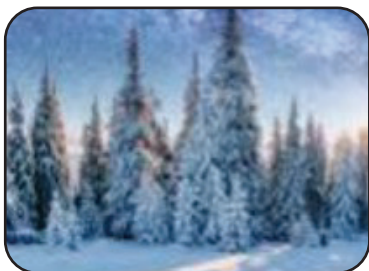
Summer



Spring



Winter



Autumn

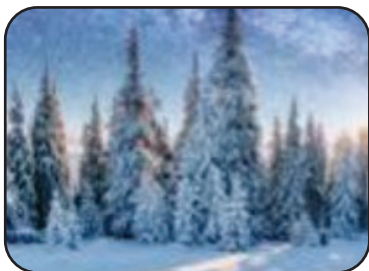
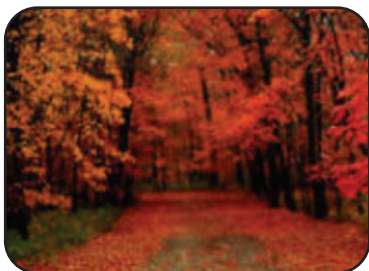
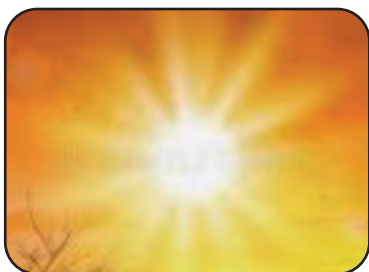
# Answer Key

## Worksheet 2

UNIT # 7

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Match with the seasons.



Summer

Spring

Winter

Autumn

## Tasks 1

- Water is used in many ways. Talk about the ways water is being used below.



**Ans:** Teacher will take responses on the above images from the students.

**Ans:** Left to Right

- Car Washing
- Bathing Pets
- Watering Garden
- Drinking
- Washing clothes/Laundry
- Washing Hands



## Tasks 2

- What is your favourite weather? Draw it here.



**Sunny**



**Cloudy**



**Hot and dry**



**Windy**



**Thunderstorm**



**Rainy**

- Teacher will ask students about their favourite weather.

**For example:**

My favourite weather is sunny.



## This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.