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NEW
Amazing
Science
TEACHING GUIDE

GRADE

1

SHAHEENA IMRAN

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Introduction

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

Key Terms

Starter Activity:

These help in bringing 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
X	X	✓
✓	✓	✓

Home Learning:

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

Activity:

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

Contents

UNIT 1 Characteristics of organisms

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Answer Key

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Lesson Plans

Worksheets

Answer Key

UNIT 5 Light, Sound And Heat

Lesson Plans

Worksheets

Answer Key

UNIT 6 Our Earth

Lesson Plans

Worksheets

Answer Key

UNIT 7 The Sun, Moon, And Stars

Lesson Plans

Worksheets

Answer Key

Unit 1

CHARACTERISTICS OF ORGANISMS

SUB-TOPICS

- Living Things
 - Non-Living Things
 - Plants Around You—Types of plants: Tree, Grass, Flowering Plants
 - Flowering Plants—Bushes, Herbs, Vines
 - Distinct Features of Plants (Types of Leaves)
- plants give us food—fruits, vegetables and grains
- Plants give us Oxygen
- Plants provide us with shelter
- Plants give us with material
- Plants make our world beautiful

LESSON PLAN #1

Class: I

Subject: General Science

Unit: 1

Topic: Living Things

Sub-Topics:

- Living Things
- Non-Living Things
- Plants Around You—Types of plants: Tree, Grass, Flowering Plants
- Flowering Plants—Bushes, Herbs, Vines
- Distinct Features of Plants (Types of Leaves)
- Places Plants Live

Date :

Duration:

2x40

Term :

Week:

Learning objectives

- To give a clear concept of living things and non-living things
- To make them well aware of plants around us and their types in general
- To enable students to observe and identify flowering plants
- To give clear concepts of distinct features of plants, e.g., leaves
- To enable them to identify various habitats.

Resources:

- Textbook NAS 1
- Charts: Living things and Non-living things
- Pictures

Activity Material:

- Potted plant, fish in a jar, some leaves
- Football, books, toy car

Starter Activity: (5 min)

- Draw two columns on the board. (Living Thing, Non-Living Thing)
- Show the activity material to students and ask them to identify and say whether it is a living or non-living thing.

Methodology: (30 min)

- After the starter activity, the teacher will explain the two key keywords; i.e., living and non-living things.
- Students will be asked to open their books to assigned page numbers and read silently. The teacher will take rounds and assist. Furthermore, the teacher will read along with the students in the next step. Explanation will follow.
- The teacher will facilitate a classroom discussion to elaborate key points of the topic.
- In the end, a quick analysis will be given by the teacher.
- Students will be asked to attempt 'Quick Review' on page 3 of Textbook. (Teacher will ask students to look at the picture on page 3, read hints, and then do it.)

Plenary: (5 min)

- Quick PMI (Plus, Minus, Interesting) will be filled by students) on board.

Assessment Opportunities: (30 min)

- Students will be asked to do Question 2. (To draw or paste the copy of image in the notebook).
- They will be asked to do Question 4 and 5.

Home Learning:

- Students will be asked to read the topic for revision and reinforcement.
- The students will do Question 2 in their notebooks

Lesson Evaluation: (15 min)

- Through work done in class and students' responses, the lesson will be evaluated.
- The students will do Worksheet Number 2.
- During the field trip, students' responses will also help in lesson evaluation.

Activity:

- A trip to the local zoo.

Teacher Ideas

LESSON PLAN #2

Class: I

Subject: General Science

Unit: 1

Topic: Living Things

Sub-Topics:

- Uses of Plants:
 - plants give us food—fruits, vegetables and grains
 - Plants help us breathe
 - Plants provide us with shelter
 - Plants provide us with material
 - Plants make our world beautiful

Date :

Duration:

2x40

Term :

Week:

Learning objectives:

- To give clear concepts of the importance of plants in our environment and on Earth in general. To highlight their role as a rich and vital source of materials, provisions of shelter, and a wonderful environment.

Resources:

- Textbook NAS 1
- Charts
- Pictures
- A4 sheets/card sheets

Activity Material:

- Resources available in the classroom

Starter Activity: (5 min)

- Ask students to name 3 living and 3 non-living things in the classroom. Note their responses on board.
- Write keywords on the board. (i.e., Shelter and Environment)

Methodology: (30 min)

- The teacher will ask students to open their books to assigned page numbers and read silently, teacher will take rounds and facilitate.
- Furthermore, the teacher will do a loud reading followed by an explanation.
- A quick analysis will be given.
- The teacher will explain the Quick Review' on page 8. The students will create a poster on A4 sheets/ chart paper. The teacher will facilitate accordingly. The student's work will be displayed on a soft board.

Plenary: (5 min)

- Quick PMI (Plus, Minus, Interesting) will be filled by students on board.

Assessment Opportunities: (20 min)

- The teacher will discuss questions and then ask students to do Questions 1 and 3 in their notebooks.

Home learning:

- Students will read the topic for revision and reinforcement.

Lesson Evaluation: (10 min)

- Students will attempt Worksheet Number 2.

Activity:

- The students will share what they learned during the trip.

Further Notes

[illegible]

Teacher Ideas

Worksheet 1

1. Tick ✓ the correct answer:

- i. Animals and plants are living things/Non-living things.
- ii. Food, water and air are needed by living things/all things on Earth.
- iii. Living things are not alive/ alive.
- iv. Toys are living things/non-living things.

2. Mark as a living thing or a non-living thing:

Things	Term
Books	
Deer	
Bird	
Aeroplane	

3. Match living thing to the fact:

Living Thing	Fact
Books	Types of flowering plants
Trees	Grow and need water and sunlight
Grass	Type of plants with tall stems and thick branches
Flowering plants	Has thin soft leaves and grow close together
Bushes, Herbs and Vines	Have flowers and fruits

4. Look at the pictures and name the places these plants/animals found in:



Answer Key

Worksheet 1

1. Tick ✓ the correct answer:

- i. Animals and plants are living things ✓ Non-living things.
- ii. Food, water and air are needed by living things ✓ all things on Earth.
- iii. Living things are not alive alive. ✓
- iv. Toys are living things non-living things. ✓

2. Mark as a living thing or a non-living thing:

Things	Term
Books	Non-living Thing
Deer	Living thing
Bird	Living thing
Aeroplane	Non-living thing

3. Match living thing to the fact:

Living Thing	Fact
Books	Types of flowering plants
Trees	Grow and need water and sunlight
Grass	Type of plants with tall stems and thick branches
Flowering plants	Has thin soft leaves and grow close together
Bushes, Herbs and Vines	Have flowers and fruits

4. Look at the pictures and name the places these plants/animals found in:



a. Coconut plant on beach



b. Tiger in forest

Worksheet 2

1. Mark as True or False:

- Plants give us food. _____
- Fruits, vegetables, and grains are from plants. _____
- Plants depend on animals for their food. _____
- Oxygen is given out by plants which we need for breathing. _____

2. Match the following:

Terms	Facts
Trees	Birds build nests on them
Insects	Used by animals as homes
Plants	Provided by the plants as they block the sunlight
Shade	Hide inside plants and flowers

3. Draw and colour:

- A Fruit
- Firewood

4. Name any two plants that you like which make our world beautiful:

- _____
- _____

Answer Key

Worksheet 2

1. Mark as True or False:

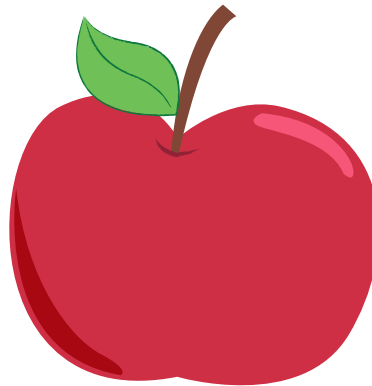
- Plants give us food. True
- Fruits, vegetables, and grains are from plants. True
- Plants depend on animals for their food. False
- Oxygen is given out by plants which we need for breathing.

2. Match the following:

Terms	Facts
Trees	Birds build nests on them
Insects	Used by animals as homes
Plants	Provided by the plants as they block the sunlight
Shade	Hide inside plants and flowers

3. Draw and colour:

- A Fruit
- Firewood



4. Name any two plants that you like which make our world beautiful:

- Rose
- Sunflower

Answer key

Quick Review



Number	Living Things	Non-living Things
1	Lamb/Sheep	Basket
2	Duck, hen	Fence
3	Tree, sunflower	House
4	Cow, rabbit, Dog	Tractor
5	Horse	Scarecrows

Quick Review

Hints:

- Habitat: Birds rely on trees and shrubs for shelter
- Shade: Plants provide shade and thus help regulate the temperature
- Protection: From rain, heat, and wind.

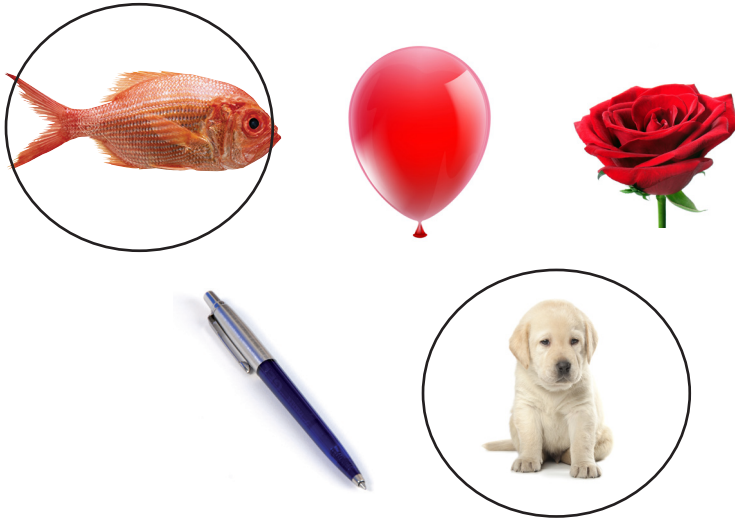
Drawing by students.

Chapter Review

1. Choose the Best Answer.

Number	Answer	Answer in words
1	A	Size
2	A	Plants
3	B	Nest
4	C	cotton

2. PUT A CIRCLE AROUND THE LIVING THINGS

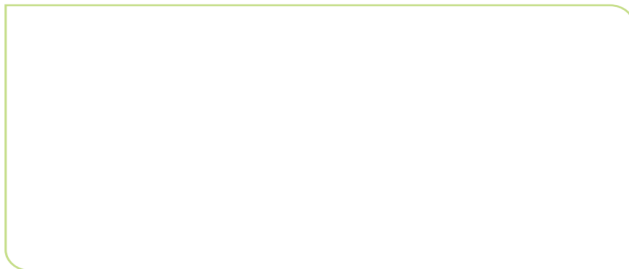


3. WRITE TRUE OR FALSE

Number	Answer
1	True
2	False
3	True
4	True

4. DRAW AND COLOUR A FLOWER

(Students will draw and colour)



5. Give one Example of each

Number	Example
1	Apple
2	Spinach
3	Teddy bear
4	Maple tree

Unit 2

ANIMALS

SUB-TOPICS

- Introduction
- Animals in water
- Land Animals
- Domestic Animals
- Pet Animals
- Farm Animals
- Wild animals
- Differences between domestic and wild animals
- Animals are important:
 - Companionship
 - Provide food
 - Provide transport
 - Taking care of animals
 - Homes of animals

LESSON PLAN #1

Class: I

Subject: General Science

Unit: 2

Topic: Living Things: Animals

Sub-Topics:

- Introduction
 - Animals in water
 - Land Animals
- Domestic Animals
 - Domestic Animals
 - Farm Animals

Date :

Duration: 2x40

Term :

Week:

Learning objectives:

- To learn more about the animal habitat
- To comprehend fully how they live
- To gain more knowledge of animals kept at home for companionship.
- To understand the importance of farm animals, how they are kept and their uses.

Resources

- Textbook—NAS 1
- Charts—Pictures of most common animals
- Live animals (parrots' variety)

Activity Material:

- Flashcards: Photos of animals on one side and their names on the other
 1. Tiger
 2. Owl
 3. Budgies/Australian parrots
 4. Fish
 5. Horse
 6. Cat
 7. Monkey
 8. Wolf
 9. Bear
 10. Rabbit

Starter Activity: (10 min)

- Show flashcards from photo side and call students to write names of animals on the board. Write keywords—domestic and companionship, on the board.

Methodology: (25 min)

- Students will be asked to open their books to assigned page numbers and read, silently. The teacher will stay on round and facilitate. Loud reading by the teacher will follow. An explanation will be given
- The resources will be effectively utilized during the explanation.
- Key points will be further elaborated through a classroom discussion.
- A quick analysis will be given at the end.
- The teacher will ask 2-3 questions from Quick Review and then Students will be asked to attempt 'Quick Review' (page 14).

Plenary: (5 min)

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

Assessment Opportunities: (20 min)

- Have students attempt Question number 2,3-1,4; from Chapter Review.

Home Learning:

- Students will be asked to study the topic at home for revision and reinforcement.

Lesson Evaluation: (10 min)

- Ask students a few relevant questions during warm-up activity in the next class.
- Students will be given Worksheet 1 to do.

Activity: (10 min)

- Show and Tell:** Students can bring their pets for this activity. Teacher will arrange it accordingly.

Teacher Ideas

LESSON PLAN #2

Class: I

Subject: General Science

Unit: 2

Topic: Living Things: Animals

Sub-Topics:

- Wild animals
- Differences between domestic and wild animals
- Animals are important:
 1. Companionship
 2. Provide food
 3. Provide transport
- Homes of animals

Date :

Duration:

2x 40

Term :

Week:

Learning objectives:

- To give clear concept of differences between domestic and wild animals
- To give them awareness of how they are different in terms of physical features and places they live in.
- To give them knowledge of responsibilities towards animals under human care.
- To learn about the part they play in our lives.
- To give knowledge of places animals live in. (Domestic, wild or farm animals).

Resources:

- Textbook NAS 1
- Charts, pictures

Starter Activity: (5 min)

The teacher begin the talk about the trip to zoo. Few relevant questions are:

- What animal did they see in the zoo?
- What animals were kept in cages?
- Did they take any ride on an elephant or horse?

Methodology: (30 min)

- The teacher will explain briefly the keywords. Students will be asked to open their books to assigned page numbers and read silently. Furthermore, the teacher will read along with the students. The teacher will then explain the topic.
- A discussion will follow.
- In the end a quick analysis will be given.

Teacher Ideas

Plenary: (5 min)

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

Assessment Opportunities: (20 min)

- Students will be asked to do questions number 1, 3-2 and 3 from 'Chapter Review'.

Home Learning:

- Students will be asked to read the topic for revision and reinforcement at home.

Lesson Evaluation:

- Students will be given Worksheet Number 2 to attempt.

ACTIVITY:

- Students will be asked to visit any local pet shop with their parents and share information in next class.

Further Notes

This image shows a single sheet of white paper with horizontal blue 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.

Worksheet 1

1. Label the animals as land animals or water animals:



2. Mark whether True or False

- i. Animals can eat, move, grow, and have babies. _____.
- ii. Domestic animals are not connected to our homes and families. _____
- iii. It is not difficult to take care of farm animals. _____
- iv. Crocodiles, vultures and hyenas are wild animals but not dangerous. _____

3. Choose and write farm animals and pet animals in the correct columns.

Cat Hen Cow Parrot Sheep Dog

Pet Animals	Farm Animals

Answer Key

Worksheet 1

1. Label the animals as land animals or water animals:



Land Animal



Water Animal



Land Animal



Land Animal

2. Mark whether True or False

- i. Animals can eat, move, grow, and have babies. _____ True
- ii. Domestic animals are not connected to our homes and families. _____ False
- iii. It is not difficult to take care of farm animals. _____ False
- iv. Crocodiles, vultures and hyenas are wild animals but not dangerous. _____ False

3. Choose and write farm animals and pet animals in the correct columns.

Cat Hen Cow Parrot Sheep Dog

Pet Animals	Farm Animals
Cat	Hen
Parrot	Cow
Dog	Sheep

Worksheet 2

1. Mark the correct statement with ✓

- Wild animals depend on themselves for food and shelter.
- Fox, Tigers and elephants are wild animals that are also kept in a zoo.
- Domestic animals are unfriendly towards us.
- Many dog varieties are great human companions.

2. Match the animal with the right statement:

Animals	Farm Animals
Pets	Used for transport
Cows	Are good companions
Donkeys	Give us milk and meat

3. Write the name of animal with the place they live in:

- _____ nests on the trees.
- _____ kept in stables.
- _____ live in hutches and burrows.
- _____ live in kennels.
- _____ in a den.

Answer Key

Worksheet 2

1. Mark the correct statement with ✓

- Wild animals depend on themselves for food and shelter. ✓
- Fox, Tigers and elephants are wild animals that are also kept in a zoo. ✓
- Domestic animals are unfriendly towards us.
- Many dog varieties are great human companions. ✓

2. Match the animal with the right statement:

Animals	Farm Animals
Pets	Used for transport
Cows	Are good companions
Donkeys	Give us milk and meat

3. Write the name of animal with the place they live in:

- Bird** nests on the trees.
- Horses** kept in stables.
- Rabbits** live in hutches and burrows.
- Dogs** live in kennels.
- Lions** in a den.

Answer Key

Chapter Review

1. CHOOSE THE BEST ANSWER

Number	Answer
1	B
2	A
3	A
4	B

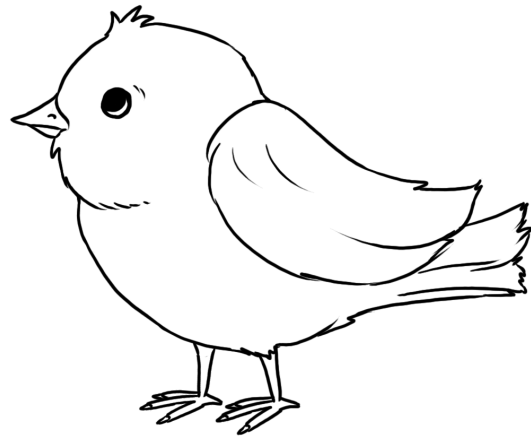
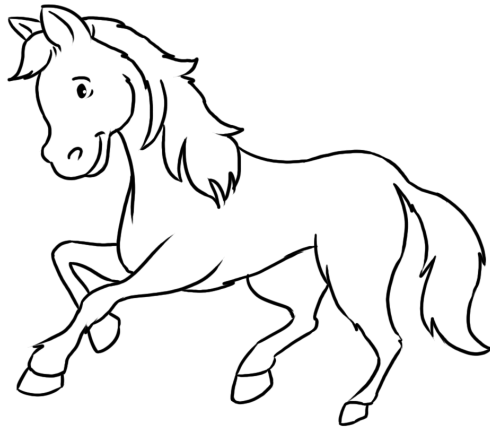
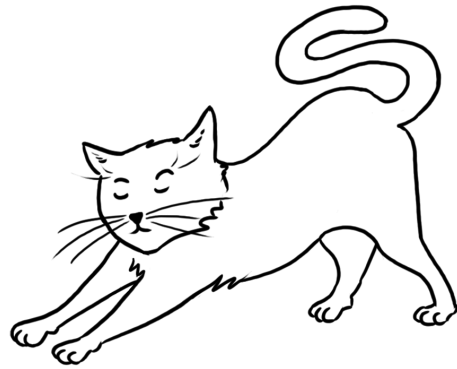
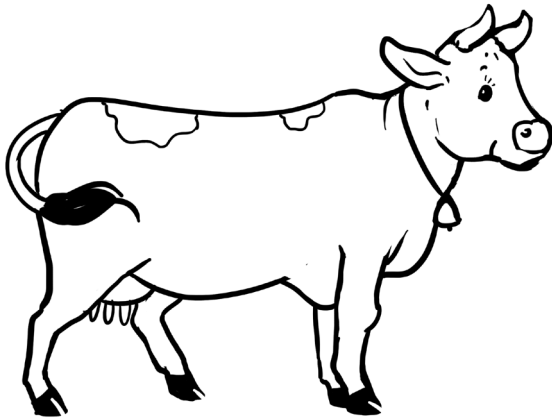
2. WRITE DOWN NAMES OF ANIMALS FOUND IN WATER AND LAND

Water Animals	Land Animals
Shark	Elephant
Dolphin	Tiger
Eel	Cow

3. GIVE SHORT ANSWERS

- i. Pets are animals that are kept as a companions or entertainment.
- ii. Examples of wild animals are bears, foxes, crocodiles, monkeys.
- iii. They live in forests, deserts, mountains beaches, and even cities.

COLOUR THE PET ANIMALS BROWN AND FARM ANIMALS GREEN



(Ask students to color)

Unit 3

ALL ABOUT ME

SUB-TOPICS

- | | |
|---------------------|---------|
| ■ Introduction | ■ Taste |
| ■ Parts of the Body | ■ Touch |
| ■ Senses | ■ Hear |
| ■ Smell | |
| ■ Sight | |

LESSON PLAN #1

Class: I

Subject: General Science

Unit: 3

Topic: All About Me

Sub-Topics:

- Introduction
- Part of the body

Date :

Duration: 2x40

Term :

Week:

Learning objectives:

- To make students aware of the various important parts of their bodies.
- To enable them to identify and fully understand the working of our body parts

Resources:

- Textbook NAS 1
- Charts: Image of human body (page no. 21)

Starter Activity: (10 min)

- Prepare a chart of human body and cover the labels, before the class starts and display.
- Students would be asked to label the various body parts; randomly. Remove cover after each correct response.

Methodology: (25 min)

- Students would be asked to open their books to assigned page numbers and read silently. Teacher will take rounds and facilitate.
- Teacher will read along with the students. Explanation will follow.
- Teacher will facilitate a classroom discussion to further elaborate the key points.
- A quick analysis will be given by the teacher at the end.

Plenary: (5 min)

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

Assessment Opportunities: (20 min)

- Students will be asked to attempt Question No.2(on a copy, to be pasted later in the notebook)

Home Learning:

- Students will study the topic for revision and reinforcement.

Lesson Evaluation: (10 min)

- Students will be given worksheet 1 to do.

Further Notes

[illegible]

Teacher Ideas

LESSON PLAN #2

Class: I

Subject: General Science

Unit: 3

Topic: All About Me

Sub-Topics:

- Senses
 - smell
 - sight
 - Taste
 - Touch
 - Hear

Date :

Duration:

2x40

Term :

Week:

Learning objectives:

- To introduce the concept of five senses
- To make them aware of the senses and their types

Resources:

- Textbook NAS 1
- Charts: Make a collage of pictures showing parts of the body related to five senses.

Activity Material:

- Placards with names of senses on one side and images on the other

Starter Activity: (10 min)

- Call five student volunteers and brief them. Give each a placard and let them form a queue. Call them one by one to show their placard and point towards a body part that sense relates to.
- Later keep the placards at prominent places in the classroom.
- Teacher will write keywords on the board i.e., names of five senses and their function on board.

Methodology: (25 min)

- Teacher will ask students to open their books to assigned page numbers and read silently. Teacher will stay on round and facilitate. Next teacher will read along. Explanation will follow. The resources will be used effectively.
- Teacher will facilitate a classroom discussion and further elaboration
- A quick analysis will be given at the end.
- 'Quick Review' on page 23 will be done by students.

PLENARY: (5 min)

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

ASSESSMENT OPPORTUNITIES: (20 min)

- Students will attempt Chapter Review Questions 1,3 and 4.

Students will be asked to read the topic for revision and reinforcement.

- Students will be given worksheet no.2 to attempt.

[illegible]

Worksheet 1

1. State whether True or False.

- Our body has few parts. _____
- Each part of our body has a name. _____
- All body parts perform work. _____.

2. Identify and name the body parts:



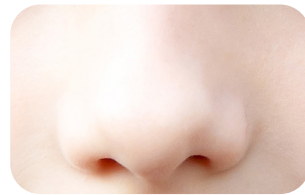
3. Look at the picture and draw the following body parts and colour:



Eyes



Ear



Nose

Answer Key

Worksheet 1

1. State whether True or False.

- Our body has few parts. **False**
- Each part of our body has a name. **True**
- All body parts perform work. **True**

2. Identify and name the body parts:



Hand



Foot



Lips

3. Look at the picture and draw the following body parts and colour:



Eyes



Ear



Nose

Worksheet 2

1. Match the body part with the function:

Body Parts	Senses
Eyes	Smell
Nose	Sight
Tongue	Taste
Skin	Hear
Ears	Touch

2. Tick ✓ the correct answer:

- We hear with our nose. _____
- We look at the beautiful world with our eyes. _____
- Ears help listen. _____
- We smell with our tongue. _____
- Our nose acts as a detective as it tells us about pleasant and unpleasant smells. _____

3. Name any two foods that you like due to good taste.

- _____
- _____

4. Name the body parts that helps you to understand:

- Whether the coffee is cold or hot. _____
- Whether the volume of a flute is high or low. _____

Answer Key

Worksheet 2

1. Match the body part with the function:

Body Parts	Senses
Eyes	Smell
Nose	Sight
Tongue	Taste
Skin	Hear
Ears	Touch

2. Tick ✓the correct answer:

- We hear with our nose. _____
- We look at the beautiful world with our eyes. ✓
- Ears help listen. ✓
- We smell with our tongue. _____
- Our nose acts as a detective as it tells us about pleasant and unpleasant smells. ✓

3. Name any two foods that you like due to good taste.

- Coffee
- Apple

4. Name the body parts that helps you to understand:

- Whether the coffee is cold or hot. **Tongue**
- Whether the volume of a flute is high or low. **Ears**

Answer Key

Quick Review

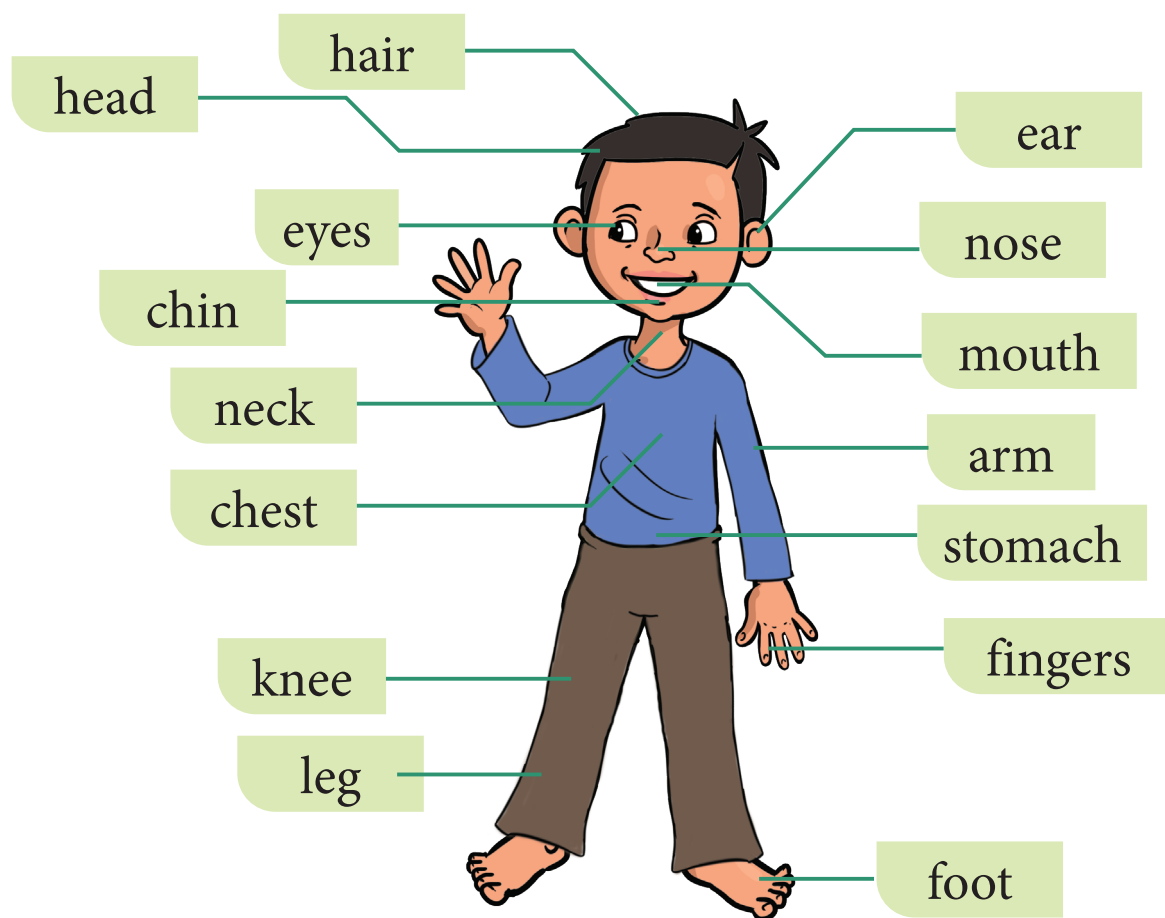
1. Eyes
2. Nose
3. Ears
4. Tongue
5. Skin

Chapter Review

1. Choose the Best Answer

Number	Answer
1	B
2	B
3	D

2. LABEL THE BODY PARTS IN THE DIAGRAM BELOW



3. Write True or False.

Number	Answer
1	True
2	True
3	False
4	True

4. Find The Following Words On Word Search

E	E	I	A	E	S	K	T	L	T	T	U	S	G
N	S	O	U	S	S	O	S	T	H	G	T	Y	A
O	O	S	N	E	A	R	S	E	E	U	E	E	O
I	N	S	E	A	T	E	E	G	R	T	R	U	M
L	E	N	K	E	G	L	N	N	E	A	S	S	N
T	E	L	M	U	L	A	U	I	M	G	K	S	H
O	S	U	A	A	R	T	L	R	A	E	I	S	E
U	M	R	R	O	S	S	E	A	T	O	N	E	H
C	E	S	E	L	E	I	T	E	O	A	E	T	T
H	L	I	U	K	Y	M	G	H	T	H	S	E	S
M	L	G	G	H	E	U	L	H	I	U	E	T	A
M	E	T	N	A	S	S	I	I	T	T	U	S	E
K	N	T	O	G	H	O	E	E	H	L	N	S	N
T	E	N	T	E	S	T	S	M	S	R	S	N	N

Hearing
Sight
Tongue
Eyes
Touch
Taste
Ears
Nose
Smell
Skin

Unit 4

KEEPING OURSELVES HEALTHY

SUB-TOPICS

- | | |
|------------------|-----------------------------|
| ■ Introduction | ■ Getting Enough Sleep |
| ■ Group of Foods | ■ Keeping Clean |
| ■ Fruits | ■ Brush Your Teeth |
| ■ Vegetables | ■ Take a Bath |
| ■ Meat | ■ Wash Your Hands Regularly |
| ■ Healthy Habits | ■ Exercising |
| ■ Drinking Water | ■ Visiting the Doctor |

LESSON PLAN #1

Class: I

Subject: General Science

Unit: 4

Topic: Keeping Ourselves Healthy

Sub-Topics:

- Introduction
- Group of Foods
 - Fruits
 - Vegetables
 - Meat
- Healthy Habits

Date :

Duration:

2x40

Term :

Week:

Learning objectives:

- To have clear concept of hygiene and cleanliness inclusive of various related concepts
- To highlight importance of healthy diet
- To give awareness of healthy and balanced food
- To start discussion on importance of eating healthy food, and how our food choices make our overall health good or poor.

Resources:

- Textbook NAS 1
- Charts

Starter Activity: (5 min)

- Place charts related to healthy activities on soft board.
- Teacher will ask students randomly:
 1. What activity do they enjoy most?
 2. What time do they get up and go to bed?
 3. What number of hours do they sleep?
 4. What foods do they like most?

Note their responses on the board in two separate columns: activities and food.

Methodology: (30 min)

- The teacher will ask students to open their books to the assigned page numbers and read silently. The teacher will take rounds and facilitate. The teacher will do loud reading followed by an explanation. Diagrams in the book and charts should be used effectively.
- A classroom discussion will follow focusing on key points.
- At the end, a quick analysis will be given.
- Students will be asked to attempt 'Quick Review ' on page no.28. The task could be briefly discussed before students begin to do work.

Plenary: (5 min)

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

Assessment Opportunities: (30 min)

- Students will be asked to attempt Q.3. Teacher will facilitate.

Home Learning:

- Students will be asked to read the topic for revision and reinforcement.

Lesson Evaluation:

- Students will be given worksheet 1 to attempt.

Further Notes

Teacher Ideas

LESSON PLAN #2

Class: I

Subject: General Science

Unit: 4

Topic: Keeping Ourselves Healthy

Sub-Topics:

- Healthy Habits
- Drinking Water
- Getting Enough Sleep
- Keeping Clean
- Brush Your Teeth
- Take a Bath
- Wash Your Hands Regularly
- Exercising
- Visiting the Doctor

Date :

Duration:

2x40

Term :

Week:

Learning objectives:

- To make students aware of healthy habits
- To follow a proper regime for better health
- To understand the importance of healthy routine, which results in overall good health for a lifetime

Resources:

- Textbook NAS 1
- Charts

Activity Material:

- Arrangement to show a video on 'Good Habits' from the following link:

https://youtu.be/EOVm28X7luM?si=c0tFEga_ecaeXicl

Starter Activity: (10 min)

- Show the 4 - minute video as a starter activity. Brief students to watch carefully and note key points.

Methodology: (25 min)

- Students will be asked to open their books to assigned page numbers and read silently. Teacher will take rounds and assist as required. In the next step loud reading will be done by the teacher and an explanation will follow.
- The key points of the lesson will be further elaborated through teacher-student discussion.
- In the end, a quick analysis will be done by the teacher.

Plenary: (5 min)

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

Assessment Opportunities: (30 min)

- Students will be asked to attempt Q. no.1,2 and 4. Accordingly.

Home Learning:

- Students will be asked to read the topic for revision and reinforcement.

Lesson Evaluation: (10 min)

- Students will be given worksheet no.2 to do.

Activity:

- Share the key points of the lessons with a family member or friend.

Further Notes

[illegible]

Teacher Ideas

Worksheet 1

1. Tick ✓the healthy habits from the following:

1. Drinking plenty of water _____
2. Taking a good night's rest through sleep _____
3. Eating junk food _____
4. Keeping ourselves and clothes clean _____

Draw and colour:

- A Fruit

- A vegetable

Complete:

1. What is your favourite fruit?
2. What do you like to have in your breakfast?

Answer Key

Worksheet 1

1. Tick ✓ the healthy habits from the following:

- i. Drinking plenty of water ✓
- ii. Taking a good night's rest through sleep ✓
- iii. Eating junk food _____
- iv. Keeping ourselves and clothes clean ✓

Draw and colour:

- A Fruit

- A vegetable

Complete:

1. What is your favourite fruit?

Ans. Apple

2. What do you like to have in your breakfast?

Ans. Milk, egg, cereal, bread toast

Worksheet 2

1. Match the terms with correct statement.

Term	Statement
Sleep	To stay safe from germs
Water	Go to bed early and get enough rest
Cleanliness	Drinking plenty of water
Exercising	Makes our bodies strong

2. Mark as True or False.

- Brushing teeth twice a day is good for our dental health. _____
- A regular bath should be taken to keep clean. _____
- The nails should be trimmed monthly. _____
- Brain performance is improved by regular exercise. _____

3. Name the actions in the given images:



Answer Key

Worksheet 2

1. Match the terms with correct statement.

Term	Statement
Sleep	To stay safe from germs
Water	Go to bed early and get enough rest
Cleanliness	Drinking plenty of water
Exercising	Makes our bodies strong

2. Mark as True or False.

- Brushing teeth twice a day is good for our dental health. **True**
- A regular bath should be taken to keep clean. **True**
- The nails should be trimmed monthly. **False**
- Brain performance is improved by regular exercise. **True**

3. Name the actions in the given images:



Sleeping



Drinking Water

Answer Key

Chapter Review

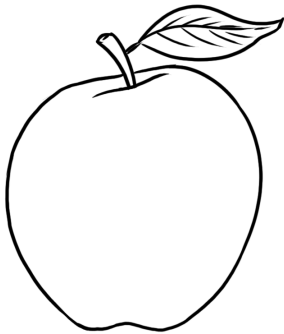
1. CHOOSE THE BEST ANSWER

Number	Answer
1	c
2	A
3	A
4	D

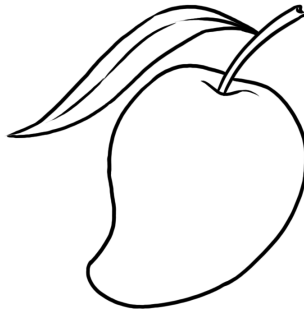
2. Which of these habits are Healthy

Number	Answer
1	Healthy
2	Unhealthy
3	Unhealthy
4	Healthy
5	Unhealthy
6	Healthy

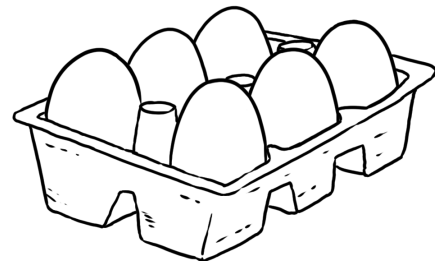
3. Write the names of the following and Colour them



Apple



Mango



Eggs

(Students will colour)

4. MATCH THE IMAGES WITH THE DESCRIPTION



Eating healthy food



Getting enough sleep



Exercising

Unit 5

LIGHT, SOUND AND HEAT

SUB-TOPICS

- Introduction
- Forms of Energy
- Heat
- Light
- Sound
- Sound Energy
- Natural Sound
- Soft and Loud Sounds

LESSON PLAN #1

Class: I

Subject: General Science

Unit: 5

Topic: Light, Sound And Heat

Sub-Topics:

- Introduction
- Forms of Energy
- Heat
- Light

Date :

Duration: 2x40

Term :

Week:

Learning objectives:

- To give complete awareness of the topic
- To learn about energy and its forms
- To comprehend how work is done
- To enable students to understand how we can see, hear, etc., due to energy around us.

Resources:

- Textbook NAS 1
- Charts

Activity Material:

- A basketful of everyday objects: torch, candles, a small hand drum

Starter Activity: (10 min)

- Place the basket on a table.
- Call three children to volunteer as sight, sound and heat. Hand them the objects and ask them to share what they know about it. For example, torch gives out light and
- Kids drums produce pleasant musical sound and candle gives out heat and light.
- Teacher will write key words on the board.

Methodology: (25 min)

- Students will be asked to open their books to assigned page number and read silently. Teacher will take rounds and facilitate. Loud reading will be done by teacher. Explanation will follow.
- A classroom discussion will be conducted between teacher and students, for further clarity.
- A quick analysis will be given by the, teacher at the end.
- Students will be asked to do 'Quick Review' on page 35

Plenary: (5 min)

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

Assessment Opportunities: (20 min)

- Students will be asked to attempt Q2-1,2. in their notebooks. Teacher will facilitate accordingly.

Home Learning:

- Students will study the topic for revision and reinforcement.
- Students will listen to three different sounds in their homes and share them in class.

Lesson Evaluation: (10 min)

- Students will be given worksheet no. 1 to do.

Teacher Ideas

Further Notes

LESSON PLAN #2

Class: I

Subject: General Science

Unit: 5

Topic: Light Sound and Heat

Sub-Topics:

- Sound
- Sound Energy
- Natural Sound
- Soft and Loud Sounds

Date :

Duration:

2x 40

Term :

Week:

Learning objectives:

- To enable students to understand variety of sounds in nature and man-made sounds
- To ensure they can distinguish between types of sounds and their volume.

Resources:

- Text Book NAS 1
- Charts
- Lists prepared by students

Activity Material:

- Some pre-recorded sounds(on a recorder/mobile phone)
 - pleasant
 - unpleasant
1. Pleasant sounds: water waves crashing on the rocks, birds chirping/singing
 2. Unpleasant sounds: Rocket launches, volcanic eruptions, bells

Starter Activity: (10 min)

- Write the keywords on the board, before the class starts
- Students will be asked to listen to the sounds attentively.

Methodology: (20 min)

- Students will be asked to open their books to assigned page numbers and read silently. Teacher will take rounds and facilitate accordingly. The teacher will do loud reading and then explain. Resources will be used effectively.
- Teacher will further elaborate through classroom discussion.
- The teacher will give a quick analysis.
- Students will do 'Quick Reviews' on page numbers 37 and 38.

Teacher Ideas

Plenary: (5 min)

- A quick PMI (Plus, Minus, Interesting) will be filled by students) on board.

Assessment Opportunities: (20 min)

- Students will be asked to do Questions 1,2—3, 3 and 4,5

Home Learning:

- Students will be asked to read the topic for revision and reinforcement.

Lesson Evaluation: (10 min)

- Teacher will ask few questions from previous lesson during warm-up activity.
- Students will be given worksheet number 2 to do.

Further Notes

[illegible]

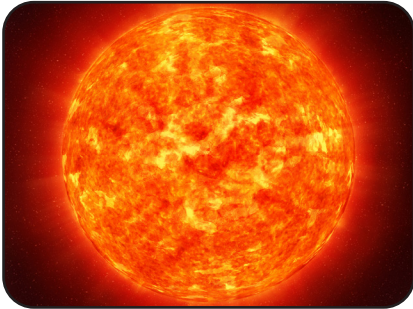
Teacher Ideas

Worksheet 1

1. Mark as True or False

- Energy is the ability to do work. _____
- Machines also produce energy. _____
- Healthy food gives energy to run, play, and have fun. _____
- We do not need energy to sleep. _____

2. Name the energy produced by following sources of energy:



Sun



Candle



Volcanic Eruption

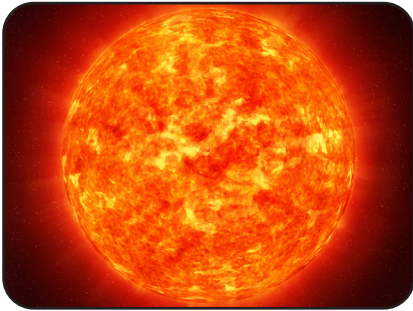
Answer Key

Worksheet 1

1. Mark as True or False

- Energy is the ability to do work. **True**
- Machines also produce energy. **True**
- Healthy food gives energy to run, play, and have fun. **True**
- We do not need energy to sleep. _____ **True**

2. Name the energy produced by following sources of energy:



Sun

Heat and Light



Candle

Heat and light



Volcanic Eruption

Sound, Heat and light

Worksheet 2

1. Circle the objects that makes pleasant sounds:



Birds chirping



Cats Meowing



Water waves crashing at the beach



Blender machine

2. Match the following sounds to the features.

Sounds	Features
Noise	Low in volume
Soft sounds	Unpleasant sound
Wind blowing	Pleasant sound

Answer key

Worksheet 2

1. Circle the objects that makes pleasant sounds:



Birds chirping



Cats Meowing



Water waves crashing at the beach



Blender machine

2. Match the following sounds to the features.

Sounds	Features
Noise	Low in volume
Soft sounds	Unpleasant sound
Wind blowing	Pleasant sound

Answer Key

Quick Review 1

1. Fill in the blanks.

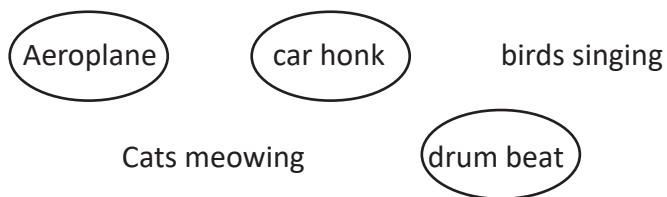
Number	Answer
1	Food
2	Move, fun

Quick Review 2

2. Look at the picture below and make a list of sounds.

- Traffic sounds of cars, rickshaw, vans
- Wind

Quick Review 3



Answer key

Chapter Review

3. CHOOSE THE BEST ANSWER

Number	Answer
1	b
2	a
3	a
4	d

4. GIVE SHORT ANSWERS

Ans. Energy is the ability to do work. For example, it enables us to move, play, and do all the things we love.

- Ans. We get heat energy from the sun, fire or a heater.
- Ans. Some examples are playing of piano, sounds of blowing wind, cat's meowing and birds chirping.
- Ans. Noise is an unpleasant sound that causes disturbance.
- Ans. It helps us see, and brighten our world. It helps in plant

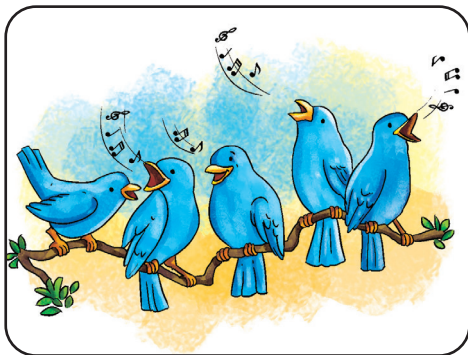
LOOK AT THE IMAGES BELOW AND IDENTIFY THE TYPE OF ENERGY THEY PRODUCE.



Sound



Heat and Light



Sound



Heat and Light

Unit 6

OUR EARTH

SUB-TOPICS

- Introduction
- Earth is a celestial body
- Earth has a sphere shape
- Earth has land and water on its surface
- Earth has different landscape
- Earth has atmosphere
- Earth provides for life. It is our home
- Pollution, planting trees

LESSON PLAN #1

Class: I

Subject: General Science

Unit: 6

Topic: Our Earth

Sub-Topics:

- Introduction
- Earth is a celestial body
- Earth has a sphere shape
- Earth has land and water on its surface

Date :

Duration:

2x40

Term :

Week:

Learning objectives:

- To give a clear concept of our Earth as a celestial body
- To give awareness of its shape and presence of dry land and water on its surface

Resources:

- Text Book NAS 1
- Chart/panaflax--picture of Earth taken from a satellite

Activity Material:

- Globe

Starter Activity: (5 min)

- Display poster of Earth on a prominent place and globe on a front table.
- Call students and show globe. Have them observe and see the land and water, etc.
- Share that Earth has water and land.

Methodology: (30 min)

- Write keywords on the board and define.
- Students will be asked to open their books to assigned page numbers and read silently. Teacher will take rounds and facilitate accordingly. The topic will be explained. Globe and poster will be effectively used.
- Teacher will facilitate a classroom discussion to elaborate the topic further.
- A quick analysis will be done.
- Quick Review on page 42 will be done. Teacher will facilitate.

Plenary: (5 min)

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

Assessment Opportunities: (20 min)

- Students will be asked to attempt Q.2-1

Home Learning:

- Students will be asked to read the topic for revision and reinforcement.
- Students will be asked to watch videos of Earth made through space and other celestial bodies with the support of a parent or sibling.

Lesson Evaluation: (10 min)

- Students will be given worksheet no. 1 to do

Further Notes

Teacher Ideas

LESSON PLAN #2

Class: I

Subject: General Science

Unit: 6

Topic: Our Earth

Sub-Topics:

- Earth has different landscape
- Earth has atmosphere
- Earth provides life. It is our home
- Pollution, planting trees

Date :

Duration:

2x 40

Term :

Week:

Learning objectives:

- To give awareness of the variety of landscapes.
- To give them clear concept of the atmosphere
- To make them understand how Earth is our home due to living conditions it offers
- To make them aware of pollution and our responsibilities towards keeping it pollution free

Resources:

- Text Book NAS 1
- Chart/panaflex with picture of taken from a satellite

Activity Material:

- Globes: 5

Starter Activity: (10 min)

- Poster of Earth to be displayed on a prominent place in the classroom.
- Form 5 groups and give them globes, to look at and note their observations.
- Teacher will then share that this is model of the Earth. The land is shown as brown and water as blue.

Methodology: (25 min)

- Teacher will write key words on the board and explain. Students will be asked to open their books to assigned page numbers and read. Teacher will take rounds and facilitate accordingly.
- The teacher will read out the lesson loudly, followed by an explanation. The teacher will effectively use resources and facilitate a classroom discussion.
- A quick analysis will be done by the teacher.
- Students will be provided with a black and white print of 'Quick Review' (page no.42) to do. This will be posted in their notebooks

Teacher Ideas

Plenary: (5 min)

- Students will fill a Quick PMI (Plus. Minus, Interesting)) on board.

Assessment Opportunities: (20 min)

- Students will be asked to do Q no. 1,2—1,3,4 and 3.

Home Learning:

- Students will be asked to read the topic for revision and reinforcement.

Lesson Evaluation: (10 min)

- Students will be given worksheet no.2 to do.

Teacher Ideas

Further Notes

Worksheet 1

1. Complete the word search.

K	W	T	T	E	N	E	O	C	L
M	H	I	A	X	R	A	A	D	M
K	J	R	V	G	W	U	E	K	X
F	T	R	E	T	A	W	G	C	G
H	U	I	O	J	G	V	R	Q	O
D	U	S	H	E	M	A	J	A	A
L	B	K	X	B	D	Q	P	N	D
M	M	K	F	Z	E	O	D	A	X
L	A	N	D	H	Q	O	P	E	J
E	H	F	T	P	X	P	Y	Q	M

Earth	Land	Water	Ocean
-------	------	-------	-------

2. Colour the drawing of the Earth

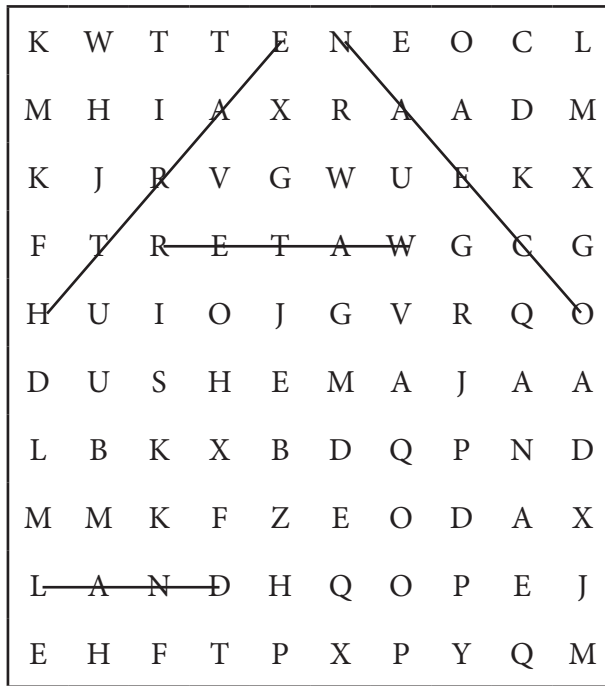


3. Match with correct answer

Term	Answer
Earth	Essential for life
Sun	Shape of the Earth from space
Water	A planet
Sphere	A star

Worksheet 1

1. Complete the word search.



Earth	Land	Water	Ocean
-------	------	-------	-------

2. Colour the drawing of the Earth



3. Match with correct answer

Term	Answer
Earth	Essential for life
Sun	Shape of the Earth from space
Water	A planet
Sphere	A star

Worksheet 2

Mark as True or False:

1. All areas of Earth are suitable for human life. _____
2. We need to take care of our Earth. _____
3. Trees remove Carbon from the atmosphere. _____
4. Atmosphere is the layer that surrounds the Earth. _____

Draw a landscape and colour

Answer Key

Worksheet 2

Mark as True or False:

1. All areas of Earth are suitable for human life. **False**
2. We need to take care of our Earth. **True**
3. Trees remove Carbon from the atmosphere. **True**
4. Atmosphere is the layer that surrounds the Earth. **True**

Draw a landscape and colour



Quick Review

1. Give students the following key:

Green colour:- Land

Blue colour:- Water



Answer Key

Chapter Review

1. CHOOSE THE BEST ANSWER

Number	Answer
1	b
2	d
3	b
4	c

2. GIVE SHORT ANSWERS

- i **Ans.** Earth is a special place we call our home. It has land, water, and life in many forms.
- ii. **Ans.** We have oceans, rivers, and lakes which are water bodies that are sources of water.
- iii. **Ans.** A layer of gases that surrounds the earth, similar to a blanket of air.
- iv. We can take care of our planet by picking up trash, not wasting water, planting flowers or small plants recycling paper and bottles, turning off lights when not needed, and using both sides of paper.

3. Draw and colour a landscape having trees, mountains, and water ask students to follow the instructions.

Example:



Unit 7

THE SUN, MOON AND STARS

SUB-TOPICS

- Introduction
- Day and Night
- Daytime
- Nighttime
- Objects in the Sky; Day and Night
- Daytime sky; sun shines, rain, clouds
- Nighttime Sky—moon, stars

LESSON PLAN #1

Class: I

Subject: General Science

Unit: 7

Topic: The Sun, Moon and Stars

Sub-Topics:

- Introduction
- Day and Night
- Daytime
- Nighttime

Date :

Duration: 2x40

Term :

Week:

Learning objectives:

- To give awareness to students of day and night
- To give clear concept of objects that appear in the day and can be seen like sun, clouds, rain.
- To enable them to understand how day and night happen

Resources:

- Text Book NAS 1
- Charts: a. 6 picture from NAS-1, page number 47 of how day and night happen

Activity Material:

- video from the internet

Starter Activity: (10 min)

- Arrange and show a video on 'Sun, Moon And Stars' from the Internet.
<https://youtu.be/wVt75SsrFMU?si=fg7jzWRWQBXik1hi>

Methodology: (25 min)

- Write key words on the board
- Students would be asked to open their books to assigned page numbers and read silently. Teacher will take rounds and facilitate.
- Teacher will read the topic loudly and then explain. Poster will be effectively used.
- A discussion will be conducted between students and teacher.
- A quick analysis will be given at the end.

Plenary: (5 min)

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

Assessment Opportunities: (30 min)

- Ask students to attempt Q, No.1 and 3.

Home Learning:

- Students would be asked to read the topic at home for revision and reinforcement.

Lesson Evaluation: (10 min)

- Worksheet no,1 will be given to students to do. Teacher will facilitate accordingly.

Activity:

- Arrange a visit to the 'Planetarium'.

Further Notes

Teacher Ideas

LESSON PLAN #2

Class: I

Subject: General Science

Unit: 7

Topic: The Sun, Moon, And The Stars

Sub-Topics:

- Objects in the Sky; Day and Night
- Daytime sky; sun shines, rain, clouds
- Nighttime Sky—moon, stars

Date :

Duration:

2x 40

Term :

Week:

Learning objectives:

- To make students aware of the objects that appear in the sky, day and night.

Resources:

- Text Book NAS 1
- Charts—Photos' collage showing daytime/night time.

Activity Material:

- Flashcards: Sun, Moon, Stars, Clouds

Starter Activity: (10 min)

- Show flash cards and let students answer some queries:
- What time of day is it?
- What are the objects visible on the flash cards.
- Take their responses.

Methodology: (25 min)

- Students will be asked to open their books to assigned page numbers and read silently. Teacher will stay on round and facilitate. Teacher will read the topic loudly and explain. The resource material will be used effectively.
- A discussion between students and teacher will follow.
- A quick analysis will follow to elaborate the key points further.

Plenary: (5 min)

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

Assessment Opportunities: (20 min)

- Students will be given Chapter Review Q.No.2 and 4 to attempt.

Teacher Ideas

Home Learning:

- Students will be asked to read the topic for revision and reinforcement.

Lesson Evaluation: (10 min)

- Students will be given worksheet no. 2, to attempt.

Activity:

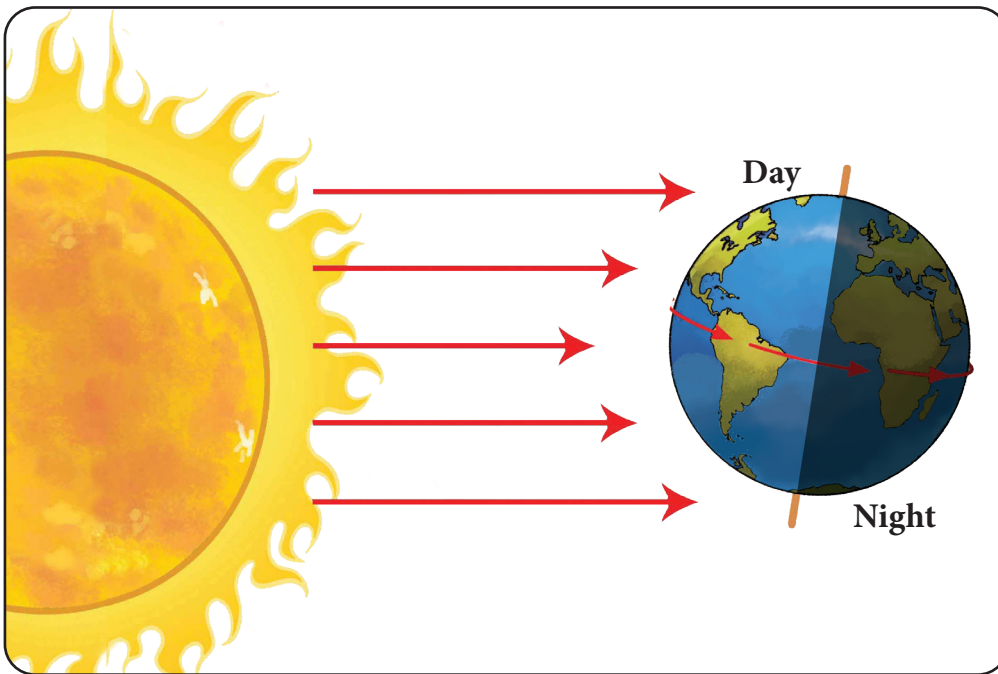
- Watch some educational videos on the topic through the Internet. Guidance can be taken from a family member.

Worksheet 1

1. Look at the pictures and write what time of day it is.



2. Label and colour the diagram:



3. Tick the right answer:

- The Moon shines brightly in the day. _____
- The Sun's light provides warmth. _____
- In the night sky, we can see the stars and Moon shining. _____

Answer Key

Worksheet 1

1. Look at the pictures and write what time of day it is.

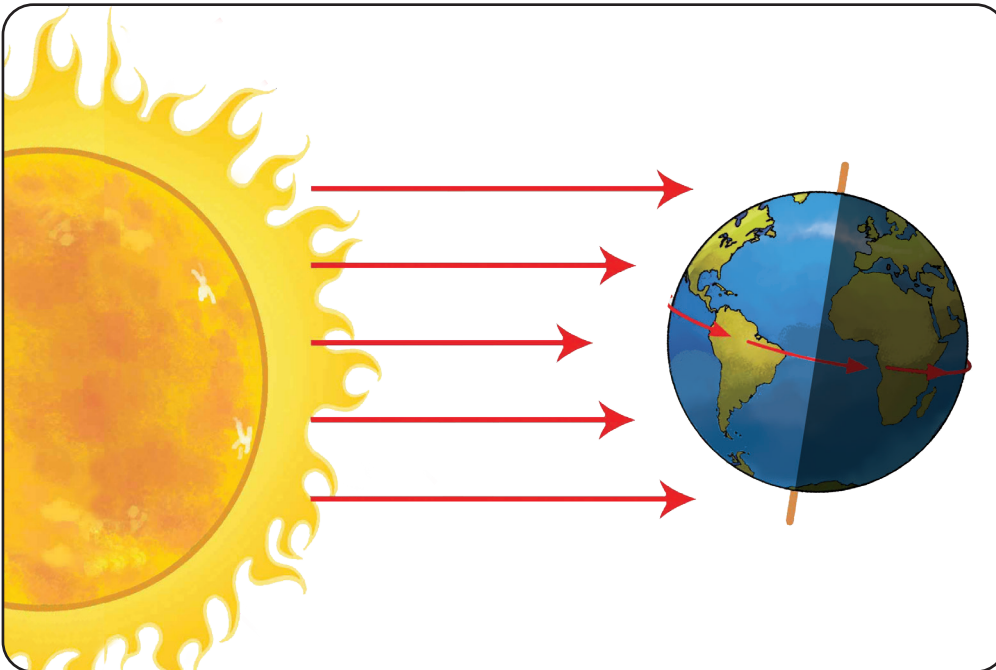


Daytime



Nighttime

2. Label and colour the diagram:



3. Tick ✓ the right answer:

- The Moon shines brightly in the day. _____
- The Sun's light provides warmth. ✓
- In the night sky, we can see the stars and Moon shining. ✓

Worksheet 2

1. Match the terms with the relevant statements

Terms	Statements
Sun	Its seen after the rain during daytime
Rainbow	Brightest daytime object
Clouds	Helps in plant growth
Sunlight	Tiny water droplets or water crystals

2. Name the picture:



3. Draw and colour

Moon

Answer Key

Worksheet 2

1. Match the terms with the relevant statements

Terms	Statements
Sun	Its seen after the rain during daytime
Rainbow	Brightest daytime object
Clouds	Helps in plant growth
Sunlight	Tiny water droplets or water crystals

2. Name the picture:



Rainbow



Birds



Clouds

3. Draw and colour

Moon



Answer Key

Chapter Review

1. CHOOSE THE BEST ANSWER

Number	Answer
1	A
2	A
3	B
4	A

2. GIVE SHORT ANSWER

1 Ans. We go to school , study and play outside. At home, we spend time resting, eating, and sleeping.

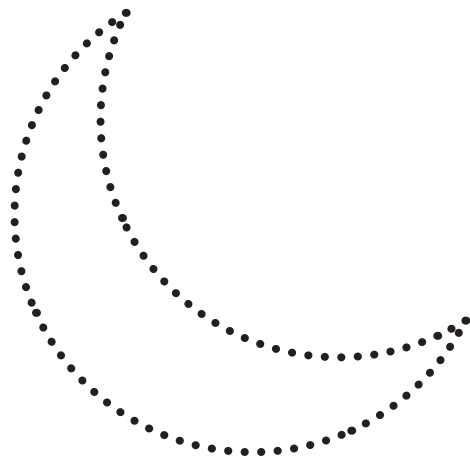
2 Ans. The Earth spins around like a top. When our part of the Earth faces the Sun, its day time. When it turns away from the Earth, we have nighttime.

3. LIST THE OBJECTS YOU SEE AT NIGHTTIME

3. Ans. The objects which we can see at nighttime are as follows:

- Moon
- Stars
- Planets

4. COMPLETE THE PICTURE AND COLOUR THEM



5. TICK THE OBJECTS YOU CAN SEE AT DAYTIME



6. MATCH THE COLUMN

WORDS	DESCRIPTION
Moon	Changes shape throughout the month
Stars	Shine bright at night
Sun	Causes day and night
Earth	Planet with life