

TEACHING NOTES

Unit 1: Living and Non-living Things

Show students pictures of living and non-living things. Make them sort the pictures into two piles. Ask them what makes some things living things and other things non-living.

Unit 1, pages 4 & 5:

Assist students in distinguishing living things from non-living things.

Unit 2: About Me

Show the students pictures of eyes, nose, ears, mouth, and fingers. Also show them pictures of ice cream, a flower, a guitar, a beautiful scene, and a fluffy toy. Make the students match the items to the senses used to identify them.

Unit 2, page 6:

Discuss with students the importance of being kind to different people and that all people are respectable regardless of their differences. Highlight that differences are important and make the world a richer place (height, skin colour, ways of dressing, languages, etc.)

Unit 2, page 7:

Teach kids body parts in other ways as well, for example, through the song 'heads, shoulders, knees and toes...'. Have them point to the body parts being referenced in the song as they say them.

Unit 2, page 13:

Discuss sportsmanship and team spirit with the children. Teach them about the importance of being a good teammate and a respectful opponent.

Unit 3: Animals

Ask students to list farm animals. Then instruct them to think about the things in their homes and lives that are provided to them by the animals (ex. Butter, cheese, leather sofa, honey, etc.). Also provide them with a list of animals and ask them to sort between wild and pet animals.

Unit 3, page 21:

Express to the students the importance of being kind to all animals. Stress that it is never acceptable to harm animals and that if its possible, we should help animals however we can. Give examples of leaving out bowls of water for cats and food for birds etc.

Unit 4: Plants

Take students outside the class and have them collect leaves of different shapes and sizes. Then, bring the leaves back to class and use them to create paintings. While they paint, ask them to discuss why plants are important.

Unit 4, page 25:

Ask students to think about their lunches and assess which foods come from plants. Show them different examples of everyday foods that come from plants.

Unit 4, page 27:

Have the children look around the classroom and discuss which items come from plants (example, blackboard, notebooks). Help them identify different ways plants help us every day.

Unit 5: Shapes, Colours, and Materials

Ask the students to draw and colour a picture made completely from triangles, squares, and circles. Show the pictures in the book as reference.

Unit 5, page 31:

Ask the children to walk around the classroom and identify some objects that are smooth, and some that are rough. Then ask them to find objects that are soft and hard.

Unit 5, page 33:

Discuss the colours of the rainbow with students and help them arrange the colours in order.

Unit 6: Heat and Sound

Demonstrate the concept of loud and soft sounds by making the students talk and then be quiet. Make them do this a few times to stress the concept. Discuss different sources of heat in the classroom (lightbulbs, sun through the window etc.)

Unit 6, page 39:

Instruct the students to quiet down and make them listen for sources of sound in their class. Help them identify pleasant sounds and unpleasant sounds. Also discuss with them how they feel when the classroom is quiet vs when the classroom is noisy to give an idea of the effects of noise pollution at a very basic level. Give examples of traffic for this

Unit 7: Water, Air, and Weather

Discuss the different ways we adapt to different weather (light clothes in summer, warm in winter, umbrellas for rain, fan for heat). Show them a cup of water with dirt in it and a cup with drinking water and ask them to identify which is healthy and which is not.

Unit 7, page 44:

Discuss with students the kinds of clothes they would wear in different kinds of weather.