

OXFORD  
UNIVERSITY PRESS

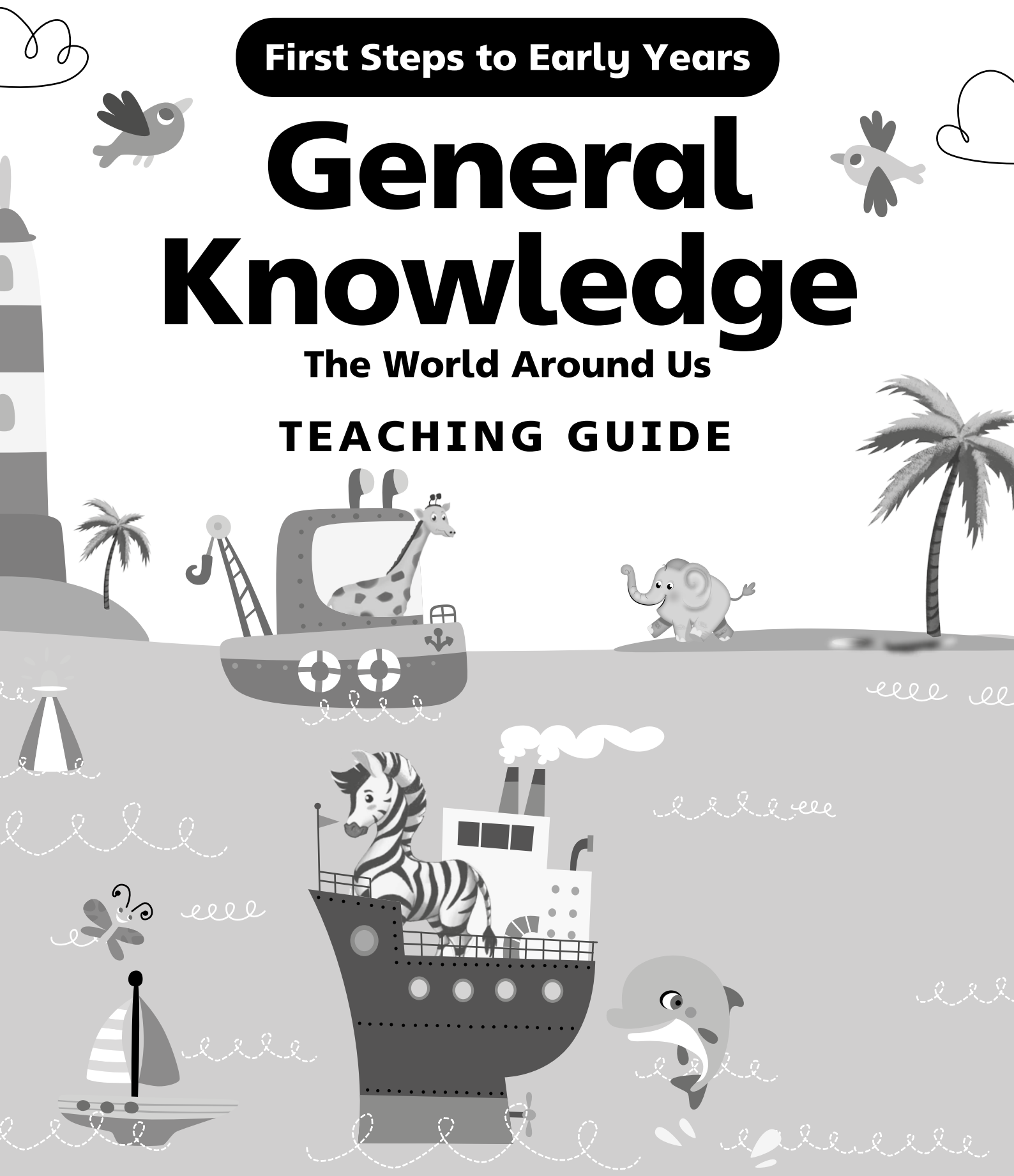
Level 3

First Steps to Early Years

# General Knowledge

The World Around Us

TEACHING GUIDE





# Introduction

## Introduction to the Series

First Steps to Early Years (FSEY) series covers the fundamental aspects of early years learning driven progressively by a range of learning outcomes for young children according to their diverse interest and learning styles. The books in this series follow a holistic learning approach focusing on Key Learning Areas (KLAs) such as language development, key mathematical concepts, personal, social and emotional development, creative arts, physical development, health, hygiene and safety, and the world around us. They emphasise on the development of the children's knowledge and understanding of the environment, along with their imagination, helping them effectively engage and communicate by using language in creative ways. The books aim to help make the transition to the primary levels easy for the young learners.

## Introduction to the Book

First Steps to Early Years General Knowledge contains a wide variety of activities blending creative arts, concepts of the world around us, and personal and social development. The engaging activities encompass and work on developing an understanding of our environment, people and features of the natural and man-made world; developing an understanding of personal care, environmental safety and security in children. These include establishing a positive attitude towards healthy and active ways of life.

## Structure of the Teacher's Guide

First Steps to Early Years' Teaching Guide serves as a holistic guide by providing wide-ranging planning of each Unit. The aim of the teaching guides is to make the job of teachers easier. The Teaching Guide also helps the teachers in setting up their classrooms, maintaining vocabulary walls/soft boards, creating and maintaining resources (such as flash cards). Teaching guides also contain stories/rhymes/songs so the teachers will not have to spend time coming up with different ideas. The Guide contains exercises which can be used for the introduction and reinforcement of concepts.

# Contents

	Page
Health, Nutrition, and Safety Checklist	1
Setting up the Classroom	4
Lesson Plans	6
Unit 1            More About My World	7
Unit 2            People Who Help Us	12
Unit 3            Where I Live	15
Unit 4            Transport	19
Unit 5            Things I Eat	22
Let's Revise    Omar's World	27
Unit 6            Patterns	30
Unit 7            Animals	33
Unit 8            Living Things	39
Unit 9            My Country	41
Unit 10          The Earth	47
Let's Revise    Zoha's World	51
Science Station	53
IQ Boosters	56
Activity Bank	59
Assessment Guide	62
Worksheets	63
Mid-of-Year Teacher's Observation Checklist	80
End-of-Year Teacher's Observation Checklist	81
Single National Curriculum Alignment	82

# Health, Nutrition, and Safety Checklist

This checklist provides a guidance for teachers and school administrators to set up an ideal environment for young learners. Following the checklist at the beginning of the year can make one well prepared for the entire academic session as well as keep the educators well-informed about their children. The checklist can be adapted as per the need and requirements of the school/individual.

## Health

- Ask ahead about any specific allergy that any child may have.
- Check children' record files for any medical issues or history mentioned.
- Develop a children' profile for all children to observe their needs and requirements.
- Classroom is well-lit, however, there should be some source of natural light coming in.
- Classroom is properly ventilated or has adequate sources of air.
- Classroom's temperature is suited for toddlers – not too warm or too cold.
- Classroom is cleaned every day; ensure that it is dust and germ-free.
- Classroom is not located in or around a noisy area.
- Classroom is situated at the ground floor, to avoid any hazards.
- Fixed dispensers of hand sanitizers should be accessible to the children.
- No hot beverages to be allowed in class.
- Waste paper baskets are covered, and garbage bags changed every day.
- Children wash their hands after eating, playing outside, and after using the washroom, etc.
- Teachers and staff who spend time with the children must maintain a healthy and clean attire.
- Ensure toilets and washrooms are always clean and equipped with all cleaning materials, for example, hand wash and disposable wipes.
- Liquid soaps to be used instead of soap bars.
- Paper towels are present in the washrooms at all times.

- Classes are insect-free – ensure that pest control is carried out before the session begins.
- A sick room with a trained nurse and nanny is present on the premises.
- The sick room is clean and equipped with a bed, spare sets of clothes, separate washroom, medical first aid equipment, etc.
- Immunisation records are taken from the parents.
- Sand pits (if present) are regularly cleaned.
- Adequate physical activities are part of the school routine.
- Create awareness of good touch and bad touch regularly.
- Nails are trimmed and clean, hair is free of lice, the clothes and undergarments are clean.
- Children are getting proper amount of sleep.
- Children have healthy relationships with their parents.
- Grab bars in washrooms.

## **Nutrition**

- Weekly meal plan is shared with parents – the prescribed food items should be easily available.
- Children's preferences and cultural backgrounds are also included in the meal plans.
- Weekly meal plan has a balanced diet – fruit, vegetable, milk, protein, and carbs are present.
- Junk/fried and processed food are not allowed.
- Portion size of food is according to the child's needs.
- Food is cut up into pieces to avoid choking.
- Lunch/snack time is scheduled at a suitable time.
- Appropriate snacks and water are available in case any child gets hungry or if they do not prefer the lunch they have.
- Water breaks during class to ensure proper water intake.
- Drinking water is at an adequate temperature, so the children are not drinking cold water.
- Awareness sessions for parents on healthy nutrition for their children.
- Discourage excess sugar/salt intake and sugary drinks.
- Children do not bring betel nuts (*chalia*), etc.

- Emphasise on the importance of having breakfast regularly.
- The food that the children have is in edible condition (not expired).

## **Safety**

- First aid kit is present in class and the smoke/fire alarm is in working condition.
- Low-rise furniture with rounded corners is present in class.
- No nails are protruding out of the furniture.
- Classroom's floor is carpeted.
- Power sockets are out of reach of the children.
- Electricity cables are secured properly and are covered.
- Windows have childproof locks and are out of reach of the children.
- Lunch area is separate from class area and is covered with plastic spread.
- Children have aprons on while eating and during art activities.
- Children use round-tipped safety scissors with adult supervision.
- Adults (support/cleaning staff) are present in the bathrooms for cleaning, assistance, and monitoring the children.
- Parents' contact information is up-to-date in case of emergencies.
- Exit plans are pasted on the classroom door.
- Safe practices are displayed as a poster and discussed in class.
- Dispersal time is well organised and teachers are on duty.
- Fire drills and evacuation drills are carried out on a regular basis.
- Playground is child-friendly, safe, and garbage free.
- The child feels safe to approach you, talk about incidents, and share their feelings.

# Setting up the Classroom

## Vocabulary Wall

The vocabulary words should be chosen from within the book. The teacher may write high frequency words for each topic on pieces of construction paper and pin them on a soft board. The teacher is requested to update the vocabulary wall for each unit. The piece of paper should be big enough to contain words in big letters. Teachers are requested to ensure that the height of the vocabulary pasted should be as per the average height of the children in class. The words must be visible and readable to every student.

**Note:** Teachers may use masking tape/paper tape for pasting purposes.

- **Soft Board**

If teachers do not want to paste vocabulary words on the wall, then they may use a soft board and pin up the words and pictorial references on it. They may update the soft board weekly or as per the current topic.

- **Daily weather/days of the week/months of the year**

Pictorial chart wheels for various topics like the daily weather, days of the week, and months of the year can be made. The teacher can discuss them daily once the topics are introduced. At the beginning of the day, ask the children about how the weather is; what day of the week, and month of the year it is. Update the charts accordingly.

- **Seating Plan**

If you have circular tables for children to sit, then make sure that each table has four to five children seated. If you have squared tables, then place four tables together, forming a square. This will encourage the children to bond together and work in groups.

- **Creating Learning Corners (*Goshay*)**

As per the Single National Curriculum, children need opportunities to explore their surroundings. Designated areas or Learning Corners can be used for



specific activities and storage of classroom equipment for an effective learning environment. This also inculcates the habit of organisation and establishes discipline in the child from a young age. Learning Corners encourage children to work independently and in a natural manner.

Learning Corners need to be separated from each other. It is also advised to place low shelves or big cartons (so a toddler may reach its contents). The corners may store: books, toys, flash cards, etc.

- **Language Corner:** This corner should be equipped with material related to increasing vocabulary and learning reading skills.
- **Library Corner:** This corner should be set up to promote the reading habits and to learn how to care for and value books.
- **Art Corner:** This corner provides children with opportunities for creative expression.
- **Math Corner:** Appropriate materials for the Math corner include objects that will help children grasp the basic Math concepts of size, shape, width, classification and number, through direct experimentation.
- **General Knowledge (Science) Corner:** This corner should provide children with opportunities for observation and experimentation to understand the world around them.
- **Home Corner:** The home corner should reflect the cultural background of the children with items such as various kitchen utensils, clothes, small furniture, and dolls. It can also later be transformed from a kitchen into a shop, clinic, or an office.

The Learning Corners should be organised with Key Learning Areas and Expected Learning Outcomes, so that the children can experiment with concepts and skills that have been introduced by the teacher.

## Daily Routine

Young children need the comfort and security of a daily routine. A daily routine provides a consistent, predictable sequence of events that gives the children a sense of control over what they will be doing during the day. To make the best use of the time, create and maintain a schedule. Daily routine helps the children learn about sequence, discipline, organisation, and time limit.

# Lesson Plans

There is no rigidity in terms of time limit for the following instructions. Teachers should observe and work with the flow and speed of the children. Children must be able to work independently with ease and confidence, only then is the teacher advised to move forward with the lesson. The following notes are provided as a resource material.

## Making Teaching Resources

- How to maintain flash cards

Suggestions for teachers as to how they can preserve and save their flash cards (resources) for any future use. For example:

- Hard laminations: Alphabets and their pictures (for example: A a with an apple or an ant) can be laminated at the start of term and may be used throughout the academic year. If kept properly, they can be used in the next academic year as well.
- Soft laminations: Teacher may cover seating arrangement charts or vocabulary words so that they may be used for a longer period of time, with a plain plastic sheet. They can tape it with paper tape or pin it with a stapler at the back of the class room.
- How to make a mini whiteboard (DIY): If you do not have mini whiteboards available, you may cut white card sheets and get them hard laminated at the beginning of the school year. They will serve as mini whiteboards. One card sheet may result in at least six mini whiteboards. In this manner, you may have as many mini whiteboards as the number of children in your class.

# Unit 1: More About My World

## **Expected learning outcomes**

By the end of the unit, the children will be able to:

- express their emotions appropriately
- recognise their favourite toy
- identify suitable clothing worn in various seasons
- identify places for recreation

Lesson 1 (page 2)

About Me

## **Materials required**

- student's book
- chart paper sheet
- markers (red and black)
- ice cream sticks (straws or old pencils would also do)
- sticky tape/glue

## **Pre-activity preparation**

Make 4 circles on the chart paper sheet. Using the markers, make the expressions happy, sad, angry, and surprised on them. You can refer to page 2 of the student's book for the expressions. Cut out the circles and paste them on the tip of the ice cream sticks. You can use these emotion sticks to recap the topic as well.

## **Introduction**

Call the children for a Circle Time activity and sing the song:

When you are happy and you know it say HURRAH! (cheer loudly) (× 2)

When you are sad and you know it say OH NO! (say it softly with a sad face) (× 2)

When you are angry and you know it stomp your feet! (stomp your feet angrily)  
(× 2)

When you are surprised and you know it say Oh Gosh! (hold your hands to your face and exclaim) (× 2)

Sing the song once with the actions and then hold up the relevant emotion sticks while singing. Repeat the song with the children. For instructions, on how a Circle Time activity is conducted, please refer to General Knowledge Level 1 Teaching Guide (Unit 1, Lesson 3).

Once the song is done, sit in a circle and hold up the emotion sticks one by one and ask the children which expression it shows. Ask the children to make the expression shown on the stick. Elicit responses from the children as to what makes them happy, sad, angry, or surprised.

### **Student's book activity:**

Distribute the student's books to the children and ask them to open to page 2. Ask the children to look closely at the expressions on the page and what each expression shows. Ask the children to draw the expression written under the circle. Facilitate the children in completing the activity.

Lesson 2 (page 3)	My Favourite Toy
-------------------	------------------

### **Materials required**

- children's toys (children will bring from their homes)
- extra old toys – a truck, a doll, a toy car, blocks, a ball, etc. (in case any child forgets to bring a toy)
- student's books
- colouring pencils (one box for each group)
- toy mike (or use a coloured paper ball with a stick or pencil stuck in the middle to make it look like a make-shift toy mike). This can also be used for future speaking activities.

### **Pre-activity preparation**

Send a note to the parents prior to the activity asking them to send the child's favourite toy). It can be any toy that the child likes for an activity in class.

### **Introduction**

Ask the children to take out the toys which they have brought from home. If any child has forgotten to bring a toy, you can ask them to select a toy from the extra toys. Children may even share their toys.

**Show and Tell:** Call the children for a Circle Time activity. Hold up the toy mike and tell the children that today will be a 'Show and Tell' day. The mike will be passed along in the circle to each child. The child with the mike will hold it up and say a few sentences about their favourite toy. They can hold up the toy and show it to the others as well.

Give the children a few minutes to gather their thoughts and prepare a few lines. Tell them to think what they like best about their toy and why is it their favourite. Start the activity with the child sitting next to you. Give him/her the mike. Help the child in case he/she is not able to hold the mike and speak at the same time. Encourage the children to speak in complete sentences, be patient with them and try not to rush them along. Appreciate and motivate the children to express as much as they can about their toy.

Once all the children have had their turns ask them to put away their toys in their bags. They can take them out to play at playtime.

### **Student's book activity**

Divide the children into groups of four. Distribute a box of colour pencils to each group along with their student's books. Ask the children to open to page 3. Tell them to look closely at the pictures of the toys on the page and name them. Ask the children to call out the names of the toys one by one. Help them recognise the first letter of the word and write it in the blanks on the page. Once they have written all the letters ask the children to colour their favourite toys on the page.

Lesson 3 (page 4)

My Clothes

### **Materials required**

- pictures of winter and summer seasons (you can also draw them on A4 sheets). At least 4 of each season.
- small baskets/containers
- pictures of winter and summer clothes (gloves, dress, coat, pants, shorts, jeans, sweater, mufflers, woollen cap, t-shirt; all these objects can also be drawn on a card sheet and cut out to use). Have at least 4 pictures of each piece of clothing.

## Pre-activity preparation

Paste a picture of each season on baskets or containers. Have the pictures of the winter and summer clothes ready, you can also have cut-outs of the same.

## Introduction

Divide the children in four groups. Give each group two baskets, one with a winter season picture and the other with a summer season picture attached on it. Along with the baskets, give each group a set of pictures of winter and summer clothes, make sure there are enough of each to be put in each basket. Tell the children they have to look at each picture and place them in the relevant baskets. Demonstrate once, by holding a picture/cut-out of a pair of gloves and ask the children when is it worn. Elicit responses from the children as to when and why they are worn and place it in the winter basket. Take rounds around the class and facilitate the children while they work.

## Student's book activity

Distribute the student's books to the children and ask them to open to page 4. Ask the children to observe the pictures closely and see which piece of clothing should be worn in which season. Facilitate the children in completing the page.

Lesson 3 (pages 5–8)

Places Where I have Fun

## Material required

student's books

## Introduction

Call the children for a Circle Time activity. Tell the children that they have to think of places where they enjoy their time the most. Open to pages 5 to 7 of the student's book and hold up the book to show the pictures one by one. Ask the children to describe the picture of the beach, what do they see? Have they ever been to a beach? Ask them about what they did and how was their experience. Give opportunities to all the children to speak and express themselves. Similarly, talk about each picture one by one on pages 5–7. Encourage the children to participate as much as they can.

## **Student's book activity**

Distribute the student's books and ask the children to turn to page 8. Ask the children to flip through the pages 5 to 7 and look at the pictures again. Ask them to identify which objects in the left column on page 8 match the places in the right column. Facilitate them in matching the objects.

## **Recapitulation**

### **Materials required**

- 5 cm by 10 cm paper strips
- marker

### **Pre-activity preparation**

Write the words favourite, toy, clothes, places on the paper strips with a marker. You can cover them with a plastic sheet or laminate them for long-term use.

### **Introduction**

Hold up the cards one by one and ask the children if they can read the words. Help the children read the difficult words by breaking it up and blending it. Ask the children if they know what the word means. Once done, pin up the words on the soft board for revisiting.

# Unit 2: People Who Help Us

## **Expected learning outcomes**

By the end of the unit, the children will be able to:

- identify places that are an important part of the community
- recognise different jobs and the people who do them

Lesson 1 (pages 9–11)	Different Places
-----------------------	------------------

## **Materials required**

- student's book
- toy mike (one made in Lesson 2 Unit 1 can also be used)

## **Introduction**

Call the children for a Circle Time activity. Turn to page 9. Keep in mind the three questions mentioned on page number 9. Tell the children that today they will be learning about different places around them. First, set some rules of the activity, tell the children that when they want to answer a question, they will raise their hands quietly and the mike will be passed to them. They should patiently wait for their turn. They will then hold the mike and answer the question or share their views. Everyone has to respect each other's views and accept them.

Hold up the book showing page 9. Ask the children the following questions one by one, pausing to take their responses and encouraging them to answer and participate as much as possible: What do you do in these places? Name the things you see in the pictures. Can you name the people who work there? You can also add in your own questions or alter the ones in the book, for example, have you visited these places? why did you go there? what did you see? etc.

Similarly, ask questions about all the pictures, the airport, supermarket, gas station, restaurant, library, hospital, school, bus stations, train station, barber shop, etc.

You can give brief descriptions as well, for example, there are different places for us where we can go to do different things, such as: We go to a restaurant to eat food, we go to the hospital if we get sick, we go to a school to study, we go to



the petrol station to fill petrol/fuel in our cars, we go to the supermarket to buy lots of different things. An airport is a place where we go to when we have to catch a flight. A bus stop is where the passengers get off or on the bus to go somewhere. A train station is where passengers get on or off of the train to go to another city. Men and boys go to a barber for a haircut and women and girls go to a hairdresser. To read and borrow books we go to a library.

Talk to the children about the importance of these places and why they are an important part of the community. Tell them if these places would not be around we would not be able to do many things.

**Field Trip:** If possible and after proper precautions are taken, the children can also be taken to some places mentioned in the book. If there is a library in the school, they can be taken there and shown around. They can be taken around the school to observe what is happening around them. This excursion trip can be done before the Circle Time activity.

Lesson 2 (pages 12–15)	Different Jobs
------------------------	----------------

### Materials required

- student's book
- toy handcuffs or police car, stethoscope, helmet, fire-truck, chef's hat or frying pan (you can also use pictures of the same)

### Introduction

Keep the toys in a box near you during the Circle Time activity. Call the children for a Circle Time activity. Tell the children that today we will be learning about some interesting people. Do they know about any grown-ups who helps them in any way? The children might take the names of their parents or teachers, etc. Tell them that they are going to learn about some other very important people in the community who help us.

Open the book to pages 12 and 13 and ask the children to look at the pictures closely. Point to the first picture and ask the children, whether they can guess who this person is and what is she doing? Elicit responses from the children and then explain that she is a chef and she cooks food in restaurants. Similarly, point to all the pictures one by one and ask the children if they know who they are and what they do. Ask them if they have ever met any of them.

Ask the children what they would like to be when they grow up. Emphasise the importance of being good members of the community by helping other people and by following the rules. Tell the children that the members of a community/ country are called citizens and it is our responsibility to be good citizens by following all the rules set by adults. Rules are there to protect us from harm and to have discipline in the society.

Next, tell the children that all the people who help us need some special things (tools) to help them do their work. From the box of toys, take out the pair of handcuffs/police car and ask the children if they know what it is, explain it is handcuffs/police car, which is used by police officers. Similarly, hold up other toys/pictures of tools and ask the children to guess who would need it to do their job. Explain the tool's purpose and how the police officers could use it. Once explained, pass it around the children to see.

### **Student's book activity**

Distribute the student's books to the children and ask them to open page 14. Ask them to observe the pictures carefully and match the right tools to the right people. Facilitate them in completing the page.

### **Recapitulation**

Call the children for a Circle Time activity. Standing in a circle, sing the song on page 15 with actions, twice with the children. The song can be sung to the tune of the rhyme 'Here we go around the mulberry bush'

### **Different Jobs – Additional Activity**

Arrange a 'Professions Day' in the class. Try and invite a guest speaker who is involved in any of the mentioned professions taught, e.g. a doctor or a nurse, a librarian, a teacher (other than yourself), a policeman/policewoman, etc. You can also invite parents to talk about what they do. Talk to the children beforehand and inform them that a special person will be visiting them and they can ask them about how they do their jobs, what they like about it. Facilitate the question and answer session. The professionals in turn can also talk about how they make the community a better place by their services.

# Unit 3: Where I Live

## **Expected learning outcomes**

By the end of the unit, the children will be able to:

- identify different types of houses
- differences between a city and a village
- places around their neighbourhood

Lesson 1 (pages 16–18)

Different Types of Houses/Cities and Villages

## **Materials required**

- student's book
- crayons/colour pencils
- A4 sheets

## **Introduction**

Ask the children where they live and if they can describe their house. Tell the children that different people live in different houses, especially because of the weather. Tell the children our houses protect us from the sun, wind, rain, and storms. They give us shelter.

Ask the children to open up to page 16 of the student's book and look at the pictures of the various houses on the page. Ask the children if they can see any house which is similar to their own house. Hold up the book and point to the bungalow on the page; ask the children if they have seen similar houses around, then point to the picture of an apartment building and ask the same question. Tell the children an apartment building has many houses in one building and they are called flats. Tell them that such houses are usually found in the city. Turn to page 17 of the student's book and show the children the picture on the page.

Tell the children a city is a place with many buildings, houses, offices, schools, hospitals, cars, and roads, etc.

Next, point to the huts and the farm house on page 16; ask them the same questions as before. Tell the children huts are made in places where there is a lot of heat. Farmhouses are places where animals are kept and food is grown.

These animals are cows, chickens, and goats, etc. They give us milk and eggs. Huts and farmhouses are usually found in villages. Villages are places where crops are grown, animals are kept for getting food, and wells to get water. There are fewer people, fewer cars, and rough roads. Turn to page 18 of the student's book and show them how a village looks like.

Come back to page 16 and ask the children to guess what sort of a house is the igloo. Tell them an igloo is a special sort of a house made out of ice blocks. These houses are made in extremely cold regions, where there are cold winds, lots of snow and ice. The sun doesn't shine for days. People who live in these houses are called Eskimos.

**Drawing and colouring:** Divide the children in groups of four and give each group a box of crayons/colour pencils. Give each child an A4 sheet. Ask the children to draw and colour their house. Ask them to write their names at the bottom. Put up the children's drawings on the board.

### **Student's book activity**

Ask the children to open to page 17 of their student's book and look at the picture of the city closely. Help them read the sentences and ask them what they must do. Ask questions about the cars, buildings, and aeroplane in the picture. Tell them to describe them and what word might come in the blank. Facilitate them in completing the page. Similarly, page 18 can also be done or given as homework.

Lesson 2 (pages 19–20)	My Neighbourhood
------------------------	------------------

### **Materials required**

- student's book
- old newspapers (cut in strips of various lengths)
- coloured sheets (red, green, yellow, blue, black)
- A4 sheets
- round-tipped safety scissors
- glue sticks
- crayons

## Introduction

Ask the children to turn to page 19 of their student's book. Ask them what their neighbourhood looks like. Ask them if they can identify the places shown in the picture. Ask them to point to the supermarket, the hospital, etc. Ask them what are the children doing in the park and are there any houses in the neighbourhood. Explain to the children that all of these places can be found in a neighbourhood.

**Neighbourhood collage:** Distribute the A4 sheets to the children. Tell them they are going to make a neighbourhood collage. Give each child a few newspaper strips, help the children paste the strips vertically across the sheet on the A4 sheets as if they are buildings. Paste the strips on the horizontal side of the sheet so as to give more space to make the collage. Help the children cut triangles from the red, yellow, and blue coloured sheets. These can be pasted as roof tops on top of the strips. Yellow circles can also be cut out to be pasted on the top of the sheet as the sun, and green as the grass. Cut out small squares and rectangles from the black sheet to paste as windows and doors on the strips. You can also give children a black marker if a black sheet is not available. Help the children use the crayons to add in details, as making clouds, birds, flowers, etc.

You can also help the children make symbols like a red plus on top of a building to show it is a hospital, a shopping cart as a supermarket, and so on.

Once the children have completed their collage, ask any child willing to talk about his/her collage to describe it. Put up the collage work as displays in the class.

**Alternate activity:** You can also have a 'build your neighbourhood' activity using blocks and toy cars, like an ambulance, police car, buses, etc. Have the children stack blocks to make buildings of various heights. Ask them to place vehicles in front of the buildings. This activity can also be done during a play activity with blocks.

## Student's book activity

Ask the children to open to page 20 of their student's book. Ask them to look at the picture of the neighbourhood. Ask them to read the sentences carefully. How many houses can they see? Ask them to count them and write the answers. Facilitate the children in completing the page. You can ask additional questions

about the picture once they have completed the exercise, such as, can you locate where the hospital is? where is the mosque? why do people go to the mosque? when do people go to the hospital? etc.

### **Recapitulation**

Ask the children to open to pages 16 and 17 of the student's book. Ask them to observe the pictures carefully. On the board draw two columns, label one city and the other one as village. Ask the children to tell you what they see in the picture of the city that is not there in the picture of the village. List down all the things children say in both the columns. In the end, ask the children to have a look at both the lists. Point to the key differences of a city and a village.

# Unit 4: Transport

## **Expected learning outcomes**

By the end of the unit, the children will be able to:

- identify transport used for air, land, and sea travel
- use folding techniques to make a paper boat

Lesson 1 (pages 21–22)

Different Types of Transport

## **Material required**

student's book

## **Introduction**

Call the children for a Circle Time activity and sing the rhyme with the children with actions:

The wheels on the bus go

Round and round

Round and round

Round and round

(roll both your hands in circles)

The wheels on the bus go

Round and round

All through the town!

The horn on the bus goes

Honk, honk, honk

Honk, honk, honk

Honk, honk, honk

(move your palm down as if you are pressing a button)

The horn on the bus goes

Honk, honk, honk

All through the town!

The wipers on the bus go  
Swish, swish, swish  
Swish, swish, swish  
Swish, swish, swish

(move your arms in the air as if they are swaying)

The wipers on the bus go  
Swish, swish, swish  
All through the town!

After the song, ask the children how they came to school today. Elicit various responses. Ask the children if they know someone or have they themselves gone on a long journey to a far away place or another city, ask them how did they travel. Tell the children that the vehicles they came on to school today and use for travelling from one place to another, are called 'transport'. Write the word on the board for emphasis. Write words like car, bus, van, aeroplane, train, etc. underneath it.

Distribute the student's books to the children and ask them to open to page 21. Tell them there are three different types of transport: air, land, and sea. Ask the children if they know what is the difference between the three. Tell the children that air transport, like an aeroplane, is used when you have to travel to different countries or great distances. The transport used flies in the air. Air transport requires an airport to fly off. Point and say the names out loud of the air vehicles on page 21. Land transport is when you need to travel on land, from one place to another, like when they come to school using a car, van, or a bike. The distance travelled would not be so far, however, trains and big buses are also used to travel from one city to another. That might take days. Point and say the names out loud of the land vehicles on the page. Sea transport refers to ways of travelling in the sea. Ships, boats, yachts, etc. are used to travel through the sea or water bodies like rivers and lakes. Boats and ships are also used to catch fish. Point and say the names out loud of the sea vehicles on the pages.

### **Student's book activity**

Ask the children to open to page 22 of the student's book. Instruct the children to trace the correct route from the bus to the school. Ask them to trace and find out the route with their finger first and then use a pencil. Facilitate the children with completing the page.



**Materials required**

- A4 sheets (one half for each child). You can also use coloured sheets
- student's book
- kiddies pool filled with water/large plastic tub filled with water
- flipchart sheet (you can also use a chart paper)
- marker
- sticky tape

**Pre-activity preparation**

Keep the pool/tub filled with water on the side or outside the class where children can easily access it and carry out the activity.

**Introduction**

Call the children for a Circle Time activity with their books. Distribute the half A4 sheets to each child and also keep one for yourself. Tell the children to open to page 23 of the student's book. Tell them today they will be making a paper boat.

Hold up your half of the paper and ask the children to follow what you are doing with the paper. Do each step slowly and clearly with verbal instructions so that children can follow easily. Ensure your pace of giving instructions is not fast or too slow. Facilitate the children who are having difficulty in following the steps. Try to make sure that children are following the steps together. Once the children have made their paper boats, take them towards the pool/tub of water. Demonstrate by gently placing the paper boat in the pool of water and allowing it to float over water. Ask the children to do the same with their boats. Tell the children this is how boats float on water and people travel on sea.

**Recapitulation**

Make three columns on a flipchart and stick it to the board. Label the columns as follows: sea, land, and air. Begin with the first column; elicit responses from the children asking them which vehicles are used to travel on sea. Elicit as many responses as you can and motivate the children to participate as much as they can. Complete the table and put it up on the board for the children to recap.

# Unit 5: Things I Eat

## **Expected learning outcomes**

By the end of the unit, the children will be able to:

- identify different sources of meat
- identify various vegetables and fruits
- recognise various healthy habits
- wash hands properly

Lesson 1 (page 24)

Different Meats

## **Materials required**

- pictures of animals like goat, cow, hen, and fish (can be cut out from old magazines or newspapers)
- student's book

## **Introduction**

Call the children for a Circle Time activity. Ask the children what they like eating the most. Elicit responses from the children and lead the discussion towards different types of meat. Ask them if they like eating chicken. Ask them if they know where the chicken they eat comes from. Hold up the pictures of a cow, hen, fish, and goat. Ask the children which animal gives us chicken meat. Let the children guess and then tell them it is the chicken. Tell the children a cow gives us beef, a goat gives us mutton, and a fish gives us fish meat. All these are different meats and are all healthy for us to eat.

## **Student's book activity**

Ask the children to open to page 24 of the student's book. Ask them to look at the pictures of the various animals on the page closely. You can begin with the crocodile on the page and ask the children 'Do we eat crocodile meat?' Allow time for the children to answer. When the children respond in negative to eating an animal, tell them something about the animal rather than quickly moving forward. Go through all the animals one by one and ask the children to circle the animals of whose meat we do eat.

**Materials required**

- student's book
- white/blackboard
- whiteboard markers/chalk

**Introduction**

Ask the children which vegetables and fruits do they know about? Elicit as many responses as you can from the children. Write down the names of the vegetables and fruits on the board in two different columns.

Ask the children to open to pages 25 and 26 of their student's books. Tell them to look at the vegetables and the fruits on the pages. Hold up a book and name the vegetables and fruits one by one and ask the children to say the names with you. Ask the children where do they think fruits and vegetables come from. Explain to them that they are delicious and also the best healthy diet we can eat. We need to make sure we eat enough fruits and vegetables to have a healthy diet. This will help us grow strong and not fall sick easily.

**Guessing game:** Once you have gone through all the vegetables and fruits on the pages, tell the children you shall be playing a guessing game with them. You shall read out some riddles and the children will have to guess which vegetable/fruit you are asking about. Ask the children to listen to you carefully and look at the pictures on pages 25 and 26 when you are reading out the riddle. Ensure that while reading the riddle, you are slow and clear for the children so that they can follow what you are saying. Repeat the riddle if needed.

1. I am brown and usually oval in shape. I am sometimes smooth but sometimes I have bumps. Children love eating me when I am made into French Fries. (potato)
2. I am orange in colour and I am long. Rabbits like to eat me whenever they have the chance. (carrot)
3. I am purple or sometimes pink in colour. Mummy cries whenever she chops me. (onion)
4. We are green, small, and round, we all live together in a pod. We are delicious in rice. (peas)

5. I am called the king of fruits. I am all yellow! I come in summers and am sweetest as can be. (mango)
6. I am green on the outside and red inside. I can be sweet and soothing in the summer. I have tiny black seeds all filled up inside me. (watermelon)
7. There is a bright colour named after me. All my parts are juicy and sweet. I come in the winters. Everyone loves eating me and I also have a delicious juice made out of me. (orange)
8. I have a bright red colour. I have tiny little bits inside me which are also bright red like me. People enjoy me in the autumns but I am not so easy to peel. (pomegranate)

### **Student's book activity**

Ask the children to look at the vegetables and fruits on pages 25 and 26. Ask them to read out the question written on top. Facilitate them in circling their favourite fruits and vegetables. One of the pages can also be given as a homework.

Lesson 3 (pages 27–28)

How to Stay Healthy

### **Material required**

student's book

### **Introduction**

Call the children for a Circle Time activity. Tell them today that they are going to learn how to stay healthy and fit. Open to pages 27 and 28 of the student's book. Ask them to look at the pictures closely and to share with the class what things they do daily?

Point to each of the pictures one by one and talk about the importance of each point. Tell the children it is necessary to be fit and healthy so that we do not fall sick and go to the doctors. If we fall sick and get weak, we would not be able to do many things which the children do, neither will we be able to grow up to be healthy adults. We will fall behind in our lives. While discussing the importance of each activity, mention why it is important to do them, the benefits, etc.

For example, drinking milk everyday makes our bones strong, brushing our teeth keeps our teeth healthy and we are protected from cavities, washing our hands before eating is important as it washes off all the germs that make us sick. Exercise makes our bodies strong and gives us energy.

Healthy diet includes vegetables, fruits, and meats. We need to take them more than junk food so that we are fit and healthy. Bathing and cleaning ourselves is important to make sure we do not smell, we do not have germs on us, and we are active, etc.

## Lesson 4

## Seven Steps of Washing Hands (Additional Activity)

### Materials required

- soap
- sink and water
- hand towels/paper napkins
- sanitizers

### Pre-activity preparation

You will have to take the children to a washroom or a kitchen where there is a sink and running water is available to demonstrate. Make sure the area is properly cleaned and hygienic before you conduct the activity. Have soap placed next to the tap. Keep hand towels/paper napkins and sanitizers to use as well.

### Introduction

Take the children in groups of four to the area you have prepared for the handwashing activity. Request a fellow colleague or support staff to remain in the class with the rest of the children. Engage the remaining children in class with free play or an art activity in the play area while you are conducting the handwashing activity with the group.

Demonstrate how hands should be washed properly by doing the following steps in front of the children:

Step 1: Wet your hands and apply enough soap to create a good lather.

Step 2: Rub your hands, palm to palm together.

Step 3: With your right palm rub the back of your hands.

Step 4: Interlink your fingers and rub your palms together.

Step 5: Cup your hands together and rub them over each other.

Step 6: Enclose your right hand around your thumb and clean the thumbs vertically and the space between your thumb and index finger.

Step 7: Rub your fingertips in a circular motion against your palms.

This entire process should take approximately 20 seconds, you can also sing the following rhyme while you wash your hands, which is about 20 seconds long as well:

Row, row, row your boat  
Gently down the stream  
Merrily, merrily, merrily, merrily (×2)  
Life is but a dream

Row, row, row your boat  
Gently down the stream  
Merrily, merrily, merrily, merrily (×2)  
Life is but a dream

Once you have washed your hands, wipe them dry with a hand towel/paper napkin. Use a small amount of sanitizer (the amount of a coin), and rub your hands together till it absorbs. Ask each child to step up to the wash basin and facilitate him/her in washing their hands. The children waiting for their turn can sing the rhyme along with the child who is washing his/her hands.

# Let's Revise – Omar's World

## **Expected learning outcomes**

By the end of the unit, the children will be able to:

- recapitulate different clothes children wear
- recapitulate people who help us
- recapitulate various rooms in the house
- recapitulate different modes of transport

Lesson 1 (page 29)

Omar's Clothes

## **Materials required**

- student's book
- pencils
- colour pencils

## **Student's book activity**

Ask the children to open to page 29 of the student's book. Tell them to look at the clothes on the left side of the page. Ask them, 'Where do they think the cap will go, the t-shirt, the pants, and the shoes?' Ask the children to draw the objects on Omar's body correctly. They can colour the picture as well.

Lesson 2 (page 30)

People Who Help Us

## **Materials required**

- student's book
- pencils

## **Introduction**

Ask the children to open up to page 30 of the student's book. Ask the children if they remember which person does what job? What tools do they need? Hold up the book and point to the firefighter; ask the children what does he do? Similarly, point to the rest of the professionals and ask about their occupations.

### Student's book activity

Ask the children to look at the pictures of the people and the tools in the middle column. Facilitate the children in completing the page.

Lesson 3 (page 31)

Where Omar Lives

### Materials required

- student's book
- pencil

### Introduction

Ask the children to open to page 31. Ask them to look closely at the picture of the house on the page and the various parts of the house. Ask the children questions about the various rooms, can they recall all the rooms in the houses? Ask them what they do in each room and what things can be found there.

### Student's book activity

Ask the children to read out the sentences on page 31 one by one. Facilitate the children in completing the sentences by choosing the correct word from the box above.

Lesson 4 (page 32)

Transport

### Materials required

- student's book
- pencil

### Introduction

On the board draw three columns labelled air, land, and water. Elicit responses from the children asking them which sort of transport will fall in each column, for example, aeroplanes, jets, etc. will fall in the air column. Buses, vans, cars, etc. will fall in the land column. Boats, ships, submarines, etc. will fall in the water column. Make sure the children participate adequately.



## **Student's book activity**

Ask the children to open up to page 32 of the student's book. Ask the children to look at the pictures in both columns. Facilitate them in joining the missing parts on the left column with the correct modes of transport on the right column.

## **Recapitulation**

Ask the children the following questions to recap the lesson:

- What do they want to be when they grow up?
- Which is their favourite room in the house and what do they do there?
- How would they like travelling or going from one place to another? Which mode of transport would they use?

You can also ask the children to draw their answers on A4 sheets.

# Unit 6: Patterns

## **Expected learning outcomes**

By the end of the unit, the children will be able to:

- make patterns using their handprints
- draw patterns on sand using their fingers
- follow simple patterns in sound and actions

Lesson 1 (page 33)

Making Patterns

## **Materials required**

- poster colours (any 4 to 5 colours)
- flat shallow pans/trays
- A4 sheets
- aprons/old t-shirts
- plastic sheets
- paint brushes
- water in plastic containers
- pencils

## **Pre-activity preparation**

Send a note prior to the parents asking them to send aprons or old t-shirts for children to use in a paint activity. You can send this note at the beginning of the session and keep the old t-shirts throughout the session to use arts and crafts activities. The shirts can be returned at the end of the session. Once all old t-shirts and aprons are received, you may carry out the activity.

Cover the activity surface with plastic sheets to avoid a mess if spillages occur. Help the children to put on the aprons/t-shirts over their uniforms.

Pour the poster colours in separate pans, add water (if necessary) to dilute and spread it out across the pan. Each table can have a pan filled with paint. Keep paint brushes for each child and water on the table.

## Introduction and activity

Divide the children in groups of four to do the activity. Each group will work on one table. Distribute the A4 sheets to the children. Ask the children to write their names with a pencil at the bottom of the sheet.

Demonstrate how the activity will be carried out. Help the children gently place their hands in the pan till the palm and fingers of their hands are covered in paint, dip the brush in water and spread out the paint evenly on the child's hand. Help the child to press his/her hand on an A4 sheet so the handprint is formed adequately. Keep the sheets on the side to dry or you can even peg them on a display line if you have it in class.

Once the children have completed the activity, take them to the washroom in groups to help wash off the paint from their hands. Ask the children to help you clean up the activity area and put the things back in their places. Use a hand signal to indicate clean up time.

After the handprints are dried, put them on the board and show the children how although everyone's hands are different, yet they form a repeating pattern. That is what a pattern is, anything which is going on continuously in a similar manner.

Lesson 2 (page 34)

Draw Patterns on Sand

## Materials required

- play sand (dry and wet)
- flat shallow pans/trays
- cookie cutters/shape outlines
- pencils/sticks
- a toy with wheels (car, truck, etc.)

## Pre-activity preparation

This activity can be carried outside in the play area with the sand box. You need to ensure the sand is washed, dried, and completely clean before use. Keep wet sand and dry sand separately.

Fill the pans with dry and wet sand but make sure they are half full.

## Introduction and activity

Divide the children in groups of four, make sure each group has a tray of sand. Sit in a circle so that you may monitor the children as well. Ask the children to look at the patterns you are drawing. First in the dry sand and then the wet sand. Ask the children to notice the differences. Follow the patterns on page 34 for a few examples. Help the children make zig-zag lines, dots, straight lines, or handprints. You can use a pencil's back tip or sticks to make lines in the sand. Using a toy with wheels, you can move it on the sand and draw the children's attention towards the patterns made by the wheels.

Let the children make free patterns and enjoy themselves.

Lesson 3 (page 35)

Patterns in Sounds and Actions

## Material required

- student's book
- strings
- black beads
- white beads

## Introduction and activity

Call the children for a Circle Time activity. Tell them they have to imitate your actions. In the first time, do the actions slowly and let the children observe and follow you. Sing the song on page 35 of the student's book. Guide the children to clap their hands thrice, then tap their knees with their palms. They can then snap their fingers twice and stomp their feet once. The same pattern is to be repeated in the second stanza. Encourage the children to pick up their pace in doing the actions. Once the children are able to do it confidently, let them do it independently while you sing the song.

Tell the children that repeating actions while singing also form a pattern.

## Recapitulate

Give the children 5 black and 5 white beads along with a string with a knot tied on one end. Ask them to thread one black bead and then one white. They can make fun bracelets with their stringed beads. Draw the attention of the children towards the alternate black and white beads forming a pattern.

# Unit 7: Animals

## **Expected learning outcomes**

By the end of the unit, the children will be able to:

- identify wild animals
- identify farm animals
- identify animals in the sea
- identify pet animals
- identify animals that fly

Lesson 1 (pages 36–37)

Wild Animals

## **Materials required**

- plastic toy wild animals/pictures of wild animals (lion, elephant, giraffe, zebra, crocodile, etc.)
- student's book

## **Pre-activity preparation**

In case you are using pictures instead of plastic toys, take out pictures of wild animals from magazines or the Internet. These pictures can be laminated for future use. Resources from previous lessons can also be used.

## **Introduction**

Call the children for a Circle Time activity. Tell the children that they will be learning something fun today. Tell them to guess what they will learn after singing the following song, in the tune of the rhyme 'Twinkle, twinkle, little star' with actions:

Zoo, zoo, Let's go to the zoo, (do a marching action)

What will we see at the zoo? Zoo, zoo, (put your hand on your eyes as if you are looking for something)

Let's go to the zoo,  
What will we see at the zoo?

Lion, we will see a lion, (make a fierce expression and roar)  
Elephant, we will see an elephant, (lift your arm to your head like an elephant's trunk)

Monkey, we will see a monkey, (dangle arms like a monkey)

Let's go to the zoo!

Tiger, we will see a tiger, (make a fierce expression and roar)

Snake, we will see a snake, (make a hissing sound)

Birds, we will see some birds, (flap your arms like wings)

Let's go to the zoo!

Ask the children if they were able to guess what will they learn about today. Help them guess the answer 'wild animals'. Ask the children if they know what is the meaning of the word 'wild'. Elicit responses and reinforce the concept that wild animals are animals that are not tame and live in the wild areas where there are not many people.

Hold up the pictures of the wild animals or the plastic toy and ask the children about the animal you are showing. Ask them its name, where they think it might live, what does it eat? etc.

### **Student's book activity**

Distribute the student's books and ask the children to turn to page 36. Ask the children to look at the pictures closely and if they can name the animals on their own. Facilitate them in tracing the names of the wild animals on the page.

Move on to page 37 and ask the children to look at all the animals. Read out the names of the animals one by one and ask the children if they think they live in the wild, in their surroundings, or if they live on a farm. Facilitate the children in identifying and circling the animals that are wild.

**Additional activity:** If circumstances permit and keeping safety procedures in place, arrange field trip to the zoo to show wild animals to the children.

**Materials required**

- student's book
- pictures of a farm

**Introduction**

Gather the children for a Circle Time activity and sing the following song:

Old MacDonald had a farm  
Ee i ee i o  
And on his farm he had some cows  
Ee i ee i oh  
With a moo-moo here  
And a moo-moo there  
Here a moo, there a moo  
Everywhere a moo-moo  
Old MacDonald had a farm  
Ee i ee i o  
Old MacDonald had a farm  
Ee i ee i o  
And on his farm he had some chicks  
Ee i ee i o  
With a cluck-cluck here  
And a cluck-cluck there

Ask the children if they can guess which animal they are going to learn about today? Tell the children to open to page 38 of their student's books. Tell the children they will learn about some important farm animals that also help us. Ask the children if they know where they get their milk, eggs, meat, and the warm woollen sweaters which they wear in winters? Where do all these things come from?

Tell the children that farm animals provide us with all these things. Explain to the children that farms are places outside the cities, usually near villages. These

places are huge pieces of land on which crops and plants are grown. (Show them the pictures of a farm.) These crops and plants also provide us with food, that is why they are important. Tell the children to look at the first picture on page 38. Ask the children what can they see, a horse helping a farmer. Explain to the children that horses help around the farm. They help farmers work on the farm and move around heavy loads.

Point to each picture similarly and explain their benefits.

Lesson 3 (page 39)

Animals in the Sea

### Materials required

- student's book
- 5 cm × 10 cm paper strips
- marker

### Pre-activity preparation

Write names of animals that live in the sea from page 39 of the student's book (dolphin, octopus, whale, goldfish, shark). They can be plastic coated to use in the future.

### Introduction

Ask the children if they know where the fish they eat comes from. Tell them it comes from the sea and also rivers. Fish live underwater. Ask the children to turn to page 39 of the student's book and ask the children to look at the picture on the page. Ask them to observe it carefully. Hold a flash card of one of the sea animals up and encourage the children to read it independently. Ask the children if they can find the animal in the picture. Which one do they think it is? Facilitate them in finding the animals and tell the children their names.

Lesson 4 (page 40)

Pet Animals

### Material required

student's book



## Introduction

Sing the rhyme, 'Hey diddle, diddle' to the children:

Hey, diddle, diddle  
The cat and the fiddle  
The cow jumped over the moon  
The little dog laughed  
To see such fun  
And the dish ran away  
With the spoon

Ask the children to open to page 40 of the student's book. Ask the children if they have any pet animals at home. Tell the children pet animals are those animals which people keep at home. Ask the children if they have any pets at home? Ask them to look at the picture on the page; can they identify the animals in the picture? All these animals are friendly with the children. Ask the children which animal would they like as a pet. Pet animals include cats, dogs, rabbits, birds like parrots or canaries, goldfish, etc.

Ask the children who have pets how they take care of the animals. Tell the children if they have pets, they require a lot of care: they need to be fed good food and water, kept clean, and if they fall sick, they need to be taken to a special doctor called a vet (remind the children they had learnt about a vet in the unit, 'People Who Help Us').

**Additional activity:** If circumstances permit, a Pet Day can also be organised in the school. Children with pets can be told to bring their pets to school. They can share what they feed them and how they take care of them.

Lesson 5 (page 41)

Animals that Fly

## Materials required

- student's book
- pictures of colourful birds (parrots, crows, pigeons, eagle, canaries)
- marker
- colour pencils

## **Pre-activity preparation**

Write the names of the birds behind the pictures using a marker in clear letters. You can plastic coat them for future use.

## **Introduction**

Call the children for a Circle Time activity. Sing the following rhyme with actions:

Two little dicky birds sitting on a wall

One named Peter

One named Paul

Fly away Peter, Fly away Paul

Come back Peter

Come back Paul

Ask the children if they know what birds are and have they seen any around them. Show them pictures of the birds one by one and ask the children if they know their names. Turn the pictures and show the names of the birds to the children. Read them out aloud.

## **Student's book activity**

Ask the children to turn to page 41 of the student's book. Divide the children in groups of four. Place the pictures of the birds in the front of the class in a manner in which all the children can see them. You can even put them on the display board. Give each group a box of colour pencils. Ask the children to colour the birds on the page. They can look at the pictures to help them colour.

## **Recapitulation**

Make a table on the board or a flipchart. Make the following columns: wild animals, farm animals, animals in the sea, animals that fly, and pet animals.

Go over each of the columns one by one with the children and elicit relevant responses for each column from the children. If the table is made on a flipchart, it can be put up on the display board for the children to see and revise after the activity.

# Unit 8: Living Things

## **Expected learning outcomes**

By the end of the unit, the children will be able to:

- identify living things
- establish that living things require sunlight and air through experimentation

Lesson 1 (page 42)

Humans, Animals, and Plants

## **Materials required**

- student's book
- white/blackboard
- pencils

## **Introduction**

Children have learnt the concept of living things and non-living things in previous classes as things made by man and things made by God. Ask the children if they remember what are living things. Elicit responses from the children and write them on the white/blackboard. Ask the children if they know what is the difference between living and non-living things.

Explain to the children that living things grow and they require food, water, and air to grow. They change as they grow. Non-living things are made by us; they do not grow, they do not breathe, or require food and water to live. Examples of non-living things can be given from around the class.

## **Student's book activity**

Ask the children to turn to page 42 of the student's book and ask them to look at the pictures carefully. Point to each picture and ask the children what it is. Then proceed to ask if they think it is a living thing or a non-living thing. To help them figure out in case they are confused, you can also ask questions such as, does it eat food? does it need water? does it grow? etc. Facilitate the children in circling the living things.

**Materials required**

- 2 small potted plants
- water
- student's book
- A4 sheets
- crayons

**Pre-activity preparation**

This experiment has to be conducted over a few days time. It would require keeping one of the plants in a dark place and one in sunlight and air.

**Introduction and activity**

Tell the children that in order to find out the effects of sunlight and air on plants and also living things, they will be conducting a simple experiment. They need to observe the plants closely and notice any changes. They will also learn how to take care of plants.

Carry out the steps 1, 2, and 3 as mentioned on pages 43 and 44 of the student's book. At the end of the experiment, the plant in the cupboard will be wilted and weak, whereas the plant that receives regular sunlight and air will appear healthier. Tell the children that both received water but due to being in the dark, the weak plant was not healthy. All plants and living things need air, water, and sunlight together to grow healthy and strong.

Draw the attention of the children to pictures of the plants on page 44 and ask the children if the plants in the experiment looked similar.

**Recapitulation**

Give the children A4 sheets with two columns. Ask them to draw a healthy plant on one side and a weak plant on the other using crayons. Draw the things needed on the healthy plant's side to make it healthy, like the sun and water.

# Unit 9: My Country

## **Expected learning outcomes**

By the end of the unit, the children will be able to:

- identify Pakistan's flag
- identify the large cities of Pakistan
- identify festivals of Pakistan
- identify traditional clothes worn in Pakistan's provinces

Lesson 1 (page 45)

Our Flag

## **Materials required**

- student's book
- coloured picture of the Pakistani flag
- paints (green and white)
- aprons/old t-shirts
- plastic sheets/old newspapers
- paintbrushes
- containers filled with water

## **Pre-activity preparation**

Use aprons/old t-shirts from previous art activities or send a note to the parents prior to the activity to send in old t-shirts for an art activity in class. Cover the area with plastic sheets or old newspapers.

Have the children wear aprons/old t-shirts so that their uniforms do not get dirty or stained. Divide the children in groups of four. Each group will have paintbrushes, containers containing water, and paints separately.

## **Introduction**

Ask the children if they know what is the name of the country which they live in? Tell them they live in a country named Pakistan. Pakistan is their homeland and as good citizens we must love our country, follow its rules and take care of it. Show them a coloured picture of the Pakistani flag and tell the children that

this is the flag of Pakistan. Put it up on the board. Explain to the children that the Pakistani flag is white and green. It has a crescent moon and a star in the middle with a white strip on the side.

Tell the children that we are all Pakistani and we need to take care of our flag, we should be careful to not let it fall to the ground, make sure it does not become dirty, respect it because it represents our country.

Ask the children to open up to page 45 of their student's book. Tell them they will be painting their flags. Facilitate them in painting the flag. Tell them to follow the colours on the picture of the flag closely. Once the children have finished, leave their books open to dry out.

Lesson 2 (page 46)

Large Cities of Pakistan

### **Materials required**

- student's book
- pencils
- map of Pakistan

### **Introduction**

Talk to the children about cities and villages and elicit their prior knowledge about cities. Ask the children do they know the name of the city they live in? Tell them that their country, Pakistan, has many different cities. Different people live in these cities. Ask the children if they know any names of the cities in Pakistan. Some children might share some names; write them on the board.

### **Student's book activity**

Ask the children to open to page 46 of their student's book. Tell the children to look at the map of Pakistan. Explain to the children this is how Pakistan looks like in the world, it shows Pakistan and its neighbours and where all the cities are. A map also shows you the way from one place to another.

Help the children to read out all the names of the cities on the page. Tell them to locate it on the map. Facilitate them in joining the labels with the locations marked on the map.

**Materials required**

- student's book
- crayons
- glitter pens, stickers, etc. (optional)

**Introduction**

Ask the children if they know about the festival 'Eid'. Elicit responses from the children; ask them what they know about Eid, such as saying Eid Mubarak, the grown-ups giving them Eidi, and so on. Ask the children if they know what the occasion Eid is. Tell them it comes after the Islamic month Ramadan. It is also called *Choti Eid*. Delicious dishes are prepared and everyone says Eid Mubarak to each other.

Eid ul-Fitr is celebrated at the end of Ramadan. Grown-ups give the young children money gifts as *Eidi*.

**Student's book activity**

Divide the children in groups of four. Give each group a box of crayons and glitter pens (optional). Ask the children to open to page 47 of their student's book. Tell the children to decorate the *Eidi* envelope and make it look nice. They can use crayons and colours to draw on it. They can use glitter pens or glitter and stickers to make it look as pretty as they want.

**Materials required**

- student's book
- liquid glue
- cotton wool

## Introduction

Ask the children if they know about when Eid ul-Adha or *Bakra Eid* comes? Ask the children what happens on that occasion. Ask them if they know how it is different from Eid ul-Fitr? Tell the children that the Eid ul-Adha comes as a celebration at the end of Hajj. At this point, you can tell the children about the occasion when Prophet Ibrahim (A.S) made a sacrifice to Allah by offering his most beloved son, Prophet Ismail (A.S). Tell the children to remember the occasion when we sacrifice a goat, cow, sheep, or camel. The meat of the sacrificed animal is given to the poor.

## Student's book activity

Divide the children in groups of four. Ask the children to open to page 48 of their books. Give each group some cotton wool. Facilitate them in spreading the glue on the sheep drawn on the page and stick the wool.

Lesson 5 (page 49)

Independence Day

## Materials required

- student's book
- green and white buntings
- green and white caps (you can also make paper crowns with a Pakistani flag in the centre)
- small hand-held Pakistan flags

## Pre-activity preparation

Send a note to the parents prior to the activity asking the parents to send the child in a green and white dress for a pretend Independence Day celebration (the activity can take place near Independence Day as well). Decorate the class with green and white buntings, small paper flags, etc.

Draw the Pakistani flag on the board and write 14 August. When the children arrive, help them put on green and white paper caps/crowns.



## Introduction and activity

Talk to the children about Independence Day. Tell them that it is an important day as it is the birthday of our country. Pakistan was born on the 14 of August. Point to the date written on the board. Tell the children that on this special day we celebrate to give thanks that we have a special country for us to live in peacefully.

Sing national songs with the children and wave flags to celebrate the Independence Day. Tell the children they need to keep the flags safely and properly away once the celebrations are over.

Lesson 6 (page 50)

Our Clothes

## Material required

student's book

## Introduction

Ask the children to open to page 50 of their student's book. Tell the children that the national dress of Pakistan is the *Shalwar Kameez*. Men and women both wear it. Point to the picture at the top of the page. Ask the children if they know that many people wear different types of clothes in special areas of Pakistan. Ask them to look at the different dresses on the page. People living in different provinces of Pakistan have special dresses which are traditional for that area. Ask the children to look at the different dresses of people in Balochistan, Sindh, Punjab, and Khyber Pakhtunkhwa.

**Cultural day:** In order to celebrate 'Cultural day' assign the children different roles. Divide them in Baloch, Sindhi, Punjabi, and Pashtun groups. Tell the children they will be wearing traditional dresses of that area. Send a note a week prior to the activity to parents telling them to send their child wearing traditional clothes of the region they are assigned to. Parents can also be invited for the event.

The purpose of the event is to promote the different cultures of Pakistan. Tell the children that even though there are different people from different cultures living in Pakistan, they all live in harmony and peace. This is what makes Pakistan strong.

## Recapitulation

Paste/draw an outline of the map of Pakistan on the board. Point to the map and ask the children if they recognise which country's map it is. Tell the children it is Pakistan. Write Pakistan on the board. Ask the children:

- When is Pakistan's Independence Day celebrated?
- Can they name a few large cities of Pakistan?
- What are the festivals celebrated in Pakistan?
- Name a few different cultures in Pakistan?

Write the children's answers on the white/black board.

# Unit 10: The Earth

## **Expected learning outcomes**

By the end of the unit, the children will be able to:

- recognise that the Earth is a planet
- identify different countries and their people
- learn about a few ways to keep the Earth clean

Lesson 1 (page 51)

The Earth

## **Materials required**

- student's book
- balls made of play dough (blue for the Earth, yellow for the Sun, grey for the Moon)
- cotton balls
- paints (blue, green, yellow, grey)
- plastic sheets/old newspapers
- aprons/old t-shirts

## **Pre-activity preparation**

Use the aprons/old t-shirts from prior art activities in order to protect the children's uniforms from paint spillage. Cover the activity area with plastic sheets/old newspapers. Help the children wear their aprons/old t-shirts over their uniforms.

## **Introduction**

Tell the children they are going to learn about the Earth. Ask the children if they know about the Earth. Tell them the Earth is the planet we live on. Our world is called Earth and it goes around the Sun. Hold the Sun (made from play dough) and move the Earth (made from play dough) around the Sun. Put the Sun down in the centre and place the Earth ball at a distance from it, put the Moon (made from play dough) and place it close to the Earth, move it around the Earth ball and explain to the children that the moon we see at night moves around our planet Earth. Tell the children when the Earth moves around the Sun we are able to have days and nights. The Earth, Moon, and the Sun are part of the Solar System.

## Student's book activity

Gather the children around the activity area. Divide them in groups of four. Give each group paints and cotton balls. Distribute the student's books to the children and ask them to open to page 51. Demonstrate how to correctly paint the circles on the page using cotton balls. Facilitate them in completing the activity using the correct colours for the Earth, Moon, and the Sun.

Lesson 2 (pages 52–53)

Countries and their People

## Materials required

- map of the world/globe
- student's book
- raw plain and coloured rice
- liquid glue or white glue

## Pre-activity preparation

To make coloured rice you can use poster paints or spray paints to paint some amount of rice in different colours like green, red, black, yellow, and blue. Leave some rice uncoloured to represent white. Keep the different coloured rice in separate containers.

## Introduction

Gather the children for a Circle Time activity. Tell the children they have learnt about their country and the planet too. Now they will learn about some other countries in the world. These countries are in different parts of the world. Let's see where they are. Distribute the books to the children and ask them to open to pages 52 and 53.

Ask the children to look at the flags and the people in the pictures. Tell the children that people in the pictures are wearing the traditional clothes of their country. Ask the children if they remember what is the national dress of Pakistan. Point to each flag and encourage the children to read out the name of the country. Ask the children if they know what the people of that country are called, like we are called Pakistanis. Tell them this map of the world shows where all the countries are. On the map, also point out to the children where the country is. Ask the children which flag do they like the most.

## Student's book activity

Divide the children in groups of fours. Give each group the containers of different coloured rice and liquid glue. Facilitate the children in completing the flag on page 53.

Lesson 3 (page 54)

Keeping the Earth Clean

## Materials required

- student's book
- A4 sheets
- crayons

## Introduction

Talk to the children about keeping the Earth clean. Tell the children the Earth is our home and we need to take care of it. Discuss a few things the children can do to keep the Earth clean, for example:

- Pick up litter.
- Do not throw rubbish everywhere (it should be thrown in the rubbish bin).
- Do not waste water by keeping the taps open.
- Do not burn garbage.
- Plant flowers and trees so that we can have clean, fresh air to breathe.
- Do not cut down trees.

Tell the children all these things are important for the Earth to survive, for us to survive, and to have a healthy life. Talk about how litter, rubbish, increasing pollution (smoke from cars, factories, etc.) is causing the Earth to become weak. All the smoke makes it difficult to breathe. Rubbish causes germs and illnesses to increase. Cutting down trees kills animals' homes, as well as lessens the amount of air to breathe.

Introduce recycling to the children. Tell them we need to stop making waste and recycle, which means using things again and again. This will also help us reduce waste and litter.

### **Student's book activity**

Ask the children to turn to page 54 of the student's book. Ask the children to look at the pictures on the page and ask them which one of these should we be doing to make the Earth a better place? Point to each and elicit responses from the children on what effect each action in the pictures shown would have on the Earth.

### **Recapitulation**

Give the children A4 sheets and crayons. Ask the children to draw and colour the Earth. Ask them to write a message on the sheet for us to save the Earth. You can write a few messages on the board for them to use, for example, do not litter, keep the Earth clean, throw rubbish in the bin, plant trees, etc. Put up the posters on the board.

# Let's Revise – Zoha's World

## **Expected learning outcomes**

By the end of the unit, the children will be able to:

- recapitulate sequential patterns
- recapitulate which animals are wild
- identify the national symbols of Pakistan

Lesson 1 (page 55)

Patterns

## **Materials required**

- student's book
- colour pencils

## **Introduction**

Ask the children to open to page 55 of the student's book. Point to the picture on the top left of the girl. Tell the children the girl's name is Zoha and she loves making patterns; let's help her make some. Ask the children if they remember patterns. Tell them to have a look at the shapes. Elicit the names of the shapes and the colours they are in.

## **Student's book activity**

Facilitate the children in completing the patterns in different rows. Remind the children that they have to repeat the colours in a sequence. Tell them to look at the colours of the shapes and colour the blank shapes accordingly. Once the children are done, draw their attention towards the repeated pattern, and the shapes and colours.

Lesson 2 (page 56)

Wild Animals

## **Materials required**

- student's book
- pictures of wild animals (zebra, tiger, giraffe, hippopotamus, eagle; ensure that the size of the pictures is adequate to fit in the picture on page 56 of the student's book)

- round-tipped safety scissors
- glue sticks

### **Introduction**

Elicit responses from the children of their prior knowledge about wild animals. Write their responses on the board.

### **Student's book activity**

Ask the children to open to page 56 of the student's book. Give them pictures of various wild animals. Ask them to cut out the pictures with a pair of scissors. Facilitate them in cutting and pasting the pictures on the page. Ensure that they paste the animals in appropriate spaces.

Lesson 3 (page 57)

National Symbols of Pakistan

### **Materials required**

- student's book activity
- Pictures of mango, jasmine, chukar, hockey game, markhor
- colours

### **Introduction**

Use the map of Pakistan previously used and recall facts about Pakistan. Talk about the national symbols of Pakistan. Tell the children that these things are special and are popular in Pakistan, that is why they are considered as national symbols. Show them pictures of the national symbols of Pakistan (chukar, hockey, jasmine, markhor, mango) and tell them their names. Put these on the board for children to see, under the heading of Pakistan.

### **Student's book activity**

Ask the children to open to page 57 of the student's book. Ask them what the colour of a mango is and of the jasmine flower. Facilitate the children in colouring and completing the page.



# **Science Station**

## **Expected learning outcomes**

By the end of the unit, the children will be able to:

- conduct a simple experiment to follow the growth pattern of a plant
- conduct a simple experiment to grow plants using parts of another plant
- determine that objects with edges cannot roll

Lesson 1 (page 58)

How Plants Grow

## **Materials required**

- student's book
- beakers/empty glass jam bottles
- cotton wool
- beans
- water

## **Introduction and activity**

Tell the children that they will be conducting an experiment to learn about how plants grow. Place one or two beans in cotton wool in front of the children. Next, place the cotton wool in the beaker. The wool does not need to fill the beaker. Sprinkle some water on the wool to dampen it. Place the beaker in sunlight and air. Give it water regularly.

Ask the children to observe the beans carefully everyday. When the shoots start sprouting, draw the attention of the children towards it.

Tell the children this is how a plant grows in soil as well. Eventually this will grow into a plant and it can be put into soil to grow into a healthy plant, as roots need soil to grow.

Tell the children they can also carry this experiment out at their homes.

**Materials required**

- rectangular tray or box
- cotton wool
- carrot tops (one inch approximately)
- water

**Introduction and activity**

In a rectangular box place cotton wool on its base. Dampen it with water. Place the carrot tops on the damp wool (refer to page 59 of the student's book). Place the tray in sunlight and air. Regularly water it. Ask the children to observe it daily. Soon you shall see new shoots appearing from the carrot tops. Draw the attention of the children to the new shoots which are growing and explain that the plant has started to grow.

When the shoots are tall enough, you can put it in soil. Explain to the children that the plant will further grow in soil. The carrot may not grow back again as it already has been cut.

Similarly, tell the children that you can also use onion tops, potatoes, garlic cloves to sprout new plants.

**Materials required**

- empty tissue boxes
- drinking glass
- paint
- split pins
- hard card sheets
- match boxes
- whole punch

## Pre-activity preparation

Paint two empty tissue boxes and let them dry out. Use a drinking glass or any round object to trace and cut out 4 circles on a card sheet that will be used as wheels for the first tissue box.

Punch a hole in the middle of each circle as well as on the 4 edges of the tissue box. Secure the wheels with split pins. The first car is ready.

Now, make holes through four empty matchboxes and attach them as wheels to the other empty tissue box, using split pins, the same way the circle wheels were attached. The second car is ready.

## Activity

Gather the children around for the activity and ask them to observe closely. Now try moving the first car with round wheels. Did it move? Next, try to move the square-wheeled car. Did it move, or did it slide? Why?

Explain to the children that things with edges cannot roll, as they can see that the car with square wheels does not move; whereas round objects with no edges can roll, as they can see that the car with circular wheels moves easily.

# IQ Boosters

## **Expected learning outcomes**

By the end of the unit, the children will be able to:

- identify the correct missing piece in a line by observing the pieces in the already existing line
- identify secondary colours are made by primary colours
- count the number of sides of shapes
- memorise and recreate a picture using logical skills to fit the pieces

Lesson 1 (page 61)

Finding the Missing Piece

## **Material required**

student's book

## **Introduction and activity**

Ask the children to open to page 61 of their student's book. Help the children to identify the correct bogie to be placed in the missing space of the train from among the three options given. Explain to them that in the case given on the page, the shapes of the three options given are identical so the differences which have to be observed are between the colours. You may also get cut-outs of similar shaped objects (such as squares, circles, triangles, etc.) of the same colour and place them in a line, leaving a gap in the middle.

Give the children cut-outs of the same shapes in various colours and ask them to place the correct coloured cut-out in the gap to observe their understanding of the concept.

Lesson 2 (page 62)

Colours

## **Materials required**

- student's book
- paints (red, yellow, blue)
- paintbrushes
- A4 sheets
- bowl

- aprons/old t-shirts
- plastic sheets/old newspapers

### **Pre-activity preparation**

Use aprons/old t-shirts used in previous activities. Cover the paint area with plastic sheets/old newspapers. In a bowl, pour paint of the three primary colours (red, yellow, and blue). Keep pans of paints on each table with paintbrushes and water in containers.

Divide the children in groups of four.

### **Introduction and activity**

Tell the children that we can make new colours from the colours we have. The colours red, blue, and yellow are called primary colours. When we make more colours from these, they will be called secondary colours. Give the children A4 sheets and allow them to first mix the primary colours on paper to check which secondary colour is made by mixing two primary colours. Tell them to mix blue and yellow to make green; red and yellow to make orange; and blue and red to make purple. Once they have practised enough, ask the children to open to page 62 of the student's book and allow them to paint in the circles given on the page to show which two colours are mixed to create green, orange, and purple colours. These are secondary colours.

Lesson 3 (page 63)

Shapes

### **Materials required**

- student's book
- pencils

### **Introduction and activity**

Recall shapes with the children. Draw them on the board and ask the children to count the sides.

Ask them to open to page 63 of the student's book. Tell them to look at the shapes drawn and ask them to count the sides and write the number in the blanks besides the shape. You can also show them real-life objects with multiple sides and allow them to count the number of the sides for a better understanding.

**Materials required**

- student's book
- safety scissors
- envelopes
- glue sticks (one for each child)
- A4 sheets or their notebooks

**Pre-activity preparation**

Cut the pieces of the puzzle on page 65 of the student's book for each child. Children of this age might find it difficult to cut the pieces themselves. However, if you are confident that the children can manage handling scissors and cutting they may do it themselves.

Place the pieces of the puzzle separately in a pouch or paper envelope for each child.

**Student's book activity**

Ask the children to open to page 64 of the student's book and give the puzzle pieces envelope to the children, but tell them not to open the envelopes yet. Ask the children to look at the picture on page 64 carefully.

Distribute the A4 sheets/notebooks to the children as well. Now, ask them to open the envelopes and spread the pieces on the table. Tell the children they have to arrange the pieces together and make the picture made on page 64 of the book.

Once they have arranged the pieces correctly, they can glue the pieces correctly as well on the A4 sheet or their notebooks. Facilitate the children in completing the exercise.

# Activity Bank

## Activity 1: Fun, friendly Fridays

Start the day with a positive note. Give the children a piece of paper. Ask the children to write a positive note about their class fellows. They can write anything they like about them anonymously and place it in a jar. The teacher can read out the chits.

**Skills learnt:** kindness, compassion, positivity, community building

## Activity 2: Wall of kindness

Make a chart and put it up on the board. Label it as the wall of kindness. Tell the children they have to do an act of kindness throughout the week. Every Monday, ask the children what they did and write it on the chart. Write the name of the child in front of the act. Tell the children at the end of the month that the child with the most acts of kindness will be given a kindness badge to wear for the week.

The teacher can make a badge out of chart paper and give it a name like 'Kindness champion'. Encourage the children to participate as much as they can by being kind to friends, class fellows, people around them, animals, and even plants by taking care of them!

**Skills learnt:** kindness, community building

## Activity 3: Class norms

Rather than relying on the teacher's list of classroom rules, have children develop their own set of class norms — using adjectives that describe a positive learning community. When children set their own norms and expectations, they create a stronger feeling of belonging for everyone. It also gives children a chance to take responsibility for their own behaviour within their learning environment.

**Skills learnt:** citizenship, community building, organisation, discipline

#### **Activity 4: All about me**

Ask children to bring a pocket mirror for the activity. Take all the mirrors and place them upside down in front of them. Tell the children they will meet someone special today. Ask them to turn the mirrors right side up. Tell the children that the special person is themselves. Everyone is special. Give the children A4 sheets and crayons. Tell the children to look at their reflection in the mirror and draw themselves on the A4 sheets using the crayons.

**Skills learnt:** self-identity, self-awareness, positivity

#### **Activity 5: Answer the questions**

On the board write the phrases, 'I am, I can, I like, I am happy when, I am sad when'. In a Circle Time activity, ask the children to complete the phrases by adding about themselves one by one.

**Skills learnt:** self-awareness, self-identity

#### **Activity 6: Emotion charades**

In this game, the teacher acts out a certain emotion and the children must guess which feeling is being portrayed. In effect, it's a simple version of charades for children. Once the children are familiar with it, you can pair the children up and they can play it with each other.

**Skills learnt:** emotional awareness, collaboration

#### **Activity 7: Hopscotch**

A simple game like Hopscotch helps build social and physical skills. Draw a Hopscotch grid with chalk on the classroom or playground floor. Demonstrate how to play the game. Throw a counter or stone on a number on the grid. The player has to either hop or jump towards the stone, pick it up and then come back the same way. Children will learn to motivate each other and the importance of taking turns as well as physical mobility.

**Skills learnt:** physical agility, taking turns, social development

#### **Activity 8: Please, thank you, you are welcome**

Make sure you use the courtesy words such as please, thank you, you are welcome often during interactions. Remind the children that they have to use these phrases whenever they need to show gratitude. This shows you are polite



and have manners. Every week or once a while, organise a thank you activity. Make thank you cards with the children to give to anyone that they would like to say thank you to; it could be a friend, their parents, anyone who helped them, the teacher, etc.

**Skills learnt:** politeness, social etiquette

### **Activity 9: Moral development**

Make a checklist and put it up on the board:

- I was kind to animals
- I was not selfish
- I helped someone
- I shared something with someone
- I did not argue or fight with anyone
- I picked up the litter and threw it in the rubbish bin
- I did not waste water
- I respected elders and was not rude to them
- I used courtesy words

Every week go over the checklist with the children and tell them they have to be honest if they want to win a 'Good Citizen' star badge. Give the badge to the children who did all of the things mentioned in the checklist. A badge can be made by cutting a star shape from a card sheet and sticking a safety pin at its back. The children will wear the badge in school throughout the day.

**Skills learnt:** citizenship, moral development

### **Activity 10: I Spy!**

Play a game of 'I Spy' with the children to develop vocabulary. Look around the room for any object. Tell the children 'I Spy with my little eye, something beginning with the letter c' (for example, chair). The children will have to guess the name of the object. Once the children are adept in the game, they can play it amongst themselves.

**Skills learnt:** vocabulary development

# Assessment Guide

Research indicates that formal tests and examinations are not all accurate when measuring a toddler's abilities. Many young children do not perform well in situations where they must answer specific questions or complete tasks because they may not be familiar with the testing language, they may be shy or just frightened. When a young child does not perform well, he/she is labelled as a below average child.

The comparison between two young children is fruitless as children of such age grow and progress at their own pace. Young children's progress should be measured by the teacher's on-going observations during the entire year. Their progress should be compared to their own development and not to that of other children.

## – Children Assessment and Record Keeping

The teachers are requested to observe each child as they participate in different activities. Though at times they may step back and observe; however, more so than usual, they may have to be involved with the children. Teachers need to be actively involved and pick up cues from the children.

What is the teacher supposed to look for? The teacher observes the children and assesses the different areas of learning and development.

The following methods of assessment and record keeping are strongly recommended:

- Checklist of the child's progress
- Maintain a portfolio of the child's work
- Progress reports for parents

The Assessment Guide contains:

- Worksheets (Informal assessment)
- Observation checklists (the teacher will observe the points mentioned in the observation checklists and then fill it at the mid and end of the year).

# Worksheets

## Worksheet – 1: Emotions

In the space below draw something which makes you happy and one thing which makes you sad.

**Happy**

**Sad**

## Worksheet – 2: Favourite Toy

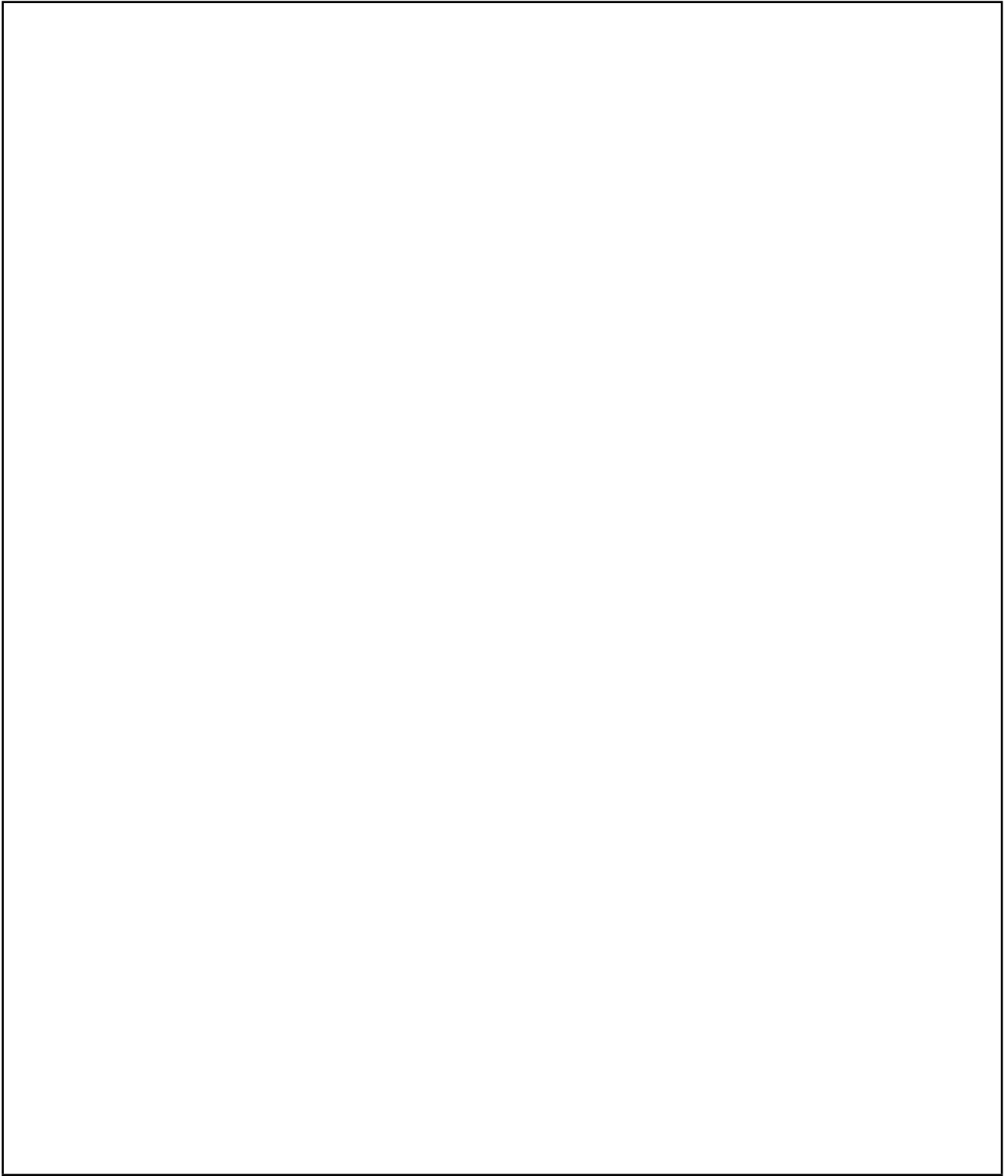
Draw and colour your favourite toy below. Write its name in the blank below.



---

### Worksheet – 3: Places Around Us

Draw and colour your favourite place to visit.



## Worksheet – 4: People Who Help Us

Can you write the names of the people who work in the following places?

Restaurant

---

---

---

---

School

---

---

---

Hospital

---

---

---

Bakery

---

---

---

Airport

---

---

---

## Worksheet – 5: Places We Live In

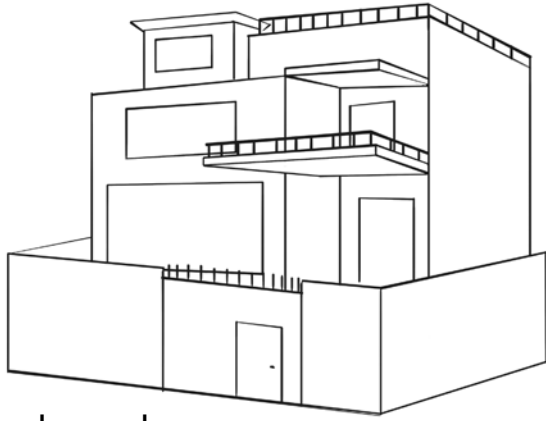
Fill in the blank and draw the type of house you live in.

I live in a \_\_\_\_\_.

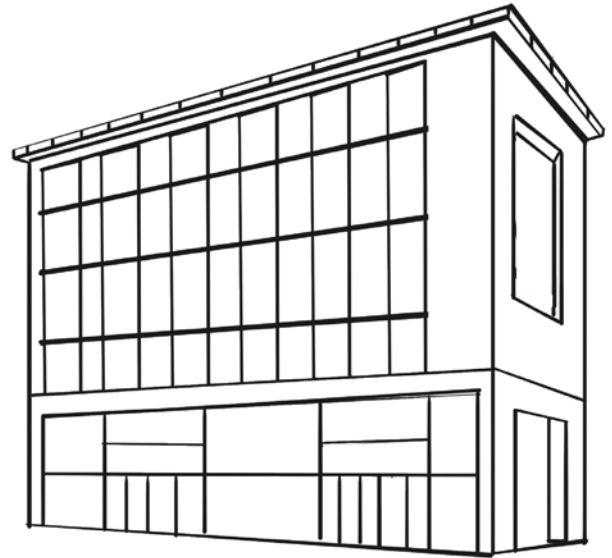
It looks like this:

## Worksheet – 6: Cities and Villages

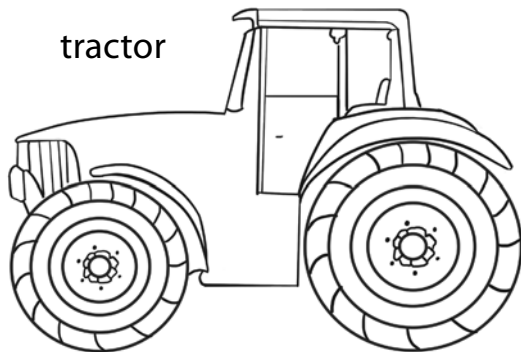
Colour all the things which you find in the city with red colour, and the things which you find in the village with green colour.



bungalow



apartments

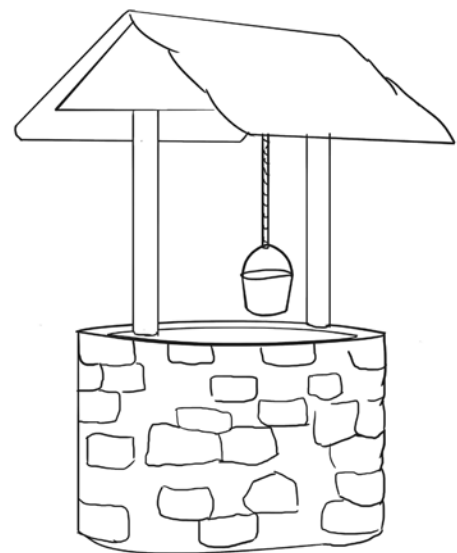
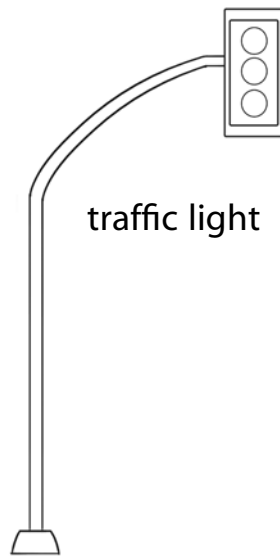


tractor

farmer



traffic light

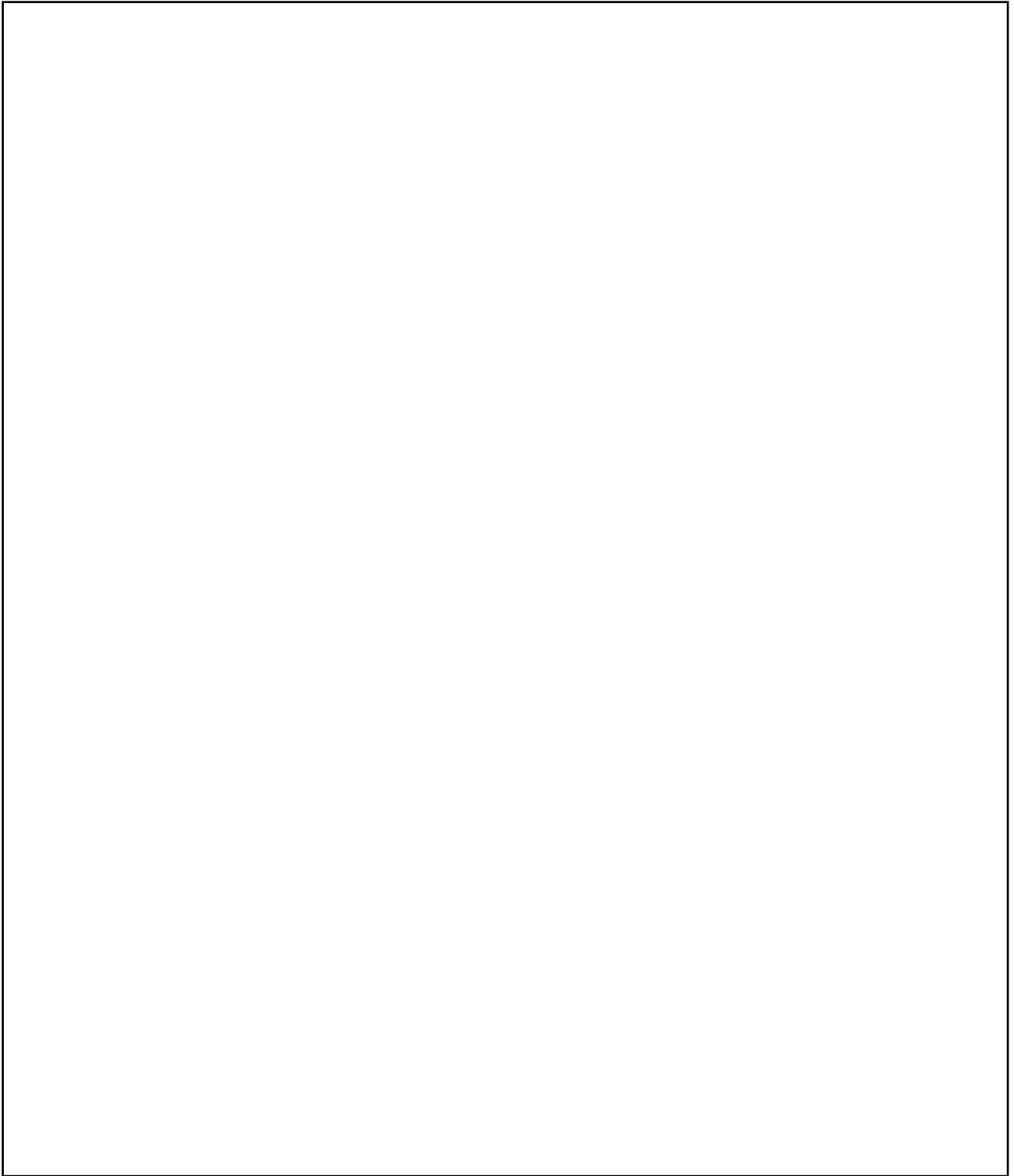


well



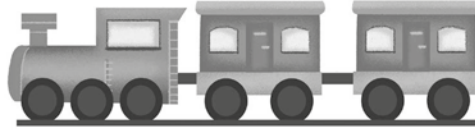
## Worksheet – 7: Places Around Us

Draw the places in your neighbourhood.



## Worksheet – 8: Transport

Draw the transport in the correct row.



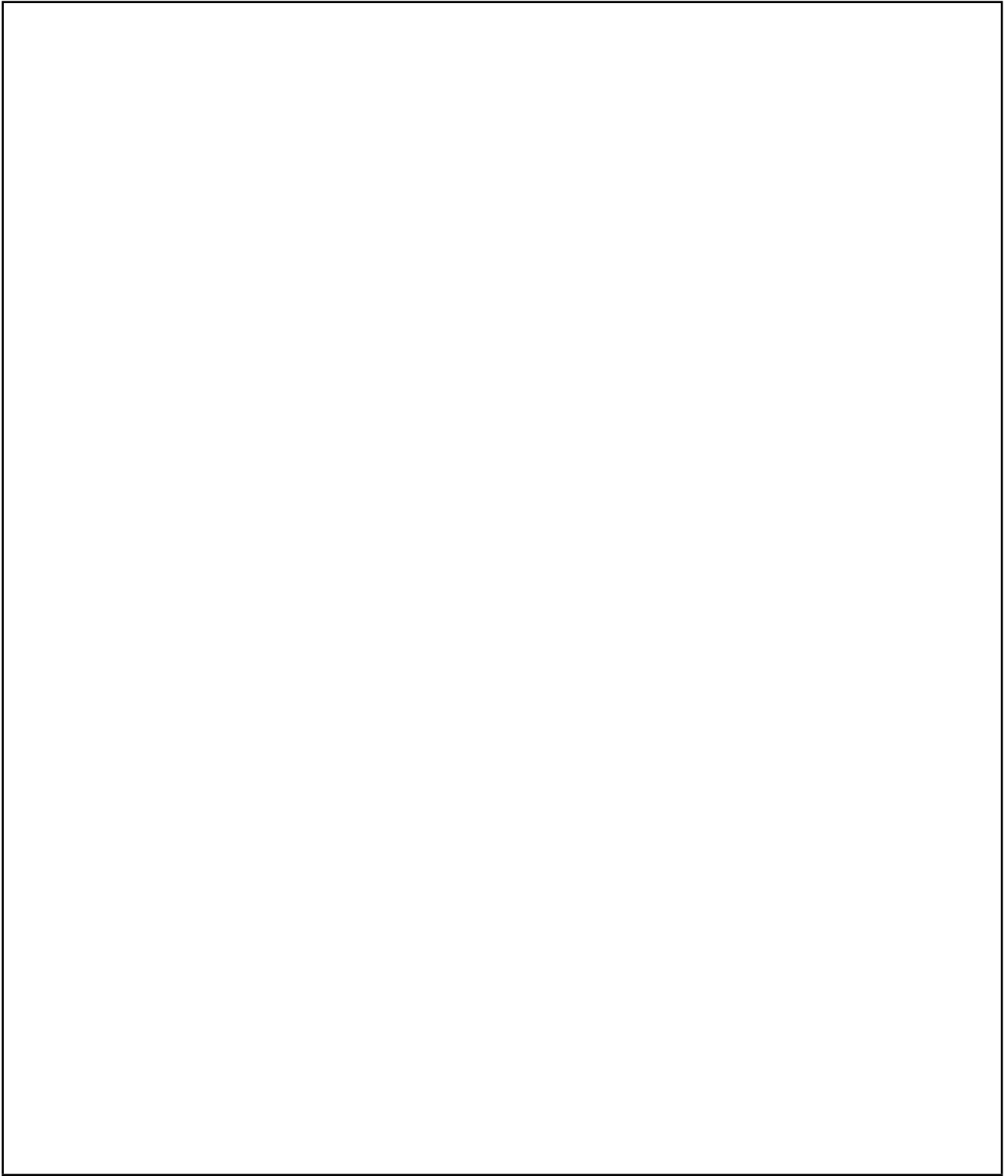
Air

Land

Sea

## Worksheet – 9: Fruits and Vegetables

Draw and colour the fruit and vegetable you like.



## Worksheet – 10: Healthy Habits

Put a tick in front of the healthy habits:

a. I brush my teeth everyday.

Yes

No

b. I eat sweets.

Yes

No

c. I wash my hands before eating.

Yes

No

d. I sleep very late.

Yes

No

e. I bathe everyday.

Yes

No

f. I wear dirty clothes.

Yes

No

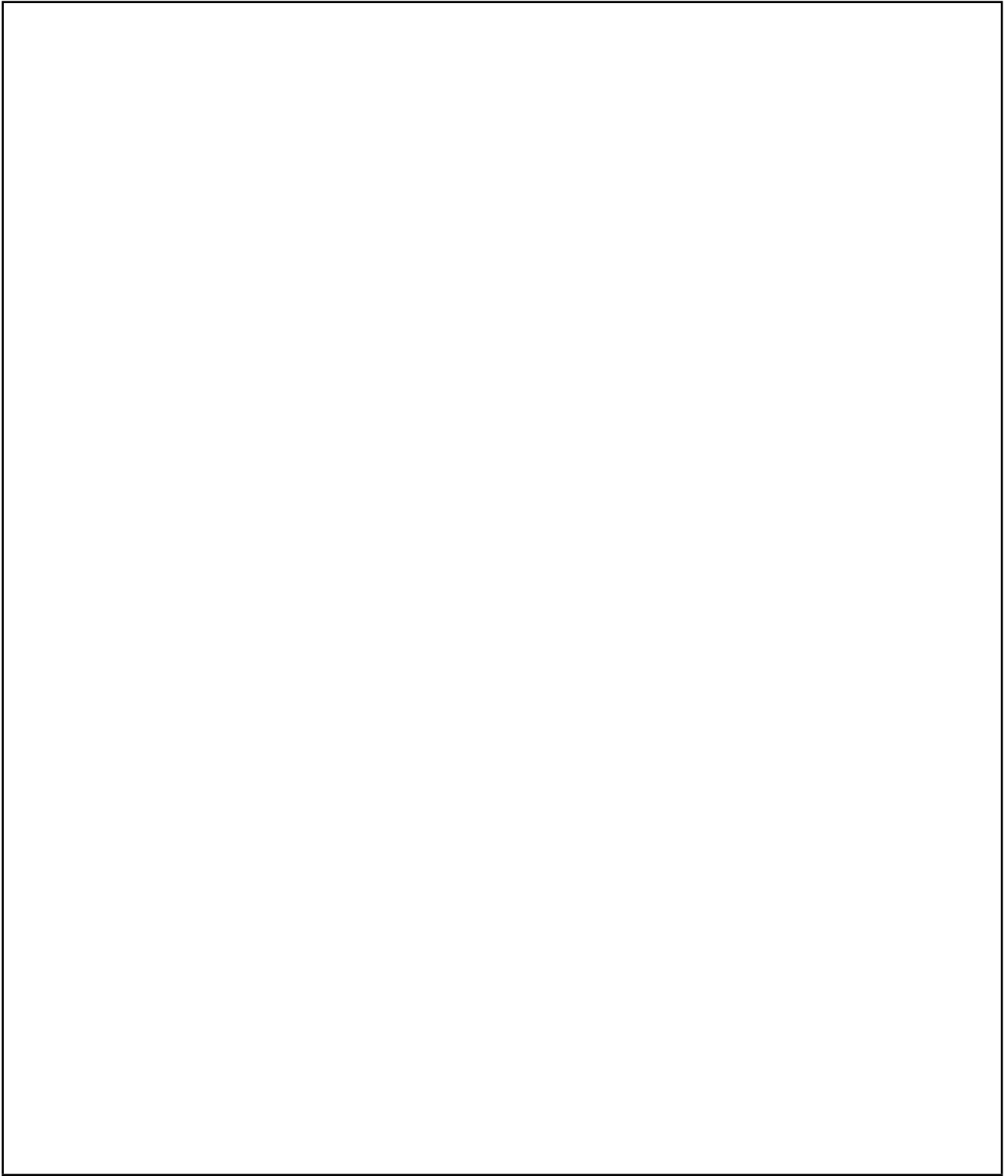
g. I like doing physical activities.

Yes

No

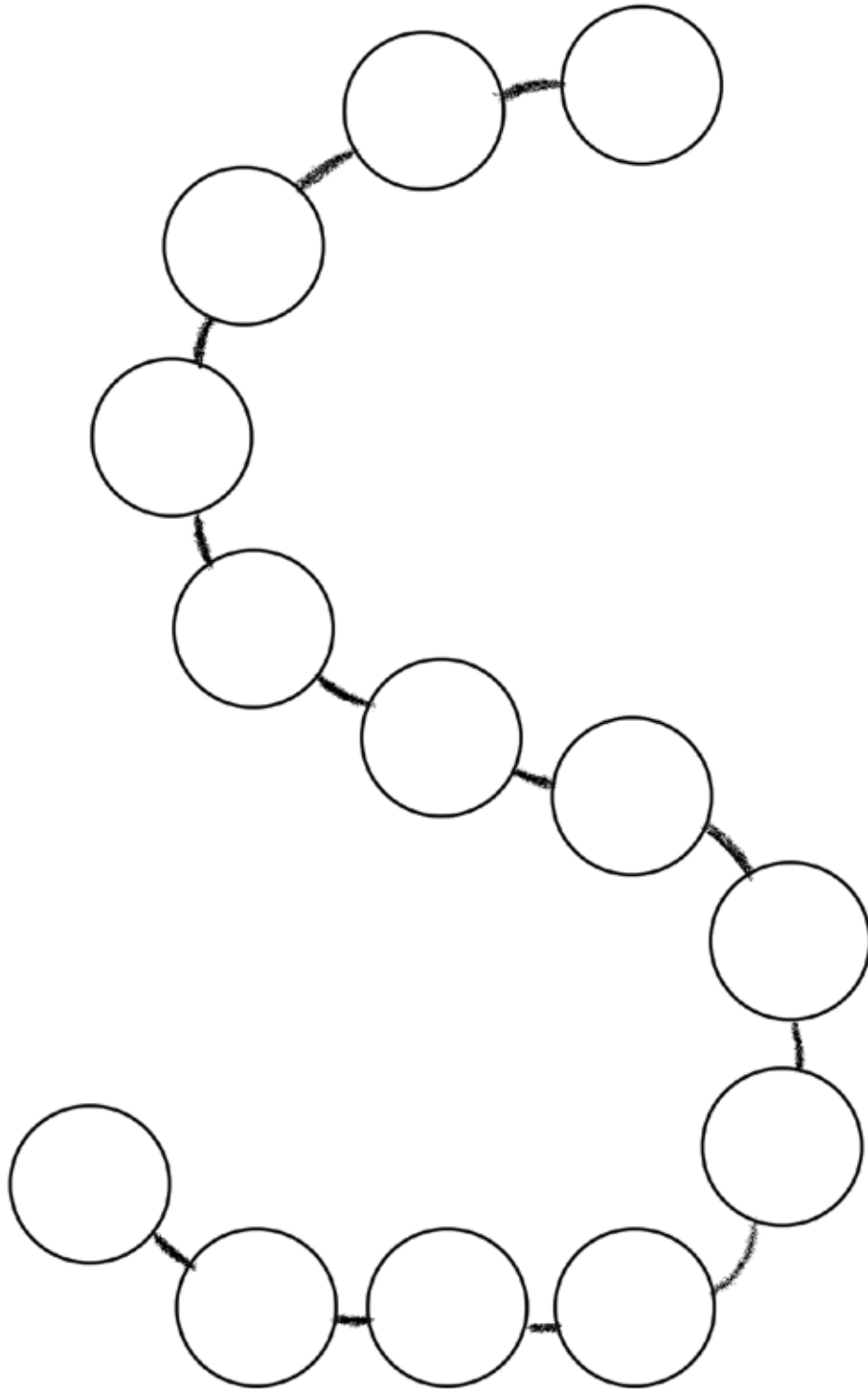
## Worksheet – 11: My Home

Draw the things you find in your bedroom.



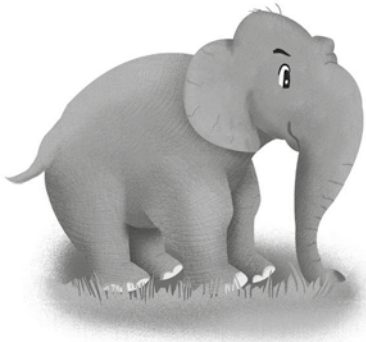
## Worksheet – 12: Patterns

Make a pattern with some coloured beads. Can you colour the beads below the same as the pattern which you created?



## Worksheet – 13: Animals

Circle all the farm animals.



elephant



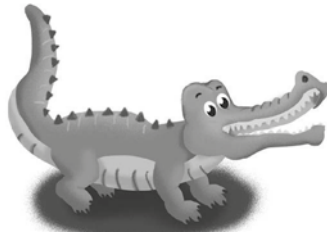
cat



giraffe



lion



crocodile



sheep



zebra



goat



cow



horse



chicken

## Worksheet – 14: Animals

Draw the animals that fly in the air, live in the sea, and live on land in the correct sections.

Animals on the land

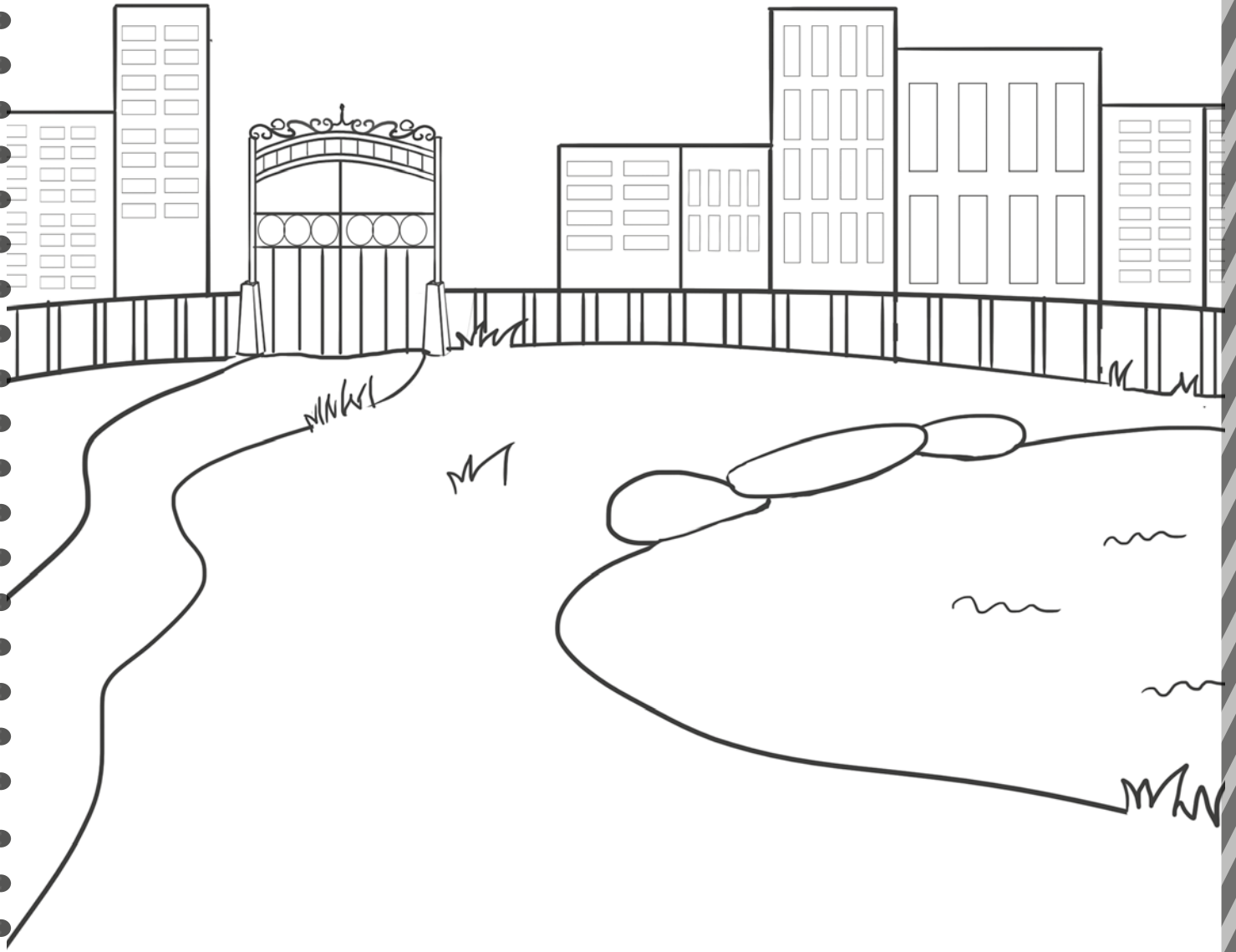
Animals in the air

Animals in the sea



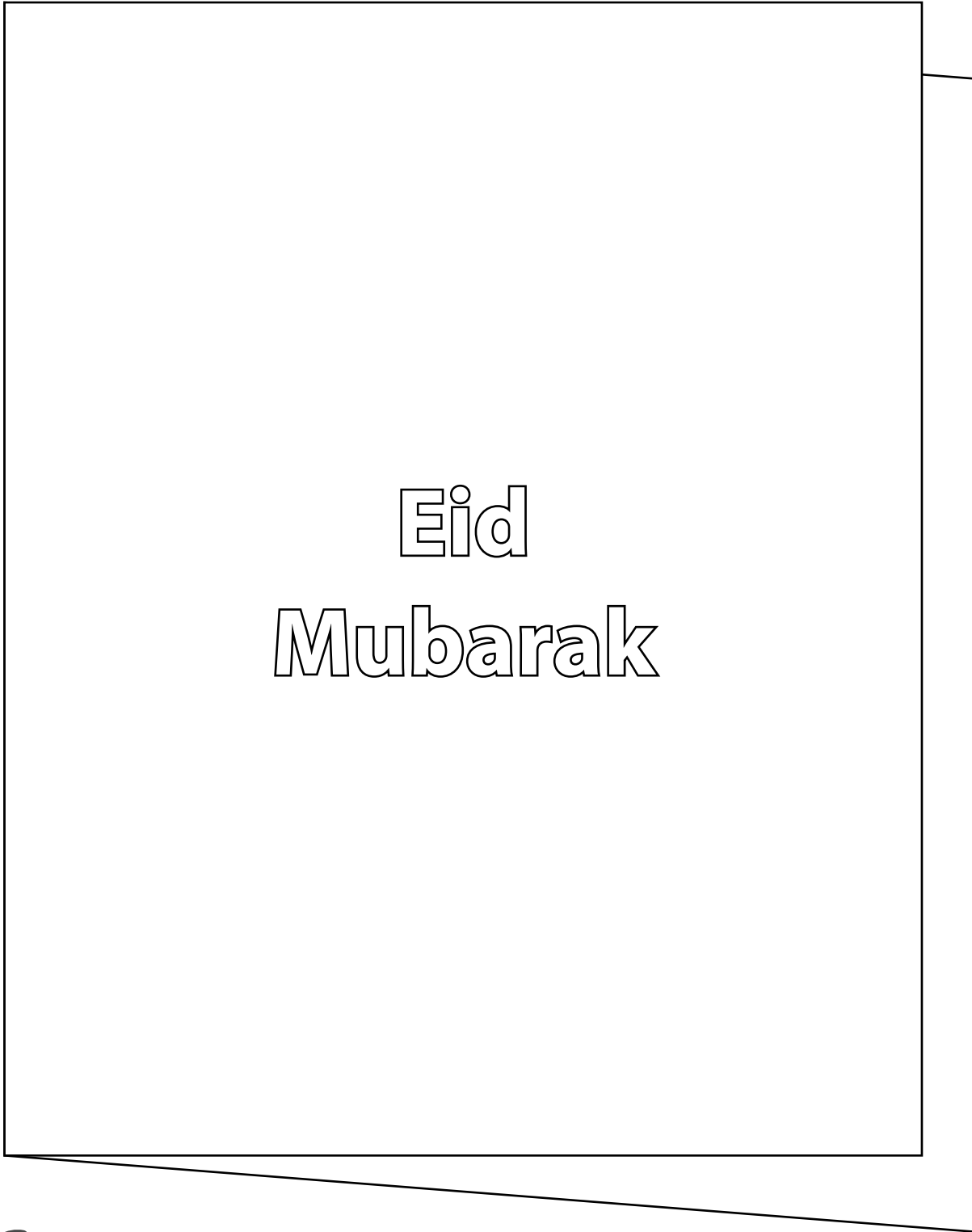
## Worksheet – 15: Living Things

Draw the living things which you can see in a park.



**Worksheet – 16: Festivals**

Make a decorative Eid card.



Eid  
Mubarak

## Worksheet – 17: Solar System

Trace and write the words given below.

Earth




Moon

Sun

Star

# Mid-of-Year Teacher's Observation Checklist




Consider the child's strengths and the areas in which they can further improve in the final term. Use the checklist to record their development.

Categories			
<b>ACADEMIC</b>			
Expresses likes, dislikes, and talks about themselves			
Recognises people from different professions who help us			
Can recall previous topics taught accurately			
Recognises places around neighbourhood, cities, and villages			
Identifies different modes of transport (land, sea, air)			
Is familiar with a healthy diet and hygienic practices			
<b>LANGUAGE DEVELOPMENT</b>			
Reads short sentences with minimal support			
Can recall previous vocabulary learnt			
Listens and follows instructions to do simple tasks			
<b>FINE MOTOR DEVELOPMENT</b>			
Grips pencil correctly and controls its movement independently			
Can paint using a paint brush accurately			
<b>GROSS MOTOR DEVELOPMENT</b>			
Runs, throws a ball in a specific direction, and catches a ball with good hand-eye coordination			
Climbs up and down the stairs with ease			
<b>TEAMWORK AND GROUP BEHAVIOUR</b>			
Engages in a friendly manner with other children			
Performs as an active member of a group			
<b>SOCIAL DEVELOPMENT</b>			
Uses basic greetings and respects elders as well as peers			
Identifies emotions and feelings			
Recognises the importance of personal space and is able to perform basic tasks independently			

**Teacher's note:** This rubric can help you track the progress of the children for the final term. It is by no means exhaustive and can be changed as per the need of the children. The star stands for satisfactory, the moon is for good, and the sun is for excellent.

# End-of-Year Teacher's Observation Checklist

Consider the child's strengths and the areas in which they can improve. Use the checklist to record their development.

Categories			
<b>ACADEMIC</b>			
Expresses likes, dislikes, and talks about themselves			
Recognises people from different professions who help us			
Recognises places around neighbourhood, cities, and villages			
Identifies different modes of transport (land, sea, air)			
Is familiar with a healthy diet and hygienic practices			
Identifies animals on land, air, sea, and the ones that help us			
Identifies the national flag, cities, symbols, and festivals of Pakistan			
Identifies the Sun, Moon, and Earth as celestial bodies in the Solar System			
Recognises different stages of plant growth			
<b>LANGUAGE DEVELOPMENT</b>			
Reads short sentences with minimal support			
Listens and follows instructions to do simple tasks			
Fills letters in blanks to make words			
<b>FINE MOTOR DEVELOPMENT</b>			
Grips pencil correctly and controls its movement independently			
Folds paper and makes a boat using simple origami techniques			
<b>GROSS MOTOR DEVELOPMENT</b>			
Runs, throws a ball in a specific direction, and catches a ball with good hand-eye coordination			
Climbs up and down the stairs with ease			
<b>TEAMWORK AND GROUP BEHAVIOUR</b>			
Engages in a friendly manner with other children			
Performs as an active member of a group			
<b>SOCIAL DEVELOPMENT</b>			
Uses basic greetings and respects elders as well as peers			
Recognises the importance of personal space and is able to perform basic tasks independently			

**Teacher's note:** This rubric can help you report the progress of the children. It is by no means exhaustive and can be changed as per need. The star stands for satisfactory, the moon is for good, and the sun is for excellent.

# Single National Curriculum Alignment

PERSONAL AND SOCIAL AND EMOTIONAL DEVELOPMENT	Expected Learning Outcomes	Book Reference
<b>Competency 1:</b> Children will develop an understanding of their likes, dislikes, strengths, emotions and self-grooming, decision making and problem solving skills. Children will further enhance their positive sense of self-identity and see themselves as capable learners.	b. Identify different occasions when they feel happy, sad, scared, loved, angry, excited and bored.	pp. 2, 5 – 7, 68
	d. Express their likes and dislikes and talk about their strengths and areas of improvement.	pp. 5, 12, 25, 26, 40, 47 *TOC
	f. Develop and understand how to dress up, know about eating habits, proper posture while walking, talking and sitting.	pp. 4, 25, 26, 29
	h. Perceive himself/herself in a positive way.	TOC
<b>Competency 2:</b> Children will be willing to share and work in collaboration with their peers, teachers, family members and neighbours, regardless of any differences, such as, in gender, ability, culture, language and ethnicity.	b. Cooperate with peers, teachers, family and community members.	pp. 33–35, 44, 68, 69 TOC
	c. Work cooperatively and share materials and ideas amicably in groups.	pp. 15, 28, 33 TOC
	d. Form friendly and interactive relations with peers and adult around them.	TOC
	h. Work in collaboration, in groups/project work to promote leadership skills.	
<b>Competency 3:</b> Children will learn about and appreciate their heritage and culture and develop acceptance, respect and appreciation for the diversity of cultures and languages.	a. Talk about the cultural aspects of their lives, such as, language, clothing, lifestyle, food, traditions and customs.	pp. 47–50

\* TOC - Teacher's Observation Checklist

	b. Talk about the key cultural practices to resolve conflicts and issues and celebrate festivals.	pp. 47–49
	f. Develop basic knowledge about Pakistani culture. (i.e. know about the national game, flag, flower, food, folk dances, languages etc.)	pp. 45, 57
	g. Respect the feelings and views of others irrespective of their religion, caste, colour, creed and people with special need.	pp. 50, 52, 53
<b>Competency 4:</b> Children will develop an understanding of their own religious values and practices as well as respect for others' religious values and practices, with acceptance and appreciation for the differences that exist.	a. Recognise, appreciate and respect similarities and differences among people.	pp. 50, 52, 53
	c. Know and understand that the religion of most of the people in Pakistan is Islam.	pp. 47, 48
<b>Competency 5:</b> Children will demonstrate a sense of responsibility for self and others in class, school, home and neighbourhood.	a. Manage small tasks leading to self-reliance.	pp. 23, 33, 34, 44, 51, 53, 56, 61, 62, 65 TOC
	c. Identify and implement small tasks leading to a sense of responsibility for school, community and public property.	pp. 15, 40, 44, 45, 54
	d. Recognise that water, food, electricity and paper are very important resources and need to be used responsibly.	p. 54
	e. Recognise and practice their responsibility in keeping the environment, home, classroom and neighbourhood clean.	p. 54
<b>Competency 6:</b> Children will use common courtesy expressions like greetings, please, welcome, thank you, sorry, excuse me.	c. Respect everyone	p. 44 TOC
	d. Take initiative to greet others.	TOC
	f. Facial expression and body language should be in accordance with the greeting words.	pp. 2, 68
<b>Competency 7:</b> Children will learn and develop a sense of citizenship.	e. Identify their responsibilities with respect to each right (go to school regularly and do homework, take care of the play equipment and environment).	pp. 27, 28, 40

<b>Competency 8:</b> Children will develop and demonstrate ethical and moral values such as honesty, inner accountability, social justice, empathy, compassion and respect.	c. Understand that mistakes are a part of learning and nothing to be ashamed of or to make fun of.	p.69
---	--	------

LANGUAGE AND LITERACY	Expected Learning Outcomes	Book Reference
<b>LISTENING AND SPEAKING SKILLS</b> <b>Competency 1:</b> Children will engage confidently with others using language in a variety of ways for a variety of purposes and contexts.	a. Listen attentively in small and large groups and share their views about every event and special occasions.	p. 5, 20, 31, 40, 47
	b. Respond to others in a variety of verbal and non-verbal ways for a variety of purposes, for example exchanging ideas, expressing feelings, and a variety of contexts, plan-work-clean-up-review, group work time.	TOC p. 68
	c. Talk about their experiences and feelings with peers and adults by using complete sentences.	pp. 5, 20, 31, 40, 47
	d. Respond to and verbally express a range of feelings, such as, joy and sorrow, wonder and anger.	pp. 2, 68
	h. Recognition of letters with their initial sounds.	pp. 3, 17, 18, 36
	j. Understand and follow instructions.	TOC
	k. Use correct pronunciation.	p. 39
	l. Draw on words from enhanced vocabulary, and making new words through blending sounds.	pp. 8, 14, 20, 23, 28, 32, 35, 41, 44, 49
<b>Competency 2:</b> Children will describe objects, events and their plans for the day.	a. Name things in their environment.	p. 16, 31, 68
	b. Describe and talk about pictures, drama, animated video, etc.	pp. 5 – 7, 9 – 11, 16
	d. Express their ideas with clarity.	pp. 15, 28, 47
	e. Extend their ideas or accounts by providing some detail about their topic and daily routine.	pp. 15, 28, 40, 47



<b>Competency 3:</b> Children will enjoy listening to stories and poems/rhymes and make up their own stories and rhymes.	a. Retell and respond to stories, songs and rhymes by joining verbally or with actions as appropriate.	p. 15
	b. Recognise and differentiate between sounds in the environment.	p. 69
<b>WRITING SKILLS</b> <b>Competency 7:</b> Children will use pictures, symbols and familiar letters and words to communicate meaning, show awareness of some (symbols, letters and words), for the different purposes of writing.	b. Use some clearly identifiable letters in their writing to communicate meaning, representing some sounds correctly and in sequence.	pp. 3, 17, 18, 31 TOC
	c. Draw pictures to communicate meaning	p. 2, 29, 69
	d. Hold writing tools properly to develop a comfortable and efficient pencil grip.	p. v TOC
	e. Colour a simple picture keeping within designated space.	pp. 3, 41, 47, 53, 55, 57, 62
	g. Trace and draw vertical, horizontal and wavy lines and simple patterns made up of lines, circles, semi circles and other simple shapes.	pp. 2, 47
	i. Trace, copy and write the letters of the English alphabet.	p. 36
	m. Write their own names in English & Urdu and their native language with appropriate use of upper and lower case letters.	Inside title page

<b>BASIC MATHEMATICAL CONCEPTS</b>	<b>Expected Learning Outcomes</b>	<b>Book Reference</b>
<b>Competency 1:</b> Children will develop basic logical, critical, creative and problem solving skills by demonstrating an understanding of the different attributes of objects (such as colour, size, weight and texture) and match, sequence, sort and classify objects based on one/ two attributes.	a. Recognise, name and differentiate between colours.	pp. 20, 51, 55, 62
	f. Sort and group objects (classify) based on a single attribute (e.g. colour or size etc) and based on two attributes (e.g. colour, weight, size, number of sides).	p. 20

	o. Create own patterns using concrete materials and pictures and then explain them.	p. 34
<b>Competency 2:</b> Children will develop a basic understanding of quantity, counting up to 50 and simple number operations of 0–9.	g. Identify and write correct numerals to represent numbers from 0–50.	pp. 20, 63

<b>WORLD AROUND US</b>	<b>Expected Learning Outcomes</b>	<b>Book Reference</b>
<b>Competency 2:</b> Children will develop an understanding of the people and places around them.	a. Talk about various community members and explore their roles.	pp. 9–15
	b. Recognise places in the community and talk about their purpose and importance.	pp. 5–8, 9–11, 17–19 TOC
	c. Talk about food, water and clothes. Discuss where they come from, who brings them to markets and homes and how they get there.	pp. 4, 24–26, 29, 38
	d. Identify and explore various means of communication and transportation.	pp. 21–23, 32 TOC
<b>Competency 3:</b> Children will recognise the differences between living and non-living things.	a. Understand the concept of living things and name a few of them.	pp. 42–44, 58, 59, 69
	b. Understand the concept of non-living things and name a few of them.	pp. 42, 69
	c. Identify and differentiate between living and non-living things.	pp. 42–44, 69
<b>Competency 4:</b> Children will recognise the plants and animals in their environment and explore their basic features and habitat.	a. Recognise animals and explore their basic features.	p. 24, 36–41, 48, 69
	b. Compare a variety of animals to identify similarities and differences and to sort them into groups, using their own criteria.	p. 24, 37–41, 56, 69
	c. Recognise plants and explore their basic parts. Know that there are different types of plants. Some are indoor while some are outdoor. Some can be grown in pots while others grow as big trees. Plants produce flowers and fruits.	pp. 43, 44, 58, 59 TOC
	d. Talk about the significance of animals and plants for human beings and their relationships with each other.	pp. 24, 38

	e. Practice how to take care of animals, plants and birds.	pp.40, 44
	f. Know that all living things have different types of homes. Some live on land, some live in water and some live in nests.	p. 37
	g. Know that some animals are friendly (pet animals), some are useful (farm animals), some are dangerous (wild animal).	pp.36–41, 69
<b>Competency 5:</b> Children will observe the weather and develop understanding of the seasons and their significance to people.	d. Explore and discuss how the changing seasons affect our food, clothes and lifestyles.	p. 4
<b>Competency 6:</b> Children will develop a caring attitude towards the environment.	b. Understand the importance of water, its uses and the need to conserve it.	pp.42, 44, 54
	d. Discuss and implement the careful use of resources/materials in everyday life.	p. 54
	e. Explore alternate uses of waste material.	p. 54
	f. Identify practices that are useful and harmful to the environment and suggest alternatives to harmful practices.	p. 54
<b>Competency 8:</b> Children will be able to explore and use basic types of technology.	a. Name and Explore different types of technology like television, computer, mobile phone, iPad, iron, blender, washing machine, etc.	pp. 14, 68
	b. Learn basic use of different types of technology devices.	pp. 14, 68
	c. Understand the advantages and disadvantages of using technology.	p. 14

PHYSICAL DEVELOPMENT	Expected Learning Outcomes	Book Reference
<b>Competency 1:</b> Children will develop a sense of balance, agility and coordination.	a. Move in a number of ways, such as running, jumping, skipping, sliding and hopping.	TOC
	g. Show respect for other children's personal space while playing.	
	i. Demonstrate the control necessary to hold objects or hold themselves in fixed positions for a couple of minutes.	
	l. Ensure health and safety activities throughout the day, in different segments of daily routine.	pp. 27, 28

<b>Competency 2:</b> Children will have increased hand-eye coordination and the ability to handle tools and materials effectively.	a. Use a range of child-appropriate tools with increasing control and confidence.	p. 56
	b. Handle flexible/mouldable materials safely with increasing control.	p. 51
	c. Show increasing control over their daily chores.	pp. 27, 28 TOC
<b>Competency 3:</b> Children will develop sensory motor skills.	d. Enhance observation skills by looking at the environment around them.	pp. 43, 44, 59, 68, 69

HEALTH HYGIENE AND SAFETY	Expected Learning Outcomes	Book Reference
Competency 1: Children will develop an understanding of the importance of healthy, safe and hygienic practices.	a. Demonstrate an awareness of healthy lifestyle practices.	pp. 27, 28
	b. Take care of their personal hygiene (cutting nails, keeping hair clean and tidy, keeping teeth clean, taking bath, proper use of toilet, wiping runny nose and keeping belongings clean).	
	c. Wash hands before and after meals, after using the toilet and as and when required.	
	e. Identify people in the community who care for health needs.	pp. 12, 14
<b>Competency 2:</b> Children will develop an understanding of personal safety and security.	l. Recognise and follow basic safety rules.	p. iv

CREATIVE ARTS	Expected Learning Outcomes	Book Reference
Competency 1: Children will express themselves through the use of drawings and colours.	a. Hold crayons, colour, pencils, paint brush correctly.	pp. v, 3, 17, 18, 31, 36 TOC
	b. Recognise and use a variety of mediums and colours to express their imagination and observations.	pp. 3, 29, 41, 47
	c. Use a variety of lines, colours, shapes and textures to express ideas and feelings in their drawings, paintings, construction and craft works.	p. 47

	d. Recognise colours and use them to express their thoughts and feelings.	pp. 20, 41, 47, 51, 55, 62, 68, 69
	e. Identify a variety of art tools, materials, techniques and demonstrate understanding of their suitable and safe use (brushes, fingers, sponges for painting, markers, pencils, crayons for drawing, modelling clay for making sculptures).	pp. 45, 48, 51, 53, 62, 69
<b>Competency 5:</b> Children will observe, practice and explore various techniques of folding, cutting, pasting, tearing and weaving paper to make objects and patterns.	a. Fold paper in a variety of ways.	p. 23
	b. Observe adults and practice using various techniques of paper cutting and paper folding to make simple objects and designs.	p. 23
	c. Explore various ways to make different objects by folding and cutting paper.	p. 23
	d. Cut and paste various materials.	pp. 48, 51, 53, 56, 64
<b>SOUND, RHYTHM AND ACTION</b> <b>Competency 6:</b> Children will listen to, identify and appreciate a variety of sound patterns, rhythms and rhymes as a form of expression.	c. Produce sound patterns/rhythms by counting out beats.	pp. 35, 69
	e. Recite poems, folk songs, national songs in chorus and solo.	p. 15

**Note:** SNC alignment tables at the end of each Teaching Guide represents the alignment of the book at that level, hence, the competencies not covered in this table are all adequately represented in books and teaching guides of other levels in this series. The SNC alignment tables of General Knowledge levels 1 and 2 are present at the end of their own respective Teaching Guides. Each book and Teaching Guide also contains value added content, which adds to the topics recommended for teaching in the Single National Curriculum.





