

## Topic 4: Studying the Objects in the Classroom

<b>Key Concept</b>	Various objects are present in the classroom.
<b>Learning Objectives</b>	
<b>General Objectives</b>	To identify the various objects found in the classroom.
<b>Specific Objectives</b>	Children are able (1) to differentiate between the living thing and object. (2) to tell the names of objects that can be found in the classroom. (3) to tell how to use these objects. (4) to choose and use the objects one wants to use.
<b>Activities Involved</b>	- story telling - observation - questions and answers - games
<b>Teaching/Learning materials</b>	<b>-things inside the classroom such as ruler, pencil. Book, etc.</b>
<b>Teaching Periods</b>	6 periods (180 minutes) + 1 period (assessment)

### Before Getting Started

<b>Background Information for Teachers</b>	In this period for new lesson, as the lesson on living things have been taught, it is to continue and introduce about the objects. It is to make known the main difference between living things and objects, that is, living things have mouth whereas objects have none and that living things need food and water for survival whereas objects do not need food and water for survival. Then it should make known that the color, shape and size of objects are made by man. Let the children get the habit of observing objects around their environment.
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## Lesson Planner

	<u>Period One</u>	<u>Period Two</u>	<u>Period Three</u>
<b>Specific Objectives</b>	Be able to differentiate between the living things and objects	Be able to tell the name and usefulness of objects in the classroom	
<b>Introduction</b> (Evocation)	Story telling	Asking the whole class. Who sees you off to school?	Giving activity to the whole class
<b>Development</b> (Reflection)	Let the whole class study inside the classroom. Let them find the things without mouth.	Let all children tell. Teacher raises each object and let them tell the name and usefulness.	Telling an example by the teacher.
<b>Conclusion</b> (Realization)	That the things without mouth are materials.	Telling by the whole class the name and usefulness of objects	Telling by the whole class the name and usefulness of objects
<b>Assessment points</b>	Observing if all children participate and tell		

	<u>Period Four</u>	<u>Period Five</u>	<u>Period Six</u>
<b>Specific Objectives</b>	To improve the oral ability of children based on the objects	Be able to choose the object what one wants to use	Be able to use the objects properly
<b>Introduction</b> (Evocation)	Telling an example by the teacher	Teacher tells an example by putting the objects in front of the class	Asking the whole class
<b>Development</b> (Reflection)	Let the children see objects inside the classroom and let each group tell the name and usefulness of (3) objects.	Let them tell the name of (2) objects and ask them to tell the significances, similarity, dissimilarity and usefulness of the two objects.	Let the children choose each object they like and let them tell why they like it
<b>Conclusion</b> (Realization)	Praise and encourage what the children say freely according to their imagination and preference.	Praise and encourage what the children say freely according to their preference.	Asking how to use the objects inside the classroom. Children tell. Teacher tells
<b>Assessment points</b>	Observing if all children participate and tell	Observing if all children participate and tell	Observing if all children and participate recite

## Teaching/Learning Procedure

### Period One

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><b>Introduction</b> It will begin by telling the story; Let us have the ball drink water</p>	10 min.		Ask questions as appropriate while telling the story. Wait some time to get answer. It is better if the teacher tells with intonation and gesture. Let the children do the gesture and voices of dog, cat, and crow.
When the story ends teacher asks all children to find the things that have mouth in the classroom and ask what they are called.	5 min.		The children themselves and the teacher must participate.
Then, ask them to find each thing without mouth in the classroom. Teacher records whatever the children say and asks what they all are called. Tell again that all the things without mouth are called materials and let them recite the short poem again. Living things have a mouth and please see. Remember the objects have no mouth.	15 min.		If the correct answer does not come out the teacher has to tell.

### Period Two

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
Ask who come to school together with children or who take you to school Ask if they are objects or living things.	5 min.		
Then, ask what do they bring to school? Let the children tell, as they like. Teacher raises an object in the hand (e.g. ruler) and asks its name and usefulness Ask the name and usefulness by	15 min.	pencil, ruler, book, basket, sling bag, rubber etc. things used by students	Teacher motivates all children to tell. Look cautiously.

raising the objects in the hand. Let all children tell.			
Teacher distributes the samples of objects or realia to the students and asks the following questions: e.g. Which objects are used for studying in classroom? Which objects are used for cleaning? And let children who have the appropriate objects should raise and tell the name of the object.	10 min.		

### Period Three

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
Form children into groups and ask them to see the objects inside the classroom according to groups.	10 min.	Realia inside the classroom.	Teacher has to supplement whenever necessary.
Ask them to tell one another inside the group the objects that one has seen.	5 min.		
Each group reports the names, usage of the objects are necessary and shows the objects to the whole class.	10 min.		
After that, teacher leads all children to recite the name and usefulness of objects.	5 min		

### Period Four

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
Teacher distributes one picture or realia each for each student. Teacher shows other several pairs of realia or pictures to explain the similarities of objects in usage, in shape, in material, in color, etc. Teacher then asks one student to raise his/her picture and let him/her tell the name of object. Teacher asks other students whether anybody has a picture that is similar in usage. The	20 min.		When realia is available, they are better than pictures.  Teacher has to tell the examples.

<p>one who find a picture of object that has similarity can raise and tell the name as well as the usage. After playing for a while with usage , they can play the same with conditions such as in similar shape , made of similar material , etc.</p>			
<p>Teacher distributes additional realia or pictures to the students so that each has two objects at hand. Then they are told to describe the similarity or dissimilarity between the two objects assigned to them.</p> <p>e.g. pencil and broom The pencil has eraser and the broom hasn t. The broom has brushes but the pencil not. The pencil can be used to draw lines and write. The broom can be used in sweeping the room by holding with a hand and is put at the corner of the room. e.g. A slate and a book etc. can be given. Let the children come in front of the class and tell in turns their imaginations.</p>	10 min.		It is done to increase the children's ideas, views and the efficiency of speech.

### Period Five

<b>Learning Activities</b>	<b>Duration (Min.)</b>	<b>Teaching/ Learning Materials</b>	<b>Points to be noticed</b>
<p>Teacher puts ten objects used in the classroom (including plaything) and asks each child to choose the one he likes. Then ask the following questions: (1) What do you want to do with it? (2) Why did you choose it? (3) With whom you want to use it? (4) What is it made of? (5) What will happen if it is damaged? (6) What can you do if it is damaged? (7) How to keep it properly so that it does not get damaged? Make the children tell about the object orally and let them tell.</p>	30 min.	objects used inside the classroom and playing at school	It includes the playthings played by children at Physical Education period.  Let the child tell what he likes. If the child cannot tell teacher gives guidance.
Ask the students to think who are			

involved in making the object and making it possible for them to use it by the next period.			
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### Period Six

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
Teacher tells that the materials used in the classroom are created and made by man. Show a picture of how a pencil is made and tell the story. Show another picture of furniture carpenter making desk and chair. And tell who are people who may be involved in having those objects in the classroom.	10 min.		
After that ask, What will happen to the classroom if there are no such materials? What if you don t find notebook and pencil when you are supposed to write a lesson in a notebook?	5 min.		
Then they are asked Who will use these materials? After that tell they must be used properly and kept thoroughly.  Recite the following poem by showing the objects with gesture <i>Where are the pencils (please tell) <sup>2</sup></i> <i>(In the classroom) <sup>2</sup></i> <i>Yes, there are, I will tell</i> <i>How to use the pencils (please tell) <sup>2</sup></i> <i>We use when we write and draw</i> <i>Yes, we use, yes we draw</i> <i>(Poor little things) <sup>2</sup> (Adorable) <sup>2</sup></i> <i>Will use properly</i> <i>Will keep thoroughly</i> <i>Will use, will keep.</i>	15 min.	materials used in the classroom	Tell not to bite pencil, not to break off rubber, not to break ruler, not to tear paper.  Sing by inserting various objects in place of pencils.

### Let s have the ball drink water (story)

On one school holiday, Kyaw Kyaw, a KG student was playing a ball with a small dog, puppy, and a little cat pussy. And a little crow encouraged their playing. Their playing lasted for some time.

As they played for long, what would they become? What would they want to do?  
 Yes, they will become tired, thirsty and will want to drink.  
 Then, Kyaw Kyaw held the ball in his arms and climbed upstairs into the house.  
 Children, what does Kyaw Kyaw have to do with the hands before drinking water?  
 Yes, Kyaw Kyaw drank water after washing his hands with the soap.  
 At that time, a little dog, a cat and a crow were shouting. How will they shout? Shout like them.  
 Why did they shout?  
 Yes, they were thirsty too.  
 Then, Kyaw Kyaw said, yes, it is, you will be thirsty like me, and I will let you drink.  
 And have them drink by pouring water into the cups.  
 Then, will the dog, cat, and crow drink?  
 With what do they drink?  
 Yes, they will drink water with mouth.  
 At that time, Kyaw Kyaw remembered the ball.  
 Ah, the ball will also tire and must be thirsty, I ll let you drink said Kyaw Kyaw and have it drink with a cup.  
 Hi! Ball, you are thirsty, aren t you? Why didn t you ask for water? Asked Kyaw Kyaw.  
 Sons and daughters, if you were in Kyaw Kyaw s place will you have the ball drink.  
 Then, what will the ball reply, will it drink water?  
 The ball didn t reply anything and didn t drink water.  
 Kyaw Kyaw asked, poor little ball, why didn t you drink water and why didn t you talk?  
 Kyaw Kyaw, small dog, a little cat, and a little crow can speak shout and drink water why is it?  
 Yes, they have mouth. Why can t the ball speak and drink?  
 Yes, it does not have a mouth.  
 Therefore, Kyaw Kyaw, a small dog, a little cat and a little crow have mouths since they are living things. They can speak, shout, drink water and eat food.  
 A ball is an object not a living thing. That is why it has no mouth; it can neither speak nor drink.  
 Sons and daughters let s tell twice.  
 Living things have mouth, they can drink water and they can eat food.  
 Objects have no mouth, they cannot drink water and they cannot eat food.  
 Sons and daughters what will you tell to Kyaw Kyaw who is not happy and upset for not drinking by the ball. Please tell.  
 Let us all tell like this,  
 Living thing has a mouth  
 Please see  
 Remember the things that have no mouth  
 Are objects.

Note: It is better to let the children recite with gesture by pointing a finger towards each other s face (mouth).

## Assessment

1. Tell what are to be used in writing.
2. Tell what are to be used in drawing a line.
3. Tell what are necessary to draw a picture. (It can be asked by changing the uses)
4. Draw the picture of one or two objects that you like in the classroom.

## Reference

The activities performed in period 4 and 5 are to encourage children's oral ability and imagination. It is included to intend children to be able to tell their ideas and creativities and to be brave to tell in front of others. It does not mean to be done in one period. These activities can be replaced when the children get bored while teaching other subjects. It is to bring out and encourage the ability of children to observe and memorize. Furthermore, if the children are taken to environment and made them get the practice of seeing objects by comparison and seeing their significance, it will improve the quality of children.



## Topic 5: Comparing One Object to Another (a) Color, (b) Shape

<b>Key Concept</b>	Different objects have different colors and shapes.
<b>Learning Objectives</b>	
<b>General Objective</b>	Be able to tell that different objects have different colors and shapes.
<b>Specific Objective</b>	<p>Children are able</p> <p>(1) to choose the six colors such as yellow, green, red, blue, white and black.</p> <p>(2) to choose the circle, square and oval shapes.</p> <p>(3) to match similar colors and shapes and be able to differentiate dissimilar colors and shapes.</p> <p>(4) to know that objects are different in shape and color according to their use.</p> <p>(5) to differentiate objects with similar shape and objects with dissimilar shape.</p>
<b>Activities Involved</b>	<ul style="list-style-type: none"> <li>- Story telling</li> <li>- Observation</li> <li>- Group work</li> <li>- Games.</li> </ul>
<b>Teaching /Learning materials</b>	- things inside and outside the class room
<b>Teaching Periods</b>	11 periods (330 minutes)

### Before Getting Started

#### Background Information for Teachers

Children like and take interest in colors and shape. Since they are KG children they will memorize and take more interest by studying the objects in environment together with colors. It will be studied only (6) colors (yellow, green, red, blue, white, black) in this grade. Concerning colors there are colors created by nature and man-made colors. For example, the colors of sky, sun, stones, leaves and flowers are created by nature. The colors of objects around our environment are created by man.

In studying shapes, since it is KG, it will study only circular, square and oval shapes. Children will be able to remember easily and quickly by showing objects with colors and shapes they use daily and they are familiar with. The usefulness is different according to the shapes of objects. Besides, it is to nurture them with the practice of seeing

differently the objects with similar shapes and objects with dissimilar shapes.

Therefore, teachers have to think and select appropriate examples from the daily-use objects familiar with children in their region.

## Lesson Planner

	<u>Period One</u>	<u>Period Two</u>	<u>Period Three</u>	<u>Period Four</u>	<u>Period Five</u>
<b>Specific objective</b>	Be able to choose the (6) colors such as yellow, green, red, blue, white, black.	Be able to choose the (6) colors such as yellow, green, red, blue, white, black.	Be able to tell differently the colors.	Be able to choose circular, square and oval shapes.	Be able to choose circular, square and oval shapes.
<b>Introduction</b>	Story telling	Reciting the name of colors told yesterday	Telling the plan to observe outside the classroom	Drawing circular, square and oval shapes on the blackboard	Telling about the plan to play.
<b>Development</b>	Have the whole class to tell the name of object and name of color together by showing (6) or more objects with yellow, green, red, blue, white and black colors.	Telling the name and color of object one child in a group by the other child.	Observing the colors of flowers and leaves.	Drawing practically by children	Playing to see a movie.
<b>Conclusion</b>	Reciting differently the six colors.	Telling the name of object and color.	Explaining that some colors found in nature can be changed.	Making to remember the circular, square and oval shapes.	To make them able to tell differently the color and shape.
<b>Assessment points</b>	If all children participate in reciting or not.	If they are able to tell the name of object and color or not.	If all children participate or not.	If all children can draw picture or not.	If they are able to differentiate correctly the color and shape.

<u>Period Six</u>	<u>Period Seven</u>	<u>Period Eight</u>	<u>Period Nine</u>	<u>Period Ten</u>	<u>Period Eleven</u>
Be able to match similar color and shapes and be able to differentiate dissimilar color and shapes.	Be able to match similar color and shapes and be able to differentiate dissimilar color and shapes.	Be able to tell the color and shape of objects in the environment to the nearest.	To know that shapes and colors are different according to the use of objects.		Be able to differentiate the objects with similar shape and objects with dissimilar shape.
Asking again the color and shape taught yesterday.	Telling children the plan to play.	Observing objects in the classroom.	Teacher makes practical as an example.	Asking the colors contained by showing the national flag.	Mixing the objects with similar shapes and objects with dissimilar shapes in front of the class.
Giving activity according to group. Asking to gather similar shapes and colors.	- Collective playing. - Making shape with person.	Asking to observe the shape and color of objects inside and outside the classroom.	Having groups to roll the circular shaped objects and square shaped objects.	Asking and telling the meaning of colors contained in the national flag.	Giving activity to group. Gathering objects with similar shape. Differentiate objects with dissimilar shape.
Being able to match the similar shape and colors.	Children themselves able to make the shapes.	Be able to tell the color and shape of objects in the environment through observation.	Circular shape is easy to move and is the fastest.	Making to know that colors have meanings.	Making to be able to differentiate that some objects are similar in shape and some are not.
If they are able to match similar shapes and colors.	If all children participate or not.		If all children participate actively or not.		If they are able to select objects with similar shape or not.

## Teaching/Learning Procedure

### Period One

Learning Activities	Duration (Min.)	Teaching/ Learning	Points to be noticed
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		Materials	
<b>Introduction</b> It will begin by telling the story, 'Soaring balloon seller Maung Pu .	10 min.		
Then the teacher asks the whole class by showing 6 objects with yellow, green, red, blue, white, black colors, the name of object and the name of color. Teacher leads the whole class in reciting the name of object and color.	10 min.	Objects with different colors such as Water cup, umbrella, chalk, book etc.	Objects that can be available in one s region can be used.  Teacher has to lead if the children cannot tell.
Then let the children see each other s face and let them tell the things with black color on his friend s face. Let the children tell the types of clothes they wear together with color. Recite the name of 6 colors with the whole class.	10 min.		For example, white shirt and green pants.

### Period Two

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
Let the children retell the name of colors that were told yesterday. After that, form groups. Each child of the group has to put a thing on the table. The name and color of the thing of one child has to be told by the other child.	10 min.	Things inside the classroom.	Teacher leads and urges to tell by all children.
After that let each group find and see objects with certain color (e.g. green color) in the classroom. Then tell in the group.	10 min.		Let all children find. If the groups are less, give more colors than one.
After that go out in front of the class and tell the name of the object with the color they have for their group. Ask the children to bring a bunch of flower or a flower from home tomorrow.	10 min.		

### Period Three

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>Teacher puts the flowers the children have brought on the desk.</p> <p>Teacher has to tell the plan to go out of the classroom and observe.</p> <p>Together with all children go to the park of one s town (or) school garden (or) school compound and observe the color of flowers and leaves. If possible, pluck them.</p> <p>Teacher can compare among the flowers and among the leaves. For example, jasmine and starflower have different shape and colors. The shapes of Indian almond tree leaf and mango tree leaf are not the same.</p> <p>Compare the color of leaves on the tree and on the ground and ask why the colors are different.</p> <p>Ask what will happen to the flowers that have been plucked after two days. Let the children tell, as they like.</p> <p>After that teacher concludes by telling that, some colors found in nature are changeable but man-made colors are not changeable.</p>	30 min.	Trees and flowering plants of one s region.	<p>If it cannot be plucked, do not pluck.</p> <p>It is possible to compare the flowers in the classroom and those, which are picked from the trees in school compound.</p>

### Period Four

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>Teacher draws circular shape, square shape and oval shape on the blackboard.</p> <p>Teacher asks children if they have ever seen the objects with those shapes.</p> <p>For example, Ask following questions.</p> <ul style="list-style-type: none"> <li>- What are the shapes of blackboard and window?</li> <li>- What are the shapes of motor car wheel and cart weel?</li> </ul>	10 min.	blackboard, chalk, book, pencil	

What are the shapes of duck eggs and chicken eggs that you eat? And let them tell the answers by raising fingers or with numbers. After that tell them that those shapes are called circular shape, square shape and oval shape and recite with the whole class.	10 min.		
Let the children draw the shapes practically. When all is finished let the children go out of the classroom for a while and let them make circular shape, square shape and oval shape by joining hands.	10 min.		Teacher himself must participate

### Period Five

<b>Learning Activities</b>	<b>Duration (Min.)</b>	<b>Teaching/ Learning Materials</b>	<b>Points to be noticed</b>
Teacher tells that 'today let's play the game of seeing a movie, each person will be given each ticket' and distributes the yellow, green, red, blue and white papers drawn in circular, square and oval shapes to each person. When everyone gets the papers let them stand at the back or sides of the classroom. Then the teacher raises one shape (e.g. circular shape) and asks, 'what shape is this picture called?' Those who have the pictures like this raise it and show, and after that come and sit on the foremost benches. Let the square group and the oval groups sit separately.	15 min.	Papers with yellow, green, red, blue and white colors on which circular shape, square shape and oval shapes are drawn.	If there are no colored papers it is suitable if the pictures are drawn and colored.
When all is finished teacher asks to show each picture and lets the whole class recite the name of each shape to remember.	5 min.		
After that 'those who have yellow papers please stand up and raise the paper. Ask the whole class what is this color? Ask colors one after another. Let them recite the shape and color taught today when all colors are finished.	10 min.		

## Period Six

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
Teacher raises and shows each colored cards or papers used in yesterday's lesson and asks the whole class the shape and color. - What is this color? - What is the shape of this card?	5 min.		
Then give every group circular, square and oval shaped cards and let them collect the similar shapes first.	10 min.		
Then ask them to collect cards with similar shape and color. Let them do collectively. Teacher goes round and see every group and helps children.	15 min.	Colorful cards	Calendar cover, book cover and cover of boxes can be used. Put at least two similar shapes. It is okay if the size is not the same. Take notice to participate by all children.

## Period Seven

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
Form children into 2 groups and let them queue. On the tables in front of them are put circle, square and oval shape cards and color cards (yellow, green, red, and blue, white, black). When the teacher shouts color (or) shape (or) color and shape together, the child from the foremost runs to select and give it to the teacher. In this way, the whole class can play happily and alternately.	15 min.		It is to train each child to be fast, active and quick-eyed other than to win. (Other game methods can also be played).

Then, forming shapes with man can also be played. Let the children go out of the classroom and form 2 groups. When the teacher says, for example circle shape children have to make the circle shape as quickly as possible. By this means, it can compete to play by changing shapes.	10 min.	Colorful cards	Children can get the practice of doing collectively with others.
Then all children can play together with the teacher Wine gyi pat pat du wai wai (kind of game where players link hands and move in a circle)	5 min.		

### Period Eight

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
Let all children see what shapes the things inside the classroom take and what colors do they have.	10 min.		
Let the children go outside the classroom, see which things take which shape, and have which color.	10 min.	Things inside and outside the classroom	It means the circle, square and oval shapes. Playthings can also be said.
When they got back to the classroom, let them tell the name, shape and color of the things they have found, among one another. After that, let them tell to the whole class. Let the children think and tell the circular shapes objects that can be seen in nature daily.	10 min.		Tell the children that nature does not mean those created by man.

### Period Nine

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
Teacher rolls one circular object and one square object as an example. Let the children roll the iron ring, small round bamboo tray, and bicycle	10 min.	Circular biscuit box, square cover of square	Other rings can also be used.



tyre. Then let them roll the square wood block.		paper box, wood block.	
And the teacher asks children the following questions. - what is found - which one rolls faster - why do they roll more faster - who did them. Let all children think and answer.	10 min.		
Ask, What are the shapes of a motorcar wheel, bicycle tyre and cartwheel. Why do they take these shapes? Who did them? Finally, the teacher has to tell that in making things by man their shape varies according to their usage.	10 min.	Motorcar wheels, cartwheel and bicycle tyres of toys.	Children s plaything can be shown and can be asked them to bring.

### Period Ten

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
Teacher tells by showing some playthings (e.g. ball, marble) that every object has its own shape and own color. Some colors are given by nature and some are created by man.	5 min.		Show them by rolling a ball or a marble a bit.
For example, the state flag inside the classroom is square in shape and contains blue, red and white colors. Tell them that blue color stands for peace, stability, red color stands for bravery and decisiveness, and white color stands for clean and pure.	10 min.	State flag	The poem of The Flag is contained in the moral and civics chapter of KG.
Likewise, tell, traffic lights of the town have three colors, green, yellow and red. Green color signals the car to go. Yellow color signals the car to lessen the speed and the red color signals the car to stop completely.	5 min.	picture of a traffice signal	It should also be told to children of rural areas to get general knowledge.
Ask children to tell the colors of uniforms like school uniform.  Let the children tell as they like.	10 min.		Example can be given with the colors of the school uniform and the robe of monk.

## Period Eleven

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
Mix the objects with similar shapes and dissimilar shapes in front of the class. After that teacher shows two objects with similar shape and asks if the shapes are similar or not. Likewise, show two objects with dissimilar shape and ask if the shapes are similar or not.	5 min.	Envelopes, water cups, pencils, flowers, leaves, water jugs.	It is all right if the shape is similar though the color and size are not similar.
Let the whole class answer. After showing one or two examples in this way let the children themselves, collect the objects with similar shape in groups.	10 min.		
Let them tell by selecting the objects with similar shape from the objects they have in groups. Let them tell by selecting the objects with similar shape among the objects inside the classroom.	10 min.		
Show that some objects though similar in shapes are different in size and that they are useful in their ways. Then, the teacher has to say that the shape and color of objects are their significant characteristics.	5 min.		

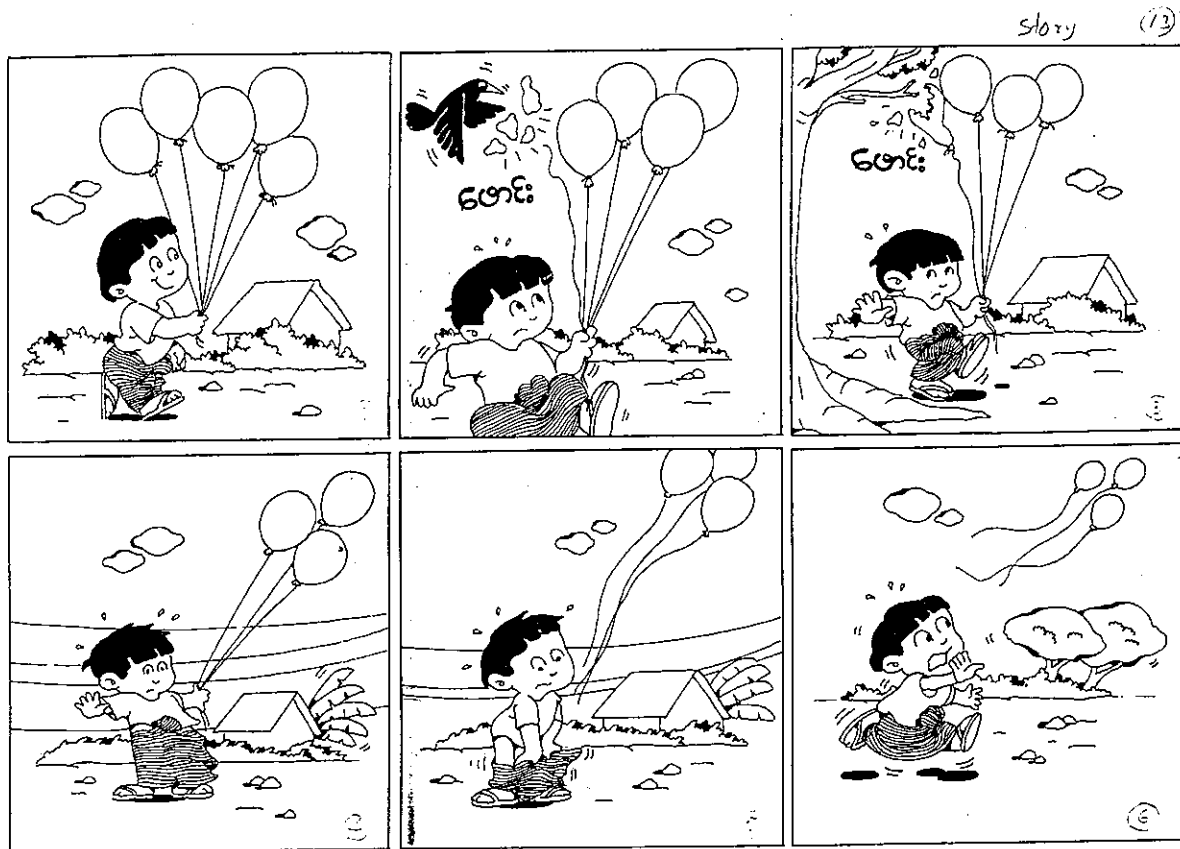
### Story: Soaring Balloon Seller Maung Pu

On a sunny day, Maung Pu who sold soaring balloon left his house to sell his balloons. His six (6) balloons were colorful; red, yellow, green, blue, white and black. On a road, a crow pecked a red balloon because he thought it was his food. It burst with a sound. Then, he went on with the remaining balloons. When he reached under a tree, the yellow balloon was caught with a branch and burst again.

At that time, the wind blew strongly so that Maung Pu s loincloth (Pasoe) was blown and unfastened. When he caught his loincloth with his hands, the balloons in his hand escaped. By the time, he looked up his balloons flying high above in the sky.

Now, can you tell me the color of the balloons escaped?

How many balloons were there in Maung Pu s hand?

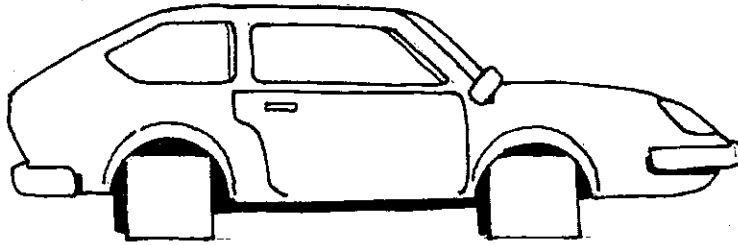


## Assessment

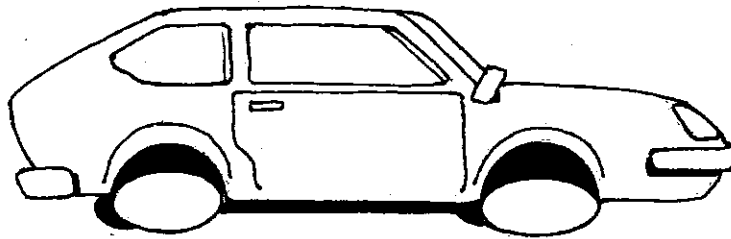
1. Tell the colors of three kinds of flowers you like. Why do you like?
2. Tell two things with circular shape found in nature and two circular shaped things made by man.
3. How many colors in your national flag? Tell the names of them. Tell the colors contained in the national flag of a neighboring country or the one you know.
4. Whose car will move first among the cars shown below?

assessment (H)

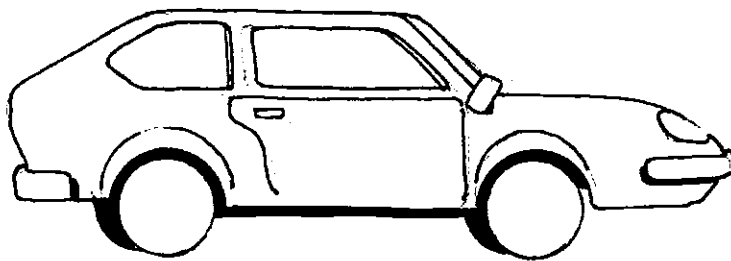
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## Reference

There are many colors present around our environment. These colors have own meaning and effects. Colorful flowers and green trees make man's mind to be highly pleased. The pictures and colors containing in the flag of every country has its own meaning. The colors of some animals are mixed with the colors of environment and the region where they live, which make them not to be seen by the enemies easily. It can generally differentiate easterner or westerner by seeing man's shape and complexion. By seeing the uniforms of various work places we can know that one is working in which department.

Most of the stones in the river close to the mountains are irregular pointed shape. The stone are swept away along the river by the current so as to change their shapes gradually. Sharp edges or points become rounded due to erosion. Therefore, the natural shape of the stones can be changed according to the location.

The shapes are created according to the use of objects. All the shapes of the wheels used in motion are circular. The circular shape has no angles so it is smooth. Therefore when it touches the floor it is smooth and moves easily and quickly. Square shape, oval shape and triangle shape are also useful in their proper places.

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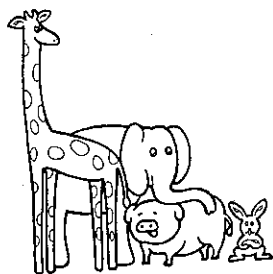
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## Topic 6: Comparing One Object to Another (c) Size

<b>Key Concept</b>	Distinguish the size of objects in our surroundings.
<b>Learning Objectives</b>	
<b>General Objectives</b>	Children comprehend to distinguish, compare, choose and use the sizes of same objects.
<b>Specific Objectives</b>	Children are able (1) to distinguish same size and different size of same-shaped objects. (2) to distinguish and compare big or small, long or short of the same living things and objects. (3) to arrange same objects in daily life in order of size. (4) to choose the suitable objects among daily-used objects.
<b>Activities Involved</b>	<ul style="list-style-type: none"><li>- story telling</li><li>- observation</li><li>- group work and discussion</li><li>- question and answer</li><li>- singing a poem</li></ul>
<b>Teaching/Learning Materials</b>	<ul style="list-style-type: none"><li>- sweets, fruits, leaves, paper boxes, cups with different sizes and glue</li></ul>
<b>Teaching Periods</b>	4 periods (120 minutes)

### Before Getting Started

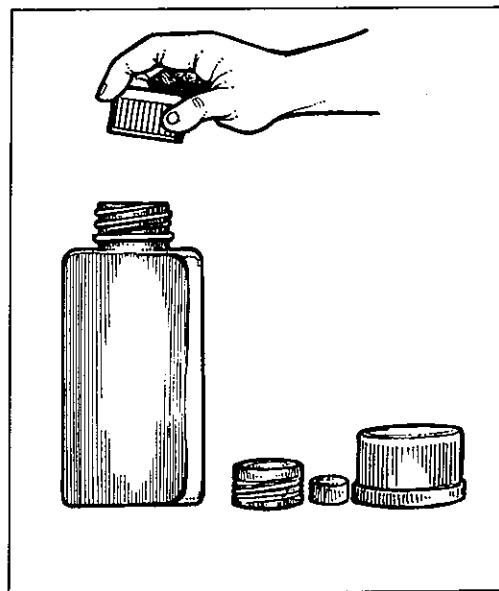
#### Background Information for Teachers

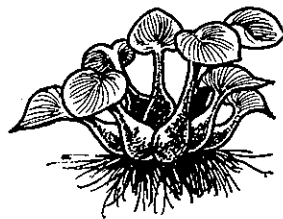


Living things and objects in our surroundings are not the same in size. The big sized elephants are useful to pull logs. Similarly, very small bees are also useful to get honey in the nature. Big trees provide us shades and very small plants such as are very useful as medicinal plants as well. Big mill can produce rice in large amount and very small needles are also essential for sewing. Therefore, living and non living things are useful according to their sizes. It is necessary for the children to compare, distinguish, choose and use the sizes of objects in our surroundings. Being able to arrange things in order of size can make the children have the good disciplined practice.

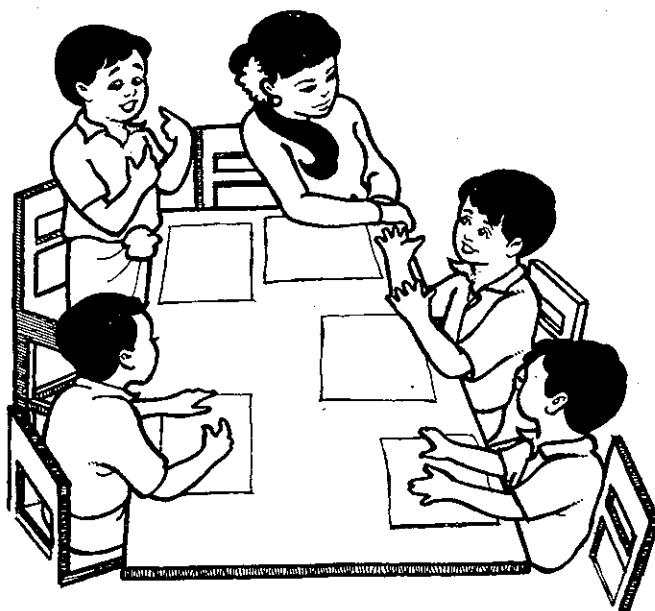
*(It is not for the children to copy or learn by heart.)*

Let's think about size for our daily life !!









Living things and objects are useful according to their sizes.  
 Children need to think, compare, distinguish, choose and use the sizes of objects in their surroundings.

### Teaching/Learning Procedure

#### Period One

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p><b>Story telling:</b>            Teacher tells the story about " elephant, monkey, and rat "</p> <p>- Once there were three animals, elephant, monkey, and rat. When they were searching for their food, it rained suddenly. They looked for a shelter and found a cave. They wanted to go inside. But, some could not.</p> <p>- Teacher asks students; who could go inside and who couldn't? Why?</p>	5 min		<p>Let children guess the sizes of three animals.</p> <p>Ask the children to show the actual size of an elephant by making a round shape hand in hand.</p>
<p><b>Group work activity:</b></p> <ol style="list-style-type: none"> <li>1. Teacher asks students to choose the same sweets and form themselves.</li> <li>2. Teacher gives two cups and asks students, which is the biggest and which is the smallest?</li> <li>3. Teacher asks them to show their palms and make comparisons with one</li> </ol>	25 min	Sweets, two cups, rulers, canes, bamboo slats.	<p>Let children guess the different in sizes of the same kinds of objects.</p> <p>Let children observe</p>

another and with the teacher. 4. Teacher asks them to distinguish rulers, canes, and bamboo slats and asks which is long or short.			the comparison between their palms and teacher's palms. Let them guess if the same kind of objects has different sizes.
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### Period Two

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<b>Group work activity:</b> 1. Teacher asks them to choose the biggest or smallest among same four cups. 2. Teacher asks them to arrange from bigger to smaller 3. Teacher asks student to go outside the class and to collect 5 different size of the same kind of leaves. 4. Teacher asks them to arrange their leaves from bigger to smaller. 5. Teacher asks them to paste the arranged leaves with glue.	30 min	Four cups, leaves, papers, glue.	Let children enjoy to go out and find some leaves with different size as they wish.  Let children guess, which is biggest or smallest.

### Period Three

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<b>Observation and practical doing</b> 1. By showing two paper boxes of different size, teacher asks which one is bigger and lets the child who knows raise his/her hand. (Two boxes should not be so much different in size) Have the children choose by holding practically because it is not possible to get the exact answer by merely looking from a distance. 2. Teacher measures his/her girth with a tape measure or a string before the class. After that, let them find out the child with same girth of the teacher. Ask the children to girth themselves. 3. By giving two pairs of slippers, one in adult size and the other in child size, ask the children to wear practically.	7 min	paper boxes that are not so much different in size	Have them think how to do to solve the problem of impossibility to get the exact answer by merely looking from a distance
	8 min.	tape measure or string	Have them measure to know who is fatter.
	15min.	one pair of slippers in adult size and that in child size	Let them know that it is impossible to know the things fit for one by merely looking at them and that it is possible to

			that it is possible to be right only by means of practical doing.
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### Period Four

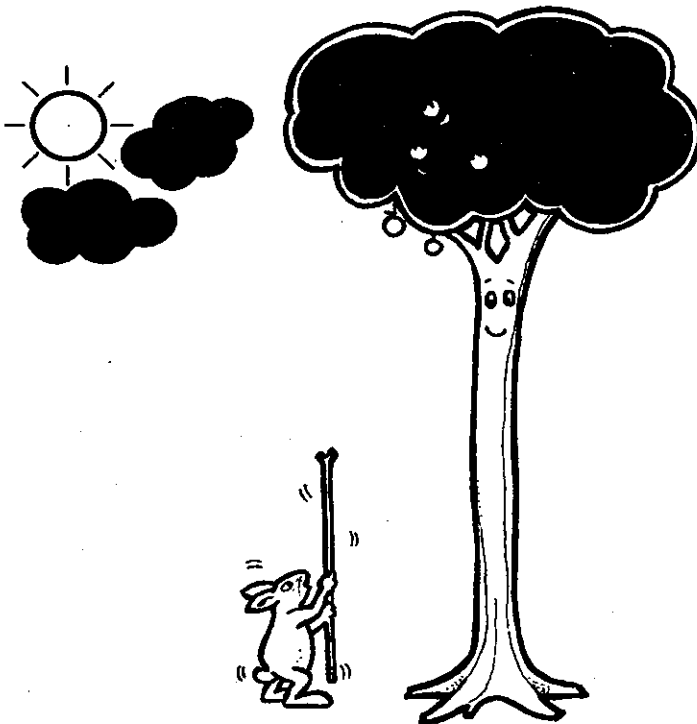
Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
1. Teacher shows the objects and asks them which is suitable. 2. Teacher asks them to choose a suitable size through the following activities. 3. Teacher gives group (1) a marker pen and 5 different cups. 4. Teacher gives group (2) an empty box and 5 different covers. 5. Teacher gives group (3) a big book and four different bags. 6. Teacher gives group (4) 4 different vests or shirts 7. Teacher gives group (5) 4 different hats.	30 min	A marker, 5 cups.  A box, 5 covers  A book, four bags  4 vest or shirts  4 hats	Let children guess and let them choose, which is suitable or not.
8. Teacher tells them to choose and do practically if it is suitable or not. 9. Teacher asks 5 students to stand in queue in front of the class as they wish. 10. Teacher asks other students, "Are they all right or not?" How shall we arrange? Firstly, which one must be stand in queue? Why? 11. Teacher asks students to arrange five students from short to tall.  <b>Singing a poem:</b>  <i>Nyi Pu Lay, Nyi Pu Lay (the shortest one)            He is in our favor            When we are in a queue            Set him in front of us            The taller Ko Lanbar/May Lanbar have to be set at the back.</i>			Teacher can ask children to sing a poem loudly to remember about "sizes."

## Assessment

- (1) We check and observe if children participate in all activities with interest and concerns.
- (2) We ask them to carry out the activities in the textbook.
- (3) Ask students which animal is the biggest and which animal is the smallest among the animals they have seen before.  
(Teacher has to guess the size of the animals the children said and accept whatever they have ever seen.)
- (4) Who is the biggest in your family?
- (5) Who is the thinnest in your family?  
(It is to make the children know it is also possible to substitute the terms of small and big instead of the terms of fat and thin.)
- (6) Who is the tallest in your family?

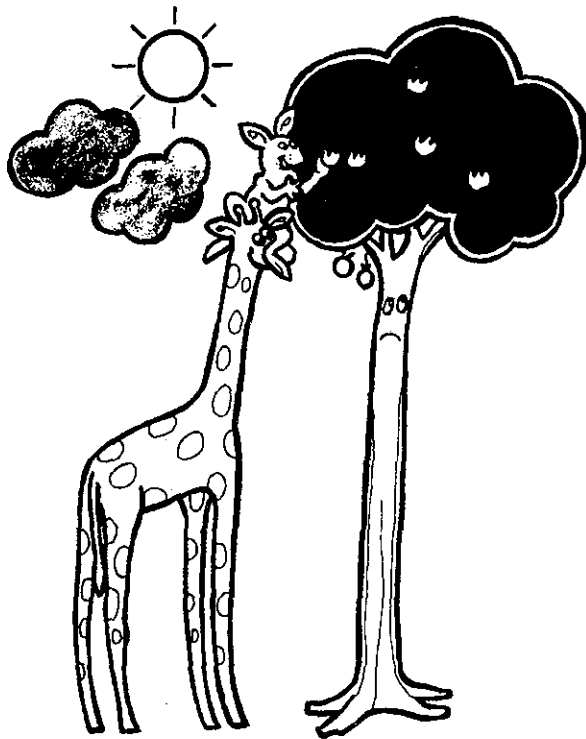
Answer the following picture:

What is the rabbit in the picture doing?  
What's happening?



Who is helping the rabbit? If you were a rabbit what would you do?

**Who is helping the rabbit? If you were a rabbit what would you do?**



### Reference

In Period One (1), instead of sweets, we can use local fruits or buttons. But, it is necessary to be cautious for children to be free from danger in using buttons.

(1) It is better to find this solution cooperatively by giving a text book for each group of three students.

(2) Objects in the activities are flexible. It is possible to use the things that can be available in one's region and more convenient for the children.

(3) There can be various sizes and height among trees. Similarly, sizes are different even in the same species of ant.

(4) Children should know that things are different in size but they are useful in their right place.



## Topic 7: Differentiating Hot and Cold

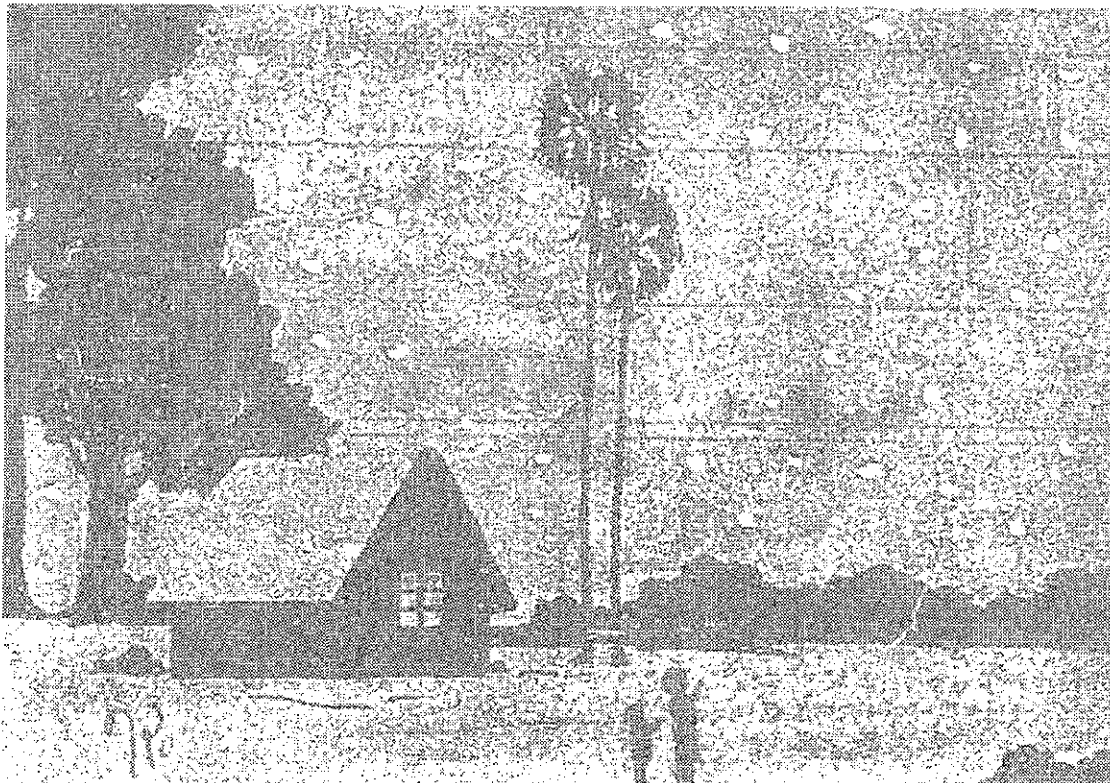
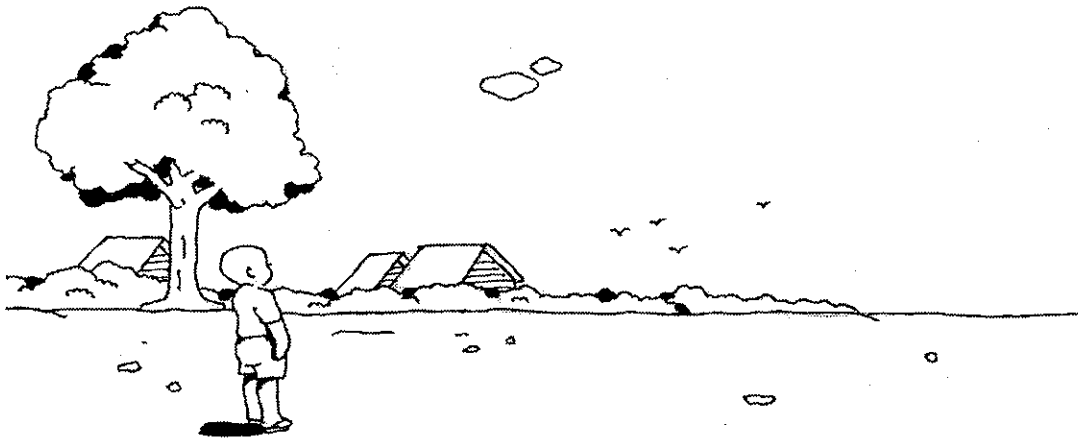
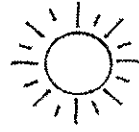
<b>Key Concept</b>	To feel and understand the differentiating hot and cold in daily life
<b>Learning Objectives</b>	
<b>General Objectives</b>	Children are able to understand hot and cold by touching the objects, which is hot and cold and their different characters.
<b>Specific Objectives:</b>	Children are able to (1) to tell and feel the hot objects in one's environment. (2) to tell and feel the cold objects in one's environment.
<b>Activities Involved</b>	<ul style="list-style-type: none"><li>- Book Reading</li><li>- Asking questions with What, Why, and How ?</li><li>- Observing and feeling by touching practically</li><li>- Reciting poem</li><li>- Environmental observation method</li><li>- Pair game method in competition</li><li>- Performing handyworks</li><li>- Group discussion</li></ul>
<b>Teaching/Learning Materials</b>	Interesting books related to hot and cold selected by the teachers, Hot water, Ice, Paper fan, stones, picture cards
<b>Teaching Periods</b>	4 periods (120 min.)

### Before Getting Started

#### Background Information for Teachers

The Kachin and Chin States of the Northern Myanmar are more colder places during the year whereas the middle and upper part of Myanmar is rather hot and dry. Hotness and coldness in climate occurs in relation with the geographical location, seasons, time and etc. Hot and cold is also the most important feeling and functions in our daily life not only for the climate but also for our survival through drinking and eating. Fire is very hot and sometimes fire destroy many things, but human-being can't exist without fire. We should know how to control the fire and the hot matter. We can also teach that heating develops from the friction of two hands. Water is generally regarded as cold but when an ice is put into water it is getting colder naturally. If that water is heated, it will become hot from the cold. The process of movement of the heat and motion of the materials causes heat and cold to develop. Heat emerges from the friction between the surfaces of two stones. Jogging in the winter morning causes emergence of heat from the movements and motion of the body of man which enables to withstand cold. When we put

water into a kettle, heated on a stove it starts to warm, gets hot, and then boils to become the hottest. The boiling water is hazardous for children so they must be given notice not to touch it. In this topic teacher can guide to children to touch by their feeling and thinking of the hot and cold through practical experiences.





## Lesson Planner

	<u>Period One</u>	<u>Period Two</u>
<b>Specific Objectives</b>	To know the heat and coldness of the human and animal body. To feel why we need heat and cold in our life	Children have to feel hot and cold. To be enjoyable.
<b>Introduction, Evocation (motivation,/create /interest)</b>	"Book reading by teachers" Reading the interesting books related to the hot and cold and Teacher can tell the many experiences of hot and cold freely	While singing kettle poem with teacher, let us test the hot water in the kettle practically.
<b>Active engagement.</b>	Let children check each other's body heat	Give the examples such as, - checking hot and cold using hot water and ice. - To know the emergence of heat by rubbing a ruler against the table. - To differentiate heat from the flame of a candle lit with that of the coldness of stone slab.
<b>Conclusion/Reinforcement (Reflecting, learning)</b>	So, children recognize the difference between their warm body and cold body.	As a follow up activity, let children observe themselves hot things in their surrounding.

	<u>Period Three</u>	<u>Period Four</u>
<b>Specific Objectives</b>	To be able to say what are hot things and what are cold things. To have a lot of excitements	To be creative, imaginative and thinking through hot and cold practice
<b>Introduction, Evocation (Motivation/create/ interest)</b>	Teacher hints the children to discuss about hot and cold.	Demonstration on the making of a multiple-folded paper fan.
<b>Active engagement</b>	As a matching item, use picture cards showing heat and coldness.	As an outdoor game, let children play under the shade and in the sunshine.
<b>Conclusion/Reinforcement (Reflecting/ Learning)</b>	Afterwards, they will sing happily the "Lay Nyein Nyein" (still wind) poem.	Feeling of a student: A student will come to know the feeling on how a thing is hot or cold.

## Teaching/Learning Procedure

### Period One

Learning Activities	Duration (Min.)	Teaching/	Points to be noticed
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		<b>Learning Materials</b>	
The teacher teaches "A little round kettle" poem. Let us test boiled water in practice as in the poem.	10 min.	Picture chart showing a boiling kettle.	Reciting happily of the poem by the class follows.
<b>Group Activities</b> Class will be let to test hot water bowl and iced water bowl and their feelings will be asked. Class will be asked to test by rubbing a ruler on the table for about 3 minutes and let them touch the ruler to sense it.	5 min.	Boiled water bowl. Iced water bowl.  Ruler, Table, Pencil	Let children feel either hot or cold.
Notify the class beforehand not to play with fire as it is dangerous and then lit the candle and tell them to put their hands near it and ask them how they feel; whether the fire is hot or cold. As a follow up activity let children observe themselves hot things and cold things in their surroundings.	15 min.	Candle flame	Children will observe at home and in their surroundings.

### Period Two : differentiating hot and cold materials

<b>Learning Activities</b>	<b>Duration (Min.)</b>	<b>Teaching/ Learning Materials</b>	<b>Points to be noticed</b>
Reading interesting books for children by teacher related to hot and cold facts in our life. If there is not available the books, teacher can tell any kind of real experiences related to hot and cold in the life (to be continued to 3 rd period)	10 min.	Books selected by teachers freely	Any kind of books are All right if that is interesting related to hot and cold
Discuss the interesting point in hot and cold in the books	20 min.		

### Period Three

<b>Learning Activities</b>	<b>Duration (Min.)</b>	<b>Teaching/ Learning Materials</b>	<b>Points to be noticed</b>
Let the class discuss about hot things	10		Everyone can tell

and cold things in groups after clarification.	min.		freely the real experiences of hot and cold freely.
As a matching item, use picture cards depicting heat and coldness.	20 min.	Picture cards: i. ice ii. melon iii. getting air from a fan iv. raining. v. walking in winter vi. eating ice cream vii. boiling kettle viii. water festival ix. burning oil lamp x. ice block xi. tea cup xiii. using hand fan in summer. xiv. water pot (jar) xv. Flame xvi. just cooked rice bowl xvii stone slab.	Class will discuss about hot things and cold things as follow up activities while the teacher shares with them and makes records.  Make a pouch to put in picture cards to play matching item games in parallel groups and let them check each other either true or false.

### Period Five

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
Reading interesting books for children by teacher related to hot and cold facts in our life. If there is not available the books, teacher can tell any kind of real experiences related to hot and cold in the life (continued from 1 <sup>st</sup> period )	10 min.	Interesting books related with hot and cold selected by the teachers	Any kind of books are All right if that is interesting related to hot and cold
Discuss the interesting point in hot and cold in the books	20 min.		Everyone can tell freely the real experiences of hot and cold freely.

### Period Six

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
Children will make paper fan with multiple foldings. Then they play a game by fanning joyously. (Fans can	30 min.	Local materials to make fans.	To develop creativity and to be able to utilize these things.

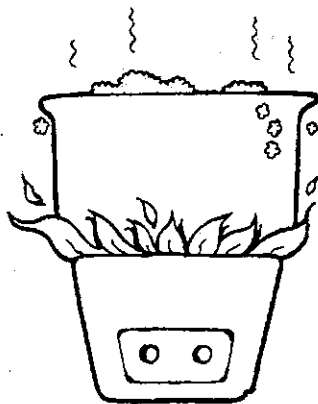
<p>also be made with local products eg: leaves of toddy palm).</p> <p>As an out door game children will be allowed to play under shady places and in the sunshine.</p> <p>Let them play the games role by role. Let the children run in under a tree to feel cold and let them run out into the sunshine to feel hot.</p> <p>After that they will sing happily the "Lay Nyein Nyein" (still wind) poem.</p>		<p>Picture cards</p>	<p>It is to make children happy and to get listening skills.</p> <p>Children will get the knowledge as to hot and cold while singing the poem happily.</p>
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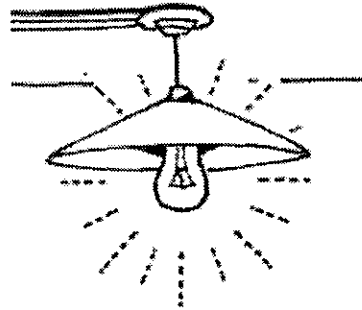
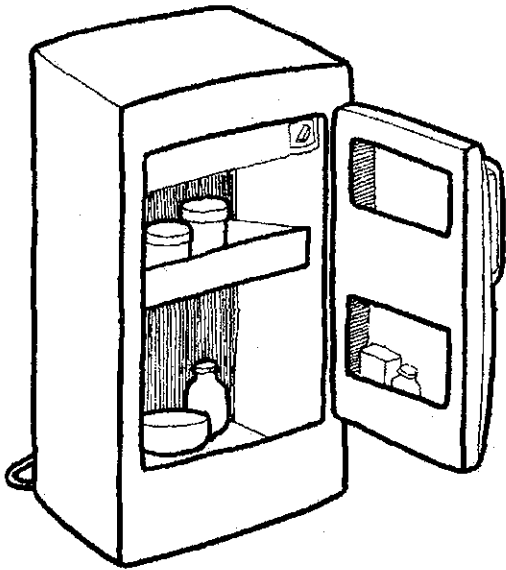
**Assessment**

- (1) How is it when recently cooked rice is touched?
- (2) How is it when an ice is touched?
- (3) How is it when two hands are rubbed against each other?
- (4) What kind of clothe is to be worn when the sun is hot?
- (5) What kind of clothe is to be worn when it is cold?
- (6) How is it when a hand-held fan is operated?
- (7) Which do you like hot and cold ? And why ?

**Reference**

Natural water may contain germs. If this water is drunk, diseases are likely to enter due to bacteria. However if we boiled the water, then diseases do not occur at all and we can drink the water without any dangers after cooling. This is also in our daily cooking, when the water is boiled well that the germs in the meat, fishes, and vegetables will die. Boiling of the water has many functions for human health and life. Please find out many important functions of hot and cold in our life and society.





## Topic 8: Listening to the Sound

<b>Key Concept</b>	Differentiate the kinds of sounds by listening
<b>Learning Objectives</b>	
<b>General Objectives</b>	To listen, feel and comprehend the various kinds of sounds in daily life
<b>Specific Objectives</b>	Children are able (1) to feel, enjoy and compare the various kinds of sounds in their life (2) to be able to listen carefully and differentiate between the pleasant sound and noisy sounds (3) to make and express the differentiation of the pleasant sounds and noisy sounds
<b>Activities Involved</b>	<ul style="list-style-type: none"><li>- Picture story telling</li><li>- Listening to the various kinds of sounds by listening in groups</li><li>- Practically do in groups</li><li>- Playing of the blind man's buff</li><li>- Singing poems</li><li>- Question and answer</li></ul>
<b>Teaching / Learning Materials</b>	Ball, bell, cymbals, pencil, book, iron plate, bamboo xylophone, bamboo telephone and whistle
<b>Teaching Periods</b>	3 periods (90 minutes)

### Before Getting Started

<b>Background Information for Teachers</b>	<p>Sound is made by something vibrating. The movements creates sound waves that travel through air, water and solid objects. When sound waves enter our ear, they make a tiny membrane of skin vibrate. These vibrations pass deep into air, where they are detected by nerves that send messages to the brain.</p> <p>It is necessary to listen and feel the various sounds in our life. If we listen and feel the sounds, we can differentiate the sounds.</p> <p>It is divided into (2) groups of sounds such as pleasant sounds and noisy sounds. The pleasant sounds make the human's mind gentle, fresh and active. The pleasant sounds make to create our ideas. Therefore, the teachers should find and collect in advance the sound emerging objects to use and to listen</p>
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advance the sound emerging objects to use and to listen and feel the various kinds of sounds.

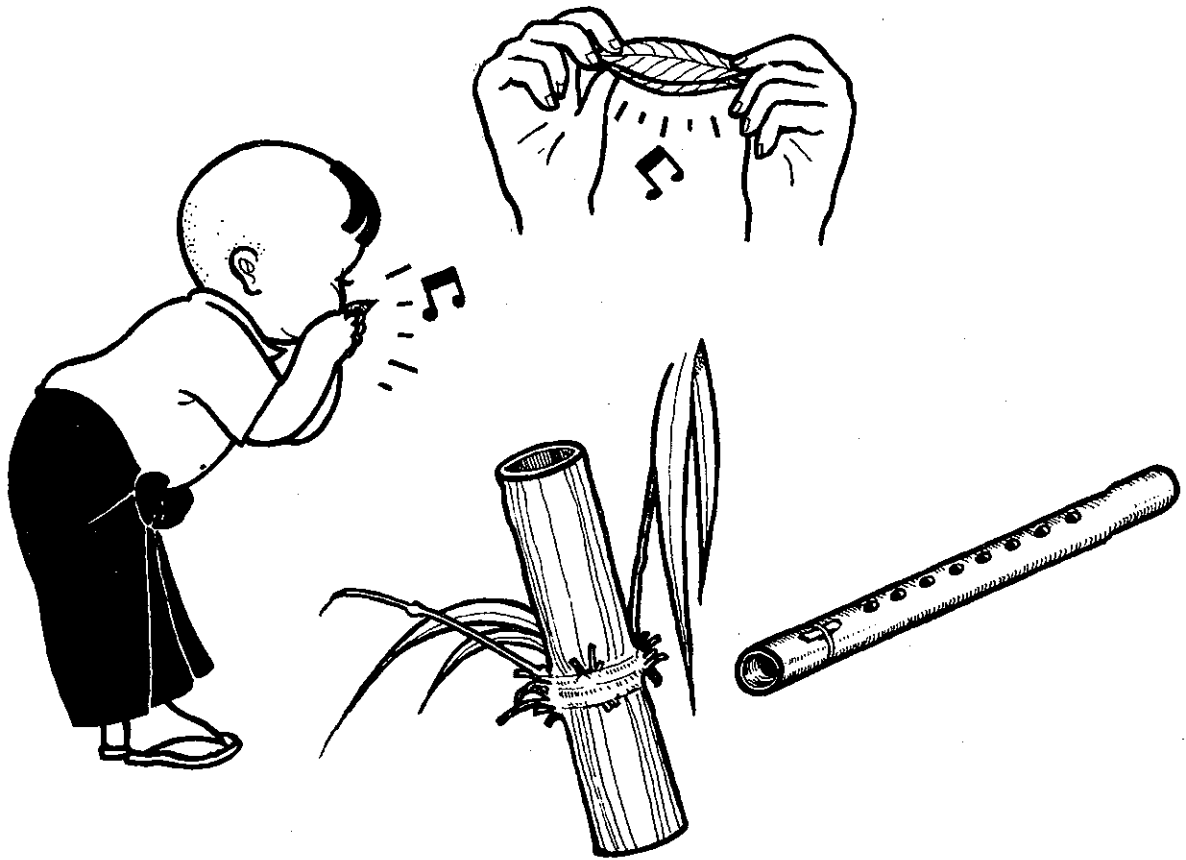
The noisy sounds make the human's mind confused. And very noisy sounds give the hazards to the man. Children can try to make such noisy sounds with various materials. Children comprehend that the pleasant sounds and noisy sounds sometimes depend on the feeling of each person's sense and depend on the objectives in our life.

The feelings are also changeable according to the objectives, culture, location, region and environment.

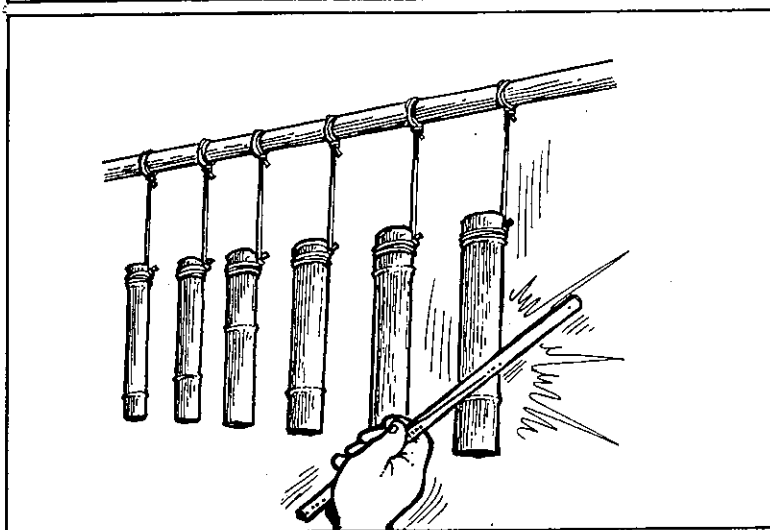
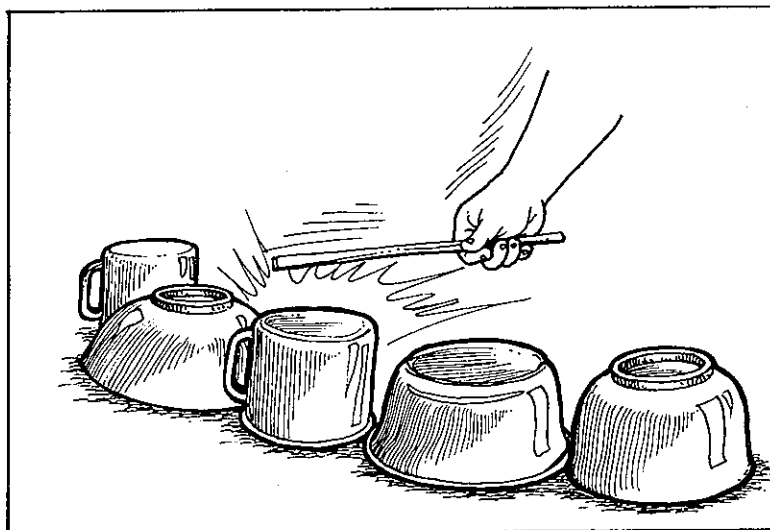
### Lesson Planner

	<u>Period One</u>	<u>Period Two</u>	<u>Period Three</u>
<b>Specific Objective</b>	To differentiate the pleasant sounds and noisy sounds	To tell the differentiation of the pleasant sounds and noisy sounds	To tell the differentiation of the pleasant sounds and noisy sounds
<b>Introduction (activation)</b>	<p>Whole class questioning Natural sounds (sounds of raining, winding and thundering, and sounds of water waves and water falls)</p> <p>Sounds made by man (driving sounds of cars and trains, music instrumental sounds (winds and ands) and voices of man</p> <p>Voices of animals (dog, cat, buffalo, cattle, duck, pig and bird)</p>	<p>Listening to the sounds by groups</p> <p>The teacher makes the sounds with (bell, cymbals, gong, xylophone, book, pencil, ball, iron plate, stick and 5 cups of glasses)</p>	Practically make the sounds
<b>Key Activities</b>	<p>Asking by showing pictures</p> <p>1. What kinds of sounds are you happy to listen and what kinds of sounds do you like?</p> <p>2. What kinds sounds are you unhappy to listen and what kinds of sounds don't you like?</p> <p>Picture story telling</p>	Playing of the blind man's buff	<p>-Talking each other by telephone</p> <p>-Striking the iron plate with stick</p> <p>-Clashing the cymbals</p> <p>-Striking the bamboo xylophone</p> <p>-Striking the gong</p>
<b>Reinforcement</b>	Whole class discussion	Whole class discussion	Singing poem

Let's make the pleasant sounds by children themselves and think why these sounds are pleasant and some sounds are not pleasant !!







Children can make easily different kinds of sound  
by using local materials

### Teaching/Learning Procedure

#### Period One

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><b>Storytelling</b> The teacher tells the story of "Pe Pe Lay". (1) The teacher throws down the ball from the table and listen them to its sound.</p>	30 min.	ball and bell	The teacher tells the children to listen the sounds in the story.

<p>(2) Ask them, "Is it shallow or loud of the sounds throwing down from the table?"</p> <p>(3) The teacher moves the bell slowly and then quickly. And let the children listen to its sounds.</p> <p>(4) Is the bell sound pleasant or not to listen?</p>			<p>The children must listen to differentiate the pleasant and noisy sounds out of various sounds.</p>
<p>If it is pleasant, it is the pleasant sounds. If it is not pleasant, it is the noisy sound. Tell like this to the children.</p> <p>(5) The teacher makes the children holding their books to strike with their pencils. Listen to the sounds. Ask them, "Is it loud or shallow?"</p> <p>(6) The teacher clashes the cymbals slowly. And then clashes quickly. Ask them, "Which sound is noisy sound? and which sound is pleasant sound?"</p>		<p>books pencils cymbals</p>	<p>To know to listen the shallow and loud sounds out of the various sounds.</p> <p>To listen to differentiate the pleasant sound and noisy sound among the sounds.</p>

**Period Two**

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><b>Doing by groups practically</b></p> <p>1) The teacher demonstrates the talking ways of each other by condensed-milk-tin telephone.</p> <p>2) Let them talk each other by condensed-milk-tin telephone in groups.</p> <p>3) Let them strike the 5 bamboo sticks of xylophone model lining in large to small.</p> <p>4) Let to strike the iron plate with stick.</p> <p>5) Let to blow the whistles in groups.</p>		<p>Condensed milk-tin telephone</p> <p>Bamboo</p> <p>Iron plate</p> <p>Whistles</p>	<p>To listen happily the voices by talking.</p> <p>To listen happily the sounds from the striking of bamboo sticks.</p> <p>To listen happily the sounds from the iron plate each other.</p>

**Period Three**

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><b>Playing</b></p> <p>Playing of the blind man's buff</p>			<p>The teacher lets the children to sing the</p>

<p>Playing of the blind man's buff</p> <p><b>Singing the songs</b></p> <p>1) The teacher and children sing together in manner way.  Move the little (head)3 ,  Move the little (head)3,  {{(Striking drum)2  (Pat Chat)2 }2  Move the little (head)3 and dance  -Soulder  -Hand  -Waist  -Knee  -Foot</p>			<p>children to sing the poem loudly, happily and in gesture and note the sounds.</p>
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## Assessment

Assessment of the activities of children

- (1) To observe the participation of children in co-operation, discussion, presentation, observation and singing the poems of their activities.
- (2) The teachers find and collect the factors observing to assess their activities and assess and record during performing.

It is very important for children to feel, enjoy and understand the various kinds of sound with much interests and joy.

- (a) The teacher strikes the bell, gong and xylophone. And then ask the question, " Is it a pleasant sound? " or " Is it a noisy sound? " Why ?
- (b) The teacher strikes the iron plate with stick, clashes the cymbals, and blows the whistle. And then ask the question, whether it is a pleasant sound or a noisy sound and why ?
- (c) Make the pleasant sounds and noisy sounds group by group and have the presentation.
- (d) Children can feel and compare the various kinds of sounds in our life
- (e) Children can listen carefully and differentiate between the pleasant sound and noisy sounds and to make and express the differentiation of the pleasant sounds and noisy sounds with some reasons.

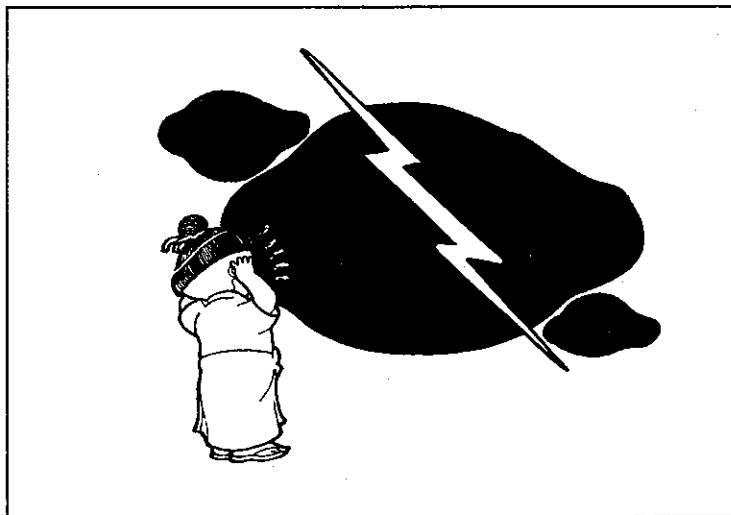
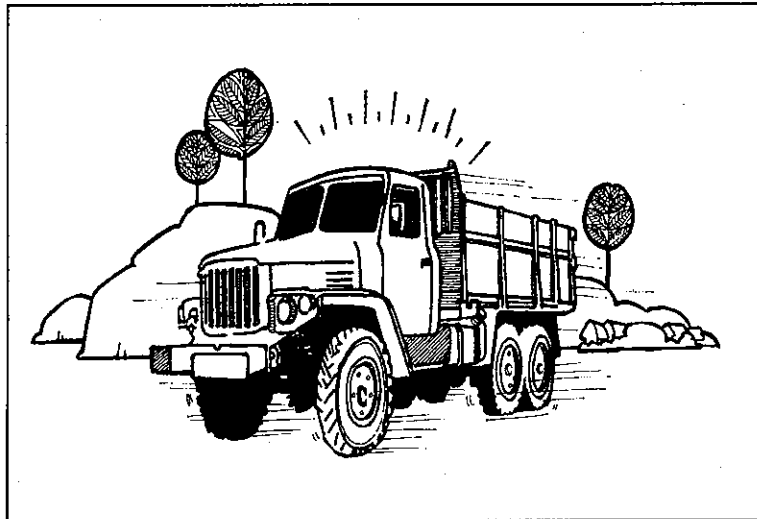
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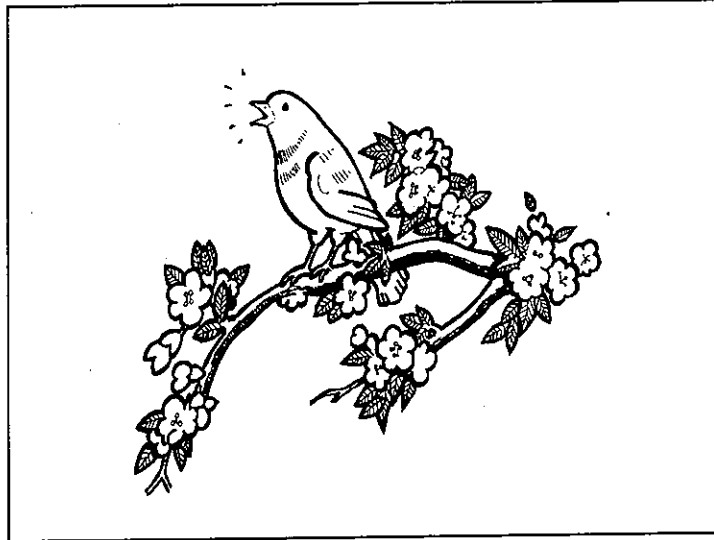
It is necessary to differentiate the sounds by listening. There are two kinds of sounds such as natural sound and Human made sound. The pleasant sounds make the human's mind happy and pleased. And the noisy sounds make the human's mind complex and confused.

If we listen to the noisy sounds continuously or hear it daily, it may affect the sensory organs (hearing organs). So, we cannot be able to listen and differentiate the sounds. Since the pleasant sounds make the human's mind happy and fresh, we can enable to listen and differentiate and feel the sounds.

### Human made sound and Natural sound

Let's talk and discuss with friends based on the daily experiences about the natural sound in the class room (Group works)

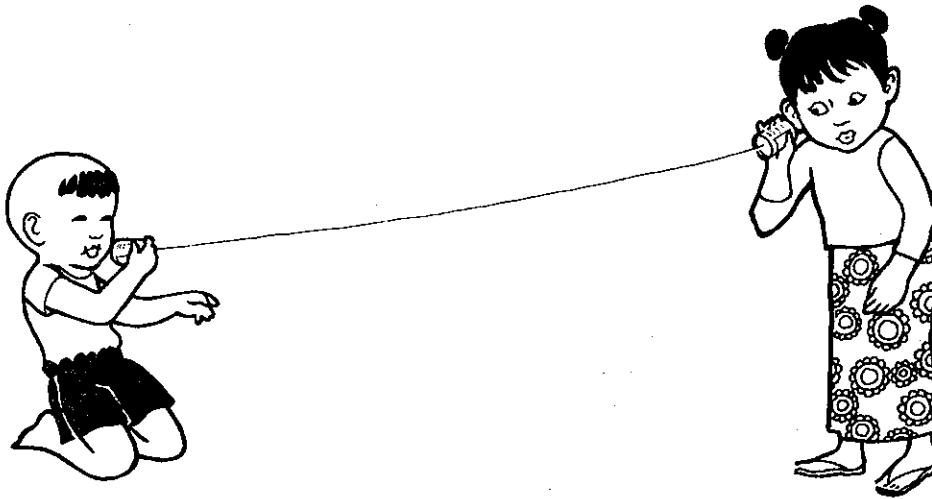




### **Why Large Ears?**

To improve their hearing, people cup their hands behind their ears. This makes a funnel to catch more sound waves. Rabbits have large ears for the same reason. Many animals have a hearing range that is greater than our own. They can hear sounds that we cannot.

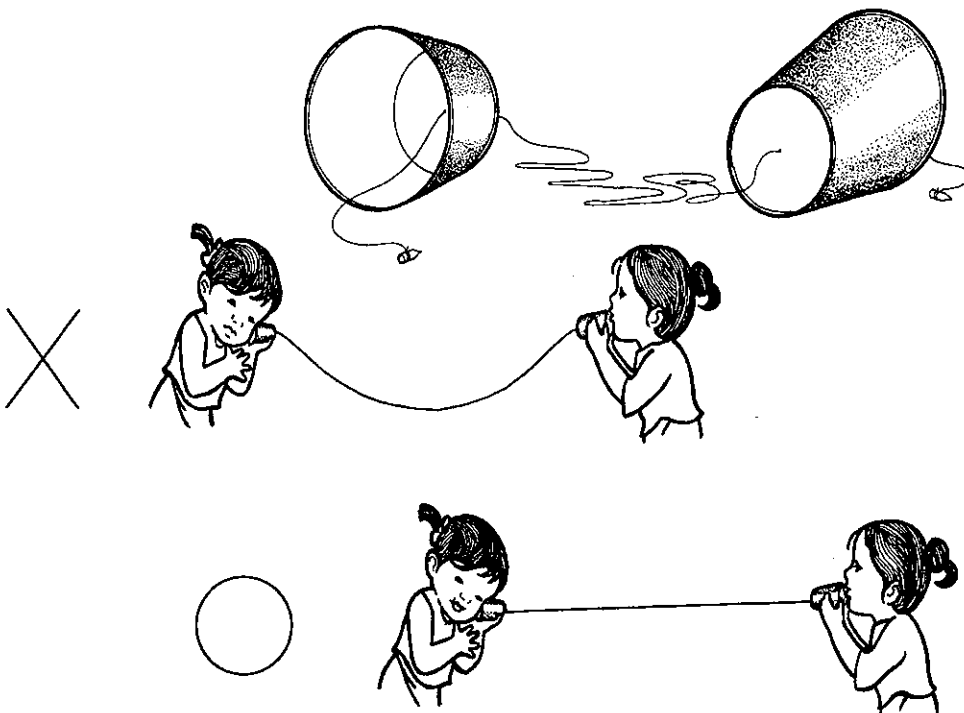
## Let's Make Your Own "Mobile Phone" in the Classroom

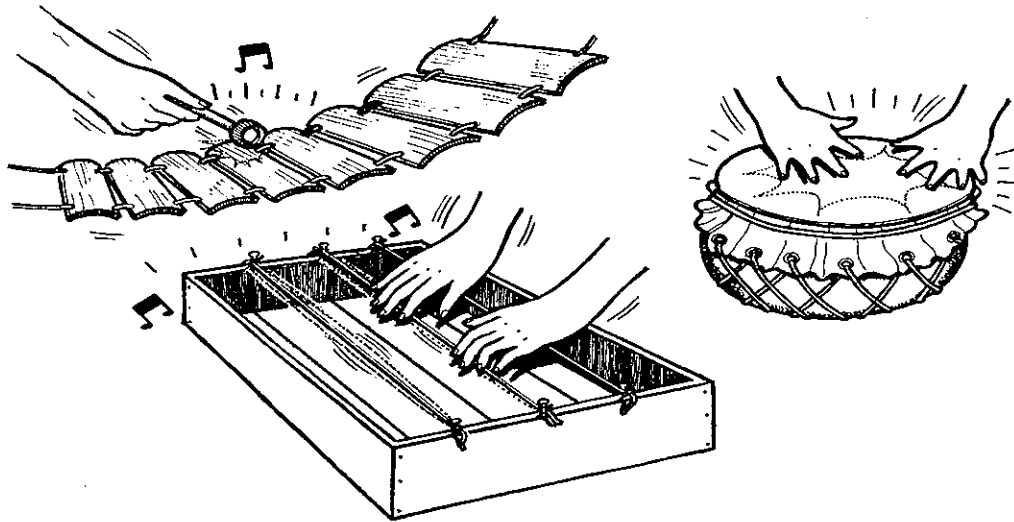
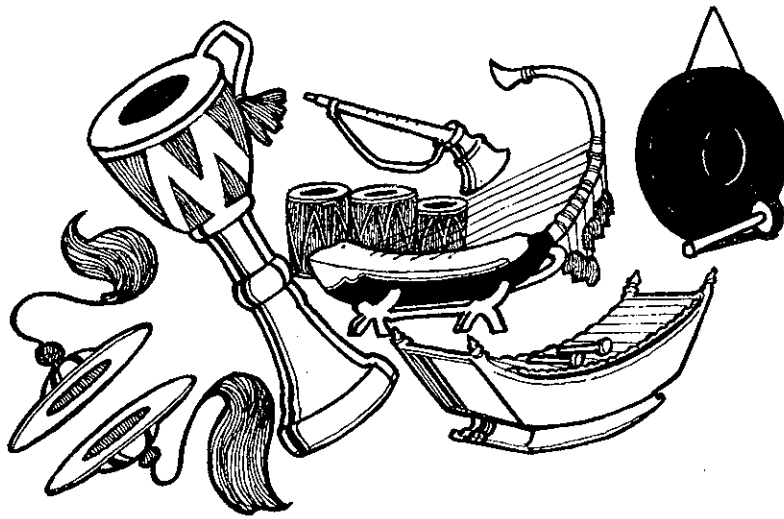


The vibrations are carried along the string to the other can which also vibrates, reproducing the sound of your voice so your friend can hear you speaking.

Necessary materials for making "Mobile phone"

1. Paper Cup
2. String (Knotting string)
3. Nail for the hole





Let's enjoy to make various kinds of sound and music by local materials and music instruments with the cooperation of the community.

## Topic 9: Brightness and Darkness

<b>Key Concept</b>	Brightness and Darkness in our daily life
<b>Learning Objectives</b> <b>General Objectives</b>	Children comprehend brightness and darkness and use in daily life.
<b>Specific Objectives</b>	Children are able (1) to differentiate brightness and darkness. (2) to distinguish the materials that give light and those that do not.
<b>Activities Involved</b>	-Group work -Playing games inside and outside -Singing a poem
<b>Teaching/Learning Materials</b>	Picture story, tin can, torch light, candle, match, bucket, water and sunglasses (made by teachers).
<b>Teaching Periods</b>	4 periods (120 minutes)

### Before Getting Started

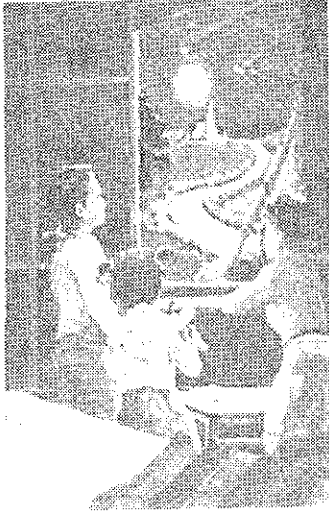
#### Background Information For Teachers

Children's recognition of brightness and darkness comes from physical experiences. So it is an important learning activity to make them feel on their skin brightness and darkness. It is through play that KG children acquire such knowledge most effectively.

Based on this understanding, a dark box utilizing waste materials and color lens for observing the brightness of the sun were prepared. The use of a candle for teaching them light and brightness and comparing it with the electrical lights are also effective. By covering one's eyes with a cloth, children can experience what it is like to be blind and can understand the feelings of the blind people.

The topic of brightness and darkness can be treated not just as a life science and life skill subject but can also be a civics subject. The objective of learning different aspects of brightness and darkness here is to enhance and support children's curiosity and interest in their lives. There are two kinds of light, natural and artificial.





### **Natural light**

- The sun  
The sun is very far from the earth. The Sun is a big ball of hot gases. The earth gets heat and light from the sun.
- The moon  
The moon does not give off heat and light. The sun shines on the Moon. We can see the reflection of the sunlight on the Moon.
- Stars  
Stars are very far away. Stars are big balls of burning gases. The sun is also a star.



### **Artificial light**

- Candle
- Matches
- Lamp
- Bulb
- Torchlight, etc.

Both light and darkness are essential. Therefore, it is important that we can use brightness and darkness in daily life. For example, blind man needs more light. However, a man whose eyes have undergone surgery needs more darkness.

Sun gives the earth heat and light. Nevertheless, we cannot directly look at the sun. When we want to look at the sun, we can use some special materials.


Brightness is important and useful for human beings as well as animals and plants. We can see brightness with our eyes. Eyes are very delicate part of our body. Therefore, we must prevent injury. Moreover, we must show a blind man empathy. However, a blind man knows by listening attentively, smelling with his nose and touching with his hands. You can feel like a blind person. A blind person thinks that light means touching with hands. Although they cannot see what is light, they feel it by listening, smelling, touching, and tasting.

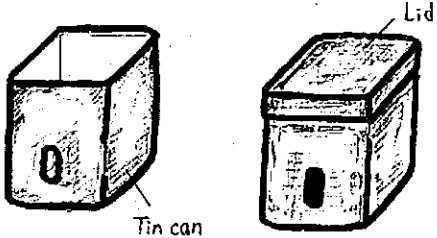
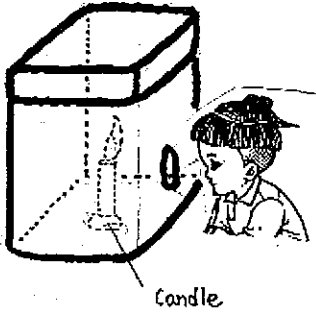
## Lesson Planner

	<u>Period One</u>	<u>Period Two</u>	<u>Period Three</u>
<b>Specific Objectives</b>	To be able to differentiate brightness and darkness.	To be able to differentiate brightness and darkness. To be able to distinguish the materials that give light and those that do not.	To be able to distinguish the materials that give light and those that do not.
<b>Introduction (Evocation)</b>	Picture story telling	Reviewing the prior lesson	Reviewing the prior lesson
<b>Development (Reflection)</b>	Group work	Group work	Discussion
<b>Conclusion (Realization)</b>	Realization of brightness and darkness	Realization of brightness and darkness	Realization of brightness and darkness Realization of materials that give light and those that do not

## Teaching/Learning Procedure

### Period One

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><b>Picture story telling</b></p> <p>Teacher tells children a story about the picture.</p> 	5 min.	Picture and story	Teacher tells the story slowly.


<p><b>Group work</b></p> <p>The teacher gives a tin can to each group. First of all, the children take the lid off the can. The children see through the hole of the tin can.</p>  <p>Then, the children cover the can with the lid. The children see through the hole of the tin can.</p> <p>The children put a candle in the can. The teacher lights up the candle. The children cover the tin can with the lid and see inside through the hole of the can.</p> 	25 min	Tin can	<p>The teacher gives the children a clear direction for the activity.</p> <p>The teacher pays careful attentions to each group in order that the children burn their body.</p>
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**Period Two**

<b>Learning Activities</b>	<b>Duration (Min.)</b>	<b>Teaching/ Learning Materials</b>	<b>Points to be noticed</b>
The teacher reviews the prior lesson briefly.	5 min.		

<p><b>Group work</b> The teacher provides tin cans and torch lights to each group. The children put the torch light in the tin can and switch it on. The children observe inside of the tin can through the hole of the can.</p> <p>Then the children switch the torch light off and observe the inside of the tin can through the hole of it.</p>	15 min	Tin can torch light	The teacher gives the children a clear direction for the group activity.
<p><b>Discussion</b> The teacher asks the children, "What did you think when the torch light was switched on and when it was switched off.</p>	10 min.		

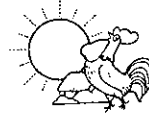
**Period Three**

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>The teacher reviews the prior lessons briefly.</p>	5 min		
<p><b>Outdoor activity</b></p> <p>The teacher takes the children outside and gives hand-made sunglasses. The children wear the sunglasses and observe the sun.</p> 	15 min	Sunglasses	The teacher gives the children a caution not to look at the sun with their naked eyes.
<p><b>Group discussion</b> The teacher lets the children discuss what they learnt during those three periods.</p>	10 min		

## Assessment

(1) Asking the questions for the main facts in this lesson.

- a) When is it bright and when is it dark?
- b) Which materials do you use if it is dark?
- c) How do you feel if it is dark?
- d) Can you see the sun directly? Why?
- e) If we want to see the sun, what should we do?
- f) How will you feel if you are blind?



(2) Assessing the students' performances.

- a) Observing children's participation, attitude in the group works, answering questions and singing the poem during the lessons.
- b) Observing children's enjoyment, discovery and stimulation during the lessons.

## Topic 10: Observing Properties of Magnets and Domestic Electrical Appliances

<b>Key Concept</b>	Making to know that a magnet has the property to attract pieces of iron and the electrical appliances.
<b>Learning Objectives</b> <b>General Objectives</b>	To be able to know that a magnet has the property to attract pieces of iron and be able to experiment it and to know differently the electrical appliances out of the utensils
<b>Specific Objectives</b>	Children are able (1) to describe that a magnet has the property to attract pieces of iron (2) to find out if the objects used in one's environment are made from iron. (3) to describe the electrical appliances (4) to know the electrical appliances and their uses and be able to describe them.
<b>Activities Involved</b>	<ul style="list-style-type: none"><li>- story telling</li><li>- group work</li><li>- experiment</li><li>- observation</li><li>- singing poem</li></ul>
<b>Teaching/Learning Materials</b>	Pins, pieces of plastic, pieces of paper, celluloid film, a toy in which a nail is attached, large paper chart, bar magnet, picture charts if the electrical appliances are not available.
<b>Teaching Periods</b>	6 periods (180 minutes)

### Before Getting Started

<b>Background Information for Teachers</b>	Children have not known properly in relation with magnet and electrical appliances. Therefore it should present the nature of magnet and various electrical appliances by relating with the children's environment. It should use pictures and games that a magnet has attractive force to interest children. Teachers should know that compass, various motors and refrigerators use magnets and some electrical appliances (radio, television, electric bell) also use magnets.
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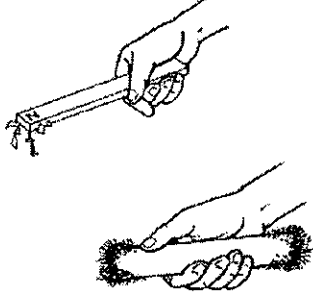
## Lesson Planner

	<u>Period One</u>	<u>Period Two</u>	<u>Period Three</u>	<u>Period Four</u>	<u>Period Five</u>	<u>Period Six</u>
<b>Specific Objectives</b>	to describe that a magnet has the property to attract pieces of iron	to find out if the objects used in one's environment are made from iron.		to describe the electrical appliances	to know the electrical appliances and their uses and be able to describe them.	
<b>Introduction</b>	Playing with magnet	Story telling	Observation	Question and answer	Question and answer	Reviewing the prior lesson
<b>Development</b>	Group work	Question and answer observation	Playing with magnet	Singing the poem	Group work Drawing	Playing
<b>Conclusion</b>	Magnet can attract pieces of iron.	Some materials are made from iron.	Magnet can attract the material containing iron	There are many electrical appliances in our environment	Some electrical appliances are used in our home	Electrical appliances have their own ability
<b>Assessment points</b>	Participation	Participation	Participation	Co-operation	Co-operation	Participation

## Teaching/Learning Procedure

### Period One

<b>Learning Activities</b>	<b>Duration (Min.)</b>	<b>Teaching/Learning Materials</b>	<b>Points to be noticed</b>
<p><b>Discussion with the whole class</b>            Introduce by asking to come in front of the class and observe. Bar magnet, pieces of iron, iron powder, nail, piece of paper, piece of cloth and the object made from plastic will be put on the table in front of the room and let the children come out in front of the classroom and observe.            The following questions will be asked.            - "Have you ever seen these objects?"            - "Are these present at your home?"            Teacher shows a magnet and asks            Have you ever seen this?</p>	5 min.	Bar magnet, pieces of iron, iron clip, plastic toy, piece of cloth, piece of paper	Teacher doesn't have to say in advance the iron rod used is a magnet. When the children come to observe in front of the classroom they will be grouped. Each group may contain 5 to 8 members.

Tell that, 'we are going to use this iron rod and play with the toys'.			
Teacher shows in front of the class by playing with a bar magnet and objects.	10 min.		It is for the children to know practically that materials made from iron can attach to an iron rod.
<p>သံလိုက်ချောင်း ဝတ္တံ သံ ဝိုက်သံစများ ဖြင့်သံ ဖွဲ့စည်းချောကပ်ရေး ဖွဲ့</p> 			
Each student group will be given a bar magnet, pieces of iron and objects to play. Students will be asked to play in turns within groups by using a magnet.			
Children will be asked to tell their findings while playing. Teacher will tell differently the materials that can attach on an iron rod and the materials that cannot attach on an iron rod. Objects made from iron attach to the iron rod. Teacher will tell that therefore this iron rod is called a bar magnet.	15 min.		Be able to know and describe the materials that cannot attach on an iron rod.

### Period Two

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
The lesson begins by asking the following questions. - "What is an object that attracts pieces of iron called?" - "Do your pencils can attach to that object?" - "Tell other objects that cannot attach"	5 min		To remember the materials that can attach or cannot attach on a magnet.
Teacher tells a story about a young boy. While telling the story ask, - Tell the friends who do not follow the young boy.	10 min.		Be able to tell differently the materials that can attach or that cannot attach on a magnet.



<ul style="list-style-type: none"> <li>- Why don't they follow?</li> </ul> <p>Teacher will continue to tell the story.</p> <ul style="list-style-type: none"> <li>- Tell the friends who follow the young boy.</li> <li>- Why can they follow?</li> <li>- Can you follow the young boy? Why?</li> </ul> <p>Children will be given time to think.</p>			
<p>Children will be asked to differentiate by experimenting with a magnet if the objects they use can attach on a magnet or not.</p> <p>Children will be asked to observe at least one material that can attach on a magnet out of the materials they use at home.</p>	15 min.		<p>Be able to tell with what material the objects they use are made up of. To take interest and to be happy for doing experiment.</p>

### Story: A Young Boy

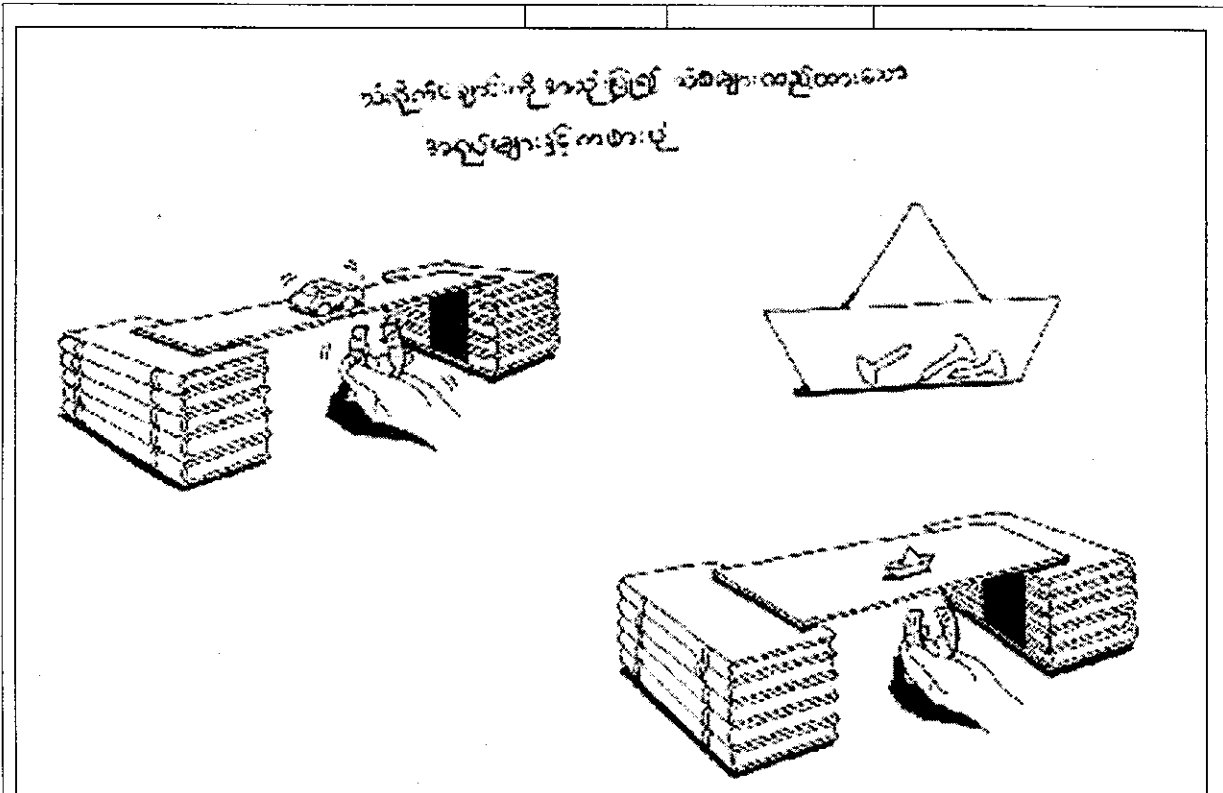
Once upon a time a young boy went to a playground to play with his friends. When he reached the playground he saw Mr. Paper. When he went to play near Mr. Paper, Mr. Paper didn't want him to come closer. Then he went to Miss. Plastic who was at a distance but Miss. Plastic didn't care about him totally.

The young boy who was upset for not getting near his friends to play gazed at the three people playing together, they are Mr. Nail, Miss. Pin and Mr. Clip. He was getting interested while gazing and when he went slowly near them, he didn't have to say anything, Mr. Nail, Miss. Pin and Mr. Clip just ran towards that youth and came closer to him. Even though the young boy tried to remove and pushed away them it was unable to pull them away.

Hi! Sons and daughters, let's think the name of that young boy. What kind of the name will it be?

#### Period Three

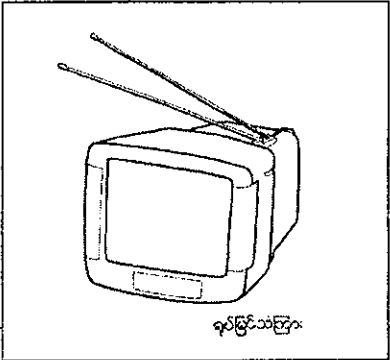
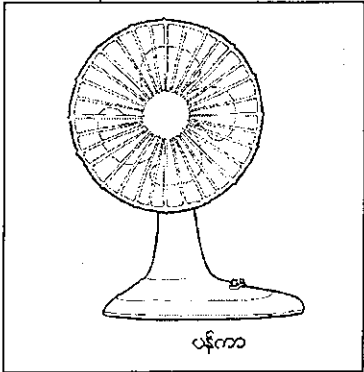
Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>The lesson begins by asking individually and group-wise the name of material used at home that can attach on a magnet, which was ordered to observe on the previous day.</p> <p>Let the children observe the materials inside the classroom by using a magnet and let them tell the materials that attach on magnet.</p>	10 min.		<p>They will know that the materials used in one's environment are made up of iron.</p>



<p><b>Playing with a magnet</b>          Teacher will do practically          Two tables or two piles of books are put parallel one foot apart. The separated space is connected with a paper. A toy made from iron or a toy in which the nails are put, will be put on the paper. The magnet will move beneath the paper.          Children are asked to see carefully</p>	<p>5 min.</p>	<p>Magnet, a toy in which pieces of iron are put.           Paper</p>	<p>To be able to play happily by using a magnet.</p>
<p><b>what will happen to the toy</b>          Children will be given materials to play practically.          What will happen to the toy?          Why does it move?          Teacher will tell that the toy moves because it contains pieces of iron, which can attach on a magnet.</p>	<p>15 min.</p>		<p>Let the children answer as they like.          Be able to think deeply in relation with a magnet.</p>

**Period Four**

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
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<p><b>Discussion with the whole class</b></p> <ul style="list-style-type: none"> <li>- “Have you ever seen the materials that use electricity?”</li> <li>- “Where have you ever seen?”</li> <li>- “Have you ever seen these in the TV or in the movies or in the books or at home?”</li> <li>- “Out of these, what are the electrical appliances used at home?”</li> </ul> <p>Teacher writes the name of electrical appliances used at home as the children say on the blackboard and draw sketches beside the names. Teacher supplements the electrical appliances and shows the picture chart.</p>	15 min.	Picture of electrical appliances.	<p>To know the materials that use electricity.</p> <p>e.g. Electric bulb</p>
<p>Teacher recites the poem containing the name of electrical appliances.</p> <p>‘Poem on domestic electrical appliance’</p> <ul style="list-style-type: none"> <li>- Bulb, fluorescent lamp and cassette are electrical appliances</li> <li>- Iron, stove , computer and refrigerator are also included</li> <li>- TV, torch, rice-cooker and fan are also included</li> <li>- Use at one’s home and other’s home</li> <li>- It’s the domestic electrical appliance.</li> </ul> <p>Let the children recite after the teacher.</p> <p>Let them recite group-wise.</p> <p>The poem will be divided into verses and each group will be asked to recite each verse.</p> <p>Let the remaining groups listen while one group is reciting and let them tell the names of appliances contained in that verse.</p> <p>Let each group recite in turns.</p> <p>Teacher will ask children to observe how the appliances described now are used at home.</p>	15 min.	 	<p>To make the children remember the electrical appliances.</p>

## Period Five

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>The lesson begins by asking children if they have observed the use of electrical appliances as the teacher ordered.</p> <p>The following questions will be asked.</p> <p>Tell the name of electrical appliance you use while you are reading.</p> <p>Tell the name of the appliance while you are cooking rice.</p> <p>Tell the name of the appliance while you are cooking curry.</p> <p>Tell the appliance used to get coolness.</p> <p>What do you get from electricity?</p> <p>Let the children draw the electrical appliances they like.</p>	30 min.	The pictures of electrical appliances used in the previous period will be used again.	<p>Teacher will show the picture or realia of the electrical appliances that the children have answered in front of the classroom for the whole class to see.</p> <p>It is to make the children remember the electrical appliance and its uses.</p> <p>Children must be asked to get the answer "heat, light and coolness" are obtained from electricity.</p>

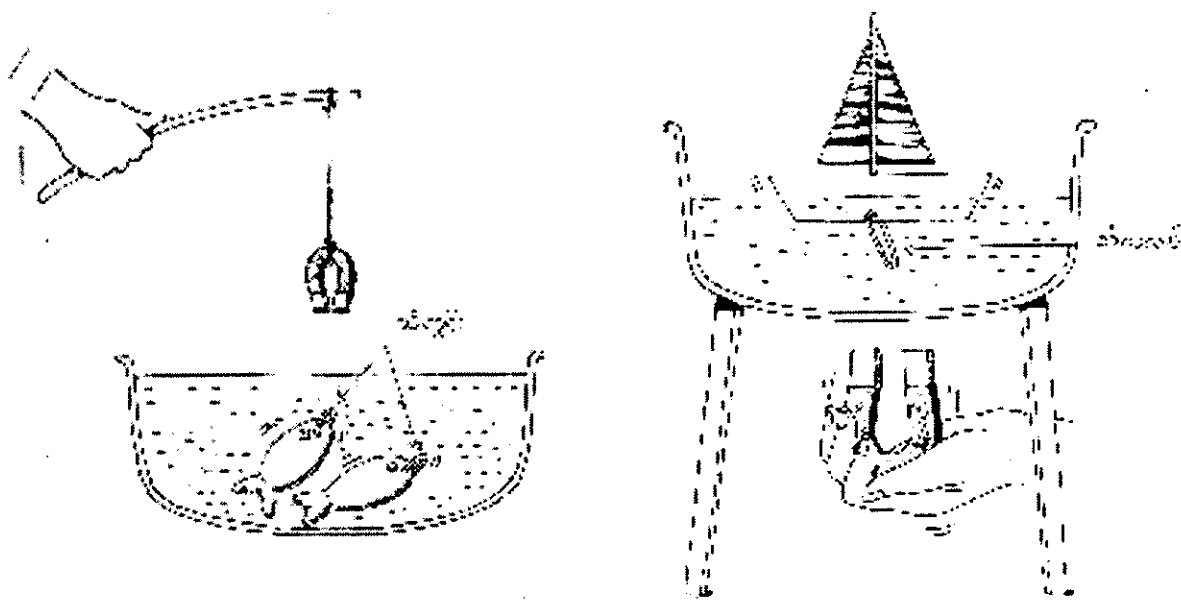
## Period Six (Assessment)

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>The lesson begins by asking children the following questions.</p> <p>Describe the name of domestic electrical appliances.</p> <p>The use of each electrical appliance will be asked to each group.</p> <p><b>Jigsaw playing</b></p> <p>Teacher will give each group cut pieces of pictures of electrical appliances and let them connect.</p> <p>Have them tell which picture they have obtained.</p> <p>Let the groups stick the pictures they have obtained together with their uses.</p> <p>For example: Teacher will stick on the blackboard the picture in which an</p>	<p>10 min.</p> <p>10 min.</p> <p>10 min.</p>	<p>Picture chart of electrical appliance cut into pieces.</p> <p>The pictures in which electrical appliances are used.</p>	<p>e.g. If the picture is an electric bulb it will be stuck together with the picture reading.</p>

electrical appliance is used. The child will stick the picture one has obtained beside that picture.			
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### Reference

1. A magnet has two poles; South Pole and North Pole.
2. When a magnet is hung in the air, it will direct to south and north.  
The end of a magnet directed towards south is the South Pole  
The end of a magnet directed towards north is the North Pole
3. A magnet has various shapes  
A bar magnet, horse-shoe shaped magnet and circular shaped magnet.
4. There are two kinds of magnet; ordinary magnet and electrical magnet.
5. Magnet is used in electrical appliances.
6. It must be cautious in using electrical appliances to avoid danger.
7. In teaching children the electrical appliances, children must be made to remember by showing picture charts or realia.



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 < မိမိတို့၏ နိုင်ငံအတွက် အားပေးခြင်းဖြင့် ပြုကြိုမည် >

