

## Topic 11: Observation of Weather Condition of a Day

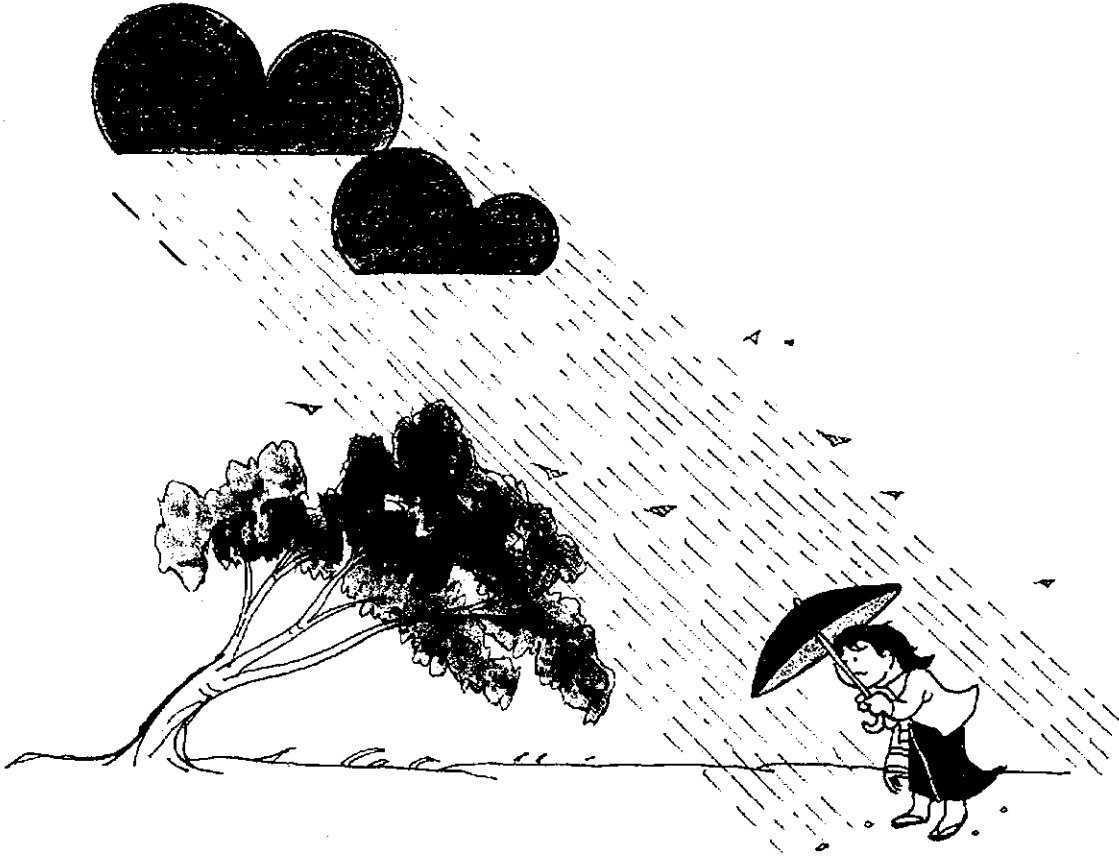
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| <b>Key concept</b>                                      | There are different weather conditions and different clothes are worn according to weather conditions.   |
| <b>Learning objectives</b><br><b>General Objectives</b> | To take notice of the weather condition in the sky and to wear clothes according to weather condition by sunny, rainy day and cool day   |
| <b>Specific Objectives</b>                              | Children are able<br>(1) to tell the conditions of a sunny day, a rainy day and a cool day<br>(2) to tell the clothes to wear and utensils to use on sunny day, rainy day and cool day.                                  |
| <b>Activities Involved</b>                              | <ul style="list-style-type: none"><li>- discussion with the whole class</li><li>- observation</li><li>- drawing pictures and coloring</li><li>- reciting a poem</li><li>- group activity</li></ul>                       |
| <b>Teaching/Learning Materials</b>                      | <ul style="list-style-type: none"><li>- picture chart</li><li>- (caps, umbrella, thin clothes and thick clothes, wool jacket, rain coat, bamboo hat with a broad brim, slipper)</li><li>- paper, color pencil.</li></ul> |
| <b>Teaching Periods</b>                                 | 6 periods (180 minutes)  |

### Before Getting Started

#### Background Information for Teachers

The weather condition affects the survival of man. The clothes we wear and the type of houses we live in and the food we eat depend on weather condition. The crops that we grow also depend on weather condition. Floods occur when there is much rain and draught occurs when there is less rain. The weather condition can be extremely hot or cold so it is not favourable for the continuous survival of seedlings. Therefore, man must be able to predict by seeing the weather condition if it is helpful or dangerous. It is necessary for the KG children to be able to retell by observing the weather condition of a day and to be able to know what clothes to wear and what utensils to use.

This lesson is suitable to teach in the rainy season.



**Lesson Planner**

|                                 | <u>Period One</u>  | <u>Period Two</u>  | <u>Period Three</u>  |
|---------------------------------|--|--|--|
| <b>Specific Objectives</b>      | Be able to tell the conditions of a sunny day              | Be able to tell the clothes to wear and the utensils to use on a sunny day | Be able to tell the conditions of a rainy day                                  |
| <b>Introduction (Evocation)</b> | Asking questions by showing pictures                       | Asking questions to elicit their previous knowledge                        | Explaining the activity  |
| <b>Development (Reflection)</b> | Observation. Studying the condition outside on a sunny day | Doing practical  | Observation. Observation of the condition outside the classroom on a rainy day |
| <b>Conclusion (Realization)</b> | Knowing the condition of sunny days                        | Knowing the clothes to wear and the utensils to use on a sunny day         | Being able to tell the conditions of a rainy day                               |

|                                 | <b>Period Four</b>   | <b>Period Five</b>  | <b>Period Six</b>   |
|---------------------------------|--|---|---|
| <b>Specific Objectives</b>      | Be able to tell the clothes to wear and the utensils to use on a rainy day | Be able to tell the condition of a cool day and the clothes to wear | Be able to tell the clothes to wear and the utensils to use on a sunny day, rainy day and cool day  |
| <b>Introduction (Evocation)</b> | Reciting poem  | Showing picture charts  | Explaining the activity   |
| <b>Development (Reflection)</b> | Discussion with the whole class  | Discussion by showing picture charts                                | Have them select the clothes to wear and the utensils to use on a sunny day, rainy day and cool day |
| <b>Conclusion (Realization)</b> | Knowing the clothes to wear and the utensils to use on a rainy day         | Knowing the condition of a cool day and the clothes to wear.        | Be able to tell the clothes to wear and the utensils to use according to weather condition          |

|                                    |
|------------------------------------|
| <b>Teaching/Learning Procedure</b> |
|------------------------------------|

**Period One**

| <b>Learning Activities</b>   | <b>Duration (Min.)</b> | <b>Teaching/ Learning Materials</b> | <b>Points to be noticed</b>  |
|--|------------------------|-------------------------------------|--|
| Quiz of the day:<br>"Can a fisherman go fishing safely today?"   | 2 min.                 |                                     | Teacher can write the quiz on the blackboard and introduce the topic to children. It is to motivate children only at the beginning of the lesson. At the end of the lesson, teacher can ask the children again the same question to let them answer. |
| Asking questions by showing pictures. The picture of a fisherman preparing to go out for fishing will be shown.<br>- This picture is the picture of a fisherman. What does a fisherman | 10 min.                | picture charts                      |  |

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| <p>do?</p> <p>- Where does he go for fishing?</p> <p>The picture of a fine weather condition will be shown.</p> <p>What do you see in this picture, what happens?</p> <p>The picture that shows the bad weather condition will be shown.</p> <p>What happens in this picture?</p> <p>- Out of these two conditions, on which condition will the fisherman be able to go out for fishing? Why?</p> <p>- Why can't he go out for fishing on this condition? Why?</p> <p>Let us go out and see if the fisherman can go out for fishing today or not.</p> |         |  |  |
| <p>Ask children what they would see in the sky, before they go outside the room.</p> <p>Ask them to take a special notice on the shape of clouds, if any.</p> <p>Ask them to feel the direction of the wind if there is any.</p> <p><b>Observation outside the classroom</b></p> <p>Let the children go outside to see the weather condition outside the classroom. First the children can close their eyes and feel the climate through their skin.</p>  | 15 min. |  | <p>Give children the opportunity to answer freely.</p> <p>The teacher leads the discussion by asking about the sun, clouds, wind, wave, etc.</p> <p>Teacher lets children see what she wants them to know.</p> |
| <p>Answer of the quiz:</p> <p>If it is sunny, the-wave is gentle and it is safe to go to the waters by boat. If it is raining or very windy, the wave is too rough and the boat may be turned upside down and the fisherman can be thrown into the waters. So it is dangerous to go fishing on a strong windy or rainy day.</p>   | 3 min.  |  |  |

## Period Two

| Learning Activities  | Duration (Min.) | Teaching/ Learning Materials | Points to be noticed                         |
|--|-----------------|------------------------------|--|
| <p>Quiz of the day:</p> <p>How does your body work in order to keep it cooler when your body heat gets higher?</p> |                 |                              |  |
| <p><b>Individual activity</b></p> <p>Let the children draw a picture of the</p>                                    | 5 min.          | drawing paper, color         | Other natural objects, which give color, can |

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| <p>sun and let them color it.</p> <p><b>Discussion with the whole class</b></p> <ul style="list-style-type: none"> <li>- Is today sunny or raining?</li> <li>- What can you do on a sunny day?</li> <li>- Where can you go?</li> <li>- Is it hot or cold on a sunny day?</li> <li>- If you go outside on a sunny day what will you take? (clothes, hats, umbrella, foods, etc.)</li> <li>- Which clothes are to be worn on a sunny day?</li> </ul>   | 5 min.  | pencil,<br>pencil              | <p>be used.</p> <p>Ask children to bring the utensils and clothes that have to be worn on a sunny day. If the food that children said contains the names of unsuitable foods, explain why it is not suitable (e.g. yesterday's rice, ice water)</p> <p>Let the children think.</p> |
| <p><b>Doing practical work</b></p> <p>Teacher pastes the pictures of the sun on the blackboard and tells children to imagine that it is a very sunny day and it is very hot. Then ask children to wear the appropriate clothes. Let children wear the clothes and ask which clothes do they wear, thin clothes or the thick clothes.</p> <p>Teacher removes the pictures of the sun on the blackboard, saying that the sun is gone behind the clouds, and it is cloudy and cold day. Then ask children to wear the appropriate clothes. Let children wear the clothes and ask which clothes do they wear, thin clothes or the thick clothes.</p> <p>Ask children:</p> <ul style="list-style-type: none"> <li>- How do you feel when you wear thick clothes?</li> <li>- How do you feel when you wear thin clothes?</li> <li>- What kind of clothes will you wear on a sunny day?</li> </ul> <p>Teacher explains that when it is warm, the clothes which can release the body heat are preferred. When it is cold, the clothes which keep the heat inside the clothes are preferred. Let children feel the existence of air between the clothes and the body.</p> | 10 min. | thick clothes and thin clothes | <p>Let the children bring one thin shirt and one thick shirt beforehand. Let the children know by doing practical.</p>   |
| <p>Answer of the quiz</p> <p>The surface of your body release sweat. The evaporation of this watery fluid cools our bodies.</p>  | 5 min.  |                                |  |

### Period Three

| Learning Activities  | Duration (Min.) | Teaching/ Learning Materials                           | Points to be noticed                                 |
|--|-----------------|--|--|
| <p>Quiz of the day<br/>Where does the rainwater come from and where does it go?</p>  |                 |  |  |
| <p><b>Observation outside the classroom</b><br/>Let the children observe outside the classroom<br/>Let the children observe the condition outside the classroom and let each of them collect rainwater in a container.</p>   | 10 min.         | small containers for each student to collect rainwater | It will make them know the condition of a rainy day. |
| <p><b>Discussion with the whole class</b><br/>- What is happening outside?<br/>- What do you get when it rains?<br/>- How do you feel when you touch the rainwater with hand? What happen to your hand?<br/>- What happen to the trees when it rains?<br/>- What are the colors of clouds?<br/>- What sounds do you hear when it rains?<br/>- Is it cold or hot on a rainy day?<br/>- Are the colors of clouds found on a rainy day and sunny day the same?<br/>- What can you do on a rainy day?<br/>Let them see the rainwater and ask where this rainwater is from.<br/>Teacher tells them that it is from the clouds that they see in the sky.</p> | 15 min.         |  |  |
| <p>Answer of the quiz:<br/>The rainwater come from the clouds in the sky. The clouds are masses of water droplets and ice crystals that float in the sky.<br/>The rainwater penetrates into the ground and runs into rivers, lakes and the sea.</p>  |                 |  |  |

### Period Four

| Learning Activities | Duration (Min.) | Teaching/ Learning Materials | Points to be noticed |
|---------------------|-----------------|------------------------------|----------------------|
| (1) Quiz of the day |                 |                              | Teacher can help     |

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| <p>What is necessary for a rainbow to appear?</p>  |                |  | <p>students to remember when they saw rainbow. Is it after it rained?</p>   |
| <p>Reciting poem<br/>Teacher recites the poem with gesture first and then recite together with all children with gesture.<br/><i>Poem</i><br/><i>(I hear thunder)<sup>2</sup></i><br/><i>(Do you hear)<sup>2</sup></i><br/><i>(Taut, Taut, Taut, Taut rain drops)<sup>2</sup></i><br/><i>(Getting wet, getting soaked)<sup>2</sup></i></p>   | <p>10 min.</p> |  | <p>Teacher has to recite the poem with gesture first and then recite together with children with gesture.</p>   |
| <p>Discussion with the whole class (on a rainy day)<br/>- Is it sunny or raining when you come to school today?<br/>- Children, what will happen when you go into the rain?<br/>- What did you wear and what things did you use for not to get wet in the rain?<br/>- What other utensils can be used?<br/>- What can you do on a rainy day?</p>   | <p>10 min.</p> |  | <p>It will make children know the utensils used on a rainy day.</p>   |
| <p><b>5-minute story</b></p> <p>Rain is very important to the production of food. When there is plenty of rain, crops grow well and give good yields, and animals have plenty of water. But if it does not rain, even for a few weeks, the effects can be disastrous. The soil can become parched and crops may wither and die. If this happens, grazing animals do not have enough food to eat and water supplies start to stagnate.</p> <p>Here is a story for you.</p> <p>The Children<br/>Part 1</p> <p><i>Once in Laos, a large family lived in happiness for many years. And then a drought covered the land, causing great pain. Year after year of hardship reduced the family to terrible poverty. Every day, the parents went into the woods seeking food while their ten children scoured the</i></p> | <p>5 min.</p>  |  | <p>SPAGNOLI, Cathy. 1998: <i>Asian Tales and Tellers</i>. Little Rock, Arkansas, USA: August House, Inc. p.111-112</p> <p>Farmers would place a number of small bowls in different places to catch rain in India 400 B.C. It was used as rain gauges and it helped the farmers to learn about patterns of rainfall.</p> |

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| <p>riverbeds.</p> <p><i>One day, the children found twelve small crabs. Joyfully they ran home and the eldest sister cooked them into a soup. It smelled so good that the children couldn't wait to eat. They each sipped the soup, ate one crab, and saved the two last crabs for their parents. But the youngest boy's stomach felt so empty that he couldn't stop crying. He begged and begged for just one more crab. Finally, his sister gave him what was left, and the children went to bed. Much later, the hungry parents returned to delicious smells and empty shells.</i></p> <p><i>Husband, said the wife, our children did not care us food, even knowing how weak we are. It is difficult to feed them; it is sorrowful to watch them starve. Let us take them tomorrow into the woods and leave them. They may be able to survive there. Her husband sadly agreed and at last they slept, stomachs aching. But the oldest girl had heard their plan and she soon crawled outside to gather and hide many white pebbles.</i></p> <p><i>The next morning, the children went to the woods eagerly with their parents. When they came to the quiet heart of the forest, the parents said, Children, rest here for a moment while we go pick some fruits. The children waited, enjoying the forest at first. But as the sounds in the woods grew louder and the shadows grew larger, they were afraid.</i></p> <p>(continued to the next period.)</p> |  |  |  |
| <p>Answer to the quiz:<br/> Raindrops and the sunlight.<br/> Rainbows are caused by the reflection of sunlight in millions of raindrops..<br/> The sun must be behind you and fairly low for a rainbow to be visible in the sky.</p>   |  |  | <p>source: 2002: <i>Encyclopedia of Discovery—Nature</i>. San Francisco: Weldon Owen Pty Ltd.p.521</p> |

### Period Five

| Learning Activities   | Duration (Min.) | Teaching/ Learning Materials                  | Points to be noticed  |
|---|-----------------|---|---|
| <p>Quiz of the day<br/> Why polar bears do not get frozen in the Arctic?</p>                    |                 | <p>photograph of polar bear</p>               |   |
| <p><b>Discussion by showing the picture chart</b><br/> - What are the people in the picture</p> | <p>10 min.</p>  | <p>picture chart in which the people wear</p> | <p>It will make children know the conditions of a cool day.</p> |



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| <p>doing, Why?</p> <ul style="list-style-type: none"> <li>- What clothes do the people in the picture wear?</li> <li>- Children, have you ever worn jackets like those in the picture. Why do you wear? At what time do you wear?</li> </ul>   |                | <p>warm clothes and warm themselves at fire.</p> |  |
| <ul style="list-style-type: none"> <li>- When do you sleep by draping a blanket?</li> <li>- What clothes do you wear and what utensils do you use on a cool day?</li> <li>- What do you eat when you feel cold?</li> <li>- At what time do you bathe on a cool day?</li> <li>- What will happen if you bathe early in the morning on a cool day?</li> <li>- At what time should you bathe on a cool day?</li> </ul>  | <p>10 min.</p> |  | <p>It will make children know that warm foods should be eaten.</p>   |
| <p><b>5-minute Story telling</b></p> <p><b>The Children<br/>Part 2</b></p> <p><i>It is all right, said the eldest calmly. This trail of white pebbles will lead us home. Smiling once again, the children quickly found their way back. At first, the parents were glad to see them. Yet when after a week nothing had changed, the two whispered a plan that the eldest girl did not hear. And so, once again, the children found themselves alone in the forest, but this time without a trail. They spent night after fearsome night lost and confused. Then slowly, as day followed day, the children began to like the forest. They became friends with the animals; they learned which berries and forest fruits to eat. Several years passed, and rains came at last. The parents flourished and soon had money enough for a big family again. So one day, they made the children s favorite foods and went seeking them. For many days they searched through the forest, but there was no sign of the young ones. At last, heartbroken, they were ready to return when the mother spied ten faces in a tree, watching her. She recognized her children, although they had changed greatly. With a smile she called to them. Children, please forgive us and return home. We miss you so. Come quickly, I</i></p> | <p>5 min.</p>  |  | <p>SPAGNOLI, Cathy. 1998: <i>Asian Tales and Tellers</i>. Little Rock, Arkansas, USA: August House, Inc. p.111-112</p> |

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| <p>have your favorite rice and fish here. And at home now we have more food for you.</p> <p>At first there was no answer in the silent forest; then a voice cried out, Mother, you left us here alone. Now the forest is our home. Our arms have become long from swinging on trees; our hair covers us to keep us warm; our teeth are too sharp for your soft rice. We belong here, and we can't return. Go back to your home. It is no longer ours.</p> <p>With a swish of leaves, the ten monkeys turned and jumped away into the forest, swinging gracefully from tree to tree. The parents watched as they went farther and farther away, and in a few moments there was no sign of them. The couple stood without moving until the silence of the forest grew too sad. Then, still holding their children's favorite foods, the two returned sorrowfully to a quiet, empty home.</p> |        |  |  |
| <p>Answer of the quiz</p> <p>Polar bears are covered with thick fur consists of hollow, clear hairs that trap heat. They have just enough blood in their feet so their toes do not freeze.</p>   | 5 min. |  |  |

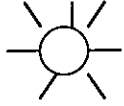


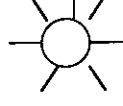



### Period Six

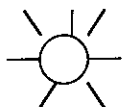
| Learning Activities  | Duration (Min.) | Teaching/ Learning Materials | Points to be noticed  |
|--|-----------------|------------------------------|---|
| <p>Quiz of the day</p> <p>Where do you feel cooler? One is hot but air is dry. The other is hot but air has a lot of moisture.</p>   |                 |                              |   |
| <p>Mix up the clothes that have to wear on a sunny day, rainy day and cool day and utensils.</p> <p>This is a competition among the groups as to who can wear the proper clothes the earliest.</p> <p>Let each child from each group come out in front of the class and let them choose the clothes that have to wear on a sunny day.</p> <p>Let the children tell by holding out the clothes and utensils that they are worn and used on a sunny day. Let them wear themselves.</p> <p>Ask children if they don't wear thick clothes, what will happen?</p> | 30 min.         |                              | <p>Teacher has to arrange the clothes and utensils beforehand. Children can be asked to bring.</p> <p>After the children have chosen, ask questions two or three times to make them remember the clothes chosen according to day.</p> |

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| Likewise, they will be asked to do for the rainy day and cool day by selecting the clothes and utensils.   |  |  |  |
| <p>Answer to the quiz</p> <p>You feel cooler when it is dry. Sweating helps to keep the body cool. But if the air has a lot of moisture in the air, water does not evaporate so easily and sweat remains on the skin. This can be uncomfortable and makes you feel hotter.</p> |  |  |  |

**Assessment**

1. Answer the questions by seeing the following picture.

| Sunday  | Monday  | Tuesday   | Wednesday   | Thursday   | Friday  | Saturday  |
|---|---|---|---|--|---|---|
|  |  |  |  |  |  |  |



Sunny



Rainy



Windy



Cloudy

(a) Describe the two best days to dry out the blanket.

- (b) What will you take if you go out on Saturday?
- (c) Which is the best day to fly a kite?
- (d) Should it wear thick clothes on Wednesday?

2. Assess the children's activities.

Assess if the children are happy, take interest and participate in drawing picture, reciting poem and answering questions.

## Reference

The weather conditions are changing from time to time and from place to place. It is not sufficient to study such weather changes only in a day. It is necessary to study one or two months. The real situation of a matter can be had only by studying the learner himself. Direct experience is the necessary step of truthful understanding. Therefore, observation and recording is important. Having children to carry out activities inside and outside school, assists in introducing observation and recording.

Clouds are usually grouped according to how high they are above the ground. It is important to identify different types of cloud because they give us information about the weather. White, puffy cumulus clouds, for example, are associated with warm sunny days. High cirrus clouds mark the approach of a weather front (an advancing mass of warm or cold air). Cirrus clouds may be followed by lower altostratus clouds and low stratus rain clouds, which cover the entire sky in a solid gray sheet.

(pictures of the clouds to shown.)

## Topic 12: Observing How We Get the Water We Use at Home

|                                    |  |
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| <b>Key Concept</b>                 | We get the water we use (for cooking and washing) at home from rivers, streams, lakes and wells.   |
| <b>Learning Objectives</b>         |  |
| <b>General Objectives</b>          | To know how we get the water we use at home  |
| <b>Specific Objectives</b>         | Children are able<br>(1) to describe the sources of water orally<br>(2) to describe how water is carried home<br>(3) to say about the water to use in rooms of our house   |
| <b>Activities Involved</b>         | <ul style="list-style-type: none"> <li>- Talking about the water</li> <li>- Practical work (A test, Cleaning the dirty hands)</li> <li>- Question and answer</li> <li>- Reciting a poem</li> <li>- Playing</li> <li>- Listening to a story</li> </ul>  |
| <b>Teaching/Learning Materials</b> | <ul style="list-style-type: none"> <li>- A picture of a face of a rain-cloud and raining and playing children in the rain</li> <li>- Pictures showing the sources of water</li> <li>- A picture showing a few ways of carrying water</li> <li>- A picture of a house showing the bathroom, kitchen, dining room etc.</li> <li>- The chart showing the sources of water and how water is carried and used</li> <li>- Withered plants in pots</li> </ul> |
| <b>Teaching Periods</b>            | 6 periods (180 minutes)  |

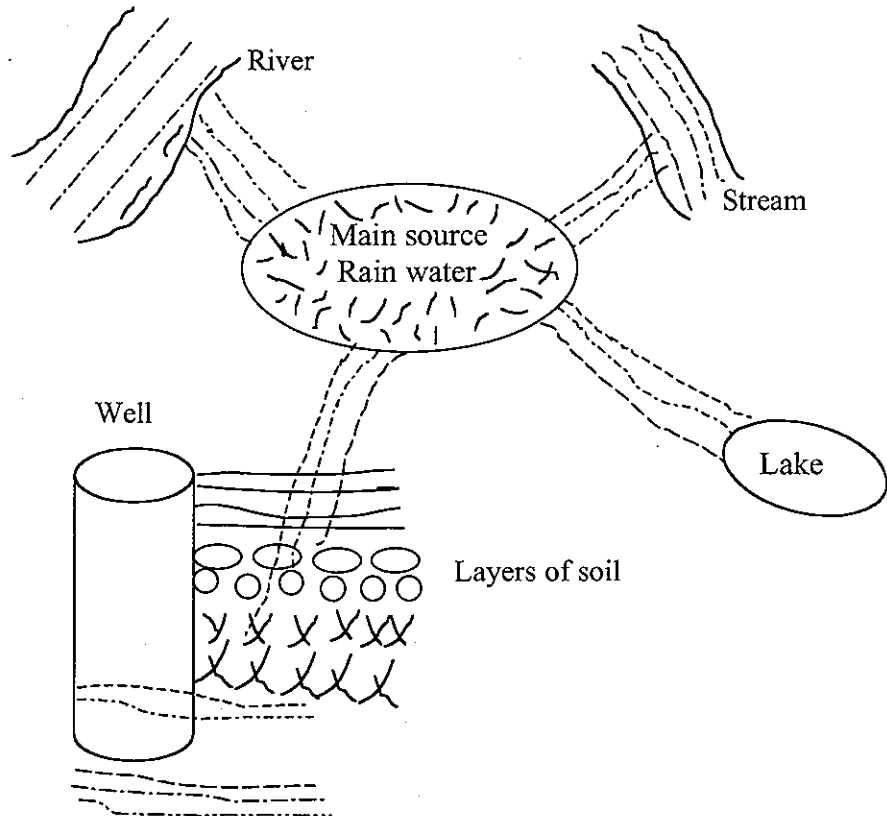
### Before Getting Started

#### Background Information for Teachers

Water is essential for all living things. The objective of this lesson is to make the KG children aware of the need of water since their childhood and to give them the basic knowledge of the sources of water. So to be able to call the water according to its source and to know how they get the water they drink and use at home, it is important for the teacher to sing the songs with gesture and let the children imitate the teacher. By singing happily in this way, they will acquire the concept of the lesson.

## Sources of Water

There are different sources of water we use at home. But the main source of water is the rain. If there were no rain water, there would be no rivers, no lakes, no wells, no streams and etc.



## Lesson Planner

|                                  | <u>Period One</u>  | <u>Period Two</u>                                      | <u>Period Three</u>   |
|----------------------------------|--|--|---|
| <b>Specific Objectives</b>       | To be able to describe the sources of water                                      | To be able to describe the sources of water            | To describe how water is carried home.  |
| <b>Introduction (Evocation)</b>  | Do you want to listen to a story?  | Let's find the answer to the riddle.                   | Yesterday, we talked about the sources of water. Now who can tell me the source of water? |
| <b>Development (Realization)</b> | Listen to the story 'The Rain Drops'   | Say the names of the water by looking at the pictures. | Questions and answers on how they will bring water home.                                  |
| <b>Conclusion (Reflection)</b>   | How can we keep lakes, rivers and streams clean?                                 | Sing a song on names of water and its sources.         | Think the ways of carrying water.   |
| <b>Assessment points</b>         | Observing if all the children can participate and express what they have learnt. |  |   |

|                                 | <u>Period Four</u>   | <u>Period Five</u>   | <u>Period Six</u>   |
|---------------------------------|--|--|---|
| <b>Specific Objectives</b>      | To be able to say how we use water at home                                       | To be able to say how we use water at home   | To be able to say the places where water is at home               |
| <b>Introduction (Evocation)</b> | How do we use water?   | What plants do you grow at home?<br>What do you do to those plants so that they grow well? | Can you tell me the places where water is at home?                |
| <b>Development (Reflection)</b> | Let the children play and then ask them to make their dirty hands clean.         | Sing a song on how we use water.   | Look at the picture and think of the places where there is water. |
| <b>Conclusion (Realization)</b> | What can we do to make things clean?   | Do you think water is essential for us? Why?   | Summarize the lesson.   |
| <b>Assessment points</b>        | Observing if all the children can participate and express what they have learnt. |  |   |

### Teaching/Learning Procedure


#### Period One

| Learning Activities   | Duration (Min.) | Teaching/Learning Materials | Points to be noticed   |
|---|-----------------|-----------------------------|--|
| <p>Introduce the lesson by asking a question,<br/>Class, do you want to listen to a story?<br/>OK, hold your hands up if you want to listen to a story.<br/>Have you ever seen raindrops?<br/>The title of the story is<br/>The Rain Drops.</p>   | 5 min.          |                             | When telling a story, the teacher must take care that her tone of voice, pitch and her body language and facial expressions. |
| -----   |                 |                             |  |
| 20 min.   |                 |                             |  |
| <p><i>Once there was a family of rain. They were the king and queen of rain and their four children, raindrops.<br/>One day the three sons said to their father, 'Dad, we'd like to visit the place of human beings'<br/>'Me too, the little daughter said, please don't leave me alone, brothers'<br/>'OK, you can, but remember you must come back to your own place' said father.<br/>Thank you, Dad, we won't forget to come back to the sky'</i></p> |                 |                             |  |

|  |               |  |
|--|---------------|--|
| <p><i>So saying, the four raindrops happily went down to the ground. But as soon as they reached the mountaintop, they were separated and flowed to different places. One brother came to a lake, another to a river and the other to a stream.</i></p> <p><i>However, the youngest sister was absorbed by the earth and became underground water. When people dug a well, she appeared as well water.</i></p> <p><i>How nice! I m as clean as I used to be. I must visit my brothers and see if they are still clean and healthy the little sister thought to herself.</i></p>  |               |  |
| <p>Class, is the lake water clean? Why?<br/>Will you drink lake water?</p>   |               |  |
| <p><i>Brother, lake water, how are you? Are you OK?</i></p> <p><i>My little sister, as you see, there are germs and I m dirty now said the eldest brother.</i></p> <p><i>How terrible! exclaimed the little sister.</i></p> <p><i>I m no longer clean. I m so sad. I want to go back to the sky continued the brother. 'If so, why don't we go and see the other two brothers?'</i></p> <p><i>suggested the sister.</i></p> <p><i>'Yes, let's,' her brother agreed.</i></p> <p><i>When they reached the river, they also met the stream. He had joined the river. They too looked miserable.</i></p> <p><i>'Hay, you look so depressed. What's happened?'</i></p> <p><i>'We're glad to see you but you see, as we flowed along, people threw the rubbish and waste things into us.</i></p> <p><i>'But you look clean' said the eldest brother.</i></p> <p><i>No, brother, there are so many waste things at the bottom. Although we do not look as dirty as you are, we are not clean and healthy either'</i></p> <p><i>'Oh dear! the little sister exclaimed.</i></p> <p><i>'Little sister, we don't want to live here any longer. We're going back to the sky. What about you?'</i></p> <p><i>the three brothers asked.</i></p> <p><i>'I won't stay here alone; I miss Mom and Dad too. I'll go along with you' said she.</i></p> <p><i>So one sunny day four raindrops became very light. The hotter the sun, the lighter they were. At last they floated in the air and got back to their parents in the sky. Now, if you look up the sky in the rainy season, you can see the raindrops and their parents laughing happily.</i></p> |               |  |
| <p>After the story is told, teacher asks children questions on the story and let children express themselves.</p> <p>- Class, have you ever looked up the sky in the rainy season?<br/>What can you see?<br/>Why do you think the raindrops went back to the sky?<br/>Why were they unhappy?</p>   |               |  |
| <p>Let children tell what they can think of on how to keep the water sources clean.</p> <p>- Now class, how can we keep rivers, lakes and streams clean?</p>   | <p>5 min.</p> |  |



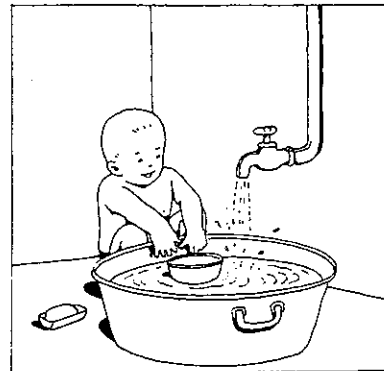
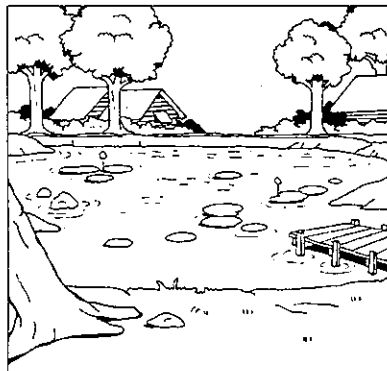
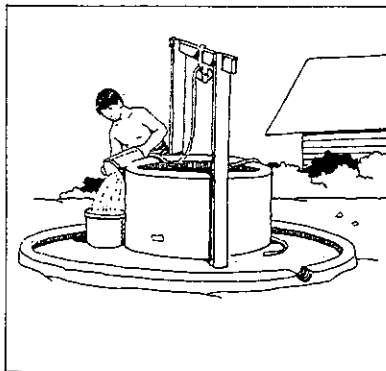
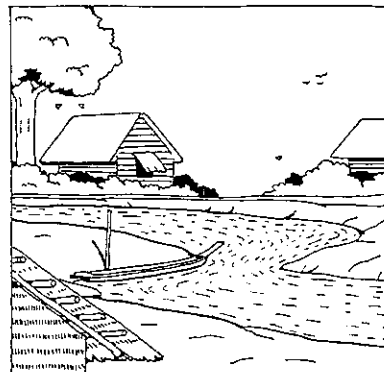
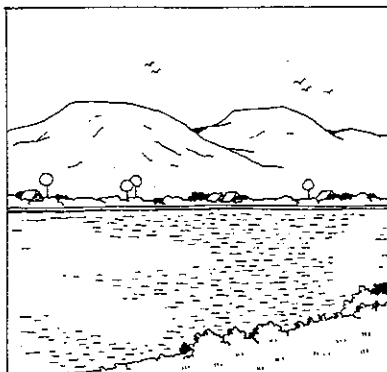
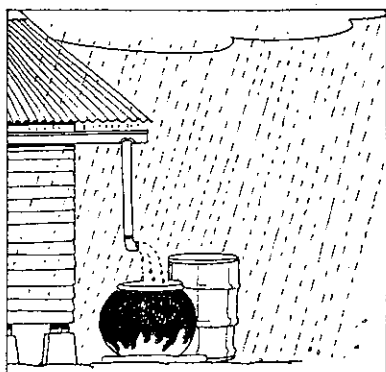
**Period Two**

| Learning Activities  | Duration (Min.) | Teaching/ Learning Materials  | Points to be noticed                            |
|--|-----------------|---|---|
| <p>Introduce the lesson by saying a riddle and showing the picture. Look at this picture. I will tell you a riddle. You must say what it means.</p> <p>When the dark face cries, tears of pearl come down.</p> <p>The teacher shows the picture so that they can get the answer raining</p> <p>After children give meaning to the riddle, the teacher continues discussion on the cloud and the rain.</p> <ul style="list-style-type: none"> <li>- What is the color of the rain cloud?</li> <li>- Where do the rain drops come from?</li> </ul> | 5 min.          | <p>A picture of a face of rain-cloud and raining and children playing in the rain</p>  |   |
| <p>Teacher shows the six pictures on the sources of water and let the children talk about the six pictures of water sources.</p> <ul style="list-style-type: none"> <li>- Can we get water from other places?</li> <li>- Now, look at these pictures.</li> <li>- When can we get water?</li> <li>- What do we call this water?</li> </ul>  | 10 min.         | Pictures showing the sources of water   |   |
| <p>Ask the children the following question and let them give answers.</p> <ul style="list-style-type: none"> <li>- What are the other places that we can get water?</li> </ul>   | 10 min.         |   | Time has to be given for the children to think. |

Let s sing a song.

5 min.

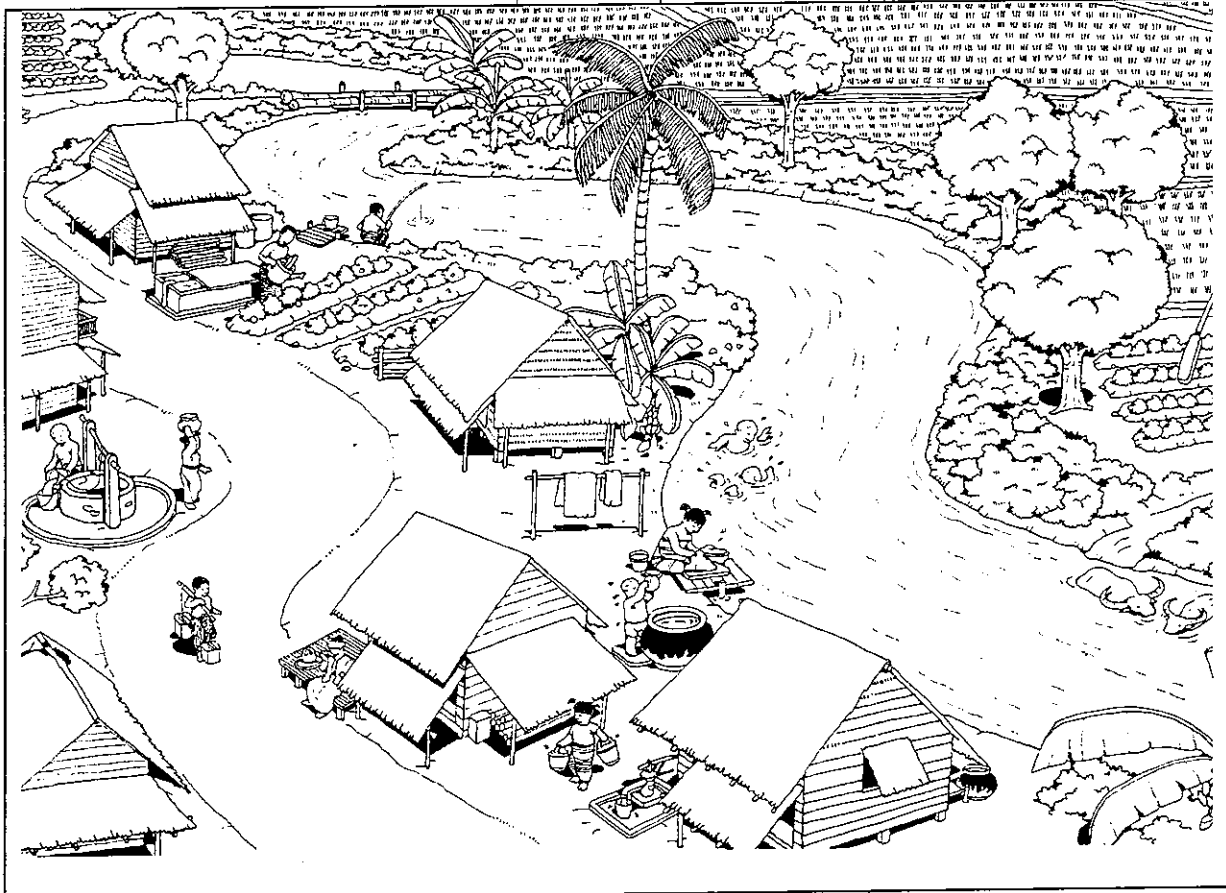
- Water, Water, where do we get it?  
We get it when it rains.
- Water, Water, where do we get it?  
We get it from a lake.
- Water, Water, where do we get it?  
We get it from a well.
- Water, Water, where do we get it?  
We get it from a pipe.
- Water, Water, where do we get it?  
We get it from a river.
- To make sons and daughters clean,  
wash this, wash that, wash it and showering with it.



### Period Three

| Learning Activities  | Duration (Min.) | Teaching/ Learning Materials                        | Points to be noticed   |
|--|-----------------|---|--|
| Introduce the lesson by reviewing the previous lesson.<br>- Where can we get water?  | 5 min.          |   |  |
| Teacher shows the picture to all the children as she/he moves around among children in the class, and initiate discussion.<br>Today we will talk about how we carry water home.<br>Look at the picture, how are they carrying water? | 10 min.         | A picture showing one or two ways of carrying water | If the answers of the children are too soft, encourage them to say louder again. |

Who can tell me the other ways of carrying water?



**Telling own experiences of children on fetching water**

Teacher asks questions such as below and let children express the experiences they have on fetching water from river, lake, stream, well. e.g.

- Have you ever been to a river? When? How can we bring river water home?
  - Who lives near a lake? Do people carry lake water home? How?
- (In this way, the teacher will make the children aware of the ways of carrying water home.)

15 min.

The teacher will accept any reasonable answers.

**Period Four**

| Learning Activities | Duration (Min.) | Teaching/ Learning Materials | Points to be noticed |
|---------------------|-----------------|------------------------------|----------------------|
|---------------------|-----------------|------------------------------|----------------------|

|  |         |                         |  |
|--|---------|-------------------------|--|
| Introduce the lesson by asking the following question.<br>- How do you use water?<br>Let the children express as they like.  | 5 min.  |                         |  |
| <b>Practical work</b><br>Let the children play outside the class.  | 15 min. |                         | Let children play freely. It is important to let them play and get dirty as in the natural circumstances.<br>The teacher should take care that they play safely. |
| After they have played and come into the classroom, the teacher asks the following question.<br>- Now look at your hands.<br>What happened to your hands?<br>What do you think you should do?<br>So, what do you need to do to keep yourselves clean?<br><br>Let them wash their hands.<br>After the children have washed their hands, the teacher will ask the following question.<br>- Are your hands and feet clean now?<br>How can we make the dirty hands and feet clean?<br>Can we also make you body clean?<br>How? | 10 min. | water for washing hands |  |

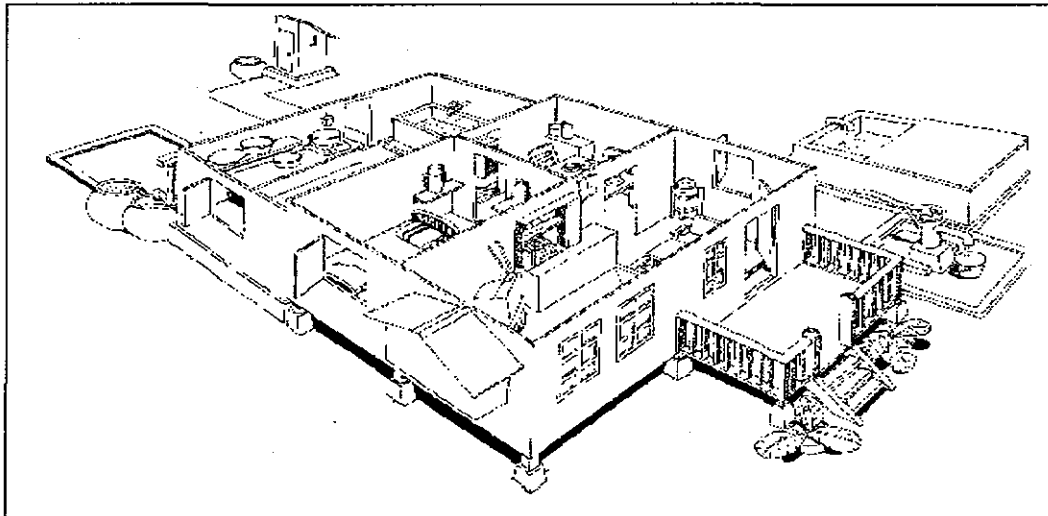
### Period Five

| Learning Activities   | Duration (Min.) | Teaching/ Learning Materials                 | Points to be noticed |
|---|-----------------|--|----------------------|
| Introduce the lesson by asking the following questions.<br>- What plants do we have at home?<br>- What do you do to make the plants grow well?<br>Then teacher shows withered plants in the pots and asks children how to make them alive again.<br>Let the children speak out.<br>Then let children pour water in the pots to see what would happen. | 10 min.         | withered plants in pots which is still alive |                      |

|  |         |  |   |
|--|---------|--|---|
| <p>OK, Let s sing a song.</p> <p style="text-align: center;"><b>Singing a song</b></p> <div style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> <li>• <i>Water, water, water for cooking and boiling</i></li> <li>• <i>Water, water, water for drinking and using</i></li> <li>• <i>Water, water, water for making the flower fresh</i></li> <li>• <i>Water, water, water for our dogs to drink</i></li> </ul> <p><i>(Water is essential for us)<sup>2</sup></i></p> </div> | 10 min. |  | To make sure that the children sing the song with gestures. |
| <p>Teacher asks children the following questions.</p> <ul style="list-style-type: none"> <li>- Who drinks water?</li> <li>- Do plants drink water?</li> </ul> <p>Let them see the withered plants watered.</p> <ul style="list-style-type: none"> <li>- Apart from drinking, how do we use water at home?</li> <li>- Do we use water in the kitchen? For what?</li> <li>- Who uses water at home?</li> <li>- Do you think water is essential for us? Why?</li> </ul>                                       | 10 min. |  |   |

### Period Six

| Learning Activities   | Duration (Min.) | Teaching/ Learning Materials   | Points to be noticed   |
|---|-----------------|--|--|
| <p>Introduce the lesson with following.</p> <ul style="list-style-type: none"> <li>- In your house, where do you keep water?</li> </ul> <p>Let children express their situation.</p>  | 5 min.          |  |  |
| <p>Asking questions by showing the picture of a house and its rooms.</p> <ul style="list-style-type: none"> <li>- Can you show me where the room for the altar is?</li> <li>- Where can we find water in the altar room?</li> </ul> <p>In this way, the teacher will ask the children where they can find water in the kitchen, dining room, bathroom, toilet/latrine, etc.</p> | 20 min.         | A picture of a house showing the bathroom, kitchen, dining room etc. | The teacher should give turns to the children to answer the questions. |
| <p>Let the children speak out the answers to the following question.</p> <ul style="list-style-type: none"> <li>- Where can we find water in our school?</li> </ul>   | 5 min.          |  |  |



## Assessment

The teacher will observe if the children can describe the sources of water and how water is carried home. The teacher also needs to observe whether the students know that all living things need water to survive and water is essential for all of them.

## Reference

Nearly three fourths of the earth's surface is covered by water. So our earth can be called the planet of water. Around ninety seven per cent of the earth's water is in the seas and oceans. Most of the remainder is in the form of ice and snow. Only about 0.03 per cent is present in the streams, rivers, ponds, lakes and wells. Therefore it is important to protect the pollution of our precious water so that we can use clean water and keep ourselves healthy.

Water is necessary for life. Without water all the creatures and living things will not survive. Their bodies contain a large proportion of water. Water carries nutrients and waste products around inside the body. For example, human blood is around ninety per cent of water. Sap, which circulates in plants, is also mainly water.

## Topic 13: Describing the Objects Seen in the Sky During the Day and at Night

|                                    |  |
|------------------------------------|--|
| <b>Key Concept</b>                 | There are different features in the sky during day and night.  |
| <b>Learning Objectives</b>         |  |
| <b>General Objectives</b>          | To know the objects seen in the sky during day and night   |
| <b>Specific Objectives</b>         | Children are able<br>(1) to tell the day time and night time<br>(2) to tell the objects seen in the sky at day time<br>(3) to describe the objects seen in the sky at night time   |
| <b>Activities Involved</b>         | <ul style="list-style-type: none"><li>- story telling</li><li>- doing question and answer</li><li>- observation outside the classroom</li><li>- drawing</li><li>- observing the sky at night</li><li>- reciting poem</li></ul> |
| <b>Teaching/Learning Materials</b> | <ul style="list-style-type: none"><li>- Picture charts (for picture story telling)</li><li>- The picture, which shows the condition of day</li><li>- The picture, which shows the condition of night</li></ul>                 |
| <b>Teaching Periods</b>            | 4 periods (120 minutes)  |

### Before Getting Started

#### Background Information for Teachers

We live in a planet called the earth in the universe. The sun gives the earth light and heat. The light and heat obtained from the sun is essential for the survival of living things. While the moon and the stars seen at night provide information of time and direction, and make man have creative imagination. The objects seen in the sky have provided man the basis for exploring natural environment and living things that are beneficial to them.

## Lesson Planner

|                                 | <u>Period One</u>                       | <u>Period Two</u>   | <u>Period Three</u>   | <u>Period Four</u>  |
|---------------------------------|---|---|---|---|
| <b>Specific Objectives</b>      | Be able to tell day time and night time | Be able to tell the objects seen in the sky at day time                               | Be able to describe the objects seen in the sky at night time | Be able to describe the objects seen in the sky at night time                             |
| <b>Introduction (Evocation)</b> | Telling story with pictures             | Discussing again the contents known in the first period.                              | Studying with picture chart                                   | Have the pictures drawn by children stick and let them observe.                           |
| <b>Development (Reflection)</b> | Story telling<br>Asking question        | Observing outside the classroom<br>Group-wise/individual discussion                   | Observing picture and asking question<br>Drawing              | Observing pictures<br>Group-wise/individual discussion.                                   |
| <b>Conclusion (Realization)</b> | Discussion with the whole class         | Based on the children's presentation the requirements are supplemented and discussed. | Discussion with the whole class<br>Giving homework            | Seeing the picture of each individual<br>Discussion with the whole class<br>Reciting poem |

## 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>Story telling</b><br/>During one school holiday, a KG child with his family went on a night-long trip to a town near the beach. It was still dark when they started leaving home. When they reached to a certain place while riding in a car slowly, 'Ma Ma, I don't know what it is over there, 'it is red and convex protruding from the ground' 'Yes, little brother, that's the sun starting to rise' 'just wait and see, gradually, it will come upwards.'<br/>The child who was waiting to see the rising sun riding in a car putting his chin on the window, did not know how</p> | 30 min.                | Picture chart                      | <p>While telling a story by showing picture ask questions where suitable.</p> <p>Ask question, sons and daughters, what do you think that 'red and convex' is?</p> <p>Ask a question, 'why</p> |



|  |  |                      |  |
|--|--|----------------------|--|
| <p>he fell asleep. He was frightened and woke up when the car braked at one place. When he opened his eyes, his eyes were prickled. 'I cannot open my eyes, my eyes are burning' said the child and closed his eyes for a while. And his mother said. 'The sun is shining on you, move to this shady place and sit, look here, your whole body is soaked with sweat.'</p> <p>In this way, they were riding on the car for the whole day and when evening came, they stopped the car and got down to take a rest.</p> <p>'Mother, mother, look over there, it's like a marble, it can be seen only in the morning and evening, and can't be seen completely in the afternoon and it's hot, it rises in that side and sets in this side. 'Look over there Ma Ma it gradually sets, I am getting hot the whole day, only now I feel cool'.</p> <p>After a while they drove off and not very long 'Look over there!, many birds are flying, I don't know where they are flying to 'This is the bird's roosting, Is that so father, birds also sleep like us, Yes, they are going sleep because it's getting dark.'</p> <p>While seeing along the road, gradually, nothing could be seen. 'I hear the cries of insects; I wonder what kind of insects they are' said the child and lay down on his mother's thigh and looked into the sky 'Over there, a white and circular thing and many flickering things'. 'Ma Ma, the moon is following us', 'Yes it is'. By saying this and the brother and sister looking at the moon slowly fell asleep. They got up only when their father and mother said 'wake up, wake up, here we are'.</p> <p>The sun was rising.<br/> - Teacher shows the 3 pictures used in story telling and the picture of sun in the afternoon and asks the following questions.<br/> - Out of these pictures, which picture shows daytime? Why?</p> |  | <p>Picture chart</p> | <p>do you think the child's eyes were burning'.</p> <p>Ask a question such as 'what do you think are that white circular thing and flickering things?'</p> <p>Give children time to think.</p> |
|--|--|----------------------|--|

|   |  |  |  |
|---|--|--|--|
| Which picture shows nighttime? Why?<br>- Out of the pictures showing daytime, which picture is the morning, which is the afternoon and which is the evening? Why? |  |  |  |
|---|--|--|--|

### Period Two

| Learning Activities  | Duration (Min.) | Teaching/ Learning Materials | Points to be noticed   |
|--|-----------------|------------------------------|--|
| <p>Discussion with the whole class.</p> <ul style="list-style-type: none"> <li>- Children, what time do you come to school?</li> <li>- Why is it bright in daytime?</li> <li>- Have you ever seen the sun rises?</li> <li>- Have you ever seen the sun sets?</li> </ul> <p>What will happen if the sun sets?</p> <ul style="list-style-type: none"> <li>- How do we call the dark time after sun set?</li> </ul> <p>Have the children study outside the classroom.</p> <ul style="list-style-type: none"> <li>- Children will be asked to go outside the classroom and see the environment and the objects seen in the sky.</li> </ul> <p>- Discussion with the whole class.</p> <ul style="list-style-type: none"> <li>- What did you see in the environment?</li> <li>- Why did you see those things?</li> <li>- Can you see those things if it is dark?</li> <li>- What did you see in the sky?</li> <li>- Where do you get light?</li> <li>- Have you ever been into the heat of sun? How did you feel?</li> <li>- Giving homework.</li> </ul> <p>Teacher asks to see the objects in the sky at night.</p> | 30 min.         |                              | <p>Let the children answer freely.</p> <p>Let the children know that light and heat is obtained from the sun seen in the sky at daytime.</p> |

### Period Three

| Learning Activities   | Duration (Min.)        | Teaching/ Learning Materials | Points to be noticed                          |
|---|------------------------|------------------------------|---|
| <p>Group discussion</p> <ul style="list-style-type: none"> <li>- Did you see the sky last night?</li> <li>- What did you see?</li> </ul> <p>Drawing pictures.</p> <ul style="list-style-type: none"> <li>- Let the children draw as they like the objects seen in the sky at night.</li> </ul> <p>Bind the pictures drawn by children into books according to groups.</p> | 10 min.<br><br>20 min. | Drawing paper, color pencil  | Let the children draw the pictures they like. |

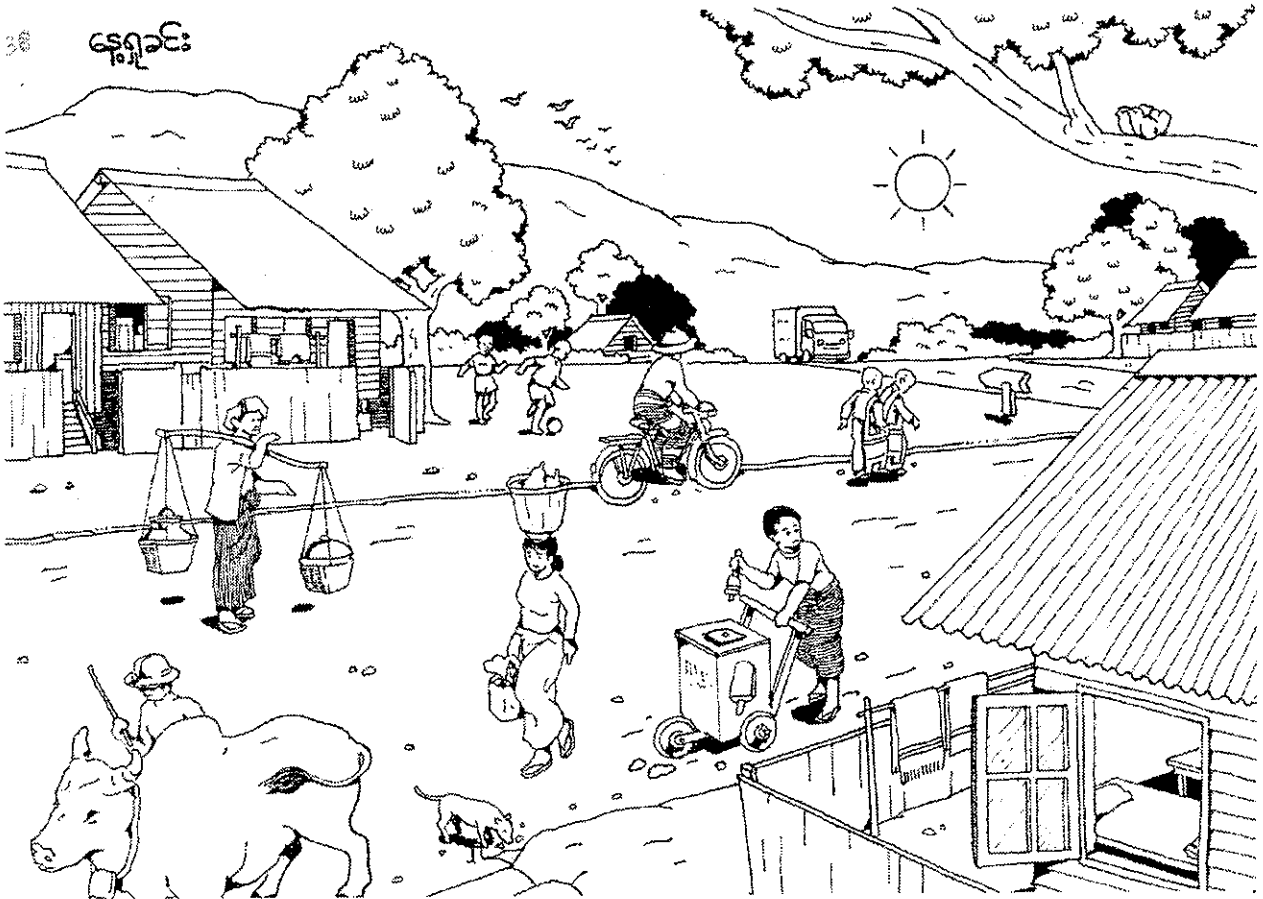


## Assessment

1. Tell the objects seen in the sky at daytime.
2. Tell the objects seen in the sky at nighttime.
3. What gives light at daytime?
4. What gives light at nighttime?
5. Have the children study in the pictures and let them point out the facts in the lesson.
6. Assessment of children's activities.
  - Listening to the story and discuss. Assess the participation.
  - If every child takes interest in the observation or not.
  - The ability to answer or not.
  - Assess the picture drawn.

## Reference

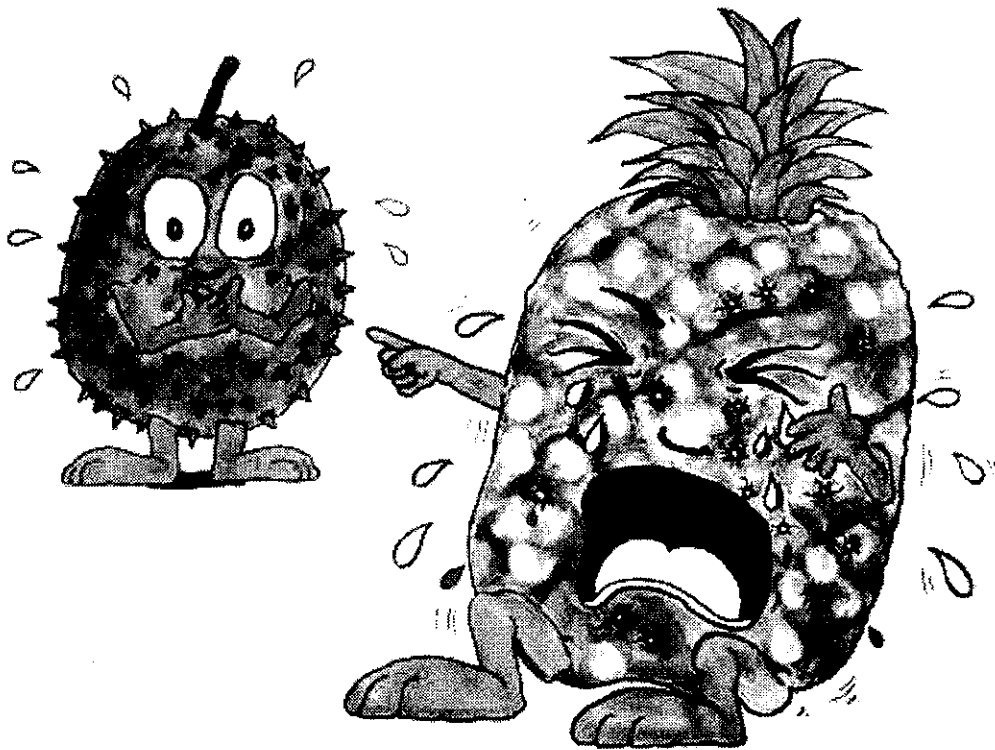
Since this lesson is about the natural environment, it is to study and learn in accordance with one's region, environment and climatic conditions. It is only to study by memorizing the natural environment.





## SECTION 2

# MORALS AND CIVICS







## Topic 14: Admonishment

|   |  |
|---|--|
| <b>Key Concept</b>                                      | Admonishment   |
| <b>Learning Objectives</b><br><b>General Objectives</b> | Children become honest, clever, hard working, and polite youths  |
| <b>Specific Objectives</b>                              | Children are able<br>(1) to speak politely.<br>(2) to recite the poem with gestures.<br>(3) to express the truth whenever speaking<br>(4) to complete their work   |
| <b>Activities Involved</b>                              | <ul style="list-style-type: none"> <li>- Picture story telling (Tin Tin and Tun Tun)</li> <li>- Whole class discussion</li> <li>- Singing the poem</li> <li>- Playing Jigsaw cards</li> <li>- Individual activity</li> </ul> |
| <b>Teaching/Learning Materials</b>                      | <ul style="list-style-type: none"> <li>- picture story</li> <li>- poem</li> <li>- group discussion</li> </ul>  |
| <b>Teaching Periods</b>                                 | 5 periods (150 minutes)  |

### Before Getting Started

#### **Background Information for Teachers**

When we evaluate a teaching/learning activity, we usually evaluate whether learning objectives of the lesson are achieved or not. Achieving the learning objectives means making students get key concepts and facts of the lesson. "We should try to do everything truly and righteously" in second stanza of the poem in this lesson means: Everything = whenever we say and do, Try= try to do and say; so it can be inferred as "When we say or do something, we must try to be true and righteous" At the KG level, we have to think that who will do or what will do for the children to have confidence. For example, a child wants to go to toilet, but he is afraid of telling the teacher. So he defecates or urinates in the classroom. The teacher is too busy to clean it. If we think about this from the child's point of view, this feeling is very uncomfortable. If we sympathize with him, we feel sorry for him instead of blaming him.



Therefore, if teacher give him a chance to tell his feeling, he will be able to tell them with confidence. Teacher can also have them to talk in front of the class. The ability to speak out will be improved through practice.

For the Jigsaw puzzle activity, the teacher uses the picture of a mother feeding her children. Every parent looks after his or her children and does everything for them so they will be good. Therefore, the children have to obey their parents and accept their admonishment. By doing so, they will become clever and good. It is the knowledge to give children through discussion.

### Lesson Planner

|                           | <b>Period One</b>  | <b>Period Two</b>                          | <b>Period Three</b>                    | <b>Period Four &amp; 5</b>                  |
|---------------------------|--|--|--|---|
| <b>Specific Objective</b> | To be able to speak politely   | To be able to recite the poem with gesture | To express the truth whenever speaking | To be able to complete their work           |
| <b>Introduction</b>       | The teacher asks,<br>- Do you work alone or together with friends at home and school?<br>- What are you talking about? | Reviewing the prior lesson                 | Reviewing the prior lesson             | Reviewing the prior lesson<br>Story telling |
| <b>Development</b>        | <u>Picture story telling</u><br>"Adventure of a little bear" picture and express their feelings.                       | <u>Whole class discussion</u>              | <u>Playing Jigsaw puzzle</u>           | Discussion                                  |
| <b>Conclusion</b>         | Questions and answers about the story  | Singing a poem                             | Discussion                             | Discussion<br>Reciting poem                 |

### Period One

| Learning Activities  | Duration (Min.) | Teaching/ Learning Materials       | Points to be noticed  |
|--|-----------------|------------------------------------|---|
| Teacher asks the children, "Do you work alone or together with friends at home and school?" and "What are you talking about?"                      | 2 min.          |                                    |   |
| The children think and answer the questions.   | 5 min.          |                                    | The teacher lets children think freely.                     |
| <b>Picture story telling</b><br>The teacher tells the story of "Tin Tin and Tun Tun" The children listen to the story and guess and talk about it. | 10 min.         | the story of "Tin Tin and Tun Tun" | The teacher tells the story slowly.                         |
| The children look at the pictures and express their feelings.  | 10 min.         |                                    | The teacher accepts any kinds of options from the children. |
| The teacher explains what the story means.   | 3 min.          |                                    |   |

### Period Two

| Learning Activities  | Duration (Min.) | Teaching/ Learning Materials | Points to be noticed  |
|--|-----------------|------------------------------|---|
| The teacher reviews the story of "Adventure of a little bear"  | 5 min.          | pictures story               |   |
| The teacher distributes pictures and tells the children to stand in front of the picture they like.<br>The teacher asks the child, "Why do you like this picture?" | 10 min.         |                              | Teacher lets the children tell why they like it clearly.        |
| <b>Reciting poem</b><br>The teacher recites the poem with stress and intonation, and then the children follow the teacher's recitation.                            | 15 min.         | poems                        |   |
| Again, the teacher and the children recite the poem clapping their hands simultaneously.   |                 |                              | The teacher lets the children enjoy reciting the poem together. |

### Period Three

| Learning Activities   | Duration (Min.) | Teaching/ Learning Materials | Points to be noticed   |
|---|-----------------|------------------------------|--|
| The teacher reviews the prior lesson briefly.   | 5 min.          |                              |  |
| <b>Playing the Jigsaw Puzzle</b><br>The teacher lets the children play with Jigsaw puzzle using the following pictures. | 15 min.         | Jigsaw Puzzle Cards          | Teacher lets the children play with jigsaw puzzle in cooperation with friends. |
| After that, the teacher asks the children the meaning of the pictures.  | 10 min.         |                              |  |
| Then the children explain the meaning of the pictures.  |                 |                              |  |

### Period Four

| Learning Activities  | Duration (Min.) | Teaching/ Learning Materials | Points to be noticed                        |
|--|-----------------|------------------------------|---|
| Teacher reviews the prior lessons.<br>The teacher asks the children, "What did you learn in the prior lessons?"  | 5 min.          |                              | Teacher asks children the items one by one. |
| <b>Discussion</b><br>The teacher asks the children, "If you start something to do, how will you do?" "Is it fine to give up doing something before completing it?" | 15 min.         |                              |   |
| The children discuss it within the group.  |                 |                              |   |
| The teacher concludes the lesson by saying you should complete whatever you do.  | 10 min.         |                              |   |

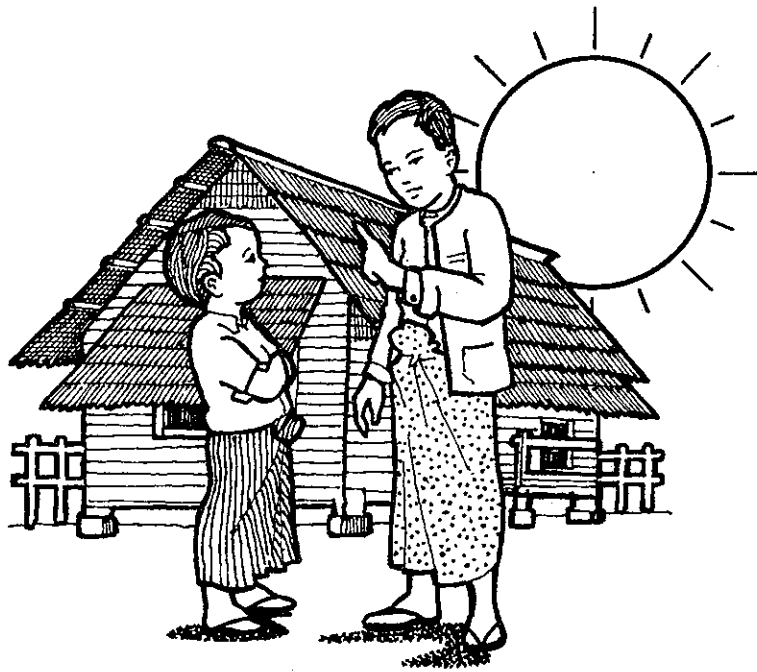
**Period Five**

| Learning activity   | Duration Min. | Teaching Learning Materials  | Points to be noticed  |
|---|---------------|--|---|
| <p><b>Story Telling</b><br/>           Teacher tells the children, the poem composed of admonishment given by mother, father and teachers has been recited in the previous period.<br/>           O.K class! Now I ll tell you the story of a young lion that obey what his parents said.</p>   | 10            | Illustration of a lion being caught in a trap, illustration of a lion running away and a hunter being left behind. |   |
| <p><b><i>The Intelligent lion who obeyed the admonishment</i></b><br/> <i>In the olden days, an old lion taught his two young sons the skill to avoid danger. The elder son did not learn and obey the admonishment well. Younger son, however, learned what a prey has to be skillful very well.</i><br/> <i>One day, elder son fell into the hands of enemy and he lost his life. It made his father very sad. Younger son also felt sorrow, frightened and downhearted. At that time, his father encouraged him, My younger son, your brother lost his life due to neglecting and disobeying my admonishment. You have learned what I taught regularly so that you are a skillful one now. Therefore, you don t need to feel anxious and too downhearted.</i><br/> <i>One day after a long period, younger lion was also caught by the enemy. At that time, he faked as if he was dead, as his father had taught him. His enemy thought the young lion was dead so that the enemy untied the rope, and he fled quickly from his enemy.</i><br/> <i>In this way, the life was free from dander as a result of obeying and applying the admonishment and teaching of elders, parents and teachers.</i></p> |               |  |   |
| <p><b>Whole class discussion</b><br/>           What do your parents admonish you?<br/>           What do they told you do?<br/>           What do they told you not to do?<br/>           After telling by all children, have them think individually.<br/>           What will happen if not obeying the admonishments?<br/><br/>           If that so, which is better, obeying or not obeying the admonishments of parents?<br/>           How about you?</p>   | 10 min.       |  | <p>Teacher gives example if necessary.<br/>           E.g. Don't shuffle, walk properly.</p> <p>Write the children's answers on the blackboard.</p> |
| <p><b>Reciting poem</b><br/>           "Behave cleverly"</p>  | 10 min.       |  |   |

**Our mother teaches us at the time of going to bed when the silent night falls.**



**Our father teaches us at daytime when the bright sunlight comes out.**



**Our teacher teaches us at school time when the bell rings sweetly.**



### Admonishment

At the time of going to bed, when the silent night falls  
Our mother teaches us  
To be sweet, when you speak  
May you be polite  
At the day time, when the bright sunlight comes out  
Our father teaches us  
To be upright, whatever you do  
May you be courageous  
At school time, when the bell rings sweetly  
Our teacher teaches us  
To be outstanding, in education  
May you be persevering

### Assessment

- (1) We assess the students whether they are able to speak politely or not while discussing and communicating each other.
- (2) We assess them whether they are able to recite the poem with gesture and intonation or not while reading the poem.
- (3) We assess them if they are able to finish off their work or not while doing their work.

(4) If our instruction is not exactly similar with the children's activities, re-educate during doing activities and substitute the reinforcement.

## Reference

### Behave cleverly

(We shall behave cleverly)<sup>2</sup>  
We shall always behave cleverly  
(We shall behave cleverly)<sup>2</sup>  
We shall behave listening to  
When the teacher ask about  
We shall reply very well  
We shall obey our parents' words  
(We shall behave cleverly)<sup>2</sup>  
We shall always behave cleverly  
(We shall behave cleverly)<sup>2</sup>  
We shall behave obeying to  
Behave Cleverly



### Going to School

Goodbye! Ma Ma ., I'm going to school  
Goodbye! Pa Pa ., I'm going to school  
I'll be happy when I arrive school  
Altogether with my friends  
We'll learn about writing, reading, calculating  
Write the letters of Wa-lone (Circle)  
Making round and round its shape  
Read the alphabets Ka-gyi, Kha Kwei (Myanmar alphabet)



Making quick and quick its speed  
Calculate the numbers of 1,2,3,  
Making correct and correct its way  
Let's try with our great effort  
Goodbye! Ma Ma , I'm going to school  
Goodbye! Pa Pa , I'm going to school

## What is picture story telling ?

A Picture Story Telling consists of normally around 10 to 20 picture sheets of tales and stories. As each picture is shown one by one to children, the story is told. The Picture Story Telling technique in Japan has developed well and in kindergartens in particular, it is widely used apart from reading books aloud for children.

The Picture Story Telling appeals to both children's visual and auditory capacity as the story is unfolded. Therefore it gives tremendous impact on pre-school, G1 and G2 children. Since this story-telling method with visuals appeals directly to the sensitivity of children, it is appropriate indeed for CCA and it allows two-way mutual communication for children and teachers and is proved to be one of the most effective learning media

While the television is an example allowing only one-way communication, such picture story telling based on the oral tradition will make the storyteller and the listener feel close to each other and will give them favorable stimulus.° There are numerous stories and tales found in Myanmar that are appropriate for making them into picture story telling. Therefore the teachers should include them extensively in the lessons for KG children. For this purpose also, CCA activities should be promoted in close collaboration with the local community concerned.° Even though the pictures are simple with limited colours, the teachers' effort to make them with their own hands and ideas itself will lead to making the class lesson effective. It is teachers' attitude that should be emphasized. The attitude is of making an endeavor as to ponder how best to introduce the attractive world of tales to children.

## **Tin Tin and Tun Tun** (Story for Picture Story telling)

(1)

The Sky was blue and spring breeze carried the sweet fragrances of flowers .  
"Is this not a pleasant change in the weather?" said a bird Tun Tun to another bird Tin Tin Flying joyfully through the sky.  
"Yes sir, it is very charming," replied Tun Tun.

(2)

Both birds flew down to sit on a small cliff. "What is your name, madam?"  
"Oh, my name is Miss Tin Tin." "My, that's a beautiful name, said Tun Tun. "My name is Tun Tun." "Pleased to meet you," said Miss Tin Tin.  
"Oh. . .you are very sweet and beautiful," said Mr Tun Tun to Miss Tin Tin.  
"I like you very much!"  
"I also like you Mr Tun Tun." Soon they became good friends.  
"Would you like to marry me?" asked Mr Tun Tun to Miss Tin Tin.

"Oh yes! What a nice idea! Then we could be able to live together forever happily," said Tin Tin.

**(3)**

Now Tin Tin and Tun Tun were very happy and they began to make a nest of their own by collecting different kinds of straw dried grass and sometimes a thread or two. "Please collect only very strong straw. These you have brought are very small and thin," said Tun Tun laughingly. "Is this alright?" asked Tin Tin, showing him a very strong straw.

**(4)**

"Here are three hundred and fifty five straws we have gathered!" said Tin Tin. "Oh, so you are counting them?" said Tun Tun. You must be bored. Ha, ha, ha!" The both laughed.

**(5)**

"Oh, Tun Tun, see what beautiful eggs I have laid! said Tin Tin proudly. "Dear, you are very clever," said Tun Tun looking at her proudly. "So there are our children inside these beautiful eggs! " said Tun Tun happily.

**(6)**

"Oh, dear, when will these eggs hatch?" sighed Tin Tin, looking very tired. After only one more day," replied Tun. He had counted 20 days up to then.

**(7)**

"Tun Tun, look! The eggs have hatched! Oh! Two beautiful little baby birds," said Tin Tin . "They are asking for food." Yes, Yes, they are both beautiful! " said Tun Tun, and they both hugged their babies, and then discussed how to feed them.

**(8)**

"Oh, little baby, see what I have brought for you," said Tun Tun. "Aha~ it's an earthworm. Thank you, it's very delicious," said one of the babies. "And this one's for you," said Tin Tin, with a big worm in her beak for the other baby. "Owawa thank you. It's very tasty," said the baby.

**(9)**

One day the birds saw two big snakes coming towards their nest. "Oh. Mother, help us! There are dangerous snakes coming after us ! Father, Mother, please come back quickly and save us!"

**(10)**

"What are you doing here, you wicked snakes?! I'll cut you to pieces!" said Tin Tin, attacking one of the snakes. "I'll cut you into so many pieces and throw you so far!" said Tun Tun, attacking the other snake and

pushing him down by his beak and claws .

"Oh, thank you Mother and Father! You have saved our lives," chirped the baby birds.

**(11)**

One dark night there was a thunderstorm and fierce wind.

Oh, how terrible! The wind is howling with a frightful voice.

We will surely be blown out and fall to the ground! " cried the two baby birds.

"Babies, don't worry, we both will take care of you. You can easily hide under our wings. Then you'll be safe and sound. Now be calm and quiet."

**(12)**

The little birds grew quickly. "Father and Mother, we both can fly very well, just like you," they sang out. "Let's have a nice long flight high above the jungle and the river," said Tin Tin and Tun Tun. With that, off they flew to somewhere, soaring and swooping happily through the air.

The End

## Topic 15: Politeness at Home

|                                    |   |
|------------------------------------|---|
| <b>Key Concept</b>                 | Having the good practices of living politely in one's environment   |
| <b>Learning Objectives</b>         |   |
| <b>General Objectives</b>          | to live politely in daily environment   |
| <b>Specific Objectives</b>         | Children are able<br>(1) to tell how to behave with politeness verbally and bodily.<br>(2) to explain how to be on good terms with one another.<br>(3) to explain how to eat politely in having meals.  |
| <b>Activities Involved</b>         | <ul style="list-style-type: none"><li>- drawing picture</li><li>- observation</li><li>- doing practical</li><li>- story telling</li><li>- reciting poem and singing song</li><li>- giving activities according to groups</li><li>- discussion with the whole class.</li></ul> |
| <b>Teaching/Learning Materials</b> | picture charts paper, pencil, saucer, spoon, cup, fresh drinking water, sand, leaves, lunch box, water bottle   |
| <b>Teaching Periods</b>            | 6 periods (180 min.)  |

### Before Getting Started

#### Background Information for Teachers



Man cannot live alone. Man has to live in the environment of one's family, house or school. However, this lesson, politeness at home is the lesson for KG. The teacher should not forget that the children of KG are only around five years old. As it is the time, children started school by departing father, mother and family they intimate since they reach an age when they are able to identify the people around them, teaching by saying don't do like this, do like this will make the children's willingness to come to school disappear. Therefore, teacher should choose the method to make the children happy in teaching. Willingness to come to the class regularly will develop only if the children are happy. One of the main facts to know is that the teacher himself must have the politeness practices contained in the lesson. It means if the teacher who gives the practice of smiling has no practice of smiling himself it is very hard for the children to get such practice. Therefore, in the period of teaching this lesson it is important for the teacher to become the best actor.

## Lesson Planner

| Suggested Periods               | Period One & Two   | Period Three & Four  | Period Five, Six & Seven                               |
|---------------------------------|--|--|--|
| <b>Specific objectives</b>      | Be able to tell how to behave with politeness verbally and bodily.   | Be able to explain how to be on good terms with one another  | Be able to explain how to eat politely in having meals |
| <b>Introduction</b>             | Drawing pictures<br>- Pictures of smiling face & wry face<br>If they like, let them mark (^).<br>If they don't like, let them mark ( ).<br>Whole class discussion<br>- How will you speak?<br>- Why? | Teacher asks questions.<br>- Have you ever seen a quarrel?<br>- Have you ever been in quarrel?<br>- Is it good to quarrel? | Recitation of poem                                     |
| <b>Key activities</b>           | Whole class observation<br>Recitation of poem<br>Giving group activity   | Story telling<br>Giving group activity   | Giving practical activity                              |
| <b>Reinforcement Conclusion</b> | Whole class discussion<br>Practical doing  | Recitation of poem<br>Practical doing  | Have them do repeatedly.                               |
| <b>Assessment</b>               | Observation of children on their interest, happiness, collective participation, ability of doing activities practically.   |  |  |

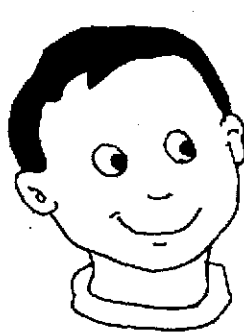
## Teaching/Learning Procedure

### Period One

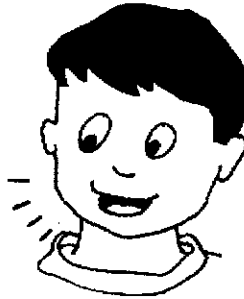
| Learning Activities  | Duration (Min.) | Teaching/Learning Materials | Points to be noticed               |
|--|-----------------|-----------------------------|------------------------------------|
| <p><b>Having to draw pictures</b><br/>Teacher has to draw 2 pictures on the blackboard.</p> <div style="text-align: center;">   </div> <p>Let the children draw by seeing the picture drawn by the teacher. If they like the picture let them write (^) and if they don't like the picture let them write ( ).</p> | 10 min          | Paper, pencil               | Give children time to draw freely. |

|   |         |  |  |
|---|---------|--|--|
| <p><b>Having the whole class to see</b><br/> Teacher smiles his/her face.<br/> Teacher makes a wry face. Ask which face is good to see.<br/> Let the children smile and grimace and see between each other.<br/> - Teacher asks, which face do you like.<br/> - Why?<br/> - Which face do you wear?</p>   | 10 min. |  | Make them remember by seeing practically.  |
| <p><b>Discussion with the whole class</b><br/> Teacher has to talk loudly. Next, talk with regular voice. Teacher asks which voice is good to listen.<br/> Let children groups speak with loud voice and with regular voice and let them listen.<br/> - Which voice is good to listen?<br/> - Why?<br/> - How will you speak, loudly or softly?<br/> - Teacher says, I will see what face you are wearing and how you will speak in the next day.</p> | 10 min. |  | Make them to see by listening practically. |

စကားပြောလျှင် ယဉ်ကျေးပါ



မင်္ဂလာပါ



မင်္ဂလာနိဂုံးခင်းပါခင်ဗျာ

## Period Two

| Learning Activities   | Duration (Min.) | Teaching/ Learning Materials | Points to be noticed   |
|---|-----------------|------------------------------|--|
| <b>Whole class discussion</b><br>- Do you remember what we talked about yesterday?<br>- How will you speak?<br>- Why?   | 5 min.          |                              | If much time is given to think they will get the practice of thinking.           |
| <b>Reciting poem</b><br><i>Speak Softly</i><br><i>(When you speak)<sup>2</sup> (speak softly)<sup>2</sup></i><br><i>(Speaking loudly is)<sup>2</sup></i><br><i>(Shameful)<sup>2</sup></i><br><i>(Melody is the colorful ball melody).</i>   | 10 min.         |                              | It will make to remember the known facts by reciting poem.                       |
| <b>Whole class discussion</b><br>Teacher tells,<br><i>Hi girl, come nearer to me.</i><br><i>That daughter, won t you please come nearer to me?</i><br>- How do they sound to you?<br>- Which phrase is good to listen?<br>- Why?<br>(Teacher tells like this pattern four or five phrases). Ask questions.  | 5 min           |                              | By giving time to see and do, make them remember forever.                        |
| <b>Group activity</b><br>Teacher gives activity according to groups and let them think.<br>- For example, how will you answer if your name is called?<br>- How will you answer to the question as to whether you have finished your meals?<br>- How will you say if you want to go out?<br>Having to do practical.<br>Teacher lets each child answer the above questions.<br>Supplement and correct if necessary. | 10 min.         |                              | Teacher assesses by seeing the children. Make corrections any time if necessary. |

## Period Three

| Learning Activities  | Duration (Min.) | Teaching/ Learning Materials | Points to be noticed  |
|--|-----------------|------------------------------|---|
| Teacher asks questions to answer.<br>- Have you ever seen a quarrel?<br>- Who were they?<br>- How do you feel when you see a | 10 min          |                              | Asking many questions will make children to get the practice of |

|   |                |   |   |
|---|----------------|---|---|
| <p>quarrel?<br/>- Have you yourself ever got involved in a quarrel?</p>   |                |   | <p>thinking.<br/>After children had enough time to think and respond, teacher should state the answers clearly, not leaving children with only questions.</p> |
| <p><b>Story telling</b><br/><b>Pineapple and Durian</b><br/>1. Once upon a time pineapple and durian were friends who loved each other very much.<br/>2. One day, pineapple said to durian, You have spikes and you re ugly. People don t like you because you have foul smell . That is why durian got angry and started a quarrel.<br/>3. Durian stabbed pineapple with spikes,</p>   | <p>10 min</p>  | <p>Picture chart or realia or impromptu</p> | <p>Story is the most effective teaching method for children.</p>  |
| <p>Ah, Hee, Hee, painful.<br/>4. As Pineapple did not feel very well due to fever, Durian felt unhappy and apologized, Oh my friend! You have fever, right? I did it because I don t know it would have happened like this. Don t be angry with me.<br/>5. Pineapple said, I am not angry with you anymore. Let s do not fight in the future, fighting is no good.<br/>Teacher asks questions after telling the story.<br/>- Children, is it good to fight? Why?<br/>- What will happen if fighting occurs?</p> |                |   |   |
| <p>Reciting a poem<br/><b>Pineapple and durian</b><br/><i>Pineapple and durian are friends<br/>One day they quarreled<br/>Durian stabbed with the spikes<br/>Many punctured wounds on the face of pineapple<br/>Don t quarrel like them<br/>Be on good terms</i></p>  | <p>10 min.</p> |   | <p>It will make to remember the facts known by reciting poem.</p>   |





**Period Four**

| Learning Activities  | Duration (Min.) | Teaching/ Learning Materials | Points to be noticed   |  |
|--|-----------------|------------------------------|--|--|
| <p>Teacher introduces by asking the following questions.</p> <ul style="list-style-type: none"> <li>- How many family members are there at home? Who are they?</li> </ul> <p><b>Group activity</b></p> <p>Give each group one question and let them think. Then, ask them to do practical. The teacher supplements and explains if necessary.</p> <ul style="list-style-type: none"> <li>- How will you go in front of elders?</li> <li>- How will you give material to elders?</li> <li>- How will you take the material given by elders?</li> <li>- If elders sit on the floor, will you sit on the chair? Why?</li> <li>- How will you speak and walk when elders are sleeping?</li> </ul> <p><b>Practical doing</b></p> <p>Teacher asks each child to come near him and do the practical. (Teacher has to role-play as an elder)</p> <p>Let the whole class see.</p> | 15 min.         |                              | <p>Making children to think and let them acquire the practice of thinking.</p> <p>It will make them remember by doing practical.</p> |  |
| <p>Ask the children;</p> <p>How will you speak?</p> <p>Is it good to quarrel with each other?</p> <p>How will you come across before elders?</p> <p>How will you receive some things elders give you?</p>  | 15 min.         |                              | <p>Teacher has to recite first. Children have to follow the teacher. Teacher can recite the poem with the melody he/she likes.</p>   |  |
| <table border="1" style="width: 100%; text-align: center;"> <tr> <td> <p><b>Mingalar</b></p> <p><i>Be polite and sweet in speaking</i></p> <p><i>It is a Mingalar (Auspiciousness)</i></p> <p><i>Greet by bending down the body</i></p> <p><i>It is a lovely Mingalar</i></p> <p><i>With respect, pay obeisance to elders and parents</i></p> <p><i>It is a Mingalar</i></p> <p><i>Help each other in treating among peers</i></p> <p><i>It is a Mingalar</i></p> <p><i>Be clean and pure in heart</i></p> <p><i>Moreover, have the nature of love and respect to young and old</i></p> <p><i>It is a mingalar</i></p> <p><i>Mingalar, Mingalar.</i></p> </td> </tr> </table>  |                 |                              |  | <p><b>Mingalar</b></p> <p><i>Be polite and sweet in speaking</i></p> <p><i>It is a Mingalar (Auspiciousness)</i></p> <p><i>Greet by bending down the body</i></p> <p><i>It is a lovely Mingalar</i></p> <p><i>With respect, pay obeisance to elders and parents</i></p> <p><i>It is a Mingalar</i></p> <p><i>Help each other in treating among peers</i></p> <p><i>It is a Mingalar</i></p> <p><i>Be clean and pure in heart</i></p> <p><i>Moreover, have the nature of love and respect to young and old</i></p> <p><i>It is a mingalar</i></p> <p><i>Mingalar, Mingalar.</i></p> |
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## Period Five

| Learning Activities  | Duration (Min.) | Teaching/ Learning Materials   | Points to be noticed  |
|--|-----------------|--|---|
| <p><b>Reciting poem</b><br/> <i>Hawkey</i><br/> <i>Put out the right/left hands forward.</i><br/> <i>Put out the right/left hands backward.</i><br/> <i>Put out the right/left hands forward.</i><br/> <i>Then shake like this</i><br/> <i>Circle the body.</i><br/> <i>This is to be happy</i><br/> <i>(Shake the body (Hawkey) <sup>2</sup>)</i><br/> <i>This is to be happy</i></p> <p>Teacher has to recite the poem until the children are able to recite it properly. Make gestures after the children could recite. After recitation of the poem let them raise the left or right hand repeatedly.</p>  | 10 min.         |  | It will make to remember the facts known by reciting poem.  |
| <p><b>Practical doing</b><br/>           Give children activities according to groups<br/>           Put sand into the saucer, put drinking water into the cup, and insert the spoon. Ask children, with which hands do you eat rice?<br/>           Ask them to raise the hands.<br/>           Ask to make action like eating rice by holding sand with that hand. (Teacher shows by doing personally if necessary).<br/>           Let them do repeatedly.<br/>           Then ask them to drink water from the cup with a spoon like drinking soup. (Before drinking, teacher asks which hand is good to hold and drink). Give time to think. If necessary teacher has to do personally.<br/>           (Ask question) Why don t you handle the soup spoon with the hands that eat rice?<br/>           Let them do repeatedly.<br/>           After that teacher lets children wash the hands and materials cleanly.<br/>           Teacher gives homework to eat rice like this at home.</p> | 20 min.         | Saucer, spoon, sand, drinking water or available materials at school or if there is no saucer sand can be put into the leaves. | <p>Making to do practical will make them remember always. Children can be assessed and be given scores during lunchtime.</p> <p>Teacher can assess and give scores during lunchtime. The teacher can supplement if necessary.</p> |



**Period Six**

| Learning Activities   | Duration (Min.) | Teaching/ Learning Materials                                 | Points to be noticed   |
|---|-----------------|--|--|
| <p><b>Reciting poem</b><br/> <b>Hawkey poem</b></p>   | 10 min.         |  | In reciting poem teacher motivates the whole class to do gestures. |
| <p><b>Giving practical activity</b><br/>           Let the children open the lunch boxes they have brought from home.<br/>           (1) Ask them to do practically what to do before eating rice.<br/>           (2) Then, ask them to eat rice.<br/>           (3) In the middle of each group, place a cup, put fresh water and insert spoons. (Just like a soup bowl)<br/>           (4) Let them do the action like drinking soup while eating rice.<br/>           - Not to make noise Pyat, Pyat while eating rice.<br/>           - Not to make noise in drinking soup.</p> | 20 min.         | Lunch box, water bottle or materials compatible with school. | Doing practical makes them remember always.                        |

|   |  |  |  |
|---|--|--|--|
| <ul style="list-style-type: none"> <li>- Don't throw spoon inside the soup cup, to place the spoon in a prone position.</li> <li>- To wash the hands and gurgle the mouth after eating rice.</li> </ul> |  |  |  |
|---|--|--|--|

**Period Seven**

| <b>Learning Activities</b>   | <b>Duration (Min.)</b> | <b>Teaching/ Learning Materials</b> | <b>Points to be noticed</b>       |
|--|------------------------|-------------------------------------|-----------------------------------|
| <b>Having to recite the poems taught</b> <ul style="list-style-type: none"> <li>- The whole class</li> <li>- Column-wise or group-wise.</li> <li>- Individually</li> </ul> | 30 min.                |                                     | Teacher supplements if necessary. |

|                   |
|-------------------|
| <b>Assessment</b> |
|-------------------|

Teacher get in touch with children daily so that it is possible to make assessment and improvement by observing how they behave and speak daily and how they have meals during lunchtime.