

Topic 3: The Requirements of Living Things

Key Concept	Knowing the difference of food among various animals and man.
Learning Objectives	
General Objectives	Be able to describe differently the various foods of man and animals.
Specific Objectives	Children are able (1) to describe the basic requirements of living things. (2) to tell the foods that man and animals eat. (3) to describe about (5) carnivorous animals. (4) to describe about (5) herbivorous animals. (5) to describe about (5) omnivorous animals. (6) to compare and describe how man, animals and plants eat food.
Activities Involved	<ul style="list-style-type: none"> - Discussion - Lotto game - Hiding the place of picture game - Jigsaw puzzle playing - Differentiating pictures - Experiment
Teaching/Learning Materials	<ul style="list-style-type: none"> - Pictures to play lotto - Pictures to play by hiding the place of picture - Pictures to play jigsaw - Pictures of various animals - Flowers and small plants - Water cups
Teaching Periods	6 periods (180 minutes)

Before Getting Started

Background Information for Teachers	<p>Living things such as man, animal and plants need basically food, water and air for survival. The food eaten differs depending on the type of living things. Some man and animals eat only meat. Some eat only vegetables and some are omnivores, which eat both meat and vegetables. They also drink water and breathe air. Trees synthesize food necessary for them by the energy they receive from sunlight in the leaves and send it to the whole trees. Water and air are absorbed from the small pores in the root hairs, in the branches and in the leaves. Therefore, even though the living things are similar in their basic requirements it can be found</p>
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that how they obtain these requirements is different by nature. Man consumes food and water with the mouth and breathes air with the nose. Though animals consume food and water, from the mouth, some breathe air with the nose but some breathe with the skin. It is necessary for the teacher to help students notice the difference in obtaining the basic requirements by knowing them. However, it is to be aware of always that it should not let the students learn by heart only the answer given by the teacher.

Lesson Planner

	<u>Period One</u>	<u>Period Two</u>	<u>Period Three</u>
Specific Objectives	Be able to tell the basic needs of living things. To notice the various foods of man and animals.	Be able to describe about (5) carnivorous animals.	Be able to describe about (5) herbivorous animals
Introduction (Evocation)	Discussion reciprocally	Explaining about the game	Explaining about the game
Development (Reflection)	Discussion	Lotto game	Hiding the place of a picture.
Conclusion (Realization)	Children are able to tell the foods of animals around one's environment. If the children listen interestingly or not.	Children are able to tell (5) carnivorous animals by seeing the picture.	Children are able to tell (5) herbivorous animals by seeing the picture.

	<u>Period Four & Five</u>	<u>Period Six</u>
Specific Objectives	Be able to describe about (5) omnivorous animals.	Be able to compare how the living things eat.
Introduction (Evocation)	Explaining about the game.	Asking about the foods of living things again.
Development (Reflection)	Jigsaw playing	Experiment on 'flowers and small plants can absorb water'
Conclusion (Realization)	Children are able to tell (5) omnivorous animals. Children are able to select and differentiate the animals whose food are not the same by seeing the pictures.	Children take interest or not in the practical activities. All children understand clearly or not.

Teaching/Learning Procedure

Period One

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>Discussion. Ask children the questions such as followings and discuss: What did you eat, children? Chicken curry. What does cock or hen eat? Grains, small insects What does (a specific small insect's name) eat? Berries, grains, leaves What does a leaf need to grow? Why do they all eat food? What will happen if you do not eat food? What will happen if you cannot drink water? What will happen if you do not breathe? In that case, what is necessary for the survival of man? What else is there that can die like you if they do not get food, water and air?</p>	5 min.	Blackboard to draw picture and chalk.	It is necessary to ask continuously until the answer 'animal and plant' has been received.
<p>Show each picture of different environment and ask the following questions and write down the answers on the blackboard. Tell the food that man including you eats. - What animals are present around your environment? - What do they eat?</p>	20 min.	pictures	
<p>- By pointing the children's answers, tell that man and animals eat various meat/fish and vegetables. While telling like that, explains by drawing a single line picture to get the following meaning. <i>Man+Animal+Plant</i> → <i>Food+Water+Air</i> The survival of man, animals and plants all depend on food, water and air. Man] - eat meat/fish Animal] - eat vegetables</p>	5 min.		Children can be bored if only the teacher is telling. By studying the condition of children, the picture is drawn to interest them. Children can also be asked to draw the picture.

Period Two

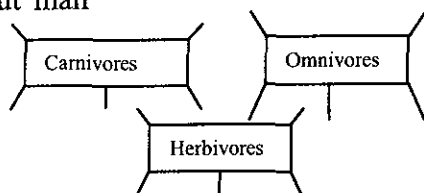
Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>Lotto game.</p> <ul style="list-style-type: none"> - Give each group two large picture cards. Mix the small animal picture cards containing in the large picture card and put them in a row in the middle. <p>Tell that when the teacher gives signal to start, members of the group have to find the small animal picture cards, which are alike the pictures on the large picture card and place upon them.</p> <p>Let them play simultaneously.</p> <p>After playing, let them study if the picture they place one upon another is the same or not. Let them also study the name of the pictures.</p> <p>Ask the following questions to the whole class.</p> <ul style="list-style-type: none"> - What animals did you see in the picture? - What do they eat? - Depending on the children's answers, tell them by pointing out that these animals are carnivores, which only eat meat and fish. <p>Ask them to tell the carnivores in the picture.</p>	<p>30 min.</p>		<p>The pictures must be only the carnivores.</p>

Period Three

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>Playing by hiding the place of the picture.</p> <ul style="list-style-type: none"> - Stick the pictures of 10 herbivores on the blackboard. - Tell all children to try to remember the pictures carefully. - Tell all children to put down their heads on the table or close their eyes. While the children are closing their eyes, the teacher has to take the picture of one animal from the blackboard and hide it. - Tell children to open their eyes and guess which animal disappears. Let only one person from each group tell. - When the children have guessed and answered, the teacher has to stick again the hid animal on its original position. Let them review if their guessing is right. 	15 min.	Pictures of 10 herbivores	It should be noticed that the pictures be in a position for the whole class to see.
<ul style="list-style-type: none"> - Give 10 pictures to each group and let them play alternately within group. - After playing, the teacher has to ask the following questions. - Tell the name of animals found in the picture. - What do they eat? - Write the foods that children told on the blackboard and ask them to study. (Does it contain meat and fish) - Ask them to tell the name of herbivorous animals. 	15 min.	Picture cards according to the number of groups inside the classroom.	It is not necessary to remember and tell the names of many animals.

Period Four

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>Jigsaw playing Give each group the cut pieces of 5 animal picture cards by mixing them. Teacher has to tell that if he gives signal, all the groups have to connect the pieces to become 5 animal pictures at the same time. Instruct beforehand all to participate and not to take by force the pieces. Tell all groups to connect pictures. If all children have connected the pictures, ask the following questions one after another. Tell the names of animals in the pictures.</p>	25 min.	five pictures cut into three pieces each for each group.	The pictures must be the pictures of omnivores. It should be different animal species for each group. A picture should be cut only into three pieces for the most. Therefore, each group must have 15 pieces.
<p>Tell the foods that they eat. Point out that those foods are meat, fish and vegetables according to the children's saying. Tell the names of omnivorous animals.</p>	5 min.		Must be able to describe 5 kinds by seeing the picture. It does not have to tell by heart.
<p>Differentiating the pictures. Each group will be given 15 pictures for three kinds at the rate of 5 pictures for one kind. Let them select and take out the herbivorous animals from the pictures received. Let them continue to select and take out the carnivores and omnivores. Ask each group after every activity to recite the name of picture for all to hear. Ask other groups to match if it is the same with what they have selected. Then ask children to write down the name of pictures as follows. Teacher has to supervise and help. Let them fill in by asking where they put 'man'</p>	30 min.	Chart containing animal pictures. Picture chart sets according to the number of groups. Each set containing 15 pictures.	

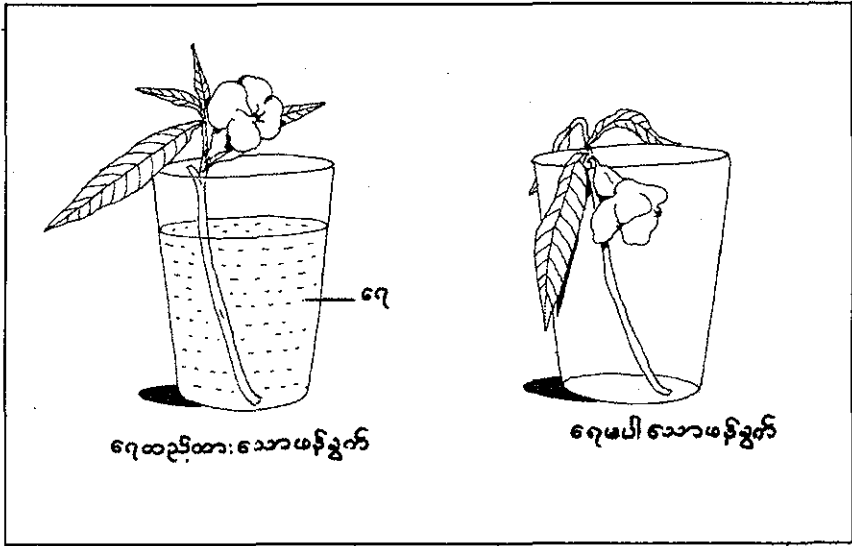




Period Five

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

<p>Observation Ask the following questions: - Where do man and animals consume food and water? - Where do they breathe air? Take the children to the trees outside the classroom. - By showing the picture of a tree ask each of the following questions. - Where do you think the trees get water? - Where do you think they get food? - Where do you think they get air? Then the teacher has to explain. The roots of the trees absorb water, which is needed by the tree, from the ground, and send it to all parts of the trees. The roots and branches of trees have small pores that can absorb water. The leaves of a tree can synthesize food needed for the tree by obtaining sunlight. The small pores in the roots, branches and leaves of a tree can breathe air necessary for a tree. Therefore, plants, like man and animals can acquire food, water and air. In other words it can be said that a tree has many mouths. - Ask each group to do the following experiment and let them study if the findings are in line with the facts they have known.</p>	<p>30 min. and more</p>		<p>Man and animals have mouths to eat food and have nostrils to breathe.</p> <p>Children may have known these facts. It is to let them guess how trees get food, water and air.</p>
<p>Experiments Ask each group to do the following experiment and let them study if the findings are in line with the facts they have known. Experiment (1) Put one flower into the cup with water and put another flower into the cup without water. Wait and see what will happen? Experiment (2) Grow two small plants with roots on separate places. Water one plant. Do not water the other plant. Wait and see.</p>			



Experiment (3)

Take two pots of plants thriven.
 Put on a bag on one tree, tie it and
 put it in the place where there is no
 sunlight.
 Put the other tree as before
 You can water both plants.
 Wait and see.

Let them notice that
 the roots can absorb
 water.
 Let them notice that
 the pores in the
 branches of trees can
 absorb water.
 Let them notice that
 the plants and trees
 also need sunlight.
 Let them notice that
 the leaves can
 synthesise food.

Assessment

- Tell the basic requirements of living things.
- Tell about (5) kinds of food of man and animals.
- Tell about (5) carnivores.
- Describe about (5) herbivores.
- Describe about (5) omnivores.
- How do man and animals get food, water and air?
- How do plants get food, water and air?

Reference

Foods of animals	Specific Foods	Animals
animals	<ul style="list-style-type: none"> - eat raw and live meat - suck blood and nutrients only from the animals body - eat only bones - eat skins - eat hair and fur 	<ul style="list-style-type: none"> - lion, cat, eagle, praying mantises, - mosquitoes, lice, flea (external parasite) - hookworms, roundworms (internal parasites) - a kind of scarab beetle - a kind of insect - a kind of lice
vegetables	<ul style="list-style-type: none"> - eat live grass and leaves - eat live tree parts - eat mushrooms - suck honey - cat pollen - suck sap of trees 	<ul style="list-style-type: none"> - cow, ox, horse, caterpillar, - larva of a long-horned beetle - mushroom insect, mushroom fly - butterfly, bees, flower horsefly - honey bees, - vespine wasp (hornet)
rotten things	<ul style="list-style-type: none"> - eat rotten meat - eat excrement - eat rotten trees - eat rotten soil 	<ul style="list-style-type: none"> - hyena, greenbottle fly - a kind of scarab beetle - - earthworm
	<ul style="list-style-type: none"> - eat anything - eat only specific food 	<ul style="list-style-type: none"> - - silkworm

To support the games containing in the learning activities, examples have been described.

(A) Lotto game

Lion	Tiger	Snake
Alligator	Otter	Eagle
Home lizard	Shark	Cat

Otter	Heron	Kite
Home lizard	Falcon	Vulture
Snake	Frog	Cat

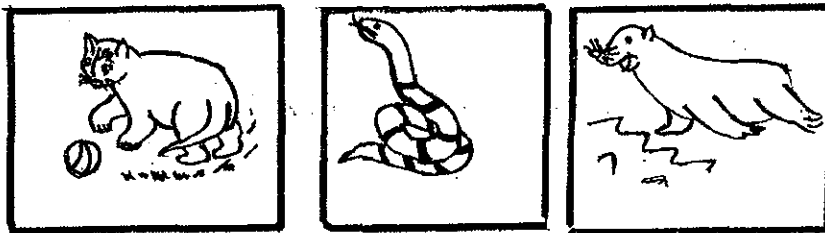
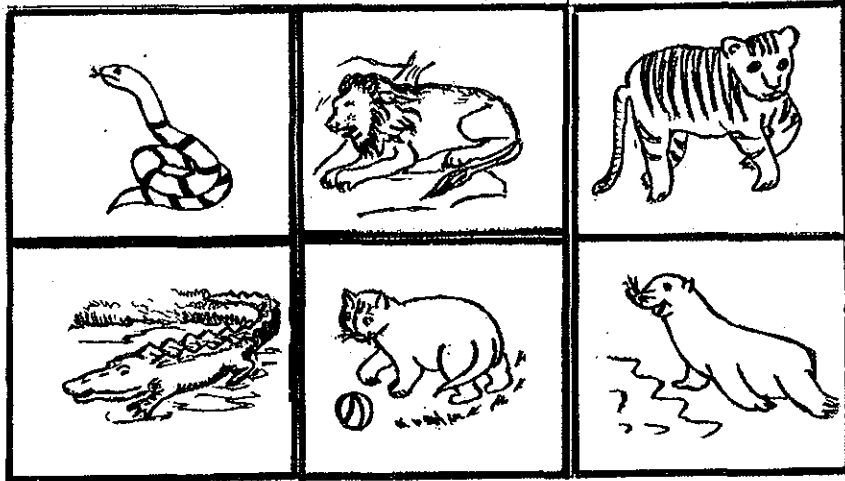
- Covers of exercise books and card paper boxes can be used for big picture card.
- Pictures can be put to use in a big card regardless of number.
- Name of the animal should be described under its picture.
- The animals familiar with the children around them should be given priority in description.
- It is necessary for the teacher to tell the animals that children do not know.
- It can be used in any subject as a game that children can learn happily.

(B) Hiding the place of a picture. Jigsaw playing

- Place the pictures that you want children to know on the blackboard or on the table.
- Let them see carefully which animals are contained.

- Let them close their eyes and the teacher has to take one picture while they are closing their eyes.
- Let the children tell which animal disappears.
- By this means, children will remember the animals.

ပုံတူ စာပုံ ကစား နည်း (Lollo Game) ✓



ပုံတူ ရေ ဂမ္ဘာ ကစား နည်း *

Fig-4











- ကံစား များ သိမ်းစေ လို စေတီ စုပုံ များကို သင်ပုန်း (ဝဉ္ဇီ) ချိန် ပါး ကွန် ချ ထားပါ။
- မရစ် သာ ချိန် နှစ် ကောင် များ ပါ သာ ချိန် ကို စေတီ စု ချိန် စေပါ။
- စား လုံး များ စေတီ စု ပါး စေတီ စု ကို စုပုံ တစ် ခု ယူ ထား လိုက်ပါ။
- ကစား များ စား မရစ် သာ ချိန် နှစ် ကောင် စုပုံ ကို သင်ပုန်း ကို စေတီ စုပါ။
- ဤ နည်း ဖြင့် ကစား များ ကို ကစား များ မှတ် မိ နား မိ ရှိစေပါ။

(C) Jigsaw playing

- Cut two or three pieces of the pictures that you want children to know.
- Mix them and connect correctly.

မြတ်ဆန်ကစားနည်း: ✂

- သိစေလိုသောပစ္စည်းများကို
အပိုင်း (၂) ခုစီ (၁) ခုစီ
၃ ခုစီ ခန့် ဖြစ်စေပါ။
- ရောနှော၍ မှန်ကန်စွာ ဆက်
စေပါ။

Topic 4: Caring of Living Things

Key Concept:	Being able to care living things
Learning Objectives	
General Objectives:	Children are able to care the living things in one's environment
Specific Objectives	Children are able (1) to describe that living things in one's environment should be cared (2) to tell the ways and means of caring animals and plants in one's environment (3) to do practically how to care family members and friends in one's surrounding
Activities Involved	- reciting poem - story telling - playing - role playing
Teaching/Learning Materials	Illustration charts
Teaching Periods	4 periods (120 min.)

Before Getting Started

Background Information for the Teachers

Regardless of kind, all living things need good care. There are interrelationships among living things; as humans are highest class and most intelligent animal in animal kingdom, they are able to care oneself or each other or other animals very well. Therefore, it should take care of the animals in one's environment.

It should make the children know that they themselves want to be cared by others as well as the living things around them will have the feeling of the same as them. They, therefore, have to understand that it should take care of man, animal, and plants around them. Making to have the practice of caring living things in one's environment with sympathy from the age of childhood is the creation of human resources that are capable of preserving natural surroundings.

Lesson Planner

	<u>Period One</u>	<u>Period Two</u>	<u>Period Three</u>	<u>Period Four</u>
Specific objectives	Be able to describe that living things in one's environment should be cared	Be able to tell the ways and means of caring animals in one's environment	Be able to tell the ways and means of caring plants in one's environment	Be able to do practically how to care family members and friends in one's surrounding
Introduction	Asking the questions regarding what they have done before going to school Linking with the issues to be taught	After drawing the picture of animal they like, playing the game of matching the picture of food and the animal picture	Have them make themselves feel pain in order to feel sympathetic towards the others (living things) that can suffer pain.	Have them recite the poem "Family" in order to motivate their learning attitude.
Core/Development	Asking questions Story telling Discussion	Drawing Playing	Discussion Practical doing	Reciting poem Role playing
Conclusion	It is necessary to give regular care the living things daily.	It is necessary for the animals to give other care besides feeding them.	Plants also are living things so that they can feel pain and need care.	It has to give assistance each other in the family or to the person who needs help appropriately.
Assessment	Being able to tell that it is necessary to care living things around us	Capable of describing the activities of caring practically animals in the environment Participating the practical doing	Capable of describing the activities of caring practically plants in the environment Participating the practical doing	Being able to tell how one's family members and friends can be cared

Teaching/Learning Procedure

Period One

Learning activity	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>Discuss with children by asking the following questions.</p> <p>(1) Who prepares meals for you before coming to school?</p> <p>(2) Who prepares for you to take a bath, to dress clothes and to bring Tiffin box?</p> <p>(3) If you have younger brothers/sisters, who gives help to them?</p> <p>(4) Who gives assistance to grandparents and father when going to work?</p> <p>(5) Do you have pets at home?</p> <p>Answer if you have and the remaining students have to listen.</p> <p>Who cares the pets in what way at home?</p> <p>After that, teacher tells the following story. Have them think and answer by group.</p>	30 min.		
<div style="border: 1px solid black; padding: 10px; margin: 0 auto; width: 80%;"> <p><i>Once there was a boy named Bo Bo. He loved small animals when meeting with them. One day, he found puppies being sold in the market when going there together with his mother so that he wanted them very much. Though his mother disagreed to buy, she bought him a puppy due to his eager pestering. Bo Bo went back home happily, carrying the puppy.</i></p> <p><i>When he got home, he was playing with the puppy. He gave food and water to the puppy and cleaned faces. He studied his school lessons in the room during study hours. When he was about to go to bed, he greeted the puppy by holding its head and went to bed. In this way, Bo Bo went to school, went back from school, studied his lessons and sometimes played with the puppy. And after two weeks have passed, Bo Bo lost interest in giving food to the puppy and cleaning its body. Bo Bo's mother and his family were so busy with their work that they cannot look after the puppy as well.</i></p> <p><i>One day, the puppy was lying asleep. He did not play with Bo Bo.</i></p> </div>			<p>Only after thinking and discussing by the children, teacher tells the followings:</p> <p>According to the story, it can be known only that his master loved the puppy. But it does not mention about regular care given to him. So, we do not know if the puppy ate food or not and if it was convenient for him when sleeping or not. Finally, tell that pets will be happy and healthy only when caring them.</p>
<p>OK, class! What do you think had happened to the puppy?</p>			

Period Two

Learning activity	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>Drawing Ask the children to draw each picture of an animal they like. Ask the name of every animal they have drawn and write on the blackboard. Ask how the animals mentioned can be taken care of and write their responses on the blackboard.</p> <p>Playing Distribute the children the pictures of animal and those of their food. Ask the children who got the picture of animals to hold the pictures and to stand in front or back of the class.</p> <p>Ask the children who got the picture of animal food to stand at the other side of the class. Have them think if the food in the picture they got is the food, which is eaten by what kind of animal.</p> <p>When the teacher shows a signal to play, the children who got the picture of food have to go and feed the animal that eats that food. Discuss with all children to verify if the matching of animal and food is correct or not. Ask the followings; “Why do animals eat food?” “What else is it necessary to do to animal other than feeding?” Ask them to discuss by group.</p>	<p>30 min.</p>	<p>illustrations of animals in Myanmar textbook or poster can be used</p> <p>Pictures of animals and food</p> <p>illustrations regarding caring animals</p>	<p>Ask them to tell the activities they can do in real.</p> <p>Show the illustrations related to the answers of the children at the place where visible for the children. By showing the pictures of the activities that children cannot tell, ask them, “Aren’t those things necessary to do as well?” Conclude the lesson by telling that animals should be taken care of in this way.</p>

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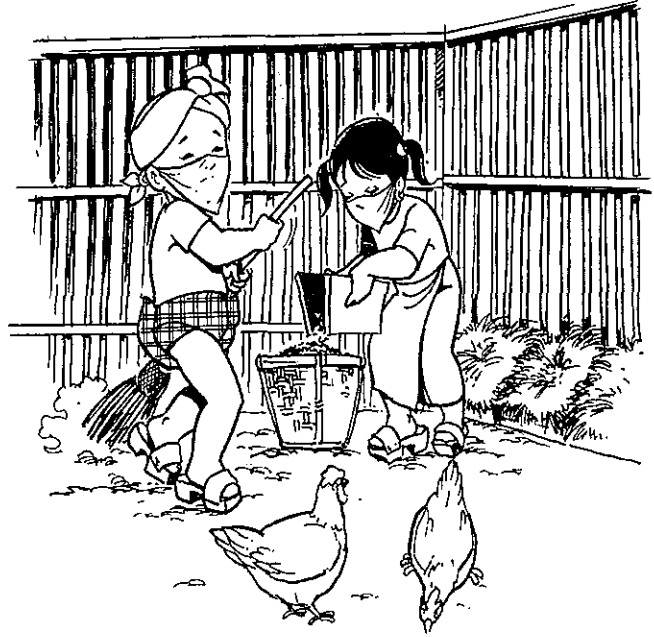


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ဝက်စားကျွေးခြင်း



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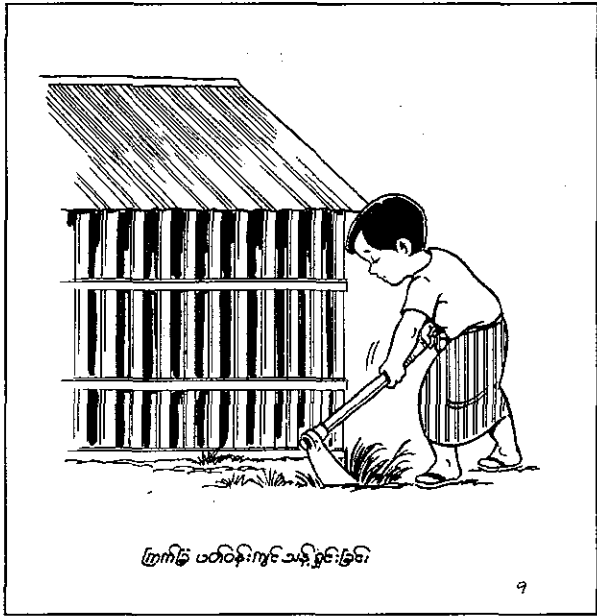


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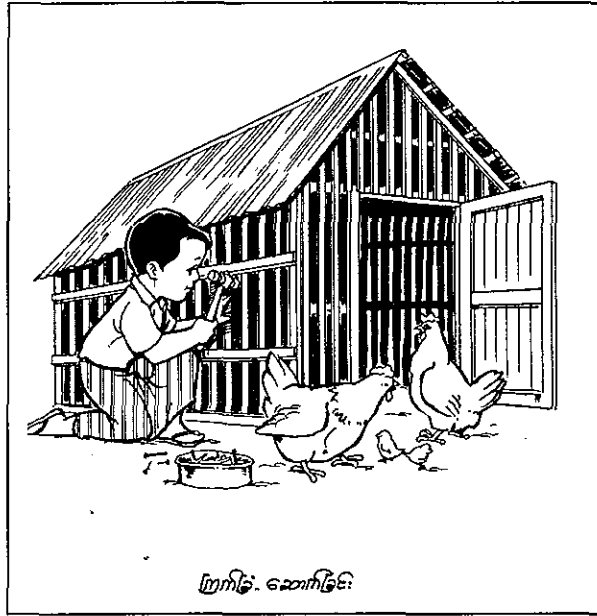


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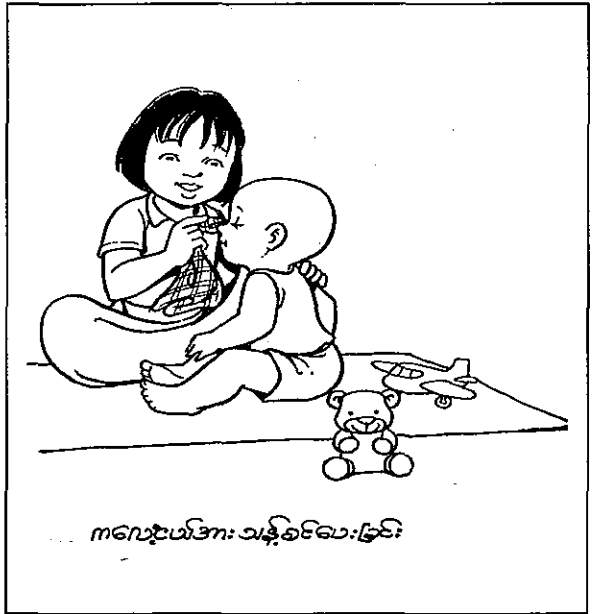
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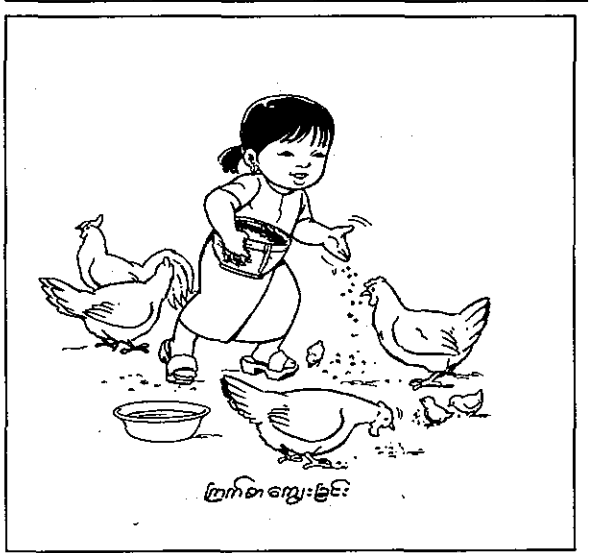
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ဤကဲ့သို့ ပြုလုပ်ခြင်း

Learning activity	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>Ask the children to pinch their hands or calf of leg. And ask the following questions: “How do you feel?” “How will you feel if others beat or pinch you?” “Do you think animals will feel pain when beaten?” “Why does a cat or a dog cries and runs away when beaten?” “Do you think plants will feel pain if they are pinched or beaten with a stick or twisted and broken?” “What do you think will happen to plants?” Ask if plants should be taken care of or not. Practical activities Give the children the pictures of caring plants by group for observing them. Ask, “Like which activity in the picture can you do?” Take the children to the plants in school compound. Have them carry out the activities of caring plants practically.</p>	30 min.	<p>illustrations regarding caring plants</p> <p>empty drinking water bottle</p>	<p>Tell the followings to enable them to have sympathy. Plants can be injured as they are living things though they cannot cry like humans and it is possible to damage the injured parts. Therefore, it is necessary to care plants without damaging them. Have the children grow plants in the cut empty drinking water bottle at home and care them. In case of no school compound, let them grow small plants that can be easy to grow in the pots or cups available easily. Then, ask them to water.</p>



မြေဆွဲပေးခြင်း



အန္တရာယ်ခြားကာကွယ်ခြင်း



ပေါင်းခြက်-ရှင်းခြင်း



ရေပေးခြင်း

Period Four

Learning activity	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>Recite the poem "Family" together with the children and ask the following questions.</p> <p>"Who are there in your family?"</p> <p>"How do your family members assist you?"</p> <p>"How can you give help to your family members?"</p> <p>Teacher asks who will role-play the followings and lets the children carry out.</p> <p>And ask who will give what kind of help and let them role-play.</p> <ul style="list-style-type: none"> - An old woman with blur vision is getting hungry. - A sick woman has no companion. She has lameness and great thirst. - A bending old grandpa is suffering from abdominal pain and hasn't have meal yet. - A young child is feeling frightened and getting hungry when his mother is going to the market. - A lame old grandpa wants to make a visit to pagoda. 	30 min.		<p>It has to be noticed that children who role-play in front of the class should be in turns.</p> <p>After that, teacher tells the children that it is necessary to take care and give help to one's family members or friends or the person who needs help.</p>

Assessment

- (a) Do you think that it is necessary to care living things in the environment?
- (b) How do you care the animals around you?
- (c) How do you care the plants around you?
- (d) How do you care your family members and friends?

Topic 5: Study of Objects around One's Environment
– Names of Objects and Their Usefulness at Home
and in the School Garden

Key Concept	Matters have different names and usages.
Learning Objectives General Objectives	To get the practice of observing cautiously one's environment.
Specific Objectives	Children are able (1) to describe the names of materials used at home and in the school garden (2) to describe the usefulness of tools (3) to identify and choose the materials correctly that one would like to use
Activities Involved	<ul style="list-style-type: none"> - observation - group discussion - presentation - role playing - practical doing
Teaching/Learning Materials	<ul style="list-style-type: none"> - cheap and light real household materials - realia or picture charts of mattock, fork, bucket, shovel, etc.
Teaching Periods	7 periods (210 minutes)

Before Getting Started

Background Information for Teachers	Children need to know the name and usefulness of materials used by them daily as well as the name and usefulness of materials used by others around the environment. Only then, will they be able to select correctly if one needs to use or others need to use. Besides, it is likely to nurture the good practice of exploring the materials around one's environment.
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Lesson Planner

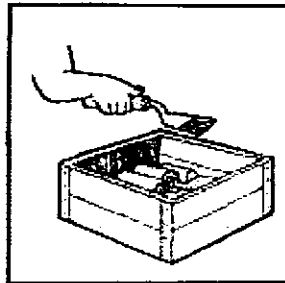
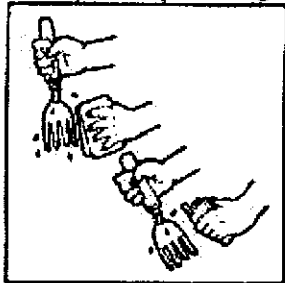
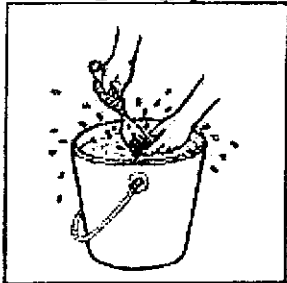
	<u>Period One</u>	<u>Period Two & Three</u>	<u>Period Four</u>
Specific Objectives	To recall the previous knowledge of children	Be able to tell the name and usefulness of materials at home	Be able to observe cautiously the materials used in the school garden
Introduction (Evocation)	Have the children tell the names of materials inside the classroom	Have them tell one another what has been observed in groups	Asking whether they have experience in relation with planting a tree.
Development (Reflection)	Asking the names of objects present at children's home and their usefulness.	Telling in front of the class the names and usefulness of materials that have been noted down by each group	Teacher leads all children to the school garden to observe the materials used in the school garden.
Conclusion (Realization)	Asking children to inquire the names and usefulness of materials present at home in groups.	Showing examples on how to use the materials	Let them tell one another in groups
Assessment points		Teacher sees if they participate with interest or not.	Teacher observes if they study with interest or not

	<u>Period Five</u>	<u>Period Six</u>
Specific Objectives	Be able to tell the name and usefulness of materials used in the school garden	Be able to select correctly the materials that one would like to use and to get the practice of keeping again those materials in order.
Introduction (Evocation)	Let them tell in groups what was observed yesterday	Teacher asks if they have brought a plant, seedling or seeds that they were asked to bring yesterday
Development (Reflection)	Telling by the representative of each group the name and usefulness of materials used in the school garden.	Teacher leads student groups in planting of trees in the school garden, in the space of land or inside the vase. Let them keep the

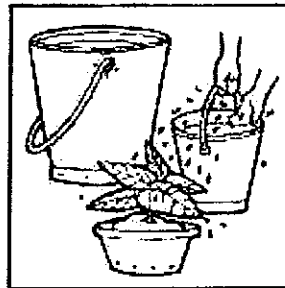
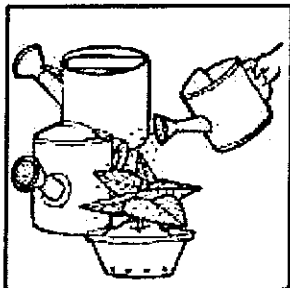
		materials used after washing in their proper places.
Conclusion (Realization)	Asking to bring tomorrow a tree, seedling or seeds.	Asking to take care and water the small plants alternately
Assessment points	Teacher asks if they can tell the name and usefulness	Teacher observes if they participate collectively or not.



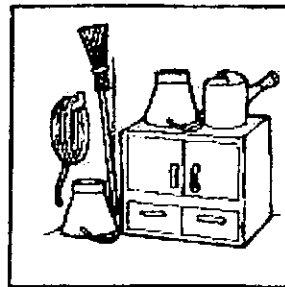
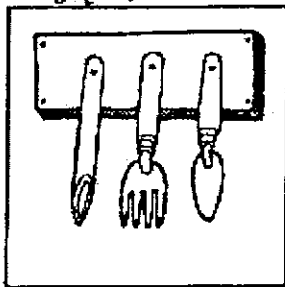
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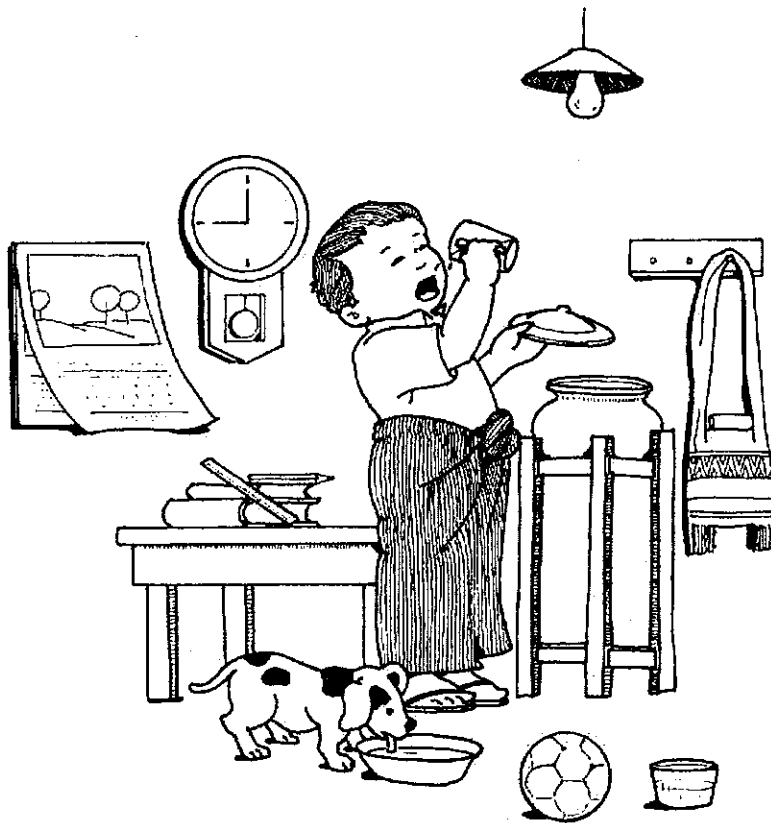
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Teaching/Learning Procedure

Period One

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>Quiz of the day What is the material which grows smaller gradually and is a very close friend to paper?</p>			<p>This is asked to make children interested in the objects around them. The answer to this "quiz" is a pencil. Pencil gets smaller as you sharpen it and is used to write something on paper.</p>
<p>Introduction: Teacher asks children to tell the names of objects inside the classroom</p>	5 min.	objects inside classroom	
<p>Then the teacher asks children to tell the activities which take place at home. Activities include those</p>	10 min.		<p>Ask each person to tell each object</p>

performed by children themselves as well as brothers and sisters, and parents, neighbours, etc. Teacher writes down the activity mentioned by children. And for each activity, ask children to give the names of objects and materials used. Teacher has to record on the blackboard whatever the children say.			Do not write again the same thing.
Then the teacher continues to ask, 'How are these materials used in the houses?' Let the children tell, as they like.	5 min.		
Then the teacher has to tell that objects are useful in their proper places and let us see how useful they are.	5 min.		If the children's answer is wrong, teacher has to show an object (for example water cup) and ask how it is useful.
By saying this, divide into groups and give each group each duty to see and draw simple illustrations of three objects, by the next period. For example: Group 1. Materials used in the bathroom. Group 2. Materials used in the kitchen. Group 3. Materials used in the living room. Group 4. Materials used in the dining room. Ask them to observe and inquire about the materials used in those rooms.	5 min.		Let them see about (3) objects for each person.

Period Two & Three

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
Teacher asks and motivates children if they have observed and inquired as ordered in the previous period. After that let them tell group-wise what they have written down.	10 min.	children's toys, Pots and cups, water cup, toothbrush etc. cheap and light realia, materials used in	Teacher collects and brings or asks children to bring cheap and light realia (or) children's toys (e.g.: pots and cups.) E.g.: Bathroom (or) materials used in bathroom.

<p>Ask each group to tell the name and usefulness of the materials noted. Teacher has to draw table on the blackboard and record.</p>	<p>30 min.</p>	<p>one's region.</p>	<table border="1" data-bbox="1050 302 1369 712"> <thead> <tr> <th>Name</th> <th>Usefulness</th> </tr> </thead> <tbody> <tr> <td>water barrel</td> <td>to put water</td> </tr> <tr> <td>water bowl</td> <td>to fetch water and bathe</td> </tr> <tr> <td>Soap container</td> <td>to put soap</td> </tr> <tr> <td>Soap</td> <td>to wash face and body.</td> </tr> </tbody> </table> <p>(Remarks: Not to give notes to children.)</p>	Name	Usefulness	water barrel	to put water	water bowl	to fetch water and bathe	Soap container	to put soap	Soap	to wash face and body.
Name	Usefulness												
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Soap container	to put soap												
Soap	to wash face and body.												
<p>Teacher urges the presentation of each group to supplement by the remaining groups. Let the children act group-wise the use of materials in front of the class. e.g.: Ask them to do how to wash hands, how to bathe etc.</p>	<p>20 min.</p>		<p>The personal hygiene chapter has been contained in the lifeskill subject.</p>										
<p>Quiz of the day What is it that duplicates what is placed in front but cannot duplicate itself? Answer to the quiz Mirror. Mirror reflects whatever placed in front of it but cannot reflect itself.</p>			<p>This small quiz is to make children interested in the objects around them.</p>										

Period Four

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>Teacher asks children if they have ever planted a tree or they have ever seen other people planting,</p>	<p>5 min.</p>		
<p>The teacher continues to ask 'what materials will be used in planting?' Let the children tell, as they like.</p>	<p>5 min.</p>		
<p>Then, the teacher and children will go and see the school garden. Ask children to see and inquire the name and usefulness of materials in the school garden.</p>	<p>15 min.</p>	<p>mattock, shovel, fork, watering can, bucket, hose, trees</p>	<p>If there is no school garden, picture charts or realia or toys can be shown and asked.</p>

Let them tell group-wise what have been observed	5 min.	grown.	
<p>Quiz of the day</p> <p>What is it that does not show itself under the sun but spreads deep in the ground?</p> <p>Answer to the quiz</p> <p>It is roots of plants. Fine hairs on the tip of the root absorb water and mineral salts from the soil.</p>			<p>As the tree gets older, the roots grow bigger. The roots of large trees, which need a lot of water and a firm anchor, can grow strong enough to destroy a drainpipe, pierce a pavement or raise bumps in the road above them.</p>

Period Five

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed										
<p>Ask one representative of each group to tell the name and usefulness of materials used in the school garden or materials to be used in planting in front of the class</p> <p>Teacher has to record whatever the children say in the table drawn on the blackboard</p>	15 min.		<p>Do not write the same thing again.</p> <table border="1"> <thead> <tr> <th>Name</th> <th>Usefulness</th> </tr> </thead> <tbody> <tr> <td>mattock</td> <td>to dig the ground</td> </tr> <tr> <td>fork</td> <td>to till the ground</td> </tr> <tr> <td>shovel</td> <td>to scoop the earth</td> </tr> <tr> <td>watering can</td> <td>to water</td> </tr> </tbody> </table>	Name	Usefulness	mattock	to dig the ground	fork	to till the ground	shovel	to scoop the earth	watering can	to water
Name	Usefulness												
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shovel	to scoop the earth												
watering can	to water												
<p>Teacher asks children what they are going to do with the materials after being used. Discuss with the whole class.</p>	5 min.												
<p>Let the children tell, as they like. After that teacher has to say, it is necessary to keep the materials in their places systematically after being used washed and drained off water. Then ask the children to be able to plant in groups to bring seedlings or seeds in the next period.</p>	10 min.		<p>Teacher has to do an example.</p>										
<p>Quiz of the day</p> <p>“How long do trees live? One year, 10 years or 100 years?”</p> <p>Answer to the quiz</p> <p>Trees usually live as long as some 100</p>													

or in some cases some 1000 years.
Most plants keep on growing until they die.

Period Six

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>Quiz of the day Which part of the plants absorbs sunlight? Answer to the quiz The leaves absorb sunlight and breath in carbon dioxide.</p>			
<p>Teacher motivates and asks if they have brought the seedlings and seeds ordered in the previous period and leads student groups to plant the trees in the school garden, or in a space of land or in the vase. While one group is actually engaged in planting, other groups will prepare a table in the notebook to keep a record on the plant. They write the names of the plants that they are going to plant, size of the plant and other things they noticed from observing them, as well as the date.</p>	20 min.		<p>If there is no school garden or no piece of land, it can be shown by planting inside the vases. Each group has to grow one plant and teacher has to lead.</p>
<p>When the materials have been used, let them wash and keep in their proper places Ask them to take care of the plants and water them alternately in the following days.</p>	10 min.		

Assessment

1. Show the drawing or realia or toys of the following things in front of the class.

Mattock, water cup, chair, stove, pillow, table, meat safe, mat, vase, bucket, soap cup, blanket, shelf, packet of shampoo, and fork (Other things can be placed)

Write the names of bathroom, bedroom, kitchen, sitting room, school garden on the paper and stick at 5 places in the class. Have each child take one thing out of the things in front of the class and stand at respective place. Ask the children to verify one another in turn.

2. Tell about three kinds of materials required for growing a tree.
3. Tell about two kinds of materials you like among the things at your home. Why do you like them?

Reference

In this lesson, materials used at home and school garden have already been learnt. They are just for examples. Children can be asked the materials used in the activities for living according to one's region. E.g. It can be asked the questions such as what materials are required when ploughing the paddy field; when fishing; when climbing mountain depending on the environmental condition. Thus, it is possible to reveal the innovative ability of the children in observing their environment.

Topic 6: Observation of Objects around One's Environment — Color, Shape and Quality

Key Concept	Every object has its own color, shape and quality.
Learning Objectives	
General Objectives	To know differently the quality, shape and color of objects around one's environment.
Specific Objectives	Children are able (1) to tell the name of colors around one's environment and be able to color personally. (2) to guess approximately the shape of object around one's environment. (3) to tell the quality of object one is being used. (4) to make experiment that the strength to bear weight is different according to shape.
Activities Involved	<ul style="list-style-type: none"> - Group discussion - Drawing - Painting - Observation - Game - Poem
Teaching/Learning Materials	Realia such as calendar cover, paper, flower, leaves, soap, cotton wool, iron rod, cork, and rubber band
Teaching Periods	6 periods (180 min.)

Before Getting Started

Background Information for Teachers

A rainbow has (7) colors. Blow soap bubbles into the sunlight. The colors like rainbow appear on the soap bubbles will be seen. Though natural barks are used in dyeing clothes in the past, nowadays, chemicals develop so that various colors can be created. When two or three colors are mixed, another beautiful color is obtained. Various colors are created with new technologies in this way. Besides, children are needed to understand why the shape is being taught in this chapter. The roof is made pointed to allow rain water to flow down easily; children are required to

know the significance of shape from the use that others know easily like this. Moreover, every object has its own quality. Depending on these qualities, the uses are different. But, it should be known that every object is useful in its proper place and benefits everyone.

Lesson Planner

	<u>Period One</u>	<u>Period Two</u>	<u>Period Three</u>	<u>Period Four & Five</u>	<u>Period Six</u>
Specific Objectives	Be able to tell the name of colors around one's environment.	Be able to guess the shape of object around one's environment closely. Be able to color by oneself.	Be able to tell the quality of object that one uses.	Be able to make experiment that the strength to bear weight differs according to shape.	Be able to tell the quality of object that one uses. Be able to guess the shape closely.
Introduction (Evocation)	Asking the color containing in a rainbow.	Have the children draw circular shape, square shape, and oval shape objects from the objects they use.	Distributing the objects that the teacher has brought according to group.	Telling the procedure of practical.	Telling the plan to play today.
Development (Reflection)	Have them tell the colors contained in a calendar.	Have them color the pictures.	Have them handle and see the object and fill in the table.	Having to make practical.	Playing practically.
Conclusion	Writing the name of colors on the blackboard.	Put the name of the drawer on the pictures that children drew and hang around the classroom.	Have the whole class read the table.	Telling that the strength to bear weight differs according to shape.	Reciting poem.
Assessment points	If the children can tell the name of colors and color by themselves or not.		If the children can tell the name of objects or not.	If all children participate or not.	

Teaching/Learning Procedure

Period One

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>Teacher introduces by asking a question to children, 'Have you ever seen a rainbow appear in the sky? What colors are contained in it?'</p> <p>Let s make a rainbow Teacher demonstrates the following rainbow experiment first, and let children try by themselves in turns.</p> <p><Procedure of the rainbow experiment> Place the cup or bowl filled with water in the place where sunlight falls. Then submerge a mirror in the cup as shown in figure. Catch the sunlight with mirror and make the reflected light on the wall or white paper or back of the cover of calendar. Several colors like a rainbow can be seen on it.</p>	20 min.		Yellow, green, red, blue, violet, indigo, orange.
<p>Form the children into groups. Distribute one calendar cover with color to each group. Have the groups discuss one another what colors are found in the calendar cover. Then let the groups tell to the class the (5) colors contained in the calendar covers they have received. Teacher writes the name of colors told by the children on the blackboard.</p>	10 min.	white paper or cover of calendar	<p>It is necessary to find the calendar covers with suitable colors for children.</p> <p>Let them tell if they can tell over (5) kinds of colors.</p>

Period Two

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
Let each child draw the picture of objects with circular shape, square shape, oval shape and triangular shape	10 min.		The teacher can show one or two objects as an example.

<p>he uses on the paper. Let the children color the picture with color pencils or let them go outside the classroom and pluck the flowers and leaves with colors from the environment and have them color on the pictures. Crush a flower or leaf (e.g. colorful bougainvillea flowers and leaves) in hands and rub carefully on paper.</p> <p>Besides, they will do it practically to see if the color changes to another color when two different colors are mixed. (For example, when blue and yellow are mixed, green color develops). The pictures will be hung around the room by putting beneath the names of those who draw.</p>	20 min.		<p>Teacher has to demonstrate. It is necessary for the teacher to observe the flowers and leaves that produce colors easily and to do in advance by him/herself because some flowers and leaves from which colors cannot be extracted easily.</p> <p>Turneric powder, henna leaves etc from home can be used according to one's region.</p>
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Period Three

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed																		
<p>Teacher distributes each group with each thing from the things he has already brought. Then let them handle and see the thing they have received and let them note down how they feel in handling those things.</p>	10 min.	Cotton wool, glue, cork, rubber band, soap, lady's finger, sticky candy, stone, wood block, soft rubber, rope, iron rod.	It is more suitable to use the things used in one's region. It is to bring examples of the hard, soft, greasy, sticky and extendable things																		
<p>Have the groups exchange things and let them handle and feel. After that, the teacher draws a table on the blackboard.</p> <table border="1" data-bbox="215 1646 702 1859"> <thead> <tr> <th>No.</th> <th>Hard Things</th> <th>Soft Things</th> <th>Greasy things</th> <th>Sticky things</th> <th>Extendable things</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	No.	Hard Things	Soft Things	Greasy things	Sticky things	Extendable things	1						2						10 min.		
No.	Hard Things	Soft Things	Greasy things	Sticky things	Extendable things																
1																					
2																					
<p>Let the children tell the name of the things to fill in the table. Teacher writes whatever the</p>	10 min.		The teacher has to direct if goes wrong.																		

children say on the black board. After that let the whole class read.			
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Period Four & Five

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>Teacher begins the lesson by telling that a practical activity will be made by changing shapes of paper and putting on objects.</p> <p>Then, the required objects such as blank paper, ruler, wood block (or) thick book are given and asked the groups to carry out activities to find out the weight (in the number of sticks) the different shaped paper can take.</p> <p>First the teacher makes an example and has the children groups carry out. Teacher goes round and sees and gives help in folding paper.</p>	15 min.	Blank paper calendar cover thickness two same-sized wood blocks (or) two thick book small bamboo sticks, (or) pencils (or) coins.	Activities are written at the end of the lesson.
<p>Activity (1) Let children find out how much weight the flat paper can take. Please refer to the explanation of Activity (1) and illustration.</p>	10 min..		
<p>Activity (2) Let children find out how much weight the folded paper in triangle shape can take. Please refer to the explanation of Activity (2) and illustration.</p>	15 min.		
<p>Activity (3) Let children find out how much weight the two sides folded and elevated paper can take. Please refer to the explanation of Activity (3) and illustration.</p>	15 min.		
<p>Conclusion After each activity is finished, ask the given questions. 'How many bamboo sticks (or) pencils can be put on?' The shape of which activity can hold the greatest number of pencils (or) bamboo sticks?'</p>	5 min.		

Period Six

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>It will begin by telling the plan to be carried out today.</p> <p>After putting the required things on the table in front of the class, each child from each group will be blindfolded with a large hankie. Then each child will be asked to touch the things in front and tell the name of the thing according to shape, smell, feeling (quality). If the name of the thing is right, he will be encouraged by clapping hands. Let the remaining children do it in turns and tell.</p>	25 min.		<p>Teacher has to explain the procedure of playing first.</p> <p>Change the places of things.</p> <p>It can recite by showing or holding realia.</p>
<p>Then, the following poem will be asked to recite.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;"><i>How do I know it</i></p> <p style="text-align: center;"><i>Smooth and shiny</i> <i>Juicy and sweet</i> <i>Round and red</i> <i>Good to eat</i> <i>How do I know?</i> <i>My eyes and mouth</i> <i>Tell me so</i> <i>Soft and ruffled</i> <i>Red and white</i> <i>Good to smell</i> <i>A pretty sight</i> <i>How do I know?</i> <i>My eyes and nose</i> <i>Tell me so</i> <i>Big as my finger</i> <i>Green and yellow</i> <i>Soft and fuzzy</i> <i>A cute little fellow</i> <i>How do I know?</i> <i>My eyes and hands</i> <i>Tell me so</i></p> </div>	5 min.		<p>It is much better to use products of one's region.</p>

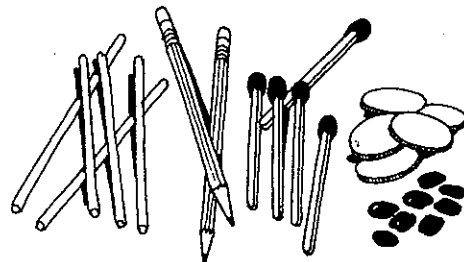
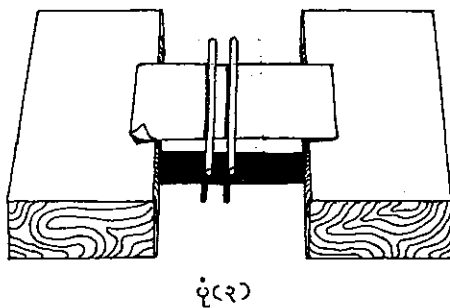
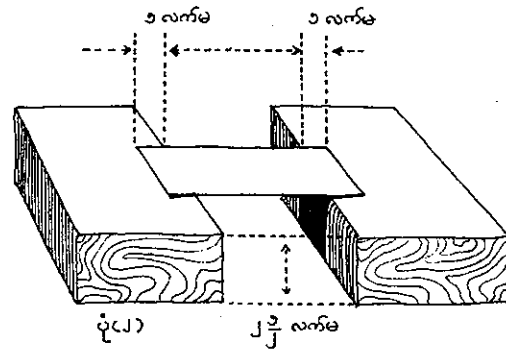
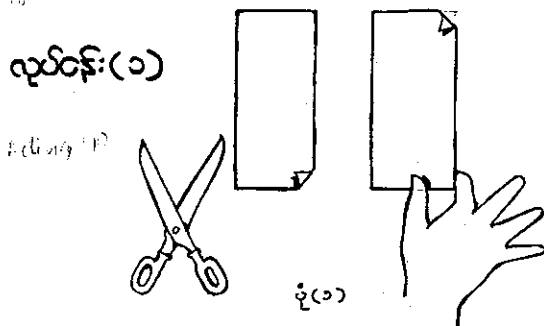
Activities:

Activities(1)

Make a long paper to get 2 pieces as shown in fig.(1)

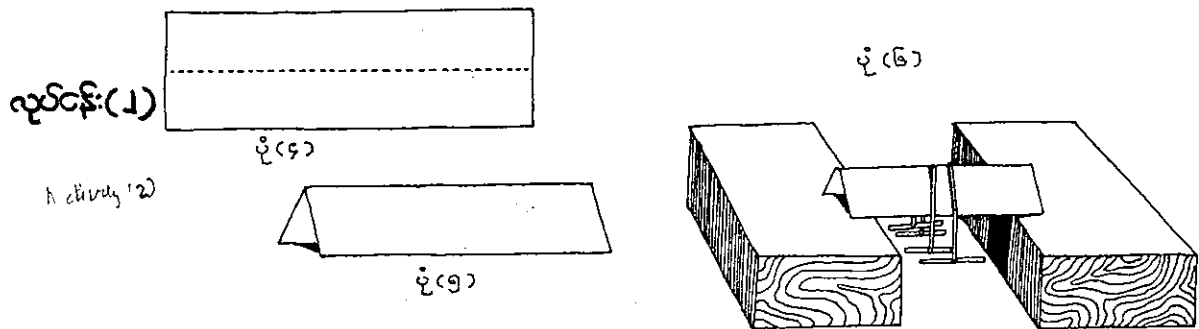
Put one piece of paper on two wooden blocks (or) books of 2 inches or 2_ inches thick as shown in fig.(2)

Put bamboo sticks (or)pencils (or) match sticks (or) candles (or) tamarindo seeds on the paper as appropriate as shown in fig.(3). Put one after another. Stop when the paper flexes. Let them note down the number that can hold by the paper.



Activities (2).

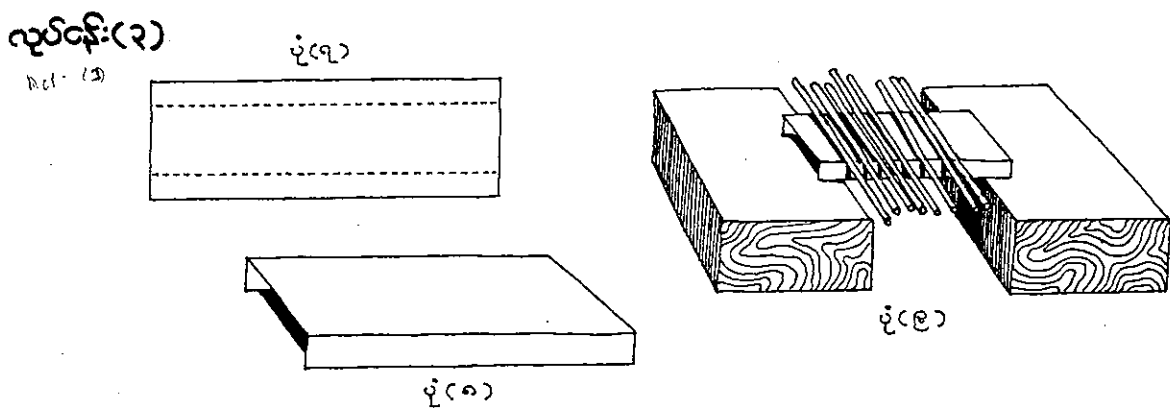
Fold the paper in the middle as in fig. (4) and make the shape like fig. (5). Tie the number sticks with string and put on the paper as shown in fig. (6). Note down the number that can hold by the paper.



Activities (3)

Fold about 1 centimeter on either side of the paper as shown in fig. (7) to make the shape like fig. (8)

Put bamboo stick on the paper as shown in fig. (9) Note down the number that hold by the paper.



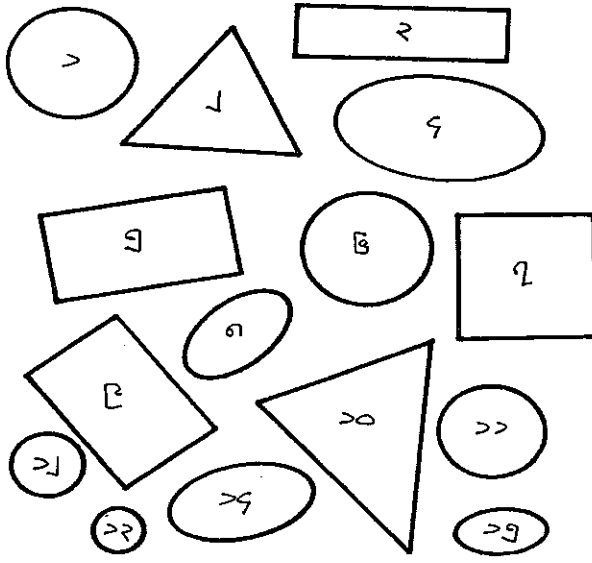
Characteristics and functions of the same material can change depending on the conditions in which the material is planned. The above-mentioned activities suggest an invisible force, which is working in our environment.

(Reference source: *Weak Paper, Strong Paper (Yowaikami Tsuyoikami)* authored by Satoshi Kako (Japan), published by Doshinsha in 1968)

Assessment

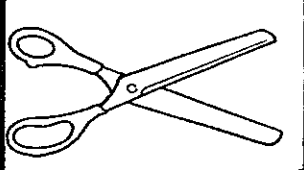
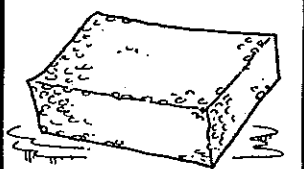
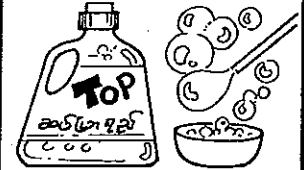
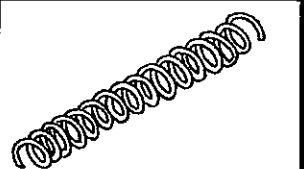

1. Let children tell which one is circle, triangle, rectangular, oval shape etc. referring to the pictures below.

အောက်ပါပုံအတွင်းမှ * အပိုင်းပုံ * ဂေးဒေါင်းပုံ *
 ဤကဲ့သို့ နှင့် အပိုင်းပုံများကို ရွေးချယ်ပေးပါ။



2. Let children match the relevant pictures with different qualities.

အောက်ပါပုံမှ မှန်ရာကို တွဲပေးပါ။

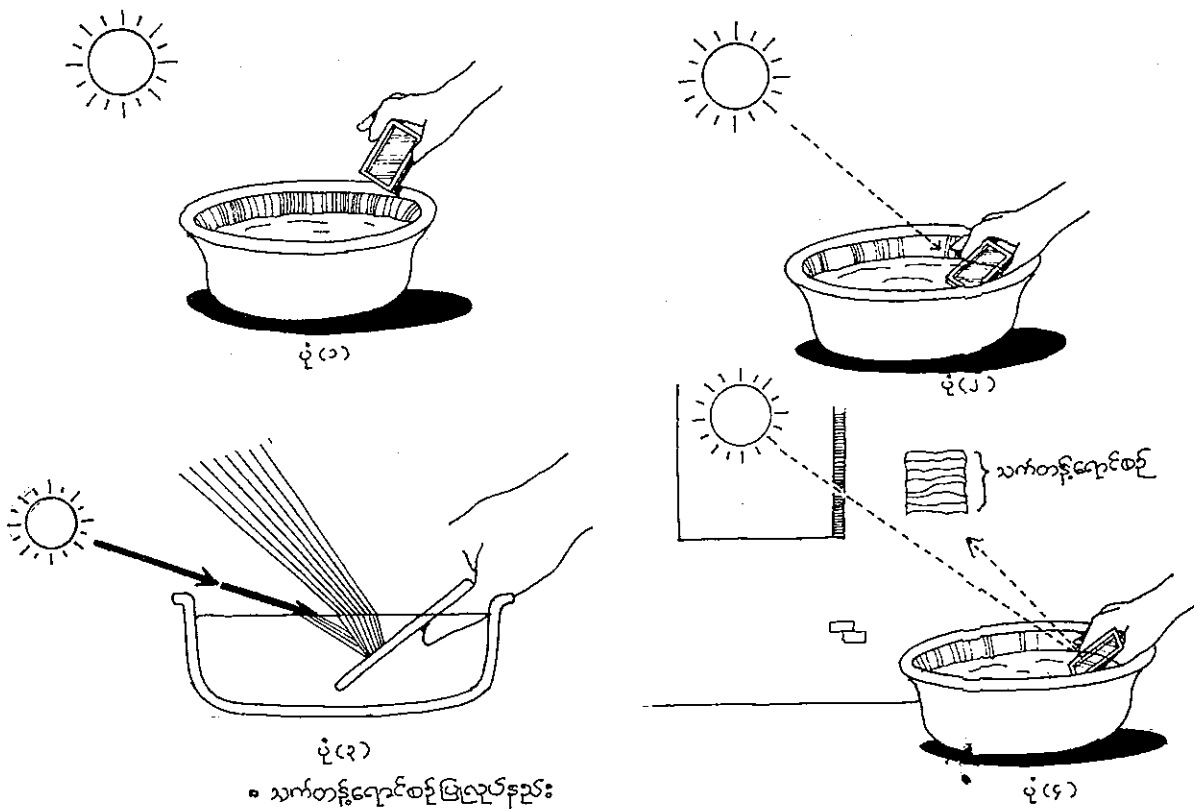
	အို
	မာ
	ကပ်
	ဆွဲဆန့်
	ပျော့

Reference

In having children to draw practically and color by rubbing flowers and leaves, not only the natural color is obtained but also the color obtained does not change easily and is very firm. The teacher should do practically beforehand. Drawing a model is the main to get a beautiful and strong building. We have to think from a small part to construct a large building. In this lesson plan the strength of three shapes is compared. It can experiment by doing practical. Children can get general knowledge if the teacher tells these types of shapes are used in which buildings. If there are such buildings in one's town and village it will understand and remember more by going and observing them.

How to see colors of the sunlight

Water basin filled with water and mirror are used to see different colors of the sunlight. Place the mirror in the water to reflect the sunlight. The light is reflected on the white wall or paper nearby. You can see several kinds of colors on the wall.



Topic 7: Making Comparison of Objects – Heavy and Light Objects

Key Concept	Matters have weight.
Learning Objectives	
General Objectives	To understand that matters have weight of their own
Specific Objectives	Children are able (1) to show practically that different sized matters are different in weight though they are similar in shape and kind. (2) to show practically that matters of different kind are different in weight though they have similar sizes and shapes. (3) to tell that matters have weight of their own.
Activities Involved	- group discussion - observation - practical doing - experiment
Teaching/Learning Materials	- Wooden chair, plastic chair, car made of iron, plastic car, paper box, pencil box made of iron, bucket (big/small), nail, stone, glass, plastic cups, toy scales
Teaching Periods	4 periods (120 minutes)

Lesson Planner

	<u>Period One</u>	<u>Period Two</u>	<u>Period Three</u>	<u>Period Four</u>
Specific Objectives	To be able to tell that matters are different in weight if they are different kinds	To be able to show practically that different sized matters are different in weight though they are similar in shape and kind	To be able to show practically that matters of different kind are different in weight though they have similar sizes and shapes	To be able to tell that matters have weights of their own and to apply
Introduction (Evocation)	Have them tell the things they have brought.	Let them tell again the findings in first period	Telling the procedure of making scales	Introduce by telling, "Let's test if you have strength or not"
Main activities to be carried out	Group observation and presentation on of what the things	Guessing the things putting on the palm	Making scales and weighing practically	Having them to lift the bucket with water (big/small)

	are made up	Going outside the classroom, practical doing and making notes		Asking questions for the children to be able to think
Reinforcement of the lesson (Conclusion)	matters are different in weight if they are different kinds	different sized matters are different in weight	matters of different kinds are different in weight	Living or non-living things have weight of their own
Assessment points	Observation on the children if they all participate or not Observation on the children if they are able to differentiate between heaviness and lightness or not			

Before Getting Started

Background Information for Teachers

All living and non-living things have weights of their own. All things from very small size to large size have weight of their own. Weight is different according to the size and kind of materials of which the thing is made.

Normally, the weight of the objects do not change. However, the weight of living things vary during the time from the birth to death. In this lesson, heaviness and lightness will be learned regarding the weight of matters. Depending on the kind and size of thing, it is possible to guess if it is heavy or light by merely seeing.

Sometimes, it cannot be fixed in determining that it is either heavy or light. It depends on the age and strength of the lifter. e.g. a brick is not heavy for the teacher but it is heavy for a very young child. The things that adult men can lift are difficult for the ladies to lift. In case of inability to lift by only one, it has to be done collectively. Therefore, it should teach the children to get the practice of doing cooperatively in case of impossibility to do by only one through learning the heaviness and lightness of things.

Teaching/Learning Procedure

Period One

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
“What things do you bring to school?”	5 min.	bag, book, lunch box, drinking water bottle, basket	Let the children tell freely.

Let the children examine by group the things they have to know of what materials those things are made.	10 min.		Let the children tell freely and happily as they see and know. Paper, plastics, iron etc.
Let each representative of groups present the things of their group to the class and tell of what kind of materials those things are made.	10 min.		
Children, are the materials of which things are made of similar? Which do you think is heavy between the different things (e.g. iron and plastics)? Let s do practically tomorrow.	5 min.	bag, exercise book, textbook, drinking water bottle	Let the children see, hold and tell freely.

Period Two

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
Have the children tell again their findings in the previous period.	2 min.		
Ask the children to lift the two similar sized books by putting on the each palm. Which one is heavy? Let them lift two different sized things, which are similar in shape and kind. Which one is heavy and which one is light? Why?	8 min.	Similar sized books big plastic cup and small plastic cup, thick textbook and thin textbook, stone, chairs etc.	Teacher has to tell that they are similar in weight after listening to the responses. After listening to the answers of children, let them know that big sized thing is heavy and small sized things is light by practical doing.
Take the children to the school compound. Ask the children to note the things that can be lifted and those, which are impossible to lift by practical doing.	10 min.		
After reaching the class, have them present their findings by group and tell why it happened like this with examples. Let the children tell their guesses. (e.g. big stone and small stone, big branch and small branch, friends body, father s body, mother s body)	10 min.		Teacher has to lead the children to be able to tell by themselves that, for example, big stone cannot be lifted due to its heaviness and small stone can be lifted because of its lightness.

Period Three

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
Making scales with bamboo slat, card paper or thick paper, string (anything available easily) by group	10 min.	straight bamboo slat of one foot long, card paper, strings	Let the children take part in the activity happily by group.
Have the children weigh the things they have such as pencil, ruler, book, and pencil box.	10 min.		Let the children weigh happily as they like.
Have the children weigh the different sized things that are similar in shape and kind and discuss the heaviness and lightness. Have the children weigh the things that are similar in shape and size but different in kind. Then, let them discuss the heaviness and lightness. * The clothes hanger with hook on each side of it can be used as a scale. (Or) drinking water bottle can be used as shown below.	10 min.	big bottle and small one, big cup and small one, big book and small one, plastic cup and iron cup, playable things made of plastics and wood	Let the children weigh the things practically and tell freely.

Period Four

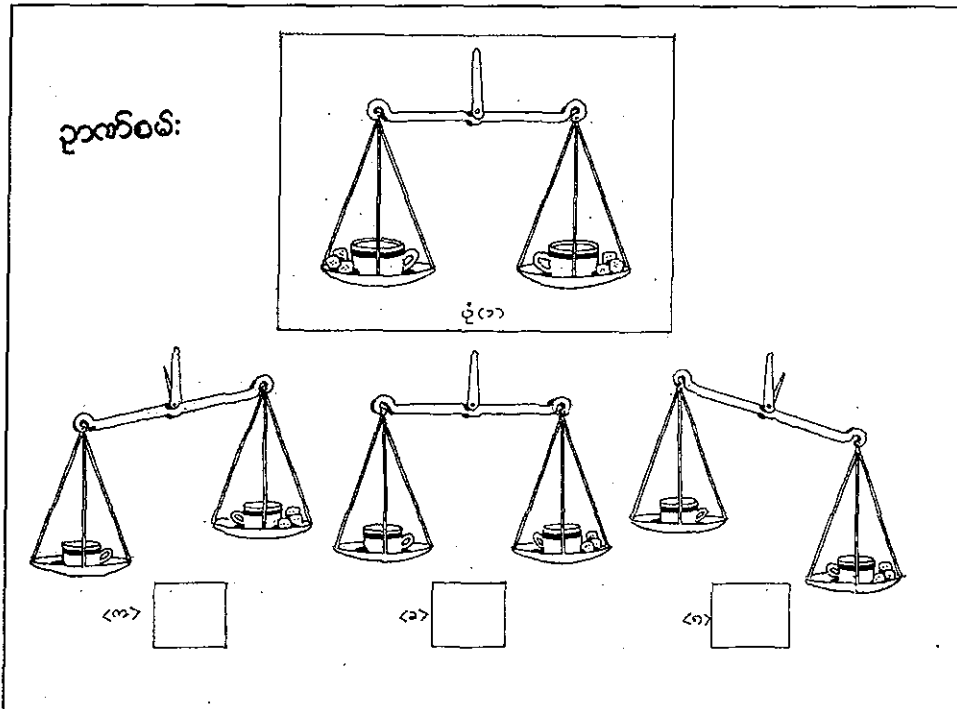
Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
Teacher says, "Let's test if you are strong or not" and put the things required in front of the class or outside the class. These are a big bucket filled with water, a small empty bucket, and a cup. After that, teacher ask the children who can lift the big bucket as I want to move the water in it to the back of classroom or another place. If no one can lift it, ask, "Why?" "How is good to carry?" Then, teacher fills the small bucket with water and asks them, "Can you carry it in this case?" Have them carry it.	15 min.		Big bucket must be big enough for the children to lift. The small bucket must be the one that children can lift. It is possible to take out with cup too.

<p>Then, teacher tells the children that it is possible to carry by transferring the suitable amount of water that one can lift into the bucket appropriate for one's strength.</p>			
<p>Ask the children, "I want to move my desk but I cannot do by myself. How should I do?" Make one child come forward to lift it and ask how it is. Then call second child, third child. After that, teacher says, "It is possible to do if your friends carry collectively". Then, they try to lift the desk together with the teacher practically. Tell them that it is heavy to lift the things by the strength of only one person but it is possible to lift those things by collective strength. Finally, teacher asks the children the following questions. Do you know your body weight? Have you ever weighed yourself? Conclude by saying that all living and non-living things have weight of their own.</p>	<p>15 min.</p>		<p>Only after asking them to lift individually, let them lift collectively.</p>

Assessment

1. Tell five kinds of things that you can lift by yourself. Why do you think you can lift those things?
2. Tell five kinds of things that you cannot lift by yourself. Why cannot you lift those things?
3. Which one is much heavier between an iron block and wooden block of similar size? What reason do you think is?
4. Do you know your body weight? Tell if you know. Whose weight do you think is the most at home? Why?

5. Put a cup of tea and three sugar cubes each on either side of the scale as shown in figure.



Three sugar cubes in the saucer on one side of scale is put into the tea and mix so that it become melted. What do you think happens to the scale now? Tick (✓) the correct one.

the side where sugar melts
will go down

A

Still balanced as before

B

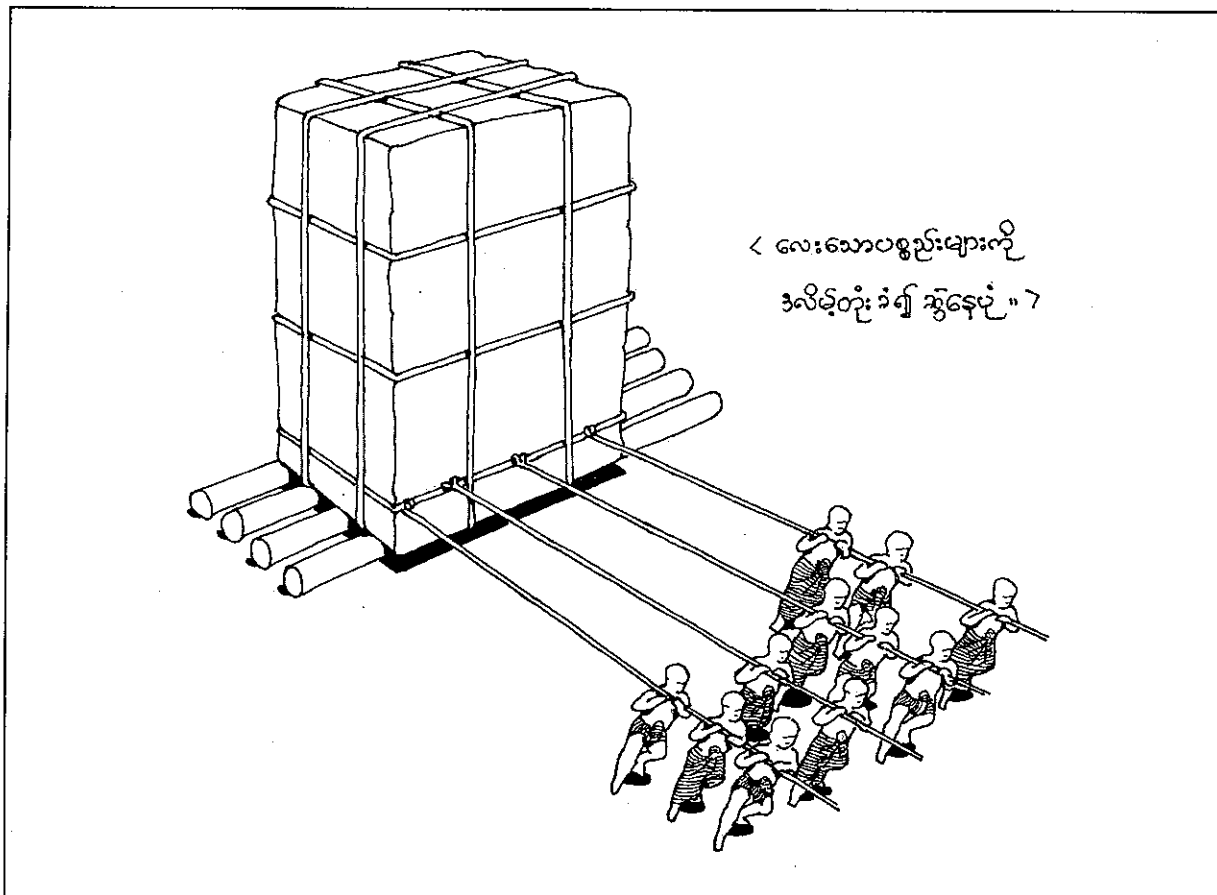
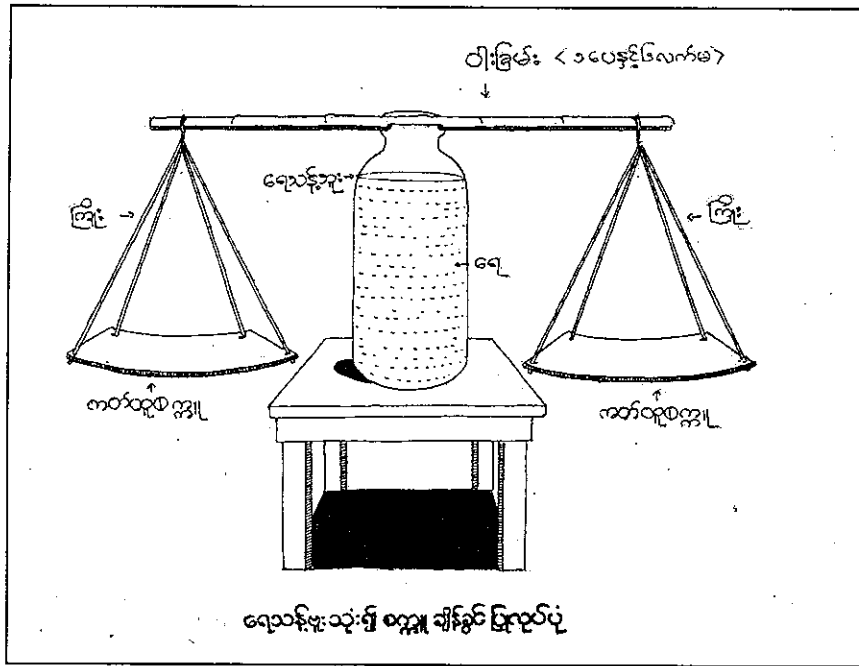
The side where sugar
cubes still exist will go
down

C

Why do you give this answer?

Reference

In this grade it contains only the step to tell heaviness and lightness by lifting with hands. In carrying the objects according to weight, there are methods to carry with ease and convenience. (For example: objects can be moved from one place to another by pulling with ropes or by using wood board or wood rods) Cranes can be used to carry big and heavy objects. In carrying logs from the forest where cranes cannot go, powerful animals like elephants are used.



Topic 8: Differentiating Objects in What They Are Made of and Recycling the Used or Waste Materials

Key Concept	There are different kinds of objects in our environment and we can differentiate objects in what they are made up of and some waste materials can be recycled.
Learning Objectives	
General Objectives	To know that objects can be differentiated in what they are made up of and some waste objects can be recycled.
Specific Objectives	Children are able (1) to tell the things which are made up of what materials. (2) to tell that the waste is a mixture of different kinds of materials and their negative effect to the environment. (3) to tell that some wastes can be recycled. (4) to tell that separating wastes depending on the material is necessary for recycling. (5) to tell that systematic throwing out waste things can cause the environmental cleanliness.
Activities Involved	- Group work - Observation - Group discussion - Prediction
Teaching/Learning Materials	- Things around the environment - The garbage - Comic strip
Teaching Periods	6 periods (180 min.)

Before Getting Started

Background Information for Teachers

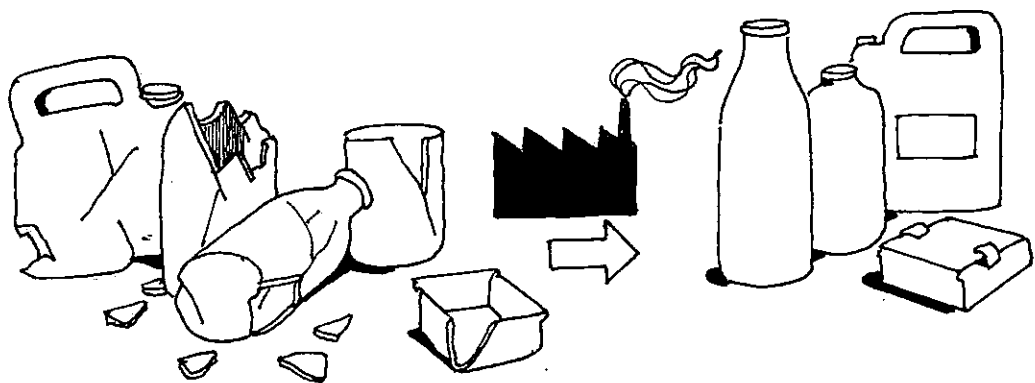
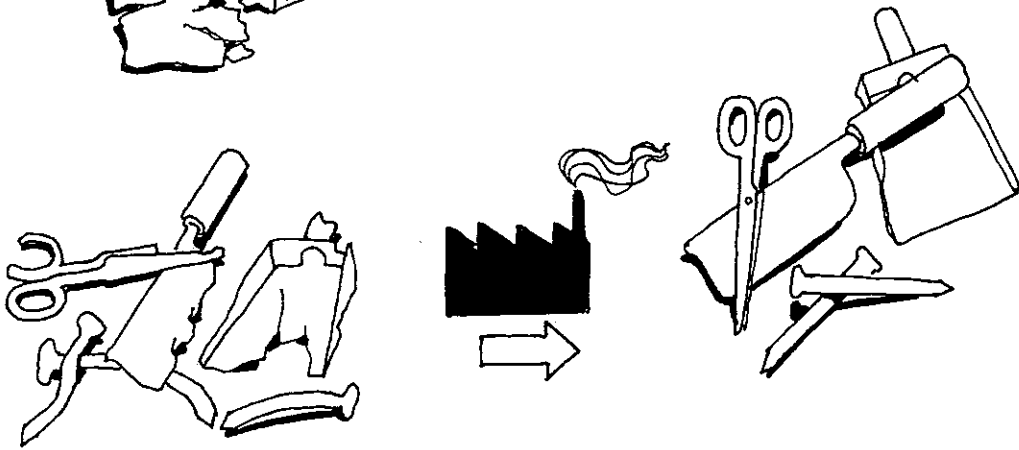
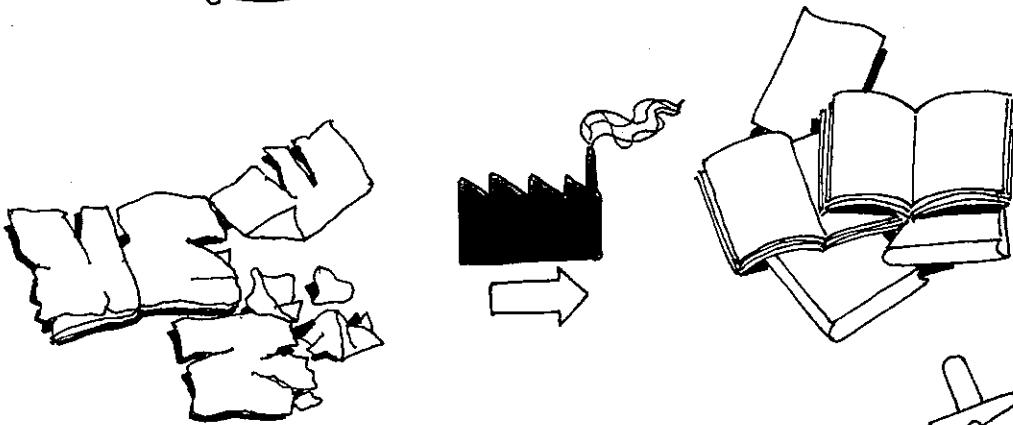
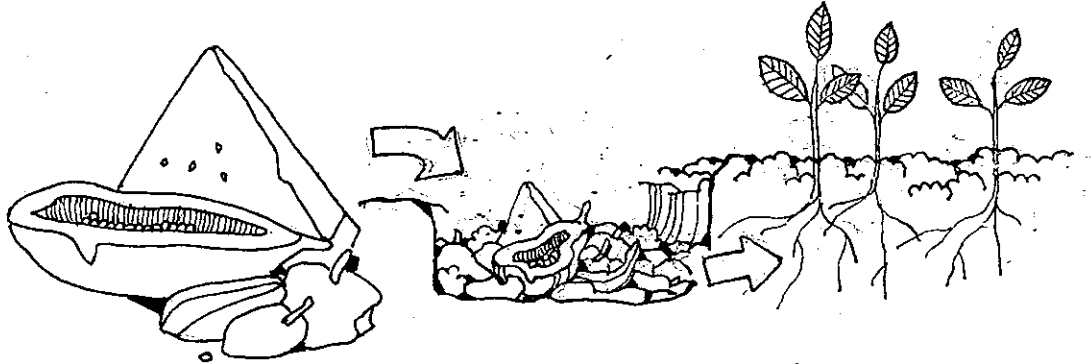
There are different kinds of objects in the environment. These objects are made up of different kinds of materials. When these objects have been used, they are thrown away to the environment as wastes. So, waste is the mixture of different kinds of material. Some materials are easily decayed but some are not. Not easily decayed materials can cause the environmental pollution. If we separate the wastes depending on the materials when we throw away, not only environmental cleanliness can be caused but also wastes can easily be recycled. For example, newspaper and waste paper can be recycled again.

Lesson Planner

	<u>Period One</u>	<u>Period Two</u>	<u>Period Three</u>
Specific Objectives	To tell the things which are made up of what materials.	To tell the things, which are made up of what materials focusing on the properties of some materials	To tell that the waste is a mixture of different kinds of materials and their negative effect to the environment.
Introduction (Evocation)	Observation the things in the class and the school compound.	Giving assignment relating to the prior lesson of yesterday.	Observation the actual garbage site near the school compound.
Development (Reflection)	Taking down the names of the things in the notebook and asking which things are made up what materials.	By doing assignment, let the students know the properties of some materials.	Observing the different kind of waste material and their negative effect to the environment.
Conclusion (Realization)	Objects around our environment are made up of different materials.	Objects around our environment are made up of different materials and certain material has its special properties.	There are different kinds of waste materials and their negative effect to the environment.

	<u>Period Four</u>	<u>Period Five</u>
Specific Objectives	To tell that some wastes can be recycled.	To tell that separating wastes depending on the material is necessary for recycling and systematic throwing out waste things can cause the environmental cleanliness.
Introduction (Evocation)	Asking the whole class, 'what kinds of waste materials did you see in the garbage site?'	Explaining that the first step to be recycled is separating wastes depending on the materials
Development (Reflection)	Continues asking the wastes' negative effect to the environment, reminding students not to throw wastes unsystematically, and pointing out the waste is mixture of different kinds of materials. Then asking, 'what kinds of waste can be recycled and what cannot'.	Asking what waste is made up of what kind of materials. Then let students read comic strip and showing recycled materials.
Conclusion (Realization)	Some waste can be recycled and some cannot.	Systematic throwing out waste things not only can be useful to produce domestic products but also can cause the environmental cleanliness.
Assessment Points	Observation of table	Observation of table, their performance while reading comic strip.

ခွန်ဝပ်ပစ္စည်းများကိုအသုံးဝင်သော
ပစ္စည်းများအဖြစ် ပြန်လည် အသုံးပြုနိုင်သည်။



Teaching/Learning Procedure

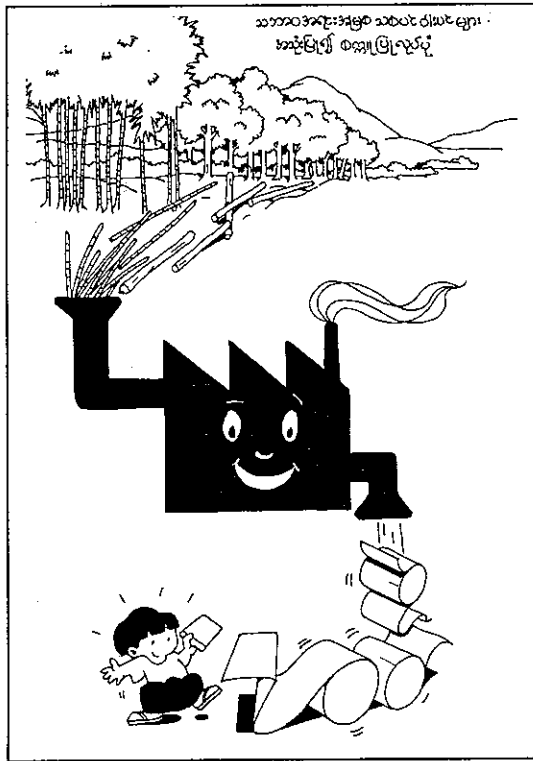
Period One

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed																																										
<p>After greeting, teacher divides the class into groups. Then, teacher lets the children groups observe the things in the class and the school compound. And teacher reminds the children to take down the names of the things in the notebook.</p> <p>Children observe the things in their environment.</p>	15 min.																																												
<p>Teacher tells that you have found many things in your environment. Then, teacher asks the following question. "Which things are made up of what materials?"</p> <p>Children discuss within the group. Then, teacher distributes the following table and lets them fill in it.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th>Paper</th> <th>Wood</th> <th>Glass</th> <th>Metal</th> <th>Sand</th> <th>Plastic</th> <th>Rubber</th> </tr> </thead> <tbody> <tr> <td>Book</td> <td>Chair</td> <td>Bottle</td> <td>Knife</td> <td>Pot</td> <td>Basket</td> <td>Ball</td> </tr> <tr> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> </tr> <tr> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> </tr> <tr> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> </tr> <tr> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> </tr> </tbody> </table> <p>Observe the things in your house and its compound.</p>	Paper	Wood	Glass	Metal	Sand	Plastic	Rubber	Book	Chair	Bottle	Knife	Pot	Basket	Ball	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	15 min.		<p>Teacher has to inspect the tables of the children. She has to make correction if necessary.</p> <p>Home assignment</p>
Paper	Wood	Glass	Metal	Sand	Plastic	Rubber																																							
Book	Chair	Bottle	Knife	Pot	Basket	Ball																																							
-	-	-	-	-	-	-																																							
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-	-	-	-	-	-	-																																							
-	-	-	-	-	-	-																																							

Period Two

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>Teacher distributes the following chart to the students and draw a line from each sentence on the left to the thing on the right that it describes.</p>	15 min.		

<p><i>This tool used for cutting feels cold to the touch.</i></p> <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 5px auto;">Bronze</div> <p><i>It can be used for writing. It can be torn easily.</i></p> <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 5px auto;">Plastic spoon</div> <p><i>It's loud metallic sound rings out catching people's attention.</i></p> <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 5px auto;">Steel knife</div> <p><i>This tool is for eating. It is light.</i></p> <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 5px auto;">Paper, book</div> <p>Teacher collects the charts and has to make correction if it is necessary.</p>			<p>Teacher has to inspect the tables of the children.</p> <p>Teacher should explain/help if it is necessary.</p>																		
<p>Then, teacher distributes again the following chart and asks, "Which things in the chart below are made of wood?"</p> <p>Put a tick in the correct box in the chart.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Things</th> <th style="width: 35%;">Wood</th> <th style="width: 35%;">Not wood</th> </tr> </thead> <tbody> <tr> <td><i>Fig (Pencil)</i></td> <td style="text-align: center;"><input type="checkbox"/></td> <td></td> </tr> <tr> <td><i>Fig (Needle)</i></td> <td></td> <td></td> </tr> <tr> <td><i>Fig (Table)</i></td> <td></td> <td></td> </tr> <tr> <td><i>Fig (Bat)</i></td> <td></td> <td></td> </tr> <tr> <td><i>Fig (Log)</i></td> <td></td> <td></td> </tr> </tbody> </table> <p>Teacher collects the charts and has to make correction if it is necessary. Then, teacher explains that some things are made of wood. Wood comes from trees. Wooden things feel warm; they float on water; they have a special smell; they make a dull sound when you tap them.</p>	Things	Wood	Not wood	<i>Fig (Pencil)</i>	<input type="checkbox"/>		<i>Fig (Needle)</i>			<i>Fig (Table)</i>			<i>Fig (Bat)</i>			<i>Fig (Log)</i>					<p>Teacher has to inspect the tables of the children. She should explain and help if it is necessary.</p>
Things	Wood	Not wood																			
<i>Fig (Pencil)</i>	<input type="checkbox"/>																				
<i>Fig (Needle)</i>																					
<i>Fig (Table)</i>																					
<i>Fig (Bat)</i>																					
<i>Fig (Log)</i>																					



Period Three

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>Where do you throw the wastes? - dustbin</p> <p>Where are the wastes in the dustbin thrown into? - big garbage</p> <p>Teacher and students go and observe the actual garbage site near the school compound. Students observe the different kinds of waste materials and their negative effect to the environment.</p>	30 min.		

Period Four

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>After observation, what kinds of waste materials did you see in the garbage site? Students answer.</p> <p>Then, teacher continues to ask, "Do you like to stay near the garbage?" - Yes/ No</p> <p>Why don't you like to stay near the garbage?</p>	15 min.		Teacher writes the different kinds of waste materials on the blackboard.

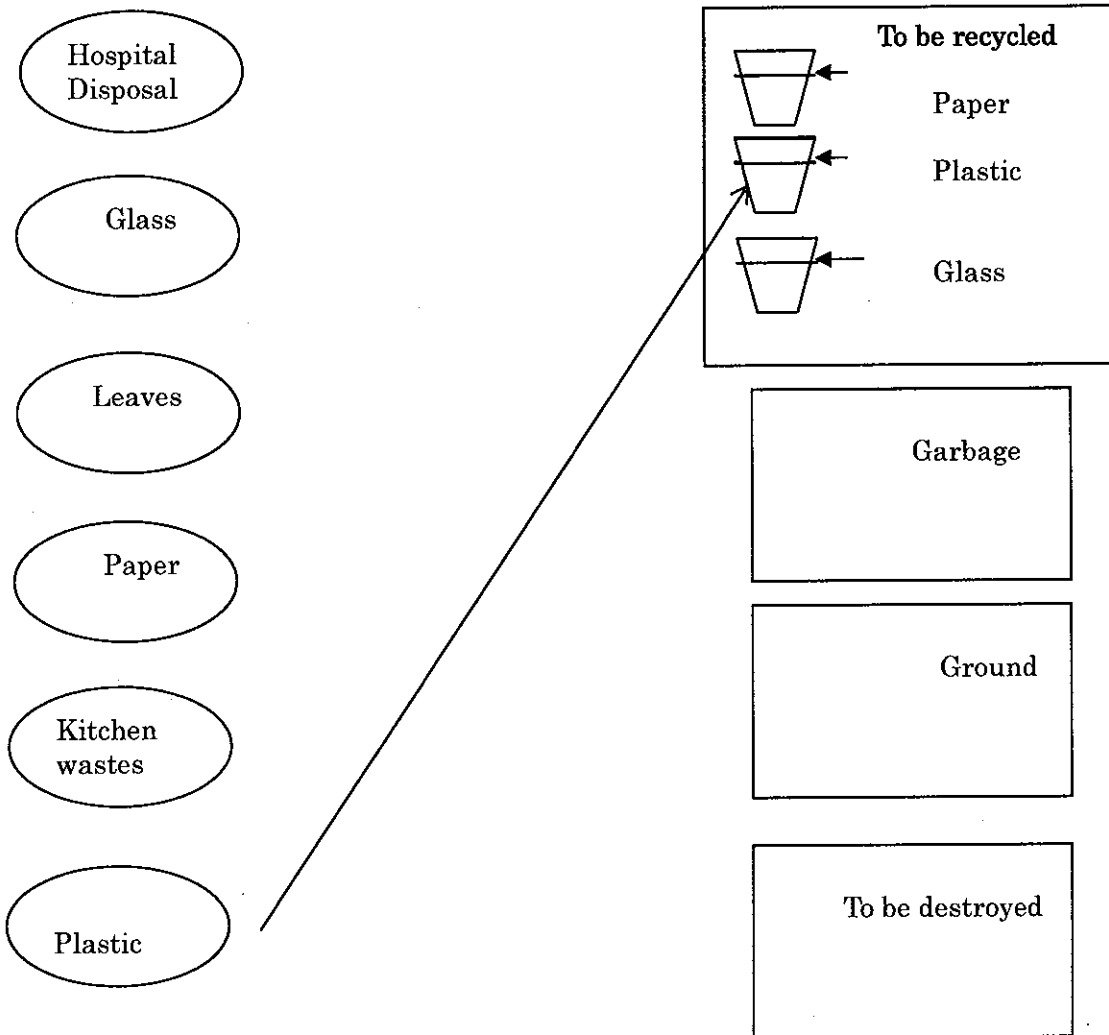
Student's answer. Based on the answers of the negative effect teacher reminds not to throw wastes unsystematically. Teacher also points out that the waste is mixture of different kinds of materials.	5 min.		
Teacher explains that some wastes can be recycled and some cannot. Then, teacher asks, "Do you think what kinds of waste can be recycled?" Student's answer.	5 min.		Teacher draws the table of Recycled/Not recycled on the blackboard and writes down the answer.
Then, teacher continues to ask, "What kinds of waste cannot be recycled?" Student's answer.	5 min.		Teacher writes on the blackboard and categorizes the waste materials into two groups. Home assignment
Teacher lets the children ask their parents recycled things.			

Period Five

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed								
<p>Teacher explains that the first step to be recycled is, separating wastes depending on the materials. Teacher asks the following question. "What waste is made up of what kind of materials?"</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Glass</th> <th style="width: 25%;">Plastic</th> <th style="width: 25%;">Paper</th> <th style="width: 25%;">Others</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Glass	Plastic	Paper	Others					10 min.		Teacher writes on the blackboard
Glass	Plastic	Paper	Others								
Then, teacher lets students do comic strip reading in the class.	10 min.										
<p>Teacher shows recycled materials like bottle, glass souvenir, etc. (If possible, observation of recycling factory) Teacher concludes the lesson to let the students know that systematic throwing out waste things not only can be useful to produce domestic products but also can cause the environmental cleanliness. How are the kitchen wastes in your house thrown away?</p>	10 min.		Home assignment								

Assessment

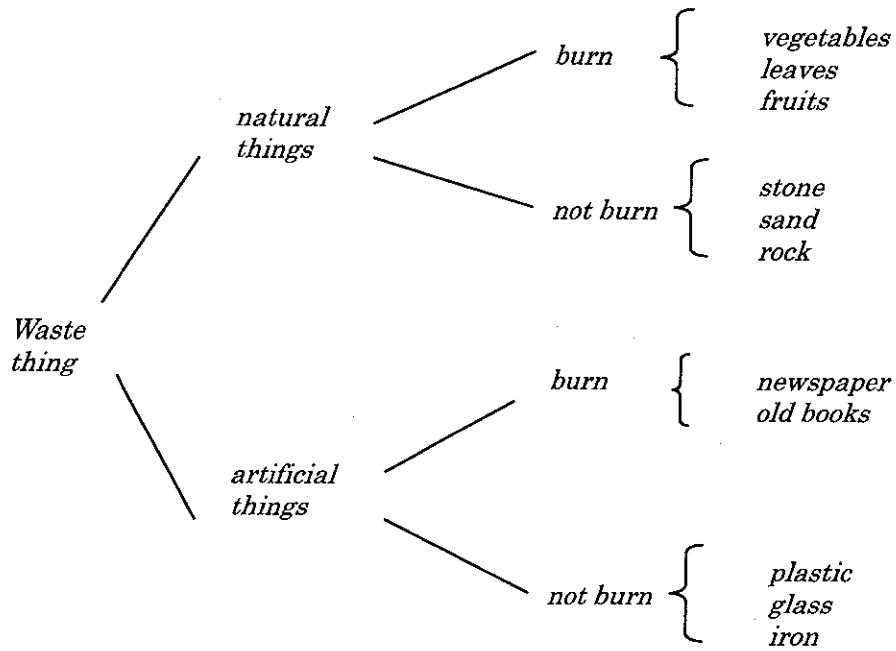
Draw a line from the left of the waste things to the right of the place to throw. Example is done for you.



Reference

Some villages in Myanmar already exist good idea of digging big holes to throw the rubbish systematically. If we do not throw away the wastes systematically, it can cause environmental pollution. Environmental pollution is the major problem that leads not only to destroy beauty of nature but also to cause the health hazard of human beings. For example, plastic is the major waste in our environment and it is not easily decayed material. So, it causes the environmental pollution. If we burn the plastic, the poisonous gas is produced and health problem can be caused. We should not throw away the waste into

water because it becomes water pollution and also health problem can be caused. Disposal of hospitals are very dangerous to humans and so they must be destroyed. We also throw away the waste of kitchen systematically to the garbage. Only then, we can avoid the environmental pollution.



မောင်မောင်နှင့် ပလပ်စတစ်



ကယ်သူ့ ပစ်ထားတာ လား?



ဟယ်... ပလပ်စတစ် အိတ်တွေ...



မောင်မောင် အိပ်သော အခါ...



ဟေ့ကောင်... ထမင်း ငါတို့က.. မင်း ပစ်ထားတဲ့ ပလပ်စတစ် အိတ်တွေကို..



